

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

Title: Bachelor of Education (B. Ed.)

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

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

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

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

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

The **Internal Assessment** comprises of : -

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

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

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

- Internship for 4 weeks
 - Critical analysis of lesson observations:
 - Shadowing of subject teacher in the School Subject opted for (minimum 10 lessons) to be observed and recorded in the opted pedagogy 1
 - Observation of lessons of peers (Minimum 10) lessons to be observed and recorded in any pedagogy
 - Observing the school activities over a period of one week.
 - Participation in Co-curricular Activities in college
 - Critical Analysis of an Educational Film
 - Assignments, Class Test and Essays in each Theory Course
 - Detailed documentation on Drama and Art in Education.
- d) Should have successfully passed the Theory component of the course in accordance with the University guidelines.

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

Part A: Theory component

Part B: Practicum component

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

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

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

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

Examination Scheme

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

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

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

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

Coordination Committee appointed as under **0.5177**

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

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

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

ATKT (Allowed to Keep Term)

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

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

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

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

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

- For core courses out of 9 questions answer any 5 and question 9 is compulsory which is short notes (any 4)
- For courses with sections the pattern will be such that in each section attempt any three from five questions and a question on short notes (any 1) which is compulsory.

FRAMEWORK FOR B.ED. TWO YEARS COURSE

SEMESTER I

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

SEMESTER I- PRACTICUM

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

FRAMEWORK FOR B.ED. TWO YEARS COURSE

SEMESTER II

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

SEMESTER II- PRACTICUM

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

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

Semester 1

Course Name: Course 1

Subject: -CHILDHOOD AND GROWING UP

Total Credits: 4

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

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

OBJECTIVES:

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

Module 1. Principles of Development

Unit 1: Growth and Development of a Child

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

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

Unit 2: Process of Development

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

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

Module 2. Fundamentals of Development

Unit 3: Context of Development:

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

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

Unit 4: Methods and Approaches of studying child development

- A. Methods: Observation (Participatory and Non- participatory) and Clinical.
- B. Approaches: Cross sectional, Cross cultural, Longitudinal.
- C. Merits and Limitations of the above Methods and Approaches.

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

Module 3. Perspectives of development in Psycho-Social context

Unit 5: Theoretical Perspectives

- A. Social Cognition: The social formation of the mind-Vygotsky
- B. Ecological systems: UrinBronfenbrenner
- C. Constructivist: Piaget’s theory of cognitive development
- D. Moral: Kohlberg’s Theory of Moral Development

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

Unit 6: Growing up in a Pluralistic context

- A. Childhood and growing up in the context of-
 - 1) Marginalization,
 - 2) Diversity
 - 3) Stereotyping
- B. Issues and Implications of changing family structure and parenting on growing up with respect to-
 - 1) Attachment and bonding,
 - 2) Experiences of trauma in childhood (child abuse, violence, death of a parent)
- C. Interventions for Life skills in the areas of –coping with stress, communication and interpersonal skills

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

Module 4. Development of Identity

Unit 7: Self and Emotions

- A. Formation of self (Self-concept, self-esteem, Self-efficacy)
- B. Emotions: Goleman’s Theory of Emotional Intelligence
- C. Identity crisis- Marcian Theory

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

Unit 8. Establishing Identity in a Real World

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

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

Course Name: Course 2

Subject:- Contemporary India and Education

Total Credits: 4

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

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

OBJECTIVES

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

Module 1: Contemporary Indian Society

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

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

Unit 2. Inequality and Marginalization:

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

Module 2: Indian Constitution and Policy frame work for Education

Unit 3 - Constitutional Values & Aims of education

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

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

Unit 4- Policy Frame work for Public Education

- a) Right to Education, tracing origin from Naiee Talim
- b) Sarva Shiksha Abhiyan
- c) Rashtriya Madhyamik Shiksha

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

Module 3- Trends in Education

Unit 5- Education Commission & Recommendations

- a) Indian Education Commission -1964- 66
- b) National Policy of Education - 1986
- c) Rammurthy Review Committee 1992

Unit 6- Emerging Trends

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

Suggested Activities:

