

EDU 01: FOUNDATIONS OF EDUCATION

Objectives:

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

- understand how education derives its relevance from social, cultural, economic and political contexts.
- identify the contribution to education of western and eastern thinkers.
- understand the relationship between education and development : at individual and national levels.
- examine the changing emphases on Education in the context of Globalisation, Liberalisation and Privatisation.
- develop an insight into educational funding.
- understand the importance of universalisation of secondary education and the constitutional provisions for realizing it.
- identify the various causes for inequality in schooling.
- realize the importance of Right to Education and the provisions made for realizing it.
- develop the skills required to contribute towards a Knowledge Society.
- understand the importance of educational planning and administration.
- understand the need and importance of education for peace and the national and international efforts towards it.
- explore the strategies for sensitising the learners towards environmental conservation.

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

- 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%)

The contributions to education of:

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

Unit 3: Education and Development (16%)

- 3.1 The Evolving Concept of Development.
- 3.2 The Right of the Child Act of 2005
- 3.3 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.
- 3.4 The Elusive Triangle of Indian Education: Equality, Quantity and Quality.
- 3.5 The Financing of Education
- 3.6 Educational Planning and Administration.

Unit-4: Education in a 'knowledge society' (16%)

- 4.1 Nature of knowledge in education: concepts, statements, educational viewpoints, metaphors and theories.
- 4.2 Emerging knowledge base in education for a 'Knowledge Society'.
- 4.3 Promoting an interdisciplinary approach to education.
- 4.4 Shift in learning environments: Unimodal to multi-mediated, school based to community linked, and real to virtual learning environments.
- 4.5 The open-distance learning environment.
- 4.6 The teacher as a knowledge worker.

Unit 5: Contemporary Concerns and Issues in Secondary Education (16%)

- 5.1 Universalisation of Secondary Education (USE): issues and concerns
- 5.2 The Salient Features of UNESCO's Education Commission Report: Education in the 21st Century (Jacques Delors)
- 5.3 Population Education
- 5.4 Education of the marginalised.
- 5.5 The importance of promoting "secularism" in education.
- 5.6 Pluralism in Education.

Unit 6: The Education System in Indian Society (16%)

- 6.1 Role of Government of India in Education
- 6.2 The policies framed by the Central Advisory Board of Education (CABE)
- 6.3 The perspective of education for national development in: the Education Commission (1964-66),
- 6.4 The NPE 1986, The Ramamurthi Education Commission 1990 and the modified NPE 1992 with its (POA)
- 6.5 Updating the National Curriculum Framework (NCF) by NCERT.
- 6.6 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

Objectives:

After going through the course the teacher trainee will:

1. Understand the growth and development of the learner through the different stages of Childhood and Adolescence and its importance in the learning process.
2. Develop an understanding of areas of Individual Differences among learners.
3. Develop an understanding of exceptional learners and with Differently abled learners.
4. Develop an understanding of skills for handling Exceptional learners and Differently abled learners.
5. Understand the concept of adjustment, maladjustment and the causes of maladjustment.
6. Develop understanding about factors affecting learning
7. Understand the concept of learning process
8. Understand and apply the different learning theories in the classroom.
9. Understand the role of Guidance and Counseling.
10. Develop the skill in the use of psychological tests and performing experiments

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

- 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%)

- 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%)

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%)

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%)

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%)

6.1 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

Objectives:

The student develops an understanding about

1. the significance of communication in the teaching-learning encounter
2. facilitative and inhibitive factors and ways to enhance/overcome them
3. the role of audio, visual and audio-visual learning media
4. self-learning and methods to employ
5. the role of a teacher in designing learning materials based on curricular objectives
6. ICT as an integral part of modern day facilitative learning
7. new technologies which accelerate learning knowing that the modern learner is a 'digital citizen'
8. managing the learning resources in a school to maintain and sustain learning
9. the significance of hands-on learning to foster learning

Unit 1. Educational Communication (20%)

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%)

(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%)

- 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%)

- 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%)

- 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%)

- 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

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

- Demonstrate his/her understanding of the changing concept of teaching
- Understand the relationship between teaching and learning
- Use instructional skills/strategies effectively.
- Use reflective practices in improving teaching and learning

Unit 1 Understanding Teaching (20%)

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

Unit 2. Instructional approaches and strategies (20%)

- Teacher Controlled Instruction-Lecture method, Demonstration, Team teaching and Activity based instruction.
- Learner Controlled Instruction-Self learning, Forms of self learning-Programmed Instruction, Computer Assisted Instruction, and Project based learning.
- 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%)

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

Unit 4. Reflective Practice in Teaching (30%)

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

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EDU 05: SCHOOL AND CLASSROOM MANAGEMENT

Course Objectives

- To enable students to understand the use of management principles for improving

- quality of education at secondary level
- Understand the managerial practices in school- human and physical resources management.
- Understand importance of classroom management
- Describe approaches to classroom management
- Understand ways of preventing problems in managing a classroom
- Explain the role of teachers and the principal in ensuring a vibrant school and classroom climate

Unit 1 School management (30%)

- 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%)

- 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%)

- 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%)

- 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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- 2) Alka, Kalra (1977) *Efficient School Management and Role of Principals*, APH Publishing Corporation, New Delhi.
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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

References:

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9. McIntosh Collin et al, Oxford Collocations Dictionary for students of English, 2nd Ed. OUP, 2009.
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OBJECTIVES

By the end of the course the student-teacher will:

- 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%)

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%)

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%)

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%)

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%)

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 Learnercentred 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 inservice training, seminars and conferences.

