

Credit Based Semester and Grading System with effect from the academic year 2013-2014

B.Ed. Revised Syllabus 2013

- Decision of UGC for introducing the semester and choice based credit system in all the central, state and deemed universities and institutions of higher learning in the country under the Eleventh Five Year Plan. (D. O. No. F.1-2/2008-XI Plan dated January 31, □ 2008 from the Chairman, UGC).
- The decision of implementation of Credit and Grade point system has been passed by the □ Academic Council at its meeting held on 10th June, 2010 and subsequently the Management Council gave the concurrence at its meeting held on 18th July, 2010 after suggesting minor changes with the help of Deans of the concerned faculties and resolved to implement it from the Academic year 2011-12.
- Credit system involves breaking down the curriculum into measurable units that can be combined to get a degree/diploma.
- A credit is generally a value used to measure a students work load in terms of learning time required to complete course units, resulting in learning outcomes.
- The number of credits awarded to a learner is determined by Credit Value or Credit Points assigned to a particular course.

It is a way of expressing the 'learner's workload'. (Student's)

One (01) credit is thirty (30) learning hours. Credits once gained cannot be lost.

- The time duration per credit is divided into two parts. Approximately fifty percent of the time will be spent on class room instructions including student's presentations as prescribed by the university, Rest of the time spent for assignments, projects, journal writing, library work, preparations for lessons and examinations etc. will be considered as notional hours.

The definitions of the key terms used in the Credit based Semester and Grading System

- **Program:** Program is set of courses that are linked together in an academically meaningful way and generally ends with the award of a Certificate or Diploma or degree depending on the level of knowledge attained and the total duration of study.
- **Course:** A course corresponds to the word 'subject' used in many universities. A course is essentially a constituent of a 'program' and may be conceived of as a composite of several learning topics taken from a certain level. All the learning topics included in a course must necessarily have academic coherence that is there must be a common thread linking the various components of a course. A number of linked courses considered together are in practice, a 'program'.
- **Credit Point:** Credit point refers to the 'workload' of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures/counseling sessions, writing assignments, preparing for examinations, etc. Credits are assigned for a single course and always pay attention to

how many hours it would take for a learner to complete a single course successfully. By and large a course may be assigned anywhere between 2 to 8 credits wherein one credit is construed as corresponding to 30 hours.

ORDINANCES AND REGULATIONS

RELATING TO THE DEGREE OF THE BACHELOR OF EDUCATION

(B. Ed.) (Revised Course) From the academic year 2013-14

Title: Bachelor of Education (B.Ed.)

Duration: One academic year as Credit Based Semester and Grading System comprising of two semesters.

Eligibility: Following candidates are eligible for admission: A candidate for the degree of B.Ed. must have passed a Bachelors' degree examination of this University in any discipline (for example, B.Com, B.Sc., B.A, B.Arch., BMS, BMM, BSW, BE, etc.) or a corresponding degree examination of any other UGC recognized University.

O.5172 A Candidate for the admission to degree of Education (B.Ed.) must fulfil the eligibility criteria as per the directives of Government of Maharashtra from time to time.

For the completion of the B.Ed. program the candidate must have

- a) Attended two semesters (Semester I and Semester II) of the full time B.Ed. course spread over a maximum period of six consecutive semesters from the date of admission in a College of Education.
- b) Completed the practicum of each semester certified by the Principal of the institution in which the candidate is studying. The practicum consisting of:-
 - a) Two Demonstration lessons observed (one per method opted by the students)
 - b) Teaching practice and observation of not less than 10 lessons per semester distributed over different standards from V to XII of recognized Secondary and Higher Secondary Schools/Colleges selected by the Principal as practicing school/college. In addition to these 20 lessons, there will be:
 - i. 4 compulsory micro teaching lessons and one integrated (bridge) Lesson
 - ii. 5 simulated lessons (4 simulated lessons from Role-play, Games, Models of Teaching, Creative teaching/ techniques etc. and one simulated lesson in Computer Assisted Presentation mode)

Candidates who are eligible to teach Std. XI and XII may be permitted to opt for special methods up to standard XII.

- c) Internship consisting of six working days. (Practice lessons should not be given during this period. Apart from administration of Unit test the activities that can be done during internship: Attending/ Organizing morning assembly, handling of Proxy Periods/Value Education Classes, Studying school records-Attendance, G.R. Teacher's Log book, Marking attendance, Organizing-Quiz and other competitions/activities/cultural programme/Sports/ Notice Boards/ Club. Etc. correcting books, attending the library/laboratory/AV rooms, Observation of school

teacher's (Regular) lessons, assisting in invigilation/Supervision in class tests, assisting with work in the computer lab, Interview with Principal/Vice-principal/Supervisor/Senior teachers. Cognitive apprenticeships wherein student teachers under the assigned school teacher (mentor) observe the mentor's work, interact, assist and gain experiences.

- d) Unit planning, preparation of unit test, administration of unit test, scoring and interpreting the test result in any one of the Special Method.
- e) A class test and an essay per theory course.
- f) Open Book assignment in any one of the theory courses in semester I.
- g) Action research conducted on any significant topic in Education.
- h) Participation in Community Work of not less than 20 hours
- i) Content Tests securing minimum 40% marks in each of the special method.
- j) Presentation of a book review of educational significance
- k) Performance of Experiments in Psychology and maintain a record of the same in the journal

R.4253 and R 4254 - Structure of the B.Ed. syllabus will comprise of 'Part A': Theory – External Assessment and 'Part B: Practical work – Internal Assessment as follows:-

Each student is required to opt for **two special methods**. One of the methods opted must be with respect to the graduation degree on the basis of which the student is admitted.

Each student is required to opt for **any one of the special fields** listed below.

1. Action Research
2. Computers in Education
3. Education for Rural development
4. Environmental Education
5. Global Education
6. Guidance and Counselling
7. Inclusive Education

SEMESTER WISE COURSES (PART A & PART B)

SEMESTER I			SEMESTER II		
R-4253 PART A			PART A		
Courses	Credits	Marks	Courses	Credits	Marks
I - USBED101 Philosophical Foundation of Education	2	60	VIII- USBED108 Sociological Foundation of Education	2	60
II - USBED102 Psychology of the Learner	2	60	IX- USBED109 Psychology of learning	2	60
III - USBED103 Educational Evaluation	2	60	X- USBED110 Educational Management	2	60
IV - USBED104 Special Method I	2	60	XI- USBED111 ICT	2	60
V - USBED105 Special Method II	2	60	XII- USBED112 Special Fields	2	60
Total	10	300	Total	10	300
R-4254 PART B			PART B		
VI – USBED106 Practicum – I	Credits	150	XIII- USBED113 Practicum - II	Credits	150
Lessons	5	100	Lessons	5	100
Micro-Lessons (4x4)		20	Simulated Lessons (2)		10
Integrated Lesson (1x4)			Computer Assisted Presentation (1 Lesson)		10
Simulated Lessons (2)		10	Internship		10
Content tests		20	Planning & Administration of Unit Test		10
VII- USBED107 Scholastic and Field work		150	Book Review		10
(A) Scholastic work	5	100	XIV- USBED114 Scholastic Work		150
Class test (5x 20)			Class Test(5x 20)	100	
Essay(5 x 5)			Essay(5 x 5)	25	
Open Book Assign			Action Research	20	
(B) Field work			Psychology Journal	05	
Community work	15				
Total	10	300	Total	10	300

Total 40 Credits (20 Credits in each Semester)

R - 8471 Examination Scheme:

The examination of part A will be semester end examination and the Internal assessment of semester wise Practicum in Part B will be submitted at the end of each semester. The aggregate of marks obtained out of 600 in each semester **for theory cum practicum** shall be converted into Grades as given in the scheme **R4257**

The Principal shall forward to the University the semester wise original marks awarded to every candidate in Part B as per the internal assessment format provided by the university at the end of each semester which will be scrutinized by the Coordination Committee appointed as under 0.5177.

For the purpose of co-ordination of Internal Assessment in Part B there shall be a Coordination Committee consisting of:-

- a. Chairman Board of Studies in Education
- b. Chairperson, B.Ed. Examination of the concerned year
- c. Two Principals, who are not the members of the Board of Studies in Education nominated every year by the Chairman of the B.O.S., in Education,
- d. Three members of Board of Studies in Education who are not included in the above categories, nominated every year by the Chairman of the Board of Studies in Education.

The committee shall go through internal assessment marks and grades awarded to students of different Colleges of Education at the end of each semester. If any discrepancy is found in the standard of marking and/or grading by college, the Principal concerned would be required to accordingly modify the marks as per the directions given by the Coordination Committee. The Committee is authorized to check all the internal work of the students of all the Colleges to verify the marks awarded by the College and make necessary changes wherever required.

ATKT (Allowed To Keep Term)

A student shall be allowed to keep term for Semester II irrespective of number of heads of failure in the Semester I. The result of Semester II shall be kept in abeyance until the student passes each of the courses in Semester I and Semester II.

The performance of the **student** shall be evaluated in two parts:

1. Internal assessment with 300 marks by way of continuous evaluation of the course areas as envisaged in the credit based system by way of participation of **students** in various scholastic and practical work per semester of the B.Ed. program.
2. Semester End Assessments with 300 marks by way of assessing the performance of the **student** in the semester end theory/written examination.
 - i. A candidate who has **completed** 2 semesters of the B.Ed. Degree Examination but who has either not appeared for Part A or failed in Part A, will be permitted at his/her option to carry forward the grade obtained in 'Part B' to six subsequent semester examinations. The candidate will appear only for the course/s he/she has failed. Candidates exercising this option shall be eligible for the grade.
 - ii. A candidate who has passed in 'Part A' but has not completed or failed in

Part B' will be permitted at his/ her option to carry forward the marks obtained in 'Part A' to Six subsequent semester examinations. The candidate is required to revise his grade in the 'Part B' in areas he/she has not completed or failed. Candidate exercising this option shall be eligible for the grade.

- iii. A candidate who fails in 'Part A' and fails in 'Part B', will be required to put in 50% attendance in the subsequent requisite semester at the College from which he appeared for the University Examination and completes the work of 'Part B' in which he/she has failed and reappears in 'the theory course of Part A' Examination conducted by the University in which he/she failed will be eligible for the grade.

FOLLOWING RECORDS ARE REQUIRED TO BE MAINTAINED AND CERTIFIED BY THE PRINCIPAL OF THE INSTITUTION:

1. The record of at least two demonstration lessons, one in each of the special method attended and observed.
2. Record of observations of at least 20 Lessons of which 10 should be in each of the special methods.
3. Record of file containing notes of Lessons given (4 Micro+ 1 integrated + 20 Macro + 5 Simulated) and feedback given there on.
4. A journal of experiments in Educational Psychology.
5. A report of the action research conducted on any topic in Education
6. Record of Community Work.
7. Record of Internship.
8. Record of Planning and administration of Unit Test file.
9. Record of Open book assignment in any one of the theory courses in semester I
10. Record of the content test in each method
11. Record of the class tests in all theory courses
12. A report of the book review presented

The Principal of the institution in which the candidate is studying will be required to keep record of all the work done in the College and practicing school /junior college and certify that the work has been completed as per the requirement.

R.4256 STANDARD OF PASSING THE EXAMINATION

To pass the examination, a candidate must obtain in 'Part A' – 40 percent of the total marks in each course and in 'Part B 40 percent in each practical course. The candidate must earn the total credits per practical course by completing all the activities.

R4257 With respect to the total marks (Semester I + Semester II) gained by the candidate in Part A (out of 600) and Part-B(out of 600) one of the following grades and corresponding grade point will be accorded to the candidate as follows:

University of Mumbai

Revised syllabus

B.Ed.

Credit Based Semester and Grading System with effect from 2013-14

COURSE I

PHILOSOPHICAL FOUNDATION OF EDUCATION

Objectives:

- ✓ To acquire knowledge about the concept- nature and characteristics of Education and Philosophy.
- ✓ To develop the understanding of the relationship between Philosophy and Education with respect to various aspects of education.
- ✓ To develop the understanding of educational implications of different philosophies and contribution of Indian and Western thinkers.
- ✓ To create awareness of professional ethics.
- ✓ To develop an understanding of curriculum and its types
- ✓ To develop an understanding of the development of goals, new trends, and challenges of education.

MODULE 1	PHILOSOPHY AND ITS IMPACT ON EDUCATION	(14 lectures)
Unit 1	Philosophy and Education a) Nature of Philosophy and Nature of Education. (Meaning and Characteristics) b) Scope of education with reference to areas and types. c) Functions of Education – with reference to Individual and National development. d) Relationship between Philosophy and Education.	8
Unit 2	Teaching as a Profession a) Principles of Professional Ethics. b) Recommendations of NCF – 2009 for Teacher. c) Role of Teachers’ Organisations.	6
MODULE 2	PHILOSOPHY EMPOWERING EDUCATION	(14 lectures)
Unit 3	Impact of Philosophies on Education a) Educational Implications of: i. Idealism ii. Naturalism iii. Pragmatism b) Educational Implications of Thinkers i. Jean Jacques Rousseau ii. John Dewey iii. Mahatma Gandhi iv. Maharshi Karve	7
Unit 4	Curriculum a) Concept and Principles of Curriculum b) Determinants of Curriculum c) Types of Curriculum – Learner-centred, Subject-centred, Integrated Curriculum	7
MODULE 3	EDUCATION: GOALS AND TRENDS	(14 lectures)

Unit 5	Ancient and Contemporary Goals a) Ancient Indian Goals: Purusharthas b) Recommendations of National Policy of Education -1986 c) Need and Objectives of NCF - 2005	6
Unit 6	Trends in Education a) Recommendations of RTE Act b) The New Panchasheel i. Learner-centred education ii. Women-centred family iii. Human being centred development iv. Knowledge-centred society v. Innovation-centred India c) Values in Global Perspective – Significance and ways to inculcate values.	8
References:	<ol style="list-style-type: none"> 1. Brubacher, John S. Philosophy of Higher Education San Francisco , jossey – Ban 1978. 2. Brubacher, John S. Modern Philosophies of Education. McGraw –Hill Book Company Inc. New York, 1962. 3. Brubacher, John S. Electric philosophy of Education, Prentice Hall Engellwood Clifts, New Jersy, 1962. 4. Kilpatrik, WH Source Book in the Philosophy of Education McMillan and Company, New York, 1934. 5. Mayer, F Foundation of Education, Charles E Merrill Books Inc, Ohio, 1963. 6. Anand, CL (1993) Teacher and Education in the Emerging Indian Society, New Delhi: NCERT. 7. Coombs, Philips H, (1985) the world Crises in Education York: Oxford University Press. 8. Delors, Jacques (1996) learning the Treasure within, UNESCO; Report to UNESCO of the International Commission on Education for Twenty First Century. 9. Kar,N.K.: value Education – A Philosophical Study, Ambala, The Associated Publication, 1996. 10. Aggarwal, J.C: Basic Idea’s in education, Delhi, Shipra Publications, 2001. 11. Panday, R.S,: In Introduction to Major Philosophers of Education, Agra, Vinod Pustak Mandir. 12. Passi, B.K:Value education, Agra, National Pssssychological Corporation, 2004. 13. Dhavan, M.I.: Philosophy of Education, Delhi, Editor, Isha Books 2005. 14. Panday, V.C.: Value Education and Education for Human Rights, editor, Delhi, Isha Book 2005. 15. Singh, M.S,:Value Education, Delhi, Adhyayan Publication and Distributiion, 2007. 16. Somnath Agrawal, Philosophical Foundation of Education Authors press, 2007. 17. Shankar Mukharji, Contemperory issues in Modern Indian Education, Authors Press, 2007. 18. Saiyidain, K.G.(1970), Facts of Indian education, New Delhi; NCRT. 19. Ross,James (1962), Ground work of Educational Theory, London: George Harre and Sons. 20. Mohanti, J. (1987) Democracy and Education in India, New Delhi: Deep and Deep Publishers. 21. Tyagi, P.N.(1991), education for All: A graphic Presentation, New Delhi: NIEPA. 	

