

**SWAMI RAMANAND TEERTH MARATHWADA
UNIVERSITY, NANDED**



STRUCTURE AND SYLLABUS

For award of degree of

Bachelor of Education

(B.Ed.)

To be introduced from June- 2010 onwards

And

Subject to revise from time to time

April-2010

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1. Introduction:

Swami Ramanand Teerth Marathwada University, Nanded is revising curriculum of B.Ed. course under the Faculty of Education from June- 2010. Course structure and syllabus for this is formed with following objectives.

2. The General Objectives of B.Ed. Course:

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.

3. Eligibility for Admission:

- a.** A candidate, who has passed the Bachelor's Degree/Master Degree of this University or any other University recognized as equivalent there to shall be eligible for admission to the course, provided he/she has secured at least 50% of the marks in the theory part. In the case of SC/ST students this percentage of marks shall be at least 45% as per Government Rules.
- b.** Provisional admission of candidates shall be given based on the criteria and the guidelines issued by the university or recognised Admission Committee and Government in this respect from time to time
- c.** The reservations will be given as per the policy and guidelines prescribed by University and government, subject to revision by the university from time to time.
- d.** At the final stage of admission student- teachers must submit an undertaking regarding regular attendance and practical work.

4. Duration of the Course

The course for the B.Ed. Degree in Regular shall be of one academic year. The required minimum working days for teaching –learning will be as per the norms of NCTE and given by University. The Terms and vacations of the course shall be as prescribed by the University from time to time.

5. Eligibility for appearing B.Ed. examination

1. Student- teachers must be present 80 % for theory classes and practical work.
2. The powers of consonance are given to Principal for 20 % attendance.
3. Student –teachers should complete all practical and other work assigned in each part of syllabus.
4. Student-teachers have to obtain completion certificate of theory & practical work from the principal/ Head of Institute.
5. Unless and until he/she obtains such a certificate, he/she will not be allowed to appear in the university examination.

6. Medium of Instruction & Examination:

- a. **Medium of Instruction:** - The medium of instruction for this course will be Marathi or English. Concerned college can make arrangement and is permitted to do so by the University.
- b. **Medium of Examination:-**The medium of the Examination shall be Marathi or English.

7. Course Structure & Evaluation Pattern:

PART I: THEORY PAPERS

Head	Particulars	Marks (Theory + Practical)	Total Marks
Core Papers	Paper I	80 + 20	100
	Paper II	80 + 20	100
	Paper III	80 + 20	100
	Paper IV	80 + 20	100
Elective Papers (Section A will be compulsory and candidate can opt any one paper from section B)	Paper V (Section A and B)	A(40+10) + B(40+10)	100
School subject Teaching Methodology – Papers	Paper VI-I	50	50
	Paper VI- II	50	50
Total		500+100	600

PART II: FINAL LESSONS

Head	Particulars	Marks	Total Marks
Final Lesson of school subject teaching methodology	Method- 1	25	25
	Method -2	25	25
Total		50	50

PART III: PRACTICE TEACHING

Sr. No.	Head	Particulars	Marks	Total Marks
A	Microteaching	List of skills is provided	5 * 6	30
B	Integrated Lesson	One lesson for each method having integration of minimum three skills excluding Set Induction	5*2	10
C	Simulated lessons	Areas are mentioned further.	5*4	20
D	Practice lesson (20 lessons)	10 lessons of method-I	5*10	100
		10 lessons of method-II	5*10	
E	Lesson Observation	8 lessons of method -I + 8 lessons of method –II + 4 lessons of other methods	1*20	20
Total			180	180

PART IV: INTERNSHIP PROGRAM

Head	Particulars	Marks	Total Marks
Content cum Methodology lessons (2 lessons)	1 lesson of method-I	5*1	10
	1 lesson of method-II	5*1	
Block Teaching for each method (3+1)	5 lessons + 1 test	5*4	20
School related activities.	Activities like Planning, administration, Examination, cultural events, sports & games, record keeping and maintenance	40	40
Total		70	70

PART V: A) WORKSHOPS

Head	Particulars	Marks	Total Marks
Teaching aids workshop	Preparation of audio-visual aids.	10	10
Lesson Plan Workshop	Two days workshop related to School Subject teaching methodology I & II.	10	10
Educational Evaluation Workshop	Preparation of annual plan, unit plan, unit test with blue print.	20	20
Content cum Methodology (CCM) workshop	Orientation about CCM , training of Analysis of content and preparation of lesson plan	30	30
Total			70

PART V: B) PSYCHOLOGICAL EXPERIMENTS

Any five experiments to be conducted from following list:

PART V: C) WORKSHOPS

(This part is not considered for marking head like PART V: A)

Head	Particulars
Computer Assisted Instruction workshop (CAI)	This workshop is related to practicum of core paper IV. Preparation of Slide show with power point presentation for each method
Demonstration Lesson	Method Master will give demonstration of concerned school subject.
Models of Teaching	Models related to concerned method

PART VI: INTERNAL EXAMINATION

Head	Particulars	Marks	Total Marks
Content test (Content test must be conducted of each method related to VIII & IX standard)	1 test for school subject teaching methodology –I	10	20
	1 test for school subject teaching methodology –II	10	
Weekly Assignment	2 Assignment for each theory papers	Each paper for 10 marks 10 * 6 papers	60
Pre-Annual exam		Each paper for 10 marks 10* 6 papers	60
Total			140

PART VIII: COCURRICULAR ACTIVITIES

Head	Particulars	Marks	Total Marks
Socially useful Productive work (SUPW)	List of Activities is provided further.	15	15
Social Services	List of Activities is provided further.	15	15
Physical Education	List of Activities is provided further.	15	15
Health Education	List of Activities is provided further.	10	10
Cultural activities	List of Activities is provided further.	15	15
Total		70	70

The detail description of above parts is given below.

Part I: Theory Papers

- A- University written Examination: 06 theory papers of 480 marks.
- B- Practicum: Practicum of 120 marks will be assigned by committee headed by principal of concern colleges.
- C- Teaching Hours: Each paper requires 60 hrs excluding practicum and internal work.

Part II: Final Lessons

Two final lessons (one of each method) to be examined by internal and external examiner as per university schedule (25 marks each method).

Part III: Practice Teaching

Internal Assessment of practicum

A) Microteaching

Microteaching program will be conducted by college as a basis of practice teaching and will include minimum any 06 skills form the

following list. Theoretical information of remaining 4 skills will be given by teachers.

1. Set Induction
2. Questioning
3. Stimulus Variation
4. Explanation
5. Black Board Writing
6. Use of audio-visual aids
7. Reinforcement
8. Demonstration
9. Narration
10. Illustration & Examples

The teachers will instruct the theory of skill and will present demonstration of the skill. A detail discussion on the theory and demonstration of Microteaching skill is expected among the teachers and student-teachers before the student -teachers start teaching-reteaching cycle of microteaching.

B) Integrated Lessons:

Minimum three micro teaching skills to be integrated excluding Set Induction for each integrated lesson.

Student- teacher has to practice minimum one lesson for each school subject teaching methodology. Integrated lesson will be conducted in the college on peer group.

C) Simulated Lessons:

Each student will conduct minimum 20 minutes lesson of any one method on peer group on following area given below.

- i) **Traditional methods:**
- ii) **Team Teaching**
- iii) **Models of Teaching:**
- iv) **Technology based lesson:**

D) Practice Lessons:

Student –teacher will practice these lessons in actual classroom situation. In all minimum 10 lessons for each school subject teaching methodology are essential.

Part IV: Internship Program

Internship program of 10-14 days will include following:

- 1) Content cum Methodology based lessons of each teaching method
- 2) Block Teaching for each method (3+1): All five lessons and one test will be conducted by the student teacher.
- 3) School related Activities like Planning, administration, Examination, cultural events, sports & games, record keeping and maintenance.

Part V: Workshops

College will conduct following workshops as a part of training.

A) This type of workshop will have Weightage of 65 marks.

- 1) Teaching aid workshop (2 days)
- 2) Lesson plan workshop (5 days)
- 3) Evaluation workshop (3 days)
- 4) Content cum Methodology workshop (2 days)

B) This type of workshop will not give weightage in marking but it is mandatory part of the course.

- 1 Computer Assisted Instruction 2 day's workshop related with core paper IV.
- 2 Demonstration lesson workshop (2 days workshop related to methodology)
- 3 Models of Teaching (2 days)

Part VI: Internal Examination

This part will include content test of school subject teaching methodology, weekly assignments and Pre-Annual exam (140 marks).

Part VII: Co-curricular Activities

These activities are just like guidelines for colleges. Each Student-Teacher has to accomplish every kind of activities mandatorily. The lists of expected activities related to this part are given below.

