

**DR. BABASAHEB AMBEDKAR  
MARATHWADA UNIVERSITY,  
AURANGABAD**



**Faculty of Education**  
**Revised Structure and Syllabus of**  
**M.Ed. Regular One year Course**  
**Choice Based Credit System Under Academic Flexibility**  
**With Effect from June 2012 Onwards**  
**(Subject to the modifications made from time to time)**

**Dr. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY, AURANGABAD**  
**DEGREE OF MASTER OF EDUCATION (M.Ed.)**

**Choise Based Credit System under Academic Flexibility**

(With effect from June 2012 onwards)

**Objectives:-**

1. To prepare competently trained personnel to staff our training institutions.
2. To prepare leaders or thought in the various branches of education-people who will contribute to the growth of education as a discipline through research of systematic study.
3. To train able and enlightened administrators and supervisors who will be able to occupy positions of responsibility in educational Institutions. Government offices and in supervisory services.
4. To train persons for various psychological services such as personal, educational and vocational guidance, statisticians, with an educational orientation.
5. To train persons for curriculum development and preparation of instructional material.
6. To train persons for participation in programmes of examination reform.

**Eligibility**

- 0.276 The degree of Master of Education shall be conferred on a candidate who has pursued a regular course of study for not less than one academic year or who has pursued a vacation course of study for not less than two years comprising two summer vacations and two October vacations after taking his Bachelor's Degree in Education with having 55% of marks or B+ grade (50% of marks or B grade for reserve category) of this University or of any other recognized University.(In-service teachers with having two years approved service, there is no condition about marks)
- 0.277 The examination for the Degree of Master of Education shall be by papers and by dissertation.

0.278 A candidate desirous to appearing for the M.Ed. Examination as a regular student must attend a college or an institution recognized for the purpose of one academic year. A candidate desirous of appearing for the M.Ed. examination as a vacation course Student must attend a college or an Institution recognized for the purpose for two years. The Candidate attendance for not less than 75% lectures in each subject of the examination.

0.279 (A) Deleted.

- (B) The M.Ed. course shall comprise of a minimum of 200 days.
- (C) Candidate desiring to join the Vacation Course shall register their names in Admission Process in the University or in the College recognized for the purpose as per rules.
- (D) A Candidate who has passed the M.Ed. Examination of this University in any division / class may be allowed to appear at the said Examination with the same subjects to improve his performance (percentage of Marks) provided that the individual who wish to improve his class at M.Ed. Examination should appear for the examination by taking all the papers at one and the same time on the basis of which the result is declared. Provided further that only one chance will be given to improve his qualifications.  
Admission process (including CET) and other activities will be conducted by the University (Education Faculty)  
As a part of practical work in the form of Dissertation should be submitted by the candidate to University through college by the end of February of every year and Viva Voice for dissertation must be conduct in March. The topics for the Dissertation will be given by guide and finalized by the respective principals of the Colleges. The Principal of the college will forward a certificate to the University along with a copy of Dissertation to the effect that:-

- I) The candidate has satisfactorily conducted research within the stipulated period.
- II) The Dissertation is the result of the candidates own work and is of sufficiently high standard.

R.171 (A) the scheme of examination and the syllabus for the M.Ed. Vacation course shall be the same as that prescribed for the M.Ed. regular course.

R.172 Deleted.

### **R.173 Standard of Passing**

A Candidate shall have to complete all practical and internal work, dissertation with Viva-voce and oral exam before he/she appears for annual examination.

If any Candidate remained his/her Internal work incomplete, in such cases, he/she cannot appear in the final exam. Till completing all work, result will be with held.

For passing the examination the candidate must obtain 40% marks or D grade in each of the theory papers and 50% marks or B grade in internal work.

For obtaining second division or B grade candidate must secured 50% or more marks and less than 60% in aggregate.

For obtaining first division or a grade the candidate must secure 60% or more marks, in aggregate and minimum 55% marks in theory papers.

A Candidate who secures 70% or more marks will be declared in First Division or A+,A++,or O grade with Distinction respectively.

A candidate who fails the examination and secures more than 50% or 60% marks in the second or subsequent attempt he will be awarded second or first division/grade. If he/she appears and passes in Viva-voce of the dissertation and the oral once, he/she need not submit the dissertation and give Viva-voce and oral again. In such a case the marks will be carried forward for the next attempt and an appropriate class/grade will be awarded to the candidate.

**Scaled Down:**

There should not be difference as 15% or more between the marks obtained in External Exam and internal assessment marks allotted by the College /Department. In case the difference is more than 15%, the internal assessment marks will be scaled down accordingly. Similarly if the difference between the marks given by the internal and the external examiner in the dissertation and the Viva-voce of dissertation (Out of 100 and 50 total 150) is more than 15%, the marks will be scaled down.

**R.174-** The following shall be the syllabus prescribed for M.Ed. Examination.

### Structure of the M. Ed. One Year Course

(With effect from June 2012)

Sr N o.	Paper code	Paper Title	Int. Marks 2Assign ments-05 4Tests- 10 Seminar- 05	Ex. Mark s	Total Marks	Total Hours	Credit s
		<b>Part I – A)Core Courses (Compulsory)</b>					
	<b>EduCC-1</b>	Philosophical & Sociological Foundations of Education	20	80	100	60+30	5
	<b>EduCC-2</b>	Learner and Learning Process	20	80	100	60+30	5
	<b>Edu.CC-3</b>	Research & Statistics in Education	20	80	100	60+30	5
<b>3</b>		<b>B) Specialization Course (Optional) Any One From 4 &amp; 5 each</b>					
<b>4</b>	<b>Edu Spe C - 4</b>	a) Comparative Education b) Distance Education and Open Learning c) Educational Technology & ICT in Education d)Environmental Education. e) Elementary Education f) Language Education g) Science Education h) Special Education i)Secondary & Higher Secondary Education	20	80	100	60+30	5

5	<b>Edu Spe C – 5</b>	j) Curriculum Development k) Educational Measurement & Evaluation l) Guidance & Counseling m) Inclusive Education n) Management Planning and Economics of Education o) Teacher Education p) Value Education and Human Rights q) Yoga Education	20	80	100	60+30	5
6	<b>Edu CC6</b>	<b>Dissertation Report, Viva-voce and oral</b>		100	100	300	10
	<b>a)</b>	Dissertation Work (Guidance+Contact hours=Total Work)					
	<b>b)</b>	Viva-Voce For Dissertation		50	50	30	1
	<b>c)</b>	Oral for Verification of Internal Work (only Ex. Examinar)		50	50	30	1
		Total of Part -I	100	600	700		
		<b>Part-II Internal Assessment</b>					
7	<b>Edu CC 7</b>	Project related to all Papers	100		100	120	4
8	<b>Edu CC 8</b>	Field Based Experiences related to practice teaching & Internship Programme on B. Ed. Colleges for 6 days (1 day for planning and preparation, 1 day for checking of lesson plans, 2 days for lesson observation in schools, 2 days for giving lectures in B. Ed. college. (each student shall take lectures- 2/3 on General and 1/2 on methodology)	50		50	36+39 = 75	2.5
9	<b>Edu CC 9</b>	Participation & Reporting of Workshop (Research, CAIL, Demo Lesson)	25		25	60+30 = 90	3

10	<b>Edu CC 10</b>	ICT Based Practical (CAIL, Demo lessons) (Guidance + Lab-work + Contact hours)	50		50	120	4
11	<b>Edu CC11</b>	Excursion (One Day)	25		25	15	0.5
12	<b>Edu CC 12</b>	Review of Research Papers - 5	50		50	30	1
		<b>Total of Part-II</b>	<b>300</b>		<b>300</b>		
		<b>Total of Part –I &amp;II</b>			<b>1000</b>	<b>1260</b>	<b>52</b>
		<b>C)Service Course For Extra Credits(Other than M.Ed. Students)</b>					
16	<b>Edu Ser C-1</b>	ET &ICT in Education	20	80	100	60	4
17	<b>Edu Ser C-2</b>	Yoga Education	20	80	100	60	4
18	<b>Edu Ser C-3</b>	Value Education and Human Rights	20	80	100	60	4

**Total Working Days – 200**

**1 Period – 60 Minutes**

**Credits in hours – 1 Credit = 15 hours for theory periods  
30 hours for practical**

### **Grading Scheme:-**

A ten point rating scale shall be used for the evaluation of the performance of

The student to provide letter grade for each course and overall grade for the Masters

Programme grade points are based on the total number of marks obtained by him / Her in all the heads of examination of the course. These grade points and their Equivalent range of marks are shown separately in table \_ I



**Table -I**

<b>Sr.No.</b>	<b>Marks Obtained</b>	<b>Grade Points</b>	<b>Grade</b>	<b>Grade description</b>
01.	90.00-100	9.00-10	O	Outstanding
02.	80.00-89.99	8.00-8.99	A ++	Excellent
03	70.00-79.99	7.00-7.99	A +	Exceptional
04	60.00-69.99	6.00-6.99	A	Very Good
05	55.00-59.99	5.50-5.99	B+	Good
06	50.00-54.99	5.00-5.99	B	Fair
07	45.00- 49.99	4.50-4.99	C+	Average
08	40.01-44.99	4.01-4.49	C	Below average
09	40	4.00	D	Pass
10	< 40	0.00	F	Fail

**EXAM PATTERN OF THEORY PAPERS****Hours – Three****Marks-80**

Note-1) only one Answer Book of 32 pages.

2) No supplement will be provided.

<b>Sr. No.</b>	<b>Type of Question</b>	<b>Total Number of Question</b>	<b>Nature of Answer</b>	<b>Marks per Question</b>	<b>Total Marks</b>
1.	Content Based short Answer Type Question	06	Answer in 200-250 words	05	30
3.	Content based Long Answer Type Question	03	Answer in 300-400 words	10	30
4.	Application based Question	02	Detail answer with application	10	20
<b>Total</b>		<b>11</b>			<b>80</b>

## एम.एड. अभ्यासक्रमाची सविस्तर माहिती व अंतर्गत कार्यासाठी निर्देश

संबंधित अभ्यासक्रम हा NCTE ने २०१० पासून दिलेल्या पॅटर्ननुसार तयार केलेला आहे. यात प्रत्येक पेपरसाठी ८० गुणांची बहिस्थ परीक्षा व २० गुणांचे अंतर्गत कार्य (सातत्यपूर्ण अंतर्गत मूल्यमापन) समाविष्ट आहे. २० गुणांमध्ये वर्षभरात प्रत्येक पेपर अंतर्गत २ स्वाध्याय, २ चाचण्या व एका सेमिनारचा समावेश आहे.

प्रत्येक पेपरचे वर्षाला ६० तासांचे अध्यापन अपेक्षित आहे. अधिकचे ३० तास विद्यार्थ्यांना त्यांच्या अंतर्गत कार्याच्या तयारीसाठी गृहीत धरलेले आहेत. हे ३० तास वर्गाव्यतिरिक्त तयारीचे धरले जातील.

संबंधित अभ्यासक्रमात -

### Part - I बहिस्थ परीक्षा

a. Core Course यात तीन अनिवार्य पेपर्स राहतील.

b. Specialization Course (Optional) - ऐच्छिक विषय - यात पेपर ४ व पेपर ५ अंतर्गत दिलेल्या ऐच्छिक विषयांपैकी एक विषय विद्यार्थी महाविद्यालयाच्या मान्यतेने निवडू शकतो. (ऐच्छिक विषयांच्या तासिकांसाठी किमान दहा विद्यार्थी आवश्यक) तसेच यात डेझर्टेशन, डेझर्टेशनची तोंडी परीक्षा व अंतर्गत कार्य पडताळणीसाठी मौखिक परीक्षा या बहिस्थ मूल्यमापनाचा समावेश आहे.

### २० गुणांचे अंतर्गत कार्य :

०२ स्वाध्याय ०५ गुण, २ चाचण्या - १० गुण व १ सेमिनार - ०५ गुण अशी विभागणी करून एकूण २० गुण प्रत्येकपेपरसाठी सातत्यपूर्ण अंतर्गत मूल्यमापनासाठी देण्यात यावेत.

### १. Assignments - स्वाध्याय : एकूण ५ पेपर-प्रत्येकी दोन स्वाध्याय. - गुण ०५

#### उद्दिष्टे :

१. नियमित अभ्यासाची सवय विकसीत करणे.
२. अभ्यासवृत्ती निर्माण करणे.
३. ग्रंथालयाचा वापर करून नोट्स काढण्याची सवय विकसीत करणे.

प्रत्येक पेपर वर आधारीत किमान दोन स्वाध्यायाचे प्रश्न द्यावेत. विद्यार्थ्यांनी याची पूर्व तयारी करावी. स्वतः अभ्यास करून त्यांनी दिलेल्या प्रश्नांचे सविस्तर उत्तर संदर्भासह लिहून दिलेल्या वेळेत सादर करावे. (परीक्षेची सवय लागावी यासाठी अभ्यासपूर्ण उत्तर वर्गात बसवून न पाहता लिहायला ही सांगता येऊ शकेल) प्रत्येक स्वाध्यायाला १० गुण द्यावेत. नंतर एकूण गुण ०५ गुणांत रुपांतरीत करावेत.

## २. Test - चाचणी : एकूण ५ - पेपरच्या प्रत्येकी दोन चाचण्या - १० गुण

### उद्दिष्टे :

१. प्राप्त ज्ञानाची पडताळणी करणे.
२. स्वतःच्या मनाने उत्तर लिहिण्याची सवय विकसीत करणे.
३. त्रुटीबाबत प्रत्याभरण देणे.
४. सातत्यपूर्ण मूल्यमापन करणे.

प्रत्येक पेपरवर आधारित वर्षात किमान दोन चाचण्या घ्याव्यात. चाचणीचा विषय आधी देऊन तयारीसाठी वेळ द्यावा. नियोजित वेळेनुसार चाचणी द्यावी. चाचणीत विद्यार्थ्यांनी न पाहता लिहिणे अपेक्षित आहे. परीक्षेसारखे त्याचे स्वरूप असावे. प्रत्येक घटकावर एक या प्रमाणे दोन पेक्षा जास्त चाचण्याही घेता येतील. त्याचे एकूण गुण १० गुणांमध्ये रूपांतरीत करावेत.

## ३. Seminar / चर्चासत्र - एकूण ५ पेपर-प्रत्येकी एक सेमिनार - ०५ गुण

### उद्दिष्टे :

१. स्वयंअध्ययनाची सवय विकसीत करणे.
२. सातत्यपूर्ण मूल्यमापन करणे.
३. विषय मांडण्याचा सराव देणे.
४. PPT चा वापर करण्याची क्षमता विकसीत करणे.
५. अभ्यासू वृत्ती बाणविणे.

प्रत्येक पेपरवर आधारीत एक चर्चासत्र आयोजित करावे. संबंधित विषयांतर्गत प्रत्येक विद्यार्थ्याला स्वतंत्र उपघटक अभ्यासासाठी द्यावा. एकूण अभ्यासक्रमाचे विद्यार्थी संख्येइतके छोटे छोटे उपघटक तयार करावेत. संबंधित विषयाच्या तासिकेत संपूर्ण वर्गासमोर विद्यार्थ्यांना PPT च्या आधारे ५ मिनीटे सादरीकरण करायला लावावे. (या PPT विद्यार्थ्यांनी महीविद्यालयाच्याच संगणक कक्षात बसून स्वतः तयार कराव्यात.) नंतर ५ मिनीटे त्यावर प्रश्नोत्तरांच्या आधारे चर्चा घडवून आणावी. अहवालात सेमिनारसाठी तयार केलेल्या घटकाचे सविस्तर विवेचन लिहावे. तसेच PPT ची प्रिंटआऊट लावावी. (६/९ स्लाईडस एका कागदावर)

## Part II -Internal Assessment - अंतर्गत मूल्यमापन

महत्वाची सूचना - अंतर्गत कार्यातील सर्व अहवाल विद्यार्थ्याने स्वतःच्या हस्ताक्षरात लिहावेत. टाईप करू नयेत.

### १.Edu. CC - ०७ - Practical / Project - प्रात्यक्षिक कार्य :-

उद्दिष्टे :

१. तात्त्विक ज्ञानाचा वापर व्यवहारात करण्याची क्षमता वाढविणे.
२. कृतीशील अनुभव देणे.
३. कृतीतून शिक्षण घडविणे

प्रत्येक विषयासाठी दिलेल्या प्रात्यक्षिक कार्यामधून कोणत्याही एका प्रात्याक्षिकाचे कार्य दिवाळीच्या सुटीत करून आणायला द्यावे. दिवाळीच्या सुटीत २० दिवसांतील रोज सहा तासचे काम या प्रमाणे १२० तासिका भेट देणे, माहिती गोळा करणे, अहवाल लेखन इ.यासाठी गृहीत धरल्या आहेत.

### EDU CC - ०८ - Field based Experiences - क्षेत्रीय कार्याचा अनुभव:-

उद्दिष्टे :

१. भावी शिक्षक प्रशिक्षक या नात्याने सराव पाठ निरीक्षण करण्याची व प्रत्याभरण देण्याची क्षमता विकसीत करणे.
२. भावी शिक्षक प्रशिक्षक या नात्याने सराव पाठ निरीक्षण करण्याची व प्रत्याभरण देण्याची क्षमता विकसीत करणे.
३. बी. एड.साठी वर्गाध्यापनाची क्षमता विकसीत करणे.
४. सक्षम शिक्षक प्रशिक्षक तयार करणे.

संबंधीत क्षेत्रीय कार्यात एम.एड. प्रशिक्षणार्थ्यांनी ७ दिवसांचा छात्रसेवाकाल बी.एड. महीविद्यालयांवर पूर्ण करणे अपेक्षित आहे. यात प्रत्येक मार्गदर्शका अंतर्गत ५ ते १० विद्यार्थ्यांचा गट बी.एड. महाविद्यालयात छात्रसेवा कालासाठी जाईल. यातील एक दिवस या उपक्रमाच्यानियोजनासाठी असेल व सहा दिवस प्रत्यक्ष बी.एड. महाविद्यालयात सराव पाठाच्या शाळेतील कार्यासाठी असतील. हे सहा दिवस सलगपणे अथवा सुटे सुटे वापरता येतील. यात पुढील कार्य अपेक्षित आहे.

### १. पाठ टाचण तपासणी -

एम.एड. प्रशिक्षणार्थी भावी काळात शिक्षक प्रशिक्षक म्हणून कार्य करणार असल्याने त्याला त्या भूमिकेचा अनुभव देणे हा या कार्याचा उद्देश आहे.

- i. बी.एड. महाविद्यालयातील एक प्राध्यापकाच्या अंतर्गत असणा-या गटासाठी एम.एड. महाविद्यालयाचा एक गट देण्यात यावा.
- ii. संबंधित गटातील विद्यार्थी संख्येनुसार प्रत्येक भावी शिक्षक प्रशिक्षकाला विद्यार्थी दिले जावेत.
- iii. एम.एड. प्रशिक्षणार्थ्याने त्यांच्याकडे दिल्या गेलेल्या विद्यार्थ्यांची प्रत्येक अध्यापनपध्दतीची दोन दोन पाठ टाचणे तपासून घ्यावीत. त्यानंतर ही पाठ टाचणे संबंधित बी.एड. मार्गदर्शकाने केलेल्या अंतिम तपासणीतील केलेल्या दुरुस्त्या संबंधित भावी शिक्षक प्रशिक्षकाने लक्षात घ्याव्यात व स्वतः मार्गदर्शनाचे प्रत्याभरण घ्यावे.

## २. पाठनिरीक्षण :

बी.एड. विद्यार्थी जेव्हा सराव पाठाच्या निरीक्षणासाठी जातील, तेव्हा त्यांनी ज्या विद्यार्थ्यांचे वर्गावर पाठ निरीक्षण करावे. व स्वतःच्या पाठनिरीक्षण तक्त्यात निरीक्षणे नोंदवावीत. त्याला वाटलेल्या सूचना स्वतंत्र कागदावर विद्यार्थ्यांचे नांव व नंबर घालून नोंदवाव्यात व अहवालात लावाव्यात.

**विशेष सूचना :** कोणत्याही परिस्थितीत एम.एड. प्रशिक्षणार्थ्याने बी.एड. विद्यार्थ्यांच्या सराव पाठाच्या पक्क्या टाचणावर काहीही लिहू नये वा स्वाक्षरी करू नये. संबंधित मार्गदर्शकाची स्वाक्षरी स्वतःच्या पाठ निरीक्षण तक्त्यावर घ्यावी.

## ३. अध्यापन अनुभव :

एम.एड. प्रशिक्षणार्थ्याला बी.एड. वर्गावर शिकविण्याचा अनुभव मिळावा यासाठी उर्वरीत २ दिवसात महाविद्यालयाच्या वेळापत्रकानुसार दोन ते तीन तास अनिवार्य पेपरचे व किमान एक तास अध्यापन पध्दतीचे अध्यापन करणे अपेक्षित आहे.

अशा प्रकारे एकंदर ६ दिवसाचा छात्रसेवा काल पूर्ण करावयाचा आहे. या कालात घ्यावयाची प्रमुख दक्षता म्हणजे एम.एड. प्रशिक्षणार्थ्यांनी बी.एड. प्रशिक्षणार्थ्यांना कोणत्याही प्रकारे वैयक्तिक मार्गदर्शन करू नये. मार्गदर्शनाचा अधिकार बी.एड. मार्गदर्शक प्राध्यापकांचा आहे. मतभेद होतील असे प्रसंग टाळावेत.

## ३. EDU CC - ०९ - Participation in Workshop कृतिसत्रातील सहभाग:-

### उद्दिष्टे :

१. स्वयंअध्ययनाची सवय लावणे.
२. तात्विक ज्ञानाला कृतीची जोड देऊन क्रियाशीलता वाढविणे.
३. तात्विक ज्ञानाचा व्यवहारात वापर करण्याची क्षमता वाढविणे.

प्रत्येक एम.एड. प्रशिक्षणार्थ्याने महाविद्यालयात होणा-या पुढील तीन कृतिसत्रांना हजर राहणे अनिवार्य आहे.

**i. संशोधन कार्यशाळा -** स्वतःच्या एम.एड. महाविद्यालयात घेतली जाणा-या संशोधन कार्यशाळेतील सहभाग नोंदविणे आवश्यक आहे. कार्यशाळेचे वेळापत्रक मार्गदर्शकांचे नांव, विषय व स्वतःच्या कार्याचा अहवाल.

**ii. संगणक सहाय्यित अनुदेशन व अध्ययन -** हे तीन दिवसाचे कृतिसत्र घेतले जाईल व यात बी.एड. वर राबविला जाणारा संगणक सहाय्यित अनुदेशन व अध्ययनाचा पूर्ण उपक्रम तसेच एम.एड. साठी अपेक्षित असणारे Student Support Material चे कार्य पूर्ण करणे अपेक्षित आहे. त्याचा सविस्तर अहवाल. कार्यशाळेत लेखी संहिता (Script) तयार कराव्यात व बाकी संगणकावरील प्रत्यक्ष काम ICT based practical या उपक्रमांतर्गत करावे.

**iii. दिग्दर्शन पाठ कार्यशाळा -** ही कार्यशाळा दोन दिवसासाठी असेल यात पाठनियोजनाचे तात्विक व PPT वर आधारित दोन अध्यापन पद्धतीचे पाठ टाचण काढणे अपेक्षित आहे.

वरील तीनही कार्यशाळेतील सहभाग अनिवार्य असून त्या व्यतिरिक्त प्रत्येक एम.एड. प्रशिक्षणार्थ्याने बाहेरील किमान एका कृतिसत्रात सहभाग घेणे अनिवार्य आहे.

कोणत्याही कार्यशाळेत बाहेर सहभाग घेतला असल्यास त्याचाही अहवाल प्रमाणपत्रासह द्यावा.

**EDU CC - १० - CAIL Computer Assisted Instruction and Learning - संगणक सहाय्यित अनुदेशन व अध्ययन:-**

**उद्दिष्टे :**

१. संगणक हाताळण्याचे कौशल्य वाढविणे.
२. माहिती तंत्रज्ञानाचा वापर करून ज्ञान अद्ययावत करणे.
३. अध्यापनात माहिती तंत्रज्ञानाचा वापर करून अध्यापनपूर्व आशय ज्ञान विकसीत करणे.
४. अध्यापनात संगणकाचा वापर करून परिणामकारक अध्यापन करणे.

या उपक्रम अंतर्गत अहवालामध्ये संगणक सहाय्यित अनुदेशनानुसार सर्व फोल्डर्स बनविणे अपेक्षित आहे. तसेच दोन अध्यापन पद्धतींवर आधारीत काढलेले दोन PPT चे दिग्दर्शन पाठ टाचण यातच लावावेत. तयार केलेल्या PPT च्या छोट्या चौकटी (Slides) कापून शैक्षणिक साहित्य / फलक कार्य या रकान्यात योग्य ठिकाणी लावाव्यात. बाकी पाठ टाचण बी.एड. च्या पाठ टाचण आराखड्यानुसार व निर्देशानुसार संपूर्ण पाय-यांसह (सप्तपदी) असावेत. कृतिसत्रात टाचण तयार करणे अपेक्षित आहे.

संगणक सहाय्यित अनुदेशन व अध्ययन हा विद्यापीठातील बी.एड. / एम.एड. अभ्यासक्रमातील महत्वपूर्ण उपक्रम आहे. या अंतर्गत प्रशिक्षणार्थ्यांनी आठवड्यातून किमान तीन तास संगणकावर रोटेशन पद्धतीने बसणे आवश्यक आहे. त्यासाठी गटकार्याचे वेळापत्रक तयार केले जावे. तसे निर्देश या पुर्वीच विद्यापीठाकडून देण्यात आलेले

आहे. एम.एड. वेळापत्रकात रोज एक तास ग्रंथालय / मार्गदर्शन / संगणकअसा ठेवावा त्यानुसार दोन तीन गट बनवून चक्रीय पद्धतीने गटकार्य द्यावे.

#### ५. EDU CC - ११ - Excursion शैक्षणिक सहल:-

##### उद्दिष्टे :

१. परिसर अभ्यासाची क्षमता वाढवणे.
२. सामाजिक जाणीव विकसीत करणे.
३. सहकार्य, सौजन्य शीलता, संवेदन शीलता, श्रम प्रतिष्ठा ही मूल्ये बणविणे.

किमान एक दिवसात जावून येता येईल अशा ठिकाणी शैक्षणिक सहल काढावी. आदर्श शैक्षणिकसंस्था, निसर्ग रम्य ठिकाणे अशा ठिकाणी सहल काढावी. एक दिवसीय सहल सर्वांसाठी अनिवार्य आहे. त्या पेक्षा जास्त दिवसांची आणखी दुसरी सहल काढायची असल्यास ती सर्वांना अनिवार्य राहणार नाही. ती ऐच्छिक असेल. प्राशिक्षणार्थ्यांचा त्यातील सहभाग, सहकार्य वृत्ती, सामाजिक वर्तन, इ. लक्षात घेऊन गुणदान करावे. अहवालात फोटो लावावेत.

#### EDU CC - १२ - Review of Research Paper - संशोधन पत्रिकेचे पुनरावलोकन:-

##### उद्दिष्टे :

१. संशोधन पत्रिकेचा अभ्यास करणे.
२. संशोधन पत्रिका लेखनाची पद्धत अभ्यासणे.

आपल्या संशोधन विषयाव्यतिरीक्त इतर विषयावरील कोणत्याही ५ संशोधन पत्रिकांचे पुनरावलोकन करावे. संशोधन अभ्यासाची उद्दिष्टे, लेखनाची शैली संशोधनाची पद्धती निष्कर्ष यांचा बारकाईने अभ्यास करावा. त्यावर आपले स्वतःचे निरीक्षण नोंदवावे व त्यावर मतही नोंदवावे. पुनरावलोकन केलेल्या पत्रिकेच्या सूक्ष्म झेरॉक्स प्रती (Micro Xerox) आपल्या अहवालात लावाव्यात.

**C. Service Course - विद्यापीठातील शैक्षणिक लवचिकतेअंतर्गत ( Academic Flexibility)** इतर कोणत्याही अभ्यासक्रमाला प्रवेश घेतलेला विद्यार्थी यातील एक विषय ऐच्छिक विषय म्हणून निवडू शकतो. तो पूर्ण केल्यावर त्याचे तेवढे क्रेडिट तो मिळवू शकेल. एक सत्रात त्याने हा कोर्स पूर्ण करणे अपेक्षित आहे. ६० तासिका व १०० गुण असणारा हा कोर्स विद्यार्थी करू शकेल. परंतू एका वेळी त्यासाठी १० विद्यार्थी असणे गरजेचे आहे.

**CORE PAPER- EDU CC-1****PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF  
EDUCATION –****Credits – 5****Hours – 90****Theory Paper – 3 Hrs****Internal – 20****External - 80****Total – 100****OBJECTIVES: To enable the student to:**

1. Understand the nature and scope of Philosophy of Education
2. Analyze, interpret and synthesize various concepts and philosophical principles related To educational phenomena
3. Understand the impact of Eastern & Western Schools of philosophy on Education
4. Analyze, interpret and synthesize various concepts and sociological principles related To educational phenomena
5. Understand the changing nature of Global Society and Role of Education in it.
6. Appraise critically contributions made to education by educational thinkers
7. Understand the impact of socio-political-economic ideologies on Education

**UNIT- I PHILOSOPHY AND EDUCATION****10 Marks**

- a. **Philosophy \_ meaning**, need, scope and functions.
- b. **Philosophy of Education \_ meaning & scope.**
- c. **Metaphysics** (related to Nature, Man & Society) and Education.
- d. **Epistemology and Education:** Knowledge and methods of Acquiring knowledge with special reference to Dialectical Approach, Scientific Inquiry and Yoga.
- e. **Axiology and Education:** Contribution made by Bhagavad-Gita. Jainism, Buddhism and Islam to value Education.

**UNIT- II IMPACT OF EASTERN AND WESTERN SCHOOLS OF  
PHILOSOPHY ON EDUCATION****10 Marks**

With special reference to Ontology, Epistemology and Axiology,  
Aims, curriculum, teaching-learning pedagogy, class/school  
Environment, assessment, role of teachers, discipline and value formation.

- a. Eastern Schools of Philosophy
  - i) Advait, Sankhya and Upanishadic.
  - ii) Jain.
  - iii) Buddhist.
  - iv) Islam.



**b. Western schools of Philosophy.**

- i) Reconstructionism.
- ii) Perennialism & Essentialism.
- iii) Existentialism.
- iv) Marxism.

**UNIT- III EDUCATIONAL THOUGHTS****20 Marks****Contribution of Educational thoughts and practices made by great thinkers and critical appreciation with reference to their views on \_**

- a) Concept of Man and his Development.
- b) Socio-Cultural scenario, a global perspective.

**Thinkers** \_ Swami Vivekananda, Ravindranath Tagore, Dr. B.R Ambedkar, Yogi Aurobindo, Mahatma Gandhi, Plato, Mahatma Phule and John Dewey. Linkage between education and other development sectors: The role of educational transformation in national development, concept of quality and excellence in education and knowledge based society.

**UNIT – IV: Sociological Foundation of education:****10 Marks**

- a) Concept and nature of sociology of Education.
- b) Social stratification and its factors (political, economical and cultural)
- c) Social organization – characteristics
- d) Education theories – Emile Durkheim, Maxwaber, Karl Mannheim.

**UNIT – V: Culture:****10 Marks**

- a) Meaning of culture, Role of Education in cultural context, Education and cultural changes.
- b) Education and society: Education as a social system, Education as a socialization Process and process of social progress and change.

**UNIT – VI: Issues of Equality of Educational opportunity and excellence in Education:****10 Marks**

- a) Equality and Equity in Education. Inequality in Indian social system. Gender and habitation. Need of measure to address them.
- b) Education and Democracy, constitutional provision for education.

**UNIT – VII: Modern views in education:****10 Marks**

- a) Continues education – Need, importance and objectives.
- b) Distance education – concept and programmes in India.
- c) Education for disadvantaged – Need and objectives.

- d) Education for oppressed – the views of Powlow Freire.
- e) De-schooling society – the views of Evan Elich.
- f) Education for Liberalization, Privatization and Globalization.
- g) Education for International understanding.

### **Practicum –(Any One)**

- a) Visits to rural and tribal school and observe the cultural activities and present a report.
- b) Organization of programme on any social issue by a group of three students and submission of its report individually.
- c) Study of the comparison between one western school with one Indian school of Philosophy
- d) Case study from varied sections of society

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मेहेंदळे, य.श्री. 'समाजशास्त्राची मूलतत्त्वे' पु. मेहेंदळे प्रकाशा गाराय. पेठ

पारससि.रा. 'शिक्ष.ाची तात्विक व समाजशास्त्रीय भूमिका' ता प्रकाशा पुजे - ३०

दिक्षित श्रीगिवास (१९७५) 'भारतीय तत्त्वज्ञा' गागपूर सुविचार प्रकाशा मंडळ

जोशी गजा (१९९४) 'भारतीय तत्त्वज्ञाचा बृहदइतिहास (खंड १ ते ६) पु. : मराठी तत्त्वज्ञा महाकोश मंडळ

वेरे, अमर पाटील धाराज आ. पवार चंद्रशेखर (संपादक) (२००६) 'पर्यावर.ाचे बदलते अंतरंग' अकलूज : आक्षवंद प्रकाश

**CORE PAPER- EDU CC-2**  
**LEARNER AND LEARNING PROCESS**

**Credits – 5****Hours – 90****Theory Paper – 3 Hrs****Internal – 20****External - 80****Total – 100****Objectives**

On completion of this course the students will be able to:

1. Understand the framework for how children learn
2. Critically analyze the process of learning from the point of view of cognitive psychology and the implications of constructivist learning.
3. Visualize multiple dimensions and stages of learners' development and their implications on learning.
4. Enable the student to understand concepts and principles of educational psychology as an applied science.
5. Enable the learner to understand implications of psychological theories for education.
6. Acquaint the learner with the process of development and assessment of various abilities and traits.

**Unit I- Learner and Learning****10 Marks**

- a) Definition of learner & Learning
- b) Nature of learning
- c) Types of Learning
- d) Co-operative Learning
- e) Application of Learning theories – Gagne, Carl Roger's

**Unit II. Learning Environment****10 Marks**

- a) Physical environment instructional time, discipline.
- b) Diversity in learning context: i) oversized classroom ii) social diversities
- c) language and ethnic
- d) Inclusive environment in the classroom for all types learners

**Unit III Understanding the process of knowledge construction****10 Marks**

- a) Learning as construction of knowledge in the critical appraisal of views of Piaget, Bruner

- b) Different forms of learner's engagement in the process of knowledge construction- observation, demonstration, exploration, discovery, analysis, and collaboration, multiple interpretations based on observation, selected reading and discussion.

**Unit IV. Brain Base learning****20 Marks**

- a) Concept and principles of brain based learning
- b) Strategies for brain-compatible classrooms
- c) Role of motivation and approaches to motivation : i) humanistic ii) cognitive
- d) Diversity in learning path
- e) learning styles
- f) Learning disabilities

**Unit V. Dynamics of Individual Development****20 Marks**

- a) Concept of human development
- b) Understanding the process of individual development in social context : development of knowledge, understanding, skills, competencies value, orientation, attitude, interest and adjustment
- c) Individual differences based on multiple intelligence Gardner's
- d) Concept of self : self-development strategies

**Unit VI. Mental health and adjustment****10 Marks**

- a) Concept of adjustment and mental health,
- b) characteristics of mentally healthy person,
- c) Principle of Mental health
- d) school and classroom practices for enhancing adjustment and mental health among the students,
- e) Mechanism of adjustment

**Practical work: –(Any One)**

1. Conducting case study on one student who has difficulties in learning in primary Education.
2. Case study of one student with adjustment problems and presenting the report in the group.
3. Visiting institutes dealing with mental health problems of individuals, interaction with faculty and preparation of report.
4. Application of any one test of following and make a report.
  - a) Creativity b) Emotional intelligence c) stress or anxiety

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पारसनीस डॉ.न.रा. -प्रगतशै.मानसशास्त्र,पुणे,नूतनप्रकाशन.

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खानापूरकरह.क. - शैक्षणिकआपत्ती, पुणे, नूतनप्रकाशन.

करकरे झां.ग. - शैक्षणिकमानसशास्त्र, पुणे,व्हीनसप्रकाशन.

ह.ना.जगताप - प्रगतशै.मानसशास्त्र, पुणे.नूतन

कृष्णाजीकेशव - भारतीयमानसशास्त्रअथवापातंजलयोगदर्शन - आवृत्तीदुसरी, मुंबई, के.फी.ढवळेप्रकाशन.



**CORE PAPER-EDU CC - 3**  
**RESEARCH & STATISTICS IN EDUCATION**

**Credits – 5**  
**Hours – 90**  
**Theory Paper – 3 Hrs**

**Internal – 20**  
**External - 80**  
**Total – 100**

**OBJECTIVES :** To enable the student to :

1. Understand meaning, need, scope and importance of educational research.
2. Differentiate among types of research.
3. Describe the process of scientific thinking.
4. Locate the problem of educational research.
5. Acquire the knowledge of various methods for educational Research and prepare research proposal.
6. Understand the use of different tools and techniques for research.
7. Use various statistical measures to interpret results of educational research
8. Prepare and present research report and evaluate it.

**UNIT- I EDUCATIONAL RESEARCH**

**10 Marks**

- a. Scientific Thinking and Research.
- b. Concept and characteristics of Research in Education.
- c. Philosophical, Psychological and Sociological Orientation in Educational Research.
- d. Types of Educational Research - Fundamental, Applied and Action Research.
- e. Qualitative and Quantitative Research.
- f. Inter disciplinary Educational Research and its implications .

**UNIT- II RESEARCH PROBLEM AND RESEARCH PROPOSAL**

**10 Marks**

- a. Sources and Selection of Research Problem.
- b. Statement and Defining of Research Problem.
- c. Review of Related Literature (Abstract / full review)
- d. Sampling.
  - i) Concept of Population and Sample .
  - ii) Meaning and Need of Sampling.
  - iii) Characteristics of a good Sample.
  - iv) Sampling Methods and Techniques.
- f. Research Proposal and Synopsis: Preparation and oral presentation.

**UNIT- III METHODS OF EDUCATIONAL RESEARCH****10 Marks**

- a. Historical.
- b. Descriptive - Survey, Expost facto, Field study .
- c. Experimental.
- d. Case Study.
- e. Developmental and Genetic.
- f. Ethnographic.

**UNIT –IV: RESEARCH TOOLS AND TECHNIQUES****10 Marks**

- a. Types of Scales, Parametric and Non parametric Data .
- b. Research Tools-Questionnaire, Rating Scale, Checklist , Schedules, Opinionnaire, Inventories.
- c. Techniques: Interview, Observation, Sociometric.
- d. Types of Tests - Psychological and Educational Tests.
- e. Standardization of Tests.
- f. Standardized and teacher made tests, CR and NR tests

**UNIT- V RESEARCH DATA ANALYSIS****15Marks**

- a. Data Analysis (Concepts only) – Quantitative & Qualitative Descriptive & Inferential.
- b. Tabulation of data.
- c. Graphical representation of data.
- d. Measures of Central Tendency – Mean,Median and Mode.
- e. Measures of Variability – Range, Quartile Deviation, Standard Deviation.
- f. Measures of Relationship – Concepts of Correlation – Rank difference method, Product Moment Method,
- g. Normal Probability Curve and its applications.
- h. Standard scores.
- i. Interpretation and Generalization of Results.

**UNIT- VI HYPOTHESIS CONCEPT AND TESTING****15 Marks**

- a. Hypothesis - Meaning, types, formulation of Hypothesis for

Different methods of Research.

- b.** Testing of Hypothesis.
- c.** Use of Statistics for Testing Hypothesis.
- d.** Sampling distribution, Sampling error and standard error.
- e.** Parametric Tests: t-test
- f.** concept of Analysis of Variance.
- g.** Non Parametric Tests: Chi-square.
- h.** One Tailed and two Tailed Tests.

### **UNIT-VII REPORT WRITING AND EVALUATION OF RESEARCH REPORT**

**10 Marks**

- a.** Preparation of Research Report of Dissertation/Thesis: Sections – Preliminary, Main body, Reference.
- b.** Preparation of Research Report for Journals and Conferences
- c.** Preparation of Research Abstracts and Research Synopsis
- d.** Oral Presentation of Research thesis/dissertation for defense
- e.** Evaluation of Research Report - Thesis / Dissertation
- f.** Evaluation of Research Report in Journals and Conference/Seminar papers.

#### **Practical :- (Any one)**

- 1)** Review of Educational research report /article
- 2)** Data analyzing using computer through SPSS/any research software package
- 3)** Review of submitted research of M. Phil and Ph.D.
- 4)** Review of published research paper one quantitative and the other qualitative.
- 5)** Development of a research proposal for M.Ed dissertation and its seminar presentation.
- 6)** Construction of one tool of data collection.
- 7)** Collect scores of any two subjects acquired by the students from one class and find Mean and Standard Deviation.
- 8)** Collect scores of any one subject acquired by the students from different two classes and Compare their Central Tendency and variability by using Mean and SD.
- 9)** Find T scores from row scores of any five subjects acquired by the student.
- 10)** Find correlation between two subjects acquired by the students in one class.

