EDU 13.2 : Emerging Trends and Practices in English Education

(Theoretical discourses – 60 & CE – 30 hours)

Objectives of the Paper:

- To familiarize with emerging trends in English language education
- Develop an awareness of strategies for assessment in English
- Explore possibilities of ICT- based material design forcurriculum transaction.
- Identify ways of professionalizing Language Education in a
- Techno-pedagogic scenario.

Content

Unit I: Modern Instructional Strategies in English Education
Unit II : Strategies of Assessment in English Education
Unit III: Material Design for Curriculum Transaction in e-platform
Unit IV: Reflective Practices

Unit 1 : Modern Instructional strategies in English education

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Student teacher familiarizes with evolving instructional strategies 2. Familiarizes with teacher role, Learner role, Instructional material and assessment practices in e-learning	- Collaborative Learning andCo-operative Learning - Connectivism-learning through Aggregation, Remixing, Repurposing and Feeding forward - Metacognitive strategies in language learning - Webminars - Video conferencing - e-learning, Blended Learning,Virtual Learning - e-tutoring, Massive Open Online Courses	Tasks involving cooperation and collaboration Knowledge analysis Re-creation Textual reading and reflection	- Completion and submission of tasks - Sharing/recreating resources - Improvement in performance - Compilation of knowledge garnered from Internet - Trainee created digital aids for online teaching - Participation in online learning - Submission of Lesson Plans that

	(MOOC) □ Lesson Planning for modern instructional strategies	Online access and participation Explores online sources Identification/preparation and use of digital resources for online learning Task completion Reflection and collaboration with peers Specimen Lesson Plan writing	fulfils essential criteria

Unit II : Strategies of Assessment in English Education

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Student teachers are introduced to assessment techniques and practices	□ Self-Reflection and Peer-Evaluation □ Continuous and Comprehensive Evaluation (CCE)	Construction of test types Preparation of Question Paper	□ Course Book content-based test construction

	Different types of tests-Purpose and mechanism Criteria of a good test in English Question forms- LOT & HOT questions Test types for LSRW Construction and administration of:- Achievement & Diagnostic Tests Remedial Teaching Formative and Summative Assessment ICT integrated Assessment practices ; Assessment Rubrics in language testing;e-Portfolio	Group and Pair work	

Unit III: Material Design for Curriculum Transaction in e-platform

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Student teachers familiarizes with design and development of e-content materials	e-content design and development e-content authoring e-Padasala and Brihaspathi NMEICT Short Learning Objects (SLOs) and Reusable Learning Objects (RLOs)	Intro lecture-cum demonstration on Creation of e-content	Rubrics to check e-learning materials produced

Unit IV: Reflective practices

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Student teacher familiarizes with ways of improving performance through reflection 2. Develop ability to apply TQM strategies	-Teacher Performance Standards -Rubrics for self assessment -Self reflection -Total Quality Management for Language Teachers	Intro lecture on standards of achievement and performance Self assessment Reflects on own ability and skills Preparation of plan of action for improving own performance	Pre and Post test during Practice Teaching aimed at improving performance based on standards

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- **http://www.auburn.edu/~witteje/ilsrj/Journal%20Volumes/Fall%202008%20Volume%201%20PDFs/Metacognitive%20Strategies**%20and%20Learning%20Styles.pdf

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- Planning Guide for Online and Blended Learning: Creating Models for Student Success. Michigan Virtual University
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- Successful Video Conferencing Guide: http://www.desales.edu/docs/default-source/deit_documents/guide_to_videoconferenceing.pdf?sfvrsn=8
- Virtual Learning Program Rubric. Northeast Comprehensive Center.: http://www.doe.mass.edu/odl/standards/VLPrubric.pdf
- Useful sites for teachers:
- 55 Cloud Based eLearning Authoring Tools : http://elearningindustry.com/the-ultimate-list-of-cloud-based-authoring-tools
- The MOOC Guide: https://sites.google.com/site/themoocguide/

EDU 13 .7: EMERGING TRENDS AND PRACTICES IN MATHEMATICS EDUCATION

(Theoretical Discourse - 60 hrs, CE - 30 hrs)

Course Objective (CO):

