

## Third Semester Micro Teaching

### Objectives:

1. To enable Students to responds to a variety of Maxims of Teaching.
2. To develop the teaching skills of Students.

### Course Content:

#### Unit I- Maxims of Teaching and Micro Teaching

Meaning , Nature and Types of Maxims of Teaching

Meaning , Definition, Principles of Micro Teaching

Micro Teaching Cycle, Process of Micro Teaching

Advantages , limitations and uses of Micro Teaching

#### Unit II- TEACHING SKILLS

- 1) Introduction Skill
- 2) Fluency in Questioning
- 3) Probing Question
- 4) Explaining
- 5) Illustrating and use of Examples
- 6) Teacher's silences and Non Verbal Cues
- 7) Lecturing
- 8) Reinforcement
- 9) Stimulus variation
- 10) Black board
- 11) Effective Communication
- 12) Recognizing and Attending Behaviours
- 13) Self Induction
- 14) Classroom Management
- 15) Planned repetition
- 16) Achieving Closure

## **EPC 5: Educational Psychology Practical**

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

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



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## Fourth Semester

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### CC 1 Gender, School and Society

#### Course Objectives:

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

#### Course Contents:

##### UNIT I GENDER ISSUES: KEY CONCEPTS

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

##### UNIT II GENDER CHALLENGES AND EDUCATION

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

##### UNIT III GENDER ISSUES AND ROLE OF TEACHER

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

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

#### **UNIT IV ROLE OF THE MEDIA AND LIFE SKILLS EDUCATION**

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

#### **Assignment:**

##### **1. Group Discussion:**

B.Ed. students will observe and study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplining distinctly as for girls and boys, and in classroom interaction. Studying the everyday activities where the majority of girls constitute the assembly choir group and the boys form the inter-school cricket team; girls partnered to be seated with other girl students and boys with boys; sciences associated with boys and humanities with girls; art and craft considered to be the domain of the girls and physical education that of the boys; etc. Teachers need to question such stereotypes and help students rethink their beliefs. Why these issues are delineated only for supplementary extra-curricular periods in school and not integrated into subjects of study need to be discussed.

##### **2. Group work & activities, brainstorming, audio-visual presentations:**

Prospective teachers to attend and themselves undertake sessions of open verbalization with school students, voluntary cum friendly involvement in discussions, , together with the co-participation of school (teachers, counselors and other resources), home (parents and siblings) and society (NGOs, other expert groups, etc.).

- 3. Assignments and Projects:** Student-teachers will be exposed and trained to prepare pedagogic material and practice a pedagogy which can develop abilities and confidence in their students to critically evaluate and challenge gender inequalities, while being sensitive to social groups.

#### REFERENCES:

- 📖 Acker, S. (1994) Feminist theory and the study of gender and education; In S. Acker, Gendered Education: Sociological Reflections on women, Teaching and Feminism, Buckingham: Open University Press.
- 📖 Barks, O. (1971) Sociology of Education Ed. 2 Landon: Batsford.
- 📖 Kumar, K. (1991) Political agenda of Education, New Delhi: Sage.
- 📖 Lips, Hilary M. (1989) Sex and Gender an Introduction, California Mountainview, Mayfield Publishing Company.
- 📖 Shokeshaft, Charol (1989). Women in education administration, New Bury Park: Sage Publication.
- 📖 Crapo, H. (ed.) (1970) Family, Class and education, London: Longman
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- 📖 Ahmad, Karuna (1984) 'Social context of Women's Education 1921-81', New frontiers in higher education, Vol.- XV No. 3.

## CC2: EDUCATIONAL TECHNOLOGY

### OBJECTIVES:

1. To acquaint students with the nature and scope and Educational Technology (ET).
2. To develop competency in handling various Audio – Visual Aids and equipments.
3. To familiarize students with the role of mass media in improving teaching -learning process.
4. To develop in students the skill of preparing effective educational software.
5. To make students aware of the concept of System Approach in Education.

### CONTENT:

#### Unit I: Educational Technology

- Concept ,meaning and definition
- Nature and Scope
- Hardware approaches
- Software approaches
- System approaches.

