

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 : -

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

- Internship for 10 weeks
- During Internship teaching not less than 26 lessons in the opted subject pedagogy distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Principal as practicing School/ College. In addition the candidate will have to carry out:
 - 2 theme based lessons in the above school/ college.
 - 4 co-teaching lessons with school teachers
 - Maintain Reflective Journal with reference to internship program.
 - Report on Records maintained in the school.
 - Prepare a Blue print and administrate a test in the school pedagogy opted for.
- Literacy/ awareness programs (related to Environment, Population, Health and hygiene, Sociological issues, Financial Literacy, well being, etc) and report the same.
- Class Test and Essays in each Theory Course
- Detailed documentation on ICT in Education

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

- Internship for 6 weeks
 - During Internship, 8 Co-teaching lessons with peers
 - Maintain Reflective journal
 - Develop learning resources for the school
 - Prepare an Anecdotal Record of a school student.
 - Organization of Co- curricular activities in school (cultural events, sports, educational game, cultural competitions, etc)
 - Conduct a School based Action Research
 - Class Test and Essays in each Theory Course
 - Detailed documentation on Understanding the Self
- 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 III

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

SEMESTER III- PRACTICUM

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

FRAMEWORK FOR B.ED. TWO YEARS COURSE

SEMESTER IV

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

SEMESTER IV- PRACTICUM

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

- 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 3

Course Name: Course7- Section 1(Pedagogy of school subject)

Subject:-Commerce

Total Credits: 2

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

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

Objectives:

To enable the student teachers

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

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

Unit 5: Plan for effective teaching

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

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

Unit 6: Learning resources in commerce

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

Assignment: Write a report on

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

MODULE IV: Professional development and evaluation

Unit 7: Professional development of commerce teacher.

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

Assignment:

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

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

Unit 8: Evaluation of commerce subject.

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

Assignment (any one)

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

Total Credits: 2

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

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

OBJECTIVES:-

- To apply the innovative trends in teaching of Science.
- To develop an understanding about various support system in Science.
- To acquire knowledge about various learning resources and its management in science education.
- To develop an understanding of the current evaluation practices in Science.
- To develop an understanding of the need and avenues of professional development of a Science teacher.
- To acquire knowledge about various scientific institutions at national and international level.

MODULE (3) MANAGEMENT OF SCIENCE EDUCATION

Unit (5) Organization of Activities in science

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

ASSIGNMENT:-

- Chalk out and conduct activity along with a report related to those given below. (Any one).
 - i. Science Club
 - ii. Science corner and exhibition
 - iii. Science field trip

Unit (6) Learning Resources in Science

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

ASSIGNMENT:

- Critically evaluate any one science textbook (Std. VI to XII– SSC/CBSE/ICSE)
 - Prepare any one improvised teaching aid and explain how you use it in teaching of science.

MODULE (4) PROFESSIONAL DEVELOPMENT AND ASSESSMENT.**Unit (7) Professional development of science teacher**

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

ASSIGNMENT:

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

Unit (8) Assessment of Science

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

ASSIGNMENT:

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

Subject:-GEOGRAPHY**Total Credits: 2****Total Hours: 30 hours (36 lectures of 50 minutes duration)****Total Marks: 50 (Internal = 15 marks, External = 35 marks)****OBJECTIVES:**

1. To develop an understanding of the key concepts in Geography
2. To develop the skill of textbook analysis.
3. To understand the basic skills in Geography and ways to enhance them.
4. To develop an understanding of application of theories of learning in Geography teaching.

5. To develop competencies in teaching the subject.
6. To develop an understanding of the multifarious role of geography teacher in the present context.

MODULE III: PEDOGOGICAL ANALYSIS AND SKILLS IN GEOGRAPHY

UNIT V: UNDERSTANDING PEDAGOGY OF GEOGRAPHY

- Key themes and key concepts in Geography:
 - o Location
 - o Place
 - o Human-environment interaction
 - o Movement
 - o Region
- Pedagogical Analysis of a Geography textbook (std. VIIth to Xth).
- Developing values through Geography (Scientific, Political, Socio-cultural).

UNIT VI: ESSENTIAL SKILLS IN GEOGRAPHY

(Importance and strategies to develop the skills)

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

MODULE IV: UNDERSTANDING LEARNERS AND GEOGRAPHY TEACHER

UNIT VII: UNDERSTANDING LEARNERS

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

UNIT VIII: GEOGRAPHY TEACHER

- Key Competencies of a Geography teacher.
- Challenges faced by a Geography teacher.
- Need and ways of Continuous Professional Growth.