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

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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METHODOLOGY OF TEACHING HINDI

पाठ्यक्रम के विशेष उद्देश्य :

- भाषा के अलग अलग भूमिकाओं को जानना
- भाषा सीखने सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
- भाषा सीखने के तरीके और प्रक्रिया को जानना
- भाषा और साहित्य के संबंध को जानना
- हिन्दी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- हिन्दी साहित्यिक, मौलिक रचनाओं की समझ को विकसित करना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना
- बालक के सर्वांगीण विकास में हिन्दी भाषा को समझना
- हिन्दी भाषा शिक्षक के उत्तरदायित्व व चुनौतियों को समझना
- हिन्दी भाषा अध्यापन के सूत्र व सिद्धांतों का अध्यापन करना
- हिन्दी भाषा की विविध विधाओं, उद्देश्यों एवम विधियों की जानकारी प्राप्त करना
- भाषा के दृढीकरण में भाषा कौशलों की जानकारी प्राप्त करना
- भाषा अध्यापन के उभरते आयामों की जानकारी और उनका उपयोग करना
- हिन्दी भाषा अध्यापन में विभिन्न शैक्षणिक साधनों का उपयोग करना

घटक १ : बालक के सर्वांगीण विकास में भाषा व भाषा शिक्षक का महत्त्व (२०%)

हिन्दी भाषा का उद्गम (संक्षिप्त अध्ययन)

- हिन्दी भाषा की पहचान
- हिन्दी भाषा का महत्त्व

१.२ विद्यालयीन पाठ्यक्रम में हिन्दी भाषा का स्थान व महत्त्व

- त्रिभाषा सूत्र
- कोठारी आयोग ६४-६६ के सुझाव
- संवैधानिक प्रवधान
- वर्तमान समय में भाषा का बदलता स्वरूप

१.३ भाषा शिक्षक

- हिन्दी भाषा शिक्षक के विशेष गुण
- बदलते परिवेश में हिन्दी भाषा शिक्षक के उत्तरदायित्व एवम् चुनौतियाँ

घटक २ भाषा शिक्षण पर एक दृष्टि

(१५%)

२.१ भाषा शिक्षण की प्रचलित विधियाँ :

- व्याकरण अनुवाद प्रणाली
- प्रत्यक्ष प्रणाली
- ढाँचागत प्रणाली
- संप्रेषणात्मक प्रणाली

२.२ अध्यापन के पाठ प्रकार : (पाठ नियोजन)

- गदय पाठ

- पदय पाठ
- रचना पाठ
- व्याकरण पाठ

२.३ पाठ नियोजन , घटक नियोजन, वार्षिक नियोजन

घटक ३ : पाठ्यपुस्तक और अध्यापन पध्दतियाँ (१०%)

३.१ पाठ्यपुस्तक का महत्व और निकष

- पाठ्यक्रम तथा पाठ्यपुस्तकों का संबंध
- पाठ्यपुस्तक का तुलनात्मक अध्ययन

३.२ नाट्यीकरण , भूमिका पालन - अध्यापन पध्दति

३.३ प्रकल्प पध्दति / चर्चा पध्दति / परिसंवाद - अध्यापन पध्दति

घटक ४ : सहायक शिक्षण सामग्री और भाषा उपक्रम (१५%)

४.१ शैक्षणिक साधन : संकल्पना, महत्व,

- दृश्य सामग्री, श्राव्य सामग्री, भाषा प्रयोगशाला
- प्रिंट मीडिया , पत्रिकाएँ, समाचार पत्र, कक्षा पुस्तकालय

४.२ अध्ययनानुवर्ती उपक्रम: संकल्पना, महत्व, प्रकार

४.३ स्वाध्याय : संकल्पना, महत्व, प्रकार

४.४ भाषिक खेलों का अध्यापन : आवश्यकता ,महत्व, प्रकार

घटक ५ : भाषा साहित्य और सौंदर्य (१०%)

५.१ सृजनात्मक भाषा के विविध रूप :

- पाठशाला के पाठ्यक्रम में साहित्य के विविध रूप
- अन्य भाषाओं के साहित्य का हिन्दी में अनुवाद

५.२ साहित्यिक अभिव्यक्ति के विविध रूप :

- समकालीन साहित्य की पढाई (बाल साहित्य, दलित साहित्य, स्त्री साहित्य आदि)
- गद्य, पद्य, नाटक, कहानी, निबंध, अनुवाद, पत्रलेखन, आत्मकथा आदि

५.३ गोवा के हिन्दी साहित्यिक : उनका लेखन तथा उनकी पहचान

घटक ६ : भाषिक कौशल , शैक्षिक निदान एवं उपचारी शिक्षा : (२०%)

