

B.Ed. 1st Semester

CHILDHOOD AND GROWING UP

Course Code: EDUCC101

Course Credit: 4

Theory: 70 Marks

Practicum: 30 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

CO1: Describe the influence of social, cultural, economic and political context in shaping human development (L2: Understand)

CO2: Predict the change in the relationship patterns of adolescents with their environment (L3: Apply)

CO3: Identify the various socializing agencies and their role in child development in their diverse socio-economic contexts (L3: Apply)

CO4: Plan hands-on experiences to interact with children, and training in methods to understand aspects of development of children (L6: Create)

COURSE CONTENT

Unit 1: Understanding Childhood and Development

- Understanding Childhood: Physical, intellectual, social, and emotional perspectives. Theories of Childhood Development with reference to Piaget and Kohlberg
- Dimensions of Childhood: Social, cultural, political, and economic
- Key Factors during Childhood: Family, neighbourhood, community, and school, with a focus on contextual realities in Bihar
- Joyful Childhood and General Objectives of Early Childhood Education: Linked to national goals

Unit 2: Understanding Adolescence

- Adolescence: Holistic understanding, Growth and maturation, nature vs. nurture, and continuity and discontinuity
- Developmental Stages from Infancy to Adolescence: Focus on growth, challenges, and developmental tasks
- Factors Affecting Adolescence: Social, cultural, political, and economic dimensions
- The contextual reality of adolescence in Bihar

Unit 3: Socialisation and Understanding Learners' Difference

- Understanding Socialisation in the context of family, neighbourhood, community, religious group and their socialization functions
- Socialization in the context of school: impact of entry to school, school as a social institution and its notions in Bihar, value formation in the context of schooling
- Individual Differences among Learners: Multiple intelligences, learning styles, self-concept, attitude, and competencies

- Challenges of Differentially Abled Learners, Assessment Methods for Individual Differences and Catering to Individual Differences.

Unit 4: Identity Development in Learners

- Understanding Identity Formation: Based on Marcia and Erikson's theories
- Determinants of Identity Formation: Social categories such as caste, class, gender, religion, language, and age
- School as a site of identity formation in teacher and students; school, culture and ethos, teaching-learning practices and teacher discourse in the classroom, evaluation practices; value system and hidden curriculum' in schools
- The influence of peer group, media, technology and globalization on identity formation

Practicum

- Critical analysis of classroom instruction in the light of the developed Understandings
- Case study of a learner with behaviour problem/talented child/an LD child/a slow learner/a disadvantaged child
- Observing children in their natural setting
- Study of intelligence of at least 5 school children and relate it with achievement and other background factors
- Any other activity based on the units of the paper in the form of written assignments, projects, performance or fieldwork with a detailed report

Suggested Reading

1. Adler, Alfred. (1935) The education of children. London: Allen & Unwin.
2. Benjafield, J.G. (1992). Cognition, Prentice Hall, Englewood Cliffs.
3. Brown, J.S., Collins A and Dugrid, P (1989). Situated Cognition and the Culture of Learning, Educational Researcher; 32-42
4. Denise Pope (2001), Doing School: How we are creating a Generation of Stressed Out, Materialistic, and Miseducated Students. New Haven: Yale University Press.
5. Faw, T., & Belkin, G. (1989). Child Psychology. New York, NY: McGraw-Hill Publishing Company.
6. Gagné, R. M. (1985) The Conditions of Learning and Theory of Instruction (4th edition). New York: Holt, Rinehart and Winston
7. Gardner, Howard (1989). Frames of Mind. The Theory of Multiple Intelligences, Basic Books, New York.
8. Hurlock, Elizabeth B. (2001) Child Development, McGraw Hill Education (India) Private Limited; 6 edition (21 June 2001)
9. Jeanne, Ellis Ormrod. Educational Psychology: Developing Learners. Fourth Edition
10. Jeffrey Arnett (2007), Adolescence and Emerging Adulthood: A Cultural Approach. (3rd. ed.). Upper Saddle River, N.J.: Pearson.
11. Kohlberg, L. (1987). Child psychology and childhood education: A cognitive developmental view. New York: Longman.
12. Luria, A. (1976). Cognitive Development: Its Cultural and Social Foundations. Cambridge, MA: Harvard University Press.