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चंडीत बसीबिहारी (१९९५) 'शैक्षणिक कृती संशोधन', पुणे : लूता प्रकाशा

मुळे रा.श व ज्माठे वि.तु. (१९७७) 'शैक्षणिक संशोधनाची मूलतत्त्वे' गागपूर : महामहाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ २०

देशपांडे प्रकाश आ.ि पाटोळे ए.के. (१९९४) 'संशोधन पद्धती' यशवंतराव चव्हा. महाराष्ट्र मुOEत विद्यापीठ, शिक्षक

दुगाखे अरविंद (२००६) 'शैक्षणिक व व्यावसायिक मार्गदर्शक आ.ि समुपदेशन', पुणे:लित्याता प्रकाशा २१

मस्के डॉ.टी.ए. - शै.संख्याशास्त्र, पुणे. प्रज्ञा प्रकाशन

भितांडे. डॉ.वि.रा. - शैक्षणिक संशोधन

बापट डॉ.भा.गो. - मूल्यमापन आणि संख्याशास्त्र, पुणे. व्हिनस प्रकाशन.

म.राज्य पाठ्यपुस्तक निर्मिती व संशोधन मंडळ बालभारती - कृती संशोधन, सेनापती बापट मार्ग, पुणे.

कदम चा.प., शै.संख्याशास्त्र, पुणे. नुतन प्रकाशन

उपासनी डॉ.ना.के. कुलकर्णी के.व्ही.: सुबोध संख्याशास्त्र, पुणे, विद्या प्रकाशन.

शेटकर डॉ. गणेश आणि जोशी डॉ. शोभना (२००७) शैक्षणिक मूल्यमापन व कृती संशोधन, औरंगाबाद, मृण्मयी प्रकाशन.

**Specialization Course**  
**EDU Sp C 4 – A ) COMPARATIVE EDUCATION**

**Credits – 5**  
**Hours – 90**  
**Theory Paper – 3 Hrs**

**Internal – 20**  
**External - 80**  
**Total – 100**

**Objectives of the course:**

To enable students:

1. To acquaint the student with concept, scope, Need, History and development Of Comparative Education.
2. To acquaint the student with the methods of Comparative Education
3. To study the Problems of Education in World perspective.
4. To understand the factors and forces influencing practice of Education.
5. To create awareness and develop understanding of system of Education in Developing and developed countries.
6. To develop the sense of international understanding.
7. To acquaint the students with the current trends and problems in world in World Education.

**Unit - I: Perspective of Comparative Education and Methods of Comparative Education** **25 Marks**

- a. Concept, scope, Purpose, and Need of Comparative Education.
- b. History and Development of comparative Education.
- c. Types of Comparative Studies in Education.
- d (i) Area Studies (Descriptive and Interpretation)  
 (ii) Comparative Study (Description of Educational System Junta Position Comparison)  
 (iii) Distinction between Comparative Education and International Education.
- e. Interpretative and Explanatory Methods.
  - i. Historical Approach
  - ii. Sociological Approach
  - iii. Philosophical Approach
  - iv. Scientific Approach (Quantities).

**Unit - II: Problems in Education** **15 Marks**

1. Education in Developing and Under Developed countries with reference to

**Following problems:**

- a. Universal compulsory Education

- b. Higher Education
- c. Adult Education
- d. Finance

**2. Problems to be studied in world Perspective**

- a. Women Education
- b. Teacher Education and Teachers' Status
- c. Education of Exceptional Children
- d. Technical & Vocational Education

**Unit – III: Factors and Forces Influencing theory and Practice of Education****In Country.****10Marks**

Racial, Linguistic, Technological, Scientific, Historical, Sociological,  
Political, Economical, Religious

**Unit-IV: Study of Education in Developed Countries- U.K., U.S.A. and****Australia With reference to the following problems:****15 Marks**

- a. Historical Background and Geography of the country.
- b. Aims and objectives of Education.
- c. Administration of Education.
- d. Present system of primary, secondary and Higher Education.  
Influence of Culture on Education  
Distance education

**Unit- V: Study of Education in Developing Asiatic Countries.****15 Marks**

Japan, China, Pakistan and India with reference to Racial, Linguistic,  
Technological, Scientific, Historical, Sociological, Political, Economical,  
Religious.

Current trends and problems in Education to be studied in world  
Perspective.

**Practical Work: (Any one)**

Studies the effect of any one of the following factors on educational atmosphere  
in one of the schools with students have visited.

- i. Linguistic
- ii. Technological
- iii. Scientific
- iv. Historical
- v. Sociological

**Reference Books:-**

Comparative Education – Moehteman and Roucek  
Comparative Methods in Education – George, 2 F., Berday Holt, Rinehard and  
Wistoninc, New York.  
Education in China Priestley K.E.  
Education in Communist China-Price  
Education in Japan-School-Down S.W.  
Education for New Japan- Hall R.K.  
UNESCO- Developing of Education in Asia, Unesco/Mineda's/Paris, 1971.  
Contemporary education – J.F. Cramer and C.S. Browne  
Introduction of American Public education – De- Young, Mac-Graw Hill.  
Education in Great Britain – W.O. Lister smith  
Education in India To-day  
Education in Japan, school and Society-Downx S.W.  
Educdt.1.on in Japan (1901) - Ministry of Education.  
Education in China- J.B. Priestley.  
Education in communist China- price.  
Search engine Education in New Era- I.L Kandel Education in Israel – by Equal  
Brothers.  
Tulanatmak Shikshan – Dr. Seeteram Jaiswal, Dr. Ramdas Barkale, Dr, Nalini  
Pichad.  
Education in Israel – by Equal Brothers  
Ulanatmak Shikshan – Dr. Seeteram Jaiswal, Dr. Ramdas Barkale,  
Dr. Nalini Pichad.  
भारत आणि जगातील शिक्षण तौलनिक अभ्यास प्राचार्य चंद्रकूमार डांगे, नुतन प्रकाशन पुणे.  
तुलनात्मक शिक्षणाची सैध्दांतिक बैठक, डॉ.सिताराम जयस्वाल, बरकले, प्रा.नलिनी पिचड, नुतन प्रकाशन पुणे.  
संबंधीत देशांच्या राजदूतांच्या कार्यालयाकडून प्रकाशित माहिती दिली.





**Specialization Course**  
**EDU Sp C4 – B) DISTANCE EDUCATION**

**Credits – 5****Hours – 90****Theory Paper – 3 Hrs****Internal – 20****External - 80****Total – 100****COURSE OBJECTIVES**

1. To orient students with the nature and need of Distance Education  
In the present day Indian Society.
2. To expose students to different kind of information and  
Communication Technologies (ITC) and enable them to be familiar with  
Their us in teaching learning process.
3. To enable student to understand various modes of students support  
Services (SSC) and develop in the m skills to manage
- 4 such services for various kinds of programmes through distance Education
- 5 To enable students to evaluate programmes of distance Education and to  
develop in them the ability to enhance the quality and standards of  
different D. E. Programmes

**COURSE CONTENTS****Unit No. 1- Distance Education and its development****20 Marks**

- a) Some definitions and reaching learning components
- b) Need and characteristic features of Distance Education
- c) Growth of Distance Education
- d) Distance teaching-learning systems in India

**Unit No. 2 - Intervention strategies at a distance****20 Marks**

- a) Information and Communication Technologies and their application in  
Distance Education
- b) Designing and preparing self-instructional material
- c) Electronic media (T.V.) for Education
- d) Distance Education

**Unit No.3- Learning at a distance****20 Marks**

- a) Students –support-services in distance Education and their  
Management
- b) Technical and vocational programmes through distance Education.
- b) Programme for women through distance Education.

**c) Distance Education and Rural Development.**

**Unit No 4 - Quality Enhancement and programme Evalution**

**20 Marks**

- a) Quality assurance of Distance Education.  
Mechanisms for maintenance of standards ion Distance Education
- b) Programme Evaluation.
- c) Cost analysis in D.E. - concept, need and process.
- d) New Dimensions in Distance Education-promises for the future.

**Practical- (Any one)**

- 1. A Comparative study of Yashavantrao Chavan Maharashtra Open University, IGNOU and any one of other countries Distance Education.
- 2. Preparing self learning material.(any one method at B.Ed. level)

**References-**

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**Specialization Course  
EDU Sp C – 4**

**C) INFORMATION TECHNOLOGY AND EDUCATIONAL TECHNOLOGY**

**Credits – 5**

**Hours –90**

**Theory Paper – 3 Hrs**

**Internal – 20**

**External - 80**

**Total – 100**

**OBJECTIVES:**

**To enable the student to:**

- 1.** Be acquainted with the Information and Communication Technology to apply for Education
- 2.** Be acquainted with Computer Hardware and Software to be Able to use in Education
- 3.** Be acquainted with the nature, forms, research trends and Applications of Educational Technology
- 4.** Be acquainted with Media Technology and Instructional System for use in Education.
- 6.** Be acquainted with Internet, www and Computer Multimedia and use them effectively and judiciously.
- 8.** Be acquainted with the applications of IT in Education, Training and Research.

**UNIT-I: INFORMATION AND COMMUNICATION TECHNOLOGY**

**10 Marks**

- a.** Information technology: concept need and importance
- b.** Historical development of information technology and Different facts of information technology
- c.** Meaning of telecommunication, Analog and digital signal, Modulation and its need
- d. Modems:** Transfer speeds
- e.** Communication satellite, ISDN (1hr)
- f. Need** for Data Transmission, The Basic communication Systems, Data Transmission and techniques
- g.** Internet for Educational purposes
- h.** Importance of computer networks, network terminology, Types of network Theory and models of communication

**UNIT – II: COMPUTER HARDWARE**

**10 Marks**

- a.** Meaning of hard-ware and various hardware components Of a personal computer
- b.** Input Device: Input fundamentals, Categories of Input Devices: Keyboard Input:  
Keyboards and their types: Pointing Devices: mouse track ball, touch pad, touch screen  
joystick, Pen-based systems, personal digital assistants (PDA), light pen, Digitizing tablet: Data scanning Devices: bar code readers Optical Mark Readers (OMR) Optical scanners, Optical Character Recognition (OC) Magnetic Ink Character Recognition,

(MICR) system voice Input Devices.

- c. Hardware inside data processing unit
- d. **Output devices:** Output Fundamentals, Categories of output  
**Devices:** softcopy output device: Monitors: Cathode-ray tube  
CRT) Classification and characteristics of a monitor, voice  
Output systems: sound cards and speakers 3D Audio: Hard  
Copy Output Devices: Impact Printers –letter quality  
Printers dot-matrix printers, high speed printers : Non Impact  
Printers –ink-jet printers thermal printers laser printers:  
Plotters.
- e. Memory and its types–primary secondary stage devices

### **UNIT –III: EDUCATIONAL TECHNOLOGY**

**10 Marks**

- a. Meaning, need, scope, significance, limitation and objectives  
Of Educational Technology.
- b. **Forms of Educational Technology:** Media Technology,  
Instructional Technology, Teaching Technology, Behavioral  
Technology, Cybernetics.
- c. **Technology Literacy** - Visual, Audio, Media and - Meaning,  
Importance and development of each.
- d. Major Development Trends in Researches in the field of  
Educational Technology.
- e. Educational Technology in Formal, Non Formal; and Distance  
Education, with reference to Counseling and Support Services

### **UNIT –IV: MEDIA TECHNOLOGY AND INSTRUCTIONAL SYSTEM**

**10 Marks**

- a. Types, Classification, Selection, Preparation and Use of Media -  
Projected, Non Projected, Community resources for individual and group  
Learning Methods.
- b. Multi Sensory Teaching at various levels
  - i) Memory ii) Understanding iii) Reflective - Multi Media Technology  
Concept, characteristics.
- c. Print media technology and Photography Technology.
- d. Learner Centered Instruction and Analysis of Learners.
- e. System Approach to Instruction - Task Analysis.
- f. Designing Instructional System - Individual mode, Small  
Group mode, large group mode

### **UNIT- V: COMPUTER SOFTWARE**

**10 Marks**

- a. **Computer Software:** Meaning and Types.
- b. **System software:** Types - System Control Software, System support software, System Development Software.
- c. **Operating Systems:** Meaning, Types, Commands and Working.
- d. **Programming language:** Classification, Types, Uses and special features of high Level languages.
- e. Application software, Utility software (in brief) & Features of MS Windows & MS Office.

#### **UNIT- VI: INTERNET, WORLD WIDE WEB AND COMPUTER MULTIMEDIA**

**10 Marks**

- a. Concept and Meaning of Internet, A brief History of the Internet, Applications of the Internet, Internet Hardware and Software requirement, Internet Security, Internet Terminology
- b. **The World Wide Web:** Introduction to WWW, web pages and HTML, web Browsers; web Search Engines, Internet Service Providers, Net Surfing, Internet Services
- c. **Electronic Mail (e-mail):** The Concept of e-mail, Advantages and Disadvantages of E-mail, working with e-mail, Mailing Basics, Internet Mail Protocols, Useful e-mail Services, Newsgroups
- d. The Concept of Multimedia, Components of Multimedia, Use of Multimedia: in Entertainment, Software Training, Education and Training, in office work; Multimedia Servers and Databases
- e. Multimedia Tools (In brief): Paint and Draw Applications, Graphic Effects and Techniques, Sound and Music, Video, Multimedia Authoring Tools, types of Presentations
- f. **Computer care** - Virus, security and maintenance

#### **UNIT- VII: TEACHING STRATEGIES AND EVALUATION**

**10 Marks**

- a. **Teaching Strategies** - Meaning, Nature
- b. Function and types.
- c. Teaching for Knowledge construction
- d. **Innovative Teaching Strategies** - Discussion Think pair share, Partners in Learning,
- e. Teaching for various levels of objectives - Objectives as the basis of Teaching and Evaluation.
- f. **Meaning, Concept of Educational Evaluation** - Norm Referenced and Criterion Referenced Tests - Formative and Summative Evaluation.

#### **UNIT- VIII: APPLICATIONS OF IT IN EDUCATION, TRAINING AND RESEARCH**

**10 Marks**

- a. Use of IT in Educational Management: Office Automation, Correspondence, Personal Records, Accounting, Examinations,
- b. Use of IT in Self Learning; Distance learning, Virtual schools and colleges, Educational web sites.
- c. **Use of IT in Teaching and Learning at School and College Levels:** Computer in Schools, Computer Aided Instruction, Computer Assisted Learning, Drill-Practice -Tutorial, Simulation and games in instruction, Presentation aids, interactive Multimedia, web based learning.
- d. **Use of IT in Research:** Problem selection, Review, Data collection, Analysis and Interpretation, Reporting, Presentation.

### **Practicum (Any one)**

- 1. **MS word application:** A letter for Job application or Leave application.
- 2. **MS Excel – feed and process data:** Mean; Median; SD; Correlation & prepare Graphs.
- 3. **Paint applications:** Prepare pictorial chart.
- 4. Use Internet for teaching, learning and research.
- 5. Local visits and report (any one) **(i)** Printing press **(ii)** Photography studio **(iii)** Resource Centre / EMRC / MKCL / Electronic Shop /AIR.

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 Pune: Nirali Prakashan.

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जगताप डॉ.ह.ना., शैक्षणिक तंत्रज्ञान - नूतन प्रकाशन पुणे.

जोशी डॉ.अ.न., सूक्ष्म अध्यापन - महाराष्ट्र सूक्ष्म अध्यापन कौशल्ये मालिका क.१ ते ९ संपादक डॉ.अ.न.जोशी  
 य.च.म.मूक्त विद्यापीठ, नाशिक.

जोशी डॉ. शोभना,शिराढोणकर मेघना,(२००८),शिक्षणातील तंत्रविज्ञान,औरंगाबाद,मृण्मयी प्रकाशन.

जोशी डॉ. शोभना,शिराढोणकर मेघना,(२००८),शिक्षणातील माहिती तंत्रज्ञान,औरंगाबाद,मृण्मयी प्रकाशन.

जोशी डॉ. शोभना,शिराढोणकर मेघना,(२००७),संगणक सहाय्यित अनुदेशन व अध्ययन,औरंगाबाद,मृण्मयी प्रकाशन.

देशपांडे व करंदीकर, सूक्ष्म अध्यापन - नूतन प्रकाशन पुणे.

शेटकर डॉ.गणेश,जोशी डॉ.शोभना,(२०००),पाठ नियोजन,औरंगाबाद,मृण्मयी प्रकाशन.

सूक्ष्म अध्यापन - श्री वाशीकर.

श्री भोसले व श्री शेंडे, क्रमान्वित अध्ययन

वासंती फडके. अध्यापनाची प्रतिमाने -

ओक सुमन - प्रगत शैक्षणिक तंत्रविज्ञान -

बरवे डॉ.मिनाक्षी, संगणक शिक्षण व शिक्षक नूतन प्रकाशन पुणे.

राव उषा, शैक्षणिक तंत्रविज्ञान महाराष्ट्र राज्य विद्यापीठ ग्रंथ निर्मिती मंडळ, नागपूर.

जगताप ह.ना., शिक्षणातील आधुनिक विचारप्रवाह -नूतन प्रकाशन पुणे ३०.

माथूर डॉ.एस.एस. शैक्षणिक तकनीकी -

शैलेद्र भूषण, डॉ.अनिलकूमार वार्षीय शैक्षिक तकनीकी

कूलश्रेष्ठ डॉ.एस.पी., शैक्षिक तकनीकी के मूल आधार विनोद मंदिर आग्रा २

**Specialization Course**  
**EDU Sp C – 4- D) ELEMENTARY EDUCATION\_**

**Credits – 5****Hours – 90****Theory Paper – 3 Hrs****Internal – 20****External - 80****Total – 100****Objectives :-**

On completion of this course the students will be able to:

1. Understand the context of elementary education
2. Understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
3. Discuss the development of elementary education in India since independence
4. Reflect on the relevance of strategies and programmes of UEE.
5. Develop an understanding of underlying principles of curriculum development and Evaluation at elementary stage
6. Reflect on the need and importance of work experience, art education, health Physical education and working with the community.
7. Understand the importance of teaching of language and mathematics at elementary Level
8. Develop the capability to use effectively various methods and approaches of Teaching language, mathematics and EVS at elementary level
9. Develop research insight for curriculum development in elementary education.
10. Develop an understanding of underlying principles of curriculum development and Evaluation at elementary stage
11. Reflect on the need and importance of work experience, art education, health Physical education and working with the community.
12. Understand the importance of teaching of language and mathematics at elementary Level
13. Develop the capability to use effectively various methods and approaches of Teaching language, mathematics and EVS at elementary level
14. Develop research insight for curriculum development in elementary education.
15. Gain insight into the need and objectives of elementary teacher education,
16. Understand the development of elementary teacher education in post-independent India.
17. Gain insight into the existing pre-service teacher education programmes and their Organizational aspects
18. Develop understanding of the needs, importance and existing practices of in service Education of teachers and functionaries associated with elementary Education
19. Develop understanding of status of elementary teachers, the problems and issues Related to professional growth.



**UNIT-I: PERSPECTIVES AND CONTEXT OF ELEMENTARY EDUCATION****10 Marks**

- a. Developmental characteristics and norms-physical, cognitive process and Abilities; language development; socio-emotional development during early and Late childhood (only Implications from theories to be referred)
- b. Influence of home, school and community related factors on child's development.
- c. Conceptual analysis of the concepts in elementary education like learner/learning Centered approach, activity centered approach, freedom and discipline; reflection On present practices.

**UNIT-II: DEVELOPMENT OF ELEMENTARY EDUCATION****15 Marks**

- a. Nature and focus of Elementary Education after independence.
- b. Relevance of educational thought of Mahatma Gandhi and Tagore to elementary Education.
- c. Constitutional provision for education and Directive Principles related to Elementary education and their implications.
- d. Right to Education as fundamental right; provision in RTE Act and related issues.
- e. Elementary education as highlighted in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.

**UNIT-III: UEE, OBJECTIVES AND CHALLENGES****15 Marks**

- a. Concept, objectives, meaning and justification of UEE.
- b. Critical appraisal of current status of UEE (access enrolment, and retention) with Reference to the equity principles: differential across habitation, gender, caste and Other socially disadvantaged groups including first generation learners and Migrant population.
- c. Access and enrolment of different types of learners-issues and challenges.
- d. Enrolment and dropout: meaning and assessment and related issues and dropout
- e. Achievement levels of different types of learners-status and issues.
- f. Differently abled children-types, access, issues and challenges; critical appraisal Of inclusive education as a solution.

**UNIT IV-STRATEGIES AND PROGRAMMES IN ELEMENTARY EDUCATION****30 Marks**

- a. Panchayatraj and community involvement in educational planning and Management related issues
- b. Participation of NGOs in achieving goals of UEE
- c. ECCE programme, women empowerment as support services
- d. Providing minimum facilities, improving internal efficiency of the system teacher Empowerment and incentive schemes; managing learning in Multigrade contexts.

- e. District primary education programme-goals and strategies.
- f. Sarva Shiksha Abhiyan- goals and specific programme interventions at National level and in respective states to improve access, enrolment, Retention/participation and achievement.
- g. Monitoring, research and evaluation of specific schemes like mid-day meals, Establishments of VEC and different incentive schemes and achievement Levels

### **Unit V-CURRICULUM AND EVALUATION IN ELEMENTARY EDUCATION (10Marks)**

- a. Principles of Elementary School Curriculum
- b. Curriculum, Objectives, Planning, Organization and Evaluation of for Work Experience, Art Education, Health & Physical Education, Language(s), Mathematics, Environmental Studies/ Social sciences and Natural Sciences in Elementary Education. And also preparation and use of different types of Curricular material

#### **Practical work: (Any one)**

- Evaluate a textbook of elementary class with reference to its adequacy and Appropriateness in achieving expected learning outcomes in any subject
- Design an instructional plan of a unit in a subject at elementary level
- Prepare unit-test, administer the test, determine gaps in attainment of objectives And plan remedial instruction for non-masters
- Evaluation of art education/health and physical education programmes as existing In any school
- Critical study of existing teacher education curriculum of a state
- Preparing a training plan (design) for the in-service training of specified target Group on a specified theme
- Demonstrating a training technique with peers
- Constructing a tool for evaluation of specified skills/understanding/attitudes
- Evaluation of any one of the in-service teacher training programme organized by Any one of the resource institutions

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**Specialization Course**  
**EDU Sp C – 4- E) ENVIRONMENTAL EDUCATION**

**Credits – 5**  
**Hours – 90**  
**Theory Paper – 3 Hrs**

**Internal – 20**  
**External - 80**  
**Total – 100**

**OBJECTIVES: - To enable the students to:**

1. Understand the relation between Man & Environment.
2. Understand the process of Environmental Disaster Management.
3. Understand the process of Environmental Education.
5. Acquire skills for Planning & Conducting Environmental Awareness Programmes.
6. Understand the role of Education in Environmental Management.
7. Understand the role of Environmental Education in Sustainable Development.
8. Understand the teaching – learning process and evaluation in Environmental Education.

**UNIT- I: MAN AND ENVIRONMENT**

**10 Marks**

- a. **Environment:** Meaning & types
- b. Natural, Social & Economic environment: interdependence & Interaction among them.
- c. Relation between Man and Environment.
- d. Environmental Health – meaning and importance.
- e. International Conferences for Environmental Protection: Stockholm Conference (1972), Rio Conference (1992) and Johannesburg Conference (2002)
- f. United Nations Environmental Programme (UNEP) – Objectives & Functions.

**UNIT- II: ENVIRONMENTAL DISASTERS AND DISASTER MANAGEMENT**

**10 Marks**

- a. **Environmental Disasters:** meaning, natural & manmade disasters and their Management
- b. Natural Disasters and their Management: Earthquake, Volcano, Cyclones, Flood & Draught: their causes, effects and management.
- c. **Pollution as a Manmade Disaster:** Causes, effects & control of - Air pollution, Water Pollution, Land pollution and Sound pollution.

**UNIT- III: ENVIRONMENTAL EDUCATION****10 Marks**

- a. Environmental Education:** Meaning need and scope.
- b.** Historical perspective of Environmental Education.
- c.** Need of Environmental Education for School Teachers and Teacher Educators.
- d.** Guiding Principles of Environmental Education.
- e.** Place of Environmental Education in National Curricular Framework (2000) given by NCERT and Environmental Education Curriculum Framework for Teachers and Teacher Educators (2005) given by NCTE
- f.** Study of curriculum of Environmental Education at Primary & Secondary levels of Education currently implemented in Maharashtra: objectives, content Areas, teaching – learning and modes of Evaluation as prescribed in the curriculum.

**UNIT- IV: EDUCATION FOR CONSERVATION OF NATURAL RESOURCES****15 Marks**

- a. Conservation of Natural Resources:** Concept, need and Importance.
- b. Ways of Conservation of Natural Resources:** Refuse, Reuse, Recycle, Reduce, Replace, Restore, Regenerate, and Reshape.
- c. Environmental Movements:-**
  - i)** Chipko, Apiko, Silent Valley, Narmada Bachao and Western Ghat Bachao.
  - ii)** Role of Environmental Movements in Environmental Conservation.
- d. Environmental Acts:** - Water Act (1974), Air Act (1981), Environmental Protection Act (1986), Code of Practice regarding Noise Pollution as given by Central Pollution Control board.
- g.** Role of Education in Conservation of Natural Resources.
- i.** Environmental Management: Meaning, need and importance.
- b.** Systems Approach to Environmental Management.
- c.** Land Management and Water Management.
- d.** Management of Biotic Resources and Energy Resources.
- e.** Management of Waste Material.
- f.** Role of Education in Environmental Management.

**UNIT- V: ENVIRONMENTAL EDUCATION AND SUSTAINABLE DEVELOPMENT****10 Marks**

- a. Sustainable Development:** Meaning & dimensions (natural, social & economic)
- b. Strategies for Sustainable Development:** suggested in Agenda – 21.
- c.** Guiding Principles for Sustainable Development.
- d.** Mahatma Gandhi's concept of Development.
- e.** Environmental Impact Assessment (EIA) – meaning, steps, principles & importance of

EIA in Sustainable Development.

**f. Role of Environmental Education in Sustainable Development-** Need of an Inter-Disciplinary Approach.

**UNIT- VI: TEACHING – LEARNING AND EVALUATION IN  
ENVIRONMENTAL EDUCATION**

**10 Marks**

- a. Teaching – Learning Strategies for Environmental Education: Field visits, Experimentation, Demonstration, Observation, Group- Discussion, Role Play, Dramatization and Games.
- b. Evaluation in Environmental Education Use of Observation, Self-reporting techniques (Attitude scale, interview and questionnaire) and Projective Techniques in Environmental Education.
- c. Training for Environmental Education – (Preparing an Environmental Education Teacher) Major components of the Training Programme.

**UNIT- VII: ROLE OF VARIOUS AGENCIES IN ENVIRONMENTAL  
EDUCATION**

**15 Marks**

- a. Role of Educational Institution & Role of a Teacher - Characteristics and Responsibilities of Environmental Education Teacher.
- b. Role of Family in Developing proper attitudes, values, skills and behavior patterns.
- c. Role of Central & State Government in Environmental Education.
- d. Role of NGOs in Environmental Education (with reference to two National & two Local NGOs)
- e. Role of Media in Environmental Education – Print Media, Posters, Slides, Television, Radio and Computer (Internet).

**PRACTICUM (Any one)**

- 1. Any two of the following -
- 2. To measure the PH of at least five samples of water.
- 3. To measure the hardness of at least five samples of water.
- 4. To measure the intensity of sound with the help of Sound Level meter in – at least one Residential area, one Hospital area, one Educational Institution area and one Industrial Area.
- 5. Planning & Conducting an Environmental Awareness Programme for a class (5th to 12th std.) in any one school or college.

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**Specialization Course**  
**EDU Sp C – 4 -F) LANGUAGE EDUCATION**

**Credits – 5**  
**Hours – 90**  
**Theory Paper – 3 Hrs**

**Internal – 20**  
**External - 80**  
**Total – 100**

**OBJECTIVES:**

1. To develop an understanding of the nature functions and implications  
For planning and teaching language.
2. To acquaint the students to the Indian and Western traditions in  
Language.
3. To acquaint the students with pedagogy of language learning and  
Language teaching.
4. To acquaint the students with pedagogy of language learning and language teaching.
5. To help the students to know various problems such as contextual, curriculum,  
teacher  
Preparation etc. of language education in India.
6. To develop and understanding of policy formulation of language education in India.

**UNIT -I: NATURE, CHARACTERISTICS AND SOCIAL CONTEXT OF  
LANGUAGE**

**10 Marks**

- a. Nature and characteristics of language.
- b. Use of Language.
- c. Concepts of Language Communities.
- d. Social Context of Language.
- e. Saussure and Yekaboson's views about language.

**UNIT - II: INDIAN AND WESTERN TRADITIONS IN LANGUAGE 10 Marks**

- a. Indian Traditions.
  - i) Yask
  - ii) Panini
  - iii) Patanjali
  - iv) Bhartihari
- b. Western Tradition
  - i) Behavirioustic Approach
  - ii) Cognitive Approach.
  - iii) Communicative Approach.

**UNIT – III: LANGUAGE TEACHING**

**10 Marks**

- a. Nature, and function of first language, second language, third language

And planning for its teaching.

- b.** Need of teaching languages (L1, L2, L3) in school curriculum.
- c.** Methods of Language teaching (L1, L2, L3) in school curriculum.
- d. Teaching of Literature:** Story, Novel, Poetry, Personal Essay, Pen Portrait. Travelogue, Self Narration, Memories.

**UNIT- IV: PSYCHOLOGY OF TEACHING AND LEARNING  
LANGUAGE**

**10 Marks**

- a.** Psycholinguistic approach, principles of language.
- b.** Relation between the brain and language.
- c.** Psychology of language learning and language acquisition.
- d.** Factors affecting language learning and language acquisition.

**UNIT- V: LINGUISTICS AND LANGUAGE**

**10 Marks**

- a.** Nature and functions of linguistics.
- b.** Contrastive Analysis.
- c.** Error Analysis.
- d.** Structural Linguistics.

**UNIT –VI: PEDAGOGY OF LANGUAGE TEACHING**

**10 Marks**

- a.** Teaching the first language (L1) the second language (L2) and other languages (L3) difference in objectives instructional materials evaluation etc Factors Affecting the teaching of L1, L2, L3
- b.** Developing the language curriculum and the syllabus: factors that influence the Curriculum, dimensions, selection and grading of content selecting the contexts for Teaching and learning, transaction techniques and evaluation techniques.
- c.** Developing basic language skills and intermediate as well as advanced language Skills that are level specific wise primary secondary and higher secondary.
- d.** Innovative techniques for teaching grammar reading comprehension written Expression note- making etc.

**UNIT- VII: INDIVIDUALIZATION OF LANGUAGE LEARNING**

**10 Marks**

- a.** Need of individualization of language learning.
- b.** Techniques wise differential assignments, classroom tasks, personalized system of Instruction, programmed learning and individualized i.e. need based reading and Writing programmes.
- c.** Teaching language for creativity.

**UNIT -VIII RESEARCHES AND PROBLEMS OF LANGUAGE EDUCATION IN  
INDIA**

**10 Marks**

- a. Multi lingual context of India.
- b. Three –Language formula original as well as modified and its present status.
- c. Policy Formulation and language Education levels: National Level, State level, District and Local level.
- d. Researches done in India in the field of Teaching of language.

**PRACTICUM: (Any one)**

- 1. Visit to Language Laboratory and writing its report
- 2. Preparation of vocabulary test for L1/L2/L3 at Primary /Secondary level
- 3. Survey the language Competency of school children /women /disadvantaged Groups and writings its report.

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**Specialization Course**  
**EDU Sp C – 4 -G) SCIENCE EDUCATION**

**Credits – 5**  
**Hours – 90**  
**Theory Paper – 3 Hrs**

**Internal – 20**  
**External - 80**  
**Total – 100**

**OBJECTIVES**

1. To enhance the learner understands of new perspectives in science education by Developing a world view of the practices in the area.
2. To acquaint the learner with the latest educational thinking about science education.
3. To develop the professional skills needed for practicing modern education Including. The Scientific listing of behavioral objective, devising appropriate Transactional methodologies and technologies for achieving the outcomes.
4. To use of research findings in science education for improving practices related to Science education.
5. To develop the professional skills needed for practicing modern education Including listing of behavioral objective, devising appropriate transactional Methodologies and technologies for achieving the outcomes.
6. To develop the skills needed for the devising science curriculum for schools and for Developing support materials and literature for curriculum transaction.
7. To develop the ability and skills for evaluating the range of outcomes in science Education.
8. To use of research findings in science education for improving practices related to Science education.

**UNIT- I: NATURE OF SCIENCE**

**10 Marks**

- a. Meaning, Nature, Characteristics and Limitations of Science.
- b. Philosophy of Science.
- c. Aims and Objectives of Science.
- d. Structure and Logic of Science.
- e. Science Education: Concept, Need and Scope.
- f. History of Science Revolution.
- g. Major Scientific Principles evolved during the progress of Science.

**UNIT- II: TEACHING OF SCIENCE**

**10 Marks**

- a. Aims & Objectives of Science Education at Primary, Secondary and Higher Education level.
- b. **Changes in Science subject at School level:** General Science, Specific Science And Integrated Science.
- c. **General Science:** Nature, Characteristics, Teaching of General Science.

- d. Specific Science:** Nature, Characteristics and Teaching of Physics, Chemistry & Biology.
- e.** Teaching of Integrated Science.

**UNIT- III: SCIENCE STRUCTURE, CURRICULUM, SYLLABUS AND TEXT****BOOKS****10 Marks**

- a.** Structure of General Science as a Subject of Study.
- b.** Content Analysis and Content Enrichment of Science at School level.
- c.** Interdisciplinary Nature of Science.
- d.** Pedagogy of Science teaching.
- e.** A Study of Curriculum, Syllabi & Text books of Science at School Level with Reference to Content cum Methodology.
- f.** Structure of Physics, Chemistry Biology.

**UNIT- IV: TEACHING TECHNOLOGY AND SCIENCE****10 Marks**

- a. Teaching Technology** - Concept, Need & Importance.
- b. Techniques of Teaching** - Questioning and Explanation.
- c. Models of Teaching:** Concept Attainment Model, Concept Formation Model Inquiry Training Model, Inductive Thinking Model, BSCS (John Schwab)
- d.** Use of Information Technology in Science Education.

**UNIT-V: INNOVATIVE TECHNIQUES OF TEACHING SCIENCE 10 Marks**

- a.** Innovative Techniques of Teaching Science: Brain Storming, Group Discussion & Panel Discussion.
- b.** Methods of Teaching Science: Laboratory, Demonstration, Project & Field visit.
- c.** Constructive Learning in Science: Knowledge Construction-Meaning & Importance. Concept Mapping, Heuristic Learning & Problem Solving.
- d.** Scientific Observation as a basis of Learning.

**UNIT – VI: EVALUATION IN SCIENCE EDUCATION****10 Marks**

- a.** Tools and Techniques of Evaluation in Science Teaching.
- b.** Assessment and Evaluation related to Cognitive Domain.
- c.** Assessment and Evaluation related to Affective Domain.
- d.** Assessment and Evaluation related to Psychomotor Domain.
- e.** Evaluation of Experimentation, Project, Brain Storming, Group Discussion, Panel Discussion, Concept Mapping.
- f.** Present Status of Evaluation in Science Education at School Level.

**UNIT-VII: DEVELOPMENT OF SCIENTIFIC ATTITUDE****10 Marks**

- a. Scientific Attitude:** Meaning and Scope.

- b. Scientific Literacy:** Meaning & Importance.
- c. Relation of Scientific Attitude for Health and Development:** Personal, Social & National.
- d. Techniques and Methods for inculcation of Scientific Attitude.**  
Role of Science Teacher in Inculcation of scientific Attitude.

#### **UNIT-VIII: RESEARCHES IN SCIENCE EDUCATION**

**10 Marks**

- a. Research in Science Education:** Need & Importance.
- b. Researches related to Curriculum, Syllabus & Text Books of Science at School Level.**
- c. Researches related to Teaching-Learning Strategies.**
- d. Researches related to Evaluation in Science Education.**
- e. Institutions / Organizations Involved in Science Education & Research:**  
NCERT, Dr. Homi Bhabha Centre for Science Education, Tata Institute of Fundamental Research, Marathi Vidynyan Parishad, Centre for Environmental Education.

#### **PRACTICUM (Any one)**

- 1. Planning a lesson using any one model of teaching.**
- 2. Preparation of 20 higher order questions on any one unit of Science at Upper Primary and Secondary level.**
- 3. Review of Minimum five Researches in Science Education.**

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**Specialization Course**  
**EDU Sp C 4 -H) SPECIAL EDUCATION**

**Credits – 5**  
**Hours – 90**  
**Theory Paper – 3 Hrs**

**Internal – 20**  
**External - 80**  
**Total – 100**

**OBJECTIVES: -**

To enable the student to:

1. Understand the concept and nature of Special Education.
2. Understand the modes and approaches of Special Education and approaches of Identification for Special children.
3. Understand the meaning, characteristics, types, causes educational programmes, Prevention and rehabilitation of various types of special children.
4. Understand the meaning, concept, characteristics, causes and types of various types of Special children.
5. Understand the significance, enrichment programmes, prevention & Rehabilitation Programmes of various types of special children.
6. Understand the concept & nature of Inclusive Education.

**UNIT- I: CONCEPT AND NATURE OF SPECIAL EDUCATION**

**10 Marks**

- a. Meaning & Scope of Special Education.
- b. Needs & objectives of Special Education.
- c. Identification and Early Intervention Programmes for Special Education.
- d. Modes of Special Education.

**UNIT- II: EDUCATION FOR MENTALLY RETARDED**

**10 Marks**

- a. Meaning & Characteristics of Mentally Retarded.
- b. Causes and types of Mentally Retarded.
- c. Educational Programmes for Mentally Retarded.
- d. Prevention and Rehabilitation for Mentally Retarded.

**UNIT- III: EDUCATION FOR VISUALLY IMPAIRED**

**10 Marks**

- a. Meaning & Characteristics of Visually Impaired.
- b. Types and Causes of Visually Impaired.
- c. Educational Programmes for Visually Impaired.
- d. Prevention and Rehabilitation for Visually Impaired.

**UNIT- IV: EDUCATION FOR HEARING IMPAIRED****10 Marks**

- a. Meaning & Characteristics of Hearing Impaired.
- b. Types and Causes of Hearing Impaired.
- c. Educational Programmes for Hearing Impaired.
- d. Prevention and Rehabilitation for Hearing Impaired.

**UNIT- V: EDUCATION FOR GIFTED AND CREATIVE CHILDREN 10 Marks**

- a. Meaning and Characteristics of Gifted and Creative Children.
- b. Need & Significance of Special Education for Gifted and Creative Children.
- c. Enrichment Programmes for Gifted and Creative Children.
- d. Importance of Special Education for Gifted and Creative Children.

**UNIT- VI: EDUCATION FOR ORTHOPAEDICALLYHANDICAPPED****10 Marks**

- a. Meaning and Characteristics of Orthopedically Handicap.
- b. Causes and types of Orthopedically Handicap.
- c. Educational Programmes for Orthopedically Handicap.
- d. Prevention and Rehabilitation for Orthopedically Handicap.

**UNIT- VII: EDUCATION FOR JUVENILE DELINQUENTS****10 Marks**

- a. Meaning and Characteristics of Juvenile Delinquency.
- b. Types and Causes of Juvenile Delinquency.
- c. Causes and Remedies of anti-social character disorder.
- d. Educational Programmes and Rehabilitation for Juvenile Delinquents.

**UNIT- VIII: CONCEPT AND NATURE OF INCLUSIVE EDUCATION****10 Marks**

- a. Meaning and Concept of Inclusive Education.
- b. Need & Significance of Inclusive Education.
- c. Objectives and Characteristics of Inclusive Education.
- d. Role of Inclusive Education.

**PRACTICUM: (Any one)**

1. Visit to any local Special School and report.
2. Prepare a case study report of a special child.
3. Conduct of a case study of a child belonging to Remand home and present a report.
4. Determine the IQ of Gifted child and present a report.
5. Take Review of research papers on recent trends in Special Education.
6. Visit to residential rehabilitation centre and present a report.
7. Organize an Interview of rank-holder student in HSC/SSC examination.

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**Specialization Course**  
**EDU Sp C 4- I) SECONDARY AND HIGHER SECONDARY EDUCATION**

**Credits – 5****Hours – 90****Theory Paper – 3 Hrs****Internal – 20****External - 80****Total – 100****Objectives :-**

On completion of the course the student-teachers will be able to:

- Understand the nature-scope and systems of secondary and senior secondary Education
- Examine the status of development of secondary and senior secondary education In India after Independence
- Understand the problem and challenges related to secondary and senior secondary Education
- Understand the interventions to solve the problems and issues related to alternative Schooling at secondary schools.
- Identify the problems issues of secondary school teachers Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to Universalization of Secondary Education
- Understand the nature of education for multiple intelligence
- Learn the modalities of educational projection
- Understand the modalities of secondary education management information System
- Identify critical issues related to Universalization of secondary education
- Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to Universalization of Secondary Education
- Understand the nature of education for multiple intelligence
- Learn the modalities of educational projection
- Understand the modalities of secondary education management information System
- Identify critical issues related to Universalization of secondary education  
Examine the nature and objectives of teacher education  
Critically examine the growth and development of teacher education in the Country  
Appraise the existing teacher education curriculum from the standpoint of its Relevance to the demands of present day school curriculum  
Use various methods and techniques for transaction of curriculum  
Develop understanding regarding organization and supervision School Experience Programme  
Critically examine the role and contribution of various Regulatory Bodies and Support institutions for improving quality of Teacher Education.  
Develop understanding of various strategies of teachers' professional development

Gain insight into the status of teachers' in-service education in the country

Develop understanding of the process of in-service teacher education,

Use various methods and techniques for the identification of training needs,

Use various techniques for the evaluation of in-service teacher education programmes,

- ☐ Reflect on issues, concerns and problems of teacher in-service education of the Teachers.
- ☐ appreciate the use of ICT for the professional development of the teachers.

