



HSNC University Mumbai

(2022-2024)

Ordinances and Regulations

With Respect to

Choice Based Credit System(CBCS)

For the Programmes
Under

The Faculty of Humanities

For the

Bachelor of Education Programme

Curriculum – Two years Undergraduate Programme

Semester - I to Semester - IV

2022-2024 onward

HSNC University, Mumbai

Constituent College No. 2
Bombay Teachers' Training College

**SYLLABUS FORTWO YEARS
BACHELOR OF EDUCATION PROGRAMME**

**ORDINANCES, REGULATIONS AND THE CURRICULUM FOR THE B. Ed.
TWO YEARS DEGREE PROGRAMME
(Semester I, II, III and IV)
(As per Choice-Based Credit System with effect from the academic year 2020-22)**

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

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

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

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

It is a way of expressing the 'learner's workload'. One (01) credit is Twelve (12) learning hours. Credits once gained cannot be lost.

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

Program: Program is set of courses that are linked together in an academically meaningful way and generally ends with the award of a Certificate or Diploma or degree depending on the level of knowledge attained and the total duration of study.

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

Credit Point: Credit point refers to the 'workload' of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures/counselling sessions, writing assignments, preparing for examinations, etc. Credits are assigned for a single Course and always pay attention to how many hours it would take for a learner to complete a Single course successfully. By and large a course may be assigned anywhere between 3 to 15 Credits where in one credit is construed as corresponding to 12 hours.

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

Two Year B.Ed. Programme from the academic year 2022-2024

Title: Bachelor of Education (B.Ed.)

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

Eligibility: Following candidates are eligible for admission:

Candidates with at least 50 % marks either in the Bachelor Degree (three-year programme) in B. A, B.Sc. or 50% (49.50-49.99%) in post-graduation and for the reserved category (ST, SC, OBC, VJNT 1,2,3) 45% (44.50-44.99%) will be eligible. For degrees in Commerce, Management, Engineering, Computer Science, Technology, Agriculture, Pharmacy, Law, Fine Arts Performing Arts, Music, Dance, Drama with 55% marks at graduation or post-graduation will be eligible for open category and for reserved category 50%. Any other qualification equivalent thereof is eligible for admission to the programme.

The reservation and relaxation for SC/ ST / OBC / PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

O. _____

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

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.

Attendance: The minimum attendance of 80 % for all Theory component work and Practicum component (Part B) and 90 % for school internship.

Completed the Practicum component and Formative Assessment of each Theory paper of each semester as certified by the Principal of the Institution in which the candidate is studying.

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

O. _____

Curriculum, Programme Implementation and Assessment Curriculum

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

- Theory component includes Core courses, Elective courses and Interdisciplinary courses.
- Practicum component includes Ability courses, Practicum courses and an Audit course.

Theory component

- Core Courses
- Elective Courses
- Interdisciplinary Courses

Practicum component

- Ability Enhancement Core Courses
- Practicum Courses
- Audit Course

Theory component**Core courses:**

- *These are six core courses which are to be studied by a student in two years*
- Childhood & growing up
- Knowledge & Curriculum
- Learning and Teaching
- Assessment for learning
- Educational Research
- Contemporary India and Education

Elective Courses:

These are three elective courses which are to be studied by a student in two years

Elective Course 1

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

Pedagogy of School Subject I (Select any One)

1. Commerce
2. Economics
3. English
4. Geography
5. History
6. Mathematics
7. Science

Elective course 2

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

Pedagogy of School Subject II (Select any One other than Elective I)

1. Commerce
2. Economics
3. English
4. Geography
5. History
6. Mathematics
7. Science

Elective course 3

Special Fields (Select any one)

- Environmental Education
- Guidance and Counselling
- International Education

Interdisciplinary courses

These are three interdisciplinary courses one each in Semester 1, 2 & 4 which are to be studied by a student in two years

- Gender, School and Society
- Educational Management and Leadership
- Creating an Inclusive School

Practicum component

Ability enhancement core courses:

There are four courses, one to be studied in each semester. The prime focus is to enhance skill rather than the content.

- 21st Century Skills
- Critical Understanding of ICT
- Drama and The Arts in Education
- Yoga Education

Practicum Courses:

There are four courses, one to be studied in each semester. The prime focus is to enhance skill through school-based and field-based experiences. The components of the course are:

- Practicum Course 1
- Practicum Course 2
- Practicum Course 3
- Practicum Course 4

Audit course:

Students have to opt any one, spread throughout the 4 semesters, to be certified by in 4th Semester only by the Head of the Institution and completed during the period of the B.Ed. programme.

Swayam or MOOC courses

Sindhi Language Courses by NCPSL

Foreign/Indian Language courses by recognized institutions Courses offered by constituent colleges of Cluster University Music/Dance/Arts or any other courses from recognized institutes

Semester wise details of Project Based Courses

(All activities should be systematically documented and maintained for the purpose of formative assessment)

Semester I

Participation in Community work in collaboration with schools/ NGO's
(for a period of 1 week)

Participation in Cultural Education Project

Semester II

Internship for 7 weeks

Teaching Skills - 5 Simulated Lessons

Teaching in Pedagogy of school subject I - 7 lessons Observation of 10 peer lessons

Shadowing of School Teacher (One week) Reflective Observation of School activities

Semester III

Internship for 8 weeks

Lessons on innovative strategies - 5

Teaching in Pedagogy of school subject 1 & 2 - 15 lessons Digital Lessons - 3

Internship report of internship activities Environment project

Evaluation Project

Semester IV

Internship for 5 weeks

Theme-based/Team teaching lessons - 5

Teaching in Pedagogy of school subject 1 & 2 - 5 lessons

Remedial teaching lessons - 5

Internship report

Research Project

Note:

During Internship, teaching lessons in the opted Pedagogy of school subjects distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Principal as practicing School/ College.

Approximately 60% of the lessons should be in opted Pedagogy of school subject 1 and 40% opted Pedagogy of school subject 2.

Maintain Reflective journal with reference to internship program.

PROGRAMME STRUCTURE OF 2 YEAR B.ED. PROGRAMME

Year 1: 16-18 Weeks * 2 Semesters (210 Working Days)

Year 2: 16-18 Weeks * 2 Semesters (210 Working Days)

200 working days are exclusive of admission and examination period 20 Weeks for Internship

Total Credits: 80; Marks 2000 (1 Credit = 12 Hours)

TWO YEAR B.ED. CURRICULUM FRAMEWORK

Courses	Credits	Summative Marks	Formative Marks	Total Marks
SEMESTER 1				
Core Course 1: Childhood & Growing up	4	60	40	100
Core Course 2: Knowledge & Curriculum	4	60	40	100
Interdisciplinary Courses 1: Gender, School & Society	4	60	40	100
Ability Enhancement Core Course 1: 21st Century Skills	2	-	50	50
Practicum Course 1: Community Work & Cultural Education Project	2	-	50	5
	16	180	220	400
SEMESTER 2				
Core Course 3: Learning and Teaching	4	60	40	100
Elective Course 1: Pedagogy of School Subject 1 (English, History, Geography, Economics, Commerce. Science, Mathematics)	4	60	40	100
Interdisciplinary Course 2: Educational Management & Leadership	4	60	40	100
Ability Enhancement Core Course 2: Critical Understanding of ICT	2	-	50	50
Practicum Course 2: Teaching Skills, Practice Teaching & Internship	6	-	150	150
	20	180	320	500
SEMESTER 3				
Core Course 4: Assessment for Learning	4	60	40	100
Core Course 5: Educational Research	4	60	40	100
Elective Course 2: Pedagogy of School Subject 2 (English, History, Geography, Economics, Commerce. Science, Mathematics)	4	60	40	100
Ability Enhancement Core Course 3: Drama and The Arts in Education	2	-	50	50
Practicum Course 3: Practice Teaching and Internship, Environment project Evaluation Project	10	-	250	250
	24	180	420	600
SEMESTER 4				
Core Course 6: Contemporary India & Education	4	60	40	100
Elective Course 3: Special Field (Guidance & Counseling, Environmental Education, International Education)	4	60	40	100
Interdisciplinary Course 3: Creating an Inclusive School	4	60	40	100
Ability Enhancement Core Course 4: Yoga Education	2	-	50	50
Practicum Course 4: Internship & Remedial teaching, Research Project Submission	6	-	150	150
Audit Course: (To be certified)	-			
	20	180	320	500
TOTAL CREDITS	80	780	1320	2000

Total Credits: 80; Total Marks 2000 (1 Credit = 12 Hours) Practicum 1 Credit = 24 hours

SCHEME OF ASSESSMENT AND EXAMINATION

Summative Assessment

Theory Courses: Semester End Examination

Pattern of Semester End Examination: For courses, any 4 out of 6 questions and question 7 is compulsory which is short notes (any 4 out of 6).

60 marks for semester end examination of 2 hours' duration for each theory course

Formative Assessment

Formative Assessment includes following aspects;

Formative Assessment activities of Theory component (Core Courses, Elective Courses and Interdisciplinary Courses) consist of 40 marks. For each Theory component,

40 marks formative assessment consisting of:

Sr. No	Particulars	Marks
1	Self-Learning Evaluation for each course held in given semester	20
2	Class Test Educational Visit / Open Book Assignment/Group Discussion/ Book Review + Presentation/Content Test/ Artifacts Creation/Essay writing/ Etc.	20
	Total	40

Practicum component:

Semester wise detailed documentation of the activities carried out under Practicum Courses

Semester 1-- Practicum Course 1	50 Marks
Semester 2-- Practicum Course 2	150 Marks
Semester 3-- Practicum Course 3	250 Marks
Semester 4-- Practicum Course 4	150 Marks

Ability Enhancement Core Courses 200 Marks: Four courses of 50 marks each

Semester 1-- 21 st Century Skills for Teachers
Semester 2-- Critical Understanding of ICT
Semester 3 -- Drama and the Arts in Education
Semester 4 -- Yoga Education

Any one Audit Course (will be opted by student in semester 1 and certified in Semester 4 by head of the institution)

Suggested Courses

Swayam or MOOC courses

Sindhi Language Courses by NCPSL

Foreign/Indian Language courses by recognized institutions

Music/Dance/Arts or any other courses from recognized institutes

Courses offered by constituent colleges of Cluster University

Examination Scheme

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

The Summative examination of Theory component (Semester end theory examination), the Formative assessment marks of Theory component and Semester Wise Practicum component will be submitted at the end of each semester. The aggregate of marks obtained in each year for Theory cum Practicum shall be converted into Grades according to the 10-point grading system. The marks obtained by a student in a course shall be indicated by a grade point and a letter grade and Performance as follows:

10 Point Grading System

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

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

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

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

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

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

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

In any semester the student's GPA and CGPA will be calculated as per the resolution of the Academic Council.

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

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

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

The credits earned for each course registered that year

The performance in each course indicated by the letter grade

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

The Cumulative Grade Point Average (CGPA)

Cumulative grade point average after completing the programme will appear only on the grade card for the final year.

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

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

The principal shall forward to the University the Semester wise original marks awarded to every candidate in formative assessment of theory component and Practicum component of each semester as per the format provided by the university at the Semester end along with the Certification of Audit course in the Semester 4 which will be scrutinized by the Coordination Committee.

For the purpose of coordination of Formative Assessment marks in of Practicum, there shall be a Coordination Committee consisting of:

Chairperson Board of Studies in Education.

Chairperson, B.Ed. Examination of the concerned year.

The committee shall go through Formative Assessment marks and grades awarded to students of the college 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 formative work of the students of 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 the 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 Theory part & Practicum for Year I & Year II.

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

1. Formative assessment by way of continuous evaluation of the course areas of Theory and Practicum as envisaged in the Choice Based Credit System by way of participation of students in various Formative Assessment assignments/task of theory courses and Practicum component per semester of the B.Ed. programme.
2. Semester End Assessments by way of assessing the performance of the student in the semester end theory / written examination.
 - A candidate who has completed 2 Years of the B.Ed. Degree Examination but who has either not appeared for 'Theory', will be permitted at his/her option to carry forward the formative assessment mark of that course and grade obtained in 'Practicum' to two subsequent semester examinations. The candidate will appear only for the course/s he/she has failed. Candidates exercising this option shall be eligible for the grade.
 - A candidate who has passed in 'Theory component' but has not completed or has failed in 'Practicum' will be permitted at his/her option to carry forward the marks obtained in 'Theory' to two subsequent semester examinations. The candidate is required to revise his grade in the 'Practicum' only in areas he / she has not completed or failed. Candidates exercising this option shall be eligible for the grade.
 - A candidate who has failed in 'Theory' and 'Practicum', will be required to put in 50% attendance in the subsequent year at the College from which he/she appeared for the University Examination and completes the work of 'Practicum' in which he /she has failed and reappears in the theory course of 'Theory'.

TWO YEAR B.ED. CURRICULUM FRAMEWORK

Sem I	Credits	Sem II	Credits	Sem III	Credits	Sem IV	Credits
CORE COURSES (CC)	4	CORE COURSES (CC)	4	CORE COURSES (CC)	4	CORE COURSES (CC)	4
CC-1: Childhood & Growing up- 100 Marks		CC-3: Learning and Teaching - 100 Marks		CC-4: Assessment for Learning- 100 Marks		CC-6: Contemporary India & Education- 100 Marks	
CC-2: Knowledge & Curriculum - 100Marks	4	-	-	CC-5: Educational Research - 100 Marks	4	-	-
ELECTIVE COURSES (EC)		ELECTIVE COURSES (EC)	4	ELECTIVE COURSES (EC)	4	ELECTIVE COURSES (EC)	4
-		EC-1: Pedagogy of School Subject 1 (English, History, Geography, Economics, Commerce, Science, Mathematics) - 100 Marks		EC-2: Pedagogy of School Subject 2 - (English, History, Geography, Economics, Commerce, Science, Mathematics) - 100 Marks		EC-3: Special Field Guidance & Counseling Environmental Education International Education - 100 Marks	
INTERDISCIPLINARY COURSES (IC)	4	INTERDISCIPLINARY COURSES (IC)	4	INTERDISCIPLINARY COURSES (IC)	-	INTERDISCIPLINARY COURSES (IC)	4
IC-1-Gender, School & Society - 100 Marks		IC-2: Educational Management & Leadership - 100 Marks		IC-3: Creating an Inclusive School- 100 Marks			
ABILITY ENHANCEMENT CORE COURSES (AB)	2	ABILITY ENHANCEMENT CORE COURSES (AB)	2	ABILITY ENHANCEMENT CORE COURSES (AB)	2	ABILITY ENHANCEMENT CORE COURSES (AB)	2
AB-1: 21 st Century Skills - 50 Marks		AB-2: Critical Understanding of ICT -50 Marks		AB-3: Drama & the Arts in Education ICT- 50 Marks		AB-4: Yoga Education- 50Marks	

Sem I	Credits	Sem II	Credits	Sem III	Credits	Sem IV	Credits
PRACTICUM COURSES (PC1) 50 Marks	2	PRACTICUM COURSES (PC2) 150 Marks	6	PRACTICUM COURSES (PC3) 250 Marks	10	PRACTICUM COURSES (PC4) 150 Marks	6
Community Work (1 week) - 20 Marks		5 Teaching Skills (Simulated Lessons) – 30 marks		5 Innovative Strategies (Simulated Lessons) – 30 marks		5 team-teaching / theme-based lessons – 50 marks	
Cultural Education Project - 30 Marks		7 Lessons – 70 marks		15 Lessons – 150marks		5 Lessons – 50 marks	
		Observation of 10peer lessons - 20 marks		3 Digital Lessons -30 marks		5 Remedial teaching Lessons –20 marks	
		Shadowing of School Teacher - 10lessons (One Week) 20 marks		Internship report of internship activities - 10 marks		Internship Report –10 marks	
		Reflective Observation of School activities – 10 marks		Environment Project - 20 marks		Research Project –20 marks	
				Evaluation Project- 10 Marks			
Community Work of 1 week		Internship of 7 weeks		Internship of 8 weeks		Internship of 5 weeks	
AUDIT COURSE							
-							
	16		20		24		20
Total Credits 80							

FIRST YEAR

SEMESTER 1

Bachelor of Education

Part 1 - Preamble

The Bachelor of Education programme will empower prospective teachers with a range of knowledge content and include a spectrum of strong practicum training and internships. The New Education Policy has reiterated the need for enlivening the system of teacher education to ensure teacher quality. The two-year undergraduate programme in Bachelor of Education (B.Ed.) has been designed to prepare secondary and higher secondary subject teachers and other education professionals, including content writers, curriculum developers and educational researchers.

The curriculum includes effective techniques in pedagogy, creating an inclusive school environment, and the use of ICT. The programme prepares the prospective teachers to global practices of learner-centred, cooperative and collaborative learning. The programme affords prospective teachers varied opportunities to engage and work with schools, community, industry and academia. The programme makes the learners employable, entrepreneurial and lifelong learners. The successful completion of the programme shall lead to the award of B.Ed. degree.

1. Programme Outcomes

The main programme outcomes are:

1. To prepare committed teachers for the improvement of the school education system at the secondary and higher secondary levels.
2. To provide opportunities for knowledge construction abilities in creating positive learning environments for learners.
3. To develop knowledge and understanding about learners and processes of learning.
4. To develop skills of communication and digital tools and their application in teaching, learning and evaluation.
5. To enhance the necessary competencies to provide an inclusive classroom environment.
6. To develop competencies to conduct educational research.
7. To sensitize teachers on the issues related to environmental protection
8. To inculcate practices which promote constitutional values
9. To foster reflective practice by providing field-based experiences.
10. To empower pre-service teachers towards achieving excellence on personal and professional fronts.

1. Process adopted for curriculum designing:

A team was constituted with formative members and external experts to frame the syllabus of Bachelor of Education. Multiple consultations were held with them. After discussion with them, personally, via mail, via messages, the changes in the syllabus were introduced. This consisted of theory and practical components. Elective courses and Practicum Course/ Internship were also designed to provide interdisciplinary and field experiences to students.

2. Salient features, how it has been made more relevant:

After discussion and interaction with the industry partners in schools and understanding the requirement of the school's certain changes in the syllabus are introduced. e.g., new subject '21st Century Skills' has been introduced to fill the lacunae of the existing programmes. Certain portions of the education syllabus has been modified and new sub topics have been introduced in certain courses.

3. Learning Outcomes:

On the completion of this programme, prospective teachers should be able to:

Year 1 - Semester 1

- Analyze principles of growth and development maturation, parenting style, classroom instruction and socio-cultural context.
- Elaborate the perspectives of knowledge construction and curriculum development and evaluation.
- Critically analyze gender concepts and policies and formulate gender neutral teaching learning and assessment strategies of curriculum transaction.
- Demonstrate skills of critical thinking, digital, media, research and information literacy
- Engage collaboratively with community and undertake cultural education projects

Year 1 - Semester 2

- Demonstrate professional competencies in applying the educational implications of theories of learning, meta-cognition, critical thinking, creativity and problem solving.
- Facilitate teaching-learning and evaluation at secondary and higher secondary level through effective use of various pedagogical skills.
- Participate actively and take initiative in organizing events at school and college level and facilitate transformation into learning organization and community.
- Create and use e-resources, OERs and mobile learning for effective facilitation of educational services.
- Develop reflective teaching practice through immersion in school-based observations and experiences

Year 2 - Semester 3

- Assess and evaluate student development and progression with effective use of modern assessment tools and techniques.
- Experiment with contemporary educational issues in the light of the theoretical basis of educational research.
- Facilitate teaching-learning at secondary or higher secondary level through effective use of various pedagogical skills.
- Integrate drama and the arts in education through stage performance.
- Develop reflective teaching practice through extensive immersion in internships in schools.
- Engage in a collaborative environmental project.

Year 2 - Semester 4

- Demonstrate an ability to practice constitutional values in the classroom.
- Address learner diversity in the classroom and nurture inclusion.
- Conduct school-based research and submit a project report.
- Practice and demonstrate various yogic postures and pranayama.
- Conduct remedial teaching programme and participate in internships in school.
- Complete one audit course.

4. Input from stakeholders

There are modifications suggested by the internal and external experts to make the syllabus holistic and relevant to the teaching profession as well as in the context and unique demands of a metropolitan/cosmopolitan city like Mumbai. Changes were made to the original draft of the syllabus with relevant inputs from the curricula of other universities like the University of Mumbai, SNDTWU, University of Pune, as well as NCTE guidelines.

The Scheme of Teaching and Examination is as under:

First Year Semester – I

Summary

Sr. No	Choice Based Credit System	Subject Code
1	Core Course - Childhood & Growing Up	UH-FED-101
2	Core Course - Knowledge & Curriculum	UH-FED-102
3	Interdisciplinary Course - Gender School & Society	UH-FED-103
4	Ability Enhancement Core Course - 21 st Century Skills	UH-FED-104
5	Practicum Course - Community Work, Cultural Education Project	UH-FED-105

Detail Scheme

Sr. No.	Subject Code	Subject Title	Lectures Per Week (Lecture of 48 minutes duration)					Credit	Evaluation Scheme			Total Marks
			Units	S. L.	L	T	P		S.L. E.	Class Test	SEE	
1	UH-FED-101	Childhood & Growing Up	6	1	5	1	0	4	20	20	60	100
2	UH-FED-102	Knowledge & Curriculum	6	1	5	1	0	4	20	20	60	100
3	UH-FED-103	Gender School & Society	6	1	5	1	0	4	20	20	60	100
4	UH-FED-104	Ability Enhancement Courses (AEC) 21 st Century Skills	4	1	2	1	3	2	50		-	50
5	UH-FED-105	Practicum Course 1 Community Work, Cultural Education Project	-	1	3	2	2	2			-	50
Total Hours / Credit			22/36					16				400

*One to two lectures to be taken for CONTINUOUS self -learning evaluation

SL –Self Learning, L: Lecture, T: Tutorials, P: Practical, SLE: Self Learning Evaluation, T&A-Task and Assignment, SEE: Semester end examination,

First Year Semester – I Units – Topics – Teaching Hours

S.N	Subject Code	Subject Unit Title		Hou rs	Total No.of Hours	Cred it	Total Marks
1	UH-FED-101 Childhood & Growing Up	I	Human Growth and Development	8	48	4	100 (60+40)
		II	Developmental Process	8			
		III	Context of Development	8			
		IV	Methods and Approaches of Studying Hum Development	8			
		V	Theoretical Perspectives	8			
		VI	Self, Emotional & Mental Health	8			
2	UH-FED-102 Knowledge & Curriculum	I	Philosophy and Education	8	48	4	100 (60+40)
		II	Perspectives of Knowledge	8			
		III	Basis of Modern Child-Centred Education)	8			
		IV	Curriculum – Concept, Types and Determinants	8			
		V	Process of Curriculum Development	8			
		VI	Curriculum Implementation and Evaluation	8			
3	UH-FED-103 Gender School & Society Interdisciplinary Course	I	Gender: Concept and Perspectives	8	48	4	100 (60+40)
		II	Social Construction of Gender Identity	8			
		III	Gender Issues and Society	8			
		IV	Gender and Law	8			
		V	Gender Challenges in Education	8			
		VI	Strategies for Gender Empowerment	8			
4	UH-FED-104 Ability Enhancement Courses (AEC) 21st Century Skills	I	21 st Century skills for the classroom	8	32	2	50 (10*5)
		II	Digital Literacy Tools	8			
		III	Media Literacy	8			
		IV	Research & Information Literacy Skills	8			
5	UH-FED-105 Practicum Course 1	I	Community Work (1 week)	26	32	2	50 (20+30)
		II	Cultural Education Project	8			
TOTAL					198	16	400

Lecture Duration – 48 Minutes = 0.80 Hours. (60 Lectures equivalent to 48 hours) One Credit = 12 hours, 12*4=48,

**CORE COURSE 1
CHILDHOOD & GROWING UP
COURSE CODE - UH-FED-101**

**Total Credits: 4
Total Marks: 100**

Preamble:

This course is intended to provide an overview of the theories and principles from Human Psychology related to education. It is designed to give a basic understanding of human nature as it applies to education and should provide insights into further education courses in content, methodology and practice. Specifically, the course addresses principles of growth and development, maturation, parenting style & classroom instruction, socio cultural context and curriculum management on the basis of theories of psychology. Human Psychology and its educational implication on the basis of Research is designed to provide the direction to future teachers to set the educational foundation, modify teaching learning strategies & re-fix social goals.