६.१ भाषिक कौशल :

- श्रवण, भाषण - बोलने , सुनने का कौशल
 - भाषाई विविधता तथा हिन्दी भाषा पर इसका प्रभाव
- पठन : पढने के कौशल का विकास
 - मौन और मुखर पठन,
 - गहन पठन,
 - विस्तृत पठन
- लेखन : लेखन के कौशल का विकास
 - लिखने के चरण, लेखन प्रक्रिया, सृजनात्मक लेखन, औपचारिक और अनौपचारिक लेखन (कविता, कहानी, संवाद, डायरी, पत्र, रिपोर्ट, समाचार आदि)

६.२ भाषिक कौशल में दोष , कारण , उपाय

६.३ हिन्दी भाषा शैक्षिक निदान :

- निदानात्मक परिक्षण
- उपचारात्मक शिक्षण

घटक ७ : भाषिक मूल्यांकन , संकल्पना, महत्व, प्रकार (१०%)

- ७.१ मौखिक मूल्यांकन : महत्व, परिक्षा के प्रश्न प्रकार
- ७.२ लिखित मूल्यांकन : महत्व, परिक्षा के प्रश्न प्रकार
- ७.३ सातत्यपूर्ण सर्वकष मूल्यांकन : महत्व, परीक्षा के प्रश्न प्रकार
- ७.४ तीन आयामी तक्ता , प्रश्न पत्रिका, प्रश्न विश्लेषण, उत्तर पत्रिका

परियोजना कार्य :

- कक्षा पाँचवी से दसवी तक के हिन्दी पाठ्यपुस्तक में व्याकरण संबंधी अभ्यास की सूची तैयार करें ।
- विभिन्न बोर्ड की हिन्दी की पाठ्यपुस्तक तथा पाठ्यक्रम का विश्लेषण और प्रस्तुतिकरण करें ।
- व्याकरण पाठों का अध्यापन तथा कक्षा में प्रस्तुतिकरण करें ।
- छात्रों द्वारा भाषिक खेलों की निर्मिति करना तथा कक्षा में प्रस्तुतिकरण करना ।
- कक्षा में छात्रों की भाषा का जायजा लेते हुए हिन्दी के विविध रूपों पर एक रिपोर्ट तैयार करें ।
- विविध पाठों का नियोजन तथा कार्यान्वयन करें (पाठ नियोजन : तकनिकी , संगणक की सहायता) ।
- छात्रों द्वारा शैक्षिक साधनों की निर्मिति तथा प्रस्तुतिकरण ।
- वर्तमान बाल साहित्य, स्त्री साहित्य, दलित साहित्य की समीक्षा करें ।
- सुनने और बोलने में असमर्थ छात्रों का निदान कर उपचारात्मक शिक्षण का आयोजन करें ।
- स्थानीय कलाकारों , कवियों, साहित्यकारों का साक्षात्कार ।
- पत्रिका तैयार करना ।
- नील पत्रिका , प्रश्न तथा उत्तर पत्रिका की संरचना ।
- सत्रिय परीक्षा का पाठशाला में प्रशिक्षण के दौरान आयोजन करें ।

सन्दर्भ सूचि :

- शिक्षण प्रशिक्षण और हिन्दी अध्यापन : डॉ. आनंद वास्कर, डॉ.पुष्पा वास्कर (आवृत्ति :२००२)
- हिन्दी शिक्षा - एक आधुनिक दृष्टिकोन : प्रॉ. बी.डी. पाटील, प्रॉ. विनोद पाटील
- शिक्षक प्रशिक्षण और हिन्दी अध्यापन : डॉ. आनंद वास्कर , डॉ. पुष्पा वास्कर(आवृत्ति २००६)
- हिन्दी अध्यापन परिशीलन : डा शास्त्री जयेन्द्र दवे , डा. रवीन्द्र अन्धारिया (बी. सी शाह प्रकाशन ।
- इंदिरा गांधि मुक्त विद्यापीठ : बी. एड. प्रोग्राम पाठ्यक्रम ।

मराठी भाषा अध्यापन शिक्षण

उद्दिष्टे:-

विद्यार्थ्यां शिक्षकास :-

- मराठी भाषा अध्यापनाचे महत्त्व उद्दिष्टे, सूत्रे समजण्यास मदत करणे.
- भाषा शिक्षकाचे अपेक्षित गुणविशेष समजण्यास व ते अंगी बाणवण्यास मदत करणे.
- मराठी भाषा अभ्यासक्रमाचे वेगवेगळे घटक आणि पाठ नियोजन प्रकारांची ओळख घडविणे.
- घटक नियोजन व वार्षिक नियोजन कसे करावे याविषयी मदत करणे.
- मराठी पाठ्यपुस्तकाचे महत्त्व आणि निकष लक्षात आणून देणे.
- अध्यापनाच्या विविध पद्धतींची ओळख घडविणे व त्यांचे उपयोजन करण्यास प्रवृत्त करणे.
- मूल्यांकनाची तंत्रे समजण्यास व उपयोजन करण्यास मदत करणे.
- मराठीचे अध्यापन करताना गरजेनुसार विविध शैक्षणिक साधने वापरण्यास प्रेरित करणे.
- मराठीच्या अध्यापनात वेगवेगळ्या अभ्यासानुवर्ती उपक्रमांचे आयोजन करण्यास मदत करणे
- नैदानिक कसोटी आणि संपादन चांचणी तयार करण्यास मदत करणे

