Government of Maharashtra

सत्यमेव जयते

DR. HOMI BHABHA STATE UNIVERSITY, MUMBAI – 32

SECONDARY TRAINING COLLEGE – 01

3, Mahapalika Marg, Mumbai – 400 001.

✆ 2262 0050, Fax : 2261 2188

प्रशिक्षणायात् प्राविण्यम्

Bachelor of Education (B.Ed.)

Credit Based Choice System with effect from the academic year 2019-2020

SYLLABUS FOR TWO YEARS BACHELOR OF EDUCATION PROGRAMME

Scanned with OKEN Scanner

TABLE OF CONTENTS

FIRST SEMESTER

CORE COURSE 1 (CC 1)
CHILDHOOD AND GROWING UP
CORE COURSE 2 (CC 2)
KNOWLEDGE AND CURRICULUM
INTERDISCIPLINARY COURSE 1 (IC 1)
GENDER, SCHOOL AND SOCIETY
ABILITY COURSE 1 (AB 1)
CRITICAL UNDERSTANDING OF ICT
AUDIT COURSE 1 (AC 1)
DRAMA AND ART IN EDUCATION
AUDIT COURSE 1 (AC 1)
UNDERSTANDING THE SELF

SECOND SEMESTER

CORE COURSE 3 (CC 3)
LEARNING AND TEACHING
ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: ENGLISH
ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: MARATHI
ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: HINDI
ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: GEOGRAPHY
ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: HISTORY
ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS
ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: SCIENCE
ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: URDU
INTERDISCIPLINARY COURSE 2 (IC 2)
EDUCATIONAL MANAGEMENT

THIRD SEMESTER

CORE COURSE 4 (CC 4)
ASSESSMENT FOR LEARNING
ELECTIVE COURSE 2 (EC 2)
PEDAGOGY OF SCHOOL SUBJECT: ENGLISH
ELECTIVE COURSE 2 (EC 2)
PEDAGOGY OF SCHOOL SUBJECT: MARATHI
ELECTIVE COURSE 2 (EC 2)
PEDAGOGY OF SCHOOL SUBJECT: HINDI
ELECTIVE COURSE 2 (EC 2)
PEDAGOGY OF SCHOOL SUBJECT: GEOGRAPHY
ELECTIVE COURSE 2 (EC 2
PEDAGOGY OF SCHOOL SUBJECT: HISTORY

Scanned with OKEN Scanner

ELECTIVE COURSE 2 (EC 2)
PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS
ELECTIVE COURSE 2 (EC 2)
PEDAGOGY OF SCHOOL SUBJECT: SCIENCE
ELECTIVE COURSE 2 (EC 2)
PEDAGOGY OF SCHOOL SUBJECT: URDU
ELECTIVE COURSE 2 (EC 2)
PEACE EDUCATION
INTERDISCIPLINARY COURSE 3 (IC 3)
LANGUAGE ACROSS CURRICULUM

FOURTH SEMESTER

CORE COURSE 5 (CC 5)
CONTEMPORARY INDIA AND EDUCATION
ELECTIVE COURSE 3 (EC 3)
ELECTIVE COURSE 3 (EC 3)
ENVIRONMENTAL EDUCATION
ELECTIVE COURSE 3 (EC 3)
GUIDANCE AND COUNSELLING
INTERDISCIPLINARY COURSE 4 (IC 4)
CREATING AN INCLUSIVE SCHOOL
ABILITY COURSE 2 (AB 2)
READING AND REFLECTING ON TEXTS

Scanned with OKEN Scanner

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 2019)

· 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.

Scanned with OKEN Scanner

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

Two Year B.Ed. Programme from the academic year 2019-20

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 Assessment)

Semester 1
Assignments, Class test and Essay in each course
Ability Course 1: Critical Understanding of ICT
Project Based Course 1(Community Work one week and Participation in CCA in college)

Semester 2
Assignments, Class test and Essay in each course
Project Based Course 2 (Internship of 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

Scanned with OKEN Scanner

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 English

ii Geography

iii History

iv Hindi

v Mathematics

vi Marathi

vii Science

viii Urdu

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 English

ii Geography

iii History

iv Hindi

v Mathematics

vi Marathi

vii Science

viii Urdu

II) Peace Education

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

Scanned with OKEN Scanner

· 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.

Scanned with OKEN Scanner

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)

Scanned with OKEN Scanner

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)

Scanned with OKEN Scanner

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:

Scanned with OKEN Scanner

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.

Scanned with OKEN Scanner

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).

Scanned with OKEN Scanner

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. English ii. Geography iii. History iv. Hindi v. Mathematics vi. Marathi vii. Science viii. 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. English ii. Geography iii. History iv. Hindi v. Mathematics vi. Marathi vii. Science viii. Urdu II. Peace Education Elective Ccourse 2 Basket of Special Fields -Select any One (EC 3) i. Guidance and Counselling ii. 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**

Scanned with OKEN Scanner

B.Ed Curriculum

SEM - I	CREDITS	SEM - II	CREDITS	SEM - III	CREDITS	SEM - IV	CREDITS
CORE COURSE (CC)		CORE COURSE (CC)		CORE COURSE (CC)		CORE COURSE (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 Contemporry India and Education -100marks	6
CC-2 Knowledge and curriculum -100marks	6						
ELECTIVE COURSE (EC)		ELECTIVE COURSE (EC)		ELECTIVE COURSE (EC)		ELECTIVE COURSE (EC)	
		ECI Pedagogy of school subject – I (select any one based on graduation subject) -100marks	6	EC2 Pedagogy of school subject- II/peace Edn./Education for rural Development (any one) -100marks	6	EC3 Special field basket action research, guidance and counseling, enviormental education (any one)-100marks	6
INTERDISCIPLINARY COURSES (IC)	6	INTERDISCIPLINARY COURSES (IC)		INTERDISCIPLINARY COURSES (IC)	6	INTERDISCIPLINARY COURSES (IC)	6
IC1 Gender school and society -100marks		IC2 Educational Management -100marks		IC3 Language Across the curriculum		IC4 Creating Inclusive schools -100marks	
ABILITY COURSES (AB)		ABILITY COURSES (AB)		ABILITY COURSES (AB)		ABILITY COURSES (AB)	
AB1 Critical understanding of ICT - 50marks internal	3					AB2 Reading and reflecting on texts -50marks internal	3
PROJECT BASED COURSE PC1 Total 50 marks		PROJECT BASED COURSE PC2 intership of 3 weeks-total 100 marks		PROJECT BASED COURSE PC3 intership of II weeks-total 200 marks		PROJECT BASED COURSE PC4 Intership of weeks including community work-150 marks	
a. Community work part I -20marks (1weeks)	3	a. Observation of school activities (any three) 3*5 marks =15 marks	6	a. Lessons 10 Lessons*10 marks =100 marks	12	a. Learning resource 1*10 marks = 10 marks	9
b. Participation in CCA in college -1*30=30 marks		b. Observation of lessons given by peers –(5 lessons) 5*4 marks =marks		b. Theme based lessons-2 lessons * 10 marks = 20 marks		Action Research – 25 marks	
		c. Shadowing of school teacher 5 lessons (one week)5*3 marks = 15 marks		c. Co-teaching with school teachers 3 lessons x 10 marks = 30 marks		Lesasons -5 lessons *10 marks = 50 marks	
		d. lessons- 5 lessons *10 marks = 50 marks		d. Administration of unit test and analysis of result-20 marks		Reflective journal on intership activities-20 marks	
				e. Reflective journal on intership activities-30marks		Community work – part II 20 marks	
						Co teaching with peers 5 lessons *5 marks = 25 marks	
AUDIT COURSE (AC)		AUDIT COURSE (AC)		AUDIT COURSE (AC)		AUDIT COURSE (AC)	
(TO BE CERTIFIED BY INSTITUTE)							
Understanding the self, Drama and Art in Education Select any one throughout the 4 semester, Certified in 4th semester only							3
TOTAL 400	24	TOTAL 400	24	TOTAL 500	30	TOTAL 500	33

Scanned with OKEN Scanner

FIRST YEAR

FIRST SEMESTER

Scanned with OKEN Scanner

CORE COURSE 1 (CC 1)
CHILDHOOD AND GROWING UP

Total Credits: 6
Total Marks: 100

Learning Objectives:	Learning Outcome :
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.	

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.

Scanned with OKEN Scanner

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

References:

· Bhatia, H. R. (1973). *Elements of Educational Psychology, 5th edition,* Orient Longman.

· Bigge, M. L. (1982). *Learning Theories for Teachers, (4th edition)*. New York, Harper and Row Publishers, P.P. 89-90.

· Bolles, R. C. (1975): *Learning Theory.* New York, Holt, Rinehart and Winston, P.P. 18-19.

· Chauhan, S.S. (1978): Advanced Educational Psychology, Vikas Publishing house Pvt. Ltd., New Delhi.

· Dandapani, S. (2001), *A textbook of Advanced Educational Psychology*. New Delhi: Anmol Publications.

· Dunn, R. (1983). Can students identify their own Learning Styles? *Educational Leadership*,40, P.P. 60-62.

· Dash, M. (1988). *Educational Psychology.* Delhi: Deep and Deep Publication. · Duric, L. (1975). *Performance of Pupils in the Process of Instruction*. Bratislava, SPN, P.P. 54-90.

· Duric, L. (1990). *Educational Sciences: Essentials of Educational Psychology.* International Bureau of Education, UNESCO, New Delhi, Sterling Publishers, P. · Fontana, D. (1995). *Psychology for Teachers (3rd edition)*. The British Psychological Society, London: McMillan in association with BPS Books.

· Kundu C.L. and Tutoo D.N. (1993) : Educational Psychology, Sterling Publishers Pvt. Ltd.

· Lindgren, H. C. (1967). *Educational Psychology in Classroom (3rd edition)*. New York: John

Scanned with OKEN Scanner

Wiley and sons.
· Mangal, S. K. (1984). *Psychological Foundations of Education.* Ludhiana: Prakash Publishers
· Mohan J. and Vasudeva P. N. (1993). Learning Theories and Teaching, In Mohan Jitendra (ed.) *Educational Psychology*, New Delhi,
Wiley Eastern Limited, P. 146.
· Oza, D. J. and Ronak, R. P. (2011). *Management of behavioral problems of children with mental retardation.* Germany:VDM publication.
· Papalia D. E., and Sally, W. O. (1978). *Human Development*. McGraw Hill Publishing Company
· Phens, J. M., and Evans, E. D. (1973). *Development and Classroom Learning : An Introduction to Educational Psychology.* New York: Holt Rinehart and Winston Inc.
· Tessmer, M., and Jonassen, D. (1988). Learning Strategies: A New Instructional Technology. In Harris Duncun (1988) *Education for the*
New Technologies, World Year Book of Education. London: Kogan page Inc
· Skinner, E. C. (1984). *Educational Psychology-4th Edition*. New Delhi: Prentice Hall of India Pvt. Ltd.
· Spinthall, N., and Spinthall, R. C. (1990). *Educational Psychology 5th Edition.* - McGraw Hill Publishing Company.
· Cole, M., (1996). The Development of Children. New York: Worth publishers · Crain, W., (2005). Theories of Development (5th Edition). Pearson
· Kanga, F., (1991). Trying to Grow. New Delhi : Ravi Dayal Publishers · Mukunda, K. (2009). What did you ask at school today? Noida: Harper Collins Publishers.
· Munsinger, H., (1975) (edited) Readings in Child Development. New York: Holt Rinehart Winson
· Sharma, N., (2003).Understanding Adolescence. New Delhi: NBT
· Wadia, H. Confining childhood in India. Web
source: http://infochangeindia.org/index2.php?option=com_content&do_pdf=1&id=8691 ·
Weiner.M.,(1995). The child and the state in India: Child labor and education policies in comparative perspective. Oxford University Press

Scanned with OKEN Scanner

CORE COURSE 2 (CC 2)
KNOWLEDGE AND CURRICULUM

Total Credits: 6
Total Marks: 100

Learning Objectives:	Learning Outcome :
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

Scanned with OKEN Scanner

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.

References

· Aggrawal, J. C., & Gupta, S. (2005). Curriculum Development. New Delhi: Shipra Publisher.

· Alexander, W. M., & Saylor, J. G. (1966). Curriculum Planning for modern schools, New York: Holt, Rinhart and Winston Inc.

· Balrara, M. (1999). Principles of Curriculum Renewal. New Delhi: Kanishka Publishers.

· Chandra, A. (1977). Curriculum Development and Evaluation in education. New Delhi: Sterling Publishers.

· Darji, D. R., &Lulla, B. P. (1967). Curriculum development in secondary schools of Baroda. Baroda: Sadhana Press.

