



**Shri Shivaji ShikshanPrasarak Mandal's Barshi
COLLEGE OF EDUCATION, BARSHI
DIST-SOLAPUR**

Criteria I: Curricular Aspects

1.2 Academic Flexibility

1.2.1 Curriculum provides adequate choices

- **Any Other relevant information: Syllabus**



**Punyashlok Ahilyadevi Holkar
Solapur University, Solapur**

Curriculum & Its Framework

FOR

Bachelor of Education (B. Ed.)

FROM 2021

CBCS

WITH SKILL ORIENTATION COURSES

Objectives

The General Objectives of the two year B. Ed. programme are:

1. To develop among student-teachers the essential competencies of a teacher in order to develop an attitude towards becoming a committed and performance oriented teacher.
2. To equip the student-teachers through strong psycho-social foundation and with essential knowledge, skills and attitude so as to develop them as responsible teachers of the modern world.
3. To create awareness about national values enshrined in the Constitution of India, core elements, duties and responsibilities of a teacher and foster human rights, and the dignity of individuals.
4. To create awareness among student teachers about the socio-economic and political scenario of the society in order to understand need of inclusion of all sections of the society and importance of unity in diversity.
5. To develop scientific temperament, critical thinking, sense of appreciation and decision making among student teachers.
6. To sensitize students about emerging issues related to environment, gender equality, and technology use, legal provisions on education, rights and duties enshrined in the constitution of India.

Punyashlok Ahilyadevi Holkar Solapur University, Solapur Curriculum & Its Framework for the Two Year Degree of Bachelor of Education (B. Ed.) from July 2021

- The regular full time course of Bachelor of Education (B. Ed.) is of two years duration.
- The course has been framed so as to satisfy the essential compliances of NCTE as per Nov.-Dec. 2014 Notification. It also has added features making the course relevant to global demands, and socio-cultural needs of the university and affiliated colleges.
- The university has adopted Choice Based Credit System (CBCS) and grading system along with continuous and comprehensive evaluation.
- **The B. Ed. curriculum comprises three broader areas:**
 - ❖ Perspectives in Education
 - ❖ Curriculum and Pedagogic studies
 - ❖ Engagement with the field
- The third area Engagement with the field comprises of understanding of and task related to the self (the student teacher), the child (that is the school pupil), the school and the community. It includes internship and four courses on Enhancing Professional Capacities (EPCs).
- The course curriculum is of 2400 marks, 2790 periods of work (assuming period of 50 minute), and 96 credit points divided over four semesters. The semester-wise distribution of marks, credits, internal assessment marks and university assessment marks is briefed in the following table:
 - **Medium of Instruction: Marathi**
 - Candidates may write the papers in examination and practical work in Marathi and English language. The language pedagogy shall be

- written in the relevant language. The question papers will be set only in English & Marathi language except Pedagogical school subject.

Sr. No.	Semester	Total Periods	Credits	Internal Assessment Marks	University Assessment Marks	Total Marks
1.	Year I, Semester I	680	23	415	160	575
2.	Year I, Semester II	610	24	310	290	600
3.	Year II, Semester III	840	25	425	200	625
4.	Year II, Semester IV	630	24	350	250	600
	Total	2760	96	1500	900	2400

Note: The periods for different practical(s) are allocated on the basis of nature of the practical. These periods are inclusive of teaching, learning and preparatory work. The semester-wise detailed framework is as follows:

YEAR – I, SEMESTER – II

Course No.	Title of course	Total Periods	Credit	Internal Assessment Marks	University Assessment Marks	Total Marks
Curricular Area –A: Perspectives in Education						
BED-II-04	Learning and Teaching	60	04	20	80	100
BED-II-05	Contemporary India and Education (Page No. 20)	60	04	20	80	100
Curricular Area –B: Curriculum & Pedagogic Studies						
BED-II-06	Pedagogy of a School Subject One –Part I (Marathi/ Hindi/ English/ Mathematics, Urdu, Commerce)	30	02	10	40	50
BED-II-07	Pedagogy of a School Subject Two –Part I (General Science/ History/ Geography, Economics)	30	02	10	40	50
Curricular Area –C: Engagement with the Field						
Enhancing Professional Capacities (EPC)						
<i>EPC- 2</i>	Drama and Art in Education (1/2)	60	02	50	00	50
Task Assignment and School Internship						
<i>B-01</i>	Practice Teaching and Internship (Three Week i.e. 18 Days)	200	04	100	00	100
<i>B-02</i>	Lesson Planning Workshop	50	01	25	00	25
<i>B-03</i>	Workshop on Teaching Aids	30	01	25	00	25
<i>B-04</i>	Educational Tour	40	01	25	00	25
<i>B-05</i>	Creativity & Personality Development	30	01	25	00	25
<i>B-06</i>	*Viva Voce	20	02	00	50	50
SemesterII Total		610	24	310	290	600

YEAR – II, SEMESTER – III						
Course No.	Title of course	Total Periods	Credit	Internal Assessment Marks	University Assessment Marks	Total Marks
Curricular Area –A: Perspectives in Education						
BED-III-08	Knowledge and Curriculum –Part I (1/2)	30	02	10	40	50
Curricular Area –B: Curriculum & Pedagogic Studies						
BED-III-09	Assessment for Learning	60	04	20	80	100
BED-III-10	Pedagogy of a School Subject One –Part I (Marathi/ Hindi/ English/ Mathematics, Urdu, Commerce)	30	02	10	40	50
BED-III-11	Pedagogy of a School Subject Two –Part I (General Science/ History/ Geography, Economics)	30	02	10	40	50
Curricular Area –C: Engagement with the Field						
Enhancing Professional Capacities (EPC)						
<i>EPC - 3</i>	Skill orientation Courses (Any One) (Each student will have to select one of skill orientation Course 1. Stress Management 2. The Art of Public Speaking 3. Psychological Testing and Assessment 4. Technology Embedded Teaching	60	04	100	00	100
Task Assignment and School Internship						
<i>C-01</i>	School Internship (Six Week i.e. 36 Days)	330	06	150	00	150
<i>C-02</i>	CCM Workshop	60	01	25	00	25
<i>C-03</i>	Evaluation Workshop	60	01	25	00	25
<i>C-04</i>	Action Research Workshop	60	01	25	00	25
<i>C-05</i>	Physical and Health Education	60	01	25	00	25
<i>C-06</i>	Critical Understanding of ICT (1/2)	60	01	25	00	25
Semester III Total		840	25	425	200	625

YEAR – II, SEMESTER – IV

Course No.	Title of course	Total Periods	Credit	Internal Assessment Marks	University Assessment Marks	Total Marks
Curricular Area –A: Perspectives in Education						
BED-IV-12	Gender, School and Society (1/2)	30	02	10	40	50
BED-IV-13	Knowledge and Curriculum –Part II (1/2)	30	02	10	40	50
BED-IV-14	Creating an Inclusive School (1/2)	30	02	10	40	50
Curricular Area –B: Curriculum & Pedagogic Studies						
BED-IV-15	Optional Course (Electives- any two of the following)					
15.1	Educational Management.	60	02	10	40	50
15.2	Value Education	60	02	10	40	50
15.3	Guidance and Counseling.	60	02	10	40	50
15.4	Educational Technology	60	02	10	40	50
15.5	Environmental Education.	60	02	10	40	50
Curricular Area –C: Engagement with the Field						
Enhancing Professional Capacities (EPC)						
EPC - 4	Reading and Reflecting on Texts (1/2)	60	02	50	00	50
Task Assignment and School Internship						
D-01	School Internship (One Week)	100	02	50	00	50
D-02	Models of Teaching Workshop	50	01	25	00	25
D-03	Workshop on Constructivism	50	01	25	00	25
D-04	Creativity & Personality Development	25	01	25	00	25
D-05	Seminars	25	01	25	00	25
D-06	Lesson Examination Practical Submission	100 50	04	100	00	100
D-07	Viva Voce	20	02	00	50	50
SemesterIV Total		630	24	350	250	600
Grand Total of all Semesters		2760	96	1480	920	2400

For theory paper of 100 marks in Perspectives in Education & Curriculum and Pedagogic studies:

- 80 marks are for University Assessment means assessment in / of theory papers through university examination.
- 20 marks are for Internal Assessment of theory courses by the College i.e. Assessment in which 10 marks are for Tutorial and 10 marks are for sessional work mentioned in syllabus of respective courses.

For theory paper of 50 marks in Perspectives in Education & Curriculum and Pedagogic studies:

- 40 Marks are for University Assessment means assessment in / of theory papers through university examination.
- 10 Marks are for Internal Assessment of theory courses by the College i.e. Assessment in which 05 Marks are for Tutorial and 05 marks are for sessional work mentioned in syllabus of respective courses.

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Eligibility for Admission:

R. Ed. 1: A candidate for the Degree of Bachelor of Education (B.Ed.) must be a graduate or post graduate of this University or of any other recognized University in any Faculty / subject such as Mathematics / Social Science (History, Geography, Economics, Political Science, Psychology, Philosophy, Education, Library Science) or Commerce / Management /Computer Science/ Information Technology/Medical Science/ Engineering or Humanities (all languages and literature) or Engineering or Law or Agriculture with minimum qualifying marks and condition as will be declared by the state government / affiliating body / University. In addition a candidate after graduation should have: –

Eligibility for examination: A student –teacher willing to appear for B. Ed. Examination is supposed to have completed theory and practical as prescribed in the respective terms. He /she must have completed the following for the award of B.Ed. degree:

- i. Kept four semesters of lectures on the theory and practice of Education in an institution / College of Education affiliated to this University for the purpose of B.Ed. degree, and
- ii. Completed a course of practical work, extending over four terms / semesters to the satisfaction of the Institution in which a candidate is studying, consisting of –
 - a) Attendance at demonstration lessons and discussion on lessons inclusive of Micro–lessons, Lessons based on Models of Teaching.
 - b) Observation & conduction of:
 - i) Micro–lessons – 10 (2 in each of the 5 skills including teach and re-teach out of the list of skills provided by the university)
 - ii) Integration lessons – 2
 - iii) Class room lessons / Practice lessons – 30
 - c) Teaching practice of 10 Micro teaching lessons and two integration lessons to be conducted in peer groups. Out of the 30 practice lessons; two lessons are to be based on Models of Teaching, four on CCM, four on constructivist strategies, 04 lessons on ICT integration. Remaining 16 general lessons be equally distributed in two pedagogic subjects. Out of these 16 general lessons, block teaching of 4+4 lessons on two pedagogic school subjects is desirable.
 - d) Attendance at Tutorials under examination conditions
 - e) Practical work under Engagement with the Field including the EPCs.
 - f) Organization and participation in various curricular and co-curricular activities spread over four semesters.
 - g) Completion of the Internship Programmes spread over four semesters
 - h) Appearance at practice teaching examination at the end of semester 4.
 - i) Appearance and passing for viva-voce at the end of semester 2 & 4.

j) Maintaining diary of day to day records of activities and participation along with observation of lesson/ micro lessons/ practice lessons/ demonstration lessons/ lessons conducted by school teachers etc.

k) Minimum attendance of 80% for theory periods / lectures and 90% for practical work/ internship/ community related activities is essential.

R.Ed.2 :

The examination for the degree of B.Ed. will be conducted twice in a year & semester wise / at the end of semesters or as will be declared by the university / college / institution.

The examination for the degree of B.Ed. will be of 2400 marks on the three curricular areas.

Area A: Perspectives in Education

Part–I:University Assessment:

University examination of theory Course under Perspectives in Education is of 350 marks in four semesters

Part–II: Internal Assessment:

Internal Assessment / Sessional work of theory papers - spread of all four semesters including tutorials and course related practical work- 100 marks.

Area B: Curriculum & Pedagogic Studies

Part–I:University Assessment:

University examination of theory Course under Curriculum & Pedagogic Studies- of 350 marks in four semesters

Part–II: Internal Assessment:

Internal Assessment / Sessional work of theory papers - spread of all four semesters including tutorials and course related practical work- 100 marks.

Area C: Engagement with the field:

Part I: Enhancing Professional Capacities (EPC)

Internal Assessment of EPC – Spread over all four semesters. Total 200 marks- 50 marks for each EPC

Part II: School Internship

Internal Assessment of Internship - Spread over all four semesters.

Total 400 marks.

School Internship (including Practice Teaching) 450 marks distributed over four semesters as follows:

Semester I	School Internship	50 marks
Semester II	School Internship	100 marks
Semester III	School Internship	200 marks
Semester IV	School Internship	50 marks
Total =		400 marks

The distribution of marks for different types of practice lessons / lessons and internship activities is given in the following table:

Internship (250marks) + Practice Lesson (150 marks) = 400 marks

Semester	Marks		Marks	Credit
	Internship	Practice Lesson (No. of lessons)		
I	50	-----	50	2
II	60	40 (8)	100	4
III	70	80(16)	150	6
IV	20	30(06)	50	2
Total	200	150(30)	350	14

Part III: Tasks and Assignments:

In task and assignments, there are following components:

1. Enriching teaching skills (Sem I) 150 marks
2. Lesson Planning workshop (Sem II) 25 marks
3. Social service distributed over two Semesters (Semester I and III) 75 marks
4. Seminar (Semester IV) 25 marks
5. Visit to Innovative Organization (semester I) 25 marks
6. Teaching aids workshop (Sem II) 25 marks
7. Action Research Project (Semester III) 25 marks
8. Models of Teaching Workshop (Semester IV) 25 marks
9. Content Cum- Methodology (CCM) Workshop (SemIII)25 marks

10. Evaluation Workshop (Semester III)	25 marks
11. Educational Tour / Trip / Kshetrabhet (Semester II)	25 marks
12. Physical and Health Education (Sem I & III)	75 marks
13. Constructivism Workshop (Sem IV)	25 Marks
14. Creativity & Personality Development (SemII & IV)	50 marks
Total	= 600 marks

Part–IV: Viva voce (on curricular Area C):

Viva voce will be conducted at the end of semester II and semester IV. It will be of 50 marks each for semester II (Sem-I & Sem –II Practicals) and semester IV (Sem-III & Sem –IV Practicals) . These marks will be considered in external examination / university marks for award of final letter grade for B. Ed. Degree.

Part V: Practice Lesson Examination:

Practice Lesson Examination organized by the university at the end of Semester IV. There will be two practice lessons- one for each pedagogic subject each of 50 marks, total 100 marks. These marks will be considered in internal examination / internal marks and will be converted into grades.

R.Ed. 4 : Award of B. Ed. degree

A candidate willing to appear for the Examination in Area A, area B, area C must apply to the Register through the Head of the Institution in which he / she has received training. The examination under various internal assessment work and practicum will be conducted by the Teacher Education Institute (TEI) in respective semesters only and the marks under the three areas will be conveyed to the Solapur University within due / stipulated time for respective semesters. The examination for all theory courses (Area A& B) will be conducted by the university in each semester. The B. Ed. course being of two year duration, two additional chances in the next two semesters (one year) will be given to the candidates who fail at the end of fourth semester.

The total marks under Area A and B for theory and university assessment are out of marks 1100. Along with these 1100 marks, the marks out of 100 in two viva-voces will also be considered for the award of final Letter Grade for B. Ed. degree.

Engagement with field totally carries 1300 marks. These are internal marks. The total marks under Area C (Engagement with the field) will be converted to grades separately and will appear in the final mark statement in the form of ‘Total Marks under ‘Engagement with the field’ and the respective grade of it.

The B. Ed. degree will be awarded to those students who pass in all areas, all parts in areas, as well as in all papers separately in the respective semesters.

For passing, in University assessment theory papers 16 marks out of 40 marks and 32 marks out of 80 marks are essential in each theory papers separately and also along with aggregate 50% or more marks are essential under each part / area/course separately.

CREDIT AND GRADING SYSTEM

(I) Award of Grade:

- (a) A student he/she shall be assigned a grade based on his/her combined performance in all components of evaluation scheme of a course as per the structure. The grade indicates an assessment of the student's performance and shall be associated with equivalent number called a grade point.
- (b) The academic performance of a student shall be graded on a ten point scale. The letter grades, the guidelines for conversion of Perspectives in Education & Pedagogic Studies marks to letter grades and their equivalent grade points shall be as shown in Table.
- (c) The letter grades, the guidelines for conversion of Engagement with the Field marks of semester I, II, III and IV to letter grades shall be as shown in Table.
- (d) The letter grades, the guidelines for conversion of Internal Assessment marks of semester IV marks to letter grades shall be as shown in Table.
- (e) The letter grades, the guidelines for conversion of Internal Assessment marks of all four semesters' marks to letter grades shall be as shown in Table.
- (f) A student shall pass the course if he/she gets any grade in the range from "O" to "C".
- (g) The student has to secure a minimum 4.0 Grade Points (Grade C) in each core course. A student who secures less than 4.0 points will be declared Failed in that head of passing.

• Calculation of Performance Indices:

Semester Grade Point Average (SGPA) represents the performance of a student in a semester for which it shall be computed while Cumulative Grade Point Average (CGPA) represents the performance of a student cumulated over all semesters up to and including the semester for which it is computed. Both performance indices shall be on a scale of 10.

- **Conversion of Perspectives in Education & Pedagogic Studies courses (Area A and B) marks into Grades: (100 Marks Courses)**
10- Point scale for courses having passing criterion of 50%

Table

Sr.	Range of Marks	Grade	Grade Point
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No.			
1	80-100	O: Outstanding/Excellent	10
2	75-79	A+: Very Good	09
3	70-74	A: Good	08
4	65-69	B+: Above Average	07
5	60-64	B: Average	06
6	55-59	C+: Satisfactory	05
7	50-54	C: Pass	04
8	00-49	F: Fail	00

- **Conversion of Perspectives in Education & Pedagogic Studies courses (Area A and B) marks into Grades: (50 Marks Courses)**

10- Point scale for courses having passing criterion of 50%

Table

Sr. No.	Range of Marks	Grade	Grade Point
1	43-50	O: Outstanding/Excellent	10
2	40-42	A+: Very Good	09
3	37-39	A: Good	08
4	34-36	B+: Above Average	07
5	31-33	B: Average	06
6	28-30	C+: Satisfactory	05
7	25-27	C: Pass	04
8	00-24	F: Fail	00

- **Conversion of Internal Assessment marks into Grades: (Area C) (375 Marks) (EPC and Engagement with the Field Courses for Semester I)**

Table-

Sr. No.	Range of Marks	Grade
1	338-375	O
2	319-337	A+
3	300-318	A

4	282-299	B+
5	263-281	B
6	226-262	C+
7	188-225	C
8	00-187	F

F means fail in EPC and Engagement with the Field Courses

- **Conversion of Internal Assessment marks into Grades: (Area C) (250 Marks)
(EPC and Engagement with the Field Courses for Semester II)**

Table-

Sr. No.	Range of Marks	Grade
1	225-250	O
2	213-224	A+
3	200-212	A
4	188-199	B+
5	175-187	B
6	150-174	C+
7	125-149	C
8	000-124	F

- **Conversion of Internal Assessment marks into Grades: (Area C) (375 Marks)
(EPC and Engagement with the Field Courses for Semester III)**

Table-

Sr. No.	Range of Marks	Grade
1	338-375	O
2	319-337	A+
3	300-318	A
4	282-299	B+
5	263-281	B
6	226-262	C+
7	188-225	C

8	00-187	F
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- **Conversion of Internal Assessment marks into Grades: (Area C) (300 Marks)**
(EPC and Engagement with the Field Courses for Semester IV)

Table-

Sr. No.	Range of Marks	Grade
1	270-300	O
2	255-269	A+
3	240-254	A
4	225-239	B+
5	210-224	B
6	180-209	C+
7	150- 179	C
8	00-149	F

- **Conversion of Internal Assessment marks into Grades: (1300)**
(EPC and Engagement with the Field Courses for All Semesters)

Table-

Sr. No.	Range of Marks	Grade
1	1170-1300	O
2	1105-1169	A+
3	1040-1104	A
4	975-1039	B+
5	910-974	B
6	780-909	C+
7	650-779	C
8	00-649	F

Calculation of Grade Point Average (GPA) for Area A & B

- **Semester Grade Point Average (SGPA):**
(a) The performance of a student in a semester shall be indicated by a number called SGPA.

(b) SGPA shall be the weighted average of the grade points obtained in all the core courses registered by the student during the semester.

1. Grade Point Average at the end of Semester (SGPA):

$$\text{SGPA} = \frac{(\text{G1} \times \text{C1}) + (\text{G2} \times \text{C2}) + \dots}{\sum \text{Ci}}$$

($\sum \text{Ci}$ means total number of credits offered by the student during a semester)

2. Cumulative Grade Point Average (CGPA):

(a) An up-to-date assessment of the overall performance of a student for the core courses from the first semester onwards till completion of the program shall be obtained by calculating a number called CGPA.

(b) CGPA shall be the weighted average of the grade points obtained in all the courses registered by a student since the beginning of the first semester of the program.

$$\text{CGPA} = \frac{(\text{G1} \times \text{C1}) + (\text{G2} \times \text{C2}) + \dots}{\sum \text{Ci}}$$

($\sum \text{Ci}$ means total number of credits offered by the student for the B.Ed. Course)

- C1 means credits allocated for paper I, C2 means credits allocated for paper II
.....
- G1 means Grade Point scored in paper I, G2 means Grade Point scored in paper II
.....
- **Conversion of average grade points into grades:**

The student's performance of course will be evaluated by assigning a letter grade on seven points scale as given below:

- **Letter Grade of the candidate based on CGPA in 10- Point:**

Table-

SGPA/CGPA	Letter Grade
9.5-10	O
8.5-9.4	A+
7.5-8.4	A

6.5-7.4	B+
5.5-6.4	B
4.5-5.4	C+
4.0-4.5	C
00-3.9	F

B. Ed. Second Year: Semester III
Curricular Area A - Perspectives in Education

Course BED-III-08: Knowledge and curriculum Part-I (1/2)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objectives of the course: Student- Teachers will be able to,

- 1) Understand the Epistemological concept of knowledge, structure, sources of knowledge
 - 2) Understanding the Scientific methods & its characteristics
 - 3) Understand the Meaning, Concept, emerging knowledge base in education.
 - 4) Understand the different ways of knowing process, Construction of knowledge.
 - 5) Understand the different aspect of knowledge
 - 6) Understand the Concept and need of Curriculum Framework.
 - 7) Understand the Site of Curriculum Engagement.
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Unit-I: Epistemological and Social Basis of Education

- a) Concept of knowledge, structure of knowledge
- b) Sources of knowledge
- c) Ways of acquiring knowledge
- d) Scientific method & its characteristics

Unit-II: Evolving Knowledge Base in Education

- a) Emergence of knowledge base in education.
- b) Knowing Process: Different ways of knowing process, Construction of knowledge
- c) Role of knower in knowledge transmission & Constructions.
- d) Aspects of Knowledge: Different aspect of knowledge & Relationship such as, Local & Universal, Concrete & Abstract, Theoretical & Practical, contextual & Textual, School & Out of School

Unit – III: Curriculum Framework

- a) Concept and need of Curriculum Framework
- b) Differentiating Curriculum Framework, Curriculum and syllabus, their significance in school educations.
- c) Aspects of Curriculum as reflected in NPE 1986.
- d) Silent features and implications of NCF-2005 and NCFTE-2014.

Unit- IV: The Site of Curriculum Engagement

- a) Curriculum Preparation: Factors in the curriculum, Role of nation, State, Teachers and students in preparation the curriculum

- b) Process of Curriculum construction: Criteria for selecting knowledge and representing knowledge, organising fundamental concept, selection and organisation of learning situations.
- c) Available infrastructures, Curricular sites and resources: Library, Laboratory, Schools, Social media, websites, School Playground and neighbourhood etc
- d) The ways of assessing the curriculum

Sessional work:

(Total 10 Marks)

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**
- The students may undertake any one of the following activities and present the report **(05 Marks)**
 1. Write project on sources of knowledge related to any school subject.
 2. Compare the curriculum framework NCF2005 and NEP 1986 and write report on it.
 3. Preparation for teaching a topic of any school subject with the help of text book, reference book.
 4. Study of Impact of Curriculum Engagement on Education-Interview of the Teacher/Experts in Education Field.

References: (The references are suggestive. Teachers are advocated to identify, use such other and online resources.)

- 1) Alexander, W. M., & Saylor, J. G. (1966). *Curriculum Planning for modern schools*. New York: Holt, Rinhart and Winston Inc.
- 2) Candra, A. (1977). *Curriculum Development and Evaluation in education*. New Delhi: Sterling Publishers.
- 3) Darji, D. R., &Lulla, B. P. (1967). *Curriculum development in secondary schools of Baroda*. Baroda: Sadhana Press.
- 4) Erickson, H.L.(2007) concept based curriculum and instruction for the thinking classroom California; corwin press
- 5) Erickson, H.L.(2007) concept based curriculum and instruction for the thinking classroom California; corwin press

B. Ed. Second Year, Semester III

Course BED-III-09: Assessment for Learning

Credits: 04

Periods: 60

Maximum Marks: 100

Internal Assessment Marks: 20

University Assessment Marks: 80

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

1. Understand the nature of assessment and evaluation and their role in teaching-learning process.
2. Understand the perspectives of different schools of learning on learning assessment.
3. Realize the need for school based and authentic assessment.
4. Examine the contextual roles of different forms of assessment in schools.
5. Understand the different dimensions of learning and the related assessment procedures, tools and techniques.
6. Develop assessment tasks and tools to assess learners performance
7. Analyze, manage, and interpret assessment data.
8. Analyze the reporting procedures of learners' performance in schools.
9. Develop indicators to assess learner's performance on different types of tasks.
10. Examine the issues and concerns of assessment and evaluation practices in schools.
11. Understand the policy perspectives on examinations and evaluation and their implementation practices.
12. Trace the technology based assessment practices and other trends at the international level.

UNIT I: Perspective of assessment and evaluation

- a. Concept of Measurement Assessment and Evaluation.
- b. Types of Assessment.
- c. Steps of Assessment.
- d. Principles of Assessment and Evaluation.

Unit II - Assessment of Learning

- a) Assessment of cognitive learning.
- b) Assessment of affective learning.
- c) Assessment of performance.
- d) Use of different tools for assessment – Project, Portfolio assessment.

Unit III -Planning, Construction, Implementation and Reporting of Assessment

- a) Planning of Assessment – objective and need.
- b) Procedure of assessment – Grading Procedure and Scoring Procedure.
- c) Implementation of assessment – Measures of Central Tendency (Mean, Median, Mode) and Measures of Variability and Types of Graphs.
- d) Concept and Need of Continuous and Comprehensive Evaluation

Unit IV - Issues, Concerns and Trends in Assessment and Evaluation

- a) Existing practices - Constructivist approach of evaluation.
- b) Issues and problems, grading, credit system, choice based credit system.
- c) Impact of entrance test, Reforms in examination and evaluation.
- d) Trends in exam - Online examination, open book examination.

Sessional work: (Total 20 Marks)

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(10 Marks)**

- The students will undertake **any two** of the following practical and present the report **(10 Marks)**

1. Data processing and interpretation of an achievement test (School subjects - according to method).
2. Preparation of assessment tool for - Upper primary, secondary or higher secondary level according to methods.
3. School visits followed by evaluation practices (CCE, Open Book examination, Online) in schools (Interview of class teacher).
4. Preparation of test paper on examination policy - Upper primary, secondary or higher secondary school.
5. Graphical Presentation of Data of One Class related any Subject.
6. Individual and Group Projects on Preparation of Question Paper for Use as Formative and Summative Assessment tool.

7. Developing the Portfolio of Student.

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2. Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: NationalAcademy Press.
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7. Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development. Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin.

मराठी संदर्भ ग्रंथ

१. फाटक, माणिक (१९९९). शिक्षणातील परीक्षण आणि मापन, नूतन प्रकाशन, पुणे.
२. कदम, चा. प. व चौधरी, वा.आ. (१९९२). शैक्षणिक मूल्यमापन, पुणे.
३. बर्वे, मिनाक्षी व कुंडले, सुरेखा. (२००८). शैक्षणिक मूल्यमापन व संख्याशास्त्र. नित्य नूतन प्रकाशन, पुणे
४. उपासनी, ना.के.;जोशी, व. द. , वझे, ना.अ. (१९६६). शैक्षणिक मूल्यमापन तंत्र आणि मंत्र. नवमहाराष्ट्र प्रकाशन, पुणे.
५. वापट, भा.गो. (१९९२). मूल्यमापन व संख्याशास्त्र. विनस प्रकाशन, पुणे.
६. हकीम, प्रभाकर.(२००८). शैक्षणिक मूल्यमापन व संख्याशास्त्र. नित्य नूतन प्रकाशन, पुणे.

७. दांडेकर, वा.ना. (१९९९). शैक्षणिक मूल्यमापन व संख्याशास्त्र. श्रीविद्या प्रकाशन, पुणे.
 ८. वर्णे, मिनाक्षी (२०१०). शैक्षणिक मूल्यमापन व मूल्यनिर्धारण. नित्य नूतन प्रकाशन, पुणे.
 ९. वाम, राजश्री व कोल्हटकर, शीला.(२०१३). संपादक मैत्री ज्ञानसंरचनावादाशी. निराली प्रकाशन, पुणे.
 १०. भंगाळे, शैलजा व धांडे,पिंगळा. मूल्यनिर्धारण आणि मूल्यमापन. प्रशांत पब्लिकेशन.
 ११. धामणे, विजय. शैक्षणिक मूल्यमापन.ईन्साईट पब्लिकेशन, नाशिक.
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B. Ed. Second Year: Semester III

CURRICULAR AREA B: PEDAGOGY COURSES

Course BED-III-10: Pedagogy of Marathi (Part – II)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

उद्दिष्टे:

१. प्रशिक्षणार्थीमध्ये मातृभाषा अध्यापनाच्यानियोजनाचीक्षमताविकसितकरणे.
२. मातृभाषेच्या अध्यापनात मूल्यमापन तंत्राचा यथोचित वापर करण्यास मदतकरणे
३. मूल्यमापन पध्दती व प्रकार समजण्यास मदतकरणे.
४. मातृभाषा अभ्यासक्रम, पाठयक्रम, पाठयपुस्तक व आशय यांचा परस्पर संबंध समजण्यास मदत करणे.
५. मराठी भाषा पाठयपुस्तकाचेविविध प्रकारे आशय विश्लेषण करण्यास मदतकरणे.
६. मातृभाषा अध्यापनाची यथोचित साधने व अध्ययन अनुभूती समजण्यास मदतकरणे.
७. मातृभाषा वाङ्मय मंडळाची रचना व कार्य समजण्यास मदतकरणे.

घटक : १ अध्यापनाचेनियोजन

अ. वार्षिक नियोजन

ब. घटकनियोजन

क. दैनंदिन पाठनियोजन

ड. ज्ञानरचनावाद : संकल्पना, उद्दिष्टे, वैशिष्ट्ये, आणि मराठी अध्यापनातील उपयोगन

घटक : २ अध्यापनाचे मूल्यमापन

अ. मूल्यमापन संकल्पना व साकारिक आकारिक मूल्यमापन

ब. परीक्षांचे प्रकार, परीक्षांमधीलनवविचार प्रवाह : ऑनलाईन ओपन बुक, प्रश्नांचे प्रकार .

क. चाचण्यांचे प्रकार : संपादनूकचाचणी, घटकचाचणी, कृतीपत्रिका

ड. नैदानिककसोटी व उपचारात्मक अध्यापन : भाषिक कौशल्य –श्रवण, भाषण, वाचन, लेखन. क्षमता, त्रुटी

घटक : ३ अभ्यासक्रम, पाठयक्रम, पाठयपुस्तक व आशय

- अ. मराठी संरचना: स्वरूप व फायदे
- ब. अभ्यासक्रमाचा अर्थ स्वरूप व मूलतत्त्वे
- क. अभ्यासक्रम व पाठयक्रम यातील फरक व चांगल्या पाठयपुस्तकाचे निकष
- ड. आशय-संकल्पना व स्वरूप, आशय विश्लेषण

घटक : ४ मातृभाषेच्या विविध अंगांचे अध्यापनवअध्ययन अनुभूती

- अ) अध्ययन अनुभव :प्रत्यक्ष - अप्रत्यक्ष ,शाब्दिक - अशाब्दिक
- ब) अभ्यासनुवर्तीउपक्रम : १.लेखन २. वाचन ३. गायन ४. पाठांतर ५. वक्तृत्व ६.भाषिक खेळ, प्रश्न मंजूषा, शब्दकोडी, भेंड्या ७. वाडू:मय मंडळ ९. वर्गवाचनालय १०. शब्दकोश ११. विश्वकोष १२. संदर्भ ग्रंथाचा उपयोग हस्तलिखित १४. नियतकालिक १५.बातम्या लेखन १६. शब्दांशी खेळूया, १७. जाहिरात लेखन
- क) व्याकरण: अध्यापन शास्त्रीय तोंडओळख- शब्दांच्या जाती, समास, अलंकार, वृत्ते, विभक्ती.
- ड) लेखन: अध्यापनशास्त्रीय तोंडओळख-पत्रलेखन, निबंध लेखन, सारांश, कल्पनाविस्तार, वृत्तांतलेखन.

