

GEODL-1 CHILDHOOD AND GROWING UP

Max. Marks: 100

External : 70

Internal : 30

INTRODUCTION

This course provides an introduction to the study of CHILDHOOD AND ADOLESCENCE. It aims to sensitize student teachers about Childhood and adolescence in different socio-economic and cultural settings and their implications for teaching learning process. The student teachers will develop ability to look at learners not merely from the point of school, classroom and learning but in a large and diverse social context of childhood and adolescence. This interdisciplinary course draws its content from psychological, sociological and anthropological studies.

It also offers a critical study of significant theories of child development and their relevance in the Indian context. It also offers a critical study of significant theories of child development and their relevance in the Indian context. It will also help to build a perspective on issues related to marginalization, diversity and stereotyping, inclusion of the differently abled children and concerns of the adolescents. The course content has focus on the psychological and sociological aspect of girls education, special groups, children's of single parents and migratory families. The pedagogy to be followed for transacting the course content the teacher educators shoal of enable the student teachers to reflect on their own life experience the student teachers will be helped to develop understanding about the significant theoretical perspectives and use of tools and methods of study in the context of children and adolescents, interacting with the learners around them and reading about learner belonging to diverse conditions.

OBJECTIVES

- Enable the student teachers to understand how varied socio-economic and cultural realities lead to different constructions understand of childhood and adolescence.
- Develop an understanding that different cultures have different notions of childhood and adolescents.
- Develop understanding how representation in media of gender, class and poverty helps in understanding lived realities and assumptions of nations about childhood, adolescents and stereotypes.
- To develop an understanding of children of different age group through close observation and interaction.
- Study significant theories of human development and analze them critically for their relevance within the Indian context.
- Understand the diverse needs of learners belonging to migratory, single parent, special group families.
- Understand the psychological needs of differently abled children and concept of inclusive education.

BLOCK-1 GROWTH AND DEVELOPMENT OF CHILDREN

Unit-1 Understanding Children and Childhood: Different Perspective

- Concept of childhood across cultures, Culture, Society and childhood; Influence of Caste, Class, Gender, Race, Disability and Religion on Childhood; Child Rearing practices: Cultural Diversity.

Unit-2 Growth and Development

Concept of Growth and Development; Ways of growth and development-Biological Perspective, Psychological Perspective, Sociological Perspective; Physical growth of children.

Unit-3 Principles of Development

General to Specific pattern of development, Development as a continuous process, Development as product of maturation; Development proceeds by Stages, Early development important than latter on, Inter-relationship among different aspects of development; Individual differences in development.

Stages of Development-Infancy Stage of Development, Early Childhood Late Childhood Stages of Development.

Unit-4 Growth and Development of Children

Child as Learner - Psychosocial Identity as a Child; Major Skill Development of Children; Mental Development of Children, Language Development of Children; Psychosocial Development; Emotional Development; Gender roles; socialisation through play.

BLOCK-2 GROWTH AND DEVELOPMENT OF ADOLESCENTS

Unit-1 Understanding Adolescents: Different Perspectives

Understanding the Concept of Adolescence Across Cultures; Adolescence in-relation-to Stereotypes; Gender Identity; Changing Identity and associated roles in various cultures.

Unit-2 Growth and Development During Adolescence

Physical Growth During Adolescence, Mental Development of Adolescence, Psychosocial development, emotional development and behavioural changes, Physiological needs, Socio psychological needs: Security, Approval, Freedom and Independence, Self-Improvement and Achievement.

Unit-3 Adolescents in Socio-Cultural Contexts

Adolescents growing up in urban slums and migratory families; Problems of adolescents in Indian context; perplexity with regard to somatic variations; sex consciousness, adjustment difficulties with parents, Childhood-Adulthood conflict etc., Guidance needs of adolescents; Decision - making and risk taking behaviour, Family values.

BLOCK-3 THEORETICAL PERSPECTIVES ON LEARNING AND CROSS- CULTURAL ASPECTS

Unit-1 Behaviouristic Perspective of Learning

Basic nature of Learning-Behaviouristic Perspective of Learning, Classical Conditioning Theory of Learning, Operant Conditioning, Difference between Classical and Operant Conditioning theories of Learning, Educational Implications.

Unit-2 Erickson's Stages of Psychosocial Development

Concept of Psychosocial Aspects, Intimacy versus Guilt (3-6 yrs), Intimacy versus Inferiority (6-12 yrs), Intimacy versus Role Confusion (Adolescence), Peer Relationship, Intimacy versus Isolation (Young Adulthood).

Unit-3 Cognitive Development

Concept of Cognitive development-Piaget's theory of Cognitive Development, Critique of Piaget's theory of development from cross cultural perspectives, its relevance and applications in the modern context.

Unit-4 Kohlberg's Theory of Moral Development

Concept of Moral development, Kohlberg's Stages of Moral development, Critique of Kohlberg theory of Moral development from cross-cultural perspectives, Moral development and Diverse Indian socio-cultural setting.

Unit-5 Vygotsky's Social Constructivist Approach to Learning

Learning as Construction of Knowledge-Concepts and principles of constructivist approach, Relevance and applicability of constructivist approach to learning, Comparison of Vygotsky's and Piaget's views of cognitive development, Constructivist Approach: Role of Teacher, Adults and Peers.

BLOCK-4 INDIVIDUAL DIFFERENCES METHODS OF STUDY AND INCLUSIVE EDUCATION

Unit-1 Methods of Studying Individual Differences

Observation, Case study, Interview technique, Introspection and narratives by children and adolescents.

Unit-2 Introduction to Differently Abled Children

Categories of Differently Abled Children, Classification on the Basis of Intellectual Assessment and strategies of teaching, Students with different Learning Disabilities, Characteristics of learning disabled children, Strategies/Provision of Teaching the learning disabled children.

Unit-3 The Visually Impaired Child and Inclusive Education

Causes of Visual Impairment, Classification of Visually Impaired Children, Identification of Visually disabled Children, Integrated Education of the Visually disabled Children.

Unit-4 The Orthopaedically Handicapped Child

Detection and Prevention, Causes and Defects in Orthopaedically Handicapped, Educational Provisions for the Orthopaedically Handicapped.

PRACTICUM

1. Observation of a day in an adolescent's life at school and out of school. Critical observation and analysis of how children play.
2. Understanding childhood by analyzing how they are depicted in local/regional literature.
3. Presenting a report on child-rearing practices and growing up around them.
4. Reflective experiences of one's own childhood adolescence.
5. Preparing audio visual clippings of interaction among adolescents and small group discussions.
6. Viewing and discussing short documentary films related to growing up.

SUGGESTED READINGS

- Cultures Of Adolescence: Educationally Disadvantaged Young Women in An Urban Slum, Meenakshi Thapan, Chopra, P. & Jeffrey P, Chapter 10, Educational Regimes in Contemporary India. Sage Publications, New Delhi, 2005.
- Changing Childhoods in Industrial Chattisgarh, Jonathan Parry, Chapter 13, Chopra, P. & Jeffrey P, Educational Regimes in Contemporary India. Sage Publications, New Delhi,

2005

- Adult-Child Continuity in India: Is Adolescence a Myth or an Emerging Reality, Saraswathi T.S., Culture, Socialization and Human Development, Sage Publications, New Delhi, 1999.
- Childhood; what we need to know, Garbarina J., Childhood:1: 3-10, Munksgaard, Denmark, 1993.
- Telling different tales: Possible childhoods in children's literature, Deepa Sreenivas Childhood 18(3) 316–332, Sage, 2011.
- Living in the Shadow of Disability: Anita Ghai, The Journal, Vol.I (I) June, 1999
- Shiksha Manovigyan (2011) SK Mangal. PHT Learning Private limited New Delhi.
- Educational Psychology (2005) Anita Woolfolk. Dorling Kindersley Patparganj, Delhi 110092, India
- Is there an Indian Childhood: Olga Nieuwenhuys, Childhood 2009 16: 147 <http://chd.sagepub.com/content/16/2/147>
- Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood *Edited by* Allison James and Alan Prout, Falmer Press, London, 1997.
- Childhood in a Globalising World Author(s): Krishna Kumar Source: Economic and Political Weekly, Vol. 41, No. 38 (Sep. 23-29, 2006), pp. 4030-4034 Published by: Economic and Political Weekly Stable URL: <http://www.jstor.org/stable/4418723>
- The Human Life Cycle: The Traditional Hindu View and the Psychology of Erik Erikson Author(s): Sudhir Kakar Source: Philosophy East and West, Vol. 18, No. 3 (Jul., 1968), pp. 127-136 Published by: University of Hawai'i Press Stable URL: <http://www.jstor.org/stable/1398255>
- Developments Child, Image, Nation, Erica Burman. Routledge, London, 2008.
- Childhood and School in an Indian Village, Sarangapani Padma, Childhood Vol 10(4): 403–418, Sage, London, New Delhi 2003.
- Buxton, A.C (2010) Teaching Science in elementary and Middle School New Delhi. Sage Publication.
- Bybee.w. Roger (2010) The Teaching of Science 21st Century Perspective Natural Science Teacher's Association. USP
- Fenshem, P.J. (1994) The Content of Science: A Constructive Approach to its Teaching and Learning. Washington. D.C. The Falmer Press.
- Joshi, S.R. (2005) Teaching of Science. New Delhi: A.P. II Publishing Corp.
- Layton. D. (1989) Innovations in Science and Technology Education New Delhi: Stroking Publishers
- Lawson, EA. (2010) Teaching Inquiry Science in Middle School. New Delhi: Sage
- Margret Mead (1953) Coming of Age in Samoa New York: A Modern Library Book.
- Siddique H.N. (2007) Teaching Science. New Delhi: Balap
- Tripathi, S (2004) Teaching of Physical Science New Delhi: Dominant Publications
- Rao. V.K. (2004) Science Education New Delhi AP II Publishing Corp.