Course Objectives:

- To understand the concept of development & the principles of development within a pluralistic society.
- To appreciate child development in socio-cultural context.
- To develop the knowledge of the theoretical perspectives of child development & methods and approaches of child development.
- To develop appreciation towards the life sketch of great psychologists.
- To analyze the Issues and Implications of changing family structure and parenting on growing up in a pluralistic society.
- To develop understanding of looking at one's own self, feeling and emotion.

Course Learning outcomes (CLO):

By the end of the course the student will be able to:

- Explains the concept of development & the principles of development within a pluralistic society.
- Elaborate the child development in a socio-cultural context.
- Analyze the theoretical perspectives of child development & methods and approaches of child development.
- Visualize the life sketch of great psychologist
- Analyze the Issues and Implications of changing family structure and parenting on growing up in a pluralistic society.
- Differentiate one's own self, feeling and emotion.

Unit 1: Human Growth and Development

- a. Nature, Scope and Aims of Psychology & its Relationship with Education.
- b. Concept of Growth and Development, differences and factors responsible for human development.
- c. Stages of growth and development (Later childhood and Adolescence), Role of school in all around growth and development of a child.

Unit 2: Developmental Process

- a. The Interaction of Heredity and Environment and its significance
- b. Principles of Growth & Development
- c. Concept of Maturation, Inter-relationship of Maturation-Learning and Importance of Readiness to Learn

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.

Unit 4: Methods and Approaches of Studying Human development

- a. Techniques: Observation (Participatory and Non- Participatory), Interview
- b. Methods: Experimental, Clinical, Case Study
- c. Approaches: Cross Sectional, Cross Cultural, Longitudinal.

Unit 5: Theoretical Perspectives

- a. Piaget's Theory of cognitive development.
- b. Kohlberg's theory of Moral development & Erik Erickson's theory Psycho-Social
- c. Urie Bronfenbrenner theory on Ecological System

Unit 6: Self, Emotional & Mental Health

- a. Concept of Mental Health, Defense Mechanisms,
- b. Self-Concept, Self-Esteem & Self-Efficacy;
- c. Goleman's Theory of Emotional Intelligence and Marcian Theory of Identity Crisis

Suggested tasks:

- Case study of any school which has a positive impact on the overall growth and development of its students
- Observe an adolescent and conduct a case study on his overall development
- Present the biography of any one Psychologists using creative techniques
- Administration of a Psychological Test:
- Such as Emotional Intelligence, Self-Concept, Self- Esteem, Self-Efficacy, etc.
- Self-report on a psychological test
- Comparing self-report with a small group

Self-Learning Material

Unit	Topic	Reference Material
1	Human Growth and Development	https://www.coursera.org/learn/learning-knowledge-human-development#syllabus or https://www.coursera.org/learn/teaching-learning/
3 c	Child development in socio-cultural context - Tribal communities.	http://www.ihdindia.org/IHD-Unicefwp-PDF/IHD-UNICEF%20WP%207%20virginius_xaxa.pdf
4 c	Approaches of Studying Human development (Cross Sectional, Cross Cultural, Longitudinal)	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3444250/
5a	Piaget's Theory of cognitive development	https://courses.lumenlearning.com/teachereducationx92x1/chapter/piagets-theory-of-cognitive-development/
5c	Urie Bronfenbrenner theory on Ecological System	https://www.futurelearn.com/courses/vulnerable-children
	Practical Assignments	https://www.udemy.com/course/5-amazing-psychology-experiments/

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**CORE COURSE 2
KNOWLEDGE & CURRICULUM
COURSE CODE - UH-FED-102**

**Total Credits: 4
Total Marks: 100**

Preamble

This course will introduce students to perspectives in philosophy and education and will focus on the epistemological and social bases of education. This will help prospective teachers to make decisions about and shape educational and pedagogic practice with greater awareness of the conceptual underpinnings that inform it. To discuss the basis of modern child-centred education, the course will explore concepts like activity, discovery and dialogue. The course will also help student-teachers to identify various dimensions of the curriculum. The relationship with curriculum framework, syllabus and textbooks is explored. The idea of the curriculum as enacted and hidden curriculum is discussed.

Course Objectives:

- To acquaint the student teachers with the relationship between education and philosophy.
- To develop an understanding of the schools of thought.
- To develop critical understanding among student teachers into the epistemological basis of education.
- To explore the basis of modern child-centred education.
- To analyze the core components of curriculum and its determinants.
- To develop an understanding about the process of curriculum development.

Course Learning outcomes (CLO):

By the end of the course the student will be able to:

- Relate educational processes with its philosophical underpinnings
- Evaluate philosophical and educational perspectives of knowledge
- Interpret the epistemological basis of education
- Demonstrate an understanding of modern child-centred education
- Analyze curriculum and its determinants
- Explain the steps of curriculum development

Unit 1: Philosophy and Education

- a) Education: Meaning (etymological), definitions and characteristics of Education
- b) Philosophy: Meaning and definitions
- c) Relationship between education and philosophy with reference to
 - aims,
 - curriculum,
 - methods of teaching,
 - discipline and
 - role of the teacher with reference to: idealism, naturalism and pragmatism

Unit 2: Perspectives of Knowledge

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

Unit 3: Basis of Modern Child-Centred Education

(Concept, Basis and Educational Significance)

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

Unit 4: Curriculum – Concept, Types and Determinants

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

Unit 5: Process of Curriculum Development

- a. Need analysis & Formulating aims and objectives
- b. Selection & Organization of Content & learning experiences
- c. Evaluation of curriculum

Unit 6: Curriculum Implementation and Evaluation

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

Suggested tasks:

- Seminar Presentation: Critical appraisal of philosophy and practice of education advocated by thinkers
- Critical Writing: Critically examine role of hidden curriculum with reference to school rituals, celebrations and rules & discipline
- Develop a curriculum for any class in your pedagogy.
- Critically evaluate any one text book of school curriculum.

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Self-Learning Materials

Unit	Topics	Reading Resources
2a	Knowledge: Meaning and characteristics of knowledge	https://www.tlu.ee/~sirvir/Information%20and%20Knowledge%20Management/Key_Concepts_of_IKM/index.html
4c	Hidden curriculum	https://www.edglossary.org/hidden-curriculum/
5c	Evaluation of curriculum	https://study.com/academy/lesson/curriculum-evaluation-process-models.html
6c	Role of Ministry of education and NCERT in curriculum development & reform	https://educational-system.blogspot.com/2013/02/role-of-ncert-in-promoting-quality-of.html

**INTERDISCIPLINARY COURSE 1
GENDER, SCHOOL AND SOCIETY
COURSE CODE - UH-FED-103**

Total Credits: 4

Total Marks: 100

Preamble:

Gender inequality has persisted as a social and cultural issue since ages. This course brings the key concepts of all gender issues to be contemplated by the current generation teachers. The course is a balanced combination of the reality as it exists across the globe and a possible way to achieve gender parity. This course attempts to create an awareness of 'what is' in the first place and proceeds to find solutions for achieving equity and equality in society through the field of education. The outcome of this course is to empower student teachers to understand, deal with the current scenario and contribute positively towards a just and equitable society. The course equips them with the realization of their own place in the society as an individual beyond the shackles of gender binaries. This will enable them to bring about a balance in the society through the curriculum, policies, gender-neutral teaching learning and assessment processes.

Course Objectives:

- To acquaint the student teachers with the concept of gendered roles in society and their challenges.
- To develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, equity and equality, patriarchy and feminism and transgender.
- To understand the influence of social institutions (family, caste, class, religion, region,) on inclusion and gender identity
- To develop an understanding of challenges and issues of gender in the field of education
- To develop an understanding about laws of the government for addressing all forms of disparities, inequalities related to gender
- To appreciate the role of Government organizations and NGOs in sensitizing society towards inclusion and gender parity

Course Learning Outcomes: (CLO)

By the end of the course the student will be able to:

- Elucidate the concept of gendered roles in society and their challenges.
- Define key concepts-gender, gender bias, gender stereotype, empowerment, equity and equality, patriarchy and feminism and transgender.
- Identify gender bias and stereotyping in the society and ways to deal with them effectively
- Critically analyze the influence of social institutions (family, caste, class, religion, region,) on inclusion and gender identity
- Discuss the challenges and issues of gender in the field of education and its role in overcoming them
- Interpret the strategies for gender empowerment at national and international levels
- Explain the laws of the government for addressing all forms of disparities and inequalities related to gender
- Appreciate the role of government organizations and NGOs in sensitizing society towards inclusion and gender parity

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, media (films, advertisements, songs) on gender identity
- b. Gender bias: health, nutrition and employment
- c. Meaning, effects and ways to address gender stereotyping

Unit 3: Gender Issues and Society

- a. Dowry system, Work place discrimination
- b. Sexual abuse, Cyber bullying
- c. National Policy for Empowerment of women

Unit 4: Gender and Law

- a. Section 377 of Indian Penal Code, 1861
- b. Information Technology Act, 2000
- c. Protection of from Sexual Offences (POCSO) Act, 2012

Unit 5: Gender Challenges in Education

- a. Gender bias in School: Enrolment and dropouts
- b. Issues related to gender in school
- c. Construct of gender in National Curriculum Framework

Unit 6: Strategies for Gender Empowerment

- a. Millennium Development Goals and Sustainable Development Goals
- b. The United Nations Entity for Gender Equality and the Empowerment of Women –UN Women
- c. The role of NGOs and women's action groups in striving towards gender equity

Suggested Tasks:

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

References

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ABILITY ENHANCEMENT CORE COURSE 1
21ST CENTURY SKILLS
COURSE CODE - UH-FED-104

Total Credits: 2
Total Marks: 50

Preamble:

21st century skills comprise skills, abilities, and learning dispositions that have been identified as being required for success in 21st century society and workplaces by educators, business leaders, academics, and governmental agencies. This is part of a growing international movement focusing on the skills required for students to master in preparation for success in a rapidly changing, digital society. Many of these skills are also associated with deeper learning, which is based on mastering skills such as analytic reasoning, complex problem solving, and teamwork. The course aims to equip student teachers with 21st century skills.

Course Objectives:

- To Develop essential 21st century skills
- To Use Digital literacy tools
- To Integrate media literacy in the classroom
- To Develop information literacy skills

Course Learning Outcomes (CLO):

By the end of the course the student will be able to:

- Elucidate essential 21st century skills
- Use Digital literacy tools
- Integrate media literacy in the classroom
- Apply information literacy skills in research

Unit 1: 21st Century skills for the classroom

- a. Concept and rationale for teaching and Learning 21st century skills
- b. Essential 21st Century Skills for Today's Students- Critical thinking, Creativity, Collaboration, Communication
- c. Essential Skills for the Educator- Mindfulness, Adaptability, Resilience, Social Responsibility

Unit 2: Digital Literacy Tools

- a. Importance of Digital Literacy Tools for Teachers
- b. Safe Internet Usage and Key Online Safety Practices
- c. Teaching Digital Citizenship (Academic Integrity, Plagiarism, Cyber Bullying, Information Security)

Unit 3 Media Literacy

- a. Key Concept of Media Literacy
- b. Essential Skills of Media Literacy
- c. Integrating Media Literacy in the Classroom (Social and Political Impact of Media)

Unit 4 Research & Information Literacy Skills

- a. Developing Research Questions
- b. Understanding & Searching for Information Sources
- c. Evaluating & Citing Information Sources

Suggested Tasks:

- Analyze a case of misinformation and determine its impact in any relevant area.
- Learn a digital tool and use it to develop a resource.
- Compose an article on a relevant theme and check it for plagiarism using opensource plagiarism checker. Submit the report.
- Reflect on any one of the essential 21st century skills, integrating it in your classroom and submit an assignment on the same.
- Study the impact of effective communication skills on learners and prepare a report, citing information sources in APA format. Prepare a bibliography with at least ten information sources.

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Online References:

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<http://www.nea.org/assets/docs/A-Guide-to-Four-Cs.pdf>
- P21 Partnership for 21st Century Learning <http://www.21stcenturyskills.org/>
- Equipping Every Learner for the 21st Century, <http://newsroom.cisco.com/education/>
- 21st century Skills <https://www.oecd.org/site/educeri21st/40756908.pdf>
- Center for Curriculum Redesign, Skills for the 21st Century: What Should Students Learn?
https://curriculumredesign.org/wp-content/uploads/CCR- Skills_FINAL_June2015.pdf
- Categories of 21st century skills <https://www.aeseducation.com/blog/what-are-21st-century-skills>
CBSE, 21st century skill handbook
- http://cbseacademic.nic.in/web_material/Manuals/21st_Century_Skill_Handbook.pdf
- P21 Partnership for 21st century Learning, FRAMEWORK FOR 21st CENTURY LEARNING DEFINITIONS http://static.battelleforkids.org/documents/p21/P21_Framework_DefinitionsBFBK.pdf
- Global Partnership Education 21st Century Skills: What potential role for the Global Partnership for Education? A Landscape Review
<https://www.globalpartnership.org/sites/default/files/document/file/2020-01-GPE-21-century-skills-report.pdf>
- NCREL enGauge@21st Century Skills: Literacy in the Digital Age
- <https://firstnationspedagogy.com/engage21st.pdf>
- UNESCO, Media and Information Literacy: Policy Strategy Guidelines
<https://unesdoc.unesco.org/ark:/48223/pf0000225606>
- Council of Europe (COE), 2017 Internet Literacy Handbook <https://rm.coe.int/internet-literacy-handbook/1680766c85>
- Digital Citizenship Handbook <https://rm.coe.int/digital-citizenship-education-handbook/168093586f>

FIRST YEAR

SEMESTER 2

The Scheme of Teaching and Examination is as under:

First Year Semester – II

Summary

Sr. No.	Choice Based Credit System	Subject Code
1	Core Course -Learning & Teaching	UH-FED-201
2	Elective Course - Pedagogy of School Subject- Commerce	UH-FED-202
3	Elective Course -Pedagogy of School Subject- Economics	UH-FED-203
4	Elective Course -Pedagogy of School Subject- English	UH-FED-204
5	Elective Course -Pedagogy of School Subject- Geography	UH-FED-205
6	Elective Course -Pedagogy of School Subject- History	UH-FED-206
7	Elective Course -Pedagogy of School Subject- Mathematics	UH-FED-207
8	Elective Course -Pedagogy of School Subject- Science	UH-FED-208
9	Interdisciplinary Course -Educational Management and Leadership	UH-FED-209
10	Ability Enhancement Core Course (AECC)– Critical Understanding of ICT	UH-FED-210
11	Practicum Course 2 Teaching Skills, Observation of Peer Lessons, Shadowing of School Teachers, Practice Lessons, Reflective observation of school activities.	UH-FED-211

Detail Scheme

Sr. No.	Subject Code	Subject Title	Lectures Per Week (Lecture of 48 minutes)					Credit	Evaluation Scheme			Total Marks
			Units	S. L.	L	T	P		S.L.E	Class Test	SEE	
1	UH-FED-201	Learning & Teaching	6	1	5	1	0	4	20	20	60	100
2	UH-FED-202	Pedagogy of School Subject-Commerce	6	1	5	1	0	4	20	20	60	100
3	UH-FED-203	Pedagogy of School Subject-Economics	6	1	5	1	0	4	20	20	60	100
4	UH-FED-204	Pedagogy of School Subject-English	6	1	5	1	0	4	20	20	60	100
5	UH-FED-205	Pedagogy of School Subject-Geography	6	1	5	1	0	4	20	20	60	100
6	UH-FED-206	Pedagogy of School Subject-History	6	1	5	1	0	4	20	20	60	100
7	UH-FED-207	Pedagogy of School Subject-Mathematics	6	1	5	1	0	4	20	20	60	100
8	UH-FED-208	Pedagogy of School Subject-Science	6	1	5	1	0	4	20	20	60	100
9	UH-FED-209	Educational Management and Leadership	6	1	5	1	0	4	20	20	60	100
10	UH-FED-210	Ability Enhancement Core Course (AECC) – Critical Understanding	4	1	5	1	0	2	50	-	50	

Sr. No.	Subject Code	Subject Title	Lectures Per Week (Lecture of 48 minutes)					Credit	Evaluation Scheme			Total Marks
			Units	S.L.	L	T	P		S.L.E	Class Test	SEE	
		of ICT										
11	UH-FED-211	Practicum Course 2 Teaching Skills, Observation of Peer Lessons, Shadowing of School Teachers, Practice Lessons, Reflective observation of school activities.		6	9	9	12	6	*Assessment Method			150
Total Hours / Credit			28 theory hours+12 practical hours = 40					20	Total Marks			500

***Assessment Method - 5 Teaching Skills, 7 Lessons, Observation of 10 peer lessons, Shadowing of School teachers, Reflective observation of school activities.**

*One to two lectures to be taken for CONTINUOUS self -learning evaluation

SL –Self Learning, L: Lecture, T: Tutorials, P: Practical, SLE: Self Learning Evaluation, T&A-Task and Assignment, SEE: Semester end examination,

First Year Semester – II

Units – Topics – Teaching Hours

Sr. No	Subject Code	Subject Unit Title		Hours	Total No.of Hours	Credit	Total Marks
1	UH-FED-201 Core Course (Learning & Teaching)	I	Concept of Learning and Teaching	8	48	4	100 (60+40)
		II	Theories of Learning	8			
		III	Expanding Horizons of Learning	8			
		IV	Teaching for All	8			
		V	Teaching for effective learning	8			
		VI	Teaching as a profession	8			
2	UH-FED-202 Elective Course (Pedagogy of School Subject-Commerce)	I	Commerce Education	8	48	4	100 (60+40)
		II	Understanding Commerce Education and Curriculum	8			
		III	Essentials of Teaching Commerce and Curriculum Evaluation	8			
		IV	Learning Resources	8			
		V	Methods of Teaching	8			
		VI	Professional Development of Teaching	8			
3	UH-FED-203 Elective Course (Pedagogy of School Subject – Economics)	I	Understanding Economics	8	48	4	100 (60+40)
		II	Essentials of Teaching Economic and Curriculum Transaction	8			
		III	Methods of Teaching	8			
		IV	Learning Resources	8			
		V	Curricular Activities	8			
		VI	The Economic Teacher and assessment	8			
4	UH-FED-204 Elective Course (Pedagogy of School Subject - English)	I	Fundamentals of Language	8	48	4	100 (60+40)
		II	Language Acquisition and developing basic competencies	8			
		III	Pedagogical Approaches & Techniques	8			
		IV	Language Acquisition inside/outside the classroom	8			
		V	Learning Resources & Assessment in Language	8			
		VI	Professional Development of the English Teacher	8			
5	UH-FED-205 Elective Course (Pedagogy of School Subject - Geography)	I	Place of Geography in the Curriculum and Life	8	48	4	100 (60+40)
		II	Essentials of Teaching Geography and Curriculum Construction	8			
		III	Teaching-Learning Resources	8			
		IV	Methods of Teaching Geography	8			
		V	Current Trends in Teaching of Geography	8			

		VI	Evolving Role of a Geography Teacher	8			
6	UH-FED-206 Elective Course (Pedagogy of School Subject-History)	I	Understanding History	8	48	4	100 (60+40)
		II	Essentials of Curriculum transaction in History & Political Science	8			
		III	Methods of Teaching (Process, Merits and Limitations)	8			
		IV	Constructing History	8			
		V	Learning Resources	8			
		VI	The History Teacher	8			
7	UH-FED-207 Elective Course (Pedagogy of School Subject-Mathematics)	I	Introduction to Mathematics	8	48	4	100 (60+30+10)
		II	Place of Mathematics in school curriculum	8			
		III	Essentials of Teaching Mathematics and Curriculum Transaction	8			
		IV	Methods and Techniques of Teaching Mathematics	8			
		V	Learning Resources	8			
		VI	Professional Development of Teacher	8			
8	UH-FED-208 Elective Course (Pedagogy of School Subject-Science)	I	Place of Science in the School Curriculum	8	48	4	100 (60+30+10)
		II	Approaches to teaching of science	8			
		III	Methods of Teaching Science	8			
		IV	Innovative Trends in Teaching of Science	8			
		V	Instructional Support System	8			
		VI	Professional Development	8			
9	UH-FED-209 Interdisciplinary Course (Educational Management and Leadership)	I	Concept of Educational Management	8	48	4	100 (60+30+10)
		II	Educational Institution – Organizational perspective	8			
		III	Organizational Management	8			
		IV	Human Resource Management	8			
		V	Educational Administration	8			
		VI	Educational Administration in India	8			
10	UH-FED-210 Ability Enhancement Core Course – Critical Understanding	I	Understanding of ICT in Education	8	32	2	50
		II	Designing Technology Integrated Learning Experiences	8			
		III	Emerging Trends in E-learning	8			
		IV	Use of ICT in Evaluation, Administration and Research	8			

	g of ICT						
11	UH-FED-211 Practicum Course 2 Teaching Skills, Observation of Peer Lessons, Shadowing of School Teachers, Practice Lessons, Reflective observation of school activities	I	5 Teaching Skills (Simulated Lessons) – 30 marks	30	144	6 6*24 =144	150 (30+ 70 +20+ 2 0+10)
		II	7 Lessons – 70 marks	64			
		III	Observation of 10 peer lessons - 20 marks	20			
		IV	Shadowing of School Teacher - 10 lessons(One Week) 20 marks	20			
		V	Reflective Observation of School activities – 10 marks	10			
		VI	Internship of 7 weeks	-			
			TOTAL	144	144	20	500

**CORE COURSE 3
LEARNING AND TEACHING
UH-FED-201**

**Total Credits: 4
Total Marks: 100**

Preamble:

The course is structured to develop among the student teachers an understanding of the concepts of the processes of learning and teaching. The knowledge of factors that affect learning along with multiple intelligences and learning styles will promote psychological teaching styles. The theories of learning will develop multiple perspectives in applying the educational implications of learning. Teaching for effective learning will be enabled through metacognition, critical thinking, creatively and problem solving. Education for differently abled learners, differentiated instruction and multicultural education would enable the student teachers to teach for all learners. Professionalism in teaching and professional competencies would promote evolving the concept of teaching as a profession.