सत्रकार्य (गुण : १०)

वर्गनिबंधासाठी दिलेले तीन प्रश्न शिक्षक प्रशिक्षकाकडून तपासून घ्यावेत. त्यापैकी कोणत्याही एक प्रश्न वर्गनिबंधासाठी परीक्षेच्या वातावरणात लिहून घ्यावा. (५ गुण)

खालीलपैकी कोणत्याही एका प्रात्यक्षिककार्याचा अहवाल सादरकरणे.(५ गुण)

१. माध्यमिक स्तरावरील एका पाठ्यपुस्तकाचे चिकित्सक परीक्षण करा.
२. मराठी भाषा अभिरूची संवर्धनासाठी उपक्रमांचे आयोजन करून वृत्तांत तयार करणे.
३. कृतीपत्रिका तयार करणे.
४. आय. सी. टी. च्या सहाय्याने एका सराव पाठ्याचे अध्यापन करून त्याचा अहवाल तयार करणे.
५. भाषा प्रयोगशाळेत एक प्रात्यक्षिक राबवून अहवाल तयार करणे.
६. ज्ञानरचनावादावर आधारित एक सराव पाठ टाचण तयार करून त्याचा अहवाल तयार करणे.
७. कोणत्याही एका इयत्तेसाठी नैदानिक चाचणीचा वापर करून त्यावर आधारित उपचारात्मक कार्यक्रमाचा अवलंब करून अहवाल तयार करणे.

संदर्भग्रंथ :

१. अकोलकर ग. वि., पाटणकर बा. वि. (१९७०) मराठी अध्यापन, व्हीनस प्रकाशन, पुणे.
२. बामणे विष्णू, बामणे लता, आशययुक्त अध्यापन पध्दती, नित्यनूतन प्रकाशन, पुणे.
३. बामणे लता, (२०१४), आशययुक्त अध्यापन पध्दती, फडके प्रकाशन, कोल्हापूर
५. करंदीकर सुरेश व मंगरूळकर मीना, (२०००) मराठी अध्यापन, फडके प्रकाशन, कोल्हापूर
६. कुंडले म. बा. , (१९८०), मराठी अध्यापन, पुणे
७. पाटणकर बा. वि., लिला पाटील, (१९७०), मराठी अध्यापन, व्हीनस प्रकाशन, पुणे.
८. गवस राजन, (१९९५), मराठीचे आशययुक्त अध्यापन, पुणे.
९. पाटील लीला, (१९९८), मातृभाषेचे अध्यापन व मूल्यमापन, व्हीनस प्रकाशन, पुणे
१०. आहरे मीना, (२००८), मातृभाषा मराठीचे आशययुक्त अध्यापन, नित्यनूतन प्रकाशन, पुणे
११. मुडेगांवकरगणेश, (२०१३), मूल्यमापनातील नवविचार प्रवाह, इनसाईट पब्लिकेशन, नाशिक
१२. बंडगर विलास, (२०१३), आशययुक्त अध्यापन पध्दती, प्रारूप पब्लिकेशन, कोल्हापूर
१३. बामणे लता, किडगांवकर विठ्ठल, (२०१७), भाषा अध्यापन शास्त्र, सुविचार प्रकाशन, पुणे

Websites:

8. Teacher.net//lessonplan/subject/language
9. www.mymarathi.com
10. <http://www.teachersvision.com/teaching>
11. www.csun.edu
12. other related webliography of language teaching

B. Ed. Second Year: Semester III
CURRICULAR AREA B: PEDAGOGY COURSES

Course BED-III-10: Pedagogy of Hindi (Part – II)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

उद्देश्य : छात्रअध्यापको को / में....

१. भावी शिक्षकों में भाषा सौंदर्य के विकास में सहायता करना।
२. हिंदी अध्यापन का नियोजन तथा मूल्यांकन करने में सक्षम बनाना
३. हिंदी भाषा की संरचना समझ लेने में मदद करना ।
४. भावी शिक्षकों को हिंदी अध्यापन में सहायक सामग्री एवं भाषिक प्रवाह समझने में मदद करना ।
५. हिंदी भाषा शिक्षक में विशेष गुणों का विकास करना ।
६. हिंदी भाषा शिक्षक को निदानात्मक एवं उपचारात्मक शिक्षा का विकास करना ।

प्रथम इकाई – हिंदी अध्यापन का नियोजन एवं मूल्यांकन

१. भाषा का लहजा, शैली एवं बलाघात का स्वरूप तथा महत्व बोली और भाषा में अंतर इ.
२. हिंदी भाषा अध्यापन का नियोजन (वार्षिक नियोजन, घटक नियोजन, पाठ नियोजन)
३. मूल्यांकन प्रणाली का स्वरूप तथा महत्व (प्रश्न प्रकार, घटक कसौटी, निरंतर एवं सर्वकष मूल्यांकन)
४. वर्तमान युग में अनुवाद का महत्व एवं समाज के विभिन्न क्षेत्रों में उपयोगिता ।

द्वितीय इकाई - भाषा शिक्षा के लिए सहायक सामग्री

१. व्याकरण एवं रचना अध्यापन - महत्व, उद्देश्य, प्रकार, पद्धतियाँ ।
२. हिंदी भाषा मंडल/परिषद - स्वरूप महत्व एवं उपयोग, भाषा प्रयोगशाला आदि
३. भाषिक खेल - भाषा मंडल, हिंदी दिवस मनाना, भितीपत्रक ।
४. शब्दकोश – एवं संदर्भ ग्रंथोका महत्व।

तृतीय इकाई - आशय विश्लेषण

१. भाषा संरचना प्रकार तथा लाभ
२. पाठयचर्या एवं पाठयक्रम निर्माण के तत्व तथा विश्लेषण ।
३. पाठयपुस्तक – शिक्षक का मित्र महत्व, विशेषताएँ एवं आंतरिक एवं बाह्य गुण ।
४. भाषा एवं मूल्य शिक्षा, भाषा शिक्षामें जीवन कौशल्य की भूमिका ।

चतुर्थ इकाई – हिंदी भाषा शिक्षक

१. हिंदी भाषा शिक्षक की योग्यता एवम महत्व.
२. भाषा ज्ञान: हिंदी भाषा का भक्तिकाल (सुरदास, तुलसी कबीर) हिंदी भाषा के प्रतिनिधीक आधुनिक साहित्यीक (प्रेमचंद-उपन्यास, कहानी, कथा साहित्य, भूमिल, गोविंद मिश्र, मृदुला गर्ग, कृष्णा सोबती), हिंदी भाषा के छायावादी साहित्यीक (पंत, प्रसाद, निराला, हरवंशराय बच्चन, महादेवी वर्मा), हिंदी साहित्य के संक्षिप्त परिचय-प्रगतीवाद, प्रयोगवाद, आंबेडकरी साहित्य ।
३. हिंदी अध्यापको का व्यावसायिक विकास
४. हिंदी शिक्षक के गुण, हिंदी भाषा के प्रचार प्रसार में शिक्षक की भूमिका

परियोजन (सत्र)कार्य:- (किसी दो विषयपर)

(५ मार्क्स)

१. किसी एक घटक पर अधारित घटक कसौटी तैयार करें ।
२. हिंदी भाषा मंडल के किन्हों दो उपक्रमों का इतिवृत्त तैयार करे ।
३. किसी भी एक हिंदी साहित्यकार की दो रचनाओंपर आलोचनात्मक लेख लिखे ।
४. माध्यमिक या उच्च माध्यमिक स्तर की किसी एक कक्षाके की पाठयपुस्तक का मूल्यों एवं जीवन कौशल के आधारपर विश्लेषण करें ।

प्रपाठ के लिए दिए जानेवाले तीन प्रश्नोंमे से एक प्रश्न लिखना अनिवार्य हे ।

(५ मार्क्स)

संदर्भ ग्रंथ सूची:

१. खन्ना ज्योति (२००९), हिंदी शिक्षण, धनपतराय एण्ड कंपनी, दिल्ली
२. शर्मा डी. के. (१९९९), हिंदी शिक्षण विधियाँ, टण्डन पब्लिकेशन, लुधियाना
३. भाटिया के. के. और नारंग सी. एल. (१९८९) आधुनिक हिंदी विधियाँ, प्रकाश ब्रदर्स पब्लिकेशन, लुधियाना
४. प्रसाद केशव, (१९७६) हिंदी भाषा शिक्षण, धनपतराय एण्ड कंपनी दिल्ली
५. पठाण बी. बी. (२००८) हिंदी भाषा शिक्षण नित्यनूतन प्रकाशन, पूना
६. जीत, योगेद्र भाई (१९७२), हिंदी शिक्षण, विनोद पुस्तक मंदिर, आगरा
७. क्षत्रिय के (१९६८), मातृभाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा
८. सूक्ष्म विजय (१९९७), हिंदी शिक्षण विधियाँ टण्डन पब्लिकेशन, लुधियाना
९. दुनाखे अरविंद, दुनाखे अंशुमती, (२००७), द्वितीय भाषा: आशययुक्त अध्यापन, नित्यनूतन प्रकाशन, पूना
१०. के.नी एस. आर., ह. कृ. कुलकर्णी (१९९२), हिंदी अध्यापन पध्दती
११. वास्कर आनंद, वास्कर पुष्पा (२००९) हिंदी आशययुक्त अध्यापन पध्दती, मेहता प्रकाशन, पूना
१२. वास्कर आनंद, वास्कर पुष्पा (२००२) शिक्षक प्रशिक्षण और हिंदी अध्यापन, मेहता प्रकाशन, पूना
१३. वास्कर आनंद, वास्कर पुष्पा (२००९) हिंदी आशययुक्त अध्यापन पध्दती, मेहता प्रकाशन, पूना
१४. वास्कर आनंद, वास्कर पुष्पा (२००२) शिक्षक प्रशिक्षण और हिंदी अध्यापन, मेहता प्रकाशन, पूना

Website :

1. हिंदी एक समृद्ध भाषा - Hindi webdunia.com/hindi/10809120046
 2. हिंदी भाषा का महत्व - <http://rajdpkz.wordprocess.com/tag/hindi/basha> ka maharashtra
 3. Teaching Hindi –www.youtube.com/watch?2hxvidfkk
 4. Hindi web Search
 5. www. Hindi.com.in
 6. <http://hi.wikipedia.org/wiki/hindi> (Hindi Bhasha)
 7. <http://www.avashy.com/hindi> bhasha
 8. [http:// hindi.webdunia.com/Hhindi-eassy](http://hindi.webdunia.com/Hhindi-eassy)
 9. www.genextstudents.com/Hindi (Learn Hindi)
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B.Ed. Second Year: Semester III
CURRICULAR AREA B: PEDAGOGY COURSES
Course BED-III-10: Pedagogy of English (Part – II)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Course Objective: This course aims at enabling student teacher to

1. Plan the annual plan, unit plan and different lesson plans.
2. Evaluate the outcome of teaching learning process.
3. Construct the unit test and diagnostic test.
4. Develop the sense of continuous comprehensive evaluation.
5. Be acquainted with the qualities, innovative practices , action research and role of English teacher in and outside of the classroom programmes.
6. Develop adequate skills in teaching of English
7. Understand conceptual knowledge of vowels, consonants, diphthongs and clusters.
8. Use proper pronunciation, stress and information fluently.

Unit -1 Planning for learning and teaching subject of English.

- a) Annual plan- Need, principles, significance and various aspects.
- b) Unit Plan- Need, aspects and significance.
- c) Lesson Plan-Prose Lesson Plan, Poetry Lesson Plan, Composition Lesson and Grammar Lesson Plan.

Unit -2 Assessment of learning in the subject English

- a) Concept of Evaluation
- b) Construction of Unit test and diagnostic test
- c) Concept of content cum methodology. Analysis of text book.
- d) Continuous and Comprehensive Evaluation (CCE) in English.

Unit-3 Professional development of English Teacher.

- a) Essential qualities of English Teacher
- b) Awareness of innovative practices and action research of English

- c) Role of English teacher in the class room and outside of the classroom programmes.
- d) English Teacher organization

Unit -4 Concept knowledge in the subject of English.

- a) Vowels, Consonants, Diphthongs and Clusters.
- b) Pronunciation
- c) Stress and intonation.
- d) Figures of speech.

Sessional Work:

(Total 10 Marks)

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**

The students may undertake any One of the following activities and present the report. **(5 Marks)**

- 1) Prepare one unit test or diagnostic test and conduct that test in the classroom and analysis the result of student's score.
- 2) Prepare te report of first semester examination of any standard in school.
- 3) Conduct action research related to English subject and find out weak points of student's learning in the classroom.
- 4) Conduct the classroom activity of writing dialogues on given situations.

References Books

1. Bisht, Abha Rani , (2005) -Teaching English I India , Vinod Pustak Mandir, Agra
2. Bhatia, K.T. (1986) -Teaching of English in India, Prakah publishers, Ludhian.
3. Bruce, J and Marsha Weil (1972).- Models of Teaching New Jersey Prentice Hall.
4. Bamane Vishnu and Bamane Lata (2014)- Modern Aspects of English Methodology, Wizcraft Publications and Distribution Pvt. Ltd., Solapur
5. Jain R.K. (1982) -Essential of English Teaching, Agra, Vinod Pustak Mandir.
6. Sharma T.R. and Bhargava, Rajshree (2005) - Modern teaching aids. Agra T.R. Bhargava Book House
7. Sharma R.A. (2004) - Fundamentals of Teaching English, Meerut, Surya Publication.

8. Tickoo, M.L. (2003) -Teaching and Learning English A Source Book for teacher and teacher trainers. , Hyderabad, Orient Longman.
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10. Pawar N.G.- Teaching English Language Pune- Nutan Prakashan.
11. Pawar N.G.- Theory and practices of Teaching English language – Pune- Nutan Prakashan
12. Gurav H.K. Teaching Aspects of English Language – Pune – Nutan Prakashan.
13. Suryavanshi G.H. – Content –cum-Methodology – English- Nashik- Suryavanshi.
14. Yardi V.V.- Teaching English in India- Aurangabad – Toda/ Parimal Prakashan.
15. Takpir, Dattatraya – English Language Education- Pune- Nitya Nutan Prakashan
16. Ambekar Shivaji- The Teaching of English Language – Pune Nitya Nutan Prakashan.
17. Penny Ur. Grammar Practice activities (1995) Cambridge University Press.
18. M. Gnanamurali- English Grammar at a glance (2008) S.Chand and Co. Ltd . Ram Nagar New Delhi
19. Raymond Murphy – Essential English Grammar (1999) Cambridge University Press.
20. Randolph Quirk and Sidney Greenbaum- A University Grammar of English (2001) Longman Pte. Ltd. Indian Branch , Delhi-110092
21. Joseph C.J.; E. G. Myall and A Biswas A comprehensive Grammar of current English Inter University Press Ltd. Educational publishers 30/7 Shakti Nagar, Delhi-110007
22. Krishna Mohan and Meera Banerji developing communication skills(1997) Rajiv Beri for Macmillan India Ltd. 2/10 Ansari Road, Daryaganj, New Delhi-110002
23. Mary spratt. English for the teacher a language development course(1996) Cambridge University Press.
24. J. Sethi and P.V. Dhamija – A course in Phonetics and Spoken English (2001) Prentice Hall of India, New Delhi- 110001
25. Grant Taylor – English conversation practice (1999) Tata Mcgraw – Hill Publishing Company Ltd. New Delhi.
26. Penny Ur. And Andrew wright Fine-minute activities a resource book for language teachers (1996) Cambridge University Press.
27. Dr.Pratibha Parashar – English teaching methods and techniques (2010) Aastha Prakashan, Jaipur.

28. Arif Shuja – A course a spoken English (2012) A.P.H. Publishing Corporation, New Delhi-110002
 29. Nitya Nand Sharma – Teaching of English (2010) Sahityagar Dhamani Street , Choura Rasta , Jaipur
 30. Kamlesh sadanand and Susheela Punith Spoken English a foundation course (2008) Orient Longman Private Ltd. Hyderabad-500029
 31. V. Sasikumar and P.V. Dhamija – Spoken English a self learning guide to conversation practice (2008) (Part-I , IV) Tata Mcgraw – Hill Publishing Company Ltd. New Delhi.
 32. Diana Hopkins with Pauline Cullen Cambridge Grammar for IELTS with answers (2007) Cambridge University Press.
 33. P.C. Wren and H. Martin – High School English Grammar and Composition (1984) S.Chand and Com. Ltd. Bombay.
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B. Ed. Second Year: Semester III
CURRICULAR AREA B: PEDAGOGY COURSES
Course BED-III-10: Pedagogy of Urdu (Part – II)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objective: To enable the student teacher to

1. Get acquainted with procedures of year, unit and lesson planning.
2. Prepare plans by applying knowledge of planning.
3. To get feedback through using various evaluation tools.
4. Develop the skill of preparing lesson plan by using constructivist technique.
5. Prepare achievement test and diagnostic test administration of the test analysis of result and make suggestion for remedial teaching
6. Develop knowledge about basic principles acquainted construction of curriculum.
7. Critically evaluate the existing school syllabus review the textbook of Urdu.
8. Understand the multi role of teacher in the present context.
9. Acquainted with qualities & professional growth of Urdu teacher & help them in acquiring the same.
10. Acquire the knowledge of composition

Unit – I Planning for learning and teaching of subject Urdu

- a) Year plan.
- b) Unit plan.
- c) Planning of unit test.
- d) Lesson Plan, Types of lesson plan.

Unit – II Assessment of learning in the subject Urdu

- a) Concept of Evaluation and C.C.E. (Continuous competence evaluation)
- b) C.C.E. tools for assessment of learning in Urdu
- c) Construction of test item – types of question, essay type, short answer objective type.
- d) Construction of unit test, design and blue print, answer key, making scheme and item analysis, diagnostic test and remedial teaching .

Unit III – Curriculum Reforms in school

- a) Structure of Urdu.
- b) Curriculum: concept and importance, curriculum framework of Urdu at school level according to NCF 2005 and SCF 2010.
- c) Syllabus – concept and principles, correlation of curriculum and syllabus at school level.
- d) Criteria of good text book and text book analysis.

Unit – IV Professional development of Urdu teacher and Research in the subject

- a) Qualities, responsibilities, role of ideal Urdu teacher, contributing of different organization in professional development.
- b) Importance and activities of Urdu Teacher Association, Urdu Student Association, various Urdu Academics, Institutes, and Urdu University.
- c) Types of in-service programme for Urdu teachers; Journals and other resource materials in Urdu education, Professional growth - participation in conferences/seminars/workshops.

Sessional Work:

(Total 10 Marks)

1. The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**
2. The students may undertake any One of the following activities and present the report. **(5 Marks)**
 - i. Collections of newspaper cutting related to Urdu issues and present the report.
 - ii. Critical analysis of any one text book for IX to XII
 - iii. Review of research articles from journals on Urdu education related to teaching and learning Urdu.

Reference Books :

- 1) Moinuddin, (1997), Urdu Zuban ki Tarbeat
- 2) Maulvi, Abul Hag (2001) Chand hamsafar
- 3) Moinnddin, (1998) Urdu Kaise Padahein.
- 4) Sayyed, Afzal Hyssian (2001) Fane taleem va tarbeat.
- 5) Mushtaque, Ahmed Shah “Urdu Tadrees” 2009, Amravati, AshharPublishers.

- 6) Mirza, Khalil Ahmed Baig “Urdu Zuban Ki Tarikh” 2007, Aligardh, Education Book House.
 - 7) Salim, Abdullah “Urdu Kaise Padhaen” 2007, Aligardh Education Book House.
 - 8) Khan, Md. Sharif “Taleem Aur Uske Usul” 2005, Aligardh, Education Book House.
 - 9) Moinuddin, “Hum Urdu Kaise Padhaen” 2004, New Delhi, Maktab Jamia, Limited.
 - 10) Siddique, Md. Akhtar Tadrise Ammozishi Hiqmat-e-Amliyaat” 2004, New Delhi Maktab Jamia, Limited.
 - 11) Salamat Ullah “Hum Kaise Padhaen” 2002, New Delhi Maktab Jamia, Limited.
 - 12) Jameel Jalbi “Tarikh-e-Adab Urdu” 2001 Delhi Educational Publishing House.
 - 13) Noorul Hasan Naqvi “Tarikhe Urdu Adab” 2001 Aligardh, Education Book House.
 - 14) Afzal Hussain “Fun-e-Talim-o-Tarbiyat” 1999, New Delhi Markazi Maktabe Islami Publisher.
 - 15) Md. Ikkramuddin “Talim-o-Taalum” 1993, New Delhi Maktab Jamia, Limited.
 - 16) Md. Ikramuddin “Mashqee Tadriess Kyon Aur Kaise” 1989, New Delhi Maktab Jamia, Limited
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B. Ed. SecondYear: Semester III

CURRICULAR AREA B: PEDAGOGY COURSES

Course BED-III-10: Pedagogy of Mathematics (Part – II)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objectives -To enable student-teacher to...

1. Develop the necessary skill regarding planning of teaching of Mathematics at Macro-level and micro level.
2. Understand evaluation techniques in evaluating student's performance in Mathematics..
3. Construct appropriate assessment tools for evaluating Mathematics learning.
4. Analyze and evaluate the curriculum, syllabus, text-books and content of Mathematics.
5. Be acquainted with qualities and professional growth of teacher of Mathematics and help them in acquiring the same.
6. Be acquainted with teaching of various concepts in Geometry and Statistics.

Unit I - Planning for Learning and Teaching Mathematics

- a) Need, importance & various aspects of Year Plan.
- b) Need, importance & various aspects of Unit plan
- c) Steps of construction of Unit Test.
- d) Types of lesson plan-Stray, Revision, Review.

Unit II - Assessment for Learning in the subject of Mathematics

- a) Types of Assesment in Mathematics: CCE, Formative, Summative
- b) Types of examinations in Mathematics - Written, oral, practical.
- c) Types of tests - Diagnostic, achievement, criterion reference & norm reference test.
- d) Assening product V/s process, Knowing V/s doing.

Unit III - Curriculum Reforms in School Mathematics.

- a) Structure of Mathematics-Meaning, Importance
- b) Curriculum: Meaning, Principles of curriculum design.
- c) Relation between curriculum and syllabus, construction of syllabi in Mathematics
- d) Criteria of good textbook of mathematics, critical study of Mathematics text books of Std. VIII and Std. IX. Content analysis of Various topics in Mathematics.

Unit IV –Mathematics Teacher and Teaching of various concepts in Geometry and Statistics.

- a) Characteristics of Mathematics teacher, Mathematics Teacher Organization-concept, role, need and significance.
- b) Types of in-service programmes for Mathematics teachers; Professional growth of Maths Teacher-Participation in conferences/seminars/workshops
- c) **Teaching of Geometry:** Basic concepts in geometry, three stages of teaching geometry, Teaching of mathematical theorem based on Polygons and Circles, Congruency and similarity of triangles, Axioms of Euclidian Geometry, Co-ordinate Geometry, geometrical construction, Trigonometry.
- d) **Teaching of Statistics:** Tabulation and Graphical representation of Data, Measures of Central Tendency and Variability.

Sessional work: (Total 10 Marks)

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**
- The students may undertake any one of the following activities and present the report (5 Marks)
 1. Development of a
learning aid on a topic in mathematics and the procedure for using it.
 2. An appraisal of in-service programme for mathematics teachers organized by some nodal institutions in the area/region.
 3. Writing report of participation in conferences/seminars/workshops in Mathematics.
 4. Preparation of set of
examples / set of questions/ question bank on a topic of Mathematics.
 5. Construction of a unit test/ a diagnostic test /an achievement test in Mathematics.

6. Planning and implementation of diagnostic test & remedial instruction.
7. Organize one lesson on school with use of ICT and prepare the report.
8. Critical analysis of any text book of Mathematics from Std. VIII to X / Vedic Mathematics book.
9. Construction of appropriate test items to assess outcomes of learning mathematics

Recommended Books / References -

1. Aggarwal, S.M. (1990), '*A Course Teaching of Modern Mathematics*', New Delhi: Dhanpat Rai and Sons.
2. Arora, S.K. (2000). *How to Teach Mathematics*. New Delhi: Sterling Publishers Pvt. Ltd.
3. Bhasin, Sonia (2005). *Teaching of Mathematics- A practical Approach*. Himalaya Publishing House, Mumbai.
4. Bruce, Joyce and Marsh Well (1985), '*Models of Teaching*', New Delhi: Prentice Hall of India Pvt. Ltd.
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8. NCERT, *A Text Book of content-cum-methodology of teaching Mathematics*, New Delhi: NCERT

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- २) आपटे मोहन, (१९९३) **गणिताच्या पाऊलखुणा**, अश्वमेध प्रकाशन, डोंबिवली.
- ३) बापट, भा. गो. आणि कुलकर्णी के. व्ही, (१९८९) **गणित अध्ययन आणि अध्यापन**, व्हीनस प्रकाशन, पुणे.
- ४) बोदार्डे अश्विन, बोदार्डे कैलास, कस्तुरे जीवराज (२०१०), **गणित अध्यापन पध्दती**, फडके प्रकाशन, कोल्हापूर
- ५) गुर्जर ल. मा. (१९९७) '**कथा गणिताची**' मनोविकास प्रकाशन, पुणे.
- ६) गोडबोले अच्युत, 'ठाकूरदेसाई माधवी' '**गणिती**', राजहंस प्रकाशन, पुणे.
- ७) जगताप ह. ना, भिंताडे विनायक, आणि बोदार्डे कैलास (१९९३), **आशययुक्त अध्यापन पध्दती**, आशय प्रकाशन, सोलापूर.
- ८) जगताप ह. ना. (१९९१), '**गणित अध्यापन पध्दती**', नूतन प्रकाशन, पुणे.
- ९) जगताप ह. ना. (२०१०) **गणित आशययुक्त अध्यापन पध्दती**, नित्यनूतन प्रकाशन, पुणे
- १०) देशमुख व. पा, (१९७२) **गणिताचे अध्यापन**, मॉडर्न बुक डेपो, पुणे .
- ११) यादव, अजिज (२००१) **गणित आशययुक्त अध्यापन पध्दती**, सन्मित्र प्रकाशन, कोल्हापूर.
- १२) शिंदे, किसन (२०१०) **नवविचार प्रवाहानुसार अध्ययन अध्यापन**, लक्ष्मी पब्लिकेशन, सोलापूर

Websites:

1. [http:// www. Mymaths.co.uk](http://www.Mymaths.co.uk)
 2. <http:// www.counton.org>
 3. [http:// www.mathforum.org](http:// <u>www.mathforum.org</u>)
 4. [http:// www.coolmath.com](http:// <u>www.coolmath.com</u>)
 5. [http:// www.algebrahelp.com/index.jsp](http:// <u>www.algebrahelp.com/index.jsp</u>)
 6. [http:// www.easymaths.org](http:// <u>www.easymaths.org</u>)
 7. [http:// www.mathcats.com](http:// <u>www.mathcats.com</u>)
 8. [http:// www.mathleague.com](http:// <u>www.mathleague.com</u>)
 9. <http://www.mathopenref.com>
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B. Ed. Second Year: Semester III
CURRICULAR AREA B: PEDAGOGY COURSES

Course BED-III-11: Pedagogy of Science (Part – II)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objectives -To enable student-teacher to...

1. Develop the necessary skill regarding planning of teaching of Science at Macro-level and micro level.
2. Understand evaluation techniques in evaluating student's performance in Science..
3. Construct appropriate assessment tools for evaluating Science learning.
4. Analyze and evaluate the curriculum, syllabus, text-books and content of Science.
5. Understand the nature, characteristics, structure, importance and place of Sciences in the school curriculum.
6. Be acquainted with qualities and professional growth of teacher of Science and help them in acquiring the same.
7. Be acquainted with teaching of various concepts in Science.

Unit I - Planning for Learning and Teaching Subject

- a) Year plan.
- b) Unit plan.
- c) Planning of unit test.
- d) Lesson Plan, Types of lesson plan: Constructivist, CCM, Block Teaching, ICT.

Unit II - Assessment of Learning in the subject Science

- a) Concept of assessment.
- b) Types of examinations in Science - Written, oral, practical.
- c) Types of tests - Diagnostic, achievement, criterion reference & norm reference test.
- d) Formal Ways of Evaluation: Continuous and comprehensive evaluation in Science Assessing formative and Summative Evaluation.

Unit III - Curriculum Reforms in School Science.

- a) Structure of Science

- b) Curriculum: Meaning, Objectives of curriculum, principles for designing curriculum, designing curriculum at different stages of schooling
- c) Relation between curriculum and syllabus. construction of syllabi in various disciplines of Science
- d) Criteria of good textbook, critical study of Science books of secondary level. Content analysis: Pedagogical analysis of various topics in Science.

Unit IV - Professional Development of Science Teacher and Teaching of Process in Science:

- a) Characteristics of Science teacher, Science Teacher Organization- Concept, Role, need and significance.
- b) Types of in-service programme for Science teachers; Journals and other resource materials in science education, Professional growth.
- c) **Teaching of Various aspects** :Magnetism, sound, laws of motion, periodic table, types of chemical reaction,
- d) **Teaching of Various aspects**: Classification of plants and animal, photosynthesis, human body, health and hygiene, natural cycles.

Sessional work:

(Total 10 Marks)

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**
- The students may undertake any one of the following activities and present the report **(5 Marks)**
 - 1) Project on Scientific method and its application in Science.
 - 2) Construction of a unit test, a diagnostic test and an achievement test in Science Planning and implementation of remedial instructional strategies based on an analysis of students' responses to questions in a test.
 - 3) Organize one lesson on school of models of teaching and video recording the experiences.
 - 4) An appraisal of in-service programme for Science teachers organized by some nodal institutions in the area/region.

- 5) Writing report of participation in conferences/seminars/workshops in Science
- 6) Organize one lesson on school with use of ICT and prepare the report.
- 7) Critical analysis of any text book of Science from Std. VIII to X.
- 8) Construction of appropriate test items to assess outcomes of learning Science.

Suggested Readings and References:

- 1) Das. R. C. (1985), Science Teaching in School, Sterling Publishers Pvt. Ltd., New Delhi.
- 2) Gupta S. K. (1983), Technology of Science Education Vikas Publishing House Pvt. Ltd. New Delhi.
- 3) Mangal S. K. (1995), Technology of Physical and life science, AVG Book Depot, Karol Bagh.
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- 5) Siddiqui N. N. and Siddiqui M. N. (1994), Teaching of Science today tomorrow, Doaba House, Nai Sarak Delhi
- 6) Sood J. K. (1987), Teaching of life science, Kohli Publishers Chandigarh.
- 7) Vaidya N. (1997), The impact of Science teaching oxford & IBH Publication Co. New Delhi
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- 10) Shirma R. C. (2002), Models of Science Teaching, Danpatrai Publication Delhi
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 - मुळावकर संतोष, मुळावकर कल्पना, विज्ञान अध्यापन पध्दती, खंड १ ते ७ विद्या प्रकाशन, नागपूर

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B. Ed. Second Year: Semester III

CURRICULAR AREA B: PEDAGOGY COURSES

Course BED-III-11: Pedagogy of History (Part – II)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objectives -To enable student-teacher to...

1. Develop the necessary skill regarding planning of teaching of History at Macro-level and micro level.
2. Understand evaluation techniques in evaluating student's performance in History.
3. Construct appropriate assessment tools for evaluating History learning.
4. Analyze and evaluate the curriculum, syllabus, text-books and content of History.
5. Appreciate the importance of History Room in learning History
6. Be acquainted with qualities and professional growth of teacher of History and help them in acquiring the same.
7. Understand the nature, characteristics, structure, importance and place of History in the school curriculum.
8. Be acquainted with teaching of various concepts in History and Civics.

Unit I - Planning for Learning and Teaching of the Subject

- a) Year plan.
- b) Unit plan.
- c) Planning of unit test.
- d) Lesson Plan, Types of lesson plan.

Unit II - Assessment of Learning in the subject of History

- a) Concept of assessment.
- b) **Types of examinations in History-** Written, oral, practical.
- c) **Types of tests** – Achievement, Diagnostic & remedial Teaching, criterion reference & norm reference test.

