



GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING

ROHINI, DELHI-85

ACADEMIC PLANNER

Course Title: Philosophical Foundations of Education

Course Code: BED 103
August 24 – December 24

Objectives of the course:

- To gain an understanding of the concept, meaning and aims of education and the inter-relation of education and philosophy.
- To reflect upon the thoughts of Indian and Western thinkers on education and explore the implications of the concepts involved in educational practices.
- To promote clarity and coherence in explaining philosophical concepts, theories, and policies
- To build up their capacity to be able to formulate their response to the concerns in education.

Unit	Course Content	No of Lectures	Schedule	Teaching Methods	Activities
1	• Education and Philosophy • Concept, Meaning and Aims of Education • Education and Philosophy • Relationship of Philosophy and Education • Indian perspective of Philosophy through Vedas and Bhagwad Geeta	10	August 2024	Lecture Method	Write up on life philosophy.



	- Education as a liberal discipline and its Interdisciplinary nature - Conceptual distinction between Teaching, Training, Learning, Inquiry and Indoctrination w.r.t. children			Discussion Method Activity Method	Activity on reading Bhagwad Geeta text
II	Epistemological Basis of Education - Meaning of Knowledge, Reason, Belief - Sources of Knowledge: Empirical Knowledge, Rational Knowledge, Authentication of Knowledge, Experience, Values and Ideals - Validation of knowledge: - Indian perspective: Pratyaksha, Praman, Anuman, Upman and Shabad - Western Perspective: perception, inference, comparison and testing - Relationship of School, Education, Knowledge, Subjects	12	Sep 2024	Discussion Method Lecture Method Activity Method	Activity on Identification of different types of knowledge with examples. Quiz on Validation of knowledge
III	Schools of Philosophy Assumptions about human nature		Oct 2024	Lecture Method	Reading of an article on philosophy of your





	• Various Schools of Thoughts in Philosophy with special reference to their educational objectives & pedagogical practices • Idealism, Realism, Naturalism, Pragmatism, Existentialism & Humanism • SankhyaYog and Advaita Philosophy • Relevance of Ethics and Values for teachers and students • Teacher-Student Relationship in light of the above.	11		Discussion & Dialogue method Case Study Method	choice and writing a summary.
IV	Philosophers and Their Influence on the Development of Human Thinking • Relevance of educational thoughts of Indian and Western thinkers to the present education system. • Indian Thinkers: M.K. Gandhi, Aurobindo, Vivekanand, Dayanand, Rabindranath Tagore, Jiddu Krishnamurti • Western Thinkers: Plato, J.J. Rousseau, John Dewey, Paulo Frère, Froebel, Montessori • Critique of Behaviourism and its three alternatives: • Dialogue: (with reference to Plato's Allegory of the Cave), the Upanishad (The Nachiketa-Yama dialogue, and Buber's idea of a dialogue	12	Nov 2024	Lecture method Discussion Method Dialogue Method	Discussion on Indian and Western Thinkers. Preparing a note of discussion and writing an article in 500 words.





	between teacher and student ('I and Thou') along with a discussion on the role of a teacher • Activity:(With reference to Dewey's ideas on learning and Gandhi's Nai Talim) • Discovery: (With reference to Montessori's description of children's intellectual growth and Dewey's concept of inquiry) in the process of education.			Activity Method Discovery Method	Identify and List the areas in daily life where they have explored dialogue, activity and discovery.
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Practical Assignments/Field Engagement (Any one):

Reflecting on the Readings of any two thinkers on Education and maintaining a diary of the same after discussions and brainstorming on key ideas on Education and their contemporary relevance.

- ☐ Writing a critique of school (where students participated in PSE-I) in light of the philosophy being followed.
- ☐ An observational study of student teacher's relationship in today's classroom scenario.

Course Expected Outcomes:

The students will be able to CEO1

CEO2

CEO3

CEO4

establish the interrelationship between meaning and functions of education and philosophy.
 discuss the epistemological basis of education
 analyse the philosophical perspective of various schools of thought viz. idealism, realism, naturalism, pragmatism and existentialism.
 analyse the educational thoughts of Indian and western thinkers in contemporary education system

Suggested Readings:

- Bailey, R. (2013). The SAGE handbook of philosophy of education. London: SAGE.
- Dewey, J. (2019). Democracy and education: An introduction to the philosophy of education. Monrovia, IN: Bumbershoot Books.





