

**SYLLABUS**  
**Bachelor of Education (B.Ed.) Programme**  
**(w.e.f. 2015-16)**

## **MISSION**

"Education for Social Upliftment".

## **VISSION**

"To develop the values of creativity, righteousness, empathy, gender sensitivity, secularism and social responsibility in the trainee teachers through comprehensive training to become lifelong learners and facilitators of social change".

## **COLLEGE OBJECTIVES**

1. To develop personal and professional skills in students teachers (STs).
2. To develop the competencies such as class-room management, event management etc. in the teachers enabling them to become enlightened individuals.
3. To inculcate the spirit of harmony and national integration through various cultural, community programmes in the STs.
4. To provide an environment that promotes and enhances the creativity of the STs enabling them to face the changing and challenging learning conditions.
5. To prepare the STs as agents of social change through the activities like community work (CW), women's development cell (WDC), non-formal education etc.
6. To develop self-reliant learning habits amongst the STs.

## **QUALITY POLICY**

The Gokhale Education Society's College of Education and Research, Parel, Mumbai, is committed for the Excellence of teacher Training. We prepare them through formal and Informal education to become effective secondary & higher secondary school teachers and become capable to impart education to have world class citizen ship.

The Institute strives to raise the dignity of teaching profession and to establish a culture of all round development to respond to changing needs of modern Indian society which is aspiring to become world leader with changing social economic conditions.

### **QUALITY OBJECTIVES**

1. The quantitative/qualitative goals at the functional / activity level are set on periodic basis (annually) separately.
2. To provide knowledge and competency based courses under the Restructured Programme of the University of Mumbai. (% of Passing of students in the examination ensures the fulfillment of this objective). College expects 95% result.
3. To ensure optimum participation of students in the curricular and extracurricular activities of the college. 100% student's participation is expected. In case of absence of a student corrective action is taken.
4. To develop self-reliant learning habits among students. Minimum two workshops are conducted in each term.
5. To develop quality environment to motivate the students for total personality development. Each term has minimum two co-curricular programmes internal as well as external.

### **PROFIELE OF THE COLLEGE**

On the first death anniversary of the founder chairman of the society Prin. T.A. Kulkarni 1967 it was decided to start colleges of education at Mumbai and Sangamner. A High school at Borivali in Mumbai, an independent management institute and a law college at Nashik. Since the society runs a number of schools. The need for the devoted and quality teachers was very obvious. With a view to provide teachers who would take up teaching profession with a sense of commitment, the society started the college of education and research at Parel, Mumbai in 1970 and the college of education at Sangamner in the same year.

The college started with an enrollment of 100 students with Dr. V. R. Gokhale as the founder principal. During the last 38 years the college has played a significant role in raising the standard of education by giving to the society over 3000 dedicated teachers, faculty members of the college take active part in organizing and participating in workshops and seminar on themes related to syllabus updating making school education, effective teaching methodology etc. Dr. Mrs Usha Rao ex principal of the college took part in a number of international conferences organized in India and abroad and presented scholarly research papers. From time to time the students from the college have figured in the University merit list of rank holders. Since the students have the option of writing their answers at the University Exam, either in English or in Marathi the college has made arrangements for two separate divisions with these two languages as the medium of instructions. In last 39 years college has produced quality teachers working at various prestigious posts.

## STAFF PROFILE

### Teaching Staff:-

***Dr. (Mrs) Indira Shukla – Principal***

M.A.(Hin.); M.Ed; M.Phil; SET; PGDEM; Ph.D.

***Dr. Narendra P. Patil – Associate Professor***

M.A. (His); M.Ed; Ph.D; SET; D.Y.A; D.J.M.C.

***Shri Prashant S. Kale – Associate Professor***

M.Sc.(Maths); M.A.(Mar); M.Ed; SET; NET; MS-CIT.

***Mrs Neela P. Kamat – Assistant Professor***

M.Sc (Geology); M.Ed; NET(Edu); PGDHE; PGDEM; MS-CIT.

***Ms. Sangeeta D. Patkar – Assistant Professor***

M.A. (Geog); M.Ed; SET.

***Shri Vinod N. Gavit – Assistant Professor***

M.A.(Edu); M.Ed; SET.

***Dr. Chetan U. Chavan – Assistant Professor***

M.Sc.(Phy); M.Ed; SET; NET; DSM; MS-CIT; Ph.D.

***Shri Sandeep B. Bodke – Assistant Professor***

M.A.(Eng.); M.Ed; SET.

***Dr. (Mrs) Shilpa S. Waghchoure – Librarian***

M.Sc.(Zoo); M.L.I.Sc; NET; Ph.D.

### Administrative and Support Staff:-

***Mrs N. N. Madhaye – Head Clerk***

***Shri K. K. Chaure – Senior Clerk***

***Shri V. R. Sringare – Junior Clerk***

***Shri H. D. Sawant – Library Attendant***

***Shri S. A. Sathe – Peon***

***Shri K. T. Kharat – Peon***

***Shri S. A. Shinde – Peon***

***Shri K. S. Dasare – Peon***

## **RULES OF THE INSTITUTION**

### **GENERAL RULES**

1. Students joining the college must follow all the rules and regulations of this college. During the year any irregularity if found unsatisfactory will be subject to disciplinary action by the Principal.
2. All students are responsible to the Principal and teachers for their behaviour inside and outside the college campus.
3. Admission for the trainee teacher will be cancelled if he / she is found to be indulging in anti social behaviour or breaking the college rules.
4. As per the University requirement 75% attendance of the trainee teacher is must and regular punctuality and attendance at assembly is compulsory. If any student is found to be short of 75% attendance will be punished by reducing 5% marks in the overall result.
5. Leave if any for example medical should be taken with permission and required application and
6. medical certificate. No leave will be granted for other medical reason
7. Students are supposed to participate in all the curricular and co-curricular activities. Absence from any of these activities will affect the grade.
8. Teaching Aid, Library Books, Electronic equipments, College furniture and college premises if found damaged or lost, the person responsible for it will be subject to find and the decision of the Principal remain final.
9. Use of mobile phone in the class and Library is prohibited.
10. Students are responsible for the maintaining records of the activities, reports required by University of Mumbai.
11. Entry in the College campus without identity card is not allowed
12. Trainee teacher is responsible for his / her properties like text books, Bag, purse, money, mobile our any other valuable items. In case of loss; college does not take any responsibility for missing article.
13. During the visit to practice teaching school or lesson observation, trainee teachers are expected to follow the school discipline
14. Railway concession form and S.T. Bus concession form must be applied to the office at least three days in advance.

### **TIMING**

1. The College office timing on all working days are from 9.00 am to 5.00 pm
2. Timing for the Practice lesson will be according to the school time table. And time table given by group leader must be followed strictly.
3. Office timing for the financial transactions will be Monday to Friday 11.00am to 1.00 pm and 2.00pm to 4.00 pm and on Saturday 11.00 am to 1.00pm

## **HOLIDAYS**

1. The College should be closed on Sunday and all Public Holiday declared by the Government.
2. Holiday prescribed by the University of Mumbai.

## **LIBRARY**

1. Timing 9.30 am to 4.30 pm from Monday to Saturday
2. The past students, students of M.A. (Edu), M.Ed, DSM will be allowed to use the library, according to the college rules and regulation.
3. Students must show their identity card whenever asked by the Librarian in the Library. The library follows an open shelf system. Students are not allowed to bring the bags inside the library while accessing the books
4. Application for the issuing the books must be made on slips available at the library counter in the one day advance.
5. Only two book will be issued at the time for each student. For reference book reading identity card must be shown.
6. Reference book such as journals, encyclopedia, survey, action research project, year book, atlas, are not provided for home issue.
7. Text books for the school subjects will not provided by the library.
8. Text book for B.Ed course are issued for seven day. If students wants to extent the issue he / she shall be required to apply for the renewal for coming with after showing the book to the librarian. Librarian decision for extension of the books will be final.
9. Books should be examined by the students before leaving the library, if book is damaged, the student should inform about the damage to the librarian at the time of returning book, if book is found damage torn the borrowers will have to compensate the damage. Writing on the books is punishable with fine.
10. All book must be returned immediately before appearing for the final examination, after which the Hall Ticket will be issued to the students.
11. Drinking tea, eating, use of mobile, chatting in the reading room strictly prohibited.
12. Book bank facility is provided for the reserved category for the period of one year. Maximum eight books are given to each student. Book bank facility is provided against the five hundred rupees deposit which is returned after the final examination. The books while returning must be in good condition.
13. Fine of two rupees per book per day including holiday and practice teaching day will be charged for the books not returned within the specified time. A receipt for the same will be given by the librarian / library assistance.
14. In case of book lost, students have to replace the book.
15. Students will be allowed to collect mark sheet and leaving certificate only after the clearance from the library.

## **LABORATORY**

1. Computer Lab. The Computer Lab will be opened for students from 11.00 am to 5.00 pm. All the students are advised to maintain attendance register and the activity record. At most care of computer should be taken while using the lab.
2. Teaching Aid issued only for the day of practice teaching lesson and they must be returned second day. In case of breakage or damage to the teaching aid, students will have to take responsibility for the repair for the same.
3. Psychological equipments and material must be handled with care and students should return it after the experiment to the professor incharge.
4. Sports equipment and material issued against each students is for the internal use only.
5. Any equipment take for cultural activity such as tape recorder, laptop, projector etc should be used at must caution, if found damage the fine will be imposed.

