

Foundation Programme of Teacher Education for Sustainable Futures

Credit Chart

Course code	Subject Name	Credit
FPTE 1	Creative And Critical Thinking	04
FPTE 2	Theatre, Arts heritage, Tradition	04
FPTE 3	Internship	04
FPTE 4	Indian Culture and Education System	04
FPTE 5	Philosophy of Education	04
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FPTE 1 : Creative & Critical Thinking

Credit:04

Objectives

1. Understand what is mean by creative thinking
2. Understand what is mean by critical thinking
3. Have learnt some strategies that they can apply to foster both creative and critical thinking skill.
4. Understand how they can combine approaches from both critical and creative thinking skill to enrich and deepen your learning experience.

Unit 1: Cretive & Critical Thinking

- 1.1 Organising elements for critical & Creative thinking.
- 1.2 Cretical & Creative thinking & the 21st century student's activity.

Unit 2 Creative Thinking

- 2.1 Meaning of creative thinking
- 2.2 Some approaches involved in creative thinking skills.
- 2.3 Some creative thinking strategies
- 2.4 Creative thinking challenges

Unit 3 Critical Thinking

- 3.1 Meaning of critical thinking
- 3.2 Main characteristics of critical thinking
- 3.3 Some critical thinking strategies (Reflection,rationality,self-awareness, honesty,open-mindedness, Discipline,Judgment)

Unit 4:

4.1 Combining creative and critical thinking.

4.2 Teacher's role in developing critical & Creative thinking

Learning Outcomes

1. preservice teachers explain meaning of creative thinking.
2. preservice teachers adapt the strategies that they can apply to foster both creative and critical thinking

Activities / Practical

- 1) Explore any 05 activities that promote critical thinking in classroom
- 2) Recommend any 05 creative thinking activities for teachers to implement in the classroom.
- 3) Construct questionnaire for testing of critical & Creative thinking skill of students.

FPTE2:Theatre, Arts heritage, Tradition

Objective:

Here are the key objectives and learning outcomes of Theatre and Art in Education:

- Students will learn about theatre and performing arts and transform simple stories into wonderful scripts.
- Students will be equipped with key critical thinking skills, performance skills, speaking and writing skills, public speaking skills and teamwork.
- Language learning skills are also strengthened through the use of theatre and art in education.
- Students will also know about body language, impromptu performance and presenting a story in front of an audience.
- Students will learn about group dynamics which can help them to understand the psyche of the group/class they are intended to work with(Teach) and make respective adjustments in their process of teaching.

Unit 1

- What is Theatre?
- Elements of Theatre (Music, Set, Light, Costumes, Make-up, Stage/hand properties, Acting etc.)
- Theatre Games
- Discussion
- Breathing Exercises
- Voice (Pitch, Volume, Projection etc.)
- Voice Modulation
- Theatre Games
- Discussion

Unit 2

- Musical Instruments

- Use of sound effects in Performances
- ‘2 Minutes’ scene- Using sound effects
- Discussion
- ‘Bhavas’- Emotions (i.e. Love, Laughter, Sorrow, Anger, Courage, Fear, Disgust, Wonder etc.)
- Relation Between Emotions and Learning Process
- Mini Scene works
- Discussion

Unit 3

- Group Dynamics (Group Activities focusing on being Leader and Follower in respective tasks)
- Understanding the ‘Learning Process’
- Story Telling and Learning
- Discussion
- How to create our own stories which encapsulates academics topics, concepts etc.
- Understanding the Space! (stage and audience)
- Staging the stories (Building the Characters, Using elements of theatre)
- Narration and Acting
- Discussion