घटक १ : मराठी भाषा अध्यापन आणि शिक्षक

१५%

- १.१ मराठी भाषेचे महत्त्व.
- १.२ मराठी भाषा शिक्षणाची उद्दिष्टे
 - १.२.१ प्रथम भाषा- मराठी
 - १.२.२ तृतीय भाषा- मराठी
- १.३ मराठी भाषा अध्यापनाची सूत्रे.
- १.४ मराठी भाषा-अध्ययनाची सामान्य तत्त्वे.
- १.५ मराठी भाषेचे शिक्षक.

घटक २ : अभ्यासक्रमाचे वेगवेगळे घटक आणि पाठ नियोजन

१५%

२.१ साहित्य प्रकारांची ओळख.

- २.१.१ गद्य. --कथा , कादंबरी, नाटक, चरित्र, आत्मचरित्र, व्यक्तिचित्रे, प्रवासवर्णन इ.
- २.१.२ पद्य. -अभंग, ओवी, पोवाडे, भावगीते, भक्तिगीते, सामाजिक, निसर्ग, देशभक्तिपर कविता इ.
- २.१.३ रचना/लेखन. —निबंध... वर्णनात्मक, आत्मवृत्तात्मक, कल्पनाप्रधान, वैचारिक निबंध, मुद्द्यांच्या/ चित्रांच्या आधारे कथा इ. पत्र ...कौटुंबिक, व्यावसायिक, अर्ज इ.
- २.१.४ व्याकरण (शब्दांच्या जाती, लिंग, वचन, शुद्धलेखन, विरामचिन्हे इ.)

२.२ पाठ नियोजन

- २.२.१ गद्य पाठ.
- २.२.२ पद्य पाठ.
- २.२.३ रचना पाठ.
- २.२.४ व्याकरण पाठ.
- २.३ पाठ नियोजनाचे महत्त्व.
- २.४ घटक नियोजन.
- २.५ वार्षिक नियोजन.

घटक ३ : पाठयपुस्तक आणि अध्यापन पद्धती २०%

३.१ पाठयपुस्तकाचे महत्त्व आणि निकष.

- ३.१.१ अंतरंग.
- ३.१.२ बहिरंग.

३.२ विविध अध्यापन पद्धती

(गुणदोष, महत्त्व)

- ३.२.१ नाटयीकरण आणि भूमिका पालन.
- ३.२.२ प्रकल्प पद्धती
- ३.२.३ चर्चा पद्धती
- ३.२.४ व्याख्यान पद्धती
- ३.२.५ परिसंवाद
- ३.२.६ बुद्धिमंथन
- ३.२.७ संभाषण

घटक ४ : शैक्षणिक साधने आणि भाषा उपक्रम २०%

- ४.१ संकल्पना, महत्त्व, प्रकार, उपयोग.
- ४.२ दृक साधने ,
- ४.३ श्राव्य साधने.
- ४.४ दृक - श्राव्य साधने.
- ४.५ स्वाध्याय : संकल्पना, महत्त्व, प्रकार.
- ४.६ अभ्यासानुवर्ती उपक्रम: संकल्पना, महत्त्व, प्रकार.
- ४.७ भाषा प्रयोगशाळा: संकल्पना, महत्त्व, प्रकार.
- ४.८ भाषिक खेळ

घटक ५ : भाषिक मूल्यांकन १५%

५.१ मौखिक मूल्यांकन.

- ५.१.१ मौखिक मूल्यांकनाचे महत्त्व.
- ५.१.२ मौखिक परीक्षेचे प्रकार.

५.२ लिखित मूल्यांकन.

- ५.२.१ लिखित मूल्यांकनाचे महत्त्व.
- ५.२.२ लिखित परीक्षेचे प्रश्न -प्रकार.
- ५.२.३ नील पत्रिका आणि तीन आयामी तक्ता.
- ५.२.४ प्रश्न पत्रिकेची रचना.
- ५.२.५ प्रश्न विश्लेषण.
- ५.२.६ उत्तर पत्रिका.

५.३ सतत सर्वसमावेशक मूल्यांकन.

घटक ६ : भाषिक दोष, शैक्षणिक निदान आणि उपचारी शिक्षण १५%

६.१ भाषिक दोष

- ६.१.१ श्रवण दोष, कारणे व त्यावरील उपाय.
- ६.१.२ उच्चारण दोष, कारणे व त्यावरील उपाय.
- ६.१.३ लेखन दोष, कारणे व त्यावरील उपाय.

६.२ : शैक्षणिक निदान आणि उपचारी शिक्षण.

