



Gujarat Research Society's

Hansraj Jivandas College of Education

(Accredited with Grade 'A+' by NAAC)

AUTONOMOUS

*Credit Based Choice System with Effect from
the Academic Year 2019-2020*

**SYLLABUS FOR TWO YEARS
BACHELOR OF EDUCATION
(B.Ed.) PROGRAMME**

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

(Semester I, II, III and IV)

(As per Credit Based Choice System with effect from the academic year June 2019-2020)

Decision of UGC for introducing the Semester and Credit Based Choice System in all the central, state and deemed universities and institutions of higher learning in the country under the Eleventh Five Year Plan. (D. O. No. F.1-2/2008-XI Plan dated January 31, 2008 from the Chairman, UGC).

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

A credit is generally a value used to measure a student's work load in terms of learning time required to complete course units, resulting in learning outcomes.

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

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

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

Credits once gained cannot be lost.

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

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

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

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

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

Two Year B.Ed. Programme from the academic year 2019-2020

Title: Bachelor of Education (B.Ed.)

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

Eligibility: Following candidates are eligible for admission:

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

O. _____

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

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

Internal Assessment comprises of:

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

Semester 1

Assignments, Class test and Essay in each course

Ability Course 1: Critical Understanding of ICT

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

Semester 2

Assignments, Class test and Essay in each course

Project Based Course 2 (Internship of three Weeks and Community Work one week)

Semester 3

Assignments, Class test and Essay in each course

Project Based Course 3 (Internship of eleven weeks and Community Work one week)

Semester 4

Assignments, Class test and Essay in each course

Ability Course 2: Reading and Reflecting on Texts

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

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

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

O _____ Curriculum, Programme Implementation and Assessment Curriculum

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

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

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

Part A: Theory component

- (A) Core Courses (CC)
- (B) Elective Course (EC)
- (C) Interdisciplinary Courses (IC)

Part B: Practicum component

- (D) Ability Courses (AB)
- (E) Project Based Courses (PC)
- (F) Audit Courses (AC)

Part A: Theory component

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

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

Elective Course 1- Pedagogy of School Subject I

Select any one course

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

Elective course 2 – Select any One course from I or II or III

I) Pedagogy of School Subjects II

Select any one course - other than in Elective course 1

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

II) Peace Education-

III) Education for Rural Development-

Elective course 3 – Special Fields (Select any one)

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

3. Interdisciplinary courses: Four courses, each in one semester which are interdisciplinary in nature

- Gender, School and Society
- Educational Management
- Language Across the Curriculum
- Creating an Inclusive School

Part B: Practicum component

1. Ability courses: Prime focus is to enhance skill rather than the content, Two courses, it is to be studied in semester 1 and semester 4.

- Critical Understanding of ICT
- Reading and Reflecting on Texts

2. Project Based Courses:

- Internship
- Community work (I, II,III & IV)
- Action Research
- Participation in Co-curricular Activities in college

3. Audit courses: Student has to opt any one, spread throughout the 4 semester, will be certified in 4th semester only, by head of the institution.

- Understanding the Self
- Drama and Art in Education

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

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

Semester wise details of Project Based Courses (Part B)

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

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

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

- ✓ Internship for 3 weeks
- ✓ Observation of school activities (Any three)
- ✓ Observation of lessons given by peers (5 lessons)
- ✓ Shadowing of School Teacher (One Week) - 5 lessons to be observed and recorded in Pedagogy of school subject I
- ✓ Teaching lessons in Pedagogy of school subject I (5 Lessons)
- ✓ Community work II - in collaboration with schools/ NGO's (for a period of 1 week)

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

- ✓ Internship for 11 weeks
- ✓ During Internship teaching not less than 10 lessons in the opted Pedagogy of school subject I and 5 lessons in the opted Pedagogy of school subject II distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Principal as practicing School/ College
- ✓ 2 theme based lessons (one in each Pedagogy of school subject) in the above school/college.
- ✓ 3 co-teaching lessons, 2 in Pedagogy 1 and 1 in Pedagogy II, with school teachers
- ✓ Administration of Unit Test and analysis of results (in the pedagogy of school subject I opted)
- ✓ Maintain Reflective Journal with reference to internship program.
- ✓ Community work III - in collaboration with schools/ NGO's (for a period of 1 week)

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

- ✓ Internship for 5 weeks (4 weeks +1-week community work IV)
- ✓ Develop learning resources
- ✓ Conduct Action Research
- ✓ During Internship teaching not less than 5 lessons in the opted pedagogy of school subject II distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Principal as practicing School/ College. For those students who have opted Peace Education or Education for Rural Development they have to take 5 lessons from Pedagogy of school subject I.
- ✓ 5 Co-teaching lessons with peers
- ✓ Maintain Reflective journal with reference to internship program.
- ✓ Participation in Community work IV in collaboration with schools/ NGO's (for a period of 1 week)

Programme Structure of B.Ed. 2 Years Programme

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

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

22 Weeks for Internship (18 +including 4 weeks Community work)

200 working days are exclusive of admission and examination period

Total Credits: 114; Marks 1850 (1 Credit = 12 Hours)

B.Ed. CURRICULUM FRAMEWORK

Course Code	Courses	Credits	External Marks	Internal Marks	Total Marks
Semester 1					
BED191CC1	Core Course 1: Childhood and Growing up	6	60	40	100
BED191CC2	Core Course 2: Knowledge and Curriculum	6	60	40	100
BED191IC1	Interdisciplinary Course 1: Gender, School and Society	6	60	40	100
BED191AC1	Ability Course 1: Critical understanding of ICT	3	----	50	50
BED191PC1	Project Based Course 1	3	----	40	40
	Total	24	180	210	390
Semester 2					
BED192CC3	Core Course 3: Learning and Teaching	6	60	40	100
BED192EC1	Elective Course 1: Pedagogy of School Subject 1	6	60	40	100
BED192IC2	Interdisciplinary Course 2: Educational Management	6	60	40	100
BED192PC2	Project Based Course 2	6	----	60	60
	Total	24	180	180	360
Semester 3					
BED193CC4	Core Course 4: Assessment for Learning	6	60	40	100
BED193EC2	Elective Course 2: Pedagogy of School Subject 2 /Peace Education/ Education for Rural Development (Any one)	6	60	40	100
BED193IC3	Interdisciplinary Course 3: Language Across the Curriculum	6	60	40	100
BED193PC3	Project Based Course 3	15	----	310	310
	Total	33	180	430	610
Semester 4					
BED194CC5	Core Course 5: Contemporary India and Education	6	60	40	100
BED194EC3	Elective Course 3: Special Field Action Research/Guidance and Counselling/Environmental Education (any one)	6	60	40	100
BED194IC4	Interdisciplinary Courses 4: Creating an Inclusive School	6	60	40	100
BED194AC2	Ability Course 2: Reading and Reflecting on Texts	3	----	50	50
BED194PC4	Project Based Course 4	9	---	140	140
BED19AUC1 & BED19AUC2	Any one Audit Course (Understanding the Self, Drama and Art in education) will be opted by student in Semester 1 and Certified in Semester 4	3	---	----	---
	Total Credits	33	180	310	490

Total Credits: 114 Total Marks 1850 (1 Credit = 12 Hours)

SCHEME OF ASSESSMENT AND EXAMINATION

Theory Courses: Semester End Examination

R._____60 marks for semester end examination of 2 hours duration for each theory course

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

Semester End Examination will be held at the end of each semester.

