

SAINATH EDUCATION TRUST'S

H.B.B.ED. COLLEGE, VASHI, NAVI MUMBAI

YEAR PLAN-2017-18

SEM 1 CORE COURSE 1 (CC1) CHILDHOOD AND GROWING UP

Total Credits: 6

Total Lectures: 72

Total Marks: 100 (60:40)

CC1 start date:

CC1 end date:

Month	Unit	Course learning outcome	Content	Method of Teaching	Evaluation	No. of lectures	Remark
	MODULE 1: PROCESS OF HUMAN DEVELOPMENT						
	Unit 1: Growth and Development of Child						
	a) Meaning and principles of growth and development	-The pupil understands the meaning and principles of growth and development. -The pupil differentiate between the terms of growth and development	-Meaning and - Principles of growth and development	Lecture and discussion	MCQ, Essay, Short answer.	2	
	b) Stages of growth and development (Later childhood and Adolescence)	-The pupil understands the stages of growth and development	-Meaning and -Stages of growth and development	Debate	MCQ, Essay, Short answer and long answer.	4	
	c) Role of school in growth and development of	-The pupil explains the role of school in growth and development of	-Role of school in growth and development of	Lecture, Brain storming	MCQ, Essay, Short answer.	4	

	child	child	child				
Unit 2. Developmental Process							
June	a) Genetic background and development	<ul style="list-style-type: none"> -The pupil understands the meaning and concept of heredity and individual differences. -The pupil explains the effects of heredity and individual differences. -The pupil explains the three domains of individual differences i.e., Cognitive, Affective and Psychomotor domain -The pupil explains the relationship between individual difference and education 	<ul style="list-style-type: none"> -Meaning and -Concept of heredity & individual differences -Effects of heredity on physical, social and mental development -Cognitive, affective and psychological domains of individual differences i.e., Cognitive, Affective and Psychomotor domain -Individual differences and Education 	Lecture, Brain storming and Jigsaw group	MCQ	4	
July	b) Trends in development (Developmental direction, Differentiation and Integration and Cumulative influence)	-The pupil understands the patterns of development.	<ul style="list-style-type: none"> -Meaning and -Characteristics of trends in development 	Lecture, PPT presentation	MCQ, Essay, Short answer and long answer.	3	
	c) Maturation	-The pupil understands the concept of	<ul style="list-style-type: none"> -Maturation, -Inter-relationship of 	Lecture and discussion	MCQ, Short answer and	3	

		maturation -The pupil explains the inter-relationship between maturation and learning	maturation and learning		long answer		
Unit 3: Context of Development							
	a) Child development as a multidimensional concept within a pluralistic society (physical, emotional, social)	-The pupil understands the multidimensional concept of pluralistic society.	-Meaning and -Multidimensional concept of pluralistic society.	Lecture and discussion, PPT Presentation	MCQ and Long answer, quiz	6	
	b) Impact of different parenting styles on child development- Authoritative, Autocratic, Permissive and Uninvolved parenting.	-The pupil understands the various concept of parenting styles and their characteristics	-Concept of parenting styles -Characteristics	PPT presentation, Discussion, Think-pair-share	Short answer and long answer	4	
	c) Child development in socio-cultural context: Interplay of poverty, caste, gender and tribal communities	-The pupil understands the socio-culture factors influence development by providing it with a social context. -The pupil develops a personality which is influenced by his/her experiences.	-Child development in socio-cultural context: -Interplay of poverty, -Caste, -Gender and -Tribal communities	PPT presentation Group discussion	MCQ, Essay, Long answer	8	

MODULE 2: PERSPECTIVE OF HUMAN DEVELOPMENT							
Unit 4- Method and Approaches of Human Development							
	a) Methods: Observation- Participatory and Non-Participatory	-The pupil understands and explains the concept and types of observation methods.	-Observation method types: Participatory and Non- Participatory	Lecture, Seminar	MCQ, Short answer. and long answer	3	
	b) Experimental and Clinical	-The pupil understands and explains the concept and characteristics of experimental and clinical method	-Experimental concept and characteristics and -Clinical methods concept and characteristics	Lecture, Seminar	MCQ, Short answer. and long answer	3	
	c) Approaches: Cross Sectional, Cross Cultural & Longitudinal	-The pupil understands National Curriculum Framework (NCF) for Teacher Education, 2009	-Approaches: -Cross Sectional, -Cross Cultural & -Longitudinal	Lecture, Seminar	MCQ, Short answer. and long answer	3	
Unit 5 – Theoretical Perspectives							
	a) Piaget’s Theory of Cognitive Development	-The pupil understands the Piaget’s Theory of Cognitive Development with educational implication.	-Piaget’s Theory of Cognitive Development with educational implication.	Jigsaw group work and Seminar	MCQ, Short answer. and long answer	4	
	b) Kohlberg’s and Errikson’s Theory	-The pupil understands the Kohlberg’s Moral Development Theory	-Kohlberg’s and -Errikson’s Theory with	Jigsaw group work Seminar	MCQ, Short answer. and long answer	6	

		and Erikson's Psycho-social Development Theory with educational implication.	educational implication.				
	c) Urin Brfenbrenner Theory on Ecological System	-The pupil understands the Urin Brofenbrenner Theory on Ecological System with educational implication.	Urin Brofenbrenner Theory on Ecological System with educational implication.	Lecture, Seminar	MCQ, Short answer. and long answer	4	
Unit 6- Self and Emotions							
	a) Formation of self (Self Concept, Self Esteem, Self Efficacy)	-The pupil understands and elaborates the meaning of self & formation of self. -The pupil understands and explains the characteristics of self concept, self esteem and self efficacy.	-Formation of self -Self Concept, -Self Esteem, -Self Efficacy	Lecture, Brainstorming discussion	MCQ, Short answer . and long answer	4	
	b) Emotions: Goleman's Theory of Emotional Intelligence	-The pupil understands the concept of emotional intelligence. -The pupil understands and explains the Goleman's theory of emotional intelligence.	-Goleman's Theory of Emotional Intelligence	Lecture and discussion	MCQ, Short answer . and Long answer	3	
	c) Identity Crisis-	-The pupil understands	-Identity Crisis-	Brainstorming and	Open	2	

	Marcian Theory	and explains Marcian theory of Identity Crisis.	Marcian Theory	discussion	Book Assignment , Long answer		
MODULE 3: INTERNAL ASSESSMENT							
	1) Task/Assignment/ Activity for each module held in the semester (2*10) a) Task: Biography of any 1 psychologist b) Psychological test: Emotional Intelligence Test, Self Esteem Test, Self Efficacy Test	-The pupil understands the psychologists’ biography, educational theory and educational implication. -The pupil understands child growth and development regarding the questionnaire of psychological test such as emotional intelligence, self-esteem and self-efficacy	a) Task: biography of any 1 psychologist b) Psychological test: Emotional Intelligence Test, Self Esteem Test and Self Efficacy Test	PPT Presentation, Role Play, Skit, Mind mapping	Assign ment	2	
	2) Class Test						
	3) Essay						

SAINATH EDUCATION TRUST'S
H.B.B.ED. COLLEGE, VASHI, NAVI MUMBAI

Year Plan-2017-18

SEM 2 CORE COURSE 3 (CC3) LEARNING AND TEACHING

Total Credits: 6

Total Lectures: 72

Total Marks: 100 (60:40)

CC3 start date:

CC3 end date:

Month	Unit	Course learning outcome	Content	Method of Teaching	Evaluation	No. of lectures	Remark
MODULE 1: UNDERSTANDING LEARNING							
Unit 1. Concept of Learning							
	a) Learning and Teaching: meaning, characteristics and process	-The pupil explains the meaning of learning. -The pupil explains characteristics and process of learning and teaching.	Meaning, characteristics and process of learning and teaching	Lecture Think-Pair-share Discussion	a) MCQ's, b) Short answer c) Essay	3	
	b) Factors affecting Learning: Attention (meaning, types and educational implication), Motivation (meaning, types and educational implication)	-The pupil analyse the factors (attention & motivation) affecting on learning.	Factors affecting Learning: -Attention (meaning, types and educational implication), -Motivation (meaning, types and educational implication)	Jigsaw Discussion	MCQ, Essay, Short answer and Long answer, Open book assignment	4	
	c) Learning styles: Kolb's classification-	-The pupil explains Kolb's learning style	Learning styles: Kolb's	Constructivist Approach	MCQ, Essay,	3	

	concept and educational implication & Gardner's Multiple Intelligence classification- concept and educational implication	-The pupil explains Gardner's multiple intelligence theory.	classification- concept and educational implication & Gardner's Multiple Intelligence classification- concept and educational implication	PPT presentation	Short answer. Open book assignment		
Unit 2. Theories of Learning (Principles & Educational Implications)							
	a) Behaviourist Theories: Classical and Operant Conditioning	-The pupil analyse behaviourist theories of learning. -The pupil explains principles of behaviourist theories of learning. -The pupil elaborates educational implication of behaviourist theories of learning.	Behaviourist Theories: Classical and Operant Conditioning	Lecture, Brain storming and group discussion,	MCQ, Essay, Short answer and Long answer.	4	
	b) Cognitive Theories: Bruner & Aasubel	-The pupil analyse various cognitive theories of learning. -The pupil elaborates principles of cognitive theories of learning. -The pupil explains educational	Cognitive Theories: Bruner & Aasubel	Lecture, PPT presentation, Discussion, Jigsaw method.	MCQ, Essay, Short answer .and Long answer.	4	

		implication of cognitive theories of learning. 4) To apply the cognitive perspectives of learning in the learning process.					
	c) Social Learning Theories: Bandura and Vygotsky	-The pupil analyse various social theories of learning. -The pupil explains principles of social theories of learning. -The pupil explains educational implication of social theories of learning. -The pupil applies the social perspectives of learning in the learning process.	Social Learning Theories: Bandura and Vygotsky	Lecture and Jigsaw group work	MCQ, Short answer. and Long answer	6	
	Unit 3: Expanding Horizons of Learning						
	a) Learning for Transfer: Concept, Types (Low Road / Substantive Transfer & High Road/ Procedural Transfer	-The pupil applies constructivist perspectives of learning in the learning process.	Learning for Transfer: Concept, Types (Low Road / Substantive Transfer & High Road/ Procedural Transfer	Group Discussion, PPT Presentation	MCQ and Long answer	2	

	b) Group Dynamics, Sociometry and educational implication	-The pupil applies constructivist perspectives of learning in the learning process.	Group Dynamics, sociometry and educational implication	PPT Presentation, Group activity	Short answer. and Long answer	3	
	c) Bruce Tuckman's Revised Model for Group Development: 5 phases & Role of Teacher	-The pupil applies constructivist perspectives of learning in the learning process.	Bruce Tuckman's Revised Model for Group Development: 5 phases & Role of Teacher	Jigsaw method	MCQ, Essay, Long answer	4	
MODULE 2: TEACHING: THE ACT AND PROFESSION							
	Unit 4- Teaching for All						
	a) Educational needs of differently abled learners: Characteristics and role of education. -Learners with learning disability - Learners with Hyperactivity & Attention Disorders - Gifted Learners	-The pupil understands educational needs of differently able learners.	Educational needs of differently able learners: Characteristics and role of education. -Learners with learning disability - Learners with Hyperactivity & Attention Disorders - Gifted Learners	Think aloud meta-cognitive strategy, Group discussion	MCQ, Short answer. and Long answer	5	
	b) Differentiated instruction: concept, characteristics & strategies	-The pupil explains differentiated instruction for differently able learners.	Differentiated instruction: concept, characteristics & strategies	Lecture, PPT Presentation, Think-pair-share	MCQ, Short answer. and Long answer	4	
	c) Multi-Cultural Education: -concept	-The pupil understands the multi-cultural	Multi-Cultural Education: -concept	Brainstorming, Lecture cum Discussion	MCQ, Short answer.	4	