13. Maccoby, E. (1980). *Social development: Psychological growth and the parent-child relationship*. New York: Harcourt Brace Jovanovich
14. Meadows, S. (1986). *Understanding Child Development: Psychological Perspectives in an interdisciplinary field of inquiry*. London, Great Britain: Century Hutchinson Publishing Group.
15. Lindgren, H.C. (1980). *Educational Psychology in the Classroom* Oxford University Press, New York.
16. Patricia A. Alexander, Philip H. Winne (2006) *Handbook of Educational Psychology*
17. Sarangapani M. Padma(2003.), *Constructing School Knowledge :An Ethnography of learning in an Indian Village*, Sage Publication
18. Slater, A., & Lewis, M. (2007). *Introduction to infant development*. London: Oxford University Press.
19. Sturt Mary, Oakden, E.C. (1999) *Modern Psychology and Education*, Routledge.
20. Vygotsky, L.S. *Mind in Society*, Harvard University Press: Cambridge, 1978. Chapter 6.
21. Woolfolk, A.E. (2009) *Educational Psychology (11th Edition) (My Education Lab Series)* Prentice Hall
22. Jha, M.M. (2000) *School without Walls: Inclusive Education for All*, Oxford: Heinemann Education
23. Jha, M.M. (2003) *Samaveshi Shiksha*, Prakashan Sansthan

CONTEMPORARY INDIA AND EDUCATION

Course Code: EDUCC102
Course Credit: 4

Theory: 70 Marks
Practicum: 30 Marks

COURSE OUTCOMES

After the completion of the course, the prospective teachers will attain the ability to:

- CO 1: Review the philosophical vision of education of different educational thinkers in context of present Indian educational system (L4: Analyze)
- CO2: Examine the implications of different schools of philosophy on education (L4: Analyse)
- CO3: Examine the issues, concerns and strategies related to universalisation of school education (L4: Analyse)
- CO4: Critically evaluate the role of teachers as suggested by the different Education Commissions (L5: Evaluate)

COURSE CONTENT

Unit 1: Education and Philosophy

- Concept of Education: Definitions, processes (schooling, instruction, training, indoctrination), and modes of education (formal, informal, non-formal)
- Aims of Education: Meaning, functions, and classification of aims, determinants in relation to individuals and society/nation
- Philosophical Perspectives on Educational Aims: Synthesis between individualistic and socialistic aims
- Philosophy and Education: Meaning and definitions of philosophy, Branches of philosophy and their relationship with educational problems and issues

Unit 2: Philosophical Vision and Educational Thinkers

- Philosophy and Education: Relationship between philosophy and educational issues (Idealism, Naturalism, Pragmatism, Marxism, Humanism) and their educational implications for aims, curriculum, methods of teaching, and discipline
- Indian Thinkers: Contributions of Rabindranath Tagore, M.K. Gandhi, Swami Vivekananda, Aurobindo Ghose, Jiddu Krishnamurti, and Gijju Bhai Badheka
- Western Thinkers: Contributions of Plato, Rousseau, John Dewey, Friedrich Froebel, and Maria Montessori

Unit 3: Normative Vision of Indian Education

- Normative Orientation of Indian Education: Contribution of religions and traditions
- Constitutional Provisions on Education: Reflecting national ideals like democracy, equality, liberty, secularism, social justice, and federalism, Role of teachers in the development of Indian democracy
- Education for National Development: NEP 1968 and NEP 2020
- Challenges in Education: Political, economic, and socio-cultural issues in Indian education

Unit 4: Contemporary Issues in Indian Schooling

- Universalization of School Education: Issues of access, enrollment, retention, quality, and equity with a specific focus on marginalized groups (girls, weaker sections, differently-abled children)
- Equality of Educational Opportunity: Constitutional provisions, nature and forms of inequality, and schooling disparities (public-private, rural-urban, single-teacher schools)
- Right to Education Act: Provisions and impact on schooling
- Alternative Schooling Systems: Common school system, homeschooling, and alternative schooling models

Practicum

- Readings on educational thinkers and presentation on the contribution of one of the thinkers (group work followed by discussion)
- Project on the original work/s of a thinker
- Seminar presentation on philosophical issues and report
- A brief study of some philosophical development of learners
- Presentation on the reports and policies on USE
- Any other activity based on the units of the paper in the form of written assignments, projects, performance or fieldwork with a detailed report

