

0.1 _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 45 % 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. & S.T, and other notified categories as per 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 from time to time.

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

Student teachers should have kept two terms with at least 80 % attendance at the periods in college for both the terms, He should have completed all the practical and other work expected in all the four parts of 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 university examination.

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:

Part I 480 Marks for six Papers
 (80 Marks for each Paper)

University will conduct this examination at the end of the year for all six theory courses in Part - I and evaluation will be done on the basis of marks obtained by the students.

Part IV 270 Marks

Course related Practical work

(a)	For Paper I to IV	120
(b)	For Paper to IV T.B.T Practical	80
(c)	For Paper IV	30
(d)	Workshop in Content Cum Methodology	40

Working with Community

(a)	Co-Curricular Activities	10
(b)	Social Services	10
	Heath Programme	<u>10</u>
		<u>270</u>

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 in the form of grades. There should be total transference 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 university will provide the marks of converted grades also at the bottom of the mark sheet.

The system of grading will be as follow

0	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%

(B) Internal Assessment

Part II	100 Marks		Marks
Internal tests			30
Content enrichment programme			40
Tutorials			30
Part III	350 Marks		
Core training Programme	No.		Marks
a. Micro Lesson	12		10
b. Integrated Lessons	04		10
c. Simulation Lessons	04		10
Special Training lesson	12		<u>120</u>
			<u>150</u>
B. Internship Programme			
(i) Block Teaching	08		80
(ii) Technology Based Lessons	02		20
(iii) Lesson based on model of teaching	02		20
(iv) Value Education lessons Environment education	04		40
(v) Team Teaching	04		40
C. Observation	40		<u> </u>
			<u>350</u>

For the rationalization of internal marks university will appoint a moderation committee. The Committee will visit each college to take the review of the practical work done by the students and the internal marks given by the college and submit the report based on the observations to the university, The copy of which will be made available to the college also. Committee will give the

"satisfaction" certificate. The college should submit the internal marks along with satisfaction certificate to the university.

Medium of Instruction:

Medium of Instruction at the B.Ed. course will be Marathi or English. However the medium of Instruction for course in. method in Marathi, English, Hindi or rdu will be respectively Marathi, English, Hindi, and Urdu, The candidate appearing for B .Ed. examination wilt have the option of answering all papers in part one either in English or Marathi. This option can be exercise a paper wise and not section wise or question wise,

0-4.2 The Examination for part I will be taken after two terms attendance at the college of Education and completing all practical work expected in syllabus.

0-4.3 A Candidate for the examination in part I, II, In & IV or all parts' must apply to the Register by the date prescribed by the University each year with the certificate required by 0-1 (H) through the Head of the Institution in which he/she has received training,

R-1.1 Part -I external written Examination-candidates will be examined in the following course.

Course (1) Education for new time

Course (2) Psychology of Development and Learning.

Course (3) School Management - Principles and Practices

Course (4) Information Communication Technology and Instructional
Systems

Course (5) Educational Evaluation and Electives

Course (6) Subject Education

Part 1.2 Part 11-1 internal assessment of theory courses. Candidate will be tested in .

	Marks
Internal tests	30
Content enrichment programme	40
Tutorials	30

R. 1.3 Part - III Internal assessment of practicum

Core training Programme

	No.	Marks
a. Micro Lessons	12	10
b. Integrated Lesson	04	10
c. Simulation Lesson	04	10
c. Simulation Lessons		

Special Training Programme A. Practice Lessons

A. Practice Lesson	12	120
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B. Internship Programme

(i) Block Teaching	08	80
(ii) Technology based Lessons	02	20
(iii) Lessons based on Model Teaching	02	20

(iv) Value Education Lessons	04	40
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(v) Team Teaching	04	40
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(vi) Other activities		
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C. Observation	40	-----
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1.4 Part IV - Internal assessment of practicum

Course related Practical work

(a)	For Paper I to III	120
(b)	For Paper to IV T.B.T Practical	80
(c)	For Paper V	40
	Workshop in Content Cum Methodology	

Working with Community

(a)	Co-Curricular Activities	10
(b)	Social Services	10
	Heath Programme	<u>10</u>
		<u>270</u>

R-4.2 Records to be kept by the students:

- (i) Diary of daily attendance, work & participation in activities.
- (ii) Lesson notes of Micro-lessons, integration lessons, class room lessons & block teaching lessons, along with remarks of observers.
- (iii) Detailed. reports of observed lessons,
- (iv) Reports of the practical work in connection with theory papers,
- (v) Record of the work done in the content cum methodology work shop.
- (vi) Record of the practical done and activities participated and observed in the internship programme,
- (vii) Tutorials,
- (viii) Journal of Psychology experiments,
- (ix) Hard & soft copies of T,B,T. (Intel Preservice Programme)
- (x) Answer sheets of the internal examination papers.

R. 4.3 Norms for passing B.Ed. Examination:

- (i) To pass the examination candidate must obtain at least 50% marks in each head of passing in external examination and must obtain minimum 'B' grade in each head in the internal assessment.
- (ii) To pass the examination in "First class with Distinction, candidate must appear at one and the same time for all the courses of part I and obtain least 65, % marks in each head of passing with aggregate 70 % marks in part I and grade 0 in each part n, III, IV.
- (iii) To pass the examination in "First class" candidate must appear at one and the same time for all the five courses of part I and obtain at least 55% marks in each head of passing with aggregate 60% marks in part, and grade A in each part II, III, IV.
- (iv) To pass the examination in "second class with B+^{II} candidate must appear at one and the same time for all the five courses of part I and obtain at least 50% marks in each head of passing with aggregate 55% marks in part I and grade B+ in each part II, III, IV.
- (v) All other remaining candidates 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 four parts separately. R-4.5 The candidates who have obtained minimum 50% or more marks in any head of "--" passing but failed in the examination shall be eligible to claim exemption in such head/heads.

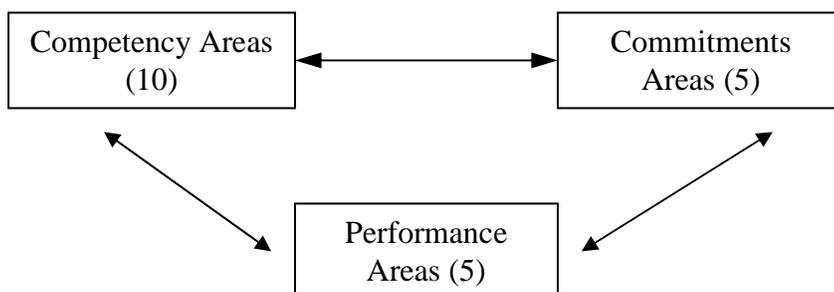
General objectives of the B. Ed. course:

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.

Dimensions of Teacher Training Programme



Competency Areas:	Commitment Areas:	Performance Areas :
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 parental contact and co-operation.
5) Competency in other educational Activities	5) Commitment to basic values.	4) Performance of teacher related to parental contact

		and co-operation.
6) Competencies related to parental contact and co - operation		
7) Evaluation competency		
8) Management competency		
9) Competency related to parental contact and co-operation		
10) Competency related to community contact and co-operation.		

Details of Syllabus for Bachelor of Education

B.Ed, course of University of Pune is divided into two areas (1) Theory (2) Practicum. Each area is again divided into two parts. Totally there are four parts of the syllabus.

Area-Theory course

Part I :

In this part there are six papers of two sections each as given below, Each paper is a separate course.

Course (1) Education for new times

Course (2) Psychology of Development and Learning. Course (3) School management- Principles and Practices.

Course (4) Information Communication Technology and Instructional Designs

Course (5) Educational Evaluation and Elective

Electives

1) Environmental education and Disaster Management	4) Education and Human rights
2) Educational Research	5) Health, Physical Education and Yoga.
Guidance and counseling in School	6) Population and Adult Education

Student teacher will select anyone elective subject from the above list for section II of course 5.

Course (6) Subject Education

For course 6 students will select any two subjects from the following list. Out of these two subjects one subject must be the subject in which admission is given.

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

Part II

This part includes Tutorials, Content enrichment programme & internal tests.

These three heads indicate the courses.

Course (7): Internal Tests:

It is expected that at least two internal tests in theory courses should be held during the year. Marks calculated out of 30 are to be given for the internal tests.

Collage should conduct at least one examination in each term.

Course (8): Content Enrichment programme:

To enrich the content of the school subjects, candidate will carry out the self-study of the content of the subjects offered as the special methods. For the assessment of contents at least two internal tests based on the content of school subject should be held during the year. The scope of the content should be the content expected in the syllabus of SSC & HSC board for Std. IX to XII. Marks calculated out of 40 are to be given.

Course (9): Tutorials:

Student is expected to write 12 tutorials i.e. two tutorials per theory course, under examination conditions. Marks calculated out of 30 are to be given for the tutorials.

Area Practicum

Part III

Course (10): Core training programme

(a) Micro-lessons:

Student teachers will give 12 micro-lessons. For these lessons, they will select any six 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

- | | |
|-----------------------|---------------------|
| 1. Set Induction | 1) Narration |
| 2. Questioning | 2) Illustration |
| 3. Stimulus Variation | 3) Demonstration |
| 4. Reinforcement | 4) Black Board Work |
| 5. Closure | 5) Reading |

(b) Integrated Lesson

After practicing 6 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 -

Each student will conduct one simulation Lesson in each area given bellow on peer group members.

- 1) Traditional Methods
- 2) Models of teaching
- 3) Team Teaching
- 4) Technology based lesson

Marks calculated out of 10 are to be given for simulation Lessons.

Course (11) Special Training Programme

(A) Practice Lessons:-

Each student teacher will give 12 class-room lessons as far as possible equally distributed in the two methods but not less than 5 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.

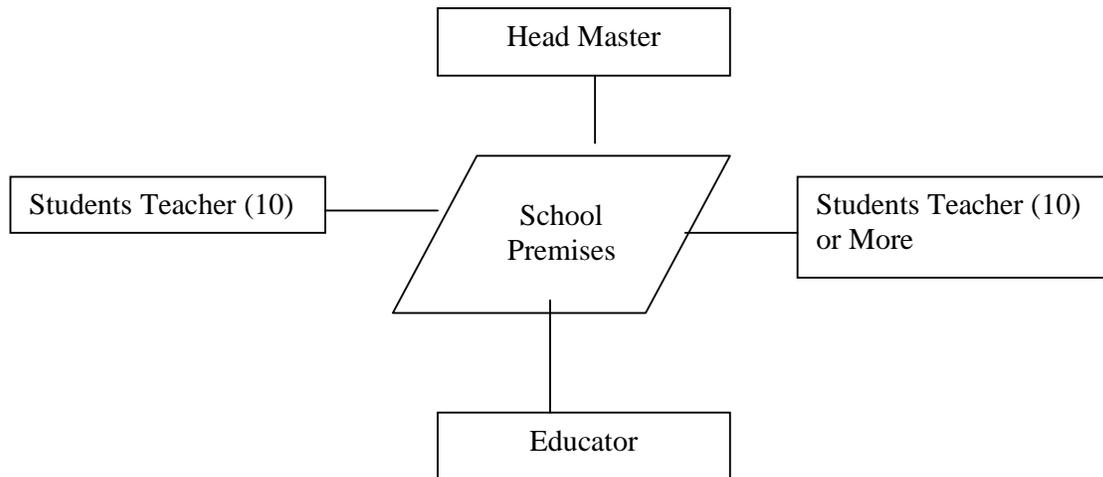
Marks calculated out of 120 are to be given to these practice lessons.