- **CO1:To strengthen the experience of adopting modern strategies and to undertake contextual challenges as a Mathematics Education professional**
- **CO2:To get a field based understanding of theories and principles of pupil assessment and evaluation**
- **CO3:To identify the Entrepreneurial opportunities of futuristic significance associated with the Mathematics Education.**
- **CO4:To enrich the vision and capabilities of prospective mathematics teachers as reflective practitioners during and after the pre-service education.**

Contents:

Unit 1: Modern Instructional Strategies in Mathematics Education

Unit 2: Strategies of Assessment in Mathematics Education

Unit 3: Material Design for Curriculum Transaction in e-platform

Uni 4: Teacher as a Reflective Practitioner

Unit I: MODERN INSTRUCTIONAL STRATEGIES IN MATHEMATICS EDUCATION

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
1.To familiarize modern instructional approaches for classroom learning 2.To acquaint with the concept of online learning and blended learning 3.To identify special education needs of slow learners, gifted and creative learners	• Modern instructional approaches for learning- Jigsaw technique, circle learning, concept mapping, think-pair andshare * Online learning, blended learning	- Meaningful verbal expression - Group discussion - Brain storming - Peer tutoring - Seminar	- Questioning - On-task behaviour in class - Participant observation

Unit II:STRATEGIES OF ASSESSMENT IN MATHEMATICS EDUCATION

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
1. To make the learners	• Concept of Self Reflection and peer evaluation • Concept of CCE • Concept of Educational Evaluation • Different types of Evaluation _ Concepts of Placement, formative Vs	-Discussions - Meaningful verbal expression	_ Document analysis _ Student reports - _ Questioning - Class test

aware of the importance of providing feedback 2. To acquaint with the competitive tests in Mathematics at variouslevels 3.To understand the construction of achievement and diagnostic test 4To familiarize with continuous and comprehensive evaluation and grading system 5.To develop rubrics for CCE assessment, self reflection and peer evaluation 6.To understand the concept of self reflection and peer evaluation	summative, product vs process, internal Vs external, diagnosis, Objectivebased evaluation, • Assessment -of learning -for learning - as learning • Concept of Educational Diagnosis-_ Diagnostic test – Concept, steps of construction and Remedial teaching • Type of test items – Objective type, short • answer type and Essay type • _ Concept of Achievement Test, purpose, steps of construction • _ Distinction between Achievement and • Diagnostic Test • _characteristics of a good evaluation tool • Online assessment-meaning -Practicing of online tools.	- Group discussion - Preparation of rubrics - Buzzer sessions - Seminar	- Assessment of rubrics - Participant observation - Concept paper preparation

7.To acquaint with online assessment and experience different practices			

Unit III: MATERIAL DESIGN FOR CURRICULUM TRANSACTION IN e-PLATFORM

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
1. To understand the concept of curriculum transaction material design 2. To familiarize with various curriculum transaction materials using techno pedagogy 3. To design and develop techno pedagogic curriculum transaction materials for learning Mathematics 4. to understand and develop e- content for teaching various topics of Mathematics	• Techno Pedagogic curriculum transaction materials- Digital texts-brief explanation-designing of digitaltexts • E content development-steps • Development of e-content material on any topic in Mathematics	Demonstrations Illustrations Video clippings Web basedillustrations Power pointPresentations Assigned readings of e-text	

Unit IV:TEACHER AS A REFLECTIVE PRACTIONER

Course Specific Outcome (CSO)	Contents/major concepts	Strategies/approaches	Assessment
1.To understand the meaning of reflective practices 2. To prepare tools for evaluation of reflective practices 3. To make the students familiar with postings in blogs	_ Concept of reflective practices Teacher as a reflective Practioner _ Designing and development of tools for reflection by student teacher _ Posting of reflections during practice teaching in Blogs.	- Narrative expression in small or medium groups - Document analysis - Debate - Think Aloud	_ Online Evaluation of postings in blogs - Reflective Journal Analysis - Participant observation Test

Suggested reference books :

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_ Ediger, M. & Rao, D. B. (2000).*Teaching Mathematics Successfully*. New Delhi: Discovery Publishing House.

