

### **Metric ID :- 1.2.1.**

**Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available**

**1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

### **Findings of DVV**

- **Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum**
- **Academic calendar showing time allotted for optional /electives/pedagogy courses**

### **Response :-**

- **We have attached B.Ed. Course University Syllabus w.e.f. from 2020-22 batch in Appendix –I**
- **Link provided for Academic Calendar provided in Appendix-II**

# **Appendix-I**

**S.N.D.T. Women's University, Mumbai**



**Faculty of Education**

**Syllabus for Two Year  
Bachelor of Education Program**

**Credit based Curriculum  
w.e.f. batch 2020-2022**

**Structure of Two-year B.Ed. Program (Revised Yearly Program From 2020-22)**

Faculty name: Education,

Program Name: Bachelor of Education (B. Ed.)

**(Two Years, Yearly Program W.E. From batch 2020-22)**

**First Year**

Course Code	Course No	Title of the Courses	Total Hours	Cr	Internal	External	Total Marks
<b>Perspectives in Education</b>							
1001	1	Childhood and Growing Up	60	4	25	75	100
1002	2	Contemporary India and Education	60	4	25	75	100
1003	3	Critical understanding of ICT	60	4	25	75	100
1004	4	Learning and Teaching	60	4	25	75	100
1005	5	Language across curriculum	60	4	25	75	100
<b>Pedagogic Studies</b>							
<b>6:Subject Education I</b>			60	4	25	75	100
1101	6:1	English Language Education					
1102	6:2	Gujarati Language Education					
1103	6:3	Hindi Language Education					
1104	6:4	Marathi Language Education					
1105	6:5	Sanskrit Language Education					
1106	6:6	Urdu Language Education					
1107	6:7	Mathematics Education					
1108	6:8	Commerce Education					
<b>7: Subject Education II</b>			60	4	25	75	100
1109	7:1	Book Keeping and Accountancy Education					
1110	7:2	Economics Education					
1111	7:3	Geography Education					
1112	7:4	History Education					
1113	7:5	Social Science Education					
1114	7:6	Science and Technology Education					
1115	7:7	Music Education					

Course Code	Course No	Title of the Courses	Total Hours	Cr	Internal	External	Total Marks
<b>Enhancing Professional Capacities</b>							
1301	EPC1	Skill Development Program I. Micro-teaching II. Integration Lesson	60	2	25 25		50
1302	EPC2	Teaching -learning Competency I. Reading and Reflecting on Texts II. Preparation for constructivist teaching-learning	60	2	25 25		50
1303	EPC3	Learning to use computer	60	2	50	-	50
1304	EPC 4	Understanding the Self	60	2	50	-	50
1305	EPC 5	Drama and Art in Education	60	2	50	-	50
<b>Engagement with Field</b>							
1401	EFW 1	Practice Teaching (4 Lessons)	60	2	50	- -	50
<b>TOTAL (Theory +Practical)</b>			<b>780</b>	<b>40</b>	<b>475</b>	<b>525</b>	<b>1000</b>

## Second Year

Course Code	Course No	Title of the Courses	Total Hours	Cr	Internal	External	Total Marks
<b>Perspectives in Education</b>							
2008	8	Assessment for Learning	60	4	25	75	100
2009	9	Knowledge and Curriculum	60	4	25	75	100
2010	10	Creating an Inclusive School	60	4	25	75	100
2011	11	Gender, School and Society	60	4	25	75	100
<b>Optional Course</b>							
<b>Course Code</b>	<b>Course No</b>	<b>Optional Course</b>	<b>60</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
2201	12-1	Peace Education					
2202	12-2	Guidance and Counselling					
2203	12-3	Sustainable Development					
2204	12-4	Human Rights Education					
<b>Enhancing Professional Capacities</b>							
2306	EPC6	Research Project	60	2	50	-	50
2307	EPC 7	Portfolio	60	2	50	-	50
<b>Engagement with Field</b>							
1402	EWF 2	Practice Teaching (12 Lessons) and Internship (20 Weeks)	480	16	400	-	400
		<b>TOTAL (Theory +Practical)</b>	<b>900</b>	<b>40</b>	<b>625</b>	<b>375</b>	<b>1000</b>

**Note :**

Optional Courses in Second Year: Peace Education/ Guidance and Counselling/ Sustainable development/ Human Right Education can be offered by students from other faculty in choice-based system.



## List of Subject Education Courses

Course Code	Subject Education: Group-I	Course Code	Subject Education Group-II
1101	English Language Education	1109	Book Keeping and Accountancy Education
1102	Gujarati Language Education	1110	Economics Education
1103	Hindi Language Education	1111	Geography Education
1104	Marathi Language Education	1112	History Education
1105	Sanskrit Language Education	1113	Social Science Education
1106	Urdu Language Education	1114	Science and Technology Education
1107	Mathematics Education	1115	Music Education
1108	Commerce Education		

**The students have choice of only one Method from each group.**

The definitions of the key terms used in the credit-based System introduced from the academic year 2015-16 are as under:

### **B.Ed. Program:**

B.Ed. Program is a set of twelve theory courses and practical work that are linked together meaningfully aiming at achieving excellence and competence in pedagogic practices and enabling the student teacher to become an efficient and effective school teacher. The said program will end in awarding a degree 'Bachelor of Education'.

### **Course:**

A course is a constituent of a 'program' and may be conceived of as a composite of modules which include academic content of various subjects. The content included in courses have academic coherence and it fulfils the objectives of the program.

### **Credit Point:**

Credit point refers to the total work expected to be done by learner and an index of the number of learning hours. These learning hours include variety of learning activities like preparatory lessons, school lessons, internship, preparation of learning material, case study, action research, reading, reflecting, discussing, attending lectures / counselling sessions, writing assignments, preparing for examinations, etc. Each theory course consists of four credits wherein one credit is construed as corresponding to 15 hours for theory and 30 hours for practical.

## **Objectives of B.Ed. Program:**

After completion of the B.Ed. program, the student teacher will be able to-

- Acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools
- Apply knowledge of various aspects of development of learner for planning learning experiences
- Develop skills regarding various role of teacher in facilitating learning
- Develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education
- Apply constructivist and cooperative learning principles for teaching-learning process
- Analyze contexts and the relationship between school curriculum, policy and learning
- Apply knowledge of the cultures, policies and practices that need to create an inclusive school
- Use information and communication technology for enhancing learning-teaching process
- Use drama and art for development of personality of learners
- Relate knowledge about gender, school and society with learning
- Acquire basic understanding about new trends in education
- Develop professional attitude towards teaching

**Title :** Title of the degree shall be **Bachelor of Education**.



### **Eligibility:**

Eligible of candidates will be given as per the selection procedure laid down by the respective State Government from time to time S.N.D.T. Women's University/ NCTE Norms. The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the respective state Government

### **Selection Procedure:**

Admission of the eligible candidates will be given as per the selection procedure laid down by the respective State Government from time to time S.N.D.T. Women's University/NCTE Norms Candidates seeking admission in the colleges from state of Maharashtra need to appear for CET.

**Duration :** The B.Ed. program shall be of the duration of two academic years.

### **Working days:**

210 working days each year exclusive of period of examination and admission.

Minimum 36 hrs in a week, physical presence in the institute of student teacher is necessary.

The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

### **Medium of Instruction :**

The medium of instruction at the B.Ed. course will be Marathi, Hindi, English and Gujarati. However, the medium of instruction for the subject education in Marathi, Hindi, English and Gujarati and Urdu will be Marathi, Hindi, English, Gujarati and Urdu respectively.

### **Medium of Examination :**

The medium of examination shall be Marathi, Hindi, English and Gujarati irrespective of the medium of instruction. Medium of writing answer papers of theory courses and practical work (including school lessons) should be the same.

### **Rules for examination :** Eligibility for appearing for B Ed. examination :

Student teacher who has not completed successfully internal assessment will not be allowed to appear for semester examination.

Student teacher having less than 80% attendance in any course will not be eligible for appearing for examination of the course. The principal of the college will however have discretion to condone absence up to 10% in year, for reasons to be recorded in writing or on submission of medical certificate.

### **Rules for Re-appearing in Examination:**

Student teachers who do not pass examination of a particular course's in three attempts will have to re-enrol for the entire program.

Student teacher has to complete B.Ed. degree in three years. For instance, a student enrolling for a two-year B.Ed. program in 2015-17 will have to complete the program by 2018-19.

When the syllabus changes, question papers of old syllabus will be set for the four times along with the question paper for new syllabus. If a student is unable to complete the B.Ed. program within two years after the first examination when syllabus is changed, she will have to appear for examination of the new course.

### **Completion of Internal Work:**

Completion of all items of internal practical work to be completed by each student as prescribed in the syllabus.

In case the student is sanctioned absence on medical ground, she has to complete the items of internal work that she may have missed during her absence as may be re-arranged by the college in the same semester.

**The principal shall send the internal assessment marks to the Director, Board of Examinations and Evaluation of the University before commencement of the examination.**

### **Rules for Passing :**

To pass the examination a candidate must obtain at least 40% marks in each head (i.e. each theory course and each item of practical work.) To pass the whole examination a candidate must pass Theory and Practical separately and also in each head of theory and of practical work.

### **Re-evaluation :**

Facilities for verification of marks, obtaining photocopy of answer sheet and re-evaluation of answer scripts are available on payment of prescribed fees.

### **Rules for promotion :**

Students will be automatically promoted from First year to second year. Students having 40% or more than 40% backlog (failure/absenteeism without valid reason in four or more than four courses) in the first year will **not** be allowed to take admission in second year.

### **Exemption :**

The candidates who have obtained minimum 40% or more marks in any heads of passing but failed in the examination shall be eligible to claim exemption in such head heads. Candidates claiming exemption will not be eligible for first class with Distinction and Position in the merit list.

### **Class Table**

<b>Class</b>	<b>Percentage</b>
First class with Distinction	70% and above
First Class	60% and above
Second Class	50% and below 60%
Pass Class	40% and below 50%

### **Scheme of Evaluation :**

The performance of the learner shall be evaluated as internal work and external work. Internal assessment will be done with marks by way of continuous evaluation of the course areas as envisaged in the credit-based system by way of participation of learners in various practical works in the B.Ed. program.



## Perspectives in Education

### Course 1: Childhood and Growing Up

**Total Credits:** 4; **Marks:** 100; **Hours:** 60 for theory excluding hours to be spent by student teachers for completing assignments

Note : Figures in the bracket show hours for curriculum transaction

#### **Module 1: Learner as a Developing Individual** (Credit 1, Hours 15, Marks 25)

**Objectives :** After learning this module the student teacher will be able to-

- explain concept and stages of growth and development
- bring out relationship between development and environmental factors
- elaborate developmentally appropriate learning opportunities based on brain research.
- explain relationship of development with learning
- organize activities according to different roles of learner

#### **Contents:**

1. Concept of growth and development and principles of development(2 periods)
2. Growth and development across various stages from infancy to post adolescence (Special emphasis on concerns of later childhood and adolescence) (2 periods)
3. 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, growth and maturation (3 periods)
4. Growth and development of brain and its lifelong impact:
  - Brain development and language development
  - Functions of brain
  - Windows of opportunities
  - Left brain and right brain functions
  - Concept of 'developmentally appropriate' learning opportunities, getting education for appropriate parenting. Guidelines provided by neuroscience with respect to designing and developing appropriate learning environment. (4)
5. Relationship between development and learning. Viewing different roles of learners and organization of classroom activities accordingly- Learner as Imitator, Knower, Thinker, knowledge worker, Performer, Implications for teachers to develop holistic understanding of the learner (4)

#### **Module 2: Dimensions of development** (Credit 1, Hours 15, Marks 25)

**Objectives:** After learning this module the student teacher will be able to-

- explain physical, social, cognitive and moral development during later childhood and adolescence.
- explain views of Piaget, Vygotsky on cognitive development

- compare development during psychosocial stages given by Erickson
- explain views of Kohlberg on moral development
- organize appropriate programs for development during later childhood and adolescence

#### **Contents:**

1. Physical and motor development during later childhood and adolescence, Caring for physical growth and development of a learner. Need of making provision for nutritious food, medical checkup for identifying health problems, ergonomically suitable sitting/ working arrangement, provision for physical (musical) exercise, Yoga, group and individual games and sports; Organizing activities that give scope for ensuring development of capacities of sense and work organs; Providing adolescence education (sex education) (4)
2. Social and emotional development during later childhood and adolescence: Emotional and social intelligence and role of a school in organizing appropriate learning programs (Emphasis to be given on educational implications rather than the theories) (4)
3. Erickson's psychosocial stages of development during later childhood and adolescence - description of stages and role of a school in organizing appropriate learning programs (2)
4. Cognitive development- Piaget's and Vygotsky's views with respect to development of language and problem solving skills, educational implications of their views (3)
5. Characteristics of stages of moral development as interpreted by Kohlberg (2)

#### **Module 3: Catering to the differences in development (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to -

- explain individual differences within and among the learners
- relate socio-cultural characteristics with individual differences
- cater to individual differences regarding multiple intelligences and emotional intelligence
- design educational experiences for differently able learners

#### **Contents:**

1. Individual differences: concept, Individual differences within and among the learners (2)
2. Educational implications of Socio-cultural characteristics: Home environment (socio economic status, type of family, learning environment in home), Gender (natural differences due to gender, effect of gender bias on learning and personality development), Language (Effect of heterogeneity of language on classroom interactions, effect of mother tongue on learning), Ethnic background (3)
3. Individual differences regarding intelligences (Multiple intelligence view of Gardner), Brief introduction to: Guilford's view, Emotional intelligence and Catering to children's intelligences through educational experiences ( 3)
4. learning styles( Audio, Visual and kinesthetic), and their relation with learning, role of school for catering to different learning styles (1)
5. Understanding differently able learners: physically challenged, slow learners and dyslexic learners, hearing impaired, visually impaired, gifted and creative learners. Role of school and teacher for catering to individual needs in inclusive set up (6)



#### **Module 4: Learner characteristics and roles related to Learning (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to -

- design learning experiences for development of personality
- explain concept of adjustment and causes of maladjustment
- suggest ways to help learners with problems of adjustment
- explain implications of various learner characteristics affecting learning

**Contents:**

1. Concept of personality, Self-concept of learner, Development of personality, self-concept and leadership qualities of learner through various classroom activities and co-curricular programs. (4)
2. Concept and of adjustment, Causes of maladjustment, Problems of adjustment in adolescents and role of school, and teachers in helping the students facing following problems-Anxiety, withdrawal, aggression, delinquency, drug addition, failure and low achievement (3)
3. Learner's characteristics affecting learning and their implications to teaching  
Psychological characteristics: Maturation, Attention, Interest, Motivation (Maslow's hierarchy of needs, achievement motivation), Aptitude (8)

**Assignments (25 marks)**

1. Conducting case study of one learner and writing a report (Marks 15)
2. Conducting survey on two adolescent girls from different social strata or one girl and one boy in same social strata and writing report how gender, caste and social class may impact the development, personality and learning of adolescent. (Marks 10)

**Guidelines for assignments Case Study of one learner:**

- One student is to be selected consulting school teacher/ parent. The student teachers may select any child having impairment / child having learning difficulty/ child having / behavioural problem/ gifted child/ under achiever
- Child should be studied from sociological, psychological and academic point of view.
- Following sources may be used for collecting information- Achievement record, Home visit, and detailed interview of the child, and administration of simple tools such as a questionnaire assessing learning environment in home, learning difficulties, interest, motivation, and adjustment problems etc.
- Report should include the complete profile of the child, strengths, likes dislikes, weaknesses, problems, analysis of possible causes and remedies suggested.



## References:

- Aggarwal J.C.( 2004),“ Educational Psychology”, Vikas Publishing House Pvt. Ltd., New Delhi
- Berk Laura (2007),“ Child Development”, Prentice Hall of India, New Delhi.
- Coleman Margaret (1996),“ Emotional and Behavioral Disorders”, Allyn and Bacon, Boston.
- Dandapani S.( 2010), “ Advanced Educational Psychology”, New Delhi: Anmol Publications
- Goleman Daniel(1995).” Emotional Intelligence”, Bantom Books, N.Y.
- Mangal S.K (2009), “Advanced Educational Psychology”, New Delhi: Prentice Hall of India Pvt. Ltd.,
- Shaffer David (1999),”Social and Personality Development” Wadsworth Thomson Learning, U.S.A.
- Sharma Ram and others (2003), “Advanced Educational Psychology”, New Delhi: Atlantic Publications and Distributors
- Sharma Tara Chand (2005),” Reading Problems of Learners “, Sarup and Sons, New Delhi.
- Sousa David (2001),” How The Brain Learns”, Cowin Press, Inc. A Sage Publication Company, California.
- Venkatesh s.(2004),” Children with Developmental Disabilities”, Sage Publication, New Delhi.
- Blakemore (2005), “The Learning Brain”, USA: Wiley
- Caine ( 2008), “12 Brain/Mind Learning Principles in Action”, USA : Corwin
- De Jeng (2009), “Explorations in Learning and Brain”, Germany : Springer
- Gragary (2006), “Designing Brain-compatible learning”,USA: Corwin
- Jensen (2008), “Brainbased Learning”, USA: Corwin
- Jensen (2007), “Introduction to brain compatible Learning”, USA: Corwin
- Larochelle (2009), “Constructivism and Education”, UK : Cambridge
- Macrull (2008), “Learning with the Brain in Mind”, UK: Sage
- Scannel (2009), “The Big book of Brain building Games”, USA: McGraw Hill
- Smilkstein (2011), “We’re Born to Learn”, USA: Corwin
- बालदेव दुग्ग (२००३), “शैक्षणिक मानसशास्त्र” फुलके प्रकाशन, कोल्हापूर.
- जगताप ह.ना . (संपादक)( १९९६) शैक्षणिक मानसशास्त्र अमरसिंह प्रकाशन पुणे.
- जनई नाळी लडकरे चौबे (१९८८) वैकल्पिक मानसशास्त्र फुलके प्रकाशन कोल्हापूर.
- बालदेव वा. ना . (२०१५) “शैक्षणिक व प्रायोगिक मानसशास्त्र” नरेंद्र प्रकाशन पुणे
- मातृ अदिता वाळिवे परणा (२००७) “मंदू.संशोधन व बालशिक्षण” बालशिक्षण संशोधन विकास केंद्र पुणे.
- पानसे रमेश (२००७) “बहुविध बुद्धिमत्तांचा विचार” बालशिक्षण संशोधन विकास केंद्र पुणे.
- पानसे रमेश (२००७) “विद्यार्ज व व्यक्ति ज्ञानगहन विषयक विचार” बालशिक्षण संशोधन विकास केंद्र पुणे.
- पानसे रमेश (२००९) “कला करविता” आयसई पब्लिकेशन,पुणे
- पाध्ये सुषमा(२००३) “व्यामोटेस्कॉला सामाजिक सिद्धांत” बालशिक्षण संशोधन विकास केंद्र पुणे.
- पारसनीस व.रा . (२००९) “संगत शैक्षणिक मानसशास्त्र नुनन प्रकाशन पुणे – ३०.
- बी डी कुमटेकर देसाई गोळविलकर (१९९०) वैकल्पिक मानसशास्त्र पुणे विद्यार्थी गृह प्रकाशन पुणे.

## Course 2 Contemporary India and Education

Total Credits: 4; Marks: 100; Hours: 60 for theory excluding hours to be spent by student teachers for completing assignments

Note: Figures in the bracket show hours for curriculum transaction

### **Module 1: Implementing System of Education to reform Society (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to -

- comprehend the clear picture of present Indian society
- understand the current problems in Indian Society.
- understand and express the role of a teacher and education in the social reformation.
- understand the importance of social values and their inculcation through education

#### **Content**

1. Nature of present Indian Society—multi-religious, multilingual, multicultural, rural, urban(2)
2. Current issues and problems in Indian Society – Illiteracy, Population, Superstition, Communal disharmony, Injustice and violence to women, Gender disparity, Dowry system, Female feticide.(4)
3. Teacher as an agent of social change.(1)
4. Educating children for civic responsibility(1)
5. Inculcation of social values: Communal harmony, Religious tolerance, Linguistic tolerance, Cultural tolerance, Co-operation, Mutual understanding (4)
6. Inculcating awareness of Social manners, Environment protection, Sustainable development, Water literacy, Life skills(3)

### **Module 2: Understanding System of Education with Philosophical Perspectives (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to -

- understand the basic concept of education and its process
  - think critically regarding the aspects of education as a system and their interrelationship
  - think and express the philosophical perspectives of education
  - understand the role philosophy in realizing the goals and objectives of education.
  - understand the thoughts of educational thinkers
  - develop one's own philosophical approach regarding education
1. Concept of Education(1)
  2. Various definitions of education-Eastern, Western, Ancient and Modern (2)
  3. Aims and objectives of education - Individual and Social aims. (1)
  4. Role of philosophy in determining aims and objectives of education.(2)
  5. Interrelation between education and philosophical views (2)
  6. Vision of Education: Four Indian Thinkers (7)



An overview of salient features of the 'philosophy and practice' of education Advocated by the following thinkers:

- Rabindranath Tagore: Liberationist pedagogy
- M.K.Gandhi: Basic education or education for self-sufficiency
- Aurobindo Ghosh: Integral education
- J.Krishnamurthi: Education for individual and social transformation

### **Module 3: Understanding System of Education with Social Perspectives(Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to -

- understand different concepts from educational sociology
- understand the relevance of democracy with education
- comprehend the importance of national integration and international understanding
- understand the idea of multiculturalism and its significance in education
- understand the importance of the goals of education as incorporated in Indian constitution.

#### **Content**

1. Role of education in socialization of child (1)
2. Meaning and significance of democracy (2)
  - 2.1 Democratic values- Equality, Brotherhood, Common welfare, Justice
  - 2.2 Democracy and education
3. Concepts of Freedom and Discipline (1)
4. Concept of social stratification (2)
  - 4.1 Education and its impact on social stratification
  - 4.2 Education and social mobility
5. Concepts of National Integration and Barriers to National Integration (1)
6. Concept of International Understanding and Education as an effective agency of International Understanding (1)
7. Educations and Multiculturalism (1)
8. Concept of Localisation- Privatisation – Globalisation and their relevance with education(2)
9. Four Pillars of Education in Deller's Commission (2)
10. Learning to know, Learning to do, Learning to live together, Learning to be Dr.Mashelkar's Panchsheel of new age(2)
11. Knowledge centered society, Child centered education, Woman centered family, Human centered development, and Innovation centered India. Goals of education and related recommendations as incorporated in Indian Constitution.(1)

#### **Module 4: Contemporary Indian Schooling: Concerns and Issues (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to -

- understand the role of Universalization of School Education
- understand the idea of 'common school' system
- understand Equality of Educational Opportunity
- understand the differential quality in schooling: Variations in school quality
- understand the Right to Education Bill

#### **Content**

##### **1. Universalization of School Education (5)**

Right to Education and Universal Access:

- (i) Issues of a) Universal enrolment b) Universal retention c) Universal success
- (ii) 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

##### **2. Equality of Educational Opportunity : (4)**

- 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, 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

##### **3. Idea of 'common school' system (2)**

##### **4. Right to Education Act and its provisions (2)**

##### **5. Sarva Shiksha Abhiyan (2)**

#### **Assignments (25 marks)**

1. Writing an essay on educational thoughts and work of any educational thinker in India (Apart from those mentioned in syllabus) or abroad and relevance of the thoughts in today's Indian education (Marks 10)
2. Collecting information with the help of a questionnaire, from at least 10 persons and preparing a report on any one of the following problems in Indian Society and suggesting remedies: Illiteracy, Population explosion, Superstition, Communal disharmony, Injustice and violence to women, Gender inequality, Dowry system, Female foeticide (Marks 15)

## References

- Agarwal Amit, Agarwal Babita,(2010), Education and Society. ABD Publishers Jaipur.
- Agarwal J. C. ;(2012), Philosophical and Sociological Perspective of Education, Shipra Publication New Delhi.
- Agarwal J.C. 'Teacher and Education in a Developing Society'
- Chakrabarti Mohit (2005) \_'Education in the 21<sup>st</sup> century' Kalpaz Publications, Delhi
- Dellor Jacques (1996) \_'Learning the Treasure Within' a report to UNESCO of the International Commission on Education for the 21<sup>st</sup> century
- Mathur, Kohli, :(2010) School Administration and Organisation,
- National Curriculum Framework—2005 N.C.E.R.T. New Delhi
- Singh M.M. (Ed.) (1975) \_'The Constitution of India'



## Course 3 Critical Understanding of ICT

100 marks, 4 credits, Hours: 60 for theory excluding hours to be spent by student teachers for completing assignments

Note: Figures in the bracket show hours for curriculum transaction

**Objectives:** The student teacher will be able to-

- describe the changing pattern of education due to ICT.
- explain the challenges in integrating ICT in school education
- explain the software and its uses in Education
- apply the ICT strategies in Teaching Learning process

**Module 1: Understanding and Executing ICT Education (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to-

- explain the Technological revolution & its impact on society.
- state the development of Educational technology.
- elaborate the concept, importance, meaning & nature of ICT.
- explain the Need of Information & Communication Technology.
- describe the changing pattern of education due to ICT.
- explain the challenges in integrating ICT in school education.
- use of the online facilities available for Communication.

### Content

1. Technological Revolution & its impact on society(1)
2. Development of Educational technology & shift from teacher centered to learner centered Education (2).
3. Concept, Importance, Meaning & Nature of Information & Communication Technology (2)
4. Need of Information & Communication Technology in Education (1)
5. Scope of ICT in Education: a) Teaching Learning Process b) Publications c) Evaluation d) Research e) Administration (3)
6. Challenges in integrating Information & Communication Technology in school education. (2)
7. Facilities available for Communication - E-mail, chat, online Audio-video conferencing, e-Library, websites: Google Applications (such as Google doc, Google Drive, map, alert, talk, translate, image, groups, calendar, drive) (4)

**Module - 2: Understanding ICT in Education (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to

- explain the meaning and characteristics of Computer.
- operate various hardware devices.
- explain the software and its uses in Education.



### Content:

1. Computer - Definition, Characteristics & Types of Computer – Speed, Storage, Accuracy, Versatile, Automation, Diligence (3)
2. Hardware and uses.-(6)
  - Input devices - Key Board, Mouse, Scanner, Microphone, Digital camera.
  - Output devices - Monitor, Printer, Speaker, Screen image projector
  - Storage devices - Hard Disk, CD & DVD, Mass Storage Device (Pen drive)
  - ICT Tools-Touch screen, Personal Digital Assistants (PDA), Bar Code Readers, LCD Projectors, Game Pads and Joy Sticks.
3. Software's and its uses in Education. (6)
  - Operating System - Concept and function.
  - Application Software
    - Word Processors
    - Presentation software
    - Data management -Spread sheet
    - Content access software –Media Player,
    - Media development software-Image Editing Software

### Module 3: Applying ICT to Enhance Teaching Learning Process & Evaluation (Credit 1, Hours 15, Marks 25)

**Objectives:** After learning this module the student teacher will be able to -

- analyze the teaching-learning as a communication process.
- apply the ICT strategies in Teaching Learning process.
- use of ICT in Teaching Learning
- explain the concept, need & uses of internet and intranet.
- explain the advantage and disadvantage of social networking

### Content

1. Viewing teaching-learning as a communication process. (4)
  - Development of communication skills & ICT skills (Information acquisition and information dissemination skills) to enhance learning
  - On demand examination, online examination.
2. Use of ICT in Teaching Learning – (6)
  - CAL - Computer Assisted Learning
  - Virtual Classroom through EDUSAT
  - M learning (ML)
  - Learning through: Educational Websites, e-books, Teacher Tubes & You Tubes.
3. Concept, need & uses of internet (1)
  - Search Engines - Concept and uses. (1)
  - Learning through: Blogs, Tweeters, WhatsApp, Teacher Tub & Face Book. Advantage and disadvantage of Social Networking like Face Book, Tweeters. (3)

#### **Module 4: ICT & Changing Roles of Teacher (15) (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to-

- explain the role of teacher and student in teaching, evaluation, educational management, Classroom Environment & Infrastructure
- comply with the changing role of teacher due to ICT

#### **Content**

1. Paradigm shift in Education due to ICT content, with special reference to Curriculum, Role of Teacher, Role of student, Methods of Teaching, Classroom Environment & Infrastructure, Evaluation procedure, Educational management.(4)
2. Role of teacher in following (11)
  - Cyber Law, Morals & Ethical issues - copyright, Plagiarism, Hacking, (1)
  - Computer Technology and Security- Computer Viruses, Theft of Information(1)
  - Student safety on the Net. (1)
  - Facilitator of learning. (1)
  - e-content developer. (1)
  - e-tutor (1)
  - Manager of learning activities, (1)
  - Mediator between learner & web resources (1)
  - Evaluator (1)
  - Researcher (2)

#### **Assignments (Marks 25)**

1. With the use of online survey tool (Survey Monkey Online Forms by Google Kwik Surveys) collect information about an educational problem and write a report.(15 Marks)
2. Visit Educational web sites, online videos and writing comment on usefulness related to a topic of interest and send comments by email to teacher educator and team leader student teacher. (10 Marks)

#### **References**

- Bettina S. T. Buchel; Palgrave (2001)Using Communication Technology: Creating Knowledge Organizations.
- Curtin,Dennies and others (2000) Information Technology the Braking wave ,New Delhi:Tata Graw-Hill Publication co.Ltd.
- Goel,Hemant Kumar (2010) ,Teaching of Computer Merrut:Surya Publication
- Hunt Roger and other(1984) Computer and Commonsense New Delhi: Printice hall of India Private Limited
- Jarice Hanson, Uma Narula,( 1990)New Communication Technologies in Developing Countries. Lawrence Erlbaum Associates. London And New York.
- Mansfield Ron,(1994)Microsoft Office.New Delhi:BPB Publications

- Masani (1992) Rapid Revision in Computer in Computer System Bombay Educational Publisher
- Mayer Marlin Wertheimer,(1999), Computers in Future New Delhi:Printice hall of India Private Limited
- Parekh,Harsha (1999). Internet in the Scholarly Communication Process. Mumbai: Knowledge ware Association
- Sampat K. (1984).Introduction to Educational Technology.
- Vincent & Vincent (1985). Information Technology Further Education.
- William H. Dutton, Malcolm Peltu(1996). Information and Communication Technologies: Visions and Realities Oxford University Press.