Scanned with OKEN Scanner

· D'Costa, Agnes R. (2016) Knowledge and Curriculum, Mumbai Himalaya Publishing House
· Erickson, H.L.(2007) concept based curriculum and instruction for the thinking classroom California; Corwin press
· Freire, P. (1998). Pedagogy of freedom: Ethics, democracy, and civic courage. Rowman & Littlefield.
· Freire, P. (2000). Pedagogy of the oppressed, Continuum.
· Hassrin, M. (2004). Curriculum Planning for elementary education. New Delhi: Anmol Publishers.
· Herbert, J. W. & Geneva, D. H. (1990). International Encyclopedia of Education Evaluation. New York: Pergamon Press Oxford House.
· Jenkins, D., & Shifrnan, D.M. (1976). Curriculum: an introduction. London: Pitman Publishing House.
· Jhompson K., and White, J. C. (1975). Curriculum development. London: Pitman Publishing
· Khan.M.I. and Nigam,B.K.(2007).Curriculum reform change and continuity. New Delhi; Kanishka publication
· Krishnamurti, J. (1992). *Education and world peace.* In Social responsibility. Krishnamurti Foundation
· Kumari, S., and Srivastava, D. S. (2005). Curriculum and Instruction. New Delhi: Shipra Publishers.
· Macdonald, B., & Walker, R. (1976). Changing the Curriculum. Britain: Pitman Press.
· Musgrave, P. W. (1974). Contemporary studies in the Curriculum. Australia: Angus and Roberston Publishers.
· Nigam, B. K., & Khan, I. M. (1993). Evaluation and research in Curriculum Construction. New Delhi: Kaniska Publishers.
· Ornsttein, A. C. & Hunkins, F.P. (1988). Curriculum foundations, Principles and issues New jersey prentice hall
· Panday, M. (2007). Principles of Curriculum Development. New Delhi; Rajat publications Rajput, J. S. (2004).
· Encyclopaedia of Indian Education. New Delhi: NCERT.
· Satyanarayan, P.V. (2004). Curriculum development and management. New Delhi: DPH.
· Sharma, R. (2002). Modern methods of Curriculum Organisation. Jaipur: Book Enclave.
· Sharma, S. R. (1999). Issues in Curriculum Administration. New Delhi: Pearl Publishing House.
· Sockett, H. (1976). Designing the Curriculum. Britain: Pitman Press. · Srivastava, H. S. (2006). Curriculum and methods of teaching New Delhi: Shipra Publishers.
· Tata, H. (1962). Curriculum development theory & practice. New York: Harcourt, Brace & World Inc.
· Tagore, R. (2003). Civilization *and progress.* in Crisis in civilization and other essays New Delhi: Rupa & co.
· Yadav, Y.P. (2006). Fundamentals of Curriculum design. New Delhi; Shri Sai

Scanned with OKEN Scanner

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

Total Credits: 6
Total Marks: 100

Learning Objectives:	Learning Outcome :
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	1. Student teacher becomes aware with the concept of gendered roles in society and their challenges. 2. Student teacher critically analyse the key concepts- gender, gender bias and gender stereotypes; gender parity. 3. Student teacher describes empowerment. 4. Student teacher explains equity and equality among gender. 5. Student teacher describes patriarchy, feminism and transgender. 6. Student teacher explains the influence of social institution (family, caste, class, religion, region) on inclusion and gender identity. 7. Student teacher describes the role of schools, paper, teachers, curriculum and textbooks etc. in challenging the inclusion and gender inequalities/ reinforcing gender parity. 8. Student teacher become aware about policies, plans and schemes of the government for addressing all forms of disparities, inequalities and their inclusion in the society. 9. Student teacher critically appraises the role of media in reinforcing inclusion and gender roles in the popular culture at school. 10. Student teacher develops a positive attitude towards the role of NGO's and government organizations in sensitising 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.

Scanned with OKEN Scanner

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

References:

· Bhasin Kamala: Understanding gender, kali for women, N. Delhi,2000 · Basu Aparna: Women's Education in India in Ray and Basu (edt): From Independence Towards Freedom, OUP, 1999
· Chodhuri Maitreyee (2004): Feminism in India, Women Unlimited, New Delhi · Chakravarty Uma: Gendering caste through a feminist Lense, Stree, Calcutta, 2003. · Courting Disaster, PUDR report, 2003.

Scanned with OKEN Scanner

· Davis Kathy, Evans Mary, Lorber, J (edt) (2006): Handbook of Gender and Women's studies, Sage,UK.

· Delamont Sara: Feminist Sociology 8. Feminist Concepts, Contribution to women's studies series, Part-I, II, III, RCWS, Mumbai

· Desai, Neera and Thakkar, Usha. (2001). Women in Indian Society. National Book Trust, New Delhi

· Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO · Freedman Jane: Feminism, Viva Books, New Delhi, 2002.

· Gender Analysis of School Curriculum and Text Books UNESCO, Islamabad, 2004 Principal Author ... Gender Analysis of Primary School Textbooks in Punjab. · Kirk Jackie (ed) , (2008), Women Teaching in South Asia, SAGE, New Delhi · Leach, Fiona. (2003). Practising Gender Analysis in Education, Oxfam · NCERT 2006, National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, New Delhi

Scanned with OKEN Scanner

ABILITY COURSE 1 (AB 1)
CRITICAL UNDERSTANDING OF ICT

Total Credits: 3
Total Marks: 50 (Internal)

Learning Objectives:	Learning Outcome :
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

Scanned with OKEN Scanner

c) Online and offline assessment tools (Online Survey tools or Test generators) - Concept and development

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

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

b) Develop and critically evaluate a CAI package (Script writing and Story Board) using ADDIE model of Instructional design for any topic of your choice.

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

· Identify resources for a topic of your choice and upload it.

· Use any discussion forum available for the discussion on the uploaded learning material.

· Generate a test.

d) Submit a reflective report on it.

e) Develop and Manage a Social Networking site /Blog / Chat forum for college based on ICT course. Submit the report for the same with empirical evidences.

f) Select a topic relevant to education, collect Open Educational Resources (Text, Multimedia, Website references) and analyze the type of license used in the Open Educational Resources. Submit the report for the same with evidences.

g) Select an educational problem and conduct an online survey. Submit a report on the procedure and analysis of the survey result along with screen shot.

References

· Goel, D. R., and Joshi, P. (1999). A Manual for INTERNET Awareness. CASE: The M. S. University of Baroda Press.

· Mahapatra, B.C. (2006). Education in Cybernatic Age. New Delhi: Sarup Sons. · Mansfield, R. (1993). The Compact Guide to Windows.World and Excel. New Delhi: BPB Publishing.

· Saxena, S. (1999). A first course in computers. New Delhi: Vikas Publishing House.

· Tanenbaum, A. S. (1996). Computer Networks. New Delhi: Pretince Hall of India.

· Walkenbach, J. (1997). Excel 97 Bible. New Delhi: Comdex Computer Publishing.

· Khirwadkar, A. (2005). Information & Communication Technology in Education. New Delhi: Sarup & Sons.

· Khirwadkar, A. (2010). e-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms. New Delhi: Sarup Book Publication Ltd.

Scanned with OKEN Scanner

DRAMA AND ART IN EDUCATION

Total Credits: 3
(To be certified by the Institute in Semester IV)

Learning Objectives:	Learning Outcome :
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 IN EDUCATION (1Credit)

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

Scanned with OKEN Scanner

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

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

Following activities can be organized under the course:

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

Assignments:

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

References

· Akademi South Asian Dance, UK – http://www.southasiandance.org.uk/ · Andrewes,E.: A Manual for Drawing and Painting, Hazall Watson and Viney Ltd.,1978
· Carini, P.F. (2001). Valuing the immeasurable. In *Starting strong: A different look at · children, schools, and standards* (pp. 165–181). New York: Teachers College Press, CCRT official website
· Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.
· Dodd, N. and Winifred, H. (1971/1980). Drama and Theatre in Education, Lundon: Heinmann.
· Doshi, Saryu (Ed.), "Marg–A Magazine of the Arts – Trends and Transitions inMumbai: IndianMargPublications, Art"Vol. XXXVI No. 2, 1984.
· Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching the visual arts. New York, NY: Teachers College Press. · Harriet, G. (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.
· John, B., Yogin, C., &Chawla, R. (2007). *Playing for real: Using drama in the classroom*. Macmillan.
· Khokar, Mohan, Traditions of Indian Classical Dance, Delhi: Clarion Books, First ed.,1979., London, 1973

Scanned with OKEN Scanner

· Khanna, S. and NBT (1992). Joy of Making Indian Toys, Popular Science. New Delhi: NBT.
· McCaslin, N. (1987). Creative Drama in the Primary Grades. Vol. I and In the Intermediate Grades, Vol. II, New York/London: Longman.
· Mishra, A. (2004). Aaj bhi KhareinhaiTalaab, Gandhi Peace Foundation, 5th Edition. · Prasad, D. (1998). Art as the Basis of Education, NBT, New Delhi. · Sahi, J. and Sahi, R. (2009). Learning Through Art, Eklavya.
· Shirley, G. (2000). Art, an A to Z guide. Franklin Watts: USA.
· Vaze, P. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai. · Ward, A. (1993). Sound and Music. Franklin Watts: New York.

Websites:

· Athiemoolam,L. Drama-In-Education and its effectiveness in English Second/Foreign classes, www.uni-oldenburg.de/zsn
· Arts Education Matters: We know, We Measured it, http://www.edweek.org/ew/articles/2014/12/03/13greene.h34.html
· Bhattacharya, K.K. & Gupta, D.D. : Interpreting theatre as a communication medium, http://www.caluniv.ac.in/global-mdia-journal/ARTICLEDEC2013/
· Boudreault, C.: The benefits of using drama in the ESL/EFL classroom, · http://iteslj.org/Articles/Boudreault-Drama.html
· Dewey, J.: Art as an experience, http://plato.stanford.edu/entries/dewey-aesthetics/ · Drama in education, https://www.questia.com/library/education/curriculum 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

Scanned with OKEN Scanner

AUDIT COURSE 1 (AC 1)
UNDERSTANDING THE SELF

Total Credits: 3
(To be certified by the Institute in Semester IV)

Learning Objectives:	Learning Outcome :
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.	1. The student teacher develops a holistic and integrated understanding about themselves. 2. The student teacher analyses the strength, weakness, opportunities and challenges for himself/herself. 3. The student teacher becomes aware of techniques of self reflection. 4. The student teacher develops compeencies for the caring self. 5. The student teacher develops a positive attitude for personal mastery through peace and harmony within themselves.

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

Scanned with OKEN Scanner

b) Prepare a student portfolio containing evidences of your strengths in the form of creative art/ writing/ pictures of your achievements/ testimonials/ appreciation received. How have these achievements helped you to evolve as a person by helping you build a positive self image?

c) Identify one personal conflict experienced and the process of resolution of the conflict.

References:

· http://www.wikihow.com/Identify-Your-Strengths-and-Weaknesses · http://www.mindtools.com/pages/article/coaching-self-awareness.htm · http://www.selfawareness.org.uk/news/understanding-the-johari-window-model · https://tojde.anadolu.edu.tr/tojde42/articles/article_2.htm

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

· http://www.azimpremjiuniversity.edu.in/sites/default/files/userfiles/files/Mythili_Ramcha nd.pdf

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

· http://www.qou.edu/english/conferences/firstNationalConference/pdfFiles/zaidOdeh.pdf · http://cie.asu.edu/ojs/index.php/cieatasu/article/viewFile/225/127

· http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1740&context=doctoral · http://www.ucd.ie/t4cms/Reflective%20Practice.pdf

· http://www.waikato.ac.nz/tdu/pdf/booklets/18_ReflectivePractitioner.pdf · http://www.learning-theories.com/experiential-learning-kolb.html : Kolb's Experi Learning

· http://www.nathanielbranden.com/ess/ess12.html: Theory of Self Esteem by Nathaniel Brandon.

· http://www.mindtools.com/pages/article/newTCS_06.htm : Positive thinking. · http://www.mas.org.uk/uploads/articles/Resilience_and_strengthening_resilience_in_in dividuals. pdf: Resilience

· http://www.yorku.ca/rokada/psyctest/rosenbrg.pdf :Rosenberg Self Esteem Scale. · http://web.stanford.edu/class/msande271/onlinetools/LearnedOpt.html: Test on Learned Optimism.

· http://www.mindfulnessresource.org/category/toronto-mindfulness-scale/ : Toronto Mindfulness Scale.

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

· Duval, T. S., & Silvia, P. J. (2002). Self-awareness, probability of improvement, and the self-serving bias. Journal of Personality and Social Psychology, 82, 49-61. · Phillips, A. G.,& Silvia, P. J. (2004). Self-awareness, self-evaluation, and creativity. Personality and Social Psychology Bulletin, 30, 1009-1017.

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

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

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

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

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

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

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

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

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

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

Scanned with OKEN Scanner

SECOND SEMESTER

Scanned with OKEN Scanner

CORE COURSE 3 (CC 3)
LEARNING AND TEACHING

Total Credits: 6
Total Marks: 100

Learning Objectives:	Learning Outcome :
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.	1. Student teacher becomes aware of the concept of learning. 2. Student teacher critically analyses the factors affecting learning. 3. Student teacher critically analyses the various theories of learning. 4. Student teacher develops the competencies of applying the congnitive perspective of learning in the learning process. 5. Student teacher develops competencies of applying the constructivist perspective of learning in the learning process. 6. Student teacher develops a positive attitude to the educational needs of differently abled learners. 7. Student teacher becomes aware of different types of teaching for effective learning. 8. Student teacher develops a positive attitude for teaching as a profession.