#### Unit II: Audio –Visual Aids

- Handling and application of different gadgets like OHP, Epidiascope, slide-cum-filmstrip projector, Film projector, Videotape Recorder, CCTV, Audio Tape Recorder.
- Preparation of AV aids: Charts, Models, Transparencies, Slides, Audiotapes, Video and Audio Scripting and Low Cost Teaching Aids.

#### Unit III: Mass Media: Role of mass media

- Radio, TV and Printed Material in teaching-learning process.

#### Unit IV: Individualized Instruction

- PLM: linear, Branch and Mathetics
- Instructional Strategies: Group, Individualised and Personalised
- Self Learning Material -Module ,Moodles,Digitalized Learning Material and OER ,
- Multimedia Approach: Meaning, Definition and steps of development.

#### Unit V: System Approach










- Meaning, components and Types of systems
- System Approach: Definition, Components with special reference to classroom instruction. Utility of system approach in the field of Education.

### SUGGESTED ACTIVITIES:

- Preparation of AV aids: Charts/ models etc.

- Development of multi media planner sheet.
- Preparation of PLM: linear, Branch and Methetics

#### REFERENCES:

-  Brown, J.W., R.B. and Hercheroad: A.V. instruction Technology Media and Method. New York: McGraw Hill Books Company, 1977.
-  Davis, I.K.: The management of Learning, London: McGraw Hill Book Company, 1971.
-  Decca, John, P.: Educational Technology: Reading in Programmed Instruction, London: Holt Rinehart and Winston, 1964.
-  Mangal, S.K.: Fundamentals of Educational Technology. Ludhiana: Prakash Brothers, 1988.
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-  Sharma, R.A.: Technology of Teaching (Teacher Behaviour). Meerut: Loyal Book Depot, 1980.
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-  Taber, J.J., Glaser, R. and Schafer, H.H.: Learning and Programmed Instruction. Massachusetts: Addison Weller Reading, 1965.

### CC3: CREATING AND INCULSIVE SCHOOL

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

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

#### Course Content:

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

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

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

Psycho-social and educational characteristics functional limitations with reference to-

- locomotor impairment
- hearing impairment
- visual impairment
- learning disability
- gifted and disadvantaged children
- mental retardation and slow learners.

### **Unit 3- Inclusive Education- concept and philosophy of inclusive education**

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

### **UNIT 4- identification and assessment of children with special educational needs**

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

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

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



1. Preparation of a report on importance of education for children with special needs
2. Case study of children with special needs school in school situation.
3. Observation of class room situation and identification of special needs.
4. Identification of gifted /creative /slow learner/children with learning disability using standardized test.
5. Preparation of teaching plan for accommodation special need(Any one type) in regular classroom.
6. List out the resources for effective implementation of integration programme with reference to any one category of special needs.

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

**References:**

- 📖 Montgomery,D. (1990),special need in ordinary schools:children with learning difficulties,Cassel Educational limited ,london
- 📖 Ainscow,M.(1990)special needs in the classroom:A Teacher education resource pack UNESCO
- 📖 Hallahan and Kuffman J.M.(1984) excetional children ,Prentice hall
- 📖 Haring N.G.(1986)Exceptional Children and youth Ohio:Columbus Charles E Meml Publishing Co. A Bell and Howell Co.
- 📖 Hegarty S. and Mithu Alur(2002)Education and children with Special needs.

## **CC 4. Optional Course:**

**(Any One of the Subject mentioned below)**

### **(a) Value Education**

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

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

## **CONTENT**

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

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

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

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

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

2.3 Role of Teachers in Value Education.

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

3.1 Family

3.2 Religion

3.3 Educational Institutions

3.4 Community

3.5 Mass Media (Print and Electronic)

3.6 Information and Communication Technology (Computer and Internet)

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

4.1 Integrated approach

4.2 Direct Approach

4.3 Incidental approach

4.4 Co-curricular and Extra-Curricular Activities

4.1.1 Resolving Value Conflicts (value crisis)

4.1.2 Discussion of Burning Social and Moral Problems

4.1.3 Project Work and Community Centered Activities

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

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

### **Reference:**

- ☐ Broudy S. Harry (1961) Building a Philosophy of Education, USA, Prentice-hall Inc.
- ☐ Dewey, J. (1916) Democracy and Education. New York: Macmillan.
- ☐ Doyle, T.F. (1973) Educational Judgments. London: Rouledge and Kegam Paul.
- ☐ Feather T., Norman (1975) Values in Education and Society, New York: A Division of Macmillan Publishing Co.

