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Syllabus – B A B Ed. (Integrated)

S.N.D.T. Women's University
1, Nathibai Thackersey Road,
Mumbai 400 020

Revised - 2008

SYLLABUS FORMAT

Faculty Name: Education

Course Name : B.A B.Ed Integrated

S.N.D.T.Women's University, 1, Nathibai Thackersey road, Mumbai 400020
SYLLABUS FORMAT

Faculty name: Education
Course Name: B.A B.Ed. Integrated

N. B. Total Hours (37 / week) specified in the syllabus indicate work hours to be put in by each student.

Meanings of symbols used- **L**: No. of lectures / week, **P/T**: Practical or tutorials in hrs/ week, **D**: Duration of theory paper for exam in hrs, **TP**: Theory Marks, **TW** : Term work marks, **P/V**: Practical/ Viva Voce marks, **T**: Total

No.		Subjects/ curriculum components	L	P/T	D	TP	TW	P/V	T
Paper1	2nd sem F.Y.B.A.	Foundation and management of system of education	2		3	100			100
Paper2	4th year	Teaching Learning Process	2		3	100			100
Paper 3	2nd sem S.Y.B.A	Current Concerns and Trends	2		3	100			100
Paper 4	2nd sem T.Y.B.A	Understanding and Developing the learner	2		3	100			100
Paper 5	4th year	Subject Education 1. (Any one from given list*)	2		3	100			100
Paper 6	4th year	Subject Education 2. (Any one from given list, not chosen for subject education 1*)	2		3	100			100
		Following are the Practicals Related to educational Transaction							
1	4th year	Microteaching and Integration		3				75	75
2	4th year	Evaluation Workshop		1				25	25
3	4th year	Simulation Lessons		3				75	75
4	4th year	School lessons and Reflective Diary		6				150	150
5	4th year	Internship and study of the school and Research project		3				75	75
		Following are practicals related to Applying concepts							
1	4th year	Psychology experiments, Working with community, Educational visits and Reports, Tutorials		2				50	50
2	4th year	Case study of a child		1			25		25
3	4th year	Two seminars		1			25		25
4	4th year	Computer project and Individual project/ exhibition etc.		3			75		75

	4th year	work experience		1				25	25
17		**Sum**	12	24		600	125	475	1200
		Total work hours for student /week		36					

* List of 'subject education' (Any two to be chosen for paper five and six)

English language Education
Geography Education
Gujrati language Education
Hindi language Education
History Education
Marathi language education
Sanskrit languageEducation
Social Science Education
Urdu language Education.

Health activities, co-curricular activities and day celebrations are to be conducted in college and college may give certificate of participation.

B.A., B.Ed. Integrated Course (Four Year)

The students who take admission for this course will complete her regular course of B.A. in addition to her B.A. component she will have to study components from faculty of education as shown above in every year of her B.A. course.

She will get B.A. degree from faculty of arts. All the rules for that faculty will apply for B.A. course.

The student who seek--- admission to the course will have to choose two school subjects as her optional component in B.A. degree.

Integrated B. Ed. degree will be awarded by faculty of education in the forth academic year. The rules for B. Ed. degree will be same as that of regular B. Ed.

Examination for component of education in every year of B.A. degree will be held along with B. Ed. examination by the university. The credits will be transferred in forth year of the course. Rules of passing, class, etc. B.A. component will be the same for first 3 years as that of B.A. syllabus and for fourth year they will be as that of B. Ed.

In the fourth year student will complete the courses as indicated. The rules for passing, class, appearing for exam, etc. will be the same as that are indicated in B. Ed. syllabus.

In case of failure in the component of education which are to be completed along with arts component (B.A.) student will be allowed to get admission in fourth year. But to get admission in fourth year students must have B.A. degree.

Objectives of B.A. B. Ed. Integrated Course

To enable the student teacher to-

1   Get acquainted with component of education from her F.Y. B.A. class so that she will be able to link it with her subjects in arts faculty.

2   develop contextual competency by providing basic knowledge about educational philosophy, educational sociology, educational psychology and school management.

3   acquire basic knowledge in use of Information and Communication Technology in education.

4   develop conceptual competency with respect to school subjects.
        apply theory to educational transactions

5   master the skills involved in effective teaching

6   develop society oriented transactional competency.

7   develop professional attitude towards teaching.

General Rules and Regulations

1.   Eligibility for admission
        To get the admission for B.A. B.Ed integrated course candidate should have passed qualifying examination to get admission in B.A. first year.

2.   Duration – The duration of the B.A. B. Ed.integrated Course will be four consecutive academic terms.

3.   Medium -
(a)   The medium of instruction for the Course will be Gujarati or Marathi or English as the case may be.
(b)   Medium of Examination – The medium of the Examination shall be Gujarati or Marathi or English but the students, with prior permission, will have option to write their theory papers in any of the above languages or in Hindi irrespective of the medium of Instruction.

4.   Eligibility for appearing for the B.A B.Ed. examination Examination
(a)   **Attendance**
(b)   **Completion of Internal Yearly work**
        (i)   Completion of all items of internal yearly work to be done by each student individually and / or jointly in a group, as prescribed in the syllabus.
        (ii)   In case the student is sanctioned absence on medical grounds, she has to complete the items of internal yearly work that she may have missed during her absence, as may be re- arranged by the college.

(c)   **Minimum Marks**
        At least 40 % marks in the internal yearly work.

N.B.:-
1.   The principal of the college will have to certify that the candidate, whose B. Ed. Examination Form is sent to the university, has complied with the minimum requirement as prescribed; for all items of Internal Yearly work, covered under the above clause 5 (a), (b) and (c).
2.   It is the discretion of the principal of the college to forward or withdraw the B. Ed. Examination Application Form if the student fails to comply with the minimum requirements as prescribed, of the Internal yearly work, covered under above clause 5 (a) (b) and (c).

5.   **<u>Schedule of B.Ed. Final Year Examination</u>**
      The B. Ed. Examination shall ordinarily be held in March- April every year, or at such other time, as decided by the university.

6.   **Forms of Examination-**The principal of the college shall forward the prescribed examination forms, duly completed by B. Ed. students, so as to reach the C.O.E. of the university on or before the date declared by the C.O.E. for the purpose.

7.   **Internal assessment –** The principal of the college shall send internal assessment marks to the C.O.E. before commencement of examination.

Details of Practical work, internal assessment and Instructions for implementation

Practical work related to Educational Transaction
1.   **Micro teaching (Marks 50)**
          Orientation and demonstrations of skills be given by lecturers. Lesson planning and teach-re teach cycles of five microteaching skills per subject should be conducted. Each teach-re teach cycle carries ten marks. Total marks out of 100 are to be converted out of 50 marks.

          Integration lessons (Marks 25)
          One integration lesson of 15 minutes duration per subject should be conducted. Each lesson is be given 25 marks. Students are supposed to use all the micro teaching skills practiced and some supporting skills in the lesson. Total marks are to be converted out of 25.

2.   **Evaluation work shop (Marks 25)**
          General orientation of evaluation approach, content analysis, objectives and specification and learning experiences is to be given. General format of writing lesson plan and variations needed according to different learning experiences should be discussed.

          Every student is expected to complete following work in both the school subjects: One sample Lesson note, content analysis of one standard according to ten core elements, year plan and unit plan. Marks out of twenty five per subject are to be given for all the activities. (Lesson plan 10, content analysis 5, year plan 5, and Unit plan 5). Total marks of both subjects are to be converted out of 25.

3.   **Simulation lessons (Marks 75)**
          Three simulation lessons of 30 minutes duration per subject should be conducted. Total six simulation lessons are to be conducted. Each lesson carries 25 marks. Total marks out of 150 are to be converted out of 75. Students should practice novel methods and models of teaching in these lessons, e.g. learning through group discussion, problem solving, practical, exhibitions; computer aided learning, visit lesson, dramatization, self learning with the help of specially prepared work sheets, using concept attainment model, inductive thinking, synectics, advance organizer, inquiry training, role play, jurisprudential model, Lessons catering to multiple intelligences.

4.   **School lessons and reflective diary (Marks 150)**
Lessons
          Student has to take 12 lessons (6 /school subject) . Every lesson should be on different unit and as far as possible on different standards. Each lesson carries 100 marks (80 for performance, 20 for planning). Total is to be converted out of 120.

Reflective diary
          The students have to write reflective diary after each lesson. They have to mention the core elements taken into consideration, theory of learning, principles of learning used, philosophical principles used, analysis of experiences and teacher thoughts at the time of teaching and what they learned from these experiences about teaching-learning process.
          Ten marks are to be given for each lesson, and total to be converted out of 20.

Lesson Observation

Students should observe five lessons of classmates. They are to be observed from same point of view as given above. Observations should be given marks out of 10.

(5) Internship and study of the school + Research project (Marks 75)
Internship and study of the school system (Marks 50)

Following activities are included in internship of continuous 2 weeks in school.

- Block teaching including three lessons on one unit, one revision lesson and one unit test lesson per subject. The student is supposed to prepare blue print of test and result sheet after assessment of answer sheets.
- The student is supposed to have experience of performing other responsibilities of a teacher such as attendance, organizing co-curricular activities, assessment of home work/journals, conducting prayer, conducting proxy periods etc.
- Study of a school system is expected. The student will collect information about location of school, establishment of a school, management, rules, documents, time table, results, organizations associated with the school, co-curricular and extra curricular activities for student and staff of the school etc

Research project (Marks 25)

Students will be given detailed orientation about the purpose, meaning and procedure of research project. Research project can be a survey or an experiment or a table study on small scale. The students have to submit handwritten report of about 8 to 10 pages.

Some topics are suggested as examples-

- Development of learning material and study its effect
- Conduct an innovative program for 3-4 periods and study its effect
- Survey of learning difficulties of 5-6 students
- Opinions of students about any program
- Observation and analysis of 5 lessons from point of view of communication/ philosophical theory/ learning theory
- Content analysis of some text from specific point of view such as gender bias, core elements, population education, learning theories

Practical Related to Applying Concepts

1. Psychology Experiments + Working with community
And two Educational visits and report + Tutorials (Total Marks 50)

- **Psychology experiments (marks 15)**

Total 5 experiments in all are to be conducted which include experiments to be conducted in college and to be conducted on school students.

(i) To be conducted in college (Any two)-Concept formation, Division of attention, Transfer of learning, Learning curve, fatigue and boredom

(ii) To be conducted on school students by student teacher after orientation in the college (Any three) -Conservation concepts by Piaget, Recall and Recognition, Association, Trial and error learning, Effect of grouping while presentation on retention, Effect of meaningfulness on Retention, problem solving

Evaluation: 15 marks for participation and journal writing of each experiment and total marks to be converted out of 15.

- **Tutorials (marks 10)**

Four tutorials are to be written by students (One on each theory paper from Paper 1 to paper 4). Each tutorial carries 10 marks. Total marks obtained are to be converted out of 10.

- **Working with community and educational visits (Marks 25)**
  Working with community : Each student should work for five clock hours for community. Marks out of 5 are to be given on the basis of report. Some activities are given as examples-
  - Reading books to blind students
  - Telling stories or conducting educational games or teaching vocational skills to institutionalized children/ needy students/ recreation programs in old homes
  - Attending needy children/ old persons in Hospitals
  - Participation in Cleaning (Swachata Abhiyan), helping in Samajseva Shibir of any school, health check up
  - Awareness programs for community such as AIDS awareness, waste management, diet etc.

  Educational visits and writing report: Every student should participate in two visits and brief report should be submitted. Ten marks for each report. Total marks are out of 20. Some places/institutions are suggested:
  - Subject teachers' associations
  - Experimental schools/ schools for special children
  - Informal/ non formal educational centers
  - Open school/ open university
  - S.C.E.R.T./Textbook bureau/ Radio-T.V. center/Publications for children, educational publications
  - Institutions preparing educational audio video material
  - Museums/educational exhibitions

2. Case study of a child + Seminars 2 /per student on current concerns/ new trends (Marks 50)

Case study of a child (25)
- One student is to be selected consulting any school teacher. The students may select any child having impairment / child having learning difficulty/ child having behavioral problem/ gifted child/ creative child/ under achiever
- Child should be studied from sociological, psychological and academic point of view.
- Following sources may be used for collecting information- Achievement record, Discussion with teacher, Home visit, and detailed interview of the child in three sessions, discussion with peers, and administration of simple tools such as to assess learning styles, multiple intelligence profile, interest, motivation, and adjustment problems etc.
- Report should include the complete profile of the child, his strengths, likes dislikes, weaknesses, problems, analysis of possible causes and remedies suggested.

Seminar (Marks 25)
Every student has to participate in two seminars/presentations, one in large group and one in small group. The group of students should prepare for a topic related to any subject from current concerns/ new trends. Students should collect information from various sources and present the topic. Other students should ask questions to the presenter. Each seminar carries 25 marks. Total marks are to be converted out of 25.

3.   Developing a Computer project and
Individual project / portfolio /organization of an exhibition / Awareness program for society (Marks 75)

(a) Computer project (50 marks)
(Thirty marks for the project and 20 marks are assigned for the practical examination at college level to be taken at the end of year)
Detailed scheme for implementation of computer project (30 Marks)

1.   The project is to be done by a pair of student teachers
2.   Both of them will select a topic of their mutual interest.
3.   It may be related to the school syllabus or suitable to the enrichment of knowledge of the students.
4.   The theoretical information mentioned in the syllabus will be provided along with the introduction of various types of work in the project.
5.   The pair will prepare a folder and complete the entire project in it while working through out the year. The folder will contain following work in it related to the topic selected-
   i.   Detailed scheme for instructional design and implementation plan of the project.
   ii.   Power point presentation to present the topic. (Use of Power point at least 15 slides). Use of internet /Encarta will be encouraged to get latest information.
   iii.   Handouts /take home activities / work sheets for supporting the learning. (Word /Power point)
   iv.   News letter/brochure for supporting the presentation (Publisher)
   v.   Plan for assignments / projects to be completed by the students and evaluation rubric to assess them (Word).
   vi.   Evaluation plan including tests, quiz and provision for feedback (Word/ power point)
   vii.   Student Grade book (Excel)
6.   Student teachers will be encouraged to participate in the group discussion on various issues related to use of computers, difficulties to be faced in use of computer and management aspects.
7.   Student teachers will evaluate the work done by the peer group and provide feedback to improve the work.
8.   Both the student teachers in the pair will be given opportunity to master the computer skills.
9.   Emphasis will be given to develop insight regarding appropriate use of computer in education.

Practical examination of computer (20 Marks)
Practical examination of at least two hours duration will be organized by the college to test the computer skills mastered by the student teacher.
Practical examination will be conducted individually for all the student teachers.
Each college will develop criteria of assessment of the work in practical examination.
The practical examination will include test items related to use of at least three of the following (Each carrying 5 marks)
- Word
- Power point
- Excel
- Internet search / Using Encarta

(b) Individual project / Portfolio /preparation and organization of an awareness program/ exhibition. (Marks 25)

- Each student has to select any topic of her interest for project or portfolio. The topic should be selected and finalized in consultation with concerned teacher educator. The topic may be related to any current concern/ new trend/ any developmental theory/ work and its impact of any educational thinker/ novel method/model of teaching etc.
- The student is supposed to collect as much information as she can from various sources of information. She will collect data/ experiment/ implement on students. She will reflect on the information and reorganize information and present the project/ portfolio.
- Students in group are supposed to prepare material and organize an educational exhibition an awareness program for students/ parents/ society.

Health activities, co-curricular activities, day celebrations   (Grade)
General orientation of syllabus and Self learning skills

Health activities such as
- Orientation/ training about Yoga, Balanced Diet, Deep breathing, stress management
- Medical check up
- sports

Co-curricular activities and day celebrations such as
- Morning prayer, Activities for value education
- day celebrations such as: Independance day, Environment day, World literacy day, Hindi day, Teachers' day, Kojagiri
- Subject clubs such as science club, language club, environment club
- orientation of art and culture
- Lectures by experts in various fields,
- competitions
- trip

Work experience (Marks 25)
Any one subject from the following- Computer Graphics/ Non- projected graphics / Kitchen gardening and nursery development / Creative Applied Art

Health activities, co-curricular activities, day celebrations   (Grade)
Health activities same as above
Co-curricular activities and day celebrations such as
- day celebrations such as: Republic day, Aids awareness day, Girl child day, geography day, women's day
- Annual social gathering
- Mock interview
- preparing magazine

Calculating Work Load for Academic work of Regular B. Ed. Course
Implemented from 2008-2009.