	-James Banks 5 dimensions of MCE -Implication of MCE in the Indian Context	education (MCE) concept. -The pupil explains MCE -James Bank Theory.	-James Banks five dimensions of MCE -Implication of MCE in the Indian Context		and Long answer		
Unit 5 – Teaching for Effective Learning							
	a)Reflective and critical thinking: -Meaning -Educational Implication	-The pupil understands the concept of reflective and critical thinking. -The pupil differentiates between reflective and critical thinking. -The pupil explains educational implication of reflective and critical thinking.	Reflective and critical thinking: -Meaning -Educational Implication	Jigsaw group work and Seminar	MCQ, Short answer. and Long answer	4	
	b)Creativity and Problem Solving: -Meaning -Process -Promoting	-The pupil understands and explains terms, process and how to promote creativity and problem solving.	Creativity and Problem Solving: -Meaning -Process -Promoting	Jigsaw group work Seminar	MCQ, Short answer. and Long answer	5	
	c)Meta-cognition: -Meaning -Components -Strategies	-The pupil understands and explains meta-cognition concept and their components with strategies.	Meta-cognition: -Meaning -Components -Strategies	Lecture, Seminar	MCQ, Short answer. and Long answer	3	
Unit 6- Teaching as a Profession							

	<p>a) Professionalism in Teaching:</p> <ul style="list-style-type: none"> -Concept -Principles -Importance of Academic Freedom 	<ul style="list-style-type: none"> -The pupil understands the term of professionalism -The pupil explains the principles of professionalism and -The pupil understands and explains the importance of academic freedom. 	<p>Professionalism in Teaching:</p> <ul style="list-style-type: none"> -Concept -Principles -Importance of Academic Freedom 	Lecture, Brainstorming discussion	MCQ, Short answer. and Long answer	4	
	<p>b)Evolving Roles of Teacher:</p> <ul style="list-style-type: none"> -Instructional Expert -Manager -Counsellor -Practitioner-Researcher 	<ul style="list-style-type: none"> -The pupil explains the various roles of teacher. 	<p>Evolving Roles of Teacher:</p> <ul style="list-style-type: none"> -Instructional Expert -Manager -Counsellor -Practitioner-Researcher 	Lecture and discussion	MCQ, Short answer. and Long answer	4	
	<p>c)Professional Competencies for classroom management:</p> <ul style="list-style-type: none"> -Prevention -Intervention -Remediation 	<ul style="list-style-type: none"> -The pupil understands the professional competencies for classroom management. 	<p>Professional Competencies for classroom management:</p> <ul style="list-style-type: none"> -Prevention -Intervention -Remediation 	Brainstorming and discussion	Open book , Long answer	4	
MODULE 3: INTERNAL ASSESSMENT							
	<p>a)Psychological Experiment:</p> <ul style="list-style-type: none"> -Suggestion or -Transfer of Learning <p>b)Psychological Tests:</p>	<ul style="list-style-type: none"> -The pupil understands and tries to organise psychological experiments their own. 	<p>a) Task:</p> <p>Psychological Experiment-any 1</p> <p>b) Psychological test:</p>	PPT Presentation, Role Play, Skit, Mind mapping	Assignment	2	

	-Multiple Intelligence Tests-Gardner -Learning Style Inventory-Kolb -Thinking Style	-The pupil explains educational implication. -The pupil understands psychological test.	-Multiple Intelligence Tests, Gardner -Learning Style Inventory-Kolb -Thinking Style				
	Class Test						
	Essay						

SAINATH EDUCATION TRUST'S

H.B.B.ED. COLLEGE, VASHI, NAVI MUMBAI

Year Plan-2022-23

**SEM 2 &3: ELECTIVE COURSE (EC1 & EC2) PEDAGOGY OF SCHOOL SUBJECT I &II
COMMERCE**

Total Credits: 6

Total Lectures: 72

Total Marks: 100

EC1&2 start date:

EC1&2 end date:

Month	Unit	Course learning outcome	Content	Method of Teaching	Evaluation	No. of lectures	Remark
MODULE 1: FUNDAMENTALS OF COMMERCE EDUCATION							
Unit 1-Basics of Academic Disciplines							
	a)Meaning of academic discipline, Relationship between academic discipline and Commerce	-The pupil recalls the meaning of academic discipline. -The pupil explains the relationship between academic discipline and Commerce.	Meaning of academic discipline, Relationship between academic discipline and Commerce	a) Lecture b) Think-Pair-share c) Discussion	a) MCQ's, b) Short answer c) Essay	3	
	b) Classification of academic discipline: Becher Biglan typology (pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.	-The pupil explains classification of academic discipline.	Classification of academic discipline: Becher Biglan typology (pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on	PPT Presentation, discussion	MCQ, Essay, Short answer and Long answer, Open book assignment	4	

			nature of knowledge in each type.				
	c) Place of Humanities and Social Sciences – Commerce in the present Higher Secondary curriculum.	-The pupil explain place of Commerce in the present Higher Secondary curriculum.	Place of Commerce in the present Higher Secondary curriculum..	Brain based learning, PPT presentation	MCQ, Essay, Short answer. Open book assignment	3	
Unit 2: Understanding Commerce Education and Curriculum							
	a) Commerce Education in India, meaning and nature of Commerce education.	-The pupil explains meaning of Commerce. -The pupil explains nature of Commerce.	Meaning, nature and scope of Commerce.	Lecture, Brain storming and group discussion,	MCQ, Essay, Short answer and Long answer.	4	
	b) Aims and objectives of teaching Commerce at Higher Secondary level(as per NCF 2005)	-The pupil tells aims and objectives of teaching Commerce at Higher Secondary level (NCF 2005). -The pupil tells aims and objectives of teaching Commerce at Higher Secondary level (NCF 2005).).	Aims and objectives of teaching Commerce at Higher Secondary Levels (NCF 2005)	Lecture, PPT presentation, Discussion,	MCQ, Essay, Short answer .and Long answer.	4	
	c) Values of teaching Commerce- global citizenship, practical, social, cultural, and vocational.	-The pupil explains values of teaching Commerce- global citizenship, practical, social, cultural, and vocational.	Values of teaching Commerce	Lecture and group discussion.	MCQ, Short answer and Long answer	4	
Unit 3: Essentials of Teaching Commerce and Curriculum Transaction							

	<p>a)Maxims of teaching Commerce:</p> <ul style="list-style-type: none"> - Particular to General - Known to Unknown - Concrete to Abstract - Analysis to synthesis - Near to Far 	<p>-The pupil explains different maxims of teaching in classroom situation.</p>	<p>Maxims of teaching:</p> <ul style="list-style-type: none"> - Particular to General - Known to Unknown - Concrete to Abstract - Analysis to synthesis - Near to Far 	Jigsaw method	MCQ and Long answer	4	
	<p>b)Importance of correlation in Commerce Education, Intra and Inter correlation of Commerce with Mathematics, Economics, Language and Geography</p>	<p>-The pupil explains Intra and Inter correlation of Commerce with Mathematics, Economics, Language and Geography</p>	<p>Approaches of curriculum construction- Concentric and Topical</p>	PPT Presentation, Group activity	Short answer. and Long answer	3	
	<p>c) Principles of Commerce teaching- Flexibility, Activity, Individual difference, Learner centeredness, Community centeredness</p>	<p>-The pupil explain Principles of Commerce teaching.</p>	<p>Principles of Commerce teaching- Flexibility, Activity, Individual difference, Learner centeredness, Community centeredness</p>	PPT Presentation, Brainstorming	MCQ, Essay, Long answer	3	
MODULE 2: TRANSACTING COMMERCE CURRICULUM							
Unit 4- Learning Resources							

	a) Commerce Club (Organization, significance, Activities), Field visit (Bank, Multinational company, Stock exchange and Industries) : objectives , organization and significance	-The pupil explains Organization, significance, Activities of Commerce Club. -The pupil explains Objectives, organisation and significance of Field visit	-Commerce Club -objectives, organization and Significance of Field Visit (Bank, Multinational Company, Stock exchange and Industries``	Think aloud meta-cognitive strategy, Group discussion	MCQ, Short answer. and Long answer	3	
	b) Textbook – Characteristics and Critical analysis	-The pupil tells characteristics of textbook. -The pupil explains critical analysis of textbook in a correct format.	Textbook: -Characteristics -Critical analysis	Jigsaw group work Seminar	MCQ, Short answer. and Long answer	4	
	c) Use of ICT in the teaching of Commerce : Computer assisted learning, Social networking, Discussion forum, MOOCs, ICT tools	-The pupil explains various techniques of ICT in the teaching Commerce. -The pupil differentiates use of ICT	Use of ICT in the teaching of commerce: -Computer assisted -Social networking -Discussion forum -MOOCs -ICT tools	Brainstorming, Lecture cum Discussion and PPT Presentation	MCQ, Short answer. and Long answer	3	
Unit 5 – Methods of Teaching (Meaning, Procedure, Merits and Demerits)							
	a) Project, Problem Solving , Case study, Survey	- The pupil explains Teaching methods one-by-one.	-Project -Problem Solving -Case Study -Survey	Lecture, PPT Presentation, Think-pair-share	MCQ, Short answer. and Long answer	4	

	b) Seminar, Workshop, Discussion , Co-operative learning (Jigsaw, Think-pair-share, Round table)	- The pupil uses various classroom methods of teaching	-Seminar -Workshop Discussion -Co-operative learning	Group work discussion and Seminar	MCQ, Short answer. and Long answer	4	
	c) Innovative trends in Commerce teaching -7 E's of Constructivism and Blended learning (Flex model, Rotation model, A La Carte model, Enriched virtual model): concept, procedure and advantages	-The pupil explain Commerce teaching 7 E's of Constructivism and Blended learning -The pupil explains concept, procedure and advantages of Commerce teaching	Innovative trends in commerce teaching -7 E's Constructivism and Blended learning -concept, procedure and advantages	PPT Presentation, Group Discussion, Teaching.	MCQ, Short answer	4	
Unit 6- Professional Development of Teacher							
	a) Multifarious role and challenges faced by a Commerce teacher	-The pupil explains the professional competencies, commitments and expectations of Commerce teacher.	-Competencies of Commerce teacher	Lecture, Brainstorming discussion	MCQ, Short answer. and Long answer	3	
	b) Need and Avenues of Continuous Professional Development	-The pupil explains need and avenues of continues professional development	-Need and avenues of continues professional development	Lecture and discussion	MCQ, Short answer. and Long answer	4	
	c) Diagnostic and Remedial teaching	-The pupil explains Diagnostic and Remedial teaching	- Diagnostic and R	Brainstorming and discussion	Open book ,Long answer	3	
MODULE 3: INTERNAL ASSESSMENT							
	Content Test					2	

	<p>Task: (Any 1)</p> <p>a) Visit to any one of the following: Bank, industry, stock exchange, market or any place of commercial importance and write a report (Planning, Organization, Learning experiences, Reflection)</p> <p>b) Prepare a pedagogical analysis plan for any one selected unit of any one subject of std XI or XII of Commerce</p> <p>c) Prepare and execute a lesson plan for teaching any topic of any one subject of std XI or XII of Commerce by using any one of the following: Blended learning approach, constructivist approach.</p> <p>d) Study and compare the Commerce education at higher secondary level in India with any other developed country.</p> <p>e) Select any contemporary issue related to Commerce field and present a paper using Seminar method.</p>	2	
	Class Test	2	
	Essay	2	

H.B. B. Ed. College, Vashi

Year Plan-22-23

Sem IV INTERDISCIPLINARY COURSE 4 (IC 4)

CREATING AN INCLUSIVE SCHOOL

IC4 start date: March 2023

IC4 end date: June 2023

Total Credits: 6

Total Lectures: 86

Total Marks: 60

Month	Unit	Course learning outcome	content	Method of Teaching	Evaluation	No. of lectures	Remark
	Unit 1: Understanding Inclusion	MODULE 1: TOWARDS NURTURING INCLUSION					
March	a).Difference between diversity, disability and inclusion	1.To understanding of key concepts: diversity disability and inclusion	Meaning diversity and disability inclusion	Lecture and discussion	Essay, Short answer and Long answer.	2	
	b. Meaning and Need of Inclusion	1.To understand the meaning of Humanitarian 2.To understand the meaning of Democratic and legal	Educational, Social, Economic, Humanitarian, Democratic and legal perspectives)	Brain storming and group discussion	Short answer and Long answer.	3	
	C. Models of Inclusion Charity Model,	1.To explain the concept Charity Model,	Meaning, and theories of Charity	Lecture and discussion	Essay Short answer		