### **UNIT-I NATURE, SCOPE, FUNCTION AND SYSTEMS OF SECONDARY AND SENIOR SECONDARY EDUCATION**

**10 Marks**

Status of Secondary and Senior Secondary

- Process of teaching-learning of adolescent
- Exposure to integrated and subject specific streams guidelines and Counseling strategies to meet changing physiological and sociological Requirements.
- Education for Multiple Intelligence
- Educational Projection

### **UNIT-II PROBLEMS AND CHALLENGES OF SECONDARY EDUCATION**

**15 Marks**

- Problems and challenges related to universalisation of Secondary Education
- Problems and Strategies of Alternative Schooling at Secondary Stage
- Problems / challenges / strategies / intervention in relation to access Enrolment, dropout, achievement equality of Educational opportunities
- Problems of education for girls, disadvantaged and differently abled Children and show learners and interventions to solve the problem
- Classroom problems discipline, under achievement, lack of motivation Slow learners, delinquency and maladjustment
- Issues of quality in secondary and senior secondary education Management System of secondary education, Department of Education, Directorate, Inspectorate and Private Agencies

### **UNIT-III TEACHER EDUCATION IN INDIA AT SECONDARY AND SENIOR SECONDARY LEVEL**

**15 Marks**

- Pre-Service and in service Teacher Education: concept, nature, objectives and Scope.
- Development of teacher education in India at secondary and senior secondary Level, recommendations of various commissions and committees concerning Teacher education system. Impact of NPE, 1986 and its POA on teacher Education system.

- The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher Education Institutions at secondary level: roles and functions of IASEs, CTE.
- Roles, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERTs etc.
- Issues, concerns and problems of pre-service and in-service teacher education at Secondary and senior secondary level.

#### **UNIT-IV: SECONDARY EDUCATION MANAGEMENT INFORMATION SYSTEM (SEMIS) AND ASSESSMENT AND EVALUATION** **20 Marks**

- CCE in Teacher Education.
- Formative and summative evaluation; norm referenced and criterion reference Evaluation.
- Evaluation of school experience/internship programmes.
- Assessment of teaching proficiency: criterion, tools and techniques.
- Organization and regulation of internal assessment in PSTE: Preparation of Guidelines and scheme of internal assessment.
- Portfolio assessment
- Structure of MIS School mapping at secondary level
- Course mapping at senior secondary level
- Types of Media–Audio, Video, Audio-Video.
- Interactive technologies-teleconferencing, e-learning, designing of e-content.
- EDUSAT for teacher professional development programme (CPD).
- Role of IGNOU, UGC, NCERT, SIETs
- Challenges and limitations of interactive technologies for INSET.

#### **UNIT-V: CURRICULUM AND EVALUATION OF SECONDARY EDUCATION** **20 Marks**

- –Principles of School Curriculum Development at Secondary and Senior Secondary Level
- CCE in Teacher Education.
- Formative and summative evaluation; norm referenced and criterion reference Evaluation.
- Evaluation of school experience/internship programmes.
- Assessment of teaching proficiency: criterion, tools and techniques.
- Organization and regulation of internal assessment in PSTE: Preparation of Guidelines and scheme of internal assessment.
- Portfolio assessment

**Practical (Any one)**

- Preparing a training plan (design) for the in-service training of specified target Group on a specified theme
- Demonstrating a training technique with peers
- Constructing a tool for evaluation of specified skills/understanding/attitudes
- Evaluation of any one of the in-service teacher training programme organized by Any one of the resource institutions
- Preparation of a plan for INSET of the teachers of school.
- Construction of Tools for identification of Training needs in different subject areas.
- Identification of Training needs of a group of teachers of a school.
- Preparation of self-learning material/e-content for primary or secondary school Teachers.
- Appraisal of a training programme organized by DIET/IASE/CTE.  
Preparing status report on secondary education in a chosen block/district  
With reference to enrolment, equity and achievement
- ☐ preparing a report on the existing status of the teachers, method of Recruitment of salary structure
- ☐ Conducting a survey of secondary schools on the chosen area on the Causes of under achievement and suggest improvement there of
- ☐ Visits of different types of secondary schools and preparation of School profiles
- ☐ Conduct interview with teachers/students/parents of different schools  
And prepare a report on problems of secondary education.
- ☐ Preparation of status report of performance of teachers in contextual Curriculum transaction
- ☐ Observation of in-service teacher education programme at secondary Level and preparation of a report
- ☐ Identification of committed teachers and preparation of their profiles
- ☐ Visit to alternative education centers at secondary level and Preparation of a report.
- ☐ Survey of educational needs of disadvantages/disabled

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**Specialization Course**  
**EDU Sp C 5 – J) CURRICULUM DEVELOPMENT**

**Credits – 5**  
**Hours – 90**  
**Theory Paper – 3 Hrs**

**Internal – 20**  
**External - 80**  
**Total – 100**

**Objectives of the course:** To enable students:

1. To understand the concept and principles of curriculum development.
2. To understand and appreciate curriculum as a means of development of the Individual.
3. To gain insight into the development of new curriculum.
4. To understand the Foundations of curriculum development.
5. To appreciate the need for continuous Curriculum reconstruction.
6. To help the student to develop skills in framing curriculum for subjects of teaching, Analyzing curriculum for teaching-learning process and developing course contents In the subjects of teaching.

**Unit – I: Curriculum development: Principles and Strategies** **20 Marks**

- a. Meaning and Concept of Curriculum
- b. Concept of Curriculum development
- c. Stages in the Process of Curriculum development
- d. Curriculum, Syllabus and Units
- e. Fusion, integration and Inter-subject co-relation.
- f. Need and Scope for Curriculum development, Criteria for Future Curriculum Development and Characteristics of a good Curriculum
- g. Strategies of Curriculum development.
- h. Guiding Principles for Curriculum development.

**Unit- II: Curriculum, Course of Studies and foundations of curriculum** **20 Marks**

- a. Philosophical theories and their implications to Curriculum.
- b. Sociological needs and their implications for curriculum development.
- c. Psychological needs their implications for curriculum development.
- d. Curriculum development and teaching-learning process.
- e. Implementation of Course- full time, Part time, Correspondence, Open University, non formal and Continuing Education.
- f. Organization of curriculum by subjects- Co-relation of different subjects, Indian, experiments on basic Education.
- g. Organization of curriculum by unit-Subject matter units, experiences units
- h. Core curriculum
- i. Activity Curriculum

## j. 10 Interdisciplinary Curriculum

### **Unit - III: Selection of materials and Procedure of Organizing Content 20 Marks**

- a. Individual capacities as productive member of Society, Power of thought, Scientific attitude, Power of expression, Vocational and Practical Skills.
- b. Fostering Moral, Spiritual and Aesthetic values, consideration of student Population of Today and tomorrow.
- c. Consideration of economic growth - greater efficiency in production and removal of Poverty. (On the basis of maturity of learner, time allotment for different subjects, Curriculum load, continuity and sequence of the content from class to class and Organizing the suggested content within appropriate boundaries)
- d. Formation of general objectives at School stage and their specification.
- e. Formation of instructional objectives and their specifications.
- f. Terms of expected behavior changes in the students.
- g. Problems of curriculum reform.
- h. Periodic revisions of curriculum in view of the knowledge.
- i. Need for permanent curriculum research unit.

### **Unit - IV: Evaluating the Curriculum and Research in curriculum development**

**20 Marks**

- a. A frame work for evaluation.
- b. Planning for evaluation.
- c. Conducting the Programme evaluation.
- d. Evaluating the curriculum materials.
- e. Conducting the Curriculum material evaluation.
- f. Utilizing evaluation results for curriculum improvement.
- g. Pilot Project.
- h. Fundamental research.
- i. Action research.

### **PRACTICUM :- (Any one)**

1. Seminar on one of the topic assigned.
2. Critical analysis of the existing curriculum at various levels primary/ Secondary / Higher Secondary.
3. A report on the recent research on curriculum development
4. A Comparative study of two syllabi-state Government/ ICSE.

### **Reference Books:**

Curriculum Organization and Design- Jack Walton, Great Briton  
Curriculum and lifelong Education- Studies for UNESCO

School Curriculum- Mohammad Sharif Khan- ASHISH Publishing House, New Delhi.

The Improvement of Curriculum in Indian Schools H.E. Harmay, Ministry of Education.

Curriculum reform – B.D. Bhatt, Kanishka Publishers, New Delhi

Developing the Core Curriculum 3/ 4 Roland C. Faunce, Nelson L. Bossing,

Prentice Hall of India, New Delhi Evaluation and Research in Curriculum Construction-

M.I. Khan I B.K. Nigam- Kanishka Publisher, New York Curriculum Development & Educational Technology Mamidj, S. Ravishankar- Sterling Publishers.

SaOxaiNak saMSaaoQana : mauLo va Jmaazo

SaOxaiNak saMSaaoQanaacal \$proKa : Da^ iva. ra. iBaMtaDo

SaOxaiNak vyavasqaapna va p`Saasana : Da^ dunaaKo Da^ parsanalsa.

**Specialization Course**  
**EDU Sp C 5 –K) EDUCATIONAL MEASUREMENT AND EVALUATION**

**Credits – 5**  
**Hours – 90**  
**Theory Paper – 3 Hrs**

**Internal – 20**  
**External - 80**  
**Total – 100**

**OBJECTIVES:** To enable the student to:

1. Get acquainted with the basic concepts and practices adopted  
In educational measurement and educational evaluation
2. Understand the relationship between measurement and  
Evaluation
3. To understand various taxonomies of educational objective
4. Get acquaint with various reforms in examination system
5. Get oriented with the tools of educational measurement and  
Evaluation.
6. Develop skills and competencies in constructing achievement test.
7. Acquaint with procedures of standardizing a test.
8. Use standardize test and interpret the scores.

**UNIT- I EDUCATIONAL MEASUREMENT AND EDUCATIONAL  
EVALUATION**

**10 Marks**

- a. Meaning and concept of Educational Measurement
- b. Historical background of measurement.
- c. Educational Evaluation - Concept, process, principles and Types.
- d. Relationship among measurement, assessment and evaluation

**UNIT –II TAXONOMIES OF EDUCATIONAL OBJECTIVES**

**10 Marks**

- a. Taxonomies of educational objectives.
- b. Bloom's taxonomy of Cognitive domain.
- c. Krathol's taxonomy of Affective domain.
- d. Dave's taxonomy of psychomotor domain.
- e. Objective as a base of teaching and measurement.

**UNIT- III CHARACTERISTICS OF A GOOD MEASURING INSTRUMENT**

**10 Marks**

- a. Charecteristics-Validity, Reliability, Objectivity, Adequacy, Usability, discriminating power.

- b. Reliability - methods of establishing reliability, factors affecting, interpretation and Improving reliability.
- c. Validity - Types, Factors affecting, interpretation and Improving validity
- d..Standardization Of the Test
  - i. Meaning and need for standardization of the test
  - ii.. Steps involved in standardization of the test.
  - iii. Norms –referenced and Criterion - referenced tests.

**UNIT- IV EXAMINATION REFORMS****10 Marks**

- a. Grading, Marking and Credit System.
- b. Semester System.
- c. Question Bank
- d. Continuous Internal Assessment.
- e. Moderation and revaluation.
- f. Online Examination.

**UNIT- V TOOLS OF MEASUREMENT AND EVALUATION****15 Marks**

- a. Subjective and objective tools of measurement.
- b. Nature, characteristics, advantages and limitations of the tests: essay tests, Objective tests, and performance tests; Scales; Inventories; Questionnaires and Schedules.
- c. Intelligence test-Individual & group ( verbal non-verbal and performance tests)
- d. Measurement of creativity; language creativity and science creativity.
- e. Personality tests; Personality inventories; check list; adjustment inventories, projective techniques; performance records.
- f. Achievement test.
- g. Interest inventories Kuder / Strong Cambell.
- h. Aptitude scale Thurstone, Likert.
- i. Attitude tests: Differential Aptitude Tests c and GAT B general aptitude test batteries.

**UNIT-VI EDUCATIONAL STATISTICS AND INTERPRETATION OF TEST****SCORES****25 Marks**

- a. Tabulation of data, Graphical Representation, Histogram, Frequency Polygon.
- b. Measures of Central Tendency- Mean,Median,Mode-its merits, demerits and uses.
- c. Measures of Variability-Range, Quartile Deviation, Standard Deviation.
- d. Standard Score-Tscores and Cscores
- e. Percentile and Percentile Rank.
- f. Normal Probability Curve-its properties and uses. Skewness and Kurtosis.

- g. correlation-Rank difference and Product Movement method.
- h. Critical ratio-t value
- i. Chi-square test.

### **PRACTICUM (Any one)**

1. Prepare a question bank of 25 questions at different levels and types for any one paper  
Of B.Ed. or M.Ed. Course.
2. Study of online examination system through visit to computer Institute.
3. Measure attitude /interest /personality of five students at any level  
(School/B.Ed./M.Ed.)With the readymade test or inventory and interpret the results.
4. Prepare an Achievement Test by using steps for Standardization.
5. Item analysis of 10 MCQs of any test taken by any Institute.
6. Analysis any School level question paper of any subject and make Three Dimensional Blue Print based on it.
7. Collect scores of any class from any school and find its Central Tendency and Variability.

### **References:**

- Blood, Don and Budd, William, (1972). Educational Measurement and Evaluation. New York: Harper and Row Publishers.
- Chavan, C.P.S., (1993). Emerging Trends in Educational Evaluation. New Delhi: Common wealth Publishers.
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Essentials of Educational Measurements. New Delhi : Prentice Hall of India. Gramund, N.E., (1985). Measurement and Evaluation Teaching 5th Edition.  
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A Handbook for Teachers, Students, and Examiners, New Delhi: Prentice Hall of India.
- Martuza, Victor (1977). Applying Norm - Referenced and criterion - Referenced Measurement in Education. Boston: Ptllyn and Bacon Tnc. Mehrens, William and Lehmann, Irvin (1972).

Measurement and Evaluation In Education and Psychology. New York: Holt, Rinehart.

कदम चा.प., चौधरी शैक्षणिक मूल्यमापन -, नुतन प्रकाशन पुणे.

उपासनी ना.के., कुलकर्णी के.व्ही.शैक्षणिक मूल्यमापनासाठी सूबोध संख्याशास्त्र :, विद्याप्रकाशन पुणे ३०.

उपासनी, जोशी, वझे मूल्यमापन तंत्र आणि मंत्र डा, नवा महाराष्ट्र पुणे ३०

मस्के टी.ए.,शैक्षणिक संख्याशास्त्र -प्रज्ञा प्रकाशन, संगमनेर.

शेटकर डॉ.गणेश, जोशी डॉ.शोभना, शैक्षणिक व मानसिक मापन ,(२००३), , मृण्मयी प्रकाशन, औरंगाबाद

शेटकर डॉ.गणेश, जोशी डॉ.शोभना, शैक्षणिक मूल्यमापन व कृतिसंशोधन,(२००७) -शेटकर डॉ.गणेश, जोशी डॉ.शोभना, मृण्मयी प्रकाशन, औरंगाबाद.

**Specialization Course**  
**EDU Sp C 5 –L) GUIDANCE AND COUNSELLING**

**Credits – 5**  
**Hours – 90**  
**Theory Paper – 3 Hrs**

**Internal – 20**  
**External - 80**  
**Total – 100**

**OBJECTIVES: -**

**To enable the student to:**

1. Understand concept, need, principles, objectives & bases of Guidance.
2. Understand the different types of Guidance.
3. Understand the concept, need, approaches and ethics of Counseling.
4. Understand the tools and techniques used in Guidance and Counseling.
5. Acquaint students to use techniques of Guidance & Counseling
6. Understand concepts, meaning and need of guidance of children With special needs.
7. Understand concepts, meaning, significance of guidance and Counseling Process and group counseling in education.

**UNIT- I: GUIDANCE**

**10 Marks**

- a. Concept, Meaning and Principles of Guidance.
- b. Need, Scope and Significance of Guidance.
- c. Bases of Guidance (Philosophical, Sociological, Psychological and Educational)
- d. Objectives and Benefits of Guidance.

**UNIT- II: TYPES OF GUIDANCE**

**10 Marks**

- a. **Personal Guidance** – Meaning, Concept, Need and Programmes of Personal Guidance.
- b. **Educational Guidance** - Meaning, Concept, Need and Programmes of Educational Guidance.
- c. **Vocational Guidance** - Meaning, Concept, Need and Programmes of Vocational Guidance.
- d. **Group Guidance** – Concept, Meaning and techniques of Group Guidance.

**UNIT- III: COUNSELLING**

**10 Marks**

- a. Concept, Nature, Principle and Need for Counseling.
- b. Approaches for Counseling – Directive and Non- directive approaches with their steps.
- c. Counseling stages & process.



- d. Code of ethics pertaining to Counseling.
- e. **Group Counseling** – Concept, Meaning, Techniques and Purposes of Group Counseling.

#### **UNIT- IV: TOOLS AND TECHNIQUES USED IN GUIDANCE AND COUNSELLING**

**10 Marks**

- a. **Standardize tools and techniques** – Meaning and Definition.
- b. Intelligence test, Aptitude test, Interest Inventory and Personality Inventory.
- c. Non-Standardize techniques – Meaning and Definition.
- d. Interview, Rating Scale, Questionnaire and Projective technique.
- e. Personnel for Counselor, Role of family & Community.

#### **UNIT– V: GUIDANCE AS A PROFESSION**

**10 Marks**

- a. Guidance as a profession –concept and meaning.
- b. Importance of Guidance Profession.
- c. Personality characteristics of the Guide.
- d. Social characteristics of the Guide .
- e. Scope and ethics of Guidance Profession.

#### **UNIT- VI: GUIDANCE OF CHILDREN WITH SPECIAL NEEDS**

**10 Marks**

- a. Guidance for physically handicap –meaning concept, types & need of guidance for Physically handicap. Guidance for learning disable –meaning concept and need of Guidance for learning disables.
- c. Guidance for Juvenile Delinquent –concept, Planning and need of guidance for Juvenile.
- d. Guidance for Juvenile Delinquent concept-meaning and need of guidance for Juvenile.
- e. Guidance for Gifted -meaning concept and need of guidance for gifted children.

#### **UNIT– VII: COUNSELLING AS A PROFESSION**

**10 Marks**

- a. Counseling as a profession –Concept- and meaning.
- b. Importance of Counseling Profession.
- c. Characteristics of Counselors.
- d. Scope and future of counseling profession.
- e. Ethics of Counseling Profession.

#### **UNIT- VIII: COUNSELING PROCESS AND GROUP COUNSELLING**

**10 Marks**

- a. Concept and meaning of Counseling process and group Counseling.
- b. Variables affecting Counseling Process.
- c. Significances and Techniques of group Counseling.

**d. Group Counseling in Education.****PRACTICUM - (Any one)**

1. Use of counseling techniques in B.Ed College 05 students
2. Administration of adjustment / Personality Inventory on 20 Students –teacher of D.Ed.  
B.Ed./M.Ed.
3. Use of Tool or Technique used for Guidance and Counseling Services and collect data From any Secondary School / Institution and analyze.
4. A visit to the Vocational Guidance Services in Secondary or Higher Secondary Schools.

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- Agarwal J. C. (1985). Educational Vocational Guidance Counseling, New Delhi: Dogba House.
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- Nelson Richard (1972). Guidance & Counseling in the Elementary School, United States of America: Library of Congress.
- Chibber S.K. (1999) .Guidance & Counseling, New Delhi 11002: Common wealth Publishers.
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पत्की श्री.मा.व्यवसाय मार्गदर्शन आणि सल्ला कार्य - मिलींद प्रकाशन औरंगाबाद.  
पिंपळखरे मो.ह.शैक्षणिक आणि व्यावसायीक मार्गदर्शन पुणे विद्यार्थी ग्रह प्रकाशन पुणे.  
व्यवसाय मार्गदर्शन - पब्लीकेशन प्रायव्हेट दादर मुंबई.



**Specialization Course**  
**EDU Sp C 5 –M) INCLUSIVE EDUCATION**

**Credits – 5**  
**Hours – 90**  
**Theory Paper – 3 Hrs**

**Internal – 20**  
**External - 80**  
**Total – 100**

**Objectives**

On completion of this course the students will be able to:

1. Understand the global and national commitments towards the education of Children with diverse needs.
2. Appreciate the need for promoting inclusive practice and the roles and Responsibilities of all concerned personnel.
3. Develop critical understanding of the recommendations of various commissions And committees towards teacher preparation for inclusive education,
4. Understand the nature of difficulties encountered by children and prepare Conducive teaching learning environment in inclusive schools,
5. Analyze special education, integrated education, mainstream and inclusive Education practices,
6. Identify and utilize existing resources for promoting inclusive practice.
7. Developing an understanding of the needs and magnitude of the challenges faced By children and persons with diverse needs,
8. Appreciating the need for promoting inclusive practice and understanding the roles And responsibilities of all concerned,
9. Developing a positive attitude and sense of commitment towards actualizing the Right to education of all learners,
10. Preparing a conducive teaching learning environment in varied school settings,
11. Develop the ability to conduct and supervise action research activities,
12. Identifying and utilizing existing support services for promoting inclusive Practice,
13. Seeking parental and community support for utilizing available resources for Education in inclusive settings.

**Course Content**

**Unit I- Introduction to Inclusive Education**

**15 Marks**

- a. Difference between special education, integrated education and inclusive Education.
- b. Advantages of inclusive education for the individual and society.
- c. Recommendations of Education Commissions and Committees on restructuring Policies and practices to respond to diversity in educational situations
- d. National and International initiatives for inclusive education
- e. Current Laws and Policy Perspectives supporting IE for children with diverse Needs

**Unit II-Preparation for Inclusive Education****15 Marks**

- a. Concept and meaning of diverse needs.
- b. Educational approaches and measures for meeting the diverse needs- concept of Remedial education, special education, integrated education and inclusive Education.
- c. Brief account of existing special, integrated and inclusive education services in India.
- d. Building inclusive learning friendly classrooms, overcoming barriers for Inclusion.
- e. Creating and sustaining inclusive practices.
- f. Role of teachers, parents and other community members for supporting inclusion Of children with diverse needs.

**Unit III- Children with Diverse Needs and Utilization of Recourses****20 Marks**

- a. Definition and characteristics of children with sensory (hearing, visual and Physically challenged) intellectual (gifted, talented and children mentally Challenged children), developmental disabilities (autism, cerebral palsy, learning Disabilities), social and emotional problems, scholastic backwardness, Underachievement, slow learners, children with special health problems, Environmental/ecological difficulties and children belonging to other marginal Groups.
- b. Importance of early detection, Functional assessment for development of Compensatory skills.
- c. Role of teachers working in inclusive settings and resource teacher in developing And enriching academic skills for higher learning.
- d. Adaptations in instructional objectives, curriculum and co-curricular activities For meeting diverse needs of children from sensory, intellectual, learning disabled, Rural, tribal, girls, SC ST and linguistic and other minority groups.
- e. Role of technology for meeting diverse needs of learners
- f. Concept and importance of human and material resources.
- g. Types of services approaches, strategies, personnel involved and their specific Roles and responsibilities.
- h. Creating conducive environment in inclusive schools: material resources and Human resources, changing the attitude of the significant people, exploring and Utilizing the services and resources available in the community.
- i. Managerial skills for mobilizing appropriate resources.
- j. Identifying the required resources for children with varied special needs

**Unit IV-Curriculum adaptations and evaluation for children with diverse needs****10 Marks**

- a. Concept meaning and need for curriculum adaptations for children with sensory (Hearing, visual and physically challenged) intellectual (gifted, talented and Children mentally challenged children), developmental disabilities (autism, Cerebral palsy, learning disabilities), social and emotional problems, scholastic

Backwardness, underachievement, slow learners, children with special health Problems, environmental/ecological difficulties and children belonging to other Marginal groups.

- b. Guidelines for adaptation for teaching/ practicing science, mathematics, social Studies, languages, physical education yoga, heritage arts theatre, drama etc in Inclusive settings.
- c. Utilization of records/ case profiles for identification, assessment, and Intervention for inclusive classrooms.
- d. Techniques and methods used for adaptation of content, laboratory skills and Play material

### **Unit V-Teacher Preparation for Inclusive Education**

**20 Marks**

- a. Review existing educational programmes offered in secondary school (general, Special education).
- b. Skills and competencies of teachers and teacher educators for secondary Education in inclusive settings.
- c. N.C.F 2005 and curriculum for teacher preparation and transaction modes.
- d. Roles, responsibilities and professional ethics of an inclusive education teacher And teacher educators.
- e. Evaluation and follow up programmes for improvisation of teacher preparation Programmes in inclusive education programmes.
- f. Role of different national and international agencies {institutions, universities} in Promoting inclusive education.
- g. Planning and conducting research activities: Selecting appropriate areas of Research, types of research needed for enhancement of learning in children with Diverse needs, steps involved in planning and supervising research activities, Recent trends in research - national and international level with respect to children With diverse needs.
- h. Supportive Services for inclusion and research

### **Practical Work: (Any one)**

The students may undertake any one of the following activities:

1. Observation of inclusive teaching strategies and discussion.
2. Planning and conducting multi level teaching in the DMS (two classes).
3. Critical analysis of N. C. F 2005 for planning quality teacher preparation Programme.
4. Identify suitable research areas in inclusive education.
5. Conduct a survey in the local area to ascertain the prevailing attitudes / Practices toward social, emotional and academic inclusion of children with Diverse needs.
6. Conduct a survey on the type of supportive service needed for inclusion of Children with any disability of your choice and share the findings in the class. Preparation of status report on school education of children with diverse needs.

7. Evaluation of text books from the perspective of differently able children.
8. Field visit to school/institutions promoting inclusive practices and discussion with Teachers and observation and analysis of teaching learning practices.
9. Analysis of policy document (national, international) related to diversity.
10. Survey the locality for early identification of children with disabilities.
11. Planning and conducting multi level teaching in the local school.
12. Critical review of policy and practice and panel discussion by a group of students.
13. Visit to special, integrated and inclusive classrooms .Reflective journal writing.
14. Review of literature related to education of children with diverse needs  
Presentation of reports in a seminar.
15. Make a list of existing resources in the local area and discuss their use and Limitations based on survey of five inclusive schools.

### References

- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002*.
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
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**Specialization Course**  
**EDU Sp C 5-**  
**N) MANAGEMENT, PLANNING AND ECONOMICS OF EDUCATION**

**Credits – 5**  
**Hours – 90**  
**Theory Paper – 3 Hrs**

**Internal – 20**  
**External - 80**  
**Total – 100**

**OBJECTIVES:** - To enable the students to:

1. Understand the concept and principles of Educational Management to Education.
2. Understand the concept and principles of educational administration to education.
3. Draw implications of management theories to education.
4. Acquaint with the meaning and nature of economics and economics of education and Educational costs.
5. Understand the different aspects related to financing of Education.
6. Understand aspects related to T Q M.
7. Understand aspects related to performance appraisal to apply.

**UNIT – I: CONCEPT OF MANAGEMENT OF EDUCATION**

**10 Marks**

- a. Meaning and nature of management.
- b. Historical background of management.
- c. Meaning, nature and scope of educational management.
- d. Principles of Educational management.
- e. Approaches to management: scientific systematic, behaviorist, humanistic empirical, POSDCORB & PODC
- f. Objectives of Educational management.
- g. Process and functions of Educational.
- h. Need for management in Education.

**UNIT– II: EDUCATIONAL ADMINISTRATION**

**10 Marks**

- a. Concept of Educational administration.
- b. Development of modern concept of Educational administration: Taylorism, Administration of projects, Administration of bureaucracy, Human Relations Approach To Administration.
- c. Concept, need and factors related to job satisfaction.
- d. Leadership in educational administration: meaning and nature of leadership; styles of Leadership; Theories of leadership - contingency model by fielder, the vertical Dyad Theory; Evaluation of leadership.
- e. Challenges and Performance Appraisal of Educational Administration.

**UNIT –III: PLANNING OF EDUCATION****10 Marks**

- a. Meaning nature and principles of planning.
- b. Perspective planning concept, nature, scope and use of perspective planning in Education.
- c. Institutional planning: concept nature and scope and importance of institutional Planning in education.
- d. Decision making in education concept, types and techniques of decision making in Education
- e. Manpower planning-concept need and importance of manpower planning for human Resource development.

**UNIT –IV: EDUCATIONAL SUPERVISION****10 Marks**

- a. Meaning need nature and importance of educational supervision Academic supervision  
vs. Administrative supervision.
- b. Functions and process of supervision.
- c. Supervision of different levels of education.
- d. Planning and organizing of Supervisory programmes.
- e. Implementing supervisory programmes.

**UNIT– V: ECONOMICS OF EDUCATION****10 Marks**

- a. Meaning and nature of economics.
- b. Meaning need and importance of economics of education.
- c. Scope of economics of education.
- d. Benefits of education.
- e. Educational costs.

**UNIT-VI: FINANCING OF EDUCATION****10 Marks**

- a. Management of financing.
- b. Nature and scope of educational finance.
- c. Sources and allocation of funds and maintenances of accounts.
- d. private and self financing of educational institutions.
- e. School finance, student's loans.

**UNIT-VII: TOTAL QUALITY MANAGEMENT (TQM)****10 Marks**

- a. Historical background of TQM
- b. Concept of TQM in Education
- c. Aspects and strategies of TQM

- d. Quality assessment in education –NAAC, Internal Quality Assurance cell (IQC), NCTE
- e. Methods of controlling in educational management –PERT, PPBS
- f. Centralization and Decentralization of educational management at different levels of Education.

#### **UNIT- VIII: PERFORMANCE APPRAISAL**

**10 Marks**

- a. Purposes of appraisal.
- b. Concepts and need of performance appraisal.
- c. Approaches to performances appraisal.
- d. Essentials and criteria of good appraisal system.
- e. Performance appraisal methods and techniques.
- f. Limitations of performance appraisal.
- g. Autonomy and accountability of institutions.

#### **PRACTICUM - (Any one)**

1. A study of Human Resource Development of any Educational Institution ( University/College/ Secondary School/Primary School ) and writing of it 's report.
2. Visits to different Managements School - Public School / Military School / International School / Navodaya Vidyalaya / Ashrama Shala (Any Two) and writing of its report.
3. Visit to any one Local Government body-Municipal Corporation / Nagar parishad / Grampanchyat for studying financing of Primary or Secondary Education and writing of its report
4. A study of TQM related programmes and performance appraisal techniques of any Educational Institution. (Primary School/Secondary School/College/University)

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- शैक्षणिक व्यवस्थापन व प्रशासन - डॉ.अरविंद दुनाखे व डॉ.हेमलता पारसनीस, नुतन प्रकाशन पुणे.

**Specialization Course**  
**EDU Sp C 5 –O) TEACHER EDUCATION**

**Credits – 5**  
**Hours – 90**  
**Theory Paper – 3 Hrs**

**Internal – 20**  
**External - 80**  
**Total – 100**

**OBJECTIVES: -**

**To enable the student to:**

1. Acquaint with aims, objectives, structure and curriculum of Teacher education.
2. Trace the development of teacher education in India & West.
3. Become acquainted with managerial aspects of various Practicum In teacher education.
4. Discuss and differentiate among different approaches to teacher Education.
5. Understand the functions of various bodies of Education for Ensuring the quality of teacher education.
6. Gain the sense of laboratory & field experiences in teacher Education.
5. Evolve different plans of action for organization of different Components of teacher education.

**UNIT- I PHILOSOPHY OF TEACHER EDUCATION**

**10 Marks**

- a. Profile of Teacher and National needs
- b. Concept, Aims and General objectives of Teacher Education
- c. Objectives of Teacher Education at various Levels
- d. Concept of Man and their Implications for Teacher Education
- i) Behaviouristic ii) Humanistic iii) Constructistic
- e. Social context of Teacher Education
- f. Ethics of shaping another Person's Behavior

**UNIT- II TEACHER EDUCATION–HISTORICAL PERSPECTIVES**

**10 Marks**

- a. History of Teacher Education in West -
  - i) Trends ii) Developments and iii) Forces that shaped Teacher Education
- b. History of Teacher Education in India -
  - i) Trends ii) Developments and iii) Forces that shaped Teacher Education
- c. Reports of National Commissions on Education - (with reference To Teacher Education only)
- d. Reports of International Commissions on Education - (with

- Reference to Teacher Education only)  
e. National Commissions on Teacher.

### **UNIT- III STRUCTURE AND CONTENT OF TEACHER EDUCATION**

**10 Marks**

- a. Components and Patterns of Teacher Education.
- b. Structure and content of Teacher education for -
  - i) Pre-primary
  - ii) Elementary
  - iii) Secondary &
  - iv) Higher secondary stages of Education
- c. In service Teacher Education -
  - i) Need & Rationale
  - ii) Present programmes
  - iii) Personalized Education for Teachers & Self directed Learning.

### **UNIT IV TEACHER THOUGHT PROCESS**

**10 Marks**

- a. Concept of Teaching & Learning.
- b. Relationship among Learning, Teaching and Teacher Education
- c. 3 Ps in Teaching – Perception, Planning and Performance
- d. Principles of planning, guiding for planning and procedure of feed back
- e. Teacher Thought process and Decision making

### **UNIT- V APPROACHES TO TEACHER EDUCATION AND QUALITY ASSURANCE**

**10 Marks**

- a. Behaviorist /Approach
- b. Constructivist Approach
- c. Competency Based Performance & Commitment Oriented Teacher Education
- d. Quality Assurance
- e. Role, Functions and Responsibilities of –
  - i) NCTE & NCERT ii) NAAC iii) University Faculty of Education

### **UNIT- VI PROCESS OF BECOMING A TEACHER**

**10 Marks**

- a. Contexts of Becoming a Teacher –
  - i) Personal Context ii) Teacher Educator's Context
  - iii) Client Context iv) Research Context
- b. Teacher Professionalism – Roles, Attitudes, Values, Job Satisfaction
- c. Role of Teacher Education in shaping the behavior of Teacher And Professionalizing a Teacher
- d. Role of in service Teacher Education in shaping the teachers Behavior and professionalizing a teacher



**UNIT- VII LABORATORY, FIELD EXPERIENCES AND OTHER  
PRACTICUM IN TEACHER EDUCATION****10 Marks**

- a. Continuum Training and place of laboratory experiences
- b. Micro teaching, SSST, Stimulated Recall system
- c. Practice Teaching- stray lesson, Block Teaching
- d. Field Experiences – Internship
- e. Organization of other Pedagogical components of Teacher Education – CCM, Evaluation, SS, SUPW and Co-curricular Activities

**UNIT- VIII ISSUE AND RESEARCHES IN TEACHER EDUCATION****10 Marks**

- a. Current issue in Teacher Education
- b. Unsolved problems in Teacher Education
- c. Trends in researches in Teacher Education
- d. Fundamental and applied researches in Teacher Education in India and In other countries

**PRACTICAL WORK :- (Any one)**

- 1) Make a detailed report about the Role and Functions NAAC.
- 2) Critical study of any one Pre-Service Teacher Training Institution.
- 3) Critical study of In-Service Teacher Training Institution.
- 4) Prepare a time-table of practice teaching programme of B.Ed./D.Ed.collage.
- 5) Prepare a lesson Plane on any Model of teaching and implement it in a group of B.Ed. Students.
- 6) Organize a group discussion on any current issue in Teacher Education and present a Report.
- 7) Critical study of Teacher's hand-book of any school subject of any class

**References:**

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पारसनीस डॉ.न.रा. शिक्षकाचे प्रशिक्षण, नूतन प्रकाशन पुणे.

म.रा.शै.सं.व प्र.परीषद.माध्यमिक शिक्षण मार्गदर्शक व्यापक कार्यक्रम -

कक्कड डॉ.गुरुप्रसाद, गायकवाड डॉ.शशी, शिक्षण व अध्यापक शिक्षण विचारमंथन नूतन प्रकाशन पुणे

चिंचोलीकर डॉ.कृत्तिका,जाधव रवी,अध्यापक शिक्षण,नित्यनूतन प्रकाशन, पुणे.

- a. Moral Education vis-à-vis religious education; moral education, moral training and Moral indoctrination.
- b. Language of moral education - its form and context characteristics of a morality Educated persons.
- c. Justice and Care - the two dimensions perspectives in Mortality: Dichotomy between Reason and passion.
- d. Moral Judgment and Moral Action.

**UNIT - III MORAL DEVELOPMENT OF THE CHILD****10 Marks**

- a. Concept of Development and Concept of Moral development.
- b. Psycho-analytic approach.
- c. Learning theory approach, especially social learning theory approach.
- d. Cognitive developmental approach - Piaget and Kohlberg, Stages of moral Development and their characteristic features.

**UNIT - IV MORAL LEARNING TO MORAL EDUCATION****20 Marks**

- a. Moral Learning outside the school - child rearing practices and moral Learning, Moral learning via Imitation, Nature of Society and moral learning. Media and moral Learning.
- b. Moral Learning Inside the school: providing "form" and "Content to education".
- c. Moral Education and the curriculum: Can moral education be imparted taking it as a Subject of curriculum.

**UNIT – V INTERVENTION STRATEGIES FOR MORAL EDUCATION AND ASSESSMENT OF MORAL MATURITY****25 Marks**

- a. Model of Moral Education - i) Research Building Model, ii) The consideration Model, iii) Value classification model, iv) Social Action Model, v) Just community Intervention model.
- b. Assessment of moral maturity via moral dilemma resolution.
- c. Examples of some select moral dilemmas.

**Practicum-(Any one)**

- 1. Organize any programme for school children for inculcating different values.
- 2. Create a programme for awareness among the school/college students about Human Rights Values.

**REFERENCES:**

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शिक्षा तथा मानव मूल्य डॉ.बी.एस.डागर हरियाणा साहित्य अकादमी चंडिगढ़.

मूल्यशिक्षण डॉ.सुरेश करंदीकर - फडके प्रकाशन कोल्हापूर.

नैतिक मूल्याचे शिक्षण एस.एस.माने विद्याभारती प्रकाशन गीतांजली मार्केट मेन रोड लातूर.

नैतिक व सामाजिक तत्वज्ञान - सु.वा.बरकले विद्याप्रकाशन पुणे.

मूल्य शिक्षण डॉ.रामशकल पाण्डेय, डॉ.करुणाशंकर मिश्रा विनोद पुस्तक मंदिर, आग्रा 2

**Specialization Course**  
**EDU Sp C 5 –Q) YOGA EDUCATION**

**Credits – 5**  
**Hours – 90**  
**Theory Paper – 3 Hrs**

**Internal – 20**  
**External - 80**  
**Total – 100**

***Objectives:***

1. To enable them to comprehend the metaphysical concepts which support The Yoga Philosophy like the Purusha and Prakriti, Budhi (Mahat) and Ahamkara etc.
2. To make them understand the meaning and relevance of yoga as a way to Spiritual ascent of man via physical and mental integration.
3. To make them understand different types of Yoga - The Ashtang yoga, the Jnana yoga, Bhakti yoga and other modern off-shoots.
4. To enable them understand the socio-psychological basis leading to a Dynamic transformation of personality
5. To make them understand the scientific basis and therapeutic values of Yoga.

**Course Contents:**

**UNIT - I METAPHYSICAL BASIS OF YOGA**

**20 Marks**

- a. Concept of Purusha (pure consciousness) and Prakriti as basic Components of cosmic reality.
- b. Concept of Buddhism (Mahat) and Ahamkar (The Ego) as basic components Of prakriti of the individual.
- c. Further sub-divisions of Ahamkar - Mana (the mind), karmendris, Jnanendris and Tanmatras (the Suksham Sharir)
- d. Nature of knowledge and knowledge getting process - the Pramanas.

**UNIT - II THE PHILOSOPHY OF YOGA AND ITS RELATIONSHIP TO INDIVIDUAL AND SOCIAL UPLIFTMENT**

**10 Marks**

- a. The meaning and definitions of Yoga.
- b. Yoga as a way to healthy and integrated living.
- c. Yoga as a way to spiritual enlightenment – Atmanubhuti Pratyakshanubhuti.

**UNIT - III DIFFERENT TYPES OF YOGA SYSTEMS AND  
CHARACTERISTICS OF YOGA PRACTITIONER**

**15 Marks**

- a. Jnana yoga, Bhakti yoga and karma yoga of the Bhagavad-Gita
- b. Integral yoga of Aurobindo and modern off shoots of yoga.
- c. Characteristics of a practitioner of yoga.

**UNIT - IV ASHTANGA YOGA OF PATANJALI: THE INSTRUMENTS OF  
YOGA (SADHANA PAD)**

**20 Marks**

- a. The Five yamas (observances).
- b. The Five niyamas (abstinences).
- c. Asans - The right postures.
- d. Pranayam - controlling the breath.
- e. Pratyahara - controlling the senses
- f. Dharana (concentration) and its methods.
- g. Dhyana (meditation) and its kinds.
- h. Samadhi - its various types.

**UNIT - V SCIENTIFIC BASIS OF YOGA - YOGA AND MENTAL HEALTH**

**15 Marks**

- a. Therapeutic values of yoga
- b. Different Asans and their effects to promote a sound physical and mental Health
- c. Dhyana, and its therapeutic value.