Type of work	Formulae for Calculating work for lectures	Formulae for Calculating total work load of college
Theory Lectures	1 clock hour / lecture of Compulsory component	Paper 1 to Paper 4 : 4 x (60) = **240**
Theory lectures	1 clock hour / lecture of Optional Papers (Students opt any 2 subjects)	Optional Subjects: Total No. of sub x (60) = **420 (in case of 7 sub)**
Micro teaching , Integration lessons	90 clock hours for orientation, guidance and lesson observation / batch of students	90 x 7 batches = **630**
Evaluation work shop	30 clock hours for completing and evaluating all required activities / batch of students	(30) x 7 batches = **210**
Simulation lessons	90 clock hours for orientation, guidance and lesson observation / one batch of students	(90) x 7 batches = **630**
School lessons & reflective diary	180 clock hours for guidance, observation and evaluation of lessons and reflective diary / batch of students	(180) x 7 batches = **1260**
Psychology experiments, working with community, Educational visits, Tutorials	60 periods in all /batch of students for the following organization, orientation, and evaluation of all the activities	(60) x 7 batches = **420**
Case study of a child	30 clock hours for orientation, guidance and evaluation / batch of students	(30) x 7 batches = **210**
Seminars	30 clock hours for orientation, guidance and evaluation / batch of students	(30) x 7 batches = **210**
Internship and Research project	90 periods in all / batch of students for the following organization, orientation, guidance and evaluation of all the activities	(90) x 7 batches = **630**
Computer practical and Individual project / portfolio / exhibition / Awareness program	90 hr. for conducting all activities and computer examination / batch of students	(90) x 7 batches = **630**
Work experience	30 periods in all / batch of students for organization, orientation, guidance and evaluation of all the activities	30 x 7 batches = **210**
Total work Load of college		**5700**
Work load / week 0f the college= 190; Work load / lecturer (7 Lecturers) = 814 / year. Work load of lecturer per week = 27		

Compulsory Papers
Foundation and Management of Education as a system

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SYLLABUS FORMAT

Faculty name: Education
Course Name: B.A B.Ed. Integrated (4 Years)

N. B. Total Hours (37 / week) specified in the syllabus indicate work hours to be put in by each student.

Meanings of symbols used- **L**: No. of lectures / week, **P/T**: Practical or tutorials in hrs/ week, **D**: Duration of theory paper for exam in hrs, **TP**: Theory Marks, **TW** : Term work marks, **P/V**: Practical/ Viva Voce marks, **T**: Total

F.Y.B.A. – All papers of F.Y.B.A. given by faculty of Arts and in addition to that

No.		Subjects/ curriculum components	L	P/T	D	TP	TW	P/V	T
Paper1	2nd sem F.Y.B.A.	Foundation and management of system of education	2		3	100			100

Sr. No.	Topic and Details	No. of Lectures assigned	Marks assigned
Module 1	**Reflecting on Education** **Objectives :-** To empower the student teachers 1. to express and explain the meaning and process of education. 2. to think critically and elaborate regarding the indications of process of education. 3. to understand express and apply the knowledge regarding the four pillars of education and new panchasheel. **Content :** 1. Meaning, scope, concept, definitions, views, function and process of education. 2. Four pillars of education of 21st Century given by UNESCO (Delor's Commission report) i) Learning to Know ii) Learning to Do iii) Learning to Live Together iv) Learning to Be. 3. The realization of 'The New Panchasheel' in the present context i) Learner centered education ii) Women centred family iii) Human being centred development iv) Knowledge centred Society v) Innovation centred India.	15	25
Module 2	**Translating Education philosophically** **Objectives :-** To empower the student teachers 1. to think and express the meaning and nature of	15	25

philosophical perspectives of education.
2.   to understand and express the major characteristics of philosophical isms
3.   to get acquainted and express the thoughts of educational thinkers.
4.   to develop one's own philosophical approach regarding education.

Content :
1.   Nature, meaning and Scope of educational philosophy.
2.   Characteristics, strengths and weaknesses of the following philosophical isms.
    i)   Essentialism
    ii)   Existentialism
    iii)   Perrenialism
    iv)   Experimentalism
    v)   Reconstructionlism
3.   The educational thoughts of following educational thinkers and the reflection of the above isms on their thoughts.
    i)   Mahatma Gandhi
    ii)   Rabindranath Tagore
    iii)   Swami Vivekanand
    iv)   Maharshi Karve
    v)   Mahatma Phule
    vi)   Gijubhai Badheka
    vii)   Tarabai Modak

Module 3	**Reconstruction of Indian Society through Education** **Objectives :-** To empower the student teachers 1. to be acquainted with and express goals of education in India. 2. to understand and explain the national concerns of education revealed through curriculum framework of 2005. 3. to explain various challenges of this century. 4. to explain and elaborate the role of a teacher and education in social development. **Content :** 1. Goals incorporated in Indian constitution. 2. Guide lines on National Concerns provided in the National Curriculum Framework of 2005. 3. Introduction to the Challenges of 21st Century with respect to Indian Society Urbanization, Industrialization, Liberalization, privatization, Globalization, multiculturalism. 4. Social reconstruction through education : Teacher as an agent of social change, Teacher's commitment to learner, society, profession, basic values, excellence.	15	25

| Module 4 | **Perspectives of Management of Education**
Objectives :- To empower the student teachers
1. to understand the school system.
2. to describe the various aspects of maintaining and executing a secondary school.
3. to understand and explain the effective ways and means to achieve excellence in school work.

Content :
1. Types of schools and their special features
   i) Schools following S.S.C. Board Syllabus.
   ii) Schools following C.B.S.E., I.C.S.E. Syllabus.
   iii) Schools for special needs.
   iv) Multipurpose schools.
2. Opening a new school, procedure, registration, recognition, grants, finance.
3. Planning and management in school timetable, workload, S.S. Code, admissions, leave, record keeping.
4. Duties and functions of teachers supervisitors, Head masters.
5. Quality improvement of school inspection, supervisor, teacher's empowerment, teacher's competencies, inservice training, need based short term programmes, awareness programmes. | 15 | 25 |
| | | | |

List of Recommended Books :-

1. National Curriculum framework, 2005.
2. "Learning the Treasure Within" report to UNESCO of the international Commission on Education for the 21st Century, Jacqes Dalor, 1996.
3. The constitution of India – M. M. Singh.
   Copyright – 1975,
   The World press private Ltd., 37 A, College Street, Calcutta – 700012.
4. Constitution History of India, S.L. Sikri,
   Published by S.L. Jain for S. Hagin and Co., Pratap Road, Jullundur City.
5. Agarwal J.C., "Teacher and Education in a developing Society."
6. Bokil V.P. (1970)," Foundation of Education"; Modern Book Stall,Pune.
7. Satish d.F.(1970)," Basic Readings in the Sociology of Education"; Routledge and Kegan, London.
8. Taylor Willam (1969)," Society of the Education of Teacher"; Fabel and Faba, London.
9. Madhukar Indira (2003), "Impact of Globalization on Education – Learning to live together", Author Press, Delhi.
10. Chakrabarti Mohit (2005), "Education in the 21st Century", Kalpaz Publications, Delhi.

मराठी पुस्तके

१. अहेर हीरा(१९८८),"उदयोन्मुख भारतीय समाजातील शिक्षण व शिक्षक ";विद्या प्रकाशन, नागपूर .

२ . आचार्य श्री रा . (१९७९),"आधुनिक भारतातील शैक्षणिक उदयोन्मुख भारतीय समाजातील शिक्षण व शिक्षक"; विद्या प्रकाशन, नागपूर .

३ . कुलकर्णी विश्वंभर, काळदाते सुधा(१९९४),"उदयोन्मुख भारतीय समाजसंस्कृती आणि शिक्षण "; श्री विद्या प्रकाशन, पुणे .

४ . कुंडले म . बा(१९८३),"शैक्षणिक तत्वज्ञान व शैक्षणिक समाजशास्त्र ";श्री विद्या प्रकाशन, पुणे .

५ . जोगळेकर रजनी (१९८६)," उदयोन्मुख भारतीय समाजातील शिक्षण व शिक्षक";प्राची प्रकाशन, पुणे .

६ . देशपांडे लीना, दुनाखे अ . रा . (१९९८),"शिक्षणाचे समाजशास्त्र एक रूपरेषा ";नूतन प्रकाशन, पुणे .

७ . दुनाखे अ . रा . (१९९८),"प्रगत शैक्षणिक तत्वज्ञान ";नूतन प्रकाशन, पुणे .

८ . दुनाखे अ . रा . (१९९८),"आधुनिक भारतीय शिक्षण ";नूतन प्रकाशन, पुणे .

९ . पवार ना . ग . (१९९0),"उदयोन्मुख भारतीय समाजातील शिक्षण ";नूतन प्रकाशन, पुणे .

१0 . पवार ना . ग . (१९९५)," शिक्षण क्षेत्रातील विचारवंत ";नूतन प्रकाशन, पुणे .

११ . भगत रा . तु . (१९९५),"थोर शिक्षण तज्ञ ";गो य रोळे प्रकाशन, पुणे .

१२ . भंडारी प . स . (१९९0),"शैक्षणिक समाजशास्त्र ";राविक प्रकाशन, सातारा

१३ . लाटकर शकुंतला, भगत रा . तु . . (१९८३),"नवभारतातील शिक्षण व शिक्षक ";चैतन्य प्रकाशन, कोल्हापूर .

१४ . वाशीकर शं . श्री . (१९८0)," चार शिक्षण तज्ञ "; नूतन प्रकाशन, पुणे .

15. रघुनाथ माशेलकरांचे नवे पंचशील, सहयाद्री प्रकाशन, पुणे, २००८ .

16. जागतिकीकरण : परिणाम आणि पर्याय, खातू : गजानन , अक्षर प्रकाशन, २००१ .

17. जागतिकीकरण : समस्या, आशय आणि अनुभव, खेर सी . प . , २००२, प्रकाशक : राजीव दत्तात्रय बर्वे, दिलीपराज प्रकाशन प्रा . लि . , २५१, शनिवारपेठ, पुणे – ३० .

18. जागतिकीकरणाचं डाहक वास्तव, खातू, गजानन, २००८, अक्षर प्रकाशन, ७-८, पांडुरंग बिल्डिंग, १७८, लेडी जमशेदजी रोड, माहिम, मुंबई-४०००१६.

19. उदारीकरण व आर्थिक धोरण, डोळे ना . , १९९७, पाशेलकर रघुनाथ, पंचशिल नव्या युगाचे, सहयाद्री प्रकाशन, पुणे, २००८ .

20. अनौपचारिक शिक्षण, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक . १९९४

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Paper 3 : Current concerns and Trends in Education

S.N.D.T.Women's University, 1, Nathibai Thackersey road, Mumbai 400020
SYLLABUS FORMAT
Faculty name: Education
Course Name: B.A B.Ed. Integrated (4 Years)

N. B. Total Hours (37 / week) specified in the syllabus indicate work hours to be put in by each student.

Meanings of symbols used- **L**: No. of lectures / week, **P/T**: Practical or tutorials in hrs/ week, **D**: Duration of theory paper for exam in hrs, **TP**: Theory Marks, **TW** : Term work marks, **P/V**: Practical/ Viva Voce marks, **T**: Total

S.Y.B.A. – All papers of S.Y.B.A. given by faculty of Arts and in addition to that

No.		Subjects/ curriculum components	L	P/T	D	TP	TW	P/V	T
Paper 3	2nd sem S.Y.B.A	Current Concerns and Trends	2		3	100			100

Sr. No.	Topic and Details	No. of Lectures assigned	Marks assigned

Module 1	**Reflecting on Current Concerns and Trends**
	Objectives :- To empower the student teachers
	1. to express and explain the concept of current concerns and trends.
	2. to elaborate with examples the characteristics of current concerns and trends.
	3. to identify and classify the current concerns and trends.
	
	Content :
	1. Concept of new trends, their origin and spread : Education as everchanging process, changing nature of educational system, need of change, change to meet new challenges, educational issues in changing society.
	2. Characteristics of new concerns and trends
	   i) need of the time
	   ii) research based
	   iii) applicability
	   iv) relationship with other trends
	   v) going differently or against with the previously established trends.
	3. Classification of new trends
	   i) knowledge based
	   ii) transaction based
	   iii) Human Resource Development, Management and Evaluation based.
		15	25

Module 2	**Understanding knowledge based current Trends.** **Objectives :** To empower the student teachers,	15	25

	1. to express and explain the nature of knowledge based current trends. 2. to explain the significance and relevance of these trends with the current time. 3. to apply the knowledge of these trends in actual educational practice. **Content :** 1. Environment education for sustainable development - need and importance, awareness building, to be imparted through activities. 2. Health education and sex education - individual and social health, healthy life style, proper attitude about human sexuality awareness regarding AIDS, issues and problems in puberty. 3. Continuing education – need of life long education, learning society, continuing education for better life style and status, education for continuous personal development, education for leisure. 4. Value education – Values to be emphasized during current period, peace education, national integration, international understanding, democratic citizenship, gender equality. 5. Education for entrepreneurship – Meaning, need, scope, means of livelihood, enriching practical knowledge, relevance with national economics.		
Module 3	**Understanding Transaction based Current Trends** **Objectives :** To empower student teachers 1. to express and explain the nature of Transaction based current trends. 2. to explain the significance and relevance of these trends with the current time. 3. to apply the knowledge of these trends in actual educational practice. **Content :** 1. E-learning : Meaning, nature, characteristics, impact of information and communication technology, virtual classroom, video conferencing, web based learning. 2. Distance education : Meaning, nature, characteristics, importance open education, non formal mode, self study skills. 3. Programmed learning : Concept and meaning, background, various types – linear, branding, backward utility of programmed learning, limitations. 4. Co-operative learning :	15	25

	Concept and meaning, importance, need, various ways and means, activity based. 5. Interactive teaching : Concept and meaning, importance, need, related to communicative approach, role play, self expression, games, discussion.		
Module 4	**Understanding Trends based on development management and evaluation of Human resource.** **Objectives** : to empower the student teachers 1. to express and explain the nature of trends based on development, management and evaluation of human resources. 2. to explain the significance and relevance of these trends with the current time. 3. to apply the knowledge of these trends in actual educational practice. **Concept :** 1. Total Quality Management – Concept, importance. 2. Stress Management – Meaning, concept, causes of stress, types of stress – physical, mental, Methods and techniques of controlling stress – relaxation, deep breathing, meditation, hobby, self suggestion. 3. Disaster Management – Meaning, concept, need, importance, types of disaster – Natural, Man made earth quake, flood, tsunami, fire, terrorism, riots, Social violence. 4. SWOT Analysis – Meaning, concept, importance, self evaluation strength, weakness, opportunities, Threats SWOT analysis at individual performance level, personnel performance level, Analysis of an institute as a whole. 5. Decision Making – importance of decision making in planning – types and characteristics of decisions, factors of decision taking process educational implication in teaching learning process.	15	25
	List of Recommended Books :- 1. Kerber August and Smith Wilfred (Ed.) (1962), 'Educational issues in a changing Society', Wayne State University Press, Detroit. 2. Singh R.P., 'The Challenges of Tomorrow' (1993), 'Sterling Publishers Private Limited, New Delhi'. 3. Gupta N.L., (1985), 'Current Trends and Problems of Progressive Education', Krishna Brothers, Ajmer.		

4.	Sukla R.S. (1978), 'Emerging Trends in Teacher Education', Chugh Publications, Allahabad.	
5.	Suri S.P. and Sodhi T.S. (1998), 'A Textbook of trends in Education', Bawa Publications, Patiyala.	
6.	Talesra, Marashdah and Nagda (2003), 'Web based leaning', Authors press, Delhi.	
7.	Gupta S. (2005), 'Education in Emerging India', Shipra Publications, Delhi.	
8.	Mukhopadhya Marmar (2001), 'Total Quality Management in Education', National Institute of Educational Planning and Administration, New Delhi.	
9.	Panday Ram (1994), 'New Dimensions of Education', Indian Publishers Distributors, Delhi.	
10.	Dash B. N. (2004), 'Trends and Issues in Indian Education', Dominant Publishers and Distributors, New Delhi.	
11.	Pandey V.C. (Ed.) (2001), 'Education and Globalization', Kalpaz Publications, Delhi.	
12.	Brown, J. W. (1983),"Instructional Technology Media and Methods; McGraw Hill, New York.	
13.	Christian Jyoti (1991),"Managing Classrooms"; The Indian Publications, Ambala Cantt.India.	
14.	Dale Edgar (1969),"Audio Visual Methods in Teaching" 3rd Edition, Halt Rinehart and Winston, New York.	
15.	Devito Joseph (1981),"Communication Concept and Processes"; Englewood Cliff, Prentice Hall, New York.	
16.	Howe Leland and Howe Mary (1975),"Personalizing Education"; A hart Book, New York	
17.	Huckins Wesley and Bernard Harold (1974)," Humanism in the classroom"; Allyn and Bacon Inc. Boston.	
18.	Husen T.(1974),"The Learning Society"; Methnen London.	
19.	Illiach Ivan(1971),"Deschooling Society"; Harper and Row, New York.	
20.	Kulkarni S.S.(1986),"Introduction to Educational Technology"; Oxfordand IBH publishing Co., Mumbai.	
21.	Naisbitt John(1984),"Megatrends"; Warner Communication Company, New York.	
22.	Rao Usha(1984),"Educational Technology"; Shri Vidya Prakashan, Pune.	
23.	Romiszowaski A. J.(1984),"The Selection and	

Use of Instructional Media: for Improved Classroom Teaching and Interactive Individualized Instruction"; Kogan Page, London.

24. Sampath and Others(1981),"Introduction to Educational Technology"; Sterling Publications, New Delhi.

25. Sharma Motilal(1985),"System Approach: Its Application in Education"; Himalaya Publishing House, Mumbai.

26. जगताप ह. ना. , 'शिक्षणातील नवप्रवाह व नवप्रवर्तने', नित्य नूतन प्रकाशन, पुणे.

27. बोबे बा. से. , 'अनौपचारिक शिक्षण', नित्य नूतन प्रकाशन, पुणे.

28. बोबे बा. से. , 'निरंतर शिक्षण', नित्य नूतन प्रकाशन, पुणे.

29. पठाण बी. बी. , 'व्यक्तिमत्व विकास', नित्य नूतन प्रकाशन, पुणे.

30. सप्रे नीलिमा, पाटील प्रीती, 'शिक्षणातील विचार प्रवाह', फडके प्रकाशन, कोल्हापूर.