- Collaboration with an NGO ---working Conducting for field visits, case studies, and participating in their projects.
 - Organizing and Conducting street plays emphasis on role of education and media in addressing the problem of social exclusion
 - Conducting Action Research projects on such as migrant workers, drop-outs, child labourers,
 - Exposure to Educational Films, Documentaries, Slide shows on Social Exclusion
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Course Name: Course 3 - Section 1(Pedagogy of School Subject)

Subject:-MARATHI

Total Credits: 2

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

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

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Subject:-COMMERCE

Total Credits: 2

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

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

Objectives:

To enable the student teachers-

- To develop an understanding of the meaning, nature and scope of commerce education.
- To develop an understanding of the maxims and principles of teaching commerce.
- To develop understanding the bases of the commerce education and its relation with other disciplines.
- To develop understanding of the objectives of teaching commerce at higher secondary level (NCF 2005).
- To understand various methods used in teaching of commerce.
- To develop an understanding of the importance of latest trends in teaching of commerce.

Module I Fundamentals of Commerce Education

Unit I Concept and scope of Commerce Education

(a) Meaning, nature, need and scope of commerce education.

(b) Commerce education in India (relevance in life and curriculum).

(c) Objectives of teaching of commerce at Higher Secondary level(as per NCF 2005)

Assignment:

Study and compare the commerce education at higher secondary level in India with any one developed country.

Unit II: Bases of Commerce Education

(a) Interdisciplinary linkage in the curriculum-

- i) Intra-correlation with book keeping, organization of commerce and secretarial practice.
- ii) Inter correlation of commerce with maths, economics and geography.

(b) Maxims of Teaching Commerce:

- Particular to General
- Known to Unknown
- Concrete to Abstract
- Analysis to synthesis

(c) Principles of Teaching of Commerce:

- Principle of flexibility
- Principle of activity
- Principle of individual differences
- Principle of learner centeredness
- Principle of community centeredness

Assignment:

Critically analyse any one textbook of commerce with reference to intra and inter correlation.

Module II Transacting Commerce Curriculum

Unit III Method of Teaching Commerce (meaning, procedure, advantages and limitations)

- Project Method
- Problem Solving Method
- Seminar and Workshop Method
- Survey Method
- Discussion Method
- Case study Method

Assignment:

Select any contemporary issue related to commerce field and present a paper using seminar method.

Unit IV Latest trend in Teaching of Commerce

- (a) Co-operative learning (meaning, importance and types)
- (b) Use of e-resources. (Discussion forum, e-book, e-Journals, e-business with reference to relevance in commerce teaching)
- (c) Simulation (role play, games CAM- organization and execution in teaching of Commerce)

Assignment:

Prepare and execute a lesson plan by using any one of the following:

- a. e-resources
 - b. Simulation techniques
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Subject:-MATHEMATICS

Total Credits: 2

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

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

Course Overview:

This course is developed for the prospective secondary school teachers.

Course Objectives:

The course will develop among prospective secondary school teachers:

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

MODULE 1: FUNDAMENTALS OF MATHEMATICS EDUCATION

UNIT 1: Introduction to the Teaching of Mathematics

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

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

UNIT 2: Designing Mathematics Curriculum

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

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

MODULE 2: TRANSACTING MATHEMATICS CURRICULUM

UNIT 3: Pedagogical Analysis

- a) Content Analysis
- b) Instructional Objectives

c) Instructional Strategies

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

UNIT 4: TEACHING OF MATHEMATICS

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

Assignment:

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

Subject:-ENGLISH

Total Credits: 2

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

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

Objectives:

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

Module 1: Fundamentals of English language

Unit 1: Role of Language

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

Unit II: Pedagogical bases

- Aims and objectives of teaching English at secondary and higher secondary levels.
- Principles (Palmer's principles) and correlation (intra and inter: with all school subjects)
- Maxims of teaching

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

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

Module2: Language Acquisition

Unit III: Pedagogical approaches & techniques

- Constructivist Approach (7E's),
- Communicative Approach (Concept & procedure)
- Expository(Narration, Dramatization) and Interactive teaching techniques(Questioning, Discussion)

Unit IV: Learning Resources

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

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

Subject:-GEOGRAPHY

Total Credits: 2

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

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

OBJECTIVES:

- To develop an understanding of Geography as a subject
- To acquire knowledge of approaches of arranging the subject content.
- To develop an understanding of different types of learning resources.
- To develop an understanding of the importance of organization of co-curricular activities in the teaching of geography.
- To develop an understanding of different methods and techniques of teaching Geography.

