

MAA BHARTI P.G. COLLEGE M.N. III, KOTA  
B.A.-B.Ed/ B.Sc.B.Ed INTEGRATED PROGRAMME  
DEPARTMENT OF EDUCATION

B.A.-B.Ed/ B.Sc.B.Ed I YEAR

Curriculum Enrichment  
PROJECT

- Professional Ethics (पाठ्यक्रम में नैतिकता) Gender, (लिंग) Human Values, (मानवीय मूल्य,) Environment and Sustainability (पर्यावरण और स्थिरता)

1. Childhood and Growing up

**Unit I:** Role of psychology to understand the child Psychology: Meaning, nature & branches of psychology, Methods of psychology: case study and experimental, Education. Psychology; Meaning, nature, scope, educational implication of psychology in new Era, Child psychology; meaning, concept

**Unit II:** Multi dimensional development Growth and development- concept, stages principles, dimensions, Factors in influencing development- genetic, biological, environmental and physical Theories of development : a) Piaget's vgotsky cognitive development b) Freud's psycho- sexual development c) Erikson's psycho social development

**Unit III:** Child Growing up Childhood: Meaning, concept and characteristics, effects of family, schools, neighborhood and community on development of a child Adolescence: meaning, concept, characteristics, effects of family, school, peer group, social climate and social media. Personality: concept and nature, theories of personality, assessment of personality Individual differences: concept, areas (With Special Educational needs-Concept) and educational implication.

**Unit IV:** Learning to Learn Concept and beliefs about learning:-Defining misconception, Brain's role in learning Memory and forget, Behaviouristic learning theories (Thorndike, Skinner, Pavlov), Gestalt, Cognitive and Field theory, Information processing theory, Social Constructive approach, Types of learning by Gagne. Motivation:-Concept and Maslow's Hierarchy need theory, Creating and maintaining a productive Classroom Environment:-Dealing with misbehavior,

**Unit V:** Psychological Attributes of an individual Intelligence - Meaning, Types of intelligence - Social, Emotional and Spiritual Intelligence, theory of intelligence, Gardner's Multi intelligence theory, Measurement of intelligence, Creativity - Meaning, Components, ways of enhancing creativity, relation with intelligence and other factors, Measurement of creativity, Higher Level thinking skills - critical thinking, reasoning, problem solving, Decision making. Socialization and Mental health: Process of Socialization - Group dynamics - Theory of Kurt lawn's, Leadership and its styles (Kimble young), social prejudice, Mental Health - Common problems related to child - Attention deficit hyperactivity disorder (ADHD), depression, Learning disabilities, dealing with a problematic child.

**Assignment:-**

Comparative study of developing pattern's of children with reference to different in SES. Collecting and analyzing statistics on the girl child with reference to gender ratio. Administration of an experiment on learning, span of attention, memory Administration and interpretation of an individual group test of intelligence

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### 2. Contemporary India and Education

**Unit I** Education as an Evolving Concept Education: Meaning, concept and nature, Ancient to present education as an organized and institutionalized form, formal and state sponsored activities. 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. Idea of educational thinkers such as Gandhi, Tagore, Eurobond, Dewey Krishnamurthy, Friere and Illich.

**Unit – II:** Issues and Challenges Diversity, Inequality, Marginalization:- Meaning, Concept, Levels with special reference to Individual, Region, Language, Caste, Gender. Role of education in multicultural and multilingual society for Equalization and Improvement of Marginalization groups. Hindrances of Education in India: Quality, Facilities, Access, Cost, Political unwillingness, Youth dissatisfaction, Moral Crisis.

**Unit – III: Constitution** and Education Study of the Preamble, fundamental rights and duties of citizens, Directive Principles for state and constitutional values of Indian Constitution. Constitutional provisions for education and role of education in fulfillment of the constitutional promise of Freedom, Equality Justice, Fraternity. Education and politics, Constitutional vision related to aims of education, Peace Education, Role of Education, School and Teachers as agents for Imparting Culture, Education and Development. Education and Industrialization.