Internal Assessment

Internal Assessment includes following aspects;

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

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

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

B. Practicum component of Part B Project Based Course:

- Semester wise detail documentation of the activities carried out under Project Based Course
 - a. **Semester 1--Project Based Course 1 -----40 Marks**
 - b. **Semester 2--Project Based Course 2 -----110 Marks**
 - c. **Semester 3--Project Based Course 3 -----260 Marks**
 - d. **Semester 4--Project Based Course 4 -----140 Marks**
- Ability Courses 100 Marks: Two courses 50 marks each (Detailed documentation of the courses)
 - a. Semester 1-- Critical Understanding of ICT
 - b. Semester 4--- Reading and Reflecting on Texts
- Any one Audit Course (Understanding the Self, Drama and Art in Education) will be opted by student in semester 1 and certified in Semester 4 by head of the institution
- **CREDITS OF ADD ON COURSES SHALL BE ADDED DEPENDING UPON THE COURSES UNDERTAKEN BY THE STUDENTS.**

R._____Examination Scheme

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

As per the resolution passed in the college Academic Council, the External examination of Part A of Theory component (Semester end theory examination), the Internal assessment marks of Theory component and Part B Semester wise Practicum component will be completed at the end of each semester and the aggregate of marks obtained in each year for Theory cum Practicum (i.e. Part A & Part B) shall be converted into Grades as per the University Resolution (R4257).

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

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

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

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

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

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

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

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

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

In any semester the students GPA and CGPA will be calculated as per the resolution passed by the college Academic Council.

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

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

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

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

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

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

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

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

ATKT (Allowed to Keep Term)

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

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

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

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

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

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

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

COURSES AND CREDITS

Components	Courses	Credits
Core Courses	i. Childhood and Growing up (CC 1)	30
	ii. Knowledge and Curriculum (CC 2)	
	iii. Learning and Teaching (CC 3)	
	iv. Assessment for learning (CC 4)	
	v. Contemporary India and Education (CC 5)	
Elective Course 1	Pedagogy of School Subject I -Select any one. (EC 1)	18
	i. Commerce	
	ii. Economics	
	iii. English	
	iv. Geography	
	v. History	
	vi. Mathematics	
	vii. Science	
Elective Course 2	Select any one from I or II or III. (EC 2)	
	I. Pedagogy of School Subjects II -Select any One course other than in	
	Elective course 1	
	i. Commerce	
	ii. Economics	
	iii. English	
	iv. Geography	
	v. History	
	vi. Mathematics	
	vii. Science	
Elective Course 3 Basket of Special Fields	II. Peace Education	
	III. Education for Rural Development	
	Select any One (EC 3)	
	i. Action Research	
Interdisciplinary Courses	ii. Guidance and Counselling	24
	iii. Environmental Education	
	i. Gender, School and Society (IC 1)	
	ii. Educational Management (IC 2)	
Ability Courses	iii. Language Across the Curriculum (IC 3)	6
	iv. Creating an Inclusive School (IC 4)	
Project Based Courses	i. Critical Understanding of ICT (AB 1)	33
	ii. Reading and Reflecting on Texts (AB 2)	
	i. Internship	
	ii. Community work	
Audit Courses	iii. Action Research	3
	iv. Participation in Co-curricular Activities in college	
	Audit Courses (Select any one)	
	i. Understanding the self (AC 1)	3
	ii. Drama and Art in Education (AC1)	
Total Credits		114

B.Ed. Curriculum

SEM-1	CREDITS	SEM-2	CREDITS	SEM-3	CREDITS	SEM-4	CREDITS
CORE COURSES(CC)		CORE COURSES (CC)		CORE COURSES (CC)		CORE COURSES(CC)	
CC-1 Childhood and Growing up- 100marks	6	CC-3 Learning and Teaching -100marks	6	CC-4 Assessment for Learning -100marks	6	CC-5 Contemporary India and Education - 100marks	6
CC - 2 Knowledge and Curriculum- 100marks	6						
ELECTIVE COURSES (EC)		ELECTIVE COURSES (EC)		ELECTIVE COURSES (EC)		ELECTIVE COURSES (EC)	
		EC1- Pedagogy of School Subject –I (Select any one based on graduation subject) -100marks	6	EC 2- .Pedagogy of School Subject II Peace Edn./ Education for Rural Development (Any One) -100marks	6	EC3 - Special Field Basket Action Research, Guidance and Counselling, Environmental Education (Any One) 100marks	6
INTERDISCIPLINARY COURSES (IC)		INTERDISCIPLINARY COURSES (IC)		INTERDISCIPLINARY COURSES (IC)		INTERDISCIPLINARY COURSES (IC)	
IC1- Gender, School And Society - 100 marks	6	IC2- Educational Management - 100 marks	6	IC3 Language Across The Curriculum – 100 marks	6	IC4- Creating Inclusive Schools - 100 marks	6
ABILITY COURSES (AB)		ABILITY COURSES (AB)		ABILITY COURSES (AB)		ABILITY COURSES (AB)	
AB1 – Critical Understanding of ICT 50 Marks Internal	3					AB2 - Reading and Reflecting on Texts – 50 Marks Internal	3
PROJECT BASED COURSES PC1		PROJECT BASED COURSES PC2		PROJECT BASED COURSES PC3		PROJECT BASED COURSES PC4	
Total 40 Marks		Internship of 3 weeks -Total 60 Marks		Internship of 11 Weeks- Total 200 Marks		Internship of 5 weeks Including Community work -Total 140 Marks	
a. Community Work Part I - 10 Marks (1 Week)	3	a. Observation of school activities- (Any Three) 3*5 Marks= 15 Marks	6	a. Lessons 15 Lessons*10 marks =150 marks 5 lessons = 50 marks	15	a. Learning Resource 1* 10 Marks= 10 Marks	9
b. Participation in CCA in college -1*30 =30 Marks		b. Observation of lessons given by peers (5 lessons) 5*4 Marks= 20 Marks		b. Theme based lessons- 2 lessons*10 marks= 20 marks		Action Research – 25 Marks	
		c. Shadowing of School Teacher 5 lessons (One week) 5*3 Marks = 15 Marks		c. Co-teaching with school teachers3 lessons X 10 marks =30 Marks		Lessons – 5 Lessons *10 marks=50 marks	
		Community work II 10 Marks (1 Week)		d. Administration of Unit Test and analysis of results -20 Marks		Reflective Journal on internship activities- 20 Marks	
				e. Reflective Journal on internship activities- 30 Marks		Community work - Part IV 10 Marks	
				Community work III 10 Marks (1 Week)		Co Teaching with peers5 lessons*5 marks=25 Marks	
AUDIT COURSES (AC)		AUDIT COURSES (AC)		AUDIT COURSES (AC)		AUDIT COURSES (AC)	
(TO BE CERTIFIED BY INSTITUTE)							
		Understanding the self, Drama and Art in Education					
		Select any one, spread throughout the 4 semesters. Certified in 4th semester only.					3
TOTAL 390	24	TOTAL 360	24	TOTAL 610	33	TOTAL 490	33