Unit 4

- How to write theatrical dialogues
- Script writing (Picking up the dramatic actions out of a story, Plot – Start-Mid-End, etc.)
- Role of Audio-Visuals in Learning process
- Teach them! Or Make them able to learn! (Theatre unfolds the different possibilities of learning)
- Art and human being
- Self Expression Through Art (Paintings, Singing, Dancing, Acting, Playing an instrument etc.)
- Brief Introduction to Community Theatre
- Non-competitive theatre games
- Theatre Games – Exercising on different abilities i.e. attention, alert, focus, concentration, tuning, listening, agility etc.
- Group presentations (choosing an academic topic, converting it into theatrical performance, Staging)

-Open Discussion

Learning Outcomes:

- Through drama and art in education, students can also be imparted the knowledge of pronunciation, intonation as well as storytelling.
- Complexities in any academic concepts can be handled using theatre techniques which involves a creative Audio-visual aspect. Using this aspect, multiple ways gets opened to improve the ability to learn.

FPTE3: Internship

Internship in Teacher Education Institute

(4 Credits)

After completing graduation at different academic faculty's students aspiring to be successful teachers, complete professional degree of B.Ed. at teacher education institutes. A few of them take admission to Master's Degree in Education and join the M.Ed courses.

Why Internship?

- A) For teaching in Secondary & Higher Secondary School, it is necessary for the teacher to possess M.Ed degree. Thus M.Ed. is a specialized professional course. Naturally on hand training with field work is a prerequisite for this course. Students obtain this actual practical training through the internship programme.
- B) Fulfillment of M.Ed Curriculum –Internship in Secondary & Higher Secondary School (4Credit)

Duration of the Internship - Four Weeks in II Year IInd Semester

Objective of the Courses:

To enable the Students:

1. Student develops familiarity with the School that is Secondary & higher secondary School routine.
2. Student manages and participates in the curriculum activities of the Secondary & higher Secondary School.
3. Student organizes co-curricular activities for the students.
4. Students manage and participate in the administrative functions of the School.
5. Development and expand professional competencies, Skills, interest and expectations in preparing for a career in the field of Teacher Education
6. Integrate practical experience with classroom instruction for more complete learning process.

Planning for Internship:

The Department of Education and Extension Communicate with contacts various Secondary & Higher Secondary School in the jurisdiction of the Savitribai Phule Pune University to plan the internship programme much in advance. According to the preference given by the students and the School available, groups of 3 to 5 students are organized to go to different Secondary & Higher Secondary School

- What is the role of the Secondary & higher secondary School in providing facilities during internship?**
- Guidance is sought from.**

The Principal -

Meetings with students

- Introductory meeting with the principal & Teacher
- Weekend meetings for review of student work, facilities and problems (if any) and suggestions.
- Evaluation of student work by the help of coordinator of the programme.

Teachers -

- Directives for lesson guidance, observation of practice teaching and evaluation of practice teaching.
- Guidance to M.Ed. students for effective teaching to the Secondary & Higher Secondary student.
- Conduct psychology experiments.
- Conduct IT practical.
- Organize co-curricular activities including health education activities, cultural activities, educational visits etc.
- Control, supervision and feedback of student activities.

Office Staff:

- Provide information about maintaining records.
- Provide necessary facilities to students.

Evaluation Scheme:

Total marks – 100

(4 CREDITS)

- | | |
|--|---------|
| <input type="checkbox"/> Evaluation by the Secondary & Higher Secondary Schools. - | 75marks |
| <input type="checkbox"/> Seminar on Internship Programme - | 25marks |

Evaluation Scheme Details:

A) Attendance:

10 Marks

- Punctuality
- Regularity
- Attendance for other activities
- Full college hours
- Remark of the Principal

FPTE 4: Indian Culture and Education System

Objectives:

Student will able

1. To understand Indian culture and diversity
2. To know about multiculturalism
3. To explain communities and its effect on Indian education
4. To know about Teacher education and NEP 2020

Unit 1. Introduction to Indian Culture

- 1.1 Culture - Meaning, Concept, Culture and Civilization
- 1.2 Culture and diversity (Folk, Classical)
- 1.3 Culture and power

