

छिंदवाडा विश्वविद्यालय, छिंदवाडा (म.प्र.)

CHHINDWARA UNIVERSITY, (M.P)



Syllabus

B.Ed.

Two – Year (Four Semester)

Approved by Board of Studies in Education

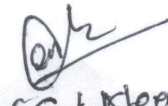
Faculty of Education

2019


(Dr. L.K. Chaudhary)


(Dr. Ragini Singh) 11/12/2020


(Dr. Neelima Bagde)

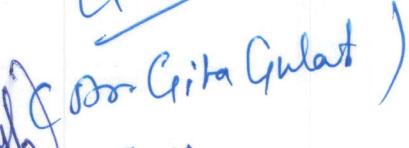

(Smt. Meenaxi Gaur)


(Dr. D.S. Bisen)


(Dr. Himani Upadhyay) 11/02/20


G. Gulati


(Dr. Rashmi Singh)


(Dr. Gita Gulati)


(Dr. Nayankala Das)

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ORDINANCE

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Two – Year (Four Semester)

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Education

Faculty of Education

2019


Dr. Neelima Bagde

(Dr. L. K. Chaudhary)


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CHHINDWARA UNIVERSITY

Syllabus & Course Structure For

BACHELOR OF EDUCATION (B.Ed.)

COURSE STRUCTURE:

B.Ed. Course Scheme of Examination – Semester Scheme

Semester – I

Course/Paper	Hours per week	Total marks	Internal (Formative)	External (Summative)
Group A: Core Course				
CC 1: Childhood & Growing Up	6	100	25	75
CC 2. Education in India- Status, Problems and Issues	6	100	25	75
CC 3. Curriculum Development & School	6	100	25	75
CC 4. Language across the curriculum – Part I	4	50	15	35
EPC 1 Reading and Reflecting on Texts	2	50	20	30
Total		400	110	290

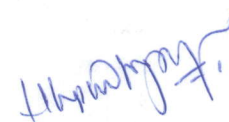
Note: Assignments & Tasks for Courses 1,2,3,4


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Second Semester

Course/Paper	Hours per week	Total marks	Internal (Formative)	External (Summative)
Group B: Core Course				
CC 1: Learning & Teaching	6	100	25	75
2. PC (I) Pedagogy of a School Subject – Part 1 (Subject: 1 Science–Biology /Maths/Social Sciences (SS)/Language–Hindi/English/Urdu/Sanskrit/other Region-specific lang.)	6	100	25	75
3. PC (II) Pedagogy of a School (Part II): Subject Knowledge and the Related Pedagogic Dimensions (Subject: 1 Science–Chemistry /Physics ‘ Humanities Group–History/ Civics/ Geography/Economics/ Commerce)	6	100	25	75
4. Language across the curriculum- Part -2	4	50	15	35
EPC 2 Drama & Art in Education	2	50	20	30
Total		400	110	290

Note: 1. Assignments & Tasks for Courses 1,2,3,4

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Third Semester

Course/Paper	Hours per week	Total marks	Internal (Formative)	External (Summative)
Group A: Core Course				
CC 1: Pedagogy of a School Subject (Part I & II):		50	15	35
2. School Internship		350	150	200
3. EPC 3- Educational Psychology Practical		50	10	40
Total		450	175	275

Note: 1. Twenty Weeks (Four Weeks) Practice Teaching & (Sixteen Weeks) Internship school

INTERNSHIP IN TEACHING

The activities and the allotment of marks for internship in teaching in each method of teaching school subjects are as following

Sl.No.	Particulars	Sem. III Marks
1	Micro Teaching under Simulated conditions (Eight Skills)	(16*3) = 48
2	Lesson Planning(practice Teaching)	100
3	Execution of the lesson in the actual class room Situation& School Work	100
4	Unit Plan	40
5	Unit Test Administration Evaluation and interpretation	40
6	Resource unit/instructional kit/workbook/working models.	12
7	Observation records	10
	Total	350