GEODL-2 CONTEMPORARY INDIA AND EDUCATION

Max. Marks: 100

External : 70

Internal : 30

INTRODUCTION

Education is essentially a normative endeavour, hence is intentional. It intends, rather deliberately, to socialize children into a value frame or normative structure. In contemporary times, Constitution of India is providing a value frame to education. While negotiating with the value frame education has to socialize children into Constitutional value frame. Indian Constitution envisioned a humane society based on freedom, equality, and justice and evolved many institutions to realize the vision. In this regard, education is considered as an agency of transformation and classroom as the shaper of the visioned destiny. Since teachers ought to play crucial role in realizing the vision, they are to be informed the Constitutional vision to develop normative perspectives regarding education and thereby emerging concerns and issues. The normative perspective a teacher holds in turn guides his/her actions and acquires a meaning to action. The course, Contemporary Indian Society and Education is intended for the purpose; it aims at the development of perspectives about vision of contemporary educational reality, its concerns and issues.

OBJECTIVES

The course aims at developing critical consciousness about educational issues and concerns. Therefore, after reflective debates, students are expected to:

- Understand the basic features of Indian society and polity;
- Appreciate the plurality of Indian culture;
- Understand the Normative Vision of the Constitution of India;
- Understand and contextualize ideals of the Constitution of India;
- Appreciate humanistic agenda of the Constitution of India;
- Value and recognize the role of education in realizing the ideals of the Constitution;
- Develop critical awareness about the issue of education that are coming in the way of realization of the values of the Constitution;
- Understand and develop positive attitudes towards various forms of exclusions;
- Critically understand the policy framework of Indian Schooling;

BLOCK- 1 UNDERSTANDING INDIAN SOCIETY

Unit-1 India: The Historical Evolution

India as Ancient civilization: Characteristics; and India as the seat of higher learning: Essential Features and Nature

Unit-2 India as a Society

India as Political Entity: Historical Evolution; and Society: Meaning and Features

Unit-3 India: Essential Properties

Geographical Diversity, Linguistic Diversity, Cultural diversity, Religious plurality and Social stratification

Unit-4 India as Evolving Nation State

India as an Evolving Nation State: Vision, Nature and Salient Features; Democratic and secular Polity; Federal Structure: Implications to Educational Arrangements and responsibilities.

BLOCK-2: INDIA AND DEVELOPMENT

Unit-1 India as Developing Economy: Salient Features and Paradoxes

Development and Displacements; Development and Environmental Degradation; and Growing incomes and widening inequalities.

Unit-2 Indian Economy and Education

Agriculture Sector and educational linkages; Industrial Sector and educational linkages and Service Sector and educational linkages;

Globalization and India as Knowledge Economy: Role of Education.

Unit-3 Modern Indian Society

Human Society: Normative Relations; Indian Society: Multiple Normative Frameworks- A critical Understanding; Modern Indian Society: Constitutional Normative Framework

Unit-4 Education on the move

Contribution of Mahatma Gandhi, Jyotiba Phule. Dadabhai Nairoji and Gopalkrishna Gokhle.

SSA and RMSA interentions and their impact on school opportunities.

BLOCK-3 NORMATIVE VISION OF MODERN INDIA AND EDUCATION: CONSTITUTION OF INDIA

Unit-1 Making of the Constitution of India

Constitution: Meaning and Functions; Formation of Constituent Assemblies: Nature and functions; and Constituent Assembly Debates on Language and Education

Unit-2 Constitution of India: Basic Philosophy and Features

Preamble, Fundamental Rights and Duties, Directive Principles of State Policy, Language Policy related Schedule, Constitution of India and Educational Provisions.

Unit-3 Education in India: Privilege to Right

Education as Privilege: Educational Opportunities: A critical note on Indian educational past; Demand and Efforts for Education as Right: A brief historical inquiry; Constitutional Journey of Right to Education: Debates in the constituent assembly to RTE-ACT-2009 via Directive Principles of State Policy; RTE-Act 2009: Salient Features; Right to Education and Right to Education Act-2009—A Debate

Unit-4 Child Rights: Education

International Child Rights Convention-1989; Constitutional provisions on child rights; Right of underprivileged children-Girl child and differently abled children; Deprived childhood and Child labour and schooling: alternative Schools-nature.

BLOCK-4 POLICY FRAMEWORKS FOR PUBLIC EDUCATION IN INDIA: COMPETING DEMANDS AND POLICIES

Unit-1 Educational Policy Frameworks in India: A Brief Historical Account

Determinants of Educational policy: Purpose of Education, Legitimate Knowledge, Assessment, Medium of Instruction, Admission policies and Administration policy; British attempts to formulate Colonial policy of education: 1835, 1854, and 1882 and Downward Filtration theory: Its critique

Unit-2 Education Policy Frameworks in Independent India

Priorities in Educational policy during early years of Independence: Social, and Sectoral, National Development and modernization: Indian Education Commission-1964-66, National Policy on Education: 1968 and 1986: Salient Features and nature and SSA and RMSA interventions and their impact on school opportunities

Unit-3 Indian Education: Concerns and Issues

Democratization of School Education; Universalization of School Education-Access, Retention and Success; Equalization of Educational Opportunities; Growing inequalities in schooling: Detailed Sociological analysis and Quality and Equity in Schooling.

Unit-4 Curriculum Frameworks: Schooling Policies

Analysis of school curriculum frameworks-1975, 1988, 2000 and 2005 in terms of

Aims and purposes of education, Pedagogical policies, Syllabus organizations, Assessment Modalities and Language policies

SUGGESTED READINGS

- Allen, L.A. 1995 Management and Organization, Mc Graw Hill, Auckland
- Anand, C.L. et.al. 1983 Teacher and Education in Emerging in Indian Society, NCERT, New Delhi.
- Coombs, Philip H. 1985 The World Crisis in Education, Oxford University Press New York.
- Govt. of India 1986 National Policy on Education, Min. of HRD, New Delhi.
- Govt. of India 1992 Programme of Action (NPE). Min of HRD.
- Koontz, Harold et al : 1981 Management, Mc Graw Hill, Auchland.
- Mohanty, J., 1986 School Education in Emerging Society, Sterling Publishers, New Delhi.
- Mukherjee, S.N. 1963 Secondary School Administration, Acharya Book Depot, Baroda.
- Mukherji, S.M., 1966 History of Education in India, Acharya Book Depot, Baroda.
- Naik, J.P. & Syed, N., 1974. A Student's History of Education in India, MacMillan, New Delhi.
- NCERT 1986 School Education in India – Present Status and Future Needs, New Delhi.
- NCERT. National Curriculum Frameworks, 1975,1988, 2000, and 2005, NCERT New Delhi
- Radha Kumud Mookerji. 1999 Ancient Indian Education (Brahmanical and Buddhist), Cosmo Publications, New Delhi.
- Salamatullah, 1979 Education in Social context, NCERT, New Delhi.
- Sykes, Marjorie 1988 The Story of Nai Talim, Naitalim Samiti: Wardha.
- UNESCO 1997 Learning the Treasure Within.

GEODL-3 LEARNING AND TEACHING

Max Marks : 100

INTRODUCTION

This course has a focus on learning and teaching. There are several ways of learning by the child. The learning process has been explained by the theorists who propounded different theories of learning such as Trial and error (Thorndike) operant conditioning (Skinner), Classical conditioning (Pavlov) Insight learning (Gestalt psychologist) and constructivist theory (Piaget). How do children and adolescents of different age groups differ in thinking (concrete and abstract)? What role does the society play by creating different institutions for formal learning, facilities are created for the transaction of pre-designed curriculum in school.

Student teachers need to be made aware as to how children construct knowledge by following the Piagetian principle of 'knowledge comes from action' or by modeling their teachers and interacting with fellow students. Researchers have shown that peer group influences more effectively as compared to other sections of the society Learning motivation and teaching learning styles also play important role in learning

OBJECTIVES

Study course will enable the student teachers to:

- Understand how children learn and also study the factors that influence their learning.
- Understand different theories learning of along with their educational implications.
- Understand how children move from concrete to abstract thinking in learning and also the role of language/communication in learning.
- Acquire knowledge about different learning and teaching styles and their educational implications for teaching.
- Understand concept of Exclusive and Inclusive education.

BLOCK- 1 LEARNING AND KNOWLEDGE**Unit- 1 Concept of Learning**

Learning: Definitions, and nature of learning.

Attitudes and factors that influence learning;

Unit-2 Socio-cultural differences in cognition

Socio-cultural differences in cognition; understanding learning difficulties and learning disabilities.

Concepts of exclusive and inclusive education.

