CORE COURSE 1 (CC 1)
CHILDHOOD AND GROWING UP

Total Credits: 6
Total Marks: 100

Objectives:
1. To develop an understanding of the Principles of development.
2. To develop an understanding of the concept of development within a pluralistic society.
3. To develop an appreciation of the child development in socio- cultural context.
4. To apply the knowledge of the methods and approaches of child development.
5. To examine the theoretical perspectives of child development.
6. To analyze the Issues and Implications of changing family structure and parenting on growing up in a pluralistic society.
7. To develop an understanding of looking at one's own self, feeling and emotion.
8. To reflect on how we relate to the world through emotions.

MODULE 1: PROCESS OF HUMAN DEVELOPMENT   (2 Credits)

Unit 1: Growth and Development of a Child
   a) Meaning and principles of growth and Development and its difference.
   b) Stages of growth and development (Later childhood and Adolescence)
   c) Role of school in growth and development of a child.

Unit 2: Developmental Process-
   a) Genetic background and Development.
   b) Trends in development (Developmental direction, Differentiation and integration and Cumulative influence)
   c) Maturation

Unit 3: Context of Development:
   a) Child Development as a multidimensional concept within a pluralistic society (physical, Emotional and Social)
   b) Impact of different parenting styles on child development (4)
   c) Child development in socio- cultural context: Interplay of poverty, caste, gender and tribal communities.

MODULE 2: PERSPECTIVES OF HUMAN DEVELOPEMENT   (2 Credits)

Unit 4: Methods and Approaches of Studying Human development
   a) Methods: Observation (Participatory And Non- Participatory)
   b) Experimental & Clinical.
   c) Approaches: Cross Sectional, Cross Cultural, Longitudinal.

Unit 5: Theoretical Perspectives:
   a) Piaget's Theory of cognitive development.
   b) Kolhberg's & Errickson's theory
   c) Urin Brofenbrenner theory on Ecological System

Unit 6: Self and Emotions
   a) Formation of self (Self-concept, self-esteem, Self-efficacy)
   b) Emotions: Goleman's Theory of Emotional Intelligence
   c) Identity crisis- Marcian Theory

MODULE 3: INTERNAL ASSESSMENT   **(2 Credits)**

Sr. No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
	Total	40

Any two of the following tasks:
a) Task (any one)
   • Case study of any school which has a positive impact on the overall growth and development of its students
   • Observe an adolescent and conduct a case study on his overall development
   • Present the biography of any one Psychologists using creative techniques
b) Psychological Tests (any one)
   • Emotional Intelligence test
   • Test on Self- Esteem
   • Test on Self Efficacy
c) Seminar presentation/Poster making/Scrap Book on any relevant topic from the course.

References:
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- Sharma, N., (2003).Understanding Adolescence. New Delhi: NBT
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CORE COURSE 2 (CC 2)
KNOWLEDGE AND CURRICULUM

Total Credits: 6
Total Marks: 100

Objectives:
1. To develop understanding into the epistemological basis of education
2. To develop understanding of modern child-centered education.
3. To develop understanding social and cultural influence on education
4. To develop understanding into curriculum, its determinants , process and evaluation
5. To examine relationship of curriculum to education
6. To gain insight into the need for curriculum reforms

MODULE 1: UNDERSTANDING KNOWLEDGE AND ITS RELATION TO EDUCATION **(2 Credits)**

Unit 1: Perspectives of Knowledge and Education
   a) Knowledge :
      i. Meaning and characteristics of knowledge
      ii. Types of knowledge: Philosophical perspective (Personal, Propositional and Procedural) Educational perspective: (Conceptual, Strategic and situational)
   b) Education: Meaning(etymological), definitions and characteristics of Education
   c) Epistemological basis of education: distinction between knowledge and information, teaching and training.

Unit 2: Contribution of Educational thinkers in the field of Education (with reference to principles, aims, curriculum, method, and relevance.)
   a) M.K. Gandhi
   b) John Dewey
   c) Paulo Freire

Unit 3: Social and Cultural Context of Education
   a) Changes in education due to industrialisation, democracy and individual autonomy.
   b) Understanding Education in relation to equity, equality and social justice (B.R. Ambedkar).
   c) Interrelationship of education with reference to Nationalism (Krishnamurti) and Secularism (Tagore)

MODULE 2: DEVELOPMENT OF CURRICULUM AND ITS RELATION TO EDUCATION **(2 Credits)**

Unit 4: Curriculum – Concept, Types and Determinants
   a) Curriculum – Meaning and Concept of curriculum, Relationship with Curriculum framework, Syllabus and Textbooks
   b) Determinants of Curriculum (Philosophical, Psychological, Sociological, Political)
   c) Types of curriculum (Subject-centred and child-centred; Hidden curriculum and enacted curriculum)

Unit 5: Curriculum Development
   a) Principles of curriculum development
   b) Steps of curriculum development (aims and objectives, content analysis, learning experiences and evaluation)
   c) Participatory approach to curriculum development: Representation of social groups in curriculum construction.

