

**SCHEME OF EXAMINATION AND COURSE OF STUDY
FOR
B.Ed. THREE YEAR (VI SEMESTER) PART TIME
PROGRAMME
(As per NCTE Regulation-2014)**

**Prepared by
Institute of Advance Studies in Education (IASE)
JIWAJI UNIVERSITY, GWALIOR,
MADHYA PRADESH**

**Approved by
Coordination Committee of Madhya Pradesh Universities
Department of Higher Education, M.P.**

SYLLABUS FOR 3 YEARS B.ED. (Part Time) PROGRAMME OF J. U. M.P.

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR

SEMESTER - I

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	PrS	Total	Total	Ext.	Int.	
BED-101	Contemporary India and Education	06	-	06	100	80	20	04
BED-102	Child Development Education	04	02	06	100	80	20	04
BED-103	Language Across Curriculum	04	02	06	50	40	10	02
BED-104	Understanding Disciplines and Subjects	04	02	06	50	40	10	02
EPC-1*	Reading and Reflecting on Texts	02	03	05	50	40	10	01
					350	280	70	13

Engagement with the Field: Tasks and Assignments for 101, 102, 103 and 104

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR

SEMESTER – II

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	PrS	Total	Total	Ext.	Int.	
BED-201	Learning and Teaching	04	02	06	100	80	20	04
BED-202	Pedagogy of a School Subject -I (See table 202)	03	-	03	50	40	10	02
BED-203	Knowledge and Curriculum – Part- I	03	01	04	50	40	10	02
BED-204	Assessment for Learning	04	02	06	100	80	20	04
EPC-2*	Drama and Art in Education	02	03	05	50	40	10	01
					350	280	70	13

Engagement with the Field: Tasks and Assignments for courses 201, 202, 203 and 204

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SYLLABUS FOR 3 YEARS B.ED. (Part Time) PROGRAMME OF J. U. M.P.

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR

SEMESTER- III

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	PrS	Total	Total	Ext.	Int.	
	Theory							
BED-301	Pedagogy of a School Subject – II (See table 301)	04	02	06	50	40	10	02
BED-302	Education Policies School Leadership and Management	05	01	06	100	80	20	04
BED-303	Technological Innovation in Education (Designing and Producing Media for Learning)	04	02	06	100	80	20	04
BED-304	Art of teaching	04	02	06	50	40	10	02
P-3.1	Case Study Report	-	02	02	50	40	10	01
P-3.2	Composite Report Card / CCE Evaluation Tool Development	-	02	02	50	40	10	01
					400	320	80	14

Engagement with the Field: Tasks and Assignments for course 301, 302, 303 & 304

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

SECOND YEAR

SEMESTER- IV

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	Prs	Total	Total	Ext.	Int.	
BED-401	Gender, School and Society	04	02	06	50	40	10	02
BED-402	Knowledge and Curriculum – Part II	04	02	06	50	40	10	02
BED-403	Creating an Inclusive School	04	02	06	50	40	10	02
BED-404	Curriculum Development Basic	03	03	06	50	40	10	02
EPC-3	Critical Understanding of ICT	02	04	06	50	40	10	01
					250	200	50	09

Engagement with the Field: Tasks and Assignments for courses 401, 402, 403 & 404



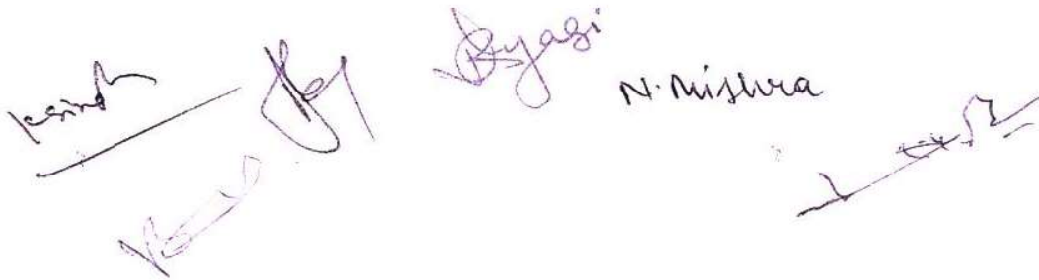
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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR

SEMESTER- V

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	Prs	Total	Total	Ext.	Int.	
Practical								
SIP Components (SIP-C)	School Internship Programme (SIP) Division of SIP Components given below-	-	-	-	-	-	-	
SIP-C01	School Internship				50		50	02
SIP-C02	Internship observation				50		50	01
SIP-C03	Assessment of Internship				200	200		02
P-05	Psychology Practicum (External+ Internal)	-	04	04	50	50	-	02
					350	250	100	07



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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

THIRD YEAR

SEMESTER- VI

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	Prs	Total	Total	Ext.	Int.	
BED-601	Action Research in Education	03	03	06	50	40	10	02
BED-602	Optional Course*	-	-	-	50	40	10	02
EPC-4	Understanding the Self	02	04	06	50	40	10	01
P-6.1	Action Research Report	-	-	-	50	40	10	01
P-6.2	Dissertation				100	80	20	02
					300	240	60	08

Engagement with the Field: Tasks and Assignments for courses 601, & 602

*Optional Paper (Select any One)

1. Environmental Education
2. Health and Physical Education
3. Computer Education
4. School Management
5. Open and Distance Learning
6. Guidance and counselling
7. Gandhian thoughts of Education
8. Value Education

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 FINAL MARKS AND CREDIT DIVISION OF FOUR SEMESTERS

Semester	External	Internal	Total Marks	Credit
I	280	70	350	13
II	280	70	350	13
III	320	80	400	14
IV	200	50	250	09
V	250	100	350	07
VI	240	60	300	08
Total Marks/Credit	1570	430	2000	64

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Rules & Regulations

1. There shall be a university examination at the end of each semester as per details of the scheme of examination.
2. Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.
3. The minimum pass marks in each year or semester examination shall be 40% for each theory paper and practicum and 50% for internship in teaching separately.
4. A candidate who fails only in one subject in first year or semester of the course will be eligible to take the examination in that part of the subject (theory paper/practicum) as the case may be, in which he/she fails along with the next semester.
5. A candidate who fails only in one subject in second year of the course will be allowed to appear as an ex-student in that part of the subject in which he/she fails at the subsequent examination.
6. In case a candidate fails in pre-internship/internship in teaching, he/she will have to undergo the full year of the course of study as a regular student in the subsequent year.
7. A candidate will be given a maximum of two chances to pass the examination in any year/semester of the course. If he/she does not pass the examination even after two chances he/she will not be eligible for B.Ed. degree.
8. Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.
 - Teaching Subjects means a subject offered by a candidate at his Bachelor's or Master's Degree examination either as a compulsory subject or as an optional subject or a subsidiary subject provided that the candidate studied it for at least two years and took university examination each year but shall not include such subject as were studied by him only for a part of Bachelor's degree course.
 - Only such candidate shall be allowed to offer Social Studies for B.Ed. Examination as have taken their Bachelor's Degree with any two subjects of History, Political Science, Public Administration, Economics, Geography, Sociology, Psychology and Philosophy.
 - A person having Bachelor's degree in Agriculture will be allowed to offer General Science and Biology for B.Ed. Examination, General Science may be allowed to be offered by a candidate possessing a degree of B.Ed. (Home Science) or passing the B.Sc. Examination with (i) Chemistry and (ii) any one subject of Life Sciences i.e. Biology or Botany or Zoology.
 - A candidate who has offered Political Science or Public Administration at his Bachelors' or Masters' Degree examination shall be deemed eligible to offer Civics as a teaching subjects in the B.Ed. Examination.

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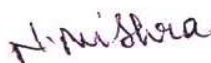
A. Evaluation of Examination

- The Degree will be awarded to a student who completes a total of 60 Credits in a minimum of two years taking four courses per Semester.
- To pass the degree course, a student shall have to get minimum aggregate 40% marks (E and above on grade point scale) in each course and 50% in practicum.
- Students who have failed semester-end exam may reappear for the semester-end examination only twice in subsequent period. The student will be finally declared as failed if she/he does not pass in all credits within a total period of three years. After that such students will have to seek fresh admission as per the admission rules prevailing at that time,
- A student cannot register for the third semester, if she/he fails to complete 50% credits of the total credits expected to be ordinarily completed within two semesters,
- While marks will be given for all examinations, they will be converted into grades. The semester end grade sheets will have only grades and final grade sheets and transcripts shall, have grade points average and total percentage of marks (up to two decimal points).
- Choice Based Credit System (CBCS): The CBCS provides choice for students to select from the prescribed courses
- Paper/Subjects: Usually referred to, as 'course' a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.
- Credit Based Semester System (CBSS): Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.
- Credit Point: It is the product of grade point and number of credits for a course.
- Credit: A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.