Course Objectives:

- To comprehend the concept of learning.
- To analyze the factors affecting Learning.
- To examine the various theories of Learning.
- To understand the educational needs of differently abled children
- To apply various cognitive processes for effective teaching
- To develop concept of teaching as a profession

Course Learning Outcomes: (CLO)

By the end of the course, learner will be able to:

- Comprehend the concept of learning.
- Analyze the factors affecting Learning.
- Examine the various theories of Learning.
- Understand the educational needs of differently abled children
- Apply various cognitive processes for effective teaching
- Develop concept of teaching as a profession

Unit 1: Concept of Learning and Teaching

- a. Concept of Learning and Teaching:
 - Learning: Meaning, Characteristics & Process (Steps)
 - Teaching: Meaning, Characteristics, & Phase
- b. Factors affecting learning:
 - Attention - Concept, Types & Educational Implications
 - Motivation - Concepts, Techniques & Maslow's Theory of Needs
- c. Multiple Intelligences (Gardner's) and Learning Styles (Kolb's)

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

- a. Pavlov's and Skinner's Conditioning Theories
- b. Bruner's and Ausubel's Cognitive Theories
- c. Bandura's and Vygotsky's Social Learning Theories

Unit 3: Expanding Horizons of Learning

- a. Learning for Transfer and Learning out of School
- b. Memory & Forgetting:
 - Memory: Information Processing Model & Strategies;
 - Theories of Forgetting: Trace Decay Theory, Interference / Inhibition Theory, Repression Theory (Motivated Forgetting) & Retrieval (Cue) Failure Theory
- c. Group Dynamics:
 - Group Dynamics: Meaning, Characteristics, Types, Educational Implications
 - Sociometry: Meaning, Types, Educational Implications;
 - Bruce Tuckman's Revised Model for Group Development: Five Phases & Role of Teacher

Unit 4: Teaching for All

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

Unit 5: Teaching for Effective Learning

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

Unit 6: Teaching as a Profession

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

Suggested Tasks:

Experiments in Educational Psychology: (Any one)

1. Division of Attention
2. Transfer of Learning (Mirror Drawing)
3. Fatigue
4. Association
5. Memory
6. Perception
7. Concept Formation
8. Imagination
9. Suggestion
10. Group Influence on Judgment

Administration of Psychological Tests/ Measures: (Any one)

1. Sociometry
2. Multiple Intelligences
3. Learning Styles
4. Thinking Styles
5. Creativity
6. Problem Solving
7. Critical Thinking
8. Metacognition

Self-Learning Topics (Unit wise) and Self Learning Material

Unit	Topic	Reference Material
1-a-i	Learning: Meaning, Characteristics	https://onlinecourses.swayam2.ac.in/nou20_ed03/unit?unit=1&lesson=3
1-a-ii	Teaching: Meaning, Characteristics, & Phase	https://onlinecourses.swayam2.ac.in/nou20_ed03/unit?unit=39&lesson=40 https://onlinecourses.swayam2.ac.in/nou20_ed03/unit?unit=39&lesson=42
1-b-ii	Motivation - Concepts, Techniques & Maslow's Theory of Needs	https://onlinecourses.swayam2.ac.in/nou20_ed03/unit?unit=9&lesson=12

2 – a	Pavlov’s and Skinner’s Conditioning Theories	https://onlinecourses.swayam2.ac.in/nou20ed03/unit?unit=1&lesson=5
2-c	Bandura’s Theory of learning	https://onlinecourses.swayam2.ac.in/nou20ed03/unit?unit=19&lesson=21
3-a	Learning for Transfer	https://onlinecourses.swayam2.ac.in/nou20ed03/unit?unit=1&lesson=6
3-a	Learning out of School	https://onlinecourses.swayam2.ac.in/nou20ed03/unit?unit=19&lesson=23
6-b	Evolving Roles of Teacher: Instructional Expert, Manager, Counselor and Practitioner-Researcher	https://www.youtube.com/watch?v=68L2zB7xqNs
6-c	Gordon Model of Self-discipline Professional Competencies for Classroom Management	https://onlinecourses.swayam2.ac.in/nou20ed03/unit?unit=67&lesson=71

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- Tiwari, Roma Pal - Experimental Psychology- A Dynamic Approach, Vinod Pustak Mandir
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- http://www.ntuaft.com/TISE/IRS%20manual/innovative/cognitive_learning_styles.htm
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ELECTIVE COURSE 1
PEDAGOGY OF SCHOOL SUBJECT: COMMERCE
UH-FED-202

Total Credits: 4
Total Marks: 100

Preamble:

The course aims to give basic understanding of Commerce Education and the place of Commerce in the present higher secondary curriculum. After going through the course, the learners will be equipped with the pedagogical basis which they will implement as teachers. They will be aware of objectives of teaching commerce at higher secondary level according to NCF, 2005. The learners will be skilled to organize co-curricular activities in commerce teaching. They will understand the role and challenges which they can face as a commerce teacher and be conscious of their professional growth as a commerce teacher.

Course Objectives:

- To understand the basic concepts associated with Commerce Education and the place of Commerce at higher secondary level.
- To develop an understanding of Commerce Education and aims and objectives of Commerce Education.
- To establish relationship of Commerce with other subjects and apply the maxims and principles in the teaching of Commerce
- To use various learning resources in the teaching of Commerce.
- To implement the various methods of teaching Commerce in the classroom.
- To develop an insight about role, challenges and professional development of a Commerce teacher

Course Learning Outcomes: (CLO)

By the end of the course the student will be able to:

- Explain the place of Commerce in the present Higher Secondary curriculum.
- Enumerate the aims and objectives of Commerce Education.
- Establish relationship of Commerce with other subjects and apply the maxims and principles in the teaching of Commerce
- Create learning resources in the teaching of Commerce.
- Implement the various methods of teaching Commerce in the classroom.
- Elucidate the role, challenges and professional development of a Commerce teacher

Unit 1: Commerce Education

- a. Meaning, scope and nature of Commerce education
- b. History of Commerce Education in India
- c. Place of Humanities and Social Sciences – Commerce in the present Higher Secondary curriculum.

Unit 2: Understanding Commerce Education and Curriculum

- a. Aims of Commerce Education
- b. Objectives of teaching Commerce at Higher Secondary level (as per NCF 2005)
- c. Values of teaching Commerce- global citizenship, disciplinary, practical, social,cultural, and vocational

Unit 3: Essentials of Teaching Commerce and Curriculum Transaction

- a. Maxims of Teaching Commerce:
 - Particular to General
 - Known to Unknown
 - Concrete to Abstract
 - Analysis to synthesis
 - Near to Far
- b. Importance of correlation in Commerce Education, Intra and Intercorrelation of Commerce with Mathematics, Economics, Language and Geography

Unit 4: Learning Resources

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

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

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

Unit 6: Professional Development of Teacher

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

Suggested tasks:

- Visit to any one of the following: Bank, industry, stock exchange, market or any place of commercial importance and write a report (Planning, Organization, Learning experiences, Reflection)
 - Prepare and execute a lesson plan for teaching any topic of any one subject of Std XI or XII of Commerce by using any one of the following:
 - Blended learning approach,
 - Constructivist approach
-

- Study and compare the Commerce education at higher secondary level in India with any other developed country.
- Select any contemporary issue related to the Commerce field and present a paper using Seminar method.
- Chalk out and conduct an activity in the college along with a report related to (Anyone): Social Science Club / Exhibition
- Content Test in commerce
- Prepare any one teaching aid and explain how you use it in teaching commerce.

References:

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- <http://skills.business.qld.gov.au/planning/269.html>
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- <http://chronicle.com/article/How-Social-Networking-Helps/123654>
- <http://wcsit.org/pub/2012/vol.2.no.1/The%20Use%20of%20Social%20Networking%20in%20Education%20Challenges%20and%20Opportunities.pdf>

Self-Learning Topics (Unit wise)

Unit	Topics	Reading Resources
2.c	Values of teaching Commerce- global citizenship, disciplinary, practical, social, cultural, and vocational	https://snsourseware.org/drsnsce/files/1565769211.pdf
4.c	Use of ICT in the teaching of Commerce: Computer assisted learning,	http://ijaret.com/wp-content/themes/felicity/issues/vol4issue2/rishu.pdf
5.b	Cooperative learning (Jigsaw, Think-pair-share, Round table)	https://sites.google.com/site/7waysofeffectivelearning/teaching-with-cooperation-learning/cooperative-learning-techniques https://granite.pressbooks.pub/teaching-diverselearners/chapter/cooperative-learning-2/ https://static.fasdoutreach.ca/www/toolbox/c/Cooperative Learning Techniques.pdf
5.c	Blended learning	http://www.buffalo.edu/ubcei/enhance/designing/learning-activities/blended-learning.html https://www.blendedlearning.org/models/?cf_chl_jschl_tk=0d2938985bce24138880724ddadc53f181fff1cb-1598627656-0-ATMVZDACKKr4toquk8DBR519IB5oIT8YydcURb7y_PEpjXLJxIkqIMui0PqINc93MB40JWoYHiVe3NV3-ITu-qFJLymp3V-O5sGvStNyWnodgiQVqEL7WETZMtXWkyEGZv7ZheFYn0qUNDe8pmFf-ozUK2Gy-HQsntRc8if0xxaPvIYDhyOMrBcPNOihP5ulUOH_ToKZfQo7WhLpsuXT31pI_PveiuxmTCMpdYcA9SqIySTTVA95R4fdFD5NAHOYHnWmdPIyvrSHbsvmMX6ieeV4JUSuTjU9cVKB_YJAyw2u

ELECTIVE COURSE 1
PEDAGOGY OF SCHOOL SUBJECT: ECONOMICS
UH-FED-203

Total Credits: 4

Total Marks: 100

Preamble

This course is intended to provide an overview of teaching of Economics and its importance in education at secondary and higher secondary level. The course includes theories and principles, methods and approaches to teaching economics. It is designed to develop values like Global Citizenship, Entrepreneurship, and Consumerism. The course brings out the importance and place of economics in Humanities, Social Sciences, Commerce & management. The methods and strategies to make economics subject interesting and effective through the latest techniques and technology are discussed and avenues for professional growth of teachers are focused upon.

Course Objectives:

- To develop an understanding of aims and objectives & the importance of economics in curriculum and life.
- To develop an understanding of teaching Economics at secondary and higher secondary level.
- To develop the skill of establishing correlation of Economics with other subjects of the curriculum.
- To develop an understanding of methods and approaches of teaching Economics & the skill of preparing and using instructional material.
- To develop the skill of pedagogical and critical analysis of text book of Economics & understanding of multifarious role of an Economics
- To develop skill in organization of co-curricular activities on current affairs in teaching of Economics.

Course Learning Outcomes: (CLO)

By the end of the course the student will be able to:

- Explain the importance, aims and objectives of teaching economics.
- State objectives of teaching Economics at secondary and higher secondary level.
- Apply the skill of establishing correlation of Economics with other Subjects of the school curriculum.
- Identify methods and approaches of teaching Economics.
- Learn the skill of preparing and using instructional material.
- Analyse pedagogical and critical analysis of text book of Economics
- Arrange co-curricular activities on current affairs in the teaching of Economics.

Unit 1: Understanding Economics

- a. Meaning, Importance and Scope of Economics
- b. Objectives of teaching Economics at Higher Secondary level\
- c. Values of teaching Economics (Global Citizenship, Entrepreneurship, Consumerism, Place of Humanities, Social Sciences & Economics in the present school curriculum

Unit 2: Essentials of Teaching Economics and Curriculum Transaction

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

Unit 3: Methods of Teaching (Meaning, Procedure, Merits and Demerits)

- a. Classroom Methods: Lecture, Seminar, Discussion
- b. Research Methods: Project, Problem Solving, Case study, Survey
- c. Innovative methods: Cooperative learning (Jigsaw, Think-pair- share, round table), Constructivism (5 E)

Unit 4: Learning Resources

- a. Economics Textbook – Characteristics and Critical analysis of a textbook (IX-XII)
- b. Audio visual resources: TV, Radio, ICT in the teaching of Economics, Internet (uses, importance), Social networking,
- c. Print Media: Booklets, Newspapers, Magazines & Journals

Unit 5: Co-curricular activities

- a. Objectives and Importance of Co-Scholastic Activities
- b. Structure, Formation & Organization of Economics Club
- c. Planning of various Activities in Economics:
 - Indoor: Quiz, Debate, Games & Essay Writing,
 - Outdoor: Visit to bank, Multinational Company, stock exchange & industries

Unit 6: The Economics Teacher & Assessment

- a. Qualities of an Economics teacher & Challenges faced by a Economics teacher
- b. Professional Growth of an economics teacher: Need and Avenues of Continuous Professional Development
- c. Continuous Comprehensive Assessment: Drafting of Question Paper, Diagnostic & Remedial Teaching

Suggested tasks:

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

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Self-Learning Topics (Unit wise)Self Learning Material

Unit	Topic	Reference Material
1	Understanding Economics	https://www.coursera.org/learn/intro-economic-theories
2	Essentials of Teaching Economics and Curriculum Transaction	https://www.coursera.org/learn/financial-markets-global
3	Methods of Teaching (Meaning, Procedure, Merits and Demerits)	https://www.coursera.org/learn/principles-of-microeconomics

ELECTIVE COURSE 1 (EC 1)
PEDAGOGY OF SCHOOL SUBJECT: ENGLISH
UH-FED204

Total Credits: 4
Total Marks: 100

Preamble:

Teaching of English in India is leaping into the future with special focus on English as a Lingua Franca. This course in Pedagogy of Teaching English will enable the student-teachers to comprehend the theory & practices of teaching of English and critically reflect on their practices in order to make teaching more effective and innovative. This course offers broad perspectives on selection of appropriate learning resources and teaching and assessment strategies that correspond to teaching English at different ages and stages. This course is closely linked to the academic and professional needs of the English language teachers.

Course Objectives:

- To help the student to acquire the fundamentals of English language
- To enable the student to develop an understanding of skills and competencies needed for language learning
- To enable the student to learn various pedagogical approaches and techniques in teaching and learning the language
- To help the student to adapt learning resources for effective acquisition of language
- To enable the student to learn and practice learner centric methods in the classroom
- To help the student to understand the contemporary tools and techniques of assessment in language
- To help to student to analyze the significance of continuous professional development of language teachers

Course Learning Outcomes: (CLO)

By the end of the course the student will be able to:

- Acquire the fundamentals of English language
- Apply progressive pedagogical approaches and techniques in teaching and learning the language
- Adapt learning resources for effective acquisition of language
- Practice learner centric methods in the classroom
- Understand the contemporary tools and techniques of assessment in language
- Appreciate the significance of continuous professional development of language teachers

Unit 1 –Fundamentals of Language

- a. Nature of Language
- b. Importance of English language in multilingual society
- c. Principles (Palmer) of language teaching and Correlation (intra and inter: with allschool subjects)

Unit 2- Language Acquisition and developing basic competencies

- a. Developing Listening & Speaking Skills
- b. Reading: Types, Developing reading skills and Vocabulary
- c. Writing: Developing writing skills and Grammatical Competence

Unit 3 Pedagogical Approaches & Techniques

- a. Constructivist Approach (7E's), Communicative Approach (Concept & procedure), Inductive-deductive Approach
- b. Techniques of teaching- narration, dramatization, discussion, questioning, activity-based learning
- c. Teaching appreciation of Literature

Unit 4 – Language Acquisition inside/outside the classroom

- a. Language Registers
- b. Techniques to enhance reading comprehension (Skimming, Scanning, Columnar Reading, Key word reading)
- c. Supplementary Skills (Note Taking, Note Making, Reference Skills)

Unit 5 - Learning Resources & Assessment in Language

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

Unit 6 - Professional Development of the English Teacher

- a. Qualities required and Challenges faced in classroom by an English teacher in India
- b. Need and Avenues of Continuous Professional Development
- c. Diagnostic Testing and Remedial Teaching

Suggested tasks:

- Do a review and present a paper on any one Book by an Indo-Anglian author
- Develop any two language activities for teaching language skills
- Develop a CALL package for any one school lesson
- Interview four language teachers regarding the challenges in teaching English and how they solve them. Submit a report on the same.

References

- Deka, S., & Peerbhoy, A. (2006) *Methods of Teaching English*.
- Bhatia K. T. *Teaching of English in India*
- Gurrey, P. (1935). *The appreciation of poetry*. London: Oxford University Press.
- Kohli, A. L. (2012). *The Techniques of Teaching English in the new millennium*.
- Ray M. *Basic Introduction to English Language Teaching*.
- Cremin, T. (2015). *Teaching English Creatively*. Routledge.

Self-Learning Topics (Unit wise)Self Learning Material

Unit	Topic	Reference Material
1	Principles of English Language	https://www.gutenberg.org/files/46961/46961-h/46961-h.htm
2	Basic Skills of Language (LSRW)	https://eltguide.com/basic-ideas-and-techniques-for-teaching-the-four-language-skills/
3	Constructivist Approach Communicative Approach	http://www.buffalo.edu/ubcei/enhance/learning/constructivism.html https://teachingenglish4all.wordpress.com/2011/04/22/communicative-language-teaching-clt-and-the-post-method-era/
4	Techniques to enhance reading comprehension	https://www.englishhints.com/improve-reading-skills.html
5	Library as a Learning Resource	https://www.britishcouncil.org/voices-magazine/ways-your-library-can-support-language-learning

**PEDAGOGY OF SCHOOL
SUBJECT: GEOGRAPHY
UH-FED-205**

**Total Credits: 4
Total Marks: 100**

Preamble:

The course provides the knowledge and understanding of Geography and builds a working knowledge of its basic methodology. It also aims at helping the student- teachers in developing the skills of using resource material in teaching geography. The course helps student teachers to demonstrate appreciation and respect for the diversity of perspectives, world-views, and cultures. It develops an awareness and responsibility for the environment. The course attempts to provide an insight into the role of a geography teacher.

Course Objectives:

- To develop an understanding of Geography as a subject.
- To analyze the essentials of teaching Geography and approaches to curriculum construction.
- To reflect on the practical skills of using different types of teaching-learning resources.
- To enable the student -teacher with the skills of implementing different methods and techniques of teaching Geography.
- To create an awareness of the current trends in teaching of geography.
- To equip the student -teacher with the understanding of the role of a geography teacher

Course Learning Outcomes (CLO):

By the end of the course the student will be able to:

- Explain the meaning, aims and nature of geography
- Differentiate the important approaches of geography in curriculum construction.
- Use appropriate learning resources in teaching geography
- Implement the different methods and techniques of teaching Geography.
- Recognizes the emerging trends in geography subject
- Identify the challenges, role and avenues for professional growth of a geography teacher.

Unit 1: Place of Geography in the Curriculum and Life

- a) Epistemological framework - Evolution and major contributors
- b) Meaning, Nature, Scope and Aims of Teaching Geography
- c) Geo-Literacy: -Concept, Need and Ways to Create Awareness

Unit 2: Essentials of Teaching Geography and Curriculum Construction

- a) Maxims of Teaching: -Simple to Complex, Known to Unknown, Concrete to Abstract, and Particular to General.
- b) Correlation with Other School Subjects: - Economics, Languages, History, Science and Mathematics
- c) Approaches of Curriculum Construction: Concentric and Topical Approach

Unit 3: Teaching-Learning Resources

- a) Importance and Uses: -Globe, Atlas, Models, Travelogues, Aerial Photographs, Satellite imagery, Maps (Map Filling, Reading and Interpreting using Distance, Direction, Signs and Symbols, Point, Line and Area)
- b) Characteristics of a Good Geography Textbook,
- c) E-resources: -Meaning and Significance –GIS, GPS, Computer Based Online and Offline Resources

Unit 4: Methods of Teaching Geography

(Meaning, Importance, Procedure, Merits and Demerits)

- a) Project Method and Field Visit/ Trip (virtual)
- b) 'A' method, and Journey method
- c) Constructivist approach (5E's) and Cooperative Learning Techniques (Gallery Walk & Think-Pair-Share)

Unit 5: Current Trends in Teaching of Geography

- a) Importance of Organization of Co- Curricular Activities-Geography Club, Current Events and Museum (Objectives, Significance, Activities)
- b) Geography Room- Need, Equipment, Maintenance.
- c) Diagnostic Testing and Remedial Teaching.

Unit 6: Evolving Role of a Geography Teacher

- a) Competencies and Qualities of a Geography teacher
- b) Challenges faced by a Geography Teacher (Academic, Financial, Physical Infrastructure)
- c) Continuous Professional Development of a Geography Teacher: Need and Avenues

Suggested Tasks:

- A visit to Nature Park or Museum or Planetarium or Meteorological Department or a Dam as a learning resource in geography and submit a report in about 500- 750 words or a Virtual visit.
- Prepare a digital lesson plan using the 'A' method or 5E's or Gallery Walk (co-operative learning techniques) using E- resources.
- Prepare a Tech- based learning resource for teaching geography.
- Critically analyze a secondary school Geography textbook.
- Interview a geography teacher and identify the challenges faced by them and submit a report in about 500- 750 words.

References: -

- Arora, K.L., Bhugol Shikshan, Teaching of Geography
- Gopsill G.H., The teaching of Geography
- Macenee E.A. The teaching of Geography
- N.C.E.R.T., Practical Geography
- O.P Varma and E.G. Vedanayaga, Geography Teaching
- R.P.Singh, Teaching of Geography
- S.K.Kochhar, Methods and Techniques of Teaching
- SalimBasha, Teaching of Geography
- Sanjay Dutta and O.P Garg, Teaching of Geography
- Shaida and Sharma, Teaching of Geography
- Thralls Z.A., The teaching of Geography
- Walker James, aspects of Geography Teaching in school

PEDAGOGY OF SCHOOL SUBJECT: HISTORY

UH-FED-206

Total Credits: 4

Total Marks: 100

Preamble

Effective history teachers use a variety of approaches to support student learning. The course emphasizes a constructivist, concept-based and generalization-based approach to teaching history. It attempts to enable the student teachers to view history as an evidence-based discipline. The course aims to provide the pre-service teacher with a toolkit of essentials for curriculum transaction in history. The course equips students with conventional and contemporary pedagogy of history and ability to choose appropriate learning resources.