- d) **Formal Ways of Evaluation:**Continuous and comprehensive evaluation in History, Formative and Summative Assessment

Unit III - Curriculum Reforms in History& Civics at school level.

- a) Concept of Content cum Methodology (CCM), Hierarchy & Structure of History & Civics.
- b) Curriculum: Meaning, Objectives of curriculum, principles for designing curriculum, designing curriculum at different stages of schooling.
- c) Relation between curriculum and syllabus, construction of syllabi in various disciplines of History and Civic, analysis of syllabus of history at secondary level.
- d) Criteria of good textbook, critical study of History books of Std. VIII and Std. IX. Content analysis.

Unit IV - Professional Development of History Teacher and Teaching of various aspects in History and Civics

- a) Qualifications and qualities of History teacher, role of History teacher in developing interest towards history among the students.
- b) History teacher organization: Concept, Role, Need and Significance. Types of in-service programme for History. teachers; Journals and other resource materials in History education, Professional growth- participation in conferences / seminars / workshops
- c) **History:** India: Events after 1960, International Problems, United Nations Organization (UNO)
- d) **Civics:** Preamble of Indian Constitution, Directive Principles of Indian Constitution, Indian Democracy, election process, International Cooperation, Development of Human Rights.

Sessional work:

(Total 10 Marks)

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**

- The students may undertake any One of the following activities and present the report

(5 Marks)

- 1) Construction of a unit test, a diagnostic test and an achievement test in History Planning and implementation of remedial instructional strategies based on an analysis of students' responses to questions in a test
- 2) Critical analysis of any text book of History from Std. VIII to X.
- 3) Construction of appropriate test items to assess outcomes of learning History.
- 4) Review of research articles from journals on History education related to teaching and learning of History.
- 5) An appraisal of in-service programme for History teachers organized by some Modal institutions in the area/region.

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Periodicals / Journals:

इतिहास शिक्षक हस्तपुस्तिका इयत्ता ५वी ते १०वी

इतिहास शिक्षक इतिहास महामंडळ महाराष्ट्र त्रैमासिक
Educational Studies in History
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Journal of History

Websites:

- 1) [www.preserveartical.com /2612041630468/what is demonstration](http://www.preserveartical.com/2612041630468/what-is-demonstration)
 - 2) [http: //www. history project.com](http://www.historyproject.com)
 - 3) www.historyprojectideas.com
 - 4) Teaching-techniques for history-teacher ([www.csun.edu.](http://www.csun.edu))
 - 5) Teacher. net. // lesson plane/subject/history
 - 6) [http : //www.teachersvision.com / teaching](http://www.teachersvision.com/teaching)
-

B. Ed. Second Year: Semester III
CURRICULAR AREA B: PEDAGOGY COURSES
Course BED-III-11: Pedagogy of Geography (Part – II)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objectives -To enable student-teacher to...

- 1) Develop & understand the necessary skill, types regarding planning of teaching of Georphy at Macro-level and micro level.
- 2) Understand concept, techniques in evaluating student's performance in Geography.
- 3) Construct appropriate assessment tools for evaluating Geography learning.
- 4) Understand the concept of content cum methodology & acquainte the knowledge about preparation of subject structure & text book, unitanalysis .
- 5) Be acquainted with qualities, professional growth & role of Geography teacher in the present context.
- 6) Develop adequate skills in teaching Geography.
- 7) Be acquainted with teaching of various concepts in Geography.

Unit I - Planning for Learning and Teaching Subject

- e) Year plan –need, importance & various aspects.
- f) Unit plan- need, importance & various aspects.
- g) Planning of unit test.
- h) Lesson Plan, Types of lesson plan.

Unit II - Assessment of Learning in the subject of Geography

- a) Concept of Assessment.
- b) Types of examinations in Geography - Written, oral, practical.
- c) Construction of Test item-objective type questions, short and essay type questions, map drawing and reading skill.

- d) Role of diagnostic test and remedial teaching of Geography.

Unit III - Curriculum Reforms in School Geography

- a) Concept of Content-Cum Methodology (CCM).
b) Structure of Geography and analysis of curriculum, syllabus. Analysis of text book and one unit by CCM.
c) Action research –Concept, Steps & Proposal of action research.
d) Criteria of good textbook & critical study of Std. VIII and Std. IX Geography text books

Unit IV –Professional Development of Geography Teacher and Teaching of various concepts in Geography.

- a) Essential qualities of Geography teacher, Role of Geography Teacher Organization for the professional growth of Geography teachers.
b) Types of in-service programmes for professional growth of Geography teachers - like conferences, seminars, workshops, use of Journals, Internet.
c) **Teaching of various concepts**
1. Factors affecting on rock exfoliation
2. Erosion by wind
3. Use of Contour line
d) Field study, map reading.

Sessional work:

(Total 10 Marks)

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**
- The students may undertake any one of the following activities and present the report **(5 Marks)**
 - a) Preparation of a report of different activities of Geography club
 - b) Collection of newspaper cuttings related to Geographical issues and its report.
 - c) Preparation of a report on visit to some place of Geographical interest.

- d) Critical analysis of one text book of 8th, 9th and 10th standard.
- e) Interview of a senior Geography teacher of a school.
- f) Teaching of one unit of Geography – filling of an outline map by students and its report.

1. List of Recommended Book

2. Agarwal, D.D. (2000), Modern Method of Teaching Geography, Sarup & Sons Publisher, New Delhi.
3. Singh R. P. (2004), Teaching of Geography, R. Lall Book Depot., Meerut.
4. UNESCO (1965), Source Book of Teaching Geography, Thomson Press, New Delhi.
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11. Morin John W (1968), Methods of Geographic instruction, Blasdell publisher company, Massachusetts.
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१७. भट्टाचार्य जी. सी., भूगोल अध्यापन, विनोद पुस्तक मंदिर, आग्रा.

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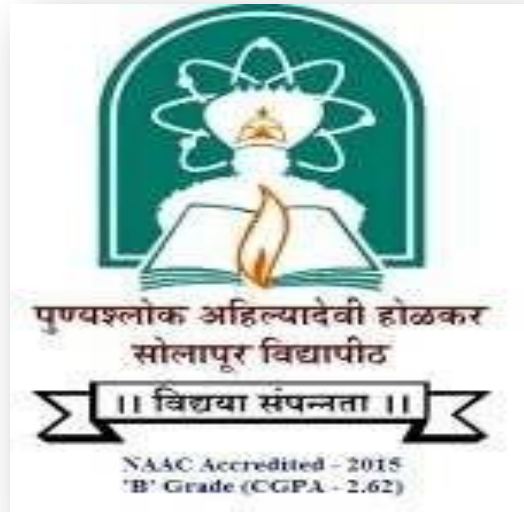
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२१. गोरे सुग्रीव श्रीमंत, उलभगत चंद्रकांत, भूगोल आशययुक्त अध्यापन, नूतन प्रकाशन, पुणे.
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२३. पोंक्षे द. बा. भूगोलातील पाठयांश पध्दती एकात्मता, नूतन प्रकाशन, पुणे.

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 3. <http://www.mapsofindia.com>
 4. <http://www.eduworldmap.com>
 5. <http://www.nationalgeographic.com/geobee>
 6. <http://www.earth.google.com>
 7. <http://www.geography.org.uk>
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 10. <http://www.cwrl.utexas.edu>
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-



**PUNYASHLOK AHILLYADEVI HOLKAR
SOLAPUR UNIVERSITY,
SOLAPUR**

**CURRICULAR AREA C: EPC
SKILL ORIENTED COURSE FOR
B.Ed. PROGRAMME
(SEMESTER - III)**

**INTRODUCED FROM THE
ACADEMIC YEAR**

2021-22

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY,
SOLAPUR**

SKILL ORIENTED COURSE FOR B.Ed. W.E.F. 2021-22

O. Ed.:

- The regular fulltime Skill Oriented Course is of twelve week duration.
- The Skill Oriented course has been framed so as to satisfy the essential compliances of **National Education Policy (NEP): 2020 and University Grants Commission (UGC) notification.** Also has added features making the course relevant to global demands, and socio-cultural needs.
- The university has adopted Choice Based Credit System (CBCS) and grading system.
- The Skill Oriented course curriculum is of 100 marks, 60 periods of work (assuming period of 60 minute), and 04 credit points.

The General Objectives of Skill Oriented Course are:

1. To increase the life coping skills and employment worthiness of the students.
2. Increasing the competitiveness of future teachers.
3. Closing the gap between skill required by the schools and skills people possess for employment generation.
4. To prepare Skillful teachers, administrators and supervisors for staffing of the Primary, Secondary and Higher Secondary schools.
5. To prepare professional personnel required for staffing of the Primary, Secondary and Higher Secondary schools.

O. Ed.: STANDARD OF PASSING

- 1) To pass the Skill Oriented course examination, a candidate must obtain at least 50% marks in MCQ theory paper.
- 2) A candidate must obtain at least 50% marks in Activities or practical's.
- 3) A candidate must obtain at least 50% marks in Viva-voce. And 50% in the aggregate of all the MCQ theory paper, Activities or practicals and Viva-voce. Such a candidate shall be declared to have passed the examination.

- 20MarksforUniversityAssessmentmeans MCQ Theory paper.(Skill Oriented Course)
- 80Marks for Internal Assessment of Skill Oriented course by College Assessment in which 70 Marks are for Activities or practical's and10 Marks are for Viva-voce mention in the syllabus.

CREDIT AND GRADING SYSTEM

Award of Grade:

- (a) A student shall pass the course if he/she gets any grade in the range from "O" to "C".
- (b) The student has to secure a minimum 4.0 Grade Points Grade C) in Skill Oriented course. A student who secures less than 4.0points will be declared Failed in Skill Oriented course.

- **Conversion of Skill Oriented Course marks into Grades: 10-Point scale for courses having passing criterion of 50%**

Table A

Sr. No.	Range of Marks	Grade	Grade Point
1	80-100	O:Outstanding/Excellent	10
2	75-79	A+:Very Good	09
3	70-74	A:Good	08
4	65-69	B+:Above Average	07
5	60-64	B:Average	06
6	55-59	C+:Satisfactory	05
7	50-54	C:Pass	04
8	00-49	F:Fail	00

Note: The Student shall appear any one course of the following four skill oriented courses.

- 1. Stress Management**
- 2. The Art of Public Speaking**
- 3. Psychological Testing and Assessment**
- 4. Technology Embedded Teaching**

**PUNYASHLOKAHILYADEVIHOLKAR SOLAPUR UNIVERSITY,
SOLAPUR**

Skill Oriented Course w. e. f. 2021 - 22

Title of the Course: Stress Management

- Eligibility of the course : **B.Ed. Semester-III**
 - Total credit of the course : **04 Credit**
 - Total marks of the course : **100 Marks**
 - Weightage to practical work (marks) : **80 Marks**
 - Weightage to Theory work (marks) : **20 Marks**
 - Duration of the course : **12 weeks (60 Hours)**
-

Aim of the course: To develop the skillful and Enrich stress management administrator.

Learning Outcomes: After Successful completion of this course, the students will be able to:

1. Understand the nature of stress.
 2. Comprehend the psychological and physiological effects of stress.
 3. Assess individual risk factors as related to stress (behavioral, emotional, physical, spiritual)
 4. Understand and learn how to use various techniques and determine the most appropriate method to aid in managing our reaction to stress.
 5. Develop the ability to tap personal strengths for preventing stress and achieving meaningful goals.
 6. Accept the responsibility of taking charge of your own levels of stress.
 7. Identify and understand the signs and symptoms of stress.
 8. Develop coping skills that will enable the student to control his/her level of stress.
 9. Learn apply stress management techniques in day to day life.
-

Course Content:

Module 01: Fundamentals of Stress Management

- Stress: Meaning and Concept,
- Nature and Scope
- Differentiate term Pressure, Tension and Stress

Module 02: Understanding the Stress Management Process

- Human and Stress: Types of Stress
- Sources of Stress (Internal & External)
- Stress: Causes, Symptoms and Consequences

Module03: Life Skill Education

- Life skill Education: Concept and Need
- Types of Life Skills
- Relation between Life Skill and Stress

Module04: Strategy and Techniques of Stress Management

- Strategy of Managing Stress (Individual and Group)
- Stress reliving technique (Individual and Group)
- Laws of Stress less Life, Mental Exercises
- Stress Reliving Therapy

List of the Activities: Following activities are used by teacher educator for implementation of the Skill- oriented course.

Sr. No.	Activities
01	Project related to Individual Hobby (Performing Stress Release)
02	Practices based on YOGA.
03	Sharing of self-experiences related to stress management and presentation of report in the group of three students.
04	Progressive muscle relaxation session and submission of report about its impact on individual performance. (Individual report should be submitted)
05	Technique to develop and strengthen your inner salience
06	Group Discussion on SWOT
07	Identify and Understand the personal reasons behind stress
08	Short-Term Stress-Relief Strategies You Can Do Anywhere
09	Talk and Walk Exercise
10	Identify your happy hour and do any activity and compare other hours activity.

*** Teacher educator also may be uses different activities as per strategy and techniques of Stress management. This list is just for reference.**

Course Lay out

Week	Content	Place	Hours
Week 01	<ul style="list-style-type: none">▪ Stress: Meaning and Concept,▪ Nature and Scope	Classroom	05
Week 02	<ul style="list-style-type: none">▪ Differentiate term Pressure, Tension and Stress▪ Understanding the Stress Management Process	Classroom	05
Week 03	<ul style="list-style-type: none">▪ Human and Stress: Types of Stress▪ Sources of Stress (Internal & External)▪ Stress: Causes, Symptoms and Consequences	Classroom	05

Week 04	<ul style="list-style-type: none"> ▪ Life Skill Education: Concept and Need ▪ Types of Life Skills ▪ Relation between Life Skill and Stress 	Classroom	05
Week 05	<ul style="list-style-type: none"> ▪ Strategy of Managing Stress (Individual and Group) ▪ Stress are living technique (Individual and Group) 	Indoor Stadium	05
Week 06	<ul style="list-style-type: none"> ▪ Laws of Stress less life Mental Exercises ▪ Stress Reliving Therapy 	Indoor Stadium / Hall	05
Week 07	<ul style="list-style-type: none"> ▪ Project related to Individual Hobby (Performing Stress Release) ▪ Practices based on YOGA. ▪ Feedback on Discussion / Demonstration 	Indoor Stadium / Hall	05
Week 08	<ul style="list-style-type: none"> ▪ Sharing of self-experiences related to stress management and presentation of report in the group of three students. ▪ Progressive muscle relaxation session and submission of report about its impact on individual performance. (Individual report should be s submitted) ▪ Feedback on Discussion / Demonstration 	Indoor Stadium / Hall	05
Week 09	<ul style="list-style-type: none"> ▪ Technique to develop and strengthen your inner salience. ▪ Group Discussion on SWOT ▪ Identify your happy hour and do any activity and compare other hours activity. ▪ Feedback on Discussion / Demonstration 	Indoor Stadium / Seminar Hall	05
Week 10	<ul style="list-style-type: none"> ▪ Identify and understand the personal reasons behind stress. ▪ Short-Term Stress-Relief Strategies You Can Do Anywhere ▪ Talk and Walk Exercise ▪ Feedback on Discussion / Demonstration 	Indoor Stadium	05
Week 11	<ul style="list-style-type: none"> ▪ Practice and revision of assessment of Stress Management under the supervision of educator. ▪ Evaluation Process includes: ▪ Practical Activity 	Indoor Stadium / Seminar Hall	05
Week 12	<ul style="list-style-type: none"> ▪ Evaluation Process includes: ▪ Practical Activity ▪ Viva Voce 	Indoor Stadium	05
	<ul style="list-style-type: none"> ▪ Theory Test or exam 	Classroom	

Evaluation system or process of the course:

Sr. No.	Course Nature	Particular	Marks
01	Theory course	MCQ test at the end of the course	20
02	Practical Activity evaluation	Strategy of Managing Stress (Individual and Group)	60
03	Practical Activity evaluation	Stress reliving technique (Individual and Group)	10
04	Viva Voce	Viva Voce related to Practical Activity	10
TOTAL MARKS			100

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- Developing Inner Strength: The Vivekananda Way (DVD) Ramkrishna Math, Pune
- Who Am I? (A Documentary Film on Personality Development) Ramkrishna Math, Pune
- गोर्लेशिवराज (२००९) मजेतजागावकसं? पुणे, ग्रंथायनप्रकाशन.
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- सरश्री (२००७) स्वसंवादाचीजादूपुणे, तेजज्ञानप्रकाशन.
- सरश्री (२००७) विचारनियमपुणे, तेजज्ञानप्रकाशन.
- स्वामीसुबोधानंद (२००३) हेजीवनारीलाक्सप्लीजबंगलोर, सुधिन्द्रप्रकाशन.
- <http://www.mentalhelp.net>
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- <http://www.helpguide.org>
- <http://www.onlyhealthy.com>

Skill Oriented Course Developed by:

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**PUNYASHLOKAHILYADEVIHOLKAR SOLAPUR UNIVERSITY,
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Skill Oriented Course w.e.f. 2021 - 22

Title of the Course: The Art of Public Speaking

- | | |
|---------------------------------------|-----------------------|
| • Eligibility of the course | : B. Ed Semester III |
| • Total credit of the course | : 04 Credit |
| • Total marks of the course | : 100 Marks |
| • Weightage to practical work (marks) | : 80 Marks |
| • Weightage to Theory work (marks) | : 20 Marks |
| • Duration of the course | : 12 weeks (60 Hours) |
-

Aim of the course: To develop the public speaking skills and be a successful public speaker of any professional fields.

Learning Outcomes: After Successful completion of this course, the students will be able to:

- 1) Provide you with a basic background in the theories and principles of public speaking, as well as practical experience with the basic types of speeches.
- 2) Develop speech preparation and presentation techniques, audience awareness and self-awareness.
- 3) Gain confidence to speak publicly in a variety of situations.
- 4) Give you the opportunity to develop and strengthen skills in preparing and presenting public oral presentations in a variety of situations.
- 5) Gain confidence as a public speaker.
- 6) Develop an understanding of audience analysis.
- 7) Prepare successful messages and Develop effective delivery.
- 8) Increase understanding and integration off the basic principles practices and techniques of effective public speaking.
- 9) Explore principles of listening and perception in order to enhance speaking abilities.
- 10) Prepare student to deliver different types of speeches effectively.

Course Content:

Module 01: Intro to Public Speaking

- Public Speaking: Meaning , Need and Importance
- Characteristics and principles of Public Speaking
- Factors affection on public speaking (Internal& External)
- Importance of Gestures & Body Posture.

Module 02: Script Writing and Delivery Aesthetics of Speech

- Script Writing: meaning , Need and Importance
- Script Writing (Types & Techniques)
- Delivery: The Aesthetics of Speech.

Module 03: Voice and Public Speaking Activities

- Voice: Importance of Tone & Speed
- Way and methods for improving voice quality
- Strategy for voice rehearsing & controlling
- Activities for endurance
- Activities for Stage courage

Module 04: References, Audience, Supporting Aids and Ethics of Public Speaking

- References: Meaning, Need & Importance
 - Selection & Modification of References
 - Knowing Your Audience
 - Supporting Aids: Selection, Need & Importance
 - Ethics of Public Speaking
-

List of Activities: Following activities should be conducted by teacher educator for implementing of the skills oriented course.

Sr. No.	Activities
01	The Speech of Introduction- Introduce yourself
02	The Speech of Introduction- Introduce another person
03	The Special Occasion Speech
04	Evaluation of a well known speaker
05	Conducting any one programme in a group of three students
06	Oral critiques of speeches in class
07	Field Experience- Speeches outside classroom
08	Qualitative analysis of any political leader speech
09	Professional Speech
10	Participation in Public Speaking Competition

*Teacher educator also may conduct different activities as per availability; this list is just for reference.

Course Lay out

Week	Content	Place	Hours
Week 01	<ul style="list-style-type: none"> • Public Speaking: Meaning , Need and Importance • Characteristics and principles of Public Speaking 	Classroom	05
Week 02	<ul style="list-style-type: none"> • Factors affection on public speaking (Internal& External) • Importance of Gestures & Body Posture. 	Classroom	05
Week 03	<ul style="list-style-type: none"> • Script Writing: meaning , Need and Importance • Script Writing (Types & Techniques) • Any relevant activity (Planning , Execution, feedback, Report) 	Classroom	05
Week 04	<ul style="list-style-type: none"> • Delivery: The Aesthetics of Speech. • Any relevant activity (Planning , Execution, feedback, Report) 	Classroom	05
Week 05	<ul style="list-style-type: none"> • Voice: Importance of Tone & Speed • Way and methods for improving voice quality • Strategy for voice rehearsing & controlling • Any relevant activity (Planning , Execution, feedback, Report) 	Classroom	05
Week 06	<ul style="list-style-type: none"> • Activities for endurance • Activities for Stage courage • Any relevant activity (Planning , Execution, feedback, Report) 	Classroom/ Field of study	05
Week 07	<ul style="list-style-type: none"> • References: Meaning, Need & Importance • Selection & Modification of References • Any relevant activity (Planning , Execution, feedback, Report) 	Classroom	05
Week 08	<ul style="list-style-type: none"> • Knowing Your Audience • Any relevant activity (Planning , Execution, feedback, Report) 	Classroom/ Field of study	05
Week 09	<ul style="list-style-type: none"> • Supporting Aids: Selection, Need & Importance • Any relevant activity (Planning , Execution, feedback, Report) 	Classroom	05
Week 10	<ul style="list-style-type: none"> • Ethics of Public Speaking • Any relevant activity (Planning , Execution, feedback, Report) 	Classroom	05
Week 11	<ul style="list-style-type: none"> • Practice and revision under the supervision of teacher educator • Any relevant activity (Planning , Execution, feedback, Report) 	Classroom/ Field of study	05
Week 12	<ul style="list-style-type: none"> • Evaluation Process includes: <ol style="list-style-type: none"> 1. Submission of reports of concerned activities. 2. Viva Voce 	Classroom	05
	<ul style="list-style-type: none"> • Theory Test or exam 	Classroom	

Evaluation system or process of the course:

Sr. No.	Course Nature	Particular	Marks
01	Theory course	MCQ test at the end of the course	20
02	Practical Activity Evaluation	Any Six activities	60
03	Practical Activity evaluation	Evaluation of a television personality	10
04	Viva Voce	Viva Voce related to Practical Activity	10
TOTAL MARKS			100

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- www.speaking-tip.com

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**PUNYASHLOKAHILYADEVIHOLKAR SOLAPUR UNIVERSITY,
SOLAPUR**

Skill Oriented Course w.e.f. 2021 - 22

Title of the Course: Psychological Testing and Assessment

- | | |
|---------------------------------------|------------------------|
| • Eligibility of the course | : B.Ed. Semester - III |
| • Total credit of the course | : 04 Credit |
| • Total marks of the course | : 100 Marks |
| • Weightage to practical work (marks) | : 80 Marks |
| • Weightage to Theory work (marks) | : 20 Marks |
| • Duration of the course | : 12 weeks (60 Hours) |
-

Aim of the course: To develop the skillful and Enrich psychological testing administrator.

Learning Outcomes: After successful completion of this course, the students will be able to:

1. Clarify the concept of Psychological testing.
 2. Justify the Difference between Psychological Assessment and Psychological Testing.
 3. Elaborate the Purpose and Characteristics of a Good of Psychological Testing.
 4. Justify Types or classification of Psychological Tests.
 5. Clarify concept of psychology test manuals and Validity, reliability of psychology tests.
 6. Elaborate administration and scoring system of psychological testing.
 7. Clarify Verbal, non-verbal, performance psychological tests and Explain Role of Administrator in Psychological test application.
 8. Administered the different psychological tests.
 9. Prepare the psychological test report and Give Feedback & counseling after psychological testing.
 10. Create or develop the skills essential for Psychological testing.
-

Course Content:

Module 01: Fundamentals of Psychological testing

- Meaning of Psychological Testing
- Difference between Psychological Assessment and Psychological Testing
- Purpose of Psychological Testing
- Characteristics of a Good Psychological Test

Module 02: Understanding the Psychological testing process

- Types or classification of Psychological Tests
- Psychology Test Manuals: concept
- Validity and reliability of psychology tests

- Administration and scoring of Psychological testing
- Interpretation and conclusion of Psychological tests

Module 03: Assessment of Psychological tests

- Different Verbal Psychology tests
- Different Non-Verbal Psychology tests
- Different Performance Psychology tests
- Cognitive, Emotional, Behavioral and Executive functioning ability Testing
- Role of Administrator in Psychological test application

Module 04: Report writing of Psychological tests

- Ethics in Psychological testing
- Preparation of report of psychological tests
- Use of Technology in Psychological testing
- Feedback and counseling after psychological testing

List of the Psychology Tests: Following test are used by teacher educator for implementation of the skill oriented course.

Sr. No.	Verbal / Non verbal Tests	Performance Tests
01	Interest Inventory: Palsane	Alexander Pass along Test: Intelligence
02	Study habit Inventory: Palsane	Whipple's Cards: Imagination
03	Adjustment Inventory: Palsane	Kamat's Cards
04	Scientific Aptitude test: k.k.Aggarwal	Bhatia's Block Design Test
05	Teacher Value Inventory: S.P. Ahluwalia	Koh's Block Design Test
06	Creativity Test: Paasi	Minsota Block Packing Test
07	Non verbal group Intelligence test: A.O. Impisungha	Kamat's Cards
08	Mental Health Check list: P. Kumar	
09	Self Confidence Inventory: Gupta	
10	Reasoning ability test: I.N. Dubey	
11	Social Intelligence test: N.K. Chaddha & Usha Ganesan	
12	Education Aspiration Inventory: Pradeep Kumar	
13	Logical Thinking Test: S. Tiwari & S. Kumar	
14	Computer attitude test: Taheera Khatun & Manik Sharma	
15	Teaching Aptitude Test: Jai Prakash & R.P. Shrivastava	
16	Problem solving test: Paasi & Usha Kumar	
17	Socio Economic status scale: Bharadwaj	
18	Emotional Intelligence test: Hyde Pethe & Dhar	
19	Anxiety scale: A. Kumar	
20	Personality test: Medha Kumthekar	

* Teacher educator also may be uses different psychology tests as per availability. This list is just for reference.

Course Lay out

Week	Content	Place	Hours
Week 01	<ul style="list-style-type: none"> ● Meaning of Psychological Testing ● Difference between Psychological Assessment and Psychological Testing 	Classroom	05
Week 02	<ul style="list-style-type: none"> ● Purpose of Psychological Testing ● Characteristics of a Good Psychological Test 	Classroom	05
Week 03	<ul style="list-style-type: none"> ● Types or classification of Psychological Tests ● Psychology Test Manuals: concept ● Validation and reliability of psychology tests 	Educational Psychology Laboratory	05
Week 04	<ul style="list-style-type: none"> ● Administration and scoring of Psychological testing ● Interpretation and conclusion of Psychological tests ● Different Verbal Psychology tests 	Educational Psychology Laboratory	05
Week 05	<ul style="list-style-type: none"> ● Different Non-Verbal Psychology tests ● Different Performance Psychology tests ● Cognitive, Emotional, Behavior and Executive functioning ability Testing ● Role of Administrator in Psychological test application 	Educational Psychology Laboratory	05
Week 06	<ul style="list-style-type: none"> ● Ethics in Psychological testing ● Preparation of report of psychological tests ● Use of Technology in Psychological testing ● Feedback and counseling after psychological testing 	Educational Psychology Laboratory	05
Week 07	<ul style="list-style-type: none"> ● Demonstration by Teacher Educator ● Actual Administration of Test 01& 02 ● Assessment of Test 01& 02 ● Preparation of report Test 01& 02 ● Feedback Demonstration of Test 01 & 02 	Educational Psychology Laboratory	05
Week 08	<ul style="list-style-type: none"> ● Demonstration by Teacher Educator ● Actual Administration of Test 03 & 04 ● Assessment of Test 03 & 04 ● Preparation of report Test 03 & 04 ● Feedback Demonstration of Test 03 & 04 	Educational Psychology Laboratory	05
Week 09	<ul style="list-style-type: none"> ● Demonstration by Teacher Educator ● Actual Administration of Test 05 & 06 	Educational Psychology	05

	<ul style="list-style-type: none"> Assessment of Test 05 & 06 Preparation of report Test 05 & 06 Feedback Demonstration of Test 05 & 06 	Laboratory	
Week 10	<ul style="list-style-type: none"> Demonstration by Teacher Educator Actual Administration of Test 07& 08 Assessment of Test 07& 08 Preparation of report Test 07& 08 Feedback Demonstration of Test 07& 08 	Educational Psychology Laboratory	05
Week 11	<ul style="list-style-type: none"> Practice and revision of administration & assessment of tests under the supervision of educator. <ul style="list-style-type: none"> Evaluation Process includes: <ol style="list-style-type: none"> Practical Activity 	Educational Psychology Laboratory	05
Week 12	<ul style="list-style-type: none"> Evaluation Process includes: <ol style="list-style-type: none"> Practical Activity Viva Voce 	Educational Psychology Laboratory	05
	<ul style="list-style-type: none"> Theory Test or exam 	Classroom	

Evaluation system or process of the course:

Sr. No.	Course Nature	Particular	Marks
01	Theory course	MCQ test at the end of the course	20
02	Practical Activity evaluation	Verbal or Non-verbal Test Administration, Assessment (any Six test)	60
03	Practical Activity evaluation	Performance Test Administration, Assessment (any one test)	10
04	Viva Voce	Viva Voce related to Practical Activity	10
TOTAL MARKS			100

References:

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- http://lib.oup.com.au/he/psychology/samples/shum_psychologicalassessment_sample.pdf
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**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY,
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Skill Oriented Course w. e. f. 2021 - 22

Title of the Course: Technology Embedded Teaching

- | | |
|---------------------------------------|-----------------------|
| • Eligibility of the course | : B.Ed. Semester-III |
| • Total credit of the course | : 04 Credit |
| • Total marks of the course | : 100 Marks |
| • Weightage to practical work (marks) | : 80 Marks |
| • Weightage to Theory work (marks) | : 20 Marks |
| • Duration of the course | : 12 weeks (60 hours) |
-

Aim of the course: To develop the skillful and enrich Technology Embedded Teacher.

Learning Outcomes: After successful completion of this course, the students will be able to:

1. Explains the concept of Computer Network and internet
 2. Clarify the types, uses of Browser
 3. Understand meaning, elements and types of Multimedia.
 4. Be getting acquainted with developing multimedia and E-learning.
 5. Be getting acquainted with mobile learning and learning Management Systems.
 6. Understand the concept and use of Wiki, Blog, and Social Network.
 7. Understand the role of ICT in Assessment.
 8. Preparing a tool for creating e-portfolio.
 9. Understand the ways of creating electronic Content.
 10. Understand the use of various Google Apps.
 11. Understand the use of various online learning platforms.
-

Course Content:

Module 01: Computer – Network, Internet Software

- Computer Network – LAN, WAN.
 - Internet – Concept, Accessing, Navigating, Searching, Selecting, Evaluating, Saving and Bookmarking Safe Practices.
 - Browser -Types, Uses, Plug-in and Extensions, Search Strategies.
 - Application Software and its educational applications, PDF Creator.
-

Module 02- Multimedia and E-Learning

- Multimedia-Meaning, Elements, Types.
- Developing Multimedia, Tools for Creating and Using Multimedia.
- E-learning-Concept and Characteristics, Tools & Technologies.
- Mobile learning, Learning Management Systems (LMS)

Module 03: ICT in Practice Lesson and Assessment

- Wiki, Blog, creating you tube channel, Social Network.
- Constructivist Learning and ICT, Project Based Learning, Virtual Field Trip.
- Role of ICT in Assessment, Computer Assisted Assessment.
- Tools for creating e-portfolio, Advantages of e-portfolio.

Module 04: E-Content & Teacher Professional development

- Electronic Content- Designing and Development, Audio and Video-Creating and Editing. (OBS studio)
- Google Apps- Google form, Google Classroom, Google site.
- Teacher Professional Development – Concept, Online Learning Platforms -MOOCs, SWAYAM, Social Media, Web-conferencing.
- Online videos/Teaching channels, Teacher Portfolio, Teleconferencing – EDUSAT Experiment.