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Paper 4: Understanding and developing the Learner

S.N.D.T.Women's University, 1, Nathibai Thackersey road, Mumbai 400020
SYLLABUS FORMAT

Faculty name: Education
Course Name: B.A B.Ed. Integrated (4 Years)

N. B. Total Hours (37 / week) specified in the syllabus indicate work hours to be put in by each student.

Meanings of symbols used- **L**: No. of lectures / week, **P/T**: Practical or tutorials in hrs/ week, **D**: Duration of theory paper for exam in hrs, **TP**: Theory Marks, **TW** : Term work marks, **P/V**: Practical/ Viva Voce marks, **T**: Total

T.Y.B.A. – All papers of T.Y.B.A. given by faculty of Arts and in addition to that

No.		Subjects/ curriculum components	L	P/T	D	TP	TW	P/V	T
Paper 4	2nd sem T.Y.B.A	Understanding and Developing the learner	2		3	100			100

Sr. No.	Topic and Details	No. of Lectures assigned	Marks assigned
Module 1	Reflecting on growth and development of the learner **Objectives**: - The student teacher will be able - ➢ To state the concept of growth and development. ➢ To elaborate physical, motor, psycho-social, cognitive and moral development of the learner ➢ To elaborate personality development of the learner ➢ To apply knowledge of development while designing learning experiences **Contents:** a) Concept of growth and development; general principles of development (1) b) Physical and motor development in later childhood & adolescence. Role of school and teacher in physical and motor development and in adolescent education (4) c) Psycho social development stages during later childhood & adolescence as given by Erickson; Social development during later childhood and adolescence stage. Role of school and teacher in psycho social development (2) d) Growth and development of brain and its lifelong impact, brain development and language development, concept of 'developmentally appropriate' learning opportunities. (2) e) Cognitive development during childhood and adolescence as given by Piaget, and Vygotsky. Role of school and teacher in cognitive	15	25

	development (2) f) Moral development in later childhood & adolescence as given by Kohl berg, Role of school and teacher in moral development (1) g) Concept of personality, Self concept of learner, Development of personality and self-concept of learner through various classroom activities and co-curricular programs.(3)		
Module 2	**Understanding more about learner** **Objectives**: - The student teacher will be able – ➢ To explain the concept of and factors affecting individual differences ➢ To design learning experiences to relevant to learning styles ➢ To explain various views about intelligence and ways cater for each type of intelligence ➢ To organize learning experiences for different roles of learner **Contents:** **a)** Concept of individual differences within & among the learners (1) b) Factors influencing growth & development and causing individual differences such as : Heredity & environment (3) c) Learning styles its relevance to learning process, personalization of learning opportunities.(1) d) Individual differences regarding intelligences (Multiple intelligence view of Gardner) Brief introduction to: Guilford's view, Sternberg's view, Goleman's view about emotional intelligence and social intelligence and Catering to children's intelligences through educational experiences (7) e) Viewing learner from different perspectives and organization of classroom activities accordingly-Learner as Imitator, Knower, Thinker, knowledge worker, Performer (3)	15	25
Module 3	**Understanding learner's characteristics affecting learning** **Objectives**: - The student teacher will be able – ➢ To explain psychological and socio-cultural characteristics of the learner ➢ To explain effect of group on the behaviour of a learner ➢ To promote positive group interactions **Contents:** Learner's characteristics affecting learning and	15	25

		their implications to teaching a) Concept, Relationship with learning, and educational implications of the following Psychological characteristics: Maturation , Attention , Interest, Motivation (Maslow's hierarchy of needs, achievement motivation), Aptitude (8) b) Educational implications of Socio-cultural characteristics: Home environment(socio economic status, type of family, learning environment in home), Gender(natural differences due to gender, effect of gender bias on learning and personality development), Language(Effect of heterogeneity of language on classroom interactions, effect of mother tongue on learning), Ethnic background (3) c) Social psychology of learner: Understanding concept of group, meaning and characteristic of group, school as a social group, group dynamics, ways to promote healthy group interactions, development of leadership (4)		

Module 4		Understanding problems and facilitating development of the learner
		
		Objectives: - The student teacher will be able
		➤ To explain causes and effects of various problems of adjustment
		➤ To suggest ways to help the student adjust
		➤ To adapt learning experiences to cater for special needs of learners in inclusive set up
		➤ To use various tools to study problems of children
		
		Contents:
		a) Concept of adjustment and role of education in it (1)
		b) Problems of adjustment in adolescents and role of school, and teachers in helping the students facing following problems- Anxiety, withdrawal, aggression, delinquency, drug addition, failure and low achievement (4)
		c) General Characteristics, learning difficulties of, ways to cater special needs in inclusive set up of the following able and differently able children(6)
		  ➤ Orthopedic handicapped
		  ➤ Visually impaired
		  ➤ Hearing Impaired
		  ➤ Educable and Trainable mentally retarded
		  ➤ Learning disable-Dyslexia, Dyscalculia
		  ➤ Children with above intelligence
		  ➤ creative children
		d) Ways to study children- Formal and informal Assessment tools, providing guidance and
			15	25

counseling to the children (4)

List of Recommended Books :-

1.   Aggarwal J.C.(2004)," Educational Psychology", Vikas Publishing House Pvt. Ltd., New Delhi
2.   Berk Laura (2007)," Child Development"; Prentice Hall of India, New Delhi.
3.   Biehler Robert and Snowman Jack(1991)," psychology Applied to Teaching"; Houghton Mifflin company, Boston.
4.   Buzan Tony (2003),"Brain Child"; Thorsons, An Imprint of Harper Collins, London.
5.   Coleman Margaret (1996)," Emotional and Behavioral Disorders"; Allyn and Bacon, Bostan.
6.   Erickson Marian (1967), "The Metally Retarded Child in the classroom"; The macmillan Company, New York.
7.   Goleman Daniel(1995)." Emotional Intelligence"; Bantom Books, N.Y..
8.   Goleman Daniel (2007)," Social Intelligence"; Arrow Books, London.
9.   Henson Kenneth (1999), "Educational Psychology For Effective Teaching"; Wadsworth Publishing Co. Belmont, California
10.   Khandwala Pradip(1988)," Fourth Eye" ; A. H. Wheeler, Allahabad.
11.   Mangal S.K. (1993), "Advanced Educational Psychology" Prentice Hall of India Pvt. Ltd., New Delhi
12.   National Curriculum Framework 2005, N.C.E.R.T , New Delhi.
13.   Osborn Alex (1971),"Your Creative Power"; Saint Paul Society, Allahabad, India.
14.   Pringle M.K. and Varma V.P.(Ed) (1974), "Advances in Educational Psychology" University & London Press, London
15.   Shaffer David(1999),"Social and Personality Development" Wadsworth Thomson Learning, U.S.A.
16.   Sharma Tara Chand (2005)," Reading Problems of Learners "; Sarup and Sons, New Delhi.
17.   Sousa David (2001)," How The Brain Learns"; Cowin Press, Inc. A Sage Publication Company, California.
18.   Sternberg Robert(2003)," Cognitive Psychology"; Thomsan Wadsworth, U.S.
19.   Travers Robert (1973), "Educational Psychology"; The Macmillan Co., New York
20.   Venktesh s.(2004)," Children with Developmental Disabilities"; Sage Publication, New Delhi.

Marathi books

१. ओक वैजयन्ती(१९८८)" मतिमंद मुलांचे शिक्षण", कॉंटिनेंटल प्रकाशन, पुणे.

२. करंदीकर सुरेश (२००१), "शैक्षणिक मानसशास्त्र" फडके प्रकाशन, कोल्हापुर.

३. कळके माधवी. शिरगावे. दादासाहेब, शेंडगे मधुकर(२००५)" अध्ययनार्थींचे मानसशास्त्र, फडके प्रकाशन, कोल्हापूर.

४. कुंडले म.बा.(१९९१)," सर्जनशीलता", नूतन प्रकाशन, पुणे.

५. कोठुरकर वा. कृ. (१९९०)" तुमच्याही लक्षात राहील" ज्ञानप्रबोधिनी प्रकाशन पुणे

६. जगताप ह.ना. (१९८८), शैक्षणिक व प्रायोगिक मानसशास्त्र, नूतन प्रकाशन, पुणे ३०.

७. जगताप ह.ना. (संपादक)(१९९६), शैक्षणिक मानसशास्त्र, अनमोल प्रकाशन, पुणे.

८. जनई माळी, तडसरे, चौजे (१९८८), वैकासिक मानसशास्त्र, फडके प्रकाशन, कोल्हापूर.

९. दांडेकर वा. ना. (२००७)" शैक्षणिक व प्रायोगिक मानसशास्त्र". श्री विद्या प्रकाशन पुणे

१0. नातू अदिती वालिंबे प्रेरणा (२००७)" मेंदू संशोधन व बालशिक्षण". बालशिक्षण संशोधन विकास केंद्र पुणे.

११. नानकर प्र. ल., शिरोडे संगिता (२००५),"सुबोध शैक्षणिक मानसशास्त्र", नित्यनूतन प्रकाशन, पुणे

१२. पानसे रमेश (२००७)" बहुविध बुदिधमत्तांचा विचार". बालशिक्षण संशोधन विकास केंद्र पुणे.

१३. पानसे रमेश(२००७)" पियाजे व त्यांचे ज्ञानग्रहण विषयक विचार". बालशिक्षण संशोधन विकास केंद्र पुणे.

१४. पाध्ये सुषमा(२००३)" व्यागोटस्कीचा सामाजिक सिद्धांत" बालशिक्षण संशोधन विकास केंद्र पुणे.

१५. डॉ.पारसनीस न.रा. (१९९0) , प्रगत शैक्षणिक मानसशास्त्र,नुतन प्रकाशन, पुणे –३०.

१. बोरुडे, कुमठेकर, देसाई, गोळविलकर (१९९०)" वैकासिक मानसशास्त्र", पुणे विद्यार्थी गृह प्रकाशन, पुणे.

२. महाले संजीवनी (२००५)," अध्यापन प्रतिमाने आणि अध्ययन शैली", युनिक पब्लीकेशन, नाशिक.

३. शेवतेकर बडवे (२००४),"विकासाचे व अध्ययनाचे मानसशास्त्र", विद्या प्रकाशन, नागपूर.

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S.N.D.T.Women's University, 1, Nathibai Thackersey road, Mumbai 400020
SYLLABUS FORMAT

Faculty name: Education
Course Name: B.A B.Ed. Integrated (4 Years)

N. B. Total Hours (37 / week) specified in the syllabus indicate work hours to be put in by each student.

Meanings of symbols used- **L**: No. of lectures / week, **P/T**: Practical or tutorials in hrs/ week, **D**: Duration of theory paper for exam in hrs, **TP**: Theory Marks, **TW** : Term work marks, **P/V**: Practical/ Viva Voce marks, **T**: Total

Fourth Year in Integrated B.A.B.Ed.

No.		Subjects/ curriculum components	L	P/T	D	TP	TW	P/V	T
Paper2	4th year	Teaching Learning Process	2		3	100			100
Paper 5	4th year	Subject Education 1. (Any one from given list*)	2		3	100			100
Paper 6	4th year	Subject Education 2. (Any one from given list, not chosen for subject education 1*)	2		3	100			100
		Following are the Practicals Related to educational Transaction							
1	4th year	Microteaching and Integration		3				75	75
2	4th year	Evaluation Workshop		1				25	25
3	4th year	Simulation Lessons		3				75	75
4	4th year	School lessons and Reflective Diary		6				150	150
5	4th year	Internship and study of the school and Research project		3				75	75
		Following are practicals related to Applying concepts							
1	4th year	Psychology experiments, Working with community, Educational visits and Reports, Tutorials		2				50	50
2	4th year	Case study of a child		1			25		25
3	4th year	Two seminars		1			25		25
4	4th year	Computer project and Individual project/ exhibition etc.		3			75		75
	4th year	work experience		1				25	25

Paper 2: The Teaching Learning Process

No.	Subjects/ curriculum components	L	P/T	D	TP	TW	P/V	T
Paper 2	**The teaching learning process**	2		3	100			100

Sr. No.	Topic and Details	No. of Lectures assigned	Marks assigned
Module1	Reflecting on teaching-learning process **Objectives**: The student teacher will be able ➢ To compare the views of behaviorist, cognitivist, and humanist about teaching and learning ➢ To explain the relationship among variable in teaching learning process as given by Dunkin and Biddle. ➢ To relate teaching- learning process with communication process. ➢ To apply the knowledge of communication process to make learning effective ➢ To apply knowledge of system's approach for instructional system design. **Contents:** a) Learning process as viewed by behaviorists', cognitivists', and humanists' Teaching process as viewed by behaviorists', cognitivists', and humanists (4) b) Brief introduction to variables involved in teaching-learning process as given by Dunkin and Biddle: (4) • Presage variables- characteristics of the teacher such as skills, intelligence, motivation, personality, training acquired, experience, age, sex, and beliefs. • Context variables- characteristics of the learner such as socio-economic status, age, sex, intelligence, capacities, knowledge, attitude; curriculum, textbook, facilities in the school and school climate, technology.. • Process variables-teacher's planning, teacher student interactions, teacher's thought processes. • Product variables-immediate outcome-changes in knowledge, skills and attitudes; long term outcome-personality development and	15	25

	professional skills, Interdependence of presage, context, process and product variables with respect to knowledge based society.
	 c) Viewing teaching-learning as a communication process.(4)
	 Communication cycle - concept and process, changes in communication due to technological revolution and its impact on human learning
	 Barriers in communication process and role of teacher to overcome them
	 Development of communication skills (Information acquisition and information dissemination skills) to enhance learning
	 d. Systems approach to instructional design: (3)
	     1. Analysis of system needs (task analysis, overall objectives, analysis of system resources)
	     2. Design (identification of instructional objectives, deriving instructional strategies)
	     3. Development (selection and planning of use of available resources, preparation of materials, organizational structure)
	     4. Implementation and evaluation		

Module 2	**Designing teaching to facilitate learning** *Objectives*:-The student teachers will be able ➢ To explain theoretical background, objectives and syntax of various models of teaching ➢ To plan learning experiences using models according to objectives ➢ To assist learner to construct knowledge **Contents :** **General introduction to models of teaching (1)** **Assisting learners to -** a) Think inductively: Inductive thinking model based on Hilda Taba's approach to knowledge construction. (2) b) Explore concepts: Concept attainment model based on Jerom Bruner's approach to knowledge construction.(3) c) Organize/ structure information logically: Advance organiser model based on David Ausubels approach to meaningful verbal learning and knowledge construction (3). d) Empathise with others: Role play model based on Shaftel's work(2). e) Learn through simulations: Teaching model based on principles of cybernetics as given by Boocock, Guetzkow(2). f) Construct knowledge (Constructivistic view to	15	25

	learning)(2)			
Module 3	**Designing teaching to develop higher mental processes** **Objectives:-**The student teacher will be able ➤ To Facilitate information processing by applying knowledge of Atkinson Shiffrin model. ➤ To facilitate learner for knowledge representation ➤ To organize learning experiences to develop higher mental processes of the learner ➤ To apply psychological principles for obtaining positive transfer of learning **Contents** a) Viewing learning as an information processing model of memory with respect to deep and surface learning. (Atkinson-Shiffrin approach) Environmental stimulation, attention and focusing, registration, perception and STM, coding and encoding, LTM, retrieval and rehearsing and metacognition. Role of teacher in facilitating memorising (3) a) Knowledge types: factual, conceptual, procedural and metacognitive. Processes of knowing: remembering, comprehending, analyzing, evaluating, creating. Process of creating knowledge representations as a means of communication, Ways/ modes of representing knowledge, concept mapping, designing diagrams such as: classification, hierarchy, structural charts, models, simulations etc.(3) b) Developing logical thinking and Reasoning (2) c) Problem solving through Problem based/ project based/ case based/ theme based learning (1) d) Developing Creative thinking: Meaning and nature of creativity; factors of creativity; Development of creativity through use of brain storming as given by Osborn, question checklist, Synectics technique by Gordon, Attribute listing Lateral thinking and its development as given by De bono (4) e) Efforts to be done while teaching for minimizing negative transfer and maximizing positive transfer of learning and for (2)	15	25
Module 4	**Using technology to enhance learning** **Objectives:-**The student teacher will be able ➤ Explain application of Skinner's theory in developing material for individualized learning	15	25

	➢ Develop and use teaching learning resources in various modes of teaching. ➢ Plan and implement effective use of educational technology **Contents:** a) Various roles to be performed by a teacher in the teaching learning process due to inclusion of technology- facilitator of learning, manager of learning activities, evaluator and researcher. (2) b) Skinner's approach to designing and developing material for individualized learning , programmed instruction for different settings.(3) c) Use of technology for individualized learning - Computer assisted learning, Role of a teacher in preparing self learning material (2) d) Use of technology in Small group teaching- Using peer tutoring and co-operative learning, Group discussion, group projects, simulations and games (3) e) Use of technology in large group teaching- Team teaching, Collaborative teaching, Questioning, demonstrations, exhibition, Demonstrations (3) f) Teaching through distance mode-Preparing material for use of various media in education such as radio, Television, books, online courses (2)		
	List of Recommended Books :- 2. Aggarwal J.C.(2004)," Educational Psychology", Vikas Publishing House Pvt. Ltd., New Delhi 3. Ausubel D.P. and Robinson F.G.(1969), "School Learning An Introduction to Educational Psychology"; Wadsworth Publishing Co. Belmont, California 4. Bernard H.W. (1972) "Psychology of Learning and Teaching"; MacGraw Hill Book Co., New York 5. Biehler Robert and Snowman Jack(1991)," psychology Applied to Teaching"; Houghton Mifflin company, Boston. 6. Dunkin M .J .and Biddle B.J.(1974), " The study of teaching";Holt Rinehart and Winstone, Newyork. 7. Gage, Berliner (1984), "Educational Psychology", Houghton Mipplin Co., Boston 8. Henson Kenneth (1999), "Educational Psychology For Effective Teaching"; Wadsworth Publishing Co. Belmont, California 9. Higbee Kenneth (1988)," Your Memory"; Judy		