	Functional Model and Human Rights Model	Functional Model and Human Rights Model *To gain insight into models of inclusion	Model, Meaning of Functional Model Meaning of Human Rights Model	Lecture and discussion	Long answer.	3	
	Unit 2: Nurturing Inclusion						
	a. Concept of children with special needs and their types	1.To understand the children with special needs 2. To understand the types of special need.	children with special needs and Types There are four major types of special need. Children with disabilities.	Brain storming and group discussion, videos. ppt	, Essay. Short answer. and Long answer.	3	
	b. Characteristics of disabilities-sensory, neuro-developmental, loco-motor and multiple disabilities.	1.To understand the disabilities-sensory. From above disabilities some of disabilities are grouped under following.	. Characteristics Sensory neuro-developmental loco-motor multiple disabilities.	Lecture and discussion	Essay, Short answer .and Long answer.	3	
	c. Catering to Special Needs: Sensory, neuro-developmental,	1.To examine the concept . Catering to Special Needs	Meaning of neuro-developmental	Lecture and discussion	Short answer. and Long answer	2	

	loco-motor and multiple disabilities.		. * Meaning of loco-motor * Meaning of multiple disabilities				
April	Unit 3: Policies Promoting Inclusion						
	a. International Policies and Significance of the policies: Salamanca 1994, UNCRPD, EFA (MDG)	1.To understand the meaning Salamanca 1994 To examine the concept EFA (MDG)	1.Meaning and influence of dowry system, EFA – Education for All Goals.	Lecture and discussion, case studies	Long answer	3	
	b. National Policies and Significance of the policies: *Constitutional obligations for education of diverse groups, *Rehabilitation Council Act,1992 , *National Policy for *Persons with Disability 2006, *Right to Education Act, 2009..	1.To explain the influence of National Policy for Persons with Disability 2006, .	1.Meaning of Rehabilitation Council Act,1992 2. Meaning of National Policy for Persons with Disability 2006. 3. . Meaning of . Right to Education Act, 2009..	Lecture and discussion, case studies Lecture and PPT presentation.	Short answer. and Long answer	3	
	c. Educational concessions, facilities and provisions for	1.To examine National Policy for Empowerment of	Detail study of various National Policies for	Lecture and PPT presentation	, Short answer	2	

	CWSN.	women	Empowerment of women				
	Unit 4: Curricular Issues	C. Educational concessions, facilities and provisions for CWSN.					
	a. Curriculum adaptation/ modifications- Disability wise curricular adaptations / modifications in Instructions.	Understand the curricular issues with respect to disability wise curricular adaptation.	. To explain the Curriculum Adaptation for Children with ADHD	Seminar Lecture and discussion	Short answer. and Long answer	2	
	b. Strategies for differentiating content in an inclusive classroom.	To understand the comprehend the strategies for differentiating content in an inclusive classroom.	Meaning of content in an inclusive classroom.	Seminar Lecture and discussion	Short answer. and Long answer	2	
	c. Alternative means for assessment and evaluation in an inclusive classroom	To understand the Alternative means for assessment and evaluation in an inclusive classroom	Meaning of principles & method of inclusive Assessment and Evaluation..	Seminar	, Short answer. and Long answer	2	
March	Unit 5: Inclusion in Classrooms						
	a. Barriers and Facilitators of Inclusion: Attitudinal, Social and Infrastructural.	1. To understand the meaning Barriers and Facilitators. To concept ICT in Inclusive classrooms.	Types of Barriers Suggested measures to promote ICT among person with special need.	discussion	Short answer. and Long answer	2	
	b. Use of ICT in	1.To examine Use of ICT	Work of the ICT	Use of ICT	Short answer.	2	

	Inclusive classrooms.	Education.	lab.		and Long answer		
	c. Individualised Educational Plan: Concept, steps and significance.			Seminar	Short answer. and Long answer	2	
	Unit 6: Functionaries in Inclusive Settings						
	a. Profile and Role of teacher: General teacher and Resource teacher.	4. To identify role of general Teacher * Role of a Resource Teacher.		discussion	, Short answer. and Long answer	3	
April	b. Role of NGO in supporting inclusive school.			Lecture	Short answer. and Long answer	2	
	c. Pre-support and pre-vocational training programme for children with special needs	To identify pre-school Training Programmes.	pre-vocational training persons with Disabilities AHEAD National Tust	Lecture and discussion	Open book ,Long answer	2	

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Year Plan-2022-23

**SEM 2 &3: ELECTIVE COURSE (EC1 & EC2) PEDAGOGY OF SCHOOL SUBJECT I &II
ECONOMICS**

Total Credits: 6

Total Lectures: 72

Total Marks: 100

EC1&2 start date:

EC1&2 end date:

Month	Unit	Course learning outcome	Content	Method of Teaching	Evaluation	No. of lectures	Remark
MODULE 1: FUNDAMENTALS OF ACADEMIC DISCIPLINES							
Unit 1-Basics of Academic Disciplines							
	a)Meaning of academic discipline, Relationship between academic discipline and Economics subject.	-The pupil recalls the meaning of academic discipline. -The pupil explains the relationship between academic discipline and Economics..	Meaning of academic discipline, Relationship between academic discipline and Economics.	a) Lecture b) Think-Pair-share c) Discussion	Short answer Essay	3	
	b)Classification of academic discipline: Becher Biglan typology (pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.	-The pupil explains classification of academic discipline.	Classification of academic discipline: Becher Biglan typology (pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on	PPT Presentation, discussion	MCQ, Essay, Short answer and Long answer, Open book assignment	4	

			nature of knowledge in each type.				
	c)Place of Humanities and Social Science- Economics subject in school curriculum.	-The pupil explain place of Economics in the present school curriculum.	Place of Economics in the present school curriculum.	Brain based learning, PPT presentation	MCQ, Essay, Short answer. Open book assignment	3	
Unit 2: Understanding Economics							
	a)Meaning, nature and scope of Economics.	-The pupil explains meaning of Economics. -The pupil explains nature of Economics. - The pupil explains scope of Economics.	Meaning, nature and scope of Economics.	Lecture, Brain storming and group discussion,	MCQ, Essay, Short answer and Long answer.	4	
	b)Objectives of teaching of Economics at Higher Secondary Level.	-The pupil tells aims and objectives of teaching Economics at Secondary Level.(NCF 2005) -The pupil tells aims and objectives of teaching Economics at Higher Secondary Levels (NCF 2009).	Aims and objectives of teaching Economics at Secondary and Higher Secondary Levels (NCF 2005)	Lecture, PPT presentation, Discussion.	MCQ, Essay, Short answer .and Long answer.	4	
	c)Values of teaching Economics.	-The pupil explains values of teaching Economics	Values of teaching Economics	Lecture and group work	MCQ, Short answer and Long answer	4	
Unit 3: Learning Resources							
	a) Economics Textbook – Characteristics and Critical analysis	-The pupil explains the characteristics of Economics textbook	Learning the characteristics of	Critical thinking and	MCQ and Long answer	4	

		and critically analysis the textbook.	Economics textbook. Critically analysing the textbook.	group discussion.			
	b)) Audio visual resources : TV, Radio , Print media: Newspaper , Magazines, ICT in the teaching of Economics- Social networking, Internet (uses, importance)	-The pupil explains different approaches and methods of teaching in classroom situation.	Approaches of using ICT in learning Economics and various learning resources.	PPT Presentation, Group activity	Short answer. and Long answer	3	
	c) Visits (importance,organistai on)Visit to bank, Multinational company, stock exchange and industries	-The pupil explain the importance of field visit to understand the process of Economics.	Pedagogical Analysis, Unit Planning & Lesson Planning	Jigsaw method, PPT Presentation, Brainstorming	MCQ, Essay, Long answer	3	
MODULE 2: TRANSACTING ECONOMICS CURRICULUM							
Unit 4- Essentials of Teaching Economics and Curriculum Transaction							
	a)) Maxims of Teaching (-Particular to General, Known to Unknown, Concrete to Abstract, Analysis to synthesis)	-The pupil explains the different maxims of teaching.in classroom situation	Maxims of teaching: -From known to unknown -From simple to complex -From Empirical to Rational	Think aloud meta-cognitive strategy, Group discussion	MCQ, Short answer. and Long answer	3	

	b) Importance of correlation in Economics Education, Intra and Inter correlation of Economics with Mathematics, Commerce, Language ,History and Geography	-The pupil explains the importance of co-relation of Economics with other subjects and inter and tntra co-relation. .	Co-relation of Economics and Internal and External	Lecture, PPT Presentation, Think-pair-share	MCQ, Short answer. and Long answer	4	
	c) Principles of teaching- Flexibility, Activity, Individual difference, Learner centeredness, Community centeredness	-The pupil explains the principles of teaching Economics. - Pupil explains individual differences and principles if learner centred teaching .	Techniques and Priciples of teaching Economics	Brainstorming, Lecture cum Discussion	MCQ, Short answer. and Long answer	3	
Unit 5 – : Methods of Teaching (Meaning, Procedure, Merits and Demerits)							
	a) Classroom Methods : Lecture, Seminar, Discussion	-The pupil uses various classroom methods of teaching.	Methods of teaching in classroom	Group work discussion and Seminar	MCQ, Short answer. and Long answer	4	
	b) Research Methods :Project, Problem Solving , Case study, Survey	-The pupil explains about the various research methods	Research methods in classroom.	Jigsaw group work Seminar	MCQ, Short answer. and Long answer	4	
	c) Innovative methods :Co-operative learning (Jigsaw, Think-pair-share, Round	-The pupil explain about the innovative methods to teach Economics.	Digital resources for teaching Economics.	PPT Presentation, Group Discussion, Teaching	MCQ, Short answer	4	

	table),Constructivism(5 E)	-.The pupil explains innovative methods. -The pupil explains about the 5E of Constructivism.	-Virtual manipulative (meaning, application, advantages and limitation)	directly in a Online mode.			
Unit 6- The Economics Teacher							
	a) Qualities of an Economics teacher	-The pupil explains the professional competencies, commitments and expectations of Economics teacher.	-Competencies of Economics teacher	Lecture, Brainstorming discussion	MCQ, Short answer. and Long answer	3	
	b) Challenges faced by a Economics teacher	-The pupil explains the challenges faced by an economics teacher.	-Professional challenges in teaching Economics	Lecture and discussion	MCQ, Short answer. and Long answer	4	
	c) Professional Growth of a economics teacher :Need and Avenues of Continuous Professional Development	-The pupil explains need and avenues of continues professional development	Need and avenues of continues professional development	Lecture and discussion	MCQ, Short answer. and Long answer	3	

MODULE 3: INTERNAL ASSESSMENT

Sr.No	Particulars	Marks
1	Content test (1X10)	10
2	Task/Assignment/ Activity for each module held in the semester (1 X 10)	10
3	One periodical class test held in the given Semester	15
4	One Essay test held in the given Semester	05
	Total	40

SAINATH EDUCATION TRUST'