Social Useful Productive Work (SUPW): (any two)

1. Pot culture
2. Photography
3. Computer Application
4. Embroidery
5. Book binding
6. Paper work
7. Card board
8. Interior decoration
9. Toy & Doll making
10. Clay work etc.

Social Services: (any two)

1. Literacy Programs
2. Free coaching to below average students
3. Educational Guidance programs for parents, students, slow learners etc.
4. Adaptation and Development of any school
5. Tree plantation
6. Social awareness programs
7. Participation in Disaster management etc.

Physical Education:

1. Indoor games (any one)
2. Outdoor games (any one)

Health Education: (any two)

1. Eradication of AIDS
2. Eradication of Leprosy
3. Blood Donation camp
4. Eradication of Polio
5. Eradication of Addiction etc

Cultural Activities: (any two)

1. Elocution & debate
2. Drama
3. Music
4. Performing Arts- Folk dance and other traditional dance, playing musical instruments
5. Folk Arts
6. Fine Arts like painting, sculpture , Collage
7. Annual Gathering etc.

Over all structure of parts of course and marks is as follows:

Sr. No.	Part No.	Part Title	Marks
1	I	Theory Papers (Theory + Practicum)	480 + 120
2	II	Final Lessons	50
3	III	Practice Teaching	180
4	IV	Internship Program	70
5	V	Workshops & Psychological Experiment	90 (70+20)
6	VII	Internal Examinations	140
7	VIII	Co curricular Activities	70
Total			1200

Scheme of Examination:

The examination for the degree of B.Ed. course shall be by both External & Internal modes. External exam and internal assessment shall include above said parts and will be arranged as per the rules of University.

8. Standard of passing:

Part: - I : Theory Paper I to VI (480 marks) and Practicum related to paper I to VI (120)

Written examination of 480 marks will be conducted by university and 120 marks will be assigned by committee headed by principal of Concern College.

To pass the examination, candidate must obtain at least 40 % marks in each paper.

- a. **Core papers** : Minimum 32 marks in each Theory paper and minimum 8 marks in practicum related to 4 core papers i.e. $32+8=40$
- b. **Elective papers:** Minimum 16 marks in theory paper of each section and 4 marks in practicum of each section i.e. Section A ($16+4=20$) + Section B ($16+4=20$) .
- c. **School subject teaching Methodology – Papers:** Minimum 20 marks in paper of each method, i.e. Method-I (20) + Method-II (20). (Minimum 16 marks in theory paper of each section and 4 marks in practicum of each section i.e. Section A ($16+4=20$) + Section B ($16+4=20$))
- d. Aggregate 45% under the part I of theory papers –I to VI.

Part II: Final Lessons (50 marks):

There will be two lessons of each method. The candidate must secure minimum 40 % marks in each method. i.e. Method-I (10 marks) + Method-II (10 marks).

Part III to VIII:

The grade system is used for part III to VII and grading will be as follows.

Sr. No.	Range of Marks	Grade
1	75 % and above	O
2	65 % and above but below 74.99 %	A
3	55% and above but below 64.99 %	B
4	45 % and above but below 54.99 %	C
5	Below 44.99 %	D

For passing, the candidate must secure minimum 'C' grade in this part.

9. Award of Class:

- A. Such of the candidate who appeared for part I to part VII at one and the same time and obtained minimum 65% marks in part I + part II and having minimum 'A' grade in part III to part VII will be declared as '**First class with Distinction**'.
- B. Out of the remaining successful candidate who obtained at least 60% marks in part I + Part II and having minimum B grade in part III to part VII will be declared as '**First Class**'.
- C. Out of the remaining successful candidates who have obtained at least 45% in part I + part II and having minimum 'C' grade in part III to part VII will be declared to have passed in '**Second class**'.
- D. There will be no pass class for regular students. The remaining candidates shall be declared failed.

- 1) If the candidate have not obtained minimum average 45% marks in part I.
- 2) If the candidate have not obtained minimum 40% marks in each paper of part I and part II.
- 3) If the candidates have not obtained minimum 'C' grade in part III to part VII separately.

10. Improvement of class:

Persons who have completed B.Ed. course in any class & who appear for the same examination in the same subjects in order to improve their class to secure higher Class shall be allowed to do so as per the provisions of the following rules :-

1. The concession to re-appear will be available only to the holders of the B.Ed. degree of this University.
2. Persons holding B.Ed. degree of this University passed in any class & desirous of reappearing for the same examination for improvement of class shall be given two chances to do so within a period of three years from his/her first passing the said examination in any class.
3. The students reappearing in examination for improvement of class will be required to appear for a minimum of 2 theory papers at a time.
4. A candidate passing any of the graduate examination above under these rules shall not be eligible to receive any prize, scholarship etc. instituted by the University & he/she shall also not be entitled to a merit certificate from the University. If a candidate is unable to get a higher class under this scheme, his/her previous performance in the corresponding examination shall hold good.

11. DETAIL SYLLABUS

(Core Papers)

PAPER I PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION

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Course Objectives-

To enable the trainee teacher to- Understand

- 1) About the relationship between Philosophy and Education
- 2) The Indian & western schools of philosophy
- 3) Principles of curriculum construction
- 4) The concept of Liberalization, privatization and Globalization & The role of Teacher in LPG
- 5) The meaning of sociology and educational sociology & provisions of education mentioned in the Indian Constitution
- 6) The concept of social change & the role of education in social change
- 7) Role of teacher in national integration and International Understanding
- 8) The various agencies of Education, their functions, relation and impact on education
- 9) The role of education in new society

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COURSE CONTENTS-

UNIT I: EDUCATION AND PHILOSOPHY

- 1.1 Education: Meaning, Nature, Scope and types (formal, Informal and non formal)
- 1.2 Education: Characteristics & Aims
- 1.3 Philosophy: Meaning
- 1.4 Relation between Education and Philosophy

UNIT II: CURRICULUM

- 2.1 Meaning of curriculum
- 2.2 Principles of curriculum construction
- 2.3 Types and approaches of curriculum
- 2.4 Curriculum and core areas
- 2.5 Constructivist approach

UNIT III: EDUCATION FOR NEW TIMES

- 3.1 Meaning and Nature of Liberalization, privatization and Globalization
- 3.2 Functions of Education in Liberalization, privatization and Globalization
- 3.3 Teacher in twenty first century with reference to Communication skills and command over technology

UNIT IV: EDUCATION AND SOCIOLOGY

- 4.1 Meaning of sociology
- 4.2 Meaning and nature of educational sociology and sociology of education.
- 4.3 Importance of Education in democracy.
- 4.4 Indian constitution: Preamble, Articles and Directive principles related to Education

UNIT V: EDUCATION AND SOCIAL CHANGE

- 5.1 Meaning and factors of social change
- 5.2 Role of teacher in social change
- 5.3 Education for minority and deprived classes
- 5.4 Education for economically backward
- 5.5 Education for Women Empowerment

UNIT VI: EDUCATION FOR NATIONAL INTEGRATION AND INTERNATIONAL UNDERSTANDING

- 6.1 National integration: concept, need, importance, role of teacher
- 6.2 Contribution of cultural heritage and major festivals in various religions in national integration
- 6.3 Hurdles in National Integration
- 6.4 International understanding: concept, need & importance, role of teacher

UNIT-VII: AGENCIES OF EDUCATION:

- 7.1 Family,
- 7.2 peer Group,
- 7.3 schools,
- 7.4 Mass communication media
- (with reference to their role, function & impact)

UNIT VIII: EDUCATION IN NEW SOCIETY

- 8.1 Concept of new society: Knowledge

- 8.2 Role of education in Human Resource Development
- 8.3 Information Technology Society & Education
- 8.4 Need of environmental education and current problems

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Practicum:

- The evaluation committee constituted by principal of concerned College will assess the submission of any two practicals and allow the students to present any one of their choice with the help of OHP/ LCD with viva-voce from the list given below.
 - Besides enlisted projects in syllabus, faculty have choice to give other innovative projects related to syllabus.
1. Contribution of any one thinker to Education. (Mahatma Gandhi, Rabindranth Tagore, Mahatma Phule, Anutai Wagh, Swami Chinmayananda, Russoue, John Dewey, Montessory, Paulo freuri and Gramshi)
 2. Comparative study of Indian and Western schools of Philosophy
 3. A report of the study of an impact of the state’s new programme i.e. Mid Day meal on the education of the children, dropout etc.
 4. Study of role of activities/ events celebrated in society/ religion related to National Integration and International Understanding

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 रा.वि. महंत ज्योती, उदयोन्मुख भारतीय समाजाती शिक्षण व शिक्षक उदयोन्मुख भारतीय शिक्षण व शिक्षक
 पवार ना.ग., उदयोन्मुख भारतीय समाज शिक्षण व शिक्षक अकोलकर ग. वि., शैक्षणिक तत्वज्ञानाची रूपरेषा धारूरकर य.ज.— शैक्षणिक तत्वज्ञान