**Practical - (Any one)**

1. Organize a programme / camp of Yoga students.
2. Organize a programmer/camp of meditation Art of Living for students.

**REFERENCES:**

Braj Sinha, Time and Temporality in Sankhya yoga and Abhidharma, Buddhism, Munshi ram manoharlal publications, New Delhi, (1983)  
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London, (1953)

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Publications, New Delhi, (1977)

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**DR. BABASAHEB AMBEDKAR**  
**MARATHWADA UNIVERSITY,**  
**AURANGABAD**



**SYLLABUS**

**B.Ed.Credit-based**

**Effect from JUNE 2012 Onwards**  
**(Subject to the modifications made from time to time)**

## B.Ed. Examination

- 0.207 The Degree of Bachelor of Education shall be conferred on a candidate, who has satisfied the following conditions :-
- (a) Rectify as He must have passed three years Bachelor's Degree Examination in Arts, Science, Commerce or Agriculture of Dr.Babasaheb Ambedkar Marathwada University or of any other University recognized by this University as equivalent thereto, with not less than 50% marks & in the case of reserved category **45% marks.(relaxation for in-service teachers as per government .rules prescribed for time to time)**
  - (b) He must have pursued a regular course of study prescribed for not less than one academic year and must have passed the Bachelor's Degree Examination in Education.
  - (c) (Ad ded) He must have, after passing the examination pursued a regular course of study for not less than one academic year or the vacation course of two years commencing from may every alternative year as prescribed. A regular course of study means a course wherein the **attendance is not less than 75% of each paper of the course in both terms.** A course means the course in which minimum 200 days as per NCTE norms are devoted for imparting instructions, **and other activities** as provided in the rules framed in that behalf. In special cases . The Vice-Chancellor may, on the recommendation of the Principal condone the deficiency in attendance not exceeding 10% on account **of medical ground.** Supported by the report of an authorized Medical officer approved by the Principal of the College.
  - (c) Deleted
  - (d) Deleted
  - (e) Rectify as A candidate who has passed the B.Ed. examination of this University in any class /division may be allowed to appear at the said examination again with the same medium with present prescribed syllabus to improve his qualification, provided that he/she appears at the said examination with practical (two final lessons and viva-voce) in one attempt with all the papers and practical prescribed for the course, on the basis of which the result is declared. Only two chances will be given for improvement of qualification.
- 0.208 The course of study shall consist of lectures, selected readings, discussion, conference and practice in teaching of classes and other practical work as laid down here in-after.
- 0.209 Rectify the ordinance 209 as The External examination shall consist of two parts :-  
 Part – I Theory  
 Part –II Practical
- 0.210 Rectify the ordinance 210 as A candidate who has completed all the requirements of the course but has failed in Part-I or Part-II or in both has to appear for the examination in the same without putting in further attendance or practical work [Internal]..
- R.64 ..... Deleted
- R.65 ..... Deleted
- R.66 No candidate shall be allowed to put in attendance for appearing at two

examinations at one and the same time.

Note : (a) The selection for admission into the B.Ed. course will be made according to the rules framed by the University/Government.

(b) The medium of instruction and examination will be Marathi or English.

Added (c) As an alternative medium Hindi/Urdu may be used **for answering in the examination [ Part-I].**

Added (d) As per G.R. No. क.विप्र 2003(448/03)मशि 3 दिनांक 11ऑगस्ट 2004 if minimum 20 student are admitted in a college for Urdu Medium

R.67 The scheme for the **B.Ed.** examination shall be as follows :

R.68 To pass the examination, a candidate must obtain a minimum of **40% marks** in each of the Seven papers under Part-I and 40% of marks in each of the two lessons and viva-voce under Part –II separately. Similarly a candidate must have 50% of the aggregate in internal Assessment **Part-III and Part-IV.**

And Rectify As

To obtain I class, a candidate must obtain a minimum of 55% marks of the aggregate in the Part –I **& Part II** and 60 or more marks of the aggregate in **Part-I, Part-II, Part-III & Part-IV** taken together. To obtain II class, a candidate must obtain a minimum of 45% marks of the aggregate in Part-I & Part-II 50% or more marks of the aggregate in **Part-I, Part-II, Part-III & Part-IV** taken together. The candidate obtaining 40% or more of the aggregate marks in each of the **four** parts shall be declared to have passed in examination in **pass class.** For passing the examination the candidate must obtain 40% marks or D grade in each of the theory papers and 50% marks or B grade in internal work.

A Candidate should acquire minimum 22 credits of marks (50%) in aggregate for passing B..Ed. course.

For obtaining second division or B grade candidate must secured 50% or more marks and less than 60% in aggregate.

For obtaining first division or A grade the candidate must secure 60% or more marks, in aggregate and minimum 55% marks in theory papers.

A Candidate who secures 70% or more marks will be declared in First Division or A+,A++,or O grade with Distinction respectively.

**A candidate not appeared at annual lesson shall not be allowed to appear at the Examination Part-I.**

**A candidate shall have to complete Part-II, III and IV, before he/she appears the Examination of Part-I.**

**If any Candidate remained his/her Internal work incomplete, in such cases, he/she can not appear in the final examination If by mistake He/She appeared without completing all internal work, in such a case result will be with held till completing all work.**

A candidate who has failed in one or more subjects, shall have to appear in the Examination for same subjects only.

A candidate who has appeared for Part-II(Annual lessons and viva-voce),and not appeared at the annual Examination with Part-I theory papers, shall be allowed to appear at the

**supplementary** examination with all papers. He / She shall not be required to appear at the Part-II Practical and Oral Examination again. His / Her marks obtained in the Part-II and internal assessment remain unchanged.

A candidate fails in Part- II(Annual lessons and viva-voce), and passed in Part-I( Theory Papers) ,He/She shall have to appear only in Part -II(two annual lessons and viva-voce)

A candidate fails once in the examination and secures more than 50% or 60% marks in the second or subsequent attempt,will be awarded second or first division or equivalent grade.

#### Scaled down -

There should not be difference of 15% **or more** between the marks obtained in theory paper out of 700 and internal assessment marks out of 400 allotted by **the** college. In case the difference is more than 15% the internal assessment marks will be scaled down accordingly.

**Similarly, if the difference between the marks given by the internal and the external examiner in the final lesson is more than 15%, the marks will be scaled down.**

#### Grading Scheme :-

A ten point rating scale shall be used for the evaluation of the performance of the student to provide letter grade for each course and overall grade for the Bachelors Degree Programme grade points are based on the total number of marks obtained by him / her in all the heads of examination of the course . These grade points and their equivalent range of marks are shown separately in Table-I

#### Conversion of Marks into Grade points, letter Grade and Class

**Table -I**

Sr.No.	Marks Obtained	Grade Points	Letter Grade	Grade description	Class
01.	90.00-100	9.00-10	O	Outstanding	First Class with Distinction
02.	80.00-89.99	8.00-8.99	A ++	Excellent	First Class with Distinction
03	70.00-79.99	7.00-7.99	A +	Exceptional	First Class with Distinction
04	60.00-69.99	6.00-6.99	A	Very Good	First Class
05	55.00-59.99	5.50-5.99	B+	Good	Second Division
06	50.00-54.99	5.00-5.99	B	Fair	Second Division
07	45.00- 49.99	4.50-4.99	C+	Average	Third Division
08	40.01-44.99	4.01-4.49	C	Below average	Third Division
09	40	4.00	D	Pass	Third Division
10	< 40	0.00	F	Fail	Fail

**CGPA** – There is no semester system. Thus, the Cumulative Grade point Average will be used to describe the overall performance of a student in yearend examination of the course and will be computed as under –

$$\text{CGPA} = \frac{\text{Sum (Course credit *Number of points in concern course gained by the student)}}{\text{Sum ( Course Credit )}}$$

**Note – 1)** Marks obtained in decimal of point five and above should be rounded to one.

2) Credit may be acquired in decimal points also.

## EXAM PATTERN FOR THEORY PAPERS

**Hours – Three**

**Marks-80**

Note-1) Only one Answer Book of 32 pages and no supplements will be allowed

Sr. No.	Type of Question	Total Number of Question	Nature of Answer	Marks per Question	Total Marks
1.	Content Based short Answer Type Question	06	Answer in 200-250 words	05	30
3.	Content based Long Answer Type Question	03	Answer in 300-400 words	10	30
4.	Application based essay type Question	02	Detail answer with application	10	20
<b>Total</b>		<b>11</b>			<b>80</b>

## COURSE WISE CREDIT STRUCTURE

Sr. No.	B.Ed. Courses/Credits	Internal Marks	External Marks	Total Credit Value	Hours	Marks
1.	Theory (7 Papers)	20×7=140	80×7=560	4×7=28	60×7=420	700
2	Annual Lessons and Viva-voce a) Annual Lessons. b) Viva – voce for verification of Internal Practical work	--	40 ×2=80 20	1 1	30 30	100
2.	Practice Teaching Lesson	100		8	240	100
3.	Micro Teaching Skills	60	-	6	180	60
4.	Bridge lessons	15	-	4	120	15
5.	Observation	20	-	2	60	20
6.	Internship - 08 Days	25	-	3	90	25
7.	Work with community and Report	15	-	2	60	15
8.	Cultural activities	10	-	2	60	10
9.	Experiments in Psychology	20	-	2	60	20
10.	Preliminary Examination	20	-	3	90	20
11.	Project (One for each Paper)	20	-	7	210	20
12.	School Content Test(Two Methods)	20	-	1	30	20
13.	ICT Practical	30	-	4	120	30
14.	Physical and Health Education	10	-	1	30	10
15.	Workshop (05)	25	-	6	180	25
16.	Excursion	10	-	1	30	10
	<b>Total</b>	<b>540</b>	<b>660</b>	<b>83</b>	<b>2010</b>	<b>1200</b>

Theory papers : 1 credit = 15 Hours

Practicals : 1 credit = 30 Hours

**EXTERNAL ASSESSMENT-Part I and II: THEORY PAPERS AND  
EXTERNAL PRACTICALS:**

Part-I	Theory Papers (Compulsory)	Internal Marks	External Marks	Total Credits	Total Hours	Total Marks
Paper-I	Education in Emerging Indian Society (EEIS)	20	80	4	60	100
Paper-II	Development of Learner and Teaching Learning Process	20	80	4	60	100
Paper-III	History of Education in India (HEI)	20	80	4	60	100
Paper-IV	Educational Technology and School Management (ETSM)	20	80	4	60	100
Paper-V	Educational Evaluation and Action Research (EEAR)	20	80	4	60	100
Paper-VI	<b>Teaching Methodology-</b> <b>Any two school subjects to be studied as methods.</b> The subjects offered for methods should be preferably common to school and college levels. In case these are not common then any two subjects may be selected for methods for teaching out of groups A and B . school teaching subjects – A group methods- Marathi, Hindi, Urdu,Sanskrit, English, Science. B group methods- History, Geography, Mathematics.	A Method 10  B Method 10	A Method 40  B Method 40	A Method 2  B Method 2	A Method 30  B Method 30	A Method 50  B Method 50
Paper-VII	<b>Elective Subject (Any ONE of the following)</b> a. Alternative Education b. Career Information and Career Guidance c. Computer in Education d. Elementary Education e. Environmental Education f. Population Education. g. Physical Education h. Value education.	20	80	4	60	100
Part-II-A	<b>ANNUAL LESSON EXAMINATION</b> Annual lesson examination of the two methodology subjects offered by the candidate in paper to be conducted by university by appointing the panels of examiners. <b><u>Before Annual lesson, the Candidate must complete his/her all practice teaching lessons, micro lessons, Bridge lessons and all lesson observations. The chairman of the panel of examiners should confirm the completion of all the 38 lessons and in case of incompleteness of lessons the University shall not permit the candidate to appear for the annual lesson.</u></b>		2×40=80	1	30	80
Part-II-B	<b>Viva-voce for verification of Internal Practical Work</b>		20	1	30	20
	<b>Total of Part I &amp; II</b>	140	660	30	480	<b>800</b>

## Part III & IV: INTERNAL ASSESSMENT

### Part III: FIELD BASED EXPERIANCES INCLUDING PRACTICE TEACHING

Sr. No.	Activities	No.of Activities	Internal Marks	External Marks	Total Credits	Total Hours	Marks
III-1	<b>Practice teaching lessons:</b> (shall be guided, supervised, and evaluated by Teacher Educators). Steps for lesson are mentioned in Paper-V.	10 + 10 = 20	100	----	8	240 20 Hrs for Actual Practice Teaching 220 Hrs for Guidance and Preparation	100
III-2	<b>Micro Teaching Lessons</b> -Practice of six micro teaching skills of each method (12 micro lessons) 6 skills mentioned in Paper-IV.	6 – A Method 6 – B Method = 12	60	---- --	6	180 90 Hrs for Class Work And 90 Hrs for Preparation	60
III-3	<b>Bridge lessons - Six bridge lessons</b> a) 2 bridge lessons of one of each method with 3 micro skills. b) 2 bridge lessons of one of each method with The other 3 Micro skills. c) 2 bridge lessons of one of each method with 6 micro skills.	6	15	---- -	4	120 36 Hrs for Class Work And 84 Hrs for Preparation	15
III-4	<b>Observation:</b> Observation of 20 lessons (10+10) of each methods + 7/8 demonstration Lessons. +12micro lessons (Teach/Reteach) +6 Bridge lessons.	10+10+8+12+6	20	---- --	2	60	20
III-5	<b>Internship - 08 days.</b> Besides teaching lessons practice experience in school, the student teacher should function as a regular teacher in a school (i.e. taking attendance, participating in Staff meeting, preparing everyday notices, setting examination papers, preparing lesson plans, writing letter to parents, arranging cultural & sports activities and the morning assembly etc.) out of 08days, two days for planning and preparing of the programme and six days for implementing in the specific school. An application based utilization of the theory papers is expected and the report is to be submitted. <u><b>Practice teaching lessons should not be a part of the internship programme.</b></u>		25	---- ---	3	90	25
III-6	Working with community and report.		15		2	60	15
<b>Total</b>			<b>235</b>		<b>25</b>	<b>750</b>	<b>235</b>

**Part-IV : CO-CURICULAR ACTIVITIES**

No.	Activity	No.of activities	Internal Marks	External Marks	Total Credits	Total Hours	Marks
IV-1	Cultural activities, Club activities, Gathering, youth festival, Celebration of National Festivals and Anniversaries etc.-Report	Minimum activities <b>10</b>	<b>10</b>		<b>2</b>	<b>60</b>	<b>10</b>
IV-2	Experiments in Psychology (Five)	<b>05</b>	<b>20</b>		<b>2</b>	<b>60</b>	<b>20</b>
	1]Division of Attention						
	2]Work and fatigue						
	3]Learning Curve						
	4]Teacher's Aptitude Test Battery Dr. R.P.Sing & Dr.S.N.Sharma						
	5]Memory						
IV-3	Preliminary examination	<b>7 Papers</b>	<b>20</b>		<b>3</b>	<b>90</b>	<b>20</b>
IV-4	Project work based on theory papers.	<b>7 Projects</b>	<b>20</b>		<b>7</b>	<b>210</b>	<b>20</b>
IV-5	School Content test-2 (one of each teaching method)	<b>2</b>	<b>20</b>		<b>1</b>	<b>30</b>	<b>20</b>
IV-6	<p>ICT Workshop and Practical- Participate in the 3 days Information Technology (IT) workshop to be conducted by the teacher education in the college to understand pedagogy of preparing digital portfolios as per methods. This will include viewing sample portfolios and strengthening the concept of -</p> <p><b><u>1)Computer Assisted Instruction and Learning (CAIL)</u></b></p> <p>[1]Technology supported learning which focuses on students building their own knowledge, answering the essential and unit questions by promoting higher – order cognitive skills and problem – solving strategies to enhance learning and 21<sup>st</sup> Century Skills Development.</p> <p>[2]Judicious use of technology.</p> <p>[3]Use of technology as a Research Tool</p> <p>[4]Use of technology to facilitate acquisition and deeper understanding of content.</p> <p>[5] Use of technology for exploring creativity for distribution as learning.</p> <p>[6] Use of technology for effective communications and prepare a lesson plan (school topic) using IT and its presentation using Power Point and submit the Report.</p>	---	<b>30</b>	---	<b>4</b>	<b>120</b>	<b>30</b>



	<b>Folders for each method-</b> i)Unit Plan Template. ii)Implementation Plan. iii)Teacher Support material. iv))Student Presentation. v)Student Publication vi)Evaluation Tool. vii)Grade book. <b>2)Project-based approaches through E-learning.</b> <b>3) Assessment in 21<sup>st</sup> Century Classroom.</b>						
IV-7	Physical & Health education. Participate in any 5 activities and report.	--	10	--	1	30	10
IV-8	Workshop – Report. i) Lesson Planning Workshop-4days and Demonstration lessons-2days-Total 6 days ii) Evaluation Workshop -3days iii) Craft Workshop (2days) - Prepare four socially useful productive articles and report. iv)Teaching-aid Workshop(4days-one day for exhibition) - Prepare two teaching-aids one for each method. v)Pedagogical Drawing Workshop-2 days	05	25	--	6	180	25  (05 Marks For each Work-Shop)
IV 9	Excursion – 1day	01	10	--	1	30	10
	<b>Total</b>		165		27	810	165
		<b>Part – I &amp; II</b>	<b>Part - III</b>	<b>Part – IV</b>		<b>Total Marks</b>	
<b>Total Marks</b>		<b>800</b>	<b>235</b>	<b>165</b>		<b>1200</b>	

# अभ्यासक्रमाची माहिती व अंतर्गत कार्यासाठी निर्देश

## विभाग - I

विभाग I मध्ये सर्व ७ तात्विक पेपर्सचा समावेश आहे. प्रत्येक तात्विक पेपर ४ क्रेडिट म्हणजे ६० तासिकांचा व एकूण १०० गुणांचा असेल. त्याचे २० गुणांचे अंतर्गत मूल्यमापन व ८० गुणांचे बहिःस्थ मूल्यमापन असेल.

### उद्दिष्टे— छात्राध्यापकास -

- 1) नियमित अभ्यासाची सवय लावणे.
- 2) वार्षिक परीक्षेच्या दृष्टीने लेखनाचा सराव देणे.
- 3) स्वयंमूल्यमापनाची सवय लावणे.

### २० गुणांच्या सातत्यपूर्ण अंतर्गत मूल्यमापनाचे विभाजन पुढीलप्रमाणे करावे -

- i) वर्गचाचण्या - १० गुण - प्रत्येक तात्विक पेपरअंतर्गत प्रत्येक घटक शिकवून झाल्यावर त्यावर पूर्वनियोजित किंवा अनपेक्षित चाचणी घेणे अपेक्षित आहे. सहा घटकांवर वर्षभरात सहा किंवा कमीत कमी चार चाचण्या घ्याव्यात. चाचणी लघुत्तरी व बहुपर्यायी प्रश्नांच्या आधारे घ्यावी म्हणजे विद्यार्थ्यांना सखोल अभ्यासाची सवय लागेल. सर्व चाचण्यांच्या एकत्रित गुणांचे रुपांतर शेवटी १० गुणांमध्ये करावे.
- ii) स्वाध्याय - ०५ गुण - प्रत्येक पेपरवर किमान दोन स्वाध्याय द्यावेत. हे स्वाध्याय विद्यार्थ्यांनी विविध संदर्भग्रंथांचा वापर करून अभ्यासपूर्ण लिहिणे अपेक्षित आहे.
- iii) सेमिनार - ०५ गुण - प्रत्येक पेपरवर आधारित एक सेमिनार आयोजित करावे. प्रत्येक विद्यार्थ्याला अभ्यासक्रमावरील छोटे छोटे घटक अभ्यासासाठी द्यावेत. त्यावर PPT तयार करून गटात/वर्गात सादरीकरण घ्यावे.

## विभाग - II

अ) **वार्षिक पाठ** - छात्राध्यापकांनी पेपर VI अंतर्गत जे दोन शालेय विषय अध्यापन पध्दती म्हणून निवडले असतील त्या दोन विषयांची (वार्षिक पाठ) प्रात्यक्षिक परीक्षा विद्यापीठातर्फे घेतली जाईल त्यासाठी विद्यापीठातर्फे बहिःस्थ परीक्षकांची नियुक्ती केली जाईल. वार्षिक पाठापूर्वी प्रत्येक छात्राध्यापकांनी सर्व सरावपाठ, सूक्ष्म अध्यापन पाठ, सेतू पाठ व सर्व पाठ निरीक्षणे पूर्ण झालेली असली पाहिजेत. बहिःस्थ परीक्षकांनी प्रत्येक विद्यार्थ्यांचे सर्व पाठ व पाठ निरीक्षणे पूर्ण झालेली आहेत याची खात्री करूनच त्याला वार्षिक पाठाची परवानगी द्यावी. जर त्यात अपूर्णता आढळली तर विद्यापीठ वार्षिक पाठाची परवानगी देणार नाही. जर महाविद्यालयाने वरील प्रमाणे पूर्णता न केलेल्या विद्यार्थ्यांचे वार्षिक पाठ लावले व त्यांचे समितीच्या नजरचुकीने जरी घेतले तरी अशी फसवणूक निदर्शनास आल्यास घेतलेले पाठ रद्द करण्याचा अधिकार समिती अध्यक्षांना आहे.

ब) **मौखिक परीक्षा** - छात्राध्यापकाने विभाग III व IV अंतर्गत केलेल्या प्रात्यक्षिक कार्याची पडताळणी करण्यासाठी विद्यापीठामार्फत मौखिक परीक्षा घेतली जाईल त्यासाठी बहिःस्थ परीक्षकांची एक द्विसदस्यीय समिती नियुक्त केली जाईल. या समितीसमोर प्रत्येक प्रशिक्षणार्थ्याने आपले सर्व प्रात्यक्षिक कार्य पुराव्यासह सादर करावयाचे आहे. ज्या प्रात्यक्षिक कार्याच्या स्वतंत्र वहया, पेपर्स नसतील अशा प्रात्यक्षिकांचे अहवाल स्वतःच्या हस्तक्षरामध्ये लिहून काढणे आवश्यक आहे. आवश्यक तेथे स्वतःच्या कामाचा पुरावा म्हणून छायाचित्रे लावावीत. एखादया विद्यार्थ्याने एखादया प्रात्यक्षिकाचा पुरावा सादर केला नसेल त्याने ते प्रात्यक्षिक केले नाही असे समजून त्या प्रात्यक्षिकांतर्गत महाविद्यालयाने पाठविलेले अंतर्गत गुण रद्द करण्याचा अधिकार विद्यापीठाला आहे. याबाबत द्विसदस्यीय समितीचा अहवाल ग्राह्य धरला जाईल. यासाठी प्रत्येक प्रशिक्षणार्थ्याने आपल्या प्रत्येक कामाचा पुरावा शेवटपर्यंत जपून ठेवावा. पुरावा काय असेल या बाबत प्रत्येक कार्यासंदर्भात स्वतंत्र सूचना दिली आहे.

## विभाग – III

**1) सराव पाठ – सरावपाठ वही निरीक्षणासह 10+10 = 20 - एकूण क्रेडिट ४ - २० घड्याळी तास प्रत्यक्ष सरावपाठासाठी, १०० तास कच्चे व पक्के पाठ टाचण काढणे शैक्षणिक साहित्याची निर्मिती व अध्यापनाच्या पूर्वतयारीसाठी (अभ्यासक्रमाच्या शेवटी परिशिष्ट-२ मध्ये सर्व तक्त्यांचे नमुने दिले आहेत )**

### उद्दिष्टे – छात्राध्यापकामध्ये –

- 1) पाठयघटकाची उद्दिष्टे व स्पष्टीकरणे तयार करण्याची क्षमता निर्माण करणे.
- 2) ठरविलेल्या उद्दिष्टांनुसार अनुभूती देण्याची क्षमता वाढविणे.
- 3) उद्दिष्टनिहाय मूल्यमापनाची क्षमता वाढविणे.
- 4) नियोजन पूर्वक प्रभावी व परिणामकारक अध्यापन करण्याची क्षमता निर्माण करणे.

### सराव पाठासाठी पूर्व तयारी –

**1) पाठनियोजन कृतीसत्र –** पाठनियोजनासाठी एकूण सहा दिवसांचे कृतीसत्र आयोजित करण्यात यावे. एक दिवस पेपर पाच अंतर्गत शैक्षणिक मूल्यमापनातील उद्दिष्टांचे श्रेणीबद्ध वर्गीकरण आणि वर्गाध्यापनाची उद्दिष्टे व स्पष्टीकरणे यांचे अध्यापन करावे.

त्यानंतर प्रत्येक अध्यापन पद्धतीसाठी प्रत्येकी सहा तासांची असे दोन दिवस कृतीसत्र घ्यावे. कृतीसत्रात एक दिवस पाठ नियोजनाचा आराखडा, पाठाच्या पायऱ्या (पेपर पाच मध्ये दिल्यानुसार) विषयानुसार वर्गाध्यापनाच्या उद्दिष्ट स्पष्टीकरणाचे स्वरूप उद्दिष्ट निहाय मूल्यमापन या संदर्भात तात्विक माहिती दयावी. नंतरच्या अर्ध्या दिवसात त्यानुसार पाठ टाचण काढायला दयावे व मार्गदर्शन करावे. दुस-या दिवशी दुस-या पद्धतीचे कृतीसत्र याच पद्धतीने घ्यावे.

त्यानंतर प्रत्येक अध्यापन पद्धती शिकविणा-या शिक्षक-प्रशिक्षकांचे दिग्दर्शन पाठ आयोजित करावेत. पाठानंतर अध्यापन पद्धतीच्या वर्गामध्ये पाठावर सविस्तर चर्चा घडवून आणावी.

सराव पाठाच्या पाठ टाचणांची तपासणी, मार्गदर्शन, सराव पाठाचे पर्यवेक्षण, त्यांचे गुणदान, प्रत्याभरण या बाबी शिक्षक प्रशिक्षकांनीच करावयाच्या आहेत. शाळेतील व इतर बाहेरच्या लोकांकडून हे करून घेवू नये. (उर्दू व संस्कृत या अध्यापनपद्धतींसाठी एका महाविद्यालयात किमान दहा विद्यार्थी असले पाहिजेत. त्यांच्यासाठी तासिका तत्वावर संबंधित विषयासाठी पात्रताधारक (एम.ए.संस्कृत/उर्दू, एम.एड.) विषयशिक्षक नेमावेत. तसेच सराव पाठासाठीही त्यांचेच मार्गदर्शन घ्यावे.

### **2) सूक्ष्म अध्यापन कौशल्य – 6 + 6 = 12 - सूक्ष्मपाठवही - एकूण क्रेडिट - 6**

#### उद्दिष्टे – छात्राध्यापकास –

1. अध्यापन कौशल्यातील उपकौशल्यांची (सूक्ष्म अध्यापन कौशल्यांची) स्वतंत्रपणे माहिती देणे.
2. प्रत्येक सूक्ष्म अध्यापन कौशल्य स्वतंत्रपणे आत्मसात करण्याची क्षमता निर्माण करणे.
3. प्रत्येक सूक्ष्म अध्यापन कौशल्याचा सराव देणे.

सहा सूक्ष्म अध्यापन कौशल्य प्रश्न कौशल्य, फलक कार्य, प्रस्तावना, चेतक बदल, शैक्षणिक साहित्याचा वापर व स्पष्टीकरण याच क्रमाने घेणे अपेक्षित आहे. प्रत्येक कौशल्याचा अ पद्धतीचा एक व ब पद्धतीचा एक पाठ घेणे आवश्यक आहे. प्रत्येक पद्धतीच्या अध्यापन व पुनर्अध्यापन मिळून एक पाठ गृहीत धरला जाईल.

#### सूक्ष्म अध्यापन प्रशिक्षण कार्याची रूपरेषा पूढील प्रमाणे असावी.

- 1) पुर्वावश्यक तात्विक भागाची दोन किंवा तीन व्याख्याने सूक्ष्म अध्यापनाचा अर्थ, स्वरूप वैशिष्टे इत्यादी.
- 2) सूक्ष्म अध्यापनाचा प्रत्येक पाठ पाच मिनिटांचा असावा. प्रत्येक कौशल्याचे तात्विक दोन किंवा तीन तासिकांमध्ये पाठ दिग्दर्शन व पाठ निरीक्षणासह उरलेल्या अर्ध्या दिवसात पाठाचे नियोजन करून घ्यावे. टाचण काढून घ्यावे.

- 3) प्रत्येक कौशल्याचे प्रत्येक अध्यापन पध्दतीवरील पाठाचे नियोजन, अध्यापन, प्रत्याभरण, पुनर्अध्यापन हे चक्र पूर्ण करणे (दोन्ही पध्दतीचे अध्यापन एक दिवस व दुसऱ्या दिवशी पुनर्अध्यापन) मअिमत्तमेचमअम ६ पुनर्नियोजन घरी करणे अपेक्षित.
- 4) प्रत्येक अध्यापनाच्या पाठानंतर प्रत्येक प्रशिक्षणार्थ्यास त्याच्या अध्यापनातील त्रुटी सांगून प्रत्याभरण द्यावे त्याच्या पाठाचे निरीक्षणाचे वाचन करून घ्यावे.
- 5) पुनराध्यापनानंतर अध्यापनाचे निरीक्षण व पुनराध्यापनाचे पुनर्निरीक्षण यांचे तुलनात्मक वाचन करून घेवून अध्यापनातील प्रगती निदर्शनास आणून द्यावी. प्रत्येक प्रशिक्षणार्थ्याने अध्यापक, निरीक्षक, समय निरीक्षक यांची भूमिका करणे अनिवार्य.

### 3. सेतूपाठ – 2+2+2 = 6 – सूक्ष्मपाठ वही

(अभ्यासक्रमाच्या शेवटी परिशिष्ट-१ मध्ये सर्व तक्त्यांचे नमुने दिले आहेत )

उद्दिष्टे – छात्राध्यापकांमध्ये –

1. एकापेक्षा जास्त सूक्ष्म अध्यापन कौशल्याचे एकात्मिकरण करून पाठ काढण्याची क्षमता निर्माण करणे.
2. एकापेक्षा जास्त कौशल्यांचे एकात्मिकरण करून अध्यापन करण्याचा सराव देणे.
3. सर्व कौशल्यांचा अध्यापनात एकात्मिक वापर करण्याचे कौशल्य वाढविणे.

**सूक्ष्म अध्यापनाची सहा कौशल्ये प्रशिक्षणार्थ्याने आत्मसात केल्यानंतर सेतूपाठासाठी पुढील प्रमाणे कार्यवाही करावी.**

1. प्रत्येक सेतूपाठ 10-15 मिनिटांचा असावा.
2. प्रत्येक अध्यापन पध्दतीचा सेतूपाठ अध्यापन व पुनराध्यापनानंतर घ्यावा.
3. पहिल्या तीन कौशल्यांच्या एकात्मिकरणाचा (प्रश्न कौशल्य, फलक कार्य, प्रस्तावना) प्रत्येक अध्यापन पध्दतीचा एक असे दोन सेतू पाठ घ्यावेत.
4. नंतरच्या तीन कौशल्यांच्या एकात्मिकरणाचा (चेतक बदल, शैक्षणिक साहित्याचा वापर व स्पष्टीकरण) प्रत्येक अध्यापन पध्दतीचा एक असे दोन सेतूपाठ घ्यावे.
5. सर्व कौशल्यांच्या एकात्मिकरणाचे प्रत्येक अध्यापन पध्दतीचा एक असे दोन सेतू पाठ घ्यावेत.

### 4. पाठ निरीक्षणे 10 + 10 + 9 + 12 + 6 = 47

उद्दिष्टे – छात्राध्यापकांमध्ये –

1. पाठ पध्दतीनुसार इतरांच्या पाठाचे निरीक्षण करण्याची क्षमता वाढविणे.
2. निरीक्षणाच्या आधारे लक्षात आलेल्या त्रुटी स्वतःच्या अध्यापनात टाळण्याची क्षमता वाढविणे.
3. निरीक्षणा आधारे अध्यापनातील बारकावे समजून घेण्याची क्षमता वाढविणे.
4. इतरांच्या अध्यापनाच्या मूल्यमापनाची क्षमता वाढविणे.

**प्रत्येक छात्राध्यापकांनी पुढील प्रमाणे निरीक्षणे करणे अपेक्षित आहे.**

1. प्रत्येक अध्यापन पध्दतीच्या सराव पाठांची दहा दहा निरीक्षणे.
2. शिक्षक प्रशिक्षकांनी घेतलेल्या आठ/नऊ दिग्दर्शन पाठांचे निरीक्षण.
3. प्रत्येक सूक्ष्म अध्यापन कौशल्याच्या अ व ब पध्दतीच्या पाठाचे (अध्यापन व पुनराध्यापनाचे) निरीक्षण.
4. सहा सेतूपाठांचे निरीक्षण (अध्यापन व पुनराध्यापन)

सूक्ष्म अध्यापन कौशल्यांचे व सेतू पाठांचे निरीक्षण करीत असतांना ज्या प्रशिक्षणार्थ्यांच्या अध्यापनाचे निरीक्षण केले असेल त्याच्याच पुनराध्यापनाचे निरीक्षण (पुनर्निरीक्षण) करावे. कोणत्याही पाठाचे निरीक्षण हे सुरुवातीपासून शेवटपर्यंत व्हावे. अध्यापनकर्त्याची प्रत्येक बाब, प्रत्येक हालचाल सूक्ष्मपणे नोंदवावी. आपल्या

सूचना नोंदवाव्यात. सराव पाठांच्या निरीक्षणांमध्ये मी त्या पाठात यापेक्षा काय वेगळे केले असते, ते नमूद करावे.

### 5. छात्रसेवाकाल उपक्रम – 8 दिवस – अहवाल

(अभ्यासक्रमाच्या शेवटी परिशिष्ट-३ मध्ये सर्व तक्त्यांचे नमुने दिले आहेत )

#### उद्दिष्टे – छात्राध्यापकांमध्ये –

1. शिक्षक प्रशिक्षण अभ्यासक्रमातील तात्विक विषयांचे प्रत्येक शालेय कामकाजात उपयोजन करण्याची क्षमता वाढविणे.
2. माध्यमिक शाळेतील दप्तर, प्रशासन, कार्यपद्धती यांची ओळख करून अनुभव देणे.
3. शाळेतील विविध घटकांशी समायोजन साधण्याची क्षमता निर्माण करणे.
4. शाळेतील अभ्यासपुरक, अभ्यासांतर्गत, विविध उपक्रम राबविण्याची क्षमता निर्माण करणे.
5. प्रत्यक्ष शालेय वातावरणाचा परिचय करून देणे.

#### कालखंड –

साधारणपणे सर्व सराव पाठ संपल्यानंतर छात्रसेवाकाल उपक्रमाचा अनुभव दयावा असा संकेत आहे. तरीही प्रत्येक महाविद्यालय आपल्या सोईने द्वितीय सत्रात या उपक्रमाचे आयोजन करू शकेल. त्यासाठी पुढील बाबी लक्षात घ्याव्यात.

1. आठ दिवसांपैकी दोन दिवस पूर्वतयारीसाठी महाविद्यालयात वापरावेत. नियोजित शाळांमधून वेळापत्रक मागवून त्यानुसार प्रत्येक शाळांमध्ये विद्यार्थीसंख्या नेमावी. प्रत्येक गटाच्या मुख्याध्यापक, पर्यवेक्षकांनी आपल्या गटाच्या उपलब्धतेनुसार शाळेच्या वेळापत्रकात आवश्यक ते फेरबदल करून आपले वेळापत्रक तयार करावे. गटातील इतरांना कामकाज वाटून दयावे. विषय व तासिका सांगाय्यात त्यांची तयारी करवून घ्यावी.
2. पूर्ण सहा दिवस प्रामुख्याने सोमवार ते शनिवार शाळेमध्ये हा उपक्रम राबवावा. पहिल्या दिवसाच्या प्रार्थनेपासून प्रत्येकाने शाळेत पूर्णवेळ हजर असावे. आधीच नियोजन झालेले असल्याने ठरविलेल्या वेळापत्रकानुसार पहिल्या तासिकेपासूनच सुनियोजितपणे, शिस्तीत शाळेचे कामकाज चालवावे.
3. शाळेचे कामकाजाचा सर्व अनुभव घ्यावा. प्रत्येक छात्राध्यापकाने आपल्या विषयासंदर्भात, उपक्रमासंदर्भात सूचना काढणे, हजेरी घेणे, अध्यापन करणे, झालेल्या पाठयांशावर आधारित चाचणी घेणे. तपासून त्याचे गुणदान करणे, प्रत्याभरण देणे ही सर्व कामे प्रत्येक छात्राध्यापकाने करावीत.
4. प्रत्येक शाळेमध्ये एक मुख्याध्यापक, एक पर्यवेक्षक, एक क्रीडाशिक्षक, एक लिपीक, एक सेवक अशा भूमिका देवून उर्वरित छात्राध्यापकांना विषय शिक्षकांच्या भूमिका द्याव्यात. त्यांच्या अध्यापन पद्धतीनुसार विषय शिकवायला द्यावेत. आवश्यक असल्यास विषयांची तडजोड करावी.
5. प्रत्येक शिक्षकाकडे त्याचा हजेरीपट, (वर्गनिहाय हजेरी), पाठ टाचण वही असावी. प्रत्येक दिवशीच्या सर्व तासांचे पुनर्नियोजन त्यात असावे. त्यात पुढील रकाने असावेत.

वर्ग :-	तुकडी :-	दिनांक :-	तासिका :-
विषय :-			पाठयघटक :-

#### पाठटाचण

पाठयमुद्दे	उद्दिष्टे/स्पष्टीकरणे	अध्ययन अनुभूती	मूल्यमापन

6. प्रत्येक शिक्षकाच्या पाठ टाचण वहीवर मुख्याध्यापकांनी रोजच्या रोज सही करावी.
7. प्रत्येक गटाला खर्चासाठी महाविद्यालयाकडून योग्य रक्कम देण्यात यावी. (प्रत्येक शाळेत जेवढी विद्यार्थी शिक्षकांची संख्या असेल त्यानुसार प्रत्येकाकडून घेतलेली फी गृहीत धरून रक्कम दयावी. उदा. प्रत्येक विद्यार्थी शिक्षकाकडून 100 रु घेतले असतील व एका गटात 20 विद्यार्थी असतील तर त्या गटाला 2000 रु देण्यांत यावेत.)

8. प्रत्येक शाळेतील गटाने आवश्यक प्रमाणात क्रीडा स्पर्धा, सहशालेय उपक्रम व शेवटच्या दिवशी समारोप व सांस्कृतिक कार्यक्रमांचे थोडक्यात आयोजन करावे.
9. प्रत्येक शिक्षकाने आपण शिकविलेल्या सर्व वर्गाना शिकविलेल्या पाठयांशावर 20 गुणांची चाचणी घ्यावी त्याच्या उत्तरपत्रिकांच्या आधारे गुणपत्रिका विषय व वर्गनिहाय तयार करून आपल्या अहवालात लावाव्यात. उत्तरपत्रिका सांभाळून ठेवाव्यात (मागितल्यास परीक्षकांना दाखवाव्यात)
10. उपक्रमानंतर प्रत्येक शिक्षकाने आपल्या कार्याचे पाठ टाचण, हजेरी, चाचणी गुणपत्रिकांसह अहवाल एका फाईलमध्ये लावून आपल्या निरीक्षक प्राध्यापकाकडे तपासणीसाठी द्यावा. आवश्यक तिथे छायाचित्रे इ. जोडावेत. अहवाल तपासून घेवून अहवाल आपल्याकडे ठेवावेत. मौखिक परीक्षेच्या वेळी ते परीक्षकांसमोर सादर करावेत.

#### **6 समुदायासमवेत कार्य – अहवाल**

उद्दिष्टे – छात्राध्यापकामध्ये –

1. सामाजिक जाणीव निर्माण करणे.
2. श्रमप्रतिष्ठा हे मूल्य जोपासणे
3. समाजाप्रती आस्था निर्माण करणे
4. गटामध्ये समायोजन साधण्याची क्षमता निर्माण करणे.
5. सहकार्य, स्वच्छता, जबाबदारी, सौजन्यशीलता, इ. मूल्ये विकसित करणे.

**समुदायासमवेत कार्यातर्गत पुढील सर्व उपक्रम घ्यावेत–**

1. परिसर स्वच्छता, बागकाम, सुशोभन इ.मध्ये सहभाग.
2. समाजातील इतर घटकांप्रती विद्यार्थ्याने केलेल्या वैयक्तिक कार्याची नोंद.
4. रक्तदान शिबिराचे आयोजन.

वरील सर्व उपक्रमांतर्गत केलेल्या कार्याचा अहवाल छायाचित्रांसह विद्यार्थी शिक्षकाने स्वतः लिहावा व तो मार्गदर्शकांच्या स्वाक्षरीने परीक्षकांपुढे सादर करावा.

### **विभाग – IV अभ्यासपूरक उपक्रम**

#### **1) सांस्कृतिक उपक्रम–अहवाल –**

उद्दिष्टे– छात्राध्यापकामध्ये –

1. विविध कलागुणांचा विकास घडवून आणणे.
2. विविध मंडळाचे कार्य करण्याची क्षमता आणणे.
3. स्नेहसंमेलन, राष्ट्रीय सण, युवक महोत्सवा आधारे विविध गुणांचा आविष्कार करण्याची क्षमता निर्माण करणे.

सांस्कृतिक उपक्रमांतर्गत प्रत्येक छात्राध्यापकाने वर्षभरामध्ये ज्या ज्या बाबींमध्ये सहभाग घेतला असेल त्याचा सविस्तर अहवाल तारीख निहाय छायाचित्रांसह सादर करावा. किमान दहा उपक्रमामध्ये विद्यार्थी शिक्षकाचा सहभाग आवश्यक आहे. 10 गुणांपैकी गुणदान करत असताना प्रत्येक विद्यार्थ्याने केलेले काम लक्षात घ्यावे व कामानुसार गुण देणे अपेक्षित आहे.