H.B.B.ED. COLLEGE, VASHI, NAVI MUMBAI

Year Plan-2022-23

SEM2&3:INTERDISCIPLINARY COURSE2(IC2) EDUCATIONAL MANAGEMENT

**Total Credits: 6
end date:**

Total Lectures: 72

Total Marks: 60

EC1&2 start date: EC1&2

Month	Unit	Course learning outcome	Content	Method of Teaching	Evaluation	No. of lectures	Remark
MODULE 1: FUNDAMENTALS OF EDUCATIONAL MANAGEMENT							
Unit 1-Concept of Educational Management							
	a)) Educational Management - Meaning, Objectives and Importance	-The pupil recalls the meaning of Educational Management. -The pupil understand Educational Management - Meaning, Objectives and Importance	Educational Management, Objectives and Importance	a) Lecture b) Think-Pair-share c) Discussion	a) MCQ's, b) Short answer c) Essay	3	
	b) Principles of Management by Henry Fayol and Its Application to Educational Management.	-The pupil explain Principles of Management by Henry Fayol and Its Application to Educational Management.	Principles of Management by Henry Fayol and Its Application to Educational Management	PPT Presentation, discussion	MCQ, Essay, Short answer and Long answer, Open book assignment	4	

	c) Concept of Systems Thinking and Systems Approach to Educational management.	-The pupil explain Concept of Systems Thinking and Systems Approach to Educational managemen.	Concept of Systems Thinking and Systems Approach to Educational managemen	Brain based learning, PPT presentation	MCQ, Essay, Short answer. Open book assignment	3	
Unit 2: Educational Institution – Organisational perspective							
	a) Concept of Organisational Culture and Organisational Climate and difference between Organisational Culture and Organisational Climate.	-The pupil Concept of Organisational Culture and Organisational Climate and Explain difference between Organisational Culture and Organisational Climate	a) Concept of Organisational Culture and Organisational Climate and difference between Organisational Culture and Organisational Climate.	Lecture, Brain storming and group discussion,	MCQ, Essay, Short answer and Long answer.	4	
	b) Functions of Management - Planning, Organising, Staffing, Directing and Controlling (with respect to Educational Institution – Meaning and Importance	-The pupil tell Functions of Management - Planning, Organising, Staffing, Directing and Controlling (with respect to Educational Institution – Explain Meaning and Importance	Functions of Management - Planning, Organising, Staffing, Directing and Controlling (with respect to Educational Institution – Meaning and Importance	Lecture, PPT presentation, Discussion, Jigsaw	MCQ, Essay, Short answer .and Long answer.	4	
	c) Peter Senge’s Model of Learning Organisation	The pupils explain Peter Senge’s Model)Peter Senge’s Model of Learning Organisation	Lecture and Jigsaw group work	MCQ, Short answer and Long answer	4	

		of Learning Organisation					
Unit 3: Organizational Management							
	a) Quality Management: Concept, Process and Indicators	-The pupil explains Quality Management: Concept, Process and Indicators.	a) Quality Management: b) Concept, c) Process and d) Indicators	Jigsaw method	MCQ and Long answer	4	
	b) Approaches of curriculum construction- Concentric and Topical	-The pupil explains different approaches and methods of teaching in classroom situation.	Approaches of curriculum construction- Concentric and Topical	PPT Presentation, Group activity	Short answer. and Long answer	3	
	b) Human Resource Management – Meaning, Need and Process	-The pupil explain Human Resource Management – Meaning, Need and Process.	Human Resource Management – Meaning, Need and Process	Jigsaw method, PPT Presentation, Brainstorming	MCQ, Essay, Long answer	3	
MODULE 2: RESOURCE MANAGEMENT AND ADMINISTRATION (2 Credits)							
Unit 4:-Human Resource Management							
	a) Concept and Functions of Leadership	-The pupil explains Concept and explains Functions of Leadership	Concept and Functions of Leadership	Think aloud meta-cognitive strategy, Group discussion	MCQ, Short answer. and Long answer	3	
	b) Leadership Styles: Transformational Leadership, Situational	-The pupil explains Transformational Leadership	Leadership Styles: Transformational Leadership,	Lecture, PPT Presentation,	MCQ, Short answer. and Long answer	4	

	Leadership, Team Leadership (Meaning, Characteristics, Merits and Demerits)	-The pupil Situational Leadership, Team Leadership (Meaning, Characteristics, Merits and Demerits)	Situational Leadership, Team Leadership (Meaning, Characteristics, Merits and Demerits)	Think-pair-share			
	c)) Leadership Skills: Grievance Management (Meaning and Need) Decision Making (Meaning and process) Crisis Management (Meaning and Need)	-The pupil. Grievance Management (Meaning and Need) -The pupil explains Decision Making (Meaning and process) Crisis Management (Meaning and Need.	Leadership Skills: Grievance Management (Meaning and Need) Decision Making (Meaning and process) Crisis Management (Meaning and Need)	Brainstorming, Lecture cum Discussion	MCQ, Short answer. and Long answer	3	
Unit 5 – Educational Administration							
	a) Time Table: Importance, Types and Principles of Timetable Construction	Pupils explain Importance, Types and Principles of Timetable Construction	Timetable Importance, Types and Principles of Timetable Construction	Jigsaw group work and Seminar	MCQ, Short answer. and Long answer	4	
	b) Staff Meeting: Need, Types and Process	-The pupil tells - Need, Types and Process of staff meeting The pupil explains staff meeting.	Staff Meeting: Need, Types and Process	Jigsaw group work Seminar	MCQ, Short answer. and Long answer	4	
	c)) Absenteeism – Causes and Measures	Pupils explain the Absenteeism) Absenteeism – Causes and	PPT Presentation,	MCQ, Short answer	4	

	(Staff and Students), Secondary School Code – Importance and Characteristics	meaning, Causes and Measures (Staff and Students), Secondary School Code – Importance and Characteristics	Measures (Staff and Students), Secondary School Code – Importance and Characteristics	Group Discussion, Teaching directly in a Online mode.			
Unit 6 - : Educational Administration in India							
	a) Educational Administrative set-up in India	Pupils explain characteristics of Educational Administrative set- up in India	Educational Administrative set- up in India	Lecture, Brainstorming discussion	MCQ, Short answer. and Long answer	3	
	b) Characteristics of state, national and international systems of education – SSC, ICSE, CBSE, IB, IGCSE Boards of Education.	-The pupil explains Characteristics of state, national and international systems of education – SSC, ICSE, CBSE, IB, IGCSE Boards of Education.	Characteristics of state, national and international systems of education – SSC, ICSE, CBSE, IB, IGCSE Boards of Education.	Lecture and discussion	MCQ, Short answer. and Long answer	4	
	c) Different governing bodies in Education – Functions of NCERT, MSCER	- pupils explain Different governing bodies in Education – Functions of NCERT, MSCER	Different governing bodies in Education – Functions of NCERT, MSCER	Brainstorming and discussion	Open book , Long answer	3	
MODULE 3: INTERNAL ASSESSMENT							
	Content Test					2	
	Any two of the following tasks: a) Prepare a report on any school activity, keeping in mind five functions of Management					2	

	<p>b) Critically analyze the time-table of your internship school based on the principles of time-table framing.</p> <p>c) Interview two class teachers of your internship school and a supervisor of the school and make a report on the measures taken to handle absenteeism among students.</p> <p>d) Plan a strategy as a teacher, to think of a crisis situation and prepare a plan of action for the same. e) Analyse any one Leadership style and present a report on an eminent personality possessing the Leadership style.</p> <p>f) Prepare an Action plan as a leadership skill in taking decision to solve a problem.</p>		
Class Test		2	
Essay		2	

SAINATH EDUCATION TRUST'S

H.B.B.ED. COLLEGE, VASHI, NAVI MUMBAI

Year Plan-2022-23

PEDAGOGY OF SCHOOL SUBJECT I & II

English

Total Credits: 6

Total Lectures: 72

Total Marks: 60

Month	Unit	Course learning outcome	Content	Method of Teaching	Evaluation	No. of lectures	Remark
MODULE 1: FUNDAMENTALS OF English Language And Language Transaction							
Unit 1-Basics of Academic Disciplines							
	a)Meaning of academic discipline, Relationship between academic discipline and English	-The pupil recalls the meaning of academic discipline. -The pupil explains the relationship between academic discipline and English	Meaning of academic discipline, Relationship between academic discipline and English	a) Lecture b) Think-Pair-share c) Discussion	a) MCQ's, b) Short answer c) Solve	3	
	b)Classification of academic discipline: Becher Biglan typology (pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.	-The pupil explains classification of academic discipline.	Classification of academic discipline: Becher Biglan typology (pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on	PPT Presentation, discussion	MCQ, Essay, Short answer and Long answer, Open book assignment	4	

			nature of knowledge in each type.				
	c)Place of English in the present school curriculum.	-The pupil explain place of English in the present school curriculum.	Place of English in the present school curriculum.	Brain based learning, PPT presentation	MCQ, Essay, Short answer. Open book assignment	3	
Unit 2:Role of English Language							
	a)Meaning, nature Of Language	-The pupil explains meaning of language -The pupil explains nature of language - The pupil explains scope of language	Meaning, nature and scope of language	Lecture, Brain storming and group discussion,	MCQ, Essay, Short answer and Long answer.	4	
	b) Language and society- importance of English language in day to day life	-The pupil tells aims and objectives of teaching English at Secondary Levels (NCF 2009). -The pupil tells aims and objectives of teaching English at Higher Secondary Levels (NCF 2009).	Aims and objectives of teaching English at Secondary and Higher Secondary Levels (NCF 2009)	Lecture, PPT presentation, Discussion, Jigsaw	MCQ, Essay, Short answer .and Long answer.	4	
	c)language and school	-The pupil explains values of teaching English	Values of teaching English	Lecture and Jigsaw group work	MCQ, Short answer and Long answer	4	
Unit 3: Pedagogical Approches and Techniques.							
	a)Constructive Approach (7E's) communicative Approach (concept and	-The pupil explains constructive Approach	concept and procedure i dictive- deductive	Jigsaw method	MCQ and Long answer	4	

	Procedure Inductive-deductive-approach						
	b)Techniques of teaching ,	-The pupil explains narration ,(dramatization,narration,concept mapping	Approaches of curriculum construction-Concentric and Topical	PPT Presentation, Group activity	Short answer. and Long answer	3	
	c) ways of appreciation of poems	-The pupil explain pedagogical analysis, unit Planning & lesson Planning. -The pupil differentiates pedagogical analysis, unit planning & lesson planning.	Pedagogical Analysis, Unit Planning & Lesson Planning	Jigsaw method, PPT Presentation, Brainstorming	MCQ, Essay, Long answer	3	
MODULE 2: Bases of Language learning and Assesment							
	Unit 4- Pedagogical Bases						
	a) Aims and objective of teaching as first language and as second language	-The pupil explains learner centred methods one-by-one.	Learner centred methods: -Inductive -deductive -Analytical synthetic	Think aloud meta-cognitive strategy, Group discussion	MCQ, Short answer. and Long answer	3	
	b) Principal and correlation	-The pupil explains inter and intra with all subject.	Activity centred methods: -Problem solving -Lecture cum demonstration	Lecture, PPT Presentation, Think-pair-share	MCQ, Short answer. and Long answer	4	
	c) Maxims of teaching	-The pupil explains various techniques of teaching English	Techniques of teaching English	Brainstorming, Lecture cum Discussion	MCQ, Short answer. and Long answer	3	

		-The pupil differentiates various techniques of teaching English					
Unit 5 – Profession Development of teacher							
	a)Challenge faced in class room by an English teacher in India	-The pupil uses a English to develop speaking	language club -objectives -significance	Jigsaw group work and Seminar	MCQ, Short answer. and Long answer	4	
	b)Need and Avenues of Continuous professional Development	-The pupil tells characteristics of textbook. -The pupil explains critical analysis of textbook in a correct format.	Textbook- Characteristics and critical analysis	Jigsaw group work Seminar	MCQ, Short answer. and Long answer	4	
	c) contribution by Personalities -	-The pupil explain Chomsky and R.K Narayan	Digital resources for teaching English	PPT Presentation, Group Discussion, Teaching directly in a Online mode.	MCQ, Short answer	4	
Unit 6- Learning Resources and Assessment in Language							
	a)Learning Resources	-The pupil explains the Learning	-Competencies of English teacher	Lecture, Brainstorming discussion	MCQ, Short answer. and Long answer	3	
	b)Techniques of Assessment	-The pupil explains vocabulary, Grammar ,Listening,speaking, Reading.	-Need and avenues of continuous professional development	Lecture and discussion	MCQ, Short answer. and Long answer	4	

	c) Use of ICT in Assesement	-The pupil elaborate the following contribution in language Grammar,listening	Contribution of English E -resoures bloga e-books	Brainstorming and discussion	Open book ,Long answer	3	
MODULE 3: INTERNAL ASSESSMENT							
	Content Test					2	
	Task: (Any 1) -How to different register of language been introduced? - Is the language learner friendly?					2	
	Class Test					2	
	Essay					2	

