SEMESTER I

L-4 T-0 P-0 C-

PE1: CHILDHOOD AND GROWING UP

Paper Code: PE1
Credit: 4
Objectives: The course will enable pupil teachers

- To understand the concept of growth and development.
- To identify different aspects of a child's physical, motor, social and emotional development and issues related to adolescent age.
- To apply concept and theory of intelligence and emotional development.
- To analyze the personality, mental health and hygiene, awareness to health disaster and its Prevention.
- To determine of different Issues and Concerns related to age of childhood.

Course Outcomes (COs)

1. Understand the concept of growth, development and its types.
2. Apply the knowledge of different types of development and theory of Adolescent Development.
3. Compare unifactor to multifactor intelligence and select scale and inventory to measuring emotional intelligence.
4. Analyze the different aspect of personality, mental health and hygiene, awareness to health disaster and its Prevention
5. Compare different Issues related to age of childhood and Protection of different Commission and NGOs of Child Rights

Articulation Matrix
(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO	PO	PO	PO	PO	PO	PO9	PO10	PO11	PSO	PSO	PSO
CO1	3		2	1										
CO2							3	2				1		
CO3				1						2	2		1	
CO4		3											2	1
CO5		2									3			

High-3 Medium-2 Low-1

UNIT – I: Childhood and Child Development

a. Educational Psychology- Concept, Scope, Methods and Importance
b. Cognitive, Physical, Social, Emotional and language development of child
c. Influence of socio political realities on childhood- Family, school, Neighbor and community
d. Growth and Development- Concept, Principles, Difference, Piaget theory of Cognitive Development.

UNIT – II: Adolescent Development

 a. Adolescent Development

  a. Concept and Cognitive, Physical, Social, Emotional and Moral Development of Adolescence

 b. Freud's Psycho-sexual development and Erickson's Psycho- social development theory

 c. Guidance and Counseling of Adolescence

 d. Some issues related to Adolescence- Bulling, Identity crisis and Depression

UNIT – III: Measuring Intelligence and Emotional Development

 a. Intelligence: Nature, characteristic, Theories of Intelligence: Spearman's Two factor theory, Thorndike's Multi Factor theory, Triarchic theory of Intelligence, Thurston's Primary Mental Abilities (PMA).

 b. Measuring Intelligence: Verbal, Non-Verbal and Performance tests (One representative of Group Test and Individual of each)

 c. Emotions- Nature, Theories of emotional intelligence: Goleman's theory, Evolutionary theory, James Lange theory, Canon Band theory

 d. Measuring Emotions-The Multifactor Emotional Intelligence Scale, Emotional Quotient Inventory.

UNIT – IV Personality & Mental health and Hygienea.

 a. Personality- Concept, Development and Measurement

 b. Type theories of personality- Sheldon, Jung

 c. Trait theories of Personality- Allport's trait theory, Cattel's Trait theory

 d. Mental Health & Hygiene- Concept, features, Factors affecting Mental Health & Hygiene, Awareness to Health Disaster and its Prevention.

Unit – V Childhood: Issues and Concerns

 a. Social Issues: Counseling of Children for coping with stress in the following conditions: (a) Separation of Parents (b) Loss of Parents (c) Survivors of Child Abuse

 b. Health Concerns: Child Abuse: Issues and Problems and Awareness about Rights of the Child.

 c. Child Obesity: Causes and Remedies, Prevention through sports activities and yoga.

 d. Protection of Child Rights: Role and Contribution of UNICEF , WHO , National Commission for the Protection of Child Rights, National Human Rights Commission, Child Help lines and NGOs.

Practical based Assignments

- Observation of adolescent behavior in urban slum/dalit household and prepare areport.
- Administration and interpretation of two psychological tests- intelligence, personality.
- Critical analysis of school situation in terms of its role in promoting learnerscognitive and non-cognitive learning output.
- Preparation of learner's profile based on cognitive and non-cognitive characteristicsto depict their inter and intra individual differences
- Observe and interact with ten adolescent children living in different contexts (rural areas, urban slum, dalit household, tribal community, urban area, and working/street people) and compare their characteristics and problems.

