

Goa Vidyaprasarak Mandal's

**Dr. Dada Vaidya College Of
Education,**

Ponda – Goa

TWO-YEAR

B. Ed. SYLLABUS

1. INTRODUCTION

1.1 The Goa Vidyaprasarak Mandal

Goa Vidyaprasarak Mandal, popularly known as GVM was founded by visionaries like Dr. Dada Vaidya, Shri Sitaram Kerkar and Shri Vinayak Sarjyotishi on October 2, 1911 (Vijay Dashami day). The intention of the founders was not merely to impart formal education for white collared jobs but to provide for the future generation, Goans who would be proud of our rich and varied cultural heritage and who would, with confidence, shoulder responsibilities in the task of nation-building.

The first institution to be established was the A.J.de Almeida High School at Ponda. Subsequently in the 1960s, four high schools were established, R.P.R.S High School at Bandora, K.R.S.S. High School at Savoi Verem, Pragati High School at Borim and M.I.B.K. High School at Khandepar. The S.N.J.A.Higher Secondary School and K.G. and Primary School were started in 1975. The GVM set up two colleges, the GGPR college of Commerce & Economics and the Dr. Dada Vaidya College of Education both at Ponda. In all the GVM has over 9000 students and 450 teaching as well as non teaching staff on its roll.

1.2 The G.V.M's Dr. Dada Vaidya College of Education

The College of Education was established in 1993 in response to the growing demand for teacher education. The college is affiliated to Goa University and Recognised by NCTE. Recently it has been accredited by NAAC with a B grade and CGPA of 2.77 on a 4 point scale.

Vision

The Goa Vidyaprasark Mandal's Dr. Dada Vaidya College of Education is committed to the professional development of teachers, both pre-service and in-service, for reflective, constructive and value-based teaching-learning employing both insight and technology within the ambit of the native socio-cultural perspective.

Mission

The mission of the College is to achieve excellence in the professional development of teachers through

1. Developing committed, technology savvy, value-based and research oriented teaching professionals
2. Initiating them to lifelong learning and to innovative, interactive, activity-oriented and child-centred classroom teaching
3. Training them to create an environment in educational and social milieus that would promote communication, cultural diversity and national integration
4. Orienting them to the service of the community for its educational and socio-cultural resurgence.

1.Courses offered

1. B Ed Full-time

This course is based on the curriculum prescribed by Goa University to which This College is affiliated with an intake of 50 students/100 students.

2. B Ed Part-time

This course is run by the Indira Gandhi National Open University (IGNOU). This course is meant only for in-service teachers (minimum 2 years of experience). The admissions are done by IGNOU through an all-India entrance test. The **Study Centre 0806P** attached to the College comes under the Panaji Region. The admission procedures commence in the month of May for the IGNOU Course.

3. Certificate Course in Pre-Primary Teaching

The College conducts a 9 month certificate course in pre-primary teaching since 2006. The course deals with the theoretical and practical aspects of teaching children in the age group of 3-6.

1.4 Department of Extension Services

The Dr. Dada Vaidya College of Education established its Department of Extension Services in 1995, the second dimension of the College for the in-service updating of teachers. The department is equipped with a wide range of library books and seminar halls with good seating and presentation modes. The department collaborates with SCERT, Directorate of Education, DIET, Super School Complex, teacher organizations, and National level organizations like NCERT, IGNOU and NCTE for conducting various programmes

The department in addition to the regular in-service training (around 30 per year) of various stake holders on different areas including ICT is also involved in some long term projects like:

- School Library Mobilisation
- Adopting rural schools for oral skills promotion
- Developing the State Human Resource Cell
- British Council Projects

1.5 The Resources

- Committed group of teaching and non-teaching staff. The faculty members are well qualified with 80% of them having qualified in NET/SET. 3 have acquired the Ph.D and 3 the M.Phil degrees. The academic and administrative talents of the staff are well recognized by the fact that they are associated with various state(SCERT, DIET, Goa University, Bharathidasan University, Directorate of Education, Goa Board) and national level organizations(NCERT, NCTE, NAAC, NLI) as resource persons, committee members etc.
- Well equipped library with an excellent collection of reference books, encyclopedias, dictionaries, journal and CD ROMs
- Well equipped computer center with networked computers, printers, digital camera, handy cam, scanner and unlimited broadband internet access to every learners

- Office automation using computers, fax, scanners and printers
- Classrooms equipped with Laptops, LCD projectors, OHPs Interactive White Board
- On-line learning
- Language Laboratory
- Winners at various Inter-Collegiate meets such as Goa University Youth Fest, Konkani Yuva Mohotsava and other events conducted by different colleges.
- Conducted State Level Seminar in I.C.T.
- Participation at International, National and State Level Seminars and workshops on Education.

The institution is constantly introducing innovations in the field of teacher education for genuine learning. The Institution is known for its warm interpersonal relations and technology integration. The results of the institution have been consistently high quantitatively as well as qualitatively.

B.ED.

Program Learning Outcomes (PLOs)

The B.Ed programme aims at developing attributes needed to become an effective school teacher for 21st century. To achieve that aim, the learning outcomes of the B.Ed programme are set as follows.

The trainees will be able to:

- PLO 1. Relate the philosophical, social, psychological and historical context on Indian education system; its aims, objectives, and curriculum.
- PLO 2. Use relevant domain knowledge and teaching skills of various school subjects.
- PLO 3. Apply diverse assessment procedures to carry out CCE in school.
- PLO 4. Apply different ICT tools for teaching, assessment, research and communication
- PLO 5. Demonstrate the knowledge and skill to use theatre tools in teaching learning process
- PLO 6. Effectively use different communication skills, both oral and written
- PLO 7. Demonstrate scientific thinking to analyse evidence and reach appropriate conclusion.
- PLO 8. Demonstrate cooperative/team spirit and leadership to perform complex task.
- PLO 9. Apply good health related habits for healthy body and mind
- PLO 10. Develop sensitivity towards different societal issues like gender and environment.
- PLO 11. Develop relevant life skills to face 21st century professional life.
- PLO 12. Develop democratic values and respect for diversities and peaceful co-existence.

Course Code	Course Name	Internal Marks	Externna Marks	Total Marks
Edu 1	Foundations of Education	35	65	100
Edu 2	Learner and Learning	35	65	100
Edu 3	Learning Resources	35	65	100
Edu 4	Teaching: Approaches and Strategies	20	30	50
Edu 5	School and Classroom Management	20	30	50
Edu 6	Communication skills	50		Grade
Edu 7	Subject Pedagogy -A	75	75	150
Edu 8	Subject Pedagogy -B	75	75	150
Edu 9	Assessment and Evaluation	35	65	100
Edu 10	Health and Physical Education	50		Grade
Edu 11	Inclusive Education	20	30	50
Edu 12	Action Research	20	30	50
Edu 13	Environmental Education	20	30	50
Edu 14	Capacity Development (Four out of six)			
I	Life Skills	25		Grade
II	Art And Aesthetics	25		
III	Disaster Management	25		
IV	Media Literacy	25		
V	Gender Issues In Education	25		
VI	Education For Peace	25		
VII	Event Management	25		

FIRST YEAR B.ED SYLLABUS

EDU 01: FOUNDATIONS OF EDUCATION

Learning Outcomes:

The student-teacher:

- Understands how education derives its relevance from social, cultural, economic and political contexts.
- Understands the role of various agencies in the Socialization of the child.
- Realizes the importance of Right to Education and the provisions made for realizing it.
- Examines the changing emphases on Education in the context of Globalization, Liberalization and Privatization.
- Identifies the contribution to education of western and eastern thinkers.
- Understands the relationship between education and development: at individual and national levels.
- Understands the Rights of the Child.
- Develops an insight into educational funding.
- Identifies the various causes for inequality in schooling.
- Develops the skills required to contribute towards a Knowledge Society.
- Understands the importance of educational planning and administration.
- Understands the importance of universalization of secondary education and the constitutional provisions for realizing it.
- Understands the need and importance of education for Promoting Pluralism, Population education and understanding education of the marginalized and efforts towards it.
- Explores the strategies for sensitizing the learners towards Secularism.
- Understands the Role of Government of India in Education.
- Understands the policies framed by the Central Advisory Board of Education (CABE)
- Understands the need of updating the National Curriculum Framework (NCF) by NCERT.
- Understands the Teacher's Commitment to the learner, the society, the profession and the basic values.

Unit-1: The Social, Cultural and Political Contexts of Education (18%,12 Marks)

- 1.1 Sources of the Aims of Education: - social, cultural, economic and political contexts and their impact on education.
- 1.2 Education as an instrument of Social Change.
- 1.3 Socialisation - influence of society, family, peer groups, media and new age technologies on education.
- 1.4 Emerging trends in societies and their repercussions on education: liberalisation, privatisation, globalisation and internationalisation of education.
- 1.5 The Right to Education Act of 2009.
- 1.6 Educational Provisions in the Constitution of India

Unit-2: Contributions of Great Educators (18%,12 Marks)

The contributions to education of:

- 2.1 Jean Jacques Rousseau,
- 2.2 John Dewey,
- 2.3 Rabindranath Tagore,
- 2.4 Swami Vivekananda,
- 2.5 Jiddu Krishnamurthy
- 2.6 Paulo Freire

Unit 3: Contributions of Mahatma Gandhi to Education (10%,6 Marks)

- 3.1 Gandhian philosophy on Education
- 3.2 Nai Talim -as engaged learning and its relevance, Community engagement Methodology.
- 3.3 Nai Talim- Traditional, Intellectual and Constructivist approaches- Models to Education and learning.
- 3.4. Nai Talim-Education for life and through life and its reflection in curriculum and Pedagogical practices

Unit 4: Education and Development (12%,8 Marks)

- 4.1 The Evolving Concept of Development.
- 4.2 The Right of the Child Act of 2005
- 4.3 Equity and Equality in Education – meaning, nature and forms of inequality (i) dominant and minor groups (ii) gender (iii) public and private schools (iv) rural and urban schools.
- 4.4 The Elusive Triangle of Indian Education: Equality, Quantity and Quality.
- 4.5 The Financing of Education
- 4.6 Educational Planning and Administration.

Unit-5: Education in a 'knowledge society' (12%,8 Marks)

- 5.1 Nature of knowledge in education: concepts, statements, educational viewpoints, metaphors and theories.
- 5.2 Emerging knowledge base in education for a 'Knowledge Society'.
- 5.3 Promoting an interdisciplinary approach to education.
- 5.4 Shift in learning environments: Uni-modal to multi-mediated, school based to community linked, and real to virtual learning environments.
- 5.5 The open-distance learning environment.
- 5.6 The teacher as a knowledge worker.

Unit 6: Contemporary Concerns and Issues in Secondary Education (16%, 10 marks)

- 6.1 Universalization of Secondary Education (USE): issues and concerns
- 6.2 The Salient Features of UNESCO's Education Commission Report: Education in the 21st Century (Jacques Delors)
- 6.3 Population Education
- 6.4 Education of the marginalized.
- 6.5 The importance of promoting "secularism" in education.
- 6.6 Pluralism in Education.

Unit 7: The Education System in Indian Society (14%, 9 Marks)

- 7.1 Role of Government of India in Education
- 7.2 The policies framed by the Central Advisory Board of Education (CABE)
- 7.3 The perspective of education for national development in: the Education Commission (1964-66),
- 7.4 The NPE 1986, The Ramamurthi Education Commission 1990 and the modified NPE 1992 with its (POA)
- 7.5 Updating the National Curriculum Framework (NCF) by NCERT.
- 7.6 The Teacher's Commitment to (i) the learner, (ii) the society, (iii) the profession and (iv) the basic values.

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EDU 02: LEARNER AND LEARNING

Learning outcomes

- Students will understand the growth and development of the learner through its principles, role of heredity and environment and its characteristics.
- Students will be able to learn about adolescents- characteristics, contemporary concerns and the role of a teacher and parents in handling the adolescents.
- Students will develop an understanding with the knowledge of individual difference, types and areas of individual difference among learners.
- Students will be able to understand and apply the various cognitive development theories in real classroom practice.
- Students will understand the concept and nature of learning process.
- Students will be able to apply the learning laws and theories in the real classroom situation.
- Students will understand the importance of Perception, gaining students' attention, and the motivation.
- Students will also gain knowledge of factors influencing learning such as transfer of learning, problem solving and the importance of Thinking in learning process.
- Students will be able to apply the information processing model and its classroom implications.
- Students will learn about memory process, types and various causes of forgetting and the role of a teacher to curb them.
- Students will understand the role of guidance and counselling in shaping of an integrated personality.

Unit 1: Learner as a Developing Individual (Childhood and Adolescence) (15%, 10 Marks)

- 1.1 Concept of growth and development: principles, role of heredity and environment
- 1.2 Developmental characteristics of the learner, developmental tasks and their implications (physical, cognitive, social, emotional and moral aspects).
- 1.3 Contemporary concerns: physical appearance, sexuality, drug abuse, ragging, peer influence, suicide, negative impact of media)
- 1.4 Role of teachers and parents in handling adolescents.

Unit 2: Understanding Learner Diversity (20%, 13 Marks)

- 2.1 Individual Differences: Meaning and Types.
- 2.2 Areas of Learner differences with regard to: learning styles, attitude, aptitude, personality, interest, values, intelligence and creativity.
- 2.3 Understanding Differences: Meaning, identification and educational provisions for
 - Exceptional Learner (gifted, slow learners)
 - Differently-abled Learner.
- 2.4 Educational Implications of the following:
 - Jean Piaget: Cognitive Development
 - Daniel Goleman: Emotional Intelligence
 - Howard Gardner: Multiple Intelligences
 - Lawrence Kohlberg: Moral Development

Unit 3: Learning (20%, 13 Marks)

- 3.1 Concept and nature of the Learning Process
- 3.2 Relevance of Learning Theories and Classroom implications:
 - Trial & Error learning and laws of learning
 - Classical conditioning
 - Operant conditioning
 - Gestalt
 - Gagne's hierarchy of learning.
 - Social Learning theory
- 3.3 Constructivist Approach to Learning

Unit 4: Factors Influencing Learning and Classroom implications (20%, 13 Marks)

- 4.1 Perception (Sensation, Processes- *selection, organization, interpretation*) and Attention
- 4.2 Motivation (Concept, Types: intrinsic & extrinsic motivation, strategies to motivate students)
- 4.3 ,Transfer of Learning
- 4.4 Problem Solving
- 4.5 Thinking: Critical and Creative

Unit 5: Learning through Information Processing (15%, 10 Marks)

- 5.1 Structure of Information Processing- (Sensory Register, Short Term Memory, Long Term Memory)
- 5.2 Memory Process - registration, retention, recall and recognition
- 5.3 Forgetting- causes
- 5.4 Classroom implications: ways of enhancing memory

Unit 6: Development of an Integrated Personality (10%, 6 Marks)

- 6.1 Adjustment vs. Maladjustment: Meaning and Characteristics
- 6.2 Adjustment Strategies.
- 6.3 Characteristics of an Integrated Person.
- 6.4 Role of Guidance and Counseling in the development of an integrated personality
- 6.5 Role of Teachers and Parents in the area of Guidance and Counseling Services

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EDU 03: LEARNING RESOURCES

Learning Outcomes:

- The students will be able to understand about the significance of communication in the teaching-learning process
- The students will be able to differentiate between the facilitative and inhibitive factors and ways to enhance/overcome them
- The students will be able to understand the role of audio, visual and audio-visual learning media
- The students will be able to develop self-learning methods and to employ it.
- The students will be able to identify the role of a teacher in designing learning materials based on curricular objectives
- The students will be able to recognize ICT as an integral part of modern day facilitative learning
- The student will be able to use an appropriate technology to address the needs of children in the classroom.
- The student will be able to adapt any technology to address the specific problems of children in the classroom.

- The students will be able to identify new technologies which accelerate learning knowing that the modern learner is a 'digital citizen'
- The students will be able to manage the learning resources in a school to maintain and sustain learning
- The students will be able to recognize the significance of hands-on learning to foster learning.

