UNIVERSITY OF MUMBAI

Credit Based Choice System with effect from the academic year 2017-2018

SYLLABUS FOR TWO YEARS BACHELOR OF EDUCATION 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 2017)

- 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 2017-18

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,VJNT 1,2,3) 45% (44.50-44.99%) will be eligible. For B.Com, Management, Engineering, Computer Science, Technology, Agriculture, BBI, Pharmacy, Law, Fine 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 fulfil the eligibility criteria as per the directives of Government of Maharashtra from time to time.

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

(a) Attended four semesters of the full time Two year B.Ed. programme spread over a maximum period of three years from the date of admission in a College of Education.

(b) **Attendance:** The minimum attendance of 80 % for all Theory component work (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 Assesment)

Semester 1

Assignments, Class test and Essay in each course

Ability Course 1: Critical Understanding of ICT

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

Semester 2

Assignments, Class test and Essay in each course

Project Based Course 2 (Internship of 3 Weeks)

Semester 3

Assignments, Class test and Essay in each course

Project Based Course 3 (Internship of eleven weeks)

Semester 4

Assignments, Class test and Essay in each course

Ability Course 2: Reading and Reflecting on Texts

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

1. **Core courses:** These are **five** courses which are to be studied by a student in two years
   - Childhood and Growing up
   - Knowledge and Curriculum
   - Learning and Teaching
   - Assessment for learning
   - Contemporary India and Education

2. **Elective Course**

Elective course 1 - Pedagogy of School Subject I

Select any One Course

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

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	iii.	English
ii.	Economics	iv.	Geography

v. History
vi. Hindi
vii. Mathematics
viii. Marathi
ix. Science
x. Sanskrit
xi. Urdu

II) Peace Education
III) Education for Rural Development

Elective course 3 –

Special Fields (Select any one)

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

3. Interdisciplinary courses : Four courses , each in 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)
   - 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)

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 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 in the above school/college.
- ✓ 3 co-teaching lessons with school teachers
- ✓ Administration of Unit Test and analysis of results (in the pedagogy of school subject I opted)
- ✓ Maintain Reflective Journal with reference to internship program.

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 II)

- ✓ 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 II 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)
20 Weeks for Internship (18 +including 2 weeks Community work)
200 working days are exclusive of admission and examination period
Total Credits: 111; Marks 1800 (1 Credit = 12 Hours)

B.Ed. CURRICULUM FRAMEWORK

Courses	Credits	External Marks	Internal Marks	Total Marks
Semester1				
Core Course 1: Childhood and Growing up	6	60	40	100
Core Course 2: Knowledge and Curriculum	6	60	40	100
Interdisciplinary Course 1 :Gender, School and Society	6	60	40	100
Ability Course 1:Critical Understanding of ICT	3	----	50	50
Project Based Course 1	3	----	50	50
Total	24	180	220	400
Semester 2				
Core Course 3: Learning and Teaching	6	60	40	100
Elective Course 1: Pedagogy of School Subject 1	6	60	40	100
Interdisciplinary Course 2: Educational Management	6	60	40	100
Project Based Course 2	6	----	100	100
Total	24	180	220	400
Semester 3				
Core Course 4: Assessment for Learning	6	60	40	100
Elective Course 2: Pedagogy of School Subject 2 /Peace Education/ Education for Rural Development (Any one)	6	60	40	100
Interdisciplinary Course 3: Language Across the Curriculum	6	60	40	100
Project Based Course 3	12	----	200	200
Total	30	180	320	500
Semester 4				
Core Course 5: Contemporary India and Education	6	60	40	100
Elective Course 3: Special Field Action Research/Guidance and Counselling/Environmental Education (any one)	6	60	40	100
Interdisciplinary Courses 4: Creating an Inclusive School	6	60	40	100
Ability Course 2: Reading and Reflecting on Texts	3	----	50	50
Project Based Course 4	9	---	150	150
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	320	500

Total Credits: 111; Total Marks 1800 (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

University 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/ 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 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 -----50 Marks
    b. Semester 2--Project Based Course 2 -----100 Marks
    c. Semester 3--Project Based Course 3 -----200 Marks
    d. Semester 4--Project Based Course 4 -----150 Marks
- Ability Courses 100 Marks: Two courses 50 marks each (Detailed documentation of the courses)
    a. Semester 1-- Critical Understanding of ICT
    b. Semester 4--- Reading and Reflecting on Texts
- 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

R._____Examination Scheme

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

The External examination of Part A of Theory component (Semester end theory examination), the Internal assessment marks of Theory component and Part B Semester wise Practicum component will be submitted at the end of each semester. The aggregate of marks obtained in each year for Theory cum Practicum (i.e. Part A & Part B) shall be converted into Grades as given in the scheme. (R4257)

The marks obtained by a student in a course shall be indicated by a grade point and a letter grade 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 of the Academic Council dated 23rd May 2016, Item No 4.17

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

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

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

a) The credits earned for each course registered that year

b) The performance in each course indicated by the letter grade

c) The Grade Point Average (GPA), of all the courses registered for the semester

d) The Cumulative Grade Point Average (CGPA)

e) Overall Weighted Percentage of Marks (OWPM), and cumulative grade point average after completing the programme will appear only on the grade card for the final year.

R. _____ A candidate who passes in the 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.

The Principal shall forward to the University the Semester wise original marks awarded to every candidate in internal assessment of theory component (Part A) and Practicum component of each semester (Part B) as per the format provided by the university at the Semester end along with the Certification of Audit course in the Semester 4 which will be scrutinized by the **Coordination Committee. 0.5177**

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:

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

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

ATKT (Allowed to Keep Term)

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

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

1. Internal assessment by way of continuous evaluation of the course areas of 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) 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)	**30**
Elective Courses	**Elective Course 1** Pedagogy of School Subject I -Select any one. (EC 1) i. Commerce ii. Economics iii. English iv. Geography v. History vi. Hindi vii. Mathematics viii. Marathi ix. Science x. Sanskrit xi. Urdu **Elective Ccourse 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. Hindi vii. Mathematics viii. Marathi ix. Science x. Sanskrit xi. Urdu II. Peace Education III. Education for Rural Development **Elective Ccourse 3 Basket of Special Fields** -Select any One (EC 3) i. Action Research ii. Guidance and Counselling iii. Environmental Education	**18**
Interdisciplinary Courses	i. Gender, School and Society (IC 1) ii. Educational Management (IC 2) iii. Language Across the Curriculum(IC 3) iv. Creating an Inclusive School(IC 4)	**24**
Ability Courses	i. Critical Understanding of ICT (AB 1) ii. Reading and Reflecting on Texts (AB 2)	**6**
Project Based Courses	i. Internship ii. Community work iii. Action Research iv. Participation in Co curricular Activities in college	**30**
Audit Courses	Audit Courses (Select any one) i. Understanding the self (AC 1) ii. Drama and Art in Education (AC1)	**3**
	Total Credits	**111**

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 , Enviornmental Education (Any One) - 100marks	6
INTERDISCIPLINARY COURSES (IC)		**INTERDISCIPLINARY COURSES (IC)**		**INTERDISCIPLINARY COURSES (IC)**		**INTERDISCIPLINARY COURSES (IC)**	
IC1- Gender, School And Society - 100marks	6	IC2- Educational Management -100marks	6	IC3 Language Across The Curriculum – 100 marks	6	IC4- Creating Inclusive Schools -100marks	6
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 Total 50 Marks		**PROJECT BASED COURSES PC2** Internship of 3 weeks - Total 100 Marks		**PROJECT BASED COURSES PC3** Internship of 11 weeks- Total 200 Marks		**PROJECT BASED COURSES PC4** Internship of 5 weeks including Community work -Total 150 Marks	
a. Community Work Part I - 20 Marks (1 Week)	**3**	a.Observation of school activities- (Any Three) 3*5 Marks= 15 Marks		a. Lessons 10 Lessons*10 marks = 100 marks		a. Learning Resource 1* 10 Marks= 10 Marks	
b.Participation in CCA in college -1*30 =30 Marks		b. Observation of lessons given by peers - (5 lessons) 5*4 Marks= 20 Marks	**6**	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 teachers 3 lessons X 10 marks =30 Marks	**12**	Lessons – 5 Lessons *10 marks=50 marks	**9**
		d. Lessons – 5 Lessons *10 Marks = 50 marks		d. Administration of Unit Test and analysis of results - 20 Marks		Reflective Journal on internship activities - 20 Marks	
				e. Reflective Journal on internship activities - 30 Marks		Community work - Part II 20 Marks	
						Co Teaching with peers 5 lessons*5 marks =25 Marks	
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 semester. Certified in 4th semester only.							**3**
TOTAL 400	**24**	**TOTAL 400**	**24**	**TOTAL 500**	**30**	**TOTAL 500**	**33**

R. _____ The following are the syllabi for the various Courses.

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FIRST YEAR

FIRST SEMESTER

CORE COURSE 1 (CC 1)
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, feeling and emotion.
8. To reflect on how we relate to the world through emotions.

