

# ST. XAVIER'S INSTITUTE OF EDUCATION (Autonomous)

MUMBAI

NAAC Accredited with A Grade

NCTE Recognized and Affiliated to the University of Mumbai



*Choice based Credit System with effect from  
the academic year 2022 - 2023*

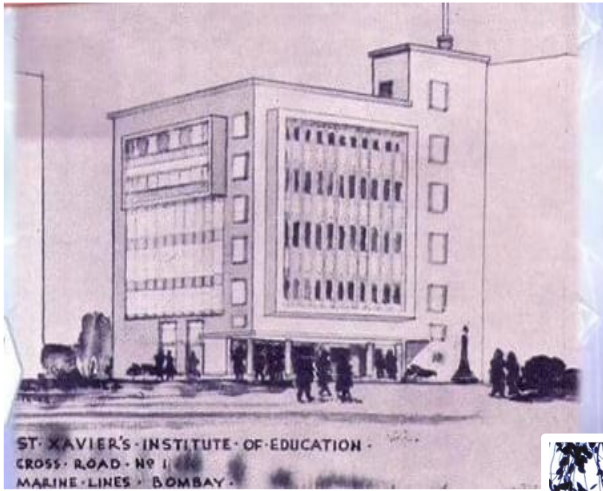
## Academic Handbook 2023-24

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# St. Xavier's Institute of Education (Autonomous), Mumbai

## *A Jesuit Institution*





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## **ABOUT ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS)**

St. Xavier's Institute of Education (Autonomous) is the oldest Government aided, Christian minority Teacher Education College for the programs (B.Ed., and Ph.D.) affiliated to the University of Mumbai and recognized by the National Council for Teacher Education (N.C.T.E.). Besides, it has various courses and extension services for students, teachers and the society. St. Xavier's Institute of Education (Autonomous) is a Christian minority College, established and administered by the Jesuit Mumbai Province of the Society of Jesus. The Institute acquired autonomous status from the academic year 2022-2023. The B.Ed Degree Course is a full time two-year Course. It is accredited by NAAC with an 'A' Grade till 31st December 2027.

The college was established in the year 1953 and since then has been an institute of repute for teacher education. It has alumni ranging from Principals of various colleges, a Vice Chancellor of Mumbai University and Heads of Department of Education. The College aims at imparting Quality Teacher Education and promoting holistic development of student teachers. The College stands for academic excellence and the development of skills. It strives after character formation based on the love of God and the service of man. The Institute seeks to educate citizens such that they are distinguished for their integrated development and sincere commitment to God and country, leading lives that are socially meaningful.

### **VISION STATEMENT OF THE INSTITUTE**

**'Joyous Creative Teacher Education'**

### **MISSION OF THE INSTITUTE**

**'To Provide Quality Education for Empowerment and  
Enlightenment to create a Just and Humane Society and  
strive to build a World of Faith, Freedom and Fellowship for  
God's Greater Glory'**

## **OBJECTIVES OF THE INSTITUTION IN ALIGNMENT TO ITS VISION AND MISSION**

1. To provide creative teacher education
2. To provide innovations in teacher education for continuous improvement.
3. To develop thinking skills: self-directed and independent thinking.
4. To be a resource center in teacher education:
  - a. Provide extension services.
  - b. Make teaching resources available to member schools.
  - c. Provide educational consultancy services.
  - d. Establish greater presence in academic circles and policy making bodies.
  - e. Greater collaboration with other teacher education colleges.
  - f. Greater collaboration with model school (SXBA).
  - g. Provide a forum for schools to voice their needs and problems.
5. To make greater use of educational technology.
6. To develop research skills.
7. To be more productive through research activities and publication of articles.
8. To make teaching-learning an enjoyable experience
9. To find out what makes for an enjoyable experience.
10. To plan events which make teaching-learning enjoyable.
11. To prepare agents of social change
12. To sensitize students about Women's issues, environment, non-formal education, etc.

## ETHOS OF THE INSTITUTE

St. Xavier's Institute of Education is an institution with a long-standing reputation of forming competent, committed and well-groomed teachers. The teacher education program at the Institute lays emphasis on capacity building of its student teachers in order that they are able to make sustained progress in their profession. The endeavor of the Institution is to make the future teachers, embodiments of universal values and practitioners of effective strategies of teaching learning. The Institution educates not only through direct instruction but also through a total atmospheric approach. The all-pervading essence of the practices in the Institution is the Ignatian Pedagogical Paradigm (IPP) and the Universal Apostolic Principles (UAP).

The thrust of the Institute being to develop reflective practitioners, the IPP and UAP have a significant role in influencing student teachers to undergo the requisite transformation. The Ignatian Pedagogical Paradigm is a framework of education that serves to fulfill the goals of Jesuit education namely –

1. To form men and women for others.
2. To find God in all things
3. To facilitate full growth of a person leading to action that is based on sound understanding and enlivened by contemplation.
4. To form men and women of competence, conscience and compassionate commitment and...
5. To form a whole person.

The Ignatian Pedagogical Paradigm encourages student activity in learning, fosters growth in human excellence and promotes formation of faith and values along with the transmission of knowledge and skill as integral dimensions of the learning process. This is essential to meet the local and global value challenges facing individuals today. The Paradigm focusses on the context of the learner that would drive the designing of instructional experiences leading to reflection and contemplation. This exercise would form the basis for focused action. The paradigm lays emphasis on evaluation as a key to further improvisation of educational endeavors and thereby strive for the Magis (going beyond and striving for more).

The Universal Apostolic Principles (UAP) are the torch lights that guide human actions. There are 4 main UAPs namely, Showing the way to God, Journeying with the Youth: Walking with the Excluded and Caring for Our Common Home. The Institute consciously and ardently incorporates the philosophical principles of IPP and the UAPs in all its academic as well as co-curricular activities, thereby striving towards God's Greater Glory.

# **POLICIES OF THE INSTITUTION**



## EXAMINATION POLICY AND PROCEDURES

The Examination Policy contains the following points:

*(Subject to Change as Per the Final decision)*

Point No.	Contents
1.0	Introduction
1.1	Examination Committee
1.2	Proposed Software for Examination Work
1.3	Marksheet Preparation
2.0	Scheme of Examination for the Two-Year B.Ed. Program
2.1	Distribution of Marks (entire B.Ed. program)
2.2	Paper Pattern Theory courses
2.3 i	Internal Assessment - Part A
2.3 ii	Internal Assessment Part B
2.3 ii.a.	Distribution of marks Internal Assessment Part B
2.3 ii.b.	Semester wise details Project Based Part B
2.4	Ability courses
2.5	Audit courses
3.0	Examination criteria
3.1	Evaluation of the student
3.2	Ordinances for passing, gracing and grading
3.2 a. i.	Ordinance – Grace Marks - General
3.2 a.ii.	Ordinance – Grace Marks- Higher Class/Grade
3.2 a. iii.	Ordinance – Grace Marks - Distinction
3.2 b.	Grading system
3.2 c	Passing Criteria
3.2 c. i.	Fail /F Grade
3.2 c. ii.	Calculation of GPA/CGPA
4.0	Final compilation of marks
4.1	Submission of marks
4.2	Verification of Internal assessment marks
4.3	Marksheets
4.4	Loss of original marksheets
5.0	Moderation
6.0	ATKT
7.0	Revaluation
8.0	Reassessment
9.0	Photocopy of answer sheets
10.0	Absenteeism in Examination
11.0	Condonation
12.0	Grievance Committee
13.0	Amendments of Results due to Errors
14.0	Declaration of Results
15.0	Policy of Transparency
16.0	Discarding old answer sheets
17.0	Awards for Outstanding Performance
18.0	Exam Audit

Point No.	Contents
19.0	Value Added Courses
20.0	Certificate Courses
21.0	Completion of Course requirement
22.0	Conclusion

## Prelude

St. Xavier's Institute of Education believes in quality assessment based on the vision and mission of the institution. The Examination system fosters holistic development of all individuals and focuses on 'cura personalis' that is care for individual persons. The institute pledges to work on the whole person and strives for a world of faith, freedom and fellowship for God's greater glory.

### 1.0 Introduction:

The Examination system is decided by the institution under the UGC guidelines for autonomous colleges. The conduct of the Two - year B.Ed. Examination is the sole responsibility of the Examination committee constituted by St. Xavier's Institute of Education.

*(All ordinances and procedures in this policy are adapted from the resolution passed in the Academic Council of the University of Mumbai dated 23<sup>rd</sup> May 2016, Item No. 4.17 & Additional Provisions to the General Ordinances with respect to the Choice Based Semester and Grading System (CBSGS) as per the Academic Council of the University of Mumbai dated 25/05/2011, Item No. 4.101)*

**1.1 Examination committee** consists of the Principal/Chief Controller of Examination, Controller of Examination, Deputy Controller of Examination, Support staff and a peon. The *responsibilities* of the Examination committee are - Conducting Planning meetings, Policy meetings, conduct of exam, Results process, Declaration of results, Distribution of results, Data mining for analysis, Convocation and any other work related to Examination from time to time. The Examination Committee along with the staff in charge will develop blueprints of question papers, 2 final question paper sets, and marking schemes before the examination. The lists of examiners/supervisors/moderators/ revaluator's /paper setters is prepared by the Examination Committee. The examination personnel follow all the ethics of examination work as laid down by the parent university.

**1.2 Proposed Software for Examination work:** A Comprehensive software is available for Examination work for compilation of marks, dissemination of exam related information and marks, generating report cards, facilitating feedback of each exam and also aligning of course related outcomes and program related outcomes. Students will be trained in the use of the software.

**1.3 Mark Sheet Preparation:** The marksheet of the institute is prepared by the Examination committee and has embedded security features in order to avoid any malpractice.

## **2.Scheme of Examinations for the Two-year B.Ed. Program**

**2.1 Distribution of Marks** (entire B.Ed. Program): The distribution of marks for internal and external assessment are as follows:

### **B.Ed. CURRICULUM FRAMEWORK**

<b>Courses</b>	<b>Credits</b>	<b>External Marks</b>	<b>Internal Marks</b>	<b>Total Marks</b>
<b>Semester1</b>				
Core Course 1: Childhood and Growing up	4	60	40	100
Core Course 2: Knowledge and Curriculum	4	60	40	100
Interdisciplinary Course 1: Gender, School and Society	4	60	40	100
Ability Course 1: Digital Education	2	----	50	50
Project Based Course 1	4	----	70	70
<b>Total</b>	<b>18</b>	<b>180</b>	<b>240</b>	<b>420</b>
<b>Semester 2</b>				
Core Course 3: Learning and Teaching	4	60	40	100
Elective Course 1: Pedagogy of School Subject 1	4	60	40	100
Interdisciplinary Course 2: Educational Management	4	60	40	100
Project Based Course 2	6	----	90	90
<b>Total</b>	<b>18</b>	<b>180</b>	<b>210</b>	<b>390</b>
<b>Semester 3</b>				
Core Course 4: Assessment for Learning	4	60	40	100
Elective Course 2: Pedagogy of School Subject 2 (Any one)	4	60	40	100
Interdisciplinary Course 3: Language Across the Curriculum	4	60	40	100
Project Based Course 3	15	----	170	170
<b>Total</b>	<b>27</b>	<b>180</b>	<b>290</b>	<b>470</b>

<b>Semester 4</b>				
Core Course 5: Contemporary India and Education	4	60	40	100
Elective Course 3: Special Field Action Research/Guidance and Counselling/Environmental Education (anyone)	4	60	40	100
Interdisciplinary Courses 4: Creating an Inclusive School	4	60	40	100
Ability Course 2: Reading and Reflecting on Texts	2	----	50	50
Project Based Course 4	10	---	170	170
Any one Audit Course (Understanding the Self, Art in Education) will be opted by students in Semester 1 and Certified in Semester 4	2	---	----	---
<b>Total Credits</b>	<b>26</b>	<b>180</b>	<b>340</b>	<b>520</b>

Total Credits: 89; Total Marks 1800 (1 Credit = 15 Hours)

## 2.2. Paper Pattern Theory courses: Semester End Examination

### Theory Courses comprise of:

1. Core courses
2. Interdisciplinary courses
3. Elective courses

The total marks for each theory paper are 60 marks. The semester end examination of 2 hours duration for each theory course.

The pattern for Semester End Examination is as follows:

1. Out of 8 questions answer any 5 and question 9 is compulsory is short notes (out of 4 any 2)
2. 5 questions of 10 marks each with external choice
3. 2 short notes of 5 marks each with internal choice

Semester End Examination will be held by the institution.

(Templates are attached separately. All Core courses, Interdisciplinary courses and Elective courses will have the abovementioned paper pattern)

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

Sr.No	Particulars	Marks
1	Content test/Assignment/ Activity held in the semester	10
2	One open book assignment	05
3	One classroom task (Seminar presentation / Concept mapping / Script writing etc.)	05
4	One periodical class test held in the given Semester	10
5	One Essay test held in the given Semester	05
6	One MCQ test	05
	Total	40

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

**2.3 ii) a) Distribution of marks of Internal Assessment Part B:**

1. Semester 1--Project Based Course 1 70 Marks
2. Semester 2--Project Based Course 2 90 Marks
3. Semester 3--Project Based Course 3 170 Marks
4. Semester 4--Project Based Course 4 170 Marks

**2.3 ii) b) Semester wise details of Project Based Courses (Part B)**

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

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



6. Participation in Co-curricular Activities in college

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

1. Internship for 4 weeks
2. Observation of lessons given by F.Y.B.Ed. peers (5 lessons)
3. Teaching lessons in Pedagogy of school subject I (7 Lessons)
4. Reflective Journal
5. Multicultural & Multidisciplinary Initiative (Assembly Presentation)

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

1. Internship for 9 weeks
2. During Internship teaching not less than 9 lessons in the opted Pedagogy of school subject I distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Institution as practicing School/ College
3. 2 theme-based lessons in the above school/college.
4. 2 co-teaching lessons with school teachers
5. Maintain Reflective Journal with reference to internship program.
6. Administration of Unit Test and analysis of results (in the pedagogy of school subject I opted)
7. Learning Resource
8. Multicultural Initiative

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

1. Internship for 5 weeks (4 weeks + 1 week community work II)
2. During Internship teaching not less than 5 lessons in the opted pedagogy of school subject II distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Institution as practicing School/ College. For those students who have opted Peace Education they have to take 5 lessons from Pedagogy of school subject I.
3. 5 Co-teaching lessons with peers
4. Maintain a Reflective journal with reference to internship program.

5. Action Research
6. Participation in Community work II in collaboration with schools/ NGO's (for a period of 1 week)
7. Skilling for Inclusion or Entrepreneurship or 21st Century Skills

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

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

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

**3. Examination criteria:** The passing criteria, gracing pattern and the grading pattern is according to that prescribed by the University of Mumbai. Revaluation, Moderation and Reassessment services will be available on students' request. The Exam code, Course code and the Question paper code is generated by the institution.

**3.1 Evaluation of the student:**

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

1. Internal assessment by way of continuous evaluation of the course areas of Theory and Practicum (Part A and Part B) as envisaged in the Credit Based Choice System by way of participation of students in various Internal Assessment assignments/task of theory courses and Practicum component per semester of the B.Ed. programme.

2. Semester End Assessments by way of assessing the performance of the student in the semester end theory / written examination.

1. A candidate who has completed 2 Years of the B.Ed. Degree Examination but who has either not appeared for 'Theory' (Part A), will be permitted at his/her option to carry forward the internal assessment mark of that course and grade obtained in 'Practicum' (Part B) to two subsequent semester examinations. The candidate will appear only for the course/s he/she has failed. Candidates

exercising this option shall be eligible for the grade.

2. A candidate who has passed in 'Theory component' (Part A) but has not completed or has failed in 'Practicum' (Part B) will be permitted at his/her option to carry forward the marks obtained in 'Theory' to two subsequent semester examinations. The candidate is required to revise his grade in the 'Practicum' (Part B) only in areas he / she has not completed or failed. Candidates exercising this option shall be eligible for the grade.
3. A candidate who has failed in 'Theory' (Part A) and 'Practicum' (Part B), will be required to put in 50% attendance in the subsequent year at the College from which he/she appeared for the University Examination and completes the work of 'Practicum' (Part B) in which he /she has failed and reappears in the theory course of 'Theory' (Part A).

### **3.2 Ordinances for passing, gracing and grading are as per the University of Mumbai.**

#### **3.2 a) i) ORDINANCE O.5042 – A: Grace Marks passing in each course/ head of passing (Theory/ Practical/ Oral/ Sessional/ TW/ External / Semester End Exam / Internal Assessment)**

The examinee shall be given the benefit of grace marks only for passing in each course / head of passing (Theory / Practical / Oral / Sessional/ TW) in External / Semester End Examination or Internal Examination Assessment as follows:

<b>Head of Passing</b>	<b>Grace Marks upto</b>
Upto 50	2
051-100	3
101-150	4
151-200	5
201-250	6
251-300	7
301-350	8
351-400	9
And 401 and above	10

1. Provided that the benefit of such gracing marks given in different courses/head of passing shall not exceed 1% of the aggregate marks in that examination.

2. Provided further that the benefit of gracing of marks under this Ordinance, shall be applicable only if the candidate passes the entire examination of semester / year.
3. Provided further that this gracing is concurrent with the rules and guidelines of professional statutory bodies at the All-India level such as NCTE, UGC.

**3.2 a) ii) ORDINANCE O. 5043 A: Grace Marks for getting Higher Class / Grade**

4. A candidate/learners who passes in all the subjects / courses and heads of passing in the examination without the benefit of either gracing or condonation rules and whose total number of marks falls short for securing Second Class / Higher Second Class/ First Class or next Higher Grade by marks not more 1% of the aggregate marks of that examination or up to 10 marks, whichever is less, shall be given the required marks to get the next higher or grade as the case may be.
5. Provided that benefits of above-mentioned grace marks shall not be given, if the candidate fails to secure necessary passing marks in the aggregate course / head of passing also, if prescribed, in the examination concerned.
6. Provided further those benefits of above-mentioned grace marks shall be given to the candidate for such examinations only for which provision of award of Class / Grade has been prescribed.
7. Provided further that this gracing is concurrent with the rules and guidelines of professional statutory bodies at the All-India level such as NCTE, UGC.

**3.2 a) iii) ORDINANCE O.5044 A: Grace Marks for getting distinction / Grade 'O' in the subject / course only**

1. A candidate/learners who passes in all the Courses or Subjects/ Heads of passing in the examination without benefit of either gracing or condonation rules and whose total number of marks in the courses/ subject/s falls short by not more than three marks for getting Grade 'O'/ distinction in the courses / subject/s respected shall be given necessary grace marks up to three (03) in maximum two subjects, courses subject to maximum 1% of the total marks of that Head of Passing whichever is more, in a given examination.
2. Provided that benefits of above-mentioned grace marks shall not be given to the candidate only for such examination/s for which provision for distinction in a course / subject has been prescribed.
3. Provided further that this gracing is concurrent with the rules and guidelines of professional statutory bodies at the All-India level such as AICTE, MCI, Bar Council, CCIM, CCIH, NCTE etc.

### 3.2 b) Grading System: Conversion of Percentage of Marks to Grade Points:

1. The External examination of Part A of Theory component (Semester end theory examination) will be submitted at the end of each semester.
2. The Internal assessment marks of Theory component and Part B Semester wise Practicum component will be submitted after a week of the respective internal assessment.
3. The aggregate of marks obtained in each year for Theory cum Practicum (i.e. Part A & Part B) shall be converted into Grades as given in the scheme. (R4257)

The marks obtained by a student in a course shall be indicated by a grade point and a letter grade and Performance is follows:

Ten Point Grading System (As per the University Circular UG/79 of 2016-17)

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

**3.2 c) Passing Criteria:** Each student must complete all the requirements of the B.Ed. course mentioned above in **point 2.1** that is 89 credits. All students are also expected to complete an additional 4 credits (2 Value added courses of 2 credits each) during the two-year B.Ed. course for passing. Participation in Extracurricular activities will fetch 2 credits. Students who have not completed two Value added courses and Extracurricular activities offered by the institution will not be issued the final marksheet till they do so. Such students will not be considered for the final certification of the B.Ed. degree.

#### 3.2 c) i) Fail / F grade:

1. The 'F' grade, once awarded to a student, stays in the grade card of the student and is not deleted even when he/she completes the course successfully later.



The grade acquired later by the student shall be indicated in the grade sheet of the final year in which the candidate has appeared and fulfilled the credit criteria.

2. If a student fails in the internal examination of the core or elective course, he/she will have to appear for the internal examination of the course when the course is offered again.
3. If the student fails in the semester end examination of a core or elective course or interdisciplinary course, he/ she may re-appear for the same examination, when it is held again in the following semester. A student can appear at the most three times including the original attempt. If a student obtains a letter grade 'F' in all the three attempts, he/she will have to seek fresh admission.
4. If a student obtains letter grade 'F' in any course in a given semester the letter grade 'F' will continue to be shown in the grade card for that semester, even when the student passes the course subsequently in another semester.
5. If the student obtains minimum 40 % marks in the internal assessment and fails to obtain minimum 40 % marks in the semester end examination of any course in any of the semester, the marks of the internal examination shall be carried forward.
6. If a student is absent from Semester end examination or Internal assessment in any course including the project course, he/she will get a grade point of 0 and a letter grade of 'F'.
7. A candidate who passes in the internal examination but fails in the semester end theory examination shall reappear for the said paper/papers only. However his/her marks of the internal examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.
8. A candidate who passes in the semester end examination but fails in the internal assessment of the course shall reappear for the internal examination of that course. However, his/her marks of the semester end examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

### **3.2 c) ii) Calculation of GPA and CGPA:**

The semester wise GPA and CGPA shall be printed on the grade card of the student along with the table of the 10 Point Grading System. The final semester grade card shall also have the aggregate percentage marks scored by the students in all the courses in which student has obtained the relevant credits.

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

following:

- a) The credits earned for each course registered that year
- b) The performance in each course indicated by the letter grade
- c) The Grade Point Average (GPA), of all the courses registered for the semester
- d) The Cumulative Grade Point Average (CGPA)
- e) Overall Weighted Percentage of Marks (OWPM), and cumulative grade point average after completing the programme will appear only on the grade card for the final year

#### **4. Final compilation of marks**

**4 i. Submission of marks:** The staff in charges shall forward to the Examination committee the Semester wise original marks awarded to every candidate in internal assessment of theory component (Part A) and Practicum component of each semester (Part B) as per the format provided by the Examination committee at the Semester end along with the Certification of Audit course in the Semester 4 which will be scrutinized by the **Examination Committee**.

**4 ii. Verification of Internal Assessment marks:** For the purpose of co-ordination of Internal Assessment marks in Part A and Part B of Practicum, the Examination Committee will scrutinize the same. The committee shall go through Internal Assessment marks and grades awarded to students at the end of each Semester. If any discrepancy is found in the standard of marking and/or grading, the Principal will be informed who will inform the staff in charge. The staff in charge concerned would be required to accordingly modify the marks as per the directions given by the Examination Committee. The Examination Committee is authorized to check all the internal work of the students, to verify the marks awarded by the College and make the necessary changes wherever required.

**4 iii. Marksheets:** Marksheets will be designed, and marks will be compiled and printed by St. Xavier's Institute of Education. The final degree certificate will be awarded to the students by the University of Mumbai.

**4 iv. Loss of original marksheet by students:** In case of loss of original marksheet, the students can apply for a 'DUPLICATE' marksheet. The fresh mark sheet issued to the student in this case will have the word 'DUPLICATE' mentioned on the top right corner with all the necessary details as mentioned in the original marksheet. The duplicate marksheet can be used by the student for further study or career purpose.

## **5. Moderation: Ordinance O. 5046 A**

- a) The Moderation System shall be application to the End semester examination only.
- b) 100% moderation of the answer book shall be carried out in the case of candidates failing by 10% of marks of the aggregate marks of that course / paper.
- c) 100% moderation shall be carried out in case of candidates obtaining 70% and above marks or Grade 'O'.
- d) The moderation of answer books of at least 5% of total number of candidates obtaining marks between Grade 'E' / minimum passing marks and marks required for Grade 'A' and above First Class/ distinction shall be carried out on random sample basis.
- e) One moderator shall be appointed per paper for at least 2-3 examiners as the case may be. However senior faculty will act as the moderator, when moderators are not available.
- f) Moderation work shall be carried out simultaneously with the assessment of answer books.
- g) Where marks awarded by the moderator vary from those awarded by original examiner, the marks awarded by the moderator shall be taken as final.
- h) The scheme of moderation will be decided by the Examination committee.

## **6. ATKT (Allowed to Keep Term)**

A student shall be allowed to keep terms for Year II irrespective of number of heads of failure in the Year I. The result of Year II shall be kept in abeyance until the student passes each of the courses in Part A & Part B for Year I & Year II.

**7. Revaluation:** Students can avail of revaluation facility after submitting a written request to the Examination committee within 3 days after the result is declared. No request will be taken after 3 days of the result. Students have to submit the application for revaluation. An external examiner will be asked to reevaluate the paper. The marks of the student will be totaled again and checked for errors. If no errors found the marksheet will remain the same. If there are errors a fresh marksheet will be issued to the student concerned. Students have to pay an additional charge for this facility.

**8.Reassessment:** Students can avail of reassessment facility after submitting a written request to the Examination committee within 3 days after the result is declared. No

request will be taken after 3 days of the result. Students have to submit the application for reassessment. An external examiner will be asked to reassess the paper. The marks of the external examiner will be considered for finalization of marks. If there is a lot of discrepancy the staff in charge of evaluating that paper will be informed about the same. A fresh marksheet will be issued to the student concerned if there is a change of marks. Students have to pay an additional charge for this facility.

**9. Photocopy of the evaluated answer sheet** will be provided to a student on payment after submitting the application for the same. This request can be applied for within 5 days of the declaration of result.