#### **2) मानसशास्त्रीय प्रयोग –**

उद्दिष्टे– छात्राध्यापकामध्ये –

1. मानसशास्त्रीय सिद्धान्तांचे प्रयोगातून उपयोजन करण्याची क्षमता निर्माण करणे.
2. मानसशास्त्रीय प्रयोगांच्या निष्कर्षांचा वापर दैनंदिन अध्यापनात करण्याची क्षमता निर्माण करणे.

प्रत्येक महाविद्यालयाने अभ्यासक्रमात दिलेलेच मानसशास्त्रीय प्रयोग घ्यावेत. प्रत्येक विद्यार्थ्यांना मानसशास्त्रीय प्रयोग वही देवून त्यातच प्रयोगाचे तात्विक, प्रयोगाची कार्यपद्धती, प्रत्यक्ष प्रयोग निरीक्षण तक्ता, आत्मनिरीक्षण, निष्कर्ष यांच्या आधारे प्रयोग लिहिण्यास सांगावा. **सर्व प्रयोग पूर्ण करवून घ्यावेत प्रत्येक प्रयोजकाच्या स्वाक्षरीसह प्रयोगवही पूर्ण करून सादर करावी.**

### 3) सराव परीक्षा – परीक्षेचे पेपर्स

उद्दिष्टे— छात्राध्यापकास –

1. अंतिम वार्षिक परीक्षेचा सराव देणे.
2. वार्षिक परीक्षेच्या प्रश्नपद्धती व वातावरणाचा सराव देणे.
3. त्याच्या अध्ययनाची पातळी लक्षात आणून देणे.
4. अधिक अभ्यासास प्रवृत्त करणे.
5. दर्जा उंचावण्यासाठी प्रत्याभरण देणे.

फेब्रुवारीच्या शेवटच्या किंवा मार्चच्या पहिल्या आठवड्यात विद्यार्थ्यांना वार्षिक परीक्षेचा सराव व्हावा म्हणून संपूर्णपणे विद्यापीठाच्या परीक्षेच्या धर्तीवर सराव परीक्षा घ्यावी. प्रत्येक पेपरची परीक्षा घेवून आठ दिवसांच्या आत पेपर्स तपासून विद्यार्थ्यांना परत द्यावेत. त्यावर त्यांना प्रत्याभरणही द्यावे उत्तरांचा दर्जा, उत्तरातील त्रुटी इ.सर्वांची चर्चा करावी दर्जानुसार गुणदान करावे सराव परीक्षेची स्वतंत्र फाईल अहवालासह विद्यार्थ्यांनी तयार करावे. महाविद्यालयाच्या रेकॉर्डवर परीक्षेचे वेळापत्रक विद्यार्थी उपस्थिती परीक्षेच्या प्रश्नपत्रिका विषयनिहाय गुणपत्रिका हे रेकॉर्ड असणे आवश्यक आहे. जरूर पडल्यास महाविद्यालयालाही ते सादर करावे लागेल. नंतर विद्यार्थ्यांना मिळालेल्या 700 पैकी एकूण गुणांचे रूपांतर 20 गुणांमध्ये करावे.

### 4) तात्विक अभ्यासक्रमावर आधारित प्रात्यक्षिक कार्य—प्रात्यक्षिकाच्या कार्य पुस्तिका

उद्दिष्टे— छात्राध्यापकामध्ये –

1. प्रत्येक अभ्यासक्रमाच्या तात्विक भागावर आधारित प्रात्यक्षिक कार्य करण्याची क्षमता वाढविणे.
2. तात्विक आशयाचा व्यवहारात शोध घेण्याची वृत्ती जोपासणे.

प्रत्येक अभ्यासक्रमाच्या शेवटी त्याच्यावरील प्रात्यक्षिक कार्याची यादी दिलेली आहे. त्यातील कमीत कमी एक किंवा शिक्षक प्रशिक्षकाच्या इच्छेनुसार प्रात्यक्षिक कार्य करवून घ्यावे. विशेषतः हे प्रात्यक्षिक कार्य विद्यार्थी शिक्षकाने दिवाळीच्या सुटीत करावे. म्हणजे सुटीतील रिकामा वेळही अभ्यासासाठी खर्च होईल. प्रत्येक महाविद्यालयाने विद्यार्थ्यांना प्रात्यक्षिक कार्यपुस्तिका पुरवाव्यात व विद्यार्थ्यांनी त्यावरच दिलेले कार्य करून आणावे सात विषयांच्या सात कार्यपुस्तिका कराव्यात. संबंधितांच्या स्वाक्ष-यांसह त्या नंतर सादर कराव्यात. प्रत्येक प्रात्यक्षिकासाठी 10 गुण द्यावेत. अ व ब विभागाचे दोन वेगळे प्रात्यक्षिक किंवा एका पेपरचे एक प्रात्यक्षिक असे जितके प्रात्यक्षिक असतील त्याचे एकूण गुण काढून त्यांचे रूपांतर 20 गुणांमध्ये करावे.

### 5) शालेय विषयज्ञान चाचणी – चाचणीच्या उत्तरपत्रिका

उद्दिष्टे— छात्राध्यापकाना –

1. शालेय अभ्यासक्रमाची ओळख करवून देणे.
2. शालेय अभ्यासक्रमातील विषयज्ञान अदययावत करणे.
3. शालेय विद्यार्थ्यांचा वर्गनिहाय पूर्वज्ञान लक्षात आणून देणे.

पाठनियोजन कृतिसत्र झाल्यानंतर सराव पाठांच्या आधी विद्यार्थी शिक्षकांना शालेय अभ्यासक्रम माहीत होण्यासाठी व पाठ ज्या वर्गावर लागला असेल त्याआधीचे विद्यार्थ्यांचे पूर्वज्ञान माहीत होण्यासाठी विषयज्ञान चाचणी घ्यावी पाठा नंतर घेतलेल्या विषयज्ञान चाचणीचा हेतू पूर्ण होत नाही म्हणून पाठापूर्वी विषयज्ञान चाचणी घ्यावी. प्रत्येक अध्यापन पद्धतीवर माध्यमिक स्तरावरील पुस्तकावर आधारित एक 50 गुणांची प्रश्नपत्रिका काढावी त्याआधीच्या वर्गाची पाठ्यपुस्तकेही विद्यार्थ्यांनी वाचावीत. किंवा 5 वी ते 9 पर्यंतच्या पाठ्यपुस्तकांवर आधारित चाचणी घ्यावी. विद्यार्थ्यांनी उत्तरपत्रिका जपून ठेवाव्यात. महाविद्यालयांनी सराव परीक्षेप्रमाणेच सर्व रेकॉर्ड ठेवावे. एकूण गुणांचे रूपांतर 20 गुणांमध्ये करावे.

### 6) संगणकाच्या वापराचे तीन दिवसीय कृतिसत्र – अहवाल

उद्दिष्टे— छात्राध्यापकामध्ये –

1. अध्यापनात संगणकाचा वापर करण्याची क्षमता वाढविणे.
2. संगणकाच्या वापराने आपले ज्ञान अदययावत ठेवण्याची सवय निर्माण करणे.
3. शालेय विद्यार्थ्यांना समृद्ध अनुभव देण्याची क्षमता विकसित करणे.



सूक्ष्म अध्यापनानंतर संगणकाचा अध्यापनात कसा वापर करता येईल यावर तीन दिवसांचे एक कृतिसत्र आयोजित करावे. विद्यार्थ्यांना प्रशिक्षण घेवून आलेल्या शिक्षक प्रशिक्षकांनी महाविद्यालयातील इतर शिक्षक प्रशिक्षकांना व विद्यार्थ्यांना हे प्रशिक्षण देणे अपेक्षित आहे. याचा वापर करून शालेय विद्यार्थ्यांची अध्ययन-अध्यापन प्रक्रियेतील अनास्था दूर करता येणे शक्य होईल. अधिक समृद्ध अनुभव देण्याच्या दृष्टीने संगणकाचा वापर कसा करता येईल याचा विचार प्रत्येक शिक्षकाने करायचा आहे त्यादृष्टीने पॉवर पॉइंटच्या वापराने काही शैक्षणिक साहित्य तयार करावे. कृतिसत्रातील कार्याचा अहवाल सविस्तर पुराव्यासह सादर करावा. **बनविलेल्या PPPt ची प्रिंट आऊट अहवालात लावाव्यात. सुरुवातीच्या तक्त्यात दिल्यानुसार अ व ब अध्यापनपद्धतीची सर्व फोल्डर्स बनवावीत.**

## 7) शारीरिक शिक्षण कार्यशाळा – कार्यपुस्तिका किंवा अहवाल

उद्दिष्टे— छात्राध्यापकांमध्ये –

1. सदृढ व निरोगी शरीररचने निर्माण करणे.
2. खेळाडूवृत्ती जोपासणे
3. निरोगी मानसिकता निर्माण करणे.

शारीरिक शिक्षणाचे अनन्यसाधारण महत्त्व लक्षात घेवून ज्या महाविद्यालयांमध्ये शारीरिक शिक्षकाची पोस्ट नसेल त्यांनी अर्धवेळ तासिका तत्वावर शारीरिक शिक्षक नेमावेत. शारीरिक शिक्षकांनी किमान 10 तात्विक तासिका घ्याव्यात. काही खेळांची तात्विक माहिती व नियम सांगावेत. वेळापत्रकात नियमितपणे खेळाची तासिका ठेवावी. प्रत्येक छात्राध्यापकाने किमान पाच खेळांमध्ये सहभाग नोंदविला पाहिजे. ज्या खेळांमध्ये ते सहभागी होतील, त्याचे नियम, मैदान, पोषाख इ. ची माहिती आकृत्यांसह त्यांनी कार्यपुस्तिकेत लिहावी. शारीरिक शिक्षकाच्या स्वाक्षरीसह कार्यपुस्तिका सादर करावी. महाविद्यालयांनी पुढील खेळ उपलब्ध करून द्यावेत.

अ.क.	खेळ	कमीत कमी प्राप्त क्षमता
1.	धावणे पुरुष 100 मी धावणे महिला 50 मी.	17 सेकंद 10 सेकंद
2.	उंच उडी पुरुष उंच उडी महिला	5.5 फूट 4.5 फूट
3.	लांब उडी पुरुष लांब उडी महिला	10 फूट 06 फूट
4.	भाला फेक पुरुष भाला फेक महिला	20 फूट 10 फूट
5.	थाळी फेक पुरुष थाळी फेक महिला	40 फूट 25 फूट
6.	गोळा फेक पुरुष गोळा फेक महिला	15 फूट 07 फूट
7.	दोरीवरच्या उड्या महिला	1 मिनीट 75

याव्यतिरिक्त व्हॉलीबॉल, कबड्डी, खो-खो, क्रिकेट इ. सांघिक खेळांतील सहभागही नोंदवावा. एखाद्या आंतरमहाविद्यालयीन व आंतर विद्यापीठीय स्पर्धेत सहभाग नोंदविल्यास त्याच्या प्रमाणपत्रासह अहवालात नोंदी असाव्यात. अशा विद्यार्थ्यांना इतरांपेक्षा अधिक गुण द्यावेत.

## 8) कार्यशाळा अहवाल - वर्षभरात एकूण पाच कार्यशाळा घ्याव्यात -

### 1) पाठ नियोजन कार्यशाळा - कृतिपुस्तिका

वार्षिक नियोजन, घटक नियोजन, पाठ नियोजन, दिग्दर्शन पाठ या कार्यशाळा घ्याव्यात. याची माहिती सराव पाठाच्या संदर्भात दिलेली आहे.



## 2) मूल्यमापन कार्यशाळा - कृतिपुस्तिका

मूल्यमापनाशी संबंधित घटक चाचणी तयार करण्याच्या संदर्भात कार्यशाळा घ्यावी. यात घटक चाचणीच्या पायऱ्या, संविधान तक्ता, प्रश्नपत्रिका, उत्तरसूची व गुणदान योजना, या बाबी दोन्ही अध्यापनपद्धतीशी संबंधित घ्याव्यात. ही कार्यशाळा पेपर V अंतर्गत घ्यावी.

## 3) कार्यानुभव कार्यशाळा :- कार्यपुस्तिका

### अ) समाजोपयोगी उत्पादक कार्य.

उद्दिष्टे— छात्राध्यापकास —

1. कार्यशिक्षणातून कार्याचा प्रत्यक्ष अनुभव देणे.
2. समाजोपयोगी उत्पादक कार्यातून समाजाची सेवा घडविणे.
3. सुप्त उत्पादक क्षमतांना वाव मिळवून देणे.
4. श्रमप्रतिष्ठा वाढविणे.

विद्यार्थी शिक्षकाच्या ज्ञानाला व्यावहारिक उत्पादकतेची जोड मिळावी म्हणून कार्यानुभव विषयाची ओळख होणे व त्यांनी प्रत्यक्ष उत्पादक कार्य करण्याची गरज आहे. त्यासाठी महाविद्यालयांनी तासिका तत्वावर कार्यानुभव शिक्षक नेमावा आठवड्यातील काही तास त्यांना देवून विद्यार्थी शिक्षकाना उत्पादक कार्यात सहभागी करवून घ्यावे. पुढे दिलेल्या यादीतील किमान चार उत्पादने प्रत्येक विद्यार्थी शिक्षकाने करणे गरजेचे आहे जे उत्पादक काम केले असेल त्याची तात्विक माहिती, कृती, आकृत्या इ. सर्व तपशील कार्यपुस्तिकेत देणे आवश्यक आहे. कार्यानुभव शिक्षकाच्या स्वाक्षरीसह कार्यपुस्तिका सादर करावी.

### उत्पादक कार्य —

1. सुतारकाम — लाकडी वस्तु किंवा पॉईंटर तयार करणे, डस्टर बनविणे.
1. 2. कागदकाम — कागदाची पाकिटे, फाईल इ.
2. हस्तकला — राखी, भेटकार्ड, दागिने इ. तयार करणे.
3. मेणबत्या, खडू उदबत्ती तयार करणे.
4. टाकावू वस्तुपासुन टिकावू वस्तु तयार करणे.

## 4) शैक्षणिक साहित्य कार्यशाळा— अहवाल

उद्दिष्टे— छात्राध्यापकामध्ये —

1. अध्यापनासाठी पूरक शैक्षणिक साहित्य बनविण्याची क्षमता निर्माण करणे.
2. स्वावलंबनाची क्षमता निर्माण करणे.

सूक्ष्म अध्यापनानंतर शैक्षणिक साहित्य निर्मितीचे एक दोन किंवा तीन दिवसांचे कृतिसत्र आयोजित करावे त्यास वैदिध्यपूर्ण शैक्षणिक साहित्य कसे बनविता येईल याची तात्विक माहिती सांगून त्यांच्याकडून प्रत्येक अध्यापन पद्धतीसाठी पाठ्यघटकाचा उपयुक्त असे किमान एक शैक्षणिक साहित्य बनवून घ्यावे. यात प्रामुख्याने चित्रे, तक्ते, नकाशे, घडीतक्ते तरंग चित्रे, निर्मिती चित्रे व्यंगचित्रे, प्रसंगचित्र, निसर्गचित्र इ. चा समावेश असावा.

## 5) शैक्षणिक चित्रकला कार्यशाळा — चित्रकला वही

उद्दिष्टे — छात्राध्यापकामध्ये —

1. कला विषयातून जीवनविषयक दृष्टिकोन विकसित करणे.
2. कलेच्या वापराने अध्यापन प्रभावीपणे करण्याची क्षमता विकसित करणे.
3. चित्रकलेच्या माध्यमातून अध्ययन अध्यापन प्रक्रिया यशस्वी करण्याची क्षमता निर्माण करणे.
4. इतर कला विषयांचा चित्रकलेशी असणारा संबंध लक्षात घेण्याची दृष्टी विकसित करणे.

विद्यार्थी शिक्षकाला चित्रकलेचा होणारा उपयोग लक्षात घेवून प्रत्येक शिक्षकाला चित्रकला अवगत झाली पाहिजे म्हणून वेळापत्रकात चित्रकलेचे काही तास ठेवावेत. चित्रकला शिक्षक तासिका तत्वावर नेमावेत पुढे दिलेल्या अभ्यासक्रमानुसार चित्रकला वही तयार करवून घ्यावी. चित्रकला शिक्षकाच्या स्वाक्षरीने चित्रकला वही सादर करावी.

### चित्रकलेचे मूलभूत घटक—

1 रेषा 2 आकार 3 रंग 4 छायाभेद 5 पोत

### रेषा व रेषांचे प्रकार —

1 आडव्या रेषा 2 उभ्या रेषा 3 तिरप्या रेषा 4 नागमोडी रेषा  
5 वक्र रेषा 6 उत्स्फूर्त रेषा 7 वलयाकृती रेषा 8 अमूर्त रेषा (रेघोटया)

### आकार —

1 भौमितिक 2 अलंकारीक 3 अमूर्त

### रंग (रंगज्ञान)

1 मूळ रंग 2 द्वितीय श्रेणीचे रंग 3 रंग छटा  
रंग चक्र (6 विभागाचे)

रंग संगती

1 संबंधीत किंवा मित्र रंग संगती, 2 विरोधी रंग संगती,  
3 उष्ण रंग संगती, 4 शीत रंग संगती.

### रंग व रंगाचे प्रतिकात्मक भाव

#### 1 संगणकीय रंग संगती

CMYB (Cyan, Magenta, Yellow, Black)

RGB (Red, Green, Blue)

#### 2 छायाभेद —

छाया भेदाचे प्रकार (टप्पे)

1 प्रकाश, 2 मध्य छटा, 3 छाया, 4 परावर्तित प्रकाश, 5 पडछाया इ.

#### 3 पोत —

मुद्राचित्रे, तुषार(स्त्रे) चित्रे विविध प्रकार (पान, फुल, कागद, कापड, दोरा, फळभाज्या इ. ठसे घेउन व टूथब्रशच्या साह्याने विविध कलाकृती तयार करणे)

#### 4 अक्षर लेखन — फलक लेखन

देवनागरी व रोमन अक्षरांचा सराव / सुविचार लेखन फलक लेखनाचा सराव

#### 5 वस्तुचित्रे (भौमितीक आकारांतून वस्तू शोधणे) 5 वस्तू

#### 6 निसर्ग चित्रे (फळे फलकाच्या इ. सारख्या 5 वस्तू) व एक निसर्ग चित्र

स्मरण चित्र/प्रसंगचित्र / चेहरे/प्रमाण इ.

रंजक चित्रे (मराठी-इंग्रजी अंका पासून/अक्षरांपासून)

कोलाज —

#### 9) एकदिवसीय सहल -

एका दिवसात सकाळी जावून संध्याकाळी परत येण्यासारख्या ठिकाणी शैक्षणिक सहल काढावी. ही सहल सर्वांना अनिवार्य राहिल.

#### महत्वाचे

वरीलप्रमाणे सर्व प्रात्यक्षिके महाविद्यालयांनी पूर्ण करवून घ्यावीत. विद्यार्थ्यांचे प्रात्यक्षिक अपूर्ण राहणार नाही याची काळजी विद्यार्थी व महाविद्यालय यांनी घेतली पाहिजे. अपूर्ण प्रात्यक्षिके असणाऱ्या विद्यार्थ्यांस परीक्षेस बसवू नये. विद्यार्थ्यांचे अंतर्गत कार्य अपूर्ण असल्याचे विद्यापीठातील अंतर्गत कार्य पडताळणी अंतर्गत कार्य पडताळणी समितीच्या निदर्शनास आल्यास अशा विद्यार्थ्यांचा निकाल राखून ठेवला जाईल. व कार्याच्या पूर्ततेनंतरच जाहीर केला जाईल. तसेच प्रात्यक्षिक न केलेल्या विद्यार्थ्यांचे गुण अंतर्गत गुणात समाविष्ट करू नयेत. सर्व महाविद्यालयांनी आपल्या अंतर्गत गुणांची यादी विद्यापीठाकडे वार्षिक परीक्षा सुरू होण्याआधी पाठविणे आवश्यक आहे.

# Paper I

## EDUCATION IN EMERGING INDIAN SOCIETY

**Credits – 4**

**Hours - 60**

**Theory Paper -3 Hours**

**Internal - 20**

**External - 80**

**Total - 100**

### **Objectives :**

#### **To enable the student-teacher to understand :**

1. About the relationship between Philosophy & Education & implications of Philosophy on education.
2. The importance & role of education in the progress of Indian Society.
3. The contribution of great educators to the field of education.
4. The need to study education in Sociological perspective. The process of social change and socialization to promote the development of a sense of commitment to the teaching profession and social welfare.
5. Their role in the creation of new social order in the country and learn about various social welfare opportunities in which they can participate helpfully.
6. The means and measures toward the promotion of National integration and protection of human rights.

#### **Unit 1. Concept of Education.**

**15 Marks**

- a) Education-Meaning, Nature and scope
- b) Interrelation between philosophy and education
- c) Objectives of education : Pre independence era and Post independence era
- d) Indian concept of education :
  - 1 Dr. Babasaheb Ambedkar.
  - 2 Mahatma Phule.
  - 3 Western concept of education
  - 4 Pestalozzi
  - 5 John Dewey

#### **Unit 2. Major philosophical systems and their impact on education.**

**15 Marks**

- a) Idealism – with reference to Plato, Socrates and Advaita philosophy
- b) Naturalism – with reference to the view of Rousseau and Rabindranath Tagore
- c) Realism – with reference to Aristotle and Jainism

#### **Unit 3. Educational thinkers and their contribution in developing principles of education**

**10 Marks**

- a) Gijju bhai – The world of the child
- b) Swami Vivekananda and Mahatma Gandhi – Man-making education
- c) Shri Aurobindo – Integral education its basic premises, stages of development
- d) Froebel – The play-way method
- e) Montessori- The didactic apparatus

#### **Unit 4. Sociological bases of Education :**

**15 Marks**

- a) Concept, nature and scope of educational sociology
- b) Relationship between Individual and society
- c) Education as a tool of economic development

- d) Education as an agent of social change
- e) Education and Human resource development - concept and objectives

**Unit 5. Democracy as an ideology**

**15 Marks**

- a) Constitutional articles related to education
- b) Secularism and education
- c) Socialistic pattern of society and education
- d) Education and Modernization
- e) Education for National Integration

**Unit 6. New Social Order and International understanding**

**10 Marks**

- a) Achieving a learning society : distance education, continuing education
- b) Education for deprived classes namely, SC, ST women, physically handicapped
- c) Globalization : concept need and significance
- d) International understanding : concept, need and role of education in promoting international understanding

**Practicum : (Any One)**

1. Collect information about various modes of distance education.
2. Give details about Govt.policies with reference to deprived classes.
3. Project on Women's issues.
4. Visit to places of Rural schools and Report.
5. Visit to any Voluntary Organization and Report. Etc.

**References -**

- The teacher and Education in Emerging Society – N.C.E.R.T. Publication No.01 to 06
- Philosophy of Education-Bhatia & Bhatia
- Philosophy of Education Saffaya and Shaeda
- Sociological approach – Mathur S.S.
- Foundation of Education –Bokil V.P.
- Philosophical and Sociological bases of Education – Ahuja R.L.
- Selected questions on Education – Aggrawal J.C.
- Indian Emerging society – Mohite
- Groundwork of Educational philosophy – Ross
- Four Philosophies and their practice in Education and religion – Batler and Donald J.
- Seven great Western thinkers –
- Education in social context – N.C.E.R.T.
- Theory and principles of education – Bhatia
- Philosophy of Education – Ramakant Shukla
- Some great Western Educators – S.B. Choube (Ram Prasad & sons Bhopal)
- Learning to be – Deolor's committee report
- भारताचे संविधान - भारत सरकार, विधी व न्याय मंत्रालय १९९६
- शिक्षणाचे समाजशास्त्र एक रुपरेषा - डॉ.अरविंद दुनाखे
- भारतीय धर्म व तत्वज्ञान - श्री.भा.वर्णेकर
- उदयोन्मुख भारतीय समाजातील शिक्षण - प्रा.ना.ग.पवार
- ग्रामीण शिक्षण आणि ग्रामीण विकास - प्रा.म.पं.सुरवसे, नुतन प्रकाशन पुणे १९८९
- उदयोन्मुख भारतीय समाजातील शिक्षण व शिक्षक - डॉ.हिरा आहेर
- शिक्षण आणि भारतीय समाज - सुरेश करंदीकर

- शैक्षणिक तत्वज्ञान शैक्षणिक समाजशास्त्र - म.बा.कुंडले
- शिक्षण व शिक्षक - प्रा.प्र.कृ.वीरकर व प्रा.डॉ.प्रतिमा वीरकर
- शैक्षणिक समाजशास्त्राची रुपरेखा - ग.वि.अकोलकर
- शैक्षणिक समाजशास्त्र - प्रा.प.ब.भंडारी
- स्वातंत्र्योत्तर भारतीय शिक्षण - डॉ.न.रा.पारसणीस
- प्रगत शैक्षणिक तत्वज्ञान, डॉ.दुनाखे अरविंद, नुतन प्रकाशन, पुणे.
- भारतातील शैक्षणिक नियोजन, डॉ.पारसनीस न.रा.नुतन प्रकाशन, पुणे
- राष्ट्रीय प्रौढ शिक्षण प्राचार्य डांगे चंद्रकुमार, नूतन प्रकाशन पुणे.
- अनौपचारिक शिक्षण, प्रा.कुलकर्णी प्रा.फेगडे, नुतन प्रकाशन, पुणे.
- प्रौढ शिक्षण अनौपचारिक शिक्षण व निरंतर शिक्षण - प्रा.वा.रा.बोले
- समानतेसाठी शिक्षण - महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद पुणे ३०
- भारतीय संस्कृती कोष - खंड - १-१० पं.महदेवशास्त्री जोशी
- चार शिक्षण तज्ञ प्रा.श.श्री.वाशीकर, नुतन प्रकाशन पुणे.
- भारतीय समाजातील शिक्षण व शिक्षक -वाटप प्र.ग.
- शिक्षणाचे तत्वज्ञान - बोकील वि.पा.
- शिक्षणाचे शिल्पकार - बोकील, व बापट
- शिक्षणाचे अधिष्ठान तात्विक, सामाजिक, सांस्कृतिक, य.च.म.मु.वि.नाशीक भाग १ व २
- दिवास्वप्न, गिजूभाई बंधेका
- शिक्षणाचे अधिष्ठान प्रा.गाजरे व डॉ.पाटील, प्रा.चिटणिस, नुतन प्रकाशन पुणे.
- उदयोन्मुख भारतीय समाजाचे शिक्षण (तात्विक अधिष्ठान) प्रा.शालिनी कुलकर्णी, नुतन प्रकाशन पुणे.
- उदयोन्मुख भारतीय समाजातील शिक्षण तज्ञ, प्रा.ना.ग.पवार, नुतन प्रकाशन पुणे.
- शिक्षण क्षेत्रातील विचारवंत - प्रा.ना.ग.पवार, नुतन प्रकाशन पुणे.
- भारतीय शिक्षणाचा इतिहास - प्रा.देशपांडे व प्रा.माळी, नुतन प्रकाशन पुणे.

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## Paper No. II

### DEVELOPMENT OF LEARNER AND TEACHING LEARNING PROCESS

**Credits – 4**

**Hours - 60**

**Theory Paper -3 Hours**

**Internal - 20**

**External - 80**

**Total - 100**

#### **Objectives :**

1. To enable the student teachers to know various concepts and principles of Educational psychology.
2. To understand the significance of psychology in teaching learning process.
3. To understand the psychology of learners.
4. To apply knowledge of psychology to make classroom teaching effective.
5. To develop health attitude towards education.
6. To appreciate the role of psychology in education.
7. To know the process of motivation and methods to produce motivation in them.

#### **Unit : 1 Educational Psychology.**

**15 Marks**

- a) Its meaning, scope and limitations
- b) Methods of studying psychology.-- i. Introspection ii. Observation iii. Experimental iv. Case Study.
- c) Human growth and development stages of development - infancy, childhood and adolescence- physical, mental, social and emotional development in these stages with special reference to the adolescence stage.

#### **Unit : 2 Motivation**

**15 Marks**

Motivation- Its types, Methods of producing motivation, Maslows hierarchy of needs.

#### **Unit : 3. Personality**

**10 Marks**

- a) Definition, meaning and nature
- b) Traits theory of personality –
  - i. Allport traits theory
  - ii. Cattells 16 PF theory
  - iii. Eysencks traits theory
  - iv. Dr. Sigmund Freude theory
- c) Self-concept : Meaning and nature

#### **Unit : 4 Mental Health**

**15 Marks**

- a) Concept of mental health
- b) Causes of mal adjustment
- c) Stress Management: concept and nature.

#### **Unit : 5. Learning and Higher Mental Processes**

**15 Marks**

- a) Learning : The process of learning, Thorndike's law of learning, learning by trial and error method, conditioning - i. Classical ii. Operant & iii. insight.
- b) Thinking : concept, types of thinking : i. Reasoning, ii. Problem solving & iii. Creativity.

#### **Unit : 6. Individual Differences and Intelligence**

**10 Marks**

- a) Individual difference : Nature and causes of Individual Difference.
- b) Intelligence : Meaning and Nature, Theories of Intelligence : i. One factor theory ii. Two factors theory iii. Multi factory theory (P.M.A.) iv. Guilfords structure (SI)

### **PRACTICUM : (Any One)**

1. Case study of a adolescent.
2. Perform any one activity using sociometry in a class and record the results to prepare a sociogram/social distance scale.
3. Prepare a programme for constructivist Learning.
4. Prepare a Case study of a Mal-adjust student.
5. Find IQ of students of any class.

### **Recommended Books**

- Advanced Educational psychology- N.L.Dosujh.
- Educational Psychology- Dr.G.L.Kandu& Dr.D.N.Tutoo sterling publishers (P)Ltd. New Delhi- 1988
- Advanced Educational Psychology- Chauhan S.S., Vikas Publishing House Pvt.Ltd., New Delhi, 1987.
- Child Development Hurler (1978) Mc- Grow Hills Book Co. New York.
- Child Psychology and Child Guidance, Kale S.V. (1983) Himalaya publishing House, Girgaon, Bombay.
- The psychology of Human Growth and Development, Baller W.B. & Chales D.C. (1961) New York. Ltd. Rinehart&Winston.
- Personality strategies and Issues Spingler D. Michael and Lieber, M.Robert (1989) – Books/Cole publishing company pacific Grow, California.
- Psychological foundations of Education Dandekar W.N. (1981) (2<sup>nd</sup> Ed) Macmillan India Ltd.
- Modern Educational psychology- E.S.Avans London- Routledge and Kegan Paul New York, Humanities Press.
- Psychology and Exceptional Children- Cruikshank W.M.Prentice Hall 1975.
- Theories of Personality (3<sup>rd</sup> Edn)- 1978 Hall and Lindzwey wiley Eastern Ltd. New Delhi.
- Educational psychology- Das.
- Learning and Instruction – John Decco.
- Education psychology- J.S.Walia.

- शैक्षणिक व प्रायोगिक मानसशास्त्र - प्रा.वा.ना.दांडेकर, विद्या प्रकाशन शनिवार पेठ, पुणे ३०
- शैक्षणिक मानसशास्त्र - डॉ.सुरेश करंदीकर, फडके प्रकाशन, कोल्हापूर.
- सुबोध शैक्षणिक मानसशास्त्र - प्रा.प्र.ल.नानकर
- शैक्षणिक व प्रायोगिक मानसशास्त्र - डॉ.ह.ना.जगताप, नुतन प्रकाशन, पुणे-३०
- शिक्षणाचे मानसशास्त्रीय अधिष्ठान - प्रा.आफळे, प्रा.बापट श्री, विद्या प्रकाशन, पुणे -३०
- शैक्षणिक मानसशास्त्र - प्रा.के.व्ही.कुलकर्णी श्री, विद्या प्रकाशन, पुणे -३०
- प्रगत शैक्षणिक मानसशास्त्र - डॉ.न.रा.पारसनीस, नुतन प्रकाशन, पुणे-३०
- प्रगत शैक्षणिक मानसशास्त्र - प्रा.आ.पा.खरात, विद्या प्रकाशन, पुणे -३०
- उच्चतर शिक्षण मनोविज्ञान - डॉ.रामनाथ शर्मा, डॉ.रचना शर्मा हटबांटीक, पब्लिशर्स आणि डिस्ट्रीब्युटर्स बी-२ विशाल एचक्येट, नई दिल्ली ११००२७
- अध्ययन उपपत्ती व अध्यापन - डॉ.सत्यवती राऊळ, नुतन प्रकाशन, पुणे-३०
- भारतीय मानसशास्त्र अथवा पातंजल योगदर्शन - कोल्हाटकर कृष्णाजी दुलारी आवृत्ती प्रकाशक के.व्ही.एवळे मुंबई
- अध्ययन उपपत्ती - डॉ.खानापूरकर ह.कृ.
- शिक्षणाचे अधिष्ठान मानसशास्त्रीय भाग १ व २ य.च.म.मु.वि.नाशिक.
- अध्ययनार्थीचे मानसशास्त्र आणि अध्यापन प्रक्रिया - प्रा.सौ.कळके, डॉ.शिरगावे, प्रा.शेंडगे-फडके प्रकाशन कोल्हापूर
- शैक्षणिक मानसशास्त्र व प्रायोगिक कार्ये - डॉ.द.बा.पोंक्षे, नुतन प्रकाशन, पुणे-३०
- सुबोध शैक्षणिक व प्रायोगिक मानसशास्त्र - प्रा.नानकर, डॉ.शिरोडे, नुतन प्रकाशन, पुणे
- शैक्षणिक मानसशास्त्र - डॉ.शारदा शेवतेकर
- शैक्षणिक मानसशास्त्र - र.वि.पंडित-पिंपळापुरे अँड कं. पब्लिशर्स, नागपूर
- शैक्षणिक मानसशास्त्र - डॉ.देवेंद्र जोशी, डॉ.सौ.उज्ज्वला के.सदावर्ते, आदित्य पब्लिकेशर्स, नांदेड.

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**Paper No. III**  
**HISTORY OF EDUCATION IN INDIA**

**Credits – 4**  
**Hours - 60**  
**Theory Paper -3 Hours**

**Internal - 20**  
**External - 80**  
**Total - 100**

**Objectives :-**

**To enable student teacher to :**

1. Understand that development of Education is influenced by socio-political forces of the time.
2. Acquire knowledge of Characteristic features of ancient, medieval and British system of education in India and of their strengths and limitations.
3. Understand the contribution of various major committees and commissions on education set up from time to time.
4. Appreciate the Developments in Indian education in the post- Independence era.

**Unit –I**

**20 Marks**

Education in India during (a) Vedic period, (b) Buddhist period, (c) Medieval period, with reference to – objectives, characteristics, methods of teaching, literature, subjects taught, centers, merits and limitations.

**Unit- II**

**20 Marks**

- a) Anglicist and orientalist controversy on education in India.
- b) Macaulay's minutes.
- c) Bentincks Resolution of 1835
- d) Adam's report,
- e) Wood's dispatch 1854,
- f) Lord Curzon's National policy.
- g) Indian Education commission 1882- recommendation about Primary and Secondary Education.

**Unit – III**

**10 Marks**

- a) National Education Movement – Objectives, Curriculum, Methods of teaching, centres.
- b) Sadler Commission report – 1917-1919 recommendations about Culcutta University.

- c) Wardha Scheme of education 1937- objectives, Curriculum, characteristics, merits and limitations.

#### **Unit – IV**

**20 Marks**

- a) Dr.Radhakrishna Commission 1948. recommendations about Professional and Higher Education,
- b) Secondary Education Commission 1952.Objectives, recommendations about Secondary Education,
- c) Indian Education Commission 1964.(Kothari Commission)- National Objectives, its recommendations about Teacher Education,
- d) National Policy of Education – 1986 and Programme of Action of NPE 1992.

#### **Unit – V**

**10 Marks**

- a) National Knowledge Commission – 2005, Main recommendations about constructive approach in Education.
- b) National Curriculum Framework – 2009, Objectives & Main Features.
- c) Right To Education (RTE) – 2010, Need and Features.

#### **PRACTICUM – (Any one)**

- 1. Collection of Statements showing importance of “Guru” in different languages.
- 2. Visit to “Ashrams”, “Madarsa” and “Monc” and give report of their work.
- 3. Interview of “Guru”, “ Maulawi”,or “Bhikkhu” and report.
- 4. Any other practical related to syllabus.

#### **Recommended Books**

- Educational documents in India  
By B.D.Bhatt & J.C. Agrawal –Arya book depot, karol bagh, New Delhi 5
- History of Indian Education – Chaube S.P.Vinod pustak Mandir, Agra 2
- History of Indian Education – By B.C.Ray, Prakash Kendra, Lucknow 7
- History of Indian Education – Rawat D.I.Ramprasad & Sons, Agra 3
- University Education Commission – (1948-49)

- Secondary Education Committee Report (1952-53)
- Education and National Development – Indian Education Commission (1964-66)
- National policy of Education (1986)
- Revised National policy of Education (1992)
- भारतातील शैक्षणिक आयोग व समित्या - मिनल नरवणे, नुतन प्रकाशन पुणे ३०
- भारतीय शिक्षा का संक्षिप्त इतिहास -बर्शीधर सिंह, भूदेवशास्त्री गयाप्रसाद अँड सन्स, आग्रा
- शिक्षणाचा इतिहास - भाग I व II प्रा.सौ.गीता गद्रे, ल.रा.गद्रे, नुतन प्रकाशन पुणे ३०
- भारतीय शिक्षणाचे बहुजनीकरण डॉ.वास्कर आ, नुतन प्रकाशन पुणे ३०
- भारतीय शिक्षा का इतिहास - पी.एल.रावत
- भारतीय शिक्षा का इतिहास - जौहरी बी.पी.पाठक पी.डी.विनोद पुस्तक मंदिर आग्रा
- भारतीय शिक्षण व्यवस्थेचा विकास प्राचार्य चौधरी अ.आ.शिवनेरी अंबड रोड जालना
- भारतीय शिक्षणाचा इतिहास २००२ डॉ.शेटकर गणेश, डॉ.शेवतेकर शारदा, डॉ.जोशी शोभना, मृण्मयी प्रकाशन औरंगाबाद
- स्वातंत्र्योत्तर भारतीय शिक्षण डॉ.पारसनीस न.रा.नुतन प्रकाशन, पुणे
- भारतीय शिक्षणाचा विकास प्रा.डॉ.मोहन जाधव, प्रा.आरती भोसले, प्राचार्य सरपोतदार फडके प्रकाशन कोल्हापूर.

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## **Paper – IV**

### **EDUCATIONAL TECHNOLOGY & SCHOOL MANAGEMENT**

**Credits – 4**

**Hours - 60**

**Theory Paper - 3 Hours**

**Internal - 20**

**External - 80**

**Total - 100**

#### **Objectives:**

- To enable student teacher to,
1. Understand the meaning, scope and development of Educational technology.
  2. Understand concept of information technology.
  3. Use information technology in education.
  4. Understand the communication process, system, approach to instruction and the modes of instruction.
  5. Explain the meaning, scope, need and purposes of school management.
  6. Identify and relate administrative steps and financing for secondary education at central, state and local level.
  7. Conduct a school survey regarding the details of the school plant and administrative aspect of the school.
  8. Understand the concept of school and classroom management.
  9. Understand human relationship, problems of secondary schools.
  10. Understand types of teacher training & teachers evaluation.

#### **UNIT - I Educational Technology**

**15 marks**

- a) Meaning, concept, nature, scope of Educational Technology.
- b) Need of Educational Technology in India – role of CIET, SIET, Balchitravani.
- c) Role of television with respect to Educational Technology in India - SITE, INSAT programmes, Countrywide classroom, Gyandarshan, Edusat, etc.
- d) Distinction between hardware and software technologies, their role in modern educational practice.
- e) Hardware technologies – Projective equipments – OHP, slide projector, film projector, LCD projector, Television, Radio, etc.

#### **UNIT – II New Technologies: Concept and application in education**

**15 marks**

- a) Programmed Learning and its types – linear, branch, mathematics, CAL.
- b) Language laboratory, teleconferencing (audio, video, computer).
- c) Computer – meaning, characteristics, types.
- d) Application of computer in various fields, educational use of computer.
- e) Internet technology – historical development, its application, email.

**UNIT- III Communication & ICT in Education****10 marks**

- a) Communication – Meaning, principles, process, modes and barriers.
- b) Concept ,meaning, definitions & characteristics of ICT in education.
- c) Advantages and limitation of ICT.
- d) Developing the unit plans, creating multimedia presentation, support material for teachers and students.

**UNIT - IV Management in Education****15 marks**

- a) Meaning, need, importance and objectives of Educational management.
- b) Concept and nature of school management.
- c) Management of human and physical resources
- d) Management of curricular and co-curricular activities.
- e) Institutional planning, definition, needs, objectives and performance profile of Institution.

**UNIT – V Management of Resources****15 marks**

- a) Qualities of Head Master/Principal and Supervisor.
- b) Skills: Interpersonal relations, stress management and conflict management.
- c) Performance appraisal: Meaning and importance, criteria of performance appraisal of teachers.
- d) Parent Teacher Association (PTA) – Importance and its activities.
- e) Importance of essential records (General Register, Attendance Register for staff & students, Log Book for Teacher, Service Book and Cumulative Record Card).

**UNIT –VI Discipline and Accountability in school.****10 marks**

- a) School discipline, reward and punishment.
- b) Ways of ensuring effective institutional discipline.
- c) Accountability in school education.
- d) Methods used for assessment of accountability of Teaching & Non-Teaching Staff.
- e) Secondary School Code - need and salient features, Role and Functions of School tribunal, types of leave, types of grant-in-aid.

**PRACTICUM: (Any one)**

1. Report of visit to a language laboratory.
2. Preparation of PPt CD.
3. Developing of softwares - transparency, slides.

