

**UNIVERSITY OF MUMBAI**  
No. UG/144 of 2016

**CIRCULAR:-**

The Head, University Department of Education, the Principals of the affiliated training college in Education are hereby informed that the recommendation made by the Faculty of Arts at its meeting held on 20<sup>th</sup> February, 2015 has been accepted by the Academic Council at its meeting held on 26<sup>th</sup> June, 2015 vide item No. 4.21 and subsequently approved by the Management Council at its meeting held on 31<sup>st</sup> August, 2015 vide item No.12 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 6300 and 6301 and Regulation 9013 and 9014 and relating to the Credit Based Semester and Grading System for the Bachelor of Education (B.Ed.Part Time) has been introduced, which is available on the University's web site ([www.mu.ac.in](http://www.mu.ac.in)) and that the same has been brought into force with effect from the academic year 2016-17.

MUMBAI - 400 032  
30<sup>th</sup> March, 2016

sd/-  
REGISTRAR

To,

The Head, University Department of Education, the Principals of the affiliated training college in Education.

A.C/4.21/26.06.2015  
M.C/12/31.08.2015

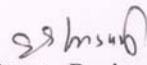
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No. UG/144-A of 2015

MUMBAI-400 032 30<sup>th</sup> March,, 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.

  
Deputy Registrar  
Under Graduate Studies

...PTO

Cover Page

AC 26/6/15  
Item No. 4.20

**UNIVERSITY OF MUMBAI**



**Syllabus for Approval**

Sr. No.	Heading	Particulars
1	Title of the Course	Bachelor of Education (B.Ed Part Time)
2	Eligibility for Admission	50% marks in the Bachelor's degree- in service teachers with minimum 2 yrs experience
3	Passing Marks	40%
4	Ordinances / Regulations ( if any)	--
5	No. of Years / Semesters	3 yrs, 6 semesters
6	Level	P.G. / U.G./ Diploma / Certificate ( Strike out which is not applicable)
7	Pattern	Yearly / Semester ( Strike out which is not applicable)
8	Status	New / Revised ( Strike out which is not applicable)
9	To be implemented from Academic Year	From Academic Year - 16-17

Date:

Signature : *Beena S Khemchandani*

Name of BOS Chairperson / Dean :

Dr.Beena S Khemchandani

## **Ordinances B.Ed. (Part time) Programme Leading to Bachelor of Education (B.Ed) Degree**

- 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 has been passed by the Academic Council at its meeting held 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 used to measure a student's workload 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 time duration per credit is divided into two parts. Approximately fifty percent of the time will be spent on class room instructions including student's presentations as prescribed by the university, rest of the time spent for assignments, projects, journal writing, library work, preparations for lessons and examinations etc. will be considered as notional hours.
- The definitions of the key terms used in the Credit based Semester and Grading System  
**Program:** Program is set of courses that are linked together in an academically meaningful way and generally ends with the award of a Certificate or Diploma or degree depending on the level of knowledge attained and the total duration of study.  
**Course:** A course corresponds to the word 'subject' used in many universities. A course is essentially a constituent of a 'program' and may be conceived of as a composite of several learning topics taken from a certain level. All the learning topics included in a course must necessarily have academic coherence that is there must be a common thread linking the various components of a course. A number of linked courses considered together are in practice, a 'program'.  
**Credit Point:** Credit point refers to the 'workload' of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures/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  
Three years B.Ed Part time Programme**

**O.6300: Title:** Bachelor of Education (B.Ed)

**R.9013:Duration:** Three academic years as **Credit Based Grading System** comprising of Six semesters.

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

**O.6301: Eligibility:** Following candidates are eligible for admission:

(a) Upper Primary and Secondary school teachers who are in service as full time teacher for at least Two years at the time of making application and who shall continue to be in service during the entire duration of the programme. The applicant shall be required to furnish a certificate to this effect from the Head of the school where s/he is employed.

(b) Candidates with at least 50 % marks either in the Bachelor's Degree (for example B.Com, B. Sc, B.A, B. Arch, BMS, BMM, BSW, BE, etc) and/or with 55% marks in the Master's Degree in Sciences / Social Sciences / Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics or any other qualification equivalent thereof, are eligible for admission to the programme.

(c) 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 SIX semesters of the Part time Three years B.Ed. programme spread over a maximum period of five 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) School Internship: The student teachers will continue to teach in their respective schools as part of their work. However, their classroom teaching and school-based activities shall be supervised by the faculty of teacher education and other qualified teachers and teacher educators for 12 weeks – 4 weeks per year. They shall be engaged at two levels namely upper primary (Classes VI-VIII) and Secondary (Classes XI-XII) or Senior Secondary (Classes XI-XII), with at least 2 weeks in secondary/ senior secondary classes.
- (c) Completed the Practicum and Internal Assessment assignments of each Theory paper of each year as certified by the Principal of the Institution in which the candidate is studying.

The Semester wise practicum comprises of : -

#### FIRST SEMESTER

Supervised School Internship (2 Weeks) will comprise of the following:

- Book Review
- Community Work
- Observation in school (For one week)
  - Content Test
- Test (Class Test & Essays)

#### SECOND SEMESTER

Supervised School Internship (2 Weeks) will comprise of the following:

- Shadowing of subject teacher in Method
  - Co-curricular activities in college
- Critical Analysis of an Educational film
  - Test (Class Test & Essays)

#### THIRD SEMESTER

Supervised School Internship (2 weeks) will comprise of the following:

- Developing Learning resources
- Anecdotal record/interviewing a school student
- Organizing co-curricular activities in school
  - School based action research
- Blue print and administration of test
  - Test (Class test & Essays)

#### FOURTH SEMESTER

Supervised School Internship (2 weeks) will comprise of the following:

- Theme Based Teaching (2 Lessons)
- Co-teaching lessons with school teachers (3 Lessons)
  - Report on records maintained in the school
  - Literacy awareness programme

- Test (Class Test & Essay)

#### FIFTH SEMESTER

Supervised School Internship (3 weeks) will comprise of the following:

- Lessons (25 Lessons)
- Test (Class Test & Essay)

#### SIXTH SEMESTER

Supervised School Internship (1 week) will comprise of the following:

- i) Reflective Journal (for all six Semesters)
- Co-teaching with peers (10 Lessons)
- Test (Class Test & Essay)

- (d) Should have successfully passed the Theory component of the courses 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, which must be with respect to the graduation degree on the basis of which the student is admitted.

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

In Year II, Semester IV each student is required to opt for any one of the following courses from Curriculum and Pedagogic Study (Optional Course):

- i. Action Research
- ii. Environmental Education

- iii. Guidance and Counseling
- iv. Peace Education

**R.9013: 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:

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)

**Note: The above table related to Grade points indicate that a candidate acquiring 40% and above shall be declared successful. A candidate acquiring less than 40% shall be declared 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
- c. Two Principal, 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
- d. 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 term for Year II irrespective of number of heads of failure in the Year I. A student shall be allowed to keep term for Year III irrespective of number of heads of failure in the Year I and Year II. The result of Year III shall be kept in abeyance until the student passes each of the courses in **Part A & Part B** for Year I, Year II and Year III.

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

#### **1. Internal assessment with**

- 235 marks (110 Internal Assessment in Theory+125 Practicum in First semester)
- 160 marks (60 Internal Assessment in Theory +100 practicum in Second semester)
- 210 marks (110 Internal Assessment in Theory + 100 practicum in Third semester)
- 205 marks (80 Internal Assessment in Theory +125 Practicum in fourth semester)
- 305 marks (30 Internal Assessment in Theory + 275 Practicum in fifth semester)
- 255 marks (80 Internal Assessment in Theory +175 Practicum in sixth semester)

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 of the Practicum and Theory (Part A and Part B) 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.**

- Semester 1 ---140 marks
- Semester 2 ---140 marks
- Semester 3 ---140 marks
- Semester 4 ---70 marks
- Semester 5 ---70 marks
- Semester 6---70 marks

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 five 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 five 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 Examination will be of 2 and half Hours for 70 marks per course for the decided Question Paper Pattern.

For Core courses out of 9 questions answer any 5 and question 9 is compulsory which are 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 (1), which is compulsory.

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FRAME WORK FOR B.ED PART TIME PROGRAMME

FIRST YEAR SEMESTER I

COURSE	SUBJECT	THEORETICAL HOURS	CREDITS	INTERNAL	EXTERNAL	TOTAL
COURSE 1	<b>Childhood And Growing Up</b>	60	4	30	70	<b>100</b>
COURSE 2	<b>Contemporary India and Education</b>	60	4	30	70	<b>100</b>
CC -1	<b>Learning &amp; Reflecting On Texts</b>	30	2	50	-	<b>50</b>
	<b>TOTAL</b>	<b>150</b>	<b>10</b>	<b>110</b>	<b>140</b>	<b>250</b>

FRAME WORK FOR B.ED PART TIME PROGRAMME

FIRST YEAR SEMESTER I

PRACTICUM

S.NO	TITLE	MARKS	CREDITS
Supervised School Internship (2 weeks)			
1	Book review	<b>25</b>	1
2	Community work	<b>25</b>	1
3	Observation in school (For one week)	<b>25</b>	1

4	Content test (1x25)	25	1
5	st (Class Test 15 & Essay 10)  (2 Class Test & Essay 2)	25	1
	<b>TOTAL</b>	<b>125</b>	<b>05</b>

### 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 analyze 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 - (LECTURES-8)**

- 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 - (LECTURES-10)**

- 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: (LECTURES-10)**

**A)** Child Development as a multidimensional concept within a pluralistic society (physical, Emotional and Social)

**B)** Impact of different parenting styles on child development ((4)

**C)** Child development in socio- cultural context: Interplay of poverty, caste, gender and tribal communities.

**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 (LECTURES- 8)**

**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 (LECTURES-10)**

- a. Social Cognition: The social formation of the mind-Vygotsky
- b. Ecological systems: Urie Bronfenbrenner
- 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 (LECTURES-10)**

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 (LECTURES-8)**

- 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 (LECTURES- 8)**

- 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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### **Semester 1**

**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
- d. (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 working for Marginalised groups---Conducting field visits, case studies, and participating in their projects.
- Organizing and Conducting street plays in the local community with emphasis on role of education and media in addressing the problem of social exclusion
- Conducting Action Research projects on the life of Marginalised sections such as migrant workers, drop-outs, child labourers,
  - Exposure to Educational Films, Documentaries, Slide shows on Social Exclusion

