

### Semester Grade Point Average Memo for Semester-IV

Name

Reg No.

Course	Title	Credits	Grade Obtained	Points Obtained	
XIV	Contemporary India and Education	2	C	14	
XV	Gender, School and Society	2	A	18	
XVI	Inclusive Education	2	B	16	
XVII	Environmental Education	2	A	18	
S4-P	Practicum (Activities/ Projects/ Records)	4	C	28	
	1. Teaching Practice	Pg1	4	C	28
		Pg2	4	B	32
	2. Practical Examination	Pg1	2	B	16
		Pg2	2	A	18
<b>Semester Grade Point Average</b>				<b>7.8</b>	
<b>Cumulative Grade Point Average</b>				<b>7.4</b>	

Grade Points: O=10; A=9; B=8; C=7; D=6; E=5; F=0
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## SEMESTER - 4

Course	Title	Theory (External)	Theory/Practicum (Internal)	No. of Internal Tests Assignments	Transaction Plan L+T+P per week	Contact Hours Per week	Credits	Total Marks
XIV	Contemporary India and Education	40	10	1	3+2+1	9	2	50
XV	Gender, School and Society	40	10	1	3+2+1	9	2	50
XVI	Inclusive Education	40	10	1	3+2+1	9	2	50
XVII	Environmental Education	40	10	1	3+2+1	9	2	50
S4P	Practicum (Activities/ Projects/ Records)	-	100**	-	-	-	4	100
	<b>School Internship- 8Weeks Practice</b> Teaching of twenty lessons for 8 <sup>th</sup> , 9 <sup>th</sup> & 10 <sup>th</sup> classes in each pedagogy subject Pg1 & Pg2	-	Pg1 – 100* Pg2 – 100*	-	-	-	8	200
	Practical Examination (Teaching) in Pg1 & Pg2	-	Pg1 – 50# Pg2 – 50#	-	-	-	4	100
	<b>Total (IV Semester)</b>	<b>160</b>	<b>440</b>	<b>24</b>	<b>8+10+4</b>	<b>36</b>	<b>24</b>	<b>600</b>

\* These marks will be awarded by the teacher educator (40), the guide teacher in the school (40) and head of the institution of the school (20)

\*\* 20 activities in four courses will be assessed by the concerned teacher educators for 100 marks

See Schedule of Activities for Various Courses in page no. 77-84

# These 50 marks will be given by the pedagogy teacher educator and the senior subject teacher in the school independently after observing the lesson given by the student teacher. However, the student teachers should give this final lesson in the school other than where they completed their internship.

**Course-XIV**  
**CONTEMPORARY INDIA AND EDUCATION**

**Objectives**

After completion of the course, the student-teacher will be able to

1. Understand and Contextualize ideals of the Constitution of India;
2. Appreciate humanistic agenda of the Constitution on India;
3. Value and recognize the role of education in realizing the ideals of the Constitution;
4. Develop critical awareness about the issues of education that are coming in the way of realization of the values of the Constitution;
5. Understanding and develop positive attitudes towards various forms of exclusion;
6. Appreciate the need for education for Peace;
7. Reflects on the issues of secondary school stage education

**Course Outcomes:**

**After completion of the course, the student-teacher**

1. Understands and Contextualize ideals of the Constitution of India;
2. Appreciates humanistic agenda of the Constitution on India;
3. Values and recognizes the role of education in realizing the ideals of the Constitution;
4. Develop critical awareness about the issues of education that are coming in the way of realization of the values of the Constitution;
5. Understands and develops positive attitudes towards various forms of exclusion;
6. Appreciates the need for education for Peace;
7. Reflects on the issues of secondary school stage education

**Course Content**

**Unit-1 Normative Vision of Indian Education: Indian Constitution**

Constitution of India Basic Features

- i. Fundamental Rights
- ii. Directive principles of state policy
- iii. Federal Structure

Preamble of the Constitution : The ideals

- i. Sovereign Nation
- ii. Democratic and Secular polity
- iii. Liberty equality and fraternity
- iv. Justice : Social, Economic and political

**Unit- 2 Education as Fundamental Right**

Human Rights; Meaning Nature , and Classification;

Right of Children : International convention and Indian Constitution; Education as Fundamental Right of Children-2009

Issues in Implementing RTE-2009: A critical understanding

- i. Issues that affect and negate the children's right to education (Child Labor: Street children, abandoned and orphans)
- ii. Differently abled children: Attitude towards the girl child and her participation in schooling, punishment, abuse and violence in Schools).

