

# **SYLLABUS**

## **B.A.B.Ed.**

### **Semester - I**

#### **CC 1: 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.
- 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- Inservice 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 importance 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, Jaques (1996) Learning the Treasure within Report to UNESCO of the Internal Commission on Education for Twenty First Century UNESCO.
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- 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.
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- Government of India MHRD (1986) (Revised 1992) National Policy of Education. New Delhi.
- 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.

## CC 2: 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
- 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.

- 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.

## **Semester - II**

### **CC 3: LEARNING & TEACHING**

#### **Aims of the Course**

- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social– constructivist theories;
- Explore the possibilities of an understanding of processes in human cognition and meaning–making them as basis for designing learning environments and experiences at school; and
- Appreciate the critical role of learner’s based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

#### **UNIT 1: THEORETICAL PERSPECTIVES ON LEARNING**

- Implicit knowledge and beliefs about learning (demystifying misconceptions).
- Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
- Concepts and principles of each perspective and their applicability in different learning situations.

#### **UNIT 2: ROLE OF LEARNER IN LEARNING**

- Role of learner in various learning situations, as seen in different theoretical perspectives
- Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner. (The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situations).

- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.

### **UNIT 3: LEARNING IN 'CONSTRUCTIVIST' PERSPECTIVE**

- Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.
- Understanding processes that facilitate 'construction of knowledge' : (i) Experiential learning and reflection (ii) Social mediation (iii) Cognitive negotiability (iv) Situated learning and cognitive apprenticeship (v) Meta-cognition.
- Creating facilitative learning environments, teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self regulated learning. (The focus is on learning as a constructive rather than a reproductive process. The learner- centered orientation has implications for understanding learning as contextual and self-regulated process and following suitable classroom practices).

### **UNIT 4: INDIVIDUAL DIFFERENCES AMONG LEARNERS**

- Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values.
- Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.
- Differences in learners based on predominant 'learning styles'.
- Differences in learners based on socio-cultural contexts: Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners.
- Understanding differences based on a range of cognitive abilities— learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective.(The focus is on understanding the differential learning needs of the learners with regard to abilities, learning styles, language, socio-cultural differences/disadvantage, learning difficulties, and their implications for classroom practices and teaching).



## **CC 4 : CURRICULUM DEVELOPMENT & SCHOOL**

### **OBJECTIVES:**

- 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 : PRACTICAL'S**

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

### **REFERENCES**

- Ashcroft, Kate and Palacio, David: The Primary Teacher's Guide to the New National Curriculum. London: Flamer Press, 1995.
- 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.
- Orosky, 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.
- 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.

## **Semester - III**

### **CC.5 : EDUCATION POLICIES SCHOOL LEADERSHIP AND MANAGEMENT**

#### **Objectives :-**

- To develop perception of the role and function 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 Madhya Pradesh
- To develop an understanding of the brief historical background of Indian Education with special reference to secondary education
- To acquire elementary knowledge of educational administration and management.

#### **Unit-I : Educational Policies**

- General aims and objectives of educational policies in reference of secondary education.
- Different education policies during pre and post – independence period wood dispatch, maqualey minutes, wardh summit, Indian Act -1935, Basic Shiksha (बुनियादी शिक्षा) and mudaliar Commission Taleem. Radha Krishnan commission, Kothari Commission, NPE-1986, NPE amended 1992, Sarva Shiksha Abhiyan and RTE-2010

#### **Unit-II : School Curriculum**

- Main features of secondary school curriculum and the process of curriculum development.
- General principles of school curriculums
- Critical analysis of secondary school curriculum in context of Madhya Pradesh

#### **Unit - III : Leadership**

- Leadership in school : Concept need and importance of leadership, Dimension and style of leadership at secondary levels. Role of leadership in school effectiveness.
- Implementation of leadership at secondary level issues and challenges.
- Types, styles problems of leadership role of school Head Master/Principal in institutional planning.

#### **Unit - IV : Education Management**

- Concept, need, characteristics, principles of educational management.
- Basic of management – planning, organization, control decision making and financing.
- Prevailing education management pattern in Madhya Pradesh

#### **Unit - V : Function of Management**

- Time management – Principles and Importance of time management in school curricular and co curricular activities.
- Resource management – Different types of resources at school level maximum optimization of resources

#### **Reference :-**

- Agrawal, J.C., 2005 : Nai Shiksha Nati, Prabhat Prakashan, New Delhi
- Bhatnagar, R.P., Vidhya Shaikishik Prashan, Engle Book Depot, Meerut
- NCERT (1998) : School Mapping, New Delhi
- NIEPA (1988) : School mapping, New Delhi • Saxena, N.R. Swaroop : Shikshan kala evam Padhtiyani Loyal Book Depot, Meerut.
- Combs P.H. (1970) : What is education planning ? IIEP (Unesco) Paris
- Hardy C. & Altcin R. (1986) : Understanding school as organization, Penguin, London
- Naik J.P. (1970) : On Planning, Asia Institute for Educational planning & Administration, New Delhi

## **CC 6 : GENDER, SCHOOL AND SOCIETY**

### **Course Objectives:**

To enable the Student Teacher to:

1. To acquaint the student teachers with the concept of gendered roles in society and their challenges.
2. To develop an understanding of the inequality and disparities in equal opportunities in education in societal context.
3. To enable the student teachers to critically examine the stereotypes and rethink their beliefs.
4. To help student teachers to develop abilities to handle notion of gender and sexuality.

### **Course Contents:**

#### **UNIT - I : Gender Issues: Key Concepts**

1. The meaning and concept of gender and experience of gender in across different social groups, regions and time-periods. Challenges in gendered roles in society: Family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state.
2. Unequal access of education to girls; access to schools; gender identity construction at home and in society.
3. Indian societal context: Power and authority in Indian Social System (patriarchy). Socialization of child into a specific gender influences, and opportunities for education.

#### **UNIT - II : Gender Challenges and Education**

4. Challenging gender inequalities or reinforcing gender parity: The role of schools, peers, teachers, curriculum and textbooks, etc.
5. Representation of gendered roles, relationships and ideas in textbooks and curricula.
6. Schools nurture or challenge creation of young people as masculine and feminine selves.

#### **UNIT - III : Gender Issues and Role of Teacher**

7. Counseling and Guidance: Teachers' need help to develop abilities to handle notions of gender and sexuality, (often addressing the issues under diverse cultural constraints, their own and their students', instead of shying away from the same.)

8. Sex Education: Perceptions of safety at school, home and beyond (The formulation of positive notions of sexuality among young people impact larger issues).
9. Identification of sexual abuse/violence and its verbalisation, (combating the dominant societal outlook of objectification of the female body, and so on.)

#### **UNIT - IV : Role of the Media and Life Skills Education**

10. Role of the media in propagation of popular beliefs, reinforcing gender roles in the popular culture and by implication, at school.
11. Life Skills courses in school: provisions to deal with some issues of gender identity roles and performativity for the development of positive notions of body and self.
12. Gender equality Education: of regions and exploring the roles of the institutions (family, caste, religion, culture, media and popular culture, law and the state).

#### **Assignment:**

1. Group Discussion: B.Ed. students will observe and study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplining distinctly as for girls and boys, and in classroom interaction. Studying the everyday activities where the majority of girls constitute the assembly choir group and the boys form the inter-school cricket team; girls partnered to be seated with other girl students and boys with boys; sciences associated with boys and humanities with girls; art and craft considered to be the domain of the girls and physical education that of the boys; etc. Teachers need to question such stereotypes and help students rethink their beliefs. Why these issues are delineated only for supplementary extra-curricular periods in school and not integrated into subjects of study need to be discussed.
2. Group work & activities, brainstorming, audio-visual presentations: prospective teachers to attend and themselves undertake sessions of open verbalization with school students, voluntary cum friendly involvement in discussions, , together with the co-participation of school (teachers, counselors and other resources), home (parents and siblings) and society (NGOs, other expert groups, etc.).
3. Assignments and Projects: Student-teachers will be exposed and trained to prepare pedagogic material and practice a pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge gender inequalities, while being sensitive to social groups and

## **EPC I : READING AND REFLECTING ON TEXTS**

### **Objectives**

- To enable the students to read and response to a Varity 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.

### **Essential Readings**

1. Lightbown, P. M & Spada, N. (1999). *How Languages are Learned* Oxford: Oxford University Press
2. Maley, A. & Duff, A. (1991). *Drama techniques in language learning: A resource book of communication activities for language teachers* (2nd ed.). Cambridge: Cambridge University Press.
3. Morgan, J. & Rinvoluceri, M. (1983). *Once upon a time: Using stories in the language classroom*. Cambridge: Cambridge University Press.
4. Wright, A. (1989). *Pictures for Language Learning*. Cambridge: Cambridge University Press.

### **Advanced Readings**

1. Parrot M. (1993). *Tasks for language teachers* Cambridge: Cambridge University Press
2. Richards, J. & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press
3. Slatterly, M. & Willis, J. (2001). *English for primary teachers: A handbook of activities & classroom language*. Oxford: Oxford University Press



## **SEMESTER - IV**

### **CC 7 - EDUCATIONAL TECHNOLOGY & ICT**

**Objectives:** Upon the completion of the course the student-teachers will able to:

- Explain meaning, components, functions of computer and its historical backgrounds.
- Understand the computer peripherals and its Organization in computer system.
- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets.
- Understand the Educational implications of Power Point Presentation and its use in classroom context.
- Understand the applications of Information Technology in the field of teacher education programme and training.

#### **Unit - 1 : Fundamentals of Computer**

- 1.1 History and Generations of Computer
- 1.2 Meaning, Definition and Characteristics of Computer
- 1.3 Basic Functions of Computer - Input-Process-Output Concepts
- 1.4 Anatomy of Computer
- 1.5 Classification of Computers:
  - 1.5.1 Based on size and capacity (Micro, Mini, Mainframe and Super Computers.)
  - 1.5.2 Based on working principle (Analog, Digital and Hybrid Computers.)