List of Activities:

Following activities should be conducted by teacher educator for implementation of the skill oriented course

Sr. No	Activity
1	Preparation of a power point presentation using online and offline references on a school topic and Create PDF document through various PDF creator.
2	Developing a multimedia e-content for any school subject.
3	Create multimedia presentation on any topic in education
4	Online Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance and up gradation
5	A critical study of some e-learning courses and enrolling and completing some free e-learning courses
6	LMS experience- hands on various features of LMS
7	Creating account in wiki space/Wikipedia/media wiki and adding/editing content

8	Developing an educational blog in www.blogger.com , or www.edublog.com
9	Create you tube channel and upload your educational videos.
10	Use ICT for Constructivist Learning and Project Based Learning by selecting any topic.
11	Field visit to the EDUSAT or other ICT center and take part in teleconferencing
12	Organize web conferencing using Skype/Google+
13	Developing an electronic assessment portfolio
14	Preparation of an evaluation tool / Feedback form for online registration/feedback, Google form and Google Classroom with carrying various educational activities.
15	Prepare a list of Educational websites, Research papers etc. that are useful in Education.
16	Collection of e-resources and Reporting. (Text- Books, Articles, Reports, Theses; Audio and Video files related to education).

Course Lay out

Week	Content	Place	Hours
01	<ul style="list-style-type: none"> Computer Network – LAN, WAN. Internet – Concept, Accessing, Navigating, Searching, Selecting, Evaluating, Saving and Bookmarking Safe Practices. 	Classroom ICT Lab.	05
02	<ul style="list-style-type: none"> Browser -Types, Uses, Plug-in and Extensions, Search Strategies. Application Software and its educational applications, PDF Creator. <p>Any Relevant activity-Planning, Execution, Report and Feedback.</p> <p>1. Preparation of a PPT</p>	Classroom ICT Lab	05
03	<ul style="list-style-type: none"> Multimedia-Meaning, Elements, Types. Developing Multimedia, Tools for Creating and Using Multimedia. <p>Any Relevant activity-Planning, Execution, Report and Feedback.</p> <p>2. Developing a multimedia e-content for any school subject.</p> <p>3. Create multimedia presentation on any topic in education</p>	Classroom ICT Lab.	05
04	<ul style="list-style-type: none"> E-learning-Concept and Characteristics, Tools &Technologies. Mobile learning, Learning Management Systems (LMS) <p>Any Relevant activity-Planning, Execution, Report and Feedback.</p> <p>4. Online Interview of computer hardware engineer/ICT specialist</p>	Classroom ICT Lab	05

	5. A critical study of some e-learning courses 6. LMS experience- hands on various features of		
05	<ul style="list-style-type: none"> • Wiki, Blog, creating you tube channel, Social Network. Any Relevant activity -Planning, Execution, Report and Feedback. 7. Creating account in wiki space/Wikipedia/media wiki 8. Developing an educational blog 9. Create you tube channel and upload your educational videos.	Classroom ICT Lab	05
06	<ul style="list-style-type: none"> • Constructivist Learning and ICT, Project Based Learning, Virtual Field Trip. Any Relevant activity -Planning, Execution, Report and Feedback 10. Use ICT for Constructivist Learning and Project Based Learning 11. Field visit to the EDUSAT or other ICT center 12. Organize web conferencing using Skype/Google+	Classroom ICT Lab Field visit	05
07	<ul style="list-style-type: none"> • Role of ICT in Assessment, Computer Assisted Assessment. • Tools for creating e-portfolio, Advantages of e-portfolio Any Relevant activity -Planning, Execution, Report and Feedback 13. Developing an electronic assessment portfolio	Classroom ICT Lab	05
08	<ul style="list-style-type: none"> • Electronic Content- Designing and Development, Audio and Video-Creating and Editing. (OBS studio) • Google Apps- Google form, Google Classroom, Google site Any Relevant activity -Planning, Execution, Report and Feedback 14. Preparation of an evaluation tool / Feedback form	Classroom ICT Lab	05
09	<ul style="list-style-type: none"> • Teacher Professional Development – Concept, Online Learning Platforms -MOOCs, SWAYAM, Social Media, Web-conferencing Any Relevant activity -Planning, Execution, Report and Feedback 15. Prepare a list of Educational websites, Research papers etc. that are useful in Education.	Classroom ICT Lab	05
10	<ul style="list-style-type: none"> • Online videos/Teaching channels, Teacher Portfolio, Teleconferencing – EDUSAT Experiment. Any Relevant activity -Planning, Execution, Report and Feedback 16. Collection of e-resources and Reporting. (Text- Books,	Classroom ICT Lab	05

	Articles, Reports, Theses; Audio and Video files related to education).		
11	<ul style="list-style-type: none"> Practice and revision of all assessment of Activities under the supervision of teacher educator. Evaluation Process includes: <ul style="list-style-type: none"> 14. Practical Activities 	Classroom ICT Lab	05
12	<ul style="list-style-type: none"> Evaluation Process includes: <ul style="list-style-type: none"> 15. Practical Activities 16. Viva Voce 	Classroom ICT Lab	05
	<ul style="list-style-type: none"> Theory Test or exam 	Classroom	

Evaluation system or process of the course:

Sr. No.	Course Nature	Particular	Marks
01	Theory course	MCQ test at the end of the course	20
02	Practical Activity evaluation	Any Seven Activities	70
03	Viva Voce	Viva Voce related to Practical Activity	10
TOTAL MARKS			100

References:

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Engagement with the Field

Semester –III

Appendix C-01 Practice Teaching and Internship

क्रेडिट - 06

गुण- 150

कालावधी : 330 तास

उद्दिष्टे : छात्राध्यापकास....

१. विद्यार्थ्यांना सलग पाठ व चाचणीघेण्यास मदत करणे.
२. विद्यार्थ्यांना आशययुक्त अध्यापन पध्दतीने प्रत्येक अध्यापन पध्दतीचे प्रत्येकीदोन पाठघेवून परिणामकारकता तपासण्यास मदतकरणे.
३. विद्यार्थ्यांनीघेतलेल्या चाचणीतून प्रत्याभरणघेण्यास मदत करणे.
४. विद्यार्थ्यांना अभ्यासनुवर्ती उपक्रमघेण्यास मदतकरणे.
५. विद्यार्थ्यांना अध्यापन पध्दतीशी संबंधित प्रात्यक्षिक राबविण्यास मदत करणे.
६. आय.सी.टी. वर आधारित पाठघेण्यास मदतकरणे.
७. विद्यार्थ्यांना शैक्षणिक साधननिर्मितीकरून पाठघेण्यास मदत करणे.
८. सांघिक अध्यापन/सहकार्यात्मक अध्यापन/ क्रमान्वित अध्ययन / प्रोजेक्ट बेस्ड अध्ययनद्वारे पाठघेण्यास मदत करणे.
९. एकाविद्यार्थ्यांचा व्यक्ती अभ्यास करूनत्याचे संकलित नोंदपत्रक तयार करणे.
१०. विद्यार्थ्यांना विविध उपक्रमाचे आयोजन, नियोजन, जबाबदारी, भूमिका येणारे अडथळे, पर्यायी व्यवस्था याविषयी माहिती घेण्यास मदत करणे.
११. पेपर निहाय प्रात्यक्षिक पूर्णकरण्यास मदत करणे :

छात्रसेवाकाल स्वरूप : १) पाठसंख्या : या छात्रसेवाकाल १६ सराव पाठ घेणे.

८० गुण.

पाठाचे प्रकार: सराव पाठांचे गुण सरावपाठांच्या १५० गुणांपैकी दिले जातील

१. शालेयस्तरावरील विषयाचे आशययुक्त अध्यापन पध्दतीनुसार प्रत्येकी २ याप्रमाणे याप्रमाणे दोन अध्यापनपध्दतीचे ४ पाठ घेणे.
२. शालेयस्तरावरील विषयाचे अध्यापन पध्दतीनुसार प्रत्येकी ४ सलग सराव पाठ याप्रमाणे दोन अध्यापनपध्दतीचे ८ पाठ घेणे.
३. शालेयस्तरावरील विषयाचे अध्यापन पध्दतीनुसार प्रत्येकी २ आय.सी.टी. तंत्रज्ञानाचा वापर करून पाठ घेणे. याप्रमाणे दोन अध्यापनपध्दतीचे ४ पाठ घेणे.

छात्रसेवाकाल स्वरूप : २) पुढीलपैकी सर्व उपक्रम या छात्रसेवाकालात राबवावेत. या उपक्रमाचे विद्यार्थ्यांची उपस्थिती, सहभाग, पूर्वनियोजन व तयारी, उत्स्फूर्तता, अहवाल लेखन,सादरीकरण ०७पैकी गुण द्यावेत. (एकूण गुण : 70)

१. भाषिक कौशल्य विकसनासाठी इ. ५वी ते ९ वीच्या एका वर्गासाठी योग्यउपक्रमाची आवश्यक निवड करूनत्याचे नियोजन करावे. उपक्रमाची कार्यवाही करून उद्दिष्टे, नियोजन, पूर्वतयारी, अंमलबजावणी, यशस्वीता व मिळालेले प्रत्याभरण यावर अहवाल लिहावा उपक्रम राबविताना उपक्रमनिवड कार्यवाही याबाबत आवश्यकतेनुसार मार्गदर्शकांनी सूचनाद्याव्यात.
२. प्रोजेक्ट बेसड् लर्निंग/सांघिक अध्यापन/सहकार्यात्मक अध्यापन/आयसीटीवर आधारित पाठचेनियोजनकरण्यासाठीइ.५वी ते ९ वी पर्यंतच्या वर्ग निवडावा व गटनिहाय किंवा पाठघेवूनत्यावर आधारित वृतांत लिहावा. शाळेतील एका अनुभवीशिक्षकांच्या पाठचेनिरीक्षणकरणेतसेच सहाध्यायाच्या पाठचेनिरीक्षणकरणे व त्यांच्या योग्यनोंदीकरणे.
३. समाजसेवा/आर.एस.पी./गर्ल गाईड/स्काऊट/आपत्ती व्यवस्थापन याबाबतएका उपक्रमाचे आयोजनकरून कार्यवाहीचा वृतांत लिहिणे.
४. विद्यार्थी शिक्षकांनी एका मानसशास्त्रीय कसोटीची निवड करून एका वर्गावर इ. ८वी किंवा ९वी राबवावी. कसोटीचे विश्लेषण करून त्याचा वृतांत लिहावा.
५. विद्यार्थी शिक्षकांनी एका अभ्यासनुवृती उपक्रमांचे नियोजन करावे. सहा आठवडयाच्या शालेय अनुभवाच्या कालावधीत येणारे विशेष दिन, दिनविशेष यांचे ही आयोजन करता येईल. अभ्यासनुवृती उपक्रमाचा उद्देश, पूर्वतयारी, नियोजन, कार्यवाही यशस्वीरित्या यावर अनुभव वृतांत लिहावा.
६. शाळेतील एका विद्यार्थ्यांचा व्यक्ती अभ्यास करून त्याचे सकलित नोंदपत्रक तयार करावे.
७. शाळेतील एका वर्गासाठी सर्वकष सात्यपूर्ण मूल्यमापन साधनांपैकी एक साधनांची निवड करावी एका वर्गातील विद्यार्थ्यांचे त्या साधनाद्वारे मूल्यमापन करून अहवाल लेखन करावे .
८. विद्यार्थी शिक्षकांनी एका इयत्तेचा अध्यापन पध्दतीनुसार आशय निवडून त्यासाठी लागणा-या शैक्षणिक साधनाचा वापरकरूननिर्मितीकरावी. शैक्षणिक साधनाचा वापरकरूनत्याची परिणामकारकता तपासून अहवाल लिहावा.
९. परिपाठ अथवा तणाव व व्यवस्थापन कार्यक्रमाचे आयोजन करून प्रत्यक्ष कार्यवाही करून त्यावर अहवाल लिहावा.
१०. आपल्या अध्यापनपध्दतीनुसार अवांतर माहिती व कौशल्य विकासासाठी राबविण्यात येणा-या एका उपक्रमाची निवड करा व प्रत्यक्ष कार्यवाही करून त्यावर अहवाल लिहावा.

Appendix C-02: Content cum Methodology Workshop (CCM)

आशययुक्त अध्यापन पध्दती कृतिसत्र

क्रेडिट -१	गुण-२५	कालावधी : ३० तास
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उद्दिष्टे : छात्राध्यापकास....

१. आशययुक्त अध्यापन पध्दतीची संकल्पना समजावून घेण्यास मदतकरणे.
२. अध्यापन विषयी संरचनातयार करण्यास मदतकरणे.
३. आपल्या विषयाच्या अभ्यासक्रमाचे स्वरूप समाजवून घेणे.
४. आपल्या विषयाच्या पाठयक्रमाचे विश्लेषण करण्यास मदतकरणे.
५. आपल्या विषयाच्या पाठयपुस्तकाचे विश्लेषण करण्यास मदतकरणे.
६. आशय व अध्यापन पध्दतीचा अतूट संबंध समजावून घेण्यास मदतकरणे.
७. आपल्या विषयाच्या अभ्यासक्रमाचे स्वरूप समजावून घेणे.
८. आशययुक्त अध्यापन पध्दतीनुसार पाठनियोजन करण्यास मदत करणे.

कोर्स १०, ११ मधील आशययुक्त अध्यापनासंबंधित आशय कार्यशाळेत व्याख्यानाद्वारे पूर्ण करण्यात यावा. आशययुक्त अध्यापनावरील घटकविध पध्दतीच्या पेपरमध्ये आहेत. हे घटक स्वतंत्ररित्या शिकविण्याऐवजी कृतिसत्रातून पूर्ण करावेत. कृतिसत्र चार दिवसाचे असावे. यामध्ये आशययुक्त अध्यापन, संबोध, अभ्यासक्रम, पाठयक्रम, पाठयपुस्तक, वा आशय विश्लेषण व आशययुक्त अध्यापनाचे पाठांचे नियोजन यांवर व्याख्याने आयोजित करावीत. व्याख्यानांतर तत्संबंधी प्रात्यक्षिके पूर्ण करावीत. आशययुक्त अध्यापनाच्या पाठाचे मार्गदर्शन याच कालावधीत द्यावयाचे असून प्रत्यक्ष पाठ सराव पाठशाळेत वास्तव परिस्थितीत सोयीनुसार पूर्ण करून घ्यावेत आशययुक्त अध्यापन पध्दतीनुसार एक आशय दोन पध्दतीने दोन वेगवेगळी पाठ टाचणे काढावीत परंतु प्रत्यक्षात एकूण दोन पाठ घ्यावेत व ते सरावपाठात अंतर्भूत करावेत. (प्रत्येक अध्यापन पध्दतीचा एक असे एकूण दोन)

मूल्यमापन —या कृतिसत्राचे मूल्यमापन पुढील निकषाद्वारे करावे.

अ.न.	मूल्यमापन निकष	गुण
१	कार्यशाळेतील सहभाग	५
२	विषयाची संरचना	५
३	पाठयक्रम विश्लेषण	
४	पाठयपुस्तक विश्लेषण	१०
५	आशय विश्लेषण	
६	पाठटाचण -आशययुक्त अध्यापन पध्दती-१	५
७	पाठटाचण -आशययुक्त अध्यापन पध्दती-२	
	एकूण	२५

Appendix C-03: Evaluation Workshop

मूल्यमापन कृतिसत्र

क्रेडिट -१	गुण-२५	कालावधी : ३० तास
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उद्दिष्टे : छात्राध्यापकास....

- शैक्षणिक मूल्यमापन संकल्पना समजून घेण्यास मदत करणे.
- वार्षिक नियोजन, घटकनियोजन, कृतिपत्र नियोजन या विषय अध्यापनाशी निगडित बाबी समजण्यास मदत करणे.
- बी. एड्. अभ्यासक्रमातीलनिवडलेल्या दोन अध्यापन पध्दतीशी संबंधित माध्यमिक स्तरावरीलदोन शालेय विषयातील वार्षिक नियोजनकरण्यास मदत करणे.
- बी. एड्. अभ्यासक्रमातील निवडलेल्या दोन अध्यापन पध्दतीशी संबंधित माध्यमिक स्तरावरीलदोन शालेय विषयातील दोन घटकांचे नियोजन करण्यास मदत करणे.
- बी. एड्. अभ्यासक्रमातीलनिवडलेल्या दोन अध्यापन पध्दतीशी संबंधित माध्यमिक स्तरावरील दोन शालेय विषयातील दोन घटकांची कृतिपत्र करण्यास मदत करणे.
- कृतिपत्र प्रत्यक्ष वर्गावर उपयोगकरण्यास मदतकरणे.

कालावधी : १० तास

प्रात्यक्षिकासाठी पूर्वाश्रयक तात्विक भाग : मूल्यमापन, संकल्पना, उद्दिष्टे, स्पष्टीकरणे, अध्ययन अनुभव, मूल्यमापन साधनेइ. या तात्विक भागाची व्याख्याने झालेली असावीत.

प्रात्यक्षिक आवश्यक प्रणाली : शालेय पाठयक्रम, शालेय पाठयपुस्तके, मूल्यमापनावरील संदर्भ पुस्तके, शिक्षक हस्तपुस्तिका,नियोजनाचे छापील नमुने, इ.

प्रशिक्षणकार्यक्रमाचा आशय व नियोजन:

आयोजन: मूल्यमापनाशी निगडित असा घटक प्रत्येक विषय अध्यापनपध्दतीत आहे. हा घटककृतिसत्राद्वारेशिकवायचा असून यासाठी चार दिवसाचे कृतिसत्र आयोजित करावे यामध्ये वार्षिक नियोजन, घटक नियोजन, कृतिपत्र, यावर पाच व्याख्याने घेण्यात यावीत व व्याख्यानानंतर गटवार आपआपल्या विषयांचे प्रात्यक्षिक काम पूर्ण करून घ्यावे.

मूल्यमापन— या कृतिसत्राचे मूल्यमापन पुढील निकषाद्वारे करावे.

अ.न.	मूल्यमापन घटक	गुण
१	कार्यशाळेतील सहभाग	५
२	वार्षिक नियोजन	५

३	घटकनियोजन	८
४	कृतिपत्र	७
	एकूण	२५

Appendix C-04

Action Research Project कृतिसंशोधनप्रकल्प

क्रेडिट -१

गुण-२५

कालावधी : ७० तास

उद्दिष्टे : छात्राध्यापकास,

१. कृतिसंशोधनाचे स्वरूप, वैशिष्ट्ये, महत्त्व समजण्यास मदतकरणे.
२. कृतिसंशोधनाच्या विषय निश्चितीची क्षेत्रे समजावून देणे.
३. कृतिसंशोधन आराखड्याचे टप्पे व प्रत्येकाचे महत्त्व समजावून सांगणे.
४. कृतिसंशोधन आराखडा तयार करून घेणे.
५. कृतिसंशोधन अहवाल तयार करणे व मूल्यमापनासाठी सादर करणे.

योग्य कालखंड- द्वितीय सत्रातील शालेय अनुभवापूर्वी कृतिसंशोधनपर आधारित उद्बोधन सत्र पूर्ण करावे. छात्राध्यापकांनी द्वितीयसत्रातील शालेय अनुभवाच्या पहिल्या आठवड्यात समस्यानिश्चित करून संशोधन आराखडा तयार करावा. छात्राध्यापकांनी मार्गदर्शकाच्या मदतीने प्रत्यक्ष शाळेवर कृतिसंशोधनाचे काम शालेय अनुभवाच्या उर्वरित कालखंडात पूर्ण करावे.

कार्यनीती:

१. प्रत्येक अध्यापनात पध्दतीच्या मार्गदर्शकांनी दुस-या सत्राच्या सुरुवातीला कृतिसंशोधनावरील संदर्भ पुस्तकांची यादी द्यावी.
२. कृतिसंशोधनाच्या तात्विक भागावर व्याख्याने आयोजित करावे.
३. कृतिसंशोधनाचे स्वरूप, वैशिष्ट्ये, महत्त्व व गरज या भागासाठी दोनघड्याळी तास द्यावेत. तसेच विषय निश्चितीची क्षेत्रे यासाठी दोनघड्याळी तास देवून प्रशिक्षणार्थींना प्रथम अध्यापन पध्दतीनुसार गटामध्ये बसवून त्यांच्या विषयाच्या मार्गदर्शकांनी प्रत्येक विद्यार्थ्यांचे विषय निश्चित करून द्यावेत.
४. प्रशिक्षणार्थींचे विषय निश्चित झाल्यानंतर कृतिसंशोधन आराखड्यातील प्रत्येक बाबीचे व्यवस्थित विवेचन करण्यासाठी तासिका किंवा घड्याळी तास द्यावेत.
५. वरील सर्व बाबी प्रशिक्षणार्थी लक्षात आल्यानंतर कच्चा आराखडा लेखन करून घ्यावे.
६. प्रत्येक अध्यापन पध्दतीच्या मार्गदर्शकांनी कच्चा आराखडा तपासावा. त्यातील दुरुस्त्या समजावून घ्यावेत व त्यानंतर कृतिसंशोधनाचा पक्का आराखडा तयार करायला सांगावे.
७. कृतिसंशोधन आराखडा व अहवाल स्वतःच्या हस्तक्षरामध्येच लिहून घ्यावा..

कृतिसंशोधन प्रकल्प मूल्यमापन:

- | | |
|--|-------|
| १. कृतिसंशोधन विषय व उद्दिष्ट्ये निश्चिती कार्यवाही | ५ गुण |
| २. कृतिसंशोधन पध्दती, साधने निवड व विकसन कार्यवाही | ५ गुण |
| ३. कृतिसंशोधन आराखडा निश्चिती व सादरीकरण | ५ गुण |
| ४. कृतिसंशोधन पध्दती व साधनाद्वारा प्राप्त माहितीचे विश्लेषण कार्यवाही | ५ गुण |
| ५. कृतिसंशोधनाचे अहवाल लेखन कार्यवाही | ५ गुण |

एकूण

२५ गुण

Appendix C-05 :आरोग्य व शारीरिक शिक्षण

(Physical and Health Education)

शारीरिक क्षमता चाचणी

क्रेडिट -१ गुण-२५ कालावधी : ५० तास

उद्दिष्टे: छात्रध्यापकास.....

- शारीरिक क्षमता चाचणी मध्ये सहभागी होण्यास मदत करणे.
- योगा, प्राणायाम, सुर्यनमस्कार संबंधीची प्रात्यक्षिकात सहभाग होण्यास मदत करणे.
- योगा, प्राणायाम, सुर्यनमस्कार व खेळ इत्यादी माध्यमातून आरोग्यपूर्ण जीवन जगण्यास मदत करणे.
- शारीरिक, मानसिक, भावनिक बुद्धिमत्तेचा विकास करणे.

Physical Efficiency Test: (At the end of Sem –III) Physical Efficiency Test will be organized at the end of semester III. There will be separate- physical efficiency tests for men and women candidates. In each test, there will be eight items out of which any five items are to be selected by the candidates. The items in the tests are given-below.

1]

Group-A (Any Three Activities) 15 Marks	Group-B (Any Two Asnas) 10 Marks
Shuttle Run (10 M x4)	Padmasana
Medicine Ball Throw (Men-2 Kg. Women-1 Kg.)	Bhujangasana
Situps	Tadasana
Standing Broad Jump	Vajrasana

The candidate reaching the minimum standard prescribed above will get 5 marks for each item. The distribution of marks ar as follows. Total marks 15 for Group-A

(For Men)

Marks	Shuttle Run - second	Medicine Ball Throw	Situps	Standing Broad Jump
5	11.21 to 11.70	7.00 to 7.99 Meter	14-16 total	1.30 to 1.49 Meter
4	11.71 to 12.20	6.00 to 6.99 Meter	11-13	1.10 to 1.29 Meter
3	12.21 to 12.70	5.00 to 5.99 Meter	8-10	0.90 to 1.09 Meter

2	12.71 to 13.20	4.00 to 4.99 Meter	5-7	0.80 to 0.89 Meter
1	13.20 above	Below 4.00 Meter	Below 5	Below 0.80 Meter

(For Women)

Marks	Shuttle Run second	Medicine Ball Throw	Situps	Standing Broad Jump
5	13.01 to 13.50	7.00 to 7.99 Meter	11-13 total	0.90 to 0.99 Meter
4	13.51 to 14.00	6.00 to 6.99 Meter	8-9	0.80 to 0.89 Meter
3	14.01 to 14.50	5.00 to 5.99 Meter	6-7	0.70 to 0.79 Meter
2	14.51 to 15.00	4.00 to 4.99 Meter	4-5	0.60 to 0.69 Meter
1	15.00 above	Below 4.00 Meter	Below 4	Below 0.60 Meter

2] The candidate reaching the minimum standard prescribed above will get 5 marks for each item. The distribution of marks are as follows. Total marks 10 for Group-B

योगासना करीता गुण देताना आसनाचे निरीक्षण करून पुढील प्रमाणे गुणदान करावे.

एका आसनासाठी ५ गुण राहतील.

आसन करण्याची पध्दती-०२ गुण

आसनाची सुयोग्य स्थिती-०३ गुण

3. The candidate is not to compete with each other while taking part in the test.
4. The college should provide necessary facilities for the practice of the above items.

अहवालाची रूपरेषा : अहवाल चार विभाग असावेत.

५. आरोग्य व शारीरिक शिक्षण तात्विक विभागाची माहिती : आरोग्य व शारीरिक शिक्षणाची उद्दिष्टे व महत्व, आरोग्यविषयक उद्बोधनपर व्याख्यानांची माहिती.
६. योग, प्राणायाम, सूर्यनमस्कार यासंबंधी तात्विक माहिती व पाच सांघिक खेळासंबंधित माहितीवर आधारित अहवाल
७. योग, प्राणायाम, सूर्यनमस्कार यासंबंधी प्रात्यक्षिकांचे व विविध खेळांचे आयोजन अहवाल

ॢ. महाविद्यालयाअंतर्गत आरोग्य व शारीरिक शिक्षण विषयक उपक्रमाचे अहवाल

Marking system: Category A -15 Marks Category B -10 = Total
Marks 25 Marks

B. Ed. Second Year: Semester III
Appendix C-06: Critical Understanding of ICT

Credits: 01

Periods: 30

Maximum Marks: 25

Internal Assessment Marks: 25

University Assessment Marks: 00

Objectives:

1. To enable student teachers to understand importance of ICT in day to day life.
 2. To enable student teachers to acquire essential skills of ICT in order to integrate ICT in teaching, learning, evaluation, administration, teaching material development & developing collaborative networks for sharing and learning in schools and colleges.
 3. To motivate student teachers to judiciously use ICT for facilitation for their own development and development of the society.
 4. Provide student teachers opportunities of using online and offline resources for their individual learning.
 5. To create net savvy attitude of sharing knowledge resources for betterment of the world.
 6. To help student teachers to construct knowledge using ICT and become a lifelong learner.
 7. To empower student teachers to become responsible citizens of the modern – technology based world.
-
-

Syllabus of the course:

Unit1: Introduction to computer fundamentals, major elements in a computer system and properties of computers.

Unit2: Application software: O. S., Microsoft Word, Microsoft Excel, Microsoft Power point its facilities and uses.

Unit3: Internet, Email- requirements, registration, benefits and limitations. Social Websites their uses & limitations. Use of various Google apps for educational purpose.

Unit 4: Microsoft Publisher and its facilities. Computer care – viruses and safety measures.

Course Evaluation:

An objective test of 10 marks on the course content.

Any five of the following practical each carrying 3 marks.

Practicals:

1. Preparation of a word document such as letter, bio-data/ CV/ resume, application, report, question paper, etc.
2. Preparation of a spreadsheet using functions and commands, diagrams / charts/ graphs
3. Preparation of a power point presentation using online and offline references on a school topic
4. Email registration and sending / receiving Email with attachment.
5. Preparation of a newsletter/ brochure / invitation card/ visiting card/ website
6. Critical evaluation of a website
7. ICT project on any one of the pertinent topic / concept assigned to the student by the teacher such as cybercrime and cyber security.
8. Preparation of a power point presentation / video presentation on observance of special day.
9. E publication of an article / report / note / research / survey.
10. Preparation of an evaluation tool / Feedback form for online registration/feedback
11. Word / Excel/ DBMS file preparation on students' profile in any school / college class.
12. Organization of special lecture / guest lecture on a pertinent topic of ICT and its digital notes.
13. Video interview / organization of video conference and digital report.

14. Education blogs creation and application.
15. Creating e-group/forum for educational interaction
16. Preparing e-port folio on one's own learning in ICT / Preparing e-port folio of Students of the B. Ed. class

References: (The references are suggestive. Teachers are advocated to identify, use such other and online resources. Online and web based references may be used as and when required.)

1. Mishra, R. C. (2009) , *Teaching of information technology*, APH pub. Corp., New Delhi.
2. NCTE (n. d.) *X-Pdite Towards Excellence in Education*, Handbook for Teacher Educators
3. Ram, B. (2001). *Computer Fundamental Architect and Organization* (3rd Ed.) New Delhi: New Age International Publications.
4. Rao, D. B. (2001), *Information technology*, Discovery pub. Delhi.
5. Shankar, T. (2008), *Methods of teaching information technology*, crsscent pub. Corp., New Delhi.
6. Sinha, P. K. (2010). *Computer Fundamentals*. (4th Ed.) New Delhi: BPB Publications.
7. Spencer, D. D. (1998). *The Illustrated Computer Dictionary*. (3rd Ed.)New Delhi: Universal Book Stall.
8. Yadav, D.S. (2008). *Foundation of Information Technology* (3rd Ed.) New Delhi: New Age International Publications.

Semester IV

Curricular Area – A Perspectives in Education

Course BED-IV-12: Gender, School & Society (1/2)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objectives: To enable to teacher trainees

1. Develop basic understanding about concept as gender, sex, sexuality, gender bias gender inequality and empowerment.
2. Understand the gender and educational and discourse in post-independence India.
3. Understanding about gender education and India.
4. Understanding about gender identities and socialization practice with respect to family, school.
5. Develop attitude about gender equality.
6. Inculcate role of school, family and teacher to develop gender equality.
7. Develop an attitude about women empowerment, get knowledge about sexual harassment as an abuse, develop an attitude about changing status of women in the society

Unit 1: Basic concept about gender

1. Concept – Gender, Sex, Masculinity.
2. Gender bias, Feminism
3. Concept – Meaning of gender inequality, gender it's nature and historical background (Pre and Post Independents)
4. Need and importance of empowerment of deprived sections of society with special reference to women.

Unit 2: Gender and education

1. Gender and educational discourse in post-Independence India
2. Gender education and nation with respect to India.
3. Gender identities and socialization practices in family, school curriculum, formal and non-formal organizations.
4. Schooling of Girls for Secondary and Higher Secondary.

Unit 3 : Gender equality

1. Articles in Indian Constitution related to gender equality.
2. Role of school, teacher, parent (family) peer group and textbook to inculcate gender equality
3. Different Policies of State and Central Government for Gender Equality.
4. Human Right and Gender Equality.

Unit 4: Women Empowerment

1. Attitude about women Empowerment and barriers in women empowerment.
2. Different policies of state and central government for women Empowerment in India.
3. Understanding and importance of addressing sexual harassment in family, neighborhood, form and non-formal Institutions work place and media. (Print and Electronic)
4. Institutional mechanism for redressing sexual harassment related abuses,.

Sessional work: (Total 10 Marks)

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**
- The students may undertake **One** of the following practical and present the report **(5 Marks)**
 1. Conducting world Women Day and Write its Report.
 2. Preparing analytical report on portrayal of women in print and electronic media.
 3. Analysis of Secondary curriculum with respect to reflection of Gender. (Any one Standard)
 4. Debates / discussions on violation of rights of girls and women.

5. Interview of Successful Women in Society and Its Report.
 6. Preparation of the project on critical analysis of recommendations of commissions and policies on capacity building and empowerment of girls and women. (Any one Commission OR Policy)
 7. Analysis of textual material from the perspective of gender bias.
 8. Organizing debates on equity and equality across gender.
 9. Analysis of Internal Complaints Committee of any one Institution and Its Report.
-

Semester IV

Course BED-IV-13: Knowledge and curriculum Part-II (1/2)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objectives of the course: Student- Teachers will be able to,

- 1) Understand the Concept, nature and characteristics of Curriculum
- 2) Understand the Epistemological basis of education explained by Indian educationalist.
- 3) Understand the differences between various enterprise of Education.
- 4) Understand the different dimensions of Curriculum
- 5) Understand the Reflections of Curriculum on textbook, Children's literature, teachers' handbook and reference Book.

Unit no 1- Introduction to Curriculum

- a) Concept, nature of Curriculum
- b) Characteristics and Types of Curriculum
- c) Epistemological basis of education explained by M. Gandhi, Rabindranath Tagore and J.Krishna Murthy
- d) Relationship between the curriculum framework and syllabus

Unit no 2- Enterprise of Education

- a) Distinctions between 'knowledge' and 'skill'
- b) Distinctions between 'teaching' and 'training'
- c) Distinctions between 'data' and 'information'
- d) Distinctions between 'reason' and 'faith'.

