

**R.R. Educational Trusts B.Ed College**  
**Batch 2018-2020**

**First Semester**

***CORE COURSE 1 (CC1) – CHILDHOOD AND GROWING UP***

Course Objectives (as per the University syllabus)

1	To develop an understanding of the Principles of development.
2	To develop an understanding of the concept of development within a pluralistic society.
3	To develop an appreciation of the child development in socio- cultural context.
4	To apply the knowledge of the methods and approaches of child development.
5	To examine the theoretical perspectives of child development.
6	To analyze the Issues and Implications of changing family structure and parenting on growing up in a pluralistic society.
7	To develop an understanding of looking at one's own self, feeling and emotion.
8	To reflect on how we relate to the world through emotions.

<b>Module 1: Process of Human Development</b>		<b>Activities</b>
<b><i>Unit 1</i></b>	<b><i>Growth and Development of a Child</i></b>	
CLO 1	Explain the meaning and principles of growth and development.	Elbow partner discussion
CLO 2	Differentiate between growth and development	Group Discussion
CLO 3	Elaborate the stages of growth and development in Early childhood, Later childhood and Adolescence	Think-Pair Share
CLO 4	State role of school in growth and development of a child	Group Discussion

<b><i>Unit 2</i></b>	<b><i>Developmental Process</i></b>	
CLO 5	Illustrate the genetic background and Development.	PPT, Discussion
CLO 6	Elaborate the trends in development.	Think Pair Share
CLO 7	Explain the concept of maturation and learning.	Seminar

<b>Unit 3</b>	<b><i>Context of Development</i></b>	
CLO 8	Elaborate the child development as a multidimensional concept within a pluralistic society	Discussion
CLO 9	Illustrate the impact of different parenting styles on child development	Group Discussion
CLO 10	Explain the child development in socio- cultural context of Interplay of poverty and caste, gender and tribal communities	Jig-Saw

<b>Module 2: Perspectives of Human Development</b>		<b>Activities</b>
<b>Unit 4</b>	<b><i>Methods and Approaches of Studying Human Development</i></b>	
CLO 11	Elaborate Observation as a method for studying child development	Discussion
CLO 12	Explain Clinical method as an effective method to study child development	Discussion
CLO 13	Explain Experimental method as an effective method to study child development	Discussion
CLO 14	Explain with suitable examples the cross sectional and cross cultural approaches in child development	Think-Pair-Share
CLO 15	Elaborate the longitudinal approaches in child development	Think-Pair-Share
CLO 16	Explain cross cultural and cross-sectional approaches	Think-Pair-Share
<b>Unit 5</b>	<b><i>Theoretical Perspective</i></b>	
CLO 17	Explain the Piaget's theory of cognitive development	Jig Saw, discussion
CLO 18	Elaborate Kohlberg's Theory of Moral Development	Jig Saw, discussion
CLO 19	Brief the stage of Psycho-social development given by Erik Erikson	Jig Saw, discussion
CLO 20	Elaborate the ecological system theory given by Urin Bronfenbrenner	Jig Saw, discussion

<b>Unit 6</b>	<b><i>Self And Emotions</i></b>	
CLO 21	Brief the formation of Self. Elucidate self-concept, self-esteem, self-efficacy	Think-Pair-Share
CLO 22	Explain Goleman's Theory of Emotional Intelligence	Think-Pair-Share
CLO 23	Elaborate Identity crisis as given in Marcian Theory	Think-Pair-Share

## ***CORE COURSE 2 (CC2) – KNOWLEDGE AND CURRICULUM***

Course Objectives (as per the University syllabus)

1	To understand the importance of knowledge and the types of knowledge
2	To understand the concept of education and its characteristics
3	To understand the importance of knowledge
4	To distinguish between the various aspects of knowledge and education
5	To understand the importance of activity, discovery and dialogue method
6	To explain the activity method as given by Gandhiji
7	To explain the concept and types of curriculum
8	To understand the importance of curriculum development
9	To explain the curriculum implementation and evaluation

<b>Module 1: Perspective Of Education</b>		<b>Activities</b>
<b><i>Unit 1</i></b>	<b><i>Perspectives of Knowledge</i></b>	
CLO 1	To understand meaning, characteristics, and types of knowledge	Interactive PPT, Story, discussion
CLO 2	To understand concept of education and its characteristics	Interactive PPT and Story
CLO 3	To distinguish between knowledge and information, Teaching and Training	Interactive PPT and discussion
<b><i>Unit 2</i></b>	<b><i>Basics of Modern Child-Centered Education</i></b>	
CLO 4	To Understand and explain the activity method given by Gandhiji	Seminar
CLO 5	To Understand and explain the Discovery method given by John Dewey and Dialogue Method by Paulo Freire.	Seminar
<b><i>Unit 3</i></b>	<b><i>Social and Cultural Context of Education</i></b>	
CLO 7	To understand the changes in education due to industrialization, democracy, and individual autonomy	Think-Pair-Share
CLO 8	To understand education in relation to equity, equality and social justice as per Dr. Ambedkar's thoughts	Think-Pair-Share
CLO 9	To understand the interrelationship of education with reference to Nationalism as per Krishnamurthy	Think-Pair-Share
CLO 10	To understand the interrelationship of education with reference to Secularism as per Tagore	Think-Pair-Share

<b>Module 2: Development of Curriculum AND its Relation to education</b>		<b>Activities</b>
<b>Unit 4</b>	<b><i>Curriculum- Concept, Types and Determinants</i></b>	
CLO 11	To explain the meaning and concept of curriculum	Interactive PPT and Discussion
CLO 12	To explain relationship with syllabus and textbook	Interactive PPT and Discussion
CLO 13	To understand the determinants of curriculum	Interactive PPT and Discussion
CLO 14	To explain the types of curriculum	Interactive PPT and Discussion
<b>Unit 5</b>	<b><i>Curriculum Development</i></b>	
CLO 15	Understand the principles of curriculum development	Think-Pair Share
CLO 16	Explain the Process of curriculum development and i. Formulating aims and objectives ii. Criteria for selecting knowledge and representing knowledge in the form of different subjects. iii. Selection and organization of learning situations	Group Discussion
CLO 17	Understand the participatory approach to curriculum development	Group Discussion
<b>Unit 6</b>	<b><i>Curriculum Implementation and Evaluation</i></b>	
CLO 18	Explain the Role of MHRD and NCERT in curriculum reform	Seminar
CLO 19	Explain the teachers' role in generating dynamic curricular experiences through (i) flexible interpretation of curricular aims Explain the teachers' role in generating dynamic curricular experiences through, (ii) contextualization of learning.	Seminar
CLO 20	List the Need and evaluation of effective curriculum construction with reference to existing pedagogies and Instructional approaches, teacher training, textbooks and instructional materials.	Seminar

## INTERDISCIPLINARY COURSE 1 (IC-1) GENDER, SCHOOL AND SOCIETY

Course Objectives (as per the University syllabus)

1	To acquaint the student teachers with the concept of gendered roles in society and their challenges.
2	To develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender
3	To understand the influence of social institutions (family, caste, class, religion, region,) on inclusion and gender identity
4	To examine the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging inclusion and gender inequalities /reinforcing gender parity.
5	To develop an understanding about policies, plans and schemes of the government for addressing all forms of disparities, inequalities and their inclusion in the society
6	To critically appraise the role of media in reinforcing inclusion and gender roles in the popular culture and at school.
7	To appreciate the role of NGOs and Government organisations in sensitizing society towards inclusion and gender parity

<b>Module 1: Gender and Socialization</b>		<b>Activities</b>
<b><i>Unit 1</i></b>	<b><i>Gender: Concept and Perspectives</i></b>	
CLO 1	Explain the concept and characteristics of gender.	Brainstorming
CLO 2	Explain the concept of patriarchy and its impact on women.	Brainstorming, discussion
CLO 3	Elaborate the concepts of gender equality and Equity, and sexuality	Role Play, Discussion
CLO 4	Study the role of Women in India (Rural and Urban)	Case Study
<b><i>Unit 2</i></b>	<b><i>Social Construction of Gender Identity</i></b>	
CLO 5	To study the influence of family, caste, religion on gender identity	PPT, Examples
CLO 6	To study the influence of culture, region on gender identity	PPT, Examples
CLO 7	Elaborate the role of media on gender identity	PPT, Examples
CLO 8	Understand the issue of gender bias in health and nutrition	Think-Pair Share
CLO 9	Explain the issue of gender bias in education and employment.	Group discussion
CLO 10	Elucidate gender stereotyping in society.	Group discussion
<b><i>Unit 3</i></b>	<b><i>Gender Issues and Provisions</i></b>	

CLO 11	Critically analysis of gender related issues in society such as the dowry system.	Group discussion
CLO 12	Study the issue of work place discrimination in society	Group discussion
CLO 13	Analyze issues such as sexual abuse and cyber bullying.	Group discussion
CLO 14	Explain the National Policy for Empowerment of Women.	Group discussion

<b>Module 2: Gender: education and Empowerment</b>		<b>Activities</b>
<b><i>Unit 4</i></b>	<b><i>Gender Challenges and Education</i></b>	
CLO 15	Critically analysis of the role of schools, peers and Teachers, curriculum and textbooks with respect to gender challenges in education.	Jig-Saw
CLO 16	Explain the construct of gender in national curriculum framework.	Think-Pair Share
CLO 17	Explain the contributions of contemporary urban and rural women role models in India.	Group Discussion
<b><i>Unit 5</i></b>	<b><i>Gender Jurisprudences in Indian Context</i></b>	
CLO 18	Explain the features of the Prenatal Diagnostic Technique Act, 1994.	Think-Pair-Share
CLO 19	Elaborate the Domestic Violence Act, 2005.	Brainstorming
CLO 20	Study of Protection from Sexual Offences (POCSO) Act, 2012 in dealing with cases of child sexual abuse.	Discussion, PPT
<b><i>Unit 6</i></b>	<b><i>Strategies for Gender Empowerment</i></b>	
CLO 21	Understand the role of NGOs in fostering gender equity.	Discussion
CLO 22	Explain the role of women's action groups in promoting gender equity.	Discussion, PPT
CLO 23	Analyse the role of U.N Entity, Equality and Empowerment of Women in supporting gender Empowerment.	Group Discussion, PPT

## ABILITY COURSE (AB1) – CRITICAL UNDERSTANDING OF ICT

Course Objectives (as per the University syllabus)

1	To develop an understanding of the concept of ICT
2	To practice safe and ethical ways of using ICT.
3	To use ICT in Teaching Learning, Administration, Evaluation and Research.
4	To design, develop and use ICT based learning resources.
5	To develop an understanding of the concept of Open Education Resources and Creative Commons in education.
6	To evaluate ICT based learning resources.
7	To adopt mobile learning, open learning, and social learning in the classromm

<b>Module 1: ICT in Education and its implications</b>		<b>Activities</b>
<b><i>Unit 1</i></b>	<b><i>Understanding of ICT in Education</i></b>	<b><i>Think-Pair-Share</i></b>
CLO 1	Understand the meaning of Information and Communication Technology	Discussion
CLO 2	Understand the importance of Information and Communication Technology	Discussion
CLO 3	Examine the Role of teacher in ICT enabled education - Administrator, Facilitator and Evaluator	Think-Pair-Share
CLO 4	Identify the Legal and ethical issues in the use of ICT Hacking, Violating of copyright, Plagiarism	Think-Pair-Share
<b><i>Unit 2</i></b>	<b><i>Designing Technology Integrated Learning Experiences</i></b>	
CLO 5	Develop ADDIE model Instructional Design based on School	Project Based Learning
CLO 6	Develop Learning Resources on a topic using ICT tools (Script writing and Story board)	Project Based Learning
CLO 7	Critically evaluate it by using rubrics	Project Based Learning
CLO 8	Learning Management System (LMS) – Concept, Features and Applications	Project Based Learning
<b>Module 2: Teacher and ICT enabled Administration, Evaluation and Research</b>		
<b><i>Unit 3</i></b>	<b><i>Emerging Trends in E-learning</i></b>	
CLO 9	Knowing Mobile learning – Concept, Features	PPT, Discussion
CLO 10	Apply of any ONE Mobile application for teaching and learning.	Project Method

CLO 11	Understand Concept, Use of web2.0 tools for learning (Social networking site, Blog, Chat, Video conferencing, Discussion forum)	PPT, Discussion
CLO 12	Understand Open Educational Resources, Creative Common, Massive Open Online Courses (MOOCs) in educational process	PPT, Discussion
<b>Unit 4</b>	<b><i>Use of ICT in Evaluation, Administration and Research</i></b>	
CLO 13	Know about e Portfolio – Concept and Development	Project Method
CLO 14	Evaluate different types of ICT for Research- Online Repositories & Online Libraries	Project Method
CLO 15	Understand Online assessment tools (Online Survey Tools or Test Generators)	Demonstration
CLO 16	Understand Offline assessment tools	Demonstration
<b>Module 3: suggested tasks/ assignment activities</b>		
CLO 17	Prepare Computer Assisted Instructions	
CLO 18	Prepare and present E- Newsletter of a topic concerning ICT	
CLO 19	Prepare Online resources, upload in OER and initiate discussion	
CLO 20	Browse and write a report on Management Information System	



## AUDIT COURSE 1 (AC1) – DRAMA AND ART IN EDUCATION

Course Objectives (as per the University syllabus)

1	To have a practical experience with drama and art.
2	To be acquainted with the concepts thus enhancing their understanding of drama
3	To be acquainted with aspects of theatre management.
4	To integrate drama and art in the school curriculum.
5	To develop their aesthetic sensibilities.
6	To elucidate the role of drama and art in self- realization of learners.
7	To sensitize learners on the use of drama and art for special learners.
8	To highlight the use of drama and art in creative expression.
9	To perceive the social and environmental issues through drama and art.
10	To develop understanding of the local culture through drama and art.
11	To widen the understanding of learners by integrating global culture.