Unit 1. Educational Communication (20%, 13 Marks)

1.1 Concept of Communication

- Meaning
- Components
- Communication cycle
- Types (verbal and non-verbal: meaning, characteristics, merits and limitations)
- Modes (speaking, writing, visualizing)

1.2 Significance of communication in teaching-learning

- Reflective communication (both the teacher and student)
- Interpersonal communication

1.3 Classroom communication – an analysis of its facilitative and Inhibitive nature

- Strategies to enhance communication
- Strategies to overcome inhibitive factors

1.4 Abstractness or concreteness provided by different learning experiences

- Meaning of learning experiences
- Dales cone of experiences
- Using Multiple Intelligences to plan effective communication materials

Unit 2 Multisensory Learning Media for Classroom Teaching (20%, 13 Marks)

(Meaning, characteristics, selection, guidelines for use, merits and limitations of the following learning media)

2.1 Classification of learning media as audio, visual and audio-visual media

2.2 Audio media

- Disc based audio,
- educational radio,
- audio conference,
- podcasts, and;
- streaming audio

2.3 Visual Media

2.3.1 Print media (illustrated books, magazines, newspapers, periodicals, comic strips, cartoons and encyclopedia)

2.3.2 Projected media (digital visualizer, films)

2.3.3 Non-projected media (graph, map, chart, poster, images, diagrams, models and material)

2.3.4 Three dimensional media (realia, 3D models, specimens, puppets)

2.4 Audio-visual Media

- streaming video,
- Television/Educational Television,
- COMPUTER

Unit 3 Resources for promoting Self-learning and Learning to Learn Skills (10%, 7 Marks)

3.1 Concept of learning to learn skills: self-learning

3.2 Principles of self – learning

3.3 Methods to promote self-learning (Computer Aided Instruction using ready-to-use learning packages, personalized system of instruction, learning centers, mini courses, modular instruction)

3.4 Merits and limitations of self-learning

Unit 4 Designing Self-learning materials (the ADDIE model to be applied in the design process) (10%, 6 Marks)

4.1 Concept, characteristics and importance of designing self-learning materials

4.2 Steps in designing worksheets

4.3 Steps in designing 3D objects/models

4.4 Steps in designing a self-learning material (create a video material using FOSS)

4.5 Role of the teacher in designing self-learning materials

4.6 Designing a checklist to measure the effectiveness of the created self-learning material

Unit 5 Technology Enhanced Learning (20%, 13 Marks)

- 5.1 Educational media and technology standards: SITE, ISTE, AECT
- 5.2 E-learning: Concept, Approaches (Enhanced Approach also known as face-to-face F2F, Blended Approach and Online Approach), merits, limitations
- 5.3 ICT and Multimedia as technology enhanced communication devices in teaching-learning
- 5.4 Impact of ICT on learning and achievement- national and local scenario
- 5.5 Computer as a learning resource for presentation, documentation, word processing, evaluation
- 5.6 Internet as an Information Resource: Characteristics, merits and limitations
- 5.7 Concept, characteristics and guidelines to use offline and online resources in teaching
- 5.8 Types of digital resources (simulations, educational games, tutorials, drill and practice, encyclopedia). Their characteristics, guidelines for use, merits and limitations
- 5.9 An introduction to Free and Open Source Software (FOSS)
- 5.10 Types of FOSS that can be applied to education (audio, visual, audio-visual)

Unit 6 Emerging Technologies to facilitate learning (20%, 13 Marks)

- 6.1 Meaning, characteristics, merits and limitations of the following technologies. A practical demonstration on using cellular phones, audio/video streaming/social media/cloud storage in teaching must be compulsorily undertaken.
 - Interactive/Smart boards
 - Cellular phones
 - Collaborative learning through wikis, LMS (Moodle)
 - Language lab
 - Social media
 - Cloud storage
 - Virtual tours/field trips
 - Videoconferencing (VC)
 - Webconferencing (WC)
- 6.2 Role of the teacher in an ICT enabled environment
- 6.3 Managing School Learning Resources
 - Learning resources in a school: laboratories, IT laboratory, library (need, characteristics)
 - Managing the use of these resources: Role of the teacher

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EDU 04: TEACHING: APPROACHES AND STRATEGIES

LEARNING OUTCOMES: Students will be able to

- demonstrate his/her understanding of the changing concept of teaching
- Students will understand the relationship between teaching and learning
- Students will be able to use instructional skills/strategies effectively.
- Students will be able to use reflective practices for improving teaching and learning

Unit 1 Understanding Teaching (20%, 6 Marks)

- a. Changing concept of teaching, teaching different from training and indoctrination, teaching as a planned activity.
- b. Teachers 'assumptions on teaching and its impact on planning and teaching.
- c. Impact of one's own socialization process on 'becoming a teacher and its limitation(impact of their early experiences as student , as student teacher)
- d. Proficiency in teaching: Skills, Competencies and Commitment.

Unit 2. Instructional approaches and strategies (20%, 6 Marks)

- a. Teacher Controlled Instruction-Lecture method, Demonstration, Team teaching and Activity based instruction.
- b. Learner Controlled Instruction-Self learning, Forms of self learning-Programmed Instruction, Computer Assisted Instruction, and Project based learning.
- c. Small group and Whole group Instruction: Cooperative learning , Brain storming, Role play, Dramatization, Group discussion, Simulation, Debate, Quiz and seminar

Unit 3. Developing self study strategies in students (30%,9 Marks)

- a. Importance of developing study strategies in students
- b. Types of learning strategies
- c. Rehearsal strategy: underlining , marginal notes
- d. Elaboration strategies: Note taking, Use of analogies,PQ4R method.
- e. Organization strategies: Outlining, Mapping Mnemonics, Chunking, Acronyms, Link words.
- f. Meta-cognitive strategies: Direct Instruction and reciprocal teaching

Unit 4. Reflective Practice in Teaching (30%, 9 Marks)

- a. Meaning of Reflective teaching.
- b. Characteristics of a reflective teacher

- c. Process of Reflection- Journal/ Diary writing, Self evaluation/reflection, Learner achievement as a feedback for evaluating teacher effectiveness.
- d. Developing a personal philosophy of teaching
- e. Limitations of reflective practices.

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EDU 05: SCHOOL AND CLASSROOM MANAGEMENT

LEARNING OUTCOMES

On completion of the course

- Students will be able to understand the use of management principles for improving quality of education at secondary level
- Students will be able to understand the managerial practices in school- human and physical resources management.
- Students will be able to understand importance of classroom management
- Students will be able to describe approaches to classroom management
- Students will understand ways of preventing problems in managing a classroom
- Students will be able to explain the role of teachers and the principal in ensuring a vibrant school and classroom climate

Unit 1 School Management (30%,9 Marks)

1.1 Concept of quality management and excellence in education

1.2 Managing Human resources

1.3 Concept and training of human resource development,

1.4 Concept of leadership, Styles of leadership

1.5 Functions and qualities of a) teacher b) Headmaster

1.6 Managing Physical resources

- Physical resources in a school - physical space (building) with adequate classroom space, adequate furniture, learning resources such as the labs, library, sports field, and staffrooms, rest rooms, etc.

1.7 Management of physical resources - Cleanliness, appropriate use of each with an intent or schedule

- Streamlining ways of using the facilities: coordination, sharing School records, Kinds of school records, School Calendar, Log book, Cash book, cumulative record,

1.8 Minimum requirements of physical and human resources in secondary schools as per Goa Education Act, RTE and other rules applicable for secondary school teachers in Goa.

Unit 2- School and Classroom Environment (30%, 9 Marks)

2.1 School as an institution with an environment of its own

2.2 Leadership style of the headmaster and its influence on teacher role performance

2.3 Factors affecting school environment - goodwill, acceptance, belongingness, openness, orderliness, and access, both among teachers and between teachers and students

- 2.4 Promoting self-esteem among students
- 2.5 Team work and transparency in functioning among teachers
- 2.6 Classroom climate – concept and components.
- 2.7 Factors affecting classroom climate
- 2.8 Classroom climate and pupil achievement.

Unit 3 – Classroom Management (20%,6 Marks)

- 3.1 Preparing for effective Classroom management
- 3.2 Elements of effective classroom management
- 3.3.Preventive Classroom management- Establishing Rules and Procedures, Teaching Rules and Procedures, Dealing with external disruptions, maintaining momentum during the lesson.
- 3.4 Techniques of preventive Classroom management

Unit 4-Managing Inappropriate Behaviour (20%, 6 Marks)

- 4.1 Causes of pupil Misbehavior
- 4.2 Dealing with inappropriate behavior
- 4.3 Assertive Discipline
- 4.4 Working towards Self-management

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EDU 06: COMMUNICATION SKILLS

ORAL SKILLS

1. Introduction to the Sounds of English- Vowels, Diphthongs and Consonants – Pronunciation, Articulation, Intonation, Diction and Stress
2. Situational Dialogues / Role Play.
3. Telephoning and e-mailing Skills.
4. Oral Presentations - Prepared and Extempore.
5. Debating

WRITING SKILLS

1. Listening and Reading Comprehension of Unseen texts.
2. Communicative Writing Skills: Informal and Formal Letters and CV/Resume Writing
3. Academic Writing Skills: Note Taking, Summarising, Article Writing
4. Report Writing, Writing references (APA style)
5. Book Reviews

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1. Tickoo M. L. , Teaching and Learning English, Orient Black Swan, 2009
2. White G., Listening, OUP, 1998
3. Underwood M., Teaching Listening, Longman, 1989
4. Bygate M., Speaking, OUP, 1987
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8. Matt Purland, Talk a Lot: Spoken English Course , My Ebook Publishing House, 2012
9. McIntosh Collin et al, Oxford Collocations Dictionary for students of English, 2nd Ed. OUP, 2009.
10. Quirk R., Language Activator, English Production Dictionary, 1993.

EDU 07-08: METHODOLOGY OF TEACHING ENGLISH

Learning Outcomes

By the end of the course the student-teacher will be able to

- Communicate effectively in other subject matter areas in general, and English Language and Literature in particular.
- Equip themselves with the requisite linguistic skills for teaching the adolescent child in the secondary school context.
- Develop thinking skills (analytical, synthetic, critical, creative).
- develop intercultural understanding and appreciation.
- Promoting positive attitudes toward the target language and culture.
- Plan and implement communicative activities for skill integration in ELT.
- Use Computer Assisted Language Learning (CALL) and the Language Laboratory.
- Check on the efficacy of Audio-Visual Devices along with authentic learning materials for the language classroom.
- Be able to conduct a Project on Spoken English
- Learn the stages of test construction and administration
- Plan and implement project work and write a project report.
- Construct and administer a Unit Test
- Acquaint oneself with the skills of preparing rubrics and using portfolio assessment
- Cope with the challenges of continuous comprehensive evaluation
- Conduct intervention programmes for remediation and enrichment
- Consider strategies for their continuing professional growth
- Acquaint themselves with the rudiments of modern English Grammar.

- Acquire a functional knowledge and use of the English language for communicative and academic purposes.
- Speak and write grammatically correct English.
- Learn proper pronunciation skills with the IEPA (International English Phonetic Alphabet)

Unit 1: Planning in English Language Teaching (ELT) (15%, 13 Marks)

Unit 1.1 Planning for the Integration of Language Skills

- 1.1.1 Objectives for the Language Teaching-Learning Process
- 1.1.2 Using Hierarchic and Non-hierarchic Objectives

Unit 1.2 The Annual Plan and The Unit Plan for ELT

- 1.2.1 Developing the Annual Plan
- 1.2.2 Developing the Unit Plan

Unit 1.3 Lesson Planning for Activity Based Learning (ABL)

- 1.3.1 Stages of a Lesson
- 1.3.2 Activities for achieving the objectives of a lesson plan

Unit 1.4 Resources in ELT

- 1.4.1 Effective use of Audio-Visual Devices (AVDs)
- 1.4.2 Computer Assisted Language Learning (CALL)

Unit 2: Evaluation in ELT (15%, 13 Marks)

Unit 2.1 Testing Procedures

- 2.1.1 Teacher made criteria and instructions for testing
- 2.1.2 Test Administration

Unit 2.2 The Unit Test

- 2.2.1 The Blue Print and the Test Paper
- 2.2.2 The Answer Key, Marking Scheme and Grade Sheet

Unit 2.3 Continuous Comprehensive Evaluation and Alternative Assessment

- 2.3.1 Using tools such as Rubrics and Portfolios
- 2.3.2 Alternative Assessment – Assignments and Projects

Unit 2.4 ELT for Remediation and Enrichment

- 2.4.1 Graded Activities for the Remediation of Slow Language Learners
- 2.4.2 Creative Activities for the Enrichment of Gifted Language Learners

Unit3: Teaching the Receptive Skills (20%, 15 Marks)

Unit 3.1 Teaching Listening

- 3.1.1 What is listening?
- 3.1.2 Techniques and activities for teaching listening.

Unit 3.2 Teaching Reading

- 3.2.1 What is reading?
- 3.2.2 Techniques and activities for teaching reading.

Unit 3.3 Teaching Literature

- 3.3.1 Teaching prose and poetry
- 3.3.2 Teaching drama, the novel and the short story

Unit 3.4 Teaching Reference Skills

- 3.4.1 Differentiating between receptive and productive dictionaries
- 3.4.2 Models of Teaching: Concept Attainment and Advance Organiser

Unit 4: Teaching the Productive Skills (20%, 15 Marks)

Unit 4.1 Teaching Speaking

- 1.1.1 Concepts of Pronunciation, Articulation, Intonation, and Diction.
- 1.1.2 Techniques for teaching speaking.

Unit 4.2 Teaching Writing

- 1.2.1 Techniques to teach types of writing activities.
- 1.2.2 Models of Teaching: Inquiry Training and Synectics.

Unit 4.3 Teaching Grammar for Language Use

- 1.3.1 Prescriptive, Descriptive and Pedagogic Grammars
- 1.3.2 Teaching grammar using communicative methodology.

Unit 4.4 Non Verbal Communication

- 4.4.1 Types of non-verbal communication.
- 4.4.2 Effective use of body language.

Unit 5: The English Language Teacher (15%, 12 Marks)

Unit 5.1 Language Statuses of English in India

- 5.1.1 English as a first, second and third language.
- 5.1.2 English as a link national and international language.

Unit 5.2 Syllabuses, Approaches, Methods and Techniques in English Language Teaching (ELT)

- 5.2.1 The Structural Syllabus
- 5.2.2 The Communicative Syllabus
- 5.2.3 The Humanistic Syllabus
- 5.2.4 The Learner-centred Syllabus

Unit 5.3 Thinking Skills for the English Language Teacher

- 5.3.1 Using Lateral Thinking
- 5.3.2 Strategies for Critical and Creative Thinking

Unit 5.4 Continuous Professional Development (CPD) of the ELT Teacher

- 5.4.1 Stages of the CPD framework
- 5.4.1 Participating in in-service training, seminars and conferences.

Unit 6: Core Content for Core Competences in ELT (15%, 12 Marks)

Unit 6.1 The eight 'parts of speech' along with their types and functions

Unit 6.2 Transformation of sentences:

- 1.2.1 Sentence Types (Assertive, Interrogative, Imperative, Exclamatory),
- 1.2.2 Direct and Indirect Speech,
- 1.2.3 Active and Passive Voice,
- 1.2.4 Affirmative and Negative Sentences

Unit 6.3 Phonics and the International Phonetic Alphabet (IPA) for English.

- 6.3.1 The organs of speech
- 6.3.2 The sounds of English vowels, diphthongs and consonants
- 6.3.3 Using the phonetic script for transcription exercises

Unit 6.4 Comprehension and Composition:

- 1.4.1 Responding to Unseen Texts,
- 1.4.2 Letter Writing,
- 1.4.3 Précis Writing,
- 1.4.4 Essay Writing
- 1.4.5 Writing a Book Review.