### **References:**

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  - “They Say We’re Dirty”---Denying an Education to India’s Marginalized
- Copyright © 2014 Human Rights Watch All rights reserved. Printed in the United States of America ISBN: 978-1-62313-1203
  - Caste And Democracy In India :Dr. Vivek Kumar Publisher: Gyan Publishing House  
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  - Women, Social Exclusion And Inclusion: Sangeeta Krishna Publisher: Kalpaz Publications  
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- Poverty and Social Exclusion in India issues and challenges aparajita chattopadhyay isbn 978-81-316-0561-5 edition 2013
  - Mapping Social Exclusion in India:Caste, Religion and BorderlandsEditor: Paramjit S. Judge, Published: March 2014 isbn: 9781107056091
  - B.R. Ambedkar: Perspectives on Social Exclusion and Inclusive Policies Sukhadeo Thorat Oxford University Press, 2008
    - Agenda Against Social Exclusion: Democracy Development and Citizenship <http://www.academia.edu/298897>
  - The Politics of Social Exclusion in India: Democracy at the Crossroadsedited by Harihar Bhattacharyya, Partharkar, Angshuman Kar; Routledge 2010.
  - Education in India – Colonial India Article science.jrank.org/pages/9087/Education-in-India-Colonial-India.html
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  - The Education Commission and After: J.P Naik, APH Publishing Corporation , New Delhi ,1997
    - Paper :Effects of globalisation on education and culture ;S. Chinnammai ICDE international conference November 2005, New Delhi [http://guidedresearchwriting.pbworks.com/w/file/fetch/53952209/ImactofGlobalization\\_EdandCulture.pdf](http://guidedresearchwriting.pbworks.com/w/file/fetch/53952209/ImactofGlobalization_EdandCulture.pdf)
  - Globalization: Impact on Education ---Article by Satish Tandon, September 2005 <http://www.satishtandon.com/globaledu.html>
  - The Future Of Distance Learning Ramesh Chandra Kalpaz Publications 2005 ISBN 978817835236
- \*\*\*\*\*

## **SEMESTER 1**

**Course Name: Course EPC 1**

**Subject: READING AND REFLECTING THE TEXTS**

**Total Credits: 2**

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

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

**OBJECTIVES**

1. To infuse in student teachers the penchant for reading and writing
2. To instill and promote the skill of reading and writing
3. To appreciate texts from diverse fields
4. To acquaint the student teachers with comprehension skills
5. To examine the social angle to reading texts
6. To engage readers to interact with the text individually and in groups
7. To develop interpretation skills in reading texts
8. To develop reflective reading and writing skills
9. To generate critical/analytical responses from the readers
10. To maintain reading logs and reading journals
11. To create one's own writing on the read text
12. To compare different texts on the same theme
13. 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(7 hours)**

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, and ethnographies.

## **Activities:**

### **1. Setting up a Reading Community Club**

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

### **2. Reading for Comprehension Text**

- a) 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.
- b) 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 from one's life experience (in front of a smaller group)
- e) Discussion of characters and situations – sharing interpretations and points of view (in a smaller group)



## **Unit 2 – Text and Reflection: (8 hours)**

### **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 ‘framing’ of the article, point(s) of view 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 of each text (group discussion and 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: (6 hours)**

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 into the role of the characters or the writer, developing a new angle to the text
  - Presentations of selected papers, questions and answers (large group).

## **Unit 4 Reading beyond Text**

**(9 hours)**

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) and Educational Perspectives like (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 writer's reading of the books and 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-**

## **REFERENCES**

### **Reflective Reading**

- [http://www.decd.sa.gov.au/literacy/files/links/Scaffolding\\_Students\\_in\\_Re.pdf](http://www.decd.sa.gov.au/literacy/files/links/Scaffolding_Students_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://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://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.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+Storytelling>
    - ( interactive reader)
  - <http://reflectivepractitioner.pbworks.com/f/Lincoln.pdf>
    - **Reflective Writing**
    - [http://tc2.ca/pdf/t4t/t4t\\_reflective\\_writing.pdf](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://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://www.readwritethink.org/files/resources/lesson_images/lesson963/Rubric.pdf)
    - [http://classiclit.about.com/od/forstudents/ht/aa\\_readinglog.htm](http://classiclit.about.com/od/forstudents/ht/aa_readinglog.htm)
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**FRAME WORK FOR B.ED PART TIME PROGRAMME**

**FIRST YEAR SEMESTER II**

<b>COURSE</b>	<b>SUBJECT</b>	<b>CREDIT HOURS</b>	<b>CREDITS</b>	<b>INTERNAL</b>	<b>EXTERNAL</b>	<b>TOTAL</b>
<b>COURSE 3 Session I</b>	<b>Psychology Of School Subject I*</b>	<b>30</b>	<b>2</b>	<b>15</b>	<b>35</b>	<b>50</b>
<b>COURSE 3 Session II</b>	<b>Understanding Disciplines And School Subjects</b>	<b>30</b>	<b>2</b>	<b>15</b>	<b>35</b>	<b>50</b>
<b>COURSE 4</b>	<b>Knowledge And Curriculum</b>	<b>60</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>

	<b>TOTAL</b>	<b>120</b>	<b>08</b>	<b>60</b>	<b>140</b>	<b>200</b>

**FRAME WORK FOR B.ED PART TIME PROGRAMME**

**FIRST YEAR SEMESTER II**

**PRACTICUM**

<b>.NO</b>	<b>TITLE</b>	<b>MARKS</b>	<b>CREDITS</b>
Supervised School Internship (2 weeks)			
1.	Shadowing of subject teacher In Method	<b>25</b>	1
2	Co curricular activities in college	<b>25</b>	1
3.	Critical Analysis of an Educational film	<b>25</b>	1
4	<b>Test</b> (Class Test 15& Essay 10) (2 Class Test & Essay 2)	<b>25</b>	1
	<b>TOTAL</b>	<b>100</b>	<b>04</b>



**SEMESTER II PEDAGOGY OF SCHOOL SUBJECT (ANY ONE OF THE FOLLOWING)**

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

**Subject:- MARATHI**

**Total Credits: 2**

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

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

- मराठी भाषेचे स्वरूप व महत्व समजण्यास मदत करणे .
- मराठी भाषेची व अध्यापनाच्या उद्दिष्टांचे उपयोजन करण्यास मदत करणे .
- मराठी भाषेच्या विविध अध्यापन पध्दतींचे आकलन होण्यास मदत करणे .
- मराठी भाषेचा अध्ययन अध्यापन विषयक दृष्टिकोन विकसित होण्यास मदत करणे .
  - मराठी भाषेची विविध कौशल्य विकसित होण्यास मदत करणे .

ड्यूल : 0१

मराठी भाषेचे स्वरूप ,महत्व व उद्दिष्टे

वटक : १

मराठी भाषेचे स्वरूप व महत्व

- अ] मराठी भाषेचे मानवी जीवनातील व शालेय अभ्यासक्रमातील महत्व  
] माध्यमिक व उच्चमाध्यमिक स्तरावरील प्रचलित अभ्यासक्रमाचा परिचय  
5 ] अमराठी भाषिक विद्यार्थ्यांच्या जीवनात मराठीच्या अध्यापनाचे स्थान

प्रटक : २

मराठी भाषेची व अध्यापनाची उद्दिष्टे

राष्ट्रातील माध्यमिक व उच्च माध्यमिक स्तरावरील प्रचलित अभ्यासक्रमाची उद्दिष्टे  
(प्रथम व द्वितीय भाषा स्तर)

ब ] मराठी भाषा अध्यापनाची भाषिक व वाङ्मयीन उद्दिष्टे

क ] वर्ग अध्यापनाची उद्दिष्टे व स्पष्टीकरणे

इयूल : ०२

मराठी भाषा अध्यापन पध्दती व अध्यापनविषयक दृष्टीकोन

प्रटक : ३

मराठी भाषा अध्यापन पध्दती

गद्य अध्यापन पध्दती पायया, महत्व (व्याख्यान, कथाकथन, नाट्यीकरण)

ब ] पद्य अध्यापन पध्दती पायया, महत्व (रसग्रहण, चर्चा पध्दती)

व्याकरण अध्यापन पध्दती पायया, महत्व (उद्गामी अवगामी, क्रिडन पध्दती)

प्रटक : ४

मराठीचे अध्ययन अध्यापन विषयक दृष्टीकोन

अ] गाभाघटक व मूल्ये विकसनासाठी अध्यापन

ब ] जीवनकौशल्य व पर्यावरण संवर्धन विकसनासाठी अध्यापन

क] मानशास्त्रीय दृष्टिकोन मराठी अध्यापनाची तत्वे व सुत्रे

ड] समावायधिष्ठित अध्ययन अध्यापन

प्रत्याक्षिक :

प्रत्याही सहशालेय उपक्रमाचे आयोजन व नियोजनाचे सविस्तर अहवाल लेखन

## **SEMESTER II**

**Course Name: Course 3 section 1 (Pedagogy Of School Subject I)**

**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-**

- 1) To develop an understanding of the meaning, nature and scope of commerce education.
- 2) To develop an understanding of the maxims and principles of teaching commerce.
- 3) To develop understanding the bases of the commerce education and its relation with other disciplines.
- 4) To develop understanding of the objectives of teaching commerce at higher secondary level (NCF 2005).
- 5) To understand various methods used in teaching of commerce.
- 6) 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:**

- i. -Particular to General
- ii. -Known to Unknown
- iii. -Concrete to Abstract
- iv. -Analysis to synthesis

**(c) Principles of Teaching of Commerce:**

- i. Principle of flexibility
- ii. Principle of activity
- iii. Principle of individual differences
- iv. Principle of learner centeredness
- v. Principle of community centeredness

**Assignment:**

Critically analyze 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)**

- i. Project Method
- ii. Problem Solving Method
- iii. Seminar and Workshop Method
- iv. Survey Method
- v. Discussion Method
- vi. 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 lecture**

**12**

- (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:**

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• Ltd-New Delhi
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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 BookDepot- Meerut.
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• 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://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%20Networking%20in%20Education%20Challenges%20and%20Opportunities.pdf>

## **SEMESTER II**

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

**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.

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**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)
- b) Teaching Generalizations (Inductive Deductive)
- c) Teaching Problem Solving (Problem Solving)
- d) Teaching Constructions (Lecture cum Demonstration)
- e) Teaching Proofs (Analytical Synthetic)

**Assignment:**

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

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**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.