Practical

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

Choose any one from the following:

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

OR

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

OR

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

Subject:- HISTORY

Total Credits: 2

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

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

Rationale and Aim

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

Specific Objectives

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

1. Understand the nature of History & Political Science as a school subject
2. Articulate a conception of History and Political Science
3. Correlate History & Political Science with other subjects
4. Understand the language of History & reconstruction of past
5. Apply their knowledge of techniques to reconstruct the past
6. Understand the concept of differentiated teaching for History
7. Prepare differentiated lesson plan in History & Political Science
8. Understanding the potential of History for development of skills
9. Analyze the history & political science textbook
10. Prepare appropriate work schemes and lesson plans in history and Political science.
11. Critically analyze the History & Political science textbook.
12. Understand the significance of learning resources to teach the subject
13. Apply the knowledge to select and improvise learning resources.
14. Demonstrate ability to raise learners' in

Module III Constructs & Applications of History & Political Science

Unit V Concept learning & developing the language of History

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

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

UNIT VI Skills through History & Political Science

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

- Citizenship skills: Developing Global perspectives (eight key concepts)

Task: Select any one of the Global key concept. Write and perform a skit/ prepare a poster to highlight the same.

Module IV Role and responsibility of a History & Political Science teacher

Unit VII –Addressing Learner diversity

- Catering to diverse learners: differentiated teaching in the History classroom (concept and significance).
- Culturally responsive Pedagogy (three dimensions-Institutional, personal and instructional).
- Differentiated assessment in teaching of History: Concept merits and challenges.

Task: Prepare a lesson plan in History or Political Science to facilitate differentiated teaching.

Unit VIII The History Teacher

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

Task: Interview two History teachers and find the challenges faced by them and submit the report in about 500 words.

Unit V Pedagogic content analysis)

Basic Concepts:

- Civilization, Culture, Revolt, Revolution, Wars, Freedom struggle, Nationalism.
- Political Science- Citizenship, Rights, Duties, Adult franchise, Global citizen, legislature, judiciary.

Critical evaluation of Education syllabus from IX -XII

- The significance of the topics
- The articulation of the concepts (Horizontal, vertical, sequence, continuity and balance)
- Connectivity to everyday life and environment
- Need for inclusion / exclusion of topics
- Methods of evaluation/ question patterns

Subject:-MARATHI

Total Credits: 2

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

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

ji_YTo :

marazl BaaYaocaa AQyaapnaSaas~Iya dRiYTkaona ivakusat haoNyaasa madt krNao.

- marazlcyaa maUlyamaapna kaya-pQdtlcao Aaklana haoNyaasa madt krNao.
- marazlcyaa AadSa- iSaxakacyaa gauNavaOiSaYTYaaMcyaa AnauYaMgaana osvayaMmaUlyaaMkna krNyaacal xamata ivakusat krNao.
- marazlcyaa AadSa- pazyapustkacao prlxNa ivakusat krNyaacal xamata

ivakisat krNao.

- marazlcyaa ivaivaQa SaOxaiNak saaQanaaMcaa va maaihtl tM~&anaacaa Aaklana k\$na

]pyaaोजना krNyaacal xamata ivakisat krNao.

maa^DyaUla 03: AQyaapna Saas~Iya ivaSlaoYaNa

GaTk : 5 marazl BaaYaocaa saMrcanaa

A¥ marazl BaaYaocaa saMrcanaa va vaaD\Ámayalna p`karaMcaa pircaya

ba ¥ GaTk ivaSlaoYaNa

GaTk : 6 marazl BaaYaocaa maUlyamaapna

A¥maUlyamaapna tM~o va GaTk caacaNal

ba ¥ naOdainak caacaNal va]pcaara%mak AQyaapna

maa^DyaUla 04: marazlcaa BaaYaaiSaxak Êpazyapustk va AQyaapna saaQanao 02

GaTk : 7 marazl BaaYaa AQyaapk va pazyapustk

A¥ marazl BaaYaa AQyaapk gauNavaOiSaYToÊvyavasaaya vaRQdl va Aavhanao

ba ¥ pazyapustk gauNavaOiSaYToÊ prlxaNa

GaTk : 8 marazlAQyaapnaacaaSaOxaiNaksaaQanao

A¥ saaQanaodRkEaavya

ba ¥ maaihtltM~&anaÊAaMtrjaaL ³[MTrnoT´

P`aa%yaaiXak : maaQyaimakva]cca, maaQyaimak stravarlla kaoNa%yaahl eka pazyapustkacao icaik%sak prlxaNa

Subject:-MATHEMATICS

Total Credits: 2

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

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

Course Objectives:

The course will develop among prospective secondary school teachers:

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

MODULE 3:TRENDS IN TEACHING OF MATHEMATICS

UNIT 5: Designing a Constructivist Mathematics Environment

- a) Application of Piaget's and Vygotsky's Theo

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

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

UNIT 6: Mathematics for All

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

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

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

MODULE 4: ASSESSMENT AND MATHEMATICS TEACHER

UNIT 7: Assessment in Learning of Mathematics

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

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

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

UNIT 8: Professional Development of Mathematics Teacher

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

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

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

Subject:-ENGLISH

Total Credits: 2

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

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

Objectives:

- To develop understanding about the fundamentals of English language.