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MODULE 1: PROCESS OF HUMAN DEVELOPMENT (2 Credits)

Unit 1: Growth and Development of a Child

a) Meaning and principles of growth and Development and its difference.
b) Stages of growth and development (Later childhood and Adolescence)
c) Role of school in growth and development of a child.

Unit 2: Developmental Process-

a) Genetic background and Development.
b) Trends in development (Developmental direction, Differentiation and integration and Cumulative influence)
c) Maturation

Unit 3: Context of Development:

a) Child Development as a multidimensional concept within a pluralistic society (physical, Emotional and Social)
b) Impact of different parenting styles on child development ((4)
c) Child development in socio- cultural context: Interplay of poverty, caste, gender and tribal communities.

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, Cross Cultural, Longitudinal.

Unit 5: Theoretical Perspectives:

a) Piaget's Theory of cognitive development.
b) Kolhberg's & Errickson's theory
c) Urin Brofenbrenner theory on Ecological System

Unit 6: Self and Emotions

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

MODULE 3: 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)

- Case study of any school which has a positive impact on the overall growth and development of its students
- Observe an adolescent and conduct a case study on his overall development
- Present the biography of any one Psychologists using creative techniques

b) Psychological Tests (any one)

- Emotional Intelligence test
- Test on Self- Esteem
- Test on Self Efficacy

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CORE COURSE 2 (CC 2)
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 industrialisation, democracy and individual autonomy.
b) Understanding Education in relation to equity, equality and social justice (B.R. Ambedkar).
c) Interrelationship of education with reference to Nationalism (Krishnamurti) and Secularism (Tagore)

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

Unit 4: Curriculum – Concept, Types and Determinants

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

Unit 5: Curriculum Development

a) Principles of curriculum development
b) Process of curriculum development
   i. Formulating aims and objectives
   ii. Criteria for selecting knowledge and representing knowledge in the form of different subjects.
   iii. Selection and organisation of learning situations
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) contextualisation of learning; (iii) varied learning experiences(iv) learning resources
b) Need and evaluation of effective curriculum construction with reference to existing pedagogies and Instructional approaches, teacher training, textbooks and instructional materials.
c) Role of MHRD and NCERT in curriculum reform

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

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

Any two of the following tasks:

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

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INTERDISCIPLINARY COURSE 1 (IC 1)
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, region, the media and popular culture (films, advertisements, songs) on gender identity.
b) Gender bias: health and nutrition, education, and employment.
c) Gender stereotyping

Unit 3: Gender Issues and Provisions

a) Gender related issues in society: dowry system, work place discrimination
b) Sexual abuse, cyber bullying
c) National Policy for Empowerment of women

MODULE 2: GENDER: EDUCATION AND EMPOWERMENT (2 Credits)

Unit 4: Gender Challenges and Education

a) Gender challenges: 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 from Sexual Offences (POCSO) Act, 2012

Unit 6: Strategies for Gender Empowerment

a) The role of NGOs and women's action groups in striving towards gender equity
b) The United Nations Entity Equality and the Empowerment of Women for Gender-UN Women
c) 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:

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

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ABILITY COURSE 1 (AB 1)
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.

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AUDIT COURSE 1 (AC 1)
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.

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- 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-andinstruction/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

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AUDIT COURSE 1 (AC 1)
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.

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- http://web.stanford.edu/class/msande271/onlinetools/LearnedOpt.html: Test on Learned Optimism.
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SECOND SEMESTER

CORE COURSE 3 (CC 3)
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 (Low-Road or Substantive Transfer & High-Road or Procedural Transfer) & Promoting Transfer
b) 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 / Key Features & 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

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ELECTIVE COURSE 1 (EC 1)
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 analyse 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.

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- Methodology of Commerce Education Dr. Umesh Mr. Ajay RanaTandon Publications-Ludhiana
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ELECTIVE COURSE 1 (EC 1)
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) a)Meaning of academic disciplines, Relationship between academic disciplines and Economics subject
b) 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, Entrenuerpship ,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 (imporatance,organistaion)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.

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ELECTIVE COURSE 1 (EC 1)
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
b) Language and Society –Importance of English language in day-to-day life
c) Language and School -

- Concept & types of language registers
- 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 as first language and as second language.
b) Principles (Palmers principles) and correlation (intra and inter: with all school subjects)
c) Maxims of teaching

Unit 5: Professional Development of Teacher

a) Challenges faced in class room by an English teacher in India.
b) Need and Avenues of Continuous Professional Development
c) Contribution by personalities –Chomsky & R.K Narayan

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) Activity: Do a review and present a paper on any one of R.K Narayan's Book

References

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- Teaching of English in India by Dr.K.Pandey & Dr.Amita
- Teaching & Learning English by Raja T Nasr
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- Techniques of Teaching English by A.L. Kohli
- Methodology of English Teaching by Malati .M Halbe

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ELECTIVE COURSE 1 (EC 1)
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, Topical and Regional.

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)
b) Textbook: - Characteristics and Critical analysis (std VIII to X) (Critical Analysis is only for practical purpose and should not be asked in the examination.)
c) E- resources: - Meaning and Significance – GIS, computer based online and offline resources

Unit 5: Methods of Teaching and Geography Teacher

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

Unit 6: Current Trends in Teaching of Geography

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

MODULE 3: 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) Prepare a map/sketch of any locality using GIS or space survey based on the distance and direction relationship from your educational institution. Label and mark the physical and man-made features with suitable conventional signs and symbols. Try to analyze the relationship between various aspects that exists in this locality.
b) Prepare and execute an activity based lesson- plan for Geo-literacy.
c) Prepare and execute a lesson plan based on Constructivism.
d) Prepare a plan for a visit to planetarium / museum/nature Park. Visit the place and write a report of this visit.

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ELECTIVE COURSE 1 (EC 1)
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, Historical Thinking Concepts (Peter Seixas & Tom Morton)
b) Objectives of teaching History & Political Science at the secondary level.
c) Values of teaching History & Political Science

Unit 3: Learning Resources

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

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

Unit 4: Essentials of Curriculum transaction in History & Political Science

a) Maxims of teaching (Known to unknown, Simple to complex, Concrete to abstract)
b) Correlation of History & Political Science: Internal and external.(Literature, Science, Mathematics, Geography, Economics, Craft)
c) History as a concept driven subject: Concept based and generalization based learning

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

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

Unit 6: The History Teacher

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

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

Sr.No	Particulars	Marks
1	Content test (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) Critically analyze a secondary school History and Political Science textbook.
b) Participate in a field visit/ virtual tour of any Historical site and write a report of about 500-750 words.
c) Choose any Cooperative learning strategy. Plan and conduct a 15 minutes lesson in your peer group to teach history or political science.
d) Interview two History teachers and find the challenges faced by them and submit the report in about 500-750 words.

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ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: HINDI

Total Credits: 6
Total Marks: 100

उद्देश्य:

1. विद्यालयी पाठ्यक्रम में विभिन्न विषयों के महत्त्व को समझना |
2. भाषा सृजन के विविध पहलुओं को समझना व उनके अध्यापन हेतु विभिन्न विधियों व उपागमों का प्रयोग करना सीखना |
3. भाषा का अर्थ और उसकी प्रकृति एवम महत्त्व को समझना |
4. हिंदी भाषा अध्यापन के उद्देश्य, सिद्धांत, सूत्र एवम सहसम्बन्ध के उपयोग करने की क्षमता विकसित करना ।हिंदी भाषा अध्यापन द्वारा मूल्यों और कौशलों को विकसित करने में शिक्षक की भूमिका समझाना ।
5. हिंदी भाषा की विभिन्न विधाओं का परिचय कराना ।
6. हिंदी भाषा समृद्धि के लिए आधुनिक माध्यमों की जानकारी देना ।

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

घटक १: शैक्षणिक विषयों के आधार

अ) शैक्षणिक विषयों का अर्थ एवम विशेषताएं
ब) अन्तः विषय अधिगम के लिए रणनीतियां / उपागम (समूह शिक्षण, अनुभावात्मक अधिगम)
क) शैक्षणिक विषयों के मुद्दे और चुनौतियां

घटक २: हिंदी भाषा की प्रकृति व महत्व

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

घटक ३: हिंदी भाषा के मनोवैज्ञानकि आधार एवं सहसम्बन्ध

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

मॉड्यूल २: हिंदी भाषा सृजन के पहलू एवम कौशल (2 Credits)

