

INTRODUCTION

1.1 Goa Vidyaprasarak Mandal

Goa Vidyaprasarak Mandal, popularly known as GVM was founded by visionaries like Dr. Dada Vaidya, Shri Sitaram Kerkar and Shri Vinayak Sarjyotishi on October 2, 1911 (Vijay Dashami day). The intention of the founders was not merely to impart formal education for white collared jobs but to provide for the future generation, Goans who would be proud of our rich and varied cultural heritage and who would, with confidence, shoulder responsibilities in the task of nation-building.

The first institution to be established was the A. J. de Almeida High School at Ponda. Subsequently in 1960, four more high schools were established, R.P.R.S High School at Bandora, K.R.S.S. High School at Savoi Verem, Pragati Vidyalaya at Borim and M.I.B.K. High School at Khandepar. The S.N.J.A. Higher Secondary School and K.G. and Primary School were started in 1975. GVM's Adarsh Higher Secondary School, Ponda was established in 2015. GVM's Utkarsh Vidyalaya, Ponda was established in 2017. GVM set up two colleges, GGPR College of Commerce & Economics and Dr. Dada Vaidya College of Education both at Ponda. In all GVM has over 9000 students and 450 teaching and non teaching staff on its rolls.

1.2 G.V.M's Dr. Dada Vaidya College of Education

The College of Education was established in 1993 in response to the growing demand for teacher education. The college is affiliated to Goa University and recognised by NCTE. Recently it has been accredited by NAAC with a B+ grade.

Vision

Goa Vidyaprasark Mandal's Dr. Dada Vaidya College of Education is committed to the professional development of teachers, both pre-service and in-service, for reflective, constructive and value-based teaching-learning employing both insight and technology within the ambit of the native socio-cultural perspective.

Mission

The mission of the College is to achieve excellence in the professional development of teachers through

1. Developing committed, technology savvy, value-based and research oriented teaching professionals
2. Initiating them to lifelong learning and to innovative, interactive, activity-oriented and child-centred classroom teaching
3. Training them to create an environment in educational and social milieus that would promote communication, cultural diversity and national integration
4. Orienting them to the service of the community for its educational and socio-cultural resurgence.

The College believes in TO TEACH and TOUCH LIVES.....

1.3 Programmes offered

1. M. Ed.

This is a Two-year (4 Semesters) programme affiliated to the Goa University and recognized by the National Council for Teacher Education with an intake of 50 students.

2. B. Ed.

This programme is based on the curriculum prescribed by the Goa University to which this college is affiliated with an intake of 100 students (2 units of 50 students).

3. M. A. Education

This is a Two year programme run by the Indira Gandhi National Open University (IGNOU) through distance mode. Admissions are done by IGNOU through its Regional Centre at Panaji. The **Study Centre 0806P** attached to the College comes under the Panaji Region.

4. Diploma in Pre-Primary Teacher Training

The College conducts a One year Diploma programme in Pre-primary teacher training affiliated to the Goa University. The programme deals with the theoretical and practical aspects of teaching children in the age group of 3-6 years.

5. Ph. D. (Education)

The Research Centre of the College has been recognized and affiliated to the Goa University and provides an opportunity for those desirous of doing a Ph.D in Education both in regular and part time mode. Admissions are done by the Goa University.

1.4 Department of Extension Services

GVM's Dr. Dada Vaidya College of Education established the Department of Extension Services in 1995, the second dimension of the College for the in-service training of teachers. The department is equipped with a wide range of library books and seminar halls with good sitting and presentation modes. The department collaborates with SCERT, Directorate of Education, DIET, Super School Complex, teacher organizations, and National level organizations such as NCERT, IGNOU and NCTE for conducting various training programmes

1.5 The Resources

- We have a committed group of teachers and non-teaching staff. The faculty members are well qualified with 80% of them having qualified in NET/SET, three have acquired Ph.D and three have M.Phil degrees. The academic and administrative talents of the staff are well recognized by the fact that they are associated with various State (SCERT, DIET, Goa University, Directorate of Education, Goa Board) and National level organizations (NCERT, NCTE, NAAC, NLI) as resource persons, committee members etc.
- Well equipped library with an excellent collection of reference books, encyclopedias, dictionaries, journals and CD ROMs

- Well equipped computer center with LAN networked computers, printers, digital camera, handy cam, scanner and unlimited broadband internet access for every learner
- Office automation using computers, fax, scanners and printers
- Classrooms are equipped with Laptops, LCD projectors, Intelligent Interactive Panels etc.
- On-line Library resources
- Language Laboratory

The institution is constantly introducing innovations in the field of teacher education for genuine learning. The Institution is known for its warm interpersonal relations and technology integration. The results of the institution have been consistently high with many students scoring distinctions.