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## **SEMESTER II**

**Course Name: Course 3 section 1 (Pedagogy Of School Subject I)**

**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

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### **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”, Vinod Pustak Mandir.  
Agra-2.
2. Dhillon S; Chopra K. : Teaching Of Economics
3. Mustafa M, 2005,” Teaching of Economics New Trends and Challenges’ Deep & 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 of Economics” Surya publication, Meerut –
11. Saxena Mishra Mahonty (2004 ) “Teaching of Social Studies” Surya publication,  
Suryapublication, Meerut
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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 pQdtI p`aofosar Aar. vhl. gajaro AaiNa saI. baI. puraiNak

2. Aqa-Saas~a iSaxaNa DaĐ.galItaMjalaI paTIIa

3. Aqa-Saas~a AQyaapna pQdtI p`aofosar rMjanaa dovaaro

4. Aqa-Saas~a AaSaiyayau@t AQyaapna pQdtI p`aofosar inama-laa tPkIrihMdiÁ

1. Aqa-Saas~a AQyaapna pQdtI DaĐ.klyaaNaI [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

## **SEMESTER II**

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

**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 wrt to language.
6. To practise 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 –
- ence between language as a school subject and as a means of learning and communication
- Concept of language registers
  - Place of English in school curriculum

### **Pedagogical bases:**

nd 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-**

Unit II -

- i) How the different registers of language been introduced?
- 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?

**Module 2**  
Unit III

### **Language Acquisition** **Pedagogical approaches & techniques**

- Constructivist Approach (7E's),



- Communicative Approach (Concept & procedure)  
pository(Narration, Dramatization) and Interactive teaching techniques  
(Questioning, Discussion)

### **Learning Resources**

- Library as a learning resource.
  - E-resources (blogs, e-books, social networking sites )
    - CALL
- nit IV

### **Activity:**

**Compare four activities keeping in view ‘Constructivism in Language Classroom’.**

### **References**

- 1) Techniques of teaching English by Dr. Shaikh Mowla
- 2) Teaching of English in India by Dr.K.Pandey & Dr.Amita
- 3) Teaching & Learning English by Raja T Nasr
- 4) Teaching of English by Dr.J.E.Vallabi
- 5) Teaching of English by Kshanika Bose
- 6) Techniques of Teaching English by A.L. Kohli

## 7) Methodology of English Teaching by Malati .M Halbe

## **SEMESTER II**

**Course Name: Course 3 section 1 (Pedagogy of school subject I )**

**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 Geography as a subject
2. To acquire knowledge of approaches of arranging the subject content.
3. To develop an understanding of different types of learning resources.
4. To develop an understanding of the importance of organization of co-curricular activities in the teaching of geography.
5. 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)

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

**OR**

- Develop a lesson plan for 'A' method/ Gallery walk/ jigsaw. (5 Marks)

**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://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://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](https://en.wikipedia.org/wiki/Satellite_imagery)
- <http://wp.cedha.net/wp-content/uploads/2011/05/The-uses-of-satellite-imagery-Taillant-Picolotti.pdf>

## **SEMESTER II**

**Course Name: Course 3 Section 1(Pedagogy of School subject I)**

**Subject:-HISTORY**

**Total Credits: 2**

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

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

### **Specific Objectives**

**By the end of the two years 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' interest in History & Political Science

## **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- PeterSeixias& 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. Multi perceptivity's and Monoperspectivity in understanding History
- Evidence based interpretation: difference between primary source and secondary source, the 6 C's of source analysis, importance of source analysis.
- Collingwood's approach to reconstructing the past through 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, Artefacts
  - 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:**

- Angelo A.T, et .al. (1993). Classroom Assessment Techniques A. Handbook for CollegeTeachers, San FransiscoTossey- Bass Publisher.
- [Aitken, GV](#) ; [Sinnema, CEL](#) (2008) Effective Pedagogy in Social Sciences/Tikanga ā Iwi: Best Evidence Synthesis Iteration (BES) Ministry of Education.
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- *Making a difference: meeting diverse learning needs with differentiated instruction* (2010) Alberta Education, ISBN NO 978-0-7785-8601-2
  - Nayak, A.K. et. al (2004). *Classroom Teaching: Methods and Practice*, A.P.H. Publishing Corporation. New Delhi.
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  - 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.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel.pdf)

[f](#)

[https://education.alberta.ca/media/1234045/makingadifference\\_2010.pdf](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://www.canberra.edu.au/researchrepository/file/3d3fb227-73c7-dc08-49ee-275fa23092d3/1/full_text_final.pdf)

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

[http://www.nelson.com/thebigsix/documents/The%20Big%20Six%20Sample%20Chapter%20with%20BLM\\_Aug%2030.pdf](http://www.nelson.com/thebigsix/documents/The%20Big%20Six%20Sample%20Chapter%20with%20BLM_Aug%2030.pdf)

[https://www.academia.edu/2527715/Suffrage\\_feudal\\_democracy\\_treaty...\\_historys\\_building\\_blocks\\_Learning\\_to\\_teach\\_historical\\_concepts](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](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://www.theewc.org/uploads/content/archive/History_teaching_today_manual_1.pdf)

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

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

## **SEMESTER II**

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

**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.

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## **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 scientist 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.

#### **REFERENCES:-**

1. Bhandula, Chadha and Sharma : Teaching of Science, Prakash Brothers Educational Publishers, 1985.
2. Bhandula. N : Teaching of Science, Prakasli brothers (Ludhiana).
3. Bhatia & Bhatk the Principles and Methods of Teaching, Doaha house Booksellers and Publishers, 1994.
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### **Course 7 (a): Pedagogy of School Subjects- Part I and II**

#### **हिन्दी**

#### **उद्देश्य :**

- हिन्दीभाषाका उद्गम और विकासकी जानकारी प्राप्त करना
- भारतीयसंविधानतथासमितियों द्वाराहिन्दीभाषाकेलिए प्रावधानोंको समझना
  - बहुभाषिकसमाजमेंहिन्दीभाषाकामहत्वजानना
  - हिन्दीभाषाअध्यापनकेसूत्र वसिद्धान्तोंकीजानकारीप्राप्तकरना
  - हिन्दीभाषा द्वाराभाषाकौशलोंकोसमृद्धबनाना
- हिन्दीभाषाकीविधाएंऔर उसमेंनिहितभाषासौन्दर्य काज्ञानप्राप्तकरना
- मूल्यसंवर्धनएवम् जीवनकौशलोंकेविकासमेंभाषाकीभूमिकाकोसमझना
- भाषाअध्यापनमेंशिक्षकके उत्तरदायित्वोंकीजानकारीप्राप्तकरना

## प्रथमवर्ष

<b>भाषाअध्ययन-अध्यापनकेमूलभूतसिद्धान्त १७तासिका</b>
<b>हिन्दीभाषाका उद्गमऔरविकास</b>
<p>(१) हिन्दीभाषाका उद्गम -संक्षिप्त इतिहास २</p> <p>(२) हिन्दीभाषाकेलिप्रावधान - संविधानतथाशिक्षासमितियाँ ५</p> <ul style="list-style-type: none"> <li>● धारा ३४३, ३५१, ३५०१</li> <li>● कोठारीकमीशन (१९६४-६६)</li> <li>● राष्ट्रीयशिक्षानीति - १९८६</li> <li>● राष्ट्रीयशिक्षानीति - १९९२ (पी.ओ.ए)</li> <li>● राष्ट्रीयपाठ्यचर्या संरचना (एन.सी.एफ) २००५</li> </ul> <p>(३) भारतीयबहुभाषिकसमाजमेंहिन्दीकीस्थितिऔरमहत्व - राष्ट्रीयवैश्विकमहत्व २</p>
<b>भाषाअध्ययन - अध्यापनकेआधार</b>
<p>(१) भाषाअर्जनमेंजेरामबूनरतथानोएमचोम्कीकी उपपत्तियोंकेयोगदान ३</p> <p>(२) भाषाअध्यापनकेसूत्र तथासिद्धान्त २</p> <p>भाषाअध्ययन-अध्यापनकेसामाजिकआधार- परिवार,विद्यालय,समवस्यकसमूह, समुदायजनसंचारमाध्यम ३</p>
<b>भाषाअध्ययन -अध्यापनकीप्रक्रियामेंनिहितविविधपहलू१५तासिका</b>
<b>भाषाअध्यापनके उद्देश्यऔरकौशल</b>
<p>(१) भाषाअध्यापनके उद्देश्य - शिक्षाकेमाध्यमिकतथा उच्चमाध्यमिकस्तरपर २</p> <p>(२) भाषाकौशल -श्रवण, भाषण,वाचनतथालेखन - महत्वऔरदोष ४</p>



	(३) संदर्भ कौशल - विषयवस्तुसमृद्धि, मौखिकवलिखितअभिव्यक्ति	२
<b>भाषाकीविधाएं</b>		
	(१) गद्य-महत्वतथापध्दतियों	२
	(२) पद्य-महत्वतथापध्दतियों	२
	(३) रचना - महत्व,विधाएं तथापध्दतियों	३
<b>प्रात्यक्षिक कार्य</b>		
	प्राचीनकाल, वम्- आधुनिककालकेदौरानकिन्हींदोहिन्दीभाषीराज्योंकेविभिन्नस्थानोंपरबोलीजानेवालीबोलियोंकीजानकारीप्राप्तकर उनकासंक्षिप्तविवरण	
	राज्यअथवास्थानीयस्तरपरहिन्दीभाषाकामहत्वजाननेहेतुप्रश्नावली द्वारासर्वेक्षणव उसकाविश्लेषण	
	माध्यमिकएवम् उच्चमाध्यमिककक्षाकीकिसीएकपाठ्यपुस्तककीपाँचकहानियोंकानाट्य रूपान्तर	
	किसीएकभाषाकौशलकेविकासहेतुप्रयोजन (चित्र पुस्तिका, ऑडियोटेप, अभ्यास प्रपत्र[वर्कशीट])	

**SEMESTER II**

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

**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 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> 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).

## **1. Language and Social System**

- I. Language and Gender
- II. Language and Identity
- III. Language and Society

## **1. 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

### **1. Linguistic System**

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

### **1. 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, Social Science and Math's textbooks of Classes VI to VII and analyses:**
  - a. How language has been used in different passages?
  - b. Does the language clearly convey the meaning of the topic being discussed?
  - c. Is the language learner-friendly?
  - d. Is the language too technical?
  - e. 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. Structural and Situational Method
- II. Communicative Approach
- III. Thematic Approach ( Inter- disciplinary)

#### **Activities:**

#### **Discussion on**

- Discussion on the topic ‘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 view ‘Constructivism in a 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)
- III. Authentic Materials and Multimedia Recourses

### **1. Reading**

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

### **1. 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 ‘difference between 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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## **SEMESTER II**

**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:** On completion of this paper, the student teacher will be able to-

- To understand the basis of knowledge and branches of emerging knowledge.
  - To understand the emergence of various disciplines
- To develop among the teacher trainees an understanding of Science as a discipline.
  - To understand nature of Mathematics as a discipline.
- To develop among the teacher trainees an understanding of Language as a discipline.
- To develop among the teacher trainees an understanding of Social Science as a discipline.
  - To articulate the meaning and importance of interdisciplinary nature of a subject.

### **Module I -Discipline and Subject**

#### **Unit I – Understanding the discipline of Education**

- a) Education as Inter-disciplinary field of study.
- b) Nature and Characteristics of a Discipline.
- c) Emergence of various disciplines from Education.
- d) Interrelation and interdependence amongst various school subjects.