Unit 6: Curriculum Implementation and Evaluation
   a) Teachers' role in the implementation of the set curriculum.
   b) Need and evaluation of effective curriculum construction with reference to existing pedagogies and Instructional approaches, teacher training, textbooks and instructional materials.
   c) Role of NCERT in curriculum reform

MODULE 3: INTERNAL ASSESSMENT   (2 Credits)

Sr. No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
	Total	40

Any two of the following tasks:
 a) Seminar Presentation: on philosophy and practice of education advocated by Gandhi, Dewey and Freire.
 b) Critical Writing: Critically examine role of hidden curriculum with reference to school rituals, celebrations and rules & discipline
 c) Review of NEP 2020 with reference to Child Centered Education.
 d) Relevance of _Shantiniketan _in present context.

References:
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GENDER, SCHOOL AND SOCIETY

Total Credits: 6
Total Marks: 100

Objectives:
1. To acquaint the student teachers with the concept of gendered roles in society and their challenges.
2. To develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.
3. To understand the influence of social institutions (family, caste, class, religion, region,) on inclusion and gender identity
4. To examine the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging inclusion and gender inequalities /reinforcing gender parity.
5. To develop an understanding about policies, plans and schemes of the government for addressing all forms of disparities, inequalities and their inclusion in the society
6. To critically appraise the role of media in reinforcing inclusion and gender roles in the popular culture and at school.
7. To appreciate the role of NGOs and Government organisations in sensitizing society towards inclusion and gender parity

MODULE 1: GENDER AND SOCIALIZATION   (2 Credits)

Unit 1: Gender: Concept and Perspectives
   a) Concept of sex, gender and transgender
   b) Gender related concepts: patriarchy, feminism, equity and equality, sexuality.
   c) Emergence of gender specific roles: sociological and psychological perspectives.

Unit 2: Social Construction of Gender Identity
   a) Influence of family, caste, religion, the media and popular culture(films, advertisements, songs) on gender identity.
   b) Gender bias: health and nutrition, education, and employment.
   c) Gender stereotyping

Unit 3: Gender Issues and Provisions
   a) Gender related issues in society: dowry system, work place discrimination
   b) Sexual abuse, cyber bullying
   c) National Policy for Empowerment of women

MODULE 2: GENDER: EDUCATION AND EMPOWERMENT   (2 Credits)

Unit 4: Gender Challenges and Education
   a) Gender challenges: The role of schools, peers, teachers, curriculum and textbooks in eliminating gender discrimination.
   b) Construct of gender in national curriculum framework
   c) Contemporary women role models in India: urban and rural

Unit 5: Gender Jurisprudences in Indian Context
   a) Prenatal diagnostic Technique Act, 1994

b) Domestic Violence Act, 2005

c) Protection of from Sexual Offences (POCSO) Act, 2012

Unit 6: Strategies for Gender Empowerment
a) Millennium Development: Goal: Promoting gender equality and empowerment
b) National commission for women 1990
c) The role of NGO's and womens action groups in striving towards gender equity

MODULE 3: INTERNAL ASSESSMENT   (2 Credits)

Sr. No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
	Total	40

Any two of the following tasks:
a) Gender analysis of text books and suggestions for change (any one from 5th to 10th std and for commerce 11th and 12th
b) Critical analysis of depiction of women in mass media (ads/serials/films/print media)
c) Visits to institutions working for women's welfare and Report writing
d) Conduct and submit the report on Poster Competitions, Slogan Competitions and blog writing.

References:
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- Basu Aparna: Women's Education in India in Ray and Basu (edt): From Independence Towards Freedom, OUP, 1999
- Chodhuri Maitreyee (2004): Feminism in India, Women Unlimited, New Delhi
- Chakravarty Uma: Gendering caste through a feminist Lense, Stree, Calcutta, 2003.
- Courting Disaster, PUDR report, 2003.
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<center>**ABILITY COURSE 1 (AB 1)**
CRITICAL UNDERSTANDING OF ICT</center>

Total Credits: 3
Total Marks: 50 (Internal)

Objectives
1. To develop an understanding of the concept of ICT
2. To practice safe and ethical ways of using ICT.
3. To use ICT in Teaching Learning, Administration, Evaluation and Research.
4. To design, develop and use ICT based learning resources.
5. To develop an understanding of the concept of Open Education Resources and Creative Commons in education.
6. To evaluate ICT based learning resources.
7. To adopt mobile learning, open learning and social learning in the classroom.