COURSE OUTCOMES:-

On the completion of Program, the Pupil-Teachers will be able

1. Familiar the concept of growth, development and Cognitive Development.
2. Analyze the different types of development and theory of Adolescent Development
3. Compare unifactor to multifactor intelligence and select scale and inventory to measuring emotions intelligence.
4. Determine the different aspect of personality, mental health and hygiene, awareness to health disaster and its Prevention.
5. Relate different Issues related to age of childhood and Protection of different Commissioned NGOs of Child Rights.

Reference Books:

- Aggarwal J C, Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd. 2010.
- Mangal S.K, Mangal Shubhra, Child Development, Arya Book Depot New Delhi,2005.Neel Kamal Publications Pvt. Ltd., NewDelhi-2004.
- Shrivashtava D.N, Verma Preeti, Child Psychology: Child Development Vinod Pustak Mandir, Agra,2007.
- Sharma, R.K, Sharma, H.S, Tiwari, Aryana, Psychological Foundation of Child development, RodhaPrakashan Mandir, Agra,2006.
- Mathur, S.S , Development of learner and Teaching learning process, Agrawal publication, Agra,2007-08.
- Mangal, S.K, Advanced Educational Psychology P H I Learning Pvt. Ltd. – NewDelhi- 2008.
- 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, NBT, New Delhi , India
- Singh, A (Ed), (2015). Human Development: A Life Span Approach. Orient Black Swan, Delhi

Referred Web resources:
- https://www.youtube.com/watch?v=5twfKzUXeoY&list=PL1nAJAbk0NdeidDz-tNU8-Sd4a2HzNpuu
- https://www.youtube.com/watch?v=AWK7KRwA830&list=PLIOUm6ZOMJ-qsljDnCgPEZDYxo6elsDlq
- https://www.youtube.com/watch?v=KUqNjtC4szg
- https://www.youtube.com/watch?v=5nJyA1h9Y6s
- https://books.google.co.in/books?id=TqajDwAAQBAJ&pg=PA15&hl=hi&source=gbs_selected_pages&cad=2#v=onepage&q&f=false

SEMESTER I

EDUCATION IN CONTEMPORARY INDIA

Paper Code: PE2   **L-4, T-0, P-0**   Credit: 4

Course Objectives:

1. To develop the concept of education and its types and role of teachers.
2. To conceptualize the fundamental thoughts of educational philosophers.
3. To explain the role of education in social change and promoting social mobility.
4. To develop an understanding regarding constitutional provisions for education of different sections of society.
5. To appreciate the contribution of major committees and commissions on education.

Courses outcomes:

1. Understand the concept of education.
2. Understand various schools of philosophy and visions of philosophers.
3. Analyze the sociological foundations of Indian society and its impact on education.
4. Apply the policy frame work of education in classroom teaching.
5. Evaluate the importance of various commissions and policies in education.

Articulation Matrix:

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	1	-	3	1	2	-	3	-	-	-	3	-	2	3
CO2	1	-	3	1	2	-	3	-	-	-	3	1	2	3
CO3	-	2	1	-	3	1	2	1	2	-	2	1	2	1
CO4	1	1	1	2	2	-	2	1	1	1	2	2	-	2
CO5	-	1	1	2	2	-	1	1	1	1	2	1	-	2

High-3 Medium-2 Low-1

UNIT I – Concept and types of Education   **12 Hours**

a. Education- Meaning, nature and importance
b. General aims of Education with respect to contemporary Indian society.
c. Types of Education – formal, informal and non-formal.
d. Education and economic development, its relationship.

UNIT II- Fundamental thoughts and issues of Philosophy in Education

12 Hours

a. Philosophy- Concept and importance, Relationship between Education and Philosophy.
b. Need of Educational philosophical knowledge to a teacher.
c. Schools of philosophy – Idealism-Plato, Naturalism- Rousseau and Pragmatism- John Dewey.
d. Contribution of Educational philosophers –Rabindranath Tagore, Mahatma Gandhi, Swami Vivekananda.