SCHEME OF EXAMINATION

SCHEME OF THEORY

Courses carrying	100 marks	80 External+20 Internal
Courses Carrying	50 Marks	40 External+10 Internal

SCHEME OF SCHOOL INTERNSHIP PROGRAMME

School Internship	50 marks	Internal
Observation	50 marks	Internal
Final Teaching	150 marks	External

SCHEME OF PRACTICUM

Psychology Practicum (50 marks)	External+Internal
Record File	10 marks
Two Tests / Experiments	30 (15+15) marks
Viva Voce	10
Action Research Dissertation	50 External

SCHEME OF EPC

Enhancing Professional Capacities (EPC)
 EPC-1, 2, 3 & 4 will be evaluated by External and Internal.

SUGGESTED PSYCHOLOGY PRACTICUM AREAS

Group A -Tests	Group B-Experiments
Interest	Intelligence
Intelligence	Aspiration
Adjustment	Creativity
Anxiety	Transfer of Learning
Achievement Motivation	Trial and Error
Personality	Personality

NOTATIONS:

EPC : Enhancing Professional Capacities

SYLLABUS FOR 3 YEARS B.ED. (Part Time) PROGRAMME OF J. U. M.P.

SIP-C : SIP Components

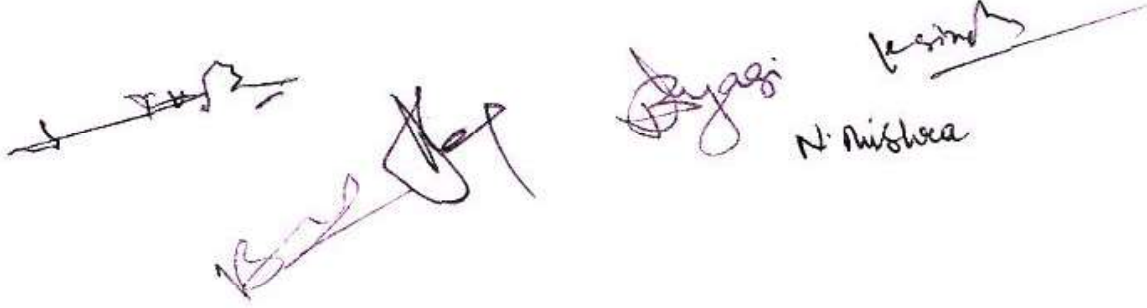
P : Practicum

Table 202- Select any one subject in a selected group

Art Group & Others	Science Groups
Hindi	Mathamatics
English	Life Science
Sanskrit	General Science
Social Science	

Table 301- Select any one subject in a selected group

Art Group	Science Groups	Others
Civics	Physics	Home Science
History	Chemistry	
Economics	Computer Science	
Geograpy		



COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION**FIRST YEAR
SEMESTER – I****COURSE B.ED. 101 – CONTEMPORARY INDIA AND EDUCATION****Contact Hours : 6 periods/week (50 Min. each)****Max. Marks : 100****Theory Marks : 80****Internal Assisment : 20****Objectives –**

- The perspective teacher will be able to understand :
- Develop understanding of Indian society and education.
- The concept of education, personality of great educators.
- Understand the Indian constitution in perspective of education.
- The Values of post Independence Indian society and educational practices for their implementation.
- The role of Teacher, school and community in preservation of Indian heritage and achievement of national goals.

Unit - I - The Indian Society

- Meaning and basic fundamental of Indian Society.
- The Indian Society : Basic trends and doctorines.
- Indian society through the Ages.
- Factors in continuity and change in Indian society.