**10. Absenteeism In Examination:** Students are expected to follow the rules and regulations of the University of Mumbai

**11. Condonation: Ordinance O. 5045 A**

- a) If a candidate/learner fails in only one course/ head of passing, having passed in all other courses/ heads of passing, his/her deficiency of marks in such head of passing may be condoned by not more than 1% of the aggregate marks of the examination or 10% of the total number of marks of that course / head of passing in which he/she is failing, whichever is less. However, condonation, whether in one head of passing or aggregate head of passing be restricted to maximum up to 10 marks only.
- b) Condonation of deficiency of marks can be shown in the Grade Card/ Statement of Marks in the form of asterisk and Ordinance number.
- c) Provided that this condonation of marks is concurrent with the rules and guidelines of professional statutory bodies at the All-India level such as NCTE, UGC.

**12.0 Grievance committee:** All grievances of students related to Examinations must be directed to the 'Grievance Committee'. The grievance committee will look into the matter and provide the necessary redressal for the same.

**13.0 Amendments of Results Due to errors**

**Ordinance O. 504 A:** In any case where it is found that the result of an examination has been affected by errors, the Controller of Examinations shall have power to amend such result in such manner as shall be in accordance with the true position and to

make such declaration as is necessary, with the necessary approval of Principal provided the errors are reported / detected within 6 months from the date declaration of results. Errors detected thereafter shall be placed before the Board of Examinations.

**Error means:**

- i. Error in computer/data entry, printing or programming and the like.
- ii. Clerical error, manual or machine, in totaling or entering of marks on ledger/register.
- iii. Error due to negligence or oversight of the examiner or any other person connected with evaluation, moderation and result preparation.

**Fraud, malpractices etc.** In any case where the result of an examination has been ascertained and published and it is found that such result has been affected by any malpractices, fraud or any other improper conduct whereby an examinee has benefited and that such examinee, has in the opinion of the Examination Committee been party of privy to or connived at such malpractice, fraud or improper conduct, the Examination Committee shall have power at any time notwithstanding the issue of the Certificate or the award of a Prize or Scholarship, to amend the result of such examinee and to make such declaration as the Examination Committee considers necessary in that behalf .

**14.0 Declaration of Results:** Results will be declared within 30 days after the last paper of the exam.

**15.0 Policy of transparency:** Transparency will be maintained at all levels of examination. The students will be informed about the dates of examinations in the academic calendar. The marks obtained in each examination will be shared with the students. The Individual & Group Feedback for the performance will be provided after each exam.

**16.0 Discarding of old answer sheets:** The old answer sheets will be discarded after 3 years. Some answer papers will be kept for NAAC purposes.

**17.0 Awards for outstanding performance:** The Examination committee decides the awards for meritorious students and distribute awards/certificates as per the criteria laid down by the institution

**18.0 Exam Audit:** An exam audit will be conducted by internal members every year. External exam audit with external members will be conducted only once in the NAAC



assessment year. The Examination committee will decide the names of the members of the Exam external audit.

**19.0 Value added courses:** Students can avail of Value-added courses offered by the institution from time to time to upgrade their knowledge and skills. Each student is supposed to complete at least 2 Value added courses within the two-year B.Ed. course. Each Value-added course will yield 2 credits. Policy for Value added courses is available in the college website and is followed by the Examination Committee. The credits and the certification of the Value-added courses is the responsibility of the Examination committee. The credits for Value-added courses will be a part of the overall credits of the B.Ed. course.

**20.0 Certificate courses:** Students can avail of Certificate courses offered by the institution from time to time to upgrade their knowledge and skills. All certificate courses are paid courses and students can avail them as per their interest and requirement. The Examination Committee will follow the policy for certificate courses available in the college website. The credits and the certification of the certificate courses is the responsibility of the Examination committee. The credits for certificate courses will NOT be a part of the overall credits of the B.Ed. course.

**21.0 Completion of Course Requirements:** All students are required to complete 89 credits of academic work and 6 credits which includes 2 credits for Value added courses and 2 credits for extracurricular activities (Participation in PRAYAS – 1 credit and Research Forum – 1 credit)

**22.0 Conclusion:** All points in this policy in terms of procedures holds good for the B.Ed. program, Value added courses and Certificate courses conducted by the institution. The Examination committee is finally responsible to the Management, Principal, staff and students of St. Xavier's Institute of Education. The decision taken by the Examination committee will be final and binding on all members of staff and the students. All terms in the policy are subject to change with the permission of the Management and the Academic Council of St. Xavier's Institute of Education.

## INTERNSHIP POLICY

The two-year B.Ed. (CBCS) Program of St. Xavier's Institute of Education, Mumbai is governed by NCTE, a statutory body by the Act of Parliament in 1993. In keeping with the vision and mission of the institution, the curriculum has been enhanced and enriched by adding newer dimensions to the existing syllabus, including Internship. The NCTE, lays significant emphasis on the Internship aspect of teacher education. St. Xavier's Institute of Education (SXIE) too follows the Internship program stringently, meaningfully and intensely. Internship, which is part of the Project based Course of the B.Ed. Program is designed and structured by the Institute along the following lines;

- The vision and mission of the institute that reflect local, national, and global expectations
- The Ignatian Pedagogical Paradigm (a framework for teaching and learning founded on pedagogical principles laid down by the founder saint of the Institution, St. Ignatius of Loyola). The paradigm seeks to enhance the teaching-learning experiences through reflective practices and contemplative action.
- The theme decided for the academic year namely 'Valuing Diversity through Holistic education'.
- The Jesuit goals of Education that primarily aim at development of men and women for others, and form individuals with competence and compassionate commitment.
- The objectives of the teacher education program at large.

### OBJECTIVES OF INTERNSHIP

The objectives of Internship at SXIE are as follows.

- To develop insights among student teachers regarding the dynamics of school administration.
- To develop among the student teachers and enable the application of the skills, theories and concepts learned in the classroom.
- To bridge the gap between theory and practice of teaching and learning.
- To facilitate the understanding of the multi-faceted role played by a teacher.
- To foster a sense of professionalism and right conduct among student teachers.
- To promote professional acumen through focused observation and reflection.
- To promote the transformation of student teachers into reflective practitioners with sound pedagogical judgement thereby empowering them to face the challenges of the profession.
- To develop soft skills (interpersonal skills, team work, confidence and self-efficacy) among student teachers.
- To facilitate the acquisition of new and complex aptitudes related to the teaching profession.
- To develop an understanding of the role of stakeholders in an educational institution.
- To promote an understanding and appreciation of a school eco-system.
- To encourage the development of research culture among student teachers.
- To equip the student teachers with the requisite competence that would enhance employability.

### PROCEDURE OF INTERNSHIP AT SXIE

Internship shall be conducted in all the four semesters. Internship would include a total of 30 lessons, Observation of School activities, Community Work, Lesson Observation and various other activities. The period of Internship would be for 20 weeks in all. A constructivist approach shall be followed wherein student teachers would need to reflect on the experiences and construct a mental model of the teaching profession through deliberation.

Internship shall be followed at the Institute in the following steps;

1. Pre-Internship Capacity Building Course (PICB)

The Institute shall organize a PICB course to develop the teaching competencies. The course would be conducted in each Semester with each phase at an advanced stage than the previous phase. Each phase of the course would include inputs, demonstrations and practice sessions including feedback. The inputs would be on essential skills, strategies and approaches of teaching and assessment. The types of lessons that would be dealt with are general lessons, co-teaching lessons, theme-based lessons and experiential lessons.

2. Planning and Implementation

Planning of Internship would be done in consultation with the principals / supervisors of the Cooperating schools. School grouping, Timetable framing, Coaching and guidance, lesson observation and feedback would be done by the student teachers as required by the cooperating school and the Institute. Additional activities would be conducted. Student teachers would be maintaining a reflection journal. A code of conduct drawn up by the Institute for Internship would be strictly adhered to. (refer attachment)

3. Debriefing and Reflection

Debriefing sessions would be conducted at the end of each week of Internship. Each student teacher shall maintain a reflective journal in the format prescribed by the Institute.

**Attendance:** It will be mandatory for each student to maintain an attendance of minimum 90%

**ASSESSMENT**

The passing percentage for Internship is 40%. The assessment of Internship would be done on the basis of Rubrics prepared for each aspect of internship. Oral as well as written feedback would be rendered to the student teachers. Feedback would be qualitative as well as quantitative. If a student misses a lesson on a particular day in a specific semester, then s/he is expected to complete that lesson in that semester itself for which the student would be given again chance to give the lesson.

If a student fails to complete the lesson presentation in the same semester when the lesson is missed then s/he will be marked absent and no marks would be awarded for that particular lesson.

**RESPONSIBILITIES**

The teacher/s -in-charge of Internship shall be responsible for its planning and smooth conduct. Decisions regarding Internship would be taken by the Principal and the faculty members of the Internship committee. The decisions taken by the committee would be binding on the students. Grievances regarding Internship will be received and addressed by the teachers-in-charge. In case of any serious issue, the matter will be resolved in consultation with the Principal. All records would be maintained by the teachers-in-charge.

**PROCEDURES FOR INTERNSHIP**

**Number of lessons**

- The total number of lessons are distributed over the semesters.
- Student-teachers are required to present 100% of the lessons as prescribed in the syllabus

**Lesson plans**

- Each student-teacher's practice lessons will be coached by a staff member.
- Lessons would be permitted to be delivered only after being approved by the respective coaches.
- Lesson plans ought to be planned in keeping with the guidelines/format provided.
- Only complete lesson plans would be accepted by the respective coaches.
- Draft Lesson plans should be submitted well in time to enable the coaches check and provide guidance.
- Each practice lesson will be supervised and evaluated by a member of the staff. Constructive feedback will be provided on each lesson.
- Student teachers are required to reflect upon each of their lessons on the template provided.
- Student teachers are required to collect their units well in advance from the concerned school teachers, and at a convenient time. Collecting units during class hours is to be avoided.

**Feedback**

- Students will be trained for and provided with a feedback template for reference
- Any feedback provided by the professors is for the purpose of improvement and should be taken with a positive attitude, though student teachers are allowed to ask for justification in case any.

**Time table planning**

- The entire week timetable for Practice lessons of each school must be entered in the format provided. This will be handed in by the group leader to the faculty-in-charge of the school group. After the approval of the staff-in-charge the timetable should be submitted to the Internship coordinators, at least one week before the lessons are due to be given.
- No change in the timetable, the standard, division or subject may be made, once the time-table has been submitted to the Internship coordinators.
- In case of any change in the timetable due to unavoidable circumstances in the school, the same needs to be communicated to the Internship coordinators, staff-in-charge of the school, the school authorities as well as the college supervisor for the given day.

**Cancellation of lessons**

- If for some reason the practice lessons in a school are cancelled in advance of the given date, the group leader is expected to inform the Internship coordinators, staff-in-charge of the school, the school authorities and the college supervisor.
- If for any reason lessons are suddenly cancelled on the day itself, student teachers are required to go back to the college and engage in their academic work or any other task assigned by the principal.
- A unit once taken cannot be changed without the school teacher's consent.
- No change in the class time table can be made without the consent of the school supervisor. The same needs to be brought to the notice of the staff-in-charge of the school as well as the college supervisor.
- Under no circumstances should student teachers cancel lessons on their own. Cancellation of lessons would strictly be the decision of the principal, the internship coordinators, and the respective coach.

**Observations & Recordings**

- Student teachers are required to be involved in the activities assigned to them by the school authorities, besides fulfilling the Internship requirements expected of the B.Ed. Programme.
- Each student teacher is required to observe peer lessons.
- Details of each internship day activities should be recorded and duly signed by the college supervisor on the day itself to avoid any last-minute issues.
- All records should be maintained neatly in the respective formats duly signed by the concerned staff member and presented on the day assigned for Record checking.

**School Attendance & punctuality**

- All rules and regulations of the Internship school should be strictly followed.
- Every student teacher is required to enter their respective time of arrival and departure in the provided register.
- Daily attendance and punctuality are insisted upon.
- Student teachers reporting late (up to 15 minutes from the beginning time of the day) to the internship school on any given day would be marked half day absent for the day.
- Student teachers reporting late (up to 30 minutes from the beginning time of the day) to the internship school on any given day would be marked full day absent for the day.
- Leave of absence will not normally be granted, other than for illness or any untoward circumstance. The principal would be the final sanctioning authority for any leave of absence. Supporting documents need to be submitted as evidence if asked for by the college authorities.

- Leave of absence due to medical reasons should be supported by authentic documents duly certified by appropriate medical officers. The institute reserves the right to scrutinize the documents in case of suspected discrepancy.
- The school timings should be strictly adhered to. Student-teachers are required to be punctual at the Internship school. If running late to school due to any unavoidable circumstance, the student teacher is required to inform the Internship coordinators, staff-incharge of the school, the school group leader, and the college supervisor.
- Due permission needs to be taken from the Internship Committee (Principal and the Internship Coordinators) in case of any leave of absence.
- Student-teachers should report to the group leader / any other member of the group and the college supervisor in case of going late or being absent. This is necessary to inform the school authorities and to make necessary alternate arrangements.

#### **Assessment of Lessons**

- The lessons will be divided into different categories like general lessons , Co-teaching lessons with the school subject teacher, Co-teaching lessons with the peers, Theme based lessons.
- The procedure of Evaluation would include – rubrics for each type of lesson, verbal and written feedback by the supervisor from the college, qualitative feedback (coach, supervisor, school teacher, peer) , quantitative feedback in marks.

***Every student-teacher is required to fulfill all the requirements of Internship as specified by the institution for each Semester. The ordinances / regulations of the institution regarding Internship would be binding on all student-teachers.***



## LIBRARY POLICY AND PROCEDURE

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## **1. Library**

St. Xavier's Institute of Education (Autonomous) has a well-equipped library with physical and digital resources. It is Wi-Fi enabled and spacious which is conducive to intensive study. Librarian and a library Attendant are available on-site to assist with book searches and other library-related queries. The college additionally, provides the facility of Inter-Library-Loan service from neighboring institutions like - Bombay Teachers' Training College, Nirmala Niketan - College of Social Work (Autonomous) and St. Xavier's College, Mumbai (Autonomous) and Institutional membership with SNDT Women's University Library. St. Xavier's Institute of Education strives to contribute towards developing Efficient Future Teachers & Researchers. The library is designed to help its users to become Competent, Compassionate, Committed, and Conscientious. The library works towards stimulating the process of teaching, learning and developing life- long learners.

St. Xavier's Institute of Education Library has over ten thousand Books, Journals, Periodicals, Newspapers, E-Resources and other learning resources etc. Library's resources aim at making a difference in the overall formation of student teachers.

### **Resources in The Library**

1. Books
2. Print Journals
3. E-Journals
4. E-Books
5. Periodicals
6. Encyclopedia
7. Newspapers
8. Bound Volumes
9. CD-ROM/D
10. VDs
11. Thesis & Diss.

## **2. Vision of the Library-**

Promoting a Knowledge Culture for - *“Joyous and Creative Teacher Education”*

## **3. Objectives-**

1. To promote the value of inclusion through equitable access to all library resources.
2. To promote reading and research skills in all readers.
3. To facilitate the knowledge flow process.

4. To enrich readers with knowledge resources for lifelong learning & research.
5. To encourage the readers for knowledge society

#### **4. Library Advisory Committee**

Library Advisory Committee plays an advisory role and helps to facilitate the library development plans & activities. The Library Advisory Committee would serve as a conduit for information exchange between the library and its readers. The Committee would assist in meeting the needs of readers, for the smooth functioning of the library.

#### **5. Collection Development Policy**

A collection development is a framework for characterizing library collections and setting a formal set of principles for building and supporting collections. The collection development goal of the College Library is to find recorded information pertinent to existing research, instructional, and institutional programs, and to purchase and preserve selected resources at levels proper to the scope and depth of those programs.

**a-Responsibility for Selection-** The Library & the staff members oversee the selection, development and maintenance of the collection which is monitored by the Library Advisory Committee of the Institute. Staff members provide suggestions as per the need and demand of the curriculum selection and endorse the library's subject collections that match their requirement, The Library Advisory Committee also plays an important part in monitoring the process.

Selection of all materials includes guidelines such as: the library will provide access to representative materials in all fields of knowledge, with a concentration on topic areas. It would be linked to and support the academic programme of the College. Duplicate copies of the material concerned are purchased only by selection (demand, usage, reference, or statistics.) or accepted as gifts. The emphasis is on acquiring current resources with anticipated long-term value. If accessible and considered relevant, lost or stolen material will be replaced as the funds will allow. If the original content is no longer available, it may be replaced by new information on the same subject.

#### **b- Collection Development Criterion-**

A uniform collection development criterion shall be used to all mediums. The following criteria may be considered:

1. A variety of academic levels, to serve a wide range of interests and abilities.
2. Authoritativeness of the author, or reputation of the publisher.
3. Availability of funding.
4. Demand & need for reference books, textbooks and journals.
5. Value of the resources over the years.
6. Opposing sides of controversial issues to aid readers with critical thinking.
7. Strength of present holdings in the same or similar subject areas.
8. Suitability of format to content and compatibility with college-owned equipment.
9. Usage statistics of similar items.

**c- Journals & Periodical-** Journals are an effective medium for communicating research findings, recent discoveries and breakthroughs, and future research opportunities to the general audience. The library subscribes to a total of 19 journals and 1 periodical. Subscriptions are added or deleted with the consent of library advisory committee members.

**d- Electronic Resources-** Electronic Resources is one of the emerging environments in libraries & Information communication in the competitive service. Today e-resource is essential tools for scholars related to the easiness, readability, affordability, and accessibility of the literature type. E-Resources consist of e-books, e-Journals, articles, newspaper, thesis, dissertation, databases, and CD-ROMs, which are likely to be the alternative to the print media. In our library we are subscribing to four e-journals & INFLIBNET-N-LIST (National Library and Information Services Infrastructure for Scholarly Content from Gujarat). Open Online E-resources are also made available for the readers.

**e- Newspapers (Print and Electronic) -** The library subscribes to local and state newspapers. A few newspapers were made available online too, along with physical displays of the national newspapers.

## **6. Procedures for the Acquisition of Library Resources-**

1. The library would go through the following procedures for the acquisition of library resources:
2. Budgeting for purchase of books, Journals & Periodicals
3. The library would procure books and other learning materials that are related to syllabi. Reading materials that are useful for competitive examinations, books on motivation, fiction books & Inspirational books.

4. Textbooks, Pure reference books and handbooks on relevant subjects are purchased from time to time. Printed/online journals & periodicals as well as an online database can be procured. Staff and students can also recommend books & reading material that would be beneficial to them.
5. Utilization & supervision of the allocated grants.
6. Arrangement of publisher catalogue and book seller's catalogue, in the library.
7. Informing staff members for checking the publishers' catalogue department.
8. Inviting booksellers/publishers for the supply of books & reference books, etc.
9. Staff members are invited from time to time to select books and suggest names of books required by them.
10. After selection of books by staff members, the catalogue and library stock would be checked to avoid duplication.
11. Placing order for the purchase of books & other resources.
12. Follow up of orders, in case of delay in providing resources to the library.
13. Physical checkup & pagination of the books after being received.
14. Accessioning of the arrived documents: Books would be entered in the physical accession register with details like Author, Title, Edition, Supplier, Cost, Publisher, Page Numbers etc.
15. Payment of bills would be done on time.
16. Technical Processing- It involves checking availability of books in stock, checking condition of books, readability, editions, cost of books in case of foreign books, the price list, checking missing pages inside the books, putting stamps, labelling,
17. Bar-coding, preparing book cards, pasting pockets etc.

## **7. Library Privacy Policy and Procedures**

The library respects the privacy of people who use it. The library staff is not permitted to share registration information on borrowers, their requests for information and items, or any related transactions. Any information needed regarding a specific reader must be obtained from the College/Institute Office.

Information considered as private includes-

1. Reader's name (or if an individual is or has been a registered borrower)
2. Reader's physical address,
3. Reader's telephone number,
4. Reader's e-mail address,

5. Reader's library circulation record and its contents are examples of private information.

#### **8. Circulation & Borrowing Privileges (Library Usage Policy)-**

1. Textbooks & Reference books are issued for 4 & 8 days to the B.Ed. Students.
2. Reference Books, Journal & Periodicals, Research Publications (Theses & Dissertation), Action Research Projects, Newspapers, Question Paper sets are issued only for Current Reading & not for Home Issue, they are allowed to take photocopy of these resources if required. Readers may avail of the photocopying /Reprography facility at Rs. 1/- per page.
3. Library fine is Rs. 2/- per day, (including holidays,) would be charged for books that are not returned within the specified time. Each reader would be responsible for the library resource issued to him/her.
4. Readers should not mark, underline, write or tear page/s. Action will be taken & readers shall be asked to make good, any loss or damage to library resources. Readers have to replace the loss with a new copy and pay 20% of the cost of the book as fine.
5. No Library resource can be taken out of the library, without the permission of the Librarian or Library staff.
6. Readers shall be entitled to collect their Mark Sheets/Leaving certificates/NOC, only after all library resources against their names have been returned/replaced or paid for.
7. Only two books would be issued at a time, per student, for current reference against their ID card, & only three books would be issued for home reading, per student.

#### **9. Provision of Library Reader Services -**

SXIE Library aims to become a community hub, for developing reading culture. Library maintains and updates its webpage, on the college website with information about the library. Guest membership would be offered to external students and new visitors with prior permission of the Principal of the Institute.

Following are Library Services for readers:

1. Circulation Service
2. Library Orientation
3. New Arrivals-Display
4. Reading Room
5. Reference service

6. Reprography
7. Library Initiatives
8. E-Resources
9. Library Online (WEBOPAC)
10. Open Access Resources

#### **10. Internet, Wi-Fi & Computer Facilities**

The library has a computer facility with an internet connection and Wi-Fi for the benefit of the readers. E-Referencing Library is available for readers for access to E-resources of the library, and this setup is strictly for academic and research work.

The library follows the internet usage policy of the college. Use of VPN, Proxy servers, and private firewalls, tunneling software, connectivity sharing software, hacking, games and movie trailers are strictly prohibited in the library. Strict disciplinary action will be taken against those who engage in such activities. Downloading or printing of the entire book or journal is strictly prohibited.

User Guidelines are designed for responsible conduct within the online environment. Readers may conduct academic or research studies as desired. Reader must indemnify for loss or damage to computer hardware (the physical part of the computer system). Also, readers will be penalized if they engage in "unauthorized" activities and the publisher will deny access to these resources to the entire user community of our college.

#### **11. Research Room Facility-**

The Research Room is available for Ph.D. Scholars for research work. This provides the researchers space, freedom for discussion with their supervisors, reading and doing serious study with diligence.

#### **12. Library Rules & Regulations**

1. Working Days-The Library remains open on all working days except Sundays and notified public holidays. The opening hours of the library are 8.30 a.m. to 4.30 p.m. (Monday to Saturday)
2. Library Membership- Library Membership can be obtained by regular students on showing the admission fee receipt. A non-member can use library resources as Guest Membership by Paying Rs. 60/- for a day as membership fees, on the premises with the permission of the Principal.
3. Recording visit in the Visit Register-Every reader is required to record their visit in the Visit Register of the Library and also required to show the Identity card to the library staff on demand.



4. Open-Shelf System-The Library follows an Open-shelf system. Members are free to browse through the collection, in the stack area.
5. Use of Baggage Cabinet- Before using the library resources, readers are requested to leave their bags, files, and folders in the baggage cabinets, outside the library. The library accepts no responsibility for personal property left in the library, by concerned readers. If such items are discovered, they will be kept in the Administrative Office of the institute.
6. Authorization for use- No library resource may be removed from the library without the approval of library personnel, whether for reading in the library or taking a library resource home.
7. Current Reference Facility-Two Books are issued at a time, per student, for Current Reference against their ID card.
8. Home Reading Facility- Two Books are issued for home reading, per student.
9. Facility for Ph.D. Students-Ph.D. Students are allowed, Five books for current reference and two books are issued for home reading for fifteen days—Ph.D. Students are allowed, Five books for current reference and two books are issued for home reading for fifteen days, per student.
10. Issue & Renewal of resource-Text Books for the B.Ed. Course will be issued for 4 days only. Other Books would be issued for one week. Books may or may not be renewed, at Librarian's discretion as per case of books "in demand".
- 11- Current Reference Resources-Question Paper Set, Reference Book, Syllabus, Newspapers, Journals & Periodicals can only be used within the library premises.
11. Prohibition on eating and drinking-Consumption of food & drink is not permitted in the library. It is expected that silence, decorum and discipline must be maintained in the Library.
12. Lost or Damaged Library Resource- Readers should not mark, underline, write, tear page/s. Appropriate action will be taken & the readers shall be asked to make good, any loss or damage to library resources. They shall have to replace the loss, with a new copy and pay 20% of the cost of the book as fine.
13. Suspension of Library Privileges -The Librarian may temporarily or permanently suspend the Library membership of reader if he/she found
14. causing any damage to library resource or violating of the rules and regulations of the library.
15. Reader's Responsibility- Readers are liable for any borrowed materials. In addition to meeting deadlines, they are required to accept liability for fines

incurred as a result of late delivery, loss, theft, or damage to the material while in their custody.

16. Fines & Reprography fees- A Library fine of Rs. 2/- per day (including holidays) , will be charged for books, not returned within the specified time. The reader will be responsible for library resources issued to him/her. Readers may avail of the photocopying/ Reprography facility at Rs. 1/- per page.
17. Use of Mobile phones- Use of mobile phones is not allowed in the library. Phones should be either switched-off or set on silent mode. Failure to comply with these requirements may result in a fine and/or expulsion from the library.
18. No Objection Certificate (NOC)- Readers shall be entitled to collect their Mark Sheets/Leaving certificates, only after obtaining NOC from the Librarian, (after returning all library resources against their names, have been returned/replaced or paid for).
18. Recalls—If a book/material has been borrowed for 4 days (if it is a textbook) or 8 days (if it is a reference book), the reader can renew it, if the book is needed back / If there are enough copies of said book / there is no demand from any other reader, said book will be renewed. Readers are eligible for immediate recall, after the first recall notification has been issued, a time period of 7 days is allowed for the items to be returned. After sending notification these books can no longer be renewed.
19. Grievances- Grievances regarding problems pertaining to the library, would be resolved within the library by approaching the librarian, for the solution of the problem. Feedback is solicited by the Institute from the staff and the students. If any problem or subject is deemed to be outside its scope, the reader may contact the Library Advisory Committee.

### **13. Library Audit –**

Library Audit is conducted taking into account the Institution's library acquisition, infrastructure and services. This kind of audit is a special audit. In general, the audit procedure is the same as any other audit.