SAINATH EDUCATION TRUST'S

H.B.B.ED. COLLEGE, VASHI, NAVI MUMBAI

Year Plan-2022-2023

**SEM 2 &3: ELECTIVE COURSE (EC1 & EC2) PEDAGOGY OF SCHOOL SUBJECT I &II
ENVIRONMENTAL EDUCATION**

Total Credits: 6

Total Lectures: 72

Total Marks: 100

EC1&2 start date:

EC1&2 end date:

Month	Unit	Course learning outcome	Content	Method of Teaching	Evaluation	No. of lectures	Remark
MODULE 1: FUNDAMENTALS OF ACADEMIC DISCIPLINES							
Unit 1-Concept of Environment, Ecosystem and Ecology							
	a) Environment: Meaning, Components (Biotic and Abiotic)	-The pupil recalls the meaning of Environment: meaning, components (Biotic and Abiotic) -The pupil explains the relationship between Biotic and Abiotic.	Meaning of Environment, components (Biotic and Abiotic) The relationship between Biotic and Abiotic .	a) Lecture b) Think-Pair-share c) Discussion	a) Short answer b) Essay	3	
	b) Concept of Ecosystem and types of Ecosystem	-The pupil explains about Ecosystem and types of Ecosystem.	Concept of Ecosystem characteristics Components (Biotic and Abiotic)	PPT Presentation, discussion	Essay, Short answer and Long answer.	4	

			Types of Ecosystem (Terrestrial and Aquatic)				
	c) Concept of Ecology, Ecological Pyramids (Numbers, Mass, Energy), Food Web and Ecological Energy Dynamics.	-The pupil explain concept of Ecology, Ecological Pyramids (Number, Mass, Energy), Food Web and Ecological Energy Dynamics.	Concept of Ecology Ecological energy dynamics (food chain) Food Web, Ecological Pyramids and conclusion.	Brain based learning, PPT presentation	MCQ, Essay, Short answer. Open book assignment	3	
Unit 2: Major Environmental Issues: Meaning, Causes, Effects and Remedies							
	a) Climate change and loss of biodiversity	-The pupil explains meaning of climate change, causes and remedies	Introduction of climate change Meaning , causes, natural causes, human causes, remedies and biodiversity.	Lecture, Brain storming and group discussion,	, Essay, Short answer and Long answer.	4	
	b) Biomagnification and Eutrophication	-The pupil explains Biomagnification and Eutrophication	Biomagnification , effects of Biomagnification and remedies Eutrophication: causes, effects and control.	Lecture, PPT presentation, Discussion,	, Essay, Short answer .and Long answer.	4	
	c) Genetic Engineering and Urban sprawl.	The pupil explains Genetic Engineering and Urban sprawl.	Genetic Engineering: meaning, causes, effects and remedies	Lecture and PPT presentation.	Short answer and Long answer	3	

			Urban sprawl: meaning, causes, effects and remedies.				
Unit 3: Development of Environmental Education							
	a) Historical Developments: Stockholm Conference (1972), Intergovernmental Conference (1977), Kyoto protocol (2005) and Tbilisi+30 (2007).	-The pupil explains historical development Stockholm Conference (1972), Intergovernmental Conference (1977), Kyoto protocol (2005) and Tbilisi+30 (2007).	Historical development Stockholm Conference (1972), Intergovernmental Conference (1977), Kyoto protocol (2005) and Tbilisi+30 (2007).	Lecture and inductive method	Short and Long answer	4	
	b) Environmental Education: Meaning, Objectives, Principles and Significance.	-The pupil explains meaning, objectives, principles and significance of Environmental Education.	Environmental education: meaning, objectives, principles and significance.	Lecture and discussion	Short answer. and Long answer	4	
	c) Approaches of teaching Environmental Education (Multidisciplinary and Interdisciplinary).	-The pupil explain approaches of teaching Environmental Education. The pupil differentiates various approaches.	Approaches of teaching Environmental education .(Multidisciplinary and Interdisciplinary).	Jigsaw method, inductive, lecture and discussion	Essay, Long answer	3	
MODULE 2: Environmental Education for sustainable development							
Unit 4- Initiatives for Environment Assessment							
	a) Environmental	The pupil explains	Environmental	Think aloud	Short answer.	3	

	Impact Assessment: meaning, steps and significance	Environmental impact assessment. The pupil explains meaning, steps and significance.	impact assessment: meaning, steps and significance.	meta-cognitive strategy.	and Long answer		
	b) Environmental Management and Protection need for Environmental Management, Function and characteristics of Environmental Management.	-The pupil explains Environmental Management and Protection need for Environmental Management Function. -The pupil tells characteristics of Environmental Management	Environmental Management, Function and characteristics of the Management.	Lecture, PPT Presentation, Think-pair-share	, Short answer. and Long answer	4	
	c) Environmental Audit: Definition, Features and types of Environmental Auditing.	-The pupil explains definition and features of Environmental Auditing -The pupil differentiates various types of Environmental Auditing	Environmental audit: Definition, Features and types of Environmental Auditing.	Brainstorming, Lecture cum Discussion	, Short answer. and Long answer	3	
Unit 5 – Sustainable Environmental Management							
	a) Sustainable Development: Meaning, Need and Guiding Principles.	-The pupil explains Sustainable Development, meaning, need and guiding principles.	Meaning Need and Guiding Principles of sustainable development.	PPT presentation and discussion.	Essay Short answer. and Long answer	4	
	b) Sustainable	-The pupil tells	Rainwater	PPT	Short answer.	4	

	Environmental Practices : Rainwater Harvesting, Mangrove Management, Solid Waste Management (Meaning, process and significance of each) .	sustainable environmental practices -The pupil explains meaning, process and significance of sustainable environmental	Harvesting, Mangrove Management, Solid Waste Management.	presentation group discussion.	and Long answer		
	c) Indigenous technical knowledge as a Sustainable Practice.	-The pupil explains Indigenous technical knowledge as a Sustainable Practice.	Indigenous technical knowledge as a Sustainable practice and practiced by farmers.	PPT Presentation, Group Discussion, Teaching .	Short answer	3	
Unit 6- Environmental Management							
	a) Movement: Tarun Bharat Sangh and Narmada Bachao Andolan.	-The pupil explains Tarun Bharat Sangh and Narmada Bachao Andolan.	Tarun Bharat Sangh, objectives, history of Tarun Bharat Sangh and Narmada Bachao Andolan.	Lecture, Brainstorming discussion	Short answer. and Long answer	3	
	b) Projects: Tiger Project and Ganga Action Plan	-The pupil explains Tiger Projects and Ganga Action Plan.	Project Tiger, management, controversies and problems and Ganga Action Plan.	Lecture and discussion	Short answer. and Long answer	4	
	c) laws of conservation and protection: wildlife protection Act,1972 environment protection	-The pupil explains laws of conservation and protection. The pupil tells wildlife	Laws of conservation, protection, wildlife protection	Brainstorming and discussion	Open book ,Long answer	4	

	Act, 1986 and noise pollution Act,2000	protection Act,1972 environment protection Act,1986 and noise pollution Act,2000.	Act,1972 environment protection Act, 1986 and noise pollution Act,2000.				
MODULE 3: INTERNAL ASSESSMENT							
	Content Test					2	
	Task: (Any 1) -Field visit and a report/ case study of conservation efforts at individual/institutional level. - Awareness activity in the community/school regarding various environmental issues through an exhibition story telling in the class. -Organising any one co-curricular activity to impart environmental education in school or college and writing a report. - Preparing an environmental audit report for an individual process.					2	
	Class Test					2	
	Essay					2	

SAINATH EDUCATION TRUST'

H.B.B.ED. COLLEGE, VASHI, NAVI MUMBAI

Year Plan-2023-24

**SEM2&3:ELECTIVE COURSE (EC1 & EC2) PEDAGOGY OF SCHOOL SUBJECT I &II
GEOGRAPHY**

**Total Credits: 6
end date:**

Total Lectures: 72

Total Marks: 60

EC1&2 start date: EC1&2

Month	Unit	Course learning outcome	Content	Method of Teaching	Evaluation	No.of lectures	Remark
MODULE1: BASIS OF DISCIPLINE,SUBJECT AND CURRICULUM							
	Unit 1-Basics of Academic Disciplines						
	a)Meaning of academic discipline, Relationship between academic discipline and Geography	-The pupil recalls the meaning of academic discipline. -The pupil explains the relationship between academic discipline and Geography	Meaning of academic discipline, Relationship between academic discipline and Geography	a) Lecture b) Think-Pair-share c) Discussion	a) MCQ's, b) Short answer c) Essay	3	
	b)Classification of academic discipline: Becher Biglan typology (pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.	-The pupil explains classification of academic discipline.	Classification of academic discipline: Becher Biglan typology (pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on	PPT Presentation, discussion	MCQ, Essay, Short answer and Long answer, Open book assignment	4	

			nature of knowledge in each type.				
	c)Place of Humanities and Social Sciences in the present school curriculum.	-The pupil explain place of Humanities and Social Sciences in the present school curriculum.	Place of Humanities and Social Sciences in the present school curriculum	Brain based learning, PPT presentation	MCQ, Essay, Short answer. Open book assignment	3	
Unit 2:Understanding the Subject and Curriculum							
	a)Meaning, nature and scope of Geography	-The pupil explains meaning of Geography -The pupil explains nature of Geography - The pupil explains scope of Geography	Meaning, nature and scope of Geography	Lecture, Brain storming and group discussion,	MCQ, Essay, Short answer and Long answer.	4	
	b)Aims and objectives of teaching Geography at Secondary and Higher Secondary Levels (NCF 2009)	-The pupil tells aims and objectives of teaching Geography at Secondary Levels (NCF 2009). -The pupil tells aims and objectives of teaching Geography at Higher Secondary Levels (NCF 2009).	Aims and objectives of teaching Geography at Secondary and Higher Secondary Levels (NCF 2009)	Lecture, PPT presentation, Discussion, Jigsaw	MCQ, Essay, Short answer .and Long answer.	4	
	c)Geo-literacy: concept, need and ways to creare awareness	-The pupil explains concept, need and ways to create awareness	Geo-literacy: concept, need and ways to creare awareness	Lecture and Jigsaw group work	MCQ, Short answer and Long answer	4	
Unit 3: Essentials of Teaching Grography and Curriculum Construction							
	a)Maxims of teaching: -From known to	-The pupil explains different maxims of	Maxims of teaching:	Jigsaw method	MCQ and Long answer	4	

	unknown -From simple to complex -From particular to control -From concrete to abstract -From whole to part	teaching in classroom situation.	-From known to unknown -From simple to complex -From particular to control -From concrete to abstract -From whole to part				
	b)Correlation with other school subjects: Languages, History, Science, Mathematics	-The pupil explains the correlation of Geography with other school subjects like Languages, History, Science, and Mathematics	Correlation with other school subjects: Languages, History, Science, Mathematics	PPT Presentation, Brainstorming	Short answer. and Long answer	3	
	c)Approches of Curricular Construction : Concentric ,Tropical and Regional	-The pupil explain different approaches and methods of teaching in classroom situation	Approaches of curriculum construction – Concentric and Tropical	PPT Presentation, Group activity	MCQ, Essay, Long answer	3	
MODULE 2: TEACHING-LEARNING RESOURCES AND CURRICULUM TRANSACTION							
Unit 4- Teaching-Learning Resources.							
	a) Importance and Uses : Globe, Atlas, Models, Travelogues, Aerial photographs, Satellite imagery, Maps	-The pupil explains the importance and uses one-by-one.	Importance and Uses : Globe, Atlas, Models, Travelogues, Aerial photographs, Satellite imagery,	Think aloud meta-cognitive strategy, Group discussion	MCQ, Short answer. and Long answer	3	