EDU 09: ASSESSMENT AND EVALUATION

Objectives:

1. The student teachers will be able to understand the nature of assessment and evaluation and their role in teaching-learning process.
2. Understand the perspectives of different schools of learning on learning assessment
3. Realise the need for school based and authentic assessment
4. Examine the contextual roles of different forms of assessment in schools
5. Understand the different dimensions of learning and the related assessment procedures, tools and techniques
6. Develop assessment tasks and tools to assess learners performance
7. Analyse, manage, and interpret assessment data
8. Analyse the reporting procedures of learners performance in schools
9. Develop indicators to assess learners performance on different types of tasks
10. Examine the issues and concerns of assessment and evaluation practices in schools
11. Understand the policy perspectives on examinations and evaluation and their implementation practices
12. Traces the technology bases assessment practices and other trends at the international level

Unit 1 Perspectives on Assessment and Evaluation (20%)

- 1.1.1 Meaning of Assessment, Measurement, Tests, Examination, Appraisal, and Evaluation and their interrelationships
- 1.1.2 Difference between 'true ability' and 'observed ability', Principles of assessment and evaluation
- 1.1.3 Objectivist and Constructivist approach to assessment
- 1.1.4 Purposes of Assessment: Prognostic, Monitoring of Learning, Providing Feedback, Promotion, Placement, Certification, Grading and Diagnostic
- 1.2 Classification of assessment: based on purpose (prognostic, formative, diagnostic and summative) scope (teacher made, standardized), attribute measured (achievement, aptitude, attitude, etc.), nature of information gathered (qualitative, quantitative), mode of response (oral and written; selection and supply), nature of interpretation (norm referenced, criterion referenced) and context (internal, external)
- 1.3 Concept of Continuous comprehensive Evaluation
- 1.4 School based Assessment and Authentic Assessment.

Unit 2 Assessment of Learning (15%)

- 2.1 Dimensions of learning: cognitive, affective and performance
- 2.2 Assessment of cognitive learning: types and levels of cognitive learning: understanding and application; thinking skills –convergent, divergent, critical, problem solving, and decision making; items and procedures for their assessment
- 2.4 Assessment of affective learning: attitude and values, interest, self-concept; items and procedures for their assessment
- 2.5 Assessment of Performance: tools and techniques for assessment of skills
- 2.6 Grading: Concept, Types, Grading as practised in the schools of Goa.

Unit 3 Assessment for Learning (15%)

- 3.1 Assessment information as an input for learning, meta-cognition and development – need for continuous formative and diagnostic assessment
- 3.2 Use of Projects, Assignments, Work sheets, Practical work, Performance based activities, Seminars and Reports as assessment devices
- 3.3 Developing Performance Tasks (Subject Specific)
- 3.4 Assessment of Group Processes - Collaborative/Cooperative Learning and Social skills
- 3.5 Portfolio Assessment – its meaning, scope and uses;
- 3.6 Planning, development and assessment Self, Peer and Teacher Assessments

Unit 4 Construction of achievement tests. (20%)

- 4.1 Instructional Objectives (Revised Bloom's Taxonomy)
- 4.2 Consideration of what and why to assess (content and objectives)
- 4.3 Differentiation between instructional, learning and assessment objectives
- 4.4 Stating of Assessment Objectives - Need for integrated objectives.
- 4.5 Deciding on the nature and form of assessment - oral tests and written tests; open book examination; weightage to content, objectives, allocation of time; Preparation of a blueprint, question wise analysis,
- 4.6 Construction/selection of items; Guidelines for construction of test items:
- 4.7 Essay type: Extended response and restricted response types
- 4.8 Objective types-Alternate response, multiple-choice and matching exercises.
- 4.9 Assembling the test items, Guidelines for test administration

Unit 5 Scoring, Analysis and Reporting of Assessment (15%)

- 5.1 Scoring procedure – manual and electronic; Development of Rubrics
- 5.2 Analysis and Interpretation of Students' Performance: Norm Referenced Interpretations and Criterion Referenced interpretation
- 5.3 Processing test performance: calculation of percentages; measures of central tendency ; measures of variability- Range and Standard deviation,, graphical representations; and interpreting performance
- 5.4 Reporting Student Performance – content and formats; Progress reports- Remarks/Comments by teachers on students' performance , Cumulative records, Profiles, and Open house
- 5.5 Using feedback for reporting to different stakeholders – students, parents, and administrators
- 5.6 Use of Feedback for teachers' self-improvement

Unit 6 Issues, Concerns and Trends in Assessment and Evaluation (15%)

- 6.1 Existing Practices: Unit tests, half- yearly and annual examinations, semester system, Board examinations and Entrance tests, State and National achievement surveys
- 6.2 Management of assessment and examinations wrt CCE, Use of question bank
- 6.3 Issues and Problems: Marking Vs Grading, Non-detention policy, Objectivity Vs Subjectivity in assessment.
- 6.4 Impact of entrance test and public examination on teaching and learning – the menace of coaching
- 6.5 Policy perspectives on examinations and evaluation: Recommendations in National Policies of Education and curriculum frameworks
- 6.6 Trends in assessment and evaluation: Online examination, Computer-based examination, Open book exam, Exam on demand(meaning and uses only)and other technology based examinations
 - Standards based assessment – international practices