<b>Module 1: Understanding Drama and Art in Education</b>		<b>Activities</b>
<i><b>Unit 1</b></i>	<i><b>Introduction to Concepts of Drama and Art</b></i>	
CLO 1	Elaborate on the forms of Drama & Art	Brainstorming
CLO 2	Identify the different elements of drama and art	Think-Pair-Share
CLO 3	Understand stagecraft and audience etiquette	PPT, Discussion
<b>Unit 2</b>	<b>Application of Drama and Art in Academics</b>	
CLO 4	Elaborate different functions of Drama and Art	Stories
CLO 5	Suggest avenues in which drama can be integrated into different school subjects	Group Discussion
CLO 6	Develop aesthetic sensibility through Drama and Art	Examples, Discussion
<b>Module 2: Drama and Art as a Medium for Communication And Social Change</b>		
<i><b>Unit 3</b></i>	<i><b>Drama and Art for Pedagogy</b></i>	
CLO 7	Knowing Drama and Art for self-realization	Group discussion Project Method
CLO 9	Evaluating Drama and Art for Children with special needs.	Think-Pair-Share
CLO 9	Explain how Drama and Art can be a way for creative expression	Group Discussion,
<i><b>Unit 4</b></i>	<i><b>Drama and Art for Social Intervention</b></i>	
CLO 10	Understand social and environmental issues through Drama	PPT, Brainstorming Examples
CLO 11	Elaborate local culture through drama and art	Seminar with Group Work.

CLO 12	Understand Global Culture through Drama and Art	Role Play, Demonstration
<b>Module 3: Suggested Tasks/ Assignment activities</b>		
CLO 13	Prepare a lesson play infusing Art of Puppet	
CLO 14	Practically handle back stage etiquettes in different activities organized at the institutional level	
CLO18	Present a short drama/ Role Play taking an episode of any one personality involved in Drama and Art and their life history.	
CLO19	Presents different aspects of culture of any state in India	
CLO20	Visit an Art Gallery Museum or a monument of significance and report about its architectural significance.	

## AUDIT COURSE 1 (AC1) – UNDERSTANDING THE SELF

Course Objectives (as per the University syllabus)

1	To develop holistic and integrated understanding about themselves.
2	To identify their potential and challenges.
3	To undertake self-reflection
4	To maintain peace and harmony within themselves.
5	To manage conflict effectively.

<b>Module 1: The World within the Self</b>		<b>Activities</b>
<i><b>Unit 1</b></i>	<i><b>Explaining the Self</b></i>	
CLO 1	Exploring the self (potential of self, fears, aspirations)	Group discussion
CLO 2	Evaluation of SWOC	Group discussion
CLO 3	Elaborate the techniques of Self-Reflection	Group discussion
<i><b>Unit 2</b></i>	<i><b>The Evolving Self</b></i>	
CLO 4	Analysis of personal self-esteem and self-image.	Think-Pair- Share
CLO 5	To practice strategies for managing emotions	Think-Pair- Share
CLO 6	To understand the importance of Positive thinking and its role to nurture joy.	Think-Pair- Share
<b>Module 2: Self and The World</b>		
<i><b>Unit 3</b></i>	<i><b>The Emerging Self</b></i>	
CLO 7	Knowing Self through Self Compassion, spirituality, and Value System	Roleplay, Brainstorming
CLO 8	Inculcate Harmony and Peace with self through Mindfulness	PPT, Practice, Demonstration
CLO 9	Development of Resilience (Discussion of Avenues)	Discussion, Think-Pair-Share
<i><b>Unit 4</b></i>	<i><b>The Caring Self</b></i>	<i><b>Case studies</b></i>
CLO 10	Understand the importance of empathetic listening and sensitivity	Discussion, Think-Pair-Share
CLO 11	To know that self-expression is the way to create happy environment within.	Discussion, Think-Pair-Share

CLO12	Understand the importance of conflict resolution.	Discussion, Think-Pair-Share
<b>Module 3: Suggested Tasks/ Assignment Activities</b>		
CLO 13	Present a narrative on “Your journey so far” Present your strengths, weakness, Opportunities and threats. Mode Seminar	
CLO 14	Identify an episode of one personal conflict and how you could resolve it.	
CLO 15	Collect Newspaper cuttings of anu issue and write your own reflection for that issue	
CLO 16	Prepare the avenues of Mindfulness and its impact on mental Health	
CLO 17	'Where I was---Where I am---where I wish to be' based on this Express your thoughts.	

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**Second Semester**

**CORE COURSE 3 (CC3) – LEARNING AND TEACHING**

Course Objectives (as per the University syllabus)

1	To develop an understanding the concept of Learning.
2	To analyze the factors affecting Learning.
3	To analyze various theories of Learning.
4	To apply the Cognitive Perspectives of learning in the learning process.
5	To apply Constructivist perspectives of learning in the learning process.

<b>Module 1: Understanding Learning</b>		<b>Activities</b>
<b><i>Unit 1</i></b>	<b><i>Concept of Learning</i></b>	
CLO1	Explain the meaning, Characteristics of Learning and Teaching	Brainstorming, Group discussion,
CLO 2	Explain the Process of leaning	Think-pair share,
CLO 3	Explain factor affecting Learning- Attention	Seminar
CLO 4	Explain factor affecting Learning- Motivation	Discussion with elbow partner
CLO 5	Understand Maslow’s Theory of Hierarchy of Needs	PPT, Group discussion
CLO 6	Analyze the Learning Styles as given by Kolb’s Classification	PPT, Think-Pair-Share
CLO 7	Knowing about Multiple Intelligence by Gardners	Think-Pair-Share, Examples
<b><i>Unit 2</i></b>	<b><i>Theories of Learning (Principles &amp; Educational Implications)</i></b>	
CLO9	Knowing both Behaviorist theories Classical & Operant Conditioning	PPT, Discussion
CLO10	Develop understanding for the discovery model of Learning given by Bruner	Think-Pair-Share
CLO11	Prepare a lesson plan based on Advance organizer model given by Ausubel	Demonstration
CLO12	Elaborate the Social theory of Bandura and Vygotsky and their contributions	Seminar
<b><i>Unit 3</i></b>	<b><i>Expanding Horizons of Learning</i></b>	
CLO 13	Differentiate between Low-Road or Substantive Transfer & High Road or Procedural Transfer	Think-Pair- Share

CLO 14	Discuss ways to Promote Transfer	Discussion
CLO 15	Explain the concept of Group Dynamics	Interactive PPT
CLO 16	Create a Sociogram of any selected standard	Practice, Discussion
CLO 17	Understand the Phases of group development by Bruce Tuckman's Revised Model for Group Development	Think-Pair- Share
CLO 18	State the role of teacher in Group Development	Think-Pair- Share
<b>Module 2: Teaching: The Act and the Profession</b>		
<b>Unit 4</b>	<b><i>Teaching for All</i></b>	
CLO 19	Characteristics and Role of Education for Learners with learning disabilities and Gifted Learners.	Think-Pair-Share
CLO 20	Characteristics and Role of Education for Learners Hyperactivity & Attention Disorders.	Think-Pair-Share
CLO 21	Concept, Characteristics/Key Features and Strategies of Differential Instruction	Think-Pair-Share
CLO 22	Understand the concept of Multi-Cultural Education, Five Dimensions of James Bank,	Case studies
CLO 23	Elaborate implications of MCE in Indian Context	Discussion
<b>Unit 5</b>	<b><i>Teaching for Effective Learning</i></b>	
CLO 24	Explain the meaning & educational Implications Reflective Thinking	Interactive PPT
CLO 25	Understanding meaning & educational Implications Critical Thinking	Group Discussion
CLO 26	To understand the meaning, process and promoting Creativity	Seminar
CLO 27	To understand the meaning, process and promoting Problem Solving	Seminar
CLO 28	Elaborate the meaning, components, and strategies of Meta Cognition	Seminar
<b>Unit 6</b>	<b><i>Teaching as a Profession</i></b>	
CLO 29	Elaborate the principles of professionalism in Teaching.	Group discussion
CLO 30	State the importance of Academic Freedom.	Discussion
CLO 31	State the evolving roles of teacher as an instructional expert manager, as counsellor and practitioner-researcher.	Think-Pair-Share, discussion
CLO 32	Analyse 'Prevention' as the professional competencies for classroom management.	Think-Pair-Share, discussion
CLO 33	Analyse various rules of schools and consequences of stopping misbehavior as a part of Intervention.	Think-Pair-Share
CLO 34	Suggest various professional competencies for Remediation.	Think-Pair-Share

**ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL SUBJECT:  
COMMERCE**

Course Objectives (as per the University syllabus)

1	To understand the basic concepts associated with academic disciplines
2	To understand place of different disciplines in the school curriculum
3	To develop an understanding of the meaning and nature of Commerce Education
4	To develop an understanding of the aims and objectives in the teaching of Commerce
5	To integrate values in the teaching of Commerce
6	To implement the various methods of teaching Commerce in the classroom
7	To demonstrate an ability to raise learners' interest
8	To develop an insight about role, challenges and professional development of a Commerce teacher
9	To keep abreast of the current trends in the teaching of Commerce.

<b>Module 1:</b>		<b>Activities</b>
<i><b>Unit 1</b></i>	<i><b>Basics of Academic Disciplines</b></i>	
CLO 1	Explain the characteristics of academic disciplines	Think-Pair-Share
CLO 2	Classify disciplines on basis of Becher Biglan Classification	Think-Pair-Share
CLO 3	Critically analyse the place of Social Sciences in the school curriculum	Think-Pair-Share, discussion
<i><b>Unit 2</b></i>	<i><b>Understanding Commerce Education and Curriculum</b></i>	
CLO 4	Explain the meaning and nature of Commerce education	Seminar
CLO 5	Explain the aims and objectives of teaching Commerce at Higher Secondary Level as per NCF 2005	Discussion, PPT
CLO 6	Understand the values of teaching Commerce - global citizenship, practical, social, cultural, and vocational	Seminar
<i><b>Unit 3</b></i>	<i><b>Essentials of Teaching Commerce and Curriculum Transaction</b></i>	
CLO 7	Understand the Maxims of Teaching Commerce	Seminar,
CLO 8	Support Maxims with suitable examples	Discussion

CLO 9	Understand the Importance of Intra and Inter Correlation in Commerce Education	
CLO 10	Illustrate Correlation in Commerce Education	
CLO 11	Elaborate the importance of Principles of teaching Commerce	
<b>MODULE 2:</b>		
<b>Unit 4</b>	<b>Learning Resources</b>	
CLO 12	Understand the importance of Commerce Club, the organization and activities.	Seminar, Project Method
CLO 13	Explain the importance of Field visit, the objectives and organization of the same as an essential in curriculum transaction	Group Discussion
CLO14	Critically evaluate a Commerce Textbook and understand the characteristics of the same.	Jig Saw
CLO 15	Understand the use of ICT in teaching of Commerce, use the various tools in making learning of Commerce easy	Seminar, Discussion
<b>Unit 5</b>	<b>Method of Teaching (meaning, Procedure, Merits and Demerits)</b>	
CLO 16	Understand meaning and know the merits, demerits, and Process of Project Method	Seminar, Discussion
CLO 17	Understand meaning and know the merits, demerits, and Process of Problem-Solving Method	Seminar, Discussion
CLO 18	Understand meaning and know the merits, demerits, and Process of Case Study Method	Seminar, Discussion
CLO 19	Plan and use co-operative learning strategies such as Think Pair Share, Round Robin and Buzz	Demonstration
CLO 20	7-E'S Constructivist Approach	Stories, Discussion
CLO 21	Understanding Blended learning approaches	Think-Pair-Share
<b>Unit 6</b>	<b>Professional Development of Teacher</b>	
CLO27	Elucidate qualities of effective Commerce Teacher	Group Discussion,
CLO28	Imbibe qualities expected of effective Commerce teacher	Think-Pair Share
CLO29	Justify the need for professional growth of a Commerce teacher	Think-Pair Share
CLO30	Identify avenues that foster professional growth of a Commerce teacher	Think-Pair Share
CLO31	Suggest ways to deal with challenges faced by Commerce teacher	PPT, Presentation
CLO32	Take proactive steps at individual level to deal with challenges faced by a Commerce teacher	Discussion



## ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL SUBJECT: ECONOMICS

Course Objectives (as per the University syllabus)

1	To understand the basic concepts associated with academic disciplines
2	To understand place of different disciplines in the school curriculum
3	To develop an understanding of the meaning and nature of Economics Education
4	To develop an understanding of the objectives of Economics teaching
5	To integrate values in the teachings of Economics
6	To establish relationships of Economics with other subjects
7	To apply the maxims and principles of Economics teaching
8	To use various learning resources in Economics teaching
9	To implement the various methods of teaching Economics in the classrooms
10	To develop an insight about qualities, challenges and development of a Economics teacher
11	To keep abreast of the innovative methods in Economics teaching

MODULE 1: ECONOMICS AS A SOCIAL SCIENCE DISCIPLINE		ACTIVITIES
<i>Unit 1</i>	<i>Basics of Academic Discipline</i>	
CLO1	Meaning of academic disciplines, Relationship between academic disciplines and Economics subject	Think-Pair Share
CLO2	Classification of academic disciplines on basis of Becher-Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.	Discussion, PPT
CLO3	Critically analyse the place of humanities and Social Sciences in the school curriculum	Seminar
<i>Unit 2</i>	<i>Understanding Economics</i>	
CLO4	Understand the Meaning, Importance and Scope of Economics	
CLO5	Elaborate the objectives of teaching economics at Higher Secondary level	
CLO6	Plan activities to inculcate values through Economics	
CLO7	Values of teaching Economics – Global citizenship, Entrepreneurship, Consumerism	
<i>Unit 3</i>	<i>Learning Resources</i>	
CLO8	Elucidate characteristics of a good Economics Textbook – characteristics and critical analysis	Seminar
CLO9	Understand the use and importance audio-visual resources : TV, Radio, Print media : Newspaper, Magazine, ICT in the teaching of Economic – Social networking, Internet (uses, importance)	Project based learning
CLO10	To visit (importance, organization) visit to bank, multinational company, stock exchange and industries.	Discussion

<b>MODULE 2: TRANSACTING ECONOMICS CURRICULUM</b>		
<b>Unit 4</b>	<b><i>Essentials of Teaching Economics and Curriculum Transaction</i></b>	
CLO11	Apply maxims of teaching Economics in actual classroom situation	Seminar
CLO12	Correlate Economics with other subjects like mathematics, commerce, language, history and geography when delivering lessons or when discussing content	Seminar
CLO13	Understand the importance of Principles of teaching – Flexibility, Activity, Individual difference, learner centeredness, community centeredness	Discussion
<b>Unit 5</b>	<b>Methods of Teaching (Meaning, Procedure, Merits and Demerits)</b>	
CLO14	Plan (and deliver) lessons using classroom methods like lecture, seminar, discussion	
CLO15	Plan (and deliver) lessons based on Research Methods: project, Problem Solving, Case study, survey	
CLO16	Plan and use co-operative learning strategies such as Jigsaw, Think-pair-share, Round table in teaching Economics	
<b>Unit 6</b>	<b><i>The Economics Teacher</i></b>	
CLO17	Elucidate qualities of effective Economics Teacher	Think-Pair-Share,
CLO18	Imbibe qualities expected of effective Economics teacher	Group Discussion
CLO19	Justify the need for professional growth of a Economics teacher	Group Discussion

**ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL SUBJECT:  
ENGLISH**

Course Objectives (as per the University syllabus)

1	To understand the basic concepts associated with academic disciplines
2	To understand place of different disciplines in the school curriculum
3	To develop understanding about the fundamentals of English language.
4	To understand pedagogical bases of language learning.
5	To apply pedagogical approaches and techniques in teaching and learning the language.
6	To adapt learning resources into teaching learning process.
7	To understand implications of theories of learning with regard to language learning.
8	To practice learner-centered methods in the classroom.
9	To sensitize the student teacher about learner diversities.
10	To apply tools and techniques of assessment in language
11	To understand English language and literature

<b>Module 1: Fundamentals Of English Language And Language Transactions</b>		<b>ACTIVITIES</b>
<b><i>Unit 1</i></b>	<b><i>Basics of Academic Discipline</i></b>	
CLO1	Explain the meaning and characteristics of academic disciplines. Relationship between academic disciplines and English.	Group Discussion
CLO2	Classify disciplines on basis of Becher-Biglan Classification	Group Discussion. PPT
CLO3	Critically analyse the place of English in the school curriculum	Brainstorming
CLO4	Appreciate the importance of English in the present school curriculum	PPT, Presentation
<b><i>Unit 2</i></b>	<b><i>Role of English Language</i></b>	
CLO5	Analyse the nature of English	Think-Pair-Share
CLO6	Elucidate the importance of English in everyday-life	Group Discussion. PPT
CLO7	Language and School: - Concept & types of language registers - Role of English Language in a multilingual classroom	Brainstorming
CLO8	Elaborate the characteristics of a Multilingual classroom	PPT, Presentation

<b>Unit 3</b>	<b><i>Pedagogical Approaches and Techniques</i></b>	
CLO9	Elucidate the 7Es of Constructivist Approach	Jigsaw Group
CLO10	Prepare a lesson plan based on Communicative Approach	Demonstration
CLO11	Explain the advantage of the inductive-deductive approach over a purely deductive approach	Discussion,
CLO12	Plan a lesson using the inductive-deductive approach	Demonstration
CLO13	Using techniques of Teaching – - Expository - Interactive techniques	Seminar
CLO14	Trace a story-line in Prose using brainstorming	Seminar
CLO15	Appreciate the literary devices used in poetry	Brainstorming
<b>Module 2: Bases Of Language Learning And Assessment</b>		
<b>Unit 4</b>	<b><i>Pedagogical Bases</i></b>	
CLO16	Elaborate the aims and objectives of teaching English as a first language and Second language	Seminar
CLO17	Differentiate between the aims and objectives of teaching English as a First and as a Second language	Brainstorming
CLO18	Explain the Palmer's principles of language learning	PPT, Discussion
CLO19	Correlate English with other school subjects	Group Discussion
CLO20	Correlate the internal aspects in English (Prose, poetry, grammar and composition)	Project based learning
CLO21	Apply maxims of teaching English in actual classroom situation	Brainstorm
<b>Unit 5</b>	<b><i>Professional Development of a Teacher</i></b>	
CLO22	Elucidate the challenges faced by an English teacher in India.	Discussion
CLO23	Identify avenues that foster professional development of a teacher.	Discussion
CLO24	Elucidate the contribution of R.K. Narayan to English literature	Book review, Presentation
CLO25	Elaborate the concept of Language Acquisition Device (LAD) and Universal Grammar (UG) as given by Noam Chomsky	Book review, Presentation
<b>Unit 6</b>	<b><i>Learning Resources and Assessment in Language</i></b>	
CLO26	Elaborate the importance of a library for language learning	PPT, Presentation
CLO27	Using different techniques of assessment: Vocabulary, listening, speaking, reading and writing competition.	PPT, Presentation

CLO28	Identify the numerous e-resources available to an English teacher	Brainstorm
CLO29	Suggest ways in which CALL can be used to assist language learning	Seminar
CLO30	Suggest ways in which ICT can be used for assessment.	Discussion

**ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL SUBJECT:  
HISTORY**

Course Objectives (as per the University syllabus)

1	To understand the basic concepts associated with academic disciplines
2	To understand place of different disciplines in the school curriculum
3	To understand the nature of History and Political Science as a school subject
4	To correlate History & Political Science with other subjects
5	To critically analyze the History and Political science textbook
6	To understand the significance of learning resources to teach the subject
7	To demonstrate an ability to raise learners' interest
8	To prepare appropriate lesson plans in history and Political science
9	To understand the need and avenues for professional development

<b>MODULE 1: HISTORY AND POLITICAL SCIENCE AS A SOCIAL SCIENCE DISCIPLINE</b>		<b>ACTIVITIES</b>
<i>Unit 1</i>	<i>Basics of Academic Disciplines</i>	
CLO 1	Explain the meaning and characteristics of academic disciplines	Seminar
CLO 2	Classify disciplines on the basis of Becher- Biglan typology	Seminar
CLO 3	Critically examine the place of Social Sciences in the Present school curriculum	Seminar
<i>Unit 2</i>	<i>Understanding History</i>	
CLO 4	Elaborate the nature of History	Seminar
CLO 5	Elucidate the historical thinking concepts (Peter Seixas & Tom Morton)	Seminar
CLO 6	Enumerate the objectives of teaching History and Political Science at the secondary level	Seminar
CLO 7	Explain the values of teaching History and Political Science	Seminar
<b>Unit 3</b>	<b>Learning Resources</b>	
CLO 8	Elaborate the characteristics of a good History textbook	Project based learning
CLO 9	Critically analyze a history textbook	

CLO 10	Elucidate the ways of detecting and dealing with bias in the History textbook	Brainstorming
CLO 11	Explain the use and importance of visual aids in the teaching of History	PPT, Discussion
CLO 12	Elaborate the use and importance of print media in the teaching of History	Seminar
CLO 13	Appreciate the importance of field trips and museums in the teaching of History	PPT, Discussion
<b>Module 2: Transacting History And Political Science Curriculum</b>		
<b>Unit 4</b>	<b><i>Essentials of Curriculum Transactions in History and Political Science</i></b>	
CLO15	Illustrate the maxims of teaching History (Known to unknown, Simple to complex, Concrete to abstract)	Group Discussion
CLO 16	Elaborate the correlation of History with other school Subjects like geography, literature, science, craft.	Group Discussion
CLO 17	Explain the concept-based learning in history	Group Discussion
CLO 18	Explain generalization-based learning in history	Group Discussion
<b>Unit 5</b>	<b><i>Methods of Teaching (Process, Merits and Limitations)</i></b>	
CLO 19	Elaborate the Conventional pedagogy of teaching History	Brainstorming
CLO 20	Contemporary pedagogy - Explain the Project based Learning pedagogy of teaching History	Group Discussion
CLO 21	Elucidate the Social Enquiry pedagogy of teaching History	PPT, Discussion
CLO 22	Critically examine the cooperative learning pedagogy of teaching History	Discussion
<b>Unit 6</b>	<b><i>The History Teacher</i></b>	
CLO 23	Elucidate the qualities of a History Teacher	Group Discussion
CLO 24	Justify the need for professional growth of a History Teacher	Group Discussion
CLO 25	Identify the avenues that promote professional growth of a History Teacher	Group Discussion
CLO 26	Analyze the challenges faced by a History Teacher	Group Discussion

**ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL SUBJECT:  
GEOGRAPHY**

Course Objectives (as per the University syllabus)

1	To develop and understand the basic concepts associated with academic disciplines
2	To understand place of different disciplines in the school curriculum
3	To understand the nature of geography as a school subject
4	To understand the essentials of teaching geography.
5	To understand the approaches of curriculum construction.
6	To understand different types of teaching-learning resources to teach the subject
7	To understand different methods and techniques of teaching geography.
8	To prepare appropriate lesson plans in geography
9	To understand the current trends in the subject.

