

UNIVERSITY OF PUNE

FACULTY OF EDUCATION

REVISED SYLLABUS FOR THE

B.ED PROGRAMME

Credit Based Course

2014

University of Pune

B.ED REVISED SYLLABUS

Credit Based Course from June 2014

Eligibility for Admission

A candidate should have passed the Bachelor's Degree/Master Degree of Pune University or of any other University recognized by this university, with at least 50 % marks and should have offered at least one school subject at the first and/or second degree level as principal or subsidiary or allied or optional subject. (School subject means the subject included in the syllabus of Secondary/Higher secondary level in the Maharashtra State) Relaxation of 5 % marks will be given to the candidates belonging to S.C. and S.T. and other notified categories as per the Government Rules.

(i) Selection Procedure

Admission to the eligible candidates will be given as per the selection procedure laid down by the State Government of Maharashtra and Pravesh Niyantaran Samiti, Mumbai from time to time.

(ii) Eligibility Norms for appearing B.Ed. examination

Student teacher should have kept two terms with at least 80 % attendance in the sessions (in each term) conducted in the college in which he has taken admission. He should have completed all the practical and other work expected in the syllabus up to the satisfaction of the Principal. He should have obtained such a certificate from the Principal of the college. Unless and until he obtains such a certificate, he will not be allowed to appear for the University examination.

(iii) Medium of Instruction

Medium of Instruction at the B.Ed. course will be Marathi or English. However, the medium of instruction for course in school subject education in Marathi, English, Hindi or Urdu will be respectively Marathi, English, Hindi, and Urdu. The candidate appearing for the B .Ed. examination will have the option of answering all papers either in English or Marathi. This option cannot be exercised paper wise, section wise or question wise.

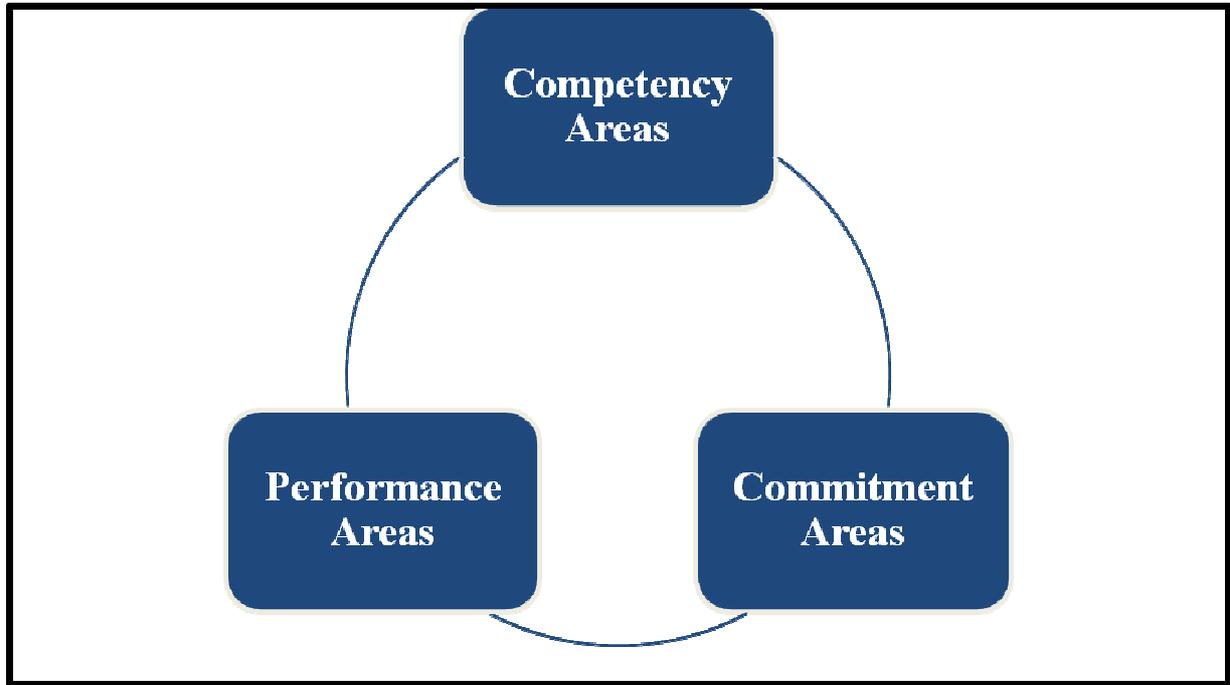
General objectives of the B. Ed. course:

To enable the student teacher:

1. to promote capabilities for inculcating national values and goals as mentioned in the Constitution of India.
2. to act as agents of modernization and social change.
3. to promote social cohesion, international understanding and protection of human rights and rights of the child.
4. to become competent and committed professionals willing to perform the identified tasks.
5. to use competencies and skills needed for becoming an effective teacher.
6. to be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy etc.
7. to inculcate rational thinking and scientific temper among the students.
8. to develop critical awareness about the social realities among the students.
9. to use managerial and organizational skills.

10. to acquaint students regarding the role of teacher in National Development.
11. to enable them to understand the procedures of Advanced Pedagogy and Evaluation procedures.
12. to make them realize the importance of focusing on the learning of the students rather than teaching.

Dimensions of Teacher Training Programme



Competency Areas (10)	Commitment Areas (5)	Performance Areas (5)
1) Contextual competency	1) Commitment to learner	1) Performance of teacher in classroom
2) Conceptual competency	2) Commitment to the society	2) Performance of teacher in school activities
3) Curricular and content competency	3) Commitment to the profession	3) Performance of teacher in out of school activities
4) Transactional competency	4) Commitment to attaining excellence for professional action	4) Performance of teacher related to co-operation
5) Competency in other educational activities	5) Commitment to basic values	5) Performance of teacher related to parental contact
6) Competencies related to cooperation		
7) Evaluation competency		
8) Management competency		
9) Competency related to parental contact		
10) Competency related to community contact and cooperation		

B.ED SYLLABUS FRAMEWORK

Course Code	Title of the Course	Credits	Hours	Marks (External + Internal)
CORE COURSES-FOUNDATIONS OF EDUCATION				
BED 101	Education for development in the 21st century	5	80	80+20
BED 102	Psychology of the learner and learning	5	80	80+20
BED 103	Quality and Management of school education- Issues and Concerns	5	80	80+20
BED 104	Advanced Pedagogy and Teaching	5	80	80+20
BED 105	Advanced Evaluation Procedures in Learning	5	80	80+20
BED 106	Integration of ICT in teaching-learning and Instructional design	5	80	80+20
BED 107-A	Elective I- Any one (Education for Peace and Human Rights/Guidance and Counseling/Adult and Population Education/ Health, Yoga and Physical Education)	2.5	40	40+10
BED 107-B	Elective II – Any one (Environment Education and Disaster Management/ Introduction to Educational Research/Inclusive Education/ Education for Sustainable Development)	2.5	40	40+10
SPECIALIZED COURSES– PEDAGOGICAL KNOWLEDGE AND SUBJECT CONTENT				
BED 108	Subject Education A and Subject Education B: Pedagogy and Learning Resources	5 (2.5+2.5)	40+40	(40+10) + (40+10) = 80+20
BED 109	Content Enrichment Programme: School Subject I and School Subject II	5 (2.5+2.5)	40+40	50+50
TEACHING COMPETENCY COURSES – I TEACHING SKILL DEVELOPMENT PROGRAMME				
BED 110	Micro teaching (5 skills -10 lessons) (1 credit) Integration (4 lessons) (1 credit) Simulation lessons (4 lessons) (1 credit) Lessons using different methods (4 lessons) (2 credits)	5	80	100

BED 111	Innovative lessons (10 lessons) --Team teaching (4 lessons) (1 credit) --Models of Teaching (2 lessons) (2 credits) --Value Education (1 lesson) and Environment Education (1 lesson) (1 credit) --Self- Study lessons (2 lessons) (1 credit)	5	80	100
TEACHING COMPETENCY COURSES – II SCHOOL BASED EXPERIENCES				
BED 112	Practice Lessons (8 lessons)	5	80	100
BED 113	INTERNSHIP -Lessons (8 lessons) (3 credits) -School Activities/Programmes (2 activities) (2 credits)	5	80	100
TEACHERS PROFESSIONAL DEVELOPMENT COURSES				
BED 114	ICT Intel Programme(2 credits) Co- curricular (1 credit) Health (1 credit) Social Service (Working with the community) (1 credit)	5	80	100
BED 115	Entrepreneurship Development	2	32	40
BED 116	Open course	3	48	60
Total		75	1200	1500

Courses 101 to 106 are compulsory. Student teacher will select any one course from the given list under course 107-A and 107-B respectively as Elective subject. For course 108 subject education A and subject education B student teacher will select any two from the following list. Out of these two subjects one subject must be the subject in which admission is given.

- | | |
|------------------------|---------------------------|
| 1. Marathi Education | 8. Commerce Education |
| 2. Hindi Education | 9. Science Education |
| 3. English Education | 10. Mathematics Education |
| 4. Sanskrit Education | 11. Urdu Education. |
| 5. History Education | 12. ICT Education |
| 6. Geography Education | 13. French Education |
| 7. Economics Education | 14. German Education |

- **Learning load per credit = 16 clock hours**
- **Each credit = 20 marks**
- External Theory Paper evaluation of 80 marks (4 credits each) for courses BED 101 to BED 108 (80*8 = 640)
- Internal Theory Paper evaluation of 20 marks (1 credit each) for courses BED 101 to BED 106 (20*6 = 120) and of 40 marks (1/2 credit for each) for courses BED 107-A and BED 107-B and BED 108-A and BED 108-B (10*4=40).

- Internal Practical evaluation of 100 marks (5 credits each) for courses BED 109 to BED 114 (100*6 =600)
- **BED 115 and BED 116 (2credits +3 credits) (40+60=100)**
- **Total Marks =**
[640 (External Theory) + 160(Internal Theory) + 700 (Internal Practical) = 1500]
42.6% (External) 57.3% (Internal)

Evaluation

A candidate appearing for B.Ed course will be evaluated for the Degree of "Bachelor of Education" In the manner given below.

(A) External Examination

640 Marks for Courses 101 to 108

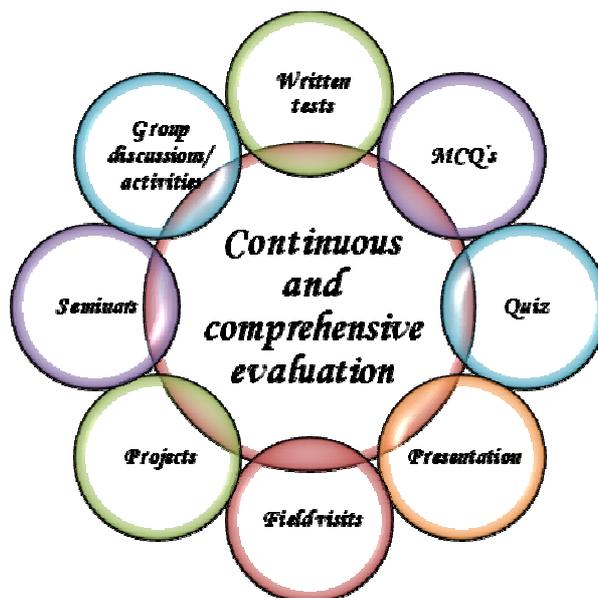
Courses 101 to 106 - 80 Marks for each Paper

Courses 107 and 108- 80 Marks for each Paper (40 Marks for each course opted under 'A' and 'B')

University will conduct this examination at the end of the year after completion of two terms for all the courses and evaluation will be done on the basis of marks obtained by the students.

(B) Internal Evaluation

For Continuous Comprehensive Evaluation four activities should be organized during the year for the Courses 101 to 106. Out of the four activities one evaluation activity should be the Practical work given under each course. The other evaluation activities can be from the following:



For the courses 107 to 109 two activities should be organized for each course opted under 'A' and 'B'. Out of the two activities one evaluation activity should be the Practical work given under each course.