Suggested Reading

1. Aggarwal, J.C., Psychological, Philosophical, Sociological Foundations of Education, Sipra Publication, Delhi, 2009
2. Anand, C.L. et.al. (1993). Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
3. Chandra, S.S. & Sharma, R.K., Principles of Education, Atlantic Publishers & Distributors, New Delhi, 1996
4. Delors, Jacques (1996) Learning the Treasure Within, Report to UNESCO of the International Commission on Education for Twenty-first Century, UNESCO.
5. Dewey J. (1952) Experience in Education Collier Macmillan.
6. Dewey J (1966) Democracy in Education, New York, Macmillan.
7. Gandhi M K (1956) Basic Education, Ahmedabad, Navajivan.
8. Govt. of India (1952) Report of the Secondary Education Commission, New Delhi
9. Govt. of India, MHRD (1986, Revised 1992) National Policy of Education, New Delhi.
10. Govt. of India, MHRD (1992) Programme of Action (Draft) New Delhi, Aravali Printers and Publishers.
11. Joe, Park. Selected Readings in the Philosophy of Education, Macmillan, New York, 1963.
12. Kneller, Georg F. Foundation of Education, John Wiley & Sons Inc., USA., 1977.
13. Krishnamurthi J., Education and the Significance of life, KFI Publications.
14. Kumar Krishna (2004) What is Worth teaching/ 3rd Edition Orient Longman
15. Mani R S (1964) Educational Ideas and Ideals of Gandhi and Tagore, New Book Society New Delhi.
16. Ministry of Education. Education Commission —Kothari Commission. 1964-1966. Education and National Development. Ministry of Education, Government of India 1966.

17. Ministry of Law and Justice (2009) Right to Education. Govt. of India
18. Mohanty, J., (1986). School Education in Emerging Society, Sterling Publishers
19. NCERT (1993). Teacher and Education in Emerging Indian Society, New Delhi
20. NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.
21. Nunn, T.P. Education: Its Data and First Principles, Longmans Green & Co., New York, 1920.
22. Pandey, Ram Shakal. An Introduction to Major Philosophies of Education, Vinod Pustak Mandir, Agra, 1993
23. Pathak, Avijit (2002) Social Implications of Schooling, Delhi Rainbow Publishers.
24. Price, Kingsley Education and Philosophical Thought, Allyn and Bacon Inc., Boston, 1962.
25. Ross, James S. Ground work of Educational Theory, Oxford University Press, Calcutta, 1981.
26. Rusk, R.R., The Doctrines of Great Educators, Macmillan & Co. Ltd., London, 1954
27. Salamatullah (1979). Education in Social context, NCERT, New Delhi.
28. Saraswathi T S (1999) Culture, Socialization and Human Development, Sage Publication.
29. Taneja, V.R. Socio-Philosophical Approach to Education, Atlantic Publishers & Distributors, New Delhi, 2005
30. Aikara, Jacob (2004) Education Sociological Perspective, Rawat Publications, New Delhi
31. Jostein Jakolsen, Kenneth Bo Nielsen, Alf Gunvald Nilsen & Anand Vaidya (2018), Mapping the World's Largest Democracy (1947-2017), Form from Development Studies

LANGUAGE ACROSS THE CURRICULUM

Course Code: EDUCC104

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

CO1: Establish the relationship between language and cognition, language and meaning and language and learning (L2: Understand)

CO2: Explore language in subject-specific contexts by relating it to the overall objectives of the curriculum (L3: Apply)

CO3: Use home language and school language at appropriate levels of learning as per the Three Language Formula (L3: Apply)

CO4: Analyse the Constitutional Provisions and recommendations of Commissions & Policies of Language Education across the curricular practices (L4: Analyse)

COURSE CONTENT

Unit 1: Learner, Language, and the School Curriculum

- Meaning of language; various forms, systems and properties and language capital of learners before school entry
- Theories of Language Learning: Insights from Skinner, Chomsky, Piaget, and Vygotsky, focusing on acquiring versus learning language
- Social and Cultural Contexts: Exploring the relationship between language, gender, identity, power, and class
- Home and School Language: Understanding the objectives of learning Languages - imagination, creativity, sensitivity, skill development. Difference between language as a school- subject and language as a means of learning and communication
- Language Across the Curriculum: The role and importance of language in the curriculum, Three Language Formula, Different school subjects as registers

Unit 2: Language Education in India: Constitutional Provisions and Policies

- Multilingual classrooms; Multicultural awareness and language teaching, Multilingual perspective in India and Bihar
- Constitutional Provisions on Language: Articles 343-351, 350A; languages listed in the Eighth Schedule
- Policy Recommendations: Kothari Commission (1964-66), National Policy on Education (NPE) 1986, and Programme of Action (POA) 1992
- National Education Policy (NEP) 2020: Provisions and perspectives on language education
- National Curriculum Framework for School Education (NCFSE) 2023: Language education and its impact on teaching and learning

