

BSBAEDUCD03:
GENDER ISSUES IN EDUCATION

Objectives:

By the end of the course the student-teacher will be able to:

- Describe the concept of gender and sex
- Recognize the difference between gender and sex
- Explain the terms gender dynamics
- Describe the social construction of gender
- Discuss the social attitude towards girl's education
- Understand and discuss the issues related to gender in school
- Aware of the Indian constitutions and provision according to women
- Consciousness of legal aspects related to women
- Have awareness of PNDT Act and Domestic Violence Act.
- Apply and evaluate approaches or modes of inquiry used to analyze women's rights

UNIT I: GENDER CONCEPTS AND TERMINOLOGY

- 1.1. Definition of Gender
- 1.2. Difference between Gender and Sex
- 1.3. The concept of Gender, sexuality and Development
- 1.4. Gender Dynamics
- 1.5. Social Construction of Gender

UNIT II: GENDER AND SCHOOL

- 2.1. Gender Bias
 - 2.1.1. Gender Bias in School Environment
 - 2.1.2. Gender Bias in Household responsibilities
 - 2.1.3. Social attitudes towards Girl's Education
 - 2.2.4. Value accorded to Women's Education
- 2.2. Issues related to Gender in School
 - 2.2.1. Sexual Abuse
 - 2.2.2. Sexual Harassment
 - 2.2.3. Perception of safety at school, home and beyond
 - 2.2.4. Adult and Non-Formal Education for Women's development
 - 2.2.5. Importance of vocational training and income generation for women

2.3. Gender Equality

- 2.3.1. Role of schools in reinforcing gender equality
- 2.3.2. Role of peers in reinforcing gender equality
- 2.3.3. Role of teachers in reinforcing gender equality
- 2.3.4. Role of curriculum and textbook in reinforcing gender equality

UNIT III: GENDER AND SOCIETY

- 3.1. History and Current Scenario of Indian Women
- 3.2. Concept of Patriarchy and Matriarchy
- 3.3. Issues related to Indian Women
- 3.4 Gender roles in society through variety of institutions: Family, Caste, Religion, Culture, Media and popular culture (films, advertisements etc), Law and State
- 3.5. Identification of Sexual abuse / violence and its verbalization

UNIT IV: GENDER AND LAW

- 4.1. Introduction to laws related to women
 - 4.1.1. Laws related to Rape
 - 4.1.2. Laws related to Dowry
 - 4.1.3. Laws related to Remarriage
 - 4.1.4. Laws related to Divorce
 - 4.1.5. Laws related to Property inheritance
 - 4.1.6. Laws related to Trafficking
- 4.2. Indian Constitutions - Introduction
 - 4.2.1. Women's Reservation Bill - History and Current Status
 - 4.2.2. The Indian constitution and provisions according to women
 - 4.2.3. Human Rights and Women's Right
- 4.3. Legal aspects related to Women
 - 4.3.1. Declining sex ratio
 - 4.3.2. PNDT (Pre Natal Diagnostic Techniques) Act
 - 4.3.3. Female Feticide
 - 4.3.4. Violence against Women
 - 4.3.5. Domestic Violence Act
 - 4.3.6. Sexual Harassment at Work Place
 - 4.3.7. Indecent Representation of Women (Prohibition Act)
 - 4.3.8. Cybercrime

HUMAN RIGHTS IN EDUCATION

Objectives:

1. To familiarize the students with the basic concept of Human Rights in the global and National context.
2. To understand the situations leading to violation of Human Rights.
3. To explore the role of civil society and judicial instruments in uplifting Human Rights.

