



HSNC University, Mumbai

(2024-2026)

Ordinances and Regulations With Respect to
Choice Based Credit System (CBCS)

For the Programmes Under

School of Humanities and Social Sciences

For the

Bachelor of Education Programme Curriculum

Two years Undergraduate Programme

Semester - I to Semester - IV

2024-2026 onwards

**SYLLABUS FOR TWO 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 2024-25)

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 Fifteen(15) learning hours. Credits once gained cannot be lost.

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

Program: Program is a 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 2024-2025

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, FineArts 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 seven core courses which are to be studied by a student in two years-

- Childhood & Growing up
- Knowledge & Curriculum
- Educational Research
- Learning and Teaching
- Research Publication, Ethics and Academic Writing
- Assessment for learning
- 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, 3 & 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 skills 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 for any one, spread throughout the 4 semesters, to be certified in the 3rd 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 HSNC University, Mumbai
- 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 engagement 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 - 13 lessons

Observation of 10 peer lessons

Shadowing of School Teacher- 10 Lessons (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 - 20 lessons

Digital Lessons - 7

Internship report of internship activities

Environment project

Semester IV

Internship for 5 weeks

Theme-based/Team teaching lessons - 10

Teaching in Pedagogy of school subject 1 & 2 - 10 lessons

Remedial teaching lessons - 10

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 practising 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 a 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: 84; Total Marks 2100

(1 Credit = 15 Hours; Practicum 1 Credit = 30 hours)



TWO YEAR B.ED. CURRICULUM FRAMEWORK

Subject Code	Courses	Credits	Summative Marks	Formative Marks	Total Marks
SEMESTER 1					
UH-FED-24101	Core Course 1: Childhood & Growing up	4	60	40	100
UH-FED-24102	Core Course 2: Knowledge & Curriculum	4	60	40	100
UH-FED-24103	Core Course 3: Educational Research	4	60	40	100
UH-FED-24104	Interdisciplinary Course 1: Gender, School & Society	4	60	40	100
UH-FED-24105	Ability Enhancement Core Course 1: 21st Century Skills	2	-	50	50
UH-FED-24106	Practicum Course 1: Community Work & Cultural Education Project	2	-	50	50
		20	240	260	500
SEMESTER 2					
UH-FED-24201	Core Course 4: Learning and Teaching	4	60	40	100
UH-FED-24202	Core Course 5: Research Publication, Ethics and Academic Writing	4	60	40	100
UH-FED-24203	Elective Course 1: Pedagogy of School Subject 1: (Select Any One)	4	60	40	100
UH-FED-24204	Elective Course - Pedagogy of School Subject- Commerce				
UH-FED-24205	Elective Course -Pedagogy of School Subject- Economics				
UH-FED-24206	Elective Course -Pedagogy of School Subject- English				
UH-FED-24207	Elective Course -Pedagogy of School Subject- Geography				
UH-FED-24208	Elective Course -Pedagogy of School Subject- History				
UH-FED-24209	Elective Course -Pedagogy of School Subject- Mathematics				
UH-FED-24210	Elective Course -Pedagogy of School Subject- Science				
UH-FED-24210	Ability Enhancement Core Course 2: Critical Understanding of ICT	2	-	50	50
UH-FED-24211	Practicum Course 2: Teaching Skills, Practice Teaching & Internship	6	-	150	150
		20	180	320	500

Subject Code	Courses	Credits	Summative Marks	Formative Marks	Total Marks
SEMESTER 3					
UH-SED-24301	Core Course 6: Assessment for Learning	4	60	40	100
UH-SED-24302	Elective Course 2: Pedagogy of School Subject 2: (Select Any One)	4	60	40	100
UH-SED-24303	Elective Course - Pedagogy of School Subject-Commerce				
UH-SED-24304	Elective Course - Pedagogy of School Subject-Economics				
UH-SED-24305	Elective Course - Pedagogy of School Subject-English				
UH-SED-24306	Elective Course - Pedagogy of School Subject-Geography				
UH-SED-24307	Elective Course - Pedagogy of School Subject-History				
UH-SED-24308	Elective Course - Pedagogy of School Subject-Mathematics				
UH-SED-24309	Elective Course - Pedagogy of School Subject-Science				
UH-SED-24309	Interdisciplinary Course 2: Educational Management & Leadership	4	60	40	100
UH-SED-24310	Ability Enhancement Core Course 3: Drama and the Arts in Education	2	-	50	50
UH-SED-24311	Practicum Course 3: Practice Teaching , Internship & Environment Project	10	-	250	250
		24	180	420	600
SEMESTER 4					
UH-SED-24401	Core Course 7: Contemporary India & Education	4	60	40	100
UH-SED-24402	Elective Course 3: Special Fields: (Select Any One)	4	60	40	100
UH-SED-24403	Environmental Education				
UH-SED-24404	Guidance & Counselling				
UH-SED-24405	International Education				
UH-SED-24405	Interdisciplinary Course 3: Creating an Inclusive School	4	60	40	100
UH-SED-24406	Ability Enhancement Core Course 4: Yoga Education	2	-	50	50
UH-SED-24407	Practicum Course 4: Internship, Remedial Teaching & Research Project	6	-	150	150
	Audit Course: (Spread over Semester 1 to 3; To be certified in Semester 4)	-	-	-	-
		20	180	320	500
	TOTAL CREDITS	84	780	1320	2100

PRACTICAL FRAMEWORK

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
–		Internship of 7 weeks		Internship of 8 weeks		Internship of 5 weeks	
Community Engagement Work (1 week) - 20 Marks		5 Teaching Skills (Simulated Lessons) *4 Marks – 20 marks		5 Innovative Strategies (Simulated Lessons) *4 Marks – 20 marks		10 Team-teaching / theme-based lessons *3 Marks – 30 marks	
Cultural Education Project - 30 Marks		13 Lessons *8 Marks – 104 marks		20 Lessons *8 Marks – 160 marks		10 Lessons * 8 Marks – 80 marks	
		Observation of 10 peer lessons - 8 marks		7 Digital Lessons *5 Marks - 35 marks		10 Remedial teaching Lessons * 1 mark – 10 marks	
		Shadowing of School Teacher - 10 lessons (One Week) 8 marks		Internship report of internship activities - 10 marks		Internship Report –10 marks	
		Internship Report (Reflective Observation of School activities) – 10 marks		Environment Project - 25 marks		Research Project – 20 marks	

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 Psychology Experiments / Educational Visit / Experiential Learning Activities / Open Book Assignment/Group Discussion/ Book Review / Presentation/ Content Test/ Artefacts Creation/ Essay writing/ Analysis of Videos /TED Talk, 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-- 21st 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 HSNC University, Mumbai

Examination Scheme

Passing Standard and Performance grading

To pass the course, the learners shall have to obtain a minimum of 40% marks in aggregate in Formative and Summative Assessment for each course, where each course consists of Formative and Summative Assessment. The learners shall obtain a minimum of 40% marks in the Formative Assessment and 40% marks in the Summative Assessment separately to pass the course wherever applicable and to pass a particular semester. A learner will be said to have passed the course if the learner passes the Formative Assessment and Summative Assessment together. The performance grading of the learners shall be on the TEN point grading system. The performance grading shall be based on the aggregate performance of Formative Assessment and Summative Assessment with Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) as mentioned below:

10 Point Grading System

Marks Out of 100	Credit points	Letter Grade
90 and above	10	O
80 to 89.99	9	A+
70 to 79.99	8	A
60 to 69.99	7	B+
55 to 59.99	6	B
50 to 54.99	5	C
40 to 49.99	4	P
39.99 and below	0	F(Fail)
AB	0	AB (Absent)

Computation of Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA)

The SGPA is the ratio of summation of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.

$$SGPA (S_i) = \frac{\sum (C_i \times G_i)}{\sum C_i}$$

Where C_i is the number of credits of the i^{th} course, and G_i is the credit point scored by the student in the course

The CGPA is also calculated in the same manner taking into account all the courses undergone by a student overall in the semester of a program, i.e.,

$$CGPA = \frac{\sum (C_i \times S_i)}{\sum C_i}$$

Where S_i is the SGPA of the i^{th} semester/year, and C_i is the total number of credits in that semester/year

The SGPA and CGPA shall be rounded off to two decimal points and reported in the transcripts.

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

If 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 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 SGPA and CGPA will be calculated as per the resolution of the Academic Council.

The semester wise SGPA 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 Semester Grade Point Average (SGPA), 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 will 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 scrutinised 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 authorised 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.

ADDITIONAL EXAMINATION GUIDELINES

To apply for Additional Examination, the student, **who either remained absent or failed in the regular exam**, shall follow the process and guidelines issued by the University and submit the request for Additional Examinations.