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

Module 3: Bases of language learning

Unit V: Implications of Theories of Learning w r t Language

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

Unit VI: Teaching learning processes (Significance and applications)

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

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

Module 4: Learner Diversity and Assessment

Unit VII: Understanding the Diverse Learner

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

Unit VIII: Assessment in Language

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

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

Module 5: Understanding English Language and Literature

Unit IX: Language and Linguistics

- Grammar in Context (as per school text book)
- Vocabulary in Context (as per school text book) with reference to phonology, morphology, syntax and semantics
- Pronunciation, Stress and Intonation

Unit X: Interpretation of Literature

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

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`avaQaanaaoM 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
- maUlya saMvaQa-na evama\ jalvana kaOSalaaom ko ivakasa maom BaaYaa kl BaUimaka kao samaJanaa
- BaaYaa AQyaapna maom iSaxak ko J%trdaiya%vaoM kl jaanakarl p`aPt krnaa

maa^DyaUla ³³ BaaYaa saaOndya-, BaaYaa saMsaaQana tqaa ik`yaa

GaTk 5 BaaYaa saaOndya-

³¹ ihndI BaaYaa saaih%ya maom vyaakrNa ka mah%va va vyaakrNa AQyaapna kl pwityaa^M

³² ihndI BaaYaa saaih%ya maom p`stut ivaiBanna SaOilayaa^M, rsa AaOr AlaMkar ka mah%va evama\ jpyaaoga

³³ samakalalna samaaja maom ihndI Anauvaad ka mah%va AaOr AavaSyakta

GaTk 6 ihndI BaaYaa AQyaapna maom sahayak iSaxaNa saamaga`I tqaa jpk`ma
³¹ pustkalaya evama\ saMgaNak kxa -AavaSyakta, mah%va evama\ sausaajjaa

³² ihndI pirYad- mah%va, ivaiBanna p`ityaaogataM^e va Jnaka Aayaaojana

³³ BaaYaa p`caar -p`vaah maom p`cailat janasaMcaar maaQyamaaoM ka yaaogadana

maa^DyaUla ³⁴ iSaxak AaOr samakalalna samaaja

GaTk 7 samakalalna samaaja maom BaaYaa ka yaaogadana

³¹ paz\ya pustk inaima-tI ko AaQaar

³² ihndI BaaYaa d\vaara maUlya saMvaQa-na tqaa jalvana kaOSala ka ivakasa

³³ laaoktain~k samaaja inaima-tI maom BaaYaa ka yaaogadana

GaTk 8 BaaYaa iSaxak

³¹ ivaValaya maom BaaYaa iSaxak kl BaUimaka

³² BaaYaa kao p`cailat krnao maom BaaYaa iSaxak ka yaaogadana

³³ BaaYaa iSaxak d\vaara inadanaa%mak va jpcara%mak p`yaaojana

P`aa%yaixak kaya- maa^DyaUla 3

d%tkaya- iksal ek BaaYaa sao ek saaihi%yak kxanal Aqavaa laoK ka ihndl maMo Anauvaad

P`aklp iksal ek janasaMcaar maaQyama 3dUrdSa-na,AakaSavaaNal` ko iknhIM pa^Mca kaya-k`maaoM kl samalxaa%mak Aalaaocanaa maa^DyaUla 4

d%tkaya- AazvalM sao baarhvalM kxaa tk kl iksal ek paz\yapustk ka samalxaa%mak maUlyaaMkna

P`aklp iksal ek maUlya Aqavaa gaaBaaBaUt GaTk kl p`aiPt hotu pa^Mca paz yaojanaa tqaa saMsaaQana 3gatlivaiQayaaom pr AaQaairt`

OPTIONAL PAPERS

Course Name: Course 7- Section II

PEACE EDUCATION

Total Credits: 2

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

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

Objectives-

After the learning of this course the student –teacher is able

1. To understand the concept and types of peace.
2. To understand the constitutional values and their importance for social harmony.
3. To understand the contribution of Mahatma Gandhi, Swami Vivekananda and The Dalai Lama in Peace Building.
4. To understand concept and areas of Peace Education.
5. To understand the need of Peace education in present context.
6. To understand challenges to Peace in multicultural society.
7. To understand and apply the values, attitudes and skills required for Peace Education.
8. To understand and apply Methodology for Peace Education.
9. To acquire knowledge of programmes by UNESCO for promoting Peace Education.
10. To understand and analyze the role of mass media in Peace Education.

