

EDU – 12 : LEARNER IN THE EDUCATIONAL PERSPECTIVE

(Theoretical Discourses – 45 hours & CE – 25 hours)

COURSE OUTCOME

- CO 1:** To integrate the values among learners
- CO 2:** To synthesis the role of learning for meaningful existence
- CO 3:** To understand rights and duties of an Indian citizen
- CO 4:** To develop an attitude to eliminate gender bias in educational institutions and society
- CO 5:** To familiarise the life skills among the learners
- CO 6:** To practice and enhance the mental and physical strength among students
- CO 7:** To acquaint with the guidance and counselling procedures
- CO 8:** To understand professional ethics
- CO 9:** To equip student teachers professionally competent for inclusive classrooms.

Contents :

UNIT I: LEARNER AND MEANINGFUL EXISTENCE

UNIT II: GENDER, SCHOOL AND SOCIETY

UNIT III: DEVELOPING AN INTEGRATED LEARNER

UNIT IV CLASSROOM AND BEHAVIOUR MANAGEMENT

UNIT I: LEARNER AND MEANINGFUL EXISTENCE

20hours (15T+5P)

| Course Specific Outcome (CSO) | Major concepts | Strategies & Approaches | Assessment |
|---|--|---|--|
| 1. To integrate learner with learning in a holistic manner 2. To understand Duties and Rights of Indian Citizens 3. To inculcate values in the changing social scenario 4. To understand professional ethics of teachers | <ul style="list-style-type: none"> ○ Four pillars of education suggested by UNESCO ○ Citizenship Training- Duties and Rights of Indian Citizens ○ Peaceful coexistence and need for peace Education ○ Prohibition of Child Labour ○ Value integration- Concept of Purusharthas- National values- Values laid down in Indian constitution ○ Professional Ethics Of teachers | Lecture discussion The Stage Specific Focus Group activities Organised discussion and reflective exercises Workshop Debates Role plays | Response analysis Performance based assessment Internal Test |

References

- Agarwal. J.C (2006). Education for values, Environment and Human Rights. Shiprapublications . New Delhi
- Yogendra Singh.(2007). Modernisation of Indian tradition. Rawat publication. New Delhi
- Dyakara Reddy D. & Rau.(2007). Value education. Discovery publishing House. New delhi
- Dhananjaya Joshi.(2006). Value education in global perspectives, Lotus Press
- Tony Grundy(Author), Laura Brown(Author).Value-based Human Resource Strategy: Developing your HR Consultancy RolePaperback– Import, 4 Sep 2003

UNIT II: GENDER, SCHOOL AND SOCIETY (25Hrs 15 T+10 P)

| Course Specific Outcome (CSO) | Major concepts | Strategies & Approaches | Assessment |
|---|---|---|--|
| <p>1. To analyse the historical perspectives of gender bias</p> <p>2. To adopt strategies to address gender issues in education</p> | <ul style="list-style-type: none"> ○ Gender bias in India- Historical and Socio-cultural perspectives and gender specific roles- Gender equity and significant role of women during Dravidian and Vedic culture ○ Situations of gender differences, Educational, Social, Political, Economical, Gender bias in educational institutions and in the development of curriculum and textbooks, in the management of the school, Strategies for addressing gender issues in education ○ Empowerment of girls as empowerment of society and role of teacher to develop attitude of equity-policy and management-women's action groups | <p>Lecture discussion</p> <p>Workshop</p> <p>Debates</p> <p>Symposium</p> <p>Multimedia</p> <p>Presentation</p> | <p>Response analysis</p> <p>Extension activity with a motive of Value inculcation.</p> |

References

- Pachuari, S.K. (1995), Women and Human Rights, Delhi, .APH, Publication
- Reimer Everett (1971), School is Dead, Harmondsworth Middlesex, England, Penguin Books Ltd
- <http://www.ide.go.jp/English/Publish/Download/Vrf/pdf/426.pdf>

UNIT III DEVELOPING AN INTEGRATED LEARNER 15 hours (10 T+5P)

| Course Specific Outcome (CSO) | Major concepts | Strategies & Approaches | Assessment |
|--|--|---|--|
| <p>1. To familiarise the life skills among the learners.</p> <p>2. To practice and enhance the mental and physical strength among students.</p> <p>3. To acquaint with the guidance and counselling procedures</p> | <ul style="list-style-type: none"> • Meaning and scope of Life skill education- WHO classification of life skills-strategies for applying life skills for capacity development. • Guidance and Counselling- Meaning, scope, types, procedure and organisation of guidance cell- Application in inclusive classrooms. • Counselling- meaning and nature of Counselling Skills and procedure. - adolescent issues and their management- Sexual harassment, Substance abuse-- Impact of media/ Internet/ mobile - Geriatrics - challenges and care Depression and suicide- causes and remedies. | <p>Lectures</p> <p>Interview</p> <p>Puppetry</p> <p>Life skill Camps</p> <p>Prepare activities based on Life skills.</p> <p>Prepare sample script for role play.</p> <p>Develop an activity to foster life skills in the class room.</p> <p>Conduct mock counselling sessions</p> | <p><input type="checkbox"/> Field visit</p> <p><input type="checkbox"/> Role Play</p> <p><input type="checkbox"/> Practical works</p> <p><input type="checkbox"/> Assignments</p> <p><input type="checkbox"/> Seminar presentation</p> <p><input type="checkbox"/> Test Paper</p> <p><input type="checkbox"/> Performance Based</p> <p><input type="checkbox"/> Assessment</p> |

References

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- Gottman , J.M .(1983). Raising an emotionally intelligent child. Newyork:Fireside
- IGNOU(2011) Life Skill development,SOE .NewDelhi, IGNOU.
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- Verma, S.(2014). *Development of Life Skills and Professional Practice*, Vikas Publishing House;
- Gladding,(2001) Counselling –A Comprehensive Profession : Pearson
- Teele, Sue (2000). *Rainbow of Intelligence: Exploring how students Learn*. California: Corwin Press Inc

UNIT IV : Classroom and Behaviour Management 10 hours(5T+5P)

| Course Specific Outcome (CSO) | Major concepts | Strategies & Approaches | Assessment |
|--|---|---|--|
| 1. To familiarise the trends and practices of classroom management. 2. To practice and enhance the behavior management strategies. 3. To acquaint with the behavioural changes occur within a social group or between social groups. | <input type="checkbox"/> Classroom Management-trends, practices and strategies, Behaviour management. <input type="checkbox"/> Group Dynamics- Sociometry and types of leadership. | Open meeting of parents. Construction of Sociometry in a group Interviews | <input type="checkbox"/> Field visit <input type="checkbox"/> Role Play <input type="checkbox"/> Practical work <input type="checkbox"/> Assignments <input type="checkbox"/> Seminar presentation <input type="checkbox"/> Test paper <input type="checkbox"/> Performance based <input type="checkbox"/> Assessment |

References

- Gates, A.S and Jersild, A.T (1970) Educational Psychology, New York : Macmillian
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- Atwater, (2010), Psychology for Living ,Adjustment,Growth and Behaviour Today : Pearson
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