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26. Srimali, K.L., (1970): The Prospects for Democracy in India, Southern Illinois: University Press.
27. Bhatacharrya and Srinivas (1977), Society and Education Calcutta : Academic Publishers.
28. Durkheim, Emile (1956), Education and Sociology, New York : Free Press.
29. Sigh, Karan: Perspectives on the constitution.
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31. Venkateshwaran; Principles of Education.
32. Sharma, Ramnath (2000), Textbook of educational philosophy, New Delhi; Kanishka Publications.
33. Aggarwal, J.C. (1996), 10th rev.ed. Theory and principles of education, New Delhi, Vikas Publication.
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35. Aggarwal, Somnath – Philosophical Foundations of Education.
36. Kashyap, Subhash (1993), Perspectives on the constitution Delhi, Shipra Publication.

संदर्भ पुस्तक
(मराठी)

- १) जागतिक शिक्षणतज्ज्ञ सौ . प्रतिमा पेंडके विद्या प्रकाशन, नागपूर .
- २) शैक्षणिक तत्त्वज्ञान आणि शैक्षणिक समाजशास्त्र के . यू . घोरमोडे . विद्या प्रकाशन, नागपूर .
- ३) शिक्षणाचे तत्त्वज्ञानात्मक व समाजशास्त्रीय अधिष्ठान प्रा . एल . जी . देशमुख . फडके प्रकाशन, कोल्हापूर .
- ४) चार पुरुषार्थ प्रभाकर भातखंडे महाराष्ट्र सेवा संघ, मुंबई .
- ५) रघुनाथ माशेलकरांचे नवे पंचशील, सहयाद्री प्रकाशन, पुणे . (२००८)

संदर्भ पुस्तक
(हिंदी)

- १) डॉ . सिंह सतनाम ,शिक्षा के मूल सिद्धांत और प्रमुख शिक्षा निती,अर्जून पब्लिकेशन्स हाऊस , नई दिल्ली,प्रथम संस्करण : २००८
- २) शर्मा ओ . पी ., शिक्ष के दार्शनिक आधार,अग्रवाल पब्लिकेशन्स, आगरा, तृतीय संस्करण : २०१०
- ३) त्यागी गुरसरन दास , पाठक पी . डी ., शिक्षा के सिद्धांत, अग्रवाल पब्लिकेशन्स, आगरा, पंद्रहवाँ संस्करण : २००९
- ४) डॉ . पाण्डेय रामशकल , शिक्षा के दार्शनिक सिद्धांत, अग्रवाल पब्लिकेशन्स, आगरा, द्वितीय संस्करण : २०१०
- ५) डॉ . पाण्डेय रामशकल , उदीयमान भारतीय समाज में शिक्षक, अग्रवाल पब्लिकेशन्स, आगरा, चतुर्थ संस्करण : २०१०
- ६) डॉ . माथूर एस . एस ., उभरते हुए भारतीय समाज में शिक्षक, अग्रवाल पब्लिकेशन्स, आगरा, प्रथम संस्करण : २००९
- ७) डॉ . माथूर एस . एस ., शिक्षा के दार्शनिक व सामाजिक आधार, अग्रवाल पब्लिकेशन्स, आगरा, सप्तम संस्करण : २००९
- ८) अग्रवाल जे . सी ., उदीयमान भारतीय समाज में अध्यापक, अग्रवाल पब्लिकेशन्स, आगरा, प्रथम

PSYCHOLOGY OF THE LEARNER**Objectives:**

- ✓ To develop understanding of the nature and scope of Educational Psychology.
- ✓ To apply the knowledge of the methods of Educational Psychology in understanding the needs of the learner.
- ✓ To appreciate the relevance of Educational Psychology to solve learner related problems.
- ✓ To develop understanding of the concept and principles of growth and development.
- ✓ To understand the theories of development and its implications for the learner.
- ✓ To develop understanding of learner diversity and its implications.
- ✓ To apply the knowledge of inclusion in addressing learner needs.
- ✓ Appreciate the role of the teacher in fostering intelligence and creativity among learners;
- ✓ To understand determinants of personality and its implications for the learner.
- ✓ To understand the concept of Mental health and its significance in the overall adjustment of the learner

MODULE 1	FUNDAMENTALS OF EDUCATIONAL PSYCHOLOGY (14 lectures)	
Unit 1	Introduction to Educational Psychology <ul style="list-style-type: none"> a. Meaning b. Nature, Scope and Relevance of Educational Psychology c. Methods of Educational Psychology (Process, Merits & Limitations) <ul style="list-style-type: none"> 1. Introspection 2. Observation 3. Experimental 	6
Unit 2	Understanding the Development of the Learner <ul style="list-style-type: none"> a) Concept of Growth and Development b) Principles of Development c) Theories of Development <ul style="list-style-type: none"> i) Piaget's theory of Cognitive Development ii) Erikson's theory of Psychosocial Development iii) Kohlberg's theory of Moral Development d) Developmental characteristics of Late Childhood and Adolescence with respect to physical, cognitive, emotional and social aspects. e) Adolescent issues & Role of the teacher : Peer Pressure, substance abuse, early exposure through media/ internet 	8
MODULE 2	LEARNER DIVERSITY AND INCLUSION (14 lectures)	
Unit 3	Addressing Learner Diversity <ul style="list-style-type: none"> a) Concept of Learner Diversity b) Meaning of Learning Disability – Dyslexia , Dyscalculia, Dysgraphia (Characteristics & Strategies) c) Inclusive Education: Meaning and Need 	4

Unit 4	Intelligence and creativity <ul style="list-style-type: none"> a) Intelligence <ul style="list-style-type: none"> i) Meaning and Nature of Intelligence ii) Gifted and Slow Learners iii) Theories of Intelligence : <ul style="list-style-type: none"> • Guilford’s Structure of Intellect • Gardner’s Theory of Multiple Intelligence • Goleman’s theory of Emotional Intelligence b) Creativity <ul style="list-style-type: none"> i) Meaning and Process of creativity ii) Characteristics of a creative learner iii) Teacher’s role in fostering creativity 	10
MODULE 3	PERSONALITY AND MENTAL HEALTH	
Unit 5	Personality <ul style="list-style-type: none"> a) Concept of Personality b) Determinants of Personality : Self Concept, Self Efficacy, Self Esteem c) Big Five Factor Theory of Personality 	7
Unit 6	Mental Health <ul style="list-style-type: none"> a) Concept and Importance of Mental Health b) Types of Conflicts c) Defence Mechanisms <ul style="list-style-type: none"> i) Escapism : Regression , Day Dreaming ii) Denial: Rationalization, Repression iii) Substitution: Sublimation, Compensation d) Role of Teacher in preventing Maladjustment 	7
References:	<ol style="list-style-type: none"> 1. Agarwal, J.C. (1995): Essential Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi. 2. Baron, R.A (2002) Psychology, Fifth Edition. Singapore, Pearson Education Asia. 3. Benjamin B. Lahey (2002): Essentials Of Psychology, International Edition, Mc Graw Hill 4. Bhatia, H.R. (1977): Textbook of Educational Psychology, The Macmillan Company of India Ltd., New Delhi. 5. Borich G.D. & Tombari M.L. (1997) Educational Psychology – Contemporary approach, Longman Press 6. Chauhan, S.S. (1988): Advanced Educational Psychology, Vikas publication, New Delhi. 7. Chatterjee, S.K. (2002): <i>Advanced Educational Psychology</i>, Books and Allied (P) Ltd., Calcutta 8. Dandapani.S. (2010) a textbook of advanced educational psychology, Anmol publications 9. Dash Muralidhar (2009) : Educational Psychology, Reprinted Deep & Deep Publications Pvt Ltd 10. Dash,B.N. (2008) A textbook of Educational psychology, Dominant publishers 11. Dececco, J.P. (1977): The Psychology of Learning and Instruction, Prentice Hall of India Pvt. Ltd., New Delhi. 12. Good T.L. & Brophy J (1995) Contemporary Educational Psychology, Allyn & Bacon 13. Jain M.K.(2008) Encyclopedia of education vol. V Psychology of learning and development , Anshah publications 	

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संदर्भ पुस्तक
(मराठी)

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| १ . आफळे, वापट | शिक्षणाचे मानसशास्त्रीय अधिष्ठान |
| २ . आळंदकर ज . झा . | अभिनव शैक्षणिक मानसशास्त्र |
| ३ . काळे प्रेमला | बालमनोवृत्ती परिचय |
| ४ . कुलकर्णी के . वि . | शैक्षणिक मानसशास्त्र |
| ५ . कुंडले म . बा . | सर्जनशीलता |
| ६ . खरात आ . पां . | प्रगत शैक्षणिक मानसशास्त्र |
| ७ . जगताप ह . ना . | शैक्षणिक व प्रायोगिक मानसशास्त्र |
| ८ . जगताप ह . ना . | अध्ययन उपपत्ती व अध्यापन |
| ९ . जगताप ह . ना . | अध्ययन उपपत्ती व अध्ययन |
| १० . पांडेकर वा . ना . | शैक्षणिक व प्रायोगिक मानसशास्त्र |
| ११ . मानकर प्रभाकर | सुबोध शैक्षणिक मानसशास्त्र |
| १२ . पटवर्धन वा . पु . | सामान्य मानसशास्त्र |
| १३ . करकरे शा . ग . | शैक्षणिक मानसशास्त्र |
| १४ . पारसनिस न . रा . | प्रगत शैक्षणिक मानसशास्त्र |
| १५ . सरिनसन हर्वर्ट | शिक्षणातील मानसशास्त्र
(अनुवादक गोगटे) |
| १६ . देशपांडे सविता | सामान्य मानसशास्त्र |
| १७ . वनारसे /गोगटे | प्रायोगिक मानसशास्त्र |
| १८ . काळे प्रेमला | मानसशास्त्रीय मापन |
| १९ . हरोलीकर ल . बळवंत | शिक्षणाचे मानसशास्त्र |

२० पठाण वसीम
२१ काळे प्रेमला
२२ प्रा.देशपांडे

शिक्षणिक बाल मानसशास्त्र
बाल मानसशास्त्र
माध्यमिक मानसशास्त्र

COURSE III

**EDUCATIONAL
EVALUATION**

Objectives:

- ✓ To apply the understanding of the concept of measurement, assessment and evaluation
- ✓ To apply the understanding of taxonomy of educational objectives.
- ✓ To develop the skill of writing of objectives and specifications
- ✓ To apply the understanding of learning experiences
- ✓ To apply the understanding of different types of tools in evaluation.
- ✓ To develop an understanding of current trends in evaluation.
- ✓ To apply the understanding of statistical calculations and interpretations.

MODULE 1	FUNDAMENTALS OF EDUCATIONAL EVALUATION (14 Lectures)	
Unit 1	CONCEPT OF EDUCATIONAL EVALUATION a. Meaning, Nature, Functions of Measurement Assessment and Evaluation in Education, Relationship between Measurement and Evaluation b. Formative and Summative Evaluation (Meaning and characteristics) c. Continuous and Comprehensive Evaluation (Meaning, characteristics, Significance) d. Credit based Choice system: Concept, Significance	5
Unit 2	EDUCATIONAL OBJECTIVES a. Relationship between Aims and Objectives b. Taxonomy of Educational Objectives based on three domains i. Cognitive Domain (Revised Bloom's taxonomy by Anderson and Krathwohl) ii. Affective Domain (Bloom & Massieh Taxonomy) iii. Psychomotor Domain (R.H Dave' Taxonomy) c. Criteria of writing statements of Objectives and Specifications	9
MODULE 2	PROCESS OF EVALUATION (14 Lectures)	
Unit 3	LEARNING EXPERIENCES a. Meaning, Characteristics Sources and Types of Learning Experiences b. Value based learning experiences (Meaning, Need and Activities)	5
Unit 4	TOOLS OF EVALUATION a. Essential Characteristics of Measuring Tools b. Types of test i. Performance Tests: Oral test and Practical test (merits, limitations, Suggestions for improvement, criteria for evaluation) ii. Written test-Essay & Objective type (merits, limitations,	9

	<p>suggestions for improvement), Open book examination (merits & demerits), Online examination (merits & demerits)</p> <p>iii. Norm - Referenced tests and Criterion Referenced tests (Meaning, characteristics).</p> <p>iv Evaluation Rubrics: Meaning, Need, Guidelines to construct rubrics</p>	
MODULE 3	TRENDS IN EVALUATION (14 Lectures)	
Unit 5	<p>Assessing and Reporting Performance</p> <p>a. Internal Assessment: Meaning, Significance and Areas</p> <p>b. Feedback - Criteria for constructive feedback</p>	5
Unit 6	<p>Interpreting Test Results</p> <p>a. Calculation and interpretation of Mean and Median.</p> <p>b. Interpretation of Standard Deviation with reference to Normal Probability Curve</p> <p>c. Interpretation of Percentile and Percentile Rank</p>	9
References	<ol style="list-style-type: none"> 1. Bloom, B Taxonomy of Educational Objectives-Book-1 2. Bloom, B Taxonomy of Educational Objectives-Book-2 3. Dandekar, W.N.: Evaluation in School. 4. Gronland, N.E. & Linn, R.L.: Measurement & Evaluation in Theory 5. Khan, Mohd. Sharif.: School Evaluation. 6. Lulla, B.P. et al: Essentials of Evaluation and Measurement in Education 7. Noll, V.H. & Schonell, D.P.: Introduction to Educational Measurement. 8. Patel, R.N.: Educational Evaluation: Theory and Practice. 9. Phillips, R.C. : Evaluation in Education 10. Rawat, D.S.: Measurement and Statistics. 11. Remmers, H.H. et al: A Practical Introduction to Measurement and Evaluation. 12. Schwart & Stuart: Evaluating Students' Progress. 13. Upasani, N.K.: Evaluation in Higher Education. 14. Wandt, E & Brown, G.: Essentials of Educational Evaluation. 15. J.C.Agrawal,: Essentials of Examination system 16. Wrightstone, W et al: Evaluation in Modern Education. 17. C.P.S. Chauhan,: Emerging Trends in Educational Evaluation. 18. George Brown & Joanna Bull: Assessing Student Learning. 19. Theodore and Adams: Measurement and Evaluation. 20. Thorndike and Hagan: Measurement and Evaluation in Psychology & Education. 21. Richard H. Lindeman: Educational Measurement. 22. Robert Ebel & David Frisbie: Essentials of Educational Measurement. 23. Nancy Wittrock & Mitry Wiley: The Evaluation of Instructional Issues & Problems. 24. L.R. Gay: Educational Evaluation & Measurement. 25. R.N.Agrawal : Educational & Psychological Measurement. 26. Derek Rown Tree: Assessing Students. 27. Garette : Educational Statistics. 28. Sultana Shaikh, Qad-re-paimash : Paalimi itplaqp (2010), Deccan traders, Educational publishers, Hyderabad. (Urdu) 29. http://www2.gsu.edu/~mstnrhx/457/rubric.htm 30. http://ar.cetl.hku.hk/am_essay.htm 31. http://www.cmu.edu/teaching/assessment/examples/cfa/course_rubricprojectwork-art.html <p>www.infoagepub.com/Assessment-of-Higher-Order-Thinking-Skills.....</p>	
संदर्भ ग्रंथः		

(मराठी)