Unit – II - Social Stratification

- Caste system and social stratification-Concept and process.
- Transformation of caste system in post – independence period : economic, social & education aspects.
- Social mobility.
- Issue of Equality and social justice in relation to education.
- Concept of inequality, discrimination, marginalization and their impact on education and society

Unit – III - Concept of Education

- Meaning, Aims, objectives and function of education.
- Education in the Indian context with special reference to great education. Swami Vivekanand, Swami DyannandSaraswati , Sri Aribudo. RavindraNath Tagore, Mahatma Gandhi, ZaquirHussain, Madan Mohan Malviya.
- Overviews of Educational schools- Idealism, Realism, naturalism, pragmatism and logical positivism.
- Basic contents of different religions as like Hinduism Buddhism, Islam and Jainism.

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Unit – IV- Contemporary Indian scene and emerging trends

- Overview of Education **commissions** after Independence and NPE-1986 and its review context of liberalization, globalization and Indian economy.
- Promoting equality through education.
- National and Emotional integration.
- **Swedeshi** and **indianization** of education.
- Structure of school education in India.

Unit – V - Issues and challenges in Indian Education

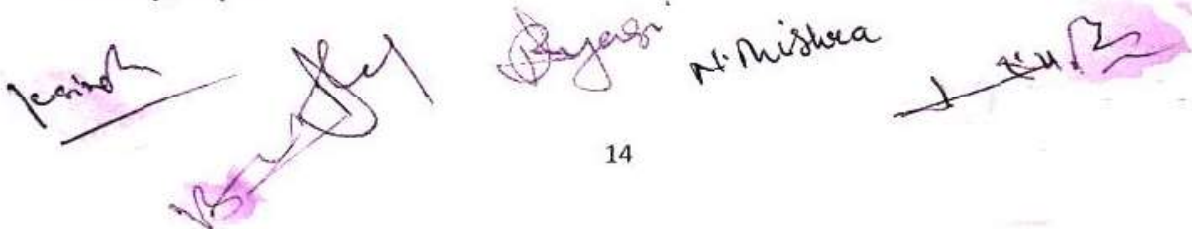
- Universalization of Elementary Education, RTE Act, with its **amendment** and implication.
- **Vocationalization** of Education.
- Education of **disadvantaged** groups.
- Life long learning and knowledge society.
- Educated unemployment.
- Environmental Education for a green and clean society, swaksh Bharat Abhiyan.
- Value crisis and role models for students.

Unit – VI - Indian Constitution and Directive Principles

- Preamble of Indian Constitution.
- Articles related to education.
- Directive Principles in Indian constitution.
- Constitutional values related to aims of education.
- Constitutional Amendment-86
- Constitutional provision on human and child right and values role of NCPCR.

Reference :-

- Gupta, S.P., 2002 – ‘Philosophical’ and sociological foundation of education’, Sharda Publication, Allahabad.
- Agarwal, J.C., 2000 – ‘ShikhakeAadhar’, Shipra Publication, Delhi.
- PandeyRamshaki, 1998- ‘ ShikhakeDarshnikevamsamajshastriya’ Aadhar’, R.Lal Publication, Meerut.
- Lal Raman Bihari. - ‘ShikhakeDarshnikevamsamajshastriyaAadhar’, Vinod Publication, Agra.
- Nayar, P.R. Dave, P.N. Arora, K 1983 – ‘The Teacher and Education in emerging Indian Society, NCERT, New Delhi.
- Mohan J, 1994- ‘Indian Education in the emerging society’, Sterling Publishers Pvt. Ltd. New Delhi
- Agnihotri. R., 1994 – ‘AdhunikBhartiyaShakshaAamasyayeaurasamadhan’, Hindi Granth Academy, Jaipur



COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR

SEMESTER – I

COURSE B.ED. 102 – CHILD DEVELOPMENT EDUCATION

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 100

Theory Marks : 80

Internal Assessment : 20

Objectives :-

- To understand the importance of childhood.
- To understand the different stages of growth and development.
- To understand the strategies of in related to child development.
- To understand issue of marginalization among children.

Unit - I – Concept of Child Development

- Meaning, nature, aims, characteristics scope and importance of Child Development.
- Different stages of Child Development : Infant, Childhood, Adolescent, Adult (Physical, mental, emotional, social, language etc.
- Theories of child development (Jean Piaget, Kohlberg, Bandura).
- Individual difference.

