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(Autonomous)

MUMBAI

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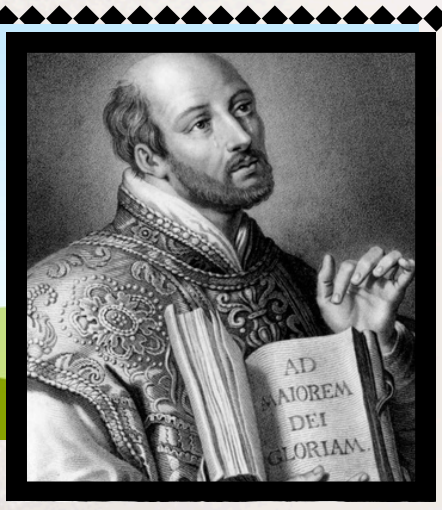
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Academic Handbook
2026-27 Revised Syllabus

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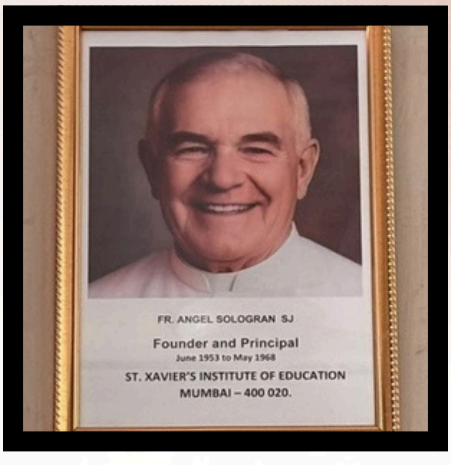
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ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS) MUMBAI

ABOUT ST. XAVIER'S INSTITUTE OF EDUCATION

St. Xavier's Institute of Education (Autonomous) is the oldest Government aided, Christian minority Teacher Education College for the course (B.Ed., and Ph.D.) affiliated to the University of Mumbai and recognized by the National Council for Teacher Education (N.C.T.E.). Besides, it has various courses and extension services for students, teachers and the society. St. Xavier's Institute of Education (Autonomous) is a Christian minority College, established and administered by the Jesuit Mumbai Province of the Society of Jesus.

Before the Institute came to be located in the present premises at Churchgate, it started out in the premises of St. Xavier's College in June 1953. In 1953, when the Institute was granted affiliation to Bombay University, Fr. Angel Solagran started the B.Ed. Degree Course. He was the architect and founder of SXIE and SXBA and its first Superior and Principal. In 1955, it took over the Dip. Ed. Course from St. Xavier's College and for a long time was the only college affiliated to the Bombay University to run this course, till its discontinuance by the University in 1977.

The B.Ed. Degree Course is a full time two–year Course. It combines theory with practical and includes regular lectures, practice teaching, lesson observation, community work, internship programme, preparation of instructional materials & teaching aids and project work. computer literacy, physical fitness, emotional health and the use of educational technology are also included.

The College has completed 70 years as a Teacher Education College par excellence, with alumni ranging from Principals of various colleges, a Vice Chancellor of Mumbai University and Heads of Department of Education. The College aims at imparting Quality Teacher Education and all round development. The College stands for academic excellence and the development of skills and strives after character formation based on the love of God and the service of man. It seeks to educate citizens distinguished for their integrated development and sincere commitment to God and country, leading lives that are socially meaningful.

B.ED. CURRICULUM FRAMEWORK

Courses	Credits	External Marks	Internal Marks	Total Marks
Semester1				
Core Course 1: Childhood and Growing up	4	60	40	100
Core Course 2: Knowledge and Curriculum	4	60	40	100
Interdisciplinary Course 1: Gender, School and Society	4	60	40	100
Ability Course 1: Digital Education	2	----	50	50
Project Based Course 1	4	----	70	70
Total	18	180	240	420
Semester 2				
Core Course 3: Learning and Teaching	4	60	40	100
Elective Course 1: Pedagogy of School Subject 1	4	60	40	100
Interdisciplinary Course 2: Educational Management	4	60	40	100
Project Based Course 2	6	----	95	90
Total	18	180	215	395
Semester 3				
Core Course 4: Assessment for Learning	4	60	40	100
Elective Course 2: Pedagogy of School Subject 2 (Any one)	4	60	40	100
Interdisciplinary Course 3: Language Across the Curriculum	4	60	40	100
Project Based Course 3	15	----	170	170
Total	27	180	290	470
Semester 4				
Core Course 5: Contemporary India and Education	4	60	40	100
Elective Course 3: Action Research /Guidance and Counselling / Environmental Education (anyone)	4	60	40	100
Interdisciplinary Courses 4: Creating an Inclusive School	4	60	40	100
Ability Course 2: Reading and Reflecting on Texts	2	----	50	50
Project Based Course 4	10	---	165	170
Any one Audit Course (Understanding theSelf, Art in Education) will be opted by students in Semester 1 and Certified in Semester 4	2	---	----	---
Total Credits	**26**	**180**	**335**	**515**
Total Credits : 89; Total Marks 1800 (1 Credit = 15 Hours)				

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1.1 i) Internal Assessment - Part A:

Internal assessment activities of theory component (Core courses, Elective courses and Interdisciplinary courses) consist of 40 marks. For each theory component of Part A, 40 marks of Internal assessment will consist of the following:

Sr. No	Particulars for Core Courses	Marks
1.	Core Courses Course Task 1 (per module)	15
2.	Core Courses Course Task 2 (per module)	15
3.	Class Test	10
	Total	**40**

Sr. No	Particulars For Elective Courses (EC1 / EC2)	Marks
1.	Course Task	15
2.	Content Test	15
3.	Class Test	10
	Total	**40**

1.1 ii) Internal Assessment Part B: Internal assessment activities of Project Based Courses:

Distribution of marks of Internal Assessment Part B:

a. Semester 1--Project Based Course 1 70 Marks
b. Semester 2--Project Based Course 2 95 Marks
c. Semester 3--Project Based Course 3 170 Marks
d. Semester 4--Project Based Course 4 165 Marks

1.2 Semester wise details of Project Based Courses (Part B)

Semester I (All activities should be systematically documented and maintained for the purpose of internal assessment) – 70 marks

1. Internship for 2 weeks (1 week + 1 week community work I)
2. Observation of lessons given by S.Y. B.Ed. peers (5 lessons)
3. Observation of one school activity
4. Teacher shadowing
5. Reflective Journal
6. Field Visit
7. Research Initiation

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Semester II (All activities should be systematically documented and maintainedfor the purpose of internal assessment) – 90 marks

- Internship for 4 weeks
- Observation of lessons given by F.Y.B.Ed. peers (5 lessons)
- Teaching lessons in Pedagogy of school subject I (7 Lessons)
- Reflective Journal
- Multicultural Activity

Semester III (All activities should be systematically documented and maintainedfor the purpose of internal assessment) -170 marks

- Internship for 9 weeks
- During Internship teaching not less than 9 lessons in the opted Pedagogy of school subject I distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Institution as practicing School/ College
- One Multidisciplinary Lesson
- One Art Integrated Lesson
- One Co-teaching Lesson with Peer
- One Co-teaching lesson with school teacher
- Maintain Reflective Journal with reference to internship program.
- Administration of Unit Test and analysis of results (in the Pedagogy 1 of school subject opted)
- Learning Resource

Semester IV (All activities should be systematically documented and maintainedfor the purpose of internal assessment) – 170 marks

- Internship for 5 weeks (4 weeks + 1 week community work II)
- During Internship teaching not less than 5 lessons in the opted pedagogy of school subject II distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Institution as practicing School/ College. For those students who have chosen Peace Education they have to take 5 lessons from Pedagogy 1 of school subject.
- 5 Co-teaching lessons with peers
- Maintain a Reflective journal with reference to internship program.
- Action Research
- Participation in Community work II in collaboration with schools/ NGO's (for a period of 1 week)

Ability Courses (100 Marks): Two courses 50 marks each (Detailed documentation of the courses)

1. Semester 1- Digital Education
2. Semester 4 - Reading and Reflecting on Texts

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1.3 Audit Courses: ***Any one*** Audit Course (Understanding the Self / Art in Education) will be opted by students in Semester 1 and certified in Semester 4 by the head of the institution (**No marks allotted**, Students are required to complete the hours of workshop organized by staff in charges)

COURSES AND CREDITS

Components	Courses	Credits
Core Courses	i. Childhood and Growing up (CC 1) ii. Knowledge and Curriculum (CC 2) iii. Learning and Teaching (CC 3) iv. Assessment for Learning (CC 4) v. Contemporary India and Education (CC 5)	**20**
Elective Courses	**Elective Course 1** Pedagogy of School Subject I -Select anyone. (EC 1) i. Economics ii. English iii. Geography iv. History v. Mathematics vi. Science **Elective Course 2** -Pedagogy of School Subjects II – (EC2) *Select anyOne course other than in Elective course 1* i. Economics ii. English iii. Geography iv. History v. Mathematics vi. Science **Elective Course 3 - Basket of Special Fields** - Select anyone (EC 3) i. Action Research ii. Guidance and Counselling iii. Environmental Education	**12**
Interdisciplinary Courses	i. Gender, School and Society (IC1) ii. Educational Management (IC2) **iii.** Language Across the Curriculum (IC3) **iv.** Creating an Inclusive Society (IC4)	**16**

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B.Ed. Curriculum(Part A)

SEM-1	CREDITS	SEM-2	CREDITS	SEM-3	CREDITS	SEM-4	CREDITS
CORE COURSES(CC)		**CORE COURSES (CC)**		**CORE COURSES (CC)**		**CORE COURSES (CC)**	
CC-1 Childhood and Growing up- 100 marks	4	CC-3 Learning and Teaching - 100marks	4	CC-4 Assessmentt for Learning - 100marks	4	CC-5 Contemporary India and Education - 100marks	4
CC - 2 Knowledge and Curriculum - 100 marks	4						
ELECTIVE COURSES (EC)		**ELECTIVE COURSES (EC)**		**ELECTIVE COURSES (EC)**		**ELECTIVE COURSES (EC)**	
		EC1 Pedagogy of School Subject -I (Select any one based on graduation subject) - 100marks	4	EC 2 Pedagogy of School Subject II / Peace Education (Any One) –100 marks	4	EC3 - Special Field Basket Action Research, Guidance and Counselling , Environmental Education (Any One) - 100 marks	4
INTERDISCIPLINARY COURSES (IC)	4	**INTERDISCIPLINARY COURSES (IC)**	4	**INTERDISCIPLINARY COURSES (IC)**	4	**INTERDISCIPLINARY COURSES (IC)**	4
IC1- Gender, School And Society - 100 marks		IC2- Educational Management -100marks		IC3 Language Across The Curriculum – 100 marks		IC4- Creating Inclusive Schools – 100 marks	
ABILITY COURSES (AB)	2	**ABILITY COURSES(AB)**		**ABILITY COURSES(AB)**		**ABILITY COURSES(AB)**	2
AB1 – Digital Education - 50 Marks Internal						AB2 - Reading and Reflecting on Texts – 50 Marks Internal	
PROJECT BASED COURSE PC1 Total 70 Marks	**4**	**PROJECT BASED COURSE PC2** Total 95 Marks Internship of 4 weeks	**6**	**PROJECT BASED COURSE PC3** Total 170 Marks Internship of 9 weeks	**15**	**PROJECT BASED COURSE PC4** Total 165 Marks Internship of 5 weeks including Community work (One week)	**10**

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B.Ed. Curriculum (Part B)