Unit 2. Role of Indian Culture in Education

- 2.1 Culture and learning
- 2.2 Multiculturalism
- 2.3 Challenges to Multicultural Education

Unit 3. Communities and Indian Education

- 3.1 Influence of Communities on Indian Culture
- 3.2 Decolonization of Educational Culture
- 3.3 Modern Indian Society and Community Education

Unit 4. NEP 2020 and Indian Culture

- 4.1 Indian Languages, Arts as culture
- 4.2 Teacher Education and development in NEP 2020
- 4.3 Modern Culture : Indian Knowledge system

Practical -

- 1) Case study & People who come to India from outside and settle here.
- 2) Explain Unity in diversity in the context of Indian Culture
- 3) Interview of History teacher regarding impact of India culture on Education.

- 4) Visit to any
- 5) Culture is dynamic in nature, Give justifications with suitable examples from Indian Society.
- 6) Observe People and their actions in your surrounding Identify and describe in brief the distinctive features of Indian culture.
- 7) Elaborate in detail unity in diversity in the context of Indian culture

**FPTE5: Philosophy of
Education**

Objectives of the course:

To enable students:

- (i) to develop understanding of the interrelationship between Philosophy and Education
- (ii) to develop appreciation of the basic tenets, principles and developments of the major Indian Schools of Philosophy and Educational thoughts of Indian Philosophers.
- (iii) to develop the appreciation of the basic tenets principles and development of the major Western Schools of Philosophy.
- (iv) to acquire knowledge of human values and role of education.

Unit- I Philosophy and Education (Credit 1)

- 1.1 Education- Meaning & Various definitions & scope of Philosophy
- 1.2 Interrelationship between philosophy & Education, Need of philosophy in life and for Teacher in Practical

Unit- II Indian Schools of Philosophy (Credit 1)

- 2.1 Vedic, Buddhism, Jainism, Islamic
- 2.2 Education Implications of these schools with special reference to the -
Concept of Knowledge, reality & values, methodology, public- teacher
.relationship, freedom & discipline, Basic Tenets, aims, & objectives,
Curriculum

Unit-III Educational Contributions of –

(Credit

- 3.1 Swami Vivekanand, Ravindranath Tagore, Mahatma Gandhiji, Dr. Babasaheb
Ambedkar, Mahtma Jyotirao Phule & J.P.Naik, Aurobindo Gosh

Unit- IV Philosophy of Human Values, culture & Education

(Credit 1)

- 4.1 Meaning and types of values - spiritual, moral, social, aesthetic values
- 4.2 Meaning and types of various human values
- 4.3 Philosophy of Human values and cultures

Practical Work (Anyone):

- (i) Visit of the institutions working on Philosophical ideas of Philosopher.
- (ii) Study of the comparison between one western school with one Indian school of philosophy.
- (iii) Review & discussion on human values and professional ethics
- (iv) Student will be preparing a term on any given topic in the syllabus.

Transactional Mode:

- Lecture
- Discussion
- Seminars
- Assignment
- Field visit.

FPTE 6 : Introduction to Yogic Practices

Credit 1 – Principles and Techniques of Essential Yogic Practices

- General introduction to Yoga with special reference to Ashtanga-yoga of Patanjali
- Practice and importance of prayers and Omkar chanting (AUM) in Yoga sessions – starting prayer and ending prayer
- Importance of loosening practices of major joints – neck, shoulder, waist, knee, ankle
- Nature and practice of Surya-namaskaras (with Mantras)
- Nature and practice of Hasta Mudras – Gyana mudra, Drona mudra and Pranava mudra
- Nature and practice of Tri-Bandhas – Jalandhara, Uddiyana and Moola