MODULE I: UNDERSTANDING THE SUBJECT AND CURRICULUM

UNIT I: GEOGRAPHY AS A SUBJECT

- Epistemological framework (Evolution and major contributors)
- Nature, scope and importance of Geography
- Aims of Teaching Geography
- Geo-literacy: concept, need and ways to create awareness

UNIT II: ESSENTIALS OF TEACHING GEOGRAPHY & CURRICULUM CONSTRUCTION

- Maxims of Teaching - Known to Unknown, Simple to Complex, Concrete to Abstract, Particular to General
- Correlation with other School Subjects —History, Language, science, Mathematics

- Approaches of curriculum construction: Concentric, Topical

MODULE II: LEARNING RESOURCES AND CURRICULUM TRANSACTION

UNIT III: LEARNING RESOURCES

- Importance & uses: Maps, travelogues, globe, atlas, models, computer based online and offline resources in Geography teaching
- Current events (importance and use)
- Geography Club & Geography room (importance and organization)
- Characteristics of a Geography textbook

UNIT IV: INSTRUCTIONAL METHODS

- 'A' method,
- Regional method,
- Project method,
- Journey method,
- Field visit,
- Cooperative learning strategies: Gallery walk, Jigsaw method

Practical

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

Choose any one from the following:

- Illustrate the use of any two of the following in Geography teaching (5 Marks)
 - o Cartoon, stamps, currency, newspapers, magazines, journals, documentaries, plays, films/serial/novels **OR**
 - Develop a lesson plan for (5 Marks) 'A' method/ Galle **OR**
 - Collect information about any current event/Disaster, analyze the acquired information and prepare a report. (5 Marks)
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Subject:-HISTORY

Total Credits: 2

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

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

Rationale and Aim

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

Specific Objectives

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

- understand the nature of History & Political Science as a school subject
- articulate a conception of History and Political Science

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

Module I History & Political Science as a Social Science discipline

a. Unit I - Understanding History

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

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

Unit II *Constructing History*

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

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

Module II Facilitating the Learning of History & Political Science

Unit III- Pedagogies of teaching History and Political Science

Process, merits and limitations

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

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

Unit IV Learning resources [uses and importance]

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

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

Subject:-SCIENCE

Total Credits: 2

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

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

Course Overview:

This course is developed for the prospective secondary school teachers.

OBJECTIVES:-

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

MODULE (1) FUNDAMENTALS OF SCIENCE EDUCATION

Unit (1) History and nature of science

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

ASSIGNMENT:

- Contribution of any two scientists in development of the nation.

Unit (2) Bases of science Education

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

ASSIGNMENT:

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

MODULE (2) TRANSACTING SCIENCE CURRICULUM

Unit (3) Classroom processes

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

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

- Concept mapping,

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

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

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

ASSIGNMENT:

- Setting of the apparatus for any one experiment in the laboratory and demonstrating the same.
- Choosing and execution of any one project and preparing its report.

Subject:-HINDI

Total Credits: 2

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

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

ihndI

jd\doSya :

- ihndI BaaYaa ka jd\gama AaOr ivakasa kl jaanakarl p`aPt krnaa
- BaartIya saMivaQaana tqaa saimaityaaom d\vaara ihndI BaaYaa ko ilae p`avaQaanaom kao samaJanaa
- bahuBaaIYak samaaja maom ihndI BaaYaa ka mah%va jaananaa
- ihndI BaaYaa AQyaapna ko saU~ va isawantaoM kl jaanakarl p`aPt krnaa
- ihndI BaaYaa d\vaara BaaYaa kaOSalaaom kao samaRQd banaanaa
- ihndI BaaYaa kl ivaQaaMe AaOr jsamaom inaiht BaaYaa saaOndya- ka &ana p`aPt krnaa
- maUIya saMvaQa-na evama\ jalvana kaOSalaaom ko ivakasa maom BaaYaa kl BaUimaka kao samaJanaa
- BaaYaa AQyaapna maom iSaxak ko j%trdaiya%vaoom kl jaanakarl p`aPt krnaa

maa^DyaUla ³¹ BaaYaa AQyayana-AQyaapna ko maUIBaUt isaQdant (17taisaka)