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2. Lado, Robert (1988) Teaching English Across Cultures, McGraw Hill.
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EDU 07-08 ihndI BaaYaa AQyaapana iSaxaNa

METHODOLOGY OF TEACHING HINDI

paazyak`ma ko isaKanao ko pa`itafla (Learning Outcomes)

- BaaYaa-iSaxaNa taqaa]sako mahtva kao spaYT kr sakoMgao |
- BaaYaa-iSaxaNa evaM saaihtya- iSaxaNa kl]payauÁta ivaiQayaaOM ka cayana va pa`yaaoga kr sakoMgao |
- maUlyaaMkna ka Aqa_ AavaSyaktaa AaOr mahtva bataa sakoMgao |
- saMtauilata, ivaSvasanarya AaOr vaOQa pa`Sna pa~aaOM ka inamaa_Na AaOr maUlyaaMkna kr sakoMgao |
- iSaxaaiga_yaaOM ko jalvana maOM iSaxakaoM kl BaUimaka kao samaJa sakoMgao |
- BaaYaa ko ivaiBanna pa`kayaaOM kl BaaYaa iSaxaNa maOM]payaaogataa bataa sakogaOM |
- BaaYaa iSaxaNa ko sva\$pa sao pairicata haotao hue]saki samalxaatmak samaJa banaa sakoMgao |
- i~aBaaYaa saU~a kl AvaQarNaa sao pairicata hao sakoMgao |
- ihndI iSaxaNa mao paazyapaustak ko mahtva ka ivaSlaoYaNa kr sakoMgao |
- BaaYaa iSaxak maOM Apaoixata gauNaaOM evaM ivaSaoYataaAaOM kl jaanakarl pa`apta kr Apanaanao ko ilae pa`oirta hao sakoMgao |
- iSaxaaiga_yaaOM ko jalvana maOM iSaxakaoM kl BaUimaka kao samaJa sakoMgao |
- iSaxaNa ko ivaiBanna AadSaao_ AaOr saU~aaOM kl cacia_ kr sakoMgao

GaTk 1 : baalak ko savaa_MgaINa ivakasa maOM BaaYaa va BaaYaa iSaxak ka mah<va (20%,15 gaUNa)

ihndI BaaYaa ka]d\gama³saMixapta AQyayana´

- ihndI BaaYaa kl pahcaana
- ihndI BaaYaa ka mahtva

1.2 ivaValayalna paazyak`ma maOM ihndI BaaYaa ka sqaana va mahtva

- i~aBaaYaa saU~a
- kaozarI Aayaaoga 64-66 ko sauJaava
- saMvaOQaaainak p`avaQaana
- vata_maana samaya maOM BaaYaa ka badlataa sva\$pa

1.3 BaaYaa iSaxak

- ihndI BaaYaa iSaxak ko ivaSaoYa gauNa

- badlatao pairvaoSa maom ihndi BaaYaa iSaxak ko]<ardaiyatva evama\ caunaaOitayaa*

GaTk 2 BaaYaa iSaxaNa par ek dRiYT

(15%,11 gaUNa)

2.1 BaaYaa iSaxaNa ki pa`cailata ivaiQayaa* :

- vyaakrNa Anauvaad pa`Naalal
- pa`tyaxa pa`Naalal
- Za*caagata pa`Naalal
- saMpa`oYaNaatmak pa`Naalal

2.2 AQyaapana ko paaz pa`kar : (paaz inayaaojana)

- gadya paaz
- padya paaz
- rcanaa paaz
- vyaakrNa paaz

2.3 paaz inayaaojana , GaTk inayaaojana, vaaiYa_k inayaaojana

GaTk 3 : paazyapaustak AaOr AQyaapana paQditayaa*

(10%,8 gaUNa)

3.1 paazyapaustak ka mahtva AaOr inakYa

- paazyak`ma taqaa paazyapaustakaoM ka sabaMQa
- paazyapaustak ka taulanaatmak AQyayana

3.2 naaTyalkrNa , BaUimaka paalana – Aqyaapana paQdita

3.3 pa`klpa paQdita / caca_ paQdita / pairsaMvaad – Aqyaapana paQdita

GaTk 4 : sahayak iSaxaNa saamaga`l AaOr BaaYaa]pak`ma

(15%, 11 gaUNa)

4.1 SaOxaiNak saaQana : saMklpanaa, mahtva,

- dRSya saamaga`l, Eaavya saamaga`l, BaaYaa pa`yaaogaSaalaa
- ipa`MT maliDyaa , pai~akae*, samaacaar pa~a, kxaa paustakalaya

4.2 AQyayanaanauvatal_]pak`ma: saMklpanaa, mahtva, pa`kar

4.3 svaaQyaaya : saMklpanaa, mahtva, pa`kar

4.4 BaaiYak Kaolaaom ka AQyaapana : AavaSyaktaa ,mahtva, pa`kar

GaTk 5 : BaaYaa saaihtya AaOr saaOMdya_ (10%, 8 gaUNa)

5.1 saRjanaatmak BaaYaa ko ivaivaQa \$pa :

- paazSaalaa ko paazyak`ma maoM saaihtya ko ivaivaQa \$pa
- Anya BaaYaaAaoM ko saaihtya ka ihndI mao Anauvaad

5.2 saaihityak AiBavyaiÁta ko ivaivaQa \$pa :

- samakalaIna saaihtya kl paZa{ (baala saaihtya, dilata saaihtya, s~al saaihtya Aaid)
- gaV, paV, naaTk, khanal, inabaMQa, Anauvaad, pa~alaoKana, Aatmakqaa Aaid

5.3 gaaovaa ko ihndI saaihityak :]naka laoKana taqaa]nakI pahcaana

GaTk 6 : BaaiYak kaOSala , SaOixak inadana evaM]pacaarl iSaxaa : (20%, 15 gaUNa)

6.1 BaaiYak kaOSala :

- EavaNa, BaaYaNa – baaolanao , saunanao ka kaOSala
 - BaaYaa{ ivaivaQataa taqaa ihndI BaaYaa par [saka pa`Baava
- pazna : paZnao ko kaOSala ka ivakasa
 - maaOna AaOr mauKar pazna,
 - gahna pazna,
 - ivastaRta pazna
- laoKana : laoKana ko kaOSala ka ivakasa
 - ilaKanao ko carNa, laoKana pa`ik`yaa, saRjanaatmak laoKana, AaOpacaairk AaOr AnaaOpacaairk laoKana (kivataa, khanal, saMvaad, Dayarl, pa~a, irpaoT_, samaacaar Aaid)

6.2 BaaiYak kaOSala maoM daoYa , karNa ,]paaya

6.3 ihndI BaaYaa SaOixak inadana :

- inadanaatmak pairxaNa
-]pacaaratmak iSaxaNa

GaTk 7 : BaaiYak maUlyaaMkna , saMklpanaa, mahtva, pa`kar (10% , 7 gaUNa)

7.1 maaOiKak maUlyaaMkna : mahtva, pairxaa ko pa`Sna pa`kar

7.2 ilaiKata maUlyaaMkna : mahtva, pairxaa ko pa`Sna pa`kar

7.3 saatatyapaUNa_ sava_kYa maUlyaaMkna : mahtva, parIxaa ko pa`Sna pa`kar

7.4 talna Aayaamal taÁtaa , pa`Sna pai~aka, pa`Sna ivaSlaoYaNa,]ttar pai~aka

pairyaaojanaa kaya_ :

- kxaa paa*caval sao dsaval tak ko ihndI paazyapaustak maom vyaakrNa saMbaMQal AByaasa kl saUica taOyaar kroM |
- ivaiBanna baao_D kl ihndI kl paazyapausta k taqaa paazyak`ma ka ivaSlaoYaNa AaOr pa`stauitakrNa kroM |
- vyaakrNa paazaoM ka AQyaapana taqaa kxaa maom pa`stauitakrNa kroM |
- Ca~aaom vdara BaaiYak Kaolaaom kl inaima_ita krnaa taqaa kxaa maom pa`stauitakrNa krnaa |
- kxaa maom Ca~aaom kl BaaYaa ka jaayajaa laotao hue ihndI ko ivaivaQa \$paaom par ek irpaa_oT taOyaar kroM |
- ivaivaQa paazaoM ka inayaaojana taqaa kayaa_nvayana kroM (paaz inayaaojana : takinaki , saMgaNak kl sahayataa) |
- Ca~aaom vdara SaOixak saaQanaaom kl inaima_ita taqaa pa`stauitakrNa |
- vata_maana baala saaihtya, s~al saaihtya, dilata saaihtya kl samalxaa kroM |
- saunanao AaOr baaolanao maom Asamaqa_ Ca~aaom ka inadana kr]pacaaratmak iSaxaNa ka Aayaaojana kroM |
- sqaanalya klaakaraom , kivayaaom, saaihtyakaraom ka saaxaatkar |
- pai~aka taOyaar krnaa |
- nalla pai~aka , pa`Sna taqaa]ttar pai~aka kl saMrcanaa |
- sai~aya parlxaa ka paazSaalaa maom pa`iSaxaNa ko daOrana Aayaaijana kroM |

sandBa_ saUica :

- iSaxaNa pa`iSaxaNa AaOr ihndI AQyaapana : Da#. AanaMd vaaskr, Da#.pauYpaa vaaskr (AavaRi<a :2002)
- ihndI iSaxaa - ek AaQauinak dRiYTkaona : pa`a#. bal.DI. paaTlla, pa`a#. ivanaaod paaTlla
- iSaxak pa`iSaxaNa AaOr ihndI AQyaapana : Da#. AanaMd vaaskr , Da#. pauYpaa vaaskr(AavaRi<a 2009)
- ihndI AQyaapana pairSallana : Da Saas~al jayaond` dvao , Da. rvaInd` AnQaairyaa (bal. sal Saah pa`kaSana |
- [Midra gaaMiQa mauÁta ivaVapalz : bal. eD. pa`aoga`ama paazyak`ma |

marazl BaaYaa AQyaapana iSaxaNa

AQyayana inaYpa<al (Learning Outcomes)

ivaVaqqal_ iSaxak :-

- marazl BaaYaa AQyaapanaacao mah<va JiXYTo, saU~ao samajaUna Gaotalla.
- BaaYaa iSaxakacao Apaoixata gauNaivaSaoYa samajaUna Gaotalla va tao AMgal baaNavaNyaacaa pa`ya<na krtalla.
- marazl BaaYaa AByaasaÂmaacao vaogavaogaLo GaTk samajaUna Gaotalla.
- paaz inayaaojana pa`kar samajaUna Gaotalla.
- yaaogyapa`karo GaTk inayaaojana va vaaiYa_k inayaaojana krtalla.
- marazl paazyapaustakacaoM mah<va AaiNa inakYa laxaata Gaotalla.
- AQyaapanaacyaa ivaivaQa pawtalM jaaNaUna Gao}na tyaaMcao]payaaojana krtalla.
- maUlyaaMknaacalM taM~ao jaaNaaUna Gao}na tyaaMcao]payaaojana krtalla.
- marazlcaoo AQyaapana krtanaa garjaonausaar ivaivaQa SaOxaiNak saaQanaaMcaa]payaaoga krtalla.
- marazlcyya AQyaapanaata vaogavaogaLyaa AByaasaanauvatal_]pak`maaMcaoM Aayaaojana krtalla.
- naOdainak ksaaOTI AaiNa saMpaadna caaMcaNal tayaar k\$na tyaaMcao kayaa_nvayana krtalla.

GaTk 1 : marazl BaaYaa AQyaapana AaiNa iSaxak

15% ,11 gaUNa

1.1 marazl BaaYaocao mah<va.

1.2 marazl BaaYaa iSaxaNaacal JiXYTo

1.2.1 p`aqama BaaYaa- marazl

1.2.2 taRtalya BaaYaa- marazl

1.3marazl BaaYaa AQyaapanaacal saU~ao.

1.4 marazl BaaYaa-AQyayanaacal saamaanya ta<vao.

1.5 marazl BaaYaocaoiSaxak.

GaTk 2 : AByaasaÂmaacao vaogavaogaLo GaTk AaiNa paaz inayaaojana 15% ,11 gaUNa

2.1 saaihtya pa`karaMcal AaolKa.

2.1.1 **gaV.** --kqaa , kadMbarl, naaTk, cair~a, Aatmacair~a, vyaiÁtaica~ao, pa`vaasavaNa_na [.

2.1.2 **paV.** –ABaMga, Aaoval, paaovaaDo, Baavagaltao, BaiÁtagaltao, saamaaijak, inasaga_, doSaBaiÁtapar kivataa [.

2.1.3 **rcanaa/laoKana.** —**inabaMQa...** vaNa_naatmak, AatmavaR<aatmak, klpanaapa`Qaana, vaOcaairk **inabaMQa**, mauXyaaMcyaa/ ica~aaMcyaa AaQaaro **kqaa** [. **pa~a** ...kaOTuMibak, vyaavasaaiyak, Aja_ [.

2.1.4 **vyaakrNa** (SabdaMcyaa jaatal, ilaMga, vacana, SauwlaoKana, ivaramaicanho [.)

2.2paaz inayaaojana

2.2.1 gadya paaz.

2.2.2 padya paaz.

2.2.3 rcanaa paaz.

2.2.4 vyaakrNa paaz.

2.3 paaz inayaaojanaacao mah<va.

2.4 GaTk inayaaojana.

2.5 vaaiYa_k inayaaojana.

GaTk 3 : paazyapaustak AaiNa AQyaapana pawtal 20% 15 gaUNa

3.1 paazyapaustakacao mah<va AaiNa inakYa.

3.1.1 AMtarMga.

3.1.2 baihrMga.

3.2 ivaivaQa AQyaapana pawtal

(gauNadaoYa, mah<va)

3.2.1 naaTyalkrNa AaiNa BaUimaka paalana.

3.2.2 pa`klpa pawtal

3.2.3 cacia_ pawtal

3.2.4 vyaaKyaana pawtal

3.2.5 pairsaMvaad

3.2.6 bauiwmaMqana

3.2.7 saMBaaYaNa

GaTk 4 : SaOxaiNak saaQanao AaiNa BaaYaa]pak`ma 24% ,18 gaUNa

4.1 saMklpanaa, mah<va, pa`kar,]payaaoga.

4.2 dRk saaQanao ,

4.3 Eaavya saaQanao.

4.4 dRk – Eaavya saaQanao.

4.5 svaaQyaaya : saMklpanaa, mah<va, pa`kar.

4.6 AByaasaanauvatal_]pak`ma: saMklpanaa, mah<va, pa`kar.

4.7 BaaYaa pa`yaaogaSaaLa: saMklpanaa, mah<va, pa`kar.

4.8 BaaiYak Kaol

GaTk 5 : BaaiYak maUlyaaMkna 13% ,10 gaUNa

4.9 maaOiKak maUlyaaMkna.

4.9.9 maaOiKak maUlyaaMknaacoo mah<va.

5.1.2 maaOiKak parIxaocao pa`kar.

4.2 ilaiKata maUlyaaMkna.

5.2.1 ilaiKata maUlyaaMknaacoo mah<va.

၄.၃.၃ ilaiKata parlxaoocoo pa`Sna -pa`kar.

5.2.3 nalla pai~aka AaiNa talna Aayaamal ta>a.

5.2.4 pa`Sna pai~akocal rcanaa.

5.2.5 pa`Sna ivaSlaoYaNa.

5.2.6]ttar pai~aka.

5.3satata sava_samaavaoYak maUlyaaMkna.

GaTk 6 : BaaiYakdaoYa, SaOxaiNak inadana AaiNa]pacaarl iSaxaNa 13% ,10 gaUNa

6.1 BaaiYak daoYa

6.1.1 EavaNa daoYa, karNao va tyaavarlla]paaya.

6.1.2]ccaarNa daoYa, karNao va tyaavarlla]paaya.

6.1.3 laoKana daoYa, karNao va tyaavarlla]paaya.

6.2 : SaOxaiNak inadana AaiNa]pacaarl iSaxaNa.

6.1.1 SaOxaiNak inadana AaiNa]pacaarl iSaxaNaacal saMklpanaa Aanal mahtva.

6.1.2 SaOxaiNak inadana AaiNa]pacaarl iSaxaNaacal pa`ik`yaa.

6.1.3 naOdainak ksaoTI AaiNa saMpaadna caaMcaNaI.