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EDU 10: HEALTH AND PHYSICAL EDUCATION

Objectives of the Course

The broader objective of learning of this area should enable the student- teachers to

- Help them to understand the concept of holistic health, its various dimensions and determinants and the importance of sports and yoga for development of holistic health.
- Develop positive attitude towards health as individual and be collectively responsible to achieve it.
- Equip them to know their health status, identify health problems and be informed for taking remedial measures.
- Encourage them to learn and to form right habits about exercise, games and sports, sleep, rest and relaxation.
- Create interest for the practice of yogasanas and meditations through which they learn the skills/art of self-control, concentration, peace and relaxation to avoid ill effects of stress, strain and fatigue of routine life.
- Help them to understand and develop skills to deal with psycho-social issues including those, related to process of growing up during adolescence, HIV/AIDS and substance abuse.

Course Content

Theory

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
- Understanding of the body system—skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones, common health problems and diseases—its causes, prevention and cure, immunisation and first aid
- Food and nutrition, food habits, nutrients and their functions, diversity of Indian food, seasonal foods and festivals. Practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention
- Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health
- Yogic practices — importance of yoga, yogasanas, kriyas and pranayams
- Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes, blood banks, role of media
- Communicable and non-communicable diseases; health and hygiene, HIV/AIDS, measures to prevent diseases transmission; Harmful effects of self-medication and patient's rights.
- Occupational health hazards and its prevention; Commonly-abused substance and drugs and ways of prevention and inhabitation
- Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sports-personship
- Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports
- Yogic practices—importance of yoga, yogasanas, kriyas and pranayama

- Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.

Practical

- Activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition (Fundamental Sports Skills); Basics of track and field (100 mts., 200 mts., long jump, shot put, 4 × 50 mts. relay) Gymnastics; Any two team games (Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball and Football) or individual game
- Organisation of games and sports tournaments.
- Learning and performing of basic yogic activities.
- Workshop on First Aid.

EDU 11: INCLUSIVE EDUCATION

Objectives:

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

- a) The philosophy of inclusive education
- b) The legal provisions for inclusive education (international and national)
- c) Challenges faced by children with disabilities (five disabilities specified)
- d) Curriculum modifications necessary to include children with disabilities mentioned in the paper
- e) Creating an inclusive environment in the school

Unit 1: Concept of Inclusive Education (30%)

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 (30%)

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 (20%)

- 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 (20%)

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

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EDU 12: ACTION RESEARCH

Objectives:

After going through the course the teacher trainees will

- Understand the concept of action research
- Understand the importance of action research
- Learn how to maintain and use a research diary
- Able to prepare an action research plan
- Acquire the knowledge of collecting, analyzing and interpreting data.
- Acquire the knowledge of research report writing

Unit 1: Selecting an Action Research Problem (30%)

- 1.1 Meaning and characteristics of Action research
- 1.2 Difference between Action research and Educational research
- 1.3 Need of action research in schools.
- 1.4 Sources of research problems
- 1.5 Characteristics of a researchable problem
- 1.6 Role of research diary in selecting and defining a research problem
 - Suggestions for writing research diary
 - Entries in a research diary- observation, feeling, reaction, interpretation, reflection, ideas and explanation
- 1.7 Preparing a research plan: need and components

Unit 2: Methods of Action Research (40%)

- 2.1 Designs of research:** Experimental action research (Pre-test Post test one group design),
Survey research and Case study
- 2.2 Data gathering Instruments**
 - 2.2.1 Observation
 - Developing observation schedule
 - Its advantages and limitations
 - 2.2.2 Interview
 - Types (structured, unstructured, and focused group)
 - Developing interview schedule
 - Stages of conducting interview
 - Advantages and limitations
 - 2.2.3 Questionnaire
 - Types of questions (Open ended, closed ended)
 - Designing questionnaire
 - Advantages and limitations

Unit 3. Data Analysis and Interpretation (15%)

3.1 Quantitative data analysis

3.1.1 Frequency counts, Percentage, Mean, Standard Deviation: their use only)

3.1.2 Correlation

- Rank difference method and product movement method of calculation
- Interpretation of correlation

5.2 Analyzing qualitative data from open ended questionnaire, observation and Interview

Unit 4: Writing the Action Research Report (15%)

4.1 Format of a research report

4.2 Style of writing research report

4.3 Use of tables and figures

4.4 Use of quotations and citation

4.5 Writing Bibliography

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EDU 13: ENVIRONMENT EDUCATION

OBJECTIVES:

After going through the course the teacher trainee will:

- Acquire the knowledge of the meaning of Environmental Education and ESD
- Understand the need for Environmental Education in solving the environmental problems
- Acquire basic knowledge of the Ecosystems, biodiversity, habitats
- Discover the symptoms and the real causes of Environmental Problems
- Develop the social values and attitudes which are in harmony with Environmental Quality
- Develop skills to solve Environmental Problems
- Develop a sense of responsibility and urgency to play his/her own role in preserving and protecting the Environment
- Acquaint himself/herself with the India's efforts in Environment conservation
- Acquaint himself/herself with the Rules and Laws in India concerning the protection of Environment
- Develop skills and methods required to impart Environmental Education to school students

Unit 1 ENVIRONMENT EDUCATION TO EDUCATION FOR SUSTAINABLE DEVELOPMENT (20%)

- 1.1 Landmark developments in Environment Education from Stockholm Conference 1972 to Rio 1992 to Johannesburg 2002
- 1.2 Education for Sustainable Development ESD: concept, objectives
- 1.3 Difference between Environmental Education and Education for Sustainable Development
- 1.4 Environmental Education approach according to the Tibilisi Conference
- 1.5 The role and challenge of an Environmental Educator

Unit 2 ECOSYSTEMS, BIODIVERSITY AND NATURAL RESOURCES (15%)

- 2.1 Ecosystem :types, components and processes
- 2.2 Habitats :types
- 2.2 biodiversity :types,hotspots
- 2.3 India's biodiversity
- 2.4 Natural resources:renewable ,non renewable.

Unit 3 ENVIRONMENT PROBLEMS AND CHALLENGES (20%)

- 3.1 Climate change
- 3.2 Green house gases and global warming
- 3.3 Depletion of the ozone layer
- 3.4 Loss of biological diversity and threat to habitats
- 3.5 Acid rain
- 3.6 Water scarcity and flooding
- 3.7 Energy crises
- 3.8 Nuclear hazards
- 3.9 Solid waste Management : urban and industrial wastes.
- 3.10 Social issues: consumerism, rehabilitation

Unit 4 ENVIRONMENTAL PROTECTION AND CONSERVATION INITIATIVES IN INDIA (25%)

- 4.1 Environmental legislation :brief reference to Air Act, Water Act, Environment Protection Act, EIA
- 4.2 Efforts of environment organisations: eg. CEE, BNHS,CSE, Navdanya, Wildlife Conservation Society etc.
- 4.3 Project tiger, Project rhino ,Project elephant: achievements and challenges
- 4.4 Environmental movements: Chipko andolan, Apiko andolan, Narmada Bachao, Silent Valley
- 4.5 Wildlife sanctuaries, National parks and Reserves, Ramsar sites, Marine parks
- 4.6 Innovative conservation efforts: Traditional rain water harvesting, alternative developmental models, use of solar energy, wind energy etc.

Unit 5 ENVIRONMENT EDUCATION AND ACTION (20%)

- 5.1 Nature trails and Cultural trails
- 5.2 Environmental Games and Songs
- 5.3 Campaigns and Camps
- 5.4 Environmental Club and affiliation with other Environmental Organisations
- 5.5 Field trips, Excursions
- 5.6 Projects
- 5.7 Co-relation of Environment with other subjects : Greening language, Geography, Mathematics and Science

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EDU 14: CAPACITY DEVELOPMENT

INSTRUCTIONS:

1. THESE UNITS MAY BE ADDED /CHANGED WITH PRIOR PERMISSION OF THE BOS.
2. THE COURSE WILL CONSIST OF 4 UNITS AS GIVEN BELOW. **UNIT I** AND **UNIT II** ARE COMPULSORY.

I: LIFE SKILLS

II: ART AND AESTHETICS

III: DISASTER MANAGEMENT

IV: MEDIA LITERACY

V: GENDER ISSUES IN EDUCATION

VI: EDUCATION FOR PEACE

VII: EVENT MANAGEMENT

Rationale of the course: Skills needed to function in contemporary society naturally alter over a period of time. As newer technologies permeate into every facet of society, they throw up new challenges that need to be met. Teachers need to train the young not just to cope but to triumph; to be competent and confident in their ability to promote and further the needs of society. In this complex and ever-changing world, society is throwing up newer challenges by the day. Societies are becoming more and more multi-lingual, multi-racial and multi-cultural. The course aims at enhancing or teaching competencies that will help students adapt and behave positively so that one can deal effectively with the challenges of everyday life.

The Objectives of the course is to help the teacher-trainee:

- a) Acquire skills that facilitate healthy human relations among students, teachers, heads-of-school, parents and the community at large.
- b) Acquire skills that facilitate social interactions in a spirit of competition and cooperation and acceptance of cultural differences.
- c) Acquire a basic understanding on various concepts used in disaster management (Disaster, Hazard, Vulnerability, Capacity, Risk and Disaster Management Cycle.)
- d) Develop the skill of organizing an Event - planning to execution and evaluation.
- e) Develop skills for classroom management
- f) Acquire knowledge about the functions of media and information channels in democratic societies, reasonable understanding about the conditions needed to perform those functions effectively and basic skills necessary to evaluate the performance of media and information providers in light of the expected functions