(B) Internship programme Duration: 2 Weeks

- (1) Objectives of internship programme 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 extra curricular activities organized in the schools.
- (v) to participate in assessment work done in the school
- (vi) to have feel of total experience of teachers in the school.

Interaction Model in Internship Programme:



In the Internship programme student teacher will perform following activities.

Block teaching

In this programme, for one method student teacher will select one unit from the subject with consultation of 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 or educator. At the end of the teaching he will prepare and conduct a unit test.

Same activity will be repeated for other method. Marks calculated out of 80 are to be given for the block teaching.

(b) Technology Based Lessons

student teacher will conduct at least two lessons using modern technology like audiovisual cassette, T.V. Programme, Internet, Computerized programme etc.

marks calculated out of 20 are to be given for the technology based lessons. If because of some reasons it becomes impossible to conduct these lessons in the schools they may be conducted as simulation lessons.

(c) Lessons Based on Models of Teaching

Student teacher will conduct at least four lessons based on any two models of teaching suitable to his methods. Marks calculated out of 40 are to be given for lessons based on models of teaching.

(d) Lessons based on value Educations / Environmental Education

Student Teacher will conduct at least four lessons based on Value Educations / Environmental Education. Marks calculated out of 40 are to be given for lessons based on value Education / Environmental Education.

(f) Team Teaching Lessons

Student teacher will conduct at least two lessons based on concept of team teaching. Marks calculated out of 20 are to be given for lessons based on concept of team teaching.

(g) Other Activities

The student has to perform minimum four projects suggested under "Course Related project work: in part IV Head 12 for paper I to IV.

(All other projects in this part and head will be completed at the convenient of the college.)

(C) Observations of lessons

Student teacher will observe lessons of other Student teachers as shown bellow.

1	Integrated lessons	4
2	Simulation lessons	4
3	Classroom lessons	12
4	B lock teaching	8
5	Technology based lessons	2
6	Lessons based on Model Teaching	4
7	Value Education! Environmental Education	4
8	Team teaching	2

Part IV
Course (12) Course Related Project Work

In this part student teacher will perform the project works given the bellow in each theory course as suggested in Internship Programme in Part III under "Other Activities".

IV

Course (13) Working with .community

(a) Co-curricular activities and Extra curricular activities: Student teacher will organize and participate in co-curricular activities and extra curricular activities arranged regularly through out the year in the college. Marks calculated out of 20 are to be given to the participant in the activities.

(b) Social Services: Student teacher will select and participate in anyone activity from the list of the activities given below,

- (i) Adult education programme.
- (ii) School Health services.
- (iii) Cultural activities.
- (iv) Sports activities.
- (v) City /Village development programme.
- (vii) Family planning programme.
- (viii) Civil Defence.

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 will be necessary.

Marks calculated out of 10 will be given to these activities.

Course (14) Health Programme

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 surya Namaskar will be practiced by the student teachers under the guidance of educator. Marks calculated out of 10 are to be given.

B.Ed Syllabus Frame work

Area	Part	Head	Course	Marks	Clock hours	
Theory	I	1	Education for new times	80	80	
		2	Psychology of development and learning	80	80	
		3	School management- Principles and Practices.	80	80	
		4	Information Communication Technology and Instructional Designs	80	80	
		5	Educational Evaluation and Elective	80	80	
		6	Subject Education	80	80	
	Total				480	480
	II	7	Internal [8Test		30	40
		8	Content Enrichment Programme		40	20
		9	Internal Tests		30	40
Total				100	100	
Practicum	10	Core Training Programme				
		a. Micro Lessons	12	10	50	
		b. Integrated Lessons	4	10	30	
		c. Simulation Lessons	4	10	40	
	III	11	Special Training Programme			
			A. Practice Lessons	12	120	120
		B. Internship Programme				
		a. Block Teaching	8	80	80	
		b. Technology based lessons	2	20	20	
		c. Lessons based on Models of Teaching	2	20	20	
		d. Lessons based on Value Education	4	40	40	
		Education / Environmental				
	e. Team Teaching	4	40	40		
	C. Observation of Lessons		40			
Total		-		350	440	
IV	12	Course Related Project Work				
		a. For Paper I to III		90	80	
		b. For Paper IV- TB.t. Practical		80	60	
		c. For Paper IV		30	60	
	d. Workshop in content cum Methodology		40	60		
Methodology						
13		Working with Community				
14	a. Co-curricular Activities			10	20	
	b. Social Service			10	20	
	Yoga and Health practices			10	30	
Total				270	270	

REVISED B.ED SYLLABUS 2008-2009

PAPER - I

EDUCATION FOR NEW TIMES

Objectives:

1. To acquaint the student teacher with the general nature of the modern Indian society.
2. To enable student teacher to understand the meaning and scope of education and its philosophical basis.
3. To acquaint the student teacher with goals of education and life.
4. To acquaint the student teacher with the national goals and provisions of education mentioned in the Indian Constitution.
5. To enable student teacher to understand and appreciate the teachers role in shaping the modern Indian society.
6. To acquaint the student teacher with the contribution of educational thinkers.
7. To enable the student teachers to understand the social aspect of education and problems faced in contemporary Indian Society.
8. To acquaint the student teachers with some agencies of education and mass communication media.
9. To acquaint the student teacher with some social aspects of education and human values.
10. To enable the students to know the new concepts i.e. LPG.
11. To enable the students to know the contribution of in NGO education.

SECTION - I

Education for New Times

Unit - 1	Education and Philosophy	(8 hrs)
1.1	Concept of Education & Philosophy	
1.2	Scope and Functions of Education	
1.3	Types of Education - Formal, Informal and Non-formal	
Unit - 2	Aims of Education	(8 hrs)
2.1	Vedic, Buddhist, Jain & Islamic Education	
2.2	Education after independence - Recommendations of Commissions - Secondary Education commission, Kothari Commission, National Policy on Education – 1986 and National Education Curriculum Framework – 2005	
2.3	National goals of Education as stated in Indian constitution	
2.4	Modern aims of Education	
Unit - 3	Aspects of Education	(8 hrs)
3.1	Liberal and vocational Education	
3.2	Education for character formation	
3.3	Education for democratic citizenship	
3.4	Education for National integration	
3.5	Education for work culture	
3.6	Education for Peace	
Unit- 4	Contribution of Educational thinkers	(10 hrs)
4.1	Rousseau	
4.2	John Dewey	
4.3	Ravindranath Tagore	
4.4	Mahatma Gandhi	
4.5	Mahatma Phule	
4.6	Karmavir Bhaurao Patil	
Unit - 5	Teacher for new Times	(6 hrs)
5.1	Qualities of good teacher for new times	

- 5.2 Role of teacher in the age of globalization, liberalization and Privatization
- 5.3 Development of 21st Century skills in Teachers – (Communication Skills, Command on Technology)

SECTION - II

- Unit -6 Modern Indian society (8 hrs)
 - 6.1 Characteristics of modern Indian society - Globalization, Liberalization, Privatization, Urbanization, Modernization, Westernization.
 - 6.2 Forces working in modern Indian society
 - 6.3 Education as an instrument of social change
- Unit - 7 Agencies of Education (8 hrs)
 - 7.1 Family
 - 7.2 Community
 - 7.3 State
 - 7.4 Group :-
 - i) Reference group
 - ii) Peer group
 - 7.5 NGO - Non Government organizations
 - 7.6 Different ways of Access to Education
- Unit - 8 Role of school in modern society (8 hrs)
 - 8.1 Functions of school
 - 8.2 Interactions in school
 - 8.3 School as community development center.
- Unit - 9 Social Aspects of Education - (8 hrs)
 - 9.1 Women Education
 - 9.2 Education for deprived people
 - 9.3 Education for Minority
 - 9.4 Education for Sustainable Development

9.5 Futurology of Education and reflective Education

Unit - 10 Mass Communication media (8 hrs)

10.1 The role of modern mass communication media in Education - Satellite, Literature, Press, Movies, Television, Radio, Internet.

10.2 Awareness of Proper use of mass communication media through Education

PRACTICAL

Section - I (Any one)

1. Comparison of educational contribution of any two thinkers excluding unit No. 4.
2. An Interview with an experienced teacher (Minimum 10 years experience)

Section II (Any one)

1. A study of any one N.G.O (Non Government Organization) promoting education. (Study includes the objectives, functions, problems & contribution to education.)
2. A Study contribution of any one mass communication media influencing Education. (Nature, importance & Educational implication)

संदर्भ सूची

१. पासरनीस न.रा. - शिक्षणाची तात्विक व समाजशास्त्रीय भूमिका
२. बोकील वि. पा. - शिक्षणाचे तत्वज्ञान
३. कुंडले म. बा. - शैक्षणिक तत्वज्ञान व शैक्षणिक समाजशास्त्र
४. करंदीकर डॉ. सुरेश - भारतीय समाजातील शिक्षण
५. मराठे रा. म. - शिक्षणाची मूलतत्वे
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
Toffler Alwin - The future shock.

Paper II

PSYCHOLOGY OF DEVELOPMENT AND LEARNING.

Objectives: To enable the student teacher to:

1. Get acquainted with the meaning, nature and scope of educational psychology.
2. Understand the growth and development of the learner and its importance in the learning process (with special reference to later childhood and adolescent stage).
3. Get acquainted with the individual differences among and within the individual.
4. Identify and cater for the educational needs to various types of children.
5. Understand the role of teacher in school.
6. Understand the process of learning and higher mental processes.
7. Get acquainted with psychological principles and techniques to facilitate learning.
8. Understand the concept of intelligence and the process of memory.

Section - I

Unit 1	Educational Psychology	(4hrs)
1.1	Meaning & nature of educational psychology	
1.2	Methods of studies of Human behaviour:	
	a) Introspection	b) Observation
	c) Experimental	d) Case study
1.3	Use of psychology to the teacher.	
Unit 2	Growth & development of the learner.	(12hrs)
2.1	Nature & importance of heredity and environment - social	

- heredity.
- 2.2 Stages of growth & development - later childhood & adolescence (physical, mental, emotional, social).
- 2.3 Role of school in growth & development of the learner.
- Unit 3 Individual differences related to academic achievement (16 hrs)
- 3.1 Nature of individual differences: inter and intra
- 3.2 Causes of Individual differences:-
- (a) Personal - Readiness to learn, abilities, aptitude, motivation, age, gender & maturity, interest, attention & attitude.
- (b) Environmental: socio-economic status, rural-urban home environment, 'e' environment.
- 3.3 Individual differences w.r.t.: personality, self concept, achievement motivation, study habits, emotions.
- 3.4 Mental health and stress management
- Unit 4 Psychology of Inclusion (8 hrs)
- 4.1 Identification of children with special needs.
- 4.2 Need of special education.
- 4.3 Catering special education needs.
- 4.4 Concept of integrated & inclusive education.
- 4.5 Adjustment- causes of maladjustment, dealing with Child abuse & Child exploitation.
- 4.6 Developing Attitudes and competences for inclusion.