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)

Scanned with OKEN Scanner

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

Scanned with OKEN Scanner

References:

o Adams & Hamm – New Designs for Teaching & Learning, Jossey-Bass Publishers, San Francisco

o Agarwal. J.C- Essentials of Educational Psychology, Vikas Publishing House Pvt Ltd, 1995

o Bailey et al (Editors), The SAGE Handbook of Philosophy of Education, SAGE o Bhatnagar Suresh & Saxena Anamika - Advanced Educational Psychology, R Lall Book Depot Meerut

o Brubacher, Modern Philosophies of Education, 4th Ed., McGraw Hill Book Company o Cascio, Wayne F. & Aguinis Herman - Applied Psychology in Human Resource Management - Prentice-Hall of India, New Delhi.

o Charles Skinner - Educational Psychology.

o Chatteijee S. K. - Advanced Educational Psychology.

o Chauhan,S.S- Advanced Educational Psychology, Vikas Publication House, N.D.1990 o Crow L.D and Crow A "Educational Psychology"

o Dandapani, S - Educational Psychology

o Dandekar & Makhija - Educational Psychology

o Dandekar W. N. - Fundamentals of Experimental Psychology.

o Dash, RN & Dash,N- A Textbook of Educational Psychology.

o David W. Martin- Doing Psychology Experiments.

o Donna Walker Tileston – Ten Best Teaching Practices, 3rd Ed., Corwin o E.G. Parameswaran & K. Ravichandra- Experimental Psychology. G o Gage & Berliner – Educational Psychology (6th Ed.), Houghton Mifflin Co. o Gardener, Frames of Mind

o Henson & Eller – Educational Psychology for Effective Teaching – Wadsworth Publishing Company.

o Hergenhahn, B. R. & Olson, Matthew H. - An Introduction to Theories of Learning - Prentice-Hall of India

o Jonassen & Land (Editors), Theoretical Foundations of Learning Environments, Routledge

o Kakkar S. B. - Educational Psychology.

o Kenneth T. Henson, Ben F. Ella - Educational Psychology for Effective Teaching. o Lahey, Benjamin- Psychology- An Introduction (Sixth Edition), Tarn McGraw Hill Publ. o Lawson et al, A History of Psychology – Globalization, Ideas, and Applications, Prentice-Hall of India

o Lefrancois Guy - Psychology for Teaching.

o Lefrancois Guy R.: Theories of Human Learning

o Leo Postman, James Egan- Experimental Psychology.

o Mangal S. K. — Essentials of Educational Psychology, Prentice-Hall of India. New Delhi.

o Mangal S.K - Educational Psychology

o Mathur, S.S- Educational Psychology

o Micheal Pressley, Christine B. McCormick - Child & Adolescent Development for Educators.

o Paulo Freire – Pedagogy of the Oppressed(2011)

o Rajamanickam, Experimental Psychology with Advanced Experiments-Vol.1,II. Concept Publishing Company

o Richard D. Parsons, Stephanie Lewis Hinson, Deborah Sardo-Brown- Educational Psychology.

o Richardson, Constructivist Teacher Education: Building a World of New Understandings, Routlegde Falmer

o Robert A. Baron - Psychology.

o Robert S. Feldman- Understanding Psychology.

o Sharma, R.A- Essentials of Educational Psychology, R Lall Book Depot, Meerut, 1996 o Smith, Edward & Kosslyn, Stephen M. - Cognitive Psychology- Mind &d Brain Prentice-Hall of India

o Stephen Klein, 'Learning – Principles & Applications, 5th ed., SAGE. o Sternberg, Thinking Styles

o Tileston, Donna Walker – 10 Best Teaching Practices (3rd Ed.), Corwin – A SAGE Co. o Tiwari, Roma Pal - Experimental Psychology- A Dynamic Approach, VinodPustakMandir

o WaliaJ. S. - Foundations of Educational Psychology.

o WOOLFOLK, Anita – Educational Psychology (11th Ed.), Merrill – Pearson

· WEB SITES: -

o courses.ed.asu.edu/clark/CoopLearn/

Scanned with OKEN Scanner

o http//www.clcrc.com/pages/cl.html
o http//www.kolar.org/vygotsky
o http//www.marxists.org/archive/vygotsky
o http://en.wikipedia.org/wiki/Blended_learning
o http://en.wikipedia.org/wiki/Out-of-school_learning
o http://en.wikipedia.org/wiki/Service-learning
o http://kellogg.nd.edu/learning/Blum_0.pdf
o http://links.jstor.org/sici?sici=0013-189X%28198712%2916%3A9%3C13%3AT1PALI%3E2.0.CO%3B2-X o http://tccl.rit.albany.edu/knilt/images/b/bd/Zhang.pdf
o http://www.aijcrnet.com/journals/Vol_2_No_3_March_2012/16.pdf o http://www.businessballs.com/kolblearningstyles.htm
o http://www.edutopia.org/multiple-intelligences-learning-styles-quiz o http://www.ibparticipation.org/pdf/LearningInDiverseEnvironments.pdf o http://www.ntuaft.com/TISE/IRS%20manual/innovative/cognitive_learning_styles.htm o http://www.thelearningweb.net/personalthink.html
o http://www.wright.edu/~carole.endres/learnstyles.htm
o http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/LS-1988.pdf o www.co-operation.org
o www.funderstanding.com,
o www.gse.upenn.edu/pdf/rmi/SSSAE-RMI-2008.pdf
o www.KaganOnline.com
o www.karning-thoories.

Scanned with OKEN Scanner

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

Total Credits: 6
Total Marks: 100

Learning Objectives:	Learning Outcome :
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

Scanned with OKEN Scanner

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

· 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

Scanned with OKEN Scanner

· 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

Scanned with OKEN Scanner

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

वैकल्पिक कोर्स

शिक्षणशास्त्र शालेय विषय – मराठी

एकूण श्रेयांक : ६

एकूण गुण : १००

उद्दिष्टे :	**अध्ययन निष्पती :**
१. शैक्षणिक विद्याशाखांची संबंधित मूलभूत संकल्पनांचे आकलन करून देणे. २. शालेय अभ्यासक्रमातील विविध विद्याशाखांचे स्थान समजावून देणे. ३. मराठी भाषेच्या व अध्यापन उद्दिष्टांच्या उपयोजनाचे आकलन करून देणे. ४. मराठी भाषेचे अध्यापन पद्धती समजावणे. ५ छात्रअध्यापकांमध्ये व्यवसायवृद्धी व शिक्षकांच्या गुणवैशिष्ट्या विषयक दृष्टी विकसित करणे. ६ छात्रअध्यापकांमध्ये मराठी अध्ययन-अध्यापन विषयक आधुनिक दृष्टिकोन वृद्धिंगत करणे.	

मॉड्युल १ मराठी अध्यापनासाठी आवश्यक घटक आणि अभ्यासक्रम आंतरक्रिया (श्रेयांक २)

घटक १ शैक्षणिक विद्याशाखेचे मूलभूत घटक

अ शैक्षणिक विद्याशाखेचा अर्थ, मराठी विषय आणि शैक्षणिक विद्याशाखांमधील संबंध

ब शैक्षणिक विद्याशाखांचे वर्गीकरण : बेंचर – बिगलंनचे वर्गीकरण (शुद्ध-कठीण, शुद्ध-सुलभ, उपयोजित-सुलभ प्रकार)

क सद्य शालेय अभ्यासक्रमातील मराठीचे स्थान

घटक २ मराठी भाषेचे स्वरूप, महत्त्व व सद्यस्थिती

अ मराठी भाषेचे मानवी जीवनातील व शालेय अभ्यासक्रमातील महत्त्व

ब मराठी भाषेचे सद्यस्थिती

क अमराठी भाषिक विद्यार्थ्यांच्या जीवनात मराठी अध्यापनाचे स्थान

घटक ३ मराठी भाषा अध्यापनाची उद्दिष्टे

अ महाराष्ट्रातील माध्यमिक व उच्च माध्यमिक स्तरावरील प्रचलित अभ्यासक्रमांची सर्वसामान्य उद्दिष्टे

ब मराठी भाषेची भाषिक व उद्दिष्टे

क मराठी भाषा अध्यापनाची तत्वे

Scanned with OKEN Scanner

मॉड्युल २ मराठी भाषा अध्यापन पद्धती, शिक्षक व्यवसाय वृद्धी व आधुनिक दृष्टिकोन

घटक ४ भाषा अध्ययन अध्यापनाची तंत्रे व साधनांचा वापर व महत्त्व

अ गद्य अध्यापन पद्धती- (व्याख्यान, कथाकथन, नाट्यीकरण) पायऱ्या व महत्त्व

ब पद्य अध्यापन पद्धती- (रसग्रहण)- पायऱ्या व महत्त्व

क व्याकरण अध्यापन पद्धती- (क्रिडन पद्धती)- पायऱ्या व महत्त्व

घटक ५ मराठी भाषा शिक्षकाची व्यवसायवृद्धी

अ मराठी भाषा शिक्षकासमोरील आव्हाने

ब सातत्यपूर्ण व्यवसाय वृद्धीचे गरज व मार्ग

क आदर्श मराठी भाषा शिक्षकाची गुणवैशिष्ट्ये

घटक ६ मराठी अध्यायन-अध्यापन विषयक उद्दिष्टे आधुनिक दृष्टीकोण

अ मराठी भाषेची भाषिक व वाड्मयीन उद्दिष्टे

ब गाभा घटक व मूल्यविकसनासाठी अध्यापन

क जीवनकौशल्य विकसनासाठी अध्यापन

मॉड्युल ३ अंतर्गत मूल्यांकन व प्रात्यक्षिके

क्र.	तपशील	गुण
१	आशय चाचणी (१x१०)	१०
२	स्वाध्याय / सत्रातील प्रत्येक विभागासाठी स्वाध्याय. कोणत्याही दोन कृती (१x१०)	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 पाठयपुस्तकाचे चिकित्सक परीक्षण करा.

२. माध्यमिक किंवा उच्च माध्यमिक स्तरावरील कोणत्याही एका पाठ घटकाची निवड करून त्या घटकाच्या वर्ग अध्यापनासाठी ची उद्दिष्टे व प्रत्येकाची किमान चार स्पष्टीकरणे 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 टाचणीची प्रत्यक्ष कार्यवाही करणे.

६. मराठी भाषा दिनाचे महत्त्व 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 पाटनकर ना. वि (१९७०) मराठीचे अध्यापन व्हीनस प्रकाशन

· करिंदीकर सुरेश , मराठीचे अध्यापन फडके प्रकाशन कोल्हापूर (१९८६)

Scanned with OKEN Scanner

· गवस राजन , मराठी आशययुक्त अध्यापन , पुणे
· कुंडले. म. बा. (१९७४) मराठीचे अध्यापन , श्री . विद्या प्रकाशन पुणे
· डांगे चद्रकुमार (१९५३) मातृभाषेचे अध्यापन , चित्रशाळा प्रकाशन पुणे
· देवधर बा. ब देशपाडे मराठी कसे शिकवावे? लेखन , वाचन भाडार पुणे.
· लीला पाटील (१९७०) मराठी अध्ययन -अध्यापन व्हीनस प्रकाशन
· पाटील. ना . वि कविता कशी शिकवावी? लेखन लेखन , वाचन भाडार पुणे.
· साठे.द. य. मराठीचे अध्यापन , ठाकूर आणि कंपनी , अमरावती
· राणे . श. रा . पाटील . मराठीचे अध्ययन व अध्यापन

