Course Code:	Credits: 5

ASSESSMENT FOR LEARNING

COURSE OBJECTIVES

CO1: Describe the meaning and role of assessment in learning.

CO2: Understand the assessment practices in various approaches of teaching.

CO3: Identify tools and techniques for classroom assessment

CO4: Develop necessary skills for preparation of achievement test and diagnostic tests

CO5: Master various statistical techniques for reporting quantitative data

Unit I: BASICS OF ASSESSMENT

Meaning and definitions - Measurement, Assessment and Evaluation - Role of assessment in learning- as learning, for learning, and of learning - Formative and Summative assessment - purpose of assessment - Principles of assessment practices – Principles related to selection of methods for assessment, collection of assessment information, judging and scoring of students' performance, summarization and interpretation of results, reporting of assessment findings.

Unit II: ASSESSMENT FOR LEARNING IN CLASSROOM

Student evaluation in transmission-reception (Behaviourist) model of education- drawbacks - Changing assessment practices- Assessment in Constructivist approach - Continuous and Comprehensive Evaluation- Projects, Seminars, Assignments, Portfolios; Grading - Types of assessment - practice based, evidence based, performance based, examination based - Practices of Assessment dialogue, Feedback through marking, peer and self – assessment.

Unit III: TOOLS & TECHNIQUES FOR CLASSROOM ASSESSMENT AND ISSUES

Tools & techniques for classroom assessment: Observation, self-reporting, anecdotal records, check lists, rating scale, types of tests - rubrics- meaning and importance - assessment tools for affective domain- attitude scales, motivation scales- Interest inventory - Types of test items- Principles for constructing test items. Major issues-commercialization of assessment, poor test quality, domain dependency, measurement issues, system issues - reforms in assessment: Open book and online - examinations.

UNIT IV: ASSESSMENT PRACTICES IN INCLUSIVE SCHOOL

Differentiated Assessment - Culturally Responsive Assessment - Use of tests for learner appraisal - Achievement test, Diagnostic test - Construction of scoring key - Marking scheme - question wise analysis - Quality of a good test - Ensuring fairness in assessment - Assessment for enhancing confidence in learning - Assessing the disabled and performance outcomes of diverse learners - Assessment and feedback - Process of feedback.

Unit V: PREVALENT PRACTICES OF ASSESSMENT AND REPORTING OF QUANTITATIVE DATA

Drawbacks of Present Assessment System – Assessment for Better Learning, Confident learning and creative learners – Reflective journal – Students portfolio. Interpreting and reporting quantitative Data – Measures of central tendency, Measures of dispersion and correlation – graphs and diagrams.

SUGGESTED ACTIVITY

1. Conduct seminar on changing assessment practices.
2. Discussion on rubrics of assessment
3. Present a Power Point presentation on formative and summative assessment.
4. Submit an assignment of drawbacks of Present Assessment system.
5. Workout examples for central tendency, dispersion and correlation

TEXT BOOKS

1. Baker, E.L & Quellmalz, E.S Ed. (1980) Educational testing and evaluation. London: Sage Publications.
2. Bloom, S.B. Hastings, J.T. and Madans, G.F. (1971) Handbook on Formative and summative evaluation of student learning. New York: McGraw – Hill Book Co.
3. Dave, R.H. & Patel, P.M. (1972) Educational evaluation and assessment, New Delhi: NCERT.
4. Ebel, R. L. (1966). Measuring educational achievement. New Delhi: Prentice Hall of India Pvt. Ltd.
5. Griffin, P., McGraw, B., & Care, E. (2012). (Eds.). Assessment and teaching of 21st century skills. New York: Springer.

SUPPLEMENTARY READINGS

1. Gronlund, E.N. (1965) Measurement and evaluation in teaching. London: Collier –Mc millan Ltd.

2. Harper (Jr.) A. E. & Harper E.S. (1990). Preparing Objective Examination, A handbook for reachers, students and examiners. New Delhi: Prentice Hall.

3. Linn, R. L. & Gronlund, N.E. (2003). Measurement and assessment in teaching. New Delhi Pearson Education Pvt. Ltd. Camberwell: ACER

4. Stella, A. (2001). Quality assessment in Indian higher education: Issues of future perspectives. Bangalore: Allied Publishers Ltd. E-business

COURSE OUTCOME

After completing this course, the students will be able to

CO1: Gain knowledge of judging and scoring of student performance.

CO2: Know the principles of assessment practices.

CO3: Differentiate between the types of assessment.

CO4: Point out the key issues in classroom assessment.

CO5: Understand how assessment can be possible in inclusive settings.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1		*															*							
CO2	*															*						*		
CO3				*																				
CO4					*	*																	*	
CO5											*									*				

SEMESTER – IV

Course Code:	Credits: 5

KNOWLEDGE AND CURRICULUM

COURSE OBJECTIVES

CO1. Acquire the dimensions of knowledge and validity of knowledge

CO2. Understand the nature and principles of curriculum

CO3. Analyze the Curriculum Design and Organization of knowledge.