१. भंडारकर के एम, सुलभ शैक्षणिक संख्याशास्त्र, नित्यनुतन प्रकाशन, पुणे, २००५
२. उपासनी एन के आणि कुलकर्णी के व्ही, नवे शैक्षणिक मुल्यमापन आणि संख्याशास्त्र, आवृत्ती दुसरी, श्री विद्या प्रकाशन, पुणे, २००४
३. दांडेकर व्ही एन, शैक्षणिक मुल्यमापन व संख्याशास्त्र, आवृत्ती सहावी, श्री विद्या प्रकाशन, पुणे, २००४
४. कदम चा प, शैक्षणिक संख्याशास्त्र, नित्यनुतन प्रकाशन, पुणे, २००५
५. फाटक माणिक, शिक्षणातील परिक्षण आणि मापन, आवृत्ती दुसरी, नित्यनुतन प्रकाशन, पुणे, २००५
६. शेटकर ग आणि जोशी एस, शैक्षणिक मुल्यमापन, आवृत्ती पहिली, विश्व प्रकाशन, औरंगाबाद, २००५
७. शेटकर ग आणि जोशी एस, शैक्षणिक व मानसिक, आवृत्ती पहिली, मृण्मयी प्रकाशन, औरंगाबाद, २००४

संदर्भ पुस्तक
(हिंदी)

८. वापट भा गो, मुल्यमापन आणि संख्याशास्त्र, आवृत्ती दुसरी, व्हीनस प्रकाशन, पुणे, १९९२
 १. शर्मा आर ए, मापन मुल्यांकन एवं सांख्यिकी, लाल बुक डेपो, मेरठ, २००६
 २. सिंह रामपाल, शैक्षणिक मुल्यांकन, अग्रवाल पब्लिकेशन, आग्रा, २००८
 ३. भटनागर ए बी और भटनागर एम, मापन में सांख्यिकी, आर लाल बुक डेपो, मेरठ, २००५
 ४. श्रीवास्तव डी एन, सांख्यिकी एवं मापन, अग्रवाल पब्लिकेशन, आग्रा, २००८
- थरयानी डी के, शैक्षणिक मुल्यमापन, टिचर एज्यूकेशन इनफॉर्मेशन, कांदिवली, १९९८

(Special Methods)

COURSE IV / COURSE V

ENGLISH METHOD

Objectives:

- ✓ To develop understanding of the significance of English as a subject in the present context To analyze the factors influencing learning English
- ✓ To develop understanding of the principles of English instruction
- ✓ To develop understanding of the significance of basic competencies in language acquisition
- ✓ To create activities to develop language competencies in learners
- ✓ To apply different techniques for the teaching and learning of English
- ✓ To develop understanding of the significance of professional preparedness of English teachers

- ✓ To apply learner centered approaches to manage language instruction
- ✓ To create language learning resources
- ✓ To evaluate resources to be used for language acquisition

MODULE 1	FUNDAMENTALS OF LANGUAGE INSTRUCTION (14 lectures)
Unit 1	English as a subject in the present context <ul style="list-style-type: none"> a. Importance of English in a multilingual society b. Role of language in the life of a learner (intellectual, social and emotional) c. Factors affecting Language Learning (Physiological, Psychological and Social)
Unit 2	Bases of English Instruction <ul style="list-style-type: none"> a. Palmer's Principles of language learning b. Maxims of teaching English (Simple to Complex, Known to Unknown, Concrete to Abstract, Particular to General, Whole to Parts, Psychological to Logical) c. Correlation – Intra (Prose, Poetry, Grammar, Composition); Inter (History, Geography, Mathematics, Science, Economics and Commerce.)
MODULE 2	BASIC COMPETENCIES AND TECHNIQUES FOR LANGUAGE ACQUISITION (14 Lectures)
Unit 3	BASIC COMPETENCIES FOR LANGUAGE ACQUISITION <ul style="list-style-type: none"> a. Listening – Significance of the competence for language acquisition; Any five activities to develop listening skills b. Speaking – Significance of the competence for language acquisition; Any five activities to develop speaking skills c. Reading – Mechanics of Reading; Types of reading (Loud, Silent, Intensive and Extensive) d. Writing – Teaching Composition (controlled, guided, and creative); evaluating composition
Unit 4	TECHNIQUES FOR THE TEACHING AND LEARNING OF ENGLISH <ul style="list-style-type: none"> a. Expository Techniques – Narration, Dramatization b. Interactive Techniques – Questioning, Discussion c. Note making as a Self learning Technique (Concept, Guidelines, Techniques – Concept Mapping, Cornell's technique) d. Developing Vocabulary – From Context, Vocabulary games, Use of Dictionary and Thesaurus
MODULE 3	MANAGEMENT OF LANGUAGE TEACHING AND LEARNING (14 Lectures)
Unit 5	MANAGING LANGUAGE INSTRUCTION <ul style="list-style-type: none"> a. Communicative Approach (Concept, Principles, Steps, Merits) b. Constructivist Approach (Concept, 5 E's, Merits) c. Appreciation Lessons (Meaning, Significance, Steps) d. Teaching Grammar – Types (Formal and Functional), Inducto – deductive approach

- उद्दिष्टेः
- Optimum utilization of the Library as a resource for Language acquisition
 - Technology Mediated Language Learning – CALL (Concept, Principles, Merits, Demerits, Benefits, Meaning, Application)
 - Characteristics of a good text book of English
 - Professional development of teachers to manage Language Instruction

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- ✓ मराठी भाषेचा आशय व महत्त्व समजण्यास मदत करणे .
- ✓ मराठीच्या उद्दिष्टांचे उपयोजन करण्यास मदत करणे .
- ✓ मराठी भाषेच्या विविध अंगांच्या अध्यापन पध्दतींचे आकलन होण्यास मदत करणे .
- ✓ मराठी भाषेचा अध्ययन-अध्यापन विषयक दृष्टिकोन विकसित होण्यास मदत करणे .
- ✓ मराठीच्या पाठ्यपुस्तकाचे परीक्षण करण्याची क्षमता विकसित करणे .
- ✓ मराठीच्या आदर्श शिक्षकाच्या गुणविशेषांच्या अनुषंगाने स्वयं मूल्यांकन करण्याची क्षमता विकसित करणे .
- ✓ मराठीच्या सातत्यपूर्ण व सर्वकप मूल्यामापन कार्यपध्दतीचे आकलन होण्यास मदत करणे .
- ✓ मराठीच्या पूरक अध्ययन-अध्यापन विषयीचे आकलन होण्यास मदत करणे .
- ✓ भाषा अध्यापनाची तत्वे व सूत्रांचा मराठीच्या अध्यापनात वापर करण्यास मदत करणे .
- ✓ मराठी भाषेद्वारे सृजनशीलतेचा विकास करण्याचा दृष्टिकोन विकसित करणे .
- ✓ मराठी भाषा अध्यापकपुढील विविध आव्हानांचे ज्ञान होण्यास मदत करणे .

मॉड्यूल १	मातृभाषा मराठीचा आशय, महत्त्व व उद्दिष्टे	१४ तासिका
घटक १	मराठीचा आशय व महत्त्व अ) मराठी भाषक व अमराठी भाषक विद्यार्थ्यांच्या जीवनातील मराठी भाषेचे महत्त्व . ब) मराठी भाषेचे शालेय अभ्यासक्रमातील व शिक्षणाचे माध्यम म्हणून महत्त्व . क) मराठी भाषेच्या संरचनेच्या व वाङ्मय प्रकारांचा परिचय . ड) माध्यमिक व उच्च माध्यमिक स्तरावरील प्रचलित अभ्यासक्रमाचा परिचय .	७
घटक २	मराठी भाषेची उद्दिष्टे अ) मराठी भाषा अध्यापनाची भाषिक व वाङ्मयीन उद्दिष्टे . ब) महाराष्ट्रातील माध्यमिक व उच्च माध्यमिक स्तरावरील प्रचलित अभ्यासक्रमाची उद्दिष्टे . क) वर्ग अध्यापनची उद्दिष्टे व स्पष्टीकरणे .	७
मॉड्यूल २	मराठीच्या विविध अंगांचे अध्यापन - अध्यापनविषयक दृष्टिकोन	१४ तासिका
घटक ३	मराठीच्या विविध अंगांचे अध्यापन अ) गद्याचे अध्यापन व विशेष अध्यापन पध्दती - व्याख्यान . ब) पद्याचे अध्यापन व विशेष अध्यापन पध्दती - रसग्रहन . क) व्याकरणाचे अध्यापन व विशेष अध्यापन पध्दती - उद्गामी -अवगामी पध्दती . ड) रचनेचे (लेखनाचे) अध्यापन व विशेष अध्यापन पध्दती - चर्चा पध्दती .	७
घटक ४	मराठीचे अध्ययन - अध्यापन विषयक दृष्टिकोन अ) मूल्ये, गाभाघटक व जीवन कौशल्ये विकासासाठी अध्यापन .	७

- ब) ज्ञानरचनावाद व समवायाधिष्ठित अध्ययन -अध्यापन .
क) विद्यार्थ्यांच्या सृजनशीलतेसाठी अध्यापन .
ड) मराठी अध्यापनाची तत्त्वे व सूत्रे .

मॉड्यूल ३	मराठीचा शिक्षक, पाठ्यपुस्तक व मूल्यामापन	१४ तासिका
घटक ५	<p>पाठपुस्तक व शिक्षक</p> <p>अ) माध्यमिक किंवा उच्च माध्यमिक स्तरावरील मराठीच्या पाठ्यपुस्तकाचे परिक्षण .</p> <p>ब) मराठीच्या आदर्शा शिक्षकाच्या गुणवैशिष्ट्यानुसार छात्राध्यापकांचे स्वयं मूल्यांकन व क्षमता विकसन</p> <p>क) मराठी शिक्षकाची व्यवसायवृद्धी (कृती संशोधन, नवोपकृतशीलतेच्या अनुषंगाने)</p> <p>१. माहिती तंत्रज्ञान</p> <p>२. मराठी शिक्षकांपुढील आव्हाने</p> <p>इ) मराठीच्या अध्ययन -अध्यापनात दृकश्राव्य साधनांचा व माहिती तंत्रज्ञानाचा वापर .</p>	८
घटक ६	<p>मराठी भाषेची आधुनिक मूल्यमापन कार्यपध्दती</p> <p>अ) अकारिक मूल्यमापन</p> <p>ब) संकलित मूल्यमापन</p> <p>क) पूरक अध्ययन-अध्यापन (निदानात्मक व उपचारात्मक)</p>	६
संदर्भ ग्रंथः	<p>१. अकोलकर ग. वि. पाटणकर ना. वि. मराठीचे अध्यापन, व्हीनस प्रकाशन, पुणे (१९७७)</p> <p>२. करकरे शां. ग., देशमुख बळवंतः मातृभाषेचे अध्यापन, नलिनी प्रकाशन, नागपूर (१९६८)</p> <p>३. करंदीकर (डॉ.) सुरेशः मराठी अध्यापन पध्दती, फडके प्रकाशन, कोल्हापूर (१९९६)</p> <p>४. कुंडले (डॉ.) म. बा.ः मराठीचे अध्यापन, श्री विद्या प्रकाशन, पुणे ३० (१९९१)</p> <p>५. गवस राजनः मराठीचे आशययुक्त अध्यापन, मेहता पब्लिशिंग हाउस, पुणे (१९९५)</p> <p>६. पाटील लीलाः मराठीचे अध्यापन आणि मूल्यमापन, व्हीनस प्रकाशन, पुणे (१९९४)</p> <p>७. आहरे मीनाः मातृभाषा मराठीचे आशययुक्त अध्यापन, नित्यनूतन प्रकाशन, पुणे (२००८)</p> <p>८. घोरमोडे (डॉ.) कलाः मराठी अध्यापन पध्दती, विद्या प्रकाशन, नागपूर (२००८)</p> <p>९. दाते (डॉ.) सुषमा, भानगावकर सुलभाः मराठीचे अध्यापन, पिंपळापुणे पब्लिशर्स, नागपूर (२००८)</p> <p>१०. पवार ना. ग.ः मातृभाषा मराठीचे आशययुक्त अध्यापन, नित्यनूतन प्रकाशन, पुणे (२००८)</p>	

हिन्दी भाषा अध्यापन पध्दती

उद्देश्य -

- ✓ बालक के जीवन में भाषा के महत्व को समझना |
- ✓ बालक के विकास में हिन्दी भाषा शिक्षक के उत्तरदायित्व व चुनौतियों को समझना |
- ✓ भाषा के बदलते स्वरूप की जानकारी प्राप्त करना |
- ✓ हिन्दी भाषा अध्यापन द्वारा मूल्यों का विकास करना |

- ✓ हिन्दी भाषा अध्यापन के सूत्र व सिद्धान्तों की जानकारी प्राप्त करना |
- ✓ भाषा के दृष्टीकरण में भाषा कौशलों की जानकारी प्राप्त करना |
- ✓ भाषा अध्यापन के उभरते आयामों को जानकारी प्राप्त करना और उनका उपयोग करना |
- ✓ हिन्दी भाषा अध्यापन की विभिन्न विधाओं, उद्देश्यों एवम् विधियों की जानकारी प्राप्त करना |
- ✓ हिन्दी भाषा अध्यापन में जनसंचार माध्यमों के योगदान को समझना व शिक्षक द्वारा उनका प्रयोग करना |

मॉड्यूल १	बालक के विकास में भाषा व भाषा शिक्षक की भूमिका :	१४ तासिका
घटक १	हिन्दी भाषा का महत्व अ) बालक के जीवन में भाषा का महत्व, ब) त्रिभाषा सूत्र का स्वरूप व महत्व, क) वर्तमान समय में भाषा का बदलता स्वरूप, ड) वैश्विक दृष्टिकोण से हिन्दी भाषा का महत्व	८
घटक २	भाषा शिक्षक अ) हिन्दी भाषा शिक्षक के विशेष गुण व व्यावसायिक वृद्धि, ब) बदलते परिवेश में हिन्दी भाषा शिक्षक के उत्तरदायित्व एवम् चुनौतियाँ क) हिन्दी भाषा को बढ़ावा देने व रूचि उत्पन्न करने हेतु उपक्रम (उद्देश्य, महत्व और आयोजन) ड) हिन्दी भाषा अध्यापन द्वारा मूल्यों का विकास	६
मॉड्यूल २	भाषा अध्यापन के आधार :	१४ तासिका
घटक ३	अ) भाषा अध्यापन के सूत्र- 'ज्ञात से अज्ञात की ओर', 'सरल से जटिल की ओर', 'मूर्त से अमूर्त की ओर', 'पूर्ण से अंश की ओर', 'सामान्य से विशिष्ट की ओर' ब) भाषा अध्यापन के सिद्धान्त- 'अनुकरण का सिद्धान्त', 'रूचि का सिद्धान्त', 'बोलचाल का सिद्धान्त', 'अनुपात और क्रय का सिद्धान्त', 'व्यक्तिगत विभिन्नता का सिद्धान्त'. क) सहसंबंध- i) आन्तरिक सहसंबंध ii) बाह्य सहसंबंध (इतिहास, भूगोल, विज्ञान, अर्थशास्त्र, पर्यावरण एवम् कला विषयों के साथ हिन्दी भाषा का सहसंबंध) ड) भाषा अध्यापन में बहुआयामी बुद्धिमत्ता का उपयोग- शाब्दिक, संगीतात्मक, शारीरिक, आंतर वैयक्तिक, प्राकृतिक	६