SEM-1	CREDITS	SEM-2	CREDITS	SEM-3	CREDITS	SEM-4	CREDITS
a. Community Work I - 30 Marks (1 Week)		a. Lessons (7) = 70 marks		a. Lessons 9 Lessons*10 marks = 90 marks		a. Lessons 5 Lessons*10 marks = 50 marks	
b. Field Visit – 10 Marks		b. Observation of lessons given by peers - (5 lessons) 5*2 Marks = 10 Marks		b. One Multidisciplinary Lesson - 10 Marks		b. Co Teaching with peers 5 lessons*10 marks = 50 Marks	
c. Research Initiation – 10 Marks		c. Reflective Journal – 5 marks		c. One Art Integrated Lesson – 10 marks		c. Action Research – 30 Marks	
Internship of One week :		d. Multicultural Activity * 10 marks		d. One Co-teaching lesson with School Teacher - 10 marks		d. Reflective Journal on internship activities - 5 Marks	
d. Teacher Shadowing (5 marks)	**18**		**18**	e. One Co-teaching lesson with Peer- 10 marks	**27**	e. Community work Part II - 30 Marks	**24**
e. 5 Peer Lesson Observation (5 marks)				f. Administration of Unit Test and analysis of results – 20 Marks			
f. Observation of school activity (5 marks)				g. Reflective Journal on internship activities - 5 Marks			
g. Reflective Journal (5 marks)				h. One Learning Resource (15 Marks)			
AUDIT COURSE (AC)		**AUDIT COURSE (AC)**		**AUDIT COURSE (AC)**		**AUDIT COURSES (AC)**	
Audit Course (AC): Art in Education Spread throughout the 4 semesters. Certified in 4th Semester only.							**2**
TOTAL 420	**18**	**TOTAL 390**	**18**	**TOTAL 470**	**27**	**TOTAL 520**	**26**

Activities in keeping with the NEP 2020 policyTotal Credits = 89; Total Marks =1800
Mandatory Credits = 6 (2 Value Added Courses - 4 Credits: 2 Co-Curricular Activities - 2 Credits)

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THE REVISED CURRICULUM FOR THE BACHELOR OF EDUCATION TWO YEARS DEGREE PROGRAM

2026-2027

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SEMESTER I

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COURSE NAME: CORE COURSE 1: CHILDHOOD AND GROWING UP
COURSE CODE: SXBED1CC1

Total Credits: 4 **Total Marks: External 60 + Internal 40 = 100**

Course Outcomes
The learner will be able to…

1. Examine the role of school in growth and development during pre-adolescence and adolescence.
2. Infer the various factors influencing the developmental process of an individual.
3. Illustrate the socio-cultural influence on a child's development
4. Explore suitable methods for studying human development in different contexts.
5. Critically examine theories of child development for their implications on child development.
6. Explore different theories of well-being on self and their applicability in the present context.

MODULE I: PROCESS OF HUMAN DEVELOPMENT	
UNIT 1	**Growth & Development in Pre - Adolescentand Adolescent**
a.	Growth and Development: Meaning, difference,principles
b.	Stages of growth and development- Physical, social, moral, emotional and cognitive (Preadolescents and Adolescents)
c.	Role of school in the development of pre- adolescents and adolescents
UNIT 2	**Developmental Process**
a.	Genetic background, Impact of social media, peer pressure in child development
b.	Maturation – Meaning and Implications
c.	Individual differences: Meaning and Implications
UNIT 3	**Multidimensional perspective of childdevelopment**
a.	Child Development as a multidimensional concept within a pluralistic society (physical, Emotional and Social, intellectual)
b.	Impact of different parenting styles on child development
c.	Child development in socio- cultural context: Interplay of poverty, caste, gender and social disadvantage.
MODULE II: PERSPECTIVES OF HUMANDEVELOPMENT	
UNIT 4	**Methods and Approaches of StudyingHuman development**
a.	Methods: Observation (Participatory and Non-Participatory)
b.	Experimental & Clinical.
c.	Approaches: Cross Sectional, Cross Cultural,Longitudinal.
UNIT 5	**Theoretical Perspectives**
a.	Piaget's Theory of Cognitive Development.
b.	Kohlberg's theory of Moral Development
c.	Society and Development - Erikson's theory;Urie Bronfenbrenner's Ecological theory
UNIT 6	**Well- being for Self**
a.	Seligman's multidimensional well-being theory
b.	Emotions: Goleman's Theory of Emotional Intelligence
c.	Identity crisis- Marcian Theory
MODULE III: INTERNAL ASSESSMENT	
a.	Course Task 1: 15 marks
b.	Course Task 2: 15 marks
c.	Class Test: 10 marks

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COURSE NAME: CORE COURSE 2: KNOWLEDGE AND CURRICULUM

Course Code: SXBED1CC2

Total Credits: 4 **Total Marks: External 60 + Internal 40 = 100 Marks**

Course Outcomes
The learner will be able to…

1. Appraise the epistemological basis of education
2. Explore the philosophical basis of Education
3. Investigate the transformational approach to education
4. Analyse the perspectives and determinants of the curriculum
5. Apply the models of curriculum design in education
6. Examine the effective implementation of the curriculum

MODULE I: UNDERSTANDING KNOWLEDGE AND EDUCATION
UNIT 1: Epistemological basis of Education a. Epistemological basis: Meaning and characteristics of knowledge b. Types of knowledge: Philosophical perspective (Personal, Propositional and Procedural) Educational perspective: (Conceptual, Strategic and Situational). c. Nonaka and Takeuchi's Model of Knowledge Conversion SECI Model and role of teacher in knowledge conversion and creation.
UNIT 2: Philosophical basis of Education a. Education – meaning, characteristics and function of education b. Implications of Schools of Philosophy on Education - Idealism, Naturalism, Pragmatism and Constructivism c. Learner-centered Education –Mahatma Gandhi (Activity Method) and Paulo Freire (Dialogue Method)
UNIT 3: Evolution of Education a. Knowledge in Evolution of Education from 1.0 to 4.0 b. Spady's Transformational Approach to Outcome Based Education c. Learner autonomy – Feasibility, desirability, and Responsibility
MODULE II: DEVELOPMENT OF CURRICULUM AND ITS RELATION TO EDUCATION
UNIT 4: Concept, Determinants and Perspective of curriculum a. Meaning and types of curricula (Subject vs. child centered, Enacted vs. hidden), Difference between Curriculum and Syllabus b. Determinants of Curriculum (Philosophical, Psychological Sociological Determinants of curriculum **c.** Four perspectives on curriculum: Traditionalists; Conceptual-Empiricists; Reconceptualists; Social constructivists
UNIT 5: Curriculum design a. Principles of Curriculum Development b. Curriculum Design Models: Tyler's model and Hilda Taba's model. c. Curriculum as process and practices: Interdisciplinary, Multidisciplinary and Transdisciplinary approach
UNIT 6: Curriculum Implementation and Evaluation **a.** Linkage model of curriculum implementation **b.** Role of teachers and SCERT in Curriculum Development **c.** Role of MoE and NCERT in curriculum reform
MODULE III: INTERNAL ASSESSMENT: a. Course Task 1: 15 marks b. Course Task 2: 15 marks **c.** Class Test: 10 marks

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COURSE NAME: INTERDISCIPLINARY COURSE I GENDER, SCHOOL AND SOCIETY

Course Code: SXBED1IC1

Total Credits: 4 **Total Marks: External 60 + Internal 40 = 100 Marks**

Course Outcomes
The learner will be able to…

1. Analyse the basic concepts of gender and sex, gender-related terms, and theories of gender.
2. Analyse the impact of Social Construction of Gender Identity on Social Inequality
3. Analyse various issues related to gender and provisions available for redressal.
4. Analyse Organisational Inclusive practices with reference to Gender Empowerment and Gender Development for Equity
5. Critically analyse the status of LGBTQ+ persons and their status in society
6. Explore the various gender perspectives and gender empowerment schemes

MODULE I. GENDER AND SOCIALIZATION
Unit 1: Gender and Socialization a. Meaning of Sex, Gender, Sexual Orientation b. Gender Related concepts: Patriarchy, Feminism (Types- Liberal, Radical and Cultural), Masculinity, Gender Neutrality c. Emergence of specific roles: Sociological Perspectives: Functionalism, Conflict and Symbolic Interaction, Psychological Perspectives: Evolution theory, Biosocial theory of Gender Role Development, Social Learning theory, Gender Schema theory
Unit 2: Gender Identity & Social Inequality a. Social Construction of Gender Identity: Meaning and Implications b. Gender stereotypes and biases: Meaning, Gender stereotypes and biases in Culture, Media (including AI) and Region c. Impact of Gender Stereotypes and Biases: Education, Health and Employment, Digital Gender Violence
Unit 3: Gender Issues and Constitutional Provisions a. Dowry: Meaning, Dowry Prohibition Act 1961 and The Protection of Women from Domestic Violence Act 2005 b. Sexual harassment: Workplace sexual harassment and POSH c. Dealing with Children: Protection of Children from Sexual Offences (POCSO) Act 2012, Information Technology Act 2000, Pre-natal diagnostic technique Act 1994
MODULE II. GENDER - EDUCATION AND EMPOWERMENT
UNIT 4: Gender Equity Provisions a. Organizational Gender Inclusive practices: Programs and Infrastructural requirements b. Gender Audit: Meaning, Process and Outcomes c. Gender Empowerment and Development : Meaning, Relationship between Gender Empowerment and Gender Development ; Indicators of Development: Gender Empowerment Index and Gender Development Index
UNIT 5: Gender Identity and Their Challenges a. LGBTQ+ Marginalisation: Challenges and Psychological Perspectives b. LGBTQ+ Rights and Laws : Organisa6ons for LGBTQ+ in India, LGBTQ+ Equality in India, The Transgender Persons (Protection of Rights) Act 2019 **c.** LGBTQ+ Contribution : Contemporary Role models, LGBTQ+ activism

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UNIT 6: Global Perspectives and Gender Empowerment

a. United Nations Initiatives for Equality - UN Women
b. Sustainable Development Goals (SDG) for Gender Equality
c. International Gender Equality Policy - CARE 2018, Beti Bachao Beti Padhao

MODULE III : INTERNAL ASSESSMENT

a. Cours Task 1: 15 marks
b. Course Task 2: 15 marks
c. Class Test: 10 marks Tests

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COURSE NAME: ABILITY COURSE I DIGITAL EDUCATION
COURSE CODE : SXBED1AB1

Total Credits: 3 **Total Marks: 50 (Internal)**

Course Outcomes
The Learner will be able to…

1. Understand the concepts and modes of digital education, including AI and responsible use of technology.
2. Design technology-integrated lessons using TPACK, blended learning, and LMS.
3. Use digital tools and resources for teaching, assessment, and content creation in an ethical manner.
4. Develop digital competencies for professional growth in line with National Education Policy 2020 and digital initiatives like DIKSHA and SWAYAM

MODULE I: DESIGNING OF DIGITAL EDUCATION
UNIT 1: Understanding of Digital Education a. Concept of Artificial Intelligence, Digital Education and Socio-Technical Design in Education b. Synchronous and Asynchronous Modes of Teaching-Learning c. Digital Citizenship and Responsible Use of Artificial Intelligence
UNIT 2: Designing Technology Integrated Learning Experiences a. Pedagogy and Models for integrating technology in education: Designing TPACK Model Lessons b. Models of Digital Learning: Blended Learning, Flipped Classroom and Microlearning c. Learning Management Systems (LMS) for Content Delivery, Assessment and Feedback
MODULE II: APPLICATION OF DIGITAL EDUCATION
UNIT 3 -Trends in Digital Education a. Ethical, Legal and Safe Use of Digital Resources: Copyright, Plagiarism and Data Privacy b. Development of Open Educational Resources (OER), Creative Commons Licensing and Digital Content Curation c. Use of Web-based Tools for Teaching, Learning and Digital Assessment Strategies
UNIT 4 - Professional Development in Digital Education a. E-Portfolio Development for Reflective Teaching Practice b. Digital Competencies for Teachers, Online Professional Learning Communities (PLCs) and Continuous Professional Development ★ **c.** National Educational Policy (2020) and ICT Integration in School Education with reference to Digital Initiatives (DIKSHA, SWAYAM) ★