### **14. Weeding Policy-**

Taking into account the condition of the material (Torn, tattered, damaged or poor condition, obsolete library resources), the Library Advisory Committee will authorise the weeding out of library resources according to the list of materials to be weeded out from the library with the principal's approval.

### **15. Amendments in Library Policy-**

Amendments in the library policy can be made, if the Members of the Library Advisory Committee deems it essential and useful, and accordingly alterations or additions will be made to the aforementioned policy.

## VALUE ADDED COURSES POLICY

### Introduction

The field of education is transforming, and the process of transformation is quite challenging. Globalization, liberalization and privatization are playing a vital role in demanding the product that is coming out of education field needs to be of world class. In this process of transformation catering only to the prescribed curriculum is not going to develop the overall personality of the learners. Hence, in the world where knowledge is evolving rapidly higher education institutions need to work towards capacity building of the learners. Also, the field of education need to think about various ways not just to develop the individuals but also nation development. Achieving these challenges and demands looks possible only through going beyond the prescribed curriculum and syllabus and enhancing employability of the students which needs to be align to the industry expectations.

Value added courses will serve the purpose to bridge the gap between the curriculum and the employability. Apart from developing skills education system also need to work towards developing right kind of attitude and values among the individuals keeping in mind the plural and diverse nature of the nation and at large the world.

As Valued-Added courses are part of the curriculum designed to provide necessary skills to increase the employability quotient and equipping the learners with essential skills to succeed in life St. Xavier's Institute of Education offers value added courses of the duration 30 hours or more every year.

### Objectives

1. To promote values among the student teachers
2. To equip student teachers with necessary skills of the profession
3. To acquaint student teachers about the latest trends in education
4. To develop insight about sustainable development among the student teachers
5. To acquaint student teachers about the inclusiveness of education
6. To promote sense of exploring potential among the student teachers
7. To encourage student teachers to think out of the box
8. To train student teachers to experiment with the innovations in the field of education
9. To provide student teachers an understanding of the expectations of industry

10. To acquaint student teachers about multi-disciplinary nature of education

### **Course Designing**

- a. Before designing the course, necessary discussion and feedback should be taken from the alumni and experts so that an apt course is designed by identifying the gaps.
- b. Value Added Course developed by the faculty should be placed before the Board of Studies and approved by the Academic Council
- c. The course offered should be different than the courses listed in the prescribed curriculum of the respective semesters.
- d. The course should have maximum two modules with 3 sub themes in it.
- e. A unique course code is to be given for each course.

### **Annexure - I Guidelines for conducting value added courses**

The following guidelines are to be followed for the conduct of Value-Added Courses (VAC)

#### **a. Conduct of VAC Classes**

- 1) The classes for all VAC will be conducted from on during the academic year .

OR

Classes for VAC will be conducted during the RESERVED Time Slot in a week or beyond the regular class hours.

- 2) The classes for VAC shall be held in online/offline/hybrid mode. However, the practical component of the VAC must be conducted in physical mode only.
- 3) The duration of a value-added course is minimum 30 hours with a combination of 18 hours (60%) of theory and 12 hours (40%) of practical. However, the combination of theory and practical shall be decided by the faculty in-charge of the Course with the approval of the Principal.

#### **b. Registration For VAC**

##### **Procedure for Registration (Mandatory VAC)**

- a. The institute will offer two Value Added Courses during the Two-Year B.Ed. Program. It is mandatory for the students to enroll for 2 Value Added Courses that is one VAC per Academic Year.
- b. The list of Value-Added Courses shall be displayed on the college website along with the syllabus.
- c. A student shall register for a Value-Added Course offered during the Academic Year by submitting the duly filled registration form.
- d. The faculty in-charge of the value-added course shall scrutinize the applications.

- e. The list of the students for value-added courses for the academic year should be displayed on the college website.

**c. Voluntary VAC (Online Courses)**

Online courses like SWAYAM and other online courses can be encouraged to be taken up by the students, these will be non-mandatory courses which the students can take up voluntarily

**Annexure – II Registration Form**

**Duration** - The duration of value-added course should not be less than 30 hours.

**Venue** - The course coordinator shall provide class room/s based on the number of students/batches.

**Credits** - Each Value-Added Course will have 2 credits and will be certified by the institute.

**Fee Structure for the VAC** - The nominal fee of Rs. 500/- per VAC per year will be charged at the beginning of Two-Year B.Ed. Program. The charges will be non-refundable.

**Attendance**

1. The Course Coordinator of each VAC shall be responsible for the maintenance of Attendance and Assessment Record of the students who have registered for the course.
2. The Record shall contain details of the students' attendance, marks obtained in the Internal Assessment Tests.
3. Documentation of Assignments, Seminars, etc. conducted along with the theme or topic should be maintained.
4. The record shall be submitted to the principal once a month for monitoring the attendance and syllabus coverage.
5. At the end of the academic year, the record shall be duly signed by the Course Coordinator and the Principal and placed in safe custody for any future verification.
6. Each student shall have a minimum of 75% attendance in all the VAC failing which he or she will not be permitted to write the End-Semester Examination.
7. Relaxation of attendance requirement up to 10% may be granted for valid reasons such as illness, representing the University in extracurricular activities and participation in NCC.
8. The passing requirement for value added courses shall be 40% of the marks prescribed for the course.

9. A candidate who has not secured a minimum of 40% of marks in a value-added course shall reappear for the course in the next semester/year.

10. The grades obtained in VACs will not be included for calculating the CGPA.

### **Awarding Certificate**

Participants will get a certificate after they have registered for, written the exam and successfully passed.

### **Annexure - III**

#### **St. Xavier's Institute of Education Value Added Course**

##### **Format- for the proposal of Value-Added Course**

Title of the Value- Added Course:

Name and Designation of the faculty in-charge: Proposed Duration/ hours:

Year:

B.Ed. Batch:

Purpose of the course:

Objectives of the value-added course: Outcomes of the value-added course: Modules:

List of Resource Person/s: Collaboration if any:

Mode: Online/Offline/Hybrid/Any Other Assignment Pattern with the marking scheme:

Budget:

Certificate Format:

### **Annexure - IV**

#### **St. Xavier's Institute of Education Value Added Course Registration Form**

Name of the Student:

Roll No:

B.Ed. Year:

Name of the Value-Added Course:

Signature of the Student:

**Note:** The form has to be filled by the student and handed over to the Value-Added Course Coordinator within Seven days after the opening of the course. Option once exercised cannot be changed.



## INFRASTRUCTURE POLICY

St. Xavier's Institute of Education's (SXIE) Policy towards infrastructural facilities is acquiring, maintaining and upgrading the infrastructural facilities for joyous, creative and effective teacher education. Based on this principle, the activities and procedures are planned for every year.

### Maintenance of The Facilities

1. The Institute ensures optimal allocation of budget and utilization of budget for acquiring, maintaining and upgrading the infrastructural facilities.
2. The staff in-charge of Infrastructural Technology records the status of the infrastructural facilities available, and reports about the required facilities to be made available.
3. A certain amount of budget is allocated mindfully for bearing the expenses of acquiring, maintaining and replenishment of the available facilities.
4. With regards to the technological equipment and facilities, outsourcing is done for repairs, maintenance and upgradation.
5. Support staff and are allocated duties, for regular cleanliness and sanitization, in and around the infrastructural facilities.
6. Grants and funds received are judiciously distributed and utilized for the infrastructural facilities.

### Utilization

The infrastructural facilities are wasted and stagnated with scarce and zero utilization. SXIE believes that the facilities in the laboratory, library, classrooms, computer labs, learning resource rooms are meant for operational learning process. This can lead to scaffolding for making education, demonstrative and real. Thus, the optimum use of the infrastructural facilities is for educational empowerment of its students and faculty. The students are also a part of care for infrastructural facilities in the following ways: -

1. The induction to every new batch of students focuses on the availability and accessibility of infrastructural facilities for the students learning process. At the same time, clear code of conduct regarding the proper utilization of the facilities is sounded to the students. The website displays the upgraded infrastructural facilities for students' benefits.
2. Student volunteers are appointed for alert and vigilant observation of effective use of facilities in the classrooms, laboratories etc, for longer and better service

of the infrastructural facilities like the library, laboratory, classrooms, computer room, etc.

### **Library**

1. The need for new books is assessed annually by the librarian from the perception of the curriculum and the stakeholders. The list of books, journals, library software etc to be purchased is sent to the faculty for approval with the allocated budget, the final decision is taken by the Principal.
2. The Library Code of Conduct is clearly articulated on physical as well as digital notice boards. The strict adherence to the rules and regulations of the library has to be followed by the users of the library.
3. The library facilities promote student-friendly places with the help of the student and faculty representative of the Library Advisory Committee. They plan and execute innovative ways like know my library, devoted time for engaging the library, holding exhibitions, and displaying new arrivals of books in the library.
4. The librarian takes efforts to encourage students to make full use of the library facilities and guides them to the different cupboards and bookracks, as per the requirement of the semesters.
5. The library ensures the active use of inter-library facilities, N-list and other digital resources connected to the library. The library is well maintained with regards to the cleanliness, sanitation and user-friendly setting, to increase the reader footfall.
6. Library is the hub of the college and its facilities are the vehicle for smooth and stimulating learning process.

### **Laboratories Psychology and Science Laboratory**

1. Stock record of the laboratory applications is maintained.
2. Physical verification of equipment and registration is done.
3. Perceiving as a place of experiment, exploration, enhancement of subject is done by Pedagogy masters.
4. The maintenance and upgradation of laboratory is done by the support staff.
5. Classrooms, computer labs cleanliness and sanitation put forth the requirement.

### **Classrooms**

1. Requirements of classroom furniture are looked into and recorded.
2. The maintenance and minor repair of classrooms is looked into by the management and the Principal. Any classroom facilities required and repairs are carried out during the students' vacation so as not to disturb the educational process.

3. Classroom cleanliness and sanitation is a daily routine. It is supervised by the Principal.
4. The cleanliness and keeping the class neat and clean is looked into by the efforts of the support staff but the prospective teachers take it up as their responsibility to keep the class clean and tidy. The technology equipment are student marshals looking into it.

### **Computer Laboratory**

1. The computer lab is kept well-equipped with necessary number of computer so as to ensure students' first-hand experience in their courses on ICT, able to create digital learning resources, prepare their assignments and presentations with computer facilities. The Institute is sensitive to students who do not have the facilities of computer and internet at home.
2. The computer facilities are upgraded and wherever necessary repair work is carried on. The computer lab is maintained with annual and regular check and maintenance. A certain amount in budget is maintained for maintenance and repairs. Special precautions are taken of the computers its electrical extensions and internet facilities during the monsoon season to protect it from damages.

### **Equipment and Facilities – Sports and Music**

1. The sports, music and technical equipment are maintained well with regular care and cleanliness
2. The repairs and maintenance of the equipment and goods are regularly monitored.
3. Indoor games are kept away from dust and dirt. The student council is vigilant about the equipment and facilities. The equipment, games and goods are stored back in the cupboards after use. Special precautions are taken of the equipment during the monsoon season to protect it from damages.
4. Separate music and art room and sports equipment storage place is maintained for students to motivate students to participate and actively involve themselves in recreational and leisure activities.
5. The infrastructural facilities and equipment are maintained and upgraded for students' enhanced learning and involvement in co-curricular activities. Along with academic advancement, it is important that the students are developing their physical, mental, social skills and sports culture. Thus, SXIE maintains and upgrades its infrastructural facilities for the well-being of its students and faculty.

## **PLACEMENT POLICY**

### **Introduction**

Placement Cell is an integral part of the Institute. It is a platform for students-teachers and the prospective employers have a common ground to meet, interact and have mutual opportunity to acquire employment as well as to select prospective employees. The B.Ed. Program is a professional course, wherein the graduates from different fields are being equipped with competencies for an effective secondary school teaching work. Thus, placement in the campus is important area of the Program. The focus of Campus Placement Cell of SXIE is not just employment but employability skills along with it. During the internship as well as community work and theoretical academics the students are made aware of the requirement of the effective teacher.

### **Placement services**

The Institute's Placement Cell invites principals/heads of institutes from schools of the national and international boards for Campus Interview of the student teachers.

### **Objectives of the SXIE Placement Cell**

1. To orient students about the trends in the teaching career.
2. To stimulate their thoughts on the current challenges of the teaching profession like stress, mental health, special children, student related problems
3. To make students aware of the career opportunities in various educational institutions.
4. To conduct campus interviews to enable students have variety of opportunities within the institution.
5. To give a practical experience to students about the various educational setting.

### **Activities to be conducted**

1. Workshops /Talks on the certain topics like problems in schools, mental health, stress in students and teachers, special children, rules related to teachers, RTE, RTI
2. A notice board to be maintained.
3. Pre-Campus Placement Program
4. TET/ CTET Training
5. Campus Placement Program

### **Vision of Placement Cell**

The Vision of the Placement Cell is to strive for complete placement of the students interested in entering the world of work.

### **Highlights of the Campus Placement**

Percentage of the students benefit from this program: 100%

1. Session on International Board Curriculum
2. Session on Preparation for Interview
3. Session on Preparing a Curriculum Vitae
4. Session on Scope of E-tutor and E-Learning designer
5. Personality Improvement programs
6. Orientations to school's work culture, ethos and practices
7. Support students to prepare for CTET / TET orientation

### **Pre-Campus Enrichment Programs**

The Campus Placement conducts – Pre-campus Enrichment Program to prepare the student teachers with Resume Making, preparing for Mock interviews, Sessions by School Principals from different Boards state, National and even International. The preparation is the policy of the Placement Cell to equip students and mentor them before the Campus Placement.

### **Program: Recruitment process**

1. Schools participated On-Campus
2. Schools participated Off-Campus
3. Students who participated in the recruitment process
4. Students who opted for higher education
5. Mode of campus placement program: Offline Interview /demo

### **Program: Post Campus Placement**

1. Follow up on the recruitment process
2. Provide necessary guidance to students to select the schools
3. Feedback was taken from students

### **Campus Placement Guidelines**

1. The student teachers must be full time students and have a reasonable attendance to participate in the Campus Placement. The students must follow the Code of Conduct of the Institute.
2. The students applying for the Campus Placement must fill up the Employment Form with accurate and reliable details. A data base is created every year on the basis of the information collected.
3. The students should maintain the decorum during the campus interview process.
4. The students should go through the prospective employers through the campus placement rather than going for direct contact.

5. The organizations wishing to attend the Campus Placement have to go through the Campus Placement Cell. All pre-campus offers should be routed through the Placement Office.

### **Placement Cell**

The Campus Placement Cell Is headed by the Principal of the Institute. The faculty members are the placement officers, and the team includes student representatives.

### **Terms and Conditions**

1. All the Second-Year students, St. Xavier's Institute of Education (SXIE), Mumbai, must register for Campus Placement Program. It is not mandatory for a candidate who willingly decides not to participate in any placement drive. But Campus Placement Registration form should be submitted by mentioning the reason for not participating in the campus placement program.
2. The institute provides you with a platform and guidance to apply to various School Boards through Campus Placement.
3. The Campus Placement of SXIE does not assure the participation of number of institutes in the campus placement program nor guarantees job through the Campus Placement.
4. Students will not be allowed for Campus Placement if the Institutional norms and regulations are not adhered at any stage during their B.Ed. course.
5. The appointment and confirmation of a job is between the employer and the candidate.
6. The Final B.Ed. marksheet will be handed over to the students only after the submission of:-
  - a. The CTET/TET passing certificate
  - b. Any other qualifying exam like NET/SET etc.
  - c. Offer Letter from the Employers
  - d. Admission to further / higher education
  - e. Self-employment
7. It is mandatory for the registered students to attend all the orientations and programme organized by the campus placement cell.
8. For all matters not covered by the above stated, the Management of the Institute/ the Campus Placement Committee will use its own discretion to take appropriate decisions from time to time and case to case placement policy for students of St. Xavier's Institute of Education, Mumbai.

9. Moreover, the Institute has full discretion to change or modify the rules from time to time.
10. All the terms and conditions should be agreed upon.



## **PREVENTION OF SEXUAL HARASSMENT OF WOMEN AT THE WORKPLACE**

### **INTERNAL COMPLAINTS COMMITTEE (ICC)**

The institution prevents sexual harassment of women at the workplace through the following ways:

1. Prohibits unwelcome behaviour that constitutes workplace sexual harassment
2. Champions prevention of workplace sexual harassment through orientation, awareness and sensitization sessions
3. Provides a detailed framework for redress <https://dor.gov.in/circulars/handbook-sexual-harassment-women-workplace>

### **The Internal Committee Members of St. Xavier's Institute of Education (Autonomous)**

As per the UGC guidelines

### **The Gender Development Cell members are:**

As per the UGC guidelines

## ECOLOGY POLICY

### Foreword

The Ecology Committee of St. Xavier's Institute of Education (SXIE) drafted an Ecology Policy to articulate the philosophy and action of SXIE towards ecology, energy conservation and waste management. The Institute has endorsed the principle of harmonious living with self, nature, and society as an underlying current for its policy. The mission statement of SXIE focuses on creating a just and humane society reflecting its ecological consciousness over 6 decades of its establishment.

The SXIE Ecology Committee dedicated to St. Ignatius' contribution of Ignatian Pedagogical Paradigm (IPP) bases its policy on understanding the context of the society, experience, reflection, action and evaluation of the action. The stages are not linear but an interplay of experience, reflection and action. On the basis of reflective evaluation of the actions there is an evolution of the action to meet the new needs and context of the society and the stakeholders. Thus, the SXIE Ecology Policy is a living document as it is modified and enriched by our reflection and action over the years.

### **The main objective of the Ecology Policy is to: -**

1. Understand the ecological context: The stakeholders are made aware of their ecosystem. The changing situation of the environment is a concern or challenge for the Institution. The policy promotes the awareness and understanding of the ecological experience, reflect on it so as to take an action to improvise it.
2. Promote the ecology policy as a mindset, a mindfulness, a way of reflective activity
3. Educate the stakeholders about the ways and means to sustain the ecosystem in effective way. Build a system of waste management which with succeeding years can accentuate to higher levels and reach wider circles from self to community at large.
4. Initiate the process of empowerment towards ecological sustainability through the steps like
  - I. Awareness
  - II. Initiation
  - III. Mobilization
  - IV. Organization
  - V. Action

## Mapping the Objectives into Action

With these objectives as the purpose of ecological sustenance and well-being, SXIE mapped the path to make the Institute and its surrounding greener, cleaner and a better place for its stakeholders.

1. Integrating the ecology policy in the B.Ed. Program and all the other endeavors of the Institute. The Institute has included Environmental Education Course as a part of its elective array. The daily value-based assemblies focuses on the promotion of concern and care for surrounding nature, a harmonious existence with the natural beings. The co-curricular events like organizing activities, competitions are also connected to environment and its care. The students are made responsible through the induction into the Institute's vision, mission and theme of the year and code of conduct towards the care for earth. Nurturing through its explicit and hidden curriculum, promoting the inter-dependence and cooperation of humans with nature.
2. Mindful energy consumption and energy saving thoughts and actions - The Student Council, Student Marshalls and all the students at the Institute are accountable for monitoring the judicious use of the energy in the Institute. This habit of energy conservation is then disseminated to the student teachers to internship schools, community centers, their residential places and even public places. Thus, the policy is based on the reaching out to the society
3. A collaborative effort -The Institute plans street plays, various competitions in form of poster making, poetry writing, slogan writing, creating socially useful products from the waste. The awareness campaigns and activities promote each one as accountable for the betterment of the society, from school children to the pre-service teachers. It is a collaborative effort and not just duty of the support staff.
4. Maintaining cleanliness and hygiene in the Institutional spaces and educating the others about it. The maintenance of cleanliness and sanitation is an important requirement of the Institute. Each floor and the compound surrounding the Institute is kept clean and hygienic for better environment.

5. Awareness and promotion of significance of greenery and care for environment is done, through proactive steps and respecting the themes like reflective harmony and waste management. The digital world also brings with it the e-waste and toxic elements, the disposal of the toxic e-waste is carried out with the help of concerned organizations.
6. Care for ecology: Being a caregiver of the ecosystem rather than mere consumers of the nature is consciously instilled in the minds of the stakeholders so that they feel like organization citizens, rather than self-centric people who believe that the ecosystem is meant for their convenience and use.
7. Following the 4 Rs of reduce, reuse, recycle and renew for effective use of ecological energy. One more very indispensable R for SXIE is reflect and repurpose for the conscious and mindful assurance of the ecological principles. The Institute maintains its compost recycle machinery to take small steps towards the ecological sustenance.
8. Investment in conserving and utilization of energy resources is focused upon, for example purchasing energy savers like LED bulbs, installing solar panels. Annual environment, water and green audits are to be conducted.

### **Waste Management**

Waste Management as an important element of the ecology policy.

SXIE has been advocating well-planned waste management approach for decades. The waste handling from waste reduction, waste segregation to sustainable waste disposal follows the ecology policy. At SXIE, the waste management refers to

1. Waste segregation into e-waste, wet waste and dry waste is maintained for effective waste management.
2. The system of waste management will be updated as per newer and better techniques and technologies.
3. The physical equipment required for waste management and physical spaces will be maintained. The physical placement of the waste management equipment will be indicated clearly as well as placed in the apt places.
4. Framing the waste management as one of the best practice of the Institute.

5. Collaborating with NGOs and Governmental organization for sustaining waste management as a conscious and serious endeavour of the Institute.
6. Education and dissemination of education about waste management to the stakeholders esp. the internship schools, community centers and local communities.

The purpose of the ecology policy is to make the stakeholders of the Institute more connected and less alienated from the ecology and ecosystem. The policy of the harmonious and connected community is to strengthen the care for environment.

## **CERTIFICATE COURSES INSTITUTIONAL POLICY**

### **Introduction**

The institute strives to provide quality teacher education. The Institution has developed the need-based certificate courses for Enrichment, Enlightenment and Empowerment. The National Education Policy 2020 has emphasized on Multidisciplinary/Interdisciplinary experiences. St. Xavier's Institute of Education has extended its services beyond the prescribed curriculum to reach beyond the horizon of learning. The Institute shows a firm commitment to futuristic education, authentic assessment and life transforming experience to achieve harmony in society. The Institute will offer certificate courses to blend the objectives of evolving teacher education and fulfil its commitment to quality education.

### **Objectives of Certificate courses**

1. To provide varied experiences to enhance knowledge, skill and attitudes
2. To introduce latest technologies and teaching methodologies to enrich teachers
3. To provide means of assessing knowledge, skills and attitudes of students
4. To develop the teacher for facing the different challenges in the teaching situation
5. To firmly focus on enriching the content knowledge of the teacher and equip them with different methods
6. To enable participants to accumulate credits for further professional development

(The outcomes of the certificate courses will be specific to each course and will be mentioned in the respective course brochure made by the respective course coordinators)

### **Norms for certificate courses**

1. All certificate courses must be designed keeping in mind the needs of the students, society and the vision and mission of SXIE. All courses will be under the aegis of St. Xavier's Institute of Education.
2. The certificate courses offered by the Institution could be in the online, offline or blended mode or MOOCs
3. The certificate courses would be paid courses. Decisions about the fees, number of participants and the timings for each course will be finalized at the institutional level by the Principal along with the course coordinator and other academic bodies of the Institution. Participants cannot claim the fees/course resources if

the participants do not complete the course requirements. Fees once paid will not be refunded under any circumstances.

4. The nature of the participants for each certificate course will be decided by the course coordinator as per the requirements of the course and the objectives for which the course is designed.
5. All course coordinators will be responsible for listing all the features, objectives and outcomes of the course in the course brochure at the beginning of the course. The brochure prepared will be used for publicizing the course in various groups. The course coordinator is responsible for validating the course.
6. The course coordinators are responsible to the participants during the conduct of the course and will follow all the requirements of the course as mentioned in the brochure. NO part of the curriculum already mentioned in the brochure will be compromised at any point of time. The completion of the course is the sole responsibility of the participant
7. The rubrics for assessment as well as the passing criteria will be designed by the course coordinator which could be modified after suggestions given by different stakeholders.
8. All certificate course materials will be the Intellectual Property of St. Xavier's Institute of Education. All course materials will be available to participants with the discretion of the course coordinator.
9. The course will be either developed by the staff of SXIE or could be collaboratively offered by SXIE and other agency/body/group of persons of repute as decided by the institution
10. All courses will be divided into Modules, each module will be minimum 30 hours of duration which could include actual teaching and notional hours of student work. The entire course will not be less than 2 credits.
11. The participants will get a certificate at the end of the course after completing all the course requirements. The course coordinator will be responsible for ensuring the same. The decision of the course coordinator/s will be final and binding in each case.
12. Certificate courses will be conducted at a time decided by the institution.

*SXIE reserves the right to change the policy for certificate courses as and when the need arises.*



## RESEARCH AND CONSULTANCY POLICY

### Introduction

Research is an integral part of St. Xavier's Institute of Education and effort is made to encourage research among staff and students. Institution nurtures faculty driven research projects within and outside the institutions. The institution has a Ph.D. centre affiliated to the University of Mumbai. The research policy encompasses the following: Doctoral research, Undergraduate research, Faculty research (Sponsored/Funded and Independent), Institutional research. The research conducted is mainly based on the teaching-learning, student related, classroom management, technology based learning and other related areas for improving the teaching-learning process.

1.1 The admissions procedure to the Doctoral research in the institution is governed by the UGC and the University of Mumbai from time to time. Each student is supposed to prepare the research proposal under the guidance of the research guide and present it to the RAC constituted by the institution. The research proposal will be sent to the RRC (Research Review Committee) of the University of Mumbai for topic approval. Doctoral students are required to undergo a 6 month Pre - Ph.D. course. All doctoral students are required to follow all the norms laid down by the affiliating University and UGC.

1.2 The funded/sponsored research work must follow the guidelines of the funding/sponsoring agency. The researchers engaged in funded/sponsored research must submit all reports as required by the sponsoring/funding agencies.

1.3 In order to conduct action research, a strong relationship between the internship schools and the institution is developed. The problems adopted for action research ought to be socially/academically relevant. All research work must be properly documented in a research project which has to be submitted by all who are conducting research.