Module 1: Fundamentals of Peace Education

Unit 1- Understanding Peace

- a) Meaning and Types of Peace
- b) Constitutional values with reference to fundamental rights and their importance for social harmony.
- c) Contributions of Mahatma Gandhi, Swami Vivekananda and The Dalai Lama in Peace Building.

Unit 2- Peace Education

- a) Concept of Peace Education
- b) Need for Peace Education in present context
- c) Addressing challenges to peace in Multicultural Society.

Module 2: Integration of Peace Education in school Curriculum

Unit 3- Bases of Peace Education

- a) Becoming peace teacher-acquisition of knowledge, values and attitudes.
- b) Life Skills required for Peace Education (WHO)
- c) Areas of Peace Education:
 1. Conflict management
 2. Conservation of Environment

Unit 4- Transacting Peace Education

- a) Integration of Peace Education through curricular and co-curricular activities
- b) Role of mass media in Peace Education
- c) Programmes for Promoting Peace Education –UNESCO

Task and Assignments-

1. 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)
2. Any One of the following:
 - 1) Field work-structured interview of a school teacher, case study of a school.
 - 2) Observation based survey.
 - 3) Panel Discussion
 - 4) Debate
 - 5) Creating posters, slogans, short films etc
 - 6) Writing essays, poetry, stories on the theme of Peace.
 - 7) Narratives from history.

ENVIRONMENT EDUCATION

Total Credits: 2

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

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

OBJECTIVES:-

- iv. To develop an understanding of the basic concepts of Environmental Studies.
- v. To develop an understanding about ecological energy dynamics and entropic pollution.
- vi. To generate an awareness about major environmental issues.
- vii. To develop an understanding about the concept of environmental education, its need and principles.
- viii. To develop an understanding of the various approaches of environmental education.
- ix. To create an awareness about the public efforts and government initiatives protecting and conserving environment.
- x. To develop an understanding about the concept and need for sustainable development.
- xi. To develop a positive attitude towards protecting and conserving environment.
- xii. To develop skills of observation, participation and assessment through environmental projects.

MODULE-I: FUNDAMENTALS OF ENVIRONMENTAL EDUCATION

UNIT 1: CONCEPT OF ENVIRONMENT & ITS ISSUES

- d) Environment: Meaning, Components (Biotic and Abiotic), concept of Eco System, Ecological Pyramids (Numbers, Mass, Energy), Food Web.
- e) Major Environmental Issues: Meaning, Causes, Effects and Remedies –Climate

Change, Loss of Biodiversity.

- f) Ecological Energy Dynamics and Concept of Entropic Pollution. (Concept of Pollution in context to loss of energy w.r.t. types of pollution)

Task / Assignment: Prepare an Environmental Audit Report for an individual process.

UNIT 2: DEVELOPMENT OF ENVIRONMENTAL EDUCATION (5 Lectures)

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

Task / Assignment:

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

MODULE-II: EDUCATION FOR SUSTAINABLE DEVELOPMENT

UNIT 3: SUSTAINABLE ENVIRONMENTAL MANAGEMENT

- d) Sustainable Development: Meaning, Need, Guiding Principles.
- e) Sustainable Environmental Practices: Rain water Harvesting, Mangroves Management, Solid Waste Management (Meaning, Process and Significance of each)
- f) Environmental Impact Assessment: (Meaning, Steps & Significance)

Task / Assignment: Conduct a Life Cycle Assessment of any item/commodity of daily use and prepare a report.

UNIT 4: ENVIRONMENTAL INITIATIVES, PROJECTS & LAWS

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

Task / Assignment: Conduct a case analysis of an Ecological Reserve and suggest measures to promote Ecotourism.

GUIDANCE AND COUNSELLING

Total Credits: 2

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

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

Objectives:-

- To develop an understanding of basic concepts in guidance and counseling.
- To develop an understanding of educational, vocational and personal guidance.
- To acquaint the student with testing devices and non testing techniques of guidance.
- To sensitize student teachers to the problems faced by students in the contemporary world.
- To sensitize students teachers to the problems faced by special groups.

MODULE - I Fundamentals of Guidance

UNIT 1 Concepts and Types of Guidance

- a) Guidance :
 - Concept (Meaning and Characteristics)
 - Principles
 - Functions
 - Need (Individual and Social)
- b) Types of Guidance : Concept and Need in the Global Context
 - Educational Guidance
 - Vocational Guidance and
 - Personal Guidance
- c) Agencies - Functions
 - National Council of Research and Training
 - Central Institute for Research and Training in Employment Service,
 - State Guidance Bureau
 - Home & School

UNIT 2 Testing devices and Non-testing Techniques in Guidance

- Testing Devices –Uses
- Aptitude Test, Personality Inventories and Interest Inventory
- Non-testing Techniques - Uses
 - Observation
 - Interview
 - Case study
 - Student portfolios
- b) **Career Guidance:**
 - Sources of Career Information and Strategies of disseminating Career Information
 - Factors affecting Vocational Choice
- c) **Mental Health and Well- being at Workplace**
 - Concept of Mental Health
 - Factors affecting Mental Health
 - Promoting Mental Health and Well Being at Work Place