Course Content:

1. **Human Rights:** Emergence of the concept, types.
2. **Meaning and Concept of Human Rights:** Notion and Classification of Rights : Natural, Moral and Legal Rights, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights; Collective/Solidarity Rights)
3. **Journey from Magna Carta to the Universal Declaration of Human Rights:** Magna Carta; The United States Declaration of Independence; The French Declaration of the Rights of Man and the Citizen; United States Bill of Rights; Geneva Convention of 1864; Universal Declaration of Human Rights, 1948.
4. **International Human Rights Regimes:** International Bill of Rights (Significance of Universal Declaration of Human Rights, International Covenant on Civil and Political Rights; and the International Covenant on Economic, Social and Cultural Rights), International Covenant on the elimination of all forms of discrimination with reference to vulnerable groups. e.g. children and women. The Role of the U.N. Security Council, and Other International Organizations (Amnesty and Red Cross), International Sanctions Against Violations of Human Rights ('Unilateralism' : Humanitarian Intervention versus State Sovereignty)
5. **Human Rights Situation:** Deprivation and Denial of Human Rights, Difficulties rooted in Social, Economic, Political and Legal System of the Country, Apathy and Lack of Social Auditing Response of civil society, judicial activism, UN, Human Rights Commission.
6. **Overcoming the Difficulties:** Protection Against Torture and Degrading Treatment, Accountability of the Governmental Machinery,
7. **Ideals enshrined in the Preamble to the Constitution** (Justice: Social, Economic and Political; Liberty: Of thought, Expression, Belief, Faith and Worship; Equality : of Status and of opportunity; Fraternity: Assuring the Dignity of the Individual and

Unity of the Nation Fundamental Rights and Directive Principles of State Policy: The National Human Rights Commission.

8. **Value of Diversity:** Collective Cultural Rights and the Idea of Universal Human Rights; Multiculturalism and Minority Rights; Protection and Promotion of Human Rights in Diverse societies.
9. **Human Rights of Women:** Gender Bias, harassment and offences against women, Special laws and institutional mechanisms for the protection of Women's rights.
10. **Human Rights of the Children:** Nature and issues in child rights in India. National and international norms and mechanisms for the protection of the child rights (UN Convention on the rights of the child; UNESCO Conventions; ILO Conventions), Right to Education.
11. **Environmental Rights:** Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention, Rehabilitation, Safety Aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment.
12. **Special Laws for the Protection of Specific Categories:** Reservations and the Rights to Equality, Protection of the aged and the Disabled; Special Laws and Institutional Mechanism for protection of the Aged and the disabled.
13. **Role of Advocacy Groups and Professional Bodies:** Press, Media, Role of Lawyers- Legal Aid, Educational Institutions, Role of Corporate Sector, NGO's

SCHEME OF EXAMINATION

INTRA SEMESTER (ISA) 20 MARKS

Written test – 10 marks

Assignment/ Seminar/ Any other form – 10 Marks

SEMESTER END EXAMINATION (SEE) – 30 Marks

Question Paper format

Time: - 1 Hr.

Q.1. Answer any 3 out of 4 questions

Q.2. Answer any 5 out of 6 questions

Marks: - 30

(3X5 marks =15)

(5X3 marks =15)

References:

1. Amartya Sen, The Idea Justice, New Delhi: Penguin Books, 2009.
2. Conor Grealy and Adam Tomkins (Eds).Understanding HumanRights, London: Manshell, 1996.
3. David Beetham, Politics and Human Rights, Oxford: Blackwell, 1995
4. Gurpreet Mahajan Ed., Democracy, Difference and Social Justice, New Delhi: Oxford University Press, 1998.
5. James Nickel, Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights, Berkeley:University of California Press, 1987.
6. John Rawls, Law of the People, Cambridge: Harvard University Press, 2001.
7. Michael Freeden, Rights, Delhi: World View, 1998(Indian Reprint)
8. Michael Freeman, Human Rights: An Interdisciplinary Approach, Oxford: Polity, 2002.
9. R.J. Vincent, Human Rights and International Relations, Cambridge: Cambridge University Press, 1986.
10. Ronald Dworkin, Taking Rights Seriously, London: Duckworth, 1978
11. SAHRDC, Human Rights and Humanitarian Law, New Delhi: South Asian Human Rights Documentation Centre, 2002
12. Stephen Shute and Susan Herley (Eds), On Human Rights, New York: Basic Books, 1993
13. Waldron, Jeremy. Theories of Rights, Oxford: Oxford University Press, 1984
14. Will Kymlicka (Eds), Rights of Minority Cultures, Oxford: Clarendon Press, 1995
15. United Nations Development Programme, Human Development Report 2004: Cultural Liberty in Today's Diverse World, New Delhi: Oxford University Press, 2004.
16. Upendra Baxi, The Future of Human Rights, New Delhi: Oxford University Press.
17. Bhargava,Gopal, Human Rights conflict to Build Peace,KalpazPublicationss,Delhi.
18. Bhargava ,Gopal,Meaning and source of Human Rights, KalpazPublicationss,Delhi.
19. ShahGiriraj,Human Rights Looking Back and Forging Ahead,Himalaya Publishing House.
20. Mani V.S, Human Rights in India:Anoverview,NewDelhi,institute for World Congress on Human Rights,1998.
21. Nirmal,C,J, Human Rights in India,New Delhi,Oxford,1999.
22. Pandey,V.P.International Perspectives on Human Rights,New Delhi Gyan,1999.
23. Rai,Rahul,HumanRights;UN Initiatives ,Delhi,Author Press,2000.
24. Saxena,K.P.Ed.HumanRights:Fifty Years of India's Independence,New Delhi Gyan,1999.
25. Vincent,R.J,Human Rights and International Relations ,London ,Oxford UniversityPress,1990.

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INCLUSIVE EDUCATION

Objectives:

By the end of the course, the student will be familiar with:

1. The philosophy of inclusive education
2. The legal provisions for inclusive education (international and national)
3. Challenges faced by children with disabilities (five disabilities specified)
4. Curriculum modifications necessary to include children with disabilities mentioned in the paper
5. Creating an inclusive environment in the school

Unit 1: Concept of Inclusive Education

1.1 Historical background of Inclusion

a) Normalization

b) Models of Inclusion (Medical, Social – Rights based Approach)

1.2 Definition & Principles of Inclusive Education

1.3 Benefits of Inclusive Education

1.4 Challenges of Inclusive Education (Disability specific)

a) Attitudinal

b) Environmental

1.5 Inclusive Education – Rights Based Model

a) International Perspectives of Inclusive Education (UNCRPD 2006, UNESCO)

b) National Perspectives of Inclusive Education (NPE 1986, Inclusive Educational Program and Schemes, RTI Act)

c) State Level Perspective of Inclusive Education (Goa Children's Act 2003)

Unit 2: Types of Disabilities: Characteristics and Educational Challenges

2.1 Specific Learning Disability

2.2 Sensory Impairment

a) Hearing Impairment

b) Visual Impairment

2.3 Autism

2.4 Scholastic Backwardness

2.5 Locomotor Disabilities

a) Cerebral Palsy

b) Muscular Dystrophy

Unit 3: Curriculum Modification

- 3.1 Text Book Modification
- 3.2 Differentiated Instruction
- 3.3 Alternative Evaluation System
- 3.4 Adaptation of co-curricular activities
- 3.5 Alternative subject Choice

Unit 4: Modifying School for Inclusive Education

- 4.1 Sensitization
- 4.2 Physical structure
- 4.3 Life Skills Resource Rooms
- 4.4 Academic Skills Resource Rooms
- 4.5 Social Inclusion

SCHEME OF EXAMINATION

INTRA SEMESTER (ISA) 20 MARKS

Written test – 10 marks

Assignment/ Seminar/ Any other form – 10 Marks

SEMESTER END EXAMINATION (SEE) – 30 Marks

Question Paper format

Time: - 1 Hr.