घटक ४	भाषा अध्यापन की विधाएँ : अ) गद्य - उद्देश्य, विधियाँ- चर्चा, कथाकथन, अभिरूप (नाटयीकरण, भूमिका अभिनय) ब) पद्य - उद्देश्य, विधियाँ- विश्लेषण विधि, रसास्वादन विधि क) व्याकरण - उद्देश्य, विधियाँ- आगमन - निगमन, खेल विधि ड) रचना - उद्देश्य, विधियाँ- बुद्धिमंथन,विधाएँ - निबंध, पत्रलेखन, कहानी लेखन, विज्ञापन, रिपोर्टाज (Report writing)	८
मॉड्यूल ३	भाषा कौशलों का विकास :	१४ तासिका
घटक ५	भाषा कौशल अ) श्रवण- महत्व एवम् दोष ब) भाषण- महत्व एवम् दोष (अशुद्ध उच्चारण के कारण एवम् अभिव्यक्ति का महत्व के विशेष सन्दर्भ में) क) पठन/वाचन- महत्व एवम् दोष, वाचन के प्रकार (मौन वाचन, सस्वर वाचन और पूरक वाचन) ड) लेखन - महत्व एवम् दोष (अशुद्ध वर्तनी के कारण के विशेष सन्दर्भ में)	८
घटक ६	विकासात्मक क्रियायें अ) उपरोक्त भाषा कौशलों के विकास में शिक्षक की भूमिका निदानात्मक परीक्षण व ब) उपचारात्मक शिक्षण (उपरोक्त कौशलों को ध्यान में रखकर) क) पाठ्य-पुस्तक-आवश्यकता एवम् महत्व और पुस्तकालय - आवश्यकता, महत्व एवम् उपयोग ड) उपरोक्त भाषा कौशलों के विकास में प्रचलित एवम् प्रभावित जनसंचार माध्यमों का योगदान (समाचार पत्र, दूरदर्शन, आकाशवाणी, विज्ञापन और संगणक)	६
संदर्भ ग्रंथः	१. कैशिक जयनारायन हिन्दी शिक्षण २. योगेंद्रजित हिन्दी शिक्षण (भाषा) ३. तिवारी पुरुषोत्तम हिन्दी शिक्षण ४. पाण्डेय रामशकल हिन्दी शिक्षण ५. लाल रमण बिहारी हिन्दी शिक्षण ६. शर्मा लक्ष्मीनारायण भाषा की शिक्षण विधियों और पाठ नियोजन ७. शुल्क रमापति हिन्दी शिक्षण की प्रविधि ८. सफाया रघुनाथ हिन्दी शिक्षण की विधी ९. क्षत्रिया के मातृभाषा शिक्षण १०. दुनाखे अरविन्द हिन्दी विषयज्ञान एवं अध्यापन पध्दती ११. बोबे वा . स . हिन्दी अध्यापन पध्दती १२. प्रा . थरमाणी डी .के . भाषा की शिक्षा १३. प्रा . पंडित व . वि . हिन्दी अध्यापन १४. चतुर्वेदी पंडित सिताराम भाषा की शिक्षा १५. केणी/कुलकर्णी हिन्दी की अध्यापन पध्दती १६. भाटिया/नारंग आधुनिक हिन्दी शिक्षण विधियाँ	

१७ .	ढर्याणी डी . के .	भाषाकी शिक्षण
१ॢ .	सिंह निरंजनकुमार	माध्यमिक विद्यालयो में हिन्दी शिक्षण

GUJARATI/ SANSKRIT METHOD

Objectives:

- ✓ To understand the importance of Gujarati/ Sanskrit language in curriculum and in life.
- ✓ To enable to understand the place of Gujarati/ Sanskrit as a source-language.
- ✓ To familiarize the student teacher with different methods and techniques of teaching and its application in the class room.
- ✓ To create awareness about the importance of language competencies.
- ✓ To acquire knowledge of different aspects and their importance in language teaching.
- ✓ To facilitate the effective use of learning resources.
- ✓ To encourage continuous professional development

MODULE 1	ROLE OF SANSKRIT LANGUAGE IN LIFE AND CURRICULUM. (14 lectures)	
Unit 1	Importance and Place of Sanskrit/ Gujarati in Life and School Curriculum: <ol style="list-style-type: none"> a) Importance of Sanskrit/ Gujarati in life as a medium of development. <ol style="list-style-type: none"> i) Intellectual ii) Emotional iii) literary iv) Spiritual b) Place of Sanskrit/ Gujarati as a subject in the Secondary and Higher Secondary curriculum. c) Objectives of teaching the subjects at secondary (entire and composite) and Higher secondary curriculum. d) Intra and Inter correlation (with other school subjects) 	8
Unit 2	Essentials of Teaching Sanskrit Language <ol style="list-style-type: none"> a) Principles of teaching Sanskrit b) Maxims of teaching Sanskrit <ol style="list-style-type: none"> i) Simple to complex ii) Concrete to Abstract iii) Known to unknown iv) Particular to general c) Learning Resources (Importance, uses and limitation) <ol style="list-style-type: none"> a) Print Media – Magazines. b) Visuals – O.H.P. Koshas, Dictionaries, Pictures. c) Auditory – Tape Recorder d) Audio Visual- Audio-Video Recording. d) Multimedia – Computer (off-line) 	6
MODULE	METHODS OF TEACHING	

2	(14 lectures)	
Unit 3	Methods of Teaching Gujarati/ Sanskrit: (Concept, procedure, Advantages and limitations of the following methods) a) Pathshala method (only for Sanskrit) b) Bhandarkar method (only for Sanskrit) c) Project method d) Direct Method	5
Unit 4	Aspects of Language Teaching a) Importance of teaching prose, poetry, Grammar, composition at secondary and higher secondary level. b) Prose – Translation method Storytelling, Dramatization c) Poetry- Recitation, Appreciation d) Grammar – Inductive, Deductive, Inducto- deductive e) Composition – Guided, Free.	9
MODULE 3	LANGUAGE COMPETENCIES AND MULTIFARIOUS ROLE OF TEACHER (14 Lectures)	
Unit 5	Strategies for Developing Language Competencies a) Importance and flaws in language competencies. b) Listening and Speaking – Pronunciation, Expression, Phonetic Stress, Intonation, Conversation and Drill. c) Reading - Loud, Silent, Chorus, Expressive, intensive, extensive, supplementary d) Writing – Handwriting Skills, Spelling, Punctuation. i) Activities for language practice Assignments, Games, Competitions, Clubs and Simulations ii) Diagnostic Testing and Remedial Teaching	9
Unit 6	The Teacher and Textbook a) Teacher i) Qualities ii) Professional development – Need, Ways iii) Challenges faced by the teacher in present context. b) Textbook i) Characteristics of a text book ii) Critical analysis of a text book (VIII to XII Std)	5
संदर्भ पुस्तक	<p>१ . डॉ . पेंडके प्रतिभा सुधीर - संस्कृत अध्यापन पद्धती - श्री .मंगेश प्रकाशन नागपूर</p> <p>२ . फाटक माणिक - आशयासह अध्यापनपद्धती - संस्कृत, प्रकाशक ओमप्रकाश चौरसिया धुळे</p> <p>३ . डॉ . जाधव शिवदास, कुलकर्णी मीना - संस्कृत अध्यापन पद्धती, फडके प्रकाशन कोल्हापूर</p> <p>४ . जोशी मोरेश्वर त्रयंबक - संस्कृत भाषेचे अध्यापन</p> <p>५ . डॉ . पाण्डेय रामशकल - संस्कृत शिक्षण, विनोद पुस्तक मंदिरा आग्रा</p> <p>६ . डॉ . दुनाखे अ .र . - मराठीचे अध्यापन, नूतन प्रकाशन पुणे</p> <p>७ . भोसले कुंदा - संस्कृत अध्यापन, प्रकाशन, बी .के . पवार, नाशिक यशवंतराव चव्हाण</p>	

URDU METHOD

Objectives:

- ✓ To understand the importance of language Learning in Life.
- ✓ To understand the psychology of language learning.
- ✓ To understand the role of language in teaching.
- ✓ To understand the various aspects of language.
- ✓ To understand the different methods of teaching language
- ✓ To develop language competencies.
- ✓ To understand the role of Multimedia in language
- ✓ To enrich language learning.

MODULE 1	IMPORTANCE OF LANGUAGE IN LIFE OF STUDENTS : (14 lectures)	
Unit 1	Role of Language a) Language as a medium of development i) Intellectual ii) Emotional iii) Social b) Role of language in Multi-lingual Society c) Psychology of language learning d) Use of Multiple Intelligences in language teaching.	7
Unit 2	Teaching of Language a) Principles of language Learning and Maxims of teaching b) Objectives of teaching language at higher and lower level c) Role of Language Teacher in the changing scenario.	7
MODULE 2	LANGUAGE TEACHING : (14 lectures)	
Unit 3	Aspects of Language Teaching a) Prose i) Objectives ii) Types of reading: Intensive, Extensive and Supplementary. b) Poetry i) Objectives ii) Appreciation of different forms of Poetry c) Grammar i) Objectives ii) Methods - Functional and Formal, Inductive and Deductive d) Composition i) Objectives ii) Types - Guided, Free and Creative.	8

Unit 4	METHODS OF LANGUAGE TEACHING a) Dramatization b) Simulation c) Discussion d) Narration	6
MODULE 3	LANGUAGE COMPETENCIES AND ENRICHMENT :	14 lectures
Unit 5	Strategies for Developing Language Competencies a) Listening: Phonetic stress and Intonation. b) Speaking: Conversation, Pronunciation. c) Reading: Loud, Silent, Expressive. d) Writing: Writing skills (Diary writing, Autobiography, Comprehension, Translation, Dictation)	8
Unit 6	Language Enrichment a) Language Practice i) Games and Competitions ii) Club b) Multimedia i) Multimedia in Urdu language ii) Use of Information and Communication Technology c) Text book i) Characteristics of Urdu textbook ii) Use of Library d) Diagnostic and Remedial Teaching	6
References:	1. Ansari Akhtar:Tadrees-e-Ghazal 2. Moinuddin:Urdu KaisePadhaen 3. Moinuddin:Urdu ZabankiTadrees 4. OmkarKaul&MasoodSiraj: Urdu Asnaf Ki Tadrees 5. Salim Abdullah :Urdu KaisePadhayen 6. Sherwani I. Khan :Tadrees-e-Zaban-e-Urdu. 7. Nasreen Khalid Shaikh :Tareeqa-e-Tadrees-e-Urdu 8. Asghar Hussain :TariqaiTadrees Urdu.	

MATHEMATICS

Objectives:

- ✓ To develop an understanding of the place of Mathematics in National Curriculum
- ✓ To apply the objectives of mathematics as given by the NCF (2005)
- ✓ To develop an understanding of principles and approaches in teaching Mathematics
- ✓ To develop an understanding of the correlation of mathematics with external subjects
- ✓ To apply learner centric methods in teaching of Mathematics
- ✓ To develop an understanding of the instruction support system in schools
- ✓ To develop an understanding of innovative trends in teaching of Mathematics
- ✓ To develop an understanding of the significance of professional preparedness of Mathematics teachers.
- ✓ To develop an understanding of the need and avenues of professional development of a mathematics teacher
- ✓ To develop an understanding of Diagnostic and remedial teaching in mathematics

MODULE 1	FUNDAMENTALS OF TEACHING OF MATHEMATICS (14 lectures)	
Unit 1	PLACE OF MATHEMATICS IN THE CURRICULUM a) Meaning and Nature of Mathematics b) Objectives of teaching Mathematics at Secondary and Higher Secondary level (NCF-2005) c) Contributions of Mathematicians- Aryabhata, Euclid and Ramanunjan d) Concept of Vedic mathematics e) Values in the teaching of Mathematics	7
Unit 2	Principles and Approaches of Teaching Mathematics a) Maxims of teaching Mathematics i) From Known to Unknown ii) From Simple to Complex iii) From Particular to General iv) From Concrete to Abstract v) From Whole to Part b) Correlation of Mathematics- Internal and External [External Subjects- Language, Science, History, Geography, Economics, Commerce and Drawing] c) Concentric approach and topical approach of curriculum construction	7
MODULE 2	TRANSACTING MATHEMATICS CURRICULUM (14 Lectures)	
Unit 3	Methods of Teaching Mathematics (Meaning, Procedure , Merits and Limitations) a) Inductive- Deductive b) Analytic-Synthetic c) Problem Solving d) Project	7

Unit 4	Instructional Support System a) Mathematics Lab (Planning & Maintenance) b) Mathematics Club (Purpose, Organization and activities) c) Recreational Mathematics (i) Mathematics Fair (ii) Mathematics Trail (iii) Visits (iv) Games	7
MODULE 3	TRENDS in MATHEMATICS	(14 Lectures)
Unit 5	Contemporary Techniques/Technologies in Teaching of Mathematics (Meaning, Application, Advantages and Limitations) b) Digital resources for teaching Mathematics (Geogebra and Virtual Manipulatives) b) Collaborative learning c) Co-operative learning	
Unit 6	Role of Mathematics Teacher in the Present Context a) Need and Avenues for continuous Professional Development b) Dealing with dyscalculia c) Diagnostic and Remedial teaching in Mathematics	
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COMMERCE METHOD

Objectives:

- ✓ To develop an understanding of the Meaning, Nature and Scope of Commerce Education
- ✓ To develop an understanding of the Values, Maxims & Principles of Teaching Commerce
- ✓ To develop an understanding of the Aims, Objectives of teaching Commerce at Higher secondary level
- ✓ To develop an understanding of the bases of Commerce Education with respect to Correlation
- ✓ To develop an understanding of methods of teaching Commerce
- ✓ To develop an understanding of the importance of Co-curricular activities and the role of current trends in Commerce education
- ✓ To develop an understanding of the importance of Commerce teacher in the present context
- ✓ To acquaint students with the various support materials required for teaching of Commerce

MODULE 1	INTRODUCTION TO COMMERCE EDUCATION (14 lectures)
Unit 1	Concept, Scope and Values of Commerce Education a) Meaning of Commerce Education b) Nature of Commerce Education c) Scope of Commerce Education d) Values of Teaching Commerce (i) Practical (ii) Social. (iii) Cultural
Unit 2	Relevance of Commerce Education a) Aims of Commerce Education. b) Objectives of teaching Commerce at Higher Secondary Level. c) Maxims of Teaching (i) Meaning and Importance of Maxims (ii) Application of Maxims ➤ Known to Unknown ➤ Particular to General ➤ Concrete to Abstract d) Principles of Teaching Commerce (i) Principle of activity (ii) Principle of flexibility (iii) Principle of individual differences (iv) Principles of learner centeredness
MODULE 2	BASES OF COMMERCE EDUCATION (14 lectures)

Unit 3	Correlation and Methods of Commerce Education <ul style="list-style-type: none"> a) Correlation <ul style="list-style-type: none"> (i) Meaning and types of Correlation (ii) Intra-Correlation with Book-keeping, Organisation of Commerce and Secretarial Practice. (iii) Inter-Correlation of Commerce with Economics, Mathematics and Geography. b) Methods of Teaching Commerce (Meaning, Procedure, Advantages and Limitations) <ul style="list-style-type: none"> (i) Lecture-cum-Discussion (ii) Project (iii) Case Study (iv) Problem solving 	7
Unit 4	Teaching of Commerce Education <ul style="list-style-type: none"> a) Co-curricular activities – <ul style="list-style-type: none"> (i) Meaning and Importance (ii) Organization and Types- Commerce Club, Market studies (survey), Visits to places of Commercial importance (Banks, Multi-National Companies) b) Current trends in the teaching of Commerce (Meaning and importance) <ul style="list-style-type: none"> (i) E-Commerce (ii) E-Business (iii) Foreign Direct Investment (FDI) in retail market. 	7
MODULE 3	TEACHING AND LEARNING RESOURCES (14 Lectures)	
Unit 5	Textbook and Role of Teacher <ul style="list-style-type: none"> a) Characteristics of a Commerce Text Book b) Essential skills of Commerce teacher <ul style="list-style-type: none"> (i) Academic (ii) Classroom Management (iii) Digital Professional Growth of Commerce Teacher	7
Unit 6	Instructional Material and Mass Media <ul style="list-style-type: none"> a) Instructional Material – Charts, Specimens b) Mass Media – Television, Newspaper. c) Use of ICT in the teaching of Commerce (Blog, World Wide Web, Social Networking.) 	7
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HISTORY METHOD