FIRST YEAR

FIRST SEMESTER

CORE COURSE 1 (CC 1) BED191CCI
CHILDHOOD AND GROWING UP

Total Credits: 6
Total Marks: 100

Objectives:

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

MODULE 1: PROCESS OF HUMAN DEVELOPMENT (2 Credits)

Unit 1: Growth and Development of a Child

- a) Meaning of Growth and Development and its difference.
- b) Stages of growth and development (Late Childhood and Adolescence)
- c) Role of school in growth and development of a child.

Unit 2: Developmental Process-

- a) Definition and Types of Individual Differences, Genetic background and Development.
- b) Trends in Development (Developmental direction, Differentiation and integration and Cumulative influence)
- c) Maturation- Concept and Importance

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 and Gender.

MODULE 2: PERSPECTIVES OF HUMAN DEVELOPEMENT (2 Credits)

Unit 4: Methods and Approaches of Studying Human development

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

Unit 5: Theoretical Perspectives:

- a) Piaget's Theory of Cognitive Development.
- b) Kohlberg's theory of Moral Development & Erickson's theory of Psycho-Social Development
- c) Urie Brofenbrenner theory on Ecological System

Unit 6: Self and Emotions

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

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

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

Any two of the following tasks:

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

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CORE COURSE 2 (CC 2) - BED191CC2
KNOWLEDGE AND CURRICULUM

Total Credits: 6
Total Marks: 100

Objectives:

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

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

Unit 1: Perspectives of Knowledge and Education

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

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

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

Unit 3: Social and Cultural Context of Education

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

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

Unit 4: Curriculum – Concept, Types and Determinants

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

Unit 5: Curriculum Development

- a) Principles of curriculum development
- b) Process of curriculum development
 - i. Formulating aims and objectives

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

Unit 6: Curriculum Implementation and Evaluation

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

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

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

Any two of the following tasks:

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

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INTERDISCIPLINARY COURSE 1 (IC 1)- BED191IC1
GENDER, SCHOOL AND SOCIETY

Total Credits: 6
Total Marks: 100

Objectives:

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

MODULE 1: GENDER AND SOCIALIZATION

(2 Credits)

Unit 1: Gender: Concept and Perspectives

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

Unit 2: Social Construction of Gender Identity

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

Unit 3: Gender Issues and Provisions

- a) Gender related issues in society: Sexual Harassment of Woman at the Work place Act (SHOOW ACT)
- b) Cyber bullying
- c) National Policy for Empowerment of women

MODULE 2: GENDER: EDUCATION AND EMPOWERMENT

(2 Credits)

Unit 4: Gender Challenges and Education

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

Unit 5: Gender Jurisprudences in Indian Context

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

Unit 6: Strategies for Gender Empowerment

- The role of NGOs in striving towards gender equity
- The United Nations Entity Equality and the Empowerment of Women for Gender-UN Women
- Millennium Development: Goal: Promoting gender equality and empowerment

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

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

Any two of the following tasks:

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

References:

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- Basu Aparna: Women's Education in India in Ray and Basu (edt): From Independence Towards Freedom, OUP, 1999
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ABILITY COURSE 1 (AB 1) – BED191AC1
CRITICAL UNDERSTANDING OF ICT

Total Credits: 3

Total Marks: 50 (Internal)

Objectives

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

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

Unit 1: Understanding of ICT in Education

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

Unit 2: Designing Technology Integrated Learning Experiences

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

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

Unit 3: Emerging Trends in E-learning

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

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

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

MODULE 3: SUGGESTED TASK/ASSIGNMENT ACTIVITIES (ANY FOUR) (1 Credit)

- a) Select a case study/report related to legal and ethical issues in use of ICT. Discuss your case using any mode of online discussion forum. Submit the screenshots of your group discussion.

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

References:

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AUDIT COURSE 1 (AC 1) – BED19AUC01
DRAMA AND ART IN EDUCATION

Total Credits: 3

(To be certified by the Institute in Semester IV)

Objectives

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

MODULE 1: UNDERSTANDING DRAMA AND ART IN EDUCATION

(1 Credit)

Unit 1: Introduction to Concepts of Drama and Art

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

Unit 2: Application of Drama and Art in Academics

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

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

(1 Credit)

Unit 3: Drama and Art for Pedagogy

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

Unit 4: Drama and Art for Social Intervention

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

MODULE 3: SUGGESTED TASK/ASSIGNMENT ACTIVITIES

(1 Credit)

Following activities can be organized under the course:

- a) Script writing
- b) Street play
- c) Visit to an Art gallery
- d) Visiting/Organizing exhibitions
- e) Visiting/Organizing cultural festivals

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

Assignments:

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

References

- Akademi South Asian Dance, UK – <http://www.southasiandance.org.uk/>
- Andrewes, E. A Manual for Drawing and Painting, Hazall Watson and Viney Ltd.,1978
- Carini, P.F. (2001). Valuing the immeasurable. In *Starting strong: A different look at children, schools, and standards* (pp. 165–181). New York: Teachers College Press, CCRT official website
- Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.
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Websites:

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

AUDIT COURSE 1 (AC 1) - BED19AUC02
UNDERSTANDING THE SELF

Total Credits: 3

(To be certified by the Institute in Semester IV)

Objectives

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

MODULE: 1 THE WORLD WITHIN THE SELF

(1 Credit)

Unit 1: Exploring the Self

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

Unit 2: The Evolving Self

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

MODULE: 2 SELF AND THE WORLD

(1 Credit)

Unit 3: The Emerging Self

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

Unit 4: The Caring Self

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

MODULE 3: SUGGESTED TASK/ASSIGNMENT ACTIVITIES

(1 Credit)

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

References:

- <http://www.wikihow.com/Identify-Your-Strengths-and-Weaknesses>
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FIRST YEAR

**SECOND
SEMESTER**

CORE COURSE 3 (CC 3) – BED192CC3
LEARNING AND TEACHING

Total Credits: 6
Total Marks: 100

Objectives:

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

MODULE 1: UNDERSTANDING LEARNING

(2 Credits)

Unit 1: Concept of Learning

- a) Learning & Teaching: Meaning, Characteristics & Process
- b) Factors affecting Learning: Attention (Meaning, Types & Educational Implications) Motivation (Meaning, Types & Educational Implications), Maslow's Theory of Hierarchy of Needs
- c) Learning Styles (Kolb's Classification) & Multiple Intelligences (Gardener's Classification): Concept & Educational Implications

