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 stubbliest. (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       10
                        270

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 transferency 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

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

C. Observation | 40 | |

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<tr>
<th></th>
<th></th>
<th>350</th>
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</thead>
</table>

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.
R. 1.3 Part - III Internal assessment of practicum

Core training Programme

<table>
<thead>
<tr>
<th>No.</th>
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<tbody>
<tr>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Simulation Lessons</td>
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Special Training Programme

A. Practice Lessons

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<tbody>
<tr>
<td>A.</td>
<td>Practice Lesson</td>
</tr>
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</table>

B. Internship Programme

(i) Block Teaching

(ii) Technology based Lessons

(iii) Lessons based on Model Teaching

(iv) Value Education Lessons

(v) Team Teaching

(vi) Other activities

C. Observation

<table>
<thead>
<tr>
<th>No.</th>
<th>Marks</th>
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<tbody>
<tr>
<td>C.</td>
<td>Observation</td>
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</tbody>
</table>

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350
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 10

270

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+" 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

<table>
<thead>
<tr>
<th>Competency Areas</th>
<th>Commitment Areas</th>
<th>Performance Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Contextual competency</td>
<td>1) Commitment to learner</td>
<td>1) Performance of teacher in classroom</td>
</tr>
<tr>
<td>2) Conceptual competency</td>
<td>2) Commitment to the society</td>
<td>2) Performance of teacher in school activities</td>
</tr>
<tr>
<td>3) Curricular and content competency</td>
<td>3) Commitment to the profession.</td>
<td>3) Performance of teacher in out of school Activities</td>
</tr>
<tr>
<td>4) Transactional competency</td>
<td>4) Commitment to attaining excellence for professional action.</td>
<td>4) Performance of teacher related to parental contact and co-operation.</td>
</tr>
<tr>
<td>5) Competency in other educational Activities</td>
<td>5) Commitment to basic values.</td>
<td>4) Performance of teacher related to parental contact</td>
</tr>
</tbody>
</table>
Details of Syllabus for Bachelor of Education

B.Ed, course of University of Pune is divided into two areas (I) 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 (4) Information Communication Technology and Instructional Designs
Course (5) Educational Evaluation and Elective
**Electives**

<table>
<thead>
<tr>
<th>1) Environmental education and Disaster Management</th>
<th>4) Education and Human rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance and counseling in School</td>
<td>6) Population and Adult Education</td>
</tr>
</tbody>
</table>

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, the candidate will carry out the self-study of the content of the subjects offered as special methods. For the assessment of contents, at least two internal tests based on the content of the 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
2. Questioning
3. Stimulus Variation
4. Reinforcement
5. Closure
1) Narration
2) Illustration
3) Demonstration
4) Black Board Work
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 below 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 our 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. Block 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.
   (vi) Family planning programme.
   (vii) 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 Framework

<table>
<thead>
<tr>
<th>Area</th>
<th>Part</th>
<th>Head</th>
<th>Course</th>
<th>Marks</th>
<th>Clock hours</th>
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<tbody>
<tr>
<td>Theory</td>
<td>I</td>
<td></td>
<td>Education for new times</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Psychology of development and learning</td>
<td>80</td>
<td>80</td>
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<td></td>
<td></td>
<td></td>
<td>School management - Principles and Practices</td>
<td>80</td>
<td>80</td>
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<tr>
<td></td>
<td></td>
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<td>Information Communication Technology and Instructional Designs</td>
<td>80</td>
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<td>Educational Evaluation and Elective</td>
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<td>Internal Tests</td>
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<td>a. Micro Lessons</td>
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<td>d. Lessons based on Value Education / Environmental Education /</td>
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<td>Working with Community</td>
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<td>a. Co-curricular Activities</td>
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<td>b. Social Service</td>
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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
2.3 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