The college will do internal assessment. University will provide tool for internal assessment. The colleges should follow the same criteria. If any college wants to use different criteria, the same should approved by the University. For the assessment the college will give marks and will submit it to the university. The University will convert these marks into the grades and final assessment will be inthe form of grades. There should be total transparency in the internal marks.The grades so obtained will be shown on the mark sheet of the candidate. Using the formula to convert the grades the University will provide the marks of converted grades also at the bottom of the mark sheet.

The system of grading will be as follows:

O Grade - 75% and above

A Grade - 65% to 74%

B+ Grade - 55% to 64%

B Grade - 50% to 54%

C Grade - 40% to 49%

D Grade - 30% to 39%

E Grade - Below 30%

For the rationalization of internal marks the University will appoint a moderation committee. The Committee will visit each college to take the review of the entire internal work done by the student teacher and the internal marks given by the college and submit the report based on these observations to the University. The copy of the same will be made available to the college also. The committee will give the '**No objection certificate**' to the college. The college shall submit the same along with the internal marks to the University.

Norms for passing B.Ed. Examination:

(i) To pass the examination the student teacher must obtain at least 50% marks in each course in external examination and must obtain minimum 'B' grade in each course in the internal assessment.

(ii) To pass the examination in 'First class with Distinction' the student teacher must appear at one and the same time for all the courses 101 to 108 and obtain at least 65 % marks in each course of passing with aggregate 70 % marks in it and 'O' grade in each course in the internal assessment.

(iii) To pass the examination in 'First class' the student teacher must appear at one and the same time for all the courses 101 to 108 and obtain at least 55% marks in each course with aggregate 60% marks in it and 'A' grade in each course in the internal assessment.

(iv) To pass the examination in 'Second class with B+' the student teacher must appear at one and the same time for all the all the courses 101 to 108 and obtain at least 50% marks and aggregate 55% marks in it and 'B+' grade in each course in the internal assessment.

(v) All the remaining student teachers who have appeared for examination will be declared as passed in 'Second class'.

R-4.4 To pass the whole examination a candidate must pass in all the courses separately.

R-4.5 The candidates who have obtained minimum 50% or more marks in all courses in the internal assessment but failed in the external examination shall be eligible to claim exemption in all the courses in which he has passed.

Course 109:

Content Enrichment programme:

To enrich the content of the school subjects the student teachers will make a self-study of the content of the school subjects offered under the course subject education (108-A and 108-B). For the assessment of the subject content two activities (for each of the school subject selected by the student teacher) based on the content of school subject should be organized during the year. The scope of the content should be the content expected in the syllabus of SSC and HSC board for Std. IX to XII. Marks calculated out of 100 are to be given.

Course 110:

(a) Micro teaching (5 skills -10 lessons) (1 credit) – 20 marks

Student teachers will give 10 micro-lessons. For these lessons, they will select any five teaching skills from the list given below. They will complete the cycle of two lessons i.e. 'teach – reteach' for each skill. Marks calculated out of 10 are to be given for the micro lessons.

List of Teaching Skills

- Set Induction
- Stimulus Variation
- Narration
- Questioning
- Illustration
- Demonstration
- Reinforcement
- Black Board Work
- Closure
- Reading

(b) Integration (4 lessons) (1 credit) – 20 marks

After practicing 5 skills in micro-teaching, student teacher will give four lessons of minimum 20 minutes, duration to integrate the skills which they practiced. Marks calculated out of 10 are to be given for the integration lessons.

(c) Simulation lessons (4 lessons) (1 credit)- 20 marks

Each student teacher will conduct four simulation lessons one in each of the type given below in the peer group: Traditional Method, Models of teaching, Team Teaching and Technology based lesson. Marks calculated out of 10 are to be given for Simulation Lessons.

(d) Lessons using different methods (4 lessons) (2 credits) -40 marks

Each student teacher will conduct four lessons (2+2 107-A and 107-B respectively) using different methods which are included in the course subject education which he has chosen and which are suitable for the topic he has selected from the school subject. Marks calculated out of 40 are to be given for lessons using different methods.

The total marks for the course 110 shall be calculated out of 100.

Course 111:

Innovative lessons (10 lessons)

(a) Team teaching (4 lessons) (1 credit) – 20 marks

Student teacher will conduct four lessons based on concept of team teaching. Marks calculated out of 10 are to be given for lessons based on concept of team teaching.

(b) Models of Teaching (2 lessons) (2 credits) – 40 marks

Student teacher will conduct two lessons based on any two models of teaching suitable for the course subject education which he has chosen. Marks calculated out of 20 are to be given for lessons based on models of teaching.

(c) Value Education (1 lesson) and Environment Education (1 lesson) (1 credit) – 20 marks

Student teacher will conduct one lesson each based on Value Education and Environment Education. Marks calculated out of 20 are to be given for the same.

(d) Self- Study lessons (2 lessons) (1 credit) – 20 marks

Student teacher will conduct two lessons based on his own self introspection. It is expected that the student teacher is able to plan and conduct these lessons on his own. The basis for these lessons is to inculcate the importance of teaching as a 'Reflective Practice' in the student teacher.

The total marks for the course 111 shall be calculated out of 100.

Course 112:

Practice lessons (8 lessons) (5 credits) – 100 marks

Each student teacher will give 8 class-room lessons as far as possible equally distributed in the two methods but not less than 3 lessons per method. These lessons are to be given in the secondary school i.e. Std VI to X. However those who want to

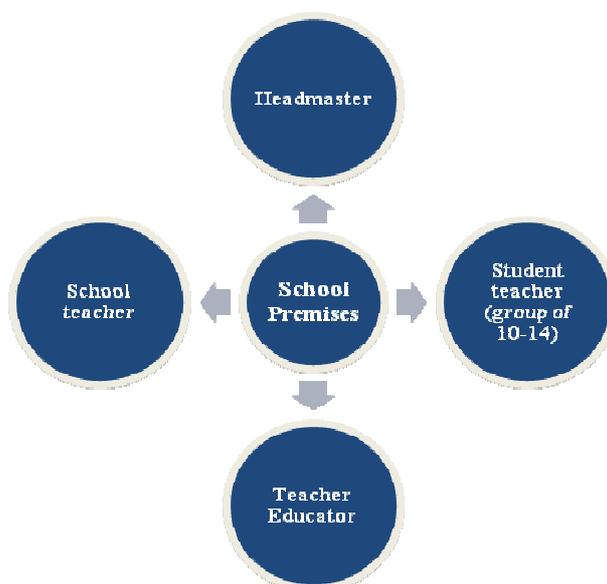
specialize for higher secondary classes may give not more than four lessons on the selected classes provided that the Principal of the college permits to do so. Marks calculated out of 100 are to be given to these practice lessons.

Course 113:

Internship programme: Duration: 2 Weeks

Objectives of the internship programme are to enable the student teacher:

- i. to get an opportunity to observe the teaching of experienced teachers.
- ii. to work under the guidance of experienced school teachers.
- iii. to know which types of records are maintained in the school and how they are prepared.
- iv. to participate in co-curricular and extracurricular activities organized in the schools.
- v. to participate in assessment work done in the school
- vi. to have feel of total experience of teaching in the school.



In the Internship Programme the student teacher will complete the following activities:

✓ **Lessons (8 lessons) (3 credits) – 60 marks**

In this programme, the student teacher will select one unit from the subject education in consultation with the school teacher. He will prepare the unit plan for that unit. He will teach that unit for at least four periods under the guidance and observation of the school teacher /teacher educator. At the end of the teaching he will prepare and conduct a unit test. The same shall be repeated for other subject education. Marks calculated out of 60 are to be given for the block teaching lessons.

✓ **School Activities/Programmes (2 activities) (2 credits) – 40 marks**

Report of the School Activities/Programmes: - (Any 2 activities from those given below)

- ✦ Observation of lessons of school teacher.
- ✦ Records and registers maintained by the office.
- ✦ Information regarding Parent teacher association.
- ✦ Practices of inclusion.

- ✦ Provision for slow learners.
- ✦ Activities for gifted students.
- ✦ Community related work.
- ✦ Activities for professional growth of teaching and non-teaching staff.
- ✦ Any other innovative/special practices adopted by the school.

Marks out of 40 are to be given for the same.

The total marks for the course 113 shall be calculated out of 100.

Observations of lessons during the year (40 Lessons)

Student teacher will observe lessons of other Student teachers as shown below:

- Integration lessons- 4
- Simulation lessons- 4
- Lessons using different methods- 4
- Classroom lessons- 8
- Internship lessons- 8
- Technology based lessons- 2
- Lessons based on Models of Teaching- 4
- Value Education/Environmental Education -4
- Team teaching- 2

Course 114:

ICT Intel Programme (2 credits) – 40 marks

The course will be done in groups. The student teacher will complete the modules as enlisted in the INTEL programme approved by the University of Pune. Marks out of 40 shall be given for the same.

Co- curricular (1 credit) – 20 marks

The student teacher will organize and participate in co-curricular activities and extra-curricular activities arranged regularly throughout the year in the college. Marks calculated out of 20 are to be given to the student teacher for the same.

Health (1 credit) – 20 marks

For this programme at least two periods per week will be assigned in the college time table. In these periods some physical exercises, games, yoga and suryanamaskar, sports activities, lectures on physical and mental health, awareness lectures, etc will be organized for the student teachers under the guidance of the teacher educator. Marks calculated out of 20 are to be given for the same.

Social Service (Working with the community) (1 credit) – 20 marks

Student teacher will select and participate in any one activity from the list of the activities given below:

- Adult education programme.
- School Health services.
- Cultural activities.
- Sports activities.
- City /Village development programme.
- Family planning programme.
- Civil Defence.

The college can modify the above list according to the local needs and availability of resources and resource persons. However a prior permission from the University of Pune will be necessary. Marks calculated out of 20 will be given to these activities.

The total marks for the course 114 shall be calculated out of 100.

Course 115:**Entrepreneurship development: (2 credits) – 40 marks**

Education system plays a critical role in the economic advancement of nation, since it is the primary developer of human resource. Entrepreneurship education and training is about the development of professional skills and qualities of the student teachers so that they can gain knowledge and understand the ways in which the economy works. This evolves approaches to the development of creativity, problem solving, decision making, team working, leadership and other individual skills. It also identifies the role of the entrepreneur in the society and various requirements of self employment.

Objectives of the course:

- 1) To make education as a tool to empower teacher.
- 2) To build self awareness among the novice teacher about the professional opportunities.
- 3) To provide dynamic platform to the novice teacher to explore the professional strengths in the field of education.
- 4) To promote the professional competencies of the novice teachers.

Following activities shall be organized under the course: (any 1) – 1 credit – 20 marks

- Computer Skills (advanced) development
- Multimedia program development
- Learning material development
- Educational Market Survey
- Interview of Educational Book Publisher
- Educational Printing
- Visit to Vocational Institute

The student teacher has to complete a practical from the following: (any 1) - 1 credit – 20 marks

- 1) Field Study/ Survey / Interview to enhance the professional competencies
- 2) Product based practical

The total marks for the course 115 shall be calculated out of 40.

Course 116:**Open Course: (3 credits) – 60 marks**

The student teacher will complete any two activities under the course. The following list is only suggestive and not exhaustive. The college can modify the list according to the local needs and availability of resources and resource persons. However a prior permission from the University of Pune will be necessary. The student teacher will make a report based on the activities organized under this course.

Sr. No.	Course Title (Semester I)	Sr. No.	Course Title (Semester II)
1	Presentation skills	1	Communication skills
2	Decision Making skills	2	Event management skills
3	Life skills	3	Creative Writing skills
4	Interpersonal skills	4	Team building skills
5	Managerial skills	5	Problem solving skills

6	Research skills	6	Stress management skills
7	Analytical skills	7	Self-awareness skills
8	Time Management skills	8	Developing learning resources skills
9	Leadership skills	9	Social awareness skills
10	Soft skills	10	Spoken English skills

The total marks for the course 116 shall be calculated out of 60.