MODULE 1: ICT IN EDUCATION AND ITS IMPLICATIONS   (1 Credit)

Unit 1: Understanding of ICT in Education
 a) Information and Communication Technology: Concept and Importance
 b) Role of teacher in ICT enabled education - Administrator, Facilitator and Evaluator
 c) Legal and ethical issues in the use of ICT - Hacking, Violating of copyright, Plagiarism

Unit 2: Designing Technology Integrated Learning Experiences
 a) Instructional Design –Develop ADDIE model Instructional Design based on School topic.
 b) Develop Learning Resources on a topic using ICT tools (Script writing and Story board) and Critically evaluate it by using rubrics
 c) Learning Management System (LMS) – Concept, Features and Applications

MODULE 2: TEACHER AND ICT ENABLED ADMINISTRATION, EVALUATION AND RESEARCH   (1 Credit)

Unit 3: Emerging Trends in E-learning
 a) Mobile learning – Concept, Features and uses of any ONE Mobile application for teaching and learning.
 b) Social learning- Concept, Use of web2.0 tools for learning (Social networking site, Blog, Chat, Video conferencing, Discussion forum)
 c) Open Educational Resources, Creative Common, Massive Open Online Courses (MOOCs) – Concept and Applications

Unit 4: Use of ICT in Evaluation, Administration and Research
 a) e Portfolio – Concept and Development
 b) ICT for Research- Online Repositories & Online Libraries
 c) Online and offline assessment tools (Online Survey tools or Test generators) -Concept and development

MODULE 3: SUGGESTED TASK/ASSIGNMENT ACTIVITIES (ANY FOUR)

(1 Credit)

a) Select a case study/report related to legal and ethical issues in use of ICT. Discuss your case using any mode of online discussion forum. Submit the screenshots of your group discussion.

b) Develop and critically evaluate a CAI package (Script writing and Story Board) using ADDIE model of Instructional design for any topic of your choice.

c) Using any LMS carry out the following activities for facilitating learning in any of the unit of your choice:
   - Identify resources for a topic of your choice and upload it.
   - Use any discussion forum available for the discussion on the uploaded learning material.
   - Generate a test.

d) Submit a reflective report on it.

e) Develop and Manage a Social Networking site /Blog / Chat forum for college based on ICT course. Submit the report for the same with empirical evidences.

f) Select a topic relevant to education, collect Open Educational Resources (Text, Multimedia, Website references) and analyze the type of license used in the Open Educational Resources. Submit the report for the same with evidences.

g) Select an educational problem and conduct an online survey. Submit a report on the procedure and analysis of the survey result along with screen shot.

References:

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- Khirwadkar, A. (2010). e-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms. New Delhi: Sarup Book Publication Ltd.

DRAMA AND ART IN EDUCATION

Total Credits: 3
(To be certified by the Institute in Semester IV)

Objectives
1. To have a practical experience with drama and art.
2. To be acquainted with the concepts thus enhancing their understanding of drama and art.
3. To be acquainted with aspects of theatre management.
4. To integrate drama and art in the school curriculum.
5. To develop their aesthetic sensibilities.
6. To elucidate the role of drama and art in self- realization of learners.
7. To sensitize learners on the use of drama and art for special learners.
8. To highlight the use of drama and art in creative expression.
9. To perceive the social and environmental issues through drama and art.
10. To develop understanding of the local culture through drama and art.
11. To widen the understanding of learners by integrating global culture.

MODULE 1: UNDERSTANDING DRAMA AND ART IN EDUCATION
(1 Credit)

Unit 1: Introduction to Concepts of Drama and Art
   a) Forms of Drama and Art – Visual and Performing
   b) Elements of Drama and Art
   c) Understanding stagecraft and audience etiquettes - (set designing, costumes, props, lights, and special effects) and audience etiquettes

Unit 2: Application of Drama and Art in Academics
   a) Functions of Drama and Art - Information, Instructive, Persuasive, Educative, Entertainment, Development
   b) Integration of Drama and Art in the school curriculum
   c) Developing aesthetic sensibility through Drama and Art

MODULE 2: DRAMA AND ART AS A MEDIUM FOR COMMUNICATION AND SOCIAL CHANGE
(1 Credit)