Section II

- Unit 5 Learning. (11hrs)
- 5.1 Nature of learning process.
- 5.2 Theories of learning & their educational importance: Trial & Error, introduction to cognitivism, Behaviourism, & constructivism and learning application of constructivism.

- 5.3 Transfer of Learning - Concept & types.
- Unit 6 Role of Teacher in school. (8hrs)
- 6.1 Teacher's effectiveness.
- 6.2 Teacher-student, student-student interaction. (cooperative & collaborative learning)
- 6.3 Teacher behaviour & classroom achievement, effects of teachers
- 6.4 Creation and organization of favorable school climate.
- Unit 7 Higher Mental Processes. (10hrs)
- 7.1 Sensation, Perception, Imagination, Concept formation, mind mapping.
- 7.2 Thinking : types & tools of thinking.
- 7.3 Developing thinking, reasoning, problem solving & creativity
- Unit 8 Intelligence. (11hrs)
- 8.1 Brain: Structure & function.
- 8.2 Brain and learning.
- 8.3 Intelligence – definition and meaning
Types of Intelligence- Artificial Intelligence, Emotional Intelligence and Multiple intelligence
Measuring I.Q. (Alfred Binet's test)
- 8.4 Memory: Process (registration & retention) & types, ways of Enhancing memory, recall & recognition.

Practical Work

- 1) Each student will perform at least Five experiments out of Six from the list of Psychology experiments given below. (15 marks).

- 2) Each student will administer any One of the psychological group test given below & interpret the results. Intelligence, Attitude, Aptitude, Personality, Self concept, Interest, Adjustment, Creativity. (15 marks).

List of Experiments:

List of Experiments:

संदर्भ सूची

१. आफळे व बापट – शिक्षणाचे मानसशास्त्रीय अधिष्ठान, श्री. विद्या प्रकाशन, पुणे.
२. वा.ना.० दांडेकर – शैक्षणिक व प्रायोगिक मानसशास्त्र, श्री. विद्या प्रकाशन, पुणे.
३. सुरेश करंदीकर – शैक्षणिक मानसशास्त्र, फडके प्रकाशन, कोल्हापुर.
४. ह. ना. जगताप – अध्ययन उपपत्ती व अध्यापन, नित्य नूतन प्रकाशन, पुणे.
५. बेळे गो. रा., चित्रा सोहनी, रामदास बर्कले, ह. ना. जगताप, शिक्षणाचे मानसशास्त्रीय यथार्थदर्शन भाग १ व २.
६. ह. ना. जगताप – शैक्षणिक मानसशास्त्र, नित्य नूतन प्रकाशन, पुणे.
७. ह. ना. जगताप – शैक्षणिक व प्रायोगिक मानसशास्त्र, नित्य नूतन प्रकाशन, पुणे.
८. बी.एन. बर्वे व एच.जे. नरके, मनोमापन, 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.

१४. मुकुंद कृ इनामदार, केशव ना. गाडेकर, अनिता पाटील – आधुनिक सामान्य मानसशास्त्र, डायमंड प्रकाशन, पुणे.
१५. संजय नाईक – भावनिक बुद्ध्यांक आणि भावनिक बुद्धिमत्ता, अक्षय साहित्य, पुणे.
१६. पंडित र.वि. (२००७)– शैक्षणिक मानसशास्त्र, पिंपळपुरे आणि सन्स
१७. इनामदार मुकुंद, गाडेकर केशव, पाटील अनिता (२००६) – आधुनिक सामान्य मानसशास्त्र, डायमंड पब्लिकेशन, पुणे.

Reference Book

1. Hans Raj Bhatia - A Textbook of Educational Psychology , Macmillan Ltd.
2. S.B. Kakkar & Mahesh Bhargava - In Education & Psychology, H.P. Bhargava Books House.
3. Ram Nath Sharma & Ruchana Sharma - Experimental Psychology Atlantic, Delhi
4. A.R. Rather - Psychology of learning & Development Discovery publishing House, New Delhi
5. Shamshad 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 Chattopadhyay - What's your Emotional I.Q., Pustak Mahal Delhi
9. S.P. Chaube - Educational Psychology and Educational Statistics, Lakshmi Narain Agrwal, Agra.
10. Alice Rajkumari, Rita Suguna Sundari, Digumarti Bhaskara Rao - Educational Psychology, Discoueny Publishing house New Delhi.

11. W.N. Dandekar - Experimental Psychology, Anmol Prakashan, Pune.
12. K.K. Bhatia & Trinath Purohit - Educational Psychology & Technique of Teaching, Kalyani Publishers Ludhiana.
13. S.K. Mangal - Educational Psychology, Tandon Publications, Ludhiana.
14. D. Bhatia, D.K. Walia, J.C. Mangal & T.C. Datt., - Educational Psychology Doaba House, Delhi.
15. S.K. Mangal - Advanced Educational Psychology, Prentice Hall of India, New Delhi.
16. W.N. Dandekar & Sanyoglata Makhija - Psychological Foundations of Education, Macmillan India Ltd. Delhi.
17. Sarla Nasa - Educational Psychology, A Mittal Publications, New Delhi.
18. Dandapani S. (2000) - A Textbook of Advanced Educational Psychology, Anmol Publication Pvt. Ltd, New Delhi.
19. Chavan S.S (2006) - Advanced Educational Psychology.
20. Panda K.C. (1997) - Education of exceptional children, Vikas Publishing House Pvt. Ltd. New Delhi.
21. A Special Education Research and trends (1986) - Edited by Richard J. Maris Burton Blatt, USA Pergamon Press.

Paper - III
School Management - Principles & Practices

Objectives:

1. To enable the student Tr. to understand the concept of management.
2. To know about the leadership qualities of H.R.
3. To know about the creation of management of infrastructural facilities for quality education.
4. To know about the importance and concept of institutional planning in school.
5. To, understand administrative set-up of Govt. and functions of supportive Authorities.
6. To understand the use of management principles for improving quality of education with special reference to secondary & Higher secondary education.
7. To understand the various concept of management & their use in daily school routine.
8. To develop professionalism and work culture in Teachers.
9. To understand the concept and importance of research & continuous development in education.

Section I

Unit - I	Introduction to Management	(8 hrs)
1.1	Concept, Meaning & Characteristics of Management	
1.2	Functions of Management	
1.3	Theories of Management	
	a) Taylor's Theory	b) Fayol's Theory
	c) Peter Drucker's Theory	
1.4	Concept of quality Management & Excellence in Education	
Unit - II	Managerial Practices - Human Resources	(8 hrs)
2.1	Concept & training of human resource development	
2.2	Concept of Leadership	
2.3	Styles of Leadership	
2.4	Functions & qualities of	
	a) Teacher	
	b) Asst. Head Master / Supervisor	
	c) Headmaster	
2.5	Institutional Planning	
	a) Concept	
	b) Steps involved in IP	
Unit - III	Managerial Practices - Infrastructural facilities	(8 hrs)
3.1	Basic Infrastructural facilities in School - A) Human needs B) Academic needs	
3.2	Infrastructural facilities in High excellent schools	
Unit- IV	Administrative setup	(8 hrs)
4.1	Background and introduction to Maharashtra Private School Act 1981	

- 4.2 A) Govt. setup & controlling Authorities
- i) Present structure of Secondary & Higher secondary education in Maharashtra
- ii) Functions & duties (8 hrs)
- a) Secretary
 - b) Director of Education
 - c) District Education officer education
 - d) Block education officer
- B) Supportive Agencies
- NCERT - CBSE
 - SCERT - BALCHITRAWANI
 - Text book beuro
 - SSC & HSC Board

SECTION - II

- Unit - V Management of various issues & problems in secondary & Higher secondary (10 hrs)
- a) Wastage & stagnation
 - b) Crowded Classes
 - c) Enrolment in Urban & Enrolment Rural area
 - d) Discipline problem in school
 - e) Location of Higher Secondary Education
 - f) Vocationalization of Education
- Unit -VI Types of Management (10 hrs)
- 6.1 Time Management
 - 6.2 Classroom Management
 - 6.3 Disaster Management
 - 6.4 Event Management
 - 6.5 Finance Management

- Unit 7 Developing Professionalism in Education (10 hrs)
- 7.1 Teacher Training
- a) Pre-service DT.Ed, B.Ed, 4 years Integrated course
- b) In-service
- i) Short term
- ii) Long term
- 7.2 Self appraisal & feed back
- 7.3 Teacher's professional organizations
- a) Subject Association
- b) General organization
- c) Head Master organization
- Unit 8 Research & Development in Education (8 hrs)
- 8.1 Concept of Research & Development
- 8.2 IMP of Research & Development
- 8.3 Action Research - it's application for quality enhancement.

PRACTICAL WORK

Section - I (Any one)

1. A study of school plant and compare with high excellent school.
2. A presentation in seminar on any contemporary issue related to school education.

Section - II

1. A conduct of action research. (In any practicing school)

संदर्भ सूची

१. ग. वि. अकोलकर, दि. ह. सहस्त्रबुद्धे - उच्च माध्यमिक शिक्षण स्वरूप व कार्यवाही, श्री. विद्या प्रकाशन, पुणे - ३०.
२. डॉ. हेमलता 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.
७. अकोलकर व पाटणकर (१९७३) - शालेय व्यवस्था आणि प्रशासन, नीलकंठ प्रकाशन, पुणे.
८. बापट भा.गो.(१९८८) - शैक्षणिक संघटन, प्रशासन व प्रश्न, व्हीनस प्रकाशन पुणे ३०.
९. पाटील लीला (१९८०) - माध्यमिक शाळा संचालन व संवर्धन, श्री. विद्या प्रकाशन पुणे ३०.
१०. विरकर - विरकर - शालेय शैक्षणिक अधिष्ठान, द्वारका प्रकाशन, पुणे.
११. डॉ. वसंत काळपांडे (१९९२) - शालेय प्रशासन आणि मानवी संबंध, अनमोल प्रकाशन, पुणे २.
१२. जगताप ह.ना. - प्रगत शैक्षणिक तंत्रज्ञान
१३. सेकंडरी स्कूल कोर्ट (१९९१) - माध्यमिक शाळा संहिता

14. K.S. Bhat, S. Ravishankar - Administration of Education, Seema Publication , Delhi 07.
15. Dr. J.S. Walia - Foundation of school administration and organization, Paul Publisher, N - N 11 Gopal Nagar Jalandhara City (Panjab)
16. Kochhar S.K. - Secondary School administration
17. Agarwal J.C. - School organization, Administration and management, Doaba House, Delhi 06.
18. Agarwal J.C. - Development and Planning of Modern Education.
19. Mathur S. S.(1990) - Educational Administration and Management, The Indian Publications, Ambala Cantt.
20. Richard D. Freedman (1982) - Management Educaiton ,John Walia & sons, New York.
21. Rai B.C. - School Organization and Management, Prakashan Kendra, Lucknow.