आहेर हि.रा.– उदयोन्मुख भारतीय समाजातील शिक्षण व शिक्षक
वाशीकर स.श्री. चार शिक्षणतज्ज्ञ
पवार. वा.म. शिक्षणक्षेत्रातील विचारवंत
अध्यापन पध्दती, य.च.म.मुक्त विद्यापीठ नाशिक
शिक्षण व अध्यापक शिक्षण गुरुप्रसाद कुक्कड व शशी गायकवाड
भारताचे संविधान भारत सरकार प्रकाशन न्यु दिल्ली
भारतीय संस्कृती– साने गुरुजी, आंतरभारती प्रकाशन, साधना प्रकाशन
राष्ट्रीय प्रौढ शिक्षण कार्यक्रम : प्रौढ शिक्षण संचलनालय, भारत सरकार
राष्ट्रीय साक्षरता अभियान, प्रौढ शिक्षण संचलनालय, भारत सरकार
राष्ट्रीय शैक्षणिक धोरण 1986 शैक्षणिक आव्हानाकडून कृति कार्यक्रमाकडे प्रकाशक, संचालक,
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Paper – II

PSYCHOLOGICAL FOUNDATION OF EDUCATION

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Course objectives-

To enable the trainee teacher to- Understand

1. Meaning and nature of psychology & its Methods Of study
2. Concept of growth & Development, characteristics of developmental stages
3. Meaning, nature and characteristics of Learning, Learning theories,
4. Mental Processes related to Learning
5. Identification of children with special needs and understanding their learning characteristics.
6. Concept of personality & Role of teacher in developing balanced, integrated personality of the student
7. Concept, Nature, Theories & Measurement of Intelligence.
8. Characteristics of groups, classroom dynamics & leadership
9. Concept of teaching & Interaction in classroom

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COURSE CONTENTS-

UNIT I: NATURE OF PSYCHOLOGY OF LEARNER

- 1.1 Meaning and nature of psychology, branches (child, social, abnormal, industrial, education)
- 1.2 Educational psychology- Meaning, scope, limitations and use of educational psychology to the teacher
- 1.3 Methods of studying Educational Psychology
 - a. Introspection
 - b. Observation
 - c. Experimental
 - d. Case Study

UNIT II: GROWTH AND DEVELOPMENT

- 2.1 Growth and Development: Concept, Charecteristics, Difference
- 2.2 Stages of development
 - a. general characteristics of infancy
 - b. characteristics of childhood and adolescence period with Reference to –
 - i. physical and motor development

- ii. Cognitive development
 - iii. Emotional and aesthetic development
 - iv. Moral & social development
- 2.3 factors influencing growth and development

UNIT – III LEARNING THEORIES AND PROCESS

- 3.1 Learning Process: Meaning, nature and characteristics, Learning curve.
- 3.2 Learning theories – a) Thorndike b) Pavlov c) Skinner d) Maslow
- 3.3 Factors affecting learning and teaching process related to a) Learner b) Teacher c) Process d) Content f) Social
- 3.4 Transfer of learning – Meaning & types and Educational importance.

UNIT - IV MENTAL PROCESSES RELATED TO LEARNING

- 4.1 Attention –meaning, nature, types and features
- 4.2 Sensation and perception – concept, Gestalt View, Concept formation
- 4.3 Motivation – Concept, types, importance and Maslow’s hierarchy of needs.
- 4.4 Memory and forgetting – Concept, factors of memory, characteristics of good Memory, importance in learning
- 4.5 Thinking Process –concept and importance, types and tools

UNIT -V INDIVIDUAL DIFFERENCE AND EXCEPTIONAL CHILDREN

- 5.1 Individual difference - meaning nature and causes
- 5.2 Types and Characteristics of Exceptional children including Learning disabilities
- 5.3 Learner centred teaching techniques for exceptional children
- 5.4 Guidance and counselling: Concept, types and techniques of Guidance and counselling

UNIT VI: PSYCHOLOGY OF TEACHING

- 6.1 Teaching - concept, levels of teaching
- 6.2 Teacher-student, student-student interaction. (Cooperative & collaborative learning)
- 6.3 Creation and organization of favourable school climate.

- Teacher's job satisfaction
- 6.4 Teacher behaviour & classroom achievement, Teachers' effectiveness

UNIT VII: INTELLIGENCE

- 7.1 Concept and Nature of Intelligence.
- 7.2 Theories of Intelligence (Spearman's Two Factor Theory, Theory of SI model by J.P. Guilford, Gardner's Theory of Multiple Intelligence)
- 7.3 Emotional Intelligence - concept, nature, Concept of EQ and educational importance.

UNIT VIII: PERSONALITY

- 8.1 Concept of personality – definition, meaning, nature and types.
- 8.2 Factors influencing development of personality- genetic and environmental.
- 8.3 Role of teacher in the development personality of student
- 8.4 Theories of personality –i) : a) Allport ,b) Sigmund Freud, c) Catel, d) Rogers
ii) Types and Traits

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Practicum:

- The evaluation committee constituted by principal of concerned College will assess the submission of any two practicals and allow the students to present any one of their choice with the help of OHP/ LCD with viva-voce from the list given below.
 - Besides enlisted projects in syllabus, faculty have choice to give other innovative projects related to syllabus.
1. One Psychological test should be administered by student-teachers in any school.
 2. One Psychological experiment should be administered by student-teacher by in any school from the list given in Part V (B).

3. Conduct Case studies of a adolescent boy and girl and evaluate it with theoretical characteristics of adolescence stage
4. A study of an eminent Psychologist with respect to their contribution to educational processes.
5. A study of any one School of Psychology with respect to their contribution to educational processes

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Paper –III

INDIAN EDUCATION SYSTEM AND MANAGEMENT

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Course objectives-

To enable the trainee teacher to-

1. Understand the present status of secondary education
2. Understand the Educational Landmarks in Post Independence period
3. Understand the Concept of Educational Management
4. The management of infrastructure facilities for quality education
5. Get aware with process of Office Management
6. Get acquainted with various areas of Special Education
7. Get acquainted with administrative setup of education
8. Development of professionalism & work culture attitude in teachers

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COURSE CONTENTS-

UNIT I: EDUCATIONAL DEVELOPMENT IN POST INDEPENDENCE PERIOD

- 1.1 Secondary and Higher Secondary Education : Concept, Objectives, Structure and importance
- 1.2 Developmental Stages of secondary and Higher secondary Education:
 - a) Basic Education (Vardha Scheme)
 - b) Mudliar commission
 - c) Kothari commission
 - d) National Education Policy 1986, revised NPE 1990
 - e) Program of action 1992- Rammurthi commission
 - f) UNESCO commission on education 1993-96

UNIT II: EDUCATIONAL MANAGEMENT AND MANAGERIAL EDUCATIONAL PRACTICES.

- 2.1 Management : Concept, Characteristics, Process And Function.
- 2.2 Elements of School Management: Planning, Organizing, Direction, Control, Co-ordination
- 2.3 Human Resources:-
 - A. Human being as input, process and product: Headmasters, Teachers, Students, Non-Teaching Staff.

B. Functions and qualities of Headmasters, Supervisors And Teachers.

2.4 School Plant: Building, Classroom, Furniture, Library, Laboratory, Playgrounds, Electricity and Water Supply.

A. Human needs – Office, Staff Rooms and Related Facilities etc.

B. Academic needs- Classroom, Library, Laboratory, Computer Room and Playground etc.

UNIT III: OFFICIAL MANAGEMENT OF SCHOOL

3.1 Records and registers.

3.2 Record books and documents regarding students.

3.3 Record books and documents regarding teaching and non teaching staff.

3.4 Registers for inward and outward

3.5 Financial records : cash books, ledger, receipt books.

3.6 Working system of the office..

3.7 Drawing and disbursing power and need of financial management and Budgeting

3.8 Inspections by higher authority

UNIT IV: SPECIAL EDUCATION

4.1 Education for physically handicapped children

4.2 Adult education

4.3 Women education – Durgabai Deshmukh Report

4.4 Types of schools – Ashram, Navoday, Sainik, Public and School related in hilly area, open and closed types of schools, granted and non-granted schools.

UNIT V: ADMINISTRATIVE SETUP OF SECONDARY & HIGHER EDUCATION.

5.1 Functions Of Central And State Government

5.2 Functions of H. S. C. & S. S. C.

5.3 Functions at district level

5.4 Supportive agencies at international, national, state and at district level.

UNIT VI: MANAGEMENT OF SCHOOLS

6.1 Approaches of Management: Concept, Meaning, Importance of various types.

6.2 Areas of Management – Time, Class Room, Co-Ordination, Co

- Curricular, Disaster etc.
- 6.3 Various Departments in schools
- 6.4 Participations of students, parents and alumni association.

