

Course-VI
SOCIOLOGICAL FOUNDATIONS OF
EDUCATION

Course Content

Unit-1: Sociology and Education

- 1.1 Meaning, nature and scope of sociology
- 1.2 Relationship between sociology and Education
- 1.3 Agencies of socialization (Family, peer group, school, Media, Religion)
- 1.4 Role of Teacher in Socialisation process
- 1.5 Impact of Socialisation on Education

Unit-II: Culture and Education

- 2.1 Meaning and definitions of culture
- 2.2 Characteristics of culture
- 2.3 Dimensions of culture, cultural lag, cultural pluralism
- 2.4 Impact of culture on Education
- 2.5 Role of Education in preservation, transmission and promotion of culture

Unit-III: Social Change and Education

- 3.1 Meaning and factors responsible for Social change
- 3.2 Concept and attributes of Modernization
- 3.3 Social stratification, Social Mobility and Education
- 3.4 Education as a facilitator for social change
- 3.5 Social Networking its implications on social cohesion and education

Unit-IV: Democracy and Education

- 4.1 Concept and Principles of Democracy
- 4.2 Equality and equity in Education
- 4.3 Preamble of the Constitution in relation to Education
- 4.4 Role of Education in strengthening democracy and democratic citizenship Teacher as a democrat

Unit-V: Education and National Integration

- 5.1 Concept, Need for National Integration
- 5.2 Education as an instrument for national integration

5.3 Programmes to promote National Integration and International understanding,

5.4 Peace education in schools

5.5 Social Crisis and its Management

Activities

1. Study the cultural practices prevailing in the local community and submit a report
2. Study the diversities existing in the community and describe the root causes for such diversities.
3. Study the social stratification in a village/ward and prepare a report on it.
4. Education and social mobility – Conduct a survey in a village/ward and prepare a report

Course-VII

LEARNING AND TEACHING

Course Content

Unit-1: Process of Learning

- 1.1 Concept of learning, types of learning and factors influencing learning
- 1.2 Learning process: Attention, sensation, perception, and concept formation
- 1.3 Memory & forgetting: concept, types of memory, applicability to learning and strategies for better management of memory.
- 1.4 Transfer of learning: concept, theories and types(Horizontal and Vertical)
- 1.5 Role of motivation in learning; methods of improving motivation

Unit-2: Behaviorist Perspectives of Learning

- 2.1 Trial and error - Thorndike, Laws of learning, concept and principles and classroom implications
- 2.2 Classical Conditioning - Pavlov, concept and principles and classroom implications
- 2.3 Operant Conditioning – Skinner, concept and principles and classroom implications
- 2.4 Compare these perspectives in terms of their merits and applicability to classroom learning

Unit-3: Cognitive and Humanist Perspectives of Learning

- 3.1 Cognitive perspectives of learning (insight learning – Kohler, Discovery learning - Bruner, Developmental theory of learning - Piaget, Social Learning - Bandura, Social constructivism – Vygotsky)
- 3.2 Humanist perspectives of learning (Learner centered approach – Rogers)

Unit-4: Teaching Process

- 4.1 Concept of teaching, teaching as a profession and teacher as a professional, teaching as an art and science
- 4.2 Distinction between Instruction, training and teaching
- 4.3 Phases of teaching: planning, execution and reflection
- 4.4 Role of teacher in teaching learning process: teacher as a model, facilitator, negotiator, co-learner, reflective practitioner and classroom researcher
- 4.5 Functions of a teacher in classroom, school and community

Unit-5: Learning Environment and Learning Engagement

- 5.1 Meaning of learning environment and learning engagement
- 5.2 Creating positive and productive environment for learning - creation of emotionally safe learning environment to increase learning
- 5.3 Development of emotional intelligence
- 5.4 Role of culture in the educative process, creating culturally responsive learning environment, create cultural congruity between home and school
- 5.5 Assisted performance, supervised discussion and reciprocal teaching as strategies to enhance motivation and learning

Activities

- 1. Prepare a list of study habits prevailing among students of a particular class through interaction of students
- 2. A report on learning situations, learners attention, motivational status among the students of a particular class through observation
- 3. Conduct a group discussion on strategies of memorization – Repeated reading, writing, peer group discussion, explaining to others, etc. and prepare a report
- 4. Understanding the nature of interaction between teachers and students by Flander s Interaction model and prepare a report

Course-VIII

CLASSROOM MANAGEMENT LEADERSHIP AND ACTION RESEARCH

Course Content

Unit-1: Classroom Organization

- 1.1 Classroom organization – Meaning and purpose
- 1.2 Classroom Seating Arrangement for different purposes
- 1.3 Technology integration – OHP/ LCD, Smart board, Chalk board, White board, Display boards, multimedia, E-Classroom.
- 1.4 Characteristics of Classroom Environment - Learner friendly and inclusive
- 1.5 Management and maintenance of physical and material resources to optimize access to learning; Sharing of resources – School Complex

Unit-2: Classroom Management

- 2.1 Classroom management – concept, need and approaches .
- 2.2 Managing with different types of students – Leader, Follower, passive
- 2.3 Classroom behavior management – problems, mistakes, disciplinary practices, corporal punishments, classroom rules, routines and regulations.
- 2.4 Violation of rights of children – legal consequences.
- 2.5 Strategies to manage behavior problems- preventive, supportive and corrective.
- 2.6 Time management in a classroom – Allocated time, instructional time, engaged time and Academic learning time.

Unit-3: Role of Teacher in School Functions

- 3.1 Teacher as a facilitator of learning
- 3.2 Perspective planning and coordination with authorities for support.
- 3.3 Accountability and self assessment of teachers and feedback mechanisms.
- 3.4 Conducive school environment – team work, transparency, self esteem among head teacher, teachers, students.

Unit-4: Teacher as a Leader

- 4.1 Concept, Nature and Characteristics of a Leader
- 4.2 Types of Leadership

- 4.3 Strategies to develop leadership qualities
- 4.4 Role of a teacher as a leader in managing classroom dynamics

Unit-5: Action Research in Education

- 5.1 Action Research – Meaning, Need and Scope
- 5.2 Steps in Action Research
- 5.3 Action Research Cycle
- 5.4 Action Research Problem Areas – Student, Classroom, School, Teacher, Administration, etc.

Activities

1. Prepare a detailed record describing the role of the teacher in organizing the classroom at least by observing a teacher for five periods.
2. Identify a problem for action research and prepare a proposal for action research
3. Collection of articles from newspapers relating to classroom management problems
4. Collection of cases of indiscipline and corporal punishment from newspapers
5. Observe a minimum of five school teachers and describe their leadership characteristics

Course-IX ART EDUCATION

Course Content

Unit-1: Art and Aesthetics

- 1.1 Aesthetics – as a branch of Philosophy.
- 1.2 Aesthetics – its meaning, dimensions and constituents.
- 1.3 Art as a form of Aesthetics.
- 1.4 Indian Art and Rasa principle.
- 1.5 Importance of Arts in Education

Unit-2: Art and Education

- 2.1 Art as a medium of education.
- 2.2 Art as a unifying principle in education.
- 2.3 Art and Society.
- 2.4 Art and Human development.
- 2.5 Art for self- expression, keen observation, and sense of appreciation.