Objectives:

- ✓ To develop understanding about the concept and importance of History in the Curriculum
- ✓ To apply the Principles of History in the Teaching –Learning process
- ✓ To create awareness about the contemporary ideas related to History Curriculum
- ✓ To develop understanding of the Pedagogical Methods of History in the Curriculum
- ✓ To apply various Methods of Teaching History in the Teaching Learning process.
- ✓ To create awareness of the support system that facilitates History learning.
- ✓ To develop understanding the role of History Teacher as a facilitator of learning

MODULE 1	FOUNDATIONS OF HISTORY AND POLITICAL SCIENCE TEACHING (14 lectures)	
Unit 1	Fundamentals in the teaching of History <ol style="list-style-type: none"> a) Meaning and Nature of History b) Objectives of teaching History and Political Science at Secondary and Higher Secondary Levels c) Maxims of Teaching History: Concrete to Abstract, Known to Unknown, Particular to General d) Correlation of History: <ol style="list-style-type: none"> i) Internal: Within the subject ii) External: With Language/Literature, geography, History, Economics, Science, Mathematics and Craft. e) Skills to develop through history <ol style="list-style-type: none"> (i) Skill of Analysis and Interpretation of Historical Data (ii) Research Skills (iii) Communication Skills - Presentation and Persuasion (ability to build an argument and support it with empirical evidence) 	7
Unit 2	History Curriculum <ol style="list-style-type: none"> a) Significance of History in the Curriculum with reference to Values: (Social, Political, Cultural, Practical and Vocational) b) Approaches to Curriculum Organization: (Concept. Merits, limitations) <ol style="list-style-type: none"> i) Concentric ii) Regressive iii) Chronological iv) Biographical c) History Curriculum for Contemporary Ideas <ol style="list-style-type: none"> (i) Eight key concepts for developing global perspectives: Diversity, Conflict Resolution, Interdependence, Sustainability, Values & Perceptions, Human Rights, Citizenship, Social Justice. (Meaning & Importance) (ii) Integrating the key global perspectives in the curriculum 	7
MODULE 2	METHODS OF TEACHING –LEARNING (14 Lectures)	

Unit 3	Curricular Activities a) Method of teaching: (meaning, process, merits and limitations) (i) Story telling (ii) Lecture b) Scientific methods: (meaning, process, merits and limitations) (i) Source Method (ii) Social Inquiry Method (iii) Generalization based Teaching Method (iv) Concept based Teaching Method c) Activity methods: (i) Role Play and Dramatization (ii) Cooperative Learning (iii) Project Method	9
Unit 4	Co-Curricular Activities a) History Club: Concept, Importance, Planning and Organization b) Visits: (Importance, planning and organization) (i) Visits to Historical places (ii) Visits to Museums (Local and National) (iii) Visit to Numismatic Gallery c) Observance of Days of historical significance (National and International) : Importance, planning and organization	5
MODULE 3	ESSENTIALS OF FACILITATING HISTORY LEARNING (14 Lectures)	
Unit 5	Support System a) History Text book: (i) Characteristics of History Textbook, (ii) Critical Analysis of History Textbook, (iii) Detecting and dealing with biases in a History Textbook b) Instructional Material: (importance and uses) (i) Maps, Models, Time-Lines (ii) News Papers, Periodical, Research Articles and Current News. (iii) Archives c) Media: (Importance and application) (i) Radio, Television, Internet, Documentaries and Films (ii) CAI: Discovery and Game Modes	7
Unit 6	History Teacher a) Qualities of a History Teacher b) Challenges faced by a History teacher: Challenges posed by technology, globalization and pedagogical challenges c) Professional growth of a History Teacher d) Teacher as a Facilitator of Learning: (i) Diagnostic Testing, Remedial Learning, (ii) Multi Sensory Approach to deal with the differently abled	7
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GEOGRAPHY METHOD

Objectives:

- ✓ To develop an understanding of Geography as a subject
- ✓ To acquire knowledge of approaches of arranging the subject content.
- ✓ To develop the skill of textbook analysis.
- ✓ To develop an understanding of different methods and techniques of teaching Geography and its application in the classroom.
- ✓ To develop an understanding of the importance of organization of co-curricular activities in the teaching of geography.
- ✓ To develop an understanding of different types of learning resources.
- ✓ To develop competencies in teaching the Geography subject.
- ✓ To develop an understanding of the multifarious role of geography teacher in the present context.

MODULE 1	NATURE OF GEOGRAPHY AND CURRICULUM ORGANISATION	14 lectures
Unit 1	Geography As A Subject <ol style="list-style-type: none"> a) Nature of Geography b) Scope of Geography <ol style="list-style-type: none"> (i) Human Geography <ul style="list-style-type: none"> • Rural Geography • Urban Geography, • Economic Geography (ii) Physical Geography <ul style="list-style-type: none"> • Geomorphology • Climatology • Hydrology (iii) Practical Geography <ul style="list-style-type: none"> • Cartography c) Aims of Teaching Geography — Practical, Social and Cultural, Economic, National Integration and International Understanding. 	6

Unit 2	Curriculum And Textbook a) Organization of content(Concept, Advantages and Disadvantages) (i) Concentric Approach (ii) Topical Approach (iii)Regional Approach b) Characteristics of Geography Textbook c) Critical Analysis of a Geography Textbook (VII th to X th)	8
MODULE 2	METHODS AND ESSENTIALS OF TEACHING THE SUBJECT	14 lectures
Unit 3	Methods And Techniques Of Teaching (Concept, Procedure, Advantages and Limitations of the following methods) a) Basic Methods (i) Journey Method (ii) Regional Method (iii)Comparative Method b) Activity based Methods (i) “A” method (ii) Field work method (iii)Project method c) Cooperative Learning Techniques (i) Jigsaw (ii) Gallery Walk	9
Unit 4	Essentials Of Teaching The Subject a) Maxims of Teaching - Known to Unknown, Simple to Complex, Concrete to Abstract, Particular to General, Analysis to Synthesis b) Correlation with other School Subjects —History, Language, science, Mathematics d) Importance and Organization of Co-curricular Activities — Club, Current Events, Museums.	5
MODULE 3	LEARNING RESOURCES & THE GEOGRAPHY TEACHER	14 lectures
Unit 5	Learning Resources a) Equipments and resources Use of Globes, Models, Atlas, Travelogues, Planetarium b) Computer based resources (i) Internet and E-learning (Uses) (ii) Geographical Information System (Concept, Characteristics, uses) c) Maps and Satellite imagery (Importance and Interpretation) d) Geography Room — Need, Equipments, Maintenance.	
Unit 6	The Geography Teacher a) Qualifications, Qualities (Knowledge, skill and attitude based) and Professional Growth b) Challenges faced by a Geography Teacher (i) Professional (ii) Infrastructural c) Developing Global Perspectives through Geography Teaching (Concept, Need and Ways) d) Diagnostic Testing and Remedial Teaching	
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ECONOMICS METHOD

Objectives:

- ✓ To develop an understanding of the nature & importance of Economics
- ✓ To develop an understanding of the aims and objectives of teaching Economics at Secondary and Higher secondary level.
- ✓ To develop an understanding of the bases of Economics Education with respect to Correlation;
- ✓ To develop an understanding of the maxims & principles in Economics teaching.
- ✓ To develop an understanding of methods and approaches of teaching Economics.
- ✓ To enable students to organize co-curricular activities through the Economics Club.
- ✓ To develop an understanding of multifarious role of an Economics teacher in the present context.
- ✓ To acquaint students with the various support materials required for teaching of Economics.

MODULE 1	INTRODUCTION TO ECONOMICS EDUCATION	14 lectures
Unit 1	Nature And Importance Of Economics a) Meaning & Scope of Economics b) Importance of Economics in Curriculum & Life c) Objectives of teaching of Economics at Secondary & Higher Secondary Level	5
Unit 2	Bases Of Economics Education a) Correlation: Meaning & Types, Co-relation of Economics with Languages: Maths, Science, Commerce, History & Geography. b) Maxims of Teaching:- i) Meaning and Importance of Maxims ii) Application of Maxims - Known to Unknown, Simple to Complex, Whole to Part; Concrete to Abstract; Particular to General c) Principles of Teaching Economics:- i) Principle of Learning by doing i) Principle of Learner Centeredness ii) Principle of Recreation iii) Principle of Flexibility and Variety	9
MODULE 2	IMPLEMENTATION OF ECONOMICS EDUCATION	(14 lectures)
Unit 3	Teaching of Economics a) Methods of Teaching Economics – Concept, Procedure, Advantages and Limitations. i) Lecture cum Discussion ii) Project iii) Problem- Solving iv) Survey v) Seminar vi) Workshop	9
Unit 4	Co-Curricular Activities a) Meaning & Importance of Co-curricular activities b) Economics Club- Meaning, Importance and Organization c) Activities of the Club – i) Field Visits (Stock Exchange, Banks, Small-Scale Industries, Consumer Cells) ii) Competitions (Quiz, Games, Debates, Essay Writing)	5
MODULE 3	TEACHING AND LEARNING RESOURCES	14 lectures
Unit 5	Role Of Economics Teacher a) Qualities and Responsibilities of Economics Teacher b) Professional growth of an Economics Teacher – Concept and Attainment c) Role of teacher in inculcation of values of Economics (Consumer awareness – rights & duties, prioritizing and decision making, entrepreneurship)	7
Unit 6	Support Material in Teaching of Economics a) Text book –	7

	<p>(i) Importance (ii) Characteristics of a good text book (iii) Critical Analysis of Prescribed Text Book (IX – XII) b) Teaching Aids - (i) Instructional Material – Graphs, Models, Pictures (ii) Mass Media – Radio, Television, Newspaper, Internet</p>
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SCIENCE METHOD

Objectives:

- ✓ To develop an understanding of the place of Science in the national curriculum.
- ✓ To develop an understanding of the objectives of Science as given by NCF 2005
- ✓ To develop an understanding of the approaches to teaching of Science.
- ✓ To develop an understanding of the methods of teaching Science.
- ✓ To apply the innovative trends in teaching of Science.
- ✓ To develop an understanding about various support system in Science.
- ✓ To acquire knowledge about various learning resources and its management in science education.
- ✓ To develop an understanding of the current evaluation practices in Science.
- ✓ To develop an understanding of the need and avenues of professional development of a Science teacher.

MODULE 1	FUNDAMENTALS OF SCIENCE EDUCATION (14 lectures)	
Unit 1:	Place of Science in the School Curriculum a) Meaning and Nature (Process & Product) of Science b) Values of teaching Science c) Objectives of teaching Science at upper primary, secondary and higher secondary level (NCF 2005)	6
Unit 2	Approaches to teaching of Science a) Maxims of Teaching: - i) Simple to Complex ii) Whole to Parts iii) Empirical to Rational iv) Concrete to Abstract v) Known to Unknown vi) Particular to General b) Co-relation of Science in the Curriculum: Internal & External c) Curriculum Organization: Integrated and Disciplinary Approaches d) Developing Global Perspectives in Science teaching i) Meaning and Concept of Global Perspectives. ii) Need for Global Perspectives. iii) Infusing Global Perspectives in the Science Curriculum	8
MODULE 2	TRANSACTING SCIENCE CURRICULUM (14 lectures)	
Unit 3	Methods of Teaching Science (Procedure, Role of teacher, Advantages and Limitations) a) Lecture Cum Demonstration Method b) Laboratory Method c) Project Method d) Problem Solving Method	8
Unit 4	Innovative Trends in Teaching of Science (Meaning and Use) a) Z to A approach b) J.D.Novak's Concept Mapping and D.G.Gowin's VEE Diagram c) Problem Based Learning (Meaning and Use)	6

MODULE 3	MANAGEMENT OF SCIENCE EDUCATION (14 Lectures)	
Unit 5	Instructional Support System <ol style="list-style-type: none"> a) Laboratory Management - Planning and Maintenance b) Mobile Laboratory (Meaning and Significance) & Improved Apparatus (Meaning and Significance) c) Learning Resources- Science Clubs (Objectivities, Significance, Organization, and Activities) d) Learning Resources- Excursions and Exhibitions (Significance & Organization) 	8
Unit 6	Professional Development and Evaluation <ol style="list-style-type: none"> a) Need for & Avenues of Continuous Professional Development (including Research in Education) b) Awareness of Science Institutions at different levels & Science Talent Search Examinations. <ol style="list-style-type: none"> i) International: NASA ii) National: ISRO, BARC iii) NSC c) Diagnostic Testing & Remedial Teaching in Science d) Areas of Continuous Comprehensive Evaluation in Science (as per the tools provided by S.S.C. Board) 	6
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१५. कैलास बोंदार्डे अश्विन बोंदार्डे चारुदत्त प. कदम संतोष मुळावकर सौ खल्पना शास्त्र अध्यापन पध्दती व आशययुक्त अध्यापन
१६. डॉ. मुळावकर विज्ञान अध्यापन पध्दती
१७. डी. सी. शर्मा विज्ञान शिक्षण
१८. जे. के. सूद विज्ञान शिक्षण
१९. डी. एस्. रावत विज्ञान शिक्षण
२०. डॉ. एस्. आर. शर्मा विज्ञान शिक्षण
२१. एम्. के. सिंग विज्ञान शिक्षण

संदर्भ ग्रंथ
(हिंदी)

- ✓ To acquire knowledge about various scientific institutions at national and international level.

SEMESTER II

COURSE VIII

SOCIOLOGICAL FOUNDATION OF EDUCATION

Objectives:

- ✓ To develop and understanding of the mutual influence of Education and Society.
- ✓ To enable the students to understand the problems of contemporary Indian Society.
- ✓ To acquaint students about the life skills education.
- ✓ To sensitize students about emerging issues in Indian Society.
- ✓ To develop awareness about components of democracy in Indian Context.