UNIT III- Sociological Foundations of Education   12 Hours

a. Sociology of Education – Concept, Importance, agencies of Socialization-family, Peer group, school and mass media.
b. Culture- Concept, characteristics and relationship with education, role of school in preservation and promotion of culture.
c. Social change- Concept, importance, factors affecting, role of education in social change
d. Social mobility- Concept, importance, types, role of education in promoting social mobility.

UNIT IV- Policy Framework for Educational Development in India   12 Hour

a. Indian constitution: constitutional provision of India related to education.
b. Secondary Education Commission- Recommendations
c. Secondary Education Commission - Curriculum in Secondary schools
d. National Education Commission- Recommendations, Educational Structure

UNIT V- National policies of education in India   12 Hours
a. NPE-1968- Report, Recommendations
b. NPE-1986- Report, Recommendations
c. POA-1992
d. NPE-2020- Report, Recommendations, Multiple Entry, Educational Structure

Practical based Assignments:
- Plan and organize a field trip/excursion to a nearby area of educational important and   submit a report.
- Visit to block or district and divisional educational offices and study their educational management pattern and submit the report.
- Prepare one project for institutional planning.
- Critically Study the working of the one of the parent teacher association in any two secondary schools.
- A critical survey of co-curricular activities in secondary schools.

Reference Books:

- Annad, C.L Etal, (1983.) The teacher and Education in emerging Indian Society New Delhi, N.C.E.R.T,
- B.N.D. ash. Principles of Education &Education in Emerging Indian Society.
- Bruner, J.C(1996.)The Culture of Education Cambridge M.A. Harward University Press,
- Kneller G.F,(1971) foundation of Education. New York. John Wiley,
- N.C.E.R.T, Teacher and Education – Emerging Indian Society,NCERT Publication, New Delhi,1986.
- N.C.E.R.T,(2005) National Curriculum frame work New Delhi,.
- Swaroop Sexena. N.R, Philosophical and Sociological Foundations of Education.
- Taneja V.R (1973.) Educational Thought and Practice,Sterling Publication New Delhi,
- Singh,Dr.M.k(2009) Social and philosophical basis of education., International publishing house, Meerut
- Savani, Ashok & Singh (2014) Education principle and education in modern India, Agarwal Publication Agra.

Referred Web Resources:

- https://swayam.gov.in/nd2_cec19_ed03/preview
- http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf
- https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf
- https://www.google.com/aclk?sa=l&ai=DChcSEwiy6ozT9rTyAhU5mmYCHb0hCAk YABABGgJzbQ&ae=2&sig=AOD64_1stDQ3c2p3cgVCS9SIBGDiMXN_Wg&q&ni s=1&adurl&ved=2ahUKEwj_qoXT9rTyAhXQxTgGHWUYB80Q0Qx6BAgCEAE

MANDSAUR UNIVERSITY
DEPARTMENT OF EDUCATION

SEMESTER: I
Language across the Curriculum

L	T	P
4	-	-

Paper Code: CPS4

Credit: 4

Objectives: The course will enable pupil teachers

CO1: To Understand the concept and principles of language across the curriculum
CO2: To Develop the skill of enhancing language proficiency
CO3: To Acquire knowledge of integrated curriculum and language education
CO4: To Understand the theories of language learning
CO5: To Analyse the language related issues

Course Outcomes:
> On the completion of program, the pupil-teacher will be able
1. Students will be able to use and create sensitivity to the language diversity that exists in the classroom
2. Students will be able to apply strategies for using oral language in the classroom.
3. Students will demonstrate knowledge of various activities for developing language skills.
4. Students will be able to give examples of different language skills and ways to develop these skills.
5. Students will be able to understand the language related issue

Articulation Matrix
(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	3	2	2	2	2	-	-	-	-	-	-	-	-	-
CO2	3	2	2	2	2	-	-	-	-	-	-	-	-	-
CO3	2	3	2	1	3	1	-	-	-	-	-	-	2	-
CO4	2	3	2	1	2	1	-	-	-	-	-	-	-	-
CO5	2	3	2	1	2	1	-	-	-	-	-	-	2	1

