

# SEMESTER-I

<b>Semester I</b>				
Subject Code	Paper Title	Credits		Marks
Paper I	Childhood and Growing Up	5	100	80 +20 marks
Paper II	Contemporary India and Education	5	100	80 +20 marks
Paper IV	Language across the Curriculum	3	50	40+10 marks
Paper V	Understanding Disciplines and Subjects	3	50	40+10 marks
Paper EPC I	Critical Understanding Of ICT	3	50	50 marks
Total		19	350	350 marks
Engagement with the Field: Tasks and Assignments for Courses I,II,IV &V				

## **PAPER I: CHILDHOOD AND GROWING UP:**

Total Marks: 100

Internal Assessment: 20

External Assessment: 80

### **Objectives :**

On completion of this course, the student-teacher will be able:

- To understand Educational Psychology and Child Psychology.
- To be familiar with the different stages of Growth and Development.
- To understand the factors affecting the process of socialization as well as the factors that is responsible for it.
- To understand the various ways of growing-up a child considering the Social and Political realities with special reference to family, school, neighborhood and society.
- To understand the principles of child development with reference to the inter-relationship among cross-cultural, Psychology, Sociology and Anthropology.
- To understand the Adolescence with reference to different social, economical and Cultural conditions.
- To present the information collected through various media about the understanding of the real scenario of role of gender, poverty, growing-up of a child in various classes of society as well as Adolescence.

### **Unit: I Understanding Educational Psychology and Child Psychology**

- Educational Psychology : Meaning, Concept and Nature
- Child Psychology : Meaning, Concept and Nature
- Educational Psychology and Child Psychology : Importance and Scope
- Schools of Psychology : Behaviourism and Gestalt Theory

### **Unit : II Growth and Development : Understanding and Affecting Factors**

- Growth and Development : Concept, Stages - Pregnancy, Pre-childhood-(Infancy) Childhood, Pre- Adolescence, Adolescence, Difference between growth and Development and Effect of Heredity and Environment on Growth and Development
- Individual Differences : Meaning, Concept, Scope and its Educational Implications
- Factors affecting the various Stages of Child Development : Caste, Class, Gender and Culture
- Thinking process at different stages of Child Development : Logical, Problem-solving, Creativity and Language

### **Unit : III Understanding the Child's Social Growth**

- Socialization : Concept and Process

- Factors affecting Socialization of the child
- Understanding Social Change and its effects on a child
- Problems of the Marginalised sections of the society and the Remedies

#### **Unit : IV Adolescence : Understanding and Guidance**

- Adolescence : Concept and Characteristics
- Understanding Adolescents and their Needs
- Adolescents : Challenges, Problems and Teacher's Role
- Counseling Adolescents for their Career and personal Problems

#### **Unit V: Engaging with Media**

- Media: Depiction of children, adolescents and young men and women in television and cinema, reality television, advertisements, young adults' participation in social networks as a new ground of interaction and socialization, popular literature that young adults are reading in contemporary society.

#### ***Projects/ Assignments: Reflective essays.***

- Children in media: The participants can engage with media's imagination and depiction of children, adolescents and young adults. Critical analysis of women/young adults in serials, reality television, their commodification and marketization. Materials could be drawn from journalistic writing, newspaper clippings, advertisements and popular culture.
- Watching selected movies and analysis of the changing nature of society and societal expectations from young adults
- Literature for young adults: Looking at what young adults are reading

#### **Practicum :**

- 1 Try-out of an any Psychological Test.
- 2 Case- study of a special child.
- 3 Gijubhai Badeka : Study of Child psychology.
- 4 Find out the video clips regarding the behavioural problems of learners and interpret them.
- 5 Nand House : Study of a pre-school/Aganwadi.
- 6 Observation of a group of Adolescents and note their characteristics and problems. (Adolescents from Urban, Rural, Slum Area etc.)
7. Understand the factors affecting Socialization of a child.

#### **Suggested Readings :**

1. Aggarwal, J. C. (2001). Principles, Methods and Techniques of Teaching. Vikas Publishing House Pvt. Ltd. 2nd Edition, ISBN : 978 - 81259-1056-5.
2. Aggarwal, J. C. Teacher and Education in Developing Society (Fourth Ed.) Vikas Publishing House Pvt Ltd., New Delhi.
3. Aggarwal, J. C. (2004). Essential of Educational Psychology. Vikas publishing House Pvt Ltd, New Delhi.
4. Bhatia & Bhatia (2006). A Textbook of Educational Psychology, Doaba House, Delhi

5. Bhatnagar, S. & Saxena A. (2004). Advanced Educational Psychology. Third Edition Surya Publications, Meerut.
6. Kundu, C. L. & Tutoo, D. N. (2011), Educational Psychology. Sterling publishers Private Limited, New Delhi.
7. Kuppuswamy, B. (2010) Advanced Educational Psychology. Sterling Publishers Private Limited, New Delhi.
8. Mangal, S. K. Advanced Educational Psychology, Second Edition, Prentice Hall of India Private Limited, New Delhi.