### Websites

1. <http://3eeducation.org/3e-framework/dated/23/07/2015>
2. [https://en.wikipedia.org/wiki/ADDIE\\_Model](https://en.wikipedia.org/wiki/ADDIE_Model)
3. <http://www.instructionaldesign.org/models/addie.html>
4. [https://en.wikipedia.org/wiki/Application\\_software#Educational\\_software](https://en.wikipedia.org/wiki/Application_software#Educational_software)
5. [https://en.wikipedia.org/wiki/Image\\_editing](https://en.wikipedia.org/wiki/Image_editing)
6. <http://www.quora.com/What-are-some-free-online-education-resources>



## Course 4 Learning and Teaching

Marks: 100, Credits: 4, Hours: 60 for theory excluding hours to be spent by student teachers for completing assignments

Note: Figures in the bracket show hours for curriculum transaction

### Module 1: Concept of learning and Teaching (Credit 1, Hours 15, Marks 25)

**Objectives:** After learning this module the student teacher will be able to -

- explain concept of learning
- explain types of knowledge and processes of knowing
- elaborate stages of teaching
- develop insight into various roles of a teacher

#### Contents

1. Concept of learning: Meaning and process of learning, Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge' (3)
2. Types of knowledge: factual, conceptual, procedural, meta-cognitive (2)
3. Processes of knowing: remembering, comprehending, analyzing, evaluating, creating (2)
4. Process of creating knowledge representations as a means of communication, Ways/ modes of representing knowledge, concept mapping, designing diagrams such as: classification, hierarchy, structural charts, models, simulations (3)
5. Concept of teaching: Various definitions of teaching, teaching as complex activity, pre-active, interactive and post active stages of teaching (3)
6. Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner (2)

### Module 2: Various views on human learning (Credit 1, Hours 15, Marks 25)

**Objectives:** After learning this module the student teacher will be able to -

- compare various views on human learning
- consider various roles of learner and teacher for planning of various learning situations

#### Contents

1. Views on human learning with reference to (i) Concepts and principles of each view and their applicability in different learning situations (ii) Relevance and applicability of various theories of learning for different kinds of learning situations (iii) Role of learner and teacher in various learning situations (15)
  - Behaviourist (conditioning by Pavlov and Skinner in brief),
  - Cognitivist ( views of Bruner and Ausubel)

- Information-processing view(Atkinson Shifrin)
- Humanist( Carl Rogers)
- Social-constructivist ( Views of Piaget and Lev Vygotski)

### **Module 3: Various ways to facilitate learning (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to-

- elaborate principles of constructivist and cooperative learning-teaching
- assisting learners to think inductively
- assisting learners to attainment concepts
- assisting learners to organize/ structure information logically
- assisting learners to empathize with others
- use simulations and games
- promote learning in groups

#### **Contents**

1. Meaning and principles of constructivist and cooperative learning-teaching(4)
2. Assisting learners to think inductively based on Hilda Taba's approach to knowledge construction. (2)
3. Assisting learners to attainment concepts based on Jerom Bruner's approach to knowledge construction(2)
4. Assisting learners to organize/ structure information logically using principles given by David Ausubel's approach to meaningful verbal learning and knowledge construction (2).
5. Assisting learners to empathize with others using role play(1)
6. Using simulations and games(1)
7. Promoting learning in groups through cooperative learning strategies such as group discussions, pair and share, role play, games, group projects(3)

### **Module 4: Designing teaching to develop higher mental processes (Credit 1, Hours 15, Marks 25)**

**Objectives:** The student teacher will be able to-

- facilitate information processing.
- organize learning experiences to develop reasoning and problem solving
- develop self learning skills
- plan for developing Creative thinking
- apply psychological principles for obtaining positive transfer of learning

#### **Contents**

1. Viewing learning as an information processing model of memory with respect to deep and surface learning (Atkinson-Shiffrin approach) Environmental stimulation, attention and focusing, registration, perception and STM, coding and encoding, LTM, retrieval and rehearsing and meta cognition. Role of teacher in facilitating memorizing (3)
2. Developing logical thinking and Reasoning (2)



3. Developing self learning skills (2)
4. Developing Problem solving through Problem based/ project based/ case based/ learning (2)
5. Developing Creative thinking: Meaning and nature of creativity, factors of creativity, Development of creativity through use of brain storming as given by Osborn, question checklist, Synectics technique by Gordon, Attribute listing, Lateral thinking and its development as given by De bono (5)
6. Efforts to be done while teaching for minimizing negative transfer and maximizing positive Transfer of learning (1)

#### **Assignments (25 marks)**

1. Planning and implementing a lesson for implementing cooperative learning techniques and writing a report based on the experiences obtained
2. Planning and implementing a lesson to promote creative thinking and writing a report based on experiences obtained

#### **References:**

- Aggarwal J.C.(2004), Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi
- Biehler Robert and Snowman Jack( 1991), psychology Applied to Teaching, Houghton Mifflin company, Boston.
- Dandapani S.(2010), —Advanced Educational Psychology, New Delhi: Anmol Publications
- Henson Kenneth (1999), —Educational Psychology For Effective Teaching, Wadsworth Publishing Co. Belmont, California
- Higbee Kenneth (1988), — Your Memory, Judy Piatkus, London
- Joyce Bruce ,Weil Marsha(1988), —Models of Teaching, Prentice hall of India, New Delhi.
- Malone S.A.( 2002), — learning to Learn, Viva books Private Ltd. New Delhi
- Mangal S.K. (2009), —Advanced Educational Psychology, New Delhi: Prentice Hall of India Pvt. Ltd.
- Osborn Alex (1971),—Your Creative Power, saint Paul Society, Allahabad, India.
- Searleman Alan, Herman Douglas(1994), —Memory From a broader perspective, Macgraw Hill, N. Y.
- Sharma Ram and others (2003), —advanced Educational Psychology, New Delhi: Atlantic Publications and Distributors.
- Collay (2002), —Designing for Learning Six Elements in Constructivist Classroom
- Goodman (2008), — Educational Psychology, Studies in the post modern Etheory of Education Germany: Perterland
- Larochele (2009), —Constructivism and Education, UK :Cambridge
- Marlowe(1997), —Creating and Sustaining the constructivist classroom, USA:



- Richardson (1997), "Constructivist Teacher education"; UK: Loullege
- Smilkstein (2011), "We're Born to Learn"; USA: Corwin
- आगाशे ललिता (२०२०) सहकार्यात्मक अध्ययन विद्यार्थी गृह प्रकाशन पुणे
- कांदीकर सुरेश (२००९), "शैक्षणिक मानसशास्त्र" फडके प्रकाशन, कोल्हापूर.
- कुंडले व. या. (१९९९), "सर्जनशीलता", नूतन प्रकाशन, पुणे.
- कांदुरकर वा. कृ. (१९९०) "सुसंस्थाही लक्षान राईल" ज्ञानप्रशोधनी प्रकाशन पुणे
- जगताप ह. ना. (१९९२) अध्ययन उपायती व अध्यापन नूतन प्रकाशन पुणे ३०.
- जगताप ह. ना. (संवादक)(१९९६) शैक्षणिक मानसशास्त्र अनंतांन प्रकाशन पुणे.
- वांडेकर वा. ना. (२०१५) "शैक्षणिक व प्रायोगिक मानसशास्त्र" नरेड प्रकाशन पुणे
- पामसे स्नेहा(२००७) शिष्याते व त्यांचे ज्ञानग्राहण विश्वक विचार" बालशिक्षण संशोधन विकास केंद्र पुणे.
- पामसे स्नेहा (२००९) "कर्ता करविता" डायमंड पब्लिकेशन, पुणे
- पाध्ये सुषमा (२००९) "व्यागोट्स्कीचा मानसिक सिद्धांत" बालशिक्षण संशोधन विकास केंद्र पुणे.
- पायसलीस न. या. (२००९) "पान शैक्षणिक मानसशास्त्र" नूतन प्रकाशन पुणे - ३०.
- फडके वासंती(१९८८) अध्यापनाची प्रतिमाने, नूतन प्रकाशन पुणे ३०.
- रानडे मुहुला (२०१०) प्रभावी अध्ययन अध्यापन नित्यनूतन प्रकाशन पुणे
- राज्ज सत्यवती (१९८८) अध्ययन उपायती व अध्यापन नूतन प्रकाशन पुणे - ३०

## Course 5 Language across Curriculum

Marks: 100; Credit: 4; Hours: 60 (Excluding hours to be spent by student teachers for completing assignments)

Note: Figures in the bracket show hours for curriculum transaction

### Module 1: The Nature and Characteristics of Language (Credit 1, Hours 15, Marks 25)

**Objectives:** After learning this module student teacher will be able to-

- Discuss basic nature and characteristics of language
- Explain importance of phonetics of language
- Elaborate relationship of language with society, culture, literature
- Explain the significance of basic principle of linguistics

#### Content:

1. Language as basic means of communication (1)
2. Specific human behavior, system of symbols, oral and written forms (2)
3. Innate capacity, habit formation (1)
4. Voice production mechanism (1)
5. Phonetics, phonology, vowel Sounds, Consonants sounds, diphthongs , stress intonation (5)
6. Brief introduction to linguistics as a separate discipline (1)
7. Pragmatics, inter language, multilingualism (1)
8. Language and society ( gender, power, identity, class); Language and Culture; Language and literature (1)
9. Standard form of language and dialects (1)
10. Language and Process of thinking (1)

### Module 2: Acquisition of Language (Credit 1, Hours 15, Marks 25)

**Objectives:** After learning this module student teacher will be able to-

- Explain the process of acquisition of language and stages of acquisition of knowledge - Apply the theoretical principles of Dewey, Piaget, Vygotsky, Chomsky in teaching-learning transaction
- Explain functions of brain in language acquisition
- Discuss place and importance of mother tongue, verbal intelligence - Explain the place of language in personality development
- Discuss the impact of ICT on language and English on mother tongue

#### Content:

1. The process of acquisition of language, Different stages in the acquisition of language (2)
2. Contribution of John Dewey, Jean Piaget, Vygotsky, Noam Chomsky (4)
3. Functions of brain in language acquisition (1)



4. Role of language in socialization (1)
5. Place and importance of mother tongue in individual's life (1)
6. Development of verbal intelligence and related activities (3)
7. Place of language in personality development (1)
8. Impact of ICT on language (1)
9. Impact of English on mother tongue (1)

### **Module 3: Place and Importance of Language in School Curriculum (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module student teacher will be able to-

- explain the place of language and centrality of language in school curriculum
- discuss the Constitutional provisions and policies
- describe importance of language in every subject education
- explain the correlation of language with other subjects
- discuss the Issue of medium of instruction and Semi English medium for Science

#### **Content**

1. Place of language in school curriculum, centrality of language in learning (2)
2. Constitutional provisions and policies (Art 343 to 351)  
Provisions in Kothari Commission, National Policy of Education (1986);  
Recommendations regarding language education in NCF 2005 (3)
3. Objectives of teaching language in general, their specifications (2)
4. First language, Second language, Third language, Three language formula (1)
5. Importance of language in every subject education-Science mathematics social sciences (2)
6. Study of classical languages with special reference to Sanskrit(1)
7. Study of mother tongue, languages from other states, foreign languages (1)
8. Correlation of language with other subjects (1)
9. Issue of medium of instruction, Semi English medium for Science (1)
10. Issues of multilingual class (1)

### **Module 4: Enriching Language Proficiency (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module student teacher will be able to-

- apply various methods of teaching in transaction of content
- explain the importance of four basic skills
- apply different techniques to enhance teaching learning transaction of language
- discuss various ways of enriching vocabulary
- explain functional purposes of learning language
- explain the characteristics of language teacher
- appreciate the language



## Content

1. Pedagogy of language; various methods of teaching language : aural-oral method, structural method, grammar translation method, direct method, grammar translation method, direct method, Interactive teaching and Cooperative learning (4)
2. Teaching of four basic skills : listening, speaking, reading, writing; Different ways and activities to develop these skills; Interrelationship of these skills; Constructivism in language teaching (3)
3. Different techniques to enhance teaching learning transaction of language : debate, elocution, role play, mock conversation, dramatization, quiz, cross word puzzles, riddles, language games (3)
4. Enrichment of vocabulary, active and passive vocabulary, synonyms, antonyms, Conversion of word forms( noun to adjective, verb to noun, adjective to noun, noun to verb etc), one word substitution, idioms, phrases, proverbs, figures of speech (1)
5. Developing verbal/ linguistic creativity (1)
6. Developing art of translation, appreciation of literature and Encouraging creative writing (1)
7. Learning language for specific functional purposes: Conversation, to make introduction, vote of thanks, compeering, announcements, interview ( taking and giving), short speech, debate (1)
8. Characteristics needed for language teacher (1)

## Assignments (Marks 25)

1. To prepare learning material in the form of written script based on different techniques to enhance teaching learning transaction of language: debate, elocution, role play, mock conversation, dramatization, quiz, cross word puzzles, riddles (15)
2. Discuss the issue of multiculturalism and multilingualism in classroom with teachers and prepare a written report on it. (10)

## References

- Chandra Subhash (2012), *Literature and Education*’, Jnanada Prakashan, New Delhi.
- Kennedy Chris (Ed.) (1984), *Language Planning and Language Education*’, George Allen and Unwin, London.
- Kubota Ryuko, Lin Angel (Ed.) (2009), *Race, Culture, Identities in second Language Education*’, Routledge, New York.
- Singh V.D. (2008), *Language Learning, Teaching and Testing*’, Cambridge University, Press India, New Delhi.
- Valdman A (1966), *Trends in Language Teaching*’, McGraw Hill Book Company, New York.
- Wilkinson Andrew (1971), *The Foundation of Language*’, Oxford University Press, Oxford.

Total Credits: 4, Marks: 100, Hours: 60 (excluding hours to be spent by student teachers for completing assignments)

Note: Figures in the bracket show hours

### Module 1: Understanding Curriculum and Aims of teaching English Language

**Objectives:** After learning this module the student teacher will be able to ----

- explain the nature and structure of English Language
- express the importance of English Language as a means of communication.
- develop insight into major concepts, principles, perceptives and features of English Language at school level
- analyze features and principles of curriculum development of English Language

#### Contents

1. Nature of English Language: (4)

English as: a global language, language of knowledge, language of literature, language of science and technology, link language at national level, language of software in computers, language with enriched vocabulary, major language of news and information, official language of many international organizations, most commonly taught foreign language, library language for higher education

2. Structure of English Language (4)

Phonetics of English Language, Stress and Intonation, Parts of Speech, Tense, Voice, Direct- Indirect speech, Punctuation, Word Formation, Figures of Speech, Characteristics of prose, poetry and drama

3. Basic Skills of English Language (5)

Characteristics of and relationship among four Basic Skills of English Language namely Listening, Speaking, Reading, Writing

4. Principles of Curriculum Development of English Language (2)

Nature and concept of curriculum, Characteristics of Curriculum (Comprehensive, Balanced, Graded, Relevant, Progressive),

### Module 2: Planning of teaching English Language

**Objectives:** After learning this module the student teacher will be able to ---

- understand the aims of English Language Education at school level
- plan for developing four Basic Skills of English Language through English teaching
- write instructional objectives of teaching of a topic
- establish correlation of English with other school subjects and life situations
- design learning experiences for achieving various objectives of English learning



### **Contents:**

1. Objectives of Teaching English at upper primary and secondary school level as given by State Curriculum (3)
2. Importance and characteristics of good planning(2)
3. Identifying and designing teaching-learning experiences; Organizing activities, making groups; planning ICT applications in learning English (4)
4. Planning for organizing various curricular activities, such as debate, discussion, role play, elocution, quiz, language games, mock interviews, cross word puzzles, drama, poster making on issues related to English language (3)
5. Planning for organizing events such as poetry recitation, literary meet, English cultural program, Teachers' Day English exhibitionetc. (3)

### **Module 3: Facilitating learning of English Language**

**Objectives:** After learning this module the student teacher will be able to ---

- understand pedagogical shift in teaching of English Language
- use various methods and models of teaching in teaching of English Language
- facilitate self learning of English
- promote cooperative learning in learning of English

### **Content:**

1. Pedagogical shift from memorizing content to acquiring skills, from structural approach to communicative approach, from formal acquisition of language to functional application of language and from deductive thinking to inductive thinking (3)
2. Using narration/explanation and demonstrations for better comprehension (2)
3. Facilitating learners for self-study through use of dictionaries, thesaurus, encyclopedias, computers, online learning (3)
4. Using Small Group and Whole Group Instruction strategies through Cooperative and Collaborative approaches to learning, Brain storming, Role Play and Dramatization, Group Discussion, Simulation and Games, Quiz, Mock Conversations (6)

### **Module 4: Evaluating student-learning and Professional Growth of teachers**

**Objectives:** After learning this module the student teacher will be able to ---

- explain concept of continuous and comprehensive evaluation
- develop indicators for performance assessment in English Language Education
- construct various tools for formative and summative evaluation in English Language Education
- understand importance of and ways to develop professionally as a good English teacher
- plan for an action research related to English Language Education

### **Content:**

1. Concept and importance of continuous and comprehensive evaluation, formative and summative evaluation as constructivist perspective (2)



2. Developing framework and indicators for performance assessment in English: Scores of written and oral tests, oral presentations, written assignments, observations during group discussions/ role play/ interviews, scores of quiz, project reports, port folios, performance rubrics (2)
3. Construction of test items (open-ended and structured) in English and administration of tests (2)
4. Exploring aims and objectives in English not assessed in formal examination system and their evaluation through various curricular and co-curricular activities (2)
5. Professional development for English teachers through --- (3)
  - Participation in seminar, conferences on English Language Education
  - Books, journals and periodicals regarding English Language Education
  - Computer and online resources regarding English Language Education
  - Collaboration of school with colleges, universities and other institutions
  - Reflective practices regarding one's own teaching performance
  - Use of Feedback from learners, colleagues and self
6. Teacher as a researcher: Role of research in generation of knowledge, Research for problem solving in teaching of English, Doing action research in English Language Education, Review of research English Language Education (2)
7. Participating in social activities such as book exhibitions, English lectures/drama /movies, Popularizing English Language Education (2)

#### **Assignments ( 25 Marks )**

1. Preparing learning material /games/script for dramatization for facilitating English Language Education (10 marks)
2. Write a report regarding problems of English teaching based on an interview with an English teacher of a secondary school. (10 marks)
3. Prepare one lesson note based on any one of Team Teaching/ Collaborative Learning/ Models of Teaching (5 Marks)

#### **List of Recommended books**

- Banerjee Ranjana, (2007) Teaching of English', Rajat Publication New Delhi
- Bhanot Suman (2013), English Language Teaching', Kanishka Publishers, New Delhi.
- Chaudhary menu (2012) Methodology of Teaching', Pearson, New Delhi.
- David A, (2005), Teaching of English for Creative Activity', Commonwealth Publishers: New Delhi
- Dey Sadhan Kumar (2013) Teaching of English', Pearson, New Delhi.
- Kumar Ashok (Ed.) (2010) Swiftly Shifting Paradigms of English Language Teaching in India', Author Press, New Delhi
- Sharma, S.P. (2013), Teaching English, Kanishka Publisher, New Delhi.
- Verghese (1998), Creativity in English Language Teaching', Anmol Publications, New Delhi.

### ગુજરાતી ભાષા શિક્ષણ

સ્વયંપૂર્ણાંગ ૧. ગુજરાતી ભાષાનાં સ્વરૂપની સમજ

શ્રેયાંક ૧

તાલિકા - ૧૫

ઉદ્દેશ : આ સ્વયંપૂર્ણાંગ ના અભ્યાસ બાદ વિદ્યાર્થીની....

- માતૃભાષા ગુજરાતીનાં સ્વરૂપ અને વર્તમાન સ્થિતિ નું વિશ્લેષણ કરશે.
- માતૃભાષા ગુજરાતીના વિકાસનું ચિંતનાત્મક વિશ્લેષણ કરશે.
- માતૃભાષાના અભ્યાસનું માનવી જીવનમાં સ્થાન, મહત્વ સ્પષ્ટ કરશે.
- પુનરુત્થનાવાદી દ્રષ્ટિકોણથી વિદ્યાર્થી શિક્ષક ની ભૂમિકા સ્પષ્ટ કરશે.
- માતૃભાષા ગુજરાતી નું વ્યાકરણ - તેની આવશ્યકતા - ભાષા - વ્યાકરણ નો સંબંધ સ્પષ્ટ કરશે.
- માતૃભાષા અભ્યાસનાં ક્ષેત્ર - ઉદ્દેશનો ઉપયોગ કરશે.
- અભ્યાસક્રમ રચનાના આધારભૂત તત્ત્વો અને વર્તમાન અભ્યાસક્રમની વિશિષ્ટતાઓ સ્પષ્ટ કરશે.

વિષય વસ્તુ :

૧. માતૃભાષા - અર્થ, સ્વરૂપ, બોધી ભાષા

આજની પરિસ્થિતી - વ્યાકરણ અને તેની જરૂરીયાત

ભાષા - વ્યાકરણનો પરસ્પર સંબંધ.

૨. શાનરચનાવાદી દ્રષ્ટિકોણથી માતૃભાષા ના અભ્યાસ ની બદલતી સંકલ્પના, આવશ્યકતા, મહત્વ અને શિક્ષકની ભૂમિકા.

૩. માતૃભાષાનું જીવનમાં સ્થાન અને મહત્વ

- સંસ્કૃતિ સંવર્ધન ના સાધન તરીકે ભાષા
- વ્યક્તિના સર્વાંગિણ વિકાસ માટે.

૪. માતૃભાષા શિક્ષણ વિશે રાષ્ટ્રીય અભ્યાસ ક્રમ રચના ૨૦૦૫ માં આપેલ શિક્ષકશો.

૫. વિષયવસ્તુ વિશ્લેષણ :- સંકલ્પના, આવશ્યકતા, મહત્વના સોપાન.

૬. માતૃભાષા અભ્યાસ અભ્યાસ ના ઉદ્દેશો, બહુમ અને એકસતનની ચક્રી શ્રેણીના ઉદ્દેશો.

૭. માતૃભાષાનો અન્ય ભાષા સાથે સંબંધ.

गुजराती भाषांनां अध्यापननुं नियोजन

स्वयंपूर्णांग - २, अध्ययन अध्यापननुं नियोजन

श्रेयांक - १.

उद्दिष्टो : आ स्वयंपूर्णांग ना अभ्यास वाट विद्यार्थी - शिक्षक....

- मातृभाषा अध्यापननुं नियोजन - व्यवस्थापन करशे.
- मातृभाषा अध्यापनना तत्त्वो अने नियम तारवशे.
- मातृभाषा अध्यापननी पध्दतिओ अने प्रतिमाननो उपयोज करशे.

विषयवस्तु :

मातृभाषा अध्यापननुं नियोजन

- मातृभाषा शिक्षणनी विविध पध्दतिओ :

- नद्य - पद्य :- नाट्यकरण, प्रश्न, इथन, व्याख्यान

- व्याकरणनी पध्दति :- चर्चा, प्रश्न, नाट्यीकरण, आगमन - निगमन, कम्प्युटरनो उपयोज -

प्रतिमान :- अग्रत संघटक प्रतिमान

- संरूपना प्राप्ति प्रतिमान

-उद्दामी - अवजामी विचार प्रतिमान

-भूमिका पालन प्रतिमान

स्वअध्ययन - नुं मातृभाषामां महत्व.

स्वयंपूर्णांग - ३

गुजराती भाषा अध्ययननुं अनुकूलन

उद्दिश्य : प्रस्तुत स्वयंपूर्णांग अध्ययन द्वारा विद्यार्थी - शिक्षक....

- मातृभाषाना विविध क्षेत्रल्यो स्पष्ट करशे.
- भाषाना साहित्यना विविध स्वरूप स्पष्ट करशे.
- भाषाना व्याकरणना नियमो विशेनो द्रष्टिकोण देववे.



**विषयवस्तु :**

१) भाषांना उद्य अने पद्यना विविध प्रकारे स्पष्ट करे.

२) मातृभाषा शिक्षणात कौशल्यो, तेनी अर्थ, मूल्य अने विकासनी विविध प्रवृत्तियो.

कौशल्यो : श्रवण, मीथीक अभिव्यक्ती, वाचन, लेखन ना अर्थ मूल्य अने विकास नी विविध प्रवृत्तियो.

३) भाषा साहित्यना विविध रूपो :-

- उद्य :- विविध प्रकारो : वार्ता, निबंध, नवल कथा, पत्र, लोक कथा, वर्णनात्मक अने तेनी साहित्यिकताओ.
- पद्य :- विविध प्रकारो : छंद काव्य, उर्मि काव्य, गजल, हायकु, प्रार्थना काव्य, लोक गीत अने तेनी साहित्यिकताओ.
- व्याकरण :- संज्ञा, सर्वनाम, विशेषण, अव्यय, व्याख्यानां प्रकार पत्रे.
- लेखन :- लेखना विविध प्रकारो - वार्ता लेखन, अनुलेखन, श्रुतलेखन, निबंध लेखन, पत्र लेखन, अलेखन लेखन-

**स्वयंपूर्णांग - ४**

**मूल्यांकन अने शिक्षकनो व्यावसायीक विकास**

**उद्दिष्ट :-** आ स्वयंपूर्णांगना अभ्यास द्वारा विद्यार्थीनी शिक्षक....

- मूल्यांकनना अर्थने स्पष्ट करे.
- मूल्यांकननुं मूल्य स्पष्ट करी शके.
- मूल्यांकनना प्रकार विसे स्पष्टता करी शक्ये.

**विषयवस्तु :-**

१) मूल्यांकना उद्देश्य अने मूल्य.

२) मूल्यांकनना प्रकार : सतत - सर्वशक्ती, स्वमूल्यांकन.

३) नानुं वृथ अने मोटा वृथना Co-operative and collaborative अध्ययन, बुद्धि मंथन.

४) प्रश्नोनुं स्वल्प : मौखिक अने लेखिक.

५) प्रश्नना प्रकार :- निर्भयात्मक - टुंडा, वस्तुनिष्ठ.

६) मूल्यांकनना साधनो :- निरीक्षण, मुवाकाल, प्रश्नावली - इतोटी -

ક) શિક્ષકનો વ્યાવસાયિક વિકાસ

- ચર્ચાસત્ર અને કાર્પોશિબિરમાં સહભાગ.
- કમ્પ્યુટર અને ઓનલાઈનનો ઉપયોગ.
- પુસ્તકો, સામાયિકો અને નિવૃત્તાવિદ્યાનો ઉપયોગ.
- અધ્યેતા, સાહકારકારીઓ અને સ્વ તરફથી મળેલું પ્રતિપોષણ.

દ) શિક્ષક એક સંશોધક તરીકે અને કૃતિ સંયોધન.

ઢ) ભાષા સંમેલનો, પ્રદર્શનો અને સ્પર્ધાઓમાં સહભાગ

### સંદર્ભ સુધી

૧. ગુજરાતી અધ્યાપનનું પરિશિષ્ટન (૨૦૦૦) બી. એસ. શાહ પ્રકાશન, ડૉ. મોતીભાઈ મ. પટેલ, ડૉ. ચાત્રી જયેન્દ્ર દવે.
૨. ગુજરાતી વિષયવસ્તુનું અધ્યપન (૧૯૯૭) બી. એસ. શાહ પ્રકાશન, ડૉ. મોતીભાઈ મ. પટેલ, ઉપેન્દ્ર બી. પાઠક.
૩. ગુજરાતી ભાષાનું અધ્યાપન (૧૯૯૯) શ્રી. લરીયર પુસ્તકાલય, સુરત. રણજીતભાઈ એન. દેસાઈ, જીવનલાલ કે. નાયક.
૪. માતૃભાષા અને અધ્યાપક, પરીમલ પબ્લિશિંગ કંપની, મુંબઈ - ડ. આર. એન. દેસાઈ
૫. ગુજરાતી ભાષાનું ધ્વની સ્વરૂપ અને ધ્વની પરિવર્તન. શ્રી. કંપનલાલ ચંદુલાલ પરીખ
૬. ગુજરાતી સાહિત્યની વિકાસ રેખા (૧૯૯૭), પિ પોપ્પુલર બુક સ્ટોર, સુરત. ડૉ. વિરૂભાઈ ઠાકર
૭. સાહિત્યીક નિબંધો - પિ પોપ્પુલર બુક સ્ટોર, સુરત. ડૉ. જયંત પાઠક
૮. ગુજરાતી સાહિત્ય સભા, અમદાવાદ. પ્રો. અનંતરાવ મલ્યાસંકર રાવળ, પ્રો. પંચજીભાઈ ઠાકીરભાઈ
૯. આધુનિકીતર સાહિત્ય સંપાદક - સુધા નિરંજન પંડ્યા (ગુજરાતી સાહિત્ય અકાદમી) ગાંધીનગર
૧૦. સાહિત્ય સ્વરૂપો (સંપૂર્ણ પ્રસ્તીતરૂપે) પિ પોપ્પુલર બુક સ્ટોર, સુરત. પ્રો. દેસાઈ - મેલતા

### Assignment:

1. Preparing learning material/games/script for dramatization for facilitating English Language Education (10 marks)
2. Write a report regarding problems of English teaching based on an interview with an English teacher of a secondary school. (10 marks)
3. Prepare one lesson note based on any one of Team Teaching/ Collaborative Learning/ Models of Teaching (5 Marks)

कुल अंक: १००

कुल तासिका: ६०

आंतरिक मूल्यमापन: २५

बाह्य मूल्यमापन: ७५

स्वयंपूर्णांग: १ हिंदी का पाठ्यक्रम, श्रेय तथा स्वरूप।

उद्देश: प्रस्तुत स्वयंपूर्णांग के अध्ययन द्वारा विद्यार्थी शिक्षक...