**Unit – IV:** Programme and Policies Overview the development of education system in India from 1948 to 2010 University Education Commission-1946-48, Secondary Education Commission-1952-53, Indian Education Commission- 1964-66, National Education Policy- 1986 Rammurthy Committee (1990), Yashpal Committee Report (1993) Revised National Education Policy (1992) NCF-2005, NKC-2006, NCFTE- 2009, RTE-2010. SSA, MLL, RMSA, CCE, Navodaya Vidyalaya, Kasturba Gandhi Balika Vidyalaya, Model School.

**Unit – V:** Innovative Practices Concept, Need of innovation in view of technological and social change, Obstacles in innovation, Role of Education in bringing innovations, Education through interactive mode of teaching: Computer, Internet, Tally and Video Conferencing, Eduset, Smart Class Room, Role of E- learning, E- content, E- magazines and E-journals, E- library. Yoga Education, Life Skill Education, Education and Competence in life regarding Social inclusion.

**Assignments:** - Debate or Organize a one day discussion on the topic related to the subject and submit a report. Critical appraisal on the report or recommendations of any commission and committee. Organize collage, Poster Making activity in your respective institution. Collection of at least three handouts of related topics of the subject.

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### 3. Instructional System and Educational Evaluation

**Unit I:** Instructional System Educational Objectives and instructional objectives. Relationship between educational objectives and instructional objectives Classification of educational objectives (Cognitive, affective and psycho motor) Functioning of educational objectives Usefulness of the taxonomical classification.

**Unit II:** Need, importance and characteristics Teaching Learning process and role of evaluation Need and importance of Evaluation Definition of Evaluation Evaluation, Assessment and Measurement. Characteristics of good evaluation.

**Unit III:** Approaches to Evaluation Formative evaluation and summative evaluation Difference between summative and formative evaluation External evaluation and internal evaluation, advantages and disadvantages, Norm referenced evaluation Criterion referenced evaluation.

**Unit IV:** Role of Evaluation in Teaching-Learning Process. The relationship between instructional objectives, entering behavior, learning experiences and Performance assessment. Diagnosis to overcome deficiency in learning Importance of results of evaluation to students, teachers, institutions with special reference to help in determining the effectiveness of a course, programme and functioning of a school.

**Unit V:** Nature of tools and techniques of evaluation Nature of test and Purposes of testing with reference to: Instructional purpose b) Guidance purpose c) Administrative purpose Administration of Test and Interpreting test result. Meaning of Norms, types of Norms, age, Grade, Percentile and standard score. 4. Norms and interpretation of test scores. Concept of grade system. Absolute grading, comparative grading and its advantages and disadvantage

**Assignments:** - Develop a portfolio for assessment of 2 school students Prepare an advanced tool for evaluation. Develop a tool for self-assessment. Develop an achievement test and its blue print

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### 1. Knowledge and Curriculum

**Unit 1 :** Concept of knowledge Child's Construction of Knowledge Meaning and Nature of knowledge Sources of attainment of knowledge in schools with special references of Society, Culture and modernity. Distinctions between Knowledge and Skill, Knowledge and information, Reason and belief. Sources of Knowledge : Empirical knowledge Vs Revealed knowledge · Different kinds of knowledge: (a) Disciplinary knowledge: Concepts and Alternative Concepts (b) Course content knowledge: Criteria of Selection and Concerns (c) Indigenous knowledge Vs Global knowledge (d) Scientific knowledge Vs Religious knowledge Concepts of Belief, Information, Knowledge and Understanding

**Unit II** Facts of Knowledge Different facts of knowledge and relationship such as Local and Universal Concrete and Abstract Theoretical and Practical School and Out of School (With an emphasis on understanding special attributes of school knowledge)

**Unit III :** Concept of curriculum Meaning, Nature and Objectives of Curriculum, Need for curriculum in schools. Philosophical, Psychological, Sociological and Scientific basis of Education with reference of Gandhi, Tagore, Dewey and Plato. Difference between curriculum and syllabus. Factors Influencing curriculum. Various types of curriculum- Subject centered, Experience centered, Activity centered, Child centered, and Craft centered.

**Unit IV** Curriculum Planning and Transaction Construction of Curriculum Models of Curriculum Development given by Franklin Bobbit, Ralph Tyler, Hilda Taba and Philip Jackson · Curriculum Transaction: Role of a teacher in knowledge Construction through Dialogue, Challenge and Feedback as a Critical Pedagogue.

