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NH-52, Namsai, Arunachal Pradesh -792103

## ***BACHELOR OF EDUCATION (B.Ed.) – FIRST SEMESTER***

<b>First Semester</b>			
<b>S. No.</b>	<b>Name of Subject</b>	<b>Credits</b>	<b>Total Marks</b>
1	Childhood and Growing Up	4	100
2	Language across the Curriculum	4	100
3	School Organization and Management	5	100
4	Contemporary India and Education	4	100
5	Understanding Disciplines and Subjects	4	100
6	Reading and Reflecting on Texts (P)	3	100
<b>Total</b>		<b>24</b>	

### **Subject Name: CHILDHOOD AND GROWING UP**

#### **Objectives of the Paper:**

1. To understand the dynamics of individual development.
2. To develop an understanding about the impact/influence of socio-cultural context in shaping human development, especially with respect to the Indian context.
3. To acquire theoretical perspectives and develop an understanding of dimensions and stages of human development and developmental tasks.
4. To understand a range of cognitive capacities and affective processes in human learners.
5. To appreciate the critical role of learners based on individual differences and contexts in making meanings, and hence draw out implications for schools and teachers.
6. To understand the concepts of motivation, personality, mental health and adjustment.
7. To visualize multiple dimensions and stages of learner's development and their implications on learning.
8. To understand the learner in terms of various characteristics.
9. To learn the factors affecting learner's environment and assessment

#### **Unit 1: Learner as a Developing Individual**

- **Concept of Growth and Development**
- **Developmental Influences:** Development as a resultant of interactions between individual potential (innate, acquired) and external environment (physical, socio-cultural, ecological, economic and technological). Nature and nurture, continuity and discontinuity issues, growth and maturation. (The focus is on understanding the key cognitive and affective processes influencing the development of the learner and their applications in classroom teaching. The innate and environmental influences shaping development would help foster an understanding of learner as a situated individual).

#### **Unit 2: Development and Learning**

- Meaning and principles of development, relationship between development and learning.
- Dimensions of individual (Child and Adolescent) development: physical, cognitive, language, emotional, social and moral, their interrelationships and implications for teachers (relevant ideas of Piaget, Erikson and Kohlberg).
- Stages of development—developmental tasks with focus on processes growth and development across various stages from infancy to post adolescence.

Implications for the teacher to develop holistic understanding of the learner in context (with special emphasis on adolescents).

(The focus is on understanding the key concepts of development, different stages and dimensions of development and their applications in teaching–learning contexts).

### **Unit 3: Understanding Childhood in Socio Cultural Perspectives**

- Concept of Childhood (Criticality of the misperception that childhood is a homogenous entity).
- Childhood across cultures and societies (examining children perspectives, experiences and actions in which they construct and re constructs their lives).
- Impact of diversity, differences, marginalization on childhood.
- Childhood in difficult circumstances (jail, war affected families; conflict situation, very poor families; urban slum), growing up as girls, growing up in dalit /tribal households etc.

### **Unit 4: Understanding Problems and facilitating Development of the Learner**

- Concept of personality & Self concept of learner
- Development of personality and self-concept of learner through various classroom activities and co-curricular programs.
- Concept and principles of mental health
- Characteristics of a mentally healthy person
- Concept of adjustment and role of education in adjustment.
- Causes of maladjustment
- Concept of defence mechanisms and its role on human adjustment, especially in childhood and adolescence.
- Problems of adjustment in adolescents and role of school and teachers in helping the students in facing following problems-
  - Anxiety
  - Withdrawal
  - Aggression
  - Delinquency
  - Drug addiction,
  - Failure and low achievement
- Ways to study children through Formal and Informal Assessment tools:
  - Tests
  - Observation
  - Rating scales and
  - Self-report.

### **Unit 5: Understanding Stages of Child Development Implications for Teachers**

- Need of understanding Human development in the classroom.
- Problems resulting from lack of understanding of Human development.

- Promoting development of all children in the classroom (Positive classroom environment; social and emotional wellbeing of all children; addressing diversity and equality).

The student teacher will read about childhood from diverse contexts through biographies, stories, narrations of growing up in different cultures, children's diaries and the media. They will be used as a resource themselves and their own experiences will be utilized in classroom discussions.