Scanned with OKEN Scanner

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

Total Credits: 6
Total Marks: 100

उद्देश्य:	अध्ययन निष्पती :
1. विद्यालयी पाठ्यक्रम में विभिन्न विषयों के महत्व 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 महत्व 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 भूमीका समझाना । 5. हिंदी भाषा की विभिन्न विधाओं का परिचय कराना। 6. हिंदी भाषा समृद्ध के लिए आधुनिक माध्यमों की जानकारी देना ।	१. छात्राध्यापक विद्यालय पाठ्यक्रम के विभिन्न विषयों के महत्व को स्पष्ट करता है| २. छात्राध्यापक हिंदी भाषा अध्यापन के मूलभूत घटक और महत्व को स्पष्ट करता है| ३. छात्राध्यापक हिंदी भाषा अध्यापन के विविध उद्देश्य व विशेषताएं को प्रस्तुत करता है| ४. छात्राध्यापक हिंदी भाषा अध्यापन के विविध पद्धती, पद्धति की प्रक्रिया व महत्व, अध्यापन के सूत्रों को स्पष्ट करता है| ५. छात्राध्यापक हिंदी भाषा का सह-संबंध विद्यालय के अन्य विषयों से करता है| ६. छात्राध्यापक हिंदी पाठ्यपुस्तक के पाठों का सामालोचन करता है| ७. छात्राध्यापक हिंदी अध्यापन के विविध सूत्र के अनुसार पाठ का आयोजन करता है| अध्यापन में उनका उपयोग करता है| ८. छात्राध्यापक हिंदी अध्यापन के विविध पद्धती के अनुसार पाठ का आयोजन करता है व अध्यापन में उनका उपयोग करता है| ९. छात्राध्यापक विविध शिक्षण सामग्री के महत्व व उपयोग को स्पष्ट करता है| १०. छात्राध्यापक विविध आधुनिक माध्यमों का उपयोग करता है| ११. हिंदी भाषा शिक्षक के गुण, विशेषता, व्यवसायीक वृद्धी और शिक्षकों की चुनौतियां का स्पष्टीकरण करता है स्वयं का व्यवसाय करता है| १२. हिंदी भाषा विकास और वृद्धि के लिए विविध उपक्रम का निवेदन करता आयोजन करता है| १३. छात्राध्यापक स्वयं में हिंदी भाषा अध्ययन

Scanned with OKEN Scanner

	अध्यापन संबंधी सकारात्मक आधुनिक दृष्टिकोण विकसित करता है| १४. हिंदी भाषा पाठ्यपुस्तक में पाठो का, हिंदी अध्ययन अध्यापन का आधुनिक दृष्टिकोण से समालोचन करता है| १५. छात्राध्यापक पाठ्यपुस्तक के पाठों का समालोचन कर उनका नियोजन-आयोजन करता है|

मॉड्यूल १: हिंदी भाषा अध्यापन – सैद्धांतिक पररप्रेक्ष्य (2 Credits)

घटक १: शैक्षणिक विषयों के आधार

अ) शैक्षणिक विषयों का अर्थ एवम विशेषताए

ब) अन्तः विषय अधिगम के लिए रणणीतीया / उपागम (समूह शिक्षण, अनुभावात्मक अधिगम)

क) शैक्षणिक विषयों के मुद्दे और चुनौतीया

घटक २: हिंदी भाषा की प्रकृति व महत्व

अ) भाषा का अर्थ, प्रकृति एवम उद्द्येश्य:- माध्यमिक व उच्च माध्यमिक स्तर पर

ब) हिंदी भाषा का महत्व (मूल्य संवर्धन के पररप्रेक्ष्य में):- राष्ट्रीय स्तर पर(सामाजिक, बौद्धिक, संवेगात्मक, सांकृतीक, चारित्रिक) एंव वैश्विक स्तर पर

क) भाषा अध्ययन अध्यापन के सामाजिक आधार:- परिवार, विद्यालय, समवस्क समूह, समुदाय एंव जनसंचार माध्यम

घटक ३: हिंदी भाषा के मनोवैज्ञानिक आधार एंव सहसम्बन्ध

अ) भाषा अध्यापन के सिद्धांत:- अनुकरण, रूचि, अभ्यास, बोलचाल, व्यद्धिगत विभिन्नता

ब) भाषा अध्यापन के सूत्र:- ज्ञात से अज्ञात, सरल से जटिल, पूर्ण से अंश, मूत से अमूत, सामान्य से विशिष्ट

क) भाषा का सहसम्बन्ध:- इतिहास, भूगोल, विज्ञान, अर्थशास्त्र, पर्यावरण, कला (हस्तकला, संगीत एंव नृत्य)

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

Scanned with OKEN Scanner

घटक ४: भाषा सृजन के विविध पहलू

अ) गद्य, पद्य, व्याकरण एवम रचना: उद्देश्य

ब) विविध विधाओ का परिचय : जीवनी, संस्मरण, पत्र, संवाद, नाटक, कहाणी, विज्ञापन, यात्रा वर्णन, निबंध, रिपोर्ताज, फलक सूचना एवम आत्मकथा

क) विधिया व उपागम: कथा कथन, चर्चा, नाटयीकरण, रसास्वादन,आगमन-निगमन, खेल, अभिरूप एवम बुद्धिमंथन

घटक ५: भाषा कौशल

अ)श्रवण,भाषण,लेखन :- महत्त्व

ब) उपरोक्त कौशल्य विकसित करने हेतु शिक्षक की भूमिका (दोष एवम निवारण के संदर्भ मे)

क) हिंदी अनुवाद का महत्व व आवश्यकता

घटक ६: भाषा समृद्ध के माध्यम

अ) संगणक एवम इंटरनेट : आवश्यकता व उपयोग

ब) वर्तमान पुस्तकालय का योगदान

क) पाठ्य सहगामी क्रियाए एवम आयोजन

मॉड्यूल ३: अंतर्गत मूल्यांकन (2 Credits)

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

दत्त कार्य / कार्य

१. किनही दस हिंदी अध्यापन शिक्षको के साथ साक्षातकार करके वर्तमान समय मे हिंदी स्थिति देखते हूए आणे वाली चुनौतियो की जानकरी पार रीपोर्ट तैयार किजिये I

या

हिंदी का सहसंबंध पर्यावरण एवम विविध कलाओ (संगीत,नृत्य,हस्तकला) के साथ सोदाहरण स्पष्ट किजिये I

Scanned with OKEN Scanner

२. घटक ४ – 'विविध विधाओ का परिचय' से किनही डू विधाओ के अध्यापन हेतु नमूना तैयार किजिये I

या

किसी भी पत्रिका (अङ्ग्रेजी,मराठी,उर्दू) के किसी एक लेख का हिंदी मे अनुवाद किजिये (संपूर्ण संदर्भ देना अनिवार्य है) I

संदर्भ सूची

· भाटीया एम. एम., नारग सी. एल . : "हिंदी शिक्षण विधि", टडन पब्लिकेशन्स, लुधियाना |

· भाटीया एम. एम., शर्मा डी. के. : "हिंदी शिक्षण विधि ", टडन पब्लिकेशन्स, लुधियाना |

· दुनाखे अरविन्द : "द्वीतीय भाषा हिंदी आशायुक्त अध्यापन ", नित्य नूतन प्रकाशन, पुणे २००७ |

· कादीयान सुरेंदर : "हिंदी शिक्षण ", विनोद पब्लिकेशन्स, लुधियाना २०१० |

Scanned with OKEN Scanner

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

Total Credits: 6
Total Marks: 100

Learning Objectives:	Learning Outcome :
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

Scanned with OKEN Scanner

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.

Reference:-

· Arora, K.L., Bhugal Shikshan, Teaching of Geography
· Gopsill G.H., The teaching of Geography
· Macenee E.A. The teaching of Geography
· N.C.E.R.T., Practical Geography
· O.P Varma and E.G. Vedanayaga, Geography Teaching
· R.P.Singh, Teaching of Geography
· S.K.Kochhar, Methods and Techniques of Teaching
· Salim Basha, Teaching of Geography

Scanned with OKEN Scanner

· Sanjay Dutta and O.P Garg, Teaching of Geography
· Shaida and Sharma, Teaching of Geography
· Thralls Z.A., The teaching of Geography
· Walker James, aspects of Geography Teaching in school

Marathi/Hindi

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

Scanned with OKEN Scanner

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

Total Credits: 6
Total Marks: 100

Learning Objectives:	Learning Outcome :
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	1. Student teacher explains the basic concepts associated with academic disciplines. 2. Student teacher describes the different disciplines in the school curriculum. 3. Student teacher becomes aware of the nature of History and Political as a school subject. 4. Student teacher explains the correlation of History and Political Science as a school subject with other subjects. 5. Student teacher critically analyses the History and Political Science text book. 6. Student teacher becomes aware of the learning resoueces to teach the subject. 7. Student teacher develops competencies to demonstrate an ability to raise learners interest. 8. Student teacher prepare defferent lesson plans in History and Political Science. 9. Student teacher develop a positive attitude for 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

Scanned with OKEN Scanner

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.

References:

· Interdisciplinary Higher Education: Perspectives and Practicalities, edited by W. Martin Davies, Marcia Devlin, Malcolm Tight, Emerald Group Publishing Lt

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

· Aitken, GV; Sinnema, CEL (2008) Effective Pedagogy in Social Iwi: Best Evidence Synthesis Iteration (BES) Ministry of Education.

· Batra Poonam, Social Science Learning in Schools: Perspectives and Challenges, Sage Publications

· Brandes, D. et. al. (1994). A Guide to Student-centred Learning, Basil Blackwell Ltd. Celtneham. UK.

Scanned with OKEN Scanner

· Burke, Peter (1991), New Perspectives on History Writing, Blackwell, Oxford publications.
· Carr, E.H. (1962), What is History? Knopf, London.
· Diff Block, Mark (1992), The Historian‘s Craft, M
· Digumarti Bhaskara Rao (ed.), Techniques of Teaching Social, Sciences, Sonali Publications, Delhi
· Kochar S.K. Teaching of History: Sterling publications.
· 18. Martorella, Peter H. (1996), Teaching social studies in middle and secondary schools, Englwood Cliffs, N. J: Prentice Hall.
· Joyce, B. & Weil, M. (1997), Models of Teaching, Prentice Hall Ire, New Jersey · Stanford, Michael (1986), The Nature of Historical Knowledge, Basil Blackwell, Oxford
· Teaching of social studies II (teaching social studies Pedagogy option, 2010 Education Development Center (EDC); Teachers College, Columbia University. · Tew, Daniel J., “Pedagogy of Teaching History: Comparing the Chronologic and Thematic Approaches" (2014). Honors Senior Theses/Projects.Paper 14.
· S. Wadhwa, Modern methods of teaching history, Saru sons, New Delhi **Web References**
· http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel. pdf
· https://education.alberta.ca/media/384968/makingadifference_2010.pdf · http://www.canberra.edu.au/researchrepository/file/3d3fb227-73c7-dc08-49ee 275fa23092d3/1/full_text_final.pdf
· http://historicalthinking.ca/historical-thinking-concepts
· http://www.nelson.com/thebigsix/documents/The%20Big%20Six%20Sample%20Chapter%20with%20BLM_Aug%2030.pdf
· https://www.academia.edu/2527715/Suffrage_feudal_democracy_treaty..._historys_building_blocks_Learning_to_teach_historical_concepts
· https://sheg.stanford.edu/historical-thinking-chart

Scanned with OKEN Scanner

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

Total Credits: 6
Total Marks: 100

Learning Objectives:	Learning Outcome :
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	1. Student teacher understands the meaning, nature, scope and objectives of Mathematics education. 2. Student teacher appreciates the importance of Mathematics laboratory in learning Mathematics. 3. Student teacher appreciate the role of Mathematics in day-today life. 4. Students teacher apply different approaches and methods of teaching Mathematics to classroom situation. 5. Students teacher becomes acquainted how to set up Mathe,atics club in the school and organize various activities. 6. Student teacher understands professional competencies, commitment and expectations of Mathematics teacher. 7. Student teacher describes various values of teaching Mathematics. 8. Students teacher becomes acquaint with aims and objectives in teaching Mathematics in secondary school level. 9. Student teacher understands the basic concepts associated with academic disciplines. 10. Student teacher understands nature, scope and importance of Mathematics at secondary level.

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

Scanned with OKEN Scanner

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

Scanned with OKEN Scanner

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

References:

· Boyer, Carl B., (1969): A History of Mathematics; Wiley, New York. · Content cum Methodology of Teaching Mathematics for B.Ed; NCERT New Delhi. · Davis David R., (1960); Teaching of Mathematics Addison Wesley Publications. · Ediger Mariow (2004); Teaching Math Successfully, Discovery Publication. · Gupta H.N. and Shankaran V (Ed.), 1984; Content cum Methodology of Teaching Mathematics, NCERT New Delhi.

· Hudgins, Bryce B. (1966); Problem Solving in the classroom, MacMillan, New York. · James Anice (2005); Teaching of Mathematics, Neelkamal Publication. · Johan R.E. et.al, (1961): Modern Algebra; First Course, Addison-Wesley Publishing Company INC. USA.