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

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

Unit 3: Expanding Horizons of Learning:

- a) Learning for Transfer: Concept, Types: Positive, Negative and Zero transfer & Promoting Transfer
- b) Meaning of Group, Group Dynamics, Sociometry and educational Implications
- c) Bruce Tuckman's Revised Model for Group Development: Five Phases & Role of Teacher

MODULE 2: TEACHING: THE ACT AND THE PROFESSION

(2 Credits)

Unit 4: Teaching for All:

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

Unit 5: Teaching for Effective Learning

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

Unit 6: Teaching as a Profession

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

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

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

Any two of the following tasks:

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

References:

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WEB SITES: -

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- http://en.wikipedia.org/wiki/Blended_learning
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ELECTIVE COURSE 1 (EC 1) – BED192EC11
PEDAGOGY OF SCHOOL SUBJECT: COMMERCE

Total Credits: 6

Total Marks: 100

Objectives

1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To comprehend the meaning of interdisciplinary and multidisciplinary learning
4. To understand different approaches in interdisciplinary learning
5. To develop an understanding of the meaning and nature of Commerce Education
6. To develop an understanding of the aims and objectives in the teaching of Commerce
7. To integrate values in the teaching of Commerce
8. To establish relationship of Commerce with other subjects
9. To apply the maxims and principles in the teaching of Commerce
10. To use various learning resource in the teaching of Commerce
11. To implement the various methods of teaching Commerce in the classroom
12. To develop an insight about role, challenges and professional development of a Commerce teacher
13. To analyze the contribution of personalities and institutions in Commerce Education
14. To keep abreast of the current trends in the teaching of Commerce.

MODULE 1: FUNDAMENTALS OF COMMERCE EDUCATION (2 Credits)

Unit 1: Basics of Academic Disciplines

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

Unit 2: Understanding Commerce Education and Curriculum

- a) Commerce Education in India, meaning and nature of Commerce education
- b) Aims and objectives of teaching Commerce at Higher Secondary level(as per NCF 2005)
- c) Values of teaching Commerce- global citizenship, practical, social, cultural, and vocational

Unit 3: Essentials of Teaching Commerce and Curriculum Transaction

- a) Maxims of Teaching Commerce:
 - Particular to General
 - Known to Unknown
 - Concrete to Abstract
 - Analysis to synthesis
 - Near to Far
- b) Importance of correlation in Commerce Education, Intra and Inter correlation of Commerce with Mathematics, Economics, Language and Geography
- c) Principles of Commerce teaching- Flexibility, Activity, Individual difference, Learner centeredness, Community centeredness

MODULE 2: TRANSACTING COMMERCE CURRICULUM**(2 Credits)****Unit 4: Learning Resources**

- a) Commerce Club (Organization, significance, Activities), Field visit (Bank, Multinational company, Stock exchange and Industries): objectives, organization and significance
- b) Textbook – Characteristics and Critical analysis
- c) Use of ICT in the teaching of Commerce: Computer assisted learning, Social networking, Discussion forum, MOOCs, ICT tools

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

- a) Project, Problem Solving, Case study, Survey
- b) Seminar, Workshop, Discussion, Co-operative learning (Jigsaw, Think-pair- share, Round table)
- c) Innovative trends in Commerce teaching -7 E's of Constructivism and Blended learning (Flex model, Rotation model, A La Carte model, Enriched virtual model): concept, procedure and advantages

Unit 6: Professional Development of Teacher

- a) Multifarious role and challenges faced by a Commerce teacher
- b) Need and Avenues of Continuous Professional Development
- c) Diagnostic and Remedial teaching

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

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

Suggested tasks: (Any One)

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

References:

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ELECTIVE COURSE 1 (EC 1) - BED192EC12
PEDAGOGY OF SCHOOL SUBJECT: ECONOMICS

Total Credits: 6

Total Marks: 100

Objectives

1. To understand the basic concepts associated with academic disciplines
2. To understand place of different disciplines in the school curriculum
3. To develop an understanding of the meaning and nature of Economics Education
4. To develop an understanding of the objectives of Economics teaching
5. To integrate values in the teaching of Economics
6. To establish relationship of Economics with other subjects
7. To apply the maxims and principles of Economics teaching
8. To use various learning resource in Economics teaching
9. To implement the various methods of teaching Economics in the classroom
10. To develop an insight about qualities, challenges and professional development of a Economics teacher
11. To keep abreast of the innovative methods in Economics teaching

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

Unit 1: Basics of Academic Disciplines

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

Unit 2: Understanding Economics

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

Unit 3: Learning Resources

- a) Economics Textbook – Characteristics and Critical analysis
- b) Audio visual resources: TV, Radio, Print media: Newspaper, Magazines, ICT in the teaching of Economics- Social networking, Internet (uses, importance)
- c) Visits (importance, organization) Visit to bank, Multinational company, stock exchange and industries

MODULE 2: TRANSACTING ECONOMICS CURRICULUM (2 Credits)

Unit 4: Essentials of Teaching Economics and Curriculum Transaction

- a) Maxims of Teaching (Particular to General, Known to Unknown, Concrete to Abstract, Analysis to synthesis)
- b) Importance of correlation in Economics Education, Intra and Inter correlation of Economics with Mathematics, Commerce, Language, History and Geography
- c) Principles of teaching- Flexibility, Activity, Individual difference, Learner centeredness, Community centeredness

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

- a) Classroom Methods: Lecture, Seminar, Discussion

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

Unit 6: The Economics Teacher

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

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

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

Suggested tasks: (Any One)

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

References:

- Aggarwal J.C: Teaching Of Economics, A Practical Approach”, Vinod Pustak Mandir. Agra
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- Mustafa M. 2005, ‘Teaching of Economics New Trends and Challenges’ Deep & Deep Publications Pvt. Ltd F-159, Rajouri Garden, New Delhi-110027.
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ELECTIVE COURSE 1 (EC 1) - BED192EC13
PEDAGOGY OF SCHOOL SUBJECT: ENGLISH

Total Credits: 6
Total Marks: 100

Objectives

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

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

Unit 1: Basics of Academic Disciplines

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

Unit 2: Role of English Language

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

Unit 3: Pedagogical Approaches & Techniques

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

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

Unit 4: Pedagogical Bases

- a) Aims and objectives of teaching English at Secondary and Higher Secondary School level.
- b) Principles (Palmer's principles) and correlation (intra and inter: with all school subjects)
- c) Maxims of teaching

Unit 5: Professional Development of Teacher

- a) Challenges faced in classroom by an English teacher in India.
- b) Need and Avenues of Continuous Professional Development
- c) Diagnosis and Remediation for Difficulties in Language Learning

Unit 6: Learning Resources & Assessment in Language

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

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

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

Suggested tasks: (Any One)

