

**GOVERNMENT COLLEGE OF EDUCATION, BULDHANA (310)**

**Value-added courses offered during the year 2021 - 2022**

B. Ed. –

**1) EPC-105: Reading and Reflecting On Texts**

Credits: 2

Hours: (60 Internal)

Marks: 50

**About the Course:**

This course will serve as a foundation to enable B.Ed. students to read and respond variety of texts in different ways and also learn to think together, depending on the text and the purposes of reading. The course will enable prospective teachers to reflect on selected readings through identification of its purpose, addressing its relevance for self, society, nation and globe at large. The learners would also come out with their concrete reflections of texts in different forms like annotations, critical appreciation, poster, collage, oral presentation, debate, panel discussion, charts, reflective writing etc.

**Course Objectives-**

- To develop the ability of making meaning from the selected text(s)
- To encourage thoughtful and balanced assessment of readings and form opinions about ideas presented in the text.
- To develop understanding of the texts by making connections between self-observations, experiences, and opinions and critically reflecting through thoughtful and persistent inquiry.
- To Enabling learners to demonstrate understanding, arising out of interrogation of own assumptions and knowledge to deepen text analysis and focusing assessment of the text.
- To offer an opportunity to recognize – and perhaps break down – learners assumptions which may be challenged by the text(s).
- To develop the ability of reflective writings in different forms.

**Course Outline:**

- Students will be asked to visit library and select text (any one) of following nature like:
- Biographies/autobiographies of great personalities of different fields
- A literary creation (novel/drama/poem/essay etc.) of national and international repute
- Renowned books on sociological, philosophical, psychological issues and on current sociopolitical scenario of education

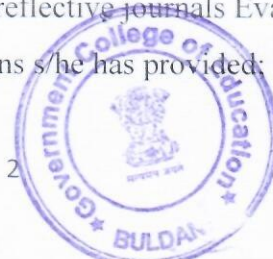


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- Self-authored books of renowned social, educational and political thinkers
- Based on their readings students will be asked to:

**Assess the Text(s):** →What is the main point? How is it developed? Identify the purpose, impact and/or theoretical framework of the text. →What ideas stood out to me? Why? Were they new or in opposition to existing scholarship?

- How the text related understanding of my life, my society and context?
  - How it broadened my thinking and expanded my mental horizons? Students will be asked to Select text (any one) of contemporary society of different forms like: → Collection of newspaper cuttings focusing selected social, educational, political and economic issues → Collection of articles from any renowned periodical (Outlook/India Today/Economic and Political Weekly/Business Today/Journals of Education/Organiser – weekly etc.) focusing selected social, educational, political and economical issues → Watching CNN, BBC documentaries on issues of current and historical socio-political scenario and develop a text based on its presentation
  - Based on their readings students will be asked to: Make Connections:
  - How does this text help me to better understand this topic or explore this field of study/discipline?
  - How does this text reinforce my existing ideas or assumptions? How does this text challenge my existing ideas or assumptions?
  - How is/was the social, educational, political and economical scenario making its critical analysis. Read, reflect and think critically about the text you selected:
  - Write a personal response that shows you have spent time reading and reflecting.
  - Summarise the main ideas in a single short paragraph. Ask yourself 'What is the meaning for me?'
  - Identify aspects you agree and disagree with. Explain why.
  - Find literature that critiques the text. Explain how. Students will be performing the tasks mentioned above by giving different reflections in forms of:
  - Making an oral presentation • Organising a debate, discussion based on their reading • Preparation of a poster • Making a collage • Displaying appropriate texts/graphic on bulletin board • Addressing morning assembly during their internship in schools • Making a power point presentation on selected topic • Submission of written articles/assignments • Writing maintaining reflective journals
- Evaluation: Students will be evaluated based on the concrete reflections s/he has provided; proper record file of

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their reflections will be submitted which will be the criteria of their evaluation.

Reflections of different forms will be stressed and it will not merely be limited to submission of written assignment.

Suggested Readings: The list of books here are only exemplars, students may explore and read the text of their choice possessing reasonable literary worth. • Abraham Lincoln's Letter To His Son's Teacher... • Carnegie, D. - How to Win Friends and Influence People. • Chakravarty, Uma (2007). Pandita Ramabai- A life and a time. Critical quest: New Delhi • Coelho, Paulo - The alchemist • Cultural Heritage – Dr. S. Radhakrishnan • Ilaiah, K. (2012). Why I am not a Hindu – A shudra critique of hindutva philosophy, culture and political economy. Samy. Kolkata • My experiments with the truth – Autobiography of Mahatma Gandhi • Novels of MunshiPremchand • Periodicals Like – Outlook, India Today, Economic and Political Weekly, Business Today, Journals of Education, Organiser – weekly • RamchandraGuha - India after Gandhi • Skand Gupta – The history of Banaras Hindu University • The Beautiful Tree: A Personal Journey Into How The World's Poorest People Are Educating Themselves Hardcover – by James Tooley • The Little Prince – Antain de Saint – Exupery • Tolstoy, Leo – The death of Evan Illich • Woolf, V. (1945). A room of ones own. Penguin Books: London