Unit-3 Knowledge Bases of Teaching and Learning

Knowledge Bases of Teaching and Learning; knowledge of subject matter, Declarative, Procedural, Conditioned knowledge and learning. Knowledge of general pedagogical principles and strategies.

BLOCK-2 APPROACHES TO LEARNING

Unit-1 Cognitive and Behaviouristic views of learning. Insight learning theory and its implications.

Unit-2 Constructivist approach of Piaget 'knowledge comes from actions'. Vigostky's social constructivism's implications for learning.

Unit-3 Bruner and Gane's ideas about learning.

Unit-4 Retention, forgetting, theories of forgetting, long and short term memory.

BLOCK-3 MOTIVATION CONVERGENT AND DIVERGENT LEARNING

Unit-1 Concept of motivation: Intrinsic and extrinsic; Learner's needs and enhancing motivation; role of cooperation and competition in leaning.

Unit- 2 Concept of intelligence, multiple abilities, assessment and implications for teaching learning.

Unit- 3 Concept of Creativity, strategies of promoting creativity in learners

BLOCK-4 LEARNING DIVERSITY AND TEACHING

Unit- 1 Individual differences within classroom and informal settings. Differences in learners based on socio-cultural context, Home languages of learners and language of instructions.

Unit- 2 Complex role of teacher in the context of teaching styles and learning styles of students.

Unit- 3 Teacher centered teaching and learner centered approaches of teaching

Unit- 4 Developing familiarity with the existing educational and psychological tests; positive use of entrance tests.

SUGGESTED READINGS

- Kumar Krishna, 1989 Social character of Learning, Sage Publication.
- Kumar Krishna, Political Agenda of Education , Sage 1991 Revised Ed.2006
- Kumar Krishna, 1996 What is Worth Teaching, Orient Longman.
- Kumar Krishna, The Child's Language and the Teacher National Book Trust 2000
- Kumar Krishna, Battle for Peace (Penguin, 2007, Rajkamal Pub)
- Kumar Krishna, Pedagogue Roman: Refelections on Schooling (Oxford, University Press 2008)
- Kumar Krishna, Sociological Perspectives on Education (June, 1984) co-ed S. Shukla
- Kumar Krishna, LeeFraucois. Guy R. Psychology for Teaching Belmont, California Wadsworth co., 1988.
- Mangal, S.K. 2011 Shiksha Memois gyan New Delhi: PHI Learning, Pvt.
- Wootfolk Anita 2008 Education Psychology Delhi: Person Education, Inc.

GEODL-4 LANGUAGE ACROSS THE CURRICULUM

Maximum Marks : 50

External : 35

Internal : 15

INTRODUCTION

A teacher is confident in her classroom only when she is proficient in a language/ languages. Otherwise poor command over language shakes her confidence and results in ineffective teaching and learning. Therefore the teacher's own belief in her effectiveness has tremendous impact on classroom transactions. This course will enable the student-teachers to know the importance of languages and improve their skills and capacity in them.

OBJECTIVES

The course will enable student-teachers to improve upon their skills and capacities in the concerned language so that it leads to effortless expression and understanding of spoken and written form of the language/languages.

- To understand and appreciate the nature and different functions of language.
- To understand the difference between the spoken and written forms.
- To understand fruitfully Bilingualism and Multilingualism in teaching and learning.
- To use language as a means of communication in different contexts.
- To know and understand key issues related to reading comprehension.
- To expose different registers of language used in different school subjects.
- To use different tools of evaluation in Reading and Writing Skills.

BLOCK -1 THE ROLE OF LANGUAGE

UNIT-1 Nature and Use of Language

Nature and functions of language, Dialect and Standard Language, Language and Culture, Spoken and Written forms of Language, First Language and Second language, Language spoken at home and school.

UNIT- 2 Strategies for Language Development

Bilingualism and Multilingualism, Strategies for using Oral Language Approach, Storytelling, LSRW (Listening, Speaking, Reading & Writing skills), Translation Approach, Error Analysis.

UNIT- 3 Using and Teaching Language Through Integrated Approach

Using and Teaching Language Through Integrated Approach on selected topics: Home, Family and Relationships, Community, School, Environment, Health and Hygiene, Parts of Body, Weather, Animals, Transport etc.

These topics will include the components of language such as Vocabulary, Sentence Structure, Listening, Speaking, Reading and Writing.

UNIT-4 Use of Learning Resources in Language

Use of Dictionary, Encyclopedia, Newspapers and Journals, How to Infer, Debate and Discuss through Classroom Interactions- Student-Student, Student-Teacher.

BLOCK-2 THE PEDAGOGY OF READING AND WRITING

UNIT-1 Textbooks, Curriculum and Syllabus

Need for Textbooks, Syllabus and Curriculum, Analysis and Observations of a Lesson, Textbook Analysis

UNIT-2 Developing Study Skills

Questions- Types and Purpose, How to answer questions in different Subjects (Oral and Written forms), Note- taking and Note- making, Summarizing, Process of Writing, The Qualities of Effective Writing, Individual and Group Report Writing.

UNIT-3 Evaluation of Language Skills

Nature of Comprehension – Listening Comprehension, Reading Comprehension; tools to evaluate comprehension. How and what to evaluate in Reading Comprehension-Information, Vocabulary, Grammar, Composition.

UNIT-4 Use of Language Across Curriculum Areas

Critical Thinking, Texts of different topics drawn from School Subjects: Science, Social Sciences, Narratives of Events, Expository, Descriptive, Approaches Argumentation, Reading for Pleasure.

SUGGESTED READINGS

- Pinker, S 1994: *The Language Instinct.1994 (William Marrow and Company)*
- Yule, G 2006 : *The Study of Language.(Cambridge University Press)*
- Lyons John 1970 : *New Horizons in Linguistics.(Penguin Publication)*
- Krishnaswamy N: 1971 *An Introduction to Linguistics for Language Teachers.(Somaiya Publications)*
- Gillian, Lazar 1993 : *Literature and Language Teaching. Cambridge University Press*
- Verma S.K. , Krishnaswamy 1997 : *Mordern Linguistics Oxford University Press.*
- Crystal, David 1990 : *Linguistics.(Penguin Publications)*
- *Lorch, Sue 1981 : Basic Writing: A Practical Approach (Winthrop Publishers)*

- *Cameron, Lynne 2001 : Teaching Language to Young Learners (Cambridge University Press)*
- *Joan, Tough 1977 : Listening Children Talking. Project Report on Communication Skill, Leads University.*

GEODL-5 UNDERSTANDING DISCIPLINES AND SUBJECTS

Max. Marks: 50

External : 35

Internal : 15

INTRODUCTION

School knowledge is drawn from the respective disciplinary knowledge. As and when knowledge is considered to have acquired the attributes like universality, objectivity, and value neutrality, it is elevated to disciplinary status and hence disciplinary knowledge. Once knowledge acquires the status of discipline, it is looked at, discussed about and imparted in the classrooms as ahistorical, asocial, and apolitical category. And also the knowledge is considered final and hence 'given'. With this, classroom processes become uncritical transmitting processes. Structure of Knowledge, in an impersonal manner, structures classroom processes. The disciplinary knowledge sets the content and its nature of school knowledge.

Of late, the disciplinary nature of knowledge is questioned by many thinkers in diverse fields. Therefore, notions about knowledge are moving from rigid paradigmatic category to epistemic category. The presumed apolitical, asocial character of disciplinary knowledge were challenged and refuted. Further, in changed perspective, knowledge is not considered and treated as 'given'. These changes in perspective regarding the disciplinary nature of knowledge and its socio-political rootedness have bearing on the organization of school knowledge and their treatment.

This course specifically addresses this need. The course aims at initiating a dialogue regarding the changing understanding of disciplinary nature of knowledge with following specific objectives.

OBJECTIVES:

After the completion of the course, the student teachers will able to:

- Develop critical understanding about the disciplinary knowledge;
- Trace the historical development of disciplinary knowledge;
- Develop insights into socio-political contexts of disciplinary knowledge;
- Appreciate the disciplinary nature of school knowledge;
- Understand the changing nature in understanding disciplinary knowledge;
- Develop abilities to organize school knowledge;

BLOCK:1 ACADEMIC DISCIPLINES: NATURE, EVOLUTION, CHARACTERISTICS

Unit-1: Understanding Discipline and Disciplinary Knowledge

Discipline: Meaning and Definitions; Properties/constituents of Discipline- 'Own' object of study, Valid and established methodology and procedures of inquiry/investigation/probing, Valid verification procedure; Logic and Structure of Knowledge and knowledge claims; Scope in terms of Definite boundary.

Unit-2: Evolution of Disciplinary Knowledge: Socio-political Analysis

Historical Evolution and Sociopolitical analysis of Natural science, Social science, Mathematics and language as disciplinary knowledge; Critique of Disciplinary Knowledge.

Unit-3: Disciplinary Knowledge: Characteristics

Universality, Objectivity, Value-free/value neutrality, Culture-free/ culture neutrality, Impersonal, Verifiability and Proof.

Unit-4: Disciplinary Knowledge and School Curriculum

Disciplinary nature of school subject knowledge-A critical understanding; Academic, Vocational Streams.

BLOCK-2 KNOWLEDGE: ITS ORGANISATION IN SCHOOL SUBJECTS, TYPES AND CURRICULUM FRAMEWORKS

Unit-1: Knowledge Organization in School Subjects: Disciplinary Orientation

Conceptual organization in the form of principles and laws, Standardization, Institutionalization, Logical organization and Structured presentation.