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MODULE III:INTERNAL ASSESSMENT (ANY FOUR TASKS TO BE COMPLETED	
Unit wise	**TASKS**
UNIT 1: Understanding Digital Education Task Options (Choose ONE)	Task 1: Synchronous vs Asynchronous Teaching Select any school topic Design: • One synchronous teaching plan (live class) • One asynchronous plan (recorded/video-based) • Compare both approaches Task 2: AI in Lesson Preparation Use an AI tool (e.g., ChatGPT) to: • Generate a lesson idea • Modify/improve it • Reflect on usefulness and limitations
UNIT 2: Technology Integrated Learning (TPACK, LMS, Blended Learning) Task Options (Choose ONE)	Task 1: TPACK-Based Lesson Plan Select a school topic Design a lesson including: • Content (What to teach) • Pedagogy (How to teach) • Technology (Which tool and why) Task 2: Flipped Classroom Design Prepare: • Pre-class material (video/reading) • In-class activity • Explain how it supports learning Task 3: LMS-Based Lesson Use a platform (e.g., Google Classroom) Create: • Topic structure • Assignment • Quiz or activity
UNIT 3: Trends in Digital Education (Any one task)	Task 1: Web Tool-Based Teaching Use any ONE tool: • Quizizz / Kahoot / Padlet / Mentimeter • Design a teaching activity and demonstrate its use Task 2: Open Educational Resource (OER) Create any ONE: • Worksheet / Video / Notes Include: • Proper references • Creative Commons awareness Task 3: Digital Ethics Case Study • Analyse real-life cases of: • Plagiarism • Copyright violation • Suggest ethical practices

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UNIT 4: Professional Development	Task 1: e-Portfolio Development Create a digital portfolio including: • Lesson plans • Reflections • Teaching artefacts Task 2: NEP 2020 Analysis Study NEP 2020 (Digital Education section) Explain: • Key recommendations • Classroom implications

ONLY FOR DIGITAL EDUCATION due to the nature of Assessment (internal)

Submission Requirement

- Complete ANY FOUR tasks from the above units
- Ensure at least one task from each module

Submission Format

Each task must include:

- Title Page
- Objective of the Task
- Description / Procedure
- Screenshots / Evidence (if applicable)
- Reflection (Very Important)
- Conclusion

Assessment Criteria (General Rubric)

- Understanding of Concept
- Application in Teaching
- Creativity & Presentation
- Practical Relevance
- Reflection

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COURSE NAME: AUDIT COURSE: ART IN EDUCATION
COURSE CODE: SXBED1/2/3/4/AC

Total Credits: 2

Course Outcomes
The learner will be able to -

1. Classify various art forms that could be effectively used in the classroom
2. Demonstrate various art forms that could be effectively used in the classroom
3. Strategies to exhibit Indian and global art forms dramatize social and environmental issues using various art forms
4. Appreciate using various art forms to enrich teaching learning

MODULE I: UNDERSTANDING AESTHETICS IN EDUCATION DRAMA AND ART
UNIT 1 - Introduction to Art & Drama a. Concept of Art & Drama b. Understanding the various Art Forms (Visual art,Performing art, Fine art, Digital art, Photography) c. Theater exercises and Logistics in each art form
UNIT 2 - Application of each Art form in Education a. Functions of Art - Information, Instructive, Persuasive, Educative, Entertainment, Development b. Integration of all Art forms aesthetically in schoolcurriculum c. Art Therapy for children
MODULE II: ARTISTRY AS A MEDIUM OF COMMUNICATION IN EDUCATION FOR SOCIAL CHANGE
UNIT 3 - Aesthetic approach to Pedagogy a. Emotional development & Self-realization for Childrenwith special needs b. Creative expressions for all children c. Strategies for self -realization
UNIT 4 - Drama and Art for Social Intervention a. Understanding of social and environmental, issues b. Indian cultural perspectives in education through art c. Global perspectives through art
MODULE III: INTERNAL ASSESSMENT
Suggestions for Activities 1. Workshop on developing short plays/ street play for educational, entertainment or social/ environmental relevance 2. Workshop on preparing a script to propagate a social behavior or awareness of social issues 3. Visit to an Art gallery 4. Report on the folklife 5. Interview with experts from the field like artists, actors, singers, writers, poets, painters, musicians, dancer, etc 6. Appreciation of a film/drama /novel/folk drama, etc. 7. Organizing display of any art form in educational context 8. I) Workshop –Developing theater skills, pottery, folk dance, animations depicting culture and art, photography. Dance. Drama, music and any other art form **9.** Workshop on dramatics and theatre skills **10.** Workshops on yoga

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COURSE NAME: CORE COURSE 3 LEARNING AND TEACHING
COURSE CODE: SXBED2CC3

Total Credits: 4 **Total Marks: External 60 + Internal 40 = 100 Marks**

Course Outcomes:
The learner will be able to . . .

1. Evaluate conceptual framework of learning
2. Analyze the various learning theories
3. Apply the strategies of collaborative learning
4. Understand inclusive pedagogies in the classroom context
5. Apply the various thinking processes in classroom situation
6. Strategize teacher wellness

MODULE 1: FUNDAMENTALS OF LEARNING ANDTEACHING
UNIT 1: Conceptual Framework of Learning a. Meaning, Characteristics, Process of Learning; Styles of learning (David Kolb's theory of Experiential Learning; Howard Gardner's theory of Multiple intelligences) b. Factors Affecting Learning: Maturation, Memory, Motivation, Attention (Meaning, Characteristics, Implications) c. Learning for Transfer: Concept, Types (Low-Road or Substantive Transfer & High Road or Procedural Transfer) Educational Implications: Visible Thinking Routines and their significance
UNIT 2: Theories of Learning (Principles and Educational Implications) a. Behaviourist Theories – Conditioning (Pavlov, Skinner); b. Cognitive theories – David Ausubel, Jerome Bruner c. Social theories – Lave and Wenger's Situated Learning Theory; Bandura's theory of Social Learning
UNIT 3: Fundamentals of Collaborative Learning a. Group Dynamics and Sociometry: Meaning and Educational Implications b. Bruce Tuckman's Revised Model for Group Development: Five Phases & Role of Teacher c. Learning through community interactions: Social Constructivism (Vygotsky) and Connectivism (Siemens and Downes)
MODULE II: THE PROFESSION OF TEACHING AND HOLISTIC LEARNING
UNIT 4: Teaching and Learning in a diverse context a. Diverse learners – Inclusive Pedagogy; Differentiated Instruction, Universal Design for Learning (concept and classroom implementation) b. Multicultural Education: Concept, James Banks' Five Dimensions of MCE, Implications of MCE in the Indian Context c. Multilingual Education: Multilingualism: Central Concepts; Challenges & Implications in the classroom
UNIT 5: Teaching Thinking a. Reflective and Critical Thinking: Meaning & Educational Implications b. Creativity and Problem solving: Meaning, Process & Promoting c. Meta-cognition: Meaning, Components & Strategies
UNIT 6: Teacher and Teaching

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a. Teacher wellness (physical, psychological) – meaning, scope and significance. b. Teacher Burn-out (Causes, Effects, and Interventions) c. Teacher strategies to deal with inter and intra relational issues
MODULE III: **INTERNAL ASSESSMENT:** **a.** Course Task 1: 15 marks **b.** Course Task 2: 15 marks **c.** Class Test: 10 marks

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COURSE NAME: ELECTIVE COURSE I PEDAGOGY OF SCHOOL SUBJECT- ENGLISH

COURSE CODE SXBED2EC1E

Total Credits: 4 **Total Marks: External 60 + Internal 40 = 100 Marks**

Course Outcomes:

The learner will be able to -

1. Describe the basics of language as a discipline
2. Apply the basis of language in teaching and learning
3. Analyze the evolving roles and competencies of an English teacher
4. Apply the techniques of language teaching
5. Create lesson plans using different pedagogical approaches
6. Evaluate the teaching-learning resources for language acquisition

MODULE I: FUNDAMENTALS OF LANGUAGE TEACHING AND LEARNING AS A SUBJECT
UNIT 1: Basics of Language as a Discipline a. Meaning of academic disciplines, Becher-Biglan typology (pure-hard, pure soft, applied-hard, applied soft types); Relationship between academic disciplines and English b. Place of English in the present school curriculum c. Importance of English language for a learner ; Challenges of teaching English in India
UNIT 2: Basis of Language Teaching and Learning a. Aims and objectives of teaching English as a first language and as second language b. Principles (Palmer's principles) of teaching English language c. Psychological basis of language learning, Maxims of Teaching English, Correlation in English Pedagogy
UNIT 3: Evolving Roles and Competencies of an English Teacher a. Continuous Professional Development (CPD): Emerging trends, digital platforms (MOOCs, webinars, professional learning communities), and reflective teaching practices. b. Indian Influence on English Literature: Contemporary Perspectives on Indian English Writers – Arundhati Roy, Amitav Ghosh, and the Relevance of Postcolonial Literature. c. Global Perspectives in English Literature: Influences of classic Western laureates – William Shakespeare, George Orwell, and T.S. Eliot – with a focus on their lasting impact and evolving literary themes in the digital age.
MODULE II: LANGUAGE ACQUISITION AND ASSESSMENT
UNIT 4: Transacting the language curriculum a. Appreciation of Literature (Prose and Poetry) b. Teaching Grammar: Approaches to grammar instruction – formal (rule-based) vs. functional (context-based); methods of teaching – inductive (discovery) vs. deductive (explicit instruction); and assessment techniques. c. Acquisition of Creative Writing Competencies
UNIT 5: Pedagogical Approaches and Techniques a. Constructivist Approach (7Es), Communicative Approach (Concept & procedure) b. Techniques of teaching- expository (narration, dramatization) & Interactive techniques (discussion, questioning, brainstorming) c. Strategies for acquisition and assessment of language skills (listening,

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speaking, reading, vocabulary)
UNIT 6: Teaching learning Resources for Language Acquisition a. Library as a Resource for teaching and learning a language b. ICT-enabled language resources (teaching and assessment) – teaching tools – Digital Storytelling Tools: Storybird, Book Creator, Canva; assessment tools Kahoot!, Google form, Grammarly, Socrative c. Co-curricular activities as language learning resources (Art, Sports, book reviews, Competitions, Visits)
MODULE III: INTERNAL ASSESSMENT: a. Content Test : 15 marks b. Course Task: 15 marks **c.** Class Test: 10 marks

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2. Discipline: Meaning, Evolution And Classification- https://shodhganga.inflibnet.ac.in/bitstream/10603/70652/10/10%20chapter%204.pdf
3. Lamb E. (2018). How Poetry and Math Intersect : https://www.smithsonianmag.com/science-nature/how-poetry-and-math-intersect-180968869/#2RMU3sQdeHgbti3O.99
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COURSE NAME: ELECTIVE COURSE I PEDAGOGY OF SCHOOL SUBJECT: SCIENCE

COURSE CODE: SXBED2EC1S

Total Credits: 4 **Total Marks: External 60 + Internal 40 = 100 Marks**

Course Outcomes:

The learner will be able to . . .

1. Correlate various academic disciplines to science education.
2. Elaborate the relevance of developing scientific temper through science education in school
3. Apply various teaching methods, approaches and tools in science education.
4. Create integrated learning resources and OERs to promote science education.
5. Design lesson plans using various taxonomies of educational objectives for outcomes-based learning.
6. Justify the need for diverse continuous professional development among science teachers.

