

Second Year

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

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

Note: Figures in the bracket show hours for curriculum transaction

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

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

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

Contents:

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

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

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

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

Contents :

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

- National Policy on Education (1986) and Programme of Action (1992)
 - National Curriculum Framework (2005) developed for school education
2. Introducing flexibility in examination-taking requirements (1)
 3. Improving quality and range of questions in exam papers (2)
 4. Examination management (1)
 5. Role of ICT in examination (1)

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

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

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

Contents

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

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

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

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

Contents

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

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

Assignments (25 Marks)

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

References

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

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

Note: Figures in the bracket show hours for curriculum transaction

Objectives:

- Describe epistemological bases of modern child centered education
- Justify changes in education due to advancement in ICT and educational psychology.
- Relate constitutional values with education.
- Explain educational implications of nationalism, universalism, secularism, multiculturalism, multilingualism
- Describe the role of NCERT, SCERT, SSC/ 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
1. Concept of Epistemology: meaning and definitions. (1)
 2. Meaning, and Types of knowledge: factual, conceptual, procedural, meta-cognitive (2)
 3. Sources of knowledge: Perception, inference and intuition(1)
 4. Process of generation of knowledge: Observation of Facts, establishing causal relationship, concept formation through inductive thinking, generating and verifying hypotheses, theory building(1)
 5. Difference between ‘_knowledge’ and ‘_skill’, ‘_teaching’ and ‘_training’, ‘_knowledge’ and ‘_information’, and ‘_reason’ and ‘_belief’. (2)
 6. Concept, need and significance of activity, discovery and dialogue in education. (2)
 7. Bases of modern child centered education with reference to activity, discovery and dialogue of Gandhi, Tagore, Dewey and Plato, Freire respectively. (5)
 8. Learner as creator of knowledge as given in NCF 2005(1)

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

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

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

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

Contents

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

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

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

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

6. Role of NCERT, SCERT, SSC/ 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.

Contents

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

Assignments(Marks 25)

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

References

- Agarwal Amit, Agarwal Babita. (2010), Education and Society; Jaipur: ABD Publishers,.
- Agarwal J. C. (2012), Philosophical and Sociological Perspective of Education,Shipra Publication, New Delhi.
- National Curriculum Framework—2005 N.C.E.R.T. New Delhi.
- दुनाखे अ.रा. ३१९९८ 'प्रगत शैक्षणिक तत्त्वज्ञान' पुणे: नूतन प्रकाशन
- Deng, Z. (2013). School subjects and academic disciplines. In A. Luke, A. Woods, & K.Weir (Eds.), Curriculum, syllabus design and equity: A primer and model. Routledge.
- Dewey, J. (2004). Democracy and education. Courier Dover Publications.

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

Note: Figures in the bracket show hours for curriculum transaction

Objectives

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

Module 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), Madhymic Shiksha Abhiyan
 - Special Role of Institutions for the Education of Children with Disabilities– Rehabilitation Council of India, National Institutes of Different Disabilities, Composite Regional Centres (CRCs), District Disability Rehabilitation Centres (DDRCs); Structures like BRCs, CRCs under SSA, National Trust and NGOs.

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

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

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

Content

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

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

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

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

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

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

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

Contents

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

Assignments (Marks 25)

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

References

- Hallahan Daniel and Kauffman James(1988), “Exceptional Children”; New Jersey: Prentice Hall International
- Kaur Rajinder(2013), “Special and Inclusive School Education, Development and Promotion”; New Delhi: Kanishka Publishers, Distributors
- Porter Louise(2002) “Educating young children with special needs”; New Delhi: Sage Publication
- Puri Madhumita and Abraham George(2004), “Handbook of Inclusive education”; New Delhi: Sage Publication
- Ramaswamy B. (2013), “Planning and management of special and inclusive Education”; New Delhi: Kanishka Publishers Distributors
- Reddy G., Ramar R. and Kusuma A. (2000),” Education of Children with special needs”; New Delhi: Discovery Publishing House
- Singh Mubarak(2010),” Education of Children with special needs”; new Delhi: Kanishka Publishers
- Singh Uttam Kumar(1997) “Special Education” New Delhi: Commonwealth Publishers
- नागपुरे व . वा . संपादक ३१९९० “अपंग एकल शिक्षण योजना, शिक्षकांसाठी हस्तपुस्तिका” पुणे: महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद

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

Note: Figures in the bracket show hours for curriculum transaction

Course Objectives:

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

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

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

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

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

Content

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

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

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

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

Contents:

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

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

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

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

Content

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

Act, 1937 etc.(2)

4. Reform movements after independence: (3)

- The Hindu Marriage Act, 1955 (regarding the age for marriage, monogamy and guardianship of the mother)
- Hindu Adoptions and Maintenance Act, 1956(adoption by unmarried women, widow or divorcee of sound mind)
- Dowry Prohibition Act of 1961

5. **Provisions in the Constitution of India:** (3)

Article 14, Article 15, Article 15 (3) about special provision enabling the state to make affirmative discriminations in favour of women; Article 42 directs the state to make provision for ensuring just and human conditions of work and maternity relief. Articles 15 (A), (E) to renounce the practices derogatory to the dignity of women

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

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

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

Content

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

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

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

Assignments: (Marks 25)

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

References:

- Das Sukanya (2013), Inclusive Empowerment of Indian Women; New Delhi: Regal Publications
- DPEP. 1998. Gender Audit Strategy for DPEP. New Delhi: GOI and Gender Unit Of Ed.CIL
- Krishnaraj Maithreyi (Ed.)(1998), New Delhi: Oxford University Press
- Krollok Charlotte and Sorensen Anne(2006), Gender Communication Theories and Analyses; New Delhi: Sage Publication
- Ravikumar S.K. (2006), Indian Women: Status, Role and Empowerment; Jaipur: Mangaldeep Publications
- Ramachandran, Vimala. 2004. Gender and Social Equity in Education: Hierarchies of Access. New Delhi: Sage.
- Rao, Anupama (ed.). 2003. Gender and Caste. New Delhi: Kali for Women. Sandhan Shodh Kendra
- Singh Trilok (2012), Women and Gender Discrimination; New Delhi: Cyber Tech Publications
- Walikhanna Charu(2012), A Report of Expert Committee on Gender and Education; New Delhi: National Commission for Women
- Zha Anilkumar(2012), Gender Inequality and Women Empowerment; New Delhi: Axis Books Pvt. Ltd.
- कर्वे स्वाती २००३ 'संपादित' स्त्री विकासाच्या पाऊलखुणा व पुणे प्रतिमा प्रकाशन
- भागवत विद्युत २००९ 'अनुवादित' मानवशास्त्रातील लिंगभावार्ची शोधमोहीम, पुणेः डायमंड पब्लिकेशन

Useful Sites:

<http://www.nesse.fr/nesse/activities/reports/gender-report-pdf>
https://en.wikipedia.org/wiki/Gender_discrimination_in_India



Optional course 12:2 Guidance and Counselling

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

Note: Figures in the bracket show hours for curriculum transaction

Course Objectives: the student teachers will be able to-

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

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

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

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

Content

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

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

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

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

Content:

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

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

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

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

Content :

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

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

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

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

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

Assignments :

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

Reference:

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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.
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- Madhunkar Indira, (2005), Guidance and Counseling,Authorpress,New Delhi.
- Naik,D (2007) Fundamentals of Guidance and Counseling. New Delhi:Adhyanan, publishers and distributors.
- Pawar B.S.,Dr. Chaudhari G.B.,(2012) Samupdeshan Manasshastra, Prashant Publication Jalgaon

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

Note: Figures in the bracket show hours for curriculum transaction

Course Objectives: the student teachers will be able to-

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

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

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

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

Content:

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

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

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

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

Content:

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

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

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

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

Content:

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

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

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

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

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

Content:

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

Assignments (Marks 25)

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

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