Unit no 3- Dimensions of Curriculum

- a) Concepts of nationalism.
- b) Concepts of International Understanding.
- c) Interrelationship of nationalism, concept and interrelationship between U.N. Secu.
- d) Multiculturalism and democratic education.

Unit no 4- Reflections of Curriculum on

- a) Textbooks
- b) Children's literature
- c) Webliography
- d) Reference Book

Sessional work: (10 marks)

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. (5 Marks)
- **Any one of the following (05 Marks)**
 1. Comparison of educational philosophies of Mahatma Gandhi and Rabindranath Tagore explained.
 2. Analysis of curriculum of any subject at secondary level.
 3. Project on any programme for inculcating nationalism.
 4. Comparison among textbook and reference books for any school subject.

References:

1. Kamat A. R. Education and social change in india starring publication, Delhi
 2. Smatullah (1979) Eudcation in social context New Delhi, NCERT.
 3. Choudhary (1986) Issues and advances in education ajanta publishing house
-

Semester IV

Course BED-IV-14: Creating an Inclusive School (1/2)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objective: To enable the student teacher to –

1. To develop in the student teacher on understanding of the concept need, an importance of Inclusive Education
2. To help the student teacher to understand the classification characteristics of disable students.
3. To help the student teacher for understand the polices about inclusive education and recommendation for inclusive education
4. To help the student teacher to understand the positive behaviour for inclusion of student
5. To help the student teacher to understand and the role and inclusive qualities and student.

Unit : 1 Inclusive Education

- a) Inclusive education – Meaning, concept, Benefit
- b) Needs and importance of inclusive school
- c) Characteristics of disable students
- d) Classification of disable students

Unit : 2 Inclusive School

- a) Characteristics of Inclusive School.
- b) Infrastructural Facilities in Inclusive School.
- c) Challenges Facing Inclusive School.
- d) Instractional Strategies for inclusive School.

Unit : 3 Policies about inclusive school

- a) Barrier of Inclusive school
- b) Policies of government recommendations and law for inclusive schools
- c) Government Scheme and Provision
- d) Recommendation of UN, UNESCO, RTE-2009 SSA for inclusive school

Unit : 4 Teachers Role in inclusive classroom

- a) Inclusive Classroom Management
- b) Qualities and Training Programme of an inclusive teachers and role in shaping the inclusive Education
- c) Guidance and Counselling for Inclusive Teacher, Student and Principal
- d) Evaluation Method for Special Children in Inclusive School.

Sessional work: (Total 10 Marks)

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**
- The students has to undertake **one** of the following practical and present the report **(5 Marks)**
 1. Visit to a Inclusive School and prepare a report.
 2. Case study of Inclusive Schools
 3. Case study of Special Children of specific group
 4. Design and evaluate an Inclusive education programme.
 5. Draft a counseling program for special need child in Secondary School.(Inclusive classroom child)
 7. A study of any one N.G.O. promoting Inclusive education.
 8. Critical study of Any Special teacher training college or Institutes.

References:

- 1) Loreman, Deppeler and Harvey- Inclusive Education, Allwenand Unwin Australia.
- 2) Corbett Jenny – Supporting Inclusive Education, Routledge Falmer, 2001.
- 3) Felicity Armstrong and Michele Moore- Action Research for Inclusive Education,
- 4) Routledge Falmer, 2004.Mike Adams and sally Brown – Towards Inclusive Learning in Higher Education,
- 5) Routledge, 2006.Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000
- 6) Nind, Sheehy and Simmns, Inclusive Education –Learners and Learning Context,

- 7) Devid Fulton Pub.`17) Integrated and Inclusive Education, Premavathyand Mittal,R C I, 2006.
- 8) Advani, Lal. and Chadha, Anupriya(2003). You and Your Special Child, New Delhi:UBS Publishers' Distributors Pvt. Ltd.
- 9) Sharma, Kaushaland Mahapatra (2007). Emerging Trends in Inclusive Education',Delhi, IVY Pub.
- 10) Renuka, P. and Bai, Suneetha, G. Inclusive of Exceptional Childern in The Mainstream Schools and teacher education: Global Trends in Teacher education.
- 11) Sohani chitra, Shirode (2016), Inclusive Education, Pune, Suvichar Prakashan Mandal.

Curricular Area –B: Curriculum & Pedagogic Studies

Semester IV

Course BED-IV-15 :Optional Course

(Electives- any two of the following)

15.1 Educational Management. (50Marks)

15.2 Value Education.(50Marks)

15.3Guidance and Counseling.(50Marks)

15.4Educational Technology.(50Marks)

15.5Environmental Education.(50Marks)

Optional Course

BED-IV-15.1: EDUCATIONAL MANAGEMENT (1/2)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objective:

To enable the student – teachers to:

- 1) Explain the concepts and types of educational management.
- 2) Understand meaning, concept of Institutional Planning.
- 3) Identify and relate administrative set up for secondary education at Central, state and local level.
- 4) Understand the structure of school plant and management of school.
- 5) Understand the importance of human relationship, accountability in education and concept and problems of classroom management.

Unit–I : MANAGEMENT IN EDUCATION :

- a. Concepts and Elements of Management
- b. Concept, nature and types of educational management.
- c. (i) Economics of Education: Concept, Nature, Importance & Utility. (ii) Man power development: Concept productivity, Quality & Criteria.
- d. Institutional Planning : Concept, need, objectives and process.

Unit–II : SECONDARY SCHOOL RULES AND REGULATIONS.

- a) Secondary school code.
- b) Financing Grants, staffing, fee concession and scholarships.
- c) Secondary Education Act.
- d) Head master: Role, Responsibilities and functions.

Unit-III: SCHOOL PLANT AND MANAGEMENT OF SCHOOL

- a) School Plant – Location, building, playground, garden.

- b) Physical facilities – Classrooms , Furniture, Library, Laboratory, Museum, Auditorium
- c) Planning and administration of annual work, time–table.
- d) Maintenance of records and registers – General register, Attendance register, (catalogue) fee register, muster, Dead stock register, Accession register, Purchase register, Scholarships & free ships , Annual results.

Unit–IV: HUMAN RELATIONSHIP

- a) Importance of human relationship and involvements of staff and students in the Management of Secondary School.
- b) Interpersonal Relationship
- c) Accountability in School Education.
- d) Classroom Management: Concept and problems.

Sessional work: (Total 10 Marks)

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**
- The students has to undertake **one** of the following practical and present the report **(5 Marks)**

Elective – Educational Management

Sessional Work-

1. Visit any one of school office and report about school records.
2. Visit to any one of the school and report on financial support /grants/fee and scholarship.
3. Visit to any one of the school and study the planning and administration of school time table and annual work.
4. Take an interview of Heat Master of any school and report on role, responsibilities and functions.
5. Visit a school and write a report on classrooms management write a report on it.

Reference Books

1. Brown. E.J., Secondary School Administration.
 2. Kochhar S.K., Secondary School Administration.
 3. Mohanty , Jagannath (1990) , Educational Administration, Supervision and School Management.
 4. Safaya Raghunath and Shajda B. D. Educational Administration.
 5. Sharma R. C. , Record Trends in Educational Administration.
 6. Studies in Educational Adiminstration in Maharashtra , NCERT.
-

Optional Course
BED-IV-15.2: Value Education (1/2)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objectives – To enable the student teacher to -

1. Understand the concept, need, nature and sources of values.
2. Know the values included in school curriculum.
3. Understand the different types of values and activities for inculcation of these values.
4. Know the need of Value Education to parents and their role in value education.
5. Comprehend the conflicts among values and the ways to overcome these conflicts.

Unit-I Concept and nature of values

- a) Concept and nature of values
- b) Importance of values in life.
- c) Sources of values
- d) Various types of values.

Unit-II Value education in secondary school

- a) Need of value education in secondary school curriculum.
- b) Process of value education.
- c) Activities for inculcating values.
- d) Role of the teacher in value education.

Unit-III Inculcation of values and conflicts among values.

- a) Activities for inculcation Social, National, democratic Values.
- b) Activities for inculcation of moral , religious and aesthetic values.
- c) Conflicts among values and ways to overcome these conflicts.
- d) Recommendations of different educational commissions regarding value education.

Unit-IV – Role of the parents in value education.

- a) Need of value education to parents.

- b) Role of parents in value education.
- c) Activities to involve parents in value education.
- d) Activities for environmental and scientific values.

Sessional work: (Total 10 Marks)

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**
- The students has to undertake **one** of the following practical and present the report **(5 Marks)**
 1. Organization of morning assembly for any one value.
 2. Preparation of script of drama related any one value.
 3. Critical analysis of any one text-book from the view point of value education.
 4. Organization of any one value inculcation programme on a special day.

Reference Books:

१. करंदीकर सुरेश (१९९७) मूल्य शिक्षण , फडके प्रकाशन पुणे
२. ना.ग.पवार (२००७) मूल्य-शिक्षण - आजच्या संदर्भात , नित्यनूतन प्रकाशन, पुणे
३. संतोष मुळावकर/कल्पना मुळावकर - (२००५) मूल्यशिक्षण- सुसंवाद
४. पटाण बी बी (२००८) व्यक्तिमत्व विकास , नित्यनूतन प्रकाशन, पुणे
५. माने एस.एस. — नैतिक मूल्यांचे शिक्षण विद्याभारती प्रकाशन, लातूर
६. वीरकर प्र.कृ व वीरकर प्रतिभा- मूल्यशिक्षण संकल्पना व कार्यवाही (पुणे विद्यार्थी गृह प्रकाशन, पुणे)
७. नागतोडे किरण —नैतिक मूल्य शिक्षण — विदया प्रकाशन, नागपूर
८. एन.जी.पवार (२००३) मूल्यशिक्षा- सर्वोत्तम जीवन का यशोदीप , बुक एनक्लेव , जयपूर
९. Gupta N.L. –Value Education- Theory and practice (Krishna Brothers)
१०. Radhashyam Sarangi – Moral Education in School (Deep and Deep publications)
११. Mohit Chakraborti, Value Education: Changing perspectives , Kaniksha Publisher / Distributions.

Optional Course

BED-IV-15.3: Guidance and Counseling (1/2)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

COURSE OBJECTIVE: To enable the student to:

- 1) Understand concept, need and view point of guidance.
- 2) Understand principles and problems of different types of guidance.
- 3) Understand concept and needs and guidance for the children with specialneeds.
- 4) Understand the concept and process of Counselling.
- 5) Acquaint the student with the aim and principles of guidance programme.
- 6) Develop an understanding of various procedures of organizing various services.

UNIT I: GUIDANCE

- a) Concept, Assumptions, Issues and Problems of guidance.
- b) Need, Scope and Significance of guidance.
- c) Types of guidance- Educational, Vocational, Personal and Group guidance.
- d) Role of teacher in guidance.

UNIT II: EDUCATIONAL GUIDANCE AT VARIOUS LEVELS OF EDUCATION.

- a) Guidance at Secondary school level. (Life skill, Life long learning, Carrer)
- b) Guidance and curriculum, Guidance and class room learning.
- c) Approaches to career guidance, Vocationalization of secondary education and Career development.
- d) Problems and needs of children with Special needs.

UNIT III: COUNSELLING

- a) Concept, Nature and Principles of Counselling.
- b) Counseling approaches- Directive and Non directive.
- c) Characteristics of Client –Counselor.
- d) Individual and Group Counselling.

UNIT IV: COUNSELLING PROCESS

- a) Preparation for Counselling –Reading, Pre-Counseling interview, case history.

- b) Steps in process of Counselling.
- c) Variables affecting Counselling process.
- d) Counselling interview.

Sessional work: (Total 10 Marks)

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**
- The students has to undertake **one** of the following practical and present the report **(5 Marks)**

PRACTICALS:

Any Two of the following:

- a) Test the Intelligence of IX class students by a Group test of Intelligence.
- b) Test the creativity of secondary school students by a Psychological test of creativity
- c) Prepare of two individuals profiles.
- d) Assess the Adjustment of IX class students by an Adjustment inventory.
- e) Conduct two case studies.

Reference Books:

- 1) Bhatnagar, Asha and Gupta, Nirmala (Eds)(1999), Guidance and Counselling, Vol.
- 2) Bhatnagar, Asha and Gupta, Nirmala (Eds)(1999), Guidance and Counselling, Vol.
- 3) Cormier, L. & Hackney, H. (1987). The Professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall.
- 4) Bhangale S.D. Guidance and Counselling, Prashant Publication, Jalgaon.
- 5) Corey G. (1986), Theory and Practice of Counselling and Psychotherapy, 3rd E.
- 6) Nelson, Richard (2012) Basic Counselling Skills. SAGE Pub. India. Pvt. New Delhi
- ७) मार्गदर्शन आणि समुपदेशन (२०१०) डॉ. के.यु.घोरमोडे/डॉ.कला घोरमोडे, विदया प्रकाशन, नागपूर
- ८) शै.व व्या.मागदर्शन व समुपदेशन, (२०१०) डॉ.अरविंद दुनाखे/डॉ.लिना देशपांडे , नित्यनूतन प्रकाशन, पुणे.
- ९) मागदर्शन व समुपदेशन,(२००९), गुळवणी मेघा, नित्यनूतन प्रकाशन, पुणे.

Optional Course

BED-IV-15.4: Educational Technology (1/2)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objective: To enable the student – teachers to:

1. Understand the meaning, scope and development of Educational Technology.
2. Understand the role of E.T. teacher as a change agent.
3. Understand the meaning, scope, models and types of communication.
4. Understand the system approach in instruction and the modes of instruction.
5. Understand the resource for an instruction system
6. Understand the management of resource and use of multimedia in teaching process.

Unit – 1 Education Technology:

1. Concept, nature and scope of Education Technology
2. Need, significance and objective of Educational Technology
3. Essential characteristics of E.T. teacher.
4. Role of E.T. teacher.

Unit – 2 Communications:

1. Concept, nature and scope of communication
2. Types of Communication and their uses.
3. Channels of Communication.
4. Layout of language Laboratory and its importance

Unit – 3 System Approach to Instruction:

1. Concept, constituents, Principles of system.
2. Concept and Steps of systems approach.
3. Systems Approach to classroom teaching.
4. Modes of Instruction : Brain Storming, programmed learning, personalized Instructional system, dialogue, PowerPoint presentation (All in brief)

Unit – 4 Resources and Management (Hardware's and Software's) for an Instructional System

1. Classification of instructional material
 - a) Visual: Hardware's and Software of OHP, Slide & film projector, charts, maps models.
 - b) Audio : Visual : Hardware's and software of radio, tape recorder
 - c) Audio: Visual: Hardware's and Software of T.V., L.C.D., video conferencing
2. Free and inexpensive instructional materials.
3. Management of Resource : Selection, preparation, planning, execution and evaluation
4. Layout of ICT and Computer lab and its importance

Sessional work: (Total 10 Marks)

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**
- The students has to undertake **one** of the following practical and present the report **(5 Marks)**
 1. Visit to language lab and write its report.
 2. Select any topic from V to IX Class and write transcript from radio lesson or T.V.relay lesson
 3. Take problem related to school and apply system approach for remedies about the problem.
 4. Prepare transparency /film slide / PPT and reports on its. Effectiveness in classroom teaching
 5. Selected topic and prepare programmed learning programme and write are report on it

List of Recommended Books :

1. Anand B and other (1982) Reading in E.T., Himalaya Publishing House
Bombay
2. Brown J.W. (1983) Instructional Technology : Media and Methods, Newyork,
Mc grew Hill
3. Dale Edger (1966), Technology 3rd Ed, Newyork, Half Rinchart and wiston

4. Kulkarni S. S. Introduction to Education Technology
5. Kuman K. L. (1966) Education Technology, new age international Pvt. Ltd.
6. Magal S. K. Education Technology
7. Mohanty J., (1992) Educational Technology Deep & Deep Publication New Delhi – 27
8. Sampat&oather (1981) Introduction of Educational Technology, Sterling Publication, New Delhi
9. Sharma A. R. (1981) Education Technology, Vinod PustalMandir, Agra
10. YeoleCima (1990) Educational Technology, Kolhapur
11. Mukhopadhyay M (1989), Educational Technology last year Book 1998
12. All India Association of Technology, New Delhi, Chawan S.S. 1978
13. A textbook programmed Instruction sterling publishers Pvt. Ltd. Delhi
14. ओक सुमन, शैक्षणिकतंत्रविज्ञान, श्री विद्या प्रकाशन
15. कुलकर्णी शरदकामत वसुधा, शैक्षणिकतंत्रविज्ञान, ए.आय.ए.ई.टी. एस. एन. डी. टी. मुंबई
16. जगताप ह. ना., प्रगत शैक्षणिकतंत्रविज्ञान, नूतन प्रकाशन, पुणे
17. पाटील प्रशांत, शैक्षणिकतंत्रविज्ञान
18. येवले सीमा (२००७) शैक्षणिकतंत्रविज्ञान आणि माहिती तंत्रविज्ञान, नित्यनूतन प्रकाशन, पुणे
19. सोनार मधुकर, आधुनिकज्ञानामध्येदृकश्राव्य शिक्षण महाराष्ट्रविद्यापीठग्रंथनिर्मिती मंडळ, नागपूर
20. शेवतेकर शारदा, शैक्षणिकतंत्रविज्ञान आणि माहिती तंत्रविज्ञान
21. राव उषा १९८५ शैक्षणिकतंत्रविज्ञान, महाराष्ट्रविद्यापीठ, ग्रंथनिर्मिती मंडळ, नागपूर
22. सोनार मधुकर १९७० दृक श्राव्य शिक्षण साहित्य तंत्र व पध्दतीगो. म. राणे प्रकाशन, पुणे
23. शिखरे व्ही. पी., पाटील बी. एम शैक्षणिक तंत्रविज्ञान, (जानेवारी २०११), फडके प्रकाशन, कोल्हापूर.

Optional Course

BED-IV-15.5: Environmental Education (1/2)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objectives : To enable the student–teachers to –

1. Develop knowledge and understanding related to concepts of environment and Environmental Education.
2. Create awareness about the effect of environmental problems on human life amongs the secondary school students.
3. Understand co–relation between school subjects and environmental education.
4. Create awareness about effect of population explosion on environment amongst the S.S. students.
5. Create awareness amongs S.S. students to observe, identify and analyse the local environmental problems and suggest remmedial measures.
6. Role of teacher for developing knowledge and understanding amongs the Secondary School students for environmental management, environmental movements and laws of environmental conservation and pollution control with special reference to India.

Unit–I:ENVIRONMENTAL EDUCATION :

- a) Concept & meaning of Environmental Education.
- b) Objectives, need, importance & scope of Environmental Education.
- c) Role of teachers in Environmental Education.
- d) Characteristics of Environmental Education Teacher.

Unit–II : METHODOLOGY OF ENVIRONMENTAL EDUCATION :

- a) Strategies, curricular & co–curricular activities related to Environmental Education at secondary stage.
- b) Project method, Discussion, Problem solving method, Heuristic method, Exhibition.
- c) Disaster management: Floods, earthquake, cyclone, landslides, Tsunami.
- d) Population explosion: Causes and impact on environment with special reference to India.

Unit–III : ENVIRONMENTAL PROBLEMS & THEIR IMPACT ON HUMAN LIFE :

- a) Problems related to pollution & it's effects on human health, control measures of:
1. Air Pollution 2. Water Pollution 3. Soil Pollution
- b) Problems related to pollution & it's effects on human health, control measures of :
1. Noise Pollution 2. Solid waste Pollution 3. Radio active
- c) Development of awareness about environmental problems among
i) School pupils at secondary stage ii) Local community.
- d) Remedial measures of environmental problems.

Unit – IV : ENVIRONMENTAL MANAGEMENT :

- a) Climate change, global warming, acid rain, ozone layer depletion, green house effect
- b) Environmental ethics: issue & possible solutions
- c) Environmental movements & project – Chipko, Apiko, silent valley, Ganga Action plan, Tiger project.
- d) 1) Water (Prevention of Pollution) Act.1974, 2) The Air (Prevention of Pollution) Act, 1981, 3) The Environmental (Protection) Act, 1986, 4) The wild life Protection Act, 1972

Sessional work: (Total 10 Marks)

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**

- The students has to undertake **one** of the following practical and present the report

(5 Marks)

- 1) Study of Pollution (cause, effect & remedial measures) due to any one of the following: Industry, Vehicles, rituals, projects such as dairy, poultry, slaughter house, hospital wastes & reports.
- 2) Study of local environmental problems such as water , air , land & noise pollution.
- 3) Study of biotic and abiotic factors, food chains, food web & trophic level in any one of the following eco-system pond , river, garden , forest , grassland, cultivated fields & report.
- 4) Study of common plants, insects, birds of a locality.
- 5) Study of environmental problems of a locality, suggest solutions for it and report.
- 6) A visit to sanctuary, valleys, sea- shores & it's report.

LIST OF RECOMMENDED BOOKS

पर्यावरण शिक्षण

- १) भांडारकर, के.एम. (२००८) पर्यावरण शिक्षण, नित्यनूतन प्रकाशन, पुणे.
- २) कुलकर्णी, डी.आर. (२००७) पर्यावरण शिक्षण, विद्या प्रकाशन, नागपूर.
- ३) सावंत प्रकाश (२००९) पर्यावरण शिक्षण , फडके प्रकाशन, कोल्हापूर.
- ४) पाटील धनराज , डेरे अमर (२००९) पर्यावरण शिक्षण व अध्यापन पध्दती, फडके प्रकाशन, कोल्हापूर.
- ५) घाटे निरांजन (२००४) बोध पर्यावरणाचा, मेहता पब्लिकेशन, पुणे.
- ६) UGC (2013) Textbook of Environmental studied for under graduate course, University Press. Hyderabad.
- 7) Abbasi S.A. (1998) Environmental Pollution and its control congent
a. International P.B. 340 Pondecherry.
- 8) Desh Bandu (1999) Environmental Education – Indian Environmental Society .
New Delhi.
- 9) Arunkumar (1999) Environmental Problems and Control (Vol. I , II) Anmol
Publication P. Ltd. New Delhi.
- 10) Dhaliwal G.S. Sandhu G. S. and Pathan P.K. (1996), Fundamental of
Environmental Science , Kalyani Publishers. New Delhi.

- 1) Henvietta, Feck (1981) Introduction to Nutrition macmillian Publisher and Co. New York.
 - 2) Gupta N. L. , Gujar R.K. (1993) sustainable development Vol.I Tawar Publications , New Delhi
 - 3) Kamboji N.S. (1999) Control of Noise Pollution, Deep Publication, New Delhi.
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Curricular Area –C: Engagement with the Field

B. Ed. Second Year: Semester IV

CURRICULAR AREA C: EPC

EPC 4: Reading and Reflecting on Texts (1/2)

Credits: 02

Periods: 60

Maximum Marks: 50

Internal Assessment Marks: 50

University Assessment Marks: 00

Objectives: The objectives of the course are:

1. To develop proper loud reading / reading skill /ability of students and also reading with comprehension.
2. To provide opportunities to student teachers to critically analyze and reflect on the given content and events.
3. To develop among student teachers an ability of creative thinking, divergent thinking and analytical thinking by making appraising arguments, interpretations, giving conjectures and offering justification.
4. To enable student teachers to logically draw conclusions and verify the correctness within the given premise of statements.
5. To foster an attitude of reading with pleasure for one's own self as well as for others.
6. Provide opportunities of reading, discussion, debate and interaction after reading at individual level or in groups.
7. To improve expression power and body language of students.
8. To motivate student teachers to write their thoughts in concise and precise manner through creative writing, summarization and reports.
9. To provide opportunities of cooperative learning and assisting each other to develop through group and individual activities.
10. To foster interaction through discussion in small groups by reading and writing questioning and reasoning.

11. To build confidence and team work enable to express as group leaders in school /community activities.
12. To develop interest in reading and writing in order to become lifelong readers, learners & writers.

Activities and Evaluation for Reading and Reflecting on Texts:

A Teacher Education Institute (TEI) is supposed to organize various activities and events to attain the above mentioned broad objectives. The following is a list of some of the activities (suggestive but not exhaustive) those can be organized by the TEI through its teacher / mentor for student teachers.

(At least five activities among or like those enlisted be organized and marks out of 10 for an individual activity (at most 50 in total) be awarded to each student teacher by the TEI as internal marks for the EPC course.

1. Loud reading / Reading with comprehension (Marathi, Hindi, English)
It is suggested to provide opportunities in all the three languages.
2. Book review/ oral presentation after reading of a book.
3. Presentation of text like a story / one act play/ drama/ event and questions on it.
4. Given an essay / story / text preparing questions and answers for scanning and skimming.
5. Giving same passage / content / dialogue to all students in a group and asking them to present it in a dramatized manner the best they can.
6. Giving a theme / central idea of an event / situation asking students to enlarge the idea by their creative thinking and reflect on each others' presentation.
7. Putting / presenting a poem / song / dialogue / video before students and questioning to interact.
8. Writing essay on a topic after collective discussion in groups.
9. Organizing brainstorming event / activity on a topic.
10. Organizing Group Discussion on a topic.
11. Making students to compulsory express on for and against of a debatable statement.
12. Providing written speeches / essays / policy document/ historical work/ narrations/ autobiography and asking student teachers to draft questions and ask each others in different groups.

13. Providing topic / title / beginning of a poem and asking students to complete it.
Further analyzing some of the poems constructed by the students.
14. Create a conflicting situation / event and ask students to deal with it in a resolving and harmonious manner.
15. Organizing a psychology experiment on reasoning.
16. Discussion, debate based on reading of books.
17. Picture / Drama / story writing and presentation.
18. Reading and criticism on editorial articles of newspapers
19. Various types of report writing.
20. Organizing Role play / dramatization on a given text / content / situation.

References/ Suggestive readings: (The list is only suggestive but not exhaustive)

1. Harris Albert, how to increase reading ability Longmans, New York
2. Thorndike E.L./ The Vocabulary of books of Children in Grade 3 to 8 /Teacher college Record, Vol-38, 1936-37
3. Hue Edmund B. The psychology and pedagogy of Reading, The Macmillon co. New York 1908.
4. Barn and Roe-Reading Activities for Today's Elementary Schools Rond Menolly college pub. co. chicago 1979.
5. Ross D. Bondy, E. & Kyle D. (1993) Reflective teaching for student empowerment : Elementary curriculum and methods New York: Macmillan.
6. Schon, D. A. (1983) The reflective practitioner: How professionals think in action. New York : Basic Books.
7. Zeichener, K & O. Listion (1987) Teaching student teachers to reflect, HER, 57 1, pp 22-48
8. Dewey, J. (1933) How we think. Boston L.D.C. Health.



Appendix D-01 Practice Teaching and Internship

सरावपाठ नियोजन व शालेय आंतरवासिता

क्रेडिट -२	गुण-५०	कालावधी : १०० तास
उद्दिष्टे : छात्राध्यापकास....		
१. प्रतिमानाचा वापर करून २ सराव पाठ पूर्ण करणे		
२. ज्ञानसंरचनावादनुसार पाठनियोजन करून ४ सराव पाठ पूर्ण करणे.		
३. शालेय आंतरवासिता, व अभ्यासक्रमासंबंधित प्रात्यक्षिके पूर्ण करणे.		
४. शाळेतील विविध समितीपैकी एका समितीचा अभ्यास करणे.		
५. शाळेतील पोषण आहार योजना अभ्यास करून अहवाल लिहणे.		
कार्यानुभव विषयांतर्गत एका कृतीचे आयोजन करून एका वर्गासाठी वस्तुनिर्मिती प्रकल्प राबविणे.		
शालेय आंतरवासिता उपक्रमाचे स्वरूप : या शालेय आंतरवासिता उपक्रमामध्ये ४ सरावपाठ माहिती तंत्रज्ञानाच्या आधारे पूर्ण करावयाचे आहेत. या सराव पाठाचे गुण सरावपाठासाठी नियोजित केलेल्या गुणांतून द्यावेत. या सरावपाठा व्यतिरिक्त शाळेतील विविध समितीपैकी एका समितीचा अभ्यास, शाळेतील पोषण आहार योजना अभ्यास व कार्यानुभव विषयांतर्गत एकाकृतीचे आयोजन करून एका वर्गासाठी वस्तुनिर्मिती प्रकल्प राबविणे या उपक्रमांचा समावेश या शालेय आंतरवासितामध्ये करण्यात यावा.		
मूल्यमापन:		
१) ज्ञानरचनावादनुसार ४ आणि प्रतिमानानुसार २ असे एकूण ६ सराव पाठ यांचे गुण सरावपाठाच्या गुणांपैकी देणे. (३० गुण)		
२) शाळेतील विविध समितीपैकी एका समितीचा अभ्यास व अहवाल: (१० गुण)		
३) शाळेतील पोषण आहार योजना अभ्यास व अहवाल: (१० गुण)		

Appendix D-02: Models of Teaching Workshop

अध्यापन प्रतिमान

क्रेडिट -१

गुण-२५

कालावधी : ५० तास

उद्दिष्टे : छात्राध्यापकास . . .

१. अध्यापनाच्या प्रतिमानांचा परिचय करून देणे.
२. अध्यापन पध्दती व प्रतिमान यातील फरक समजून घेण्यास मदत करणे.
३. प्रतिमानानुसार पाठ टाचण तयार करण्याची क्षमता विकसित करणे.
४. प्रतिमानाचा वापर करून अध्यापन करणे.

योग्य कालखंड- शालेय आंतरवासिता (सत्र दोनमधील) कार्यक्रमाच्या अगोदर

प्रात्यक्षिकासाठी पूर्वावश्यक भाग-सूक्ष्म अध्यापन, सुटे सराव पाठ, आयसीटी पाठ, आशययुक्त अध्यापन पध्दती पाठ आणि सलग सरावपाठ पूर्ण झालेले असावेत.

प्रात्यक्षिकासाठी आवश्यक आधारप्रणाली :पाठयपुस्तके, शैक्षणिक साधने, प्रतिमानांच्या संरचना, प्रतिमानानुसार पाठ टाचणांचे नमुने, निरीक्षण नोंदतक्ते.

प्रात्यक्षिकांसाठी पूर्वावश्यकतात्त्विक भाग:कोर्स ७ व ८ मधील अध्यापन प्रतिमानसंबंधित आशय कार्यशाळेत व्याख्यानाद्वारा पूर्ण करण्यात यावा.या प्रतिमान कार्यशाळेत प्रामुख्याने अध्यापन प्रतिमानांची तात्विक माहिती अध्यापन प्रतिमान व अध्यापन पध्दती यातील फरक यावर दोन व्याख्याने नियोजित करावीत. त्यानंतर सामाजिक वर्तन, माहिती प्रक्रियाकरण व वर्तन परिवर्तन या कुलातीलप्रत्येक गटामध्ये येणारी प्रतिमाने यांची उद्दिष्टे याही बाबींचे त्यावेळी अध्यापन करावे. या प्रात्यक्षिकांची सुरुवात व्याख्यानांनी होईल.

छात्राध्यापकांनी सामाजिक वर्तन, माहिती प्रक्रियाकरण व वर्तन परिवर्तन या कुलातील भूमिका पालन, संकल्पना प्राप्ती प्रतिमान, उद्गामी विचार, अग्रंत संघटक, स्मृती प्रतिमानया प्रतिमानापेकीकिमान दोन प्रतिमानाची निवड करावी ही अपेक्षा आहे. या प्रत्येक प्रतिमानावर आधारित तात्विक माहिती पाठनियोजन, पाठनिरीक्षण यावर एकत्रित चर्चा व्हावी. त्यानंतर त्याच प्रतिमानावर आधारित किमान दोन प्रतिमानाचे दिग्दर्शित पाठ शिक्षक प्रशिक्षकाने कार्यशाळेत सादर करावेत. सादरीकरणानंतर प्रतिमान पाठ निरीक्षणावर चर्चा करावयास हवेत. त्यानंतर गटवार संबंधित प्रतिमानावर आधारित पाठनियोजन करावे.अध्यापनापूर्वी याअध्यापन प्रतिमान पाठांची पाठटाचणे काचफलकामध्ये लावून छात्राध्यापकांना लिहून घेणेस सांगावे.याचप्रमाणे इतरही अध्यापन प्रतिमानाचे नियोजन करावे.

प्रतिमानाची निवड करून दोन पाठटाचणे तयार करून घ्यावीत. सोयीनुसार विद्यार्थ्यांना शाळेत पाठ घेण्यास सांगावे. (प्रत्येक अध्यापनपध्दतीचाएक)प्रतिमानानुसार घ्यावयाच्या पाठांची संख्या ही किमान संख्या आहे. यापेक्षा जास्त पाठ घ्यावयाचे स्वातंत्र्य विद्यार्थी शिक्षकास असेल.