Course Objectives:

- To develop an understand the nature of History and Political Science as a school subject
- To develop an understand the essentials of curriculum transaction in History & Political Science
- To develop an understanding of conventional and contemporary pedagogy of history
- To develop an understand the evidence-based interpretation of history
- To understand the significance of learning resources to teach the subject
- To understand the need and avenues for professional development

Course Learning Outcomes (CLO)

By the end of the course the student will be able to:

- Identify the objectives of teaching history at the secondary level
- Use essential strategies in curriculum transaction off history and political science
- Implement conventional and contemporary methods of teaching history
- Analyze primary and secondary sources towards evidence-based construction of history
- Use appropriate learning resources in teaching history
- Face the challenges of teaching history and chart a pathway of professional growth

Unit 1: Understanding History

- a) Nature of History,
- b) Objectives of teaching History at the secondary level.
- c) Values of teaching History

Unit 2: Essentials of Curriculum transaction in History & Political Science

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

Unit 3: Methods of Teaching (Process, Merits and Limitations)

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

Unit 4: Constructing History

- a) Historical Thinking Concepts (Peter Seixas & Tom Morton)
- b) Evidence-based interpretation of history: primary and secondary sources, importance of source analysis
- c) Collingwood's approach to reconstructing the past through historical imagination

Unit 5: Learning Resources

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

Unit 6: The History Teacher

- a) Qualities and competencies of a history teacher
- b) Professional growth of a history teacher – Need and avenues for professional development
- c) Challenges faced by history teachers (Challenges posed by technology, pedagogy and globalization.)

Suggested tasks:

- Critically analyze a secondary school History and Political Science textbook.
- Participate in a field visit/ virtual tour of any Historical site and write a report of about 500-750 words.
- Prepare a time-line of any period in history
- interview two History teachers and find the challenges faced by them and submit a report in about 500-750 words.

Self-Learning Topics (Unit wise)

Unit	Topics	Reading Resources
2c	History as a concept driven subject: Concept based and generalization-based learning	http://www.uintahbasintah.org/papers/ssstrategies.pdf
4a	Historical Thinking Concepts (Peter Seixas & Tom Morton)	https://historicalthinking.ca/ https://tc2.ca/en/creative-collaborative-critical-thinking/resources/thinking-about-history/
4b	Evidence-based interpretation of history: primary and secondary sources, importance of source analysis	https://www.history.org.uk/student/resource/3211/using-historical-sources https://dg.philhist.unibas.ch/en/studium/history-a-toolkit-for-students/academic-skills/literature-analysis/#:~:text=Sources%2C%20i.e.%20records%20from%20and,make%20claims%20about%20the%20past.
4c	Collingwood's approach to reconstructing the past through historical imagination	https://files.eric.ed.gov/fulltext/EJ1073911.pdf https://www.jstor.org/stable/43254801?seq=1#metadata_info_tab_contents

References:

- Angelo A.T, et.al. (1993). Classroom Assessment Techniques A. Handbook for College Teachers, San Fransisco Tossey-Bass Publisher
- Aitken, GV; Sinnema, CEL (2008) Effective Pedagogy in Social Iwi: Best Evidence Synthesis Iteration (BES) Ministry of Education.
- Batra Poonam, Social Science Learning in Schools: Perspectives and Challenges, Sage Publications
- Brandes, D. et. al. (1994). A Guide to Student-centred Learning, Basil Blackwell Ltd. Celntham. UK.
- Burke, Peter (1991), New Perspectives on History Writing, Blackwell, Oxford publications.
- Carr, E.H. (1962), What is History? Knopf, London.
- Diff Block, Mark (1992), The Historian's Craft, M
- Digumarti Bhaskara Rao (ed.), Techniques of Teaching Social, Sciences, Sonali Publications, Delhi
- Martorella, Peter H. (1996), Teaching social studies in middle and secondary schools, Englewood Cliffs, N. J: Prentice Hall.
- Joyce, B. & Weil, M. (1997), Models of Teaching, Prentice Hall Ire, New Jersey
- Stanford, Michael (1986), The Nature of Historical Knowledge, Basil Blackwell, Oxford
- Tew, Daniel J., "Pedagogy of Teaching History: Comparing the Chronologic and Thematic Approaches" (2014). Honors Senior Theses/Projects. Paper 14.

Web References

- http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/social_sciencel.pdf
- https://education.alberta.ca/media/384968/makingadifference_2010.pdf
- http://www.canberra.edu.au/researchrepository/file/3d3fb227-73c7-dc08-49ee-275fa23092d3/1/full_text_final.pdf
- <http://historicalthinking.ca/historical-thinking-concepts>
- http://www.nelson.com/thebigsix/documents/The%20Big%20Six%20Sample%20Chapter%20with%20BLM_Aug%2030.pdf
- https://www.academia.edu/2527715/Suffrage_feudal_democracy_treaty..._historys_building_blocks_Learning_to_teach_historical_concepts
- <https://sheg.stanford.edu/historical-thinking-chart>

PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS

UH-FED-207

Total Credits: 4

Total Marks: 100

Preamble

The course aims to give basic understanding of nature of mathematics and the place of Mathematics in the present secondary and higher secondary curriculum. After going through the course, the learners will be equipped with the pedagogical basis which they will implement as teachers. They will be aware of objectives of teaching mathematics at secondary and higher secondary level according to NCF, 2009. The learners will be skilled to organize co-curricular activities in mathematics teaching. They will understand the role and challenges which they can face as a mathematics teacher and be conscious of their professional growth as a mathematics teacher.

Course Objectives

- To develop an understanding of nature and values of teaching mathematics.
- To appreciate the contribution of various mathematicians.
- To acquire knowledge of pedagogical analysis of various concepts in mathematics.
- To practice the various methods and techniques of teaching mathematics.
- To organize the curriculum using various approaches of curriculum construction.
- To understand the challenges faced by teachers while teaching mathematics in the classroom.

Course Learning Outcomes (CLO)

By the end of the course the student will be able to:

- Explain the nature and values of teaching mathematics.
- Appreciate the contribution of various mathematicians.
- Acquire knowledge of pedagogical analysis of various concepts in mathematics.
- Practice the various methods and techniques of teaching mathematics.
- Organize the curriculum using various approaches of curriculum construction.
- Elaborate the challenges faced by the teacher while teaching mathematics in the classroom.

Unit 1: Introduction to Mathematics

- a. Meaning and Nature of Mathematics.
- b. Values of teaching Mathematics.
- c. Correlation of Mathematics – Internal and External. (External Subjects- Language, Science, History, Geography, Economics & Commerce).

Unit 2: Place of Mathematics in school curriculum & Approaches to teaching of Mathematics

- a. Place of Mathematics in the present school curriculum
- b. Approaches of Curriculum Construction-Concentric and Topical
- c. Contribution of Mathematicians
 - Aryabhata
 - Ramanujan
 - Euclid
 - Pythagoras

Unit 3: Essentials of Teaching Mathematics and Curriculum Transaction

- a. Maxims of teaching
 - From Known to Unknown
 - From Simple to Complex
 - From Particular to General
 - From Concrete to Abstract
 - From Whole to Part
- b. Concept of Vedic Mathematics.
- c. Diagnostic Testing (Need and Steps) & Remedial Teaching (Need and Strategies) in Mathematics

Unit 4: Methods and Techniques of Teaching Mathematics

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

Unit 5: Learning Resources

- a. Mathematical Laboratory & Mathematic club (objectives, significance)
- b. Textbook – Characteristics and Critical analysis (**No theory questions to be asked in the examination**).
- c. Calculators – When and How to Use calculators in Mathematics.
- d. Digital Resources for Teaching Mathematics- Geogebra, Virtual Manipulative(Meaning, Application, Advantages and Limitations)

Unit 6: Professional Development of Teacher

- a. Competencies of a Mathematics teacher.
- b. Need and Avenues of Continuous Professional Development.
- c. Difficulties faced by the teacher in teaching of mathematics and suggestive measures to overcome them.

Suggested Tasks:

- Preparation and execution of lesson plan in mathematics with any one of the following:
- Generalizations, Theorems/ Proofs, Problem Solving, Lecture cum Demonstration. Take up a problem in mathematics (from any area like number system, geometry etc.). Make a group of 3 or 4 students to discuss about the probable ways of solving, Use of technology, Constructivism.
- Conduct one lesson in the math using manipulative- Physical/ virtual.
- Assignment/s
- Critical evaluation of any one Mathematics textbook (Std. VI to X)
- Prepare a diagnostic test in mathematics.
- Prepare any one improvised teaching aid and explain how you use it in teaching Mathematics.
- Visit the Nehru science center and prepare the report.
- Content Test in Mathematics (from the school level content of class 6 to 10)
- Chalk out and conduct an activity in the college along with a report related to (Any one):
- Science – Math Club / Mathematics Corner.
- Prepare a questionnaire related to Mathematics based research

References:

- Boyer, Carl B., (1969): A History of Mathematics; Wiley, New York.
- Content cum Methodology of Teaching Mathematics for B.Ed; NCERT New Delhi.
- Davis David R., (1960); Teaching of Mathematics Addison Wesley Publications.
- Ediger Mariow (2004); Teaching Math Successfully, Discovery Publication.
- Gupta H.N. and Shankaran V (Ed.), 1984; Content cum Methodology of Teaching Mathematics, NCERT New Delhi.
- Hudgins, Bryce B. (1966); Problem Solving in the classroom, MacMillan, New York.
- James Anice (2005); Teaching of Mathematics, Neelkamal Publication.
- Johan R.E. et.al, (1961): Modern Algebra; First Course, Addison-Wesley Publishing Company INC. USA.
- Kapur S.K. (2005); Learn and Teach Vedic Mathematics; Lotus Publication.
- Kulshreshtha; Teaching of Mathematics, R. Lal and Sons.
- Kumar Sudhir; Teaching of Mathematics, Anmol Publications, New Delhi, India.
- Mangal, A text book on Teaching of Mathematics, Prakash Bros., Ludhiana, India.
- NCERT (2006) Position Paper-National Focus Group on Teaching of Mathematics, New Delhi
- Novak, J.D. & Gowin, D.B., (1984), Learning How To Learn, New York, NY, Cambridge University Press
- Hollands (1990), Development of mathematical skills, Blackwell Publishers, Oxford, London
- Schannel F.J. (1965), Diagnostic and Remedial Teaching in Arithmetic, Lever and Boyd, London
- Pamela Cowan (2006), Teaching Mathematics, A Handbook for Primary and Secondary School Teachers, Routledge, London and New York
- Tanner H. And Jones S. (2000), Becoming a successful teacher of mathematics, Routledge Falmer, London
- Thompson D.R and Rubenstein (2010), Teaching and Learning High School Mathematics, John Wiley and Sons Inc., New Jersey,
- Weinberg A.S. (1999), Connecting Mathematics and Science to Workplace Contexts: A Guide to Curriculum materials, Corwin Press Inc., Californi

Self-Learning Topics (Unit wise)Self Learning Material

Unit	Topic	Reference Material
2 c	Contribution of Mathematicians	https://www.storyofmathematics.com/greek-pythagoras.html
4 c	Techniques of teaching Mathematics ---Drill and Review, Assignment in Mathematics	https://gradeup.co/TechniquesofMathematicsTeaching-i
6 b	Professional Development of Teacher	https://study.com/academy/lesson/math-teacher-professional-development.html

PEDAGOGY OF SCHOOL SUBJECT: SCIENCE

UH-FED-208

Total Credits: 4

Total Marks: 100

Preamble

The student teacher will be acquainted with an understanding of the place of science in the school curriculum and nature of science. The various approaches such as maxims, correlation and global perspectives in teaching of science will enable the student teachers to teach Science effectively. The diverse methods and trends in teaching of science will equip the student teachers with the latest research based and evidence-based teaching of science. The student teachers will develop competencies in employing the instructional support system efficiently. Professional development as a science teacher will be delineated.

Course Objectives

- To comprehend the place of science in the curriculum.
- To perceive the approaches to teaching of science.
- To understand the methods of teaching Science.
- To apply the innovative trends in teaching of science.
- To understand the instructional support system in science.
- To explore the needs and avenues of professional development of a science teacher.

Course Learning Outcomes (CLO)

By the end of the course, learner will be able to:

- Comprehend the place of science in the curriculum.
- Perceive the approaches to teaching of science.
- Understand the methods of teaching Science.
- Apply the innovative trends in teaching of science.
- Understand the instructional support system in science.
- Explore the needs and avenues of professional development of a science teacher.

Unit 1: Place of Science in the School Curriculum:

- a) Meaning and Nature (Process & Product) of Science; Process Skills (Basic and Integrated) in science
- b) Values of teaching Science; Training in Scientific Method and Scientific Attitude/ Temper
- c) Global Perspectives in Science teaching: Concept and Infusing GP in the Science Curriculum

Unit 2: Approaches to teaching of science:

- a) Maxims of Teaching: Simple to Complex, Whole to Parts, Empirical to Rational, Concrete to Abstract, Known to Unknown, Particular to General
- b) Correlation of Science in the Curriculum: Internal & External
- c) Curriculum Organization: Topical and Concentric

Unit 3: Methods of Teaching Science (Procedure, Role of teacher, Advantages and Limitations):

- a) Lecture Cum Demonstration
- b) Laboratory
- c) Project
- d) Problem Solving

Unit 4: Innovative Trends in Teaching of Science (Meaning and Use):

- a) J.D. Novak's Concept Mapping and Tony Buzan's Mind Mapping
- b) PEOR Approach and 7Es Learning Cycle
- c) Nurturing Aesthetic Sense and Curiosity: Metaphors / Analogies and Aesthetic Approach
- d) E-Resources: Virtual Lab and Simulation

Unit 5: Instructional Support System:

- a) Text book: Characteristics of a good Science textbook
- b) Laboratory Management - Planning and Maintenance; Mobile Laboratory & Improvised Apparatus (Meaning and Significance)
- c) Science Clubs (Objectivities, Significance, Organization and Activities) – (including Significance & Organization of Science Excursions/Field Visits and Science Corner/Exhibitions)

Unit 6: Professional Development:

- a) Challenges faced by Science Teacher (Alternative conceptions and Resource Constraints)
- b) Need & Avenues of Continuous Professional Development (CPD)
- c) Diagnostic Testing (Need and Steps) & Remedial Teaching (Need and Strategies) in science

Suggested Tasks:

- Content Test in Science (from the school level content of class 6 to 10)
 - Critical evaluation of any one Science textbook (Std. VI to XII)
 - Presentation of History and development of science in any one period (Ancient, Medieval, Modern Period)
 - Contribution of any two Scientists in development of the nation.
 - Awareness of Science Institutions at different levels & Science Talent Search Examinations:
 - i) International: NASA
 - ii) National: ISRO, BARC
 - iii) NSC, Homi Bhabha Research Centre
 - Compare the teaching of Science in India with the teaching of science in developed countries (e.g. U.S.A.)
 - Prepare any one improvised teaching aid and explain how you use it in teaching science.
 - Visit Homi Bhabha Research Center/ Nehru science center and prepare the report.
 - Prepare an Instructional Material for teaching One Topic in Science. (Model, Herbarium, Vivarium, Aquarium, Scientific Toy, etc.)
 - Conduct two activities / experiment in the Science Corner with PEOR Approach and submit a report
 - Conduct an Experiment in a School/Junior College Science Laboratory and submit a report
 - Setting of the apparatus for any one experiment in the laboratory and demonstrating the same and submit a report
 - Preparation and execution of lesson plan with any one of the following: Concept mapping, Use of technology, Constructivism
 - Chalk out and conduct an activity in the college along with a report related to (Anyone): Science Club / Science Corner / Exhibition / Science Field Trip
 - Prepare a questionnaire related to science-based research
-

Self-Learning Topics (Unit wise) and Self Learning Material

Unit	Topic	Reference Material
1 – a	Meaning and Nature (Process & Product) of Science; Process Skills (Basic & Integrated) in Science	https://onlinecourses.swayam2.ac.in/nou20_ed04 https://www.open.edu/openlearn/education/educational-technology-and-practice/changes-science-education/content-section-0?active-tab=content-tab https://www.open.edu/openlearn/education/teaching-secondary-science/content-section-0?active-tab=content-tab
1-b	Values of teaching Science	https://onlinecourses.swayam2.ac.in/nou20_ed04/unit?unit=7&lesson=9
1-b	Scientific Temper and Scientific Attitude	https://onlinecourses.swayam2.ac.in/nou20_ed04/unit?unit=22&lesson=18

1 – c	Global Perspectives in Science teaching:	https://online-learning.harvard.edu/course/educating-global-citizens-0?delta=0
2 – b	Correlation of Science in the Curriculum	https://onlinecourses.swayam2.ac.in/nou20ed04/unit?unit=26&lesson=29 https://onlinecourses.swayam2.ac.in/nou20ed04
3 – a	Lecture cum Demonstration Demonstration Lesson and Skill of Explanation	https://onlinecourses.swayam2.ac.in/nou20ed04/unit?unit=46&lesson=47 https://www.youtube.com/watch?v=fALiGf2sRlg & https://www.youtube.com/watch?v=PLdIVGIYbAI
3-b	Laboratory Method	https://onlinecourses.swayam2.ac.in/nou20ed04/unit?unit=46&lesson=47
3 – d	Problem Solving	https://onlinecourses.swayam2.ac.in/nou20ed04/unit?unit=41&lesson=42 https://onlinecourses.swayam2.ac.in/nou20ed04
4 – a	J.D. Novak’s Concept Mapping	https://onlinecourses.swayam2.ac.in/nou20ed04/unit?unit=41&lesson=45 https://onlinecourses.swayam2.ac.in/nou20ed04 https://onlinecourses.swayam2.ac.in/nou20ed03/unit?unit=44&lesson=51 https://youtu.be/8DL8SVR12y0
4-c	Nurturing Aesthetic Sense and Curiosity: Metaphors / Analogies and Aesthetic Approach	https://onlinecourses.swayam2.ac.in/nou20ed04/unit?unit=22&lesson=19

4-d	Virtual lab	https://onlinecourses.swayam2.ac.in/nou20_ed04/unit?unit=54&lesson=58
5-b	Mobile Lab	https://onlinecourses.swayam2.ac.in/nou20_ed04/unit?unit=54&lesson=58
5-c	Science Excursions/Field Visits and Science Corner/Exhibitions	https://onlinecourses.swayam2.ac.in/nou20_ed04/unit?unit=54&lesson=56
5 – b	Laboratory Management - Planning and Maintenance	https://onlinecourses.swayam2.ac.in/nou20_ed04

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INTERDISCIPLINARY COURSE 2 EDUCATIONAL MANAGEMENT & LEADERSHIP

Total Credits: 4

Total Marks: 100

Preamble:

This interdisciplinary course endeavours to acquaint student teachers with the essential concepts of management and its application in education. The course intends to develop student teachers' as emerging leaders in the 21st century equipped with leadership skills and styles. The course will give impetus to student teachers' to be an entrepreneur. Student teachers' will be aware about the education system in India and the various governing bodies and boards giving direction to the present educational setup.

Course Objectives:

- To develop an understanding of the concept of educational management and Leadership.
- To develop an understanding of the importance of effective organizational management.
- To understand the meaning and importance of Quality management and Human resource management.
- To develop teachers as leaders.
- To develop an understanding about educational administration in India.
- To initiate the act of transforming educational institutions into Learning Organization

Course Learning Outcomes: (CLO)

By the end of the course the student will be able to:

- Describe the basics and functions of Educational Management
- Elucidate Concept of Organizational Culture and Climate.
- Elaborate importance of Quality Management at each step.
- Identify features of a good educational management plan for school set-up.
- Explain the concept of educational leadership and its styles
- Explicate the structure and functioning of different governing bodies

Unit 1: Concept of Educational Management

- a) Educational Management - Meaning, Objectives and Importance
- b) Principles of Management by Henry Fayol
- c) Functions of Management - Planning, Organizing, Staffing, Directing and controlling (with respect to Educational Institution – Meaning and Importance)

Unit 2: Educational Institution – Organisational perspective

- a) Concept of Organisational Culture and Organisational Climate, Building positive school culture and climate
 - b) Peter Senge's Model of Learning Organization and characteristics of educational institutions as a learning organisation.
 - c) Concept of Systems Approach to Educational management
-

Unit 3: Organizational Management

- a) Quality Management in Education: Concept, Process and Indicators.
- b) Human Resource Management in educational institutions- Meaning, Need and Process (selection, recruitment, role clarification, training and (development, talent management, retention, performance appraisal)
- c) Edupreneurship (Meaning, need and qualities of an edupreneur)

Unit 4: Human Resource Management

- a) Concept of educational leadership and Role of Educational Leadership
- b) Leadership Styles: Transformational Leadership, Strategic Leadership (Meaning, Characteristics, Merits, Demerits and Teacher as a classroom leader)
- c) Leadership Skills in education: Grievance Management, Crisis Management, Interpersonal communication

Unit 5: Educational Administration

- a) Academic calendar and Time Table: Importance, Types and Principles of Timetable Construction
- b) Staff Meeting: Need, Types and Process
- c) PTA- Role and Importance

Unit 6: Educational Administration in India

- a) Structure, Objectives and schemes of Ministry of Education in India
- b) Characteristics of state, national and international systems of education – SSC, ICSE, CBSE, IB, IGCSE Boards of Education.
- c) Different governing bodies in Education – Functions of NCERT, MSCERT

Suggested Tasks:

- Prepare a report on any school activity, keeping in mind five functions of Management
- Critically analyze the time-table of your internship school based on the principles of time-table framing.
- Video recording of ten minutes on any one leadership skills.
- Interview two class teachers of your internship school and office staff of the school and make a report on the records maintained by schools related to teachers and students.
- Analyse any one Leadership style and present a report on an eminent personality possessing the Leadership style.
- Prepare an Action plan as a leadership skill in taking decision to solve a crisis.