हिंदी भाषा का स्वरूप, रचना स्पष्ट करेगा।

- उच्च प्राथमिक तथा उच्च माध्यमिक स्तर पर हिंदी भाषा अध्ययन अध्यापन के उद्देश्य स्पष्ट करेगा।
- ब्लूम एवं एंडरसन के उद्देशो कि श्रेणीबद्ध रचना का स्पष्टीकरण देगा।
- हिंदी भाषा का अन्य विषयों के साथ सहसंबंध स्पष्ट करेगा।

विषयवस्तु

१ हिंदी भाषा का स्वरूप (कालखंड की दृष्टि से )आदिकाल, मध्यकाल, आधुनिककाल। ३

२ हिंदी भाषा की संरचना। (गद्द, पद्द, व्याकरण) ३

३ उच्च प्राथमिक तथा उच्च माध्यमिक स्तर पर हिंदी भाषा अध्ययन अध्यापन के उद्देश्य। ३

४ ब्लूम एवं एंडरसन के उद्देशो कि श्रेणीबद्ध रचना का स्पष्टीकरण। ३

५ हिंदी भाषा का अन्य विषयों के साथ सहसंबंध। ३

स्वयंपूर्णांग: २ हिंदी भाषा अध्ययन का नियोजन।

उद्देश: प्रस्तुत स्वयंपूर्णांग के अध्ययन द्वारा विद्यार्थी शिक्षक.

- नियोजन की संकल्पना, महत्व स्पष्ट करेगा।
- नियोजन के प्रकार स्पष्ट करके नियोजन करेगा।
- हिंदी पाठ का आशय विश्लेषण करेगा।
- हिंदी भाषा विकास के बारेमे बतायेगा।



- हिंदी भाषा विकास के लिए सहशालेय उपक्रमों का आयोजन करेगा .

#### विषयवस्तु

- १ नियोजन की संकल्पना और महत्वा ३
- २ नियोजन के प्रकार : वार्षिक नियोजन, ईकाई नियोजन, पाठ नियोजना ३
- ३ हिंदी भाषा के पाठ का आशय विश्लेषण :संकल्पना, आवश्यकता और महत्व । ३
- ४ हिंदी भाषा विकास : श्रवण, वाचन, लेखन और अभिव्यक्ति ३
- ५ हिंदी भाषा विकास के लिए सहशालेय उपक्रमों का आयोजना ३

#### स्वयपूर्णांग : ३

उद्देश : प्रस्तुत स्वयपूर्णांग के अध्ययन द्वारा विद्यार्थी शिक्षक .

- हिंदी भाषा अध्यापन की पद्धतियाँ और सहकार्यात्मक पद्धति बताकर उसका उपयोग करेगा ।
- हिंदी भाषा अध्यापन के प्रतिमान का उपयोग करेगा ।
- हिंदी भाषा अध्यापन के स्रोत बताएगा

#### विषयवस्तु

- १ हिंदी भाषा अध्यापन की पद्धतियाँ : प्रश्न पद्धति, चर्चा पद्धति, व्याख्यान पद्धति और सहकार्यात्मक अध्यापन पद्धति ५
- २ हिंदी भाषा अध्यापन के प्रतिमान : अग्रत संबटक प्रतिमान, संकल्पना प्राप्ति प्रतिमान, उद्गामी अवगामी प्रतिमान और भूमिका पालन प्रतिमान। ५
- ३ हिंदी भाषा अध्यापन के स्रोत : ई-अध्ययन, साधिक अध्ययन, बुद्धि मंथन, पुस्तकालय, पत्र पत्रिकाएँ, आदि। ५

#### स्वयपूर्णांग : ४

उद्देश : प्रस्तुत स्वयपूर्णांग के अध्ययन द्वारा विद्यार्थी शिक्षका .

- मूल्यमापन :संकल्पना, महत्व, उद्देश्य और प्रकार बताएगा ।

- संकलित तथा विकासात्मक मूल्यमापन, सतत और सर्वग्राही मूल्यमापनापोर्ट फोलियो(portfolio) की संकल्पना बताएगा।
- व्यवसायिक विकास के विविध मार्ग तथा उनका महत्व बताएगा।

### विषयवस्तु

१ मूल्यमापन : संकल्पना, महत्व, उद्देश्य।

२ मूल्यमापन प्रकार।

३ संकलित तथा विकासात्मक मूल्यमापन, सतत और सर्वग्राही मूल्यमापनापोर्ट फोलियो(portfolio)।

४ व्यवसायिक विकास के विविध मार्ग तथा उनका महत्व।

अ) उद्बोधन तथा चर्चा सत्र में सहभाग। ब) संगणक तथा ऑनलाइन स्रोत। क) अन्य शैक्षणिक संस्थाओं के साथ सहकार्य। द) किताबें, मासिक पत्रिका और निरन्तरकालिक के लिए योगदान। इ) अनुसंधान कार्य।

### परीयोजन कार्य :

- अध्ययन के लिये कोई दो अध्यापन अध्यापन सामग्री तैयार कीजिये और उनकी एक प्रवर्धनी का आयोजन कीजिये (१० अंक)
- अपने नजदीक के भाषा मंडल, हिंदी विभाग, आकाशवाणी केंद्र, हिंदी साहित्यकार का साक्षात्कार एवं हिंदी संगोष्ठी कार्यक्रम का आयोजन आदि के उपर एक रिपोर्ट बनाईए (१५ अंक)
- सामुहिक अध्यापन पद्धति, सहकार्यात्मक अध्यापन पद्धति या अध्यापन के प्रतिमान के आधार पर पाठ पत्रिका तैयार कीजियो (५ अंक)

1. योंगे । कुमार (२००४), आधुनिक हिन्दी । १। भाष, नई दिल्ली, एन.पी.एच. पब्लिशिंग कॉर्पोरेशन।
2. दुर्गाशंकर अरविंद, दुर्गाशंकर अंजुमती (२००६), द्वितीय भाषा हिन्दी आ । समुक्त अध्यापन, पुणे नित्यनूतन प्रकाशन।
3. एस.आर. कदवी, मेकेंड्री नगिता, (२००५), द्वितीय भाषा हिन्दी कोल्हापूर फडके प्रकाशन।
4. साठे व.न. (१९६२), राष्ट्रभाषा का अध्यापन, पुणे राष्ट्रभाषा सभा।
5. मुखर्जी श्रीरामान, (१९६७), राष्ट्रभाषा की । भाषा बर्दीदा, आचार्य बुक डिपो।
6. पठाण बी.बी. (२००५), हिन्दी आ । समुक्त अध्यापन, पुणे नित्यनूतन प्रकाशन।
7. पंडित ब.वि. पठाण मुनूस, हिन्दी अध्यापन, पुणे, नूतन प्रकाशन।
8. पाण्डेय राम ।कत (१९७०), हिन्दी । १। भाष, आगरा, विनोद पुस्तक मंदिर।
9. कुलकर्णी ह. कृ. (२०००), हिन्दी अध्यापन पद्धति, आगरा, हिन्दी संस्थान।
10. नोंगे बा.सं. (१९९४), हिन्दी की अध्यापन पद्धति, पुणे, नूतन प्रकाशन।
11. नोंगे बा.सं. (२००६), हिन्दी की अध्यापन पद्धति, पुणे, नूतन प्रकाशन।
12. गाई योगेंद्रजी (१९७७), हिन्दी भाषा । १। भाष, आगरा, विनोद पुस्तक मंदिर।

Total Credits: 4; Marks: 100; Hours: 60 for theory excluding hours to be spent by student teachers for completing assignments

Note: Figures in the bracket show hours for curriculum transaction

स्वयंपूर्णाग ..... १ मराठी भाषा शिक्षणाचे स्वरूप, ध्येये

श्रेयांक' १ तासिका' १५

उद्दिष्टे : हे स्वयंपूर्णाग अभ्यासल्यानंतर विद्यार्थिनी शिक्षिकेला.....

- मानुभाषा मराठीचे स्वरूप व सद्यस्थितीचे विनोषण करता येईल.
- मानुभाषा मराठीची जडणघडण व विकास समजेल.
- मानुभाषा मराठी अध्यापनाचे मानवी जीवनातील स्थान व महत्त्व समजेल.
- ज्ञानरचनावादी दृष्टिकोनातून विद्यार्थिनी शिक्षिकेची भूमिका स्पष्ट करता येईल.
- मानुभाषा मराठीतील व्याकरण व त्याची आवययक्ता, भाषा व व्याकरण यांना परस्पर संबंध सांगता येईल.
- मानुभाषा मराठी अध्यापनाची ध्येय, उद्दिष्टे जनन निष्पत्तीसह मांडता येतील.
- अभ्यासक्रम रचनेची आधारभूत तत्त्वे व जर्तमान अभ्यासक्रमाची वैशिष्ट्ये यांचे आकलन होईल.

आराय.....

१. मानुभाषा मराठीचा अर्थ व मानुभाषा मराठीचे स्वरूप : अभिजात भाषा, पमाण भाषा, बोलीभाषा, मानुभाषा मराठीची सद्यस्थिती.
२. ज्ञानरचनावादी दृष्टिकोनातून मानुभाषा मराठी अध्यापनाची बदलती संकल्पना गरज महत्त्व व शिक्षकाची भूमिका
३. मानुभाषा मराठीचे मानवी जीवनातील स्थान व महत्त्व पुढील घटकांसंदर्भात' ग्रहण व अविष्करणाले, सांस्कृती संबंधन व संव्यगणाले, ज्ञानरचना प्रक्रियेाले, व्यक्तिगतत्वाचा सर्वांगीण विकासााले.
४. मराठी भाषा शिक्षणाविषयी राष्ट्रीय अभ्यासक्रम आराय (२००५) मधील शिफारशी, मानुभाषा मराठी अभ्यासक्रम रचनेची तत्त्वे, सद्याच्या माध्यमिक स्तरातील मराठीच्या अभ्यासक्रमाची वैशिष्ट्ये
५. पाठ्यक्रम विनोषण : गानाघटक, मूल्य, जीवनीगत्ये
६. आराय विनोषण : संकल्पना, गरज, महत्त्व, घटक.
७. मानुभाषा मराठीच्या अध्यापन अध्यापनाची उद्दिष्टे : सर्वसामान्य उद्दिष्टे, नाथिक उद्दिष्टे, वाडमयीत उद्दिष्टे

स्वयंपूर्णाग ..... २ मराठी भाषा शिक्षणाचा अभ्यासक्रम अध्यापनाचे नियोजन श्रेयांक' १ तासिका

उद्दिष्टे : हे स्वयंपूर्णाग अभ्यासल्यानंतर विद्यार्थिनी शिक्षिकेला.....

- मानुभाषा मराठी अध्यापनाचे नियोजन व व्यवस्थापन कीरल्याने करता येईल.
- मानुभाषा मराठीच्या अध्यापनाची अध्यापनासाठी तत्त्वे, नियम यांचे आकलन होईल.
- मानुभाषा मराठीच्या अध्यापनाच्या विविध पध्दतींचा, नवाचा, प्रतिमानांचा योग्य वापर करता येईल.



- मराठी भाषेचा विषयांतर्गत अन्य शालेय विषयांशी दैनंदिन जीवनाशी असणारा समवाय सांगता येईल.
- मातृभाषा मराठीच्या अध्यापनातील अलंकारांचा वापर करून येईल.
- मातृभाषा मराठीतील लेखनविषयक नियमांशी सुदृढतापूर्वीच्या नियमांचा वापर करून लेखन करता येईल.

## आशय ४

मातृभाषा मराठीच्या अध्यापनाचे नियोजन ४

१. नियोजन ४ वार्षिक नियोजन घटक नियोजन पाठ नियोजन ४ संकल्पना स्वरूप गणन महत्त्व व पार्य या
२. अभ्यासानुयत्नी अभ्यासपुरक सहशालेयउपक्रम.
३. मराठी भाषेचा विषयांतर्गत अन्य शालेय विषयांशी व दैनंदिन जीवनाशी असणारा समवाय.
४. अध्ययन अध्यापन पध्दती व्याख्यान, कथन, चर्चा, प्रकल्प, संगणक सहाय्यित स्वयंअध्ययन पध्दती, वेब ब्रॉउस अध्ययन पध्दती.
५. अध्यापनाची तंत्रे अभिरूपता, सहकार्यात्मक अध्ययन, कुडीसंधन, भाषिक शैली.
६. अध्यापनाची प्रतिमा अगत संघटक प्रतिमान, संकल्पना प्राप्ती प्रतिमान, भिन्नान्वयन प्रतिमान, उद्गामो विचाराप्रकिया प्रतिमान.

स्वयंपूर्णांग ..... ३      मराठी भाषा शिक्षणाच्या अध्ययनाचे सुलाभीकरण (श्रेयांक -१, तासिका -१५)

उद्दिष्टे ४ हे स्वयंपूर्णांग अभ्यासस्थानंतर विद्यार्थिनी शिक्षिकेला.....

- मातृभाषा मराठी पाठ्यपुस्तकाची गणन महत्त्व व उपयुक्तता सांगता येईल.
- मातृभाषा मराठीच्या पाठ्यक्रमाचे विनंयण करता येईल.
- पाठ्यक्रम व पाठ्यपुस्तकाचा सहसंबंध समजेल.
- पाठ्यपुस्तकाचे निकषांचा आधार मूल्यमापन करता येईल.
- भाषा प्रयोग शाळेत स्वरूप रचना महत्त्व स्पष्ट करता येईल.
- शैक्षणिक साधनाची निर्मिती व त्याचा प्रभावी वापर करता येईल.
- मराठी भाषा शिक्षण संकाली रचना, काव्य, स्वरूप महत्त्व स्पष्ट करता येईल.
- बहुमाध्यमाधारित साधनांचा योग्य वापर करतील.
- अक्षरकोश विषयकोश व्युत्पत्तीकोश संस्कृतीकोशाचा योग्य वापर करता येईल.
- विविध वाड्ययोन कलाकृतींना अध्ययन अध्यापनात योग्य वापर करील.

आशय.....

१. मातृभाषा मराठी पाठ्यपुस्तक ३ गणन उपयुक्तता अंतरंग बहिरंग निकष.
२. मातृभाषा मराठीच्या अध्यापनाची साधने शैक्षणिक साधनाची निर्मिती व त्याचा वापराने शिक्षकाची भूमिका.
- अ. अपभ्रंशित साधने ३ भाषाशास्त्र व मुद्रित साहित्य तसेच चित्रे पत्रिके
- ब. प्रभ्रंशित साधने ३ पाठ्यक्रम प्रभ्रंशक, नियम्य प्रभ्रंशक, शीघ्र प्रभ्रंशक
- क. बहुमाध्यमाधारित साधने ३ मालिनीपट व चित्रपट संगणकीय बहुमाध्यमाधारित साधने ३ सामाजिक आंतरक्रिया माध्यमे

४. मराठी भाषा शिक्षण मंडळ: स्वरूप रचना कार्य व्यवस्थापन महत्त्व.
५. संदर्भ ग्रंथ : शब्दकोश, चित्रकोश, व्युत्पत्तीकोश, संस्कृतीकोश : स्वरूप व वापर.
६. विविध वाङ्मयीन कलाकृती : कादंबरी कथा ललित लेखन काव्य अंभंग ओंभी लोकगीते भावगीते इ. स्वरूप, वापर आणि अन्यासपूरक उपक्रम आयोजन.
७. नियतकालिक : स्वरूप व वापर.
८. अंतरभेट : प्रधान भाषा भवन साहित्यिक सुनोत्यह पदवी.

स्वयंपूर्णाग ..... ४ विद्यार्थ्यांच्या अध्ययनाचे मूल्यमापन आणि शिक्षकांचा व्यावसायिक विकास श्रेयांक १ तारिका १५

उद्दिष्टे : हे स्वयंपूर्णाग अन्यासपूर्वकानंतर विद्यार्थिनी शिक्षकेला.....

- स्वतःचे कर्तव्य जबाबदाऱ्या व बांधीलकी यांची जाणीव विकसित होईल.
- सातत्यपूर्ण सर्वंकष मूल्यमापनाची संकल्पना पकड सांगता येईल. विविध साधनांचा आणि नद्यांचा वापर करता येईल.
- मराठी भाषा अध्यापकांची भूमिका कर्तव्य क्षमता गुणवैशिष्ट्ये सांगता येईल.
- स्वतःला व्यावसायिक दृष्ट्या सक्षम व अद्ययावत ठेवण्याची क्षमता प्राप्त होईल.

आराख.....

१. मूल्यमापन, सातत्यपूर्ण सर्वंकष मूल्यमापन : संकल्पना स्वरूप गाज महत्त्व व प्रक्रिया
२. ज्ञानरक्षावादी दृष्टिकोनातून मूल्यमापन प्रक्रिया.
३. मराठी भाषा अध्यापक : भूमिका कर्तव्य क्षमता बांधीलकी गुणवैशिष्ट्ये
४. मराठी मातृभाषा अध्यापकांच्या व्यावसायिक विकासासाठी पुरक उपक्रम : नद्यांतर्गत परीक्षण, मराठी भाषा अध्यापक संघटना, भाषाविषयक कंदमंडळ, साहित्यिक मंडळ व संमेलन
५. मराठी मातृभाषा अध्यापन विषयक संशोधन इच्छित संशोधन.

प्रात्यक्षिक कार्य : ३२५ गुण

१. मराठी भाषा अभिरुची संदर्भनासाठी कोणत्याही दोन उपक्रमांचे आयोजन व अद्ययावत लेख्य करा. ३१५

२. एका शास्त्रिय पाठ्यपुस्तकाचे निकषांच्या आधारे मूल्यमापन करा. ३१०

किंवा

१. मराठीच्या अध्यापनासाठी नवनीलपेकी कोणत्याही दोन साधने तयार करा. ३१५

३. तमना, ध्येनोमुद्रिका, पोस्ट, चित्रकथा, बाहुली नाट्य, भाषिक कोडी, त्रिमोतीय चित्र, तरंग चित्र, पत्रिकृती, इ.

२. काव्यसंमेलन A साहित्यसंमेलन भेट व अद्ययावतलेखन करा. ३१०

संदर्भ ग्रंथ :

१. अकालकर ग. वी., पाटणकर ना. वि. ३१९७७, मराठीचे अध्यापन, विकास प्रकाशन पुणे.
२. कंदीका सुंज, ३१९७१, मातृभाषा अध्यापन पद्धती, सु. ग. नीलकंठ प्रकाशन पुणे.

३. कादीका सुंरा मंगरकर मीना ३२०१०, मराठीचे आशयवुक्त अध्यापन पदथनी, फडके प्रकाशन, कांढापुर.
४. कुंडले म. बा. ३१९९९, मराठीचे अध्यापन, श्री विद्या प्रकाशन, नागपुर.
५. जांशी अनंत, ३१९९९, आशयवुक्त अध्यापन पदथनी, कायंतराय सळाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक.
६. पिनड नलिनी, बरकले रामदास ३२००१, मातृभाषा मराठीचे अध्यापन शास्त्रीय विश्लेषण, तेजशी प्रकाशन, नाशिक.
७. अकांलकर म. धि., पाटणका ना. जि. ३२००८.
८. वाकिंशे मां. रा. ३२०११, सुगम मराठी व्याकरण लेखन, नितीन प्रकाशन, पुणे.
९. कुमारभारती ड. १वी., ३२०१२, महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ, पुणे.
१०. कुमारभारती ड. १०वी., ३२०१३, महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ, पुणे.



Name of the Course	: Sanskrit Language Education
Total Credits	: 4
No. of Hours	: 60
Total Marks	: 100

**स्वयंपूर्णांग १ : संस्कृत भाषा शिक्षणाचे आकलन**

उद्दिष्टे : या स्वयंपूर्णांगाच्या अभ्यासातून विद्यार्थी शिक्षक खालील बाबतीत सक्षम होतील.

- संस्कृत भाषा शिक्षणाच्या आशयाचे पृथक्करण करता येईल.
- संस्कृत भाषा शिक्षणाची उद्दिष्टे वर्तन निष्पत्तीसह मांडता येतील.
- संस्कृत भाषेच्या अध्यापनाचे आणि अध्यापनाचे महत्त्व समजेल.
- संस्कृत भाषा शिक्षणाच्या अभ्यासक्रमाची वैशिष्ट्ये सांगता येतील.
- संस्कृत भाषा व अन्य भाषा, अन्य विषय व व्यक्तीचे जीवन यांचा सहसंबंध सांगता येईल.

**आज्ञाप**

१. एक अभिज्ञात भाषा म्हणून संस्कृतचे महत्त्व (१)
२. संस्कृत भाषेचा संक्षिप्त इतिहास - प्राचीन, मध्ययुगीन, आधुनिक (२)
३. संस्कृत भाषा विशेष - स्मृतीचरण, श्रवणीयता, गैबता, लयबद्धता, आरोह-अवरोह, स्वराघात, शब्दभांडार, प्रासादिकता (३)
४. संस्कृत साहित्य प्रकार - महाकाव्ये, पुराणे, कथा, नाटके, सुभाषिते, आध्यात्मिक वाङ्मय, वैद्यकीय साहित्य (२)
५. सुविख्यात संस्कृत साहित्यिक - कालिदास, भार, धवभूती (१)
६. संस्कृत भाषेचा अन्य भाषांशी, अन्य विषयांशी तसेच जीवनाशी संबंध (१)
७. माध्यमिक व उच्च माध्यमिक शिक्षण स्तरावर संस्कृतचे स्थान (१)
८. संस्कृत शिक्षणातून अभिज्ञात सांस्कृतिक धारणा, तसेच बौद्धिक, भावनिक, नैतिक, सौंदर्यात्मक मूल्यांचा विकास (२)
९. संस्कृत शिक्षणाची माध्यमिक व उच्च माध्यमिक स्तरावरील उद्दिष्टे (२)

**स्वयंपूर्णांग २ : संस्कृत भाषा शिक्षणाचे नियोजन व कार्यवाही**

उद्दिष्टे : या स्वयंपूर्णांगाच्या अभ्यासातून विद्यार्थी शिक्षक खालील बाबतीत सक्षम होतील.

- संस्कृत भाषा शिक्षणाच्या नियोजनाचे महत्त्व सांगता येईल.
- संस्कृत भाषा शिक्षणाच्या नियोजनाचे स्वरूप व त्याचे टप्पे स्पष्ट करता येतील.
- संस्कृत अध्यापनाच्या विविध पद्धतींचे स्वरूप, वैशिष्ट्ये आणि उपयोजन स्पष्ट करू शकेल.
- संस्कृत अध्यापन अनुभवांची आवृत्ती व नियोजन करता येईल.
- संस्कृत अध्यापनातील प्रवण, भालग, वाचन, लेखन व पाठांतर या क्षेत्रांच्या विकासाची पद्धती स्पष्ट करता येईल.

### आशय

१. संस्कृत अध्यापनासाठी वार्षिक नियोजन, घटक नियोजन, पाठ नियोजन (२)
२. विविध प्रकारच्या पाठांचे नियोजन - गद्य पाठ, पद्य पाठ, भाषांतर पाठ, व्याकरण पाठ, निबंध पाठ, कृतिर्केद्रित पाठ, संपादन पाठ, उजळणी पाठ (३)
३. संस्कृतसाठी विविध अध्यापन पद्धती - गुरुकुल पद्धती, पाठशाळा पद्धती, डॉ. भांडारकर पद्धती, व्याकरण अनुवाद पद्धती, प्रत्यक्ष पद्धती, रचनात्मक (Structural) पद्धती, अध्यापन प्रतिमानांचा उपयोग (५)
४. विविध तंत्रांचा उपयोग - चर्चा, वादविवाद, नाट्यीकरण, भूमिकाभिनय, सहकार्यात्मक, अध्ययन, प्रश्नसंजुषा, क्रमान्वित अध्ययन, भाषिक खेळ (५)

### स्वयंपूर्णांग ३ : संस्कृत भाषा शिक्षणाचे समृद्धिकरण

उद्दिष्टे : या स्वयंपूर्णांगाच्या अभ्यासातून विद्यार्थी शिक्षक खालील बाबतीत सक्षम होतील.

- संस्कृत अध्ययन अनुभव समृद्ध करणवासाठी उपलब्ध असलेले विविध स्रोत आणि प्रक्रिया यांचे उपयोजन करता येईल.
- संस्कृत अध्यापनात विविध प्रकारच्या शैक्षणिक साधनांचा उपयोग करता येईल.
- संस्कृत अध्यापनास पूरक ठरणाऱ्या विविध उपकरणांचा उपयोग करता येईल.
- संस्कृत पाठ्यपुस्तकांचा योग्य उपयोग करता येईल.

### आशय

१. संस्कृत पाठ्यपुस्तकांची वैशिष्ट्ये आणि त्यांचा योग्य उपयोग (२)
२. अन्व मुद्रित साहित्याचा उपयोग - हस्तपुस्तिका, कार्यपुस्तिका, विश्वकोश, चर्चे, प्राचीन ग्रंथ, नियतकालिके (२)
३. श्राव्य साधनांचा उपयोग - आकाशवाणीवरील कार्यक्रम, ध्वनिफिली, सी.डी. (१)
४. दृक साधनांचा उपयोग - विविध प्रकारचे फलक, तळे, चित्रे, प्रतिकृती, दूरदर्शन कार्यक्रम (२)
५. प्रक्षेपित दृक साहित्याचा उपयोग - पारदर्शिका, संगणकावरील पाँवर पॉइंट सादरीकरण, चित्रपट, व्ही.डी.ओ., सी.डी. (२)
६. इंटरनेटचा उपयोग - संस्कृतशी मिगडीत वेबसाईट, यू ट्यूब (१)
७. संस्कृत शिक्षणाचे सामाजिक स्रोत - शैक्षणिक भेटी (संस्कृत पाठशाळा, संस्कृत अध्ययन केंद्रे, विद्यापीठातील संस्कृत विभाग) संग्रहालये, प्रदर्शने, संस्कृत तज्ज्ञांची व्याख्याने (३)
८. संस्कृत मंडळ चालविणे, संस्कृत प्रदर्शन भाविणे, संस्कृत जत्रा भाविणे, संस्कृत कला निर्माण करणे (२)

### स्वयंपूर्णांग ४ : संस्कृत शिक्षणाचे मूल्यमापन आणि संस्कृत शिक्षकांचा व्यावसायिक विकास

उद्दिष्टे : या स्वयंपूर्णांगाच्या अभ्यासातून विद्यार्थी शिक्षक खालील बाबतीत सक्षम होतील.

- संस्कृत शिक्षणाच्या विविध मूल्यमापन पद्धती व त्यांचे उपयोजन स्पष्ट करता येईल.

- संस्कृत भाषा शिक्षकाची भूमिका, जबाबदाऱ्या, कर्तव्ये याविषयीची जाणीव स्पष्ट होईल.
- स्वयंआप्ययातून शिक्षकाला आणखी भाषिक क्षमता, व्यासंग वाढविता येईल.
- संस्कृत भाषा विषयक संशोधन कार्य करण्याची प्रेरणा मिळेल.
- संस्कृत भाषा शिक्षक म्हणून सामाजिक, सांस्कृतिक व साहित्यिक उपक्रमांत कृतीयुक्त सहभाग घेऊन संस्कृत भाषा शिक्षणाची गुणवत्ता वाढविता येईल.

#### आशय

१. भुल्यमापन संकल्पना व महत्त्व (१)
२. सातत्यपूर्ण सर्वोच्च भुल्यमापन - संकल्पना व उपयोग (१)
३. भौखिक व लेखी परीक्षा (१)
४. नैदानिक चाचण्या व उपचारात्मक अध्यापन (१)  
(विशेष करून शुद्ध उच्चार, शुद्ध लेखन व व्याकरणाबाबत)
५. संपादन चाचणी (१)
६. निरीक्षण, पहताळा सूची (१)
७. भाषाविषयक संशोधनाचा परिचय व उपयोग (२)
८. संस्कृत भाषा शिक्षकासाठी आवश्यक गुण -  
संस्कृतबद्दल प्रे, अस्मिता व अभिरुची, ज्ञानलासला, भाषिक सृजनशीलता, उत्तम शब्दांचा, पाठांतर, चांगले वक्तृत्व, ओपवती गैली, समृद्ध शब्दसंपदा (५)
९. संस्कृत विषयक कृतिसंशोधन, संस्कृत प्रचार संस्था, संस्कृत शिक्षक संघटना (२)

#### Assignments:

1. Preparing learning material/games/script for dramatization for facilitating English Language Education (10 marks)
2. Write a report regarding problems of English teaching based on an interview with an English teacher of a secondary school. (10 marks)
3. Prepare one lesson note based on any one of Team Teaching/ Collaborative Learning/ Models of Teaching (5 Marks)



संदर्भासाठी पुस्तके :

1. Apte, D.G., Dongre, P.K. (1960) "Teaching of Sanskrit in Secondary School", Baroda : Acharya Book Depot.
2. Bokil, V.P., Parasnis, N.R. (1942) "A New Approach to Sanskrit", Poona : Chitrashala Prakashan.
3. Bokil, V.P., Parasnis, N.R. (1956) "A New Approach to Sanskrit", Poona : Chitrashala Prakashan.
4. Dale, F. R. (1915) "On the Teaching of Latin", London : Constable and Company Ltd.
5. जाधव शिवदास, कुलकर्णी मीना (२००५) "संस्कृत अध्यापन पद्धती", कोल्हापूर : फडके बुक हाऊस.
6. पांडेय, रामशंकर (१९८१) "संस्कृत शिक्षण", आगरा : विनोद पुस्तक मंदिर.
7. पांडेय, रामशंकर (१९८१) "संस्कृत शिक्षण", आगरा : विनोद पुस्तक मंदिर.
8. पांडेय, रामशंकर (१९९१) "संस्कृत शिक्षण", आगरा : विनोद पुस्तक मंदिर.
9. कलक भोलिक (२००१) "अध्यापन अध्यापन पद्धती", मुंबई : आनंदप्रकाश, कल्याणली ऑफिस.