PAPER - IV
Information, Communication Technology and
Instructional system

Objectives:

To enable students to -

1. Understand the meaning, nature and scope of ICT in Education.
2. Get acquainted with structure, Hardware & Software of computer.
3. Understand the changes that occur due to ICT in Education.
4. Prepare student to select the appropriate communication facilities through Internet.
5. Understand the legal & Ethical issues related to internet & student safety.
6. Understand ICT supported teaching learning strategies.
7. Get acquainted with e-learning & development in ICT.
8. Understand Meaning & Nature of instructional system.
9. Understand, Instructional strategies and models.
10. Understand and use technology in instructional system.
11. Evaluate instructional material / Program.
12. Understand the models of evaluation.

SECTION - I (ICT)

Total Periods 40 clock Hrs.

Unit - I	Information & Communication Technology in Education	
1.1	Concept, Importance, Meaning & Nature of Information & Communication Technology	
1.2	Need of Information & Communication Technology in Education	
1.3	Scope of ICT in Education	
	a) Teaching Learning Process	b) Publication
	c) Evaluation	d) Research

e) Administration

- 1.4 Paradigm shift in Education due to ICT content, with special reference to Curriculum, Role of Teacher, Methods of Teaching, Classroom Environment, Evaluation procedure, Educational management.
- 1.5 Challenges in integrating Information & Communication Technology in school education.

Total Periods 04 (Four)

Unit - II Introduction to Computer

- 2.1 Computer - Definition & structure
- 2.2 Hardware -
- i) Input devices - Key Board, Mouse, Scanner, Microphone, Digital camera.
 - ii) Output devices - Monitor, Printer, Speaker, Screen image projector
 - ii) Storage devices - Hard Disk, CD & DVD, Mass Storage Device (Pendrive)
- 2.3 Software
- i) Operating System - Concept and function.
 - ii) Application Software (It uses in Education)
 - 1) Word Processors 2) Presentation
 - 3) Spread sheet, 4) Database Management
 - iii) Viruses & its Management

Total Periods 09(Nine)

Unit - III Intranet and Internet

- 3.1 Concept, need & importance
- 3.2 Facilities available for Communication - E-mail, chat, online conferencing, (Audio-video), e-Library, websites, Blog, wiki. Internet forum, News Groups.
- 3.3 Search Engines - Concept and uses.
- 3.4 Legal & Ethical issues - copyright, Hacking Netiquettes

3.5	Student safety on the (Net – safely)	
		Total Periods 09 (Nine)
Unit- IV	Information & Communication Technology supported teaching / learning strategies	
4.1	CAL - Computer Assisted Learning	
4.2	PBL - Project Based Learning	
4.3	Collaborative Learning	
4.4	Technology Aided Learning	
		Total Periods 09 (Nine)
Unit - V	Introduction to E – Learning	
5.1	E - Learning - Concept & Nature	
5.2	Web Based Learning	
5.3	Virtual Classroom	
5.4	Role of EDUSAT	
		Total Periods 06 (Six)

SECTION - II

Instructional System

Total Periods clock Hrs. 40

Unit -VI	The systems approach to education	(8 hrs)
6.1	System – Meaning and Characteristics	
6.2	The systems approach - Concept and Principles	
6.3	Distinction between education, instruction and Training	
6.4	Application of systems approach to education	
Unit - VII	Instructional System	(8 hrs)
7.1	Meaning and Nature of Instructional system	
7.2	Components of Instructional system	
7.3	Need, Importance & uses	

- 7.4 Analysis of Instructional system
- Unit - VIII Instructional strategies and Models. (8 hrs)
- 8.1 Instruction strategies
- a) Self Instruction
 - b) Programmed instruction
 - c) Computer Assisted instruction
- 8.2 Models of Instructional system
- Mastery Learning Model
 - Synectic Model
 - Modified system Model
- Unit - IX Application and Technology for instructional system (8 hrs)
- 9.1 Need, imp and uses of Technology for instruction
- 9.2 Principles of selecting of Technology for instruction
- 9.3 Developing self instructional material – steps only
- 9.4 Developing computer Assisted instruction program
concept and steps
- 9.5 Preparation of instructional design for online learning –
steps
- Unit - X Evaluation of Instructional system (8 hrs)
- 10.1 Process of validation of instructional Material / Program
- a) Individual testing
 - b) Group testing
 - c) Field testing
 - d) Master validation
- 10.2 Models of evaluation
- a) Educational Decisions Model (CIPP Model)
 - b) Intrinsic evaluation

PRACTICAL FOR SECTION – I

1. INTEL

PRACTICAL FOR SECTION – II

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

REFERENCE BOOK

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 stragies of for school - Mohenty Laxman

PAPER - V

EDUCATIONAL EVALUATION & ELECTIVES

(Section - I of this course is compulsory for all & For section II, any one elective can be selected by student)

Section I (Compulsory)

EDUCATIONAL EVALUATION

Objectives:

1. To understand the theory of evaluation.
2. To understand and to use the quantitative & qualitative tools and techniques of evaluation.
3. To develop the skill in preparing, administering and interpreting achievement test.
4. To familiarize with new trends in evaluation.
5. To develop the skill necessary to compute (with the help of calculator) important statistical estimates and interpret the test scores by applying them.

SECTION - I

Unit - 1 Educational Evaluation and Statistics (10 hrs)

1. Concept of Measurement, assessment and Evaluation
 - 1.a Principles and Aspects of Evaluation
 - 1.b Meaning, Importance and difference among Measurement, assessment and Evaluation
 - 1.c Taxonomy of instructional objectives
 - 1.d Objectives and learning outcomes
 - 1.e Learning experiences - characteristics, types and Merits.

- Unit - 2 Tools and Techniques of Evaluation (10 hrs)
- 2.1 Characteristics of good measuring instruments and factors affecting them.
 - 2.2 Evaluation Approach
 - 2.2.a Formative -Summative
Qualitative – Quantitative
 - 2.2.b. Tools of evaluation:-
Quantitative – Written, Oral and Practical
Qualitative – Observative, Introspective, Projective and Sociometry
 - 2.3 Use of these tools for internal assessment & maintaining cumulative record.
 - 2.4 Planning and Preparation of test (including blue print)
- Unit - 3 New Trends in Evaluation (10 hrs)
- a. Question bank
 - b. Grading system
 - c. Online exam
 - d. Open book exam
 - e. Credit system
 - f. Exam on demand (meaning & uses only)
 - g. Continuous remedial evaluation procedure
- Unit- 4 Statistical Methods and Interpretation of scores (10 hrs)
- 4.1 Need & importance of Statistics in Educational Evaluation
 - 4.2 Tabulation of Data
 - 4.3 Graphical Presentation
Histogram.
Frequency Polygon.
 - 4.4 Measures of Central Tendencies:-
Mean, Median, Mode.
(Meaning, Characteristics, use only)

- 4.5 Measures of Variability
(Meaning, characteristics, use only)
Range, quartile deviation, Standard deviation
- 4.6 Normal Probability Curve:-
Properties and uses.
(Skewness and Kurtosis (Meaning & Reasons)
- 4.7 Coefficient of Correlation-Spearman's Rank Rule Method
- 4.8 Percentile & Percentile rank (Meaning & Uses)
- 4.9 Standard Scores (Z & T Scores):- Meaning & uses only.

PRACTICAL

Section - I (Any one)

1. Study of online exam, on demand exam.
2. To evaluate and reform the available unit test.

REFERENCE BOOKS

1. Dandekar W.N. - Evaluation in Schools
2. Garrett Henry E. - Statistic in Education and Psychology
3. Green, Jorgensen and Gerberich - Measurement and Evaluation in the secondary schools.
4. Measurement in Education and Psychology (1992)
5. Evaluation in Schools (3rd ed 1986)
6. Psychological Foundations of Education (revised ed. 1985)
7. Psychological Testing and Statistical Methods (1987)
८. दांडेकर वा.ना. - शैक्षणिक मूल्यमापन.
९. कदम चौधरी - शैक्षणिक मूल्यमापन.

ELECTIVE I
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 – 1 GUIDANCE IN SCHOOL

- 1.1 Concept, Need and Meaning of Guidance.
- 1.2 Principles of Guidance.
- 1.3 Procedure of Guidance (steps)
- 1.4 Issues and problems of Guidance.
- 1.5 Role of school in Guidance.

UNIT 2 AREAS, TOOLS AND TECHNIQUES IN GUIDANCE.

- 2.1 Personal, Educational and vocational Guidance.
- 2.2 Seven Point Plan in Guidance
- 2.3 Tools :- Blanks / Records of students
 - 2.3.1 Cumulative Record
 - 2.3.2 Rating scale

2.3.3 Psychological tests.

2.3.4 Questionnaire and Inventories

Unit 4 Techniques in Guidance

4.1 Observation

4.2 Interview

4.3 Sociometry

UNIT 5 COUNSELLING IN SCHOOL

5.1 Concept, Need and Meaning of counseling.

5.2 Principles of Counseling.

5.3 counseling Process and Role.

5.4 Directive, non-directive and eclectic counseling.

5.5 Qualities and role of a school counselor.

UNIT 6 TOOLS AND TECHNIQUES IN COUNSELLING

6.1 Individual counseling and Group counseling

6.2 Lectures , discussions and Dramatics as techniques in counseling.

6.3 Importance of follow-up in counseling.

6.4 Counseling for the children with special needs.

6. 5. Counseling for parents.

PRACTICAL WORK (ANY ONE)

- 1) Interview of a school counselor.
- 2) Visit to a guidance or counseling centre and write a report.
- 3) Administration of an individual test and preparing a report.

Elective II
Population Education and Adult Education

Unit - 1

- 1 Population Education
- 1.1 Concept of population Education
- 1.2 Needs importance of population Education
- 1.3 Scope of population Education
- 1.4 Objectives of population Education

Unit - 2 World and Indian population

- 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 - 3 Problems of population

- 3.1
 - i) Social Problems
 - ii) Economical Problems
 - iii) Educational Problem
 - 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- 4 Adult Education

- 4.1 Concept of Adult Education
- 4.3 Scope of adult Education
- 4.4 Characteristics of Adult Education

- 4.5 Importance of Adult Education
- 4.2 Objectives of Adult Education
- 4.6 Androgogy – Methodology of Teaching adults
- Unit - 5 National Development and Adult Education
 - 5.1 Adult Education before and after independence
 - 5.2 Adult Education in National planning 1978
 - 5.3 Adult Education and NPE – 1986
 - 5.4 Adult Education in Government planning
- Unit -6 Role of Institutes in Adult Education
 - 6.1 Role of NGO's in Adult Education
 - 6.2 Adult Education and role of mass media
 - 6.3 Role of Educational institutes in Adult Education
 - 6.4 Adult Education and UNESCO

PRACTICAL

Any one from following practical

1. Demographic Survey of 10 families.
2. Literate 2 Adult person and submit the reports.
3. Study of any one scheme of adult education.