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

· Kumar Sudhir; Teaching of Mathematics, Anmol Publications, New Delhi, India. · Mangal, A text book on Teaching of Mathematics, Prakash Bros., Ludhiana, India. · NCERT (2006) Position Paper-National Focus Group On Teaching of Mathematics , New Delhi

· Novak,J.D. & Gowin ,D.B.,(1984) , Learning How To Learn ,New York, NY, Cambridge University Pressoy

· Hollands (1990), Development of mathematical skills, Blackwell Publishers, Oxford, London

· Schonnel F.J.(1965) , Diagnostic and Remedial Teaching in Arithmetic , Lever and Boyd , London

· Pamela Cowan (2006), Teaching Mathematics, A Handbook for Primary and Secondary School Teachers, Routledge , London and New York

· Tanner H. And Jones S. (2000) , Becoming a successful teacher of mathematics, Routledge Falmer , London

· Thompson D.R and Rubenstein,R.N(2010), Teaching and Learning High School Mathematics , John Wiley and Sons Inc., New Jersey,

· Weinberg A.S.(1999),Connecting Mathematics and Science to Workplace Contexts : A Guide to Curriculum materials, Corwin Press Inc., California

Scanned with OKEN Scanner

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

Total Credits: 6
Total Marks: 100

Learning Objectives:	Learning Outcome :
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.	1. Student teacher understand basic concepts associated with academic disciplines. 2. Student teacher describes meaning and nature of Science. 3. Student teacher understands the concepts, needs and ways of infusing Giobal Perspective in Science curriculum. 4. Student teacher describes objectives of teaching Science as given by NCF 2005 5. Student teacher identifies the values of teaching Science. 6. Student teacher describes methods of teaching Science. 7. Student teacher knows about various learning resources and its management in Science education. 8. Student teacher describes approaches of teaching Science. 9. Student teacher describes 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

Scanned with OKEN Scanner

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.

References

· AACTE committee (2008). Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators: Washington:DC, Rutledge / Taylor and Francis .Chao, Lee (ed.)(2012) . Cloud computing for teaching and learning: Strategies for design and implementation: Hershey, PA, IGI Global.

· Gupta, S. K. (1983). Teaching of physical science in secondary schools. New Delhi: Sterling Publications (Pvt.) Limited. Janie Gross Stein, Richard Stein (Ed.)(2001)Network of knowledge:

Scanned with OKEN Scanner

Collaborative innovation in international learning: Toronto Canada, University of Toronto Press incorporated.

· John Loughran (1996). Developing reflective Practice: Learning about teaching and Learning through Modelling. London: Falmer Press

· Mary, L.S.(1985). State of the art : Transforming ideas for teaching and learning science. A guide for elementary education, Washington, DC: United States,Dept. of education. · Mathew, T.K., & Mollykutty, T. M. (2011). Science education : Theoretical bases of teaching and pedagogic analysis. Chenganoor: Rainbow Book Publishers.

· Rena M.Palloff & Keith Pratt (2009): Assessing online learner: San Fransisco, Jossey – Bass.

· Sharma, R. C. (1985). Modern science teaching. New Delhi: Dhanpat Rai & Sons. · Smith and Anderson (1984). Cited in apples 4 the teacher.com articles, Science Misconceptions Research and Some Implications for the Teaching of Science to Elementary School Students.

· Suresh K.P. and Joseph, Celene (2012). Teaching and Testing Science Process skills.New Delhi: Shipra Publications .

· Thurber, W. A., & Collette, A. T. (1964). Teaching science in today's secondary school. New Delhi; Prentice Hall Of India Limited. Tony Ghaye (2011). Teaching n and learning through Reflective Practice (2nd Edn.) Newyork: Routledge

· Trowbridge, L. W. & Bybee, R. W. (1996). Teaching secondary school science.(6thed.). Eng

· Bhandula, Chadha and Sharma: Teaching of Science, Parkash Brothers Educational Publishers, 1985.

· Bhatia & Bhatk the Principles and Methods of Teaching, Doaha house Booksellers and Publishers, 1994.

· J.C.Aggarwal: Principles, Methods and Techniques of Teaching, Vikas Publishing house Pvt. Ltd., 2000

· 8Korde and Sawant; Science and Scientific Method, Himalaya publishing house, 1980. · Narendra Vaidya: Science teaching in schools for the 21st century. Deep and deep publications Pvt Ltd.,

· New Trends in Integrated Science Teaching, Vol.1, UNESCO.1969-70. · Prasad Janardhan, (1999.) Practical aspects in Teaching of Science, Kanishka Publication, N. Delhi

· R.C Sharma (2003) Modem Science teaching, Dhanpat Rai Publishing Company.

Scanned with OKEN Scanner

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

Total Credits: 6
Total Marks: 100

Learning Objectives:	Learning Outcome :
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 SCIENCE EDUCATION (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

Scanned with OKEN Scanner

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.

References:

· Tareekh Adab-E-Urdu, Part I & II, Jameel Jalbi, Educational Publishing House, Delhi, 1992
· Tareekh Adab-E-Urdu, Part I, II & III, Wahaab Ashrafi, Educational Publishing House, Delhi, 2005
· Urdu Zaban-o-Adab ki Tareekh, NCERT, New Delhi, 2013.
· Jame Urdu Encyclopedia, (Adbiyaat) Part I, National Council for Promotion of Urdu Language, New Delhi, 2003.
· Wazaahati Kitabiyaat, Gopi Chand Narang & Muzaffar Hanfi, National Council for Promotion of Urdu Language, New Delhi, .
· Rehnuma Kitab for teachers, NCERT, New Delhi, 2012.
· Qawaid-E-Urdu, Maulvi Abdul Haq, Anjuman Taraqqi Urdu (Hind), New Delhi, 2005.
· Zaban aur Qawaid , Rashid Hasan Khan, National Council for Promotion of Urdu Language, New Delhi, 2001.
· Urdu Qawaid aur Insha, NCERT, New Delhi, 2013.
· Urdu Zaban-o- Qawaid , Part I & II, Shafi Ahmad Siddiqui, Zakir Nagar, New Delhi, 2001.

Scanned with OKEN Scanner

· Bharat ka Aaeen, National Council for Promotion of Urdu Language, New Delhi, 1995.
· Hindustani Zabanon ki Tadrees (Position Paper), NCERT, New Delhi, 2010. Urdu Darsiyaat (Urdu Pedagogy), NCERT, New Delhi, 2015.
· Fan-e-Tadrees-e-Urdu (Pedagogy of Urdu), M. Qamar Saleem, New Delhi, 2015 · Urdu Kaise Padhaein, Saleem Abdullah, Educational Publishing House, Aligarh, 1986.
· Ham Urdu Kaise Padhaein, Mueenuddin, Maktaba Jamia Limited, New Delhi, 1992. Urdu Zaban ki Tadrees, Mueen Uddin, National Council for Promotion of Urdu Language, New Delhi, 2004.
· Urdu Asnaaf ki Tadrees, Omkar kaul & Masood Siraj, National Council for Promotion of Urdu Language, New Delhi, 2003.
· Urdu Zaban ki Tadrees, Mueenuddin, National Council for Promotion of Urdu Language, New Delhi, 2004.
· Tadrees Zaban-e-Urdu, Sherwani, Calcutta,1989.
· Urdu Zaban ki Tadrees aur uska Tariqa-E-kar, Umar Manzar, Shipra Publications, New Delhi, 2009.
· Tariqa Tadrees-e-Urdu, Nasreen Khalid Shaikh, Deccan Traders Educational Publishers, Hyderabad.
· Tariqa Tadrees-E-Urdu, Sayyed Asghar Husain & Sayyed Jaleel Uddin, Deccan Traders Educational Publishers, Hyderabad.
· Teaching of Urdu, Veena Pani Pandey, Mohit Publications, New Delhi, 2004. (In English)
· Ghazal aur Ghazal Ki Taleem, Akhtar Ansari, National Council for Promotion of Urdu Language, New Delhi, 2001.

Scanned with OKEN Scanner

INTERDISCIPLINARY COURSE 2 (IC 2)
EDUCATIONAL MANAGEMENT

Total Credits: 6
Total Marks: 100

Learning Objectives:	Learning Outcome :
· 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

Scanned with OKEN Scanner

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.

References:

· David A. DeCENZO and Stephen P. Robbins, Personnel/Human Resource Management
· Third Edition, Prentice Hall of India Pvt.Lts 1993 for Unit I and II
· O.Jeff Harris, PH.D Sandra J. Hartman Ph.D, Organizational Behaviour, Jaico Publishing House. Unit I and II
· L.M.Prasad, Principles and Practice of Management, Sultan Chand and Sons, Unit I and II
· Udai Pareek, Making Organizational Roles Effective, Tata Mc-Graw- Hill Publishing Company Limited, Unit I and II
· Rustam S. Davar, Creative Leadership, UBS Pub Distributors Ltd, Unit III - Leadership

Scanned with OKEN Scanner

· 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

Website:

· https://www.toolshero.com/management/14-principles-of-management/ · https://managementinnovations.wordpress.com/2008/12/04/henri-fayols-14- principles-of-management/

· http://www.managementstudyguide.com/management_functions.htm · www.managementstudyguide.com/importance-of-quality-management.htm · www.managementstudyguide.com/human-resource-management.htm · http://www.managementstudyguide.com/crisis-management.htm

· www.management4all.org/2013/06/leadership-role-concept-function.html · www.yourarticlelibrary.com/leadership/leadership-meaning...and-functions/53325/

Scanned with OKEN Scanner

SECOND YEAR

THIRD

SEMESTER

Scanned with OKEN Scanner

CORE COURSE 4 (CC 4)
ASSESSMENT FOR LEARNING

Total Credits: 6
Total Marks: 100

Objectives:

Learning Objectives:	Learning Outcome :
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.	1. Student teacher describes taxonomy of educational objectives. 2. Students teacher describes skill of writing objectives and specifications. 3. Student teacher describes understanding critical role assessment in enhancing learning. 4. Student teacher analyses Psycosocial concerns of assessment. 5. Student teacher understand various statistical measues and their use for imterpretation of results. 6. Students teacher becomes acquinted with understanding of the concepts and issues related to internal examination and external examination. 7. Student teacher critically analyse practices of assessment and selection.

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)

Scanned with OKEN Scanner

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

Scanned with OKEN Scanner

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.

References:

· Aggarwal, J.C. (2006), Essentials of Examination System: Evaluation, Tests and Measurement,Vikas Publishing House Pvt. Ltd.

· Bhatia, K.K., Measurement and Evaluation in Education, Tandon publications, Ludhiana.

· Bloom, S.B. Hastings, J.T. and Madans, G.F. (1971) Handbook on Formative and Summative Evaluation of student Learning.New York: McGraw – Hill Book Co.

· Dandekar, W.N. (1986), Education in Schools, R. Lall Book Depot, Meerut (U.P)

· Dweek, C. (2006), Mindset: The new psychology of success, Random House LLC

· Glaser, R., Chudowsky, N., &Pellegrion, J.W. (Eds.). (2001). Knowing what students know: The Science and Design of Educational Assessment National Academies Press.

· Goodson, I.F., & Marsh, C.J. (2005), Studying school subjects: A guide. Routledge. · Govinda, R. (2011), Who goes to School? Exploring exclusion in Indian Education. Oxford University Press.

· Mrunalini, T. (2013).Educational Evaluation. Hyderabad: Neelkamal Publications Pvt. Ltd.

· Patel, R.N. (2013), Educational Evaluation: Theory and Practice, Himalaya Publishing House, Mumbai.

· Rani, P. (2004).Educational Measurement and Evaluation. New Delhi: Discovery Publishers.

· Reynolds, C.R., Livingston, R.B., and Willson, V. (2011).Measurement and Assessment in Education. New Delhi: PHI Learning PVT. LTD.

· Sharma, R.A. (2010), Essentials of Measurement in Education and Psychology, R. Lall Book Depot, Meerut.

· Siddiqui, M.H. (2010). Educational Evaluation. New Delhi: A.P.H. Publishing Corporation.

· Shepard, L.A. (2000), The role of Assessment In a Learning Culture, Educational Researcher, 4-14.

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

· Taiwo, Adediran A. (2004), Fundamentals of Classroom Testing, VikasPublishing House Pvt. Ltd. New Delhi.

Scanned with OKEN Scanner

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

Total Credits: 6
Total Marks: 100

Learning Objectives:	Learning Outcome :
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

Scanned with OKEN Scanner

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

· 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

Scanned with OKEN Scanner

· 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

Scanned with OKEN Scanner

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

वैकल्पिक कोर्स

शिक्षणशास्त्र शालेय विषय – मराठी

एकूण श्रेयांक : ६

एकूण गुण : १००

उद्दिष्टे :	**अध्ययन निष्पती :**
१. शैक्षणिक विद्याशाखांची संबंधित मूलभूत संकल्पनांचे आकलन करून देणे. २. शालेय अभ्यासक्रमातील विविध विद्याशाखांचे स्थान समजावून देणे. ३. मराठी भाषेच्या व अध्यापन उद्दिष्टांच्या उपयोजनाचे आकलन करून देणे. ४. मराठी भाषेचे अध्यापन पद्धती समजावणे. ५ छात्रअध्यापकांमध्ये व्यवसायवृद्धी व शिक्षकांच्या गुणवैशिष्ट्या विषयक दृष्टी विकसित करणे. ६ छात्रअध्यापकांमध्ये मराठी अध्ययन-अध्यापन विषयक आधुनिक दृष्टिकोन वृद्धिंगत करणे.	