**Course 6:6: Subject Education:  
Urdu Language Education**

**Credits – 04, Hours – 60, Marks –100**

**Module 1: Understanding and Executing Urdu Education (Credit 1, Hours 15, Marks 25)**

**Objectives:** On completion of the course the student teachers will be able to-

- explain changing role of a teacher
- elaborate knowledge, competencies and commitment required for becoming a teacher
- elaborate the nature and the structure of Urdu
- state the importance of learning Urdu
- explain features of present school curriculum of Urdu
- analyze the content of Urdu
- write instructional objectives of teaching of a topic
- establish correlation of Urdu with other school subjects and life situations.

**Content :**

1. Changing concept of Urdu teaching and changing role of a teacher due to constructivist approach (from information providing to facilitating and managing learning the subject) (1)
2. Knowledge (factual, conceptual and procedural), Skills, competencies(Content, contextual, transactional, preparing teaching aids, management, evaluation) and commitment required(towards learner, towards subject, profession, society, values) for Proficiency in Urdu teaching (2)
3. Meaning and structure of Urdu, Elements of content analysis, 4 Basic skills of Urdu, Prose Poetry Composition (3)
4. Expectations about Urdu teaching in NCF 2005 , General principles of curriculum development and Features of existing curriculum of Urdu at upper primary and secondary school level (3)
5. Objectives of Urdu teaching at upper primary and secondary school level as given in school curriculum (1)
6. Taxonomy of objectives by Bloom and Anderson and specifications of objectives (2)
7. Inter linkages /correlation of Urdu with life, other school subjects and within the subject (2)
8. Inculcating core concerns through Urdu teaching (1)

**MODULE 2: Planning and Executing Urdu Education (Credit 1, Hours 15, Marks 25)**

**Objectives:**

On completion of the course the student teachers will be able to-

- prepare year plan, unit plan and lesson plan
- apply various methods, models and devices useful to design learning experiences

- bring flexibility in designing and executing Urdu education to cater for individual needs.

**Content:**

1. Roles of teacher in pre-active Phase of teaching
  - a. Planning: Considering various aspects of planning, year planning, unit planning, lesson planning for introducing new content, lesson planning for revision, lesson planning for demonstration, lesson planning for practical (3)
2. Roles of a teacher in interactive Phase of Teaching
  - a. Using expository strategy as approach to teaching for understanding: using narration explanation, demonstration (1)
  - b. Using inquiry based strategy as approach to teaching thinking skills and construction of knowledge through Using Concept Attainment, Inductive Thinking(for understanding Grammar), guided discovery, Project Based Learning (5)
  - c. Using Individualized Instruction strategy through use of computers, online learning, using activity Packages (1)
  - d. Using Small Group and Whole Group Instruction strategies through Cooperative and Collaborative approaches to learning, Brain storming, Role Play and Dramatization, Group Discussion, Simulation and Games, Quiz (3)
  - e. Importance of Communicative Approach in Urdu Language Education.
3. Catering to individual needs : consideration of multiple intelligences, provisions to be made for exceptional students( partial blind, hearing impaired, creative etc) in pre-active and interactive phase (2)

**Module 3: Enhancing and Evaluating Urdu Education (Credit 1, Hours 15, Marks 25)**

**Objectives**

On completion of the course the student teachers will be able to-

- prepare, select and use various learning resources to enhance learning experiences-
- explain concept and importance of continuous and comprehensive evaluation - use various tools of summative and formative evaluation

**Content:**

1. Developing, using and maintaining Urdu laboratory (2)
2. Using text books and teacher's hand books effectively (1)
3. Using other print resources: work book, and self instructional material, encyclopedias, biographies of literary persons, periodicals, content enrichment books (2)
4. Using audio enrichment Resources: educational radio, audio cassettes and audio programs (1)
5. Using Visual Resources: Non projected visual Resources: Different types of boards, graphs, maps, charts, posters, models, specimens and material (2)



6. Using Projected Visual Resources: power point slides, transparency, film, video CDs and Encarta (1)
7. Using Internet resources-Websites, YouTube, social interaction media (1)
8. Using community resources- educational visits, Museums, exhibitions, guest lectures, interviews of experts (2)
9. Establishing and operating Urdu club, organizing Urdu exhibitions and Urdu fair (2)
10. Role of teacher in preparing and using various resources during teaching learning process and assigning homework/assignments, projects (1)

**Module 4: Evaluating Urdu Education and Growing Professionally (Credit 1, Hours 15, Marks 25)**

**Objectives:**

- get feedback through using various evaluation tools
- enrich knowledge from various sources
- conduct research project

**Content:**

1. Meaning of Measurement and Evaluation and their interrelationships (1)
2. Continuous and comprehensive evaluation, formative and summative evaluation as constructivist Perspective (1)
3. Purposes of evaluation: Prognostic(predictive), Monitoring of Learning, Providing Feedback, Promotion, Placement, Certification, Grading and Diagnostic (1)
4. Tools of evaluation: Written, oral and practical examinations, anecdotal records, Projects, home work and Assignments, participation in activities, Work sheets, Practical work, group discussions, port folio, open book test, Rubric, computer based examination (4)
5. Scoring, Grading, Analysis and Interpretation of Students' Performance (1)
6. Role of Feedback and remedial teaching in Improving Learning, and Learners' Development and Use of Feedback for teachers' self-improvement (2)
7. Growing professionally through- attending various training courses, conferences, seminars, workshops and using print and internet resources (2)
8. Conducting action research (2)
9. Participating in social activities for development of love for Urdu language and popularizing Urdu education (1)

**Assignment :**

1. Preparing any two of the following teaching learning material: charts, flash cards, graphs, posters, mobile, model OR Preparing study material/set of worksheets for individual small group learning based on one unit from Urdu syllabus (Marks 10)
2. Organization and celebration of Urdu Day and writing a brief report based on experience of that day (Marks 10)
3. Prepare one lesson note based on any one of Team Teaching/ Collaborative Learning/ Models of Teaching (5 Marks)

**List of Recommended Books:**

1. Omkar Kaul & Masood Siraj Urdu Asnaf Ki Tadrees
2. Salim Abóullah Urdu Kaise Padhayen
3. Sherwani I. Khan Tadrees-e-Zaban-e-Urdu
4. Khwaja Gulam-Sayyeden-Usoolè Jaaleem.
5. Moinoddin-Urdu Jaban kit Tadrees.
6. Sayyed Md Mohsin. –Jbte davee Nalsiyaf.
7. Khalil-uzzab-Taaleem ke Maqasid Aur wasaeil.
8. Ziyaoddin Alvi S.M.- Jadeed Jaaleemi Masaail.
9. Ansari Akhtar Tadrees-e-Ghazal
10. Moinuddin Urdu Kaise Padhaen
11. Moinuddin Urdu Zaban Ki Tadrees
12. Mauavi Abdul Haque — Qawaide Urdu )
13. Dr Shaukat-hisanie masail.
14. Dr.Salamat ullah-Hum Kaise Padhayen.
15. Iyaaadin Alvi-Usoolè Jaaleem.
16. Dr Khaliluz Zuhman-Usoole Jaleem Aur Amale Jauleem.

## Course 6:7: Subject Education: Mathematics Education

Credits: 4; Marks: 100; Hours: 60 for theory excluding hours to be spent by student teachers for completing assignments

Note: Figures in the bracket show hours for curriculum transaction

### Module 1: Understanding Curriculum and Aims of Mathematics (Credit 1, Hours 15, Marks 25)

**Objectives:** After learning this module the student teacher will be able to-

- explain the nature and structure of Mathematics
- state the aims of Mathematics education
- plan for imbuing values through Mathematics teaching
- elaborate on skills, competencies and commitment required for becoming a mathematics teacher
- write instructional objectives of teaching of a topic
- analyze features of existing curriculum of Mathematics in the light of NCF 2005 and principles of curriculum development
- establish correlation of Mathematics with other subjects

#### **Content:**

1. Nature and Structure of Mathematics: Characteristics and functions of Mathematics; Branches of Mathematics; Facts, concepts, principles, rules and theorems in Mathematics(2)
2. Aims of teaching Mathematics (2)
3. Values developed through mathematics (1)
4. Skills and competencies (Content, contextual, transactional, preparing teaching aids, management, evaluation) and commitment required(towards learner, subject, profession, society, values) for Proficiency in Mathematics teaching (2)
5. Solving problems of everyday life through mathematics (1)
6. Objectives at upper primary and secondary school level as given by State Curriculum (1)
7. Determining acceptable evidences that show learners' understanding with the help of Bloom and Anderson's hierarchy of objectives of teaching ( 2)
8. Expectations about constructivist Mathematics teaching in NCF 2005; General principles of curriculum development and Trends in Mathematics curriculum; Consideration in developing learner centered curriculum in Mathematics; Analysis of features of existing curriculum of Mathematics at upper primary and secondary school level and textbooks (3)
9. Establishing correlation of Mathematics with other school subjects and life (1)



## **Module 2: Planning of teaching Mathematics (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to-

- explain importance and characteristics of planning
- plan for teaching major concepts, principles and theories of Mathematics at school level
- design and implement co-curricular activities for Mathematics learning

**Content:**

1. Importance and characteristics of good planning (1)
2. Planning for designing learning experiences, activities and developing instructional material for teaching following content:(12)
3. Real Numbers; Sets, Algebraic Expressions, Linear and Quadratic Equations, Ratio, Proportion and Variation, Probability, Statistics and Graph, Triangles-properties, Circle, Similarity, Quadrilaterals, Coordinate Geometry, Trigonometry and contribution of Indian Mathematicians ( Any three).
4. Planning for organizing various co-curricular activities such as quiz, drama, poster making on units related to Mathematics; Mathematics Day celebration. (2)

## **Module 3: Facilitating learning of Mathematics (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to-

- use various methods and models of teaching Mathematics
- promote construction of knowledge
- facilitate self learning of Mathematics
- promote cooperative learning
- use various learning resources

**Content:**

1. Using explanation and activities for facilitating understanding (1)
2. Promoting thinking and construction of knowledge through using Concept Attainment, Inductive Thinking, Problem solving and Project Based Learning (4)
3. Facilitating learners for self-study through use of computers, Internet resources-Websites, You Tubes, online learning, using activity sheets, assigning homework assignments (2)
4. Using Small Group and Whole Group Instruction strategies through Cooperative and Collaborative approaches to learning(3)
5. Facilitating learning through Inductive-deductive and analysis-synthesis method (2)
6. Using learning resources for teaching Mathematics: (3)
  - Mathematics laboratory
  - Audio and Visual aids
  - Community resources such as post office, bank, exhibitions

**Module 4: Evaluating student-learning and Professional-growth of teacher (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to-

- explain concept of continuous and comprehensive evaluation
- construct the test items (open-ended and structured) in Mathematics for administration of tests to the learners
- construct various tools for formative and summative evaluation in Mathematics
- suggest various activities for teachers to develop professionally
- plan for an action research
- organize various social activities for development of mathematical attitude and popularizing Mathematics education

**Content:**

1. Concept and importance of continuous and comprehensive evaluation, formative and summative evaluation as constructivist Perspective (2)
2. Construction of test items (open-ended and structured) in Mathematics and administration of tests (3)
3. Exploring aims and objectives in Mathematics not assessed in formal examination system and their evaluation through various curricular and co-curricular activities such as assignments, homework and projects (1)
4. Professional development for Mathematics teachers through (5)
  - Participation in seminar, conferences
  - Computer and online resources
  - Collaboration of school with colleges, universities and other institutions
  - Books, Journals and periodicals
  - Reflective practices of Mathematics teachers
  - Field visits
  - Use of Feedback from learners, colleagues and self
5. Teacher as a researcher: Learning to understand through research- how children learn Mathematics, Action research in Mathematics. (2)
6. Organizing social activities such as Mathematics club, exhibitions/ Mathematics fair for development of mathematical attitude and popularizing Mathematics education (2)

**Assignments: (Marks 25)**

1. Organizing Mathematics exhibition/ Mathematics fair in group for School students/society and writing a report including following points: Planning and preparation of material for exhibition/fair, execution of exhibition/Mathematics fair, feedback obtained from students, teachers and parents and reflections on experiences (10 Marks)
2. Prepare any one from these: chart, mathematics game, flash cards, graphs, posters, model for explaining mathematical concept or deriving new rule or formula (10 Marks)



3. Prepare one lesson note based on any one of Team Teaching/ Collaborative Learning/ Models of Teaching (5 Marks)

**References:**

- Aggarwal, S. M. (2010). *Teaching of Modern Mathematics*, Dhanpat Rai Publishing Company, New Delhi.
- Best John W, J. Kahn, *Research in Education*, Prentice Hall India Pvt. Ltd., New Delhi
- Bhalwankar, A.G., Modi K. J., Rawool S. (Editors) *Pathways in Mathematics Education*, S.N.D.T. University, Mumbai.
- Chadha B. N. and Aggarwal S. M., *Teaching of Mathematics (for secondary School teachers)*, Dhanpatrai and Sons, Jullundur.
- Deng, Z. (2013). School subjects and academic disciplines. In A. Luke, A. Woods, & K. Goodson, I.F., & Marsh, C.J. (2005). *Studying school subjects: A guide*. Routledge.
- James, A.Reddy, T.V., *Techniques of Teaching Mathematics*, Neelkamal Publications, New Delhi.
- Lampert, M. (2001) Chapter 1 & Chapter 2. In *Teaching problems and the problems of consciousness*. Aakar Books, Delhi.
- Mangal S. K. (1981). *Teaching of Mathematics*, Prakash Brothers publishers, Ludhiana.
- Pathak, A. (2013). *Social implications of schooling: Knowledge, pedagogy and*
- Patil, M.R. (2004). *Mathematical concept and computers in science*, Chand Publication, Routledge
- Saksena R. E. (1982). *All India Seminar cum Workshop in Mathematics Education*, NCERT, Delhi.
- Siddhu K. S. (2010). *The teaching of Mathematics*, Sterling Publishers, New Delhi.
- Sudhir K., *Teaching of mathematics*, Anmol Publications, New Delhi.
- Walbrg Herbert J., Geneva D. Haertel (Editor), *The International Encyclopedia of Educational Evaluation*, Pergamon Press, Great Britain, 1990
- Weir (Eds.), *Curriculum, syllabus design and equity: A primer and model teaching*. Yale University Press.
- Dandekar W.N., *Shaikshani Mulyamapan V Sankhyashastra*, Shrividya Prakashan, Pune
- Hakim Prabhakar, *Shaikshani Mulyamapan V Sankhyashastra*, Nutan Prakashan, Pune
- Hakim Prabhakar, *Ganitache Aashayyukta Adhyapan*, Nutan Prakashan, Pune
- Jagtap H.N., *Ganit Adyapan Paddhati*, Nutan Prakashan, Pune.
- Jagtap H.N., *Shaikshani Tantravidyan*, Nutan Prakashan, Pune
- Kadam C.P., Chudhari, *Shaikshani Mulyamapan*, Nutan Prakashan, Pune
- Marathe Sham, *Bhartiy Ganitinchi charitre*.
- NCERT, *Rashtriy Abhyaskram Aarakhada- 2005*, Translated in Marathi by MSCERT, Kumbhkar Road, Pune
- Oak Suman, *Shaikshani Tantravidyan*, Shrividya Prakashan, Pune



- Patil Prashant, Shaikshanik Tantravidyan Aani Vyavsthapan, Nutan Prakashan, Pune.
- Parasnis Hemlata, Leena Deshpande, Shaikshanik Kruti Sanshodhan, Nutan Prakashan, Pune.
- Phatak Manik, Shikshanatil Parikshan Aani Mapan, Nutan Prakashan, Pune.
- Phadake Vasanti, Adhyapanachi Pratimane, Nutan Prakashan, Pune.
- Ponshe D.B., Sanyoglata Makhija, Ganitache Adhyapan, Nutan Prakashan, Pune.
- Rawool Satyawati, Anant Oak, Ganit- Swaroop Adhyayan Adhyapan, Nutan Prakashan, Pune.
- Sapre Nilima, Priti Patil, Adhyapanachi Pratimane, Phadake Prakashan, Kolhapur.
- Sohani Chitra, Adhyapanachi Pratimane, Nitya Nutan Prakashan, Pune.

## Course 6:8: Subject Education Commerce Education

Credits: 4; Marks: 100; Hours: 60 for theory excluding hours to be spent by student teachers for completing assignments

Note: Figures in the bracket show hours for curriculum transaction

### Module 1: Understanding Curriculum and Aims of Commerce

**Objectives:** After learning this module the student teacher will be able to-

- explain the nature and structure of Commerce
- understand the aims of Commerce education
- write instructional objectives of teaching of a topic
- establish correlation of Commerce with other subjects

#### Contents

1. Nature and Structure of Commerce: Characteristics and functions of Commerce, Branches of Commerce-trade, transportation, distribution, finance, storage, insurance and publicity. (3)
2. Aims of teaching Commerce:(2)
  - Developing commercial attitude
  - Relating Commerce education to the society
  - Solving problems of everyday life
3. Objectives at Higher secondary school level as given by concern State curriculum (3)
4. Bloom and Anderson's hierarchy of objectives of teaching. (3)
5. General principles of curriculum development and Trends in Commerce curriculum.(2)
6. Establishing correlation of Commerce with other school subjects and life(2)

### Module 2: Planning of teaching Commerce

**Objectives:** After learning this module the student teacher will be able to-

- explain the types, importance and characteristics of planning
- design co-curricular activities for Commerce learning

#### Contents:

1. Meaning of year plan, unit plan and individual lesson plan (2)
2. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan (3)
3. Importance and characteristics of good planning (2)
4. Organizing social activities such as business club, exhibitions, business fair for development of commercial attitude and popularizing Commerce education (5)
5. Planning for organizing various co-curricular activities such as debate, drama, poster making on issues related to (business) Commerce, Day celebrations such as Business Women's Day on September 22<sup>nd</sup>, etc(3)

### **Module 3: Facilitating learning of Commerce**

**Objectives:** After learning this module the student teacher will be able to-

- use various methods and models of teaching
- promote construction of knowledge
- facilitate self learning of Commerce
- promote cooperative learning
- use various learning resources

#### **Content:**

1. Using narration explanation and demonstrations for facilitating understanding (1)
2. Promoting thinking and construction of knowledge through Using advance organizer model, Problem solving, Project Based Learning, organizing Field activities (6)
3. Facilitating learners for self-study through use of computers, Internet resources-Websites, You Tubes, e-Commerce, online learning, using activity sheets, assigning homework/assignments (2)
4. Using Small Group and Whole Group Instruction strategies through Cooperative and Collaborative approaches to learning, Brain storming, Role Play and Dramatization, Group Discussion, Simulation and Games, Quiz (3)
5. Using learning resources for teaching Commerce: (3)
  - Audio and Visual aids
  - Community resources such as Industry , Banks , Business hub, exhibitions

### **Module 4: Evaluating student-learning and Professional growth of teacher**

**Objectives :**After learning this module the student teacher will be able to-

- explain concept of continuous and comprehensive evaluation
- construct various tools for formative and summative evaluation in Commerce
- understand importance and ways to develop professionally
- plan for an action research

#### **Content :**

1. Concept and importance of continuous and comprehensive evaluation, formative and summative evaluation as constructivist Perspective (3)
2. Construction of test items (open-ended and structured) in Commerce and administration of tests (3)
3. Professional development for Commerce teachers through (6)
  - Participation in seminar, conferences
  - Computer and online resources
  - Collaboration of school with colleges, universities and Industry
  - Books, Journals and periodicals
  - Reflective practices of Commerce teachers
  - Industrial Field visits



- Use of Feedback from learners, colleagues and self
4. Teacher as a researcher: Learning to understand how children learn Commerce through research, action research in Commerce. (3)

#### Assignments: (Total Marks 25)

1. Organizing a Commercial exhibition/ Business fair in group for School students/society and writing a report including following points: Planning and preparation of material for exhibition/fair, execution of exhibition/ Business Commerce fair, feedback obtained and reflections on experiences (10 Marks)
2. Writing a report based on visit to any one place such as Business hub, Bank, Industry, Factory etc. (10 Marks)
3. Prepare one lesson note based on any one of Team Teaching/ Collaborative Learning/ Models of Teaching (5 Marks)

#### References

- Agrawal J. C (2008) Teaching of commerce a practical approach, Vikas Publication, New Delhi
- Khan, M. S. (1982). Commerce Education. Sterling Publishers Private Limited, New Delhi
- Rao, S. (2004). Teaching of Commerce, Anmol Publication, New Delhi.
- Singh, Y. K. (2003). Teaching of commerce. A.P.H. Publishing Corporation, New Delhi.
- Rao, S. (2000). Teaching of commerce, Anmol Publications Pvt. Ltd, New Delhi.
- Singh, Y. K. (2005). Teaching of commerce, A.P.H. Publishing Corporation, New Delhi.
- Gupta, U. C. (2007). Teaching of Commerce, Khel sahitya Kendra, New Delhi.
- Lulla B P, (1960). Teaching of Commerce in Our School, BTTC-BIE Publication, Bombay.
- Singh M. N. (1978) Methods and techniques of teaching commerce subjects, McGraw Hill Book Co., New York.

#### गरठी

- गाजरे, .नामकर .३ १९८९, अणित्य अध्यापन पध्दती, पुणे नूतन प्रकाशन.
- गाजरे ग.वि. पुराणिक सं.बा. ३२००० " अर्थशास्त्र अध्यापन पध्दती, पुणे नूतन प्रकाशन.
- शिक्षावशास्त्राचे अध्यापन, मासिक पत्रवतंराव चक्रवर्त मुक्त विद्यापीठ.

**Course 7:1: Subject Education:  
Book keeping and Accountancy Education**

Credits:4; Marks: 100; Hours: 60 for theory excluding hours to be spent by student teachers for completing assignments

Note: Figures in the bracket show hours for curriculum transaction

**Module 1: Understanding Curriculum and Aims of Book Keeping and Accountancy**

**Objectives:** After learning this module the student teacher will be able to-

- explain the nature and structure of Book Keeping and Accountancy
- understand the aims of Book Keeping and Accountancy education
- write instructional objectives of teaching of a topic
- establish correlation of Book Keeping and Accountancy with other subjects

**Contents**

1. Nature and Structure of Book Keeping and Accountancy: Characteristics and functions of Book Keeping and Accountancy.
2. Branches of Book Keeping and Accountancy- Book-Keeping , Accounting , Cost Accounting (3)
3. Aims of teaching Book Keeping and Accountancy :(2)
4. Developing commercial attitude
5. Relating Book Keeping and Accountancy education to the society
6. Solving problems of everyday life
7. Objectives at Higher secondary school level as given by concern State curriculum (3)
8. Bloom and Anderson's hierarchy of objectives of teaching. ( 3)
9. General principles of curriculum development in Book Keeping and Accountancy curriculum.(2)
10. Establishing correlation of Book Keeping and Accountancy with other school subjects and life(2)

**Module 2: Planning of teaching Book Keeping and Accountancy**

**Objectives:** After learning this module the student teacher will be able to-

- explain the types , importance and characteristics of planning
- design co-curricular activities for Book Keeping and Accountancy learning

**Contents:**

1. Meaning of year plan , unit plan and individual lesson plan (2)
2. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan (3)
3. Importance and characteristics of good planning (2)
4. Organizing social activities such as business club, exhibitions, business fair for development of commercial attitude and popularizing Book Keeping and Accountancy education (5)

5. Planning for organizing various co-curricular activities such as debate, drama, poster making on issues related to (business) Book Keeping and Accountancy.

### **Module 3: Facilitating learning of Book Keeping and Accountancy**

**Objectives:** After learning this module the student teacher will be able to-

- use various methods and models of teaching
- promote construction of knowledge
- facilitate self learning of Book Keeping and Accountancy
- promote cooperative learning
- use various learning resources

**Content :**

1. Using narration explanation and demonstrations for facilitating understanding (1)
2. Promoting thinking and construction of knowledge through Using advance organizer model, Problem solving, Project Based Learning, organizing Field activities (6)
3. Facilitating learners for self-study through use of computers, Internet resources-Websites, You Tubes, e-Book Keeping and Accountancy , online learning, using activity sheets, assigning homework assignments (2)
4. Using Small Group and Whole Group Instruction strategies through Cooperative and Collaborative approaches to learning, Brain storming, Role Play and Dramatization, Group Discussion, Simulation and Games, Quiz (3)
5. Using learning resources for teaching Book Keeping and Accountancy : (3)
  - Audio and Visual aids
  - Community resources such as Industry , Banks , Business hub, exhibitions

### **Module 4: Evaluating student-learning and Professional growth of teacher**

**Objectives:**After learning this module the student teacher will be able to-

- explain concept of continuous and comprehensive evaluation
- construct various tools for formative and summative evaluation in Book Keeping and Accountancy
- understand importance and ways to develop professionally
- plan for an action research.

**Content:**

1. Concept and importance of continuous and comprehensive evaluation, formative and summative evaluation as constructivist Perspective (3)
2. Construction of test items (open-ended and structured) in Book Keeping and Accountancy and administration of tests (3)
3. Professional development for Book Keeping and Accountancy teachers through (6)
  - Participation in seminar, conferences
  - Computer and online resources



- Collaboration of school with colleges, universities and Industry
  - Books, Journals and periodicals
  - Reflective practices of Book Keeping and Accountancy teachers
  - Industrial Field visits
  - Use of Feedback from learners, colleagues and self
4. Teacher as a researcher: Learning to understand how children learn Book Keeping and Accountancy through research, action research in Book Keeping and Accountancy . (3)

#### Assignments: (Total Marks 25)

1. Organizing a Commercial exhibition/ Business fair in group for School students/society and writing a report including following points: Planning and preparation of material for exhibition/fair. Execution of exhibition/ Business /commercial fair, feedback obtained and reflections on experiences (10 Marks)
2. Writing a report based on visit to any one place such as Business hub, Bank , Industry, Factory etc. (10 Marks)
3. Prepare one lesson note based on any one of Team Teaching/ Collaborative Learning/ Models of Teaching (5 Marks)

#### References

##### Book-keeping & Accountancy

- Siddiqui S.A, (2008) Book-keeping & Accountancy, Laxmi Publications, Ltd, New Delhi.
- Frank wood, Shiela I.Robinson, (2009) Book keeping & Accounts, Prentice hall/Financial Times.
- Cindy Ferraino, (2011) The Complete Dictionary of Accounting and Bookkeeping Terms Explained Simply, Atlantic Publishing Group Inc.
- Bansal Anuj, (2014) Book Keeping & Basic Accounting, Krishan Prakashan, New delhi.
- T.S. Grewal, (2014), Double Entry Book Keeping: Financial Accounting, Sultan Chand Publishing.
- गाजर ,गानकर .<sup>३</sup> १९८९' वणिज्य अध्यापन पध्दती. पुणे नूतन प्रकाशन.
- गाजर स.वि. पुराणिक वं.बा. <sup>३</sup>२००७' अर्थशास्त्र अध्यापन पध्दती. पुणे नूतन प्रकाशन.

## Course 7:2: Subject Education: Economics Education

Total Credits: 4; Marks: 100; Hours: 60 for theory excluding hours to be spent by student teachers for completing assignments.

Note: Figures in the bracket show hours for curriculum transaction

### Module 1: Understanding Curriculum and Aims of Economics

**Objectives:** After learning this module the student teacher will be able to-

- explain the nature and structure of Economics
- understand the aims of Economics education
- write instructional objectives of teaching of a topic
- establish correlation of Economics with other subjects

#### Contents

1. Nature and Structure of Economics: Characteristics and functions of Economics. (2)
2. Aims of teaching Economics :(3)
  - Developing commercial attitude
  - Relating Economics education to the society
  - Solving problems of everyday life
3. Objectives at Higher secondary school level as given by concern State curriculum (3)
4. Bloom and Anderson's hierarchy of objectives of teaching. ( 3)
5. General principles of curriculum development and Trends in Economics curriculum.(2)
6. Establishing correlation of Economics with other school subjects and life(2)

### Module 2: Planning of teaching Economics

**Objectives:** After learning this module the student teacher will be able to-

- explain the types , importance and characteristics of planning
- design co-curricular activities for Economics learning

#### Contents:

1. Meaning of year plan, unit plan and individual lesson plan (2)
2. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan (3)
3. Importance and characteristics of good planning (2)
4. Organizing social activities such as business club, exhibitions, business fair for development of commercial attitude and popularizing Economics education (5)
5. Planning for organizing various co-curricular activities such as debate, drama, poster making on issues related to Economics. (3)

### **Module 3: Facilitating learning of Economics**

**Objectives:** After learning this module the student teacher will be able to-

- use various methods and models of teaching
- promote construction of knowledge
- facilitate self learning of Economics
- promote cooperative learning
- use various learning resources

#### **Content:**

1. Using narration/explanation and demonstrations for facilitating understanding (2)
2. Promoting thinking and construction of knowledge through Using advance organizer model, Problem solving, Project Based Learning, organizing Field activities (5)
3. Facilitating learners for self-study through use of computers, Internet resources-Websites, You Tubes, online learning, using activity sheets, assigning homework/assignments (2)
4. Using Small Group and Whole Group Instruction strategies through Cooperative and Collaborative approaches to learning, Brain storming, Role Play and Dramatization, Group Discussion, Simulation and Games, Quiz (3)
5. Using learning resources for teaching Economics : (3)
  - Audio and Visual aids
  - Community resources such as Industry , Banks , Business hub, exhibitions

### **Module 4: Evaluating student-learning and Professional growth of teacher**

**Objectives :**After learning this module the student teacher will be able to-

- Explain concept of continuous and comprehensive evaluation
- Construct various tools for formative and summative evaluation in Economics
- Understand importance and ways to develop professionally
- Plan for an action research

#### **Content :**

1. Concept and importance of continuous and comprehensive evaluation, formative and summative evaluation as constructivist Perspective (3)
2. Construction of test items (open-ended and structured) in Economics and administration of tests (3)
3. Professional development for Economics teachers through (6)
  - Participation in seminar, conferences
  - Computer and online resources
  - Collaboration of school with colleges, universities and Industry
  - Books, Journals and periodicals
  - Reflective practices of Economics teachers
  - Industrial Field visits
  - Use of Feedback from learners, colleagues and self



4. Teacher as a researcher: Learning to understand how children learn Economics through research, action research in Economics. (3)

**Assignment :**

1. Organizing a Economics exhibition/ Economics fair in group for School students/ society and writing a report including following points: Planning and preparation of material for exhibition/ fair execution of exhibition/ Economics fair, feedback obtained and reflections on experiences. (10 Marks)
2. Preparing any two of the following learning material : charts/flash cards, graphs, posters, model or preparing study material / set of worksheet for individual / small group learning based on one unit from economics. (10 Marks)
3. Prepare one lesson note based on any one of Team Teaching/ Collaborative Learning/ Models of Teaching (5 Marks)

**References**

1. Aber, H. (1999). Arthshastra Adhyapan padhati, Swarup prakashan, Nagpur.
2. Bhatia & Bhatia, (1994). The Principals and the methods of teaching, Doaba Publications, Delhi.
3. Gajare, Puranik, (2008). Arthshastra Adhyapan padhati, Nityanutan Prakashan, Pune.
4. Mohanty, Mishra, S. (2004). Teaching of Economics, Surya Prakashan, Merath.
5. Patil, G. (1995). Arthshastra Adhyapan padhati, Shri. Mangesh Praksahan, Nagpur.
6. Rai, B. (1991). Techniques of teaching, Prakashan Kendra, Lukhnow.
7. Sharma, B. (2004). Arthshastra Adhyapan padhati, Surya Prakashan, Merath.
8. Tyagi, G. (1973). Economics Education, Vinod Pustak Mandir, Agra.
9. Yadav, A. (1999). Teaching of Economics, Anmol Publications, New Delhi.