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Fourth Semester

Course/Paper	Hours per week	Total marks	Internal (Formative)	External (Summative)
Group B: Core Course				
CC 1: Gender, School & Society	6	100	25	75
2. Educational Technology & ICT	6	100	25	75
3. Creating an Inclusive School	6	100	25	75
4. Optional Course: (Any One of the Subject mentioned below)	6	100	25	75
a. Value Education				
b. Futurology in Education				
c. Health and Physical Education				
d. Guidance and Counseling in School				
e. Environmental Education				
f. Action Research				
EPC 4 : Understanding the Self	2	50	20	30
EPC 5 : Understanding the ICT	2	50	20	
Total		500	140	360

Note: Assignments & Tasks for Courses 1,2,3,4

III. Examination:

Eligibility to take the Examination

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Eligibility to take the Examination

- a. A candidate shall appear at the final examination if he/she satisfactorily completes, besides fulfilling all other conditions under regulation of this syllabus.

Guidelines for Internal Assessment:

- 1 The college shall submit to the University all the internal assessment marks pertaining to theory and practicum as detailed in above to the University a week before the commencement of the theory examination along with CD in the format supplied by the University.
- 2 The Registrar (Evaluation) shall arrange for scrutiny of internal marks by constituting a committee of 2-3 members. The committee shall ascertain IA marks in the light of guidelines. The Registrar (Evaluation) shall call for all the IA related records of any Affiliated College without any prior intimation or the screening committee may visit any B.Ed college at any time during the office hours without any intimation; and during such surprise visit, the screening committee shall verify the IA records.
- 3 The individual colleges shall also submit the required descriptive statistics i.e., Frequency distribution, Mean, for (i) Total Internal Assessment (ii) Individual papers and (iii) Internship in Teaching as directed by the Registrar (Evaluation).
- 4 The Principal of the college shall submit a fair copy of the moderated consolidated marks lists incorporating the directions of the Registrar (Evaluation).
- 5 In the instance of any malpractice coming to the knowledge of the Registrar (Evaluation) the matter will be seriously viewed by the University for appropriate action.
- 6 The decision of the University shall be final.

Scheme of Examination:

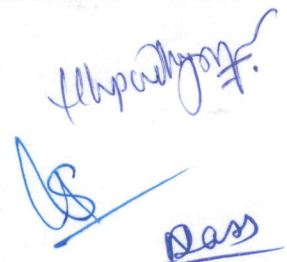
- 1 There shall be a University Examination at the end of each semester.
- 2 Scheme of studies and examination of the B.Ed. Course (vide Annexure I)
- 3 The External and internal assessment for each Theory and MOT paper shall be 75 and 25 marks respectively.


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Theory Examination – Question Paper Pattern

Pattern of all Question Papers for B.Ed. papers (duration of examination-3 hrs)

Section	No. of questions to be answered	Marks per question	Total marks	Nature of objectives to be covered
A	11 Questions out of 14 questions to be answered	5	55	Knowledge / Understanding / Comprehension type questions. Each should answered in not more than one Page (100-150) Words).
B	2 Questions out of 4 question to be answered	10	20	Application, Analysis, Synthesis, Evaluation type questions Each should be answered in about 2 to 3 pages (400-500 Words)
		Total	75	

Note : 1. All units in a given subject/paper should be adequately represented in the question paper. 2. Due weightage in terms of marks should be given to each unit.

Internal Assessment:

A. The Internal Assessment marks of the theory papers are as follows.

Particulars	Marks
1. Attendance	5 Marks
2. 1 st Test	5 Marks
3. 2 nd Test	5 Marks
4. Assignment	10 Marks
Total	25 Marks

Attendance Marks Split-up

Attendance (in percentage)	90 and above	Above 80 to 90	Above 75 to 80	70 and below
Marks	5	4	3	No Marks

Community Orientation	Grades
a. SUPW	
b. PE/Games	

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C. Citizenship Training Camp (CTC)

Grades (A= Excellent, B=Good, C= Average)

SYLLABUS

Bachelor of Education (B.Ed.) Course

Compulsory Paper

Semester – I

CC 1: Childhood & Growing Up

Objectives: •

- To develop an understanding of different aspects of a child's physical, motor, social and emotional development.
- To understand the developmental process of children with diverse abilities in social, cultural and political context.
- To build sensitivity towards children's developmental needs and capabilities, within their socio-cultural context.
- To develop a sensitive and critical understanding of the different social/educational/cultural/political realities at the core of the exploration into childhood.
- To build an interdisciplinary frame work to interpret, analyse observations and interactions from cross culture psychology.
- To develop critical deconstruction of significant events that media highlights and creates during childhood
- To provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children.
- To develop the power to interpret how gender caste and social class may impact the lived experience of children.