1.4 Promotion of research within the institution: The institution shall promote research by providing seed money to each faculty. If faculty get funds from any other sponsoring agency then the seed money will not be available to them. Each faculty may apply for the seed money with the research proposal/publication/paper presentation in seminars and conferences. The research proposal/publication must be presented to the

Research Review Board. The publication of research findings will be encouraged in the institutional research journal. The institution will provide the support ( library and technology) to any faculty/research scholar of the institution engaging in research. There will be opportunities like research circle/internal seminar/ interactive session on research, within the institution to present research work.

1.5 The institution follows a code of ethics for research. The code applies to all staff and students. The code complements and upholds the ethical research codes set by the University of Mumbai, University Grants Commission, Government of India or any reputed professional or regulatory body and does not replace them. The code upholds the institution's vision and mission and also satisfies the regulations of the institution. The code of ethics is a dynamic document and is amenable to revision as given by regulatory authorities.

## **2.0 General Guiding Principles for conducting Research**

St. Xavier's Institute of Education is committed to academic research and is committed to develop new knowledge for enlightenment and empowerment for social transformation. St. Xavier's Institute of Education aims to maintain high standards in research, with the highest quality standards. The code of conduct is binding to all faculty and students.

Research activates the spirit of excellence which is a part of the institution's commitment to the knowledge creation process. Research in the institution has to contribute significantly to the social, political, cultural and economic progress of the society. Research in the institution is focused for the overall well- being of researchers and stakeholders.

### **2.1 Professional conduct of research participants**

All researchers will participate in research with utmost research integrity and collaboration with other researchers and stakeholders. Researchers must uphold the code of conduct for researchers and maintain the reputation of the institution. Researchers are not advised to compromise on trust and honesty based on personal or financial conditions. Research process must follow a transparent manner based on scientific principles.

### **2.3 Collaboration for research**

The institution members can collaborate with staff, students and researchers of other institutions to obtain the maximum output of research with respect to the objectives it

is designed for. Collaborative research is encouraged to develop networking between institutions and collaboration with professionals and other reputed institutions.

#### 2.4 Dissemination of Research work, Publication and Authorship

Research work conducted at minor or major level must be disseminated in journals/magazines/newsletter of repute. The duplication of any research work is strictly prohibited. Researchers are encouraged to apply the findings of their research in the relevant context. Researchers must acknowledge work and must avoid plagiarism of all types. Researchers must make themselves aware of all the ethics of publication. All research data must be confidential and must translate to research findings keeping in mind proper procedures of analysis of data.

#### 2.5 Research Ethics and Code of conduct for research

It is the responsibility of those conducting research in the institution to follow all the norms of the Research ethics as laid down by the UGC / University of Mumbai. All those engaged in research must submit a Plagiarism report to the Research cell of the institution.

#### 2.6 Consultancy

Consultancy will be defined as involvement of the staff/institution in a long term project of at least 6 months duration that involves financial agreement. The break-up of the remuneration of the institution and the individual staff would be 70:30 respectively. The documents of consultancy or MoU whichever is applicable will be appropriately maintained by the institution. The staff will follow all guidelines prescribed in the agreement or MoU for consultancy.

### **Research Ethics**

1. All those involved in research must keep themselves constantly updated on current trends in education and build professional competency.
2. Research guides should provide due autonomy to the researchers to decide their topic of interest and follow research procedures, according to the kind of research.
3. All researchers will collect informed consent from the participants before collecting data or any kind of information required for their research.
4. All researchers are required to maintain privacy and confidentiality of the data collected and protect the identity of the participating school/participant as the case may be.
5. The researchers or guides will not engage in deceptive practices/malpractices while engaging in research.

6. Researchers will see that they and their students avoid plagiarism in any research activity as well as in their research publications.
7. Researchers must avoid data manipulation and misrepresentation during research.
8. All researchers are expected to follow the rules and procedures of the scientific method for research and avoid scientific misconduct.
9. All participating in research must maintain honesty and integrity throughout the research process.
10. All researchers are encouraged to disseminate their work either within or outside the institution's publications or both, whichever is possible.

**Note:**

The research policy will follow all the guidelines of the UGC from time to time. The following are the links to the UGC documents related to plagiarism and publications ethics which will be followed by the institute.

**Academic Integrity UGC Gazette 2018**

[https://www.ugc.ac.in/pdfnews/7771545\\_academic-integrity-Regulation2018.pdf](https://www.ugc.ac.in/pdfnews/7771545_academic-integrity-Regulation2018.pdf)

**UGC Care List**

<https://ugccare.unipune.ac.in/apps1/home/index>

**Good Academic Research Practices Sept, 2020**

[https://ugc.ac.in/e-book/UGC\\_GARP\\_2020\\_Good%20Academic%20Research%20Practices.pdf](https://ugc.ac.in/e-book/UGC_GARP_2020_Good%20Academic%20Research%20Practices.pdf)

# **ORDINANCES, REGULATIONS AND THE CURRICULUM FOR THE BACHELOR OF EDUCATION TWO YEARS DEGREE PROGRAMME**

## **ORDINANCES, REGULATIONS AND THE CURRICULUM FOR THE B. Ed. TWO YEAR PROGRAMME**

### **(Semesters I, II, III and IV)**

(As per Choice Based Credit System with effect from the academic year 2022)

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

Credit system involves breaking down the curriculum into measurable units that can be combined to get a degree/diploma. A credit is generally a value used to measure a student's work load in terms of learning time required to complete course units, resulting in learning outcomes. The number of credits awarded to a learner is determined by Credit Value or Credit Points assigned to a particular course. It is a way of expressing the 'learner's workload'. (Student's). One (01) credit is Fifteen (15) learning hours. Credits once gained cannot be lost.

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

**Program:** Program is a set of courses that are linked together in an academically meaningful way and generally ends with the award of a Certificate or Diploma or degree depending on the level of knowledge attained and the total duration of study. ponds to the word 'subject' used in many universities. A course is essentially a constituent

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

**Credit Point:** Credit point refers to the 'workload' of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures/counselling sessions, writing assignments, preparing for examinations, etc. Credits are assigned for a single Course and always pay attention to how many hours it would take for a learner to complete a Single course successfully.

By and large a course may be assigned anywhere between 2 to 15 Credits where in one credit is construed as corresponding to 15 hours.

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

### Two Year B.Ed. Programme from the academic year

**Title:** Bachelor of Education (B.Ed.)

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

#### Admission

**Eligibility:** Following candidates are eligible for admission:

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

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

**O. 1.1.** A Candidate for the admission to degree of education (B.Ed.) must fulfill the eligibility criteria as per the directives of Government of Maharashtra from time to time.

#### Course Requirements

For the completion of the B.Ed. program the candidate must have:

- Attended four semesters of the full-time Two-year B.Ed. programme spread over a maximum period of three years from the date of admission in a College of Education.
- **Attendance:** Minimum attendance of 80 % for all Theory component work (Part A) and Practicum component (Part B); 90 % for school internship.

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

### **O. 2.1. Curriculum, Programme Implementation and Assessment Curriculum**

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

**Part A:** Theory component that includes Core courses, Elective courses and Inter-disciplinary courses.

**Part A:** Theory component

Core Courses (CC)

Elective Course (EC)

Interdisciplinary Courses (IC)

**Part B:** Practicum component that includes Project Based courses, Ability courses and Audit courses.

**Part B:** Practicum component

Ability Courses (AB)

Project Based Courses (PC)

Audit Courses (AC)

### **Part A: Theory component**

Core courses: Following are the five courses which are to be studied by a student in two years

1. Childhood and Growing up
2. Knowledge and Curriculum
3. Learning and Teaching
4. Assessment for learning
5. Contemporary India and Education

### **Elective Course Elective course 1 - Pedagogy of School Subject I**

Select any One Course

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



## **Elective course 2 – Select any One course from Pedagogy of School Subjects II**

I. Select any One course - other than in Elective course 1

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

II. Peace Education

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

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

## **Elective course 3 –Special Fields (Select anyone)**

1. Action Research
2. Guidance and Counseling
3. Environmental Education

**Interdisciplinary courses: Four courses, one in each semester, that are interdisciplinary in nature**

1. Gender, School and Society
2. Educational Management
3. Language Across the Curriculum
4. Creating an Inclusive School

## **Part B: Practicum component**

### **Ability course**

Prime focus is to enhance skill rather than merely the content. Two courses included herein that are to be studied in semester 1 and semester 4 respectively are;

1. Digital Education
2. Reading and Reflecting on Texts

**Audit courses:** The course is spread throughout the 4 semesters, and will be certified in the 4th semester only, by the head of the institution. The courses offered herein, from which any one would need to be selected are;

1. Understanding the Self

## 2. Art in Education

### **Project Based Courses**

#### **Semester wise details of Project Based Courses (Part B)**

##### **Semester I (All activities should be systematically documented and maintained for the purpose of internal assessment)**

1. Internship for 2 weeks (1 week + 1 week community work I)
2. Observation of lessons given by S.Y. B.Ed. peers (5 lessons)
3. Observation of one school activity
4. Teacher shadowing
5. Reflective Journal
6. Participation in Co-curricular Activities in college

##### **Semester II (All activities should be systematically documented and maintained for the purpose of internal assessment)**

1. Internship for 4 weeks
2. Observation of lessons given by F.Y.B.Ed. peers (5 lessons)
3. Teaching lessons in Pedagogy of school subject I (7 Lessons)
4. Reflective Journal
5. Assembly Presentation

##### **Semester III (All activities should be systematically documented and maintained for the purpose of internal assessment)**

1. Internship for 9 weeks
2. During Internship teaching not less than 9 lessons in the opted Pedagogy of school subject I distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Institution as practicing School/ College
3. 2 theme-based lessons in the above school/college.
4. 2 co-teaching lessons with schoolteachers
5. Maintain Reflective Journal with reference to internship program.
6. Administration of Unit Test and analysis of results (in the pedagogy of school subject I opted)
7. Learning Resource
8. One Multicultural activity

##### **Semester IV (All activities should be systematically documented and maintained for the purpose of internal assessment)**

1. Internship for 5 weeks (4 weeks + 1 week community work II)
2. During Internship teaching not less than 5 lessons in the opted pedagogy of

school subject II distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges selected by the Institution as practicing School/ College. For those students who have opted Peace Education they have to take 5 lessons from Pedagogy of school subject I.

3. 5 Co-teaching lessons with peers
4. Maintain a Reflective journal with reference to internship program.
5. Action Research
6. Participation in Community work II in collaboration with schools/ NGO's (for a period of 1 week)
7. Skilling for Inclusion or Entrepreneurship or 21st Century Skills)

### **Programme Structure of B.Ed. 2 Years Programme**

1. Year 1: 16-18 Weeks \* 2 Semesters (200 Working Days)
2. Year 2: 16-18 Weeks \* 2 Semesters (200 Working Days)
3. 20 Weeks for Internship (18 + 2 weeks Community work) 200 working days are exclusive of admission and examination period
4. Total Credits: 89; Marks 1800 (1 Credit = 15 Hours)

### **Mandatory Credits to be earned (Total 6 Credits)**

1. Two Value Added Courses (one per year) = 4 Credits
2. Two Co-curricular activities = 2 Credits

## B.ED. CURRICULUM FRAMEWORK

Courses	Credits	External Marks	Internal Marks	Total Marks
<b>Semester1</b>				
Core Course 1: Childhood and Growing up	4	60	40	100
Core Course 2: Knowledge and Curriculum	4	60	40	100
Interdisciplinary Course 1: Gender, School and Society	4	60	40	100
Ability Course 1: Digital Education	2	----	50	50
Project Based Course 1	4	----	70	70
Total	18	180	240	420
<b>Semester 2</b>				
Core Course 3: Learning and Teaching	4	60	40	100
Elective Course 1: Pedagogy of School Subject 1	4	60	40	100
Interdisciplinary Course 2: Educational Management	4	60	40	100
Project Based Course 2	6	----	90	90
Total	18	180	210	390
<b>Semester 3</b>				
Core Course 4: Assessment for Learning	4	60	40	100
Elective Course 2: Pedagogy of School Subject 2 (Anyone)	4	60	40	100
Interdisciplinary Course 3: Language Across the Curriculum	4	60	40	100
Project Based Course 3	15	----	170	170
Total	27	180	290	470
<b>Semester 4</b>				
Core Course 5: Contemporary India and Education	4	60	40	100
Elective Course 3: Special Field Action Research/Guidance and Counselling/Environmental Education (any one)	4	60	40	100
Interdisciplinary Courses 4: Creating an Inclusive School	4	60	40	100
Ability Course 2: Reading and Reflecting on Texts	2	----	50	50
Project Based Course 4	10	---	170	170
Any one Audit Course(Understanding the Self, Art in Education) will be opted by students in Semester 1 and Certified in Semester 4	2	---	----	---
Total Credits	26	180	340	520

Total Credits for the B.Ed. program: 89; Total Marks 1800 (1 Credit = 15 Hours)

## SCHEME OF ASSESSMENT AND EXAMINATION

### Theory Courses: Semester End Examination

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

1. Pattern of Semester End Examination: For courses, out of 8 questions answer any 5 and question 9 is compulsory which is short notes (out of 4 any 2).
2. 5 questions of 10 marks each with external choice.
3. 2 short notes of 5 marks each with internal choice University Examination will be held at the end of each semester.

### Internal Assessment

Internal Assessment includes following aspects.

Internal Assessment activities of Theory component- Part A (Core Courses, Elective Courses and Interdisciplinary Courses) consist of 40 marks. For each Theory component of Part A, 40 marks internal assessment consisting of

Sr.No	Particulars	Marks
1	Content test/Assignment/ Activity held in the semester	10
2	One open book assignment	05
3	One classroom task (Seminar presentation / Concept mapping / Script writing etc.)	05
4	One periodical class test held in the given Semester	10
5	One Essay test held in the given Semester	05
6	One MCQ test	05
	Total	40

(Content test is compulsory for Pedagogy of school subject-1 out of 10 marks. It is a part of internal assessment.)

### Practicum component of Part B Project Based Course:

#### Semester wise detail documentation of the activities carried out under Project Based Course

1. Semester 1--Project Based Course 1 70 Marks
2. Semester 2--Project Based Course 2 90 Marks
3. Semester 3--Project Based Course 3 170 Marks
4. Semester 4--Project Based Course 4 170 Marks

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

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

Any one **Audit Course** (Understanding the Self / Art in Education) will be opted by students in Semester 1 and certified in Semester 4 by the head of the institution

**R. Examination Scheme**

Grading System: Conversion of Percentage of Marks to Grade Points: The External examination of Part A of Theory component (Semester end theory examination), the Internal assessment marks of Theory component and Part B Semester wise Practicum component will be submitted at the end of each semester. The aggregate of marks obtained in each year for Theory cum Practicum (i.e. Part A & Part B) shall be converted into Grades as given in the scheme. (R4257). The marks obtained by a student in a course shall be indicated by a grade point and a letter grade and Performance is follows:

**10 Point Grading System (As per the University Circular UG/79 of 2016-17)**

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

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

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

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

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

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

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

In any semester the students GPA and CGPA will be calculated as per the resolution of the Academic Council dated 23rd May 2016, Item No 4.17

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

The final semester grade card shall also have the aggregate percentage marks scored by the students in all the courses in which the student has obtained the relevant credits. The grade card issued at the end of the semester to each student shall contain the following:

- a) The credits earned for each course registered that year
- b) The performance in each course indicated by the letter grade
- c) The Grade Point Average (GPA), of all the courses registered for the semester
- d) The Cumulative Grade Point Average (CGPA)
- e) Overall Weighted Percentage of Marks (OWPM), and cumulative grade point average after completing the programme will appear only on the grade card for the final year.

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

**R.** A candidate who passes in the semester end examination but fails in the internal assessment of the course shall reappear for the internal examination of that course.

However, his/her marks of the semester end examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

The Examination Board shall collate and go through Internal Assessment marks and grades awarded to students at the end of each Semester. If any discrepancy is found in the standard of marking and/or grading by college, the concerned faculty would be required to accordingly modify the marks as per the directions given by the Examination Board. The Examination Board is authorized to check all the internal work of the students to verify the marks awarded and make the necessary changes wherever required.

### **ATKT (Allowed to Keep Term)**

A student shall be allowed to keep terms for Year II irrespective of number of heads of failure in the Year I. The result of Year II shall be kept in abeyance until the student passes each of the courses in Part A & Part B for Year I & Year II.

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

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



## COURSES AND CREDITS

Components	Courses	Credits
<b>Core Courses</b>	I. Childhood and Growing up (CC 1) II. Knowledge and Curriculum(CC 2) III. Learning and Teaching(CC 3) IV. Assessment for Learning (CC 4) V. Contemporary India and Education (CC 5)	<b>20</b>
<b>Elective Courses</b>	<b>Elective Course 1</b> Pedagogy of School Subject I -Select anyone. (EC 1) I. Economics II. English III. Geography IV. History V. Mathematics VI. Science  <b>Elective Course 2</b> -Select any one from I or II (EC 2) I. Pedagogy of School Subjects II -Select any One course other than in Elective course 1 I. Economics II. English III. Geography IV. History V. Mathematics VI. Science II. Peace Education <b>Elective Course 3 - Basket of Special Fields -</b> Select anyone (EC 3) I. Action Research II. Guidance and Counselling III. Environmental Education	<b>12</b>
<b>Interdisciplinary Courses</b>	I. Gender, School and Society (IC 1) II. Educational Management (IC 2) III. Language Across the Curriculum (IC 3)	<b>16</b>

	IV. Creating an Inclusive School (IC 4)	
<b>Ability Courses</b>	I. Digital Education (AB 1) II. Reading and Reflecting on Texts (AB 2)	<b>4</b>
<b>Project Based Courses</b>	I. Community Work II. Action Research III. Preparation and administration of Unit Test IV. Participation in Co-curricular Activities in college etc. (as shown in the table below)	<b>35</b>
<b>Audit Courses</b>	I. Audit Course II. Art in Education	<b>2</b>
	Total Credits for the B.Ed. Program	<b>89</b>
	Mandatory Credits	<b>06</b>
	Total Credits for Qualifying	<b>95</b>

B.Ed. Curriculum							
SEM-1	CREDITS	SEM-2	CREDITS	SEM-3	CREDITS	SEM-4	CREDITS
<b>CORE COURSES(CC)</b>	4	<b>CORE COURSES (CC)</b>	4	<b>CORE COURSES (CC)</b>	4	<b>CORE COURSES (CC)</b>	4
CC-1 Childhood and Growing up- 100 marks		CC-3 Learning and Teaching - 100marks		CC-4 Assessment for Learning - 100marks		CC-5 Contemporary India and Education - 100marks	
CC - 2 Knowledge and Curriculum - 100 marks	4						
<b>ELECTIVE COURSES (EC)</b>		<b>ELECTIVE COURSES (EC)</b>	4	<b>ELECTIVE COURSES (EC)</b>	4	<b>ELECTIVE COURSES (EC)</b>	4
		EC1 Pedagogy of School Subject -I (Select any one based on graduation subject) - 100marks		EC 2 Pedagogy of School Subject II / Peace Education (Any One) - 100marks		EC3 - Special Field Basket Action Research, Guidance and Counselling , Environmental Education (Any One ) - 100marks	
<b>INTERDISCIPLINARY COURSES (IC)</b>	4	<b>INTERDISCIPLINARY COURSES (IC)</b>	4	<b>INTERDISCIPLINARY COURSES (IC)</b>	4	<b>INTERDISCIPLINARY COURSES (IC)</b>	4
IC1- Gender, School And Society - 100 marks		IC2- Educational Management -100marks		IC3 Language Across The Curriculum – 100 marks		IC4- Creating Inclusive Schools - 100marks	
<b>ABILITY COURSES (AB)</b>	2	<b>ABILITY COURSES(A B)</b>		<b>ABILITY COURSES( AB)</b>		<b>ABILITY COURSES(A B)</b>	2
AB1 – Digital Education - 50 Marks Internal						AB2 - Reading and Reflecting on Texts – 50 Marks Internal	
<b>PROJECT BASED COURSE PC1</b> Total 70 Marks	4	<b>PROJECT BASED COURSE PC2</b> Total 90 Marks Internship of 4 weeks	6	<b>PROJECT BASED COURSE PC3</b> Total 170 Marks Internship of 9 weeks	15	<b>PROJECT BASED COURSE PC4</b> Total 170 Marks Internship of 5 weeks including Community work (One week)	10

B.Ed. Curriculum								
SEM-1	CREDITS	SEM-2	CREDITS	SEM-3	CREDITS	SEM-4	CREDITS	
a. Community Work Part I - 30 Marks (1 Week)		a. Lessons (7) – 70 marks		a. Lessons 9 Lessons*10 marks = 90 marks		a. Lessons 5 Lessons*10 marks = 50 marks		
b. Participation in CCA -1*20 =20 Marks		b. Observation of lessons given by peers - (5 lessons) 5*2Marks= 10 Marks		b. Theme based lessons- 2 lessons*10 marks = 20 marks		b. Co Teaching with peers 5 lessons*10 marks =50 Marks		
Internship of 1 week (20 marks) c. Teacher Shadowing (5mks.) d. 5 Peer Lesson Observation (5marks) e. Observation of school activity (5 marks) f. Reflective Journal (5 marks)		c. Reflective Journal – 5 marks)		c. Co-teaching with schoolteachers 2 lessons X 10 marks =20 Marks		c. Action Research – 30 Marks		
		d.Theme based Assembly * – 5 marks		d. Administration of Unit Test and analysis of results – 20 Marks				
				e. Reflective Journal on internship activities - 5 Marks				d. Reflective Journal on internship activities - 5 Marks
				f. Learning Resource 1* 10 Marks= 10 Marks				e. Community work – Part II - 30 Marks
				g. Multicultural Activity * - 5 marks		f. Skilling for Inclusion or Entrepreneurship or 21st Century Skills* –5 marks		
AUDIT COURSES (AC)		18		AUDIT COURSES (AC)		18		AUDIT COURSES (AC)
(TO BE CERTIFIED BY INSTITUTE)								
Art in Education Spread throughout the 4 semesters. Certified in 4th semester only.							2	
TOTAL 420	18	TOTAL 390	18	TOTAL 470	27	TOTAL 520	26	

\*Activities in keeping with the NEP 2020 policy

Total Credits = 89; Total Marks = 1800

Mandatory Credits = 6 (2 Value Added Courses - 4 Credits: 2 Co-Curricular Activities - 2 Credits)

R. The following are the syllabi for the various Courses

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# SEMESTER I

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

**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER I COURSE NAME: CORE COURSE 1 CHILDHOOD AND GROWING UP**

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

<b>Course Outcomes</b>	<b>Syllabus</b>
<b>Learner will be able to...</b>	<b>MODULE I: PROCESS OF HUMAN DEVELOPMENT</b>
<p>The learner will be able to</p> <ul style="list-style-type: none"> <li>examine the role of school in growth &amp; development during the pre-adolescent and adolescent stage</li> </ul>	<p><b>UNIT 1: Growth &amp; Development in Pre -Adolescent and Adolescent</b></p> <ol style="list-style-type: none"> <li>Growth and Development: Meaning, difference, principles</li> <li>Stages of growth and development- Physical, social, moral, emotional and cognitive (Preadolescents and Adolescents)</li> <li>Role of school in the development of pre-adolescents and adolescents</li> </ol>
<ul style="list-style-type: none"> <li>infer the various factors influencing the developmental process of an individual</li> </ul>	<p><b>UNIT 2: Developmental Process</b></p> <ol style="list-style-type: none"> <li>Genetic background.</li> <li>Maturation – Meaning and Implications</li> <li>Individual differences: Meaning and Implications</li> </ol>
<ul style="list-style-type: none"> <li>illustrate the socio-cultural influence on a child's development.</li> </ul>	<p><b>UNIT 3: Multidimensional perspective of child development</b></p> <ol style="list-style-type: none"> <li>Child Development as a multidimensional concept within a pluralistic society (physical, Emotional and Social, intellectual)</li> <li>Impact of different parenting styles on child development</li> <li>Child development in socio- cultural context: Interplay of poverty, caste, gender and social disadvantage.</li> </ol>
<b>Learner will be able to...</b>	<b>MODULE II: PERSPECTIVES OF HUMAN DEVELOPMENT</b>
<ul style="list-style-type: none"> <li>identify suitable methods and approaches for studying human development in different contexts</li> </ul>	<p><b>UNIT 4: Methods and Approaches of Studying Human development</b></p> <ol style="list-style-type: none"> <li>Methods: Observation (Participatory and Non-Participatory)</li> <li>Experimental &amp; Clinical.</li> </ol>

Course Outcomes	Syllabus
	c. Approaches: Cross Sectional, Cross Cultural, Longitudinal.
<ul style="list-style-type: none"> <li>critically examine the theories of child development for their implications on child development.</li> </ul>	<b>UNIT 5: Theoretical Perspectives</b> <ul style="list-style-type: none"> <li>a. Piaget's Theory of cognitive development.</li> <li>b. Kohlberg's theory of Moral Development</li> <li>c. Society and Development - Erikson's theory; Urie Bronfenbrenner's Ecological theory</li> </ul>
<ul style="list-style-type: none"> <li>explore the different theories of well-being of the self and their applicability in the present context.</li> </ul>	<b>UNIT 6: Well- being for Self</b> <ul style="list-style-type: none"> <li>a. Seligman's multidimensional well-being theory</li> <li>b. Emotions: Goleman's Theory of Emotional Intelligence</li> <li>c. Identity crisis- Marcian Theory</li> </ul>
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	Essay - 5 Marks
	Assignment 10 marks
	Class Test 10 Marks
	MCQ 5 Marks
	Classroom Task 5 Marks
	Open Book Assignment 5 Marks

### Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s)