## Course 7:3: Subject Education Geography Education

Total Credits: 4; Marks: 100; Hours: 60 for theory excluding hours to be spent by student teachers for completing assignments.

Note: Figures in the bracket show hours

### Module 1: Understanding Curriculum, Nature and Aims of Geography (Credit 1, Hours 15, Marks 25)

**Objectives:** After learning this module the student teacher will be able to-

- explain the meaning, definition, nature and structure of Geography
- understand the aims of Geography education
- plan for imbuing values through Geography teaching
- write instructional objectives of teaching of a topic
- analyze features of existing curriculum of Geography in the light of NCF 2005 and principles of curriculum development
- establish correlation of Geography with other subjects

**Content :**

1. **Meaning, Definition and Nature of Geography:** Geography as a description of earth surface, explanation of various geographical phenomena, visualization personality of a region and Analysis of interplay between man and environment (3)
2. **Structure of Geography:** Branches of Geography (Physical, Human, Regional): concepts, features and importance (2)
3. **Aims of teaching Geography Education:** Cultural Aims, Intellectual Aims, Social or Citizenship Aim, Relating Geography Education to the environment (natural environment, artifacts and people) (2)
4. **Values in Geography Education:** Educational Values, Ecological Value, Social Value, Physical development Value, Recreational Value, Cultural Value (1)
5. Objectives at upper primary and secondary school level as given by State curriculum (1)
6. Determining acceptable evidences that show learners' understanding with the help of Bloom and Anderson's hierarchy of objectives of teaching (1)
7. Expectations about constructivist Geography teaching in NCF 2005, General principles of curriculum development and Trends in Geography curriculum; Consideration in developing learner centered curriculum in Geography, Analysis of Features of existing curriculum of Geography at upper primary and secondary school level and textbooks(4)
8. Establishing correlation of geography with other school subjects and life(1)

### Module 2: Planning of teaching Geography (Credit 1, Hours 15, Marks 25)

**Objectives:** After learning this module the student teacher will be able to-

- explain importance and characteristics of planning

- plan for teaching major concepts, principles and theories of Geography at school level
- design co-curricular activities for Geography

### Contents

1. Importance and characteristics of good planning(1)
2. Planning for designing learning experiences, field visits, activities and developing instructional material for teaching following content.(8) Major Concepts, principles and theories in Geography curriculum at Secondary School level: location (Grid system of latitudes and longitudes), Differentiating between sites (location) and situation (place), Time, Globe (Equator, Tropic of Cancer and the Tropic of Capricorn), Solar system, Human occupation, Ecosystem, Continent drift theory; Contribution of eminent scientists such as Humbolt, Carl Ritter, and Vidal de La Bluche .
3. Identifying and designing teaching-learning experiences; Planning field visits( Market, Sea shore life, Botanical garden, World trade center, Green house ,National Park, Poly house ,Industry, Sanctuary, valley, Crop Cultivation, Planetarium, River etc.); Organizing activities, laboratory experiences, making groups, planning ICT applications in learning geography(3)
4. Planning for organizing various curricular activities, such as debate, discussion, drama, poster making on issues related to geography. Organizing events on specific day such as Earth Day, Consumer day, Environment Day, Population day, Geography Day etc (2)
5. Planning and organizing field experiences; Geography club, Geography exhibition (1)

### Module 3: Facilitating learning of Geography

**Objectives:** After learning this module the student teacher will be able to-

- understand Psychology of learning & teaching of constructivism in Geography
- use various methods and models of teaching
- facilitate self learning of Geography
- promote cooperative learning
- use various learning resources

### Contents:

1. Perspective on the Psychology of learning & teaching of constructivism in Geography (2)
2. Promoting thinking and construction of knowledge through using Concept Attainment, guided discovery, Project Method, Journey method, regional method, comparative method (8)
3. Facilitating learners for self-study through use of computers, Internet resources-Websites, You Tubes, Geography Channel , online learning, using activity sheets, assigning homework/assignments (2)



4. Using Small Group and Whole Group Instruction strategies through Cooperative and Collaborative approaches to learning, Brain storming, Role Play and Dramatization, Group Discussion, team teaching, Games, Quiz (3)

**Module 4: Evaluating student-learning and Professional growth of teacher** (Credit 1, Hours 15, Marks 25)

**Objectives:** After learning this module the student teacher will be able to-

- explain concept of continuous and comprehensive evaluation
- develop indicators for performance assessment in Geography
- construct various tools for formative and summative evaluation in Geography
- understand importance and ways to develop professionally
- plan for an action research

**Contents :**

1. Concept and importance of continuous and comprehensive evaluation, formative and summative evaluation as constructivist Perspective (2)
2. Developing framework and indicators for performance assessment in Geography: Learners record of observations; Field diary, Mapping, Portfolio; Assessment of project work (both in the laboratory and in the field); assessment of participation in collaborative learning; Assessment of experimental work in Geography (3)
3. Construction of test items (open-ended and structured) in Geography and administration of tests (3)
4. Exploring aims and objectives in Geography not assessed in formal examination system and their evaluation through various curricular and co-curricular activities (1)
5. Professional development for Geography teachers through (2)
  - Participation in seminar, conferences
  - Computer and online resources
  - Collaboration of school with colleges, universities and other institutions
  - Books, Journals and periodicals
  - Reflective practices of Geography teachers
  - Field visits
  - Use of Feedback from learners, colleagues and self
6. Teacher as a researcher: Learning to understand how children learn geography through research, action research in geography. (3)
7. Organizing social activities such as exhibitions, Geography fair for development of scientific attitude and popularizing Geography education (1)

**Assignments: (Marks 25)**

1. Writing a report based on visit to any one place such as oceanography Institute, Climatology Department, Municipal Corporation Environment Dept, Rural health

- Dept, Water pumping Plant, Planetarium, Geography Dept Industry/Factory etc. (10 Marks)
2. Writing a report based on visit to any one place such as Agro tourism Places, Dairy Project, and Poultry Farm, agriculture colleges/schools/university and writing a report including following points: planning and preparation, objectives, implication structure of Project, opinion And Feedback. (10 Marks)
  3. Prepare one lesson note based on any one of Team Teaching/ Collaborative Learning/ Models of Teaching (5 Marks)

### References

- Aggarwal – (2000) *Modern methods of teaching Geography* New Delhi: Sarup and Sons.
- Gopsill G.R. (1973) *The teacher of Geography*, McMillan.
- Gujjar R.D (2001) *A Handbook for Geography teacher ABD-* Publish Jaipur.
- Arora K.L. (1976): *The teaching of Geography* Parakash Brothers, Jalandhar.
- Broadman David (1985): *New Directions in Geography Education*, Fehur Press, London. Philadiphia
- Ch. orely, R.J. (1970): *Frontiers in Geography Teaching* Mathews and Co. Ltd. London.
- Dhamija Neelam (1993): *Multimedia Approaches in Teaching Social Studies*. Human Publishing House, New Delhi.
- Graves, N.G. (1982): *New Source Books for Geography Teaching*. Longman, the UNESCO Press
- Hall David (1976): *Geography Teacher*, Unwin Education Books, London.
- Huckle, J. (1983) : *Geographical Educational Reflection and Action* Oxford University Press, London.
- Leong, Goh Chey (1976) : *Certificate of Human and Physical Geography*, Oxford University Press, London.
- Morrey, D.C. (1972) : *Basic Geography*. Hien Manns Education Books Ltd., London.
- Mohd. Z.U. Alvi (1984) : *UNESCO Tadress Jugrafiya*, Taraggi Urdu Board, New Source Books of Teaching of Geography, UNESCO.
- Verma, J.P. (1960) : *Bhugol Adhyan*, Vinod Pustak Mandir, Agra
- Verma, O.P. (1984): *Geography Teaching*, Sterling Publication Ltd., New Delhi.
- Walford, Rex (1981): *Signposts for Geography Teaching*, Longman, London.
- UNESCO (1965): *Source Book for Geography Teaching*, Longman, London.
- Arora, K. L. (1989) *Teaching of Geography*, Ludhiana: Prakash Brothers, (in Punjabi, English, Hindi).
- Basha, S.A. Salim, (2004) *Method of Teaching of Geography (Hindi)*, Delhi : A.P.H. Publisher.
- Joyce, B. & Weil, M. (1979): *Models of Teaching*, Prentice Hall Inc., New Jersey.

- पॉसे द शा . २००१ भूगोलाचे अध्यापन नूतन प्रकाशन पुणे पुणे
- पॉसे द शा . १९९८ भूगोलातील प्राट्यांश पध्दति व एकत्रितता नूतन प्रकाशन पुणे .
- सान्छे वैजजा १९९८ कृष्टिरोपाल स्पेशल भूगोल सेरच नूतन प्रकाशन पुणे .
- देशपांडे के ना दिक्षित उषा १९९४ परियराध्याय व भूगोल निराली प्रकाशन पुणे .
- पाटणकर ना म्नि १९६३ भूगोलाचे अध्यापन मॉडर्न बुक डेपो प्रकाशन पुणे .
- जैन मदनलाल १९६६ भूगोल अध्यापन रामपयाद अँट रुस आगार व
- शिवनाथ दास अनुवादक १९६५ भूगोल शिक्षण की आधार पुस्तक भास्वसन पॅस नई दिल्ली
- पाटोल उषा व ज्योशी सुरेशा १९९७: आशयसुक्त अध्यापन पध्दति लेख



Total Credits: 4; Marks: 100; Hours: 60 for theory excluding hours to be spent by student teacher for completing assignments

Note: Figures in the bracket show hours

**Module 1: Understanding Curriculum and Aims of History and Political Science Education**  
(Credit 1, Hours 15, Marks 25)

**Objectives:** After learning this module the student teacher will be able to-

- Elaborate the nature and the structure of History and political Science Education
- Explain aims of History teaching
- Plan for imbibing values through history and political science
- Explain changing concept of History and political Science Education teaching
- Write instructional objectives of teaching of a topic
- Analyse features of existing curriculum of History and politics Education in the light of NCF 2005 and principles of curriculum development History and Political Science Education at secondary school level
- Understanding and explain Constitutional Vision for a Democratic India The making of the Constitution of India
- Establish correlation of History with other school subjects and life situations.

**Contents**

1. **Nature and the structure of History and political Science Education:** characteristics and function of history and political science; The periodization of : World History, Indian History, Ancient, medieval, modern and contemporary societies, Thinking in terms of problems for analysis in History. Evidence, Facts, arguments, concepts, changing concepts principals (Evidence, facts, arguments, categories and perspective; Distinctions between fact and opinion and between opinion, bias and perspective; Evidence-based History teaching; Primary sources and the construction of History (1)
2. **Aims of teaching History and Political Science education (1)**
  - Developing critical thinking and insight ,international understanding , scientific attitude and scientific temper
  - Acquire the skills to understand the method and process of that lead to exploration knowledge in history
  - Relate education to the political science and other social sciences
  - Solving problems of everyday life and relate past ,present and future
3. **Knowledge** (factual, conceptual and procedural), Skills, competencies (Content, contextual, transactional, preparing teaching aids, management, evaluation) and commitment required (towards learner, towards subject, profession, society, values) for Proficiency in history teaching (2)

4. Meaning and structure of History and politics Education, elements of content analysis (3)
5. **Values and Learning History:** Constitutional Vision for a Democratic India The making of the Constitution of India Social Justice, Liberty, Equality, Dignity, Socialism, Secularism: Imbibing the values of honesty, integrity, cooperation, concern for life and preservation of environment, health, peace, equity equality (2)
6. Objectives at upper primary and secondary school level as given by State curriculum(1)
7. Determining acceptable evidences that show learners' understanding with the help of Bloom and Anderson's hierarchy of objectives of teaching ( 2)
8. Expectations about teaching in NCF 2005, General principles of history and politics curriculum development and Trends in history and politics curriculum; Consideration in developing learner centered curriculum in History and politics, Analysis of Features of existing curriculum of Education at upper primary and secondary school level and textbooks (2)
9. Establishing correlation of History and Political Science Education with other school subjects and life (1)

**Module 2: Planning of Teaching History and Political Education (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to-

- plan for teaching major concepts, principles of History and Political Science Education at school level
- explain importance and characteristics of planning teaching –learning of history
- design co-curricular activities for History and Political Science Education at school level

**Contents:**

1. Major Concepts, principles and theories in history and politics curriculum at Secondary School level: Evidence, facts, arguments, categories and perspective; Distinctions between fact and opinion and between opinion, bias and perspective; Evidence-based History teaching, Primary sources and the construction of History Thinking in terms of problems for analysis in History. Social Formations in History Different social formations in History and the periodisation of World History; The periodisation of Indian History: Ancient, medieval, modern and contemporary societies
  - State-formation and different types of states in History and politics
  - Capitalism, democracy and citizenship (Case Studies: American Revolution/French Revolution)
  - Fascism and dictatorships (Case Study: Germany or Italy of the inter-war period).
  - Select Issues of Social Change in Indian History
  - Culture, social stratification and social change in India; Caste and class in Indian society



- Shared religious cultures and conflicts between religious communities in India
  - Gender differentials and how these cut across caste and class structures as well as religious communities. (Case Study: India)
  - Interactive, constructivist and critical pedagogies in History
  - Going beyond the textbook; getting children to craft little nuggets of History from primary sources (5)
2. **Planning for teaching-learning history - (5)**
- Importance and characteristics of good planning
  - Identification and organization of concepts for teaching-learning of history  
Instructional materials required for planning teaching-learning of history and learners' participation in developing them
  - Identifying and designing teaching-learning experiences; Planning field visits( museum, fort, historical places, etc.), Organizing activities, experiences, making groups, planning ICT applications in learning Planning for organizing various curricular activities, such as debate, discussion, drama, poster making on issues related to history'
3. **Design co-curricular activities for History and Political Science Education at school level**
- Organizing events on specific days such as Constitution Day, History Day, Human rights Day, Women's day, Independence Day, Non violence Day, Republic Day, international peace day, etc.
  - Planning and organizing field experiences, history club, history exhibition (5)

### **Module 3: Facilitating learning of history education (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to-

- use various methods and models
- facilitating learners for self-study
- using Small Group and Whole Group Instruction strategies through Cooperative and Collaborative approaches
- using learning resources for history & political science Education

#### **Content**

1. Pedagogical shift from history and politics as fixed body of knowledge to process of constructing knowledge(1)
2. Using narration/explanation and demonstrations for scaffolding (1)
3. Using inquiry based strategy for teaching thinking skills and construction of knowledge through Using narration/explanation, storytelling, demonstration, social inquiry, use of sources, inductive thinking, guided discovery, Problem solving, Project Based Learning, organizing experiences & activities (5)
4. Facilitating learners for self-study through use of computers, online learning, using activity Packages (2)



5. Using Small Group and Whole Group Instruction strategies through Cooperative and Collaborative approaches to learning, Brain storming, Role Play and Dramatization, Group Discussion, Simulation and Games, Quiz (3)
6. Using learning resources for history and political science EducationHistory room, audio and visual aids, museum, Historical places, visit to local governing body (3)

**Module 4: Evaluating Student learning and professional growth of teacher** (Credit 1, Hours 15, Marks 25)

**Objectives:** After learning this module the student teacher will be able to-

- explain concept of continuous and comprehensive evaluation
- develop indicators for performance assessment in history and politics education
- construct various tools for formative and summative evaluation in history and politics education
- understand importance and ways to develop professionally
- plan for an action research

**Contents :**

1. Concept and importance of continuous and comprehensive evaluation (CCE), formative and summative evaluation as constructivist Perspective in history education (2)
2. Developing framework and indicators for performance assessment in history. Learners record of observations; Field diary, herbarium and collection of materials; Oral presentation of learners work in social science, Portfolio; Assessment of project work in the field; assessment of participation in collaborative learning (3)
3. Construction of test items (open-ended and structured) in history and administration of tests. Types of questions, best suited for examining/assessing understanding the different aspect of Social Sciences; Questions for testing quantitative skills, Questions for testing qualitative analysis; Open-ended questions. Open-book tests: Strengths and limitations: evaluating answers: What to look for? Assessing projects: What to look for? (3)
4. Exploring aims and objectives in history not assessed in formal examination system and their evaluation through various curricular and co-curricular activities (1)
5. Professional development for history teachers through (2)
  - Participation in seminar, conferences
  - Computer and online resources
  - Collaboration of school with colleges, universities and other institutions
  - Books, Journals and periodicals
  - Reflective practices of history teachers
  - Field visits
  - Use of Feedback from learners, colleagues and self
6. Teacher as a researcher: Learning to understand how children learn history through research, action research in history. (3)

7. Participating in social activities such as exhibitions, history fair for development of historical approach and scientific attitude for popularizing history education (1)

#### Assignments: (Marks 25)

1. Organizing a history exhibition in group for School students society and writing a report including following points: Planning and execution of exhibition, feedback obtained and reflections on experiences (10 Marks)
2. Writing a report based on visit to any one place such as historical places, museum etc. and present in group / (10 Marks)
3. Prepare one lesson note based on any one of Team Teaching/ Collaborative Learning/ Models of Teaching (5 Marks)

#### Reference Book

1. Ballard, Martin, Maurice, (1999), *New Movements in the Study and Teaching of History* Temple-Smith Ltd., London
2. Kochar S. K. (1996), *Teaching of History* Sterling Publishers Private Limited.
3. Ghose K. D., (1996) *Creative Teaching of History* -, Oxford University Press, London.
4. Mays Pamela (1994) *Why Teach History ?* -University of London Press Ltd.,
5. N.C.E.R.T., (1992) *Teaching History in Secondary Schools* - N.C.E.R.T., Delhi.
6. Raina V.K (1992), *The Realities of Teaching History* -, N.C.E.R.T., Delhi.
7. Vajreshwari R. A. (1999) *A Handbook for History Teachers*-Allied publishers, Bombay.
8. Association of Assistant Masters in secondary Schools, (1983), *The Teaching of History* Cambridge University Press, London, University Press.
9. K.L.Arora ,(2000), *Teaching of History* -Prakashan Brothers, 546, Books Market, Ludhiana 141008.
10. Sheik, B. A., Wasani S.G. (2000), *History : Its Theory and Method* for Mac millan India Limited and printed by V.N.Rao at Macmillan India Press, Madras - 600 041
11. Ghate, V. D. Geoffrey , C(1989), *Suggestions for the Teaching of History in India* -Oxford University Press.
12. Rai B. C.,(1981), *Method Teaching of History* -Professor Prakashan Kendra, New Building, Aminabad, Lucknow.
13. Wadhwa , Shalini (2004), *Modern methods of Teaching History* -published by Sarup and Sons, 4740/23, Ansari Road, Darya Gani, New Delhi - 110002.
14. Ghose K. D., Geoffrey cumberlege, (1989), *Creative Teaching of History* Oxford University Press, Amen House, London.
15. Aggarwal, J. C. (1983), *Teaching of History*, Vikas Publishing House Pvt. Ltd., 5.
16. Choudhary, K. P. (1975), *The Effective Teaching of History in India* New Delhi

मराठी

१. वारकले अर. व. सूर्यवंशी की. २००८ इतिहास शिक्षण. ॥ इनसाईट पब्लिकेशन. मासिक

३. विलवे जे.म. १९७१ इतिहास कला शिक्षावाचा. पुणे इतिहासी गृह प्रकाशन. पुणे
३. दिक्षित बी. आ. डेवला एच्. १९९० इतिहास शिक्षण ३ राजस्थान हिंदी प्रकाशनी प्रकाशन राजस्थान
४. दुर्गाचे अ २००० इतिहासाचे अध्यापन. ३ नूतन प्रकाशन पुणे
५. घाटे वि.दे. १९८५ इतिहासाचे अध्यापन. ३ नूतन प्रकाशन. पुणे
६. करंदीकर म्. व. मर्मस्थळकर न्. २००८ इतिहास आजचे अध्यापन पद्धती व तंत्र. औरंगाबाद उपचंद्रक प्रकाशन. कोल्हापूर
७. परकी भा. मा. १९८७ इतिहासाच्या अध्यापन पद्धती व तंत्र. औरंगाबाद मिलीट प्रकाशन.
८. पातळीस त. रा. व. चारकरा प्र. जे. १९७१ इतिहासाचे अध्यापन किनास प्रकाशन. पुणे
९. शिंदे टी. व. टोपकर आर. २००५ इतिहासाचे आजचे युक्त अध्यापन. ३ मित्तनूतन प्रकाशन पुणे
१०. आंधर एम्. १९९४ इतिहास आजचे युक्त अध्यापन पद्धती. ठेला पब्लिशिंग हाऊस. पुणे
११. तिवारी सी. म. २००१ इतिहास अध्यापन पद्धती. नूतन प्रकाशन. पुणे
१२. वाजे एम्. आर व डरकर आर. २००१ इतिहासाच्या अध्यापन शास्त्रीय विज्ञान. ३ अदित्य प्रकाशन. नाशिक



## Course 7:5: Subject Education: Social Science Education

Total Credits: 4; Marks: 100; Hours: 60 for theory excluding hours to be spent by student teachers for completing assignments

Note: Figures in the bracket show hours

**Module 1: Understanding Curriculum, Nature and Aims of Social Science (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to-

- explain the meaning, definition, nature and structure of Social Science
- understand the aims of Social Science education
- plan for imbuing values through Social Science teaching
- write instructional objectives of teaching of a topic
- Analyze features of existing curriculum of Social Science in the light of NCF 2005 and principles of curriculum development
- establish correlation of Social Science with other subjects

**Contents :**

1. **Meaning , Definition and Nature of Social Science:** Social Science as a description of earth surface ,explanation of various geographical phenomena, visualization personality of a region and Analysis of interplay between man and environment (3)
2. **Structure of Social Science:** Branches of Social Science(Physical, Human, Regional): concepts, features and importance (2)
3. **Aims of teaching Social Science Education:** Cultural Aims, Intellectual Aims, Social or Citizenship Aim, Relating Social Science Education to the environment (natural environment, artifacts and people) (2)
4. **Values in Social Science Education:** Educational Values, Ecological Value, Social Value, Physical development Value, Recreational Value, Cultural Value (1)
5. Objectives at upper primary and secondary school level as given by State curriculum (1)
6. Determining acceptable evidences that show learners' understanding with the help of Bloom and Anderson's hierarchy of objectives of teaching (1)
7. Expectations about constructivist Social Science teaching in NCF 2005, General principles of curriculum development and Trends in Social Science curriculum; Consideration in developing learner centered curriculum in Social Science, Analysis of Features of existing curriculum of Social Science at upper primary and secondary school level and textbooks(4)
8. Establishing correlation of Social Science with other school subjects and life(1)

## **Module 2: Planning of teaching Social Science (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to-

- explain importance and characteristics of planning
- plan for teaching major concepts, principles and theories of Social Science at school level
- design co-curricular activities for Social Science

### **Contents**

1. Importance and characteristics of good planning(1)
2. Planning for designing learning experiences, field visits, activities and developing instructional material for teaching following content:(8)  
Major Concepts, principles and theories in Social Science curriculum at Secondary School level: location, Differentiating between sites and situation, Solar system, Human occupation, Ecosystem, Continent drift theory, Contribution of eminent scientists such as Humbolt
3. Identifying and designing teaching-learning experiences; Planning field visits( Market, Sea shore life, Botanical garden, World trade center, Green house ,National Park, Poly house ,Industry, Sanctuary, valley, Crop Cultivation, Planetarium, River etc.); Organizing activities, laboratory experiences, making groups, planning ICT applications in learning Social Science(3)
4. Planning for organizing various curricular activities, such as debate, discussion, drama, poster making on issues related to Social Science. Organizing events on specific day such as Earth Day, Consumer day, Environment Day, Population day, Social Science Day etc. (2)
5. Planning and organizing field experiences, Social Science club, Social Science exhibition (1)

## **Module 3: Facilitating learning of Social Science (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to-

- understand Psychology of learning & teaching of constructivism in Social Science
- use various methods and models of teaching
- facilitate self-learning of Social Science
- promote cooperative learning
- use various learning resources.