## **CAMPUS FACILITY**

1. Ground floor of the building has got gymnasium for male students. Those who wish to use the facility have to pay Rs. 50 /- gym-incharge.
2. The college has well equipped computer lab with multimedia facility. Students are supposed to use the facility independently to prepare projects, CAI, Excel, spread sheet and internet for reference work. A computer in charge maintains the records of CD library and uses of computer by the students and the staff members.
3. The college has a rich library over 11500 books, journal / magazine, news paper, bound volumes of journal, reference books such as dictionary, year book, encyclopedia, atlas etc. library provides internet facility with computer which is guided by the librarian to assist the students for locating book and other enquires. The colleges also provided inter library loan facility from other institution and universities.
4. The psychology laboratory contains the required equipment and stationery for the psychological experiments.
5. Teaching aid laboratory separately maintained for physical science and social science, has creative and wide variety of teaching aids like models, specimens, charts, pictures, globe, atlas, maps, readymade power point presentation are available for students use. Lab assistance is available to help the students in selecting, maintaining and issuing the teaching aid for practice teaching.
6. Reading room is open to staff, students, also for post graduate student, students belonging to M.A (Education) and DSM course and visitors only with permission from the their working institute, stating the purpose of using the library with service charge.
7. Lockers are available to students on first cum first served bases.
8. Students are provided photocopying facility at the college as per the prescribed rate. For photocopying of the reference book or text book must be filled in advance to avoid the unnecessary rush. Printout from the internet



- will be provided to the students, staff and visitors at the prescribed rate.
9. Sports equipments such as carom boards, chess, cricket kit, volley ball, foot ball, table tennis, badminton rackets, throw dish, etc are provided to the students after the entry in a record book.
  10. Seminar hall, which is used for conducting workshop, seminar and cultural activities.
  11. For the outdoor games, such as cricket, badminton, volley ball etc. students can make use of adjoining ground.
  12. Girl's common room and boy's common room are provided to the students to relax and sit together for discussion.
  13. Women's Development Cell is permanent feature of the college. Three members from student's council assist the cell incharge in discharging the duties of the cell. Cell organizes various activities such as talk by experts on women's issues, workshop on art appreciation and visits.
  14. RTI Cell – According to RTI act 2005 college has office bearer nominated for the cell. Three members from student council are selected to handle the activities as per the requirements of the students.
  15. Grievance Cell: Grievance cell in the college is headed by the student council incharge general secretary of student council, who helps the students to solve their academic and personal problem also in adjusting with new situation.
  16. Practice Teaching Schools: College is equipped with experimental schools in the same premises.
  17. Marathi and English medium schools having Preprimary to higher secondary level is actively used for application of theory and skills which is the essential part of the course.
  18. Literary club: the literary circle having marathi, Hindi and English language which conducts many activities such as celebration of Hindi day, English plays, poetry reading competitions, essay writing competition and film appreciation session.
  19. Social Science Club :- It mainly comprises of History and Geography method trainee teachers. Students visit the historical monument, they use the readymade slides for appreciation of historical heritage, they organize whereas activities such as celebration days with historical signification such as Tilak punyatithi, Guru puoranima, Teacher's day. They also organizes skits, street play, workshops, Quiz programme. Geography method trainee teachers visit to Colaba Ved Shala, Nehru Planetarium. The trainee teachers also prepare the map. They are also responsible for terrace garden.
  20. Physical Science Club :- Students belonging to maths and science background organizes activities to orient the community on various scientific issues such as HIV / AIDS, gender determination test, balance diet. Educational visit are also planned to Homi Bhabha Science Education, Nehru Science centre, Mahim nature park. They also organize Blood donation camp and poster making competition. They also undertake a survey on various scientific issues such noise pollution and water pollution etc.

21. Research Cell :- Research cell is established to develop the spirit of scientific enquiry. The students are encourage to take action research pertaining to immediate problem, Guest lecturers and seminar are organized by college, also have recognizes research guide for graduate students
22. IQAC Cell :- Internal quality assurance cell continuously strives to bring qualitative change in a system. Various research scholars are extend support for data collection, research paper presentation by staff members in various seminar / conference is encouraged they is a rich library to research students at PG and PhD level.
23. Supervised study : Supervised study and tutorials are the significant feature of the college .
24. Student are given assignments to prepare an a group, group presentations are encourage, self study is encouraged by solving question papers. Many competition are arranged were students are encouraged to use encyclopedia, news paper and magazines. Library orientation at the beginning of the session helps students to orient themselves to available learning resources.

### FEATURES OF THE COLLEGE

Morning prayer assembly-during this period students settle down with universal prayer. Every Saturday morning assembly covers a one value based theme where students are encouraged to reflect on the values, share their experiences, observation

Workshops / Seminar – are organized throughout the year to equip the students with skills of teaching, analysis, planning, communication and preparing teaching aids. Workshops are also to provides students an opportunity to work group, develop team spirit and co-operative learning. Under performance are helped by staff members by the remedial and diagnostic teaching, method masters provide tutorial for under performing students and give them extra coaching in content as well as practical skills.

Community work, GES believes that students can always extent the scope of thy syllabus by understanding the role as a responsible citizen of the society. And spirit of social service and outreach activities are being significant features of the college. Following activities are organize for this purpose

- Visit to tribal area like Sakaval, Karjat and Manwani
- Visit to old age home
- Local community survey
- Health checkup of local community
- Spreading the awareness regarding national pulse polio HIV / AIDS blood donation.
- Visit to evening schools / college
- Fund generation drive for cancer rehab elution programme.

- Peace rally
- Drive against Hunda & Drug abuse.
- Cleanliness drive
- Tree plantation

**Co curricular activities** – All round development of the trainee teacher is achieved by providing them opportunities to show case their talent as well as develop new talent. As we provide them intellectual activity like debates, group discussion, essay writing competition, workshop/seminar presentation and project work. Along with this they are also encourage to participate in indoor and outdoor sports, small skits, drama, singing competition, mimicry and monoacts, drawing competition etc. Trainee teachers are also encouraged to participate in intercollegiate co curricular competition under the supervision of staff members.

Student council is responsible for organizing the various indoor and outdoor activities. To develop team building quality student council is represented by all method representatives, cultural secretary, girl representatives and general secretary who serve as a link between principal and student.

A special prize is awarded at the end of the year for outstanding personality of the year for girl and boy each. The college also organizes a trip for the student to nearby places such as Alibag, Kelwa beach and Bordi etc. under the special certificate programme various workshops such as stress management, resume writing and personality development etc are organized.

**Syllabus**  
**Program: Two years B.Ed.**

**Credit Based Semester and Grading System  
with effect from the academic year 2015-2016**

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

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

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

Credit system involves breaking down the curriculum into measurable units that can be combined to get a degree/diploma.

A credit is generally a value use in terms of learning time required to complete course units, resulting in learning outcomes.

The number of credits awarded to a learner is determined by Credit Value or Credit points assigned to a particular course.

It is a way of expressing the 'learner's workload'.

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

Credits once gained cannot be lost.

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

**Program:** Program is set of courses that are linked together in an academically meaningful way and generally ends with the award of a Certificate or Diploma or degree depending on the level of knowledge attained and the total duration of study.

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

**Credit Point:** Credit point refers to the 'work load' of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures/counseling sessions, writing assignments, preparing for examinations, etc. Credits are assigned for a single Course and always pay attention to how many hours it would take for a learner to complete a Single course successfully. By and large a course may be assigned anywhere between 2 to 8 Credits where in one credit is construed as corresponding to 15 hours.

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

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

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

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

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

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

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

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

- (a) Attended four semesters of the full time Two year B.Ed. programme spread over a maximum period of three years from the date of admission in a College of Education.
- (b) Attendance: The minimum attendance of student teachers shall have to be 80 % for all course work and practicum, and 90 % for school internship.
- (c) Completed the Practicum and Internal Assessment assignments of each Theory paper of each semester as certified by the Principal of the Institution in which the candidate is studying.
- (d) Should have successfully passed the Theory component of the course in accordance with the University guidelines.

The Internal Assessment comprises of:-

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

- Presentation of a book review of educational significance (report to be submitted by the student)
- Participation in Community work in collaboration with schools/ NGO's (for a period of 1 week)
- Participation in Co-curricular Activities in college Content test in School Subject opted for Assignments, Class Test and Essays in each Theory Course. Detailed documentation on Reading and Reflecting on texts.

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

Internship for 4 weeks

- Critical analysis of lesson observations:
- Shadowing of subject teacher in the School Subject opted for (minimum 10 lessons) to be observed and recorded in the opted pedagogy 1
- Observation of lessons of peers ( Minimum 10) lessons to be observed and recorded in any pedagogy
- Observing the school activities over a period of one week. Participation in Co-curricular Activities in college
- Critical Analysis of an Educational Film
- Assignments, Class Test and Essays in each Theory Course. Detailed documentation on Drama and Art in Education.

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

Internship for 10 weeks

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

In addition the candidate will have to carry out:

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

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

Class Test and Essays in each Theory Course. Detailed documentation on ICT in Education

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

Internship for 6 weeks

During Internship, 8 Co-teaching lessons with peers

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

Conduct a School based Action Research

Class Test and Essays in each Theory Course

Detailed documentation on Understanding the Self

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

Part A: Theory component

Part B: Practicum component

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

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

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

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



### **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:

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

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

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

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

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

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

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

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

- 1. Internal assessment** by way of continuous evaluation of the course areas of Practicum and Theory (Part A and Part B) as envisaged in the credit based system by way of participation of students in various Internal Assessment work per semester of the B.Ed. programme.
- 2. Semester End Assessments by way of assessing the performance of the student in the semester end theory / written examination.**
  - i. A candidate who has completed 2 Years of the B.Ed. Degree Examination but who has either not appeared for **‘Theory Component’** (Part A), will be permitted at his/her option to carry forward the grade obtained in **‘Practicum’** (Part B) to **two subsequent semester** examination. The candidate will appear only for the course/s he/she has failed. Candidates exercising this option shall be eligible for the grade.
  - ii. A candidate who **has passed in ‘Theory’** (Part A) but has not completed **or failed in ‘Practicum’** (Part B) will be permitted at his/her option to carry forward the marks obtained in **‘Theory’** to **two subsequent semester** examination. The candidate is required to revise his grade in the **‘Practicum’** (Part B) only in areas he / she has not completed **or failed**. Candidate exercising this option shall be eligible for the grade.
  - iii. A candidate who fails in **‘Theory’** (Part A) and fails in **‘Practicum’** (and Part B), will be required to put in 50% attendance in the subsequent year at the College from which he appeared for the University Examination and completes the work of **‘Practicum’** (Part B) in which he /she has failed and reappears in the theory course of **‘Theory’**(Part A).