GaTk 7: AByaasaÂma AiBavaRwl: (AMtaga_ta maUlyaaMkna) Internal Assessment

7.1 gaV. --kqaa , kadMbarl, naaTk, cair~a, Aatmacair~a, vyaiÁtaica~ao, pa`vaasavaNa_na [.]

7.2 paV. –ABaMga, Aaoval, paaovaaDo, Baavagaltao, BaiÁtagaltao, samaaijak, inasaga_, doSaBaiÁtapar kivataa [.

7.3 rcanaa/laoKana. —inabaMQa... vaNa_naاتمك, AatmavaR<aatmak, klpanaapa`Qaana, vaOcaairk inabaMQa, mauXyaaMcyaa/

ica~aaMcyaa AaQaaro **kgaa** [. **pa~a** ...kaOTuMibak, vyaavasaaiyak, Aja_ [. vaak\pa`caar,
mhNal,]KaaNal [.

7.4vyaakrNa (SabdaMcyaa jaatal, ilaMga, vacana, Sauwlaokana, ivaramaicanho [.])

Practicum

1. Saalaoya paazyapaustakacal samalxaa.
2. GaTk caacaNal kayaa_nvayana.
2. pa`Sna-pai~akocal rcanaa AaiNa kayaa_nvayana.
3. svaaQyaaya laoKana AaiNa saadrIkrNa.
4. saMgaNakacyaa sahayyaanao saadrIkrNa.
5. vaogavaogalyaa paazaMcao inayaaojana AaiNa kayaa_nvayana.
6. SaOxaiNak saaQanaaMcal inaima_tal.
7. Anauvaad krNao.
8. BaaiYak KaoLaMcal inaima_tal –]dahrNao
9. gaaomaMtakIya marazI saaihityakaMcyaa maulaaKatal

saMdBa :

1. marazI BaaYaocao AQyaapana - ma.vaa. kuMDlao.
2. marazI BaaYaocao AQyaapana – Akaolakr.
3. iSaxak pa`iSaxaNa - Da#. vaasaMtal fDko.
4. AaSaiyauÁta AQyaapana pawtal - Da#. h.naa. jagataapa
5. AQyaapanaacal pa`itamaanao - Da#. vaasaMtal fDko.
6. kaoMkNal BaaSaocaoM AQyaapana – vasaMta gaao. lavaMdo.
7. marazIcao AQyaapana- sauroSa krMdIkr.

EDU 07-08 METHODOLOGY OF TEACHING KONKANI

kaoMkNal BaaSaa AQyaapana iSaxaNa

SaOxaiNak/AQyaapana pairNaama:

- ivaVaQyaa_Mk kaoMkNal BaaSaocal(AavayaBaasa) vaLKa/sad\yaacal isqatal Aanal idka, sau~aaM, tatvaaM. mahtva samajaupaak Aadar idtaa.
- ivaVaQyaa_Mk kaoMkNal BaaSaocyaa iSaxakacao gaUNa AapaNaavapaak madta krtaa.
- ivaVaQyaa_Mk kaoMkNal AQyaapanaacao ivaMgaD-ivaMgaD GaTk Aanal paaz inayaaojanaacalM taM~aaM samajaupaak Aadar idtaa.
- ivaVaQyaa_Mk GaTk inayaaojana Aanal vasau_kl inayaaojanaaivaSaIM Aaklana jaataa.
- ivaVaQyaa_Mk kaoMkNal paazyapaustakacaoM mahtva Aanal inakSa haMcaoM iganyaana maolTa.
- AQyaapanaacyaa ivaMgaD-ivaMgaD paQdtalMcaoM Aaklana jaataa Aanal]payaaojana krpaak Aadar idtaa.
- ivaVaQyaa_Mk maaOKalk maUlyaaMkna Aanal ilaKalta maUlyaaMknaacalM taM~aaM samajaupaak Aanal]paoga krpaak madta jaataa.
- kaoMkNalcaoM AQyaapana krtanaa garjaopa`maana ivaMgaD-ivaMgaD SaOxaiNak saaQanaaM vaaparpaak iSaktaa.
- kaoMkNalcaoM AQyaapana krtanaa ivaMgaD-ivaMgaD AByaasaanauvatal_]pak`maaMcaoM Aayaaojana krpaak iSaktaa.
- BaaSaocaor Aadarlta inadanaatmak caaMcaNal Aanal saMpaadna caaMcaNal rcapaak iSaktaa.
- ivaVaQyaa_Mcyaa AByaasak`ma ivaSaya-vastaUcal AiBavaRwl jaataa.

GaTk 1 : kaoMkNal BaaSaa AQyaapana Aanal iSaxak.

(15% , 11 gaUNa M)

- 1.1 kaoMkNal BaaSaocal vaLKa/sad\yaacal isqatal Aanal idka (BaaSaocao pa`saar-pa`caar]
- 1.2 kaoMkNal BaaSaocaoM AByaasak`maatalaoM mahtva
- 1.3 kaoMkNal BaaSaa AQyaapanaacalM saU~aaM
- 1.4 kaoMkNal BaaSaa AQyayana-AQyaapanaacalMo tatvaaM
- 1.5 kaoMkNal BaaSaa iSaxak

GaTk 2 : AQyaapanaacaoo ivaMgaD-ivaMgaD GaTk Aanal paaz inayaaojana (15% , 11 gaUNa M)

2.2 AByaasak`ma ivaSaya-vastaU Aanal Jid\`dSTaM:

2.2.1 gaV (kqaa, kadMbarl, naaTk, cair~a Aatmacair~a, baalasaaihtya, vyai>ica~aaM, BaaoMvaDovaNa_naaM)

2.2.2 paV (Bai>igataaM, BaavaigataaM, baalaigataaM, laaokigataaM, CMdbaw kivataa, mau>CMd kivataa)

2.1.3 rcanaa (inabaMd, pa~a, AapajalNa, saaraMSa-laoKana, ANakar, kaNaI - ica~aaM Aanal maud\`dyaaMcaor AadarIta, saMvaad)

2.1.4 vyaakrNa (SauwlaoKana, ivaramaicannaaM, SabdaMcyao jaatal, ilaMga, vacana)

2.2 ivaMgaD-ivaMgaD paazaMcaoM inayaaojana Aanal mhtva:

2.2.1 gadya paaz

2.2.2 padya paaz

2.2.3 rcanaa paaz

2.2.4 vyaakrNa paaz

2.3 GaTk inayaaojana

2.4 vaaiSa_k inayaaojana Aanal mhtva

GaTk 3 : kaoMkNaI BaaSaa paazyapaustak Aanal AQyaapana taM~aaM/paQdtal/pa`itamaana (20% , 15 gaUNa M)

3.1 paazyapaustakacaoM mhtva Aanal inakSa

3.1.1 AMtarMga

3.1.2 baihrMga

3.2 kaoMkNaI BaaSaa Aanal AQyaapana taM~aaM/pawtal/pa`itamaana.

3.3 naaTyalkrNa , BaUimaka paalana(mhtva, gauNadaoSa)

3.4 pa`klpa paQdta

3.5 cacia_ paQdta- pairsaMvaad, bauiwmaMqana,saMBaaSaNa

3.6]d\gaamal Aanal Avagaamal pa`Naalal

3.7 kRtal-koMd`lta AQyaapana

3.8 AQyaapanaacao pa`itamaana- saMklpanaa-pa`aptal , saja_naatamak ivakasa.

GaTk 4 : SaOxaiNak saaQanaaM Aanal BaaSaa]pak`ma

(20%,18 gaUNa M)

4.1 **SaOxaiNak saaQanaaM:-** saMklpanaa, mhtva, pa`kar,]payaaoga

4.1.1 dRk saaQana- (fLao, ica~aaM, nakasaa, SabdpaT\TyaaO/ xaNadiSa_ka, KaoLNal, idsaaLyaaMtalalM

katarNaaM, pa`itakRtal, Ålao-caaT_)

4.1.2 Eaavya saaQana-(roiDyaaO, isaDI, iDivaDI)

4.1.3 dRk-Eaavya saaQana- (laGaupaT, ica~apaT, calaica~a, Ba`maNaQvanal, saMgaNak)

4.2 BaaSaa]pak`ma:-

4.2.1 svaaQyaaya- saMklpanaa, mhtva, maaga_dSa__k tatvaaM, maUlyamaapana

4.2.2 BaaSalk KaoL- saMklpanaa, mhtva, pa`kar.

4.2.3 AByaasaanauvatal_]pak`ma: saMklpanaa, mhtva, pa`kar

GaTk 5 : BaaSalk maUlyaaMkna

(15%,10 gaUNa M)

4.9 **maaOiKak maUlyaaMkna**

5.1.1. maaOiKak maUlyaaMknaacaoM mhtva

4.9.2 maaOiKak pairxaocao pa`kar

5.2 ilaKalta maUlyaaMkna

5.2.1 ilaKalta maUlyaaMknaacaoM mhtva

5.2.2 ilaKalta pairxaocao pa`sna pa`kar

5.2.3 talna Aayaamal taÁtaao Aanal nalla-pai~aka

5.2.4 pa`sna pai~akocal rcanaa

5.2.5 pa`snaaMcal caaval

5.2.6]ttar pai~aka

5.2.7 pa`снааMcaoM ivaSlaoSaNa

5.3 satata sava_samaavaoSak maUlyaaMkna

GaTk 6 : BaaSalk kaOSalya daoSa, iSaxaNalk inadana Aanal]pacaarl iSaxaNa (15%M, 10 gaUNa)

6.1 BaaSalk daoSa

6.1.1 EavaNa daoSa- karNaaM Aanal]paaya.

6.1.2]ccarNa daoSa- karNaaM Aanal]paaya.

6.1.3 vaacana daoSa- karNaaM Aanal]paaya.

6.1.4 laoKana daoSa- karNaaM Aanal]paaya.

6.2. iSaxaNalk inadana Aanal]pacaarl iSaxaNa.

6.2.1. iSaxaNalk inadana Aanal]pacaarl iSaxaNaacal saMklpanaa Aanal mhtva.

6.2.2. iSaxaNalk inadana Aanal]pacaarl iSaxaNaacal pa`ik`yaa.

6.2.3. inadanaatmak caaMcaNal Aanal saMpaadna caaMcaNal.

AByaasak`ma ivaSaya-vastaUcal AiBavaRwl: ivaVapalz maUlyaaMkna krcaoM naa.

GaTk 7. AByaasak`ma ivaSaya-vastaUcal AiBavaRwl:

7.1 gaV (kqaa, kadMbarl, naaTk, cair~a Aatmacair~a, baalasaaihtya, vyai>ica~aaM, BaaomvaDovana_naam)

7.2 paV (Bai>igataaM, BaavaigataaM, baalaigataaM, laaokigataaM, CMdbaw kivataa, mau>CMd kivataa)

7.3 rcanaa (inabaMd, pa~a, AapajalNa, saaraMSa-laoKana, ANakar, kaNal -ica~aaM Aanal maud\dyaaMcaor

AadarIta saMvaad)

7.4 vyaakrNa (SauwlaoKana, ivaramaicannaaM, vaak\pa`caar, mhNal,]maaNalM, SabdaMcyaa jaatal, ilaMga, vacana)

Practicum

1. SaaLocyaa paazyapaustakacal samalxaa
2. pa`sna-pai~akocal rcanaa Aanal vagaa_talaoM kayaa_nvayana
3. svaaQyaaya laoKana Aanal pa`stautalkrNa
4. saMgaNakacaor AaQaarIta pairxaa
5. ivaMgaD-ivaMgaDpaazaMcaoM inayaaojana Aanal kayaa_nvayana
6. SaOxaiNak saaQanaaMcal inama_Nal
7. sa~alya pairxaa
8. baraovapyaaMcyaaO maulaaKatal
9. AByaasak`ma ivaSaya-vastaUcal AiBavaRwl

AadravaL :

1. kaoMkNal BaaSaocaoM AQyaapana – vasaMta gaao. lavaMdo.
2. kaoMkNal BaaSaocaoM vyaakrNa – sauroSa baaorkr.
3. karbaarl kaoMkNal – BaUYaNa Baavao, pa`kaSa vajarlkar, pa`kaSa payao_kar.
4. kaoMkNal ivaSvakaoSa – KaMD 1,2,3,4,
5. marazl BaaYaocao AQyaapana - ma.vaa. kuMDlao.
6. marazl BaaYaocao AQyaapana – Aakaolakr.
7. AQyaapanaacal pa`itamaanao - Da#. vaasaMtal fDko.
8. Educational Technology- Usha Rao.

EDU 07-08 METHODOLOGY OF TEACHING MATHEMATICS

Learning outcomes:

On completion of the course the student will be able to:

- Identify the aims and general objectives of teaching secondary school mathematics.
- State specific objectives in behavioural terms with reference to concepts and generalizations.
- Teach students different kinds of mathematical knowledge using the appropriate approach and strategy.
- Evaluate learning of concepts and generalizations.
- Identify difficulties in learning concepts and generalizations and provide suitable remedial instruction.
- Understand the importance of language in Mathematics.
- Explain the methods for teaching mathematical proof in the context of secondary school mathematics.
- Understand the nature, importance and strategies of problem-solving.
- Teach proofs of theorems and application to solutions of problems based on these theorems.
- Acquire and develop problem solving skills.
- Evaluate understanding of proofs of theorems and problem-solving skills.
- Understand the qualities of the mathematics teacher and apply the different approaches in the development of the curriculum.
- Understand the correlation between:
 - i. The different branches of Mathematics
 - ii. Language and mathematics
 - iii. Science and mathematics

Unit1: Aims and Objectives of Teaching Secondary School Mathematics and Planning for Instruction (10%,8 Marks)

1.1 General objectives of teaching Mathematics

1.2 Study of the aims and general objectives of teaching mathematics vis-à-vis the objectives of secondary education

1.3 Selecting and organizing the content and identifying teaching points for a mathematics lesson

1.4 Stating instructional objectives and identifying learning outcomes in behavioural terms

1.5 Designing learning experiences –using appropriate strategies, planning for preparation and utilization of instructional materials and evaluation tools

1.6 Writing a unit plan and a lesson plan

1.7 Learning resources: meaning, rationale and limitations

1.8 Types- Charts, models, chalk board, flannel board and geoboard.

Unit 2: (A) Approaches, Methods, Techniques and Models of teaching (20% ,15 Marks)

Teaching of Generalizations

2.1 By exposition: Teaching by exposition, Moves in teaching a generalization: Introduction moves - focus move, objective move, motivation move - Assertion move, application move, interpretation moves, justification moves - planning of expository strategies for teaching generalizations.

2.2 By guided discovery: Nature and purpose of learning by discovery, Inductive, deductive - guided discovery strategies, maxims for planning and conducting discovery strategies; planning of strategies involving either induction or deduction or both. Heuristic method, Open approach and Investigative approach.

2.3 Teaching of Problem Solving: Definition of a problem, problem solving, importance of teaching problem solving, problem posing, developing heuristics and strategies for problem solving.

Unit 3 :(B) Approaches, Methods, Techniques and Models of teaching (20%,15 Marks)

3.1 Constructivism in the teaching of Mathematics

3.2 Gagne's hierarchical levels of learning in the teaching of mathematics.

3.3 Computer Aided Instruction

3.4 Teaching of proof: Developing an intuition about the nature of proof - to make the transition from concrete thinking to more formal reasoning and abstract thinking as they progress from class to class.

- Kinds of proofs - proof by mathematical induction, proof by contradiction, proof by cases, the contra positive, conjectures, disproof by counter example.
- Analytic-synthetic method.