अहवाल लेखन :अहवाल लेखनात प्रामुख्याने - अध्यापन प्रतिमानासंबंधित कार्यशाळेतील प्रत्येक प्रतिमानाची सैद्धांतिक माहिती,पाठनियोजन, (दोन) व स्वतःचे अनुभव समाविष्ट करावेत.

मूल्यमापन : अध्यापन प्रतिमान कार्यशाळेचे मूल्यमापन पुढील निकषाच्या आधारे करण्यात यावे.

अ.न.	मूल्यमापनाचे घटक	गुण
१.	प्रतिमान कार्यशाळेतील सहभाग	५

२.	गटवार चर्चेतील सहभाग	५
३.	पाठटाचण -अध्यापन पध्दती-१	५
४.	पाठटाचण -अध्यापन पध्दती-२	५
५.	अहवाल लेखन	५
	एकूण गुण	२५

Appendix D-03: Constructivism Workshop

ज्ञानसंरचनावाद कार्यशाळा

क्रेडिट - १

गुण: २५

कालावधी: ५० तास

उद्दिष्टे:

१. छात्राध्यापकास ज्ञानसंरचनावाद संकल्पना समजून घेण्यास मदत करणे.
२. ज्ञानसंरचनावाद गृहीतके व तत्चे समजून घेण्यास मदत करणे.
३. ज्ञानसंरचनावाद अध्ययन अध्यापन प्रक्रियेसाठी आवश्यक भौतिक, आर्थिक आणि मानवी सुविधांची यादी समजण्यास मदत करणे.
४. ज्ञानसंरचनावाद अध्ययन अध्यापन प्रक्रियेसाठी अध्यापक व विद्यार्थी भूमिका समजून घेण्यास मदत करणे.
५. ज्ञानसंरचनावाद तंत्राचा प्रतिमानांचा परिचय करून घेण्यास मदत करणे.
६. ज्ञानसंरचनावादानुसार पाठनियोजन करण्यास मदत करणे.

ज्ञानसंरचनावाद कार्यशाळा स्वरूप व कार्यवाही:

१. कार्यशाळेच्या पहिल्या दिवशी ज्ञानसंरचनावाद संबोध व ओळख यावर आधारित एक व्याख्यान आयोजित करावे. यासाठी पूरकसाहित्यअगोदरच छात्राध्यापकास द्यावे व त्यावर चर्चा एकत्रित करावी. ब्रुनर, पियाजे, व्हायगोटरची उपपत्ती सैद्धांतिक भाग आदल्यादिवशी देवून कार्यशाळेच्या पहिल्या दिवशी त्यावर चर्चा करावी. ज्ञानसंरचनावादाचा काही मार्गदर्शक तत्वे व त्याचा अध्ययनासाठी संबंध यावर आधारित दुसरे व्याख्यान द्यावे. ज्ञानसंरचनावादाचा अध्ययन अध्यापन अभ्यासक्रम मापन यावर पडणारा प्रभाव यावर २ तास चर्चा करावी.
२. कार्यशाळेच्या दुस-या दिवशी ज्ञानसंरचनावादी पाठयपुस्तके छात्राध्यापकास अभ्यासण्यास देवून कार्यशाळेच्या दुस-या दिवशी त्यावर आधारित चर्चा द्यावी. छात्राध्यापकाचे अध्यापन पध्दतीनुसार गट पाडून अभ्यासक्रम पाठयपुस्तक यातील बदलाबाबत गटकार्य द्यावेत. यासाठी ज्ञानसंरचनावादी दृष्टीने तयार केलेली व पाठयपुस्तके ज्ञानसंरचनावादावर आधारित नसलेली पाठयपुस्तके यांचा उपयोग करावा.
३. कार्यशाळेच्या तिस-या दिवशी ज्ञानसंरचनावादी शिक्षक व विद्यार्थी भूमिका यावर चर्चेच्या स्वरूपातील १ तास व्याख्यान द्यावे त्यानंतर पुढील मुद्द्यावर गटकार्य द्यावे.
 १. ज्ञानसंरचनावादी अध्ययन अध्यापन प्रक्रिया - भौतिक साधने
 २. ज्ञानसंरचनावादी अध्ययन अध्यापन प्रक्रिया - शिक्षक तयारी
 ३. ज्ञानसंरचनावादी अध्ययन अध्यापन प्रक्रिया - विद्यार्थी तयारी
 ४. ज्ञानसंरचनावादी अध्ययन अध्यापन प्रक्रिया - शालेय नियोजन / वेळापत्रकया चर्चेनंतर अध्यापन पध्दतीनुसार गटवार प्रात्यक्षिक कार्य करावे. प्रत्येक विषयावर वरील मुद्द्यांनुसार आशय निवडून पाठाच्या आराखड्यास अनुरूप गटकार्य करून द्यावे.
४. कार्यशाळेच्या चौथ्या दिवशी ज्ञानसंरचनावादी अध्ययन प्रक्रियेची वैशिष्ट्ये पारंपारिक अध्यापनापेक्षा असणारे वेगळेपण यावर प्रत्यक्ष दिग्दर्शन स्वरूपात रेकॉर्डेड पाठ यावर एकत्रित चर्चा करावी.
५. कार्यशाळेच्या पाचव्या दिवशी ज्ञानसंरचनावादी पाठाचा आराखडा तयार करण्यासंदर्भात एकत्रित चर्चा करावी. पाठाचा आराखडा तयार करताना आशय, विषय, अध्ययन अनुभव, भौतिक सुविधा विद्यार्थी व शिक्षक भूमिका यावर चर्चा द्यावी. नंतर पाठाचा आराखडा यावर गटवार प्रात्यक्षिक कार्य करवून घ्यावे.
६. कार्यशाळेच्या सहाव्या दिवशी दुस-या अध्यापन पध्दतीस अनुरूप पाठटाचण तयार करवून घ्यावे व त्यादिवशी अहवाल लेखनासंदर्भात मार्गदर्शन करावे.

ज्ञानसंरचनावादी अध्यापन कार्यशाळा मूल्यमापन: २५ गुण

- | | |
|-------------------------------------|--------|
| १. कार्यशाळेतील सहभाग | ०४ गुण |
| २. प्रथम अध्यापन पध्दतीचे पाठटाचण | ०८ गुण |
| ३. द्वितीय अध्यापन पध्दतीचे पाठटाचण | ०८ गुण |
| ४. कार्यशाळेचे अहवाल | ०५ गुण |

Appendix D-04: Creativity & Personality Development

As per Appendix B-05

Appendix D-05 Seminar (चर्चासत्र)

क्रेडिट -१

गुण-२५

कालावधी : ५० तास

उद्दिष्टे : छात्राध्यापकास....

१. चर्चासत्र संकल्पना समजण्यास मदत करणे.
२. स्वतःचे अनुभव , निरीक्षण, भावना, यांचा विकास करून परिणामकारक सादरीकरण करण्यास मदत करणे.
३. इतरांच्या भावना समजावून घेणे व त्यांच्याबद्दल आपल्या मनात सन्मानाची भावना निर्माण करणे.
४. सहका-यांच्या भावना व त्यांच्या कल्पनांचा आदर करण्यास मदत करणे.
५. परस्परविरोधी विचार व इतरांचा दृष्टिकोन याबद्दल सहनशीलता विकसित करणे.
६. चर्चासत्रामध्ये विविध भूमिका वठविण्यास मदत करणे.

चर्चासत्राचे स्वरूप : चर्चासत्राचे आयोजन गटनिहाय करावे, चर्चासत्राबाबत माहिती स्वरूप, प्रकार कार्यवाही, भूमिका तसेच चर्चासत्रातील भूमिका, कार्यवाही याबाबतचे नियोजन प्राध्यापकांनी व्याख्यानाद्वारे एकत्रित सांगावी. चर्चासत्रामध्ये सहभागी विद्यार्थ्यांच्या भूमिका अगोदर निश्चित कराव्यात यामध्ये प्रामुख्याने संघटक , वक्ता , निरीक्षक व सहभागी यांचा समावेश असावा. चर्चासत्राचे विषय प्रामुख्याने बी.एड अभ्यासक्रमातील शैक्षणिक / सामाजिक विषयावर आधारित असावेत.

मूल्यमापन:

- | | |
|---|--------|
| १. पूर्वतयारी व आशयाचे लिखित नियोजन | १० गुण |
| २. प्रकटीकरण-ओघ, स्पष्टता, नियोजनबद्धता | ५ गुण |
| ३. माहितीतील अचूकता व विषयातील विविध मुद्द्याची सांगड | ५ गुण |
| ४. विषयाचे समर्थन व दुस-यांच्या मतांचा स्वीकार | ५ गुण |

चर्चासत्र सहभागी झालेल्या छात्राध्यापकाने पूर्वतयारी मध्ये संकलित केलेली माहिती व अनुभव तसेच विषय सादरीकरण व शंकासमाधान याबाबत आलेले अनुभव अहवालाच्या स्वरूपात मार्गदर्शक प्राध्यापकांकडे जमा करावेत .

Appendix D-06: Practical Submission&FinalLesson Examination

Part -4

100

130

Final Lessons Examination: Annual lesson examination will be conducted after university declaration (after completion of 40 lessons and lesson observation) possibly in the month of February by college with prior permission of Solapur University.

The Examination will comprise of conduction two school lesson on the two pedagogic subject offered by the student –teacher. The evaluation of each lesson will be done by a pair of examiners –one internal and another external examiner. Each examiner will award marks out of 50 for each lesson. The university will convert the 100 marks awarded by each pair of examiners into 50. The total marks out of 100 for the lesson examination will be converted into grade.

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AppendixD-07

Viva-Voce

गुण -2
विवेक

मार्क-50

समय : 20

This practicum carries 50 marks, 02 credits. The viva-voce is to be conducted for evaluation of work and achievement (within the year /Sem-III & Sem - IV) of every student, at the end of second year by a pair of examiners (one internal examiner and another external examiner) appointed by the university. The University /College should provide all students –teachers a list of practical's to be completed, compiled and filed in an order before appearing for the viva voce. The teacher education institution should have mechanism to verify the enlisted practical /documents/reports and attendance records before a student-teacher appears for the viva voce.

**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**



NAAC Accredited-2015
'B' Grade (CGPA 2.62)

Name of the Course Syllabus:-

B.P.Ed.
(Bachelor of Physical Education)

With effect from :-

June- 2021

CBCS Pattern
(80:20)

Objectives

1. To develop highly profile scholars in the Field of Physical Education.
2. To make perfection in competencies and skills needed to become professionals in the areas of specialization.
3. To be aware of emerging issues such as health, fitness, wellness and technology.
4. To develop the students critical mind and ability to employ reasoning, rational thinking of the problems and issues relating the field.
5. To provide opportunity for entrepreneurship, self expression and provide information on continued professional growth.

**PUNYASHLOK AHILYADEVJI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR.**

SYLLABUS STRUCTURE

B.P.Ed.

(Bachelor of Physical Education)

TWO YEARS PROGRAMME (FOUR SEMESTERS) (CS)

w.e.f.:- June, 2021

B.P.Ed., Programme shall be designed to integrate the study of childhood, social context of Physical Education, subject knowledge, pedagogical knowledge, aim of Physical Education and communication skills. The programme comprises of compulsory theory as well as practical courses and compulsory school internship.

1. Eligibilities of Admission

The course of study for the Bachelor of Physical Education shall be open only to those students who have passed degree examination of this university or UGC recognized any university or as per the NCTE norms and government of Maharashtra norms and as per Punyashlok Ahilyadevi Holkar Solapur University Guide Lines.

The reservation in the seats and relaxation in the qualifying marks of SC/ST/OBC/NT and other categories as per the rules of state government.

i) The candidate should be an Indian National and should have passed Bachelor's Degree in any discipline with 50 % marks* (Minimum 45%* in case of Backward Class categories belonging to the State of Maharashtra) and having at least participation in the inter-college /Inter-Zonal /district / School Competition in Sports and Games as recognized by the AIU/IOA/SGFI/Government of India.

OR

ii) The candidate should have passed Bachelor's Degree in Physical Education (BPE) with 45% marks (Minimum 40% marks in case of Backward Class Categories).

OR

iii) The Candidate should have passed Bachelor's Degree in any discipline with 45% marks* (Minimum 40% marks* in case of Backward Class Categories belonging to the State of Maharashtra) and studied Physical Education as Compulsory /Elective subject.

OR

iv) The Candidate should have passed Bachelor's Degree with 45% marks* (Minimum 40% marks* in case of Backward Class Categories belonging to the State of Maharashtra) and having participated in National /Inter-University /State Competitions or secured 1st, 2nd or 3rd position in Inter-College /Inter-Zonal /District /School Competition in Sports and Games as recognized by the AIU/IOA/SGFI/Government of India.

OR

v) The Candidate should have passed Bachelor's Degree with participation in International Competitions or secured 1st, 2nd or 3rd position in Inter-College /Inter-Zonal /District /School Competition in Sports and Games as recognized by the AIU/IOA/SGFI/Government of India.

OR

vi)The Candidate should have passed Bachelor's Degree with 45% marks* (Minimum 40% marks* in case of Backward Class Categories) and at least **Three years of Teaching Experience** (for Deputed in-Service Candidates i.e. Trained Physical Education Teachers/ Coaches).

- The candidate belonging to SC/ST, DT/VJ, NT (A), NT (B), NT(C), NT(D), OBC and SBC categories should produce “**Caste Certificate**” issued by the Competent Authority and the candidates belonging to ST category should submit “**Tribe Validity Certificate**” issued by the Scrutiny Committee of Tribal Department along with Caste certificate. Candidates belonging to DT/VJ, NT (A), NT (B), NT(C), NT(D), OBC and SBC should submit Valid Non Creamy Layer Certificate valid upto 31st March 2019 as applicable at the time of verification of Documents/Admission. Candidates belonging to SC,DT-VJ, NT-1,2,3, OBC and SBC will have to produce Caste Validity certificate. Candidates belonging to Maharashtra State belonging to above categories having Caste Certificate, Caste Validity and Non-Creamy Layer Certificate as applicable should only apply under respective category, otherwise they should apply under Open-General Category.

2. Fee

The institution shall charge only fee as prescribed by the affiliating body / State government concerned in accordance with provision of N.C.T.E. Guideline and as per University Guidance .

3. Duration

The B.P.Ed. Programme shall be of a duration of two academic years, that is, four semesters. However, the students shall be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme.

4. The CS System

All programmes shall run on Credit System (CS). It is an instructional package developed to suit the needs of students to keep pace with the developments in higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education.

5. Course

The terms course usually referred to, as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise Lectures/tutorials/laboratory work/ field work/ outreach activities/ vocational training/viva / seminars/term papers/assignments/presentations/self-study etc. or a combination of some of these.

6. Courses of Programme

The B.P.Ed., Programme consists of a number of courses, the term 'Course' applied to indicate a logical part of subject matter of the programme and is invariably equivalent to the subject matter of a "paper" in the conventional sense. The following are the various categories of courses suggested for the B.P.Ed., Programme.

- a. Theory Courses
- b. Practicum's
- c. Teaching Practices

7. Semesters

An academic year is divided into two semesters. Each semester will consist of 17-20 weeks of academic work equivalent to 100 actual teaching days. The odd semester may be scheduled from May/June to November /December and even semester from November / December to May/June. The institution shall work for a minimum of 36 working hours in a week. (five or six days a week)

8. Working days

There shall be at least 200 working days per year exclusive of admission and examination processes etc.

9. Credits

The term 'Credit refers to a unit by which the programme is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecturer or tutorial) or one and half/two hours of practical work/field work per week. The term 'Credit' refers to the weight given to a course, usually in relation to the instructional hours assigned to it. The total minimum credits, required for completing a B.P.Ed., Programme is 128 credits and for each semester, 32 credits.

10. Provision of Bonus credits Maximum 06 Credits in each Semester

Sr. No	Special Credits for Extra Co-Curricular Activities	Credit
1	Sports Achievement at State level Competition (Medal Winner)	1
	Sports Achievement National level Competition (Medal Winner)	2
	Sports participation International Level Competition	4
2	Inter Uni. Participation (Any one game)	2
3	Inter College Participation (Min, Two games)	1
4	Blood donation / Cleanliness drive / Community Services	2
5	Mountaineering- Basic Camp, Advance Camp / Adventure Activities	2
6	Organization / Officiating- State / National level in any two games	2
7	News Reporting / Article Writing / book writing/ progress report writing	1

11. Examinations:

- a. There shall be examinations at the end of each semester, for first semester in the month of November/December, for second semester in the month of May/June. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course (s) in the subsequent examinations to be held in November / December or May / June.
- b. A candidate should get enrolled / registered for the first semester examination. If enrollment / registration is not possible owing to shortage of attendance beyond condonation limit/rules prescribed OR belated joining OR on medical grounds, such candidates are not permitted to proceed to the next semester. Such candidates shall redo the semester in the subsequent term of that semester as a regular student, however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

13. Conduct of Practical Examination

Examiners should be paid local conveyance allowance, remuneration and T.A D.A by the University.

Internal Assessment (Sessional): Practical Activities: The Award of marks shall be on the basis of regularity, initiative, learning aptitude, skill development and proficiency.

Appearance of Examination: Candidates on satisfactorily completing a semester shall apply for examination in all courses of study papers prescribed for that semester.

14. Medium of Examination

The candidates are allowed to answer the question in English / Hindi / Marathi.

Scheme of Examination:

There shall be a university examination at the end of each semester. The Scheme of Examination shall be as follows:

- a. **Theory:** Each paper shall be valued by University appointed examiner.
- b. **Practicum:** Evaluation in the specialization (game/activity) shall be done by two examiners, one internal and one external as per the following scheme. The average of the two shall be credited.

Sr. No		External Assessment Marks	Internal Assessment Marks
1	Demonstration of skill/techniques/movements	50	10
2	Oral of Rules & Regulations	20	05
3	Officiating	10	05
	Total	80	20

- c. i) Selected School subject methods 40 Marks
 - ii) Physical Education Method 40 Marks
- a) Pattern of question paper setting shall be as per NCTE/ Solapur University norms.

15. Evaluation

Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are;

One test	10 Marks
Seminar / Quiz	5 Marks
Assignments	5 Marks
Total	20 Marks

Attendance shall be taken as a component of continuous assessment, even though the students should have minimum 75% attendance in each course. In addition to continuous evaluation component, the end semester examination, which will be written type examination of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 20:80. The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on the end-semester practical examination.

16. Minimum Passing Standard

The minimum passing standard for CIA (Continuous Internal Assessment) and External Examinations shall be 40% i.e. 08 marks out of 20 marks and 32 marks out of 80 marks respectively for theory courses. The minimum passing for the CIA & external examination shall be 50% i.e. 10 marks out of 20 and 40 marks out of 80 marks for the practical courses.

- i. **If the student fail or absent in semester** – If the student is fail or absent in any theory paper or university practical exam he/she is allow to appear in semester – II university examination.
- ii. **If the student who is fail or absent in semester I & II** - theory and practical will be allow to appear semester – III University examination, He/ She need not to appear for Internal assessment (theory & practical) of semester I & II.
- iii. **If the student who is fail or absent in semester –I, II, III-** He / She will be given permission in semester IV University examination. He/ She should be passed sem. I,II,&III internal assessment.
- iv. **If the student who is fails or absent in semester I & II**, theory & practical will be given admission in semester – III. He / She need not appear for internal assessment (theory & practical) of semester – I & II.
- v. **If the student who is fail or absent in semester II & III**, in theory & practical, he/ she is eligible to take admission to the semester – IV and he / she can give examination in University Theory & practical together of semester – II,III & IV.

17. Grievance Redressal Committee

The college/department shall form a Grievance Redressal Committee for each course in each college /department with the course teacher/Principal/Director and the HOD of the faculty and the members. This Committee shall solve all grievances of the students.

Choice Based Credit Semester Scheme of B.P.Ed Degree Programme

Semester - I

Part-A: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
CC-101	History, Principles and foundation of Physical Education and Olympic Movement	4	4	20	80	100
CC-102	Anatomy, Physiology Sports Medicine, Physiotherapy and Rehabilitation	4	4	20	80	100
CC-103	Health Education and Environmental Studies	4	4	20	80	100
CC-104	Methods of Teaching School Subject (Any one of the following subject) Marathi, Hindi, English, History, Geography, Economics, Commerce, Agriculture, Science, Mathematics	4	4	20	80	100
Part -B: Practical Course						
PC-101	Track and Field (Runs- Short, Medium, long distance)	6	4	20	80	100
PC-102	Gymnastics/ Aerobics	6	4	20	80	100
PC-103	Indigenous Sports: Kabaddi / Kho-Kho /Mallkhambh / Lezim	6	4	20	80	100
PC-104	Mass Demonstration Activities: dumbbells /Indian club / wands / hoop / Flag/ March past	6	4	20	80	100
Total		40	32	160	640	800

Note: Total Number of hours required to earn 4 credits for each Theory Course are 60-65 hours per semester where as 100-110 hours for each Practicum Course.

Semester - II

Part-A: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
CC-201	Yoga Education	4	4	20	80	100
CC-202	Educational Technology and Methods of Teaching in Physical Education	4	4	20	80	100
CC-203	Organization, Administration and Sports Management	4	4	20	80	100
CC-204	Contemporary issues in Physical Education: fitness, wellness, Sports Nutrition and Weight Management	4	4	20	80	100
Part -B: Practical Course						
PC-201	Tack and Field (Jumping Events)	6	4	20	80	100
PC-202	Yoga/Zumba	6	4	20	80	100
PC-203	Racket Sports: Badminton/ Table Tennis /Lawn Tennis	6	4	20	80	100
Part - C: Teaching Practices						
TP-201	A. Teaching Practices – School subject (05 Micro and 05 School) <u>University Exam One Lesson</u>	6	4	10	40	100
G.L., I.N	B. Teaching practice Physical Lesson (05 Micro and 05 Physical) <u>University Exam One Lesson</u>			10	40	
Total		40	32	160	640	800

Note: Total Number of hours required to earn 4 credits for each Theory Course are 60-65 hours per semester where as 100-110 hours for each Practicum Course.

G.L: General lesson pedagogy at school.

I.N: Internship Programme.

Semester – III

Part-A: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credits	Internal Marks	External Marks	Total Marks
CC-301	Sports Training	4	4	20	80	100
CC-302	Computer Applications in Physical Education	4	4	20	80	100
CC-303	Sports Psychology and Sociology	4	4	20	80	100
CC-304	Curriculum Design	4	4	20	80	100
Part -B: Practical Course						
PC-301	Elective Skill Oriented Course: Gym instructor / Aerobics and Zumba trainer (Any one)	6	4	20	80	100
PC-302	Combative Sports: Martial Art/Karate/Judo/Fencing /Boxing/Taekwondo/ Wrestling (Any two out of these)	6	4	20	80	100
PC-303	Team Games: Football/Softball/Volleyball/Hand ball/Basketball (Any two of these)	6	4	20	80	100
Part - C: Teaching Practices						
TP-301	Teaching Practice: (Teaching Lesson Plans for Racket Sports/Team Games/Indigenous Sports) (out of 04 lessons 02 internal and 02 external at practicing school)	6	4	20	80	100
Total		40	32	160	640	800

Note: Total Number of hours required to earn 4 credits for each Theory Course are 60-65 hours per semester where as 100-110 hours for each Practicum Course.

Semester – IV

Part-A: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
CC-401	Measurement and Evaluation in Physical Education	4	4	20	80	100
CC-402	Kinesiology and Biomechanics	4	4	20	80	100
CC-403	Research and Statistics in Physical Education	4	4	20	80	100
CC-404	Theory of Sports and game and their officiating and Coaching	4	4	20	80	100
Part –B: Practical Course						
PC-401 P.L/I.N	Track and Field: (Throwing Events, Hurdles & Relay)/Swimming	6	4	20	80	100
PC-402 P.L/I.N	Baseball/Cricket/Hockey/Handball/Netball /Table Tennis/Lawn Tennis (Any two of these)	6	4	20	80	100
Part – C: Teaching Practices						
TP-401	Sports & Games specialization: Class room Teaching lessons Plans (4 lessons)	6	4	20	80	100
TP-402	Games specialization: Coaching lessons Plans (4 lessons)	6	4	20	80	100
Total		40	32	160	640	800
		160	128	640	2560	3200

Note: Total Number of hours required to earn 4 credits for each Theory Course are 60-65 hours per semester where as 100-110 hours for each Practicum Course.

- P.L : Particular lesson pedagogy at school
- I.N: Internship programme.

Practicum regulation scheme T.P.201, T.P. 301, T.P.401, T.P.402 will be the Internal evaluation, the Evaluation is purely based on the attendance, ability of the teacher, and competency in handling the classes (Classroom and Field Coaching, Training). It will be evaluated by the Head Master of the School, Subject Expert form the school, one faculty member from the University/Department /College. The evaluation will be done immediately after the class by the above said committee. The assessment will be done for 70 marks, in each semester as per the regulation.

Lesson:- A minimum of 30 lessons out in the school / college/ institution / department shall be conducted.

Semester	Course Code	Title of the Practical	Internal Work	Marks	External Exam	Marks
II	TP 201	A. Teaching Practices – School subject (05 Micro and 05 School) <u>University Exam One Lesson</u>	(05 Micro and 05 School)	10	1 Lesson Academic	40
		B. Teaching practice Physical Lesson (05 Micro and 05 Physical) <u>University Exam One Lesson</u>	(05 Micro and 05 Physical)	10	1 Lesson Physical	40
III	TP 301	Teaching Practice (Teaching Lesson plans for Rocket Sports / Team /Game/ Indigenous Sport)	Out of 04 lesson 2 internal and 2 external at practicing school	20	1 Lesson	80
IV	TP 401	Sports & Games specialization:- Class room Teaching lessons Plans	One for Sport 4 lesson	20	1 Lesson	80
	TP 402	Game specialization:- Coaching lesson plans	One for Game 4 lesson	20	1 Lesson	80

Structure of Examination

Semester - I

Course Code	Title of the Papers	Internal	External	Total Marks
THEORY (400)				
CC-101	History, Principles and foundation of Physical Education and Olympic Movement	20	80	100
CC-102	Anatomy, Physiology Sports Medicine, Physiotherapy and Rehabilitation	20	80	100
CC-103	Health Education and Environmental Studies	20	80	100
CC-104	Methods of Teaching School Subject (Any one of the following subject) Marathi, Hindi, English, History, Geography, Economics, Commerce, Agriculture, Science, Mathematics	20	80	100
PRACTICAL (400)				
PC-101	Track and Field (Runs- Sprints, Middle distance, long distance)	20	80	100
PC-102	Gymnastics/ Aerobics	20	80	100
PC-103	Indigenous Sports: Kabaddi / Kho-Kho /Mallkhambh / Lezim	20	80	100
PC-104	Mass Demonstration Activities: Dumbbells /Indian club / Wands / Hoop / Flag/ March past	20	80	100
Total		160	640	800

Semester - II

Course Code	Title of the Papers	Internal Marks	External Marks	Total Marks
THEORY (400)				
CC-201	Yoga Education	20	80	100
CC-202	Educational Technology and Methods of Teaching in Physical Education	20	80	100
CC-203	Organization, Administration and Sports Management	20	80	100
CC-204	Contemporary issues in Physical Education: Fitness, Wellness, Sports Nutrition and Weight Management	20	80	100
PRACTICAL (400)				
PC-201	Tack and Field (Jumping Events)	20	80	100
PC-202	Yoga/Zumba	20	80	100
PC-203	Racket Sports: Badminton/ Table Tennis /Lawn Tennis	20	80	100
TEACHING PRACTICE (100)				
TP-201	Teaching Practices (05 lessons in class room School subject teaching and 05 lessons in outdoor activities)	20	80	100
Total		160	640	800

Semester – III

Course Code	Title of the Papers	Internal	External	Total Marks
THEORY (400)				
CC-301	Sports Training	20	80	100
CC-302	Computer Applications in Physical Education	20	80	100
CC-303	Sports Psychology and Sociology	20	80	100
CC-304	Curriculum Design	20	80	100
PRACTICAL (300)				
PC-301	Elective Skill Oriented Course: Gym Instructor/Aerobics and Zumba Trainer (Any One)	20	80	100
PC-302	Combative Sports: Martial Art/Karate/Judo/Fencing/Boxing/Taekwondo/Wrestling (Any two out of these)	20	80	100
PC-303	Team Games: Football/Softball/Volleyball/Handball/Basketball (Any two of these)	20	80	100
TEACHING PRACTICE (100)				
TP-301	Teaching Practice: (Teaching Lesson Plans for Racket Sports/Team Games/Indigenous Sports) (out of 10 lessons 5 internal and 5 external at practicing school)	20	80	100
Total		160	640	800

Semester – IV

Course Code	Title of the Papers	Internal Marks	External Marks	Total Marks
THEORY (400)				
CC-401	Measurement and Evaluation in Physical Education	20	80	100
CC-402	Kinesiology and Biomechanics	20	80	100
CC-403	Research and Statistics in Physical Education	20	80	100
CC-404	Theory of Sports and game and their officiating and Coaching	20	80	100
PRACTICAL (200)				
PC-401	Track and Field: (Throwing Events, Hurdles & Relay)/Swimming	20	80	100
PC-402	Baseball /Handball/Netball/ Hockey /Cricket /Table Tennis/Lawn Tennis(Any two of these)	20	80	100
TEACHING PRACTICE (200)				
TP-401	Teaching Practices (05lessons in class room teaching and 05 lessons in outdoor activities)	20	80	100
TP-402	Game Specialization Coaching lessons: Kabbadi/Kho-Kho/Baseball/Cricket/Football/Hockey/Softball/Volleyball/Handball/Basketball/Netball/Badminton/Table Tennis/Lawn Tennis (Any of one out of these)	20	80	100
Total		160	640	800

The course curriculum is of 3200 marks, Total Credits :-128

Pattern:- Two Year Semester pattern

01 Credit = 25 Marks

For Theory, 01 Credit =15 Periods

For Practical, 01 Credit =24 Periods

Table -1: Semester wise distribution of hours per week

Semester	Theory	Practicum	Teaching Practice	Total
I	16	24	00	40
II	16	18	06	40
III	16	18	06	40
IV	16	12	12	40
Total	64	72	24	160

Table -2: Number of credits per semester

Semester	Theory	Practicum	Teaching Practice	Total
I	16	16	00	32
II	16	12	04	32
III	16	12	04	32
IV	16	08	08	32
Total	64	48	16	128

B.P.Ed., Programme
Outline of Syllabus
Semester -I

Theory Courses

CC-101 HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION AND OLYMPIC MOVEMENTS

Credits : Theory:- 4

Total Theory Lectures:- 60

Unit-1: Introduction

- ✦ Meaning, Definition and Scope of Physical Education
- ✦ Aims and Objective of Physical Education
- ✦ Importance of Physical Education in present era.
- ✦ Misconceptions about physical Education.
- ✦ Relationship of Physical Education with General Education
- ✦ Physical Education in India.

Unit-2 Awards in Physical Education and Sports

- ✦ Padmashri , Padmabhushan & Padmavibhushan Awards
- ✦ Arjun Award
- ✦ Dhronacharya Award
- ✦ Rajiv Gandhi khel Ratna Award
- ✦ Shri Chhatrapati Award

Unit-3: Foundation of Physical Education and Principles of Physical Education

- ✦ Philosophical Foundation.
- ✦ Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism, and Indian Philosophy and Culture.
- ✦ Fitness and Wellness movement in the contemporary perspectives.
- ✦ Sports for all and its role the maintenance and promotion of fitness.

Biological

- Growth and development
- Age and gender characteristics
- Body Types
- Anthropometric differences

Psychological

- Learning types, learning curve
- Laws and principles of learning
- Attitude, interest, cognition, emotions and sentiments

Sociological

- Society and culture
- Social acceptance and recognition
- Leadership
- Social integration and cohesiveness

Unit-4: Different Olympics Games and Committees of Olympics' Games

- Significance of Olympics Ideals Olympic Rings And Flag
- The early history of the Olympic Movement
- Para Olympic Games
- Youth Olympic Games
- International Olympics Games Structure and Functions
- National Olympics Committees and their role in Olympics Movement
- Sport's for All

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<http://www.olympic.org/olympism-in-action>.