<b>Module 1: History And Political Science As A Social Science Discipline</b>		<b>Activities</b>
<b><i>Unit 1</i></b>	<b><i>Basics of Academic Disciplines</i></b>	
CLO 1	Explain the meaning and characteristics of academic disciplines. Relationship between academic disciplines and Geography.	Seminar
CLO 2	Classify disciplines on the basis of Becher- Biglan typology	Seminar
CLO 3	Place of Humanities and Social Sciences in the present school curriculum	Seminar
<b>Unit 2</b>	<b>Understanding the Subject and Curriculum</b>	
CLO 4	Elaborate the Meaning, nature and scope of Geography.	Group Discussion
CLO 5	Elaborate the aims of teaching geography.	Group Discussion
CLO 6	Explaining Geo-literacy: concept, need and ways to create awareness.	Group Discussion
<b>Unit 3</b>	<b><i>Essentials of Teaching Geography and Curriculum Construction</i></b>	
CLO 7	Illustrate the maxims of teaching History (Known to unknown, Simple to complex, Concrete to abstract and particular to general)	Project Method
CLO 8	Correlation with other school subjects	Group Discussion



CLO 9	Elucidate the approaches of curriculum construction : Concentric, Tropical and Regional	Think Pair share
<b>Module 2: Teaching-Learning Resources And Curriculum Transaction</b>		
<b>Unit 4</b>	<b><i>Teaching – Learning Resources</i></b>	
CLO10	Illustrate the importance and uses – Globe, Atlas, Models, Travelogues, Aerial photographs, Satellite imagery, Maps.	Group Discussion
CLO 11	To Elaborate the characteristics and critical analysis of the textbooks Subjects.	Brainstorming
CLO 12	Explain the meaning and significance of E-resources.	Discussion
<b>Unit 5</b>	<b><i>Methods of Teaching and Geography Teacher</i></b>	
CLO 13	Elaborate the methods of teaching it's Meaning, Procedure, Process, Merits and Limitations)	Group Discussion
CLO 14	Elucidate the key competencies, challenges faced by the geography teacher.	Brainstorming
CLO 15	Critically examine the continuous professional development of a geography teacher it's needs and ways.	Discussion
<b>Unit 6</b>	<b><i>Current Trends in Teaching of Geography</i></b>	
CLO 16	Elucidate the objectives, importance, significance and activities of Geography club.	Group Discussion
CLO 17	Identify the innovative trends in teaching, mapping of Geography	Brainstorming
CLO 18	Analyze the diagnostic testing and remedial teaching.	Discussion

**ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL SUBJECT:  
MATHEMATICS**

Course Objectives (as per the University syllabus)

1	To understand the basic concepts associated with academic disciplines
2	To understand place of different disciplines in the school curriculum understand nature, scope & importance of Mathematics at secondary level.
3	To acquaint and formulate aims and instructional objectives in teaching mathematics in Secondary school level as per revised taxonomy.
4	To apply different approaches and methods of teaching mathematics in classroom situations.
5	To set up mathematics club in the school and organize its activities.
6	To use a mathematics laboratory to develop in students an interest in mathematics.
7	To understand the professional competencies, commitments and expectations of mathematics teacher.
8	To develop knowledge of various values of teaching Mathematics
9	To appreciate the role of mathematics in day-to-day life
10	To understand that mathematics is more than formulas and mechanical procedures
11	To channelize, evaluate, explain and reconstruct students' thinking
12	To appreciate the importance of mathematics laboratory in learning mathematics

<b>Module 1: Fundamentals Of Mathematics Education</b>		
<b><i>Unit 1</i></b>	<b><i>Basics of Academic Disciplines</i></b>	
CLO1	Explain the characteristics of academic disciplines	Group Discussion
CLO2	Classify disciplines on basis of Becher Biglan Classification	Group Discussion
CLO3	Critically analyze the place of Social Sciences in the school curriculum	PPT
CLO4	Appreciate the importance of Social Sciences in the school curriculum	PPT
<b><i>Unit 2</i></b>	<b><i>Introduction to the Teaching of Mathematics</i></b>	Group Discussion
CLO5	Analyze the meaning, nature and scope of education	PPT, Presentation

CLO6	Explain the aims and objectives of teaching Math at Secondary and Higher Secondary Level as per NCF 2009	Group Discussion
CLO7	Understand the values of teaching Mathematics	Brainstorming
CLO8	Enumerate objectives of teaching Mathematics at Secondary and Higher Secondary levels	Discussion
CLO9	Elaborate the value in teaching Mathematics	Seminar
<b>Unit 3</b>	<b><i>Essentials of Teaching Mathematics and Curriculum</i></b>	
CLO10	Elucidate Maxims of Teaching Mathematics	Seminar
CLO11	Understand the Approaches to curriculum construction	Seminar
CLO12	Illustrate Concentric approach	Seminar
CLO13	Explain the Topical approach	Discussion
CLO14	Elucidate the pedagogical analysis	Think-Pair-Share
CLO15	Explain the importance of Unit planning	
<b>Module 2: Transacting Mathematics Curriculum</b>		<b>Activities</b>
<b>Unit 4</b>	<b><i>Methods and Techniques of Teaching Mathematics</i></b>	
CLO 16	Understand the learner centered methods	Think-Pair-Share
CLO 17	Explain the activity centered method	Think-Pair-Share
CLO 18	Explain the techniques of teaching Mathematics	Think-Pair-Share
CLO 19	Understand the use of Drill and Review and Assignment in Mathematics	Think-Pair-Share
<b>Unit 5</b>	<b><i>Learning Resources</i></b>	
CLO22	Plan (and deliver) lessons using mathematical laboratory and activities of club	Project Method
CLO23	Critically analyze the textbook and characteristics	Think-Pair-Share
CLO25	Plan and use co-operative learning strategies such as Think Pair Share, Round Robin and Buzz	Demonstrate
<b>Unit 6</b>	<b>Professional Development of Teacher</b>	
CLO26	Elucidate qualities of effective Mathematics Teacher	Group Discussion
CLO27	Imbibe qualities expected of effective Mathematics teacher	Group Discussion
CLO28	Identify avenues that foster professional growth of a Mathematics teacher	Group Discussion
CLO29	Suggest ways for contribution of mathematicians – Aryabhata, Ramaujan, Euclid, Pythagoras.	Group Discussion

**ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL SUBJECT:  
SCIENCE**

Course Objectives (as per the University syllabus)

1	To understand the basic concepts associated with academic disciplines
2	To understand place of different disciplines in the school curriculum
3	To understand the meaning and nature of Science.
4	To familiarize the objectives of teaching Science as given by NCF 2005
5	To identify the values of teaching science
6	To develop an understanding of the approaches to teaching Science.
7	To familiarize the concept, needs and ways of infusing Global Perspectives in Science curriculum.
8	To develop an understanding of the methods of teaching Science.
9	To acquire knowledge about various learning resources and its management in science education.
10	To develop an understanding of the need and avenues of professional development of a Science teacher.

<b>MODULE 1: FUNDAMENTALS OF SCIENCE EDUCATION</b>		<b>ACTIVITIES</b>
<i>Unit 1</i>	<i>Basics of Academic Disciplines</i>	
CLO-1	Explain the meaning of academic disciplines	Seminar
CLO-2	State the relationship between academic disciplines and Science subject	Seminar
CLO-3	Classify academic disciplines as given by Becher -Biglan	Seminar
CLO-4	Analyse the place of Science subject in the present school curriculum	Seminar
<i>Unit 2</i>	<i>Place of Science in the Curriculum and Life</i>	<i>Seminar</i>
CLO-5	Explain the meaning and nature of Science	Think-Pair-Share
CLO-6	Analyse the Science Process skills	Seminar
CLO-7	Analyse the aims and objectives of teaching science at upper primary, secondary and higher secondary level	Think-Pair-Share
CLO-8	Analyse the aims and objectives of teaching science at secondary and higher secondary level	Discussion

CLO-9	List the values of teaching science in socio-cultural context	Think-Pair-Share
<b>Unit-3</b>	<b><i>Organization of Science Curriculum</i></b>	
CLO-10	Illustrate the maxims of teaching in science	Seminar
CLO11	Co-relate Science with any other school subject	Discussion
CLO12	State the importance of infusing global perspective in Science Curriculum	PPT, Discussion
<b>MODULE 2: TRANSACTING SCIENCE CURRICULUM</b>		
<b>Unit 4</b>	<b><i>Science Teaching: Methods, Approaches and Tasks</i></b>	
CLO-14	Prepare a lesson plan in Science subject using the method Lecture cum demonstration method	Seminar
CLO-15	Prepare a Science Project for secondary level	Discussion
CLO-16	Elucidate the steps of Problem Solving	Discussion
CLO-17	Illustrate the Inducto-deductive Approach in Science teaching	Discussion
CLO-18	Prepare a Concept Mapping for any chosen topic	Demonstration
CLO-19	State the importance of PEOR in teaching Science	Discussion
<b>Unit-5</b>	<b><i>Learning Resources and Activity</i></b>	
CLO-20	Critically analyse the characteristics of any Science Text book from secondary level	Project based learning
CLO-21	Conduct any one activity related to health and hygiene through Science Club	Demonstration
CLO-22	Organise a Field Visit to nearby place which is of scientific importance	Discussion
CLO-23	Prepare and Improvised Apparatus for teaching any science topic	Demonstration
CLO-24	Create any E- resources for a selected topic in Science	Demonstration
CLO-25	State the importance of Virtual lab in Science Teaching	Discussion
<b>Unit-6</b>	<b><i>Science Teacher</i></b>	
CLO-26	Elaborate the need Professional growth among Science teachers	Discussion
CLO-27	List the venues of Professional growth among Science teachers	Discussion
CLO-28	Elaborate the Planning and Maintenance required for Science Laboratory -,	Discussion
CLO-29	Prepare a lesson plan in Science based on Laboratory Method	Group Discussion
CLO-30	Differentiate between diagnostic testing and remedial teaching in Science	PPT

## ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL SUBJECT: HINDI

उद्देश्य:

1	विद्यालयी पाठ्यक्रम में विभिन्न विषयों के महत्व को समझना
2	भाषा सृजन के विविध पहलुओं को समझना व उनके अध्यापन हेतु विभिन्न विधियों व उपागमों का प्रयोग करना सीखना   पेड़ बी
3	भाषा का अर्थ और उसकी प्रकृति एवम महत्व को समझना   संपादन)
4	हिंदी भाषा अध्यापन के उद्देश्य, सिद्धांत, सूत्र एवम सहसम्बन्ध के उपयोग करने की क्षमता विकसित करना   हिंदी भाषा अध्यापन द्वारा मूल्यों और कौशलों को विकसित करने में शिक्षक की भूमिका
5	हिंदी भाषा की विभिन्न विधाओं का परिचय कराना   अनुसूचित जनजाति कृपया समझाना
6	हिंदी भाषा समृद्धि के लिए आधुनिक माध्यमों की जानकारी देना

मॉड्यूल १ : हिंदी भाषा अध्यापन सैद्धांतिक परिप्रेक्ष्य		
घटक १	शैक्षणिक विषयों के आधार साथ	
CLO1	शैक्षणिक विषयों का अर्थ एवम विशेषताएँ	Group Discussion
CLO2	अन्तः विषय अधिगम के लिए रणनीतियाँ / उपागम (समूह शिक्षण, अनुभावात्मक अधिगम)	Group Discussion
CLO3	शैक्षणिक विषयों के मुद्दे और चुनौतियाँ	Group Discussion
घटक २	हिंदी भाषा की प्रकृति व महत्व उद्देश्य	
CLO4	भाषा का अर्थ, प्रकृति एवम उद्देश्य:- माध्यमिक व उच्च माध्यमिक स्तर पर	Seminar

CLO5	हिंदी भाषा का महत्व (मूल्य संवर्धन के परिप्रेक्ष्य में):- राष्ट्रीय स्तर पर (सामाजिक, बौद्धिक, मार्टिन संवेगात्मक, सांस्कृतिक, चारित्रिक) एवं वैश्विक स्तर पर	Seminar
CLO6	भाषा अध्ययन अध्यापन के सामाजिक आधार:- परिवार, विद्यालय, समवयस्क समूह, समुदाय एवं उसे जनसंचार माध्यम	Seminar
<b>घटक 3</b>	<b>हिंदी भाषा के मनोवैज्ञानिक आधार एवं सहसम्बन्ध समझदार</b>	
CLO7	भाषा अध्यापन के सिद्धांत:- अनुकरण, रुचि, अभ्यास, बोलचाल, व्यक्तिगत विभिन्नता	Group Discussion
CLO8	भाषा अध्यापन के सूत्र:- ज्ञात से अज्ञात, सरल से जटिल, पूर्ण से अंश, मूर्त से अमूर्त, सामान्य से लिमिटेड विशिष्ट	Group Discussion
CLO9	भाषा का सहसंबन्ध:- इतिहास, भूगोल, विज्ञान, अर्थशास्त्र, पर्यावरण, कला (हस्तशिल्प, संगीत और नृत्य)	Group Discussion
<b>मॉड्यूल 2: हिंदी भाषा सृजन के पहलू एवम कौशल</b>		<b>ACTIVITIES</b>
<b>घटक 4</b>	<b>भाषा सृजन के विविध पहलू</b>	
CLO10	गद्य, पद्य, व्याकरण एवम रचना: उद्देश्य	Group Discussion
CLO11	विभिन्न विधाओं का परिचय: जीवनी, सस्मरण, पत्र, सवाद, नाटक, कहानी, विज्ञापन, यात्रा विवरण निबंध, रिपोर्टाज, पैनल सूचना और आत्मकथा	Group Discussion
CLO12	अभिरूप, भाटिया एम दुनाखे अर कादियान जैन के. सी एवम बुद्धिमथन • पाठक और पाण्डेय रा सूरि बृजबा शर्मा शिवा घटक	Group Discussion
<b>घटक 5</b>	<b>भाषा कौशल</b>	
CLO13	श्रवण, भाषण, वाचन, लेखन:- महत्व सूरि बृजब	Group Discussion
CLO14	उपरोक्त कौशल विकसित करने हेतु शिक्षक की भूमिका (दोष एवम निवारण के सन्दर्भ में)	Group Discussion
CLO15	हिंदी अनुवाद का महत्व व आवश्यकता	Group Discussion
<b>घटक 6</b>	<b>भाषा समृद्धि के माध्यम</b>	
CLO16	कंप्यूटर और इंटरनेट: आवश्यकताएँ और उपयोग	Group Discussion
CLO17	वर्तमान पुस्तकालय का योगदान	Group Discussion
CLO18	पाठ्य सहगामी क्रियाएँ एवम आयोजन	Group Discussion

**ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL SUBJECT:  
EDUCATIONAL MANAGEMENT**

Course Objectives (as per the University syllabus)

1	To develop an understanding of the concept of educational management
2	To develop an understanding of the importance of effective organizational management
3	To develop an understanding of Systems Approach to Educational management
4	To develop an understanding of the functions of management
5	To understand Quality management, Human resource management and Change management
6	To develop an understanding of the concept of Leadership
7	To acquaint students of the various Leadership styles
8	To acquaint students of the various Leadership skills
9	To develop an understanding about Educational administration
	To develop an understanding about Educational administration in India

<b>Module 1: Fundamentals Of Educational Management</b>		<b>Activities</b>
<b>Unit 1</b>	<b>Concept of Educational Management</b>	
CLO1	Explain the meaning of Educational Management	Group Discussion
CLO 2	Elaborate the objectives of Educational Management	Group Discussion
CLO 3	Describe the principles of Educational Management as given by Fayol	Seminar
CLO 4	Elaborate the concept of systems thinking	Seminar
CLO 5	Construct the systems approach to Educational Management	Seminar
<b>Unit 2</b>	<b>Educational Institution – Organizational perspective</b>	
CLO 6	Analyse the concept of organizational culture and climate	Seminar
CLO 7	Enumerate the five functions of Management	Seminar
CLO 8	Elucidate the five functions of management with reference to education	PPT, Discussion
CLO 9	Elaborate Peter Senge’s model of a Learning Organisation	Seminar
CLO 10	Review the book The Fifth Discipline by Peter Senge	Demonstration



<b>Unit 3</b>	<b>Organizational Management</b>	
CLO 11	Analyse the need for quality in Educational Management	Brainstorming
CLO 12	Brainstorm the indicators of quality can be ensured in the education sector	Brainstorming
CLO 13	Elaborate the process of quality management with reference to education	Discussion
CLO 14	Justify the need for human resource management	Group Discussion
CLO 15	Elucidate the process of human resource management	Brainstorming
CLO 16	Prepare a concept map of any topic in English	Brainstorming
CLO 17	Identify the change and its effect in the educational sector	Brainstorming
CLO 18	Suggest ways in which change can be managed	Brainstorming
<b>Module 2: Resource Management And Administration</b>		
<b>Unit 4</b>	<b>Human Resource Management</b>	Group Discussion,
CLO 19	Elaborate concept and function of leadership	Brainstorming
CLO 20	Identify different leadership styles	Brainstorming
CLO 21	Elaborate the merits and demerits of the various leadership styles	Brainstorming
CLO 22	Explain the meaning and need of different leadership skills	Brainstorming
CLO 23	Explain the process of decision making as a skill	Group Discussion,
<b>Unit 5</b>	<b>Educational Administration</b>	
CLO 24	Explain the importance of a timetable in an educational institution	Brainstorming
CLO 25	Understand the principles behind making a good timetable	Brainstorming
CLO 26	Elaborate the various types of staff meetings	Group Discussion,
CLO 27	Understand the process of holding a staff meeting	Think Pair Share
CLO 28	Identify the causes of absenteeism in schools	Think Pair Share
CLO 29	Understand the importance of the Secondary School Code	Think Pair Share
CLO 30	Elucidate the characteristics of the SSC	Brainstorming
<b>Unit 6</b>	<b>Educational Administration in India</b>	Brainstorming
CLO 31	Understand the educational set up in India	Group Discussion,

CLO 32	Identify the characteristics of the different Educational Boards in India	Brainstorming
CLO 33	Participate in a symposium about different Boards in India	Group Discussion,
CLO 34	Attend an expert talk about the different educational Boards	Brainstorming
CLO 35	Elucidate the functions of the NCERT and the SCERT in India	Group Discussion,

**R.R. Educational Trusts B.Ed College**  
**Batch 2018-2020**

**Third Semester**

**CORE COURSE 4 (CC4) - ASSESSMENT FOR LEARNING**

Course Objectives (as per the University syllabus)

1	To help prospective teachers in understanding critical role of assessment in enhancing learning.
2	To develop an understanding among prospective teachers about assessment for learning as a constructivist paradigm.
3	To develop an understanding of taxonomy of educational objectives.
4	To develop the skill of writing of objectives and specifications.
5	To develop enabling processes among prospective teachers to lead to better learning, more confident and creative learners.
6	To develop critically outlook among prospective teachers towards practices of assessment and selection.
7	To acquaint prospective teachers with an understanding of the concept and issues related to internal examination and external examination.
8	To enable prospective student teachers in understanding and analysing the psycho-social concerns of assessment.
9	To develop competencies among prospective teachers in using diverse methods and tools and techniques of assessment in an array of learning/performance outcomes of diverse learners.
10	To develop a critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment processes among student teachers.
11	To develop an understanding of various statistical measures and their use for interpretation of results.

<b>Module 1: Fundamentals of Assessment</b>		<b>Activities</b>
<b><i>Unit 1</i></b>	<b><i>Concept of Assessment</i></b>	
CLO 1	Understand meaning, nature, and Function of Assessment	Discussion
CLO 2	Elaborate Perspectives of Assessment	Think-Pair-Share
CLO 3	Comprehend different types of Assessment	Jig-Saw Strategy
<b><i>Unit 2</i></b>	<b><i>Essentials of Assessment</i></b>	
CLO 4	Develop understanding of the relationship between aims and objectives. To develop understanding of the criteria for writing statements of objectives.	Presentation, discussion
CLO 5	Develop understanding of the relationship between objectives and learning objectives	PPT, Presentation

CLO 6	Develop understanding of the criteria for writing statements of Learning Outcomes	Peer Discussion
CLO 7	Understanding of taxonomy of educational objectives.	Stories, Interactive
<b>Unit 3</b>	<b><i>Trends and Issues of Assessment</i></b>	
CLO 8	Understand the concept of CCA	Think-Pair-Share
CLO 9	Distinguish Between Internal Assessment and External Assessment	Discussion, Presentation
CLO 10	Explain No Detention Policy	Group discussion
CLO 11	Elaborate Competitive ranking of Schools	Group discussion
CLO 12	Explain Profiteering by Private agencies	Seminar
	<b>Module 2: Instruments Of Assessment And Reporting Of Result</b>	<b>Activities</b>
<b>Unit 4</b>	<b><i>Instruments of Assessment</i></b>	
CLO 13	Analysis of characteristics of a good measuring tool	Seminar
CLO 14	Understanding of Various tools and techniques of Assessment	Think-Pair-Share
CLO 15	Explain the importance, suggestions for improvement and criteria for evaluation of Performance Test	Group discussion
CLO 16	Elaborate the difference and the importance of Essay and Objective type of test	Group discussion
CLO 17	Analysis of importance of Open Book Examination	Think-Pair-Share
CLO 18	Analysing the role of Online Examination	Think-Pair-Share
<b>Unit 5</b>	<b><i>Differentiated Assessment Strategies</i></b>	
CLO 19	Understand the purpose of Teacher Assessment, Self-Assessment, Peer assessment	Jig- Saw Strategy
CLO 20	Understand the difference between Criteria Reference Test and Norm Reference Test	PPT, Discussion
CLO 21	Understand the use of different records in assessment- Cumulative Records, Students Portfolio, Learner Profile, Reflective Journal	Think-Par-Share
<b>Unit 6</b>	<b><i>Feedback Mechanism and Reporting</i></b>	
CLO 22	Explaining the importance of Constructive Feedback	PPT, Discussion
CLO 23	Elaborate the concept of Reporting and its Types	Group Discussion, Think-Pair-Share
CLO 24	Statistical Application for interpretation and reporting	Demonstration

**ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL SUBJECT:  
COMMERCE**

Course Objectives (as per the University syllabus)

1	To understand the basic concepts associated with academic disciplines
2	To understand place of different disciplines in the school curriculum
3	To develop an understanding of the meaning and nature of Commerce Education
4	To develop an understanding of the aims and objectives in the teaching of Commerce
5	To integrate values in the teaching of Commerce
6	To implement the various methods of teaching Commerce in the classroom
7	To demonstrate an ability to raise learners' interest
8	To develop an insight about role, challenges and professional development of a Commerce teacher
9	To keep abreast of the current trends in the teaching of Commerce.

<b>Module 1:</b>		<b>Activities</b>
<b><i>Unit 1</i></b>	<b><i>Basics of Academic Disciplines</i></b>	
CLO 1	Explain the characteristics of academic disciplines	Think-Pair-Share
CLO 2	Classify disciplines on basis of Becher Biglan Classification	Think-Pair-Share
CLO 3	Critically analyse the place of Social Sciences in the school curriculum	Think-Pair-Share, discussion
<b><i>Unit 2</i></b>	<b><i>Understanding Commerce Education and Curriculum</i></b>	
CLO 4	Explain the meaning and nature of Commerce education	Seminar
CLO 5	Explain the aims and objectives of teaching Commerce at Higher Secondary Level as per NCF 2005	Discussion, PPT
CLO 6	Understand the values of teaching Commerce - global citizenship, practical, social, cultural, and vocational	Seminar
<b><i>Unit 3</i></b>	<b><i>Essentials of Teaching Commerce and Curriculum Transaction</i></b>	
CLO 7	Understand the Maxims of Teaching Commerce	Seminar,
CLO 8	Support Maxims with suitable examples	Discussion

CLO 9	Understand the Importance of Intra and Inter Correlation in Commerce Education	
CLO 10	Illustrate Correlation in Commerce Education	
CLO 11	Elaborate the importance of Principles of teaching Commerce	
<b>MODULE 2:</b>		
<b>Unit 4</b>	<b>Learning Resources</b>	
CLO 12	Understand the importance of Commerce Club, the organization and activities.	Seminar, Project Method
CLO 13	Explain the importance of Field visit, the objectives and organization of the same as an essential in curriculum transaction	Group Discussion
CLO14	Critically evaluate a Commerce Textbook and understand the characteristics of the same.	Jig Saw
CLO 15	Understand the use of ICT in teaching of Commerce, use the various tools in making learning of Commerce easy	Seminar, Discussion
<b>Unit 5</b>	<b>Method of Teaching (meaning, Procedure, Merits and Demerits)</b>	
CLO 16	Understand meaning and know the merits, demerits, and Process of Project Method	Seminar, Discussion
CLO 17	Understand meaning and know the merits, demerits, and Process of Problem-Solving Method	Seminar, Discussion
CLO 18	Understand meaning and know the merits, demerits, and Process of Case Study Method	Seminar, Discussion
CLO 19	Plan and use co-operative learning strategies such as Think Pair Share, Round Robin and Buzz	Demonstration
CLO 20	7-E'S Constructivist Approach	Stories, Discussion
CLO 21	Understanding Blended learning approaches	Think-Pair-Share
<b>Unit 6</b>	<b>Professional Development of Teacher</b>	
CLO27	Elucidate qualities of effective Commerce Teacher	Group Discussion,
CLO28	Imbibe qualities expected of effective Commerce teacher	Think-Pair Share
CLO29	Justify the need for professional growth of a Commerce teacher	Think-Pair Share
CLO30	Identify avenues that foster professional growth of a Commerce teacher	Think-Pair Share
CLO31	Suggest ways to deal with challenges faced by Commerce teacher	PPT, Presentation
CLO32	Take proactive steps at individual level to deal with challenges faced by a Commerce teacher	Discussion

## ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL SUBJECT: ECONOMICS

Course Objectives (as per the University syllabus)

1	To understand the basic concepts associated with academic disciplines
2	To understand place of different disciplines in the school curriculum
3	To develop an understanding of the meaning and nature of Economics Education
4	To develop an understanding of the objectives of Economics teaching
5	To integrate values in the teachings of Economics
6	To establish relationships of Economics with other subjects
7	To apply the maxims and principles of Economics teaching
8	To use various learning resources in Economics teaching
9	To implement the various methods of teaching Economics in the classrooms
10	To develop an insight about qualities, challenges and development of a Economics teacher
11	To keep abreast of the innovative methods in Economics teaching