CONTENT

Unit 1: Perspectives in Development

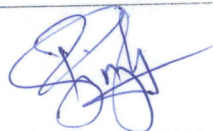
- Concept , Meaning ,Scope and Function and Educational Psychology
- Introduction to development: concept and introduction to perspectives in development, humanistic psychology and developmental theory
- Enduring themes in the study of development: development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous/discontinuous? ; Socio-cultural contexts influencing development


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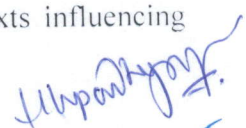

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- Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget
- Method: Longitudinal, Cross Sectional, Sequential, Cohort methods: Biographical, Case study and Observational method.

Unit 2: Stages of Human Development

- Child as a developing individual; a psycho-social entity; stages of development
- Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language; their interrelationships
- Developmental tasks of childhood and adolescence and their implications
- Factors influencing development such as heredity & environment, media, nutrition, child-rearing practices, siblings and peers
- Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context-Living in an urban Slum, Growing girl, and Growing up in dalit household

Unit 3: Social and Emotional Development

- Basic understanding of emotions, how differential gender socialization occurs • Personality development: Freud; psycho-social development-Erikson; influence of early childhood experiences on later personality.
- Social theories and gender development: meaning of gender roles; influences on gender roles, stereotypes, gender in the playground.
- Development of emotions: functions of emotions, attachment-Bowlby.

Unit 4: Contexts of Socialization

- Concept of socialization: family and child relationships; parenting, child rearing practices
- Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner
- Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.
- Social, economic and cultural differences in socialization: implications for inclusion.

Essential Readings

- Cole, M., Cole, S. R. and Lightfoot, C. (2004). The Development of Children. New York: Worth Publishers. Chapter 1: The study of Human Development.

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- Newman, B. M. and Newman, P.H. (2007). Theories of Human Development. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
- Papalia, D. E. and Olds, S. W. (2003). Human Development. New York: McGraw Hill Higher Education. Chapter 1: The Study of Human Development, Chapter 2: Theory and Research, Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.
- Saraswathi, T.S. (Ed.) (1999). Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage publications. Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites.
- Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. Contemporary Education Dialogue, Vol. 2(1), 5-29. 6. Mukunda, K. V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins. Chapter 4: Child Development, 79-96.
- Readings for Discussion 1. Aries, P. (1965). Centuries of Childhood-A social history of the family life. Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood. 2. Harris, M. and Butterworth, G. (2002). Developmental Psychology: a student's handbook. New York: Taylor & Francis. Chapter 1: A Brief History of Developmental Psychology.

Advanced readings

- Kakkar, S. (1978). Indian Childhood: Cultural Ideas, And Social Reality. New Delhi: Oxford.
- Nambissan, G. (2010). Exclusion and Discrimination in Schools: Experiences of Dalit Children; Working paper series Volume 01, Number 01, Indian Institute of Dalit Studies and UNICEF.
- Kakkar S. (1991). The Inner World: A Psycho-analytic study of childhood and society in India. Delhi: Oxford University Press.
- Sandra, L. Bem (1987). Gender Schema Theory and its Implications for Child Development: raising gender a schematic children in a gender schematic society, in M.R. Walsh, (ed). The Psychology of Women. Harvard University Press Cambridge, 206-226.
- Weiner, M. (1991). The State and the Child in India: Child Labour and Education Policy in Comparative Perspective. Princeton: Princeton University Press.