MODULE - II Fundamentals of Counselling

UNIT 1: Concepts in Counselling

- A) Concept (Meaning and Characteristics)
- B) Needs of Counselling with special reference to present context
- C) Types of Counselling I. Directive
 - II. Non-Directive
 - III. Eclectic
- D) Process of Counselling
 - I. Initial Disclosure
 - II. In-Depth Exploration
 - III. Commitment to Action

UNIT 2: Counselling Skills and Intervention

- A) Skills required for Counselling
 - Rapport building,

- Listening,
 - Questioning and
 - Responding
- B) Counselling Approaches (Concept and Techniques)
- I. Behavioural Approaches
 - II. Cognitive Behavioural Approach
 - III. Humanistic Approach
- C) Counselling for Adolescent Issues
- I. Bullying
 - II. Relationship [Peer and Parent]
 - III. Handling puberty issues
 - IV. Addiction [substance abuse, technology induced social networking]
 - V. Suicide
 - VI. Academic Stress

Assignments:

- 1) Prepare a student portfolio
- 2) Strategies for handling academic stress

Subject:-ACTION RESEARCH

Total Credits: 2

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

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

OBJECTIVES:

To help the pupil:

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

MODULE -1- FUNDAMENTALS OF ACTIONRESEARCH (17 Lectures)

Unit -1: Basics of Action Research

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

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

Unit -2: Process of Action Research:

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

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

MODULE-2 - APPROACHES, METHODS, TOOLS, PLANNING, CONDUCTING AND REPORTING ACTION RESEARCH

Unit-3: Approaches, Methods and Tools for data collection in Action Research

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

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

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

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

Task/Assignment: Design an action research plan

EPC 3 - CRITICAL UNDERSTANDING OF ICT

Total Credits: 2

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

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

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

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

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

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

Points to note:

It is compulsory to develop one ICT enabled learning material for each module. The course to be imparted in constructive setting.

The learning activities given at the end are assessable.

Learning outcomes

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

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

Critical understanding of Information and Communication Technology

Module I: ICT in education and its implications

Unit 1. Understanding of ICT in education

- a) Concept of ICT and Principles of using ICT in teaching learning process
- b) Impact of ICT in education (impact of ICT in social, cultural, economical)
- c) Role of teacher (administrator, facilitator, tutor, mentor, counselor, evaluator) in ICT enabled education.
- d) Issues and concerns related to ICT
 - Challenges (multiculturalism, pedagogical, technological)
 - Legal and ethical issues in use of ICT- Hacking, Violation of Copyright, downside of social networking sites

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

- a Instructional Design –ADDIE model , Implications of Constructivist approach to ID

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

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

Unit 3 Use of ICT for Administration

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

Unit 4. Use of ICT in Evaluation and Research

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

Learning Activities

- Select a case related to any one of the issues and concerns by surfing e newsletter. Discuss your case using any mode of online discussion forum. Submit the screenshots of your group discussion.
- Develop a CAI package using ADDIE model of Instructional design for any topic of your choice. Incorporate any constructivist learning strategy.
- Using any LMS carry out following activities for facilitating learning in any of the unit of your choice:-
 - o Identify resources for a topic of your choice and upload it.
 - o Use any discussion forum available for the discussion on the uploaded learning material.
 - o Generate a test.
- Critically evaluate any one MIS used for administrative purpose in school system.
- Collaborate with in-service teachers and carry out a research by conducting online survey on any social issue. (Exchange and share information using online mode for closer cooperation among teachers, parents and community) And carry out following activities:
 - o Online data collection
 - o Analysing
 - o Reporting

CASE (2000), Emerging Technologies in Education, the M. S. University of Baroda Press.
Comer D.E., (1997), The Internet Book, New Delhi : Prentice Hall of India.

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

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

SEMESTER 4

Course Name: Course 8 - Section 1

Subject:-EDUCATIONAL MANAGEMENT

Total Credits: 2

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

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

Objectives:

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

Module I :Fundamentals of Educational Management

Unit I Concept of Educational Management

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

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

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

Unit II Organisational Management

- a) Management of Change –Meaning, Types and Process
- b) Quality Management:Concept,Process and Indicators
- c) Peter Senge’sModel of Learning Organis Management (3 Lectures)

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

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

Module II Resource Management and Administration

Unit III Human Resource Management

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

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

Task: Prepare minimum two games for team-building.

Unit IV Educational Administration

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

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

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

Course Name: Course 8 - Section 2

Subject:-CREATING AN INCLUSIVE SCHOOL

Total Credits: 2

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

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

OBJECTIVES: After completing this course the learners will:

- Be able to discuss basic understanding of key concepts: diversity, disability and inclusion;
- Be able to describe the national and international framework with reference to disability and inclusion;
- Be able to identify and implement actions areas to make schools and classrooms more diversity friendly.