A candidate shall be allowed to keep terms for subsequent semesters irrespective of the number of heads of failure in the semester. Students shall be permitted to complete the programme requirements of the two year programme within a maximum period of three years from the date of admission to the programme.

A student shall be allowed to keep terms for Year II irrespective of the number of heads of failure in the Year.

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/tasks 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'.

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.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOS)	
PEO1	<p>Prepare Competent Educators</p> <ul style="list-style-type: none"> • Equip student teachers with the necessary knowledge, skills, and attitudes to excel as competent educators in diverse educational settings. • Enable student teachers to demonstrate proficiency in pedagogical practices, curriculum development, and assessment techniques aligned with educational standards and contemporary trends.
PEO2	<p>Foster Lifelong Learners and Reflective Practitioners</p> <ul style="list-style-type: none"> • Cultivate in student teachers a commitment to continuous professional development and lifelong learning. • Encourage student teachers to engage in reflective practices, critically evaluate their teaching methodologies, and adapt to evolving educational needs and challenges.
PEO3	<p>Promote Ethical and Professional Conduct</p> <ul style="list-style-type: none"> • Instil in student teachers a strong sense of ethical responsibility and professionalism in their interactions with students, colleagues, parents, and the community. • Prepare student teachers to adhere to ethical principles, legal requirements, and standards of practice in the field of education.
PEO4	<p>Contribute to Educational and Social Development</p> <ul style="list-style-type: none"> • Empower student teachers to actively contribute to the educational and social development of learners and communities. • Encourage graduates to engage in collaborative initiatives, advocacy for educational equity, and the promotion of inclusive learning environments.

These Programme Educational Objectives (PEOs) are designed to align with Outcome Based Education principles, focusing on preparing student teachers who are not only competent educators but also lifelong learners, ethical professionals, and proactive contributors to educational and social advancement.

PROGRAMME OUTCOMES (POs)	
PO1	<p>Professional awareness & Attitude: The student teachers shall demonstrate an understanding of professional ethics, legal responsibilities, and the standards of the teaching profession, fostering a commitment to lifelong learning and professional growth. The student teachers will develop a positive attitude towards diverse educational settings, respecting and valuing cultural, social, and individual differences in the classroom environment.</p>
PO2	<p>Interdisciplinarity: (Understanding of Disciplines and school subjects): The student teachers shall develop the knowledge and pedagogical skills to integrate the acquired knowledge and pedagogical skills across various disciplines, promoting a holistic understanding of school subjects and their interconnectedness.</p>
PO3	<p>Communication Skills: The student teachers shall demonstrate proficiency in verbal and written communication essential in the teaching profession. The student teachers shall develop active listening and interpersonal skills to foster a supportive and collaborative classroom environment, enhancing student engagement and learning outcomes.</p>
PO4	<p>Understanding Learner Psychology: The student teachers shall be able to understand and address the diverse cognitive, emotional, and social needs of students, promoting their overall development. They will apply psychological theories to address the diverse developmental needs of learners across varied educational stages.</p>
PO5	<p>Differentiated Subject-Specific Pedagogical Intervention: The student teachers shall implement differentiated instructional strategies that cater to the varied learning needs, abilities, and interests of all students, ensuring equitable access to education.</p>
PO6	<p>Responsible and Ethical Integration of ICT: The student teachers shall exhibit proficiency in using ICT tools and platforms to create inclusive, engaging, and interactive learning experiences, while adhering to ethical standards and practices.</p>
PO7	<p>Facilitating Learning through Scaffolding & Mentoring The student teachers shall be able to apply effective scaffolding techniques to support and enhance student learning, gradually transferring responsibility to promote independent thinking and problem-solving skills.</p>
PO8	<p>Classroom Management Competencies: The student teachers shall be able to demonstrate effective classroom management competencies by establishing a positive learning</p>

PROGRAMME OUTCOMES (POs)	
	environment, setting clear expectations, and implementing consistent pedagogies and procedures to maintain order and maximise instructional time.
PO9	<p>Differentiated Assessment & Evaluation Competencies: The student teachers will be able to design and implement a variety of assessment methods tailored to the diverse learning styles, abilities, and needs of students to inform instructional decisions, providing constructive feedback and targeted support to enhance student learning outcomes.</p>
PO10	<p>Global Teaching Competencies: The student teachers will be able to demonstrate an understanding of global educational trends and practices, integrating international perspectives into the curriculum to prepare students for a diverse and interconnected world.</p>
PO11	<p>Research Competencies & Application: The student teachers will be able to design and conduct educational research, disseminating findings effectively to contribute to the continuous improvement of teaching strategies and student outcomes.</p>
PO12	<p>Change Agent for Lifelong, Life wide and Life deep Learner: The student teachers shall embrace a commitment to lifelong learning, continually seeking opportunities to update pedagogical knowledge and skills to adapt to evolving educational practices and student needs.</p>

MUMBAI

PROGRAMME SPECIFIC OUTCOMES (PSO)	
PSO1	<p>Demonstrate Effective Pedagogical Skills</p> <ul style="list-style-type: none"> • Student teachers will be able to apply a variety of pedagogical strategies and instructional methods to engage learners effectively. • Student teachers will demonstrate proficiency in designing, implementing, and evaluating learning experiences that promote student engagement, critical thinking, and knowledge retention.
PSO2	<p>Adapt to Diverse Learner Needs</p> <ul style="list-style-type: none"> • Student teachers will demonstrate the ability to recognize and address the diverse educational needs, learning styles, and abilities of students. • Student teachers will design and implement differentiated instruction and inclusive practices to support the learning and development of all students, including those with special educational needs.
PSO3	<p>Utilise Technology for Enhanced Learning</p> <ul style="list-style-type: none"> • Student teachers will integrate educational technologies effectively into teaching practices to enhance learning outcomes and facilitate student-centred learning experiences. • Student teachers will demonstrate competence in selecting and using appropriate digital tools and resources to create engaging and interactive learning environments.
PSO4	<p>Engage in Reflective Practice and Professional Development</p> <ul style="list-style-type: none"> • Student teachers will engage in reflective practice to critically analyse their teaching effectiveness, identify areas for improvement, and make informed instructional decisions. • Student teachers will demonstrate a commitment to ongoing professional development, participating in activities such as workshops, conferences, and continuous learning opportunities to enhance their teaching competencies.

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 requirements 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 have 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

- Analyse 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 analyse 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 practise 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.

FIRST YEAR SEMESTER 1

The logo of FISNC University Mumbai is a shield-shaped emblem. It features a green background with a yellow sunburst at the top. Below the sunburst is an open book. The text 'FISNC' is written in a large, yellow, serif font across the middle of the shield. Below 'FISNC', the word 'UNIVERSITY' is written in a smaller, white, serif font. At the bottom of the shield, the word 'MUMBAI' is written in a white, serif font. The shield is surrounded by a decorative yellow border.

**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 1: Childhood & Growing up	UH-FED-24101
2	Core Course 2: Knowledge & Curriculum	UH-FED-24102
3	Core Course 3: Educational Research	UH-FED-24103
4	Interdisciplinary Course - Gender School & Society	UH-FED-24104
5	Ability Enhancement Core Course - 21st Century Skills	UH-FED-24105
6	Practicum Course - Community Engagement Work and Cultural Education Project	UH-FED-24106



CORE COURSE 1
CHILDHOOD & GROWING UP
COURSE CODE - UH-FED-24101

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 a 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 analyse the Issues and Implications of changing family structure and parenting on growing up in a pluralistic society.
- To develop an 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:

- Describe Human Growth and Development.
- Explain the Developmental Process.
- Elaborate the Context of Development.
- Analyse the Techniques, Methods and Approaches of Studying Human development.
- Comprehend Theoretical Perspectives of human development.
- Elucidate concepts of Self, Emotional & Mental Health.

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: Techniques, Methods and Approaches of Studying Human development

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

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

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%20virginus_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-24102**

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-centered 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 analyse the core components of the 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
- Analyse 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 the 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

Core Course 3:
EDUCATIONAL RESEARCH
COURSE CODE -UH-FED-24103
Total Credits: 4
Total Marks: 100

Preamble

This course comprises the 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 student teachers in understanding the basics of Educational Research & process of Educational Research
- To help the student teachers in analysing the importance of validating Educational Research at each step.
- To help the student teachers in understanding various data collection tools of Educational Research.
- To help the student teachers in developing the skill of constructing appropriate tools while conducting Educational Research.
- To help the student teachers in comprehending the components of the Educational Research Plan.
- To help the student teachers 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.
- Elaborate the methods, designs and approaches of quantitative and qualitative educational research.
- Elaborate the methods, designs and approaches of experimental and mixed methods educational research.
- Elucidate various Instruments and Techniques used in educational research for the Collection of Data.
- Analyse the various Quantitative techniques for Research Data Analysis.
- Comprehend doing educational research through Action Research, Research Proposal and Qualitative Data Analysis.