- 2.4 Tools & techniques – Observation, Questionnaire, Interview, Rating Scale, Achievement test
- Unit - 3 Population, Sampling and hypothesis
- 3.1 Population and Sampling - Concept and Need
- 3.2 Methods of sampling, Characteristics of good sample
- 3.3 Hypothesis - Concept and Need
- 3.4 Various forms of hypothesis
- Unit- 4 Proposal preparation
- 4.1 Selection of research problem
- 4.2 Preparation of bibliography
- 4.3 Steps of proposal writing
- 4.4 Data Analysis tools

PRACTICAL

1. Preparation and submission / Presentation of a research proposal

REFERENCE BOOKS

1. Best and Kahn - Research in Education
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६. कायंदे पाटील – सामाजिक संशोधन पद्धती.
७. बापट भा.गो. – शैक्षणिक संशोधन.
८. भिंताडे वि.रा. – शैक्षणिक संशोधन पद्धती.

Elective IV

HEALTH, PHYSICAL EDUCATION AND YOGA

Objectives:

1. To introduce the student teacher with the concept of wholistic health.
2. To enable them to understand the various dimensions & determinants of health.
3. To acquaint them to school health program and its importance.
4. To enable them to understand the need & importance of Physical Education.
5. To acquaint them to allied areas in Physical Education.
6. To sensitize the student teacher towards physical fitness & its importance.
7. To make them aware of the benefits of physical fitness & activities for its development.
8. To help them acquire the skills for assessment of physical fitness.
9. To introduce them to the philosophical bases of Yoga.
10. To introduce them to types of Yoga & its importance.
11. To motivate them to resort to physical activity for the fitness development.
12. To help them understand the procedure of health related fitness evaluation

Unit1 HEALTH

- 1 Introduction, Definition and Meaning of health
- 2 Dimensions of health
- 3 Determinants of health
- 4 Importance of balanced diet
- 5 School health programme and role of teacher in development of health

Unit2 PHYSICAL EDUCATION

- 1 Introduction, Definition and Meaning of physical education
- 2 Objectives of physical education
- 3 Scope of physical education & allied areas in Physical Education
- 4 Need and importance of physical education in different levels of school
- 5 Introduction, Definition and Meaning of physical education

Unit3 PHYSICAL FITNESS

- 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

Unit4 YOGA

- 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 Hip Ratio (W.H.R.)
 - b. Cardio-respiratory endurance
 - c. Muscular strength and edurance
 - d. Flexibility
2. Yogasana, Pranayama and Shudhi kriya (As suggested in standard 9th and 10th S.S.C. Board syllabus)

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7. विश्वास मंडलिक (१९९९) , योग परिचय, नाशिक : योग विद्या धाम
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9. डॉ. संजीव सोनवणे (२००८) शारीरिक शिक्षण (डी. एड्.) पुणे : निराली प्रकाशन

ELECTIVE V
Environmental Education & Disaster Management

Environmental Education

Objectives

1. To understand the importance of environmental.
2. To understand Environmental pollution & its control.
3. To acquaint the knowledge about Health & Safety.
4. To understand General concept of Disaster Management.
5. To know Acts & legal aspects about Disaster Management.
6. To understand Disaster Preparedness.
7. To acquaint with manifesting the mitigation.
8. To understand Rescue from Disaster.
9. To Understand Relief for Disaster.

Unit 1 Introduction

- 1 Concept of Environmental Education.
- 2 Nature & Scope of Environmental Education.
- 3 Importance of Environmental Education.
- 4 Balance of Environment

Unit 2 Environmental Pollution

- 1 Introduction of environmental Pollution.
- 2 Types of Pollution – Radio active pollution. Solid waste Pollution, Air pollution, water pollution.
- 3 Causes of Pollution.
- 4 Advances in Pollution control Technology.

Unit 3 Environmental Health and Safety

- 1 Concept of safety, health and environment
- 2 Diseases through pollution.
- 3 Management to control diseases.

- 4 Environmental Health & Human Society.
- Unit 4 **Disaster - General**
 - 1 Definition & Types of disaster.
 - 2 Causes of different disasters & their effects.
 - 3 Disaster Management cycle.
 - 4 Acts & legal aspects about Disaster
- Unit 5 **Disaster Preparedness & Manifesting the Mitigation.**
 - 5.1 Disaster Preparedness at community level
 - a) Individual.
 - b) Society or a group of independent houses.
 - c) A place of work.

(Industry, offices, educational Institutes, Hospitals, Hotels, Places of Entertainment, Religious Places & Celebrations, Transport Modes, Government organizations, Major infrastructures – dams, power plants, Mines etc.)
 - 5.2 Manifesting the Mitigation

Matching the resource availability working out requirement of Medical

Teams Establishing a control centre.

Forming & Deploying of Rescue Teams,

Organizing Activities at Ground zero Security.

Disposal of Dead & Records

Casualty Evacuation

Records.
- Unit 6 **Rescue from Disaster & Relief for Disaster**
 - 6.1 Rescue from Disaster
 - a) Principles Governing Rescue
 - b) Rescue Process.
 - 6.2 Relief for Disaster

- a) Preparatory Phase of Relief.
- b) Planning Immediate Relief
- c) Execution of Relief

Survey Aspects

Paper VI- Subject Education

OBJECTIVES OF SUBJECT EDUCATION

After studying this course, the student - teacher will be able to

- 1) understand the nature, scope and importance of the subject.
- 2) state the correlation of the subject with other subjects.
- 3) state the objectives of teaching of the subject at secondary and higher secondary level.
- 4) explain and use the different methods of teaching the subjects.
- 5) state the concept and nature of content cum methodology.
- 6) explain the nature, structure, curriculum and syllabus of the subject.
- 7) describe interrelationship among school curriculum, syllabus, moral values, core elements and text book.
- 8) select and plan using appropriate method, approach, technique and teaching aids for specific content and provide rationale for the selection.
- 9) conduct lessons using different methods and techniques.
- 10) understand role and qualities of a good teacher.
- 11) understand different evaluation techniques and procedures

मराठी शिक्षण

- घटक १ मातृभाषा मराठी
- १.१ मातृभाषा मराठी स्वरूप, महत्व, सद्यःस्थिती
 - १.२ मातृभाषा मराठीचा अन्य विषयांशी समवाय (भाषा व इतर विषय)
 - १.३ मातृभाषा मराठीची वैशिष्ट्ये
 - १.४ मातृभाषा अध्यापन महत्व
 - १.५ मातृभाषा उद्दिष्टे, स्पष्टीकरण, तत्वे व सुत्रे
- घटक २ मातृभाषा मराठी अध्यापनाच्या पद्धती
- २.१ कथन व व्याख्यान पद्धती
 - २.२ नाटयीकरण पद्धती
 - २.३ उद्गामी – अवगामी पद्धती
 - २.४ प्रश्नोत्तर पद्धती
 - २.५ चर्चापद्धती
 - २.६ रसग्रहण पद्धती
 - २.७ प्रकल्प पद्धती
 - २.८ संरचना (Structural Approach)
- घटक ३ आशययुक्त अध्यापन
- ३.१ आशययुक्त अध्यापन संकल्पना व स्वरूप
 - ३.२ आशययुक्त अध्यापनाचे महत्व
 - ३.३ गद्य, पद्य, व्याकरण अध्यापन
- घटक ४ पाठनियोजन
- ४.१ पाठ नियोजन महत्त्व, गरज व प्रकार
 - ४.२ शैक्षणिक तंत्रज्ञान अध्यापन पद्धती
 - ४.३ प्रतिमान अध्यापन पद्धती

- ४.४ मूल्य व पर्यावरण - अध्यापन पद्धती
- ४.५ गट अध्यापन पद्धती
- ४.६ मातृभाषा अध्यापन - शैक्षणिक साधने
- घटक ५ आशययुक्त अध्यापन कार्यवाही
- ५.१ मराठी भाषेची संरचना
- ५.२ अभ्यासक्रम संकल्पना, स्वरूप व रचना प्रकार
- ५.३ पाठयक्रमाचे विश्लेषण
- ५.४ पाठयपुस्तकाचे विश्लेषण व मूल्यमापन
- ५.५ आशय विश्लेषणाचे महत्त्व, स्वरूप, पायऱ्या
- ५.६ अध्यापन पद्धती निवड व महत्त्व
- ५.७ अध्यापन पद्धतीनुसार पाठटाचण
- घटक ६ मराठी भाषा आशय, गाभाघटक व मूल्ये
- ६.१ गाभाघटक अर्थ, उद्दिष्टे व उपयोजन
- ६.२ महाराष्ट्र शासनाने निर्धारित केलेले दहा गाभाघटक
- ६.३ मूल्ये, अर्थ, उद्दिष्टे व उपयोजन
- ६.४ महाराष्ट्र शासनाने शालेय अभ्यासक्रमात समाविष्ट केलेली दहा मूल्ये
- घटक ७ मातृभाषेचा अध्यापक व सहशालेय उपक्रम
- ७.१ मातृभाषेच्या अध्यापकाची भूमिका
- ७.२ मातृभाषा अध्यापकाची गुणवैशिष्ट्ये
- ७.३ मातृभाषा मराठी विषय सहशालेय उपक्रमांचे महत्त्व व कार्यवाही
- घटक ८ मातृभाषा मराठी मूल्यमापन
- ८.१ मूल्यमापन संकल्पना व स्वरूप
- ८.२ मूल्यमापन साधने (लेखी, मौखिक परीक्षा) लेखी परीक्षा - प्रश्न प्रकार
- ८.३ कसोटी (चाचणी)

- १) नैदानिक कसोटी
- २) प्राविण्य कसोटी
- ३) उपचारात्मक अध्यापन

संदर्भ सूची

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२. मातृभाषा मराठीचे अध्यापन - शास्त्रीय विश्लेषण - डॉ. नलिनी पिचड, डॉ. रामदास बरकले २००१
३. मराठीचे अध्यापन व अध्ययन - डॉ. दि. टे. पाटील, डॉ. श. स. राणे
४. मराठीचे अध्यापन - कुंडले म. बा.
५. अध्यापन पद्धती व शास्त्र - कुंडले म. बा.
६. मराठी अध्यापन - डॉ. करंदीकर सुरेश
७. मराठी अध्यापन - रणसुरे विलास

हिंदी शिक्षण

- अध्याय १ हिंदी भाषा शिक्षा के उद्देश
- १.१ भाषा का प्रयोजन
- भाषा के रूप बोली भाषा, मातृभाषा, प्रादेशिक भाषा, राजभाषा,
- १.२ राष्ट्रभाषा, आंतरराष्ट्रीय भाषा, सांस्कृतिक भाषा
- १.३ भारत की भाषिक समस्या, त्रिभाषा सुत्र
- १.४ राष्ट्रभाषा अध्यापन के उद्देश
- अध्याय २ हिंदी अध्यापन पद्धतियाँ
- २.१ अध्यापन के सूत्र
- २.२ गद्य, पद्य, तथा व्याकरण की अध्यापन पद्धतियाँ
- २.३ पाठ नियोजन
- अध्याय ३ शिक्षा सहायक साधन
- ३.१ शिक्षा सहायक साधनों का महत्त्व
- ३.२ शिक्षा सहायक साधनों का प्रकार
- ३.३ शिक्षा सहायक साधनों का उचित प्रयोग
- अध्याय ४ आशययुक्त अध्यापन
- ४.१ आशययुक्त अध्यापन संकल्पना एवं महत्त्व
- ४.२ आशययुक्त अध्यापन की कार्यवाही
- ४.२.१ हिंदी भाषा संरचना
- विधी, काल तथा भाषिक कौशल्योंके आधारपर
- ४.२.२ पाठ्यचर्या संकल्पना
- ४.२.३ पाठ्यक्रम संकल्पना
- ४.२.४ पाठ्यपुस्तक – विश्लेषण
- अध्याय ५ आशय विश्लेषण