Semester –I

CC-102: ANATOMY, PHYSIOLOGY, SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION

Credits : Theory:- 4

Total Theory Lectures:- 60

Unit-1: Introduction

- ☀ Brief introduction of Anatomy and Physiology.
- ☀ Need and importance of anatomy and physiology
- ☀ Meaning and definition of Sports medicine, Physiotherapy and Rehabilitation
- ☀ Need and importance of Physiotherapy and Rehabilitation Guiding principles of Physiotherapy

Unit-2: Body Systems and Effect of Exercise on Various Systems

- ☀ Digestive system – its parts and digestion of food in mouth, stomach and small intestine
- ☐ Respiratory system – Organs of respiratory system internal and external Respiration, vital capacity, Oxygen debt and second wind.
- ☐ Circulatory system – its Organs, general circulation of blood, function of blood, Blood pressure, coagulation of Blood.
- ☐ Muscular system – Classification, Types and Muscular contraction, Muscle fatigue,
- ☀ Muscle Pull, Muscle cramp.

Unit-3: Sports Medicine

- ☀ Meaning and concept of sports medicine.
- ☀ Aim and objective of sports medicine
- ☀ Common regional injuries, causes, prevention and their management – shoulder, elbow, wrist, knee and ankle
- ☀ Doping – Types of Doping, agents, effects, dope test and sanctions.

Unit-4: Introduction

- ☀ Rehabilitation in sports – Meaning, principles, means and methods
- ☀ Diagnosis of injuries – signs and symptoms of injuries.
- ☀ Different forms of Hydrotherapy the Thermotherapy – hot and cold packs, whirlpool, contrast bath, infrared, short wave diathermy and ultrasound.
- ☀ First aid – meaning, Fracture, Types of Fracture, First Measure of Fracture,
- ☀ Artificial Respiration, Types and Method, Essential Material in First aid box.
- ☀ Massage –Meaning, Types of classification, general principles of massage

Reference:

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- Sharma, R.D. (1979). Health and Physical Education, Gupta Prakashan.
- Singh, S. (1979). Anatomy and Physiology and Heralth Education. Ropar: Jeet Publications.

Semester -I

CC-103: HEALTH EDUCATION AND ENVIRONMENTAL STUDIES

Credits : Theory:- 4

Total Theory Lectures:- 60

Unit-1: Health Education

- ☰ Concept, Dimensions, Spectrum and Determinants of Health
- ☰ Definition of Health, Health Education, Health Instruction, Health Supervision
- ☰ Aim, objective and Principles of Health Education
- ☰ Health Service and guidance instruction in personal hygiene

Unit-2: Health Problems in India

- ☰ Communicable and Non Communicable Diseases
- ☰ Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population.
- ☰ Personal and Environmental Hygiene for schools
- ☰ Objective of school health service, Role of health education in schools
- ☰ Health Service – Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environment, first aid and emergency care etc.,

Unit-3: Nutrition and Food

- ☰ Components of Food
- ☰ Caloric Value of Food items.
- ☰ Daily replacement of Food.
- ☰ Balanced Diet , Athlete Diet
- ☰ Under Nutrition & Malnutrition.
- ☰ Food habits, constipation & indigestion.

Unit-4: Natural Resources and related environmental issues:

- ☰ Water resources, food resources and Land resources
- ☰ Definition, effects and control: measures of Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution.
- ☰ Management of environment and Govt. policies, Role of Pollution Control Board.

Reference:

Agrawal, K.C. (2001). Environmental Biology, Bikaner: Nidhi Publishers Ltd.,

Frank, H.& Walter, H., (1976). Turners school health education, Saint Louis; The C.V. Mosby Company.

Nemir, A. (n.d.). The school health education. New York; Harber and Brothers.

Odum, E.P. (1971). Fundamental of Ecology U.S.A. W.B. Saunders Co.

Semester -I

CC-104: Methods of Teaching School Subject

(Any one of the following subject) Marathi, Hindi, English, History, Geography, Economics, Commerce, Agriculture, Science, Mathematics

PAPER NO. IV

METHODS OF THE SCHOOL SUBJECT

Each School Subject Credits : Theory:- 4

Total Theory Lectures:- 60

(Any one of the following school subject)

- 1) Marathi 2) Hindi 3) English 4) History 5) Geography
6) Economic 7) Science 8) Commerce 9) Agricultural 10) Mathematics

MARATHI METHODOLOGY

‘Ö™Ü ú-1 †³μÖÖÃÖ ÎÚ´ÖÖÿÖß»Ö ´Ö,ÜÖšÜß“ÖÊ ÆÖÖ-Ö.

†) ÆÖÖ-Ö ¾Ö ´ÖÆÜÿ¾Ö :

- 1) †³μÖÖ-Ö- †³μÖÖ-ÖÖÿÖ ´Ö,ÜÖšÜß“ÖÊ (´ÖÖÿÖÉ³ÖÖÃÖÊ“ÖÊ) ´ÖÖ-μÖ´Ö ´ÆÜ ÖÆ-Ö ÆÖÖ-Ö
2) ÆÖÖ´ÖÖ×´Ö Ú ¾Ö ÆÖÖÃÖ ÉÚ×ÿÖ Ú ¾ÖÖ,Ü,μÖÖÖ“μÖÖ ´ÖÃÖÖ,Ü ÖÖ“ÖÊ ÆÖÖ-Ö-Ö.
3) ¾ÖÖ´ÖÊ´ÖμÖß-Ö †¾ÖÖ,Ü ¾Ö †Ö´ÖÃÖ´Öß ×-Ö´ÖÖÖ Ö,Ü,μÖÖ´ÖÊ ÆÖÖ-Ö-Ö.
4) ÿÖÖÊ,Üß ¾Ö »ÖÊ Öß †Öÿ´Ö×-Ö¾ÖÖÊ×Ü-ÖÖÖ“ÖÊ ÆÖÖ-Ö-Ö.
5) ×¾Ö“ÖÖ,Ü, ¾ÖÖ¾Ö-ÖÖ ¾Ö †-ÖÃ³¾Ö μÖÖÖ“μÖÖ †Ö×ÜÖ-Ö ´ÖÏ×ÜÖ-ÖÖ“ÖÊ ÆÖÖ-Ö-Ö.
6) ¾ÖÖÏ-μÜ, ¾ÖÖ¾Ö-ÖÖ ¾Ö †-ÖÃ³¾Ö ÜÖμÖÖÖÿÖ Ú ¾ÖÖÖÿÖß ×¾Ö ÜÖÃÖ ÆÖÖ-Ö μÖÖ´ÖÊ ÆÖÖ-Ö-Ö.
7) -ÖÖ-Ö ¾Ö ´Ö-ÖÖÊ,ÖÜ•Ö-Ö ´ÖÏ´ÿÖß“ÖÊ ÆÖÖ-Ö-Ö.

2Ö) ÆÖÜÃÖÖ´ÖÖ-Ö ×¾ÖÃÖμÖÖ´ÖÖ †ÿÖ,Ü ×¾ÖÃÖμÖÖÖß ÿÖÃÖÊ“Ö †ÖÿÖ ÖÖÿÖ ÆÖÜÃÖÖ´ÖÖ-Ö :

Ö™Ü ú-2†) ´Ö,ÜÖšÜß †³μÖÖ´Ö-ÖÖ“ÖÊ ÆÉÜÿÖÆ ¾Ö ×§ÜÃ™ÉÜ.

†) ´ÖÏÖ´Ö´ÖÖÃÖÖ ´ÆÜ ÖÆ-Ö ´Ö,ÜÖšÜß“μÖÖ †³μÖÖ´Ö-ÖÖ“ÖÊ ÆÉÜÿÖÆ ¾Ö ×§ÜÃ™ÉÜ †Ö Ú»Ö-Ö, ÜÃÖ ÖÍÆÜ Ö,
¾Ö×ÜÃÖÖ´ÖÖÖß“ÖÖ ×¾Ö ÜÖÃÖ, ´ÖÖ× Ö Ú ¾Ö »ÖÊ Ö-ÖÖ«ÜÖ,ÉÜ †Ö¾ÖμÖÖÿÖß, ÆÖÖ×ÆÜÿμÖÖ´ÖÖ ´ÖÜÖμÖ.

2Ö) ´Ö,ÜÖšÜß †³μÖÖ´Ö-ÖÖ“Öß ¾Ö ÖÖ ×§ÜÃ™ÉÜ ¾Ö ÿμÖÖÖ´ÖÊ ÆÖÜÃ™Üß,Ü,Ü ÖÊ.

Ü) ´ÖÆÜÖ,ÜÖÃ™ÖÜÖÿÖß“ÖÖ ´ÖÖ-μÖ×´Ö Ú ¾ÖÖÖÜÖÖÿÖß“ÖÖ ×-ÖμÖÃÖÿÖ †³μÖÖÃÖ ÎÚ´ÖÖ´Öß ×§ÜÃ™ÉÜ.

¾Ö) ´Ö,ÜÖšÜß †³μÖÖ´Ö-ÖÖ“μÖÖ ×¾Ö×¾Ö-Ö ´Ö-μÿÿÖß, ´ÖμÖÃÖÿμÖÖ ¾Ö ÿÖÖ,ÖÊ.

†) †³μÖÖ´Ö-ÖÖ“Öß ÆÖÖ,ÜÖÊ.

ENGLISH METHODOLOGY

Syllabus :

Unit 1 A) Place of English in curriculum :

- 1) Place of English as a Foreign Language in the school curriculum, three languages formula.
- 2) Importance of English in the present set up-the role of English as an international language, as a library language as a second language in a multilingual society etc.
- 3) Correlation of English language within the subject and with other subject.

B) Aims and objectives of teaching English :

- 1) Aims and objective of teaching English as a second language.
- 2) Classroom (Instructional) objective of teaching English and their specifications
English as a skill subject : developing language skills listening with comprehension speaking, reading and writing.
- 3) Objectives of the subject as given in the syllabus of Maharashtra State Board of secondary and Higher Secondary educational.

Unit 2 A) The nature of English :

- 1) The nature of English Language. Its vocabulary, structures speech, sound, stress and intonation.
- 2) Pronunciation-expected standard.
- 3) The use of phonetics.
- 4) The problem of spelling.
- 5) The principles of language study.

B) Methods, Devices and Techniques of teaching English :

- 1) Methods : Grammar – translation, Direct, Dr. Vest’s new structural approach Bilingual approach, electric.
- 2) Devices : Narration, Questioning, explanation, illustration, dramatization, drilling.
- 3) Techniques : Discussion, assignment, supervised study.

Unit 3 A) Learning Experiences and Teaching, Aids :

- 1) Learning Experiences, Listening with comprehension, speech practice, practice in reading aloud, silent reading, writing, recitation, using various aids and activities.
- 2) Teaching aid and instructional materials : Pictures, flashcards for reading with stress and intonation, sentence cards, projectors, guided composition, radio, T.V. linguaphone, tape recorder, language laboratories.
- 3) Co-curricular activities : Debate, language games, class magazine, collection of proverbs-idioms-poems, dramatization, Essay competition, wall news-paper etc.

B) Teaching various aspects of English :

- 1) Teaching at the initial stage.
- 2) Teaching of Prose : Textbooks, vocabulary and structures used differences between reader and text-book, supplementary readers, the use of library methods and techniques of teaching prose content.
- 3) Teaching of poetry : The place of poetry in teaching English. Objective of Teaching poetry, selection of poems, methods and techniques of teaching poetry.
- 4) Teaching of grammar : The place grammar, Formal and functional grammar, methods and technique of teaching grammar and structures.
- 5) Teaching writing : Mechanics of writing, methods of teaching script composition and correction of composition. The place of translation and paragraphs in the English teaching and their methods.
- 6) Teaching reading : Objectives and methods of teaching reading types of reading intensive, extensive reading aloud-silent reading. Developing oral skills. Pronunciation. Vowels, consonants and stress.

Unit 4 A) Evaluation :

- 1) Oral and written test, types of questions.
- 2) Unit test : concept and construction.
- 3) Diagnostic test and remedial teaching.

B) The English Teacher :

- 1) Qualification and essential qualities of a teacher English.
- 2) Professional growth of the teacher, awareness of innovative practices and their implications.
- 3) English teachers association : Need and programmes.

Practicum : (Any one of the following)

- 1) Critical study of any textbook of English.
- 2) Unit plan and unit test on any unit.
- 3) Project on a chosen theme.
- 4) Critical evaluation of any five T.V. lessons in teaching of English.
- 5) To prepare a diagnostic test on any unit in English.

Books Recommended :

- 1) English Methodology.

HISTORY METHODOLOGY

Unit 1 A) Place of History in curriculum :

- 1) History : Meaning and scope with special reference to modern concept to History.
- 2) Kinds of History.
- 3) Place and importance of History in the school curriculum and in human life.
- 4) Correlation : Correlation of the subject with other school subject.

B) Aims and objectives of teaching History :

- 1) Aims, objectives and values of teaching History at secondary level of education.
- 2) Instructional objectives of teaching History with their specification.
- 3) Objective of the subject as given in the present curriculum in Secondary school.

Unit 2 A) Methods, Devices and Techniques of History :

- 1) Methods : story, narration, source, project discussion dramatization, lecturer textbook, Dalton plan.
- 2) Devices Question and answer, description, dramatization, narration explanation homework, etc.
- 3) Technique : Discussion assignment, supervised study, team teaching computer programmer etc.
- 4) Maxims of teaching as applied to the teaching of History.

B) Learning Experience and Instructional Materials :

- 1) Learning experience : direct and indirect as well as verbal and non-verbal learning experience helpful in teaching of history, use of various instructional materials and activities.
- 2) Instructional materials and aids : Instructional Materials : Text Book, supplementary reading materials, workbook, general reference material, advance book on history instructional materials for teacher's such as teacher's handbook and manuals.
- 3) Teaching Aids pictures maps. Charts. Periodicals, timeline and time chart slides, filmstrips, Models, boards, projectors, radio, tape-recorder. T.V. vide motion pictures.
- 4) Co-curricular activities : importance and organization of relevant curricular and co-curricular activities such as debates, collections, excursion. Dramatization. Role of history, club exhibition, museum, visits and essay competitions.

Unit 3 : Evaluation :

- 1) Evaluation procedures used in teaching and learning of history, types of examination and administration.
- 2) Unit Test : construction and administration.
- 3) Diagnostic approach and remedial teaching in History.

Unit 4 : History :

- 1) Qualification and qualities of History teacher.
- 2) Professional training and growth of the teacher.
- 3) History teacher organization : its contribution to professional competencies.

Practicum : (Any one of the following)

- 1) To prepare a diagnostic test on any unit in History.
- 2) To prepare a wallpaper on any unit in History.
- 3) To organize any one co-curricular activity in school related to History teaching.
- 4) Historical tour and its report.
- 5) To prepare unit plan and written-test on any unit in History.
- 6) Project on a chosen theme.

Books Recommended :

- 1) *Qualification and qualities of History teacher.* - *Professional training and growth of the teacher.* - *History teacher organization : its contribution to professional competencies.*
- 2) *History teacher organization : its contribution to professional competencies.* - *History teacher organization : its contribution to professional competencies.* - *History teacher organization : its contribution to professional competencies.*

GEOGRAPHY METHODOLOGY

Unit 1 A) Place of Geography in curriculum :

- 1) Geography : Meaning, scope, distribution and description of earth. Study of the landscape, distribution on earth. Study of causal relationship. Study of spatial relationship, earth as a home of Man, the interaction with man and his environment, etc. grammar of Geography.
- 2) The people and importance of geographical in school curriculum.
- 3) Correlation of Geography within the subject and other school subject.

B) Aims and Objectives of Teaching Geography :

- 1) Aims and objectives of teaching Geography at Secondary level of education.
- 2) Instructional objectives of teaching Geography with their specification.
- 3) Objectives of the subject as given in the present curriculum in secondary school.

Unit 2 A) Methods, Devices and techniques of teaching Geography :

- 1) Methods : Story, lecture observation, journey, object, original comparative, project and laboratory.
- 2) Devices and techniques of teaching : question-answer, description, narration explanation, discussion, map reading, map making, fieldwork, assignment, supervised study, modern trends and techniques.
- 3) Maxims of teaching as applied to the teaching of Geography.

B) Learning Experience and Instructional Materials :

- 1) Learning Experiences : Direct and Indirect as well as verbal and non verbal learning experiences helpful in teaching of Geography, use of the various instructional materials and activities.
- 2) Instructional Materials and Aids : Text books, Teachers handbook, workbook atlases, different types of maps, globe, charts, graphs, models, specimens, pictures, films, slides, filmstrips, different types of projectors epidiacope radio. Video, magazines. Newspapers. Meteorological instruments.
- 3) Co-curricular activities, Geography club, geography fair, exhibitions wallpaper, museum, visits and excursions.
- 4) Geography Room : Importance and utilization.

Unit 3 : Evaluation :

- 1) Evaluation procedures used in teaching and learning of Geography, types of examination and types of questions.
- 2) Units test : construction and administration.
- 3) Diagnostic testing and remedial measures in teaching in Geography.

Unit 4 : History :

- 1) Qualification and qualities of Geography teacher.
- 2) Professional growth of a Geography teacher.
- 3) Geography teacher organization and its contribution to professional competencies of the teacher.

Practicum : (Any one of the following)

- 1) To prepare a diagnostic test on any unit in Geography.
- 2) To prepare a wallpaper on any unit in Geography.
- 3) To organize any one Co-curricular activity in school related to Geography teaching.
- 4) Geographical tour and its report.
- 5) Project on a chosen theme.
- 6) To prepare unit plan and unit test on any unit in Geography.
- 7) Critical evaluation of any five T.V. lesson in Geography.

Books Recommended :

- 1) *Geography for Class VI* - NCERT, New Delhi.
- 2) *Geography for Class VII* - NCERT, New Delhi.
- 3) *Geography for Class VIII* - NCERT, New Delhi.

ECONOMIC METHODOLOGY

Unit 1 A) Place of Economic in curriculum :

- 1) Aims and general objectives of teaching economic at secondary school level.
- 2) Objectives of the subject as given in the present school.
- 3) Instructional objectives of teaching Economic with their specification.

B) Aims and objectives of Teaching Economic :

- 1) Aims and general objectives of teaching Economics at Secondary school level.
- 2) Objectives of the subject as given in the present school curriculum.
- 3) Instructional objectives of teaching Economic with their specification.

Unit 2 A) Methods, Devices and techniques of teaching Economic :

- 1) Methods : lecture, project, survey, problem solving, discussion seminars symposium, inductive deductive, unit.
- 2) Devices and techniques of teaching : Questioning, narration, observation, Clarification, assignment, demonstration, drill etc.
- 3) Maxims of teaching as applied to the teaching of Economic.

B) Learning Experience and Instructional Materials :

- 1) Learning Experiences : Direct and Indirect as well as verbal and non-verbal learning experiences, use of instructional materials and activities teaching economics.
- 2) Instructional Materials and Aids : Text books, magazines, Newspapers. Teacher handbooks.
- 3) Co-curricular activities, Economic club, exhibitions wallpaper, talks by experts symposium etc.

Unit 3 A) Teaching of various aspects of Economic :

- 1) Economics, as an art and a science, Economical language.
- 2) Economical, writing, Historical economics, Geographical.
- 3) Economics, Business economic, National economic, Statistical.
- 4) Economics, Micro-Economic, Agro economic, Economic of the developed and underdeveloped countries.

B) Evaluation :

- 1) Evaluation procedures used in teaching and learning of Economic, types of examination and types of questions.
- 2) Units test : construction and administration.
- 3) Diagnostic approach and remedial teaching in Economic.

Unit 4 : Economic Teacher :

- 1) Qualification and essential qualities economics teacher.
- 2) Professional growth of a Economic teacher.
- 3) Economic teachers association and its contribution to professional competencies of the teacher.

Practicum : (Any one of the following)

- 1) To prepare a diagnostic test on any unit in Economics.
- 2) To prepare a wallpaper on any unit in Economics.
- 3) To organize any one co-curricular activity in school related to Economics teaching.
- 4) Project on a chosen them Economics.
- 5) To prepare unit plan and unit test on any unit in Economics.

Books Recommended :

- 1) $\text{†}\text{£}\text{Ö}\text{Ö}\text{¿}\text{Ö}\text{Ö}\text{Ã}\text{j}\text{Ö}\text{ †}\text{¬}\text{μ}\text{Ö}\text{Ö}\text{¬}\text{Ö}-\text{Ö}\text{ ¬}\text{Ö}\text{¬}\text{α}\text{Ü}\text{Y}\text{Ö}\text{ß} - \text{¬}\text{Ö}\text{I}\text{Ö}. $\text{Ö}\text{ß}\text{Y}\text{Ö}\text{Ö}\text{α}\text{Ê}\text{Ü}\text{¼}\text{Ö}\text{ß}\text{ ¬}\text{Ö}\text{Ö}\text{™}\text{Ü}\text{ß}\text{»}\text{Ö}.$$

COMMERCE METHODOLOGY

Unit 1 A) Place of Commerce in curriculum :

- 1) Commerce : importance of commerce education in school curriculum.
- 2) Place and importance of commerce education in school curriculum.
- 3) Correlation to commerce subject with other subject and within the subject.

B) Aims and objectives of Teaching Commerce :

- 1) Aims and general objectives of teaching Commerce.
- 2) Objectives of the subject as given in the present school curriculum.
- 3) Instructional objectives of teaching Commerce with their specification.

Unit 2 A) Curriculum and textbook in commerce :

- 1) Importance of curriculum and criteria of a good curriculum, Nature of the syllabus, Hierarchy and structure of the subject.
- 2) Critical study of the present courses in commerce with reference to principles of curriculum construction at secondary level.
- 3) Characteristic of a good textbooks and critical analysis of the prescribed textbook.
- 4) Content analysis : concept and process.

B) Methods, Devices and techniques of Commerce teaching :

- 1) Various approaches in teaching : Historical, seminar, project practice, Cost study.
- 2) Methods : lecture, discussion, observation (Survey) problem solving, project, Inductive deductive, demonstration. Unit text book etc.
- 3) Devices and techniques : Question answer, narration, assignment, illustration, explanation, and supervised study.
- 4) Maxims of teaching as applied to the teaching of Commerce.

Unit 3 A) Learning Experience and Instructional Materials :

- 1) Learning Experiences : Direct and Indirect as well as verbal and non-verbal learning experiences helpful in teaching of commerce. Use of instructional materials and activities.
- 2) Instructional Materials and Aids : models, pictures maps, sketches. Graphs diagrams, charts, tables, boards, newspapers. Journals. Periodicals, radio. T.V., Tape recorder, slides, filmstrips, films and various projects epode scope etc.
- 3) Co-curricular activities, Co-operative stores, school bank activity club exhibition, forum visits and excursions, symposium seminar etc.
- 4) Commerce room : need and enrichment.

B) Teaching of various aspects of Commerce :

Economic, industrial historical, statistical, agricultural-national, international commerce in under developed and developed countries.

Unit 4 A) Planning and Organization of teaching :

- 1) Year plan
- 2) Unit plan
- 3) Lesson plan
- 4) Various types of lesson as per requirement of the class.

Evaluation :

- 1) Evaluation procedures used in commerce teaching, types of examination and types of questions.
- 2) Units test : construction and administration.
- 3) Diagnostic testing and remedial instruction in teaching of commerce.

B) Commerce Teacher :

- 1) Qualification and qualities commerce teacher.
- 2) Professional training and growth of a teacher.
- 3) Commerce teachers organization and its contribution in professional development of the teacher.

Practicum : (Any one of the following)

- 1) Preparation of a diagnostic test on any unit in commerce.
- 2) Preparation of an unit plan and unit test on any unit in commerce.
- 3) Project on a chosen them.
- 4) Preparation of a wallpaper any unit in commerce.
- 5) To organize any one-curricular activity in school related to commerce teaching.

AGRICULTURE METHODOLOGY

Unit 1 A) Place of Commerce in curriculum :

- 1) Agriculture concept, meaning, nature and scope.
- 2) Place and importance of Agriculture subject in school curriculum.
- 3) Correlation to Agriculture subject with in other subject & with other school subject.

B) Aims and objectives of Teaching Agriculture :

- 1) Aims and general objectives of teaching Agriculture in secondary school.
- 2) Objectives of the subject as given in the present school curriculum.
- 3) Instructional objectives of teaching Agriculture with their specification.

Unit 2 A) Curriculum and textbook in Agriculture :

- 1) Importance of curriculum and criteria of a good curriculum, Nature of the syllabus, Hierarchy and structure of the subject.
- 2) Critical study of the present courses in Agriculture with reference to principles of curriculum construction at secondary level.
- 3) Characteristic of a good textbooks and Agriculture Teaching.
- 4) Content analysis : concept and process.

B) Methods, Devices and techniques of Agriculture teaching :

- 1) Methods : lecture, demonstration, Inductive deductive. Heuristic. Project experimental, historical.
- 2) Devices and techniques : Question answer, narration, assignment, illustration, explanation, and supervised study.
- 3) Maxims of teaching as applied to the teaching of Agriculture.

Unit 3 A) Learning Experience and Instructional Materials :

- 1) Learning Experiences : Direct and Indirect as well as verbal and non-verbal learning experiences helpful in teaching of agriculture. Use of instructional materials and activities.
- 2) Instructional Materials and Aids : need. Characteristics and uses of different charts graphs. Diagrams boards, slides, filmstrips, films, variety of project etc.
- 3) Co-curricular activities, debate exhibition, forum, club exhibition, forum, club, excursions symposium, seminars etc.

B) Teaching of various aspects of Agriculture :

- 1) Soil Tillage
- 2) Animal Husbandry
- 3) Horticulture and crop cultivation.

Unit 4 A) Planning and Organization of teaching :

- 1) Year plan
- 2) Unit plan
- 3) Lesson plan
- 4) Various types of lesson as per-requirement of the class.

Evaluation :

- 1) Evaluation procedures used in agriculture teaching, types of examination and types of questions.
- 2) Units test : construction and administration.
- 3) Diagnostic testing and remedial instruction in teaching of Agriculture.

B) Agriculture Teacher :

- 1) Qualification and qualities Agriculture teacher.
- 2) Professional growth and training of a teacher.
- 3) Agriculture teacher's organization and its contribution in professional development of the teacher.

Practicum : (Any one of the following)

- 1) Preparation of a diagnostic test on any unit in Agriculture.
- 2) Project on a chosen theme.
- 3) Preparation of a wallpaper on any unit in Agriculture.
- 4) To organize any one-curricular activity in school related to Agriculture teaching.

SCIENCE METHODOLOGY

Unit 1 A) Nature, scope, importance and Place of Science :

- A) 1) Concept, meaning, nature and scope of science.
- 2) Place of science in Secondary school curriculum
- B) Correlation of science within the subject and with other subject.
- C) Characteristics a Good text book of Science.

B) Aims and objectives of Teaching Science :

- 1) Aims of teaching science.
- 2) Objective of teaching science as prescribed in secondary school curriculum of the Maharashtra state.
- 3) Instructional objectives of teaching at secondary level.
- 4) Teaching of science for development of scientific attitude.

Unit 2 A) Methods, Devices and techniques of Science teachings :

- 1) Methods : lecture, demonstration, Experimental, Heuristic Project.
- 2) Devices and techniques : Question Explanation, illustration, supervised study, narration, assignment, observation and dramatization.
- 3) Maxims of teaching.

B) Learning Experience, Teaching Material and support system for teaching learning.

- 1) Classification of learning experience : Direct and Indirect, Verbal and non verbal relation between learning experience and learning outcomes.
- 2) Instructional Materials and Aids : Projected aids and non projected aids i.e. charts, diagrams, models boards, graphs, slides, overhead projector, tape recorder, radio, T.V., V.C.R. and computer.
- 3) Co-curricular activities : Science club, Science museum science fair, visit aquarium, exhibitions, observation of the sky school gardening.
- 4) Science laboratory – Need, design, equipments, management, safety and precaution any measures.

Unit 3 A) Planning for learning and Teaching :

- 1) Preparation of the year plan, unit plan & daily lesson plan.

B) Teaching of various aspects of Science :

- 1) Physics : Friction, density, specific gravity pressure, equilibrium, center of gravity, electricity.
- 2) Chemistry : Atomic and molecular weight periodic table, oxidation – reduction, isotopes, bonds, chemical reactions.

- 3) Biology : Photosynthesis, plant system, human body system, classification of plants & animals health, hygiene and balanced food, natural cycle pollution.

Unit 4 A) Evaluation :

- 1) Examination – Types of examination, types of questions.
- 2) Type of test – Achievement, diagnostic test
- 3) Remedial teaching.

B) The Teacher :

- 1) Essential qualification & qualities of science teacher.
- 2) Professional growth of science teacher, science teacher organization and its role in professional development.

Books Recommended :

- 1) Kohli V.K. (1982) – How to teach science – Ambaly city, vivek publisher.
- 2) Das R.C. (1985) – Science teaching in school, Delhi sterling publishes.
- 3) Dr. R.C. Sharma & Dr. C.S. Shukla : Modern science teaching Dhanpal Ras publishing company New Delhi.
- 4) - ÖiÖ“ÖÖμÖÖ ›ÜÖÖ. ÆÜ. -ÖÖ. •Ö ÖYÖÖ-Ö- x¼Ö-ÖÖ-Ö †-μÖÖ-Ö-Ö -Ö-μÜYÖß.
- 5) ÚμÜYÖ “ÖÖ. -Ö., *ÖÖÈμÜÖiÜ ÊÜ. ‹ÄÖ.- ¿ÖÖÄiÖ †-μÖÖ-Ö-Ö -Ö-μÜYÖß, -ÖÆYÖ-Ö -Öi ÚÖ¿Ö-Ö, -ÖÄ ÖÊ 1980
- 6) †-ÖÖ,ÜÄÖÊ, xμÜÖÊ, -ÖÖ™Ü Ö Ú,Ü (1974)- ¿ÖÖÄiÖ †-μÖÖ-Ö-Ö -Ö-μÜYÖß, -ÖÆYÖ-Ö -Öi ÚÖ¿Ö-Ö, -ÖÄ ÖÊ.
- 7) - ÖiÖ. - Öi³ÖÖ Ú,Ü ÆÜ Úß´Ö- x¼Ö-ÖÖ-ÖÖ“ÖÊ †-μÖÖ-Ö-Ö.
- 8) - ÖiÖ. ÊÜ. •Öß. -ÖÖÖ²Ö,ÊÜ- x¼Ö-ÖÖ-Ö x¼ÖÄÖμÖ -ÖÖ-Ö ¼Ö †-μÖÖ-Ö-Ö -Ö-μÜYÖß.

MATHEMATICS METHODOLOGY

Unit 1 A) Nature, scope, importance and place of Mathematics :

- A)
 - 1) Concept, meaning, nature and scope of Mathematics
 - 2) Place of Mathematics in Secondary school curriculum
- B) Correlation of Mathematics within the subject and with other subject
- C) Characteristics a Good textbook of Mathematics.

B) Aims and objectives of Teaching Mathematics :

- 1) Aims & objectives of teaching Mathematics at secondary school.
- 2) Objective of teaching Mathematics as given in the secondary school curriculum of the Maharashtra state.
- 3) Instructional objectives of teaching Mathematics of their specification at secondary level.

Unit 2 A) Methods, Devices and techniques of Mathematics teaching :

- 1) Methods : Inductive & deductive Experimental, Analytical & synthetically, Heuristics, Discovery.
- 2) Devices and techniques : Question Explanation, illustration, supervised study, assignment, home work, oral and written drill, self study, review and revision.
- 3) Maxims of teaching as applied to teaching mathematics.

B) Learning Experience, Teaching Material and support system for teaching learning.

- 1) Classification of learning experiences : Direct and Indirect, Verbal and non verbal learning experience helpful in teaching of mathematics.
- 2) Instructional Materials and Aids : Projected aids and non projected aids i.e. charts, diagrams, models boards, slides, filmstrips, overhead projector, variety of projectors, tape recorder, radio, T.V. V.C.R. and computer.
- 3) Co-curricular activities : Mathematics club, visit, exhibitions, seminars etc.

Unit 3 A) Planning for learning and Teaching :

Preparation of the year plan, unit plan & daily lesson plan.

B) Teaching of various aspects of Mathematics :

- 1) Arithmetic's – Fractions, simple & compound interest, profit & loss, percentage,
- 2) Algebra – Graphs, H.C.F., L.C.M.
- 3) Geometry – Three stages of teaching Geometry, Basic concepts in Geometry, parallel line, angle triangle.
- 4) Trigonometry – trigonometric ratios, problems in height & distance.

Unit 4 A) Evaluation :

- 1) Examination – Types of examination, types of question.
- 2) Type of test – Speed & accuracy, Achievement, diagnostic test.
- 3) Remedial teaching.

B) The Teacher :

- 1) Essential qualification & qualities of mathematics teacher.
- 2) Professional growth of Mathematics teacher, organization and its role in professional development.

Books Recommended :

- 1) *Mathematics for Class VI*. A.U. - O.O. • Ö ÖYÖÖ- Ö× ÖYÖ †-μÖÖ-Ö-Ö -Ö-αÜYÖß.