The student teachers will observe children in their natural settings, especially at play or in a community setting and to interact with children through activities.

### Practicum

1. Observe children during their playtime in your practicing school (or nearby school) for a week; observe their play activities, relationships, communication with their peers. On the basis of that prepare a report about understanding childhood.
2. Prepare a case study of a girl child from a minority community or a dalit household or a tribal community.
3. Observe and interact with ten adolescent children living in different contexts (rural areas, urban slum, dalit household, urban area, and working/street people) and compare their characteristics and problems.
4. View any two movies out of the following:
  - a. Smile Pinky (2008)
  - b. Born into Brothels (2014)
  - c. Salaam Bombay (1988)
  - d. Slumdog Millionaire (2009)
  - e. Gippie (2013)

Discuss their content, picturization, characters in the context of issues and concerns of childhood/adolescence.

5. Collect five stories that children are told by elders from nearby community.

### Suggested Readings

- Cole, M and Cole, S (1989). *The Development of Children*, Scientific American Books, New York
- Huslok, E.B. (2003). *Child Growth and Development*, Tata Mc Graw Hill
- Kakkar, S (1978). *The Inner World: A Psychoanalytic Study of Childhood and Society in India*. Oxford University Press, New Delhi
- Mishra, A (2007), Everyday Life in a Slum in Delhi. In D.K. Behera (Ed.0. *Childhood in South Asia*. New Delhi: Pearson Education India
- Nambissan, G.B. (2009). *Exclusion and Discrimination in Schools: Experiences of Dalit Children*. Indian Institute of Dalit Students and UNICEF
- Parry, J. (2005). Changing Childhoods in Industrial Chattisgarh. In R. Chopra and P. Jeffery (Eds), *Educational regimes in Contemporary India*. Sage
- Piaget, J. (1997). Development and Learning. In M. Gauvain and M. Cole (Eds), *Readings on the development of children*. New York: WH Freeman and Company
- Saraswathi, T.S. (1999). Adult-Child Continuity in India: Is Adolescence a myth or an emerging reality? In T.S. Saraswathi (Ed), *Culture, Socialisation and Human Development: Theory, research and applications in India*. New Delhi. Sage
- Sharma, N (2011). *Understanding Adolescence*, MBT India
- Singh, A (Ed), (2015). *Human Development: A Life Span Approach*. Orient Black Swan, Delhi

## **Subject Name: LANGUAGE ACROSS THE CURRICULUM**

### **Objectives of the Paper: The students will be able to:**

- 1) Understand the basic concept of language across the curriculum.
- 2) Understand the modes of human activities involving language.
- 3) Understand the need for development of language skills and competence to subject specific teaching and language integrated learning.
- 4) Understand the need of learning to use language across the curriculum and using language to learn.

### **Unit 1: Language Background of Students**

Understanding multilingualism in the classroom; home language and school language; power dynamics of the 'standard' language as the school language vs. home language or 'dialects'; (Deficit theory (Eller, 1989); Discontinuity theory).

(The focus is to create sensitivity to the language diversity that exists in the classrooms. Understanding the language background of students, as first or second language users of the language used in teaching the subject.)

#### **Practicum**

- Discussion on role and importance of home language and school language
- Discussion on role and importance of dialect and standard language.

#### **Project**

- Interview some technical people and find out which language do they prefer to use? And why?
- What are the gaps learning in a particular language and using local language for work.
- As a student you must have felt that sometimes the language of instruction did not help in understanding of the text. Keeping that in view how will you facilitate your students to understand the content.

### **Unit 2: Nature of Classroom Discourse**

Classroom Discourse - oral language; discussion as a tool for learning; the nature of questioning in the classroom - types of questions and teacher's role.

(The focus is to help students-teachers understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.)

#### **Practicum**

- Comprehending and analyzing the texts.
- Re-telling the text - in one's own language from different points of view.
- Narrating / describing a related account from one's life experience.
- Discussion of related topics and issues - sharing interpretations and points of view.

- Writing — based on the text, e.g. summary of the text, extrapolation of story, converting a situation into a dialogue, etc.
- Preparing questions that develop critical thinking and problem solving leading to discussion.