Unit 1 (c) – Learning Styles

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

**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER I COURSE NAME: CORE COURSE 2 KNOWLEDGE AND CURRICULUM**

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

<b>Course Outcomes</b>	<b>Syllabus</b>
<b>Learner will be able to...</b>	<b>MODULE I: UNDERSTANDING KNOWLEDGE AND EDUCATION</b>
<p>The learner will be able to</p> <ul style="list-style-type: none"> <li>compare the philosophical perspectives and educational perspectives of knowledge,</li> <li>illustrate Nonaka's model of Knowledge conversion.</li> </ul>	<p><b>UNIT 1: Epistemological basis of Education</b></p> <ol style="list-style-type: none"> <li>Epistemological basis: Meaning and characteristics of knowledge</li> <li>Types of knowledge: Philosophical perspective (Personal, Propositional and Procedural) Educational perspective: (Conceptual, Strategic and situational).</li> <li>Nonaka and Takeuchi's Model of Knowledge Conversion SECI Model and role of teacher in knowledge conversion and creation.</li> </ol>
<ul style="list-style-type: none"> <li>explore the philosophical basis of education</li> <li>apply the learner centered thoughts of philosophers to teaching and learning</li> </ul>	<p><b>UNIT 2: Philosophical basis of Education</b></p> <ol style="list-style-type: none"> <li>Education – meaning, characteristics and function of education Implications of Schools of Philosophy on Education-Idealism,</li> <li>Naturalism, Pragmatism and Constructivism</li> <li>Learner centered Education –Mahatma Gandhi (Activity Method) and Paulo Freire (Dialogue Method)</li> </ol>
<ul style="list-style-type: none"> <li>trace the evolution of education through the different versions</li> <li>examine the transformational approach to outcome-based education and dimensions of learner autonomy</li> </ul>	<p><b>UNIT 3: Evolution of Education</b></p> <ol style="list-style-type: none"> <li>Knowledge in Evolution of Education from 1.0 to 4.0</li> <li>Spady's Transformational Approach to Outcome Based Education</li> <li>Learner autonomy – Feasibility, desirability, and Responsibility</li> </ol>

Course Outcomes	Syllabus
Learner will be able to...	MODULE II: DEVELOPMENT OF CURRICULUM AND ITS RELATION TO EDUCATION
<ul style="list-style-type: none"> <li>elaborate the dynamics, determinants and types of curricula</li> <li>analyze the perspectives on curriculum</li> </ul>	<b>UNIT 4: Concept, Determinants and Perspective of curriculum</b> <ol style="list-style-type: none"> <li>Meaning and types of curricula (Subject Vs Child centered, Enacted Vs. Hidden), Difference between Curriculum and Syllabus</li> <li>Determinants of Curriculum (Philosophical, Psychological Sociological Determinants of curriculum)</li> <li>Four perspectives on curriculum: Traditionalists; Conceptual-Empiricists; Reconceptualists; Social constructivists</li> </ol>
<ul style="list-style-type: none"> <li>apply the models of curriculum design in education</li> <li>illustrate the Interdisciplinary, Multidisciplinary and Transdisciplinary approach of curriculum</li> </ul>	<b>UNIT 5: Curriculum design</b> <ol style="list-style-type: none"> <li>Concept of Curriculum design, Curriculum Design Models - Tyler's model and Hilda Taba's model.</li> <li>Formulate aim, objectives and learning outcome, Criteria of knowledge selection and organization of learning situation</li> <li>Curriculum as process and practices. Interdisciplinary, Multidisciplinary and Transdisciplinary approach</li> </ol>
<ul style="list-style-type: none"> <li>describe participatory role of teachers, stakeholders and state in the development of curriculum</li> <li>explain the importance of research in curriculum development</li> </ul>	<b>UNIT 6: Curriculum Implementation and Evaluation</b> <ol style="list-style-type: none"> <li>Role of teachers, stakeholders and state in the development of curriculum</li> <li>Linkage model of curriculum implementation</li> <li>Role of MHRD and NCERT in curriculum reform</li> </ol>
	<b>Module III: INTERNAL ASSESSMENT</b>
	Essay - 5 Marks
	Assignment 10 marks
	Class Test 10 Marks
	MCQ 5 Marks

Course Outcomes	Syllabus
	Classroom Task 5 Marks
	Open Book Assignment 5 Marks

**Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s)**

1. Unit 1b Nonaka and Takeuchi's Model of Knowledge Conversion SECI Model and role of teacher in knowledge conversion and creation.
2. Unit 5: Concept of Curriculum design and Curriculum Design Models : Curriculum as process and practices. Interdisciplinary, Multidisciplinary and Transdisciplinary approach

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

**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER I COURSE NAME: INTERDISCIPLINARY COURSE 1 GENDER, SCHOOL AND SOCIETY**

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

<b>Course Outcomes</b>	<b>Syllabus</b>
<b>Learner will be able to...</b>	<b>MODULE I. GENDER AND SOCIALIZATION</b>
The learner will be able to <ul style="list-style-type: none"><li>explain the basic concepts of sex, gender and theories of Gender</li></ul>	<b>UNIT 1: Gender: Concept and Perspectives</b> <ul style="list-style-type: none"><li>a. Meaning Sex, Gender, Sexual orientation</li><li>b. Gender related concepts: Patriarchy, feminism (Types- Liberal, radical and cultural), masculinity, femininity and gender neutrality</li><li>c. Emergence of specific roles: Sociological perspectives: (Functionalism, Conflict and Symbolic Interaction) and psychological perspectives (Evolution theory, Biosocial theory of Gender Role Development, Social Learning Theory, Gender Schema Theory)</li></ul>
<ul style="list-style-type: none"><li>analyze the concepts of social construction of gender identity, gender stereotyping and impact of gender bias.</li></ul>	<b>UNIT 2: Social Construction of Gender Identity</b> <ul style="list-style-type: none"><li>a. Meaning of Social Construction of Gender Identity</li><li>b. Gender stereotypes and biases with respect to: Culture (Language, Religion, Customs, Rituals, Personal Interactions), Media, and Region</li><li>c. Meaning and Impact of stereotypes and biases: Meaning of Gender stereotyping, Education, Health and Employment</li></ul>
<ul style="list-style-type: none"><li>analyze various issues related to gender and the provisions available for redressal</li></ul>	<b>UNIT 3: Gender Issues and Constitutional Provisions</b> <ul style="list-style-type: none"><li>a. Dowry: Meaning, Dowry Prohibition Act 1961&amp; Protection of Women from Domestic Violence Act 2005</li><li>b. Sexual harassment: Workplace sexual harassment and POSH</li><li>c. Dealing with Children: Protection of Children from Sexual Offences (POCSO) Act 2012, Information</li></ul>



	Technology Act 2000, Pre Natal diagnostic technique Act 1994
<b>Learner will be able to...</b>	<b>MODULE II. GENDER - EDUCATION AND EMPOWERMENT</b>
<ul style="list-style-type: none"> <li>• apply their knowledge and understanding to various equity provisions to contribute to society</li> </ul>	<b>UNIT 4: Gender Equity Provisions</b> <ol style="list-style-type: none"> <li>Organizational Gender Inclusive practices: Programs and Infrastructural requirements</li> <li>Gender Audit: Meaning, Process and Outcomes</li> <li>Gender Entrepreneurship and Development: Meaning, Impact, Relationship between Entrepreneurship and Development</li> </ol>
<ul style="list-style-type: none"> <li>• explain the challenges faced by the transgenders and people from LGBTQ+ Community</li> <li>• critically analyze the rights of people from other genders</li> </ul>	<b>UNIT 5: Gender Identities and Their Challenges</b> <ol style="list-style-type: none"> <li>LGBTQ+ : Challenges and Contemporary Role Models</li> <li>LGBTQ+ : Psychological Perspectives</li> <li>Policies for LGBTQ+ in India and Abroad: Status of LGBTQ+ rights in India and abroad, The Transgender Persons (Protection of Rights) Act 2019</li> </ol>
<ul style="list-style-type: none"> <li>• explain the global perspectives for gender empowerment</li> <li>• enumerate the various initiatives taken on global platform for gender empowerment</li> </ul>	<b>UNIT 6: Global Perspectives and Gender Empowerment</b> <ol style="list-style-type: none"> <li>United Nations Initiatives for Equality - UN Women</li> <li>Sustainable Development Goals (SDG) for Gender Equality               <ol style="list-style-type: none"> <li>International Gender Equality Policy - CARE 2018, Beti Bachao Beti Padhao</li> </ol> </li> </ol>
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	Essay - 5 Marks
	Assignment 10 marks
	Class Test 10 Marks
	MCQ 5 Marks
	Classroom Task 5 Marks
	Open Book Assignment 5 Marks

## **Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s)**

Unit 4 and 5

### **References**

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

**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER I COURSE NAME: ABILITY COURSE 1 DIGITAL EDUCATION**

**Total Credits: 3**

**Total Marks: 50 (Internal)**

<b>Course Outcomes</b>	<b>Syllabus</b>
<b>Learner will be able to...</b>	<b>MODULE I: DESIGNING OF DIGITAL EDUCATION</b>
<ul style="list-style-type: none"> <li>• Explain the characteristics of Digital education</li> <li>• Differentiate between Synchronous and Asynchronous teaching mode</li> <li>• elaborate the ethical and legal use of ICT</li> </ul>	<b>UNIT 1: Understanding of Digital Education</b> <ol style="list-style-type: none"> <li>a. Concept of Socio-Technical designs for education</li> <li>b. Synchronous and Asynchronous Teaching Mode</li> <li>c. Concept of AI and its application in Education.</li> </ol>
<ul style="list-style-type: none"> <li>• Design TPACK Model of Lesson</li> </ul>	<b>UNIT 2: Designing Technology Integrated Learning Experiences</b> <ol style="list-style-type: none"> <li>a. Pedagogy and Models for integrating technology in education: Designing TPACK Model Lessons</li> <li>b. Digital learning: Flipped Learning, Blended Learning and Devices used for digital learning</li> <li>c. Content Delivery Mechanism: Learning Management System (LMS)</li> </ol>
<b>Learner will be able to...</b>	<b>MODULE II: APPLICATION OF DIGITAL EDUCATION</b>
<ul style="list-style-type: none"> <li>• Use the web-supported pedagogical approaches in teaching learning process</li> </ul>	<b>UNIT 3 -Trends in Digital Education</b> <ol style="list-style-type: none"> <li>a. Ethical, Legal &amp; Social safety in the use of Digital Information: Copyright, Plagiarism, Academic honesty and Data Privacy</li> <li>b. Design thinking approach to Develop Open Educational Resources (OER), MOOC and Creative Common License.</li> <li>c. Use of Web tools for teaching, evaluation and research.</li> </ol>

Course Outcomes	Syllabus
<ul style="list-style-type: none"> <li>Apply the various digital tools for their professional and self-development</li> </ul>	<b>UNIT 4 - Professional Development</b> <ol style="list-style-type: none"> <li>e-Portfolio – Concept, Development, and application in education.</li> <li>Basics of Python Coding and its application in digital education</li> <li>Recommendations of National Educational Policy (2020) and Technology Vision 2035 for ICT in school education.</li> </ol>
	<b>MODULE III: INTERNAL ASSESSMENT (ANY FOUR ACTIVITIES)</b>
	<ol style="list-style-type: none"> <li>Develop and deliver a lesson through Learning Management System</li> <li>Develop a TPACK model of Instructional design based on any school topic.</li> <li>Develop an Interface Program using Python Coding. Submit the Report</li> <li>Illustrate the use of any ONE Web 2.0 tools for teaching and evaluation. Submit the Report</li> <li>Develop Open Educational Resources using Design Thinking. Submit the Report.</li> <li>Select an educational problem and conduct an online survey. Submit a report on the procedure and analysis of the survey result along with a screenshot.</li> <li>A report on recommendations of National Educational Policy (2020) and Technology Vision 2035 for ICT in school education.</li> <li>Survey on Socio-techno culture of an educational institution.</li> </ol>

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

**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER I COURSE NAME: AUDIT COURSE 1 ART IN EDUCATION**

**Total Credits: 2**

<b>Course Outcomes</b>	<b>Syllabus</b>
<b>Learner will be able to...</b>	<b>MODULE I: UNDERSTANDING DRAMA, ART AND AESTHETICS IN EDUCATION</b>
<ul style="list-style-type: none"> <li>classify various art forms that could be effectively used in the classroom</li> </ul>	<b>UNIT 1 - Introduction to Art &amp; Drama</b> <ol style="list-style-type: none"> <li>Concept of Art &amp; Drama</li> <li>Understanding the various Art Forms (Visual art, Performing art, Fine art, Digital art, Photography)</li> <li>Theater exercises and Logistics in each art form</li> </ol>
<ul style="list-style-type: none"> <li>demonstrates various art forms that could be effectively used in the classroom</li> </ul>	<b>UNIT 2 - Application of each Art form in Education</b> <ol style="list-style-type: none"> <li>Functions of Art - Information, Instructive, Persuasive, Educative, Entertainment, Development</li> <li>Integration of all Art forms aesthetically in school curriculum</li> <li>Art Therapy for children</li> </ol>
<b>Learner will be able to...</b>	<b>MODULE II: ARTISTRY AS A MEDIUM OF COMMUNICATION IN EDUCATION FOR SOCIAL CHANGE</b>
<ul style="list-style-type: none"> <li>strategies to exhibit Indian and Global Art forms</li> <li>dramatize social and environmental issues through the use of various art forms</li> </ul>	<b>UNIT 3 - Aesthetic approach to Pedagogy</b> <ol style="list-style-type: none"> <li>Emotional development &amp; Self-realization for Children with special needs</li> <li>Creative expressions for all children</li> <li>Strategies for self -realization</li> </ol>
<ul style="list-style-type: none"> <li>appreciate use of various art form to enrichment of teaching learning</li> </ul>	<b>UNIT 4 - Drama and Art for Social Intervention</b> <ol style="list-style-type: none"> <li>Understanding of social and environmental, issues</li> <li>Indian cultural perspectives in education through art</li> <li>Global perspectives through art</li> </ol>



Course Outcomes	Syllabus
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	<p>Suggestions for Activities</p> <ol style="list-style-type: none"> <li>1. Workshop on developing short plays/ street play for educational, entertainment or social/ environmental relevance</li> <li>2. Workshop on preparing a script for to propagate a social behavior or awareness of social issues</li> <li>3. Visit to an Art gallery</li> <li>4. Report on the folklife</li> <li>5. Interview with experts from the field like artists, actors, singers, writers, poets, painters, musicians, dancer, etc</li> <li>6. Appreciation of a film/drama /novel/folk drama, etc.</li> <li>7. Organizing display of any art form in educational context</li> <li>8. I) Workshop –Developing theater skills, pottery, folk dance, animations depicting culture and art, photography. Dance. Drama, music and any other art form</li> <li>9. Workshop on dramatics and theatre skills</li> <li>10. Workshops on yoga</li> </ol>

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## **SEMESTER II**

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

**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER II COURSE NAME: CORE COURSE 3 LEARNING AND TEACHING**

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

<b>Course Outcomes</b>	<b>Syllabus</b>
<b>Learners will be able to</b>	<b>MODULE 1: FUNDAMENTALS OF LEARNING AND TEACHING</b>
<ul style="list-style-type: none"> <li>Deduce the educational implications of the various aspects influencing learning</li> </ul>	<b>UNIT 1: Conceptual Framework of Learning</b> <ol style="list-style-type: none"> <li>Meaning, Characteristics, Process of Learning, Neuropsychology of Learning; Styles of learning (David Kolb's theory of Experiential Learning; Howard Gardner's theory of Multiple Intelligences</li> <li>Factors Affecting Learning: Maturation, Memory, Motivation, Attention (Meaning, Characteristics, Implications</li> <li>Learning for Transfer: Concept, Types (Low-Road or Substantive Transfer &amp; High Road or Procedural Transfer) Educational Implications; Visible Thinking Routines and their significance</li> </ol>
<ul style="list-style-type: none"> <li>correlate the learning theories with the teaching learning situations</li> </ul>	<b>UNIT 2: Theories of Learning (Principles and Educational Implications)</b> <ol style="list-style-type: none"> <li>Behaviorist Theories– Conditioning (Pavlov, Skinner);</li> <li>Cognitive theories – David Ausubel, Jerome Bruner</li> <li>Social theories - Lave and Wenger's Situated Learning Theory; Bandura's theory of Social learning</li> </ol>
<ul style="list-style-type: none"> <li>elaborate the implications of group dynamics and community interactions in implementing collaborative learning</li> </ul>	<b>UNIT 3: Fundamentals of Collaborative Learning</b> <ol style="list-style-type: none"> <li>Group Dynamics and Sociometry: Meaning and Educational Implications</li> <li>Bruce Tuckman's Revised Model for Group Development: Five Phases &amp; Role of Teacher</li> <li>Learning through community interactions: Social Constructivism (Vygotsky) and Connectivism (Siemens and Downes)</li> </ol>

Course Outcomes	Syllabus
Learner will be able to...	<b>MODULE II: THE PROFESSION OF TEACHING AND HOLISTIC LEARNING</b>
<ul style="list-style-type: none"> <li>elaborate on differentiated instructions in the context of special learners, multilingual and multicultural aspects</li> </ul>	<b>UNIT 4: Teaching and Learning in a diverse context</b> <ol style="list-style-type: none"> <li>Differently abled learners (Learning Disabilities); Differentiated Instruction (Concept, Characteristics / Key Features &amp; Strategies) Universal Design for Learning</li> <li>Multicultural Education: Concept, James Bank's Five Dimensions of MCE, Implications of MCE in the Indian Context</li> <li>Multilingual Education: Multilingualism: Central Concepts; Language issues in India; Tapestry of Language Learning</li> </ol>
<ul style="list-style-type: none"> <li>elaborate on the strategies of enhancing various thinking processes</li> </ul>	<b>UNIT 5: Teaching Thinking</b> <ol style="list-style-type: none"> <li>Reflective and Critical Thinking: Meaning &amp; Educational Implications</li> <li>Creativity and Problem solving: Meaning, Process &amp; Promoting</li> <li>Meta-cognition: Meaning, Components &amp; Strategies</li> </ol>
<ul style="list-style-type: none"> <li>relate the various aspects of teacher wellness to teacher characteristics and behavior.</li> </ul>	<b>UNIT 6: Teacher and Teaching</b> <ol style="list-style-type: none"> <li>Teacher wellness (Physical, Psychological)– meaning, scope and significance.</li> <li>Teacher Burn-out (Causes, Effects, and Interventions)</li> <li>Teacher strategies to deal with Classroom Behavioral issues</li> </ol>
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	Essay - 5 Marks
	Assignment 10 marks
	Class Test 10 Marks
	MCQ 5 Marks
	Classroom Task 5 Marks
	Open Book Assignment 5 Marks

**Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s)**

Unit 2 and 3

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

**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER II COURSE NAME: ELECTIVE COURSE 1 PEDAGOGY OF SCHOOL SUBJECT-  
ENGLISH**

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

<b>Course Outcomes</b>	<b>Syllabus</b>
<b>Learners will be able to...</b>	<b>MODULE I: Fundamentals of Language Teaching and Learning as a subject</b>
<ul style="list-style-type: none"> <li>highlight the elements that determine language as a discipline and as a significant component of school education as well as life</li> </ul>	<b>UNIT 1: Basics of Language as a Discipline</b> <ol style="list-style-type: none"> <li>Meaning of academic disciplines, Becher -Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types); Relationship between academic disciplines and English</li> <li>Place of English in the present school curriculum</li> <li>Importance of English language in the life of a learner; Challenges of teaching English in India</li> </ol>
<ul style="list-style-type: none"> <li>critically examine the various factors influencing the teaching and learning of a language</li> </ul>	<b>UNIT 2: Basis of Language Teaching and Learning</b> <ol style="list-style-type: none"> <li>Aims and objectives of teaching English as a first language and as second language.</li> <li>Principles (Palmer's principles) of teaching English language</li> <li>Psychological basis of language learning</li> </ol>
<ul style="list-style-type: none"> <li>identify the need and measures for professional development of English teachers</li> <li>elucidate the influence of Indian and western writers on English literature</li> </ul>	<b>UNIT 3: Professional Competencies of an English Teacher</b> <ol style="list-style-type: none"> <li>Need and Avenues of Continuous Professional Development</li> <li>Understanding Indian influence on English literature – R.K Narayan; Ruskin Bond</li> <li>Understanding Western influence on English Literature – Guy de Maupassant, T.S. Elliot</li> </ol>



<b>Course Outcomes</b>	<b>Syllabus</b>
<b>Learner will be able to...</b>	<b>MODULE II: Language Acquisition and Assessment</b>
<ul style="list-style-type: none"> <li>critically appreciate literary work</li> <li>demonstrate the use of appropriate strategies for the development of language competencies</li> </ul>	<b>UNIT 4: Transacting the language curriculum</b> <ol style="list-style-type: none"> <li>Appreciation of Literature (Prose and Poetry)</li> <li>Teaching Grammar (Types – Formal and Functional; Inducto-Deductive Approach; Assessment techniques)</li> <li>Acquisition of Creative Writing Competencies</li> </ol>
<ul style="list-style-type: none"> <li>design lessons using different pedagogical approaches and techniques for language acquisition</li> </ul>	<b>UNIT 5: Pedagogical Approaches and Techniques</b> <ol style="list-style-type: none"> <li>Constructivist Approach (7E's), Communicative Approach (Concept &amp; procedure)</li> <li>Techniques of teaching- expository (narration, dramatization) &amp; Interactive techniques (discussion, questioning, brainstorming)</li> <li>Strategies for acquisition and assessment of Language skills (listening, speaking, reading, vocabulary)</li> </ol>
<ul style="list-style-type: none"> <li>infer the significance of various online and offline resources for language acquisition</li> </ul>	<b>UNIT 6: Teaching learning Resources for Language Acquisition</b> <ol style="list-style-type: none"> <li>Library as a Resource for teaching and learning a language</li> <li>ICT enabled language pedagogy (teaching and assessment) – Blogs, Social Networking sites (Facebook, Twitter)</li> <li>Co-curricular activities as language learning resources (Art, Sports, Book Review, Competitions, Visits)</li> </ol>
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	Essay - 5 Marks
	Assignment/ Content Test 10 marks
	Class Test 10 Marks
	MCQ 5 Marks
	Classroom Task 5 Marks
	Open Book Assignment 5 Marks

## **Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s)**

### **Unit 1 (c) – Learning Styles**

#### **References**

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

**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER II COURSE NAME: ELECTIVE COURSE 1 PEDAGOGY OF SCHOOL SUBJECT:  
SCIENCE**

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

<b>Course Outcomes</b>	<b>Syllabus</b>
<b>Learner will be able to...</b>	<b>MODULE I: FUNDAMENTALS OF SCIENCE EDUCATION</b>
<ul style="list-style-type: none"> <li>explain the concept of academic disciplines</li> <li>elaborate the relevance of science education in school education</li> </ul>	<b>UNIT 1: Basics of Academic Disciplines</b> <ol style="list-style-type: none"> <li>Meaning of academic disciplines, Multidisciplinarity and Interdisciplinarity in science subject</li> <li>Classification of academic disciplines: Becher -Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on the nature of knowledge in each type.</li> <li>Aims and Objectives of teaching Science across the Middle and Secondary Stage as outlined in NEP 2020.</li> </ol>
<ul style="list-style-type: none"> <li>explain relationship between nature of science and science process skills</li> <li>analyses the importance of developing scientific temper and integrate values of teaching among students</li> </ul>	<b>UNIT 2: Aims and Objectives of Teaching Science</b> <ol style="list-style-type: none"> <li>Meaning and Nature (Product &amp; Process) of Science, Science Process skills - Basic and Integrated</li> <li>Scientific Temper: Meaning, Characteristics and Importance.</li> <li>Values of teaching science in socio-cultural context</li> </ol>
<ul style="list-style-type: none"> <li>explain the various approaches of science learning.</li> <li>analyses the Taxonomy of Educational Objectives and outcomes-based learning</li> </ul>	<b>UNIT 3: Science Learning</b> <ol style="list-style-type: none"> <li>Visual and Spatial Learning in Science, Inquiry Based Learning: - POE, 5-E model</li> <li>Taxonomy of Educational Objectives</li> <li>Bloom's Taxonomy, Mc Cormack and Yager's Classification, Anticipated outcomes of teaching science- Outcome Based Learning (OBE)</li> </ol>

Course Outcomes	Syllabus
<b>Learner will be able to...</b>	<b>MODULE II: TRANSACTING SCIENCE CURRICULUM</b>
<ul style="list-style-type: none"> <li>• apply various teaching methods and approach in science education</li> <li>• explain the application of concept map development and PEOR</li> </ul>	<b>UNIT 4: Science Teaching: Methods, Approaches and Tools</b> <ol style="list-style-type: none"> <li>Teaching - Lecture cum demonstration method, Project method, Problem Solving Method</li> <li>Approach: Teacher Centered and Learner Centered approaches, Inducto- deductive, Inquiry-Discovery, STEM to STEAM</li> <li>Concept Mapping – Meaning, Steps and Significance, PEOR (i.e. Predict, Explain, Observe &amp; React)</li> </ol>
<ul style="list-style-type: none"> <li>• discuss the need and importance of using open educational resources in teaching science</li> <li>• Discuss the importance of textbook and other science activities in science teaching</li> </ul>	<b>UNIT 5: Learning Resources and Activity</b> <ol style="list-style-type: none"> <li>Science Textbook: Characteristics of good Science textbook</li> <li>Science Club and Science Field Visit – Concept, Organization and Significance</li> <li>Open Educational Resources in Science teaching and Virtual lab</li> </ol>
<ul style="list-style-type: none"> <li>• explain the need of continuous professional development among science teachers</li> <li>• explain the roles of science teacher in Science Laboratory and CCE</li> </ul>	<b>UNIT 6: Role of Science teacher</b> <ol style="list-style-type: none"> <li>Professionalism and Continuous Professional Development (CPD): Meaning, Characteristics and Avenues.</li> <li>Science Laboratory - Laboratory Method</li> <li>Areas of Continuous Comprehensive Evaluation in Science, Diagnostic testing and Remedial teaching in science</li> </ol>
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	Essay - 5 Marks
	Assignment/ Content Test 10 marks
	Class Test 10 Marks
	MCQ 5 Marks
	Classroom Task 5 Marks
	Open Book Assignment 5 Marks

## **Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s)**

Unit 1 A. Meaning of academic disciplines, Multidisciplinary and Interdisciplinarity in science subject

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**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS)  
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**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER II COURSE NAME: ELECTIVE COURSE 1 PEDAGOGY OF TEACHING  
MATHEMATICS**