#### **Unit 2 – Understanding the discipline of Language**

- a) Role of Language in Children’s Intellectual Development and Learning.

- b) Language in School curriculum: Aims, Issues and Debates.
- c) Policy Issues and Language at school.
- d) Language as a medium of Communication.
- e) Phases of Language Development

### **Tasks and assignments**

Task: conduct an interview of Language teacher to understand their perceptions of social science and write a report of your findings.

OR

Compile a sheet of facts, opinions and assumptions related to Languages.

## **Module 2: Understanding Social Sciences, Science and Mathematics as a discipline.**

### **Unit 3 Social Science as a Subject and Discipline**

- a) General perceptions of Social science, Goals of Social science (integrative, value-based, challenging and active)
- b) History of social Science as a discipline in the Indian context
- c) Status of social science in the Indian school context.
- d) Need for social science as a discipline in the curriculum.
- e) Role of social science in understanding current contemporary problems.

### **Unit 4 :Science and Mathematics as a Subject and Discipline**

- a) Nature and History of Science
- b) Nature and History of Mathematics
- c) Science as a discipline, place of scientific knowledge in the schema of school curriculum
- d) Place of Mathematics in School Curriculum and Mathematics in day-to day life.
- e) Relationship of Science with other subjects

f) Relationship of Mathematics with other subjects

**Tasks and assignments**

- Observe social science or Science or Mathematic lessons in your practice teaching school at the secondary level and write a report in 1000 words about the challenges of teaching the subject that you observed or experienced. OR
- Prepare a creative poster to highlight the key concepts of Social science/Science/ Mathematics

**References :**

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  - Dr.K.Pandey & Dr.Amita; Teaching of English in India
    - Raja T Nasr ;Teaching & Learning English
      - Dr.J.E.VallabiTeaching of English

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**Semester II**

**Course Name: Course 4**

**Subject:-KNOWLEDGE AND CURRICULUM**

**Total Credits: 4**

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

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

## **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
6. To enable the students to learn about epistemological bases of knowledge
7. To enable the students to understand the various concepts and maxims of education.
8. To enable the students to understand the concepts and approaches of curriculum development.
9. To enable the students to understand the bases and determinants of curriculum.
10. 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 (Apple & 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 Practicum-Any Two***

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.

### **Module 3: Understanding Curriculum and its development**

#### *Unit: 5 curriculum & its determinants*

- a Concept of Curriculum and their relationship with the aims of education (Kumar, 2004), Determinants of curriculum, and understanding of hidden and enacted Curriculum.
  - b Role of Nation, State and school in curriculum construction.
- c 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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**FRAME WORK FOR B.ED PART TIME PROGRAMME**

**SECOND YEAR SEMESTER III**

<b>COURSE</b>	<b>SUBJECT</b>	<b>THEORETICAL HOURS</b>	<b>CREDITS</b>	<b>INTERNAL</b>	<b>EXTERNAL</b>	<b>TOTAL</b>
<b>EDUC 5</b>	<b>Learning And Teaching</b>	<b>60</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>EDUC 6</b>	<b>Assessment For Learning</b>	<b>60</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>EDUC -2</b>	<b>Drama And Art In Education</b>	<b>30</b>	<b>2</b>	<b>50</b>	<b>-</b>	<b>50</b>
	<b>TOTAL</b>	<b>150</b>	<b>10</b>	<b>110</b>	<b>140</b>	<b>250</b>

**FRAME WORK FOR B.ED PART TIME PROGRAMME**

**SECOND YEAR SEMESTER III**

**PRACTICUM**

<b>S.NO</b>	<b>TITLE</b>	<b>MARKS</b>	<b>CREDITS</b>
	<b>Supervised School Internship (2 weeks)</b>		
<b>1.</b>	<b>Developing learning resources</b>	<b>10</b>	
<b>2.</b>	<b>Portfolio record/interviewing a school student</b>	<b>10</b>	
<b>3.</b>	<b>Organizing co curricular activities in</b>	<b>15</b>	

	<b>school</b>		<b>03</b>
<b>4.</b>	<b>school based action research</b>	<b>25</b>	
<b>5.</b>	<b>print and administration of test</b>	<b>15</b>	
<b>6.</b>	<b>st (Class Test 15 &amp; Essay 10) (2 Class Test &amp; Essay 2)</b>	<b>25</b>	<b>01</b>
	<b>TOTAL</b>	<b>100</b>	<b>04</b>

### **SEMESTER III**

**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**

1. Develop the Understanding the concept of Learning.
2. Analyze the factors affecting Learning.
3. Analyze various theories of Learning.
4. Apply the Cognitive Perspectives of learning in the learning process.
5. Apply Constructivist perspectives of learning in the learning process.

Module / Unit / Sub-unit Title	& Sub-unit wise Lectures	Module wise Lectures
<b>Module 1: Understanding Learning:</b>		
<b>Unit 1: Concept of Learning:</b>	<b>1 = 8 Lectures</b>	
Learning & Teaching: Meaning & Characteristics	<b>2</b>	
2. Factors affecting Learning: 1. Motivation (Meaning, Types & Educational Implications) 2. Attention (Meaning, Types & Educational Implications), 3. Maslow's Theory of Hierarchy of Needs	<b>3</b>	<b>Module 1: Total = 8 + 10 = 18 Lectures</b>
4. Learning Styles (Kolb's Classification) & Multiple Intelligences 5. Gardner's Classification): Concept & Educational Implications	<b>3</b>	
<b>Unit 2: Theories of Learning: (Principles &amp; Educational Implications)</b>	<b>2 = 10 Lectures</b>	
1. Behaviorist Theories: Classical & Operant Conditioning	<b>4</b>	
2. Cognitive Theories: Bruner & Ausubel	<b>3</b>	
3. Social Learning Theories: Bandura & Vygotsky	<b>3</b>	
<b>Module 2: Learning and Teaching in Diverse Environments:</b>		
<b>Unit 3: Expanding Horizons of Learning:</b>	<b>3 = 6 Lectures</b>	
1. Learning for Transfer: Concept, Types (Low-Road or Substantive Transfer & High-Road or Procedural Transfer) & Promoting Transfer	<b>1 ½</b>	<b>Module 2: Total = 6 + 6 = 12 Lectures</b>
2. Learning in and out of school: Concept and Implications: a. Piaget's View on out-of-school learning versus in-school learning; b. School learning/experiences including 'Service Learning', c. Life-Wide, & Life-Deep Learning & Four Principles for learning in formal and informal settings	<b>3</b>	
3. Chickman's Revised Model for Group Development: Five Phases & Role of Teacher	<b>1 ½</b>	
<b>Unit 4: Teaching for All:</b>	<b>4 = 6 Lectures</b>	

Module / Unit / Sub-unit Title	& Sub-unit wise Lectures	Module wise Lectures
Special needs of differently abled learners: Characteristics & role of education (strategies) in case of: <ul style="list-style-type: none"> <li>Learners with Learning Disabilities</li> <li>Learners with Hyperactivity &amp; Attention Disorders</li> <li>Gifted Learners</li> </ul>	2 ½	
Special Instruction: Concept, Characteristics / Key Features & Strategies	2	
Rural Education: Concept, James Bank's Five Dimensions of MCE, Implications of MCE in the Indian Context	1 ½	
<b>Module 3: Teaching: The Act and The Profession:</b>		
<b>Unit 5: Teaching for Effective Learning:</b>	<b>7 Lectures</b>	
Active and Critical Thinking: Meaning & Educational Implications	2	
Grouping and Problem Solving: Meaning, Process & Promoting	3	
Metacognition: Meaning, Components & Strategies	2	
		<b>Module 3:</b>
<b>Unit 6: Teaching as a Profession:</b>	<b>5 Lectures</b>	<b>Total = 7 + 5 =</b>
		<b>12 Lectures</b>
Academic Freedom in Teaching: Concept & Principles; and Importance of Academic Freedom	2	
Emerging Roles of Teacher: Instructional Expert, Manager, Counselor and Practitioner-Researcher	1	
Classroom Management: Prevention, Intervention & Remediation: <ul style="list-style-type: none"> <li>Prevention: (Establishing &amp; Maintaining Effective Learning Environment),</li> <li>Intervention: (Rules and Consequences of Stopping Misbehaviour, the Need to Stop &amp; Train),</li> <li>Remediation: (Developing Student Responsibility &amp; Self-Control, Managing chronic Behavioural Problems, Gordon Model of Self-discipline)</li> </ul>	2	
<b>Engagement with the Field: Tasks and Assignments for Courses 3:</b>		
<b>tasks/assignments; 3 x 10 marks = 30 marks; Minimum one task/assignment from each</b>		



Module / Unit / Sub-unit Title	& Sub-unit wise Lectures	Lecture wise Lectures
<b>Module)</b>		
<b>Module 1: Unit 1:</b>	Identify your own Learning Style or Multiple Intelligences by responding to a suitable questionnaire. 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.	
<b>Module 1: Unit 2:</b>	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.	
<b>Module 2: Unit 3:</b>	Participate in a service learning programme for minimum five hours spread over a week. Prepare a Reflective Report on your own experience of serving the community.	
<b>Module 2: Unit 4:</b>	Develop a Lesson Plan for providing Differentiated Instruction (use INCLUE/IEP/any other strategy) or Prepare a lesson plan to integrate Multicultural Education.	
<b>Module 3: Unit 5:</b>	Develop 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.	
<b>Module 3: Unit 6:</b>	Interview at least four school teachers & identify the challenges faced in executing the various roles of teacher. (Prepare a semi structured tool to carry out the interview).	