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EDU – 13.8: EMERGING TRENDS AND PRACTICES IN PHYSICAL SCIENCE EDUCATION

(Theory - 60 hrs, CE - 30 hrs)

Course Objective (CO):

- CO 1 To strengthen the experience of adopting modern strategies and to undertake contextual challenges as a Science Education professional
- CO 2 To get a field based understanding of theories and principles of pupil assessment and evaluation
- CO 3 To familiarize with various curriculum transaction materials using techno-pedagogy
- CO 4 To enrich the vision and capabilities of prospective science teachers as reflective practitioners during and after the pre-service education.

Contents:

Unit 1: Modern Instructional Strategies in Physical Science Education

Unit 2: Strategies of Assessment in Physical Science Education

Unit 3: Material Design for Curriculum Transaction in e-platform

Unit 4: Teacher as a Reflective Practitioner

Unit 1: Modern Instructional Strategies in Physical Science (20 + 6= 26 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies &Approaches	Assessment
1. To familiarize modern instructional approaches for classroom learning 2. To acquaint with the concept of online learning and blended learning 3. To identify special education needs of slow learners, fast learners, scientifically gifted and creative learners	• Online learning, blended learning-Meaning and purpose • Brain based learning strategies • Experiential learning approach • Modern instructional approaches for learning- Jigsaw technique, circle learning, concept mapping, think-pair and share • Science education for students with special education needs- slow learners, fastlearners, scientifically gifted and creative learners	Meaningful verbal expression Group discussion Brain storming Experiential learning Peer tutoring Material development Seminar	• Questioning • On-task behavior in class • Participant observation

Unit 2: Strategies of Assessment in Physical Science Education (30 +6 =36hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies &Approaches	Assessment
1. To understand the construction of achievement and diagnostic test 2. To familiarize with continuous and comprehensive evaluation and grading system 3. To develop rubrics for CCE assessment, self reflection and peer evaluation 4. To understand the concept of self reflection and peer evaluation	• Continuous and Comprehensive Evaluation, Grading system • Achievement test-construction • Diagnostic test-construction, remedial instruction • Assessment of thinking skills- critical and creative thinking- assessment of process skills in Physical Science • Concept of self reflection and peer evaluation-development and practice of rubrics • Rubrics for assessment of assignments, projects, debates, seminars, discussion	Meaningful verbal expression Group discussion Preparation of rubrics Buzzer sessions Seminar	• Questioning • Class test • Read Aloud • Assessment of rubrics • Participant observation • Concept paper preparation

Unit 3: Material Design for Curriculum Transaction in e-platform (15 + 4 = 19hrs)

Course Specific Outcome (CSO)	NSMajor concepts	Strategies &Approaches	Assessment
1. To understand nature and scope of e-learning 2. To understand the concept of curriculum transaction material design 3. To design and develop techno pedagogic curriculum transaction materials for learning physical science 4. To understand and develop e-content for teaching various topics of physical science	• E-learning-Nature and scope • Techno Pedagogic curriculum transaction materials- Digital texts-brief explanation-designing of digitaltexts • E content development-steps • Development of e-content material on any topic in Physical Science	Digital Modular Exposition Explicit teaching Collaborative designing sessions Individual / group presentation Debate Think Aloud	• Rubric based assessment of individual performance • Think Aloud Sessions

Unit 4: Teacher as a Reflective Practitioner (15 + 4 = 19 hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies &Approaches	Assessment
1. To familiarize with reflective practices 2. To be a reflective practitioner	• Reflective practitioner-Meaning, modes and means of reflective practices- Models of reflective practices – Schon and Kolb	Narrative expression in small or medium groups Document analysis	• Reflective Journal Analysis • Participant observation • Localised designing and development of tools of reflection by the student teacher, postings of reflection in blogs and forums

Reference:

- BrownS.&SmithB.(1997):GettingtoGripswithAssessment.:,Birmingham,SEDA.
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- GermaineL.Taggart (1998): Rubrics: AHandbookforConstructionandUse: Virginia, Rowman&LittlefieldEducation.
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EDU - 13. 9 : EMERGING TRENDS & PRACTICES IN NATURAL SCIENCE EDUCATION