1. पासरनीस न.रा. - शिक्षणाची तात्त्विक व समाजशास्त्रीय भूमिका
2. बोकील वि. पा. - शिक्षणाचे तत्त्वज्ञान
3. कुंडले म. वा. - शैक्षणिक तत्त्वज्ञान व शैक्षणिक समाजशास्त्र
4. करंदीकर डॉ. सुरेश - भारतीय समाजातील शिक्षण
5. मराठे रा. म. - शिक्षणाची मूलतत्त्वे
6. कूलकर्णी विश्वचंभर व काठावरे सुधा - उदयोगुख्य भारतीय समाज, संस्कृती आणि शिक्षण
7. विरकर प्र. कृ. व डॉ. प्रतिबिंब विरकर - उदयोगुख्य भारतीय समाजामुळे शिक्षण व शिक्षक
8. जाधव के. के. - आधुनिक काठावरे शिक्षणाचे समाजशास्त्र
9. चंडारी प. व. - शैक्षणिक समाजशास्त्र
11. Chobhe Dr. S. P. and Akhilesh - philosophical and Sociological foundation 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.
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 cognitism, 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:

1. आफ़्ते व बापट - शिक्षणाचे मानसशास्त्रीय अधिष्ठान, श्री. विद्याप्रकाशन, पुणे.
2. वा. ना. दांडकर - शैक्षणिक व प्रायोगिक मानसशास्त्र, श्री. विद्याप्रकाशन, पुणे.
3. सुरेश कांदकर - शैक्षणिक मानसशास्त्र, फडके प्रकाशन, कोल्हापुर.
4. ह. ना. जगताप - अध्ययन उपयोगी व अध्ययन, नित्य नूतन प्रकाशन, पुणे.
5. बेले गो. रा., चित्रा सोहनी, रामदास बर्कले, ह. ना. जगताप, शिक्षणाचे मानसशास्त्रीय वर्तमान वर्ग भाग १ व २.
6. ह. ना. जगताप - शैक्षणिक मानसशास्त्र, नित्य नूतन प्रकाशन, पुणे.
7. ह. ना. जगताप - शैक्षणिक व प्रायोगिक मानसशास्त्र, नित्य नूतन प्रकाशन, पुणे.
8. बी.एन. चर्चे व एच.जे. नरके, मनोमाण, विद्याप्रकाशन पुणे.
9. प्र.ल. नानकर, संगीता शिरोडे - शैक्षणिक व प्रायोगिक मानसशास्त्र, नित्य नूतन प्रकाशन, पुणे.
10. किशोर चव्हाण - विकासी अध्ययनाचे मानसशास्त्र, इंसाइड प्रकाशन, पुणे.
11. ग्रामा शेवतेकर बडवे - विकासीचे व अध्ययनाचे मानसशास्त्र, विद्या प्रकाशन, पुणे.
12. द. वा. पॉक्से - शैक्षणिक मानसशास्त्र आणि प्रायोगिक कार्य, नित्य नूतन प्रकाशन, पुणे.
13. के.वि. कुलकर्णी - शैक्षणिक मानसशास्त्र, श्री. विद्याप्रकाशन, पुणे.
14. युक्तेंद्र कृ इनामदार, केशव ना. गाडेकर, अनिता पाटील – आधुनिक सामान्य मानसशास्त्र, डायमंड प्रकाशन, पुणे.

15. संजय नाईक – भावनिक बुद्धिमत्ता आणि भावनिक बुद्धिमत्ता, अक्षय साहित्य, पुणे.

16. पंडित र.वि. (२००७) – शैक्षणिक मानसशास्त्र, पिंपळपुरे आणि सन्स

17. इनामदार युक्तेंद्र, गाडेकर केशव, पाटील अनिता (२००६) – आधुनिक सामान्य मानसशास्त्र, डायमंड पब्लिकेशन, पुणे.