Records to be kept by the students:

- Diary of daily attendance, work and participation in activities.
- Lesson notes of all the lessons along with remarks of observers.
- Detailed reports of observed lessons.
- Reports of the practical work in connection with theory courses.
- Record of the practical done and activities participated and observed in the internship programme.
- Assignments and Tutorials.
- Journal of Psychology experiments. (if applicable).
- Hard and soft copies of T.B.T. (Intel Pre-service Programme).
- Answer sheets of the internal examination papers.

All other records relevant for Internal Assessment.

COURSE 101
EDUCATION FOR DEVELOPMENT IN THE 21ST CENTURY

Objectives: - To enable student teacher to

1. get acquainted with the general natural nature of the Indian Society in 21st century.
2. understand the meaning and scope of education and its philosophical basis.
3. become aware about goals of education and life in 21st century.
4. become aware about the national goals and provisions of education mentioned in the Indian Constitution.
5. comprehend and appreciate the teachers role in shaping the modern Indian society.
6. realize the contribution of educational thinkers.
7. appreciate the social aspect of educational problems faced in Indian Society in 21st century.
8. become familiar with the agencies of education and mass communication media.
9. become conversant with the social aspects of education and human values.
10. know the new concepts i.e. LPG
11. identify the contribution of NGO's in education.
12. understand the relationship between education and development.

UNIT 1:-EDUCATION AND PHILOSOPHY

1 CREDIT

- 1.1 Concept, scope, functions and relationship between Education and Philosophy.
- 1.2 Aims and Principles of pre-independence (Vedic, Islamic, Buddhist, Jainism)
- 1.3 Post-Independence philosophy of education Constitution Kothari Commission NCF (2005), State Policy on Education 2010

UNIT 2:- ASPECTS OF EDUCATION

1 CREDIT

- 2.1 Integration of Liberal and Vocational Education
- 2.2 Education for democratic citizenship and National integration
- 2.3 Education for Human Rights
- 2.4 Education for Peace

UNIT 3:- THINKERS AND TEACHERS**1 CREDIT**

- 3.1 Mahatma Gandhi (with special reference to basic education)
- 3.2 Mahatma Phule and Savitribai Phule (with special reference to education)
- 3.3 Dr. Babasaheb Ambedkar – Educational thoughts
- 3.4 John Dewey
- 3.5 Role and Skills for teacher in 21st century

UNIT 4:- INDIAN SOCIETY IN 21ST CENTURY**1 CREDIT**

- 4.1 Liberalisation, Privatisation and Globalisation in Indian Society
- 4.2 Forces working in Indian Society and role of Education in social change
- 4.3 Agencies of Education in Indian Society
 - a) Family
 - b) State
 - c) Group – Peer and Reference
 - d) Non-Government Organisations
 - e) Different ways of access to education
- 4.4 School as Community development centre (Role and Functions)

UNIT 5:- EDUCATION AND DEVELOPMENT**1 CREDIT**

- 5.1 Relation between education and development
 - a. Meaning of development
 - b. Education and development of the individual
 - c. Education and development of the society
 - d. Education and national development
 - e. Education for sustainable development
- 5.2 Government and Non-Government efforts for empowering the weaker sections efforts
 - a. Women
 - b. Minorities
 - c. Backward class
 - d. Contribution of NGO for weaker sections
- 5.3 Role of mass communication media in social development
 - a. Strength and role of mass communication media (Print Media and Electronic Media)
 - b. Precautions while using mass communication media

Practical (any one)

1. Study of any thinker (apart from those mentioned in the syllabus)
2. Study of Educational Contribution of Non-Government Organisation
3. Role of mass media in education

References:

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२. बोकील वि. पा. - शिक्षणाचे तत्वज्ञान
३. कुंडले म. बा. - शैक्षणिक तत्वज्ञान व शैक्षणिक समाजशास्त्र
४. करंदीकर डॉ. सुरेश - भारतीय समाजातील शिक्षण
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६. कुलकर्णी विश्वंभर व काळदाते सुधा - उदयोन्मुख भारतीय समाज, संस्कृती आणि शिक्षण
७. विरकर प्र. कृ. व डॉ. प्रतिभा विरकर - उदयोन्मुख भारतीय समाजाचे शिक्षण व शिक्षक
८. जाधव के. के. - आधुनिक काळाचे शिक्षणाचे समाजशास्त्र
९. भंडारी प. ब. - शैक्षणिक समाजशास्त्र
10. Walia J.S. Principal and methods of Education Rai B.C – Theory of Education - Sociological and Philosophical bases of Education.
11. Chobhe Dr. S. P. and Akhilesh - Philosophical and Sociological foundation of Education.
12. Bhatia Kamala and Bhatia - Baldev - The Philosophical and Sociological foundation of Education.
13. Gaiind D.N. and Sharma R. P. - Education Theories and Modern Trends.
14. Rai B.C - Theory of Education - Philosophical and Sociological bases of Education.
15. S.S. Mathur - A Sociological approach to Indian Education.
16. NCERT - The Teacher and Education in Emerging Indian Society
17. Toffler Alwin - The future shock

COURSE 102
PSYCHOLOGY OF THE LEARNER AND LEARNING

Objectives: To enable the student teacher to:

1. understand the growth and development of the learner and its importance in the learning process with special reference to adolescent stage.
2. become aware regarding the individual differences among learners
3. identify the educational needs of diverse learners.
4. get acquainted with the new (contemporary) theories of learning.
5. become acquainted with the social aspects of behaviour
6. deal with behavioural and social problems of the learner
7. become familiar with the concepts of adjustment, stress management and self concept.
8. find co relation between adjustment, stress management and self-concept and classroom behaviour.

UNIT 1: UNDERSTANDING THE GROWTH AND DEVELOPMENT OF THE LEARNER: - 1 CREDIT

1.1 Heredity and environment; social heredity - meaning, nature, importance in teaching learning process

1.2 Growth, Maturation and Development of the learner:

- a) Differences between growth and development
- b) Principles of growth and development
- c) Relationship between development and learning
- d) Stages of Growth and Development
- e) Adolescence stage: (Physical, mental, emotional, moral and social aspects)

1.3 Facilitating holistic development: Implications for education (school, teacher, parents) w.r.t. to adolescence stage

UNIT 2: LEARNER DIVERSITY: - 1 CREDIT

2.1 Individual differences (age, sex, intelligence, multiple intelligence, emotional intelligence, socio economic background, interests, introvert and extrovert.), implications for learning

2.2 Concept of Inclusive Education and Children with Special Needs:

- a) Inclusive Education: concept and need
- b) Children with Special Needs: Characteristics of visually impaired (challenged), hearing impaired (challenged), learning disabled, slow learners, gifted, creative, mentally retarded and physically challenged.
- c) Teacher's role in educating them in general classrooms.

2.3 Diversity in learning styles:

- a) Meaning and concept of learning styles
- b) Types of learning styles (Visual, Auditory and Kinesthetic)
- c) Implications for learning

2.4 Diversity due to multiculturalism:

- a) Meaning and concept of multiculturalism,
- b) Differences in learners arising due to multiculturalism
- c) Role of the teacher in a multicultural classroom

UNIT 3: LEARNING THEORIES AND INSTRUCTIONAL STRATEGIES:-

1 CREDIT

3.1 Learning –

- a) Meaning and Process,
- b) Factors affecting learning (Individual and Environmental: Maturation, Motivation, Attention, Fatigue)
- c) Transfer of learning: concept and types
- d) Implications for learning

3.2 Theories of Learning by:

- a) Thorndike,
- b) Pavlov
- c) Skinner
- d) Implications for learning of the above theories: Relevance in learning, Role of teacher and Role of learner.

3.3 Constructivism: Cognitive constructivism and Social Constructivism (concept and features)

- a) 5 E Model
- b) Cooperative and Collaborative Learning

- c) Implications of Constructivism for learning: Relevance in learning, Role of teacher and Role of learner.

3.4 Brain based learning: Principles and Educational Implications.

3.5 Theory by:

- a) Pavio – Dual coding theory
- b) Implications of the theory for learning: Relevance in learning, Role of teacher and Role of learner.

UNIT 4: COGNITIVE AND AFFECTIVE MENTAL PROCESSES AND LEARNING **1 CREDIT**

4.1 Sensation and Perception: Gestalt Principles

4.2 Memory and Forgetting

4.3 Thinking: Imagination, Problem solving and Creativity

4.4 Concept formation: Definition, Types and Steps

4.5 Techniques for facilitating learning and creativity: Concept Mapping and Mind Mapping, Brain storming.

UNIT 5: MANAGING CLASSROOM BEHAVIOR FOR FACILITATING LEARNING: - **1 CREDIT**

5.1 Social aspects of behaviour – group dynamics, motivation, suggestion, sympathy, imitation, group conformity, group rivalry

5.2 Dealing with behavioural problems – inattentive learners, disruptive behaviour, aggression, positive behavior support (PBS)

5.3 Dealing with social problems – child abuse, child exploitation, social networking

5.4 Dealing with adjustment problems, defense mechanisms, conflicts, stress management, frustration, self-concept (superiority or inferiority)

5.5 Implications for learning: Role of teacher and Role of learner.

Practical: (any one from the given list)

1. Case study of an adolescent learner
2. Case study of a learner with special needs
3. Plan and implementation of one lesson using constructivist approach/ 5 E/ Brain Based Principles of learning
4. Experiment on i) Memory Retention, ii) Perception, iii) Imagination

5. Administration and Interpretation of any psychological test
6. Construct and prepare a concept map on any unit or topic.

References:

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६. ह. ना. जगताप – शैक्षणिक मानसशास्त्र, नित्य नूतन प्रकाशन, पुणे.
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८. बी. एन. बर्वे व एच. जे. नरके, मनोपन, विद्या प्रकाशन पुणे.
९. प्र. ल. नानकर, संगिता शिरोडे – शैक्षणिक व प्रायोगिक मानसशास्त्र, नित्य नूतन प्रकाशन, पुणे.
१०. किशोर चव्हाण – विकास आणि अध्ययनाचे मानसशास्त्र, इनसाईट प्रकाशन, पुणे.
११. शारदा शेवतेकर बडवे – विकासाचे व अध्ययनाचे मानसशास्त्र, विद्या प्रकाशन, पुणे.
१२. द. बा. पोंक्षे – शैक्षणिक मानसशास्त्र आणि प्रायोगिक कार्य, नित्य नूतन प्रकाशन, पुणे.
१३. के. वि. कुलकर्णी – शैक्षणिक मानसशास्त्र, श्री. विद्या प्रकाशन, पुणे.
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१७. इनामदार मुकुंद, गाडेकरकेशव, पाटीलअनिता (२००६) – आधुनिक सामान्य मानसशास्त्र, डायमंड पब्लिकेशन, पुणे.
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3. Ram Nath Sharma and Ruchana Sharma – Experimental Psychology Atlantic, Delhi
4. A.R. Rather - Psychology of learning and Development Discovery publishing House, New Delhi
5. Shamsad Hussain- Human behaviour, H.P. Bhargava Book House, Agra.
6. Tara Chand - Modern child Psychology, Anmol Publications, New Delhi.
7. Tara Chand - Educational Psychology, Anmol Publication, New Delhi
8. Aparna Chattopadhaya - What's your Emotional I.Q., PustakMahal Delhi
9. S.P. Chaube - Educational Psychology and Educational Statistics, Lakshmi Narain Agarwal, Agra.
10. Alice Rajkumari, Rita Suguna Sundari, Digumarti Bhaskara Rao - Educational Psychology, Discovery Publishing house New Delhi.
11. W.N. Dandekar - Experimental Psychology, Anmol Prakashan, Pune.
12. K.K. Bhatia and Trinath Purohit - Educational Psychology and Technique of Teaching, Kalyani Publishers Ludhiana.
13. S.K. Mangal - Educational Psychology, Tandon Publications, Ludiana.
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15. S.K. Mangal - Advanced Educational Psychology, Prentice hall of India, New Delhi.
16. W.N. Dandekar and Sanyogita Makhija – Psychological Foundations of Education, Mac Millan India Ltd. Delhi.
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19. Chavan S.S (2006) - Advanced Educational Psychology.
20. Panda K.C. (1997) - Education of exceptional children, Vikas Publishing House Pvt. Ltd. New Delhi.
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COURSE 103
QUALITY AND MANAGEMENT OF SCHOOL EDUCATION – ISSUES AND CONCERNS

Objectives:- To enable student teachers to

1. understand the concept of quality
2. enlist the dimensions of quality
3. understand the concept of Management.
4. acquire knowledge regarding the concept and process of Human Resource Management in School
5. get acquainted with the essential infrastructural resources for quality management.
6. identify the problems and its management in Secondary Education.
7. recognize Management and Administrative set up in education.