(Theoretical Discourses -50 Marks/60 hours & `CE-25 Marks /30 hours)

Course Objective (CO):

Enable the student teacher to:

- CO 1 Prepare different types of assessment and evaluation tools in classroom teaching
- CO 2 Familiarize latest teaching-learning techniques like jig-saw learning, m-learning, circle learning, etc.
- CO 3 Equip in using online resources in teaching learning process.
- CO 4 Observe the various aspects associated with teaching-learning process
- CO 5 Identify the learning facilities especially in the smart class room, in the school & its implementation
- CO 6 Observe online resources in teaching learning process individually or in small groups
- CO 7 Meet the student's digital need and their interest in learning through multi-media
- CO 8 Swot analysis through self reflection, peer evaluation & supervising teacher about their performance.
- CO 9 Reflect the different views about the curriculum transaction
- CO 10 Understand about advantages & disadvantages of reflective learning.

CONTENTS

Unit 1: Modern Instructional Strategies in Natural Science Education

Unit 2: Strategies of Assessment in Natural Science Education

Unit 3: Material Design for Curriculum Transaction in e- platform

Unit 4: Teacher as a Reflective Practitioner

UNIT I - Modern Instructional Strategies in Natural Science Education. (Theory Hours-14)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
10. To understand various Modern instructional approaches / technique for Cooperative and Collaborative learning. 11. To understand about the concept of online learning and blended learning 12. To acquaint with the Cooperative, Collaborative learning strategies 13. To understand the concept of Issue based learning, Problem based learning and Critical pedagogy. 14. To develop skill in selecting appropriate instructional strategies to transact the content. 15. To identify educational needs of slow learners, scientifically gifted learners and creative learners.	• An introduction to Modern instructional approaches / technique • Cooperative and Collaborative learning. • Issue based learning • Problem based learning. • Critical pedagogy • Conceptual analysis of Modern instructional approaches / technique for Cooperative and Collaborative learning. • Jigsaw Technique • Circle Learning • Think-Pair Share. • Online learning, Blended Learning/ Hybrid learning. • Brain Based Learning. • Science education for students with special needs-slow learners, scientifically gifted and creative learners	Meaningful verbal Expression. Group discussion. Narrative expression. Discussion sessions in small or Medium groups. Brain storming. Seminar. Reflective practices	• Participation in group • Discussion. • Questioning. • On-task behavior in class. • Tests. • Science dairy. • Daily reflective journal • Participant observation

UNIT II STRATEGIES OF ASSESMENT IN NATURAL SCIENCE EDUCATION (Theory hours-18)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand the different types of Evaluation and Assessment tools. 2. To develop skill in the preparation of different types of schedules and matrix for assessing performance. 3. To prepare different types of test items. 4. To administer oral and open book examination. 5. To develop a skill in constructing and administering Achievement test & Diagnostic tests. 6. To familiarize & understand about Modern Trends in Evaluation like Continuous comprehensive evaluation& Rubrics designing.	• Objective based evaluation. • Preparation and practice of Assessment &Evaluation tools: • A. Preparation of Question Bank with different types of test items (HOT, LOT Questions), • B. Preparation & implementation of Achievement Test. • C. Preparation & implementation of Diagnostic tests&Remedial Teaching. • Modern Trends in Evaluation: • A. Continuous comprehensive evaluation. • B. Rubrics for assessing of Assignments, Projects, Debates, Seminars and Discussions. • C. Reflection and feedback- Assessment of student's performance.	Meaningful verbal expression Group discussion Narrative expression sessions in small or medium groups Reflective practices. Multimedia and interdisciplinary approach. Peer tutoring Assignments Rubrics designing. Question Bank.	• Performance assessment in group discussion • Assessment of Optional Note Book entries • Questioning • Tests • Peer evaluation • Portfolio assessment. • Different types of Schedules and matrix developed by student teachers for assessing performance. • Construction and administration of Achievement test & Diagnostic tests. • Rubrics designing. • Question Bank.