MODULE I: FUNDAMENTALS OF SCIENCE EDUCATION
UNIT 1: Basics of Academic Disciplines with reference to Science Education a. Meaning of Academic Disciplines, Multidisciplinarity and Interdisciplinarity in science b. Classification of Academic Disciplines: Becher-Biglan typology (pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on the nature of knowledge in each type. c. Aims and Objectives of teaching Science across the Middle and Secondary Stage as outlined in NEP 2020 and NCFSE 2023
UNIT 2: Importance of Teaching Science a. Meaning and Nature (Product & Process) of Science, Science Process skills - Basic and Integrated b. Scientific Temper: Meaning, Characteristics and Importance. c. Significance of teaching Science (NCFSE 2023)
UNIT 3: Organisation of Science Curriculum a. Maxims of teaching science, Curricular Correlation of Science with other subjects b. Visual and Spatial Learning, Problem Based Learning, Inquiry Based Learning: POE, 5E Model for Science c. Outcome Based Learning (OBE): Taxonomy of Educational Objectives, Bloom's Taxonomy, Mc Cormack and Yager's Classification, Anticipated outcomes of teaching Science
MODULE II: TRANSACTING SCIENCE CURRICULUM
UNIT 4: Science Teaching: Methods, Approaches and Tools a. Teaching Methods: Lecture-Demonstration, Project method, Problem Based Learning, Laboratory Method b. Teacher-Centered and Learner Centered approaches, Inducto-Deductive, Inquiry-Discovery, STEM to STEAM c. Mind Mapping and Concept Mapping – Meaning, Steps and Significance, PEOR (i.e. Predict, Explain, Observe and React/Rethink/Reinforce)

UNIT 5: Learning Resources and Activities a. Science Textbook: Characteristics and Critical Analysis of a Science textbook b. Science Club, Laboratory and Field Visits – Concept, Organization and Significance c. Open Educational Resources, Artificial Intelligence and Science teaching apps, Virtual lab, Simulations.
UNIT 6: The Science teacher a. Professionalism and CPD: Meaning, Characteristics and Avenues. b. Diagnostic testing and Remedial teaching in Science c. Areas of Continuous Comprehensive Evaluation in Science
MODULE III: INTERNAL ASSESSMENT: a. Content Test: 15 marks b. Course Task: 15 marks **c.** Class Test: 10 marks

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13. Korde and Sawant; Science and Scientific Method, Himalaya publishing house,1980.
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15. New Trends in Integrated Science Teaching, Vol.1, UNESCO.1969-70.

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COURSE NAME: ELECTIVE COURSE I: PEDAGOGY OF SCHOOL SUBJECT MATHEMATICS

COURSE CODE: SXBED2EC1M

Total Credits: 4 **Total Marks: External 60 + Internal 40 = 100 Marks**

Course Outcomes:

The learner will be able to . . .

1. Analyse the status of Mathematics in history, society development and academic disciplines
2. Explore Mathematics w.r.t meaning, nature, mathematisation and reference in NCFSE
3. Develop understanding and skills in teaching and curriculum transaction of Mathematics
4. Integrate methods and techniques of teaching Mathematics in the teaching learning situation
5. Explore the features and application of learning resources in Mathematics
6. Explore strategies and avenues for professional development

MODULE 1: FUNDAMENTALS OF MATHEMATICS EDUCATION
UNIT 1: Basics of Mathematics Education a. Mathematics Education: Indian context (history and current status) b. Mathematics in Societal Development c. Meaning of academic disciplines, Mathematics as an academic discipline
UNIT 2: Introduction to the teaching of Mathematics a. Meaning, Nature and Scope of Mathematics b. Aim and Objectives of teaching Mathematics (NCFSE 2023) c. Mathematisation: Meaning and Application
UNIT 3: Essentials of Teaching Mathematics and Curricular Transaction a. Effective Mathematics teaching practices (Use of Maxims and Correlation in Mathematics Teaching, Diagnostic and Remedial) b. Organization of Mathematics curriculum in the Secondary and Higher Secondary levels c. Unit Planning and Lesson Planning - importance and steps in planning.
MODULE II: TRANSACTING MATHEMATICS CURRICULUM
UNIT 4: Methods and Techniques of Teaching Mathematics a. Experiential Methods of Teaching Mathematics: Art Integration, Sports Integration, Story Telling, Role Play b. Project Zero thinking routine toolbox c. Drill and Assignment techniques
UNIT 5: Learning Resources a. Mathematics lab, Mathematics club (Objectives, Significance, Working) b. Textbook – Critical analysis of a textbook c. Digital Resources for Teaching Mathematics- GeoGebra - Tools and Application
UNIT 6: Capacity Building for teaching learning in Mathematics a. CPD - Competencies of Mathematics teacher and Guidelines of 50 hours CPD b. Research Based Instructional Strategies in Mathematics c. Global perspectives in Mathematics teaching and assessment

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MODULE III:INTERNAL ASSESSMENT:

a. Content Test: 15 marks
b. Course Task: 15 marks
c. Class Test: 10 marks

References

1. Aggarwal, S.M. : Teaching of Modern Mathematics, Dhanpat Rai and Sons,Delhi
2. Chambers, P. : Teaching Mathematics, Developing as a Reflective SecondaryTeacher, Sage Publications, 2010. New Delhi
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4. Singh, C. & Rohatgi, R.P. : Teaching of Mathematics, Dominant Publishers andDistributors, New Delhi. 2005
5. Vedanayagam, E.G. : Teaching technology for College Teachers, SterlingPublishers pvt. Ltd. , New Delhi, 1988

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COURSE NAME: ELECTIVE COURSE I PEDAGOGY OF SCHOOL SUBJECT: HISTORY

COURSE CODE: SXBED2EC1H

Total Credits: 4 **Total Marks: External 60 + Internal 40 = 100 Marks**

Course Outcomes:

The learner will be able to . . .

1. Analyse how academic discipline classifications impact History as a school subject.
2. Justify the teaching of History and Political Science in Secondary and Higher Secondary.
3. Evaluate the significance of diverse learning resources in teaching history and political science.
4. Apply different means of curriculum transactions in building historical knowledge
5. Critically evaluate various methods and approaches in teaching History and Political Science.
6. Examine the competencies required for 21st-century History and Political Science teachers.

MODULE 1: HISTORY AND POLITICAL SCIENCE AS A SOCIAL SCIENCE DISCIPLINE

UNIT 1: Basics of Academic Disciplines

a. Meaning of Academic Disciplines, Relationship between academic disciplines and school subject of History
b. Classification of academic disciplines: Becher - Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type,
c. Significance of History in School Curriculum and Contextualizing of History

UNIT 2: Understanding History

a. Nature of History, Historical Thinking Concepts (Peter Seixas & Tom Morton)
b. Objectives of teaching History & Political Science at the secondary level and Higher Secondary Level
c. Values of teaching History & Political Science

UNIT 3: Learning Resources

a. Introduction and importance of learning resources (Edgar Dale's Cone of Experience)
b. Classification of learning Resources
   i. Audio-visual Resources: Films, documentary.
   ii. Visual: Maps, models, timelines.
   iii. Print Media: Magazines, newspapers, archives and OER (Uses and importance)
   iv. Field trips, museums, virtual museums and virtual tours
c. History Textbook: Textbook as a learning resource. (Features and strategies for effective use of textbook as a learning resource), Addressing bias in the history textbook

MODULE 2: TRANSACTING HISTORY AND POLITICAL SCIENCE CURRICULUM

UNIT 4: Essentials of Curriculum Transaction in History & Political Science

a. Correlation and Maxims (4) in Pedagogy of History
b. Concept-Based and Generalization-Based Learning
c. Historiography: Meaning and Importance, Characteristics of Modern Historiography (Rationality, Proofreading, Growth of Knowledge, Change of Views)

UNIT 5: Methods and Approaches of Teaching History and Political Science (Process, Merits and Limitations) a. Methods: Story Telling, Project Based Learning, Social Enquiry b. Multidisciplinary Approach: Meaning and Importance c. Skills: Research and Communication Skill (Meaning and Importance)
UNIT 6: Professional Growth of History and Political Science Teachers a. Competencies of 21st Century History and Political Science Teacher b. Need and Avenues for Professional Development c. Challenges faced by History and Political Science teacher (Technological, Pedagogical and Globalisation)
MODULE III: INTERNAL ASSESSMENT: a. Content Test: 15 marks b. Course Task : 15 marks c. Class Test: 10 marks

References:

1. Interdisciplinary Higher Education: Perspectives and Practicalities, edited by W.Martin Davies, Marcia Devlin, Malcolm Tight, Emerald Group Publishing Ltd
2. Batra Poonam, Social Science Learning in Schools: Perspectives andChallenges, Sage Publications
3. Brandes, D. et. al. (1994). A Guide to Student-centred Learning, Basil BlackwellLtd. Celtneham. UK.
4. Burke, Peter (1991), New Perspectives on History Writing, Blackwell, Oxford publications.
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7. Digumarti Bhaskara Rao (ed.), Techniques of Teaching Social, Sciences, Sonali Publications, Delhi
8. Kochar S.K. Teaching of History: Sterling publications.
9. Teaching Citizenship Education: A Radical Approach by Ralph Leighton
10. The SAGE Handbook of Education for Citizenship and Democracy Edited by:James Arthur, Ian Davies & Carole Hahn Publisher: SAGE Publications Ltd,2008
11. Website Reference
12. History and Citizenship Education

COURSE NAME: ELECTIVE COURSE I: PEDAGOGY OF SCHOOL SUBJECT: ECONOMICS

COURSE CODE: SXBED2EC1EC

Total Credits: 4 **Total Marks: External 60 + Internal 40 = 100 Marks**

Course Outcomes:

The learner will be able to . . .

1. Analyze the role of academic discipline in economics
2. Analyze the objectives of teaching economics at different levels of education.
3. Create different learning resources in the teaching of economics
4. Justify the use of digital technology in the teaching of economics
5. Analyze the modern techniques of teaching
6. Commit to enhance the continuous professional growth of the teacher

MODULE I: ECONOMICS AS A SOCIAL SCIENCE DISCIPLINE
UNIT 1: Basics of Academic Disciplines a. Meaning of Academic Disciplines, Relationship between academic disciplines and Economics b. Classification of academic disciplines: Becher -Biglan typology (pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type. c. Place of Humanities and Social Sciences – Economics subject in the present school curriculum
UNIT 2: Understanding Economics a. Meaning, Importance and Scope of Economics b. Objectives of teaching Economics at Higher Secondary level, Maxims and Correlation in teaching Economics c. Values of teaching Economics- Global citizenship, Entrepreneurship, Consumerism
UNIT 3: Learning Resources a. Economics Textbook – Characteristics and Critical analysis b. Audio visual resources: Print media: Newspaper, Magazines, (Meaning & Uses) c. Visits (importance, organization) Visit to bank, Multinational company, stock exchange & industries
MODULE II: TRANSACTING ECONOMICS CURRICULUM
UNIT 4: Teaching & Learning through Digital Technology a. Open Educational Resource (Meaning, uses, importance and challenges) b. Social Networking (Facebook, Twitter, Instagram, YouTube, Podcasts, Reels) in the teaching of economics c. Digital assessment techniques in Economics (Kahoot, Google form)
UNIT 5: 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 (7 E), Scenario Based Learning, Concept Mapping,
UNIT 6: Competencies & Challenges for an Economics Teacher a. Competencies of an Economics teacher b. Challenges faced by an Economics teacher c. Professional Growth of a economics teacher: Need and Avenues of Continuous Professional Development
MODULE III: INTERNAL ASSESSMENT: a. Content Test: 15 marks b. Course Task: 15 marks c. Class Test: 10 marks

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1. Aggarwal J.C: Teaching Of Economics, A Practical Approach", Vinod PustakMandir. Agra
2. Dhillon S; Chopra K. : Teaching Of Economics
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11. Singh Ramphal, Kumar. D. Pedagogy of School Subject Economics: VinayRakheja. Meerut

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2. National Digital Library (visva-bharati-library.in)
3. https://www.jbcnschool.edu.in/blog/social-media-in-education/
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COURSE NAME: ELECTIVE COURSE I PEDAGOGY OF SCHOOL SUBJECT GEOGRAPHY

COURSE CODE: SXBED2EC1G

Total Credits: 4 **Total Marks: External 60 + Internal 40 = 100 Marks**

Course Outcomes:

The learner will be able to . . .