#### **Unit 2: Computer Organization: Hardware and Software**

- 2.1 Input Devices:
  - 2.1.1 Key Board, Mouse, Scanner, Digital Camera, Mike, Digital Board
- 2.2 Central Processing Unit: Arithmetic and Logic Unit, Control Unit and Memory Units.
- 2.3 Memory Devices (Storage devices):

- 2.3.1 Primary memory Devices : RAM, ROM, PROM, EPROM and EEPROM.
- 2.3.2 Secondary memory Devices: Hard Disk, CD-Rom , DVD, Optical Disk, Pen drive.
- 2.4 Output Devices:  
Monitor, Printer, Plotter, Speaker
- 2.5 Operating System:
  - 2.5.1 Needs and Functions of Operating System
  - 2.5.2 Types of Operating System – single user and multi user
- 2.6 Programming Languages: Types of Languages – LLL and HLL
- 2.7 Computer Software: System Software, Application Software and Operating System
- 2.8 Computer Virus and its prevention.

**Unit - 3: Microsoft Windows (System Software)**

- 3.1 Introduction to MS-Windows Elements of MS-Windows, Start Menu, Desktop, Window Accessories, Control panel, Windows Explorer
- 3.2 Application Programme: MS-OFFICE (Application Software) MS-WORD, MS-EXCEL AND MSPowerPOINT.
- 3.3 Microsoft Word :
  - 3.3.1 Parts of Ms-Word windows, MS-Word Standard, Formatting, Drawing Toolbars.
  - 3.3.2 Starting Ms-Word, Opening a new document. Opening old document, Naming the new document, Saving the document using save and save as commands.
  - 3.3.3 Formatting the Document Fonts: Font style, Size, Bold, Italics, Underline, Normal, Spacing. Paragraph: Line spacing, Paragraph spacing, Paragraph borders, bullets, Numbered list, Shadings. Page Setup: Paper orientation, Margins and Paper size. Alignment: Centre, Left, Right, Justified
  - 3.3.4 Editing the Document Cut, copy, paste, paste special, undo, redo, select all, find, replace, go to, page number, clear

- 3.3.5 Inserting: Frame, objects, pictures, headers, footers, page number, date and time
  - 3.3.6 Tabs, Tables, Columns : Insert table, delete cells, merge cells, split cells, select row, select column, select table, table auto format, cell height and width headings, sort text and formula
  - 3.3.7 Working with the Drawing Tools : Line, rectangle, ellipse, arc, style, freeform, text box, callout, format callout, fill colour, line colour, line bring to front, send to back, bring to front of text send behind text, flip vertical, flip vertical, rotate right, reshape
  - 3.3.8 Page setting and printing the document and Mail merge
  - 3.3.9 Educational based applications : Preparation of lesson plans using Ms Word
- 3.4 Microsoft Excel :
- 3.4.1 Parts of Excel windows, Excel Standard, Formatting, Drawing Toolbars.
  - 3.4.2 Creating a new worksheet, Opening as existing worksheet, saving the worksheet.
  - 3.4.3 Working with worksheet, Inserting and deleting rows & columns merge cells, formulae, sorting, inserting charts.
  - 3.4.4 Preparation of School Time Table, Marks list, Salary Bill etc.
- 3.5 Microsoft Power Point :
- 3.5.1 Parts of PowerPoint windows, PowerPoint Standard, Formatting, Drawing Toolbars.
  - 3.5.2. Working with Text –Changing Fonts, Changing Font Size and Bold, Alignments, Moving text etc
  - 3.5.3. Working with Graphics – Moving the Frames and Inserting Clip Arts, Inserting pictures, Inserting New Slide, Organisation of Charts, Tables, Designing Templates, Master Slide, Colour box etc
  - 3.5.4. Presentation of Slides – Saving Slides, Auto Content Wizard Slide Show, Animation, etc.
  - 3.5.5. Educational based application, use of the Power Point.

## **Unit - 4 :Applications Information and Communication Technology in Education**

- 4.1 Introduction to ICT : Meaning, Need and importance of ICT.
- 4.2 Introduction to Multi Media :
  - 4.2.1 Meaning of Multi media
  - 4.2.2 Scope of Multi media
  - 4.2.3 Components of Multi media
  - 4.2.4 Pre-requisites of Multi media PC
  - 4.2.5 Graphic Effects and Techniques
  - 4.2.6 Sound and Music
  - 4.2.7 Uses of Multi media for teaching
  - 4.2.8 Developing a lesson plan using a multimedia package
- 4.3 Introduction to Internet
  - 4.3.1 Meaning of Internet
  - 4.3.2 Characteristics of Internet
  - 4.3.3 Uses of Internet
  - 4.3.4 Educational based applications of Internet
- 4.4 Computer Application in Education
  - 4.4.1 Computer Assisted Instruction : Concept, Characteristics, Modes, Merits and demerits.
  - 4.4.2 Computer Assisted Testing : concept, characteristics, modes, merit and demerits
  - 4.4.3 Computer Managed Instruction : concept, characteristics, modes, merits and demerits
- 5. Introduction to/ website –meaning and importance
  - 4.5.1 Social websites (Blog/Twitter/face book)

### **Requirements :**

1. Infrastructure requirements: In order to implement ICT literacy in in-service teacher education and ICT laboratory/Multimedia centre may have to be setup No. of PCs /Systems will be required.
2. It is recommended that for each student teacher get hands on experience atleast one hour per week. College is free to design the practical time table.
3. It is recommended that out of 4 Hours a week. ( 2 Hours theory and 2 hour practicals.)
4. Institution should have to appoint ICT Teacher with minimum qualification of PGDCA/BCA/MCA

### **Assignments: (Any One Uniform pattern)**

1. Write the History and Generations of Computer.
2. Write the Input, Output and Storage devices of Computer system.
3. Preparation of a Lesson Plan, Student List, Letters, Invitations – Hard copy and Soft copy.
4. MS Excel: Preparation of a School Time table, Marks List – Analysis of Data and Graphical representation - Hard copy and Soft copy.
5. MS PowerPoint: Preparation of Animated slides (Insert Pictures, Cliparts, Word art, sound, effects, animation, etc...)for teaching any concept on your subjects.
6. Internet: Surfing Educative websites, downloading, taking a printout, creating Email Id.

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## **CC8: PC CREATING AN INCLUSIVE SCHOOL**

**Objectives:** On completion of the Course the Student Teacher will be able to :

1. Identify the children of special needs .
2. Understand the nature of special needs their psychoeducational characteristics and functional limitation.
3. Familiarize with assessment and placement procedure for children with special needs.
4. Develop understanding about accommodating special needs in regular classroom.
5. Appreciate the education of children with special needs.

### **Course Content:**

#### **Unit 1- Special needs and education -**

- Concept and types of special needs.
- education of children with special needs and its implementation for universalisation of elementary education.
- understanding and respecting diversity. -trends of education for children with special need in india.
- policies schemes and legislations about the education of children with special educational needs.

#### **Unit 2- nature, types and characteristics of children with special needs**

- psycho-social and educational characteristics functional limitations with reference to-
- locomotor impairment
- hearing impairment
- visual impairment
- learning disability
- gifted and disadvantaged children
- mental retardation and slow learners.

### **Unit III- Inclusive Education**

- concept and philosophy of inclusive education
- teaching competencies required for inclusive education
- Roll of class teachers and Resource teachers in inclusive education.
- School and classroom management for implementing inclusive education.
- guidance and counselling in inclusive education.
- Specific roll of family and community participation.
- Support services needed for inclusive schools.

### **UNIT IV- identification and assessment of children with special educational needs**

- Concept and techniques of assessment
- identification and functional assessment of children with special needs
- implecatin of assessment for instructional planning and curriculum.
- curriculum, adaptation, teaching strategies and evaluation in inclusive school.
- Principles and methods of curriculum adapatation and adjustment to address diversity.
- teaching learning strategies for children with special educational needs:
- comparative learning ,peer tutoring, behavior modification, multisensory approach, perceptual strategy and system approach.
- individual educational program (IEP) and use of emerging technology
- adaptation in evaluation procedures.

#### **Practicum: Any one of the following :**

(suggested practicum but more activities can be take up by the teacher based on any topic from above unit)

1. Prparation of a report on importance of education for children with special needs
2. Case study of children with special needs school in school situation.
3. Observation of class room situation and identification of special needs.



4. Identification of gifted /creative /slow learner/children with learning disability using standardized test.
5. Preparation of teaching plan for accommodation special need(Any one type) in regular classroom.
6. List out the resources for effective implementation of integration programme with reference to any one category of special needs.

Apart from the above similar activities from the five units will be identified and given.

#### **REFERENCES:**

1. Montgomery, D. (1990), special need in ordinary schools: children with learning difficulties, Cassel Educational limited, London
2. Ainscow, M. (1990) special needs in the classroom : A Teacher education resource pack UNESCO
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## **EPC II : DRAMA AND ART IN EDUCATION**

### **INTRODUCTION**

The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness and encourage young students and creative minds to do the arts. An understanding of the arts will give our youth the ability to appreciate the richness and variety of artistic traditions as well as make them liberal, creative thinkers and good citizens of the Nation. Keeping in view some of these ideas, the National Curriculum Framework-2005, introduced arts education as a mainstream curricular area, which must be taught in every school as a compulsory subject (up to Class X) and facilities for the same may be provided in every school. Keeping this in view, it is all the more important that arts education is integrated in the school curriculum to provide an aesthetically viable atmosphere in schools encouraging creativity. For this, not only Art teachers but every teacher in the school system should be sensitized to understand and experience the use of Arts for holistic development of the learner, as a teacher as well as an individual.

### **OBJECTIVES**

- Understanding basics of different Art forms – impact of Art forms on the human mind
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
- Enhance skills for integrating different Art forms across school curriculum at secondary level • Enhance awareness of the rich cultural heritage, artists and artisans.