Unit 1: Introduction to Educational Research

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

Unit 2: Methods of Educational Research - I

- a. Descriptive Research (Characteristics and Steps): Survey and Causal Comparative (Ex Post Facto)
- b. Descriptive Research: Correlation and its Types
- c. Qualitative Methods (Characteristics, Steps): Case Study, Historical

Unit 3: Methods of Educational Research - II

- a. Experimental Research Method: Designs (Pre and Quasi),
- b. Experimental Validity: Internal and External
- c. Mixed Methods Research Designs: Characteristics, Steps, Four Major Types

Unit 4: Collection of Data - Instruments and Techniques

- a. Sampling Techniques: Probability (Random) and Non-Probability
- b. Instruments / Tools:
 - i. Validity and its Types (Face and Content)
 - ii. Reliability and its Types (Test-Retest and Cronbach Alpha)
- c. Types of Instruments and Techniques:
 - i. Instruments: Questionnaire, Rating Scale and Attitude Scale (Likert Scale),
 - ii. Techniques: Observation, Interview

Unit 5: Overview of Quantitative Analysis of Data

- a. Introduction to Statistics; Four Levels of Data Measurement
- b. Types of Variables and Types of Hypothesis
- c. Descriptive Data Analysis and Inferential Data Analysis (Parametric and Non-Parametric)

Unit 6: Doing Educational Research

- a. Action Research: Meaning, Characteristics, Models (Stringer, Kurt Lewin, Calhoun), Steps & Stages
- b. Writing a Research Proposal (with ethical and plagiarism considerations)
- c. Qualitative Data Analysis: Identifying codes, categories and themes

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

Unit	Topic	Reference Material
1c)	Review of Related Literature	https://youtu.be/2bIiurb6bE
3 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 c)	Quantitative Data Analysis	https://research-methodology.net/research-methods/data-analysis/quantitative-data-analysis/

References:

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**INTERDISCIPLINARY COURSE 1
GENDER, SCHOOL AND SOCIETY
COURSE CODE - UH-FED-24104**

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 examine 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 and perspectives of gender
- Analyze social construction of gender identity, gender bias and stereotyping
- Discuss the issues related to gender in the society and the role of education in overcoming them
- Explain the laws of the government for addressing all forms of disparities and

- inequalities related to gender
- Critically evaluate gender bias in education and interpret NCF for Gender
 - Explore the strategies for gender empowerment at national and international levels

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, cartoons, culture, region and 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, Workplace 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 Children 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

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ABILITY ENHANCEMENT CORE COURSE 1

21ST CENTURY SKILLS

COURSE CODE - UH-FED-24105

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 learning skills
- To explore the concept of life skills in day-to-day life
- To develop digital literacy skills
- To integrate media literacy in the classroom

Course Learning Outcomes (CLO):

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

- Elucidate essential 21st century skills
- Exhibit life skills in day-to-day life
- Practise digital literacy skills in teaching-learning process
- Integrate media literacy in the classroom

Unit 1: Learning Skills and Competencies

- a. Concept and rationale for teaching and learning 21st century skills and competencies
- b. Learning Skills- Critical thinking & Creativity
- c. Learning Skills- Collaboration & Communication

Unit 2: Life Skills

- a. Leadership & Team Management
- b. Social & Civic Engagement
- c. Emotional Skills- Mindfulness, Adaptability, Empathy & Resilience

Unit 3: Digital Literacy

- a. Digital Literacy for Teachers- Identity & Footprint
- b. Safe Internet Usage and Key Online Safety Practices
- c. Digital Citizenship

Unit 4: 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)

Suggested Tasks:

- Reflect on any one of the essential 21st century skills, integrating it in your classroom and create a multimedia presentation.
- Practice mindfulness techniques for a week and keep a journal documenting your experiences and observations. Reflect on how mindfulness impacts your emotional well-being and resilience.
- Develop a Poster infographic for Safe Internet Usage and Key Online Safety Practices to be displayed in school premises for secondary school children.
- Analyze a recent news article or social media post, identifying potential biases, misinformation, or propaganda techniques. Present findings and recommendations for critical media consumption.
- Research and write a reflective essay on any topic from Unit 1 and Unit 2.

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- 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_DefinitionsBfK.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>

The logo of FISNC University is a shield-shaped emblem. It features a green background with a gold sunburst at the top center, above an open book. The text 'FISNC UNIVERSITY' is written in gold across the middle of the shield. The shield is framed by a decorative gold border with floral motifs.

**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-24201
2	Core Course- Research Publication, Ethics and Academic Writing	UH-FED-24202
3	Elective Course - Pedagogy of School Subject- Commerce	UH-FED-24203
4	Elective Course -Pedagogy of School Subject- Economics	UH-FED-24204
5	Elective Course -Pedagogy of School Subject- English	UH-FED-24205
6	Elective Course -Pedagogy of School Subject- Geography	UH-FED-24206
7	Elective Course -Pedagogy of School Subject- History	UH-FED-24207
8	Elective Course -Pedagogy of School Subject- Mathematics	UH-FED-24208
9	Elective Course -Pedagogy of School Subject- Science	UH-FED-24209
11	Ability Enhancement Core Course (AECC)– Critical Understanding of ICT	UH-FED-24210
12	Practicum Course 2 Teaching Skills, Observation of Peer Lessons, Shadowing of School Teachers, Practice Lessons, Reflective observation of school activities.	UH-FED-24211

CORE COURSE 4
LEARNING AND TEACHING
COURSE CODE: UH-FED-24201
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, creative 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 and teaching, its factors, multiple intelligences and learning styles.
- Examine the various theories of Learning with reference to its underlying principles and educational implications.
- Expand the horizons of learning with reference to learning for transfer, memory and forgetting, and group dynamics.
- Explore teaching for all through the educational needs of the differently abled learners, differentiated instruction and multicultural education.
- Applying teaching for effective learning through reflective and critical thinking, creativity, problem-solving and metacognition.
- Develop the concept of teaching as a profession through its evolving roles and Professional Competencies for Classroom Management.

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 Vs 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/nu2_0_ed03/unit?unit=1&lesson=3
1-a-ii	Teaching: Meaning, Characteristics, & Phase	https://onlinecourses.swayam2.ac.in/nu2_0_ed03/unit?unit=39&lesson=40 https://onlinecourses.swayam2.ac.in/nu2_0_ed03/unit?unit=39&lesson=42
1-b-ii	Motivation - Concepts, Techniques & Maslow's Theory of Needs	https://onlinecourses.swayam2.ac.in/nu2_0_ed03/unit?unit=9&lesson=12

2 – a	Pavlov's and Skinner's Conditioning Theories	https://onlinecourses.swayam2.ac.in/nu2_0_ed03/unit?unit=1&lesson=5
2-c	Bandura's Theory of learning	https://onlinecourses.swayam2.ac.in/nu2_0_ed03/unit?unit=19&lesson=21
3-a	Learning for Transfer	https://onlinecourses.swayam2.ac.in/nu2_0_ed03/unit?unit=1&lesson=6
3-a	Learning out of School	https://onlinecourses.swayam2.ac.in/nu2_0_ed03/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/nu2_0_ed03/unit?unit=67&lesson=71

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- Tiwari, Roma Pal - Experimental Psychology- A Dynamic Approach, Vinod PustakMandir
- WaliaJ. S. - Foundations of Educational Psychology.
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- <http://www.kolar.org/vygotsky>
- <http://www.marxists.org/archive/vygotsky>
- http://en.wikipedia.org/wiki/Blended_learning
- http://en.wikipedia.org/wiki/Out-of-school_learning
- <http://en.wikipedia.org/wiki/Service-learning>
- http://kellogg.nd.edu/learning/Blum_0.pdf
- [9.http://links.jstor.org/sici?sici=0013-189X%28198712%2916%3A9%3C13%3AT1PALI%3E2.0.CO%3B2-X](http://links.jstor.org/sici?sici=0013-189X%28198712%2916%3A9%3C13%3AT1PALI%3E2.0.CO%3B2-X)
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- <http://www.businessballs.com/kolblearningstyles.htm>
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- http://www.ntuaft.com/TISE/IRS%20manual/innovative/cognitive_learning_styles.htm
- <http://www.thelearningweb.net/personalthink.html>
- <http://www.wright.edu/~carole.endres/learnstyles.htm>
- <http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/LS-1988.pdf>
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- www.gse.upenn.edu/pdf/rmi/SSSAE-RMI-2008.pdf
- www.KaganOnline.com



CORE COURSE 5

Research Publication, Ethics and Academic Writing

COURSE CODE: UH FED-24202

Total Credits: 4

Total Marks: 100

Preamble:

This elective course introduces the learners to expository writing and effective academic communication skills. Students understand the types and mechanics of academic writing. The course stresses on the ethics of academic writing and while exploring issues like reliability of sources and informed consent in research. The students become aware of the types of plagiarism while equipping students with reference and citation skills. The course involves application of practical skills in academic writing.