Marks: - 30

Q.1. Answer any 3 out of 4 questions

(3X5 marks =15)

Q.2. Answer any 5 out of 6 questions

(5X3 marks =15)

References:

1. Das and Das. (2013) Inclusive Education: A contextual working model: Concept Publication Co.
 2. Inclusive Education: Orientation Package for Teacher Education NCERT
 3. Hegarty, S (2002). Education & Children with Special Needs: From Segregation to Inclusion Sage Publications.
 4. Loreman T, Depler J, Harvey D. (2005) Inclusive Education: A Practical Guide to Supporting Diversity in the Classroom. Psychology Press.
 5. Jha, Mohan M. (2000). Schools, 2002 Without Walls: Inclusive Education For All, Pearson Education.
 6. NCERT – Review of Existing Instructional Adaptations.
 7. Clough P, Corbett J, (2000). Theories of Inclusive Education: A Student's Guide, Athenaeum Press Limited.
 8. Nind M, Rix J, Sheehy K, Simmons K, (2005). Curriculum Pedagogy in Inclusive Education: Values into Practice, Routledge Falmer
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EDUCATION COMPONENT

Semester I

BSBAEDU 05: School and Classroom Management

Course Objectives

- To enable students to understand the use of management principles for improving quality of education at secondary level
- Understand the managerial practices in school- human and physical resources management.
- Understand importance of classroom management
- Describe approaches to classroom management

- Understand ways of preventing problems in managing a classroom
- Explain the role of teachers and the principal in ensuring a vibrant school and classroom climate

Unit 1 School management

- 1.1 Concept of quality management and excellence in education
- 1.2 Managing Human resources
- 1.3 Concept and training of human resource development,
- 1.4 Concept of leadership, Styles of leadership
- 1.5 Functions and qualities of a) teacher b) Headmaster
- 1.6 Managing Physical resources
 - Physical resources in a school - physical space (building) with adequate classroom space, adequate furniture, learning resources such as the labs, library, sports field, and staffrooms, rest rooms, etc.
- 1.7 Management of physical resources - Cleanliness, appropriate use of each with an intent or schedule
 - Streamlining ways of using the facilities: coordination, sharing School records, Kinds of school records, School Calendar, Log book, Cash book, cumulative record,
- 1.8 Minimum requirements of physical and human resources in secondary schools as per Goa Education Act, RTE and other rules applicable for secondary school teachers in Goa.

Unit 2 School and Classroom Environment

- 2.1 School as an institution with an environment of its own
- 2.2 Leadership style of the headmaster and its influence on teacher role performance
- 2.3 Factors affecting school environment - goodwill, acceptance, belongingness, openness, orderliness, and access, both among teachers and between teachers and students
- 2.4 Promoting self-esteem among students
- 2.5 Team work and transparency in functioning among teachers
- 2.6 Classroom climate – concept and components.
- 2.7 Factors affecting classroom climate
- 2.8 Classroom climate and pupil achievement.

Unit 3 – CLASSROOM MANAGEMENT

- 3.1 Preparing for effective Classroom management
- 3.2 Elements of effective classroom management
- 3.3. Preventive Classroom management- Establishing Rules and Procedures, Teaching Rules and Procedures, Dealing with external disruptions, maintaining momentum during the lesson.
- 3.4 Techniques of preventive Classroom management

Unit 4-Managing Inappropriate Behaviour

- 4.1 Causes of pupil Misbehavior
- 4.2 Dealing with inappropriate behavior
- 4.3 Assertive Discipline
- 4.4 Working towards Self-management

References

- 1) Arends, Richard. (1998) *learning to Teach* (4th Ed), New Delhi, Mc Graw Hill.
- 2) Aika, Kalra (1977) *Efficient School Management and Role of Principals*, APH Publishing Corporation, New Delhi.
- 3) Agarwal . J C, *School Organisation , Administration and Management*, Doba House , Delhi.
- 4) Biehler and Snowman. (7th ed) (1993) *Psychology Applied to Teaching*. Boston:Houghton Mifflin Company
- 5) Buch, T (et al) (1980) *Approaches to School Management*, Harper & Row Publishers,London.
- 6) Campbell, R F., Corbally, J E and Nystrand, R O (1983) *Introduction to Educational Administration*, (6th ed). Allyn and Bacon, Inc., Boston Blumberg, A & Greenfield, w (1986) *The effective principal*, Allyn & Bacon, London.
- 7) Daniel Mujs and David Reynolds(2007) *Effective Teaching* , 3rd Edition,Sage Publication Ltd, London
- 8) Gupta, S K and Gupta S (1991) *Educational Administration and Management*, Manorama Prakashan, Indore.
- 9) Good L. Thomas and Brophy E.Jerry(1987)*Looking in Classrooms*, Harper and Row publishers,New York.
- 10) Khan, M S (1990) *Educational Administration*, Asia, Publishing House, New Delhi.
- 11) Naik, J P (1970) *Institutional Planning*, Asia Institute for Educational Planning and Administration, New Delhi.
- 12) Rai B.C , *School Organisation and Management* , Prakashan Kendra, Luknow
- 13) Sushi, T et al (1980) *Approaches to school management*, London : Harper & Row
- 14) Vashist, Savita (Ed)(1998) *Encyclopedia of School Education and Management*, New Delhi, Kamal Publishing House.
- 15) Wootan.C.Frederic(2010) *No fear in my classroom*, Adams media, Avon, Massachusetts.