## **PAPER II: CONTEMPORARY INDIA AND EDUCATION**

Total Marks: 100

Internal Assessment: 20

External Assessment: 80

### **Objectives**

On completion of this course, the student-teacher will be able:

- To understand aims of education, Changing aims of Education in the context of globalization, Sources of Aims of Education
- To develop a set of professional values required to address the issues and concerns through curricular, and co-curricular practices
- To familiarize with the Educational status in India till 1947
- To familiarize with the Educational status in India after 1947
- To understand democracy in India Party system and Electoral Politics, Decentralization and Panchayati Raj (specifically through 73rd and 74th amendment) , Grassroot social and political movements and Indian democracy , Challenges to deepen Indian democracy in relation to inequities of caste, class, gender and religious and linguistic identities

### **Unit I: Aims of education**

- Aims of education: Historicity of aims of education, Changing aims of Education in the context of globalization
- Sources of Aims of Education: Educational aims as derived from the Constitution of India, Influence of aims of education on the curriculum and transactional strategies
- Ideas of educational thinkers such as Gandhi, Tagore, Aurobindo, Swami Vivek Anand, Dewey, Krishnamurthy, Friere and Illich

### **Unit II: Quality Concerns in Education**

- Quality education – concept, dimensions and indicators
- Factors determining quality education
- Initiatives for enhancing quality education in school: decentralized planning, innovative materials and pedagogy, capacity building of teachers, reforming teacher education programme, community involvement etc.
- Role of school, teacher and community to promote quality education in school

### **Unit III: Educational status in India till 1947**

- Indigenous Education - Ancient , Medieval
- Modern Education - Charter Act of 1833, Macaulay's Minute, Wood's Despatch, Hunter Commission, Sadler commission, Basic education

#### **UNIT - IV- Educational status in India after 1947.**

- University Education Commission (1948-49),Mudaliar Commission, Kothari Commission , Yashpal Committee,
- Programme of action 1992, The perspective of education for national development in the NCF-2005 ,2009

#### **Unit V: Democracy in India**

- Institutional Structures: The centre and the State, the Judiciary, Legislature and Executive, Democracy, Party system and Electoral Politics, Decentralization and Panchayati Raj (specifically through 73rd and 74th amendment) , Grassroot social and political movements and Indian democracy , Challenges to deepen Indian democracy in relation to inequities of caste, class, gender and religious and linguistic identities

### **Tasks and Assignments**

Each student-teacher is required to submit assignments selecting **any two** of the following:

- Conducting social survey in respect of Quality Education and preparing a report
- Preparation of a term paper on Educational Status in India till 1947
- Preparation of a term paper on Educational Status in India after 1947
- Debate / discussion / seminar on Educational Thinkers and preparation of a report
- Projects on school-based activities for Democracy in India

#### **Suggested Readings :**

1. NCERT (2006) *Social and Political Life-I*. Class VI Textbook. Unit 2 and 3.
2. NCERT (2007) *Social and Political Life-II*. Class VII Textbook, Chapter 1 and 2.
3. NCERT (2008) *Social and Political life-III*. Class VIII Textbook, Unit 1, 2 and 4.
4. IGNOU Unit 10 Indian national movement in Block-3 *Emergence of Independent India*. In (FHS) Foundations Course in Humanities and Social Sciences.
5. Kasturi, K. (2008). Of Public Purpose and Private Profit. *Seminar* No. 582, February (Special Economic Zones Issue)

#### **Documentaries/ DVDs for Discussion**

1. *So Shall You Reap*, 35 min, 2007 by Ajay Bhardwaj (A film on genetically engineered (GE) seeds with specific reference to India)

## **PAPER IV: LANGUAGE ACROSS THE CURRICULUM**

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

### **Objectives**

On completion of this course, the student-teacher will be able:

- To identify the language backgrounds of students and facilitate their movement from home / regional language to standard language.
- To analyze the nature of classroom discourse and devise strategies to improve communication skills of students.
- To develop the appropriate skills of reading and writing among the learners and facilitate reading writing connection.
- To envision their role as facilitators of learners' language enrichment irrespective of the subjects they teach.