Reference Book


3. Ram Nath Sharma & Ruchana Sharma - Experimental Psychology Atlantic, Delhi

4. A.R. Rather - Psychology of learning & Development Discovery publishing House, New Delhi


8. Aparna Chattopadhyay - What's your Emotional I.Q., Pustak Mahal Delhi


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<tr>
<th></th>
<th>Authors</th>
<th>Title</th>
<th>Publisher</th>
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<tr>
<td>11.</td>
<td>W.N. Dandekar</td>
<td>Experimental Psychology</td>
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<td>Pune</td>
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<td>12.</td>
<td>K.K. Bhatia &amp; Trinath Purohit</td>
<td>Educational Psychology &amp; Technique of Teaching</td>
<td>Kalyani Publishers Ludhiana</td>
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<td>Educational Psychology</td>
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<td>Advanced Educational Psychology</td>
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<td>Sarla Nasa</td>
<td>Educational Psychology</td>
<td>A Mittal Publications</td>
<td>New Delhi</td>
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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 bureau
       - 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 & feedback

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

1. ग. वि. अकोलकर, दि. ह. सहस्रबुधे – उच्च माध्यमिक शिक्षण स्वरूप व कार्यवाही, श्री. विद्या प्रकाशन, पुणे - 3०.

2. डॉ. हेमलता पारसनीस, डॉ. अरविन्द दुनाखे – शैक्षणिक प्रकाशन व व्यवस्थापन, नूतन प्रकाशन, पुणे.

3. प्रा. सुरेश भिरड, प्रा. भास्कर नाफठे – व्यवसाय व्यवस्थापन, निराली प्रकाशन.

4. डॉ. सृ. किरण नागतोडे – शाळेय व्यवस्थापन शैक्षणिक संचालन आणि आधुनिक विचार प्रवाह, विद्या प्रकाशन, नागपूर.

5. डॉ. ल. मा. शिवणेकर – माध्यमिक शिक्षण संचालन व कार्यपद्धती, नूतन प्रकाशन, पुणे.

6. शिक्षण आणि समाज (जाने, मार्च २००१) – शाळेय शिक्षणाचा राष्ट्रीय अभ्यासक्रम.

7. अकोलकर व पाटणकर (१९७३) – शाळेय व्यवस्था आणि प्रशासन, नीलकंठ प्रकाशन, पुणे.

8. वापट भा.मो. (१९८८) – शैक्षणिक संघटन, प्रशासन व प्रशन, व्हीनस प्रकाशन पुणे ३०.

9. पाटील लीला (१९८०) – माध्यमिक शाळा संचालन व संवधन, श्री. विद्या प्रकाशन पुणे ३०.

10. विरक्त – विरक्त – शाळेय शैक्षणिक अधिपथान, दृवारका प्रकाशन, पुणे.

11. डॉ. वसंत काळांकडे (१९९२) – शाळेय प्रशासन आणि मानवी संवंचन, अनमोल प्रकाशन, पुणे २.

12. जगताप ह.ना. – प्रगत शैक्षणिक तंत्रज्ञान

13. सेंक्टरी स्कूल बोर्ड (१९९१) – माध्यमिक शाळा संहिता
15. Dr. J.S. Walia - Foundation of school administration and organization, Paul Publisher, N - N 11 Gopal Nagar Jalandhara City (Panjab)
17. Agarwal J.C. - School organization, Administration and management, Doaba House, Delhi 06.
18. Agarwal J.C. - Development and Planning of Modern Education.
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.
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
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 out comes
   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 blueprint)

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
8. दांडेकर बा.ना. - शैक्षणिक मूल्यमापन.
9. कदम चौधरी - शैक्षणिक मूल्यमापन.
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
   Effects on Natural Resources, Health and standard of Living
vi) Population Control

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.
Elective III

Introduction to Educational Research

To enable the student
1. To understand the concept of research and educational research.
2. To understand the types and methods of educational research.
3. To understand the steps involved in educational research.
4. To understand the use of different tools and techniques in educational research.
5. To use the library, Internet services and other sources of knowledge for educational research purposes.
6. To understand the nature of issues and problems faced by the state system of education and to find out the remedies to solve them.
7. To understand the role and use of statistics in educational research.
8. To understand the different steps involved in the preparation of proposal & to prepare it.

