



Shri Tuljabhavani Bahuuddeshiya Samajsevi Sanstha, Vetalwadi's

College of Education for Women, Kurduwadi

Tq. Madha, Dist. Solapur 413208

Criteria No. 1

Curricular Aspect

1.2 Academic Flexibility

1.2.1

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

Any other relevant information

Pedagogic Studies

Every student teacher can opt for any one course from the following Subject Education Courses

List of Subject Education Courses:

Course Code	Course 3 Subject Education I	Course Code	Course 7 Subject Education II
1101	English Language Education	2101	Book Keeping and Accountancy Education
1102	Gujarati Language Education	2102	Economics Education
1103	Hindi Language Education	2103	Geography Education
1104	Marathi Language Education	2104	History Education
1105	Sanskrit Language Education	2105	Social Science Education
1106	Urdu Language Education	2106	Science and Technology Education
1107	Mathematics Education		
1108	Commerce Education		

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

Course 3 : Subject Education I: English Language Education

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

Content:

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

Content:

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)

References

- 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

कुल अंक : १००

बाह्य मूल्यमापन : ७५

आंतरिक मूल्यमापन : २५

स्वयंपूर्णांग : १ हिंदी का पाठ्यक्रम, ध्येय 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 विघ्नेषण करेगा ।
- हिंदी भाषा विकास के बारेमे बताऐगा ।
- हिंदी भाषा विकास के लिए सहशालेय उपक्रमों का आयोजन करेगा । .

विषयवस्तु

१ नियोजन की संकल्पना और महत्व । ३

२ नियोजन के प्रकार : वार्षिक नियोजन, ईकाई नियोजन, पाठ नियोजन । 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 आयोजन । ३

स्वयंपूर्णांग : ३

उद्देश : प्रस्तुत स्वयंपूर्णांग 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 संघटक प्रतिमान, संकल्पना प्राप्ति प्रतिमान, उद्गामी अवगामी प्रतिमान और भूमिका पालन प्रतिमान। ५

३ हिंदी भाषा अध्यापन के स्रोत :ई -अध्ययन ,सांघिक अध्ययन,बुद्धि मंथन,पुस्तकालय,पत्र पत्रिकाएँ,आदि । ५

स्वयंपूर्णांग : ४

उद्देश : प्रस्तुत स्वयंपूर्णांग के अध्ययन द्वारा विद्यार्थी शिक्षक .

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

विषयवस्तु

१ मूल्यमापन :संकल्पना,महत्व,उद्देश्य ।

२ मूल्यमापन के प्रकार ।

३ संकलित तथा विकासात्मक मूल्यमापन,सतत और सर्वग्राही मूल्यमापन।पोर्ट 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 संस्थाके साथ सहकार्य। ड)किताबे,मासिक,पत्रिका और नियतकालिक के लिए योगदान।इ) अनुसंधान कार्य ।

परीयोजन कार्य : (कुल अंक 25)

1) अध्ययन के लिये कोई दो अध्ययन अध्यापन सामग्री तैयार कीजिये और उनकी एक प्रदर्शनी का आयोजन कीजिये (१० अंक)

2) 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 (१० अंक)

३) गटअध्यापन /सहकारयुक्त अध्यापन /अध्यापन प्रतिमान के तत्वोंके अनुसार एक पाठपत्रिका तैयार कीजिए [५ अंक]

संदर्भ

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3. एस.आर. कट्टी, मेकेंझी वनिता, (2005), द्वितीय भाषा हिन्दी कोल्हापूर, फडके प्रकाशन
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5. मुखर्जी श्रीधरनाम, (1965), राष्ट्रभाषा की शिक्षा बडौदा, आचार्य बुक डिपो.
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8. पाण्डेय राम लाल (1975), हिन्दी शिक्षण, आगरा, विनोद पुस्तक मंदिर
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Course 3 : Subject Education 1: 4. मराठी भाषा शिक्षण

विषयाचे नाव ☐ मराठी भाषा शिक्षण

एकूण श्रेयांक ☐ ४

तासिका ☐ १०

एकूण गुण ☐ १००

स्वयंपूर्णांग १ मराठी भाषा शिक्षणाचे स्वरूप, ध्येये

☐ श्रेयांक १ ☐ तासिका १५ ☐

उद्दिष्टे : हे स्वयंपूर्णांग अभ्यासल्यानंतर विद्यार्थिनी शिक्षिकेला.....