### **COURSE CONTENT**

#### **UNIT 1: VISUAL ARTS AND CRAFTS (PRACTICAL)**

- Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.
- Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modelling, paper cutting and folding, etc.
- Paper framing and display of Art works.

## **UNIT 2: PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY (PRACTICAL)**

- Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry.
- Viewing/listening to live and recorded performances of Classical and Regional Art forms
- Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach
- Planning a stage-setting for a performance/presentation by the student-teacher.

## **UNIT 3: APPRECIATION OF ARTS**

- Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education
- What is the difference between Education in Arts and Arts in Education
- Identification of different performing Art forms and artists; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose)
- Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose)
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose)
- Indian festivals and its artistic significance.

### **Project Work (Units 1 and 2)**

Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms; Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc. – how the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns. Student-teacher should prepare at least ten lesson plans in their respective streams of subjects ( Science/Maths / Social Sciences/Languages etc.) while integrating different art forms.

## **Workshop**

Two workshops of half a day each, of one week duration for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the studentteachers in their profession. Activities, such as drawing, and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learnercentred. The focus of the workshops should be on how art forms can be used as tool/ method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences

## **PRACTICAL PART**

1. BODY MOVEMENT- Different theatre games, Exercises, Martial Arts, Folk Dances.
2. MEDITATION- Focus, Concentration.
3. SCRIPT WRITING- characterization, dialogue, time and space, beginning, middle, end.
4. POETRY RECITATION- Rigved Mantras, Vaachik Abhinay.
5. SELECTION OF PLAY FOR CHILDREN.
6. CASTING.
7. BUILDING OF A CHARACTER.
8. PARTS OF SPEECH- Volume, Pitch, Speed, clarity, Audibility, Diction, Intonation, Feel and Toner Quality, Projection.
9. DESIGN OF A PRODUCTION.
10. PRODUCTION- Poster Making, Audience, Execution of Different Aspects of Production, Analysis of Increase in Understanding of Children through Drama.

## **Suggested Approach for Teaching-learning Process**

Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of arts/see performances/ exhibitions/art and craft fairs/local craft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers can also be motivated to interpret art works/commercials/events etc. to enhance their aesthetics sensibility.

A Resource Centre for Arts and Crafts should be a part of all the RIEs, where materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals must be displayed for the purpose of reference and continuous motivation.

Application of Arts and Aesthetics in day-to-day life, in the institute and in the community are some of the practical aspects, which needs to be taken care too. Studentteachers must organise and participate in the celebrations of festivals, functions, special days, etc.

### **Modes of Assessment**

The complete course is of 50 marks. It is recommended that evaluation of this course should be done at both the levels; (i) Internal as well as (ii) External. Practical Activities (Units 1 and 2 of 30 marks) in nature are more on the process than the product, hence need continuous and comprehensive evaluation(CCE). Therefore, recommended to be evaluated by the internals. The theory and project part ( Unit 3 and Project work of 20 marks) can be in viva-voce and in presentation mode therefore recommended to be evaluated by the externals. The engagement of student-teacher in the above set of experiences should be evaluated on continuous and comprehensive manner, based on (a) submission of work/project; (b) participation in the activities; (c) creative potential displayed; (d) application of aesthetic sensibility in campus events and in other course activities.

## **SEMESTER - V**

**Optional Course:** (Any One of the Subject mentioned below)

### **A. VALUE EDUCATION**

**Objectives:** Upon completion of the course the student-teachers will be able to:

1. Understand the concept and types of values.
2. Understand the meaning and basic-theories of axiology.
3. Get an insight into the strategies of inculcation of values among children.
4. Develop awareness about the different agencies working in the sphere of value education.
5. Develop skills and techniques needed to teach value education.
6. Understand the role of the teacher in value education.

#### **Unit 1: Introduction to Values**

- 1.1 Values: Concept, Nature, Types and Significance
- 1.2 Classification of Values - Intrinsic Values, Instrumental Values, Moral Values, Aesthetic Values, Economic Values, Social Values
- 1.3 Contemporary Values in Indian Context
  - 1.3.1 Panchakosha Theory of Values
  - 1.3.2 Basic Human Values – Truth, Beauty, Goodness, Love, Peace, Non Violence
  - 1.3.3 Contemporary Values – Scientific Temper, Intellectual Honesty, Social Service and Protection of Environment.

#### **Unit 2: Strategies of Inculcation of Values**

- 2.1 Sources of Value Education – Autobiography and Biography of Great People, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings, Episodes from Real Life, Documents etc.
- 2.2 Techniques of Inculcating Values in Life

2.2.1 Ashtangayoga (Yama, Niyama, Asana, Pranayama, Prathyahara, Dhyana, Dharana, and Samadhi)

2.3 Role of Teachers in Value Education.

### **Unit 3: Role of Social Agencies in Value Education**

3.1 Family

3.2 Religion

3.3 Educational Institutions

3.4 Community

3.5 Mass Media (Print and Electronic)

3.6 Information and Communication Technology (Computer and Internet)

### **Unit 4 : Value Education in Secondary Schools**

4.1 Integrated approach

4.2 Direct Approach

4.3 Incidental approach

4.4 Co-curricular and Extra-Curricular Activities

4.1.1 Resolving Value Conflicts (value crisis)

4.1.2 Discussion of Burning Social and Moral Problems

4.1.3 Project Work and Community Centered Activities

### **Assignments (any one)**

1. Visit to religious institutions which are involved in Educational endeavor
2. Documentation of the contributions of the great personalities and institutions for the promotion and protection of values
3. Selection of incidences/ episodes from the biographies depicting particular/ selected value
4. Preparation of Value Judgment Scale

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- Venkataiah N. (Ed), (1998) Value Education. New Delhi: APH Publishing Corporat.



## **B. HEALTH AND PHYSICAL EDUCATION**

**Objectives :** Upon completion of the course the student–teacher will be able to :

1. Understand the significance of Health Education for the all-round development.
2. Maintain and promote good health
3. Develop the understanding of physical education and its related fields.
4. Acquire the knowledge about the teaching methods of physical education and its activities.
5. Know about the effective organization of physical education activities.

### **Unit 1 : Health and Physical Education**

- 1.1 Health : Meaning, Aims and Objectives, Importance and Scope
- 1.2 Physical Education : Meaning, Aims and Objectives, Importance and Scope
- 1.3 Related fields – Recreation, Health Education and Education
- 1.4 National and Emotional Integration through Sports and Physical Education
- 1.5 Yoga – Meaning – Astanga Yoga – Significance in Modern Society.

### **Unit 2 : Health Service and Supervision**

- 2.1 Medical Inspection – Meaning, Procedure and Importance
- 2.2 Personal Care – Skin, Eyes, Ears and Teeth
- 2.3 Safety Education – Meaning and Significance, Safety in Classrooms, Play field, Gymnasium, Roads and Homes.
- 2.4 First Aid – Meaning, Significance, principles of giving first aid
- 2.5 Fatigue – Meaning, Causes and Remedies.
- 2.6 Balanced DIET – Meaning and Benefits.

### **Unit 3 : Leadership, Discipline, Incentives and Awards**

#### 3.1 Leadership

3.1.1 Qualities of good leader in physical education

3.1.2 Teacher leadership

3.1.3 Student leadership

#### 3.2 Discipline

3.2.1 Meaning

3.2.2 Common forms of indiscipline in schools

3.2.3 Causes for indiscipline

3.2.4 Steps to check indiscipline

3.2.5 Rewards and discipline

3.2.6 Punishment and discipline

#### 3.3 Incentives and Awards

3.3.1 Letter – Crest

3.3.2 Cup

3.3.3 Trophy

3.3.4 Medal

3.3.5 Honour Board

3.3.6 Scholarship

3.3.7 Certificate

3.3.8 Cash prize – based on the Player's Performance.

### **Unit 4 : Organization of Physical Education Activities**

4.1 Intramural and Extramural Competitions: Meaning, Organization, Benefits

4.2 Tournaments : Meaning, Types – Knock-out and league, Benefits.

4.3 Sports meet : Meaning, Organization, Benefits.

4.4 Camps and Hikes : Meaning, Organization, Benefits.

## **Practicum**

1. Participation in any one major game and one sports item
2. Ground marking for selected games and sports
3. Commands, line formation and marching, ceremonial parade
4. Participation in two National festival programmes for flag hoisting

## **References**

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- Sarojkant Bihari and Prasanna Kumar Chowdhary (2003), Health and Physical Education. Ludhiana : Kalyeni Publishers.
- Vijendra Kumar (2000), Modern Methods of Teaching Physical Education, New Delhi : Sarup & Sons.

## **Note -**

1. One Assignment among the practical activities mentioned above, for ten marks
2. Internal test for ten marks

## **C. GUIDANCE AND COUNSELLING IN SCHOOLS**

**Objectives:** Upon completion of this course the student-teacher will be able to :

1. Understand the principles, scope and need of guidance and counselling in schools
2. Acquaint himself with nature of different problems faced by children in context of learning and development.
3. Understand the acquisition and process of learning in children with special needs.
4. Acquaint himself with learning disabilities of children and its remedies
5. Take up minimum guidance programme at school level.