UNIT VII– MANAGEMENT OF VARIOUS ISSUE AND PROBLEMS

- 7.1 Secondary Level – Wastage and Stagnation, Crowded classes, and Enrolment.
- 7.2 Higher Secondary Level – Attendance, Discipline, Vocationalisation.
- 7.3 problems of school administration
- 7.4 problems in quality management for excellence

UNIT VII – ESTABLISHMENT OF SCHOOL PLANTS

- 8.1 Maharashtra school act 1982
- 8.2 Opening A School Nature And Procedure.
- 8.3 Institutional planning – concepts and steps
- 8.4 Infrastructural Facilities – Human Need and Academic Needs.

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Practicum:

- The evaluation committee constituted by principal of concerned College will assess the submission of any two practicals and allow the students to present any one of their choice with the help of OHP/ LCD with viva-voce from the list given below.
- Besides enlisted projects in syllabus, faculty have choice to give other innovative projects related to syllabus.
 1. Visit to a secondary school and preparation of school profiles
 2. A comparative study of Indian secondary setup with that of UK/ USA/ JAPAN/ CHINA.
 3. Comparative study of Indian commission (Kothari commission 1964 – 66 and NEP)
 4. AN INTERIIR WITH HEADMASTER, 2 TEACHER , 5 STUDENTS and report on problems related to education
 5. Comparative study of residential and non residential schools
 6. Preparation of proposal for the establishment of secondary or higher secondary schools under CBSC / Z.P. / MUNICIPAL CORPORATION.

TECHNOLOGICAL FOUNDATIONS OF EDUCATION

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Course objectives-

To enable the trainee teacher to-

1. Equip the student teacher with the various technological applications available to him/her for improving instructional practices
2. Understand the meaning, nature and scope of ICT in Education.
3. Get acquainted with structure, Hardware & Software of computer.
4. Understand the changes that occur due to ICT in Education.
5. Prepare student to select the appropriate communication facilities through Internet.
6. Understand the legal & Ethical issues related to internet & student safety.
7. Understand ICT supported teaching learning strategies.
8. Get acquainted with e-learning & development in ICT.
9. Understand Meaning & Nature of instructional system and strategies

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COURSE CONTENTS:

UNIT-I: EDUCATIONAL TECHNOLOGY

- 1.1 Concept, approaches and objectives, distinction between hardware and software technologies. Their role of modern educational practices.
- 1.2 Hardware technologies: Important accessories and their application- Over Head Projector (OHP), Still and Movie Projectors, Liquid Crystal Display (LCD) Projector, Audio-Video recording instruments; TV

UNIT – II: INFORMATION & COMMUNICATION TECHNOLOGY IN EDUCATION

- 2.1 Concept, Importance, Meaning & Nature of Information & Communication Technology

- 2.2 Need of Information & Communication Technology in Education
- 2.3 Scope of ICT in Education
 - a) Teaching Learning Process
 - b) Publication
 - c) Evaluation
 - d) Research
 - e) Administration
- 2.4 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.
- 2.5 Challenges in integrating Information & Communication Technology in school education.

UNIT - III: INTRODUCTION TO COMPUTER

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

UNIT - IV: INTRANET AND INTERNET

- 4.1 Concept, need & importance
- 4.2 Facilities available for Communication - E-mail, chat, online conferencing, (Audio-video), e-Library, websites, Blog, wiki. , Internet forum, News Groups.
- 4.3 Search Engines - Concept and uses.
- 4.4 Legal & Ethical issues - copyright, Hacking Netiquettes
- 4.5 Student safety on the Net.

UNIT- V: MODERN TEACHING/ LEARNING STRATEGIES

(With reference to concept, nature, scope and its applications in education)

- 5.1 CAL - Computer Assisted Learning
- 5.2 PBL - Project Based Learning
- 5.3 Collaborative Learning
- 5.4 E - Learning - Concept & Nature
- 5.5 Virtual Classroom

UNIT -VI: THE SYSTEMS APPROACH TO EDUCATION

- 6.1 System – Meaning and Characteristics
- 6.2 The system approach - Concept and Principles
- 6.3 Distinction between education, instruction and Training
- 6.4 Application of systems approach to education

UNIT - VII: INSTRUCTIONAL SYSTEM

- 7.1 Meaning and Nature of Instructional system
- 7.2 Need Importance & uses of instructional system
- 7.3 Components of Instructional system
- 7.4 Analysis of Instructional system
- 7.5 Principles of selecting of Technology for instructional System

UNIT - VIII: APPLICATION AND TECHNOLOGY FOR INSTRUCTIONAL SYSTEM

- 8.1 Application of Instructional System
- 8.2 Developing self instructional material – steps only
- 8.3 Developing computer Assisted instruction program concept and steps
- 8.4 Instruction strategies: Self Instruction, Programmed Instruction

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Practicum:

The below given parcticlas will be conducted as per modules of INTEL-teach Pre-Service Curriculum

- 1. Developing the unit plan
- 2. Locating resources for unit portfolios

3. Creating student multimedia presentation and evaluation tools
4. Creating student and teacher support material and imolementation plan.
5. Using sprayed sheet in the classroom.

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ELECTIVE PAPERS

Paper V **EDUCATIONAL EVALUATION & ACTION RESEARCH** **AND** **ELECTIVES**

Section –A (Compulsory) **EDUCATIONAL EVALUATION & ACTION RESEARCH**

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Course objectives:

To enable the trainee teacher to-

- 1 Understand the Concept of Measurement, assessment and Evaluation
- 2 Understand the Tools, Techniques of Evaluation & New Trends in Evaluation
- 3 Learn & Use the Statistical Methods and understand the Interpretation of scores
- 4 Use information related to action research for solving day to day problems of teachers and schools

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COURSE CONTENTS:

UNIT - I EDUCATIONAL EVALUATION

- 1.1 Concept of Measurement, assessment and Evaluation
- 1.2 Principles and Aspects of Evaluation
- 1.3 Meaning, Importance and difference among Measurement, assessment and Evaluation
- 1.4 Taxonomy of instructional objectives
- 1.5 Evaluation Approach: Formative –Summative, Qualitative – Quantitative, Continuous remedial evaluation

UNIT - II TOOLS, TECHNIQUES OF EVALUATION

- 2.1 Characteristics of good measuring instruments and factors affecting them.
- 2.2 Tools of evaluation: - a) Quantitative – Written, Oral and Practical

- b) Qualitative – Observation, Rating Scale, Checklist
Projective & Sociometry techniques
- 2.3 Use of these tools for internal assessment &
maintaining cumulative record.
- 2.4 Achievement tests: Construction of standardized
Achievement tests.

UNIT -III PSYCHOLOGICAL TESTS

- a. Psychological Tests- concept, nature and introduction of
standardised tests
- b. Measurement of Intelligence- Binnet test, concept of I.Q.,
Individual and group tests
- c. Assessment of personality: Interview, self report,
inventories, rating scale, projective techniques etc.
- d. Aptitude Test – concept, Nature and Importance and types

UNIT –IV BASICS OF EDUCATIONAL STATISTICS

- 4.1 Need and Importance of Educational Statistics
- 4.2 Tabulation and Graphical representation of data
- 4.3 Measures of Central Tendency – Meaning,
characteristics and problems

UNIT- V ACTION RESEARCH

- 5.1 Action Research- Meaning, nature, scope, Uses and
limitation
- 5.2 Areas of Action Research
- 5.3 Design of Action Research
- 5.4 Tools in Action Research
- 5.5 Report Writing

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Practicum: Any one of the following

- 1. Acrtical study of any single standard text book in context
with taxonomy of instructional ojectives and learning outcomes
- 2. Preparation of cumulative record any standatd in Internship
program
- 3. Collect scores of 30 students along with there names and
statistically analyze it
- 4. Preparation & presentation of Action Research Proposal

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मूल्यमापन तंत्र आणि यंत्र – डॉ. उपासणी, जोशी व.श.

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Evaluation in Schools- W. N. Dandekar

Statistics in Education and Psychology- H.E. Garret

Section –B

Electives

(Any one of the Following)

(Elective -1)

CAREER INFORMATION & CAREER GUIDANCE

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Course Objectives:

To enable the student teacher to-

1. To develop an understanding of Career and career information.
2. To understand the sources, collection & Dissemination of career information.
3. To understand the concept, types of guidance.
4. To understand the need, techniques and types of counselling.
5. To understand various guidance services and roles of different guidance
6. To understand the guidance programmer activities at different levels.
7. To understand in importance of career guidance.
8. To understand factors affecting career-choice and nature of personal social information.
9. To make them aware of information about education and training opportunities at various levels.
10. To develop the skills for organizing various guidance programmers.