Module 1: Conceptual Overview

Unit 1: Understanding Diversity, Disability and Inclusion

- a) Understanding Environmental Diversity: social, cultural, linguistic and economic
- b) Understanding individualistic diversity of abilities: Meaning, Classification, Characteristics of Disabilities (i) Sensory ii) Neuro developmental iii) Loco motor and Multiple Disabilities)
- c) Identifying & Implementing Special Needs (i) Sensory ii) Neuro developmental iii) Loco motor and Multiple Disabilities)
- d) Concept of Inclusion: Meaning, justification, strengths and challenges with reference to ‘barrier free’ and ‘right bas

Unit 2: Legal & Policy Perspectives

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

MODULE 2: TOWARDS INCLUSIVE SCHOOLS AND CLASSROOMS UNIT 3: Developing Inclusive Environment and Practices

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

Unit 4: Nurturing Inclusion

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

Practicum:

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

SEMESTER 4

Course Name: Course 9 - Section 1

Subject: GENDER SCHOOL AND SOCIETY

Total Credits: 2

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

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

Objectives:

After going through this course, the student should be able to

Understand the concept of sex, gender, transgender and gender role development

Understand the challenges to gender equity; stereotypes, gender bias

- 1. understand the influence of social institutions (family, caste, class, religion, region,) on gender identity;
- examine the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging gender inequalities /reinforcing gender parity.
- observe and study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplining distinctly as girls and boys at home and in classroom interaction.
- critically analyze representation of gendered roles, relationships and ideas in textbooks and curricula;
- examine the legal provisions to deal with issues of gender parity
- critically appraise the role of media in reinforcing gender roles in the popular culture and at school.
- Appreciate the role of NGOs and women groups in sensitizing society towards gender parity

Module 1. Gender and Socialization

Unit 1. Gender: Concept and Perspectives

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

Unit 2. Social construction of gender identity

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

Practicum:

1. Study the distribution of roles and responsibilities in family, schools and classrooms, rituals and school routines,
2. Study the processes of disciplining distinctly as girls and boys at home and in classroom interaction.
3. Survey of diet of girls and boys in different sections of society, height and weight of girls and boys in different sections of society, amount of work done by girls and boys in different sections of society

Module 2. Gender: Education and Empowerment

Unit 3. Gender and Curriculum Transaction

a) Gender issues in schools

i) curriculum and textbooks;

ii) sexual abuse, cyber bullying

b) Gender and the hidden curriculum

c) Gender Empowerment: the role of curriculum, textbooks and teachers

d) Contemporary women role models in India : urban and rural

Unit 4. Strategies for Change

a) Role of media in reinforcing gender parity through the popular culture

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

Practicum:

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

Course Name: Course 9 - Section 2

Subject:-Language Across Curriculum

Total Credits: 2

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

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

Course Objectives

1. The paper aims to sensitize student teachers about the language diversity that exists in the Indian classrooms.
2. Understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.
3. To understand the nature of reading comprehension in different content areas and equip the learner with a variety of writing skills.

Unit 1 Multilingualism and its implications in the Indian Classroom/Context.

Objectives

1. To sensitize student - teachers to the language diversity that exists in the classroom.
2. To analyze the reasons for linguistic disadvantage (deficit theory) and discontinuity theory).
3. To trace the influence of society on language.
4. To describe the process of language acquisition.
5. To plan appropriate methods of instruction.

Topics

- a) Multilingualism in the Indian context.

- b) Developing Socio linguistic awareness in the Indian class rooms.
- c) Critiquing state policies on language and Education.

Tasks and Assignments

Rewrite a unit from a prescribed in the form of a dialogue appropriate for a multi lingual class in the target language.

1. Construct a glossary of content words in the target language using synonyms and illustrations.
2. Construct a lesson plan emphasizing the strategies for a multi lingual class using the target language.
3. Making tables of linguistic / literary back grounds of the students in the class.
4. Documenting educational testimonies of family members / migrant workers / children / who are linguistically disadvantaged.
5. Making educational testimonies from biographies / auto biographies of students from tribal belts/ linguistically disadvantaged.
6. Observe children in a metro in a cosmopolitan set up (the role of peers, media, school etc.) and present a report highlighting factors enhancing language learning.
7. View any film on multi lingualism (R. Agnihotri) and write a Review of the same.

Module 1: Theories that explain Acquisition Unit 2

Objectives

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

Task and Assignments

Module 2 Unit 1: Transacting Language across Disciplines

Objectives

1. To understand the critical importance of oral language and questioning in the class and its impact on student learning.
2. To understand the significance and process of discourse and discussion based learning.
3. To appreciate the role of the teacher in promoting language learning across the curriculum.