Course Objectives

- To understand the concept and mechanics of academic writing
- To develop the skill of referencing and citation
- To inculcate ethical practices in academic writing
- To understand best practices in academic writing
- To gain familiarity with forms of academic writing
- To explore challenges and avenues of academic writing

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to

- Elucidate the concept of academic writing
- Illustrate referencing and citation
- Elaborate research ethics
- Practise publication ethics and use plagiarism detection software
- Communicate research findings effectively
- Identify challenges and avenues of academic writing

Unit 1: Introduction to Academic Writing

- a. Concept and importance of Academic Writing
- b. Basic rules of Academic writing
- c. Styles of Academic writing

Unit 2: Referencing and use of ICT for Academic Writing

- a. Literature review and use of e-resources
- b. References and Citation (Style Manuals)
- c. Citation Management Tool: Mendeley

Unit 3. Ethics in Research

- a. Concept, Objectives and Importance of ethics in research
- b. Academic Integrity – FFP
- c. Violation of Ethics (Predatory Journals and Publishers)

Unit 4: Publication Ethics

- a. Publication Misconduct
- b. Plagiarism- Types & Regulations, Use of plagiarism software
- c. Best practices, Standards, Setting Initiatives- COPE, WAME, UGC CARE

Unit 5: Major Academic writings

- a. Review and research paper writing
- b. Thesis writing, Empirical studies
- c. Research proposal, conference papers/chapters/ book writing

Unit 6: Challenges and Avenues of Academic Writing

- a. Challenges in Academic writing and Team Management
- b. Submission and Post Submission guidelines
- c. OERs: Use and Development

Suggested Activities for Subject-Specific Term Work Assessment:

- Write an abstract for a conference theme and send it for review.
- Obtain a review report.
- Read a journal article and write its denotative summary.
- Make charts/diagrams/web or mind map relationships between ideas/ variables of study.
- Review any 10 articles related to a topic / theme and write a review paper.
- Write an essay on a relevant education-based topic and check it for plagiarism.

Self-Learning Material

Unit	Topic	Reference Material
All Units	Academic Writing (SWAYAM Course)	https://onlinecourses.swayam2.ac.in/cec20_ge29/preview https://onlinecourses.swayam2.ac.in/cec24ge17/preview https://onlinecourses.swayam2.ac.in/ugc19_ge04/preview

		<p>https://ugemoocs.inflibnet.ac.in/index.php/courses/view.ug/272</p> <p>https://www.classcentral.com/course/swayam-research-ethics-and-plagiarism-59132</p> <p>http://new.ggu.ac.in/attachments/attachments/course/Research_and_publication_ethics_RPE and academic writing.pdf</p> <p>https://www.careers360.com/university/central-university-of-himachal-pradesh-dharamshala/research-ethics-certification-course</p> <p>https://stthomas.ac.in/rpe2022/</p>
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Web References

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- <https://projects.nesu.edu/labwrite/index.html>
- Maxim S. Pshenichnikov, Academic skills, file:///C:/Users/DELL/Desktop/Writing- paperSEPOMO3.pdf
- <https://writingcenter.unc.edu/tips-and-tools/scientific-reports/>
- arxiv.org/abs/1707.01162: Publish or Impoverish: An investigation of the monetary reward system of science in China (1999-2016)

ELECTIVE COURSE 1
PEDAGOGY OF SCHOOL SUBJECT: COMMERCE
COURSE CODE: UH-FED-24203
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 create and 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:

- Analyze the meaning, scope, and nature of Commerce education, and evaluate its historical development and role in the Higher Secondary curriculum.
- Explain the aims and objectives of Commerce education at the Higher Secondary level and value its role in fostering global citizenship, social, and vocational competencies.
- Apply key teaching maxims in Commerce education and integrate Commerce with related disciplines.
- Organize a Commerce Club, design field visits, and utilize ICT tools to enhance the teaching-learning process in Commerce.
- Evaluate and implement effective teaching methods and explore innovative trends in Commerce education, such as Constructivism and Blended Learning models.
- Identify the roles and challenges of a Commerce teacher, develop continuous professional growth strategies, and apply diagnostic and remedial teaching techniques.

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, social networking, Discussion forum, MOOCs, ICT tools

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

- a. Project, Problem Solving, Case study, Survey
- b. Seminar, Workshop, Discussion, 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, Enriched Virtual model): concept, procedure and advantages

Unit 6: Professional Development of Teacher

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

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-New Delhi
- Teaching of Commerce-A Practical Approach J.C Aggarwal Vikas Publishing House Pvt 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 Tandon Publications-Ludhiana
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- Teaching of Commerce in Our School Lulla B.P, BTTC-BIE Publication, Bombay)
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- 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:

- <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%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://snscourseware.org/drsnsce/files/1565769211.pdf
4.c	Use of ICT into 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/7waysofeffectiveteaching/teaching-with-cooperation-learning/cooperative-learning-techniques https://granite.pressbooks.pub/teachingdiverselearners/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_PEpjXLJxlkqlMui0PqINc93MB40JWoYHiVe3NV3-ITu-qFJLymp3V-O5sGvStNyWnodgiQVqEL7WETZMtXWkyEGZv7ZhEFYN0qUNDe8pmFf-ozUK2Gy-HQsntRc8if0xxaPvIYDhyOMrBcPNOihP5ulUOH_ToKZFQo7WhLpsuXT31pI_PveiuxmTCMpdYcA9SqlySTTVA95R4fdFD5NAHOYHnWmdPIyvrSHbsvmMX6ieeV4JUSuTjU9cVKB_YJAYw2u

ELECTIVE COURSE 1
PEDAGOGY OF SCHOOL SUBJECT: ECONOMICS
COURSE CODE: UH-FED-24204
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 textbook of Economics & understanding of multifarious role of an Economics
- To develop skill in organisation 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 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 secondary class and write reflections on it.
- Select any contemporary issue related to the economics field and participate in group discussion.
- Chalk out and conduct an activity in the college along with a report related to economics pedagogy.
- Create a you tube video or teaching aid and its application.

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.
- N.R. Saxena: Teaching of Economics, R Lall Book Depot, Meerut
- Natarajan S. 1993, “Introduction to Economics of education”, sterling publications Private Limited.
- Siddiqui M.H: Teaching of economics, APH Publications Corporation.
- 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

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
PEDAGOGY OF SCHOOL SUBJECT: ENGLISH
COURSE CODE: UH-FED-24205
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 develop proficiency in language acquisition and comprehension
- To help the student to adapt learning resources for effective acquisition of language and understand the contemporary tools and techniques of assessment in language
- 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
- Develop an understanding of skills and competencies needed for language learning
- Apply progressive pedagogical approaches and techniques in teaching and learning the language
- Develop proficiency in language acquisition and comprehension
- Adapt learning resources for effective acquisition and assessment of language
- Enhance professional competence in English 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. 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

ELECTIVE COURSE 1
PEDAGOGY OF SCHOOL SUBJECT: GEOGRAPHY
COURSE CODE: UH-FED-24206

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

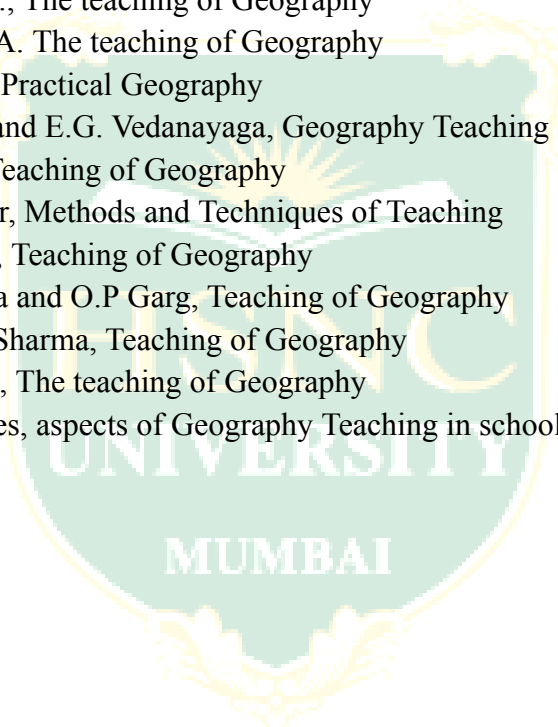
- a) Competencies and Qualities of a Geography teacher
- b) Challenges faced by a Geography Teacher (Academic, Financial, Physical Infrastructure)
- c) Continuous Professional Development of a Geography Teacher: Need and Avenues

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 5 E's or Gallery Walk (cooperative 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
- Shaيدا and Sharma, Teaching of Geography
- Thralls Z.A., The teaching of Geography
- Walker James, aspects of Geography Teaching in school



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



ELECTIVE COURSE 1

PEDAGOGY OF SCHOOL SUBJECT: HISTORY

COURSE CODE: UH-FED-24207

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 & PoliticalScience
- 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
- Analyse primary and secondary sources towards evidence-based construction of history
- Use appropriate learning resources in teaching history
- Analyse 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 globalisation.)