EDU 14 : (I) LIFE SKILLS

INTERPERSONAL SKILLS

- a) Characteristics of social skills
- b) Practicing social manners and mannerisms that appeal to healthy personal relationships
- c) Education for character building and for living together happily, creatively and peacefully.
- d) Conflict Management

COOPERATION, TEAM-WORK AND LEADERSHIP SKILLS

- a) Meaning of cooperation and team-work -ability to work effectively and respectfully with diverse teams making necessary compromises to accomplish a common goal
- b) Cooperation versus Competition
- c) Characteristics of a team-player and Leader - assume shared responsibility for collaborative work, and value the individual contributions made by each team member
- d) Influencing and Persuasion

SELF-MANAGEMENT SKILLS

- a) Maintaining a reflective diary.
- b) SWOT Analysis
- c) Using SWOT analysis to measure present status and plan future action.

STRESS MANAGEMENT

- a) Managing feelings (Anger, grief and anxiety, loss, abuse, trauma)
- a) Managing stress (Time management, Positive thinking, Relaxation techniques)
- b) Self evaluation / Self assessment / Self-monitoring

CODE OF CONDUCT

- a) Integrity and ethical behavior in using influence and power; in personal, workplace, and community contexts
- b) Acting responsibly with the interests of the larger community in mind demonstrating ethical behavior

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- 7) Jack Canfield & Mark Victor Hansen (1999) Chicken Soup for the Soul. Vol 1,2 and 3. Westland Books Pvt. Ltd, 62-A, Ormes Rd., Kilpauk, Chennai
- 8) Matthew McKay, Ph. D. & Patrick Fanning (2002) Self-Esteem Master Mind Books, Bangalore
- 9) Zig Ziglar. (2000) See you at the Top Magna Publishing Co. Ltd., Magna House, Mumbai
- 10) Shiv Khera. (1999), You Can Win, Rajiv Beri, Macmillan India Ltd. New Delhi.
- 11) Angela Thody & Dereck Bowden. (2005) Getting Organized Continuum, London
- 12) Robert Heller, Tim Hindle --- et al 2008 The Winners Manual Series 1-5, Dorling Kindersley Ltd., London

EDU 14: (II)- ART AND AESTHETICS

Objectives

By the end of the course the student-teacher will:

- Understand the basics of different Art forms – impact of Art forms on the human mind
- Enhance one's artistic and aesthetic sensibility enabling one to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
- Develop skills for integrating different Art forms across school curriculum at the secondary level
- Build an awareness of the rich cultural heritage, artists and artisans.

UNIT 1: VISUAL ARTS AND CRAFTS (20%)

1.1 Basic Drawing: lines, forms, colour, texture.

1.2 Combination of lines and forms

1.3 (i) Object Drawing, (ii) Nature Drawing, (iii) Memory Drawing, (iv) Drawing with

References: all these include sketch work, proportion, composition, colour through thumbnail scale diagrams.

1.4 2-D Design with shapes such as National Flag, textile design, sari design, border design

1.5 3-D Design with models form soap, clay, wood, vegetables, chalk, flower making, origami, paper-folding.

1.6 Exploration and experimentation with different methods of Visual Arts like Painting, Block printing, Chart Display, Poster and Collage.

UNIT 2: PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY (20%)

2.1 Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry.

2.2 Viewing/listening to live and recorded performances of Classical and Regional Art forms

2.3 Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach

2.4 Planning a stage-setting for a performance/presentation by the student-teacher.

UNIT 3: APPRECIATION OF ARTS (THEORY) (20%)

3.1 Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education • What is the difference between Education in Arts and Arts in Education?

3.2 Identification of different performing Art forms and artists ; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose)

3.3 Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose)

3.4 Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose)

3.5 Indian festivals and its artistic significance.

UNIT 4: PROJECT WORK (40%)

- 4.1 Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms;
- 4.2 Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc. – how the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns.
- 4.3 Student-teacher should prepare at least ten lesson plans in their respective streams of subjects (Science/Maths / Social Sciences/Languages etc.) while integrating different art forms Workshop.
- 4.4 One workshop of one afternoon, of 2 hrs.duration for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance.
- 4.5 The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centred.
- 4.6 The focus of the workshop should be on how art forms can be used as tool/ method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.
- 4.7 Suggested Approach for Application of Arts and Aesthetics in day-to-day life, in the institute and in the community are some of the practical aspects, which needs to be taken care too. Student-teachers must organise and participate in the celebrations of festivals, functions, special days, etc.

References:

1. Henri, Robert, (2007) The Art Spirit, Perseus Book Group
2. Bang, Molly, (2000) Picture This: How pictures work, Amazon .com
3. Gardiner, John (2013) Bach: Music in the Castle of Heaven, Vintage Books
4. Gurney, James (2009) Imaginative Realism: How to paint what doesn't exist, Amazon.com

EDU 14: (III) DISASTER MANAGEMENT

This Course focuses on Natural disasters, Preparedness, Response, First Aid and Fire Fighting.