- ☞Gupta, N.L. (1986) Value-education: Theory and Practice, Anjeer, Krishna brothers.
- ☞Kneller, G.F., (1971) Introduction to the Philosophy of Education. New York: Johnwilly and Sons.
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- ☞Marlow A.H., Ed. (1959) New Knowledge in Human Values. London: Harper and Row
- ☞Peters, R.S. (1963) Authority, Responsibility and Education. London: George Allen and Unwin.
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- ☞Russell, B. (1972) Education and the Good Life. New York: Leveright.
- ☞Venkataiah N. (Ed), (1998) Value Education. New Delhi: APH Publishing Corporat.

### Optional Subject

#### (b) FUTUROLOGY IN EDUCATION

##### OBJECTIVES:

- To acquaint students with the significance of the study of Futures in general and Futurology in particular.
- To develop the knowledge and skills of students for Forecasting Future of Education through methods and techniques.
- To develop critical thinking of students about the problem and prospect of school education in future.

##### CONTENT:

##### **UNIT I: Concept of Future and Future studies:**

Needs, Scope and Significance of Futures Studies in General

##### **UNIT II: Concepts of Futurology in Education and Futuristic Education:**

Needs and relevance of study of Futurology in Education at Teacher Education stage and School stage

##### **UNIT III: Parameters of Forecasting Educational Futures.**

Different methods of Futures Studies: simple Trend Extrapolation, Brain Storming, Delphi, Future Wheel, Role Playing, and Scenario Writing.

**UNIT- IV: Futures of Educational System:**

Library, Classroom, Methods, Media and Teaching Aids, Textbooks, Examination System, Futures School Teachers and Students. Futures of Primary and Secondary Education in the Context of Social and Technological Change

**ACTIVITY:**

**Group Activity (ONE)**

Development of Scenario on any one area of Education as specified in Units 4 and 5 using the activities specified in unit 3.

**Individual Activity (ONE)**

- a. Designing futuristic course content of own subject at school level on the basis of study of Literature.
- b. Writing Scenario of Future of Students/ Teachers/School/ Environment/ Library/ Teaching Aids/ Textbooks; etc. using Future Wheel Exercise.
- c. Using Future Wheel Exercise.

**References:**



Ekisirh Sade ke Liya Shiksha. Palash, Madhya Pradesh Shishak Prashikshan Mandal, Bhopal, Jan., 1990.



NIEPA Report: Education in the 2001, New Delhi, 1986.



Passi, B.K. and Sahoo, P.K.: Future Studies National Psychological Corporation, Agra, 1991.



Reddy, N.: Problems of Futurology. Sterling Publishing Co., New Delhi, 1985.



Sapra, C.L., and Dadauz, S.S.: Education of the Future Management Challenges. National Book, New Delhi, 1986.



Seth, S.C.: India- The Next 7000 days. Wiley Eastern Ltd., New Delhi, 1986.



Seth, S.C.: Future Scan and anticipatory Management. Centre for Anticipatory Management, New Delhi.



Sharma, P.L.: India the Fourth World. Pankaj, New Delhi, 1985.



Srivastava, A.P.: Teaching and Learning in XII Century. The Learning Laboratory, New Delhi, 1987.



Toffler, A.: The Third Wave. Pan book, London, 1980.