1. Describe the academic disciplines
2. Explain the meaning, nature, aim and scope and Geo-Literacy of teaching Geography
3. Identify the need for continuous professional development among Geography teachers
4. Apply various learning resources and e- resources while teaching Geography.
5. Discuss the importance of resources and e resources while teaching Geography.
6. Apply various teaching methods and approaches in teaching of Geography.

MODULE I: GEOGRAPHY AS A SOCIAL SCIENCE DISCIPLINE
UNIT 1: Basics of Academic Disciplines a. Meaning of academic disciplines, Relationship between academic disciplines and Geography. b. Classification of academic disciplines: Becher - Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type. c. Place of Humanities and Social Sciences – Geography as a subject in the present school curriculum.
UNIT 2: Understanding Geography a. Meaning, nature, aim and scope of teaching Geography. b. Geo-literacy: Concept, need and ways to create awareness c. Maxims of teaching Geography and Correlation of Geography with other school subjects.
UNIT 3: Geography Teacher a. Competencies of a Geography teacher b. Geography teacher: Need and Avenues for Professional Development **c.** Challenges faced by a Geography teacher.
MODULE II: LEARNING RESOURCES AND TRANSACTING THE CURRICULUM
UNIT 4: Learning Resources a. Importance and uses: Globe, Atlas, Models, Travelogues, Aerial photographs, Satellite imagery, Maps (Map reading and interpretations, using distance, direction, signs and symbols, point, line and area) b. Textbook: Characteristics and Critical analysis (std VIII to X) c. E- resources: Meaning and Significance – GIS, computer based online and offline resources
UNIT 5: Methods of Transacting the Curriculum a. Methods (Meaning, Procedure, Merits and Demerits): 'A' Method, Field Visit - Excursion Method and Project Method b. Cooperative learning techniques - Gallery Walk, and Think-pair-share c. Inductive and deductive Approach of teaching

UNIT 6: Current Trends in Teaching Geography
a. Geography Club (objectives, significance, activities) b. Innovative trends in teaching of Geography - Concept mapping and Constructivism(5E's) c. Diagnostic and Remedial teaching
INTERNAL ASSESSMENT: **a.** Content Test: 15 marks **b.** Course Task: 15 marks **c.** Class Test: 10 marks

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2. Bryant Richard (1976), Physical Geography Made Simple, Made Simple books.
3. Dudley Stamp (1977), The World - A General Geography, Orient Longman.
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COURSE NAME: INTERDISCIPLINARY COURSE 2: EDUCATIONAL MANAGEMENT

COURSE CODE: SXBED2IC2

Total Credits: 4 Total Marks: External 60 + Internal 40 = 100 Marks

Course Outcomes:
The learner will be able to . . .

1. Analyze the concept, principles and approach to educational management
2. Understand the processes of educational organization
3. Analyze the role of Human Resource Management in educational context
4. Evaluate the concept, styles and skill of leadership in educational management
5. Analyze the role of Time Table, staff meeting and handling absenteeism in educational institutions
6. Evaluates the Changing Landscape of Educational Administration in India

MODULE I: FUNDAMENTALS OF EDUCATIONAL MANAGEMENT
UNIT 1: Concept of Educational Management a. Educational Management - Meaning, Objectives and Importance b. Principles of Management by Henry Fayol and Its Application to Educational Management c. Concept of Systems Approach to Educational Management
UNIT 2: Understanding Organizations a. Concept of Organizational Culture b. Concept of Induction: Process and Importance c. Peter Senge's Model of Learning Organization
UNIT 3: Human Resource Management a. Skills: Conflict Management (Process and Importance) Matrix Management (Meaning and Techniques) b. Managing Change and Innovations: Meaning, Process of Change and Indicators of Innovations **c.** Total Quality Management in Education Concept, Process, and Indicators
MODULE II: RESOURCE MANAGEMENT AND ADMINISTRATION
UNIT 4: Leadership in Education a. Concept of Leadership in educational context b. Styles of leadership: Transformational Leadership, Situational Leadership, Community Leadership (Meaning, Characteristics, Applications of Leadership styles in Education) c. Leadership Skills: Meaning and application of leadership skills in educational context.
UNIT 5: Educational Administration a. Timetable: Importance, Types and Principles of Timetable Construction b. Staff Meeting: Need, Types and Process c. Absenteeism – Causes and Measures (Staff and Students), School Code - Importance and Characteristics
UNIT 6: The Changing Landscape of Educational Administration in India a. Teacher Quality: Certification and Licensing b. Role of National Bodies: Networking & Partnership c. Characteristics of state, national and international systems of education – SSC, ICSE, CBSE, NIOS, IB, IGCSE Boards of Education,
MODULE III: INTERNAL ASSESSMENT: a. Course Task 1: 15 marks b. Course Task 2: 15 marks c. Class Test: 10 marks

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4. Anthony A.D, Leadership A trilogy on leadership and effectivemanagement, Better Yourself Book
5. John Adair, The Action Centred leader, Jaico Publishing House
6. J.M. Juran, Juran on Leadership for Quality An ExcellentHandbook, The Free Press,
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COURSE NAME: CORE COURSE 4 ASSESSMENT FOR LEARNING
COURSE CODE:SXBED3CC4

Total Credits: 4 **Total Marks: External 60 + Internal 40 = 100 Marks**

Course Outcomes
The learner will be able to . . .

1. Analyse the basic and applied concepts related to assessment,
2. Apply the assessment reforms in NEP 2020 and NCFSE 2023 to the evaluation system
3. Creates a framework for Objectives and learning outcomes
4. Develop skills for outcome-based teaching-learning
5. Designs various tools of assessment
6. Evaluates the need for Differential Assessment
7. Apply the skills of reporting and interpretation of assessment

MODULE I: FUNDAMENTALS OF OUTCOME
UNIT 1: Concepts for Measuring Students' outcomes a. Meaning, Nature, Functions and Relationship of Measurement, Assessment and Evaluation b. i. Perspectives of Assessment (Assessment for learning, Assessment of learning & Assessment as learning) ii. Authentic Assessment: Meaning and Significance c. Key assessment reforms in assessment according to NEP 2020 and NCFSE 2023
UNIT 2: Outcomes-Based Learning and Assessment a. Domains of Learning and Assessment : Cognitive (Anderson and Krathwohl), Affective Domain (Krathwohl), Psychomotor Domain (R.H.Dave), Intersection of Knowledge Domain and Cognitive Process Domain b. Program Outcomes, Course Outcomes and Learning Outcomes : Meaning, Significance, CO-PO Mapping c. Learning Outcomes at the secondary stage as per NCERT and UGC graduate attributes
UNIT 3: Trends and Concerns in Assessment a. Continuous and Comprehensive Assessment (Meaning, Characteristics and Significance) b. Choice-Based Credit System (Meaning, Characteristics, and Significance), National Assessment Center- PARAKH c. Assessment Concerns: Ethics in Assessment, Competitive ranking of schools, Profiteering by private agencies
MODULE II: INSTRUMENTS OF ASSESSMENT AND REPORTING OF RESULT
UNIT 4: Instruments of Assessment a. Tools and Techniques of Assessment (Meaning, Guidelines of development & Uses) Checklist, Rating Scale, Rubric, Anecdotal Records b. Achievement tests (Merits, Limitations, Suggestions for Improvement, Criteria for evaluation): i. Performance tests: Oral and Practical assessment ii. Written test -Essay type & Objective type test c. Open Book Examination and Online Examination (Merits and Limitations)
Unit 5: Differentiated Assessment Strategies a. Meaning & Guidelines for Differentiated Assessment b. Strategies for Differentiated Assessment - Criterion Referenced Tests and Norm-Referenced tests (Meaning, Characteristics) c. Records used in Differentiated Assessment (Meaning, Guidelines of development and uses): Cumulative records, Learner Profile, Student Portfolio and reflective journal.

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Unit 6. Reporting in Assessment a. Reporting (Meaning of Reporting, Methods of Reporting, Records for reporting-Holistic report card) b. Feedback: Meaning, Types, Tips for delivering oral and written feedback, Issues related to feedback, Follow up c. c. Statistical application for Reporting results: Calculation and Interpretation of Mean and Median., Interpretation of Standard Deviation with reference to Normal Probability Curve, Interpretation of Percentile and Percentile Rank, Graphical representations for reporting
MODULE III: INTERNAL ASSESSMENT: a. Course Task 1: 15 marks b. Course Task 2: 15 marks **c.** Class Test: 10 marks

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COURSE NAME: ELECTIVE COURSE I PEDAGOGY OF SCHOOL SUBJECT- ENGLISH

COURSE CODE SXBED2EC1E

Total Credits: 4 Total Marks: External 60 + Internal 40 = 100 Marks

Course Outcomes

The learner will be able to -

1. Describe the basics of language as a discipline
2. Apply the basis of language in teaching and learning
3. Analyze the evolving roles and competencies of an English teacher
4. Apply the techniques of language teaching
5. Create lesson plans using different pedagogical approaches
6. Evaluate the teaching-learning resources for language acquisition

MODULE I: FUNDAMENTALS OF LANGUAGE TEACHING AND LEARNING AS A SUBJECT
UNIT 1: Basics of Language as a Discipline a. Meaning of academic disciplines, Becher-Biglan typology (pure-hard, pure soft, applied-hard, applied soft types); Relationship between academic disciplines and English b. Place of English in the present school curriculum c. Importance of English language for a learner ; Challenges of teaching English in India
UNIT 2: Basis of Language Teaching and Learning a. Aims and objectives of teaching English as a first language and as second language b. Principles (Palmer's principles) of teaching English language c. Psychological basis of language learning, Maxims of Teaching English, Correlation in English Pedagogy
UNIT 3: Evolving Roles and Competencies of an English Teacher a. Continuous Professional Development (CPD): Emerging trends, digital platforms (MOOCs, webinars, professional learning communities), and reflective teaching practices. b. Indian Influence on English Literature: Contemporary Perspectives on Indian English Writers – Arundhati Roy, Amitav Ghosh, and the Relevance of Postcolonial Literature. c. Global Perspectives in English Literature: Influences of classic Western laureates – William Shakespeare, George Orwell, and T.S. Eliot – with a focus on their lasting impact and evolving literary themes in the digital age.
MODULE II: LANGUAGE ACQUISITION AND ASSESSMENT
UNIT 4: Transacting the language curriculum a. Appreciation of Literature (Prose and Poetry) b. Teaching Grammar: Approaches to grammar instruction – formal (rule-based) vs. functional (context-based); methods of teaching – inductive (discovery) vs. deductive (explicit instruction); and assessment techniques. c. Acquisition of Creative Writing Competencies
UNIT 5: Pedagogical Approaches and Techniques a. Constructivist Approach (7Es), Communicative Approach (Concept & procedure) b. Techniques of teaching- expository (narration, dramatization) & Interactive techniques (discussion, questioning, brainstorming) c. Strategies for acquisition and assessment of language skills (listening, speaking, reading, vocabulary)
UNIT 6: Teaching Learning Resources for Language Acquisition a. Library as a Resource for teaching and learning a language b. ICT-enabled language resources (teaching and assessment) – teaching tools – Digital Storytelling Tools: Storybird, Book Creator, Canva; assessment tools Kahoot, Google form, Grammarly, Socrative

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c. Co-curricular activities as language learning resources (Art, Sports, book reviews, Competitions, Visits)
MODULE III: INTERNAL ASSESSMENT: a. Content Test: 15 marks b. Course Task1: 15 marks **c.** Class Test: 10 marks

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16. Teaching of English by Kshanika Bose
17. Techniques of Teaching English by A.L. Kohli
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COURSE NAME: ELECTIVE COURSE I PEDAGOGY OF SCHOOL SUBJECT: SCIENCE

COURSE CODE: SXBED2EC1S

Total Credits: 4 **Total Marks: External 60 + Internal 40 = 100 Marks**

Course Outcomes

The learner will be able to . . .