- ६.१.१ शैक्षणिक निदान आणि उपचारी शिक्षणाची संकल्पना आनी महत्व.
- ६.१.२ शैक्षणिक निदान आणि उपचारी शिक्षणाची प्रक्रिया.
- ६.१.३ नैदानिक कसोटी आणि संपादन चांचणी.

घटक ७: अभ्यासक्रम अभिवृद्धी: (अंतर्गत मूल्यांकन) Internal Assessment

- ७.१ गद्य. --कथा , कादंबरी, नाटक, चरित्र, आत्मचरित्र, व्यक्तिचित्रे, प्रवासवर्णन इ.)
- ७.२ पद्य. --अभंग, ओवी, पोवाडे, भावगीते, भक्तिगीते, सामाजिक, निसर्ग, देशभक्तिपर कविता इ.
- ७.३ रचना/लेखन. --निबंध... वर्णनात्मक, आत्मवृत्तात्मक, कल्पनाप्रधान, वैचारिक निबंध, मुद्द्यांच्या/चित्रांच्या आधारे कथा इ. पत्र ...कौटुंबिक, व्यावसायिक, अर्ज इ. वाक्यप्रचार, म्हणी, उखाणी इ.
- ७.४ व्याकरण (शब्दांच्या जाती, लिंग, वचन, शुद्धलेखन, विरामचिन्हे इ.)

Practicum

१. शालेय पाठ्यपुस्तकाची समीक्षा.
२. घटक चाचणी कार्यान्वयन.
२. प्रश्न-पत्रिकेची रचना आणि कार्यान्वयन.
३. स्वाध्याय लेखन आणि सादरीकरण.
४. संगणकाच्या सहाय्याने सादरीकरण.
५. वेगवेगळ्या पाठांचे नियोजन आणि कार्यान्वयन.
६. शैक्षणिक साधनांची निर्मिती.
७. अनुवाद करणे.
८. भाषिक खेळांची निर्मिती - उदाहरणे
९. गोमंतकीय मराठी साहित्यिकांच्या मुलाखती

संदर्भ :

१. मराठी भाषेचे अध्यापन - म.वा. कुंडले.
२. मराठी भाषेचे अध्यापन - अकोलकर.
३. शिक्षक प्रशिक्षण - डॉ. वासंती फडके.
४. आशययुक्त अध्यापन पद्धती - डॉ. ह.ना. जगताप
५. अध्यापनाची प्रतिमाने - डॉ. वासंती फडके.
६. कोंकणी भाषेचे अध्यापन - वसंत गो. लवंदे.
७. मराठीचे अध्यापन- सुरेश करंदीकर.

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कोंकणी भाशा अध्यापन शिक्षण

उद्दिष्टां:

- विद्यार्थ्यांक कोंकणी भाशेची(आवयभास) वळख/सद्याची स्थिती आनी दिका, सुत्रां, तत्वां. महत्व समजुपाक आदार दितलें.
- विद्यार्थ्यांक कोंकणी भाशेच्या शिक्षकाचे गूण आपणावपाक मदत करतले.
- विद्यार्थ्यांक कोंकणी अध्यापनाचे विंगड-विंगड घटक आनी पाठ नियोजनाचीं तंत्रां समजुपाक आदार दितलें.
- विद्यार्थ्यांक घटक नियोजन आनी वर्सुकी नियोजनाविशीं आकलन जातलें.
- विद्यार्थ्यांक कोंकणी पाठयपुस्तकाचें महत्व आनी निकश हांचें गिन्यान मेळटलें.
- अध्यापनाच्या विंगड-विंगड पध्दतींचें आकलन जातलें आनी उपयोजन करपाक आदार दितलें.
- विद्यार्थ्यांक मौखीक मूल्यांकन आनी लिखित मूल्यांकनाचीं तंत्रां समजुपाक आनी उपेग करपाक मदत जातली.
- कोंकणीचें अध्यापन करतना गरजेप्रमाण विंगड-विंगड शैक्षणिक साधनां वापरपाक शिकतलीं.
- कोंकणीचें अध्यापन करतना विंगड-विंगड अभ्यासानुवर्ती उपक्रमांचें आयोजन करपाक शिकतलीं.
- भाशेचेर आदारीत निदानात्मक चांचणी आनी संपादन चांचणी रचपाक शिकतलीं.
- वद्यार्थ्यांच्या अभ्यासक्रम विशय-वस्तूची अभिवृद्धी जातली.

घटक १ : कोंकणी भाशा अध्यापन आनी शिक्षक.