Unit - II – Social and Economical Impact on Child Development

- Impact of urbanization and ecomic condition on adolescent.
- Meanig of marginalization, issues of marginalization of difference and diversity.
- Meaning and characteristics of stereotyping.
- Impact of stereotyping on emotional and behavioural development.

Unit – III – Factor Affecting of Child Development

- Heredity : Meaning, Concept, Principles, Evidence of Heredity.
- Environment : Meaning, Concept, Principles, Evidence of Environment.
- Types of Environment : Physical, Social – Family, School, Community (Neighbourhood) and their role in Child development.
- Importance of Heredity and Environment.

Unit – IV- Technique strategies / Pedagogy of Teaching for enhancing

- Meaning, Characteristics components of teaching strategies.
- Types of teaching Method :
 - Child Centered Method – Play way method (Kindergarten, Heuristics, Dramatic, Montessori, Dalton, Stories) Project, Assignment, Discussion, learning by doing.
 - Teacher Centered Method – Lecture, Demonstration, Lecture cum Demonstration.

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Unit – V –Teaching Theory

- Meaning, Components, Characteristics of Teaching theory.
- Principles of Teaching theory.
- Merits and Demerits of Teaching theory.
- Educational implication of Teaching theory.

Unit – VI –Learning, Motivation, Intelligence and Personality

- Meaning nature and theories of learning with its implication (Thorndike, Skinner, and Hull).
- Meaning nature and principal of motivation and its implication.
- Meaning, type theories and principles of intelligence and its implications.
- Meaning concept and type of personality.

Reference :-

- Agarwal, Kanika (1991). Mother Craft and Child Development, Rajeev Publication, Meerut.
- Agrawal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (1st Ed.) Shipra Publications, New Delhi.
- Aswal G.S. (2009). Iled Educational Psychology, Wani Prakashan, Patna.
- Elizabeth B. Harlock (1997) Child Development (vi Ed.). Tata Mcgrow Hilt Publishing Company Limited, Noida.
- Government of India (1986). National Policy on Education, Department of Education, New Delhi.
- Gupta, S.P. and Gupta Alka (2004). Education Psychology, Sharda Pustaak Bhawan, Allahbad.
- Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher.
- Mishra, Bhawna (1999). Education and child Development Mohit Publications, New Delhi
- Kumar R. (2009) : Child Development (VOL I II) APH Publishing Corporation, New Delhi.
- Pandey Ram Shakal (2007). Education Psychology, Surya Publication, Meerut
- Sharma, Kamlesh. Manav Bikas, syar publication, Agra.
- Sharma, Kamlesh. Human development, syar publication. Agra.

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COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR

SEMESTER – I

COURSE B.ED. 103 – LANGUAGE ACROSS CURRICULUM

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50

Theory Marks : 40

Internal Assessment : 10

Objectives :-

- To understand the way in which the curriculum is driven by assessment.
- To critically analyse various samples of textbook
- To identify various dimensions of the curriculum and their relationship with the aims of Education.
- To examine the epistemological basis of education.
- To discuss the basics of modern child centered education.
- To identify relationship between the curriculum framework and syllabus.
- To understand the relationship between power, ideology and the curriculum.
- To help prospective teachers to take decisions about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual underpinnings that inform it,
- To discuss the basis of modern child-centered education
- To understand education in relation to modern values like equity and equality, individual opportunity and social justice and dignity.

Unit –I- Knowledge Generation:-

- Concept, Meaning & nature of knowledge
- Distinction between Data, knowledge, Information and skill Teaching and Training, Knowledge and information, reason and belief.
- Process of Knowledge generation: Local wisdom, Sharing, practice & creation.
- Various structures of society and knowledge and their linkage and relationship.

Unit –II- Concept & Type of Curriculum:-

- Knowledge as the bases of curriculum
- Curriculum: meaning, concept, nature and its basis.
- Type of curriculum
- Syllabus, curriculum & co-curriculum

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Unit III-Features of curriculum framework-

- The salient features of national curriculum framework 2005 and NCFTE 2010 Analyse of these documents with respect to various aspects of foundations, concerns and the changes made with important considerations.
- Nuffield, BACS, PSCS, NSES with respect to their priorities, concerns and goals towards school education.