	Piatkus, London		
	10. Joyce Bruce ,Weil Marsha(1985),"Models of Teaching"; Prentice hall of India, New Delhi.		
	11. Le Francois Guy (1988), "Psychology for Teaching"; Wadsworth Publishing Co. Belmont, California		
	12. Malone S.A.(2002)," learning to Learn"; Viva books Private Ltd. New Delhi		
	13. Mangal S.K. (1993), "Advanced Educational Psychology" Prentice Hall of India Pvt. Ltd., New Delhi		
	14. Osborn Alex (1971),"Your Creative Power"; saint Paul Society, allahabad,India.		
	15. Pringle M.K. and Varma V.P.(Ed) (1974), "Advances in Educational Psychology" University & London Press, London		
	16. Searleman Alan, herman Douglas(1994)," Memory From a broader perspective"; Macgraw Hill, N. Y.		
	17. Sousa David (2001)," How The Brain Learns"; Cowin Press, Inc. A Sage Publication Company, California.		
	18. Sternberg Robert(2003)," Cognitive Psychology"; Thomsan Wadsworth, U.S.		
	19. Travers Robert (1973), "Educational Psychology"; The Macmillan Co., New York		
	Marathi books		
	१. करंदीकर सुरेश (२००१), "शैक्षणिक मानसशास्त्र" फडके प्रकाशन, कोल्हापुर .		
	२. कोठुरकर वा. कृ. (१९९0)" तुमच्याही लक्षात राहील " ज्ञानप्रबोधिनी प्रकाशन पुणे		
	३. जगताप ह.ना. (१९८८), शैक्षणिक व प्रायोगिक मानसशास्त्र, नूतन प्रकाशन, पुणे ३0 .		
	४. जगताप ह.ना. (१९९२), अध्ययन उपपली व अध्यापन नूतन प्रकाशन, पुणे ३0 .		
	५. जगताप ह.ना. (संपादक)(१९९६), शैक्षणिक मानसशास्त्र, अनमोल प्रकाशन, पुणे .		
	६. जनई माळी, तडसरे, चौजे (१९८८), वैकासिक मानसशास्त्र, फडके प्रकाशन, कोल्हापूर .		
	७. दांडेकर वा. ना. (२००७)," शैक्षणिक व प्रायोगिक मानसशास्त्र", श्री विद्या प्रकाशन , पुणे		
	८. नानकर प्र. ल., शिरोडे संगिता (२००५),"सुबोध शैक्षणिक मानसशास्त्र", नित्यनूतन प्रकाशन, पुणे .		
	९. डॉ.पारसनीस न.रा. (१९९0) , प्रगत शैक्षणिक मानसशास्त्र,नुतन प्रकाशन, पुणे – ३0 .		
	१0. डॉ. फडके वासंती(१९८८)अध्यापनाची प्रतिमाने, नूतन		

	प्रकाशन पुणे ३० . ११. बोरुडे, कुमठेकर, देसाई, गोळविलकर (१९९0) वैकासिक मानसशास्त्र, पुणे विद्यार्थी गृह प्रकाशन, पुणे . १२. डॉ.राऊळ सत्यवती (१९८८) अध्ययन उपपत्ती व अध्यापन, नूतन प्रकाशन, पुणे – ३० . १३. डॉ. सोहनी चित्रा(२00६)"अध्यापनाची प्रतिमाने" नित्यनूतऩ पुणे . १४. डॉ सोहनी चित्रा(२00८)"भाषिक कौशल्यांचा विकास" नित्यनूतऩ पुणे		

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4 : English Language Education

No.	Subjects/ curriculum components	L	P/T	D	TP	TW	P/V	T
Paper 4	**English Language Education**	2		3	100			100

Sr. No.	Topic and Details	No. of Lectures assigned	Marks assigned

Module 1	**Reflecting on English Education**
	Objectives : To empower the student teachers to
	1. To express the place and importance of English in school curriculum,
	2. To get acquainted with aims and objective of teaching English at secondary school level
	3. To elaborate and analyse the structure of English subject and four basic skills
	
	Contents :
	1. Place and importance of English in present globalised world
	2. Place and importance of English in School curriculum.
	3. Aims and objectives of teaching English at secondary school level
	4. Principles of language teaching – learning process
	5. Four basic skills of language learning applied to English
	  a. Listening b. Speaking
	  c. Reading d. Writing
	6. Structure of English subject
	  a. Phonetics
	  b. Vocabulary
	  c. Parts of speech
	  d. Sentence pattern
	  e. Prose
	  f. Poetry
	  g. Dialogue
		15	25

Module 2	**Designing English Language Education** **Objectives:** To empower the student teachers 1. To get acquainted and to explain the principles of curriculum development in English . 2. To understand and explain the characteristics and judicious use of the text books of English. 3. To get sufficient knowledge and mastery over main methods of teaching English and designing learning experiences.	15	25

	Contents:
	1. Principles of English curriculum development.
	2. Reflection of curriculum in the textbooks
	   a. characteristics of a good text book
	   b. text book as a guideline to fulfil the objectives
	   c. going beyond the textbook
	3. Major Methods of teaching English
	   a. Grammar Translation method
	   b. Dr. West's method
	   c. Structural method
	   d. Direct method
	   e. Communicative method
	4. Methods of teaching specific items
	   a. Vocabulary
	   b. Prose
	   c. Poetry
	   d. Composition		

Module 3	**Executing English Language Education**
	Objective: To empower the student teachers
	1. To execute various devices and techniques of English Language games, quiz, group discussion, story telling, debating, role play, puzule, dialogue, short speech etc.
	2. Support material and aids for teaching English, Picture, flash cards, flannel board, cassette player, puppets etc.
	3. Special use of computer, internet, language laboratory in English Teaching
	4. Planning of English teaching
	   a. Year plan, Unit plan, Lesson plan
	   b. Skill wise lesson plans
	   c. Plans based on models of Teaching
	   d. Planning co curricular activities
	   e. Planning of team teaching, exhibition, group activity etc.
	5. Evaluation in English
	Concept of evaluation
	Continuous comprehensive evaluation
	Oral and Written evaluation
	Diagnostic evaluation followed by remedial teaching
	Checking the composition work
	Constructing and administering the tests.
		15	25

Module 4	**Growing Professionally** **Objectives:** To empower the student teachers 1. To be acquainted and to attempt for the qualities of a good English teacher. 2. To attempt for own professional growth as an English teacher.	15	25

	3. To enrich content knowledge regarding English language teaching.
	
	Contents:
	1. Becoming a good English teacher
	    a. Content enrichment
	    b. Good command over basic skills of language in English
	    c. Active and effective communication
	    d. Good abilities to utilize methods and techniques
	    e. Wise evaluation
	    f. Research attitude
	2. English Teachers Association- need and functions
	3. Current research in English Language Teaching
	4. Importance of in service training in English
	5. Enriching knowledge and teaching skills through short trainings, seminars, conferences, discussion with experts and colleagues, reference reading, internet.		

	List of Recommended Books :- 1. Gadre G.L., 'Teaching English in Secondary Schools'. 2. Gurav H. K., 'Teaching aspects of English Language'. 3. Bansibihari, Kute, Suryawanshi, 'Communicative Language Teaching in English'. 4. Pawar N. G., 'Theory and Practice of Teaching English Language'. 5. Pahuja N. P., 'Teaching of English'. 6. Kohli A. S., 'Teaching of English'. 7. Menon and Patel, 'Teaching of English in India'.		

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No.	Subjects/ curriculum components	L	P/T	D	TP	TW	P/V	T
Paper 5	**Geography Education**	2		3	100			100

Sr. No.	Topic and Details	No. of Lectures assigned	Marks assigned
Module 1	**Reflecting on Geography Education** **Objectives :** The student teacher will be able ➢ To elaborate the nature and the structure of Geography ➢ To state the importance of learning Geography ➢ To analyze the content of Geography in different ways ➢ To establish correlation of Geography with other school subjects and life situations. **Contents:-** **1.1 Reflecting on Geography Education** a) Meaning, definitions of Geography, Nature and structure of Geography b) Place and importance of Geography in present school curriculum c) Objectives of teaching Geography as prescribed in secondary school curriculum of Maharashtra/Gujarat state etc. d) Bloom's system of objectives and relating objectives with behavioral outcomes e) Content analysis of Geography • According to nature of the content, • According to core concerns of school curriculum f) Correlation of Geography within the subject, with other school subjects, with life in general.	15	25
Module 2	**Designing Geography education** **Objectives:** The student teacher will be able ➢ To apply various methods, models and devices useful to design learning experiences ➢ To select and develop the support material required for designing learning experiences ➢ To design and organize learning experiences outside the classroom **Contents:-** a) Teaching Geography through inquiry, guided discovery model and advance organizer model b) Using concept attainment model, jurisprudential model c) Journey method, regional method, comparative	15	25

	method, Excursion method, demonstrations		
	d) Geography projects, Geography fair and field experiences, assignments		
	e) Using dramatizations, Using narration, explanation, story telling, questioning and discussions, home work		
	f) Individualizing Geography through library work, worksheets and use of computers		
	g) Support material needed for various learning experiences Use of Audio, visual and audio-visual material, museums, exhibitions etc.		

Module 3	**Executing Geography education Objectives:** The student teacher will be able
	➢ To explain the essentials of curriculum and a textbook of Geography
	➢ To get acquainted with procedures of year plan, unit plan and lesson plan
	➢ To prepare plans by applying knowledge of planning
	➢ To get feedback through using various evaluation tools
	
	a) Curriculum and syllabus
	   • Concept of curriculum and syllabus
	   • Bases and principles of curriculum development and study of present school curriculum on the bases of them
	   • Principles guiding curriculum planning
	   • Study of present school curriculum of Geography in the light of approaches and principles of curriculum
	b) Essentials of Geography textbook and using Geography textbook in Geography education
	c) Concept of relationship among year plan, unit plan, and a lesson plan
	   Considerations and procedures of a year plan
	   Considerations and procedures of a unit plan
	   Planning a Geography lesson for introducing new topic, fixation, revision
	d) Using evaluation for feedback, improvement in teaching and learning of the students
	   o Concept of continuous, comprehensive and cumulative evaluation process,
	   o Formative and summative evaluation
	   o Using various tools and techniques for assessing cognitive, affective and psychomotor outcomes
	   o Constructing and administering achievement tests and skill tests
	   o Diagnostic test and remedial teaching
		15	25

Module 4	**Growing professionally**	15	25

Objectives:

The student teacher will be able

- To Analyze critically one's own strengths and weaknesses as a professional
- To enrich knowledge from various sources
- To make effective use of collaborative efforts for teaching Geography in and outside the school
- To conduct research project
- To Use major research findings in enhancing Geography education
- To Bring flexibility in designing and executing Geography education to cater for individual needs

Contents:-

a. Becoming a Geography teacher
- Development of attitude and interest in Geography and Geography teaching
- Development of skills required for Geography teaching
- Duties and responsibilities of a Geography teacher

b. Using reference material, periodicals, and Internet and teacher's handbook in Geography teaching

c. Use of team teaching and co-oparative efforts for conducting Geography club in school

d. Various organizations and activities for enhancing Geography teaching in Maharashtra

e. Catering for individual needs of exceptional students through Geography teaching Implementing research findings related to effective Geography teaching and action research approach to Geography teaching.

f. Conducting action research/ research project for solving problems in Geography teaching

g. Using research findings for enhancing quality of Geography teaching-learning.

List of Recommended Books :-

- Longmans – Source book for teaching Geography, UNESCO
- Guzjar R. D. – A handbook for Geography teachers ABD-Publishers, Jaipur, 2001.
- Aggarwal–Modern Methods of teaching Geography, Sarup & Sons–New Delhi, 2000.
- David Hall–Geography & the Geography teacher, Unwin Edu. Books, London, 1976.
- M. Long, B.S.Roberson – Teaching Geography, HEINEANN – Educational Books Ltd., London, 1968.
- Varma O. P. – Geography Teaching, Sterling Publishers (P.) Ltd., New Delhi, 1970.
- बापट भा. गो. - भूगोल अध्ययन आणि अध्यापन , व्हीनस

	प्रकाशन, पुणे – १९८१ • बोकील का. द. बापट शकुंतला- भूगोल अध्यापन पध्दती, सनदी विद्या प्रकाशन, पुणे १९६९. • पोंक्षे द. बा. – भूगोलाचे अध्यापन, नूतन प्रकाशन, पुणे, जुलै २००१. • पोंक्षे द. बा. – भूगोलातील पाठयांश पध्दति व एकात्मता, नूतन प्रकाशन, पुणे – १९९८. • सांगळे शैलजा – दृष्टिक्षेपात स्पेशल भूगोल मेथड, नूतन प्रकाशन, पुणे – १९८३. • देशपांडे के. ना., दिक्षित उषा - परिसराभ्यास व भूगोल, निराली प्रकाशन, पुणे – १९९४. • पाटणकर ना. वि. – भूगोलाचे अध्यापन, माॅडर्न बुक डेपो प्रकाशन, पुणे –१९६३. • जैन मदनलाल – भूगोल अध्यापन, रामप्रसाद अँड सन्स, आगरा – ३ – १९६६. • शिवतोष दास (अनुवादक) भूगोल शिक्षण की आधार पुस्तक थाॅम्सन प्रेस नई दिल्ली–१९६५ • पाटील उषा व जोशी सुरेखा – आशययुक्त अध्यापन पध्दति तंत्र भूगोल, प्रकाशक – सचिन जोशी, राजेंद्र बिरारी, नाशिक – १९९७.		

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७: हिंदी भाषा शिक्षण

No.	Subjects/ curriculum components	L	P/T	D	TP	TW	P/V	T
Paper 7	**Hindi Language Education**	2		3	100			100

Sr. No.	Topic and Details	No. of Lectures assigned	Marks assigned
Module-1	(Reflecting on Language Education) भाषा शिक्षण ः एक चिंतन उददेश्य ः प्रस्तुत module के अध्ययन से छात्रों को व्दितिय भाषा के रूप में निम्न क्षमताएँ प्राप्त होंगी . १ . भाषा का स्वरूप एवं संरचना को समझना . २ . हिंदी भाषा में प्रगत अध्यापन के नये प्रवाह - (contents) को समझना . ३ . भाषा का महत्त्व भूमिका . कार्य को समझना . १ .१ . वर्तमानकालीन पाठ्यक्रम में हिंदी भाषा का स्थान एवं महत्त्व . त्रिभाषा सूत्र . व्दितिय भाषा के रूपमें हिंदी का स्थान एवं भाषिक मूल्य . १ .२ . भाषा का अर्थ एवं स्वरूपः भाषा का अर्थ . व्युत्पत्ति . परिभाषा . भाषा और बोली . भाषा के विविध रूप . भाषा के आधार . भाषा की प्रकृति १ .३ . भाषा संप्रेषण . माध्यम के रूप में भाषा ज्ञानप्राप्ति का साधन भाषा . शोधन स्त्रोत (किताबें . विविध माध्यमः इलेक्ट्रॉनिक माध्यम एवं प्रिंट माध्यम) . भाषा की सामाजिकता एवं भूमिका १ .४ . भाषा की संरचनाका चिकित्सात्मक अध्ययन ः भाषा उदभव कें सिदधांत . भाषिक संकल्पना भाषा अध्यापन . व्याकरण अध्यापन . रचनात्मक अध्यापन . साहित्य अध्यापन . १ .५ . भविष्यकालीन हिंदी अध्यापन . में आगत नये प्रवाह	15	25

	० हिंदी भाषा का विविध क्षेत्रों में होनेवाला प्रयोग एवं कौशल विकसन नये प्रवाहः (New Concerns) लिंगभाव, शाश्वत विकास, शारीरिक स्वास्थ शिक्षा, श्रमप्रतिष्ठा, शांति प्रस्थापित करने के लिये शिक्षण, इ.का अध्ययन अध्यापन में प्रयोग (support material , चर्चा. व्दारा.) जीवन कौशलों का विकास करने हेतु विविध अभियान — १ . सुयोग्य जीवनचर्या २ . सुयोग्य आहार-व्यवहार ३ . सुयोग्य आदतें —मनस संस्कारके लिये अध्ययन के लिये कार्य के लिये		
Module 2	**हिंदी भाषा अध्यापन का आरेखन** उददेश्य ः प्रस्तुत module के अध्ययन से छात्रों को व्दितिय भाषा के रूप में निम्न क्षमताऍ प्राप्त होंगी १ . भाषा अध्यापन के विविध कौशलों को समझना एवं अध्यापन में उनका विकास हेतु कृतिकार्य का संघटन करना . २ . विविध अध्यापन पदधतियोंकों समझना एवं उसका प्रयोग कक्षा अध्यापन में करना . ३ . अध्ययन अध्यापन में प्रयोगित सहायक दृश्य — श्राव्य सामग्री को समझ लेना एवं उसका प्रयोग करने हेतु नियोजन करना . ४ . अनुदेशन उददेशोंको . समझना एवं अध्यापन विषयों के लिये आरेखन करना ५ . अध्यापन के प्रतिमानोंको समझना एवं प्रयोग हेतु आरेखन बनाना . २ .१ हिंदी भाषा अध्ययन अध्यापन के विविध कौशलः श्रवण, भाषण, लेखन, वाचन कौशलाध्यापन हेतु पाठ का नियोजन एवं प्रयोग . २ .२ कथन, वर्णन विश्लेषण, स्पष्टीकरण, प्रश्न,	15	25