(अ)

५.१ आशय विश्लेषण की आवश्यकता एवं महत्व

५.२ आशय घटक के उद्देश

५.३ आशय घटक की संरचना में स्थान

५.४ संबोध

५.५ सामान्यीकरण

(ब) आशय और केंद्रित तत्त्व तथा मूल्य

५.१ केंद्रिय तत्त्व तथा मूल्य का महत्व

५.२ केंद्रिय तत्त्व तथा मूल्य की सूचि

५.३ केंद्रिय तत्त्व तथा मूल्य शिक्षा का उपयोजन

अध्याय ६ पाठ्यक्रमानुवर्ती कार्यक्रम

६.१ पाठ्यक्रमानुवर्ती कार्यक्रम – महत्व

६.२ पाठ्यक्रमानुवर्ती उपक्रम

६.३ पाठ्यक्रमानुवर्ती उपक्रमों का नियोजन

अध्याय ७ मूल्यमापन

७.१ मूल्यमापन स्वरूप एवं आवश्यकता

७.२ मूल्यमापन के तंत्र

७.३ निदानात्मक एवं उपचारात्मक अध्यापन

अध्याय ८ हिंदी अध्यापक के गुण

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 मुरकुटे
६. हिंदी आशययुक्त अध्यापन पद्धती - डॉ. आनंद वास्कर
डॉ. पुष्पा वास्कर
७. हिंदी अध्यापन पद्धती - प्रा. बा. सं. बोबे

English Education

- Unit - 1 The role of English language
 - 1.1 Importance of English
 - 1.2 Functional, cultural and Literary roles
 - 1.3 The place of English in the school curriculum
 - 1.4 Three language formula
 - 1.5 Objectives of teaching / learning of English as a 1st Lang / 2nd Lang / 3rd Lang.
- Unit - 2 Content cum Methodology in teaching - learning of English - A
 - 2.1 Content cum Methodology - concept and Nature
 - 2.2 Need and Importance of content cum Methodology
 - 2.3 Steps of content cum Methodology
 - 2.4 Structure of English Language
- Unit - 3 Content cum Methodology in Teaching - learning of English - B
 - 3.1 Concept of curriculum
 - 3.2 Syllabus - concept, principles, and types (concentric, cyclic, topical, notional, functional, eclectic)
 - 3.3 Correspondence, harmony relationship between syllabus and text book
 - 3.4 Criteria for preparation of a good English text book and its evaluation
 - 3.5 Content analysis – concepts, generalization and their placement in structure of English
 - 3.6 Annual plan and Unit plan
- Unit- 4 Core elements and values in teaching - learning of English - concept, objectives and its application (as per list of core elements and values given by Maharashtra State Board of

- Secondary education in secondary school curriculum
- Unit - 5 Approaches, Methods and Techniques of teaching learning of English
- 5.1 Approaches to Teaching English
 - a) Structural approach
 - b) Communicative approach
 - 5.2 Methods of teaching English
 - a) Grammar Translation Method
 - b) Direct Method
 - c) Dr. West's Method
 - 5.3 Techniques of teaching English
 - a) Story writing b) Dramatization c) Role play
 - d) Pair work / group work e) Language / communication games
 - 5.4 Principles of teaching English
 - 5.5 Maxims of teaching English
- Unit - 6 Special methods of teaching English and lesson planning-I
- 6.1 Methods of teaching listening
 - a) Extensive listening b) Intensive listening
 - 6.2 Methods of teaching speaking
 - a) Conversation b) discussion c) imitation and practical
 - d) stories
 - 6.3 Methods of teaching reading
 - a) Alphabet b) Phonic c) Word method d) Phrase Method e) Sentence Method f) Intensive reading g) Extensive reading
 - 6.4 Methods of teaching writing
 - a) Drill and practice b) Substitution Tables c) Spelling and Punctuations d) Creative writing
- Unit 7 Special Methods of teaching English and

Lesson planning II

- 7.1 Teaching of prose
 - 7.2 Teaching of Poetry
 - 7.3 Teaching of grammar - Inductive and Deductive method
 - 7.4 Teaching of composition - controlled, guided and free composition.
 - 7.5 Application of models of teaching in Teaching learning of English
- Unit - 8 Audio Visual Aids
- 8.1 Need and importance
 - 8.2 Principles of Selection
 - 8.3 Types of A.V.Aids and its appropriate uses
 - 8.4 Language laboratory
- Unit 9 The English Teacher
- 9.1 Role of English Teacher
 - 9.2 Qualities of good English Teacher
 - 9.3 Responsibilities of an English Teacher - organization of curricular activities essay, elocution, debate and drama
- Unit 10 Evaluation Procedure
- 10.1 Nature and procedure of evaluation of
 - a) Auditory comprehension
 - b) speaking
 - c) reading
 - d) writing
 - e) composition
 - 10.2 Diagnostic testing
 - 10.3 Remedial teaching
 - 10.4 Unit Test

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1. Teaching of English - P.K. Gupta, anil Gandhi, & S.S. Bhatnagar
2. Teaching of English - A Morden 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 & Vaze

संस्कृत अध्यापन

- घटक १ आशययुक्त अध्यापन पद्धती - संकल्पना, स्वरूप व इतिहास
- १.१ संस्कृत आशययुक्त अध्यापन - अर्थ, व्याख्या, स्वरूप
- १.२ संस्कृत अध्यापनाचे महत्त्व, गरज
- १.३ संस्कृत आशययुक्त अध्यापन कार्यवाही
- घटक २ संस्कृत विषयाचे स्वरूप व संरचना
- २.१ संस्कृत विषयाच्या संरचनेची आवश्यकता
- २.२ संस्कृत विषय संरचना : अर्थ, स्वरूप
- २.३ संस्कृत विषयाची खास वैशिष्ट्ये
- २.४ संस्कृत विषयाचे शालेय अभ्यासक्रमातील स्थान
- २.५ वैशिष्ट्यांना स्थान असणारी संस्कृत विषय संरचना निर्मिती
- २.६ संस्कृत विषयाच्या संरचनेची वैशिष्ट्ये
- २.७ संस्कृत विषयचा समन्वय
- घटक ३ संस्कृतचे अध्यापन शास्त्रीय विश्लेषण
- ३.१ संस्कृतचे अध्यापन शास्त्रीय विश्लेषण - गरज व महत्त्व
- ३.२ संस्कृतचे अध्यापन शास्त्रीय विश्लेषण - संकल्पना व स्वरूप
- ३.२.१ संस्कृत अध्यापनाची उद्दिष्टे व स्पष्टीकरणे
- ३.२.२ संस्कृतचे अध्ययन अनुभव
- ३.३ संस्कृत विषयाच्या अध्यापन शास्त्रीय विश्लेषणाचे टप्पे
- ३.३.१ संस्कृत अभ्यासक्रमाचे विश्लेषण (८ वी ते १२ वी)
- ३.३.२ संस्कृत पाठयक्रमाचे विश्लेषण (एका इयत्तेच्या संदर्भात)
- ३.३.३ संस्कृत पाठयक्रम व पाठयपुस्तकातील संबंध
- ३.३.४ आदर्श संस्कृत पाठयपुस्तकाचे निकष
- घटक ४ संस्कृत आशय विश्लेषण (एका विशिष्ट घटकांच्या संदर्भात)

- ४.१ संस्कृतच्या आशय विश्लेषणाची गरज, महत्त्व
- ४.२ संस्कृतच्या आशय घटकाची उद्दिष्टे
- ४.३ संस्कृतच्या आशय घटकाचे संरचनेतील स्थान
- ४.४ आशय घटकातील संबोध व त्याचे विश्लेषण
- ४.५ सामान्यीकरण
- घटक ५ आशय व गाभा घटक, आशय मूल्ये
- ५.१ गाभा घटक व मूल्ये या संकल्पना (यादी)
- १ भारतीय स्वतंत्रता आंदोलनाचा इतिहास
- २ भारतीय संविधानात्मक जबाबदाऱ्या
- ३ राष्ट्रीय अस्मिता जोपासण्यासाठी आवश्यक आशय
- ४ भारताचा सामाजिक सांस्कृतिक वारसा
- ५ समानतावाद, लोकशाही आणि धर्मनिरपेक्षता
- ६ स्त्री, पुरुष समानता
- ७ पर्यावरणाचे संरक्षण
- ८ सामाजिक अडसरांचे निर्मूलन
- ९ छोटे कुटुंब प्रमाणकाचे पालन
- १० वैज्ञानिक मनोभावाची रुजवणूक
- मूल्ये
- १ राष्ट्रभक्ती
- २ राष्ट्रीय एकात्मता
- ३ सर्वधर्म सहिष्णुता
- ४ स्त्री, पुरुष समानता
- ५ श्रमप्रतिष्ठा
- ६ वैज्ञानिक दृष्टीकोन

- ७ सौजन्यशीलता
- ८ संवेदनशीलता
- ९ वक्तृशीरपणा
- १० नीटनेटकेपणा
- ५.२ संस्कृत आशयाचे गाभा घटकानुसार विश्लेषण
- ५.३ संस्कृत आशयाचे मूल्यानुसार विश्लेषण
- ५.४ सामान्यीकरणे
- घटक ६ अध्यापन पद्धती व शैक्षणिक साधने (सहशालेय कार्यक्रम)
- ६.१ संस्कृत विषयाच्या विशिष्ट अध्यापन पद्धती
- ६.१.१ संभाषण
- ६.१.२ पाठशाळा
- ६.१.३ भांडारकर
- ६.१.४ प्रत्यक्ष
- ६.१.५ समन्वयात्मक
- ६.२ संस्कृत विषयाच्या अध्यापन पद्धतींना पूरक उपक्रम
- ६.१ कथाकथन
- ६.२ नाटयीकरण
- ६.३ चर्चा
- ६.४ प्रश्नोत्तरे
- ६.३ संस्कृत अध्यापनाची साधने
- ६.४ संस्कृत अध्यापनात अध्यापनाच्या सूत्रांचा उपयोग
- ६.५ सामान्यीकरणानुसार अध्यापन पद्धती निवड व कारणमिमांसा
- ६.६ गाभा घटकानुसार अध्यापन पद्धती निवड व कारणमिमांसा
- ६.७ मूल्यांनुसार अध्यापन पद्धती निवड व कारणमिमांसा