#### **Unit I :Language background of Learners**

- Varied language contexts of the learners – dialect, regional varieties and standard language; significance of first language in learning
- Home language Vrs School Language – Transmission and movement: challenges and strategies
- Understanding multilingual context -Challenges and strategies

#### **Unit II: Language in Classroom**

- Nature of classroom discourse and significance of language
- Communication skills – promotion of oral skills through questions, discussion, sharing and interaction
- Language across various disciplines and subjects – humanities and science; Role of language in ensuring optimum learning in subject areas

#### **Unit III: Reading-writing connection**

- Reading in different content areas for information and data gathering, critical understanding; Strategies for developing reading skills such as scanning, skimming, in-depth reading, note making
- Reading-writing connection in different content areas – Use of note making for preparing a write-up, use of information gathering for summarizing,
- Writing for various purposes – preparing report, writing paragraph, explanatory notes, expansion of ideas, presenting information in various forms such as flow-chart, diagram, pie-chart, histogram
- process writing – generating / gathering ideas, drafting, revising and finalizing

## Tasks and Assignments

Each student-teacher is required to submit assignment on any one of the following:

- Preparation of a report on language diversities of learners in a secondary grade with strategies to address the challenges.
- Devising an action plan for developing the components (sub-skills) of reading / writing skill of the learners at the secondary level
- Expansion of an idea / ideas from the secondary level texts and presentation of the same in the form of flow-chart / pie-chart / tree diagram

## Suggested Readings

1. Daniel, Larsen–Freeman (2010). *Techniques and principles of language teaching (2<sup>nd</sup> Edn.)*. Landon: Oxford University Press.
2. Kumar, Krishna (2008). *The child's language and the teacher – A handbook*. New Delhi: National Book Trust.
3. Lightbown, P.M. and Spada, N. (1999). *How languages are learned*. Oxford: Oxford University Press.

## PAPER V: UNDERSTANDING DISCIPLINES AND SUBJECTS

Total Marks: 50

Internal Assessment: 10

External Assessment: 40

### Objectives:

On completion of this course, the student-teacher will be able:

- To develop competencies and skills in classroom management of the student teacher.
- To understand the nature of motivation as relevant to classroom management
- To understand The Behaviorist and Humanistic view on motivation Inducing motivation in classroom activities.
- To understand Classroom Management Personality and Leadership.
- To understand Concept of mental health - fostering mental health at home and school.

### Unit I: Classroom - Managements

- Class room management and role of Teacher: Knowing the learner, Planning the instruction, Providing learning experiences suitable to unique needs of learners
- Provide participative, interactive, activity - based and inter-personal humanistic learning experiences.
- Learner - Centered instruction: - individual guided instruction - emphasis on discovery oriented teaching - learning process.
- Providing knowledge of results to students - evolving strategies to get feedback from students about their progress.

## **Unit II: Classroom Management - Role of Motivation**

- Motivation meaning - definition - Intrinsic and extrinsic motivation.
- Techniques of motivation reward and punishment; cooperation and competition, novelty, feedback, praise, blame and rivalry, goals and ideals.
- The Behaviorist view on motivation
- The Humanistic view on motivation Inducing motivation in classroom activities through:
  - a) Focus student attention on desired objectives.
  - b) Encourage the development of positive motives.
  - c) Encourage cooperative learning and group cohesion.
  - d) Avoid fears and stress.
  - e) Create warm, pleasant, joyful and conducive learning environment.

## **Unit III: Classroom Management Personality and Leadership.**

- Concept and meaning of personality.
- Factors determining development of personality - Heredity and Environment factors.
- Concept of leadership - class room leadership - Participative directive and permissive with educational implications.
- Concept of mental health - fostering mental health at home and school.
- Teacher's mental health and role in development of learner's personality.

## **Tasks and Assignments**

Each student-teacher is required to submit assignments selecting **any one** of the following:

- Observation of class room management and preparation of report
- Survey of resources available in a school and the manner of their utilization.
- Assessment of the existing monitoring mechanism at the secondary level in the state and suggestions for improvement.

## **Suggested Readings:**

1. Chandrashekar Pramila: *Educational Planning and Management: Sterling publishers:mNew Delhi: 1994*
2. Dash B.N., *School Organization, Administration and management, Neel kamal Publication Pvt. Ltd. Newdelhi, (2004)*
3. Franklin G Stephen & Terry R. George: *Principles of Management AITBS Pub., New Delhi*
4. Jagannath Mohanthy, *Educational Administration supervision and school management, Deep & deep publishers (2004)*
5. Khana, S.D. Saxena V.K. Lamba, T.P. Murthy. V; *Educational Administration Planning,Supervision and financing: Doaba House, Delhi 2000*
6. Kochhar S.K., *Secondary School Administration, Sterling Publishers (1996)*
7. Kochhar S.K., *Secondary School Admin., University Pub. Jullundur (1971)*
8. Kochhar S.K., *Secondary School Administration, Vichara Sahithya Pvt. Ltd. Bangalore (1971)*
9. Lemiech, Johanna Kasin: *Class-room management: Harpel and Row, Newyork, 1979.*
10. Mathur .S.S: *Educational Administration and Management, the associated publishers, New Delhi 1990.*
11. Myageri C.V: *Textbook of Educational Management, Vidyanidi Prakashana, Gadag 1993.*
12. N.P.Rao: *Education and Human Resource Management, APH Pub. Corp., New Delhi 1996.*