### **Unit 1: Guidance and Counselling**

- 1.1 Introduction to Guidance and Counselling
- 1.2 Nature, Purpose and Scope of Guidance and Counselling
- 1.3 Difference between Guidance and Counselling
- 1.4 Counselling
  - 1.4.1 Principles
  - 1.4.2 Approaches
- 1.5 Areas of Guidance
  - 1.5.1 Educational Guidance
  - 1.5.2 Vocational Guidance
  - 1.5.3 Personal Guidance\*

### **Unit-2: Problems of Developments in Children**

- 2.1 Problems related to physical development
  - 2.1.1 Common problems faced by children
  - 2.1.2 Nutrition
- 2.2 Problems related with Emotional Development
  - 2.2.1 Adjustment to Home
  - 2.2.2 Adjustment to School
  - 2.2.3 Adjustment to Peer Group
  - 2.2.4 Problems related to academic achievement
  - 2.2.5. Problems related to Gender bias and Gender related issues.
- 2.3 Applications of the whole child concept for parents, teachers and counselors

## 2.4 Acquisition and Process of Learning

2.4.1 Concept of learning

2.4.2 Factors affecting learning

2.4.3 Physiological factors

2.4.4 Psychological factors

2.4.5 Socio-emotional factors

2.4.6 Educational factors

### **Unit 3: Learning Disabilities of Children**

#### 3.1 Factors Contributing to Learning Problems

3.1.1 External factors – Psychological and Educational

3.1.2 Internal factors – Low general ability, Attention, Specific reading, writing etc.

#### 3.2 Assessment of the child

3.2.1 Case history

3.2.2 Assessment of general abilities

#### 3.3 Remediation

3.3.1 Principles of Guidance Services

3.3.2 Designing remedial strategies.

### **Unit 4: Guidance for Children with Special Needs**

4.1 Meaning, definitions and types of exceptional children

4.2 Gifted and Creative children

4.3 Slow learners and backward children

4.4 Strategies for helping exceptional children to overcome their problems.

#### **Assignments ( any one )**

1. Case study of a child with special problem.
2. Publication of a career bulletin based on authentic sources of Jobs. Employment
3. Organization of career conference , Campus Interviews, etc.
4. Organization of Counselling session for (Individual / Groups ) students who are genuinely in need of Counselling.

5. Organization of Guidance sessions about services and facilities available in a school or college.

### References

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## **D. ACTION RESEARCH**

**Objectives :** Upon completion of this course the student-teacher will be able to:

1. Acquire the knowledge of concept of research and educational research.
2. Understand the concept of basic, applied and action research and their differences.
3. Understand the meaning, significance and scope of action research
4. Become aware of action research problems in different areas in schools.
5. Acquire the knowledge of steps involved and tools used in action research.
6. Acquire the skills of conducting action research and to develop the skills of interpreting and reporting the findings of action research.

### **Unit 1 : Research and Educational Research**

- 1.1 Research – meaning, definition and importance.
- 1.2 Educational Research – meaning, definition and importance.
- 1.3 Steps in Educational Research.
- 1.4 Types of Research : Fundamental/Basic, Applied and Action Research – meaning definition and importance.
- 1.5 Methods of research : Historical, Experimental and Survey
- 1.6 Differences between applied and action research with reference to – i) purpose, ii) definition, iii) hypotheses, iv) sample, v) data collection instruments, vi) data analyses, vii) generalization, viii) limitations

### **Unit 2 : Action Research**

- 2.1 Meaning, definition and scope of action research.
- 2.2 Importance of action research to classroom teachers, administrators and guidance personnel.
- 2.3 Limitations of action research
- 2.4 Action problems in different areas in schools – examples.

### **Unit 3 : Research Steps and Tools**

#### 3.1 Steps in Action Research

- 3.1.1 Identifying the problem area (examples – experimental design and qualitative design).
- 3.1.2 Pinpointing the problem.
- 3.1.3 Problem analysis in terms of causes.
- 3.1.4 Identifying the objectives.
- 3.1.5 Formulating action hypotheses.
- 3.1.6 Designing action plan.
- 3.1.7 Execution of the plan.
- 3.1.8 Analysing the data.
- 3.1.9 Findings
- 3.1.10 Reporting.

#### 3.2 Tools of Data Collection.

- 3.2.1 Achievement Test, Questionnaire, Interview Schedule, Checklist, Rating Scale – meaning, need, advantages and limitations.
- 3.2.2 Tests/Inventories of Aptitude, Attitude, Interest, Personality, Values, Intelligence and Creativity (Knowledge of at least 2 tests in each category).
- 3.2.3 Measures in classroom – Sociometric technique and Classroom Social Distance Scale (uses of these tools in action research)

#### 3.3 Quantitative and Qualitative data : meaning and examples.

- 3.3.1 Analysis of the Data – frequency distribution, measures of central tendency, variability,
- 3.3.2 Co-efficient of correlation (Pearson's rank difference method).
- 3.3.3 Interpretation of data with an example – descriptive and graphical. (Note : to be discussed without computation)

### **Unit 4 : Action Research Report**

- 4.1 Format of report in terms of steps of action research (as in 3.1 above).
- 4.2 Summary, bibliography and appendix.



### **Assignments** (any one)

Preparation of an action plan on a classroom problem such as :

- a. identifying causes of poor reading ability and suggesting remedial measures.
- b. identifying the causes and types of spelling errors and suggesting remedial measures.
- c. identifying the causes of poor map-reading skills and suggesting remedial measures.
- d. identifying the causes for poor drawing of diagrams and suggesting remedial measures.
- e. identifying the causes of truancy and suggesting remedial measures.
- f. identifying the causes of problem behaviour of students in the classroom and suggesting remedial measures. (any other problems similar to above mentioned)

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## **E. EDUCATIONAL ADMINISTRATION & MANAGEMENT**

### **COURSE OBJECTIVES**

1. To acquaint the student teachers with the concept and concerns of educational administration.
2. To develop an understanding of the role of the headmaster and the teacher in school management.
3. To enable the students to understand the concept of Importance of communication and its possible barriers in educational administration.
4. To enable the student teacher to critically analyse the administrative scenario In relation to the functioning of the other secondary schools of the area.
5. To acquaint the student teacher with the scientific practices of educational management and keep him to apply it In work situation.

### **COURSE CONTENTS**

#### **UNIT-I**

- Conceptual framework concept of educational administration.
- Concept of educational management human beings as inputs, process and products inputs.
- Nature, objectives and scope of educational administration.

#### **UNIT-II**

- Role and functions of headmaster/teacher: Basic functions administration planning, organising directing and controlling.
- Maintenance of discipline, control management.
- Co-ordination and growth, development,
- Supervision and inspection, defects in the present supervision and inspection.
- Scope of educational supervision,
- Types of supervision.
- Providing guidance; leadership function,
- Crisis In management
- Decision making.

### **UNIT-III**

- Communication in Educational Administration Role of communication in effective management and administration.
- Methods of communication.
- Barriers of communication in educational administration.
- Overcoming barriers to communication and effective communication In educational administration.

### **UNIT-IV**

- Management of Schools : Role of headmaster in planning of school activities, approaches to management - manpower approach, cost benefit approach, social demand approach, social justice approach.
- Involvement of other functionaries and agencies In the preparation of a plan.
- Delegation of authority and accountability.
- Role of the headmaster in monitoring, supervision and evaluation.
- Role of the headmaster in motivating the staff, in resolution of interpersonal conflicts.
- Role of the headmaster In creating resources and managing financial matters.
- Optimum use of available resources for growth and development of the school.
- Staff development programmes.
- Role of teachers in school management and administration.

### **UNIT-V**

- Educational administration in the state : The administrative structure in the field of education in the state.
- Control of school education in the state - a critical analysis.
- Functions of the state government in relation to secondary and higher secondary schools.
- Functions of the board of secondary education in controlling secondary schools.
- Problems of secondary school administration in government schools.

## **PRACTICUM -**

The student-teacher is expected to conduct a study on any issue or problem relating to a school administration. The report should be in about 700 words.

## **REFERENCE**

1. Bhatnagar, R.P. & Verma. I.B.: Educational Administration, Lyall Book Depot Meerut.
2. Bhatnagar, R.R & Agrawal, Vidya : Educational Administration, Supervision Planning and Financing. R. Lall nook Depot. Meerut.

### **EPC 3. EDUCATIONAL PSYCHOLOGY PRACTICAL**

#### **PSYCHOLOGY TEST (ANY FIVE)**

1. Intelligence Test- Verbal
2. Intelligence Test- Non Verbal
3. Interest Test
4. Attitude Test
5. Learning by Whole and Part Method
6. Personality test -Introvert and Extrovert
7. Value Test
8. Adjustment Test
9. Anxiety Test
10. Achievement Test

## SEMESTER - VI

### PC (I) PEDAGOGY OF A SCHOOL SUBJECT – PART 1

#### Hindi

**Objectives :** Upon completion of the course, the student-teachers will be able to:

1. Appreciate the importance of teaching Hindi as a second / third Language.
2. Help the Students to understand the aims and objectives of teaching Hindi.
3. Help pupils to acquire basic skills of language teaching, Aims/Objectives.
4. Know the different methods of teaching .
5. Prepare a lesson notes and teach accordingly.
6. Appreciate and use of modern educational media.

**Unit 1:** Perspectives of Hindi Language, Aims and Objectives of Teaching Hindi

- Meaning and concept of language.
- Nature and importance of language
- Three language formula and Hindi
- Place of Hindi in the Secondary School Curriculum of M.P.
- Present position of Hindi in India a. In the constitution b. In the life of Indian people
- Aims of teaching Hindi as a second / third language.
- Functional aims of Hindi Teaching.
- Cultural Aims of Hindi Teaching. National and International Aims of Hindi Teaching.
- Instructional objectives with practical -- Theoretical background Writing of instructional objectives of Hindi Teaching
- Modification of Objectives in terms of behavioural changes.

## **Unit 2 : Planning Lessons, Resource Units, Unit Plan, Drill Lessons**

- Planning of prose, poetry and Grammar lessons.
- Processing of lesson notes and micro lesson plans.
- Meaning and importance of a Unit plan and administration.
- Resource Units – Use and implications.
- Plan and process of lessons in Practice teaching.