**Unit-V** School: The Site of Curriculum Engagement Role of School Philosophy, Administration (and organization) in creating a context for transacting the curriculum effectively. Role of Infrastructural support in Teaching and Learning: Classroom seating Arrangement, Library, Laboratory, Playground, Canteen etc. School Culture and Organizational ethos as the context for Teachers' Work. Teacher's role and Support is "Developing Curriculum, Transacting Curriculum and Researching Curriculum": Realities and expectations.

**Assignment:-** Seminars discussions, movie appraisals, group work, field works, Projects and the close reading of articles, policies, documents from key practitioners in the area of Curriculum Studies in Education.

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### Learning and Teaching

**Unit I** – Learning and Teaching Process Teaching: Meaning, Nature, Principle, Levels, Phases and maxims of teaching. Difference of training and instruction from teaching. Learning: Meaning, Nature, Factors affecting learning and types of learning Relationship between teaching and learning, Resource and their development for promoting teaching – learning process. Tradition and changes in view of the learning process a shift from teaching and learning.

**Unit II** – Source of Effective Teaching Learning Effective teaching: Meaning, component and parameters of effective teaching, classroom instruction strategies, Teacher behavior and classroom climate. (Flanders’s interaction analysis system) Instructional objectives in terms of bloom’s taxonomy. Programming Learning: Concept, principles and types of programme learning. Concept of micro teaching, various teaching skills.

**Unit III** – Educational Technology Educational Technology: Meaning, Importance and Approaches. Model of teaching: Meaning, Assumptions and Fundamental elements of a model of a teaching such man’s inquiry training model. Communication: Concept, Elements and Communication skills, Teaching Learning process as the communication.

**Unit IV** – New Trends in teaching learning due to technological innovation Analysis and organization learning in diverse class room: Issues and concerns. Team Teaching, Panel discussion, Conference, Symposium, Workshop, Cooperative learning, Group discussion, Brain storming- issues and concerns with respect to organize teaching and learning process in a classroom such as study habits, self learning, learning skills, interest, ability, giftedness with respect to socio economic background.

**Unit V** Teaching as profession: Ethics of teaching, professional growth of a teacher as a professional practitioner, identification of the performance, competency and commitment area for teacher. Need of Professional enrichment of teachers Professional ethics and its development

**Assignment** Preparation and practical implication of at least two technical learning resources ( transparencies, Power Point Slides, Animated Videos) Identify the learning need of the learner in diverse class room with regard to their abilities, learning styles, socio cultural difference, learning difficulties and their implication for class room teaching. Identify the professional skills for teachers and report any two programmes for professional development of teaching organized by the school/ training college/ any other agencies. Conduct and Interview of any two students with multilingual background and face the problems in teaching learning process

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#### 3. PEACE EDUCATION

**UNIT I** Concept of Peace Negative peace and Positive peace, Negative Peace - Peace as absence of war and abolition of war, as the minimization and elimination of violence, as removal of structural violence, Peace with Justice, Peace and Nonviolent liberation technique (Satyagraha) and Disarmament. Positive peace: Peace as Love, Mutual Aid, Positive Interpersonal relations, Peaceful resolution of Conflict, Peace and Development, Alternative defense, living with nature and preserving Life and Eco system and Holistic Inner and Outer Peace.

**Unit -2:** Introduction of Peace Education Meaning, Concept and need of Peace Education. As a universal value Aims and Objectives of Peace Education Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGO's, and Government Agencies in promoting peace education. Current Status of Peace Education at Global Scenario.

**Unit 3-** Bases of Peace Education Becoming peace teacher-acquisition of knowledge, values and attitudes. Life Skills required for Peace Education (WHO) Areas of Peace Education: Conflict management, Conservation of Environment Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization. Strategies and Methods of teaching Peace Education- Meditation, Yoga, Dramatization, Debate and etc.

**UNIT 4.** Effective Teaching of Peace Peace Education for Life and Lifelong education, Peace Education and Removing the Bias towards Violence – Correcting Distortions. Model of integrated Learning – Transactional Modalities - Cooperative Learning, Group Discussion, Project Work, Role Play, Story Telling, Rational Analytic Method – Case Analysis and Situation analysis, Peace Research, International classroom, International Parliament, Peace Awards, Creating Models for Peace technology - development of new tools, techniques, mechanisms and institutions for building up peace and Engaging students in Peace Process.