### **Project**

- Choose a few words from different text of content areas and give examples how similar word / language used in different context for convey the meaning.

### **Unit 3: Informational Reading and Writing**

Reading in the content areas — social sciences, science, mathematics; nature of expository texts vs. narrative texts; transactional vs. reflexive texts; schema theory; text structures; examining content area textbooks; reading strategies — note-making, summarizing; making reading-writing connections; process writing; analyzing students' writings to understand their conceptions; writing with a sense of purpose — writing to learn and understand.

(The focus is to develop critical reading comprehension in the content areas informational reading and developing writing in specific content areas with familiarity of different registers.)

### **Practicum**

- Using reading strategies, such as scanning, skimming and reading for extracting information - as appropriate for initial reading of articles (guided individual task)
- Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and / or statistical representations, etc. (guided working in pairs)
- Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion).
- Researching and writing articles/reports on topics related to content areas and current issues.

### **Project**

- Take different types of texts from content areas. Analyze the language and develop a thematic lesson design.

## **Subject Name: SCHOOL ORGANISATION AND MANAGEMENT**

### **Objectives of the Paper: To enable the students to:**

1. Acquire proficiency of classroom management.
2. Develop skill of creating better school environment.
3. Understand ways of preventing problems in managing a classroom.
4. Cultivate the qualities to become a better teacher.
5. Professional up-liftment to make a vibrant school climate.

### **Unit 1: Administration of Schools**

- Meaning, Concept, Scope and Functions of Educational Administration
- Principles of Educational Administration
- Educational Administration and their Advantages and Disadvantages
- Role of a Head in a School as a Transformative Leader: Analysis of Need and Relevance of any Change before institutionalizing the same, taking the Team On-board
- Organizational Culture in a School to foster a Stress-free Work Environment for the Head, Teachers, Staff and Students

## **Unit 2: School as an Organization**

- The School – its functions and relationship with the society
- School building: Design and Components (including Hostels)
- School Personnel-Roles and Responsibilities: Headmaster, Teachers, Non-Teaching Staff
- School finance – Sources of Income and Items of Expenditure, School Budget

## **Unit 3: Dynamics of Supervision**

- Supervision: Concept, Need, Functions and Scope
- Role of the Head and Teachers of the Institution in Supervision
- Role of School Management Committees (SMCs), Mother Teacher Associations (MTAs), Parent, Teacher Associations (PTAs) in School Development
- Democratic Decision Making: Concept and Procedure with respect to functioning of a School

## **Unit 4: Elements of School Management**

- School Climate: Meaning and Types
- Timetable - Principles and Techniques of Time -table preparation
- Preparation of a Calendar of Activities of Co-curricular Activities
- School Discipline: Concept and Approaches, Self Discipline: Concept and Relevance in a School.
- Problems Faced in School Management: Issues of Security and Disaster Management
- Juvenile Delinquency: Concept and Steps to Deal Effectively in a School

## **Practical Assignments/Field Engagement:**

- The students to be thoroughly acquainted with the nuances of different types of registers/records a teacher maintains in a school : Attendance Registers, Marks Registers, Cumulative Records of CCE(Continuous Comprehensive Evaluation) in particular.( Also to include the role of ICT as an Assistive Technology in the same)
- A meeting of student –teachers with the Head of the School and other Supervisory cadre to be arranged to make them understand the expectations of a school from them and the responsibilities they may shoulder apart from regular classroom teaching.
- The students to be given hands on experience in the construction of the Time Table using ICT of a School by the Faculty Mentors keeping in mind all principles of Time Table preparation.

## **Suggested Readings:**

- Owens, Robert G(1970).: Organizational Behaviour in Schools, Prentice Hall Inc., Englewood Cliffs, N.J.,
- Kimbrough, R.B. and Nunnery, M.Y.(1983) : Educational Administration : An Introduction, MacMillan Publishing Co. Inc., N.Y.
- Bhatnagar, R.P. and I.B. Verma (2000): Educational Administration. Loyal Book Depot, Meerut,
- Safaya, R.N. and Shaida,B.D.(2000) : School Administration and Organization. Dhanpat Rai and Sons, Delhi
- Agarwal, J.C.(2006): School Administration, Arya Book Depot, Delhi,