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COURSE CONTENT:

UNIT -I CAREER, CAREER INFORMATION

- A) Meaning, nature, importance and aims of career information.
- B) Career information components.
- C) Sources, collection filing and Dissemination on of career information.

UNIT -II GUIDANCE AND COUNSELLING

- A) Meaning, concept of guidance, Assumptions importance.
- B) Types of Guidance.
- C) Counselling, need techniques, Types, Counsellor.

UNIT - III GUIDANCE SERVICES AND GUIDANCE PROGRAMMER

- A) Guidance services.
- B) Guidance personal.
- C) Guidance programmer. Its content, Essential Activities
- D) Guidance programmer at Different levels.

UNIT - IV CAREER GUIDANCE

- A) Aims and importance of career Guidance.
- B) Actors affecting Career Choice and Career Adjustment

UNIT – V PERSONAL SOCIAL INFORMATION

- A) Career guidance and personal social information.
- B) Information about education and training opportunities of primary, secondary and higher secondary level.

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Practicum: (Any one of the following)

1. Preparing a file/collection with classification of occupational information applicable to secondary or higher secondary stage.
2. Arranging exhibition to disseminate career information and write a report.
3. Visit to the places of career information and writing a report.
4. Organizing and administering any one psychological test and analyzing and interpreting the data.
5. Preparing a career talk.

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(Elective -2)

ENVIRONMENTAL EDUCATION & DISASTER MANAGEMENT

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Course Objectives:

To enable the student-teacher to:

1. To understand the importance of Environmental Education
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.

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COURSE CONTENT

UNIT I: INTRODUCTION

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

UNIT II: 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 III: 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 IV: DISASTER – GENERAL & DISASTER PREPAREDNESS & MANIFESTING THE MITIGATION

1. Definition & Types of disaster.
2. Causes of different disasters & their effects.
3. Disaster Management cycle.
4. Acts & legal aspects about Disaster
5. Disaster Preparedness at community level
 - a) Individual.
 - b) Society or a group of independent houses.
 - c) A place of work : (i. Educational Institutes ii. Religious Places iii. Government organizations)
6. Manifesting the Mitigation: Matching the resource, work out, and requirement of Medical Teams, Establishing a control centre

UNIT V: RESCUE FROM DISASTER & RELIEF FOR DISASTER

9. Forming & Deploying of Rescue Teams: Organizing Activities at Ground zero Security, Disposal of Dead & Records Casualty, Evacuation Records
10. Rescue from Disaster
 - a) Principles Governing Rescue
 - b) Rescue Process.
11. Reliefs for Disaster
 - a) Preparatory Phase of Relief.
 - b) Planning Immediate Relief
 - c) Execution of Relief Survey Aspects

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Practicum:

1. Report of disaster management in any place of work
2. preparation and presentation of any one type of pollution
3. A critical study of acts and legal aspects about disaster
4. A critical study of Environmental Health and safety measures

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(Elective -3)

HEALTH, PHYSICAL EDUCATION AND YOGA

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Course Objectives:

1. To introduce the student teacher with the concept of holistic 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.

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COURSE CONTENT:

UNIT - I: 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 - II: 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- III: PHYSICAL FITNESS

- 1 Definition, Meaning, Types and factors of physical fitness
- 2 Factors affecting physical fitness
- 3 Benefits Physical Fitness

UNIT –IV: IMPORTANCE & ASSESSMENT

- 1 Importance of Physical Activities At School Level
- 2 Assessment of Physical Fitness

UNIT –V : 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

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Practicum:

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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References:

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Dr. A.K. Uppal & Dr. G.P. Gautam (2004) Physical Education and Health Delhi: Fiends Publisher

Dr. Sopan Kanganre & Dr. Sanjeev Sonawane (2007) Physical Education (D.Ed.) Pune: Nirali Publication

(Elective -4)

EDUCATIONAL RESEARCH

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Course Objectives:

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. 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.

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COURSE CONTENT

UNIT – I: INTRODUCTION TO EDUCATIONAL RESEARCH

- 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 – II: METHODS AND TOOLS OF EDUCATIONAL RESEARCH

- 2.1 Historical – Nature and Steps
- 2.2 Survey - Nature and Steps
- 2.3 Experimental – Nature, Characteristics and Steps, Research designs
- 2.4 Tools & techniques – Observation, Questionnaire, Interview, Rating Scale and Achievement test

UNIT –III: 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 IV: PROPOSAL PREPARATION

4.1 Selection of research problem

4.2 Preparation of bibliography

4.3 Steps of proposal writing

4.4 Data Analysis tools

UNIT V: REPORT WRITING

5.1 Purpose and function of Research Report

5.2 Sections of Research Report and Chapterization

5.3 Reference writing style

5.4 Evaluation of Research Report

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Practicum:

1. Preparation and submission / Presentation of a research proposal

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Best and Kahn - Research in Education

Sharma R.C. - Research methodology in Education

Garrett, H. E. - Statistics in Education and Psychology

Kore - Action Research.

उमाठे, मुळे - शैक्षणिक संशोधन पद्धती.

कायंदे पाटील - सामाजिक संशोधन पद्धती.

बापट भा.गो. - शैक्षणिक संशोधन.

भिंताडे वि.रा. - शैक्षणिक संशोधन पद्धती.

(ELECTIVE -5)

EDUCATIONAL STATISTICS

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COURSE OBJECTIVES:

1. To acquaint the student teacher with the basic concepts of Educational Statistics
2. To enable the student teacher to interpret the Educational data.
3. To enable the student to understand about various techniques of Educational Statistics

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COURSE CONTENTS:

UNIT -I: BASICS OF EDUCATIONAL STATISTICS

- a. Need & importance of Educational Statistics
- b. Discrete and continuous series.
- c. Tabulation of Data
- d. Graphical Presentation Histogram, Frequency Polygon.

UNIT- II MEASURES OF CENTRAL TENDENCY

Meaning, Characteristics and problems

- a. Mean,
- b. Median
- c. Mode.

UNIT III: MEASURES OF VARIABILITY

Meaning, characteristics and problems

6. Range
7. Quartile deviation
8. Average deviation
9. Standard deviation

UNIT IV: CORRELATION

- a. Meaning, Types of correlation
- b. Coefficient of Correlation-
Spearman's Rank difference Method

UNIT V: INTERPRETAION OF STANDARD SCORES

Meaning, Types & Problems

- a. Z score
- b. T score

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Practicum: Any one of the following

- ii. Administration of test on school students and apply statistical techniques on the score of test.
- iii. Determination of correlation coefficient between any two variables

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Reference:

शैक्षणिक मूल्यमापनासाठी सुबोध संख्याशास्त्र – ना.के. उपासनी, के.व्ही.कुलकर्णी,

विद्या प्रकाशन पुणे – 3

मूल्यमापन तंत्र आणि यंत्र – डॉ. उपासणी, जोशी व.श.

शै.संख्याशास्त्र – कदम चा.प.

शैक्षणिक मूल्यमापन व संख्याशास्त्र – दांडेकर वा.ना.

शैक्षणिक मूल्यमापन व संख्याशास्त्र – कुलकर्णी के.वि

सुबोध संख्याशास्त्र – कुलकर्णी के.व्ही.

शैक्षणिक संख्याशास्त्र – टि.एस.म्हस्के.

सुबोध संख्याशास्त्र, के.एम. भांडारकर,

Garrett Henry E. - Statistic in Education and Psychology

Psychological Testing and Statistical Methods (1987)

SCHOOL SUBJECT TEACHING METHODOLOGY

(Paper VI)

मराठी अध्यापन पद्धती

उद्दिष्टे :

1. प्रशिक्षणार्थ्यांना प्रथम भाषा मराठीच्या अध्ययन-अध्यापनाचे महत्त्व आणि स्थान समजण्यास मदत करणे.
2. मराठीच्या स्वरूप आणि वैशिष्ट्याचा योग्य वापरासाठी प्रशिक्षणार्थ्यांना मदत करणे.
3. मराठीच्या यशस्वी व परिणामकारक अध्यापनासाठी विविध पद्धती आणि तंत्राची माहिती प्रशिक्षणार्थ्यांना घेण्यास मदत करणे.
4. उपलब्ध शैक्षणिक साहित्याच्या व कल्पनांच्या परिणामकारक वापराचे कौशल्य विकसित करणे.
5. कार्यनियोजन क्षमता विकसित करणे.
6. मूल्यमापनाच्या विविध तंत्रांच्या संपादनासाठी मराठीच्या अध्यापकास मदत करणे.
7. आशययुक्त अध्यापन पद्धतीच्या वापराची क्षमता विकसित करणे.
8. अध्यापकाच्या अध्यापनशास्त्रीय ज्ञानास अद्यावत करणे.
9. प्रथमभाषा मराठीच्या मूलभूत आशयाची तोंडओळख करून देणे.