GaTk 1: ihndI BaaYaa ka jd\gama AaOr ivakasa

³¹ ihndI BaaYaa ka jd\gama : saMixaPt [ithasa

³² ihndI BaaYaa ko ilae p`avaQaana : saMivaQaana tqaa iSaxaa saimaityaa^M

- Qaara 343, 351, 350-1
- kaozarI kmaISana (1964 -66)
- raYT/Iya iSaxaa nalit – 1986
- raYT/Iya iSaxaa nalit - 1992 (pl.Aao.e)
- raYT/Iya paz\yacayaa- saMrcanaa (ena.sal.ef) 2005

³³BaartIya bahuBaaIYak samaaja maom ihndI kl isqait AaOr mah%va - raYT//Iya va vaOiSvak mah%va

GaTk 2: BaaYaa AQyayana- AQyaapna ko AaQaar

³¹ BaaYaa Aja-na maom jaorama ba`Unar tqaa naaoema caaomskl kl]ppi<ayaaom ko yaaogadana

³² BaaYaa AQyaapna ko saU~ tqaa isaQdant

³³ BaaYaa AQyayana-AQyaapna ko saamaaijak AaQaar-pirvaar, ivadyaalaya, samavasyak samaUh, samaudaya janasaMcaar maaQyama

maa^DyaUla ³²: BaaYaa AQyayana -AQyaapna kl p`ik`yaa maom inaiht ivaivaQa phlaU (15 taisaka)

GaTk 3: BaaYaa AQyaapna ko]d\doSya AaOr kaOSala

³¹ BaaYaa AQyaapna ko]d\doSya - iSaxaa ko maaQyaimak tqaa]cca maaQyaimak str pr

³² BaaYaa kaOSala -EavaNa, BaaYaNa, vaacana tqaa laoKna - mah%va AaOr daoYa

³³ saMdBa- kaOSala - ivaYaya vastu samaRiQd, maaOiKk va ilaiKt AiBavyai@t

GaTk 4: BaaYaa kl ivaQaaMe

³¹ gad\ya - mah%va tqaa pQdityaa^M

³² pd\ya - mah%va tqaa pQdityaa^M

³³ ranaa - mah%va, ivaQaaMe tqaa pQdityaa^M

P`aa%yaixak kaya-

maa^DyaUla 1 d%tkaya--: p`acalna kala, maQyakala evama\ -AaQauinak kala ko daOrana iknhIM dao ihndl BaaYal rajyaaom ko ivaiBanna sqaanaom pr baaolal

jaanao vaalal baaoilayaaom kl jaanakarl p`aPt kr]naka saMixaPt ivavarNa

P`aklp: rajya Aqavaa sqaanalya str pr ihndl BaaYaa ka mah%va jaananao hotu p`Snaavalal d\vaara savao-xaNa va]saka ivaSlaoYaNa

maa^DyaUla 2 d%tkaya-: maaQyaimak evama\]cca maaQyaimak kxaa kl iksal ek paz\yapustk kl pa^Mca khainayaaom ka naaT\ya \$pantr

P`aklp: iksal ek BaaYaa kaOSala ko ivakasa hotu p`yaaojana (ica~ puistka, Aa^iDyaaom Top, AByaasa p`p~ (vak-SalT)

Course Name: Course 3 - Section 2

Subject:- Understanding disciplines and School subjects

Total Credits: 2

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

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

Objectives:

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

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

Unit one: Basics of Academic disciplines (4 lectures)

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

Unit Two: Teaching across disciplines

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

Module Two: Exploring Academic Disciplines

Unit Three: Humanities and Social Sciences in the Curriculum

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

Unit Four: Natural Sciences and Mathematics in the Curriculum

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

Tasks and Assignments:

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

Course Name: Course EPC 1

Subject:- READING AND REFLECTING THE TEXTS

Total Credits: 2

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

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

OBJECTIVES

- To infuse in student teachers the penchant for reading and writing
- To instill and promote the skill of reading and writing
- To appreciate texts from diverse fields
- To acquaint the student teachers with comprehension skills
- To examine the social angle to reading texts
- To engage readers to interact with the text individually and in groups
- To develop interpretation skills in reading texts
- To develop reflective reading and writing skills

- To generate critical/analytical responses from the readers
- To maintain reading logs and reading journals
- To create one's own writing on the read
- To compare different texts on the same them
- To improve student teachers' proficiency in 'reading', 'writing', 'thinking' and 'communicating' in the language of instruction

MODULE 1: UNDERSTANDING TEXT AND READING

Unit1 –Text and Reading

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

Activities:

1. Setting up a Reading Community Club

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

2. Reading for Comprehension Text

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

Activities:

1. Comprehending Reading Skills

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

Unit 2 –Text and Reflection

1. Metacognitive skills for Reading-

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

Activities:

1. Reflect on the texts:

- a) Read a book and identify the text structure, language, genre, context, socio-cultural diversity
- b) Reflect on the text with the various steps, at different stages like reading, pre-reading and post-reading

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

2. Communicative Reader –Interactive Reading (individual and group)

- a. Concept and relevance of Communicative reader

Activities:

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

MODULE 2 –REFLECTIVE READING AND WRITING

Unit 3 Expressive Reflections

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

Activities:

- Explore different reflecting journal writings, developing a common reflective journal
- Write based on the text –e.g. Summary of a scene, extrapolation of story, converting a situation into a dialogue etc. (individual task)

- Write a review or a summary of the text, with comments and opinions (individual task)
- Write from reader's perspective, getting writer, developing a new angle to the text
- Presentations of selected papers, questions and answers (large group).

Unit 4 Reading beyond Text

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

Activities:

- Write in journal about all the three types of connections with the text
- Read texts from diverse areas and fields
- Group discussion on texts from different cultures, marginalised sections
- Attend seminars, paper readings, workshop on reading skills
- Hold public reading events by inviting stakeholders to the event
- Attend release of new books, listening to the wri book festivals
- Conduct debates/discussions educational policies and documents on them.
- Convert text into a mono-act, play or musical drama
- Maintain reflective journal and rubric when writing about the reflections of the text.
- Publish Critical essays and creative essays on reflected texts in college newsletter and/or magazine

Suggested tasks and Assignments

- Home reading assignments, maintaining reading log
- Discussions on interpretation of the texts
- Be the Text, Experience the Text: Converting text to a dialogue, story, play and mono-act.
- Analyzing texts and text structures and connecting to the curriculum
- Writing an exploratory essay on a text and presenting in the class
- Writing a critical reflection from 2 diverse texts.

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

Suggestions for the development and transaction of the paper

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

Semester 2

Course Name: Course 4

Subject:-KNOWLEDGE AND CURRICULUM

Total Credits: 2

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

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

Objectives:

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

Module 1. Epistemological bases of Education**Unit 1: Understanding Broad Perspective of Education**

- a) Concept of Knowledge:-
 - i) Meaning, definition and characteristics,
 - ii) Types of knowledge –philosophical: personal, procedural and propositional
 - iii) Sources of Knowledge-education: situational, conceptual, and strategic
- b) Distinctions between 'knowledge' and 'skill', 'teaching' and 'training', 'knowledge' and 'information', and 'reason' and 'belief',
- c) Concept of Education – Etymological meaning of Education, Characteristics of Education.

Unit 2. : Basis of modern child-centered education

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

Module 2: Social Bases of Education

Unit 3: Social context of education

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

Unit 4: Cultural Context of Education

- a) Concept, Need and significance of 'critical multiculturalism' & 'Democratic education' in Indian education system (Applein & Beane, 2006; Parekh, 2000)
- b) Practices to promote multiculturalism' & 'Democratic education' in school and classroom.
- c) Concepts of nationalism, universalism and secularism and their interrelationship with education, with special reference to educational philosophy of Rabindranath Tagore (2003) and J. Krishnamurti (Krishnamurty 1992).