References:

- David A. DeCENZO and Stephen P. Robbins, Personnel/Human Resource Management
- Third Edition, Prentice Hall of India Pvt.Lts 1993 for Unit I and II
- O.Jeff Harris, PH.D Sandra J. Hartman Ph.D, Organizational Behaviour, Jaico Publishing House. Unit I and II
- L.M.Prasad, Principles and Practice of Management, Sultan Chand and Sons, Unit I and II
- Udai Pareek, Making Organizational Roles Effective, Tata Mc-Graw- Hill Publishing Company Limited, Unit I and II
- Rustam S. Davar, Creative Leadership, UBS Pub Distributors Ltd, Unit III -Leadership
- Anthony A.D, Leaders for Today Hope for Tomorrow Empowering and Empowered Leadership, Pauline Publications, Unit III -Leadership
- Anthony A.D, Leadership A trilogy on leadership and effective management, Better Yourself Book, Unit III -Leadership
- John Adair, The Action Centred leader, Jaico Publishing House, Unit III -Leadership
- J.M. Juran, Juran on Leadership for Quality an Excellent Handbook, The Free Press, Unit III – Leadership
- Lisa Hadfield-Law, Train your team yourself, Jaico Publishing House, Skills
- Alison Hardingham and Jenny Royal, Teamwork in Practice (Pulling together), Jaico Publishing House, Skills
- Helga Drummond, Effective Decision Making a Practical Guide for Management, Wheeler Publishing, Skills

Websites

- http://www.managementstudyguide.com/management_functions.htm
- www.managementstudyguide.com/importance-of-quality-management.htm
- www.managementstudyguide.com/human-resource-management.htm
- <http://www.managementstudyguide.com/crisis-management.htm>
- www.management4all.org/2013/06/leadership-role-concept-function.html
- www.yourarticlelibrary.com/leadership/leadership-meaning...and-functions/53325/
- <https://medium.com/@mnathantanner/edupreneurship-and-the-future-of-education-b81398b5f0cc>
- <https://www.theedupreneur.org/14-reasons-why-edupreneurship-is-the-way-to-go/>

Self-Learning Material

Unit	Topic	Reference Material
1.b	Principles of Management	https://www.toolshero.com/management/14-principles-of-management/ https://managementinnovations.wordpress.com/2008/12/04/henri-fayols-14-principles-of-management/
4.b	Leadership Styles	https://blog.hubspot.com/marketing/leadership-styles
6.c	Different governing bodies in Education – Functions of NCERT, MSCERT	https://nroer.gov.in/home/file/readDoc/59835ecf16b51cc4c4db285a/academic-support-structures-like-nuepa-ncert-scrt-siemat-diet.pdf https://youtu.be/wMgDv-X8iJ0 https://youtu.be/_EXeTb_MI8g
3.c	Edupreneurship	https://www.researchgate.net/publication/305760951_Entrepreneurship_in_Education

**ABILITY COURSE 2:
CRITICAL UNDERSTANDING OF ICT
UH-FED-210**

**Total Credits: 2
Total Marks: 50**

Preamble:

Preparing pre-service teachers to use technology in a classroom is an important step for ICT enabled education in the country. This course will focus on moving beyond computer literacy and ICT-aided learning, to help student- teachers interpret and adapt ICTs in line with educational aims and principles. It will explore ICTs along three broad strands; teaching- learning, administrative and academic support systems, and broader implications for society. The course endorses ICTs as an important curricular resource and an integral part of education, according primacy to the role of the teacher. This ability course enhances the student teacher's ownership, enhancement of expertise and engagement.

Course Objectives:

- To develop an understanding of the concept of ICT
- To develop an understanding of technology-integrated learning experiences
- To develop an awareness of emerging trend in e-learning
- To develop an understanding of the application of ICT in Evaluation, Administration and Research

Course Learning Outcomes:(CLO)

By the end of the course the student will be able to:

- Practice safe and ethical ways of using ICT in education.
- Design, develop and use ICT based learning resources.
- Use ICT in Teaching Learning, Administration, Evaluation and Research.
- Adopt mobile learning, open learning and social learning in the classroom

Unit 1: Understanding of ICT in Education

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

Unit 2: Designing Technology Integrated Learning Experiences

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

Unit 3: Emerging Trends in E-learning

- a) Mobile learning – Concept, Features and uses of any ONE Mobile application for teaching and learning.
- b) Social learning- Concept, Use of Web 2.0 tools for learning (Social networking sites, Blog, Chat, Video conferencing, Discussion forum)
- c) Open Educational Resources, Creative Common, Massive Open Online Courses(MOOCs) – Concept and Applications

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

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

Suggested tasks:

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

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 2. Mahapatra, B.C. (2006). Education in the Cybernetic Age. New Delhi: Sarup Sons.
 3. Mansfield, R. (1993). The Compact Guide to Windows, World and Excel. New Delhi: BPB Publishing.
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 7. Khirwadkar, A. (2005). Information & Communication Technology in Education. New Delhi: Sarup & Sons. \
 8. Khirwadkar, A. (2010). e-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms. New Delhi: Sarup Book Publication Ltd.
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SECOND YEAR

SEMESTER 3

**The Scheme of Teaching and Examination is as under:
Second Year Semester – III**

Summary

Sr. No	Choice Based Credit System	Subject Code
1.	Core Course (Assessment for Learning)	UH-SED-301
2.	Core Course (Educational Research)	UH-SED-302
3.	Elective Course (Pedagogy of School Subject- Commerce)	UH-SED-303
4.	Elective Course (Pedagogy of School Subject- Economics)	UH-SED-304
5.	Elective Course (Pedagogy of School Subject- English)	UH-SED-305
6.	Elective Course (Pedagogy of School Subject- Geography)	UH-SED-306
7.	Elective Course (Pedagogy of School Subject- History)	UH-SED-307
8.	Elective Course (Pedagogy of School Subject- Mathematics)	UH-SED-308
9.	Elective Course (Pedagogy of School Subject- Science)	UH-SED-309
10.	Ability Enhancement Core Course (AECC) – Drama & the Arts in Education	UH-SED-310
11.	Practicum Course 3 Observation of Peer Lessons, Shadowing of School Teachers, Practice Lessons, Reflective observation of school activities, Internship Activities & Environmental Education Project	UH-SED-311

Detail Scheme

Sr. No	Subject Code	Subject Title	Lectures Per Week (Lecture of 48 minutes)						Credit	Evaluation Scheme				Total Marks
			Units	S L	L	T	P	S		L	E	TA	CT	
1	Core Course (Assessment for Learning)	UH-SED-301	6	1	5	1	0	4	10	10	20	60	100	
2	Core Course (Educational Research)	UH-SED-302	6	1	5	1	0	4	10	10	20	60	100	
3	Elective Course (Pedagogy of School Subject-Commerce)	UH-SED-303	6	1	5	1	0	4	10	10	20	60	100	
4	Elective Course (Pedagogy of School Subject-Economics)	UH-SED-304	6	1	5	1	0	4	10	10	20	60	100	
5	Elective Course (Pedagogy of School Subject-English)	UH-SED-305	6	1	5	1	0	4	10	10	20	60	100	
6	Elective Course (Pedagogy of School Subject-Geography)	UH-SED-306	6	1	5	1	0	4	10	10	20	60	100	
7	Elective Course (Pedagogy of School Subject-History)	UH-SED-307	6	1	5	1	0	4	10	10	20	60	100	

8	Elective Course (Pedagogy of School Subject- Mathematics)	UH- SED- 308	6	1	5	1	0	4	10	10	20	60	100
9	Elective Course (Pedagogy of School Subject- Science)	UH- SED- 309	6	1	5	1	0	4	10	10	20	60	100
10	Ability Enhancement Core Course (AECC) – Drama & the Arts in Education	UH- SED- 310	4	1	5	1	0	2	10	40	-	-	50
11	Practicum Course 3 Observation of Peer Lessons, Shadowing of School Teachers, Practice Lessons, Reflective observation of school activities, Internship Activities & Environmental Education Project	UH- SED- 311	5	2	3	3	5	10	*Assessment method				250
Total Hours / Credit			22/36					36	Total Marks				600

* Assessment method - 5 Innovative Lessons, 3 – Digital Lessons, 15 - Practice Lessons, Reflective observation of school activities, Internship Activities & Environmental Education Project

*One to two lectures to be taken for CONTINUOUS self -learning evaluation

SL –Self Learning, L: Lecture, T: Tutorials, P: Practical, SLE: Self Learning Evaluation, T&A-Task and Assignment, SEE: Semester end examination,

Second Year Semester – III Units – Topics – Teaching Hours

S. N	Subject Code	Subject Unit Title		Hours	Total No. of Hours	Credit	Total Marks
1.	UH-SED-301 Core Course (Assessment for Learning)	I	Concept of Assessment	8	48	4	100 (60+30+10)
		II	Essentials of Assessment	8			
		III	Trends and Issues of Assessment	8			
		IV	Instruments of Assessment	8			
		V	Differentiated Assessment Strategies	8			
		VI	Feedback Mechanism & Reporting	8			
2.	UH-SED-302 Core Course (Educational Research)	I	Introduction to Educational Research	8	48	4	100 (60+30+10)
		II	Educational Research Methods - 1	8			
		III	Educational Research Methods - 2	8			
		IV	Data Collection: Tools and Techniques	8			
		V	Analysis of Data	8			
		VI	Reporting Educational Research	8			
3.	UH-SED-303 Elective Course (Pedagogy of School Subject- Commerce)	I	Commerce Education	8	48	6	100 (60+30+10)
		II	Understanding Commerce Education and Curriculum	8			
		III	Essentials of Teaching Commerce and Curriculum Evaluation	8			
		IV	Learning Resources	8			
		V	Methods of Teaching	8			
		VI	Professional Development of Teaching	8			
4.	UH-SED-304 Elective Course (Pedagogy of School Subject – Economics)	I	Understanding Economics	8	48	4	100 (60+30+10)
		II	Essentials of Teaching Economic and Curriculum Transaction	8			
		III	Methods of Teaching	8			
		IV	Learning Resources	8			
		V	Curricular Activities	8			
		VI	The Economic Teacher and assessment	8			
5.	UH-SED-305 Elective Course (Pedagogy of School Subject - English)	I	Fundamentals of Language	8	48	4	100 (60+30+10)
		II	Language Acquisition and developing basic competencies	8			
		III	Pedagogical Approaches & Techniques	8			
		IV	Language Acquisition inside/outside the Classroom	8			
		V	Learning Resources & Assessment in Language	8			
		VI	Professional Development of the English Teacher	8			

6.	UH-SED-306 Elective Course (Pedagogy of School Subject - Geography)	I	Place of Geography in the Curriculum and Life	8	48	4	100 (60+30+10)
		II	Essentials of Teaching Geography and Curriculum Construction	8			
		III	Teaching-Learning Resources	8			
		IV	Methods of Teaching Geography	8			
		V	Current Trends in Teaching of Geography	8			
		VI	Evolving Role of a Geography Teacher	8			
7.	UH-SED-307	I	Understanding History	8	48	4	100
		II	Essentials of Curriculum transaction in History & Political Science	8			

	Elective Course (Pedagogy of School Subject - History)	III	Methods of Teaching (Process, Merits and Limitations)	8			(60+30+10)
		IV	Constructing History	8			
		V	Learning Resources	8			
		VI	The History Teacher	8			
8.	UH-SED-308 Elective Course (Pedagogy of School Subject - Mathematics)	I	Introduction to Mathematics	8	48	4	100 (60+30+10)
		II	Place of Mathematics in school curriculum	8			
		III	Essentials of Teaching Mathematics and Curriculum Transaction	8			
		IV	Methods and Techniques of Teaching Mathematics	8			
		V	Learning Resources	8			
		VI	Professional Development of Teacher	8			
9.	UH-SED-309 Elective Course (Pedagogy of School Subject - Science)	I	Place of Science in the School Curriculum	8	48	4	100 (60+30+10)
		II	Approaches to teaching of science	8			
		III	Methods of Teaching Science (Procedure, Role of teacher, Advantages and Limitations)	8			
		IV	Innovative Trends in Teaching of Science (Meaning and Use)	8			
		V	Instructional Support System	8			
		VI	Professional Development	8			
10.	UH-SED-310 Ability Enhancement Core	I	Fundamental concepts of drama and the arts	8	32	2	50
		II	Introduction to plastic / visual arts	8			
		III	Introduction to performing arts	8			

	Course – Drama & the Arts in Education	IV	Potential of drama and the arts in education	8			
11.	UH-SED-311 Practicum Course 3 Observation of Peer Lessons, Shadowing of School Teachers, Practice Lessons, Reflective observation of school activities, Internship Activities & Environmental Education	I	5 Innovative Strategies (Simulated Lessons) 15 Lessons – 150 marks 3 Digital Lessons - 30 lessons Internship report of internship activities - 10marks Environment Project - 20 marks Evaluation Project – 10 marks Internship of 8 weeks	30 150 30 10 20 10	*240	10	250 (30+150+30+10+30)
			TOTAL	240	176+240= 416	24	600

*For undertaking Project Work , 1 Credit=24 Hours

*One to two lectures to be taken for CONTINUOUS self – learning evaluation

SL – Self Learning L: Lecture, T: Tutorials, P: Pratical, SLE: Self Learning Evaluation, T&A- Task and Assignment , SEE: Semester and examination.

**CORE COURSE 4
ASSESSMENT FOR LEARNING
UH-SED-301**

**Total Credits: 4
Total Marks: 100**

Preamble

Preparing pre-service teachers to use fundamentals of assessment of learning. This course will focus on developing an understanding of revised taxonomy of educational objectives, competencies in using diverse methods and tools and techniques of assessment in an array of learning/ performance outcomes of diverse learners and develop a critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment processes. Further develop an understanding of various statistical measures and their use for interpretation of results and develop the skill of preparing year plan, unit plan, unit test & blue print.

Course Objectives:

- To develop an understanding of the critical role of assessment in enhancing learning.
- To develop an understanding of revised taxonomy of educational objectives.
- To develop competencies in using diverse methods and tools and techniques of assessment in an array of learning/ performance outcomes of diverse learners.
- To develop the skill in preparing feedback for students and their guardians, highlighting practical experience of report progress and creating forums for engagement with the community.
- To develop an understanding of various statistical measures and their use for interpretation of results.
- To develop the skill of preparing year plan, unit plan, unit test & blue print.

Course Learning outcomes:(CLO)

By the end of the course the student will be able to:

- Explain the critical role of assessment in enhancing learning.
- Apply revised taxonomy of educational objectives in preparation of lesson plan.
- Using diverse methods and tools and techniques of assessment in an array of learning/performance outcomes of diverse learners.
- Enable in preparing feedback for students and their guardians, highlighting practical experience of report progress and creating forums for engagement with the community.
- Exercise various statistical measures and their use for interpretation of results.
- Attain the skill of preparing year plan, unit plan, unit test & blue print.

Unit 1: Concept of Assessment

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

Unit 2: Essentials of Assessment

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

Unit 3: Trends and Issues of Assessment

- a. Continuous and Comprehensive Assessment (Meaning, Characteristics and Significance)
- b. Internal Assessment and External Examination (Meaning, Significance and Problems related to planning, conduct and assessment)
- c. Psycho-social concerns of Assessment (Implications)
 - Competitive ranking of schools
 - Profiteering by private agencies

Unit 4: Instruments of Assessment

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

Unit 5: Differentiated Assessment Strategies

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

Unit 6: Feedback Mechanism & Reporting

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

Suggested tasks:

- Prepare Year plan, Unit plan, Unit test (planning stage, editing stage, reviewing stage).
- Prepare a Blueprint and a test in the school subject opted for. (Compulsory)
- Study and compare the implementation of CCA of different school boards.
- Preparation of Rubrics.
- Preparation of Student Portfolio

References:

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- Taiwo, Adediran A. (2004), Fundamentals of Classroom Testing, Vikas Publishing House Pvt. Ltd. New Delhi.

Self-Learning Material

Unit	Topic	Reference Material
2 a	Aims and Objectives	https://patthomson.net/2014/06/09/aims-and-objectives-whats-the-difference/
3.a	Continuous and Comprehensive Assessment (Meaning, Characteristics and Significance)	https://gradeup.co/continuous-and-comprehensive-evaluation-cce-i
4 c(iii)	Open Book Examination and Online Examination	https://www.toppr.com/bytes/online-examination/
5.c	Portfolio	https://flipgrid.com/talreja
5.c	Reflective Journal	https://ar.cetl.hku.hk/am_rj.htm

CORE COURSE 5
EDUCATIONAL RESEARCH
UH-SED 302

Total Credits: 4
Total Marks: 100

Preamble

This course comprises basics of educational and school-based research. The aim of this course is to develop an understanding among prospective teachers of types of educational research, methods and approaches of undertaking educational research projects. The course is directed to develop competencies to comprehend the components of educational research plan, research design and prepare research proposals, techniques of data collection and methods of data analysis and to draw the inferences and conclusions. The course also includes experiential learning activities to equip prospective teachers to develop proficiency in research report writing competencies, reflecting, sharing & publishing the same in accordance with the global research ethics guidelines and various statutory competent authorities.

Course Objectives:

- To help the pupil in understanding the basics of Educational Research & process of Educational Research
- To help the pupil in analyzing the importance of validating Educational Research at each step.
- To help the pupil in understanding various data collection tools of Educational Research.
- To help the pupil in developing the skill of constructing appropriate tools while conducting an Educational Research.
- To help the pupil in comprehending the components of the Educational Research Plan.
- To help the pupil in distinguishing between quantitative and qualitative data analysis in Educational Research.

Course Learning Outcomes:

By the end of the course the student will be able to:

- Describe the basics of Educational Research/School based research.
- Elaborate importance of validating Educational Research at each step.
- Elucidate various data collection tools of Educational Research.
- Construct appropriate tools while conducting an Educational Research.
- Comprehend the components of the Educational Research Plan.
- Distinguish between quantitative and qualitative data analysis in Educational Research.

Unit 1: Introduction to Educational Research

- a. Educational Research: Meaning, Characteristics, Steps and Types
- b. Approaches to Educational Research: Quantitative, Qualitative & Mixed Methods
- c. Review of Related Literature

Unit 2: Educational Research Methods – 1

- a. Correlation and Comparative research
- b. Causal comparative and Survey research
- c. Case Study & Historical Research

Unit 3: Educational Research Methods – 2

- a. Experimental Research Design
- b. Experimental Validity
- c. Action Research

Unit 4: Data Collection - Tools and Techniques

- a. Sampling Techniques: Probability and Non-probability
- b. Psychological tests and Inventories, Questionnaire, Opinionnaire
- c. Observation, Interviews, Social scaling, Records (Online and offline)

Unit 5: Analysis of Data

- a. Descriptive Data Analysis
- b. Inferential Data Analysis: Correlation, t-test, ANOVA, Chi Square
- c. Qualitative data analysis: Identifying codes, categories and themes

Unit 6: Reporting Educational Research

- a. Writing a research report
- b. Evaluating a research report
- c. Ethics in educational research and avoiding plagiarism

Suggested Tasks:

- Conduct a literature review on an educational topic
- Design a research study
- Review 3-5 tools on any variable of your choice
- Evaluate a research report for elements of good reporting
- Use dummy data for data analysis on MS Excel or Vassarstats

Self-Learning Topics (Unit wise) and Self Learning Material

Unit	Topic	Reference Material
1c)	Review of Related Literature	https://youtu.be/2bIuurb6bE
1 b)	Mixed Methods Research	https://youtu.be/ZRP6N3_InZ8 https://youtu.be/kfQZler2wIA
3a) and b)	Experimental Method	https://youtu.be/_OOKwHKBKek
2 or 3	Research Design	https://www.intechopen.com/books/cyberspace/research-design-and-methodology
5 a) & b)	Quantitative Data Analysis	https://research-methodology.net/research-methods/data-analysis/quantitative-data-analysis/

References:

- Crowder, N.A. (1959). Action Research to Improve School Practices. New York: Columbia University.
- NRC, (2001) National Research Council. Mathematics learning study: Center for Education, Division of Behavioural and Social Sciences and Education, adding it up: Helping children learn mathematics. Edited by J. Kilpatrick et al., Washington, DC: National Academy Press <http://www.edel.edu/pbl>
- Lavin, R.E. (1995). Cooperative Learning: Theory, Research and Practice. (2nd ed). Michigan: Allyn & Bacon. Prentice Hall of India Pvt.Ltd.
- Campbell, W.G. et al (1968). Form & Style in Thesis. Boston: Writing Houston Mifin Co.
- Coery, (1953). Action Research to Improve School Practices. New York: Teachers College, Columbia University.
- Gattertt, H.E., (1981). Statistics in psychology & Education Vakits Feffer & Simons Ltd.
- Gullford, J.P., (1950), Fundamental Statistics in Psychology & Education. McGraw Hill Book Company, Good & Scates, Methods of Research
- Fox, D.J., The Research Process in Education. (Holt).
- Kual, Lokesh (1988). Methodology of Educational Research New Delhi: Vikas Publishing House Pvt.
- Rober, M.W., Travers. An Introduction of Educational Research. New York: The McMillan Company.
- Sukhla, Mehrotra & Mehrotra (1970), Elements of Educational Research: Allied Publishers Ltd

ELECTIVE COURSE2
PEDAGOGY OF SCHOOL SUBJECT: COMMERCE
UH-SED-303

Total Credits: 4
Total Marks: 100

Preamble:

The course aims to give basic understanding of Commerce Education and the place of Commerce in the present higher secondary curriculum. After going through the course, the learners will be equipped with the pedagogical basis which they will implement as teachers. They will be aware of objectives of teaching commerce at higher secondary level according to NCF, 2005. The learners will be skilled to organize co-curricular activities in commerce teaching. They will understand the role and challenges which they can face as a commerce teacher and be conscious of their professional growth as a commerce teacher.

Course Objectives:

- To understand the basic concepts associated with Commerce Education and the place of Commerce in higher secondary level.
- To develop an understanding of Commerce Education and aims and objectives of Commerce Education.
- To establish relationship of Commerce with other subjects and apply the maxims and principles in the teaching of Commerce
- To use various learning resources in the teaching of Commerce.
- To implement the various methods of teaching Commerce in the classroom.
- To develop an insight about role, challenges and professional development of a Commerce teacher

Course Learning Outcomes (CLO)

By the end of the course the student will be able to:

- Explain the place of Commerce in the present Higher Secondary curriculum.
- Enumerate the aims and objectives of Commerce Education.
- Establish relationship of Commerce with other subjects and apply the maxims and principles in the teaching of Commerce
- Create learning resources in the teaching of Commerce.
- Implement the various methods of teaching Commerce in the classroom.
- Elucidate the role, challenges and professional development of a Commerce teacher

Unit 1: Commerce Education

- a. Meaning, scope and nature of Commerce education
- b. History of Commerce Education in India
- c. Place of Humanities and Social Sciences – Commerce in the present Higher Secondary curriculum

Unit 2: Understanding Commerce Education and Curriculum

- a. Aims of Commerce Education
- b. Objectives of teaching Commerce at Higher Secondary level (as per NCF 2005)
- c. Values of teaching Commerce- global citizenship, disciplinary, practical, social,cultural, and vocational

Unit 3: Essentials of Teaching Commerce and Curriculum Transaction

- a. Maxims of Teaching Commerce:
 - Particular to General
 - Known to Unknown
 - Concrete to Abstract
 - Analysis to synthesis
 - Near to Far
- b. Importance of correlation in Commerce Education, Intra and Intercorrelation of Commerce with Mathematics, Economics, Language and Geography

Unit 4: Learning Resources

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

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

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

Unit 6: Professional Development of Teacher

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

Suggested tasks:

- Visit to any one of the following: Bank, industry, stock exchange, market or any place of commercial importance and write a report (Planning, Organization, Learning experiences, Reflection)
- Prepare and execute a lesson plan for teaching any topic of any one subject of Std XI or XII of Commerce by using any one of the following:
 - Blended learning approach,
 - Constructivist approach
- Study and compare the Commerce education at higher secondary level in India with any other developed country.
- Select any contemporary issue related to the Commerce field and present a paper using Seminar method.
- Chalk out and conduct an activity in the college along with a report related to (Anyone): Social Science Club / Exhibition

- Content Test in commerce
- Prepare any one teaching aid and explain how you use it in teaching commerce.