Unit - 1 Introduction to Educational Research (08 hr)
1.1 Research - Concept and Definitions
1.2 Educational research - Concept, Need, Characteristics
1.3 Areas of Educational research
1.4 Types of Educational research

Unit - 2 Methods of Educational Research
2.1 Historical – Nature and Steps
2.2 Survey - Nature and Steps
   · Experimental – Nature, Characteristics and Steps,
2.3 Research designs
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
2. Sharma R.C. - Research methodology in Education
3. Garrett, H. E. - Statistics in Education and Psychology
5. उमाभें, कंधे - शैक्षणिक संशोधन पद्धति.
6. कायदे पाठोल - सामाजिक संशोधन पद्धति.
7. बापट भा.गो. - शैक्षणिक संशोधन.
8. भिंताड़े वि.रा. - शैक्षणिक संशोधन पद्धति.
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

Unit 1

**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
Unit 2  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

Unit 3  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

Unit 4  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 endurance
   d. Flexibility
2. Yogasana, Pranayama and Shudhi kriya (As suggested in standard 9th and 10th S.S.C. Board syllabus)
**REFERENCE**


5. बी. के. एस. अर्जुणगार (2004), योगदिशीका. मुंबई; ओसिएंटल लाइफ

6. सदाशिव निंदानकर (1988), आरोग्याळंत्री योग. मुंबई: योग विद्या निकेतन

7. विश्वास मंड़लिक (1991), योग परिचय, नाशिक: योग विद्या धाम

8. डॉ. सोपान कांगने (2007) शास्त्रीक शिक्षण (डी. एड.) कोल्हापूर: पठक प्रकाशन

9. डॉ. संजीव सोनवणे (2008) शास्त्रीक शिक्षण (डी. एड.) 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.
   Types of Pollution – Radio active pollution. Solid waste
2.  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
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, सदृश स्थिती
  १.२ मातृभाषा मराठीचा अन्य विषयांशी समवाय (भाषा व इतर विषय)
  १.३ मातृभाषा मराठीची वैशिष्ट्ये
  १.४ मातृभाषा अध्यापन महत्व
  १.५ मातृभाषा उद्देश्ये, स्पष्टीकरण, तत्वें व सुंदरे

घटक २ मातृभाषा मराठी अध्यापनाच्या पद्धती
  २.१ कथन व व्याख्यान पद्धती
  २.२ नाट्यीकरण 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 महत्त्व
  ३.३ गद्दा, पद्दा, व्याकरण अध्यापन

घटक ४ पाठनियोजन
  ४.१ पाठ नियोजन महत्त्व, गरज व प्रकार
  ४.२ शैक्षणिक तंत्रज्ञान अध्यापन पद्धती
  ४.३ प्रतिमान अध्यापन पद्धती
4.4 मूल्य व पर्यावरण - अध्यापन पद्धती
4.5 गट अध्यापन पद्धती
4.6 मातृभाषा अध्यापन - शैक्षणिक साधने

घटक 5 आशययुक्त अध्यापन कार्यवाही
5.1 मराठी भाषेची संरचना
5.2 अभ्यासक्रम संकल्पना, स्वरूप व रचना प्रकार
5.3 पाठ्यक्रमाचे विश्लेषण
5.4 पाठ्यपुस्तकाचे विश्लेषण व मूल्यमापन
5.5 आशय विश्लेषणाचे महत्त्व, स्वरूप, पायन्या
5.6 अध्यापन पद्धती निवड व महत्त्व
5.7 अध्यापन पद्धतीनुसार पाठ्याचण

घटक 6 मराठी भाषा आशय, गाभाघटक व मूल्ये
6.1 गाभाघटक अर्थ, उद्देश्य व उपयोजन
6.2 महाराष्ट्र शासनाने निर्धारित केलेले दहा गाभाघटक
6.3 मूल्ये, अर्थ, उद्देश्य व उपयोजन
6.4 महाराष्ट्र शासनाने शालेचं अभ्यासक्रमात समाविष्ट केलेली दहा मूल्ये

घटक 7 मातृभाषेचा अध्यापक व सहशालेच्या उपक्रम
7.1 मातृभाषेच्या अध्यापकाची भूमिका
7.2 मातृभाषा अध्यापकाची गुणवैशिष्ट्ये
7.3 मातृभाषा मराठी विषय सहशालेचे उपक्रमांचे महत्त्व व कार्यवाही