- मातृभाषा मराठीचे स्वरूप व सद्यस्थितीचे विश्लेषण करता येईल .
- मातृभाषा मराठीची जडणघडण व विकास समजेल .
- मातृभाषा मराठी अध्यापनाचे मानवी जीवनातील स्थान व महत्त्व समजेल .
- ज्ञानरचनावादी दृष्टिकोनातून विद्यार्थिनी शिक्षिकेची भूमिका स्पष्ट करता येईल .
- मातृभाषा मराठीतील व्याकरण व त्याची आवश्यकता, भाषा व व्याकरण यांचा परस्पर संबंध सांगता येईल .
- मातृभाषा मराठी अध्यापनाची ध्येय, उद्दिष्टे वर्तन निष्पत्तीसह मांडता येतील .
- अभ्यासक्रम रचनेची आधारभूत तत्त्वे व वर्तमान अभ्यासक्रमाची वैशिष्ट्ये यांचे आकलन होईल .

आशय :

१. मातृभाषा मराठीचा अर्थ व मातृभाषा मराठीचे स्वरूप : अभिजात भाषा, प्रमाण भाषा, बोलीभाषा, मातृभाषा मराठीची सद्यस्थिती,
२. ज्ञानरचनावादी दृष्टिकोनातून मातृभाषा मराठी अध्यापनाची बदलती संकल्पना गरज ☐ महत्त्व व शिक्षकाची भूमिका
३. मातृभाषा मराठीचे मानवी जीवनातील स्थान व महत्त्व पुढील घटकांसंदर्भात- ग्रहण व अविष्करणातील, संस्कृती संवर्धन व संक्रमणातील, ज्ञानरचना प्रक्रियेतील, व्यक्तिमत्त्वाचा सर्वांगीण विकासातील
४. मराठी भाषा शिक्षणाविषयी राष्ट्रीय अभ्यासक्रम आराखडा २००५ मधील शिफारशी, मातृभाषा मराठी अभ्यासक्रम रचनेची तत्त्वे, सद्याच्या माध्यमिक स्तरावरील मराठीच्या अभ्यासक्रमाची वैशिष्ट्ये
५. पाठ्यक्रम विश्लेषण : गाभाघटक ☐ मूल्ये ☐ जीवनकौशल्ये
६. आशय विश्लेषण : संकल्पना ☐ गज ☐ महत्त्व ☐ घटक .
७. मातृभाषा मराठीच्या अध्ययन अध्यापनाची उद्दिष्टे : सर्वसामान्य उद्दिष्टे ,भाषिक उद्दिष्टे, वाङ्मयीन उद्दिष्टे

स्वयंपूर्णांग २ मराठी भाषा शिक्षणाचा अभ्यासक्रम अध्यापनाचे नियोजन (श्रेयांक -१, तासिका)

उद्दिष्टे : हे स्वयंपूर्णांग अभ्यासल्यानंतर विद्यार्थिनी शिक्षिकेला.....

- मातृभाषा मराठी अध्यापनाचे नियोजन व व्यवस्थापन कौशल्याने करता येईल .
- मातृभाषा मराठीच्या अध्यापनाची अध्यापनशास्त्रीय तत्त्वे, नियम यांचे आकलन होईल .
- मातृभाषा मराठीच्या अध्यापनाच्या विविध पद्धतींचा, तंत्रांचा, प्रतिमानांचा योग्य वापर करता येईल .
- मराठी भाषेचा विषयांतर्गत ☐ अन्य शालेय विषयांशी ☐ अनंदिन जीवनाशी असणारा समवाय सांगता येईल .
- मातृभाषा मराठीच्या अध्यापनातील अलंकारांचा वापर करता येईल .

- मातृभाषा मराठीतील लेखनविषयक नियमावली, शुद्धलेखनाच्या नियमांचा वापर करून लेखन करता येईल.