- a. Activity: Take few passages from Science, Social Science and Maths textbooks of any One class (VI – IX) and analyze
 - i. How the different registers of language been introduced?
 - ii. Does the language clearly convey the meaning of the topic being discussed?
 - iii. Is the language learner friendly?
 - iv. Is the language too technical?
 - v. Does it help in language learning?
- b. Conduct a Diagnostic Test in any class and do an analysis of the language difficulties
- c. Write a Lesson Plan on the basis of 7e Constructive Approach

References

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

ELECTIVE COURSE 1 (EC 1) -BED192EC104
PEDAGOGY OF SCHOOL SUBJECT: GEOGRAPHY

Total Credits: 6

Total Marks: 100

Objectives

1. To develop an understanding the basic concepts associated with academic disciplines
2. To develop an understanding about place of different disciplines in the school curriculum
3. To develop an understanding of Geography as a subject.
4. To develop an understanding of essentials of teaching Geography.
5. To develop an understanding of approaches of curriculum construction.
6. To develop an understanding of different types of teaching- learning resources.
7. To develop an understanding of different methods and techniques of teaching Geography.
8. To develop an understanding of essentials of a Geography teacher.
9. To develop an understanding of current trends in the subject.

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

Unit 1: Basics of Academic Disciplines

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

Unit 2: Understanding the Subject and Curriculum

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

Unit 3: Essentials of Teaching Geography and Curriculum Construction

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

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

Unit 4: Teaching- Learning Resources

- a) Importance and uses- Globe, Atlas, Models, Travelogues, Aerial photographs, Satellite imagery, Maps (Map reading and interpreting using distance, direction, signs and symbols, point, line and area) and Grids
- b) Textbook - characteristics.
- c) E- resources- Meaning and Significance – GIS, computer based online and offline resources

Unit 5: Methods of Teaching and Geography Teacher

- Methods (Meaning, Procedure, Merits and Demerits)- 'A' method, Project method, Comparative method, Co-operative learning techniques (Gallery Walk, Think-pair-share)
- Geography teacher- Key competencies and Challenges faced by a Geography teacher
- Continuous Professional Development of a Geography teacher: -Need and Ways

Unit 6: Current Trends in Teaching of Geography

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

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

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

Suggested tasks: (Any One)

- Critical analysis of a text book (Std VIII to X)
- Prepare and execute an activity based lesson- plan for Geo-literacy.
- Prepare and execute a lesson plan based on Constructivism.
- Prepare a plan for a visit to planetarium / museum/nature Park. Visit the place and write a report of this visit.

Reference:-

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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
- Salim Basha, Teaching of Geography
- Sanjay Dutta and O.P Garg, Teaching of Geography
- Shaida and Sharma, Teaching of Geography
- 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

ELECTIVE COURSE 1 (EC 1) BED192EC15
PEDAGOGY OF SCHOOL SUBJECT: HISTORY

Total Credits: 6

Total Marks: 100

Objectives

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

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

Unit 1: Basics of Academic Disciplines

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

Unit 2: Understanding History

- a) Nature of History, Understanding historical literacy (Taylor and Young),
- b) Historical Thinking Concepts (Peter Seixas & Tom Morton)
- c) Objectives of teaching History & political science at the secondary level.

Unit 3: Learning Resources

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

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

Unit 4: Essentials of Curriculum transaction in History & political science

- a) Maxims of teaching (Known to unknown, Simple to complex, Concrete to abstract)
- b) Correlation of History & political science: Internal and external. (Literature, Science, Mathematics, Geography, Economics, Craft)
- c) Culturally Responsive Pedagogy (three dimensions- institutional, personal and instructional)

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

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

Unit 6: The History Teacher

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

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

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

Suggested tasks: (Any One)

- Critically analyze a secondary school History and Political Science textbook.
- Participate in a field visit/ virtual tour of any Historical site and write a report of about 500-750 words.
- Select any primary source of history and analyze the same using the 6c approach
- Interview two History teachers and find the challenges faced by them and submit the report in about 500-750 words.

References:

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- http://www.canberra.edu.au/researchrepository/file/3d3fb227-73c7-dc08-49ee-275fa23092d3/1/full_text_final.pdf
- <http://historicalthinking.ca/historical-thinking-concepts>
- http://www.nelson.com/thebigsix/documents/The%20Big%20Six%20Sample%20Chapter%20with%20BLM_Aug%2030.pdf
- https://www.academia.edu/2527715/Suffrage_feudal_democracy_treaty..._historys_building_blocks_Learning_to_teach_historical_concepts
- <https://sheg.stanford.edu/historical-thinking-chart>

ELECTIVE COURSE 1 (EC 1) -BED192EC16
PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS

Total Credits: 6

Total Marks: 100

Objectives:

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

MODULE 1: FUNDAMENTALS OF MATHEMATICS EDUCATION (2 Credits)

Unit 1: Basics of Academic Disciplines

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

Unit 2: Introduction to the Teaching of Mathematics

- a) Meaning and Nature of Mathematics
- b) Aims and Objectives of teaching Mathematics at Secondary and Higher Secondary Levels (NCF 2005)
- c) Teaching of Mathematics: Correlation and Values

Unit 3: Essentials of Teaching Mathematics and Curriculum Transaction

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

MODULE 2: TRANSACTING MATHEMATICS CURRICULUM (2 Credits)

Unit 4: Methods and Techniques of Teaching Mathematics

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

Unit 5: Learning Resources

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

Unit 6: Professional Development of Teacher

- Competencies of Mathematics teacher
- Need and Avenues of Continuous Professional Development
- Diagnostic Testing and Remedial Teaching in Mathematics

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

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

Suggested tasks: (Any One)

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

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ELECTIVE COURSE 1 (EC 1) -BED192EC17
PEDAGOGY OF SCHOOL SUBJECT: SCIENCE

Total Credits: 6

Total Marks: 100

Objectives:

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

MODULE 1: FUNDAMENTALS OF SCIENCE EDUCATION

(2 Credits)

Unit 1: Basics of Academic Disciplines

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

Unit 2: Place of Science in the Curriculum and Life

- a) Meaning and Nature of Science
- b) Aims and Objectives of teaching science at upper primary, secondary and higher secondary level (NCF 2005)
- c) Values of teaching science

Unit 3: Organisation of Science Curriculum

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

MODULE 2: TRANSACTINGT SCIENCE CURRICULUM (2 Credits)

Unit 4: Science Teaching: Methods, Approaches and Tools

- a) Methods of Teaching - Lecture cum demonstration method, Project method, Problem Solving, Laboratory Method
- b) Approach- Inducto-deductive Approach
- c) Concept Mapping – Meaning, Steps and Significance, PEOR (i.e. Predict, Explain, Observe & React)

Unit 5: Learning Resources and Activity

- Science Text book: Characteristics and Critical Analysis
- Science Club and Science Field Visit – Concept, Organisation and Significance
- Improvised Apparatus and E- resources (Virtual lab and Simulation)