## Optional Subject

### (C) Health and Physical Education

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

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

#### CONTENT

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

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

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

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

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

- 3.1 Leadership
  - 3.1.1 Qualities of good leader in physical education

3.1.2 Teacher leadership

3.1.3 Student leadership

3.2 Discipline

3.2.1 Meaning

3.2.2 Common forms of indiscipline in schools

3.2.3 Causes for indiscipline

3.2.4 Steps to check indiscipline

3.2.5 Rewards and discipline

3.2.6 Punishment and discipline

3.3 Incentives and Awards

3.3.1 Letter – Crest

3.3.2 Cup

3.3.3 Trophy

3.3.4 Medal

3.3.5 Honour Board

3.3.6 Scholarship

3.3.7 Certificate

Cash prize – based on the Player's

3.3.8 Performance

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

4.1 Intramural and Extramural Competitions: Meaning, Organization, Benefits

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

4.3 Sports meet : Meaning, Organization, Benefits.

4.4 Camps and Hikes : Meaning, Organization, Benefits.

**Practicum**

1. Participation in any one major game and one sports item

2. Ground marking for selected games and sports

3. Commands, line formation and marching, ceremonial parade

4. Participation in two National festival programmes for flag hoisting

### References:

- 📖 Kamalesh and Sangral, (2000), *Principles and History of Physical Education*, Ludhiana : Tandon Publication,
- 📖 Nadgir, K.G. (1998) , *Sharir Shikshanad Vidhanagalu*, Dharwad : Mallesajjan Vyayama Shale.
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- 📖 Sarojkant Bihari and Prasanna Kumar Chowdhary (2003), *Health and Physical Education*. Ludhiana : Kalyeni Publishers.
- 📖 Vijendra Kumar (2000), *Modern Methods of Teaching Physical Education*, New Delhi : Sarup & Sons.

## (d) Optional Subject GUIDANCE AND COUNSELLING

### OBJECTIVES

- To make students aware of the meaning and definition of Guidance and Counselling.
- To make students aware of the importance of Guidance and Counselling for promoting better adjustment in life.
- To familiarize students with different methods of counselling, Qualities and Role of Effective Counsellor and Counselling Interview.
- To develop competency among students to identify the need of Counselling.
- To develop competency among students in evaluating individual differences.
- To equip students for establishing a Guidance Unit.
- To acquaint the students with the need of Educational and Vocational Guidance at secondary level.

### CONTENTS

#### UNIT I: Introduction of Guidance and Counselling

- Meaning, Definition, Need, Aims, Principles and Process of Guidance
- Meaning, Definition, Need, Aims, Principles and Process of Counselling
- Difference between Guidance and Counselling
- Different Types and Skills of Counselling, Qualities of effective Counsellor.

#### UNIT II: Educational Guidance

- Meaning, definition, Aims, Scope and Process of Educational Guidance

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- Need of Educational Guidance at different stages of Education especially higher secondary stage
- Collecting, Filing and disseminating educational information.

#### **UNIT III: Vocational Guidance**

- Meaning, definition, Aims, Scope and Process of Vocational Guidance
- Need of Vocational Guidance at different stages of Education especially higher secondary level
- Collecting, Filing and disseminating vocational information.

#### **UNIT IV: Guidance Services, Personnel and Techniques**

- Requirement and Procedure of establishing Guidance unit at secondary level, Different services and Personnel of Guidance
- Standardized and Non- Standardized techniques used in Guidance- Types, Scoring and Interpretation.

#### **SUGGESTED ACTIVITIES: (Any Two)**

- Job Analysis
- Preparation of Cumulative Record
- Visit to different Guidance Centres (Child Guidance Centre, Choithram School, Blind School etc.)
- Organize an Educational Guidance program at H.S. School
- Visit to Mentally Retarded Children"s Home
- Film Review/Script writing for counseling

#### **REFERENCES:**

- 📖 Bengalee, M.S.: Guidance and Counselling. Bombay: Seth Publishers, 1984.
- 📖 Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. I –A Theoretical Perspective New Delhi: Vikas Publishing House.
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- 📖 Crow, L. and Crow, A.: Introduction to Guidance. New Delhi: Eurasia, 1962.
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  - Anmol Prakashn, 2002.
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- 📖 Singh Raj: Educational Vocational guidance. New Delhi: Common Wealth Publishers, 1994.
  - Taneja, V.R. : First Course in Guidance and Counseling. Chandigarh: Mohindra Capital, 1972.

### (e) **Optional Subject Environmental Education**

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

1. Understand the concept, significance, scope and terminologies, objectives and programmes of environmental education.
2. Develop awareness about the various types of pollution, ecological imbalances and life and contributions of environmental activities.
3. Interpret the environmental legislations in conservation and protection of the environment.
4. Understand the role of governmental and non-governmental agencies in environmental education.
5. Apply the methods of teaching and evaluation in environmental education.