प्रकरण -1. प्रथम भाषा मराठीचे स्वरूप,व्याप्ती, स्थान.

प्रथम भाषा मराठीचे स्वरूप : उगम, वैशिष्टे, सद्यस्थिती.

- व्याप्ती:- दैनंदिन व्यवहार, भाषिक आदान प्रदान, माहिती प्रसार आणि ज्ञानग्रहण शास्त्र व साहित्य.

स्थान :- व्यक्तिमत्त्व विकासाचे साधन, शिक्षणाचे माध्यम सांस्कृतिक संवर्धन आणि संक्रमण, माहिती तंत्रज्ञान आणि प्रसाराचे साधन, सौंदर्यवृत्ती व अभिरुची विकासाचे साधन, सर्जनशीलता, राजभाषा.

- प्रथम भाषा मराठीच्या अध्यापनाची ध्येये व उद्दीष्टे:-
 1. सर्वसामान्य उद्दीष्टे
 2. भाषिक उद्दीष्टे- श्रवण, भाषण,वाचन, लेखन,कार्यात्मक व्याकरण.
 3. वाङ्मयीन उद्दीष्टे
 4. वर्गाध्यापनाची उद्दीष्टे-ज्ञान, आकलन, उपयोजन, कौशल्य, रसग्रहण, अभिरुची, संस्कार.

प्रकरण-2. प्रथम भाषा मराठीच्या अध्यापन कार्यवाही,पद्धती व तंत्रे.

- अध्यापन कार्यवाही- अध्यापनाची तत्त्वे, सुत्रे, तंत्रे, कल्पना.
- मराठी अध्यापनाच्या पद्धती- व्याख्यान, कथन, उद्गामी व अवगामी, नाट्यीकरण,
- संरचनात्मक पद्धती,प्रकल्प पद्धती, सांघीक अध्यापन इ.
- तंत्रे- कमन्वित अध्ययन,भूमिका अभिनय, पर्यवेक्षित अध्ययन.
- मराठीच्या अध्यापनासाठीचे अध्यापनशास्त्रीय तत्त्वे,
- आंतरविद्याशाखीय दृष्टीकोन,
- अध्यापनशास्त्रीय नवसंशोधने.
 1. महाराष्ट्र शासनाने निर्धारित केलेले गाभा घटक

2. महाराष्ट्र शासनाने शालेय अभ्यासक्रमात समाविष्ट केलेली मूल्ये.
3. अभिरूप अध्यापन

प्रकरण-3. आशययुक्त अध्यापन पद्धती.

- मराठी विषयाची संरचना
- आशय विश्लेषण- स्वरूप, पाय-या, महत्व.
- पाठयक्रमाचे विश्लेषण, पाठयपुस्तकाचे विश्लेषण आणि मूल्यमापन
- आशययुक्त अध्यापन पद्धतीनुरूप पाठटाचण.

प्रकरण-4. मराठी अध्यापनाची सहायभूत साधने व प्रणाली.

- सहाय्यभूत साधने- फलक, चित्रे, तक्ते, ध्वनिमुद्रीत व्हीडीओ, भाषा संगणक, इंटरनेट, कात्रणे, टेपरेकॉर्डर व ध्वनिफिती तरंगचित्रे.
- सहायभूत प्रणाली- अभ्यासपूरक व अभ्यासानुवर्ती कार्यक्रम,
- भाषा प्रयोगशाळा.

प्रकरण-5. नियोजन व मुल्यमापन

- नियोजन - वार्षिक, घटक, पाठ
- मुल्यमापनाचे स्वरूप व प्रक्रिया.
 - अ. श्रवण
 - ब. संभाषण
 - क. वाचन
 - ड. लेखन
- घटक चाचणी - स्वरूप, अराखडा, पाय-या. संविधान तक्ता.
- मुल्यमापनातील नवप्रवाह
 - अ. प्रश्नपेढी.
 - ब. श्रेणी पध्दती.
 - क. ऑनलॉईन परीक्षा.
 - ड. मुक्तपुस्तक परीक्षा.
 - ई. श्रेयांक पध्दती.
 - फ. निदानात्मक चाचणी व उपचारात्मक दृष्टीकोन.

प्रकरण-6. प्रथम भाषा मराठीचा अध्यापक व त्याचा व्यावसायिक विकास/उत्कर्ष

- शिक्षक : संकल्पना, व्यावसायिक पात्रता व क्षमता,
- अध्यापकाची गुणवैशिष्ट्ये,
- सेवांतर्गत व सेवापूर्व प्रशिक्षण योजना,
- मराठी विषय शिक्षक संघटना, स्वरूप व त्याच्या व्यावसायिक विकासातील भूमिका.

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संदर्भग्रंथ

अकोलकर ग.वि., पाटणकर ना.वि.- मराठीचे अध्यापन., व्हिनस प्रकाशन पुणे (1977)

करंदीकर सुरेश - मराठीचे अध्यापन पध्दती - फडके प्रकाशन कोल्हापूर (1996)

कुंडले म.वा.-मराठीचे अध्यापन - श्री विद्या प्रकाशन,पुणे -30

पाटील लीला – मराठीचे अध्यापन व मूल्यमापन – व्हीनस प्रकाशन.
मराठीचे आशययुक्त अध्यापन – राजन गवस,पुणे
करकर शा.ग., देशमुख बळवंत – मातृभाषेचे अध्यापन–नलिनी प्रकाशन.
चा.प.कदम, चौधरी नागपूर, शैक्षणिक मूल्यमापन प्रक्रिया नूतन प्रकाशन, पुणे.
मातृभाषेचे अध्यापन – डांगे चंद्रकुमार पुणे. चित्रशाळा प्रेस 1953.
मराठी कवितेचे अध्यापन फाटक म.वि., मॉर्डन बुक डेपो, पुणे (1951)
मातृभाषा अध्यापन पध्दती – सुरेशचंद्र च.वि.करंदीकर, सु.रा.नीलकंठ प्रकाशन, पुणे
1971
सुगम मराठी व्याकरण लेखन – मो.रा. वाळिंबे
मराठी व्याकरणाची मूलतत्त्वे – ग.ह.केळकर
साहित्य साधना – मा.का.देशपांडे
मराठीचे अध्ययन व अध्यापन – डॉ.दि.हे.पाटील, डॉ.श.रा.राणे
मराठी व्याकरण– प्रा.मुरकुटे नाशिक.
आशययुक्त अध्यापन – अनंत जोशी
मराठी अध्यापन – य.च.म.मु. क्रमिक पुस्तिका.

हिंदी अध्यापन पद्धती

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उद्देश:

1. प्रशिक्षणार्थी हिन्दी भाषा अध्ययन-अध्यापन का महत्व एवं स्थान समझने के लिए साहय करना
2. हिन्दी का स्वरूप एवं उसकी विशेषताओं की सफलता पूर्वक उपयोग करने के लिए साहय करना
3. हिन्दी भाषा के प्रभावशाली एवम् सफल अध्यापन हेतु विविध पद्धतियाँ एवम् तंत्रों पर प्रभुत्व प्राप्त करने के लिए साहय करना.
4. हिन्दी अध्यापन के लिए नियोजन क्षमता का विकास करना
5. हिन्दी अध्यापन के ज्ञात एवम् क्षमता का विकास करना
6. मूल्यमापन के विभिन्न तकनिकोंका प्रयोग करने के लिए सक्षम करना
7. हिन्दी भाषा के लिए आशययुक्त अध्यापन पद्धती का प्रयोग करने के लिए सक्षम करना
8. हिन्दी भाषा के मूलगामी आशय से परिचित करना.