Unit 6: Science Teacher

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

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

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

Suggested tasks: (Any One)

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

References

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INTERDISCIPLINARY COURSE 2 (IC 2) – BED192IC2
EDUCATIONAL MANAGEMENT

Total Credits: 6

Total Marks: 100

Objectives:

1. To develop an understanding of the concept of Educational management
2. To develop an understanding of the importance of effective organizational management
3. To develop an understanding of Systems Approach to Educational management
4. To develop an understanding of the functions of management
5. To understand Quality management, Human resource management and Change management
6. To develop an understanding of the concept of Leadership
7. To acquaint students of the various Leadership styles
8. To acquaint students of the various Leadership skills
9. To develop an understanding about Educational administration
10. To develop an understanding about Educational administration in India

MODULE 1: FUNDAMENTALS OF EDUCATIONAL MANAGEMENT (2 Credits)

Unit 1: Concept of Educational Management

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

Unit 2: Educational Institution – Organizational perspective

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

Unit 3: Organizational Management

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

MODULE 2: RESOURCE MANAGEMENT AND ADMINISTRATION (2 Credits)

Unit 4: Human Resource Management

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

Unit 5: Educational Administration

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

Unit 6: Educational Administration in India

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

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

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

Any two of the following tasks:

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

References:

- David A. De CENZO and Stephen P. Robbins, Personnel/Human Resource Management Third Edition, Prentice Hall of India Pvt. Lts 1993 for Unit I and II
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- 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
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SECOND YEAR THIRD SEMESTER

CORE COURSE 4 (CC 4)- BED193CC4
ASSESSMENT FOR LEARNING

Total Credits: 6

Total Marks: 100

Objectives:

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

MODULE 1: FUNDAMENTALS OF ASSESSMENT

(2 Credits)

Unit 1: Concept of Assessment

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

Unit 2: Essentials of Assessment

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

Unit 3: Trends and Issues of Assessment

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

MODULE 2: INSTRUMENTS OF ASSESSMENT AND REPORTING OF RESULT

(2 Credits)

Unit 4: Instruments of Assessment

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

Unit 5: Differentiated Assessment Strategies

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

Unit 6: Feedback Mechanism & Reporting

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

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

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

Any two of the following tasks:

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

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ELECTIVE COURSE 2 (EC 2)- BED193EC2

For Elective Course 2 please refer to syllabus of Elective Course 1(EC1)

- **PEDAGOGY OF SCHOOL SUBJECT: COMMERCE --BED193EC21**
- **PEDAGOGY OF SCHOOL SUBJECT: ECONOMICS --BED193EC22**
- **PEDAGOGY OF SCHOOL SUBJECT: ENGLISH - BED193EC23**
- **PEDAGOGY OF SCHOOL SUBJECT: GEOGRAPHY- BED193EC24**
- **PEDAGOGY OF SCHOOL SUBJECT: HISTORY - BED193EC25**
- **PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS -BED193EC26**
- **PEDAGOGY OF SCHOOL SUBJECT: SCIENCE -BED193EC27**

ELECTIVE COURSE 2 (EC 2) - BED193EC28 **PEACE EDUCATION**

Total Credits: 6

Total Marks: 100

Objectives:

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

MODULE 1: FUNDAMENTALS OF PEACE EDUCATION

(2 Credits)

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

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

Unit 2: Basis of Peace Education

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

Unit 3: Areas of Peace Education

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

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

Unit 4 Transacting of Peace Education

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

Unit 5: Preparation for Peace

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

Unit 6: Concerns and Challenges for Peace

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

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

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

Any two of the following tasks:

- a) Prepare a lesson plan for any one topic in your subject using interactive and participatory methodology to integrate peace values, develop attitudes and skills for Peace education. (Compulsory)
- b) Role of teachers as peace builders:- Conduct a structured interview of a school teacher to understand the role of teacher in promoting peace in classroom/school.
- c) Observation based survey: Write a report on basis of observation about the school practices towards conflict resolution and maintaining peace

- d) Panel Discussion on values of peace and social justice in 21st century
- e) Analyse a text book from your pedagogy and write a report on Text Book as means of nurturing peace.
- f) Create a learning resource to promote peace amongst school students
- g) Promotion of peace in the school/community through essays, posters, poems or stories
- h) Explore any one historical narrative and write a review on it regarding ways of conflict resolution and peace development
- i) Prepare a Case Study of major conflicts between nation and states in present times.

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- The State of the World's Children (reports of the last five years). UNESCO.
- Learning the Way of Peace: Teacher's Guide. Websites: Hiroshima Peace Memorial Museum Peace Education: INEE Site (endorsed by UNESCO)
- Aims of Peace Education by UNICEF page 22-24 <https://www.unicef.org/education/files/PeaceEducation.pdf>
- Integrating Peace Education in Teacher Education http://philippines.forumzfd.org/sites/default/files/downloads/130807_peace_education_teaching_guide_compressed.pdf

**ELECTIVE COURSE 2 (EC 2) -BED193EC29
EDUCATION FOR RURAL DEVELOPMENT**

Total Credits: 6

Total Marks: 100

Objectives:

1. To understand the characteristics of rural areas.
2. To understand the educational problems of rural areas.
3. To develop empathy towards the rural community.
4. To apply gained information and understanding pertaining to rural areas.
5. To develop an appreciation of the role of education for rural development.
6. To develop an appreciation of the contribution of social reformers for rural education.
7. To create an awareness of various government policies, programmes of rural development.

MODULE 1: EDUCATION IN CONTEXT OF RURAL DEVELOPMENT (2 Credits)

Unit 1: Rural Education: Concept of Rural Development

- a) Concept of Rural area – Definition, characteristics, needs of tribal community in India.
- b) Concept of tribal area- definition, characteristics. Needs of tribal community in India.
- c) Concept of Rural development – Definition, needs and importance, scope of rural development.

Unit 2 : Education in Rural Areas (Status and Issues & Recommendation)

- a) Status& issues of Education in rural areas.
 - Early childhood Education in rural area. (Anganwadi, Balwadi)
 - Formal education in rural area. (Primary education, Secondary education, Higher Education.)
 - Non - Formal Education and Adult education.
- b) Status& issues related to Tribal Education.
- c) Recommendation of Government Pertaining to Education in Rural & Tribal Area.

Unit 3: Gandhian Theory of Rural Development

- a) Mahatma Gandhi's Concept of Gram Swaraj and Rural Development
- b) The concept of environmentalism & Gandhi
- c) Gandhian approach towards sustainable development with special reference to Hind Swaraj.