UNIT III MATERIAL DESIGN FOR CURRICULUM TRANSACTION IN E-PLATFORM (Theory Hours-18)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To develop a digital skills in compiling of online resources like ppt, video, broadcast for transacting High School Biology. 2. To equipping them in using online resources in teaching learning process. 3. To keep abreast with online resources in teaching learning process. 4. To develop a skill in script writing. 5. To understand about steps for E content generation.	• Compiling of online resources like ppt, video, broadcast for transacting High School Biology. • Digital texts- brief explanation • An introduction to E content generation &Steps for E content generation. • E content generation for the select topics of high school Biology.	Meaningful verbal expression Group discussion Narrative expression sessions in small or medium groups Reflective practices. Multimedia and interdisciplinary approach. Team teaching. Peer tutoring	• Performance assessment in group discussion • Assessment of Optional Note Book entries • Questioning • Tests • Peer evaluation • Evaluating the script.

UNIT IV TEACHER AS A REFLECTIVE PRACTITIONER (Theory Hours-10)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
1. To understand about definition & meaning of reflective practices in learning. 2. To understand aboutmodes and means of reflective learning. 3. To suggest measures for modifying behaviours of student teachers 4. To get a feedback through the analytical review of peer teaching. 5. To understand about advantages & disadvantages of reflective learning.	• **Reflective practices** – Definition & Meaning of reflective practices in learning. • **Modes and means of reflective learning** • Reflective learning journals • Critical incident diaries • Personal development planners • Portfolio development • Collaborative inquiry • Problem based learning • **Advantages & disadvantages of reflective learning**	Meaningful verbal expression Group discussion Narrative expression sessions in small or medium groups Reflective practices. Debate. PBL. Multimedia and interdisciplinary approach. Peer tutoring	• Performance assessment in group discussion • Assessment of Optional Note Book entries • Questioning • Tests • Peer evaluation • Portfolio assessment.

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EDU - 13.10 : EMERGING TRENDS AND PRACTICES IN SOCIAL SCIENCE EDUCATION

(theoretical discourses-60 hours & CE – 30 hours)

Course Objective (CO):

- CO 1 To identify and practice modern instructional strategies in Social Science.
- CO 2 To get acquaint with the principles and practices of feedback mechanisms.
- CO 3 To become capable of designing and implementing various performance tests.
- CO 4 To inculcate a broad perspectives of individualized instruction
- CO 5 To develop skills in preparing programmed instruction materials and modules
- CO 6 To prepare the prospective teachers as reflective practitioner

CONTENTS :

Unit 1: Modern Instructional Strategies in Social Science Education

Unit 2: Strategies of Assessment in Social Science Education

Unit 3: Material Design for curriculum Transaction in e - platform

Unit 4: Teacher as a reflective practitioner

Unit 1 Modern Instructional Strategies in Social Science Education

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
6. To identify and practice modern instructional strategies in Social Science.	• Peer tutoring, multimedia and multi methodology strategies, Critical pedagogy, metacognition. • Experiential learning, blended learning, self study, problem based learning, teaching thinking skills.	• Online learning • Demonstration • Narrative expression • Web search	• Use any e-resources to prepare any 4 learning materials

References

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- Aggarwal, J.C. (2003). *Teaching of Social Studies: A Practical Approach.* Mumbai: Vikas Publishing House.
- Kumar, S.P.K &Noushad,P.P.(2009). *Social Studies in the Classroom: Trends and Methods*.
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- Fitchman& Silva (2003). The Reflective Educators' Guide to Classroom Research. California:Corwin Press, Inc.

Unit 2 Strategies of Assessment in Social Science Education (8 Hrs + 4 Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
7. To get acquaint with the principles and practices of feedback mechanisms. 8. To become capable of designing and implementing various performance tests.	• Concept of Educational Evaluation • Quantitative V/S Qualitative Assessment • Diagnostic test &Achievement test. • Portfolio Assessment, Rubrics • Self reflection, Peer evaluation - Assessing student performance as feedback for - Students progress -Teacher's proficiency – Parental involvement.	• Brain storming • Meaningful verbal expression • Online learning	• Peer evaluation during Practice teaching (**CE- Edu.13)**

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- Dash, B. N.(1998). Content cum Methods of Teaching Social Studies. Ludhiana: Kalyani Publishers

Unit 3 Material Design for Curriculum Transaction in E- Platform (8 Hrs + 4 Hrs)

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
9. To inculcate a broad perspectives of individualized instruction 10. To develop skills in preparing programmed instruction materials and modules	• Curriculum transaction: meaning and modes – Face to face mode and ICT enabled mode • Experience with curriculum designs-Design digital texts and e-content • Adapting free downloadable digital resources in Social Science • Websites surfing practices	Discussion Develop a e learning module/ e lesson to transact any one of the curricular aspect of Social Science	• Assessment of e lesson.