घटक ४: भाषा सृजन के विविध पहलू

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

घटक ५: भाषा कौशल

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

घटक ६: भाषा समृद्धि के माध्यम

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

मॉड्यूल ३: अंतर्गत मूल्यांकन (2 Credits)

क्रम संख्या	विवरण	अंक
१	आशय परीक्षा (१ x १०)	१०
२	कार्य / दत्त कार्य सेमेस्टर के प्रत्येक मॉड्यूल से (१ x १०)	१०
३	सेमेस्टर में एक नियत कालीन कक्षा परीक्षा	१५
४	सेमेस्टर में विषय सम्बन्धी एक निबंध	५
	कुल योग	४०

दत्त कार्य / कार्य
1) किन्हीं दस हिंदी अध्यापन शिक्षकों के साथ साक्षात्कार करके वर्तमान समय में हिंदी की स्थिति देखते हुए आने वाली चुनौतियों की जानकारी पर रिपोर्ट तैयार कीजिये |

या

हिंदी का सहसमबन्ध पर्यावरण एवम विविध कलाओं (संगीत, नृत्य, हस्तकला) के साथ सोदाहरण स्पष्ट कीजिये |

2) घटक ४ - 'विविध विधाओं का परिचय ' से किन्हीं दो विधाओं के अध्यापन हेतु नमूना तैयार कीजिये |

या

किसी भी पत्रिका (अंग्रेजी, मराठी, उर्दू) के किसी एक लेख का हिंदी में अनुवाद कीजिये (सम्पूर्ण सन्दर्भ देना अनिवार्य है) |

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ELECTIVE COURSE 1 (EC 1)
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 aacquaint 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 , Nature & scope of Mathematics
b) Aims and Objectives of teaching Mathematics at Secondary and Higher Secondary Levels (NCF 2009)
c) Values of teaching Mathematics

Unit 3: Essentials of Teaching Mathematics and Curriculum Transaction

a) Maxims of teaching
- From Known to Unknown
- From Simple to Complex
- From Particular to General
- From Concrete to Abstract
- From Whole to Part

b) Approaches of curriculum construction-Concentric and Topical
c) Pedagogical Analysis ,Unit Planning &Lesson planning

MODULE 2: TRANSACTING MATHEMATICS CURRICULUM (2 Credits)

Unit 4: Methods and Techniques of Teaching Mathematics

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

Unit 5: Learning Resources

a) Mathematic Laboratory & Mathematic club (objectives, significance)
b) Textbook – Characteristics and Critical analysis
c) Digital Resources for Teaching Mathematics- Geogebra & Virtual Manipulative (Meaning, Application, Advantages and Limitations)

Unit 6: Professional Development of Teacher

a) Competencies of Mathematics teacher
b) Need and Avenues of Continuous Professional Development
c) Contribution of mathematicians- Aryabhatta, Ramaujan, Euclid, Phythagoras

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) Plan and implement lessons in mathematics using appropriate methods/approaches to teach :

- Generalizations
- Theorems/ Proofs
- Problem Solving
- Lecture cum Demonstration

Take 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

b) Conduct one lesson in the math using manipulative- Physical/ virtual.
c) Assignment: For any one selected topic, prepare Pedagogical Analysis Plan
d) Critically appreciate any one textbook of mathematics.
e) Conduct one lesson in the math using manipulative- Physical/ virtual.
f) Prepare a diagnostic test in mathematics.
g) Critically appreciate any one textbook of mathematics.
h) Collect the names of Mathematicians and Prepare a report about their contribution to Mathematics

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ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: MARATHI
वैकल्पिक कोर्स
शिक्षणशास्त्र शालेय विषय- मराठी

एकूण श्रेयांक : ६
एकूण गुण : १००
शिक्षक विद्यार्थ्यास सक्षम करण्यास-
उद्दिष्टे

1. शैक्षणिक विद्याशाखांशी संबंधित मूलभूत संकल्पनांचे आकलन करून देणे .
2. शालेय अभ्यासक्रमातील विविध विद्याशाखांचे स्थान समजावून देणे .
3. मराठी भाषेच्या व अध्यापन उद्दिष्टांच्या उपयोजनाचे आकलन करून देणे .
4. मराठी भाषेच्या अध्यापन पद्धती समजावणे .
5. छात्राध्यापकांमध्ये व्यवसायवृद्धी व शिक्षकांच्या गुणवैशि ष्ट्या वि षयक दृष्टी विकसित करणे .
6. छात्राध्यापकांमध्ये मराठी अध्ययन -अध्यापन विषयक आधुनिक दृष्टीको न वृद्धिंगत करणे .

मॉड्युल १ मराठी अध्यापनासाठी आवश्यक घटक आणि अभ्यासक्रम आंतरक्रिया

(२ श्रेयांक)

घटक १ : शैक्षणिक विद्यशाखेचे मूलभूत घटक

अ. शैक्षणिक विद्याशाखेचा अर्थ,मराठी विषय आणि शैक्षणिक विद्याशाखांमधील संबंध
ब. शैक्षणिक विद्याशाखांचे वर्गीकरण : बेन्चर- बिगलंनचे वर्गीकरण (शुद्ध -कठीण ,शुद्ध - सुलभ, उपयोजित-कठीण , उपयोजित-सुलभ प्रकार)
क. सद्य शालेय अभ्यासक्रमातील मराठीचे स्थान

घटक २ मराठी भाषेचे स्वरूप , महत्व व सद्यस्थिती

अ.मराठी भाषेचे मानवी जीवनातील व शालेय अभ्यासक्रमातील महत्व
ब.मराठी भाषेची सद्यस्थिती
क.अमराठी भाषिक विद्यार्थ्यांच्या जीवनात मराठी अध्यापनाचे स्थान .

घटक ३ मराठी भाषा अध्यापनाची उद्दिष्टे

अ .महाराष्ट्रातील माध्यमिक व उच्च माध्यमिक स्तरावरील प्रचलित अभ्यासक्रमाची सर्वसामान्य उद्दिष्ट्ये
ब . मराठी भाषेची भाषिक व वाङ्मयीन उद्दिष्टे
क . मराठी भाषा अध्यापनाची तत्वे

मॉड्युल २. मराठी भाषा अध्यापन पद्धती , शिक्षक व्यवसाय वृद्धी व आधुनिक दृष्टीको न
(२ श्रेयांक)

घटक ४ भाषा अध्ययन अध्यापनाची तंत्रे व साधनांचा वापर व महत्व

अ. गद्य अध्यापन पद्धती - (व्याख्यान , कथाकथन , नाट्यीकरण) - पायऱ्या व महत्व
ब . पद्य अध्यापन पद्धती - (रसग्रहण) - पायऱ्या व महत्व
क. व्याकरण अध्यापन पद्धती - (क्रिडन पद्धती) - पायऱ्या व महत्व

घटक ५ मराठी भाषा शिक्षकाची व्यवसायवृद्धी

अ .मराठी भाषा शिक्षकासमोरील आव्हाने
ब . सातत्यपूर्ण व्यवसाय वृद्धीचे गरज व मार्ग
आदर्श मराठी भाषा शिक्षकांची गुणवैशिष्ट्ये

घटक ६ मराठी अध्ययन - अध्यापन विषयक उद्दिष्टे आधुनिक दृष्टीकोण

अ . मराठी भाषेची भाषिक व वाङ्मयीन उद्दिष्टे
ब. गाभा घटक व मूल्यविकसनासाठी अध्यापन
क .जीवनकौशल्य विकसनासाठी अध्यापन

मॉड्युल ३. अंतर्गत मूल्यांकन व प्रात्यक्षिके **(२ श्रेयांक)**

क्र.	तपशील	गुण
१	आशय चाचणी (१ x१०)	१०
२	स्वाध्याय/सत्रातील प्रत्येक विभागासाठी स्वाध्याय . कोणत्याही दोन कृती (१ x१०)	१०
३	प्रत्येक सत्रामध्ये एक वर्ग परीक्षा	१५
४	प्रत्येक सत्रामध्ये एक निबंधवजा परीक्षा	५
	एकूण	४०

कृती-

१. माध्यमिक किंवा उच्च माध्यमिक स्तरावरील कोणत्याही एका मराठी पाठ्यपुस्तकांचे चिकित्सक परीक्षण करा.
२.माध्यमिक किंवा उच्च माध्यमिक स्तरावरील कोणत्याही एका पाठ्यघटकाची निवड करून त्या घटकाच्या वर्ग अध्यापनासाठीची उद्दिष्टे व प्रत्येकाची किमान चार सप्टीकरणें लिहा.
३ .कोणत्याही एका भाषिक कौशल्यावर आधारित नैदानिक चाचणी तयार करून उपचारात्मक कृती तयार करा .
४ . माध्यमिक किंवा उच्च माध्यमिक स्तरावरील कोणत्याही एका मराठी पाठ्यपुस्तकाशी संबंधित संरचना तयार करा .
५ .ज्ञानरचनावाद उपगमाचा वापर करून केलेल्या पाठ टाचणाची प्रत्यक्ष कार्यवाही करणे .