Practicum

- Prepare a report on the status of languages given in the Constitution of India and language policies given in the Kothari Commission, NPE1986, and POA-1992
- Visit five schools in the neighbourhood and prepare a report on the three-language formula being implemented in the schools
- Take a few passages from Science, Social Science and Math textbooks of Classes VI to VII and analyze: (i) How the different registers of language have been introduced? (ii) Does the language clearly convey the meaning of the topic being discussed? (iii) Is the language learner-friendly? (iv) Is the language too technical? (v) Does it help in language learning? Now write an analysis based on the above issues
- Carry out an activity based on the units of the paper in the form of written assignments, projects, performance or fieldwork with a detailed report

Suggested Reading

1. Akamajian, A, Demers, RA, Farmer, AK and Harnish, RH (2001), An Introduction to Language and Communication, Cambridge: Mass: MIT Press.
2. Becker, J.(1988) 'The success of parents' indirect techniques for teaching their pre-schoolers pragmatic skills', *First Language*, 8:173-182
3. Block, C.C.(1997). *Teaching the Language Arts*, 2nd Ed. Allyn and Bacon
4. Bohannon, J. and Bonvillian, J. (2000) 'Theoretical Approaches to Language Acquisition' in J. Berko Gleason (ed.), *The Development of Language* 5th Edition
5. Brass, P., *Language, Religion and Politics in North India*, London, Cambridge University Press, 1974
6. Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development*. Boston: Heinle & Heinle
7. Cattell, R. (2000) *Children's Language: Consensus and Controversy*, London: Cassell.
8. Chomsky, N. (1959) 'A Review of B. F. Skinner's Verbal Behavior', *Language* 35 (1): 26-58.
9. Falk, Julia S (1973) *Linguistics and Language- A Survey of basic Concepts and Implications*: New York: John Wiley and Sons.
10. Fromkin, V , Rodman R., and Hyams N (2007), *An Introduction to Language*. Boston: Thomson Wadsworth.
11. Johnson, K. E. (1995). *Understanding communication in second language classrooms*. Oxford: Oxford University Press.
12. Ministry of Education. *Education Commission —Kothari Commission*. 1964- 1966. *Education and National Development*. Ministry of Education, Government of India 1966.
13. Govt. of India (1952) *Report of the Secondary Education Commission*, New Delhi
14. Govt. of India, MHRD (1986, Revised 1992) *National Policy of Education*, New Delhi.
15. Govt. of India, MHRD (1992) *Programme of Action (Draft)* New Delhi, Aravali Printers and Publishers.
16. Krashen, S. (1982). *Principles and practice in second language acquisition*. London: Pergamon.
17. Mckay. et al. (1995). *The Communication Skills Book*, 2nd Ed. New Harbinger Publications.

18. NCERT (2005): National Curriculum Framework-2005, New Delhi :NCERT
19. Plunkett, K. (1995) 'Connectionist approaches to language acquisition' in P. Fletcher and MacWhinney (eds), Handbook of child Language
20. Yale, George (2006). The Study of Language, Cambridge: Cambridge University Press.

UNDERSTANDING DISCIPLINES AND SUBJECTS

Course Code: EDUC105

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

CO 1: Describe the basic concepts of Academic Disciplines and Subjects (L2: Understand)

CO2: Analyse the structure of knowledge as reflected in disciplinary streams and subjects
(L4: Analyse)

CO3: Develop basic competencies for the advancement of the academic disciplines/subjects
(L6: Create)

CO4: Develop the skills of knowledge integration by designing, coordinating and assessing the interdisciplinary learning (L6: Create)

COURSE CONTENT

Unit 1: Understanding Academic Disciplines and Subjects

- Meaning, Nature, and Characteristics of Academic Disciplines, Interdisciplinary, Transdisciplinary and Crossdisciplinary Approaches
- Historical Development and Perspectives: Exploration of the philosophical, anthropological, sociological, historical, management, and educational perspectives on academic disciplines.
- Classification of Knowledge: Importance of classifying human knowledge into disciplines using Becher-Biglan typology (pure hard, pure soft, applied-hard, applied-soft) with a focus on the nature of knowledge
- Strengths and Weaknesses of Disciplines: Analysing the strengths and limitations of academic disciplines and their comparison with school subjects
- Aims for Learner Development: Understanding the role of disciplines/subjects in fostering learner development in a national context