### **Contents :**

1. Perspective on the Psychology of learning & teaching of constructivism in Social Science(2)
2. Promoting thinking and construction of knowledge through using Concept Attainment, guided discovery, Project Method, Journey method, regional method, comparative method(8)



3. Facilitating learners for self-study through use of computers, Internet resources-Websites, You Tubes, Social Science Channel , online learning, using activity sheets, assigning homework/assignments (2)
4. Using Small Group and Whole Group Instruction strategies through Cooperative and Collaborative approaches to learning, Brain storming, Role Play and Dramatization, Group Discussion, team teaching, Games, Quiz (3)

**Module 4: Evaluating student-learning and Professional growth of teacher (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to-

- explain concept of continuous and comprehensive evaluation
- develop indicators for performance assessment in Social Science
- construct various tools for formative and summative evaluation in Social Science
- understand importance and ways to develop professionally
- plan for an action research

**Content**

1. Concept and importance of continuous and comprehensive evaluation, formative and summative evaluation as constructivist Perspective (2)
2. Developing framework and indicators for performance assessment in Social Science: Learners record of observations; Field diary, Mapping, Portfolio; Assessment of project work (both in the laboratory and in the field); assessment of participation in collaborative learning; Assessment of experimental work in Social Science(3)
3. Construction of test stems (open-ended and structured) in Social Science and administration of tests (3)
4. Exploring aims and objectives in Social Science not assessed in formal examination system and their evaluation through various curricular and co-curricular activities (1)
5. Professional development for Social Science teachers through (2)
  - Participation in seminar, conferences
  - Computer and online resources
  - Collaboration of school with colleges, universities and other institutions
  - Books, Journals and periodicals
  - Reflective practices of Social Science teachers
  - Field visits
  - Use of Feedback from learners, colleagues and self
6. Teacher as a researcher: Learning to understand how children learn Social Science through research, action research in Social Science. (3)
7. Organizing social activities such as exhibitions, Social Science fair for development of scientific attitude and popularizing Social Science education (1)



### Assignments :

1. Writing a report based on visit to any one place such as Social Science Department, Municipal Corporation Environment Dept, Rural health Dept, Water pumping Plant, Planetarium, Social Science Dept. in Industry/Factory etc. (10 Marks)
2. Writing a report based on visit to any one place such as Agro tourism Places, Dairy Project, and, agriculture colleges/schools/university and writing a report including following points: planning and preparation, objectives, implication structure of Project, opinion And Feedback. (10 Marks)
3. Prepare one lesson note based on any one of Team Teaching/ Collaborative Learning/ Models of Teaching (5 Marks)

### References

- Saxena, N. R. Teaching of Social Studies, Surya Publications, Meerut
- Aggarwal, J. C. (1982) Teaching of Social Studies, Vikas Publications New Delhi
- John Wiley and Sons (1962) Teaching Secondary School Studies, New York.
- Kohlia.h. (1999) teaching of social studies Anmol publications. New Delhi.
- C. Bining & Davidh Bining (1952) Teaching the Social Studies Secondary School McGraw Hill inc.
- Ponkshe , D (2005) Bhugoltil patyaunshpaddhati va Ekatmata, Pune : Nutan Prakashan
- Sharma, B. , Maheshvari B. Samajik Adhyan Shikshan, Meerut : Surya Publication

## Course 7:6: Subject Education: Science and Technology Education

Total Credits: 4; Marks: 100; Hours: 60 for theory excluding hours to be spent by student teachers for completing assignments

Note: Figures in the bracket show hours for curriculum transaction

**Module 1: Understanding Curriculum and Aims of Science and Technology (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to-

- explain the nature and structure of science
- understand the aims of Science education
- plan for imbining values through Science teaching
- write instructional objectives of teaching of a topic
- analyze features of existing curriculum of Science and Technology in the light of NCF 2005 and principles of curriculum development
- establish correlation of Science with other subjects

**Contents :**

1. Nature and Structure of Science: Characteristics and functions of Science and Technology, Branches of Science, Facts, concepts, principles, laws and theories in context of science (3)
2. Aims of teaching Science and Technology:(2)
3. Developing scientific attitude and scientific temper
4. Nurturing the natural curiosity, aesthetic senses and creativity in Science
5. Acquiring the skills to understand the method and process of science that lead to exploration, generation and validation of knowledge in science
6. Relating Science education to the environment (natural environment, artifacts and people)
7. Solving problems of everyday life
8. Values and Learning Science: Imbining the values of honesty, integrity, cooperation, concern for life and preservation of environment, health, peace, equity (2)
9. Objectives at upper primary and secondary school level as given by State curriculum (1)
10. Determining acceptable evidences that show learners' understanding with the help of Bloom and Anderson's hierarchy of objectives of teaching ( 2)
11. Expectations about constructivist science teaching in NCF 2005, General principles of curriculum development and Trends in Science curriculum: Consideration in developing learner centered curriculum in science, Analysis of Features of existing curriculum of science and technology at upper primary and secondary school level and textbooks(4)
12. Establishing correlation of Science with other school subjects and life(1)

## **Module 2: Planning of teaching Science and Technology (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to-

- explain importance and characteristics of planning
- plan for teaching major concepts, principles and theories of Science and Technology at school level
- design co-curricular activities for Science learning

### **Contents**

1. Importance and characteristics of good planning(1)
2. Planning for designing learning experiences, field visits, activities and developing instructional material for teaching following content:(12)  
Properties and states of matter, structure of atom, Plant and animal cells, classification of plants and animals, diseases and their prevention, kinematic equations, modern periodic table, Electricity, lenses and mirrors, life processes, life cycle, Origin of life and evolution, Heat, Electricity, Magnetism, Light, Contribution of eminent scientists such as Isaac Newton, Dalton, Neils Bohr, Darwin, J. C. Bose, C. V. Raman, Albert Einstein, etc.
3. Planning for organizing various co-curricular activities such as debate, drama, poster making on issues related to science/biology, Day celebrations such as Science Day, Earth Day, Environment Day, etc(2)

## **Module 3: Facilitating learning of Science and Technology (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to-

- use various methods and models of teaching
- promote construction of knowledge
- facilitate self learning of Science
- promote cooperative learning
- use various learning resources

### **Content**

1. Using narration/explanation and demonstrations for facilitating understanding (1)
2. Promoting thinking and construction of knowledge through Using Concept Attainment, Inductive Thinking, guided discovery, Problem solving, Project Based Learning, organizing experiments/laboratory activities (6)
3. Facilitating learners for self-study through use of computers, Internet resources-Websites, You Tubes, online learning, using activity sheets, assigning homework-assignments (2)
4. Using Small Group and Whole Group Instruction strategies through Cooperative and Collaborative approaches to learning, Brain storming, Role Play and Dramatization, Group Discussion, Simulation and Games, Quiz (3)
5. Using learning resources for teaching Science: (3)
  - Science laboratory
  - Audio and Visual aids
  - Community resources such as botanical garden, museum, aquarium, zoo, exhibitions



**Module 4: Evaluating student-learning and Professional growth of teacher** (Credit 1, Hours 15, Marks 25)

**Objectives:** After learning this module the student teacher will be able to-

- explain concept of continuous and comprehensive evaluation
- develop indicators for performance assessment in Science and Technology
- construct various tools for formative and summative evaluation in Science and Technology
- understand importance and ways to develop professionally
- plan for an action research

**Contents :**

1. Concept and importance of continuous and comprehensive evaluation, formative and summative evaluation as constructivist Perspective (2)
2. Developing framework and indicators for performance assessment in science: Learners record of observations; Field diary, herbarium and collection of materials; Oral presentation of learners work in biological science, Portfolio; Assessment of project work (both in the laboratory and in the field); assessment of participation in collaborative learning; Assessment of experimental work in science(3)
3. Construction of test items (open-ended and structured) in science and administration of tests (3)
4. Exploring aims and objectives in Science not assessed in formal examination system and their evaluation through various curricular and co-curricular activities (1)
5. Professional development for science teachers through (2)
  - Participation in seminar, conferences
  - Computer and online resources
  - Collaboration of school with colleges, universities and other institutions
  - Books, Journals and periodicals
  - Reflective practices of Science teachers
  - Field visits
  - Use of Feedback from learners, colleagues and self
6. Teacher as a researcher: Learning to understand how children learn science through research, action research in science. (2)
7. Organizing social activities such as science club, exhibitions, science fair for development of scientific attitude and popularizing science education (2)

**Assignment :**

1. Organizing a Science exhibition/ Science fair in group for School students/society and writing a report including following points: Planning and preparation of material for exhibition/fair, execution of exhibition/Science fair, feedback obtained and reflections on experiences (10 Marks)

2. Writing a report based on visit to any one place such as Science museum, Aquarium, Planetarium, Botanical garden, Zoo, Water purifying Plant, Industry/Factory etc. (10 Marks)
3. Prepare one lesson note based on any one of Team Teaching/ Collaborative Learning/ Models of Teaching (5 Marks)

### References

- Collette Alfred, Chiappetta Eugene (1984), Science Instruction in the Middle And Secondary schools; Times Mirror-Mosby College Publishing, Toronto.
- Das R.C. (1985), Science Teaching in School; Sterling Publishers, New Delhi.
- Nanda V. K. (1998), Teaching of General Science in Elementary School; Anmol Publication, New Delhi.
- Sharma H.L (1989), School Science Education in India; Commonwealth Publishers, New Delhi.
- Singh Uttamkumar(2005), Teaching of Science; New Delhi: Commonwealth Publishers
- Uttam Kumar Singh, Nayak A.K (1997), Science Education, Commonwealth Publishers, New Delhi.
- Vaidya Narendra (1999), Science Teaching in Schools For the 21st Century; Deep and Deep Publishers; New Delhi.
- Venkataiah S.( 2002), Science Education in 21st Century; New Delhi: Anmol Publications Pvt. Ltd.

### मराठी

- कदम वा. प., बोंदार्डे के.एम. - १९८८ शास्त्र अध्यापन पध्दती खूपणे ४ नूतन प्रकाशन.
- कदम वा. प., बोंदार्डे के.एम. - १९९९ शास्त्र आशययुक्त अध्यापन पध्दतीखूपणे ४ नूतन प्रकाशन.
- बोंदार्डे केलास आणि इतर - २००६ शास्त्र अध्यापन पध्दती व आशययुक्त अध्यापन खूपणे ४ नूतन प्रकाशन.
- विज्ञान शिक्षण भाग १ ते ४ - २००७ नॅशनल यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ.
- हर्शीय पभाकर - १९९६ विज्ञानाचे अध्यापनखूपणे ३ नूतन प्रकाशन.

**Course 7:7: Subject Education:  
Music Education**

Total Credits: 4, Marks: 100, Hours: 60

**Module- 1. Understanding, Curriculum, Nature and Aims of Music education (Credits 1, Hours 15, Marks 25)**

Objectives: After learning this module the student teacher will able to-

- Explain the meaning, definition, nature and structure of Music education
- Understand the aims and objectives of Music education
- Plan for imbibing values through Music education teaching
- Can elaborate concept of Music Education
- Write instructional objectives of teaching Music
- Establish correlation of Music Education with other subjects and general livelihood

**Contents:**

**1. Nature and Structure of Music Education**

- Meaning Definition of Music education
- History of Ancient, Middle and Modern Time of Music Education
- Changing trends in Music Education: Scope for individual art performances, basic traits of physiological parameters in association with Music Education through Vocal, Instrumental & Dance forms, overall role in development of national cultural spirit
- Characteristics of Music Education

**2. A. Goals - Music Education**

- Conservation of Indian, Traditional Art & Culture, Concentration, Liveliness & to develop interest in other subject
- Overall development in emotional and psychological quotient of students
- Development in Students Creativity

**B. Objectivise of Music education**

**C. Objectives of Music education at upper primary and secondary level as given by State curriculum**

**3. Expertise in Music Education**

- Knowledge (Factual, Conceptual, Procedural)
- Skill capability (content confined, Practical, Infectious, preparing teaching Tools, Management and evaluation)
- Responsibility (towards Students, Subject, Profession, Society, Principles etc.)



#### 4. Values and Music Education

- Aesthetics
- Concentration and Peace of Mind
- Unity
- Secularism
- Equality
- Positive Attitude towards Life

#### 5. Scope of Music education in Higher Primary and Secondary Schooling

6. Goals and Objectives as per Bloom & Anderson hierarchy of objectives of teaching in Music Education
7. The Expectation about Music Education in NCF 2005, General principle of curriculum development, features of existing curriculum of music education at upper primary and secondary school level
8. Establishing Co-relation of Music with other subject and life

### **Module 2: Planning of teaching Music**

(Credit 1, Hours 15, Marks 25)

**Objectives:** After learning this module the student teacher will be able to -

- Plan for teaching major concepts and principles of Music Education at School Level
- Can define Scope of Music Education
- Explain types of lessons in Music Education
- Explain importance and characteristics of Planning teaching Music
- Design co-curricular activities for Music education at school level

**Content:**

#### 1. Major Concepts of Music curriculum at Secondary School level

- Meaning , content, Format and Analysis parameters of Music
- Concepts of Music, knowledge of Swaras (Saptak), Alankar, Lay, Taal and Raags.
- Different types of Alankaars, Detailing of Saptak (Mandra, Madhya, Taar Saptak)
- Introduction of Chota Khyal , Bada Khyal in context with concepts of Raags.
- Introduction of Semi-Classical Music - Thumari, Dadra & Natya-Sangit
- Introduction of Light Music - Through different Geet Forms - Bhavgeet, Bhakti Geet, Prarthana, Samuhgeet, Desh Bhakti and lokgeet.
- Basic knowledge of Taals - Tritaal, Ektaal, Zaptaal, Kerva, Dadra and Bhajani.
- Introduction to different States Traditional Music - Lavni, Garba, Powada, Bhangda etc
- Classification of Music Instruments, String, Percussion

## 2. Scope of Music Subject

- Day to Day, Social, Cultural, National and Spiritual Music

## 3. Planning of teaching and learning of Music

- Music Subject Lessons: i) Knowledgeable lesson (Content based) ii) Skill lesson (Practical)
- Important and characteristics of good planning of teaching and learning of music - Orientation towards performing all forms of Music along with Onkaar Swar Sadhana to improve voice quality.
- To involve student teacher in tuning , managing and maintaining all type of Music instruments including electronic instruments.
- Introducing and giving example of prominent Music Artists, Music Directors, Lyricists etc(Arrange assignments related to artists)
- Introduction and designing of f teaching and learning experience of Music - Audio-Visual Media - Workshops, Sessions, Theme based Music Competitions, Antakshari, Role Plays etc

## 4. Designing of co-curricular activities of Music Education at school level

- Organizing events on special occasions and days such as Children's day and Teacher's day, Independence and Republic Days, Women's Day, etc.

### **Module 3: - Facilitating learning of Music**

**(Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to-

- Use various methods of teaching Music
- Facilitating learners for self- study
- Using Small Group and Whole group Instruction strategies through Cooperative and Collaborative approaches
- Use of Different Resources , Methods and Tools for Music Education

### **Contents:**

1. Using narration / explanation and demonstration for facilitating understanding of music structure
2. Well directed encouragement for Assignments, Project, Research in Music Education
3. Self Studies, observation skills, following and assignments to studies based on following tools Computer, Internet, Radio, Doordarshan, I pod, Tape recorder etc.
4. Using Small Group & Whole Group instruction strategies through Cooperative and Collaborative approaches to learning Music, Brain storming, Group discussion, games & quiz.
5. Using various resources for teaching Music
  - Preliminary resources of Music education : Onkaar Sadhana, Yog Sadhana,

Breathing Techniques, Human Voice and Sur – Taal Instruments.

- Music room
- Audio – Visual Media Resources
- Resources in society in Performing Arts, Different Kala Dalans, Concerts like Pt. Bhimsen-Sawai Gandharve Sangit Mohotsav etc.

**Module 4 : Evaluating student-learning and professional growth of teacher (Credit 1, Hours 15, Marks 25)**

**Objectives :** After learning this module the student teachers will be able to-

- Explain the concept of continuous and comprehensive evaluation in Music learning
- Develop indicators for performance assessment In Music learning
- Construct various tools for formative and summative evaluation in Music learning
- Understand importance and ways to develop Professionally
- Define Responsibilities of Music Teacher
- Plan for an action research in Music Education.

**Contents:**

1. Concept and importance of continuous and comprehensive evaluation, formative and summative evaluation as constructivist Perspective in Music teaching
2. Developing indicators for performance assessment in Music education – Learners record of observations, Field diary, oral presentation, assessment of project
3. Construction of test items to test acquisitions in music learning of students : Orals, Written, Performance based Practical, Project Assignments
4. Features & Characteristics of Good Music Teacher and their Professional Development
  - Specialities/ Characteristics/ Expertise, Responsibilities of Music Teacher
  - Group Discussion & participation in Seminars, Conferences in Examinations
  - Utilisation on Resources like Media , IT, Computer and Internet
  - Association with Universities, Colleges, Music Schools/Institutes like (Akhil Bharatiya Gandharva Mahavidyalay)
  - Subject related Reference Books, Journals, Magazines, etc.
  - Riyaaz (Practice), Brainstorming of Music Teacher
  - Field Visits
5. Music Teacher as Research Scholar – Research in Music (Music & Learning, Music & Concentration, Study of differences between Music and Subject etc)
6. Participation in Social Activities for Popularising Music Education



**Assignments : 25 Marks**

1. Study of renowned Artists, Singer, Musicians and their special attributes. To Submit project report with examples..... 10 marks
2. Organising Music Event and performance .....10 Marks
3. Field Visit and Field trip report submission. ....5 Marks

**Reference Books:****Marathi:**

- Uppalwar B.V., Rasvedh, 1987, Aurangabad, Kailas Prakashan
- Thakar Sulabha, Sangit ani Saundaryashastra, 1988, Miraj Akhil BHartiya Gandharva MahaVidyalaya
- Naik Shripad Ramchandra, Sangitik Manasshastra va Sangit Shikshanachi Adhunik Padhhati, 1982, Pune , Prakashak Pune University
- Phatak Kiran, Raag, 2005, Mumbai, Sansakar Prakashan
- Bidkar Sucheta, Sangit Shastra Vidyan Bhag 2 , 2013 Mumbai , Sankar Prakashan
- Sangitachi Multatve

**English:**

- Murti P Samba, The Teaching of Music
- National Curruculam Framework, 2005, Delhi, N.C.E.R.T
- Ranade G.E. Hindustani Music

### **EPC 1: Skill Development Program**

#### **Micro teaching (Credit 1, Hours 30, Total 25 marks)**

Orientation and demonstrations of the microteaching skills will be given by lecturers. Lesson planning and teach-re-teach cycles of five microteaching skills per subject should be conducted. Any five microteaching skills should be practiced such as Chalk board writing, questioning, explanation, reading, stimulus variation, demonstration, use of audio-visual aids, set induction, closure, conducting group work etc. Each teach re- teach cycle carries ten marks. Total marks are to be converted out of 25 marks.

#### **Integration lessons (Credit 1, Hours 30, Total 25 marks)**

Purpose of these lessons is to give practice of using various skills of teaching in an integrated way. Student teachers will be given orientation of integrating various microteaching skills such as Chalk board writing, questioning, explanation, reading, stimulus variation, demonstration, use of audio-visual aids, set induction, closure, conducting group work etc. Demonstrations of integration of the skills by teacher educators will be followed by feedback discussion by student teachers. Then the student teachers are supposed to plan and conduct one lesson from each of subject education chosen.

**Total Credits: 2; Marks: 50; Hours: 60 Reading and Reflecting on Text (25 Marks)**

This practical work will serve as a foundation to enable B.Ed. students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purposes of reading. Responses may be personal or creative or critical or all of these together. Students will develop awareness to become conscious of their own thinking processes as they grapple with diverse texts. In other words, this practical work will enable student-teachers to enhance their capacities as readers and writers by becoming participants in the process of reading.

This practical will be conducted through workshop mode after the first week of admission before workshop of preparatory lessons. Orientation and demonstration will be given by teacher educators for each. The teacher educators have to select/prepare/suggest appropriate text material. This practical work offers opportunities to read a wide variety of texts, including empirical, conceptual, and historical work, policy documents, studies about schools, teaching, learning, and about different people's experiences of all of these. It will also include narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc. to address different types of reading skills and strategies. This material also could be in the form of pictures, charts, graphs, maps, specimens and models suitable to the purpose of the activity.

The student teacher has to practice following five activities in both subjects simultaneously. There is no specific time limit for completing each activity. Each activity carries 5 marks per subject, thus making total 50 marks for two subjects.

**1. Reading for comprehension and answering questions (5 marks)**

**Objectives:** The student teacher will be able-

- to understand how to read for comprehension
- to write answers correctly based on the text
- to describe their own point of view.

Teacher educators have to provide one selected text for reading which could include article, biographical writing or extract from book/ journal that are drawn from the subject areas of the student teachers. The student teachers are supposed to read the text and write answers of the comprehension questions given below the text. They are also supposed to describe the main points of the text in their own words from different points of view (taking turns in a smaller group)



**2. Watching media/ Observation of a web site and preparation of summary (5 Marks)**

**Objectives:** The student teacher will be able-

- to use media/internet.
- to summarize respective content
- to express the summary orally in the group.

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

**3. Reading text and Participation in group discussions (5 marks)**

**Objectives:** The student teacher will be able-

- to comprehend the theme issue
- to express their own point of view in group
- to summarize the discussion

Student teachers will be given reading material and they have to participate in the group discussion. The topics may be related to subject area, or current educational or social issue. The student teachers are supposed to conduct discussion taking turns, participate in various responsibilities such as note taking, time keeping, motivating to speak, leading the discussion, summarizing and write a brief report of the discussion.

**4. Searching material and Presentation before a group (5 marks)**

**Objectives:** The student teacher will be able-

- to search relevant material from various sources
- to summarize respective content
- to present the summary in the group.

For this the student teachers should work in groups divided according to their subjects. The student teachers would make a choice of a specific topic in their subject area which they could search from a set of available reference books/ journals/periodicals/websites/enrichment books. The focus of this activity is learning of effective processes of searching relevant material and its presentation. Student teachers are supposed to present in small group the summary of the topic searched by using Chalk board/ charts/ over head projector/slides/demonstration.

**5. Reading and Reflecting (5 Marks)**

**Objectives:** The student teacher will be able-

- to summarize respective content
- to give critical comments/reflective thoughts
- to relate own experiences with the content

The student teacher has to read a book/ article or/essay or /Research paper. The length of reading material should be at least 2000 words. She has to give oral presentation including summary of content. She has to relate her experiences /thoughts/opinions to the content. She also has to give critical comments, reflective thoughts on the content.

## II -Preparation for constructivist teaching-learning (25 Marks)

This practical will be conducted through workshop mode. Orientation and demonstration will be given by teacher educators for each skill. These skills are **promoting interactions, conducting group discussion/group problem solving, providing scope for self expression and thinking, promoting self learning, facilitating understanding**. The student teachers will plan preparatory lessons under guidance of teacher educators. The student teacher has to practice following five lessons of 15 to 20 minutes duration per skill per subject. Each lesson carries 10 marks. Total 100 marks of two subjects will be converted into marks out of 50.

- 1. Promoting interactions:** The student teacher has to plan and conduct a lesson using interactions between student-teacher, student-student and student-media material on the topic relevant to the subject.
  - Introduction by teacher
  - Scope for teacher-student interaction using questions/demonstrations
  - Scope for student-student interactions using activity sheets/pair and share/games/simulations/role play
  - Use of Media material to promote interactions
- 2. Conducting group discussion/group problem solving:** The student teacher has to plan and conduct a discussion/problem solving on the topic relevant to the subject.
  - Introduction by teacher
  - Making groups and assigning topics for discussion/problem solving, assigning roles to the students
  - Supervision during discussion/problem solving
  - Presentations by students
  - Summarizing points discussed and Concluding remarks by teacher
- 3. Providing scope for self expression and thinking:** The student teacher has to select a suitable topic, plan and conduct lesson using higher order questioning/ use of concept attainment model/ Use of inductive thinking model/ inquiry training model/ activity of categorizing, problem solving/ brain storming And/ or providing opportunity for preparing slogans/poems/posters/writing stories or narrations/ participating in role plays
  - Introduction by teacher
  - Assigning topics for brain storming/preparing slogans/poems/posters/writing stories or narrations/ participating in role plays OR providing examples for concept attainment/inductive thinking OR presenting discrepant event for inquiry

- discussion problem solving, assigning roles to the students
  - Presentations by students
  - Summarizing points discussed and Concluding remarks by teacher
4. **Promoting self learning:** The student teacher has to prepare/select self learning material under the guidance of teacher educator. The student teacher has to promote self learning through use of printed self learning material/reading passages in textbook with set of questions/slide presentation/activity sheets/conducting experiments /completing worksheet with the help of observation of pictures, specimens, charts, maps etc
- Brief introduction and assignment of activity and material required by student teacher
  - Self learning by students with the help of printed self learning material/ slide presentation/activity sheets/ conducting experiments /observation of pictures, specimens, charts, maps etc /reading passages in textbook with set of questions
  - Quick feedback about comprehension through quiz/questions/activity sheet/concept mapping by students
5. **Facilitating understanding:** The student teacher has to make efforts to facilitate understanding of new/complex content through Explanation/Demonstration/ presenting audio-visual aids.
- Brief introduction
  - Explanation through examples/Conducting demonstration/explanation through audio-visual aids
  - Quick checking of understanding through activity sheet/quiz/questions/concept maps



## **EPC 3: Learning to use Computer in Education (Computer Project)**

### **EPC 3: Learning to use Computer in Education (Computer Project)**

(Credits: 2, hours: 60, marks: 50)

**Internal Marks: 50**

#### **Practical No 1: Review of an Educational Website (Marks 15)**

**Objectives:** After completing this practical the student teacher will be able to-

- explore educational web resources
- decide authenticity of the information given on website
- analyze various categories and section given on website
- present analytical view points with regards to information provided on websites

#### **Nature of the Practical**

This is an age of information and information is available on one click. But all the information available on the websites is not authentic so while taking the information one must be very cautious. This particular practical will give an opportunity to teacher trainees to explore educational websites and analyze its content. Students are expected to review the information provided on website, also they are expected to present their analytical view points.

For the analysis of a website students should consider following aspects.

1. Catalogue organization and page layout.
2. Is the site's design aesthetically appealing?
3. Are the colours used harmonious and logically related?
4. Are the colour choices visually accessible? (For example high enough in contrast to assist the colour-blind and visually impaired in reading the site appropriately)
5. Is the design audience appropriate?
6. Is the website copy succinct but informative?
7. Does the copywriting style suit the website's purpose and 'speak' to its target audience?
8. Is the contrast between text and its background colours sufficient to make reading easy on the eyes?
9. Is text broken into small, readable chunks and highlighted using headings, sub-headings, and emphasis features where appropriate to assist in skimming?
10. Within articles, are there links to more detailed explanations of subjects, or definitions of jargon terms?
11. Frequency of updating of the website.
12. Usability, relevance and authenticity of the information provided on the website.
13. Quality of Images and videos provided on the website.
14. Opinion of the student on the basis of overall impact of the website.
15. Use of website for the visitors.

### **Practical No 2: Preparation of Multimedia Presentation (Marks 20)**

**Objectives:** After completing this practical the student teacher will be able to-

- prepare multimedia presentation.
- organize and analyze information for multimedia presentation.
- select appropriate Media for effective transaction of information.
- prepare multimedia presentation by considering learning styles of learners.

#### **Nature of the Practical**

In this practical student-teachers are expected to prepare multimedia presentation on any topic from their optional subjects.

- 1) Title slide including Name of the topic, name of student-teacher's, and target group.
- 2) After title slide, one slide should contain the learning objectives of the topic.
- 3) The topic selected should be presented through a series of at least 15 slides. The multimedia presentation should contain at least one of the following elements:
  - Images photographs graphs maps as per requirement of the topic
  - Video or movie clip
  - Animation
  - Sound (this could be a voice-over, background music or sound clips)
- 4) Content presentation slides should be followed by quiz questions for quick check of comprehension of target group
- 5) Last slide should contain references in the form of books/sites etc.

### **Practical No 3: Reflection on OER (Marks 15)**

**Objectives:** After completing this practical the student teacher will be able to-

- search different Open Educational Resources (OER).
- categories various Open Educational Resources.
- access openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes.
- reflect on any one OER

This practical will help student-teachers to search different Open Educational Resources (OER). Through this practical it is expected that student-teachers should understand various categories of Open Educational Resources. This will help the student-teachers to access openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes. It is also expected that student-teachers should choose any one OER related to their school subjects and reflect on it. Each student-teacher should submit a report. The report should contain following points.

- Type of OER (Document Presentation/Videos etc.)
- Relevance with school subject
- What new things I learnt from this OER?
- Effectiveness and usability of OER. How this OER will help me in teaching-learning process?
- What would I like to add in the OER.
- Critical analysis of OER.



(Credit: 2, hours: 60, marks: 50)

This practical would be transacted through a workshop mode by more than one resource persons.

The practical will address aspects of development of the inner self and the professional identity of a teacher. As an individual in society one has different identities – gender, relational, cultural – and it is important to address one's implicit beliefs, stereotypes and prejudices resulting from these identities. It is important for the student-teachers to be aware of their identities and the political, historical, and social forces that shape them.

The practical shall also focus on revisiting one's childhood experiences – influences, limitations and potentials – while empathizing with other childhoods, and also the childhood experiences of one's peers.

**Objectives:** On completion on this practical student teacher will be able to-

- develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach.
- develop social relational sensitivity and effective communication skills, including the ability to listen and observe.
- develop a holistic and integrated understanding of the human self and personality.
- build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.
- explore one's dreams, aspirations, concerns, through varied forms of self-expression, including poetry and humour, creative movement, aesthetic representations, etc.
- enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one's surroundings.
- appreciate the philosophy of yoga and its role in well-being
- practice of yoga in different contexts.

**Methodologies for the transaction of the practical:**

The following methodologies for the transaction of the course could be used in interactive sessions:

- Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.
- Watching a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.
- Issues of contemporary adolescence/youth need to be taken up as student-teachers first need to understand themselves, and themselves in relation to their students and classroom situations.
- Different modes of expression can be used in each of the sessions (so that each of the students get a chance to express herself through any of the modes that they are comfortable in) and at the end of the year, the resource person and the coordinating



faculty can reflect back on whether all modes of expression were included through the sessions or not.

- The exercise of developing reflective journals and providing regular feedback on those journals can also be used here.

#### Suggested activities:

Sr. No.	Title of the activity	Learning outcomes	Kind of activities	Resources needed
1	Exploring the self- Values & self- image	-To be aware of one's potentials, -Able to identify one's strength and weakness -Know what one can do and can't do, -Able to evolve as person and able to develop the skills of self-awareness.	-Workshop on self-awareness, self-concept, self- image: Self- disclosure through Games, Story making, Dance, Art, Postures, Theatre etc. - Meditation workshop, - Yoga sessions, - Self-awareness diagnosis. -Transactional analysis on activities, - Reflections	- five different images or Objects for story making.  - Johari window- Self-awareness diagnostic test.
2	Individual & collective self	-Team building, -Respecting others, -Group Task, -Sharing responsibility, -Addressing conflicts.	Nature walk/ field visit, Simulation Exercise, Adventure, Collective art.	
3	Self-identity and formation of one 's self	-To examine what has affected, - Own sense of self and identity formation	Workshop on self-identity: - reading sharing and discussion books, - writing life stories, - sharing life turning points / incidents & using nonverbal expressions to can note deeper feelings - role play - SWOC analysis	- Case studies, - Biographies, stories - Film/ drama/ documentary, on Human victories & defied, Social and educational issues.

4	Teacher as a reflective practitioner	-To identify a characteristics of a reflective practitioner -To examine ones effectiveness of a reflective practitioner to access one's reflective teaching.	-Workshop on reflective practices, (reflection in action on action & for action) -Introspection exercise to know one's self as reflective practitioner creatively reflect one's teaching-activity.	
5	Reflection on one's development as a teacher.	-To develop holistic and integrated understanding of self as a teacher	-Write a reflective diary on their one's development as a teacher & get feedback regularly from in charge teacher	Printed reflective diary.

**EPC 5: Drama and Art in Education**

Total Credits: 2; Marks: 50; Hours: 60

This practical work is to be completed in a workshop mode. According to NCF 2005 curricular activities are not to be separated from curricular and extracurricular activities. This has significant implications for the role of art, music and drama in education, to nurture students' creativity aesthetic sensibilities. Student teachers will participate in following four activities for fulfilling this purpose.

**Objectives:** On completion of the course the student teachers will be able to-

- prepare script for dramatization and present involving school students
- watch and appreciate movie/video program/drama
- participate in a street play/ skit/drama/musical program/ dance to create awareness of social/ educational problems and remedies
- organize an exhibition on a theme

**Activities:**

**1. Creating a script for dramatization for content at school level and present it involving school students during internship program (10)**

An orientation about script writing will be given to the student teachers. Each student teacher will select content from her subject and prepare a script for teaching the content - through dramatization. The student teacher will orient and guide the school students about presentation of dramatization. She will submit the script as well as a brief report based on experiences, reflections and feedback.

**2. Watch a video film/ Movie/Drama and write a report including appreciation (10)** The student teacher has to select and watch a video film/ Movie/Drama on any theme related to educational/social/cultural problems/innovations. The student teacher has to write a report based on the theme, justification of selecting the video film/ Movie/Drama, appreciation and reflections

**3. Organizing an exhibition on a theme in collaboration with peers. (20).**

The activity will be conducted in a group. Student teachers will select a theme such presenting characteristics of any State in India or any nation or any specific culture. They will prepare/collect material such as specimen, models, charts, posters, graphs, maps, artifacts, pictures, photographs, videos, songs and organize an exhibition for school students/peers and write a report including efforts done in preparation, organization of exhibition, experiences and feedback obtained.