### Additional References:

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17. E.G. Parameswaran & K. Ravichandra- Experimental Psychology. G
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21. Hergenhahn, B. R. & Olson, Matthew H. - An Introduction to Theories of Learning - Prentice-Hall of India
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28. Lefrancois Guy R.: Theories of Human Learning
29. Leo Postman, James Egan- Experimental Psychology.
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31. Mangal S.K - Educational Psychology
32. Mathur, S.S- Educational Psychology
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34. Paulo Freire – Pedagogy of the Oppressed(2011)
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45. Tiwari, Roma Pal - Experimental Psychology- A Dynamic Approach, VinodPustakMandir
46. WaliaJ. S. - Foundations of Educational Psychology.
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### WEB SITES: -

1. [courses.ed.asu.edu/clark/CoopLearn/](http://courses.ed.asu.edu/clark/CoopLearn/)
2. <http://www.clrc.com/pages/cl.html>
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5. [http://en.wikipedia.org/wiki/Blended\\_learning](http://en.wikipedia.org/wiki/Blended_learning)
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15. [http://www.ntuaft.com/TISE/IRS%20manual/innovative/cognitive\\_learning\\_styles.htm](http://www.ntuaft.com/TISE/IRS%20manual/innovative/cognitive_learning_styles.htm)
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17. <http://www.wright.edu/~carole.endres/learnstyles.htm>
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19. [www.co-operation.org](http://www.co-operation.org)
20. [www.funderstanding.com](http://www.funderstanding.com)
21. [www.gse.upenn.edu/pdf/rmi/SSSAE-RMI-2008.pdf](http://www.gse.upenn.edu/pdf/rmi/SSSAE-RMI-2008.pdf)
22. [www.KaganOnline.com](http://www.KaganOnline.com)
23. [www.karning-theories.cmi](http://www.karning-theories.cmi)

## **Semester III**

**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:**

1. To help prospective teachers in understanding critical role of assessment in enhancing learning.
  2. 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.
  3. To develop a critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment processes among student teachers.
  4. To develop critically outlook among prospective teachers towards practices of assessment and selection.
  5. To develop enabling processes among prospective teachers to lead to better learning, more confident and creative learners.
  6. 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.
7. 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)
- ) 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 (RTEAct, 2009)
  - ii. Competitive ranking of schools
  - iii. Profiteering by private agencies

### **Assignment:Comparative study of Assessment of different countries**

#### **References**

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13. Stiggins, R. (2005), From formative assessment to assessment for learning: A path to success in standards-based schools, Phi Delta Kappan, 324-328.

### Websites



<http://www.assessmentforlearning.edu.au/default.asp>

[http://www.assessmentforlearning.edu.au/assessment\\_tasks/assessment\\_tasks\\_lan\\_ding.html](http://www.assessmentforlearning.edu.au/assessment_tasks/assessment_tasks_lan_ding.html)

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## **Semester III**

**COURSE CREDIT: 2**

**50 marks -INTERNAL**

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

#### **Unit 1: INTRODUCTION TO CONCEPTS OF DRAMA AND ART**

Pedagogy of

##### **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;

. 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)

- ii. 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)

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

. ***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**

Pedagogy of  
School Subject I

**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**

Pedagogy of  
School

**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 Boal's –Games for actors 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)**

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

#### **Unit 4: DRAMA AND ART FOR SOCIAL INTERVENTION**

##### **Objectives:**

Pedagogy of

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:**

Akademi South Asian Dance, UK – <http://www.southasiandance.org.uk/>

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**FRAME WORK FOR B.ED PART TIME PROGRAMME**

**SECOND YEAR SEMESTER IV**

COURSE	SUBJECT	FUNCTIONAL HOURS	CREDITS	INTERNAL	EXTERNAL	TOTAL

SE7-Section I	ogy Of School bjeet II*	30	2	15	35	50
SE7-Section II	onal Paper**	30	2	15	35	50
EPC -3	Understanding Of ICT	30	2	50	-	50
TOTAL		90	06	80	70	150

**FRAME WORK FOR B.ED PART TIME PROGRAMME**

**SECOND YEAR SEMESTER IV**

**PRACTICUM**

SR.NO	TITLE	MARKS	CREDITS
Supervised School Internship (2 weeks)			
1.	Theme Based Teaching (2 x10)	20	2
2.	aching lessons with school teachers (3x10)	30	
3.	ort on records maintained in the school	25	2
4.	Literacy awareness programme	25	
5	Test (Class Test 15 &essay 10) (2 Class Test & Essay 1)	25	1
		<b>125</b>	<b>05</b>



## **SEMESTER IV**

**Course Name: Course7 section 1(Pedagogy Of School SubjectII)**

**Subject:-Commerce**

**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 about pedagogical analysis in relation to core elements  
(NEP 1986)
- 2) 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.
- 4) 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.

- 6) To develop understanding about the need of continuous evaluation of commerce subject.
- 7) 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**

**12 lectures**

- 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**

**12 lectures**

- 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.12 lecture**

- a) Multifarious role and challenges faced by commerce teacher in teaching commerce.
- b) Need and avenues of continuous professional development for commerce teacher.
- ) 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. 12 lectures**

- 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)**

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

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### **e-business-meaning**

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### **Benefits of e business**

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## **SEMESTER IV**

**Course Name: Course 7 section 1(Pedagogy of School Subject II )**

**Subject:- Science**

**Total Credits: 2**

**Total Hours: 30 hours (36 lectures of 50 minutes 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 (V) 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 (VI) 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 (VII) 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 (VIII) 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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Pedagogy of a School Subjects – Part II

हिन्दी

द्वितीयवर्ष

ड्यूल (३)	भाषासौन्दर्य, भाषासंसाधनतथाक्रिया	१६तासिका
घटक ५	भाषासौन्दर्य (१) हिन्दीभाषासाहित्यमेंव्याकरणकामहत्वव्याकरणअध्यापनकीपद्धतियों३ हिन्दीभाषासाहित्यमेंप्रस्तुतविभिन्नशैलियों, रसऔरअलंकारकामहत्वएवम् उपयोग३ (३) समकालीनसमाजमेंहिन्दीअनुवादकामहत्वऔरआवश्यकता २	
घटक ६	हिन्दीभाषाअध्यापनमेंसहायकशिक्षणसामग्रीतथाउपक्रम	

	<p>(१) पुस्तकालय एवम् संगणककक्ष - आवश्यकता, महत्व एवम् सुसज्जा २</p> <p>(२) हिन्दी परिषद- महत्व, विभिन्न प्रतियोगिताएव उनका आयोजन ३</p> <p>(३) भाषा प्रचार- प्रवाह में प्रचलित जनसंचार माध्यमों का योगदान ३</p>
ड्यूट (४)	शिक्षक और समकालीन समाज १६ तासिका
घटक ७	<p>समकालीन समाज में भाषा का योगदान</p> <p>(१) पाठ्यपुस्तक निर्मिती के आधार ३</p> <p>(२) हिन्दी भाषा द्वारा मूल्यसंवर्धन तथा जीवन कौशल का विकास ३</p> <p>(३) लोकतान्त्रिक समाज निर्मिती में भाषा का योगदान २</p>
घटक ८	<p>भाषा शिक्षक</p> <p>(१) विद्यालय में भाषा शिक्षक की भूमिका २</p> <p>(२) भाषा को प्रचलित करने में भाषा शिक्षक का योगदान २</p> <p>(३) भाषा शिक्षक द्वारा निदानात्मक व उपचारात्मक प्रयोजन ४</p>
	प्रात्यक्षिक कार्य
ड्यूट ३ दत्तकार्य	किसी एक भाषा से एक साहित्यिक कहानी अथवा लेख का हिन्दी में अनुवाद
प्रकल्प	जनसंचार माध्यम (दूरदर्शन, आकाशवाणी) के किन्हीं पाँच कार्यक्रमों की समीक्षात्मक आलोचना
ड्यूट ४ दत्तकार्य	आठवीं से बारहवीं कक्षा तक की किसी एक पाठ्यपुस्तक का समीक्षात्मक मूल्यांकन

प्रकल्प	एकमूल्यअथवागाभाभूतघटककीप्राप्तिहेतुपंचपाठयोजनातथासंसाधन (गतीविधियों परआधारित)
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### SEMESTER IV

**Course Name: Course 7 section 1(pedagogy of school subject II)**

**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 2: Overview of Language Teaching**

#### UNIT 3: THEORIES AND APPROACHES OF LANGUAGE LEARNING

#### **2. Language Learning on the Basis of Approaches**

IV. Philosophical Approach

V. Psychological Approach

VI. Social Approach

#### **3. Acquisition and Language Learning**

IV. Inductive deductive Approach

V. Whole Language Approach

VI. Constructive Approach

#### **4. Analysis of Language teaching Methodologies**

IV. Structural and Situational Method

V. Communicative Approach

VI. Thematic Approach ( Inter- disciplinary)

#### **Activities:**

Discussion on

- Discussion on the topic ‘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 view ‘Constructivism in a Language Classroom’

#### **UNIT 4: ACQUISITION OF LANGUAGE SKILL**

#### **2. Listening and Speaking**

IV. Intonation and situational conversation

V. Materials and recourses for developing the listening and speaking skills( Storytelling, dialogues, simulations, games and contexts and language laboratories)

VI. Authentic Materials and Multimedia Recourses

#### **3. Reading**

IV. Importance and development of Reading Skill

V. Type of Reading Skill (Loud and Silent)

VI. Study skill using Thesauruses, Dictionary and Encyclopedia.

## 4. Writing

### IV. Stages and process of Writing

### V. Formal and informal writing (poetry, short story, letter, diary, notices, articles, reports, dialogue, speech and advertisement)

### VI. Reference, Bibliography, Glossary

#### Activities:

##### Discussion

- Have a discussion on the topic ‘difference between 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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**SEMESTER IV**

**Course Name: Course 7 section 1(pedagogy of school subject II)**

**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 the use of various support materials required for teaching of economics
2. To develop understanding and planning the organisation of various activities and field visit for learners
3. To develop an understanding of the challenges faced by economics teacher
4. To understand the role of teachers in inculcating economics values and skills
5. To understand the need of professional growth for teachers
6. To understand the need of continuous assessment and evaluation of economics
7. To develop understanding and preparation ,use of diagnostic testing and remedial teaching

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### **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**

- Challenges faced by economics teacher in teaching the subject
  - 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**

- Areas of Continuous comprehensive evaluation in economics
- Preparation of drafting question papers for test (also unit plan and unit test)
- 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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मराठी:

१. अर्थशास्त्र अध्यापन पध्दती प्रोफेसर आर. व्ही. गजरे आणि सी. बी. पुराणिक
२. अर्थशास्त्र शिक्षण डॉ. गीतांजली पाटील
३. अर्थशास्त्र अध्यापन पध्दती प्रोफेसर रंजना देवारे
४. अर्थशास्त्र आशययुक्त अध्यापन पध्दती प्रोफेसर निर्मला तपकीर

हिंदी:

१. अर्थशास्त्र अध्यापन पध्दती डॉ. कल्याणी इंदुरकर
२. अर्थशास्त्र शिक्षण गुरुसरणदास त्यागी
३. अर्थशास्त्र शिक्षण रामपाल सिंह
४. अर्थशास्त्र शिक्षण डॉ. एन. के. शर्मा

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**SEMESTER IV**

**Course Name: Course 7 section 1 (pedagogy of school subject II)**

**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:
  - Location
  - Place
  - Human-environment interaction
  - Movement
  - Region
- Pedagogical Analysis of a Geography textbook (std. VII<sup>th</sup> to X<sup>th</sup>).
- Developing values through Geography (Scientific, Political, Socio-cultural).