MODULE 2: POLICIES, SCHEMES AND PROGRAMMES FOR RURAL DEVELOPMENT (2 Credits)

Unit 4: Policies of Rural Development

- a) Panchayat Raj after 73rd Amendment and its impact on rural development.
- b) Khadi and village Industries Commission: Objectives, Functions, Programmes
- c) Right to education, Education for all

Unit 5: Government Schemes & Programmes for Rural Development

- a) Women empowerment- self help group (SEWA)
- b) Health improvement – Gram swachta abhiyan, National Programme of Midday meal, National Rural Health Mission
- c) Concept & types of Rural Tourism (Eco tourism, Agro Tourism)

Unit 6: Experiments of Rural Development

- Water Resource: Rajendra Sing (Tarun Bharat Sangh, Jalbiradari -Rajasthan), Vilasrao Salunkhe (Pani panchayat), Water Movement
- Health care – SEARCH: Dr. Rani Bang, Hemalkasa, Anandwan - Dr. Amte
- Educational Development: Pabal , Nai Talim (Ramesh Panase)

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

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

Any two of the following tasks:

- Explore any one Project of rural development and write a critical review of it.
- Panel Discussion on Issues pertaining to rural area & rural development.
- Promotion of Rural Tourism in the school/community through essays, posters, poems or stories
- Visit to one educational institution in rural area & write a report about it.

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INTERDISCIPLINARY COURSE 3 (IC 3) – BED193IC3 LANGUAGE ACROSS CURRICULUM

Total Credits: 6

Total Marks: 100

Objectives

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

MODULE 1 – UNDERSTANDING LANGUAGE AND LANGUAGE DIVERSITY

(2 Credits)

Unit 1: Language and its Function

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

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

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

Unit 3: Language Acquisition Theories

- a) Environmental Skinners Theory Language Acquisition
- b) Biological – Chomsky’s Theory on Language Acquisition
- c) Acculturation Theory by Schumann

MODULE 2-TRANSACTIONING LANGUAGE ACROSS DISCIPLINES/CURRICULUM

(2 Credits)

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

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

Unit 5: Reading and Writing across Content Areas

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

Unit 6: Language across Curriculum

- a) Language for specific purpose: Academics and Research
- b) Content-based instructions with respect to different subjects of the curriculum:

- Language and Mathematics
- Language and History
- Language and Science
- Language and Geography

c) Mother tongue as Medium of instruction (Concept and Significance)

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

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

Any two of the following tasks:

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

References:

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SECOND YEAR

**FOURTH
SEMESTER**

CORE COURSE 5 (CC 5) – BED194CC5
CONTEMPORARY INDIA AND EDUCATION

Total Credits: 6

Total Marks: 100

Objectives:

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

MODULE 1: CONTEMPORARY INDIAN SOCIETY

(2 Credits)

Unit 1: Addressing Diversity in Indian society: Concept, Challenges and Role of Education

- a) Concept and characteristics of diversity: linguistic, regional and religious
- b) Challenges: Linguistic diversity, Regional and Religious Diversity
- c) Role of Education to address diversity in Indian Society

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

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

Unit 3: Constitutional Values and Stratification, Marginalization and Diversity

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

MODULE 2: POLICY FRAME WORK FOR EDUCATION

(2 Credits)

Unit 4: Policies and Role of Education

- a) Right to Education, tracing origin from Nayee Taleem
- b) Recommendations of Learning without Burden, 1993
- a) RMSA and Recommendations for Secondary Education

Unit 5: Education Commission & Recommendations

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

Unit 6: Emerging Trends

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

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

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

Any two of the following tasks:

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

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ELECTIVE COURSE 3 (EC 3) BED194EC31
ACTION RESEARCH

Total Credits: 6

Total Marks: 100

Objectives:

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

MODULE 1: FUNDAMENTALS OF ACTION RESEARCH

(2 Credits)

Unit 1: Basics of Action Research

- a) Meaning, Difference between Fundamental and Action Research
- b) Characteristics, Principles, Benefits and Limitations of Action Research
- c) Action Research for Professional Development of Teachers

Unit 2: Action Research- Types, Approaches and Methods

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

Unit 3: Process of Action Research

- a) Action Research Process –Stephen Kemmi’s Action Cycle, Kurt Lewin’s Force Field Analysis.
- b) Validation of Action research -Concept and types: Self, Peer and Learner
- c) Ethics in Action Research

MODULE 2: ACTION RESEARCH: TOOLS AND TECHNIQUES, PLAN AND REPORT

(2 Credits)

Unit 4: Data Collection- Tools and Techniques

- a) Meaning and Types of Tools and Techniques for Data Collection – (Characteristics, uses and limitations)
 1. Questionnaire –Open and Close ended
 2. Artifacts: Documents, Records (Student’s journals, logs, audio, videos)

- b) Techniques of Data Collection-
 1. Interviews –Structured and Unstructured
 2. Observation- Participant and Non-Participant
- c) Sample for Action Research

Unit 5: Planning, Conducting and Reporting Action Research

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

Unit 6: Reporting Action Research

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

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

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

Any two of the following tasks:

- a) Design an action research plan.
- b) Make a scrapbook depicting TWO case studies related to professional growth of teachers while doing action research.
- c) Prepare a tool for data collection for an action research project of your relevance.
- d) Critically review any action research report for elements of good reporting.

References

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ELECTIVE COURSE 3 (EC 3) - BED194EC32 ENVIRONMENTAL EDUCATION

Total Credits: 6

Total Marks: 100

Objectives:

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

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

Unit 1: Concept of Environment, Eco System and Ecology

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

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

- a) Climate Change.
- b) Loss of Biodiversity
- c) Genetic Engineering

Unit 3: Development of Environmental Education

- a) Historical Developments: Stockholm conference (1972), Intergovernmental conference (1977), Kyoto Protocol (2005), Paris Agreement (2015)
- b) Environmental Education: Meaning, Objectives, Principles & Significance
- c) Approaches of teaching Environmental Education (Multidisciplinary and Interdisciplinary)

MODULE II: ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT

(2 Credits)

Unit 4: Initiatives for Environment Assessment

- a) Environmental Impact Assessment: (Meaning, Steps & Significance)
- b) Environmental Management and Protection: (Meaning, Characteristics and Functions)
- c) Environmental Audit: (Definition; Features and types of environmental auditing)

Unit 5: Sustainable Environmental Management

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

Unit 6: Environmental Initiatives, Projects and Laws

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

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

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

Any two of the following tasks:

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

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- Reddy, P. K. & Reddy, N. D. (2001). Environmental Education. Hyedrabad: Neelkamal publications.
- Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
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- Stockholm: Christian Council of Sweden.