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- Dewey, J. (2019). Democracy and education: An introduction to the philosophy of education. Monrovia, IN: Bumsershoot Books.





- Dewey, J. (1967). The school and the society: Rev. ed. Chicago: University of Chicago Press.
- Freiere, P. (1972). Pedagogy of the oppressed. Place of publication not identified: Penguin Education
- Krishnamurti, J. (2003). Krishnamurti on education. Chennai: Krishnamurti Foundation India.
- Rousseau, E. (1821). Emile. Paris: E.A. Lequien.
- Sharma, Sanjay (2014), Caste, Mobility and Education, Yash Publication, Delhi.
- Sykes, M. (2009). The story of Nai Talim: Fifty years of education at Sevagram, India, 1937-1987. New Delhi: National Council of Educational Research and Training.
- <https://ncte.gov.in/Website/OER.aspx>





GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING

ROHINI, DELHI-85

ACADEMIC PLANNER

Course Title: Assessment of Learning

Course Code: BED106

Jan 24-May, 24

Objectives of the course:

- To understand The Nature, Purpose & Types of Educational Assessment & Evaluation.
- To comprehend various Tools & Techniques of Evaluation.
- To analyse & Interpret result of the Assessment qualitatively and by using Elementary Statistical Methods
- To analyse the recent Trends & Issues in Learning Assessment

Unit	Course Content	No of Lecture	Schedule	Teaching Methods	Activities
I	CONCEPT OF EVALUATION • Concept of Measurement, Assessment and Evaluation Need and Scope of Evaluation • Distinction among-Measurement, Assessment and Evaluation. • Evaluation Approaches: Formative - Summative Difference between Assessment of learning, Assessment for learning and Assessment as Learning • Continuous and Comprehensive Assessment: Need, Implementation Procedure	10	Jan 2024 Feb 2024	Lecture Method Discussion Method Activity Method	Hands on Activity were given. Quiz on Measurement Assessment & Evaluation





	Types of evaluation: Norm referenced and Criterion referenced interpretations of test results				
II	Tools and Techniques of Evaluation - Characteristics of good measuring instruments and factors affecting them. - Reliability and Validity of Tools - Tools of evaluation: - Quantitative – Written, Oral and Practical (Types of Questions: covering all three domains of Learning Cognitive, Affective and Psychomotor) - Qualitative – Observation, Introspection, Projection and Sociometry - Planning and Preparation of test (including blue print, item analysis, try out) - Alternative Assessment Techniques: Portfolios, Rubrics, Focus Group Discussion, Peer and Self-Assessment - Assessment in MOOCs	17	Feb 2024	Discussion Method Lecture Method Activity Method Games Method	Hands on Activity given to plan & prepare a blueprint & item analysis of the test. Prepare a Rubric on activity. Peer assessment of an assignment.
III	Statistical Methods and Interpretation of scores - Need & Importance of Statistics in Evaluation - Graphical Representation Histogram, Frequency Polygon, Pie Charts,		March 2024	Lecture Method	Hands on activity on each practical component from preparing





	Types of evaluation: Norm referenced and Criterion referenced interpretations of test results				
II	Tools and Techniques of Evaluation - Characteristics of good measuring instruments and factors affecting them. - Reliability and Validity of Tools - Tools of evaluation: - Quantitative – Written, Oral and Practical (Types of Questions: covering all three domains of Learning Cognitive, Affective and Psychomotor) - Qualitative – Observation, Introspection, Projection and Sociometry - Planning and Preparation of test (including blue print, item analysis, try out) - Alternative Assessment Techniques: Portfolios, Rubrics, Focus Group Discussion, Peer and Self-Assessment - Assessment in MOOCs	17	Feb 2024	Discussion Method Lecture Method Activity Method Games Method	Hands on Activity given to plan & prepare a blueprint & item analysis of the test. Prepare a Rubric on activity. Peer assessment of an assignment.
III	Statistical Methods and Interpretation of scores - Need & Importance of Statistics in Evaluation - Graphical Representation Histogram, Frequency Polygon, Pie Charts,			Lecture Method	Hands on activity on each practical component from preparing