Unit –IV- National issues:-

- Meaning & Concept of nationalism, universalism and secularism and their interrelationship with Education (With Special reference to Tagore (2003) and Krishnamurti (1992))

Unit – V- Text book and curriculum:-

- Text book – Criteria of selection, and critical analysis of Text Book, Children's literature and teacher's handbooks Method of Evaluation. Understanding the relationship between curriculum, syllabus and textbook; Selection of materials; Development of activities and tasks; Connecting learning to the world outside; Moving away from rote-learning to constructivism; Teacher as a researcher.

Unit – VI- Modernity, Post Modernity & Knowledge in Curriculum:-

- Meaning & Concept of knowledge in modernity
- Meaning & Concept of knowledge in Post-modernity
- Knowledge process through curriculum transaction.

Reference :-

- Schilvest, W.H. (2012), Curriculum: prospective paradigm and possibility. M.C MLIAN publication.
- Hirst, Paul, H. Knowledge and the curriculum. Routledge publication.
- Letha ram mohan (2009). Curriculum instrchon and evaluation. Agerwal publication, Agra.
- Scolt, dand (2003). Curriculum studies: curriculum knowledge. Routledge falmes, m.y.
- Kelly, AV. (2009). The curriculum: theory and practice sage publication Singapore.
- श्रीवास्तव, एच.एस.एवं चतुर्वेदी, एम. जी (2010). पाठ्यचर्या और शिक्षण विधियाँ, शिक्षा प्रकाशन, जेयपुर
- यादव, विद्याराम, पाठ्यक्रम विकास अग्रवाल प्रकाशन. 2011
- Shulman L. S. (1986) those who understand: knowledge growth in teaching. educational researcher, 4-14

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Sinha, S. (2000) Acquiring literacy in schools, seminar, 38-42

COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR

SEMESTER – I

COURSE B.ED. 104 – UNDERSTANDING DISCIPLINES AND SUBJECTS

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50
Theory Marks : 40
Internal Assessment : 10

Objective :-

- To provide basis knowledge of various disciplines and subjects in the school curriculum.
- To understand the nature of different subjects curriculum and their paradigm shift with their historical perspectives in school education.
- To know the content and theory and process of framing the syllabus of school subject.
- Historical grass root of primary science and its development in the late 19th century.
- To find out the challenge of school curriculum to designed as a discipline oriented from learner orientated.

Unit – I : Knowledge of Discipline

- Meaning, Nature and types of discipline at school level.
- Scope of discipline.
- Objective and general theories of discipline.

Unit – II : Historical aspects of Discipline.

- Historical aspect of different discipline to be change in content form : Science, So. Science, Language.
- Critical justification of different disciplines at school level (on the basis of philosophical, psychological and child)

Unit – III: Modern aspects of Discipline.

- Find out modern aspects of discipline in basis of future needs and social ethics.
- Critical justify and why to implement that aspect to implement curriculum at school level (Vocational needs, social needs, Educational needs and future needs)

Unit – IV : Framing of Disciplines

- Theory of content : need theory, hygiene theory and Maslow's theory.
- Paradigm of framing disciplines at school level.

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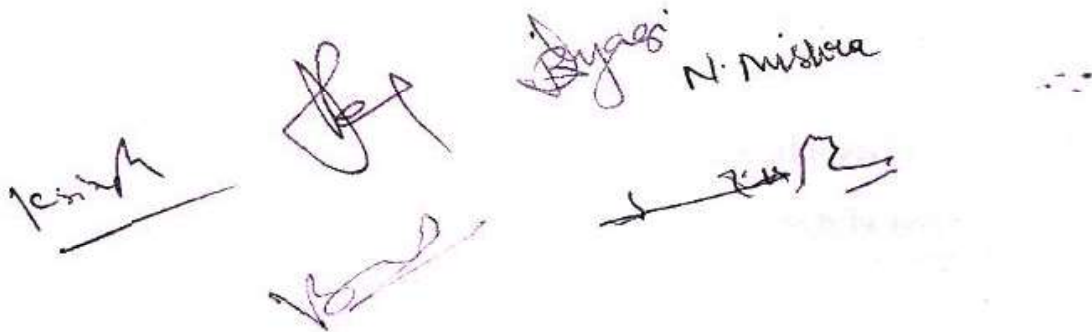
- Challenges of discipline in school curriculum.