			Maps				
	b)Textbook- Characteristics and critical analysis	-The pupil tells characteristics of textbook. -The pupilexplains critical analysis of textbook in a correct format.	Textbook- Characteristics and critical analysis	Jigsaw group work Seminar	MCQ, Short answer. and Long answer	4	
	c)E-resources : Meaning and Significance – GIS,computer based online and offline resources	-The pupil explains Meaning and Significance – GIS,computer based online and offline resources	E-resources : Meaning and Significance – GIS,computer based online and offline resources	Brainstorming, Lecture cum Discussion	MCQ, Short answer. and Long answer	3	
Unit 5 – Methods of Teaching and Geography Teacher							
	a)Method (Meaning, Procedure, Merits and Demerits) “A” method, Project method, Field visit ,Co-operative learning techniques (Gallery Walk, Think- pair –share)	-The pupil explains the meaning, procedur, merits and demerits of various methods	Method (Meaning, Procedure, Merits and Demerits) “A” method, Project method, Field visit ,Co-operative learning techniques (Gallery Walk, Think-pair –share)	Jigsaw group work and Seminar	MCQ, Short answer. and Long answer	4	
	b)Geography Teacher : Key competencies ,Challenges faced () academic, financial,	- The pupil explains the professional competencies, commitments and	-Competencies of Geography teacher	Lecture, Brainstorming discussion	MCQ, Short answer. and Long answer	4	

	Physical / Infrastructure)	expectations of Geography teacher					
	c) Continuous Professional Development of a Geography teacher ; need and ways	-The pupil explain the need and ways of Continous Professional Development of a Geography teacher.	Continous Professional Development of a Geography teacher ; need and ways	Lecture and discussion	MCQ, Short answer	4	
Unit 6- Current Trends in Teaching of Geography							
	a)Geography Club (objectives , significance , activities)	-The pupil explains the objectives,significance and activities of Geography Club	Geography Club (objectives , significance , activities	Lecture, Brainstorming discussion	MCQ, Short answer. and Long answer	3	
	b)Innovative trends in Teaching of Geography : Concept-mapping, Constructivism (5E's)	-The pupil explains concept mapping and constructivism	Innovative trends in Teaching of Geography : Concept-mapping, Constructivism (5E's)	Lecture and discussion	MCQ, Short answer. and Long answer	4	
	c)Diagnostic testing and remedial teaching	-The pupil explains about diagnostic testing and remedial teaching in Geography	Diagnostic testing and remedial teaching	Brainstorming and discussion	Open book ,Long answer	3	
MODULE 3: INTERNAL ASSESSMENT							
	Content Test					2	
	Task: (Any 1) -Prepare and execute an activity based lesson-plan for Geo-literacy -Prepare and execute a lesson plan based on Constructivism. -Prepare a plan foe a visit to planetarium/museum/nature park. Visit the place and write a report of this visit -Critical analysis of textbook					2	
	Class Test					2	
	Essay					2	

SAINATH EDUCATION TRUST'S
H.B.B.ED. COLLEGE, VASHI, NAVI MUMBAI

Year Plan-2022-23

SEM 4: ELECTIVE COURSE (EC3) GUIDANCE AND COUNSELLING

Total Credits: 6

Total Lectures: 72

Total Marks: 100

EC3 start date:

EC3 end date:

Month	Unit	Course learning outcome	Content	Method of Teaching	Evaluation	No. of lectures	Remark
MODULE 1: FUNDAMENTALS OF GUIDANCE							
Unit 1-Concepts in Guidance							
	a)Concepts (Meaning and Characteristics), Principles ,Functions ,Need	-The pupil understands the meaning and concept of Guidance -The pupil understands the Principals, Functions and Need of Guidance.	Meaning of Guidance, Characteristics and need of Guidance.	a) Lecture b) Discussion	a) Short answer b) Essay	3	
	b)Types of Guidance-Educational ,Vocational &Personal.	-The pupil explains Types of Guidance.	Different types of Guidance.	PPT Presentation, discussion	MCQ, Essay, Short answer and Long answer.	4	
	c)Agencies of Guidance-Home ,School.	-The pupil understands the differant agencies of	Different Agencies of Guidance like Home and School	PPT presentation	Essay, Short answer Long Answer.	3	

		Guidance -Home and School					
Unit- 2 Strategies and Devices for Guidance(Uses and Limitations)							
	a)Strategies for Guidance-Individual and Group.	Pupil understands the strategies of Individual Guidance Pupil understands the strategies of Group guidance.	Different strategies of guidance Individual and Group guidance..	Lecture, Brain storming and group discussion,	MCQ ,Essay, Short answer and Long answer.	4	
	b)Tests for Guidance- Aptitude ,Interest &Personality.	-The pupil understands the tests for guidance- Aptitude ,Interest ,and Personality tests.	To understand different types of tests interests and how to use them to improve personality.	Lecture, PPT presentation, Discussion, Jigsaw	MCQ ,Essay, Short answer .and Long answer.	4	
	c)Non-Testing Devices- Case study ,Interview &Checklist.	-The pupil understands non testing devices such as case study, interview and check list for understanding ,studying and appraising individual	Meaning and characteristics of case study interview and checklist.	Lecture and Jigsaw group work	MCQ ,Short answer and Long answer	4	
Unit 3: Career Guidance							
	a)Sources of Career information and Strategies of disseminating career information.	-The pupil explains different sources of career information and components of career information	Meaning sources and components of Career Information.	Jigsaw method	MCQ and Long answer	4	

	b)Ginsberg's Theory of Vocational Choice ,Factors influencing Vocational Choice	-The pupil explains four stages of Ginsberg's theory and factors affecting Vocational Choice.	Ginsberg's Theory Factors influencing vocational choice.	PPT Presentation, Group activity	MCQ ,Short answer. and Long answer	3	
	c)Concept and Factors affecting job satisfaction	-The pupil explain concept of job satisfaction and understood factors affecting it.	Meaning of job satisfaction, its importance and factors of job satisfaction and factors affecting it.	Jigsaw method, PPT Presentation, Brainstorming	MCQ, Essay, Long answer	3	
MODULE 2: FUNDAMENTALS OF COUNSELLING							
	Unit 4- Concept of Counselling						
	a)Meaning and Characteristics of counselling.	-The pupil explains Meaning and Characteristics of counselling.	Meaning and characteristics of counselling.	PPT presentation , Group discussion	MCQ ,Short answer. and Long answer	3	
	b)Types of Counselling, Directive ,Nondirective, and Eclectic	-The pupil explains different Types of Counselling ,Directive ,Nondirective, and Eclectic	Types of counselling ,characteristics advantages and disadvantages and procedure of directive ,indirective and Eclectic	Lecture, PPT Presentation, Think-pair-share	MCQ ,Short answer. and Long answer	4	
	c)Process of counselling (Initial Disclosure, In depth exploration and Commitment to action.	-The pupil explains Process of counselling(Initial Disclosure ,in-depth exploration and Commitment to action.	Process of counselling.	Brainstorming, Lecture cum Discussion	MCQ ,Short answer. and Long answer	3	

Unit 5 – Counselling and Intervention							
	a)Skills required for counselling(Rapport Building ,Listening, Questioning ,and Responding.	-The pupil understands the process ,skills and strategies required for counselling	Skills for counselling- Rapport Building, Listening, Questioning Responding. Types of counselling.	Jigsaw group work and Seminar	MCQ, Short answer. and Long answer	4	
	b)Approaches of Counselling-Cognitive-Behavioural (Albert Ellis- REBT)&Humanistic(Person Centered Counselling-Carl Rogers)	-The pupil explains theories of counselling such as 1. cognitive behavioural (Albert Ellis) 2. Humanistic Counselling	Two types of Approaches of Counselling Cognitive Humanistic Meaning ,stages and Techniques	Jigsaw group work Seminar	MCQ, Short answer. and Long answer	4	
	c)Counselling for Adolescent issues-Addiction(Substance abuse &technology induced social networking),Academic stress.	-The pupil explain The psychological issues faced by adolescents and strategies to help them cope.	Explanation of Adolescent issues Addiction of substance Addiction of social networking Academic stress	PPT Presentation, Group Discussion.	MCQ, Short answer	4	
Unit 6- Role of Counsellor in Contemporary Society							
	a)Teacher as a counsellor and promoting positive mental health.	-The pupil explains the role of Teacher as counsellor.	-Explanation of Role of Teacher as counsellor.	Lecture, Brainstorming discussion	MCQ, Short answer. and Long answer	3	

	b)Professional ethics of a counsellor.	-The pupil explains Professional ethics of a counsellor.	- Professional ethics of a counsellor.	Lecture and discussion	MCQ, Short answer. and Long answer	4	
	c)Functions, qualities& qualifications of counsellor.	-The pupil elaborate Functions ,qualities& qualifications of counsellor	Functions ,qualities& qualifications of counsellor.	Brainstorming and discussion	Open book ,Long answer	3	
MODULE 3: INTERNAL ASSESSMENT							
	Content Test					2	
	Task: (Any 1) -Reflective account of the take away from the course and their application in future career. -Strategies for handling Academic Stress/Bullying/Relationship/Handling puberty Issues/Suicide. -Visit and report of a visit to any one place(Employment exchange, Guidance Bureau counselling centre. -Career Dissemination Session for school or junior college(any two careers)					2	
	Class Test					2	
	Essay					2	

SAINATH EDUCATION TRUST'S

H.B.B.ED. COLLEGE, VASHI, NAVI MUMBAI

Year Plan-2022-23

**SEM 2 &3: ELECTIVE COURSE (EC1 & EC2) PEDAGOGY OF SCHOOL SUBJECT I &II
HISTORY**

Total Credits: 6

Total Lectures: 72

Total Marks: 100

EC1&2 start date:

EC1&2 end date:

Month	Unit	Course learning outcome	Content	Method of Teaching	Evaluation	No. of lectures	Remark
MODULE 1: FUNDAMENTALS OF ACADEMIC DISCIPLINES							
Unit 1-Basics of Academic Disciplines							
	A) Meaning of academic discipline, Relationship between academic discipline and History.	-The pupil recalls the meaning of academic discipline. -The pupil explains the relationship between academic discipline and History.	Meaning of academic discipline, Relationship between academic discipline and History	a) Lecture b) Think-Pair-share c) Discussion	a) MCQ's, b) Short answer c) Essay	3	
	B) Classification of academic discipline: Becher Biglan typology (pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.	-The pupil explains classification of academic discipline.	Classification of academic discipline: Becher Biglan typology (pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on	PPT Presentation, discussion	MCQ, Essay, Short answer and Long answer, Open book assignment	4	

			nature of knowledge in each type.				
	C) Place of Social Sciences in the present school curriculum.	-The pupil explain place of History in the present school curriculum.	Place of History in the present school curriculum.	Brain based learning, PPT presentation	MCQ, Essay, Short answer. Open book assignment	3	
Unit 2: Understanding History							
	A) Nature of History, Historical thinking concept.	-The pupil explains meaning of History. -The pupil explains nature of History. - The pupil explains scope of History.	Meaning, nature and scope of History.	Lecture, Brain storming and group discussion,	MCQ, Essay, Short answer and Long answer.	4	
	B) Objectives of teaching History & Political Science at Secondary Levels.	-The pupil tells aims and objectives of teaching History at Secondary Levels (NCF 2009). -The pupil tells aims and objectives of teaching History at Higher Secondary Levels (NCF 2009).	Aims and objectives of teaching History at Secondary and Higher Secondary Levels (NCF 2009)	Lecture, PPT presentation, Discussion, Jigsaw	MCQ, Essay, Short answer .and Long answer.	4	
	C) Values of teaching History & Political Science.	-The pupil explains values of teaching History & Political Science.	Values of teaching History & Political Science.	Lecture and Jigsaw group work	MCQ, Short answer and Long answer	4	
Unit 3: Learning Resources							
	A) History textbook characteristics and critical analysis,	-The pupil explain the characteristics of	Learning the characteristics of History textbook	Critical thinking &	MCQ and Long answer	4	

	detecting and dealing with bias.	History textbook and critical analysis.	critical analyses the dealing with bias.	group discursion			
	B) Audio-Visual resources: TV, Films, Documentary, Visual maps, models, Time line, Print media, magazines, newspaper, archives.	-The pupil explains different approaches and methods of teaching in classroom situation.	Approaches of using ICT in learning history and various learning resources.	PPT Presentation, Group activity	Short answer. and Long answer	3	
	C) Field trip museum	-The pupil explain the importance of fielded visit to understand the process of History.	Pedagogical Analysis, Unit Planning & Lesson Planning	Jigsaw method, PPT Presentation, Brainstorming	MCQ, Essay, Long answer	3	
MODULE 2: TRANSACTING HISTORY AND POLITICAL SCIENCE CURRCULUM							
Unit 4- Essentials of curriculum transection in history and political science							
	A) Maxims of teaching (particular to general know to unknown, concrete to abstract analysis to synthesis.	-The pupil explains the different maxims of teaching in classroom situation.	Maxims of teaching -From known to unknown -from simple to complex -from empirical to rational	Think aloud meta-cognitive strategy, Group discussion	MCQ, Short answer. and Long answer	3	
	B) Correlation of History and political science, internal and external (literature, science, mathematics, geography, economics.	-The pupil explains the importance co-relation of economic With other subjects and inter and tetra Co-relation.	Co-relation of Economic and internal and external	Lecture ,PPT Presentation think-pair-share	MCQ, Short answer. and Long answer	4	