**4. Prepare and participate in a street play/skit/musical program/dance/ puppet show (10)**

The student teachers will complete this activity in a group. The student teachers will sit together, discuss and select a social/ educational problem/ life sketch of any great personality who has given significant contribution in development /educational or social reform. They will prepare a script for presentation through street play/ skit/ musical program/ dance/ puppet show. The group will perform it before class/school students a group in society and write a report including efforts done in preparation, organization of exhibition, experiences and feedback obtained.

## **Engagement with Field (EWF)**

### **EWF 1: Practice Teaching (Marks: 50)**

Lessons are to be organized in practice teaching School. **Total marks for lessons (50)** The student teachers are supposed to plan and conduct **Two lessons per subject of 30 min. duration in schools, in all Four lessons**, under guidance of teacher educators. The lessons will be evaluated by teacher educators.

Emphasis will be given on teacher 's role as facilitator while guiding and evaluating the lessons. Hence following points should be considered while planning the lessons: Scope for interactivity through use of models of teaching, cooperative learning strategies, questions, games, simulations, correlation with other school subjects, efforts to provide varied experiences, scope for students' active participation, scope for development of higher order thinking, efforts to develop life skills where ever possible. Two student teachers may plan and conduct two continuous lessons to get experience of team teaching once or twice. Every lesson will carry 100 marks out of which 20 marks will be given by guide for plan and 80 marks will be given by observer for actual performance in the lesson. Total marks obtained in **Four lessons** are to be converted into marks out of 50.

## Second Year

Course Code	Course No	Title of the Courses	Total Hours	Cr	Internal	External	Total Marks
<b>Perspectives in Education</b>							
2008	8	Assessment for Learning	60	4	25	75	100
2009	9	Knowledge and Curriculum	60	4	25	75	100
2010	10	Creating an Inclusive School	60	4	25	75	100
2011	11	Gender, School and Society	60	4	25	75	100
<b>Optional Course</b>							
Course Code	Course No	Optional Course	60	4	25	75	100
2013	12:1	Peace Education					
2014	12:2	Guidance and Counselling					
2015	12:3	Sustainable Development					
2016	12:4	Human Rights Education					
<b>Enhancing Professional Capacities</b>							
	EPC6	Research Project	60	2	50	-	50
	EPC 7	Portfolio	60	2	50	-	50
<b>Engagement with Field</b>							
	EFW 2	Practice Teaching (8 Lessons) and Internship (20 Weeks)	480	16	400	-	400
		<b>TOTAL (Theory +Practical)</b>	<b>900</b>	<b>40</b>	<b>625</b>	<b>375</b>	<b>1000</b>



Marks: 100;Credits: 4, Hours: 60 for theory excluding hours to be spent by student teachers for completing assignments

Note: Figures in the bracket show hours for curriculum transaction

### Module 1: Assessment and Evaluation (Credit 1, Hours 15, Marks 25)

**Objectives-** After learning this module the student teachers will be able to-

- use assessment in constructivist paradigm for various purposes
- gain critical understanding of issues in evaluation practices
- become aware of key concepts such as, measurement, evaluation, test, examination, formative and summative assessment
- construct and use appropriate tools of evaluation

**Contents:**

1. Assessment and evaluation of learning in a constructivist paradigm (1)
2. Distinction between 'Assessment of Learning 'and 'Assessment for Learning ' (1)
3. Purposes of assessment in a constructivist paradigm (2)
  - To engage the learners 'minds for further learning in various dimensions
  - To promote development in cognitive, social and emotional aspects
4. Critical review of current evaluation practices and their assumptions about learning and development (1)
5. Clarifying the terms (3)
  - Assessment, measurement, evaluation, test, examination
  - Formative and summative evaluation
  - Continuous and comprehensive assessment
  - Grading
6. Tools of Evaluation - Written, oral and practical examinations, anecdotal records, Projects, home work and Assignments, participation in activities, Work sheets, Practical work, group discussions, port folio, open book test, Rubric, computer based examination (7)

### Module 2: Examination Reform Efforts (Credit 1, Hours 15, Marks 25)

**Objectives:** After learning this module the student teachers will be able to-

- critically analyze various examination reforms in India
- give suggestions for improving quality of questions in exam papers
- use ICT in examination

**Contents :**

1. Examination reform efforts in India: (Discussion should cover analysis of recommendations, implementations and the emerging concerns) (10)
  - Secondary Education Commission (1952-53)
  - Kothari Commission (1964-66)

- National Policy on Education (1986) and Programme of Action (1992)
- National Curriculum Framework (2005) developed for school education

2. Introducing flexibility in examination-taking requirements (1)
3. Improving quality and range of questions in exam papers (2)
4. Examination management (1)
5. Role of ICT in examination (1)

### **Module 3: Data Analysis, Feedback and Reporting (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teachers will be able to-

- analyse and interpret data for drawing inferences
- use various types of feedback for improving learning
- develop and maintain a comprehensive and consolidated learner profile

#### **Contents**

1. Statistical tools (10)
  - Percentage, Frequency distribution Central tendency (concept and calculations)
  - Variation, Normal distribution, Percentile rank, Correlation (concept only)
  - Frequency polygon, bar diagram, Interpretation of Analysed data
2. Feedback as an essential component of formative assessment (3)
  - Use of assessment for feedback and for taking pedagogic decisions
  - Types of teacher feedback (written and oral)
  - Peer feedback
  - Place of marks, grades and qualitative descriptions
3. Developing and maintaining a comprehensive and consolidated learner profile (2)
  - Purposes of reporting: To communicate Progress and profile of learner
  - Basis for further pedagogic decisions

### **Module 4: Examination System and School-based Assessment (Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teachers will be able to-

- Critically analyze impact of the prevailing examination system
- Evaluate impact of examination-driven schooling
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view

#### **Contents**

1. Examination for gradation, social selection and placement (3)
2. Impact of the prevailing examination system on student learning and stakeholders (3)
3. Entrance tests and their influence on students and school system (2)
4. Impact of examination-driven schooling on pedagogy: Content-confined, Information focused Testing, Memory centric teaching and testing (4)
5. De-linking school-based assessment from examinations. Some possibilities and alternate Practices (1)

6. Dimensions and levels of learning to be assessed (Contexts of assessment: subject-related and learner-related) (2)
  - Retention/recall of facts and concepts, Application of specific skills, Problem-solving, applying learning to diverse situations, Abstraction of ideas from experiences, Seeing links and relationships, Drawing Inferences, Analysis, Reflection
  - Initiative, Collaborative participation, Creativity, self-esteem, motivation

#### **Assignments (25 Marks)**

1. Prepare a frequency distribution table with raw score data and draw frequency polygon/ bar-diagram (15 Marks)
2. Developing an achievement test with its Blue Print, Answer Key and Marks Distribution. (10 Marks)

#### **References**

1. Delpit, L.D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58(3), 280–299.
2. Delpit, L.D. (2012). *Multiplication is for white people: Raising expectations for other people's children*. The New Press.
3. Dweck (Eds.), *Handbook of competence and motivation* (pp. 15–30). Guilford Publications.
4. Glaser, R., Chudowsky, N., & Pellegrino, J.W. (Eds.). (2001). *Knowing what students know: The science and design of educational assessment*. National Academies Press.
5. Shepard, L.A. (2000). The role of assessment in a learning culture. *Educational Researcher*, 4–14.
6. Sternberg, R.J. (2013). Intelligence, competence, and expertise. In A. J. Elliot & C. S.
7. Stiggins, R. (2005). From formative assessment to assessment for learning: A path to success in standards-based schools. *Phi Delta Kappan*, 324–328.



Marks: 100, Credits: 4, Hours: 60 for theory excluding hours to be spent by student teachers for completing assignments

Note: Figures in the bracket show hours for curriculum transaction

### Objectives:

- Describe epistemological bases of modern child centered education
- Justify changes in education due to advancement in ICT and educational psychology.
- Relate constitutional values with education.
- Explain educational implications of nationalism, universalism, secularism, multiculturalism, multilingualism
- Describe the role of NCERT, SCERT, SSC/ CBSE/ ICSE Boards and Text book Bureau
- Explain the determinants of curriculum development
- Select and develop the proper learning resources.

### Module 1: Epistemological bases of education (Credit 1, Hours 15, Marks 25)

Objectives: After learning this module the student teacher will be able to-

- explain the Concept of Epistemology.
  - elaborate the types and process of generating knowledge.
  - differentiate 'knowledge' and 'skill', 'teaching' and 'training', 'knowledge' and 'information', and 'reason' and 'belief'.
  - describe epistemological bases of modern child centered education
  - locate references regarding learner as a knowledge generator
1. Concept of Epistemology: meaning and definitions. (1)
  2. Meaning, and Types of knowledge: factual, conceptual, procedural, meta-cognitive (2)
  3. Sources of knowledge: Perception, inference and intuition(1)
  4. Process of generation of knowledge: Observation of Facts, establishing causal relationship, concept formation through inductive thinking, generating and verifying hypotheses, theory building(1)
  5. Difference between 'knowledge' and 'skill', 'teaching' and 'training', 'knowledge' and 'information', and 'reason' and 'belief'. (2)
  6. Concept, need and significance of activity, discovery and dialogue in education. (2)
  7. Bases of modern child centered education with reference to activity, discovery and dialogue of Gandhi, Tagore, Dewey and Plato, Freire respectively. (5)
  8. Learner as creator of knowledge as given in NCF 2005(1)

### Module 2: Social bases of education (Credit 1, Hours 15, Marks 25)

Objectives: After learning this module the student teacher will be able to-

- explain the Concept, meaning and nature of knowledge centered society.
- explain the Concept of culture and modernity.

- relate constitutional values with education.
- explain educational implications of nationalism, universalism, secularism, multiculturalism, multilingualism
- justify changes in education due to advancement in ICT and educational psychology.

### Contents

1. Concept, meaning and nature of knowledge centred society. (2)
2. Concept of culture and modernity. (1)
3. Values in Indian constitution and their educational implications (3): equity and equality, individual opportunity and Social justice and dignity, democracy
4. Concept of nationalism, universalism, secularism, multiculturalism, multilingualism and their educational implications (5)
5. Changes in education due to advancement in ICT and new trends in educational psychology such as constructivism, brain-based learning: (4)
  - Changes in curriculum, daily routine of school, methods of teaching, evaluation procedure, role of teacher and learner
  - Emphasis on self-learning, individual autonomy, choice-based learning, distance learning, constructivist learning-teaching

### Module 3: Concept of curriculum (Credit 1, Hours 15, Marks 25)

**Objectives:** After learning this module the student teacher will be able to-

- explain the concept of curriculum.
  - distinguish hidden and enacted curriculum.
  - explain various dimension of curriculum.
  - compare between curriculum, syllabus and textbook.
  - use different approaches of curriculum development
  - elaborate process of curriculum development.
  - describe the role of NCERT, SCERT, SSC/ CBSC ICSE Boards and Text book Bureau
  - explain the determinants of curriculum development
1. Concept of curriculum: Meaning and nature (1)
  2. Meaning of hidden and enacted curriculum. (1)
  3. Dimensions of the curriculum and their relationship with the aims of education (2)
  4. Relationship among curriculum, syllabus and textbook. (2)
  5. Different approaches to curriculum development (4)
    - Subject centered
    - Environmentalist (incorporating local concerns)
    - Behaviourist
    - Competency based
    - Learner centered
    - Constructivist

6. Role of NCERT, SCERT, SSC/ CBSE/ ICSE Boards and Text book Bureau in curriculum development, text book preparation and research(1)
7. Process of curriculum development (3)
  - Formulating aims and objectives.
  - Selecting content knowledge of different subjects.
  - Organizing fundamental concepts and themes vertical as well as across level and integrating themes within different subjects.
  - Selecting and organizing learning situations.
8. Determinants of curriculum development: Political ideology, socio-economic changes, recommendations of various commissions, advancement in Science and Technology(1)

#### **Module 4: Curriculum implementation and renewal(Credit 1, Hours 15, Marks 25)**

**Objectives:** After learning this module the student teacher will be able to-

- explain teacher's role in curriculum transaction.
- select and develop the proper learning resources.
- elaborate the process of curriculum evaluation and renewal.

#### **Contents**

1. Teacher's role in curriculum transaction through: (4)
  - Interpretation of curricular aims.
  - Formulation of instructional objectives
  - Contextualization of learning.
  - Designing varied learning experiences.
  - Curricular adaptation for catering special needs of diverse learners
2. Selection, development and implementation of learning resources (text books, teaching – learning material and resources outside the school, local environment, community etc.); learning resources required for catering special needs of learners (3)
3. Evolving assessment modes for testing learning objectives. (2)
4. Process of curriculum evaluation and renewal. (3)
  - Need for continuous evaluation of curriculum.
  - Feedback from learner, teacher, community and administrator.
  - Locating in-congruencies and correspondence between expectation and actual achievement
  - Restructuring curriculum
5. Teacher's role in curriculum development, transaction and evaluation of curriculum (2)
6. Research on curriculum (1)



### Assignments(Marks 25)

1. Critically analyze existing curriculum of any one subject at secondary School level in relation to values in Indian constitution/ten core elements/ ten values/ life skills and writing a report (15 Marks)
2. Designing a lesson plan on any school subject, for activity based learning based on principles advocated by Gandhi / Tagore / Plato / Dewey/ Paulo Friere : (10 Marks)

### References:

- Agarwal Amit, Agarwal Babita. (2010). Education and Society. Jaipur: ABD Publishers.
- Agarwal J. C. (2012). Philosophical and Sociological Perspective of Education, Shipra Publication. New Delhi.
- National Curriculum Framework—2005 N.C.E.R.T. New Delhi.
- दुनसु अ. ग. -शैक्षणिक "समय वैशेषिक" संस्करण" सुभाष कृष्ण प्रकाशन
- Deng, Z. (2013). School subjects and academic disciplines. In A. Luke, A. Woods, & K. Weir (Eds.), Curriculum, syllabus design and equity: A primer and model. Routledge.
- Dewey, J. (2004). Democracy and education. Courier Dover Publications.

Marks: 100, Credits: 4, Hours: 60 for theory excluding hours to be spent by student teachers for completing assignments

Note: Figures in the bracket show hours for curriculum transaction

### Objectives

- Become aware of legal provisions and policies about inclusive education in India
- Explain causes characteristics and special needs of children with physical, mental, economic, cultural diversity and learning disability
- Orient parents and peer group for support
- Use cooperative learning strategies in class
- Collaborate with support teachers
- Apply learner friendly evaluation process

### Module I: Concept and policy perspectives of Inclusive education (Credit 1, Hours 15, Marks 25)

**Objectives:** On completion of the module the student teachers will be able to –

- explain the development of concept of inclusive education
- compare the terms impairment, disability and Handicap
- explain principles and scope of inclusive education
- become aware of legal provisions and policies about inclusive education in India

### Content

1. Development of the concept of Inclusive Education: Special, Integrated and Inclusive Education; concept of Impairment, disability and Handicap (4)
2. Principles and Scope of inclusive education; inclusion of physical, academic, socio-cultural and financially diverse Learners (2)
3. Legal Policies and Perspectives(9)
  - Important International Declarations/Conventions/Proclamations – Bivako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006
  - National Policy of Education (1986) and Program of Action (1992); Persons with Disabilities Act (1995); National Policy of Disabilities (2006); National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Inclusive Education under Sarva Shiksha Abhiyan (SSA), Madhyimic Shiksha Abhiyan
  - Special Role of Institutions for the Education of Children with Disabilities– Rehabilitation Council of India, National Institutes of Different Disabilities, Composite Regional Centres (CRCs), District Disability Rehabilitation Centres (DDRCs), Structures like BRCs, CRCs under SSA, National Trust and NGOs.

## **Module 2: Understanding diversities and defining special needs(Credit 1, Hours 15, Marks 25)**

**Objectives:** On completion of the module the student teachers will be able to –

- explain causes characteristics and special needs of children with physical diversity
- explain causes characteristics and special needs of children with mental diversity
- explain causes characteristics and special needs of children with learning disabilities
- explain causes characteristics and special needs of children with Socio-economic-cultural and emotional diversity

### **Content**

1. Causes, characteristics and special needs of Children with physical diversities (Visually Impaired, Hearing Impaired, children with Loco-motor and Neuromuscular diversities, children with Multiple Disabilities) (4)
2. Children with Intellectual diversities(Mentally challenged, gifted, creative children)(4)
3. Children with Learning disabilities(Dyslexia, dyscalculia, dysgraphiya, Autism)(4)
4. Socio-economic-culturally and emotionally diverse learners, children from deprived section(3)

## **Module 3: Making school ready for inclusion(Credit 1, Hours 15, Marks 25)**

**Objectives:** On completion of the module the student teachers will be able to –

- describe infrastructural changes required for inclusion of diverse students
  - explain support services for inclusive education
  - maintain records in inclusive set up
  - explain application of technology in inclusive education
  - involve community resources as a support
  - orient parents and peer group for support
1. School's readiness for inclusion: Support from school management, Infrastructure and accessibility for inclusion of various type of diverse learners (3)
  2. Supportive services required for meeting special needs in the classroom — special teacher, speech therapist, physiotherapist, occupational therapist, and counselor(3)
  3. Documentation, record keeping and maintenance(3)
  4. Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities(2)
  5. Involving community resources as source of support to teachers in the successful implementation of inclusive education(2)
    - Involving external agencies for networking – setting up appropriate forms of communication with professionals and Para-professionals
    - Seeking for reciprocal support of pre-school programs, prevocational training programs, social security, different provisions, concessions, etc.
  6. Orientation to be given to parents and peers and role of them in the successful implementation of inclusive education(2)



#### **Module 4: Inclusive practices in classrooms for all (Credit 1, Hours 15, Marks 25)**

**Objectives:** On completion of the module the student teachers will be able to –

- explain the procedure of pre-assessment development
- develop individual education plan to cater special needs of students
- use cooperative learning strategies in class
- collaborate with support teachers
- apply learner friendly evaluation process

#### **Contents**

1. Assessment of children to know their profile(2)
2. Classroom management and organization(2)
3. Making learning more meaningful : Developing Individual Education Plan for responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning, remedial teaching (3)
4. Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.(3)
5. Developing partnerships in teaching: Teacher and special teacher, Teacher and co-teaching personnel, Parents as partners – developing positive relationships between school and home(2)
6. Development and application of learner -friendly evaluation procedures: using various formative tools and adaptations in evaluation procedures; Different provisions and concessions for examination by the boards in respective States(3)

#### **Assignments (Marks 25)**

1. Survey of special educational needs of exceptional students and infrastructural provisions made; procedures used in curriculum transaction and evaluation by primary or secondary the school for exceptional students and preparing a report (15 Marks)
2. Preparation of special learning material for a student with diversity, implementation of material, evaluating effectiveness and preparing a report. (10 Marks)

## References

- Hallahan Daniel and Kauffman James(1988), "Exceptional Children", New Jersey: Prentice Hall International
- Kaur Rajinder(2013), "Special and Inclusive School Education, Development and Promotion", New Delhi: Kanishka Publishers, Distributors
- Porter Louise(2002) "Educating young children with special needs", New Delhi: Sage Publication
- Puri Madhumita and Abraham George(2004), "Handbook of Inclusive education", New Delhi: Sage Publication
- Ramaswamy B. (2013), "Planning and management of special and inclusive Education", New Delhi: Kanishka Publishers Distributors
- Reddy G., Ramar R. and Kusuma A. (2000), "Education of Children with special needs", New Delhi: Discovery Publishing House
- Singh Mubarak( 2010), "Education of Children with special needs", new Delhi: Kanishka Publishers
- Singh Uttam Kumar(1997) "Special Education" New Delhi: Commonwealth Publishers
- वासुदेव लाल वासुदेव शैल्यो "अपेक्षित शिक्षण योजना, शिक्षकांसाठी इंग्रजीत" पुणे: महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद

Marks: 100, Credits: 4, Hours: 60 for theory excluding hours to be spent by student teachers for completing assignments

Note: Figures in the bracket show hours for curriculum transaction

### Course Objectives:

- Describe issues concerned with women
- Suggest remedial measures to overcome constraints to education of women
- Understand various social reform movements in India with respect to women
- Design learning experiences for gender sensitization and women empowerment
- Organize training and counselling for various personnel regarding gender equality and women empowerment

### Module 1: Concept of Gender, Gender Issues and Concerned Recommendations

(Credit: 1, hours: 15, Marks: 25)

**Objectives:** After learning this module the student teacher will be able to-

- explain concepts of gender, sex, feminism and gender bias
- describe issues concerned with women
- explain recommendations of various commissions and Abhiyan regarding women education

### Content

1. Concepts: Gender, sex, sexuality, patriarchy, masculinity and feminism, Gender bias, gender stereotyping (2)
2. Equity and equality in relation with caste, class, religion, ethnicity, disability and region (2)
3. Issues concerned with women: Foeticide, infanticide, early marriages, dowry, desertion, widow, violence against women, illiteracy, intoxication, sexual harassment, health problems, malnutrition, prostitution(4)
4. Gender inequality due to biased socialisation practices in family, schools and other formal and informal organisations (2)
5. Recommendations regarding Women's Education and Empowerment: Kothari Commission(1964-66), National Policy of Education (1986), Sarva Shiksha Abhiyan (2000), Right to Education Act(2009), Madhyamic Shiksha Abhiyan(2010), Woman Centred family as suggested by Raghunath Mashelkar in New Panchsheel of Education (5)

### Module 2: Constraints in Women Education and Empowerment (Credit: 1, Hours: 15, Marks: 25)

**Objectives:** After learning this module the student teacher will be able to-

- explain constraints in the socio-political system regarding women empowerment
- explain constraints to education of Women in India
- suggest remedial measures to overcome constraints



## Contents:

1. Constraints in the socio-political system regarding women empowerment: (7)
  - Family / Parents /Patriarchy
  - Caste system
  - Orthodoxy in the matter of religion and culture,
  - Economic causes
  - Social attitude towards women
  - Elected representatives at all levels, leaders, politicians etc.
  - Police Personnel and Gender Sensitization
  - Administration/Employment Sector
  - Media and Technology
  - Law and judiciary
  - Agencies perpetuating violence: Family, school, work place and media (Print and electronic)
  - NGO's and Civil Society
2. Constraints to education of Women in India: (8)
  - Access and retention in education due to remote locations, inadequate infrastructure and poor facilities in schools
  - Traditional Patriarchal Mindset and discrimination
  - Underestimation of women capabilities and intelligence
  - Undervaluation of Female Labor
  - Sexual harassment and violence in school setting
  - Reinforcement of Gender Roles in educational and career opportunities
  - Reinforcement of Gender discrimination and Stereotyping in the present education system through hidden curriculum, textbook, teacher's attitude

### **Module 3: Dimensions and Movements for Women Empowerment (Credit: 1, hours: 15, Marks:25)**

**Objectives:** After learning this module the student teacher will be able to-

- explain concept and dimensions of women empowerment
- become aware about various social reform movements in India with respect to women
- explain relevance of provisions in constitution for gender equality

### **Content**

1. Concept, Importance and Dimensions of women empowerment: Individual empowerment, Social empowerment, Economic empowerment, Physical empowerment, Psychological empowerment, Political empowerment(4)
2. Some landmarks from social reform movements with focus on women's education and social status: Raja Rammohan Roy, Tarabai Shinde, Maharshi Dhondo Keshav Karve, Savitribai and Mahatma Phule (3)
3. Various reform movements before independence: Act of Sati (abolish) 1829, Hindu Widow Remarriage Act' 1856, the Child Restriction Act, 1929, Women Property Right

- Act, 1937 etc. (2)
4. Reform movements after independence: (3)
- The Hindu Marriage Act, 1955 (regarding the age for marriage, monogamy and guardianship of the mother )
  - Hindu Adoptions and Maintenance Act, 1956(adoption by unmarried women, widow or divorcee of sound mind )
  - Dowry Prohibition Act of 1961
5. **Provisions in the Constitution of India:** (3)
- Article 14, Article 15, Article 15 (3) about special provision enabling the state to make affirmative discriminations in favour of women; Article 42 directs the state to make provision for ensuring just and human conditions of work and maternity relief. Articles 15 (A), (E) to renounce the practices derogatory to the dignity of women

**Module 4: Education for Gender Equality and Women Empowerment** (Credit: 1, hours: 15, Marks: 25)

**Objectives:** After learning this module the student teacher will be able to-

- explain role of school in gender equality and women empowerment
- analyze and develop school curriculum with gender equality perspective
- design learning experiences for gender sensitization and women empowerment
- organize training and counselling for various personnel regarding gender equality and women empowerment
- develop oneself to become change agent

**Content**

1. Role of school : Provision of secure and encouraging environment. Sufficient Light, Internal Security, Separate washrooms, cleanliness, Identity cards for entry in the institute, display of telephone help lines for women, Hostel facilities, transport facility, regular medical checkup, proper implementation of government welfare schemes for girls, regular parent-teacher meetings, women grievance cell, redressing sexual harassment cases (3)
2. Curriculum development: Messages of gender equality, dimensions of women empowerment and awareness of laws relating to the protection of women/human rights through different school subjects, contribution of women in various fields of life(3)
3. Textbooks and learning material : Attention to gender/human rights issues especially violence against women through textbook(1)
4. Teacher's Role as an agent of change :Deliberate efforts about gender sensitization and women empowerment through curriculum transaction. Encouraging participation of girls in curricular and co-curricular activities, preventive supervision against teasing and sexual harassment, establishing rapport with girl students, research on gender issues and



remedies, inculcating gender equality through group discussions, organizing guest lecturers, projects, visits, films life sketches, news etc. (5)

5. Training about Gender human rights, gender awareness and empowerment to teachers, concerned officials, staff, students and parents(1)
6. Special training to girl students: Adolescence education, life skills education, self defense (1)
7. Counseling centre for adolescents for pre-marital counseling and health problems, career counseling (1)

#### Assignments: (Marks 25)

1. Visit to any government/non-government organization working for women empowerment/issues related to women and writing a report(15 Marks)
2. Reading a book related to gender issues/ girl's education/ women empowerment/biography or autobiography of a successful woman and give seminar on the same, submit the paper/ article.(10 Marks)

#### References:

- Das Sukanya (2013), Inclusive Empowerment of Indian Women, New Delhi: Regal Publications
- DPEP. 1998. Gender Audit Strategy for DPEP. New Delhi: GOI and Gender Unit Of Ed.CIL
- Krishnaraj Maithreyi (Ed.)(1998), New Delhi: Oxford University Press
- Krolokke Charlotte and Sorensen Anne(2006), Gender Communication Theories and Analyses, New Delhi: Sage Publication
- Ravikumar S.K. (2006), Indian Women: Status, Role and Empowerment, Jaipur: Mangaldeep Publications
- Ramachandran, Vimala. 2004. Gender and Social Equity in Education: Hierarchies of Access. NewDelhi: Sage.
- Rao, Anupama (ed.). 2003. Gender and Caste. New Delhi: Kali for Women. Sandhan Shodh Kendra
- Singh Trilok (2012), Women and Gender Discrimination, New Delhi: Cyber Tech Publications
- Walikhanna Charu(2012), A Report of Expert Committee on Gender and Education, New Delhi: National Commission for Women
- Zha Anilkumar(2012), Gender Inequality and Women Empowerment, New Delhi:Axis Books Pvt. Ltd.
- सर्वे स्वामी २००३ 'संघर्षादिना' स्त्री विद्याशाळाचा पाऊलचुंबा ४४ पुणे: प्रतिमा प्रकाशन
- भगवान विशुत २००३ 'अनुवादिना' मानवशास्त्रातील विंगभवाची शोधमोहीम, पुणे:आयमेट प्रिंटिंगेशन

#### Useful Sites:

<http://www.nesse.fr/nesse/activities/reports/gender-report-pdf>

[https://en.wikipedia.org/wiki/Gender\\_discrimination\\_in\\_India](https://en.wikipedia.org/wiki/Gender_discrimination_in_India)





Marks: 100, Credits: 4, Hours: 60 for theory excluding hours to be spent by student teachers for completing assignments

Note: Figures in the bracket show hours for curriculum transaction

**Course Objectives:** the student teachers will be able to-

- discuss the philosophical, sociological basis of peace education
- explain the need for peace education
- discuss the role of family, community, media and school in peace education
- describe qualities of peace educator
- acquire essential qualities as a peace educator

**Module 1: Understanding peace and peace education (Credit: 1, hours: 15, Marks: 25)**

**Objectives:** On completion of the module the student teachers will be able to-

- Elaborate concept of peace and peace education
- Discuss the philosophical, sociological basis of peace education
- Elaborate constitutional values and provisions promoting peace
- Explain historical background of peace education
- Discuss recommendations of peace education in NCF 2005

**Content:**

1. Concept and meaning of peace and peace education(2)
2. Aims and principles of Peace Education (2)
3. Views regarding peace in Vedic :Upanishadic , Buddhist, Jain, Islamic, Christian and Zen philosophy (4)
4. Thoughts on peace of Mahatma Gandhi, Ravindranath Tagore, Nelson Mandela, Martin Luther King, Dalai lama, and J.Krishnamurti ( 3 )
5. Constitutional values promoting peace : Justice, equality, freedom, secularism, respect for differences and ecological resources that ensure peace in society ( 3 )
6. Recommendations regarding peace education in National Curriculum Framework 2005 (1)

**Module 2: Need for Peace Education (Credit: 1, hours: 15, Marks: 25)**

**Objectives:** On completion of the module the student teachers will be able to-

- elaborate the nature and types of conflicts in the world and in India
- explain the consequences of conflicts
- explain the need for peace education

**Content:**

1. Nature and types of conflicts in world : Racial conflicts, religious conflicts, conflicts Over natural resources, Conflicts over human rights, Terrorism, Imperialism (5)

2. Nature and types of conflicts in India : Religion , regionalism, language, Multiculturalism, border issues, caste-ism, gender disparities, economic disparities Rural-urban disparities, power politics, corruption (4)
3. Nature and reasons of violence (2)
4. Consequences of conflicts: Loss of life, Loss of resources, physical injuries, mental stress, feeling of insecurity, threats to national integration, unity, solidarity and international understanding (2)
5. Need for peace education (2)

**Module 3: Organizational Efforts for Peace Education (Credit: 1, hours: 15, Marks: 25)**

**Objectives:** On completion of the module the student teachers will be able to-

- elaborate efforts of International and National Organizations in establishing peace
- explain role of non-aligned movement and campaign for nuclear disarmament in establishing peace
- explain role of family, community, media and school in peace education
- describe qualities of peace educator

**Content:**

1. Organizational efforts for establishing peace: WHO, UNESCO, UNO, UNICEF, WPHO International Institute of Peace Education, International Human Rights Commission, Human Rights Commission in India (6)
2. Objectives, principles and achievements of Non-aligned movement; Campaign for nuclear disarmament (2)
3. Role of family, community, media and school in establishing peace and inculcating value of peace in children (5)
4. Role and qualities of teacher as a peace educator: Knowledge of Major thoughts of all religion regarding peace, unbiased attitude, skills to provide equal opportunities to all students, initiatives regarding establishment peace (2)

**Module 4: Inculcating Peace through Education (Credit: 1, hours: 15, Marks: 25)**

**Objectives:** On completion of the module the student teachers will be able to-

- Organize activities for developing understanding of peace education in schoolStudents
- Develop self-awareness of students
- Get acquainted with techniques of making connections
- Provide opportunity to students to apply knowledge
- Inculcate core elements given by NPE (1986) Develop learning experience for promoting peace
- Acquire essential qualities as a peace educator



## Content:

1. Aspects of peace education curriculum:(2)
  - Knowledge: conflict, peace, war, nuclear issues, justice, power, gender, race, environment, futures.
  - Attitude: self-respect, respect for others, ecological concern, open mindedness, vision, commitment to justice
  - Values: human rights and democracy, cooperation and solidarity, preservation of cultures,
  - Self and others internationalism, protection of the environment.
  - Skills: critical thinking, information handling, creative thinking, reflection, cooperation, empathy, assertiveness, conflict resolution.
2. Connecting subject content with peace values: Language (effective communication, peacemaking vocabulary, negotiations, reflective conversation); Science (objectivity, flexibility, protecting environment, alternative forms of energy ); Social Science (democratic ethos, Constitutional values, and multi-cultural-ism, conflicts, violence and war-links with challenges to regional and local conflicts); Mathematics (precision, problem solving, critical thinking); Art and design( Symbols of peace and violence) (5)
3. Using textbook contents for highlighting core elements, values of peace, particularly anti-peace messages indirect or hidden (2)
4. Teaching students to make connections through techniques like discussion, dramatization, Cooperative learning, simulation and games for peace education (3)
5. Co-curricular activities for inculcating peace: cultural program, cultural exchange program, training for disaster management, coping with emotions and stress, yoga, meditation and vipashana for peaceful life (2)
6. Humanistic approach to evaluation (1)

## Assignments :

1. Organization of an exhibition for awareness and ways of establishing peace for school students and writing a brief report based on experiences and responses of audience in group. (Marks 15)
2. Preparing, presenting role play and writing a brief report on the themes related to causes of conflict, consequences and ways to establish peace. (Marks 10)

## References:

- Aggarwal J.C.(2005) Education For Environment And Human Rights. Delhi, Shipra publication.
- Brady, L. (2006) Collaborative Learning in Action. A Feminist Perspective, New York: pergamon Press.