	- Measures of Central Tendency: - Mean, Median, Mode. (Meaning, Characteristics, use only) - Measures of Variability:(Meaning, Characteristics, use only) Range, Quartile deviation, Standard deviation - Normal Probability Curve: -Properties and Uses, Skewness and Kurtosis - Coefficient of Correlation-Spearman's Rank Rule Method - Percentile & Percentile rank (Meaning & Uses)	11	April 2024	Problem-solving method Demonstration Method	Histogram to Percentile. Hypothetical analysis of result of class scores in form of Mean, Median and Mode.
IV	New Trends in Evaluation (Need and Use) - Question bank - Grading system - Online Examination: Use of Various online platform for online Exams - Open Book Examination - Critical appraisal of current evaluation practices in the light of NPE 2020 - Choice based choice System (CBCS) - Cumulative Grade point Average (CGPA) - No Detention policy- Role of Evaluation - Construction and Standardization of an Achievement Test	10	April 2024 May 2024	Lecture method Discussion Method Activity Method	Group Discussion on the No Detention Policy, Construction of an Achievement test





Practical Assignments/Field Engagement (Any one):

- Develop a Power Point Presentation on the current practices of Assessment and Evaluation at the Upper Primary Stage
- Develop a question paper for upper-primary and secondary stage to assess all the aspects of language learning using ICT as a tool
- Develop an objective marking scheme of an annual examination Question paper of any class for a methodology paper.
- Select any ten Higher level application questions from the textbook of any of your methodology subjects which lend scope to the creativity of the learners. Justify your selection of these questions.

References

- Linn, Robert L. and Gronlund, Norman E. (2008) Measurement and Assessment in Teaching; Pearson Education Inc.
- Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin.
- Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.
- Natrajan V. and Kulshreshta SP (1983). Assessing non-Scholastic Aspects-Learners Behaviour, New Delhi: Association of Indian Universities.
- Robert L. Linn (2008). Measurement and Assessment in Teaching. Pearson publication
- NCERT (2007) National Focus Group Paper on Examination Reforms
- Bhatia, S.K & Jindal, S. (2019 2nd Ed.): A Textbook on Assessment of Learning, Paragon International Publishers, New Delhi.
- Srivastava, H. (2018). Foundations and Applications of Educational Evaluation, Neel Kamal Publications.





GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING

ROHINI, SECTOR-7, DELHI 110085

ACADEMIC PLANNER

August 2024- December 2024

Course Title: Language Across the Curriculum

Credits: 2

Course Code: BED105

MM:100

Objectives of the Course:

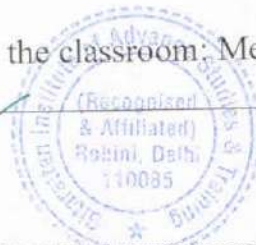
- To understand language as a medium for comprehending ideas, reflection and thinking and for expression and communication.
- To understand the different theories of language acquisition.
- To develop competencies in fostering the language skills among school children.
- To develop sensitivity and competency towards catering to a multilingual audience.

S. No.	UNIT/ TOPICS	METHOD	SCHEDULE
1	Unit I: Understanding Language and Communication ● Meaning and Concept of Language ● Features of Language ● Structure of Language ● Functions of Language ● Meaning and Concept of Communication	Discussion Method Lecture Method	August 2024





	- o Types of Communication o Human and Animal Communication • Differences between Language and Communication • Perspectives in Language Development(with reference to how children acquire language at an early age) - o Nativist:Noam Chomsky's views on language development - o Behaviourist: B.F. Skinner's views on language development - o Social-Interactionist: Lev Vygotsky's views on language development		
2	Unit II: Language Skills • Meaning and Concept of Language Acquisition • Differences between Language Acquisition and Language Learning • Acquisition of the Four Language Skills o Listening Skills: Kinds and Strategies o Speaking Skills: Functions of Speaking, Activities for Developing Speaking Skills - o Reading Skills: Process types and strategies of Reading, Pre-Reading and PostReading Activities - o Writing Skills: Process, and types of Writing, Variations in Writing Across the curriculum • Emergent Literacy: Meaning and Implications	Lecture Method Conduction of Extempore (Presentations)	Septeber 2024
3	Unit III: Understanding Language Diversity • Socio-Cultural Variations in Language and dialects • Relationship of Language and Society: Identity, Power and Discrimination • Language Diversity in context of India - o Bilingualism and Trilingualism o Multilingualism in the classroom: Meaning, its challenges and implications for teachers	Discussion Method Demonstartion Method Use of Language Drills to increase	October 2024