## **Unit 3: Language Skills**

- Development of language skills- listening objectives and importance – activities for its development
- Speaking – Objectives – activities for its development – role of learning by heart, role-play, extempore and prepared speeches, debates, languages games, substitution table need for correct pronunciation – Remedial Measures
- Reading – Objectives – Types of reading silent and loud, intensive – methods of teaching reading
- Writing – Objectives – Characteristics of handwriting – dictation
- Composition – Objectives – Types - Oral, written and picture composition – Free and guided composition, Translation – Objectives- Importance's – Characteristics of good translation

## **Unit 4 :Curriculum Design**

- Principles of Curriculum construction of Hindi
- Curriculum Design in Hindi - Subject centered – Learner Centered – Problem centered.
- Transaction of curriculum / Co-curricular, Extra curricular activities pertaining to teaching and learning.
- Curriculum of prose – poetry and composition. Prose – Ancient / Medieval / Modern prose versions. Poetry – Bhakti period – Ritti period – Modern period. Composition – Exercises, Assignments and remedial teaching activities and Grammar – Translations.
- Curriculum development and evaluation.

### **Seminar Topics (any one)**

- a) Preparing scheme of assessment
- b) A study of an author / poet.
- c) Developing Linguistics Skills.
- d) System our examination.
- e) Importance of teaching materials for effective teaching.

### **Practicum**

- a) Review of Books – 8, 9 standard school text books.
- b) Resource Unit Uses.
- c) Unit plan processing.
- d) A study of an Author / Poet.
- e) Developing Linguistics Skills.

### **Assignments (any one)**

1. Solving grammar exercise of 8th and 9th Standard Text books of second language Hindi/Third Language. Hindi
2. Preparing crossword puzzles on technical terms, difficult terms of prescribed Hindi Text Books.
3. Construction of substitution – tables on the concerned texts
4. Report on constitutional provisions – provided to Hindi and the implication

### **Scheme of Assessment**

#### **01. For test oriented Studies.**

Preparation of test	4 Marks
Presentation of test	2 Marks
Analysis of data	2 Marks
Drawing conclusions	2 Marks



## 02. Report writing

Introduction of the topic 2 Marks

Hypothetical study 4 Marks

Analysis and Interpretation conclusion 4 Marks

References.

(Note: Records should be maintained).

### References

- Bhai.Y (1978) Hindi Bhasashikshan. Vinod Pustak Mandir Agra.
- Bhasa Vishesshank Patrick (1980) Department of Education, Rajasthan, Bikaner
- Chaturvedi, V.S. (1999) Adhapan Kala. Varanasi: Ggopinath Bhargav Nand Kishor and Sons.
- Jha, L. (1940) Bhasha Shikshan Paddhhati. Allahabad: N.G. Saigal. U.P Press.
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- Keshav Prasad (1984) Hindi Shikshan. Delhi; Dhanapatrai and Sons
- Kothari Commission Report (1968) Govt. of India, New Delhi
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- Nirajkumar Sinha (1990) Madhyamik – Vidyalayome Hindi Shiksha. Jaipur: Hindi Grantha Academy.
- Robert. L. (1964) Language Teaching: A Teacher's Book. New York: Megrewtill.
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- Sattigeri, K.I (1997) Nutan Hindi Shikshan. Belgaum: Vijaya Sattigeri.
- Srivastava, B.D. (1968) The Structural Approach to the Teaching of English. Agra: Ram Prasad and Sons.
- Sugandhi, Deepak (2004) Hindi Shikha Pranali . Ilkal : Neha Prakshan. Karnataka
- Sugandhi, V. (2003) Hindi Adhayapan. Kolhapur, Creative Publishers.
- Syandhya Mukarji (1989) Hindi Bhasha Shikshan. Lucknow: Prakshan Kendra. Uttar Pradesh.

## **English / Urdu**

**Objectives:** upon completion of the course the student teacher will be able to:

1. To master the different techniques, devices of the Second language structure, sounds and vocabulary.
2. To understand the status of English language.
3. To distinguish between different approaches and methods of teaching English and their use in the classroom.
4. Acquire the basic skills of language learning.
5. Plan and execute of different types of lessons in prose, poetry according to classroom situations.
6. To appreciate the importance and use of suitable audio -visual aids in class room situations.
7. To know the principles of curriculum construction.
8. To prepare and use appropriate tools of evaluation to measure the linguistic abilities of the pupils.
9. To realize his/her responsibilities as language teacher and pursue towards the aims of professional growth.
10. To guide the students to use the language correctly.

### **Unit 1 : Nature of English Language**

- 1.1 Language its nature and structure - Meaning of language, Functions of language - Informative, expressive and Directive Linguistic Principles.
- 1.2 Structure of English Language - phonological, morphological, Syntactic, Semantic and graphic ( a brief explanation of the concepts )

### **Unit 2 : Aims and Objectives of Teaching English**

- 2.1 Aims and objectives of teaching English at the Secondary School level as first and second language.
- 2.2 English as a library language, link language and international language.
- 2.3 Position of English in India before and after Independence - The three language formula its meaning and scope.

### **Unit 3 : Instructional design of Teaching English Language**

- 3.1 Teaching of Prose - detailed and non-detailed Objectives - Methods and Approaches steps in lesson planning.
- 3.2 Teaching of poetry - Objectives - Methods and Approaches - Steps in lesson planning.
- 3.3 Teaching of Grammar - Objectives - Formal and Functional -Methods of teaching grammar.
- 3.4 Use of mother tongue in teaching of English, different occasions for its effective use
- 3.5 Preparation of Unit plan, Resource Unit.

### **Units 4 : Methods, Approaches to Develop English Language Skills**

Psychological principles of learning English as a foreign language. Methods and approaches of Teaching English

- a. Grammar Translation Method.
  - b. Direct Method
  - c. Bilingual method.
  - d. Structural approach- Dr. WEST method
  - e. Communicative approach.
- 4.1 Development of language skills - listening objectives and importance - activities for its development.
  - 4.2 Speaking - Objectives - Activities for its development, role of learning by heart, role-play, extempore and prepared speeches, debates, language games, substitution table need for correct pronunciation, defects in pronunciation - Remedial Measures.
  - 4.3 Reading - Objectives - Types of reading - silent and a loud, intensive - methods of teaching reading.
  - 4.4 Writing - Objectives - Characteristics of handwriting - dictation. Composition - Objectives - Types (oral, written and picture composition) Free and guided composition Translation - Objectives- Importance - Characteristics of good translation.

## Practicum

### 1. Preparing of substitution table and other drill exercise for practice of structures

Assignment/ Practical	10 marks
One test (internal)	10 marks
Participation in Group activities	5 marks
External Examination	50 marks
<b>Total</b>	<b>75 marks</b>

## Reference

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- Allan C, R (1971) Teaching English as a Second Language. New-Delhi. McGrawhill.
- Allen H.B. and Compell P.N.(1979) Readings in Teaching English as a Second Language
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- Kohli A. L. (1984) Techniques of Teaching English, 9th Edition: Delhi, Dhanpal Rai and Sons, Pvt. Ltd.
- Menon and Patel (1957) Teaching English as a Foreign Language, Baroda Acharya Book Depot.
- Sachdeva M.S. (1976): A New Approach to Teaching English in Free India. Ludiana Publications.

## **Sanskrit**

**Objectives** - Upon completion of the course the student-teacher will be able to:

1. Understand the importance of Sanskrit language and its contribution to Indian culture and emotional integration.
2. Understand the aims and objectives of teaching Sanskrit and state them in the form of specific behavioural changes.
3. Prepare objective based lesson plans and implement them.
4. Understand the basic skills of language learning.
5. Understand the principles of curriculum construction in Sanskrit.
6. Understand the different methods of teaching Sanskrit and use them in his practice teaching lessons.
7. Understand the importance of appropriate instructional material and use them in his practice teaching lessons.
8. Understand the importance of Language Laboratory.
9. Understand the importance of Evaluation, prepare and use different tools of Evaluation in language learning.
10. Understand the importance of co-curricular activities in language learning.
11. Imbibe the special qualities of Sanskrit teacher.

### **Unit 1 : Sanskrit Language – Nature and Importance**

- Importance of Sanskrit language
- Contributions of Sanskrit to other Indian Languages to Indian culture and tradition and to emotional integration

### **Unit 2 : Place of Sanskrit in the Secondary School Curriculum**

- Aims & Objectives of teaching Sanskrit with reference to three language formula.
- Instructional Objectives - Specifications of each objective in the form of specific behavioural changes.

### **Unit 3 : Lesson Plan in Sanskrit Language**

- Planning lesson plans in prose, poetry, grammar and composition.
- Unit plan : importance, characteristics, format
- Resource unit: importance, characteristics, format
- Micro lesson plan: importance, format, practice

### **Unit 4 : Development of Language Skills, Curriculum Design**

- Listening: importance, activities for its development.
- Speaking: importance, characteristics of good speaking, activities for its development.
- Reading: mechanics of reading, objectives, different kinds of reading – silent reading and loud reading.
- Writing: importance of good handwriting - specialties of the Devanagari script, causes of spelling mistakes, remedial measures.
- Principles of curriculum construction of Sanskrit.
- Curriculum design in Sanskrit: subject centered, learner centered, problem centered.
- Transaction of curricular/ co-curricular activities.
- Curriculum development and evaluation.

### **Reference**

- Apte.D.G. (2000) Teaching of Sanskrit. Bombay : Padma Publications.
- Shanbhag D.N. (2002) Subhoda Sanskrit Vyakarana. Dharwad:Bharat Book Depot
- Publications. & Hulkerikar. G.S. (1998) The Problems of Sanskrit Teaching. Kolhapur : Bharat Book Depot.
- Narasimharao. K.V.V.L. (1997) Evaluation in Language Education. Mysore: CIIL Publications.
- Patnayak. P. (1997) Language Curriculum. Mysore: CIIL Publications.
- Ramashakal Pandeya. (2000) Sanskrit Shikshan. Agra: Pustaka Mandir.
- Ramavarmaraja . K. (2000) The Teaching of Sanskrit. Madras : Sanskrit Education Society.