#### CONTENT

##### **Unit 1 : Introduction to Environmental Education**

- 1.1 Environmental Education – Concept , Importance and Scope
- 1.2 Objectives and Principles of Environmental Education.
- 1.3 Basic Concepts in Environmental Education
  - 1.3.1 Ecology
  - 1.3.2 Eco-System
  - 1.3.3 Ecological Balance
  - 1.3.4 Food Chain
  - 1.3.5 Pollution and Pollutants
  - 1.3.6 Natural Resources
  - 1.3.7 Green House Effect
  - 1.3.8 Bio-degradable and Non-degradable Materials.
  - 1.3.9 Bio-sphere – Bio-Diversity

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- 1.4 National Environment Awareness Campaign ( NEAC)
- 1.5 Environmental Orientation for School Education ( EOSE)
- 1.6 Environmental Information System (ENVIS).

## **Unit 2 : Environment and Pollution**

- 2.1 Meaning of Environment.
- 2.2 Types of Environment
- 2.3 Types of Environmental Pollution
  - 2.3.1 Air Pollution : Meaning, causes The Air (Prevention and Control of Pollution) Act – 1981.
  - 2.3.2 Water Pollution: Meaning, causes, The Water ( Prevention and Control of Pollution) Act – 1977
  - 2.3.3 Soil Pollution : Meaning, causes, Remedies
  - 2.3.4 Sound Pollution : Meaning, causes , Remedies
- 2.4 Ecological Imbalances
  - 2.4.1 Deforestation
  - 2.4.2 Soil Erosion
  - 2.4.3 Extinction of Wild life
  - 2.4.4 Depletion of Ozone layer
- 2.5 Life and Contributions of Environmental Activists.
  - 2.5.1 Mahesh Chandra Mehta
  - 2.5.2 Sunderlal Bahuguna
  - 2.5.3 Vandana Shiva
  - 2.5.4 Maneka Gandhi
  - 2.5.5 Shivaram Karanth

## **Unit 3 : Agencies in Environmental Education**

- 3.1 United Nations Environment Programme (UNEP)
- 3.2 International Union for Conservation of Nature and Natural Resources (IUCN).
- 3.3 Union Ministry of Environment and Forests.
- 3.4 Central Pollution Control Board ( CPCB).
- 3.5 Centre for Environment Education (CEE).
- 3.6 National Afforestation and Eco-Development Board (NAEB)
- 3.7 Environment Protection Movements in India.
  - 3.7.1 Chipko Movement
  - 3.7.2 Appiko Movement
  - 3.7.3 Narmada Bachao Andolan (NBA).
  - 3.7.4 Western Ghats Protection Movement

## **Unit 4: Methods of Teaching Environmental Education**

- 4.1 Direct (Specialized) Approach
- 4.2 Integrated (Multi-Disciplinary) Approach
- 4.3 Incidental Approach
- 4.4 Co-curricular and Extra-Curricular activities.
  - 4.4.1 Project Work.
  - 4.4.2 Intellectual Meets – Seminars, Symposia, Workshops, Conferences, Group Discussion, Debates, Special Lectures, Brain Storming.

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- 4.4.3 Field Outreach and Extension Activities.
- 4.4.4 Eco-Clubs / Nature Clubs.
- 4.4.5 Problem Solving Activities related to Burning Ecological Problems.
- 4.4.6 Quiz, Poster Making, Models Making and Exhibitions.
- 4.5 Evaluation in Environmental Education
  - 4.5.1 Formative Evaluation
  - 4.5.2 Summative Evaluation.