Suggested Assignments

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

OBJECTIVES

1. To enable the students to learn about epistemological bases of knowledge
2. To enable the students to understand the various concepts and maxims of education.
3. To enable the students to understand the concepts and approaches of curriculum development.
4. To enable the students to understand the bases and determinants of curriculum.

5. To acquaint the students with the curriculum reform in the Indian context.

Module 3: Understanding Curriculum and its development

Unit: 5 curriculum & its determinants

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

Unit 6: Making of curriculum

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

Module 4: Transaction and assessment of curriculum

Unit 7: Engaging with the curriculum

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

Unit 8: Evaluating curriculum

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

Suggested Practicum -Any two

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

Course Name: Course 5

Subject:- LEARNING & TEACHING

Total Credits: 4

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

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

Objectives: Students will

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

Module 1: Understanding Learning

Unit 1: Concept of Learning:

1: Learning & Teaching: Meaning & Characteristics

2. Factors affecting Learning:

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

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

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

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

Module 2: Learning and Teaching in Diverse Environments

Unit 3: Expanding Horizons of Learning:

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

Unit 4: Teaching for All

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

Module 3: Teaching: The Act and The Profession:

Unit 5: Teaching for Effective Learning:

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

Unit 6: Teaching as a Profession:

1. Professionalism in Teaching: Concept & Principles; and Importance of Academic Freedom

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

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

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

- 1. Module 1: Unit 1:** Check your own Learning Style or Multiple Intelligences by responding to a suitable tool. Compare your status with the rest of your group and write a report on how you can optimally use your learning style or multiple intelligences to learn.
- 2. Module 1: Unit 2 :** Choose any topic from your method and prepare an Advance Organizer for the same OR prepare a Programmed Learning module bearing in mind Skinner’s Theory of Operant Conditioning
- 3. Module 2: Unit 3:** Participate in a service learning programme for minimum five hours spread over a week. Write a Reflective Report on your own experience of serving the community.
- 4. Module 2: Unit 4:** Prepare a Lesson Plan for providing Differentiated Instruction (use INCLUDE/IEP/any other strategy) or Prepare a lesson plan to integrate Multicultural Education.
- 5. Module 3: Unit 5:** Select a suitable test to assess Metacognitive Skills / Creativity/ Problem Solving skills. Write a short report about the findings and list ways to enhance your Metacognitive Skills / Creativity / Problem Solving skills.
- 6. Module 3: Unit 6:** Interview at least four school teachers & identify the challenges faced in executing various roles of teacher. (Prepare a semi structured tool to carry out the interview).

Course Name: Course 6

Subject:-ASSESSMENT FOR LEARNING

Total Credits: 4

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

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

Objectives of the Course:

- To help prospective teachers in understanding critical role of assessment in enhancing learning.
- To develop competencies among prospective teachers in using diverse methods and tools and techniques of assessment in an array of learning/performance outcomes of diverse learners.
- To develop a critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment processes among student teachers.
- To develop critically outlook among prospective teachers towards practices of assessment and selection.
- To develop enabling processes among prospective teachers to lead to better learning,

more confident and creative learners.

- To empower the prospective teachers in preparing feedback for students and their guardians, highlighting practical experience of report progress, and create forums for engagement with the community.
- To enable prospective student teachers in understanding the psycho-social and political dimensions of assessment with case studies of abolition of competitive examinations with grade retention methods.
- To develop an understanding among prospective teachers assessment for learning as a constructivist paradigm.

Module I: Fundamentals of Assessment

Unit I :Concept of Assessment

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

Unit 2: Domains of Assessment

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

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

Module II: Instruments of Assessment

Unit 3: Characteristics of Instruments of Assessment

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

Unit 4: Teacher made Achievement Tests

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

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

Module III: Assessment of Diverse learners

UNIT 5: Differentiated Assessment Strategies

- a) Meaning and purpose of Teacher assessment, Self assessment and Peer assessment

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

UNIT 6: Modes of Assessment

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

Assignment: Development of Rubrics as tools of assessment

Module IV Reporting Evaluation Results

UNIT 7: Feedback Mechanism & Reporting

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

UNIT 8: Psycho-social concerns of Assessment

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

Assignment: Comparative study of Assessment of different countries

Drama and Art in Education (EPC 2)

COURSE CREDIT: 2

50 marks -INTERNAL

MODULE 1: Understanding drama and art in education

Unit 1: Introduction to concepts of drama and art

Objectives:

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

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

Content:

- a. Forms of Drama and Art.