६ . मराठी भाषा दिनाचे महत्व सांगून कार्यक्रमाचे आयोजन कसे कराल ते लिहा .
७. मराठी भाषा विकासाशी संबंधित संस्था व उपक्रमाची माहिती मिळवा . उदा . (राज्य मराठी भाषा विकास संस्था , भिलार: पुस्तकाचे गाव)

संदर्भ :

- अकोलकर पाटणकर ना. वि (१९७०) मराठीचे अध्यापन व्हीनस प्रकाशन
- करंदीकर सुरेश , मराठीचे अध्यापन फडके प्रकाशन कोल्हापूर (१९८६)
- गवस राजन , मराठी आशययुक्त अध्यापन , पुणे
- कुंडले .म. बा. (१९७४) मराठीचे अध्यापन , श्री . विद्या प्रकाशन पुणे
- डांगे चंद्रकुमार (१९५३) मातृभाषेचे अध्यापन , चित्रशाळा प्रकाशन पुणे
- देवधर बा. ब देशपांडे मराठी कसे शिकवावे ? लेखन , वाचन भांडार पुणे.
- लीला पाटील (१९७०) मराठी अध्ययन -अध्यापन व्हीनस प्रकाशन
- पाटील. ना . वि कविता कशी शिकवावी ?लेखन वाचन भांडार पुणे
- साठे .द. य. मराठीचे अध्यापन , ठाकूर आणि कंपनी , अमरावती
- राणे श . रा . पाटील . मराठीचे अध्ययन व अध्यापन

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ELECTIVE COURSE 1 (EC 1)
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 (Product & Process) of Science , Science Process skills - Basic and Integrated
b) Aims and Objectives of teaching science at upper primary, secondary and higher secondary level (NCF 2005)
c) Values of teaching science in socio-cultural context

Unit 3: Organisation of Science Curriculum

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

MODULE 2: TRANSACTING SCIENCE CURRICULUM (2 Credits)

Unit 4: Science Teaching: Methods, Approaches and Tools

a) Methods of Teaching - Lecture cum demonstration method, Project method, Problem Solving
b) Approach : Inducto-deductive Approach

c) Concept Mapping – Meaning, Steps and Significance, PEOR (i.e. Predict, Explain, Observe & React)

Unit 5: Learning Resources and Activity

a) Science Text book: Characteristics of good Science textbook
b) Science Club and Science Field Visit – Concept, Organisation and Significance
c) Improvised Apparatus and E- resources (Virtual lab and Simulation)

Unit 6: Science Teacher

a) Science teacher – Need and Avenues of Professional growth
b) Science Laboratory - Planning and Maintenance, Laboratory Method
c) Diagnostic testing and Remedial teaching in Science

MODULE 3: 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) Develop and Present Learning Resources in Science
b) Visit any Science institution and prepare a report.
c) Conduct any one science club activity and write a report on it
d) Prepare concept map on any one unit of Science
e) Critical evaluation of a Science textbook. (Std. VI to XII –SSC/CBSE)
f) Report on avenues of continuous professional development of science teacher
g) Conduct an experiment from School Science textbook and submit a report.

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ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: SANSKRIT

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 importance of Sanskrit language in curriculum and in life.
4. To apply the maxims and principles of Sanskrit teaching.
5. To use various learning resources in Sanskrit teaching.
6. To implement the various methods of teaching Sanskrit in the classroom.
7. To understand the different aspects of language Teaching.
8. To understand the strategies for developing language competencies.
9. To analyze the challenges faced a teacher of Sanskrit.
10. To develop an insight about role and professional development of a Sanskrit teacher

MODULE 1: ROLE OF SANSKRIT LANGUAGE IN LIFE AND SCHOOL CURRICULUM (2 Credits)

Unit 1: Basics of Academic Disciplines

a) Meaning of academic disciplines, Relationship between academic disciplines and Sanskrit 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 – Sanskrit subject in the present school curriculum.

Unit 2 : Understanding the Importance of Sanskrit in Life and School Curriculum

a) Importance of Sanskrit in Life as a medium of development
   Intellectual
   Emotional
   Core elements
   Values
b) Objectives of teaching the Sanskrit subject at Secondary (entire and composite) and Higher Secondary curriculum.
c) Intra and Inter correlation (with other school subjects)

Unit 3: Essentials of Teaching Sanskrit Language & Methods of Teaching Sanskrit

a) Principles & Maxims of teaching Sanskrit
   (Simple to Complex, Concrete to Abstract, Known to Unknown, Particular to General)
b) Learning Resources: (Importance, uses and Limitations)
   i. Visuals-OHP, Koshas, Pictures, Charts
   ii. Auditory- Tape Recorder
   iii. Multimedia – Computer (Off –Line)
c) Methods of Teaching Sanskrit:
   (Concept, Procedure, Advantages, and Limitations of the following methods)
   Pathshala, Bhandarkar, Project, Direct Method

MODULE 2: TRANSACTING SANSKRIT LANGUAGE IN SCHOOL CURRICULUM **(2 Credits)**

Unit 4: Aspects of Language Teaching: (Objectives of Teaching at Secondary and Higher Secondary Level and Methods)

a) Prose- Storytelling, Dramatization,
b) Poetry- Recitation, Appreciation
c) Grammar- Inductive, Deductive, Direct Instruction Model, Composition- Guided, Free

Unit 5: Strategies for Developing Language Competencies :(Importance and Flaws in Language Competencies)

a) Listening and Speaking- Pronunciation, Phonetic Stress, Intonation, Conversation and Drill.
b) Reading and Writing – Types of reading (Loud, Silent, Chorus), - Handwriting Skills, Spelling, Punctuation
c) Activities for language practice: Assignments, games, competitions.

Unit 6: The Teacher and Textbook

a) Teacher:
i. Qualities
ii. Challenges faced by a Sanskrit teacher
iii. Need and Avenues of Continuous Professional Development.
b) Textbook –
i. Characteristics
ii. Critical analysis of a text book
c) 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)

a) Critically analyze a Sanskrit text book of any standard (VIII to XII) with Reference to intra & Inter correlation.
b) Prepare one learning resource /teaching aid and write its importance.
c) Take any story and develop teaching strategy to teach by storytelling method and demonstrate it.
d) Visit a school and interview teacher regarding the challenges faced by Sanskrit teacher and prepare a report.

संदर्भ पुस्तक:

- डॉ.पेंडके प्रतिभा सुधीर – संस्कृत अध्यापन पद्धती – श्री मंगेश प्रकाशन,नागपूर.
- फाटक माणिक – आशयासह अध्यापन पद्धती – संस्कृत – प्रकाशक ओमप्रकाश चौरासिया,धुळे.
- डॉ. जाधव शिवदास,कुलकर्णी मीना- संस्कृत अध्यापन पद्धती,फडके प्रकाशन,कोल्हापूर.
- जोशी मोरेश्वर त्र्यंबक - संस्कृत भाषेचे अध्यापन
- डॉ.पाण्डेय रामशकल – संस्कृत शिक्षण,विनोद पुस्तक मंदिर,आग्रा.
- डॉ.दुनाखे अ.र.- मराठीचे अध्यापन,नूतन प्रकाशन,पुणे.७
- भोसले कुंदा - संस्कृत अध्यापन,प्रकाशन,बी.के. पवार,नाशिक.
- यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ,नाशिक – आशययुक्त अध्यापन पद्धती(संस्कृत)

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ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: URDU

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 Urdu language and its teaching.
4. To develop an understanding of Essentials of Teaching Urdu and curriculum Transaction.
5. To develop an understanding of different types of learning resources
6. To develop an understanding of different methods of teaching Urdu
7. To develop an understanding of current trends in teaching of Urdu language.

MODULE 1: FUNDAMENTALS OF URDU LANGUAGE AND ITS TEACHING (2 Credits)

Unit 1: Basics of Academic Disciplines

a) Meaning of academic disciplines, Relationship between academic disciplines and Urdu
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 Urdu in the present school curriculum.