घटक 8 मातृभाषा मराठी मूल्यमापन
8.1 मूल्यमापन संकल्पना व स्वरूप
8.2 मूल्यमापन साधने (लेखी, मांखिक परीक्षा) लेखी परीक्षा - प्रश्न प्रकार
8.3 कसोटी (चाचणी)
1) नैदानिक कसोटी
2) प्राविध्य कसोटी
3) उपचारात्मक अध्यापन
संदर्भ सूची

1. आशयवुक्त अध्यापन पद्धति - संपादक, डा. अनंत जोशी, १९९९
2. मातृभाषा मराठीचे अध्यापन - शास्त्रीय विश्लेषण - डा. नलिनी पिचड, डा. रामदास बर्कले २००१
3. मराठीचे अध्यापन व अध्ययन - डा. दि. टे. पाटील, डा. श. स. राणे
4. मराठीचे अध्यापन - कुंडले म. बा.
5. अध्यापन पद्धति व शास्त्र - कुंडले म. बा.
6. मराठी अध्यापन - डा. करंदीकर सुरेश
7. मराठी अध्यापन - रणसुरे विलास
हिंदी शिक्षण

अध्याय १  हिंदी भाषा शिक्षा के उद्देश्य

१.१  भाषा का प्रयोजन

भाषा के रूप वोली 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 उद्देश्य

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 महत्व

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 महत्व

४.२  आशययुक्त अध्यापन की कार्यवाही

४.२.१  हिंदी भाषा संरचना

विधी, काल तथा भाषिक कौशल्यों के आधारपर

४.२.२  पाठ्यचर्यां संकल्पना

४.२.३  पाठ्यक्रम संकल्पना

४.२.४  पाठ्यपुस्तक – विश्लेषण

अध्याय ५  आशय विश्लेषण
(अ)

5.1 आशय विश्लेषण की आवश्यकता एवं महत्व
5.2 आशय घटक के उद्देश्य
5.3 आशय घटक की संरचना में स्थान
5.4 संवोध
5.5 सामान्यीकरण

(ब)

5.1 आशय और केंद्रित तत्त्व तथा मूल्य
5.2 केंद्रित तत्त्व तथा मूल्य का महत्व
5.3 केंद्रित तत्त्व तथा मूल्य की सूचि
5.4 केंद्रित तत्त्व तथा मूल्य शिक्षा का उपयोजन

अध्याय 6 पाठ्यक्रमानुरूपी कार्यक्रम

6.1 पाठ्यक्रमानुरूपी कार्यक्रम - महत्व
6.2 पाठ्यक्रमानुरूपी उपक्रम
6.3 पाठ्यक्रमानुरूपी उपक्रमों का नियोजन

अध्याय 7 मूल्यमापन

7.1 मूल्यमापन स्वरूप एवं आवश्यकता
7.2 मूल्यमापन के तंत्र
7.3 निदानात्मक एवं उपचारात्मक अध्यापन

अध्याय 8 हिंदी अध्यापक के गुण
संदर्भ सूची

1. राष्ट्रभाषा की शिक्षा - डॉ. श्री. ना. मुखर्जी
2. हिंदी की अध्यापन पद्धति - के. णी. कुलकर्णी
3. राष्ट्रभाषा का अध्यायन - ग. न. साठे
4. राष्ट्रभाषा कैसे पढाए - रा. तु. भगत
5. राष्ट्रभाषा हिंदी का अध्याय शास्त्रीय विश्लेषण - डॉ. विदुर्घय मुरुकुटे
6. हिंदी आशययुक्त अध्यापन पद्धति - डॉ. आंद्र वास्कर
    डॉ. पुष्पा वास्कर
7. हिंदी अध्यापन पद्धति - प्रा. वा. सं. वोवे
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
REFERENCE BOOKS

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  आश्वयुक्त अध्यापन पद्धती - संकल्पना, स्वरूप व इतिहास
  १.१ संस्कृत आश्वयुक्त अध्यापन - अर्थ, व्याख्या, स्वरूप
  १.२ संस्कृत अध्यापनाचे महत्त्व, गरज
  १.३ संस्कृत आश्वयुक्त अध्यापन कार्यावाही