मॉड्युल १ मराठी अध्यापनासाठी आवश्यक घटक आणि अभ्यासक्रम आंतरक्रिया (श्रेयांक २)

घटक १ शैक्षणिक विद्याशाखेचे मूलभूत घटक

अ शैक्षणिक विद्याशाखेचा अर्थ, मराठी विषय आणि शैक्षणिक विद्याशाखांमधील संबंध

ब शैक्षणिक विद्याशाखांचे वर्गीकरण : बेंचर – बिगलंनचे वर्गीकरण (शुद्ध-कठीण, शुद्ध-सुलभ, उपयोजित-सुलभ प्रकार)

क सद्य शालेय अभ्यासक्रमातील मराठीचे स्थान

घटक २ मराठी भाषेचे स्वरूप, महत्त्व व सद्यस्थिती

अ मराठी भाषेचे मानवी जीवनातील व शालेय अभ्यासक्रमातील महत्त्व

ब मराठी भाषेचे सद्यस्थिती

क अमराठी भाषिक विद्यार्थ्यांच्या जीवनात मराठी अध्यापनाचे स्थान

घटक ३ मराठी भाषा अध्यापनाची उद्दिष्टे

अ महाराष्ट्रातील माध्यमिक व उच्च माध्यमिक स्तरावरील प्रचलित अभ्यासक्रमांची सर्वसामान्य उद्दिष्टे

ब मराठी भाषेची भाषिक व उद्दिष्टे

क मराठी भाषा अध्यापनाची तत्वे

Scanned with OKEN Scanner

मॉड्युल २ मराठी भाषा अध्यापन पद्धती, शिक्षक व्यवसाय वृद्धी व आधुनिक दृष्टिकोन

घटक ४ भाषा अध्ययन अध्यापनाची तंत्रे व साधनांचा वापर व महत्त्व

अ गद्य अध्यापन पद्धती- (व्याख्यान, कथाकथन, नाट्यीकरण) पायऱ्या व महत्त्व

ब पद्य अध्यापन पद्धती- (रसग्रहण)- पायऱ्या व महत्त्व

क व्याकरण अध्यापन पद्धती- (क्रिडन पद्धती)- पायऱ्या व महत्त्व

घटक ५ मराठी भाषा शिक्षकाची व्यवसायवृद्धी

अ मराठी भाषा शिक्षकासमोरील आव्हाने

ब सातत्यपूर्ण व्यवसाय वृद्धीचे गरज व मार्ग

क आदर्श मराठी भाषा शिक्षकाची गुणवैशिष्ट्ये

घटक ६ मराठी अध्यायन-अध्यापन विषयक उद्दिष्टे आधुनिक दृष्टीकोण

अ मराठी भाषेची भाषिक व वाड्मयीन उद्दिष्टे

ब गाभा घटक व मूल्यविकसनासाठी अध्यापन

क जीवनकौशल्य विकसनासाठी अध्यापन

मॉड्युल ३ अंतर्गत मूल्यांकन व प्रात्यक्षिके

क्र.	तपशील	गुण
१	आशय चाचणी (१x१०)	१०
२	स्वाध्याय / सत्रातील प्रत्येक विभागासाठी स्वाध्याय. कोणत्याही दोन कृती (१x१०)	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 पाठयपुस्तकाचे चिकित्सक परीक्षण करा.

२. माध्यमिक किंवा उच्च माध्यमिक स्तरावरील कोणत्याही एका पाठ घटकाची निवड करून त्या घटकाच्या वर्ग अध्यापनासाठी ची उद्दिष्टे व प्रत्येकाची किमान चार स्पष्टीकरणे 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 टाचणीची प्रत्यक्ष कार्यवाही करणे.

६. मराठी भाषा दिनाचे महत्त्व 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 पाटनकर ना. वि (१९७०) मराठीचे अध्यापन व्हीनस प्रकाशन

· करिंदीकर सुरेश , मराठीचे अध्यापन फडके प्रकाशन कोल्हापूर (१९८६)

Scanned with OKEN Scanner

· गवस राजन , मराठी आशययुक्त अध्यापन , पुणे
· कुंडले. म. बा. (१९७४) मराठीचे अध्यापन , श्री . विद्या प्रकाशन पुणे
· डांगे चद्रकुमार (१९५३) मातृभाषेचे अध्यापन , चित्रशाळा प्रकाशन पुणे
· देवधर बा. ब देशपाडे मराठी कसे शिकवावे? लेखन , वाचन भाडार पुणे.
· लीला पाटील (१९७०) मराठी अध्ययन -अध्यापन व्हीनस प्रकाशन
· पाटील. ना . वि कविता कशी शिकवावी? लेखन लेखन , वाचन भाडार पुणे.
· साठे.द. य. मराठीचे अध्यापन , ठाकूर आणि कंपनी , अमरावती
· राणे . श. रा . पाटील . मराठीचे अध्ययन व अध्यापन

Scanned with OKEN Scanner

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

Total Credits: 6
Total Marks: 100

उद्देश्य:	अध्ययन निष्पती :
1. विद्यालयी पाठ्यक्रम में विभिन्न विषयों के महत्व 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 महत्व 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 भूमीका समझाना । 5. हिंदी भाषा की विभिन्न विधाओं का परिचय कराना। 6. हिंदी भाषा समृद्ध के लिए आधुनिक माध्यमों की जानकारी देना ।	१. छात्राध्यापक विद्यालय पाठ्यक्रम के विभिन्न विषयों के महत्व को स्पष्ट करता है| २. छात्राध्यापक हिंदी भाषा अध्यापन के मूलभूत घटक और महत्व को स्पष्ट करता है| ३. छात्राध्यापक हिंदी भाषा अध्यापन के विविध उद्देश्य व विशेषताएं को प्रस्तुत करता है| ४. छात्राध्यापक हिंदी भाषा अध्यापन के विविध पद्धती, पद्धति की प्रक्रिया व महत्व, अध्यापन के सूत्रों को स्पष्ट करता है| ५. छात्राध्यापक हिंदी भाषा का सह-संबंध विद्यालय के अन्य विषयों से करता है| ६. छात्राध्यापक हिंदी पाठ्यपुस्तक के पाठों का सामालोचन करता है| ७. छात्राध्यापक हिंदी अध्यापन के विविध सूत्र के अनुसार पाठ का आयोजन करता है| अध्यापन में उनका उपयोग करता है| ८. छात्राध्यापक हिंदी अध्यापन के विविध पद्धती के अनुसार पाठ का आयोजन करता है व अध्यापन में उनका उपयोग करता है| ९. छात्राध्यापक विविध शिक्षण सामग्री के महत्व व उपयोग को स्पष्ट करता है| १०. छात्राध्यापक विविध आधुनिक माध्यमों का उपयोग करता है| ११. हिंदी भाषा शिक्षक के गुण, विशेषता, व्यवसायीक वृद्धी और शिक्षकों की चुनौतियां का स्पष्टीकरण करता है स्वयं का व्यवसाय करता है| १२. हिंदी भाषा विकास और वृद्धि के लिए विविध उपक्रम का निवेदन करता आयोजन करता है|

Scanned with OKEN Scanner

	१३. छात्राध्यापक स्वयं में हिंदी भाषा अध्ययन अध्यापन संबंधी सकारात्मक आधुनिक दृष्टिकोण विकसित करता है| १४. हिंदी भाषा पाठ्यपुस्तक में पाठो का, हिंदी अध्ययन अध्यापन का आधुनिक दृष्टिकोण से समालोचन करता है| १५. छात्राध्यापक पाठ्यपुस्तक के पाठों का समालोचन कर उनका नियोजन-आयोजन करता है|

मॉड्यूल १: हिंदी भाषा अध्यापन – सैद्धांतिक पररप्रेक्ष्य (2 Credits)

घटक १: शैक्षणिक विषयों के आधार

अ) शैक्षणिक विषयों का अर्थ एवम विशेषताए

ब) अन्तः विषय अधिगम के लिए रणणीतीया / उपागम (समूह शिक्षण, अनुभावात्मक अधिगम)

क) शैक्षणिक विषयों के मुद्दे और चुनौतीया

घटक २: हिंदी भाषा की प्रकृति व महत्व

अ) भाषा का अर्थ, प्रकृति एवम उद्द्येश्य:- माध्यमिक व उच्च माध्यमिक स्तर पर

ब) हिंदी भाषा का महत्व (मूल्य संवर्धन के पररप्रेक्ष्य में):- राष्ट्रीय स्तर पर(सामाजिक, बौद्धिक, संवेगात्मक, सांकृतीक, चारित्रिक) एंव वैश्विक स्तर पर

क) भाषा अध्ययन अध्यापन के सामाजिक आधार:- परिवार, विद्यालय, समवस्क समूह, समुदाय एंव जनसंचार माध्यम

घटक ३: हिंदी भाषा के मनोवैज्ञानिक आधार एंव सहसम्बन्ध

अ) भाषा अध्यापन के सिद्धांत:- अनुकरण, रूचि, अभ्यास, बोलचाल, व्यद्धिगत विभिन्नता

ब) भाषा अध्यापन के सूत्र:- ज्ञात से अज्ञात, सरल से जटिल, पूर्ण से अंश, मूत से अमूत, सामान्य से विशिष्ट

क) भाषा का सहसम्बन्ध:- इतिहास, भूगोल, विज्ञान, अर्थशास्त्र, पर्यावरण, कला (हस्तकला, संगीत एंव नृत्य)

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

Scanned with OKEN Scanner

घटक ४: भाषा सृजन के विविध पहलू

अ) गद्य, पद्य, व्याकरण एवम रचना: उद्देश्य

ब) विविध विधाओ का परिचय : जीवनी, संस्मरण, पत्र, संवाद, नाटक, कहाणी, विज्ञापन, यात्रा वर्णन, निबंध, रिपोर्ताज, फलक सूचना एवम आत्मकथा

क) विधिया व उपागम: कथा कथन, चर्चा, नाटयीकरण, रसास्वादन,आगमन-निगमन, खेल, अभिरूप एवम बुद्धिमंथन

घटक ५: भाषा कौशल

अ)श्रवण,भाषण,लेखन :- महत्त्व

ब) उपरोक्त कौशल्य विकसित करने हेतु शिक्षक की भूमिका (दोष एवम निवारण के संदर्भ मे)

क) हिंदी अनुवाद का महत्व व आवश्यकता

घटक ६: भाषा समृद्ध के माध्यम

अ) संगणक एवम इंटरनेट : आवश्यकता व उपयोग

ब) वर्तमान पुस्तकालय का योगदान

क) पाठ्य सहगामी क्रियाए एवम आयोजन

मॉड्यूल ३: अंतर्गत मूल्यांकन (2 Credits)

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

दत्त कार्य / कार्य

३. किनही दस हिंदी अध्यापन शिक्षको के साथ साक्षातकार करके वर्तमान समय मे हिंदी स्थिति देखते हूए आणे वाली चुनौतियो की जानकरी पार रीपोर्ट तैयार किजिये I

या

हिंदी का सहसंबंध पर्यावरण एवम विविध कलाओ (संगीत,नृत्य,हस्तकला) के साथ सोदाहरण स्पष्ट किजिये I

Scanned with OKEN Scanner

४. घटक ४ – 'विविध विधाओ का परिचय' से किनही डू विधाओ के अध्यापन हेतु नमूना तैयार किजिये I

या

किसी भी पत्रिका (अङ्ग्रेजी,मराठी,उर्दू) के किसी एक लेख का हिंदी मे अनुवाद किजिये (संपूर्ण संदर्भ देना अनिवार्य है) I

संदर्भ सूची

· भाटीया एम. एम., नारग सी. एल . : "हिंदी शिक्षण विधि", टडन पब्लिकेशन्स, लुधियाना |

· भाटीया एम. एम., शर्मा डी. के. : "हिंदी शिक्षण विधि ", टडन पब्लिकेशन्स, लुधियाना |

· दुनाखे अरविन्द : "द्वीतीय भाषा हिंदी आशायुक्त अध्यापन ", नित्य नूतन प्रकाशन, पुणे २००७ |

· कादीयान सुरेंदर : "हिंदी शिक्षण ", विनोद पब्लिकेशन्स, लुधियाना २०१० |

Scanned with OKEN Scanner

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

Total Credits: 6
Total Marks: 100

Learning Objectives:	Learning Outcome :
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

Scanned with OKEN Scanner

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.

Reference:-

· Arora, K.L., Bhugal Shikshan, Teaching of Geography
· Gopsill G.H., The teaching of Geography
· Macenee E.A. The teaching of Geography
· N.C.E.R.T., Practical Geography
· O.P Varma and E.G. Vedanayaga, Geography Teaching
· R.P.Singh, Teaching of Geography
· S.K.Kochhar, Methods and Techniques of Teaching
· Salim Basha, Teaching of Geography

Scanned with OKEN Scanner

· Sanjay Dutta and O.P Garg, Teaching of Geography
· Shaida and Sharma, Teaching of Geography
· Thralls Z.A., The teaching of Geography
· Walker James, aspects of Geography Teaching in school

Marathi/Hindi

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

Scanned with OKEN Scanner

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

Total Credits: 6
Total Marks: 100

Learning Objectives:	Learning Outcome :
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	1. Student teacher explains the basic concepts associated with academic disciplines. 2. Student teacher describes the different disciplines in the school curriculum. 3. Student teacher becomes aware of the nature of History and Political as a school subject. 4. Student teacher explains the correlation of History and Political Science as a school subject with other subjects. 5. Student teacher critically analyses the History and Political Science text book. 6. Student teacher becomes aware of the learning resoueces to teach the subject. 7. Student teacher develops competencies to demonstrate an ability to raise learners interest. 8. Student teacher prepare defferent lesson plans in History and Political Science. 9. Student teacher develop a positive attitude for 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)

Scanned with OKEN Scanner

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.