	- o Status of Languages in India and Constitutional Provisions • Three Language Formula	competency over language	
4	• Language and teaching-learning process: concept, principles and goals, advantages and limitations • Role of Language teachers and subject teachers in LAC approach • Relationship to Content Based Instruction - o Humanities - o Sciences - o Mathematics • Classroom Discourse: Purpose, Types and Importance	Lecture Method Discussion Method	November 2024

Practical assignments/field engagement (any one):

- Students have to maintain a record of observation on the communication of children(both verbal and non-verbal) within the peer group and with teachers and to find the patterns with respect to the themes of conversations in a formal and informal setup and the challenges they face in communication. (To be executed during PSE I)
- Writing articles/reports on topics related to content areas and current issues.
- Debate and Discussion in classroom on the NEP 2020 with respect to languages

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2.	Developmental Aspects/Domains: • Physical-Motor Development: Gross & Fine Motor Skills • Cognitive Development: Piaget & Vygotsky • Social, Emotional & Moral Development (Erikson & Kohlberg) • Play: Concept, Types, and Importance	14	September 2024	Lecture-cum-Activity Group Discussion	• Case study on physical, social and emotional development of a child. • prepare a Piaget based activity demonstrating stages of cognitive development • create a role play showing moral dilemmas from Kohlberg's stages of moral reasoning.
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3.	Socialization Agencies and the Child: • Concept of Socialization • Family, Parenting, Child Rearing Practices • Peers and Gender Competition, Cooperation & Conflict • Role of School and Teachers in Socialization • Socio-Economic and Cultural Differences and their Implications	12	October 2024	Lecture Method, Group Work, Observation	• Observation Report on social behavior of children in different contexts.
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4.	Childhood and Adolescence: Issues and Concerns: • Separation/Loss of Parents, Working Parents, Trauma Survivors • Child Abuse: Issues, Problems & Rights of the Child • Role of Media in addressing Child Issues • Child Obesity: Causes & Remedies • Juvenile Delinquency	10	November 2024	Lecture & Discussion Method	• Report on Media Coverage or Child Rights Issue. • prepare a presentation on juvenile delinquency, including causes, prevention, and rehabilitation.
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Practical / Field Engagement	Any one: • Prepare report on Child Labor or Juvenile Delinquency • Conduct Case Study on an Adolescent • Collect newspaper articles on parenting/childhood issues and analyze	—	November 2024	Field Visit / Project Work	• Submission and Presentation of Field Report
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Suggested Readings / References

- Berk, L.E. (2011). Child Development (8th ed.). Pearson Prentice Hall.
- Shanker, S. (2018). Female Juvenile Delinquency. Rawat Publications, Jaipur.
- Woolfolk, A. (2014). Educational Psychology (12th ed.). Pearson Education, New Delhi.
- Ranganathan, N. (2017). Primary School Child: Development and Education. Orient Black Swan, New Delhi.
- Ranganathan, N. & Wadhwa, T. (2017). Guidance and Counselling for Children and Adolescents. Sage Publications.
- Ranganathan, N. (2020). Understanding Childhood and Adolescence. Prentice Hall of India, New Delhi.
- Mangal, S.K. (2002). Advanced Educational Psychology. Tata McGraw-Hill, New Delhi.
- Santrock, J.W. (2007). Adolescence (11th ed.). McGraw-Hill, New York.
- Santrock, J.W. (2010). Lifespan Development (13th ed.). McGraw-Hill, New York.

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GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING

ROHINI, SECTOR-7, DELHI 110085

ACADEMIC PLANNER

January 2025- May 2025

Course Title: Learning and Teaching

Credits:4

Course Code: BED102

MM:100

Objectives of the Course:

- To foster a comprehensive understanding of the concept of development, learning and teaching.
- To critically examine different theoretical perspectives of learning and their applications with special reference to diverse socio-cultural context To understand various processes that facilitate the construction of knowledge
- To examine the concept, nature and theories of intelligence and motivation
- To reflect on the theories of personality and methods of adjustment.