MODULE 1: ECONOMICS AS A SOCIAL SCIENCE DISCIPLINE		ACTIVITIES
<i>Unit 1</i>	<i>Basics of Academic Discipline</i>	
CLO1	Meaning of academic disciplines, Relationship between academic disciplines and Economics subject	Think-Pair Share
CLO2	Classification of academic disciplines on basis of Becher-Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.	Discussion, PPT
CLO3	Critically analyse the place of humanities and Social Sciences in the school curriculum	Seminar
<i>Unit 2</i>	<i>Understanding Economics</i>	
CLO4	Understand the Meaning, Importance and Scope of Economics	
CLO5	Elaborate the objectives of teaching economics at Higher Secondary level	
CLO6	Plan activities to inculcate values through Economics	
CLO7	Values of teaching Economics – Global citizenship, Entrepreneurship, Consumerism	
<i>Unit 3</i>	<i>Learning Resources</i>	
CLO8	Elucidate characteristics of a good Economics Textbook – characteristics and critical analysis	Seminar
CLO9	Understand the use and importance audio-visual resources : TV, Radio, Print media : Newspaper, Magazine, ICT in the teaching of Economic – Social networking, Internet (uses, importance)	Project based learning
CLO10	To visit (importance, organization) visit to bank, multinational company, stock exchange and industries.	Discussion

<b>MODULE 2: TRANSACTING ECONOMICS CURRICULUM</b>		
<b>Unit 4</b>	<b><i>Essentials of Teaching Economics and Curriculum Transaction</i></b>	
CLO11	Apply maxims of teaching Economics in actual classroom situation	Seminar
CLO12	Correlate Economics with other subjects like mathematics, commerce, language, history and geography when delivering lessons or when discussing content	Seminar
CLO13	Understand the importance of Principles of teaching – Flexibility, Activity, Individual difference, learner centeredness, community centeredness	Discussion
<b>Unit 5</b>	<b>Methods of Teaching (Meaning, Procedure, Merits and Demerits)</b>	
CLO14	Plan (and deliver) lessons using classroom methods like lecture, seminar, discussion	
CLO15	Plan (and deliver) lessons based on Research Methods: project, Problem Solving, Case study, survey	
CLO16	Plan and use co-operative learning strategies such as Jigsaw, Think-pair-share, Round table in teaching Economics	
<b>Unit 6</b>	<b><i>The Economics Teacher</i></b>	
CLO17	Elucidate qualities of effective Economics Teacher	Think-Pair-Share,
CLO18	Imbibe qualities expected of effective Economics teacher	Group Discussion
CLO19	Justify the need for professional growth of a Economics teacher	Group Discussion



**ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL SUBJECT:  
ENGLISH**

Course Objectives (as per the University syllabus)

1	To understand the basic concepts associated with academic disciplines
2	To understand place of different disciplines in the school curriculum
3	To develop understanding about the fundamentals of English language.
4	To understand pedagogical bases of language learning.
5	To apply pedagogical approaches and techniques in teaching and learning the language.
6	To adapt learning resources into teaching learning process.
7	To understand implications of theories of learning with regard to language learning.
8	To practice learner-centered methods in the classroom.
9	To sensitize the student teacher about learner diversities.
10	To apply tools and techniques of assessment in language
11	To understand English language and literature

<b>Module 1: Fundamentals Of English Language And Language Transactions</b>		<b>ACTIVITIES</b>
<b><i>Unit 1</i></b>	<b><i>Basics of Academic Discipline</i></b>	
CLO1	Explain the meaning and characteristics of academic disciplines. Relationship between academic disciplines and English.	Group Discussion
CLO2	Classify disciplines on basis of Becher-Biglan Classification	Group Discussion. PPT
CLO3	Critically analyse the place of English in the school curriculum	Brainstorming
CLO4	Appreciate the importance of English in the present school curriculum	PPT, Presentation
<b><i>Unit 2</i></b>	<b><i>Role of English Language</i></b>	
CLO5	Analyse the nature of English	Think-Pair-Share
CLO6	Elucidate the importance of English in everyday-life	Group Discussion. PPT
CLO7	Language and School: - Concept & types of language registers - Role of English Language in a multilingual classroom	Brainstorming
CLO8	Elaborate the characteristics of a Multilingual classroom	PPT, Presentation

<b>Unit 3</b>	<b><i>Pedagogical Approaches and Techniques</i></b>	
CLO9	Elucidate the 7Es of Constructivist Approach	Jigsaw Group
CLO10	Prepare a lesson plan based on Communicative Approach	Demonstration
CLO11	Explain the advantage of the inductive-deductive approach over a purely deductive approach	Discussion,
CLO12	Plan a lesson using the inductive-deductive approach	Demonstration
CLO13	Using techniques of Teaching – - Expository - Interactive techniques	Seminar
CLO14	Trace a story-line in Prose using brainstorming	Seminar
CLO15	Appreciate the literary devices used in poetry	Brainstorming
<b>Module 2: Bases Of Language Learning And Assessment</b>		
<b>Unit 4</b>	<b><i>Pedagogical Bases</i></b>	
CLO16	Elaborate the aims and objectives of teaching English as a first language and Second language	Seminar
CLO17	Differentiate between the aims and objectives of teaching English as a First and as a Second language	Brainstorming
CLO18	Explain the Palmer's principles of language learning	PPT, Discussion
CLO19	Correlate English with other school subjects	Group Discussion
CLO20	Correlate the internal aspects in English (Prose, poetry, grammar and composition)	Project based learning
CLO21	Apply maxims of teaching English in actual classroom situation	Brainstorm
<b>Unit 5</b>	<b><i>Professional Development of a Teacher</i></b>	
CLO22	Elucidate the challenges faced by an English teacher in India.	Discussion
CLO23	Identify avenues that foster professional development of a teacher.	Discussion
CLO24	Elucidate the contribution of R.K. Narayan to English literature	Book review, Presentation
CLO25	Elaborate the concept of Language Acquisition Device (LAD) and Universal Grammar (UG) as given by Noam Chomsky	Book review, Presentation
<b>Unit 6</b>	<b><i>Learning Resources and Assessment in Language</i></b>	
CLO26	Elaborate the importance of a library for language learning	PPT, Presentation
CLO27	Using different techniques of assessment: Vocabulary, listening, speaking, reading and writing competition.	PPT, Presentation

CLO28	Identify the numerous e-resources available to an English teacher	Brainstorm
CLO29	Suggest ways in which CALL can be used to assist language learning	Seminar
CLO30	Suggest ways in which ICT can be used for assessment.	Discussion

**ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL SUBJECT:  
HISTORY**

Course Objectives (as per the University syllabus)

1	To understand the basic concepts associated with academic disciplines
2	To understand place of different disciplines in the school curriculum
3	To understand the nature of History and Political Science as a school subject
4	To correlate History & Political Science with other subjects
5	To critically analyze the History and Political science textbook
6	To understand the significance of learning resources to teach the subject
7	To demonstrate an ability to raise learners' interest
8	To prepare appropriate lesson plans in history and Political science
9	To understand the need and avenues for professional development

<b>MODULE 1: HISTORY AND POLITICAL SCIENCE AS A SOCIAL SCIENCE DISCIPLINE</b>		<b>ACTIVITIES</b>
<i>Unit 1</i>	<i>Basics of Academic Disciplines</i>	
CLO 1	Explain the meaning and characteristics of academic disciplines	Seminar
CLO 2	Classify disciplines on the basis of Becher- Biglan typology	Seminar
CLO 3	Critically examine the place of Social Sciences in the Present school curriculum	Seminar
<i>Unit 2</i>	<i>Understanding History</i>	
CLO 4	Elaborate the nature of History	Seminar
CLO 5	Elucidate the historical thinking concepts (Peter Seixas & Tom Morton)	Seminar
CLO 6	Enumerate the objectives of teaching History and Political Science at the secondary level	Seminar
CLO 7	Explain the values of teaching History and Political Science	Seminar
<b>Unit 3</b>	<b>Learning Resources</b>	
CLO 8	Elaborate the characteristics of a good History textbook	Project based learning
CLO 9	Critically analyze a history textbook	

CLO 10	Elucidate the ways of detecting and dealing with bias in the History textbook	Brainstorming
CLO 11	Explain the use and importance of visual aids in the teaching of History	PPT, Discussion
CLO 12	Elaborate the use and importance of print media in the teaching of History	Seminar
CLO 13	Appreciate the importance of field trips and museums in the teaching of History	PPT, Discussion
<b>Module 2: Transacting History And Political Science Curriculum</b>		
<b>Unit 4</b>	<b><i>Essentials of Curriculum Transactions in History and Political Science</i></b>	
CLO15	Illustrate the maxims of teaching History (Known to unknown, Simple to complex, Concrete to abstract)	Group Discussion
CLO 16	Elaborate the correlation of History with other school Subjects like geography, literature, science, craft.	Group Discussion
CLO 17	Explain the concept-based learning in history	Group Discussion
CLO 18	Explain generalization-based learning in history	Group Discussion
<b>Unit 5</b>	<b><i>Methods of Teaching (Process, Merits and Limitations)</i></b>	
CLO 19	Elaborate the Conventional pedagogy of teaching History	Brainstorming
CLO 20	Contemporary pedagogy - Explain the Project based Learning pedagogy of teaching History	Group Discussion
CLO 21	Elucidate the Social Enquiry pedagogy of teaching History	PPT, Discussion
CLO 22	Critically examine the cooperative learning pedagogy of teaching History	Discussion
<b>Unit 6</b>	<b><i>The History Teacher</i></b>	
CLO 23	Elucidate the qualities of a History Teacher	Group Discussion
CLO 24	Justify the need for professional growth of a History Teacher	Group Discussion
CLO 25	Identify the avenues that promote professional growth of a History Teacher	Group Discussion
CLO 26	Analyze the challenges faced by a History Teacher	Group Discussion

## ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL SUBJECT: GEOGRAPHY

Course Objectives (as per the University syllabus)

1	To develop and understand the basic concepts associated with academic disciplines
2	To understand place of different disciplines in the school curriculum
3	To understand the nature of geography as a school subject
4	To understand the essentials of teaching geography.
5	To understand the approaches of curriculum construction.
6	To understand different types of teaching-learning resources to teach the subject
7	To understand different methods and techniques of teaching geography.
8	To prepare appropriate lesson plans in geography
9	To understand the current trends in the subject.

<b>Module 1: History And Political Science As A Social Science Discipline</b>		<b>Activities</b>
<b><i>Unit 1</i></b>	<b><i>Basics of Academic Disciplines</i></b>	
CLO 1	Explain the meaning and characteristics of academic disciplines. Relationship between academic disciplines and Geography.	Seminar
CLO 2	Classify disciplines on the basis of Becher- Biglan typology	Seminar
CLO 3	Place of Humanities and Social Sciences in the present school curriculum	Seminar
<b>Unit 2 Understanding the Subject and Curriculum</b>		
CLO 4	Elaborate the Meaning, nature and scope of Geography.	Group Discussion
CLO 5	Elaborate the aims of teaching geography.	Group Discussion
CLO 6	Explaining Geo-literacy: concept, need and ways to create awareness.	Group Discussion
<b><i>Unit 3</i></b>	<b><i>Essentials of Teaching Geography and Curriculum Construction</i></b>	
CLO 7	Illustrate the maxims of teaching History (Known to unknown, Simple to complex, Concrete to abstract and particular to general)	Project Method
CLO 8	Correlation with other school subjects	Group Discussion

CLO 9	Elucidate the approaches of curriculum construction : Concentric, Tropical and Regional	Think Pair share
<b>Module 2: Teaching-Learning Resources And Curriculum Transaction</b>		
<b>Unit 4</b>	<b><i>Teaching – Learning Resources</i></b>	
CLO10	Illustrate the importance and uses – Globe, Atlas, Models, Travelogues, Aerial photographs, Satellite imagery, Maps.	Group Discussion
CLO 11	To Elaborate the characteristics and critical analysis of the textbooks Subjects.	Brainstorming
CLO 12	Explain the meaning and significance of E-resources.	Discussion
<b>Unit 5</b>	<b><i>Methods of Teaching and Geography Teacher</i></b>	
CLO 13	Elaborate the methods of teaching it's Meaning, Procedure, Process, Merits and Limitations)	Group Discussion
CLO 14	Elucidate the key competencies, challenges faced by the geography teacher.	Brainstorming
CLO 15	Critically examine the continuous professional development of a geography teacher it's needs and ways.	Discussion
<b>Unit 6</b>	<b><i>Current Trends in Teaching of Geography</i></b>	
CLO 16	Elucidate the objectives, importance, significance and activities of Geography club.	Group Discussion
CLO 17	Identify the innovative trends in teaching, mapping of Geography	Brainstorming
CLO 18	Analyze the diagnostic testing and remedial teaching.	Discussion

**ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL SUBJECT:  
MATHEMATICS**

Course Objectives (as per the University syllabus)