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CC 2. Education in India- Status, Problems and Issues

Objectives:

- To develop perception of the role and functions of a teacher as envisaged in the NPE 1986 and to familiarize the Student Teacher with the different projects and schemes at Secondary level in M.P.
- To develop an understanding of the brief historical background of Indian Education with special reference to Secondary Education.
- To develop an understanding of the objectives and scope of Secondary Education.
- To develop an awareness of the professional ethics.

CONTENT

UNIT 1: Concept of Education –

- Indian and Western. Aims of Education; Functions of Education.
- Education as an instrument of Social Control, Social Change,
- Preservation of Cultural Heritage and Values.
- School and the society, Culture and Education, School as a Social System. Agencies of Education – Informal, Formal and Non-formal .

UNIT 2: Salient Features of Ancient Indian Education –

- Vedic, Buddhist, Islamic
- Tradition in Education.
- Major landmarks of British System of Education in Colonial India particularly from the viewpoint of Aims, Structure, Curricula and Methods of Education.
- Efforts towards evolving a national system of Education.

Unit -3: Secondary Education

- General Aims and Objectives of Secondary Education and Structure., Education during Post Independence Period. Constitutional provisions for education, Secondary Education commission 1952-53, Education Commission 1964-66, New Education Policy 1986 with Programme of Action 1992,
- Different streams of Secondary Education 1) C.B.S.E. 2) I.C.S.E. and 3) KSEEB with respect to curriculum.4) Examination System etc.,
- Secondary School Teacher – Qualifications, Competences, Job Profile. Professional Code of Ethical conduct.

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- Role of Secondary school teacher in Emerging India.

Unit - 4: Teacher Education and Secondary School Curriculum

- Status, Aims and Objectives of Teacher Education in India.
 - Role and Responsibilities of NCTE NCERT, DSERT, CTE, IASE
 - Professional organisation in the field of Teacher education
 - Rastriya Madhyamika Shikshana Abiyana (RMSA), NCF-2005
 - Programmes for enhancing efficiency and productivity of school teachers- In-service training – orientation and content enrichment programmes.

Assignments: (Any two of the following.)

- Prepare and execute a plan for making at least two children and one adult literate from the community.
- Plan and organize a field trip/excursion to a nearby area of educational important and submit a report.
- Visit to block or district and divisional educational offices and study their educational management pattern and submit the report.
- Prepare one project for institutional planning.
- Critically Study the working of the one of the parent teacher association in any two secondary schools.
- A critical survey of co-curricular activities in secondary schools.

Reference:

- 📖 Anand C. L. *et al.*, (1993) *Teacher and Education in the emerging Indian society* NCERT New Delhi.
- 📖 Coombs Philips H (1985) *The World Crisis in Education*. New York. Oxford University Press, New York
- 📖 Delors, Jacques (1996) *Learning the Treasure within Report to UNESCO of the Internal Commission on Education for Twenty First Century* UNESCO.
- 📖 Dewey I (1952) *Experience in Education*, Collier Macmillan.
- 📖 Dewey S (1956) *Democracy in Education* New York: Macmillan.
- 📖 Gandhi M. K. (1956) *Basic Education*, Ahmedabad Nalijiban.
- 📖 Government of India (1952) *Report of the Secondary Education Commission*, New Delhi:- Ministry of Education.
- 📖 Government of India (1966) *Report of Education Commission* Ministry of Education, New Delhi.
- 📖 Government of India MHRD (1986) (Revised 1992) *National Policy of Education*. New Delhi.