- ६.८ निवडलेल्या पद्धतीनुसार पाठ टाचणाचे स्वरूप (दोन तीन स्तर)
- ६.९ संस्कृतच्या शिक्षकांची गुणवैशिष्ट्ये
- घटक ७ संस्कृत – मूल्यमापनाचे स्वरूप
- ७.१ संस्कृतचा आशय तपासणारे प्रश्न व भाषिक कौशल्य तपासणारे प्रश्न
- ७.२ संस्कृतचे सामान्यीकरण तपासणारे प्रश्न
- ७.३ गाभा घटक व मूल्ये तपासणारे प्रश्न
- ७.४ संस्कृत विषयाचे शालेय अभ्यासक्रमातील स्थान
- ७.५ बोधात्मक क्षेत्रातील सर्व उद्दिष्टांवरील प्रश्न, प्रश्न उपप्रकार

संदर्भ सूची

1. A new approach to Sanskrit - Bokil, Paranis.
2. Teaching of Sanskrit - Apte, Dongare.
3. Problem of Sanskrit Teaching - G.S. Huparikar

Urdu Education

- Unit - 1 The role of Urdu language
 - 1.1 Importance of Urdu
 - 1.2 Functional, cultural and Literary roles
 - 1.3 The name of the Urdu language in the school curriculum
 - 1.5 Objectives of Urdu
- Unit - 2 Content cum Methodology in teaching - learning of Urdu
 - 2.1 Content cum Methodology - concept and Nature
 - 2.2 Need and Importance of content cum Methodology
 - 2.3 Steps of content cum Methodology
 - 2.4 Structure of Urdu Language
 - 2.5 Concept of curriculum, syllabus and Types
 - 2.6 Text book – Analysis
- Unit - 3 Content Analysis
 - 3.1 Need and importance of content Analysis
 - 3.2 Objectives of teaching learning Urdu content
 - 3.3 Place of unit content in the structure of Urdu language
 - 3.4 Concept in the units of Urdu content & theirs analysis
 - 3.5 Generalization
- Unit- 4 Core elements and values in teaching - learning of Urdu content. Concept, objectives and its application (as per list of core elements and values published by Maharashtra state board of Secondary education in secondary school curriculum)
- Unit - 5 Methods of teaching learning of Urdu
 - 5.1 Skills for Teaching learning
 - 5.2 Different methods for prose, poetry and Grammar
 - 5.3 Lesson planning
- Unit – 6 Audio Visual Aids

- 6.1 Need and importance of Audio visual Aids
- 6.2 Types of Audio Vusual Aids
- 6.3 Appropriate uses of teaching Aids
- Unit 7 Evaluation Procedure
 - 7.1 Nature and Importance
 - a) Auditory comprehension
 - b) speaking
 - c) reading
 - d) writing
 - 7.2 Diagnostic testing
 - 7.3 Remedial teaching
- Unit 8 The Urdu Teacher
 - 8.1 Role of Urdu teacher in various activities
 - 8.2 Qualities of good Urdu teacher

History Education

- Unit – 1 History as a subject
 - 1.1 Meaning and nature of History as a subject
 - 1.2 Importance and objectives of History
 - 1.3 Place of History in school curriculum
 - 1.4 Correlation within the subject and other subjects
- Unit - 2 Methods of teaching History
 - 1) Narration method
 - 2) Dramatization method
 - 3) Discussion method
 - 4) Source method
 - 5) Project method
 - 6) Journey method
- Unit - 3 Teaching Aids and devices
 - 3.1 Principles and importance of teaching aids -
Chart, Pictures, Three dimensional aids, Projecting instruments
 - 3.2 Principles and maxims in teaching History
 - 3.3 Types of devices
 - 3.4 History room and its importance
- Unit – 4 Content cum Methodology in History
 - 4.1 Concept and nature
 - 4.2 Importance and need
- Unit – 5 Implementation of CCM
 - 5.1 Structure of History
 - 5.2 Analysis of History curriculum -
Methods for construction of curriculum of History
 - 1) Concentric
 - 2) Chronological
 - 3) Periodic

- 4) Regressive
- 5.3 Analysis of syllabus of one standard
- 5.4 Characteristics of good History text book and its evaluation
- Unit- 6 Content analysis of History (one specific unit)
 - 6.1 Content analysis
 - 6.2 Concepts and Generalization
 - 6.3 Planning of one unit for different levels and different methods
- Unit 7 History Teacher, Values and Core elements
 - 7.1 History teacher and his qualities
 - 7.2 Values – given by the Maharashtra Govt.
 - 7.3 Core Elements – as stated in NPE
- Unit 8 Planning and Evaluation
 - 8.1 Planning – Year plan, Unit plan and Unit Test
 - 8.2 Meaning and Nature of Evaluation
 - 8.3 Tools & Techniques of Evaluation -
Achievements tests, Diagnostic test & remedial teaching in
History

Reference Books

- 1) Teaching of History - V.D. Ghate
- 2) Teaching of History - S.V. Kochhar
- 3) *इतिहासाचे आशययुक्त अध्यापन - डॉ. सुशिल मोडियार*
- 4) *आशययुक्त अध्यापन पद्धती - संपादक, डॉ. अनंत जोशी*
- 5) *इतिहासाचे अध्यापन - वि. द. घाटे*
- 6) *इतिहासाचे अध्यापन - न. रा. पारसनीस, प. ज. धारकर*
- 7) *इतिहास अध्यापन पद्धती व तंत्र - प्रा. श्री. मा पत्की*
- 8) *इतिहास अध्यापन पद्धती - प्रा. सी. मा. तिवारी*
- 9) *आशययुक्त अध्यापन पद्धती - यशवंतराव चव्हाण मुक्त विद्यापीठ,
नाशिक*
- 10) *आशययुक्त अध्यापन पद्धती - डॉ. विलास रणसुर*

GEOGRAPHY EDUCATION

- Unit - 1 Geography as a subject
 - 1.1 Meaning and Nature of Geography as subject
 - 1.2 Concepts of Geography
 - 1.3 Place of Geography in school curriculum
 - 1.4 Branches of Geography and Importance of Geography
 - 1.5 Correlation – within the subject and with other subjects
 - 1.6 Importance of local Geography
- Unit - 2 Method for construction of curriculum & Methods of teaching of Geography
 - A] Construction of curriculum of Geography -
 - 1. Concentric
 - 2. Regional
 - 3. Unit Method
 - 4. Mixed Method
 - B] Special method of teaching of Geography -
 - 1. Regional Method
 - 2. Journey Method
 - 3. Excursion Method
 - 4. Comparative Method
 - 5. Project Method
 - 6. Questioning Method
 - 7. Discussion Method
 - 8. Object Method
 - 9. Lecture Method
 - 10. Supervised study and assignment
 - 11. Story Method
 - 12. Learning through Computer
 - 13. singing Method

- C] Use of maxims in teaching Geography
- D] Geography teacher and his qualities
- Unit – 3 Effective Teaching Aids for Geography
 - 3.1 Visual Aids - Models, Earth globe, graphs and pictures and various maps
 - 3.2 Audio aids - Radio, Tape recorder
 - 3.3 Audio Visual - Films and Film strip, T.V., Computer
- Unit – 4 Content cum methodology in teaching learning Geography
 - 4.1 Content cum Methodology - Concept, Nature, Need and It's Importance
 - 4.2 Implementation of content cum Methodology in teaching learning of Geography (Including it's structure)
 - 4.3 Content analysis
 - 4.4 Planning of one teaching unit at two different levels
 - 4.5 Selection of specific method for teaching and rationale for selection
- Unit- 5 Planning in teaching of Geography
 - 5.1 Year Plan, Unit Plan and Unit Test
 - 5.2 Characteristic of good Geography text book
- Unit - 6 Evaluation of Geography
 - 6.1 Meaning and Nature
 - 6.2 Tools and Techniques -
Achievement tests, diagnostic test and remedial teaching in geography.

१. भूगोल अध्ययन- अध्यापन- भा.गो. बापट
२. भूगोलाचे अध्यापन - द.बा. पोंक्षे.
३. आशययुक्त अध्यापनपध्दती - 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 पध्दती- यशवंतराव चव्हान,महाराष्ट्र
१०. जाधव के.के. - भूगोल आशययुक्त अध्यापन पद्धती.
११. जोशी आनंत - आशययुक्त अध्यापन पद्धत.

SCIENCE EDUCATION

- Unit - 1 Science subject
 - 1.1 Meaning and nature of science as subject
 - 1.2 Place of science in school curriculum
 - 1.3 Importance of science
 - 1.4 Correlation - concept, importance and types
- Unit - 2 Teaching of Science
 - 2.1 Aims and objectives of science teaching
 - 2.2 Maxims of teaching in science
 - 2.3 Methods of teaching Science
 - Demonstration
 - Laboratory
 - Heuristic
 - Project
 - 2.4 Teaching Aids
 - Non-projective - chart, picture, model
 - Projective - Film projector, OHP, LCD, DLP
 - 2.5 Science laboratory, science, club, Botanical, Garden, Science Exhibition, Aquarium, Field trip
 - 2.6 Planning in Science teaching
 - 1) Year plan
 - 2) Unit plan
 - 3) Lesson plan - General, IT based
 - 2.7 Science teacher - Qualities, Competencies
- Unit - 3 Techniques and Models of teaching
 - 3.1 Techniques in Science
 - 1) Team teaching
 - 2) Simulation
 - 3) Task analysis

- 4) Cognitive psychology based technique
- 5) Technology based technique
- 3.2 Models of teaching
 - 1) Concept Attainment Model
 - 2) Inquiry training model
- Unit- 4 Pedagogical analysis of Science
 - 4.1 Concept of pedagogical analysis
 - 4.2 Approaches for pedagogical analysis, concept and importance
 - 1) Core elements and values
 - 2) Content cum methodology approach
 - 3) IT based approach
 - 4) Mastery learning approach
 - 5) System analysis approach
- Unit - 5 Content cum methodology in teaching of Science
 - 5.1 Structure of Science as a subject
 - 5.2 Curriculum - concept, methods of curriculum construction
 - 5.3 Analysis of syllabus for one standard
 - 5.4 Analysis of textbook
 - 5.5 Content analysis of one unit
- Unit - 6 Evaluation in Science
 - 6.1 Importance of evaluation in Science
 - 6.2 Evaluation according to areas -
Cognitive, Psychomotor, Affective
 - 6.3 Use of tools and technique of evaluation
 - 1) Achievement test
 - 2) Diagnostic test
 - 3) Rating scale
 - 6.4 Remedial teaching
 - 6.5 Online evaluation

PRACTICE WORK

Activities in CCM workshops

- 1) Preparation of the structure.
- 2) Analysis of syllabus.
- 3) Evaluation of textbook.
- 4) Content analysis of one unit.
- 5) Preparation of two lesson plans for different standard to teach the same unit.
- 6) Preparation of two lesson plans by using two different methods.
- 7) Conduct presentation of lesson.

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.