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/resources/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

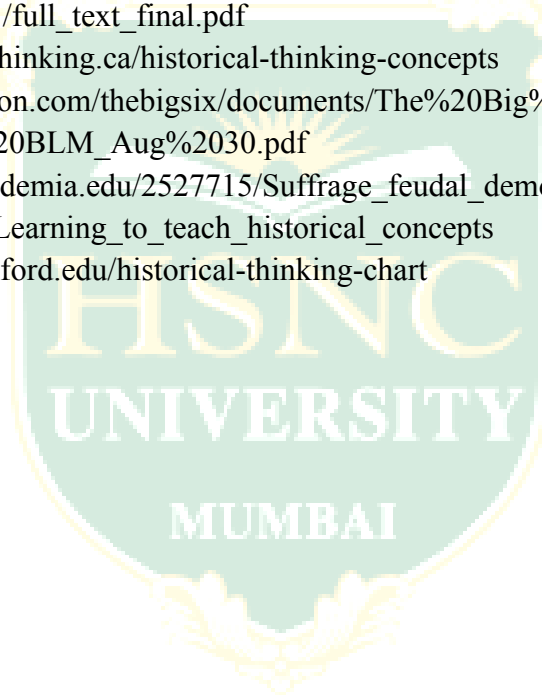
References:

- Angelo A.T, et.al. (1993). Classroom Assessment Techniques A. Handbook for College Teachers, San Francisco 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. Cheltenham. UK.
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- Carr, E.H. (1962), What is History? Knopf, London.
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- 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 Inc, 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>



ELECTIVE COURSE 1
PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS
COURSE CODE: UH-FED-24208
Total Credits: 4
Total Marks: 100

Preamble

The student teacher will be acquainted with an understanding of the meaning, nature, values of teaching mathematics and place of mathematics in the present school curriculum. The approaches such as maxims, correlation, contribution of mathematicians, methods and techniques of teaching mathematics will equip the student teachers to teach mathematics effectively. The student teachers will develop competencies in employing the learning resources like mathematics laboratory, mathematics club, mathematics textbooks, calculators and digital resources for teaching mathematics efficiently. The student teachers will develop competencies in teaching of mathematics, explore the need & avenues of professional continuous development and challenges faced by the teacher in teaching of mathematics and suggestive measures to overcome them.

Course Objectives

- To explain the meaning, nature, values and correlation of teaching mathematics.
- To appreciate the place of mathematics in the present school curriculum, approaches and contribution of various mathematicians.
- To elucidate the essentials of teaching mathematics and curriculum transaction
- To enable the skills of implementing various methods and techniques of teaching mathematics.
- To equip with the learning resources and innovative trends in teaching of mathematics.
- To explore the needs and avenues of professional development of a mathematics teacher and to overcome the challenges faced by the mathematics teacher in teaching of mathematics.

Course Learning Outcomes (CLO)

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

1. Explain the meaning, nature, values and correlation of teaching mathematics.
2. Appreciate the place of mathematics in the present school curriculum & approaches and contribution of various mathematicians.
3. Elucidate the essentials of teaching mathematics and curriculum transaction.
4. Practice the various methods and techniques of teaching mathematics.
5. Equip with the learning resources and apply the innovative trends in teaching of mathematics.
6. Explore the needs and avenues of professional development of a mathematics teacher and to overcome the challenges faced by the mathematics teacher in teaching of mathematics.

- Explain the meaning, nature, values and correlation of teaching mathematics.
- Appreciate the place of mathematics in the present school curriculum, approaches and contribution of various mathematicians.
- Elucidate the essentials of teaching mathematics and curriculum transaction
- Practice the various methods and techniques of teaching mathematics.
- Equip with the learning resources and innovative trends in teaching of mathematics.
- Explore the needs and avenues of professional development of a mathematics teacher and to overcome the challenges faced by the mathematics teacher in teaching of mathematics.

Unit 1: Introduction to the Teaching of 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 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, algebra, geometry etc.) and make a group of 3 or 4 students to discuss the probable ways of solving, Use of technology, Constructivism.
- Conduct one lesson in maths using manipulative- Physical/ virtual.
- Contribution of Mathematicians.
- 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.
- Awareness of Mathematics Talent Search Examinations
- 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):
 - Math Club / Mathematics Corner, Vedic Mathematics
 - Prepare a questionnaire related to Mathematics based research

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- Boyer, Carl B., (1969): A History of Mathematics; Wiley, New York.
- Content cum Methodology of Teaching Mathematics for B.Ed; NCERT New Delhi.
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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



ELECTIVE COURSE 1
PEDAGOGY OF SCHOOL SUBJECT: SCIENCE
COURSE CODE: UH-FED-24209
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 ScienceCurriculum

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 the 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/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=fALiGf2sRIg & https://www.youtube.com/watch?v=PLdIVGIYbAI

3-b	Laboratory Method	https://onlinecourses.swayam2.ac.in/nou20_ed04/unit?unit=46&lesson=47
3 – d	Problem Solving	https://onlinecourses.swayam2.ac.in/nou20_ed04/unit?unit=41&lesson=42 https://onlinecourses.swayam2.ac.in/nou20_ed04
4 – a	J.D. Novak’s Concept Mapping	https://onlinecourses.swayam2.ac.in/nou20_ed04/unit?unit=41&lesson=45 https://onlinecourses.swayam2.ac.in/nou20_ed04 https://onlinecourses.swayam2.ac.in/nou20_ed03/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/nou20_ed04/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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1992.ABILITY COURSE 2:



ABILITY ENHANCEMENT CORE COURSE 2
CRITICAL UNDERSTANDING OF ICT
COURSE CODE: UH-FED-24210

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 equip students with a comprehensive understanding of ICT and AI in education
- To enable students to design and critically evaluate technology-enhanced learning experiences
- To explore and implement emerging trends in e-learning and digital teaching methods
- To develop skills in integrating ICT for assessment, administration, and research

Course Learning Outcomes:(CLO)

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

- Analyze the role of Information and communication Technology (ICT) and Artificial intelligence (AI) in education, explaining their significance, evaluating the teacher's role in ICT-enabled learning, and discussing the legal and ethical issues, including hacking, copyright violations, and plagiarism.
- Design technology-integrated instructional designs using the ADDIE model and ICT tools, and critically assess these designs using evaluation rubrics.
- Explore and apply emerging trends in e-learning, including mobile learning and social learning via Web 2.0 tools. They will also use Open Educational Resources (OERs) and MOOCs for enhancing teaching and lifelong learning.
- Create and reflect on the development of e-Portfolio integrate ICT tools for research, including online repositories and libraries, and design online and offline assessment tools.

Unit 1: Understanding of ICT in Education

- a. Information and Communication Technology: Concept, Importance & Role of teacher in ICT enabled learning
- b. AI in Education
- 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 & uses of any ONE Mobile application for teaching & 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

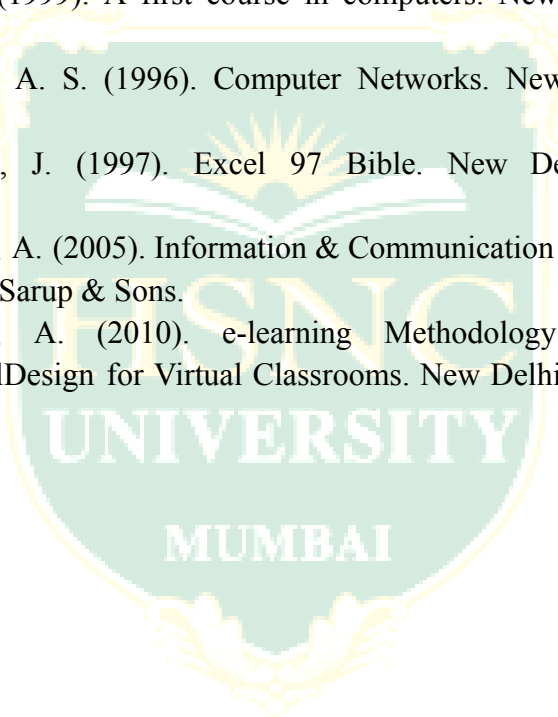
Suggested tasks:

- 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 screenshot of your group discussion.
- Develop and critically evaluate a CAI package (Script writing and StoryBoard) 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.