Unit 1: Fundamentals of Management and Quality Management (One Credit)

1. Meaning and Functions of Management.
2. Modern Theories of Management – Henry Fayol and Peter Drucker
3. SWOT Analysis and Introduction to Six Sigma process in Education.
4. Quality- concept and dimensions
5. TQM in Education
6. Types of Management-
 - a) Time Management
 - b) Event Management
 - c) Classroom Management.

Unit 2: Human Resource Development in Schools (One Credit)

1. Human resource development – Concept, aspects and processes
2. Leadership styles
3. Role and Qualities of Human Resource-
 - a) Teachers
 - b) Supervisor and Headmaster
 - c) Parents
4. Training and Development of Human Resources
 - a) Pre-service
 - b) In-service

Unit 3: Infrastructural Resources in School

(One Credit)

1. Essential infrastructural resources in schools- norms and standards
2. Quality Management of Infrastructural Resources
 - a) Creation
 - b) Maintenance
 - c) Optimum Use

Unit 4: Management of problems in Secondary school

(One Credit)

1. Problems in secondary schools:
 - a) Wastage and Stagnation
 - b) Crowded Classes
 - c) Discipline in Schools
 - d) Vocationalization of education
 - e) Disaster Management in schools
2. Management of problems
 - a) By research and development
 - b) By Action Research
3. Role of Government policies- SSA, RTE 2009 , RMSA
4. Teachers Professional Organization
 - a) Secondary Teachers Association
 - b) Subject Teachers Association

Unit 5: Managerial and Administrative setup in Education

(One Credit)

1. Introduction to Maharashtra private school act 1981
2. Government administrative set up and authorities
3. Structure and Functions of – NCERT, SCERT, CBSE, SSC and HSC Board, Balbharati.
4. Issues and concerns in management of education

Practical (any one)

1. Planning and implementation of any one event in school.
2. Prepare an outline of Research Problem
3. Study of School Management- Management of Infrastructural facilities in school.

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२. डॉ. हेलता पारसनीस, डॉ. अरविंद दुनाखे - शैक्षणिक प्रकाशन व व्यवस्थापन, नूतन प्रकाशन, पुणे.
३. प्रा. सुरेश भिरुड, प्रा. भास्कर नाफडे - व्यवसाय व्यवस्थापन, निराली प्रकाशन.
४. डॉ. सौ. किरण नागतोडे - शालेय व्यवस्थापन शैक्षणिक संरचना आणि आधुनिक विचार प्रवाह, विद्या प्रकाशन, नागपूर.
५. डॉ. ल. मा. शिवणेकर - माध्यमिक शिक्षण संरचना व कार्यपद्धती, नूतन प्रकाशन, पुणे.
६. शिक्षण आणि समाज (जाने, मार्च २००१) - शालेय शिक्षणाचा राष्ट्रीय अभ्यासक्रम.
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१३. सेकंडरी स्कूल कोर्ट (१९९१) - माध्यमिक शाळा संहिता
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21. Rai B.C. - School Organization and Management, Prakashan Kendra, Lucknow.

COURSE 104
ADVANCED PEDAGOGY AND TEACHING

Objectives: To enable the student teacher to

1. understand the concept of Advance pedagogy and its implementation in classroom.
2. use the different pedagogies for meeting the needs of diverse learner.
3. understand the concept of teaching
4. comprehend the aspects of teaching
5. enlist the parameters of effective teaching
6. realize the recent trends in teaching

UNIT 1: INTRODUCTION TO ADVANCE PEDAGOGY

1 CREDIT

- 1.1 Concept, need and significance of Advance Pedagogy
- 1.2 Principles of advance pedagogy
- 1.3 Teaching phases- Philip Jackson Model
 - Pre-active
 - Interactive : teaching strategies and approaches
 - Post-active
- 1.4 Teacher's role in different teaching phases

UNIT 2: PEDAGOGIES FOR THE FUTURE

1 CREDIT

2.1. Use of various pedagogies

- Engagement of student in teaching learning process.
- ICT
- Student voice
- Critical pedagogy
- Differentiation

2.2 Teaching methods

- Problem based learning
- Field based learning
- Active learning
- Teaching with internet (eg. Google earth)
- Situation based learning

2.3 Understanding by design (UbD) Model

UNIT 3: ASPECTS OF TEACHING

1 CREDIT

- 3.1 Concept and definitions of teaching
- 3.2 Functions of teaching
- 3.3 Teaching skills
- 3.4 Diagnostic testing and Remedial Teaching
- 3.5 Need and importance of :- (i) Annual Plan
(ii) Unit Plan

UNIT 4: EFFECTIVE TEACHING

1 CREDIT

- 4.1 Parameters of effective teaching
- 4.2 Maxims of teaching
- 4.3 Principles of teaching
- 4.4 Models of teaching – Concept, Features, Families and implications for classroom
 - a. Advance Organizer Model
 - b. Concept Attainment Model
 - c. Inquiry Training Model
 - d. Jurisprudential Inquiry Model
- 4.5 Team teaching - Concept and implications for classroom

UNIT- 5 RECENT PEDAGOGICAL TRENDS

1 CREDIT

- 5.1 Blended learning - Concept and implications for classroom
- 5.2 Flipped classroom- Concept and implications for classroom
- 5.3 Distance Learning –Need and importance
- 5.4 Reflective teaching - Concept and implications for a teacher

Practical (any one)

- 1. Case study: A report on Implementation of advance pedagogy in school.
- 2. School based field study of contemporary pedagogical practices.
- 3. Develop an Annual Plan and Unit Plan (one school subject)
- 4. To develop a lesson plan by using advance pedagogy for catering the needs of diverse learners.

COURSE 105

ADVANCED EVALUATION PROCEDURES IN LEARNING

UNIT 1 – CONCEPT OF EDUCATIONAL EVALUATION 1 CREDIT

- a) Meaning of Measurement, Assessment and Evaluation in Education , Relationship between Measurement , Assessment and Evaluation.
- b) Principles of Evaluation.
- c) Taxonomy of instructional objectives (Revised Blooms Taxonomy and R.H.Dave)
- d) Objectives and learning outcomes.

UNIT 2 – PROCESS OF EVALUATION 1 CREDIT

- a) Learning experiences : Meaning , Types- characteristics and merits
- b) Tools and Techniques of Evaluation
 - i) Characteristics of measuring tools and factors affecting them
 - ii) Quantitative tools
 - Performance tests : Oral tests , Practical – nature , merit limitation , Criteria for evaluation
 - Achievement tests : Written Essay and objective test- merit and limitations
Open book exam – merits and limitations
 - iii) Evaluation Techniques : Observation , Introspection , Projective and Sociometry
 - iv) Evaluation rubric : Meaning , Need and Construction

UNIT 3- EVALUATION APPROACH /TYPES /ASPECTS 1 CREDIT

- a) Qualitative and Quantitative
- b) Formative and Summative Evaluation
- c) Continuous and Comprehensive Evaluation
- d) Choice based credit system
- e) Norm-referenced test
- f) Criterion-referenced test (Meaning , Characteristics and Significance)
- g) Internal and External evaluation : nature and areas

UNIT 4-ASSESSMENT OF SUBJECT BASED LEARNING**1 CREDIT**

- a) Observation of learning process –by self , peer and teachers
- b) Self assessment and peer assessment
- c) Constructing profiles : Steps involved and criteria
- d) Construction of achievement test with special reference to Content area, objectives and design (Blue Print)
- e) Cumulative records - Developing and maintaining a comprehensive learner profile

UNIT 5 - INTERPRETING TEST SCORES AND FEEDBACK**1 CREDIT****a) Statistical tools to interpret the test scores****(Meaning, Characteristics, and Uses)**

- i. Measures of Central Tendency : Mean, Median, Mode
- ii. Measures of Variability : Quartile Deviation, Standard Deviation
- iii. Percentile and Percentile Rank
- iv. Co-efficient of correlation by Spearman’s Rank Difference method and Pearson’s Product Moment Method
- v. Graphical representation of data : Histogram, Frequency polygon
- vi. Normal Probability Curve : properties, uses ,
- vii. Skewness and Kurtosis

b) Use of assessment for feedback :

- i. Importance of Feedback in learning
- ii. Types of Feedback : Oral and Written, Positive and Negative, Group and Individual and immediate
- iii. Criteria for constructive feedback,
- iv. Feedback by Teacher and Peer : Written, Oral

Practical (any one)

1. Develop a portfolio for assessment of 2 school students
2. Prepare an advanced tool for evaluation.
3. Develop a tool for self-assessment.
4. Develop an achievement test and its blue print.

References:

1. Dandekar W.N. - Evaluation in Schools
2. Garrett Henry E. - Statistic in Education and Psychology
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COURSE 106
**INSTRUCTIONAL DESIGN AND INTEGRATION OF ICT IN TEACHING-
LEARNING**

Objectives: To enable the student teacher to:

1. understand the Concept, need and importance of ICT.
2. prepare their students to become ICT skilled teachers.
3. get acquainted with ICT supported teaching learning strategies.
4. prepare the students to select to appropriate ICT facilities.
5. get acquainted with the new trends in ICT.
6. comprehend the meaning of system and instructional systems.
7. realize the importance of instructional systems.
8. comprehend and use the different instructional models.

UNIT 1:- ICT IN EDUCATION

1 CREDIT

1.1 Concept, Need and Importance of ICT in Education.

1.2 Paradigm Shift due to I C T from 'Teaching' to 'Learning'.

- A] Curriculum B] Methods of Teaching C] Role of Teacher
D] Classroom Environment E] Evaluation procedure
F] Education Management

1.3 Challenges and Barrier to integration of I C T in Indian schools Classrooms

1.4 ICT Skilled Teacher – ICT Skills and Qualities of ICT teacher

1.5 Safe use of ICT – Virus management, Net safety, Nettiquettes, Legal and Ethical Issues

UNIT2:- ICT SUPPORTED TEACHING LEARNING STRATEGIES

1 CREDIT

2.1. E-Learning and Web base learning–concept, features and educational application

2.2. Co-operative and Collaborative Learning –concept, features and educational application

2.3. Project based Learning –concept, features and educational application

2.4. Communication Tools - Mobile, e-mail, chat Online Conferencing, Blog, Wiki,
Internet forum, News Groups.

2.5. Social Networking as an effective Communication Tool.

UNIT 3:- NEW TRENDS IN ICT**1 CREDIT**

- 3.1.Virtual Classroom - concept, elements, advantages and limitations
- 3.2. Smart class room – concept, elements, advantages and limitations
- 3.3.Edusat - concept, elements, advantages and limitations
- 3.4 Online Learning Resources: e- Library, Websites, Apps, and Web 2.0 Technology.

UNIT 4:- INSTRUCTIONAL SYSTEMS**1 CREDIT**

- 4.1 Concept of ISD : meaning and Nature Principles and Assumptions
- 4.2 Need, importance and Advantages of ISD.
- 4.3 Difference between Education, Training and Instruction.
- 4.4 Stages of Development of ISD.
- 4.5 Components of an instructional system design.