Unit-2: Paradigm Shift in Knowledge Nature

Paradigmatic to Epistemic, Objective to Subjective and Inter-subjective, Universal to Context/local-specific, Culture-free to Culture-bound/culture-embedded, Book-view to field view, Rational Knowledge to Intuitive knowledge.

Unit-3: Changing Notions of Knowledge and Their Organization: Emerging Trends

Disciplinary Knowledge to inter-disciplinary/ multi-disciplinary/trans-disciplinary knowledge organizations; Part to whole, Analysis to synthesis, Rigid categorization to flexible interconnections, Inter-disciplinary Approach to Knowledge organization: Implications to school knowledge.

Unit-4: School Subject Knowledge Selection Process and Purpose

Functions of school knowledge, Selection of school subject knowledge: criteria and agencies, Legitimization of knowledge selection: Socio-cultural and politico-economic forces, Problematization of school knowledge selection: Debates to identify change and continuity:

- ✓ During British Period: McCauley Minutes-1835
- ✓ School Curriculum Frameworks- 1975, 1988, 2000, and 2005

SUGGESTED READINGS

- Deng, Z. (2003). School Subjects and Academic Disciplines. In A. Luke, A. Woods, & K. Weir (Eds) Curriculum, Syllabus design and equity: A Primer and model. Routledge.
- Goodson, I. F. & Marsh, C. J. (2005). Studying School Subjects: A Guide. Routledge.

- Hollis, Martin. (2000). *The Philosophy of Social Science: An Introduction*. Cambridge University Press.
- Hudson, D. (1987). *Science Curriculum Change in Victorian England: A case study of the science of common things*. In I. Goodson (Ed.), *International Perspectives in curriculum history*. Croom Helm
- Kumar Krishna. (2004). *What is worth Teaching?* (3rd edition). Orient Blackswan
- Montuschi, E. (2003). *Objects of Social Science*. London: Continuum Press
- Nagel, Ernest. (1979). *The Structure of Science: Problems in the Logic of Scientific Explanation*. Routledge, London.
- NCERT. (2005) *National Curriculum Framework*, NCERT. New Delhi
- NCERT. (2005) *Position Paper on Curriculum, Syllabus, and Textbooks*. NCERT. New Delhi

GEODL-6 KNOWLEDGE AND CURRICULUM

Max. Marks: 100

External : 70

Internal : 30

INTRODUCTION

Knowledge , moral values etc. are embedded in the social context and need to be seen as fluid and in the making and not given , Power enables certain strata of society to determine the knowledge, moral values of skills that are worthy of imparting and in the process to marginalize the knowledge and values the underprivileged . This can be illustrated with the example of how colonialism privileged the knowledge of certain subjects developed in Europe and communicated through and marginalized and even obliterated other from of Knowledge of indigenous people , The same can be said of the poor and marginalized communities of today . It is therefore vital for a student teacher to understand this relation between knowledge and power to be able to respectfully engage with the knowledge that children bring with them to the school.

This Course is designed to enable the student –teachers to not only understand the social character of curriculum but also engaged with its implication for her or his own work as a teacher. A teacher constantly needs to see the linkages between the aims of education the curriculum , the syllabi , the materials and the class room processes and how they influence each other . In fact each school and even each class has its own curriculum , whether consciously designed or not. Contrary to the emphasis given to the teaching of ‘Subject’ it is important to realize that curriculum encompasses not only the realm of knowledge but also skills , values and disposition (states of the mind) which enable an individual to live a fruitful and meaningful adult life and contribute to the common good while reinforcing his or her autonomy.

OBJECTIVES

- To understand the nature of knowledge , moral values and skills.
- To understand the nature of curriculum and its relation to syllabi, text books and class room practices including laboratory work if any.
- To identify various dimensions of the curriculum and their relationship with the aims of education.
- To understand the implications of constructivism for education.

- To develop and apply a Framework for studying curriculum documents.

BLOCK 1: NATURE OF KNOWLEDGE

Unit 1: Introduction to discussion about Knowledge: What is knowledge ? Knowledge as human endeavor : Curiosity , Practice and Dialogue. The nature of human curiosity , its limits : the complex interaction between knowledge and and social practice : knowledge being made through dialogues and shared with a larger community .Growth and revision of knowledge Distinctions between ‘knowledge’ and skill teaching and training , knowledge and information and reason and belief . Study of three concepts namely activity discovery and dialogue.

Unit 2: Analysis of the concept of knowledge : Types of Knowledge propositional (belief, truth and justification), procedural and acquaintance . Notions of objectivity and universality. The place of propositional, Procedural and acquaintance knowledge in the curriculum. Nature of discipline and subject and forms of inquiry in each. Dearden’s form of understanding /knowledge.

Unit 3: Sociology of knowledge : Privileging of certain kinds of knowledge through curriculum and its impact upon unequal learning opportunities. Social bases of education in the context of society, culture and modernity. Linkages between the power embedded in various structures of society and knowledge.

Unit-4: Children and Knowledge construction: Construction of knowledge. Children as individual constructor of knowledge vs the notion of social construction of knowledge and scaffolding by peers and seniors. Children’s experience and knowledge and community knowledge in shaping of understanding new concept and ideas. Classroom as a space for collaborative construction of new knowledge vs a space for transfer or reconstruction of pre-existing knowledge.

BLOCK 2 : MORAL VALUES

Unit 1: Nature of Value and Morality: What is value; value and morality; differences of values among persons and societies; opportunities needing moral decision; indoctrination of values-related issues.

Unit 2: Morality in a Multi-cultural, Multi-religious and Democratic Society: Different set of values among various religious and societies. Moral values and school education, choosing moral values in the context of society; social conflict.

Unit 3: Objectives and Psychological Theories of Morals Education: Psychological theories of development of moral values, reasoning in children and adolescents. (Kohlberg). Inculcation of values through analysis, moral questions model behavior, examining situation etc.

Unit 4 : Modern Values: Modern values like equity and equality, individual opportunity and social justice and dignity of labour with special reference to Ambedkar and Gandhi critical multiculturalism and democratic education, Concept of nationalism, universalism and secularism and their interrelationship with education.

BLOCK 3: CURRICULUM DESIGNING

Unit 1: Curriculum: Curriculum its need and formulation. Aims and objectives of curriculum and their relationship with pedagogy, curriculum, syllabi and text books. The role of the state in development of the curriculum various dimensions of the curriculum and their relationship with the aims of education.

Unit 2: The Scope of Curriculum: knowledge, value, skill, dispositions, etc some general discussions about each. Representation and non-representation of various social groups in curriculum making. The context/Cultural embeddedness of curriculum.

Unit 3: Hidden Curriculum: Unstated implication of some text book features and class room practices especially relating to gender and marginalized groups. Role of the hidden curriculum and children resilience. Teachers role in dealing with hidden curriculum.

Unit 4: Types of Curriculum: Liberal curriculum which seeks to develop understanding and perspectives , vocational curriculum which focuses on skills and is geared to words livelihood, mixed curriculum. Relationship between power, ideology and the curriculum.

BLOCK 4 : CURRICULUM AND PRODUCTIVE WORK:

Unit 1: Understanding Work as a Productive Activity: Understanding work as a productive activity which aims at producing tangible goods or services Changing nature of work in recent times. Is ‘work ’ incompatible with education ?

Unit 2: Gandhian Notion of Education Through Productive Work: Gandhian notion of education through productive work and a review of experience of its actual implementation. Can we substitute traditional crafts with modern industrial work ? Gandhin notion of work education.

Unit 3: The Place of Work in Curriculum: The place of work in curriculum its role in integrating knowledge , skill and values in real life like contexts. The implication of its absence from curriculum. Should children determine their own curriculum? Curriculum assessment.

Unit 4: Vocational Education: Vocational Education as preparation for particular field of employment vs liberal education to prepare for adult life in general. Possibility of combining work skills of several fields as a part of general education.

PRACTICUM AND ASSIGNMENTS

- Conduct a collaborative knowledge construction class in a school and prepare a report on its basis. (some exemplar themes: ‘let us find out about what kind of food we all eat and enjoy.’ Or ‘what is the nature of our family lives?’ or let us find out the rules for use of masculine and feminine gender in Hindi and English language.’)
- Studying sample text books to identify ‘hidden curriculum’ especially relating to tribal people, minorities, rural/urban people and women etc.

- Comparative study of various curriculum documents with special reference to MP State.
- Prepare a report comparing national curriculum framework, the text book and class room practices in the school in which the student teacher has been interned. To what extent does the class room practices follow the curricular objectives or the objectives set out in the text books?
- To practice and implement the plus curricular and extended curricular materials.
- To develop appropriate TLM that relate to the content chosen for teaching through Individualized Educational Programme (IEP) and Group Teaching.