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- 📖 Government of India (1992) *Report of Core Group on Value Orientation of Education Planning Commission*.
- 📖 Kneller G. F. (1978) *Foundation of Education*. New York: Johri Willy and Sons.
- 📖 Kneller George (1978) *Introduction to Philosophy of Education*, New York: John Willey and Sons INC.
- 📖 Mani R S. (1964) *Educational Ideas and Ideals of Gandhi and Tagore*, New Book Society, New Delhi.
- 📖 Mathur S.S. (1988) *A Sociological Approach to Indian Education*, Agra. Vindo Prakashan.
- 📖 Mookherjee K.K. (1972) *Some Great Educators of the World*. Fas Gupta & Ce Put Ltd. Calcutta.
- 📖 Mukherjee S. N. (1966) *History of Education in India*, Baroda. Acharya Book Depot.
- 📖 Naik J. P. and Syed N (1974) *A Student's History of Education in India*, New Delhi. Macmillan Co.
- 📖 Naik J. P. (1975) *Equality, Quality & Quantity: The Elusive Tringle of Indian Education* Bombay : Allied Publishers.
- 📖 NCTE (1988) *Gandhi on Education* , New Delhi
- 📖 Salamaliha(1979) *Education in Social Context*. New Delhi. NCERT.

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CC 3. Curriculum Development & School

OBJECTIVES:

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- To acquaint students with the nature and types of curriculum.
- To acquaint students with the context of curriculum development and some Innovative Curriculum Models.
- To familiarize students with Designing of Curriculum.
- To give practical experience in Evaluating, Designing and Reviewing Curriculum.

CONTENT:

UNIT I:

- Curriculum – Meaning and Nature, types of Curriculum, Syllabus and Text books –their interrelationship. Issues and problems of existing curriculum.

UNIT II:

- Curriculum Construction, Curriculum Development and Curriculum Designing: Concepts and differences. Determinants and motives of Curriculum Development. Different Curriculum Models-open university, Open School, etc.

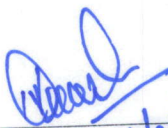
UNIT III:

- Steps of Designing different Curriculum. Selection, Gradation and Organisation of Curriculum. Development and Implementation of Curriculum. Enrichment of Curriculum.

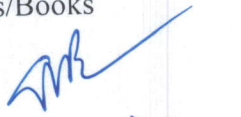
UNIT IV: PRACTICALS

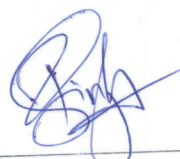
- Evaluation of B.Ed. Curriculum
- Designing a Curriculum in a given condition
- Reviewing of Syllabus/Books

REFERENCES


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- Doll, Ronald C.: Curriculum Improvement – Decision Making and Process. London; Allyn and Bacon, 1996.
- Eccles tone, Kathryn: How to Assess the Vocational Curriculum. London: Kogan Page Ltd. 1996.
- Hendricks, Joanne: Total Learning Developmental Curriculum for the Young Child. New York: Maxwell McMillan International, 1994.
- Hooper, R.: The Curriculum Context, Design and Development. The Chaucer Press Ltd., Great Britain, 1977.
- Kaushik, S.L.: Shikshakram Vikas. Rajasthan Granth Academy. Jaipur, 1977.
- Kelly, A.V.: The Curriculum – Theory and Practices. Harper and Row Publishers, London, 1982.
- Kerr, J.E. (Ed.): Changing the Curriculum. University of London Press Ltd., London, 1970.
- Lawton, D.: Class, Culture and the Curriculum. Routledge and Kegan Paul Ltd., London, 1975.
- Lowy, A. (Ed.): Handbook of Curriculum Evaluation. International Institute for Educational Planning, New York, 1977.
- Lowy, A.: The International Encyclopaedia of Curriculum. New York: Pergamum Press, 1991.
- Mamidi, M.R. and Ravishankar: Curriculum Development and Educational Technology, Sterling Publishers Pvt. Ltd., New Delhi, 1983.
- Nichols, S.H. and Nichols, A.: Developing Curriculum. George Allen and Unwin, Boston, London, 1976.
- Oriosky, D.E. and Smith, B.D.: Curriculum Development – Issues and Insights. Rand McNally College Publishing Company, USA, 1976.
- Prasad, Janardan & Kaushik, V.K. Advanced Curriculum Construction. New Delhi: Kanishka Publishers, 1997.
- Richmond, K.W.: The School Curriculum. Methuen and Co. Ltd., London. 1973.

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- Saylor, J.G. and Alexander, W.H.: Curriculum, Planning for Modern Schools. London: Holt, Rinehart and Winston, Inc., 1966.
- Wiles, Jon. & Bondi, Joseph C.: Curriculum Development –A Guide to Practice. London: Charles E. Merrill Publishing Co., 1984.