Unit 2: Competencies and Interdisciplinary Learning

- Mastery and Communication of Subjects: Developing subject mastery, effective communication of subject-specific terms, and the role of research (fundamental, applied, action research) in enriching disciplines
- Interdisciplinary Learning: Meaning, characteristics, and importance of interdisciplinary subjects. Designing and coordinating interdisciplinary learning, including the need for disciplinary depth
- Assessment and Quality Assurance: Methods of assessing interdisciplinary learning and ensuring the quality of interdisciplinary subjects in educational contexts

Practicum

- Choose any one subject and analyse the same from historical, sociological and philosophical perspectives
- Select any topic for any class from VI to Class XII, and prepare a plan to transact the same by designing an interdisciplinary learning
- Interview with four professionals from different disciplines. Identify their perceptions and biases about different disciplines. Compare the responses and prepare a short report of your findings.
- Prepare a list of subject-specific terms and their uses in specific disciplines. Any other activity based on the units of the paper in the form of written assignments, projects, performance or fieldwork with a detailed report

Suggested Reading

1. Abbott, Andrew (2001), *The Chaos of Disciplines*, Chicago: The University of Chicago Press.
2. Becher T (1989) *Academic Tribes and Territories: Intellectual Enquiry and the Cultures of Disciplines*. Milton Keynes: The Society for Research into Higher Education and Open University Press.
3. Becher, Tony and Paul R. Trowler (2001), *Academic Tribes and Territories*, Buckingham: The Society for Research into Higher Education and Open University Press.
4. Bellack, A. A. Selection and organization of curriculum content: an analysis. In Bellack, A. A. (Ed.) *What shall the high schools teach?* Washington, DC: Yearb. Assn. Supervis. Curric. Dev., 1956.
5. Boghossian, Paul (2006), *Fear of knowledge*, Oxford: Oxford University Press.
6. Bruner, J (1977) *The Process of Education*. Harvard University Press.
7. Chettiparamb A (2007). *Interdisciplinarity: a literature review*. The Higher Education Academy (www.heacademy.ac.uk/ourwork/networks/itlg)
8. Clark, Burton R., ed. 1987. *The Academic Profession: National, Disciplinary, and Institutional Settings*. Los Angeles: University of California Press.
9. Del Favero, Marietta (2002), *'Academic Disciplines'*, *Encyclopaedia of Education*.
10. Kline, SJ (1995) *Conceptual Foundations for Multidisciplinary Thinking*. Stanford University Press, Stanford, California.
11. Davies, M., & Devlin, M. (2007). *Interdisciplinary Higher Education: Implications for Teaching and Learning*. Melbourne: Centre for the Study of Higher Education.
12. Dewey, J. (1933). *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process* (1998 Revised and expanded ed.). New York: D.C. Heath.
13. Fuller, Steve (1991), *Social Epistemology*, Indianapolis: Indiana University Press.
14. Gardner, H. (1989). *The Unschooled Mind: How Children Think and How Schools Should Teach*. New York: Basic Books.
15. Gardner, Howard (1999), *The Disciplined Mind: What Students Should Understand*, New York: Simon & Schuster.
16. Goodson, I.F., & Marsh, C.J. (2005). *Studying school subjects: A guide*. Routledge.
17. Klein, Julie Thompson (1990), *Interdisciplinarity/History, Theory, and Practice*, Detroit: Wayne State University Press.

18. Klein, Julie Thompson (1996), *Crossing Boundaries/Knowledge, Disciplinarity, and Interdisciplinarity*, Charlottesville: University of Virginia Press.
19. McCalman, J., Muir, L., & Soeterboek, C. (2008). *Adventures with Breadth: A Story of Interdisciplinary Innovation*. Melbourne: Centre for the Study of Higher Education.
20. Miller, M., & Boix Mansilla, V. (2004). *Thinking Across Perspectives and Disciplines*. Interdisciplinary Studies Project, Project Zero: Harvard Graduate School of Education.
21. Nikitina, S. (2002). *Three Strategies for Interdisciplinary Teaching: Contextualising, Conceptualising, and Problem-Solving*. Project Zero: Harvard Graduate School of Education.
22. Foshay, A. W., *Discipline-centered curriculum*. In Passow, A. W. (Ed.) *Curriculum crossroads*. New York: Teach. Coll. Bur. Publ., 1962.
23. Pyenson, Lewis (1997), *Disciplines and Interdisciplinarity in the New Century*, Lafayette, LA: The University of Southwestern Louisiana Press.
24. Schwab, J. J. *The concept of the structure of a discipline*. *Educ. Rec.*, 1962, 43, 197-205.
25. Whitley, Richard (2000), *The Intellectual and Social Organization of the Sciences*, Oxford: Oxford University Press.