(१५४)

- १.१ कोंकणी भाशेची वळख/सद्याची स्थिती आनी दिका (भाशेचो प्रसार-प्रचार)
- १.२ कोंकणी भाशेचें अभ्यासक्रमातलें महत्व
- १.३ कोंकणी भाशा अध्यापनाचीं सूत्रां
- १.४ कोंकणी भाशा अध्ययन-अध्यापनाचीं तत्वां
- १.५ कोंकणी भाशा शिक्षक

घटक २ : अध्यापनाचे विंगड-विंगड घटक आनी पाठ नियोजन

(१५४)

- २.२ अभ्यासक्रम विशय-वस्तू आनी उद्दिष्टां:
 - २.२.१ गद्य (कथा, कादंबरी, नाटक, चरित्र आत्मचरित्र, बालसाहित्य, व्यक्तिचित्रां, भोंवडेवर्णनां)
 - २.२.२ पद्य (भक्तिगितां, भावगितां, बालगितां, लोकगितां, छंदबद्ध कविता, मुक्तछंद कविता)
 - २.२.३ रचना (निबंद, पत्र, आपजीण, सारांश-लेखन, अणकार, काणी -चित्रां आनी मुद्दयांचेर आदारीत, संवाद)
 - २.२.४ व्याकरण (शुद्धलेखन, विरामचिन्नां, शब्दांच्यो जाती, लिंग, वचन)
- २.२ विंगड-विंगड पाठांचें नियोजन आनी म्हत्व:
 - २.२.१ गद्य पाठ
 - २.२.२ पद्य पाठ
 - २.२.३ रचना पाठ
 - २.२.४ व्याकरण पाठ
- २.३ घटक नियोजन
- २.४ वार्षिक नियोजन आनी म्हत्व

घटक ३ : कोंकणी भाशा पाठयपुस्तक आनी अध्यापन तंत्रां/पध्दती/प्रतिमान

(२०४)

- ३.१ पाठयपुस्तकाचें म्हत्व आनी निकश

- ३.१.१ अंतरंग
- ३.१.२ बहिरंग
- ३.२ कौकणी भाशा आनी अध्यापन तंत्रां/पद्धती/प्रतिमान.
- ३.३ नाटयीकरण , भूमिका पालन(म्हत्व, गुणदोश)
- ३.४ प्रकल्प पद्धत
- ३.५ चर्चा पद्धत- परिसंवाद, बुद्धिमंथन,संभाषण
- ३.६ उद्गामी आनी अवगामी प्रणाली
- ३.७ कृती-केंद्रीत अध्यापन
- ३.८ अध्यापनाचे प्रतिमान- संकल्पना-प्राप्ती , सर्जनात्मक विकास.

घटक ४ : शैक्षणिक साधनां आनी भाशा उपक्रम

(२०%)

- ४.१ शैक्षणिक साधनां:- संकल्पना, म्हत्व, प्रकार, उपयोग
- ४.१.१ दृक साधन- (फळो, चित्रां, नकासो, शब्दपट्टयो/ क्षणदर्शिका, खेळणी, दिसाळयांतलीं कातरणां, प्रतिकृती, फ्लो-चार्ट)
- ४.१.२ श्राव्य साधन-(रेडियो, सिडी, डिविडी)
- ४.१.३ दृक-श्राव्य साधन- (लघुपट, चित्रपट, चलचित्र, भ्रमणध्वनी, संगणक)
- ४.२ भाशा उपक्रम:-
- ४.२.१ स्वाध्याय- संकल्पना, म्हत्व, मार्गदर्शक तत्वां, मूल्यमापन
- ४.२.२ भाशीक खेळ- संकल्पना, म्हत्व, प्रकार.
- ४.२.३ अभ्यासानुवर्ती उपक्रम: संकल्पना, म्हत्व, प्रकार

घटक ५ : भाशीक मूल्यांकन

(१५%)

- ५.१ मौखिक मूल्यांकन
- ५.१.१. मौखिक मूल्यांकनाचें म्हत्व
- ५.१.२. मौखिक परिक्षेचे प्रकार
- ५.२ लिखित मूल्यांकन
- ५.२.१ लिखित मूल्यांकनाचें म्हत्व
- ५.२.२ लिखित परिक्षेचे प्रस्न प्रकार
- ५.२.३ तीन आयामी तक्तो आनी नील-पत्रिका
- ५.२.४ प्रस्न पत्रिकेची रचना
- ५.२.५ प्रस्नांची चावी
- ५.२.६ उत्तर पत्रिका
- ५.२.७ प्रस्नांचें विश्लेशण
- ५.३ सतत सर्वसमावेशक मूल्यांकन

घटक ६ : भाशीक कौशल्य दोश, शिक्षणीक निदान आनी उपचारी शिक्षण

(१५%)

- ६.१ भाशीक दोश
- ६.१.१ श्रवण दोश- कारणां आनी उपाय.
- ६.१.२ उच्चरण दोश- कारणां आनी उपाय.
- ६.१.३ वाचन दोश- कारणां आनी उपाय.
- ६.१.४ लेखन दोश- कारणां आनी उपाय.

६.२. शिक्षणीक निदान आनी उपचारी शिक्षण.

- ६.२.१. शिक्षणीक निदान आनी उपचारी शिक्षणाची संकल्पना आनी म्हत्व.
- ६.२.२. शिक्षणीक निदान आनी उपचारी शिक्षणाची प्रक्रिया.
- ६.२.३. निदानात्मक चांचणी आनी संपादन चांचणी.

अभ्यासक्रम विशय-वस्तूची अभिवृद्धी: विद्यापीठ मूल्यांकन करचें ना.