Credit 2 – Principles and Techniques of Asanas

- Meaning, nature and classification of Asanas
- Practical aspects of Asanas – Pre-requisites, objectives, initial positions and transitions, Dos and Don'ts while practicing Asanas
- Practice of following Asanas with introduction, benefits, steps, indications & contra-indications
 - Supine Asanas – Shavasana, Viparitkarani, Sarvangasana, Halasana, Pawanamuktasana, Setubandhasana, Matsyasana, Chakrasana (Backward)
 - Prone Asanas – Makarasana, Bhujangasana, Shalabhasna, Dhanurasana
 - Sitting Asanas – Swastikasana, Bhadrasana, Padmasana, Siddhasana, Gomukhasana, Paschimottanasana, Vakrasana, Ardha Matsyendrasana, Ushtrasana, Supta Vajrasana, Ugrasana, Kurmasana,
 - Standing Asanas – Tadasana, Ardhakati chakrasana, Utkatasana, Vrikshasana, Padahastana, Garudasana

Credit 3 – Principles and Techniques of Pranayama

- Meaning, nature and types of breathing practices
- Practical aspects of Pranayama – Pre-requisites, objectives, Dos and Don'ts while practicing Pranayamas.
- Practice of following breathing techniques and Pranayamas with introduction, benefits, steps, indications & contra-indications
 - Clavicular, thoracic, abdominal and yogic breathing
 - Breathing practice with ratio of 1:0:1 and 1:0:2
 - Pranayama with the ratio of 1:1:2, 1:2:2 and 1:4:2
 - Suryabhedan, Ujjayi, Bhramari, Shitali, Sitkari and Anuloma-viloma

Credit 4 – Principles and Practices of Meditation

- Meaning and nature of Meditation
- Difference between concentration and Meditation
- Pre-requisites for meditation and the benefits of meditation for health and well-being along with its practical application in modern life.
- Practices leading to Meditation with introduction, benefits, steps, indications & contra-indications
- Concentration on flame, Single point awareness, Body awareness, Omkara Meditation, Breathe Meditation

Reference Books:

1. Iyengar, B. K. S. (1991) [1966]. Light on Yoga. London: Thorsons. ISBN 978-0-00-714516-4. OCLC 51315708.
2. Vishnudevananda (1988) [1960]. The Complete Illustrated Book of Yoga. New York: Three Rivers Press/Random House. ISBN 0-517-88431-3. OCLC 32442598.
3. Saraswati, S. S. (2003). Asana Pranayama Mudra Bandha. India: Yoga Publications Trust.
4. Desikachar, T. K. V. (1999). The Heart of Yoga: Developing a Personal Practice. United States: Inner Traditions/Bear.
5. Bachman, N. (2015). The Language of Yoga: Complete A-to-Y Guide to Asana Names, Sanskrit Terms, and Chants. United States: Sounds True.
6. Devananda, V. (2014). Meditation and Mantras. India: Penguin Books Limited.
7. Nirajananda, S. S. (2009). Prana and Pranayama. India: Yoga Publications Trust.

FPTE 7 : Introduction to Mountaineering and Nature

Credit 1

- Knots & Equipment – Know the types of knots, Methods of tying knots, Introduction to personal safety gears, Trekking & Rock-Climbing gears, Equipment standards, norms, & governing body.
- Outdoor Camping, Backpacking – Basics of hiking, & trekking, backpacking essentials, Types of tents, Parts of tent, Precautions and preparation for tent pitching, Science in packing a backpack, Types, parts and usage, Science of Outdoor Clothing, Types of Clothing, Advantage & Disadvantage of clothing layers.

Credit 2

- Rock Climbing & Sport Climbing – Types of hand & foot holds, Three-point technique, Learn to harness and racking, What is belaying and its importance, Introduction to Lead Climbing, Introduction to the world of Sport Climbing, Rock Climbing - Top Rope Climbing & Bouldering

Credit 3

- Rappelling – Purpose of Rappelling, Where and how to perform it safely, Equipment for rappelling.
- Jumaring – Purpose of Jumaring, Jumar and its features, Where and how to perform jumaring safely, Equipment for jumaring
- Navigation – Various types of Maps & their features, Topographic Map Making, Understanding contour lines.
- Leave No Trace – Learn 7 important environmental ethics of outdoors