**Unit 5-** Transacting Peace Education & Role of Social Agencies: Integration of Peace Education through curricular and co-curricular activities Role of mass media in Peace Education Programmers' for Promoting Peace Education –UNESCO Addressing challenges to peace in Multicultural Society. Role of Religion in prorogation of Peace. Nelson Mandela Mother-Theresa, Vivekananda, Gandhian Philosophy in promoting Peace Education. Role of Great personalities in promoting Peace.

**Assignments** Prepare a Role Play of Great Personalities who worked/ contributed towards Peace. Organize an activity in schools to promote Peace. Write a report on Gandhi and Peace. Write about the contribution of any two Noble prize winners for Peace. Prepare an album of Indian Philosophers and write their thoughts on peace.

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### 1 LANGUAGE ACROSS THE CURRICULUM

**Unit-I** : Language and Society:- 1. Language – Introduction, types, components, linguistic skills and interrelationship between language and literacy. Practice Lesson during Internship Teaching (4 Weeks 15 Lessons) Observation of Teaching of Peer Group(5) Technology Based Lessons(2 Lessons) Criticism Lesson 10 50 05 10 15 100 Final Lesson 100 100 1100 4 2. Relationship of language and society: Identification, power and discrimination. 3. Nature of multilingualism: Managing multilingualism in classroom 4. Constitutional status of languages: Hindi, English, Regional languages 5. Language policy in Education

**Unit- II** : Language development 1. Theories of language development and its implementation in teaching, psychological basis of language. 2. The home language and school language and teaching learning process, the power dynamics of the standard language as the school language Vs. home language on dialects. 3. Deficit theory and discontinuity theory of language and teaching – learning process.

**Unit-III** : Language acquisition 1. Understanding Hindi alphabets & it's logical & simple classification 2. Language acquisition and cognitive development, Learning languages with fun 3. Culture acquisition through language.

**Unit-IV** : Classroom and Language:- 1. Understanding the nature of classroom, discourse, strategies for using and language in the classroom to promote learning in the subject area. 2. Tools for learning: Dictionary, Discussion, Natural exposition, Word puzzles 3. The nature of questioning in the classroom, Types of questions and teacher control.

**Unit-V** : Development of Reading and writing 1. Nature of reading comprehension in the content area (Informational reading), nature of expository texts vs. narrative texts, transactional texts vs. reflective texts. 2. Scheme theory, text structures, knowhow of examining content area of texts books. 3. Strategies for reading text book, children, note making, summarizing, and making reading writing connections. 4. Process writing: Analyses children's writing to understand their conception, writing with a sense of purpose, writing to learn and understand.

**Practicum/Field Work** 1. Narrate your first experience of first day for internship programme. 2. Collect a literary style poem of any language and critically analyses it diagnoses speech defects of primary level student and make a remedial strategy. 3. Prepare a list of at least 10 proverb of any language and interpret their cultural significance. 4. Collect a literary style poem of any language and analyses it.

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#### GUIDANCE AND COUNSELLING IN SCHOOL

**UNIT 1. GUIDANCE IN SCHOOL** Concept, Need and Meaning of Guidance. Principles of Guidance. Procedure of Guidance (steps). Issues and problems of Guidance. Role of school in Guidance.

**UNIT 2. AREAS, TOOLS AND TECHNIQUES IN GUIDANCE.** Personal, Educational and vocational Guidance. Tools: - Records of students. Rating scale. Psychological tests. Questionnaire and Inventories. Techniques in Guidance (a) Observation, (b) Interview, (c) Sociometry.

**UNIT 3. COUNSELLING IN SCHOOL** Concept, Need and Meaning of Counseling. Principles of Counseling. Counseling Process and Role. Directive, Non-Directive and Eclectic counseling. Qualities and role of a school counselor.

**UNIT 4. TOOLS AND TECHNIQUES IN COUNSELING** Individual counseling and Group counseling. Lectures, discussions and Dramatics as techniques in counseling. Importance of follow-up in counseling. Counseling for the children with special needs. 7 Counseling for parents.