EE: 01: ENVIRONMENTAL EDUCATION - I

SEMESTER - I

UNIT NO.

COURSE CONTENT

- I **The Multidisciplinary nature of environmental studies**
Definition, scope and importance
Need for public awareness.
- II **Natural Resources: Renewable and non-renewable resources:**
Natural resources and associated problems.
 - a) Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.
 - b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams benefits and problems.
 - c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
 - d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies
 - e) Energy resources: Growing energy needs, renewable and non-renewable energy sources use of alternate energy sources. Case studies.
 - f) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.Role of an individual in conservation of natural resources.
Equitable use of resources for sustainable lifestyles.
- III **Ecosystems**
Concept of an ecosystem.
Structure and function of an ecosystem.
Producers, consumers and decomposers.
Energy flow in the ecosystem.
Ecological succession.
Food chains, food webs and ecological pyramids.
Introduction, types, characteristic features, structure and function of the following ecosystem:
 - a. Forest ecosystem
 - b. Grassland ecosystem
 - c. Desert ecosystem
 - d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)
- IV **Biodiversity and its conservation**
Introduction - Definition: genetic, species and ecosystem diversity.
Bio-geographical classification of India
Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values. Biodiversity at global, National and local levels.
India as a mega-diversity nation
Hot-spots of biodiversity.

Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts
Endangered and endemic species of India
Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

INSTRUCTIONS

1. Maximum thrust may be given to local regional and national examples.
2. Questions should be set with due weightage to all the units as specified above and/or by the university.

Pedagogic suggestion: The Current topic of Regional & National interest have to be updated by referring to subject journals - Down to Earth, Current Science, Yojna and Other relevant materials.

REFERENCES

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
 2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd. , Ahmedabad - 380013, India. Email: mapin@icenet.net (R)
 3. Brunner RC., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
 4. Clark RS., Marine Pollution, Clanderson Press Oxford (TB)
 5. Cunningham, W.P. Cooper, TH. Gorhani, E & Hepworth, M.T 2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai, 1196p
 6. De A.K., Environmental Chemistry, Wiley Eastern Ltd.
 7. Down to Earth, Centre for Science and Environment(R)
 8. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security, Stockholm Env. Institute. Oxford Univ. Press. 473p
 9. Hawkins R.E, Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
 10. Heywood, VH & Watson, R.T. 1995 . Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
 11. Jadhav, H & Bhosale, VM. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
 12. McKinney, M.L. & SchocJ, R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition. 639p.
 13. Mhaskar A.K, Matter Hazardous, Techno-Science Publications (TB)
 14. Miller TG. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
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 16. Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p
 17. Sharma B.K., 2001. Environmental Chemistry. Goel Publ. House, Meerut
 18. Survey of the Environment, The Hindu (M)
 19. Townsend C. , Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB)
 20. Trivedi R.K., Handbook of Environmental Laws, Rules, Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)
 21. Trivedi R.K. and P.K. Goel, Introduction to air pollution, Techno-Science Publications (TB)
 22. Wagner K.D., 1998. Environmental Management. W.B. Saunders Co. Philadelphia, USA 499 p
- (M) Magazine
(R) Reference
(TB) Textbook

ENVIRONMENTAL STUDIES

SEMESTER - II

BAEDEF:02: ENVIRONMENTAL EDUCATION- II

UNIT NO.