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

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

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

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

## FRAMEWORK FOR B.ED. TWO YEARS COURSE

### SEMESTER I

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

### SEMESTER I- PRACTICUM

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

**SEMESTER II**

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

**SEMESTER II- PRACTICUM**

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

### SEMESTER III

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

### SEMESTER III- PRACTICUM

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

### SEMESTER IV

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

### SEMESTER IV- PRACTICUM

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

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

## Semester 1

**Course Name: Course 1**

**Subject:-CHILDHOOD AND GROWING UP**

**Total Credits: 4**

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

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

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### **OBJECTIVES:**

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

### **Module 1. Principles of Development**

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

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

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

#### **Unit 2: Process of Development**

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

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

### **Module 2. Fundamentals of Development**

#### **Unit 3: Context of Development:**

- A. Child Development as a multidimensional concept within a pluralistic society

(physical, Emotional and Social)

**B.** Impact of different parenting styles on child development

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

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

#### **Unit 4: Methods and Approaches of studying child development**

**A.** Methods: Observation (Participatory and Non- participatory) and Clinical.

**B.** Approaches: Cross sectional, Cross cultural, Longitudinal.

**C.** Merits and Limitations of the above Methods and Approaches.

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

### **Module 3. Perspectives of development in Psycho-Social context**

#### **Unit 5: Theoretical Perspectives**

**A.** Social Cognition: The social formation of the mind-Vygotsky

**B.** Ecological systems: UrinBronfenbrenner

**C.** Constructivist: Piaget’s theory of cognitive development

**D.** Moral: Kohlberg’s Theory of Moral Development

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

#### **Unit 6: Growing up in a Pluralistic context**

**A.** Childhood and growing up in the context of-

1) Marginalization,

2) Diversity

3) Stereotyping

**B.** Issues and Implications of changing family structure and parenting on growing up with respect to-

1) Attachment and bonding,

2) Experiences of trauma in childhood (child abuse, violence, death of a parent)

**C.** Interventions for Life skills in the areas of –coping with stress, communication and interpersonal skills

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

### **Module 4. Development of Identity**

#### **Unit 7: Self and Emotions**

**A.** Formation of self (Self-concept, self-esteem, Self-efficacy)

**B.** Emotions: Goleman’s Theory of Emotional Intelligence

**C.** Identity crisis- Marcian Theory

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



## Unit 8. Establishing Identity in a Real World

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

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

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**Course Name: Course 2**

**Subject:- Contemporary India and Education**

**Total Credits: 4**

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

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

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**OBJECTIVES**

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

**Module 1: Contemporary Indian Society**

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

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

Unit 2. Inequality and Marginalization:

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

**Module 2: Indian Constitution and Policy frame work for Education**

Unit 3 - Constitutional Values & Aims of education

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

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

#### Unit 4- Policy Frame work for Public Education

Right to Education, tracing origin from Naiee Talim

Sarva Shiksha Abhiyan

Rashtriya Madhyamik Shiksha

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

#### **Module 3- Trends in Education**

##### Unit 5- Education Commission & Recommendations

- a. Indian Education Commission -1964- 66
- b. National Policy of Education - 1986
- c. Rammurthy Review Committee1992

##### Unit 6- Emerging Trends

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

#### **Suggested Activities:**

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

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

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

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

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Rights Watch All rights reserved. Printed in the United States of America ISBN:  
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9. Women, Social Exclusion And Inclusion: Sangeeta Krishna Publisher: Kalpaz Publications Publication Year: 2015 ISBN-13: 9789351280729
10. Poverty and Social Exclusion in India issues and challenges aparajita chattopadhyay isbn 978-81-316-0561-5 edition 2013
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20. The Future Of Distance Learning Ramesh Chandra Kalpaz Publications 2005 ISBN 978817835236

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

**Subject:-MATHEMATICS**

**Total Credits: 2**

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

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

**Course Overview:**

This course is developed for the prospective secondary school teachers.

**Course Objectives:**

The course will develop among prospective secondary school teachers:

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

## **MODULE 1: FUNDAMENTALS OF MATHEMATICS EDUCATION**

**UNIT 1: Introduction to the Teaching of Mathematics**

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

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

**UNIT 2: Designing Mathematics Curriculum**

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

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

## **MODULE 2: TRANSACTING MATHEMATICS CURRICULUM**

### **UNIT 3: Pedagogical Analysis**

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

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

### **UNIT 4: TEACHING OF MATHEMATICS**

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

**Assignment:**

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

### **References:**

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**Subject:-ENGLISH**

**Total Credits: 2**

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

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

**Objectives:**

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

**Module 1: Fundamentals of English language**

Unit 1: Role of Language

Nature of Language

Language and Society –

- Language –gender, class and power
- Multilingual classrooms
- Multicultural awareness and language teaching
- Language and School –
- Difference between language as a school subject and as a means of learning and communication
- Concept of language registers
- Place of English in school curriculum

Unit II: Pedagogical bases

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

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

Maxims of teaching

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

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



## **Module2: Language Acquisition**

### **Unit III: Pedagogical approaches & techniques**

Constructivist Approach (7E's),

Communicative Approach (Concept & procedure)

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

### **Unit IV: Learning Resources**

Library as a learning resource.

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

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

### **References**

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

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## **Subject:-GEOGRAPHY**

**Total Credits: 2**

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

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

### **OBJECTIVES:**

To develop an understanding of Geography as a subject

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

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

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

## **MODULE I: UNDERSTANDING THE SUBJECT AND CURRICULUM**

### **UNIT I: GEOGRAPHY AS A SUBJECT**

Epistemological framework (Evolution and major contributors)

Nature, scope and importance of Geography

Aims of Teaching Geography

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

### **UNIT II: ESSENTIALS OF TEACHING GEOGRAPHY & CURRICULUM CONSTRUCTION**

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

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

Mathematics Approaches of curriculum construction: Concentric, Topical

## **MODULE II: LEARNING RESOURCES AND CURRICULUM**

### **TRANSACTION UNIT III: LEARNING RESOURCES**

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

Current events (importance and use)

Geography Club & Geography room (importance and organization)

Characteristics of a Geography textbook

### **UNIT IV: INSTRUCTIONAL METHODS**

‘A’ method,

Regional method,

Project method,

Journey method,

Field visit,

Cooperative learning strategies: Gallery walk, Jigsaw method

#### **Practical**

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

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

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

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

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

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

#### **References:**

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- 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)
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- <http://www.publishyourarticles.net/knowledge-hub/geography/7-maxims-on-the-basis-of-which-geography-teaching-is-conducted.html>
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**Subject:-HISTORY****Total Credits: 2****Total Hours: 30 hours (36 lectures of 50 minutes duration)****Total Marks: 50 (Internal = 15 marks, External = 35 marks)****Rationale and Aim**

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

**Specific Objectives**

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

- understand the nature of History & Political Science as a school subject.
- articulate a conception of History and Political Science
- correlate History & Political Science with other subjects
- understand the language of History & reconstruction of past
- apply their knowledge of techniques to reconstruct the past
- understand the concept of differentiated teaching for History
- prepare differentiated lesson plan in History & Political Science
- understanding the potential of History for development of skills
- analyze the history & political science textbook
- prepare appropriate work schemes and lesson plans in history and Political science. Critically analyze the History & Political science textbook.
- understand the significance of learning resources to teach the subject
- apply the knowledge to select and improvise learning resources.
- demonstrate ability to raise learners' in

**Module I History & Political Science as a Social Science discipline****a. Unit I - Understanding History**

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

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

## **Unit II *Constructing History***

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

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

## **Module II Facilitating the Learning of History & Political Science**

### **Unit III- Pedagogies of teaching History and Political Science**

Process, merits and limitations

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

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

### **Unit IV Learning resources [uses and importance]**

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

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

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### 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)
- [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 the history? Chapter 3 in
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<http://faculty.marianopolis.edu/c.belanger/quebechistory/Howtoanalyzeanhistoric>  
 aldo

- cument.html
- [http://www.huffingtonpost.com/matthew-lynch-edd/culturally-responsive-pedagogy\\_b\\_1147364.html?ir=India](http://www.huffingtonpost.com/matthew-lynch-edd/culturally-responsive-pedagogy_b_1147364.html?ir=India)
- <https://sheg.stanford.edu/historical-thinking-chart>

**Subject:-SCIENCE**

**Total Credits: 2**

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

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

**Course Overview:**

This course is developed for the prospective secondary school teachers.

**OBJECTIVES:-**

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

### **MODULE (1) FUNDAMENTALS OF SCIENCE EDUCATION**

#### **Unit (1) History and nature of science**

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

**ASSIGNMENT:**

Contribution of any two scientists in development of the nation.

#### **Unit (2) Bases of science Education**

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

**ASSIGNMENT:**

Compare the objectives of teaching Science in India with the objectives of teaching Science in developed countries (e.g. U.S.A.)

## **MODULE (2) TRANSACTING SCIENCE CURRICULUM**

### **Unit (3) Classroom processes**

- (a) Maxims of Teaching Science  
Known to Unknown, Whole to Part, Empirical to Rational, Simple to complex,  
Concrete to abstract, particular to General
- (b) Trends in teaching of science  
Concept Mapping, Problem based learning, Constructivism (7E approach)
- (c) Use of technology in teaching of science- Virtual lab and simulation

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

- Concept mapping
- Problem based learning.
- Use of technology
- Constructivism.