UNIT – 5 : INSTRUCTIONAL STRATEGIES AND MODELS**1 CREDIT**

- 5.1 Instructional strategies.
 - A] Self Instruction
 - B] Programme instruction
 - C] Computer Assisted Instruction
- 5.2 Models of Instructional system.
 - A] M LM (Mastery Learning Model)
 - B] Synectic
- 5.3 Developing Self instructional material.
 - 1) Printed self instructional Material.
 - 2) Computer Assisted Programme.
 - 3) Online Learning.
- 5.4 Process of validation of instructional Material / Program
 - A] Individual testing
 - B] Group testing
 - C] Field testing
 - D] Master validation
- 5.5 Models of evaluation- Educational Decisions Model (CIPP Model)

Practical:

To develop self instruction / Program instruction / computer assisted instruction material for any unit of any school subject of your choice.

References:

1. Assessment and Evaluations - P.G. Pnog
2. Instructional system Design - Instructional Technology V.K. Rao
3. Computer fundamentals - Arora Bansal
4. Information and communication - Kishore, Chavan
5. Information Technology - Dyne, Nandkishore
6. Crumlish Christian - ABC o internet
7. Fun of computer - Singh and Sukhvir
8. ICT strategies for school - Mohenty Laxman

ELECTIVE COURSE: (107 A)
POPULATION EDUCATION AND ADULT EDUCATION

Objectives:- To enable the student teacher to:-

1. understand the concept of population education.
2. realize the importance and need of population education.
3. comprehend the problems that arise out of uncontrolled population growth.
4. comprehend the concept of adult education.
5. recognize the importance of adult education in national development.
6. know the role of various institutes in adult education.

UNIT – I POPULATION EDUCATION

1/2 CREDIT

- 1.1 Concept of Population Education
- 1.2 Need, Importance and Scope of Population Education
- 1.3 Objectives of Population Education

UNIT – II WORLD AND INDIAN POPULATION

1/2 CREDIT

- 2.1 Scope of world population and Indian Population
- 2.2 Characteristics of World Population and Indian Population
- 2.3 Structure of Indian Population
- 2.4 Population Mobility in India

UNIT – III PROBLEMS OF POPULATION

1/2 CREDIT

- 3.1 (i) Social Problems
 - (ii) Economic Problems
 - (iii) Educational Problems
- (iv) Urbanization Problems
 - (v) Environmental Problems
- (vi) Effects on Natural Resources, Health and Standard of Living
- 3.2 Population Control
 - (i) Planning and Remedies
 - (ii) HRD and Qualities of Population in India

UNIT – IV ADULT EDUCATION AND NATIONAL DEVELOPMENT 1/2 CREDIT

4.1 Concept and Objectives of Adult Education

4.2 Scope and Characteristics of Adult Education

(i) Adult Education in National Planning – 1978 and NPE – 1986

(ii) Adult Education in Government Planning

4.3 Importance of Adult Education

4.4 Androgogy – Methodology of Teaching Adult

UNIT – V ROLE OF INSTITUTES IN ADULT EDUCATION 1/2CREDIT

5.1 Role of NGO's in Adult Education

5.2 Adult Education and Role of Mass Media

5.3 Role of Educational Institutes in Adult Education

5.4 Adult Education and UNESCO

Practical: (Any One from following Practical)

1. Literate two Adult Persons and submit the reports.
2. Conduct a survey on any aspect related to Adult Education and prepare a report.
3. Conduct the Survey of Population growth and prepare report.
4. Role play/Street Play/Awareness Programme to emphasize the need of Adult Education/Controlling Population Growth and writing its report.

ELECTIVE COURSE: (107 A)
EDUCATION FOR PEACE AND HUMAN RIGHTS

Objectives:- To enable the student teacher to:-

1. understand the concept of human rights and child rights.
2. realize the importance and need of human rights and child rights.
3. comprehend the role of the Constitution in human rights and child rights.
4. comprehend the concept of peace education.
5. recognize the importance of peace education in national development.
6. know the pedagogy and evaluation for peace education.

UNIT 1 HUMAN RIGHTS: (1/2 CREDIT)

- 1.1 Human Rights – concept - at International and national context.
- 1.2 Types of Human Rights – Natural, positive, Negative, legal.
- 1.3 Right of vulnerable and disadvantaged group.
- 1.4 Women Rights.
- 1.5 Human Right Education – meaning, significance, need of Human Right Education, pedagogy for Human Right Education

UNIT - 2 CHILD RIGHTS: (1/2 CREDIT)

- 2.1 Concept of Child Right
- 2.2 a) Need and Importance of Child Right
b) Need and Importance of Child Right to teachers
- 2.3 Child Right given by UNCRC and Indian constitution.

UNIT 3 UNDERSTANDING PEACE AS A DYNAMIC SOCIAL REALITY

(1/2 CREDIT)

- 3.1 Awareness of relevance of peace.
- 3.2 Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.
- 3.3 Approaches to peace education
- 3.4 Highlights of various philosophies of peace, of Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, Gijubhai Badhecha, The Dalai Lama, initiatives at National and International levels.

UNIT – 4 ORIENTING EDUCATION FOR PEACE BUILDING (1/2 CREDIT)

Critical pedagogy of peace education

4.1 Challenging the traditional models of learning to constructivist approaches in teaching

4.2 Rethinking authority relations from democratic perspective: Promoting dialoging and developing capabilities for decision-making

Understanding social justice in local context – its implications for beliefs, attitudes , and values and school / social practices and conflict resolution at all levels

4.3 Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment , violence and conflicts at school level

4.4 Compassion, love and caring , mindfulness in all transaction of avoid hurt , humiliation, degrading over academic , personal , social and culture matters. On- evaluative orientation empathetic founding academic and discipline problems.

4.5 Becoming peace teacher – acquisition of relevant knowledge, attitudes , values and skills.

UNIT – 5 EVALUATION OF THE PEACE- BUILDING PROCESSES

(1/2 CREDIT)

5.1 Understanding importance of skills and strategies of assessment of the peace – building process in terms of attitudes , values , skills and strategies at school level – motivation and sustenance of efforts , sharing experiences towards peace building , reviewing strategies.

5.2 Making assessment visible through objective indicators , planning and recording change in cultural ethos and individuals. Understanding motivation through sharing progress, influence of assessment

5.3 Developing commitment and willingness for receiving feedback, and review of strategies.

Practical: (Any one of the following)

1. Write an Essay on Human Rights
2. Role plays/Street Play to enact situations involving conflict, corporal punishment, discrimination and domestic violence in day-to-day life.

3. Developing and action plan for peace in school and local community/Poster presentation.
4. Policy analysis regarding Child Rights-Report writing
5. Organization of awareness programme and Report writing.

ELECTIVE COURSE (107 A)

INTRODUCTION TO GUIDANCE AND COUNSELING IN SCHOOL

OBJECTIVES: - To enable the student teacher to

1. Understand the concept, need and meaning of guidance.
2. Get acquainted with the principles, issues, problems and procedure of guidance.
3. Develop understanding about the role of school in guidance.
4. Understand the various areas, tools and techniques in guidance.
5. Understand the concept, need and meaning of counseling.
6. Get acquainted with the principles and process of counseling.
7. Realize the qualities and role of a school counselor.
8. Understand the tools and techniques in counseling.
9. Realize the importance of follow-up in counseling.
10. Realize the need of counseling for children with special needs.

UNIT NO :- 1 GUIDANCE IN SCHOOL

1/2 CREDIT

Guidance in school:-

- 1.1 Meaning, concept and Need of Guidance.
- 1.2 Principles of Guidance.
- 1.3 Procedure of Guidance - steps.
- 1.4 Role of school in Guidance.
- 1.5 Areas - Personal, Educational and vocational Guidance, Seven Point Plan in Guidance

UNIT NO:- 2 COUNSELING IN SCHOOL

1/2 CREDIT

- 2.1 Meaning, concept and Need of counseling
- 2.2 Principles of counseling
- 2.3 Counseling Process
- 2.4 Types: Directive, Non –directive and Eclectic counseling
- 2.5 Qualities and role of a school counselor

UNIT NO :- 3 TOOLS IN GUIDANCE AND COUNSELING

1/2 CREDIT

- 3.1 Blanks, Cumulative Record Cards, Rating scale, Questionnaires
- 3.2 Psychological Tests :-
 - 1) Intelligence
 - 2) Aptitude
 - 3) Attitude
 - 4) Adjustment

- 3.3 Inventories :-
- 1) Interest
 - 2) Personality

[Concept, Imp. and limitations]

UNIT NO: - 4 TECHNIQUES IN GUIDANCE AND COUNSELING 1/2 CREDIT

- 4.1 Observation, Interview and sociometry
- 4.2 Lectures, Discussion and Dramatics as techniques of counseling.
- 4.3 Individual and Group counseling.

UNIT NO:- 5 ISSUES IN GUIDANCE AND COUNSELING 1/2 CREDIT

- 5.1 Problems and concerns
- 5.2 New trends in Guidance and counseling
- 5.3 Counseling for the children with special needs
- 5.4 Counseling for parents.
- 5.5 Importance of follow-up in counseling

Practical (any one)

- 1} Interview of a school counselor
- 2} Preparation and administration of any one test and make its report. (2 students from 5th to 10th std)
- 3) Visit to a guidance or counseling centre and write a report.

Unit: -3 PHYSICAL FITNESS**1/2 CREDIT**

- 1 Definition, Meaning, Types and factors of physical fitness
- 2 Factors affecting physical fitness
- 3 Benefits Physical Fitness
- 4 Importance of physical activities at school level
- 5 Assessment of physical fitness

Unit:-4 YOGA**1/2 CREDIT**

- 1 Introduction, Meaning and mis-concepts of Yoga
- 2 Ashtang Yoga (8 stages of Yoga)
- 3 Types of Yoga
- 4 Importance of Yogasanas, Pranayama and Shudhikriya
- 5 Importance of Meditation in school

PRACTICAL

1. Assessment of health related physical fitness (H.R.P.F.)
 - a. Body composition: Body Mass Index (B.M.I.) and Waist HipRatio (W.H.R.)
 - b. Cardio-respiratory endurance
 - c. Muscular strength and endurance
 - d. Flexibility
2. Yogasana, Pranayama and Shudhikriya (As suggested instandard 9th and 10th S.S.C. Board syllabus)

References:

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3. Dr. A.K.Uppaland Dr. G. P. Gautam (2004). Physical education and Health. Delhi: Friends publisher.
4. Dr. Sopan Kangane and Dr. Sanjeev Sonawane (2007). Physical Education (D. Ed.). Pune: Nirali publication.
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६. सदाशिव निंबाळकर (१९८८) , आरोग्यासाठी योग. मुंबई: योग विद्या निकेतन
७. विश्वास मंडलिक (१९९९) , योग परिचय, नाशिक : योग विद्याधाम
८. डॉ. सोपान कांगणे (२००७) शारीरिक शिक्षण (डी. एड.) कोल्हापूर : फडके प्रकाशन
९. डॉ. संजीव सोनवणे (२००८) शारीरिक शिक्षण (डी. एड.) पुणे : निराली प्रकाशन

ELECTIVE COURSE: 107-B

EDUCATION FOR SUSTAINABLE DEVELOPMENT

Objectives: To enable the student teacher to:-

1. understand concepts concerning various aspects of the Educational for sustainable Development.
2. recognize dependence of human life on the environment.
3. identify local and region specific environmental problems.
4. understand the role of individuals, society, the government, ICT and media in protection, preservation and conservation of environment.
5. develop awareness about rules, regulations and legal provisions for protection, preservation and conservation of the environment.
6. develop awareness, desirable skills and appreciation for the protection, preservation and conservation of the environment.