SUGGESTED READINGS

- Batra, P. 2005 Voice and Agency of Teachers: Missing Link in National Curriculum Framework 2005. *Economic and Political Weekly*, 4357-4356.
- Deng, Z. 2013 School Subjects and Academic Disciplines. In A. Luke, A. Woods & K. Weir (Eds.) *Curriculum, Syllabus Design and Equity: A Primer and Model* Routledge.
- GOI. 1966 Report of the Education Commission: Education and National Development, Ministry of Education New Delhi
- Goodson, I.F., & Marsh, C.J. 2005 *Studying School Subjects. A Guide*, Routledge.
- Hodson, D. 1987 Science Curriculum Change in Victorian England: A Case Study of the Science of Common Things. In I. Goodson (Ed.) *International Perspectives in Curriculum History* Helm.
- Haq, Ehsanul 1976 *Sociology of Curriculum: The role of School Textbooks in Nation Building*. *Indian Educational Review*, 2(1), 75-80.
- Mannheim, K 1960. *Ideology and Utopia: An Introduction to Sociology of Knowledge*. Routledge and Kegan Saul London
- NCERT. 2005 *National Curriculum Framework*, NCERT New Delhi.
- Noah Lemos. 2007 *An Introduction to the Theory of Knowledge*, Cambridge.
- Paul Hirst. 1999 *The Demands of Moral Education: Reason, Virtues and Practices*. In *Education in Morality*, Edited by J.H. Halstead and T.H. Mdaughlin, Routledge.
- Pathak, A. 2002 *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness* Rainbow New Delhi.
- Robin Barrow 2007 *An Introduction to Moral Philosophy and Moral Education*. Routledge.
- Young, M. 1971 *Knowledge and Control*, London: Collier. Macmillan.

GEODL-7 ASSESSMENT FOR LEARNING

Max.Marks : 100

External : 70

Internal : 30

INTRODUCTION

The course is designed keeping in mind the critical role of assessment in enhancing learning. The course critiques the traditional purpose of assessment as a mechanism to filter learners as per their abilities or potentials and thus reducing learning to a limited set of 'expertise' that can be displayed on paper; assessment as a selective and competitive act and achievement as an outcome of individual's innate factors. After going through the course the student-teacher will acquire knowledge of the various tools of classroom assessment, understand the basic concepts of assessment and evaluation; understand the implications of necessary examination reform such as portfolio and continuous internal assessment; develop skill in stating instructional objectives, develop skill in the construction of achievement tests and apply the different statistical procedures in making analysis of test scores and reporting the same.

OBJECTIVES

The paper will enable the student-teacher to:

- Gain a critical understanding of issues related to assessment and evaluation (in the context of constructivist paradigm)
- Become cognizant of key concepts such as formative and summative evaluation, measurement and evaluation, test, examination, etc.
- Be exposed to different kind and forms of assessment that aid student learning
- Become cognizant of the use of a wide range of assessment tools and learn to select and make use of these appropriately
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep progress of the whole student in view
- Be able to analyze and interpret results of the assessment

BLOCK 1: OVERVIEW OF ASSESSMENT AND EVALUATION

Unit 1: Perspective on Assessment and evaluation

- Meaning, Need and Importance : Assessment and Evaluation; Differences between Assessment, Measurement, Tests, Examination, and Evaluation and their interrelationships; Perspective on assessment and evaluation of learning in a

constructivist paradigm; Distinction between 'Assessment of Learning' ;'Assessment for Learning' and 'Assessment as Learning'.

Unit 2: Purpose of Assessment

- Role of Assessment in teaching – learning process, Diagnostic Prognosis, Monitoring of Learning, Providing Feedback, Promotion, Placement, Certification, Grading , Purposes of assessment in a 'constructivist' paradigm:

Unit 3: Approaches to Assessment

- Approaches based on purpose-Diagnostic, Prognostic, formative and summative; scope-teacher made, standardized; attribute - achievement, aptitude, attitude, etc; nature of information - qualitative, quantitative; mode of response - oral and written; selection and supply; nature of interpretation - norm referenced, criterion referenced; context - internal, external.

Unit 4: Continuous and Comprehensive Evaluation

- Concept, nature, objectives and functions of CCE. Formative evaluation-meaning, purpose, propose, process and its advantages. Summative evaluation-meaning, purpose and their advantage and limitations.

BLOCK 2: TOOLS AND TECHNIQUE FOR ASSESSMENT

Unit 1 : What to Assess

- Dimensions of learning: cognitive, affective and performance of psychomotor skills
- Assessment of cognitive learning: types and levels of cognitive learning: understanding and application; thinking skills –convergent, divergent, critical, problem solving, and decision making; items and procedures for their assessment
- Assessment of affective learning: attitude and values, interests, self-concept; items and procedures for their assessment
- Assessment of Performance: tools and techniques for assessment of skills

Unit 2: Tools for Assessment

- Observation, Interview Schedule, Check List, Rating Scale, Anecdotal Records, Standardized and Teacher Made Tools

Unit 3: Tasks for Assessment

- Tools for Assessment–
 - Projects, Assignments, Work Sheets, Performance Based Activates, Self reporting and Assessment; Kinds of Tests : Written and Oral response, Teacher made tests, Peer Assessment; Portfolio Assessment – its meaning, scope and uses; Use of Rubric for assessment procedures; Assessment of Group Processes - Collaborative/Cooperative Learning and Social skills, Peer and self - assessment in collaborative and cooperative learning situations.

Unit 4: Criteria of a Good Tool

- Essential Criteria of a Tool of Evaluation
 - Validity: Concept, Nature and Types
 - Reliability: Concept, Factors influencing and Relation between reliability and validity
 - Objectivity and Usability
 - Parameters for Evaluation of an Item: Item Analysis, Difficulty Level and Discriminatory Power.

BLOCK 3: PLANNING, CONSTRUCTION, IMPLEMENTATION AND REPORTING OF ASSESSMENT

Unit 1 : Achievement Test

- Consideration of what and why to assess based on content and objectives.
- Differentiation between instructional, learning and assessment objectives.
- Purpose of Achievement Test
 - Construction of Achievement Test: Instructional objectives, Design, Blue Print, Construction/selection of items; Guidelines for construction of test items, Assembling the test items; Guidelines for administration and Scoring procedure ;
- Administration of an Achievement Test
- Norms and Interpretation of Test Score

Unit 2: Diagnostic Testing

- Meaning and Importance of Educational Diagnosis
- Diagnostic Tests: Purpose and Use
- Difference between Achievement Test & Diagnostic Tests
- Process of diagnostic Testing
- Diagnostic Tests and Remediation in Specific areas

Unit 3: Recording and Reporting of Learner's Progress

- Recording and Reporting the Results of Children's achievement Process of recording, Reporting Student Performance – content and formats; Progress reports, Reflection by Teacher, Mapping the process of Child, Sharing the feedback with the child and parents.
- Role of Feedback in Improving Learning, and Learners' Development
- Ascertaining student needs, identifying student interests and feeding forward for improving learning

BLOCK 4- STATISTICAL ANALYSIS OF DATA ANALYSIS

Unit 1 : Representation of Data

- Data: Meaning and Nature, Measurement of scales, Calculation of percentages, Grouping and presentation of Data, Graphical representation of Data.

Unit 2: Measure of Central Tendency

Mean, Median and mode-concept, calculation for ungrouped data, grouped data, interpretation use and limitations for each central tendency.

Unit 3 : Measures of Variability

- Meaning of Variability, Concept of Range, Quartile Deviation-concept, calculation, interpretation, uses and limitations
- Mean Deviation- concept, calculation, interpretation, uses and limitations
- Standard Deviation- concept, calculation, interpretation, uses and limitations

Unit 4: Normal Probability Curve and Correlation

- Normal Probability curve-concept, characteristics, importance, applications; Divergence in normality, skewness, kurtosis
- Correlation-concept, co-efficient, types and methods of calculation
- Standard scores – Z scores, T-score and Percentile

SUGGESTED READING

Agarwal, Y.P. (1990). Statistical methods : concepts, applications and computations. New Delhi: Sterling Publishers.

Burke, K. (2005), How to assess authentic learning Thousand Oaks, CA: Corwin.

Garrett, H.E. (1973) Statistics in psychology and education Bombay : .

Popham, W.J. (1993). Educational evaluation. Boston : Allyn and Bacon

Popham, W.J. (1993). Modern educational measurement : Englewood Cliffs, NJ. : Prentice Hall.

Popham, W.J. (2010). Classroom assessment : What teachers need to know New York: Prentice Hall.

GEODL-8 CREATING AN INCLUSIVE SCHOOL

Max. Marks : 50

External : 35

Internal : 15

INTRODUCTION

This course will bring an understanding of the ‘cultures, policies and practices’ that need to be addressed in order to create an inclusive school. This course will explore the definition of ‘disability’ and ‘inclusion’ within an educational framework so as to identify the dominating threads that contribute to the psychosocial construct of disability and identity. It will attempt an identification of the ‘barriers to learning and participation’ while formulating a policy of good

practice and review.

OBJECTIVE

- To develop an understanding of the concept, need and philosophy of inclusive education.
- To develop awareness of learner towards inclusive education and its practices.
- To enable the student to organize inclusive classroom.
- To identify the needs of diverse learners.
- To identify the transition and adulthood issues.
- To develop an understanding of instructional strategies for children with diverse needs.
- To develop an understanding of the roles and responsibilities of functionaries.