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

- (a) Lecture cum demonstration method
- (b) Inductive –Deductive method
- (c) Project method
- (d) Problem solving method
- (e) Laboratory method

### **ASSIGNMENT:**

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

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

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-

**Course Name: Course 3 section 2**

**Subject:- Understanding disciplines and School subjects**

**Total Credits: 2**

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

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

**Objectives:**

- To understand the basic concepts associated with academic disciplines
- To comprehend the meaning of interdisciplinary and multidisciplinary learning
- To understand different approaches in interdisciplinary learning
- To appreciate the different academic disciplines and their place in the school curriculum
- To appreciate the role of academic disciplines in facing global challenges
- To apply the understanding of academic disciplines in curriculum transaction

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

**Unit one: Basics of Academic disciplines (4 lectures)**

- Meaning and characteristics of academic disciplines
- Emergence of academic disciplines
- Relationship between academic disciplines and subjects

**Unit Two: Teaching across disciplines**

- Classification of academic disciplines: Becher -Biglan typology ( pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.
- Interdisciplinary and multidisciplinary teaching and learning: meaning , significance and role of the institution
- Strategies/ approaches for interdisciplinary learning ( team teaching, experiential learning)

**Module Two: Exploring Academic Disciplines**

**Unit Three: Humanities and Social Sciences in the Curriculum**

- Place of Humanities and Social Sciences in present school curriculum
- Issues and challenges in teaching Humanities and Social sciences
- Role of Humanities and Social Sciences with respect to the following global issues : promoting peace and respecting diversity

**Unit Four: Natural Sciences and Mathematics in the Curriculum**

- Place of the disciplines Science and Mathematics in present school curriculum
- Issues and challenges in teaching the disciplines Science and Mathematics
- Role of Science and Mathematics with respect to the following global issues: sustainable development and health issues

### **Tasks and Assignments:**

1. Choose any one subject and analyse the same from historical, sociological, philosophical perspectives.
2. Select any topic for any class from VI to Class XII. Prepare a plan to transact the same using Team Teaching or Experiential learning.
3. Interview four professionals from different disciplines. Identify their perceptions, attitudes and biases about different disciplines. Compare the responses and prepare a short report of your findings.
4. Study the Hoshangabad Science Teaching Programme and make a presentation on the same.

### **References:**

1. Interdisciplinary Higher Education: Perspectives and Practicalities ... edited by W. Martin Davies, Marcia Devlin, Malcolm Tight, Emerald Group Publishing Ltd
2. Poonam Batra , Social Science Learning in Schools: Perspective and Challenges , Sage Publications
3. **Curriculum, Syllabus Design and Equity: A Primer and Model**, Edited by Allan Luke, Annette Woods and Katie Weir, Routledge Publications
4. **Position Paper of National Focus Group on Teaching of Science**, NCERT publication
5. **Position Paper of National Focus Group on Teaching of Mathematics**, NCERT publication
6. **Position Paper of National Focus Group on Social Sciences**, NCERT publication
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8. **Mathematics Education in India: Status and Outlook**, Edited by R. Ramanujam and K. Subramanian, published by Homi Bhabha Centre for Science Education
9. **What are Academic Disciplines?** Working Paper by Armin Krishnan

### **Websites:**

- [www.ivorgoodson.com/curriculum-studies](http://www.ivorgoodson.com/curriculum-studies)
- <http://serc.carleton.edu/econ/interdisciplinary/index.html>
- [http://eprints.ncrm.ac.uk/783/1/what\\_are\\_academic\\_disciplines.pdf](http://eprints.ncrm.ac.uk/783/1/what_are_academic_disciplines.pdf)
- <http://journals.akoatearora.ac.nz/index.php/JOFDL/article/viewFile/42/41>
- [http://www.ascd.org/ASCD/pdf/journals/ed\\_lead/el\\_195504\\_mccuskey.pdf](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_195504_mccuskey.pdf)
- <http://www.thirteen.org/edonline/concept2class/interdisciplinary/>
- <http://apcentral.collegeboard.com/apc/public/repository/AP-Interdisciplinary-Teaching-and-Learning-Toolkit.pdf>
- <http://dc.cod.edu/cgi/viewcontent.cgi?article=1121&context=essai>
- <http://www.eklavya.in/pdfs/HSTP/HSTP%2030%20years%20Review%201-3-2007.pdf>
- <http://www.rverson.ca/content/dam/lt/resources/handouts/ExperientialLearningReport.pdf>
- [http://www.niu.edu/facdev/resources/guide/strategies/experiential\\_learning.pdf](http://www.niu.edu/facdev/resources/guide/strategies/experiential_learning.pdf)

**Course Name: Course EPC 1**

**Subject:- READING AND REFLECTING THE TEXTS**

**Total Credits: 2**

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

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

### **OBJECTIVES**

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

### **MODULE 1: UNDERSTANDING TEXT AND READING**

#### **Unit1 –Text and Reading**

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

#### **Activities:**

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

Make a list of reading books of diverse texts and classify them under headings

Collect books from diverse contexts and set up a small library

Arrange according to themes, genre, regional, folks and educational type

Conduct interactive group reading session ( small groups)

Create conducive reading space and time

##### **b Reading for Comprehension Text**

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

**Activities:****1. Comprehending Reading Skills**

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

**Unit 2 –Text and Reflection****1. Metacognitive skills for Reading-**

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

**Activities:****1. Reflect on the texts:**

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

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

**Activities:**

- a) Read aloud in the group taking turns
- b) Talk about what you read
- c) Explain the gist of the text/topic to others (in the larger subject group)
- d) Interpret and 'placing' the context sharing)
- e) Discussion of the theme, sharing responses and points of view (small group discussion)
- f) Connect the texts to the subjects, methods in the B.Ed. curriculum

**MODULE 2 –REFLECTIVE READING AND WRITING****Unit 3 Expressive Reflections**

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

**Activities:**

Explore different reflecting journal writings, developing a common reflective journal

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

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

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

**Unit 4 Reading beyond Text**

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

**Activities:**

- Write in journal about all the three types of connections with the text
- Read texts from diverse areas and fields
- Group discussion on texts from different cultures, marginalised sections
- Attend seminars, paper readings, workshop on reading skills
- Hold public reading events by inviting stakeholders to the event

- Attend release of new books, listening to the wri book festivals
- Conduct debates/discussions educational policies and documents on them.
- Convert text into a mono-act, play or musical drama
- Maintain reflective journal and rubric when writing about the reflections of the text.
- Publish Critical essays and creative essays on reflected texts in college newsletter and/or magazine

### **Suggested tasks and Assignments**

Home reading assignments, maintaining reading

log Discussions on interpretation of the texts

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

Analyzing texts and text structures and connecting to the curriculum

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

Writing a critical reflection from 2 diverse texts.

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

### **Suggestions for the development and transaction of the paper**

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

### **Sample Recommended Headings for Reading Material**

#### **Ethnographies –**

Meenakshi Thapan's 'Life at school: an ethnographic study' & 'Ethnographies of schooling in contemporary india' & other research studies

#### **Extracts-**

'Teacher Man' by Frank McCourt & extracts from 'The Prophet' by Kahlil

Gibran Macaulay's Minutes

Extracts from Rousseau's 'Emile', Dewey's writings, Plato's Dialogues, books of Krishnamurthi, Aurobindo, Tagore, Vivekananda, Gandhi and like.

#### **Books-**

Letter to a Teacher

Deschooling Society

Silenced Dialogue

Para Teachers

**Plays-**

**Autobiographies/biographies-**

**Journals –**

**Documentaries-**

**Fiction-**

## **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/>

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<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/97206.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/erhgpaokpjsj/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>

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

[https://sethkorn.wikispaces.com/Communicative+Reading+%26+Societytelling \(interactive reader\)](https://sethkorn.wikispaces.com/Communicative+Reading+%26+Societytelling+(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---](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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Reflection for Preservice and Inservice Art Teachers E-portfolio, from

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

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## **Semester 2**

**Course Name: Course 4**

**Subject:-KNOWLEDGE AND CURRICULUM**

**Total Credits: 2**

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

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

**Objectives:**

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

### **Module 1. Epistemological bases of Education**

#### **Unit 1: Understanding Broad Perspective of Education**

a) Concept of Knowledge:-

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

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

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

#### **Unit 2. : Basis of modern child-centered education**

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

### **Module 2: Social Bases of Education**

#### **Unit 3: Social context of education**

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

#### **Unit 4: Cultural Context of Education**

- a) Concept, Need and significance of 'critical multiculturalism' & 'Democratic education' in Indian education system (Applein & Beane, 2006; Parekh, 2000)

- b) Practices to promote multiculturalism' & 'Democratic education' in school and classroom.
- c) Concepts of nationalism, universalism and secularism and their interrelationship with education, with special reference to educational philosophy of Rabindranath Tagore (2003) and J. Krishnamurti (Krishnamurty 1992).

### **Suggested Assignments**

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

### **OBJECTIVES**

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

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

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

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

### **Unit 6: Making of curriculum**

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

## **Module 4: Transaction and assessment of curriculum**

### **Unit 7: Engaging with the curriculum**

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

### **Unit 8: Evaluating curriculum**

- a) Indicators of effective curriculum construction
- b) Evaluation of the effectiveness of curriculum content, existing pedagogies and instructional approaches, teacher training, textbooks and instructional materials.
- c) Agencies of evaluation of curriculum at national/ state level-National Ministry of Education, regional education authorities –Functions of NCERT, SCERT,

### ***Suggested Practicum -Any two***

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

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**Course Name: Course 5**

**Subject:- LEARNING & TEACHING**

**Total Credits: 4**

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

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

**Objectives:** Students will

- Develop the Understanding the concept of Learning.
- Analyze the factors affecting Learning.
- Analyze various theories of Learning.
- Apply the Cognitive Perspectives of learning in the learning process.
- Apply Constructivist perspectives of learning in the learning process.

**Module 1: Understanding Learning**

**Unit 1: Concept of Learning:**

1: Learning & Teaching: Meaning & Characteristics

2. Factors affecting Learning:

Attention (Meaning, Types & Educational Implications)

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

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

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

1. Behaviorist Theories: Classical & Operant Conditioning
2. Cognitive Theories: Bruner & Ausubel
3. Social Learning Theories: Bandura & Vygotsky

**Module 2: Learning and Teaching in Diverse Environments**

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

1. Learning for Transfer: Concept, Types (Low-Road or Substantive Transfer & High-Road or Procedural Transfer) & Promoting Transfer
2. Learning in and out of school: Concept and Implications  
Lauren Resnick's view on out-of-school learning versus in-school learning  
Out-of-school learning/experiences including 'Service Learning',  
Life-Long, Life-Wide, & Life-Deep Learning & Four Principles for learning in formal and informal settings
3. Bruce Tuckman's Revised Model for Group Development: Five Phases & Role of Teacher

#### **Unit 4: Teaching for All**

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

#### **Module 3: Teaching: The Act and The Profession:**

##### **Unit 5: Teaching for Effective Learning:**

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

##### **Unit 6: Teaching as a Profession:**

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

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

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

- 1. Module 1: Unit 1:** Check your own Learning Style or Multiple Intelligences by responding to a suitable tool. Compare your status with the rest of your group and write a report on how you can optimally use your learning style or multiple intelligences to learn.
- 2. Module 1: Unit 2 :** Choose any topic from your method and prepare an Advance Organizer for the same OR prepare a Programmed Learning module bearing in mind Skinner's Theory of Operant Conditioning
- 3. Module 2: Unit 3:** Participate in a service learning programme for minimum five hours spread over a week. Write a Reflective Report on your own experience of serving the community.