UNIT 1: ENVIRONMENTAL EDUCATION: NEED AND SCOPE 1/2 CREDIT

- 1.1 Importance of need and scope of environmental education.
- 1.2 India as a mega biodiversity Nation
- 1.3 The teacher as an Environmental Educator
- 1.4 Greening the textbook
- 1.5 Environmental degradation and its impact on the health of people

UNIT 2: UNDERSTANDING: SUSTAINABLE DEVELOPMENT 1/2 CREDIT

- 2.1 Environment and Development
- 2.2 Economic growth and sustainable consumption
- 2.3 Sustainable use of forest produces.
- 2.4 Biological control for sustainable agriculture

UNIT 3: BASIC ECOLOGY AND LIFE SUPPORT SYSTEM 1/2 CREDIT

- 3.1 Earth: The living planet
- 3.2 Ecology, Populations and species
- 3.3 Structure and functions of ecosystems
- 3.4 Evolution, Adaption and Diversity

UNIT 4: CONSERVATION OF NATURAL RESOURCES 1/2 CREDIT

- 4.1 Environmental conservation in the globalized world
- 4.2 Deforestation in the context of tribal life Role of individual in conservation of natural resources: water, energy and food

- 4.3 Traditional knowledge and biodiversity conservation
- 4.4 Developmental projects, including Government initiatives and their impact on biodiversity conservation

UNIT 5 INDIVIDUAL, SOCIETY, GOVERNMENT, ICT AND MEDIA IN ENVIRONMENTAL EDUCATION **1/2 CREDIT**

- 5.1 Role of individual in prevention of pollution: air and water etc.
- 5.2 Community participation in natural resource management – water, forests, etc.
- 5.3 Environmental legislation: awareness and issues involved in enforcement
- 5.4 Role of ICT, media and ecotourism in creating environmental awareness
- 5.5 Role of local bodies in environmental management

Practical: (any one)

- ✦ The students will submit a small assignment in the form of an activity. This may include observation of important relevant days, preparation of bulletin board materials, wall games, crossword puzzles, worksheets etc. The class can also form an environment club. The activity has to be on some local specific issue pertaining to the place of residence of the student.
- ✦ The student will be assigned one topic. The student will develop a seminar document, which will be submitted after the seminar. The seminar document will be evaluated by teacher educators.

References:-

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- Chhokar, K. B. (2000). Conserving Biodiversity. New Delhi, Oxford and IBH publishing Co. Pvt. Ltd.
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Guba, E. G., and Lincoln, Y. S. (1989). Fourth generation evaluation. Newbury Park, CA: Sage.

McKeown, R. (2002). Education for Sustainable Development Toolkit. University of Tennessee, Knoxville, TN.

Palmer, J.A. and Neal, P. (1994). The handbook of environmental education. London: Routledge.

Pepper, D. (1996). Modern environmentalism: An introduction. London: Routledge.

Sarabhai, K.V. (1988). Greening Formal Education. Ahmedabad. CEE Speth, J. G. (2003). Worlds apart: Globalization and the environment. Washington, DC: Island Press.

Westra, L. (1994). An environmental proposal for ethics: The principle of integrity. Lanham, MD: Rowman and Littlefield.

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/>

<http://www.epa.gov/>.

ELECTIVE COURSE: 107 -B
ENVIRONMENT EDUCATION AND DISASTER MANAGEMENT

Objectives: To enable the student teacher to

1. comprehend the concept of environment education
2. identify the causes of environment pollution
3. enlist the types of environment pollution
4. realize the importance of environment preservation
5. grasp the relationship between environmental health and safety
6. understand the concept of Disaster and Disaster Management.
7. know act of Disaster Management.
8. comprehend what is Disaster Preparedness.
9. get acquainted with manifesting the mitigation.
10. understand rescue from Disaster and Relief for Disaster.

UNIT 1: INTRODUCTION TO ENVIRONMENT EDUCATION AND ENVIRONMENT POLLUTION

1/2 CREDIT

1.1 Concept, Nature, Scope and Importance of Environmental Education

1.2 Concept and types of Environmental pollution.

1) Air

2) Water

3) Solid

4) Radio Active

5) Noise

1.3 Causes and Effects of Environmental pollution.

1.4 Balance of Environment and Advances in pollution control Technology.

UNIT 2: ENVIRONMENTAL HEALTH AND SAFETY

1/2 CREDIT

2.1 Concept of safety, Health and Environment.

2.2 Environmental Health and Human society

2.3 Environmental preservation : Government policies

2.4 International efforts for environment protection: The Stockholm Conference (1972),
Bundtland Commission (1983)

UNIT 3: INTRODUCTION OF DISASTER MANAGEMENT 1/2 CREDIT

3.1 Disaster – Meaning and Concept

3.2 Types of Disaster

1. Natural – Earthquake, flood, Drought
2. Manmade – Accident, Terrorism, Fire causer and affects.

3.3 Meaning and concept of Disaster Management need of Disaster Management, cycle of DM, Steps of DM – (Three)

3.4 Disaster Management Act. 2005, Mechanism of Disaster Management.

UNIT 4: DISASTER MANAGEMENT – PREPAREDNESS AND MANIFESTING THE MITIGATION 1/2 CREDIT

4.1 Disaster Preparedness at community level

i) Individual

ii) Society

iii) Place of work – Industry, offices, educational institutes, Hospitals, Hotels, Place of entertainment and Religious place.

4.2 Manifesting the mitigation

1. Matching the resource availability working out requirement of medical teams
Establishing a control center
2. forming and Deploying of Rescue Teams
3. uniting Activities at grand zero security
4. disposal of Dead and Records
5. casualty evacuation

UNIT5: ROLE OF TEACHER IN ENVIRONMENT EDUCATION AND DISASTER MANAGEMENT 1/2 CREDIT

5.1 Duties and responsibilities of a teacher in environment protection.

5.2 Duties and responsibilities of a teacher in Disaster Management.

5.3 Rescue from Disaster and Relief for Disaster

1. Rescue from Disaster: Principles and Process
2. Relief for Disaster:
 - Preparatory phase of Relief
 - Planning Immediate Relief
 - Execution of Relief

References:

प्रात्यशिक - कोणत्याही एका शाळेचा आपत्ती व्यवस्थापनाच्या दृष्टीकोनातून सर्वेक्षणात्मक अभ्यास .

कोणत्याही एका आपत्तीचे खालील मूददयांच्या आधारे नियोजन करून अहवाल लेखन .

आपत्ती- पूर्व तयारी

- दरम्यान

- पश्चात

पर्यावरण संवर्धन विषयक शासकीय धोरणे .

D) Role of Teacher in Environmental preservation

पर्यावरण संवर्धनासाठी शिक्षकांची भूमिका .

Practical 1.एका शालेय परिसरातील पर्यावरणीय समस्या शोधणे व त्यावर उपाययोजना सुचवणे .

2. पर्यावरण संवर्धनासाठी जनजागृती उपक्रम .

उदा . व्याख्यान १ .शासकीय योजना धोरणाची जनजागृती .

संदर्भ:-

१ . प्रा . सुवर्णा शिंदे के .डी .शिंदे पर्यावरण शिक्षण आणि आपत्ती व्यवस्थापन : श्री प्रकाशन पुणे . ४६ .

२ . डॉ . प्रा . भाग्यश्री विचुकले पर्यावरण शिक्षण आणि आपत्ती व्यवस्थापन : इनसाईट पब्लिकेशन नाशिक .

ELECTIVE COURSE 107 -B
INCLUSIVE EDUCATION

Objectives -

To enable the student teacher to:

1. to understand Inclusive Education Concept and nature.
2. to develop awareness of learner towards inclusive education and its practices.
3. to enable the student to organize inclusive classroom.

Unit I: Inclusive Education concept and Nature.

Credit 1/2

- 1.1 Concept and principles of Inclusion.
- 1.2 Benefits of Inclusion.
- 1.3 Need of Inclusive education.
- 1.4 Policies and legislations for Inclusive Education and Rehabilitation.
- 1.5 National legislations for Inclusive Education.
- 1.6 Government Scheme and Provisions.

Unit II Competencies development for Inclusive Education.

Credit 1/2

- 2.1 Theories of Inclusive Education.
- 2.2 Philosophical Approaches to Inclusive Education.
- 2.3 Attitude and positive behavior for Inclusion.
- 2.4 Developing attitude and Competencies for Inclusion.
(a) Attitude (b) Self- Efficacy (c) Skill (d) Ideologies
- 2.5 Social skills for Inclusion.

Unit III: Inclusive Education and its Practices.

Credit 1/2

- 3.1 Inclusive Instructional design and Collaborative instruction for Inclusion.
- 3.2 Differentiating Instruction.
 - Peer Tutoring and Peer mediated Instruction and Interventions,
 - Co-operative learning and Co-operative teaching Arrangements,
 - Self regulated learning.
 - Inclusive lesson planning.

3.3 Inclusive Instruction Strategies at school level.

- Remedial Help.
- Team Teaching.
- Co- Teaching.
- Student assistance teams.
- Buddy system.
- Circles of Friends.
- Parent Involvement

3.4 e- learning, Web based learning and Inclusive Education.

Unit -IV: Inclusive School.

Credit 1/2

4.1 Infrastructural facilities for an Inclusive School.

4.2 An ideal Inclusive School.

4.3 Role of Inclusive schools in modern times.

4.4 Inclusive classroom Management.

Unit V: Teachers Role in Inclusive Classroom.

Credit 1/2

5.1 Qualities of an Inclusive Teacher.

5.2 Teachers role in shaping the Inclusive Classroom.

5.3 Inclusive Teacher educators in facilitating Inclusive education.(Inclusive Teachers preparation)

5.4 Guidance and Counseling for Inclusive Teachers, Students and Principals.

5.5 Training Programmes for Inclusive Teachers.

Practical Work:

1. Visit to a Inclusive School and prepare a report.
2. A study of Inclusive School plant and compare with high excellent school.
3. Design and evaluate an Inclusive education programme.
4. Draft a counseling program for special need child in Secondary School.(Inclusive classroom child)
5. Preparation of a research proposal related to differently abled learners problem.
6. Prepare a report of recent developments done in the field of Inclusive education.
7. A study of any one N.G.O. promoting Inclusive education.
8. Critical study of Any Special teacher training college or Institutes.

References:

1. Loreman, Deppeler and Harvey- Inclusive Education, Allwenand Unwin Australia.
2. Corbett Jenny – Supporting Inclusive Education, Routledge Falmer, 2001.
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4. Mike Adams and sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
5. Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000
6. Nind, Sheehy and Simmns, Inclusive Education –Learners and Learning Context, Devid Fulton Pub.`17) Integrated and Inclusive Education, PremavathyandMittal, R C I, 2006.
7. Advani, Lal. and Chadha, Anupriya(2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Pvt. Ltd.
8. Sharma, KaushalandMahapatra (2007). Emerging Trends in Inclusive Education' , Delhi, IVY Pub.
9. Renuka, P. and Bai, Suneetha, G. Inclusive of Exceptional Childern in The Mainstream Schools and teacher education: Global Trends in Teacher education.

ELECTIVE COURSE: 107 -B
INTRODUCTION TO EDUCATIONAL RESEARCH

To enable the student teacher to:

1. understand the concept of research and educational research.
2. comprehend the types, method, tools, and techniques of educational research.
3. develop a scientific outlook towards the problems of education system through research.
4. realize the educational problems and to try and find solutions through research.
5. use the library, online sources and other sources of knowledge for educational research.

UNIT 1:- CONCEPT OF EDUCATIONAL RESEARCH **1/2 CREDIT**

- 1.1 Scientific Inquiry
- 1.2 Research – Concept and Definitions, Research cycle
- 1.3 Educational Research – Concept, Characteristics and Need
- 1.4 Areas of Educational Research
- 1.5 Variables in research: Independent, Dependent, Controlled and Extraneous
- 1.6 Review of related literature: Concept of related literature, Sources of related literature, Need and importance of review of related literature, References and Bibliography.

UNIT 2:-APPROACHES OF EDUCATIONAL RESEARCH **1/2 CREDIT**

- 2.1 Fundamental Research – concept, need and application.
- 2.2 Applied Research – concept, need and application.
- 2.3 Action Research – concept, need and application.

UNIT 3:- METHODS OF EDUCATIONAL RESEARCH **1/2 CREDIT**

- 3.1 Historical – concept, need and steps.
- 3.2 Survey – concept, need and steps.
- 3.3 Experimental – concept, need and steps
- 3.4 Research design – Single group design, Two group design
- 3.5 Hypothesis – concept, need and characteristics of a good research hypothesis

UNIT 4:- TOOLS AND TECHNIQUES OF EDUCATIONAL RESEARCH

1/2 CREDIT

- 4.1 Observation: definition, characteristics, need in research, types, merits and limitations.
- 4.2 Questionnaire: definition, characteristics, need in research, types, merits and limitations.