Unit 2: Understanding the Urdu Language and its Teaching

a) Origin And History of Urdu Language
b) Values of teaching Urdu language(Social, Intellectual, Emotional and Communicative)
c) Maxims of teaching Urdu Language

Unit 3: Essentials of Teaching Urdu and Curriculum Transaction

a) Principles of Curriculum construction
b) Correlation of Urdu with other school subjects
c) Learning resources: Library, Textbook, Dictionary, Encyclopedia, Newspapers and Magazines and E- resources

MODULE 2: TRANSACTING THE URDU LANGUAGE CURRICULUM (2 Credits)

Unit 4: Methods and Approaches of Teaching (Meaning, Procedure, Merits and Demerits)

a) Methods: Discussion, Narration, Inductive- Deductive, Dramatization, Appreciation and Direct
b) Approaches: Constructive and Question Answer Approach
c) Objectives of teaching Urdu Prose, Poetry, Grammar and Composition

Unit 5: Professional Development of Teachers

a) Challenges faced by a Urdu Teacher
b) Need and Avenues of Continuous Professional Development

c) Contribution of Institutions like NCERT, SCERT, Balbharti and Maharashtra State Board of Textbook Production and Curriculum Research

Unit 6: Current Trends in Teaching of Urdu Language

a) Clubs (objectives, significance)
b) Innovative trends in teaching of Urdu- Language Games, Language Competitions, Innovative Lessons-Co-Teaching, Theme based Lessons
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) Select any one Urdu text book from Std. VI to X and find out the correlation between the lessons and other school subject.
OR
b) Enumerate various Urdu websites and their utility.

c) Convert any one Prose or poetry lesson from Urdu text books into drama & Prepare its lessons plan also.
OR
d) Write any 5 innovative language games. Write their process of implementation.

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INTERDISCIPLINARY COURSE 2 (IC 2)
EDUCATIONAL MANAGEMENT

Total Credits: 6
Total Marks: 100

Objectives:

- To develop an understanding of the concept of Educational management
- To develop an understanding of the importance of effective organizational management
- To develop an understanding of Systems Approach to Educational management
- To o develop an understanding of the functions of management
- To understand Quality management, Human resource management and Change management
- To develop an understanding of the concept of Leadership
- To acquaint students of the various Leadership styles
- To acquaint students of the various Leadership skills
- To develop an understanding about Educational administration
- 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 of Systems Thinking and Systems Approach to Educational management

Unit 2: Educational Institution – Organisational perspective

a) Concept of Organisational Culture and Organisational Climate and difference between Organisational Culture and Organisational Climate
b) Functions of Management - Planning, Organising, 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) Change Management – Meaning, Need 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

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

Unit 6: Educational Administration in India

a) Educational Administrative set-up in India
b) Characteristics of state, national and international systems of education – SSC, ICSE, CBSE, IB, IGCSE Boards of Education.
c) 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:

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

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- O.Jeff Harris, PH.D Sandra J. Hartman Ph.D, Organizational Behaviour, Jaico Publishing House. Unit I and II
- L.M.Prasad, Principles and Practice of Management, Sultan Chand and Sons, Unit I and II
- Udai Pareek, Making Organizational Roles Effective, Tata Mc-Graw- Hill Publishing Company Limited, Unit I and II
- Rustam S. Davar, Creative Leadership, UBS Pub Distributors Ltd, Unit III - Leadership
- Anthony A.D, Leaders for Today Hope for Tomorrow Empowering and Empowered Leadership, Pauline Publications, Unit III -Leadership
- Anthony A.D, Leardership A trilogy on leadership and effective management, Better Yourself Book, Unit III -Leadership

- John Adair, The Action Centred leader, Jaico Publishing House, Unit III -Leadership
- J.M. Juran, Juran on Leadership for Quality An Excellent Handbook, The Free Press, Unit III –Leadership
- Lisa Hadfield-Law, Train your team yourself, Jaico Publishign House, Skills
- Alison HardinghamandJenny Royal, Teamwork in Practice (Pulling together), Jaico Publishing House, Skills
- Helga Drummond, Effective Decision Making A Practical Guide for Management, Wheeler Publishing, Skills

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- https://www.toolshero.com/management/14-principles-of-management/
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SECOND YEAR

THIRD SEMESTER

CORE COURSE 4 (CC 4)
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 specifications.
5. To develop enabling processes among prospective teachers to lead to better learning, more confident and creative learners.
6. To develop critically 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 analysing 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 planning, conduct and assessment)
c) Psycho-social concerns of Assessment (Implications)
   - No detention Policy (RTEAct, 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 (Merits, Limitations, Suggestions for improvement, Criteria for evaluation)
   2. Written Test- Essay & Objective type (Merits, Limitations, Suggestions for improvement, Criteria for evaluation)
   3. Open Book Examination and Online Examination (Merits & Limitations)

Unit 5: Differentiated Assessment Strategies

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

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)
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 analyse 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

d) Commerce Education in India, meaning and nature of Commerce education
a) Aims and objectives of teaching Commerce at Higher Secondary level(as per NCF 2005)
b) 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 COMMERCECURRICULUM (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	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) 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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- Teaching of Commerce-A Practical Approach J.C AggarwalVikas Publishing House Pvt Ltd- New Delhi
- Method and Techniques of Teaching Commerce Singh M.N Young Man & Co. New Delhi.
- Teaching of Commerce SeemaRaoAnmol Publication, New Delhi.
- Methodology of Commerce Education Dr. Umesh Mr. Ajay RanaTandon Publications-Ludhiana
- Teaching of Commerce Dr. R.P Singh VinayRakhejaC/o R. Lall Book Depot- Meerut.
- Teaching of Commerce in Our School Lulla B.P, BTTC-BIE Publication, Bombay)
- Teaching of Commerce. G.S. Karthik, Sumit Enterprises, New Delhi.
- Commerce Education in the New Millennium, I.V. Trivedi, RBSA Publishers, Jaipur.
- Teaching of Commerce.VintyMonga, Twenty First Century Publications, Patiala.
- Teaching of Commerce.Rainu Gupta, Shipra Publications, Delhi.

Websites:

- Computer assisted learning:
- What is Computer Aided Learning (CAL)? - Study Net www.studynet1.herts.ac.uk/ptl/common/LTDU.nsf/Teaching.../whatiscal.pdf
- What are the Advantages and Disadvantages of Computer Assisted ... www.preservearticles.com/.../what-are-the-advantages-and-disadvantages-of-compute...
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ELECTIVE COURSE 2 (EC 2)
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, entrenuerpship ,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 (imporatance,organistaion)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)

d) Classroom Methods : Lecture, Seminar, Discussion
a) Research Methods :Project, Problem Solving , Case study, Survey
b) 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	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) 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.

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- Aggarwal J.C: Teaching Of Economics, A Practical Approach", Vinod Pustak Mandir. Agra-
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ELECTIVE COURSE 2 (EC 2)
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
b) Language and Society –Importance of English language in day-to-day life
c) Language and School -

- Concept & types of language registers
- 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 as first language and as second language.
b) Principles (Palmers principles) and correlation (intra and inter: with all school subjects)
c) Maxims of teaching

Unit 5 - Professional Development of Teacher

a) Challenges faced in class room by an English teacher in India.
b) Need and Avenues of Continuous Professional Development
c) Contribution by personalities –Chomsky & R.K Narayan

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	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 held in the given semester	05
	Total	40

Any two of the following tasks:

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) Activity: Do a review and present a paper on any one of R.K Narayan's Book

References

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

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ELECTIVE COURSE 2 (EC 2)
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, Particular to General.
b) Correlation with other school subjects:- Languages, History, Science, Mathematics
c) Approaches of curriculum construction: Concentric, Topical and Regional.

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

Unit 4: Teaching- Learning Resources

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)
b) Textbook: - Characteristics and Critical analysis (std VIII to X) (Critical Analysis is only for practical purpose and should not be asked in the examination.)

c) E- resources: - Meaning and Significance – GIS, computer based online and offline resources

Unit 5: Methods of Teaching and Geography Teacher

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

Unit 6: Current Trends in Teaching of Geography

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

MODULE 3: 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 held in the given semester	05
	Total	40

Any two of the following tasks:

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

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ELECTIVE COURSE 2 (EC 2)
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, Historical Thinking Concepts (Peter Seixas & Tom Morton)
b) Objectives of teaching History & Political Science at the secondary level.
c) Values of teaching History & Political Science

Unit 3: Learning Resources

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

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

Unit 4: Essentials of Curriculum Transaction in History & Political Science

a) Maxims of teaching (Known to unknown, Simple to complex, Concrete to abstract)
b) Correlation of History & Political Science: Internal and external.(Literature, Science, Mathematics, Geography, Economics, Craft)
c) History as a concept driven subject: Concept based and generalization based learning

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

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

Unit 6: The History Teacher

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

MODULE 3: INTERNAL ASSESSMENT (2 Credits)

Sr.No	Particulars	Marks
1	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 held in the given semester	05
	Total	40

Any two of the following tasks:

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

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ELECTIVE COURSE 2 (EC 2)
PEDAGOGY OF SCHOOL SUBJECT: HINDI

Total Credits: 6
Total Marks: 100

उद्देश्य:

1. विद्यालयी पाठ्यक्रम में विभिन्न विषयों के महत्त्व को समझना |
2. भाषा सृजन के विविध पहलुओं को समझना व उनके अध्यापन हेतु विभिन्न विधियों व उपागमों का प्रयोग करना सीखना |
3. भाषा का अर्थ और उसकी प्रकृति एवम महत्त्व को समझना |
4. हिंदी भाषा अध्यापन के उद्देश्य, सिद्धांत, सूत्र एवम सहसम्बन्ध के उपयोग करने की क्षमता विकसित करना ।हिंदी भाषा अध्यापन द्वारा मूल्यों और कौशलों को विकसित करने में शिक्षक की भूमिका समझाना ।
5. हिंदी भाषा की विभिन्न विधाओं का परिचय कराना ।
6. हिंदी भाषा समृद्धि के लिए आधुनिक माध्यमों की जानकारी देना ।

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

घटक १: शैक्षणिक विषयों के आधार

अ) शैक्षणिक विषयों का अर्थ एवम विशेषताएं
ब) अन्तः विषय अधिगम के लिए रणनीतियां / उपागम (समूह शिक्षण, अनुभावात्मक अधिगम)
क) शैक्षणिक विषयों के मुद्दे और चुनौतियां

घटक २: हिंदी भाषा की प्रकृति व महत्व

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

घटक ३: हिंदी भाषा के मनोवैज्ञानकि आधार एवं सहसम्बन्ध

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

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

घटक ४: भाषा सृजन के विविध पहलू

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

घटक ५: भाषा कौशल

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

घटक ६: भाषा समृद्धि के माध्यम

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

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

क्रम संख्या	विवरण	अंक
१	कार्य / दत्त कार्य सेमेस्टर के प्रत्येक मॉड्यूल से (२ x १०)	२०
२	सेमेस्टर में एक नियत कालीन कक्षा परीक्षा	१५
३	सेमेस्टर में विषय सम्बन्धी एक निबंध	५
	कुल योग	४०

दत्त कार्य / कार्य
1) किन्हीं दस हिंदी अध्यापन शिक्षकों के साथ साक्षात्कार करके वर्तमान समय में हिंदी की स्थिति देखते हुए आने वाली चुनौतियों की जानकारी पर रिपोर्ट तैयार कीजिये |

या

हिंदी का सहसमबन्ध पर्यावरण एवम विविध कलाओं (संगीत, नृत्य, हस्तकला) के साथ सोदाहरण स्पष्ट कीजिये |

2) घटक ४ - 'विविध विधाओं का परिचय ' से किन्हीं दो विधाओं के अध्यापन हेतु नमूना तैयार कीजिये |

या

किसी भी पत्रिका (अंग्रेजी, मराठी, उर्दू) के किसी एक लेख का हिंदी में अनुवाद कीजिये (सम्पूर्ण सन्दर्भ देना अनिवार्य है) |

सन्दर्भ सूची

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ELECTIVE COURSE 2 (EC 2)
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 aacquaint 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 , Nature & scope of Mathematics
b) Aims and Objectives of teaching Mathematics at Secondary and Higher Secondary Levels (NCF 2009)
c) Values of teaching Mathematics

Unit 3: Essentials of Teaching Mathematics and Curriculum Transaction

a) Maxims of teaching
- From Known to Unknown
- From Simple to Complex
- From Particular to General
- From Concrete to Abstract
- From Whole to Part

b) Approaches of curriculum construction-Concentric and Topical
c) Pedagogical Analysis ,Unit Planning &Lesson planning

MODULE 2: TRANSACTING MATHEMATICS CURRICULUM (2 Credits)

Unit 4: Methods and Techniques of Teaching Mathematics

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

Unit 5: Learning Resources

a) Mathematic Laboratory & Mathematic club (objectives, significance)
b) Textbook – Characteristics and Critical analysis
c) Digital Resources for Teaching Mathematics- Geogebra & Virtual Manipulative (Meaning, Application, Advantages and Limitations)

Unit 6: Professional Development of Teacher

a) Competencies of Mathematics teacher
b) Need and Avenues of Continuous Professional Development
c) Contribution of mathematicians- Aryabhatta, Ramaujan, Euclid, Phythagoras

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 held in the given semester	05
	Total	40

Any two of the following tasks:

a) Plan and implement lessons in mathematics using appropriate methods/approaches to teach :
- Generalizations
- Theorems/ Proofs
- Problem Solving
- Lecture cum Demonstration

Take 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

b) Conduct one lesson in the math using manipulative- Physical/ virtual.
c) Assignment: For any one selected topic, prepare Pedagogical Analysis Plan
d) Critically appreciate any one textbook of mathematics.
e) Conduct one lesson in the math using manipulative- Physical/ virtual.
f) Prepare a diagnostic test in mathematics.
g) Critically appreciate any one textbook of mathematics.
h) Collect the names of Mathematicians and Prepare a report about their contribution to Mathematics)

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ELECTIVE COURSE 2 (EC 2)
PEDAGOGY OF SCHOOL SUBJECT: MARATHI
वैकल्पिक कोर्स
शिक्षणशास्त्र शालेय विषय- मराठी

एकूण श्रेयांक : ६
एकूण गुण : १००

शिक्षक विद्यार्थ्यास सक्षम करण्यास-
उद्दिष्टे

1. शैक्षणिक विद्याशाखांशी संबंधित मूलभूत संकल्पनांचे आकलन करून देणे .
2. शालेय अभ्यासक्रमातील विविध विद्याशाखांचे स्थान समजावून देणे .
3. मराठी भाषेच्या व अध्यापन उद्दिष्टांच्या उपयोजनाचे आकलन करून देणे .
4. मराठी भाषेच्या अध्यापन पद्धती समजावणे .
5. छात्राध्यापकांमध्ये व्यवसायवृद्धी व शिक्षकांच्या गुणवैशि ष्ट्या वि षयक दृष्टी विकसित करणे .
6. छात्राध्यापकांमध्ये मराठी अध्ययन -अध्यापन विषयक आधुनिक दृष्टीको न वृद्धिंगत करणे .

मॉड्युल १ मराठी अध्यापनासाठी आवश्यक घटक आणि अभ्यासक्रम आंतरक्रिया

(२ श्रेयांक)

घटक १ : शैक्षणिक विद्यशाखेचे मूलभूत घटक

अ. शैक्षणिक विद्याशाखेचा अर्थ,मराठी विषय आणि शैक्षणिक विद्याशाखांमधील संबंध
ब. शैक्षणिक विद्याशाखांचे वर्गीकरण : बेन्चर- बिगलंनचे वर्गीकरण (शुद्ध -कठीण ,शुद्ध - सुलभ, उपयोजित-कठीण , उपयोजित-सुलभ प्रकार)
क. सद्य शालेय अभ्यासक्रमातील मराठीचे स्थान

घटक २ मराठी भाषेचे स्वरूप , महत्व व सद्यस्थिती

अ.मराठी भाषेचे मानवी जीवनातील व शालेय अभ्यासक्रमातील महत्व
ब.मराठी भाषेची सद्यस्थिती
क.अमराठी भाषिक विद्यार्थ्यांच्या जीवनात मराठी अध्यापनाचे स्थान .

घटक ३ मराठी भाषा अध्यापनाची उद्दिष्टे

अ .महाराष्ट्रातील माध्यमिक व उच्च माध्यमिक स्तरावरील प्रचलित अभ्यासक्रमाची सर्वसामान्य उद्दिष्ट्ये
ब . मराठी भाषेची भाषिक व वाङ्मयीन उद्दिष्टे
क . मराठी भाषा अध्यापनाची तत्वे

मॉड्युल २. मराठी भाषा अध्यापन पद्धती , शिक्षक व्यवसाय वृद्धी व आधुनिक दृष्टीको न
(२ श्रेयांक)

घटक ४ भाषा अध्ययन अध्यापनाची तंत्रे व साधनांचा वापर व महत्व
अ. गद्य अध्यापन पद्धती - (व्याख्यान , कथाकथन , नाट्यीकरण) - पायऱ्या व महत्व
ब . पद्य अध्यापन पद्धती - (रसग्रहण) - पायऱ्या व महत्व
क. व्याकरण अध्यापन पद्धती - (क्रिडन पद्धती) - पायऱ्या व महत्व

घटक ५ मराठी भाषा शिक्षकाची व्यवसायवृद्धी
अ .मराठी भाषा शिक्षकासमोरील आव्हाने
ब . सातत्यपूर्ण व्यवसाय वृद्धीचे गरज व मार्ग
आदर्श मराठी भाषा शिक्षकांची गुणवैशिष्ट्ये

घटक ६ मराठी अध्ययन - अध्यापन विषयक उद्दिष्टे आधुनिक दृष्टीकोण
अ . मराठी भाषेची भाषिक व वाङ्मयीन उद्दिष्टे
ब. गाभा घटक व मूल्यविकसनासाठी अध्यापन
क .जीवनकौशल्य विकसनासाठी अध्यापन