1	To understand the basic concepts associated with academic disciplines
2	To understand place of different disciplines in the school curriculum understand nature, scope & importance of Mathematics at secondary level.
3	To acquaint and formulate aims and instructional objectives in teaching mathematics in Secondary school level as per revised taxonomy.
4	To apply different approaches and methods of teaching mathematics in classroom situations.
5	To set up mathematics club in the school and organize its activities.
6	To use a mathematics laboratory to develop in students an interest in mathematics.
7	To understand the professional competencies, commitments and expectations of mathematics teacher.
8	To develop knowledge of various values of teaching Mathematics
9	To appreciate the role of mathematics in day-to-day life
10	To understand that mathematics is more than formulas and mechanical procedures
11	To channelize, evaluate, explain and reconstruct students' thinking
12	To appreciate the importance of mathematics laboratory in learning mathematics

<b>Module 1: Fundamentals Of Mathematics Education</b>		
<b><i>Unit 1</i></b>	<b><i>Basics of Academic Disciplines</i></b>	
CLO1	Explain the characteristics of academic disciplines	Group Discussion
CLO2	Classify disciplines on basis of Becher Biglan Classification	Group Discussion
CLO3	Critically analyze the place of Social Sciences in the school curriculum	PPT
CLO4	Appreciate the importance of Social Sciences in the school curriculum	PPT
<b><i>Unit 2</i></b>	<b><i>Introduction to the Teaching of Mathematics</i></b>	Group Discussion
CLO5	Analyze the meaning, nature and scope of education	PPT, Presentation



CLO6	Explain the aims and objectives of teaching Math at Secondary and Higher Secondary Level as per NCF 2009	Group Discussion
CLO7	Understand the values of teaching Mathematics	Brainstorming
CLO8	Enumerate objectives of teaching Mathematics at Secondary and Higher Secondary levels	Discussion
CLO9	Elaborate the value in teaching Mathematics	Seminar
<b>Unit 3</b>	<b><i>Essentials of Teaching Mathematics and Curriculum</i></b>	
CLO10	Elucidate Maxims of Teaching Mathematics	Seminar
CLO11	Understand the Approaches to curriculum construction	Seminar
CLO12	Illustrate Concentric approach	Seminar
CLO13	Explain the Topical approach	Discussion
CLO14	Elucidate the pedagogical analysis	Think-Pair-Share
CLO15	Explain the importance of Unit planning	
<b>Module 2: Transacting Mathematics Curriculum</b>		<b>Activities</b>
<b>Unit 4</b>	<b><i>Methods and Techniques of Teaching Mathematics</i></b>	
CLO 16	Understand the learner centered methods	Think-Pair-Share
CLO 17	Explain the activity centered method	Think-Pair-Share
CLO 18	Explain the techniques of teaching Mathematics	Think-Pair-Share
CLO 19	Understand the use of Drill and Review and Assignment in Mathematics	Think-Pair-Share
<b>Unit 5</b>	<b><i>Learning Resources</i></b>	
CLO22	Plan (and deliver) lessons using mathematical laboratory and activities of club	Project Method
CLO23	Critically analyze the textbook and characteristics	Think-Pair-Share
CLO25	Plan and use co-operative learning strategies such as Think Pair Share, Round Robin and Buzz	Demonstrate
<b>Unit 6</b>	<b>Professional Development of Teacher</b>	
CLO26	Elucidate qualities of effective Mathematics Teacher	Group Discussion
CLO27	Imbibe qualities expected of effective Mathematics teacher	Group Discussion
CLO28	Identify avenues that foster professional growth of a Mathematics teacher	Group Discussion
CLO29	Suggest ways for contribution of mathematicians – Aryabhata, Ramaujan, Euclid, Pythagoras.	Group Discussion

**ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL SUBJECT:  
SCIENCE**

Course Objectives (as per the University syllabus)

1	To understand the basic concepts associated with academic disciplines
2	To understand place of different disciplines in the school curriculum
3	To understand the meaning and nature of Science.
4	To familiarize the objectives of teaching Science as given by NCF 2005
5	To identify the values of teaching science
6	To develop an understanding of the approaches to teaching Science.
7	To familiarize the concept, needs and ways of infusing Global Perspectives in Science curriculum.
8	To develop an understanding of the methods of teaching Science.
9	To acquire knowledge about various learning resources and its management in science education.
10	To develop an understanding of the need and avenues of professional development of a Science teacher.

<b>MODULE 1: FUNDAMENTALS OF SCIENCE EDUCATION</b>		<b>ACTIVITIES</b>
<i>Unit 1</i>	<i>Basics of Academic Disciplines</i>	
CLO-1	Explain the meaning of academic disciplines	Seminar
CLO-2	State the relationship between academic disciplines and Science subject	Seminar
CLO-3	Classify academic disciplines as given by Becher -Biglan	Seminar
CLO-4	Analyse the place of Science subject in the present school curriculum	Seminar
<i>Unit 2</i>	<i>Place of Science in the Curriculum and Life</i>	<i>Seminar</i>
CLO-5	Explain the meaning and nature of Science	Think-Pair-Share
CLO-6	Analyse the Science Process skills	Seminar
CLO-7	Analyse the aims and objectives of teaching science at upper primary, secondary and higher secondary level	Think-Pair-Share
CLO-8	Analyse the aims and objectives of teaching science at secondary and higher secondary level	Discussion

CLO-9	List the values of teaching science in socio-cultural context	Think-Pair-Share
<b>Unit-3</b>	<b><i>Organization of Science Curriculum</i></b>	
CLO-10	Illustrate the maxims of teaching in science	Seminar
CLO11	Co-relate Science with any other school subject	Discussion
CLO12	State the importance of infusing global perspective in Science Curriculum	PPT, Discussion
<b>MODULE 2: TRANSACTING SCIENCE CURRICULUM</b>		
<b>Unit 4</b>	<b><i>Science Teaching: Methods, Approaches and Tasks</i></b>	
CLO-14	Prepare a lesson plan in Science subject using the method Lecture cum demonstration method	Seminar
CLO-15	Prepare a Science Project for secondary level	Discussion
CLO-16	Elucidate the steps of Problem Solving	Discussion
CLO-17	Illustrate the Inducto-deductive Approach in Science teaching	Discussion
CLO-18	Prepare a Concept Mapping for any chosen topic	Demonstration
CLO-19	State the importance of PEOR in teaching Science	Discussion
<b>Unit-5</b>	<b><i>Learning Resources and Activity</i></b>	
CLO-20	Critically analyse the characteristics of any Science Text book from secondary level	Project based learning
CLO-21	Conduct any one activity related to health and hygiene through Science Club	Demonstration
CLO-22	Organise a Field Visit to nearby place which is of scientific importance	Discussion
CLO-23	Prepare and Improvised Apparatus for teaching any science topic	Demonstration
CLO-24	Create any E- resources for a selected topic in Science	Demonstration
CLO-25	State the importance of Virtual lab in Science Teaching	Discussion
<b>Unit-6</b>	<b><i>Science Teacher</i></b>	
CLO-26	Elaborate the need Professional growth among Science teachers	Discussion
CLO-27	List the venues of Professional growth among Science teachers	Discussion
CLO-28	Elaborate the Planning and Maintenance required for Science Laboratory -,	Discussion
CLO-29	Prepare a lesson plan in Science based on Laboratory Method	Group Discussion
CLO-30	Differentiate between diagnostic testing and remedial teaching in Science	PPT

## ELECTIVE COURSE 1 (EC1) – PEDAGOGY OF A SCHOOL SUBJECT: HINDI

उद्देश्य:

1	विद्यालयी पाठ्यक्रम में विभिन्न विषयों के महत्व को समझना
2	भाषा सृजन के विविध पहलुओं को समझना व उनके अध्यापन हेतु विभिन्न विधियों व उपागमों का प्रयोग करना सीखना   पेड़ बी
3	भाषा का अर्थ और उसकी प्रकृति एवम महत्व को समझना   संपादन)
4	हिंदी भाषा अध्यापन के उद्देश्य, सिद्धांत, सूत्र एवम सहसम्बन्ध के उपयोग करने की क्षमता विकसित करना   हिंदी भाषा अध्यापन द्वारा मूल्यों और कौशलों को विकसित करने में शिक्षक की भूमिका
5	हिंदी भाषा की विभिन्न विधाओं का परिचय कराना   अनुसूचित जनजाति कृपया समझाना
6	हिंदी भाषा समृद्धि के लिए आधुनिक माध्यमों की जानकारी देना

मॉड्यूल १ : हिंदी भाषा अध्यापन सैद्धांतिक परिप्रेक्ष्य		
घटक १	शैक्षणिक विषयों के आधार साथ	
CLO1	शैक्षणिक विषयों का अर्थ एवम विशेषताएँ	Group Discussion
CLO2	अन्तः विषय अधिगम के लिए रणनीतियाँ / उपागम (समूह शिक्षण, अनुभावात्मक अधिगम)	Group Discussion
CLO3	शैक्षणिक विषयों के मुद्दे और चुनौतियाँ	Group Discussion
घटक २	हिंदी भाषा की प्रकृति व महत्व उद्देश्य	
CLO4	भाषा का अर्थ, प्रकृति एवम उद्देश्य:- माध्यमिक व उच्च माध्यमिक स्तर पर	Seminar

CLO5	हिंदी भाषा का महत्व (मूल्य संवर्धन के परिप्रेक्ष्य में):- राष्ट्रीय स्तर पर (सामाजिक, बौद्धिक, मार्टिन संवेगात्मक, सांस्कृतिक, चारित्रिक) एवं वैश्विक स्तर पर	Seminar
CLO6	भाषा अध्ययन अध्यापन के सामाजिक आधार:- परिवार, विद्यालय, समवयस्क समूह, समुदाय एवं उसे जनसंचार माध्यम	Seminar
<b>घटक 3</b>	<b>हिंदी भाषा के मनोवैज्ञानिक आधार एवं सहसम्बन्ध समझदार</b>	
CLO7	भाषा अध्यापन के सिद्धांत:- अनुकरण, रुचि, अभ्यास, बोलचाल, व्यक्तिगत विभिन्नता	Group Discussion
CLO8	भाषा अध्यापन के सूत्र:- ज्ञात से अज्ञात, सरल से जटिल, पूर्ण से अंश, मूर्त से अमूर्त, सामान्य से लिमिटेड विशिष्ट	Group Discussion
CLO9	भाषा का सहसंबन्ध:- इतिहास, भूगोल, विज्ञान, अर्थशास्त्र, पर्यावरण, कला (हस्तशिल्प, संगीत और नृत्य)	Group Discussion
<b>मॉड्यूल 2: हिंदी भाषा सृजन के पहलू एवम कौशल</b>		<b>ACTIVITIES</b>
<b>घटक 4</b>	<b>भाषा सृजन के विविध पहलू</b>	
CLO10	गद्य, पद्य, व्याकरण एवम रचना: उद्देश्य	Group Discussion
CLO11	विभिन्न विधाओं का परिचय: जीवनी, सस्मरण, पत्र, सवाद, नाटक, कहानी, विज्ञापन, यात्रा विवरण निबंध, रिपोर्टाज, पैनल सूचना और आत्मकथा	Group Discussion
CLO12	अभिरूप, भाटिया एम दुनाखे अर कादियान जैन के. सी एवम बुद्धिमथन • पाठक और पाण्डेय रा सूरि बृजबा शर्मा शिवा घटक	Group Discussion
<b>घटक 5</b>	<b>भाषा कौशल</b>	
CLO13	श्रवण, भाषण, वाचन, लेखन:- महत्व सूरि बृजब	Group Discussion
CLO14	उपरोक्त कौशल विकसित करने हेतु शिक्षक की भूमिका (दोष एवम निवारण के सन्दर्भ में)	Group Discussion
CLO15	हिंदी अनुवाद का महत्व व आवश्यकता	Group Discussion
<b>घटक 6</b>	<b>भाषा समृद्धि के माध्यम</b>	
CLO16	कंप्यूटर और इंटरनेट: आवश्यकताएँ और उपयोग	Group Discussion
CLO17	वर्तमान पुस्तकालय का योगदान	Group Discussion
CLO18	पाठ्य सहगामी क्रियाएँ एवम आयोजन	Group Discussion

## INTERDISCIPLINARY COURSE 3 (1C3) – LANGUAGE ACROSS CURRICULUM

Course Objectives (as per the University syllabus)

1	To understand the meaning and functions of language.
2	To develop appreciation for the significance of language across curriculum
3	To develop understanding of language diversity in the Indian context
4	To understand the different theories of language acquisition and language deficit
5	To understand the impact of oral language and questioning on student learning
6	To understand various genre of texts available in different content areas.
7	To develop competencies in fostering reading and writing skills among school children
8	To develop appreciation for the critical role of the teacher in transacting language across curriculum