References

- Commerce Education Mohammed Sharif Khan Sterling Publishers Pvt Ltd-NewDelhi
- Teaching of Commerce-A Practical Approach J.C AggarwalVikas Publishing HousePvt Ltd- New Delhi
- Method and Techniques of Teaching Commerce Singh M.N Young Man- & Co.New Delhi.
- Teaching of Commerce Seema Rao Anmol Publication, New Delhi.
- Methodology of Commerce Education Dr. Umesh Mr. Ajay Rana TandonPublications-Ludhiana
- Teaching of Commerce Dr. R.P Singh Vinay Rakheja/o R. Lall Book Depot-Meerut.
- Teaching of Commerce in Our School Lulla B.P, BTTC-BIE Publication, Bombay)
- Teaching of Commerce. G.S. Karthik, Sumit Enterprises, New Delhi.
- Commerce Education in the New Millennium, I.V. Trivedi, RBSA Publishers, Jaipur
- Teaching of Commerce. VintyMonga, Twenty First Century Publications, Patiala
- Teaching of Commerce. Rainu Gupta, Shipra Publications, Delhi

WEBSITES:

- e-commerce
- <http://ecommerce.about.com/od/eCommerce-Basics/tp/Advantages-Of- Ecommerce.htm>
<http://www.manjeetss.com/articles/advantagesdisadvantagesecommerce.html>
- e-business-meaning <http://searchcio.techtarget.com/definition/e-business>
- Benefits of e business <http://smallbusiness.chron.com/advantages-e-business-2252.html>
<http://skills.business.qld.gov.au/planning/269.html>
- Social networking
- <http://chronicle.com/article/How-Social-Networking-Helps/123654>
<http://wcsit.org/pub/2012/vol.2.no.1/The%20Use%20of%20Social%20Networkin g%20in%20Education%20Challenges%20and%20Opportunities.pdf>

ELECTIVE COURSE 2
PEDAGOGY OF SCHOOL SUBJECT: ECONOMICS
UH-SED-304

Total Credits: 4
Total Marks: 100

Preamble

This course is intended to provide an overview of teaching of Economics and its importance in education at secondary and higher secondary level. The subject includes theories and principles, methods and approaches to teaching economics. It is designed to develop values like Global Citizenship, Entrepreneurship, and Consumerism. The course brings out the importance and place of economics in Humanities, Social Sciences, Commerce & management. The methods and strategies to make economics subject interesting and effective through the latest techniques and technology are discussed and avenues for professional growth of teachers are focused upon.

Course Objectives

- To develop an understanding of aims and objectives & the importance of economics in curriculum and life.
- To develop an understanding of teaching Economics at secondary and higher secondary level.
- To develop the skill of establishing correlation of Economics with other subjects of the curriculum.
- To develop an understanding of methods and approaches of teaching Economics & the skill of preparing and using instructional material.
- To develop the skill of pedagogical and critical analysis of text book of Economics & understanding of multifarious role of an Economics
- To develop skill in organization of co-curricular activities on current affairs in teaching of Economics.

Course Learning Outcomes (CLO)

By the end of the course the student will be able to:

- Explain the importance, aims and objectives of teaching economics.
- Apply the skill of establishing correlation of Economics with other Subjects of the school curriculum.
- Identify methods and approaches of teaching Economics.
- Analyse pedagogical and critical analysis of text book of Economics
- State the multifarious role of an Economics Teacher.
- Arrange co-curricular activities on current affairs in the teaching of Economics.

Unit 1: Understanding Economics

- a. Meaning, Importance and Scope of Economics
- b. Objectives of teaching Economics at Higher Secondary level
- c. Values of teaching Economics (Global Citizenship, Entrepreneurship, Consumerism, Place of Humanities, Social Sciences & Economics in the present school curriculum)

Unit 2: Essentials of Teaching Economics and Curriculum Transaction

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

Unit 3: Methods of Teaching (Meaning, Procedure, Merits and Demerits)

- a. Classroom Methods: Lecture, Seminar, Discussion
- b. Research Methods: Project, Problem Solving, Case study, Survey
- c. Innovative methods: Cooperative learning (Jigsaw, Think-pair- share, round table), Constructivism (5 E)

Unit 4: Learning Resources

- a. Economics Textbook – Characteristics and Critical analysis of a textbook (IX-XII)
- b. Audio visual resources: TV, Radio, ICT in the teaching of Economics, Internet (uses, importance), Social networking,
- c. Print Media: Booklets, Newspapers, Magazines & Journals

Unit 5: Co-curricular activities

- a. Objectives and Importance of Co-Scholastic Activities
- b. Structure, Formation & Organization of Economics Club
- c. Planning of various Activities in Economics:
 - Indoor: Quiz, Debate, Games & Essay Writing,
 - Outdoor: Visit to bank, Multinational Company, stock exchange & industries

Unit 6: The Economics Teacher & Assessment

- a. Qualities of an Economics teacher & Challenges faced by a Economics teacher
- b. Professional Growth of a economics teacher: Need and Avenues of Continuous Professional Development
- c. Continuous Comprehensive Assessment: Drafting of Question Paper, Diagnostic & Remedial Teaching

Suggested tasks:

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

References

- Aggarwal J.C: Teaching of Economics, A Practical Approach”, Vinod Pustak Mandir. Agra-
- Dhillon S; Chopra K.: Teaching of Economics
- Mustafa M, 2005,” Teaching of Economics New Trends and Challenges’ Deep & Deep Publications Pvt. Ltd F-159, Rajouri Garden, New Delhi-110027.
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- Sindhu H.S.: Teaching of economics, Tandon Publications, Books Market, Ludhiana-141008.
- Yadav Amita, 1999, “Teaching of Economics” Anmol Publications Pvt. Ltd., New Delhi.
- Saxena Mishra Mahonty (2004) “Teaching of Economics” Surya publication, Meerut

ELECTIVE COURSE 2

PEDAGOGY OF SCHOOL SUBJECT: ENGLISH

Total Credits: 4

Total Marks: 100

Preamble:

Teaching of English in India is leaping into the future with special focus on English as a Lingua Franca. This course in Pedagogy of Teaching English will enable the student-teachers to comprehend the theory & practices of teaching of English and critically reflect on their practices in order to make teaching more effective and innovative. This course offers broad perspectives on selection of appropriate learning resources and teaching and assessment strategies that correspond to teaching English at different ages and stages. This course is closely linked to the academic and professional needs of the English language teachers.

Course Objectives:

- To help the student to acquire the fundamentals of English language
- To enable the student to develop an understanding of skills and competencies needed for language learning
- To enable the student to learn various pedagogical approaches and techniques in teaching and learning the language
- To help the student to adapt learning resources for effective acquisition of language
- To enable the student to learn and practice learner centric methods in the classroom
- To help the student to understand the contemporary tools and techniques of assessment in language
- To help to student to analyze the significance of continuous professional development of language teachers

Course Learning Outcomes (CLO)

By the end of the course the student will be able to:

- Acquire the fundamentals of English language
- Apply progressive pedagogical approaches and techniques in teaching and learning the language
- Adapt learning resources for effective acquisition of language
- Practice learner centric methods in the classroom
- Understand the contemporary tools and techniques of assessment in language
- Appreciate the significance of continuous professional development of language teachers

Unit 1 –Fundamentals of Language

- a. Nature of Language
- b. Importance of English language in multilingual society
- c. Principles (Palmer) of language teaching and Correlation (intra and inter: with all school subjects)

Unit 2- Language Acquisition and developing basic competencies

- a. Listening: Developing listening comprehension
- b. Speaking: Teaching pronunciation, voice modulation, intonation, stress
- c. Reading: Types, Developing reading skills
- d. Writing: Developing writing skills
- e. Developing Vocabulary and Grammatical competence

Unit 3 Pedagogical Approaches & Techniques

- a. Constructivist Approach (7E's), Communicative Approach (Concept & procedure)
- b. Inductive-deductive Approach
- c. Techniques of teaching- narration, dramatization, concept mapping, discussion, questioning, brainstorming, activity-based learning
- d. Teaching appreciation of Literature

Unit 4 – Language Acquisition inside/outside the classroom

- a. Language Registers
- b. Techniques to enhance reading comprehension (Skimming, Scanning, Columnar Reading, Key word reading)
- c. Supplementary Skills (Note Taking, Note Making, Reference Skills)

Unit 5 - Learning Resources & Assessment in Language

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

Unit 6 - Professional Development of the English Teacher

- a. Qualities required and Challenges faced in class room by an English teacher in India
- b. Need and Avenues of Continuous Professional Development
- c. Diagnostic Testing and Remedial Teaching

Suggested tasks:

- Do a review and present a paper on any one Book by an Indo-Anglian author
- Develop any two language activities for teaching language skills
- Develop a CALL package for any one school lesson
- Interview four language teachers regarding the challenges in teaching English and how they solve them. Submit a report on the same.

References

- Deka, S., & Peerbhoy, A. (2006) *Methods Of Teaching English*.
- Bhatia K. T. *Teaching of English in India*
- Gurrey, P. (1935). *The appreciation of poetry*. London: Oxford University Press.
- Kohli, A. L. (2012). *The Techniques of Teaching English in the new millennium*.
- Ray M. *Basic Introduction to English Language Teaching*.
- Cremin, T. (2015). *Teaching English Creatively*. Routledge.

Self-Learning Topics (Unit wise)Self Learning Material

Unit	Topic	Reference Material
1	Principles of English Language	https://www.gutenberg.org/files/46961/46961-h/46961-h.htm
2	Basic Skills of Language (LSRW)	https://eltguide.com/basic-ideas-and-techniques-for-teaching-the-four-language-skills/
3	Constructivist Approach Communicative Approach	http://www.buffalo.edu/ubcei/enhance/learning/constructivism.html https://teachingenglish4all.wordpress.com/2011/04/22/communicative-language-teaching-clt-and-the-post-method-era/
4	Techniques to enhance reading comprehension	https://www.englishhints.com/improve-reading-skills.html
5	Library as a Learning Resource	https://www.britishcouncil.org/voices-magazine/ways-your-library-can-support-language-learning

PEDAGOGY OF SCHOOL SUBJECT: GEOGRAPHY UH-SED-306

Total Credits: 4

Total Marks: 100

Preamble:

The course provides the knowledge and understanding of Geography and builds a working knowledge of its basic methodology. It also aims at helping the student- teachers in developing the skills of using resource material in teaching geography. The paper helps student teachers to demonstrate appreciation and respect for the diversity of perspectives, world-views, and cultures. It develops an awareness and responsibility for the environment. The paper attempts to provide an insight into the role of a geography teacher.

Course Objectives:

- To develop an understanding of Geography as a subject.
- To analyze the essentials of teaching Geography and approaches to curriculum construction.
- To reflect on the practical skills of using different types of teaching-learning resources.
- To enable the student -teacher with the skills of implementing different methods and techniques of teaching Geography.
- To create an awareness of the current trends in teaching of geography.
- To equip the student -teacher with the understanding of the role of a geography teacher

Course Learning Outcomes (CLO):

By the end of the course the student will be able to:

- Explain the meaning, aims and nature of geography
- Differentiate the important approaches of geography in curriculum construction.
- Use appropriate learning resources in teaching geography
- Implement the different methods and techniques of teaching Geography.
- Recognizes the emerging trends in geography subject
- Identify the challenges, role and avenues for professional growth of a geography teacher.

Unit 1: Place of geography in the Curriculum and Life

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

Unit 2: Essentials of Teaching Geography and Curriculum Construction

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

Unit 3: Teaching-Learning Resources

- a. Importance and uses: -Globe, Atlas, Models, Travelogues, Aerial photographs,
- b. Satellite imagery, Maps (Map filling, reading and interpreting using distance, direction, signs and symbols, point, line and area)
- c. Characteristics of a Good geography textbook,
- d. E-resources: -Meaning and Significance –GIS, GPS, computer based online and offline resources

Unit 4: Methods of Teaching

- a. (Meaning, Importance, Procedure, Merits and Demerits)
- b. Observation method, Project method, Field visit/ trip
- c. 'A' method, Constructivism (5E's), Journey method
- d. Cooperative learning techniques (Jigsaw Puzzle, Gallery Walk, Think-pair-share)

Unit 5: Current Trends in Teaching of Geography

- a. Importance of Organization of Co- Curricular Activities-Geography Club, Current events and Museum (objectives, significance, activities)
- b. Geography Room- Need, Equipments, Maintenance.
- c. Diagnostic Testing and Remedial Teaching.

Unit 6: Role of Geography Teacher

- a. Competencies and Qualities of a Geography teacher
- b. Challenges faced by a Geography teacher (academic, financial, Physical infrastructure)
- c. Continuous Professional Development of a Geography teacher: Need and Avenues

Suggested Tasks

- A visit to Nature Park or Museum or Planetarium or Meteorological Department or a Dam as a learning resource in geography and submit a report in about 500- 750 words.
- Prepare a lesson plan using the 'A' method or 5E's or Gallery Walk (co- operative learning techniques)
- Prepare a Tech- based learning resource for teaching geography.
- Critically analyze a secondary school Geography textbook.
- Interview a geography teacher and identify the challenges faced by them and submit a report in about 500- 750 words

References:

1. Aggarwal, (2000). Modern methods of teaching Geography New Delhi: Sarup and Sons.
 2. Guzjar R.D, (2001). A Handbook for Geography teacher ABD- Publish Jaipur.
 3. Basha, S.A. Salim, (2004). Method of Teaching of Geography, Delhi: A.P.H. Publisher.
 4. Arora, K. L., (1989). Teaching of Geography, Ludhiana: Prakash Brothers.
 5. Verma, O.P, (1984). Geography Teaching, Sterling Publication Ltd., New Delhi.
 6. Joyce, B. & Weil, M, (1979). Models of Teaching. Prentice Hall Inc. New Jersey.
 7. Arora K.L, (1976). The teaching of Geography Parakash Brothers: Jalandhar.
 8. Gopsill G.R, (1973). The teacher of Geography, McMillan.
 9. Verma, J.P, (1960). Bhugol Adhyan, Vinod Pustak Mandir, Agra.
 10. UNESCO, (1965). Source Book for Geography Teaching, Longman, London.
-

Self-Learning Material

Unit	Topic	Reference Material
3b	Characteristics of a Good Geography TextBook,	https://www.researchgate.net/publication/317427286_A_Note_on_the_Quality_of_Geography_Textbooks_for_Secondary_Schools_in_India
4c	Cooperative Learning Techniques (Gallery Walk & Think-Pair-Share)	https://www.prodigygame.com/en/blog/cooperative-learning-principles-strategies/
5b	Geography Room - Need, Equipment, Maintenance	https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/references-and-resources/geography/Geogroom-e.pdf
6a	Competencies and Qualities of a Geography Teacher	https://shodhganga.inflibnet.ac.in/bitstream/10603/142170/12/12_chapter%205.pdf

PEDAGOGY OF SCHOOL SUBJECT: HISTORY

UH-SED-307

Total Credits: 4

Total Marks: 100

Preamble

Effective history teachers use a variety of approaches to support student learning. The course emphasises a constructivist, concept-based and generalisation-based approach to teaching history. It attempts to enable the student teachers to view history as an evidence-based discipline. The course aims to provide the pre-service teacher with a toolkit of essentials for curriculum transaction in history. The course equips students with conventional and contemporary pedagogy of history and ability to choose appropriate learning resources.

Course Objectives

- To develop an understand the nature of History and Political Science as a school subject
- To develop an understand the essentials of curriculum transaction in History & Political Science
- To develop an understanding of conventional and contemporary pedagogy of history
- To develop an understand the evidence-based interpretation of history
- To understand the significance of learning resources to teach the subject
- To understand the need and avenues for professional development

Course Learning Outcomes (CLO):

By the end of the course the student will be able to:

- Identify the objectives of teaching history at the secondary level
- Use essential strategies in curriculum transaction off history and political science
- Implement conventional and contemporary methods of teaching history
- Analyze primary and secondary sources towards evidence-based construction of history
- Use appropriate learning resources in teaching history
- Face the challenges of teaching history and chart a pathway of professional growth

Unit 1: Understanding History

- a. Nature of History,
- b. Objectives of teaching History at the secondary and higher secondary level.
- c. Values of teaching History

Unit 2: Essentials of Curriculum transaction in History & Political Science

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

Unit 3: Methods of Teaching (Process, Merits and Limitations)

- a. Conventional pedagogy: Story-telling, Lecture-cum-discussion
- b. Contemporary pedagogy: Project-based Learning, Social Enquiry
- c. Cooperative learning pedagogy: Think pair share, Jigsaw, Freeze frames

Unit 4: Constructing History

- a. Historical Thinking Concepts (Peter Seixas & Tom Morton)
- b. Evidence-based interpretation of history: primary and secondary sources, importance of source analysis
- c. Collingwood's approach to reconstructing the past through historical imagination

Unit 5: Learning Resources

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

Unit 6: The History Teacher

- a. Qualities and competencies of a history teacher
- b. Professional growth of a history teacher – Need and avenues for professional development
- c. Challenges faced by history teachers (Challenges posed by technology, pedagogy and globalization.)

Suggested tasks

- Critically analyze a secondary school History and Political Science textbook.
- Participate in a field visit/ virtual tour of any Historical site and write a report of about 500-750 words.
- Prepare a time-line of any period in history
- interview two History teachers and find the challenges faced by them and submit a report in about 500-750 words.

References:

- Interdisciplinary Higher Education: Perspectives and Practicalities, edited by W. Martin Davies, Marcia Devlin, Malcolm Tight, Emerald Group Publishing Lt
- Angelo A.T, et.al. (1993). Classroom Assessment Techniques A. Handbook for College Teachers, San Francisco Jossey-Bass Publisher
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- https://education.alberta.ca/media/384968/makingadifference_2010.pdf
- http://www.canberra.edu.au/researchrepository/file/3d3fb227-73c7-dc08-49ee-275fa23092d3/1/full_text_final.pdf
- <http://historicalthinking.ca/historical-thinking-concepts>
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- https://www.academia.edu/2527715/Suffrage_feudal_democracy_treaty..._historys_building_blocks_Learning_to_teach_historical_concepts
- <https://sheg.stanford.edu/historical-thinking-chart>

Self-Learning Topics (Unit wise)

Unit	Topics	Reading Resources
2c	History as a concept driven subject: Concept based and generalization-based learning	http://www.uintahbasintah.org/papers/ssstrategies.pdf
4a	Historical Thinking Concepts (Peter Seixas & Tom Morton)	https://historicalthinking.ca/ https://tc2.ca/en/creative-collaborative-critical-thinking/resources/thinking-about-history/
4b	Evidence-based interpretation of history: primary and secondary sources, importance of source analysis	https://www.history.org.uk/student/resource/3211/using-historical-sources https://dg.philhist.unibas.ch/en/studium/history-a-toolkit-for-students/academic-skills/literature-analysis/#:~:text=Sources%2C%20i.e.%20records%20from%20and,make%20claims%20about%20the%20past.
4c	Collingwood's approach to reconstructing the past through historical imagination	https://files.eric.ed.gov/fulltext/EJ1073911.pdf https://www.jstor.org/stable/43254801?seq=1#metadata_info_tab_contents

PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS
UH-SED-308

Total Credits: 4

Total Marks: 100

Preamble

The course aims to give basic understanding of nature of mathematics and the place of Mathematics in the present secondary and higher secondary curriculum. After going through the course, the learners will be equipped with the pedagogical basis which they will implement as teachers. They will be aware of objectives of teaching mathematics at secondary and higher secondary level according to NCF, 2009. The learners will be skilled to organize co-curricular activities in mathematics teaching. They will understand the role and challenges which they can face as a mathematics teacher and be conscious of their professional growth as a mathematics teacher.

Course Objectives:

- To develop an understanding of nature and values of teaching mathematics.
- To appreciate the contribution of various mathematicians.
- To acquire knowledge of pedagogical analysis of various concepts in mathematics.
- To practice the various methods and techniques of teaching mathematics.
- To organize the curriculum using various approaches of curriculum construction.
- To understand the challenges faced by teachers while teaching mathematics in the classroom.

Course Learning Outcome (CLO):

By the end of the course the student will be able to:

- Explain the nature and values of teaching mathematics.
- Appreciate the contribution of various mathematicians.
- Acquire knowledge of pedagogical analysis of various concepts in mathematics.
- Practice the various methods and techniques of teaching mathematics.
- Organize the curriculum using various approaches of curriculum construction.
- Elaborate the challenges faced by the teacher while teaching mathematics in the classroom.

Unit 1: Introduction to Mathematics

- a. Meaning and Nature of Mathematics.
- b. Values of teaching Mathematics.
- c. Correlation of Mathematics – Internal and External. (External Subjects- Language, Science, History, Geography, Economics & Commerce).

Unit 2: Place of Mathematics in school curriculum & Approaches to teaching of Mathematics

- a. Place of Mathematics in the present school curriculum
- b. Approaches of Curriculum Construction-Concentric and Topical
- c. Contribution of Mathematicians
 - Aryabhatta
 - Ramanujan
 - Euclid
 - Pythagoras

Unit 3: Essentials of Teaching Mathematics and Curriculum Transaction

- a. Maxims of teaching
 - From Known to Unknown
 - From Simple to Complex
 - From Particular to General
 - From Concrete to Abstract
 - From Whole to Part
- b. Concept of Vedic Mathematics.
- c. Diagnostic Testing (Need and Steps) & Remedial Teaching (Need and Strategies) in Mathematics

Unit 4: Methods and Techniques of Teaching Mathematics

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

Unit 5: Learning Resources

- a. Mathematical Laboratory & Mathematic club (objectives, significance)
- b. Textbook – Characteristics and Critical analysis (**No theory questions to be asked in the examination**).
- c. Calculators – When and How to Use calculators in Mathematics.
- d. Digital Resources for Teaching Mathematics- Geogebra, Virtual Manipulative(Meaning, Application, Advantages and Limitations)

Unit 6: Professional Development of Teacher

- a. Competencies of a Mathematics teacher.
- b. Need and Avenues of Continuous Professional Development.
- c. Difficulties faced by the teacher in teaching of mathematics and suggestive measures to overcome them.