- 4.3 Interview: definition, characteristics, need in research, types, merits and limitations.
- 4.4 Rating scale: definition, characteristics, need in research, types, merits and limitations.
- 4.5 Achievement Test: definition, characteristics, need in research, merits and limitations.

UNIT 5:- POPULATION AND SAMPLING

1/2 CREDIT

- 1.1 Population– Concept and Need
- 1.2 Sample – Concept and Need
- 1.3 Techniques of Sampling: Probabilistic and Non Probabilistic
- 1.4 Characteristics of a good sample.

Practical – (any one)

- (i) Write an educational research problem. State its objectives. Develop an appropriate data collection tool (Any one) from:
- ✿ Observation checklist/schedule
 - ✿ Questionnaire
 - ✿ Interview schedule
 - ✿ Rating scale
- (ii) Prepare a poster on a topic related to ‘Research’

References:-

1. Best and Kahn - Research in Education
2. Sharma R.C. - Research methodology in Education
3. Garrett, H. E. - Statistics in Education and Psychology
4. Kore - Action Research.
५. उमाठे, मुळे – शैक्षणिक संशोधन पद्धती.
६. कायंदे पाटील – सामाजिक संशोधन पद्धती.
७. बापट भा.गो. – शैक्षणिक संशोधन.
८. भिंताडे वि.रा. – शैक्षणिक संशोधन पद्धती.

COURSE 108
PEDAGOGY AND LEARNING RESOURCES
SUBJECT EDUCATION

Objectives: To enable the student teacher to-

1. Understand the nature, scope and importance of the subject.
2. State the objectives of the subject.
3. Explain and use different approaches methods and techniques of teaching learning of subject.
4. Explain and understand the structure of subject.
5. Explain the concept and types of curriculum and syllabus.
6. Explain importance and use of core elements values and life skills.
7. Analyze the text book and content.
8. Analyze the various resources in teaching learning of subject.
9. Understand qualities of good teacher
10. To analyze and evaluate the new trends of current issues in subject.

Practical Work: The student teacher shall have to complete both of the following activities for both of the school subjects chosen by him:

Evaluation of a text book with respect to:-

- ✓ Objectives
- ✓ Core elements
- ✓ Values
- ✓ Life skills
- ✓ External aspects
- ✓ Internal aspects (subject specific)

Content Analysis of a Unit from the textbook

मराठी शिक्षण

घटक I मातृभाषा मराठी- परिचय व पार्श्वभूमी (१/२ क्रेडिट)

- १.१ मातृभाषा मराठी - स्वरूप, वैशिष्ट्य व सद्यस्थिती
- १.२ मातृभाषा मराठीची उद्दिष्टे व स्पष्टीकरणे, वर्ग अध्यापनाची उद्दिष्टे, तत्वे व सूत्रे
- १.३ मातृभाषा मराठीचा अन्य विषयांशी समवाय
- १.४ शालेय अभ्यासक्रमात मराठी भाषेचे स्थान

घटक II मराठी अध्यापन पध्दती (१ क्रेडिट)

- २.१ गद्य अध्यापन पध्दती - स्वरूप, उद्दिष्टे, पध्दती
- २.२ पद्य अध्यापन पध्दती - स्वरूप, उद्दिष्टे, पध्दती
- २.३ व्याकरण अध्यापन पध्दती - स्वरूप, उद्दिष्टे, पध्दती
- २.४ रचना अध्यापन पध्दती - स्वरूप, उद्दिष्टे, पध्दती

घटक III विषय विश्लेषण (१/२ क्रेडिट)

- ३.१ मराठी विषय संरचना
- ३.२ अभ्यासक्रम व पाठ्यक्रम-संकल्पना व प्रकार
- ३.३ गाभा घटक, मूल्ये व जीवन कौशल्ये
- ३.४ पाठ्य पुस्तक विश्लेषण
- ३.५ आशय विश्लेषण

घटक IV अध्यापन साहित्य व मराठी शिक्षक (१/२ क्रेडिट)

- ४.१ अध्यापन साहित्य- संकल्पना, गरज व महत्व
- ४.२ पारंपारिक साधने
- ४.३ तंत्रज्ञानावर आधारित साधने
- ४.४ मराठी शिक्षकाची गुण वैशिष्ट्ये
- ४.५ मराठी शिक्षकाची कर्तव्ये

हिंदी शिक्षण

घटक १ हिंदी भाषा शिक्षण- प्रस्तावना एवं पार्श्वभूमी (१/२ क्रेडिट)

- १.१ हिंदी भाषा - प्रयोजन, भाषा के रूप
- १.२ भारत की भाषिक समस्या
- १.३ हिंदी भाषा शिक्षा के उद्देश्य
- १.४ त्रिभाषा सूत्र
- १.५ हिंदी भाषाका पाठ्यचर्चा में स्थान

घटक २ हिंदी भाषाकी अध्यापन पद्धतियाँ (१ क्रेडिट)

- २.१ गदय अध्यापन- स्वरूप, उद्देश्य,पद्धतियाँ
- २.२ पदय अध्यापन- स्वरूप, उद्देश्य,पद्धतियाँ
- २.३ व्याकरण अध्यापन- स्वरूप, उद्देश्य,पद्धतियाँ
- २.४ रचना अध्यापन- स्वरूप, उद्देश्य,पद्धतियाँ

घटक ३ विषय विश्लेषण (१/२ क्रेडिट)

- ३.२ हिंदी विषय संरचना
- ३.२ पाठ्य चर्चा एवं पाठ्यक्रम- संकल्पना एवं प्रकार
- ३.३ केंद्रियत्व, मूल्य एवं जीवनकौशल्य
- ३.४ पाठ्य पुस्तक विश्लेषण
- ३.५ आशय विश्लेषण

घटक ४ शिक्षासहायक साधन एवं हिंदी अध्यापक (१/२ क्रेडिट)

- ४.१ संकल्पना, आवश्यकता एवं महत्व
- ४.२ पारंपारिक साधन
- ४.३ तकनीकी साधन
- ४.४ अच्छे हिंदी अध्यापक के गुण
- ४.५ हिंदी अध्यापक के कर्तव्य

संदर्भ सूची

१. राष्ट्रभाषा की शिक्षा – डॉ. श्री. ना. मुखर्जी
२. हिंदी की अध्यापन पद्धती – के. णी. कुलकर्णी
३. राष्ट्रभाषा का अध्यायन – ग. न. साठे
४. राष्ट्रभाषा कैसे पढाए – रा. तु. भगत
५. राष्ट्रभाषा हिंदी का अध्यायन शास्त्रीय विश्लेषण – डॉ. विठ्ठाय मुस्कुटे
६. हिंदी आशययुक्त अध्यापन पद्धती – डॉ. आनंद वास्कर डॉ. पुष्पा वास्कर
७. हिंदी अध्यापन पद्धती – प्रा. बा. सं. बोबे

ENGLISH EDUCATION- PEDAGOGY AND LEARNING RESOURCES

UNIT 1: INTRODUCTION OF ENGLISH

1/2 CREDIT

- 1.1. Importance of English.
- 1.2. Place of English in school curriculum.
- 1.3. Functional, cultural and literary roles of English language.
- 1.4. Objectives of learning English as a 1st language and 3rd language.
- 1.5 SMS Language and Impact of Internet

UNIT 2: TEACHING LEARNING OF ENGLISH

1 CREDIT

- 2.1. Approaches to learning of English- structural, situational and communicative.
- 2.2. Methods of teaching learning of English- Grammar translation method, direct Method and Dr. West's Method.
- 2.3. Techniques for teaching learning of English- pair work, group work, dramatization, role-play, language games, storytelling, discussion, eliciting vocabulary, reflection.
- 2.4. Teaching learning and evaluation of listening, speaking, reading and writing.
- 2.5. Teaching learning and evaluation of prose, poetry, grammar and composition.

UNIT 3: SUBJECT ANALYSIS

1/2 CREDIT

- 3.1. Structure of English.
- 3.2. Curriculum and syllabus (Concept and types).
- 3.3. Core elements, values and life skills.
- 3.4. Text book analysis.
- 3.5. Content analysis.

UNIT 4: LEARNING RESOURCES AND ENGLISH TEACHER

1/2 CREDIT

- 4.1. Concept, Need and importance of learning resources.
- 4.2. Types of authentic materials.
- 4.3. Language laboratory.
- 4.4. Traditional learning resources.
- 4.5 Technology based learning resources.
- 4.6. Qualities of an English Teacher

References:

1. Teaching of English - P.K. Gupta, Anil Gandhi, and S.S. Bhatnagar
2. Teaching of English - A Modern Approach, Bose F.L
3. The technique of Language teaching, Bose F.L
4. Teaching of English as second Language - Allen H.B.
5. Language Testing - Labo Robert
6. The essentials of English Teaching - R.K. Jain
7. Teaching of English - G.L. Gadre
8. Structural Approach to Teaching of English - B.D. Shrivastav
9. English Language Teaching in India - Kudchedkar S.
10. Content Cum Methodology of English - Dr. C.H. Surywanshi
11. Content Cum Methodology of English - Patil and Vaze

URDU EDUCATION

UNIT 1: INTRODUCTION OF URDU EDUCATION

1/2 CREDIT

- 1.1 Urdu language – Nature Perspective.
- 1.2 Functional , Cultural and Literary roles
- 1.3 Objectives of Urdu teaching.
- 1.4 Three language formula.
- 1.5 The place of Urdu language in school curriculum.

UNIT 2: TEACHING LEARNING METHODS OF URDU EDUCATION

1 CREDIT

- 2.1 Learning methods of languages
- 2.2 Methods for prose
- 2.3 Methods for poetry
- 2.4 Methods for Grammar
- 2.5 Methods for composition

UNIT 3: SUBJECT ANALYSIS

1/2 CREDIT

- 3.1 Structure of the subjects.
- 3.2 Curriculum and syllabus – concept and types
- 3.3 Core elements, values and life skills
- 3.4 Text Book Analysis.
- 3.5 Content Analysis.

UNIT 4: LEARNING RESOURCES AND SUBJECT TEACHER

1/2 CREDIT

- 4.1 Concept, need and importance
- 4.2 Traditional based
- 4.3 Technological based
- 4.4 Qualities of good Urdu teacher.
- 4.5 Role and responsibilities of Urdu teacher.

GEOGRAPHY EDUCATION

UNIT I – SUBJECT INTRODUCTION

1/2 CREDIT

- 1.1 – Meaning, nature and concepts of Geography
- 1.2 – Place of Geography in school curriculum
- 1.3 – Correlation – within the subject and with other subjects.
- 1.4 – Importance of Local Geography.
- 1.5 – Objectives of teaching Geography at different levels (upper primary , secondary Higher secondary)

UNIT 2 – TEACHING – LEARNING OF GEOGRAPHY

1 CREDIT

- 2.1 Regional Method
- 2.2 Journey Method
- 2.3 Excursion Method
- 2.4 Project Method
- 2.5 Comparative Method
- 2.6 Discussion Method
- 2.7 Question answer Method
- 2.8 Object Method

UNIT 3 – SUBJECT ANALYSIS

1/2 CREDIT

- 3.1 Structure of the subject Geography
- 3.2 Curriculum and syllabus
 - a) Concept
 - b) Types (Concentric, Regional, Unit and Mixed)
- 3.3 – Core Elements, Values and life skills
- 3.4 – Text book Analysis
- 3.5 – Content Analysis

UNIT 4 – LEARNING RESOURCES AND SUBJECT TEACHER

1/2 CREDIT

- 4.1 – Concept, Need and Importance of Learning Resources.
- 4.2 – Traditional Learning resources.
- 4.3-Technology based learning resources.
- 4.4 – Geography Room

4.5 – Qualities of an Ideal Geography Teacher.