High-3 Medium-2 Low-1

Unit I: Language Policies
a. Language: Its nature and importance in human life
b. Language background of students, Multilingualism in classroom
c. Language policies related to school education and secondary education
d. Recommendation of various commissions on language- National Education Commission (1964- 66), National Policy on Education 1986 and NEP 2020

Unit II: Classroom and language
a. Mother Tongue: its nature and importance
b. Three language formula
c. Theories of language acquisition: Chomsky's theory of language development, Piaget's views on language learning Vygotsky's cultural tools for language learning
d. Importance of oral language in the classroom

Unit III: Classroom Discourse and language
a. Communication: Concept, types and importance
b. Role and importance of language in the classroom
c. Classroom discourse: Concept, its types
d. Role of teacher in classroom discourse.

Unit IV: Reading and writing across content Areas
a. Reading : Objectives, characteristics, methods, types and importance
b. Identifying nature of texts and language structures- Expository vs Narrative, Transactional vs Reflective
c. Reading and writing strategies for children – Note- making, summarizing, paragraph writing, summary writing
d. Speech defects – lisping, slurring, stuttering and stammering and role of teacher in their resolution.

UNIT - V: Language Related Issues
a. Bilingualism- Multilingualism - Challenges of teaching language in multicultural classroom. Linguistic interdependence and the educational development of bilingual and multi-lingual children
b. Nature of reading comprehension in the content areas - Developing writing skills in specific content areas.
c. Strategies for developing oral language for promoting learning across the subject areas - Reading in the content areas – social sciences, science and mathematics.

Practical based Assignment
1. Identification of speech defects of primary level students and making a remedial strategy for its resolution
2. Prepare a report on Expository writing on any topic
3. Prepare a set of questions on diversity of languages and connect it with classroom discourse.
4. Writing — based on the text, e.g. summary of the text, extrapolation of story, converting a situation into a dialogue, etc.
5. Preparing questions that develop critical thinking and problem solving leading to discussion.
6. Prepare a report on role of regional language in school education.

References:

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Seigruhn &P. Pluddemann (Eds.) Multilingual education for South Africa, Heinemann Educational Books
- Anderson, R.C. (1984). Role of reader s schema in comprehension, learning and memory.In
- R.C. Anderson et al. (eds) Learning to read in American schools: Basal readers and content texts. Psychology Press.
- Grellet, F. (1981). Developing reading skills: A practical guide to reading comprehension exercises. Cambridge University Press
- Bhagwanti Gupta (2017-18) Agrawal Publications Agra-2 Language across the curriculum.
- Dr. Haseen Taj . Dr. Mahesh Bhagava (2016) Rakhi Prakashan Pvt. Ltd. Agra Language across the curriculum.
- Smt. Amitadangwal and ranjanapandey, Language across the curriculum, R.Lall Book Pepo. Meerut

Referred Web resources:

- https://www.bedguide.in/2020/09/language-across-curriculum-pdf.html
- https://www.learningclassesonline.com/2020/10/language-across-curriculum.html
- https://www.learningclassesonline.com/2019/09/language-across-curriculum-in-hindi.html
- https://www.bedguide.in/2020/09/language-across-curriculum-pdf.html
- https://www.learningclassesonline.com/p/b-ed-books-notes-study-material.html
- https://routemybook.com/products_details/language-across-the-curriculum-4527

Semester-I

L-4 T-0 P-4C-6

CPS5: Understanding Disciplines and Subjects

Course Objectives

- To familiarize students from concept of disciplinary knowledge.
- To understand concept ,types and basic element of syllabus.
- To conceptualize curriculum of different disciplinary area like language, mathematics, natural science and social study.
- To explain different types of concept of Curriculum development and Criteria for selection of text books.
- Implement of role of ICTs and developing capacities in present era.