Suggested Tasks:

- Preparation and execution of lesson plan in mathematics with any one of the following:
- Generalizations, Theorems/ Proofs, Problem Solving, Lecture cum Demonstration. Take up a problem in mathematics (from any area like number system, geometry etc.). Make a group of 3 or 4 students to discuss about the probable ways of solving, Use of technology, Constructivism.
- Conduct one lesson in the math using manipulative- Physical/ virtual.
- Assignment/s
- Critical evaluation of any one Mathematics textbook (Std. VI to X)
- Prepare a diagnostic test in mathematics.
- Prepare any one improvised teaching aid and explain how you use it in teaching Mathematics.
- Visit the Nehru science center and prepare the report.
- Content Test in Mathematics (from the school level content of class 6 to 10)
- Chalk out and conduct an activity in the college along with a report related to (Any one):
- Science – Math Club / Mathematics Corner.
- Prepare a questionnaire related to Mathematics based research

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

Self-Learning Topics (Unit wise)Self Learning Material

Unit	Topic	Reference Material
2 c	Contribution of Mathematicians	https://www.storyofmathematics.com/greek-pythagoras.html
4 c	Techniques of teaching Mathematics ---Drill and Review, Assignment in Mathematics	https://gradeup.co/TechniquesofMathematicsTeaching-i
6 b	Professional Development of Teacher	https://study.com/academy/lesson/math-teacher-professional-development.html

PEDAGOGY OF SCHOOL SUBJECT: SCIENCE

UH-SED-309

Total Credits: 4

Total Marks: 100

Preamble:

The student teacher will be acquainted with an understanding of the place of science in the school curriculum and nature of science. The various approaches such as maxims, correlation and global perspectives in teaching of science will enable the student teachers to teach Science effectively. The diverse methods and trends in teaching of science will equip the student teachers with the latest research based and evidence-based teaching of science. The student teachers will develop competencies in employing the instructional support system efficiently. Professional development as a science teacher will be delineated.

Course Objectives

- To comprehend the place of science in the curriculum.
- To perceive the approaches to teaching of science.
- To understand the methods of teaching Science.
- To apply the innovative trends in teaching of science.
- To understand the instructional support system in science.
- To explore the needs and avenues of professional development of a science teacher.

Course Learning Outcomes (CLO)

By the end of the course, learner will be able to:

- Comprehend the place of science in the curriculum.
- Perceive the approaches to teaching of science.
- Understand the methods of teaching Science.
- Apply the innovative trends in teaching of science.
- Understand the instructional support system in science.
- Explore the needs and avenues of professional development of a science teacher.

Unit 1: Place of Science in the School Curriculum:

- a. Meaning and Nature (Process & Product) of Science; Process Skills (Basic and Integrated) in science
- b. Values of teaching Science; Training in Scientific Method and Scientific Attitude/ Temper
- c. Global Perspectives in Science teaching: Concept and Infusing GP in the Science Curriculum

Unit 2: Approaches to teaching of science:

- a. Maxims of Teaching: Simple to Complex, Whole to Parts, Empirical to Rational, Concrete to Abstract, Known to Unknown, Particular to General
- b. Correlation of Science in the Curriculum: Internal & External
- c. Curriculum Organization: Topical and Concentric

Unit 3: Methods of Teaching Science (Procedure, Role of teacher, Advantages and Limitations):

- a. Lecture Cum Demonstration
- b. Laboratory
- c. Project
- d. Problem Solving

Unit 4: Innovative Trends in Teaching of Science (Meaning and Use):

- a. J.D. Novak's Concept Mapping and Tony Buzan's Mind Mapping
- b. PEOR Approach and 7Es Learning Cycle
- c. Nurturing Aesthetic Sense and Curiosity: Metaphors / Analogies and Aesthetic Approach
- d. E-Resources: Virtual Lab and Simulation

Unit 5: Instructional Support System:

- a. Text book: Characteristics of a good Science textbook
- b. Laboratory Management - Planning and Maintenance; Mobile Laboratory & Improvised Apparatus (Meaning and Significance)
- c. Science Clubs (Objectivities, Significance, Organization and Activities) – (including Significance & Organization of Science Excursions/Field Visits and Science Corner/Exhibitions)

Unit 6: Professional Development:

- a. Challenges faced by Science Teacher (Alternative conceptions and Resource Constraints)
- b. Need & Avenues of Continuous Professional Development (CPD)
- c. Diagnostic Testing (Need and Steps) & Remedial Teaching (Need and Strategies) in science

Suggested Tasks & Assignments:

(20 Marks – Any Two of the following)

- Content Test in Science (from the school level content of class 6 to 10)
- Critical evaluation of any one Science textbook (Std. VI to XII)
- Presentation of History and development of science in any one period (Ancient, Medieval, Modern Period)
- Contribution of any two Scientists in development of the nation.
- Awareness of Science Institutions at different levels & Science Talent Search Examinations:
 - i. International: NASA ii) National: ISRO, BARC
 - ii. NSC, Homi Bhabha Research Centre
- Compare the teaching of Science in India with the teaching of science in developed countries (e.g. U.S.A.)
- Prepare any one improvised teaching aid and explain how you use it in teaching science.
- Visit Homi Bhabha Research Center/ Nehru science center and prepare the report.
- Prepare an Instructional Material for teaching One Topic in Science. (Model, Herbarium, Vivarium, Aquarium, Scientific Toy, etc.)
- Conduct two activities / experiment in the Science Corner with PEOR Approach and submit a report
- Conduct an Experiment in a School/Junior College Science Laboratory and submit a report
- Setting of the apparatus for any one experiment in the laboratory and demonstrating the same and submit a report
- Preparation and execution of lesson plan with any one of the following: Concept mapping, Use of technology, Constructivism
- Chalk out and conduct an activity in the college along with a report related to (Anyone): Science Club / Science Corner / Exhibition / Science Field Trip

Self-Learning Topics (Unit wise) and Self Learning Material

Unit	Topic	Reference Material
1 – a	Meaning and Nature (Process & Product) of Science; Process Skills (Basic & Integrated) in Science	https://onlinecourses.swayam2.ac.in/nou20_ed04 https://www.open.edu/openlearn/education/educational-technology-and-practice/changes-science-education/content-section-0?active-tab=content-tab https://www.open.edu/openlearn/education/teaching-secondary-science/content-section-0?active-tab=content-tab
1-b	Values of teaching Science	https://onlinecourses.swayam2.ac.in/nou20_ed04/unit?unit=7&lesson=9
1-b	Scientific Temper and Scientific Attitude	https://onlinecourses.swayam2.ac.in/nou20_ed04/unit?unit=22&lesson=18
1 – c	Global Perspectives in Science teaching:	https://online-learning.harvard.edu/course/educating-global-citizens-0?delta=0
2 – b	Correlation of Science in the Curriculum	https://onlinecourses.swayam2.ac.in/nou20_ed04/unit?unit=26&lesson=29 https://onlinecourses.swayam2.ac.in/nou20_ed04
3 – a	Lecture cum Demonstration Demonstration Lesson and Skill of Explanation	https://onlinecourses.swayam2.ac.in/nou20_ed04/unit?unit=46&lesson=47 https://www.youtube.com/watch?v=fALiGf2sRlg https://www.youtube.com/watch?v=PLdIVGIYbAI https://www.youtube.com/playlist?list=PLP5rd2Lt7m2Fh8FmP5oaXB-7Yypiedoy7

3-b	Laboratory Method	https://onlinecourses.swayam2.ac.in/nou20ed04/unit?unit=46&lesson=47
3 – d	Problem Solving	https://onlinecourses.swayam2.ac.in/nou20ed04/unit?unit=41&lesson=42 https://onlinecourses.swayam2.ac.in/nou20ed04
4 – a	J.D. Novak’s Concept Mapping	https://onlinecourses.swayam2.ac.in/nou20ed04/unit?unit=41&lesson=45 https://onlinecourses.swayam2.ac.in/nou20ed04 https://onlinecourses.swayam2.ac.in/nou20ed03/unit?unit=44&lesson=51 https://youtu.be/8DL8SVR12y0
4-c	Nurturing Aesthetic Sense and Curiosity: Metaphors / Analogies and Aesthetic Approach	https://onlinecourses.swayam2.ac.in/nou20ed04/unit?unit=22&lesson=19
4-d	Virtual lab	https://onlinecourses.swayam2.ac.in/nou20ed04/unit?unit=54&lesson=58
5-b	Mobile Lab	https://onlinecourses.swayam2.ac.in/nou20ed04/unit?unit=54&lesson=58
5-c	Science Excursions/Field Visits and Science Corner/Exhibitions	https://onlinecourses.swayam2.ac.in/nou20ed04/unit?unit=54&lesson=56
5 – b	Laboratory Management - Planning and Maintenance	https://onlinecourses.swayam2.ac.in/nou20ed04

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**ABILITY ENHANCEMENT CORE
COURSE 3
DRAMA AND THE ARTS IN EDUCATION**

Total Credits: 2

Total Marks: 50

Preamble:

Every child can benefit from drama and art in their education. Student teachers 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 the arts in education. The position of drama and the arts in education needs to be enhanced as it benefits children. Research in drama and art has proved that indulging in drama and art affects the communication skills, entrepreneurial skills, creative skills, and imaginative skills and many more that helps children to excel in their school activities to a great extent. Drama provides experiential therapy to understand and heal self. The process is enriching and meaningful that leads to self-realization. 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. 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 lead 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.

Course Objectives:

- To understand the fundamental concepts of drama and the arts.
- To acquaint with the Visual / Plastic arts.
- To acquaint with the Performing Arts.
- To understand the potential of drama and the arts in education.

Course Learning Outcomes:(CLO)

By the end of the course, learner will be able to:

- Explain the elements of drama and art
- Integrate plastic and visual arts in teaching-learning activities
- Integrate performing arts in teaching-learning activities
- Explain the functions of drama and art in education

UNIT 1: FUNDAMENTAL CONCEPTS OF DRAMA AND THE ARTS:

- a. Concept of Art and Classification of Fine Arts
- b. Elements of Drama and Art
 - Space, Speed, Pause, Rhythm;
 - Abhinaya / Enactment: Aangika/Physical (Gestures of hand, head, neck, feet, eyes), Gaits, Vaachika/Verbal (Voice modulation, dialoguedelivery); Aahaarya/External Visuals (Costume, Make up, stage decoration); Saatvika/Psycho-physical: Nav Rasa-Bhaava (Nine aesthetic pleasures-mental states)
 - Perspective, proportion, depth, light & shade, texture. (Elements in visual arts)
- c. Understanding stagecraft (set designing, costumes, props, lights, and special effects)and audience etiquettes.

Unit 2: INTRODUCTION TO PLASTIC / VISUAL ARTS

- a. Forms and elements of Architecture (with special emphasis on Indian styles).
- b. Forms and elements of Painting (with special emphasis on Indian styles).
- c. Forms and elements of Sculpture (with special emphasis on Indian styles).
- d. Integration of Plastic Visual Arts in Education.

Unit 3: INTRODUCTION TO PERFORMING ARTS

- a. Forms and elements of Vocal and Instrumental Music (with special emphasis on Indian styles).
- b. Forms and elements of Dance (with special emphasis on Indian styles).
- c. Forms and elements of Drama (with special emphasis on Indian styles).
- d. Integration of Performing Arts in Education.

Unit 4: POTENTIAL OF DRAMA AND THE ARTS IN EDUCATION

- a. Functions of Drama and Art in Life/Culture and in Education
- b. Role of drama and art for children with special needs; Music Therapy and DanceTherapy
- c. Glocal (Global and Local) perspectives of drama and art in understanding culturaleducation and Multiculturalism
- d. Inter-relation of drama and art with allied forms: Literature, Puppetry, Martial Arts,Aerobics, Radio Play, Shadow Play, Sand Painting, Photography, Digital Creativity

SUGGESTED TASK/ASSIGNMENT ACTIVITIES:

Following activities can be organized under the course:

- Script writing
 - Street play
 - Visit to an Art gallery
 - Visiting/Organizing exhibitions
 - Visiting/Organizing cultural festivals
 - Report on the folk life
 - Interview with experts from the field like artists, actors, singers, writers, poets,painters, musicians, dancer etc
 - Appreciation of a film/drama/novel/folk drama, etc.
-

- 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
- Organizing art, craft and music exercises with small groups followed by discussions and presentations.
- Workshop –Developing theatre skills, pottery, folk dance, animations depicting culture and art.
- 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.
- Role Playing’ activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc.) and write a reflective essay highlighting the elements of stagecraft.
- Develop and present a lesson using any one technique of Drama and Art Or using any Art form
- Developing masks and puppets to teach any topic in their methods, present a lesson using it. Submission of a lesson plan is required.
- Produce a play to be presented on stage, and write a reflective essay highlighting backstage, onstage and audience etiquettes.
- Review the different dances in India, identifying their significance to the context of origin.
- Write an appreciation essay on the historical monuments (sculpture and architecture) or any piece of art (music, dance drama, painting)
- Developing masks and puppets to teach any topic in their methods, present a lesson using it. Submission of a lesson plan is required.
- Create a Drama derived from stimuli –photographs, paintings, music, poetry, story, newspapers, television, films, real-life events.
- Review studies on effectiveness of drama and art on education and present the same.
- Compare any two visual/drama/dance/music art forms of India with any two at an international level (history, elements/characteristics, eminent artists & institutions)
- Critically write your comments on festival performances in India eg: Ramleela, Rasleela

Self-Learning Material

Unit	Topic	Reference Material
1b-ii	Abhinaya / Enactment:	https://www.youtube.com/watch?v=5_YZti9kyKk
2 a	Forms and elements of Architecture (with special emphasis on Indian styles).	https://gosmartbricks.com/10-most-popular-styles-in-indian-architecture/
3a	Forms and elements of Vocal and Instrumental Music (with special emphasis on Indian styles).	https://www.india-tourism.net/music-dance.htm
4b	Role of drama and art for children with special needs; Music Therapy and Dance Therapy	https://skybadger.co.uk/2017/01/21/art-music-drama-dance-for-disabled-autistic-sen-kids/

Recommended Books/websites:

- Akademi South Asian Dance, UK – <http://www.southasiandance.org.uk/>
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**UNDERSTANDING SOCIAL AND ENVIRONMENTAL ISSUES THROUGH
DRAMA AND ART**

Name of the Book	Author/ Year	Publication
India Between Dream and Reality	Hari Jaisingh(1988)	Allied Publishers Private Limited, New Delhi
Environmental Pollution Perception and Awareness	B.P. Chaurasia (1992)	Chugh Publications, Allahabad
Environment Protection Challenges and Issues Impact of Rapid Development and Policy Measures	V.S.Mahajan (1993)	Deep and Deep Publications
Environmental Pollution and Protection	M.R. Garg V.K. Bansal N.S. Tiwana (1995)	Deep and Deep Publications, New Delhi
Human Resource Development and Environment	R.D. Sharma (1991)	Commonwelath Publishers,
Sociology, History and EducationA reader 75 - 86	P.W. Musgrave(1970)	Methuen and Co. Ltd, London
A Sociological Approach to Indian Education 69 – 84, 278-288	Dr. S.S. Mathur (2000)	Vinod Pustak Mandir
Man, and Environment	P.R.Trivedi and Gurdeep Raj(1992)	Akashdeep Publishing House
Sociological Foundations of Education 55- 61, 143-145	Yashoda Mahindar Singh, (1981)	Sheth Publishers, Bombay
Development of Educational Theory and Practice 250-253	R. N. Safaya and B.D. Shaida(1963)	Dhanpat Rai Publishing Company (P) Ltd., New Delhi

A Text Book for Media Education	Jacob Srampickal Leela Joseph (2002)	Better Yourself Books, Mumbai
Communication and Nation – Building Perspective and Policy	Dr. P.C. Joshi Sardar Patel Memorial Lectures (1985)	A.J. Printers, New Delhi Publications Division, Ministry of Broadcasting, Government of India
Mass Communication Pg. 58-82	R. K. Chatterjee (1973)	National Book Trust, New Delhi
Communication: Interacting Through Speech	R.R. Allen Sharol Parish David Mortensen C.(1974)	Charles E. Merrill PublishingCo., Ohio
Teaching Art in the Elementary School	Margaret Hamilton Erdt (1954)	Holt, Rinehart and Winston, Inc., New York
The Art of Communicating Effectively	J. Maurus(2002)	Better Yourself Books, Mumbai
Environmental Conservation and Planning	Rajendra Menaria (1989)	Ashish Publishing House, New Delhi
Environmental Education Principles, Concepts and Management	K.K. Shrivastava(2004)	Kanishka Publishers, Distributors, New Delhi
Environmental Education	Babita Verma (2009)	Kumal Books, New Delhi
Social Theory and Social Structure Pg. 563-578	Robert K. Merton (1957)	Amerind Publishing Co. Pvt. Ltd., New Delhi

Approaches to Drama Pg.87-93(Radio and Television)	David A. Male(1973)	George Allen and Unwin Ltd., London
Form and Idea in Modern Drama	John Gassner(1956)	The Dryden Press, New York
The Essentials Theatre, Second Edition	Oscar G. Brockett(1980)	Holt, Rinehart and Winston
Teacher's Book – Group Drama	D.E.Adland(1964)	Longman's, Green and Co. Ltd, London

Understanding local Culture through Drama and Art

Name of the Book	Author/Year	Publishers
Urban Anthropology Cross – Cultural Studies on Urbanization	Aidan Southall (1973)	Oxford University Press, New York
Urban Life: Diversity and Inequality	Peter Orleans & Miriam Orleans (1976)	Wm. C. Brown Company Publishers
Rural Sociology in India, 5th Edition	A. R. Desai (1969)	Popular Prakashan, Bombay
Cultural Forces Shaping India	Karuna Braganza RSCJ & Saleem Peerandina (1989)	All India Association for Christian Higher Education
The National Culture of India	S Abid Hussain (1956)	National Book Trust, India, New Delhi
The Speaking Tree, A Study of Indian Culture and Society	Richard Lannoy (1975)	Oxford University Press, USA
India's Craft Tradition	Kamaladevi Chattopadhaya (1980)	Ministry of Information and Broadcasting, Government of India, New Delhi

Looking Again at Indian Art	Vidya Dehejia(1978)	Ministry of Information and Broadcasting, Government of India, New Delhi
Discovering Indian Sculpture	Charles Fabri (1970)	Affiliated East- West Press Pvt. Ltd., New Delhi
Pottery Making for Pleasure	Rosemary Zorza (1973)	J. M. Dent and Sons Limited, London
Foundations of EducationPg. 23- 29	Srinibas Bhattacharya (2000)	Atlantic Publishers and Distributors, New Delhi

UNDERSTANDING GLOBAL CULTURE THROUGH DRAMA AND ART

Book	Author/ Year	Publication
Global Warming Collaborative Study on Strategies to Limit CO ₂ Emissions in Asia and Brazil	RK Pauchauri and Preety Bhandari (1992)	Asian Energy Institute, New Delhi
Green Facts – The Greenhouse Effect and Other Key Issues	Michael Allaby(1986)	Hamlyn, Octopus Publishing Group, London
Shantaram	Gregory David Roberts (2004)	Abacus, London
The Creative Explosion	John Pfeiffer	Harper & Row, Publishers, New York
Preparing Teachers to teach Global Perspectives	Merry M. Merryfield, Elaine Jarchow, Sarah Pickert (1997)	Corwin Press, Inc, California, USA

SECOND YEAR

SEMESTER 4

**The Scheme of Teaching and Examination is as under:
Second Year Semester – IV
Summary**

Sr. No.	Choice Based Credit System	Subject Code	Remarks
1	Core Course (Contemporary India & Education)	UH-SED-401	
2	Elective Course (Environmental Education)	UH-SED-402	
3	Elective Course (Guidance & Counselling)	UH-SED-403	
4	Elective Course (International Education)	UH-SED-404	
5	Interdisciplinary Course (Creating an Inclusive School)	UH-SED-405	
6	Ability Enhancement Core Courses (AECC) Yoga Education	UH-SED-406	
7	Practicum Course 4 - : Internship & Practice Teaching, Research Project, Remedial Teaching	UH-SED-407	

Detail Scheme

Sr. No.	Subject Code	Subject Title	Lectures Per Week (Lecture of 48 minutes)					Credit	Evaluation Scheme				Total Marks
			Units	S.L.	L	T	P		S.L.E	TA	CT	SEE	
1	UH-SED-401	Core Course (Contemporary India & Education)	6	1	5	1	0	4	10	10	20	60	100
2	UH-SED-402	Elective Course (Environmental Education)	6	1	5	1	0	4	10	10	20	60	100
3	UH-SED-403	Elective Course (Guidance & Counselling)	6	1	5	1	0	4	10	10	20	60	100
4	UH-SED-404	Elective Course (International Education)	6	1	5	1	0	4	10	10	20	60	100
5	UH-SED-405	Interdisciplinary Course (Creating an Inclusive School)	6	1	5	1	0	4	10	10	20	60	100

6	UH-SED-406	Ability Enhancement Core Courses (AECC) Yoga Education	4	1	2	1	3	2	10	40	-	-	50
7	UH-SED-407	Practicum Course 4 - : Internship &Practice Teaching, Research Project, Remedial Teaching		2	2	2	6	6					150
Total Hours / Credit			28/12				20	Total Marks				500	

Second Year Semester – IV

Units – Topics – Teaching Hours

S.N	Subject Code	Subject Unit Title		Hours	Total No. of Hours	Credit	Total Marks
12.	UH-SED-401 Core Course (Contemporary India & Education)	I	Major Aspects In Contemporary India	8	48	4	100 (60+30+10)
		II	Socialization, Citizenship and Education	8			
		III	Constitutional Values and Education	8			
		IV	Culture and Education	8			
		V	Policy Framework for Education	8			
		VI	Emerging Trends in Society and Education	8			
13.	UH-SED-402 Elective Course (Environmental Education)	I	Concept of Environment	8	48	4	100 (60+30+10)
		II	Environmental Issues. (Meaning, causes, Effects and Remedies)	8			
		III	Evolution and Ethics of Environmental Education	8			
		IV	Approaches and Methods of Teaching Environmental Education	8			
		V	Sustainable Development	8			
		VI	Environmental Initiatives, Projects And Laws	8			
14.	UH-SED-403 Elective Course (Guidance & Counselling)	I	Concepts in Guidance	8	48	4	100 (60+30+10)
		II	Strategies and Devices for Guidance (Uses and Limitations)	8			
		III	Occupational Information (Career Guidance)	8			
		IV	Concept of Counselling	8			
		V	Counselling and Intervention	8			
		VI	Role of Counsellor in Contemporary Society	8			
15.	UH-SED-404 Elective Course (International Education)	I	International Education	8	48	4	100 (60+30+10)
		II	Education systems	8			
		III	Teaching In the Diverse World	8			
		IV	Theories of Global Education	8			
		V	Strategies for a Global Classroom	8			
		VI	Teacher in International Education	8			
16.	UH-SED-405	I	Understanding Inclusion	8			
		II	Nurturing Inclusion	8			
		III	Policies Promoting Inclusion	8			

	Interdisciplinary Course (Creating an Inclusive School)	IV	Curricular Issues	8	48	4	100 (60+30+10)
		V	Inclusion in Classrooms	8			
		VI	Functionaries in Inclusive Settings	8			
17.	UH-SED-406 Ability Enhancement CoreCourses (AECC) Yoga Education	I	Introduction to Yoga	8	32	2	50
		II	Introduction to Yogic Texts and Yogic Practices	8			
		III	Yoga and Health	8			
		IV	Practicum	8			
		I	5 team-teaching / theme-based lessons – 50 marks	50			
	UH-SED-407	II	5 Lessons – 50 marks	44			
	Practicum C						
18.	course 4 - : Internship & Practice Teaching, Research Project,				144	6	150 (50+50+20+10+20)
		III	5 Remedial teaching Lessons – 20 marks	20			
		IV	Internship Report – 10 marks	10			
		Remedial Teaching					
		V	Research Project – 20 marks	20			
		VI	Internship of 5 weeks	-			
			TOTAL	144	144	20	500

*One to two lectures to be taken for CONTINUOUS self -learning evaluation

SL –Self Learning, L: Lecture, T: Tutorials, P: Practical, SLE: Self Learning Evaluation, T&A-Task and Assignment, SEE: Semester end examination

**CORE COURSE 6
CONTEMPORARY INDIA & EDUCATION
UH-SED-401**

Total Credits – 4

Total Marks – 100 Marks

Preamble

This course attempts to introduce the student- teachers to the field of education through examination of its cultural, social and historical aspects. This paper provides an insight into the issues of gender and marginalization. It aims to explain the role of education to develop a better society free of inequality and injustice. It explores interdisciplinary understandings of the cultural and social realities of education in a modern global society. It provides student- teachers with knowledge, skills, and attitudes to prepare them to be sensitive to individual and cultural differences and assist them in becoming effective teachers and responsible citizens of the world.