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 वैशिष्ठ्ये
  २.४ संस्कृत विषयाचे शालेय अभ्यासक्रमातील स्थान
  २.५ वैशिष्ट्यांना स्थान असणारी संस्कृत विषय संरचना निर्मिती
  २.६ संस्कृत विषयाच्या संरचनेची वैशिष्ठ्ये
  २.७ संस्कृत विषयचा समान्य

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 उद्दिष्टेव 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 पाठ्यक्रमाचे विश्लेषण (एका इयतेच्या संदर्भात)
  ३.३.३ संस्कृत पाठ्यक्रम व पाठ्यपुस्तकातील संबंध
  ३.३.४ आदर्श संस्कृत पाठ्यपुस्तकाचे निकष

घटक ४  संस्कृत आश्वय विश्लेषण (एका विशिष्ट घटकांच्या संदर्भात)
| 4.1 | संस्कृतच्या आशय विश्लेषणाची गरज, महत्त्व |
| 4.2 | संस्कृतच्या आशय घटकाची उद्देश्ये |
| 4.3 | संस्कृतच्या आशय घटकाचे संरचनेतील स्थान |
| 4.4 | आशय घटकातील संबंध व त्याचे विश्लेषण |
| 4.5 | सामान्यीकरण |

घटक 5 | आशय व गाभा घटक, आशय मूल्ये |
| 5.1 | गाभा घटक व मूल्ये या संकल्पना (यादी) |
| 1  | भारतीय स्वतंत्रता आंदोलनाचा इतिहास |
| 2  | भारतीय संविधानात्मक जबाबदान्या |
| 3  | राष्ट्रीय अस्मिता जोपासण्यासाठी आवश्यक आशय |
| 4  | भारताचा सामाजिक सांस्कृतिक वारसा |
| 5  | समानतावाद, लोकशाही आणि धर्मनिरपेक्षता |
| 6  | स्त्री, पुरुष समानता |
| 7  | पयांवरणाचे संरक्षण |
| 8  | सामाजिक अडसरचे निर्मूलन |
| 9  | छोटे कुटुंब ग्रामीणकाचे पालन |
| 10 | वैज्ञानिक मनोभावाची रुजव्यूह |
|     | मूल्ये |

1  | राष्ट्रभक्ती |
2  | राष्ट्रीय एकात्मता |
3  | सर्वधर्म सहिष्णुता |
4  | स्त्री, पुरुष समानता |
5  | श्रमप्रतिष्ठा |
6  | वैज्ञानिक दृष्टीकोन |
७ सीजनवशीलता
८ संवेदनशीलता
९ वल्कशीरपणा
१० नीटनेटकेपणा
५.२ संस्कृत आश्चर्याचे गाभा घटकानुसार विश्लेषण
५.३ संस्कृत आश्चर्याचे मूल्यानुसार विश्लेषण
५.४ सामान्यीकरणे
पाठक ६ अध्यायन पद्धती व सैंक्षणिक साधने (सहायताचे कार्यक्रम)
६.१ संस्कृत विषयाच्या विशिष्ट अध्यायन 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 अध्यायन पद्धतींचा पूरक उपक्रम
६.१ कथाकथन
६.२ नाटवीकरण
६.३ चर्चा
६.४ प्रश्नोत्तरे
६.५ संस्कृत अध्यापनाची साधने
६.६ संस्कृत अध्यापनात अध्यापनाच्या मूलांचा उपयोग
६.७ सामान्यीकरणानुसार अध्यायन पद्धती निवड व कारणमिमांसा
६.८ गाभा घटकानुसार अध्यायन पद्धती निवड व कारणमिमांसा
६.९ मूल्यानुसार अध्यायन पद्धती निवड व कारणमिमांसा
6.8 निवडलेल्या पद्धतीनुसार पाठ टाचणाचे स्वरूप (दोन तीन स्तर)
6.9 संस्कृतच्या शिक्षकांची गुणवैशिष्ट्ये