आशय :

मातृभाषा मराठीच्या अध्यापनाचे नियोजन :

१. नियोजन : वार्षिक नियोजन, षट्क नियोजन, पाठ नियोजन : संकल्पना, स्वरूप, गरज, महत्त्व व पार्थ या
२. अभ्यासानुवर्ती अभ्यासपूरक ग्रंथशालेय उपक्रम.
३. मराठी भाषेचा विषयांतर्गत अन्य शालेय विषयांशी व दैनंदिन जीवनाशी असणारा समवाय.
४. अध्ययन अध्यापन पद्धती : व्याख्यान, कथन, चर्चा, प्रकल्प, संगणक सहाय्यित स्वयंअध्ययन पद्धती, वेब वेस अध्ययन पद्धती.
५. अध्यापनाची तंत्रे : अभिरूपता, सहकार्यात्मक अध्ययन, बुद्धीमंथन, भाषिक खेळ.
६. अध्यापनाची प्रतिमाने : अग्रत संघटक प्रतिमान, संकल्पना प्राप्ती प्रतिमान, भिन्नान्वयन प्रतिमान, उद्गामी विचारप्रक्रिया प्रतिमान.

स्वयंपूर्णांग ३ मराठी भाषा शिक्षणाच्या अध्ययनाचे सुलभीकरण [अध्यांक १] [क्रासिका १५]

उद्दिष्टे : हे स्वयंपूर्णांग अभ्यासल्यानंतर विद्यार्थिनी शिक्षिकेला.....

- मातृभाषा मराठी पाठ्यपुस्तकाची गरज, महत्त्व व उपयुक्तता सांगता येईल.
- मातृभाषा मराठीच्या पाठ्यक्रमाचे विश्लेषण करता येईल.
- पाठ्यक्रम व पाठ्यपुस्तकाचा सहसंबंध समजेल.
- पाठ्यपुस्तकाचे निकषांच्या आधारे मूल्यमापन करता येईल.
- भाषा प्रयोग शालेय स्वरूप रचना महत्त्व स्पष्ट करता येईल.
- शैक्षणिक साधनाची निर्मिती व त्यांचा प्रभावी वापर करता येईल.
- मराठी भाषा शिक्षण मंडळाची रचना, कार्य, स्वरूप महत्त्व स्पष्ट करता येईल.
- बहुमाध्यमाधारीत साधनांचा योग्य वापर करतील.
- शब्दकोश विश्वकोश व्युत्पत्तीकोश संस्कृतीकोशाचा योग्य वापर करता येईल.
- विविध वाङ्मयीन कलाकृतींचा अध्ययन अध्यापनात योग्य वापर करेल.

आशय :

१. मातृभाषा मराठी पाठ्यपुस्तक : गरज, उपयुक्तता, अंतरंग, ग्रंथरंग, निकष.
२. मातृभाषा मराठीच्या अध्यापनाची साधने : शैक्षणिक साधनाची निर्मिती व त्याच्या वापरातील शिक्षकाची भूमिका.
- अ. अप्रक्षेपित साधने : छापील व मुद्रित साहित्य, लेखन, चित्रे, प्रतिकृती
- ब. प्रक्षेपित साधने : पारदर्शक प्रक्षेपक, चित्रपट, प्रक्षेपक, शीर्ष प्रक्षेपक
- क. बहुमाध्यमाधारीत साधने : माहितीपट व चित्रपट, संगणकीय बहुमाध्यमाधारीत सादरीकरण, समाजिक आंतरक्रिया माध्यमे
४. मराठी भाषा शिक्षण मंडळ : स्वरूप, रचना, कार्य, व्यवस्थापन, महत्त्व
५. संदर्भ ग्रंथ : शब्दकोश, विश्वकोश, व्युत्पत्तीकोश, संस्कृतीकोश : स्वरूप व वापर
६. विविध वाङ्मयीन कलाकृती : कादंबरी, नाट्य, लिखित लेखन, काव्य, अभंग, ओवी, लोकांगीते, आवगीते इ. स्वरूप, वापर आणि अभ्यासपूरक उपक्रम आयोजन.
७. नियतकालिके : स्वरूप व वापर
८. क्षेत्रभेट : ग्रंथालय, पाठ्य भवन, साहित्यिक स्मृतीस्थळे, प्रदर्शने.

स्वयंपूर्णांग ४ विद्यार्थ्यांच्या अध्ययनाचे मूल्यमापन आणि शिक्षकांचा व्यावसायिक विकास [अंकांक] १ [जासिका] १५

उद्दिष्टे : हे स्वयंपूर्णांग अभ्यासल्यानंतर विद्यार्थिनी शिक्षिकेला.....