	प्रश्नप्रकार, चर्चा एवं उसके प्रकार, विवरण देना, उदाहरण देना . २.३ हिंदी भाषा अध्यापन की विविध पद्धतियॉं – व्याकरण अनुवादन पद्धति, संभाषण पद्धति, डॉ . वेस्ट पद्धति, गठन पद्धति, चर्चा पद्धति, प्रश्नोत्तर पद्धति २.४ अध्ययन अध्यापन में सहायक दृश्य –श्राव्य साधन सामग्री का प्रयोग करना (विविध दृश्य –श्राव्य साधन सामग्री) (उदा . रेडिओपाठ लिखना, दुरदर्शन के लिये संवाद पाठ बनाना आरेखन प्रदर्शनी , सम्मेलन आदि का आयोजन करना . २.५ अनुदेशन उददेश एवं स्पष्टीकरण का आरेखन करना . १ . ज्ञानात्मक उददेश लेखन २ . बोधनीय उददेश लेखन ३ . भावनिक उददेश ४ . कृति-कार्य स्वरूप के उददेशों को लिखना . २.६ विषयवस्तू विश्लेषण एवं आरेखन मूल्य निर्धारण एवं विकास हेतू विश्लेषण कौशलों के संदर्भ में अनुदेशन उददेशों की विषयवस्तू विश्लेषण की संतुलितता, संकल्पना, तत्व, नियम, भाषिक विश्लेषण (नये शब्द, पर्यायी शब्द, अर्थ सधनता विरोधात्मक, प्रयोजनमुलक व्याकरण, मुहावरें कहावतों के संदर्भ में) विषयवस्तू विश्लेषण . २.७ अध्यापन प्रतिमान संकल्पना एवं आरेखन १ . अग्रत संघटक प्रतिमान का प्रयोग २ . उदगमन अवगमन प्रतिमान का प्रयोग ३ . संकल्पना प्राप्ति प्रतिमान का प्रयोग		
Module 3	**Executing Hindi Education** हिन्दी भाषा शिक्षण की कार्यात्मकता उद्देश्य : प्रस्तुत module के अध्ययन से छात्रों को निम्न क्षमताएँ प्राप्त होंगी । १. वार्षिक नियोजन, ईकाई नियोजन एवं पाठ नियोजन के बारे में जानकारी प्राप्त करना। २. अभ्यासक्रम, पाठयपुस्तक के अभिगम से परिचित होना एवं	15	25

	गाभा घटक / मूल्य के आधारपर पाठयक्रम को जान लेना ।		
	३. उचित अध्ययन अनुभूति का चुनाव करना एवं नियोजन बनाकर कार्यपध्दतिको अपनाना। लचीलेपन से उसे प्रयोग में लाना ।		
	४. मूल्यांकन पध्दति एवं प्रकारो को समझ लेना एवं उसे संचालित करना ।		
	३.१ अभ्यासक्रम एवं पाठयक्रम की संकल्पना :		
	३.२ अभ्यासक्रम विकसन के मूलाधार एवं तत्व के आधारपर प्रचलित शालेय अभ्यासक्रम का अध्ययन करना		
	३.३ हिंदी भाषा के पाठयक्रम के अभिगम (Approaches) : एकात्मिक विरुध्द शिक्षक केंद्री, संरचित विरुध्द लचीला / मुक्त, पाठयक्रम नियोजन के तत्व.		
	३.४ वार्षिक-नियोजन, ईकाई-नियोजन, पाठ नियोजन की संकल्पनाएँ एवं उनका परस्पर संबंध ईकाई नियोजन की प्रकिया एवं सहूलियतता		
	३.५ पाठ नियोजन : - अनुदेशन रचना, अनुदेशन उद्देश्यो का उचित संगठन, अध्ययन-अनुभूतियों का नियोजन तथा लेखन करना । - पुनरावृत्ति, दृढिकरण, कक्षांतर्गत संप्रेषण एवं तत्काल प्रत्याभरण / पुनर्बलन (Feedback) की योजना बनाना ।		
	३.६ पाठयपुस्तक के उद्देश, अभ्यासक्रम (Curriculum) एवं पाठयपुस्तक की संरचना का परस्पर संतुलन की कार्यात्मकता गाभा – घटक (Core elements), मूल्य विकसन, भाषा कौशल के संदर्भ में चिकित्सा करना । - पाठयपुस्तकांतर्गत आशय की चिकित्सा : विषयवस्तु : संकल्पना, भाषिक तत्थ्य, अन्य विविध / विषयांश के साथ सहसंबंध, जनजीवन के साथ सहसंबंध, संस्कृति के साथ सहसंबंध.		
	३.७ सतत / आकारिक एवं सर्वसमावेशक मूल्यांकन, गुणन (Cumulative) मूल्यांकन की संकल्पना ।		
	३.८ मूल्यांकन के विविध साधन एवं तंत्र का प्रयोग – विविध मूल्यांकन परीक्षाओं (Tests) को संरचित करना एवं उन्हे प्रशासित / प्रयोगित करना।		
	३.९ निदानात्मक परीक्षा एवं उपचारात्मक अध्यापन : भाषा अध्ययन की त्रुटियों को जाँचना एवं उपचार हेतु उपक्रम / कृति कार्यक्रम बनाना तथा उसकी प्रभावात्मकता को जाँचना ।		

Module 4	व्यावसायिक विकसन	15	25
	उद्देश्य :		

व्यावसायिक विकसन

उद्देश्य :

प्रस्तुत module के अध्ययन से छात्रों को निम्न क्षमताएँ प्राप्त होंगी ।

१. स्वयं-अध्ययन व्दारा ज्ञानपूर्ण वातावरण की उपलब्धि एवं उसका महत्व समझ लेना ।

२. व्यावसायिक रूपसे स्वयं के बलस्थान एवं कमियोंका चिकित्सात्मक विश्लेषण करना ।

३. शालांतर्गत एवं शालाबाह्य वातावरण में इकठ्ठा (समुचित) (Collaborative) प्रयास का प्रयोग प्रभावपूर्ण पध्दति से करने के मार्ग को जानना ।

४. प्रस्थापित अध्ययन – अध्यापन के संबंध में अनुसंधान कार्य की निष्पत्तियों का उपयोग हिंदी भाषा शिक्षा अध्यापन का स्तर बढ़ाने में करना ।

५. हिंदी – भाषा – शिक्षा को व्यक्तिगत आवश्यकतानुसार लचीलेपन से आरेखित करना एवं उसकी कार्य पध्दति पर अमल करना ।

४.१. हिंदी भाषा का ज्ञान, कौशल को समृध्द बनाने के लिए पत्र-पत्रिकाएँ, अनुसंधान कार्य के निष्कर्ष का अध्ययन करना । शिक्षक हस्तपुस्तिका, इंटरनेट का प्रयोग करना । अध्यापन के कार्य, कर्तव्य को जानना।

४.२. सांघिक अध्यापन (Team - Teaching) का प्रयोग पाठशाला में करना । हिंदी भाषा क्लब, सहयोगात्मक प्रयास से अध्यापन (Collaborative Learning Teaching) का प्रयोग करना ।

४.३. हिंदी भाषा प्रचार-प्रसार संस्थान (महाराष्ट्र / गुजरात / गोवा / मध्यप्रदेश) के कार्यों की जानकारी लेना । उनकी संगोष्ठीयोंमे कृतिपूर्व सहभाग (अगर साध्य है तो) लेकर योगदान देना ।

विविध आयोगों व्दारा की गयी सिफारिशों को जान लेना ।

४.४. विद्यार्थियों को व्यक्तिगत, भाषिक दृष्टि से संपन्न बनाने हेतु विविध रचनात्मक पाठों को संरचित करना।

१. लेखन पाठ : निबंध लेखन, कहानी लेखन, पत्र लेखन, विचार विस्तार संक्षेपीकरण, परिच्छेद लेखन / आकलन, अनुवाद लेखन, टिप्पणी लिखना, रिपोर्ट (Report) लेखन ।

२. वाचन कौशल विकसित करने हेतु विविध स्पर्धा आयोजन को संचालित करना ।

३. संभाषण कौशल्य विकास हेतु विविध कृतिकार्यक्रम

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का नियोजन करना एवं संचालित करना ।

४. अध्ययन आदतों का उचित विकास करने हेतु प्रयास करना ।

४.५. हिंदी भाषा के क्षेत्र में एवं हिंदी भाषा अध्ययन-अध्यापन के क्षेत्र में उपलब्ध अनुसंधान कार्य एवं उसकी निष्पत्तियों को पढना । सिफारिशों को अंमल में लाना (atleast – ONE) एक Report लिखना ।

४.६. अध्यापन की विविध प्रयुक्तियों को अध्यापन कार्य में प्रयोजित करना ।

प्रश्न, प्रश्नप्रकार, विवरण, स्पष्टीकरण, उदा. देना, संदर्भ देना, स्वाध्याय के संदर्भ में लेखन एवं कार्यात्मकता करना ।

(क्यों एवं कैसे?) के संदर्भ में नियोजन एवं प्रयोग करके लेखन करना है ।

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List of recommended Books

१. हिंदी भाषा - भोलानाथ तिवारी, किताब महल, इलाहाबाद, १९७६.

२. हिंदी भाषा संरचना और प्रयोग - रवींद्रनाथ श्रीवास्तव, भोलानाथ तिवारी, नँशनल पब्लिकेशन, दिल्ली, १९८३.

३. हिंदी अध्यापन पद्धति - केणी, कुलकर्णी, केंद्रीय हिंदी संस्थान, आग्रा, १९६४.

४. हिंदी का अध्यापन - केणी, संगोराम, व्हीनस प्रकाशन, पुणे, १९६९.

५. हिंदी की अध्यापन पद्धति - बा.सं.बोबे, नूतन प्रकाशन, पुणे, १९९४.

६. राष्ट्रभाषा का अध्यापन - साठे ग.ना., महाराष्ट्र राष्ट्रभाषा सभा, पुणे, १९७१.

७. हिंदी अध्ययन पद्धति - अरविंद दुनाखे, नूतन प्रकाशन, पुणे, १९९८.

८. प्रयोजन मूलक हिंदी - विनोद गोदरे, वाणीप्रकाशन, नई दिल्ली, १९९१

९. हिंदी विषयज्ञान - नसीमा पठाण, सुभद्रादेवी प्रकाशन, सोलापूर, १९८८.

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No.		Subjects/ curriculum components	L	P/T	D	TP	TW	P/V	T
Paper 8		**History Education**	2		3	100			100

Sr. No.	Topic and Details	No. of Lectures assigned	Marks assigned
Module 1	**Reflecting on History education Objectives:** The student teacher will be able ➢ To elaborate the nature and the structure of History ➢ To state the importance of learning History ➢ To analyze the content of History in different ways ➢ To establish correlation of History with other school subjects and life situations. **Contents:-** **1.1 Reflecting on History education** a) Meaning, definitions of History, Nature and structure of History b) Place and importance of History in present school curriculum c) Objectives of teaching History as prescribed in secondary school curriculum of Maharashtra/Gujarat state etc. d) Bloom's system of objectives and relating objectives with behavioral outcomes e) Content analysis of History • According to nature of the content, • According to core concerns of school curriculum f) Correlation of History within the subject, with other school subjects, with life in general.	15	25
Module 2	**Designing History education** **Objectives:** The student teacher will be able ➢ To apply various methods, models and devices useful to design learning experiences ➢ To select and develop the support material required for designing learning experiences ➢ To design and organize learning experiences outside the classroom **Contents:-** a) Teaching History through social inquiry and advance organizer model b) History projects, History fair and field experiences, assignments c) Using role play, simulations, dramatizations,	15	25

	Using narration, explanation, story telling, questioning and discussions, home work d) Individualizing History through library work, worksheets and use of computers e) Support material needed for various learning experiences Use of Audio, visual and audio-visual material, museums, exhibitions etc.		

Module 3	**Executing History education Objectives:** The student teacher will be able
	➢ To explain the essentials of curriculum and a textbook of History
	➢ To get acquainted with procedures of year plan, unit plan and lesson plan
	➢ To prepare plans by applying knowledge of planning
	➢ To get feedback through using various evaluation tools
	
	a) Curriculum and syllabus
	• Concept of curriculum and syllabus
	• Bases and principles of curriculum development and study of present school curriculum on the bases of them
	• Principles guiding curriculum planning
	• Study of present school curriculum of History in the light of approaches and principles of curriculum
	b) Essentials of History textbook and using History textbook in History education
	c) Concept of relationship among year plan, unit plan, and a lesson plan
	  Considerations and procedures of a year plan
	  Considerations and procedures of a unit plan
	  Planning a History lesson for introducing new topic, fixation, revision
	d) Using evaluation for feedback, improvement in teaching and learning of the students
	• Concept of continuous, comprehensive and cumulative evaluation process,
	• Formative and summative evaluation
	• Using various tools and techniques for assessing cognitive, affective and psychomotor outcomes
	• Constructing and administering achievement tests and skill tests
	• Diagnostic test and remedial teaching
		15	25

Module 4	**Growing professionally** **Objectives:** The student teacher will be able ➢ To Analyze critically one's own strengths and weaknesses as a professional	15	25

	➢ To enrich knowledge from various sources
	➢ To make effective use of collaborative efforts for teaching History in and outside the school
	➢ To conduct research project
	➢ To Use major research findings in enhancing History education
	➢ To Bring flexibility in designing and executing History education to cater for individual needs
	
	Contents:-
	a. Becoming a History teacher
	    • Development of attitude and interest in History and History teaching
	    • Development of skills required for History teaching
	    • Duties and responsibilities of a History teacher
	b. Using reference material, periodicals, and Internet and teacher's handbook in History teaching
	c. Use of team teaching and co-operative efforts for conducting History club in school
	d. Various organizations and activities for enhancing History teaching in Maharashtra
	e. Catering for individual needs of exceptional students through History teaching Implementing research findings related to effective History teaching and action research approach to History teaching.
	f. Conducting action research/ research project for solving problems in History teaching
	g. Using research findings for enhancing quality of History teaching-learning.		

	List of Recommended Books १. इतिहासाचे अध्यापन - डॉ. अरविंद दुनाखे, नूतन प्रकाशन, पुणे - ३०, २०००. २. इतिहास विषयज्ञान व पाठ नियोजन - डॉ. अरविंद दुनाखे, नूतन प्रकाशन, पुणे, २००१ ३. इतिहासाचे अध्यापन - लेखक - प्रा. गं. भा. निरंतर, प्रकाशक - श्री. कमलाबाई भिडे, मॉडर्न बुकडेपो, बाजीराव रस्ता, पुणे - २, १९५६. ४. इतिहास कसा शिकवावा - चितळे शं. दा., अ. वि. गृह, पुणे - ३०, १९४६. ५. इतिहासाचे अध्यापन - डॉ. न. रा. पाररसनीस, प्रा. धारूरकर य. ज., व्हीनस प्रकाशन, पुणे - ३०,१९७१. ६. इतिहासाचे शिक्षण - बोकील वि. पा., चित्रशाळा प्रकाशन, पुणे - २, १९५७. ७. इतिहास कसा शिकवावा व शिकवावा - ठिगळे श्रीपाद मा.,		

सुहास प्रकाशन, पुणे – ३०, १९५३.

८. इतिहास विषय आशयवृध्दी – तिवारी एस.एम., पुणे वेदवती प्रकाशन, १९८४.

९. इतिहासाचे प्रकाशन – बोकील वि. पा., पुन्हा विद्या प्रकाशन, १९५७.

१०. इतिहास अध्यापन पद्धती एक दृष्टिकोन – हजिरनीस व.ग., नूतन प्रकाशन, पुणे, १९८४.

११. मराठयांच्या इतिहासाची साधने – वि.का. राजवाडे, पुणे ज्ञान प्रकाशन, १९०८.

१२. इतिहासाचार्य वि.का. राजवाडे वाङःमय सूची – सहस्त्रबुद्धे अविनाश.

१३. मराठयांची संग्रामगीते – तिवारी, दुर्गाप्रसाद आसाराम, कोल्हापूर मोघे प्रकाशन, १९५४.

१४. इतिहास अध्यापन पद्धती – तिवारी एस.एम. नूतन प्रकाशन, पुणे – ३०, १९९०, १९९६.

१५. इतिहास शास्त्र आणि कला – घाटे वि.द. देशमुख प्रकाशन, पुणे – १९५८.

१६. इतिहास लेखन शास्त्र – गायकवाड आर. डी., फडके बुकसेलर्स, कोल्हापूर, १९९०.

१७. इतिहासाचे अध्यापन, पद्धती व तंत्र – पत्की श्री. मा., मिलिंद प्रकाशन, औरंगाबाद, १९८०.

१८. इतिहास नागरिकशास्त्र : विषयज्ञान व अध्यापन पद्धती – महंत ज्योति, नूतन प्रकाशन, पुणे, १९९८.

१९. इतिहास शिक्षण की रूपरेखा-भाई योगेंद्रजीत, विनोद पुस्तक मंदिर, आगरा, १९७९.

२०. "इतिहासाचे आशययुक्त अध्यापन", टोपकर रेखा, शिंदे ज्ञानदेव, फडके प्रकाशन, कोल्हापूर, २००६.

२१. "इतिहासाचे आशययुक्त अध्यापन", डा. अरविंद दुनाखे, २००६.

२२. इतिहास विषयज्ञान व पाठ नियोजन – डा. अरविंद दुनाखे, नित्य नूतन प्रकाशन, पुणे, २००८.

२३. भारतीय शिक्षणाचा इतिहास (प्राचीन भारतीय शिक्षण) – प्रा. देशपांडे, प्रा. माळी, नित्य नूतन प्रकाशन, पुणे.

२४. "इतिहास अध्यापन पध्दती", करंदीकर सुरेश, मंगरूळकर मीना, फडके प्रकाशन, कोल्हापूर, २००६.

Recommended Books :-
1. New Movements in the Study and Teaching of History (Edit) Ballard Martin – Maurice Temple Smith Ltd., London – 1970.
2. Teaching of History – Kochhar S. K., Sterling Publishers Private Limited – 1996.