3.5 Strategies for Learning Mathematical Concepts

- Nature of concepts, concept formation and concept assimilation
- Moves in teaching a concept - defining, stating necessary and/or sufficient conditions, giving examples accompanied by a reason.
- Comparing and contrasting; giving counter examples; non examples;
- Use of Concept Attainment Model

3.6 Techniques in the teaching of Mathematics

- Drill and review
- Assignments

Unit 4: Assessing Mathematical achievement

(10%, 7 Marks)

4.1 Purpose of assessment

4.2 Teacher-Made tests

4.3 Construction of appropriate test items

4.4 Question Bank

4.5 Continuous and comprehensive evaluation

4.6 Diagnosing causes of difficulties in learning concepts and generalisations

4.7 Planning remedial instruction based on the diagnosis

Unit 5: The Teacher and the Curriculum

(15%, 11 Marks)

5.1 Qualities of a Mathematics Teacher

5.2 Role of various Associations of Mathematics Teachers

5.3 Importance of the subject in the school curriculum

5.4 Different approaches to curriculum development

5.5 Mathematics Club: Making Mathematics curriculum interesting

5.6 Concept and significance of correlation

5.7 Correlation with life

5.8 Correlation between (i) the different branches of Mathematics

(ii) Language and mathematics

(iii) Science and mathematics

Unit 6: Teaching of Arithmetic and Algebra

(15%, 12 Marks)

6.1 Teaching of Arithmetic:

- Real numbers
- Squares and square roots
- Cubes and cube roots
- Laws of Indices
- LCM and HCF
- Percentage
- Ratio and proportion
- Profit and Loss
- Discount
- Simple and Compound Interest.
- Arithmetic progressions

6.2 Teaching of Algebra

- Algebraic Expressions
- Polynomials
- Factorization
- Linear and Quadratic Equations
- Sets
- Series and Sequence

Unit 7: Teaching of Geometry, Trigonometry, Probability and Statistics

(10%, 7 Marks)

7.1 Teaching of Geometry

- Basic Geometrical Ideas, Lines and Angles
- Circle –properties of chords and tangents
- Geometrical Constructions
- Symmetry
- Triangle and its Properties
- Similarity and Congruence of Triangles
- Properties of Quadrilaterals
- Coordinate Geometry
- Visualizing Solid Shapes
- Area and Perimeter of 2-D figures
- Surface Area and Volume of 3-D figures

7.2 Teaching of Trigonometry

- Meaning
- Trigonometric Ratios
- Trigonometric Identities
- Heights and distances

7.3 Teaching of Statistics

- Types of data
- Collection of Data
- Organization and Representation of data with the help of tables and Graphs
- Interpretation of Data
- Measures of Central Tendency (Mean, Median and Mode)
- Measures of Variation (Range)

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Periodicals

Journal of Research in Mathematics

Mathematics Teaching

School Science and Mathematics

The Mathematics Teacher

Textbooks

IGNOU, Textbooks of Mathematics for B.Ed

NCERT, Textbook of Pedagogy of teaching Mathematics for two year B.Ed

NCERT, Textbooks of Mathematics for Class V,VI,VII,VIII,IX and X

EDU 07-08 - METHODOLOGY OF TEACHING SCIENCE**Learning Outcomes**

- Students will be able to describe the interdependence of scientific and technological literacy on our lives.
- Students will be able to design activities to enhance scientific and technological literacy.
- Students will be able to develop practices that are responsive to a diverse range of students.
- Students will be able to identify appropriate objectives according to Revised Bloom's Taxonomy.
- Students will be able to design age appropriate lesson plans.
- Students will be able to construct various support materials (charts,models,graphic organizers,worksheets,flannel board cuttings,magnetic board).
- Students will be able to construct web based teaching using web 2.0 tools.
- Students will be able to employ information and communication technology to enhance science teaching.

- Students will be able to appreciate the constructivist and objectivist approaches to science teaching.
- Students will be able to employ Models of Teaching in the teaching of science.
- Students will be able to design assessment tools (checklist,rubrics, observation schedules,tests) for performance assessment and written assessment.
- Students will be able to explain the basic skills and integrated process skills of science.
- Students will be able to design strategies to develop scientific attitude.
- Students will be able to locate science organizations, magazines and events for professional development.
- Students will be able to organize activities to create motivation for learning science (science club, debates,projects,exhibitions,field trips,drama).

UNIT 1: PLANNING FOR TEACHING (20%, 15 Marks)

1.1 Learning Objectives & Specification of Objectives

- Writing instructional objectives and their specifications using the Revised Bloom's Taxonomy (RBT)

1.2 Support Materials

- Planning and use of: Posters, Charts, Chalkboard, Flannel Board, Magnetic Board, Graphic Organisers, Activity Sheets/Worksheets, Models (static & working models)

1.3 Lesson Planning (Assessed as Practical work)

- Lesson Plan Format: Set Induction, Development, Assessment
- Alternative Lesson Plan Formats (Brain-based teaching, Activity-based, Cooperative learning)

1.4 Unit Plans, Annual Plan(Assessed as Practical work)

- Writing Unit Plans & Annual Plans

1.5 Information & Communication Technology

- Need, characteristics planning the use of: Video, CD-ROMs, Animations, Simulations, Interactive
- Whiteboard/Smart boards, computers
- Planning the use of blog, web based teaching –learning, Web 2.0 tools

UNIT 2: APPROACHES, TECHNIQUES STRATEGIES (15% , 12 Marks)

2.1 The Constructivist Approach to Science teaching

- Its Meaning, Principles
- Its relationship to Traditional Teaching (expository approaches)

2.2 Constructivism & Objectivism

- Differences between Constructivism & Objectivism
- Use of Objectivism and Constructivism in teaching specific content
- Writing Instructional Objectives and their Specifications, their use in assessment – RBT

2.3 Models of Teaching

- Inductive Thinking Model,
- Inquiry Training Model,
- Concept Attainment Model

2.4 Alternative techniques of teaching (principle, objectives, planning and implementation)

- Brain-based Teaching Strategies
- Activity-based Teaching
- Kagan Cooperative learning (the use of 'Structures')
- Teaching With Analogies model

Unit 3: ASSESSMENT OF SCIENCE TEACHING (20% , 15 Marks)

3.1 Questioning

- Function, types of questions, framing questions under the Revised Bloom's Taxonomy (RBT), framing Higher-Order questions

3.2 Achievement Tests (Assessed as practical work)

- Designing, administering, scoring and analysing an achievement test

3.3. Designing Assessment Tools

- Rubrics for assessing Science Projects , Science Exhibitions, Student Laboratory

Practical Work, Laboratory Journals, Discussions and Debates

- Checklists for assessing Scientific Attitude

3.4 Performance Assessment

- Meaning, function, merits of Performance Assessment
- Oral test/viva for performance assessment
- Performance Assessment for Laboratory Work (one experiment each in Physics, Chemistry, Biology)

Unit 4: THE NATURE OF SCIENCE (10% , 7 Marks)

4.1 Nature of Science & its Meaning

- Science as Product & Process

4.2 Science Process Skills

- Its meaning, need,
- Six Basic skills: Observing, Inferring, Measuring, Communicating, Classifying, Predicting
- Six Integrated Process Skills: Controlling Variables, Defining Operationally, Formulating
- Teaching 'process skills'

4.3 Science & Technological Literacy (STL)

- Concept of STL, methods of communicating STL
- Efforts to enhance STL

4.4 Objectives of Teaching Science(NCFTE)

- At the High School, Secondary School levels

4.5 Objectives of Teaching Science for pre-service (NCFTE)

- At B.Ed. Level

4.6 Correlation of Science & other school subjects

- Making 'connections' between Science and other school subjects in Lesson Plans

Unit 5: THE SCIENCE TEACHER AND SCIENCE EDUCATION IN INDIA (15% ,11 Marks)

5.1 The constructivist science teacher

- Role of a constructivist science teacher
- Personal Beliefs about Teaching & Learning

5.2 Developing a Scientific Attitude

- Characteristics of a person with Scientific Attitude
- Strategies to develop scientific attitude

5.3 Professional Growth

- Role of Science Organisations (e.g. UNESCO, HBCSE),
- Role of Science Magazines (e.g. Science Reporter, Scientific American),
- Role of science-related events (e.g. Olympiads, Competitions, Conferences)

5.4 Science education in India (Not to be assessed)

- Landmarks in the development of science education
- Innovative efforts in the field of science education

5.5 Motivating the Science Learner

- Science Clubs
- Science Debates/Discussions
- Experimental Science Projects
- Science Exhibitions
- Field Trips
- Role play, drama, music, documentaries, street play, story

UNIT 6: Content Enrichment (20% , 15 Marks)

Content enrichment in Physics, Biology and Chemistry considering the Science textbooks of Standard V TO IX syllabus followed by the Goa Board:

1. Living organism and surroundings.

2. Nutrition and life processes.
3. Modern Periodic Table, Properties of elements and compounds.
4. Properties of metal and non metal.
5. Chemical reactions.
6. Properties and uses of acid, bases and salts.
7. Light, shadows and reflections, properties of mirrors and lenses.
8. Electricity and magnetism.
9. Heat and combustion.
10. Force.
11. Pressure.
12. Sound.
13. Friction.
14. Laws of motion.
15. Work and Energy.

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EDU 07-08: METHODOLOGY OF TEACHING HISTORY

Learning Outcome:

Students will be able to –

- a) Explain the changing concept of history.
- b) Justify the place of history in school curriculum.
- c) Write lesson plan and unit plan.
- d) Integrate ICT and relevant instructional materials in teaching and learning of history.
- e) Write different types of test items.
- f) Evaluate a given history question paper and history textbook.
- g) Explain the need and means of professional development of history teacher.
- h) Explain different techniques/strategies to develop historical understanding.

Unit 1. Understanding History and History curriculum (15% ,12 Marks)

- 1.1 Concept of history and historiography
- 1.2 Need / Aims of teaching History in secondary school
- 1.3 National curriculum in History (from std. 6th to 10th): Structure, purpose, approach, how it is different from earlier curriculum.
- 1.4 Curriculum design in history as it practiced in India, controversies in curriculum design, role of state government in curriculum design.
- 1.5 Analysis and Comparison of History curriculum of Goa with that of Karnataka and Maharashtra, any private board like ICSE.

Unit 2. Planning for Teaching (15% ,12 Marks)

- 2.1 Making a Unit Portfolio: Writing a unit plan, Need of Unit portfolio, Components of a Unit Portfolio
- 2.2 Lesson planning : need, steps, and components of lesson plan
- 2.3 Use of textbooks: Deciding its use in teaching
- 2.4 Use of ICT in lesson planning, lesson execution, evaluation. ICT based assignment
- 2.5 Writing lesson plans for different kind of lessons, different formats of lesson plan, writing lesson notes

Unit 3. Developing historical understanding (20% ,18 Marks)

3.1 Developing historical empathy (meaning, need, procedure)

3.2 Teaching values through history (means)

3.3 Developing historical concepts/ understanding

- ✚ Teaching chronology/time

- ✚ Cause, effect and consequence

- ✚ Change and continuity

- ✚ Historical significance

- ✚ Historical interpretations

3.4 Teaching with sources

3.5 Teaching Controversial topics in history

Unit 4. Assessment in History (13% ,12 Marks)

4.1 Question paper pattern in SSC exam and its analysis

4.2 Revised Bloom's Taxonomy w.r.t. History

4.3 Preparing different types of questions in History (with reference to Goa Board)

4.4 History question papers of different Boards (Goa, CBSE, Maharashtra)

4.5 Diagnostic testing and remedial measures

Unit 5. Professional development of history teacher (14% ,12 Marks)

5.1 Special characteristics of a good history teacher

5.2 Knowing your beliefs, attitude and values of teaching history: Need and means

5.3 Self assessment as a history teacher: Need and means

5.4 Assessment by students: Need, procedures, and difficulties

5.5 Developing best practices in teaching history using action research.

5.6 Association of history teachers: need of such association, working of history association

Unit 6: Content-cum-Pedagogy in History from CBSE textbooks (23%, 9 Marks)

(For each standard, the discussion would be around the structure of the books, the suggested use of books in teaching and suggested evaluation procedure and developing teaching strategy)

1. From Class VI
 - i. In the Earliest Cities
 - ii. The Emperor who gave up war
 - iii. Understanding Diversities
 - iv. Panchayati Raj
2. From Class VII
 - i. The Delhi Sultans
 - ii. Tribes, Nomads and Settled Communities
 - iii. Role of Government in health
 - iv. Understanding Media
3. From class VIII
 - i. From Trade to Territory
 - ii. Understanding Secularism
4. From Class IX
 - i. Forest Society and colonialism
 - ii. What is Democracy?

Suggested activities/assignments/projects in History

1. Preparation of Unit portfolio in any unit in history
2. Production of at least 5 power point presentations and slides.
3. Content analysis of a history textbook to identify points that can be utilized for developing the feeling of nationalism/national integration/international understanding.
4. Designing Teaching strategy in one unit/topic
5. Content analysis of VI/VII grade syllabus with a view to analyze and report the various principles/methods/approaches that have been adopted for organizing the syllabus under study.
6. Selection and documentation of 5 history sources and writing instructional objectives that would be achieved by each of these sources along with the teaching strategy that would be adopted to achieve them.

7. Chalk-out 2 projects that the student teacher would like to give to his students writing clearly in behavioural terms the instructional objectives that would be achieved through the given project.
8. Prepare time lines of two rulers and their achievements.
9. Comparing question papers of different boards.
10. Collecting students' feedback on teachers teaching during internship

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EDU 07-08: METHODOLOGY OF TEACHING GEOGRAPHY

Learning Outcomes

- The students will be able to define various definitions of Geography.
- Students will be able to understand the concept of Geography in the context of Man-environment relationship.
- The students will be able to develop an understanding to the nature of Geography and its importance in day today life.
- The students will be able to define Geography as a basic discipline and the place of local Geography in Teaching.
- Students will develop their understanding in learners centered approaches in teaching Geography.
- Students will equip the knowledge of preparation of lesson plan, unit plan, and year plan.

- Students will be able to learn various skills in preparing teaching aids in teaching Geography.
- Students will be able to explain why there is a need of separate Geography room in schools, conducting Geography exhibition and use of community resources in the school.
- Students will develop the skills of using different tools in teaching Geography.
- Students will develop the skill and attitude necessary to make pupils appreciate the natural environment in which they live.
- Students will develop the skill of evaluation in preparing blue print, designing a good question paper and other various tools of evaluation in Geography.
- Students will come to know about natural environment, importance, and its types.
- Students will develop an understanding of totality of environment, environmental degradation and spread awareness regarding these issues.
- Students will develop an understanding to compare different major physical divisions, types of climate and different natural vegetation of India and Goa.
- Students will learn about various resources and its conservation.

Unit 1: Geography and its Fundamental Considerations (15%,10 Marks)

- 1.1 The Meaning and definitions of Geography.
- 1.2 Nature of Geography.
- 1.3 Contributors of Geography
- 1.4 Place of local Geography in Teaching.
- 1.5 Geography as a basic discipline, its importance in day today life.

Unit 2: Learner Centered Approaches in Teaching Geography (20%,15 Marks)

- 2.1 Correlation method (History, Science and Math's)
- 2.2 Regional method
- 2.3 Problem solving Method
- 2.4 Project method
- 2.5 Excursion
- 2.6 Concept Attainment Model

Unit 3: Planning and Transactional Strategies (20%, 15 Marks)

- 3.1 Preparation of lesson plan, unit plan, year plan.
- 3.2 Teaching aids (Projected and Non projected)
- 3.3 Geography room
- 3.4 Qualities and qualification of a geography teacher
- 3.5 Geography Exhibition
- 3.6 Use of community Resources

Unit 4: Tools of Teaching Geography (10%, 8 Marks)

- 4.1 Concept of Map
- 4.2 Scales, Symbols and Direction
- 4.3 Concepts of Latitudes and Longitudes
- 4.4 Importance of equator and prime meridian
- 4.5 Types of Maps and their uses
- 4.6 Concept of Globe and uses of a Globe

Unit 5: Evaluation (15%, 11 Marks)

- 5.1 Content analysis
- 5.2 Writing instructional objectives in behavioral terms
- 5.3 Preparing a blue print
- 5.4 Setting a good question paper.
- 5.5 Tools of evaluation in Geography

Unit 6: Natural Environment (10%, 8 Marks)

- 6.1 Environment and natural environment
- 6.2 Lithosphere, Hydrosphere, Atmosphere and Biosphere
- 6.3 Totality of environment
- 6.4 Environmental degradation

Unit 7: Geography of India and Goa (10%, 8 Marks)

7.1 Major physical divisions of India

7.2 Major types of climate of India

7.3 Natural vegetation of India, types and its conservation

7.4 Physical and political divisions of Goa

7.5 Resources and occupation of Goa

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EDU 07-08: Methodology of Teaching Commerce

Course Learning Outcome : After going through the course, the teacher trainee will:

1. Understand the importance of teaching Commerce in Higher Secondary Schools
2. Understand the nature and scope of Commerce.
3. Understand the impact of Commerce on Society today.
4. Plan for effective instruction in the teaching of Commerce.
5. Develop habit for neat, clean and methodical work.
6. Use appropriate instructional strategy in teaching of Commerce
7. Use Mass Media to maximize curriculum transaction.
8. Use educational software and online materials.
9. Develop skills necessary for assessing student learning outcomes
10. Learn to organize different co-curricular activities in commerce.
11. Become competent and committed professional willing to perform the identified tasks.
12. Use competencies and skills needed for becoming an effective teacher.
13. Use managerial and organizational skills.