- a) Terminology: Disaster, Hazard, Vulnerability, Risk
 - a. Meaning, differences and classifications
 - b) Disaster Risk Management and Disaster Preparedness & Response
 - b. Meaning of DRM and Disaster Risk Reduction
 - c) Natural Hazards
 - i. Types, causes, effects (Earthquakes, Tsunami, Cyclone, Flood, Drought, landslide)
 - ii. Mitigation Measures of each of the six hazards
 - d) Policy Documents related to Disaster Management
(Disaster Management Act, 2005; National Disaster Management Framework, 2011; National Policy on Disaster Management, 2009; National Disaster Management Guidelines, 2007)
 - i. Objectives
 - ii. Agencies – National and State
 - e) Identifying the role that the individual can play in Disaster Management at the grassroots level.
 - i. First Aid and Fire Fighting *
- *(These courses will be conducted by professional agencies set up for the same)

References:

1. Alexander, D. (1993) Natural Disasters, ULC press Ltd, London.
2. Carter, W. N. (1991) Disaster Management: A Disaster Management Handbook, Asian Development Bank, Bangkok.
3. Disaster Management in India, Ministry of Home Affairs, Government of India, New Delhi, 2011.
4. National Policy on Disaster Management, NDMA, New Delhi, 2009.
5. Disaster Management Act. (2005), Ministry of Home Affairs, Government of India, New Delhi.
6. District Disaster Management Plan-Model Template, NIDM, New Delhi, 2005.
7. A Global Report - Reducing Disaster Risk, A Challenge for Development; UNDP Publication, 2004.
8. Good practices in community based disaster risk management; GoI-UNDP Disaster Risk Management Programme; 2002 – 09.
9. Chakrabarty, U. K. Industrial Disaster Management and Emergency Response, Asian Books Pvt. Ltd., New Delhi 2007.
10. Parasuraman, S & Unnikrishnan, P. V. (ed.), India Disasters Report Towards a policy initiative. Oxford, 2000.
11. Valdiya, K. S., Environmental geology Indian context. Tata McGraw Hills, 1987.

Documents

- **National Disaster Management Framework.**(2011).Government of India. Ministry of Home Affairs. New Delhi.
- **National Policy on Disaster Management.**(2009). NDMA, Government of India. New Delhi.
- **National Disaster Management Guidelines – Preparation of State Disaster Management Plans** National Disaster Management Authority, Government of India. (July, 2007).
- **Disaster Management Act.** (2005). Ministry of Home Affairs, Government of India, New Delhi, 2005.

EDU 14: (IV) MEDIA LITERACY

a) Media Literacy (30%)

- i. The meaning, need, functions and relevance of Media Literacy.
- ii. Examining how media messages are constructed.
- iii. Identifying ideological messages embedded within all media.
- iv. Identifying the negative messages communicated through the media.
- v. Deconstructing media texts using the 'Media Triangle' (Eddie Dick)
- vi. Identifying the 'story' *not being told* in various media.

b) Objectification (20%)

- i. Meaning of 'Objectification', gender stereotypes and roles.
- ii. Critically analysing Media Advertisements for examples of objectification.

c) Critical Thinking (30%)

- i. Meaning need and function of critical thinking.
- ii. Characteristics of critical thinkers.
 - i. Critically analysing various media for bias, prejudice, misinformation and/or disinformation.

c) Applying Media Literacy (20%)

- i. Creating 'media messages' of different kinds (text, audio, and video).
- ii. Expressing dissent by writing 'letters to the editor', writing articles or presenting street-plays.

References

- **Objectification Theory**, Psychology of Women Quarterly, 21 (1997), 173-206.
- **Sexual Objectification of Women: Advances to Theory and Research**. (2011). Dawn M. Szymanski, Lauren B. Moffitt, and Erika R. Carr. The Counseling Psychologist. 39(1) 6– 38.
- **Media and Information Literacy –Curriculum for Teachers**. (2011). Wilson, Carolyn, Alton Grizzle, Ramon Tuazon, Kwame Akyempong and Chi-Kim Cheung. Published by UNESCO. Paris, France.
- **Media Literacy and New Humanism**. (2010). José Manuel Pérez Tornero and TapioVaris. Published by the UNESCO Institute for Information Technologies in Education.
- **Media Literacy Project** (1993).
- Packard, Vance. **Hidden Persuaders**.
- Paul, Richard. **Thirty-Five Dimensions of Critical Thinking**.
- Langrehr, John. (1995). **Become a Better Thinker**. Wright Books Pvt. Ltd.: Victoria
- **The Miniature Guide to Critical Thinking – Concepts & Tools**.
[Available at: <http://www.d.umn.edu/~jetterso/documents/CriticalThinking.pdf>]
- **Handbook of Critical Thinking Resources**. Prince George Community College. (2004).
[Available at: <http://academic.pg.cc.md.us/~wpeirce/MCCCTR/handbook.pdf>]

EDU 14: (V) GENDER ISSUES IN EDUCATION

Aims of the Course:

Course will enable the students to:

- Develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period;
- Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region.
- Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

• UNIT 1: GENDER ISSUES (20%)

- 1.1 Gender, sex, sexuality, patriarchy, masculinity and feminism
- 1.2 Gender bias, gender stereotyping, and empowerment
- 1.3 Equity and equality in relation with caste, class, religion, Ethnicity, disability and region.