मॉड्युल ३. अंतर्गत मूल्यांकन व प्रात्यक्षिके **(२ श्रेयांक)**

क्र.	तपशील	गुण
१	स्वाध्याय/सत्रातील प्रत्येक विभागासाठी स्वाध्याय . कोणत्याही दोन कृती (२ x१०)	२०
२	प्रत्येक सत्रामध्ये एक वर्ग परीक्षा	१५
३	प्रत्येक सत्रामध्ये एक निबंधवजा परीक्षा	५
	एकूण	४०

कृती-
१. माध्यमिक किंवा उच्च माध्यमिक स्तरावरील कोणत्याही एका मराठी पाठ्यपुस्तकांचे चिकित्सक परीक्षण करा.
२.माध्यमिक किंवा उच्च माध्यमिक स्तरावरील कोणत्याही एका पाठ्यघटकाची निवड करून त्या घटकाच्या वर्ग अध्यापनासाठीची उद्दिष्टे व प्रत्येकाची किमान चार सप्टीकरणें लिहा.
३ .कोणत्याही एका भाषिक कौशल्यावर आधारित नैदानिक चाचणी तयार करून उपचारात्मक कृती तयार करा .
४ . माध्यमिक किंवा उच्च माध्यमिक स्तरावरील कोणत्याही एका मराठी पाठ्यपुस्तकाशी संबंधित संरचना तयार करा .

५ .ज्ञानरचनावाद उपगमाचा वापर करून केलेल्या पाठ टाचणाची प्रत्यक्ष कार्यवाही करणे .
६ . मराठी भाषा दिनाचे महत्व सांगून कार्यक्रमाचे आयोजन कसे कराल ते लिहा .
७. मराठी भाषा विकासाशी संबंधित संस्था व उपक्रमाची माहिती मिळवा . उदा . (राज्य मराठी भाषा विकास संस्था , भिलार: पुस्तकाचे गाव)

संदर्भ :

- अकोलकर पाटणकर ना. वि (१९७०) मराठीचे अध्यापन व्हीनस प्रकाशन
- करंदीकर सुरेश , मराठीचे अध्यापन फडके प्रकाशन कोल्हापूर (१९८६)
- गवस राजन , मराठी आशययुक्त अध्यापन , पुणे
- कुंडले .म. बा. (१९७४) मराठीचे अध्यापन , श्री . विद्या प्रकाशन पुणे
- डांगे चंद्रकुमार (१९५३) मातृभाषेचे अध्यापन , चित्रशाळा प्रकाशन पुणे
- देवधर बा. ब देशपांडे मराठी कसे शिकवावे ? लेखन , वाचन भांडार पुणे.
- लीला पाटील (१९७०) मराठी अध्ययन -अध्यापन व्हीनस प्रकाशन
- पाटील. ना . वि कविता कशी शिकवावी ?लेखन वाचन भांडार पुणे
- साठे .द. य. मराठीचे अध्यापन , ठाकूर आणि कंपनी , अमरावती
- राणे श . रा . पाटील . मराठीचे अध्ययन व अध्यापन

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ELECTIVE COURSE 2 (EC 2)
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 (Product & Process) of Science , Science Process skills - Basic and Integrated
b) Aims and Objectives of teaching science at upper primary, secondary and higher secondary level (NCF 2005)
c) Values of teaching science in socio-cultural context

Unit 3: Organisation of Science Curriculum

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

MODULE 2: TRANSACTING SCIENCE CURRICULUM (2 Credits)

Unit 4: Science Teaching: Methods, Approaches and Tools

a) Methods of Teaching - Lecture cum demonstration method, Project method, Problem Solving

b) Approach : Inducto-deductive Approach
c) Concept Mapping – Meaning, Steps and Significance, PEOR (i.e. Predict, Explain, Observe & React)

Unit 5: Learning Resources and Activity

a) Science Text book: Characteristics of good Science textbook
b) Science Club and Science Field Visit – Concept, Organisation and Significance
c) Improvised Apparatus and E- resources (Virtual lab and Simulation)

Unit 6: Science Teacher

a) Science teacher – Need and Avenues of Professional growth
b) Science Laboratory - Planning and Maintenance, Laboratory Method
c) Diagnostic testing and Remedial teaching in Science

MODULE 3: 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 held in the given semester	05
	Total	40

Any two of the following tasks:

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

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ELECTIVE COURSE 2 (EC 2)
PEDAGOGY OF SCHOOL SUBJECT: SANSKRIT

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 importance of Sanskrit language in curriculum and in life.
4. To apply the maxims and principles of Sanskrit teaching.
5. To use various learning resources in Sanskrit teaching.
6. To implement the various methods of teaching Sanskrit in the classroom.
7. To understand the different aspects of language Teaching.
8. To understand the strategies for developing language competencies.
9. To analyze the challenges faced a teacher of Sanskrit.
10. To develop an insight about role and professional development of a Sanskrit teacher

MODULE 1: ROLE OF SANSKRIT LANGUAGE IN LIFE AND SCHOOL CURRICULUM (2 Credits)

Unit 1: Basics of Academic Disciplines

a) Meaning of academic disciplines, Relationship between academic disciplines and Sanskrit 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 – Sanskrit subject in the present school curriculum.

Unit 2: Understanding the Importance of Sanskrit in Life and School Curriculum

a) Importance of Sanskrit in Life as a medium of development
   Intellectual
   Emotional
   Core elements
   Values
b) Objectives of teaching the Sanskrit subject at Secondary (entire and composite) and Higher Secondary curriculum.
c) Intra and Inter correlation (with other school subjects)

Unit 3: Essentials of Teaching Sanskrit Language & Methods of Teaching Sanskrit

a) Principles & Maxims of teaching Sanskrit
   (Simple to Complex, Concrete to Abstract, Known to Unknown, Particular to General)
b) Learning Resources: (Importance, uses and Limitations)
   i. Visuals-OHP, Koshas, Pictures, Charts
   ii. Auditory- Tape Recorder
   iii. Multimedia – Computer (Off –Line)
c) Methods of Teaching Sanskrit:
   (Concept, Procedure, Advantages, and Limitations of the following methods)
   Pathshala, Bhandarkar, Project, Direct Method

MODULE 2: TRANSACTING SANSKRIT LANGUAGE IN SCHOOL CURRICULUM **(2 Credits)**

Unit 4: Aspects of Language Teaching: (Objectives of Teaching at Secondary and Higher Secondary level and Methods)

a) Prose- Storytelling, Dramatization,
b) Poetry- Recitation, Appreciation
c) Grammar- Inductive, Deductive, Direct Instruction Model, Composition- Guided, Free

Unit 5: Strategies for Developing Language Competencies :(Importance and flaws in Language competencies)

a) Listening and Speaking- Pronunciation, Phonetic Stress, Intonation, Conversation and Drill.
b) Reading and Writing – Types of reading (Loud, Silent, Chorus), - Handwriting Skills, Spelling, Punctuation
c) Activities for language practice: Assignments, games, competitions.

Unit 6: The Teacher and Textbook

a) Teacher:
   i. Qualities
   ii. Challenges faced by a Sanskrit teacher
   iii. Need and Avenues of Continuous Professional Development.
b) Textbook –
   i. Characteristics
   ii. Critical analysis of a text book
c) Diagnostic Testing and Remedial Teaching

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) Critically analyze a Sanskrit text book of any standard (VIII to XII) with Reference to intra & Inter correlation.
b) Prepare one learning resource /teaching aid and write its importance.
c) Take any story and develop teaching strategy to teach by storytelling method and demonstrate it.
d) Visit a school and interview teacher regarding the challenges faced by Sanskrit teacher and prepare a report.

संदर्भ पुस्तक:

- डॉ.पेंडके प्रतिभा सुधीर – संस्कृत अध्यापन पद्धती – श्री मंगेश प्रकाशन,नागपूर.
- फाटक माणिक – आशयासह अध्यापन पद्धती – संस्कृत – प्रकाशक ओमप्रकाश चौरासिया,धुळे.
- डॉ. जाधव शिवदास,कुलकर्णी मीना- संस्कृत अध्यापन पद्धती,फडके प्रकाशन,कोल्हापूर.
- जोशी मोरेश्वर त्र्यंबक - संस्कृत भाषेचे अध्यापन
- डॉ.पाण्डेय रामशकल – संस्कृत शिक्षण,विनोद पुस्तक मंदिर,आग्रा.
- डॉ.दुनाखे अ.र.- मराठीचे अध्यापन,नूतन प्रकाशन,पुणे.७
- भोसले कुंदा - संस्कृत अध्यापन,प्रकाशन,बी.के. पवार,नाशिक.
- यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ,नाशिक – आशययुक्त अध्यापन पद्धती(संस्कृत)

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ELECTIVE COURSE 2 (EC 2)
PEDAGOGY OF SCHOOL SUBJECT: URDU

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 Urdu language and its teaching.
4. To develop an understanding of Essentials of Teaching Urdu and curriculum Transaction.
5. To develop an understanding of different types of learning resources
6. To develop an understanding of different methods of teaching Urdu
7. To develop an understanding of current trends in teaching of Urdu language.