- Charles, Ian Harris (2010), Teaching peace since the dawn of Republic, books not bombs University of Wisconsin
- Gavrial, Salomon Bruch nevo (2002), Peace education: the concept, principles and practice around the world. Psychology press USA
- Gracious Thomas (2005) Life skills Education and curriculum, shakarpur. Shipra publication
- Harris, I. and Mary Lee (2003) Peace Education, 2<sup>nd</sup> ed Jefferson, N.C. Mcfarland
- James Page, ( 2008 ) Peace Education :Exploring Ethical and Philosophical Foundation. University of Wisconsin – Milwaukee
- Laura finely (2011), Building a peaceful society, creative integration of peace education. Barry University.
- Maria, D (2003): Value Education For Peace The CTE Journal, 2(3):25.
- NCERT. (2010-2011) —Adolescence Education Program Training and Resource materials, New Delhi-16. NCERT
- Pal, Y. (2005). —National Curriculum Framework. New Delhi: NCERT
- Rao Usha (2012): Education For Peace, Himalaya Publishing House Mumbai 400004.
- Rebecca L (2011), Understanding Peace Cultures. Oxford, Alabama A&M University
- Saxena, N.R and Chaturvedi Sikha (2003) Education in Emerging Indian Society, Meerut. R.L Lall Book Depot. Thousand Oaks (Ca) Sae Publications.
- Selvi V. A & Charles K. (2012) —Peace and Value Education New Delhi, Neel Kamal Publications PVT Limited
- UNESCO, (1996), —Learning the treasure within report to UNESCO of the International Commission on Education for the Twenty First Century, Paris UNESCO

## Optional course 12:2 Guidance and Counselling

Marks: 100, Credits: 4, Hours: 60 for theory excluding hours to be spent by student teachers for completing assignments.

Note: Figures in the bracket show hours for curriculum transaction

**Course Objectives:** the student teachers will be able to-

- discuss the tools for information collection for guidance
- describe role of a school and teacher in guidance
- describe types and process of counselling
- locate issues of adolescents requiring counselling

**Module 1: Concept, Meaning and Process of Guidance** (Credit: 1, hours: 15, Marks: 25)

**Objectives:** On completion of this module the student teachers will be able to-

- elaborate the concept, need & Scope of Guidance
- explain the basic principles and process of guidance
- discuss the foundations of guidance, type of Guidance
- discuss the tools for information collection for guidance
- describe role of a school and teacher in guidance
- discuss qualities, skills and ethics of counsellor

**Content**

1. Concept, meaning, Nature, Need, scope and functions of Guidance, limitations of guidance services: (3)
2. Basic principles and process of guidance(1)
3. Foundations of guidance: Philosophical, psychological and socio-cultural(1)
4. Type of Guidance: Educational, Vocational and Personal Guidance with special reference to secondary and higher secondary level (2)
5. Tools for information collection for Guidance: Quantitative tools- Intelligence, Aptitude, Interest, Attitude inventory and Personality; Qualitative tools-Anecdotal Records, questionnaire, socio-metric technique, check list, rating scale, Interview, Case study, Diary (6)
6. Role of a school and teacher in guidance (2)

**Module 2: Concept, Meaning and Process of Counselling** (Credit: 1, hours: 15, Marks: 25)

**Objective:** On completion of this module the student teachers will be able to-

- discuss the concept, need, importance, functions & Scope of counselling
- differentiate between guidance and counselling
- describe types and process of counselling
- locate issues of adolescents requiring counselling

**Content:**

- Concept, meaning, Nature, Need and functions of Counselling, limitations of counselling (3)
- Relationship and difference between guidance and counselling(1)
- Basic principles of counselling(1)
- Types of counselling: Directive, Non-directive and Eclectic (2)
- Process of Counselling: Relationship building, problem assessment, goal setting, counselling intervention, evaluation (2)
- Counselling Approaches: Behaviourist, Cognitive and Humanistic Approach (3)
- Counselling for Adolescence Issues: Bullying, Relationship with Peer and Parents, Handling puberty issues, Addiction [substance abuse, technology induced social networking], Suicide, Academic Stress (3)

**Module 3: Role of Counsellor in school setting (Credit: 1, hours: 15, Marks: 25)**

**Objectives:** On completion of this module the student teachers will be able to-

- discuss qualities, skills and ethics of counsellor
- explain the role of counsellor & importance of career counselling
- consider various factors in counselling

**Content :**

1. Qualities of a teacher as a counsellor (2)
2. Skills and ethics of counselling (1)
3. Counselling of students with special needs (2)
4. Role of counsellor in developing self-concept. (1)
5. Career counselling in the present context. (2)
6. Factors to be considered in counselling (7)
  - Background Factors: Family, Health, Socio-Economic Status.
  - Psychological factors: Personality, Intelligence, special aptitudes, interests, values and goals.
  - Educational factors: Academic achievement and non-scholastic achievement

**Module 4: Guidance for Career information (Credit: 1, hours: 15, Marks: 25)**

**Objective:** On completion of this module the student teachers will be able to-

- elaborate the meaning, need, importance and sources of career information
  - discuss the data gathering techniques for career
  - describe the concept of occupational information
1. Career information: Meaning, Need, importance of career information. (2)
  2. Sources of career information (3)
  3. Data gathering techniques: Job analysis, Survey method (2)
  4. Occupational information: meaning and importance, information about education and job opportunities and personal and social information. (4)



5. Disseminations of information through: Career talks, Exhibition, Class talks by subject teacher, bulletin boards, visits, on line search (4)

**Assignments :**

1. Organizing an exhibition on career information and writing a report(15 Marks)
2. Interviewing a school counsellor/ personal counsellor and writing a report(10 marks)

**Reference:**

- Bengalee, M (1984) *Guidance & Counseling*; Mumbai: Seth publishers Ltd.
- Chauhan, S.S. (2006) *Principals and Technique of Guidance*. New Delhi: Vikas Publications.
- Dunakhe, A.(2011) *Shaikshnik v Vyavsayik Margdarshn & Samupdehan* Pune: Nityanuan prakashan.
- Gupta, S. (2006) *Career and Counseling Education* Delhi: kalpaz.
- Kochhar, S.K. (2006) *Education and Vocational Guidance in Secondary Schools*. New Delhi: sterling. Publisher's private limited
- Madhunkar Indira, (2005), *Guidance and Counseling*, Authorpress, New Delhi.
- Naik, D (2007) *Fundamentals of Guidance and Counseling*. New Delhi: Adhyanan, publishers and distributors.
- Pawar B.S., Dr. Chaudhari G.B., (2012) *Samupdeshan Manasshastra*, Prashant Publication Jalgaon

Marks: 100, Credits: 4, Hours: 60 for theory excluding hours to be spent by student teachers for completing assignments

Note: Figures in the bracket show hours for curriculum transaction

**Course Objectives:** the student teachers will be able to-

- relate human development with nature
- narrates programs for sustainable development by Government and NGOs
- relate energy crisis with depletion of natural resources
- suggest various ways and means for sustainable development
- implement various curricular and co-curricular activities for sustainable development

**Module 1: Concept of Sustainable Development**(Credit: 1, hours: 15, Marks: 25)

**Objectives:** On completion of this module the student teachers will be able to-

- explain the concept of Sustainable Development
- elaborate the concepts of ecosystem and ecological balance
- explain origin of the concept of sustainable development
- compare the concepts of sustainability in various fields
- relate human development with nature
- narrates programs for sustainable development by Government and NGOs

**Content:**

1. Human Development: Concept of human development, relationship among human development, nature and peace; the concept of human centred development as given in Dr. Mashekar's Panchasheel (3)
2. Concept of eco-system and ecological balance (3)
3. Origin and Development of the Concept of Sustainable development: UNO's Stockholm conference on Human environment(1972); UNESCO-UNEP International Environmental Education program(1975); Brundland Commission(1985); Rio Summit/Earth Summit(1992);World Summit(2002) (2)
4. Concept and Dimensions of Sustainable development: Sustainable development, environmental sustainability, economic sustainability, agricultural sustainable development and sustainable fishery, energy sustainability, sustainable transport, sustainable architect, environmental politics, social and cultural sustainability (5)
5. Efforts for Sustainable Development by Government and NGOs (1)
6. International Institute of Sustainable Development (IISD) (1)

## **Module 2: Need of Sustainable Development(Credit: 1, hours: 15, Marks: 25)**

**Objectives:** On completion of this module the student teachers will be able to-

- explain types of natural resources and their relationship with human development
- relate energy crisis with depletion of natural resources
- describe types, causes and impact of pollution
- explain the need of Sustainable Development
- realize the importance of conservation of ecosystem

**Content:**

1. Natural resources and their relationship with human development: Sun, soil, water, forests, fuel, minerals(2)
2. Depletion of natural resources and consequences: Soil, Water, Energy resources, Minerals, Plants and Animal Species (3)
3. Types, causes and impact of pollution: Air, Water, land, Sound(3)
4. Degradation of eco-system and loss of Habitat (3)
5. Energy crisis as a major threat to development (2)
6. Need of Sustainable Development (2)

## **Module 3: Achieving Sustainable Development(Credit: 1, hours: 15, Marks: 25)**

**Objectives:** On completion of this module the student teachers will be able to-

- explain the principles of sustainable development
- describe the indicators of sustainable development
- suggest various ways and means for sustainable development
- show positive attitude towards energy conservation
- get acquainted with the concepts like Intelligent urbanism, Eco friendly architecture

**Content:**

1. Guiding principles of sustainable development: Prevention is better than cure; nothing stands alone; careful waste reduction; use of renewable resources and recyclable materials; minimise disturbances to other communities, species and natural systems; universal economic development; encourage diversity, equity and individual opportunity; community involvement in planning and development(3)
2. Sustainable development indicators: Combating poverty, sustainable human settlement development, Demographic dynamics and sustainability, Protecting and promoting human health, Promoting education, public awareness and training(2)
3. Curative and preventive measures: Reduce consumption, Reuse, Recycle, Replace, Reject use of environmentally harmful substances , Regulate various constitutional provisions and Acts, Regenerate plants and animals (2)
4. Saving energy, water, Fuel, Rain water Harvesting(1)
5. Alternative energy sources: Solar energy, Wind energy, hydroelectricity, nuclear energy, alternative fuels such as-Biodiesel, Biogas, Gobar gas (2)
6. Organic Agriculture, Agro forestry, Mixed farming, Multiple cropping, Crop rotation (2)



7. The concepts of Intelligent urbanism, Eco friendly architecture (1)
8. Efforts for social equity and self- reliance (2)

#### **Module 4: Education for Sustainable Development(Credit: 1, hours: 15, Marks: 25)**

**Objectives:** On completion of this module the student teachers will be able to-

- explain the views regarding sustainable development in NCF 2005
- discuss the need of citizenship for sustainable development
- implement various curricular and co-curricular activities for sustainable development

#### **Content:**

1. Views regarding Sustainable Development in NCF 2005 (1)
2. The need of developing citizenship for Sustainable Development (2)
3. Brief introduction to efforts in India: Chipko movement, Narmada Bhachav movement, Silent valley movement in Kerala, Jungle Bachao Andolan, Tiger project, Environment protection act 1986(3)
4. Integration of environment education with other school subjects (2)
5. Implementing various methods and techniques to create awareness regarding Sustainable Development: Field visits, team teaching, discussion, demonstration, observation, simulations and games, projects (3)
6. Role of value education and co-curricular activities in developing awareness about sustainable development (3)
7. Involvement of community and media in sustainable development(1)

#### **Assignments (Marks 25)**

1. Celebrate the World Environment Day/ World Population Day and Write a brief report of it. (10 Marks)
2. Conduct a survey in your local area regarding awareness among people about renewable sources of Energy. (15 Marks)

#### **References:**

- Anasteajja Taisha, Farid (2010) Education for Sustainable Development, New Delhi: Sage Publications,
- Nayak, Goswami and Chatterjee(2007), Economic reforms, Human welfare and sustainable development in India, New Delhi: New Century Publications
- Parasnisi, Bahulika(2005), Environment Education-A Mission, Pune: Vidyanand Prakashan
- Ravindranath, Rao Usha, Natrajan Bahskar(2000), Renewable Energy and Environment, New Delhi: Tata MacGraw Hill Publishing Co. Ltd
- Sen R., Roy Chandra(1996), Sustainable Economic Development and Environment, New Delhi: Atlantic Publishers
- Shrivastav, Singh, (2002), Environmental Education, New Delhi: Anmol Publications,

- Sundar I. (2006), Environment and Sustainable Development ; New Delhi: A P H Publishing Corporation
- Kumar Vijendra(2000), Modern methods of Teaching Environmental Education; New Delhi: Sanap and Sons
- कुंभारे अरुण (२०००), 'पर्यावरण शास्त्र', पुणे: पायल पब्लिकेशन्स
- घाटे निरंजन(२००१), 'बंध पर्यावरणाचा', पुणे: मेहता पब्लिशिंग हाऊस
- जाह्यापूरकर, चौधरी(१९९९), 'पर्यावरण जागृता जागृता', शंविदर्भा: मुमरू प्रकाशन
- पारसनीस बहुलाकर (२००५) पर्यावरणशास्त्री शिक्षण' पुणे: निरनृतन प्रकाशन
- भांडारकर क.म. (२००६) पर्यावरणशास्त्री शिक्षण' पुणे: निरनृतन प्रकाशन
- साळी तापकीर, चव्हाण.(२००८) पर्यावरण शिक्षण' निरनृतन प्रकाशन पुणे
- [https://en.wikipedia.org/wiki/Sustainable\\_development](https://en.wikipedia.org/wiki/Sustainable_development)

Marks: 100, Credits: 4, Hours: 60 for theory excluding hours to be spent by student teachers for completing assignments

Note: Figures in the bracket show hours for curriculum transaction

**Course Objectives:** The student teachers will be able to-

- elaborate the Universal declaration of human rights
- develop various teaching strategies for human rights education.
- evaluate the role of educational institutions and NGO'S in human right education
- explain the issues and challenges of RTE.

**Module 1: Understanding Human Rights** (Credit: 1, hours: 15, Marks: 25)

**Objectives:** After learning this module the student teachers will be able to-

- explain origins of Human rights
- elaborate the Historical context of Human Rights
- explain the Concept of Human Rights
- explain the Need and Importance of human right in Contemporary context
- compare various types of human rights
- elaborate the Universal declaration of human rights
- bring out issues and challenges towards human rights

**Content:**

1. Origin and History of Human Rights (2)
2. Concept of Human Rights : Meaning, definitions, nature (2)
3. Need and importance of human rights in contemporary context (socio, Political, Economics and cultural ) (3)
4. Types of rights : Universal Human Right, Constitutional fundamental rights, General civil rights (its nature features ) (2)
5. Universal declaration of Human Rights and Indian constitutional fundamental rights (3)
6. Issues and Challenges in Human Rights (Caste-ism, Child marriages, gender discriminations, terrorism, Fundamentalism (3)

**Module: 2 Understanding Human Rights education**(Credit: 1, hours: 15, Marks: 25)

**Objectives:** After learning this module the student teacher will be able to-

- explain the concept of Human rights education.
- elaborate the aims and objectives of human rights education
- evaluate the human rights education at secondary and higher secondary levels.
- use Constructivist and Interdisciplinary approach.
- develop various teaching strategies for human rights education.
- to evaluate the role of educational institutions and NGO'S in human right education



**Content:**

1. Concept of human rights education: Meaning, definitions, nature. (2)
2. Need and importance of human rights education. (1)
3. Aims and objectives of Human rights education. (1)
4. Human rights education at various levels (secondary and higher secondary). (2)
5. Pedagogical strategies for human rights education. (6)
  - a. Approaches: Constructivist approach, Interdisciplinary approach
  - b. Methods: Role play, project, dramatization, brain storming
  - c. Techniques: Questioning, group discussion, seminar, panel discussion, Field visit
  - d. Resources: e-resources, organizations, commissions,
6. Role of educational institutions (teacher, management, student councils), NGO's. (3)

**Module: 3 Understanding Right to Education (Credit: 1, hours: 15, Marks: 25)**

**Objectives:** After learning this module the student teacher will be able to-

- explain the nature of RTE.
- elaborate the objectives and features of RTE.
- elaborate the provisions of RTE.
- create teaching and evaluation strategies for RTE.
- explain duties and responsibilities of school and teachers.
- evaluate the role of stakeholder, parents, media and government organization in implementation of RTE.

**Content:**

1. Nature, need and importance of RTE in India. (2)
2. History of RTE: Directive principles of state policy, laws and commission regarding Indian education, UNO declaration about child's Rights, RTE ACT 2009. (3)
3. Objectives and Features of RTE Act 2009. (2)
4. Provisions of RTE Act 2009. (3)
5. Teaching learning and evaluation strategies in RTE. (2)
6. Duties and responsibilities of school and teachers. (2)
7. Role of stakeholder, parents, media. (1)

**Module: 4 Organizational efforts towards RTE (Credit: 1, hours: 15, Marks: 25)**

**Objectives:** After learning this module the student teacher will be able to-

- evaluate the efforts of various organization.
- elaborate the role of management committee and supervisory authorities.
- explain the issues and challenges of RTE.

**Content:**

1. Organizational effort to implement RTE: (5)
  - Central organization: MHRD, NCTE, NCERT, KVS
  - State organization: Education Ministry of state, SCERT, Balbharti.

- Local organization: Z.P., Municipal corporation, corporation
- 2. Special Schemes to implement RTE-SSA, midday meal,(2)
- 3. Various Types of schools and its function: Sakhar shala, kuran shala , Tambu shala, vasti shala . (3)
- 4. The role of school management committee and local supervisory authorities.(2)
- 5. Issues and challenges of RTE in India: Poverty, illiteracy, gender discrimination, unemployment, Corruption.(3)

#### Assignment (25Marks)

1. To celebrate international human rights day and write a brief report on it. (5)
2. Content analysis of any text book of secondary level in perspectives of human rights. (10 Marks)
3. Case study of any one school regarding RTE implementation. (10 Marks)

#### References:

- Agrawal J.C.(2010)Right to Education and revitalizing education: Shipra publication, Merrat
- Bajpeyi asha(2006).Child Rights in India: law ,policy and practices. Oxford university press ,New Delhi
- Convention on education as a fundamental right –background material department of education university of Delhi 1997
- Jack Doflelly.(2014) Universal human rights in Theory and practice, Third edition :Rawat publication
- Lata kaushal (2009).child labour and human Rights M.D. publications PVT LTD new Delhi
- RTE Act 2009 Government of India Gazette
- Sachar R. (2004).Human Rights Perspectives and challenges, New Delhi
- Singh P.(2011).Human Rights education imm21<sup>st</sup> century Delhi: Discovery publishing house PVT LTD

(Credits 2, Total Hours 60, Marks 50)

Research Project aims to develop a research attitude among the students. By adopting scientific procedure students will be able to find out solution to the various educational problems. Moreover it will provide a background for the further in-depth. Students will be given detailed orientation about the purpose, meaning and procedure of research project. Research project can be survey or an experiment or document analysis. At this level research will be on small scale. The students have to submit handwritten report of about 8 to 10 pages including title, objectives, need of research, tools, program developed, data analysis, conclusions and educational implications.

Some Topics Suggested as examples

- Handwriting problem
- Home work
- Attendance
- Reading and writing
- Communication problem
- Disciplinary problem
- Problem to draw diagrams, graph etc.
- Hyper activeness
- Disinterest
- Highly reserved attitude
- Lack of confidence



## EPC 7: Preparation and submission of a port folio

(credit: 2, hours: 60, marks: 50)

**Objectives:** On completion of the module the student teachers will be able to-

- organize ideas, thoughts and evidences systematically
- express ideas and thoughts about various aspects of education
- reflect on experiences obtained during the B.Ed. program

The student teachers will prepare a portfolio and submit at the end of fourth semester two weeks before the final examination. Even though the portfolio is to be submitted in fourth semester, the student teacher has to start collecting information right from Semester I and include write ups, documents and photographs, evidences of work, major achievements and reflections of all four semesters in the portfolio. Reflection provides the analysis and insight about student teacher 's process of discovery and teaching improvement. Information about this process, in the form of reflective statements, is the core of the portfolio.

The portfolio will contain a file including write ups, a file containing evidences and a CD.

### 1. Write ups:

A. Thoughts and ideas in the beginning: In the beginning of Semester I the student teacher has to write about following points putting dates on each write up:

- Reasons for joining B. Ed. Program, expectations about curriculum, curriculum transaction in the college.
- Own philosophy statement/ about teaching, learning, role of a teacher, role of a learner, duties and responsibilities of teachers.
- Some good and bad experiences about School education worth mentioning, interactions with teachers and peer group; Consequences of the experiences on behaviour and life in general
- Ideas about discipline, rules, regulations of school about admissions, evaluation, discipline etc.

B. Thoughts and Ideas at the end: Throughout the four semesters the student teacher has to add her observations and reflections about her own thoughts and experiences obtained in school during internship and practice teaching about following points putting dates on each write up:

- Memorable experiences during B.Ed. curriculum transaction
- Do's and Don'ts about teaching- learning process
- Discipline
- Evaluation
- Student motivation
- Development of students' thinking and creativity
- Teacher student interactions



- Teacher personality
  - Infrastructure and programs in school and college
2. File containing Documents / evidences:
- Sample lesson plans using constructivist approach
  - Copies of selected feedback by teacher educators, peers and feedback from school teachers on practice lessons and activities in internship
  - Record/evidences of participation in activities/group work/group discussions in the college
  - Details of participation in co-curricular activities throughout the B.Ed. program, participation in activities in the schools during internship program
  - All assignments of theory courses and reflections on them
  - All reports of practical work and reflections on them
3. CD: A CD containing following things:
- Computer project
  - Assignment related to course — Critical Understanding of ICT
  - Power point presentations including details and photographs of participation in various curricular and co-curricular activities in the college and schools, educational visits, internship activities throughout four semesters

## EWF 2: Practice Teaching and Internship (Marks: 400)

### **Practice Teaching :150**

### **Internship:250 Marks**

The internship should be conducted in schools for Twenty weeks. The student teacher has to be present in the school allotted for whole period from Morning Prayer to last period. The student has to take certificate of attendance and completion of activities from the school. The activities to be completed:

### **Internship First Phase (Two Week): 50 Marks**

The internship should be conducted in schools for two weeks immediately after one or two weeks when the second year starts. The student teacher has to be present in the school allotted for whole period from Morning Prayer to last period. The student has to take certificate of attendance and completion of activities from the school. The activities to be completed:

1. Interviews (with the help of an interview schedule prepared in group) of two experienced teachers to know more about school functioning and duties, responsibilities, and continuous comprehensive evaluation, difficulties faced, some tips about discipline and dealing with diverse learners. Student teachers have to prepare report including self-reflections (10 marks)
2. Observation of 2 periods (two per subject in all four periods) of two experienced teachers and writing report on method-techniques used, organization of content, activities provided, support material used, questions asked, feedback taken, homework assigned etc. and including self reflections of student teacher (10 Marks)
3. Observation of school facilities such as science laboratory, library, play ground and sports facilities, computer laboratory, geography room, drawing room, music room etc and writing a report (10 marks)
4. Study of school time table, teacher 's time table, year plan of school, co-curricular activities conducted in school, Morning assembly and displays bulletin boards (10 Marks)
5. Study of school organization and management, Different committees and their functions, work distribution, meetings with parents etc. (10 Marks)

### **Internship Second Phase (Eight Week): 100 Marks**

The internship should be conducted in schools for eight weeks. The student teacher has to be present in the school allotted for whole period from Morning Prayer to last period. The student has to take certificate of attendance and completion of activities from the school. The activities to be completed:



1. Taking attendance of a class for one month and preparing report based on Difficulties of students' regular attendance, efforts by school for increasing attendance (10 marks)
2. Assessing home work/assignments/ journals of a class of both subjects (10 marks)
3. Planning and conducting 5 lessons/ subject on any one unit through applying constructivist principles. Conducting any activity for fixation and enrichment of knowledge of students and developing interest of students through assigning any project or organizing any exhibition or display and revision lesson (50 Marks)
4. Preparing and implementing a unit test including essay type, short answer type and objective type test items and making blue print under guidance of teacher in school and assessing answer sheets , presentation and interpretation of result using statistics such as mean, standard deviation, graph, feedback to students (30 Marks)

### **Internship Third Phase (Six Week): 100 Marks**

1. Conducting 2 lessons per subject (in all 4 lessons) using constructivist approach under collaborative guidance and supervision of school teacher and teacher educator. Student is supposed to conduct at least one lesson using power point presentation (40 Marks)
2. Identifying learning difficulties of students and preparing and implementing remedial material checking improvement through testing and writing report/ preparing learning material for diverse learner (10 Marks)
3. Preparation of test items for oral/practical examination /skill test/ assigning and evaluating projects OR Preparation and use of any one tool: Observation checklist/ rating scale/rubric/Interview schedule/interest inventory/attitude scale under guidance of teacher in school (10 marks)
4. Interview of supervisor/ office staff to know more about facilities and activities under Sarva Shiksha Abhiyan, Scholarships, free ships, special schemes to promote deprived such as Savitribai Phule Dattak Palak Yojana, Ahilyabai Holkar Mofat Pravas Yojana (5 marks)
5. Conducting interview of headmaster/supervisor (in group) to know more about school functioning, innovative practices, co-curricular activities conducted throughout the year, value education, faculty development programs, efforts done by school to increase/maintain admissions. (10 Marks)
6. Learning about various registers in office, documents such as service book of teachers, leave register, school leaving certificate, admission procedure, Rules and Regulations etc (10 marks)
7. Conducting prayer (assembly) and writing bulletin board (5 marks)
8. Organization of co-curricular and health related activities such as educational visits/ cultural program/day celebration/ competitions and writing a report (10 marks)

### **Practice teaching: 150 Marks**

EWF

Lessons are to be organized along with internship

- Student has to plan and conduct 6 lessons / subject (in all 12 lessons).
- The same instructions regarding practice teaching are to be followed as given in (EWF 1)

# Appendix-II

**Link on Institute Website for Academic Calendar :-**

<http://ciwcengp.org.in/site/content/academic-calender/academic-calender98>