	C) History as a concept driven subject, concept base and generalization based learning.	The pupil explain the principle of teaching history pupil explain individual differences and principle if Lerner centre teaching	Techniques of teaching a History	Brainstorming, Lecture cum Discussion	MCQ, Short answer. and Long answer	3	
Unit 5 – Methods of teaching							
	A) Conventional pedagogy: story telling lecture- cum discursion	-The pupil uses various classroom method of teaching.	Method of teaching in classroom.	Jigsaw group work and Seminar	MCQ, Short answer. and Long answer	4	
	B)Contemporary pedagogy project based leaning social enquiry	-The pupil explain about the various research method.	Research method in classroom	Jigsaw group work Seminar	MCQ, Short answer. and Long answer	4	
	C) Cooperative learning pedagogy think pair share round robin , buzz	-The pupil explain about the innovative methods to teach history The pupil explain innovative method	Digital resources for teaching History -Virtual manipulative (meaning, application, advantages and limitation)	PPT Presentation, Group Discussion, Teaching directly in a Online mode.	MCQ, Short answer	4	
Unit 6- Professional Development of Teacher							
	A) Qualities of history teacher.	-The pupil explains the professional competencies, commitments and expectations of History teacher.	-Competencies of History teacher	Lecture, Brainstorming discussion	MCQ, Short answer. and Long answer	3	

	B) Professional growth of a history teacher, need and avenues for professional development.	-The pupil explains need and avenues of continues professional development	-Need and avenues of continues professional development	Lecture and discussion	MCQ, Short answer. and Long answer	4	
	C) Challenges faced by history teacher	-The pupil explains the challenges faced by history teacher.	Professional challenges in teaching history.	Lecture and discussion	MCQ, Short answer. and Long answer	3	
MODULE 3: INTERNAL ASSESSMENT							
	1)Content Test(1X10)					10	
	2)Task/assignment /activity for each module held in the semester (1X10)					10	
	3)One periodical class test held in the given semester					15	
	4) One essay test held in the given semester					05	
	Total					40	

SAINATH EDUCATION TRUST'S

H.B.B.ED. COLLEGE, VASHI, NAVI MUMBAI

Year Plan-2022-23

SEM 1 CORE COURSE 2 (CC 2) KNOWLEDGE AND CURRICULUM

Total Credits: 6

Total Lectures: 72

Total Marks: 100

EC1&2 start date:

EC1&2 end date:

Month	Unit	Course learning outcome	Content	Method of Teaching	Evaluation	No. of lectures	Remark
MODULE 1: UNDERSTANDING KNOWLEDGE AND ITS RELATION TO EDUCATION							
Unit 1: Perspectives of Knowledge and Education							
	a) Knowledge : i. Meaning and characteristics of knowledge ii. Types of knowledge: Philosophical perspective (Personal, Propositional and Procedural) Educational perspective: (Conceptual, Strategic and situational)	-The pupil recalls the meaning of Knowledge & Types of knowledge.	Meaning of Meaning and characteristics of knowledge & it's types of	a) Lecture b) Think-Pair-share c) Discussion	Short answer Essay	3	
	b) Education: Meaning(etymological), definitions and characteristics of Education	-The pupil explains definition of education meaning & characteristic of education	Education: Meaning(etymological), definitions and characteristics of Education	PPT Presentation , discussion	MCQ, Essay, Short answer and Long answer, Open book	4	

					assignment		
	c) Epistemological basis of education: distinction between knowledge and information, teaching and training.	-The pupil explain distinction between knowledge and information, teaching and training.	Epistemological basis of education: distinction between knowledge and information, teaching and training.	Brain based learning, PPT presentation	MCQ, Essay, Short answer. Open book assignment	3	
Unit 2: Basis of Modern Child-Centred Education (Concept, Basis and Educational Significance)							
	a) Activity Method (M.K. Gandhi)	-The pupil explains Activity Method with giving examples.	Activity Method	Lecture, Brain storming and group discussion,	MCQ, Essay, Short answer and Long answer.	4	
	b) Discovery Method (John Dewey)	-The pupil tells Discovery Methods in details.	Discovery Method (John Dewey)	Lecture, PPT presentation , Discussion	MCQ, Essay, Short answer .and Long answer.	4	
	c) Dialogue Method (Paulo Freire)	-The pupil explains Dialogue method.	Dialogue Method (Paulo Freire)	Lecture and Group Discussion	MCQ, Short answer and Long answer	2	
Unit 3: Social and Cultural Context of Education							
	a) Changes in education due to industrialisation, democracy and individual autonomy.	-The pupil explains Changes in education due to industrialisation, democracy and individual autonomy.	Changes in education due to industrialisation , democracy and individual autonomy	Think Pair Share method	MCQ and Long answer	4	

	b) Understanding Education in relation to equity, equality and social justice (B.R. Ambedkar).	The pupil explains B.R.Ambedkar concept of education with examples.	Understanding Education in relation to equity, equality and social justice (B.R. Ambedkar).	PPT Presentation , Group activity	Short answer. and Long answer	3	
	c)Interrelationship of education with reference to Nationalism (Krishnamurti) and Secularism (Tagore).	-The pupil explains the concepts of Interrelationship of education with reference to Nationalism.	Interrelationship of education with reference to Nationalism (Krishnamurti) and Secularism (Tagore).	PPT Presentation , Group activity	Short answer. and Long answer	5	
MODULE 2: DEVELOPMENT OF CURRICULUM AND ITS RELATION TO EDUCATION							
Unit 4: Curriculum – Concept, Types and Determinants							
	a) Curriculum – Meaning and Concept of curriculum, Relationship with Curriculum framework, Syllabus and Textbooks	-The pupil explains Lecture cum Demonstration method -The Pupil explain project method -The pupil explain problem solving method	Lecture cum demonstration method, Project method, Problem Solving	Group Activity, Presentation	MCQ, Short answer. and Long answer	4	
	b) Determinants of Curriculum (Philosophical, Psychological, Sociological, Political)	-The pupil explains learner centred methods one-by-one.	Learner centred methods: -Inductive deductive -Analytical synthetic	Think aloud meta-cognitive strategy, Group discussion	MCQ, Short answer. and Long answer	3	
	c) Types of curriculum (Subject-centred and child-centred; Hidden curriculum	-The pupil explains concept, meaning and Types of curriculum.	-Types of curriculum a) Subject-centred and child centred;	Presentation ,Through activity	MCQ, Short answer. and	4	

	and enacted curriculum)		b) Hidden curriculum and c) enacted curriculum.		Long answer		
Unit 5: Curriculum Development							
	a) Principles of curriculum development	-The pupil explains the characteristics of good science textbook.	Characteristics of good science book	Lecture cum Demonstration method	MCQ, Short answer. and Long answer	2	
	b) Process of curriculum development i. Formulating aims and objectives ii. Criteria for selecting knowledge and representing knowledge in the form of different subjects. iii. Selection and organisation of learning situations	-The pupil explains the concept, organization and significance of science club	The concept, organization and significance of science club	PPT Presentation , Group activity	Open book, Short answer and Long answer	4	
	c) Participatory approach to curriculum development: Representation of social groups in curriculum construction.	-The pupil explains Participatory approach to curriculum development.	Participatory approach to curriculum development: Representation of social groups in curriculum construction.	PPT Presentation ,Group activity	MCQ, Short answer. and Long answer	4	
Unit 6: Curriculum Implementation and Evaluation							
	a) Teachers' role in generating dynamic curricular experiences through	-The pupil explains Teachers' role in generating dynamic curricular	a) Teachers' role in generating dynamic curricular	Brainstorming and discussion	MCQ, Short answer. and	3	

	(i) flexible interpretation of curricular aims , (ii) contextualisation of learning; (iii) varied learning experiences(iv) learning resources	experiences through different points.	experiences through (i) flexible interpretation of curricular aims , (ii) contextualisation of learning; (iii) varied learning experiences(iv) learning resources		Long answer		
	b) Need and evaluation of effective curriculum construction with reference to existing pedagogies and Instructional approaches, teacher training, textbooks and instructional materials.	-The pupil explains Need and evaluation of effective curriculum construction with reference to existing pedagogies and Instructional approaches, teacher training, textbooks and instructional materials.	Need and evaluation of effective curriculum construction with reference to existing pedagogies and Instructional approaches, teacher training, textbooks and instructional materials.	Lecture and discussion	MCQ, Short answer. and Long answer	4	
	c) Role of MHRD and NCERT in curriculum reform	-The pupil explains Role of MHRD and NCERT in curriculum reform.	Role of MHRD and NCERT in curriculum reform	PPT Presentation , Brainstorming and discussion	Open book ,Long answer	4	
MODULE 3: INTERNAL ASSESSMENT							
	Content Test					2	
	Task: (Any 1) a) Seminar Presentation: Critical appraisal of philosophy and practice of education advocated by Gandhi, Dewey and Freire. b) Critical Writing: Critically examine role of hidden curriculum with reference to school rituals, celebrations and rules & discipline c) Report Writing: Choose syllabus for any one school subject, read the text books (of at least 2 standards from 6th to 9th) for the same. Deliberate on of modern values like equity, equality and social justice reflected in it and writes a report on it.					2	

	Class Test	2	
	Essay	2	

SAINATH EDUCATION TRUST'S
H.B.B.ED. COLLEGE, VASHI, NAVI MUMBAI

Year Plan-2017-18

SEM 2 &3: ELECTIVE COURSE (EC1 & EC2) PEDAGOGY OF SCHOOL SUBJECT I &II
MATHEMATICS

Total Credits: 6

Total Lectures: 72

Total Marks: 60

EC1&2 start date:

EC1&2 end date:

Month	Unit	Course learning outcome	Content	Method of Teaching	Evaluation	No. of lectures	Remark
MODULE 1: FUNDAMENTALS OF ACADEMIC DISCIPLINES							
Unit 1-Basics of Academic Disciplines							
	a)Meaning of academic discipline, Relationship between academic discipline and Mathematics	-The pupil recalls the meaning of academic discipline. -The pupil explains the relationship between academic discipline and Mathematics.	Meaning of academic discipline, Relationship between academic discipline and Mathematics	a) Lecture b) Think-Pair-share c) Discussion	a) MCQ's, b) Short answer c) Essay	3	
	b)Classification of academic discipline: Becher Biglan typology (pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.	-The pupil explains classification of academic discipline.	Classification of academic discipline: Becher Biglan typology (pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on	PPT Presentation, discussion	MCQ, Essay, Short answer and Long answer, Open book assignment	4	

			nature of knowledge in each type.				
	c)Place of Mathematics in the present school curriculum.	-The pupil explain place of Mathematics in the present school curriculum.	Place of Mathematics in the present school curriculum.	Brain based learning, PPT presentation	MCQ, Essay, Short answer. Open book assignment	3	
Unit 2:Introduction to the Teaching of Mathematics							
	a)Meaning, nature and scope of Mathematics.	-The pupil explains meaning of Mathematics. -The pupil explains nature of Mathematics. - The pupil explains scope of Mathematics.	Meaning, nature and scope of Mathematics.	Lecture, Brain storming and group discussion,	MCQ, Essay, Short answer and Long answer.	4	
	b)Aims and objectives of teaching Mathematics at Secondary and Higher Secondary Levels (NCF 2009)	-The pupil tells aims and objectives of teaching Mathematics at Secondary Levels (NCF 2009). -The pupil tells aims and objectives of teaching Mathematics at Higher Secondary Levels (NCF 2009).	Aims and objectives of teaching Mathematics at Secondary and Higher Secondary Levels (NCF 2009)	Lecture, PPT presentation, Discussion, Jigsaw	MCQ, Essay, Short answer and Long answer.	4	
	c)Values of teaching Mathematics	-The pupil explains values of teaching Mathematics	Values of teaching Mathematics	Lecture and Jigsaw group work	MCQ, Short answer and Long answer	4	