BLOCK1: SPECIAL EDUCATIONAL NEEDS OF LEARNERS IN INCLUSIVE SCHOOL

Unit 1 Introduction: Diversity and Inclusion

Diversity in the Classroom: Socio-cultural Differences, Gender and Language; Disability to Ability; Concept of Inclusive Education-Definition and Scope, Principal, Need and Importance, Segregation to Integration; Philosophy of Inclusion: Special, Integrated and Inclusion

Unit 2: Children With Sensory Disabilities

Children with Hearing Impairment (CHI)- concept of hearing

Impairment of identification of Children with Hearing Loss-Assistive Devices for CHI, Strategies of Managing Special Needs of CWHI in Classroom, and Curricular Adaptation and Accommodation for CHI

Children with Visual Impairment (CWVI)-Concept of Visual Impairment (Low Vision & Blindness), Identification of Children with Low Vision and Blindness-Assistive Devices for CWVI, Strategies of Managing Special Needs of CWVI in Classroom, Curricular Adaptation and Accommodation for CWVI

Unit 3 Children With Loco motor & Neuro-muscular Impairments

Children With Physical Disabilities CWPDP (Post-Poliomyelitis, Amputations etc)-Concept of Disability due to Post-Poliomyelitis Condition), Identifying Children with Physical Disabilities, Assistive Devices for CWPDP, Strategies of Managing Special Needs of CWPDP in Classroom, Curricular Adaptation and Accommodation for CWPDP;

Children with Cerebral Palsy (CWCP)- Concept of Cerebral Palsy (Non-progressive Motor Development), Identification of CWCP, Assistive Devices for CWCP, Strategies of Managing Special Needs of CWCP in Classroom, Curricular Adaptation and Accommodation for CWCP; Children with Other Locomotor Impairments

Unit 4 Children with Intellectual and Learning Disabilities

Children with Intellectual Disability (CWID)-Concept of Intellectual Disability (Differentiate slow learners), Identifying CWID, Adaptations & Assistive Devices for CWID, Strategies of Managing Special Needs of CWID in Classroom, Curricular Adaptation and Accommodation for CWID;

Children with Learning Disabilities (CWLD)- Concept of Learning Disability, Identifying CWLD, Adaptation & Assistive Devices for CWLD, Strategies of Managing Special Needs of CWLD in Classroom, Curricular Adaptation and Accommodation for CWLD

Unit 5 Children With Multiple and Other Disabilities

Children with Multiple Disability (CWMD)- Concept of Multiple Disability (Common types: Deafblind etc), Identifying CWMD, Adaptations & Assistive Devices for CWMD, Strategies of Managing Special Needs of CWMD in Classroom,

Children with Autism Spectrum Disorder (CWASD)-Concept of ASD, Identifying CWASD, Adaptation & Assistive Devices for CWASD, Strategies of Managing Special Needs of CWASD in Classroom.

BLOCK 2: PLANNING AND MANAGEMENT OF INCLUSIVE EDUCATION

Unit 1 Making Barrier Free School

Barriers in School : Attitudinal . Social, Physical, Educational, Infrastructural facilities for an Inclusive School, An ideal Inclusive School, Management of inclusive classroom, Management of Resource room, Planning and management for organization of co-curricular activities in inclusive school.

Unit 2 Instructional and Evaluation Strategies for Inclusive Education

Multi-sensory and Multi-cultural Approaches; Differentiated Instruction, Collaborative Learning, Use of ICT in Classroom, Universal Design for Learning, Accommodation and Alternative assessment according to various disabilities.

Unit 3 Collaborative Practices in Inclusive Set Ups

Role of Parents/Family Members in Supporting Inclusion, Role of Parents/Family Members in Supporting Inclusion, Role of Community in Supporting inclusion, Counselling and Advocating Parents, Skills and Competencies of Inclusive School Teachers for Collaborative Practices.

SUGGESTED READINGS

1. Loreman, Deppeler and Harvey- Inclusive Education, Allwenand Unwin Australia.
2. Corbett Jenny 2001 Supporting Inclusive Education, Routledge Falmer.
3. Felicity Armstrong and Michele Moore 2004 Action Research for Inclusive Education, Routledge Falmer.
4. Mike Adams and Sally Brown 2006 Towards Inclusive Learning in Higher Education, Routledge.
5. Peter Mittler 2000 Working Towards Inclusive Education, David Fulton Publishers.
6. Nind, Sheehy and Simmns 2006 Inclusive Education –Learners and Learning Context, Devid Fulton Pub.
7. Advani, Lal. Chadha, Anupriya 2003. You and Your Special Child, UBS Publishers' Distributors Pvt. Ltd. New Delhi.
8. Mahapatra, B.C., Sharma, Kaushal. Inclusive Education in India. Daryaganj, Delhi, Sarup and Sons, 2007.
9. Choate, J.S. 1997 Successful Inclusive Teaching Allyn and Baeon Publishers.
10. Daniels, H. 1999 Inclusive Education, London: Kogan.
11. Garter, A. & Lipsky, D.D. 1997 Inclusion and School Reform Transferring America's Classrooms, Baltimore: P.H. Brookes Publishers.
12. Gore, M.C. 2004 Successful Inclusion Strategies for Secondary and Middle School Teachers, Crowin Press: Sage Publications,
13. Karten, T. J. 2007 More Inclusion Strategies that Work. Corwin Press, Sage Publications.
14. Rayner,S. 2007 Managing Special and Inclusion Education, Sage Publications.
15. Vlachou D.A. 1997 Struggles for Inclusive Education: An Ethnographic Study. Philadelphia: Opem University Press.

GEODL-22 READING AND REFLECTING ON TEXTS

	Max. Marks :
50	
	External :
35	
	Internal :
15	

INTRODUCTION

This Course will Serve as a Foundation to enable B.Ed. Students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purposes of reading. Responses may be personal or creative or critical or all of these together.

Students will also develop metacognitive awareness to become conscious of their own thinking processes as they grapple with diverse texts. In other words, this course will enable student-teachers to enhance their capacities as readers and writers by becoming participants in the process of reading.

The aim is to engage with the readings interactively-individually and in small groups. This involves framing questions to think about, while preparing to read something, reading a text, and reflexively placing what one has read in the context of both the text and one's own experiences.

OBJECTIVES

The student teacher will develop

- An understanding of the needs and importance of reading and writing.
- To enhance the professional capacities of a student teacher.
- To develop competencies of Reading skills.
- To develop competencies of writing skills.
- To enable student-teachers to become more conscious of their responses to experiences, observations of life situations, as also of ideas and issues that arise in their minds, and to thus develop their capacity for reflection.
- To enable student-teachers to recall and reflect on their own educational journeys and become conscious of factors those have shaped their aspirations and expectations.

BLOCK -1 READING SKILLS

Unit 1 : Different Types of Reading Skills and Strategies: Extensive, Intensive, Reading aloud, Silent Reading, Purposes of Reading, Reading between the lines, Read and response to a variety of texts in different ways.

Unit 2 : Reading for Comprehension: Process of reading, Skimming and Scanning, Narrative text, Expository text, Reading a wide variety of texts, including empirical, Conceptual and Historical, Policy Documents.

Unit 3 : Role of Language and the Pedagogy of Reading across other Subjects: Reading a text, Enhance capacities as readers, newspapers, magazines, journals, computer. Framing questions to think about.

Unit 4 : Problems of Reading and Methods of Teaching Reading: Readings Interactively- Individually and in small groups, use of dictionary, Diagnosis of readings skills deficiencies and remedial teaching.

BLOCK -2 WRITING SKILLS

Unit 1 : Mechanics of Writing and Elements of Good Writing: Mechanics of Writing and Elements of Good Writing (eg. Coherency and cohesion). Nature and Style of Writing Combining reading and Writing for the Development of Critical Skills.

Unit 2: Writing –Words: Sentences and Paragraphs, Role of Language and Pedagogy, Writing Across other Subjects.

Unit 3 : Writing messages: writing messages, notices, Circulars, Invitations, Biodatas, agreement/disagreement, Opinion.

Unit 4: Writing Composition:–Letters, Types of Letters, Essays, Reports, Auto-biographical narratives, Field notes, Ethnographies.
Formal and Informal writing .Assignments, Variety of texts, Activities for Writing, dialogues, short poems and short skills, Writing within the context of other ideas.

PRACTICAL AND ASSIGNMENTS (Any two)

- Prepare a feedback form for parents and for teachers focusing on differences in the two forms due to different intent and audience.
- Develop a short journal of graphical representation of 3 Hindi and English newspapers articles on school education.
- Visit a book store for young children, go through the available reading material including exercise books, puzzles etc. and make a list of useful material for developing early literacy skills.
- Writing a reflecting statements of aspirations and expectations based on one's learning so far in the course.
- Writing an Educational Autobiography.

SUGGESTED READINGS

- Anderson, R.C. (1984). *Role of the reader's schema in comprehension learning and memory*. In R.C. Anderson, J Osborn & R.J. Tierney (Eds.), *Learning to read in American Schools*: Basal Readers and content texts, Psychology Press.
- Bhatt, H (n.d). The diary of a school teacher. An Azim Premji University Publication. Retrived from www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf.
- Grellet, F (1981). *Developing Reading Skills: A Practical Guide to Reading Comprehension exercises*. Cambridge University Press.
- Sabyasach; B. (1997). *The Mahatma and the Poet: Letters and Debates Between Gandhi and Tagore*. National Book Trust.
- Tagore, R. (2003) Civilization and progress. In Crisis in civilization and other essays, New Delhi: Rupa & Co.