3. Creative Teaching of History – Ghose K. D., Oxford University Press, London, 1951.
4. Why Teach History ? – Mays Pamela University of London Press Ltd., 1974.
5. Teaching History in Secondary Schools – N.C.E.R.T., Delhi, 1970.
6. The Realities of Teaching History – Raina V.K., N.C.E.R.T., Delhi, 1992.
7. A Handbook for History Teachers–Vajreshwari R. A., Allied publishers, Bombay,1966.
8. The Teaching of History – Incorporated Association of Assistant Masters in secondary schools, Cambridge University Press, London, 1980.
9. The Teaching of History – Incorporated Association of Assistant Masters in Secondary Schools, Cambridge University Press, 1952.
10. The Teaching of History – A.A.M. Secondary Schools, London, Cambridge University Press, London, 1983.
11. Teaching Secondary School Social Studies–High James, New York, Hohb Wiley, 1962.
12. Teaching of History – K.L.Arora Prakashan Brothers, 546, Books Market, Ludiana 141008, 1989.
13. History : Its Theory and Method – B. Sheik Ali, S.G.Wasani for Mac millan India Limited and printed by V.N.Rao at Macmillan India Press, Madras – 600 041, 1993.
14. Suggestions for the Teaching of History in India – V. D. Ghate, Geoffrey cumberlege, Oxford University Press, 1949.
15. Method Teaching of History – Professor B. C. Rai Prakashan Kendra, New Building, Aminabad, Lucknow, 1981.
16. Modern methods of Teaching History – Shalini Wadhwa published by Sarup and Sons, 4740/23, Ansari Road, Darya Gani, New Delhi – 110002, 2000.
17. Creative Teaching of History – K. D. Ghose, Geoffrey cumberilege, Oxford University Press, Amen House, London, 1979.
18. A student's manual of Teaching of History and civis – An Exp. Prefessor, City Book's Deport, Hall Bazar, Amritsar, 1956.
19. Teaching of History – J. C. Aggarwal, Vikas Publishing House Pvt. Ltd., 5, Ansari Road, New Delhi- 110002, 1983.

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9: Marathi Language Education

No.	Subjects/ curriculum components	L	P/T	D	TP	TW	P/V	T
Paper 9	**Marathi Language Education**	2		3	100			100

Sr. No.	Topic and Details	No. of Lectures assigned	Marks assigned
Module 1	**मराठी भाषा शिक्षण रूपांतरण** **उद्दिष्टे** : हे स्वयंपूर्णांग विदयार्थि - शिक्षकास पुढील बाबतीत सक्षम बनवेल 1. विदयार्थी शिक्षकाला मराठी भाषा निर्मिती व भाषा विकास प्रकियेतील टप्पे समजण्यास मदत होईल. 2. मराठी मातृभाषा अध्ययनाचे महत्व समजेल. 3. मराठी भाषा पाठ्यपुस्तकाचे विविध प्रकारे आशय विश्लेषण करता येईल. 4. मराठी भाषा व अन्य भाषा, अन्य अभ्यासविषय व व्यक्तिचे जीवन यांचा सहसंबंध समजेल. 5. मराठी भाषा शिक्षणाची ध्येये व उद्दिष्टे वर्तन निष्पत्तीसह मांडता येतील. **मराठी भाषा उद्गम आणि विकास, ध्वनीविज्ञान** II भाषा निर्मिती मागील तत्वे व प्रकिया-मानसशास्त्रीय, समाजशास्त्रीय, भाषाशास्त्रीय, विविध वाङःमयीन प्रवाह III व्यक्तिजीवनात मातृभाषा मराठीचे स्थान व महत्व भावना, विचार, अनुभव, संपादन व संक्रमण संस्कृती, संरक्षण व संवर्धन, प्रसारण सामाजिकवारसा, शिक्षण माध्यम IV शास्त्रीय विचार पध्दति - (जॉन डयुईप्रणीत) - निरीक्षण, साम्यभेद शोधन, वर्गीकरण, पृथक्करण, विश्लेषण, सर्वसामान्यीकरण V भाषाशास्त्रीय विचारपध्दति - समीक्षा - आस्वाद मूल्यमापन, शैलीविज्ञानात्मक VI भाषिक क्षमता - कौशल्ये विकसन VII वाङःमयीन प्रवाह प्रकार विशेष (माध्यमिक, उच्चमाध्यमिक पाठयक्रम व पाठयपुस्तकांस अनुसरून) X व्यक्तिमत्व विकसन अंगे - बोधात्मक, भावात्मक, कियात्मक, उद्दिष्टे चढती श्रेणी-ज्ञान, आकलन, उपयोजन, कौशल्ये, अभिरूचि, आस्वाद, विश्लेषण, संश्लेषण, मूल्यमापन, वृत्ती	15	25

Module 2	मराठी भाषा शिक्षण आराखडा	15	25
	उद्दिष्टे : हे स्वयंपूर्णांग अभ्यासल्यानंतर पुढील बाबतीत विदयार्थी शिक्षक सक्षम होईल		
	1. आशय व विषयानुरूप विविध अध्यापनपध्दती, प्रतिमाने, शैक्षणिक साधन निर्मिती व अंमलबजावणी करणे		
	2. आशय, विषय, अभिव्यक्तिस अनुसरून सुयोग्य, आवश्यक आणि पूरक अध्ययन अनुभवांची निवड करणे		
	3. वर्गात व वर्गाबाहेर अध्ययन अनुभव संघटन व आयोजन करणे		
	I विविध पाठ प्रकार व उपयुक्त अशा अध्यापन पध्दति / प्रतिमाने		
	माहितीनिष्ठ गद्य पाठ, रसग्रहण पदय पाठ, व्याकरण पाठ, सारग्रहण पाठ, निबंधलेखन पाठ, कृतिकेंद्रित पाठ		
	उपयुक्त प्रतिमाने - संकल्पना प्राप्ती प्रतिमान, अग्रतसंघटक प्रतिमान, पृच्छाप्रतिमान, प्रतिभाविकास प्रतिमान, उद्गामी-अवगामी अध्यापन पध्दती, कार्यात्मक व्याकरण पध्दती		
	II आधुनिक अध्यापन पध्दति - आकाशवाणी, दूरदर्शन, पाठ पध्दती, प्रदर्शन, ग्रंथालय पाठ पध्दती, चर्चा-परिसंवाद पाठ पध्दती, संगणकीय स्वयंअध्ययन पध्दती, नाटयात्मक पाठपध्दती-भूमिका वठवणे, मुलाखत घेणे, बाहुलीनाटय, कठपुतली, बोलक्या बाहुल्या-लेखन, आयोजन, कार्यवाही		
	III आनंददायी अध्ययन अध्यापन - प्रश्नमंजुषा, उखाणे, कोडी, स्थलभेट, सहल		
	IV अध्यापन प्रयुक्त्या, तंत्रे, साधने		
	प्रयुक्त्या - कथन, स्पष्टीकरण, प्रश्न, दाखले, नाटयीकरण		
	तंत्रे - ग्रंथप्रदर्शन, साहित्यिक मेळावे, कविसंमेलन, बालसभा, कथाकथन, नाटयवाचन, व्याख्याने, वादविवाद, चित्रकथा, व्यंगचित्रे, हास्यकथा		
	साधने-अप्रक्षेपित, प्रक्षेपित, चित्रे, तक्ते, ध्वनिफिती, देखावे, चित्रफिती, ग्रांथिक साधने-कोष-शब्द, व्युत्पत्ती, संस्कृती, विश्वकोष, संदर्भग्रंथ, नियतकालिके, वृत्तपत्रे, समूहसांपर्क साधने, जाहिराती.		
Module 3	मराठी भाषा शिक्षण व्यवहार –	15	25
	उद्दिष्टे : हे स्वयंपूर्णांग अभ्यासल्यानंतर पुढील बाबतीत विदयार्थी शिक्षक सक्षम होईल.		
	1. नियोजन प्रक्रिया - आवश्यकता, महत्व व फायदे समजणे		
	वार्षिक नियोजन		
	घटक नियोजन		

	पाठ नियोजन 2. आवश्यकते प्रमाणे लवचिक असे नियोजन करणे **अभ्यासक्रम आणि पाठयक्रम संकल्पना :** I माध्यमिक, उच्चमाध्यमिक अभ्यासक्रमविकसनामागील मूलतत्वे, ध्येये, उद्दिष्टे मांडणी, प्रचलित अभ्यासक्रम अभ्यास II अभ्यासक्रमविकसनाचे विविध दृष्टिकोन - पारंपारिक ताठर, एकात्मिक, विद्यार्थी केंद्रित, व्यक्तिनिष्ठ, समाजाभिमुख, प्रगत अभ्यासक्रम **मराठी भाषा पाठयपुस्तक, आवश्यकता, उपयुक्तता, अंतरंग व बहिरंग निकष :** I वार्षिक नियोजन, घटक नियोजन, पाठनियोजन, परस्परसंबंध, आवश्यकता, महत्व, फायदे, संकल्पना-स्वरुप, प्रक्रिया (प्रत्येकी एक एक नमुना) पाठ नियोजन - अध्ययन घटक पृथक्करण, उद्दिष्टे विशेषीकरणे, मांडणी-अनुरुप अध्ययन अनुभव निवड-साधन निर्मिती, शिक्षककृती, विद्यार्थीकृती, फलकलेखन. II मूल्यमापन - संकल्पना, प्रकार, स्वरुपविशेष, प्रक्रिया मूल्यमापन-उद्दिष्टानुवर्ती, लेखी, मौखिक, प्रात्यक्षिक, नियतकालिक, सातत्यपूर्ण, सर्वसमावेशक, संकलित मूल्यमापन साधने व तंत्रे-निरीक्षण, मुलाखत, प्रश्नावली, कसोटी-नैदानिक, उपचारात्मक गुणानुसार मांडणी, भाषिक कौशल्ये - क्षमता, त्रुटी, उपचार, श्रवण, भाषण, वाचन, लेखन		
Module 4	**मराठी भाषा शिक्षक व्यावसायिक विकास** **उद्दिष्टे :** हे स्वयंपूर्णांग अभ्यासल्यानंतर पुढील बाबतीत विद्यार्थी शिक्षक सक्षम होईल 1. भाषा शिक्षकाची भूमिका, जबाबदारी व कर्तव्ये यांची जाणीव ठेवणे 2. स्वयंअध्ययनाने व्यक्तिमत्व विकसनासाठी भाषिक क्षमता, व्यासंग वाढविणे 3. भाषा विषयक संशोधनकार्याचा अभ्यास करणे 4. भाषा शिक्षक म्हणून सामाजिक, साहित्यिक उपक्रमात सहभागी होऊन भाषा शिक्षण दर्जा उंचावण्यासाठी क्रियाशील राहणे I. भाषा शिक्षकास आवश्यक गुणविशेष व क्षमता स्वयंअध्ययनाने	15	25

	विकसित करणे. श्रवण, भाषण, वाचन, लेखन - सृजनशील कार्य, स्व, विषय, विद्यार्थी, समाज व व्यवसाय यांच्याशी असलेली बांधिलकी जपणे, संवेशनशीलता, विद्यार्थी हिताची तळमळ, ज्ञानलालसा, भाषिक क्रीडा - छंद जपणूक, परभाषा सहिष्णुता, स्वभाषाभिमान, अस्मिता.		
II	मराठी भाषा, अन्यभारतीय भाषा, ज्ञानभाषा मधील श्रेष्ठ दर्जाचे वाङःमय वाचणे - अनुवादित व मूळ साहित्यकृती आस्वाद घेणे		
III	मराठी भाषा अभिरूची संवर्धक साहित्यिक उपक्रम आयोजन व कृतियुक्त सहभाग घेणे - मराठी भाषा वाङःमय मंडळ, मराठी अध्यापक, संघटना, भाषाविषयक छंदमंडळे - कथाकथन, वक्तृत्व, लेखन, कवी मंडळ, आंतरभारती - विश्वभारती, सामंजस्य दृष्टिकोन		
IV	मराठी भाषा शिक्षण विषयक व संशोधन अहवाल व त्यातून मिळालेले निष्कर्ष यांचा अभ्यास करुन भाषा शिक्षण सुधारणा कार्य आवश्यकता - महत्व विषयक सहशिक्षकांशी चर्चा करणे, अभिप्राय लेखन करणे		
V	वृत्तपत्रीय स्तंभ, अग्रलेख, जाहिराती, साहित्यिक सदरातून संदर्भ संशोधन करणे, संकलनकरणे, अध्यापनात वापर करणे.		
VI	मराठी भाषा शिक्षक हस्तपुस्तिका – स्वरुप, महत्व विद्यार्थ्यांना व शिक्षकांनी अध्यापनात वापर करणे.		
VII	भाषा शिक्षण आणि विद्यार्थी सेवाकार्य यांचा समन्वय साधने		
VIII करणे.	मराठी अध्यापनातील समस्या सोडविण्यासाठी कृती संशोधन		
IX	संशोधनाच्या निष्कर्षांचा मराठी अध्यापनाचा दर्जा वाढविण्यासाठी उपयोग करणे.		

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સંસ્કૃત ભાષા શિક્ષણ પધ્ધતિ

	કલાક-૧૫	માર્કસ-૨૫

મોડ્યુલ ૧:-
 	
૧. ભાષા શિક્ષણ ચિંતન :-
      ઉદ્દેશ્યો :- વિધાર્થીઓ નીચેની બાબતો સમજવા સક્ષમ બનશે.
 	
૧.   સંસ્કૃત ભાષાનો ઉદ્ગમ, વિકાસ અને સ્વરૂપ વિશેષ.
 	
૨.   સંસ્કૃત ભાષાના અધ્યયનનું મહત્વ સમજવું.
 	
૩.   સંસ્કૃત ભાષાનો અન્ય વિષયો, ભાષાઓ, વિધાર્થી જીવન તથા સંસ્કૃતિ સાથે સબંધ સમજાવો.
 	
૪.   સંસ્કૃત શિક્ષણના ધ્યેયો અને ઉદ્દેશ્યો સમજવા.
 	
૧.૧ સંસ્કૃત ભાષા શિક્ષણની વર્તમાન પરિસ્થિતિ, સ્વરૂપ, રચના અને અધ્યયનનું મહત્વ.
 	
૧.૨ સંસ્કૃત ભાષાની વિશિષ્ટતાઓ.
 	
૧.૩ સંસ્કૃત સાહિત્યના મુખ્ય પ્રકાર અને સાહિત્યકારો - તેમનું સંસ્કૃત સાહિત્યમાં પ્રદાન.
 	
      મહાકાવ્યો, પુરાણ, બ્રાહ્મણગ્રંથો, પંચતંત્ર, હિતોપદેશ, કથાસાહિત્ય, સુભાષિતો, વ્યાસ, વાલ્મિકી, કાલિદાસ, ભવભૂતિ, પાણિની, શુદ્રક, ભાસ, બાણભટ્.
 	
૧.૪ સંસ્કૃત ભાષા શિક્ષણના વિવિધ પ્રવાહો.
 	
૧.૫ માધ્યમિક તથા ઉચ્યતર માધ્યમિક કક્ષાએ સંસ્કૃતનું સ્થાન અને મહત્વ
 	
૧.૬ સંસ્કૃત ભાષાનો અન્ય વિષયો, ભારતીય ભાષાઓ સાથેનો સહસંબંધ, વિધાર્થી જીવન અને ભારતીય સંસ્કૃતિ સાથેનો સંબંધ.
 	
૧.૭ સંસ્કૃત શિક્ષણનો પારંપરિક વારસો અને મૂલ્ય વિકાસ.
 	
૧.૮ સંસ્કૃત શિક્ષણના ધ્યેયો અને ઉદ્દેશ્યો.
      માધ્યમિક-ઉચ્યતર માધ્યમિક કક્ષાએ અભ્યાસક્રમ અનુસાર ઉદ્દેશ્યો.
      જ્ઞાન-અર્થગ્રહણ-અભિવ્યક્તિ-ઉપયોગ-રસાસ્વાદ.		

	કલાક-૧૫	માર્કસ-૨૫
મોડ્યુલ ૨ :- **૨. સંસ્કૃત ભાષા શિક્ષણ સંરચના** **ઉદ્દેશ્યો :-** વિધાર્થી શિક્ષક નીચેની બાબતોમાં સક્ષમ બનશે. ૧. ઉદ્દેશ્યો અને વિષયાનુરૂપ વિવિધ અધ્યાપન પધ્ધતિઓ-પ્રતિમાન અને તેનો ઉપયોગ કરવો. ૨. હેતુઓ અને વિષય અભિવ્યક્તિને અનુસાર યોગ્ય પૂરક અનુભવો અને પ્રયુક્તિઓનો ઉપયોગ કરવો. ૩. વર્ગમાં તથા વર્ગ વ્યવહારના અધ્યયન અનુભવોનું સંઘટન અને આયોજન કરવું. ૨.૧ વિવિધ પ્રકારના પાઠ અને તેને ઉપયોગી અધ્યાયન પધ્ધતિઓ અને પ્રતિમાન. ગધપાઠ, પધપાઠ, વ્યાકરણ પાઠ, અનુવાદ શિક્ષણ, વિચારવિસારનું શિક્ષણ તેના હેતુઓ તથા પધ્ધતિઓ. પ્રતિમાન - સંકલ્પના પ્રાપ્તિ પ્રતિમાન, અગ્રત સંઘટક પ્રતિમાન, પ્રશ્નપૃચ્છા પ્રતિમાન, સર્જનશીલતા વિકાસ પ્રતિમાન, સંસ્કૃતમાં તેનો ઉપયોગ. ૨.૨ સંસ્કૃત શિક્ષણની પધ્ધતિઓ :- પ્રત્યક્ષ, અનુવાદ, સ્વાધ્યાય, આગમન-નિગમન, પ્રોજેકટ, અભિક્રમિત અધ્યયન, આકાશવાણી-દૂરદર્શન પાઠ પધ્ધતિ, પ્રદર્શન પધ્ધતિ, ગ્રંથાલય પાઠ પધ્ધતિ, ચર્ચા-પરિસંવાદ, રોલપ્લે, નાટયીકરણ મુલાકાત-આયોજન, ઉપયોગ. ૨.૩ સંસ્કૃતશિક્ષનની પ્રયુક્તિઓ :- કથન, સ્પષ્ટીકરણ, ઉદાહરણ, વાચન-મૌન, પ્રગટ, કાપાનોંધ, વાર્તા કથન, મુલાકાત, ભાષાન્તર, વર્ણન. ૨.૪ સંસ્કૃત શિક્ષણની પ્રવૃતિઓ :- અનુલેખન, શ્રુતલેખન-ગાન, ભીંતપત્રો, રમત દ્વારા શિક્ષણ, સંસ્કૃત સમાચાર શ્રવણ, સંસ્કૃત સંભાષણ. ૨.૫ સંસ્કૃત ભાષા શિક્ષણ માટે સ્વઅધ્યયનનો ઉપયોગ. ગ્રંથાલય, કાર્યપુસ્તિકા (Work book) સંગણકનો ઉપયોગ.		