- 4. Module 2: Unit 4:** Prepare a Lesson Plan for providing Differentiated Instruction (use INCLUDE/IEP/any other strategy) or Prepare a lesson plan to integrate Multicultural Education.
- 5. Module 3: Unit 5:** Select a suitable test to assess Metacognitive Skills / Creativity/ Problem Solving skills. Write a short report about the findings and list ways to enhance your Metacognitive Skills / Creativity / Problem Solving skills.
- 6. Module 3: Unit 6:** Interview at least four school teachers & identify the challenges faced in executing various roles of teacher. (Prepare a semi structured tool to carry out the interview).



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**Course Name: Course 6**

**Subject:-ASSESSMENT FOR LEARNING**

**Total Credits: 4**

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

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

**Objectives of the Course:**

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

## **Module I: Fundamentals of Assessment**

### **Unit I :Concept of Assessment**

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

### **Unit 2: Domains of Assessment**

- a) Concept of learning outcomes  
Assessment of Cognitive, Affective and Psychomotor domains of learning
- b) Revised Blooms Taxonomy
  - Cognitive domain -Anderson and Krathwohl
  - Affective domain -Krathwohl
  - Psychomotor domain - Dr. R.H.Dave
- c) Areas of Assessment: Scholastic and Co-Scholastic

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

## **Module II: Instruments of Assessment**

### **Unit 3: Characteristics of Instruments of Assessment**

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

### **Unit 4: Teacher made Achievement Tests**

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

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

## **Module III: Assessment of Diverse learners**

### **UNIT 5: Differentiated Assessment Strategies**

- a) Meaning and purpose of Teacher assessment, Self assessment and Peer assessment
- b) Criterion Referenced Tests and Norm Referenced tests (Meaning, Characteristics)
- c) Meaning, purpose & guidelines of development:
  - i. Rubrics
  - ii. Portfolios
  - iii. Reflective Journal

## **UNIT 6: Modes of Assessment**

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

**Assignment: Development of Rubrics as tools of assessment**

## **Module IV Reporting Evaluation Results**

## **UNIT 7: Feedback Mechanism & Reporting**

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

## **UNIT 8: Psycho-social concerns of Assessment**

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

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

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## **Drama and Art in Education (EPC 2)**

### **COURSE CREDIT:**

**2 50 marks -**

### **INTERNAL**

### **MODULE 1: Understanding drama and art in education**

#### **Unit 1: Introduction to concepts of drama and art**

##### **Objectives:**

- To enable learners to have a practical experience with drama and art.
- To introduce certain concepts to enhance the understanding of drama and art.
- To make learners acquainted with aspects of theatre management.

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

##### **Content:**

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

##### **Subunit wise descriptions, activities and assignment:**

###### ***a. Forms of Drama and Art***

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

##### **Activities:**

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

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

###### ***b. Elements of Drama and Art***

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

##### **Activities:**

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

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

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

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

**Activities:**

Workshop on theatre games and improvisations ( as given in the position paper NCTE)

Participate in a stage presentation and observe the stagecraft and audience etiquettes.

**Task/Assignment: (any one)**

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

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

**Objectives:**

To understand the functions of drama and art .

To learn how to integrate drama and art in the school curriculum.

To enable learners to develop their aesthetic sensibilities.

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

**Content:**

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

**Subunit wise descriptions, activities and assignment:**

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

**Activities:**

Display the educative function of drama and art through a street play

Write an essay on how drama and art fulfill their persuasive and development functions.

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



**Activities:**

Workshop on techniques of integrating drama and art in teaching.

Develop a song, play, or drama on any of the topic in the curriculum.

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

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

**Activities:**

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

Workshop on pottery and its decoration can be conducted for aesthetic sensibility.

**Task/Assignment: (any one)**

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

**MODULE 2****DRAMA AND ART AS A MEDIUM FOR COMMUNICATION AND SOCIAL CHANGE****Unit 3: DRAMA AND ART FOR PEDAGOGY****Objectives:**

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

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

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

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

**Content:**

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

**Subunit wise descriptions, activities and assignment:****a. *Drama and Art for self realization.*****Activities:**

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

themselves.

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

**b. Drama and Art for children with special needs.**

**Activities:**

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

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

**c. Drama and art for creative expression**

**Activities:**

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

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

**Task/Assignment: (any one)**

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

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

**Objectives:**

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

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

To widen the understanding of learners by integrating global culture.

**Concept Note:**

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

**Content:**

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

**Subunit wise descriptions, activities and assignment:**

**a. Understanding social and environmental issues through Drama and Art**

**Activities:**

Workshop on developing short plays/ street play for educational,

entertainment or social / environmental relevance

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

**b. Understanding local culture through Drama and Art.**

**Activities:**

Perform a drama or dance or music of local culture

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

**c. Understanding global culture through Drama and Art**

**Activities:**

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

Observe a drama/art work highlighting the global culture.

**Task/Assignment: (any one)**

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

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### Semester 3

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

**Subject:-Commerce**

**Total Credits: 2**

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

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

**Objectives:**

To enable the student teachers

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

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

**Unit 5: Plan for effective teaching**

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

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

**Unit 6: Learning resources in commerce**

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

**Assignment:** Write a report on

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

#### **MODULE IV: Professional development and evaluation**

##### **Unit 7: Professional development of commerce teacher.**

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

**Assignment:**

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

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

##### **Unit 8: Evaluation of commerce subject.**

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

**Assignment** (any one)

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

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

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

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<http://smallbusiness.chron.com/advantages-e-business-2252.html>

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### **Subject:-SCIENCE**

**Total Credits: 2**

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

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

**External = 35 marks) OBJECTIVES:-**

To apply the innovative trends in teaching of Science.

To develop an understanding about various support system in Science.

To acquire knowledge about various learning resources and its management in science education.

To develop an understanding of the current evaluation practices in Science.

To develop an understanding of the need and avenues of professional development of a Science teacher.

To acquire knowledge about various scientific institutions at national and international level.

## **MODULE (3) MANAGEMENT OF SCIENCE EDUCATION**

### **Unit (5) Organization of Activities in science**

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

#### **ASSIGNMENT:-**

Chalk out and conduct activity along with a report related to those given below.  
(Any one).

- i. Science Club
- ii. Science corner and exhibition
- iii. Science field trip

### **Unit (6) Learning Resources in Science**

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

#### **ASSIGNMENT:**

Critically evaluate any one science textbook (Std. VI to XII – SSC/CBSE/ICSE)

Prepare any one improvised teaching aid and explain how you use it in teaching of science.

## **MODULE (4) PROFESSIONAL DEVELOPMENT AND ASSESSMENT.**

### **Unit (7) Professional development of science teacher**

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

#### **ASSIGNMENT:**

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

### **Unit (8) Assessment of Science**

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

#### **ASSIGNMENT:**

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

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**Subject:-GEOGRAPHY**

**Total Credits: 2**

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

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

**OBJECTIVES:**

1. To develop an understanding of the key concepts in Geography
2. To develop the skill of textbook analysis.
3. To understand the basic skills in Geography and ways to enhance them.
4. To develop an understanding of application of theories of learning in Geography teaching.
5. To develop competencies in teaching the subject.
6. To develop an understanding of the multifarious role of geography teacher in the present context.

**MODULE III: PEDOGOGICAL ANALYSIS AND SKILLS IN GEOGRAPHY UNIT V: UNDERSTANDING PEDAGOGY OF GEOGRAPHY**

Key themes and key concepts in

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

Pedagogical Analysis of a Geography textbook (std. 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)**

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

**MODULE IV: UNDERSTANDING LEARNERS AND GEOGRAPHY TEACHER UNIT VII:UNDERSTANDING LEARNERS**

Application of theories of learning to teaching of Geography.(Piaget, Vygotsky)  
Challenging areas in learning Geography.  
Diagnostic testing and remedial teaching with reference to challenging areas.

## **UNIT VIII: GEOGRAPHY TEACHER**

Key Competencies of a Geography teacher.

Challenges faced by a Geography teacher.

Need and ways of Continuous Professional Growth.

### **Practical**

Prepare a map/sketch of any locality using GIS or space survey based on the distance and direction relationship from your educational institution. Label and mark the physical and man-made features with suitable conventional signs and symbols. Try to analyze the relationship between various aspects that exists in this locality.