Unit – V: Recommendation of Discipline

- Recommendation of Discipline by Kothari curriculum Mudaliar commission.
- Recommendation by National Education Policy.
- Recommendation by different NGO. & local bodies as like – SCERT, NCERT, CAGE and Board.

References :-

- Zastoupil, L & Moir M. (1999) the great Indian education debate: Documents relating to orientalist anglicis controversy, 1781-1843, Psychology press.
- UNESCHO,(2009) Policy guidelines on inclusion in education UNESCO
- Plato(2009 Reason and Persuasion Three dialogues (Chapter) in J.Holbo (Ed) meno: reason, Persuasion and Virtue. Person.
- Goodson, I.F & Marsh, C.J. (2005), Studying School Subjects : A guide Roulledge.
- Ghosh, S.C. (2007) History of education in India Rawat Publications.

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STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

FIRST YEAR

SEMESTER – I

COURSE B.ED.– PRACTICAL - EPC-1- READING AND REFLECTING ON TEXTS

Contact Hours : 6 periods/week (50 Min. each)

Max. Marks : 50

External Marks : 40

Internal Assessment : 10

This course will serve as a foundation to enable B.Ed students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purpose of reading.

Objectives :-

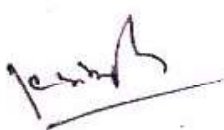
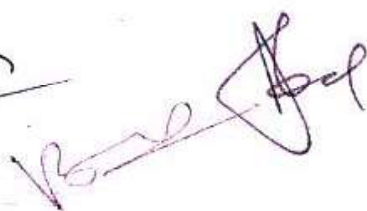
- Students will also develop metacognitive awareness to become conscious of their own thinking processes and they grapple with diverse texts.
- This course will enable student teacher to enhance their capacities as readers and writers by becoming participants in the process of reading.
- To engage students with the readings interactively – individually and in small groups.
- To provide opportunities to write with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of other's ideas.
- Course Content:

Activities- I : - Reading of Texts

- Teacher Educator will give a topic (related to empirical, conceptual and historical work, policy documents) for reading, after intensive reading in group or individual pupil teacher will discuss their view on the given topic of reading.
- Teacher educator will examine/observe the grappling with diverse texts of the student and remedial suggestions will be given.

Activities II : - Skill and Strategies

- Teacher Educator will demonstrate essential skill (model reading, drill, pronunciation, silent reading etc) of reading & written work.
- Narrative texts, expository texts from diverse sources, autobiographical narratives, field notes, and ethno graphics could also include addressing different types of reading skills and strategies.
- Teacher Educator will set goals for learning, monitoring, comprehension and self reflection.

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Activities III: - Reading assignment

- Student could read empirical, conceptual and historical work, policy documents, and studies about schools, teaching and learning and about different people's experiences for discussion or creative writing.
- Submit reading reflection after completing reading assignment and before coming to class. In each reflection students should summarize the important concept of the reading and describe what was interesting, surprising or confusing to them.

Activities IV: - Observation & Discussion

- Pupil teachers will observe the activities of peer group also.
- Teacher educator will motivate pupil teachers to thinking about and regulating one's own thinking in the learning process.
- Critically analyse activities of own and group during reading, discussion and writing.

Activities V: - Evaluation & Reflection

- Reflective journal will be developed by pupil teacher for trapping experience, observation and views of participant (with the help of teacher educators)
- Teacher Educator will critically analyse entire activities on the basis of reflective journal.

Note: - Pupil Teacher will draft a report on entire activities.

Reference :-

- Reflecting on Literacy in Education. Peter Hannon. Routledge Publication
- Reflective Practice: Writing and Professional Development. Gillie Bolton. Sage Publication
- Write to be Read Teacher's Manual: Reading, Reflection, and Writing. William R. Smalzer. Cambridge University Press.
- Literacy and Learning: Reflections on Writing, Reading, and Society. Deborah Brandt. Wiley Publishers
- Fostering Reflection and Providing Feedback: Helping Others Learn from. By Jane Westberg PhD, Hilliard Jason MD, EdD. Springer Publication
- Research and Reflection: Teachers Take Action for Literacy Development. Andrea Izzo. Information age Publication.
- Reading to Learn in the Content Areas. Judy Richardson, Raymond Morgan, Charlene Fleener. Cinage Learning

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