**Unit-3 Contemporary Indian Schooling: Concerns and Issues**

Equality of Educational Opportunity : Meaning and nature : Forms of inequality : Religion, Regional, Caste, Gender and other marginalized groups.

Inequality in Schooling: Public – Private schools , Rural – urban schools, Mass- elite

schools , single teacher schools and many other forms of in-equal school systems. Critical understanding of Paradox of Equal opportunity and in-equal schooling: positive discrimination ; concept and issues and policy interventions.

Schooling: Quality concerns and issues

- i. Universal access
- ii. Universal Enrollment
- iii. Universal retention
- iv. Universal success

#### **Unit-4 Understanding Exclusion in schooling**

Exclusion: Meaning and Nature

Forms of Exclusion: a) physical / Psychological Exclusion

Different types of differently abled children: Nature of problems and their impact on learning

Measure to address the issue of learning of differently abled children and professional preparedness of Institutions;

Socio-cultural and economic exclusion: Understanding different forms of socio- culture and economic exclusion in schooling – Caste, Class, Gender, Minority, and other Marginalized sections of the society.

#### **Unit- 5 Secondary Education: Concerns and Issues**

Secondary School stage: its linkages with primary and higher secondary stages of education;

Aims of Secondary School Stages of Education

Universalisation of Secondary School stages of Education: Its Status

- i. Quantitative expansion , Qualitative consolidation and Equity perspective –A sociological understanding;
- ii. Issues in Secondary school stages of Education :Privatization, Vocationalization
- iii. Reforms in Secondary School Stages Education: Curricular , Pedagogical and Examinations;

Rashtriya Madhyamika Shiksha Abhiyan (RMSA): Goals and policy intervention for Quality Secondary School Stages of Education

#### **Activities**

1. A Critical Study with the help of Survey and Observation of alternative schools - Night schools, Mobile schools, Child labor Schools and prepare a report
2. Conduct a Survey of schools of different quality in different milieu and make a presentation
3. A critical review of school textbooks based on socio-cultural and economic exclusion
4. Conduct a survey on street children / orphan children and make a presentation
5. Conduct a survey (a minimum of 10 schools) and critically analyze the RMSA intervention for enhancing the quality of secondary education and prepare a report

## Reference Books

- Allen, L.A; Management and organization. Mc Graw Hill, Auckland, 1995
- Anand, C.L.et.al. (1983) Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
- Coombs, Philip H.( 1985). The World Crisis in Education, Oxford University Press, New York.
- Govt. of India(1986), National policy on Education, Min. of HRD, New Delhi.
- Govt. of India(1992), Programme of Action(NPE) Min.of HRD. New Delhi.
- Koontz, Harold et al. Management, Mc Graw Hill, Auckland(1981)
- Mohanty, J., (1986), School Education in Emerging in Indian Society, sterling Publisher.
- Mukherjee, S.N.(1963), Secondary School Administration, Acharya Book Depot, Baroda.
- Mukherjee, S.N.(1966), History of Education in India, Acharya Book Depot, Baroda.
- Naik, J.P, & Syed, N. (1963) A student of History Education in India, MacMillan, New Delhi.
- NCERT, (1986) School Education in India- Present Status and Future Needs, New Delhi.
- Ozias, A.O. Hand Book of School Administration and Management, London, MacMillan.
- Salamathullah, (1979), Education in Social context , NCERT, New Delhi.
- Sykes, Marjorie,(1988) The story of Nai Talim, Nai Talim Samithi, Wardha
- UNESCO(1997). Learning the Treasure Within.

**Course-XV**  
**GENDER, SCHOOL AND SOCIETY**

**Objectives**

After completion of the course, the student-teacher will be able to

1. understand the gender related issues
2. develop sociological perspectives about the impact of culture. Tradition, Socialization, division of labour on gender aspects
3. create an awareness about the impact of gender on Education
4. understand the dynamics of gender perspectives and sensitization
5. create the knowledge regarding equality and its relationship to women education
6. know hindrances in achieving cent % literacy, continuing education, course preferences etc
7. provide the knowledge about legal provisions related to Women's Rights and Education
8. know the Trends in girls Education and Women empowerment
9. know Benefits of Women / Girls Education
10. estimate the level of change in the Status.