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

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

**OR**

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

**OR**

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

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### **Marathi/ Hindi**

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

**Websites:**

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<http://www.preservearticles.com/201105216954/aims-of-teaching-geography.html>  
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**Subject:- HISTORY****Total Credits: 2****Total Hours: 30 hours (36 lectures of 50 minutes duration)****Total Marks: 50 (Internal = 15 marks, External = 35 marks)****Rationale and Aim**

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

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

1. Understand the nature of History & Political Science as a school subject
2. Articulate a conception of History and Political Science
3. Correlate History & Political Science with other subjects
4. Understand the language of History & reconstruction of past
5. Apply their knowledge of techniques to reconstruct the past
6. Understand the concept of differentiated teaching for History
7. Prepare differentiated lesson plan in History & Political Science

8. Understanding the potential of History for development of skills
9. Analyze the history & political science textbook
10. Prepare appropriate work schemes and lesson plans in history and Political science.
11. Critically analyze the History & Political science textbook.
12. Understand the significance of learning resources to teach the subject
13. Apply the knowledge to select and improvise learning resources.
14. Demonstrate ability to raise learners' in

### **Module III Constructs & Applications of History & Political Science**

#### ***Unit V Concept learning & developing the language of History***

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

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

#### **UNIT VI Skills through History & Political Science**

- a. Developing research skills, Communication Skills (Presentation and Persuasion, ability to build an argument and support it with empirical evidence).
- b. Analyses of the textbook, detecting and dealing with bias in the History & Political Science textbook.
- c. 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**

- a. Catering to diverse learners: differentiated teaching in the History classroom (concept and significance).
- b. Culturally responsive Pedagogy (three dimensions-Institutional, personal and instructional).
- c. 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

- a. Professional growth of a History teacher
- b. 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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- Making a difference: meeting diverse learning needs with differentiated instruction (2010) Alberta Education, ISBN NO 978-0-7785-8601-2
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- Development Center (EDC); Teachers College, Columbia University.
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- [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/social\\_sciences.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciences.pdf)
- [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... histories building blocks Learning to teach historical concepts](https://www.academia.edu/2527715/Suffrage_feudal_democracy_treaty..._histories_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>
- [http://www.huffingtonpost.com/matthew-lynch-edd/culturally-responsive-pedagogy\\_b\\_1147364.html?ir=India](http://www.huffingtonpost.com/matthew-lynch-edd/culturally-responsive-pedagogy_b_1147364.html?ir=India)
- <https://sheg.stanford.edu/historical-thinking-chart>

**Subject:-MATHEMATICS**

**Total Credits: 2**

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

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

**Course Objectives:**

The course will develop among prospective secondary school teachers:

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

### **MODULE 3:TRENDS IN TEACHING OF MATHEMATICS**

**UNIT 5: Designing a Constructivist Mathematics Environment**

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

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

**UNIT 6: Mathematics for All**

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

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

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

## **MODULE 4: ASSESSMENT AND MATHEMATICS TEACHER**

### **UNIT 7: Assessment in Learning of Mathematics**

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

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

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

### **UNIT 8: Professional Development of Mathematics Teacher**

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

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

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

### **References:**

- Boyer, Carl B., (1969): A History of Mathematics; Wiley, New York.
  - Content cum Methodology of Teaching Mathematics for B.Ed; NCERT New Delhi.
  - Davis David R., (1960); Teaching of Mathematics Addison Wesley Publications. Ediger Mariow (2004); Teaching Math Successfully, Discovery Publication.
  - Gupta H.N. and Shankaran V (Ed.), 1984; Content cum Methodology of Teaching Mathematics, NCERT New Delhi.
  - Hudgins, Bryce B. (1966); Problem Solving in the classroom, MacMillan, New York.
  - James Anice (2005); Teaching of Mathematics, Neel kamal Publication.
  - Johan R.E. et.al, (1961): Modern Algebra; First Course, Addison-Wesley Publishing Company INC. USA.
  - Kapur S.K. (2005); Learn and Teach Vedic Mathematics; Lotus Publication. Kulshreshtha; Teaching of Mathematics, R. Lal and Sons.
  - Kumar Sudhir; Teaching of Mathematics, Anmol Publications, New Delhi, India. Mangal, A text book on Teaching of Mathematics, Prakash Bros., Ludhiana, India.
-

**Subject:-ENGLISH**

**Total Credits: 2**

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

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

**Objectives:**

- To develop understanding about the fundamentals of English language.
- To understand pedagogical bases of language learning.
- To apply pedagogical approaches and techniques in teaching and learning the language.
- To adapt learning resources into teaching learning process.
- To understand implications of theories of learning wrt to language. To practise learner centered methods in the classroom.
- To sensitize the student teacher about learner diversities. to apply tools and techniques of assessment in language 18. To understand English language and literature.

### **Module 3: Bases of language learning**

Unit V: Implications of Theories of Learning w r t

- Language Vygotsky's Theory
- Bruner's Theory
- Chomsky's Theory of Language Acquisition Device

Unit VI: Teaching learning processes (Significance and applications)

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

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

### **Module 4: Learner Diversity and Assessment**

**Unit VII: Understanding the Diverse Learner**

- Factors affecting language learning(physiological, psychological & social)
- Understanding the learning difficulties: Dyslexia and Dysgraphia
- Challenges of teaching language in a diverse classroom

**Unit VIII: Assessment in Language**

- Techniques of assessment- (Vocabulary, Grammar, Listening, Speaking, Reading and Writing)
- ICT in assessment
- Remedial measures

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

### **Module 5: Understanding English Language and Literature**

**Unit IX: Language and Linguistics**

- Grammar in Context (as per school text book)
- Vocabulary in Context (as per school text book) with reference to phonology,

- morphology, syntax and semantics
- Pronunciation, Stress and Intonation

### **Unit X: Interpretation of Literature**

- Poetry –forms of poetry and poetic devices (imagery)
- Prose –Classification of prose and devices (has to be discussed during orientation)
- Novel – Genres

### **References:**

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

## **OPTIONAL PAPERS**

**Course Name: Course 7 Section II**

### **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:-**

- To develop an understanding of the basic concepts of Environmental Studies.
- To develop an understanding about ecological energy dynamics and entropic pollution.
- To generate an awareness about major environmental issues.
- To develop an understanding about the concept of environmental education, its need and principles.
- To develop an understanding of the various approaches of environmental education.
- To create an awareness about the public efforts and government initiatives protecting and conserving environment.
- To develop an understanding about the concept and need for sustainable development.
- To develop a positive attitude towards protecting and conserving environment.

- To develop skills of observation, participation and assessment through environmental projects.

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

### **UNIT 1: CONCEPT OF ENVIRONMENT & ITS ISSUES**

- a. Environment: Meaning, Components (Biotic and Abiotic), concept of Eco System, Ecological Pyramids (Numbers, Mass, Energy), Food Web.
- b. Major Environmental Issues: Meaning, Causes, Effects and Remedies –Climate Change, Loss of Biodiversity.
- c. 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)**

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

**Task / Assignment:**

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

## **MODULE-II: EDUCATION FOR SUSTAINABLE DEVELOPMENT**

### **UNIT 3: SUSTAINABLE ENVIRONMENTAL MANAGEMENT**

- a. Sustainable Development: Meaning, Need, Guiding Principles.
- b. Sustainable Environmental Practices: Rain water Harvesting, Mangroves Management, Solid Waste Management (Meaning, Process and Significance of each)
- c. 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**

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

**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.Goyel, 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
- 

**Subject:-ACTION RESEARCH**

**Total Credits: 2**

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

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

**OBJECTIVES:**

**To help the pupil:**

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

**MODULE -1- FUNDAMENTALS OF ACTIONRESEARCH (17 Lectures)**

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

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

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



**Unit -2: Process of Action Research:**

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

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

**MODULE-2 - APPROACHES, METHODS, TOOLS, PLANNING, CONDUCTING AND REPORTING ACTION RESEARCH****Unit-3: Approaches, Methods and Tools for data collection in Action Research**

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

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

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

1. Designing the Action Research Plan (research question, need, significance, aims and objectives, research team, research design, schedule and budget
2. Analysis of Data:
  - a. Quantitative- Descriptive Analysis- Percentage, Mean, Correlation and Graphical representation (uses and limitations)
  - b. Qualitative (Immersion reflecting, standing back analyzing; synthesizing; relation to other work; locating reflecting back; returning for more data Presenting disseminating and sharing).
3. Reporting Action Research:
  - a. Features of a good quality Action Research Report – Comprehensibility, Authenticity, Truthfulness and Appropriateness.
  - b. Sharing and Reflecting - Locally, Action Research Communities, Professional Conferences and print and e- Journals.

**Task/Assignment:** Design an action research plan

**References:**

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

## **EPC 3 CRITICAL UNDERSTANDING OF ICT**

**Total Credits: 2**

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

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

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

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

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

1. Face-to-face discussions on readings, designed to develop students critical thinking and facilitating skills.
2. online discussions, used mainly for reflections during their practice teaching in schools
3. Tech workshops, for sharing ICT knowledge and skills the students already
4. have or have just gained, and Performance of student-teachers will be Active engagement and creation of product will be evaluated.
5. Group projects, done in a digital format and relevant to ICT in Education.

### **Points to note:**

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

The course to be imparted in constructive setting.

The learning activities given at the end are assessable.

### **Learning outcomes**

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

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

## **Critical understanding of Information and Communication Technology**

### **Module I: ICT in education and its implications**

#### **Unit 1. Understanding of ICT in education**

- a) Concept of ICT and Principles of using ICT in teaching learning process
- b) Impact of ICT in education (impact of ICT in social, cultural, economical)
- c) Role of teacher (administrator, facilitator, tutor, mentor, counselor, evaluator) in ICT enabled education.

- d) Issues and concerns related to ICT  
Challenges (multiculturalism, pedagogical, technological)  
Legal and ethical issues in use of ICT- Hacking, Violation of Copyright,  
downside of social networking sites

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

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

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

### **Unit 3 Use of ICT for Administration**

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

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

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

### **Learning Activities**

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

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

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

- 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 o Reporting

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

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

### References

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

***To opt for a pedagogy course listed below it should be other than the one selected based on your Graduation. Follow Course 3 Section 1 Course content***

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

## SEMESTER 4

**Course Name: Course 8 section 1**

**Subject:-EDUCATIONAL MANAGEMENT**

**Total Credits: 2**

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

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

### **Objectives:**

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

### **Module I :Fundamentals of Educational Management**

#### Unit I Concept of Educational Management

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

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

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

#### Unit II Organisational Management

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

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

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

## **Module II Resource Management and Administration**

### **Unit III Human Resource Management**

- a) Human Resource Management –Meaning, Need and Processes
- b) Leadership: Situational Leadership Model by Paul Hersey and Ken Blanchard
- c) Leadership : Skills – Grievance Management (concept, process and strategies), Decision Making (Meaning and process), Crisis Management (Meaning, Types and Steps and Team Building(Meaning and Need)

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

**Task:** Prepare minimum two games for team-building.

### **Unit IV Educational Administration**

- a) Time Table: Types and Principles of Construction
- b) Staff Meeting: Types and Process\
- c) i. Absenteeism –Causes and Measures (Staff and Students) ii Secondary School Code

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

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

### **Reference Books**

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

**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
- d) iii) Loco motor and Multiple Disabilities)
- e) Concept of Inclusion: Meaning, justification, strengths and challenges with reference to 'barrier free' and 'right bas

**Unit 2: Legal & Policy Perspectives**

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



## **MODULE 2: TOWARDS INCLUSIVE SCHOOLS AND CLASSROOMS UNIT**

### **3: Developing Inclusive Environment and Practices**

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

### **Unit 4: Nurturing Inclusion**

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

#### **Practicum:**

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

### **REFERENCES:**

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

**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**

### **Unit 3. Gender and Curriculum Transaction**

- a) Gender issues in schools
  - i) curriculum and textbooks; ii) sexual abuse, cyber bullying
- b) Gender and the hidden curriculum
- c) Gender Empowerment: the role of curriculum, textbooks and teachers
- d) Contemporary women role models in India : urban and rural

### **Unit 4. Strategies for Change**

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

### **Practicum:**

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

### **References:**

- Bhasin Kamala: Understanding gender, Kali for women, N. Delhi, 2000
- Basu Aparna: Women's Education in India
- Independence Towards Freedom, OUP, 1999.
- Chodhuri Maitreyee (2004): Feminism in India, Women Unlimited, New Delhi.
- 4. Chakravarty Uma: Gendering caste through a feminist lens, Stree, Calcutta, 2003.