COURSE CONTENT

Environmental Pollution

a) Definition a) Air pollution b) Water pollution c) Soil pollution d) Marine pollution e) Noise pollution f) Thermal pollution g) Nuclear hazards Solid waste Management: Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution. Pollution case studies. Disaster management: floods, Earthquake, cyclone and landslides.

Social Issues and the Environment

From Unsustainable to Sustainable development
Urban problems related to energy
Water conservation, rain water harvesting, watershed management.
Resettlement and rehabilitation of people; its problems and concerns. Case studies.
Environmental ethics: Issues and possible solutions.
Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.
Wasteland reclamation.
Consumerism and waste products.
Environment Protection Act
Air (Prevention and Control of Pollution) Act.
Water (Prevention and control of Pollution) Act
Wildlife Protection Act
Forest Conservation Act
Issues involved in enforcement of environmental legislation.
Public awareness

Human Population and the Environment

Population growth, variation among nations.
Population explosion - Family Welfare Programme.
Environment and human health.
Human Rights.
Value Education.
HIV; AIDS.

Women and Child Welfare.

Role of information Technology in Environment and human health.

Case Studies.

IV

Field work

Visit to a local area to document environmental assets-river /forest/
Grassland/ hill/ mountain

Visit to a local polluted site - Urban! Rural! Industrial! Agricultural
Study of common plants, insects, birds.

Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal
to 5 lecture hours).

INSTRUCTIONS

1. Maximum thrust may be given to local regional and national examples.

2. Questions should be set with due weightage to all the units as specified

Pedagogic suggestion: The Current topic of Regional & National interest have to be updated by
referring to subject

Journals - Down to Earth, Current Science, Yojna and Other relevant materials.

REFERENCES

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd. , Ahmedabad - 380013, India, Email: mapin@icenet.net (R)
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9. Hawkins R.E, Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
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11. Jadhav, H & Bhosale, VM. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p.
12. McKinney, M.L. & SchocJ, R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition.639p.
13. Mhaskar A.K, Matter Hazardous, Techno-Science Publications (TB)
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17. Sharma B.K., 2001. Environmental Chemistry. Goel Publ. House, Meerut
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22. 21. Trivedi R.K. and P.K.Goel, Introduction to air pollution, Techno-Science Publications (TB)
23. 22. Wagner K.D.,1998. Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p

(M) Magazine

(R)Reference

(TB) Textbook

F.Y. Foundation Course Paper

Semester II

HISTORY OF INDIA'S STRUGGLE FOR FREEDOM – II

1. Rise of Indian Nationalism
 - a) Factors leading to rise of nationalism
 - b) Indian National Congress - Genesis, Moderates, Extremists.
 2. Indian National Movement and Constitutional Development:
 10. Partition of Bengal
 11. Growth of Revolutionary Movement
 12. Rise of Communalism
 - d) Dyarchy (1919) and Provincial Autonomy (1935)
 3. Struggle for Freedom:
 18. Non-Cooperation Movement
 19. Civil Disobedience Movements.
 20. Quit India Movement.
 - d) *Azad Hind Fauj*
 4. Towards Independence:
 23. Cabinet Mission Plan and Mountbatten Plan
 24. Indian Independence Act
 25. Integration of Princely States.
 - d) Liberation of the French and Portuguese Possessions.
- NOTE: This Course will be taught and evaluated by History Teachers only.**

F.Y. Foundation Course Paper
Semester I

INDIAN CULTURE AND HERITAGE - I

- 1 a) Culture: Meaning and Significance.
 - b) Influence of Geography on Indian culture.
 - c) Unity in Diversity.
2. Religion and Philosophy - Ancient Period.
 - 1) Harappan Religion
 - 2) Vedic Religion and Philosophy, *Varnashrama Dharma*, *Purusharthas*, Theory of *Karma*. *Yoga*.
 - 3) Jainism and Buddhism
 - d) Vaishnavism, Shaivism and Virashaivism
- (vi) Religion and Philosophy – Medieval and Modern Periods
3. Zoroastrianism
4. Islam and its impact.
5. *Bhakti* and *Sufi* Movements.
6. Sikhism.
7. Christianity and its impact.
8. Indian Renaissance – Socio-Religious reform movements in the 19th Century.