**Recommended Books:**

- Educational Technology and Management – Dr. R.A. Sharma, R. Lall Book Depot, Meerut.
- Educational Technology and Management – J.C. Aggarwa Vinod Pustak Mandir, Agra.
- Educational Technology- A. R. Sharma, Vinod Pustak Mandir, Agra.

- Essentials of Educational Technology - S.K. Mangal & Uma Mangal  
PHI Learning Pvt. Ltd. New Delhi.
- Educational Technology - Jagannath Mohanty, Deep & Deep Publications, New Delhi.
- Educational Technology - Usha Rao, Himalaya Publishing House, Mumbai
- A Text Book of Educational Technology – B.C. Dash, Wisdom Press, N. Delhi.
- School Organization & Administration – Raghunath Safaya & Shaida.
- Educational Technology - Dr. Shaikh Imran, Sufa Publications, Aurangabad.
- IT Tools and Applications - Sanjay Saxena & Prabhpreet Chopra, Vikas Publishing House, New Delhi.
- Computer Science- Dr. S.A. Mannan & Dr. M. Razaullah Khan, Renuka Prakashan, Aurangabad.
- प्रगत शैक्षणिक तंत्रज्ञान डॉ.ह.ना.जगताप नुतन प्रकाशन पुणे.
- क्रमन्वीत अध्ययन - श्री भोसले व श्री.शेंडे
- अध्यापनाची प्रतिमाने - श्रीमती वासंती फडके
- प्रगत शैक्षणिक तंत्रज्ञान - सुमन ओक
- संगणक शिक्षण व शिक्षक - डॉ.मिनाक्षी वरबे नुतन प्रकाशन पुणे.
- शै.तंत्रविज्ञान - डॉ.नरेद्र कडू, डॉ.छाया महाले पिंपळापुरे अँड कं.पब्लिशर्स, नागपूर.
- शै.तंत्रविज्ञान व व्यवस्थापन - डॉ.अर्चना अलोणी अँड कं.पब्लिशर्स, नागपूर.
- शैक्षणिक तंत्रविज्ञान - राव उषा, महाराष्ट्र राज्य विद्यापीठ ग्रंथ निर्मिती मंडळ नागपूर.
- शिक्षणातील आधुनिक विचार प्रवाह - जगताप ह.ना.नुतन प्रकाशन पुणे ३०
- शालेय संघटन -सगर, खंडगावे
- मूल्यमापन व मूल्यनिर्धारण - य.च.म.मुक्त वि.नाशीक.
- शालेय प्रशासन- सुरेश करंदीकर
- शैक्षणिक तंत्रविज्ञान, डॉ.जगताप ह.ना.नुतन प्रकाशन पुणे.
- शैक्षणिक व व्यावसायिक मार्गदर्शन आणि समुपदेशन, डॉ.दुनाखे अरविंद, नुतन प्रकाशन पुणे.
- शैक्षणिक प्रशासन व नियोजन भाग २ प्रा.तामहाणकर श्री.दा.
- शिक्षणातील परीक्षण आणि मापन प्रा.सौ.फाटक माणिक
- क्रमान्वित अध्ययन म.रा.शैक्षणिक संशोधन परिषद पुणे.
- शैक्षणिक मूल्यमापन चा.प.कदम नुतन प्रकाशन पुणे.
- माहिती तंत्रज्ञान - डॉ.शोभना जोशी, सौ.मेघना शिराढोणकर, मृण्मयी प्रकाशन, औरंगाबाद.
- शैक्षणिक तंत्रज्ञान आणि व्यवस्थापन डॉ.शारदा शेवतेकर (बडवे) प्रज्ञा प्रकाशन पुणे.
- भारतीय शिक्षणातील आधुनिक विचार प्रवाह - प्रा.ना.ग.पवार नुतन प्रकाशन, पुणे.
- शिक्षणातील नवप्रवाह व नवप्रवर्तने, ह.ना.जगताप नुतन प्रकाशन, पुणे.
- अध्यापनाची प्रतिमाने - डॉ.चित्रा सोहनी नुतन प्रकाशन, पुणे.
- महाराष्ट्र सुक्ष्म अध्यापन कौशल्ये सज्जता प्रवर्तन डॉ.म.प.सुरवसे स.व.म.मु.वि.नाशीक.

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## **Paper No. V**

### **EDUCATIONAL EVALUATION AND ACTION RESEARCH**

**Credits – 4**  
**Hours - 60**  
**Theory Paper -3 Hours**

**Internal - 20**  
**External - 80**  
**Total - 100**

#### **OBJECTIVES:-**

To enable the student-teacher -

1. To acquire basic scientific concepts and practices in educational Evaluation.
2. To tabulate and find out some standard meaning from the raw scores by using statistical procedures.
3. To develop skills and competencies in the student teacher for the use of the techniques in the field.
4. To enable the student teacher to interpret the result of educational measurement.
5. To enable the student understand about various educational and mental measurement tools.

#### **Unit – I**

**10 Marks**

- a) Measurement and evaluation-meaning and concept
- b) Difference between measurement and evaluation.
- c) The Modern concept of evaluation – objectives, learning Experiences and Tools of evaluation
- d) Continuous and Comprehensive Evaluation.
- e) Formative and summative evaluation.
- f) Taxonomy of educational objectives (According to three domains), Instructional objectives, their specifications. Evaluation of Instructional objectives.
- g) Learning experiences – types and sources.

#### **Unit – II**

**15 Marks**

- a) Characteristics of a good test – validity, reliability, adequacy, objectivity, usability and discrimination power.
- b) Quantitative tools of evaluation – written examination, types of items used in written examination (Long answer questions, short answer questions and objective type questions.), oral examination, practical examination, their merits and limitations.
- c) Malpractices in Examination and remedies.
- d) Qualitative tools of evaluation – Observation Technique, Self Report Technique, Projective Technique and Sociometric Technique.

**Unit – III****15 Marks**

- a) Planning and preparing –  
i) year - plan, ii) unit -plan, iii) lesson -plan,  
steps of lesson plan :-  
i)Introduction/set induction, ii) statement of aim,  
iii)Presentation, iv)Recapitulation,  
v)Application, (measurement of applicable objectives-application, skill and attitude)  
vi)Evaluation- (Measurement of knowledge and understanding) vii) Home work
- b) Preparing and designing of a standardized test-blue print, question forming, editing the test, marking scheme and scoring key, item analysis.

**Unit – IV****15 Marks**

- a) Educational statistics – Collection and Tabulation of data, Graphical Representation, Measures of Central Tendency – mean, median, mode their merits and limitations.
- b) Measures of variability–range, quartile deviation, standard deviation–their merits and limitations.

**Unit – V****15 Marks**

- a) Interpreting test scores – standard scores, normal probability curve, percentile and percentile rank.
- b) Co-efficient of correlation by using spearman's rank difference method, interpreting co-efficient of correlation.

**Unit – VI****10 Marks****Action Research**

- a) Meaning of action research.
- b) Need and importance of action research.
- c) Steps and design of an action research project.
- d) Reporting action Research.

**PRACTICUM :- (Any one)**

1. Preparation of a Unit Test.
2. Preparation of a Year Plan.
3. Preparation of a Unit Plan.
4. Preparation of action research proposal.
5. Find out mean from scores of any class.
6. Find out Standard deviation from scores of any class.

**Reference Books (Paper V)**

- Constructing Evaluation instrument-Longmans, Grees of Co.Inc. NY-18
- Statistics in psychology and Education, Henry Garret.
- Fundaments of statistics – Thurston M.C. Grow Hill Book Company, London.
- Measurement and Statistics in Education – Rawat D.S. Ramprasad & Sons Agra.
- Evaluation in schools-Dandekar W.N.,Vidya prakashan Pune 30
- Evaluational Measurement – Lindguise, America council of Education-Washington.
- Eductional Evaluation and Statistics(Urdu Edition)Dr.Shaheen Parveen & Dr.Shaikh Imran,Sufa Publications,Aurangabad.



- शैक्षणिक मूल्यमापन आणि संख्याशास्त्र - वा.ना.दांडेकर श्री विद्या प्रकाशन पुणे ३०
- शिक्षणातील परिक्षण आणि मापन - प्रा.सौ.पाठक नुतन प्रकाशन पुणे.
- शैक्षणिक मूल्यमापन चा.प.कदम, चौधरी, नुतन प्रकाशन, पुणे.
- शैक्षणिक मूल्यमापनासाठी सुबोध संख्याशास्त्र ना.के.उपासनी के.व्ही.कुलकर्णी विद्या प्रकाशन पुणे.
- मूल्यमापन तंत्र आणि मंत्र- डॉ.उपासनी जोशी वझे न.र.महाराष्ट्र पुणे.
- पाठनियोजन - डॉ.शेटकर, डॉ.श्रीमती जोशी - मृण्मयी प्रकाशन, औरंगाबाद तृतीय आवृत्ती २००५
- शैक्षणिक संख्याशास्त्र - मस्के टी.ए.प्रज्ञा प्रकाशन संगमनेर.
- शैक्षणिक संख्याशास्त्र - डॉ.के.एम.भांडारकर, नुतन प्रकाशन पुणे.
- शिक्षणातील परिक्षण व मापन - प्रा.माणिक फाटक नुतन प्रकाशन पुणे.
- शैक्षणिक व मानसिक मापन- डॉ.शेटकर, डॉ.शोभना जोशी--मृण्मयी प्रकाशन, औरंगाबाद.
- शैक्षणिक मूल्यमापन आणि कृतिसंशोधन - डॉ.शेटकर, डॉ.श्रीमती जोशी - मृण्मयी प्रकाशन, औरंगाबाद २००७
- संगणक सहाय्यित अनुदेशन व अध्ययन - डॉ.शोभना जोशी,सौ.मेघना शिराढोणकर,मृण्मयी प्रकाशन,औरंगाबाद. २००७.

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**Paper No. VI**  
**TEACHING METHODOLOGY**  
**मराठी अध्यापन पद्धती**

**Credits – 2**  
**Hours - 30**  
**Theory Paper -1.30 Hours**

**Internal - 10**  
**External - 40**  
**Total - 50**

**उद्दिष्टे -**

१. मराठीच्या अध्यापकांना अध्यापनाच्या आधुनिक व शास्त्रीय पद्धतीचा परिचय करून देणे.
२. अत्याधुनिक पद्धतीचा वर्गाध्यापनात प्रत्यक्ष कसा उपयोग करता येईल व विद्यार्थ्यांमध्ये भाषिक कौशल्याची निर्मिती कशी करता येईल याबाबत उद्बोधन करणे.
३. विद्यार्थ्यांमध्ये वाङ्मयीन अभिरुची निर्माण करून विद्यार्थ्यांना सृजनशीलतेकडे आणण्याचा दृष्टिकोन भावी अध्यापकात निर्माण करणे.
४. मराठी अध्यापकात मातृभाषा म्हणून व राज्यभाषा म्हणून मराठीचे प्रेम व सार्थ अभिमान निर्माण करणे.

**घटक १. मराठी भाषेचे अभ्यासक्रमातील स्थान व महत्व**

**(गुण ५)**

मराठी भाषेचे अभ्यासक्रमातील स्थान व महत्व,  
मराठी भाषेचा इतर शालेय विषयांशी समवाय.

**घटक २. अभ्यासक्रम, पाठ्यक्रम व पाठ्यपुस्तक**

**(गुण १०)**

- अ. चांगल्या अभ्यासक्रमाची तत्वे
- ब. मराठीच्या माध्यमिक व उच्च माध्यमिक स्तरावरील अभ्यासक्रमाची उद्दिष्टे व त्यांचा राष्ट्रीय उद्दिष्टांशी समवाय,
- क. मराठीचा माध्यमिक व उच्च माध्यमिक स्तरावरील पाठ्यक्रम,
- ड. चांगल्या पाठ्यपुस्तकाचे निकष.
- इ. पाठ्यपुस्तकाचे अभ्यासक्रम, पाठ्यक्रम व पाठ्य पुस्तकाच्या आधारे परीक्षण.

**घटक ३. मराठी अध्यापनाची उद्दिष्टे व क्षमता -**

**(गुण १०)**

- अ. मराठी भाषेची भाषिक उद्दिष्टे (श्रवण, भाषण, वाचन व लेखन)
- ब. इतर क्षेत्रे (आकलन, भाषेचा व्यवहारात उपयोग, कार्यात्मक व्याकरण, स्वयंअध्ययन, शब्दसंपत्तीवर प्रभुत्व) उद्दिष्ट व क्षमतांच्या विकासाची उद्दिष्टे, अध्ययन अनुभव आणि मूल्यमापन.
- क. मराठीच्या वर्गाध्यापनाची उद्दिष्टे व त्यांचे मूल्यमापन

## घटक ४. मराठीच्या विविध अध्यापन पद्धती शैक्षणिक साधने व अध्यापन सामुग्री

(गुण १०)

अ. मराठीच्या विविध अध्यापन पद्धती - व्याख्यान, कथाकथन, कथन, नाट्यीकरण, चर्चा, उद्गामी- अवगामी, प्रकल्प, स्वाध्याय, भूमिकाभिनय.

ब. अध्यापनाचे प्रतिमान - सामाजिक अभिरूपता प्रतिमान

क. शैक्षणिक साधने व अध्यापन सामुग्री - फलक, चित्रे, तक्ते, रेडिओ, ध्वनिमुद्रित, व्हिडिओ, ध्वनिफिती, चित्रीफिती, शब्दपट्ट्या, कात्रणे, भाषासंगणक, इंटरनेट, संगणक सहाय्यित अनुदेशन व अध्ययन - पॉवर पॉइंटच्या साह्याने सादरीकरण तयार करणे, प्रत्यक्ष सादरीकरण.

ड. अभ्यासक्रमांतर्गत व अभ्यासपूरक उपक्रम - वाङ्मय मंडळ, हस्ताक्षर स्पर्धा, गायन स्पर्धा, वाचन स्पर्धा, लेखन स्पर्धा, वक्तृत्व स्पर्धा, भाषिक खेळ, शब्दकोडे, पुस्तक परीक्षण, सुविचार लेखन, दिनविशेष लेखन, चिंतनिका स्पर्धा, कोश व संदर्भग्रंथांचा वापर, पाठांतर.

## घटक ५. मराठीतील साहित्य प्रकार व मराठीचा शिक्षक

(गुण ०५)

मराठीतील प्रमुख साहित्य प्रकारांचे स्वरूप व वैशिष्ट्ये -

अ. गद्य- कादंबरी, कथा, लघुकथा, निबंध, आत्मचरित्र, दलित साहित्य, ग्रामीण साहित्य, नाटक.

ब. पद्य- संतकाव्य, पंतकाव्य, ओवी, अभंग, पोवाडा, लावणी, भावगीत, आधुनिक कविता, नवकाव्य.

मराठीचा शिक्षक - चांगल्या मराठीच्या शिक्षकातील गुण वैशिष्ट्ये.

मराठी शिक्षकाची आशय ज्ञान अभिवृद्धी ( पाठय घटकासंदर्भात आवश्यक आशय ज्ञानाचे संपादन)

### प्रात्यक्षिक कार्य -

१. घटक चाचणी तयार करणे.
२. एका वर्गाचे वार्षिक व घटक नियोजन तयार करणे.
३. संगणकाच्या वापराचा एक पाठ तयार करणे.
४. एका पाठयघटकात संगणकाच्या आधारे शैक्षणिक साहित्य वापरणे.
५. एक शैक्षणिक साहित्य तयार करणे.
६. माध्यमिक स्तरावरील एका पाठयपुस्तकाचे परीक्षण करणे.
७. एका शालेय पाठयघटकासाठी पॉवरपॉइंटचे सादरीकरण तयार करणे.

### संदर्भ ग्रंथ -

- मराठीचे अध्यापन - अकोलकर, पाटणकर
- मराठीचे अध्यापन - म.बा.कूंडले
- मातृभाषेचे अध्यापन - चंद्रकुमार डांगे
- मराठी भाषेचे अध्यापन व मूल्यमापन - लीला पाटील
- मराठी भाषा कशी शिकवावी - देवधर, देशपांडे
- मराठी भाषेचे अध्यापन - म.वि.फाटक

- मराठीचे अध्यापन - द.त्र्यं.साठे
- मराठीचे अध्यापन - डॉ.शोभना जोशी -मृण्मयी प्रकाशन -२००७
- वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन - मृण्मयी प्रकाशन -२००६
- पाठनियोजन डॉ.शेटकर, डॉ.श्रीमती जोशी - मृण्मयी प्रकाशन, औरंगाबाद तृतीय आवृत्ती २००५
- मातृभाषा मराठीचे आशययुक्त अध्यापन - प्रा.ना.ग.पवार नुतन प्रकाशन पुणे.
- मराठीचे आशययुक्त अध्यापन - डॉ.अरविंद दुनाखे नुतन प्रकाशन पुणे.
- आशययुक्त अध्यापन - प्रा.मखिजा नुतन प्रकाशन पुणे.
- आशययुक्त अध्यापन पद्धती - डॉ.बोंदाई कैलास, डॉ.ह.ना.जगताप व डॉ.वि.रा.भिंताडे नुतन प्रकाशन पुणे.
- मराठीचे अध्यापन - डॉ.सुरेश करंदीकर
- संगणक सहाय्यित अनुदेशन व अध्ययन - डॉ.शोभना जोशी,सौ.मेघना शिराढोणकर,मृण्मयी प्रकाशन,औरंगाबाद.२००७.

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**Paper No. VI**  
**TEACHING METHODOLOGY**

**हिन्दी अध्यापन पद्धति**

**Credits – 2**  
**Hours - 30**  
**Theory Paper -1.30 Hours**

**Internal - 10**  
**External - 40**  
**Total - 50**

**उद्देश्य :**

१. बालक के सर्वांगीण विकास में हिन्दी भाषा को समझना |
२. हिन्दी भाषा के व्यापक उद्देश्यों को समझना |
३. शालेय पाठ्यक्रम में दूसरी भाषा के रूप में हिन्दी सीखाने के उद्देश्य को समझ लेने में मदद करना |
४. भाषा कौशल और हिन्दी अध्यापन की प्रणालियाँ समझ लेने में मदद करना |
५. हिन्दी भाषा की विविध विधाओं, उद्देश्यों एवं विधियों की जानकारी प्राप्त करना |
६. हिन्दी भाषा शिक्षक के गुणों को समझ लेने में और गुणों को प्राप्त करने में मदद करना |
७. हिन्दी भाषा अध्यापन में विभिन्न शैक्षणिक साधनों का उपयोग करना |
८. पाठ्यपुस्तक की विशेषताएँ तथा उनका आलोचनात्मक अध्ययन करने की क्षमता प्राप्त करना |

**घटक १ : हिन्दी भाषा शिक्षा और भाषा कौशल का महत्त्व**

**गुण १०**

**अ. बालक का सर्वांगीण विकास**

मानसिक विकास

सामाजिक विकास

**ब. हिन्दी भाषा के व्यापक उद्देश्य - राष्ट्रीय, साहित्यिक, सांस्कृतिक, व्यावहारिक**

**क. विद्यालयीन पाठ्यक्रम में हिन्दी भाषा का स्थान व महत्त्व**

**ड. भाषा कौशल -**

१. श्रवण : महत्त्व एवं दोष
२. भाषण : महत्त्व एवं दोष
३. वाचन : महत्त्व एवं दोष (वाचन के प्रकार)
४. लेखन : महत्त्व एवं दोष (अशुद्ध वर्तनी के कारण)

**घटक २ : पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक**

**गुण ०५**

**अ. अच्छे पाठ्यचर्या निर्माण के तत्व**

**ब. माध्यमिक और उच्च माध्यमिक स्तर पर हिन्दी पाठ्यचर्या के उद्देश्य**

**ड. अच्छे पाठ्यपुस्तक की विशेषताएँ**

**घटक ३ : हिन्दी अध्यापन की प्रणालियाँ, भाषा अध्यापन की विधाएँ और तकनीक तथा शिक्षा के साधन**

**गुण १५**

**अ. हिन्दी अध्यापन की प्रणालियाँ -**

१. स्वाभाविक प्रणाली
२. व्याकरण अनुवाद प्रणाली
३. गठन प्रणाली
४. डॉ. वेस्ट प्रणाली
५. समन्वयात्मक प्रणाली

## ब. अध्यापन प्रतिमान - सामाजिक अभिरूपता प्रतिमान

### क. भाषा अध्यापन की विधाएँ

१. गद्य - उद्देश्य, विधियाँ - चर्चा, कथाकथन
२. पद्य - उद्देश्य, विधियाँ - चर्चा, रसास्वादन
३. व्याकरण - उद्देश्य, विधियाँ - आगमन, निगमन
४. रचना - उद्देश्य, प्रकार - नियमबद्ध एवं मुक्त

### ड. तकनिक -

भाषिक खेल, भाषिक प्रतियोगिता, कार्यशाला, भाषा मंडल, पुस्तक प्रदर्शनी, भित्ति पत्रक, हिन्दी दिवस.

### इ. शिक्षा के साधन -

चित्र, नक्शा, प्रतिकृति, रेखाचित्र, रेडियो, रेकॉर्डर, ओ.एच.पी., सिनेमा आदि शिक्षा साधनों के लाभ

फ. हिन्दी भाषा शिक्षा के अनुदेशन और अध्ययन में संगणक का उपयोग - पॉवरपॉइंट के आधार पर सादरीकरण तैयार करना और सादर करना.

## घटक ४ : हिन्दी भाषा के प्रमुख साहित्य और हिन्दी शिक्षक.

गुण १०

### अ.. हिन्दी भाषा के प्रमुख साहित्य

गद्य-कथा, नाटक, एकांकी, निबंध, उपन्यास, आत्मकथा, पद्य-संतकाव्य, दोहे, पद, भक्तिगीत, ठकोसला.

### ब.. हिन्दी भाषा शिक्षक के गुण

क. हिन्दी शिक्षक की आशयज्ञान अभिवृद्धि (पाठ्यघटकनुसार जरूरी ज्ञान संपादन करना)

### प्रात्यक्षिक कार्य : (कोई एक )

- संगणक की सहायता से पाठ लेना |
- इकाई नियोजन करना |
- भाषा इकाई की कसौटी तैयार करना |
- किसी एक कक्षा के पाठ्यपुस्तक की समीक्षात्मक आलोचना |

### संदर्भ ग्रंथ सूची :

- हिन्दी भाषा शिक्षण - भाटिया और नारंग.
- भाषा की शिक्षा - सीतराम चतुर्वेदी.
- हिन्दी शिक्षण - सुरेन्द्र सिंह कादियान.
- हिन्दी शिक्षण - डा. उमा मंगल.
- हिन्दी भाषा शिक्षा - भोलेनाथ तिवारी और भाटिया.
- हिन्दी शिक्षा की विधियाँ और पाठनियोजन लक्ष्मीनारायण शर्मा - विनोद पुस्तक मंदिर आगरा.
- भाषा शिक्षण - रवीन्द्र श्रीवास्तव ( मॅकमिलन कंपनी )
- हिन्दी अध्यापन पद्धति - डा.स.रा.केणी-कुलकर्णी, व्हीनस प्रकाशन, पुणे.
- हिन्दी व्याकरण - कामता प्रसाद गुरू, नागरी प्रचारिणी सभा, काशी.
- राष्ट्रभाषा का अध्यापन - साठे ग.ना. प्रा.महाराष्ट्र सभा.
- हिन्दी भाषा की शिक्षा विधि - रघुनाथ सफाया पंजाब किताब घर, जालंधर.
- हिन्दी भाषा की शिक्षा विधि - सिन्हा, शत्रुघ्न प्रसाद, दिल्ली पुस्तक सदन दिल्ली.

- हिन्दी भाषा शिक्षा - रामनारायण शनीप्रसाद, अलाहाबाद.
- हिन्दी भाषा शिक्षण - भाई योगेन्द्र जीत, विनोद पुस्तक मंदिर आगरा.
- भाषा शिक्षा विधियाँ पाठनियोजन भाग १,२ - लक्ष्मीनारायण शर्मा - विनोद पुस्तक मंदिर आगरा.
- हिन्दी शिक्षण अभ्यास - लक्ष्मीनारायण अग्रवाल आगरा.
- हिन्दी शिक्षण - डा.रामशुक्ल पांडेय, विनोद पुस्तक मंदिर आगरा.
- मातृभाषा शिक्षण - के.क्षत्रिय, विनोद पुस्तक मंदिर आगरा.
- पाठनियोजन - डा.गणेश शेटकर, डा.शोभना जोशी - मृण्मयी प्रकाशन, औरंगाबाद तृतीय आवृत्ती २००५.
- वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन - मृण्मयी प्रकाशन, औरंगाबाद २००६.
- हिन्दी शिक्षण - लालरमण बिहार, सरतांली प्रकाशन, नेरळ.
- हिन्दी अध्यापन पद्धति - सी.म.तिवारी, नुतन प्रकाशन, पुणे.
- हिन्दी कैसे पढाएँ - रा.तु.भगत, इंडियन इन्स्टिट्यूट ऑफ एज्युकेशन, पुणे.
- राष्ट्रभाषा का सरल व्याकरण - डा. भोलानाथ तिवारी, राजकमल प्रकाशन, दिल्ली.
- हिन्दी अध्यापन पद्धति - प्रा.बा.सं.बोबे, नुतन प्रकाशन, पुणे.
- द्वितीय भाषा हिन्दी, विषय ज्ञान एवं अध्यापन पद्धति - डा.अरविंद दुनाखे, डा.अंशुमती दुनाखे, नुतन प्रकाशन, पुणे.
- संगणक सहाय्यित अनुदेशन व अध्ययन - डॉ.शोभना जोशी,सौ.मेघना शिराढोणकर,मृण्मयी प्रकाशन,औरंगाबाद. २००७.
- वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन - मृण्मयी प्रकाशन -२००६

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**Paper No. VI**  
**TEACHING METHODOLOGY**  
**METHODOLOGY OF TEACHING ENGLISH**

**Credits – 2**  
**Hours - 30**  
**Theory Paper -1.30 Hours**

**Internal - 10**  
**External - 40**  
**Total - 50**

**OBJECTIVES :**

- 1. To enable the student-teacher to acquire knowledge of :-**
  - i) The present status of English in India.
  - ii) The present position of English in the school curriculum in Maharashtra.
  - iii) the general aims and objectives of teaching English
  - iv) the instructional objectives and specification.
  - v) the current methods of and approaches to the teaching of English
- 2. To enable the student- teacher to develop –**
  - i) The skills necessary to plan and use a variety of learning experiences and instructional materials in the teaching of English.
  - ii) The skills necessary to teach English effectively in the secondary class-room.
  - iii) A favorable attitude towards English as subject.
- 3. To enable the student teacher to acquire –**
  - i) Knowledge of the evaluation procedure used in evaluating the language learning of his/her pupils in the class-room.
  - ii) The skills necessary to evaluate the language learning of his/her pupils in the class-room.
- 4.. To enable the student teacher to acquire –**
  - i) A thorough knowledge of the English school syllabus so that they will be aware of the linguistic skill and knowledge required of school-pupils at the various levels.
  - ii) A familiarity with the text-books currently used in schools.
  - iii) The necessary skills to use these text-books efficiently in the class-room so as to bring about the learning objectives of the pupils.



## **Unit – I Fundamental of Language**

**-10 Marks**

- a) Need, importance, language awareness in a multilingual society in the era of globalization.
- b) Factors affecting language learning physical, psychological and social.
- c) Principle and maxims of language teaching..

## **Unit – II Curriculum, Syllabus and Text-book of English, Methods and approaches.**

**-10 Marks**

- a. Principles of a good curriculum.
- b. Present curriculum and syllabus of Secondary and Higher Secondary level in Maharashtra.
- c. Characteristics of text book of English and manual/handbook of English.
- d. General and instructional objectives of teaching English with their specification and evaluation
- d) Methods and approaches – Direct Method, Communicative Approach, constructive approach.
- e) computer assisted instruction and learning – creating a power point presentation for a teaching unit.

## **Unit – III Aspects of language teaching and lesson planning**

**-10 Marks**

- a) **Prose :-** Techniques – (Discussion, Narration, Questioning) methods – story telling, dramatization
- b) **Poetry :-** Methods (Recitation, Song Action) Technique of appreciation
- c) **Grammar :-** Types – (Functional, Formal)
- d) **Methods** – (Inductive, Deductive)
- e) **Model** - Social Simulation Model
- f) **Language Acquisition inside / outside classroom**
  - i) **Listening** – Concept Significance, Activities to develop listening
  - ii) **Speaking** – Concept Significance, Activities to develop speaking
  - iii) **Reading** – Concept, methods (phonic, whole word) Types – (Loud, Silent, Intensive, Extensive and Supplementary)
  - iv) **Writing** – Types of composition (Guided, free and creative)

## **Unit – IV English Teacher and Learning Resources**

**10 Marks**

- a.** i) Qualities of an English Teacher.  
ii) Professional growth of English Teacher.
- b. Learning Resources :-**
  - i) Support material – picture, slides, OHP, tape recorder, video, T.V., radio etc.
  - ii) Support System – excursion, quiz, puzzle, riddle etc.
- c. Content Knowledge Enrichment.(Detail study of the Teaching Unit)**

### **PRACTICUM – (Any One)**

1. Preparation of Unit Plan with the help of Computer [Digital Unit Plan].
2. Criticize any Secondary School English Text book.
3. Prepare a Year Plan and Unit Plan.
4. Prepare student support material with the help of Computer.

### **Recommended Books (English)**

- Randolph Quirk – The Use of English (Longmans).
- Teaching English in India Today (Parimal Prakashan).Yardi V.V.
- Teaching English as a second Language (Mc Graw Hill) Narold B.Allen .
- The Teaching of English in India (Oxford).Thompson & Wyatt .
- Teaching English in India (Shree Vidya prakashan). Saraf R.S.
- Essentials of English Teaching (Vinod pustak Mandir). Jain R.K.
- Methods of Teaching English in India (Laxmi Narayan).Sharma K.L.
- Language Teaching (Tata Me Graw Hill). Robert Lado
- Simple Audio-Visual Aids to foreign Language Teaching (Oxford). Lee W.L. and Heien Coppen
- Better English Pronunciation (ELBS and Cambridge). J.O.O.Connor .
- An Introductison to the pronunciation of English (ELBS). Gimson A.C.
- An Outline of general phonetics(Oxford). Bansal R.K.
- Teaching and Testing English (Hunter resonation London Press) Ballard P.B.-
- Testing English as a Second Language (Mc Graw Hill). David P.Harris
- Teaching English –A Training Course for Teachers (OUP). Duff A. (1988)
- Class room testing (Longman).Heaton J.B. (19990).

- Language Teaching Methodology (Printice Hall) Nunan D. (19991)
- Lesson Plan Dr.Shetkar G.V., Dr.Smt.Joshi S.V. Mrunmai Prakashan A'bad 2005
- Teaching Foreign Language skills (University of Chicago Press). Rivers W.M. (1981)
- English for the Teacher (OUP).Sprat M. (1994)
- Fundamental Concept of Language teaching (OUP) Stern (1993)
- Teaching Aspect of English Language (Nutan Praksan, Pune.) Gurav H.K. (1990)
- Communicative Language – teaching in English- B.B.Pandit, Pro.Suryanshi, Pro. Kute.
- पाठनियोजन - डा.गणेश शेटकर, डा.शोभना जोशी - मृण्मयी प्रकाशन, औरंगाबाद तृतीय आवृत्ती २००५.
- संगणक सहाय्यित अनुदेशन व अध्ययन - डॉ.शोभना जोशी,सौ.मेघना शिराढोणकर,मृण्मयी प्रकाशन,औरंगाबाद. २००७.
- वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन - मृण्मयी प्रकाशन -२००६

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**Paper No. VI**  
**TEACHING METHODOLOGY**  
**संस्कृत अध्यापन पद्धती**

**Credits – 2**  
**Hours - 30**  
**Theory Paper -1.30 Hours**

**Internal - 10**  
**External - 40**  
**Total - 50**

**उद्दिष्टे -**

१. संस्कृतच्या अध्यापकांना अध्यापनाच्या आधुनिक व शास्त्रीय पद्धतीचा परिचय करून देणे.
२. अत्याधुनिक पद्धतीचा वर्गाध्यापनात प्रत्यक्ष कसा उपयोग करता येईल व विद्यार्थ्यांमध्ये भाषिक कौशल्याची निर्मिती कशी करता येईल याबाबत उद्बोधन करणे.
३. विद्यार्थ्यांमध्ये वाङ्मयीन अभिरुची निर्माण करून विद्यार्थ्यांना सृजनशीलतेकडे आणण्याचा दृष्टिकोन भावी अध्यापकात निर्माण करणे.
४. संस्कृत अध्यापकात प्राचीन भाषा म्हणून व मूळ भाषा म्हणून संस्कृतचे प्रेम व सार्थ अभिमान निर्माण करणे.

**घटक १. संस्कृत भाषेचे अभ्यासक्रमातील स्थान व महत्व**

**(गुण ५ )**

संस्कृत भाषेचे अभ्यासक्रमातील स्थान व महत्व,  
संस्कृत भाषेचा इतर शालेय विषयांशी समवाय.

**घटक २. अभ्यासक्रम, पाठ्यक्रम व पाठ्यपुस्तक**

**(गुण १०)**

- अ. चांगल्या अभ्यासक्रमाची तत्वे
- ब. संस्कृतच्या माध्यमिक व उच्च माध्यमिक स्तरावरील अभ्यासक्रमाची उद्दिष्टे व त्यांचा राष्ट्रीय उद्दिष्टांशी समवाय,
- क. संस्कृतचा माध्यमिक व उच्च माध्यमिक स्तरावरील पाठ्यक्रम,
- ड. चांगल्या पाठ्यपुस्तकाचे निकष
- इ. संस्कृतच्या पाठ्यपुस्तकाचे अभ्यासक्रम, पाठ्यक्रम व पाठ्य पुस्तकाच्या आधारे परीक्षण.

**घटक ३. संस्कृत अध्यापनाची उद्दिष्टे व क्षमता -**

**(गुण १०)**

- अ. संस्कृत भाषेची भाषिक उद्दिष्टे (श्रवण, भाषण, वाचन व लेखन)
- ब. इतर क्षेत्रे (आकलन, भाषेचा व्यवहारात उपयोग, कार्यात्मक व्याकरण,

स्वयंअध्ययन, शब्दसंपत्तीवर प्रभुत्व) उद्दिष्ट व क्षमतांच्या विकासाची उद्दिष्टे,  
अध्ययन अनुभव आणि मूल्यमापन.

क. संस्कृतच्या वर्गाध्यापनाची उद्दिष्ट्ये व त्यांचे मूल्यमापन

**घटक ४. संस्कृतच्या विविध अध्यापन पद्धती शैक्षणिक साधने व अध्यापन सामुग्री**

(गुण १०)

- अ. संस्कृतच्या विविध अध्यापन पद्धती - ऐतिहासिक - १. गुरुकुल पद्धती २. पाठशाला पद्धती, ३ डॉ. भांडारकर पद्धती इतर - व्याख्यान, कथाकथन, कथन, नाट्यीकरण, चर्चा, उद्गामी- अवगामी, प्रकल्प, स्वाध्याय, भूमिकाभिनय.
- ब. अध्यापनाचे प्रतिमान - सामाजिक अभिरूपता प्रतिमान
- क. शैक्षणिक साधने व अध्यापन सामुग्री - फलक, चित्रे, तक्ते, रेडिओ, ध्वनिमुद्रित, व्हिडिओ, ध्वनिफिती, चित्रीफिती, शब्दपट्ट्या, कात्रणे, भाषासंगणक, इंटरनेट, संगणक सहाय्यित अनुदेशन व अध्ययन - पॉवर पॉइंटच्या साह्याने सादरीकरण तयार करणे, प्रत्यक्ष सादरीकरण.
- ड. अभ्यासक्रमांतर्गत व अभ्यासपूरक उपक्रम - वाङ्मय मंडळ, हस्ताक्षर स्पर्धा, गायन स्पर्धा, वाचन स्पर्धा, लेखन स्पर्धा, वक्तृत्व स्पर्धा, भाषिक खेळ, शब्दकोडे, पुस्तक परीक्षण, सुविचार लेखन, दिनविशेष लेखन, चिंतनिका स्पर्धा, कोश व संदर्भग्रथांचा वापर, पाठांतर.

**घटक ५. संस्कृतमधील साहित्य प्रकार व संस्कृतचा शिक्षक.**

(गुण ०५)

**संस्कृतमधील प्रमुख साहित्य प्रकारांचे स्वरूप व वैशिष्ट्ये -**

अ. वैदिक साहित्य.

ब. लौकिक साहित्य - आर्ष महाकाव्य, विदग्ध महाकाव्य, नाट्य साहित्य, गदयकाव्य, चम्पूकाव्य, खंडकाव्य, शतककाव्य, शास्त्रवाङ्मय, संकीर्ण व स्फुटकाव्य.

संस्कृतचा शिक्षक - चांगल्या संस्कृतच्या शिक्षकातील गुण वैशिष्ट्ये.

संस्कृत शिक्षकाची आशय ज्ञान अभिवृद्धी (पाठ्य घटकासंदर्भात आवश्यक आशय ज्ञानाचे संपादन)

**प्रात्यक्षिक कार्य - कोणतेही एक**

१. घटक चाचणी तयार करणे.
२. एका वर्गाचे वार्षिक व घटक नियोजन तयार करणे.
३. संगणकाच्या वापराचा एक पाठ तयार करणे.
४. एका पाठ्यघटकात संगणकाच्या आधारे शैक्षणिक साहित्य वापरणे.
५. एक शैक्षणिक साहित्य तयार करणे.
६. माध्यमिक स्तरावरील एका पाठ्यपुस्तकाचे परीक्षण करणे.
७. एका शालेय पाठ्यघटकासाठी पॉवरपॉइंटचे सादरीकरण तयार करणे.

## संदर्भग्रंथ -

- वैदिक साहित्य एवं संस्कृती - डॉ. वाचस्पती गैरोला, चौखम्बा प्रकाशन, वाराणसी.
  - वैदिक साहित्य का इतिहास - डॉ. राममूर्ती शर्मा, ईस्टर्न बुक लिंकर्स, दिल्ली.
  - संस्कृत साहित्याचा सोपपत्तिक इतिहास-डॉ. करंबेळकर, विश्वभारती प्रकाशन, नागपूर.
  - संस्कृत शास्त्रोका इतिहास - डॉ. बलदेव उपाध्याय, चौखम्बा प्रकाशन वाराणसी.
  - सुभषितशतक - डॉ. कुलकर्णी, विद्याभारती प्रकाशन, लातूर.
  - संस्कृत अध्यापनपद्धती -
  - संस्कृत अध्यापनपद्धती -
  - संस्कृत अध्यापनपद्धती -
  - संस्कृत अध्यापनपद्धती
-

**Paper No. VI**  
**TEACHING METHODOLOGY**  
**METHODOLOGY OF TEACHING URDU**

**Credits – 2**  
**Hours - 30**  
**Theory Paper -1.30 Hours**

**Internal - 10**  
**External - 40**  
**Total - 50**

**OBJECTIVES :**

1. To enable the pupil-teacher to understand the role of Urdu as Mother tongue while educating the child.
2. To help the pupil-teacher to systematize, synthesize and give proper directives in utilizing the knowledge.
3. To enable the pupil-teacher to develop the power of expression and habit of acquiring higher references.
4. To help the pupil-teacher to envisage the methods of teaching and techniques of evaluation to correlate with classroom teaching of Urdu.
5. To identify the difficult areas of URDU Language to suggest remedial programme and enhance appreciation of URDU Literature.

**Unit – I Need and Importance of Urdu**

**10 Marks**

- a) Place & importance of URDU as Mother tongue in Secondary Schools in Maharashtra.
- b) Co-relation of Urdu with other subjects in the curriculum of Secondary Schools.
- c) Role of Urdu in promoting national integration.

**Unit – II Curriculum, Syllabus and Text-book of Urdu.**

**10 Marks**

- a) Principles of Curriculum Construction.
- b) Present curriculum of the Secondary and Higher Secondary level in Maharashtra.
- c) Critical Study of the Syllabus of the Secondary and Higher Secondary Classes.
- d) Characteristics of a good text- book of Urdu.
- e) A Critical study of any text book at the Secondary level with reference to its curriculum, syllabus and characteristics of the text book.
- f) General and Instructional objectives of teaching Urdu, their specifications and evaluation.

**Unit – III Methods, Approaches, support material for teaching Urdu.**

**10 Marks**

- a) Methods - lecture, discussion, Inductive-deductive, Project, and their application in teaching.



- b) Approaches – Communicative approach.
- c) Model – Social Simulation Model.
- d) Support Material – Pictures, Slides, Strips, OHP, Tape recorder, Video, Television, Radio, CD etc.
- e) Support system - excursion, quiz, puzzle, riddle etc.
- f) Computer Assisted Instruction and learning – Preparation and presentation of lesson plan with the help of the power point presentation.

#### **Unit – IV Urdu Teacher**

**10 Marks**

- a) Characteristics of a good Urdu teacher.
- b) Content Knowledge enrichment (deep study of the teaching unit).
- c) Professional Growth of Urdu teacher and Urdu teacher Organization.

#### **PRACTICUM:- (Any One)**

1. Preparation of Unit Plan with the help of Computer [Digital Unit Plan].
2. Critisize any Secondary School English Text book.
3. Prepare a Unit Test
4. Prepare a Unit Plan
5. Prepare teacher support material with the help of ICT.