Unit	Topics to be Covered	Teaching Method	Number of Lectures per unit	Duration
I	Development and Learning Learning and Teaching – Nature, Relevance and Relationship	Lecture Method	12	January 2025



	• Nature and Nurture, Relationship between Development and Learning • Developmental Influences: Development as a resultant of interactions between Individual and the external environment (physical, Socio-cultural, Economic, Ecological and Technological) • Learning styles of learners with special reference to Fleming's VARK model of learning • Concept of Teaching, Models of teaching, organizing learning experiences, teaching learning resources • ODL (Open and Distance Learning) and Self Learning			February 2025
II	Cognition and Learning Approaches to Learning • Behaviorist, Cognitivist, Information-Processing, Humanist, Social Constructivist. • Theories of Learning (Concepts, Principles and applicability is different • learningsituations): -Thorndike, Pavlov, Skinner, Kohler, Rogers, Lewin, Bandura, Vygotsky Distinction between learning as 'Construction of Knowledge' and learningas'Transmission and Reception of Knowledge', Upanishadic Method of Learning. Meaning of 'Cognition' and its role in learning • Socio-Cultural factors influencing Cognition and Learning•	Lecture Method Discussion Method	14	February 2025
III	Intelligence and Motivation Concept• &Nature of Intelligence and the role of Heredity and Environment Theories of Intelligence • (a) Spearman's Two Factor theory (b) Guilford's Factor Analytical Theory (c) Cattell and Horn's Theory of Intelligence (d) Sternberg's Information Processing Theory (e) Howard Gardner's	Lecture Method Discussion method	15	March 2025





	Theory of Multiple Intelligence (f) Emotional Intelligence (Ability Model) • Assessment of Intelligence (a) Individual Tests – Verbal Tests (b) Group Tests: Verbal/Non-Verbal Use, Misuse and Abuse of Intelligence Testing • Motivation-Meaning and Need, Difference between Needs and Drives, Motives and Incentives, • Role of a teacher in motivating students: Need and Strategies, Maslow's Theory of Motivation	Project Method		
IV	Personality and Individuality Meaning and Nature of Personality • Theories of Personality • (a) Type Approach – Hippocrates, Kretschmar, Sheldon, Jung (b) Trait Approach – Cattell (c) Type cum Trait Approach – Eysenck (d) Psychoanalytic Approach – Adler Individual Differences- Concept and Determinants • Role of Heredity & Environment in Individual Differences, Catering to individual differences through educational program Review of Previous Year Question Papers	Lecture Method Discussion Method	12 4	April 2025 May 2025

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GITARATTAN INSTITUTE OF ADVANCED STUDIES & TRAINING

ROHINI, SECTOR-7, DELHI 110085

ACADEMIC PLANNER

January 2025- May 2025

Course Title: Creating an Inclusive School

Credits: 2

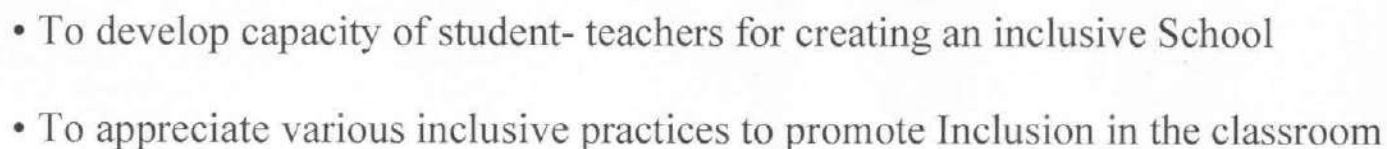
Course Code: BED218

MM: 100

Objectives of the Course:

- To familiarize student- teachers with the concept of Inclusive Education and appreciate its Philosophy in the context of Education for All.
- To identify and address the diverse needs of all learners.
- To acquaint with the trends and issues in Inclusive Education