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आशय :

प्रकरण 1, हिंदी भाषा का स्वरूप, व्याप्ती, एवम् स्थान

- भाषा अर्थ एवम् महत्त्व
- हिंदी भाषा का रूप बोली भाषा , मातृभाषा, प्रादेशिक भाषा राष्ट्रभाषा के रूप में हिंदी भाषा का स्थान
- हिंदी भाषा शिक्षा के व्यापक
- उद्देश
राष्ट्रीय, सांस्कृतिक , साहित्यिक, व्यावहारीक एवम् सामान्य
- महाराष्ट्र राज्य पाठ्यशाला पाठ्यक्रम में हिंदी शिक्षा के उद्देश
○ ;5 वीं से 12 वीं कक्षा तक

प्रकरण 2. हिंदी भाषा की अध्यापन प्रणालियाँ

- उद्गामी तथा अवगामी प्रणाली
- व्याकरण तथा अनुवाद प्रणाली
- समन्वयात्मक प्रणाली
- गठन विधी
- संभाषण प्रणाली प्रतिमान, संकल्पना प्राप्ती प्रतिमान, सृजनात्मक विकास प्रतिमान
- अभ्यासेत्तर गती विधीयाँ
- ; श्रवण, भाषण, लेखन, पठन, के अनुसार

प्रकरण 3. आशययुक्त अध्यापन पद्धती

- आशययुक्त अध्यापन संकल्पना एवम् महत्त्व
- माध्यमिक शाला अभ्यासक्रम में दिए गए गद्य, पद्य, का आशय के अनुसार विश्लेषण
- हिंदी पाठ्यक्रम का विकास
- हिंदी पाठ्यपुस्तक का परिक्षण तथा विश्लेषण

प्रकरण 4. हिंदी अध्यापन में शिक्षा साधन

- शिक्षा सहायक साधनों का महत्त्व
- शिक्षा सहायक साधनों के प्रकार
- हिंदी अध्यापन में शिक्षा साधनों का उचित प्रयोग
- भाषा प्रयोगशाला का उपयोग

प्रकरण-5. नियोजन एवम मुल्यांकन

- नियोजन – वार्षिक, घटक, पाठ
- मुल्यांकन – स्वरूप तथा प्रक्रिया.
 - अ. श्रवण
 - ब. संभाषण
 - क. वाचन
 - ड. लेखन
- घटक कसोटी – स्वरूप, रचना, पदानुक्रम, संविधान तक्ता.
- मुल्यांकन के नवप्रवाह
 - अ. प्रश्नपेढी.
 - ब. श्रेणी पध्दती.
 - क. ऑनलॉईन परीक्षा.
 - ड. मुक्तपुस्तक परीक्षा.
 - ई. श्रेयांक पध्दती.
 - फ. नैदानिक कसोटी और उपचारात्मक दृष्टीकोन.

प्रकरण 5. हिंदी भाषा अध्यापक भूमिका और जिम्मेदारी

- हिंदी भाषा अध्यापक की विशेषताएँ तथा पात्रता
- हिंदी अध्यापक की व्यावसायिक पात्रता बढ़ाने के लिए आयोजित कार्यक्रम, संगोष्ठी, चर्चासत्र, कार्यशाला
- हिंदी प्रचार और विकास में विविध संस्थाओं का योगदान
- नागरी प्रचारणी सभा, काशी.
- केंद्रीय सचिवालय हिंदी परिषद, दिल्ली.
- केंद्रीय हिंदी संस्थान, आग्रा.
- महाराष्ट्र राष्ट्र सभा, पुणे
- राष्ट्र भाषा प्रचार समिती, वर्धा.

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संदर्भग्रंथ

हिंदी की अध्यापन पध्दती – स.सा.कुलकर्णी

भाषा की शिक्षा – चर्तुवेदी सिताराम

हिंदी भाषा का अध्ययन – साठे ग.ला.

हिंदी भाषा शिक्षण – भाई योगेद्रजित

राष्ट्र भाषा का अध्ययन – सविता शर्मा

हिंदी अध्यापन पध्दती – प्रा.वा.स.बोंबे

हिंदी अध्यापन – प्रा.ब.बि.पंडीत

हिंदी अध्यापन पध्दती – पूराणिक पि.डी.

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हिंदी शिक्षण – डॉ. सावित्री सिंह

राष्ट्र भाषा कैसे पढाए – भगत रा.तू.

ENGLISH METHODOLOGY

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Objectives

1. To know meaning and nature of English
2. To understand place and structure of English at secondary school level
3. Correlation of English with other subjects
4. Understand Planning and evaluation of English teaching
5. various methods and devices, maxims of English teaching
6. Develop adequate skills and qualities in teaching English

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COURSE CONTENT:

UNIT I: NATURE, SCOPE AND PLACE OF ENGLISH IN SCHOOL CURRICULUM

- Place of English in secondary and higher secondary school curriculum
- Importance of English in Life
- Values and core element of English subject
- Objectives of English subject at secondary and higher secondary education
- Correlation with other subject

UNIT II: TEACHING STRATEGIES OF ENGLISH SUBJECT

- Teaching – concept and maxims of teaching
- Methods and Approaches: Lecture, Direct method, Dr. West's New Method, Grammar Translation Method, The Structural Approach, The Communicative Approach
- Techniques: Narration, Dramatization, Story Writing, Questioning, Illustration, Explanation.
- Models of Teaching – Concept attainment model, Advanced Organizer Model, Inductive Thinking Model

UNIT III: CONTENT CUM METHODOLOGY (CCM)

- Concept and Nature of CCM
- Nature and structure of Subject
- Analysis of Curriculum and Text Book
- Analysis of Content Unit
- Integration of content with method

UNIT IV: DEVICES AND SUPPORT SYSTEM OF TEACHING

- Printed devices- text books, hand books, work book, periodical magazines etc.
- Teaching Aids – Projective and Non Projective
- Non formal Approaches – English Literature club & Subject Room
- Language Laboratory –need, importance , uses and maintenance

UNIT V: PLANING AND EVALUATION

- Planning- Year, Unit, Lesson
- Nature & Procedure of Evaluation of
 - a. Auditory Comprehension
 - b. Speaking
 - c. Reading
 - d. Writing
 - e. Composition
- Unit Test- Nature, Design, steps and blue print
- New Trends In Evaluation
 - a. Question bank
 - b. Grading system
 - c. Online exam
 - d. Open Book exam
 - e. Credit system
 - f. Diagnostic test & remedial approach

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UNIT VI: SUBJECT TEACHER

- Teacher –qualification and characteristics of English Teacher
- Competency, Commitment and performance areas of teacher
- Professional Development of English Teacher
- Teacher Evaluation – Students, peer and authority

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SCIENCE METHODOLOGY

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Objectives

1. To know meaning and nature of Science
2. understand place and structure of Science at secondary school level
3. Correlation of Science with other subjects
4. Understand Planning and evaluation of Science teaching
5. various methods , models and devices of Science teaching
6. Develop adequate skills and qualities in teaching Science

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COURSE CONTENT:

UNIT I: NATURE, SCOPE AND PLACE OF SCIENCE IN SCHOOL CURRICULUM

- Place of Science in secondary and higher secondary school curriculum
- Importance of Science in Life
- Values and core element of Science subject
- Objectives of Science subject at secondary and higher secondary education
- Correlation with other subject

UNIT II: TEACHING STRATEGIES OF SCIENCE SUBJECT

- Teaching – concept and maxims of teaching
- Methods – Lecture, Demonstration, Experiment, Heuristic, project
- Models of Teaching – Concept attainment model, Advanced Organizer Model, Inquiry training model

UNIT III: CONTENT CUM METHODOLOGY (CCM)

- Concept and Nature of CCM
- Nature and structure of Subject
- Analysis of Curriculum and Text Book
- Analysis of Content Unit
- Integration of content with method

UNIT IV: DEVICES AND SUPPORT SYSTEM OF TEACHING

- Printed devices- text books, hand books, work book, periodical magazines,
- Teaching Aids – Projective and Non Projective
- Non formal Approaches – Science club, Science fair, Science Exhibition, field trip
- Laboratory –need, importance , uses and maintenance

UNIT V: PLANNING AND EVALUATION

- Planning – Year, Unit and Lesson
- Importance and Nature of evaluation in Science
- Tools of Evaluation- written, practical and oral
- Unit Test- designing, editing, answer key and scoring scheme
- Diagnostic tests and remedial teaching

UNIT V: SUBJECT TEACHER

- Characteristics of Science Teacher
- Competency, Commitment and performance areas of teacher
- Professional Development of Science Teacher
- Teacher Evaluation – Students, peer and authority

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MATHEMATICS METHODOLOGY

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Objectives

1. To know meaning and nature of Mathematics
2. understand place and structure of Mathematics at secondary school level
3. Correlation of Mathematics with other subjects
4. Understand Planning and evaluation of Mathematics teaching
5. various methods and devices, maxims of Mathematics teaching
6. Develop adequate skills and qualities in teaching Mathematics

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COURSE CONTENT:

UNIT I: NATURE, SCOPE AND PLACE OF MATHEMATICS IN SCHOOL CURRICULUM

- Place of Mathematics in secondary and higher secondary school curriculum
- Importance of Mathematics in Life
- Values and core element of Mathematics subject
- Objectives of Mathematics subject at secondary and higher secondary education
- Correlation with other subject

UNIT II: TEACHING STRATEGIES OF MATHEMATICS SUBJECT

- Teaching – concept and maxims of teaching
- Methods – Lecture, Inductive and Deductive, Project , Heuristic, Analytical and Synthesis method
- Models of Teaching – Concept attainment model, Inductive Thinking Model, Advanced Organizer Model

UNIT III: CONTENT CUM METHODOLOGY (CCM)

- Concept and Nature of CCM
- Nature and structure of Subject

- Analysis of Curriculum and Text Book
- Analysis of Content Unit
- Integration of content with method