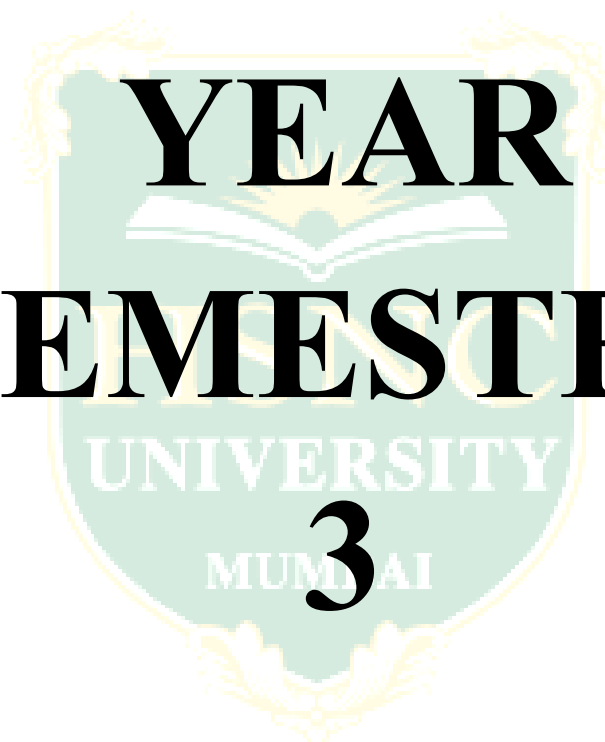
- Select a topic relevant to education, collect Open Educational Resources (Text, Multimedia, Website references) and analyze the type of licence used in the Open Educational Resources. Submit the report for the same with evidence.
- Select an educational problem and conduct an online survey. Submit a report on the procedure and analysis of the survey result along with a screen shot.

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7. Walkenbach, J. (1997). Excel 97 Bible. New Delhi: Comdex Computer Publishing.
8. Khirwadkar, A. (2005). Information & Communication Technology in Education. New Delhi: Sarup & Sons.
9. Khirwadkar, A. (2010). e-learning Methodology: Perspectives on the InstructionalDesign for Virtual Classrooms. New Delhi: Sarup Book Publication Ltd.



**SECOND
YEAR
SEMESTER**



**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-24301
3.	Elective Course (Pedagogy of School Subject- Commerce)	UH-SED-24302
4.	Elective Course (Pedagogy of School Subject- Economics)	UH-SED-24303
5.	Elective Course (Pedagogy of School Subject- English)	UH-SED-24304
6.	Elective Course (Pedagogy of School Subject- Geography)	UH-SED-24305
7.	Elective Course (Pedagogy of School Subject- History)	UH-SED-24306
8.	Elective Course (Pedagogy of School Subject- Mathematics)	UH-SED-24307
9.	Elective Course (Pedagogy of School Subject- Science)	UH-SED-24308
10.	Interdisciplinary Course -Educational Management and Leadership	UH-FED-24309
11.	Ability Enhancement Core Course (AECC) – Drama & the Arts in Education	UH-SED-24310
12.	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-24311

CORE COURSE 4
ASSESSMENT FOR LEARNING
COURSE CODE - UH-SED-24301

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 provide students with a comprehensive understanding of the meaning, nature, and functions of assessment, including different perspectives and types of assessment such as formative, summative, diagnostic, and placement assessments.
- To enable students to develop clear aims and objectives for assessment, understand the relationship between objectives and learning outcomes, and apply Bloom's taxonomy across cognitive, affective, and psychomotor domains to construct effective learning assessments.
- To explore contemporary trends and issues in assessment, such as continuous and comprehensive evaluation, internal and external assessments, psycho-social concerns, and the impact of competitive school rankings and private agencies.
- To familiarize students with various tools and techniques of assessment, including the development and application of checklists, rubrics, anecdotal records, achievement and performance tests, as well as the advantages and limitations of different assessment methods like open-book and online exams.
- To equip students with knowledge of differentiated assessment strategies, including teacher, self, and peer assessments, and the use of criterion-referenced and norm-referenced tests, along with the development and application of cumulative records, portfolios, and reflective journals.
- To develop students' skills in providing constructive feedback and reporting assessment results, with an emphasis on interpreting statistical measures such as mean, median, standard deviation, percentile, and percentile ranks in the context of educational assessment.

Course Learning outcomes:(CLO)

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

- Analyze the meaning, nature, and functions of assessment, compare different perspectives of assessment and categorize the types of assessment
- Show relationship between aims, objectives and learning outcomes, classify taxonomy of educational objectives and apply them in preparation of lesson plans.
- Evaluate the significance of Continuous and Comprehensive Assessment, analyze issues in internal and external assessments, and examine psycho-social concerns.
- Enable in preparing feedback for students and their guardians, highlighting practical experience of report progress and creating forums for engagement with the community.
- Compare assessment types, differentiate between criterion-referenced and norm-referenced tests and develop various assessment records.
- Evaluate constructive feedback, differentiate reporting types and analyze statistical methods for effective interpretation and reporting.

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:

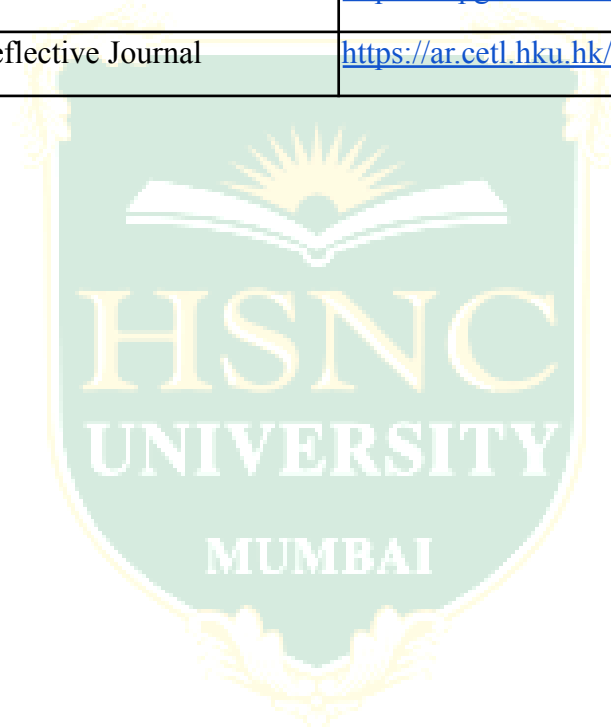
- Evaluation Project- 10 marks; Class Test compulsory (Prepare Year plan, Unit plan, Unit test [planning stage, editing stage, reviewingstage]).
- Prepare a Blueprint and a test in the school subject opted for. (Compulsory)
- Study and compare the implementation of CCA of different school boards.
- Preparation of Rubrics.
- Preparation of Student Portfolio & e-portfolio.

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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



ELECTIVE COURSE 2

PEDAGOGY OF SCHOOL SUBJECT: COMMERCE

Course Code: UH-SED-24302

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:

- Analyze the meaning, scope, and nature of Commerce education, and evaluate its historical development and role in the Higher Secondary curriculum.
- Explain the aims and objectives of Commerce education at the Higher Secondary level and value its role in fostering global citizenship, social, and vocational competencies.
- Apply key teaching maxims in Commerce education and integrate Commerce with related disciplines.
- Organize a Commerce Club, design field visits, and utilize ICT tools to enhance the teaching-learning process in Commerce.
- Evaluate and implement effective teaching methods and explore innovative trends in Commerce education, such as Constructivism and Blended Learning models.
- Identify the roles and challenges of a Commerce teacher, develop continuous professional growth strategies, and apply diagnostic and remedial teaching techniques.