MATHEMATICS EDUCATION

- Unit - 1 Mathematics subject
 - 1.1 Meaning and Nature of mathematics as a subject
 - 1.2 Place of mathematics in school curriculum

 - 1.3 Importance of mathematics
 - 1.4 Correlation – concept and Types
- Unit – 2 Teaching of Mathematics
 - 2.1 Aims and objectives of Mathematics teaching
 - 2.2 Maxims of teaching in Mathematics
 - 2.3 Methods of teaching Mathematics
 - Inductive - Deductive
 - Analysis - Synthesis
 - Experimental
 - Heuristic
 - 2.4 Teaching Aids -
 - Non-projective - chart, picture, model
 - Projective - Film projector, OHP, LCD, DLP
 - 2.5 Mathematic Laboratory & Mathematic club
 - 2.6 Planning in Mathematic teaching
 - 1) Year plan
 - 2) Unit plan
 - 3) Lesson plan - General, IT based
 - 2.7 Mathematics teacher - Qualities, Competencies
- Unit – 3 Techniques and Models of teaching in Mathematics
 - 3.1 Techniques in Mathematics teaching
 - 1) Term teaching
 - 2) Simulation
 - 3) Task analysis
 - 4) Cognitive psychology based technique

- 5) Technology based technique
- 3.2 Models of teaching
 - 1) Concept Attainment Model
 - 2) Advanced organizer model
- Unit – 4 Content cum methodology in teaching of Mathematics
 - 4.1 Structure of Mathematics as a subject
 - 4.2 Curriculum - concept, methods of curriculum construction
 - 4.3 Analysis of syllabus for one standard
 - 4.4 Analysis of textbook
 - 4.5 Content analysis of one unit
- Unit- 5 Pedagogical analysis of Mathematics
 - 5.1 Concept of pedagogical analysis
 - 5.2 Approaches for pedagogical analysis, concept and importance
 - 1) Core element and value approach
 - 2) Content cum methodology approach
 - 3) IT based approach
 - 4) Mastery learning approach
 - 5) System analysis approach
- Unit - 6 Evaluation in Mathematics
 - 6.1 Importance of evaluation in Mathematics
 - 6.2 Evaluation according to areas -
Cognitive, Affective, Psychomotor,
 - 6.3 Use of tools and technique of evaluation
 - 1) Achievement test
 - 2) Diagnostic test
 - 3) Check list
 - 6.4 Remedial teaching
 - 6.5 Online evaluation

PRACTICE WORK
Activities in CCM workshops

- 1) Preparation of the structure.
- 2) Analysis of syllabus.
- 3) Evaluation of textbook.
- 4) Content analysis of one unit.
- 5) Preparation of two lesson plans for different standard to teach the same unit.
- 6) Preparation of two lesson plans by using two different methods.
- 7) Conduct presentation of lesson.

संदर्भ सूची

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|----|--------------------------|--------------------------|
| 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 & Agarwal - | Teaching of Mathematics. |

COMMERCE EDUCATION

- Unit - 1 Commerce subject & its structure
 - 1.1 Meaning and nature of Commerce as a subject
 - 1.2 Place of Commerce in School curriculum
 - 1.3 Importance of Commerce in daily life`
 - 1.4 Correlation - Concept, Importance & Types :
 - 1.5 Structure of Commerce as a Subject.
- Unit - 2 Methods of Teaching of commerce
 - 2.1 Special methods of teaching of Commerce
 - 1 Lecture Method
 - 2 Discussion Method
 - 3 Problem Method
 - 4 Project Method
 - 5 Inductive - Deductive Method
 - 6 Role Plying Method
 - 2.2 Selection of specific method for teaching & rationale for selection
 - 2.3 Teaching aids & teaching of commerce
Nature, Importance & Classification
 - 2.4 Use of maxims in teaching of Commerce
 - 2.5 Planning of one teaching unit at two different levels
 - 2.6 Commerce teacher & his qualities
- Unit - 3 Content cum Methodology in teaching learning of Commerce
 - 3.1 Content cum methodology - concept and nature
 - 3.2 Importance and need of content cum methodology in teaching - learning of Commerce.
 - 3.3 Implementation of content cum methodology in teaching - learning of Commerce

- Unit - 4 Pedagogical Analysis of Commerce
 - 4.1 Methods for construction of curriculum of Commerce
 - 4.2 Objectives of teaching Commerce & their specifications
 - 4.3 Analysis of Commerce curriculum (Std. 11th & 12th)
 - 4.4 Analysis of syllabus of one standard
 - 4.5 Relationship between syllabus and text book
 - 4.6 Characteristics of good Commerce text book and its evaluation
- Unit- 5 Content analysis of Commerce (one specific unit)
 - 5.1 Need of analysis of Commerce content
 - 5.2 Objectives of the unit selected
 - 5.3 Place of the selected unit in structure of Commerce
 - 5.4 Content analysis of the unit
 - 5.5 Generalization
- Unit - 6 Core elements, values & Commerce content
 - 6.1 Core elements :
 - 1 History of India's Freedom Movement
 - 2 Constitutional Obligation
 - 3 Content Essential to Nurture National
 - 4 India's common cultural heritage
 - 5 Egalitarianism, Democracy & Secularism
 - 6 Equality of sexes
 - 7 Protection of Environment
 - 8 Removal of social barriers
 - 9 Observance of small family norms
 - 10 Inculcation of Scientific temper
 - 6.2 Analysis of Commerce content according to the core elements
 - 6.3 Values :
 - 1 Patriotism
 - 2 National Integrity

- 3 Tolerance towards all religions
- 4 Gender Equality
- 5 Dignity for labour
- 6 Scientific Attitude
- 7 Modesty
- 8 Sensitivity
- 9 Punctuality
- 10 Neatness
- 6.4 Analysis of Commerce content according to the values
- Unit VII Evaluation
 - 7.1 Questions to evaluate content
 - 7.2 Questions to evaluate core elements & values
 - 7.3 Questions to evaluate generalization in commerce
 - 7.4 Achievements tests, Diagnostic test, & remedial teaching in commerce

REFERENCE BOOKS

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

ECONOMICS EDUCATION

- Unit - 1 Economics subject & its structure
 - 1.1 Meaning and nature of Economics as a subject
 - 1.2 Place of Economics in School curriculum
 - 1.3 Importance of Economics in daily life
 - 1.4 Correlation - Concept, Importance & Types :
 - 1.5 Structure of Economics as a Subject.
- Unit - 2 Methods of Teaching of Economic
 - 2.1 Special methods of teaching of Economic
 - 1 Lecture Method
 - 2 Discussion Method
 - 3 Problem Method
 - 4 Project Method
 - 5 Inductive - Deductive Method
 - 6 Supervised Learning
 - 2.2 Selection of specific method for teaching & rationale for selection
 - 2.3 Teaching aids & teaching of Economics
Nature, Importance & Classification
 - 2.4 Use of maxims in teaching of Economics
 - 2.5 Planning of one teaching unit at two different levels
 - 2.6 Economic teacher & his qualities
- Unit -3 Content cum Methodology in teaching learning of Economics
 - 3.1 Content cum methodology - concept and nature
 - 3.2 Importance and need of content cum methodology in teaching - learning of the Economics
 - 3.3 Implementation of content cum methodology in teaching - learning of Economics

- Unit - 4 Pedagogical Analysis of Economics
 - 4.1 Methods for construction of curriculum of Economics
 - 4.2 Objectives of teaching Economics & their specifications
 - 4.3 Analysis of Economics curriculum (Std. 9th to 12th)
 - 4.4 Analysis of syllabus of one standard
 - 4.5 Relationship between syllabus and text book
 - 4.6 Characteristics of good Economics text book and its evaluation
- Unit- 5 Content analysis of Economics (one specific unit)
 - 5.1 Need of analysis of Economics content
 - 5.2 Objectives of the unit selected
 - 5.3 Place of the selected unit in structure of Economics
 - 5.4 Content analysis of the unit
 - 5.5 Generalization
- Unit - 6 Core elements, values & Economics content
 - 6.1 Core elements :
 - 1 History of India's Freedom Movement
 - 2 Constitutional Obligation
 - 3 Content Essential to Nurture National
 - 4 India's common cultural heritage
 - 5 Egalitarianism, Democracy & Secularism
 - 6 Equality of sexes
 - 7 Protection of Environment
 - 8 Removal of social barriers
 - 9 Observance of small family norms
 - 10 Inculcation of Scientific temper
 - 6.2 Analysis of Economics content according to the core elements
 - 6.3 Values :
 - 1 Patriotism
 - 2 National Integrity

- 3 Tolerance towards all religions
- 4 Gender Equality
- 5 Dignity for labour
- 6 Scientific Attitude
- 7 Modesty
- 8 Sensitivity
- 9 Punctuality
- 10 Neatness
- 6.4 Analysis of Economics content according to the values
- Unit VII Evaluation
 - 7.1 Questions to evaluate content
 - 7.2 Questions to evaluate core elements & values
 - 7.3 Questions to evaluate generalization in Economics
 - 7.4 Achievements tests, Diagnostic test, & remedial teaching in Economic

REFERENCE BOOKS

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

INFORMATION TECHNOLOGY (IT) EDUCATION

- Unit - I Information & Communication Technology subject and its nature
 - 1.1 Meaning & 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)
 - 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 – III Content cum Methodology in teaching learning of ICI (4 hrs)
 - 3.1 Concept and nature of Content cum Methodology
 - 3.2 Importance and need of Content cum Methodology
 - 3.3 Step of Content cum Methodology
- Unit - IV Pedagogical analysis of Information Technology
 - 4.1 Structural component of Information Technology
 - 4.2 Methods of curriculum construction in Information Technology concentric, linear, eclectic
 - 4.3 Objectives of teaching Information Technology
 - a) General objectives
 - b) Objectives at secondary

	and Higher secondary levels	c) Instructional objectives of Information Technology	d) 21 st Century skills
4.4	Analysis of Information syllabus		
4.5	Characteristics of good Information Technology text book		
4.6	Content analysis of Information Technology		
Unit- V	Core elements and values in teaching learning of Information Technology (as per Maharashtra state syllabus)		(4 hrs)
5.1	Concept		
5.2	Objectives		
5.3	Application		
Unit -VI	Tools in Information Technology		(6 hrs)
6.1	Hardware Tools – Computers, Printers, OHP, Screen, Image, Projectors.		
6.2	Information Technology lab – Features, Problems, Maintenance,		
6.3	Educational software – Types, characteristics, uses and evaluation		
6.4	Communication tools- (uses) Email, chatting, Blogs, Wike's, Newsgroups, Mobiles, Video conferencing		
Unit – VII	Information Technology and non formal Education (Role and importance)		(4 hrs)
7.1	Distance learning		
7.2	Adult Education		
7.3	On line tutoring		
7.4	Guidance and core selling		
7.5	Health Education		
Unit - VIII	Evaluation in Information Technology		(5 hrs)
8.1	Types of evaluation – Yormative and summative		
8.2	Tools of evaluation of power point presentation, Publications, Blogs, Wikes, Website		

- 8.3 Evaluation of Information Technology skills of students through oral written and practical test
- 8.4 Online examinations – Importance, uses and limitations

PRACTICAL

1. Structure of the subject.
2. Analysis of the syllabus.
3. Evaluation of text book.
4. Content Analysis of a unit.
5. Prepare a word document on the Internet research conducted on the unit.
6. Preparation a C.A.I. program for the unit.
7. Conduct / Show case C.A.T. program.

REFERENCE BOOKS

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