### **UNIT VI: ESSENTIAL SKILLS IN GEOGRAPHY**

#### **(Importance and strategies to develop the skills)**

- Observation.
- Reading and interpreting geographical information (tables, figures, graphs, diagrams, photographs, Aerial photographs, Satellite imageries).
- 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. **(10 Marks)**

### **Choose any one from the following:**

- Interview a senior Geography teacher to understand the characteristics of a Geography teacher. Write a report. **(5 Marks)**

**OR**

- Collect the information about the organizations and activities conducted for Geography teachers. **(5 Marks)**

**OR**

- Prepare a game for inculcating value/s through Geography teaching. Write the lesson plan for the same. **(5 Marks)**

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#### **Semester IV**

**Course Name: Course 7 section 1 (pedagogy of school subject II)**

**Subject:- HISTORY**

**Total Credits: 2**

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

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

#### **Specific Objectives**

- 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' interest in History & Political Science

### **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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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://www.theewc.org/uploads/content/archive/History_teaching_today_manual_1.pdf)

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

## **Semester IV**

**Course Name: Course 7 section 1 (pedagogy of school subject II)**

**Subject:-MARATHI**

**Total Credits: 2**

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

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

### **उद्दिष्टे :**

- मराठीभाषेचा अध्यापनशास्त्रीयदृष्टिकोन विकसित होण्यास मदत करणे .
- मराठीच्या मूल्यमापन कार्यपध्दतीचे आकलन होण्यास मदत करणे .
- मराठीच्या आदर्श शिक्षकाच्या गुणवैशिष्ट्यांच्या अनुषंगाने स्वयंमूल्यांकन करण्याची क्षमता विकसित करणे .
  - मराठीच्या आदर्श पाठ्यपुस्तकाचे परीक्षण विकसित करण्याची क्षमता विकसित करणे .
  - मराठीच्या विविध शैक्षणिक साधनांचा व माहिती तंत्रज्ञानाचे आकलन करून उपयोजन करण्याची क्षमता विकसित करणे .

यूल : 0१

अध्यापनशास्त्रीय विश्लेषण



टक १

मराठीभाषेचीसंरचना

अ] मराठीभाषेचीसंरचनावाड्:मयीनप्रकारांचापरिचय

ब ] घटकविश्लेषण

टक २

मराठीभाषेचेमूल्यमापन

अ]मूल्यमापनतंत्रेवघटकचाचणी

ब ] नैदानिकचाचणीव उपचारात्मकअध्यापन

यूल ०२

मराठीचाभाषाशिक्षक,पाठयपुस्तकवअध्यापनसाधने

टक ३

मराठीभाषाअध्यापकवपाठयपुस्तक

अ] मराठीभाषाअध्यापकगुणवैशिष्टे,व्यवसायवृद्धीवआव्हाने

ब ] पाठयपुस्तकगुणवैशिष्टे,परीक्षण

टक ४

मराठीअध्यापनाचीशैक्षणिकसाधने

अ] साधनेदृकश्राव्य

ब ] माहितीतंत्रज्ञान,आंतरजाळ (इंटरनेट)

याक्षिक १

।कव उच्चमाध्यमिकस्तरावरीलकोणत्याहीएकापाठयपुस्तकाचेचिकित्सकपरीक्षण

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## **SEMESTER IV**

**Course Name: Course 7 section 1 (pedagogy of school subject II)**

**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 Theory in teaching of Mathematics.
- 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.
  - □EdigerMariow(2004); Teaching Math Successfully, Discovery  
Publication.□
  - Gupta H.N. and Shankaran V (Ed.), 1984; Content cum Methodology of  
TeachingMathematics, NCERT New Delhi.□
  - Hudgins, Bryce B. (1966); Problem Solving in the classroom, MacMillan,  
New York.□
  - James Anice (2005); Teaching of Mathematics, NeelkamalPublication.
  - □Johan R.E. et.al, (1961): Modern Algebra; First Course, Addison-Wesley  
PublishingCompany 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.
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## **SEMESTER IV**

**Course Name: Course 7 section 1(pedagogy of school subject II)**

**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 wrt to language.
6. To practise 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

<p><b>Module 3</b></p> <p>Unit V</p> <p>Unit VI</p>	<p align="center"><b>Bases of language learning</b></p> <p>Implications of Theories of Learning w r t Language</p> <ul style="list-style-type: none"> <li>• Vygotsky’s Theory</li> <li>• Bruner’s Theory</li> </ul> <p>Chomsky’s Theory of Language Acquisition Device</p> <p>Teaching learning processes (Significance and applications)</p> <p>Activity Based Learning (Prose, Grammar and Composition)</p> <ul style="list-style-type: none"> <li>• Concept mapping</li> <li>• Appreciation</li> </ul> <p align="center">Activity:</p> <p>Prepare an Activity Based lesson plan to teach English prose.</p>	
<p><b>Module 4</b></p> <p>Unit VII</p> <p>Unit VIII</p>	<p align="center"><b>Learner Diversity and Assessment</b></p> <p align="center">Understanding the Diverse Learner</p> <p>Affecting language learning(physiological, psychological &amp; social)</p> <p>Understanding the learning difficulties: Dyslexia and Dysgraphia</p> <p>Challenges of teaching language in a diverse classroom</p> <p align="center">Assessment in Language</p> <p>Types of assessment- (Vocabulary, Grammar, Listening, Speaking, Reading and Writing)</p> <ul style="list-style-type: none"> <li>• ICT in assessment</li> <li>• Remedial measures</li> </ul> <p align="center">Activity:</p> <p>Prepare an ICT based test in any one aspect of language.</p>	
<p><b>Module 5</b></p> <p>Unit IX</p>	<p align="center"><b>Understanding English Language and Literature</b></p> <p align="center">Language and Linguistics</p>	<p>various topics to be</p>

Unit X	<ul style="list-style-type: none"> <li>• Grammar in Context (as per school text book)</li> <li>• Vocabulary in Context (as per school text book) with reference to phonology, morphology, syntax and semantics <ul style="list-style-type: none"> <li>• Pronunciation, Stress and Intonation</li> </ul> </li> </ul> <p style="text-align: center;">Interpretation of Literature</p> <p>Poetry – forms of poetry and poetic devices (imagery)</p> <p>Classification of prose and devices (has to be discussed during orientation)</p> <ul style="list-style-type: none"> <li>• Novel - Genres</li> </ul>	<p>at the time of orientation</p> <p>extracts to teach and test</p>
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#### References

- 1) Techniques of teaching English by Dr. Shaikh Mowla
- 2) Teaching of English in India by Dr.K.Pandey & Dr.Amita
- 3) Teaching & Learning English by Raja T Nasr
- 4) Teaching of English by Dr.J.E.Vallabi
- 5) Teaching of English by Kshanika Bose
- 6) Techniques of Teaching English by A.L. Kohli



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## **SEMESTER IV**

**Course Name: Course 7 Section II (OPTIONAL PAPER \*\*)**

**Subject:-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, 1<sup>st</sup> 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 Guide to Peace Education, 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.

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**SEMESTER IV**

**Course Name: Course 7 Section II (OPTIONAL PAPER)**

**Subject:-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:-**

1. To develop an understanding of the basic concepts of Environmental Studies.
2. To develop an understanding about ecological energy dynamics and entropic pollution.
3. To generate an awareness about major environmental issues.
4. To develop an understanding about the concept of environmental education, its need and principles.
5. To develop an understanding of the various approaches of environmental education.
6. To create an awareness about the public efforts and government initiatives protecting and conserving environment.
7. To develop an understanding about the concept and need for sustainable development.
8. To develop a positive attitude towards protecting and conserving environment.
9. To develop skills of observation, participation and assessment through environmental projects.

## **MODULE-I: FUNDAMENTALS OF ENVIRONMENTAL EDUCATION**

**( 10 lectures)**

### **UNIT 1: CONCEPT OF ENVIRONMENT & ITS ISSUES ( 5 Lectures)**

- 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**

**(11 Lectures)**

### **UNIT 3: SUSTAINABLE ENVIRONMENTAL MANAGEMENT ( 6 Lectures)**

- 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 ( 5 Lectures)**

- 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, 21<sup>st</sup>  
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

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#### **SEMESTER 4**

**Course Name: Course 7 Section II (OPTIONAL PAPER)**

**Subject:-GUIDANCE AND COUNCELLING**

**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

- a) **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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**SEMESTER IV**

**Course Name: Course 7 Section II (OPTIONAL PAPER)**

**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:( 8Lectures)**

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:**

**(9 Lectures)**

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 Research Cycle, Kurt Lewin’s Force Field Analysis
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 (19Lectures)**

**Unit-3: Approaches, Methods and Tools for data collection in Action Research:(10Lectures)**

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:**

**(9 Lectures)**

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. Lokesh Kaul: 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
16. Peter Reason and Hilary Bradbury: The Sage handbook of Action Research
17. Rao Usha: Conducting Educational Research
18. Reason, P. and Bradbury, H: The SAGE Handbook of Action Research: Participative Inquiry and Practice



**19.Stringer,E: Action Research in Education**

**20.Sukhia S P: Elements of Educational Research**

**21.Tharayani : Action Research**

**22.UshaRao : Action Research**

**23.Vivienne Baumfield, Elaine Hall and Kate Wale: Action Research in the  
Classroom**

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**SEMESTER IV**

**Course Name: EPC 3**

**Subject:-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 formative evaluation and sharing students' 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

**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**

- Instructional Design – ADDIE model , Implications of Constructivist approach to ID
  - Creation of learning resources (Offline & Online)- script writing, story board
  - Preparation of CAI package using Blended model of learning (Flipped classroom, Flex model, Lab model) and narration
    - 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**

- Skills wrt using ICT for data management system (Populating data, managing the database, querying and retrieving data)
- MIS- Maintaining Institutional records,
- Library Management System
- E-inclusion
  - ICT integration for learners with learning disabilities
  - ICT integration for physically challenged learners

### **Unit 4. Use of ICT in Evaluation and Research**

- ICT enabled assessment- use of Application softwares and online resources
- Developing e-portfolios
- ICT for research
- 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:-
  - Identify resources for a topic of your choice and upload it.
  - Use any discussion forum available for the discussion on the uploaded learning material.
  - Generate a test.
  