	કલાક-૧૫	માર્કસ-૨૫
મોડ્યુલ ૩ :- **૩. સંસ્કૃત શિક્ષણ સંક્રમણ.** **ઉદ્દેશ્યો** :- પ્રસ્તુત અભ્યાસાંતે વિધાર્થીઓમાં નીચેની ક્ષમતાઓનો વિકાસ થશે. ૧. પાઠ્યઆયોજન પ્રક્રિયા-મહત્વ અને આવશ્યકતા જાણવી. ૨. શૈક્ષણિક સાધનોથી પરિચિત થઇ તેનો ઉપયોગ કરવો. ૩. અભ્યાસક્રમ વિકાસનાં ઘટકો અને પાઠ્યપુસ્તક નિર્માણ પ્રક્રિયા. ૪. મૂલ્યાંકન પ્રક્રિયા-મહત્વ-પ્રકારો-પધ્ધતિનો પરિચય. ૩.૧ વાર્ષિક આયોજન-એકમ આયોજન, પાઠ આયોજનની સંકલ્પના, પરસ્પર સંબંધ-આવશ્યકતા-મહત્વ-સ્વરૂપ અને પ્રક્રિયા, ગધ શિક્ષણ-પધ શિક્ષણ-વ્યાકરણ શિક્ષણ, અનુવાદ શિક્ષણ. ૩.૨ વિવિધ કૌશલ્યોનું શિક્ષણ. આદર્શવાંચન-લેખન કાર્ય-શુધ્ધ ઉચ્ચારણ, મૌખિક કાર્ય, મુખપાઠ. ૩.૩ સંસ્કૃત શિક્ષણમાં શૈક્ષણિક સાધનોની આવશ્યકતા-પ્રકાર-ઉપયોગ. દૃશ્ય-શ્રાવ્ય અને દૃશ્ય-શ્રાવ્ય સાધનો. ચાર્ટ, પ્રતિકૃતિ, ચિત્રો, ફ્લેનલ, રેડિયો, ટી.વી., ડી.વી.ડી., શબ્દકોશ, ટેપ રેકોર્ડર, ઓવરહેડ પ્રોજેકટર, શબ્દકોશ, ટેપ રેકોર્ડર, ઓવરહેડ પ્રોજેકટર, શબ્દકોશ, કમ્પ્યૂટર, ગ્રંથાલય, વર્કબુક, ભાષા પ્રયોગશાળા. ૩.૪ સંસ્કૃતનો અભ્યાસક્રમ અને પાઠ્યક્રમ-સંકલ્પના, મહત્વ રચનાના સિધ્ધાંતો-નિર્માણ ઘટકો. • પ્રચલિત અભ્યાસક્રમનો નિદાનાત્મક અભ્યાસ. • સંસ્કૃત પાઠ્યપુસ્તકનું મહત્વ-આવશ્યક ગુણલક્ષણો-ઉપયોગ મૂલ્યાંકન. • શિક્ષકની હાથપોથી. ૩.૫ મૂલ્યાંકનની સંકલ્પના-મહત્વ-અભિગમો. -સતત, સર્વાગીણ, સર્વગ્રાહી મૂલ્યાંકન. -પ્રગતિમૂલક (Formality),પરિપાક મૂલક(Summative) મૂલ્યાંકન. -લેખિત-મૌખિક-પ્રાત્યક્ષિક (વાયવા) મૂલ્યાંકન. -મૂલ્યાંકન ઉપકરણો-નિરીક્ષણ, મુલાકાત, પ્રશ્નાવલી, કસૌટી-રચના-ઉપયોગ. -પ્રશ્નપત્ર રચના-આદર્શ પ્રશ્નપત્રના લક્ષણો. -વિવિધ પ્રકારની મૂલ્યાંકન કસૌટીઓની રચના. -નિદાનાત્મક મૂલ્યાંકન અને ઉપચારાત્મક શિક્ષણ.		

વિગત	કલાક-૧૫	માર્ક્સ-૨૫

મોડ્યુલ-૪ :-
 	
    સંસ્કૃત ભાષા શિક્ષકનો વ્યવસાયિક વિકાસ
    ઉદ્દેશ્ય :- પ્રસ્તુત અભ્યાસાન્તે વિધાર્થી-શિક્ષક નીચેની
    બાબતોથી સક્ષમ બનશે.
 	
૧.   સંસ્કૃત ભાષા શિક્ષકની ભૂમિકા-જવાબદારી અને કર્તવ્યની જાણ.
૨.   સ્વઅધ્યયન ધ્વારા વ્યક્તિત્વ વિકાસ, ભાષિક ક્ષમતા-કૌશલ્યોનો
    વિકાસ.
૩.   સંસ્કૃત ભાષા વિષયક સંશોધન કાર્યનો અભ્યાસ કરવો.
૪.   સંસ્કૃત ભાષા શિક્ષણનો દરજ્જો ઊંચો લાવવા કાર્યશીલ બનવું.
૪.૧ સંસ્કૃત ભાષા શિક્ષકના ગુણો, ક્ષમતાઓ, આવશ્યક કૌશલ્યો,
    જવાબદારી / કર્તવ્ય, વ્યવસાયિક સજ્જતા, સંસ્કૃત શિક્ષક પાસે
    રાખવામાં આવતી અપેક્ષાઓ.
૪.૨ સ્વઅધ્યયન ધ્વારા ભાષાવિકાસની ક્ષમતાઓનો વિકાસ.
    શ્રવણ-કથન-વાચન-લેખન, ભાષાંતર, સર્જન કાર્ય વગેરેનો વિકાસ
    સાધી સમાજ અને વ્યવસાયને યોગ્ય ન્યાય.
    અધ્યયન લાલસા, પરભાષા સાહષ્ણુતા, સંસ્કૃત ભાષાનું ગૌરવ,
    અસ્મિતા.
    ઉત્તમ વાંચન-સમીક્ષણ કાર્ય.
૪.૩ સંસ્કૃત ભાષામાં અભિરૂચિની વૃધ્ધિ :- સાહિત્યિક ઉપક્રમોનું
    આયોજન, સંસ્કૃત ભાષા મંડળ, સંસ્કૃત અધ્યાપક સંઘ, સાહિત્ય
    સંમેલન, વક્તૃત્વ સભા- કવિ મંડળ - સંસ્કૃતમાં ઇતર પ્રવૃતિઓનું
    આયોજન-સંચાલન.
૪.૪ સંસ્કૃત ભાષા વિષયક સંશોધનોનો અભ્યાસ-અહેવાલ તેના નિષ્કર્ષોની
    જાણકારી-ભાષા સુધારણામાં તેનો ઉપયોગ.
    - સંશોધન યોગ્ય સમસ્યાઓની સૂચિ-સહશિક્ષકો સાથે વિચાર વિમર્શ-
    સંશોધન કાર્યનું અહેવાલ લેખન.
૪.૫ સંસ્કૃત શિક્ષણ ગુણવતા વર્ધનમાં પૂરક સેવા કાર્ય કરનાર સ્વયંસેવી
    સંસ્થાઓના કાર્યનો અભ્યાસ.
૪.૬ અસાધારણ વિધાર્થીઓનું સંસ્કૃત શિક્ષણ.
૪.૭ અસાધારણ શિક્ષણ વિધાર્થી સાથે સમન્વય.		

ગુજરાતી ભાષા શિક્ષણ પધ્ધતિ

	કલાક-૧૫	માર્કસ-૨૫
મોડ્યુલ ૧ :- ભાષા શિક્ષણ ચિંતન. ઉદ્દેશ્યો:- વિધાર્થીને નીચેની બાબતો સમજવા સક્ષમ બનાવવો. ૧. ગુજરાતી ભાષા નિર્માણ અને વિકાસ પ્રક્રિયાના સોપાન. ૨. ગુજરાતી ભાષાના અધ્યયનનું મહત્વ. ૩. ગુજરાતી ભાષાનો અન્ય ભાષાઓ તથા વિષયો સાથેનો સહસંબધ. ૪. ગુજરાતી ભાષા શિક્ષણના ધ્યેયો અને ઉદ્દેશોને વર્તન નિષ્પતિ સાથે જોડવું. **ગુજરાતી ભાષાનું અધ્યયન :-** ૧. ગુજરાતી ભાષાનો ઉદ્ગમ અને વિકાસ, ધ્વનિવિજ્ઞાન. ૨. ગુજરાતી ભાષાના વિવિધ સાહિત્યિક પ્રવાહો (પ્રાચીન-અર્વાચીન) ૩. વ્યક્તિના જીવનમાં માતૃભાષાનું સ્થાન અને મહત્વ (ભાષાકીય મૂલ્ય, વ્યવહારિક મૂલ્ય) ભાવના, વિચાર, અનુભવ સંપાદન અને સંક્રમણ. સંસ્કૃતિ રક્ષણ, સંવર્ધન અને પ્રસારણ તથા સામાજિક વારસો અને શિક્ષણના માધ્યમ તરીકે. ૪. ભાષાકીય ક્ષમતા-કૌશલ્ય વિકાસ (શ્રવણ, કથન, પઠન, લેખન). ૫. સાહિત્ય પ્રવાહ પ્રકાર વિશેષ (માધ્યમિક અને ઉચ્ચતર માધ્યમિકના પાઠયક્રમ સંબંધિત) ૬. ગુજરાતી ભાષા શિક્ષણના ધ્યેયો અને ઉદ્દેશો. ૭. ગુજરાતી ભાષાનો અન્ય વિષયો, ભાષાઓ તથા સંસ્કૃતિ સાથે સહસંબંધ.		

	કલાક-૧૫	માર્કસ-૨૫

મોડ્યુલ-૨ :-
 	
ગુજરાતી ભાષા શિક્ષણ સંરચના.
 	
ઉદ્દેશ્યો :- વિધાર્થીઓ અભ્યાસ કર્યા પછી નીચેની બાબતોમાં સક્ષમ બનશે.
 	
૧. ઉદ્દેશો અને વિષયાનુરૂપ વિવિધ અધ્યાપન પધ્ધતિઓ, પ્રતિમાન અને તેનો ઉપયોગ કરવો.
૨. હેતુઓ અને વિષય અભિવ્યક્તિને અનુસરી યોગ્ય પૂરક અનુભવો તથા પ્રયુક્તિઓની પસંદગી કરવી.
૩. વર્ગમાં તથા વર્ગ બહારના અધ્યયન અનુભવોનું સંઘટન અને આયોજન કરવું.
 	
   અધ્યાપન પધ્ધતિઓ અને પ્રયુક્તિઓ.
 	
૧. વિવિધ પાઠ પ્રકાર અને તેને ઉપયોગી અધ્યાપન પધ્ધતિઓ અને પ્રતિમાન.
   ગધપાઠ, પધપાઠ, વ્યાકરણ પાઠ, સાર ગ્રહણ પાઠ, નિબંધાત્મક પાઠ અને કૃતિકેન્દ્રિત પાઠનું શિક્ષણ અને તેની પધ્ધતિઓ.
પ્રતિમાન :- સંકલ્પના પ્રાપ્તિ પ્રતિમાન, અગ્રત સંઘટક પ્રતિમાન, પ્રશ્નપૃચ્છા પ્રતિમાન, પ્રતિભા વિકાસ પ્રતિમાન.
 	
૨. આધુનિક પધ્ધતિઓ :-
   દૂરદર્શન પાઠ પધ્ધતિ, પ્રદર્શન પધ્ધતિ, ગ્રંથાલય પાઠ પધ્ધતિ, ચર્ચા-પરિસંવાદ પધ્ધતિ, કમ્પ્યૂટર પર સ્વયં અધ્યયન પધ્ધતિ, નાટય પધ્ધતિ, રોલ પ્લે, મુલાકાત-આયોજન કાર્યવાહી.
 	
૩. ભાષિક રમતો :- પશ્ન મંજૂષા, સ્થળ મુલાકાત, ઉખાણા.
   પ્રયુક્તિઓ :- કથન, સ્પષ્ટીકરણ, પ્રશ્ન, ઉદાહરણ, નાટયીકરણ.
   તંત્ર :- ગ્રંથ પ્રદર્શન, સાહિત્યિક મુલાકાત, કવિ સંમેલન, બાલભાવ કથા-કથન, નાટયવાચન, વ્યાખ્યાન, વાદ-વિવાદ, ચિત્રકથા, હાસ્યકથા, વ્યંગચિત્રો		

	કલાક-૧૫	માર્ક્સ-૨૫

મોડ્યુલ-૩ :-
 	
૩. **ગુજરાતી ભાષા શિક્ષણ કાર્યવાહી (સંક્રમણ).**
 	
   ઉદ્દેશ્ય :- વિધાર્થીઓમાં નીચેની ક્ષમતાઓનો વિકાસ થશે.
૧. આયોજન પ્રક્રિયા આવશ્યકતા મહત્વ અને કાયદા સમજવા :- વાર્ષિક આયોજન એકમ આયોજન પાઠ આયોજન.
 	
૨. શૈક્ષણિક સાધનોથી પરિચિત થઈ તેના ઉપયોગની ક્ષમતા.
 	
૩. અભ્યાસક્રમ વિકાસના તત્વો અને પાઠય પુસ્તક નિર્માણ પ્રક્રિયા સમજવી.
 	
૪. અભ્યાસક્રમ અને પાઠયપુસ્તકનું ચિકિત્સામક મૂલ્યાંકન કરવું.
 	
૫. મૂલ્યાંકન પ્રક્રિયા, પ્રકારો અને પધ્ધતિથી પરિચિત થાય.
 	
૧) વાર્ષિક આયોજન, એકમ આયોજન, પાઠ આયોજન, પરસ્પર સંબંધ, આવશ્યકતા   , ફાયદા, સંકલ્પના અને સ્વરૂપ પ્રક્રિયા.
 	
૨) શૈક્ષણિક સાધનો - આવશ્યકતા, ઉપયોગ.
   વિવિધ દશ્યશ્રાવ્ય સાધનો, પ્રક્ષેપિન, અપ્રક્ષેપિન સાધનો પ્રદર્શન, સંમેલન, મુલાકાત, ભાષા પ્રયોગશાળા
 	
૩) અભ્યાસક્રમ વિકાસના આધારભૂત તત્વો-ધ્યેયો, ઉદ્દેશો, પ્રચલિત અભ્યાસક્રમ. પાઠયપુસ્તકની આવશ્યકતા, ભાષાના પાઠયપુસ્તકનું આંતરિક, બાહ્ય સ્વરૂપ, ઉપયોગ, મૂલ્યાંકન, હસ્તપુસ્તિકા-સ્વરૂપ, મહત્વ, ઉપયોગ.
 	
૪) મૂલ્યાંકન-સંકલ્પના, પ્રકાર, સ્વરૂપવિશેષ, પ્રક્રિયા.
   * મૂલ્યમાપન આધારિત-લેખિત, મૌખિક મૂલ્યાંકન, પ્રત્યક્ષિક.
   * સતત-સર્વગ્રાહી, સર્વાંગી મૂલ્યાંકનની સંકલ્પના-પ્રક્રિયા.
   * વિવિધ પ્રકારની મૂલ્યાંકન કસોટીઓની રચના.
   * મૂલ્યાંકન સાધનો, નિરીક્ષણ, મુલાકાત, પ્રશ્નાવલિ, કસોટી.
   * નિદાનાત્મક તથા ઉપચારાત્મક મૂલ્યાંકન.		