• UNIT 2: GENDER STUDIES: PARADIGM SHIFTS (20%)

- 2.1 Paradigm shift from women's studies to gender studies
- 2.2 Contemporary period: Recommendations of policy initiatives
Commissions and committees, schemes, programmes and plans.

• UNIT 3: GENDER, POWER AND EDUCATION (25%)

- 3.1 Theories on Gender and Education: Application in the Indian Context : Socialization theory , Gender difference , Structural Theory , Deconstructive theory .
- 3.2 Gender Identities and Socialization Practices in: Family , Schools , Other formal and informal organization..
- 3.3 Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion).

• UNIT 4: GENDER ISSUES IN CURRICULUM (10%)

- 4.1 Gender, culture and institution: Intersection of class, caste, religion and region .
- 4.2 Curriculum and the gender question
- 4.3 Teacher as an agent of change

• UNIT 5: GENDER, SEXUALITY, SEXUAL HARASSMENT AND ABUSE (25%)

- 5.1 Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)
- 5.2 Understanding the importance of addressing sexual harassment in family, neighborhood and other formal and informal institutions
- 5.3 Agencies perpetuating violence: Family, school, work place and media (print and electronic)

5.4 Institutions redressing sexual harassment and abuse.

Suggested Practicum :

- Project on how students perceive sexuality and their own body images. It would also focus on how gender identities are formed
- Debate on how they perceive role models in their own lives
- Preparing analytical report on portrayal of women in print and electronic media.
- Preparation of project on key concepts and relating it with the social context of the pupil teacher
- Analysis of textual materials from the perspective of gender bias and stereotype
- Organizing debates on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region.
- Project on women role models in various fields with emphasis on women in unconventional roles.
- Discussion on theories of gender and education with its application in the Indian context
- Analysis of video clipping on portrayal of women
- Collection of folklores reflecting socialization processes.
- Preparation of tools to analyze reflection of gender in curriculum
- Field visits to schools, to observe the schooling processes from a gender perspective.

References :

- Maitra Sinha Anjana , Women In a Changing Society(1993) ,New Delhi: Ashish Publishing Hous.
- Agarwal J.C., “ Bharat Mein Nari Shiksha (Women Education In Education)(2004) ,New Delhi: Vidya Vihar,Darya Ganj.
- Siddiqui Mujibul Hasan, “ Women Education : A Research Approach”, 1993: Ashish Publishing House, New Delhi.
- Gupt, N.L. (2000),Women Education Through The Ages . New Delhi: Concept Publishing Company.
- Bedi Kiran , Empowering Women As I See (2008) , New Delhi: Sterling Publications.
- Reynolds Marcia , Wander Women: How High – Achieving Women Find Contentment and Direction (2004) .

EDU 14: (VI) EDUCATION FOR PEACE

Objectives :-

This paper objective at broadening notions of student-teachers about peace and peace education, their relevance and connection to inner harmony as well as harmony in social relationships across individuals and groups, based on Constitutional values. The course also proposes to enable teachers for reflection on the attitudes that generate conflicts at personal and social levels and learning skills and strategies of resolving these conflicts. The contents also focus on strengthening self by continual reflection leading to reduction in stereotypes, and transcending barrier of identity and socialisation. Thus, transformed student-teachers will be enabled to orient curricular and educational processes, find creative alternatives which nurture and promote peace-building capabilities among students and counter the negative influence of media and local community to weed out negative effects by influencing parents, families, and local community. The course transaction must include activities for experiential awareness of peace as a reality at personal and school levels modelled by teacher educators. It should enable them to develop attitudes and skills for resolving conflicts in creative manner and reflect on school, curricula, textbooks and pedagogical processes from peace perspective. The teacher educators must involve prospective teachers in understanding role of media and local community on them. Peaceful solutions to the real issues facing student-teachers may be discussed.

Topics

- ❖ Awareness of relevance of peace
- ❖ Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life. Awareness of choices in response to crises in personal, social and professional life
- ❖ Foundations of peace: Pre-requisites to peace in the society are compassionate and ethical decision-making and intercultural and cultural harmony, responsible citizenship, respect for secular and democratic ideals based on non-violence, respect for differences, e.g. socio-economic, gender, etc. life style in harmony with sustainable development
- ❖ Approaches to peace education
- ❖ Nature of conflict – Incompatibility of needs, aspirations, desires and resulting conflicts at different levels in society: intrapersonal, interpersonal, organisational, interstate and global
- ❖ Awareness of the influence of social milieu on self (i) Understanding adequate self as a product of positive experiences of caring, warmth and appreciation in the family, school, neighbourhood, etc. which promote healthy discipline, shunning violence (ii) Negative experiences generate stress, anger aggression (iii) Yoga, meditation, anger/stress management, as practices that restore positive physical health and attitudes
- ❖ Increasing awareness of role of self in (i) discipline, self management; (ii) reducing prejudices, biases and stereotypes and building multicultural orientation; (iii) nurturing ethical behaviour, positivity, non-violence, love and caring, compassion; and (iv) habitual self reflection by using daily journal on experiences.