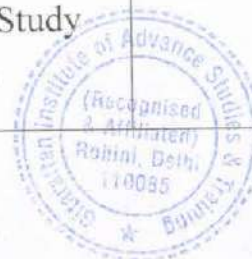


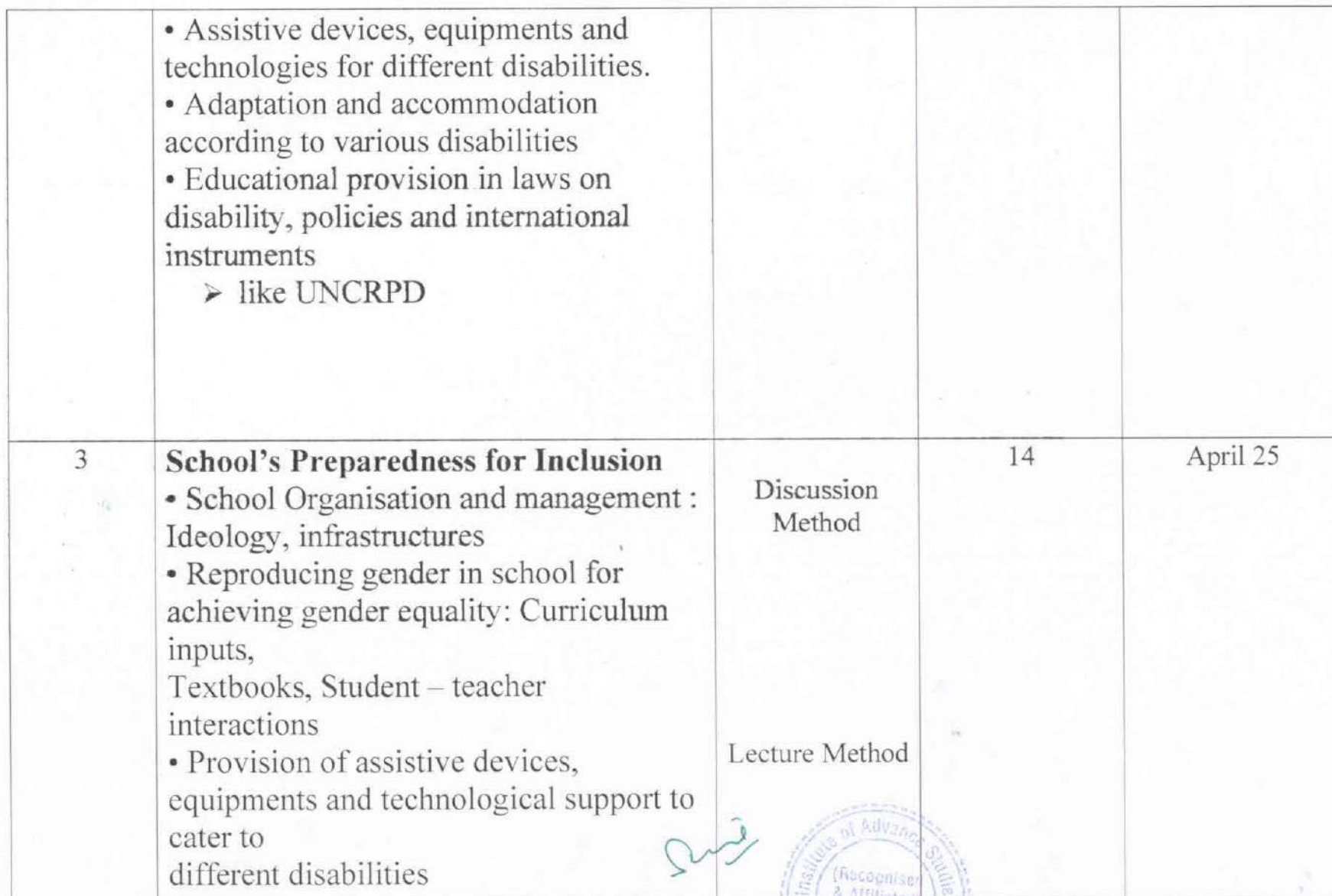





	• Addressing Inequality and Diversity in the India classroom: Pedagogical and curriculum concerns			
2	Children with Special Needs • Historical and contemporary perspectives to disability and inclusion • Range of learning problems across various disabilities • Types of Disabilities: Characteristics and Identification of the educational needs of these special focus groups • Assessment of learning problems in children with various disabilities.	Discussion Method Lecture Method Case Study	18	February 2025 March 2025

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	• Support services available in the school to facilitate inclusion: Role and functions of the following personnel: • Special Education Teacher • Audiologist cum Speech Therapist • Physiotherapist • Occupational Therapist, Counsellor	Field Visit		
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4	Inclusive Practices in the Classroom • Making Learning more meaningful- Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM. • Pedagogical strategies to respond to individual needs of students: Cooperative Learning strategies in the classroom, Peer tutoring , Social Learning , Buddy system, reflective teaching, Multisensory teaching • Provisions pertaining to appearing in examination for facilitating differently abled students (As available in CBSE and ICSE) • CCE and its implications to facilitate inclusion	Lecture Method Discussion Method	14	May 2025
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Practical Assignments/Field Engagement (Any one):

- The students shall undertake field work to in understanding how structures in school create barriers for inclusionary practices.
- The student-teachers shall explore spaces for inclusion in schools.
- Dialogue and discussions on creation of an inclusive teaching learning environment with different stakeholders such as: Administrative functionaries, teachers, parents, community.