#### **Course Outcomes:**

##### **After completion of the course, the student-teacher**

1. understands the gender related issues
2. develops sociological perspectives about the impact of culture. Tradition, Socialization, division of labour on gender aspects
3. creates an awareness about the impact of gender on Education
4. understand the dynamics of gender perspectives and sensitization
5. creates the knowledge regarding equality and its relationship to women education
6. know hindrances in achieving cent % literacy, continuing education, course preferences etc
7. provides the knowledge about legal provisions related to Women's Rights and Education
8. knows the Trends in girls Education and Women empowerment
9. knows Benefits of Women / Girls Education
10. estimates the level of change in the Status

#### **Course Content**

##### **Unit-1: Basics of Gender**

Concept, Meaning, Scope of gender,  
The difference between sex and Gender - Gender discrimination  
The characteristics of patriarchal system and its impact on Women's status  
The need and importance of Women's Education – its benefits

##### **Unit-2: Factors affecting gender Discrimination**

Factors influencing gender differences and practices- inequality in ratio, female infanticide, feticide, crime, violence.  
Religious, Physical, Sociological, Economic, Political, Legal, employment, Psychological etc .  
Socialisation process and its impact on decision making Women / Girls Education  
Rural / Urban / Tribal Societies in relation to girls Education  
Women and Girls status at present in our Society

##### **Unit-3: Historical Perspectives and changing status of Women**

Epic . Vedic age – Kaikeyi, Sathyabhama, Gargi, Maitreyi, Lopamudra etc.  
Medieval age – Rami Lakshmi Bai, Chennamma, Rudramadevi.  
British Age – Victoria, Elizebeth, Noorjahan  
Present Age – Indira Gandhi, Sushma Swaraj, Bandaranayake, Kiranbedi, Kalpana Chawala, Prathibapatil, Meerakumar.

##### **Unit-4: Legal issues of Gender**

Women's Rights  
Legal Provisions  
Equality of Sexes

Education and division of Labour – Home, School, Society, work place

Unit-5: Gender and

## Education

Educational provisions specially meant for girls Education

Emerging trends in the field of girls Education – Reservations

Gender as an influencing factor in course choices

Women empowerment through girls education – its need – National Development

### Activities

1. Community survey – Literacy rate among boys and girls – Access, Continuity, dropout, entry, pass percentage, child marriages, child labour, etc. and prepare a report
2. Visit a Co-Education high school and Girls High School and prepare a report on the facilities to girl students and women teachers.
3. Basing on 2011 census reports find out the sex ratio and educational status of different age groups in your mandal and report
4. Study of Self Help and Self Employment groups and Economic empowerment of women in these groups – A Report (Select a five groups)
5. Text Book Analysis and gender equity – A report.

### Reference Books

Purba Das,, Sociological Foundations of Education Authors Press. LakshmiNagar, Delhi, Rs.600

Adelson Rachel K Daring – DO for Digital Daughters, Association for Women in computing – Live wire Communications (1996)

Currid Cheryl” Bridging the gender gap” information work, (1996) Klein, Reva

“ Girls friendly”, Times Educational supplement (1991)

Koch, Melissa” Opening up Technology to both genders” Education Digest Vol.601 n3, (1994)

Lehmann – Haupt, Rachel “ Girls Schools seeks to overcome Tech gender gap” wired News (1997)

United Nations children”s fund” Focus on Girls Education Needed to Break Apartheid of Gender, Unicef Press release (1995)

**Course-XVI**  
**INCLUSIVE EDUCATION**

**Objectives**

After completion of the course, the student-teacher will be able to

1. Acquire knowledge about the concept of inclusive education for different types of special needs children.
2. Able to identify the different types of special needs children and their characteristics.
3. Develop understanding in identification and assessment of children with special needs.
4. Critically evaluate the policy perspectives emerged at national and international levels for empowering children with special needs.
5. To develop the required skills for teaching children with special needs in regular schools.
6. To develop adequate competencies in building barrier free environments within and outside the schools to facilitate learning in children with special needs.

**Course Outcomes:****After completion of the course, the student-teacher**

1. Acquires knowledge about the concept of inclusive education for different types of special needs children.
2. Identifies the different types of special needs children and their characteristics.
3. Develops understanding in identification and assessment of children with special needs.
4. Critically evaluates the policy perspectives emerged at national and international levels for empowering children with special needs.
5. develops the required skills for teaching children with special needs in regular schools.
6. develops adequate competencies in building barrier free environments within and outside the schools to facilitate learning in children with special needs

**Course Content****Unit-1: Concept of Inclusive Education**

Inclusive Education – concept, meaning, definition and importance.

Concept of Impairment, Disability and Handicap

Concept of Special Education, Integrated Education, Mainstreaming and Inclusive Education

Need for Inclusive Education in India for children with special needs.

**Unit-2: Types and Characteristics of Children with Special Needs**

Concept, types and characteristics of different types of children with special learning needs:

Children with Physical challenges – Visual, Hearing, Loco-motor and Neurological.