#### **Recommended Books (Urdu)**

- Urdu Kaise Padhaen – Moulvi Saleem, Chaman Book Depot, Delhi.
- Ham Kaise Padhaen – Salamatuallah.
- Mashqui Tadvees Kyon Our Kaise – Dr.Mohd.Lkram Khan, Maktabe Jamia Malia, Delhi.
- Taleem Deneka Fun O Manohar Sahaje.
- Tadrees Urdu – Ahmand Hussain.
- Urdu Adab Ki Tareekh – Dr.Jameel.
- Urdu Sikhaneka Jamia Tareqa-Abdul Gaffar madholi.
- Fune Taleem – Ahsam Siddiqui.
- Hum Urdu aise Padhaen-Moinuddin, Makataba Jamia, Delhi.
- Tadrees-E-Urdu-Moinuddin, (For B.Ed.)
- Padhane Ka Maza – Muriel Wasi N.C.E.R.T., New Delhi.
- Path Niyojan – Dr.Shetkar, Dr.Joshi, Mrunmayee, Prakashan, Aurangabad – 2000.
- संगणक सहाय्यत अनुदेशन व अध्ययन - डॉ.शोभना जोशी,सौ. मेघना शिराढेणकर,मृण्मयी प्रकाशन,औरंगाबाद. २००७.
- वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन - मृण्मयी प्रकाशन -२००६.

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**Paper No. VI**  
**TEACHING METHODOLOGY**  
**METHODOLOGY OF TEACHING SCIENCE**

**Credits – 2**  
**Hours - 30**  
**Theory Paper -1.30 Hours**

**Internal - 10**  
**External - 40**  
**Total - 50**

**OBJECTIVES :**

**Student teacher to have the ability to :**

1. Develop a broad understanding of the principles of procedures used in modern science education.
2. Development their essential skills for practicing modern Science Education.
3. Develop their skills necessary for preparing international accessories.
4. Prepare acceptance lesson models which lay down this procedures to be adopted for preparing designs of lessons.
5. Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.

**Unit – I Nature and Scope of Teaching of Science.**

**10 Marks**

- a) Nature of modern Science
- b) Justification for including Science as a subject of study
- c) Impact of Science on modern Communities, globalization and Science eminent world Scientists – Galilio, Einstein, Luise pasture
- d) Eminent Indian Scientists – C.V.Raman, Dr.Homi Bhabha, Dr.A.P.J.Abdul Kalam,Vijay Bhatkar.
- e) Professions in area of Science.
- f) Correlation with other school subjects.

**Unit – II Curriculum, Syllabus and Text book of Science:-**

**10 Marks**

- a) Curriculum and resource Utilisation
- b) Approaches to Curriculum organization using Procedure like concentric approach, topical, process, Integrated approaches.
- c) Curriculum of Secondary and higher Secondary level.

- d) Syllabus of Secondary and higher Secondary classes.
- e) Characteristics as a good text book as Science.
- f) A critical study of a text book with reference to Curriculum, syllabus and Characteristics of text book.
- g) Instructional objectives of teaching Science their specification, evaluation of Instructional objective.

**Unit – III Methods, support material and Co-curricular activities. 10 Marks**

- a) Methods of teaching Science – Project, Demonstration, Experimental, Heuristic, lecture.
- b) Models for teaching science – Concept attainment model, Enquiry training model, Cognitive growth model, Advanced organized model.
- c) Support material – Science laboratory, Text books, Journals Hand books, Student work books, display slides, laboratory materials, audio-video support materials
- d) Computer assisted instruction & learning - creating Computer based support material with the help of power point presentation.
- e) Co-Curricular activities – field trips, school gardening, Science club, visit to Science museum, Science fairs and exhibitions, Scientific hobbies, maintenance of aquarium, herbarium and vivarium.

**Unit – IV Science Teacher**

**10 Marks**

- a) Qualities of a good Science teacher.
- b) Professional growth of Science teacher.
- c) Content knowledge enrichment for the Science teacher. (deep study of teaching unit)

**Practicum – (Any One)**

- 1. Prepare a Unit test.
- 2. Prepare a teaching aid
- 3. Prepare some material for an experiment.
- 4. Prepare a plan for computer assisted instruction.
- 5. Criticize a text book with reference to curriculum syllabus and characteristics of the text book.
- 6. prepare year plan & Unit plan of a class.
- 7. Paper a Power point presentation.

## Recommended Books :

- Teaching science in today's secondary schools – Walter A- Thuber, prentice Hall of India (Pvt.Ltd.) New Delhi
  - The Teaching of science in secondary schools science master's Association.
  - The Teaching of physics and chemistry in India – Ghanshamadas.
  - Source book of science – UNESCO
  - Teaching of science – T.S.Nagpal
  - Teaching of science – Sharma & Sharma
  - Teaching of general science in Topical secondary school – H.N. Sunders. UNESCO
  - शास्त्र आशययुक्त पद्धती - प्रा.चारुदत्त कदम / प्रा.कै.गु.बौदार्ड
  - शास्त्राचे अध्यापन - ल.रा.गद्रे
  - शैक्षणिक मूल्यमापन व संख्याशास्त्र - वा.ना.दांडेकर
  - पाठ नियोजन - जोशी अ.न. सुरवसे म.पं.पाटील व दा.य.च.म.मुक्त विद्यापीठ नाशीक २००२
  - पाठनियोजन डॉ.शेटकर, डॉ.श्रीमती जोशी - मृण्मयी प्रकाशन, औरंगाबाद तृतीय आवृत्ती २००५
  - शास्त्रक्रसे शिकवावे - गो.प्र.सोहनी
  - शास्त्राचे अध्यापन वनारसे, दिघे पाटनकर
  - शिक्षक हस्तपुस्तीका - महाराष्ट्र राज्य पाठ्यपुस्तक मंडळ, पुणे.
  - शास्त्र अध्यापन - प्रभाकर हकीम
  - विशेष अध्यापन पद्धती विज्ञान य.च.म.मुक्त विद्यापीठ, नाशीक
  - विज्ञानाचे आशययुक्त अध्यापन - डॉ.प्रभाकर हकीम नुतन प्रकाशन पुणे.
  - संगणक सहाय्यित अनुदेशन व अध्ययन - डॉ.शोभना जोशी,सौ.मेघना शिराढोणकर,मृण्मयी प्रकाशन,औरंगाबाद. २००७.
  - वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन - मृण्मयी प्रकाशन -२००६.
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**Paper No. VI**  
**TEACHING METHODOLOGY**  
**METHODOLOGY OF TEACHING HISTORY**

**Credits – 2**  
**Hours - 30**  
**Theory Paper -1.30 Hours**

**Internal - 10**  
**External - 40**  
**Total - 50**

**Objectives :**

**To enable student teacher to,**

1. understand the significance, place and importance of History in school curriculum and human life.
2. Be acquainted with the structure of History subject.
3. Be acquainted with the aims and objectives of teaching History in secondary schools.
4. Understand methods, devices and techniques of teaching History.
5. Use variety of learning experience and instructional materials teaching aid while teaching History.
6. Understand planning and organization of teaching History.
7. Be acquainted with evaluation procedure and to help them in acquiring the same.
8. Be acquainted with the qualities and professional growth of History knowledge of the student.

**Unit I. Nature, Importance and Place of History**

**05 Marks**

- a) Meaning and scope, Nature of History as a subject, changing concept of History, Importance of History in daily life.
- b) Correlation of History with other school subjects – Literature, Geography, Science, Maths.

**Unit II. Aims, objectives and values of teaching History**

**10 Marks**

- a) Objectives and specification of teaching History.
- b) Various methods of organizing the History syllabus
  - i) Chronological method
  - ii) Periodic method
  - iii) Concentric method
  - iv) The place of local, national and world History in the syllabus.

### **Unit III. Teaching Methods, Models, Instructional Material and support**

#### **system of teaching History**

**15 Marks**

- a) **Teaching Methods** Story telling ii) Source method iii) Project method iv) Dramatization and role play method v) Lecture method vi) Discussion method vii) Narration method.
- b) **Model-** Enquiry training model.
- c) **Teaching Materials-** print materials, text book, supplementary reading materials, work books, general reference material, advance books on History teachers hand book and manuals pictures, maps, charts time line and time charts, slides, filmstrips, models, green board, radio, tape recorder, projectors, T.V., video motion pictures etc.
- d) **computer assisted instruction and learning** – creating a power point presentation for a teaching unit.
- e) **History room** : Need and importance, equipment, nature, maintenance and role of teacher.
- f) **Support system** – Importance and organization of relevant curricular and co-curricular activities such as debates, collections, excursion, dramatization, role playing, History club, exhibitions, museum, essay competitions

### **Unit IV. History Teacher.**

**10 Marks**

- a. Qualities of a good History teacher.
- b. Professional growth of History teacher.
- c. Content knowledge enrichment for the History teacher. (deep study of teaching unit)

#### **Practicum : (Any One)**

- 1. Preparation of unit test.
- 2. Preparation of one teaching aid.
- 3. Visit to historical place and report it.
- 4. Prepare a power point presentation for any school level teaching unit in History.

#### **Recommended Books :**

- 1. Teaching of History Ghate V.D.– Oxford University press, Bombay.
- 2. The teaching of History Johnson. – McMillan and comp. Bombay.
- 3. Creative Teaching of History Ghosh K.D. - Oxford University press, Bombay.
- 4. Teaching of History Kocherlar S.K. - Starting Publisher.
- 5. The teaching of History.V.P. Chate .

6. Teaching of History,Nirmal Yadav.
7. Teaching of History.B.D. Shaida and Saheb Singh.
8. Hand book for History teachers, R. Vajreshwari. Allied Publishers, Bombay.
9. Mufasil Tadrise-Tarique,Dr.Moin Fatema – Zaheer publication. Aurangabad(2011).
10. इतिहास कसा शिकवावा,श.दा.चितळे.
11. इतिहासाचे अध्यापन,धारुरकर व पारसनीस.
12. इतिहासाचे अध्यापन,ब.आ.निरंतर.
13. इतिहासाचे अध्यापन,बी.पा.बोकील श्री.मा.पत्की.
14. पाठ नियोजन डॉ.शेटकर,डॉ.श्रीमती जोशी, - मृण्मयी प्रकाशन,औरंगाबाद. तृतीय आवृत्ती २००५.
15. इतिहासाच्या अध्यापनाच्या दिशा कृ.द.बेदरकर.
16. पाठ नियोजन,अ.न.जोशी, म.पं.सुरवसे, ब.दा.पाटील
17. इतिहास शास्त्र आणि कला वि.द.घाटे.
18. इतिहासाचे अध्यापन एक दृष्टिकोण प्रा.ब.न.हाजीरनीस.
19. इतिहासाचे अध्यापन अरविंद दुनाखे.
20. इतिहासाचे अध्यापन चिं.ह.तिवारी
- 21.संगणक सहाय्यित अनुदेशन व अध्ययन - डॉ.शोभना जोशी,सौ.मेघना शिराढोणकर,मृण्मयी प्रकाशन,औरंगाबाद.२००७.
२१. वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन - मृण्मयी प्रकाशन -२००६

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**Paper No. VI**  
**TEACHING METHODOLOGY**  
**METHODOLOGY OF TEACHING GEOGRAPHY**

**Credits – 2**  
**Hours - 30**  
**Theory Paper -1.30 Hrs**

**Internal - 10**  
**External - 40**  
**Total - 50**

**Unit-I Nature, importance and place of geography in school curriculum**

**10 marks**

1. Meaning, nature and scope with special reference to modern concept of Geography.
2. Place and importance of geography in secondary school curriculum and in human life.
3. Correlation of Geography with other school subjects.
4. Hierarchy and structure of geography.
5. Grammar of Geography.

**Unit –II Curriculum, syllabus, textbooks**

**10 marks**

- a) Principles of a good curriculum. Objectives of teaching geography at secondary and higher secondary school level.
- b) Methods of curriculum construction of geography – concentric, unit.
- c) A critical analysis of a secondary level text book with reference to curriculum, syllabus and characteristics of text book.
- d) Instructional objectives of teaching geography and their specifications.

**Unit- III Methods, models and Instructional materials in teaching of geography**

**15 marks**

- a) Geography methods – Project, excursion, journey, regional, observation,
- b) laboratory, correlation, descriptive, discussion, etc.
- c) Models of teaching: Concept attainment, Enquiry training model.
- d) Computer assisted instruction and learning – preparation of a power point presentation for teaching units.



- e) Geography club, geography exhibition, geography museum, geography room - importance and utilization.
- f) Importance of maps in teaching of Geography, types of maps, when and how to use political map, physical map and other maps.
- g) Use of atlas, globes, charts, models, specimens, pictures in teaching of geography.
- h) Importance of internet in Geography – Google Earth, Wikipedia.
- i) GPS navigation system, importance of GPS in a mobile phone.

#### **UNIT – IV Geography teacher.**

**05 Marks**

- a) Qualities of a good geography teacher.
- b) Professional growth of Geography teacher.
- c) Content knowledge enrichment for the Geography teacher. (deep study of teaching unit)

#### **PRACTICUM: (Any One)**

1. Preparation of year plan and unit plan.
2. Critical analysis of any one geography text book.
3. Excursion and its report.
4. Prepare a power point presentation on any one topic in geography subject.

#### **Recommended books:**

- Teaching of Geography – Shaida B.D., Sharma J.C., Dhanpat Rai & Sons, Delhi.
- Geography and Education – Mukherji S.P., Jiwan Jyoti Prakashan, Darjeeling.
- Teaching of Geography – Arora K.L., Prakash Brothers, Ludhiana.
- Principles and practice for Geography Teaching – Barnard University tutorials Press, London.
- Models of Teaching – Bruce Joyce & Marsha Weil.
- Teaching of Geography, Shaida B.D., Sharma J.C. Dhanpat Rai & Sons, Delhi.
- Geography and Education – Mukherji S.P., Jiwan Jyoti Prakashan. Darjeeling.
- Geography Teaching – Varma O.P. & Vedanayagan E.G., sterling publishers, Jullunder.
- Teaching Geography-Arora K.L., Prakash Brothers, Ludhiyana.
- Principles and practice for Geography Teaching – Barnard, University tutorials press, London.
- Becoming Better Teacher – Mirco Teaching Approach, Pary H.K., Sahitya Mudranalaya, Ahmadabad.
- Models of Teaching – Brucs & Joyce & Marsha will.

- सूक्ष्म अध्यापन म.राज्य पाठ्यपुस्तके मंडळ, पुणे.
- शैक्षणिक मूल्यमापन दांडेकर वा.ना.
- भूगोल य.च.म.मुक्त वि.नाशीक पोंक्षे द.बा.
- भूगोलाचे अध्यापन,पाटनकर वा.वि. मॉडर्न बुक डेपो, पुणे.
- भूगोल अध्ययन व अध्यापन,बापाट भा.गो. व्हिलस प्रकाशन पुणे.
- भूगोलाचे अध्यापन,पोंक्षे द.बा. नुतन प्रकाशन. पुणे ३०
- आशययुक्त अध्यापन पद्धती पाटील उषा, जोशी सुरेखा.- तंत्र भूगोल, एस.एस.जोशी प्रकाशन नाशीक
- पाठनियोजन डॉ.शेटकर, डॉ.श्रीमती जोशी - मृण्मयी प्रकाशन, औरंगाबाद तृतीय आवृत्ती २००५
- भूगोल आशययुक्त अध्यापन पद्धती २००२ य.च.म.वि.नाशीक
- सूक्ष्म अध्यापन देशपांडे करंदीकर
- सूक्ष्म अध्यापन वाशीकर
- अध्यापनाची प्रतिमाने,फडके वासंती.
- भूगोलाचे आशययुक्त अध्यापन पद्धती प्रा.पाटील गजानन, निराली प्रकाशन पुणे.
- विशेष अध्यापन पद्धती भूगोल य.च.म.मुक्त विद्यापीठ, नाशीक
- दृष्टिक्षेपात स्पेशल मेथड भूगोल - सौ.शैलजा सांगळे नुतन प्रकाशन, पुणे.
- संगणक सहाय्यित अनुदेशन व अध्ययन - डॉ.शोभना जोशी,सौ.मेघना शिराढोणकर,मृण्मयी प्रकाशन,औरंगाबाद.२००७.
- वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन - मृण्मयी प्रकाशन -२००६

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**Paper No. VI**  
**TEACHING METHODOLOGY**  
**METHODOLOGY OF TEACHING MATHEMATICS**

**Credits – 2**  
**Hours - 30**  
**Theory Paper -1.30 Hours**

**Internal - 10**  
**External - 40**  
**Total - 50**

**OBJECTIVES :**

**To enable the pupil teacher to:**

1. Understand and appreciate the uses and significance of Mathematics in daily life.
2. Learn successfully various approaches of teaching Mathematics and to use them Judiciously.
3. To appreciate the contribution of various mathematicians.
4. To know the methods of planning instruction for the classroom.
5. Prepare Co-curricular activities and organize the library and book as per the needs.
6. Appreciate and organize activities to develop aesthetics of Mathematics.
7. Obtain feedback both about teaching as well as student's learning.

**Unit – I Place and importance of Mathematics in the school curriculum.**

**10 Marks**

- a) Meaning, nature and scope of Mathematics.
- b) Values and importance of Mathematics.
- c) Place of Mathematics in school curriculum
- d) Branches of Mathematics (pure & applied), language of maths, logic, induction & deduction.
- e) Correlation of Mathematics with other school subjects.
- f) Contributions of eminent mathematicians with reference to Aryabhatta, Bhaskaracharya, Ramanujan, Euclid, Pythagoras and Rene-Descartes.

**. Unit – II Curriculum, Syllabus and Text-book of Mathematics.**

**10 Mark**

- a) Principles a good Curriculum, Topical and concentric approach of Curriculum.
- b) Present Curriculum at Secondary and higher Secondary level.
- c) Syllabus of secondary and higher secondary classes.

- d) Characteristics of a good text-book.
- e) A critical study of a text book with reference to Curriculum, syllabus and Characteristics of text book.
- f) General objectives of teaching Mathematics.
- g) Instructional objectives of teaching Mathematics, their specifications, Evaluation of instructional objectives.

### **Unit – III Method, Techniques and Support system**

**15 Marks**

- a) Maxims of teaching Mathematics
- b) Methods of teaching Mathematics (i) Inductive – Deductive (ii) Analytical-Synthetic (iii)Heuristice (iv) Laboratory (v) Project (vi) Experimantal (vii) Lecture cum Demonstration (viii) Problem Solving
- c) Techniques of teaching Mathematics (i) Assignment (ii) Co-operative learning (iii) Drill work – oral & written (iv) Technology based technique
- d) Models of teaching (i) Concept attainment model (ii) Advanced organizer model
- e) Support technology (i) 2D: Chart,Boards (all type) cutouts,pictures ,graphs (ii) 3D : Model ,objects,abacus ,(iii) T.V., Slides, VCD,DVD, LCD Projector, Use of Internet.
- f) Computer assisted instruction and learning – preparation of a power point presentation for teaching units.
- g) Co-Curricular Activities – Games, quiz, puzzles, visits, talks, Mathematics club, Riddles, Magic squares etc.
- h) Vedic Mathematics – learning about short cuts in Vedic Mathematics.i. Diagnostic testing & remedial teaching

### **Unit – IV The teacher of Mathematics**

**05 Marks**

- a) Qualities of a good Mathematics teacher.
- b) Content knowledge enrichment for the Mathematics teacher.
- c) Different approaches for the professional growth

### **PRACTICUM – (Any One )**

1. Preparing Year plan and Unit plan.
2. Preparing Mathematical Tools.
3. Collection of information of Mathematicians.

### **Recommended Books (Mathematics):**

- The Teaching of secondary Mathematics- Butler and Wren.
- The Teaching of Mathematics in new education – Aiyengar.
- The Teaching of modern Mathematics – Fleteher.
- Teaching of Mathematics – Sindhu.
- Teaching of Mathematics – Dharmveer and Agrawal
- Teaching of Arithmetic's, Algebra & Geometry in school-Math's Association.
- Teaching of Mathematics,Dr.Khan Ahmed Suhail,Khan Educational Publications, Aurangabad.
- Tadriss – E – Riazi, Dr.Khan Ahmed Suhail,Educational Publishers and Distributers, Aurangabad.
- \* गणित जागतकी सैर-शर्मा
- \* गणिताचे अध्यापन -व.पा.देशमुख
- \* गणितातील गमती जमती -मनोर.चा.पा.नरेकर
- \* गणित कसे शिकवावे - ल.रा.गद्रे
- \* वैदिक गणित - वाटप कुलकर्णी
- \* गणिताचा शिक्षक -म.ना.झोल
- \* गणिताचे अध्यापन - रा.मो.कुट
- \* गणित अध्यापन पद्धती - ओक राऊत
- \* गणित अध्यापन पद्धती- डॉ.रमेश वसंतराव पाटील,प्रा.दादाराव रामजी चव्हाण
- \* विशेष अ.प.गणिताचे अध्यापन -य.च.मुक्त.वि.नाशिक
- \* गणिताचे अध्यापन- डॉ.द.बा.पोंक्षे,प्रा.मखिजा नुतन प्रकाशन पुणे.
- \* गणित अध्यापन पद्धती - ह.ना.जगताप
- \* पाठ नियोजन जोशी अ.प.सुरवसे,म.प.पाटील ब.दा. य.च.मुक्त.वि.नाशिक
- \* पाठनियोजन - डॉ.शेटकर ,डॉ.श्रीमती जोशी मृण्मयी प्रकाशन औरंगाबाद तृतीय आवृत्ती
- \* गणित आशययुक्त अध्यापन - डॉ.ह.ना.जगताप नुतन प्रकाशन पुणे.
- \* गणित अध्यापन व आशययुक्त अध्यापन पद्धती -डॉ.द.बा.पोंक्षे,प्रा.मखिजा नुतन प्रकाशन पुणे.
- \* संगणक सहाय्यित अनुदेशन व अध्ययन - डॉ.शोभना जोशी,सौ.मेघना शिराढोणकर,मृण्मयी प्रकाशन,औरंगाबाद. २००७.

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## **Paper No.VII**

### **ELECTIVE SUBJECT**

#### **A). ALTERNATIVE EDUCATION**

**Credits – 4**  
**Hours - 60**  
**Theory Paper -3 Hours**

**Internal - 20**  
**External - 80**  
**Total - 100**

#### **Objectives :-**

1. To develop in the student teacher an understanding of the need, working, concepts, objectives and scope of non-formal and adult education.
2. To help student teacher to appreciate the impotence of providing life-long education to learners of all age group at all levels according to their needs. Aptitudes and convenience. To develop in the student teacher an awareness of the significance of freedom, flexibility and openness in learning system.
3. To enable the student teacher to understand the need for offering parallel, alternative and less costly mode of education for removal of illiteracy; the need of democratization and universalization of education in India.
4. To acquaint the student teacher with the use of multidimensional and multisource education for schooled, semi schooled and unschooled learners.
5. To promote the new cult of 'learning society' believing in self-development, self enrichment and advancement in the 'Art of Living' through imparting adult education.

#### **Unit –I**

**15 Marks**

- a) Introduction to non-formal education (NFE) : concept, nature and scope of non-formal education (NFE)
- b) Philosophical bases of NFE.
- c) Aims and objectives of NFE.

#### **Unit – II**

**15 Marks**

- a) Types, agencies and approaches of NFE : type and agencies of NFE.
- b) Approaches and methods of NFE.
- c) Teachers of NFE.
- d) Aids-Audio & Visual.

#### **Unit – III**

**10 Marks**

- a) NFE in Indian context: Prospects of non-formal education in Indian context.

- b) Need for monitoring, evaluation and research for effective implementation of NFE programmes.

#### **Unit – IV**

**15 Marks**

- a) Introduction to Adult Education (AE): Meaning, scope and objective of Adult Education (AE):
- b) Adult learning procedures-factors and conditions, effects of age.
- c) Tools of learning.

#### **Unit – V**

**10 Marks**

- a) Teachers of AE-need for training.
- b) Evaluation process in AE.
- c) Contents of AE: Contents of AE; functional learning.

#### **Unit – VI**

**15 Marks**

- a) AE in Indian context : Adult education in India-an instrument for social regeneration and cultural transformation.
- b) Functional literacy programmes-Role of National literacy mission. Total literacy campaign in achieving the social aim of education for all.
- c) Need for effective and constant monitoring, Evaluation and research in A.E.
- d) Role of governmental agencies in promoting A.E.

#### **PRACTICUM-(Any One)**

1. To prepare A Project on two new literate Adults.
2. To conduct a survey of the non-formal/adult education centers in the locality. The written report should be around 700 words.
3. Report of visit to as Adult Education Centre.
4. Preparation of instructional material for adult learner.
5. Report of visit to Non-formal Education Centre.

#### **Reference books –**

- ग्रामिण शिक्षण आणि ग्रामिण विकास सुरवसे म.पं. १९८९ नुतन प्रकाशन पुणे.
  - अनौपचारिक शिक्षण - प्रा.डॉ.कुलकर्णी प्रा.फेगडे नुतन प्रकाशन पुणे.
  - राष्ट्रीय प्रौढ शिक्षण - प्राचार्य चंद्रकुमार डांगे नुतन प्रकाशन पुणे.
  - अनौपचारिक शिक्षण - प्रा.बा.स.बोंबे
  - अनौपचारिक शिक्षण - य.च.म.मुक्त विद्यापीठ नाशीक.
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## **Paper No.VII**

### **ELECTIVE SUBJECT**

#### **B). CAREER INFORMATION AND CAREER GUIDANCE**

**Credits – 4**

**Hours - 60**

**Theory Paper -3 Hours**

**Internal - 20**

**External - 80**

**Total - 100**

#### **Objectives**

1. To develop and understanding of the need and important of career information for the pupils.
2. To identify their role and function in locating, collecting evaluating and disseminating career information for the use of pupils.
3. To develop and understanding of how ones ability, interests and aptitudes are related to world of work.
4. To know about the importance of developing the right attitudes and values at every stage of education.
5. To develop an understanding of the concepts of guidance.
6. To acquaint the students with the testing devices and techniques of guidance.
7. To create an awareness of the working of guidance centers.

#### **Unit I. Concept of Career Guidance.**

**10 Marks**

- a) Meaning, Nature and functions of career guidance
- b) Principles of career guidance.
- c) Need of career guidance at various stages of life

#### **Unit II. Career and career information**

**15 Marks**

- a) Meaning of career and career information.
- b) Information about education and opportunity; personal social information.
- c) Aims to study career information at different school levels

#### **Unit III. Education and training opportunities**

**15 Marks**

- a) Training opportunities of primary, elementary and secondary levels of school.
- b) Career information sources, Methods of collection.
- c) Classification and filling up of information and evaluation of the information.

#### **Unit IV. Social information and career Resource**

**10 Marks**

- a) Personal-social information at every school level.
- b) Setting up of a career resource center, its major importance.



**Unit V. Testing and non-testing devices for the study of an Individual** **15 Marks**

- a) Tests : Aptitude, Attitude, Interest, Achievement and Personality.
- b) Techniques used in guidance : Questionnaire, Interview schedule, case study, diary and autobiography.

**Unit VI. Job analysis and occupational information** **15 Marks**

- a) Job analysis : concept and need
- b) Job satisfaction : concept and factors affecting job satisfaction.
- c) Relation between job analysis and job satisfaction.
- d) Career counseling and dissemination of occupational information.
- e) Dealing with depression and academic stress (with regard to their identification and intervention)

**Practicum : (Any One)**

- 1. Visit to career resource centre and reporting about its organization and functioning.
- 2. Assessing the interest if an individual with interest inventory.
- 3. To prepare a career talk.
- 4. Make a study of the guidance services available in any one school prepare a report.

**Reference books:**

- 1. Principles of guidance and pu;il personnel Jone A.J. : McGraw Hill New York.
  - 2. Fundamentals of Guidance Houghton Mifflin co,Shertzer B. and Stone S>C. : Boston 1976.
  - 3. Education, vocational guidance and counseling.Aggarwal J.C.
  - 4. Guidance and counseling.Bengalee M.D.
  - 5. Child Guidance.Bengalee Mehrro D.
  - 6. Principles of Guidance and Counseling.Bhatia K.K.
  - 7. Guidance and Counseling in education.Bhatnagar R.P., Rani Seema .
  - 8. Principles and Techniques of Guidance.Chauhan S.S.
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**Paper No.VII**  
**ELECTIVE SUBJECT**  
**C). –COMPUTER IN EDUCATION**

**Credits – 4**  
**Hours - 60**  
**Theory Paper -3 Hours**

**Internal - 20**  
**External - 80**  
**Total - 100**

**Objectives :**

1. To understand the importance of computers in the modern and changing society.
2. To understand the role of computers in the field of education.
3. To understand the various components of hardware and their functions.
4. To understand the skillful use of hardware through software.
5. To understand the need for an operating system software.
6. To understand the use of word processing software using MS word.
7. To develop logic and skill to write and structure simple programs to manipulate data using basic programming.
8. To understand the learn to use the data base management and spreadsheet through MS-Office program Excel.
9. To create an awareness on multi-tasking and graphics using paintbrush of windows program and MS-Office-Power Point.
10. To learn the use of internet, its basics-browser, search engine and e-mail.
11. To create use of computers in networking.

**Unit I - Introduction and fundamentals of computers**

**15 marks**

- a) Development of computers, and its type.
- b) Block diagram of computer, use of computers in various field, with special reference to personal, mainframe and, supercomputer.
- c) Computer peripherals –
  - i. Input devices - Keyboard, mouse, etc.
  - ii. Output devices – All types of Monitors, Printers and other devices.
- d) Storage devices – Hard disk, CD (all types), pen drive, memory cards, external hard disk, etc.

**Unit II- System Unit and softwares**

**15 marks**

- a) CPU, RAM, ROM, Motherboard, and other parts of system unit.
- b) System software and application software.
- c) Basic file handling –

- I. Concept of file, folder.
- II. Creating, saving, retrieving, storing, deleting a file.
- III. Saving files on external storage devices like CDs, DVDs, Pen drives.
- a) Features of Windows operating system – desktop, taskbar, menu bar, toolbar, file manager, print manager, etc.

### **Unit III - Application of computers in Education**

**10 Marks**

- a. Educational significance of MS word, excel, power point.
- b. Concept of Smart class, hardware required for smart class, advantages of smart class over conventional classroom.
- c. Use of computer in – teaching, learning, evaluation & testing, administration, research, etc.
- d. Importance of software packages and websites in education, like Encarta, National Geographic, Wikipedia, Wikimapia, GoogleEarth, etc.

### **Unit IV- MS-Excel, Database & Spreadsheet Software**

**15 Marks**

- a. Introduction, exploring features of spread sheets and work book.
- b. Entering data, adjusting column width, loading and saving files or data base, moving data in worksheet. Creating, saving and printing graphs with option.
- c. Work sheet functions and formulae – DATE, SUM, AVERAGE, ROUND, ROUNDDOWN, ROUNDUP, REPEAT, VALUE, INT, COUNT, COUNTIF, MIN, MAX, MEDIAN, CORREL, PEARSON, STDEV for preparing results sheets, LOOKUP & IF to convert marks into grades.
- d. Preparation of mark list using Excel.

### **Unit V- MS-Word (Word processing software)**

**15 Marks**

- a. Introduction – menus.
- b. Open and save a new or existing document.
- c. Create a document and editing a document – moving the text, using drag and drop text, copying between documents, using auto correct and thesaurus, margin setting, changing line setting, justifying commands, insert pictures or clipart, print document and enhancements.
- d. Mail merge document and examples.

## **Unit VI - MS-Powerpoint & Internet**

**10 Marks**

- a. Introduction to making presentations – preparation of slides and creating and editing a presentation.
- b. Exploring the powerpoint menus and tool bar features, slide shows and slide animation, multimedia features, slide transition during slide show.
- c. Genesis of internet, internet providers, sources of internet, search engines,
- d. Application of internet – Web, email, streaming media, voice telephony. Educational use of social networking sites.

### **PRACTICUM: (Any One)**

1. Preparation of Educational document with the help of readymade package.
2. Preparation and presentation of Educational slides with the help of MS Power Point.
3. Preparation and use of any computer graphics in Education.
4. Preparation of report applying statistical analysis by using MS-Excel.

### **Reference Books:**

- Fundamentals of Computers – Raja Raman
  - Computers in Education – Paul F. Merill, Hammons, Tolman,
  - Teaching of Computers – Dr. Y.K. Singh, APH Publishing Corporation, New Delhi.
  - Computer Education – V.K. Singh & K.N. Sudarshan, Discovery Publishing House, New Delhi.
  - Fundamentals of Information Technology – Chetan Srivastava, Kalyani Publishers, New Delhi.
  - IT Tools & Applications – Sanjay Saxena & Prabhpreet Chopra, Vikas Publishing House, New Delhi.
  - Computer Science – Dr. S.A. Mannan & Dr. M. Razaullah Khan, Renuka Prakashan
  - शिक्षणातील माहिती तंत्रज्ञान - आल्लमप्रभू सा.रविकिर्ती - सागर एज्युकेशनल एटंप्राईजेस, श्रीरामपूर.
  - माहिती तंत्रज्ञान - डॉ.शोभना जोशी, सौ.मेघना शिराढोणकर, मृण्मयी प्रकाशन, औरंगाबाद.
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**Paper No.VII**  
**ELECTIVE SUBJECT**  
**D). ELEMENTRY EDUCATION**

**Credits – 4**  
**Hours - 60**  
**Theory Paper -3 Hours**

**Internal - 20**  
**External - 80**  
**Total - 100**

**Objectives :-**

1. To develop in the student teacher understanding of the role and development of Elementary Education in India.
2. To develop in the student teacher proper understanding of various components of the NPE 1986 and review of NPE 1992 relating to Elementary Education.
3. To acquaint the student teacher with the recent changes in curriculum structuring and the modes of curriculum transactions.
4. To help to develop an appropriate teacher competencies on the part of the student teachers.
5. To acquaint the student teacher with emerging trends and practices in Elementary Education.

**Unit –I**

**15 Marks**

- a) Introduction to Elementary Education : the genesis of Elementary Education.
- b) A brief history Elementary Education (EE) with special reference to the area of its operation. Constitutional provisions, Elementary Education act of the area.
- c) Related concepts and target groups of Elementary Education (EE)
- d) The learning needs of pupils.

**Unit -II**

**15 Marks**

- a) National policy on education 1986 and the revised policy of 1992 with reference to elementary education.
- b) Role of panchayats and local bodies in EE
- c) Role of the state government in EE
- d) Role of non-government organizations, in EE
- e) Trend of commercialization of EE, remedies.

**Unit –III**

**15 Marks**

- a) Curriculum : Structure of the curriculum at EE level.
- b) Curriculum transaction : Activity based, experience centered, learner centered play-way joyful learning.
- c) Curriculum adjustment and adaptation to special need of :
  - i) Visually, auditory and orthopedically handicapped.
  - ii) First generation learners and culturally deprived learners and remote rural areas and slum areas; and Girls.
- d) Education for all and required variation in the curriculum.

## Unit – IV

15 Marks

- Acquisition of basic skills required for teaching at elementary stage.
- Special qualities of an elementary school teacher (EST)
- Need for orientation and refresher course of EST
- Developing competencies related to working with parents and community
- Role of basic training centers, normal schools and DIETs in providing training to EST
- Preparation of teachers for implementing 'Education for all'.

## Unit – V

10 Marks

- Minimum level of learning (MILL)
- School Readiness.
- Early childhood Care and Education (ECCE)
- Continuous Comprehensive Evaluation at Elementary level.

## Unit – VI

10 Marks

- District Primary Education Programmes (DPEP)
- Multi grade teaching in Elementary schools.
- Teacher's Commitment.
- Use of modern technologies and media.

## PRACTICUM -(Any One)

- Conducting original studies of the effectiveness of the implementation of Operation Blackboard scheme/Nutrition programme in a locality.
- Study of any problem connected with the introduction of English at the Elementary level of Education.
- A survey of the availability of text books in Elementary Schools in a locality.
- Study of any other problem relating to Elementary Education with the approval of the teacher educator.
- Analysis of text books.

## Recommended Books:

- प्राथमिक शिक्षणाच्या समस्या - वासुदेव कारनिक व मधुसदन गोखले
- शैक्षणिक प्रश्न आणि महाराष्ट्रातील शिक्षण व विकास - भा.गो.बापट
- शैक्षणिक समस्यांचा इतिहास - जॉन एस.बुब्रेकर
- अधुनिक शिक्षणाच्या समस्या उपाय आणि नियोजन - मा.गो.माळी
- शैक्षणिक प्रश्न, पुनर्रचना आणि राष्ट्रविकास - एम.जी.माळी
- आजचे शिक्षण, आजच्या समस्या - पाटील व कुलकर्णी
- राष्ट्रीय शैक्षणिक धोरण १९८६
- भारतीय शिक्षणातील विचार प्रवाह - ना.ग.पवार
- ग्रामिण शिक्षण आणि ग्रामीण विकास - सुरवसे म.प.नुतन प्रकाशन १९८९ पुणे ३०
- आजचे अध्यापन - लीला पाटील

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## **Paper No.VII**

### **ELECTIVE SUBJECT**

#### **E)- ENVIRONMENTAL EDUCATION**

**Credits – 4**  
**Hours - 60**  
**Theory Paper -3 Hours**

**Internal - 20**  
**External - 80**  
**Total - 100**

#### **Objectives :-**

1. To understand the nature and scope of Environmental Educaiton.
2. To develop a sense of awareners about the environmental in the student teacher.
3. To develop a sense of responsibility towards conservation of environment.
4. To enable the students to understand about the various measures available to conserre the environment for sustaining the development.
5. Acquire the ability to develop instructional support materials the student teacher.

#### **Unit I :- Nature of Environmental Education**

**15 Marks**

- a) Environment :- Meaning, Biotic and Abiotic Factors
- b) Definition, scope and importance of Environmental Education
- c) Objectives of Environmental Education
- d) Factors of Environment :- Atmosphere, Lithosphere, Hydrosphere, Biosphere

#### **Unit II: - Pollution and Global atmospheric change**

**15 Marks**

- a) Air Pollution :- Types 1) Gaseous Air Pollution, 2) Particulate Air Pollution, Sources of Air Pollution effects of air pollution, controlling air pollution
- b) Water Pollution: - The importance of watr resources problems water pollution, water management.
- c) Soil Pollution :- Couses of soil pollution, effect of soil pollution, controlling soil pollution
- d) Noise Pollution :- Couses of noise pollution, effect of noise pollution, controlling noise pollution
- e) Global atmospheric change :- Global warming, Ozone depletion, Acid rain, Green House Effect.

#### **Unit III :- Environmental Hazards**

**10 Marks**

- a) Natural Hazards :- Earthquake, Famine, Floods
- b) Man- made Hazards :- Soil Erosion, Deforestuling, Pollution of the Ocean,

- c) Programmes on Environmental disaster Management :- Primary and Secondary Education Institutions.
- d) Impact of Environmental Hazards on human life – Physical, Psychological, Social and economic.

#### **Unit IV :- Ecosystem**

**15 Marks**

- a) Meaning, Definition and its characteristics
- b) Structure and its Functions
- c) Biodiversity :- Meaning and its types
- d) Programmes on conservation of Biodiversity.

#### **Unit V :- Education for Sustainable Development**

**10 Marks**

- a) Sustainable Development – meaning, need and Sustainable practices.
- b) Sustainable environmental management
  - i) Rain-water harvesting – meaning, significance.
  - ii) Solid waste management – meaning, significance.
  - iii) Mangroves management – meaning, significance.

#### **Unit VI :- Role of School, Teacher and Law in Environmental Education**

**15 Marks**

##### **Co-relation of Environmental education with school subjects.**

- a) Role of teachers in Environmental education.
- b) Integrating Environmental education through Co-Curricular activities.
- c) Movements – Chipko and Ralegan siddhi (Anna Hajare )
- d) Projects – Tiger Project and Ganga action plan
- e) Laws of conservation and protection : Environment Protection Act, Wild life Protection Act and Noise Pollution Act.

#### **PRACTICUM –(Any One)**

**To submit a report after survey /project:-**

1. Air Pollution.
2. Water Pollution.
3. Soil Pollution.
4. Noise Pollution.
5. Role of the Pollution control boards.



6. Composting.
7. Greening Institution.
8. Paper recycling.
9. Conservation of water.
10. Conservation of energy.
11. Market survey.

### **Reference Books –**

१. पर्यावरण शिक्षण - डॉ.के.एम.भांडारकर नुतन प्रकाशन पुणे.
  २. पर्यावरण शास्त्र परिचय - डॉ.जयकुमार मगर विद्याप्रकाशन नागपूर.
  ३. पर्यावरण भूगोल- डॉ.सुभाषचंद्र सारंग विद्याप्रकाशन नागपूर.
  ४. पर्यावरण शिक्षण - प्रा.गजानन पाटील, निराली प्रकाशन पुणे.
  ५. पर्यावरण शिक्षण - डॉ.शारदा शेवतेकर
  ६. पर्यावरण शिक्षण - डॉ.पारसनिस व डॉ.बहुलीकर नुतन प्रकाशन पुणे.
  ७. पर्यावरण शिक्षण - डॉ.देवेंद्र जोशी, डॉ.सौ.उज्ज्वला के.सदावर्ते, आदित्य पब्लिकेशन्स नांदेड.
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**Paper No.VII**  
**ELECTIVE SUBJECT**  
**F). POPULATION EDUCATION**

**Credits – 4**  
**Hours - 60**  
**Theory Paper -3 Hours**

**Internal - 20**  
**External - 80**  
**Total - 100**

**Objectives :-**

1. To develop in student teacher an understanding of the concept, need and importance of Population Education.
2. To enable the students to understand various terminology connected with Population studies and factors responsible for Population growth.
3. To develop and awareness in the student teacher of the implications of Populations growth on various aspects of social functioning.
4. To help student teacher to understand the effect of unchecked growth of Population on the depletion of natural resources from the environment.
5. To help student teacher to appreciate the role of Population Education as an educational intervention for upgrading the quality of social functioning.