MODULE 1	EDUCATION AND SOCIETY	(14 lectures)
Unit 1	Bases of Educational Sociology <ol style="list-style-type: none"> a) Social Functions of Education (conservative, progressive, creative / constructive) b) History of Development of Educational Sociology. c) Meaning and Scope of Educational Sociology. d) Influence of Educational Sociology on aims of Education, curriculum and methods of teaching. 	7
Unit 2	Education for Democracy <ol style="list-style-type: none"> a) Democracy : Concept and Principles b) Education for Effective Citizenship: Concept, Characteristics, Role of Education. c) Secularism: Concept, Need, Role of Education. d) Human Rights: <ol style="list-style-type: none"> (i) Concept, and categories (ii) Need of Human Rights Education, (iii) Role of Education in promoting Human Rights 	7
MODULE 2	EDUCATION FOR SOCIAL HARMONY	(14 lectures)
Unit 3	Life Skill Education <ol style="list-style-type: none"> a) Life skills Education :- concept, Need and Components (WHO –10 Components) b) Role of Family and School in the process of life skill Education. c) Socialization: Concept, Processes. 	6
Unit 4	Education and Social Integration <ol style="list-style-type: none"> a) Concept and Need of National Integration. b) Promotion of National Integration through school (Curriculum and Teacher) c) Concept and Need of International understanding. d) Promotion of Internal understanding through school (Curriculum and Teacher) 	8
MODULE 3	CHALLENGES IN EDUCATION	(14 lectures)

Unit 5	Dimensions of Discrimination <ol style="list-style-type: none"> a) Concept of Social exclusion. b) Causes and Effects of Caste, Class and Gender discrimination. c) Role of Education: <ol style="list-style-type: none"> i) Role of School in access mobilization, ii) Role of Curriculum, Teacher 	7
Unit 6	Emerging Issues in Indian Society <ol style="list-style-type: none"> a) Modernisation : Concept and characteristics b) Globalization: Concept and implications for education c) Alternative Learning Systems: <ol style="list-style-type: none"> i) Concept, Need and Types (Open Learning, Online , Distance) ii) Importance of ALS as the social equalizer d) Scientific Temper: Concept, Need and Role of Education 	7
References:	<ol style="list-style-type: none"> 1. Bhatia, B.D., (1970). Theory and Principles of education (11th Ed). New Delhi :Doaba House. 2. Bron., F. J., (1970). educational Sociology. New Delhi : Prentice Hall, Inc. 3. Brubacher, J.S., (1969). Modern Philosophies of education. New York :McGraw Hill Co. Inc. 4. Pandey, Sanjay (2004). Peace education. New Delhi: NCERT. 5. Prattle, R. (1997). Ideology & education. New Delhi : David Macky Co. 6. Price, Monroe & Thomson, Mark (2003). Forging Peace, Bloomington in 47404- 3797 : Indian University Press 60/ North Morton street. 7. Saiyaddin, K. G., (1948). education for International Understanding. Bombay : Hind Kitab. 8. Saxena, Shakuntala (1975). Sociological perspectives in Indian education. New Delhi :Ashajanak Publication. 9. Sharma, Yogendra (2003). Foundation in Sociology of education. New Delhi :Kaniska Publishers, Distributors. 10. Sharma, Narayan (1968). The selected works of Mahatma Gandhi Ahmedabad :Navajivan Trust (Vol I to V). 11. Education in Changing Indian Society by UrmiSamat, Himalaya Publishing House, 12. Theory and principles of education by Agarwal J.C., Vikas publishing house 13. Theories of education and education in the emerging Indian Society – Dash B.N., Dominant publishers and distributors 14. Principles and methods of education, Walia J.S. Paul Publishers 15. Teaching education in Indian Society by Murti S.K., Vinod publishers 16. Social problems in India by Ahuja Ram, Rawat Publishers 17. A Sociological approach Indian Education by Mather S.A. Vinod Pustak Mandir 18. Sociology of Education by Shah B.V., Rawat publication. 	
संदर्भ पुस्तक (मराठी)	<ol style="list-style-type: none"> १ . अकोलकर ग . वि . : शिक्षणाचे तात्विक सामाजिक अधिष्ठान २ . कुलकर्णी, काळदाते : उदयोन्मुख भारतीय समाज संस्कृती आणि शिक्षण ३ . कुंडले म . वा . : शैक्षणिक तत्वज्ञान व शैक्षणिक समाजशास्त्र ४ . गाजरे महंत : उदयोन्मुख भारतीय समाज, संस्कृती आणि शिक्षण भाग १ व २ ५ . पवार ना . ग . : शिक्षणक्षेत्रातील विचारवंत ६ . पवार ना . ग . : भारतीय शिक्षणक्षेत्रातील आधुनिक विचार प्रवाह ७ . पारसनिस व . रा . : शिक्षणाची तात्विक आणि समाजशास्त्रीय भूमिका 	

- ८ . भगत रा . घ . : सात शिक्षणतज्ञ
- ९ . वाशईकर श . श्री . : चार शिक्षणतज्ञ
- १० . डॉ . दुनाखे अरविंद : प्रगत शैक्षणिक तत्वज्ञान
- ११ . प्रा . कुलकर्णी पी . के . : प्रगत समाजशास्त्रीय सिध्दांत
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- १३ . डॉ . दुनाखे/देशपांडे लिना : शिक्षणाचे समाजशास्त्र : एक रूपरेषा
- १४ . प्रा . चौधरी पा . दा . : भारतीय तत्वज्ञान इतिहास
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- १८ . अकोलकर ग . वि . : शैक्षणिक समाजशास्त्राची रूपरेषा

COURSE IX

PSYCHOLOGY OF LEARNING

Objectives:

- ✓ To develop an understanding of the concept of learning.
- ✓ To analyse the factors affecting Learning.
- ✓ To analyse the various theories of Learning.
- ✓ To apply the cognitive perspectives of learning in the learning process.
- ✓ To apply the constructivist perspectives of learning in the learning process.

MODULE 1	THE CONCEPT AND FACTORS OF LEARNING: (14 lectures)
Unit 1	CONCEPT OF LEARNING: 1. Meaning, Definitions & Characteristics 2. Process/Steps of Learning 3. Typical Learning Curve with Educational Implications 6
Unit 2	FACTORS AFFECTING LEARNING: 1. Maturation - Concept and Importance 2. Attention, Interest - Concept, Types & Educational Implications 3. Fatigue - Concept, Types & Educational Implications 4. Motivation - Concept, Techniques & Maslow's Theory of Needs 8
MODULE 2	THEORIES OF LEARNING (14 lectures)
Unit 3	Behavioural Approaches: (Principles & Educational Implications) a) Pavlov's Classical Conditioning Theory b) Skinner's Operant Conditioning Theory c) Bandura's Social Learning Theory 7
Unit 4	Cognitive Approaches: (Principles & Educational Implications) a) Bruner's Discovery Learning Theory b) Ausubel's Theory of Meaningful Verbal Learning c) Vygotsky's Socio-Cultural & Socio-Cognitive Theory 7
MODULE 3	COGNITIVE & CONSTRUCTIVIST PERSPECTIVES OF LEARNING: (14 lectures)
Unit 5	Cognitive Perspectives a) Thinking: Concept & Types (Convergent-Divergent, Critical, Reflective) b) Memory: Information Processing Model & Strategies to enhance Memory c) Forgetting Theories: Trace Decay Theory, Interference/Inhibition Theory, Repression Theory (Motivated Forgetting) & Retrieval (Cue) Failure Theory d) Meta-cognition: Meaning & Strategies 8

Unit 6	Constructivist Perspective 1. Problem solving: Steps, Factors & Strategies 2. Group Process/Development: Bruce Tuckman's Revised Model (with 5 Phases) & Importance 3. Co-operative learning: Meaning, Elements & Role of teacher	6
	<p><u>Part of Internal Assessment Component</u></p> <p>(5 marks for Certified Psychology Journal, NO Questions to be asked in Theory/External Assessment)</p> <p>a) Transfer of Learning (Mirror Drawing) b) Suggestion c) Group Influence on Judgment d) Learning Style (Test) e) Thinking Style (Test)</p>	
References:	<ol style="list-style-type: none"> 1. Agarwal. J.C- Essentials of Educational Psychology, Vikas Publishing House Pvt Ltd, 1995 2. Bhatnagar Suresh & Saxena Anamika - Advanced Educational Psychology, R Lall Book Depot Meerut 3. Cascio, Wayne F. & Aguinis Herman - Applied Psychology in Human Resource Management - Prentice-Hall of India, New Delhi. 4. Charles Skinner - Educational Psychology. 5. Chattejee S. K. - Advanced Educational Psychology. 6. Chauhan, S.S- Advanced Educational Psychology, Vikas Publication House, N.D.1990 7. Crow L.D and Crow A "Educational Psychology" 8. Dandapani, S - Educational Psychology 9. Dandekar & Makhija - Educational Psychology 10. Dandekar W. N. - Fundamentals of Experimental Psychology. 11. Dash, RN & Dash, N- A Textbook of Educational Psychology. 12. David W. Martin- Doing Psychology Experiments. 13. E.G. Parameswaran & K. Ravichandra- Experimental Psychology. G 14. Gage & Berliner – Educational Psychology (6th Ed.), Houghton Mifflin Co. 15. Henson & Eller – Educational Psychology for Effective Teaching – Wadsworth Publishing Company. 16. Hergenhahn, B. R. & Olson, Matthew H. - An Introduction to Theories of Learning - Prentice-Hall of India 17. Kakkar S. B. - Educational Psychology. 18. Kenneth T. Henson, Ben F. Ella - Educational Psychology for Effective Teaching. 19. Lahey, Benjamin- Psychology- An Introduction (Sixth Edition), Tarn McGraw Hill Publ. 20. Lefrancois Guy - Psychology for Teaching. 21. Lefrancois Guy R.: Theories of Human Learning 22. Leo Postman, James Egan- Experimental Psychology. 23. Mangal S. K. — Essentials of Educational Psychology, Prentice-Hall of India. New Delhi. 24. Mangal S.K - Educational Psychology 25. Mathur, S.S- Educational Psychology 26. Micheal Pressley, Christine B. McCormick - Child & Adolescent Development for Educators. 27. Rajamanickam, Experimental Psychology with Advanced Experiments- Vol.1,II. Concept Publishing Company 	

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8. http://www.clcrc.com/pages/cl.html
9. Learning Styles: <http://www.edutopia.org/multiple-intelligences-learning-styles-quiz>
10. Learning Styles: <http://www.wright.edu/~carole.endres/learnstyles.htm>
11. Thinking Styles: <http://www.thelearningweb.net/personalthink.html>

**संदर्भ पुस्तक
(मराठी)**

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| २० . आफळे, बापट | शिक्षणाचे मानसशास्त्रीय अधिष्ठान |
| २१ . आळंदकर ज . झा . | अभिनव शैक्षणिक मानसशास्त्र |
| २२ . काळे प्रेमला | वालमनोवृत्ती परिचय |
| २३ . कुलकर्णी के . वि . | शैक्षणिक मानसशास्त्र |
| २४ . कुंडले म . वा . | सर्जनशीलता |
| २५ . खरात आ . पां . | प्रगत शैक्षणिक मानसशास्त्र |
| २६ . जगताप ह . ना . | शैक्षणिक व प्रायोगिक मानसशास्त्र |
| २७ . जगताप ह . ना . | अध्ययन उपपत्ती व अध्यापन |
| २८ . जगताप ह . ना . | अध्ययन उपपत्ती व अध्ययन |
| २९ . पांडेकर वा . ना . | शैक्षणिक व प्रायोगिक मानसशास्त्र |
| ३० . मानकर प्रभाकर | सुबोध शैक्षणिक मानसशास्त्र |
| ३१ . पटवर्धन वा . पु . | सामान्य मानसशास्त्र |
| ३२ . करकरे शा . ग . | शैक्षणिक मानसशास्त्र |
| ३३ . पारसनिस न . रा . | प्रगत शैक्षणिक मानसशास्त्र |
| ३४ . सॉरेनसन हर्बर्ट | शिक्षणातील मानसशास्त्र
(अनुवादक गोगटे) |
| ३५ . देशपांडे सविता | सामान्य मानसशास्त्र |

३६ . वनारसे / गोगटे	प्रायोगिक मानसशास्त्र
३७ . काळे प्रेमला	मानसशास्त्रीय मापन
३८ . हरोलीकर ल . बळवंत	शिक्षणाचे मानसशास्त्र
२० पठाण वसीम	शिक्षणिक बाल मानसशास्त्र
२१ काळे प्रेमला	बाल मानसशास्त्र
२२ प्रा . देशपांडे	माध्यमिक मानसशास्त्र

COURSE X EDUCATIONAL MANAGEMENT

Objectives:

- ✓ To develop an understanding of the concept of Administration, Management and Governance.
- ✓ To develop an understanding of systems thinking and systems approach to Educational Management.
- ✓ To develop an understanding of the dimensions of organizational culture
- ✓ To analyze the various aspects of Institutional Management.
- ✓ To develop an understanding of the concept and significance of Institutional Quality and its Assessment.
- ✓ To analyze the Educational System in India and the world.
- ✓ To develop an understanding of the various functions and recommendations of the governing authorities of Educational System of India at National Level.

MODULE 1	FUNDAMENTALS OF EDUCATIONAL MANAGEMENT (14 lectures)
Unit 1	Concept of Educational Management a) Concept of Administration, Management and Governance. b) Educational Management: Meaning/Definition, Principles and Importance
Unit 2	Organizational Culture and Systems a) Concept of Systems Thinking, Systems Approach to Educational Management: Process, Advantages and Limitations b) Concept of Organizational Culture and Climate. c) Dimensions and Characteristics of Democratic Institutional Climate
MODULE 2	INSTITUTIONAL MANAGEMENT AND QUALITY (14 lectures)
Unit 3	Institutional Management a) Institutional Planning: Concept, Process and Advantages b) Institutional Discipline: Meaning and ways of ensuring effective institutional discipline, Issues of Absenteeism – (Total, Partial, Irregularity), Reasons and Measures to Control. c) Scheduling: Academic Calendar and Time Table: Types and Principles of Construction
Unit 4	Quality Management a) Concept of Institutional Quality b) Quality Control- Performance Appraisal: Concept, Types and Criteria for Teachers' Performance Appraisal c) Measures for Enhancing Institutional Management
MODULE 3	RESOURCE MANAGEMENT AND ADMINISTRATION (14 lectures)
Unit 5	Resource Management

२ . गाजरे /नानकर/पुराणिक व लवणे	शालेय व्यवस्थापन
३ . ताम्हणकर एस .डी .	शैक्षणिक प्रशासन व नियोजन
४ . पाटील लीला	माध्यमिक शाळा संचालन व संवर्धन
५ . बापट भा .गो .	शैक्षणिक संघटना प्रशासन व प्रश्न
६ . शिवणेकर ल .मा .	शालेय व्यवस्थापन व प्रशासन
७ . अरगडे व .व .	शैक्षणिक मूल्यमापनाची रूपरेषा
८ . उपासनी वा . के . / कुलकर्णी के .व्ही .	नवे शैक्षणिक मूल्यमापन व संख्याशास्त्र
९ . उपासनी/जोशी/वझे	शैक्षणिक मूल्यमापन तंत्र व मंत्र
१० . गद्रे/सामंत/विरकर	परीक्षा पध्दतीतील क्रांती
११ . चौधरी/झावरे/अग्रेसर	शैक्षणिक मूल्यमापन पध्दती
१२ . दांडेकर वा . ना .	शैक्षणिक मूल्यमापन व संख्याशास्त्र
१३ . बापट भा . गो .	मूल्यमापन आणि संख्याशास्त्र
१४ . दुनाखे अरविंद/पारसनीस	शैक्षणिक व्यवस्थापन व प्रशासन
१५ . दुनाखे अरविंद	शालेय व्यवस्थापन प्रशासन व संघटन
१६ . पारसनीस न .रा .	भारतीय शिक्षणातील नियोजन
१७ . उपासनी/गावडे	शाळांचे व्यवस्थापन : सिध्दांत आणि व्यवहार
१८ . शिवणेकर ल . मा .	माध्यमिक शिक्षक : संरचना व कार्यपध्दती
१९ . कक्कड/गायकवाड	शालेय प्रशासन व प्रबंधन
२० . नागतोंडे किरण	शालेय व्यवस्था, शैक्षणिक संरचना आणि आधुनिक विचारप्रवाह
२१ . फाटक माणिक	शिक्षणातील परीक्षण आणि मापन

**COURSE XI
ICT IN EDUCATION**

Objectives:

- ✓ To develop an understanding of the conceptual bases of Instructional and Communication Technology.
- ✓ To analyze the dynamics of communication in an educational set-up.
- ✓ To analyze students' behavioural patterns.
- ✓ To develop an understanding of the strategies for designing instruction.
- ✓ To create awareness of technology based instructional materials
- ✓ To evaluate instructional materials.
- ✓ To develop an understanding of the concept and application of e-learning.
- ✓ To develop an understanding of the ethical principles governing the use of Information and Communication Technology in education.
- ✓ To analyze the use of Information and Communication Technology in open and distance learning.
- ✓ To analyse the application of Information and Communication Technology in e- inclusion.