- घटक ७. अभ्यासक्रम विशय-वस्तूची अभिवृद्धी:
- ७.१ गद्य (कथा, कादंबरी, नाटक, चरित्र आत्मचरित्र, बालसाहित्य, व्यक्तिचित्रां, भोंवडेवर्णनां)
 - ७.२ पद्य (भक्तिगितां, भावगितां, बालगितां, लोकगितां, छंदबद्ध कविता, मुक्तछंद कविता)
 - ७.३ रचना (निबंध, पत्र, आपजीण, सारांश-लेखन, अणकार, काणी -चित्रां आनी मुद्दयांचेर आदारीत संवाद)
 - ७.४ व्याकरण (शुद्धलेखन, विरामचिन्नां, वाक्यप्रचार, म्हणी, उमाणीं, शब्दांच्यो जाती, लिंग, वचन)

Practicum

१. शाळेच्या पाठ्यपुस्तकाची समीक्षा
२. प्रस्न-पत्रिकेची रचना आनी वर्गातलें कार्यान्वयन
३. स्वाध्याय लेखन आनी प्रस्तुतीकरण
४. संगणकाचेर आधारीत परिक्षा
५. विंगड-विंगड पाठांचें नियोजन आनी कार्यान्वयन
६. शैक्षणिक साधनांची निर्मणी
७. सत्रीय परिक्षा
८. बरोवप्यांच्यो मुलाखती
९. अभ्यासक्रम विशय-वस्तूची अभिवृद्धी

आदरावळ :

१. कोंकणी भाशेचें अध्यापन - वसंत गो. लवंदे.
२. कोंकणी भाशेचें व्याकरण - सुरेश बोरकर.
३. कारबारी कोंकणी - भूषण भावे, प्रकाश वजरीकार, प्रकाश पर्येकार.
४. कोंकणी विश्वकोश - खंड १,२,३,४,
५. मराठी भाषेचे अध्यापन - म.वा. कुंडले.
६. मराठी भाषेचे अध्यापन - आकोलकर.
७. अध्यापनाची प्रतिमाने - डॉ. वासंती फडके.
८. Educational Technology- Usha Rao.

EDU 07-08 METHODOLOGY OF TEACHING MATHEMATICS

Objectives:

On completion of the course the student will ...

- ☐ State the aims and general objectives of teaching secondary school mathematics.
- ☐ State specific objectives in behavioural terms with reference to concepts and generalizations.
- ☐ Teach 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.
- ☐ Describe the importance of language in Mathematics.
- ☐ Explain the methods for teaching mathematical proof in the context of secondary school mathematics.
- ☐ Describe the nature, importance and strategies of problem-solving.
- ☐ Teach proofs of theorems and solutions of problems to develop relevant skills.
- ☐ Evaluate understanding of proofs of theorems and problem-solving skills.

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

- 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 ofteaching Teaching of Generalizations (20%)

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%)

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%)

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%)

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%)

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%)

7.1 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

UNIT 1: PLANNING FOR TEACHING (20%)

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%)

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%)

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%)

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%)

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%)

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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 - 10 Cull R.G.; Drake, W.A. (1991). *Concepts of science-3* New Delhi: Wiley Eastern L.T.D.
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EDU 07-08: METHODOLOGY OF TEACHING HISTORY

Course Objectives:

This course would aim at –

- Making students understand the meaning of history and history curriculum in their broader perspectives.
- Understanding similarities and differences of textbooks of different boards.
- Equipping students with the knowledge and skill of making unit portfolios
- Helping students to integrate ICT and relevant instructional materials in teaching and learning of history.
- Helping students to select and use appropriate teaching methods for developing historical understanding.
- Equipping students with the knowledge and skill of selecting and preparing evaluation tools and techniques.
- Appreciating good features of question papers of different boards
- Making them understand the needs and means of professional development in teaching.
- Helping in preparing instructional strategies in the units of History textbooks.

Unit 1. Understanding History and History curriculum (15%)

- 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%)

- 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%)

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%)

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%)

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%)

(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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7. IGNOU: Teaching of Social Studies (ES-343: Block 1, 2 and 4)

EDU 07-08: METHODOLOGY OF TEACHING GEOGRAPHY

Objectives:

- To develop an understanding and reveal importance of Geography.
- To have an overview and integrate the knowledge drawn from various sources History, Geography, Environment, Science and Mathematics.
- To acquire knowledge and develop understanding about the various pedagogical principles involved in teaching of Geography.
- To utilize community resources and educational inputs.
- To equip pupils with the evaluation skills.
- To develop the skills of using different tools in Teaching of Geography
- To develop the skill and attitude necessary to make pupils appreciate the natural environment in which they live
- To explain various associated concepts of geography in the context of human beings interaction with them.
- To develop an understanding of major Physical divisions, types of climate and different natural vegetation's of India.
- To develop an understanding of totality of environment and environmental degradation.
- To develop an understanding of geography of India and Goa.