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Unit 4 - Teacher as a reflective practitioner

Course Specific Outcome (CSO)	Major concepts	Strategies & Approaches	Assessment
11. To prepare the prospective teachers as reflective practitioner	• Social Science Teacher as a reflective practitioner – Concept • Reflective strategies – concept map, brain storming, journaling, portfolio writing, problem solving.	Brain storming Meaningful verbal expression Arrange a reflective session after teaching practice or field visit or Camp activities	• Reflective Journal (Practical} • Observing feedback session

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- Edigar, M. & Rao, B. (2003).Teaching Social Studies Successfully. New Delhi: Discovery Pub.House.
- Singh and Gopal (2004) Teaching Strategies. New Delhi: APH Publishing Corporation.
- Sue, Cowley (2006) A – Z of Teaching. New York: Brij basi Art Press Ltd.

- Innovative work: (CE- Edu.13) : Suggested programmes (Prepare any one):
- Develop a programmed learning material for learning any one of the units in Social Science
- Prepare a multimedia package comprising PPTs and video clippings including animations (downloadable from net), to transact any one unit in Social Science.

- Prepare a module to develop creativity and divergent thinking through the learning activities of a unit of your choice.
- Develop a script and prepare a short film on any one of the themes/ events selected from Social Science School curriculum.
- Reading and reflecting:(CE Edu.13)
- Read a book related to the teaching of Social Science in technological era and prepare a review.
- School internship: Phase 1- Practice teaching for 10 weeks (40 lessons)
- Suggested Readings

- Theodore Kaltsounis, (1979).Teaching Social Studies in Elementary School. USA: Prentice hall, Inc.
- Elizabeth Perrot, (1982). Effective Teaching. Singapore: Longman
- Alan Holmeister& Margaret Lukke, (1990).Research in to Practice. USA: Allyn and Bacon.
- Jerome Freiberg, H & Amy Driscol. (1992). Universal Teaching Strategies. USA: Allyn and Bacon.
- Ronald W. Evans & David warren saxe. (1996). Hand book on Social Issues. New York: National council for Social Studies.
- Helen L Burz& Kit Marshall. (1998). Performance based Curriculum for Social studies. California: Corwin Press.
- Patricia L. Smith & Tillman J. Ragan. (1999). Instructional Design. New York: John Wiley & sons. Inc.
- George W. Gagnon & Michelle Colly. (2001).Designing for Learning- Six Elements in Constructivist Class rooms. California: Corwin Press.
- Susan Udelhofen. (2005). Keys to curriculum mapping. California: Corwin Press.
- Peter Taylor. (2006). How to design a Training Course. New York: VSO.
- Donald P. Kauchak& Paul D. Eggen. (2007). Learning and Teaching. USA: Pearson Education.
- Judith K. March & Karen H. Peters. (2008). Designing Instruction. California: Corwin Press.
- Robin Alexander. (2008). Essays on Pedagogy. USA: Routledge.
- Ian Philip. (2008). Teaching History. New Delhi: Sage Publications India Pvt. Ltd.
- Nicole Saginor. (2008). Diagnostic Classroom Observation. California: Corwin Press.
- Philip M. Anderson. (2009). Pedagogy. New York: Peter Lang Publishing, Inc.
- Arbind Kumar Jha. (2009). Constructivist Epistemology and Pedagogy. New Delhi: Atlantic.
- Don Skinner. (2010). Effective Teaching and Learning in Practice. London: Continuum International Publishing group.
- ValsaKoshy. (2011). Action Research. New Delhi: Sage Publications.
- Tony Ghaye. (2011). Teaching and Learning through Reflective Practice. London:Routledge.