CO4. Apply the knowledge on curriculum development and implementation.

CO5. Evaluate the change and innovation of curriculum.

UNIT - **I**: KNOWLEDGE AND KNOWING

Definition of knowledge and levels of knowledge – Types, kinds, forms and characteristics of Knowledge- Knowledge dimension – Categories of Knowledge dimensions – Dimensions of Cognitive Process - Indian and Western theories of knowledge. Theories of validity of knowledge: Correspondence theory of truth - Utility theory of truth - Semantic theory of truth and Deflationary theory of truth. - Knowledge in relation to information, belief and truth.

UNIT –II: MEANING, NATURE AND PRINCIPLES OF CURRICULUM

Meaning and definition of Curriculum – Need for Curriculum development - Principles of Curriculum development – Types of Curricula: Subject-centered Curriculum, Learner- centered Curriculum, Problem-centered Curriculum and Curriculum Alignment.

UNIT –III : CURRICULUM DESIGN AND ORGANIZATION OF KNOWLEDGE

Definition and Components of Curriculum design – Sources of curriculum design – Design dimensions: Horizontal and vertical organization – Scope, Integration, and Sequence - Articulation, Balance and Continuity. Meaning of knowledge organization - Forms of knowledge included in school education - Basis of knowledge organizations - Agencies involved in organization of knowledge in schools.

UNIT-IV: CURRICULUM DEVELOPMENT AND IMPLEMENTATION

Phases of Curriculum Development process – Models of Curriculum Development: Tyler's curriculum Inquiry Model, Taba's Grassroots Rationale Model and Saylor and Alexander's Planning process Model. Curriculum Implementation Models: ORC Model and LOC Model.

UNIT –V: CURRICULUM EVALUATION AND CHANGE

Curriculum Evaluation – Concept, definition – Source dimensions and functions of curriculum evaluation - Approaches to curriculum Evaluation – Need and importance of Curriculum Evaluation – Evaluation Phases - Tyler's objective-centered evaluation model – Robert Stake's Congruence- Contingency Evaluation Model - Curriculum revision, Curriculum change and innovation: Types of change - Process of curriculum change strategies and models for curriculum change and innovation.

SUGGESTED ACTIVITIES

1. Write a report on theories of validity of knowledge.
2. Group discussion on nature and principles of child-centered education.
3. Teacher talk on the Curriculum design and development.
4. Panel discussion on curriculum development process and implementation.
5. Seminar on approaches to curriculum evaluation, change and innovation.

TEXT BOOKS

1. Daniel Tanner, Laurel N. Tanner (1975). Curriculum development theory into practice. New York: Macmillan Publishing Co., Inc.
2. Dewey, John(1996). The Child and the Curriculum, Chicageo: The University of Chicago Press.
3. Orestein A.C and Hunkins F.P (1988). Curriculum: Foundations, principles and issues. New Jersey: Prentice Hall.
4. Saylor, G.J & Alexander, W (1965) Planning curriculum of school. New York: Holt Richard and Winston.
5. Taba, Hilda. (1962). Curriculum development: Theory and practice, New York: Harcourt Brace, Jovanvich.

SUPPLEMENTARY READINGS

1. Arora, G.L. (1984). Reflections on curriculum. New Delhi: NCERT.
2. Chikumbu, T.J & Makamure, R. (2000). Curriculum theory, design and assignment (Module 13). Canada: The Common wealth of Learning.
3. Diamond Robert, M. Designing and Improving Course in Higher ducation: A Systemic Approach, California: Jossey.
4. Dinn Wahyudin, (2019). Curriculum Development and Teaching Philosophy, LAMBERT
5. Doll Ronal. C. Curriculum Improvement: Decision Making Process London: Allyon and Bacon.

E- RESOURCES

1. www.ncde.go.ug
2. www.wcedcurriculum.westerncap.gov.
3. www.journals.aps.org
4. www.wordlat.org

COURSE OUTCOMES

After completing this course, the students will be able to

CO1: recognize the types, categories of knowledge.

CO2: generalize the Principles of Curriculum Development.

CO3: compare the various Curriculum design and organization of Curriculum.

CO4: determine the various models of Curriculum.

CO5: summarize the Evaluation Phases.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1																								
CO2		*										*						*	*					
CO3																*								
CO4																								
CO5				*		*	*							*			*							

Course Code:	Credits: 5

CREATING AN INCLUSIVE SCHOOL

COURSE OBJECTIVES

CO1: Understand the Historical perspective of inclusive education.