References:

१. भूगोल अध्ययन- अध्यापन- भा.गो. बापट
२. भूगोलाचे अध्यापन – द. बा. पोंक्षे.
३. आशययुक्त अध्यापन पद्धती – प्रा.(श्रीमती) यु.बी. पाटील ., श्रीमती. सुरेखा जोशी.
४. भूगोलाचे अध्यापन – प्रा. पाटणकर.
५. भूगोल परिचय – प्रा. खतीब.
६. Handbook of suggestion on the teaching of Geography. (UNESCO)
7. Geography teaching, sterling publishers New Delhi, Verma O.P.
8. Teaching of Geography - B.C. Rai.
९. अध्यययुक्त अध्यापन पद्धती- यशवंतराव चव्हाण,महाराष्ट्र
१०. जाधव के.के. – भूगोल आशययुक्त अध्यापन पद्धती.
११. जोशी आनंत – आशययुक्त अध्यापन पद्धत.

HISTORY EDUCATION

UNIT: 1 HISTORY AS A SUBJECT

1/2 CREDIT

- 1.1 Meaning and Nature of History
- 1.2 Place of History in School Curriculum
- 1.3 Types of History
- 1.4 Correlation with other subjects

UNIT: 2 TEACHING METHODS OF HISTORY

1 CREDIT

- 2.1 Story telling
- 2.2 Narration
- 2.3 Dramatization
- 2.4 Discussion
- 2.5 Source
- 2.6 Project
- 2.7 Journey

UNIT: 3 SUBJECT ANALYSIS

1/2 CREDIT

- 3.1 Structure of subject History
- 3.2 Curriculum and syllabus
 - a) Concept
 - b) Methods of construction of curriculum
 - 1) Concentric 2) Chronological
 - 3) Periodic 4) Regressive

UNIT: 4 LEARNING RESOURCES AND SUBJECT TEACHER 1/2 CREDIT

- 4.1 Concept , need and importance of learning resources
- 4.2 Traditional learning resources
- 4.3 Technology based learning resources
- 4.4 History – Room
- 4.5 Qualities of an ideal History - Teacher

References

- 1) Teaching of History - V.D. Ghatge
- 2) Teaching of History - S.V. Kochhar
३. इतिहासाचे आशययुक्त अध्यापन डॉ. सुशिल मोडियार
४. आशययुक्त अध्यापन पद्धती संपादक, डॉ. अनंत जोशी

- ॡ. इतलहासाचे अध्यापन वल. द. घाटे
- ॢ. इतलहासाचे अध्यापन न. रा. पारसनीस, प. ज. धारकर
- ॣ. इतलहास अध्यापन पद्धती व तंत्र प्रा. श्री. मा पत्की
- ।. इतलहास अध्यापन पद्धती प्रा. सी. मा. तलवारी
- ॥. आशययुक्त अध्यापन पद्धती यशवंतराव चव्हाण मुक्त वलद्यापीठ, नाशिक
१०. आशययुक्त अध्यापन पद्धती डॉ. वललास रणसुर

MATHEMATICS EDUCATION

Unit I: INTRODUCTION OF MATHEMATICS: 1/2 CREDIT

- 1.1 Place of Mathematics in Curriculum
- 1.2 Importance of Mathematics
- 1.3 Objectives of Mathematics
- 1.4 Correlation – Concept, Importance and Types

Unit II: TEACHING-LEARNING OF MATHEMATICS: 1 CREDIT

- 2.1 Inductive Deductive
- 2.2 Experimental
- 2.3 Analytic Synthetic
- 2.4 Heuristic
- 2.5 Project Based Teaching

Unit III: SUBJECT ANALYSIS: 1/2 CREDIT

- 3.1 Structure of Mathematics
- 3.2 Syllabus and Curriculum – Concept
- 3.3 Core elements, Values and Life Skills
- 3.4 Text Book Analysis
- 3.5 Content Analysis

Unit IV: LEARNING RESOURCES AND MATHEMATICS TEACHER 1/2 CREDIT

- 4.1 Concept, Need and Importance of Learning Resources
- 4.2 Types of Learning Resources
- 4.3 Mathematics Laboratory
- 4.4 Mathematics Exhibition, Mathematics Club
- 4.5 Mathematics Teacher – Qualities and Competencies
- 4.6 Development of Mathematical Outlook through Mathematics teaching
- 4.7 Technology based Mathematics Teaching

References:

संदर्भ सूची

१. डॉ. पोंक्षे, डॉ. मखिजा - गणित अध्यापन.
२. डॉ. गागरे, - गणित विषयज्ञान.
३. डॉ. चव्हाण - गणित आशययुक्त अध्यापन.
४. डॉ. ह. ना. जगताप - गणित अध्यापन पद्धती.
5. Eleccher - Teaching of Mathematics.
6. Sidhu and Agarwal - Teaching of Mathematics

SCIENCE EDUCATION

Unit I: INTRODUCTION OF SCIENCE: 1/2 CREDIT

- 1.5 Place of Science in Curriculum
- 1.6 Importance of Science
- 1.7 Objectives of Science
- 1.8 Correlation – Concept, Importance and Types

Unit II: TEACHING-LEARNING OF SCIENCE: 1 CREDIT

- 2.1 Lectures cum Demonstration
- 2.2 Laboratory
- 2.3 Project
- 2.4 Heuristic
- 2.5 Activity Based Teaching

Unit III: SUBJECT ANALYSIS: 1/2 CREDIT

- 3.1 Structure of Science
- 3.2 Syllabus and Curriculum – Concept
- 3.3 Core elements, Values and Life Skills
- 3.4 Text Book Analysis
- 3.5 Content Analysis

Unit IV: LEARNING RESOURCES AND SCIENCE TEACHER: 1/2 CREDIT

- 4.1 Concept, Need and Importance of Learning Resources
- 4.2 Types of Learning Resources (Traditional and Technology based)
- 4.3 Science Laboratory
- 4.4 Science Exhibition, Science Excursion (Field Trip)
- 4.5 Science Teacher – Qualities and Competencies
- 4.6 Constructivism in Science Teaching
- 4.7 Development of Scientific Attitude through Science Teaching
- 4.8 Technology based Science Teaching
- 4.9 Removal of Superstitions through Science

संदर्भ सूची

१. डॉ. अनंत जोशी – आशययुक्त अध्यापन.
२. कदम बोंदार्डे – शास्त्र आशययुक्त अध्यापन पद्धती.
३. प्रा. बोंदार्डे – विज्ञान अध्यापन.
4. Sharma and Sharma Nair - Teaching of Science.
5. Ghansham Das - Teaching of Science.
6. Dr. Borse - Science Education.

COMMERCE EDUCATION

UNIT 1 COMMERCE EDUCATION – INTRODUCTION AND BACKGROUND

(1/2 CREDIT)

- 1.1 Commerce – Concept, Meaning, Nature and Scope
- 1.2 Importance of Commerce in daily life
- 1.3 Objectives of Commerce Education
- 1.4 Co-relation of Commerce with other subjects
- 1.5 Place of commerce in school curriculum.

UNIT 2 TEACHING METHODS AND TECHNIQUES OF COMMERCE EDUCATION

(1 CREDIT)

- 2.1 Lecture Methods
- 2.2 Inductive – Deductive Method
- 2.3 Problem solving Method.
- 2.4 Project Method.
- 2.5 Demonstration Method.
- 2.6 Question Answer.
- 2.7 Dramatization
- 2.8 Assignment
- 2.9 Observation

UNIT 3 SUBJECT ANALYSIS

(1/2 CREDIT)

- 3.1 Commerce subject – Structure
- 3.2 Curriculum and syllabus – concept and type.
- 3.3 Core-elements, Values and life skills
- 3.4 Textbook Analysis
- 3.5 Content analysis.

UNIT 4 LEARNING RESOURCES AND COMMERCE TEACHER

(1/2 CREDIT)

- 4.1 Concept, Need and importance
- 4.2 Traditional Resources
- 4.3 Technology based Resources
- 4.4 Qualities of good Commerce Teacher
- 4.5 Role of Commerce teacher.

REFERENCE BOOKS

- 1 Teaching of Commerce - Lulla
- 2 Principals of Business Education - Tole
- 3 Method of Teaching Business Subject - Tolle and Others
- ४ वाणिज्य अध्यापन पद्धती – प्राचार्य गाजरे, प्रा. नांदकर
५. आशययुक्त अध्यापन पद्धती – संपादक, डॉ. अनंत जोशी

ECONOMICS EDUCATION

UNIT 1 ECONOMICS EDUCATION – INTRODUCTION AND BACKGROUND

1/2 CREDIT

- 1.1 Economics - Concept, Meaning, Nature and Scope
- 1.2 Importance of Economics in daily life
- 1.3 Objectives of Economics Education
- 1.4 Co-relation of Economics with other subjects
- 1.5 Place of Economics in school curriculum.

UNIT 2 TEACHING METHODS AND TECHNIQUES OF ECONOMICS EDUCATION

1 CREDIT

- 2.1 Problem solving Method.
- 2.2 Project Method.
- 2.3 Field Visit
- 2.4 Question Answer Method
- 2.5 Assignment
- 2.6 Dramatization
- 2.7 Observation

UNIT 3 SUBJECT ANALYSIS

1/2 CREDIT

- 3.1 Economics subject – Structure
- 3.2 Curriculum and syllabus – concept and type.
- 3.3 Core-elements, Values and life skills
- 3.4 Textbook Analysis
- 3.5 Content analysis.

UNIT 4 LEARNING RESOURCES AND ECONOMICS TEACHER

1/2 CREDIT

- 4.1 Concept, Need and importance
- 4.2 Traditional Resources
- 4.3 Technology based Resources
- 4.4 Qualities of good Economics Teacher
- 4.5 Role of Economics teacher.

References:

- 1 Teaching of Economics - (Faculty of Education Baroda)
- २ अर्थशास्त्र अध्यापन पद्धती – प्राचार्य गाजरे, प्रा. पुराणिक
- ३ आशयुक्त अध्यापन – संपादक, डॉ. अनंत जोशी

INFORMATION TECHNOLOGY (IT) EDUCATION

UNIT - I INFORMATION AND COMMUNICATION TECHNOLOGY SUBJECT AND ITS NATURE 1/2 CREDIT

- 1.1 Meaning and Nature of Information Technology
- 1.2 Place of Information Technology in school curriculum
- 1.3 Importance of Information Technology in daily life and in education
- 1.4 Correlation – concept and nature
- 1.5 Limitations of Information Technology.

UNIT - II METHODS OF LEARNING AND TEACHING OF INFORMATION TECHNOLOGY (BASIC, CONCEPT, ADVANTAGES, LIMITATION) 1 CREDIT

- 2.1 Computer assisted instruction
- 2.2 Project based learning
- 2.3 Technology aided learning
- 2.4 Demonstration
- 2.5 Online learning / Teaching
- 2.6 Offline learning / Teaching
- 2.7 Web based learning / Teaching

UNIT 3 SUBJECT ANALYSIS 1/2 CREDIT

- 3.1 Economics subject – Structure
- 3.2 Curriculum and syllabus – concept and type.
- 3.3 Core-elements, Values and life skills
- 3.4 Textbook Analysis
- 3.5 Content analysis.

UNIT 4 LEARNING RESOURCES AND INFORMATION TECHNOLOGY TEACHER 1/2 CREDIT

- 4.1 Concept, Need and importance
- 4.2 Hardware Tools – Computers, Printers, OHP, Screen, Image Projectors.
- 4.3 Information Technology lab – Features, Problems, Maintenance,
- 4.4 Educational software – Types, characteristics, uses and evaluation
- 4.5 Communication tools- (uses) Email, chatting, Blogs, Wikies, Newsgroups, Mobiles,
Video conferencing
- 4.4 Qualities of good Information Technology Teacher
- 4.5 Role of Information Technology teacher.

REFERENCES:

1. Computer fundamentals - Arora Bansal
2. Information and communication - Kishore, Chavan
3. Information Technology - Dyne, Nandkishore
4. Crumlish Christian - ABC of internet
5. Fun of computer - Singh and Sukhvir
6. ICT stragies of for school - Mohanty Laxman