Credit 4

- Sahyadri Biodiversity – Evolution of Sahyadri ranges, Flora & Fauna in Sahyadri, Rivers, dams, Cultural diversity in Sahyadri
- Forts in Sahyadri – Forts of Sahyadri, Types of forts and history, Architecture of Forts
- Fort Terminology – Identify & Understand Fort Terminologies

Reference Books:

1. Eng, R. C., & Van Pelt, J. (Eds.). (2010). Mountaineering: The freedom of the hills. Mountaineers Books.
2. Long, J. (2010). How to rock climb!. Rowman & Littlefield.
3. Youngblood, G. S., & Baumgartner, G. J. (2000). Climbing anchors. U.S. Patent No. 6,119,993. Washington, DC: U.S. Patent and Trademark Office.
4. Donahue T. (2016). Advanced Rock Climbing: Expert Skills and Techniques (Mountaineers Outdoor Experts). Mountaineers Books.

5. Tyson, A., & Loomis, M. (2006). Climbing Self-rescue: Improvising Solutions for Serious Situations. The Mountaineers Books.
6. Bob Gaines B., & Martin J. D. (2014). Rock Climbing: The AMGA Single Pitch Manual (How To Climb Series). Falcon Guides; First edition.
7. Chauvin, M., & Coppolillo, R. (2017). The Mountain Guide Manual: The Comprehensive Reference-- From Belaying to Rope Systems and SelfRescue. Rowman & Littlefield.

FPTE 8 : Outdoor Activities and Excursions in Himalaya

Credit 1

- Knots & Equipment – Understanding Knots, hitches, bends, Types of hitches, bends, and advance knots, Introduction to personal safety gears in high altitude, Application, care & maintenance of gear, Equipment standards, Norms, & governing body, Physics and science behind the mountain gears.
- Navigation – Navigation systems using compass, Satellite Navigation Systems.

Credit 2

- Rappelling – Purpose of Rappelling, Where and how to perform it safely, Equipment for rappelling
- Jumaring – Purpose of Jumaring, Jumar and its features, Where and how to perform jumaring safely, Equipment for jumaring.
- Rock Climbing – Types of hand & foot holds, Three-point technique, Learn to harness and racking, What is belaying and its importance, Introduction to Lead Climbing, Introduction to the world of Sport Climbing, Rock Climbing - Top Rope Climbing & Bouldering.

Credit 3

- Snow Craft – Equipment to be used in snow activities Techniques of ascent & descent.
- Ice Craft – Equipment to be used in ice activities, Techniques of ascent & descent.
- Glacier walking – Snow Cycles, Understanding crevasses.

Credit 4

- Glaciology – Study of mountain glaciers across the globe, Understanding Siachen – from scientific and political angles.
- Himalaya Biodiversity – Flora & Fauna in Himalaya, Glaciers & rivers, Cultural diversity in Himalaya
- Glorious Mountaineering – Key milestones internationally, Key milestones by India, Understanding Sherpa Community.
- Mountain Terminology – Understand High altitude terminologies

Credit 5

- Expedition Planning – Eligibility of leader & Members, Budget planning, Resource planning, Report making
- Photography & Videography – Skills of photography and videography in high altitude

Credit 6

- High Altitude & Human Physiology – Effect of Low Oxygen air on various organ system, Food and hydration habits, Effect on sleep cycle.
- Physical Fitness Training – Fatigue and the responsible factors, Assessment of fitness training, Managing the training effects, Planning your fitness.
- Nutrition – Energy requirement at life stages and specific requirement for athletes, Calorific value of food items, Role of water & fluids, Functional foods.