References:

· Interdisciplinary Higher Education: Perspectives and Practicalities, edited by W. Martin Davies, Marcia Devlin, Malcolm Tight, Emerald Group Publishing Lt

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

· Aitken, GV; Sinnema, CEL (2008) Effective Pedagogy in Social Iwi: Best Evidence Synthesis Iteration (BES) Ministry of Education.

· Batra Poonam, Social Science Learning in Schools: Perspectives and Challenges, Sage Publications

· Brandes, D. et. al. (1994). A Guide to Student-centred Learning, Basil Blackwell Ltd. Celtneham. UK.

· Burke, Peter (1991), New Perspectives on History Writing, Blackwell, Oxford publications.

· Carr, E.H. (1962), What is History? Knopf, London.

· Diff Block, Mark (1992), The Historian‘s Craft, M

Scanned with OKEN Scanner

· Digumarti Bhaskara Rao (ed.), Techniques of Teaching Social, Sciences, Sonali Publications, Delhi
· Kochar S.K. Teaching of History: Sterling publications.
· 18. Martorella, Peter H. (1996), Teaching social studies in middle and secondary schools, Englwood Cliffs, N. J: Prentice Hall.
· Joyce, B. & Weil, M. (1997), Models of Teaching, Prentice Hall Ire, New Jersey · Stanford, Michael (1986), The Nature of Historical Knowledge, Basil Blackwell, Oxford
· Teaching of social studies II (teaching social studies Pedagogy option, 2010 Education Development Center (EDC); Teachers College, Columbia University. · Tew, Daniel J., "Pedagogy of Teaching History: Comparing the Chronologic and Thematic Approaches" (2014). Honors Senior Theses/Projects.Paper 14.
· S. Wadhwa, Modern methods of teaching history, Saru sons, New Delhi **Web References**
· http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel. pdf
· https://education.alberta.ca/media/384968/makingadifference_2010.pdf · http://www.canberra.edu.au/researchrepository/file/3d3fb227-73c7-dc08-49ee 275fa23092d3/1/full_text_final.pdf
· http://historicalthinking.ca/historical-thinking-concepts
· http://www.nelson.com/thebigsix/documents/The%20Big%20Six%20Sample%20Chapte r%20with%20BLM_Aug%2030.pdf
· https://www.academia.edu/2527715/Suffrage_feudal_democracy_treaty..._historys_build ing_blocks_Learning_to_teach_historical_concepts
· https://sheg.stanford.edu/historical-thinking-chart

Scanned with OKEN Scanner

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

Total Credits: 6
Total Marks: 100

Learning Objectives:	Learning Outcome :
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	1. Student teacher understands the meaning, nature, scope and objectives of Mathematics education. 2. Student teacher appreciates the importance of Mathematics laboratory in learning Mathematics. 3. Student teacher appreciate the role of Mathematics in day-today life. 4. Students teacher apply different approaches and methods of teaching Mathematics to classroom situation. 5. Students teacher becomes acquainted how to set up Mathe,atics club in the school and organize various activities. 6. Student teacher understands professional competencies, commitment and expectations of Mathematics teacher. 7. Student teacher describes various values of teaching Mathematics. 8. Students teacher becomes acquaint with aims and objectives in teaching Mathematics in secondary school level. 9. Student teacher understands the basic concepts associated with academic disciplines. 10. Student teacher understands nature, scope and importance of Mathematics at secondary level.

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

Scanned with OKEN Scanner

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

Scanned with OKEN Scanner

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

References:

· Boyer, Carl B., (1969): A History of Mathematics; Wiley, New York. · Content cum Methodology of Teaching Mathematics for B.Ed; NCERT New Delhi. · Davis David R., (1960); Teaching of Mathematics Addison Wesley Publications. · Ediger Mariow (2004); Teaching Math Successfully, Discovery Publication. · Gupta H.N. and Shankaran V (Ed.), 1984; Content cum Methodology of Teaching Mathematics, NCERT New Delhi.

· Hudgins, Bryce B. (1966); Problem Solving in the classroom, MacMillan, New York. · James Anice (2005); Teaching of Mathematics, Neelkamal Publication. · Johan R.E. et.al, (1961): Modern Algebra; First Course, Addison-Wesley Publishing Company INC. USA.

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

· Kumar Sudhir; Teaching of Mathematics, Anmol Publications, New Delhi, India. · Mangal, A text book on Teaching of Mathematics, Prakash Bros., Ludhiana, India. · NCERT (2006) Position Paper-National Focus Group On Teaching of Mathematics , New Delhi

· Novak,J.D. & Gowin ,D.B.,(1984) , Learning How To Learn ,New York, NY, Cambridge University Pressoy

· Hollands (1990), Development of mathematical skills, Blackwell Publishers, Oxford, London

· Schonnel F.J.(1965) , Diagnostic and Remedial Teaching in Arithmetic , Lever and Boyd , London

· Pamela Cowan (2006), Teaching Mathematics, A Handbook for Primary and Secondary School Teachers, Routledge , London and New York

· Tanner H. And Jones S. (2000) , Becoming a successful teacher of mathematics, Routledge Falmer , London

· Thompson D.R and Rubenstein,R.N(2010), Teaching and Learning High School Mathematics , John Wiley and Sons Inc., New Jersey,

· Weinberg A.S.(1999),Connecting Mathematics and Science to Workplace Contexts : A Guide to Curriculum materials, Corwin Press Inc., California

Scanned with OKEN Scanner

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

Total Credits: 6
Total Marks: 100

Learning Objectives:	Learning Outcome :
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.	1. Student teacher understand basic concepts associated with academic disciplines. 2. Student teacher describes meaning and nature of Science. 3. Student teacher understands the concepts, needs and ways of infusing Giobal Perspective in Science curriculum. 4. Student teacher describes objectives of teaching Science as given by NCF 2005 5. Student teacher identifies the values of teaching Science. 6. Student teacher describes methods of teaching Science. 7. Student teacher knows about various learning resources and its management in Science education. 8. Student teacher describes approaches of teaching Science. 9. Student teacher describes 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

Scanned with OKEN Scanner

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.

References

· AACTE committee (2008). Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators: Washington:DC, Rutledge / Taylor and Francis .Chao, Lee (ed.)(2012) . Cloud computing for teaching and learning: Strategies for design and implementation: Hershey, PA, IGI Global.

· Gupta, S. K. (1983). Teaching of physical science in secondary schools. New Delhi: Sterling Publications (Pvt.) Limited. Janie Gross Stein, Richard Stein (Ed.)(2001)Network of knowledge:

Scanned with OKEN Scanner

Collaborative innovation in international learning: Toronto Canada, University of Toronto Press incorporated.

· John Loughran (1996). Developing reflective Practice: Learning about teaching and Learning through Modelling. London: Falmer Press

· Mary, L.S.(1985). State of the art : Transforming ideas for teaching and learning science. A guide for elementary education, Washington, DC: United States,Dept. of education. · Mathew, T.K., & Mollykutty, T. M. (2011). Science education : Theoretical bases of teaching and pedagogic analysis. Chenganoor: Rainbow Book Publishers.

· Rena M.Palloff & Keith Pratt (2009): Assessing online learner: San Fransisco, Jossey – Bass.

· Sharma, R. C. (1985). Modern science teaching. New Delhi: Dhanpat Rai & Sons. · Smith and Anderson (1984). Cited in apples 4 the teacher.com articles, Science Misconceptions Research and Some Implications for the Teaching of Science to Elementary School Students.

· Suresh K.P. and Joseph, Celene (2012). Teaching and Testing Science Process skills.New Delhi: Shipra Publications .

· Thurber, W. A., & Collette, A. T. (1964). Teaching science in today's secondary school. New Delhi; Prentice Hall Of India Limited. Tony Ghaye (2011). Teaching n and learning through Reflective Practice (2nd Edn.) Newyork: Routledge

· Trowbridge, L. W. & Bybee, R. W. (1996). Teaching secondary school science.(6thed.). Eng

· Bhandula, Chadha and Sharma: Teaching of Science, Parkash Brothers Educational Publishers, 1985.

· Bhatia & Bhatk the Principles and Methods of Teaching, Doaha house Booksellers and Publishers, 1994.

· J.C.Aggarwal: Principles, Methods and Techniques of Teaching, Vikas Publishing house Pvt. Ltd., 2000

· 8Korde and Sawant; Science and Scientific Method, Himalaya publishing house, 1980. · Narendra Vaidya: Science teaching in schools for the 21st century. Deep and deep publications Pvt Ltd.,

· New Trends in Integrated Science Teaching, Vol.1, UNESCO.1969-70. · Prasad Janardhan, (1999.) Practical aspects in Teaching of Science, Kanishka Publication, N. Delhi

· R.C Sharma (2003) Modem Science teaching, Dhanpat Rai Publishing Company.

Scanned with OKEN Scanner

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

Total Credits: 6
Total Marks: 100

Learning Objectives:	Learning Outcome :
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 SCIENCE EDUCATION (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

Scanned with OKEN Scanner

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.

References:

· Tareekh Adab-E-Urdu, Part I & II, Jameel Jalbi, Educational Publishing House, Delhi, 1992
· Tareekh Adab-E-Urdu, Part I, II & III, Wahaab Ashrafi, Educational Publishing House, Delhi, 2005
· Urdu Zaban-o-Adab ki Tareekh, NCERT, New Delhi, 2013.
· Jame Urdu Encyclopedia, (Adbiyaat) Part I, National Council for Promotion of Urdu Language, New Delhi, 2003.
· Wazaahati Kitabiyaat, Gopi Chand Narang & Muzaffar Hanfi, National Council for Promotion of Urdu Language, New Delhi, .
· Rehnuma Kitab for teachers, NCERT, New Delhi, 2012.
· Qawaid-E-Urdu, Maulvi Abdul Haq, Anjuman Taraqqi Urdu (Hind), New Delhi, 2005.
· Zaban aur Qawaid , Rashid Hasan Khan, National Council for Promotion of Urdu Language, New Delhi, 2001.
· Urdu Qawaid aur Insha, NCERT, New Delhi, 2013.
· Urdu Zaban-o- Qawaid , Part I & II, Shafi Ahmad Siddiqui, Zakir Nagar, New Delhi, 2001.

Scanned with OKEN Scanner

· Bharat ka Aaeen, National Council for Promotion of Urdu Language, New Delhi, 1995.
· Hindustani Zabanon ki Tadrees (Position Paper), NCERT, New Delhi, 2010. Urdu Darsiyaat (Urdu Pedagogy), NCERT, New Delhi, 2015.
· Fan-e-Tadrees-e-Urdu (Pedagogy of Urdu), M. Qamar Saleem, New Delhi, 2015 · Urdu Kaise Padhaein, Saleem Abdullah, Educational Publishing House, Aligarh, 1986.
· Ham Urdu Kaise Padhaein, Mueenuddin, Maktaba Jamia Limited, New Delhi, 1992. Urdu Zaban ki Tadrees, Mueen Uddin, National Council for Promotion of Urdu Language, New Delhi, 2004.
· Urdu Asnaaf ki Tadrees, Omkar kaul & Masood Siraj, National Council for Promotion of Urdu Language, New Delhi, 2003.
· Urdu Zaban ki Tadrees, Mueenuddin, National Council for Promotion of Urdu Language, New Delhi, 2004.
· Tadrees Zaban-e-Urdu, Sherwani, Calcutta,1989.
· Urdu Zaban ki Tadrees aur uska Tariqa-E-kar, Umar Manzar, Shipra Publications, New Delhi, 2009.
· Tariqa Tadrees-e-Urdu, Nasreen Khalid Shaikh, Deccan Traders Educational Publishers, Hyderabad.
· Tariqa Tadrees-E-Urdu, Sayyed Asghar Husain & Sayyed Jaleel Uddin, Deccan Traders Educational Publishers, Hyderabad.
· Teaching of Urdu, Veena Pani Pandey, Mohit Publications, New Delhi, 2004. (In English)
· Ghazal aur Ghazal Ki Taleem, Akhtar Ansari, National Council for Promotion of Urdu Language, New Delhi, 2001.

Scanned with OKEN Scanner

ELECTIVE COURSE 2 (EC 2)
PEACE EDUCATION

Total Credits: 6
Total Marks: 100

Learning Objectives:	Learning Outcome :
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

Scanned with OKEN Scanner

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	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.

Scanned with OKEN Scanner

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.