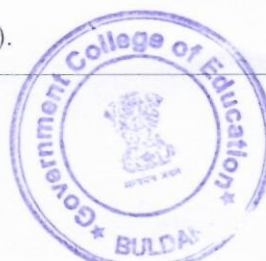
## 2) EPC206: Drama and Art in Education

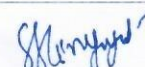
Credits: 2

Hours: (60 Internal)

Marks: 50

**Background:** Transformational education involves reflection, introspection and action, with a deep relationship between the head, heart and hand. The National curricular Framework 2005(NCF) reminds us that the school curriculum must integrate various domains of knowledge, so that the curriculum encompasses all, and is not separated from the co-curricular or extra-curricular. This has significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities. Learning is enhanced through drama in education (John, Yogin and Chawla 2007) which helps learners to extend their awareness through multiple perspectives to look at reality through fantasy and to predict everyday situations in order to cope with unpredictable unsettling experiences. The course on drama and art in education also helps in understanding the self and as a form of self expression for enhancing creativity. The components of fine art aim to develop aesthetic sensibilities in students-teachers and learn the use of art in teaching learning. (Prasad,1998).



  
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**Course Objectives**--The students will be..... oriented towards basic concept of Music, Drama, Fine Arts, Dance and other literary activities such as Elocution, Debate, Quiz etc.

- Develop understanding of local art forms, Music, Plays.
- Develop ability to organize various programs of music, drama and other literary activities like Quiz, Essay Writing, and Debate.
- Enhance the aesthetic sense by means of these activities.
- Appreciate performance done by others and give proper feedback.
- Understand the need of Music, Drama and other creative, co-scholastic activities in individual and social life.

**Orientation Sessions:**

Unit-I: • Introduction: Meaning, Objectives and Significance of Music, Drama and other Creative, Co-scholastic Activities for an Individual. • Importance of Music in Life, Types and Styles of Indian Music. • Voice training, ear-training, correct posture of singing. • Role of Drama as a form of self-expression.

Unit-II: • Introduction of Fine Arts, Its Types. • Introduction of Dance (Indian Classical and Folk). • Identifying interests of students through auditions, Dance-Step test and acting ability test.

Unit-III: • Introduction of Literary Activities • Its types & styles Activities 1. Musical Activities: • Solo singing (Indian & western) • Group singing (Indian & western) 2. Fine Arts: • Sketching • On the spot painting • Photography • Rangoli • Mehendi • Poster making 3. Dance: • Solo Dance (Indian dance forms) \*Group Dance (folk and tribal dances) • Creative Dance \* Choreography 4. Literary Activities:(Marathi/Hindi/ English and Sanskrit) • Essay writing \*Poetry \*Elocution \*Debate \*Quiz 5. Theatre: • One Act Play • Expressions • Mime • Mimicry • Skit Note: Students are expected to choose two from the above mentioned 5 groups of activities.

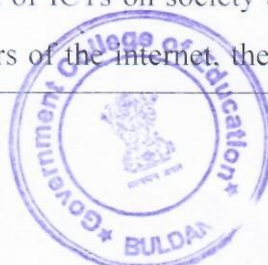
**3) EPC 304: Critical Understanding of ICT**

Credits: 2

Hours: (60 Internal)

Marks: 50

**Course Objectives** - Student teacher will be able to: • Develop an understanding of the concept of ICT and its components. • Use ICT in the classrooms in line with educational aims and principles • explore ICTs along three broad strands; teaching- learning, administrative and academic support systems thereby integrate technology tools for teaching learning, material development, developing collaborative networks for sharing and learning. • Understand the evolution and impact of ICTs on society and in the education system. • Understand the advantages and dangers of the internet, the new 'virtual world'.

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• Access available resources, review resources created by peers, collaborate to create their own digital teaching-learning resources.

Unit-I: Introduction uses of ICT in Education • ICT and its components. • Types of ICTs commonly used in education. • Using radio and TV broadcasting in education. • Teleconferencing and its educational uses. • Smart classes. • Using ICTs to help expand access to education. • Using ICTs to help improve the quality of education. • Using ICTs to help transform the learning environment into one that is learner-centred. • Influence of ICT in shaping and enhancing learning • Using computers and the Internet for teaching and learning. • E-learning and blended learning. • Using computers and the Internet in distance education: open and distance learning.