1. Correlate various academic disciplines to science education.
2. Elaborate the relevance of developing scientific temper through science education in school
3. Apply various teaching methods, approaches and tools in science education.
4. Create integrated learning resources and OERs to promote science education.
5. Design lesson plans using various taxonomies of educational objectives for outcomes-based learning.
6. Justify the need for diverse continuous professional development among science teachers.

MODULE I: FUNDAMENTALS OF SCIENCE EDUCATION
UNIT 1: Basics of Academic Disciplines with reference to Science Education a. Meaning of Academic Disciplines, Multidisciplinarity and Interdisciplinarity in science b. Classification of Academic Disciplines: Becher-Biglan typology (pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on the nature of knowledge in each type. c. Aims and Objectives of teaching Science across the Middle and Secondary Stage as outlined in NEP 2020 and NCFSE 2023
UNIT 2: Importance of Teaching Science a. Meaning and Nature (Product & Process) of Science, Science Process skills - Basic and Integrated b. Scientific Temper: Meaning, Characteristics and Importance. c. Significance of teaching Science (NCFSE 2023)
UNIT 3: Organisation of Science Curriculum a. Maxims of teaching science, Curricular Correlation of Science with other subjects b. Visual and Spatial Learning, Problem Based Learning, Inquiry Based Learning: POE, 5E Model for Science c. Outcome Based Learning (OBE): Taxonomy of Educational Objectives, Bloom's Taxonomy, Mc Cormack and Yager's Classification, Anticipated outcomes of teaching Science
MODULE II: TRANSACTING SCIENCE CURRICULUM
UNIT 4: Science Teaching: Methods, Approaches and Tools a. Teaching Methods: Lecture-Demonstration, Project method, Problem Based Learning, Laboratory Method b. Teacher-Centered and Learner Centered approaches, Inducto-Deductive, Inquiry-Discovery, STEM to STEAM c. Mind Mapping and Concept Mapping – Meaning, Steps and Significance, PEOR (i.e. Predict, Explain, Observe and React/Rethink/Reinforce)
UNIT 5: Learning Resources and Activities a. Science Textbook: Characteristics and Critical Analysis of a Science textbook b. Science Club, Laboratory and Field Visits – Concept, Organization and Significance c. Open Educational Resources, Artificial Intelligence and Science teaching apps, Virtual lab, Simulations.

UNIT 6: The Science teacher

a. Professionalism and CPD: Meaning, Characteristics and Avenues.
b. Diagnostic testing and Remedial teaching in Science
c. Areas of Continuous Comprehensive Evaluation in Science

MODULE III: INTERNAL ASSESSMENT

a. Content Test: 15 marks
b. Course Task: 15 marks
c. Class Test: 10 marks

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COURSE NAME: ELECTIVE COURSE I: PEDAGOGY OF SCHOOL SUBJECT MATHEMATICS

COURSE CODE: SXBED2EC1M

Total Credits: 4 **Total Marks: External 60 + Internal 40 = 100 Marks**

Course Outcomes

The learner will be able to . . .

1. Analyse the status of Mathematics in history, society development and academic disciplines
2. Explore Mathematics w.r.t meaning, nature, mathematisation and reference in NCFSE
3. Develop understanding and skills in teaching and curriculum transaction of Mathematics
4. Integrate methods and techniques of teaching Mathematics in the teaching learning situation
5. Explore the features and application of learning resources in Mathematics
6. Explore strategies and avenues for professional development

MODULE 1: FUNDAMENTALS OF MATHEMATICS EDUCATION
UNIT 1: Basics of Mathematics Education a. Mathematics Education: Indian context (history and current status) b. Mathematics in Societal Development c. Meaning of academic disciplines, Mathematics as an academic discipline
UNIT 2: Introduction to the teaching of Mathematics a. Meaning, Nature and Scope of Mathematics b. Aim and Objectives of teaching Mathematics (NCFSE 2023) c. Mathematisation: Meaning and Application
UNIT 3: Essentials of Teaching Mathematics and Curricular Transaction a. Effective Mathematics teaching practices (Use of Maxims and Correlation in Mathematics Teaching, Diagnostic and Remedial) b. Organization of Mathematics curriculum in the Secondary and Higher Secondary levels c. Unit Planning and Lesson Planning - importance and steps in planning.
MODULE II: TRANSACTING MATHEMATICS CURRICULUM
UNIT 4: Methods and Techniques of Teaching Mathematics a. Experiential Methods of Teaching Mathematics: Art Integration, Sports Integration, Story Telling, Role Play b. Project Zero thinking routine toolbox c. Drill and Assignment techniques
UNIT 5: Learning Resources a. Mathematics lab, Mathematics club (Objectives, Significance, Working) b. Textbook – Critical analysis of a textbook c. Digital Resources for Teaching Mathematics- GeoGebra - Tools and Application
UNIT 6: Capacity Building for teaching learning in Mathematics a. CPD - Competencies of Mathematics teacher and Guidelines of 50 hours CPD b. Research Based Instructional Strategies in Mathematics c. Global perspectives in Mathematics teaching and assessment

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MODULE III:INTERNAL ASSESSMENT
a. Content Test : 15 marks b. Course Task : 15 marks c. Class Test : 10 marks

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9. Singh, C. & Rohatgi, R.P. : Teaching of Mathematics, Dominant Publishers andDistributors, New Delhi. 2005
10. Vedanayagam, E.G. : Teaching technology for College Teachers, SterlingPublishers pvt. Ltd. , New Delhi, 1988

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COURSE NAME: ELECTIVE COURSE I PEDAGOGY OF SCHOOL SUBJECT: HISTORY

COURSE CODE: SXBED2EC1H

Total Credits: 4 **Total Marks: External 60 + Internal 40 = 100 Marks**

Course Outcomes:

The learner will be able to . . .

1. Analyse how academic discipline classifications impact History as a school subject.
2. Justify the teaching of History and Political Science in Secondary and Higher Secondary.
3. Evaluate the significance of diverse learning resources in teaching history and political science.
4. Apply different means of curriculum transactions in building historical knowledge
5. Critically evaluate various methods and approaches in teaching History and Political Science.
6. Examine the competencies required for 21st-century History and Political Science teachers.

MODULE 1: HISTORY AND POLITICAL SCIENCE AS A SOCIAL SCIENCE DISCIPLINE

UNIT 1: Basics of Academic Disciplines

a. Meaning of Academic Disciplines, Relationship between academic disciplines and school subject of History
b. Classification of academic disciplines: Becher - Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type,
c. Significance of History in School Curriculum and Contextualizing of History

UNIT 2: Understanding History

a. Nature of History, Historical Thinking Concepts (Peter Seixas & Tom Morton)
b. Objectives of teaching History & Political Science at the secondary level and Higher Secondary Level
c. Values of teaching History & Political Science

UNIT 3: Learning Resources

a. Introduction and importance of learning resources (Edgar Dale's Cone of Experience)
b. Classification of learning Resources
    i. Audio-visual Resources: Films, documentary.
    ii. Visual: Maps, models, timelines.
    iii. Print Media: Magazines, newspapers, archives and OER (Uses and importance)
    iv. Field trips, museums, virtual museums and virtual tours
c. History Textbook: Textbook as a learning resource. (Features and strategies for effective use of textbook as a learning resource), Addressing bias in the history textbook

MODULE 2: TRANSACTING HISTORY AND POLITICAL SCIENCE CURRICULUM

UNIT 4: Essentials of Curriculum Transaction in History & Political Science

a. Correlation and Maxims (4) in Pedagogy of History
b. Concept-Based and Generalization-Based Learning
c. Historiography: Meaning and Importance, Characteristics of Modern Historiography (Rationality, Proofreading, Growth of Knowledge, Change of Views)

UNIT 5: Methods and Approaches of Teaching History and Political Science (Process, Merits and Limitations) a. Methods: Story Telling, Project Based Learning, Social Enquiry b. Multidisciplinary Approach: Meaning and Importance c. Skills: Research and Communication Skill (Meaning and Importance)
UNIT 6: Professional Growth of History and Political Science Teachers a. Competencies of 21st Century History and Political Science Teacher b. Need and Avenues for Professional Development c. Challenges faced by History and Political Science teachers (Technological, Pedagogical and Globalisation)
MODULE III: INTERNAL ASSESSMENT
a. Content Test: 15 marks b. Course Task: 15 marks c. Class Test: 10 marks

References:

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COURSE NAME: ELECTIVE COURSE I: PEDAGOGY OF SCHOOL SUBJECT: ECONOMICS

COURSE CODE: SXBED2EC1EC

Total Credits: 4 **Total Marks: External 60 + Internal 40 = 100 Marks**

Course Outcomes

The learner will be able to . . .

1. Analyze the role of academic discipline in economics
2. Analyze the objectives of teaching economics at different levels of education.
3. Create different learning resources in the teaching of economics
4. Justify the use of digital technology in the teaching of economics
5. Analyze the modern techniques of teaching
6. Commit to enhance the continuous professional growth of the teacher

MODULE I: ECONOMICS AS A SOCIAL SCIENCE DISCIPLINE
UNIT 1: Basics of Academic Disciplines a. Meaning of Academic Disciplines, Relationship between academic disciplines and Economics b. Classification of academic disciplines: Becher-Biglan typology (pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type. c. Place of Humanities and Social Sciences – Economics subject in the present school curriculum
UNIT 2: Understanding Economics a. Meaning, Importance and Scope of Economics b. Objectives of teaching Economics at Higher Secondary level, Maxims and Correlation in teaching Economics c. Values of teaching Economics- Global citizenship, Entrepreneurship, Consumerism
UNIT 3: Learning Resources a. Economics Textbook – Characteristics and Critical analysis b. Audio visual resources: Print media: Newspaper, Magazines, (Meaning & Uses) c. Visits (importance, organization) Visit to bank, Multinational company, stock exchange & industries
MODULE II: TRANSACTING ECONOMICS CURRICULUM
UNIT 4: Teaching & Learning through Digital Technology a. Open Educational Resource (Meaning, uses, importance and challenges) b. Social Networking (Facebook, Twitter, Instagram, YouTube, Podcasts, Reels) in the teaching of economics c. Digital assessment techniques in Economics (Kahoot, Google form)
UNIT 5: 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 (7 E), Scenario Based Learning, Concept Mapping,
UNIT 6: Competencies & Challenges for an Economics Teacher a. Competencies of an Economics teacher b. Challenges faced by an Economics teacher c. Professional Growth of a economics teacher: Need and Avenues of Continuous Professional Development
MODULE III: INTERNAL ASSESSMENT:
a. Content Test : 15 marks b. Course Task : 15 marks c. Class Test : 10 marks

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COURSE NAME: ELECTIVE COURSE I PEDAGOGY OF SCHOOL SUBJECT GEOGRAPHY

COURSE CODE: SXBED2EC1G

Total Credits: 4 **Total Marks: External 60 + Internal 40 = 100 Marks**

Course Outcomes:

The learner will be able to . . .

1. Describe the academic disciplines
2. Explain the meaning, nature, aim and scope and Geo-Literacy of teaching Geography
3. Identify the need for continuous professional development among Geography teachers
4. Apply various learning resources and e- resources while teaching Geography.
5. Discuss the importance of resources and e resources while teaching Geography.
6. Apply various teaching methods and approaches in teaching of Geography.