CO2: Enable the students to comprehend the barriers to inclusion

CO3: Develop understanding on building inclusive learning environment for promoting successful inclusive education

CO4: Understand the need and concept of curriculum adaptation

C05: Develop the skills associated with management of inclusive classrooms

UNIT- I: PERSPECTIVES IN INCLUSIVE EDUCATION

Emergence of Inclusive education in India from the historical perspective – Acts, policies and programmes - Inclusive education: Concept and Need, Principles of Inclusive Education and Various Education programmes for CWSN: Special Education, Integrated and Inclusive Education.

UNIT –II : UNDERSTANDING BARRIERS TO INCLUSIVE EDUCATION

Attitudinal, Systemic and Structural barriers to Inclusion - Ways and means to promoting successful inclusion, Capacity building among teachers and Stakeholders to inclusive education, features and benefits of inclusive education.

UNIT -III: BUILDING INCLUSIVE LEARNING ENVIRONMENTS

Strategies to build inclusive learning environment in school and classroom: Accessibility in relation to disability, Universal Design, Principles of Universal design, Application of Universal Design in various environment.

UNIT-IV: CURRICULUM ADAPTATION

Curriculum Adaptations: Definitions, Accommodations and Modifications, Decision-Making Model for Designing Curricular Adaptation, Various types of Adaptation - Universal design for learning and Differentiated Instructions, Integration of Universal design for learning and differentiated instructions - Teaching Strategies for Inclusive Classrooms: Cooperative learning, Peer tutoring and Co-teaching, Technology for Children with special needs in inclusive classrooms, Examination concessions and Provisions for children with special needs.

UNIT-V: MANAGEMENT OF INCLUSIVE CLASSROOM

Common issues and Challenges in Management of inclusive classroom: Evidence-based Classroom Behaviour Management Strategies – Classroom Management, Seating Arrangement, scheduling, Pace of instruction etc. - Fostering families, Schools and Community Partnerships in inclusive education, Teachers' role in inclusion of children with special needs.

SUGGESTED ACTIVITIES

1. As a classroom teacher, what are the adaptations that can do in the curriculum for children with special needs?
2. Conduct a debate on General and Special Teachers' role in inclusive education setup.
3. Develop a UDL based lesson plan for primary or secondary level of inclusive learning environment.
4. Study the impact of RTE's on challenges in implementing education for children with disabilities.
5. Visit to Inclusive School/Institution nearby and discuss the need of curriculum adaptation for Children with disabilities.

TEXT BOOKS

1. 'The EFA movement". United Nations Educational, Scientific and Cultural Organization. Retrieved 11 Sep. 2010.
2. Alur, M. (2002). Education and Children with Special Needs: from Segregation to Inclusion, New Delhi: Sage Publications

3. Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). *Peer support strategies: Improving all students' social lives and learning.* Baltimore: Paul H. Brookes.

4. Clough, P., & Corbett, J. (2000). *Theories of inclusive education.* London: Paul Chapman Publishing.

5. De Vroey, A. (2016). Inclusive Education, Lecture notes/Power Point Presentation, International Workshop on Inclusive Education, Short Training Initiative, December 2016, Ranchi, Jharkhand

6. Guha, A. (2016). Curriculum Adaptations and Types of Adaptation, Lecture notes/Power Point Presentation, International Workshop on Inclusive Education, Short Training Initiative, December 2016, Ranchi, Jharkhand.

7. Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). *Essential best practices in inclusive school.* Institute on Disability/UCE, University of New Hampshire.

8. Kunc, N. (2000). *Rediscovering the right to belong.* In R. A. Villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together.* Baltimore: Brookes.

SUPPLEMENTARY READINGS

1. Mastropieri, M. A., & Scruggs, T. E. (2006). *The inclusive classroom: Strategies for effective instruction.* New Jersery: Prentice-Hall.

2. Ministry of Human Resource Development (MHRD) (2006), Inclusive Education- Draft Action Plan for Inclusive Education of Children and Youth with Disabilities, New Delhi: MHRD.

3. Mukhopadhyay, S., & Mani, M. N. G. (2002). *Education of children with special needs*, in Govinda, R. (2002) (Ed) India Education Report. New Delhi: Oxford University Press.

4. Peterson, M., & Hittie, M. (2009). *Inclusive teaching: The journey towards creating effective schools for all learners*. New Jersery: Merrill.

5. Rao, Indumathi & pramod, sharada. (2010). A Self help Text book on Inclusive Education.

6. Rashtriya Madhyamik Shiksha Abhiyan (Integrated) | Government of mhrd.gov.in ›

School Education.

7. Report on Integration of Culture Education in the School Curriculum (2005). CABE, MHRD, GOI. Retrieved fromhttp://mhrd.gov.in/sites/upload_files/mhrd/ files/document-reports/Culture.pdf

8. Sharma Prem Lata and et.al (2012) 'Inclusive Education: What, Why and How', RIE (NCERT) Mysore, A.G. Suvratheendra Vani press, Geetha Road, Chamarajapuram Mysore 570 005.