Unit -1. Fundamental considerations:

- 1.1. Concept of Commerce Education.
 - 1.1.1 Place of Commerce in school programme.
 - 1.1.2 Status of Commerce education in Secondary schools in India
 - 1.1.3 Areas of study of Commerce Education
 - 1.1.4 Practical Utility and importance.
- 1.2 Objective based teaching of Commerce
 - 1.2.1 Use of Maxims in teaching of Commerce
 - 1.2.2 Aims and objectives of teaching Commerce
 - 1.2-3 Values of teaching Commerce
 - 1.2.4 Practical Utility and importance of teaching Commerce

1.3 The teacher- Qualities and requirements of a commerce teacher

1.3.1 Qualities and interest of commerce teacher

1.3.2 Professional growth of teachers.

1.3.3 Professional ethics of a teacher.

Unit 2 Transactional Strategies and Planning for Instruction.

2.1 Content cum methodology - concept, nature, need and importance of content cum Methodology of teaching - learning of Commerce. (XI and XII std) and implementation of content cum methodology in teaching -learning of Commerce

2.1.1 Instructional strategy in theory subjects Pedagogical content knowledge analysis (PCK) Meaning, Scope, Features of PCK analysis significance of PCK analysis in commerce discipline.

2.1.2 Instructional strategy in practical/skill/application oriented subjects (Accountancy & Statistics) Relationship between pedagogy with analysis Content Analysis — Procedure, facts, concepts, principles, process, rules.

2.2 Preparation of unit plan.

2.3 Preparation of lesson plan

2.3.1 Steps in a lesson plan

2.3.2 Use of ICT and Power Point Presentation

2.4 Preparation of Annual Plan

2.5 Models of Teaching

2.5.1 Concept Attainment Model

2.5.2 Advance Organiser

2.5.3 Social Inquiry.

Unit 3: Methods of teaching and Co-curricular Activities in commerce. : (objectives, planning, conducting & evaluating)

3.1 Teacher Centered: Lecture method, Team teaching, Question-Answer method,

3.2 Learner Centered and activity-based approach) Project method, Problem solving, Demonstration method, Discussion, Debate, Symposium, Case study, Visit and field studies.

3.3 Co-curricular activities in the teaching of commerce

3.3.1 Principles of organizing co-curricular activities-values of CCA

3.3.2 Types of CCA-indoor and outdoor activities

3.3.3 Planning and organization of CCA.

3.3.4 Use of community resources unit

Unit 4: Curriculum and Text book in Commerce

4.1 Curriculum in Commerce

4.1.1 Need for curriculum

4.1.2 Construction of curriculum

4.1.3 Approaches to curriculum development

4.1.4 Syllabus in commerce

4.1.5 Critical appraisal of Commerce curriculum at Higher Secondary Stage.

4.2 Textbook in Commerce

4.2.1 Importance of textbook

4.2.2 Essential of good textbook

4.2.3 Textbook evaluation

4.3 Content analysis of Higher Secondary Business Studies and Accountancy text book (Standard XI & XII)

Unit 5 Teaching Aids:

5.1 Importance of teaching aids-criterion for the selection of teaching aids

5.2 Non- Projected Aids:

5.2.1 Visual Aids Graphic aids, display boards, three dimensional aids

5.2.2 Audio aids: Radio, Tape recorder, C.D. Player

5.3 Projected aids (Overhead projector, slide projector etc.)

5.3.1 Audio-Visual Aids: Television, Computer, L.C.D. etc.

5.4 Activity aids, use of periodicals, journals, statistical data, annual reports of companies, Use of technical documents and survey studies.

5.5 Use of mass media: newspapers, radio, T.V. internet and video tapes.

Unit-6 Assessment and Evaluation in Commerce

6.1 Purpose of evaluation

6.2 Characteristics of good Test in Commerce

6.3 Comprehensive and continuous evaluation

6.4 Types of tests: diagnostic, achievement, criterion referenced

6.5 Types of test items, development of objective based test items

6.6 Question paper setting and analysis: Blue print, three-dimensional chart and test paper

6.7 Qualitative techniques used for evaluating students.

EDU – 07 & 08 METHODOLOGY OF TEACHING SOCIAL SCIENCES

COURSE LEARNING OUTCOME

This course would aim at:

1. Making students understand the meaning of Social Sciences curriculum in their broader perspectives.
2. Equipping students with the knowledge and skill of making unit planning.
3. Helping students to integrate ICT and relevant instructional materials in teaching and learning of Social Sciences.
4. Equipping students with the knowledge and skill of selecting and preparing evaluation tools and techniques.
5. Making them understand the needs and means of professional development in teaching.
6. Helping in preparing instructional strategies in the units of Social Sciences textbooks.

Unit 1. Understanding Social Science and Social Science curriculum

1.1 Concept of Social Sciences

1.2 Objectives of teaching Social Sciences in Higher Secondary School, with reference to Sociology, Political Sciences, Psychology, Philosophy, Economics

1.3 National curriculum (from sta. XIth and XIIth): Structure, purpose, approach, how it is different from earlier curriculum etc in different social science subjects

1.4 Curriculum design in Social Sciences as it practiced in India, controversies in curriculum design, role of state government in curriculum design.

1.5 Comparison of Social Sciences Goa with that of Karnataka and Maharashtra, any private board like CSE.

Unit 2. Planning for Teaching

2.1 Making a unit plan

2.2 Lesson planning. Lesson note

2.3 Writing different types of lesson plan, (discussion, debate, project, brain storming,)

2.4 Teaching strategy

2.5 Planning the use of textbooks

Unit 3. Method and media of teaching Social sciences

3.1 Lecture method, demonstration, discussion, Brain storming

3.2 Experiment in psychology, case study, field study, survey

3.3 Psychological Laboratory, Role of Practical works, Ethical consideration in psychological testing; experimentation.

3.4 Newspaper, magazines

3.5 Use of ICT in lesson planning, lesson execution, evaluation. ICT based assignment

Unit 4. Assessment in Social Sciences

4.1 Question paper pattern in HSSC exam and its analysis

4.2 Revised Bloom's Taxonomy wrt Social Sciences

4.3 Preparing different types of questions in Social Sciences (with reference Goa Board))

4.4 Social Science question papers of different Boards (Goa,Maharashtra)

4.5 Evaluating practical works, projects and group activities.

Unit 5. Professional development of Social Science teacher

5.1 Special characteristics of a good Social Science teacher

5.2 Knowing your beliefs, attitude and values of teaching Social Science.

5.3 Self assessment as teacher

5.4 Assessment by students

5.5 Developing best practices in teaching Social Science using action research.

**EDU-07-08: Methodology of Teaching Information, Communication Technology
in Education**

COURSE LEARNING OUTCOME:

To enable student to –

- * Understand the meaning, nature and scope of ICT in Education
- * Understand the legal & Ethical issues related to internet.
- * Get acquainted with structure, Hardware & Software of computer and application software.
- * Plan for effective ICT instruction.
- * Use appropriate instructional system in ICT Education.
- * Use mass media to maximize curriculum transaction.
- * Prepare student to select the appropriate communication facilities through internet.
- * Apply sound psychological principles to enhance ICT learning.
- * Understand ICT Supported teaching learning strategies.
- * Get acquainted with e learning and development in ICT

Unit 1 .Information Communication Technology and Society (Weightage 10%)

- 1.1 Concept, Importance, Meaning & Nature of Information Communication Technology
- 1.2 Need of information and communication Technology in Education.
- 1.3 Scope of ICT in Education
- 1.4 The relation of ICT to
 - a) Social Development
 - b) Economic Development
 - c) Cultural Development
- 1.5 Ethics in ICT Education

Unit 2 .The teaching learning process (Weightage 20%)

- a) Lesson Planning
 - 1. Writing Instructional objectives
 - Cognitive domain (Revised Blooms Taxonomy)
 - Performance Objectives
- b) Writing Lesson Plans
 - 1. Selection of Learning Resources
 - 2. Creating learning activities
 - 3. Questioning of facilitate learning
- c) Models of teaching
 - 1. Meaning of Models of teaching.
 - 2. Structure of teaching models
 - 3. Types of models of teaching
 - Advance organizer Model

- Glasser's Classroom Meeting Strategy Model
-

Unit 3. Instructional Design (Weightage 15%)

- 3.1 Basic principles of Instructional Design
- 3.2 Writing Instructional goals
- 3.3 System Approach to instructional design.
- 3.4 Programmed Instruction
 - a) Principal of PI
 - B) Styles of programming in PI
- 3.5 Analyzing instructional content (Task Analysis)
 - * Hierarchical Analysis
 - * Procedural Analysis
- 3.6 Courseware Design

Unit 4. ICT- Teaching and Assessment (Weightage 15%)

- 4.1 Training Psychology
 - a) Meaning
 - b) Use of training psychology in ICT Education.
- 4.2 Learner Controlled Instruction (LCI)
 - a) Meaning
 - b) Advantages of LCI
- 4.3 Personalized system of Instruction (PSI)
 - a) Meaning
 - b) Characteristics and advantages of PSI
- 4.4 Assessment
 - a) Assessment of students practical work
 - b) Assessing current educational software

Unit 5. Mass media approach to teaching learning and ICT supported teaching learning strategies (Weightage 25%)

- 5.1 The role of Television and its supporting media (Video, VCD, DVD)
- 5.2 Intranet and Internet
 - a) Concept need and importance
 - b) Facilities available for communication- Email, chat, online conferencing, (Audio, video), e- Library website, Blog, wiki Internet forum, News group.
- 5.3 Search Engines - Concept and users
- 5.4 Use of Instructional Media
 - a) Media Projector
 - B) Interactive White board
 - c) Social Media
 - d) Cellular Phones

- 5.5 CAL - Computer Assisted Learning
- 5.6 PBL – Project Based Learning
- 5.7 Introduction of E-learning
 - * E-learning - Concept and nature
 - * Web based Learning
 - * Virtual Classroom
 - * Role of EDUSAT

Unit. 6 Introduction to Computer (Weightage 15%)

6.1. Computer – Definition & Structure

6.2 Hardware:

1. Input devices – Key Board, Mouse , Microphone , Digital Camera
2. Output Storage- Monitor, Printer Speaker Screen image Projector
3. Storage Devices- Hard Disk, CD, & DVD Mass storage devices.

6.3 Software

1. Operating System
2. Application Software (It uses in Education)
 - 1) Word Processors
 - a) Basic formatting techniques (Editing , use of graphics and Tablets)
 - 2) Presentation
 - a) Basic features of presentation software- elements of a slide, formatting a slide (font, color, graphics, animation, design templates, slide transitions and sound)
 - 3) Spread sheet
 - a) Basic function of spreadsheet – Insert (Row/Column) delete row , column format (cell table) alignment , data type
 - b) Calculations (date, summation, count, sort, average and use of filters) Text processing and graphics
 - 4) Database Management

Types of Database, Use of Database

Practical's (Not to be assessed in the theory paper.)

- Constructing, designing and maintaining Web page of school
- Constructing, designing and maintaining database of students for use in students academic reports and other school requirements.

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WORKING WITH THE COMMUNITY

Working with the community projects will be based on Experiential learning- Gandhiji's Nai Talim

Suggested activities for Community Work

- Case study of School on Community engagement
- Case study on happiness, pleasure and violence in school/classrooms.
- Documentation of best practice pertaining to community engagement in school activities
- Case studies on Village level workers and their engagement in Educational and Health matters.
- Case studies of roles and responsibilities of Teachers and Headmasters for Community and parents' engagement in school matters.
- Establishing village education interest Groups/Committees and Taking help of Self Help Groups in Education
- Community service, Cleanliness in public places
- Community service, survey on literacy and out of school children
- Study on practice of Art, Craft, Drama, Music and Theatre in Schools.
- Waste mapping, Cleanliness Drives and composting
- Nursery Raising and Kitchen Gardening
- Water and Sanitation Facility Management
- Mentoring and Facilitation

Second Year B.Ed Syllabus

EDU 09:ASSESSMENT AND EVALUATION

Learning Outcomes

- The student will be able to explain the importance of assessment and evaluation in teaching-learning process.
- The student will be able to describe the nature of assessment and perspectives of different schools of learning on learning assessment
- The student will be able to analyze the need for school based and authentic assessment
- The student will develop the capability to examine the contextual roles of different forms of assessment in schools
- The students will be able to differentiate the dimensions of learning and the related assessment procedures, tools and techniques
- The student will be able to develop assessment tasks and tools to assess learners performance
- The student will be able to analyse, manage, and interpret assessment data
- The student will be able to analyse the reporting procedures of learners performance in schools
- The student will be able to develop indicators to assess learners performance on different types of tasks
- The student will be able to examine the issues and concerns of assessment and evaluation practices in schools
- The student will be able to understand the policy perspectives on examinations and evaluation and their implementation practices
- The student will be able to identify traces the technology bases assessment practices and other trends at the international level

Unit 1 Perspectives on Assessment and Evaluation (20%, 12 Marks)

- 1.1.1 Meaning of Assessment, Measurement, Tests, Examination, Appraisal, and Evaluation and their interrelationships
- 1.1.2 Difference between 'true ability' and 'observed ability', Principles of assessment and evaluation
- 1.1.3 Objectivist and Constructivist approach to assessment
- 1.1.4 Purposes of Assessment: Prognostic, Monitoring of Learning, Providing Feedback, Promotion, Placement, Certification, Grading and Diagnostic
- 1.2 Classification of assessment: based on purpose (prognostic, formative, diagnostic and summative) scope (teacher made, standardized), attribute measured (achievement, aptitude, attitude, etc.), nature of information gathered (qualitative, quantitative),

mode of response (oral and written; selection and supply), nature of interpretation (norm referenced, criterion referenced) and context (internal, external)

1.3 Concept of Continuous comprehensive Evaluation

1.4 School based Assessment and Authentic Assessment.

Unit 2 Assessment of Learning (15%, 10 Marks)

2.1 Dimensions of learning: cognitive, affective and performance

2.2 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

2.4 Assessment of affective learning: attitude and values, interest, self-concept; items and procedures for their assessment

2.5 Assessment of Performance: tools and techniques for assessment of skills

2.6 Grading: Concept, Types, Grading as practised in the schools of Goa.

Unit 3 Assessment for Learning (15%, 10 Marks)

3.1 Assessment information as an input for learning, meta-cognition and development – need for continuous formative and diagnostic assessment

3.2 Use of Projects, Assignments, Work sheets, Practical work, Performance based activities, Seminars and Reports as assessment devices

3.3 Developing Performance Tasks (Subject Specific)

3.4 Assessment of Group Processes - Collaborative/Cooperative Learning and Social skills

3.5 Portfolio Assessment – its meaning, scope and uses;

3.6 Planning, development and assessment Self, Peer and Teacher Assessments

Unit 4 Construction of achievement tests (20%,13 Marks)

4.1 Instructional Objectives (Revised Bloom's Taxonomy)

4.2 Consideration of what and why to assess (content and objectives)

4.3 Differentiation between instructional, learning and assessment objectives

4.4 Stating of Assessment Objectives - Need for integrated objectives.

4.5 Deciding on the nature and form of assessment - oral tests and written tests; open book examination; weightage to content, objectives, allocation of time; Preparation of a blueprint, question wise analysis,