	કલાક-૧૫	માર્કસ-૨૫

મોડ્યુલ-૪ :-
 	
 ૪. **ગુજરાતી ભાષા શિર્ષકનો વ્યવસાયિક વિકાસ.**
     ઉદ્દેશ્ય :- વિધાર્થીઓમાં નીચેની બાબતોની ક્ષમતા પ્રાપ્ત થશે.
     ૧. ભાષા શિક્ષકની ભૂમિકા, જવાબદારી, ગુણો અને કર્તવ્યની જાણ.
     ૨. સ્વઅધ્યયન ધ્વારા વ્યકિતત્વ વિકાસ અને ભાષિક ક્ષમતા
         વધારવી.
     ૩. ભાષા વિષયક સંશોધન કાર્યનો અભ્યાસ કરવો.
     ૪. ભાષા શિક્ષણનો દરજ્જો ઊંચો લાવવા કાર્યશીલ બનવું.
 ૧)   ગુજરાતી ભાષા શિક્ષકના આવશ્યક ગુણો, ક્ષમતાઓ કૌશલ્યો,
       જવાબદારી તથા ભૂમિકા.
       શ્રવણ-કથન-પઠન-લેખન, સર્જનાત્મક કાર્ય, અનુવાદ ક્ષમતા, સંવેદન
       શીલતા, વિધાર્થી સાથેનું વર્તન, જ્ઞાન-લાલસા, ભાષિક રમત, છંદ,
       પરભાષાસહિષ્ણુતા, સ્વભાષાભિમાન.
 ૨)   ગુજરાતી ભાષા, અન્ય ભારતીય ભાષા, જ્ઞાન ભાષાના શ્રેષ્ઠ દરજ્જા
       સાહિત્ય વાંચવા, અનુવાદિત અને મૂળ સાહિત્યકૃતિનો અભ્યાસ
       કરવા.
 ૩)   ગુજરાતી ભાષા અભિરૂચિ સંવર્ધક સાહિત્મિક ઉપક્રમનું આયોજન
       કરવું. સાહિત્ય મંડળ, ગુજરાતી અધ્યાપક સંઘ, કથાકથન, વકતૃત્વ
       લેખન કવિ મંડળની રચના.
 ૪)   ગુજરાતી ભાષા વિષયક સંશોધનોનો અભ્યાસ-અહેવાલ તેના
       નિષ્કર્ષોની જાણકારી ભાષા શિક્ષણ સુધારણામાં ઉપયોગ.સહશિક્ષકો
       સાથે ચર્ચા કરવી, અભિપ્રાય લેખન કરવું. વૃતપત્રિય સ્તંભ,અગ્રલેખ
       જાહેરાત, સંદર્ભ સાહિત્યનું સંશોધન કરવું. સંકલન કરવું.
       અધ્યાપનમાં ઉપયોગ કરવો.
 ૫)   ગુજરાતી ભાષા શિક્ષણ અને વિધાર્થી સેવા કાર્યનો સમન્વય કરવો.
 ૬)   ગુજરાતી ભાષા શિક્ષણ ગુણવતા વર્ધનમાં પૂરક એવું કાર્ય કરનાર
       સ્વયંસેવી સંસ્થાઓનો અભ્યાસ કરવો. અહેવાલ લેખન કરવું.
 ૭)   ગુજરાતી ભાષા વિકાસના વિભિન્ન સ્તરના બાળકો માટે ભાષા
       વિષયક પાઠોનું આયોજન કરવું.		

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13: Social science Education

No.	Subjects/ curriculum components	L	P/T	D	TP	TW	P/V	T
Paper 13	**Social Science Education**	2		3	100			100

Sr. No.	Topic and Details	No. of Lectures assigned	Marks assigned
Module 1	**Reflecting on Social science education Objectives:** The student teacher will be able ➢ To elaborate the nature and the structure of social science ➢ To state the importance of learning social science ➢ To analyze the content of Social science in different ways ➢ To establish correlation of Social science with other school subjects and life situations. **Contents:-** **1.1 Reflecting on Social science education** a) Meaning, definitions of Social science, Nature and structure of Social science b) Place and importance of Social science in present school curriculum c) Objectives of teaching Social science as prescribed in secondary school curriculum of Maharashtra/Gujarat state etc. d) Bloom's system of objectives and relating objectives with behavioral outcomes e) Content analysis of Social science • According to nature of the content, • According to core concerns of school curriculum f) Correlation of Social science within the subject, with other school subjects, with life in general.	15	25
Module 2	**Designing Social science education** **Objectives:** The student teacher will be able ➢ To apply various methods, models and devices useful to design learning experiences ➢ To select and develop the support material required for designing learning experiences ➢ To design and organize learning experiences outside the classroom **Contents:-** 1. Teaching Social science through social inquiry and advance organizer model 2. Using concept attainment model, jurisprudential model	15	25

	3. Journey method, regional method, dramatization 4. Social science projects, Social science fair and field experiences, assignments 5. Using role play, simulations, dramatizations, Using narration, explanation, story telling, questioning and discussions, home work 6. Individualizing Social science through library work, worksheets and use of computers 7. Support material needed for various learning experiences, Use of Audio, visual and audio-visual material, museums, exhibitions etc.			
Module 3	**Executing Social science education** **Objectives:** The student teacher will be able ➢ To explain the essentials of curriculum and a textbook of Social science ➢ To get acquainted with procedures of year plan, unit plan and lesson plan ➢ To prepare plans by applying knowledge of planning ➢ To get feedback through using various evaluation tools a) Curriculum and syllabus • Concept of curriculum and syllabus • Bases and principles of curriculum development and study of present school curriculum on the bases of them • Principles guiding curriculum planning • Study of present school curriculum of Social science in the light of approaches and principles of curriculum b) Essentials of Social science textbook and using Social science textbook in Social science education c) Concept of relationship among year plan, unit plan, and a lesson plan Considerations and procedures of a year plan Considerations and procedures of a unit plan Planning a Social science lesson for introducing new topic, fixation, revision d) Using evaluation for feedback, improvement in teaching and learning of the students • Concept of continuous, comprehensive and cumulative evaluation process, • Formative and summative evaluation • Using various tools and techniques for assessing cognitive, affective and psychomotor outcomes • Constructing and administering achievement tests and skill tests • Diagnostic test and remedial teaching	15	25	

| Module 4 | **Growing professionally**
Objectives:
The student teacher will be able
➢   To Analyze critically one's own strengths and weaknesses as a professional
➢   To enrich knowledge from various sources
➢   To make effective use of collaborative efforts for teaching Social science in and outside the school
➢   To conduct research project
➢   To Use major research findings in enhancing Social science education
➢   To Bring flexibility in designing and executing Social science education to cater for individual needs

Contents:-
1.   Becoming a Social science teacher
    • Development of attitude and interest in Social science and Social science teaching
    • Development of skills required for Social science teaching
    • Duties and responsibilities of a Social science teacher
2.   Using reference material, periodicals, and Internet and teacher's handbook in Social science teaching
3.   Use of team teaching and co-operative efforts for conducting Social science club in school
4.   Various organizations and activities for enhancing Social science teaching in Maharashtra
5.   Catering for individual needs of exceptional students through Social science teaching Implementing research findings related to effective Social science teaching and action research approach to Social science teaching.
6.   Conducting action research/ research project for solving problems in Social science teaching
7.   Using research findings for enhancing quality of Social science teaching-learning. | 15 | 25 |
| | **List of Recommended Books**
1.   Arthur C. Binning and David H. Binning: Teaching the Social Studies in Secondary Schools, McGraw Hill Book Co. INC. , 1952 .
2.   Clarence D. Sam ford and Eugene Cottle: Social Studies in Secondary Schools, McGraw Hill Book Co. INC., 1952.
3.   Frank J.Estran: Social Studies in a changing world, Harcourt Brace & World Inc. 1968.
4.   Harry Dhand: A Hand Book for teacher's research in the teaching of Social Studies, Ashish Publishing House 8/81 Punjabi Bagh, New Delhi. 1997. | | |

	5.	James High: teaching Secondary School Social Studies, John Wiley and sons, INC. New York, 1962.		
	6.	Kohli A.H.: Teaching of Social Studies, Anmol Publications Pvt. Ltd. New Delhi, 1999.		
	7.	NCERT: Position of Social Studies in India, NCERT, New Delhi, 1964.		
	8.	Richard E. Gross and Others: Teaching the Social Studies, What, Why and How?, International Text Book Company Scranton, Pennsylvania , 1968.		
	9.	The Association of Teachers of Social Studies Teaching: Hand Book for Social Studies Teaching, Halt Rinehart and Winston INC. 1967.		
	१०.	डॉ. गौतम लोंढे : सामाजिक शास्त्रे अध्यापन पध्दती – संघमित्रा प्रकाशन, मिरज, २००४.		

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14 : Urdu Language Education

No.		Subjects/ curriculum components	L	P/T	D	TP	TW	P/V	T
Paper 14		**Urdu Language Education**	2		3	100			100

Sr. No.	Topic and Details	No. of Lectures assigned	Marks assigned
Module 1	Reflecting on Urdu Education **Objectives:** To enable the student teacher to ➢ Understand the place and importance of Urdu in secondary school curriculum ➢ Get acquainted with aims and objectives of teaching Urdu at secondary school level. ➢ Be acquainted with the principles of Urdu curriculum Contents: a) Meaning, nature and characteristics of Urdu language education. b) Functional, literary roles and importance of Urdu language. c) Place and importance of Urdu in present school curriculum • Place and importance in present school curriculum • Recommendations of various education commissions regarding language education • Three language formula • Maharashtra State policy regarding Urdu language education d) Structure of Urdu – vocabulary, sentence pattern, parts of speech, transformation, prose, poetry, dialogue, composition. e) Aims and objectives of Urdu teaching at secondary school level f) Basic skills of language learning • Listening • Speaking • Reading • Writing	15	25
Module 2	**Designing Urdu language education** **Objectives:**To enable the student teacher to- ➢ Design varieties of learning experiences in Urdu language education at secondary level	15	25

	➤ Develop support material for teaching Urdu at secondary level. **Contents** a) Methods of teaching Urdu 　Methods of teaching specific items as: 　• Vocabulary 　• Grammar 　• Poetry 　• Prose 　• Composition b) Various devices and techniques of teaching Urdu 　Debating, Dramatics, language games, group discussion, role-play, dialogue, short speech, story telling, Quiz, Puzzle, exhibition. c) Material and aids for teaching Urdu: pictures, charts bulletin board, flannel board flash cards, folding cards, mobiles, slides, film strips, record players tape recorders, language laboratory, Television, computers, puppets d) Planning various co-curricular activities for Urdu teaching as, class library, class magazine, exhibition, Urdu club, practice in spoken Urdu, collection of idioms or proverbs		
Module 3	Executing Urdu Education **Objectives :**To enable the student teacher to- ➤ Know the criteria of good Urdu textbook. ➤ Develop the ability of analyzing critically the present Urdu curriculum and text Books at secondary school level. ➤ Acquire the skill of effective planning in Urdu teaching ➤ Understand the use and procedures of evaluation. Content a) Approaches and principles of Urdu curriculum development b) Essentials of a good Urdu Text book c) Concept of relationship among year plan, unit plan and a lesson plan 　Consideration and procedures of a year plan 　Considerations and procedures of a unit plan 　Planning a Urdu lesson 　Constructing instructional objectives 　Selecting learning experiences and planning for organization of them 　Writing plans for various learning experiences 　Planning for fixation, revision 　Evaluation 　Concept of continuous, comprehensive and cumulative evaluation process.	15	25

	Formative and summative evaluation Achievement test. Diagnostic test and remedial teaching		
Module 4	Growing professionally **Objectives :**To enable the student teacher to- ➢ Be acquainted with qualities of good Urdu teacher ➢ Develop one's own professional growth ➢ Acquire enrichment in subject content Get familiar with uses of Urdu in practical and specific ways Contents**:** a) Research findings related to Urdu education b) Enrichment in the subject with various courses in content, methods and skills c) Subject teacher associations in Urdu and their activities d) Urdu for practical and specific purposes e) Introduction to Indian Urdu literature. f) Doing Action Research for enhancing Urdu teaching- learning	15	25

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Developing society oriented transactional competency

Work Experience
Computer Graphics

Sr. No.	Topic and Details	No. of Lectures assigned	Marks assigned
Module 1	**Reflecting on and translating Computer Graphics** **Objectives**: To enable the student teacher to- ➢ Get acquainted with the principles of design ➢ Get acquainted with principles of drawing, coloring, and layout ➢ Get acquainted with use of software related to computer graphics ➢ Develop skills in preparation of graphics using computer ➢ Develop presentation skills **Contents** a) Reflecting on basics of computer graphics • Concept and importance of computer graphics • Principles of design- proportion, balance, harmony, rhythm, emphasis • Principles of line work, drawing, layout • Typography- Identification and use of character, Typographical effects to enhance text, Giving personality to character as per theme/subject • Space impact • Primary and secondary colors, C.M.Y.K. and R.G.B. color concepts, high key and low key, color contrast • Brief introduction to different extensions for output – purpose, resolution, importing and exporting picture • Scanning principles and process b) Preparing computer graphics • Using Corel draw-Drawing, formulating objects, Using layers, coloring, planning layout, using gradations and setting up pages for the output • Using Photo shop-Image editing, Adjusting tone, changing color levels in the picture, Image size, Using tools such as spray, cropping, Giving effects • Using Flash-Principles of 2D and 3D animation, preparing objects, creating frames, rendering of animation, saving for video, creating Buttons and background	30	25

	c) Presenting and preserving graphical aids
	    • Care to be taken while using computer graphic in presentation
	    • Care to be taken while saving computer graphics
	
	Activities:
	1. Completing preparatory exercises regarding line work, lettering, coloring and layout etc. in CorelDraw, Photo shop, Flash.
	2. Preparing following four computer graphics related to own subject/a chosen theme
	    • Invitation card / Greeting card
	    • Brochure / Flyer
	    • Cover page / typographical Poster/ Pictorial poster
	    • Animated clip
	3. Group activity: Giving presentation using computer graphics		

Kitchen Gardening and Nursery Development

Sr. No.	Topic and Details	No. of Lectures assigned	Marks assigned
Module 1	**Reflecting on and Translating Nursery Development** **Objectives** : To enable the student-teacher to ➢ Get acquainted with concept and importance of Nursery Development.. ➢ Get acquainted with necessary requirements for developing nursery. ➢ Become professionally self dependent regarding nursery. ➢ Develop aesthetic sense **Contents** a) Concept and importance of nursery development. b) Requirements for nursery development • Land, • Soil, • Instruments • Water supply • Other material c) Planning (Seasonal work, Budgeting) • Nurturing of flowering plants • Types and techniques in cultivation of flowering plants-e.g. Nishigandh (Tube rose), Rose, Gladiolus, Lily, Jasmine (Jai, Jui, Mogra,Kunda) Zendu(Marigold), • Water management • Cutting • Use of insecticides. • Caring of flower plants • Control of other weeds. d) Preparing saplings in mud-pots and polythene-bags • From seeds and cuttings • Grafting • Preparing mud pots and polythene bags for plantation. • Watering these plants. • Use of fertilizers/manure./insecticides/ e) Cultivation of plants. • Selection ,arrangement and care of decorative plants • Indoor and outdoor plants • Preparing hanging baskets • Preparing Green house- importance and management of green house. • Study of arrangement of flowers	30	25

	Activity –		
	1. Cultivating plants in polythene bags.		
	2. Preparing Hanging baskets.		
	3. Developing Kitchen garden (growing two leafy vegetables and two fruit vegetables)		
	4. Visiting a nursery garden / kitchen garden and writing a report.		

Non projected Graphics

Sr. No.	Topic and Details	No. of Lectures assigned	Marks assigned
Module 1	**Reflecting on and translating Non-projected Graphics** **Objectives**: To enable the student teacher to- ➢ Get acquainted with the principles of design ➢ Get acquainted with principles of drawing, coloring, and layout ➢ Describe the types and characteristics of non-projected graphics ➢ Develop skills in preparation of various graphical aids ➢ Develop presentation skills **Contents:** a) Reflecting on non-projected graphics: (1) Concept and importance of non-projected graphics (2) Types, characteristics and uses of the following graphics • Charts: Tabular, flow chart, classification chart, organizational chart • Flashcards • Flipbook • Mobile • Graph: bar graph, Curve, Pictorial, Pie chart • Poster • Maps: Political, Historical, Natural, Specific purpose • Diagram, picture, cartoon. b) Preparing graphical aids for teaching • Principles of design- proportion, balance, harmony, rhythm, emphasis • Principles of line work, drawing, layout, coloring, lettering • Decision about the type of graphics based on following criteria- purpose, Nature of the content • Text design principles • Visual design principles • Enhancing graphical aids with the use of other material c) Presenting and Preserving graphical aids • Care to be taken for neat presentation • Organizing an exhibition • Preserving graphical aids **Activities:** 1. Completing preparatory exercises regarding line	30	25

	work, lettering, coloring and layout		

	2. Preparing following five items related to own subject/a chosen theme
	   • Chart
	   • Flash card/flip book/mobile
	   • Poster
	   • Map/Graph
	   • Diagram/picture/cartoon
	3. Group activity: Organizing an exhibition/ display on a theme		

Creative Applied Art

Sr. No.	Topic and Details	No. of Lectures assigned	Marks assigned
Module 1	**Reflecting on and Translating Creative Applied Art** **Objectives** : To enable the student-teacher to ➢ Get acquainted with concept and importance of Creative Applied Art. ➢ Develop insight to put waste material to creative use ➢ Develop psychomotor skills of preparing artistic material ➢ Become professionally self dependent. ➢ Develop aesthetic sense **Contents** a) Concept and importance of creative art through waste material /simple material b) Material that can be used for preparation of artistic and educational material c) Preparation of artistic and educational material through paper folding d) Preparing Lamps/ lanterns e) Preparing artificial flowers, and garlands f) Making wall hangings g) Decorations in school functions with Thermacol, paper, etc **Activity –** 1. Making cards/ educationally useful material through paperfolding 2. Any artistic/ educationally useful material through waste material 3 Preparing Greeting card/ invitation card/ lamp shade/ wall hanging 4. Making artificial flowers/ garlands/ Decorating institute	30	25

Sr. No.	Topic and Details	No. of Lectures assigned	Marks assigned
	अवांतर वाचनासाठी पुस्तके :- १. करंदीकर सुमन, देशपांडे वसंत (१९८३), सूक्ष्माध्यापन, नूतन प्रकाशन, पुणे- ३०. २. दांडेकर वा. ना. (१९८९), 'शैक्षणिक मूल्यमापन व संख्याशास्त्र', श्रीविद्या प्रकाशन, पुणे. ३. नरवणे मीनल, (२००५), 'शैक्षणिक आयोग व समित्या', नित्य नूतन प्रकाशन, पुणे-३०. ४. पेंडके प्रतिभा सुधीर (२००५), 'भारतीय शिक्षणपद्धतीचा विकास' (Development of Educational System in India), श्री. मंगेश प्रकाशन, श्री शांतादुर्गा निवास, २३, नवी रामदास पेठ, नागपूर - १०. ५. सोहनी चित्रा (२००५), 'सूक्ष्माध्यापन', नूतन प्रकाशन, पुणे - ३०.		