Topics under Module 2 Unit 1

- a) Importance of oral language in the classroom, The significant role of discourse and structure for discourse in the classroom (Chang)
- b) Engaging learners in language learning: Importance of questioning & types of questions (Suter) and discussion based learning
- c) Teacher's role in promoting language across disciplines

Assignment and tasks

- a) Read research studies on classroom discourse and summarize your understanding of the same in not more than 1500 words. A
- b) Write a transcript of a classroom discourse integrating discourse process mechanisms. T

- c) Prepare a lesson plan in a school of your choice incorporating the different types of questions. A
- d) Conduct an interview of minimum three teachers in school to understand how they promote oral language in their classes and submit a short report. T

References Needed

Module 2 - Transacting Language across Disciplines

Objectives

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

Topics

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

Tasks and Assignments

Writings

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

Suggested activities

1. Reading in the content areas.
Social Sciences (Hist /Geo./Eco./Comm.).
Reading for comprehension texts and converting situations into dialogue.
Re-telling the accounts with different view-points.
Skimming and scanning to make a scrap-book with newspaper of magazine articles.
Taking up reference research by articulating research questions.
Science.
 - Making schematic representations like flow diagrams, tree diagrams, mind maps etc. by identifying the major concepts and ideas involved.
 - Mathematics.
 - Converting word problems into numerical expressions.
 - Information Transfer from statistical representation and vice-versa.
2. Types of texts
 - Analyzing the structure of a text: identifying main ideas, supporting ideas, examples and terms used a connectors and transitions etc.
 - Creating graphic organizers to explain the information in the text.

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

3. Text Structures

- Developing posts/flash cards(using content from any subject textbooks) with examples on:
 - Cause and Effect text structure
 - Sequential text structure
 - Compare and contrast text structure
 - Descriptive text structure
 - Problem-solution text structure
-

Course Name: Course EPC 4

Subject:- UNDERSTANDING THE SELF

Total Credits: 2

MODULE ONE: THE WORLD WITHIN ONESELF

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

Content

- Exploring the self (potential of self, fears, aspirations)
- Self identity
- Teacher as a reflective practitioner

Objectives:

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

Concept Note: Exploring and being aware of one's inner world is very important for understanding our self and the world around us. In today's demanding world, there is very

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

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

1. Title of the Activity: Exploring the self

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

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

Resources Needed: Survey on self concept.

Johari Window – a self- awareness diagnostic tool.

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

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

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

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

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

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

Learning Outcomes: To identify the characteristics of a Reflective practitioner

To examine one's effectiveness as a reflective practitioner

To Assess one's reflective teaching,

Kind of Activity suggested: Workshops

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

Introspection exercises to know oneself as a reflective practitioner

Critically reflect on one's teaching learning practices

Resources Needed: Film Reviews on any one (some suggested films are Mona Lisa Smiles, Dead Poet's Society, TaareZameen Par, 3 Idiots) Survey on Reflective teaching Self evaluation of one's lessons Review of one's videotaped lessons

Task and Assignment

Write a reflection about your journey as a student-teacher. Identify areas where you think you need to improve and elucidate how you intend bringing improvement in yourself in these areas.

Unit Two: The Evolving Self

Content:

- Developing the self (building self esteem, self image)
- Harmony and peace with self (Resilience, mindfulness)
- Positivity and management of emotions

Objectives:

- To understand the concept of self esteem and self image, the contributing factors and the importance of a healthy self esteem.
- To reflect on personal self esteem and self image.
- To practice strategies for a healthy self esteem and self image.
- To understand the concepts of resilience, mindfulness and emotional regulation.
- To practice strategies to enhance resilience and emotional regulation and cultivate mindfulness.

Concept note:

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

Task and assignments:

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

MODULE TWO: SELF AND THE WORLD

Unit Three: The Emerging Self

Content:

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

Agencies that shape the self : Family, School and Media

Challenging stereotypes

Objectives:

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

Concept note:

People often bear prejudices and tend to stereotype others. This has an adverse effect on the persons being stereotyped. Low self esteem, bearing a suspicious bent of mind and lack of self worth could emerge if one is continually labelled. Prejudices have an undesirable effect

on interpersonal communication. This in turn affects the team spirit, becomes an obstacle in personal and social development. Prejudice experiences, home, school and media. It is necessary to examine and address these beliefs objectively. Henri Tajfel's 'Social Identity Theory' (Social Identity Theory) is important that the basic principle of this unit, namely freedom from bias and stereotypes, is interwoven into the classroom environment. Encourage student-teachers to identify their role as agents of change by helping to eliminate prejudices and biases seen in the classroom.