Credit 7 & 8

- High Altitude Trekking / Climbing – Height gain up to 15000 ft

Reference Books:

1. Eng, R. C., & Van Pelt, J. (Eds.). (2010). Mountaineering: The freedom of the hills. Mountaineers Books.
2. Long, J. (2010). How to rock climb!. Rowman & Littlefield.
3. Youngblood, G. S., & Baumgartner, G. J. (2000). Climbing anchors. U.S. Patent No. 6,119,993. Washington, DC: U.S. Patent and Trademark Office.
4. Donahue T. (2016). Advanced Rock Climbing: Expert Skills and Techniques (Mountaineers Outdoor Experts). Mountaineers Books.
5. Cosley, K., & Houston, M. (2004). Alpine climbing: Techniques to take you higher. The Mountaineers Books.
6. Twight, M., & Martin, J. (1999). Extreme alpinism: climbing light, fast, & high. The Mountaineers Books.
7. Tyson, A., & Loomis, M. (2006). Climbing Self-rescue: Improvising Solutions for Serious Situations. The Mountaineers Books.
8. Bob Gaines B., & Martin J. D. (2014). Rock Climbing: The AMGA Single Pitch Manual (How To Climb Series). Falcon Guides; First edition.
9. Chauvin, M., & Coppolillo, R. (2017). The Mountain Guide Manual: The Comprehensive Reference-- From Belaying to Rope Systems and SelfRescue. Rowman & Littlefield.

References:

Aggarwal J.C. Gupta S.,2006,Great Philosophers and Thinkers on Education,Sipra Publications
Deccan Books ,New Delhi.

Arulsamy S, 2011,Philosophical and Sociological Perspectives on Education, Neelkamal
Publishers, New Delhi.

Bhatia S. &Sarin A. 2004,Philosophical Foundation of Education in India, ABD Publishers, Jaipur.
Robin Barrow & Ronald woods ,2001, An Introduction to Philosophy of Education

RoutledgeFalckar, London& new York

Mohammad Naqi,2005,Modern Philosophy of education , AnmolPublication,New Delhi.

M.Hariyanna,1993,Outline of Indian Philosophy, MotilalBharasidass Publication , Delhi

T. Mrunalani,2008,Philosophical Foundation of Education, Nilkamal Publication, Hyderabad.

Randall Curren,2007,Philosophy of Education an anthology, Blackwell Publishing , Australia.

<https://cas.umkc.edu/philosophy/vade-mecum/apaguide.htm>

<http://rickroderick.org/100-guide-philosophy-and-human-values-1990/>

http://www.academia.edu/6560935/HUMAN_VALUES_AND_PROFESSIONAL_ETHICS_SAMPLE_QUESTIONS_WITH_SOLUTIONS

FPTE 9: History and political Economy of Education

Objectives of the Course:

To enable students:

- (i) to understand the process of historical development in India before and after Independence.
- (ii) to understand know the interaction between political process, economic condition and education.
- (iii) to know the impact of globalization on education at different levels.
- (iv) to improve Human Development Index (H.D.I), educational reforms for improving Human Development Index in India.

Unit – I History of Education (Credit 1)

- 1.1 Education in India before independence.
- 1.2 Education in India after independence.

Unit –II Policy, Private Organization and globalization in India (Credit

- 2.1 Role of state in policy making, financing and regulating education from primary to higher levels.
- 2.2 Role of private organizations in financing and regulating education from primary to higher levels.
- 2.3 Impact of Globalization on education, Liberalization, marketization, commercialization, and privatization of education.

Unit – III Political Economy and Education (Credit 1)

- 3.1 Relationship between education, economic development and income distribution.
- 3.2 Political economy of education - Implications for growth, equality and social change.

Unit –IV Education and human capital development. (Credit 1)

- 4.1 Education and human capital development
- 4.2 Education and Human development Index.
- 4.3 Place of India in Human Development Index.

Practical Work (Any Work):

1. Prepare scrap book in education in ancient period and medieval period
2. Presentation on critical analysis of education system in ancient period and medieval period.

Transnational Mode:

- Lecture
- Discussion
- Seminars
- Assignment