## **PC. (II) : PEDAGOGY OF SOCIAL SCIENCES (part-2)**

This course in the teaching of Social Sciences introduces student teachers to matters of both content and pedagogy. Some emphasis on content seems necessary in view of the fact that many student teachers may not be having sufficient exposure to four major disciplines of Social Sciences. In fact, the pedagogy of a field of enquiry cannot be separated from its content. This course will help student teachers understand key concepts of the various Social Sciences as well as related pedagogical issues. Furthermore, student teachers should be encouraged to see interconnections between the different Social Sciences, i.e. see Social Sciences as an integrated area of study.

Social and economic issues and the concerns of Indian society have been introduced through real-life situations and primary sources of information. Student-teachers are encouraged to grasp concepts and to develop thinking skills. That is why, in certain cases, Case Studies for the transaction of topics have been indicated.

### **Aims of the Course**

- To develop an understanding of the nature of Social Sciences, both of individual disciplines comprising Social Sciences, and also of Social Sciences as an integrated/ interdisciplinary area of study;
- To acquire a conceptual understanding of the processes of teaching and learning Social Sciences
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes;
- To acquire basic knowledge and skills to analyse and transact the Social Sciences curriculum effectively following wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life;
- To sensitize and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of the environment, disaster management, promoting inclusive education, preventing social exclusion of children coming from socially and economically deprived backgrounds, and saving fast depleting natural resources (water, minerals, fossil fuels etc.).

### **Course Outline**

#### **Part I**

#### **UNIT I : SOCIAL SCIENCES AS AN INTEGRATING AREA OF STUDY: CONTEXT AND CONCERNS**

- Distinguishing between Natural and Social Sciences: Major Social Sciences disciplines in Schools.

- What is 'social' about various Social Sciences?
- Uniqueness of disciplines vis-a-vis interdisciplinary
- Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; important social and economic issues and concerns of the present-day Indian society.
- Multiple perspectives/plurality of approaches for constructing explanations and arguments.

## **UNIT II: TEACHING-LEARNING RESOURCES IN SOCIAL SCIENCES**

- People as resource: The significance of oral data.
- Types of Primary and Secondary Sources: Data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.
- Various teaching aids: Using atlas as a resource for Social Sciences; maps, globe, charts, models, graphs, visuals.
- Audio-visual aids, CD-Rom, multimedia, internet.

## **UNIT III: SOCIAL SCIENCES CURRICULUM FOR SCHOOLS IN INDIA**

- Curriculum development process: National and State levels.
- Studying the Social Sciences syllabus - aims and objectives, content organisation and presentation of any State Board and CBSE for different stages of school education.

## **UNIT IV : TEACHING-LEARNING OF GEOGRAPHY-SPACE, RESOURCES AND DEVELOPMENT**

- Meaning, Nature and Scope of Geography: Current Trends
- Teaching and Learning Major Themes and Key Concepts in Geography
- LOCATION: Absolute (Grid system of latitudes and longitudes) and relative location: two ways of describing the positions of places and people on the earth's surface. Differentiating between sites (location) and situation (place).
- PLACE: Distinct physical and human characteristic of places that distinguish one from the other



- **MOVEMENTS:** Interdependence and interaction across space, migration of people, transport and communication; trade and commerce, patterns of centres, pathways and hinterlands.
- **REGIONS :** Formation and change.
- The above content may be used to understand teaching, learning strategies and skill development in Geography.
- **Developing Skills in Geography**
- Observation, recording and interpretation of physical and social features and phenomena; Reading and interpreting geographical information through tables, figures, diagrams, photographs; Map reading and interpreting using scale (distance), direction, symbols, point, line and area; Visual-to-verbal and verbal-tovisual transformation leading to mental mapping; Identifying, constructing and asking geographical questions; Developing and gathering relevant information and data and analysing them to answer geographical questions and offering explanations and interpretations of their findings; applying acquired knowledge and skills for understanding the wider world and taking personal decisions; taking up activities to study environmental degradation in the local area and its preservation methods; studying any disaster involving all factors at the local/global levels.
- **Teaching Strategies in Geography**
- Questioning; Collaborative strategies; Games, simulations and role plays; Values clarification; Problem-solving and decision-making.
- **METHODS :** Interactive verbal learning; Experiential learning through activities, experiments; Investigative field visits based on students' own interests with teacher's support as facilitator; Engagement with 'places' at an emotional or sensory level using art, poetry and literature.
- **TECHNIQUES:** Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

## **UNIT V: TEACHING-LEARNING OF ECONOMICS: STATE, MARKET, AND DEVELOPMENT**

- As a branch of social science, economics is concerned with people. It studies how to provide them with means to realise their potential. This unit on economics deals with the broad themes of state, market, and development. Market and state are interrelated as instruments of development. The course

endeavours to introduce the learners to key economic concepts and issues that affect their everyday lives.

- Meaning, Nature and Scope of Economics: Current Trends Key Concepts in Economics
- Scarcity and choice, opportunity cost, productivity, demand, supply and market mechanism, Division of labour and specialisation.
- Classification of Economic System
- Capitalism, Socialism, mixed economy (case study: India)
- Developmental Issues in Economics
- Sustainable Development—economic growth and economic development—indicators of measuring the well-being of an economy; Gross Domestic Product; economic planning; Poverty; Food Security; Price rise; Role and functions of Money—formal and informal financial institutions and budget; Classification of Production Activities—primary, secondary and tertiary;
- Economic Reforms and Globalisation (discuss these developmental issues with reference to India).
- The above content may be used to understand the teaching, learning strategies and skill development in economics.
- Teaching-Learning Methods in Economics
- In addition to usual methods like lecture, discussion, storytelling, other methods like problem-solving, simulation games, use of media and technology, concept mapping, project and activities like field visits (e.g. visit to a construction site for data on wages and employment), collection of data from documents (e.g. Economic Survey, Five Year Plan), analysing and interpreting data (using simple tables, diagrams and graphs) can be undertaken. Self-study and collaborative learning activities should be encouraged.
- Teaching-Learning Materials
- Using textbook, analysis of news (Newspaper, TV, and Radio); documents (e.g. Economics Survey, Five Year Plan), Journals and News Magazines.

## **History / Civics**

**Objectives:** Upon completion of the course the student-teacher will be able to:

1. Understand meaning, scope and importance of History and civics in the school curriculum.
2. Acquire content knowledge of methods of history and civics.
3. Acquire knowledge of aims and instructional objectives of teaching history and civics
4. Acquire skills in planning lessons in History and civics
5. Understand and apply the principles of organizing content in the teaching history and civics.
6. Acquire knowledge about Local, Regional National, and World History.
7. Acquire the knowledge of Instructional Material and resources in teaching History and Civics
8. Preparing suitable teaching devices & using them & organizing field trips.
9. Proficiency in correlating History and civics with other school subjects.
10. Cultivate the qualities of a good History and civics teacher
11. Acquire the knowledge of content of History and civics for viii to xth standard in Karnataka
12. Evaluate History and civics text books and prescribed courses
13. Develop necessary skills in the application of methods and techniques in the classroom

### **Unit 1: Nature and Scope of History and Civics**

- 1.1 Meaning, Nature, and scope of history
  - 1.1.1. History - an art or Science
  - 1.1.2 Modern Concept of History, exploration, criticism synthesis and exposition.
  - 1.1.3 Different levels of History - World History, National, Regional and Local History
- 1.2. Meaning and scope of civics
  - 2.1.1 Man as a social animal and as a citizen

## **Unit 2: Aims and Objectives of Teaching History and Civics**

2.1 Meaning and Importance of teaching History and civics in Secondary Schools

2.2 Aims of teaching History and Civics

2.2.1 Political conciseness, understanding of current events, democratic citizenship, understanding of Union and the State Govt.

2.2.2 Functional awareness of Rights and Duties of citizens.

2.3 Instructional objectives and values of Teaching History and civics

2.3.1 Knowledge, understanding, critical thinking, skills, Attitude, Interests, Application - Analysis of these objectives in terms of specific behaviours of learners.

2.3.2 Spelling out Instructional objectives and learning outcomes

2.3.3 History and civics based hobby clubs, societies

2.4 Correlation of History and Civics with other School Subject

2.4.1 Meaning and Importance of correlation

2.4.2 Types of correlation.

2.4.3 Correlation of History with Geography, Economics, Literature

2.4.3 Co curricular /Activities in History and Civics

2.4.5 Importance of organization of field trips, visits.

## **Unit 3: Instructional design in Teaching History and Civics**

3.1 Format of lesson plan: Its stages, Selection of relevant content, selection of appropriate teaching devices and assignments, and plan according to active learning strategies.

3.2 Resource Unit

3.3 Unit Plan

## **Unit 4: Methods, Techniques, and Instructional Materials of teaching History and civics**

4.1 Meaning and need of methods

4.2 Methods and techniques of teaching History –discussion, project, problem solving, source, dramatization and biographical, Active Learning Strategies.

4.3 Methods of teaching Civics - Survey observation, comparative and demonstration, Active Learning Strategies.

4.4 Instructional Materials in History and civics :

4.4.1 Collateral Reading – Importance, Reading materials, Historical Novels

4.4.2 Auto biographic, Magazines, News papers Drams, Journals Audio-Aids- Radio, Tape recorder, Visual-Aids-Maps- Importance,

4.4.3 Types, procedure of using maps, pictures, charts, models, film strips, diagrams ,

4.4.4 Audio-Visual Aids-Films, TV

a. History Room-Meaning and Importance, planning equipping

b. Computers, multimedia packages and Internet as an Instructional aid.

### **Practical**

1. Critical evaluate History civics content of 8th 9th 10th Standard.
2. Conducting quiz Competition in History/civics.
3. Survey of the locality and collection of information about places or institutions of historical interests.
4. Organizing short field trip to a place of historical / political interests
5. Preparing resource unit on a topic of your choice in History and Civics.
6. Preparation of materials for a History room or museum
7. Student is also allowed to do his own interested practical work pertaining to the syllabus.