- g) Social and ethical views of Gandhi and B.R. Ambedkar.
4 a) Literature – Religious and Secular. Vedic literature, Epics, *Puranas, Dharmasastras, Pitakas, Jatakas, Arthasastra, Sangam literature and Bakhars.*

- b) Nationalist Literature: Works of Bankim Chandra Chatterjee, Rabindranath Tagore, Muhammad Iqbal, Subrahmanya Bharati, T.B. Cunha, F.L. Gomes.

**F.Y. Foundation Course Paper
Semester II**

INDIAN CULTURE AND HERITAGE - II

4. Education:

Gurukula system.

Takshashila, Nalanda and Kanchi Universities.

Muktabs and Madrasas.

- (d) Impact of Western Education.

2. Art and Architecture.

- (a) Harappan
- (b) Mauryan
- (c) Gandhara
- (d) Gupta
- (e) South Indian
- (f) Indo-Islamic
- (g) Indo-European

3. (a) Classical Art forms of Music and Dance.

- (b) Folk art and festivals of Goa.

4. Science and Technology

- a) Ancient Scientific works – Medicine, Mathematics, Astronomy.
- b) Modern Science and Technology and their impact on Indian culture.

NOTE: This Course will be taught and evaluated by History Teachers only.

Semester I

HISTORY OF SCIENCE, ARTS AND CULTURE - I

1. Meaning, Nature and Scope of study.
- 2 (a) Science in Ancient Egypt and Mesopotamia.
 9. Development of Science in ancient India and China with special reference to: Bhaskaracharya, Varahamihra, Aryabhatta.
 10. Graeco-Roman contribution to Astronomy, Mathematics, Medicine with special reference to the works of:
 - Aristotle
 - Pythagoras
 - Archimedes
 - Euclid
 - Hippocrates
 - Ptolemy
 - (vii) Galen
3. Growth of Science in Medieval Europe and Arab world in Astronomy, Mathematics and Medicine. ---16 lectures
4. Science in the Modern period.
 - (a) The Copernican Revolution – Galileo, contribution to Navigation and Cartography.
 - (b) The Age of Enlightenment – Descartes and Newton.
 - (c) Industrial Revolution – Inventions and Technological developments.
 - (d) Science in contemporary times:
 - (i) Max Planck, Einstein, C.V. Raman, Stephen Hawking.
 - (ii) Nuclear power – Radioactivity and its applications in medical diagnosis, therapy of radiation, medical technology, radio carbon dating, generation of power and nuclear weapons.
 - (iii) Rocketry
 - (a) Contributions of Konstantine Tsiolkosky, Robert Goddard and Wernher Von Braun.
 - (b) Space Programme of USA and Russia.
 - (c) ISRO.
 - (iv) Computer Applications

F.Y. Foundation Course Paper

Semester II

HISTORY OF SCIENCE, ARTS AND CULTURE - II

- 1 Art – Development of Art in ancient Egypt, Greece and Rome.
2. Art and Architecture in Medieval Europe and Islamic World.
 - V) Renaissance Art – Michaelangelo and Leonardo da Vinci – Flemish School.
 - W) Major Religions of the World – Hinduism, Jainism, Buddhism, Confucianism, Christianity and Islam.
 - X) Great Philosophers: Socrates, Plato, Aristotle, Adi Shankaracharya, Augustine, Aquinas, Hegel and Marx.

NOTE: This Course will be taught and evaluated by History Teachers only.