- Vygotsky, L. (1997) *Interaction Between Learning and Development*. In M.Gauvain & M. Cole (Eds.) *Readings on the Development of Children*, New York: WH Freeman & Company.

GEODL-23 DRAMA AND ART IN EDUCATION

Max. Marks : 50

External : 35

Internal : 15

INTRODUCTION

Art is particular reflection of one's aesthetic and emotional manifestation. Art in education has its multi-dimensional approaches to development of a being. So, this is most approachable and critical issue to integrate art in the school syllabus. This practicum for prospective teachers includes three critical areas: drama, art and the educational mandates for implementations. All three components are to be covered through the two years programme. The objectives are also given separately. To enhance the professional capacities through art and drama the present practicum is very useful.

The well being and fulfillment of an individual's potentials is the common thread of the components of fine art and creative drama as it connects with work experience and art education. Art education aims to help connect these two with the inner aspects of one's being and to appreciate and create beauty and harmony within and outside. It operates from a paradigm that the aesthetic needs are fundamental to all human beings. It is not about beautification- applying something from outside, but an ability to appreciate the inherent rhythm, beauty and harmony in forms, relations, and character.

OBJECTIVES

- Bring the arts into the centre of exploration, e.g. in visual arts: semiotics of the image/film/play/music; how is an image to be made meaning of; how can an image act as a starting point for an exploration?
- Build imagination and concentration of the body and mind. Structured exercises for coordinating, enhancing and translating imagination into physical expression.
- Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of elementary school students
- Explore the role of the teacher as creative guide in learning that is drama driven.
- Identify and develop one's own creative potential.
- Learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives.
- Learn to identify areas that are best suited for drama exploration
- Recognise the role of drama as education in the elementary school
- Develop a perspective of artistic and creative expression through experimentation with different tools, techniques and medium in two and three dimensional visual art forms.

- Develop all the senses of children through observation, exploration and expression
- Develop an insight towards sensibility and aesthetic appreciation.
- Draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises.
- Expose the learner to the cultural diversity of the country through folk art forms, local specific arts and other cultural components leading to an awareness and appreciation of national heritage.
- Make children express freely their ideas and emotions about different aspects of life.
- Make children understand cultural diversity by recognizing different traditional art forms prevalent in the country.
- Make the learners conscious about the good and beautiful in environment, including classroom, school, home and community through an integrated learning approach, which they enjoy.
- Refine aesthetic sensibilities based on earlier experiences.

BLOCK-1 ART AND DRAMA EDUCATION

Unit-1 Background of Art Education

- Recommendations of various educational commissions and committees (especially Secondary Education Commission, 1952-53 and Indian Education Commission, 1964-66)
- National Policy on Education, 1986
- Yashpal Committee, 1992
- National Curricular Framework, 2005 (NCF)
- UNESCO Documents

Unit-2 Aims of Art Education

- Pre-Primary Stage
- Primary Stage
- Upper Primary Stage
- Secondary Stage
- Higher Secondary Stage
- Connection with values of creativity, sensibility, collective consciousness and humanity

Unit-3 Art Education and its Integration in School Curriculum

- Co-curricular or extra-curricular
- Methods and Strategies
 - Project
 - Case Study
 - Documentary
 - Creating Album
 - Visiting the places of art, exhibitions and cultural festivals
 - Documentation of best practices

- Classroom based activities: Bal-Sabha, Role Playing,

Unit-4 Curriculum of Visual and Performing Arts at School Stages [Music, Drama, etc.]

- Objectives
- Content
- Methods
- Drama as ‘Critical Pedagogy’

BLOCK-2 PRACTICUM ISSUES IN ART EDUCATION

Unit-1 Practicum Issues I

1. **Drawing:** contour line, rendering, sketching, value, shading, hatching, crosshatching
2. **Painting:** wet-on-wet, wet-on-dry, sponge, wash, watercolor techniques of sponging
3. **Printmaking:** relief, frottage (rubbing)

Unit-2 Practicum Issues II

1. **Ceramics:** pinch and pulled forms, slab, drape mold, coil, surface decoration techniques
2. **Sculpture/architecture:** carving, additive, subtractive, modeling, constructing
3. **Fibers:** pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry
4. **Other Activities:** Sculpture/Architecture/Jewellery Carving, additive, subtractive, modeling, constructing, casting

Unit-3 Sessional Work I

- **Painting:**
 - Five selected object studies of drawings in any media done during the session.
 - Five selected works of paintings done during the year.
- **Drawing:**
 - Five selected studies of exercises in any media done during the session, including minimum of two still-life exercises.
 - Five selected works of drawings done by the candidate during the year.
- **Sculpture:**
 - Five selected pieces of works prepared during the course by the candidate and certified by the school authorities as works executed in the school are to be placed before the examiners for assessment. Cramp projects for community/Industry be considered and given weight age.
 - Free hand drawing, Print making, basic principles of design, Serigraphy, Sculpture, Graphics, Theory of Art methods & materials.
 - History of Art, Art of foreign countries, Art appreciation, Languages creative art, applied art.

Unit-4 Sessional Work I

- **Craft: (Any Five)**
 - Paper folding and cutting
 - Hard Sheet folding and cutting
 - Wood carving
 - Cane work
 - Basket weaving
 - Embroidery knitting
 - Clay work, Pottery
 - Plaster work, Model making

- **Drama: (Any Five)**
 - Script Writing for classroom drama
 - Costume Designing
 - Short Drama on a Social Issue
 - Short Drama on a topic based on BEd syllabus
 - Dramatization of stories incidents from textbooks
 - Making costumes
 - Collection of audios and videos clips useful for school teaching
 - social science/science

SUGGESTED READINGS

- Devi Prasad (1998) Art: The Basis of Education.
- Devi Prasad (1999) Shiksha Ka Vahan: Kala (Hindi).
- Dodd, N. and Winifred, H. (1971/1980). Drama and Theatre in Education. London: Heinmann.
- Gupta, Arvind (2003). Kabad se Jugad: Little Science. Bhopal: Eklavya.
- Khanna, S. and NBT (1992). Joy of Making Indian Toys, Popular Science. New Delhi: NBT.
- Learning Without Burden, Report of National Advisory Committee, Ministry of Human Resource Development, New Delhi. (1993)
- McCaslin, Nellie (1987). Creative Drama in the Primary Grades. Vol I and In the Intermediate Grades, Vol II, New York/London: Longman.
- Mishra, A. (2004). Aaj bhi Kharein hai Talaab, Gandhi Peace Foundation, 5th Edition.
- Narayan, S. (1997). Gandhi views on Education: Buniyadi Shiksha [Basic Education], The Selected Works of Gandhi: The Voice of Truth, Vol. 6, Navajivan Publishing House.
- National Curriculum Framework 2000 (NCF). Published (2000), NCERT, New Delhi
- National Curriculum Framework 2005 (NCF). Published (2005) NCERT, New Delhi
- National Policy on Education 1986, Programme of Action 1992. New Delhi: Ministry of Human Resource Development. (1992) Government of India
- National Policy on Education, 1986, New Delhi: Ministry of Human Resource Development (MHRD). (1986): Government of India
- NCERT Committee on Improvement of Art Education, 1966. Published (1967), NCERT, New Delhi
- NCERT, (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi: NCERT.

- Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: Andha Yug-Dharam Vir Bharati, Tughlaq: Girish Karnad.
- Position Paper: National Focus Group on Art, Music, Dance and Theatre. Published (2006), NCERT, New Delhi
- Position Paper: National Focus Group on Heritage Crafts. (2005), Published (2006), NCERT, New Delhi.
- Prasad, Devi (1998). Art as the Basis of Education, NBT, New Delhi.
- Report of the Education Commission (1964-66): Education and National Development (also known as Kothari Commission). New Delhi: Ministry of Education. (1964-66): Government of India
- Report of the Secondary Education Commission, 1952-53. New Delhi: Ministry of Education. (1954): Government of India
- Sahi, Jane and Sahi, R., Learning Through Art, Eklavya, 2009.
- Teachers' Handbook of Art Education, Class VI. Published (2005), NCERT, New Delhi.

GEODL-24 CRITICAL UNDERSTANDING OF ICT

Max. Marks : 50
External : 35
Internal : 15

INTRODUCTION

Computation and internet have occupied a very prominent place in our life in recent time. Therefore the classroom instruction remains free from the use of ICT for classroom processes. The central objective of keeping this course in teacher training programme is to make use of it in accessing useful data for classroom instruction. The course of study also aims at promoting online learning, preparation of projects using ICT in teaching learning techniques and also using computers as a support equipment for effective and meaningful classroom instruction.

OBJECTIVES

The course will enable the pupil teacher to:

1. Develop a critical understanding of ICT.
2. Understand the meaning, nature and scope of ICT in Education.
3. Get acquainted with structure-Hardware and Software-of computer.
4. Understand the changes that occur due to ICT in Education.

5. Prepare student to select the appropriate communication facilities through Internet.
6. Understand the legal and ethical issues related to internet and student safety.
7. Understand ICT supported teaching learning strategies.
8. Get acquainted with e-learning and development in ICT.
9. Understand and use technology in the instructional system.