**Unit – I**

**15 Marks .**

Introduction : Nature & Scope of population education : meaning, Concept, need, Scope, Importance, Objectives.

**Unit – II**

**10 Marks**

- a) Population dynamics : Distribution & density, population composition : Age, Sex, Rural, Urban, Literacy-all India.
- b) Factors affecting population growth :Fertility, Mortality and Migration (Mobility)

**Unit – III**

**15 Marks**

- a) Population & quality of life : Population in relating to :Socio-economic development, health status, natrition, health services & education.
- b) Effect of unchecked growth of population on natural resources & environment
- c) Population & literacy campaigns in India

## **Unit – IV**

**10 Marks**

- a) Population education in schools: Scope of population education in schools.
- b) Integration of Population education with the general school curriculum.

## **Unit – V**

**15 Marks**

- a) Methods & approaches, Inquiry approach, Observation, Self-study, Discussions, Assignments.
- b) Use of mass-media : Newspapers, Radio, Television, A/V Aids

## **Unit – VI**

**15 Marks**

- a) Role of teachers : Teacher role of creating awareness of the consequences of population problems, inculcating new values and attitude leading to modification of student behavior.
- b) Working with community to build awareness

## **PRACTICUM - (Any One)**

1. Content analysis of existing secondary level text book to identify the components of Population education included in it.
2. Survey of population situation of any locality inhabited by disadvantaged section of society.
3. Survey of Population situation in a select locality to understand its Population dynamics with comments on what is observed.
4. Survey of the Population of student's families (of any class of a school) and analysis of the results.
5. Drawing out a plan for creating community awareness about social evils such as
6. superstitions, early marriage etc. (any one evil)
7. Critical reporting of community work in select localities in selected sectors like
8. mother Care, child care, health and cleanliness etc.
9. Collection and analysis of data from available sources, problems of accommodation in
10. Schools/hospitals/transport in select locality.

## **Reference books (Population Education)**

- Population Education – Kuppaswamy and others.
- Population Education – Selected Readings Mehta and Ramesh Chandra.

- Population Education – Yadav & Saroj.
- Population Education – Sing & Sudarshan
- Population Education – Rio, D.Gopal.
- Population Education – Thompson & Lewis.
- Population Education – SNTD University.
- Population Education for teachers-Manta and Prakash.
- Population Education – Stella sounders Raj, S.G.Wasani, for Macmillan India Ltd.& printed ●  
by T.K.Sengpht at Macmillan India press Madrass-41.
- ग्रामीण शिक्षण आणि ग्रामिण विकास सुरवसे म.प. १९८९ - नुतन प्रकाशन पुणे ३०
- लोकसंख्या शास्त्र व लोकसंख्या शिक्षण - डॉ.एस.एन.कुलकर्णी डॉ.सतिश श्रीवास्तव विद्याप्रकाशन नागपूर.
- लोकसंख्या शिक्षण - आहिरे, बोदार्डे कैलास, सोलापूर
- लोकसंख्या शिक्षण - ज.पे.नागपूरे
- लोकसंख्या शिक्षण - प्रा.डॉ.शांताराम बुटे
- लोकसंख्या शिक्षण - य.च.म.मु.विद्यापीठ नाशीक
- लोकसंख्या शिक्षण - प्रा.मारुती गायकवाड

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**Paper No.VII**  
**ELECTIVE SUBJECT**  
**G). PHYSICAL EDUCATION**

**0Credits – 4**  
**Hours - 60**  
**Theory Paper -3 Hours**

**Internal - 20**  
**External - 80**  
**Total - 100**

**Objectives**

**To develop in student teacher :**

1. The theoretical assumption behind the practice of modern physical education.
2. The states for organizing the practice of physical education.
3. Activities required for evaluating attainments of physical education.
4. Activities required for organizing physical education meets and events.

**Unit – I**

**10 Marks**

Physical education – It's Meaning and implication aims and objectives, foundation of physical education social, biological and psychological, concepts of physical fitness, recreation, sports and recreation, physical education and recreation, importance of physical education.

**Unit – II**

**10 Marks**

Psychological effect of exercise, biophysical differences in boys and girls and their implication in physical education, postural defects including remedial exercise including asanas, meaning of Asan and pranayam importance of Asanas, pranayam and Dhyana, difference bet yogasan and exercise.

**Unit – III**

**10 Marks**

Meaning of growth ad development and their difference, three stages of growth infancy stage, child hood stage, adolesoence stage and physical education.

**Unit – IV****10 Marks**

Meaning of health, Mental health, importance of health education, effect of physical education programme on physical fitness and efficiency concept of positive health.

**Unit – V****05 Marks**

Types of food and their relative efficacy, role of balanced diet, dangers of the use of alcohol, nicotine, narcotine and drugs.

**Unit – VI****15 Marks**

Organization of physical education programme in secondary schools and its principles, competitions their role values and limitations intramural and extramural competitioners classification of students by three factor age, height and weight preparation of fixtures by knock-out method chain method and tabular method their merits and demerits.

**Unit – VII****10 Marks**

Organization of annual athlete meet, prework of the marking ground, marking of 400 m and 200 m track Marking of staggers, sport meet work.

**Unit – VIII****10 Marks**

Essential facilities of physical education for Indian School, problems of Indian school and Remedies, National and State Level awards in sports. Examination of physical education, criteria of physical education test.

**PRACTICUM**

1. To conduct local tournaments.
2. To mark the track & the area of the throwing events.
3. Participation and report of a public health programme.
4. Participation and reporting of a school Health programme.
5. Visit & report on gymnasium activities.

## Reference books:

- Physical Education and sports in the changing society. By William H.Freeman. Surjeet publications, Post box no 2157, 7-K, Kolhapur road Kamala nagar Delhi -11007 India.
  - शारीरिक शिक्षण - आशययुक्त अध्यापन-डॉ.दुनाखे नुतन प्रकाशन पुणे.
  - शारीरिक शिक्षण आणि आरोग्य - प्रा. आर.एस.लोळगे, प्रतिभा प्रकाशन, औरंगाबाद २००५.
  - शरीरशास्त्र रचना व कार्य - डॉ.लेकावळे व्ही.एल.
  - शारीरिक शिक्षण अध्यापन पद्धती - प्रा.ए.के.शिंदे
  - शारीरिक शिक्षण तत्वे व स्वरूप, चंद्रया प्रकाशन, कोल्हापूर - प्रा.श्रीपाल जर्दे व प्रा.सौ.सुनिता जर्दे
  - महाजनी स्नेहा, आहारशास्त्राची मूलतत्वे, श्री मंगेश प्रकाशन, नागपूर.
  - आपण व आपले आरोग्य- भावे व देवधर , धो. व राणी प्रकाशन पुणे - ३०
  - आहारशास्त्र -ठक्कर विमल मीरा मेडिकल प्रकाशन, मुंबई.
  - आरोग्य व शारीरिक शिक्षण हस्तपुस्तिका, महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती मंडळ, बालभारती पुणे.
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**Paper No.VII**  
**ELECTIVE SUBJECT**  
**H).VALUE EDUCATION**

**Credits – 4**  
**Hours - 60**  
**Theory Paper -3 Hrs**

**Internal - 20**  
**External - 80**  
**Total - 100**

**Objectives:-**

1. To understand the nature and sources of values, and disvalues.
2. To understand the classification of values under different types.
3. To appreciate educational values like democratic, secular and socialist.
4. To anable to evaluate student, teacher, school personnel, curriculum as value laden.

**Unit – I The need, meaning, nature and sources of Value Education 15 Marks**

- a) The meaning of value education.
- b) The need of value education in the present social context.
- c) The nature of value education and its importance.
- d) Sources of values.

**Unit – II The classification and Types of Values. 10 Marks**

- a) The classification of values into various types material, social, moral and spiritual values.
- b) The ten values referred to by the Government of Maharashtra in the school curriculum.

**Unit – III The Development of Values 5 Marks**

- a) The Development of values as a personal and lifelong process.
- b) Role of Teacher in Value education
- c) The teaching of values as an integral part of Education – The concept of value oriented education (value oriented text books, value oriented teaching and value oriented behaviour of teachers and learners).

**Unit – IV The concept and Types of Dis-values 15 Marks**

- a) The concept of dis-values or negative values
- b) Types of dis-values materials, social, economic, moral and religious evils.



- c) Value conflict – The concept of value conflict,  
(conflict between values v/s disvalues)
- i. The value of self sacrifice v/s the value of self centredness
  - ii. The value of excellence v/s the value of amateurishness.
  - iii. The value of work v/s the values of idleness
  - iv. The value of selflessness v/s the value of selfishness
  - v. The value of honesty v/s the value of dishonesty.
  - vi. The value of truth v/s the value of untruth
- d. The role of education in value conflict- How can education overcome these negative values?

**Unit V - The Evaluation of the personnel regarding values. 15 Marks**

- a) Evaluating teachers as value laden
- b) Evaluating other school personnel as value laden
- c) Evaluating students and parents as value laden
- d) Evaluating the curriculum as value laden
- e) Tools for evaluating values-observational and self reporting techniques for the evaluation of values.

**Unit VI- 10 Marks**

- a) Kohlberg's moral developmental theory.
- b) Models of teaching Human values.

**PRACTICUM :- (Any One)**

1. Prepare a value education programme for schools,
2. Critisize 'Paripath' of any School / College Programme
3. Prepare a report of value based activities done by pupil teachers.
4. Prepare a programme for value oriented teaching.

**Reference books -**

- Value Education theory and practice, Gupta N.L. Krishna Brothers.
- Clarifying Values through subject matter Minrea poles, Harmin M.H. Wiston press.
- Value and Education in Independent India Kaul N.K.– Associated publishers.

- Indian philosophy of Education Humeyan Kabir -jayasingh Asia publishing House Bombay 1961.
  - Moral Education in Schools Radhashyam Sarangi -Deep and Deep publications.
  - Trends in Education : B.R.Satija-Anmol publication.
  - Moral Education for All : S.N.Sharma, Arya Book Depot.
  - Man in the New world : K.H.Sayigidan Asia publishing House.
  - Contemporary problems & Modern trends in Indian Educations – Dr.S.Krishna Murty Allied Book Center
  - शिक्षा तथा मानव मूल्य, डॉ.बी.एस.डागर, हरियाना साहित्य अकादमी चंदीगढ.
  - मूल्यशिक्षण, डॉ.सुरेश करंदीकर, फडके प्रकाशन, कोल्हापूर.
  - नैतिक मूल्याचे शिक्षण एस.एस.माने, चित्रभारती प्रकाशन, गीतांजली मार्केट मेन रोड लातूर.
  - नैतिक व सामाजिक तत्वज्ञान, सु.सा.बरवले, विद्या प्रकाशन, पुणे.
  - मूल्यशिक्षण - श्री व सौ.ठोबरे नुतन प्रकाशन, पुणे.
  - मूल्यधिष्ठित शिक्षण - प्रकिया आणि उपचार - प्रा.डॉ.एकनाथ गावंडे प्रा.सौ.वर्षा शरद ओंबाडे
  - नितिमूल्य व शिक्षण - डॉ.विद्या ठोबरे नुतन प्रकाशन पुणे.
  - मूल्यशिक्षण - गुप्ता नथ्युलाल - जयकृष्ण अग्रवाल, कृष्ण ब्रदर्स, महात्मा गांधी मार्ग, अजमेर, प्रथम संस्करण १९८७
  - नैतिक शिक्षण प्रकल्प - एन.सी.इ.आर.टी. , मूल्यमापन अहवाल महाराष्ट्र राज्य शैक्षणिक संशोधन प्रकाशन परिषद पुणे.
  - भारतीय नैतिक व आध्यात्मिक शिक्षण आवश्यकता आणि दिशा, जोशी अरविंद सदाशिव, चैतन्य प्रकाशन मेहकर १९७३
  - मूल्यशिक्षण विशेषांक , पाटील लीला, कोल्हापूर १९८४
  - सामाजिक समस्या - प्रा.रा.ज.लोहे १९८९
  - सामाजिक न्याय - अक्षेद्रनाथ सारस्वत , मानवाधिकार और पुलिस.
  - मूलभूत मानवीय अधिकार - श्री.रजनीश भगवान
  - मानवी हक्क श्री.घ.सोहनी, प्र.ग.कॉलेज,नाशिक १९६८
  - मानव अधिकार आणि त्यांचे उद्देश - ॲड.हर्षवर्धन निमखेडकर.
-

परिशिष्टे - १ सूक्ष्माध्यापन टाचण (१-११)

१) १. अनुक्रमणिका

पाठ क्रमांक	कौशल्य	अध्यापन/पुनराध्यापन	इयत्ता	दिनांक	पर्यवेक्षकाची स्वाक्षरी
१	प्रश्न कौशल्य	सूक्ष्माध्यापन			
		सूक्ष्मपुनराध्यापन			
२	फलकलेखन	सूक्ष्माध्यापन			
		सूक्ष्मपुनराध्यापन			
३	सज्जता प्रवर्तन	सूक्ष्माध्यापन			
		सूक्ष्मपुनराध्यापन			
४	चेतक बदल	सूक्ष्माध्यापन			
		सूक्ष्मपुनराध्यापन			
५	स्पष्टीकरण	सूक्ष्माध्यापन			
		सूक्ष्मपुनराध्यापन			
६	शैक्षणिक साहित्याचा उपयोग	सूक्ष्माध्यापन			
		सूक्ष्मपुनराध्यापन			
७	सेतूपाठ १	सूक्ष्माध्यापन			
		सूक्ष्मपुनराध्यापन			
८	सेतूपाठ २	सूक्ष्माध्यापन			
		सूक्ष्मपुनराध्यापन			
९	सेतूपाठ ३	सूक्ष्माध्यापन			
		सूक्ष्मपुनराध्यापन			

प्रमाणपत्र

प्रमाणित करण्यात येते की, श्री/श्रीमती .....  
हजेरी क्रं. ( ) यांनी अ/ब अध्यापन पद्धतीच्या सूक्ष्मअध्यापनाच्या सहा कौशल्यपाठांपैकी (अध्यापन/पुनराध्यापन)  
..... कौशल्य पाठ व तीन सेतूपाठांपैकी (अध्यापन/पुनराध्यापन) ..... सेतूपाठांचे  
सूक्ष्मअध्यापन केले आहे. तसेच सहा कौशल्यपाठांपैकी (अध्यापन/पुनराध्यापन)..... कौशल्य पाठांची व  
तीन सेतूपाठांपैकी (अध्यापन/पुनराध्यापन)..... सेतूपाठांची निरीक्षणे केलेली आहेत.

गटमार्गशकाचे नाव व स्वाक्षरी

प्राचार्याची स्वाक्षरी

अंतर्गत परीक्षकाचे नाव व स्वाक्षरी

बहिस्थ परीक्षकाचे नाव व स्वाक्षरी

प्रात्यक्षिक परीक्षा अध्यक्षाचे नाव व स्वाक्षरी

### १) २. सूक्ष्मपाठ टाचण

**कौशल्य :**

**वर्ग :**

दिनांक :

**पाठ्य घटक :**

**वेळ :**

**અધ્યાપન/પુનરાધ્યાપન**

[illegible]

## गट-मार्गदर्शकाची स्वाक्षरी

**सूक्ष्मपाठ निरीक्षक नोंदतक्त**

**१) ३. कौशल्य क्रमांक - १ - प्रश्न कौशल्य ( Questioning skill )**

अपेक्षित वर्ग :

दिनांक :     /     /

पाठ्य घटक :

निरीक्षण/पुनर्निरीक्षण :

पाठ घेणारे विद्यार्थी - शिक्षक हजेरी क्रमांक (     ) नांव : .....

प्रश्नाचा स्तर	प्रश्न क्रमांक	प्रश्नसंख्या	शेकडा प्रमाण
उच्चस्तरीय			
निम्नस्तरीय			

**कौशल्य उपघटक**

**पदनिश्चयन श्रेणी**

प्रश्न सादर करण्याचे कौशल्य ( Process )						
१)	योग्य गती	१	२	३	४	५
२)	योग्य आवाज	१	२	३	४	५
३)	बोलण्यातील अस्खलितपणा	१	२	३	४	५
४)	विद्यार्थ्यांना समान संधी	१	२	३	४	५
५)	प्रश्नावर विचार करण्यास संधी	१	२	३	४	५
६)	प्रश्नांची आवश्यक पुनरावृत्ती	१	२	३	४	५
७)	उत्तरांची आवश्यक पुनरावृत्ती	१	२	३	४	५
प्रश्नपद्धती अचूक रचना						
१)	पाठ्यवस्तूस पोषक	१	२	३	४	५
२)	व्याकरणदृष्ट्या निर्दोष	१	२	३	४	५
३)	मोजक्या शब्दांत प्रश्नरचना	१	२	३	४	५
४)	निःसंदिग्ध प्रश्नरचना	१	२	३	४	५

त्याज्यवर्तन		
१)	प्रश्नांची अनावश्यक पुनरावृत्ती	झाली / झाली नाही
२)	उत्तरांची अनावश्यक पुनरावृत्ती	झाली / झाली नाही

पाठाची श्रेणी :	असमाधानकारक	बरा	चांगला	उत्तम	उत्कृष्ट
	१	२	३	४	५

सूचना :

पाठ घेणाऱ्या विद्यार्थी-शिक्षकाची

निरीक्षक विद्यार्थी-शिक्षकाची

गट मार्गदर्शकाची

स्वाक्षरी

स्वाक्षरी

स्वाक्षरी

**१) ४. सूक्ष्मपाठ निरीक्षण नोंदतक्ता**

कौशल्य क्रमांक - २ - फलक लेखन ( B.B.Work )

अपेक्षित वर्ग :

दिनांक : / /

पाठ्य घटक :

निरीक्षण/पुनर्निरीक्षण :

पाठ घेणारे विद्यार्थी - शिक्षक हजेरी क्रमांक ( ) नांव : .....

कौशल्य उपघटक						
१)	अक्षरांचा ठळकपणा	१	२	३	४	५
२)	अक्षरांतील अंतर	१	२	३	४	५
३)	शब्दांतील अंतर	१	२	३	४	५
४)	ओळीचा सरळपणा	१	२	३	४	५
५)	ओळीतील अंतर	१	२	३	४	५
६)	रंगीत खडूचा वापर	१	२	३	४	५
७)	अधोरेखन	१	२	३	४	५
८)	फळा योग्य वेळी पुसणे	१	२	३	४	५
९)	फळा योग्य प्रकारे पुसणे	१	२	३	४	५
१०)	चित्रे व आकृतींची सुबकता ( आवश्यकता असल्यास )	१	२	३	४	५
११)	लेखनाची सुवाच्यता	१	२	३	४	५
१२)	लेखनाचा वेग	१	२	३	४	५
१३)	लेखनाची शुध्दता	१	२	३	४	५
१४)	लेखनाची सुसंगती	१	२	३	४	५
१५)	मांडणीतील व्यवस्थितपणा	१	२	३	४	५

पाठाची श्रेणी :	असमाधानकारक	बरा	चांगला	उत्तम	उत्कृष्ट
	१	२	३	४	५

सूचना :

पाठ घेणाऱ्या विद्यार्थी-शिक्षकाची  
स्वाक्षरीनिरीक्षक विद्यार्थी-शिक्षकाची  
स्वाक्षरीगट मार्गदर्शकाची  
स्वाक्षरी

**१) ५. सूक्ष्मपाठ निरीक्षण नोंदतक्ता**

कौशल्य क्रमांक - ३ - सज्जता प्रवर्तन / प्रस्तावना ( Set Induction / Introduction )

अपेक्षित वर्ग :

दिनांक :        /        /

पाठ्य घटक :

निरीक्षण/पुनर्निरीक्षण :

पाठ घेणारे विद्यार्थी - शिक्षक हजेरी क्रमांक (        ) नांव : .....

कौशल्य उपघटक		पदनिश्चयन श्रेणी				
१)	पूर्वज्ञान जागृती	१	२	३	४	५
२)	जिज्ञासा जागृती	१	२	३	४	५
३)	प्रेरण प्रवर्तनासाठी शाब्दिक कथन / प्रश्न	१	२	३	४	५
४)	प्रेरण प्रवर्तनासाठी साधनाचा वापर / कृती	१	२	३	४	५
५)	मांडणीत सातत्य व सुसूत्रता	१	२	३	४	५
६)	हेतुकथन	१	२	३	४	५
७)	फलकावर पाठशीर्षक लेखन	१	२	३	४	५

पाठाची श्रेणी :	असमाधानकारक	बरा	चांगला	उत्तम	उत्कृष्ट
	१	२	३	४	५

सूचना :

पाठ घेणाऱ्या विद्यार्थी-शिक्षकाची  
स्वाक्षरी

निरीक्षक विद्यार्थी-शिक्षकाची  
स्वाक्षरी

गट मार्गदर्शकाची  
स्वाक्षरी

**१) ६. सूक्ष्मपाठ निरीक्षण नोंदतक्ता**

**कौशल्य क्रमांक - ४ - चेतक बदल ( Stimulus Variation )**

अपेक्षित वर्ग :

दिनांक :        /        /

पाठ्य घटक :

निरीक्षण/पुनर्निरीक्षण :

पाठ घेणारे विद्यार्थी - शिक्षक हजेरी क्रमांक (        ) नांव : .....

कौशल्य उपघटक		कालखंड										एकूण
		१	२	३	४	५	६	७	८	९	१०	
१	शिक्षकाची हालचाल											
२	शिक्षकाचे हावभाव											
३	बोलण्याच्या पध्दतीत बदल											
४	संवेदन लक्षातील बदल											
५	केंद्रस्थानीकरण											
६	विद्यार्थ्यांचा शाब्दिक सहभाग											
७	विद्यार्थ्यांचा कृतियुक्त सहभाग											

पाठाची श्रेणी :	असमाधानकारक	बरा	चांगला	उत्तम	उत्कृष्ट
	१	२	३	४	५

सूचना :

पाठ घेणाऱ्या विद्यार्थी-शिक्षकाची  
स्वाक्षरी

निरीक्षक विद्यार्थी-शिक्षकाची  
स्वाक्षरी

गट मार्गदर्शकाची  
स्वाक्षरी



**१) ७. सूक्ष्मपाठ निरीक्षण नोंदतक्ता**

**कौशल्य क्रमांक - ५ - स्पष्टीकरण ( Explanation )**

अपेक्षित वर्ग :

दिनांक :        /        /

पाठ्य घटक :

निरीक्षण/पुनर्निरीक्षण :

पाठ घेणारे विद्यार्थी - शिक्षक हजेरी क्रमांक (        ) नांव : .....

कौशल्य उपघटक						
स्पष्टीकरण (उदाहरण - नियम )		पदनिश्चयन श्रेणी				
१)	उदाहरणावरून नियम	१	२	३	४	५
२)	नियमावरून उदाहरण	१	२	३	४	५
३)	स्पष्टीकरण दुवे	१	२	३	४	५
४)	योजनापूर्वक पुनरावृत्ती	१	२	३	४	५
५)	शैक्षणिक साधनांचा वापर	१	२	३	४	५
६)	अंतिम विधान	१	२	३	४	५
स्पष्टीकरण ( क्रमबद्ध )						
१)	प्रारंभिक विधान	१	२	३	४	५
२)	ओघवते कथन	१	२	३	४	५
३)	क्रमबद्धता	१	२	३	४	५
४)	सुसूत्रता	१	२	३	४	५
५)	निःसंदिग्धता	१	२	३	४	५
६)	शैक्षणिक साधनांचा वापर	१	२	३	४	५
७)	प्रश्नयोजना	१	२	३	४	५
८)	अंतिम विधान	१	२	३	४	५

पाठाची श्रेणी :	असमाधानकारक	बरा	चांगला	उत्तम	उत्कृष्ट
	१	२	३	४	५

सूचना :

पाठ घेणाऱ्या विद्यार्थी-शिक्षकाची  
स्वाक्षरी

निरीक्षक विद्यार्थी-शिक्षकाची  
स्वाक्षरी

गट मार्गदर्शकाची  
स्वाक्षरी

**१) ८. सूक्ष्मपाठ निरीक्षण नोंदतक्ता**  
**कौशल्य क्रमांक - ६ - शैक्षणिक साहित्याचा उपयोग**

अपेक्षित वर्ग : दिनांक :        /        /  
 पाठ्य घटक : निरीक्षण/पुनर्निरीक्षण :  
 पाठ घेणारे विद्यार्थी - शिक्षक हजेरी क्रमांक (        ) नांव : .....

कौशल्य उपघटक		पदनिश्चयन श्रेणी				
१)	साहित्याच्या सादरीकरणाची व्यवस्था	१	२	३	४	५
२)	पाठ्याच्या उद्दिष्टांना पोषक	१	२	३	४	५
३)	विद्यार्थी गटास अनुरूप	१	२	३	४	५
४)	विद्यार्थ्यांचा शाब्दिक / कृतियुक्त सहभाग	१	२	३	४	५
५)	साहित्याचा आवश्यकतेनुसार वापर	१	२	३	४	५
६)	साहित्य हाताळण्यातील कौशल्य	१	२	३	४	५
७)	वापरातील वेळेचे नियोजन	१	२	३	४	५
८)	एकाच आशयासाठी वैविध्यपूर्ण साधनांचा बहुमाध्यमांचा वापर	१	२	३	४	५

पाठाची श्रेणी :	असमाधानकारक	बरा	चांगला	उत्तम	उत्कृष्ट
	१	२	३	४	५

सूचना :

पाठ घेणाऱ्या विद्यार्थी-शिक्षकाची  
स्वाक्षरी

निरीक्षक विद्यार्थी-शिक्षकाची  
स्वाक्षरी

गट मार्गदर्शकाची  
स्वाक्षरी

**१) ९. सूक्ष्मपाठ निरीक्षण नोंदतक्ता**

**सेतू पाठ क्रमांक - १ - ( Bridge Lesson )**

**एकत्रित कौशल्ये - प्रश्न कौशल्य, फलक लेखन व प्रारंभ प्रवर्तन**

अपेक्षित वर्ग :

दिनांक :        /        /

पाठ्य घटक :

निरीक्षण/पुनर्निरीक्षण :

पाठ घेणारे विद्यार्थी - शिक्षक हजेरी क्रमांक (        ) नांव : .....

सेतूपाठ उपघटक		पदनिश्चय श्रेणी				
१)	कौशल्यांची स्पष्टता	१	२	३	४	५
२)	कौशल्यांचे एकात्मीकरण	१	२	३	४	५
३)	कौशल्यातील उपघटकांचे सादरीकरण	१	२	३	४	५
४)	सादरीकरण	१	२	३	४	५

पाठाची श्रेणी :	असमाधानकारक	बरा	चांगला	उत्तम	उत्कृष्ट
	१	२	३	४	५

सूचना :

पाठ घेणाऱ्या विद्यार्थी-शिक्षकाची  
स्वाक्षरी

निरीक्षक विद्यार्थी-शिक्षकाची  
स्वाक्षरी

गट मार्गदर्शकाची  
स्वाक्षरी

**१) १०. सेतू पाठ क्रमांक - २ - (Bridge Lesson)**

एकत्रित कौशल्ये - चेतक बदल, स्पष्टीकरण, शैक्षणिक साहित्याचा उपयोग

अपेक्षित वर्ग :

दिनांक : / /

पाठ्य घटक :

निरीक्षण/पुनर्निरीक्षण :

पाठ घेणारे विद्यार्थी - शिक्षक हजेरी क्रमांक ( ) नांव : .....

सेतूपाठ उपघटक		पदनिश्चयन श्रेणी				
१)	कौशल्यांची स्पष्टता	१	२	३	४	५
२)	कौशल्यांचे एकात्मीकरण	१	२	३	४	५
३)	कौशल्यातील उपघटकांचे सादरीकरण	१	२	३	४	५
४)	सादरीकरण	१	२	३	४	५

पाठाची श्रेणी :	असमाधानकारक	बरा	चांगला	उत्तम	उत्कृष्ट
	१	२	३	४	५

सूचना :

पाठ घेणाऱ्या विद्यार्थी-शिक्षकाची  
स्वाक्षरी

निरीक्षक विद्यार्थी-शिक्षकाची  
स्वाक्षरी

गट मार्गदर्शकाची  
स्वाक्षरी

**१) ११. सेतू पाठ क्रमांक - ३ - (Bridge Lesson)**

एकत्रित कौशल्ये - सर्व कौशल्ये

अपेक्षित वर्ग :

दिनांक :        /        /

पाठ्य घटक :

निरीक्षण/पुनर्निरीक्षण :

पाठ घेणारे विद्यार्थी - शिक्षक हजेरी क्रमांक (        ) नांव : .....

सेतूपाठ उपघटक		पदनिश्चयन श्रेणी				
१)	कौशल्यांची स्पष्टता	१	२	३	४	५
२)	कौशल्यांचे एकात्मीकरण	१	२	३	४	५
३)	कौशल्यातील उपघटकांचे सादरीकरण	१	२	३	४	५
४)	सादरीकरण	१	२	३	४	५

पाठाची श्रेणी :	असमाधानकारक	बरा	चांगला	उत्तम	उत्कृष्ट
	१	२	३	४	५

सूचना :

पाठ घेणाऱ्या विद्यार्थी-शिक्षकाची  
स्वाक्षरी

निरीक्षक विद्यार्थी-शिक्षकाची  
स्वाक्षरी

गट मार्गदर्शकाची  
स्वाक्षरी

**परिशिष्टे- २ सरावपाठ टाचण वही**

**२.१. अनुक्रमाणिका**

अ.क्र.	दिनांक	पाठ घटक	पाठाची शाळा	वर्ग व तुकडी	पर्यवेक्षकाची स्वाक्षरी
१					
२					
३					
४					
५					
६					
७					
८					
९					
१०					

**प्रमाणपत्र**

प्रमाणित करण्यात येते की, श्री/श्रीमती ..... हजेरी क्रं. ( ) यांनी अ/ब अध्यापन पद्धतीच्या दहा सरावपाठांपैकी ..... सरावपाठांचे अध्यापन केले आहे. तसेच सात/आठ/नऊ दिग्दर्शन पाठ व दहा सराव पाठांच्या निरीक्षणांपैकी ..... दिग्दर्शन पाठाचे व ..... सराव पाठांची निरीक्षणे केलेली आहेत.

अध्यापन पद्धती शिक्षकाचे नाव व स्वाक्षरी

प्राचार्याची स्वाक्षरी

अंतर्गत परीक्षकाचे नाव व स्वाक्षरी

बहिस्थ परीक्षकाचे नाव व स्वाक्षरी

प्रात्यक्षिक परीक्षा अध्यक्षाचे नाव व स्वाक्षरी

**२. २. पाठ टाचण (जोड पान) पृष्ठ क्र. १**

सराव पाठ टाचणाचा आराखडा

पाठाची शाळा :  
वर्ग :  
दिनांक :

तुकडी :  
वेळ :

घटक :  
उपघटक :  
पाठ्यघटक :

अपेक्षित पूर्वज्ञान :

नियोजित शैक्षणिक साहित्य :

पाठाच्या पायऱ्या	पाठ्यमुद्दे	विशिष्ट उद्दिष्टे व स्पष्टीकरणे	अध्ययन अनुभूती				
			शिक्षक	कृती	विद्यार्थी कृती	शैक्षणिक साहित्य/फलक कार्य	मूल्यमापन ( उद्दिष्टांचे मापन )
१	२	३	४	५	६	७	८
सज्जता प्रवर्तन	-----	पूर्वज्ञान जागृती - पूर्वज्ञानावर आधारित उत्तरे देतो					-----
हेतुकथन	-----	हेतुनिश्चिती - पाठाचा हेतू/नांव सांगतो					-----
विषय प्रतिपादन	पाठ्यांश - १	ज्ञान आकलन उपयोजन कौशल्य मनोवृत्ती					उद्दिष्टनिहाय मापन

नोट - रकाना क्रमांक १ ते ८ च्या खाली रकान्यातील मजकूर नमुन्यादाखल दिला आहे तो छपाईसाठी घेवू नये.

### २. ३. पाठ टाचण (जोड पान) पृष्ठ क्र. २

नोट - रकाना क्रमांक १ ते ७ च्या खालील रकान्यातील मजकुर नमुन्यादाखल दिला आहे तो छपाईसाठी घेवू नये.

पाठाच्या पायऱ्या	पाठ्यमुद्दे	विशिष्ट उद्दिष्टे व स्पष्टीकरणे	अध्ययन अनुभूती			मूल्यमापन ( उद्दिष्टांचे मापन )
			शिक्षक कृती	विद्यार्थी कृती	शैक्षणिक साहित्य/फलक कार्य	
१	२	३	४	५	६	७
विषय प्रतिपादन	मुख्य मुद्दे - आशय थोडक्यात	( प्रत्येक उद्दिष्टाचे विशिष्ट उद्दिष्ट व स्पष्टीकरण लिहावे.) ज्ञान-  आकलन-  उपयोजन-  मनोवृत्ती-  कौशल्य-				लेखी- वस्तुनिष्ठ प्रश्नप्रकार  तोंडी - उपयोजनात्मक प्रश्न  तोंडी - मनोवृत्तीवर आधारीत प्रश्न  प्रात्यक्षिक-कृतीवर आधारीत मापन.

नोट - रकाना क्रमांक १ ते ७ च्या खालील रकान्यातील मजकुर नमुन्यादाखल दिला आहे तो छपाईसाठी घेवू नये.



**२. ४. पाठ टाचण (जोड पान) पृष्ठ क्र. ३**

पाठाच्या पायऱ्या	पाठ्यमुद्दे	विशिष्ट उद्दिष्टे व स्पष्टीकरणे	अध्ययन अनुभूती			मूल्यमापन ( उद्दिष्टांचे मापन )
			शिक्षक कृती	विद्यार्थी कृती	शैक्षणिक साहित्य/फलक कार्य	
१	२	३	४	५	६	७
वि ष य प्र ति पा द न						
संकलन		दृढीकरण - प्राप्त ज्ञानावर आधारित उत्तरे देतो			-----	

### २. ५. पाठ टाचण (जोड पान) पृष्ठ क्र.४

पाठाच्या पायऱ्या	मापनाचे उद्दिष्ट	शिक्षक कृती	फलक कार्य / शैक्षणिक साहित्य
१	२	३	४
उपयोजन	उपयोजन/कौशल्य/मनोवृत्ती		
मूल्यमापन	ज्ञान/आकलन		
गृहपाठ	स्वयंअध्ययन		

निरीक्षण तक्ता							पाठक्रमांक : सूचना व अभिप्राय :	दिनांक : / /२०
१	पाठाचे नियोजन	अतिउत्तम	उत्तम	समाधानकारक	बरा	असमाधानकारक		
	१) पाठटाचण							
	२) उद्दिष्ट व स्पष्टीकरणे							
	३) पाठाच्या पायऱ्या							
२	आशयाची तयारी							
	१) आशयज्ञान							
	२) संकल्पनेतील सुस्पष्टता							
	३) विषयाचे सादरीकरण							
	४) प्रश्न पद्धत							
	५) भाषा शुद्धता, उच्चार स्पष्टता							
३	वर्ग व्यवस्थान							
	१) वर्ग नियंत्रण							
	२) विद्यार्थी सहभाग							
	३) शंका समाधान							
	४) वर्गाचे चैतन्य							
४	शैक्षणिक साहित्य/फलक कार्य							
	१) साहित्याचा वापर							
	२) साहित्याची आकर्षकता							
	३) फलक लेखन							
	४) शैक्षणिक साहित्याची हाताळणी							
	५) साहित्य वापराचे नियोजन							

शाळेतील विषय  
शिक्षकाचे नाव व स्वाक्षरी

मार्गदर्शकाचे नाव व स्वाक्षरी

## २.६. पाठ निरीक्षण क्रमांक (            )

दिनांक :            /            /            वर्ग :            तुकडी :  
विषय : ..... पाठयघटक.....  
पाठ घेणारे विद्यार्थी शिक्षक : हजेरी क्रमांक (            ) नांव : .....  
**अध्यापनाचे नियोजन ( पाठ टाचण )**

टाचणातील सर्व रकाने	योग्य रीतीने भरलेले / अपूर्ण
पाठाची उद्दिष्टे	तीनही क्षेत्रातील / दोन क्षेत्रातील / एका क्षेत्रातील
स्पष्टीकरणाचे विधान	योग्य / अयोग्य
उद्दिष्ट निहाय अनुभूतीचे नियोजन	उत्तम / चांगले / ठीक / बरे / असमाधानकारक
उद्दिष्टनिहाय मापन	सर्व उद्दिष्टांचे / काही उद्दिष्टांचे
<b>प्रत्यक्ष अध्यापन :</b>	
प्रस्तावना व हेतुकथन	नाविन्यपूर्ण / साधनांच्या आधारे / प्रश्नाने / कथनाने
<b>विषय प्रतिपादन :</b>	
१ प्रश्न व कथनाची सांगड	जास्त प्रश्न / जास्त कथन / दोन्ही आवश्यकतेनुसार
२ प्रश्नाचे स्वरूप	कथनावर आधारित प्रश्न / विचार प्रवर्तक प्रश्न
३ सदोष वा संदिग्ध प्रश्न ( असल्यास प्रश्न लिहा )	
४ विद्यार्थ्यांशी वर्तणूक	प्रेमळ / रागीट / तुसडी / उपेक्षेची
५ विद्यार्थ्यांचे शंकासमाधान	केले / टाळले / उपेक्षा केली
६ फलकाचा वापर	योग्य / अयोग्य
७ फलक लेखन अक्षर	सुवाच्य / साधारण / अयोग्य
८ लेखन शुद्धता	चांगली / ठीक / असमाधानकारक
९ आकृती / चित्रांचे रेखाटन	चांगले / ठीक / असमाधानकारक
१० लेखन व आकृतीचे नियोजन	चांगले / ठीक / असमाधानकारक
११ आशयाचे स्पष्टीकरण	चांगले / ठीक / असमाधानकारक
१२ स्पष्टीकरणात शै. साधनांचा वापर	नियोजनाप्रमाणे / नियोजनापेक्षा वेगळे / झाला नाही
१३ शैक्षणिक साधनांचे स्वरूप	वैविध्यपूर्ण / ठराविक
१४ वापरलेले शैक्षणिक साहित्य	१
	२
	३
	४
संकलन	प्रश्न विचारून / कथन करून
संकलनाचा सारांश	लिहिला / लिहिला नाही
उपयोजनातील उद्दिष्टांचे मापन	उपयोजन / कौशल्य / मनोवृत्ती / ( $\sqrt{\quad}$ खूण करा )
मूल्यमापन ( आशयावर आधारित )	ज्ञान / आकलन
कोणत्या उद्दिष्टांचे मापन राहिले	
गृहपाठ	दिला / दिला नाही
अध्यापनाशेवटी फलक स्वच्छ	केला / केला नाही
यापेक्षा अधिक काय करता आले असते?	

विद्यार्थी -शिक्षकाची स्वाक्षरी

मार्गदर्शक प्राध्यापकाची स्वाक्षरी

**२.७. छात्रसेवाकाल शिबीर - टाचण वही पृष्ठ १.**

प्रथम पृष्ठ  
विद्ययापीठाचे नाव  
महाविद्यालयाचे नांव :

Name of the pupil teacher : .....

विद्यार्थी शिक्षकाचे नांव : .....

Roll No. : हजेरी क्र. : .....

Name of the School : शाळेचे नांव : .....  
.....

Duration of Internship programme :

छात्रसेवाकाल शिबीराचा कालावधी : ..... ते .....

**प्रमाणपत्र**

प्रमाणित करण्यात येते की, श्री/श्रीमती .....  
हजेरी क्रं. ( ) यांनी छात्रसेवाकालातील सर्व उपक्रम पूर्ण केलेले आहेत.

गट मार्गदर्शकाचे नाव व स्वाक्षरी

प्राचार्याची स्वाक्षरी

२.८. छात्रसेवाकाल शिबीर - टाचण वही पृष्ठ २.  
**पाठ टाचण क्र ( )**

Class:वर्ग:.... .. Division:तुकडी. ... Period : तासिका : .....  
Subject:विषय.....TeachingUnit:पाठयघटक.....

पाठयमुद्दे Teaching Point	( उद्दिष्टे / स्पष्टीकरणे ) Objectives/ Specifacation	अध्ययन अनुभूती Learning Experiances	मूल्यमापन ( उद्दिष्टांचे मापन) Evaluation

विद्यार्थी-शिक्षक मुख्याध्यापक  
स्वाक्षरी

गट-मार्गदर्शक प्राध्यापक  
स्वाक्षरी

**२.९ छात्रसेवाकाल शिबीर - टाचण वही पृष्ठ ३.**  
**इतर उपक्रम ( २ ते ३ पेजेस )**

अ.क्र. Sr.No.	दिनांक व वेळ Date and Time	उपक्रम Activity	उपक्रम राबविण्याचे स्वरुप Details of the activity

विद्यार्थी-शिक्षकाची  
स्वाक्षरी

विद्यार्थी-शिक्षक मुख्याध्यापकाची  
स्वाक्षरी

गट-मार्गदर्शक प्राध्यापकाची  
स्वाक्षरी

**२.१० ( २ ते ३ पृष्ठे )****प्रश्नपत्रिकेचा नमुना**

प्रत्येक विद्यार्थी - शिक्षकाने त्याने छात्रसेवाकालामध्ये शिकविलेल्या वर्गांना जो विषय व जेव्हा भाग शिकविलेला असेल, त्यावर आधारीत १०/२० गुणांची चाचणी घ्यावी. त्या प्रश्नपत्रिकांचा नमुना येथे जोडावा.