F.Y. Foundation Course Paper

Semester I

HISTORY OF HUMAN CIVILISATION - I

1. Evolution of Humankind : Pre-history and Proto-history. Paleolithic , Neolithic and Chalcolithic Cultures..
2. a. Basis of Civilisation – Fire – Wheel – Tools – Habitation – Clothing – Monumental Architecture – Modes of Food Production – Transport.
b. Cultures of the Ancient World: Egyptian. Harappan–Vedic. Mesopotamian. Chinese. Hellenic. Roman. Aztec. Inca. Mayan. Africa – Salient Features.
c. Islamic Civilisation in West Asia, North Africa and Europe.
3. Feudalism in Medieval Europe – Its Political, Economic and Social Aspects. Crusades. 20

SYLLABUS FOR EDUCATION AT SEMESTER VII

BSBAEDU 10: LEARNER AND LEARNING

Objectives:

After going through the course the teacher trainee will:

1. Understand the growth and development of the learner through the different stages of Childhood and Adolescence and its importance in the learning process.
2. Develop an understanding of areas of Individual Differences among learners.
3. Develop an understanding of exceptional learners and with Differently-abled learners.
4. Develop an understanding of skills for handling Exceptional learners and Differently-abled learners.
5. Understand the concept of adjustment, maladjustment and the causes of maladjustment.
6. Develop understanding about factors affecting learning
7. Understand the concept of learning process
8. Understand and apply the different learning theories in the classroom.
9. Understand the role of Guidance and Counseling.
10. Develop the skill in the use of psychological tests and performing experiments

Unit 1: Learner as a Developing Individual (Childhood and Adolescence) (15%)

- 1.1 Concept of growth and development: principles, role of heredity and environment
- 1.2 Developmental characteristics of the learner, developmental tasks and their implications (physical, cognitive, social, emotional and moral aspects).
- 1.3 Contemporary concerns: physical appearance, sexuality, drug abuse, ragging, peer influence, suicide, negative impact of media)
- 1.4 Role of teachers and parents in handling adolescents.

Unit 2: Understanding Learner Diversity (20%)

- 2.1 Individual Differences: Meaning and Types.
- 2.2 Areas of Learner differences with regard to: learning styles, attitude, aptitude, personality, interest, values, intelligence and creativity.
- 2.3 Understanding Differences: Meaning, identification and educational provisions for:
 - Exceptional Learner (gifted, slow learners)
 - Differently-abled Learner.
- 2.4 Educational Implications of the following:
 - Jean Piaget: Cognitive Development
 - Daniel Goleman: Emotional Intelligence
 - Howard Gardner: Multiple Intelligences
 - Lawrence Kohlberg: Moral Development

Unit 3: Learning (20%)

- 3.1 Concept and nature of the Learning Process
- 3.2 Relevance of Learning Theories and Classroom implications:
 - Trial & Error learning and laws of learning
 - Classical conditioning
 - Operant conditioning
 - Gestalt
 - Gagne's hierarchy of learning.
 - Social Learning theory
- 3.3 Constructivist Approach to Learning

Unit 4: Factors Influencing Learning and Classroom implications (20%)

- 4.1 Perception (Sensation, Processes- *selection, organization, interpretation*) and
- 4.2 Attention
- 4.3 Motivation (Concept, Types: intrinsic & extrinsic motivation, strategies to motivate students)
- 4.4 Transfer of Learning
- 4.5 Problem Solving
- 4.6 Thinking: Critical and Creative

Unit 5: Learning through Information Processing (15%)

- 5.1 Structure of Information Processing- (Sensory Register, Short Term Memory, Long Term Memory)
- 5.2 Memory Process - registration, retention, recall and recognition
- 5.3 Forgetting- causes
- 5.4 Classroom implications: ways of enhancing memory

Unit 6: Development of an Integrated Personality (10%)

- 6.1 Adjustment vs. Maladjustment: Meaning and Characteristics
- 6.2 Adjustment Strategies.
- 6.3 Characteristics of an Integrated Person.
- 6.4 Role of Guidance and Counseling in the development of an integrated personality
- 6.5 Role of Teachers and Parents in the area of Guidance and Counseling Services

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