BLOCK1 : ICT AND ITS APPLICATION IN TEACHING- LEARNING

UNIT 1:- ICT IN EDUCATION

- Concept, Need and Importance of ICT in Education
- Paradigm Shift due to I C T from ‘Teaching’ to ‘Learning’. Curriculum, and Methods of Teaching , Role of Teacher, Evaluation Procedure and Educational Management.
- Challenges and Barriers to the integration of I C T in schools classrooms

UNIT 2: VISUALISING LEARNING SITUATIONS USING MEDIA

- Use of radio and audio media in education
- Use of television and video in education
- Use of computer in education
- Use of multi- media in education
- Use of mobiles in education
- Critical understanding regarding the selection and use of appropriate media

UNIT 3: FUNCTIONAL KNOWLEDGE OF COMPUTER

- Use of Ms-word for word processing
- Use of Power point for presentation: Developing PPT slide show for classroom use
- Use of Excel for spreadsheet
- Use of Adobe reader for PDF files
- Enabling students to plan and execute projects (using computer based research)

UNIT 4: INTERNET AS LEARNING RESOURCE

- Effective browsing of the internet
- Use search engines and directories effectively to find information
- Download files and images from a Web page

- Cross collating knowledge from varied sources
- Organise your email
- Preparation of learning schemes
- Use of available software or CDs with LCD / DLP projection for subject learning interactions
- Use of e-learning
- Use of OERs

BLOCK 2: ICT: OTHER SUPPORT SYSTEM AND POLICIES AND ETHICAL ISSUES

UNIT 1: ICT FOR ADMINISTRATION AND ACADEMIC SUPPORT SYSTEM

- ICT for educational administration and management
 - Admission process
 - Record keeping
 - Information management
 - Conducting examination
 - Documentation
- ICT for academic support systems: Library, e-library and Laboratory

UNIT 2: ICT FOR CONTINUOUS PROFESSIONAL DEVELOPMENT

- ICT for Access to Resources
 - Sakshat
 - Massive Online Open Courses(MOOCs)
 - Open Educational Recourses(OERs)
- ICT for Communication and Collaboration
 - Wiki

- Blogs and Discussion forum
- Discussion Groups
- Social Networking
- Knowledge Sharing Communities
- ICT for Construction and Co-creation of Knowledge

UNIT 3: ICT FOR INCLUSIVE EDUCATION

- ICT for development of inclusive classroom environment
- Assistive technology for children with special need: Hearing Impairment , Visual Impairment, Intellectual and Learning Disabled and Multiple and other Disabilities.

Unit 4 : ICT Policies, Ethics and Legal Issues

- National Policy on ICT in Education
- National mission of Education through ICT
- National programme for technology Enhance Learning NPTEL
- Critical issues in 'internet usage' – authenticity of information, addiction
- Plagiarism :Issue of copyright, Creative Common License
- Professional ethics related for use of ICT

Suggested Readings

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- Lee, William W; Diana L Owens (2001) Multimedia – bases instructional design: computer – based training jossey – bass
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GEODL-23

GEODL-9 GENDER, SCHOOL AND SOCIETY

Max. Marks : 50

External : 35

Internal : 15

INTRODUCTION

This course is intended to help student-teachers understand gender inequality in order to work towards a change in gender relations. It will examine gendered roles and beliefs about gender in society. Student-teachers will critically examine their own role as well as the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging gender inequalities or reinforcing gender

equality.

OBJECTIVES

1. Understanding the role of culture (apart from biology) as determinants of gender distinction in social living
2. Awareness of factors that shape gender roles in Indian society
3. Understand the problems of girl child education in our society
4. Developing a critical perspective on gender-based discrimination and its effects
5. To provide an introduction to the development of an understanding of feminist approaches to the social and cultural construction of gender.
6. To develop a critical understanding of intersectionality, including an awareness of gender and its complex intersections with other social and cultural categories, including but not limited to caste, tribe, class, sexuality and ability.
7. To equip student with the ability to create more meaningful and gender just experiences for her students

BLOCK-1 GENDER: SOCIAL CONSTRUCTION

Unit-1: Understanding Gender

- Gender: Meaning and Definition
- Gender as sociological construction
- Gender Relations: Patriarchy and Matriarchy

Unit-2 Gender Discrimination and Inequality

- Gender Discrimination: Meaning
- Gender Discrimination: Origin and development
- Division of Labour: Gender Roles
- Social Status: Gender Bias and Sex Ratio.
- Gender inequalities and other forms of inequality

Unit-3 Gender Studies: Changing Nature

- Gender Studies: Historical Development
- Women Studies: Change and Continuity

Unit-4 Gender and Culture

- Notion of Gender: Indian Culture
- Role of Culture in Gender Construction
- Socialisation and Gender Construction
- Critical Understanding of Child rearing Practices on Gender Construction

BLOCK-2 GENDER AND EDUCATION

Unit-1: Education in India: A Gendered analysis

- School Education in India: A historical Accent from Gender Perspective.
- Education of girls: sociological Understanding and social issues.

- Common Schools for boys & girls: Problems & Solutions.

Unit-2: Gender Issues in Curriculum

- Addressing Gender Issue in Curriculum Frameworks.
- Textbooks and Gender representation.
- School Activities: Gender bias.
- Schooling of girls : Lower girl enrolment and retention; reasons

Unit-3: Gender Equity: Policy Intervention

- Gender Equity, Equality: Constitutional Provisions.
- Committees and Commissions: Gender Equality.
- Policy Pronouncements and Gender Equality.
- Special Measures to overcome Gender inequality

Unit-4: Gender and Classroom Practices:

Gender bias in teacher's assumptions about student abilities; school activities and culture, classroom practices.

Suggested workshop themes/practicum

- Telling our own 'gendered' stories
- En-culturing 'gendered' roles in upbringing within different kinds of families – case studies
- Gender issues in school education – case studies
- Gender issues manifest in contemporary public spaces – case studies
- Responding to various forms of gender discrimination

SUGGESTED READINGS

1. Gender Analysis of State Policies: A case study of Chhattisgarh, Dr.Senllina
2. Towards Gender Equality in Education: Progress and challenges in Asia-Pacific Region, R. Govinda, National University of Educational Planning and Administration, New Delhi.
3. Bhattacharjee, Nandini (1999) Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage: New Delhi.
4. Geetha, V. (2007) *Gender*. Stree: Calcutta.
5. Ghai, Anita (2008) Gender and Inclusive education at all levels in Ved Prakash & K.Biswal (ed.) *Perspectives on education and development: Revising Education commission and after*, National University of Educational Planning and Administration: New Delhi
6. Jeffery, P. and R. Jefferey (1994) Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) *Women as Subjects: South Asian Histories*. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp 125-171
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GEODL-25 UNDERSTANDING THE SELF

Max. Marks: 50

External : 35

Internal : 15

INTRODUCTION

The course intended to facilitate the learners to gaze at the process of formation of the one's own self and identity. The course intended to encourage learners to develop critical understanding of the factors that contributed and conditioned the self and identity. The course, in essence, is 'inward journey' into one's own biography to map one's sociogram.

OBJECTIVES

After undergoing the course, student teachers are expected to:

- Develop critical understanding of the factors of formation of one's self;
- Develop insights into dimensions of the self;
- Cultivate sensitivity towards fellow beings;
- Develop positive attitudes towards children of different contexts;
- Become humane teacher;

Block-1: UNDERSTANDING THE SELF

Unit 1: Self: Meaning and Dimensions

- Self: Meaning and its construction
- Various dimensions of self: Physical, Mental, Emotional, Social and Spiritual
- Self: Individual self and social self: Cooperation and conflict
- Self concept: Self Esteem,
- Self realization and actualization

Unit-2: Self and Socialization

- Understanding nature and processes of socialization in:
 - Family
 - Peer group
 - Community
 - Mass media
 - Religion and
 - school
 - interface between home, community and school;
- inter-linkages with wider socio-cultural context and the impact of socialization on development of self and identity;

Unit 3: Understanding Self Formation

- Self: Its Formation Process
- Determinants of Self Formation:
Caste, Gender, Class, Religion, Tribe and others
- Role of culture in the formation of the self

- Influence of peer group, mass-media and social media on the formation of the self

Block-2: SELF AND SCHOOLING

Unit 1: Schooling and Self formation: a critical study

- School as a site of self formation
- The impact of schooling on self formation: school culture and ethos, teaching-learning practices and teacher discourse in the classroom, evaluation practices; value framework and 'hidden curriculum' in schools
- Coping with self conflict: role of education

Unit 2: Evolving a 'constructive self' as a teacher

- The impact of one's own socialization processes; awareness of one's own shifting identities as 'student' and 'teacher learner', and influences that have acted/continue to act on oneself
- Reflections on one's own aspirations in becoming a 'teacher'
- Evolving a constructive identity as a teacher (that is progressive, and open to reconstruction)
- Teacher's 'professional identity'

Unit 3: Themes for workshop to become humane teacher

- Workshop on journey towards one's childhood to trace experiences that are helpful in understanding the perspective of child;
- Critical in-ward journey to understand assumptions, attitudes towards children of different and difficult contexts;
- Looking into one self to identify and highlight stereotypes regarding children of marginalized and differently abled children;
- Understand the conflict, if any, between child and adult perspective;
(This workshop needs to be in the form of reflection and sharing sessions)

SUGGESTED READINGS

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