**Subject Name: CONTEMPORARY INDIA AND EDUCATION**

### **Objectives of the Paper:**

1. To help student- teachers to understand the pluralistic issues of contemporary Indian society.
2. To understand and examine the issues and concern related universalization of Education – Elementary and Secondary
3. To understand the importance of indicators, standards and strategies for enhancement of quality in secondary schools
4. To understand the need and importance of education for peace and a role of a teacher in emphasizing its relevance in modern society
5. To examine the issues and concern related to global and local environmental crisis and explore the strategies for sensitizing the learners towards environmental conservation
6. To help to develop critical awareness of concepts of human rights, child rights and environmental rights.

### **UNIT 1 - CONTEMPORARY INDIA**

- Meaning of Contemporary India.
- Social Stratification-forms and function; caste and class; pollution and purity;
- Types of Society-tribal, Agrarian; industrial, post industrial society; Urbanisation; Industrialization; Globalization, modernization, economic liberalization and digitalization etc
  
- Population size; composition and distribution in India; consequences of population growth; Educational scenario of India;
- Concept of diversity in terms of educational opportunities-religion, caste, class, gender, language, region and tribes.
- Challenges of diversity in achieving universal education
- Demands of diverse social groups towards education;
- Role of education in creating positive attitude towards diversity;

### **UNIT 2 - Constitutional Provisions and Education**

Normative orientation of Indian education: A historical enquiry

- Constitutional provisions on education that reflect National ideals: Democracy, and the values of equality, justice, freedom, concern for others' wellbeing, secularism, respect for human dignity and rights.
- India as an evolving Nation: Vision, Nature and Salient Features – Democratic and Secular polity, Federal structure: Implications for educational system
- Aims and purposes of education drawn from the normative vision, Fundamental Rights and Duties of Citizens
- Constitutional interventions for universalization of education and promoting the achievement of freedom, justice, equality and fraternity
- Decentralization of Education and Panchayati Raj (Specially through 73<sup>rd</sup> and 74<sup>th</sup> amendment)
- Role of Central and State governments in the development of education

### **UNIT 3 - Policy Framework for Development of Education in India**

- Overview of educational reformation in the Pre-independence period- Anglicist & Orientalist controversy, Macaulay' minutes, Wood & Despatch, Hunter Commissions; Sargent Report, Basic education, Naye Talim;
- Education in Post Independence Period: Mudaliar Commission (1952) Education Commission (1964-66); NPE 1968; NPE 1986 and its modified version 1992; Right to Education Act- 2009; Knowledge Commission;
- Emerging trends in the interface between

- ✓ Political process and education;
- ✓ Economic developments and education; and
- ✓ Socio-cultural changes and education.
- ✓ Idea of Common School System
- ✓ National System of Education
- Language Policy
- Learning Without Burden-1993
- Justice Verma Commission-2012
- Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)

#### **UNIT 4 – Initiatives of the Government of India**

- Sarva Shiksha Abhiyan (SSA)
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- Mid-day Meal
- Schemes for girls, SC, ST and Marginalised Group
- ICT In School Education- National Repository of Open Educational Resources (NROER)

#### **Unit5 - Contemporary Indian Education: Concerns and Issues**

- Universalisation of School Education
- Right to Education and Universal Access:
  - ✓ Issues of a) Universal enrolment b) Universal retention c) Universal success
  - ✓ Issues of quality and equity.

(The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to girl child and weaker sections as well as differently-abled children)

- ✓ School safety
- Equality of Educational Opportunity:
  - ✓ Meaning of equality and constitutional provisions
  - ✓ Prevailing nature and forms of inequality, including dominant and minor groups and related issues
- Inequality in schooling: Public-private schools, rural-urban Schools and international schools, single teachers' schools and many other forms of inequalities in school systems and the processes leading to disparities
- Differential quality in schooling: Variations in school quality
- Issues in contemporary India like Industrialization, Urbanization, Globalization, Modernization and Economic liberalization etc and their effect on education.