Course Outcomes (COs)

1. Conclude the Paradigm shift in the nature of discipline.
2. Construct selection criteria of contents in syllabus, writing rules and steps of syllabus.
3. Demonstrate relation of social studies with language, mathematics, science & Arts.
4. Construct designing of curriculum.
5. Generalize role of ICTs and developing capacities in present era.

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO1	3	-	-	-	-	-	-	-	-	-	2	-	3	3
CO2	-	2	-	-	-	2	-	-	-	3	3	3	3	3
CO3	-	-	-	-	2	-	-	-	-	3	-	-	-	-
CO4	-	-	2	-	-	-	-	2	-	3	3	3	3	3
CO5	-	-	-	3	3	3	-	-	2	3	3	3	3	3

High-3 Medium-2 Low-1

Unit I: Disciplinary Knowledge:

a. Discipline - Concept and Importance, Factors giving positive direction of discipline
b. Forms of discipline, means of discipline
c. Indiscipline- Forms, Causes of indiscipline, Suggestions to remove the problem of indiscipline.
d. Paradigm shift in the nature of discipline- Nature of paradigm, Importance of paradigm, Theory of paradigm.

Unit II: Syllabus and Content in Disciplinary Areas:

a. Concept, importance, types, basic elements & characteristics of Syllabus.
b. Sources of content, Problems of selection of content, Criteria of selection of content.
c. Selection criteria of contents in the syllabus, writing rules of syllabus, writing steps of syllabus
d. Scale evaluation for syllabus.

Unit III: Curriculum of different disciplinary area like language,   mathematics, natural science and social study:
   a. Language- Concept of language curriculum, objective of language curriculum, Hindi language and curriculum.
   b. Mathematics- Concept of mathematics curriculum, utility of mathematics curriculum, development of mathematics curriculum.
   c. Social Study- New concept of social studies, utility of social studies curriculum, relation of social studies with language, mathematics, science & Arts
   d. Natural science- Concept of natural science curriculum, utility of natural science curriculum, Defects in presenting curriculum

Unit IV: **Curriculum development:**
   a. Concept of curriculum, Types, Principles, Scope and bases of curriculum, Defect of present curriculum,
   b. Main concept of child centered curriculum, concept of integrated curriculum, Difference between curriculum and syllabus
   c. Designing of curriculum, syllabus and text book, types of text books, Main characteristics of good text book
   d. Criteria for selection of text books, Some importance suggestions for preparation of good text books

Unit-V Role of ICTs and Developing Capacities
   a. The role of ICT in Effective teaching, learning and evaluation.
   b. Capacity development of teachers and Students in the use of ICTs.
   c. ICT – based teaching-learning approaches in schools.
   d. Role of Open and Distance Learning in Catering to Diversity in Learners and Learning

Total: 90 Hours

Practical based Assignments:
   a. Conduct seminar on scheme of school curriculum.
   b. Conduct a play on advances of knowledge in teaching/education from the ancient period, to 21[st]century.
   C. Criticism of the syllabus of any one subject of secondary level in respect to the ideal principles of syllabus designing.
   d. Workshop on any disciplinary area like criticism of a text book related to Social Science, Science, Math and Language in the light of present need and the principles of text bookdesign.
   e. Debate on criteria of inclusion of exclusion of subject area in school curriculum.

Reference Books:-

- Naik, J.P., & Nurullah, S. (1974). Astudents history of education in India (1800-1973). Macmillan
- NCERT. (2005). National curriculum framework. NCERT
- Apple, M.W. (2008). Can schooling contribute to a more just society? Education, Citizenship and Social Justice, 3(3), 239–261
- .Apple, M.W., Au, W., &Gandin, L.A. (2011). The Routledge international handbook of critical education. Taylor &Francis.
- Apple, M.W., & Beane, J.A. (2006). Democratic schools: Lessons in powerful education. Eklavya. Retrieved from http://www.arvindguptatoys.com/
- Armstrong, M. (1980). The practice of art and the growth of understanding. In Closely observed Children: The diary of a primary classroom (pp. 131–170). Writers &Readers.