MODULE 1	Fundamentals of Information and Communication in Education (14 lectures)	
Unit 1	Basics of Information and Communication Technology <ol style="list-style-type: none"> a. Concept of Information and Communication Technology (Meaning & Characteristics) b. Scope of Information and Communication Technology Areas: (Teaching learning Process, Evaluation, Research, Administration) c. Psychological principles of using Information and Communication Technology in education <ol style="list-style-type: none"> i) Principle of individual, ii) Principle of split-attention effect, iii) Principle of special contiguity, iv) Principle of Temporal contiguity, v) Principle of Coherence 	6
Unit 2	Dynamics of Communication <ol style="list-style-type: none"> a. Communication: Meaning, process, types and barriers b. Transactional Analysis: Concept, Educational implications. c. Role of teacher for effective communication. 	8
MODULE 2	Instructional Design and Learning Approaches (14 lectures)	
Unit 3	Designing Instruction <ul style="list-style-type: none"> • Instructional Design : Meaning and characteristics • ADDIE model of Instructional Design: Steps and application • Constructivist Approaches to Information and Communication Technology in education • Meaning, principles and 5 E's of constructivism • Problem Based Learning (Meaning, Characteristics, Process) 	7
Unit 4	Modes and Models of Instruction <ul style="list-style-type: none"> • Self-Learning Material (Meaning, principles, guidelines for preparing SLM) • Computer Assisted Learning (Meaning, Modes) 	7

- Models of Teaching:(Concept Attainment Model, Inquiry Training Model)

MODULE 3 Trends in Information and Communication Technology (14 lectures)

Unit 5 e- Learning 8

a) Meaning and characteristics of e-learning

b) Online learning:

i) **Modes of Online learning:**

- **Synchronous:** Meaning, characteristics, Resources - CHAT (Meaning, types, Application) Video conferencing: (Meaning, process, application)
- **Asynchronous:** Meaning, characteristics, Resources Meaning, features and application - WWW, Cloud internet storage system,e-mail, wiki, BLOG.

ii) **Blended learning: Meaning, characteristics, Application** (Online and Offline)

c) **Legal and ethical issues in the use of ICT in education.** Plagiarism, Copy right violation, hacking

Unit 6 Information and Communication Technology for ‘A3’ Education (Anytime-Anywhere-Anyone) 6

a) **Learning Management System**
Meaning, characteristics and application
Moodle (Features and application)

b) **Open Education Resources**
Meaning, types , application in education

c) **M – Learning (Mobile learning)**
Meaning, characteristics and application softwares for education

d) **E- inclusion: ICT interventions for children**

i) With Learning disabilities

ii) For the hearing impaired and visually impaired children

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12. M- learning
13. <https://mobilelearninginfokit.pbworks.com/w/page/41753283/10%20steps%20to%20mobile%20learning%20adoption>

SPECIAL FIELDS (Any One)

**COURSE XII
ACTION RESEARCH**

Objectives:

- ✓ To develop an understanding of basics of action research
- ✓ To develop an understanding of the process of action research
- ✓ To apply the cycles of action research in the teaching-learning process.
- ✓ To analyze the importance of validating action research at each step.
- ✓ To apply the methods of action research in the teaching learning process.
- ✓ To develop an understanding of various tools and techniques of action research.
- ✓ To develop an understanding of planning an action research.
- ✓ To develop an understanding of features of a good action research report.
- ✓ To analyze the ways of sharing and reflecting action research.
- ✓ To develop the spirit of enquiry in the students

MODULE 1	FUNDAMENTALS OF ACTION RESEARCH
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(14 lectures)

Unit 1	Basics of action research a) Meaning, Purpose & principles of Action Research; b) Difference between Fundamental and Action Research c) Uses and Limitations of Action Research d) Action Research for the professional growth of teachers.	6
Unit 2	Process of Action Research: a) Types of Action Research – Individual teacher research, Collaborative Action research and School-wide action research (Meaning, Rationale, uses and limitations) b) Cycles of Action Research – Stephen Kemmi’s Action Research Cycle, Kurt Lewin’s Force Field Analysis c) Concept and types of validation - Self, Peer and Learner	8
MODULE 2	ACTION RESEARCH- APPROACHES AND TECHNIQUES (14 lectures)	
Unit 3	Approaches, Models and Methods to Action Research: a) Approaches of Action Research: Qualitative, Quantitative and Mixed Approach - Concept and Need b) Models of Action Research: Participatory Action Research and Reflective Inquiry c) Methods of Action Research – Experimental, Survey, Case Study and Diagnostic - Meaning, Purpose, Process and limitations	8
Unit 4	Tools and Techniques of Action Research a) Tools for Data Collection – (Characteristics, uses and limitations) i. Questionnaire –(open and close ended) ii. Rating Scale and Check List iii. Audio – Video Recordings b) Techniques for Data Collection: i) Interviews – Structured and Unstructured ii) Observation- Participant and Non-Participant	6
MODULE 3	PLANNING, CONDUCTING AND REPORTING ACTION RESEARCH (14 lectures)	
Unit 5	Planning Action Research a) Identifying and framing the research question b) Review of the related literature – Meaning, Sources and Importance c) Designing the Action Research Plan (Research question, Need, Significance, Aims and Objectives, Research team, Research design, Schedule and budget)	6
Unit 6	Analysis and Reporting Action Research a) Analysis of Data i) Quantitative- Descriptive Analysis- Percentage, Mean, Correlation and Graphical representation (uses and limitations) ii) Qualitative (Immersion reflecting, standing back analyzing; synthesizing; relation to other work; locating reflecting back; returning for more data Presenting disseminating and sharing). b) Interpretation and reflection on results. c) Features of a good quality Action Research Report – Comprehensibility, Authenticity, Truthfulness and Appropriateness.	8

d) Sharing and Reflecting - Locally, Action Research Communities, Professional Conferences and print and e- Journals.

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4. Carr, W And Kemmis s: Becoming Critical: Education, Knowledge and Action research
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6. Craig A. Mertler: Action Research – Teachers as Researchers in the Classroom
7. Creswell, J.W: Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.
8. David Coghlan & Teresa Brannick: Doing Action Research in your Organization
9. Elliot, J: Action Research for Educational Change
10. Jean McNiff and Jack Whitehead: Doing and Writing Action Research
11. Jean McNiff: Action Research: Principles and Practice
12. Lokesh Kaul: Research Methodology
13. Lulla B P: Essentials of Educational Research
14. Manfred Max Bergman: Advances in Mixed Methods Research
15. McNiff, J. and Whitehead, J: All You Need To Know About Action Research
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19. Stringer, E: Action Research in Education
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COMPUTERS IN EDUCATION

Objectives:

- ✓ To develop an understanding of the concept of digital technology integration, media and information literacy and computer literacy.
- ✓ To develop an understanding of the educational uses of various features of MSOffice Open Office for communication.
- ✓ To create an awareness of the various uses of computer as a tool, tutor and tutee.
- ✓ To develop the skills of soft wares used for learning through computers as cognitive tools
- ✓ To develop skills/logic to access and surf the Internet
- ✓ To create an awareness about the various educational Apps and resources offered by the Internet browser like Firefox and Google Chrome.
- ✓ To enable the use of social media for teaching, learning and related resources.
- ✓ To develop thinking skills, argumentation and learning through interactive soft wares for modelling and simulations in computer programs.
- ✓ To develop the skill of preparing effective multimedia presentation and instructional material using computers.
- ✓ To understand the concept of Open Education Resources, FOSS and Creative Commons in education.

MODULE 1	COMPUTERS AS COGNITIVE TOOLS (14 lectures)	
Unit 1	<p>Computer Technology for Educators</p> <p>a) Concept of digital technology integration in education-</p> <p style="padding-left: 20px;">i) Meaning, need, meaning of media and information literacy, computer literacy.</p> <p style="padding-left: 20px;">ii) Knowledge of MS Office / Open office (3.34) in education -word processor, spread sheet, presentation software, database software</p> <p>b) Use of multimedia in education- (6 sessions)</p> <p style="padding-left: 20px;">i) Steps of Preparing a course ware using multimedia (audio, visual, graphics, movies, text, animation, flash, moviemaker tools like prezi, picasa)</p> <p style="padding-left: 20px;">ii) Use of softwares Cam studio / camtasia in preparation of spoken tutorials for content delivery in teaching and learning.(software for capturing the desktop for producing multimedia materials)</p> <p>c) Effective presentation of teaching and learning materials- criteria for effective presentation - format, media used, sequencing (story board)</p>	7

Unit 2	Teaching Learning Through Social Media <ol style="list-style-type: none"> a) Tools for synchronous & asynchronous modes of teaching & learning- learning management systems likemoodle- features and uses b) Synchronous mode for teaching and learning: basic features and advantages of -Chat, Video conferencing with softwares,(anyone) Skype, wiziQ, AViewsoftwares. c) Use of Asynchronous tools for teaching-Learning: e-mail. Blogs, wikipages, Google groups, social bookmarking (delicious), use of digital tools for assessment , questionnaires 	7
MODULE 2	COMPUTERS AS A TUTOR (14 lectures)	
Unit 3	Computer Assited Learning -Cal & Computer Mediated Education <ol style="list-style-type: none"> (a) CAL -concept, purpose- drill & practice, tutorials, simulations, problem solving, discovery learning. Characteristics of good CAL, and advantages. Use of readymade CAL – example- slideshare, authorstream, youtube, teachertube, khan academy (b) Use Of Open Education Resources For Teaching Learning- concept of open education resources, free open source soft wares, use of linux operating system as FOSS. Understanding Creative Commons and their types, its relevance to education. (c) <ol style="list-style-type: none"> (i) Use of Open Education resources in India :- IGNOU- e learning, virtual class, e- Gyankosh, Sakshat, HomiBhabha Centre for Science Education, NPTEL, CEMCA efforts towards open courses in education for all.(only Knowledge of) ii) Knowledge of Open Education Resources by international/ global efforts- for example UNESCO, CCL North Western University (USA), Universities of MIT, Stanford, Berkley- courseraetc for lifelong learning and formal education- its importance for learners and teachers. iii) Use of OER programmes Production, Annotation and Editing of teacher made/ readymade digital (use of wikis for content development , as wiki tutors and knowledge creating wiki pages for learning)- 	7
Unit 4	COMPUTER GAMES AND SIMULATIONS IN EDUCATION <ol style="list-style-type: none"> a) Educational computer games for learning different subjects e.g : Civilization, the incredible machines, - importance and use . b) Computer Simulation - stellarium, celestia software - Basic features, use in teaching-learning c) GIS- meaning and its use in education, Google maps, Google Earth and relating them to its use in learning of academic subjects, basic features of the software. 	7
MODULE 3	COMPUTER AS A TUTEE/ LEARNING ENVIRONMENT (14 lectures)	

Unit 5	COMPUTERS AS PROGRAMMING TOOL AND A TUTEE a) Concept of computer as a tutee : use of computers for creating constructivist , collaborative learning environment . b) use of NetLogo (using examples from the models library, study its features) for school or college subjects, use of Geogebra – learning the basic tutorials for school level maths , animation in Geogebra- few examples to be studied from the geogebra tutorials. (c) basic knowledge of Scratch software programme – it is used for developing logic and skills essentials for designing and programming.	7
Unit 6	INTERNET RESOURCES IN EDUCATION a) Concept of browser, its elements, and features of google chrome/ firefox b) Free application Software for education in google chrome- atleast two, logic for Search or browsing/surfing, search based on key strings and semantic search. c) Identify web resources – sites, blogs, curriki.org, Khan's academy, TED Talks ,TED Ed& TED Ed videos– its use in teaching-learning d) Social networking for connected learning e.g. www.classle.net (a Social Learning Network), facebook , Edmodo- their use and importance in education.	7
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EDUCATION FOR RURAL DEVELOPMENT

Objectives:

- ✓ To identify the characteristics and needs of rural community.
- ✓ To develop an understanding of the present status, issues and prospectus of education pertaining to rural areas.
- ✓ To develop an understanding of the role of education for rural development.
- ✓ To appreciate the contribution of social reformers in education for rural reconstruction.
- ✓ To develop understanding of various national and international schemes, policies and programmes of education for rural development.
- ✓ To analyse the role of a teacher in Rural Development.

MODULE 1	EDUCATION IN CONTEXT OF RURAL DEVELOPMENT (14 lectures)	
Unit 1	Concept of Rural Development	7

	<ul style="list-style-type: none"> a) Concept of Rural Area – Definition, characteristics and structure of rural community in India b) Concept of Tribal area – Definition, characteristics needs of tribal community in India c) Concept of Rural Development – Definition, need and importance, scope of rural development. 	
Unit 2	Education in Rural Areas- Status and Issues. <ul style="list-style-type: none"> a) Status of Education in rural areas. <ul style="list-style-type: none"> i) Early childhood Education in rural area. Anganwadi , Balwadi ii) Formal education in rural area. Primary education ,Secondary education, Higher Education. iii) Non - Formal Education and Adult education. b) Issues of education in rural areas <ul style="list-style-type: none"> i) Early childhood education. Anganwadi , Balwadi ii) Formal education in rural area. Primary education, Secondary education, Higher Education. iii) Non- formal education and adult education. 	7
MODULE 2	POLICIES, SCHEMES AND PROGRAMMES FOR RURAL DEVELOPMENT (14 lectures)	
Unit 3	Policies <ul style="list-style-type: none"> a) PanchayatRaj after 73rd amendment and its importance for rural education and development. b) Khadi and village Industries Commission: Objectives, Functions, Programmes c) Right to education, Education for all 	4
Unit 4	Scheme and Programmes <ul style="list-style-type: none"> a) Women Empowerment- Self helpgroup ,SEWA. b) Health Improvement- Gram SwachataAbhiyan, National Programme of Middaymeal, National Rural Health Mission. c) Educational Scholarships , Integrated Child Development Services d) RashtriyaSarvashikshaAbhiyan, Strengthening of teacher’s training Institutes, Setting up Model schools at Block levels and Role of a teacher in the implementation of above policies and schemes 	10
MODULE 3	REFORMERS & CURRENT TRENDS IN RURAL DEVELOPMENT (14 lectures)	
Unit 5	EDUCATIONAL REFORMERS IN RURAL AREAS. <ul style="list-style-type: none"> a) Mahatma Gandhi, Appasaheb Patwardhan, Tarabai Modak & Anutai Wagh. b) Dr. Abhay Bang & Rani Bang, Dr. Ramesh Panse & Dr.Leela Patil c) Experiments in Anandwan d) PabalVillage Industries & Vocational Training 	7
Unit 6	CURRENT TRENDS IN EDUCATION FOR RURAL DEVELOPMENT <ul style="list-style-type: none"> a) Education for following type of tourism for rural development <ul style="list-style-type: none"> i. Rural tourism: Concept, Scope, importance ii. Eco tourism and organization for education iii. Agro Tourism b) Organizations at International & National level in education for rural development 	5

- i. UNESCO, UNISEF,
- ii. NGO OF INDIA FOR RURAL DEVELOPMENT
- iii. India Foundation, Goonj, Pratham, LEPRASOCIETY, Help age India

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- <http://www.theexamresult.com/forum/reference-text-books-ruraldevelopment>
- <http://www.infopointpublishers.com>
- <http://www.pointerpub.com>
- <http://www.indiastudy.com>

ENVIRONMENTAL EDUCATION

Objectives:

- ✓ To develop an understanding of the basic concepts of environment, concepts of environment education, its need and principles.
- ✓ To develop an understanding of the concept of pollution with respect to loss of energy.
- ✓ To create an awareness of the environmental situation and issues at the global and national level.
- ✓ To develop an attitudinal change regarding environmental protection.
- ✓ To create an awareness of sustainable development and environmental management practices.
- ✓ To develop an understanding about the concept of and need for sustainable development.
- ✓ To develop an appreciation of implementing environmentally sustainable practices.
- ✓ To develop an appreciation for the indigenous practices in environmental conservation.
- ✓ To develop an understanding of the various approaches of environmental education.
- ✓ To develop a positive attitude towards protecting and conserving environment.
- ✓ To create an awareness about the public efforts and government initiatives protecting and conserving environment.