ELECTIVE COURSE 3 (EC 3) -BED194EC33 GUIDANCE AND COUNSELLING

Total Credits: 6

Total Marks: 100

Objectives:

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

MODULE 1 FUNDAMENTALS OF GUIDANCE

(2 Credits)

Unit 1: Concepts in Guidance

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

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

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

Unit 3: Career Guidance

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

MODULE 2 FUNDAMENTALS OF COUNSELLING

(2 Credits)

Unit 4: Concept of Counselling

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

Unit 5: Counselling and Intervention

- a) Skills required for counselling (Rapport Building, Listening, Questioning & Responding)
- b) Approaches of counselling – Cognitive-Behavioural (Albert Ellis – REBT)
- c) Humanistic (Person Centered Counselling - Carl Roger's)

Unit 6: Role of Counsellor in Contemporary Society

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

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

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

Any two of the following tasks:

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

References:

- Dave, Indu. The Basic Essentials of Counselling Sterling Publisher. New Delhi
- Paul, Lengrand. An Introduction to Lifelong Education 2 Croom Hekn-London the UNESCO Press-Paris. London
- Rao, Narayana. Counselling Guidance Tata Mc GrawHill . New Delhi Vashist, S.R. Methods of Guidance Anmol Publication. New Delhi
- Singh, Raj. Educational & Vocational Guidance. Commonwealth Publication .New Delhi
- Bhatnagar, Asha & Gupta, Nirmala. Guidance & Counselling -Vol. 1 Vikas Publisher House. New Delhi
- Kaushik, V.K & Sharma, S.R .Fundamentals of Psychology Anmol Publisher .New Delhi Chandra, Ramesh. Guidance & Counselling Kalpaz Publications. Delhi
- Shrivastava, K.K . Principles of Guidance & Counselling Kanishka Publishers Distributors. New Delhi
- Panda, N.P. Education & Exceptional Children .Deep & Deep Publisher. New Delhi Kalia, H.L. Counselling in Schools ICON. New Delhi
- Chauhan, S.S. Principles & Techniques of Guidance. Vikas Publisher. New Delhi
- Gibson, Robert. Introduction to Counselling & Guidance. Prentice - Hall of India. New Delhi
- Rao, S.N . Guidance & Counselling. Discovery Publications. New Delhi
- Swami, A. & Borkar, U.(2016). Higher Education. New Delhi: A.P.H.Publishing Corporation.

INTERDISCIPLINARY COURSE 4 (IC 4) -BED194IC4 CREATING AN INCLUSIVE SCHOOL

Total Credits: 6

Total Marks: 100

Objectives

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

MODULE 1: TOWARDS NURTURING INCLUSION

(2 Credits)

Unit 1: Understanding Inclusion

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

Unit 2: Nurturing Inclusion

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

Unit 3: International and National Perspectives on Inclusion

- a) International Perspectives on Inclusion
- b) National Perspectives on Inclusion
- c) Educational concessions and facilities for CWSN.

MODULE 2: ADDRESSING LEARNERS' DIVERSITY

(2 Credits)

Unit 4: Curricular Issues

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

Unit 5: Inclusion in Classrooms

- a) Barriers and Facilitators of Inclusion: Attitudinal, Social and Infrastructural.
- b) Use of ICT (Assistive and Adaptive Devices) in Inclusive classrooms

- c) Individualized Educational Plan: Concept, steps and significance.

Unit 6: Functionaries in Inclusive Settings

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

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

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

Any two of the following tasks:

- a) Case study of a Learner with Special needs
b) Making a Report of Visit to a resource room
c) Interviewing a teacher working in a mainstream school promoting inclusion.
d) Prepare a scrapbook showing different ICT technologies to cater to needs of children with special needs. (Pictures and Information).
e) Seminar presentation on ‘Seven pillars of support for inclusive education: Moving from “Why?” to “How’ (2007) by Tim Loreman
http://www.wholeschooling.net/Journal_of_Whole_Schooling/articles/3-2%20Loreman.pdf

References:

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- Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.
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- Mohapatra, Damodar. (2006) Impact of family environment on early childhood education. Hyderabad: Neelkamal Pub.
- Naomi, G Victoria, Optical devices for low vision reading , 2014, Hyderabad, Neelkamal Publishers.
- Rana, Nishta. (2013) Children with special needs. Hyderabad: Neelkamal Publishers.
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- Sharma, Yogendra K. (2014) Inclusive education. New Delhi: Kaniksha Publishers
- Umadevi, M R. (2010) Special education. Hyderabad: Neelkamal Publishers

Weblinks:

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

ABILITY COURSE 2 (AB 2) – BED194AC2 READING AND REFLECTING ON TEXTS

Total Credits: 3

Total Marks: 50 (Internal)

Objectives

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

MODULE 1: REVISITING READING

(1 Credit)

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

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

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

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

MODULE 2: REFLECTIVE READING AND WRITING

(1 Credit)

Unit 3: Reading for Writing

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

Unit 4: Reading beyond Texts-Making Connections

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

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

(1 Credit)

- a) Choose a textbook of any one standard from your pedagogy. Identify the different types of text used. Write a report on use of these texts and explain their significance to education
OR
- b) Explore multicultural perspectives of local/classic/ world literature, stories, folk songs, plays etc. and reflect its influence on individual and social life. Present your perspective in form of a report or power point presentation
- c) Read a passage and analyse the same using Davis' Nine Component Skills of Comprehension for understanding the text
OR
- d) Apply different reading strategies in the three stages of reading of any text and prepare a report
- e) Read a text of students' choice and make connection to oneself, to other text and to the present context.
OR
- f) Explore two texts one visual and one verbal. Explore visual to text and text to visual perspectives and present your perspectives in form of a report.
- g) Presentation of a book review of educational significance (Compulsory)
OR
- h) Reflective Journal based on readings in the course

References

Ethnographies:

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

Extracts:

- 'Teacher Man' by Frank McCourt & extracts from 'The Prophet' by Kahlil Gibran
- Macaulay's Minutes
- Extracts from Rousseau's 'Emile', Dewey's writings, Plato's Dialogues,
- Krishnamurthi, Aurobindo, Tagore, Vivekananda, Gandhi.

Books:

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

Weblinks:

- <http://www.tandfonline.com/doi/abs/10.1080>
- <http://literacyonline.tki.org.nz/Literacy-Online/Teacher>
- <http://mrsbrogley.com/blog>

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

Collaborative Reader:

- <http://www.apu.ac.jp/rcaps/uploads/fckeditor/publications/poyglo>
- <http://www.ericdigests.org/1999-3/reading.htm>
- [https://sethkorn.wikispaces.com/Communicative+Reading+%26+S+torytelling \(interactive reader\)](https://sethkorn.wikispaces.com/Communicative+Reading+%26+S+torytelling+(interactive+reader))
- <http://reflectivepractitioner.pbworks.com/f/Lincoln.pdf>
http://tc2.ca/pdf/t4t/t4t_reflective_writing.pdf
- <https://www.press.umich.edu/pdf/9780472035052-ch1.pdf>
- <http://www.arvindguptat>
- <http://www.writingforward.com/creative-writing/creative-writing-reflective-journalin>
- http://hrsbstaff.ednet.ns.ca/twatson/reading_journal_rubric.htm
<http://edtech.boisestate.edu/connectionsacademy/rubrics/reflectio>
http://www.readwritethink.org/files/resources/lesson_images/lesshttp://classiclit.about.com/od/forstudents/ht/aa_readinglog.ht
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- http://www.usc.edu/dept/education/up_files/AACTE_06_Presentation.pdf