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

- 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%)

- 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%)

- 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%)

- 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%)

- 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%)

- 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%)

- 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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Objectives:

1. The student teachers will be able to understand the nature of assessment and evaluation and their role in teaching-learning process.
2. Understand the perspectives of different schools of learning on learning assessment
3. Realise the need for school based and authentic assessment
4. Examine the contextual roles of different forms of assessment in schools
5. Understand the different dimensions of learning and the related assessment procedures, tools and techniques
6. Develop assessment tasks and tools to assess learners performance
7. Analyse, manage, and interpret assessment data
8. Analyse the reporting procedures of learners performance in schools
9. Develop indicators to assess learners performance on different types of tasks
10. Examine the issues and concerns of assessment and evaluation practices in schools
11. Understand the policy perspectives on examinations and evaluation and their implementation practices
12. Traces the technology bases assessment practices and other trends at the international level

Unit 1 Perspectives on Assessment and Evaluation (20%)

- 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%)

- 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%)

- 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%)

- 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%)

- 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%)

- 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

Objectives of the Course

The broader objective of learning of this area should enable the student- teachers to

- Help them to understand the concept of holistic health, its various dimensions and determinants and the importance of sports and yoga for development of holistic health.
- Develop positive attitude towards health as individual and be collectively responsible to achieve it.
- Equip them to know their health status, identify health problems and be informed for taking remedial measures.
- Encourage them 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 avoid ill effects of stress, strain and fatigue of routine life.
- Help them to 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

Objectives:

(30 hrs.)

By the end of the course, the student will be familiar with,

- a) The philosophy of inclusive education
- b) The legal provisions for inclusive education (international and national)
- c) Challenges faced by children with disabilities (five disabilities specified)
- d) Curriculum modifications necessary to include children with disabilities mentioned in the paper
- e) Creating an inclusive environment in the school

Unit 1: Concept of Inclusive Education

- 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

- 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

- 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

- 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

Objectives:

After going through the course the teacher trainees will

- Understand the concept of action research
- Understand the importance of action research
- Learn how to maintain and use a research diary
- Able to prepare an action research plan
- Acquire the knowledge of collecting, analyzing and interpreting data.
- Acquire the knowledge of research report writing

Unit 1: Selecting an Action Research Problem (10 hours)

- 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 a research plan: need and components

Unit 2: Methods of Action Research (11 hours)

- 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 (05 hours)

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 moment method of calculation
 - Interpretation of correlation
- a. Analyzing qualitative data from open ended questionnaire, observation and Interview

Unit 4: Writing the Action Research Report (04 hours)

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

References:

1. Altrichter H., Posner P. and Somekh B.(2000) *Teachers investigate their work*, New York: Routledge.
2. Denscombe M (1999) *The Good Research Guide*, New Delhi: Viva Books.
3. Denzin N.K. and Lincoln Y.S. (2000) *The SAGE Handbook of Qualitative Research*, London: SAGE.
4. Hopkins D. (1997) *Improving Education through Action Research*, CA: Crown Press.
5. McNiff J., Lomax P. and Whitehead J. (2000) *You and Your Action Research Project*, New York: Routledge.
6. Miles M.B. and Huberman A.M. (1994) *Qualitative Data Analysis*, London: SAGE.

EDU 13: ENVIRONMENT EDUCATION

OBJECTIVES:

After going through the course the teacher trainee will:

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

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

- 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 Tibilisi Conference
- 1.5 The role and challenge of an Environmental Educator

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

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

Unit 3 ENVIRONMENT PROBLEMS AND CHALLENGES (20%)

- 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%)

- 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: Chipko andolan, Apiko andolan, 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%)

- 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:

- Kumar V. (2000).Modern Methods of Teaching Environmental Education, 1st Edition. New Delhi :Sarup & Sons,.
- Singh N. (1991).Energy Crises.New Delhi:Autopress Tarun Offset Press,
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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 functions

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

References

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- 11) Angela Thody & Dereck Bowden. (2005) Getting Organized Continuum, London
- 12) Robert Heller, Tim Hindle --- et al 2008 The Winners Manual Series 1-5, Dorling Kindersley Ltd., London

EDU 14: (II)- ART AND AESTHETICS

Objectives

By the end of the course the student-teacher will:

- Understand the basics of different Art forms – impact of Art forms on the human mind
- 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
- Develop skills for integrating different Art forms across school curriculum at the secondary level
- Build an awareness of the rich cultural heritage, artists and artisans.

UNIT 1: VISUAL ARTS AND CRAFTS (20%, 2 hours 30 min.)

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%, 2, hours 30 min.)

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%, 2 hours 30 min.)

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% 4 hours 30 min.)

- 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)

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3. Disaster Management in India, Ministry of Home Affairs, Government of India, New Delhi, 2011.
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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.
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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

- 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

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

c) Critical Thinking

- 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

- 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.

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EDU 14: (V) GENDER ISSUES IN EDUCATION

Aims of the Course:

Course will enable the students to:

- Develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period;
- Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region.
- Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

- **UNIT 1: GENDER ISSUES (20%)**

- 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%)**

- 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%)**

- 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%)**

- 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%)**

- 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.

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EDU 14: (VI) EDUCATION FOR PEACE

Objectives :-

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.

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4. Lucy Marcotte, 2015 – Education for a world of peace: Education based on human values – Create space Independent publishing Platform USA
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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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5. Event Coordination by National Institution of Event Management (NIEM)