- Courting Disaster, PUDR report, 2003.
- Davis Kathy, Evans Mary, Lorber, J (edt) (2006): Handbook of Gender and Women's studies, Sage,UK.
- Delamont Sara: Feminist Sociology 8. Feminist Concepts, Contribution to women's studies-I,II,III, RCWS,series,Mumbai. Part
- Freedman Jane: Feminism, Viva Books, New Delhi, 2002. 10. Geetha V.: Patriarchy, S
- Gender Analysis of School Curriculum and Text Books UNESCO, Islamabad, 2004 Principal Author ... Gender Analysis of Primary School Textbooks in Punjab.

#### **Web references:**

- <http://thesocietypages.org/socimages/2012/11/16/gender-in-the-hidden-curriculum//>
- <http://unesco.org.pk/education/documents/publications/Gender%20Analysis%20of%20School%20Curriculum%20and%20Text%20Books.pdf/>
- [http://www.ncert.nic.in/rightside/links/pdf/focus\\_group/gender\\_issues\\_in\\_education.pdf/](http://www.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>
- <http://www.ignou.ac.in/ignou/aboutignou/school/sogds/programmes/detail/617>
- <http://www.ul.ie/graduateschool/course/gender-culture-society-ma>
- <http://www.ucd.ie/graduatestudies/coursefinder/taughtprogrammes/graduate-diploma-in-women-gender-and-society/>

**Course Name: Course 9 Section 2**

**Subject:-Language Across Curriculum**

**Total Credits: 2**

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

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

**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: Theories that explain Acquisition**

**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 to explain language Acquisition

### **Objectives**

1. To familiarize students with the theories that explain language acquisition (Deficit, theory) discontinuity theory.
2. To sensitize the Role of a facilitator in the process of language acquisition.
  - a. The Discontinuity theory.
  - b. The Deficit theory.
  - c. Environmental Vs biological - Skinner's Chomsky's & theories on L acquisition

### Task and Assignments

## Module 2 Unit 3: 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.
  - 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 acquisition

### Assignment and tasks

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

## Module 2 - Transacting Language across Disciplines

### Objectives

1. To develop a basic understanding of different types of reading learn about varied text structures.
2. To be familiar with the theoretical application in reading enhance skills of reading comprehension.
3. To develop the writing skills analyze conceptual understanding (from written work).

### Topics

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

### Tasks and Assignments

#### Writings

- Read from different magazines / articles related to the content and make a power point presentation.
- Read an article from any educational Journal /periodicals and develop a concept map on the same.
- Prepare an abstract from any research article.
- Critically evaluate anyconceptualstudent'sanalysisofthe essay same.

### **Suggested activities**

#### 1. Reading in the content areas.

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

- Reading for comprehension texts and converting situations into dialogue.
- Re-telling the accounts with different view-points.
- Skimming and scanning to make a scrap-book with newspaper of magazine articles.
- Taking up reference research by articulating research questions.

##### Science

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

##### Mathematics

- Converting word problems into numerical expressions.
- Information Transfer from statistical representation and vice-versa.

#### 2. Types of texts

- Analyzing the structure of a text: identifying main ideas, supporting ideas, examples and terms used a connectors and transitions etc.
- Creating graphic organizers to explain the information in the text.

- Text features walk-(text features, text organizations, and text content)
- View-Counterinterview (view on certain topics are given and students have to read, understand and write counterinterviews on the same)
- Writing a job application from a given curriculum vitae.

### 3. Text Structures

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

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

### **References**

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



**Course Name: Course EPC 4**

**Subject:- UNDERSTANDING THE SELF**

**Total Credits: 2**

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

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

**MODULE ONE: THE WORLD WITHIN ONESELF**

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

**Content**

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

Self identity

Teacher as a reflective practitioner

**Objectives:**

- To enable the student teacher to discover oneself.
- To orient the student teacher the significance of knowing oneself.
- To assist the student teacher to discover
- To familiarize the student teacher with potentials, strengths.
- To examine one's fears, weaknesses and
- To understand the concept of reflective practitioner
- To equip oneself with the skill of reflective journaling

Concept Note: Exploring and being aware of one's inner world is very important for understanding our self and the world around us. In today's demanding world, there is very little time to introspect or reflect on oneself. We try to understand our physical and social milieu, but it's also important to understand and discover oneself. Franken (1994) suggests that, 'when people know themselves they maximize outcomes because they know what they can and cannot do'. Self Awareness is having a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self Awareness allows you to understand other people, how they perceive you, your attitude and your responses to them in the moment. Understanding self knows one's strengths, weaknesses, fears and anxieties and have realistic goals and in a way can avoid hostility, status-drop, frustration and over ambition. Self- Knowledge is a powerful tool to anchor one's personal life and nurture professional life.

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

teaching. Reflective teaching is therefore a means of professional development which begins in our classroom.

**1. Title of the Activity:** Exploring the self

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

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

**Resources Needed:** Survey on self concept.

Johari Window – a self- awareness diagnostic tool.

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

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

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

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

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

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

**Learning Outcomes:** To identify the characteristics of a Reflective practitioner

To examine one's effectiveness as a reflective practitioner

To Assess one's reflective teaching,

**Kind of Activity suggested:** Workshops

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

Introspection exercises to know oneself as a reflective practitioner

Critically reflect on one's teaching learning practices

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

Dead Poet's Society, TaareZameen Par, 3 Idiots) Survey on Reflective teaching Self 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.

**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)

#### **Books:**

- Duval, T. S., & Silvia, P. J. (2001). Self-awareness and causal attribution: A dual systems theory. Boston: Kluwer Academic.
- Duval, T. S., & Silvia, P. J. (2002). Self-awareness, probability of improvement, and the self-serving bias. *Journal of Personality and Social Psychology*, 82, 49-61.
- Phillips, A. G., & Silvia, P. J. (2004). Self-awareness, self-evaluation, and creativity. *Personality and Social Psychology Bulletin*, 30, 1009-1017.
- Povinelli, D. J., & Prince, C. G. (1998). When self met other. In M. Ferrari & R. J. Sternberg (Eds.), *Self-awareness: Its nature and development* (pp. 37-107). New York: Guilford
- Mullen, B. & Suls, J. (1982). Know thyself: Stressful life changes and the ameliorative effect of private self-consciousness. *Journal of Experimental Social Psychology*, 18, 43-55.
- Lewis, M. & Brooks-Gunn, J. (1978). Self knowledge and emotional development. In M. Lewis & L. Rosenblum (Eds.), *The development of affect: The genesis of behavior*, 1 (pp. 205-226). New York: Plenum Press.
- Luft J and Ingham H. (1955). *The Johari Window: a graphic model for interpersonal relations*, University of California Western Training Lab.
- Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: John Wiley & Sons, Inc.
- Farrell, T. S. C. (2004). *Reflective practice in action*. Thousand Oaks, CA: Corwin Press, Inc.
- Fendler, L. (2003). Teacher reflection in a hall of mirrors: Historical influences and political reverberations. *Educational Researcher*
- Gürşahin, G. & DikkartinÖvez, F. T.ive (2012). thinking tendency. *Procedia Social and Behavioral Science*
- Gurol, A (2010) Determining the reflective thinking skills of pre-service teachers in learning and teaching process. *Firat University, Turkey*.

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

Larrivee, B(2006) An educator's guide to teacher reflection. California State

University. Schön, D. A. (1987). Educating the reflective practitioner. San

Francisco, CA:

John, Wiley & Sons, Inc.

## **Unit Two: The Evolving Self**

### **Content:**

Developing the self (building self esteem, self image)

Harmony and peace with self (Resilience, mindfulness)

Positivity and management of emotions

### **Objectives:**

To understand the concept of self esteem and self image, the contributing factors and the importance of a healthy self esteem.

To reflect on personal self esteem and self image.

To practice strategies for a healthy self esteem and self image.

To understand the concepts of resilience, mindfulness and emotional regulation.

To practice strategies to enhance resilience and emotional regulation and cultivate mindfulness.

### **Concept note:**

The objective of the unit is to encourage exploration, reflection and integration of the concepts of self esteem, self image which provide the foundation for optimism, resilience and emotional regulation. The concept of mindfulness is introduced as a strategy to help the students develop a harmonious and peaceful relationship with used as a model for designing the learning experiences.

### **Task and assignments:**

Present a narrative on "The Journey So Far major insights/takeaways, the applications of these to your life, the breakthroughs achieved, and action plans for the future. Students may choose any media for presentation (writing /drawing/oral presentation/multimedia presentation/dramatization.)