Unit 3: Drama and Art for Pedagogy
   a) Drama and Art for self-realization
   b) Drama and Art for children with special needs
   c) Drama and Art for creative expression

Unit 4: Drama and Art for Social Intervention
   a) Understanding social and environmental issues through drama and art
   b) Understanding local culture through drama and art
   c) Understanding global culture through drama and art

MODULE 3: SUGGESTED TASK/ASSIGNMENT ACTIVITIES   (1 Credit)
Following activities can be organized under the course:
   a) Script writing
   b) Street play

c) Visit to an Art gallery
d) Visiting/Organizing exhibitions
e) Visiting/Organizing cultural festivals
f) Report on the folk life
g) Interview with experts from the field like artists, actors, singers, writers, poets, painters, musicians, dancer etc
h) Appreciation of a film/drama/novel/folk drama, etc.
i) Workshop on developing short plays/ street play for educational, entertainment or social / environmental relevance
j) Workshop on preparing a script for a radio programme to propagate a social behaviour or awareness of social issues
k) Organizing art, craft and music exercises with small groups followed by discussions and presentation.
l) Workshop –Developing theatre skills, pottery, folk dance, animations depicting culture and art.
m) Review the position paper National Focus Group on Arts, Music, Drama and Theatre by NCTE on Drama for children with special needs.
n) Visit a centre for children with special needs and observe the use of drama and art in the activities conducted.

Assignments:
a) Role Playing' activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc.) and write a reflective essay highlighting the elements of stagecraft.
b) Develop and present a lesson using any one technique of Drama and Art **Or** using any Art form
c) Developing masks and puppets to teach any topic in their methods, present a lesson using it. Submission of a lesson plan is required.

References:
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- Andrewes,E.: A Manual for Drawing and Painting, Hazall Watson and Viney Ltd.,1978
- Carini, P.F. (2001). Valuing the immeasurable. In *Starting strong: A different look at*
- *children, schools, and standards* (pp. 165–181). New York: Teachers College Press, CCRT official website
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- Harriet, G. (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.
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- Bhattacharya, K.K. & Gupta, D.D. : Interpreting theatre as a communication medium, http://www.caluniv.ac.in/global-mdia-journal/ARTICLEDEC2013/
- Boudreault, C.: The benefits of using drama in the ESL/EFL classroom,
- http://iteslj.org/Articles/Boudreault-Drama.html
- Dewey, J.: Art as an experience, http://plato.stanford.edu/entries/dewey-aesthetics/
- Drama in education, https://www.questia.com/library/education/curriculum-and instruction/drama-in-education
- Drama Games, http://en.wikipedia.org/wiki/Drama_Teaching_Techniques
- Drama Strategies, http://dramaresource.com/strategies/69-drama-techniques
- Importance of Arts education, http://www.educationfund.org/programs/artoffoundobjects/importance of Arts Education

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AUDIT COURSE 1 (AC 1)
UNDERSTANDING THE SELF

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Total Credits: 3
(To be certified by the Institute in Semester IV)

Objectives
1. To develop holistic and integrated understanding about themselves.
2. To identify their potential and challenges.
3. To undertake self reflection.
4. To maintain peace and harmony within themselves.
5. To manage conflict effectively.

MODULE: 1 THE WORLD WITHIN THE SELF   (1 Credit)

Unit 1: Exploring the Self
   a) Exploring self identity and self image
   b) Analysis of strengths, weaknesses, opportunities, challenges. (SWOC)
   c) Techniques of Self Reflection (Reflective Diary, Creative Imagery, Reflective Dialogue and discussion , Social media like blog and online communities)

Unit 2: The Evolving Self
   a) Development of self esteem and self confidence
   b) Management of emotions.
   c) Positive thinking

MODULE: 2 SELF AND THE WORLD   (1 Credit)

Unit 3: The Emerging Self
   a) Personal mastery through self compassion, spirituality and value system.
   b) Harmony and peace with self through mindfulness.
   c) Development of resilience.

Unit 4: The Caring Self
   a) Empathetic listening and sensitivity.
   b) Assertive self expression.
   c) Conflict resolution.

MODULE 3: SUGGESTED TASK/ASSIGNMENT ACTIVITIES   (1 Credit)

a) Present a narrative on ―Your Journey as a person‖. Include major insights, takeaways, breakthroughs achieved and action plans for the future
b) Prepare a student portfolio containing evidences of your strengths in the form of creative art/ writing/ pictures of your achievements/ testimonials/ appreciation received. How have these achievements helped you to evolve as a person by helping you build a positive self image?
c) Identify one personal conflict experienced and the process of resolution of the conflict.

References:

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