**UNIT 5. GUIDANCE AND COUNSELING FOR SPECIAL NEEDS POPULATION GUIDANCE OF CHILDREN WITH SPECIAL NEEDS** Problems and needs. Guidance of the gifted and creative students. Guidance of under achiever. Slow learning and first generation learners. Guidance of learning disabled, Drug addicts and alcoholics. De addiction centers, Career resource centre. Evaluation of counseling, Need for research and reforms in guidance and counseling.

**Assignments.** Visit to a guidance or counseling centre and write a report. Administration of an individual test and preparing a report.



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#### PEDAGOGY OF GEOGRAPHY

**Unit I:** Nature of Geography as a Discipline Meaning, Concept, Needs of Geography teaching. Nature and scope of Geography teaching. Historical development of Geography as a discipline. Role of Geography in developing international understanding. Changing trends in Geography

**Unit - II:** Geography as a school subject Importance of Geography in school curriculum. Aims & objectives of teaching Geography at secondary level. Writing objectives in behavioral terms. Correlation of Geography with other School Subjects – Social Science, Civics, Economics, History, Natural Sciences and Environmental sciences

**Unit - III:** Methodology of Teaching-learning of Geography Methods and devices of teaching Geography at secondary and senior secondary level - Lecture, Project, Problem solving, Discussion and Supervised Study Method. Techniques of Questioning & Interview, Field Trip, laboratory Method, Regional Method, Inductive & Deductive Method Excursion as a method. Developing an understanding of Local, National & International features of Geography. 41

**Unit - IV:** Pedagogical Analysis and mode of learning Engagement Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level Understanding: Physical Features, Oceans, Mountain Ranges, Sea currents, Desserts, Plains, Trade Winds. Understanding: Natural Disasters. Understanding the longitudes & latitudes Understanding the physical locations of the continents, Peninsulas, Canals, Bays etc Modes of learning engagement in Geography - Providing opportunities for group activities Group/Individual Presentation Providing opportunities for sharing ideas Teaching aids and activities in civics room Reflective written assignments Library survey

**Unit - V:** Assessment & Evaluation of Geography learning Purpose and Concept of Evaluation in Geography. Objective & Process Based Evaluation Planning of Evaluation in Geography Formative and Summative Evaluation in Geography Continuous and Comprehensive Evaluation (CCE) in Geography Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them. Evaluation and objectivity, Blue Print, achievement test/question paper in Geography.

**Practicum/Field Work** Make a detailed sketch of the Nile river & describe how it flows through different countries. Conduct a survey of the people of different social strata residing in different Geographical locations and compile it in report form. Plan your own teaching strategy on any topic of your choice based on geography. Watch any program me of Bear grills Man Vs Wild Series on Discovery channel and write your experiences about the flora & fauna aspects. Prepare an sketch of the main Geographical features of India with descriptions.

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#### PEDAGOGY OF SOCIAL SCIENCE

**Unit - I:** Nature of Social Science as a Discipline Meaning, Concept, Needs of social science teaching. Nature and scope of social science teaching. Historical development of social science as a discipline. Changing areas of social science as a subject.

**Unit – II :** Social science as a school subject 45 Importance of social science in school curriculum. Aims & objectives of teaching social science at secondary level. Writing objectives in behavioral terms. Correlation of Social Science with other School Subjects – History, Geography, Economics, Civics & Environmental Sciences. 4. Changing trends and goals of teaching social science with reference to N.C.F. 2005.

**Unit III:** Methodology of Teaching-learning of social science Methods and devices of teaching social science at secondary level - Lecture, Project, Problem solving, socialized recitation. Questioning; dramatization, role plays; Discussion, story-telling. Excursion and team teaching as a method. Planning, organizing and conducting of small community survey.

**Unit IV:** Pedagogical Analysis and mode of learning Engagement Pedagogical analysis of the Units with reference to concepts, learning outcomes, activities and learning experiences and evaluation techniques of following content at secondary level History – Chronological events and their inter relatedness, epoch-making events. Geography – Flora & Fauna, Important Physical features of geography Local, National and International context. Civics – Fundamentals of democratize society and developing good citizenship. Economics – Fundamentals of economics and different market patterns, globalizations and Indian economy. Modes of learning engagement in social studies - Providing opportunities for group activities Group/Individual Presentation Providing opportunities for sharing ideas Teaching aids and activities in laboratory work Reflective written assignments Library survey Field trips

**Unit V:** Assessment & Evaluation of Social Science learning 46 Assessment of social thinking, logical reasoning and to discourage mechanical manipulation and rote learning Planning of evaluation in social science Formative and summative evaluation in social science Continuous and comprehensive evaluation (CCE) in social sciences at secondary level Difficulties Faced by the teacher in evaluation process and suggestive measures to overcome them. Construction of achievement test/question paper in social science.