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, social networking, Discussion forum, MOOCs, ICT tools

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

- a. Project, Problem Solving, Case study, Survey
- b. Seminar, Workshop, Discussion, 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, Enriched Virtual model): concept, procedure and advantages

Unit 6: Professional Development of Teacher

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

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

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- <http://ecommerce.about.com/od/eCommerce-Basics/tp/Advantages-Of-Ecommerce.htm>
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- 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%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://snscourseware.org/drsnsce/files/1565769211.pdf
4.c	Use of ICT into 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/7waysofefectiveteaching/teaching-with-cooperation-learning/cooperative-learning-techniques https://granite.pressbooks.pub/teachingdiverselearners/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=0d2938985bc&e24138880724ddadc53f181fff1cb-1598627656-0-ATMVZDACKKr4toquk8DBR519IB5oIT8YydcURb7y_PEpjXLJxlkqlMui0PqINc93MB40JWoYHiVe3NV3-ITu-qFJLymp3V-Q5sGvStNyWnodgiQVqEL7WETZMtXWkyEGZv7ZhEFYN0qUNDe8pmFf-ozUK2Gy-HQsntRc8if0xxaPvIYDhyOMrBcPNOihP5ulUOH_ToKZFQo7WhLpsuXT31pI_PveiuxmTCMpdYcA9SqIySTTVA95R4fdFD5NAHOYHnWmdPIyvrSHbsvmMX6ieeV4JUSuTjU9cVKB_YJAYw2u

ELECTIVE COURSE 2
PEDAGOGY OF SCHOOL SUBJECT: ECONOMICS
Course Code: UH-SED-24303
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 textbook 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.
- Analyze 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 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 secondary class and write reflections on it.
- Select any contemporary issue related to the economics field and participate in group discussion.
- Chalk out and conduct an activity in the college along with a report related to economics pedagogy.
- Create a you tube video or teaching aid and its application.

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.
- N.R. Saxena: Teaching of Economics, R Lall Book Depot, Meerut
- Natarajan S. 1993, “Introduction to Economics of education”, sterling publications Private Limited.
- Siddiqui M.H: Teaching of economics, APH Publications Corporation.
- 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

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 2

PEDAGOGY OF SCHOOL SUBJECT: ENGLISH

Course Code: UH-SED-24304

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 develop proficiency in language acquisition and comprehension
- To help the student to adapt learning resources for effective acquisition of language and understand the contemporary tools and techniques of assessment in language
- 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
- Develop an understanding of skills and competencies needed for language learning
- Apply progressive pedagogical approaches and techniques in teaching and learning the language
- Develop proficiency in language acquisition and comprehension
- Adapt learning resources for effective acquisition and assessment of language
- Enhance professional competence in English 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 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

ELECTIVE COURSE 2
PEDAGOGY OF SCHOOL SUBJECT: GEOGRAPHY
Course Code: UH-SED-24305
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, Equipment, 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 5 E'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

ELECTIVE COURSE 2

PEDAGOGY OF SCHOOL SUBJECT: HISTORY

Course Code: UH-SED-24306

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 & PoliticalScience
- 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
- Analyse primary and secondary sources towards evidence-based construction of history
- Use appropriate learning resources in teaching history
- Analyse 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. MartinDavies, Marcia Devlin, Malcolm Tight, Emerald Group Publishing Lt
- Angelo A.T, et.al. (1993). Classroom Assessment Techniques A. Handbook for CollegeTeachers, San Francisco Jossey-Bass Publisher
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- Brandes, D. et. al. (1994). A Guide to Student-centred Learning, Basil Blackwell Ltd.Cheltenham. UK.
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- Stanford, Michael (1986), The Nature of Historical Knowledge, Basil Blackwell, Oxford
- Teaching of social studies II (teaching social studies Pedagogy option, 2010 EducationDevelopment Center (EDC); Teachers College, Columbia University.
- Tew, Daniel J., "Pedagogy of Teaching History: Comparing the Chronologic and Thematic Approaches" (2014). Honors Senior Theses/Projects.Paper 14.
- S. Wadhwa, Modern methods of teaching history, Saru sons, New Delhi

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- 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..._history_s_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

ELECTIVE COURSE 2
PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS
Course Code:UH-SED-24307
Total Credits: 4
Total Marks: 100

Preamble

The student teacher will be acquainted with an understanding of the meaning, nature, values of teaching mathematics and place of mathematics in the present school curriculum. The approaches such as maxims, correlation, contribution of mathematicians, methods and techniques of teaching mathematics will equip the student teachers to teach mathematics effectively. The student teachers will develop competencies in employing the learning resources like mathematics laboratory, mathematics club, mathematics textbooks, calculators and digital resources for teaching mathematics efficiently. The student teachers will develop competencies in teaching of mathematics, explore the need & avenues of professional continuous development and challenges faced by the teacher in teaching of mathematics and suggestive measures to overcome them.

Course Objectives

- To explain the meaning, nature, values and correlation of teaching mathematics.
- To appreciate the place of mathematics in the present school curriculum , approaches and contribution of various mathematicians.
- To elucidate the essentials of teaching mathematics and curriculum transaction
- To enable the skills of implementing various methods and techniques of teaching mathematics.
- To equip with the learning resources and innovative trends in teaching of mathematics.
- To explore the needs and avenues of professional development of a mathematics teacher and to overcome the challenges faced by the mathematics teacher in teaching of mathematics.

Course Learning Outcomes (CLO)

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

1. Explain the meaning, nature, values and correlation of teaching mathematics.
2. Appreciate the place of mathematics in the present school curriculum & approaches and contribution of various mathematicians.
3. Elucidate the essentials of teaching mathematics and curriculum transaction.
4. Practice the various methods and techniques of teaching mathematics.
5. Equip with the learning resources and apply the innovative trends in teaching

of mathematics.

6. Explore the needs and avenues of professional development of a mathematics teacher and to overcome the challenges faced by the mathematics teacher in teaching of mathematics.

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

- d. Competencies of a Mathematics teacher.
- e. Need and Avenues of Continuous Professional Development.
- f. Difficulties faced by the teacher in teaching 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, algebra, geometry etc.) and make a group of 3 or 4 students to discuss the probable ways of solving, Use of technology, Constructivism.
- Conduct one lesson in maths using manipulative- Physical/ virtual.
- Contribution of Mathematicians.
- 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.
- Awareness of Mathematics Talent Search Examinations
- 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):
 - Math Club / Mathematics Corner, Vedic Mathematics
 - Prepare a questionnaire related to Mathematics based research

- 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 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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- Schonnel F.J. (1965), Diagnostic and Remedial Teaching in Arithmetic, Lever and Boyd, London
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- Tanner H. And Jones S. (2000), Becoming a successful teacher of

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- 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., 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-ics
6 b	Professional Development of Teacher	https://study.com/academy/lesson/math-teacher-professional-development.html



ELECTIVE COURSE 2

PEDAGOGY OF SCHOOL SUBJECT: SCIENCE

Course Code: UH-SED-24308

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 ScienceCurriculum

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 AestheticApproach
- 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) – (includingSignificance & Organization of Science Excursions/Field Visits and Science Corner/Exhibitions)

Unit 6: Professional Development:

- a. Challenges faced by Science Teacher (Alternative conceptions and ResourceConstraints)
- 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 the 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 demonstration 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/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/nou20_ed04/unit?unit=46&lesson=47
3 – d	Problem Solving	https://onlinecourses.swayam2.ac.in/nou20_ed04/unit?unit=41&lesson=42 https://onlinecourses.swayam2.ac.in/nou20_ed04
4 – a	J.D. Novak’s Concept Mapping	https://onlinecourses.swayam2.ac.in/nou20_ed04/unit?unit=41&lesson=45 https://onlinecourses.swayam2.ac.in/nou20_ed04 https://onlinecourses.swayam2.ac.in/nou20_ed03/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/nou20_ed04/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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- Sharwan Kumar Gupta: Teaching physical Science in Secondary Schools, Sterlingpublishers Pvt Ltd., 1981.
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- Veena Pani Pandey: major issues in science teaching, Summit Enterprises, 2004.
- Washton Nathan S, Teaching science: In Elementary & middle School, DavidMcKenny Co., N. York (1974)
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INTERDISCIPLINARY COURSE 2
EDUCATIONAL MANAGEMENT & LEADERSHIP

Course Code: UH-SED-24309

Total Credits: 4

Total Marks: 100

Preamble:

This interdisciplinary course endeavors 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 edupreneur. 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 Humanresource management.
- To develop teachers as leaders.
- To develop an understanding about educational administration in India.
- To initiative 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 Organisational Culture and Climate.
- Elaborate importance of Quality Management at each step.
- Evaluate different educational leadership styles and apply leadership skills in educational settings.
- Design an academic calendar and timetable, and assess the importance and processes involved in conducting staff meetings and engaging with PTAs.
- Analyse the structure, objectives, and schemes of the Ministry of Education in India, and compare the characteristics of various educational boards and the functions of governing bodies like NCERT and MSCERT.