- 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:

- Online data collection
  - Analysing
  - Reporting

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**FRAME WORK FOR B.ED PART TIME PROGRAMME**

**THIRD YEAR SEMESTER V**

<b>COURSE</b>	<b>SUBJECT</b>	<b>FUNCTIONAL HOURS</b>	<b>CREDITS</b>	<b>INTERNAL</b>	<b>EXTERNAL</b>	<b>TOTAL</b>
<b>SE 8 Section I</b>	<b>Classroom Management</b>	<b>30</b>	<b>2</b>	<b>15</b>	<b>35</b>	<b>50</b>
<b>SE 8 Section II</b>	<b>An Inclusive School</b>	<b>30</b>	<b>2</b>	<b>15</b>	<b>35</b>	<b>50</b>
	<b>TOTAL</b>	<b>60</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>

**FRAME WORK FOR B.ED PART TIME PROGRAMME**

**THIRD YEAR SEMESTER V**

**PRACTICUM**

<b>S.R.NO</b>	<b>TITLE</b>	<b>MARKS</b>	<b>CREDITS</b>
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Supervised School Internship (3 weeks)			
1.	Lessons (25x10)	250	10
2	Test (Class Test15 &Essay 10) (2 Class Test & Essay 2)	25	01
	<b>TOTAL</b>	<b>275</b>	<b>11</b>

## **SEMESTER V**

**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 importance of 'Learning Organisation' in 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** (Total Lectures 8)

- 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** (Total Lectures 8)

- a) Management of Change – Meaning, Types and Process
- b) Quality Management: Concept, Process and Indicators
- c) Peter Senge's Model of Learning Organisation and its importance to Educational Management

**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** (Total Lectures 8)

- 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)  
(3 Lectures)

**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**(Total Lectures 8)

- 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.

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**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 actions 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 based’ education

#### **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:**

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- 2) Rao, Alla Appa, (2010) Learning Disabilities. Neelkamal Pub. Hyderabad
- 3) Renuka, P. (2014)Children with Disabilities Hyderabad. Neelkamal Pub.
- 4) Mohapatra, Damodar. (2006) Impact of family environment on early childhood education. Hyderabad: Neelkamal Pub.
- 5) Manivannan, M. (2013) Perspectives on special education. Hyderabad: Neelkamal Pub.
- 6) Umadevi, M R. (2010) Special education. Hyderabad:Neelkamal Pub.
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- 9) Ranganathan, Snehlata. (2014) Guidelines for children with special educational needs. New Delhi:Kaniksha Publishers
- 10) Deshprabhu, Suchitra (2014) Inclusive education in India. New Delhi:Kaniksha Publishers
- 11) Sharma, Yogendra K. (2014) Inclusive education. New Delhi: Kaniksha Publishers

Reference Books

No	Name of the book	Author	Publication	Unit
	Personnel/Human Resource Management Third Edition	A. DeCENZO and Stephen P. Robbins	Ball of India Pvt.Lts 1993	Unit I and II
	Organizational Behaviour	O.Jeff Harris,PH.D andra J. Hartman Ph.D	Publishing House	
	Principles and Practice of Management	L.M.Prasad	Chand and Sons	
	Organizational Roles Effective	Udai Pareek	Mc-Graw-Hill Publishing Company Limited	
	Creative Leadership	Rustam S. Davar	Wiley Publishers' Distributors Ltd	Unit III Leadership
	Leadership for Today Hope for Tomorrow Empowering and Empowered Leadership	Anthony A. D'souza	Wiley Publications	
	Leadership A trilogy on leadership and effective management	Anthony A. D'souza	Wiley Yourself Book	
	The Action Centred leader	John Adair	Wiley Publishing House	
	Quality Leadership for Quality Management an Excellent Handbook	J.M. Juran	Wiley Free Press	
	Train your team yourself	Lisa Hadfield-Law	Wiley Publishing House	Skills
	Teamwork in Practice (Pulling together)	Hardingham andJenny Royal	Wiley Publishing House	
	Effective Decision Making A Practical Guide for Management	Helga Drummond	Wiley Publisher Publishing	

FRAME WORK FOR B.ED PART TIME PROGRAMME

THIRD YEAR SEMESTER VI

COURSE	SUBJECT	THEORETICAL HOURS	CREDITS	INTERNAL	EXTERNAL	TOTAL

<b>SE 9- Section I</b>	<b>er School And Society</b>	30	2	15	35	<b>50</b>
<b>SE 9 Section II</b>	<b>uage across the curriculum</b>	30	2	15	35	<b>50</b>
<b>EPC -4</b>	<b>standing The Self</b>	30	2	50	-	<b>50</b>
	<b>TOTAL</b>	90	06	80	70	<b>150</b>

**FRAME WORK FOR B.ED PART TIME PROGRAMME**

**THIRD YEAR SEMESTER VI**

**PRACTICUM**

..NO	TITLE	ARKS	REDITS
	Internship (1week)		
1.	ective journal (for all Semesters)	50	02
	o teaching with peers (10 x10)	100	04
2.	st (Class Test 15 & Essay- 10) (2 Class Test & Essay 2)	25	01
	<b>Total</b>	<b>175</b>	<b>07</b>

## **SEMESTER VI**

**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

- 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      16 Hrs**

**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 to women's issues (USAID, CEDAW, Domestic Violence Act 2005)
7. Visits to institutions working for women's welfare
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 2.
- Basu Aparna: Women's Education in India in Ray and Basu (edt): From Independence Towards Freedom, OUP, 1999.
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Principal Author ... Gender Analysis of Primary School Textbooks in Punjab.

### Web references:

- <http://thesocietypages.org/socimages/2012/11/16/gender-in-the-hidden-curriculum//>  
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- <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.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/>

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### SEMESTER VI

**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.

### **Module 1**

#### **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.

## **Unit 2- Theories that explain Acquisition**

### 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.

### **Topics:**

- a. The Discontinuity theory.
- b. The Deficit theory.

- c. Environmental Vs biological - Skinner's & Chomsky's theories on Language acquisition

### **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 language across discipline.

##### **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.

### **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.
- b. (Expository vs Narrative, Transactional vs Reflective Language Schema, text structures.
- c. Techniques to enhance Reading comprehension (Scanning, Skimming, Columnar reading, Key word reading).
- d. To develop different types of writing skills analyzing children's writing.

### **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 any student's essay and present a conceptual analysis of the same.

### **Suggested activities**

#### **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 or 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.

### Types of texts

- Analyzing the structure of a text: identifying main ideas, supporting ideas, examples and terms used and connectors and transitions etc.
- Creating graphic organizers to explain the information in the text.
- Text features walk-through (text features, text organizations, and text content)
- View-Counter-view (view on certain topics are given and students have to read, understand and write counter-views on the same)
- Writing a job application from a given curriculum vitae.
  1. 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.
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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 Framework, NCF 2005 New Delhi - India.

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## **Semester VI**

**Course Name: Course EPC 4**

**Subject:- UNDERSTANDING THE SELF**

**Total Credits: 2**

**Total Hours: 30 hours (18 lectures of 50 minutes duration)**

**Total Marks: 50 (Internal = 50 marks, 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 discover one's strengths and weaknesses.
- ❖ To familiarize the student teacher with techniques, methodologies of knowing one's potentials, strengths.
  - ❖ To examine one's fears, weaknesses and shortcomings.
    - ❖ 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.

	of the Activity	Learning Outcomes	Activity suggested	Resources Needed
	Bring the self	Aware of one's potentials, identify one's strengths and weaknesses, know what one can do, what one cannot do, able to evolve as an individual and able to develop the self and able to develop the self of self-awareness.	Workshops on: Self-awareness, self-concept, Personal Narrative, Transactional Analysis Personal Narrative Analysis workshop, Journaling Sessions, Workshop on Narrative Writing.	Survey on self concept. Personal Narrative Analysis window – a self-awareness diagnostic tool.
	Identity and formation of one's self	Explore what has affected one's self and identity formation.	Workshops on self-identity, journaling, sharing and reading the books, writing and sharing life turning points and use of non-verbal expressions to connote deeper feelings Role Playing	Biographies/ biographies/ stories of children who are raised in different circumstances and how this affected their sense of self and identity formation. Documentaries on different aspects of human victories and defeats.
	Teacher as a Reflective Practitioner	Identify the characteristics of a reflective practitioner Evaluate one's effectiveness as a reflective practitioner Assess one's reflective teaching,	Workshops on reflective practices in action, on action (and for action) Reflection exercises to evaluate oneself as a reflective practitioner Workshop to reflect on one's learning practices	Reviews on any one (some suggested films are Mona Lisa Smiles, Dead Poet's Society, TaareZameen Par, 3 Idiots) Workshop on Reflective teaching 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](https://tojde.anadolu.edu.tr/tojde42/articles/article_2.htm)

<http://cie.asu.edu/ojs/index.php/cieatasu/article/viewFile/225/127>

[http://www.azimpremjiuniversity.edu.in/sites/default/files/userfiles/files/Mythili\\_Ramchand.pdf](http://www.azimpremjiuniversity.edu.in/sites/default/files/userfiles/files/Mythili_Ramchand.pdf)

<http://www.teachingenglish.org.uk/article/reflective-teaching-exploring-our-own-classroom-practice>

<http://www.qou.edu/english/conferences/firstNationalConference/pdfFiles/zaidOdeh.pdf>

<http://cie.asu.edu/ojs/index.php/cieatasu/article/viewFile/225/127>

<http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1740&context=doctoral>

<http://www.ucd.ie/t4cms/Reflective%20Practice.pdf>

[http://www.waikato.ac.nz/tdu/pdf/booklets/18\\_ReflectivePractitioner.pdf](http://www.waikato.ac.nz/tdu/pdf/booklets/18_ReflectivePractitioner.pdf)

### **1) Books:**

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

- 3) 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.
- 4) Phillips, A. G., & Silvia, P. J. (2004). Self-awareness, self-evaluation, and creativity. *Personality and Social Psychology Bulletin*, 30, 1009-1017.
- 5) 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
- 6) 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.
- 7) 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.
- 8) Luft J and Ingham H. (1955). *The Johari Window: a graphic model for interpersonal relations*, University of California Western Training Lab.
- 9) Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: John Wiley & Sons, Inc.
- 10) Farrell, T. S. C. (2004). *Reflective practice in action*. Thousand Oaks, CA: Corwin Press, Inc.
- 11) Fendler, L. (2003). Teacher reflection in a hall of mirrors: Historical influences and political reverberations. *Educational Researcher*
- 12) Gürşahin, G. & Dikkartin Övez, F. T. (2012). An investigation of prospective teachers' reflective thinking tendency. *Procedia Social and Behavioral Science*
- 13) Gurol, A (2010) Determining the reflective thinking skills of pre-service teachers in learning and teaching process. *Firat University, Turkey*.
- 14) Kurt, M., & Atamturk, N (2012) Reflective practice and its role in stimulating personal and professional growth.

- 17) Larrivee, B(2006) An educator's guide to teacher reflection. California State University.
- 18) 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 the self. Kolb's experiential learning cycle may be used as a model for designing the learning experiences.