4.6 Construction/selection of items; Guidelines for construction of test items:

4.7 Essay type: Extended response and restricted response types

4.8 Objective types-Alternate response, multiple-choice and matching exercises.

4.9 Assembling the test items, Guidelines for test administration

Unit 5 Scoring, Analysis and Reporting of Assessment (15%, 10 Marks)

- 5.1 Scoring procedure – manual and electronic; Development of Rubrics
- 5.2 Analysis and Interpretation of Students' Performance: Norm Referenced Interpretations and Criterion Referenced interpretation
- 5.3 Processing test performance: calculation of percentages; measures of central tendency ; measures of variability- Range and Standard deviation,; graphical representations; and interpreting performance
- 5.4 Reporting Student Performance – content and formats; Progress reports- Remarks/Comments by teachers on students' performance , Cumulative records, Profiles, and Open house
- 5.5 Using feedback for reporting to different stakeholders – students, parents, and administrators
- 5.6 Use of Feedback for teachers' self-improvement

Unit 6 Issues, Concerns and Trends in Assessment and Evaluation (15% , 10 Marks)

- 6.1 Existing Practices: Unit tests, half- yearly and annual examinations, semester system, Board examinations and Entrance tests, State and National achievement surveys
- 6.2 Management of assessment and examinations wrt CCE, Use of question bank
- 6.3 Issues and Problems: Marking Vs Grading, Non-detention policy, Objectivity Vs Subjectivity in assessment.
- 6.4 Impact of entrance test and public examination on teaching and learning – the menace of coaching
- 6.5 Policy perspectives on examinations and evaluation: Recommendations in National Policies of Education and curriculum frameworks
- 6.6 Trends in assessment and evaluation: Online examination, Computer-based examination, Open book exam, Exam on demand(meaning and uses only)and other technology based examinations
 - Standards based assessment – international practices

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EDU 10: HEALTH AND PHYSICAL EDUCATION

Learning outcomes

- Students will understand the concept of holistic health, its various dimensions and determinants and the importance of sports and yoga for development of holistic health.
- Subject will Develop positive attitude towards health as individual and be collectively responsible to achieve it.
- Students will identify their own health problems and will be informed for taking remedial measures.
- Students will be Encourage to learn and to form right habits about exercise, games and sports, sleep, rest and relaxation.
- Create interest for the practice of yogasanas and meditations through which they learn the skills/art of self-control, concentration, peace and relaxation to void ill effects of stress, strain and fatigue of routine life.
- Students will understand and develop skills to deal with psycho-social issues including those, related to process of growing up during adolescence, HIV/AIDS and substance abuse.

Course Content

Theory

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
- Understanding of the body system—skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones, common health problems and diseases—its causes, prevention and cure, immunisation and first aid
- Food and nutrition, food habits, nutrients and their functions, diversity of Indian food, seasonal foods and festivals. Practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention
- Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health
- Yogic practices — importance of yoga, yogasanas, kriyas and pranayams
- Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes, blood banks, role of media
- Communicable and non-communicable diseases; health and hygiene, HIV/AIDS, measures to prevent diseases transmission; Harmful effects of self-medication and patient's rights.
- Occupational health hazards and its prevention; Commonly-abused substance and drugs and ways of prevention and inhabitation
- Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sports-personship
- Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports
- Yogic practices—importance of yoga, yogasanas, kriyas and pranayama
- Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.

Practical

- Activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition (Fundamental Sports Skills); Basics of track and field (100 mts., 200 mts., long jump, shot put, 4 × 50 mts. relay) Gymnastics; Any two team games (Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball and Football) or individual game

- Organisation of games and sports tournaments.
- Learning and performing of basic yogic activities.
- Workshop on First Aid.

EDU 11: INCLUSIVE EDUCATION

Learning Outcomes

- The student will be aware about the historical background and philosophy of inclusive education
- The student will be able to identify the legal provisions ,programs and schemes for inclusive education at international ,national and state level
- The student can identify the types and characteristics of disabilities
- The student will develop an understanding about the challenges faced by children with disabilities (five disabilities specified)
- The student will be able to identify the Curriculum modifications necessary to include children with disabilities mentioned in the paper
- The student will be able to Create an inclusive environment in the schools

Unit 1: Concept of Inclusive Education (30%, 9 Marks)

1.1 Historical background of Inclusion

- a) Normalization
- b) Models of Inclusion (Medical, Social – Rights based Approach)

1.2 Definition & Principles of Inclusive Education

1.3 Benefits of Inclusive Education

1.4 Challenges of Inclusive Education (Disability specific)

- a) Attitudinal
- b) Environmental

1.5 Inclusive Education – Rights Based Model

- a) International Perspectives of Inclusive Education (UNCRPD 2006, UNESCO)
- b) National Perspectives of Inclusive Education (NPE 1986, Inclusive Educational Program and Schemes, RTI Act)
- c) State Level Perspective of Inclusive Education (Goa Children's Act 2003)

Unit 2: Types of Disabilities: Characteristics and Educational Challenges (30%,9 Marks)

2.1 Specific Learning Disability

2.2 Sensory Impairment

a) Hearing Impairment

b) Visual Impairment

2.3 Autism

2.4 Scholastic Backwardness

2.5 Locomotor Disabilities

a) Cerebral Palsy

b) Muscular Dystrophy

Unit 3: Curriculum Modification (20% ,6 Marks)

3.1 Text Book Modification

3.2 Differentiated Instruction

3.3 Alternative Evaluation System

3.4 Adaptation of co-curricular activities

3.5 Alternative subject Choice

Unit 4: Modifying School for Inclusive Education (20%, 6 Marks)

4.1 Sensitization

4.2 Physical structure

4.3 Life Skills Resource Rooms

4.4 Academic Skills Resource Rooms

4.5 Social Inclusion

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EDU 12: ACTION RESEARCH

Learning Outcome:

The students will be able to:

1. Explain the concept of Action Research.
2. Differentiate between Action Research and Educational Research.
3. Use research diary in conducting Action Research.
4. Write an Action Research plan.
5. Design different data collection tools.
6. Do different statistical procedures for data analysis.
7. Write research report.

Unit 1: Selecting an Action Research Problem(30%, 8 Marks)

1.1 Meaning and characteristics of Action research

1.2 Difference between Action research and Educational research

1.3 Need of action research in schools.

1.4 Sources of research problems

1.5 Characteristics of a researchable problem

1.6 Role of research diary in selecting and defining a research problem

- Suggestions for writing research diary
- Entries in a research diary- observation, feeling, reaction, interpretation, reflection, ideas and explanation

1.7 Preparing an action research plan: need and components

Unit 2: Methods of Action Research (40% , 11 Marks)

2.1 Designs of research: Experimental action research (Pre-test Post test one group design), Survey research and Case study

2.2 Data gathering Instruments

2.2.1 Observation

- Developing observation schedule
- Its advantages and limitations

2.2.2 Interview

- Types (structured, unstructured, and focused group)
- Developing interview schedule
- Stages of conducting interview
- Advantages and limitations

2.2.3 Questionnaire

- Types of questions (Open ended, closed ended)
- Designing questionnaire
- Advantages and limitations

Unit 3. Data Analysis and Interpretation(15%, 6 Marks)

3.1 Quantitative data analysis

3.1.1 Frequency counts, Percentage, Mean, Standard Deviation: their use only)

3.1.2 Correlation

- Rank difference method and product movement method of calculation
- Interpretation of correlation

3.3 Analyzing qualitative data from open ended questionnaire, observation and Interview

Unit 4: Writing the Action Research Report(15%, 5 Marks)

4.1 Format of a research report

4.2 Style of writing research report

4.3 Use of tables and figures

4.4 Use of quotations and citation

4.5 Writing Bibliography

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EDU 13: ENVIRONMENT EDUCATION

Learning Outcomes

- The student will be able to acquire the knowledge of the meaning of Environmental Education and ESD
- The student will be able to understand the need for Environmental Education in solving the environmental problems
- The student will be able to acquire basic knowledge of the Ecosystems, biodiversity, habitats
- The student will be able to discover the symptoms and the real causes of Environmental Problems
- The student will be able to develop the social values and attitudes which are in harmony with Environmental Quality
- The student will be able to develop skills to solve Environmental Problems
- The student will be able to develop a sense of responsibility and urgency to play his/her own role in preserving and protecting the Environment
- The student will be able to acquaint himself/herself with the India's efforts in Environment conservation
- The student will be able to acquaint himself/herself with the Rules and Laws in India concerning the protection of Environment
- The student will be able to develop skills and methods required to impart Environmental Education to school students

Unit 1 ENVIRONMENT EDUCATION TO EDUCATION FOR SUSTAINABLE DEVELOPMENT (20%, 6 Marks)

1.1 Landmark developments in Environment Education from Stockholm Conference 1972 to Rio 1992 to Johannesburg 2002

- 1.2 Education for Sustainable Development ESD: concept, objectives
- 1.3 Difference between Environmental Education and Education for Sustainable Development
- 1.4 Environmental Education approach according to the Tbilisi Conference
- 1.5 The role and challenge of an Environmental Educator

Unit 2 ECOSYSTEMS, BIODIVERSITY AND NATURAL RESOURCES (15%, 5 Marks)

- 2.1 Ecosystem :types, components and processes
- 2.2 Habitats :types
- 2.2 biodiversity :types,hotspots
- 2.3 India's biodiversity
- 2.4 Naturalresources:renewable ,non renewable.

Unit 3 ENVIRONMENT PROBLEMS AND CHALLENGES (20%, 6 Marks)

- 3.1 Climate change
- 3.2 Green house gases and global warming
- 3.3 Depletion of the ozone layer
- 3.4 Loss of biological diversity and threat to habitats
- 3.5 Acid rain
- 3.6 Water scarcity and flooding
- 3.7 Energy crises
- 3.8 Nuclear hazards
- 3.9 Solid waste Management : urban and industrial wastes.
- 3.10 Social issues: consumerism, rehabilitation

Unit 4 ENVIRONMENTAL PROTECTION AND CONSERVATION INITIATIVES IN INDIA(25%,7 Marks)

4.1 Environmental legislation :brief reference to Air Act, Water Act, Environment Protection Act, EIA

4.2 Efforts of environment organisations: eg. CEE, BNHS,CSE, Navdanya, Wildlife Conservation Society etc.

4.3 Project tiger, Project rhino ,Project elephant: achievements and challenges

4.4 Environmental movements: Chipkoandolan, Apikoandolan, Narmada Bachao, Silent Valley

4.5 Wildlife sanctuaries, National parks and Reserves, Ramsar sites, Marine parks

4.6 Innovative conservation efforts: Traditional rain water harvesting, alternative developmental models, use of solar energy, wind energy etc.

Unit 5 ENVIRONMENT EDUCATION AND ACTION (20%, 6 Marks)

5.1 Nature trails and Cultural trails

5.2 Environmental Games and Songs

5.3 Campaigns and Camps

5.4 Environmental Club and affiliation with other Environmental Organisations

5.5 Field trips, Excursions

5.6 Projects

5.7 Co-relation of Environment with other subjects : Greening language, Geography, Mathematics and Science

References:

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EDU 14: CAPACITY DEVELOPMENT

INSTRUCTIONS:

1. THESE UNITS MAY BE ADDED /CHANGED WITH PRIOR PERMISSION OF THE BOS.
2. THE COURSE WILL CONSIST OF 4 UNITS AS GIVEN BELOW. **UNIT I** AND **UNIT II** ARE COMPULSORY.

I: LIFE SKILLS

II: ART AND AESTHETICS

III: DISASTER MANAGEMENT

IV: MEDIA LITERACY

V: GENDER ISSUES IN EDUCATION

VI: EDUCATION FOR PEACE

VII: EVENT MANAGEMENT

Rationale of the course: Skills needed to function in contemporary society naturally alter over a period of time. As newer technologies permeate into every facet of society, they throw up new challenges that need to be met. Teachers need to train the young not just to cope but to triumph; to be competent and confident in their ability to promote and further the needs of society. In this complex and ever-changing world, society is throwing up newer challenges by the day. Societies are becoming more and more multi-lingual, multi-racial and multi-cultural. The course aims at enhancing or teaching competencies that will help students adapt and behave positively so that one can deal effectively with the challenges of everyday life.

The Objectives of the course is to help the teacher-trainee:

- a) Acquire skills that facilitate healthy human relations among students, teachers, heads-of-school, parents and the community at large.
- b) Acquire skills that facilitate social interactions in a spirit of competition and cooperation and acceptance of cultural differences.
- c) Acquire a basic understanding on various concepts used in disaster management (Disaster, Hazard, Vulnerability, Capacity, Risk and Disaster Management Cycle.)
- d) Develop the skill of organizing an Event - planning to execution and evaluation.
- e) Develop skills for classroom management
- f) Acquire knowledge about the functions of media and information channels in democratic societies, reasonable understanding about the conditions needed to perform those functions effectively and basic skills necessary to evaluate the performance of media and information providers in light of the expected function

EDU 14:(I) LIFE SKILLS

INTERPERSONAL SKILLS

- a) Characteristics of social skills
- b) Practicing social manners and mannerisms that appeal to healthy personal relationships
- c) Conflict Management

COOPERATION, TEAM-WORK AND LEADERSHIP SKILLS

- a) Meaning of cooperation and team-work -ability to work effectively and respectfully with diverse teams making necessary compromises to accomplish a common goal
- b) Cooperation versus Competition
- c) Characteristics of a team-player and Leader - assume shared responsibility for collaborative work, and value the individual contributions made by each team member
- d) Influencing and Persuasion

SELF-MANAGEMENT SKILLS

- a) Maintaining a reflective diary.
- b) SWOT Analysis
- c) Using SWOT analysis to measure present status and plan future action.

STRESS MANAGEMENT

- a) Managing feelings (Anger, grief and anxiety, loss, abuse, trauma)
- a) Managing stress (Time management, Positive thinking, Relaxation techniques)
- b) Self evaluation / Self assessment / Self-monitoring

CODE OF CONDUCT

- a) Integrity and ethical behavior in using influence and power; in personal, workplace, and community contexts

- b) Acting responsibly with the interests of the larger community in mind demonstrating ethical behavior

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EDU 14: (II)- ART AND AESTHETICS

LEARNING OUTCOMES

1. Students will Understand the basics of different Art forms through Principals of design and impact of Art forms on the human mind.
2. Students will Enhance one's artistic and aesthetic sensibility enabling one to respond to the beauty in different Art forms, through genuine exploration, experience and free expression.
3. Students will learn 2-D Design with shapes such as National Flag, textile design, sari design, border design understanding relevance of design.
4. Students will learn 3-D Design with models form soap, clay, wood, vegetables, chalk, flower making, origami, paper-folding understanding form, material relevance in practical which will help them while making physical aids .
5. Students will Develop skills for integrating different Art forms across school curriculum at the secondary level.
6. Students will learn Basics of documentation like shooting, editing, cropping, etc. which will help them in their projects.
7. Students will have an awareness of the rich cultural heritage, artists and artisans.
8. Students will learn application of Arts and Aesthetics in day-to-day life, in the institute and in the community in practical while organising and participating in the celebrations of festivals, functions, special days, etc. (Activities, such as drawing, and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, toy making, etc.)
9. Students will learn Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education.

- 10.Students will Gather Knowledge of Indian Craft Traditions and its relevance in education.
- 11.Students will Gather Knowledge of Indian Contemporary Arts and Artists.
- 12.Students will know Indian festivals and its artistic significance
13. Will understand the basic of different art forms, impact of art forms on the human mind.
14. Will Enhance ones artistic and aesthetics enabling one to respond to the beauty in different art forms, through genuine exploration, experience and free expression.
15. Will develop skills for integrating different art forms across schools curriculum at the secondary level.
16. Build and awareness of the rich culture heritage , artists and artisans

UNIT 1: VISUAL ARTS AND CRAFTS (20% , 5 marks)

- 1.1 Basic Drawing: lines, forms, colour, texture.
- 1.2 Combination of lines and forms
- 1.3 (i) Object Drawing, (ii) Nature Drawing, (iii) Memory Drawing, (iv) Drawing with References: all these include sketch work, proportion, composition, colour through thumbnail scale diagrams.
- 1.4 2-D Design with shapes such as National Flag, textile design, sari design, border design
- 1.5 3-D Design with models form soap, clay, wood, vegetables, chalk, flower making, origami, paper-folding.
- 1.6 Exploration and experimentation with different methods of Visual Arts like Painting, Block printing, Chart Display, Poster and Collage.