MODULE I: GEOGRAPHY AS A SOCIAL SCIENCE DISCIPLINE
UNIT 1: Basics of Academic Disciplines a. Meaning of academic disciplines, Relationship between academic disciplines and Geography. b. Classification of academic disciplines: Becher - Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type. c. Place of Humanities and Social Sciences – Geography as a subject in the present school curriculum.
UNIT 2: Understanding Geography a. Meaning, nature, aim and scope of teaching Geography. b. Geo-literacy: Concept, need and ways to create awareness c. Maxims of teaching Geography and Correlation of Geography with other school subjects.
UNIT 3: Geography Teacher a. Competencies of a Geography teacher b. Geography teacher: Need and Avenues for Professional Development c. Challenges faced by a Geography teacher.
MODULE II: LEARNING RESOURCES AND TRANSACTING THE CURRICULUM
UNIT 4: Learning Resources a. Importance and uses: Globe, Atlas, Models, Travelogues, Aerial photographs, Satellite imagery, Maps (Map reading and interpretations, using distance, direction, signs and symbols, point, line and area) b. Textbook: Characteristics and Critical analysis (std VIII to X) c. E- resources: Meaning and Significance – GIS, computer based online and offline resources
UNIT 5: Methods of Transacting the Curriculum a. Methods (Meaning, Procedure, Merits and Demerits): 'A' Method, Field Visit – Excursion Method and Project Method b. Cooperative learning techniques - Gallery Walk, and Think-pair-share c. Inductive and deductive Approach of teaching
UNIT 6: Current Trends in Teaching Geography a. Geography Club (objectives, significance, activities) b. Innovative trends in teaching of Geography - Concept mapping and Constructivism(5E's) c. Diagnostic and Remedial teaching
MODULE III: INTERNAL ASSESSMENT:
a. Content Test: 15 marks b. Course Task: 15 marks c. Class Test: 10 marks

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3. Leeder Andy (2006), 100 Ideas for teaching Geography, London ; New York : Continuum.
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5. Standish Alex (2009), Global perspectives in the geography curriculum, Routledge, London.
6. Tilbury Daniella & Williams Michael (1997), Teaching and Learning Geography, Taylor and Francis Group.

COURSE NAME: INTERDISCIPLINARY COURSE 3: LANGUAGE ACROSS THE CURRICULUM

COURSE CODE: SXBED3IC3

Total Credits: 4 **Total Marks: External 60 + Internal 40 = 100 Marks**

Course Outcomes:
The learner will be able to . . .

1. Understand the foundations of Language Across The Curriculum
2. Analyze the different perspectives in Language Across The Curriculum
3. Understand the cognitive and sociocultural foundations of language acquisition
4. Apply the strategies of classroom discourse and oral communication
5. Analyze the various communication competencies
6. Understand the integration of language across disciplines

MODULE I: FUNDAMENTALS OF LANGUAGE ACROSS THE CURRICULUM (LAC)
UNIT 1: FOUNDATIONS OF LANGUAGE ACROSS THE CURRICULUM (LAC) a. Concept, purpose, and principles of LAC b. Nature and characteristics of language c. Functions of language and the role of language registers in communication
UNIT 2: PERSPECTIVES ON LANGUAGE ACROSS THE CURRICULUM a. Multilingualism in education: Challenges and opportunities b. Multicultural influences on language learning and teaching c. Interdisciplinary approaches to language integration across subjects
UNIT 3: COGNITIVE and SOCIOCULTURAL FOUNDATIONS OF LANGUAGE ACQUISITION a. Behaviorist perspective: Conditioning theory (Skinner) b. Innatist perspective: Nativist theory (Chomsky) c. Sociocultural perspective: Acculturation theory (Schumann)
MODULE II: TRANSACTING LANGUAGE ACROSS DISCIPLINES
UNIT 4: Classroom Discourse and Oral Language development a. Nature, types, and significance of classroom discourse b. Techniques to foster oral language development inside and outside the classroom c. Engaging learners through inquiry-based, discussion-based learning, and questioning strategies
UNIT 5: Developing Communication Competencies Across Disciplines a. Speaking and listening strategies for effective communication across subjects b. Reading processes and techniques: Extensive and intensive reading, skimming, scanning, critical reading c. Writing structures and text types: Expository, descriptive, narrative, persuasive, subjective, objective, creative, and review-based writing
UNIT 6: Integrating Language Across Disciplines a. Language for Specific Purposes (LSP): Concept, applications in education, training, and research b. Content-based language instruction in Mathematics, Social Science, and Natural Science c. Medium of instruction and assessment strategies for language integration
MODULE III: INTERNAL ASSESSMENT

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a. Course Task 1: 15 marks
b. Course Task 2: 15 marks
c. Class Tests : 10 marks

References

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SEMESTER IV

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COURSE NAME: CORE COURSE 5: CONTEMPORARY INDIA AND EDUCATION

COURSE CODE: SXBED4CC5

Total Credits: 4 **Total Marks: External 60 + Internal 40 = 100 Marks**

Course Outcomes:
The learner will be able to . . .

1. Critically evaluate the challenges of contemporary Indian society
2. Explain the educational implications of change in the contemporary Indian society
3. Critically examine educational policies and their impact on the role of education in fostering equity and inclusion in contemporary Indian society
4. Apply the features of NEP 2020 to the curriculum and teaching learning practices
5. Extrapolate the recommendations of NEP 2020 to the NCFSE 2023 and National credit framework for school education
6. Explore emerging trends in education, assess ODL and digital learning, and evaluate the impact of globalization and the digital divide.

MODULE I: CONTEMPORARY INDIAN SOCIETY
UNIT 1: Understanding and Promoting Diversity in Indian Society a. Concept, characteristics and types of diversity. b. Challenges to diversity in Contemporary Indian Society c. Role of Education in promoting diversity in contemporary India
UNIT 2: Exclusion to Inclusion a. Concept and Types of Stratification b. Class and Caste-Based Stratification and Role of education towards reducing stratification c. Concept of Exclusion and its types based on marginalization and role of education in promoting inclusion, Education in relation to social justice with special reference to the contribution of Dr Babasaheb. Ambedkar.
UNIT 3: Education for Change a. Equitable Education: Democracy and Education b. Entrepreneurship Education- Concept and Characteristics c. The Impact and implications of SDG4 in India
MODULE 2: POLICY FRAMEWORK FOR EDUCATION
UNIT 4: Policies and Role of Education (Concepts to be presented with reference to Nayee Taleem, RTE Act 2009, Samagra Shiksha for secondary education) a. Integrating Education to Community Life and Work b. Concept of Universalization of Primary and Secondary Education c. Implications for Access, Retention, Vocational Education, Inclusive Education
NIT 5:National Policies and Educational Transformation a. Important features of NEP 2020 – Structure of school education, Features of curriculum transaction, Teacher education, Multiple Entry and Exit, School accreditation b. National Curricular Framework for school education 2023 – Learning outcomes for school education, Pedagogical approaches to teaching, learning, Integrating Indian Knowledge System (IKS) c. National Credit Framework for School Education-Objectives of the credit framework, Credits for levels of school education, Credit transfer
UNIT 6: Emerging trends in Education

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a. Open, Distance and Digital Learning –Concept & Characteristics b. Globalization, Liberalization & Privatization – Concept, Characteristics and Implications c. Understanding the Digital Divide in India- Concept and strategies to bridge the digital divide
MODULE III: INTERNAL ASSESSMENT
a. Course Task 1: 15 marks b. Course Task 2 : 15 marks c. Class Test: 10 marks

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1. Mac Teer Claudia F. (2010). Distance Education, Nova Science Publishers,Incorporated.
2. Moore Michael Grahame (2012). Handbook of Distance Education, Routledge.

COURSE NAME: ELECTIVE COURSE 3: ACTION RESEARCH
COURSE CODE: SXBED4EC3AR

Total Credits: 4 **Total Marks: External 60 + Internal 40 = 100 Marks**

Course Outcomes:
The learner will be able to . . .

1. Understand action research to solve classroom problems
2. Apply the methods and approaches of action research
3. Explain the process of Action Research with ethical considerations
4. Apply appropriate data collection tools and techniques
5. Analyse data for quantitative/qualitative data analysis and the process of reporting and disseminating Action Research
6. Analyse the instrumental value of Action Research

MODULE I : FUNDAMENTALS OF ACTION RESEARCH

UNIT 1: Basics of Action Research

a. Research in Education: Meaning of research, Types of research: Basic, Applied, Action research
b. Essentials of Action Research: Principles, Characteristics, Limitations, Role of the teacher
c. Designing the Action Research Plan (research question, need, significance, aims and objectives, research team, research design, schedule and budget)

UNIT 2: Action Research – Types, Approaches and Methods

a. Types of Action Research: Individual Action Research, Collaborative action research and PAR (Meaning, Rationale, Uses and Limitations),
b. Paradigms in Action Research: Interpretivist paradigm, Critical/Transformative paradigm
c. Methods of Action Research: Experimental action research, Case study action research (Meaning, Research design, Advantages, Limitations)

UNIT 3 : Process of Action Research

a. Educational implications of the Action Research Process - Stephen Kemmis' Action Cycle, Kurt Lewin's Force Field Analysis.
b. Validation of Action research -Concept and types: Self, Peer and Learner
c. Ethics in Action Research

MODULE II: ACTION RESEARCH: TOOLS AND TECHNIQUES, PLAN AND REPORT

UNIT 4: Data Collection- Tools and Techniques

a. Methodical considerations to data collection techniques
b. Tools for Data Collection – (Characteristics, uses and limitations) Questionnaire –Open and Close ended
c. Methods of Data Collection (Characteristics, uses and limitations)
   i. Interviews –Structured and Unstructured
   ii. Observation- Participant and Non-Participant
   iii. Artifacts: Documents, Records (Student's journals, logs, audio, videos)

Unit 5: Data Analysis in Action Research

a. Analysis of Quantitative Data: Descriptive analysis – Percentage, Mean, Correlation, and Graphical representation (uses and limitations), t-test for Mean comparison
b. Analysis of Qualitative Data: Immersion, Crystallization, Corroboration, Final Interpretations and Reporting
c. Using Action Research in digital interface

UNIT 6: Reporting and Disseminating Action Research

a. Features of a Good Quality Action Research Report – Comprehensibility, Authenticity, Truthfulness, and Appropriateness
b. Instrumental value of Action Research
c. Sharing and Reflecting – Locally, Action Research Communities, Professional Conferences, and

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print and e-journals.
MODULE III: INTERNAL ASSESSMENT
a. Course Task 1: 15 marks b. Course Task 2: 15 marks c. Class Test: 10 marks

Reference

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2. Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods approaches (Vol. 4). Thousand Oaks, CA: Sage
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COURSE NAME: ELECTIVE COURSE 3: ENVIRONMENTAL EDUCATION

COURSE CODE: SXBED4EC3EE

Total Credits: 4 Total Marks: External 60 + Internal 40 = 100 Marks

Course Outcomes:

The learner will be able to . . .

1. Understand the meaning, objectives, principles and approaches of teaching Environmental Education
2. Explain the various aspects of Ecosystem and Ecology
3. Examine the causes, effects and remedies of major environmental issues
4. Understand the meaning of sustainable development and the UN SDG Agenda and Framework
5. Analyse the impact of sustainable practices and initiatives
6. Apply the legal framework for environmental sustenance

MODULE I: FUNDAMENTALS OF ENVIRONMENTAL EDUCATION
UNIT 1: Concept of Environment and Environmental Education a. Environment: Meaning, Components (Biotic and Abiotic) b. Environmental Education: Meaning, Objectives, Principles & Significance c. Approaches of teaching Environmental Education (Multidisciplinary and Interdisciplinary)
UNIT 2: Ecosystem and Ecology a. Concept and Types of Ecosystems b. Concept of Ecology, Ecological Pyramids (Numbers, Mass, Energy), c. Food Web and Ecological Energy Dynamics
UNIT 3: Major Environmental Issues: Meaning, Causes, Effects and Remedies a. Climate Change and Loss of Biodiversity b. Biomagnification and Eutrophication c. Genetic Engineering and Urban Sprawl
MODULE II: ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT
UNIT 4: Sustainable Environmental Management a. Sustainable Development: Meaning, Need, Guiding Principles b. The UN SDG Framework and Agenda 2030 c. Green Audit (Concept and Process) and Role of educational institutions in promoting the SDGs
UNIT 5: Sustainable Environmental Initiatives a. Sustainable Environmental Practices: Rainwater Harvesting, Mangrove Management, b. Solid Waste Management (Meaning, Process and Significance of each) c. Initiatives for Sustainability: Tarun Bharat Sangh, Project Tiger, Sustainability and Entrepreneurship, Indigenous Practices; Green Start-ups; Nature-deficit disorder
UNIT 6: Legal framework for Environmental Sustenance a. Plastic Waste Management Rules 2016 (amendment 2021) b. E-waste management rules, 2018 c. Role of National Green Tribunal in environmental sustenance
MODULE III: INTERNAL ASSESSMENT
a. Course Task 1: 15marks b. Course Task 2: 15 marks **c.** Class Test: 10 marks

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COURSE NAME: ELECTIVE COURSE 3: GUIDANCE AND COUNSELLING

COURSE CODE: SXBED4EC3GC

Total Credits: 4 Total Marks: External 60 + Internal 40 = 100 Marks

Course Outcomes:

The learner will be able to . . .