Children with Intellectual challenges – Gifted, Mentally Challenged, Autism (ASD) and Learning Difficulties (LD).

Children with Emotional and Behavioral deviations with special reference to ADHD and Juvenile Delinquency.

Children with Socio- cultural deviations (SC, ST, Minorities) and Linguistic Minorities.

**Unit-3: Identification, Assessment and Educational Provisions**

Identification, assessment and education of Children with physical challenges – Visual, Hearing, Loco-motor and Neurological.

Identification, assessment and education of Children with Intellectual challenges – Gifted, Mentally Challenged, Autism, Learning Difficulties (LD).

Identification, assessment and education of Children with Emotional and Behavioral deviations with special reference to ADHD and Juvenile Delinquency.

Identification, assessment and education of Children with Socio- cultural deviations and Linguistic minorities.

Challenges and prospects in Identification and assessment of children in inclusive education.

#### **Unit-4: Policy Perspectives for Children with Special Needs**

International Legislations –Salmanca Declaration, UNESCAP, UNCRPD

National Legislations – NPE-1986, PoA-1992, RCI Act-1992, PWD Act-1995 with latest amendments , National Trust Act-1999, RTE Act-2009

Government schemes and provisions – SSA, RMSA with special reference to the provisions and activities aimed at meeting the needs of children with special learning needs.

#### **Unit-5: Educating Children in Inclusive Classrooms**

Need for creation of physical, psychological, sociological barriers freeenvironment within and outside the classroom

Assistive devices and technologies required for education of children withspecial needs in inclusive classroom

Need for parent and community involvement to promote positive behavioursand social competence in children with special learning needs

Need for multi-disciplinary approach to address the educational needs ofchildren with special learning needs

Challenges and prospects in providing education in inclusive classrooms.

#### **Activities**

1. Prepare case studies of two differently abled children (with different disabilities)
2. Observation of five class room teaching periods in each of special schools and inclusive schools and prepare a report highlighting the teaching strategies implemented by the teachers
3. Form a small group of 5-6 student teachers and conduct an awareness camp in any village/ward on causes, prevention and referral services available for differently abled children and prepare a report
4. Visit any one NGO offering vocational training for special children and prepare a report
5. Critically analyse the needs, strengths and issues of differently abled children – mentally, visually and hearing challenged

### Reference Books

- Ainscow, M.(2005). From special education to effective schools for all, keynote presentation at the Inclusive and Supportive Education congress, University of Strathclyde, Glasgow.
- Das, A.K. and Pillay, A.N. (1999). Inclusive education for disability students: Challenges for education. Paper presented at the 5<sup>th</sup> UNESCO conference, Bangkok, Thailand.
- Dash, M. (2000). Education of Exception Children. New Delhi: Atlantic Publishers and Distributor
- Govinda Rao , L. (2007). Perspectives on special education. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Janardhan Prasad and Ravi Prakash (1996). Education of handicapped Children. New Delhi: Kanishka Publications and Distributors.
- Kundu,C.L. (2000) Status of disability in India. New Delhi: RCI
- Madhumita Puri and George Abrahm (2005). Handbook of Inclusive education for educators, administrators, and planners. New Delhi: SAGE publishers
- Male, M. (1994). Technology for Inclusion: Meeting the needs of all children (2<sup>nd</sup> Edition). USA Massachusetts:Allyn and Bacon
- Mani,M.N.G. (2000). Inclusive Education in Indian Context. Coimbatore: Ramakrishna Mission Vidyalaya
- Nagaraju.,M.T.V. (2014). Curriculum and Instruction of Inclusive education. NewDelhi: Commonwealth Publishers
- Panda,K.C. (2003). Education of Exception Children. New Delhi:Vikas publications
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- Reddy,G.L, Ramar,R and & Kusuma,A. (2005). Learning disabilities: A Practicalguide to the practitioners. New Delhi: Discovery publications.
- Reddy,G.L, Ramar,R. Kusuma,A. and Santhakumari (2006). Behaviour disorders in children: Identification and Assessment. New Delhi: Discovery publications.
- Reddy,G.L,. and Sujathmalini (2005). Mental Retardation: identification and assessment. New Delhi: Discovery publications.
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- Reddy, G.L.,Ramar, R and Kusuma, A (2005) Hearing impairment and Educational considerations, Discovery publishers, New Delhi.
- Taylor. Ronald,L.(1993). Assessment of Exceptional Children. MiltonKeynes:Open University press
- Umdevi, M.R. (2010). Special Education: A Practical approach to educationchildren with special needs. Hyderabad: Neelkamal Publications Pvt. Ltd.