Unit 3: Essentials of Teaching Mathematics and Curriculum Transaction							
	a)Maxims of teaching: -From known to unknown -From simple to complex -From particular to control -From concrete to abstract -From whole to part	-The pupil explains different maxims of teaching in classroom situation.	Maxims of teaching: -From known to unknown -From simple to complex -From particular to control -From concrete to abstract -From whole to part	Jigsaw method	MCQ and Long answer	4	
	b)Approaches of curriculum construction- Concentric and Topical	-The pupil explains different approaches and methods of teaching in classroom situation.	Approaches of curriculum construction- Concentric and Topical	PPT Presentation, Group activity	Short answer. and Long answer	3	
	c)Pedagogical Analysis, Unit Planning & Lesson Planning	-The pupil explain pedagogical analysis, unit Planning & lesson Planning. -The pupil differentiates pedagogical analysis, unit planning & lesson planning.	Pedagogical Analysis, Unit Planning & Lesson Planning	Jigsaw method, PPT Presentation, Brainstorming	MCQ, Essay, Long answer	3	
MODULE 2: TRANSACTING MATHEMATICS CURRICULUM							
Unit 4- Methods and Techniques of Teaching Mathematics							
	a)Learner centred methods: -Inductive deductive	-The pupil explains learner centred methods one-by-one.	Learner centred methods: -Inductive	Think aloud meta-cognitive strategy,	MCQ, Short answer. and Long answer	3	

	-Analytical synthetic		deductive -Analytical synthetic	Group discussion			
	b)Activity centred methods: -Problem solving -Lecture cum demonstration	-The pupil explains activity centred methods. -The pupil differentiates various activity centred methods.	Activity centred methods: -Problem solving -Lecture cum demonstration	Lecture, PPT Presentation, Think-pair-share	MCQ, Short answer. and Long answer	4	
	c)Techniques of teaching Mathematics: -Drill and review -Assignment in Mathematics	-The pupil explains various techniques of teaching Mathematics. -The pupil differentiates various techniques of teaching Mathematics.	Techniques of teaching Mathematics:	Brainstorming, Lecture cum Discussion	MCQ, Short answer. and Long answer	3	
Unit 5 – Learning Resources							
	a)Mathematic laboratory & Mathematics club -objectives -significance	-The pupil uses a mathematics laboratory to develop an interest in mathematics.	Mathematic laboratory & Mathematics club -objectives -significance	Jigsaw group work and Seminar	MCQ, Short answer. and Long answer	4	
	b)Textbook- Characteristics and critical analysis	-The pupil tells characteristics of textbook. -The pupil explains critical analysis of textbook in a correct format.	Textbook- Characteristics and critical analysis	Jigsaw group work Seminar	MCQ, Short answer. and Long answer	4	

	c)Digital resources for teaching Mathematics -Geogebra -Virtual manipulative (meaning, application, advantages and limitation)	-The pupil explain application of various digital resources for teaching Mathematics step-by-step. -The pupil explains merits and demerits of various digital resources for teaching Mathematics. -The pupil tells difference between various digital resources for teaching Mathematics.	Digital resources for teaching Mathematics -Geogebra -Virtual manipulative (meaning, application, advantages and limitation)	PPT Presentation, Group Discussion, Teaching directly in a Online mode.	MCQ, Short answer	4	
Unit 6- Professional Development of Teacher							
	a)Competencies of Mathematics teacher	-The pupil explains the professional competencies, commitments and expectations of Mathematics teacher.	-Competencies of Mathematics teacher	Lecture, Brainstorming discussion	MCQ, Short answer. and Long answer	3	
	b)Need and avenues of continues professional development (CPD)	-The pupil explains need and avenues of continues professional development	-Need and avenues of continues professional development	Lecture and discussion	MCQ, Short answer. and Long answer	4	

	c)Contribution of mathematicians: -Aryabhata -Ramanujan -Euclid -Pythagoras	-The pupil elaborate the following mathematicians contribution in Mathematics. -Aryabhata -Ramanujan -Euclid -Pythagoras	Contribution of mathematicians: -Aryabhata -Ramanujan -Euclid -Pythagoras	Brainstorming and discussion	Open book ,Long answer	3	
MODULE 3: INTERNAL ASSESSMENT							
	Content Test					2	
	Task: (Any 1) -Collect the names of Mathematicians and prepare a report about their contribution to Mathematics. -Prepare a diagnostic test in Mathematics -Assignment- For any one selected topic, prepare pedagogical analysis plan. -Critical analysis of textbook					2	
	Class Test					2	
	Essay					2	

SAINATH EDUCATION TRUST'S

H.B.B.ED. COLLEGE, VASHI, NAVI MUMBAI

Year Plan-2022-23

SEM 2 &3: ELECTIVE COURSE (EC1 & EC2) PEDAGOGY OF SCHOOL SUBJECT I &II

SCIENCE

Total Credits: 6

Total Lectures: 72

Total Marks: 100

EC1&2 start date:

EC1&2 end date:

Month	Unit	Course learning outcome	Content	Method of Teaching	Evaluation	No. of lectures	Remark
MODULE 1: FUNDAMENTALS OF SCIENCE EDUCATION							
Unit 1: Basics of Academic Disciplines							
	a) Meaning of academic disciplines, Relationship between academic disciplines and Science subject	-The pupil recalls the meaning of academic discipline. -The pupil explains the relationship between academic discipline and Science	Meaning of academic discipline, Relationship between academic discipline and Science	Lecture, Think-Pair-share and Discussion	Short answer Essay	3	
	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.	-The pupil explains classification of academic discipline.	Classification of academic discipline: Becher Biglan typology (pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.	PPT Presentation, discussion	MCQ, Essay, Short answer and Long answer , Open book assignment	4	

	c) Place of Science subject in the present school curriculum	-The pupil explain place of Science in the present school curriculum.	Place of Science in the present school curriculum.	Brain based learning, PPT presentation	MCQ, Essay, Short answer . Open book assignment	3	
Unit 2: Place of Science in the Curriculum and Life							
	a) Meaning and Nature (Product & Process) of Science , Science Process skills - Basic and Integrated	-The pupil explains meaning of Science. -The pupil explains nature of Science. - The pupil explains process of Science.	Meaning, nature and scope of Science.	Lecture, Brain storming and group discussion,	MCQ, Essay, Short answer and Long answer .	4	
	b) Aims and Objectives of teaching science at upper primary, secondary and higher secondary level (NCF 2005)	-The pupil tells aims and objectives of teaching Science at Upper Primary Levels (NCF 2005). -The pupil tells aims and objectives of teaching Science at Secondary and Higher Secondary Levels (NCF 2005).	Aims and objectives of teaching Science at Upper Primary, Secondary and Higher Secondary Levels (NCF 2005)	Lecture, PPT presentation, Discussion	MCQ, Essay, Short answer .and Long answer .	4	
	c) Values of teaching science in socio-cultural context	-The pupil explains values of teaching Science	Values of teaching Science	Lecture and Group Discussion	MCQ, Short answer and Long answer	2	
Unit 3: Organisation of Science Curriculum							
	a) Maxims of teaching science (Known to Unknown, Whole to Parts, Simple to Complex, Particular to General, Empirical to	-The pupil explains different maxims of teaching in classroom situation.	Maxims of teaching: -From known to unknown -From simple to complex -From Empirical to Rational	Think Pair Share method	MCQ and Long answer	4	

	Rational, Concrete to Abstract)		-From particular to general -From concrete to abstract -From whole to part				
	b) Co-relation of Science in the Curriculum: Internal & External	The pupil explains co- relation of Science – Internal & External	Co-relation of Science in the Curriculum: Internal & External	PPT Presentation, Group activity	Short answer . and Long answer	3	
	c) i. Infusing Global Perspective in Science Curriculum (Need and Importance), ii. Curriculum Organization- Concentric and Topical approach	-The pupil explains need and importance of Global Perspective in Science. -The pupil explains different approaches and methods of teaching in classroom situation.	-Need and Importance of Global perspective in Science -Approaches of curriculum construction- Concentric and Topical	PPT Presentation, Group activity	Short answer . and Long answer	5	

MODULE 2: TRANSACTING SCIENCE CURRICULUM

Unit 4: Science Teaching: Methods, Approaches and Tools

	a) Methods of Teaching - Lecture cum demonstration method, Project method, Problem Solving	-The pupil explains Lecture cum Demonstration method -The Pupil explain project method -The pupil explain problem solving method	Lecture cum demonstration method, Project method, Problem Solving	Group Activity, Presentation	MCQ, Short answer . and Long answer	4	
	b) Approach : Inducto-deductive Approach	-The pupil explains learner centred methods one-by-one.	Learner centred methods: -Inductive deductive -Analytical synthetic	Think aloud meta-cognitive strategy, Group discussion	MCQ, Short answer . and Long answer	3	

	c) Concept Mapping – Meaning, Steps and Significance, PEOR (i.e. Predict, Explain, Observe & React)	-The pupil explains concept, meaning and step of concept mapping -The Pupil explain PEOR	-Meaning, steps and significance of Concept mapping -Concept of PEOR	Presentation, Through activity	MCQ, Short answer . and Long answer	4	
Unit 5: Learning Resources and Activity							
	a) Science Text book: Characteristics of good Science textbook	-The pupil explains the characteristics of good science textbook.	Characteristics of good science book	Lecture cum Demonstration method	MCQ, Short answer . and Long answer	2	
	b) Science Club and Science Field Visit – Concept, Organisation and Significance	-The pupil explains the concept, organization and significance of science club	The concept, organization and significance of science club	PPT Presentation, Group activity	Open book, Short answer and Long answer	4	
	c) Improvised Apparatus and E-resources (Virtual lab and Simulation)	-The pupil explains improvised apparatus and E-resources	The concept of Improvised Apparatus and E- resources (Virtual lab and Simulation)	PPT Presentation, Group activity	MCQ, Short answer . and Long answer	4	
Unit 6: Science Teacher							
	a) Science teacher – Need and Avenues of Professional growth	-The pupil explains need and avenues of professional growth of Science teacher	Need and avenues of professional growth of Science teacher	Brainstorming and discussion	MCQ, Short answer . and Long answer	3	
	b) Science Laboratory - Planning and Maintenance, Laboratory Method	-The pupil explains planning and maintenance of science laboratory - The pupil explains laboratory method	Planning and maintenance of science laboratory and concept of laboratory method	Lecture and discussion	MCQ, Short answer . and Long answer	4	

	c) Diagnostic testing and Remedial teaching in Science	-The pupil explains diagnostic testing -The pupil explains the concept of remedial teaching in science.	The concept of diagnostic testing and remedial teaching in science	PPT Presentation, Brainstorming and discussion	Open book ,Long answer	4	
MODULE 3: INTERNAL ASSESSMENT							
	Content Test					2	
	Task: (Any 1) a) Develop and Present Learning Resources in Science b) Visit any Science institution and prepare a report. c) Conduct any one science club activity and write a report on it d) Prepare concept map on any one unit of Science e) Critical evaluation of a Science textbook. (Std. VI to XII –SSC/CBSE) f) Report on avenues of continuous professional development of science teacher g) Conduct an experiment from School Science textbook and submit a report.					2	
	Class Test					2	
	Essay					2	