9. UNESCO (1994). *The Salamanca statement and framework for action on special needs education*. UNESCO, Paris.

10. Villa, R. A., & Thousand, J. S. (2005). *Creating an inclusive school*. Alexandria: Association for Supervision and Curriculum Development (ASCD).

11. Wade, S. E. (2000). *Inclusive education: A casebook and readings for prospective and practicing teachers*. New Jersery: Lawrence Erlbaum Associates.

WEB RESOURCES

1. Accessible Environment for the persons with disabilities. [updated on 15 Feb 2016] available from: https://www.slideshare.net/HighBloodPressureH/accessible-environment-for-the-persons-with-disabilities

COURSE OUTCOMES

CO1. Explain Various Education programmes for CWSN.

CO2. Analyse the different Barriers to Inclusive Education.

CO3. Examines the strategies to build inclusive learning environment in School.

CO4. Demonstrates the importance of curriculum adaptation.

CO5. Interprets the common issues and challenges in management of inclusive classroom.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1		*													*									
CO2	*												*					*						
CO3										*		*												
CO4			*													*	*							
CO5						*	*				*								*					*

Course Code:	Credits: 5

VALUES AND PEACE EDUCATION

COURSE OBJECTIVES

CO1: Understand the concept of Value education.

CO2: Explain the methods of fostering values.

CO3: Understand the concept of Peace Education.

CO4: Discuss the ways of promoting culture of peace.

CO5: Identify and apply the practices for value inculcation and clarification.

UNIT- I: VALUES EDUCATION

Values: Meaning and definitions – Aims of Value education – Types of values – Need and importance of Value education – Sources of Values- Values of development: periods of development – Kohlberg's stages of moral development — Socio-cultural traditions, religion and constitution- Value education in school curriculum.

UNIT- II: FOSTERING VALUES

Development of Values: Attitudes and personal qualities – Core values – ways of fostering values in children - Role of parents, Teachers, Society, Peer Groups, Religion, Government, Mass Media and Voluntary Organisation – Rath's process of valuing: Storytelling, Dramatization and Clarification – Family Values – Character Education.

UNIT- III: PEACE EDUCATION

Peace Education: Meaning and Definition, Concepts, Aims and Objectives of Peace Education- at different levels of education – Importance of Peace Education in the present scenario – Peace education as conflict resolution training – Democracy education – Human rights education.

UNIT- IV: PROMOTING CULTURE OF PEACE

Meaning of culture of peace and non-violence – conflict prevention and resolution – Fostering culture of peace through education – Promoting inner peace, understanding, tolerance, solidarity – Education for non-violence – UNESCO culture of peace programmes – International peace and security.

UNIT- V: APPROACHES AND STRATEGIES

Approaches to Value development – Value inculcation, analysis and clarification – Strategies: Curricular and Co-curricular activities – Field trips, Club activities – whole school approach – pedagogy of values – Role plays, Stories, Anecdotes, Group singing, Group Activities and Questioning.

SUGGESTED ACTIVITIES

1. Teacher talk on pedagogy of values and whole school approach.
2. Prepare a school curriculum for promoting peace education.
3. Seminar on Value education in school curriculum.
4. Group discussion on fostering values in children.
5. Write an assignment on Education for non-violence, international peace and security.

TEXT BOOKS

1. Bhatt, S.R(1986). Knowledge, Value and Education: An Axiomatic Analysis, Delhi: Gian Pub.,
2. Kar, N.N. (1996). Value Education: A Philosophical Study. Ambala: Associated Pub.
3. Khan, Wahiduddin. (2010) Family Life, Goodword Books, New Delhi,.
4. Kulshrestha, S.P. (1979), Emerging Value Pattern of Teachers & Value Pattern of Teachers & New Trends, Education in India, New Delhi: Light & Life Pub.,
5. Mascarenhas, M. & Justa, H.R. (1989)., Value Education in Schools and Other Essays, Delhi Konark.

SUPPLEMENTARY READINGS

1. R., King, (1969) Values & Involvement in Grammar School, London: Routledge.
2. Sharma, S. R, (1999)., Ed., Teaching of Moral Education, N. Delhi: Cosmos, Pub.

3. Singh, Samporn (1979) Human Values, Jodhpur: Faith Pub.

4. Source book of Human Rights - NCERT

WEB RESOURCES

1. Ethics for Everyone: https://arthurdobrin.files.wordpress.com/2008/08/ethics-foreveryone. pdf

2. About the Golden Rule:http://choicesvideo.net/guidebooks/aboutgoldenruleguidebook.pdf

3. Universal Declaration of Human Rights: http://www.un.org/en/documents/udhr/

4. Arnold Toynbee.s Challenge-Response: http://www.greenbookee.com/arnold-toynbeechallenge- and-response/

5. Life of Dr. Abdul Kalam: https://yippiie.files.wordpress.com/2011/04/wings-of-fire-byabdul- kalam-printers1.pdf

6. Values and UNESCO: http://unesdoc.unesco.org/images/0012/001279/127914e.pdf

7. Teaching Ethics, UNESCO: http://portal.unesco.org/shs/en/files/8735/11289332261TeachingEthics_CopenhagenReport.pdf/TeachingEthics_CopenhagenReport.pdf

8. Unilateral Ethics and Personality Development: www.cpsglobal.org

COURSE OUTCOMES

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

CO1: examine the need and importance of value education

CO2: discuss the ways of fostering values in children.