References

Dash, M. Education of Exceptional Children. New Delhi: Atlantic Publisher and Distributors.

Mangal, S.K., Education of Exceptional Children, PHI, New Delhi

National Policy on Education (1986, 1992), MHRD, GOI, Delhi

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Academic Planner 2025

Course Title: Teaching of Social Science

Credits: 2

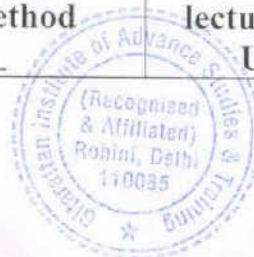
Course Code: BED128

MM: 100

Objectives of the Course:

- To develop understanding about the basic differences between Social Studies and Social Sciences.
- To develop the ability to justify the relevance of social Sciences in terms of Contemporary Events.
- To acquire knowledge about the different approaches associated with the discipline
- To develop certain professional skills useful for classroom teaching.
- To identify, prepare and collect different teaching Aids & use them effectively in the Classroom.

Unit.	Topics to be covered	Teaching Method	Number of lectures per Unit	Duration
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1.	Social Science in School Curriculum • Nature, Scope & Importance of Social Science • Difference between Social Science and Social Studies • Aims and objectives of teaching Social Sciences, formulation of objectives in behavioural terms with special reference to Social Science • Social Science curriculum at School level - correlation with other subjects • Critical appraisal of a Social Science Text -Book • Development of Values through Social Science Teaching • Importance of Democratic inclusive class room for Social Science teaching	Lecture Method	10	February 2025
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2	Planning, Designing and Transaction • Micro Teaching, Unit Planning and Lesson Planning. • Difference between Approaches, strategies and methods • Approaches: Inductive, deductive, constructivist, multidisciplinary & integrated approach in Social Sciences. • Methods – Story telling, Problem Solving, Project Method, Observation Method, Discussion method, Social enquiry method, Field study method. • Concept Mapping in Social Science & Instructional strategies for concept learning& Mind-Mapping. • ICT Integrated Teaching learning Resources in Social Science Class Room. • Instructional Aids: - Low-cost Teaching Aids, Preparation, improvisation and effective use	Discussion Method Lecture Method Case Study	15	March 25, April 25
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	Chart, Models, Scrap Books, Media (Print Non-print and Electronic Media), Maps, Graphs Time Line, Globe, e-technologies. • Grouping students for learning: Cooperative learning, Dramatization, Role play and simulation • Organization and planning of Co-curricular Activities in Social Science – Field Trip/Excursion / Bulletin Board in Social Science & Social science club. • Challenges in Social Science & Dealing with controversial Issues in Social Science, Current events.			
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3	Evaluation in Social Science • Evaluation: Concept, importance and Types of Evaluation • Assessment: Concept and its types ICT Techniques for Evaluation in Social Science. • Comprehensive and Continuous Evaluation in Social science • Type of Test items and development of Achievement test in social sciences • Diagnostic testing and remedial measures and Case studies	Lecture Method Discussion Method	14	April 25
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References

- Aggarwal, J.C. (1982), *Teaching of Social Studies*, New Delhi: Vikas Pub.
- Kochhar, S.K. (1983), *Teaching of Social Studies*, New Delhi: Sterling Publications.
- Martorella H. Peter (1994) *Social Studies for elementary School Children (Developing Young Citizens)*
- UNESCO (1981), *Handbook for teaching of Social Studies*.
- Wesley, Edgar Bruce, *Teaching of Social Studies*, Boston: D.C. Herth and Co.
- Zevin Jack (2000) – *Social Studies for the Twenty first Century*
- George, A., M. & Madan, A. (2009). *Teaching Social Science in Schools*. Sage Publications India Pvt. Ltd. New Delhi.
- Arora, P (2006). *Lesson Plan: A Means or an End*, MERI journal of education, Number-I, April 2006, New Delhi.
- Arora, P (2014). *Exploring the Science of Society*. Journal of Indian Education. NCERT, New Delhi.