CC 4. Language across the curriculum – Part 1

Objectives

- Aim of the Course Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication.
- Enhancing one's facility in the language of instruction is thus a vital need of student- teachers, irrespective of the subject areas that they are going to teach.
- This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.
- It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course.

Course outline

UNIT 1: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS

- The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories.
- Suggested Activities**

Suggested Activities

- Suggested Activities**
- Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation)
 - Re-telling the account – in one's own words/from different points of view (taking turns in a smaller group)
 - Narrating/describing a related account from one's life experience (in front of a smaller group)
 - Discussion of characters and situations – sharing interpretations and points of view (in a smaller group)
 - Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).

UNIT 2: ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING

- The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces) For this Unit, the student-teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student-teachers.

Suggested Activities

- Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
- Identifying major concepts and ideas involved and making notes on these in some schematic form – flow diagram, tree diagram, mind map, etc. (guided working in pairs)
- Explaining the gist of the text/topic to others (in the larger subject group)
- Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented—this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing)
- Writing a review or a summary of the text, with comments and opinions (individual task)

UNIT 3: ENGAGING WITH JOURNALISTIC WRITING

- The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student-teachers can be grouped randomly for this Unit.

Suggested Activities

- Using reading strategies, such as scanning, skimming and reading for extracting information – as appropriate for initial reading of articles (guided individual task)
- Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations, etc. (guided working in pairs)
- Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion)
- Researching and writing articles on topics of local interest (working to produce a local interest magazine).

References :

1. Bose, R. B. N. & Sterling, T. S. : Elements of English Rhetoric and Prosody; Chakraborty, Chatterjee Co. Ltd. Calcutta, Latest Edition.
2. Bright, J. A. & McGregor, G. P.; Teaching English as a Second Language, ELBS & Longman, London, 1978.
3. Brumfit, C. J. & Johnson, K.; The Communicative Approach to Language Teaching, OUP, Oxford, 1979. 4. Heaton, J. B. : Language Testing, Modern English Publication Ltd., Great Britain, 1982.

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5. Hornby, A. S. : Oxford Advanced Learner's Dictionary of Current English, OUP, Oxford, Latest Edition.
6. Johnson, J.; The Communicative Approach to Language Teaching, OUP, Oxford, 1979.
7. Johnson, K. : Communicative Syllabus Design and Methodology, Pergamum Press, Oxford, 1982.
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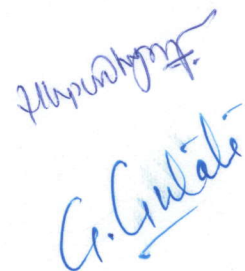
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EPC 1 READING AND REFLECTING ON TEXTS

OBJECTIVES

- To enable the students to read and response to a Varsity of text in different ways
- To develop Meta cognitive awareness
- To enhance the capacities as readers and writers by becoming participants in the process of reading
- To enable the student teachers to work on the field and make predictions and check their predictions and then to summarize.

UNIT I Reading Skills

- Creating environment for reading – reading clubs, class libraries
- Reading aloud and silent reading
- Scaffolding: concept and activities
- Reading different texts types like stories, poems, riddles, jokes, and instructions for games

UNIT II Reading with comprehension

- Reading for global and local comprehension
- Inferences, analysis and extrapolation
- Reading strategies including word-attack strategies
- Discourse analysis
- Using reading as a tool for reference skills i.e. use of dictionary, encyclopaedia and internet
- Using ideas of critical literacy to analyse chapters from textbooks .
- Acquisition of Reading Skills

UNIT III Types of text

- Narrative text
- Expository

- Autobiographical Narratives
- Field Notes
- Ethnographies
- Addressing different types of skills and strategies

Mode of Transaction

- Participating in tasks and activities to improve proficiency in the receptive and productive skills of English.
- Text analysis of school textbooks to improve skills in critical literacy.
- Reflecting on one's own learning to make connections with pedagogy.

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