1. Understand the concepts and types of guidance
2. Illustrate the uses and limitations of various strategies and devices for guidance
3. Apply vocational guidance theories to career decision-making
4. Explain the evolving concept of counselling
5. Analyse the theories and approaches in counselling
6. Define the role of teacher in counselling

MODULE I: FUNDAMENTALS OF GUIDANCE
UNIT 1: Concepts in Guidance a. Concept (Meaning and Characteristics), Principles and Functions b. Types of Guidance – Educational and personal guidance c. Agencies of Guidance – Home and School
UNIT 2: Strategies and Devices for Guidance (Uses and Limitations) a. Strategies for Guidance - Individual and Group b. Testing Devices -Aptitude, Interest & Personality c. Non-Testing Devices – Case study, Interview and anecdotal record
UNIT 3: Vocational Guidance a. Career information: Sources and dissemination. b. Ginsberg's Theory of Vocational Choice, Factors influencing Vocational Choice c. Concept and Factors affecting Job Satisfaction
MODULE II: FUNDAMENTALS OF COUNSELLING
UNIT 4 - EVOLVING CONCEPT OF COUNSELLING a. Meaning, Characteristics, Need of Counselling. b. Skills of Counselling (Listening, responding, inquiring, communicating) c. Process of Counselling (Initial Disclosure, In-depth exploration and Commitment to action)
UNIT 5: THEORIES & APPROACHES IN COUNSELLING a. Approaches of Counselling – Directive. Non-Directive, Eclectic b. Theories of Counselling – Cognitive Behavioral Theory (Albert Ellis), Self-Theory (Carl Rogers) c. Ethical Considerations
UNIT 6: INTERVENTIONS BY THE TEACHER a. Issues of Adolescents (Academic Stress, Addiction - drugs/ cyber, peer pressure) b. Growth Mindset c. Scope of Teacher as a Counsellor
MODULE III: INTERNAL ASSESSMENT
a. Course Task 1: 15marks b. Course Task 2: 15 marks c. Class Test: 10 marks

References

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4. MacMohan Mary (2006). Career Counselling: Constructivist Approaches, London : Routledge.
5. Nathan Robert (2006). Career Counselling, London : SAGE

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COURSE NAME: INTERDISCIPLINARY COURSE 4: CREATING AN INCLUSIVE SCHOOL

COURSE CODE: SXBED4IC4

Total Credits: 4 **Total Marks: External 60 + Internal 40 = 100 Marks**

Course Outcomes:

The learner will be able to . . .

1. Explain the basic concepts and need for inclusion
2. Evaluate different kinds of learners with special needs.
3. Examine the different policies for promoting inclusion
4. Analyze the inclusive curriculum for inclusive learners.
5. Apply strategies promoting inclusion.
6. Explain the significance of management of inclusive settings

MODULE I: INCLUSION, DIVERSITY AND EQUITY

UNIT 1: Basics of Inclusion

a. Concept of segregation, integration and inclusion

b. Models of Disability Timeline

i. Moral/ Religious Model (Before 1760)
ii. Medical and Charity Model (18th and 19th Century)
iii. Rehabilitation or Functional Model (Mid-20th century, 1940s 1960s)
iv. Social Model (since 1970)
v. Human Rights Model (since 2000 to present)

c. Concept and Models of Disability (Charity, Functional, and Human Rights Model).

UNIT 2: Special Education Needs (SEN)

a. Concept of Children with Special Needs, 21 disabilities - a classification by RPWD Act

b. Sensory and Locomotor Disabilities (Identification and Interventions)

c. Neuro-developmental and Multiple Disabilities (Identification and Interventions

UNIT 3: Policies Promoting Inclusion

a. Tracing the roots of national policies from the international level - Salamanca 1994, UNCRPD 2006-2016

b. Policies at National and State Level:

i) Right to Education Act 2009 and amended 2012 and its Implications on Inclusion in Schools (measures to promote and facilitate inclusive education),
ii) Maharashtra State Policy for Persons with Disability 2017,
iii) Concession in exams for children with special needs at the state level.

c. Rehabilitation Council Act 1992 – Objectives and Functions

MODULE II: SYSTEMIC MANAGEMENT FOR INCLUSION AND DIVERSITY

UNIT 4: Inclusive Curriculum

a. Curricular adaptations and reasonable accommodations

b. Inclusive Pedagogical Practices: Differentiated instruction and Universal Design for Learning

c. Alternative means for assessment and evaluation in an inclusive classroom: Portfolios, Oral examination, journals, open book, and skill-based assessment.

UNIT 5: Inclusion in Classrooms

a. Barriers and Facilitators of Inclusion: Attitudinal, Social, and Infrastructural, Contact Theory of Inclusion, Models for Inclusive Education and Models for Diversity

b. Meaning and importance of using assistive technology in inclusive education

c. Individualized Educational Plan: Concept, steps and significance

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UNIT 6: Management of Inclusion and Diversity a. Change Management: Models for Inclusion and Diversity (ADKAR Model, Lewin's Force Field Analysis) b. Inclusive Leadership – concept, traits and challenges of inclusive leadership c. Inclusion Index, Inclusion and Diversity Audit
MODULE III: INTERNAL ASSESSMENT
a. Course Task 1: 15 marks b. Course Task 2: 15 marks **c.** Class Tests: 10 marks

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Website Reference

1. Booklet on recent national policies of disability and the concessions given by the Maharashtra government

COURSE NAME: ABILITY COURSE 2: READING AND REFLECTING ON TEXTS

COURSE CODE: SXBED4AB2

Total Credits: 3 **Total Marks: 50 Internal Marks**

Course Outcomes :
The Learner will be able to…

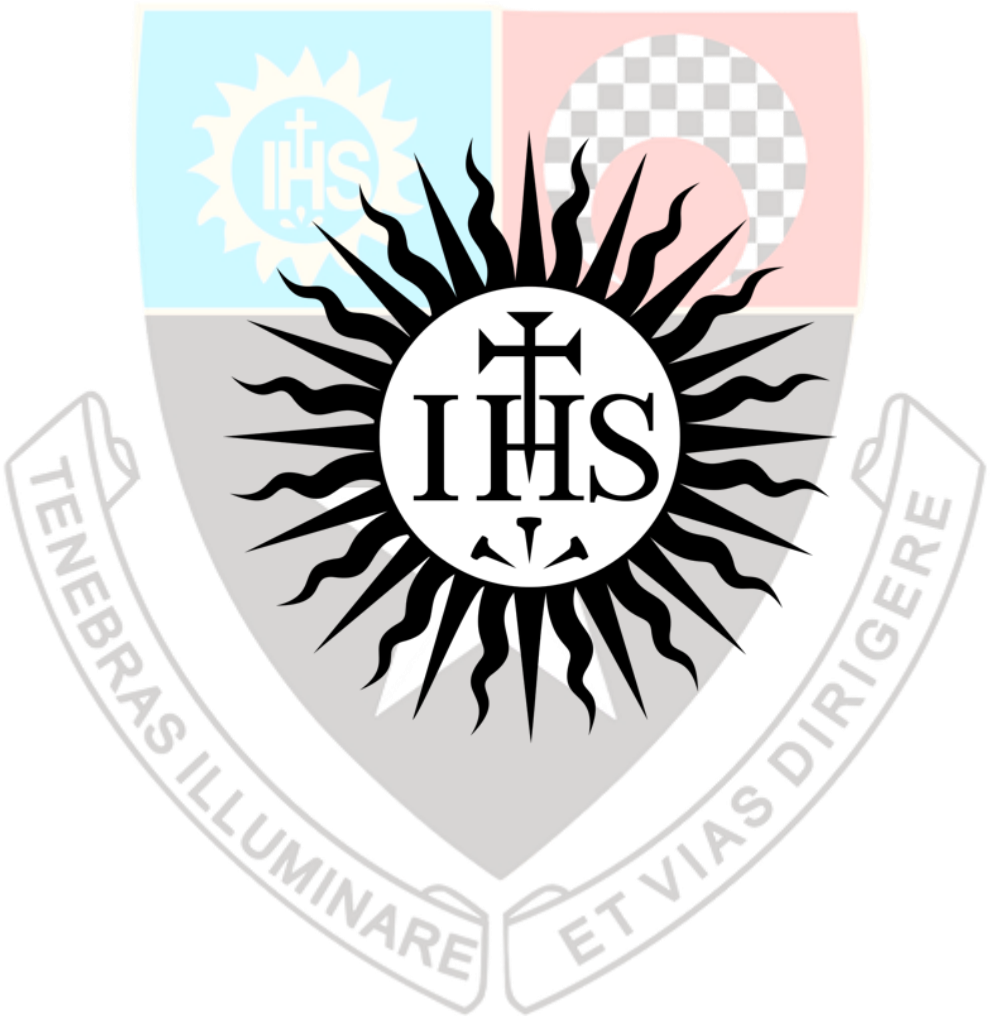
1. Classify the different types of texts to promote the skill of reading and writing
2. Explore various reading strategies
3. Exhibit creative writing skills to write experiences based reflective journal
4. Develop connections with different types of texts

MODULE I: REVISITING READING
Unit 1 Diversity of Text – Meaning, Significance andReflection a. Understanding Diverse Text Forms- Expository, Narrative, Persuasive, Scientific and Technical. b. Diversity of Texts related to Education –Expository, narrative, technical, documentaries, policies, historical and ethnographies. c. Socio-cultural Diversity and Texts: i. Influence of individual diversity (Language, culture, caste, gender) on texts. ii. Influence of group on understanding texts(Communicative Reader)
Unit 2: Reading for Understanding – Strategies andSteps of Reading a. Davis' Nine Component Skills of Comprehension. b. Reading strategies: Previewing, Infer and Predicting,Skimming, Scanning and Paraphrasing. c. Reflecting through stages of Reading: Pre-reading, During Reading and Post Reading.
MODULE II: REFLECTIVE READING AND WRITING
Unit 3: Reading for Writing a. Recreating Texts: Rewriting texts from newperspectives b. Critical Analysis of a text c. Reflective journal writing
Unit 4: Reading beyond Texts-Making Connections
a. Making connections to the Text: Text to self, Text totext, Text to World. b. Reading Images and Seeing Texts: Visual to Wordand Word to Visual. c. Reading for Change: Understanding educationaldocuments.
MODULE III: INTERNAL ASSESSMENT
Suggestion for Assignment Activities 1. Choose a textbook of any one standard from your pedagogy. Identify the different types of text used. Write a report on use of these texts and explain their significance to education\ 2. Explore multicultural perspectives of local/classic/ world literature, stories, folk songs, plays etc. and reflect its influence on individual and social life. Present your perspective in the form of a report or PowerPoint presentation. 3. Read a passage and analyze the same using Davis' Nine Component Skills of Comprehension for understanding the text. 4. Apply different reading strategies in the three stages of reading of any text and prepare a report. 5. Read a text of students' choice and make connection to oneself, to other text and to the present context. 6. Explore two texts one visual and one verbal. Explore visual to text and text to visual perspectives and present your perspectives in form of a report. 7. Presentation of a book review of educational significance (Compulsory) 8. Reflective Journal based on readings in the course

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References

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5. Meenakshi Thapan's 'Life at school: an ethnographic study' & 'Ethnographies of schooling in contemporary india' & other research



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