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

Subunit wise descriptions, activities and assignment:

a. Forms of Drama and Art

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

Activities:

- Production of educational musicals –Workshop / Presentation(integration of visual and performing arts)
- Developing musical ability by listening to musical pieces on radio, TV or internet and writing a description on the vocal and instrumental music used.

b. Elements of Drama and Art

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

Activities:

- Workshop to be conducted on Kinesthetic movements to develop theatric skills –use of body language, voice, speech, and movement,
- Creative expression through dialoguing to identify elements of visual arts used for enhancing (lines, strokes, colours-quality and sources, spatial relations, painting surfaces and any other)

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

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

Activities:

- Workshop on theatre games and improvisations (as given in the position paper NCTE)
- Participate in a stage presentation and observe the stagecraft and audience etiquettes.

Task/Assignment: (any one)

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

Unit 2: APPLICATION OF DRAMA AND ART IN ACADEMICS

Objectives:

- To understand the functions of drama and art .
- To learn how to integrate drama and art in the school curriculum.
- To enable learners to develop their aesthetic sensibilities.

Concept note:The position of drama and art in education needs to be enhanced as it benefits children. Research in drama and art have proved that indulging in drama and art affects the communication skills, entrepreneurial skills, creative skills, imaginative skills and may more

that helps children to excel in their school activities to a great extent. Teachers must be in partnership with the professionals in drama and art to extract the skills for educational purpose.

Content:

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

Subunit wise descriptions, activities and assignment:

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

Activities:

- Display the educative function of drama and art through a street play
- Write an essay on how drama and art fulfill their persuasive and development functions.

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

Activities:

- Workshop on techniques of integrating drama and art in teaching.
- Develop a song, play, or drama on any of the topic in the curriculum.

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

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

Activities:

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

Task/Assignment: (any one)

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

MODULE 2

DRAMA AND ART AS A MEDIUM FOR COMMUNICATION AND SOCIAL CHANGE

Unit 3:DRAMA AND ART FOR PEDAGOGY

Objectives:

- To elucidate the role of drama and art in self realization of learners.
- To sensitize learners on the use of drama and art for special learners.
- To highlight the use of drama and art in creative expression.

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

Content:

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

Subunit wise descriptions, activities and assignment:

a. Drama and Art for self realization.

Activities:

- Workshop on Drama Games (Suggested Augusto–Gamesforactors Boal’s and non actors) or Drama for catharsis, where participants are able to discover themselves.
- Workshop –Developing theatre skills, Musical intelligence, pottery, folk dance, animations depicting culture and art.

b. Drama and Art for children with special needs.

Activities:

- Review the position paper National Focus Group on Arts, Music, Drama and Theatre by NCTE on Drama for children with special needs.
- Visit a centre for children with special needs and observe the use of drama and art in the activities conducted.

c. Drama and art for creative expression

Activities:

- Develop art material/poster through waste expressing an innovative idea.
- Workshop on Film reviewing as a technique of teaching and reflection.

Task/Assignment: (any one)

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

Unit 4: DRAMA AND ART FOR SOCIAL INTERVENTION

Objectives:

- To enable learners to perceive the social and environmental issues through drama and art.
- To develop understanding of the local culture through drama and art.
- To widen the understanding of learners by integrating global culture.

Concept Note:

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

Content:

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

Subunit wise descriptions, activities and assignment:

a. Understanding social and environmental issues through Drama and Art

Activities:

- Workshop on developing short plays/ street play for educational, entertainment or social / environmental relevance
- Workshop on preparing a script for a radio programme to propagate a social behaviour or awareness of social issues

b. Understanding local culture through Drama and Art.

Activities:

- Perform a drama or dance or music of local culture
- Visit to a local theatre show/performance and write its appreciation and evaluation.

c. Understanding global culture through Drama and Art

Activities:

- Develop a tableau to depict any two of the global cultures.
- Observe a drama/art work highlighting the global culture.

Task/Assignment: (any one)

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