#### **Practicum**

- Critical appraisal of Constitutional values as practiced in an Educational Institution
- Comparative study of different kind of schools
- Conflicts and Social Movements in India: Women, Dalit and tribal movements,
- Marginalization and education of children from slums and distress migration
- Impact of electronic media on children
- Understanding youth culture in the present times and the impact of internet and other Visual mediums.
- Organization of Literacy Programmes (Night School/Classes) for adults and continuing education among Youths (A Pilot Project).
- Causes and Poverty and Eradication of Slum Areas/ Rural Areas.
- Presentation on the reports and policies on USE
- Conduct of survey of government and private schools to identify various forms of inequality
- Survey of backward locality to find out the causes of low literacy.
- Study of functioning utility of Shala, Vikas Samiti in a Secondary School.
- Study of voluntary agency working in the field of educational and school development of society.

## Suggested Readings

1. Anand, C. L. et al.: Teacher and Education in Emerging India, NCERT, New Delhi, 2000.
2. Mani, R. S.: Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
3. Mohanty Jagannath: Indian Education in Emerging Society, Sterling Publication, New Delhi, 2002.
4. Naik, J.P.: Equality, Quality and Quantity: The Elusive Triangle of Indian Education. Bombay: Allied Publishers, 1975.
5. Panday Shyam Swaroop : Shiksha Ki Darshnik Ewam Samajik Prushi Bhoomi, VinodPustak Mandir, Agra.
6. UNESCO: Thinking Ahead: UNESCO and the Challenges of Today and Tomorrow. Paris: UNESCO, 1977.
7. Badheka, G. (2006). *Divasvapna*. National Book Trust. Retrieved from <http://www.arvindguptatoys.com/>
8. Carr, D. (2005). *Making sense of education: An introduction to the philosophy and theory of education and teaching*. Routledge.
9. GOI. (1966). *Report of the education commission: Education and national development*. New Delhi: Ministry of Education
10. GOI. (1986). *National policy of education*. GOI.
11. GOI. (1992, 1998). National policy on education, 1986 (As modified in 1992). Retrieved from [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/NPE86-mod92.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf)
12. GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from [http://mhrd.gov.in/sites/upload\\_files/mhrd/files/rte.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf)
13. GOI. (2011). Sarva shiksha abhiyan- Framework for implementation based on the right of children to free and compulsory education act, 2009. GOI. Retrieved from [http://www.upefa.com/upefaweb/admin/myuploads/SSA\\_Frame\\_work\\_\(revised\)\\_9-6-2011.pdf](http://www.upefa.com/upefaweb/admin/myuploads/SSA_Frame_work_(revised)_9-6-2011.pdf)
14. Govinda, R. (2011). *Who goes to school?: Exploring exclusion in Indian education*. Oxford University Press.
15. Krishnamurti, J. (1992). Education and world peace. In *Social responsibility*. Krishnamurti Foundation.
16. Kumar, K. (2013). *Politics of education in colonial India*. India: Routledge.
17. Naik, J.P. (1982). *The education commission and after*. APH Publishing.
18. Naik, J.P., & Nurullah, S. (1974). *A students' history of education in India (1800-1973)*. Macmillan.
19. NCERT. (2005). *National curriculum framework. (NCF 2005)*. New Delhi: NCERT.
20. NCERT. (2006a). *Position paper-National focus group on education with special needs*
21. NCERT. (2006b). *Position paper-National focus group on gender issues in the curriculum (NCF 2005)*. NCERT.
22. NCERT. (2006c). *Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005)*. New Delhi: NCERT.
23. NCERT. (2006d). *Position paper-National focus group on teaching of Indian language*
24. Raina, V. (2010). *FAQs on the right to free and compulsory education act 2009*. Bharat Gyan Vigyan Samiti, UNICEF.

## Subject Name: UNDERSTANDING DISCIPLINES AND SUBJECTS

### Objectives of the Paper:

1. To interrogate existing terminology, constructs and notions of pedagogic practice, such as child-centered learning, discovery learning, activity based learning, intelligence (IQ) ETC.
2. To engage student-teachers with epistemological questions of subject matter and how they unfold in the study of pedagogical approaches.