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

<b>Course Outcomes</b>	<b>Syllabus</b>
<b>Learners will be able to...</b>	<b>MODULE 1: FUNDAMENTAL OF MATHEMATICS EDUCATION</b>
<ul style="list-style-type: none"> <li>explain the history and current status of mathematics education</li> </ul>	<b>UNIT 1: Basics of Mathematics Education</b> <ol style="list-style-type: none"> <li>Mathematics Education: Indian context (History and current status)</li> <li>Mathematics in Societal Development</li> <li>Meaning of academic disciplines, Mathematics as an academic discipline</li> </ol>
<ul style="list-style-type: none"> <li>applies the meaning, nature and scope of mathematics in the concept of Mathematisation</li> </ul>	<b>UNIT 2: Introduction to the teaching of Mathematics</b> <ol style="list-style-type: none"> <li>Meaning, Nature and Scope of Mathematics</li> <li>Aim and Objectives of teaching Mathematics (NCFSE 2023)</li> <li>Mathematisation: Meaning and Application</li> </ol>
<ul style="list-style-type: none"> <li>Apply the teaching practices and curriculum organization in preparing the unit plan and lesson plan in Mathematics</li> </ul>	<b>UNIT 3: Essentials of Teaching Mathematics and Curriculum Transaction</b> <ol style="list-style-type: none"> <li>Effective Mathematics teaching practices</li> <li>Organization of Mathematics curriculum in the Secondary and Higher Secondary levels</li> <li>Unit Planning and Lesson Planning- Importance and Steps in planning.</li> </ol>
<b>Learners will be able to...</b>	<b>MODULE II: Transacting Mathematics Curriculum</b>
<ul style="list-style-type: none"> <li>demonstrates the use of innovative methods and techniques of teaching Mathematics</li> </ul>	<b>UNIT 4: Methods and Techniques of Teaching Mathematics</b> <ol style="list-style-type: none"> <li>Experiential Methods of Teaching Mathematics: Art Integration, Sports Integration, Story Telling, Role Play</li> <li>Project Zero thinking routine toolbox</li> <li>Drill and Assignment techniques</li> </ol>



Course Outcomes	Syllabus
<ul style="list-style-type: none"> <li>Explain the features and use of different learning resources to develop learning experiences in Mathematics</li> </ul>	<b>UNIT 5: Learning Resources</b> <ol style="list-style-type: none"> <li>Mathematics lab, Mathematics club(Objectives, Significance, Working)</li> <li>Textbook – Critical analysis of a textbook</li> <li>Digital Resources for Teaching Mathematics-GeoGebra - Tools and Application</li> </ol>
<ul style="list-style-type: none"> <li>explains the competencies and avenues required</li> <li>enumerates the contribution of Mathematicians</li> </ul>	<b>UNIT 6: Professional Development of Teacher</b> <ol style="list-style-type: none"> <li>Competencies of Mathematics teacher (academic, professional and personal competencies)</li> <li>Need and Avenues of CPD (Internal and External)</li> <li>Contribution of Mathematicians (any 4)</li> </ol>
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	Essay - 5 Marks
	Assignment 10 marks
	Class Test 10 Marks
	MCQ 5 Marks
	Classroom Task 5 Marks
	Open Book Assignment 5 Marks

### Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s)

Unit 4A: Learner Centered Methods

#### References

- Aggarwal, S.M. : Teaching of Modern Mathematics, Dhanpat Rai and Sons, Delhi
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MUMBAI**

**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER II COURSE NAME: ELECTIVE COURSE 1 PEDAGOGY OF SCHOOL SUBJECT:  
HISTORY**

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

<b>Course Outcomes</b>	<b>Syllabus</b>
<b>Learner will be able to...</b>	<b>MODULE 1: HISTORY AND POLITICAL SCIENCE AS A SOCIAL SCIENCE DISCIPLINE</b>
The learner will be able to <ul style="list-style-type: none"><li>analyze the relationship between academic discipline and school subjects</li><li>deduce the importance of the classification in understanding the academic disciplines</li><li>evaluate the role of social science in school curriculum in present times</li></ul>	<b>UNIT 1: Basics of Academic Disciplines</b> <ul style="list-style-type: none"><li>a. Meaning of academic disciplines, Relationship between academic disciplines and History</li><li>b. Classification of academic disciplines: Becher - Biglan typology ( pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type</li><li>c. Significance of History in School Curriculum and Contextualizing of History</li></ul>
<ul style="list-style-type: none"><li>explain the nature of history and objectives of teaching history and political science</li><li>infer the importance of values of teaching history and political science</li></ul>	<b>UNIT 2: Understanding History</b> <ul style="list-style-type: none"><li>a. Nature of History, Historical Thinking Concepts (Peter Seixas &amp; Tom Morton)</li><li>b. Objectives of teaching History &amp; Political Science at the secondary level and Higher Secondary Level</li><li>c. Values of teaching History &amp; Political Science</li></ul>
<ul style="list-style-type: none"><li>explain the importance of learning resources.</li></ul>	<b>UNIT 3: Learning Resources</b> <ul style="list-style-type: none"><li>a. Introduction and importance of learning resources (Edgar Dale's Cone of Experience)</li></ul>

<b>Course Outcomes</b>	<b>Syllabus</b>
<ul style="list-style-type: none"> <li>deduce the significance of different learning resources in effective teaching.</li> <li>plan strategies to make textbooks an effective learning resource.</li> </ul>	<ul style="list-style-type: none"> <li>b. Classification of learning Resources i) Audio-visual Resources: Films, Documentary.               <ul style="list-style-type: none"> <li>a. Visual: Maps, Models, Timelines.</li> <li>b. Print Media: Magazines, newspapers, archives and OER (Uses and importance)</li> <li>c. Field trips, Museum, virtual museums and virtual tours</li> </ul> </li> <li>c. History Textbook: Textbook as a learning resource. (Features and strategies for effective use of textbook as a learning resource), Addressing bias in the history textbook.</li> </ul>
<b>Learner will be able to...</b>	<b>MODULE 2: TRANSACTING HISTORY AND POLITICAL SCIENCE CURRICULUM</b>
<ul style="list-style-type: none"> <li>Elaborate the importance and characteristics of Historiography</li> <li>explains the role of History and Political Science in Citizenship Education</li> <li>analyze History and Political Science as a concept driven Subject</li> </ul>	<b>UNIT 4: Essentials of Curriculum transaction in History &amp; Political Science</b> <ul style="list-style-type: none"> <li>a. Historiography: Meaning and Importance, Characteristics of Modern historiography- Rationality, Proofreading, Growth of Knowledge, Change of Views</li> <li>b. Citizenship Education: Meaning, Role of History and Political Science Teaching and Teacher in Citizenship Education,</li> <li>c. History as a concept driven subject: Concept Based and Generalization Based Learning</li> </ul>
<ul style="list-style-type: none"> <li>illustrates the importance of methods in teaching of History and Political Science</li> <li>infer the importance of Multidisciplinary Approach and skills in teaching History and Political Science</li> </ul>	<b>UNIT 5: Methods of Teaching (Process, Merits and Limitations)</b> <ul style="list-style-type: none"> <li>a. Methods: Story Telling, Project Based Learning, Social Enquiry (Process, Merits and Limitations)</li> <li>b. Multidisciplinary Approach: Meaning and Importance</li> <li>c. Skills: Research and Communication Skill (Meaning and Importance)</li> </ul>
<ul style="list-style-type: none"> <li>analyze the competencies of history teacher</li> <li>explore the avenues for professional</li> </ul>	<b>UNIT 6: The History Teacher</b> <ul style="list-style-type: none"> <li>a. Competencies of History Teacher and 21st century skills</li> <li>b. Professional growth of a history teacher – Need and Avenues for Professional Development</li> </ul>

Course Outcomes	Syllabus
development of the history teacher <ul style="list-style-type: none"> <li>investigates the different challenges faced by the history teacher</li> </ul>	c. Challenges faced by History teacher (Challenges posed by Technology, Pedagogy and Globalization.)
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	Essay - 5 Marks
	Assignment/ Content Test 10 marks
	Class Test 10 Marks
	MCQ 5 Marks
	Classroom Task 5 Marks
	Open Book Assignment 5 Marks

**Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s)**

Unit 3 and 4

**References:**

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**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS)  
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**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER II COURSE NAME: ELECTIVE COURSE 1 PEDAGOGY OF SCHOOL SUBJECT:  
ECONOMICS**

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

<b>Course Outcomes</b>	<b>Syllabus</b>
<b>Learner will be able to...</b>	<b>MODULE I: ECONOMICS AS A SOCIAL SCIENCE DISCIPLINE</b>
<ul style="list-style-type: none"> <li>explore the relationship between academic disciplines and Economics subject</li> </ul>	<b>UNIT 1: Basics of Academic Disciplines</b> <ol style="list-style-type: none"> <li>Meaning of academic disciplines, Relationship between academic disciplines and Economics subject</li> <li>Classification of academic disciplines: Becher -Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.</li> <li>Place of Humanities and Social Sciences – Economics subject in the present school curriculum.</li> </ol>
<ul style="list-style-type: none"> <li>elaborate the importance of teaching economics</li> </ul>	<b>UNIT 2: Understanding Economics</b> <ol style="list-style-type: none"> <li>Meaning, Importance and Scope of Economics</li> <li>Objectives of teaching of Economics at Higher Secondary level</li> <li>Values of teaching Economics- Global citizenship, Entrepreneurship, Consumerism</li> </ol>
<ul style="list-style-type: none"> <li>discover the different learning resources to enhance the teaching of economics</li> </ul>	<b>UNIT 3: Learning Resources</b> <ol style="list-style-type: none"> <li>Economics Textbook – Characteristics and Critical analysis</li> <li>Audio visual resources: Print media: Newspaper, Magazines, (Meaning &amp; Uses)</li> <li>Visits (importance, organization) Visit to bank, Multinational company, stock exchange and industries</li> </ol>
<b>Learner will be able to...</b>	<b>MODULE II: TRANSACTING ECONOMICS CURRICULUM</b>
<ul style="list-style-type: none"> <li>discover the use of digital technology in the teaching of economics.</li> </ul>	<b>UNIT 4: Teaching &amp; Learning through Digital Technology</b> <ol style="list-style-type: none"> <li>Open Educational Resource (Meaning, uses, importance and challenges)</li> <li>Social Networking (Facebook, Twitter, Instagram, YouTube, Podcasts, Reels) in the teaching of economics</li> </ol>

Course Outcomes	Syllabus
	c. Digital assessment techniques in Economics (Kahoot, Google form)
<ul style="list-style-type: none"> <li>acquainted with different methods of teaching and</li> <li>explore innovative ways of teaching.</li> </ul>	<b>UNIT 5: Methods of Teaching (Meaning, Procedure, Merits and Demerits)</b> <ul style="list-style-type: none"> <li>a. Classroom Methods: Lecture, Seminar, Discussion</li> <li>b. Research Methods: Project, Problem Solving, Case study, Survey</li> <li>c. Innovative methods: Cooperative learning (Jigsaw, Think-pair- share, Round table), Constructivism (7 E), Scenario Based Learning, Concept Mapping,</li> </ul>
<ul style="list-style-type: none"> <li>discover ways to become professionally competent.</li> <li>identify the challenges faced by an economics teacher.</li> </ul>	<b>UNIT 6: Competencies &amp; Challenges for an Economics Teacher</b> <ul style="list-style-type: none"> <li>a. Competencies of an Economics teacher</li> <li>b. Challenges faced by a Economics teacher</li> <li>c. Professional Growth of a economics teacher: Need and Avenues of Continuous Professional Development</li> </ul>
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	Essay - 5 Marks
	Assignment/ Content Test 10 marks
	Class Test 10 Marks
	MCQ 5 Marks
	Classroom Task 5 Marks
	Open Book Assignment 5 Marks

**Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s)**

Unit 3 and 5

**References**

1. Aggarwal J.C: Teaching Of Economics, A Practical Approach”, Vinod Pustak Mandir. Agra-
2. Dhillon S; Chopra K. : Teaching Of Economics
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**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS)  
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**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER II COURSE NAME: ELECTIVE COURSE 1 PEDAGOGY OF SCHOOL SUBJECT:  
GEOGRAPHY**

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

**Course Outcomes  
Learner will be able to...**

- Classify and explain academic discipline according to Becher – Biglan typology.
- explain the meaning, nature, scope, Geo literacy and aims of teaching Geography
- explain the need for continuous professional development among Geography teachers.

**Syllabus**

**MODULE I: GEOGRAPHY AS A SOCIAL SCIENCE DISCIPLINE**

**UNIT 1: Basics of Academic Disciplines**

- a. Meaning of academic disciplines, Relationship between academic disciplines and Geography.
- b. Classification of academic disciplines: Becher - Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.
- c. Aims and objectives of teaching Geography at secondary level

**UNIT 2: Understanding Geography**

- a. Meaning, nature, scope and aims of teaching Geography
- b. Geo-literacy: Concept, need and ways to create awareness
- c. Important skills in Geography: Observation, interpretation, map reading.

**UNIT 3: Geography Teacher**

- a. Competencies of a Geography teacher
- b. Geography teacher: Need and Avenues for Professional Development
- c. Diagnostic and Remedial teaching in Geography

Learner will be able to...	MODULE II: LEARNING RESOURCES AND TRANSACTING THE CURRICULUM
<ul style="list-style-type: none"> <li>Use learning resources while teaching Geography.</li> </ul>	<b>UNIT 4: Learning Resources</b> <ol style="list-style-type: none"> <li>Importance and uses: - Globe, Atlas, Models, Travelogues, Aerial photographs, Satellite imagery, Maps (Map reading and interpreting using distance, direction, signs and symbols, point, line and area)</li> <li>Textbook: - Characteristics and Critical analysis (std VIII to X)</li> <li>E- resources: - Meaning and Significance – GIS, computer based online and offline resources</li> </ol>
<ul style="list-style-type: none"> <li>demonstrate the cooperative method, field visit and project method of teaching.</li> </ul>	<b>UNIT 5: Methods of Transacting the Curriculum</b> <ol style="list-style-type: none"> <li>Methods (Meaning, Procedure, Merits and Demerits): 'A' Method, Field Visit - Excursion Method and Project Method</li> <li>Cooperative learning techniques - Gallery Walk, and Think-pair-share</li> <li>Inductive and deductive Approach of teaching</li> </ol>
<ul style="list-style-type: none"> <li>explain the innovative trends and importance of geography club.</li> </ul>	<b>UNIT 6: Current Trends in Teaching of Geography</b> <ol style="list-style-type: none"> <li>Geography Club (objectives, significance, activities)</li> <li>Innovative trends in teaching of Geography: - Concept –mapping and Constructivism (5E's)</li> <li>Virtual tours and Flipped classroom</li> </ol>
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	Essay - 5 Marks
	Assignment/ Content Test 10 marks
	Class Test 10 Marks
	MCQ 5 Marks
	Classroom Task 5 Marks
	Open Book Assignment 5 Marks
	Open Book Assignment 5 Marks

**Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s):** Aims and objectives of Teaching Geography

### References

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9. Macenee E.A. (1956), The teaching of Geography, Oxford University Press.
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**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS)**

**MUMBAI**

**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER II COURSE NAME: INTERDISCIPLINARY COURSE 2 EDUCATIONAL  
MANAGEMENT**

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

<b>Course Outcomes</b>	<b>Syllabus</b>
<b>Learner will be able to...</b>	<b>MODULE I: FUNDAMENTALS OF EDUCATIONAL MANAGEMENT</b>
<ul style="list-style-type: none"><li>• explain the meaning and elaborate the objectives of Educational Management</li><li>• infer the importance of Fayol's Principles of Management</li></ul>	<b>UNIT 1: Concept of Educational Management</b> <ul style="list-style-type: none"><li>a. Educational Management - Meaning, Objectives and Importance</li><li>b. Principles of Management by Henry Fayol and Its Application to Educational Management</li><li>c. Concept of Systems Approach to Educational management</li></ul>
<ul style="list-style-type: none"><li>• explain the concept of organizational culture, behavior and model of learning organization</li><li>• Elaborate the importance of induction</li></ul>	<b>UNIT 2: Management of Educational Institution</b> <ul style="list-style-type: none"><li>a. Concept of Organizational Culture and Organizational Behavior</li><li>b. Concept of Induction: Process and Importance</li><li>c. Peter Senge's Model of Learning Organization</li></ul>
<ul style="list-style-type: none"><li>• explain the significance of conflict and matrix management in educational management</li><li>• elaborate the concept of innovations and</li></ul>	<b>UNIT 3: Human Resource Management</b> <ul style="list-style-type: none"><li>a. Skills: a. Conflict Management (Process and Importance) Matrix Management (Meaning and Techniques)</li><li>b. Managing Change and Innovations: Meaning, Process of Change and Indicators of Innovations</li><li>c. Total Quality Management in Education Concept, Process, and Indicators</li></ul>

Quality management in HRM	
<b>Learner will be able to...</b>	<b>MODULE II: RESOURCE MANAGEMENT AND ADMINISTRATION</b>
<ul style="list-style-type: none"> <li>explain the concept of leadership</li> <li>elaborate the application of leadership skills in educational context</li> </ul>	<b>UNIT 4: Leadership in Education</b> <ol style="list-style-type: none"> <li>Concept and Functions of Leadership in educational context, Leaders Vs. Manager</li> <li>Styles of leadership and theories of leadership: Transformational Leadership, Situational Leadership, Community Leadership (Meaning, Characteristics, Applications of Leadership styles in Education)</li> <li>Leadership Skills: Grievance Management, Decision Making, Crisis Management (Meaning and application of leadership skills in educational context.)</li> </ol>
<ul style="list-style-type: none"> <li>explain the procedure of educational administrative activities</li> <li>explain the causes and measures of Absenteeism</li> </ul>	<b>UNIT 5: Educational Administration</b> <ol style="list-style-type: none"> <li>Timetable: Importance, Types and Principles of Timetable Construction</li> <li>Staff Meeting: Need, Types and Process</li> <li>Absenteeism – Causes and Measures (Staff and Students), School Code - Importance and Characteristics</li> </ol>
<ul style="list-style-type: none"> <li>elaborate the meaning of Certification and Licensing</li> <li>explain the modern trend in educational administration in India</li> </ul>	<b>UNIT 6: The Changing Landscape of Educational Administration in India</b> <ol style="list-style-type: none"> <li>Teacher Quality: Certification and Licensing</li> <li>Role of National Bodies: Networking, Partnership and Linkages</li> <li>Characteristics of state, national and international systems of education – SSC, ICSE, CBSE, IB, IGCSE Boards of Education</li> </ol>
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	Essay - 5 Marks
	Content Test /Assignment 10 marks
	Class Test 10 Marks
	MCQ 5 Marks
	Classroom Task 5 Marks
	Open Book Assignment 5 Marks

**Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s)**

1. Unit 4 .c. Leadership Skills: Grievance Management, Decision Making, Crisis Management (Meaning and application of leadership skills in educational context.)
2. Unit 5 c. Total Quality Management in Education

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## **SEMESTER III**

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

**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER III COURSE NAME: CORE COURSE 4 ASSESSMENT FOR LEARNING**

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

Course Outcomes	Syllabus
Learner will be able to...	<b>MODULE I: FUNDAMENTALS OF ASSESSMENT</b>
<ul style="list-style-type: none"> <li>Identify the different concepts of assessment and learning.</li> </ul>	<b>UNIT 1: Concept of Assessment</b> <ol style="list-style-type: none"> <li>Meaning of Assessment               <ol style="list-style-type: none"> <li>Meaning, Nature, Functions of Assessment</li> <li>Relationship between Measurement, Evaluation and Assessment</li> </ol> </li> <li>Perspectives of Assessment (Assessment for learning, Assessment of learning &amp; Assessment as learning)</li> <li>Types of Assessment: Meaning &amp; Features (Formative, Diagnostic and Summative)</li> </ol>
<ul style="list-style-type: none"> <li>develop a framework of objectives for the learning experiences</li> </ul>	<b>UNIT 2 : Objectives and Learning Outcomes</b> <ol style="list-style-type: none"> <li>Domains of Learning and Evaluation: Cognitive (Anderson and Krathwohl), Affective (Krathwohl), Psychomotor (R.H.Dave), Intersection of Knowledge Dimension and Cognitive Process Dimension)</li> <li>Course outcomes and Learning outcomes: Meaning and relevance, Criteria for writing Learning Outcomes</li> <li>Instructional Objectives and Specifications: Meaning, Development of Objectives and specifications for a topic, Charting performance by measuring Learning outcomes at the secondary stage (NCERT)</li> </ol>



<ul style="list-style-type: none"> <li>analyze the trends and issues in Assessment</li> </ul>	<b>UNIT 3: Trends and Concerns in Assessment</b> <ol style="list-style-type: none"> <li>Continuous and Comprehensive Assessment (Meaning, Characteristics and Significance)</li> <li>Choice Based Credit System (Meaning, Characteristics, and significance)</li> <li>Concerns of Assessment: Ethics in Assessment, Competitive ranking of schools, Profiteering by private agencies</li> </ol>
<b>Learner will be able to...</b>	<b>MODULE II: INSTRUMENTS OF ASSESSMENT AND REPORTING OF RESULT</b>
<ul style="list-style-type: none"> <li>create need-based assessment strategies.</li> </ul>	<b>UNIT 4: Instruments of Assessment</b> <ol style="list-style-type: none"> <li>Tools and Techniques of Assessment (Meaning, Guidelines of development &amp; Uses) Checklist, Rating Scale, Rubric, Anecdotal Records</li> <li>Achievement tests (Merits, Limitations, Suggestions for Improvement, Criteria for evaluation):               <ol style="list-style-type: none"> <li>Performance tests: Oral and Practical assessment</li> <li>Written test -Essay type &amp; Objective type test</li> </ol> </li> <li>Open Book Examination and Online Examination (Merits and Limitations)</li> </ol>
<ul style="list-style-type: none"> <li>select different assessment strategies.</li> </ul>	<b>Unit 5: Differentiated Assessment Strategies</b> <ol style="list-style-type: none"> <li>Meaning &amp; Guidelines for Differentiated Assessment</li> <li>Strategies for Differentiated Assessment - Criterion Referenced Tests and Norm Referenced tests (Meaning, Characteristics)</li> <li>Records used in Differentiated Assessment (Meaning, Guidelines of development and uses): Cumulative records, Learner Profile, Student Portfolio, Reflective Journal)</li> </ol>
<ul style="list-style-type: none"> <li>display skills of Reporting and Feedback</li> </ul>	<b>UNIT 6. Reporting in Assessment</b> <ol style="list-style-type: none"> <li>Reporting (Meaning, Methods, Records for reporting)</li> <li>Feedback: Meaning, Types, Tips for delivering oral and written feedback, Issues related to feedback, Follow up</li> <li>Statistical application for Reporting results: Calculation and Interpretation of Mean and Median., Interpretation of Standard Deviation with reference to Normal Probability Curve, Interpretation of Percentile and Percentile Rank, Graphical</li> </ol>

	representations for reporting
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	Essay - 5 Marks
	Assignment 10 marks
	Class Test 10 Marks
	MCQ 5 Marks
	Classroom Task 5 Marks
	Open Book Assignment 5 Marks

**Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s)**

Unit 4 and 6

**References**

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

**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER III COURSE NAME: ELECTIVE COURSE 2 PEDAGOGY OF SCHOOL SUBJECT:  
ENGLISH**

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

<b>Course Outcomes</b>	<b>Syllabus</b>
<b>Learners will be able to...</b>	<b>MODULE I: FUNDAMENTALS OF LANGUAGE TEACHING AND LEARNING AS A SUBJECT</b>
<ul style="list-style-type: none"> <li>highlight the demands that determine language as a discipline and as a significant component of school education as well as life.</li> </ul>	<b>UNIT 1: Basics of Language as a Discipline</b> <ol style="list-style-type: none"> <li>Meaning of academic disciplines, Becher -Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types); Relationship between academic disciplines and English;</li> <li>Place of English in the present school curriculum</li> <li>Importance of English language in the life of a learner; Challenges of teaching English in India</li> </ol>
<ul style="list-style-type: none"> <li>Critically examine the various factors influencing the teaching and learning of a language.</li> </ul>	<b>UNIT 2: Basis of Language Teaching and Learning</b> <ol style="list-style-type: none"> <li>Aims and objectives of teaching English as a first language and as second language.</li> <li>Principles (Palmer's principles)</li> <li>Psychological basis of language learning</li> </ol>
<ul style="list-style-type: none"> <li>identify the need and measures for professional development of English teachers</li> <li>elucidate the influence of Indian and western writers on English literature</li> </ul>	<b>UNIT 3: Professional Competencies of an English Teacher</b> <ol style="list-style-type: none"> <li>Need and Avenues of Continuous Professional Development</li> <li>Understanding Indian influence on English literature – R.K Narayan; Ruskin Bond</li> <li>Understanding Western influence on English Literature – Guy de Maupassant, T.S. Elliot</li> </ol>
<b>Learner will be able to...</b>	<b>MODULE II: LANGUAGE ACQUISITION AND ASSESSMENT</b>
<ul style="list-style-type: none"> <li>critically appreciate literary work</li> </ul>	<b>UNIT 4: Transacting the language curriculum</b> <ol style="list-style-type: none"> <li>Appreciation of Literature (Prose and Poetry)</li> <li>Teaching Grammar (Types – Formal and Functional;</li> </ol>

<b>Course Outcomes</b>	<b>Syllabus</b>
<ul style="list-style-type: none"> <li>demonstrate the use of appropriate strategies for the instruction of grammar and development of creative writing skills</li> </ul>	Inducto-Deductive Approach; Assessment techniques) c. Acquisition of Creative Writing Competencies
<ul style="list-style-type: none"> <li>Design lessons using different pedagogical approaches and techniques for language acquisition</li> </ul>	<b>UNIT 5: Pedagogical Approaches and Techniques</b> <ol style="list-style-type: none"> <li>Constructivist Approach (7E's), Communicative Approach (Concept &amp; procedure)</li> <li>Techniques of teaching- expository (narration, dramatization) &amp; Interactive techniques (discussion, questioning, brainstorming)</li> <li>Strategies for acquisition and assessment of Language skills (listening, speaking, reading, vocabulary)</li> </ol>
<ul style="list-style-type: none"> <li>infer the significance of online and offline resources for language acquisition</li> </ul>	<b>UNIT 6: Teaching learning Resources for Language Acquisition</b> <ol style="list-style-type: none"> <li>Library as a Resource for teaching and learning a language</li> <li>ICT enabled language pedagogy (teaching and assessment) – Blogs, Social Networking sites (Facebook, Twitter)</li> <li>Co-curricular activities as language learning resources (Art, Sports, Book Review, Competitions, Visits)</li> </ol>
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	Essay - 5 Marks
	Assignment/ Content Test 10 marks
	Class Test 10 Marks
	MCQ 5 Marks
	Classroom Task 5 Marks
	Open Book Assignment 5 Marks

**Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s)**

Unit 1 (c) – Learning Styles

## References

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

**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER III COURSE NAME: ELECTIVE COURSE 2 PEDAGOGY OF SCHOOL SUBJECT:  
SCIENCE**

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

**Course Outcomes  
Learner will be able to...**

- explain the concept of academic disciplines
- elaborate the relevance of science education in school education
- explain relationship between nature of science and science process skills
- analyses the importance of developing scientific temper and integrate values of teaching among students
- explain the various approaches of science learning.
- analyses the Taxonomy of Educational Objectives and outcomes based learning

**Syllabus**

**MODULE I: FUNDAMENTALS OF SCIENCE EDUCATION  
UNIT 1: Basics of Academic Disciplines**

- a. Meaning of academic disciplines, Multidisciplinarity and Interdisciplinarity in science subject
- b. Classification of academic disciplines: Becher -Biglan typology ( pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on the nature of knowledge in each type.
- c. Aims and Objectives of teaching Science across the Middle and Secondary Stage as outlined in NEP 2020.