Activities for transacting the content

No	Framework of Session	Learning outcomes	Kind of activity suggested	Resources needed
1	Understanding stereotypes and identifying prejudices (What are stereotypes and prejudices? Who are victims of stereotyping? What are the effects of stereotyping? What impact do prejudices have on people?)	i. Identification of stereotypes one has formed ii. Identification of the prejudices that one harbours iii. Understanding the effects of stereotyping	*brief input on Social Identity Theory *Sharing of experiences where one has faced stereotyping *viewing of video clips from films / advertisements, discussion of news reports where stereotyping is evident * workshop for Bursting of stereotypes	Essential Reading: Henri Tajfel's Social Identity Theory McLeod, S. A. (2008). Social Identity Theory. Retrieved from http://www.simplypsychology.org/social-identity-theory.html http://www.age-of-the-sage.org/psychology/social/social_identity_theory.html Reading material: http://remember.org/guide/History.root.stereotypes.html http://genderequality.gov.ky/resources/stereotypes-and-prejudice http://www.tolerance.org/activity/test-yourself-hidden-bias http://www.mediapoondi.com/2014/05/14/breaking-stereotypes-a-social-campaign-by-rulymadly/
2	i. Agencies that shape the self: ii. Analyzing the influence of home, school and media on stereotypes and prejudices	Understanding the influence of home, school and media on formation of stereotypes and prejudices	*activities for introspection to find what results in formation of prejudices *Interview people in your family to see if they bear any prejudices. Have you been influenced by these? What roles have films and school played in formation /elimination of prejudices. Share the experiences in a	Lesson Plans: http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/secondary-education-resources/resource-toolkit/lesson-plan-ideas/lesson-5-prejudice-and-stereotypes https://www.tes.co.uk/teaching-resource/prejudice-and-

			group	stereotypes-6113716 http://learningtogive.org/lessons/unit100/lesson1.html
3	Challenging stereotypes: (How does one address prejudices and overcome them?)	i. Developing an objective perspective towards others ii. Eliminating Prejudices harbored	*Role play *Problem solving exercises *Re-scripting an experience to make it prejudice-free	

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

Unit Four: The Caring Self

Content

- Personal Mastery (self compassion, spirituality, exploring value system)
- Skills for developing sensitivity (empathetic listening, self expression, conflict resolution)

Concept Note

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

Objectives:

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

No	Title of the activity	learning outcomes	kind of activity suggested	resources needed
1	Personal Mastery (self compassion, spirituality, exploring value system)	to learn to love oneself unconditionally to take responsibility our lives within our capacity	workshop, reflective exercises to develop insight into the participants thoughts and actions during testing times and how these impact the	worksheets ‘ an exercise in unconditional self love’ by Rita Loyd (2008) www.Nurturing

	Self compassion		resolution of the problem at hand. Film viewing and discussion on the same	Art.com Video on self – compassion by Brene Brown (Youtube)
	Spirituality	to calm the mind by concentrating on the breath and environment	Meditation exercises 5 to 10 min Zen walking (concentrating on the surroundings , being with oneself)	facilitator and guided practice http://www.deepermeditation.net/blog/zen-walking-meditation-techniques-kinhin-instructions/
	Exploring the values	to create awareness about values : prioritizing , compromising on values, and the similarities and differences within the group.	Trading values values auction Personal heroes	flip chart ,pens, charts... https://www.google.co.in/?gfe_rd=cr&ei=_HH8VMnXIaLO8gfy4GwBw&gws_rd=ssl#q=exploring+values+activities

No	Title of the activity	learning outcomes	kind of activity suggested	resources needed
2	Empathetic listening 1.active listening 2. I am listening	to develop student awareness of : a. Listening skills – positive and negative listening b. Importance of understanding the other persons point of view c. To learn how to give	Role Play and paired activity	Talking rights: Taking responsibility. UNICEF resource book for speaking and listening. (1999) Handouts of scenarios. Pg 63,64 http://www.institutik.cz/wp-content/uploads/2010/10/The-big-book-of-conflict-resolution-games.pdf
	Self Expression	to realize the importance of facial expression in communication. To create awareness and sensitivity to others emotions to understand the	Group activity (let's face it) Teams of four to six. facilitator from each team. interpretation of facial expressions followed by discussion.	http://www.institutik.cz/wp-content/uploads/2010/10/The-big-book-of-conflict-resolution-games.pdf pg 193-197 sheet of discussion

		relationship between our emotions and effective functioning	Group activity (Hot buttons) teams of 4 to 6 followed by discussion	questions.
	Conflict resolution	to experience conflict and to work thru conflicts to reach a team goal	helium hoop- to reach a team goal mapping a conflict conflict diary	http://www.institutik.cz/wp-content/uploads/2010/10/The-big-book-of-conflict-resolution-games.pdf Talking rights: Taking responsibility. UNICEF resource book for speaking and listening. (1999)

Task and assignment

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