MODULE 1: FUNDAMENTALS OF URDU LANGUAGE AND ITS TEACHING (2 Credits)

Unit 1: Basics of Academic Disciplines

a) Meaning of academic disciplines, Relationship between academic disciplines and Urdu
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 Urdu in the present school curriculum.

Unit 2: Understanding the Urdu Language and its Teaching

a) Origin And History of Urdu Language
b) Values of teaching Urdu language(Social, Intellectual, Emotional and Communicative)
c) Maxims of teaching Urdu Language

Unit 3: Essentials of Teaching Urdu and Curriculum Transaction

a) Principles of Curriculum construction
b) Correlation of Urdu with other school subjects
c) Learning resources: Library, Textbook, Dictionary, Encyclopedia, Newspapers and Magazines and E- resources

MODULE 2: TRANSACTING THE URDU LANGUAGE CURRICULUM (2 Credits)

Unit 4: Methods and Approaches of Teaching (Meaning, Procedure, Merits and Demerits)

a) Methods: Discussion, Narration, Inductive- Deductive, Dramatization, Appreciation and Direct
b) Approaches: Constructive and Question Answer Approach
c) Objectives of teaching Urdu Prose, Poetry, Grammar and Composition

Unit 5: Professional Development of Teachers

a) Challenges faced by a Urdu Teacher
b) Need and Avenues of Continuous Professional Development

c) Contribution of Institutions like NCERT, SCERT, Balbharti and Maharashtra State Board of Textbook Production and Curriculum Research

Unit 6: Current trends in Teaching of Urdu Language

a) Clubs (objectives, significance)
b) Innovative trends in teaching of Urdu- Language Games, Language Competitions, Innovative Lessons-Co-Teaching, Theme based Lessons
c) Diagnostic and Remedial Teaching

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) Select any one Urdu text book from Std. VI to X and find out the correlation between the lessons and other school subject.

OR

b) Enumerate various Urdu websites and their utility.

c) Convert any one Prose or poetry lesson from Urdu text books into drama & Prepare its lessons plan also.

OR

d) Write any 5 innovative language games. Write their process of implementation.

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ELECTIVE COURSE 2 (EC 2)
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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ELECTIVE COURSE 2 (EC 2)
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
d. 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

a) Water Resource: Rajendra Sing (Tarun Bharat Sangh, Jalbiradari -Rajasthan), Vilasrao Salunkhe(Pani panchayat), Water Movement
b) Health care – SEARCH: Dr. Rani Bang, Hemalkasa, Anandwan - Dr. Amte
c) 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:

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

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INTERDISCIPLINARY COURSE 3 (IC 3)
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

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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 Theory

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

MODULE 2 TRANSACTING LANGUAGE ACROSS DISCIPLINES/CURRICULUM

(2 Credits)

Unit 4: 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, text structures.
b) Techniques to enhance reading comprehension (Scanning, Skimming, Columnar Reading and Key word Reading)
c) To develop different types of writing skills.

Unit 6: Language across Curriculum

a) Language for specific purpose: Education & Training, Research
b) Relationship to content-based instruction
    - Language and Mathematics
    - Language and History:
    - Language and Science
    - Language and Geography
c) Language and Medium of instruction

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

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FOURTH SEMESTER

CORE COURSE 5 (CC 5)
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.Understanding and Addressing Diversity in Indian society

a) Difference between diversity, stratification and marginalisation in contemporary India
b) Concept and characteristics of diversity: linguistic, regional and religious
c) Challenges and Role of Education : Linguistic diversity, Regional and Religious Diversity

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

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

Unit 3: Constitutional Values and Stratification, Marginalisation and Diversity

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

MODULE 2: POLICY FRAME WORK FOR EDUCATION (2 Credits)

Unit 4 – Policies and Role of Education

a) Nayee Taleem to integrate life, work and education for development
b) RTE Act 2009 and Universalisation of Education
c) RMSA and Recommendations for Secondary Education

Unit 5- Education Commission & Recommendations

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

Unit 6- Emerging Trends

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

MODULE 3: 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) Organizing and Conducting street plays emphasis on role of education and media in addressing the problem of social exclusion/ inequality
b) Critical analysis of an educational film
c) Report on the Educational Challenges of Deprived /Marginalised group of Children
d) Collaboration with an NGO - Conducting field visits, case studies, and participating in their projects.
e) Seminar presentation on the impact of emerging trends/policies in Education

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ELECTIVE COURSE 3 (EC 3)
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, Principles, Characteristics, Benefits and Limitations of Action Research
b) Difference between Fundamental and Action Research
c) Identification of Problem in Action Research – Locating, Delimiting Problem, Research questions

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) Tools 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) Role of teacher in Action Research, Action Research for Professional development of teachers

Unit 5: Planning, Conducting and Reporting Action Research

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

Unit 6: Reporting Action Research

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

MODULE 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 scrap book depicting TWO case studies related to professional growth of teachers while doing action research.
c) Prepare a tool for data collection for an action research project of your relevance.
d) Critically review any action research report for elements of good reporting.

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ELECTIVE COURSE 3 (EC 3)
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,
c) Concept of Ecology, Ecological Pyramids (Numbers, Mass, Energy), Food Web.
& Ecological Energy Dynamics

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

a) Climate Change & Loss of Biodiversity.
b) Bio magnification and Eutrophication
c) Genetic Engineering & Urban Sprawl

Unit 3: Development of Environmental Education

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

MODULE 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 Need for environmental management – function and characteristics of environmental management
c) Environmental Audit: (Definition; Features and types of environmental auditing)

Unit 5: **Sustainable Environmental Management**

a) Sustainable Development: Meaning, Need, Guiding Principles.
b) Sustainable Environmental Practices: Rain water Harvesting, Mangrove Management, Solid Waste Management (Meaning, Process and Significance of each)
c) 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 & Protectiion: Wild-lifeProtection 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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- Stockholm: Christian Council of Sweden.

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ELECTIVE COURSE 3 (EC 3)
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) & Humanistic (Person Centered Counselling - Carl Roger's)
c. Counselling for Adolescent Issues – Addiction (Substance abuse & technology induced social networking), Academic Stress.

Unit 6: Role of Counsellor in Contemporary Society

a) Teacher as a counsellor and 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:

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

References:

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

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INTERDISCIPLINARY COURSE 4 (IC 4)
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: Policies Promoting Inclusion

a. International Policies and Significance of the policies: Salamanca 1994, UNCRPD, EFA (MDG)
b. National Policies and Significance of the policies: Constitutional obligations for education of diverse groups, Rehabilitation Council Act,1992 , National Policy for Persons with Disability 2006, Right to Education Act, 2009..
c. Educational concessions, facilities and provisions for CWSN.

MODULE 2: ADDRESSING LEARNERS' DIVERSITY (2 Credits)

Unit 4: Curricular Issues

a. Curriculum adaptation/ modifications- Disability wise curricular adaptations / modifications in Instructions.
b. 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 in Inclusive classrooms.
c. Individualised Educational Plan: Concept, steps and significance.

Unit 6: Functionaries in Inclusive Settings

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

MODULE 3: 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 scrap book showing different ICT technologies to cater to needs of children with special needs. (Pictures and Information).
e) Seminar presentation on 'Seven pillars of support for inclusive education: Moving from "Why?" to "How' (2007) by Tim Loreman http://www.wholeschooling.net/Journal_of_Whole_Schooling/articles/3-2%20Loreman.pdf

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- Naomi, G Victoria, Optical devices for low vision reading , 2014, Hyderabad, Neelkamal Publishers.
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- Sharma, Yogendra K. (2014) Inclusive education. New Delhi: Kaniksha Publishers
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- THE REHABILITATION COUNCIL OF INDIA ACT, 1992
  http://www.svayam.com/pdf/the_rci_act-1992&amendement_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

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ABILITY COURSE 2 (AB 2)
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 instil 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, 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 Durrel- Penguin- 2012

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- http://www.tandfonline.com/doi/abs/10.1080
- http://literacyonline.tki.org.nz/Literacy-Online/Teacher
- http://mrsbrogley.com/blog
- https://prezi.com/erhgpaokppsj/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)
- http://reflectivepractitioner.pbworks.com/f/Lincoln.pd
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- https://www.press.umich.edu/pdf/9780472035052-ch1.pd
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- http://www.writingforward.com/creative-writing/creative-writing-reflective-journalin

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