CO3: analyse the importance of peace education.

CO4: construct the culture of developing peace education.

CO5: use the approaches of value inculcation in children.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1				*			*																	
CO2						*			*								*							
CO3								*					*											
CO4					*	*																		
CO5					*					*		*						* *						

Course Code:	Credits: 5

Elective Paper

HUMAN RIGHTS EDUCATION

COURSE OBJECTIVES

CO1: Acquire the knowledge of concept of human rights.

CO2: Understand the human duties and responsibilities.

CO3: Analyze the status of women in contemporary Indian society.

CO4: Synthesis the societal problems of human rights in India.

CO5: Evaluate the problems of enforcement of human rights in India.

UNIT – I: CONCEPT OF HUMAN RIGHTS

Meaning, Nature and Definition - Classification of Rights – Moral, Social, Cultural, Civil, Religious and Political.

UNIT – II: HUMAN DUTIES AND RESPONSIBILITIES

Concept of Humanism, Duties and Responsibilities - Identification of human duties and responsibilities: Towards Self, Family, Community, Society, Nation/State, Poor, Dalit, Down-trodden, Distress, Elders and others - Interrelationships of rights and duties: Harmony and Conflict.

UNIT – III: STATUS OF WOMEN IN CONTEMPORARY INDIAN SOCIETY

Poverty, illiteracy, lack of independence, patriarchy, oppressive social custom, gender bias, domestic violence , sexual harassment , in private and public domain - Women's movement in the West: A Historical Understanding - Women's movement in India : History and contemporary.

UNIT – IV SOCIETAL PROBLEMS OF HUMAN RIGHTS IN INDIA

 Concepts and Approaches: Concept of societal problems and human rights - Theoretical approaches to social problems and social changes- Causes and types of social problems - Social Issues: Problems of social hierarchy, Problems of Minorities, Problems of Scheduled Castes and Scheduled Tribes - Violence against women and children - Right to Education Act -2009 (RTE), Protection of Children from Sexual Offences Act-2012 (POSCO), Problems of aged and disabled.

UNIT – V: PROBLEMS OF ENFORCEMENT OF HUMAN RIGHTS IN INDIA

Illiteracy, lack of awareness - Abuse and misuse of power - Lack of accountability and transparency in government functioning: Right to Information - Lack of People's Participation in Governance - Social prejudices against caste, women, minorities, etc.- Inequitable access to natural and material resources.

SUGGESTED ACTIVITIES

1. Teacher talk/invited lecture on the concept of Human Rights.
2. Prepare a report on the Human duties and responsibilities.
3. Collect the information through internet/newspapers about gender bias/ domestic violence.
4. Prepare a bulletin by collecting the Act of RTE and POSCO.
5. Conduct a Debate on Pros and Cons of Right to Information Act.

TEXT BOOKS

1. Henry J Steiner and Philip Alston(ed.), (2000) International Human Rights in Context. Oxford University Press.
2. Jack   Donnelly. (2005). Universal human rights. New Delhi: Manas Publication.
3. Jermy, Waldrom. (1984). Theories of Rights. New Delhi: Oxfords University Press.
4. M.M. Rehman, Kanta rehman, Poonam.S Chauhan, Syed Begum, (2000). Human rights, human development, concepts and contexts. Manak, Publications Pvt. Ltd.
5. Mohini Chatterjee. (2004). Feminism and women's human rights. Jaipur: Aaviskhkar Publishers Distributors.

SUPPLEMENTARY READINGS

1. Abdulrahim, P. Vijapur, Kumar Suresh(ed) (1999). Perspectives on Human Rights. New Delhi**:** Manas Publication.
2. Alfab Alam(ed), (2000). Human Rights in India. New Delhi:Raj Publications.
    .

3. Jack Donnelly, (2005). Universal Human Rights in Theory and Practices. New Delhi: Manas Publication.

4. Lina Gonsalves, (2001). Women and human rights. New Delhi: A.P.H Publishing Corporation.

5. Vijay Kumar, (2003). Human rights dimensions and Issues. New Delhi: Anmol Publications.

E- RESOURCES

1. https://archive.mu.ac.in/myweb_test/SYBA%20Study%20Material/fc.pdf

2. https://www.ohchr.org/documents/publications/handbookparliamentarians.pdf

3. http://cbseacademic.nic.in/web_material/doc/Chapter%201-An%20Introduction%20to%20Human%20Rights%2012-4-13.pdf

4. https://www.ugc.ac.in/oldpdf/modelcurriculum/human.pdf

5. http://www.eycb.coe.int/compasito/chapter_2/pdf/1.pdf

COURSE OUTCOMES

After completing this course, the students will be able to:

CO1: Identify the concept of human rights and list out the components.