### **Task and assignments:**

Present a narrative on “The Journey So Far”, outlining your experiences in the sessions, their 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:

- <http://www.learning-theories.com/experiential-learning-kolb.html> : Kolb’s  
Experiential Learning
- <http://www.nathanielbranden.com/ess/ess12.html>: Theory of Self Esteem by Nathaniel  
Brandon.
- [http://www.mindtools.com/pages/article/newTCS\\_06.htm](http://www.mindtools.com/pages/article/newTCS_06.htm) : Positive thinking.
- [http://www.mas.org.uk/uploads/articles/Resilience\\_and\\_strengthening\\_resilience\\_in\\_individuals.pdf](http://www.mas.org.uk/uploads/articles/Resilience_and_strengthening_resilience_in_individuals.pdf): Resilience
  - <http://www.gannett.cornell.edu/topics/resilience/index.cfm> : Resilience
- <http://www.wisebrain.org/media/Papers/EmotRegDaily%20Life.pdf> : Self Regulation

#### Tests/Scales:

- <http://www.yorku.ca/rokada/psycytest/rosenbrg.pdf> :Rosenberg Self Esteem Scale.
- <http://web.stanford.edu/class/msande271/onlinetools/LearnedOpt.html>: Test on  
Learned Optimism.
- <http://www.mindfulnessresource.org/category/toronto-mindfulness-scale/> : Toronto  
Mindfulness Scale.

#### Activities:

- <http://www.gamesforgroups.com/selfesteemgames.html>

- [http://www.unesco.org/education/tlsf/mods/theme\\_d/mod22.html](http://www.unesco.org/education/tlsf/mods/theme_d/mod22.html) : Value Clarification
- <http://waterloo.mylaurier.ca/content/documents/Link/Counselling%20Services/Relaxation%20Techniques%20and%20Mindfulness%20Strategies.pdf> : Mindfulness Strategies
- <http://www.blackdoginstitute.org.au/docs/10.MindfulnessinEverydayLife.pdf> : Mindfulness strategies.
- <https://self-regulationintheclassroom.wikispaces.com/Games+and+Exercises> : Self Regulation activities (May be adapted according to learner needs).

#### Videos:

- <https://www.youtube.com/watch?v=MDOrzF7B2Kg> : Video on resilience
- [https://www.youtube.com/watch?v=\\_If4a-gHg\\_I](https://www.youtube.com/watch?v=_If4a-gHg_I) : Mindfulness by Jon Kabat-Zinn.

#### Books:

- Branden, N., & Archibald, S. (1982). *The psychology of self-esteem*. Bantam Books.
- Rogers, C. (2012). *On becoming a person: A therapist's view of psychotherapy*. Houghton Mifflin Harcourt.
- Rogers, C. R. (1974). Toward becoming a fully functioning person. *Readings in Human Development: A Humanistic Approach*, 33.
- Seligman, M. E. (2011). *Learned optimism: How to change your mind and your life*. Vintage.
- Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. Hyperion.
  - 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:**

- To examine the effects of stereotyping and prejudice
- To understand the influence of family, school and media in the formation of stereotypes and prejudices
- To enable the student-teacher to recognize stereotypical and prejudicial attitudes in self and others.
- 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. Prejudices could be fuelled by one's own childhood experiences, home, school and media. It is necessary to examine and address these beliefs objectively. Henri Tajfel's Social Identity theory ('in group-out group' theory) may be used as a 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

Work of Session	Learning outcomes	Activity suggested	Resources needed
<p>Understanding stereotypes and prejudiced attitudes? Who are stereotyping? What are the effects of stereotyping? What do prejudices do to people?)</p>	<p>Identification of stereotypes one has formed</p> <p>Identification of prejudices that one harbours</p> <p>Understanding the effects of stereotyping</p>	<p>Lesson on Social Identity Theory</p> <p>Sharing of experiences one has faced stereotyping</p> <p>Watching of video clips from advertisements, news reports</p> <p>Understanding stereotyping is evident</p> <p>Group discussion for Bursting of stereotypes</p>	<p>Essential Reading:</p> <p>Henri Tajfel's Social Identity Theory</p> <p>S. A. (2008). Social Identity Theory. Retrieved from <a href="http://www.simplypsychology.org/social-identity-theory.html">http://www.simplypsychology.org/social-identity-theory.html</a></p> <p><a href="http://www.age-of-the-earth.com/psychology/social/social_identity_theory.html">http://www.age-of-the-earth.com/psychology/social/social_identity_theory.html</a></p> <p>Reading material:</p> <p><a href="http://www.embetterment.org/guide/History.root.stereotypes.html">www.embetterment.org/guide/History.root.stereotypes.html</a></p> <p><a href="http://www.inderequality.gov.ky/resources/stereotypes-and-prejudice">www.inderequality.gov.ky/resources/stereotypes-and-prejudice</a></p>
<p>What factors shape the self: family, school and community stereotypes and prejudices</p>	<p>Understanding the influence of home, school and media on stereotypes and prejudices</p>	<p>Group discussion for introspection to understand results in formation of prejudices</p> <p>How people in your community feel if they bear any stereotypes. Have you been affected by these? What are the films and school activities that lead to formation of prejudices. Share your experiences in a group</p>	<p><a href="http://www.tolerance.org/activity/test-yourself-hidden-bias">www.tolerance.org/activity/test-yourself-hidden-bias</a></p> <p><a href="http://www.mediapoondi.com/2014/05/14/breaking-stereotypes-a-social-campaign-by-trulymadly/">www.mediapoondi.com/2014/05/14/breaking-stereotypes-a-social-campaign-by-trulymadly/</a></p> <p>Lesson Plans:</p> <p><a href="http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm">www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm</a></p> <p><a href="http://www.equalityhumanrights.com/private-and-public-for-guidance/education-providers/secondary-education-resources/resource-toolkit/lesson-plans/lesson-5-prejudice-and-stereotypes">www.equalityhumanrights.com/private-and-public-for-guidance/education-providers/secondary-education-resources/resource-toolkit/lesson-plans/lesson-5-prejudice-and-stereotypes</a></p>
<p>How can we address and overcome stereotypes and prejudices?</p>	<p>Developing a positive perspective towards others</p> <p>Eliminating prejudices harboured</p>	<p>Role play</p> <p>Solving exercises</p> <p>Sharing an experience to make it prejudice-free.</p>	<p><a href="http://www.tes.co.uk/teaching-resource/prejudice-and-stereotypes-6113716">www.tes.co.uk/teaching-resource/prejudice-and-stereotypes-6113716</a></p> <p><a href="http://www.givingtogether.org/lessons/unit100/lesson1.html">www.givingtogether.org/lessons/unit100/lesson1.html</a></p>

**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 Peter Senge's words "it involves a commitment to truth - a relentless willingness to uncover the ways we limit and deceive ourselves." It means turning the mirror inwards. Personal mastery is guided by principles 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 like "before you can lead outwards, you need to look inwards." This unit will help student 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.

the activity	ing outcomes	of activity suggested	resources needed
Personal Mastery (self compassion, spirituality, exploring value system)			
mpassion	o love oneself nditionally sponsibility our n our capacity	pp, reflective exercises to insight into the participants and actions during testing and how these impact the on of the problem at hand.  ving and discussion on the same	Worksheets cise in unconditional self love' by Rita Loyd (2008) www.Nurturing Art.com self –compassion by Brene Brown (Youtube)
uality	the mind by rating on the d environment	ion exercises 5 to 10 min king (concentrating on the dings , being with oneself)	ilitator and guided practice  <a href="http://www.deepermeditation.net/blog/zen-g-meditation-techniques-kinhin-instructions/">www.deepermeditation.net/blog/zen-g-meditation-techniques-kinhin-instructions/</a>
g values	e awareness es : prioritizing romising on s, and the arities and ces within the group.	Trading values  values auction  Personal heroes	flip chart ,pens, charts...  <a href="http://www.google.co.in/?gfe_rd=cr&amp;ei=_HH_O8gfy4GwBw&amp;gws_rd=ssl#q=exploring+values+activities">www.google.co.in/?gfe_rd=cr&amp;ei=_HH_O8gfy4GwBw&amp;gws_rd=ssl#q=exploring+values+activities</a>
ls for developing sensitivity ( empathetic listening, self expression, conflict resolution)			

	<p>thetic ning listening listening</p>	<p>student awareness of : skills –positive and ative listening of understanding the ersons point of view ow to give appropriate feedback</p>	<p>ay and paired activity</p>	<p>hts: Taking responsibility. UNICEF e book for speaking and listening. Handouts of scenarios. Pg 63,64  <a href="http://www.institutik.cz/wp-content/uploads/2010/10/The-big-book-of-conflict-resolution-games.pdf">http://www.institutik.cz/wp-content/uploads/2010/10/The-big-book-of-conflict-resolution-games.pdf</a></p>
	<p>pression</p>	<p>the importance of l expression in ication. To create ss and sensitivity to ers emotions. and the relationship our emotions and ive functioning</p>	<p>activity (let's face it) f four to six. facilitator om each team. pretation of facial ssions followed by discussion. activity (Hot buttons) f 4 to 6 followed by discussion</p>	<p><a href="http://www.institutik.cz/wp-content/uploads/2010/10/The-big-book-of-conflict-resolution-games.pdf">http://www.institutik.cz/wp-content/uploads/2010/10/The-big-book-of-conflict-resolution-games.pdf</a> pg 193-197 heet of discussion questions.</p>

	esolution	erience conflict ork thru conflicts to h a team goal	oop- to reach a team goal pping a conflict conflict diary	o, Index cards,Post it, scarfs, andkerchiefs for blind fold.  <a href="http://www.institutik.cz/wp-&lt;br/&gt;uploads/2010/10/The-big-book-of-&lt;br/&gt;nflct-resolution-games.pdf">http://www.institutik.cz/wp- uploads/2010/10/The-big-book-of- nflct-resolution-games.pdf</a>  ghts: Taking responsibility. UNICEF e book for speaking and listening. (1999)
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#### 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](https://web.stanford.edu/dept/psychology/cgi-<br/>bin/drupal/system/files/Stereotype%20Formation%20and%20Endorsement-<br/>%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 the Personal self”. Prepare a one page flyer about how you see yourself (you can use pictures, sketches, colours, graphical representations etc) or alternatively write an autobiography of 1000 words about yourself.

**SEMESTER WISE OVERVIEW OF MARKS AND CREDITS**

SEMESTER	THEORY		TOTAL		PRACTICUM		GRAND TOTAL	
	INTERNAL	EXTERNAL	THEORY					
	Marks	Marks	Marks	Credits	Marks	Credits	Marks	Credits
I	110	140	250	10	125	05	375	15
II	60	140	200	08	100	04	300	12
III	110	140	250	10	100	04	350	14
IV	80	70	150	06	125	05	275	11
V	30	70	100	04	275	11	375	15
VI	80	70	150	06	175	07	325	13
<b>TOTAL</b>	<b>470</b>	<b>630</b>	<b>1100</b>	<b>44</b>	<b>900</b>	<b>36</b>	<b>2000</b>	<b>80</b>