**UNIT 2: Aims and Objectives of Teaching Science**

- a. Meaning and Nature (Product & Process) of Science, Science Process skills - Basic and Integrated
- b. Scientific Temper: Meaning, Characteristics and Importance.
- c. Values of teaching science in socio-cultural context

**UNIT 3: Science Learning**

- a. Visual and Spatial Learning in Science
- b. Inquiry Based Learning: - POE, 5-E model
- c. Taxonomy of Educational Objectives-Bloom's Taxonomy, Mc Cormack and Yager's Classification, Anticipated outcomes of teaching science- Outcome Based Learning (OBE)



<b>Learner will be able to...</b>	<b>MODULE II: TRANSACTING SCIENCE CURRICULUM</b>
<ul style="list-style-type: none"> <li>• apply various teaching methods and approach in science education</li> <li>• explain the application of concept map development and PEOR</li> </ul>	<b>UNIT 4: Science Teaching: Methods, Approaches and Tools</b> <ol style="list-style-type: none"> <li>a. Teaching - Lecture cum demonstration method, Project method, Problem Solving Method</li> <li>b. Approach: Teacher Centered and Learner Centered approaches, Inducto- deductive, Inquiry-Discovery, STEM to STEAM</li> <li>c. Concept Mapping – Meaning, Steps and Significance, PEOR (i.e. Predict, Explain, Observe &amp; React)</li> </ol>
<ul style="list-style-type: none"> <li>• discuss the need for and importance of using open educational resources in teaching science</li> <li>• discuss the importance of textbook and other science activities in science teaching</li> </ul>	<b>UNIT 5: Learning Resources and Activity</b> <ol style="list-style-type: none"> <li>a. Science Textbook: Characteristics of good Science textbook</li> <li>b. Science Club and Science Field Visit – Concept, Organization and Significance</li> <li>c. Open Educational Resources in Science teaching and Virtual lab</li> </ol>
<ul style="list-style-type: none"> <li>• explain the need of continuous professional development among science teachers</li> <li>• explain the roles of science teacher in Science Laboratory and CCE</li> </ul>	<b>UNIT 6: Role of Science teacher</b> <ol style="list-style-type: none"> <li>a. Professionalism and Continuous Professional Development (CPD): Meaning, Characteristics and Avenues.</li> <li>b. Science Laboratory - Laboratory Method</li> <li>c. Areas of Continuous Comprehensive Evaluation in Science, Diagnostic testing and Remedial teaching in science</li> </ol>
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	Essay - 5 Marks
	Assignment/ Content Test 10 marks
	Class Test 10 Marks
	MCQ 5 Marks
	Classroom Task 5 Marks
	Open Book Assignment 5 Marks

## **Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s)**

Unit 1 and 3

### **References**

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

**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER III COURSE NAME: ELECTIVE COURSE 2 PEDAGOGY OF SCHOOL SUBJECT  
MATHEMATICS**

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

<b>Course Outcomes</b>	<b>Syllabus</b>
<b>Learners will be able to...</b>	<b>MODULE 1: FUNDAMENTAL OF MATHEMATICS EDUCATION</b>
	<b>UNIT 1: Basics of Mathematics Education</b>
<ul style="list-style-type: none"><li>• explain the history and current status of mathematics education</li></ul>	<ul style="list-style-type: none"><li>a. Mathematics Education: Indian context (History and current status)</li><li>b. Mathematics in Societal Development</li><li>c. Meaning of academic disciplines, Mathematics as an academic discipline</li></ul>
<ul style="list-style-type: none"><li>• applies the meaning, nature and scope of mathematics in the concept of Mathematisation</li></ul>	<b>UNIT 2: Introduction to the teaching of Mathematics</b>
<ul style="list-style-type: none"><li>• applies the knowledge and understanding of teaching practices and curriculum organization in preparing the unit plan and lesson plan in Mathematics</li></ul>	<ul style="list-style-type: none"><li>a. Meaning, Nature and Scope of Mathematics</li><li>b. Aim and Objectives of teaching Mathematics (NCFSE 2023)</li><li>c. Mathematisation : Meaning and Application</li></ul>
<b>Learners will be able to...</b>	<b>UNIT 3: Essentials of Teaching Mathematics and Curriculum Transaction</b>
<ul style="list-style-type: none"><li>• demonstrates the use of innovative methods and techniques of teaching Mathematics</li></ul>	<ul style="list-style-type: none"><li>a. Effective Mathematics teaching practices</li><li>b. Organization of Mathematics curriculum in the Secondary and Higher Secondary levels</li><li>c. Unit Planning and Lesson Planning- Importance and Steps in planning.</li></ul>
	<b>MODULE II: Transacting Mathematics Curriculum</b>
	<b>UNIT 4: Methods and Techniques of Teaching Mathematics</b>
	<ul style="list-style-type: none"><li>a. Experiential Methods of Teaching Mathematics: Art Integration, Sports Integration, Story Telling, Role Play</li><li>b. Project Zero thinking routine toolbox</li><li>c. Drill and Assignment techniques</li></ul>

<ul style="list-style-type: none"> <li>explains the features and use of different learning resources to develop learning experiences in Mathematics</li> </ul>	<b>UNIT 5: Learning Resources</b> <ol style="list-style-type: none"> <li>Mathematics lab, Mathematics club (Objectives, Significance, Working)</li> <li>Textbook – Critical analysis of a textbook</li> <li>Digital Resources for Teaching Mathematics-GeoGebra - Tools and Application</li> </ol>
<ul style="list-style-type: none"> <li>explains the competencies and avenues required</li> <li>enumerates the contribution of mathematicians</li> </ul>	<b>UNIT 6: Professional Development of Teacher</b> <ol style="list-style-type: none"> <li>Competencies of Mathematics teacher (academic, professional and personal competencies)</li> <li>Need and Avenues of CPD (Internal and External)</li> <li>Contribution of Mathematicians (any 4)</li> </ol>
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	Essay - 5 Marks
	Assignment 10 marks
	Class Test 10 Marks
	MCQ 5 Marks
	Classroom Task 5 Marks
	Open Book Assignment 5 Marks

### Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s)

Unit 4A : Learner Centered Methods

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- Aggarwal, S.M. : Teaching of Modern Mathematics, Dhanpat Rai and Sons, Delhi
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**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS)  
MUMBAI**

**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER III COURSE NAME: ELECTIVE COURSE 2 PEDAGOGY OF SCHOOL SUBJECT:  
HISTORY**

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

<b>Course Outcomes</b>	<b>Syllabus</b>
<b>Learner will be able to...</b>	<b>MODULE 1: HISTORY AND POLITICAL SCIENCE AS A SOCIAL SCIENCE DISCIPLINE</b>
<ul style="list-style-type: none"><li>analyze the relationship between academic discipline and school subjects</li><li>deduce the importance of the classification in understanding the academic disciplines</li><li>evaluate the role of social science in school curriculum in present times</li></ul>	<b>UNIT 1: Basics of Academic Disciplines</b> <ul style="list-style-type: none"><li>a. Meaning of academic disciplines, Relationship between academic disciplines and History</li><li>b. Classification of academic disciplines: Becher -Biglan typology ( pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type</li><li>c. Significance of History in School Curriculum and Contextualizing of History</li></ul>
<ul style="list-style-type: none"><li>explain the nature of history and objectives of teaching history and political science</li><li>infer the importance of values of teaching history and political science</li></ul>	<b>UNIT 2: Understanding History</b> <ul style="list-style-type: none"><li>a. Nature of History, Historical Thinking Concepts (Peter Seixas &amp; Tom Morton)</li><li>b. Objectives of teaching History &amp; Political Science at the secondary level and Higher Secondary Level</li><li>c. Values of teaching History &amp; Political Science</li></ul>
<ul style="list-style-type: none"><li>explain the importance of learning resources.</li></ul>	<b>UNIT 3: Learning Resources</b> <ul style="list-style-type: none"><li>a. Introduction and importance of learning resources (Edgar Dale's Cone of Experience)</li></ul>

Course Outcomes	Syllabus
<ul style="list-style-type: none"> <li>deduce the significance of different learning resources in effective teaching.</li> <li>plan strategies to make textbooks an effective learning resource</li> </ul>	<ul style="list-style-type: none"> <li>b. Classification of learning Resources i)Audio-visual Resources: Films, Documentary; Visual: Maps, Models, Timelines; Print Media: Magazines, newspapers, archives and OER (Uses and importance) Field trips, Museum, virtual museums and virtual tours</li> <li>c. History Textbook: Textbook as a learning resource. (features and strategies for effective use of textbook as a learning resource), Addressing bias in the history textbook.</li> </ul>
<b>Learner will be able to...</b>	<b>MODULE 2: TRANSACTING HISTORY AND POLITICAL SCIENCE CURRICULUM</b>
<ul style="list-style-type: none"> <li>Elaborate the importance and characteristics of Historiography</li> <li>explains the role of History and Political Science in Citizenship Education</li> <li>analyze History and Political Science as a concept driven Subject</li> </ul>	<b>UNIT 4: Essentials of Curriculum transaction in History &amp; Political Science</b> <ul style="list-style-type: none"> <li>a. Historiography: Meaning and Importance, Characteristics of Modern historiography- Rationality, Proofreading, Growth of Knowledge, Change of Views</li> <li>b. Citizenship Education: Meaning, Role of History and Political Science Teaching and Teacher in Citizenship Education,</li> <li>c. History as a concept driven subject: Concept Based and Generalization Based Learning</li> </ul>
<ul style="list-style-type: none"> <li>illustrates the importance of methods in teaching of History and Political Science</li> <li>infer the importance of Multidisciplinary Approach and skills in teaching History and Political Science</li> </ul>	<b>UNIT 5: Methods of Teaching (Process, Merits and Limitations)</b> <ul style="list-style-type: none"> <li>a. Methods: Story Telling, Project Based Learning, Social Enquiry (Process, Merits and Limitations)</li> <li>b. Multidisciplinary Approach: Meaning and Importance</li> <li>c. Skills: Research and Communication Skill (Meaning and Importance)</li> </ul>
<ul style="list-style-type: none"> <li>analyze the competencies of history teacher</li> <li>explore the avenues for professional</li> </ul>	<b>UNIT 6: The History Teacher</b> <ul style="list-style-type: none"> <li>a. Competencies of History Teacher and 21st century skills</li> <li>b. Professional growth of a history teacher – Need and Avenues for Professional Development</li> </ul>



Course Outcomes	Syllabus
development of the history teacher <ul style="list-style-type: none"> <li>investigates the different challenges faced by the history teacher</li> </ul>	c. Challenges faced by History teacher (Challenges posed by Technology, Pedagogy and Globalization.)
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	Essay - 5 Marks
	Assignment/ Content Test 10 marks
	Class Test 10 Marks
	MCQ 5 Marks
	Classroom Task 5 Marks
	Open Book Assignment 5 Marks

**Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s)**

Unit 4 and 6

**References:**

1. Interdisciplinary Higher Education: Perspectives and Practicalities, edited by W. Martin Davies, Marcia Devlin, Malcolm Tight, Emerald Group Publishing Ltd
2. Batra Poonam, Social Science Learning in Schools: Perspectives and Challenges, Sage Publications
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7. Digumarti Bhaskara Rao (ed.), Techniques of Teaching Social, Sciences, Sonali Publications, Delhi
8. Kochar S.K. Teaching of History: Sterling publications.

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**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER III COURSE NAME: ELECTIVE COURSE 2 PEDAGOGY OF SCHOOL SUBJECT:  
ECONOMICS**

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

<b>Course Outcomes</b>	<b>Syllabus</b>
<b>The learner will be able to...</b>	<b>MODULE I: ECONOMICS AS A SOCIAL SCIENCE DISCIPLINE</b>
<ul style="list-style-type: none"> <li>explore the relationship between academic disciplines and Economics subject</li> </ul>	<b>UNIT 1: Basics of Academic Disciplines</b> <ol style="list-style-type: none"> <li>Meaning of academic disciplines, Relationship between academic disciplines and Economics subject</li> <li>Classification of academic disciplines: Becher - Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.</li> <li>Place of Humanities and Social Sciences – Economics subject in the present school curriculum.</li> </ol>
<ul style="list-style-type: none"> <li>elaborate the importance of teaching economics</li> </ul>	<b>UNIT 2: Understanding Economics</b> <ol style="list-style-type: none"> <li>Meaning, Importance and Scope of Economics</li> <li>Objectives of teaching of Economics at Higher Secondary level</li> <li>Values of teaching Economics- Global citizenship, Entrepreneurship, Consumerism</li> </ol>
<ul style="list-style-type: none"> <li>discover the different learning resources to enhance the teaching of economics</li> </ul>	<b>UNIT 3: Learning Resources</b> <ol style="list-style-type: none"> <li>Economics Textbook – Characteristics and Critical analysis</li> <li>Audio visual resources: Print media: Newspaper, Magazines,</li> <li>Visits (importance, organization) Visit to bank, Multinational company, stock exchange and industries</li> </ol>
<b>Learner will be able to...</b>	<b>MODULE II: TRANSACTING ECONOMICS CURRICULUM</b>
<ul style="list-style-type: none"> <li>discover the use of digital technology in the teaching of economics.</li> </ul>	<b>UNIT 4: Teaching &amp; Learning through Digital Technology</b> <ol style="list-style-type: none"> <li>Open Educational Resource (Meaning, uses, importance and challenges)</li> </ol>

Course Outcomes	Syllabus
	b. Social Networking (Facebook, Twitter, Instagram, YouTube, Podcasts, Reels) in the teaching of economics c. Digital assessment techniques in Economics (Kahoot, Google form)
<ul style="list-style-type: none"> <li>acquainted with different methods of teaching and</li> <li>explore innovative ways of teaching.</li> </ul>	<b>UNIT 5: Methods of Teaching (Meaning, Procedure, Merits and Demerits)</b> <ul style="list-style-type: none"> <li>a. Classroom Methods: Lecture, Seminar, Discussion</li> <li>b. Research Methods: Project, Problem Solving, Case study, Survey</li> <li>c. Innovative methods: Cooperative learning (Jigsaw, Think-pair- share, Round table), Constructivism (7 E), Scenario Based Learning, Concept Mapping,</li> </ul>
<ul style="list-style-type: none"> <li>discover ways to become professionally competent.</li> <li>identify the challenges faced by an economics teacher.</li> </ul>	<b>UNIT 6: Competencies &amp; Challenges for an Economics Teacher</b> <ul style="list-style-type: none"> <li>a. Competencies of an Economics teacher</li> <li>b. Challenges faced by a Economics teacher</li> <li>c. Professional Growth of a economics teacher: Need and Avenues of Continuous Professional Development</li> </ul>
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	Essay - 5 Marks
	Assignment/ Content Test 10 marks
	Class Test 10 Marks
	MCQ 5 Marks
	Classroom Task 5 Marks
	Open Book Assignment 5 Marks

### Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s)

Unit 3 and 6

### References

1. Aggarwal J.C: Teaching Of Economics, A Practical Approach”, Vinod Pustak Mandir. Agra-
2. Dhillon S; Chopra K. : Teaching Of Economics
3. Mustafa M, 2005,” Teaching of Economics New Trends and Challenges’ Deep & Deep · Publications Pvt. Ltd F-159, Rajouri Garden, New Delhi-110027.

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6. Sharma Kadambari : Teaching of Economics
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8. Sindhu H.S.: Teaching of economics, Tandon Publications, Books Market, Ludhiana141008.
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#### **Website References**

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**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER III COURSE NAME: ELECTIVE COURSE 2 PEDAGOGY OF SCHOOL SUBJECT:  
GEOGRAPHY**

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

**Course Outcomes**

**Learner will be able to...**

- Classify and explain academic discipline according to Becher – Biglan typology.
- explain the meaning, nature, scope, Geo literacy and aims of teaching Geography.
- explain the need for continuous professional development among Geography teachers.

**Learner will be able to...**

- Use learning resources while teaching Geography.

**Syllabus**

**MODULE I: GEOGRAPHY AS A SOCIAL SCIENCE DISCIPLINE**

**UNIT 1: Basics of Academic Disciplines**

- a. Meaning of academic disciplines, Relationship between academic disciplines and Geography.
- b. Classification of academic disciplines: Becher - Biglan typology (pure-hard, pure soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.
- c. Aims and objectives of teaching Geography at secondary level

**UNIT 2: Understanding Geography**

- a. Meaning, nature, scope and aims of teaching Geography
- b. Geo-literacy: Concept, need and ways to create awareness
- c. Important skills in Geography: Observation, interpretation, map reading.

**UNIT 3: Geography Teacher**

- a. Competencies of a Geography teacher
- b. Geography teacher: Need and Avenues for Professional Development
- c. Diagnostic and Remedial teaching in Geography

**MODULE II: LEARNING RESOURCES AND TRANSACTING THE CURRICULUM**

**UNIT 4: Learning Resources**

- a. Importance and uses: - Globe, Atlas, Models, Travelogues, Aerial photographs, Satellite imagery, Maps (Map reading and interpreting using distance, direction, signs and symbols, point, line and area)

- b. Textbook: - Characteristics and Critical analysis (std VIII to X)
- c. E- resources: - Meaning and Significance – GIS, computer based online and offline resources

#### **UNIT 5: Methods of Transacting the Curriculum**

- demonstrate the cooperative method, field visit and project method of teaching.
- a. Methods (Meaning, Procedure, Merits and Demerits): 'A' Method, Field Visit - Excursion Method and Project Method
- b. Cooperative learning techniques - Gallery Walk, and Think-pair-share
- c. Inductive and deductive Approach of teaching

#### **UNIT 6: Current Trends in Teaching of Geography**

- explain the innovative trends and importance of geography club.
- a. Geography Club (objectives, significance, activities)
- b. Innovative trends in teaching of Geography: - Concept –mapping and Constructivism (5E's)
- c. Virtual tours and Flipped classroom

#### **MODULE III: INTERNAL ASSESSMENT**

Essay - 5 Marks

Assignment/ Content Test 10 marks

Class Test 10 Marks

MCQ 5 Marks

Classroom Task 5 Marks

Open Book Assignment 5 Marks

Open Book Assignment 5 Marks

**Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s):** Aims and objectives of Teaching Geography

#### **References**

1. Arora, K.L.(1994), The Teaching of Geography, Parkash Brothers.
2. Bryant Richard (1976), Physical Geography Made Simple, Made Simple books.
3. Dudley Stamp (1977), The World - A General Geography, Orient Longman.
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1. Best Brin (2011), The Geography Teacher's Handbook, Bloomsbury Publishing Plc.
2. David Lambert (2010), Teaching Geography, Maidenhead, England : Open University Press.
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5. Standish Alex (2009), Global perspectives in the geography curriculum, Routledge, London.
6. Tilbury Daniella & Williams Michael (1997), Teaching and Learning Geography, Taylor and Francis Group.

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**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER III COURSE NAME: ELECTIVE COURSE 2 PEACE EDUCATION**

**Total Credits: 6 credits    Total Marks: External 60 + Internal 40 = 100 Marks**

<b>Course Outcomes</b>	<b>Syllabus</b>
<b>Learner will be able to...</b>	<b>MODULE I: FUNDAMENTALS OF PEACE EDUCATION</b>
<ul style="list-style-type: none"> <li>explain the fundamentals of peace education.</li> <li>analyze the relevance of peace education in today's times.</li> </ul>	<b>UNIT 1: Peace Education: Concept and Nature of Peace Education</b> <ol style="list-style-type: none"> <li>Peace: Meaning, concept and classification of peace</li> <li>Peace Education: Meaning, nature and aims of peace education</li> <li>Need and relevance of peace education in the present times</li> </ol>
<ul style="list-style-type: none"> <li>appreciate the contributions of constitutional values towards peace education</li> <li>explain the significance of life skills required for peace education</li> </ul>	<b>UNIT 2: Basis of Peace Education</b> <ol style="list-style-type: none"> <li>Constitutional Values and Peace Education</li> <li>Contribution of Gandhi and Dalai Lama to promoting the values of peace</li> <li>Life skills required for Peace Education (WHO)</li> </ol>
<ul style="list-style-type: none"> <li>analyze the areas of peace education</li> <li>investigate the violence and non-violence activism</li> </ul>	<b>3: Areas of Peace Education</b> <ol style="list-style-type: none"> <li>Peace Education and Conflict Management: Conflict, types of conflict Managing conflict techniques, role of education in resolving and reducing conflicts in family, school and society.</li> <li>Peace Movements and Preservation of ecology.</li> <li>Violence and Non-violent activism: Addressing the challenges of Direct violence ( terrorism, war, destruction of land, assault, industrial waste. Riots) and indirect violence (discrimination, sexism, racism, poverty, lack of education and health services) through peace education.</li> </ol>



Course Outcomes	Syllabus
Learner will be able to...	<b>MODULE II: INTEGRATION OF PEACE EDUCATION IN SCHOOL CURRICULUM</b>
<ul style="list-style-type: none"> <li>explore the strategies of transacting peace education</li> </ul>	<b>UNIT 4 Transacting of Peace Education</b> <ol style="list-style-type: none"> <li>Integrating Peace Education in curriculum: subject perspectives, subject context, methods of teaching, co-curricular activities, classroom management, classroom activities</li> <li>Educating for culture of peace: developing values like tolerance, patience, duty consciousness, mutual respect, introspection, objectivity, rational thinking and leadership skills through unilateral ethics.</li> <li>Introspection, Mediation, persuasion for peace- Cultivating the perspective and skills necessary for peace</li> </ol>
<ul style="list-style-type: none"> <li>explain the role of a teacher in promoting peace.</li> <li>deduce the significance of different agencies of peace for development of values for peaceful co-existence</li> </ul>	<b>UNIT 5: Preparation for Peace</b> <ol style="list-style-type: none"> <li>Role and qualities of teacher promoting peace</li> <li>Role of agencies for Peace: family, community, NGOs, World organization like UNESCO for development of values for peaceful co-existence.</li> <li>Role of Mass Media and social media in Peace Education.</li> </ol>
<ul style="list-style-type: none"> <li>analyze the challenges about practicing peace in school and society</li> </ul>	<b>UNIT 6: Concerns and Challenges for Peace</b> <ol style="list-style-type: none"> <li>Life at school: culture of competition; corporal punishment and its consequences</li> <li>Addressing challenges to Peace in Multicultural Society.</li> <li>Struggles for Peace (Mother Teresa, Nelson Mandela)</li> </ol>
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	Essay - 5 Marks
	Assignment 10 marks
	Class Test 10 Marks
	MCQ 5 Marks
	Classroom Task 5 Marks
	Open Book Assignment 5 Marks

## **Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s):**

Unit 5 and 6

### **References**

1. Theories of Education & Education in emerging Indian Society , B.N.Dash (Dominant Publishers and Distributors, 1st Edition,2004 ) .
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5. Pandey, Sanjay (2004).Peace Education. New Delhi: NCERT .
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**ST. XAVIER'S INSTITUTE OF EDUCATION (AUTONOMOUS)  
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**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER III COURSE NAME: INTERDISCIPLINARY COURSE 3 LANGUAGE ACROSS CURRICULUM**

**Total Credits: 6 credits    Total Marks: External 60 + Internal 40 = 100 Marks**

<b>Course Outcomes</b>	<b>Syllabus</b>
<b>Learner will be able to...</b>	<b>MODULE I: FUNDAMENTALS OF LANGUAGE ACROSS CURRICULUM (LAC)</b>
The learners will be able to <ul style="list-style-type: none"> <li>Illustrate the various characteristics and functions of language as seen in real life situations</li> </ul>	<b>UNIT 1: CONCEPTUAL FRAMEWORK OF LAC</b> <ol style="list-style-type: none"> <li>Concept, Purpose and Principles of Language across Curriculum</li> <li>Concept and Characteristics of language</li> <li>Functions of Language and Language Registers</li> </ol>
<ul style="list-style-type: none"> <li>infer the utility of the various approaches in lac</li> </ul>	<b>UNIT 2: APPROACHES TO LANGUAGE ACROSS CURRICULUM</b> <ol style="list-style-type: none"> <li>Multilingual Approach to LAC</li> <li>Multicultural Approach to LAC</li> <li>Multidisciplinary Approach to LAC</li> </ol>
<ul style="list-style-type: none"> <li>critically examine the applicability of the theories of language acquisition</li> </ul>	<b>UNIT 3: PSYCHOLOGICAL BASIS OF LANGUAGE ACQUISITION</b> <ol style="list-style-type: none"> <li>Conditioning theory of Language Acquisition (Skinner)</li> <li>Nativist theory of Language Acquisition (Chomsky)</li> <li>Acculturation theory of Language Acquisition (Schumann)</li> </ol>
<b>Learner will be able to...</b>	<b>MODULE II: TRANSACTING LANGUAGE ACROSS DISCIPLINES/ CURRICULUM</b>
<ul style="list-style-type: none"> <li>suggest ways to develop oral language and critical understanding among the students</li> </ul>	<b>UNIT 4: Classroom Discourse and Oral Language in and outside Classroom</b> <ol style="list-style-type: none"> <li>Concept, nature, types of classroom discourse</li> <li>Concept. features, importance of oral language in and outside classroom; techniques to develop oral language</li> <li>Engaging Learners in Language learning, Inquiry Based Learning; Discussion based learning; Importance of Questioning</li> </ol>