Referred Web resources:

- youtube.com/watch?v=W127mRZ3NN8
- https://www.youtube.com/watch?v=Z_1RZrwN9vQ
- https://www.igntu.ac.in/eContent/BED-02Sem-DrMaria-Understanding%20discipline%20and%20subject.pdf
- https://gcekpm.ac.in/uploads/syllabus/Understanding_Disciplines_and_Subjects.pdf
- https://onlinecourses.swayam2.ac.in/nou21_ed09/preview
- https://egyankosh.ac.in/bitstream/123456789/46622/1/BES-125B1E.pdf

Semester-I
Reading and Reflecting on Text

L	T	P
0	0	4

Practical Paper Code: EPC1   **Credit: 4**

Objectives:

After completion of the course, pupil-teachers will be able

- To read wide variety of texts & learn techniques to respond it
- To learn combine reading, writing skills with content analysis & prepare field notes
- To understand reading for comprehension & reflective skills
- To learn techniques of writing answer correctly in own points

Course Outcomes (COs)
After completion of the programme, the Pupil- Teachers will be able

1. Understand the basic concepts of understanding the content & reading techniques
2. Apply the techniques of comprehension for reflective skills
3. Analyze the techniques of reading, writing & content analysis
4. Evaluate methods of writing own points & reflections through written & oral answer

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	-	-	-	2	1	-	2	2	2	2	2	2	-	-
CO2	2	2	2	-	-	-	-	-	1	2	2	1	-	2	1
CO3	-	2	1	-	-	-	-	-	-	2	2	1	-	2	-
CO4	-	2	-	-	-	-	-	1	2	2	-	-	-	2	-

High-3 Medium-2 Low-1

Activities:

a. Pupil teacher will read and discuss on a wide variety of texts (empirical, conceptual and historical work, policy documents, and studies about schools, teaching, and learning and about different people's experiences of all of these) Narrative texts, expository texts from diverse sources including autobiographies, narratives, field notes, ethnographies etc. Pupil teachers will also observe and reflect on the activities of peer group

b. Writing efficiently, writing with a sense of purpose and audience, responding to a text with one's own opinions or writing within the context of others ideas

c. Combining reading and writing skills, reflective skills, content analysis, writing field notes
d. Watching media / observation of a website and preparation of summary- to use media / internet- to summarize respective content- to express the summary orally in the group

Students teacher are supposed to watch a program on media or visit a site on internet and identify major concept and ideas involved and make notes or one page summary and explain the gist of the text / topic to others in the subject group

Practicum

Review of the text, select key words and rewrite the content

Sr. No	Types of Text
1	Empirical Text
2	Policy Documentation
3	Autobiographical Narratives
4	Historical Work
5	Field No
6	Summary Writing
7	Newspaper Article
8	Report Writing

References:

- Reflective Practice: Writing Professional Development Gillie Bolton, Sage Publication
- Write to be Read Teachers Manual: Reading, Reflection & Writing, William R. Smalzer, Cambridge University Press
- Literacy and Learning: Reflections on Writing, Reading and Society, Deborah Brandt, Wiley publishers
- Research and Reflection: Teachers take Action for Literacy Development, Andrea Izzo Information age Publication.
- Reading to learn in the content areas, Judy Richardson , Reymond Morgan, Charlene Fleener, Cinage Learning
- Reflecting on Literacy in Education, Peter Hannon, Routedge Publication
- Fostering Reflection and Providing feedback: Helping others learn from by Jane west berg PhD, Hilliard Jason MD, Springer Publication

Referred Web Resources:

- http://eu.m.wikipedia.org
- https://en.wikipedia.org/wiki/fieldnotes
- https://books.google.co.in/books/about/Researching_Drama_and_Arts_Education.html?id=fjxu8zh2m94C&redir_esc=y
- https://books.google.co.in/books/about/The_Art_of_Drama_Teaching.html?id=HiRgvgAACAAJ&redir_esc=y
- https://books.google.co.in/books/about/Education_and_the_Art_of_Drama.html?id=sFKNNAAACAAJ&redir_esc=y