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)

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) Change Management-Meaning, Need for planned change, Models of Change- 3 step, Just in time Poka-Yoke

Unit 3: Organisational 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 & Skills : Transformational Leadership, Strategic Leadership (Meaning, Characteristics, Merits, Demerits and Teacher as a classroom leader) Leadership Skills in education: Crisis Management, Interpersonal communication
- c) Performance Management: Principles, Process , Measuring performance (Performance appraisal methods)

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

- b) Structure, Objectives and schemes of Ministry of Education in India
- c) Characteristics of state, national and international systems of education – SSC, ICSE, CBSE, IB, IGCSE Boards of Education.
- d) 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 analyse 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 decisions to solve a crisis.

References:

- David A. DeCENZO and Stephen P. Robbins, Personnel/ Human Resource Management
- Third Edition, Prentice Hall of India Pvt.Ltd 1993 for Unit I and II
- O.Jeff Harris, PH.D Sandra J. Hartman Ph.D, Organizational Behaviour, JaicoPublishing House. Unit I and II
- L.M.Prasad, Principles and Practice of Management, Sultan Chand and Sons, Unit I And II
- UdaiPareek, Making Organizational Roles Effective, Tata Mc-Graw- Hill PublishingCompany 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 EmpoweredLeadership, Pauline Publications, Unit III -Leadership
- Anthony A.D, Leadership A trilogy on leadership and effective management, BetterYourself 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 HardinghamandJenny Royal, Teamwork in Practice (Pulling together), JaicoPublishing 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/EXeTbMI8g
3.c	Edupreneurship	https://www.researchgate.net/publication/305760951_Entrepreneurship_in_Education

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

Course Code: UH-SED-24310

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 oneself. The process is enriching and meaningful that leads to self-realisation. Drama games are exercises in training for skills in drama as well as to know the 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, dialogue delivery); 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 Dance Therapy
- c. Glocal (Global and Local) perspectives of drama and art in understanding cultural education 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 folklife
- 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/

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- Bhattacharya, K.K. & Gupta, D.D.: Interpreting theatre as a communication medium, [http://www.caluniv.ac.in/global-mdia-journal/ARTICLE-DEC2013/Article 13 Kapil Kumar Bhattacharya & D D Gupta.pdf](http://www.caluniv.ac.in/global-mdia-journal/ARTICLE-DEC2013/Article%2013%20Kapil%20Kumar%20Bhattacharya%20&%20D%20D%20Gupta.pdf)
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- <http://www.qou.edu/english/conferences/firstNationalConference/pdfFiles/muntherZyou.pdf>
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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 TextBook 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 andPlanning	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
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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
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UNDERSTANDING GLOBAL CULTURE THROUGH DRAMA AND ART

Book	Author/ Year	Publication
Global Warming Collaborative Study on Strategies to Limit CO2 Emissions in Asia and Brazil	RK Pauchauri and Preety Bhandari (1992)	Asian Energy Institute, NewDelhi
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
1	Core Course (Contemporary India & Education)	UH-SED-24401
2	Elective Course (Environmental Education)	UH-SED-24402
3	Elective Course (Guidance & Counselling)	UH-SED-24403
4	Elective Course (International Education)	UH-SED-24404
5	Interdisciplinary Course (Creating an Inclusive School)	UH-SED-24405
6	Ability Enhancement Core Courses (AECC) Yoga Education	UH-SED-24406
7	Practicum Course 4 - : Internship & Practice Teaching, Research Project, Remedial Teaching	UH-SED-24407



CORE COURSE 6

CONTEMPORARY INDIA & EDUCATION

Course Code: UH-SED-24401

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 concepts of socialization, social change, and global citizenship, analyze the role of education in these processes, and apply this understanding to promote responsible citizenship in a globalized society.
- Appreciate the constitutional values and provisions
- Analyze the interplay between culture, modernization, and education, identify challenges arising from cultural change, and evaluate the impact of urbanization and Westernization on Indian society and its educational systems.
- Critically evaluate and apply key recommendations from NEP 2020, Rashtriya Madhyamik Shiksha Abhiyan, and the National Curriculum Framework for Teacher Education 2009 to enhance educational practices.
- Recognize the emerging trends in education.

Unit 1: 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 2: 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 3: 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- 4: 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 5: 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 6: Emerging Trends in Society and Education

- a. Knowledge Society
- b. Alternative Learning Systems
- c. Globalization and Internationalization

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

References:

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- https://www.mhrd.gov.in/sites/upload_files/mhrd/files/Draft_NEP_2019_EN_Revision_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
COURSE CODE: UH-SED-24402

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 practise 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 the Evolution and Ethics of Environmental Education.
- Practise the various Approaches and Methods of Teaching Environmental Education.
- Explore sustainable development and environmental management practices.
- Recognize the public efforts and government initiatives protecting and conserving the environment.

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, GreenHouse 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

https://onlinecourses.swayam2.ac.in/arp19_ap55/

https://onlinecourses.swayam2.ac.in/ntr20_ed29/

https://onlinecourses.swayam2.ac.in/nou20_bt02/preview#

https://onlinecourses.swayam2.ac.in/aic19_ge05/preview

<https://nptel.ac.in/courses/127/106/127106004/>

<https://nptel.ac.in/courses/109/101/109101171/>

<https://nptel.ac.in/courses/110/105/110105073/>

https://shodhganga.inflibnet.ac.in/bitstream/10603/45037/7/07_chapter_01.pdf

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- Deb S.C Environmental Management, Jaico Publishing House, Mumbai
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- Dhyani S.N. Wildlife Management New Delhi Rawat Publications
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- Enger E.D, Bradley F.S Environmental Science- A Study of Interrelationship
- G Tyler Miller Jr, Environmental Science, 11th edition, Cengage learning India Pvt ltd
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- 42. https://shodhganga.inflibnet.ac.in/bitstream/10603/28706/11/11_chapter6.pdf
- 43. https://associationdatabase.com/aws/OAIMA/asset_manager/get_file/12904?ver=175 81
- https://www.researchgate.net/publication/310732291_Review_on_Environmental_Auditing <https://www.conserve-energy-future.com/causes-and-effects-of-urban-sprawl.php#:~:text=Urban%20sprawl%20is%20basically%20another,more%20and%20 more%20 rural%20 areas.>
- https://www.pwrc.usgs.gov/contaminants-online/pages/ToolsTeachers/TTfiles/lesson2/Activity%202_FoodWeb_KEY.pdf
- 46. <https://www.britannica.com/topic/urban-sprawl/Alternatives-to-urban-sprawl>



ELECTIVE COURSE 3
GUIDANCE & COUNSELING
COURSE CODE: UH-SED-24403
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:

- To explain basic concepts in guidance and counseling
- To differentiate between educational, vocational and personal guidance.
- To acquaint themselves with testing devices and non-testing techniques of guidance.
- To Investigate different ways of collection and dissemination of Occupational Information
- To Prepare them to face the problems faced by students in the contemporary world.
- To Create an awareness of 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 / Handlingpuberty Issues / suicide.
- Visit and report of a visit to any one place (Employment exchange, GuidanceBureau, counselling center)
- Career Dissemination Session for school or junior college (any two careers)

References:

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- Bengalee M D: Guidance and Counselling.
- Bhatia K K: Principles of Guidance and Counselling.
- Chuahan S. S.: Principles and Techniques of Guidance.
- 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
COURSE CODE: UH-SED-24404

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 into 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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- Websites a) www.globaled.org b) www.internationaleled.org c) www.pbs.org d) www.facingthefuture.org e) www.ibe.unesco.org f) www.ibo.org

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
COURSE CODE: UH-SED-24405**

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 analyse different schools and classrooms with respect to diverse needs of the students
- To examine the role of general teachers, resource teachers and NGOs

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
- Adapt the curriculum and assessment for inclusive classrooms
- Identify and implement actions areas to make schools and classrooms more diversity friendly
- Describe the role of general teachers, resource teachers and NGOs

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>

Self-Learning Topics (Unit wise)

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
COURSE CODE: UH-SED-24406

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 analyze 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 and appropriate modifications. Each student will have an understanding of basic breathing patterns in themselves and others. He will be able to properly practise, 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
- Practise 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

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

Suggested Activity:

- Prepare Lesson Plans incorporating Yoga
- Observation of experienced yoga instructors leading classes
- Co-teach classes under supervision.
- Organise group discussions or seminars to explore various philosophical concepts in yoga,
- Attending Yoga Retreat or Immersion Experience.
- Interview of a Yoga teacher and the challenges faced in the profession

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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%20Edu%20-%20B.Ed%20-%20English.pdf
1 e	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