Course Outcomes	Syllabus
<ul style="list-style-type: none"> <li>Elaborate on the various competencies of communication across different content areas</li> </ul>	<b>UNIT 5: Competencies of Communication across Content Areas</b> <ol style="list-style-type: none"> <li>Concept and techniques of speaking and listening; Speaking and listening across the curriculum</li> <li>Concept &amp; process of reading; Techniques of reading (Extensive reading, intensive reading, loud reading, silent reading, skimming, scanning, keyword reading, columnar reading, critical reading) ; importance of reading</li> <li>Language Schema; Text structures and nature of text; Eight different types of writing (expository, descriptive, narrative, persuasive, objective, subjective, creative, review)</li> </ol>
<ul style="list-style-type: none"> <li>explain the relationship of LSP with content-based instruction</li> </ul>	<b>UNIT 6: Language Across Curriculum</b> <ol style="list-style-type: none"> <li>Language for Specific Purpose (LSP) - concept, purpose (education, training &amp; research) and challenges</li> <li>Relationship to content-based instruction               <ul style="list-style-type: none"> <li>Language and Mathematics</li> <li>Language and Social Science</li> <li>Language and Natural Science</li> </ul> </li> <li>Language for Specific Purpose and Medium of Instruction, Assessment</li> </ol>
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	Essay - 5 Marks
	Assignment 10 marks
	Class Test 10 Marks
	MCQ 5 Marks
	Classroom Task 5 Marks
	Open Book Assignment 5 Marks

### Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s)

Unit 1 (c) – Learning Styles

Unit 6 (c)

### References

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## **SEMESTER IV**

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

**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER IV COURSE NAME: CORE COURSE 5 CONTEMPORARY INDIA AND EDUCATION**

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

<b>Course Outcomes</b>	<b>Syllabus</b>
<b>Learner will be able to...</b>	<b>MODULE I: CONTEMPORARY INDIAN SOCIETY</b>
<ul style="list-style-type: none"> <li>analyze the meaning and characteristics of Society.</li> <li>examine the role of education in promoting Social Transformation</li> </ul>	<b>Unit 1: Society and Education</b> <ol style="list-style-type: none"> <li>Concept and Characteristics of Society</li> <li>Concept and Factors of social stratification</li> <li>Education as a key to Social Transformation – (Reduces social stratification and promote culture)</li> </ol>
<ul style="list-style-type: none"> <li>examine the social analysis and its impact on education.</li> <li>analyze the types of education and social relevance of pedagogy.</li> </ul>	<b>Unit 2: Social Trends in Education</b> <ol style="list-style-type: none"> <li>Social Analysis and its impact on education.</li> <li>Types of Education and its importance in Modern Society.</li> <li>Relevance of Critical Pedagogy and Social Pedagogy in education.</li> </ol>
<ul style="list-style-type: none"> <li>analyze the importance of deriving social values through research.</li> <li>explain the Indian Constitutional provision promotes democracy.</li> <li>describe social cohesion and importance of education</li> </ul>	<b>Unit 3: Social values for Education</b> <ol style="list-style-type: none"> <li>Social values through research work</li> <li>Indian Constitutional provision promotes democracy.</li> <li>Social Cohesion and Importance of Education</li> </ol>
<b>Learner will be able to...</b>	<b>MODULE II: POLICY FRAMEWORK FOR EDUCATION</b>
<ul style="list-style-type: none"> <li>evaluate the importance of integrating life, work and education</li> <li>examine the recommendations for achieving universalization of education</li> </ul>	<b>UNIT 4: Policies and Role of Education</b> <ol style="list-style-type: none"> <li>NayeeTaleem to integrate life, work and education for development.</li> <li>RTE Act 2009 and 2012 Universalization of Education</li> <li>Samagraha Shiksha Recommendations for Secondary Education</li> </ol>

<b>Course Outcomes</b>	<b>Syllabus</b>
<ul style="list-style-type: none"> <li>Elaborate on the main features of NEP 2020</li> <li>analyze the recommendations of the National Curriculum Framework, 2005 and NCFSE 2023</li> </ul>	<b>UNIT 5: National Policies and Framework</b> <ol style="list-style-type: none"> <li>National Education Policy 2020: Main Features and School Curriculum</li> <li>Recommendations of NCF 2005 and NCFSE 2023.</li> <li>National Curriculum Framework for Teacher Education, 2009</li> </ol>
<ul style="list-style-type: none"> <li>Explain the Concept &amp; Characteristics of Open &amp; Distance and digital Learning</li> </ul>	<b>UNIT 6: Emerging trends in Education</b> <ol style="list-style-type: none"> <li>Open, Distance and Digital Learning –Concept &amp; Characteristics</li> <li>Globalization, Liberalization &amp; Privatization – Concept, characteristics and Implications</li> <li>Understanding the Digital Divide in India- Concept and strategies to bridge the digital divide</li> </ol>
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	Essay - 5 Marks
	Assignment 10 marks
	Class Test 10 Marks
	MCQ 5 Marks
	Classroom Task 5 Marks
	Open Book Assignment 5 Marks

**Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s)**

Unit 5 - NEP 2020 and 6- Open, Distance and Digital Learning & Digital divide



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

**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER IV COURSE NAME: ELECTIVE COURSE 3 ACTION RESEARCH**

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

Course Outcomes	Syllabus
<b>Learner will be able to...</b>	<b>MODULE I : FUNDAMENTALS OF ACTION RESEARCH</b>
<ul style="list-style-type: none"> <li>explain the basic criteria of action research up to selection of a research problem</li> </ul>	<b>UNIT 1: Basics of Action Research</b> <ol style="list-style-type: none"> <li>Research in Education: Meaning of research, Types of research: Basic, Applied, Action research</li> <li>Essentials of Action Research: Principles, Characteristics, Limitations, Role of the teacher</li> <li>Designing the Action Research Plan (research question, need, significance, aims and objectives, research team, research design, schedule and budget)</li> </ol>
<ul style="list-style-type: none"> <li>differentiate between types, methods and paradigms of action research</li> </ul>	<b>UNIT 2: Action Research – Types, Approaches and Methods</b> <ol style="list-style-type: none"> <li>Types of Action Research: Individual action research and Collaborative action research (Meaning, Rationale, Uses and Limitations)</li> <li>Paradigms in Action research: Interpretivist paradigm, Critical/Transformative paradigm,</li> <li>Methods of Action research: Experimental action research, Case study action research (Meaning, Research design, Advantages, Limitations)</li> </ol>
<ul style="list-style-type: none"> <li>apply the Action Research Cycles to school-based practices</li> <li>examine the types of validation of Action Research</li> <li>analyses the significance of ethics of action research</li> </ul>	<b>UNIT 3 : Process of Action Research</b> <ol style="list-style-type: none"> <li>Educational implications of the Action Research Process - Stephen Kemmis' Action Cycle, Kurt Lewin's Force Field Analysis.</li> <li>Validation of Action research -Concept and types: Self, Peer and Learner</li> <li>Ethics in Action Research</li> </ol>
<b>Learner will be able to...</b>	<b>MODULE II: ACTION RESEARCH: TOOLS AND</b>

Course Outcomes	Syllabus
	<b>TECHNIQUES, PLAN AND REPORT</b>
<ul style="list-style-type: none"> <li>explain the methodical considerations regarding the selection of data collection techniques.</li> <li>examines the characteristics and uses of the data collection tools</li> </ul>	<b>UNIT 4: Data Collection- Tools and Techniques</b> <ol style="list-style-type: none"> <li>Methodical considerations to data collection techniques</li> <li>Tools for Data Collection – (Characteristics, uses and limitations) Questionnaire –Open and Close ended</li> <li>Methods of Data Collection (Characteristics, uses and limitations) <ol style="list-style-type: none"> <li>Interviews –Structured and Unstructured</li> <li>Observation- Participant and Non-Participant Artifacts: Documents, Records (Student's journals, logs, audio, videos,)</li> </ol> </li> </ol>
<ul style="list-style-type: none"> <li>design an action research plan</li> <li>analyze action research data.</li> </ul>	<b>Unit 5: Data Analysis and Reporting in Action Research</b> <ol style="list-style-type: none"> <li>Analysis of Quantitative Data: Descriptive analysis – Percentage, Mean, Correlation, and Graphical representation (uses and limitations), t-test for Mean comparison</li> <li>Analysis of Qualitative Data: Immersion, Crystallization, Corroboration, Final Interpretations and Reporting.</li> <li>Features of a good Quality Action Research Report – Comprehensibility, Authenticity, Truthfulness, and Appropriateness</li> </ol>
<ul style="list-style-type: none"> <li>explains the features of good Action Research Report</li> <li>examines the need for sharing action research.</li> <li>examines the different ways of reflection in action research</li> </ul>	<b>UNIT 6: Participative Action Research</b> <ol style="list-style-type: none"> <li>Participatory Action Research (PAR) - Concept, Principles and Steps</li> <li>Using Action Research in digital interface</li> <li>Sharing and Reflecting – Locally, Action Research Communities, Professional Conferences, and print and e-journals.</li> </ol>
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	Essay - 5 Marks
	Assignment 10 marks
	Class Test 10 Marks

Course Outcomes	Syllabus
	MCQ 5 Marks
	Classroom Task 5 Marks
	Open Book Assignment 5 Marks

### **Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s)**

Unit 5 and 6

### **Reference**

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

**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER IV COURSE NAME: ELECTIVE COURSE 3 ENVIRONMENTAL EDUCATION**

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

<b>Course Outcomes</b>	<b>Syllabus</b>
<b>Learner will be able to...</b>	<b>MODULE I: FUNDAMENTALS OF ENVIRONMENTAL EDUCATION</b>
<ul style="list-style-type: none"> <li>Elaborate the various aspects of the the concepts of Environment and Environmental Education</li> </ul>	<b>UNIT 1: Concept of Environment and Environmental Education</b> <ol style="list-style-type: none"> <li>Environment: Meaning, Components (Biotic and Abiotic)</li> <li>Environmental Education: Meaning, Objectives, Principles &amp; Significance</li> <li>Approaches of teaching Environmental Education (Multidisciplinary and Interdisciplinary)</li> </ol>
<ul style="list-style-type: none"> <li>elaborate the concept and types of ecosystems</li> <li>examine the concept of ecology and different types of ecological pyramids</li> <li>explain food web and ecological energy dynamics</li> </ul>	<b>UNIT 2: Ecosystem and Ecology</b> <ol style="list-style-type: none"> <li>Concept and Types of Ecosystems</li> <li>Concept of Ecology, Ecological Pyramids (Numbers, Mass, Energy),</li> <li>Food Web &amp; Ecological Energy Dynamics</li> </ol>
<ul style="list-style-type: none"> <li>critically examine the effects of environmental issues</li> <li>investigate remedies for major environmental issues</li> </ul>	<b>UNIT 3: Major Environmental Issues: Meaning, Causes, Effects and Remedies</b> <ol style="list-style-type: none"> <li>Climate Change &amp; Loss of Biodiversity</li> <li>Biomagnification and Eutrophication</li> <li>Genetic Engineering &amp; Urban Sprawl</li> </ol>
<b>Learners will be able to...</b>	<b>MODULE II: ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT</b>
<ul style="list-style-type: none"> <li>infer the significance of Green Audit, the UN SDG Framework agenda 2030 for sustainable</li> </ul>	<b>UNIT 4: Sustainable Environmental Management</b> <ol style="list-style-type: none"> <li>Sustainable Development: Meaning, Need, Guiding Principles</li> <li>The UN SDG Framework and Agenda 2030</li> </ol>

<b>Course Outcomes</b>	<b>Syllabus</b>
environmental management	c. Green Audit (Concept and Process) and Role of educational institutions in promoting the SDGs
<ul style="list-style-type: none"> <li>explain the significance of each of the sustainable environmental practices</li> </ul>	<b>UNIT 5: Sustainable Environmental Initiatives</b> <ul style="list-style-type: none"> <li>a. Sustainable Environmental Practices: Rainwater Harvesting, Mangrove Management,</li> <li>b. Solid Waste Management (Meaning, Process and Significance of each)</li> <li>c. Initiatives for Sustainability: Tarun Bharat Sangh, Project Tiger, Sustainability and Entrepreneurship, Indigenous Practices; Green Start-ups</li> </ul>
<ul style="list-style-type: none"> <li>infer the significance of a legal framework for environmental sustenance</li> </ul>	<b>UNIT 6: Legal framework for Environmental Sustenance</b> <ul style="list-style-type: none"> <li>a. Plastic Waste Management Rules 2016 (amendment 2021)</li> <li>b. E-waste management rules, 2018</li> <li>c. Role of National Green Tribunal in environmental sustenance</li> </ul>
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	Essay - 5 Marks
	Assignment 10 marks
	Class Test 10 Marks
	MCQ 5 Marks
	Classroom Task 5 Marks
	Open Book Assignment 5 Marks

**Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s)**

Unit 5 and 6

**References**

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

**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER IV COURSE NAME: ELECTIVE COURSE 3 GUIDANCE AND COUNSELING**

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

<b>Course Outcomes</b>	<b>Syllabus</b>
<b>Learners will be able to...</b>	<b>MODULE I: FUNDAMENTALS OF GUIDANCE</b>
<ul style="list-style-type: none"> <li>explain the basic concepts, principles, types, agencies and functions of Guidance.</li> </ul>	<b>UNIT 1: Concepts in Guidance</b> <ol style="list-style-type: none"> <li>Concept (Meaning and Characteristics), Principles and Functions</li> <li>Types of Guidance – Educational and personal guidance</li> <li>Agencies of Guidance – Home &amp; School</li> </ol>
<ul style="list-style-type: none"> <li>Explain the strategies of Guidance</li> </ul>	<b>UNIT 2: Strategies and Devices for Guidance (Uses and Limitations)</b> <ol style="list-style-type: none"> <li>Strategies for Guidance - Individual and Group</li> <li>Testing Devices -Aptitude, Interest &amp; Personality</li> <li>Non-Testing Devices – Case study, Interview and anecdotal record</li> </ol>
<ul style="list-style-type: none"> <li>explain the meaning of vocational guidance.</li> </ul>	<b>UNIT 3: Vocational Guidance</b> <ol style="list-style-type: none"> <li>Career information: Sources and dissemination.</li> <li>Ginsberg's Theory of Vocational Choice, Factors influencing Vocational Choice</li> <li>Concept and Factors affecting Job Satisfaction</li> </ol>
<b>Learners will be able to...</b>	<b>MODULE II: FUNDAMENTALS OF COUNSELLING</b>
<ul style="list-style-type: none"> <li>explain the evolving concept of counselling</li> <li>elaborate the procedure of counseling</li> </ul>	<b>UNIT 4 - EVOLVING CONCEPT OF COUNSELLING</b> <ol style="list-style-type: none"> <li>Meaning, Characteristics, Need of Counselling.</li> <li>Skills of Counselling (Listening, responding, inquiring, communicating)</li> <li>Process of Counselling (Initial Disclosure, In-depth exploration and Commitment to action)</li> </ol>

<b>Course Outcomes</b>	<b>Syllabus</b>
<ul style="list-style-type: none"> <li>• apply the various approaches of counselling in appropriate context</li> <li>• differentiates between the different theories of counselling</li> </ul>	<b>UNIT 5: THEORIES &amp; APPROACHES IN COUNSELLING</b> <ol style="list-style-type: none"> <li>a. Approaches of Counselling – Directive. Non-Directive, Eclectic</li> <li>b. Theories of Counselling – Cognitive Behavioral Theory (Albert Ellis), Self-Theory (Carl Rogers)</li> <li>c. Ethical Considerations</li> </ol>
<ul style="list-style-type: none"> <li>• explain the issues faced by the adolescents</li> <li>• strategies how to create positive understanding among school children</li> </ul>	<b>UNIT 6: INTERVENTIONS BY THE TEACHER</b> <ol style="list-style-type: none"> <li>a. Issues of Adolescents (academic stress, addiction - drugs/ cyber, peer pressure)</li> <li>b. Growth Mindset</li> <li>c. Scope of Teacher as a counsellor</li> </ol>
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	Essay - 5 Marks
	Assignment 10 marks
	Class Test 10 Marks
	MCQ 5 Marks
	Classroom Task 5 Marks
	Open Book Assignment 5 Marks

### **Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s)**

Unit 2 and 5

### **References**

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MUMBAI**

**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER IV COURSE NAME: INTERDISCIPLINARY COURSE 4 CREATING AN INCLUSIVE SCHOOL**

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

<b>Course Outcomes</b>	<b>Syllabus</b>
<b>Learners will be able to...</b>	<b>MODULE I: INCLUSION, DIVERSITY AND DISABILITY</b>
<ul style="list-style-type: none"> <li>elaborate on the basic element of Inclusion</li> </ul>	<b>UNIT 1: Basics of Inclusion</b> <ol style="list-style-type: none"> <li>Concept of inclusion, diversity and disability</li> <li>Need for Inclusion. (Educational, Social, Economic, Humanitarian, Democratic and legal perspectives)</li> <li>Models of Disability (Charity Model, Functional Model and Human Rights Model).</li> </ol>
<ul style="list-style-type: none"> <li>cite the educational problems faced by the learners with special needs</li> <li>suggest measures to cater to learners with special needs</li> </ul>	<b>UNIT 2: Special Education Needs (SEN)</b> <ol style="list-style-type: none"> <li>Concept of Children with Special Needs, 21 disabilities - a classification by RPWD Act</li> <li>Sensory and Locomotor Disabilities (Identification and Interventions)</li> <li>Neuro-developmental and Multiple Disabilities (Identification and Interventions)</li> </ol>
<ul style="list-style-type: none"> <li>summarize the need for policy and legislative frameworks promoting inclusion</li> <li>explain the recommendations of the different international and national policies</li> </ul>	<b>UNIT 3: Policies Promoting Inclusion</b> <ol style="list-style-type: none"> <li>Tracing the roots of national policies from international level - Salamanca 1994, UNCPRD 2006-2016</li> <li>Policies at National and State Level: Rights of Persons with Disability Act 2016, Right to Education Act 2016 and its Implications on Inclusion in Schools (measures to promote and facilitate inclusive education) :Maharashtra State Policy for Persons with Disability 2017, Concession in exams for children with special needs at the state level</li> <li>Rehabilitation Council Act 1992 – Objectives and Functions</li> </ol>

Course Outcomes	Syllabus
Learners will be able to...	<b>MODULE II: SYSTEMIC MANAGEMENT FOR INCLUSION AND DIVERSITY</b>
<ul style="list-style-type: none"> <li>integrate teaching learning in an inclusive setting.</li> </ul>	<b>UNIT 4: Pedagogy based inclusive curriculum</b> <ol style="list-style-type: none"> <li>Nine types of curricular adaptations</li> <li>Inclusive Pedagogical Practices: Strategies for differentiating content in an inclusive classroom (Based on content, process, and product) Universal design for learning</li> <li>Alternative means for assessment and evaluation in an inclusive classroom: Portfolios, Oral examination, journals, open book, skill-based assessment.</li> </ol>
<ul style="list-style-type: none"> <li>prepare Individualized Educational Plan</li> </ul>	<b>UNIT 5: Inclusion in Classrooms</b> <ol style="list-style-type: none"> <li>Barriers and Facilitators of Inclusion: Attitudinal, Social, and Infrastructural.</li> <li>Meaning and importance of using assistive technology in inclusive education</li> <li>Individualized Educational Plan: Concept, steps and significance</li> </ol>
<ul style="list-style-type: none"> <li>discover different ways to manage inclusion and diversity.</li> </ul>	<b>UNIT 6: Management of Inclusion and Diversity</b> <ol style="list-style-type: none"> <li>Change Management for Inclusion and Diversity (Financial, Infrastructural, Legal and Human Resources)</li> <li>Leadership and Networking for Inclusion and Diversity</li> <li>Inclusion Index; Inclusion and Diversity Audit</li> </ol>
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	Essay - 5 Marks
	Assignment 10 marks
	Class Test 10 Marks
	MCQ 5 Marks
	Classroom Task 5 Marks
	Open Book Assignment 5 Marks

**Interdisciplinary Approach / NEP 2020 integration (Specify the Unit/s and Subtopic/s)**

Unit 5 and 6

## References

1. Karant, P. & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.
2. Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.
3. King-Sears, M. (1994) Curriculum-Based Assessment in Special Education. California, Singular Publications.
4. Lewis, R. B. & Doorlag, D. (1995) Teaching Special Students in the Mainstream. 4th Ed. New Jersey, Pearson
5. Mathew, S. (2004) Education of Children with Hearing Impairment. RCI, New Delhi: Kanishka Publications.
6. McCormick, Sandra.(1999)Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson
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8. Rangasayee, R.& Gathoo, V. (2007). Towards Inclusive Education of Children with Hearing Impairment, A Hand Book For Regular School Teachers. AYJNIHH Publishers. Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications. Deshpandhu, Suchitra (2014) Inclusive education in India. New Delhi: Kaniksha Publishers
9. Jha, M. M. (2002). School without Walls: Inclusive Education for All, Oxford: Heinemann Education.
10. Manivannan, M. (2013) Perspectives on special education. Hyderabad: Neelkamal Publishers
11. Mohapatra, Damodar. (2006) Impact of family environment on early childhood education. Hyderabad: Neelkamal Pub.
12. Naomi, G Victoria, Optical devices for low vision reading , 2014, Hyderabad, Neelkamal Publishers.
13. Rana, Nishta. (2013) Children with special needs. Hyderabad: Neelkamal Publishers.
14. Ranganathan, Snehlata. (2014) Guidelines for children with special educational needs. New Delhi: Kaniksha Publishers
15. Rao, Alla Appa, (2010) Learning Disabilities. Neelkamal Publishers. Hyderabad
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19. Umadevi, M R. (2010) Special education. Hyderabad: Neelkamal Publishers

## Website Reference

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

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

**Syllabus Framework  
Academic Year 2023-24**

**SEMESTER IV COURSE NAME: ABILITY COURSE 2 READING AND REFLECTING ON TEXTS**

**Total Credits: 3 credits**

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

<b>Course Outcomes</b>	<b>Syllabus</b>
<b>Learner will be able to...</b>	<b>MODULE I: REVISITING READING</b>
<ul style="list-style-type: none"> <li>classify the different types of texts.</li> <li>promote the skill of reading and writing</li> </ul>	<b>Unit 1 Diversity of Text – Meaning, Significance and Reflection</b> <ol style="list-style-type: none"> <li>Understanding Diverse Text Forms- Expository, Narrative, Persuasive, Scientific and Technical.</li> <li>Diversity of Texts related to Education –Expository, narrative, technical, documentaries, policies, historical and ethnographies.</li> <li>Socio-cultural Diversity and Texts:               <ol style="list-style-type: none"> <li>Influence of individual diversity (Language, culture, caste, gender) on texts.</li> <li>Influence of group on understanding texts(Communicative Reader)</li> </ol> </li> </ol>
<ul style="list-style-type: none"> <li>analyze the reading strategies of reading</li> </ul>	<b>Unit 2: Reading for Understanding – Strategies and Steps of Reading</b> <ol style="list-style-type: none"> <li>Davis' Nine Component Skills of Comprehension.</li> <li>Reading strategies: Previewing, Infer and Predicting, Skimming, Scanning and Paraphrasing.</li> <li>Reflecting through stages of Reading: Pre-reading, During Reading and Post Reading.</li> </ol>
<b>Learner will be able to...</b>	<b>MODULE II: REFLECTIVE READING AND WRITING</b>
<ul style="list-style-type: none"> <li>exhibit creative writing skills</li> <li>write reflective journal based on the experiences presented</li> </ul>	<b>Unit 3: Reading for Writing</b> <ol style="list-style-type: none"> <li>Recreating Texts: Rewriting texts from new perspectives</li> <li>Critical Analysis of a text</li> <li>Reflective journal writing</li> </ol>
	<b>Unit 4: Reading beyond Texts-Making Connections</b>
<ul style="list-style-type: none"> <li>make connections with different types of texts</li> </ul>	<ol style="list-style-type: none"> <li>Making connections to the Text: Text to self, Text to text, Text to World.</li> <li>Reading Images and Seeing Texts: Visual to Word and Word to Visual.</li> </ol>



Course Outcomes	Syllabus
	c. Reading for Change: Understanding educational documents.
	<b>MODULE III: INTERNAL ASSESSMENT</b>
	<p>Suggestion for Assignment Activities</p> <ol style="list-style-type: none"> <li>Choose a textbook of any one standard from your pedagogy. Identify the different types of text used. Write a report on use of these texts and explain their significance to education\</li> <li>Explore multicultural perspectives of local/classic/ world literature, stories, folk songs, plays etc. and reflect its influence on individual and social life. Present your perspective in the form of a report or PowerPoint presentation.</li> <li>Read a passage and analyze the same using Davis' Nine Component Skills of Comprehension for understanding the text.</li> <li>Apply different reading strategies in the three stages of reading of any text and prepare a report.</li> <li>Read a text of students' choice and make connection to oneself, to other text and to the present context.</li> <li>Explore two texts one visual and one verbal. Explore visual to text and text to visual perspectives and present your perspectives in form of a report.</li> <li>Presentation of a book review of educational significance (Compulsory)</li> <li>Reflective Journal based on readings in the course</li> </ol>

## References

1. Klein, S., & U.W. Stout, Chandler, W., U.W. Whitewater (2006). Reflection for Preservice and Inservice Art Teachers E-portfolio, from <http://www.uwstout.edu/art/artedportfolios/reflection/index.htm>Hyperlink reference not valid.
2. Short, K., Harste, J., & Burke, C. (1996). Creating classrooms for authors and inquirers.2nd. ed. Portsmouth, NH, Heinemann.
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