- ❖ Healthy discipline practices in and outside classroom, for their fairness to different gender, caste and cultural groups, child rights/human rights, and ameliorative approach to discipline rather than punitive;
- ❖ Understanding social justice in local context – its implications for beliefs, attitudes, and values and school/social practices and conflict resolution at all levels
- ❖ Understanding importance of skills and strategies of assessment of the peace-building process in terms of attitudes, values, skills and strategies at school level-motivation and sustenance of efforts, sharing experiences towards peace building, reviewing strategies.

Practical Activities to be Taken-up

- ❖ Experiential learning sessions on yoga, meditation, communication skills, conflicts, their resolution, media influence, cooperative competitive strategies, use of meditation, art, drama, nature to experience harmony
- ❖ Reflective journal to record experiences of the day and reflections thereon during the training programme, sharing and discussing self-expression of change during the training
- ❖ Visits to organisations connected with peace and intercultural harmony, and aesthetic appreciation to experience peace as reality submission of reports on experiences
- ❖ Assignments on topics which require deep understanding and generating creative/alternative ideas to deal with issues and challenges to peace, few suggested topics and sharing in groups. Few suggested topics for assignments are as follows: (i) Conflicts experienced at home/in family/ in society/ in school, etc. (ii) Experiences of handling conflicts in a creative manner (iii) Exploring possible strategies of resolving commonly-experienced conflicts (iv) Healthy discipline among school children (v) Identifying challenges of peace in school and dealing with one such challenge (vi) Strategies of promoting healthy relationships on the job.
- ❖ Approaches to peace education – case studies of local and International
- ❖ Role plays to enact situations involving conflict, corporal punishment, discrimination, and domestic violence in day-to-day life
- ❖ Films clips displaying concerns of peace, good intercultural relationships, environmental presentation and other key ideas and discussions thereon, like -Doha Debates, Sadako, etc.
- ❖ Preparation of collages from newspapers, etc. to highlight issues and challenges to peace or positive response to them
- ❖ Developing an action plan for peace in school and local community
- ❖ Visiting websites on peace education to become familiar with National and International initiatives, approaches and strategies of peace, case studies of conflict in the region.

References:-

1. Upadhyay Pratibha- Education for Peace- kalpaz publications, 2010 New Delhi
ISBN13 -97881783588383
2. Gavriel Salomon (ed)- Handbook on peace Education – Psychology press, 2009 USA.
ISBN13 -9780805862522
3. Prateeti Barman,– Document on peace Education- India Akansha Publishing, 2009
ISBN13 -9788183701587
4. Lucy Marcotte, 2015 – Education for a world of peace: Education based on human values – Create space Independent publishing Platform USA
5. Ravindra Kumar – Education, Peace and Development – Gyan publishing house, 2012, India

EDU 14: (VII) EVENT MANAGEMENT

- a) Introduction to Event planning and management,
- b) Event Production, Role of event planner
- c) Skills of good event organiser
- d) Importance of organizing events and its components,
- e) Techniques, Selections, Coordination, Creativity, Designing, Sponsorships,
- f) Event Gadget Management
- g) Public Relations
- h) Evaluation of organising an Event.

REFERENCES:

1. Event Planning by Jude Allen
2. Event Management by Lynn Van Der Wagen and Brenda Carlos
3. The Art of Successful Event Management by Tanaz Basrur
4. Successful Event Management – A Practical Handbook by Anton Shone & Bryn Parry 2nd Edition
5. Event Coordination by National Institution of Event Management (NIEM)

WORKING WITH THE COMMUNITY

Working with the community projects will be based on Experiential learning- Gandhiji's Nai Talim

Suggested activities for Community Work

- Case study of School on Community engagement
- Case study on happiness, pleasure and violence in school/classrooms.
- Documentation of best practice pertaining to community engagement in school activities
- Case studies on Village level workers and their engagement in Educational and Health matters.
- Case studies of roles and responsibilities of Teachers and Headmasters for Community and parents' engagement in school matters.
- Establishing village education interest Groups/Committees and Taking help of Self Help Groups in Education
- Community service, Cleanliness in public places
- Community service, survey on literacy and out of school children
- Study on practice of Art, Craft, Drama, Music and Theatre in Schools.
- Waste mapping, Cleanliness Drives and composting
- Nursery Raising and Kitchen Gardening
- Water and Sanitation Facility Management
- Mentoring and Facilitation