UNIT IV: DEVICES AND SUPPORT SYSTEM OF TEACHING

- Printed devices- tables, charts, text books, hand books, work book, periodical magazines etc.
- Teaching Aids – Projective and Non Projective
- Non formal Approaches – Maths club And Teacher Association

UNIT V: PLANNING AND EVALUATION

- Planning – Year, Unit and Lesson
- Importance and Nature of evaluation in Mathematics
- Tools of Evaluation- written and oral
- Unit Test- designing, editing, answer key and scoring scheme
- Diagnostic tests and remedial teaching

UNIT VI: SUBJECT TEACHER

- Characteristics of Mathematics Teacher
- Competency, Commitment and performance areas of teacher
- Professional Development of Mathematics Teacher
- Teacher Evaluation – Students, peer and authority

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GEOGRAPHY METHODOLOGY

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Objectives

1. To know meaning and nature of Geography
2. understand place and structure of Geography at secondary school level
3. Correlation of Mathematics with other subjects
4. Understand Planning and evaluation of Geography teaching
5. various methods and devices, maxims of Geography teaching
6. Develop adequate skills and qualities in teaching Geography

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COURSE CONTENT:

UNIT I: NATURE, SCOPE AND PLACE OF GEOGRAPHY IN SCHOOL CURRICULUM

- Place of Geography in secondary and higher secondary school curriculum
- Importance of Geography in Life
- Values and core element of Geography subject
- Objectives of Geography subject at secondary and higher secondary education
- Correlation with other subject-Literature, History, Science, Mathematics, Economics.

UNIT II: TEACHING STRATEGIES OF GEOGRAPHY SUBJECT

- Teaching – concept and maxims of teaching
- Teaching Methods – Lecture, Journey, Regional, Project, Discussion, Observation Method
- Models of Teaching – Concept attainment model, Advanced Organizer Model, Inquiry Training Model

UNIT III: CONTENT CUM METHODOLOGY (CCM)

- Concept and Nature of CCM
- Nature and structure of Subject
- Analysis of Curriculum and Text Book
- Analysis of Content Unit
- Integration of content with method

UNIT IV: DEVICES AND SUPPORT SYSTEM OF TEACHING

- Printed devices- tables, charts, diagrams, text books, hand books, work book, periodical magazines,
- Teaching Aids – Projective and Non Projective
- Non formal Approaches – Subject club, museum, field visit
- Laboratory –need, importance , uses and maintenance

UNIT V: PLANNING AND EVALUATION

- Planning – Year, Unit and Lesson
- Importance and Nature of evaluation in Geography
- Tools of Evaluation- written, practical and oral
- Unit Test- designing, editing, answer key and scoring scheme
- Diagnostic tests and remedial teaching

UNIT V: SUBJECT TEACHER

- Characteristics of Geography Teacher
- Competency, Commitment and performance areas of teacher
- Professional Development of Geography Teacher
- Teacher Evaluation – Students, peer and authority

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HISTORY METHODOLOGY

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Objectives

1. To know meaning and nature of History
2. understand place and structure of History at secondary school level
3. Correlation of History with other subjects
4. Understand Planning and evaluation of History teaching
5. various methods and devices, maxims of History teaching
6. Develop adequate skills and qualities in teaching History

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COURSE CONTENT:

UNIT I: NATURE, SCOPE AND PLACE OF HISTORY IN SCHOOL CURRICULUM

- Place of History in secondary and higher secondary school curriculum
- Importance of History in Life
- Values and core element of History subject
- Objectives of History subject at secondary and higher secondary education
- Correlation with other subject- Literature, Geography,, Science, Mathmetics, Economics,Civics.

UNIT II: TEACHING STRATEGIES OF HISTORY SUBJECT

- Teaching – concept and maxims of teaching
- Methods – Lecture, Dramatization, Source, Narration, Project , journey
- Models of Teaching – Concept Attainment Model, Role Playing Model, Inquiry Training Model

UNIT III: CONTENT CUM METHODOLOGY (CCM)

- Concept and Nature of CCM
- Nature and structure of Subject
- Analysis of Curriculum and Text Book
- Analysis of Content Unit
- Integration of content with method

UNIT IV: DEVICES AND SUPPORT SYSTEM OF TEACHING

- Printed devices- text books, hand books, work book, periodical magazines,

- Teaching Aids – Projective and Non Projective
- Non formal Approaches – History club, museum, field visit, History Room

UNIT V: PLANNING AND EVALUATION

- Planning – Year, Unit and Lesson
- Importance and Nature of evaluation in History
- Tools of Evaluation- written and oral
- Unit Test- designing, editing, answer key and scoring scheme
- Diagnostic tests and remedial teaching

UNIT V: SUBJECT TEACHER

- Characteristics of History Teacher
- Competency, Commitment and performance areas of teacher
- Professional Development of History Teacher
- Teacher Evaluation – Students, peer and authority

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ECONOMICS METHODOLOGY

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Objectives

1. To know meaning and nature of Economics
2. understand place and structure of Economics at secondary school level
3. Correlation of Economics with other subjects
4. Understand Planning and evaluation of Economics teaching
5. various methods and devices, maxims of Economics teaching

Develop adequate skills and qualities in teaching Economics

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COURSE CONTENT:

UNIT I: NATURE, SCOPE AND PLACE OF ECONOMICS IN SCHOOL CURRICULUM

- Place of Economics in secondary and higher secondary school curriculum
- Importance of Economics in Life
- Values and core element of Economics subject
- Objectives of Economics subject at secondary and higher secondary education
- Correlation with other subject

UNIT II: TEACHING STRATEGIES OF ECONOMICS SUBJECT

- Teaching – concept and maxims of teaching
- Methods – Lecture, Discussion, Problem-Solving, Project, Inductive-Deductive
- Models of Teaching – Concept attainment model, Advanced Organizer Model, Inquiry Training Model

UNIT III: CONTENT CUM METHODOLOGY (CCM)

- Concept and Nature of CCM
- Nature and structure of Subject
- Analysis of Curriculum and Text Book
- Analysis of Content Unit
- Integration of content with method

UNIT IV: DEVICES AND SUPPORT SYSTEM OF TEACHING

- Printed devices-tables, charts, diagrams, text books, hand books, work book, periodical magazines,
- Teaching Aids – Projective and Non Projective

- Non formal Approaches – Economics club, field visit (industries, Finance and Business Organization)

UNIT V: PLANNING AND EVALUATION

- Planning – Year, Unit and Lesson
- Importance and Nature of evaluation in Economics
- Tools of Evaluation- written, practical and oral
- Unit Test- designing, editing, answer key and scoring scheme
- Diagnostic tests and remedial teaching

UNIT VI: SUBJECT TEACHER

- Characteristics of Economics Teacher
- Competency, Commitment and performance areas of teacher
- Professional Development of Economics Teacher
- Teacher Evaluation – Students, peer and authority

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COMMERCE METHODOLOGY

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Objectives

1. To know meaning and nature of Commerce
2. understand place and structure of Commerce at secondary school level
3. Correlation of Commerce with other subjects
4. Understand Planning and evaluation of Commerce teaching
5. various methods and devices, maxims of Commerce teaching

Develop adequate skills and qualities in teaching Commerce

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COURSE CONTENT:

UNIT I: NATURE, SCOPE AND PLACE OF COMMERCE IN SCHOOL CURRICULUM

- Place of Commerce in secondary and higher secondary school curriculum
- Importance of Commerce in Life
- Values and core element of Commerce subject
- Objectives of Commerce subject at secondary and higher secondary education
- Correlation with other subject

UNIT II: TEACHING STRATEGIES OF COMMERCE SUBJECT

- Teaching – concept and maxims of teaching
- Methods – Lecture, Discussion, Problem-Solving, Project, Inductive-Deductive.
- Models of Teaching – Concept attainment model, Advanced Organizer Model, Inquiry training model

UNIT III: CONTENT CUM METHODOLOGY (CCM)

- Concept and Nature of CCM
- Nature and structure of Subject
- Analysis of Curriculum and Text Book
- Analysis of Content Unit
- Integration of content with method

UNIT IV: DEVICES AND SUPPORT SYSTEM OF TEACHING

- Printed devices- text books, hand books, work book, periodical magazines,
- Teaching Aids – Projective and Non Projective
- Non formal Approaches – Commerce club, field visit (industries, Finance and Business Organization)

UNIT V: PLANNING AND EVALUATION

- Planning – Year, Unit and Lesson
- Importance and Nature of evaluation in Commerce
- Tools of Evaluation- written and oral
- Unit Test- designing, editing, answer key and scoring scheme
- Diagnostic tests and remedial teaching

UNIT VI: SUBJECT TEACHER

- Characteristics of Commerce Teacher
- Competency, Commitment and performance areas of teacher
- Professional Development of Commerce Teacher
- Teacher Evaluation – Students, peer and authority

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