**Practicum / Assignments (any one)**

1. Visit any one of the following organization and prepare a report on the history, structure, functions and activities
  1. District Environment office
  2. Paryavaran Vahini
  3. Eco-clubs /Nature clubs
2. Collect articles published in News Papers / Periodicals concerning environment and write a critical comment on them.
3. Prepare a Directory of individuals and institutions working for protection of the purity of the environment in your district / state and document the activities of any three individuals and three institutions.
4. Collect Twenty Five complaints published in Newspapers/Periodicals concerning pollution of the environment and suggest plan of action for solution of the complaints.
5. Prepare an Annotated Bibliography of 50 Websites concerning Environment, Ecology, Forests, Nature, Environmental Education.
6. Prepare a list of academic courses/programmes run by 50 universities/ educational institutions about Environmental Science, Environment Education and Ecology, Environment Engineering etc.
7. Create a Garden in your college and document your experiences.
8. Organizing environment education activities for school students (any two)
 

Exhibitions, quiz competitions, plays, slogan development, environment skits, Dramas, Essay and Drawing competitions.
9. Interviewing Ten Environmental Activists championing a genuine environmental movement and use the recorded interview for creating awareness among 20 families.

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- 📖 Saxena, A. B. (1986) *Environmental Education*, Agra : National Psychological Corporation.
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- 📖 Sharma R. K. and. Kaur, H (2000 ) *Air Pollution*, Meerat : Goel Publishing House.
- 📖 Sharma, B. K. and Kaur, H. ( 2000 ) *An Introduction to Environmental Pollution*, Meerat : Goel Publishing House.
- 📖 Sharma, B. K. and Kaur, H. (1994) *Soil and Noise Pollution*, Meerat: Goel Publishing House.
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- 📖 UNESCO, *Environmental Education – Principles of Teaching and Learning*, Paris.
- 📖 (1985) *Evaluation of Environmental Education in Schools – A Practical Guide for Teachers*, Paris
- 📖 Sharma R.C.(1985) *Interdisciplinary Approaches in Environmental Education*, Paris
- 📖 (1985) *Living the Environment*, A Source Book in Environmental Education.

(P) **Optional Research  
Action Research**

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

1. Acquire the knowledge of concept of research and educational research.

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

## CONTENT

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

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

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

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

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

- 3.1 Steps in Action Research
  - 3.1.1 Identifying the problem area (examples – experimental design and qualitative design).
  - 3.1.2 Pinpointing the problem.
  - 3.1.3 Problem analysis in terms of causes.
  - 3.1.4 Identifying the objectives.
  - 3.1.5 Formulating action hypotheses.
  - 3.1.6 Designing action plan.
  - 3.1.7 Execution of the plan.
  - 3.1.8 Analysing the data.
  - 3.1.9 Findings
  - 3.1.10 Reporting.
- 3.2 Tools of Data Collection.
  - 3.2.1 Achievement Test, Questionnaire, Interview Schedule, Checklist, Rating Scale

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- meaning, need, advantages and limitations.
- 3.2.2 Tests/Inventories of Aptitude, Attitude, Interest, Personality, Values, Intelligence and Creativity (Knowledge of at least 2 tests in each category).
- 3.2.3 Measures in classroom – Sociometric technique and Classroom Social Distance Scale (uses of these tools in action research)
- 3.3 Quantitative and Qualitative data : meaning and examples.
  - 3.3.1 Analysis of the Data – frequency distribution, measures of central tendency, variability,
  - 3.3.2 Co-efficient of correlation (Pearson’s rank difference method).
  - 3.3.3 Interpretation of data with an example – descriptive and graphical.  
(Note : to be discussed without computation)

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

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

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

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

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

#### **References:**

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- 📖 Best, J. W. and Kahn, J. V. (2002), *Research in Education*, (7<sup>th</sup> Ed.) New Delhi : Prentice Hall Pvt. Ltd.
- 📖 Corey, S.M. (1953), *Action Research to Improve School Practices*, New York: Bureau of Publications, Columbia University.
- 📖 Fox, D. J. (1969), *The Research Process in Education*. New York : Holt, Rinehart and Winston, Inc.
- 📖 Garrett, H.E. (1969), *Statistics in Psychology and Education*. Bombay : Vakils, Feffer and Simons, Ltd.
- 📖 Koul, L. (1984), *Methodology of Educational Research*, New Delhi : Vikas Publishing House Pvt. Ltd.

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- 📖 McLean J.E. (1995), *Improving Education through Action Research*, California : Corwin Press, INC.
- 📖 NCERT (1979), *Research in Classroom*, New Delhi : Volume I to IV.
- 📖 Sharma, R.N. (1993), *Methodology of Research in Education*, New Delhi : Surjeet Publications.
- 📖 Sidhu, K. S. (1984), *Methodology of Research in Education*, New Delhi : Sterling Publishers Pvt. Ltd.
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## **EPC 6 : Understanding the Self**

### **Objectives:**

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

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

To enable students to develop a vision of life for themselves.