## **Unit 1: Knowledge and Methods of Enquiry**

- Disciplinary Knowledge: Nature and Scope,
- Interdisciplinary Knowledge: Nature, Scope and Need
- Knowledge as Construction of Experience; Case examples from School Subjects
- Knowledge as distinct from Information; Case examples from School Subjects
- Methods of Inquiry, Scientific Thinking, Social Scientific Thinking, Mathematical Thinking, Critical Thinking
- Language, Social Relations, Power, Identity and Thinking (Relationship and Interface with Knowledge).

## **Unit 2: Learner and their Contexts**

- Interface between Knowledge, Subjects, Curriculum, Textbooks, Linguistic background of learners
- Alternative Frameworks of Children's Thinking
- Child and Adult Misconceptions: Meaning, Scope in a Classroom, Processes to be used to Dispel Misconceptions.
- Everyday Concepts and Situated Cognition
- Pedagogical Perspective and Concerns of Inclusive Education in Schools

## **Unit 3: Pedagogic Practice and the Process of Learning**

- Critical Examination of Terminology and Notions associated with Child-centered Education
- Critical understanding of standardized pedagogic methods: concept-formation; enquiry based learning; project-based learning etc
- Interrogating disciplinary practices and creating non-threatening learning environments: Relevance, Scope and Process

## **Unit 4: Critical Study of ICTs and Developing Capacities**

- Critical examination of the role of ICT in Effective Curriculum Transaction and Evaluation
- Capacity development of teachers and Students in the use of ICTs
- ICT - based teaching-learning approaches in schools
- Role of Open and Distance Learning in Catering to Diversity in Learners and Learning Styles.

## **Suggested Readings:**

- Batra, P. (Ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges*. New Delhi: Sage.
- Bruner, J. (1996). In *The Culture of Education*. Cambridge: Harvard University Press, 2: Folk Pedagogy, 44-65.
- Dewey, J. (1897). *My Pedagogic Creed*. School Journal, Vol. 54.

- Driver, R. (1981). Pupils' Alternative Frameworks in Science. *European Journal of Science Education*. 3(1), 93-101.
- Holt, J. (1990). *Learning All the Time*. New York: Addison-Wesley Publishing Co.

### **Subject Name: READING AND REFLECTING ON TEXTS (P)**

#### **Objectives of the Paper:**

1. To enable student-teachers to read and respond to a variety of texts in different ways and also learn to think together and appreciate that depending on the text and the purposes of reading, responses may be personal or creative or critical or all of these together.
2. To develop meta-cognitive awareness in student-teachers to become conscious of their own thinking processes as they engage with diverse texts.
3. To enhance their capacities as readers and writers by becoming participants in the process of reading.

#### **Course Content:**

##### **Readings for Discussion, Analysis and Reflection**

- Delpit, Lisa D. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People Children. *Harvard Educational Review* 58(3), 280-298.
- Donovan, M. S. And Bransford, J. D. (Ed.) (2005). How students learn. Washington DC: The National Academies Press, Chapter 1: Introduction 1-26, Chapter 13: Pulling Threads 569-590.
- Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality. *Harvard Educational Review*, 47 (4), 481-517
- Ilich, I. (1970). *Deschooling Society*, London, UK: Marion Boyars.
- Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. *Contemporary Education Dialogue*, Vol. 2(1), 5-29.
- Mukunda, K. V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins. Chapter 4: Child Development, 79-96.
- Wood, D. (2000). Narrating Professional Development: Teacher's stories as texts for improving practice. *Anthropology and Education Quarterly*, 31(4), 426-448.

#### **Audio-visual Resources : )Any Three of the following to be screened for the student- teachers and discussion to be followed )**

- *A New Education for a New India* ( CD ROM) (By Gnostic Centre/NCTE)
- *Had-Anhad: Journeys with Ram and Kabir* by Shabnam Virmani <http://www.kabirproject.org>
- *Teacher's Journey*: An observational film on teaching methodologies of a primary school teacher in a single-teacher school in MP, India. Director- Deepak Verma,
- Azim Premji Foundation. For copies contact -[madhumita@azimpremjifoundation.org](mailto:madhumita@azimpremjifoundation.org)
- *Where Knowledge is Free*: A documentary film about children branded by Caste and excluded from education. Director Binitesh Baruri. Available at Indian Institute of Dalit Studies, Q-3, Green Park Ext., New Delhi-16, Ph. 91-11-41643981 <http://www.dalitstudies.org.in>.