CO2: Summarize the duties and responsibilities and explain the Harmony and Conflict.

CO3: Discriminate the various issues related to status of women and compare the Indian and Western countries.

CO4: Relies the societal Problem and apply the knowledge RTE & POSCO Act.

CO5: summarize the problems of enforcement of human rights in India.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1								*																
CO2																				*				*
CO3			*						*										*			*		
CO4																						*		
CO5				*			*						*	*				*						

SEMESTER – IV

Course Code:	Credits: 5

Elective Course

COMMUNITY ENGAGEMENT THROUGH WORK EDUCATION

COURSE OBJECTIVES

CO1: Appreciate the concept of Work and dignity of labour.

CO2: Sensitize the importance of the Gandhiji's ideas on Nai Talim.

CO3: Analyze the school education programmes and policies, which incorporate local community engagement aspects.

CO4: Utilize the dialogic method of community engagement.

CO5: Demonstrate the best practices of community engagement his/her own.

UNIT – I: WORK AND EDUCATION

Meaning and concept of work – Significance of work and labour – Work and livelihood – Work with happiness and satisfaction – Work Education: Social, economic and pedagogical values of work and craft education.

UNIT – II: NAI TALIM

Gandhiji's ideas on Education – Basic tenets of Nai Talim – Contemporary relevance of Nai Talim – Experiential learning: Meaning and concept – Experiential learning and community vis – a – vis National Curriculum Framework (2005), and NCFTE (2010).

UNIT – III: COMMUNITY ENGAGEMENT

Theories of Community Engagement – School, family and community partnership – Government programmes for education and development of literacy – Rationale and methods of Community Engagement – School management committees – Role of Teachers' and Headmasters for community engagement and parent engagement in school matters - Establishing Rural Education interest groups and communities – Self-Help Groups and Education.

UNIT – IV: MODELS AND APPROACHES OF NAI TALIM

Models: Gandhiji, Tagore, and John Dewey – Approaches: Paulo Friere's Critical Pedagogy and Dialogic method, Vygotsky's Social Construction and Humanistic approaches of character-building, values and ethics.

UNIT – V: NAI TALIM AND FIELD ENGAGEMENT

Connecting knowledge to life from outside the School – Nai Talim and field engagement: Community services and its impact – Documenting best practices: Local production, plantation of saplings, waste management, water harvesting, participating in agriculture operations in villages.

SUGGESTED ACTIVITIES
1. Engaging the students in the activity and work based education programme in the neighborhood villages.
2. Field visit and field interaction with Village and Self Help Groups for the students.
3. Group discussion on various models and approaches of Nai Talim.
4. Seminar on National Curriculum Framework (2005), and NCFTE (2010).
5. Visiting public places and farms for studying and participating in awareness programme relating to health and sanitation, soil fertility management, biomass energy and producing solar-energy.

TEXT BOOKS
1. Kolb, D. A. (2014). Experiential learning: Experiential as the sense of learning and development. New Jercy: Pearson Press.
2. MGNCRE. (2018). Experiential learning (Gandhiji's Nai Talim). Hyderabad: Mahatma Gandhi National Council for Rural Education, MHRD, Govt. of India.
3. National Council for Educational Research and Training (2007). Work and education. New Delhi: NCERT.
4. Prabath, S. V. (2010). Perspectives On Nai Talim. Hyderabad: Serials Publications.
5. Precle, J. (2014). University community engagement and lifelong learning. New York: Springer International Publications.

SUPPLEMENTARY READINGS:

1. Anthony, P.D (2001). The ideology of work. London: Routledge.
2. Cameron, J., & Grant-Smith, D. (2005). Building citizens: Participatory planning practice and a transformative politics of difference. Urban Policy and Research, *23*(1), 21-36.
3. Gandhi, M.K (1962). Village swaraj. Ahmadabad: Navajivan Pulication.
4. Martorie Sykes (2001). The story of Nai Talim. Kolkata: Earth care books.
5. West-Burnham, J., Farrar, M., & Otero, G. G. (2007). Schools and communities: Working together to transform children's lives. Stafford: Network Continuum Education.

E-RESOURCES:

1. http://www.place-based-community-engagement-highereducation
2. http://www.gandhiashramsevagram.org/pdf-books/village-swaraj.pdf
3. http//:www.mgnrce.org
4. http//:www.epgp.inflipnet.ac.in
5. http//:www.ncert.ac.in

COURSE OUTCOMES

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

CO1: understand the concept of work and dignity of human labour.