- स्वतःचे कर्तव्य जबाबदा[र] व बांधीलकी यांची जाणीव विकसित होईल .
- सातत्यपूर्ण सर्वंकष मूल्यमापनाची संकल्पना प्रकार सांगता येईल . विविध साधनांचा आणि तंत्रांचा वापर करता येईल .
- मराठी भाषा अध्यापकाची भूमिका कर्तव्य क्षमता गुणवैशिष्ट्ये सांगता येईल .
- स्वतःला व्यावसायिक दृष्ट्या सक्षम व अदययावत ठेवण्याची क्षमता प्राप्त होईल .

आशय :

१. मूल्यमापन. सातत्यपूर्ण सर्वंकष मूल्यमापन : संकल्पना[स्वरूप][गज][मूल्य] व प्रक्रिया
२. ज्ञानरचनावादी दृष्टिकोनातून मूल्यमापन प्रक्रिया .
३. मराठी भाषा अध्यापक : भूमिका[कर्तव्ये][क्षमता][बांधीलकी][गुणवैशिष्ट्ये]
४. मराठी मातृभाषा अध्यापकाच्या व्यावसायिक विकासासाठी पूरक उपक्रम : सेवांतर्गत प्रशिक्षण, मराठी भाषा अध्यापक संघटना, भाषाविषयक छंदमंडळ, साहित्यिक मेळावे व संमेलन
५. मराठी मातृभाषा अध्यापन विषयक संशोधन : कृती संशोधन .

प्रात्यक्षिक कार्य : (२५ गुण)

१. मराठीच्या अध्यापनासाठी खालीलपैकी कोणतेही दोन साधने तयार करा : (१०)
(तक्ता, ध्वनीमुद्रिका, पोस्टर, चित्रकथा, बाहुली नाट्य, भाषिक कोडी, त्रिमितीय चित्र, तरंग चित्र, प्रतिकृती, इ .)
२. काव्यसंमेलन / साहित्यसंमेलन भेट व अहवाललेखन करा . (१०)
३. [अधिक अध्यापन/ सहकार्यात्मक अध्ययन/ अध्यापनाची प्रतिमाने या तत्वांच्या आधारे कोणत्याही एका आशयावर आधारित पाठ टाचण तयार करा .] (५)

संदर्भ ग्रंथ :

१. अकोलकर ग. वी ., पाटणकर ना . वि (१९७७), मराठीचे अध्यापन, व्हिनस प्रकाशन पुणे .
२. करंदीकर सुरेश, (१९७१), मातृभाषा अध्यापन पदधती, सु . रा . नीलकंठ प्रकाशन पुणे .
३. करंदीकर सुरेश, मंगरूळकर मीना (२०१०), मराठीचे आशययुक्त अध्यापन पदधती, फडके प्रकाशन, कोल्हापूर .
४. कुंडले म . वा, (१९९९), मराठीचे अध्यापन, श्री विद्या प्रकाशन, नागपूर .
५. जोशी अनंत, (१९९९), आशययुक्त अध्यापन पदधती, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक .
६. पिचड नलिनी, वरकले रामदास (२००१), मातृभाषा मराठीचे अध्यापन शास्त्रीय विश्लेषण, तेजश्री प्रकाशन, नाशिक .
७. अकोलकर ग. वी ., पाटणकर ना . वि . (२००८),
८. वालिवे मो . रा, (२०११), सुगम मराठी व्याकरण लेखन, नितीन प्रकाशन, पुणे .
९. कुमारभारती इ . वी ., (२०१७), महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ, पुणे .
१०. कुमारभारती इ . वी ., (२०१३), महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ, पुणे .

Course 3: Subject Education I:7. 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 imbibing 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: (25 marks)

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)

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- Hakim Prabhakar, Shaikshanik Mulyamapan V Sankhyashastra, Nutan Prakashan, Pune
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- Kadam C.P., Chudhari, Shaikshanik Mulyamapan, Nutan Prakashan, Pune
- Marathe Sham, Bhartiya Ganitinchi charitre.
- NCERT, Rashtriya Abhyaskram Aarakhada- 2005, Translated in Marathi by MSCERT, Kumbhkar Road, Pune
- Oak Suman, Shaikshanik Tantravidyan, Shrividya Prakashan, Pune
- Patil Prashant, Shaikshanik Tantravidyan Aani Vyavsthan, Nutan Prakashan, Pune.