13. *Nolander Christopher: Managing Human Resources, T.R. Publications Winterton Jonathana (Pvt.), Ltd. Madras*
14. *Panda. U.N.: School Management, D.K. Publishers(P) Ltd., New Delhi 1989.*

## **PAPER: EPC I: CRITICAL UNDERSTANDING OF ICT**

Total Marks: 50

### **Objectives**

On completion of this course, the student-teacher shall

- describe a computer system
- describe the working of a computer
- operate the windows operating system
- use word processing package
- use internet for educational purpose
- use the word processing package in education
- appreciate the use of ICT in teaching and learning
- acquire the skill of trouble-shooting whenever there are problems in the working of computer

### **Detailed Course Content**

#### **Unit I: Computer Fundamentals**

- What is computer - Basic anatomy of computer: Input Devices – Keyboards, Mouse, Touch Screen, MICR, Light Pen, Joy Stick, Digitizer, Scanner; Output Devices – VDU, Printers, laser, Inkjet; Data storage devices – Hard disk, Compact disk, Optical disk, Pen drive and other devices .
- Operating System: Types of Operating System – DOS, UNIX, WINDOWS; Brief introduction of Window; Utility & application of software.
- Introduction to Networking: Types of networking – LAN, WAN, WAN; World Wide Web – website.

#### **Unit II: Introduction to Computer Applications**

- Word Processing: Creating Documents; Formatting Documents; Proofing and saving Documents; Printing Documents; Use of MS-Words in education.
- Power Point Presentation (PPT): Creating a new PPT; Adding to presentation, Text Colours, Fill-colors, Fill Effects, Line Effects; Line-styles, Object Effects, Word Art, Animation Effects; Using Transition Effect; Giving an On-Screen Presentation, Navigation during presentation, Pausing the presentation; Use of PPT in education.
- Spread Sheet – MS Excel: Opening and saving a Worksheet; Spreadsheet operations; Editing a spreadsheet; Using Formulas and Functions; Use of MS Excel in Education.

### **Unit III: ICT in Education**

- Concept, Need and Importance of ICT in Education.
- Multimedia approach to education: Role of video conferencing, radio conferencing, television, EDUSAT and Internet in teaching-learning process. Their advantages and limitations.
- Challenges and Barrier to integration of ICT in Indian schools Classrooms
- ICT Skilled Teacher – ICT skills and qualities of ICT teacher

### **Tasks and Assignments**

Each student-teacher is required to submit assignment on **any one** of the following:

- Developing a script on any topic of a school subject for an audio-visual programme.
- Developing a power point presentation on any one topic to be transacted at the secondary level
- Watching any five UGC Sponsored Educational programmes telecast by AVRC / EMRC and preparing a report

### **Suggested Readings:**

1. Gordon B. Davis (1982). *Introduction to computers*. New Delhi: Tata McGraw- Hill
2. Harold F.O' Neli. (1981). *Computer – based instruction*. Academic Press.
3. Kraynak, Joe & Harbraken, Jow. (1997). *Internet 6 – in – 1*. New Delhi: Prentice Hall of India
4. Karl Schwartz. (2000). *Training Guide-Microsoft Windows 2000*. DDC Publishing Inc.
5. Kumar, Gaurav (2014). *ICT Skill development*. Patiala : 21st Century Publication.
6. Kumar, Khushvinder and Kumar, Sunil (2004). *Computer Education*. Gurusar Sadhar: GBD Publications.
7. Kumar, Khushvinder and Kumar, Sunil (2004). *ICT Skill Development*. Gurusar Sadhar: GBD Publications.
8. Madnick, S.E. and Danovan, J.J. (1987). *Operating Systems*. New JersyMcGraw – Hill Book Company.
9. Peter Norton. (1999). *DOS guide*. New Delhi: Prentice-Hall of India.
10. Rajaraman, V. (1998). *Fundamentals of computers*. New Delhi:Prentice-Hall of India.
11. Ralph, W. Gerard. (1967). *Computers and education*. New Jersey: McGraw-Hill Book Company.
12. Sharma, Lalit (2006). *Computer Education*. Ferozpur Cantt: Wintech Publications.
13. Sinha, P.K. (1992). *Computer Fundamentals*. New Delhi: BPB Publications.
14. Singh, Tarsem (2009). *Basic Computer Education*. Ludhiana: Tandon Brothers.
15. Singh, Tarsem (2009). *ICT Skill Development*. Ludhiana: Tandon Brothers.