CO2: examine the basic tenets of Nai Talim.

CO3: analyze the various aspects of NCF (2005) and NCFTE (2010).

CO4: explore various theories of community engagement.

CO5: engage themselves with various social activities of plant sapling, rain-water harvesting, rural and urban hygiene and health services

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1								✳	✳															
CO2		✳		✳									✳		✳									
CO3			✳	✳		✳		✳			✳													
CO4				✳											✳			✳						
CO5							✳							✳	✳				✳					✳

Course Code:	Credits: 5

Elective Course

DISASTER MANAGEMENT

COURSE OBJECTIVES

CO1: Comprehend the meaning, definitions and concept of disaster management.

CO2: Understand the different theories of disaster management.

CO3: Develop knowledge on cognizance of recent updates on disaster management Acts and guidelines of State and Union Governments.

CO4: Acquaint with the approaches, techniques and application of Science & Technology to encounter disasters and any other emergencies.

CO5: Realize their role in prevention and rescue in disaster emergency.

UNIT – I: INTRODUCTION TO DISASTER MANAGEMENT

Disaster Management: Meaning and definitions - Types: Geological, Biological and Man-made Disasters – Global Disaster trends – Emerging risk of Disasters – Climate change.

UNIT – II: APPROACHES AND TECHNIQUES OF DISASTER MANAGEMENT

Disaster Management: Principles and Framework Cycle – Theories of Disaster Management: Sustainable Development theory, Emergency Management theory, System theory, Policy making theory and Networking & Management theory.

UNIT – III: DISASTER MANAGEMENT IN INDIA

Disaster profile of India – Mega Disasters of India and lessons learnt - Disaster Management Act 2005 – Institutional and financial Mechanism - National policy on Disaster Management - National guidelines and plans on Disaster Management.

UNIT – IV: AGENCIES OF DISASTER MANAGEMENT

International Agencies: The Asian and Pacific Centre for Transfer of Technology (APCTT), FAO, UNDP, UNICEF, UNESCO, UNFPA, WFP, International Strategy for Disaster Reduction (ISDR) – Disaster Management Agencies in India: National Disaster Response Force (NDRF); National Disaster Management Authority (NDMA); National Institute of Disaster Management (NIDM); State Disaster Management Authority (SDMA) – NGO's – Social Media

UNIT – V: ROLE OF EDUCATIONAL INSTITUTIONS IN DISASTER MANAGEMENT

Role of Teachers: General awareness in Schools/Colleges - Creating the Disaster prevention and response plan - Constituting of prevention and resource teams - Action plan check list - Role of Students: Plan before, during and after Earthquake, Landslides, Floods, Cyclone-warning, and high-rise fire.

SUGGESTED TASK/ACTIVITIES

1. Conduct a seminar on the role of Science & Technology on Disaster Management.

2. Invited lecture by legal expert on various legal measures on Disaster Management.

3. Preparation of Disaster Risk Management Plan of an Area or Sector.

4. Study of Recent Disasters (at local, state and national level).

5. Write a reflective report on disaster management agencies at international and national level.

TEXT BOOKS

1. Coppola, D. P, (2007). Introduction to international disaster management, London: Elsevier Science (B/H).
2. David Alexander (1999). Natural disasters, London: Kluwer Academic.
3. Modh, S. (2010). Managing natural disasters, New Delhi: Mac Millan Publishers.
4. Murthy, D.B.N. (2012) Disaster management, New Delhi: Deep and Deep publication.

5. Srivastava, H.N. & Gupta, G.D. (2006). Management of natural disasters in developing countries. Delhi: Daya Publishers.

SUPPLEMENTARY READINGS:

1. Angus, M. G. (2008). Encyclopedia of disasters: Environmental catastrophes and human tragedies. Vol. 1 & 2, Greenwood Press.
2. Anu Kapur (2005). Disasters in India studies of grim reality. Jaipur: Rawat Publishers,
3. Disaster Management Guidelines. GOI-UND Disaster Risk Program (2009-2012).
4. Goyal, S. L. (2006). Encyclopedia of disaster management, disaster management policy and administration, (Vol I, II and III), New Delhi: Deep & Deep.
5. Gupta, A. K; Niar, S.S & Chatterjee, S. (2013). Disaster management and risk reduction, role of environmental knowledge. Delhi: Narosa Publishing House.

E-RESOURCES:

1. http//:www.wui.org
2. http//:www.ifvc.org
3. https://www.mba.gov.in
4. http//:www.unoosa.org
5. http//:www.ndvf.gov.in

COURSE OUTCOMES

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

CO1: analyze the different types of Disaster Management.

CO2: apply the techniques and approaches to Disaster Management.

CO3: describe national Policy on Disaster Management.