Course Objectives:

- To develop an understanding of contemporary society and its relation with education.
- To analyze the process of socialization and the role of education for active citizenship.
- To sensitize the student- teachers about constitutional values and its violation.
- To establish inter-connections between education, culture and modernization.
- To reflect on the recommendations of the education policies in India.
- To create awareness about the emerging trends in society and education

Course Learning Outcomes (CLO)

By the end of the course, learner will be able to:

- Identify the features of contemporary society and the issues related to diversity and multiculturalism.
- Explain the process of socialization, social change and active citizenship in relation to education.
- Appreciate the constitutional values and provisions
- Differentiate between different concepts of culture and modernization
- Evaluate the various policies in education
- Recognize the emerging trends in education.

Unit I: Major Aspects in Contemporary India

- a. Concept of Society and Features of Contemporary Society.
- b. Relation between Contemporary India and Education with Reference to (Aims of Education, Methods of Teaching and Curriculum, Role of Teacher)
- c. Concept of Diversity and Multiculturalism in India with Special Reference to (Caste, Class Inequalities, Language, Religion and Regionalism).

Unit II: Socialization, Citizenship and Education

- a. Socialization – Concept, Need, Education as a Process of Socialization
- b. Social Change – Concept, Need Stages and Factors responsible for Social Change
- c. Global Citizenship – Concept, Need and Role of Education.

Unit III: Constitutional Values and Education

- a. Constitution as a Source of Value – Constitution of India (Social Justice, Liberty, Egalitarianism and Fraternity with Special reference to Articles)
- b. Democratic Education – Meaning, Issues related to Democracy and Role of Education
- c. Universalization of Education (RTE-2009)

Unit- IV: Culture and Education

- a. Culture and Modernization – Meaning and Nature of Culture and Modernization, Influence of Education on Culture.
- b. Problems Created by Cultural Change and Modernization- Cultural Lag and Cultural Conflict.
- c. Concept of Urbanization and Westernization, with Special Reference to Indian society and its Educational Implications.

Unit V: Policy Framework for Education

- a. NEP 2020- Recommendations for School and Higher Education
- b. Rastriya Madhyamik Shiksha Abhiyan – Recommendations for Secondary Education
- c. National Curriculum Framework for Teacher Education 2009

Unit VI: Emerging Trends in Society and Education

- a. (Concept and Educational Implications)
- b. Knowledge Society
- c. Liberalization, Privatization and Globalization
- d. Alternative Learning Systems

Suggested Task:

- Video recorded Street Play/ Drama/ Dance/ Skit on Constitutional Values and social issues
- Review of any two Documentary Films or Movies on Social Issues
- Activity based digital lesson plans for catering to diverse learners in a multicultural setting
- Interview of a social worker and the challenges faced in the profession

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- https://www.mhrd.gov.in/sites/upload_files/mhrd/files/Draft_NEP_2019_EN_Revise d.pdf

Self-Learning Material

Unit	Topic	Reference Material
5.a	NEP 2020	https://youtu.be/HFUu5Y4gtMw https://youtu.be/9g2BhdnTj8o https://youtu.be/8unW9RAwB5s
5.b	Rashtriya Madhyamik Shiksha Abhiyan – Recommendations for Secondary Education	https://www.mhrd.gov.in/rmsa https://www.mhrd.gov.in/rmsa_integrated
5.c	National Curriculum Framework for Teacher Education 2009	https://ncte.gov.in/Website/PDF/NCFTE_2009.pdf
3c	Universalisation of Education(RTE-2009)	https://journals.sagepub.com/doi/full/10.1177/2394481119849272
6c	Alternative Learning Systems	https://www.flexlearnstrategies.net/stocks/1st%20Workshop%20on%20Drafting%20the%20Action%20Plan%20for%20the%20Implementation%20of%20ASEAN%20Declaration%20on%20OOSCY/2b/Philippines%20PPT.pdf

**ELECTIVE COURSE 3
ENVIRONMENTAL EDUCATION
UH-SED-402**

**Total Credits: 4
Total Marks: 100**

Preamble:

The student teacher will be acquainted with the basic concepts of environment and environmental issues. The learners will be able to trace the evolution of environmental education and the ethics to be followed for sustainable development. Various methods & approaches to teach environmental education will equip the learners to teach the subject effectively. Knowledge of Sustainable Development and Mitigation Measures as well as Environmental Initiatives, Projects and Laws will facilitate the development of student teachers as environmental educators.

Course Objectives:

- To understand the basic concepts of environment and environmental education, its needs and principles.
- To explore the environmental situation and issues at the global and national level.
- To comprehend sustainable development and environmental management practices.
- To practice the various approaches of environmental education.
- To recognize the public efforts and government initiatives protecting and conserving the environment.
- To develop environmental consciousness as a value.

Course Learning Outcomes (CLO)

By the end of the course, learner will be able to:

- Understand the basic concepts of environment and environmental education, its needs and principles.
- Explore the environmental situation and issues at the global and national level.
- Comprehend sustainable development and environmental management practices.
- Practice the various approaches of environmental education.
- Recognize the public efforts and government initiatives protecting and conserving the environment.
- Develop environmental consciousness as a value.

Unit 1 Concept of Environment.

- a. Environment: Meaning and Components – Biotic and Abiotic; Major Types of Ecosystem and Biomes
- b. Ecological pyramids (Numbers, Mass, Energy), Food Chain, Food Web
- c. Concept of Biogeochemical Cycles: Hydrologic (Water) Cycle and Carbon Cycle

Unit 2 Environmental Issues. (Meaning, causes, Effects and Remedies)

- a. Atmospheric Pollution: Global Climate Change, Green House Effect & Depletion Ozone Layer
- b. Biomagnification and Eutrophication
- c. Loss of Biodiversity and Urban Sprawl

Unit 3 Evolution and Ethics of Environmental Education

- a. Historical developments: Stockholm (1972), Intergovernmental conference (1977), Brundtland Commission (1985), Rio Summit (1992), Kyoto Protocol (2005), Tbilisi + 30 (2007)
- b. Environmental Education: Meaning, Objectives, Principles, Significance.
- c. Environmental Ethics: Meaning and Perspective of environmental ethics (Anthropocentric, Bio-centric, Sustainable ethics)

Unit 4 Approaches and Methods of Teaching Environmental Education

- a. Approaches of teaching Environmental Education (Multidisciplinary and Interdisciplinary)
- b. Nature / Environmental Club - Objectives, Significance, Structure and Activities
- c. Methods of teaching Environmental Education – Case Study, Problem based learning, Project method, Drama

Unit 5 Sustainable Development:

- a. Sustainable Development: Meaning, Need, Guiding principles.
- b. Sustainable Environmental Practices (Meaning, Process and Significance): Rainwater Harvesting, Solid waste Management, Mangroves Management
- c. Disaster Management and Indigenous Technical Knowledge (ITK) Practices

Unit 6 Environmental Initiatives, Projects and Laws.

- a. Movements/Andolan: Raleganj Siddhi, Green Peace, Tarun Bharat Sangh, Narmada Bachao Andolan
- b. Projects: Tiger project, Ganga Action Plan
- c. Laws of Conservation and Protection: Wildlife Protection Act (1972), Environmental Protection Act (1986) and Noise Pollution Act (2000).

Suggested Tasks:

- Preparing a Digital ICT Tool based awareness, content, presentation, quiz, game, assessment on any one environmental education topic/theme.
- Presenting a case study/statistical study of a city/region from local, national or global level pertaining to a specific environmental issue.
- Field visit and a report/ Case study of conservation efforts at individual/ institutional level.
- Awareness activity in the community/school regarding various environmental issues through an exhibition or display.
- Generating awareness about Environmental Values depicted in ancient religious philosophies through storytelling in the class.
- Preparation of an Instructional Plan for curricular/co-curricular activity in the classroom to impart Environmental Education and Practice Lesson.
- Conducting any one activity at the college level such as vermi-composting, paper recycling, terrace gardening, etc.
- Organizing any one co-curricular activity to impart environmental education in school or college

and writing a report.

- Preparing an Environmental Audit Report for an individual process.
- Conducting a seminar on any one government initiative for conserving the environment/ anyone organization such as Chipko Movement, Narmada Bachao Andolan, Green Peace, etc. working for environmental conservation.
- Conducting an activity based on Indigenous Technical Knowledge (ITK) Practices and submit a report

Self-Learning Topics (Unit wise)

Unit	Topics
1c)	Concept of Biogeochemical Cycles
2a)	Climate Change
2c)	Biodiversity
4	Approaches of teaching Environmental Education Problem based Learning
5a)	Sustainable Development: Meaning, Need, Guiding principles

Online Resources

1. https://onlinecourses.swayam2.ac.in/arp19_ap55/
2. https://onlinecourses.swayam2.ac.in/ntr20_ed29/
3. https://onlinecourses.swayam2.ac.in/nou20_bt02/preview#
4. https://onlinecourses.swayam2.ac.in/aic19_ge05/preview
5. <https://nptel.ac.in/courses/127/106/127106004/>
6. <https://nptel.ac.in/courses/109/101/109101171/>
7. <https://nptel.ac.in/courses/110/105/110105073/>
8. https://shodhganga.inflibnet.ac.in/bitstream/10603/45037/7/07_chapter_01.pdf

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**ELECTIVE COURSE 3
GUIDANCE & COUNSELING
UH-SED-403**

**Total Credits: 4
Total Marks: 100**

Preamble

This paper attempts to introduce the student- teachers to the field of application of psychology of education through guidance and counselling. This paper provides an insight into the contemporary issues of counselling Adolescent and addiction to substance abuse & technology induced social networking. It aims to explain the role of a teacher as a counselor to develop a better society free of problems.

Course Objectives:

- Develop an understanding of basic concepts in guidance and counseling
- Develop an understanding of educational, vocational and personal guidance.
- Examine with testing devices and non-testing techniques of guidance.
- Develop an understanding of collection and dissemination of Occupational Information.
- Sensitize about the problems faced by students in the contemporary world.
- Develop an understanding about the working of guidance centers.

Course Learning Outcomes (CLO)

By the end of the course, learner will be able to:

- Explains basic concepts in guidance and counseling
- Differentiate between educational, vocational and personal guidance.
- Acquaint themselves with testing devices and non-testing techniques of guidance.
- Investigate different ways of collection and dissemination of Occupational Information
- Prepare them to face the problems faced by students in the contemporary world.
- Create an awareness of the working of guidance centers.

FUNDAMENTALS OF GUIDANCE

Unit 1: Concepts in Guidance

- a. Concept (Meaning and Characteristics), Principles, Functions, Need
- b. Types of Guidance – Educational, Vocational & Personal
 - Educational Guidance - Meaning and need at Secondary and HigherSecondary level.
 - Vocational Guidance – Meaning and need at Secondary and HigherSecondary level.
 - Personal Guidance – Meaning and need at Secondary and Higher Secondary
- c. Need of guidance at various stages of life

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

- a. Tests for Guidance
 - Aptitude,
 - Attitude
 - Interest,
 - Personality.
- b. Non-Testing Devices (Techniques used in guidance):
 - Interview schedule,
 - Case study,
 - Diary

Unit 3: Occupational Information (Career Guidance)

- a. Concept of Occupational Information & Sources of Collection
- b. Career Counselling and Dissemination of Occupational Information
- c. Ginsberg's Theory of Vocational Choice, Factors influencing Vocational Choice

Unit 4: Concept of Counselling

- a. Meaning and Characteristics of counselling
- b. Types of counselling – Directive, Non-directive and Eclectic
- c. Process of counselling
 - Three Stages: Initial Disclosure, In-depth exploration and Commitment to action
 - Five Steps: Relationship Building, Understanding and Assessing the Problem, Setting Goals, Selecting and Using Counseling Strategies, and Termination and Follow up

Unit 5: Counselling and Intervention

- a. Skills required for counselling
 - Basic Communication Skills (Expression, Listening and Responding, Reacting),
 - Empathy (Verbal and Non-Verbal Attentiveness, Paraphrasing and Reflection, Pacing),
 - Genuineness (Self-Disclosure and Immediacy),
 - Verbal Skills for Conveying Positive Regard
- b. Approaches of counselling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic (Person Centered Counselling - Carl Roger's)
- c. Counselling for Adolescent Issues – Addiction (Substance abuse & technology induced social networking), Academic Stress, Depression

Unit 6: Role of Counsellor in Contemporary Society

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

Suggested tasks:

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

References:

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- Kochhar S.K.: Educational and Vocational Guidance in secondary schools.
- Petterson L. E.: The Counselling Process

Self-Learning Topics (Unit wise) Self Learning Material

Unit	Topic	Reference Material
2 a	Strategies and Devices for Guidance	https://www.psychologydiscussion.net/guidance-2/guidance-and-counselling-tools-and-techniques-psychology/13551
3 b	Career Counselling and Dissemination of Occupational Information	https://www.toppr.com/bytes/sources-of-career-information/
5 c	Counselling for Adolescent Issues	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3354400/
6 c	Functions, qualities & qualifications of counsellor	https://www.academia.edu/4564964/Qualities_of_Good_Counsellor

**ELECTIVE COURSE 3
INTERNATIONAL EDUCATION
UH-SED-404**

**Total Credits: 6
Total Marks: 100**

Preamble:

The landscape of education is evolving at a rapid rate, thanks to globalization! There is a growing number of international schools in India and the increasing mobility of students around the globe is exerting an extra demand for teachers who can cater to this change. With the demand for international teachers on the rise, universities have been tasked to prepare the next generation of teachers who will have theoretical and practical know-how of the newest trends in education. This course provides the basics of the said field and ensures teachers have the necessary knowledge and skills to lead this competent world of globalized education.

Course Objectives:

- To acquaint the student-teachers with the concept and need for International Education.
- To develop an understanding of international education
- To prepare student-teachers to face challenges of education in a globalized world
- To analyze the educational systems of different countries
- To explore the notions of multicultural perspectives.
- To develop an appreciation among student teachers infusing global perspectives in the curriculum.

Course Learning Outcome (CLO)

By the end of the course, learner will be able to:

- Explain the concept and need for International Education.
- Elucidate various international education systems
- Describe the concept of multicultural education
- Elucidate the theories of global education
- Infuse global perspectives in the classroom
- Discuss challenges faced by teacher in international education

Unit 1: International Education

- a. Concept of International Education
- b. Objectives of International Education
- c. Need and Importance for International Education

Unit 2: Education systems

- a. IBO (objectives, structure, assessments)
- b. CIE (objectives, structure, assessments)
- c. Finnish Education

Unit 3: Teaching in the Diverse World

- a. Multicultural Education (Concept, Purpose, Approaches)
- b. Concept and need of global perspectives in education
- c. Sustainable Development Goals

Unit 4: Theories of Global Education

- a. Global Perspectives –Hanvey
- b. Global education theory- Pike and Selby
- c. Dialogue based education- Paulo Freire

Unit 5: Strategies for a Global Classroom

- a. Education for sustainable development - strategies
- b. Infusing Global perspectives in the curriculum
- c. Co- curricular Activities for Global Education

Unit 6: Teacher in International Education

- a. Professional Competencies of a Global Teacher
- b. Licensing and Certification of Teachers
- c. Challenges faced by a teacher in a Multicultural World

Suggested Tasks:

- Project Work on any aspect related to International Education.
- Visit to an IB or International School and Preparation of a Report.

References

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Self-Learning Topics (Unit wise)Self Learning Material

Unit	Topic	Reference Material
1	International Education	https://www.edutopia.org/perspectives-international-education
2	IBO CIE Finnish Education	https://www.ibo.org/programmes/ https://www.cambridgeinternational.org/ https://www.educationfinland.fi/
3	Sustainable Development Goals	https://www.undp.org/content/undp/en/home/sustainable-development-goals.html
4	Global Perspectives –Hanvey	https://digital.library.txstate.edu/bitstream/handle/10877/3711/fulltext.pdf?sequence=1&isAllowed=y

**INTERDISCIPLINARY COURSE 3
CREATING AN INCLUSIVE SCHOOL
UH-SED-405**

**Total Credits: 4
Total Marks: 100**

Preamble

The student teacher will be acquainted with the basic concepts of diversity, disability and inclusion. Course deals with abilities, classification and characteristics of different types of diverse learners. The course describes the national and international framework with reference to disability and inclusion. Curriculum is framed keeping in mind the assessment and adaptations for inclusive classrooms. The course gives guidelines to identify and implement action areas to make schools and classrooms more diversity friendly.

Course Objectives:

- To develop basic understanding of key concepts: diversity, disability and inclusion;
- To develop an insight into models of inclusion and understand the diversities of abilities, classification and characteristics of learners,
- To comprehend the national and international framework with reference to disability and inclusion;
- To examine the curriculum and assessment adaptations for inclusive classrooms.
- To examine the role of general teachers, resource teachers and NGOs.
- To analyse different schools and classrooms with respect to diverse needs of the students.

Course Learning Outcomes (CLO)

By the end of the course, learner will be able to:

- Discuss basic understanding of key concepts: diversity, disability and inclusion;
- Gain insight into models of inclusion and understand the diversities of abilities, classification and characteristics of learners,
- Describe the national and international framework with reference to disability and inclusion;
- Understand the curriculum and assessment adaptations for inclusive classrooms.
- Describe the role of general teachers, resource teachers and NGOs.
- Identify and implement actions areas to make schools and classrooms more diversity friendly.

Unit 1: Understanding Inclusion

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

Unit 2: Nurturing Inclusion

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

Unit 3: Policies Promoting Inclusion

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

Unit 4: Curricular Issues

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

Unit 5: Inclusion in Classrooms

- a) Barriers and Facilitators of Inclusion: Attitudinal, Social and Infrastructural. Use of ICT in Inclusive classrooms.
- b) Individualized Educational Plan: Concept, steps and significance.
- c) Addressing the needs of Talented and Creative children

Unit 6: Functionaries in Inclusive Settings

- a) Profile and Role of teacher: General teacher and Resource teacher. Role of NGO in supporting inclusive schools.
- b) Pre-support and pre-vocational training programme for children with special needs.
- c) History and current status of leading institutions of Special and Inclusive Education

Suggested tasks:

- Case study of a Learner with Special Needs Making a Report of Visit to a resource room
 - Interviewing a teacher working in a mainstream school promoting inclusion.
 - Prepare a scrap book showing different ICT technologies to cater to needs of children with special needs. (Pictures and Information).
 - Seminar presentation on ‘Seven pillars of support for inclusive education: Moving from “Why?” to “How” (2007) by Tim Loreman
 - http://www.wholeschooling.net/Journal_of_Whole_Schooling/articles/3-2%20Loreman.pdf
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- Umadevi, M R. (2010) Special education. Hyderabad: Neelkamal Publishers

Weblinks:

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

Unit	Topic	Reference Material
1	Understanding Inclusion	https://www.coursera.org/learn/disability-inclusion-education
5	Inclusion in Classrooms	https://www.coursera.org/learn/leading-for-equity-diversity-inclusion
	COLLABORATION WITH ADAPT MUMBAI FOR ONLINE COURSE	

**ABILITY COURSE 4
YOGA EDUCATION
UH-SED-406**

**Total Credits: 2
Total Marks: 50**

Preamble

The course studies Yoga sutras and the eight limbs of Yoga as outlined by Patanjali. The student will be able to identify and analyse human anatomy and physiology as it is related to the actions and alignment of asana, for safe practice and teaching. The student gains the technical understanding of the correct alignment of each asana, usage of props, and appropriate modifications. Each student will have an understanding of basic breathing patterns in themselves and others. will be able to properly practice, demonstrate and instruct the techniques and designing of basic seated meditation and supine savasana techniques.

Course Objectives:

- To develop an understanding of Yoga as a way of life.
- To analyze the essentials of Yoga teaching and practical aspects.
- To enable the student -teacher with the skills of practising different Asanas and Pranayama.
- To create an awareness of the current trends in Yoga Education.

Course Learning Outcomes (CLO)

By the end of the course, learner will be able to:

- Outline the history and development of Yoga
- Appreciate various yogic texts and practices
- Relate yogic practices with health and well-being
- Practice basic pranayama and yogasana

Unit 1: Introduction to Yoga

- a) Yoga: meaning and definitions
- b) Origin and history of development of Yoga
- c) The streams of Yoga (Bhakti yoga, jnana yoga, karma yoga, raja yoga)

Unit 2: Introduction to Yogic Texts and Yogic Practices

- a) Yogasutra of Patanjali
- b) Ashtanga Yoga
- c) Hatha yoga

Unit 3: Yoga and Health

- a) Yogic principles of healthy living (dietary considerations)
- b) Pancha Koshas and positive health
- c) Stress management through Yoga

Unit 4: Practicum

Yoga Practices for Personality Developmenta)

- a) Standing position Poses
- b) Sitting position Poses
- c) Prone position Poses
- d) Supine position Poses
- e) Surya Namaskar
- f) Mudrās
- g) Prāṇāyāmas

References:

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Self-Learning Material

Unit	Topic	Reference Material
1 d	Origin and history of development of Yoga	http://ncte-india.org/ncte_new/pdf/Yoga%20Education%20-%20B.Ed%20-%20English.pdf
1e	The streams of Yoga (Bhakti yoga, Jana yoga, karma yoga, Raja yoga) Mudrās Prāṇāyāmas	https://ncert.nic.in/dess/pdf/tiyhwlss1.pdf https://ncert.nic.in/dess/pdf/tiyhwlss1.pdf