**Practicum/Field Work)** Identify and interpreted news related to positive social changes or initiation. A Panel discussion —good social environment for good ecological environment.|| 47 Conduct a community survey on some existing social problem and find out the reasons of the problem. Write a reflective journal on the effect of globalization in villages (specified village). Choose any one area of social science (History, Geography, Economics & Civics) & prepare a portfolio of any one eminent personality of that subject.

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### 1. Creating and inclusive school

**Unit- 1** PARADIGMS IN EDUCATION OF CHILDREN SPECIAL NEEDS Historical perspectives and contemporary trends Approaches of viewing disabilities: The charity model, the bio centric model, functional model and the human rights model. Concept of special education, integrated education and inclusive education; Philosophy of inclusive education

. **Unit- 2** LEGAL AND POLICY PERSPECTIVES RTE Act, 2009. National Policy – Education of students with Disabilities in the National Policy on Education, 1968, 1986. POA (1992); Education in the National Policy on Disabilities, 2006.

**Unit-3** SCHEME OF INCLUSIVE EDUCATION Education of Special Focus Groups under the sarva Shiksha Abhiyan (SSA, 2000); MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009), National Trust and NGOs. Community-based education.

**Unit- 4** CLASS ROOM MANAGEMENT Class Room management – meaning and approaches School's readiness for addressing learning difficulties Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities.

**Unit-5** INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL Pedagogical strategies to respond to individual needs of students: Cooperative 5 Learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching multisensory teaching, etc. Documentation, record keeping and maintenance. Teacher role in classroom management.

**Assignment** Case study of a Learner with Special needs. Making a Report of Visit to a resource room of SSA. Interviewing a teacher working in an Inclusive School.

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**2 Understanding Disciplines and Subjects**

**Unit- 1** Meaning and concept of disciplinary knowledge The Nature and role of disciplinary knowledge in the school curriculum. Relationship of Disciplinary areas with school subject Difference between disciplines & Interdisciplinary Subject.

**Unit- II** School Subjects on Disciplines Impact of Social science Subject on Disciplines:- Social Science: Method: Lecture method, Project method, Supervised study, StoryTelling, Biographical, Source Method, Brain-Storming Dramatization, Experiental Learning.

**Unit-III** Impact of science and math's subject on disciplines. Science: Methods & Techniques of Teaching Science: Brain Storing, Laboratory, Demonstration, Project & Field visit, Constructive Learning, Concept Mapping, Heuristic Learning & Problem Solving, Group Discussion & Panel Discussion Maths: Methods of teaching mathematics: Lecture, Inductive, Analytic, Synthetic, Heuristic, Project, Problem solving, and Laboratory methods & techniques of Teaching Mathematics: Questioning, Brain Storming, Role playing, Simulation, Non formal techniques of learning Mathematics.

**Unit- IV** Impact of Language subject on disciplines Language: Story Novel, Poetry, Personal Essay, and Pen Portrait. Travelogue, Self Narration Memories. Redefinition of the school Subject with concern to social Justice Meaning of Social Cultural perspective in context of Universal education

**Unit-V** Process and framing of disciplines and subjects Recognized the theory of content, Principles and process of preparing the syllabus and content 7 Practical Knowledge, Community & Co-curricular activity Knowledge with reference to Disciplinarily and Relation with school Curriculum Creativity development of learning through horticulture and hospitality

**Assignments**

Prepare charts with related language (Hindi, English, or Sanskrit) Preparation of a talk with related social justice. Collection of news papers cutting related with horticulture and hospitality. Prepare a lab with science and maths tools and their operation Life sketch and contribution of two Indian Scientists and socialistic. Study of any one aspect of social and prepare a report. Preparation of Five (5) word cards, 5 picture cards and word puzzles (Language) 5 Microteaching skills & 5 micro-teaching (based on different innovative methods).