READING AND REFLECTING ON TEXT

Course Code: EDUEPC101

Course Credit: 2

Theory: 35 Marks

Practicum: 15 Marks

COURSE OUTCOMES

At the completion of the course, the prospective teachers will attain the ability to:

CO1: Comprehend high-level fictional and non-fictional literature relating to education

(L2: Understand)

CO2: Make verbal presentation like summarising, storytelling and interpreting and graphical presentation like flowchart and mind map (L2: Understand)

CO3: Identify different forms of reporting research and underline salient features of an idea by putting forth argument and counter-argument. (L4 Analyse)

CO4: Create meaningful posters, wall magazines and other forms of exhibitory creative artefacts (L6: Create)

COURSE CONTENT

Unit 1. Engaging With Narrative and Descriptive Accounts Fictional writings

- Godan by Munshi Premchand. MiljulMann by Mridula Garg
- 1984 by George Orwell
- Brave New World by Aldous Huxley
- The Adventures of Huckleberry Finn by Mark Twain.
- The Alchemist by Paulo Coelho
- Toto Chan: Sosaku Kobayashi
- Emile, or On Education: Jean-Jacques Rousseau

Each student will select at least one book from the books listed above to

- Identify the central theme of the book along with general information about the book and the author. summarise or reproduce a part of the text in a creative and meaningful way (extrapolation, adaptation, character recreation,)
- Share in a written or verbal presentation similar incidents from their life or surroundings
- Dramatise part of the text to present during the various cultural programs of the department

Unit 2: Engaging with Educational Writing and Policy Documents

- Exploring Non-fictional Writings *Wings of Fire* by Dr. A.P.J. Abdul Kalam, *The Diary of a Young Girl* by Anne Frank, *Divaswapna* by Gijubhai Badheka, *Hind Swaraj* by Mahatma Gandhi, *Reclaiming Childhood* by Helene Guldberg, *How Children Fail* by John Holt, *Pedagogy of the Oppressed* by Paulo Freire, *Summerhill* by Alexander Sutherland Neil, and *Juthan* by Omprakash Valmiki.

- **Activities:**
 - Identify the central ideas, general information about the book and the author, writing style, subject-specific vocabulary, and perspective.
 - Presentations in small groups using flow diagrams, tree diagrams, or mind maps, to be displayed as wall magazines, bulletin boards, or slide presentations.
 - Debates and critical write-ups for websites, Wikipedia, or blogs based on the themes of the books.
- Engaging with Educational Writing: Explore policy documents National Education Policy 2020, Yashpal Committee Report (*Learning without Burden*), and the Chattopadhyay Committee Report (1983-85).
- **Activities:**
 - Study selected research articles, focusing on understanding plagiarism, writing ethics, and strategies to reduce plagiarism in academic work.
 - Analyze themes, arguments, and the structure of essays/research articles, including the use of illustrations and statistical representations.
 - Explore the structure of arguments, identifying main ideas, supporting ideas, topic sentences, connectors, and transitions.
 - Write a response paper or article.

Practicum

- Based on the units mentioned above teacher will assign application or creation-level writing or reports based on activities.

Suggested Reading

1. 1984 by George Orwell
2. The Adventures of Huckleberry Finn by Mark Twain
3. The Alchemist by Paulo Coelho
4. Toto Chan: Sosaku Kobayashi
5. Emile, or On Education: Jean-Jacques Rousseau
6. Godan by Munshi Premchand
7. Miljul Mann by Mridula Garg
8. Wings of Fire by Dr. A.P.J. Abdul Kalam
9. The Diary of a Young Girl by Anna Frank
10. Divaswapna by Gijubhai Badheka
11. Hind Swaraj by Mahatma Gandhi
12. Kathryn Ecclestone and Dennis Hayes - The Dangerous Rise of Therapeutic Education
13. Reclaiming Childhood by Helene Guldberg
14. How Children Fail by John Holt
15. Pedagogy of the Oppressed by Paulo Freire
16. Summerhill: A Radical Approach to Child Rearing by Alexander Sutherland Neil
17. Juthan by OmprakashValmiki
18. National Policy on Education 2020
19. Learning without Burden-Yashpal Committee Report