घटक ७ संस्कृत - मूल्यमापनाचे स्वरूप

७.१ संस्कृतचा आश्चर्य 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 शाळेव अभ्यासक्रमातील स्थान
७.५ वैधात्मक क्षेत्रातील सर्व उत्तरांचंबरील प्रश्न, प्रश्न उपप्रकार
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 Visual 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
1) Teaching of History - V.D. Ghate
2) Teaching of History - S.V. Kochhar
3) इतिहासाचे आशययुक्त अध्यापन - डॉ. सुशील मोडियार
4) आशययुक्त अध्यापन पद्धती - संपादक, डॉं. अनंत जोशी
5) इतिहासाचे अध्यापन - वि. द. घाटे
6) इतिहासाचे अध्यापन - ब. रा. पारसवीस, प. ज. धारकर
7) इतिहास अध्यापन पद्धती व तंत्र - प्रा. श्री. मा पटकी
8) इतिहास अध्यापन पद्धती - प्रा. सी. मा. तिवारी
9) आशययुक्त अध्यापन पद्धती - यशवंतराव चक्काण 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.
1. Handbook of suggestion on the teaching of Geography. (UNESCO)
2. Geography teaching, sterling publishers New Delhi, Verma O.P.
4. भूगोल अध्यापन- भा.गो. बापट
5. भूगोल अध्यापन - द.वा. पौथे.
6. आशययुक्त अध्यापनपद्धती - प्रा. (श्रीमती) यु.वी. पाटील, , श्रीमती. सुरेखा जोशी.
7. भूगोल अध्यापन - प्रा. पाटणकर.
8. भूगोल परिचय - प्रा. खतीब.
9. अध्ययनयुक्त अध्यापन पद्धती - व्यापरात्मक चर्चान, महाराष्ट्र.
10. जाधव के.के. - भूगोल आशययुक्त अध्यापन पद्धती.
11. 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
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

1. डॉ. अंतल जोशी — आश्वयुक्त अध्यापन.
2. कदम बोंदार्डे — शास्त्र आश्वयुक्त अध्यापन पद्धती.
3. प्रा. बोंदार्डे — विज्ञान अध्यापन.
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 is 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 Model's of teaching in Mathematic
3.1 Techniques in Mathematics teaching
   1) Term teaching
   2) Simulation
   3) Task analysis
   4) Cognitive psychology 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

1. डॉ. पंक्षे, डॉ. मखिजा – गणित अध्यापन.
2. डॉ. गागरे, – गणित विषयज्ञान.
3. डॉ. चच्चाण – गणित आशययुक्त अध्यापन.
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
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<td>3</td>
<td>Tolerance towards all religions</td>
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<td>Gender Equality</td>
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<td>6.4</td>
<td>Analysis of Commerce content according to the values</td>
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**Unit VII** Evaluation

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<td>7.1</td>
<td>Questions to evaluate content</td>
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<td>Questions to evaluate core elements &amp; values</td>
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<td>Questions to evaluate generalization in commerce</td>
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<td>7.4</td>
<td>Achievements tests, Diagnostic test, &amp; remedial teaching in commerce</td>
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</tbody>
</table>
REFERENCE BOOKS

1. Teaching of Commerce - Lulla
2. Principals of Business Education - Tole
3. Method of Teaching Business Subject - Tolle & Others
4. वाणिज्य अध्यापन पद्धति – प्राचार्य गाजरे, प्रा. नांदकर
5. आशययुक्त अध्यापन पद्धति – 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 Economics
2.1 Special methods of teaching of Economics
   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
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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 पद्धति – प्राचार्य गाजरे, प्रा. गुरुकुल

3. आशयुक्त अध्यापन – संपादक, डॉ. अंतुं 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) 21st 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.
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.
## REFERENCE BOOKS

<table>
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<tr>
<th></th>
<th>Title</th>
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<tbody>
<tr>
<td>1</td>
<td>Computer fundamentals</td>
<td>Arora Bansal</td>
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<tr>
<td>2</td>
<td>Information and communication</td>
<td>Kishore, Chavan</td>
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<td>3</td>
<td>Information Technology</td>
<td>Dyne, Nandkishore</td>
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<td>4</td>
<td>Crumlish Christian</td>
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<td>Singh and Sukhvir</td>
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<td>Mohenty Laxman</td>
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