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### 3.Gender, School and Society

**Unit-1:** Gender Issues: Key Concepts Gender, Sexuality, Patriarchy, Masculinity and Feminist Gender Bias, Gender Stereotyping and Empowerment Equity and Equality in Relation with caste, Class Religion, Ethnicity, Disability and Region. Issues and Concerns of Transgender

**Unit-2:** Socialization Processes in India: Family, School and Society Gender Identities and Socialization Practices in different types of families in India

. Gender Issues in Curriculum-Gender, Culture and Institution: Intersection of Class, Caste, Religion and Region – Construction of Gender in Curriculum Frameworks since Independence: An Analysis-Gender and the hidden curriculum – Gender in text and classroom processes – Teacher as an agent or change-Life skill and sexuality. Sites of Conflict: Understanding the Importance of addressing sexual abuse in Family, Neighborhood and School and in other formal and informal institutions.

**Unit-3:** Gender Issues in Curriculum 12 Gender, Culture and Institution: Intersection of class caste, Religion and Region – Construction of gender in curriculum Framework since Independence: An Analysis – Gender and the hidden curriculum – Gender in Text and classroom processes – Teacher as an agent of change – Life skills and sexuality.

**Unit-4:** Gender Studies: Historical Perspectives on Education Historical Backdrop: Some Landmarks in Socio-Economic and education upliftment of Girls and Women.

**Unit-5:** Constitutional Commitments Report of Commissions and Committees, Policy initiatives. Schemes and Programmers on Girls Education and overall Development of women for Addressing Gender Discrimination in Society

#### Assignments

Preparation of Project on Key Concepts and its operational definitions relating it with the Social Context of the teachers and students. Analyses Textual Materials from the Perspective of Gender Bias and Stereotype. Organize Debates on Equity and Equality cutting across Gender, Class, Caste, Religion, Ethnicity Disability and Region. Prepare a project on Issues and Concerns of Transgender. Project on analyzing the growing up of Boys and Girls in different types of family in India

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**4.Assessment for Learning**

**Unit-1** Basic Concepts and Overview Basic Concepts: assessment, evaluation, measurement, test examination, formative and summative evaluation, continuous and comprehensive assessment mandated under RTE, and grading. Purpose of assessment in different paradigms: (a) behaviorist (with its limited view on learning as behavior), (b) constructivist paradigm and (c) socio-cultureless paradigm; distinction between 'assessment of learning' and assessment for learning; assessment as a basis for taking pedagogic decisions. Self assessment and peer assessment

**Unit-2** Analysis of Existing Practices of Assessment Records used in Assessment: a) Profiles: Meaning steps involved and criteria for developing and maintaining a comprehensive learner profiles) Evaluation rubric: Meaning, Construction and Uses c) Cumulative records: Meaning, Significance. Ethical Principles of Assessment Examination Reforms a. Continues and Comprise pensive Evaluation (CCE) b. Choice Based Credit System (CBCS) c. open Book Examination.

**Unit-3** : Assessment in the Classroom and Record Keeping Expanding notice of learning in a constructivist perspective. Ability to develop indicators for assessment. 15 Task for assessment: Projects, assignments. Formulating task and questions that engage the learner and demonstrate the process of thinking. Scope for original responses, observation of learning processes by self, by peers, by teacher. Organizing and planning for student portfolio and developing rubrics for portfolio assessment, teacher' diaries and group activities for assessment.

**Unit- 4** INTERPRETING TEST SCORES Presentation and organization of data: Frequency distribution Graphical Presentation of data: Frequency Measures of Central Tendency : Mean, Median, Mode Measures of Variability : Quartile Deviation, Standard Deviation Percentile and Percentile Rank Rank difference method by spearman's Co-efficient of correlation, Types of Correlation Normal Probability Curve : Properties, Uses

**Unit- 5** Feedback Feedback : meaning, importance and types Feedback as an essential component of assessment; types' of teacher feedback (Written and oral). Feedback to students and feedback to parents; peers' feedback, scores, grades and qualitative descriptions, developing and maintaining a comprehensive learner profile. Challenges of assessments.

**Assignments**

Developing an achievement test with its Blue Print, Answer Key and Marks Distribution. Developing a Portfolio/Profile/Evaluation Rubric (format). Evolution of available Unit test and reformation of the same. Designing Questionnaire/Interview Schedule on a given topic Preparing any four evaluation tools for Formative Assessment.