UNIT 2: PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY (20%, 5 marks)

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

UNIT 3: APPRECIATION OF ARTS (THEORY) (20%, 5 marks)

- 3.1 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?
- 3.2 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)
- 3.3 Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose)
- 3.4 Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose)
- 3.5 Indian festivals and its artistic significance.

UNIT 4: PROJECT WORK (40%, 10 marks)

- 4.1 Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms;
- 4.2 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.
- 4.3 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.
- 4.4 One workshop of one afternoon, of 2 hrs.duration for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance.
- 4.5 The Arts forms learnt during the course should be relevant to the student-teachers 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 learner-centred.
- 4.6 The focus of the workshop should be on how art forms can be used as tool/ method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.
- 4.7 Suggested Approach for 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. Student-teachers must organise and participate in the celebrations of festivals, functions, special days, etc.

References:

1. Henri, Robert, (2007) The Art Spirit, Perseus Book Group
2. Bang, Molly, (2000) Picture This: How pictures work, Amazon .com
3. Gardiner, John (2013) Bach: Music in the Castle of Heaven, Vintage Books
4. Gurney, James (2009) Imaginative Realism: How to paint what doesn't exist, Amazon.com

EDU 14: (III) DISASTER MANAGEMENT

This Course focuses on Natural disasters, Preparedness, Response, First Aid and Fire Fighting.

- a) Terminology: Disaster, Hazard, Vulnerability, Risk
 - a. Meaning, differences and classifications
- b) Disaster Risk Management and Disaster Preparedness & Response
 - b. Meaning of DRM and Disaster Risk Reduction
- c) Natural Hazards
 - i. Types, causes, effects (Earthquakes, Tsunami, Cyclone, Flood, Drought, landslide)
 - ii. Mitigation Measures of each of the six hazards
- d) Policy Documents related to Disaster Management
(Disaster Management Act, 2005; National Disaster Management Framework, 2011; National Policy on Disaster Management, 2009; National Disaster Management Guidelines, 2007)
 - i. Objectives
 - ii. Agencies – National and State
- e) Identifying the role that the individual can play in Disaster Management at the grassroots level.

i. First Aid and Fire Fighting *

*(These courses will be conducted by professional agencies set up for the same)

References:

1. Alexander, D.(1993) Natural Disasters, ULC press Ltd, London.
2. Carter, W. N.(1991) Disaster Management: A Disaster Management Handbook, Asian Development Bank, Bangkok.
3. Disaster Management in India, Ministry of Home Affairs, Government of India, New Delhi, 2011.
4. National Policy on Disaster Management, NDMA, New Delhi, 2009.
5. Disaster Management Act. (2005), Ministry of Home Affairs, Government of India, New Delhi.
6. District Disaster Management Plan-Model Template, NIDM, New Delhi, 2005.
7. A Global Report - Reducing Disaster Risk, A Challenge for Development; UNDP Publication, 2004.
8. Good practices in community based disaster risk management; GoI-UNDP Disaster Risk Management Programme; 2002 – 09.
9. Chakrabarty, U. K. Industrial Disaster Management and Emergency Response, Asian Books Pvt. Ltd., New Delhi 2007.
10. Parasuraman, S &Unnikrishnan, P. V. (ed.), India Disasters Report Towards a policy initiative. Oxford, 2000.
11. Valdiya, K. S., Environmental geology Indian context. Tata McGraw Hills,1987.

Documents

- **National Disaster Management Framework.**(2011).Government of India. Ministry of Home Affairs. New Delhi.
- **National Policy on Disaster Management.**(2009). NDMA, Government of India. New Delhi.
- **National Disaster Management Guidelines – Preparation of State Disaster Management Plans** National Disaster Management Authority, Government of India. (July, 2007).
- **Disaster Management Act.** (2005). Ministry of Home Affairs, Government of India, New Delhi, 2005

EDU 14: (IV) MEDIA LITERACY

a) Media Literacy **(30%)**

- i. The meaning, need, functions and relevance of Media Literacy.
- ii. Examining how media messages are constructed.
- iii. Identifying ideological messages embedded within all media.
- iv. Identifying the negative messages communicated through the media.
- v. Deconstructing media texts using the 'Media Triangle' (Eddie Dick)
- vi. Identifying the 'story' *not being told* in various media.

b) Objectification**(20%)**

- i. Meaning of 'Objectification', gender stereotypes and roles.
- ii. Critically analysing Media Advertisements for examples of objectification.

c) Critical Thinking**(30%)**

- i. Meaning need and function of critical thinking.
- ii. Characteristics of critical thinkers.
- i. Critically analysing various media for bias, prejudice, misinformation and/or disinformation.

c) Applying Media Literacy**(20%)**

- i. Creating 'media messages' of different kinds (text, audio, and video).
- ii. Expressing dissent by writing 'letters to the editor', writing articles or presenting street-plays.

References

- **Objectification Theory**, Psychology of Women Quarterly, 21 (1997), 173-206.
- **Sexual Objectification of Women: Advances to Theory and Research**. (2011). Dawn M. Szymanski, Lauren B. Moffitt, and Erika R. Carr. The Counseling Psychologist. 39(1) 6–38.
- **Media and Information Literacy –Curriculum for Teachers**. (2011).Wilson, Carolyn, Alton Grizzle, Ramon Tuazon, Kwame Akyempong and Chi-Kim Cheung. Published by UNESCO. Paris, France.

- **Media Literacy and New Humanism.** (2010). José Manuel Pérez Tornero and TapioVaris. Published by the UNESCO Institute for Information Technologies in Education.
- **Media Literacy Project** (1993).
- Packard, Vance. **Hidden Persuaders.**
- Paul, Richard. **Thirty-Five Dimensions of Critical Thinking.**
- Langrehr, John. (1995). **Become a Better Thinker.** Wright Books Pvt. Ltd.: Victoria
- **The Miniature Guide to Critical Thinking – Concepts & Tools.**
[Available at: <http://www.d.umn.edu/~jetterso/documents/CriticalThinking.pdf>]
- **Handbook of Critical Thinking Resources.** Prince George Community College. (2004).
[Available at: <http://academic.pg.cc.md.us/~wpeirce/MCCCTR/handbook.pdf>]

EDU 14: (V) GENDER ISSUES IN EDUCATION

Learning Outcomes

- The student will be able to differentiate the key concepts–gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
- The student will be able to explain the reason for the gradual paradigm shift from women's studies to gender studies
- The student will be able to explain the important landmarks in connection with gender and education in the historical and contemporary period
- The student will be able to identify the gender issues from the textual materials across disciplines, school, curriculum, pedagogical processes etc in relation with class, caste, religion and region.
- The student will be able to analyze the influence of gender, power and sexuality relate to education
- The student will be enabled to address the violence, sexual harassment and abuses at family, school , workplace, media etc.

UNIT 1: GENDER ISSUES**(20%, 20 Marks)**

- 1.1 Gender, sex, sexuality, patriarchy, masculinity and feminism
- 1.2 Gender bias, gender stereotyping, and empowerment
- 1.3 Equity and equality in relation with caste, class, religion, Ethnicity, disability and region.

UNIT 2: GENDER STUDIES: PARADIGM SHIFTS**(20%, 20 Marks)**

- 2.1 Paradigm shift from women's studies to gender studies
- 2.2 Contemporary period: Recommendations of policy initiatives , Commissions and committees, schemes, programmes and plans.

UNIT 3: GENDER, POWER AND EDUCATION**(25%, 25 Marks)**

- 3.1 Theories on Gender and Education: Application in the Indian Context : Socialization theory , Gender difference , Structural Theory , Deconstructive theory .
- 3.2 Gender Identities and Socialization Practices in: Family ,Schools , Other formal and informal organization..
- 3.3 Schooling of Girls: Inequalities and resistances
(issues of access, retention and exclusion).

UNIT 4: GENDER ISSUES IN CURRICULUM**(10%, 10 Marks)**

- 4.1 Gender, culture and institution: Intersection of class, caste, religion and region .
- 4.2 Curriculum and the gender question
- 4.3 Teacher as an agent of change

UNIT 5: GENDER, SEXUALITY, SEXUAL HARASSMENT AND ABUSE (25%, 25 Marks)

- 5.1 Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)
- 5.2 Understanding the importance of addressing sexual harassment in family, neighborhood and other formal and informal institutions
- 5.3 Agencies perpetuating violence: Family, school, work place and media (print and electronic)
- 5.4 Institutions redressing sexual harassment and abuse.

Suggested Practicum :

- Project on how students perceive sexuality and their own body images. It would also focus on how gender identities are formed
- Debate on how they perceive role models in their own lives
- Preparing analytical report on portrayal of women in print and electronic media.

- Preparation of project on key concepts and relating it with the social context of the pupil teacher
- Analysis of textual materials from the perspective of gender bias and stereotype
- Organizing debates on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region.
- Project on women role models in various fields with emphasis on women in unconventional roles.
- Discussion on theories of gender and education with its application in the Indian context
- Analysis of video clipping on portrayal of women
- Collection of folklores reflecting socialization processes.
- Preparation of tools to analyze reflection of gender in curriculum
- Field visits to schools, to observe the schooling processes from a gender perspective.

References :

- MaitraSinhaAnjana , Women In a Changing Society(1993) ,New Delhi: Ashish Publishing Hous.
- Agarwal J.C., “ Bharat Mein NariShiksha (Women Education In Education)”(2004) ,New Delhi: VidyaVihar,DaryaGanj.
- SiddiquiMujibulHasan, “ Women Education : A Research Approach”, 1993: Ashish Publishing House, New Delhi.
- Gupt, N.L. (2000),Women Education Through The Ages . New Delhi: Concept Publishing Company.
- BediKiran , Empowering Women As I See (2008) , New Delhi: Sterling Publications.
- Reynolds Marcia , Wander Women: How High – Achieving Women Find Contentment and Direction (2004) .

EDU 14: (VI) EDUCATION FOR PEACE

LEARNING OUTCOME :-

This paper objective at broadening notions of student-teachers about peace and peace education, their relevance and connection to inner harmony as well as harmony in social relationships across individuals and groups, based on Constitutional values. The course also proposes to enable teachers for reflection on the attitudes that generate conflicts at personal and social levels and learning skills and strategies of resolving these conflicts. The contents also focus on strengthening self by continual reflection leading to reduction in stereotypes, and transcending barrier of identity and socialisation. Thus, transformed student-teachers will be enabled to orient curricular and educational processes, find creative alternatives which nurture and promote peace-building capabilities among students and counter the negative influence of media and local community to weed out negative effects by influencing parents, families, and local community. The course transaction must include activities for experiential awareness of peace as a reality at personal and school levels modelled by teacher educators. It should enable them to develop attitudes and skills for resolving conflicts in creative manner and reflect on school, curricula, textbooks and pedagogical processes from peace perspective. The teacher educators must involve prospective teachers in understanding role of media and local community on them. Peaceful solutions to the real issues facing student-teachers may be discussed.

Topics

- ❖ Awareness of relevance of peace
- ❖ Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life. Awareness of choices in response to crises in personal, social and professional life
- ❖ Foundations of peace: Pre-requisites to peace in the society are compassionate and ethical decision-making and intercultural and cultural harmony, responsible citizenship, respect for secular and democratic ideals based on non-violence, respect for differences, e.g. socio-economic, gender, etc. life style in harmony with sustainable development
- ❖ Approaches to peace education
- ❖ Nature of conflict – Incompatibility of needs, aspirations, desires and resulting conflicts at different levels in society: intrapersonal, interpersonal, organisational, interstate and global
- ❖ Awareness of the influence of social milieu on self (i) Understanding adequate self as a product of positive experiences of caring, warmth and appreciation in the family, school, neighbourhood, etc. which promote healthy discipline, shunning violence (ii) Negative

experiences generate stress, anger aggression (iii) Yoga, meditation, anger/stress management, as practices that restore positive physical health and attitudes

- ❖ Increasing awareness of role of self in (i) discipline, self management; (ii) reducing prejudices, biases and stereotypes and building multicultural orientation; (iii) nurturing ethical behaviour, positivity, non-violence, love and caring, compassion; and (iv) habitual self reflection by using daily journal on experiences.
- ❖ Healthy discipline practices in and outside classroom, for their fairness to different gender, caste and cultural groups, child rights/human rights, and ameliorative approach to discipline rather than punitive;
- ❖ Understanding social justice in local context – its implications for beliefs, attitudes, and values and school/social practices and conflict resolution at all levels
- ❖ Understanding importance of skills and strategies of assessment of the peace-building process in terms of attitudes, values, skills and strategies at school level-motivation and sustenance of efforts, sharing experiences towards peace building, reviewing strategies.

Practical Activities to be Taken-up

- ❖ Experiential learning sessions on yoga, meditation, communication skills, conflicts, their resolution, media influence, cooperative competitive strategies, use of meditation, art, drama, nature to experience harmony
- ❖ Reflective journal to record experiences of the day and reflections thereon during the training programme, sharing and discussing self-expression of change during the training
- ❖ Visits to organisations connected with peace and intercultural harmony, and aesthetic appreciation to experience peace as reality submission of reports on experiences
- ❖ Assignments on topics which require deep understanding and generating creative/alternative ideas to deal with issues and challenges to peace, few suggested topics and sharing in groups. Few suggested topics for assignments are as follows: (i) Conflicts experienced at home/in family/ in society/ in school, etc. (ii) Experiences of handling conflicts in a creative manner (iii) Exploring possible strategies of resolving commonly-experienced conflicts (iv) Healthy discipline among school children (v) Identifying challenges of peace in school and dealing with one such challenge (vi) Strategies of promoting healthy relationships on the job.
- ❖ Approaches to peace education – case studies of local and International
- ❖ Role plays to enact situations involving conflict, corporal punishment, discrimination, and domestic violence in day-to-day life

- ❖ Films clips displaying concerns of peace, good intercultural relationships, environmental presentation and other key ideas and discussions thereon, like -Doha Debates, Sadako, etc.
- ❖ Preparation of collages from newspapers, etc. to highlight issues and challenges to peace or positive response to them
- ❖ Developing an action plan for peace in school and local community
- ❖ Visiting websites on peace education to become familiar with National and International initiatives, approaches and strategies of peace, case studies of conflict in the region.

References:-

1. UpadhyayPratibha- Education for Peace- kalpaz publications, 2010 New Delhi
ISBN13 -97881783588383
2. Gavriel Salomon (ed)- Handbook on peace Education – Psychology press, 2009 USA.
ISBN13 -9780805862522
3. Prateeti Barman,– Document on peace Education- India Akansha Publishing, 2009
ISBN13 -9788183701587
4. Lucy Marcotte, 2015 – Education for a world of peace: Education based on human values – Create space Independent publishing Platform USA
5. Ravindra Kumar – Education, Peace and Development – Gyan publishing house, 2012, India

EDU 14: (VII) EVENT MANAGEMENT

- a) Introduction to Event planning and management,
- b) Event Production, Role of event planner
- c) Skills of good event organiser
- d) Importance of organizing events and its components,
- e) Techniques, Selections, Coordination, Creativity, Designing, Sponsorships,
- f) Event Gadget Management
- g) Public Relations
- h) Evaluation of organising an Event.

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2. Event Management by Lynn Van Der Wagen and Brenda Carlos
3. The Art of Successful Event Management by TanazBasrur
4. Successful Event Management – A Practical Handbook by Anton Shone & Bryn Parry 2nd Edition
5. Event Coordination by National Institution of Event Management (NIEM)