Unit-II: Education and ICT in the Indian Context • Viability of ICT-enhanced learning. • Equity of access and cost issues related to ICTs enhanced educational projects. • Key Challenges in Integrating ICTs in Education • Implications of ICT-enhanced education for educational policy and planning. • RMSA: ICT Initiatives and policies • National Mission through Education of ICT: Mission document • Infrastructure-related challenges in ICT-enhanced education. • Challenges with respect to capacity-building in ICT-enhanced education.

Unit-III: ICT in Administration, Examination, Evaluation • Overview of Application Software • Overview of Online provisions: admission learning and evaluation: hardware and software requirements • Advantages over conventional system. ICT practice in the laboratory Session

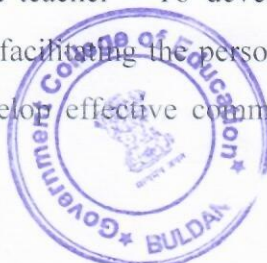
#### 4) EPC - 404: Understanding of Self

Credits: 2

Marks: 50

**The aim of this course** is to develop understanding of student teacher about the development of the self as a person and as a teacher through continuous reflection. The course will enable the student teacher to develop a holistic and integrated understanding of one self and her/his personality. Personality development workshop should be conducted and following aspects can be included :-


**Course Objectives-** • To develop understanding of student-teachers about themselves – the development of the self as a person and as a teacher • To develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth • To develop social relational sensitivity and • To develop effective communication skills.



including the ability to listen and observe • To develop a holistic and integrated understanding of the human being and personality • To build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths • Inculcation of Self Reflection

**COURSE OUTLINE:** • Developing a concept of 'self' • Understanding oneself as others see them • Understanding one's emotions: o Happiness o Anger o Disgust • Earning to exercise self control and self restraint • Inculcating strategies for tolerance and handling uncouth behaviour and condescending attitudes of people around us. • Understanding One's strengths and Weaknesses • Understanding one's Values and Priorities • Analysing oneself, accepting oneself as one is. • Being Wise, Being fair, Being sensitive, and Overcoming peer pressure. Workshop sessions: Session Theme 1 Ice breakers and Introductions of members.



  
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**M. Ed.**

**1) PC-105 COMMUNICATION SKILLS**

Credits: 02

Hours: 68

Maximum Internal Marks: 50

**Objectives:** To develop the communication skills in students. Procedure: A short workshop is intended to enhance the ability of the graduates to listen, converse, speak, present, explain and exposit ideas in groups and before an audience— as this is one of the essential expectations from all professionals in education. The workshops should also involve training in ICT and educational technology. Take Two day workshop on communication skill development.

**In workshop:** • To help students to understand the conceptual information about communication skills. (Concept, Types) • Arrange activities for students to develop the communication skills. • Motivate students to complete project on communication skills. • Focus on the speaking communication skills (English, Marathi and Hindi). • Also focus on student teacher communication skill. • PowerPoint Presentation (PPT) is compulsory to present the information in workshop for Professors.

**2) PC-106 EXPOSITORY AND ACADEMIC WRITING**

Credits: 02

Hours: 68

Maximum Internal Marks: 50

**Objectives:**

- To develop the expository and academic writing skill in students.
- To help students to understand the conceptual information about expository and academic writing skills (concept, types with examples).

**Procedure :** This type of writing can include essays, newspaper and magazine articles, instruction manuals, textbooks, encyclopaedia articles, and other forms of writing, so long as they seek to explain. Students are supposed to write an expository writing with power point presentation. In workshop:

- Motivate students to complete project on expository writing skill.
- Focus on the story writing, theme writing, self-experiences writing, report writing based on visits, writing about disasters, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various science, mathematics, history, geography, literature/language pieces) etc.



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### 3) PC-308 YOGA EDUCATION

Credits: 02

Hours: 68

(Internal Theory: 30 Marks)

Unit 1: Introduction to Yoga and Personality development. a. Yogic concepts of personality b. Dimensions of integrated personality c. Yoga for integrated personality development  
Unit 2: Introduction to Yogic Texts a. Concept of Stress b. Stress - a yogic perspective c. Yoga as a way of life to cope with stress d. Yogic practices for stress management e. Cyclic meditation for stress management  
Unit 3: Yoga and Health a. Concept and nature of self-development b. The concept of Values and value education c. Spirituality and its role in human self-development-yaman and niyamas d. Helping children develop values e. Yoga and human excellence

### 4) PC-414 SELF DEVELOPMENT

Credits: 02

Hours: 68

Maximum Internal Marks: 50

**Objectives:** To motivate students for self-development. Procedure: Arrange two day workshop on Self Development. In workshop:

- To help students to understand the conceptual information about Self Development. (Concept, Components, Types with examples)
- Arrange activities for Self Development of students.
- Motivate students to complete a project on Self Development.
- Focus on the Inclusive Education, Life Skills, Interview preparation and Yoga skills etc.



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