References

 Theories of Education & Education in emerging Indian Society , B.N.Dash (Dominant Publishers and Distributers, 1st Edition,2004) .
 Education or Peace, Dr.Usha Rao (Himalya Publishing House ,First Edition ,2012)
 Striving For Peace ,Ram Punyani (Two Enterprises)
 Non-violence and Peace Education , (Volume I), Dr. Ravindra Kumar , Mrs.Megha
 Pandey, Sanjay (2004).Peace Education. New Delhi: NCERT .
 Fran Schmidt and Alice Friedman. 1988. Peacemaking Skills for Little Kids . Miami , Florida USA : Peace Education Foundation.
 Peace and Value Education .Dr. Kiruba Charles & V. Arul Selvi . (Neelkamal Publications Pvt Ltd , New Delhi , First Edition ,2012)
 Gultang, J. (1996). Peace by Peaceful Means: Peace and Conflict , Development and Civilisation , PRIO: International Peace Research Institute of Oslo and Sage Publications.
 The Real World of Technology (available in Hindi) Karve, I. Yuganta. Kesavan, M.
 Education and the Significance of Life Kumar, K. Learning from Conflict. Kumar, K.
 Ways to Peace Norberg - Hodge, H. Ancient Futures. Russell, B.
 Common Sense and Nuclear Warfare. Sheehan, V. Mahatma Gandhi Singh, N. Loktantra, Sanskriti aur Shiksha (also available in English in Kumar, K. (ed.) Democracy and Education in India).
 Teresa, Mother. Reaching out in Love UNICEF.
 The State of the World's Children (reports of the last five years). UNESCO.
 Learning the Way of Peace: Teacher's Guide. Websites: Hiroshima Peace Memorial Museum Peace Education: INEE Site (endorsed by UNESCO)
 Aims of Peace Education by UNICEF page 22-24 https://www.unicef.org/education/files/PeaceEducation.pdf
 Integrating Peace Education in Teacher Education
 http://philippines.forumzfd.org/sites/default/files/downloads/130807_peace_education_teaching_guide_compressed.pdf

Scanned with OKEN Scanner

INTERDISCIPLINARY COURSE 3 (IC 3)
LANGUAGE ACROSS CURRICULUM

Total Credits: 6
Total Marks: 100

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

MODULE 1 – UNDERSTANDING LANGUAGE AND LANGUAGE DIVERSITY (2 Credits)

Unit 1: Language and its Function

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

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

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

Unit 3: Language Acquisition 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

Scanned with OKEN Scanner

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	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.

References:

- Agnihotri,R.K.(1995). Multilingualism as a classroom resource. In K.Heugh A. Segruhn, & P.Pluddemann (Eds) Multilingual education for South Africa. Heinemann Educational books.
- Alexander. (2005). Towards Dialogic Teaching:rethinking classroom talk. UK:Dialogues UK
- Allwright, D.& ABailey, K.M. (1991). Focus on the language classroom. Cambridge: Cambridge
- Behrens, L, & Rosen, L.J. (1997). Writing and reading across curriculum. U.S: Longman.
- Christie,F.(2005) Classroom discourse analysis: a functional perspective.
- Kecht, M. & Karthrina. (2000). Languages across the curriculum: Interdisciplinary

Scanned with OKEN Scanner

structures and International education. Columbus: National East Asian Language Resource centre.
 Lall. R. (2016). Language Across the Curriculum. Vinay Rakheja, Pub. Meerut.
 Ranjana Pandey. (2016). Language Across The Curriculum. Bookman, publishers. New Delhi.
 Santhose Areekkuzhiyil. (2016). Language across the Curriculum. Neelkamal, pub. Hyderabad.
 Wallace. (1998). Study skills in English. Cambridge: Cambridge University Press.

Scanned with OKEN Scanner

FOURTH SEMESTER

Scanned with OKEN Scanner

CORE COURSE 5 (CC 5)
CONTEMPORARY INDIA AND EDUCATION

Total Credits: 6
Total Marks: 100

Learning Objectives:	Learning Outcome :
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 marginalization

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

Scanned with OKEN Scanner

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	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

References

 Agarwal J.C.(19991). Theory and [practices of education. Vikas publishing house Pvt Ltd. New Delhi.
 Dash BN (2002). Teacher and education in the emergeing Indian Society. Vol.2. Neelkamal publication. Hydrabad.
 Arora G.L & Pranati Panda.Fifty Years of Teacher Education in India (Post Independence Developments):NCERT
 Chinara B.(1997). Education and Democracy, APH. New Delhi.

John, Zeepa Sara. (2012) Philosophical and Sociological Foundations of Education. Chennai: Almighty Book Company,
 Mukherji, S. M.(1966). History of education in India, charya book depot, baroda.
 Chaube. S.P. (2013). Problems of Indian Education. Shri Vinod Pustak Mandir : Agra

Sngaravelu.G. (2012). Education in the Emerging Indian Society. Neelkamal Publications Pvt. Ltd.: New Delhi

Swaroop Sarena, N.R. & Shikha Chaturvedi. (2012). Teacher in Emerging Indian Society. Lall Book Depot : Meerut
 Qureshi, Muniruddin. (2005). Social aspects of Education. Anmol Publications Pvt. Ltd.: New Delhi

Public report on basic Education in India: The Probe team in association with centre

Scanned with OKEN Scanner

for development economics, October 1998
 Agarwal. J.C (2008). Education in the emerging Indian Society. Shipra Publications
 Anand, C.L. et.al. (1983). Teacher and Education in Emerging in Indian Society, NCERT, New Delhi.

Sharma R.A. (1993). Teacher Education: Theory, Practice and Research. Meerut : International Publishing House

Zhijian, L.The multirole of Teacher: Retrived July 10, 2012, fromWuhan university of science and engineering: http://www.seiofbluemoutain.com
 Vision of Teacher Education in India Quality and Regulatory Perspective. Volume 1 August, 2012. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/documentreports/JVC%20Vol%201.pdf

Scanned with OKEN Scanner

ELECTIVE COURSE 3 (EC 3)
GUIDANCE AND COUNSELLING

Total Credits: 6
Total Marks: 100

Learning Objectives:	Learning Outcome :
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.

Scanned with OKEN Scanner

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	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

Scanned with OKEN Scanner

ELECTIVE COURSE 3 (EC 3)
ENVIRONMENTAL EDUCATION

Total Credits: 6
Total Marks: 100

Learning Objectives:	Learning Outcome :
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

Scanned with OKEN Scanner

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	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.

Scanned with OKEN Scanner

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

References

- Agarwal, S.P. and Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts.
- Board of Education Fountain. (1999). Peace Education UNICEF. NY: UNICEF.
- Bondurant, J. V. (1996). Teaching tolerance: Raising open minded Emphatic Children. New York: Doubleday.
- Eisler, J. (1994). Comprehensive conflict result program (1993-94). New York: N. Y. City.
- Joy, P., & Neal, P. (1994). The handbook of environmental education: London, New Fetter Lane 41
- Kelu, P. (2000). Environmental education: A conceptual analysis. Calicut: Calicut University.
- Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.
- Reddy, P. K., & Reddy, N. D. (2001). Environmental Education. Hyerabad: Neelkamal publications.
- Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
- Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R.Lall Books Depot.
- Sharma, R. G. (1986). Environmental Education. New Delhi : Metropolitan Book Co., Pvt. Ltd.,
- Singh,Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing Corporation.
- Sharma, V. S. (2005). Environmental education. New Delhi: Anmol publication.
- Stockholm: Christian Council of Sweden.

Scanned with OKEN Scanner

INTERDISCIPLINARY COURSE 4 (IC 4)
CREATING AN INCLUSIVE SCHOOL

Total Credits: 6
Total Marks: 100

Learning Objectives:	Learning Outcome :
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.	1. Student teacher understand key concepts like diversity, disability and inclusion. 2. Student teacher gains insight in two models inclusion. 3. Students teacher describes diversities of abilities classification and characteristics of students. 4. Student teacher describes the national and international framework with reference to disability and inclusion. 5. Student teacher understand the curriculum and assessment adaptations for inclusive classrooms. 6. Student teacher describes the role of general teachers resource teacher and NGOs. 7. Student teacher identifies and implement action areas to make schools and classrooms more diversity friendly. 8. Student teacher understand the concept, need and importance of inclusive education.

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.

Scanned with OKEN Scanner

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	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

References:

- Karant, P. & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.
- Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.
- King-Sears, M. (1994) Curriculum-Based Assessment in Special Edcuation. California, Singular Publications.
- Lewis, R. B. & Doorlag, D. (1995) Teaching Special Students in the Mainstream. 4th Ed. New Jersey, Pearson
- Mathew, S. (2004) Education of Children with Hearing Impairment. RCI, New Delhi: Kanishka Publications.
- McCormick, Sandra.(1999)Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson

Scanned with OKEN Scanner

- Panda, K. C. (1997). Education of Exceptional Children. New Delhi: Vikas Publications.
- Rangasayee, R.& Gathoo, V. (2007). Towards Inclusive Education of Children with Hearing Impairment, A Hand Book For Regular School Teachers. AYJNIHH Publishers.
- Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
- Deshprabhu, Suchitra (2014) Inclusive education in India. New Delhi: Kaniksha Publishers
- Jha, M. M. (2002). School without Walls: Inclusive Education for All, Oxford: Heinemann Education.
- Manivannan, M. (2013) Perspectives on special education. Hyderabad: Neelkamal Publishers
- Mohapatra, Damodar. (2006) Impact of family environment on early childhood education. Hyderabad: Neelkamal Pub.
- Naomi, G Victoria, Optical devices for low vision reading , 2014, Hyderabad, Neelkamal Publishers.
- Rana, Nishta. (2013) Children with special needs.Hyderabad: Neelkamal Publishers.
- Ranganathan, Snehlata. (2014) Guidelines for children with special educational needs. New Delhi:Kaniksha Publishers
- Rao, Alla Appa, (2010) Learning Disabilities. Neelkamal Publishers. Hyderabad
- RCI (2013) Status of disability in India 2012. New Delhi:RCI Publishers
- Renuka, P. (2014) Children with Disabilities Hyderabad. Neelkamal Publishers
- Sharma, Yogendra K. (2014) Inclusive education. New Delhi: Kaniksha Publishers
- Umadevi, M R. (2010) Special education. Hyderabad: Neelkamal Publishers

Weblinks:

- RTE and disadvantaged children
  http://www.ncert.nic.in/departments/nie/dee/publication/pdf/StatusreportRTE2013.pdf
- THE REHABILITATION COUNCIL OF INDIA ACT, 1992
  http://www.svayam.com/pdf/the_rci_act-1992&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

Scanned with OKEN Scanner

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

Total Credits: 3
Total Marks: 50 (Internal)

Learning Objectives:	Learning Outcome :
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	1. Student teacher becomes aware of the penchant for Reading and Writing. 2. Student teacher develop a positive attitude for reading different types of text. 3. Student teacher develop a positive attitude for writing skills. 4. Student teachers develop the attitude for appreciating the text from the diverse fields. 5. Student teacher can comprehend the given text. 6. Student teacher develops a Post attitude to the social angle to reading different types of text. 7. Student teacher engage readers with positive attitude to interact with the text individually and in groups. 8. Student teacher becomes aware of interpretation skills in reading texts. 9. Student teacher becomes aware of the reflective reading and writing skills. 10. Student teacher critically analyses the responses from the readers. 11. Students teachers develops a positive attitude in maintaining the reflective journals. 12. Student teacher develop competencies in reviewing a book. 13. Student teacher becomes aware about the 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.

Scanned with OKEN Scanner

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

Scanned with OKEN Scanner

- 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
-

Weblinks:

- 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
  http://tc2.ca/pdf/t4t/t4t_reflective_writing.pd
- https://www.press.umich.edu/pdf/9780472035052-ch1.pd
- http://www.arvindguptat
- http://www.writingforward.com/creative-writing/creative-writing-reflective-journalin

Reflective Journal Rubric

- http://hrsbstaff.ednet.ns.ca/twatson/reading_journal_rubric.hthttp://edtech.boisestate.edu/connectionsacademy/rubrics/reflectio
  http://www.readwritethink.org/files/resources/lesson_images/less
  http://classiclit.about.com/od/forstudents/ht/aa_readinglog.ht
- Klein, S., & U.W. Stout, Chandler, W., U.W. Whitewater (2006). Reflection for Preservice and Inservice Art Teachers E-portfolio, from http://www.uwstout.edu/art/artedportfolios/reflection/index.htmError! Hyperlink reference not valid.
- Short, K., Harste, J., & Burke, C. (1996). Creating classrooms for authors and inquirers.2nd. ed. Portsmouth, NH, Heinemann.
- Pensavalle, M., Tyerman, J., Delgadillo, L., Miyake, J., Soong, A, (2006). AACTE 2006
- Proposal: How Reflection Impacts Instructional Change. AACTE 2006 Proposal, Retrieved Jan. 23, 2007, from
- http://www.usc.edu/dept/education/up_files/AACTE_06_Presentation.pdf

Scanned with OKEN Scanner