### **Note:-**

1. One assignment carries 10 marks
2. One internal test carries 10 marks

## References

- Agarwal J.C. (2002) Essential of Educational technology: Teaching, Learning, Innovations in Education, Prakash Publishing house Pvt. Ltd. New Delhi.
- Arora R.L. (1990) Teaching of History , Prakash Brother Ltd.
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- Kochhar S.K. (1989) Teaching of Social Studies. Sterling Publisher New Delhi
- N.C.E.R.T. (1970) Effective Teaching of History in India .A Handbook for History Teachers.
- Taneja U.R. (1910) Fundamentals of Teaching Social Sciences. Mahendra Capital Publishers. Chandigadh.
- Vajreswari R (1973) A Hand Book for History Teachers. Allied Publisher's New Delhi

## **Geography / Economics**

**Objectives:** Upon completion of the course the student-teacher will be able to:

1. Acquire knowledge about basic facts, concepts, laws principles and trends in Geography and Economics
2. Acquire knowledge and understanding of the aims and objectives of Geography
3. Realize the values of learning geography
4. Make use of Audio-visual aids about Geography and Economics
5. Develop skills in equipping the Geography (i) Museum (ii) Room (iii) Library
6. Develop skills in organizing planning- learning experiments and in writing and organizing the lesson plan.
7. Acquire the knowledge of Geography Curriculum

### **Unit 1: Meaning, Nature and Scope of Geography and Economics**

- 1.1 Meaning, Nature, Scope and importance of Geography
- 1.2 Branches of Geography and their importance- physical, economic, human and political.
- 1.3 Meaning, Nature, Scope and importance of Economics.
- 1.4 International relations and study of Geography and Economics

### **Unit 2: Aims and Objectives of teaching Geography and Economics**

- 2.1 Aims/Values of teaching Geography and Economics
  - 2.1.1 Intellectual aims
  - 2.1.2 Cultural aims
  - 2.1.3 Environmental aims
  - 2.1.4 Utilitarian aims
  - 2.1.5 Aesthetic aims

## 2.2 Taxonomy and objectives of teaching Geography and Economics

2.2.1 Knowledge

2.2.2 Understanding

2.2.3 Application

2.2.4 Attitude and interest

2.2.5 National Integration. International Understanding.

2.3 Co-relation of Geography and Economics with History, Science, Mathematics and languages

2.4 Trends in Geography Education

2.5 Importance and Organization of Field trips, Visits

2.6 Geography based hobby clubs / societies (National geography specials)

### **Unit 3: Instructional Design in Geography and Economics :**

3.1 Meaning, importance and format of lesson plan

3.2 Principles of lesson planning

3.3 Characteristics of a lesson plan

3.4 Prepare Lesson Plan according to Active Learning Strategies

3.4 Unit plan

3.5 Resource Unit

### **Unit 4 : Methods of Teaching Geography and Economics**

4.1 Meaning and importance of methods of teaching Geography and Economics

4.2 Different Methods of teaching Geography and Economics

4.1.1 Lecture Method

4.1.2 Laboratory Method

4.1.3 Observation Method

4.1.4 Excursion Method



4.1.5 Project Method

4.1.6 Discussion Method

4.1.7 Active Learning Strategies

### **Practicum**

1. Preparation of charts, globe and models of Geography.
2. Preparation of transparencies about- section of volcanoes, seabed, plains etc.
3. Interpretation of weather maps
4. Drawing of geographical maps
5. Preparation of resource unit in Geography

### **Assignments**

1. Visit to an observatory, planetarium or Geography museum
2. Collection of specimens
3. Preparation of a project report – based on local geographical survey.

### **Scheme of Assessment**

<b>Item</b>	<b>Marks</b>
a. Writing a report 5 to 6 pages	5
b. Collection and preservation of specimen's	5
<b>Total</b>	<b>10</b>

### **Note -**

1. Submission of report after doing any one of the above practical work
2. Each practical work carries 10 marks
3. one internal test carries 10 marks

## References

- Bliar, Thomas A., (1951), *Climatology: General and Regional*, New York, PrenticeHall Inc.
- Brianlt, E.W. and D.W. Shave, (1965), *Geography in and out of School*, London, Harrap and Co.
- Brock, Jan O.M., (1965), *Geography, Its Scope and Spirit*, Ohio, Charles E. Merrill
- Charley, R.J. and P. Haggett (Eds) (1967), *Frontier in Geographical Teaching*, Methuen Educational Ltd.
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## **SEMESTER - VII**

### **Internship Guide**

#### **Description of Roles**

**Interns** are students who is a graduate in their subject major, and are spending a four month working with experienced mentor teachers on their teaching practice while taking graduate courses in the Teacher Education department.

**Mentor Teachers** are experienced school teachers who mentor interns. They provide guidance, insight and opportunities for supported practice.

**Supervisors** work with school administrators/ Mentors to determine school experience for interns, mediate in difficult situations, and oversee interns' progress in schools and with respect to program requirements. They are faculty who organize campus based lectures and seminars in each subject area. They provide supervision and guidance for the interns in and out of the campus.

#### **Intern Responsibilities**

Interns are students of teaching. In contrast to traditional student teaching programs, interns are not expected to begin the year ready to teach on their own. Instead, they are expected to engage in observations, co-planning and co-teaching with their mentor teachers and to build their capacity toward assuming responsibility for extended lead teaching during the semester.

Interns are in a period of transition from students to professional teachers. During this transition, they must retain the perspective of a learner as they take on the new and unfamiliar role of a teacher. Interns are expected to take an active role in their own learning and to contribute to the learning of fellow interns.

#### **Planning and Communication**

- Keep supervisor informed about classroom schedules and events
- Direct questions or concerns to supervisors or mentor
- Schedule observations and conferences with the mentor and inform supervisor of changes promptly
- Meet regularly with the mentor to discuss planning for instruction
- Prepare written lesson and unit plans according to both mentor teacher and supervisor's expectations

- Arrange to share all plans and materials with the mentor in a timely way, to allow for feedback before using them
- Keep the focus class binder up to date with plans and materials and ensure that it is accessible to the mentor and supervisor at all times
- Engage in reflective diary writing or other communication forums required by mentors and/or supervisors
- Provide mentor/supervisor with copies of plans and materials
- Confer regularly with the mentor teacher and supervisor about progress and concerns

### **Professional Activities**

- Prepare for and participate in seminars
- Participate in orientation activities, faculty meetings and other school events
- Initiate introductions to school faculty, staff and administrators
- Maintain accurate contact information for mentor teacher(s) and supervisor
- In case of absence, inform everyone affected promptly, i.e. prior to the absence
- Comply with the school absence policies and have substitute teacher plans available if scheduled to teach lessons during the absence
- Comply with the internship attendance policy
- Dress professionally
- Comply with the Professional Conduct policy
- Consult mentor teacher and supervisor about the work schedule for any part time job and arrange a mutually acceptable schedule

### **Personal Learning**

- Take initiative in asking questions, searching out resources, inviting feedback and creating opportunities to learn
- Reflect on teaching and learning through discussions and assignments
- Prepare a professional portfolio (reflective diary)

- Work with intern as a co-teacher as soon as possible, sharing decisions and observations
- Observe intern's teaching and help the intern think about student understanding, alternative approaches, grouping, management, etc.
- Provide interns with oral and written feedback about their teaching, including written feedback
- Observe teachers and students carefully, taking notes and asking questions
- Study and participate in the formation and maintenance of a classroom learning community
- Begin the year co-planning and co-teaching lessons and activities, moving toward independent planning and teaching as the year progresses

#### Mentor Teacher Responsibilities

#### **Planning and Communication**

- Negotiate with intern and supervisor a sequence of intern responsibilities in accordance with the program standards
- Provide intern with an outline or list of topics intern will be responsible for teaching, allowing extra time for intern to locate resources, plan, receive feedback from mentor teacher and supervisor, and revise
- Establish regular times to confer with the intern about unit planning and provide support for identifying big ideas and appropriate curriculum materials
- Help identify places in the curriculum where the intern can try out ideas learned in seminars
- Confer regularly with the supervisor about progress and concerns
- Participate in all school activities from morning assembly to evening assembly

#### **Supporting Intern Learning**

- Facilitate and monitor intern's progress from observation to co-planning and co-teaching to lead teaching

- Guide the intern through daily school-based experiences such as working with other teachers, dealing with classes on an assembly day, etc.
- Provide appropriate, classroom-based learning opportunities throughout the year.
- Reflect with the intern about teaching, student learning and ideas and strategies studied in seminars.

### **Assessment**

- Participate in assessment conferences
- Write and submit an Exit Performance Description at the end of the internship programme
- Help interns think about their careers as educators and assist with reviewing portfolios, videotaping, writing letters of recommendation, etc.

### Supervisor Responsibilities

### **Meetings, Observation Visits, and Assessments**

- Provide copies of written assessments to interns and mentor teachers
- Conduct five feedback sessions with the intern and mentor teacher, at the appropriate point of time
- Prepare participants for sessions by explaining what to bring and topics to discuss
- Make at least five observation visits during a week
- Prepare written assessments prior to feedback sessions, using the appropriate forms for your intern's subject area, and provide copies for the intern and mentor teacher at the conference
- Write and submit an Exit Performance Description at the end of the internship programme.