1	(14 lectures)	
Unit 1	Concept of Environment. a) Environment: Meaning, Components, Types of Ecosystem, Concept of Biogeochemical cycles, Ecological pyramids, Food chain, Food web b) Ecological energy dynamics and entropic pollution (i.e Concept of pollution in context to loss of energy w.r.t. Land mismanagement, Water pollution, Air pollution, Noise, Radiation)	7
Unit 2	Environmental Issues. (Meaning, causal factors, Effects and Remedies) a) Climate Change b) Ozone Depletion c) Loss of Biodiversity d) Energy Crisis	7
MODULE 2	ENVIRONMENTAL EDUCATION (14 lectures)	
Unit 3	Evolution and Ethics of Environmental Education a) Historical developments: Stockholm(1972), Intergovernmental conference (1977), Brundtland Commission (1985), Rio Summit(1992), Kyoto Protocol (2005), Tbilisi + 30 (2007) b) Environmental Education: Meaning, Objectives, Principles, Significance. c) Environmental Ethics: Meaning and Perspective of environmental ethics (Anthropocentric, Biocentric, Sustainable ethics)	8
Unit 4	Approaches and Methods of Teaching Environmental Education a) Approaches of teaching Environmental Education (Multidisciplinary and Interdisciplinary) b) Integration of Environmental Education with school subjects. c) Nature Club -Objectives, Structure and Activities d) Methods of teaching Environmental Education – Case Study, Problem based learning, Project method.	6
MODULE 3	EDUCATION FOR SUSTAINABLE DEVELOPMENT (14 lectures)	
Unit 5	Sustainable Development and Mitigation Measures. a) Sustainable Development: Meaning, Need, Guiding principles. b) Sustainable Environmental Management: (<i>Meaning , Process and Significance</i>) i) Rainwater Harvesting ii) Solid waste Management iii) Mangroves Management iv) Disaster Management	7
Unit 6	ENVIRONMENTAL INITIATIVES, PROJECTS AND LAWS. a) Movements : Raleganj Siddhi, Green Peace, Tarun Bharat Sangh b) Projects :Tiger project, Narmada BachaoAndolan c) Laws of conservation and Protection: Environmental Protection Act, Wildlife Protection Act and Noise Pollution Act.	7
References:	1. Environmental Education-T. Pradeep Kumar, A.P.H. Publications 2. Environment Pollution- Management, Control for Sustainable Development- R. K. Khitoliy, S. Chand and Company, New Delhi 3. Methods of Environmental Education – Dr. Joseph Catherine, Neel Kamal Publications 4. Environmental Education - V. Krishnamachayulu, G.S. Reddy, Neelkamal	

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5. Environmental Education and training – Trends, Traditions And Transformation – M.A. Chaudhary& S.M. Tripathy, Global Vision Publishing house.
 6. The Source Book for Teaching Science: Strategies, Activities And Instructional Resources, Normann Herr – Jossey Bass
 7. Environmental Pollution - N.H. GopalDutt, Neelkamal Publications.
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 9. Techniques Of Teaching Environmental Science - Swamy, K.R. &Rao, D.B., New Delhi: Sonali publication.
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1. Sandharaneeya Paryavaran Vyavasthapan – Sunil Rajpurkar, Himalaya Publications.
 2. Paryavaran Shikshan va adhayapan paddhathi – A.M. Dhere, C.B.Powar, D.A. Patil, Phadke Prakashan.
 3. Paryavaranache shikshan- Hemant Sudhakar Samant
 4. Paryavaran Shikshan – Prakash Sawant, Phadke Prakashan
 5. Paryavaran Shikshan – K.M.Bhandarkar, Nutan Prakashan
-
6. Paryavaran Shiksha – Radhavallabh Upadhyay, Vinod Pustak Mandir
 7. Paryavaran Shiksha – B.D. Sharma, Omega publications
 8. Paryavaran Shiksha – Uma Singh, Agarwal publications
 9. Paryavaran Shiksha - C.M Gupta and Renu Sharma, Aastha Publications
 10. Paryavaran Shiksha – M.K.Goyel, Vinod Pustak Mandir
 11. Paryavaran aur Manav Mulyon ke liye shiksha - V.K. Maheshwari and B.L.Sharma, Surya Publications
 12. Paryavaraneeya Shiksha – Jay dayal Kalra, Saroj Pharwaha, Baljeet Singh, 21st Century Publications.

संदर्भ ग्रंथ
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GLOBAL EDUCATION

Objectives:

The student teachers would be able to;

- ✓ understand the concept and need of Global Education
- ✓ gain awareness of global issues and its implications
- ✓ understand different theories of global education
- ✓ understand the pedagogy for global education
- ✓ analyze the Framework for Global Education
- ✓ analyze the professional requirements for a global teacher
- ✓ Appreciate the relevance of Global Education

MODULE

DIMENSIONS OF GLOBAL EDUCATION

(14 lectures)

1

Unit 1	Introduction to Global Education a) Concept, Need and Aims of Global Education b) Global Issues (Concept, Need and Understanding of Global issues- Water, Health, Peace issues) c) Global Perspectives (Hanvey's Five Elements)	7
Unit 2	Theories and Structures of Global Education a) Sear's theory of Citizenship b) Global education theory- Pike and Selby c) Krishnamurthi schools d) Steiner Schools	7
MODULE 2	PEDAGOGY FOR GLOBAL EDUCATION (14 lectures)	
Unit 3	Global Approaches to Education a) Multicultural Education (Concept, Purpose, Approaches) b) IBO (objectives, structure, assessments) c) IGCSE (objectives, structure, assessments)	7
Unit 4	Strategies for a Global Classroom a) Problem Based Learning (concept, Procedure) b) Dialogue based education- Paulo Friere c) Education for sustainable development (Concept & Strategies) d) Co- curricular Activities for Global Education	7
MODULE 3	ENABLING GLOBAL EDUCATION (14 lectures)	
Unit 5	Framework for Global Education a) GATS – Features and Implications for Education b) CIGE Model for Comprehensive Internationalization of Institutions c) Inclusive policies in international schools d) Partnership and Networking (Concept, Need and Strategies)	7
Unit 6	Teacher professionals in Global Education a) Competencies for a teacher in the global circuit (Nick and Clough) b) Licensing and Certification of teachers c) Challenges for the global Educator (social, professional)	7
References:	<ol style="list-style-type: none"> 1. Banks, J.A. (2003) <i>Introduction; "Democratic Citizenship Education in Multicultural Societies"</i>. In J.A. Banks (Ed.) <i>Diversity & Citizenship Education: Global Perspectives</i>. San Francisco: Jossey Bass. 2. Barber, M. (1997). <i>Learning game: Arguments for an education revolution</i>, Phoenix, London. 3. Becker, J. (1975). <i>Guidelines for World studies</i>, Indiana University: Mid American Program for Global Perspectives in Education. 4. Edited by Bhargava , V.K (2006) <i>Global issues for global citizens: an introduction to key development challenges</i>, The World Bank, Washington D.C 5. Bourn, D., McKenzie, A. and Shiel, C. (2006). <i>The Global University : The role of the curriculum</i>, London: DEA. 6. British council (2005) <i>Teachers' International professional development programme</i>, London: British council. 7. Brown, M., and Jones, D. (2006). <i>Our world, our Rights</i>, London: Amnesty 	

	<ul style="list-style-type: none"> i) Initial Disclosure. ii) In-depth Exploration. iii) Commitment to Action <p>b) Skills Required for Counselling.</p> <ul style="list-style-type: none"> i) Listening ii) Questioning iii) Responding iv) Communicating <p>c) Professional Ethics in Counselling.</p>	
MODULE 3	THE EMERGING ROLE OF A COUNSELLOR IN THE CONTEMPORARY CONTEXT	(14 lectures)
Unit 5	Role of a Counsellor in School Settings <ul style="list-style-type: none"> a) Teacher as a Counselor. b) T.A. as a technique used for managing self and others c) Role of Counselor in Developing Self Concept. d) Career Counseling in the present context. 	7
Unit 6	Crisis Intervention <ul style="list-style-type: none"> a) Dealing with Grief, Relationships, Depression, Academic, Stress. b) Counselling special Population– Disabled, Economically Disadvantaged, Victims of Abuse 	7
References:	<ol style="list-style-type: none"> 1. Chauhan, S.S. (2008). Principles and techniques of guidance. UP: Vikas Publishing House Pvt. Ltd. Sharma. 2. R.N. (2008). Vocational guidance & counseling. Delhi: Surjeet Publications. 3. Jones, A.J. (2008). Principles of guidance. (5 ed). Delhi: Surjeet Publications. 4. Crow, L.D., & Crow, A. (2008). An introduction to guidance. Delhi: Surjeet Publications. 5. Sharma, R.A. (2008). Career information in career guidance. Meerut: R. Lal Books Depot. 6. Meenakshisundaram, A. (2005). Guidance and counseling. Dindigul: Kavyamala Publishers. 7. Kavyamala Publishers. Qureshi, H. (2004). Educational guidance. New Delhi: Anmol Publications Pvt. Ltd. 8. Bhatnagar, R.P., & Seema, R. (2003). Guidance and counseling in education and psychology. Meerut: R. Lal Book Depot. 9. Vashist S.R. (Ed.). (2002). Principles of guidance. New Delhi: Anmol Publications Pvt. Ltd. 10. Sharma, R.N. (1999). Educational, vocational guidance and counseling. Delhi: Surjeet Publishers. 11. Aggrawal, J.C. (1991). Educational, vocational guidance and counseling. New Delhi: Doaba. 12. House. Sharma, N.R. (1989). Educational and vocational guidance. Agra: Vinod Pustak Mandir. 13. Kochhar, S.K. (1984). Guidance and counseling in colleges and universities. New Delhi: Sterling Publishing Pvt. Ltd. 14. Indu, D. (1983). The basic essentials of counseling. New Delhi: Sterling Publishers Private Ltd. 15. Madhusudan, M. (1983). Educational and vocational guidance. Sambalpur: Shah Publishers & Distributors. 16. Anne, A. (1982). Psychological testing. New York: McMillan Company. 17. Chauhan, S.S. (1982). Principles and techniques of guidance. New Delhi: Vikas Publishing House Pvt. Ltd. 	

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31. Kaila H.L. (2006). Counseling psychology. Ambala: Associated Publishers.

INCLUSIVE EDUCATION

Objectives:

- ✓ To develop an understanding of the concept, need and philosophy of inclusive education.
- ✓ To develop an understanding of the models of inclusive education
- ✓ To develop an understanding of the legislations and policies related to Inclusive education.
- ✓ To identify the needs of diverse learners.
- ✓ To identify the transition and adulthood issues.
- ✓ To develop an understanding of instructional strategies for children with diverse needs.
- ✓ To develop an understanding of the roles and responsibilities of functionaries

MODULE 1	OVERVIEW OF INCLUSIVE EDUCATION	
Unit 1	Introduction to Inclusive Education a) Concept and Need b) Evolutionary process in Inclusive Education: Segregation to Inclusion c) Principles d) Models of Inclusive Education (Resource, Itinerant, Dual teaching, Cooperative model for Multiimpairment, Multiskilled teacher model)	8
Unit 2	Legislations and Policies related to Inclusive Education a) (International Perspective b) National Perspective c) Acts: PWD, RTE, UNCERPD	6
MODULE	Children with Diverse Needs	
	(14 lectures)	

2		
Unit 3	Classification of Children with diverse needs <ul style="list-style-type: none"> a) Neurological and Locomotor disabilities: LD, Cerebral Palsy, Physical Disabilities: Nature, Characteristics and Management b) Sensorial: Hearing Impairment, Visual Impairment, Low Vision, Deaf Blindness: Nature, Characteristics and Management c) Developmental: Intellectual disability, Autistic Spectrum Disorder: Nature, Characteristics and Management d) Economically and Socially Backward children: Nature, Characteristics and Management 	8
Unit 4	Transition and Adulthood issues <ul style="list-style-type: none"> a) Special to Inclusive setting b) Primary to secondary, Adolescence to Adulthood c) Employment and Professional Growth 	6
MODULE 3	Planning and Managing Inclusive Education	(14 lectures)
Unit 5	Development of Inclusive Education <ul style="list-style-type: none"> a) Pre requisities for Inclusive Education- Training of Human Resources, Financial Resources, Infrastructural, Physical resources, Attitudinal Changes, b) Functionaries : Roles And Responsibilities (Administrators, general teachers, resource teachers) c) Resource Room and Resource facilities d) Feasibility of Inclusive Education 	8
Unit 6	Teaching and Curriculum Innovative Practices <ul style="list-style-type: none"> a) Curriculum Adaptations b) Individualised Educational Plan: Components and Development 	6
References:	<ol style="list-style-type: none"> 1. Baquer, A. & Sharma, A. (1997) .Disability: Challenges Vs. responses, Can Pub. 2. Bartlett, L. D., Weisentein, G.R.(2003) Successffil inclusion for educational leaders, Prentice Hall, New jersey. 3. ChaoteJoyce,S. (1991) . Successful mainstreaming, Allyn& Bacon 4. Daniels, Harry (1999) .Inclusive Education, London — Kogan. 5. Deiner, P. L.(2000) . Resource for Teaching children with diverse abilities, Harcourt Brace & Company, Florida 6. Dessent, T. (1987). Making ordinary school special. Jessica Kingsley Pub. 7. Gargiulo, R. M. (1997). Special education in contemporary society: an introduction to exceptionality, Wadsworth, Belmont 8. Gartner, A. & Lipsky, D. D. (1997) Inclusion and school reform transferring America’s classrooms, P. H. Brookes Pub. Baltimore. 9. Gathoo, V. (2004). Curriculum strategies and adaptations for children with hearing impairment.RCI, KanishkaPub.New Delhi 10. Giuliani, G. A. & Pierangelo, R. (2007) Understanding, developing and writing JEPs Corwin press, sage Pub 11. Hegarthy,S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, sage Pub 12. Hollahan&kauffman (1978). Exceptional Children: An introduction to special education, Prentice Hall 13. Joyce S. Choate (1997). Successful inclusive teaching, Allyn& Ba 14. Karant, P. & Rozario, J. ((2003). Learning Disabilities in India, Sage Pub. 15. Karten, T. J. (2007) More inclusion strategies that work. Corwin press, sage 16. Pub 	

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SEMESTER WISE COURSES (PART A & PART B)

SEMESTER I SEMESTER II					
PART A			PART A		
Courses	Credits	Marks	Courses	Credits	Marks
I - USBED101 Philosophical Foundation of Education	2	60	VIII- USBED108 Sociological Foundation of Education	2	60
II - USBED102 Psychology of the 260 learner	2	60	IX- USBED109 Psychology of learning	2	60
III - USBED103 Educational Evaluation	2	60	X- USBED110 Educational Management	2	60
IV - USBED104 Special Method	2	60	XI- USBED111 IICT	2	60
V - USBED105 Special Method II	2	60	XII- USBED112 Special Fields	2	60
Total		10	Total		300
PART B			PART B		
VI – USBED106 Practicum – I Lessons		150	XIII- USBED113 Practicum - II Lessons		150
Micro-Lessons (4x4)	5	100	Simulated Lessons (2)	5	10
Integrated Lesson (1x4)		20	Computer Assisted Presentation (1 Lesson)		10
Simulated Lessons (2)		10	Internship		10
Content tests		20	Planning & Administration of Unit Test		10
VII- USBED107 Scholastic and Field work (A) Scholastic work			150		Book Review
Class test	5	100	XIV- USBED114 Scholastic Work Class Test	5	100
Essay		25	Essay		25
Open Book Assignment		10	Action Research		25
(B) Field work Community work			Psychology Journal		10
		15			
Total		300	Total		300

Total 40 Credits (20 Credits in each Semester)