Course 7: Subject Education II : 3. 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

Content:

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

Content:

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

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 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: (25 marks)

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)

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Course 7: Subject Education II: 4. History Education

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.
- Analyze 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.

Content:

1. **Nature and the structure of History and political Science Education:** characteristics and function of history and political science; The periodization of : WorldHistory, 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

Content:

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 s activities (5)
4. Facilitating learners for self-study through use of computers, online learning, using activity Packages (2)

- 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 s 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

Content:

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: (25 marks)

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)

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Course 7: Subject Education II: 6. 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 imbibing 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

Content:

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: Imbibing 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

Content:

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

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 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)

Assignments: (25 marks)

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)

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मराठी

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- बोंदार्डे कैलास आणि इतर [२००६] शास्त्र अध्यापन पद्धती व आशययुक्त अध्यापन ल पुणे: नूतन प्रकाशन
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- इकीम प्रभाकर [१९९६] विज्ञानाचे अध्यापनल पुणे: नूतन प्रकाशन .

Optional course 12: Guidance and Counseling

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 counseling
- locate issues of adolescents requiring counseling

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 counselor

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

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

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

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 Counselor 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 counselor
- explain the role of counselor & importance of career counseling
- consider various factors in counseling

Content:

1. Qualities of a teacher as a counselor (2)
2. Skills and ethics of counseling (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 counseling (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)

Objectives: 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

Content:

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 :(25 marks)

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

References

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- Chauhan, S.S. (2006) Principal and Technique of Guidance. New Delhi: Vikas Publications.
- Dunakhe,A(2011)Shaikshnik v Vyavsayik Margdarshn & SamupdehanPune:Nityanuan prakashan.
- Gupta, S. (2006) Career and Counseling Education Delhi: kalpaz.
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- Naik,D (2007) Fundamentals of Guidance and Counseling. New Delhi:Adhyanan, publishers and distributors.
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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

Content:

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

Content:

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

Content:

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

Content:

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 behavioral problem/ gifted child/ creative 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.

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- Coleman Margaret (1996)," Emotional and Behavioral Disorders"; Allyn and Bacon, Bostan.
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- Mangal S.K.(2009), "Advanced Educational Psychology"; New Delhi: Prentice Hall of IndiaPvt. Ltd.,
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- Sousa David (2001)," How The Brain Learns"; Cowin Press, Inc. A Sage Publication Company, California.
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- Jenson (2007), "Introduction to brain compatible Learning"; USA: Corwin
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- Macnill (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
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- जगताप ह.ना . (१९८८) शैक्षणिक व प्रायोगिक मानसशास्त्र नूतन प्रकाशन पुणे ३० .
- जगताप ह.ना . (संपादक) (१९९६) शैक्षणिक मानसशास्त्र अनमोल प्रकाशन पुणे .
- जनई माली निडसरे जीते (१९८८) शैक्षणिक मानसशास्त्र फडके प्रकाशन कोल्हापूर .
- दांडेकर वा . ना . (२०१५) "शैक्षणिक व प्रायोगिक मानसशास्त्र" नरेन्द्र 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

Content:

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 Dellar'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

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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, Tweepers, WhatsApp , Teacher Tub & Face Book.
 - Advantage and disadvantage of Social Networking like Face Book, Tweepers. (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 : (25 marks)

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.
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- Goel, Hemant Kumar (2010), Teaching of Computer. Merrut: Surya Publication
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- 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

Course 5 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

Content:

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

Content:

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

Content:

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 Ausubels 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

Content:

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

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Course 6: Assessment for Learning

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

Content:

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, Project, 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
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

Course 6: Assessment for Learning

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

Content:

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
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-

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

Content:

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 Analyzed 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

Content:

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)

Course 8: Knowledge and Curriculum

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/ CBSC /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

Content:

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.

Content:

1. Concept, meaning and nature of knowledge centered 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

Content:

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)
 - Behaviorist
 - Competency based
 - Learner centered
 - Constructivist

6. Role of NCERT, SCERT, SSC/ CBSC /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.

Content:

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)

Course 9: Creating an Inclusive School

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 1: 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 – Biwako 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

Content:

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

Content:

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 : (25 marks)

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)

Course 10: 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 : (25 marks)

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)

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- Wilkinson Andrew (1971), 'The Foundation of Language', Oxford University Press, Oxford.

Core Course 11: Gender, School and Society

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

Content:

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)

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)
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