### **Websites:** Theoretical Background:

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

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

**Activities:**

11. <http://www.gamesforgroups.com/selfesteemgames.html>
12. [http://www.unesco.org/education/tlsf/mods/theme\\_d/mod22.html](http://www.unesco.org/education/tlsf/mods/theme_d/mod22.html) : Value Clarification
13. <http://waterloo.mylaurier.ca/content/documents/Link/Counselling%20Services/Relaxation%20Techniques%20and%20Mindfulness%20Strategies.pdf> : Mindfulness Strategies
14. <http://www.blackdoginstitute.org.au/docs/10.MindfulnessinEverydayLife.pdf> : Mindfulness strategies.
15. <https://self-regulationintheclassroom.wikispaces.com/Games+and+Exercises>: Self Regulation activities (May be adapted according to learner needs).
16. Videos:
17. <https://www.youtube.com/watch?v=MDOzF7B2Kg> : Video on resilience
18. [https://www.youtube.com/watch?v=If4a-gHg\\_I](https://www.youtube.com/watch?v=If4a-gHg_I) : Mindfulness by Jon Kabat-Zinn.
19. Books:
20. Branden, N., & Archibald, S. (1982). *The psychology of self-esteem*. Bantam Books.
21. Rogers, C. (2012). *On becoming a person: A therapist's view of psychotherapy*. Houghton Mifflin Harcourt.
22. Rogers, C. R. (1974). Toward becoming a fully functioning person. *Readings in Human Development: A Humanistic Approach*, 33.
23. Seligman, M. E. (2011). *Learned optimism: How to change your mind and your life*. Vintage.
24. Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. Hyperion.
25. Kirby, A. (1992). *Games for trainers*. Aldershot: Gower.

## **MODULE TWO: SELF AND THE WORLD Unit Three: The Emerging Self**

**Content:**

Stereotypes and Prejudices :Gender, Class, Caste, Race, Region, Language, Religion, Disability ( any three of the indicated may be chosen)

Agencies that shape the self : Family, School and Media Challenging stereotypes

**Objectives:**

1. To examine the effects of stereotyping and prejudice
2. To understand the influence of family, school and media in the formation of stereotypes and prejudices
3. To enable the student-teacher to recognize stereotypical and prejudicial attitudes in self and others.
4. To help the student-teacher to overcome stereotypical and prejudicial attitudes in self and others.

**Concept note:**

People often bear prejudices and tend to stereotype others. This has an adverse effect on the persons being stereotyped. Low self esteem, bearing a suspicious bent of mind and lack of self worth could emerge if one is continually labelled. Prejudices have an undesirable effect on interpersonal communication. This in turn affects the team spirit, becomes an obstacle in personal and social development. Prejudice experiences, home, school and media. It is necessary to examine and address these beliefs objectively. Henri Tajfel's-outgroup' Social theory) Identity base. It is important that the basic principle of this unit, namely freedom from bias and stereotypes, is interwoven into the classroom environment. Encourage student-teachers to identify their role as agents of change by helping to eliminate prejudices and biases seen in the classroom.

### Activities for transacting the content

No	Framework of Session	Learning outcomes	Kind of activity suggested	Resources needed
1	Understanding stereotypes and identifying prejudices (What are stereotypes and prejudices? Who are victims of stereotyping? What are the effects of stereotyping? What impact do prejudices have on people?)	<p>i. Identification of stereotypes one has formed</p> <p>ii. Identification of the prejudices that one harbours</p> <p>iii. Understanding the effects of stereotyping</p>	<p>*brief input on Social Identity Theory</p> <p>*Sharing of experiences where one has faced stereotyping</p> <p>*viewing of video clips from films / advertisements, discussion of news reports where stereotyping is evident</p> <p>* workshop for Bursting of stereotypes</p>	<p><b>Essential Reading:</b> Henri Tajfel's Social Identity Theory McLeod, 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> <a href="http://www.age-of-the-sage.org/psychology/social/social_identity_theory.html">http://www.age-of-the-sage.org/psychology/social/social_identity_theory.html</a></p> <p><b>Reading material:</b> <a href="http://remember.org/guide/Historical-roots-of-stereotypes.html">http://remember.org/guide/Historical-roots-of-stereotypes.html</a> <a href="http://genderequality.gov.ky/resources/ster-eotypes-and-prejudice">http://genderequality.gov.ky/resources/ster-eotypes-and-prejudice</a> <a href="http://www.tolerance.org/activity/test-yourself-hidden-bias">http://www.tolerance.org/activity/test-yourself-hidden-bias</a> <a href="http://www.mediapoondi.com/2014/05/14/breaking-stereotypes-a-social-campaign-by-trulymadly/">http://www.mediapoondi.com/2014/05/14/breaking-stereotypes-a-social-campaign-by-trulymadly/</a></p>

2	<p>i. Agencies that shape the self:</p> <p>ii. Analyzing the influence of home, school and media on stereotypes</p>	<p>Understanding the influence of home, school and media on formation of stereotypes and prejudices</p>	<p>*activities for introspection to find what results in formation of prejudices</p> <p>*Interview people in your family to see if they bear any prejudices. Have you been influenced by</p>	<p>Lesson Plans:<a href="http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm">http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm</a> <a href="http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/secondary-education-">http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/secondary-education-</a></p>
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	and prejudices		these? What roles have films and school played in formation /elimination of prejudices. Share the experiences in a group	resources/resource-toolkit/lesson-plan-ideas/lesson-5-prejudice-and-stereotypes  <a href="https://www.tes.co.uk/teaching-resource/prejudice-and-stereotypes-6113716">https://www.tes.co.uk/teaching-resource/prejudice-and-stereotypes-6113716</a>  <a href="http://learningtogive.org/lessons/unit100/lesson1.html">http://learningtogive.org/lessons/unit100/lesson1.html</a>
3	Challenging stereotypes: (How does one address prejudices and overcome them?)	i. Developing an objective perspective towards others ii. Eliminating Prejudices harbored	*Role play *Problem solving exercises *Re-scripting an experience to make it prejudice-free	

**Task and Assignment:** Interview at least ten students (Class VIII to XII) to identify the prejudices they harbour. Find the reasons for the same. (You may solicit information through a structured tool). Plan activities to facilitate elimination of prejudices among students.

#### **Unit Four: The Caring Self**

##### **Content**

Personal Mastery (self compassion, spirituality, exploring value system)

Skills for developing sensitivity ( empathetic listening, self expression, conflict resolution)

##### **Concept Note**

Personal Mastery is related to personal empowerment. In P commitment to truth - a relentless willingness to uncover the ways we limit and deceive ourselves.” It means Personal turning mastery is guided by the principles mirror such as purpose, vision, belief, commitment and knowing oneself. Personal mastery is about living a life with purpose and meaning. It is about being able to love yourself for who you are and being able to express yourself in its fullest. Teachers as helping professionals and leaders will need to understand self and most important care for self so that they can care for others. It’s before like you “b can lead outwards, you need teachers to look inwards, develop skills to explore values systems:



### Objectives:

- To examine the self from a authentic perspective
- To develop self compassion in the participants & explore their own value systems
- To equip student teachers with skills for empathetic listening and self expression To develop understanding of conflict resolution skills
- To develop Personal mastery in their individual and professional life.

No	Title of the activity	learning outcomes	kind of activity suggested	resources needed
1	Personal Mastery (self compassion, spirituality, exploring value system)  Self compassion	to learn to love oneself unconditionally to take responsibility  our lives within our capacity	workshop, reflective exercises to develop insight into the participants thoughts and actions during testing times and how these impact the resolution of the problem at hand.	worksheets ' an exercise in unconditional self love' by Rita Loyd (2008)  www.Nurturing Art.com  Video on self –
			Film viewing and discussion on the same	compassion by Brene Brown (Youtube)
	Spirituality	to calm the mind by concentrating on the breath and environment	Meditation exercises 5 to 10 min Zen walking (concentrating on the surroundings , being with oneself)	facilitator and guided practice <a href="http://www.deepermeditation.net/blog/zen-walking-meditation-techniques-kinhin-instructions">http://www.deepermeditation.net/blog/zen-walking-meditation-techniques-kinhin-instructions</a>
	Exploring the values	to create awareness about values : prioritizing ,  compromising on values, and the similarities and differences within group	Trading values values auction Personal heroes	flip chart ,pens, charts... <a href="https://www.google.co.in/?gfe_rd=cr&amp;ei=_HH8VMnXIaLO8gfy4GwBw&amp;gws_rd=ssl#q=exploring+values+activities">https://www.google.co.in/?gfe_rd=cr&amp;ei=_HH8VMnXIaLO8gfy4GwBw&amp;gws_rd=ssl#q=exploring+values+activities</a>

No	Title of the activity	learning outcomes	kind of activity suggested	resources needed
2	Empathetic listening 1.active listening  2. I am listening	to develop student awareness of :  a. Listening skills – positive and negative listening  b. Importance of understanding the other persons point of view  c. To learn how to give	Role Play and paired activity	Talking rights: Taking responsibility. UNICEF resource book for speaking and listening. (1999)  Handouts of scenarios.  Pg 63,64  <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>
	Self Expression	to realize the importance of facial expression in communication. To create awareness and sensitivity to others emotions.  to understand the relationship between our emotions and	Group activity (let's face it) Teams of four to six. facilitator from each team.  interpretation of facial expressions followed by discussion.  Group activity (Hot buttons)  tams of 4 to 6 followed	<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  sheet of discussion questions.

		effective functioning	by discussion	
	Conflict resolution	to experience conflict and to work thru conflicts to reach a team goal	helium hoop- to reach a team goal mapping a conflict conflict diary	<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> Talking rights: Taking responsibility. UNICEF resource book for speaking and listening. (1999)

References:

Martin Seligmans PERMA Model

<http://positivepsychologymelbourne.com.au/PERMA-model>

Stereotype Formation and Endorsement: The Role of Implicit Theories

<https://web.stanford.edu/dept/psychology/cgi-bin/drupal/system/files/Stereotype%20Formation%20and%20Endorsement-%20The%20Role%20of%20Implicit%20Theories.pdf>

Peter Senge, The Fifth Discipline: The Art and Practice of the Learning Organization

### Task and assignment

“Self –affirmation is important for nurturing how you see yourself (you can use pictures, sketches, colours, graphical representations etc) **OR** alternatively write an autobiography of 1000 words about yourself.

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## NOTES

This image shows a full page of primary-ruled paper. It features multiple sets of three horizontal dashed lines, which are commonly used in elementary school writing to guide letter height and placement. The lines are evenly spaced across the entire page, providing a template for handwriting practice. There is no text or other markings on the paper.

## NOTES

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