CO4: discuss the role of various international and national agencies of disaster management.

CO5: explain knowledge on role of educational institutions in disaster management.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1							∗																	
CO2		∗			∗		∗					∗												
CO3		∗					∗			∗		∗												∗
CO4							∗			∗								∗						∗
CO5						∗	∗			∗			∗			∗								∗

Course Code:	Credits: 5

SPECIAL EDUCATION

COURSE OBJECTIVES

CO1: Understand the definition, principles, need, scope, and types of special education.

CO2: Describe the Historical Perspectives of Special Education.

CO3: Discriminate the types of disabilities.

CO4: Know the causes and characteristics of disabilities.

CO5: Identify the different assessment of persons with disabilities and planning of educational needs of persons with disabilities.

UNIT- I : INTRODUCTION TO SPECIAL EDUCATION

Special Education: Meaning, concept, definition, principles, objectives, need, scope & types; - Historical Perspectives in special education – exclusion, acceptance, prohibition, institutionalisation, special school, integration and inclusion.

UNIT-II : UNDERSTANDING DISABILITIES AND ITS EDUCATIONAL IMPLICATIONS

Understanding disabilities; types, causes and characteristics of disabilities as per RPWD Act 2016 - Physical disability; Intellectual disability; Mental behaviour; Chronic Neurological Conditions; Blood disorder; Multiple Disabilities; Educational implications and needs of Persons with Disabilities

UNIT- III : IDENTIFICATION AND ASSESSMENT

Identification and Assessment of persons with Physical Disability- VI/HI/PH; Intellectual Disability- LD/ASD/ID; Mental Behaviour (MI); Chronic Neurological Conditions; Blood Disorders; Multiple Disabilities; Screening, Diagnostic, Functional and Educational assessment and referral.

UNIT – IV: EDUCATIONAL PROGRAMME AND OTHER SUPPORTIVE THERAPEUTIC INTERVENTION STRATEGIES

Functional and educational programmes based on Medical & Health Care, Therapeutics, and use of Technology for Persons with Physical disability; Intellectual disability; Mental behaviour; Chronic Neurological Conditions; Blood disorder; Multiple Disabilities

UNIT - V ACTS AND POLICIES

United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006) - RCI Act 1992 - Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, PWD Act 1995, National Trust Act 1999, Rights of Persons with Disabilities (RPwD) Act, 2016; Provisions and Concessions given by State and Central Government.

SUGGESTED ACTIVITIES

1. Conduct a seminar on different Acts and Policies on Rights of persons with Disabilities.
2. Observation of special schools and inclusive schools and prepare a report.
3. Therapeutics and Support services (PT, OT, ST, and BT) for persons with disabilities used for educating children with special needs.
4. Visit any Non - Governmental Organization (NGO) offering services for persons with
5. Write an essay on Definition, Principles, Objectives, Need, Scope & Types of special education.

TEXT BOOKS

1. Aggarwal, K. (2002) Handbook for parents of children with disabilities. Planning Commission. Govt.of India.
2. Gayatri Ahuja, (20180) Curriculum accommodations and adaptations, society for advance study in rehabilitation (SASR). Atlantic Publisher.
3. Kauffman James M. & Hallahan Daniel P. (Ed) (2011). Handbook of special education. Routledge
4. King-Sears, H.E. (1994) Curriculum based assessment in special education. San Diego Singular Publishing Group.
5. Umadevi, M.R. (2010). Special education: A practical approach to education of children with special needs. Neelkamal

SUPPLEMENTARY READINGS

1. Harp, B. (2006). The handbook of literacy assessment and evaluation, (3rdEds). Norwood, M.A.: Christopher-Gordon Publishers, Inc.

2. Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders, PRO-ED, Austin.

3. Loreman, T., Deppeler, J., & Harvey, D. (2005). Inclusive education – A practical guide to supporting diversity in the classroom. (2nd Eds.). U.K. Routledge.

4. Miller, F. And Bachrach, S.J. (2012). Cerebral Palsy: A Complete Guide for Caregiving. A Johns Hopkins Press Health Book.

5. Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviours: Implementing Data Driven Strategies, Sensory World, Texas.

E-RESOURCES:

1. http//:www.disabled-world.com
2. http//:www.disability-wa-gov.in
3. http//:www.nds.org.an
4. http//:www.aruma.um.an
5. http//:www.inclusive-education.org

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1: explain Historical Perspectives in Special Education.

CO2: analyse the Disabilities and its Educational Implications.

CO3: examine Identification and Assessment of persons with Physical Disability.

CO4: Classify the Educational Programme and Other Supportive Therapeutic Intervention Strategies of disabilities.

CO5: analyse the Acts and Policies of Disabilities.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1							✶		✶															
CO2									✶						✶									
CO3																			✶					✶
CO4										✶		✶	✶			✶		✶						
CO5														✶										