<b>Module 1: Understanding Language And Language Diversity</b>		<b>Activities</b>
<i>Unit 1</i>	<i>Language and Its Function</i>	
CLO 1	Understanding Concept of Language	Elbow partner discussion
CLO 2	Explain the characteristics of language	Group Discussion
CLO 3	Evaluate the function of language our development	Think-Pair Share
<i>Unit 2</i>	<i>Multilingualism and its implications in the Indian Classroom/ Context</i>	
CLO 4	Understand Multilingualism in Indian Context	Group Discussion
CLO 5	Elaborate the causes of socio-linguistics differences in the Indian scenario	Group Discussion
CLO 6	Critique the various state policies on Language and Education	Group Discussion

<i>Unit 3</i>	<i>Language Acquisition Theory</i>	
CLO 7	Elaborate Environmental Theory Language Acquisition	Think-Pair-Share
CLO 8	Understanding Chomsky theory of Language Acquisition	Think-Pair-Share
CLO 9	Understanding The Deficit Theory	Think-Pair-Share and Discussion

	<b>Module 2: Transacting Language Across Discipline/ Curriculum</b>	<b>Activities</b>
<b><i>Unit 4</i></b>	<b>The Nature of Classroom Discourse, Oral Language in the Classroom</b>	
CLO 10	Explain the nature and types of classroom discourse	PPT, Discussion
CLO 11	Evaluate the importance of oral language in the classroom	PPT, Discussion
CLO 12	Know the types of questions that can be used in a classroom	PPT, Discussion
CLO 13	Elucidate the importance of questioning as a teacher's skill	Seminar
CLO 14	Conduct a discussion-based lesson	Demonstration
<b><i>Unit 5</i></b>	<b><i>Reading and Writing Across Content Areas</i></b>	
CLO 15	Explain and know the various types of texts	Think-Pair-Share
CLO 16	Think upon the language schema that needs to be developed in a child	Elbow partner discussion
CLO 17	Understanding the techniques of skimming, scanning, columnar and keyword reading	PPT, Group Discussion
CLO 18	Discuss different types of writing skills	Discussion
<b><i>Unit 6</i></b>	<b><i>Language across Curriculum</i></b>	
CLO 19	Understand the specific purpose of language for second language users	PPT, Group Discussion
CLO 21	Identify the relationship between language and the various school subjects	Presentation, discussion
CLO 23	Explain the use of language as medium of instructions in schools	PPT, Group Discussion

**R.R. Educational Trusts B.Ed College**  
**Batch 2018-2020**

**Fourth Semester**

**CORE COURSE 5 (CC5) – CONTEMPORARY INDIA AND EDUCATION**

Course Objectives (as per the University syllabus)

1	To understand the concept of Diversity as it exists in Contemporary Indian society
2	To understand the inequalities in Indian Society and the marginalization of the weaker sections
3	To understand the implications for education in coping with Diversity and Inequality to achieve Universal Education in Indian society
4	To critically understand the constitutional values related to the aims of education in a Democracy
5	To be acquainted with contemporary issues and policies and their origin with regard to Education in Indian society
6	To be acquainted with the relevant education commissions in the context of Liberalization, Privatization and Globalization

<b>Module 1: Contemporary Indian Society</b>		<b>Activities</b>
<b><i>Unit 1</i></b>	<b><i>Understanding and Addressing Diversity in Indian Society</i></b>	
CLO 1	Analyze the difference between diversity, stratification and marginalization in contemporary India	Group Discussion
CLO 2	Explain the concept and characteristics of Linguistic diversity in India	Group Discussion
CLO 3	Elaborate the concept and characteristics of Regional diversity in India	Group Discussion
CLO 4	Explain the concept and characteristics of Religious diversity in India	Group Discussion
CLO 5	Analyse the Role of Education in Linguistic Diversity	Group Discussion
CLO 6	Justify the Role of Education in Regional Diversity	Group Discussion
CLO 7	Elaborate the Role of Education in Religious Diversity	Group Discussion
<b><i>Unit 2</i></b>	<b><i>Addressing Inequality of Indian society: Nature, Challenges and Role of Education</i></b>	



CLO 8	Justify the stratification of Indian Society w.r.t Caste, Class and Gender	PPT, Group Discussion
CLO 9	Explain the concept of marginalized groups in Indian society	Discussion
CLO 10	Justify the role of education in addressing the needs of stratified groups in Indian society	Think-Pair-Share
<b>Unit 3</b>	<b><i>Constitutional Values and Stratification, Marginalization and Diversity</i></b>	
CLO 11	Elaborate the constitutional values like democracy, socialism and equality with reference to reducing stratification in Indian society	Think-Pair-Share
CLO 12	Elucidate the significance of the Fundamental Rights with respect to education	Think-Pair-Share
CLO 13	Examine the significance of Fundamental duties with respect to education	Group discussion
CLO 14	Justify the Directive Principles of State Policy with regards to addressing stratification and marginalization	PPT
	<b>Module 2: Policy Frame Work for Education</b>	<b>Activities</b>
<b>Unit 4</b>	<b><i>Policies and Role of Education</i></b>	
CLO 15	Justify the relevance of Nayee Taleem in present context	Demonstration
CLO 16	Analyze the Right to Education Act 2009 and the Universalization of education	Think-Pair-Share
CLO 17	Explain the recommendations of RMSA for secondary education	Group Discussion
<b>Unit 5</b>	<b><i>Education Commissions &amp; Recommendations</i></b>	
CLO 18	Analyze the efforts of NPE 1986 in addressing the diverse needs of the nation	Think-Pair-Share, Discussion
CLO 19	Enumerate the NCF 2005 in enhancing the quality of education in our country	Group Discussion
CLO 20	Understand the relevance of NCFTE 2009 in the present scenario of teacher education in India	Think-Pair-Share
<b>Unit 6</b>	<b><i>Emerging Trends</i></b>	
CLO 21	Explain the concept and characteristics of Open and Distance learning	Discussion
CLO 22	Elaborate the concept and characteristics of Liberalization, Privatization and Globalization	Think-Pair-Share
CLO 23	Critically examine Liberalization, Privatization and Globalization with respect to implications on education	Discussion
CLO 24	Evaluate the role of mass media in education	Think-Pair-Share

## ELECTIVE COURSE 3 (EC3) – GUIDANCE AND COUNSELLING

Course Objectives (as per the University syllabus)

1	To develop an understanding of the basic concepts in guidance and counselling.
2	To develop an understanding of the strategies and devices used for guidance.
3	To develop an understanding of the concept and strategies for career guidance and job satisfaction.
4	To develop an understanding of the process, skills and strategies of counselling.
5	To sensitize the students to the psychological issues faced by adolescents and strategies to help them cope.

<b>Module 1: Guidance and Counselling</b>		<b>Activities</b>
<b><i>Unit 1</i></b>	<b><i>Concepts of Guidance</i></b>	
CLO 1	Elaborate the Meaning, Characteristics, Principles, Functions and Need of Guidance	Group Discussion
CLO 2	Justify the Types of Guidance – Educational, Vocational & Personal	Brainstorming
CLO 3	Critically understand Home as the agencies of Guidance	Think-Pair-Share
CLO 4	Critically know School as the agencies of Guidance	Think-Pair-Share
<b><i>Unit 2</i></b>	<b><i>Strategies and Devices for Guidance (Uses and Limitations)</i></b>	
CLO 5	Explain strategies for Guidance- Individual and Group	Brainstorming
CLO 6	Understand tests for Guidance- Aptitude	Demonstration
CLO 7	Understand tests for Guidance- Interest	Demonstration
CLO 8	Understand tests for Guidance- Personality	Demonstration
CLO 9	Understand Non-Testing Devices	Think-Pair-Share
<b><i>Unit 3</i></b>	<b><i>Career Guidance</i></b>	
CLO 10	Explain sources of Career information	Brainstorming
CLO 11	Enumerate the strategies of disseminating career information	Br, Presentation Brainstorming
CLO 12	Explain the Ginsberg’s Theory of Vocational Choice,	Discussion, Brainstorming
CLO 13	Understand the Factors influencing Vocational Choice	PPT
CLO 14	Explain the Factors affecting Job Satisfaction	Think-Pair-Share
<b>Module 2: Fundamentals of Counselling</b>		<b>Activities</b>
<b><i>Unit 4</i></b>	<b><i>Concept of Counselling</i></b>	
CLO 15	Explain meaning and Characteristics of counselling	Brainstorming

CLO 16	Explain Types of counselling – Directive, Non-directive and Eclectic	PPT, Group Discussion
CLO 17	Understand Process of counselling (Initial Disclosure, In-depth exploration and Commitment to action)	Brainstorming
<b>Unit 5</b>	<b><i>Counselling and Intervention</i></b>	
CLO 18	Elucidate the skills required for counselling (Rapport Building, Listening, Questioning & Responding)	PPT, Group Discussion
CLO 19	Explain the Approaches of counselling - Cognitive-Behavioural (Albert Ellis – REBT)	PPT, Group Discussion
CLO 20	Enumerate the Approaches of counselling Humanistic (Person Centered Counselling - Carl Roger's)	PPT, Group Discussion
CLO 21	Sensitize the importance of counselling for adolescent issues- Addiction (Substance abuse & technology induced social networking), Academic Stress	Brainstorming
<b>Unit 6</b>	<b><i>Role of Counsellor in Contemporary Society</i></b>	
CLO 22	Explain qualities of Teacher as a counsellor and promoting positive mental health	Think-Pair-Share
CLO 23	Understand the importance and need of ethics of a counsellor	PPT, Group Discussion
CLO 24	Enumerate the function of a counsellor	PPT, Group Discussion
CLO 25	Understand the qualities of a counsellor	Think-Pair-Share
CLO 26	Elucidate the qualifications of counsellor	Think-Pair-Share

## INTERDISCIPLINARY COURSE 4 (IC4) – CREATING AN INCLUSIVE SCHOOL

Course Objectives (as per the University syllabus)

1	To discuss basic understanding of key concepts: diversity, disability and inclusion.
2	To gain insight into models of inclusion
3	To understand of abilities, classification and characteristics of students
4	To describe the national and international framework with reference to disability and inclusion;
5	To understand the curriculum and assessment adaptations for inclusive classrooms.
6	To describe the role general teachers, resource teachers and NGOs.
7	To identify and implement actions areas to make schools and classrooms more diversity friendly.

<b>Module 1: Towards Nurturing Inclusion</b>		<b>Activities</b>
<b><i>Unit 1</i></b>	<b><i>Understanding Inclusion</i></b>	
CLO 1	Understand the difference between diversity, disability and inclusion	
CLO 2	Explain the meaning of inclusion	PPT, Group Discussion
CLO 3	Understand the need of inclusion	PPT, Group Discussion
CLO 4	Understand the various models of inclusion	Think-Pair-Share
<b><i>Unit 2</i></b>	<b><i>Nurturing Inclusion</i></b>	
CLO 5	Understand the concept with special needs and their Types.	Think-Pair-Share
CLO 6	Explain characteristics of disabilities – sensory, neuro-developmental, loco-motor ad multiple disabilities.	PPT, Group Discussion
CLO 7	Comprehend about catering to special needs - sensory, neuro-developmental, loco-motor ad multiple disabilities.	PPT, Group Discussion
<b><i>Unit 3</i></b>	<b><i>Promoting Policies of Education</i></b>	
CLO 9	Understand the international policies on promoting inclusion	Think-Pair-Share
CLO 11	Understand the national policies on promoting inclusion	PPT, Group Discussion

CLO 12	Understand the Rehabilitation Council Act 1992	PPT, Group Discussion
CLO 13	Understand the National Policy for persons with Disability 2006	Seminar
CLO 14	Understand the Right to Education Act 2009	Brainstorming
	<b>Module 2: Addressing Learners Diversity</b>	<b>Activities</b>
<b><i>Unit 4</i></b>	<b><i>Curricular Issues</i></b>	
CLO 15	Understand the curricular issues with respect to disability wise curricular adaption	PPT, Group Discussion
CLO 16	Understand the curricular issues with respect to disability wise curricular modifications in instructions	Seminar
CLO 17	Comprehend the strategies for differentiating content in an inclusive classroom	Brainstorming
CLO 18	Understand alternative means of assessment	PPT, Brainstorming
<b><i>Unit 5</i></b>	<b><i>Inclusion in Classroom</i></b>	
CLO 19	Understand the attitudinal, social and infrastructural barriers of inclusion	PPT, Group Discussion
CLO 21	Comprehend the use of ICT in inclusive classrooms.	Seminar
CLO 22	Explain the concept, steps and significance of Individualized Educational Plan.	Brainstorming
<b><i>Unit 6</i></b>	<b><i>Functionaries in Inclusive Settings</i></b>	
CLO 23	Understand the role of a general teacher and Resource Teacher	Think-Pair-Share, Group Discussion
CLO 24	Understand the role of an NGO in supporting inclusive school	Seminar
CLO 25	Understand the pre-vocational training programme for children with special needs	Brainstorming