## **Communication**

- Facilitate communication among interns, mentor teachers and others involved with the internship
- Communicate regularly with each intern, at least every other day
- Communicate regularly with each mentor teacher
- Communicate regularly, as scheduled, with subject area leaders about interns' progress and problems
- Provide the intern and mentor teacher with detailed notes and written feedback about observation visits
- Make sure intern and mentor clearly understand expectations and program standards
- Keep informed about program developments and pass this information on to interns and mentors promptly
- Know where to direct questions and relay answers as soon as possible

## **Support of Intern Learning by the supervisor**

- Observe the intern's teaching and confer about the planning and teaching of each observed lesson
- Provide constructive written and oral feedback for each observed lesson
- Identify the intern's specific needs and work on them with the intern and mentor teacher
- Inform subject area leader about problems promptly
- Help interns to develop their portfolios by giving feedback on materials, assisting with videotaping, etc. Records
- Keep notes of all observation visits including date, progress observed, suggestions made and actions taken
- Keep notes of all communication with interns and mentor teachers
- Keep examples of intern work indicative of progress or problems
- Keep copies of all written assessments and professional development plans
- Submit evaluation reports and professional development plans to the department head



This highlights the intern's field experience that contribute to the overall design of the internship year experience. In schools with other configurations of class time, interns and mentors should discuss with their field instructors how the intern's lead teaching time will be distributed throughout the year. Key aspects of any intern's lead teaching schedule include:

- After the initial week or two of school, the intern should have lead teaching responsibility (but not sole teaching responsibility) for at least one class period in a week.
- Interns are novice teachers for whom out-of-class preparation and reflection takes longer than it does for more experienced teachers. Having regular time during the school day to plan well for their teaching and reflect carefully on it is vital for the growth of the intern's practice and for the quality of the instruction they can provide to the students they share with their mentor. Interns may spend some of this time outside the classroom, and they may spend some of it in observation and analysis of the mentor's teaching.
- In the initial internship programme, short periods of increased lead (sole) teaching responsibilities should be preceded and followed by periods during which interns return to teaching only the focus class. From each period of increased lead teaching responsibility to the next, the demands on the intern's planning, teaching, and/or assessing should increase.
- Interns' on-campus classes do not meet every week of the internship. During certain weeks, the classes do not meet so that interns can be in their placement schools all five days of the week. Interns' obligations to their courses during this time focus more on at-school or in-class activities and less on lengthy reading or writing assignments.

## **SEMESTER - VIII**

### **EPC 4 : Understanding the Self**

#### **Objectives**

- The main aim of this course is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives. Students are encouraged to explore and develop through self-reflection a greater insight into their aims of life, strengths and weaknesses and dynamics of formation of identity and a true individuality.
- Students also develop a capacity for social-relational sensitivity, effective communication skills and ways to create harmony within one's own self and society. The workshops are also aimed at equipping the students with positive attitudes, attributes and skills that help in facilitating the personal growth of their own students while teaching.
- To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the capacity to facilitate personal growth and social skills in their own students

#### **Unit 1: Exploring the Aim of Life Objectives**

- To enable students to develop a vision of life for themselves.
- To encourage students to give conscious direction to their lives to take responsibility for their actions.
- To develop a holistic and integrated understanding of the human self and personality

#### **Workshop themes**

- Vision as a person: Aspiration and purpose of life.
- Giving a conscious direction to life.
- Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.

## **Unit 2: Discovering one's True Potential**

- To facilitate the personal growth of the students by helping them to identify their own potential
- To develop the power of positive attitude.
- To encourage students to develop the capacity for self-reflection and personal integration.

### **Workshop themes**

- Understanding one's strengths and weaknesses through self observation exercises.
- Taking responsibility for one's own actions.
- Developing positivity, self esteem and emotional integration.
- Exploring fear and trust; competition and cooperation
- Developing skills of inner self organization and self reflection
- Writing a self-reflective journal

## **Unit 3 : Developing Sensitivity**

- To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.
- To encourage students to develop the capacity for perspective taking and appreciating different points of view.
- To develop sensitivity towards needs of children by connecting with one's own childhood experiences Workshop Themes
- Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, race, region, disability etc.) and critically examine the sources of stereotyped messages (e.g., media).
- Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness.
- Developing the capacity for empathic listening and communication skills.

- Understanding one's own childhood and adult-child gaps in society.

#### **Unit 4 : Peace, progress and Harmony**

- To develop the capacity to establish peace within oneself
- To develop the capacity to establish harmony within a group and methods of conflict resolution
- To understand the meaning of leadership and develop attitudes and skills of a catalyst
- To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change

#### **Workshop themes**

- Establishing peace within oneself: exercises of concentration and meditation
- Understanding group dynamics and communication
- Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution
- Exploring the bases of social disharmony: becoming the agents and catalysts of change and exploring methods of facilitating change

#### **Unit 5 : Facilitating personal Growth : Applications in Teaching**

- To explore attitudes and methods needed for facilitating personal growth in students
- To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum

#### **Workshop themes**

- Becoming a self-reflective practitioner: becoming conscious of one's own attitudes and communication pattern while teaching.
- Observing children: appreciating social, economic, cultural and individual differences in children and relating with them

- Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching

### **Mode of Transaction**

There is no standard prescribed material for these workshops. The professional experts are expected to engage with the students with specially designed activities. These could be based on the facilitators personal integration and unique individual and group characteristics and are rooted within the context of student's lives and contemporary realities. It is suggested that the students be given space to explore and articulate their own sense of life and its issues. They can be encouraged to think a fresh on issues that most closely concern them and use creativity and imagination to develop a perspective on them. The resource materials are an aid in this process. The resource materials can also include newspaper/web articles on contemporary concerns and movies/documentaries and other audio-visual materials. There is a suggested list of resource materials which should be contextualised and updated periodically. Expertise/ Specialization required to teach this course Specialists who have conducted personal development workshops and who have a qualification in clinical and counseling Psychology.

### **Essential Readings**

1. Antoine de Saint-Exupery. (1977). The Little Prince. London, UK: Wordsworth Edition Translated by Irene Testot-ferry (available in Hindi).
2. Dalal, A.S. (2001). Our Many Selves. Pondicherry, India: Sri Aurobindo Ashram.
3. Frankl, V. (1946). Man's Search for Meaning. New York: Pocket Books.
4. Joshi, K. (ed) (2005). The Aim of Life. Auroville, India: Saiier.
5. Krishnamurti, J. (1953). Education and the Significance of Life, Ojai, California, USA: Krishnamurti Foundation Trust.
6. NCERT, (2006). Education for Peace, Position Paper. New Delhi: NCERT.
7. Walk with Me: A Guide for Inspiring Citizenship Action. (2006). New Delhi: Pravah Pub.

### **Readings for Discussion**

1. Bach, R. (1994). Jonathan Livingston Seagull, London, UK: Harper Collins Publications.
2. Chatterjee, D. (1998). Leading Consciously, MA, USA: Butterworth-Heinemann.

3. Gibran, K. (1996). *The Prophet*, Calcutta, India: Rupa & Co.
4. Gupta, L. (2008). Growing up Hindu or Muslim: How Early does it Happen. *Economic and Political Weekly*, 63(6), 35-41.
5. Haldar, B. (2006). *A Life Less Ordinary*. New Delhi: Penguin Books. Translated by Urvashi Butalia.
6. Hall, E. and Hall, C. (1988). *Human Relations in Education*. London, UK: Routledge.
7. Joshi, K. (1996). *Education for Character Development*. Dharam Hinduja International Centre for Indic Research.
8. Joshi, P. (2006). Negotiating Identity: Voices of Children with Disabilities in Regular Schools. *Contemporary Education Dialogue*. 3(2), 1175-195.
9. Kumar, K. (1986). Growing Up Male, *Seminar*, No. 318.
10. *Seminar*, Identity. No. 387, November 1991. New Delhi.
11. UNESCO, (2001). *Learning the Way of Peace: A Teachers' Guide to Peace Education*. New Delhi: United Nations Educational, Scientific and Cultural Organization.

### **Suggested Audio-Visual Resources**

1. *Aim of Life* by Kireet Joshi (DVD) for DVD/facilitation contact mothersinstitute@hotmail.com
2. *Full of Life: A sensitive Japanese Teachers explores feelings, death with 10 year olds*. (<http://www.arvindguptatoys.com/films.html>)
3. *Personality Development (Interactive CD, Computer Only) With Yoga and Guided Meditation Modules*, Indus Quality Foundation
4. *The House on Gulmohar Avenue* by Samina Mishra ([www.cultureunplugged.com](http://www.cultureunplugged.com))

### **Advanced Readings**

1. Csikzentmihalyi, M. (1993). *The Evolving Self: A Psychology for the Third Millennium*. New York: Harper Collins.
2. Dalal, A.S. (1987). *Living Within*, Pondicherry, India: Sri Aurobindo Ashram Trust.
3. Dalal, A.S. (2001). *A Greater Psychology*. Pondicherry, India: Sri Aurobindo Ashram Trust.

## **EPC 5 : UNDERSTANDING OF ICT**

**Objectives:** Upon the completion of the course the student-teachers will able to:

- Develop skill in handling computer and using word documents.
- Develop skill in computation, analysis and interpretation of data by using Excel Spread sheets.
- Understand the Educational implications of Power Point Presentation and its use in classroom context.
- Understand the applications of Information Technology in the field of teacher education programme and training.

**Practicum :**

### **1. Computer Fundamental**

- Instructions on operating the Computer
- Connecting of all peripherals to CPU for a system
- Switching on/off/restart
- Inserting/removing a floppy from the floppy drive
- Running a file from a floppy using floppy drive • Copying a file from hard disk to floppy disk
- Inserting/removing a CD from the CD-ROM drive
- Running a file from a CD-ROM using CD-ROM drive
- Copying files from one drive to another
- Creating a new folder
- Running a file from hard disk
- Connecting the printer and print out hard copies

### **2. Exercise in Ms-Word**

- Creating a new document
- Formatting and editing of a document
- Inserting pictures, objects, frames and tables

- Practicing Mail-Merge facility
- Working with the drawing tools

### **3. Exercise in Ms-Excel**

- Creating a new worksheet
- Inserting and deleting rows/columns in worksheet
- Formatting and editing of a document - sorting
- Preparation of statement of marks and using of some statistical concepts – Descriptive Statistics
- Preparation of School Time Table
- Preparation of Tables

### **4. Exercise in Ms-Power Point**

- Preparation of MS-PowerPoint presentation using text, picture, sound, word art, clipart, and the other available tools with animation

### **5. Exercise in Information and Communication Technology**

- Browsing the Internet and down loading – search word using search engine
- Working with Multimedia
- Receiving/Sending of E mail and attachment