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

### **Workshop Themes**

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

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

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

#### Workshop Themes

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

#### Unit 3: Developing Sensitivity

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

#### Unit 4: Peace, Progress and Harmony

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

#### Workshop Themes

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

#### Unit 5: Facilitating Personal Growth: Applications in Teaching

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

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### Workshop Themes

Becoming a self-reflective practitioner: becoming conscious of one's own attitudes and communication pattern while teaching.

- Observing children: appreciating social, economic, cultural and individual differences in children and relating with them
- Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching

### Mode of Transaction

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

### Essential Readings

- 📖 Antoine de Saint-Exupery. (1977). The Little Prince. London, UK: Wordsworth Edition Translated by Irene Testot-ferry (available in Hindi).
- 📖 Dalal, A.S. (2001). Our Many Selves. Pondicherry, India: Sri Aurobindo Ashram.
- 📖 Frankl, V. (1946). Man's Search for Meaning. New York: Pocket Books.
- 📖 Joshi, K. (ed) (2005). The Aim of Life. Auroville, India: Saiier.
- 📖 Krishnamurti, J. (1953). Education and the Significance of Life, Ojai, California, USA: Krishnamurti Foundation Trust.
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- 📖 Readings for Discussion 1. Bach, R. (1994). Jonathan Livingston Seagull, London, UK: Harper Collins Publications.
- 📖 Chatterjee, D. (1998). Leading Consciously, MA, USA: Butterworth-Heinemann.
- 📖 Gibran, K. (1996). The Prophet, Calcutta, India: Rupa & Co.
- 📖 Gupta, L. (2008). Growing up Hindu or Muslim: How Early does it Happen. Economic and Political Weekly, 63(6), 35-41.
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- 📖 Hall, E. and Hall, C. (1988). Human Relations in Education. London, UK: Routledge.
- 📖 Joshi, K. (1996). Education for Character Development. Dharam Hinduja International Centre for Indic Research.
- 📖 Joshi, P. (2006). Negotiating Identity: Voices of Children with Disabilities in Regular Schools. Contemporary Education Dialogue, 3(2), 1175-195.
- 📖 Kumar, K. (1986). Growing Up Male, Seminar, No. 318.
- 📖 Seminar, Identity. No. 387, November 1991. New Delhi. 11. UNESCO, (2001). Learning the Way of Peace: A Teachers' Guide to Peace Education. New Delhi: United Nations Educational, Scientific and Cultural Organization.

### Suggested Audio-Visual Resources

1. Aim of Life by Kireet Joshi (DVD) for DVD/facilitation contact [mothersinstitute@hotmail.com](mailto:mothersinstitute@hotmail.com)
  2. Full of Life: A sensitive Japanese Teachers explores feelings, death with 10 year olds. (<http://www.arvindguptatoys.com/films.html>)
  3. Personality Development (Interactive CD, Computer Only) With Yoga and Guided Meditation Modules, Indus Quality Foundation
  4. The House on Gulmohar Avenue by Samina Mishra ([www.cultureunplugged.com](http://www.cultureunplugged.com))
- Advanced Readings 1. Csikzentmihalyi, M. (1993). The Evolving Self: A Psychology for the Third Millennium. New York: Harper Collins. 2. Dalal, A.S. (1987). Living Within, Pondicherry, India: Sri Aurobindo Ashram Trust. 3. Dalal, A.S. (2001). A Greater Psychology. Pondicherry, India: Sri Aurobindo Ashram Trust

### EPC 7: Understanding of ICT

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

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

**Practicum :**

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1. **Computer Fundamental**

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

2. **Exercise in Ms-Word**

- Creating a new document
- Formatting and editing of a document
- Inserting pictures, objects, frames and tables
- Practicing Mail-Merge facility
- Working with the drawing tools

3. **Exercise in Ms-Excel**

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

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

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

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

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

(Syllabus 4<sup>th</sup> Sem ET and Guidance need to be incorporated)

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