**Course-XVII**  
**ENVIRONMENTAL EDUCATION**

**Objectives**

After completion of the course, the student-teacher will be able to

1. recognizes the concept and importance and participate in various activities of swatch bharath
2. recognizes the need and importance of environmental education.
3. identify the factor responsible for environmental degradation and environmental pollution
4. develop strategies to curb out environmental degradation in their house and locality.
5. recognizes the role of government and non government agencies in reducing the environmental issues faced by mankind.
6. appreciate the strategies taken up for sustainable development.
7. recognize the role of the teacher in a school in promoting the environmental awareness among the children.
8. develop strategies to sensitize the students regarding the environmental problems faced in the country.

**Course Outcomes:**

**After completion of the course, the student-teacher**

1. recognizes the concept and importance and participate in various activities of swatch bharath
2. recognizes the need and importance of environmental education.
3. identify the factor responsible for environmental degradation and environmental pollution
4. develops strategies to curb out environmental degradation in their house and locality.
5. recognizes the role of government and non government agencies in reducing the environmental issues faced by mankind.
6. appreciate the strategies taken up for sustainable development.
7. recognize the role of the teacher in a school in promoting the environmental awareness among the children.
8. develop strategies to sensitize the students regarding the environmental problems faced in the country

**Course Content**

**Unit-1: Swatch Bharath- an Environmental Awakening**

Meaning, concept, definition of Swatch Bharath  
Evolution of the concept of Swatch Bharath, objectives, its campaign and execution.  
Integration of Swatch Bharath campaign with educational institutions  
Strategies to implement the Swatch Bharath campaign in schools and other educational institutions.

**Unit-2: Objectives, Scope and Nature of Environmental Education**

Meaning, importance, definition, characteristics and objectives of environmental education

Importance, objectives, scope and guiding principles of environmental education.

Factors of degradation of environment – adverse socio –economic impact of degradation of environment.

Types of pollution: Land, Air, Water, Noise, and Radiation

Green house effect - Ozone layer depletion.

Importance of need and scope of environmental conservation and regeneration.

Impact of industry/mining/transport on environment

**Unit-3: Environmental Management and Protection**

Need for environmental management – functions and characteristics of environmental management

Dimensions of environmental management. Factors responsible for flora and fauna extinction

Measures to conserve flora and fauna.- causes for forest fire- measures of prevention

Major environmental problems in India – Environmental protection and policies in India

Need and objectives of conservation – Environmental conservation measures taken in India, waste management, alternative sources of energy, organic farming, rain water harvesting, community participation in nature resource management, water and forests. Constitutional amendments made and Environmental laws,

#### **Unit-4: Environmental Movements and Developments**

Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao, Andolan, National Test Range at Balipal, Orissa.

Conditions for achieving the goals of sustainable development

Strategies for sustainable development in India.

The Stockholm conference 1972 – Brundtland commission 1983 – Nairobi conference 1982 – The Rio Summit 1992

The Rio Declaration at the earth charter – Major achievements of the Rio Summit –

Main features of the Rio Declaration

Kyoto conference and part on Global Warming 1997.

#### **Unit-5: Environmental Education in the School Curriculum and Means to Sensitize the Students**

Environmental education at Primary, Secondary and Higher Education level

Major constraints for its implementation at these levels.

Teacher's role – national resource center for environmental education.

Characteristics of good teaching method.

Seminar, Workshop, Problem-solving, Field trips and Surveys, Projects, Exhibition and other methods.

Relative efficiency of teaching methods, Role of IT and media in environment and human health.

#### **Activities**

1. Make a survey of your area and document all the environmental problems found along with photographs
2. Conduct a survey of five high schools and describe the steps to be taken to enhance the environment and make the institutions Swatch.
3. Organize a Rally in a school where you attend Internship on Swatch Bharath and Importance of Environment (The World Environment Day is 5<sup>th</sup> June) and report
4. Conduct elocution and essay writing competitions for students on environmental issues and report

**Text Books**

- Agarwal, S.P. and Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts.
- Board of Education Fountain. (1999). Peace Education UNICEF. NY: UNICEF.
- Bondurant, J. V. (1996). Teaching tolerance: Raising open minded Emphatic Children. New York: Doubleday.
- Eisler, J. (1994). Comprehensive conflict result program (1993-94). New York: N. Y. City.
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- Joy, P., & Neal, P. (1994). The handbook of environmental education: London, New Fetter Lane
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- Sharma, V. S. (2005). Environmental education. New Delhi: Anmol publication.
- Singh, Y. K. (2009). Teaching of environmental science. New Delhi: APHPublishing.