Semester -II
Theory Courses

CC-201 YOGA EDUCATION

Credits : Theory:- 4

Total Theory Lectures:- 60

Unit-I : Introduction

- ☯ Meaning and Definition of Yoga
- ☯ Aims and Objectives of Yoga
- ☯ Yoga in Early Upanisads
- ☯ The Yoga Sutra; General Consideration
- ☯ Need and Importance of Yoga in Physical Education and Sports
- ☯ Role of Yoga in total health.

Unit-II : Foundation of Yoga

- ☯ School of Yoga
- ☯ The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dhyana and Samadhi
- ☯ Yoga in the Bhagavadgita – Karma Yoga, Raj Yoga, Jnana Yoga and Bhakti Yoga
- ☯ Yogic Diet

Unit-III : Asanas

- ☯ Effect of Asanas and Pranayama on various systems of the body
- ☯ Classification of asanas with special reference to physical education and sports
- ☯ Influences of relaxative, meditative postures on various systems of the body
- ☯ Types of Bandhas and mudras
- ☯ Types of Pranayama
- ☯ Type of kriyas

Unit-IV: Yoga Education

- ☯ Basic, applied and action research in Yoga
- ☯ Difference between yogic practices and physical exercises
- ☯ Yoga education centers in India and abroad
- ☯ Competitions in Yogasanas
- ☯ International Yoga Day

Unit-V: Yoga Education

- ☯ Suryanamaskar –Method of Suryanamaskar-Benefits

Reference:

- Brown, F.Y. (2000) How to use yoga. Delhi: Sports publication.
- Gharote, M.L. & Ganguly, H. (1988). Teaching methods for yogic practices. Lonawala Kaivalyadham.
- Shankar, G. (1998). Holistic approach of yoga. New Delhi, Aditya Publishers.
- Shekar, K.C. (2003). Yoga for health. Delhi. Khel Sahitya Kendra.

Semester -II
Theory Courses

**CC-202: EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN
PHYSICAL EDUCATION**

Credits : Theory:- 4

Total Theory Lectures:- 60

Unit-1: Introduction

- ☛ Education and Education Technology – Meaning and Definitions.
- ☛ Types of Education – Formal, Informal and Non – Formal Education
- ☛ Educative Process
- ☛ Importance of Devices and Methods of Teaching
- ☛ Leadership of Physical Education profession, Importance of Physical Education as profession, educational qualification and qualities of Physical Education teacher and opportunity to serve



Unit-2: Teaching Techniques

- ☛ Teaching Techniques – Lecture method, Command method, Demonstration method, limitation method, project method etc.,
- ☛ Teaching Procedure – Whole method, whole – part – whole method, part – whole method.
- ☛ Presentation Technique – Personal and technical preparation
- ☛ Command – Meaning Types and its uses in different situations.
- ☛ Student Leadership.
- ☛ Class formation and its different types.
- ☛ Guest speaker
- ☛ Media and Public relation.

Unit-3: Teaching Aids

- ☛ Teaching Aids – Meaning, Importance and criteria for selecting teaching aids.
- ☛ Teaching aids – Audio aids, Visual aids, Audio-visual aids, Verbal, Chalk board, Charts, Model, Slide and LCD projector, Motion pictures, computers, Laptops, etc
- ☛ Team, Teaching – Meaning Principles and advantage of team teaching
- ☛ Difference between Teaching Methods and Teaching Aid.

Unit-4: Lesson Planning and Teaching Innovations

- ☛ Lesson Planning – Meaning, Type and Principles of lesson plan.

- ☰ General and specific lesson plan.
- ☰ Micro Teaching – Meaning, Types and steps of micro teaching Simulation
- ☰ Teaching – Meaning, Types and steps of simulation teaching.

Reference:

- ☐ Bhardwaj, A (2003) New media of educational planning. New Delhi, Sarup and Sons.
- ☐ Bhatia, and Bhatia, (1959) The principles and methods of teaching New Delhi: Doaba House.
- ☐ Kochar, S.K. (1982) Methods and techniques of teaching. New Delhi Sterling Publishers Pvt. Ltd.,
- ☐ Sampath, K. Panniselvam, A & Santhasnam, S (1981) Introduction to educational technology New Delhi Sterling Publishers Pvt Ltd.,
- ☐ Walia, J.S (1999) Principles and methods of education, Jullandhar: Paul Publishers.

Semester -II
Theory Courses

CC-203: ORGANZATON, ADMINISTRATION AND SPORTS MANAGEMENT

Credits : Theory:- 4

Total Theory Lectures:- 60

Unit-1: Introduction

- ☰ Meaning and importance of Organization and Administration in physical education
- ☰ Brief introduction of Sports Management (Meaning, Definition, purpose and scope)
- ☰ Essential skills of Sports Management.
- ☰ Qualification and Responsibilities of Physical Education teacher and pupil leader
- ☰ Planning and basic principles of Planning.
- ☰ Program planning: Meaning, Importance, Principles of program planning in physical education.

Unit-2: Office Management, Record, Register & Budget

- ☰ Office Management: Meaning, definition, functions and kinds of office management.
- ☰ Records and Registers: Maintenance of attendance Register, stock register, cash register, physical efficiency record, Medical examination record.
- ☰ Budget: Meaning, Importance of Budget making.
- ☰ Criteria of a good Budget, Sources of Income, Expenditure, Preparation of Budget.
- ☰ Principles and Steps of Budgeting.

Unit-3: Facilities, & Time - Table Management

- ☰ Facilities and equipment management; Types of facilities: Infrastructure-indoor, out door, academic & administrative blocks, research wing, library etc.
- ☰ Care of school building, Gymnasium, Swimming pool, Play fields, Play grounds.
- ☰ Equipment: need, importance, purchase, care and maintenance.
- ☰ Time Table Management: Meaning, Need, Importance and Factors affecting time table.
- ☰ Sports Management system in schools, colleges and Universities.

Unit-4: Competition Organization

- ☰ Importance of Tournament.
- ☰ Types of Tournament and its organization structure – Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournament and challenge Tournament.
- ☰ Organization structure of Athletic Meet.
- ☰ Sports Event Intramurals & Extramural Tournament planning.
- ☰ Leadership in Physical Education and Sports.

Reference:

- ☐ Broyles, F.J. & Rober, H.D. (1979) Administration of Sports, Athletic programme: A Managerial Approach New York: Prentice hall Inc.
- ☐ Bucher, C.A. (1983). Administration of Physical Education and Athletic Programme. St. Louis: The C.V. Hosby Co.
- ☐ Earl, Z, & Gary, W.B. (1963) Management competency development in sports and physical education. Philadelphia: W. Lea and Febiger.
- ☐ Kozman, H.C. Cassidy, R & Jackson, C (1960). Methods in Physical Education. London: W.B. Saunders Co.
- ☐ Pandey, L.K. (1977). Methods in Physical Education. Delhi: Metropolitan Book Depo.
- ☐ Voltmer, E.F. & Esslinger, A.A (1979). The organization and administration of Physical Education. New York: Prentice Hall Inc.

Semester -II
Theory Courses

CC-204: CONTEMPORARY ISSUES IN PHYSICAL EDUCATION: FITNESS AND WELLNESS, SPORTS NUTRITION AND WEIGHT MANAGEMENT

Credits : Theory:- 4

Total Theory Lectures:- 60

Unit-1: Concept of Physical Education and Fitness

- ☰ Definition and meaning of fitness and Wellness.
- ☰ Fitness – Types of Fitness and Components of Fitness.
- ☰ Dimensions of Wellness.
- ☰ Importance and Scope of fitness and wellness.
- ☰ Physical Activity and Health Benefits.

Unit-2: Principles of Exercise Program

- ☰ Means of Fitness development – aerobic and anaerobic exercises.
- ☰ Exercises and Heart rate Zones for various aerobic exercise intensities.
- ☰ Concept of free weight Vs Machine, Sets and Repetition etc.
- ☰ Concept of designing different fitness training program for different age groups.

Unit-3: Nutrition and Weight Management

- ☰ Concept of BMI (Body mass index), Obesity and its hazard, Myth of Sport reduction, Dieting versus exercise for weight control, Common Myths about weight Loss.
- ☰ Health Risks Associated with Obesity, Obesity – Causes and Solutions for Overcoming Obesity.
- ☰ Nutrition – Daily calories intake and expenditure, Determination of desirable body weight.
- ☰ Weight management program for sporty child, Role of diet and exercise in weight management, Design diet

Unit-4: Open Gym – concept, need and importance, equipments and its benefits Different sports clubs - need and importance of sports club- Swimming, Gymnasium, Weight Lifting , Yoga, Aerobics, Zumba and benefits for health

Reference:

- ☐ Bessesen, D.H. (2008) Update on obesity. J Clin Endocrinol Metab.93(6), 2027-2034.
- ☐ Butryn, M.L. Phelan, S., & Hill, J. O. (2007). Consistent Self-Monitoring of weight: a key component of successful weight loss maintenance. Obesity (Silver Spring). 15(12), 3091-3096.

- Giam, C.K & The, K.C. (1994), Sport medicine exercise and fitness. Singapore; P.G. Medical Book.
- Mcglynn, G., (1993) Dynamics of fitness. Madison; W.C.B. Brown. Sharkey, B.J. (1990) Physiology of fitness, Human Kinetics Book

**PUNYASHLOK AHILYADEVJI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**



NAAC Accredited-2015
'B' Grade (CGPA 2.62)

Name of the Course Syllabus:-

**B.P.Ed. II Year
(Bachelor of Physical Education)**

With effect from :-

June- 2020

**CBCS Pattern
(80;20)**

Semester -III
Theory Courses

CC-301: SPORTS TRAINING

Credits : Theory:- 4

Total Theory Lectures:- 60

Unit-1: Introduction to Sports Training

- ☰ Meaning and Definition of Sports Training.
- ☰ Aim and Objective of Sports Training.
- ☰ Principles of Sports Training.
- ☰ System of Sports Training – Basic Performance, Good Performance and High Performance Training.

Unit-2: Training Components

- ☰ Strength – Means and Methods of Strength Development
- ☰ Speed – Means and Methods of Speed Development
- ☰ Endurance – Means and Methods of Endurance Development.
- ☰ Coordination – Means and Methods of coordination Development.
- ☰ Flexibility – Means and Methods of Flexibility Development.

Unit-3: Training Process

- ☰ Training Load – Definition and Types of Training Load.
- ☰ Principles of Intensity and Volume of Stimulus.
- ☰ Tactical Training – Meaning and Methods of Tactical Training.

Unit-4: Training Programming and Planning

- ☰ Periodization – Meaning and types of Periodization.
- ☰ Aim and Content of Periods – Preparatory, Competition, Transitional etc.
- ☰ Planning – Training session.
- ☰ Talent Identification and Development.
- ☰ Types of Training- Weight training, Interval training, Circuit training, Fartlek training

Reference:

- ☐ Dick, W.F. (1980). Sports training principles. London: Lepus Books.
- ☐ Jensen, R.C. & Fisher, A.G. (1979). Scientific basis of athletic conditioning. Philadelphia : Lea and Fibiger, 2nd Edn.
- ☐ Matvyew, L.P. (1981) Fundamental of sports training. Moscow: Progress Publishers.
- ☐ Singh, H. (1984) Sports training, general theory and methods, Patials: NSNIS.
- ☐ Uppal, A.K., (1999) Sports Training. New Delhi: Friends Publication.

Semester –III
Theory Courses

CC-302: COMPUTER APPLICATIONS IN PHYSICAL EDUCATION

Credits : Theory:- 4

Total Theory Lectures:- 60

Unit-1: Introduction to Computer

☰ Meaning , need and importance of information and communication technology (ICT).
Application of Computers in Physical Education.

☰ Components of computer, input and output device.

☰ Application software used in Physical Education and Sports.

Unit-2: MS Word

☰ Introduction to MS Word.

☰ Creating, saving and opening a document

☰ Formatting, Editing features Drawing table.

☰ Page setup, paragraph alignment, spelling and grammar check printing option, inserting page number, graph, footnote and notes.

Unit-3: MS Excel

☰ Introduction to MS Excel.

☰ Creating, saving and opening the spreadsheet

☰ Creating formulas

☰ Format and editing features adjusting columns width and row height understanding charts.

Unit-4: MS Power Point

☰ Introduction to MS Power Point.

☰ Creating saving and opening a ppt. file

☰ Format and editing features slide show, design, inserting slide number.

☰ Picture graph table.

☰ Preparation of Power point presentations.

Reference:

- ☐ Irtegov, D (2004). Operating system fundamentals. Firewall Media.
- ☐ Marilyn, M.& Roberta, B(n.d) Computers in your future. 2nd edition, India, Prentice Hall.
- ☐ Milke, M(2007). Absolute beginner's guide to computer basics, Pearson Education Asia.
- ☐ Sinha, P.K. & Sinha, P. (n.d.) Computer fundamentals. 4th edition, BPB Pblcation.

Semester -III
Theory Courses

CC-303: SPORTS PSYCHOLOGY AND SOCIOLOGY

Credits : Theory:- 4

Total Theory Lectures:- 60

Unit-1: Introduction

- ☀ Meaning, Importance and scope of Educational and Sports Psychology.
- ☀ General Characteristics of Various Stages of growth and development.
- ☀ Types and nature of individual differences; Factors responsible Heredity and environment.
- ☀ Psycho-sociological aspects of Human behavior in relation to physical education and sports.

Unit-2: Sports Psychology

Kinds of Learning

- Conditional learning
- Trial and error
- Imitation
- Insight

- Law of readiness
- Law of Exercise
- Law of Effect

Learning curve and transfer of training in physical education.

Personality – Meaning, Factors of personality, personality and physical education – sports performance

Motivation – Meaning, Nature and Types of motivation, Factors influencing motivation, Motivation and sports performance

Aggression and Sports, Meaning and nature of anxiety, Kinds of anxiety.

Meaning and nature of stress; Types of stress, Anxiety, Stress, Arousal and their

effects on sports performance.

Unit-3: Relation between Social Science and Physical Education

Definition of socialization.

Socialization through Physical Education and Sports

Festivals and Physical Education.

Group dynamic

National integration through Physical Education and Sports

Unit-4: Sports Culture: Meaning and Importance:

☀ Features of sports culture,

☀ Importance of sports culture.

☀ Effects of sports culture on people life style.

Social recognition

Customs, Folkway, Traditions, their influence on behavior pattern. 5.6 Social Values and Development of different traits ideas.

Reference:

- Ball D. W. & Loy, J.W. (1975). Sports and social order: Contribution to the sociology of sports. London: Addison Wesley Publishing Co., Inc.
- Blair, J. & Simpson, R. (1962). Educational psychology, New York: McMillan Co.,
- Cratty, B.J. (1968) Psychology and physical activity. Eaglewood Cliffs. Prentice Hall.
- Kamlesh, M.L. (1998) Psychology in physical education and sport. New Delhi; Metropolitan Book Co.,
- Loy, J.W., Kenyon, G.S. & McPherson, B.D. (1978). Sport and social system. London: Addison Wesley Publishing Company Inc.
- Loy, J.W., Kenyon, G.S. & McPherson, B.D. (1981). Sports culture and society. Philadelphia: Lea & Febiger.
- Mathus, S.S., (1962). Education Psychology. Agra. Vinod Pustak Mandir.
- Skinner, C.E. (1984). Education Psychology. New Delhi: Prentice Hall of India.
- William, F.O & Meyer, F.N. (1979) A handbook of sociology. New Delhi Eurasia Publishing House Pvt Ltd.,

Semester -III
Theory Courses

CC-304: CURRICULUM DESIGN

Credits : Theory:- 4

Total Theory Lectures:- 60

Unit-1: Modern concept of the curriculum

- ☰ Definition , meaning and concept of curriculum.
- ☰ Need and importance of curriculum, and curriculum development, the role of the teacher in curriculum development.
- ☰ Factors affecting curriculum – Social factors – Personnel qualifications – Climatic consideration – Equipment and facilities – Time suitability of hours.

Unit-2: Basic Principles for curriculum development in physical education ; contest (selection and expansion)

- ☰ Basic Principles of curriculum development.
- ☰ Steps in curriculum construction.- Formulating aim and objectives.-Selecting curriculum and integration of content.-the organization of integration of content.-Preparing instructional materials – evolution of curriculum.

Unit-3: Curriculum – Old and new concepts , Mechanics of curriculum planning.

- ☰ Old and new concepts of curriculum.
- ☰ Curriculum Design, Meaning, Importance and factors affecting curriculum design.
- ☰ National and Professional policies, Research finding.
- ☰ Role of Teachers.

Unit-4: Under – graduate preparation of professional preparation.

- ☰ Areas of Health education, Physical education and Recreation.
- ☰ Curriculum design-Experience of Education, Field and Laboratory.
- ☰ Teaching practice.
- ☰ Professional Competencies to be developed – Facilities

Reference:

- Barrow, H.M. (1983) Man and movement: principles of Physical education, Philadelphia Lea and Febiger.
- Bucher, C.A. (1986) Foundation of Physical Education: St. Louis: The C.V. Mosby & Company.
- Cassidy, R. (1986) Curriculum development in physical education, New York: Harper & Company.
- Cowell, C.C. & Hazelton, H.W. (1965). Curriculum designs in physical education. Englewood Cliffs: N.J. prentice Hall Inc.
- Larson. L.A (n.d.) Curriculum foundation in physical education. Englewood Cliffs: N.J. prentice Hall Inc.
- Underwood, G.L. (1983). The physical Education curriculum in secondary school: planning and implementation, England Taylor and Francis Ltd.,
- Willgoose, C.E. (1979) Curriculum in physical education, 3rd Ed., Englewood Cliffs: N.J. prentice Hall Inc.

Semester -IV
Theory Courses

CC-401: MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Credits : Theory:- 4

Total Theory Lectures:- 60

Unit-1: Introduction to Test & Measurement & Evaluation

- ☰ Meaning of Test and Measurement & Evaluation in Physical Education.
- ☰ Need & Importance of Test & Measurement & Evaluation in Physical Education.
- ☰ Principles of Evaluation.

Unit-2: Criteria; Classification and Administration of test

- ☰ Criteria of good test.
- ☰ Criteria of tests, scientific authenticity (reliability, objectivity, validity)
- ☰ Type and classification of Test.
- ☰ Administration of test, advance preparation – Duties during testing – Duties after testing.

Unit-3: Physical Fitness Tests

- ☰ AAHPER youth Fitness Test.
- ☰ National Physical Fitness Test
- ☰ Indiana Motor Fitness Test
- ☰ JCR Test
- ☰ U.S Army Physical Fitness Test

Unit-4: Sports Skill Tests

- ☰ Lockhart and McPherson Badminton test
- ☰ Johnson basketball test
- ☰ McDonald soccer test
- ☰ S.A.I Volleyball test
- ☰ SAI Hockey test

Reference:

- Bangsbo, J. (1994). Fitness training in football: A scientific approach. Bagsvaerd, Denmar; Ho+Storm.
- Barron, H.M. & Mchee, R. (1977) A Practical approach to measurement in physical education. Philadelphia: Lea and Febiger.
- Kansal, D.K. (1966). Test and measurement in sports and physical education. New Delhi. D.V.S. Publications.
- Mathews, D.K. (1973) Measurement in physical education, Philadelphia: W.B. Sounder Company.
- Pheasant, S. (1966). Body space: anthropometry, ergonomics and design of work. Taylor & Francis, New York.
- Phillips, D.A. & Hornak, J.E. (1979) Measurement and evaluation in physical education. New York: New York: John Willey and sons.
- Sodhi, H.S. & Sidhu L.S. (1984) Physique and selection of sports a anthropometric study. Patiala: Punjab Publishing House.

Semester -IV
Theory Courses

CC-402: KINESIOLOGY AND BIOMECHANICS

Credits : Theory:- 4

Total Theory Lectures:- 60

Unit-1: Introduction to Kinesiology and Sports Biomechanics

- ☰ Meaning and Definition of Kinesiology and Sports Biomechanics
- ☰ Importance of Kinesiology and Sports Biomechanics to Physical Education Teacher, Athletes and Sports Coaches.
- ☰ Terminology of Fundamental Movements.
- ☰ Fundamental concepts of following terms – Axes and Planes, centre of Gravity, Equilibrium, Line of Gravity.

Unit-2: Fundamental Concept of Anatomy and Physiology

- ☰ Classification of Joints and Muscles.
- ☰ Types of Muscle Contractions.
- ☰ Posture – Meaning, Types and Importance of good posture.
- ☰ Fundamental concepts of following terms – Angle of Pull, All or None Law, Reciprocal Innovation.

Unit-3: Mechanical Concepts

- ☰ Force – Meaning, definition, types and its applications to sports activities.
- ☰ Lever – Meaning, definition, types and its application to human body.
- ☰ Newton's Laws of Motion – Meaning, definition and its application to sports activities.
- ☰ Projectile – Factors influencing projectile trajectory.

Unit-4: Kinematics and Kinetics of Human Movement

- ☰ Linear Kinematics – Distance and Displacement, speed and velocity, Acceleration.
- ☰ Angular kinematics – Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration.
- ☰ Linear Kinetics – Inertia, Mass, Momentum, Friction.
- ☰ Angular Kinetics – Moment of inertia, Couple, Stability.

Reference:

- Bunn, J.W. (1972) Scientific principles of coaching. Englewood Cliffs, N.J. Prentice Hall Inc.
- Hay, J.G. & Reid, J.G. (1982) The anatomical and mechanical basis of human motion. Englewood Cliffs, N.J. prentice Hall Inc.
- Hay, J.G. & Reid, J.G. (1988). Anatomy mechanics and human motion. Englewood Cliffs, N.J. prentice Hall Inc.
- Hay, J.G. (1970). The biomechanics of sports techniques. Englewood Cliffs, N.J. prentice Hall Inc.
- Simonian, C. (1911) Fundamentals of sport biomechanics. Englewood Cliffs, N.J. prentice Hall Inc.
- Deshpande, S.H. (1955) Manav Kriya Vigyan (Hindi), H.V.P. Mandal, Amravati.

Semester -IV
Theory Courses

CC-403: RESEARCH AND STATISTICS IN PHYSICAL EDUCATION

Credits : Theory:- 4

Total Theory Lectures:- 60

Unit-1: Introduction to Research

- ☼ Definition of Research
- ☼ Need and importance of Research in Physical Education and Sports.
- ☼ Scope of Research in Physical Education & Sports.

Classification of Research.

Unit-2: Research Method and Tools

- ☼ Historical, Experimental, Survey, Case study
- Tools of data collection in research, Questionnaire, Interview, Observation etc.
- Concept of population and sample and its types.

Unit-3: Basic of Statistical Analysis

- ☼ Statistics: Meaning Definition, Nature and Importance.
- ☼ Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution, construction of Tables.
- ☼ Graphical Presentation of Class Distribution: Histogram, Frequency Polygon, Frequency Curve. Cumulative Frequency Polygon, Ogive, Pie Diagram.

Unit-4: Statistical Model in Physical Education and Sports

- ☼ Measure of Central Tendency: Mean, Median and Mode-Meaning Definition, Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data.
- ☼ Measures of Variability: Meaning, importance, computing from group and ungroup data.
- ☼ Percentiles and Quartiles: Meaning importance, computing from group and ungroup data.

Reference:

- Best, J.W. (1963). Research in education. U.S.A: Prentice Hall.
- Bompa, T.O. & Haff, G.G. (2009) Periodization: theory and methodology of training 5th ed. Champaign, IL: Human Kinetics.
- Brown, L.E. & Ferrigno, V.A. (2005). Training for speed agility and quickness, 2nd ed. Champaign, IL: Human Kinetics.
- Brown, L.E. & Miller, J., (2005) How the training work. In Training speed, Agility, and Quickness. Brown, L.E. & Ferrigno, V.A & Ferrigno, VA., eds. Human Kinetics.
- Carl, E.K., & Daniel, D.A (1969). Modern principles of athletes training. St. Louis. St. Louis's Mosby Company.
- Clark, H.H & Clark, D.H (1975) Research process in Physical Education. Englewood cliffs, New Jersey: Prentice Hall, Inc.
- Garrett, H.E (1981) Statistics in psychology and education. New Yord: Vakilsfeffer and Simon Ltd.,
- Oyster, C.K., Hanten, W.P., & Llorens, L.A (1987) Introduction to research: A guide for the health science professional Landon J.B Lippincott Company.
- Thomas, J.R. & Nelson J.K (2005) Research method in physical activity. USA Champaign, IL Human Kinetics Books
- Thomas, J.R. & Nelson J.K & Silverman, S.J (2011) Research method in physical activity. USA Champaign, IL Human Kinetics Books
- Uppal, A.K (1990) Physical Fitness: how to develop. New Delhi: Friends Publication.
- Verma, J.P (2000). A text book on sports statistics Gwalior. Venus Publications.

Semester –IV
Theory Courses

CC-404: THEORY OF SPORTS AND GAMES, OFFICIATING AND COACHING

Credits : Theory:- 4

Total Theory Lectures:- 60

Unit-1: Introduction of Officiating and coaching

- ☛ Concept, Importance and principles of officiating and coaching.
- ☛ Philosophy of officiating and coaching.
- ☛ Duties of coach in general, pre, during and post game.
- ☛ Responsibilities of a coach on and off the field.
- ☛ Officiating systems of Sports and Games- positioning , filling of score sheet and hand signals

Unit-2: Qualities and Qualifications of Coach and Official

- ☛ Qualities and qualification of coach and official.
- ☛ General rules of games and sports.
- ☛ Eligibility rules of intercollegiate and inter-university tournaments, preparation of bills related to sports and tournament.
- ☛ Integrity and values of sports.
- ☛ Need and importance of Coaching camp

Unit-3: Theory of Sports and Games

- ☛ General Introduction of specialized games and sports-

(Athletics, Gymnastic, Kabaddi, Kho-Kho, Basketball, Volleyball, Football, Softball, Baseball, Hockey, Wrestling, Cricket, Badminton, Tennis, and Yoga)

Each game or sports to be dealt under the following heads.

- ☛ History and development of the Game of Sports
- ☛ Ground preparation, dimensions and marking.
- ☛ Standard equipment and their specifications
- ☛ Ethics of sports and sportsmanship.

Unit-4: Advance Training (for particular specialized Games or Sports)

- ☛ Concept of Conditioning and warming up.
- ☛ Role of weight training in games and sports.
- ☛ Teaching of fundamental skill & their mastery (technique, tactic and different phases of skill acquisition).
- ☛ Recreational and Lead up games.
- ☛ Strategy – Offence and defense, Principles of offence and defense.
- ☛ Selection of team
- ☛ Handling of players

Reference:

- Bunn, J.W. (1968) The art of officiating sports. Englewood cliffs N.J. Prentice Hall.
- Bunn, J.W. (1972). Scientific principles of coaching. Englewood cliffs N.J. Prentice Hall.
- Dyson, G.H. (1963). The mechanics of athletics. London: University of London Press Ltd.,
- Lawther, J.D. (1965). Psychology of coaching. New York: Pre. Hall.
- Singer, R.N. (1972). Coaching, athletic & psychology. New York M.C. Graw Hill.

Part -B
Practical Courses
Semester – I

PC – 101

Track and Field:

Running Event:

Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks.

Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug. Ground Marking, Rules and Officiating.

- ◆ Fundamental Skills – Starting, Clearance and Landing Techniques.
- ◆ Ground marking and Officiating.

PC – 102

Gymnastics: Floor Exercise

Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Head stand, Jumps – leap scissors leap.

Vaulting Horse.

Approach Run, Take off from the beat board, Cat Vault, Squat Vault.

PC – 102/401

Swimming: Fundamental Skills

Entry into the pool.

Developing water balance and confidence. Water fear removing drills.

Floating – Mushroom and Jelly fish etc.

Gliding with and without kickboard.

Introduction of various strokes.

Body Position, Leg, Kick, Arm pull, Breathing and Co ordination.

Start and turns of concerned strokes.

Rules of Competitive swimming-officials and their duties, pool specifications, seeding heats and finals, Rules of the races.

PC – 102

Aerobics: Introduction of Aerobics

Rhythmic Aerobics – dance

Low impact aerobics

High impact aerobics

Aerobics kick boxing

Postures – Warm up and cool down

THR Zone – Being successful in exercise and adaptation to aerobic workout.

PC – 103

Kabaddi: Fundamental Skills

Skills in Raiding – Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing.

Skills of Holding the Raider – Various formations, Catching from particular position, Different catches, Luring the raider to take particular position so as to facilitate catching, catching formations and techniques.

Additional skills in raiding-Bringing the antis in to particular position, Escaping from various holds, Techniques of escaping from chain formation, Combined formations in offence and defense.

PC – 103

Kho-Kho:

General skills of the game- Running, chasing, Dodging, Faking etc.,

Skills in chasing – Correct Kho, Moving on the lanes, Pursuing the runner, Tapping the inactive runner, Tapping the runner on heels, Tapping on the pole, Diving, Judgment in giving Kho, Rectification of Foul.

Skills in Running-Zig zag running, Single and double chain, Ring play, Rolling in the sides, Dodging which facing and on the back, fakes on the pole, fake legs, body arm etc., Combination of different skills.

Ground Marking.

Rules and their interpretations and duties officials.

PC – 103 Malkhamb

Malkhamb: Salaami, Hold, Saadiudi, Bagaludi, Dashrang udi, Bagli udi, Suidora, Phirki, Padmasana, T Balance, Pataka, Landing.

Rope Malkhamb-Salaami, Padmasana Chadh, Katibandh 1-2, Sadiadhi, Rikebpakkad, Rikebpagniadhi, Nakkikasadhi, Kamaradhi, Nakkikasadhi, Urubandhtedhi, Sadibagli, Do hatibagli, Kamarbandhbagli, nakkikasbagli, Dashrang, Hanuman pakad, Gurupakkad, various padmasana, Landing.

PC – 104 Light Apparatus:

Lathi – Two counts exercises, Four Count exercises, eight count exercises, sixteen count exercises.

Ghati Lezuim – AathAawaaz, Bethakawaaz, AagePaon, Aagekadam, Do Pherawaaz, Chau pherawaaz, Kadamtaal, Pavitra, Uchhakupavitra, Kadampavitra.

Hindustani Lezuim – Char Awaaz, EkJagah, AantiLagaav, Pavitra, Do Rukh, Chau Rukh, Chau rukhbethak, Momiya.

Mass P.T. Exercises – Two count, four count and eight count exercises.

Drill and Marching.

PC - 104

Dumbbells / Wands/Hoop/Indian clubs/Flag : Fundamentals Skills

Apparatus/Light apparatus Grip.

Attention with apparatus/Light apparatus.

Stand – at – ease with apparatus/light apparatus.

Exercise with verbal command, drum, whistle and music-Two count, Four count, Eight count and Sixteen count.

Standing Exercise.

Jumping Exercise.

Moving Exercise.

Combination of above all

Semester - II

PC - 201

Track and Field:

Athletics: Jumping Events

High Jump (Straddle
Roll). Approach Run.

Take off.

Clearance over the bar.
Landing

Long Jump, Triple Jump, Pole Vault.

PC - 202

Gymnastics:

Parallel Bar:

Mount from one bar.

Straddle walking on parallel
bars. Single and double step walk

Perfect swing.

Shoulder stand on one bar and roll forward.
Roll side

Shoulder stand

Front on back vault to the side (dismount)
Horizontal / Single Bar:

Grip
Swings

Fundamental Elements

Dismount

Uneven Parallal Bar:
Grip

Swings

Fundamental Elements
Dismount

PC - 202

Yoga :

Sury Namaskara,
Pranayam
Corrective
Asanas Kriyas

Asanas

- Sitting
- Standing
- Lying Prone Position.
- Lying Spine Position.

PC - 203

Badminton: Fundamental Skills

Racket parts, Racket rips, Shuttle Grips.
The basic stances.

The basic stokes – Serves, Forehand-overhead and underarm, Backhand-overhead and underarm

Drill and lead up games.

Types of games-Singles, doubles, including mixed doubles.
Rules and their interpretations and duties of officials.

PC - 203

Table Tennis: Fundamental Skills

The Grip – The Tennis Grip, Pen Holder Grip.

Service – Forehand, Backhand, Side Spin, High Toss.

Strokes-Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick Shit,
Loop Drive.

Stance and Ready position and foot work.

Rules and their interpretations and duties of officials.

PC – 203 / 402

Lawn Tennis: Fundamental Skills

Grip – Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip.

Stance and Footwork.

Basic Ground Stokes-Forehand Drive, Backhand drive. Basic Service.

Basic Volley

Over-head Volley. Chop

Tactics-Defensive, attacking in game

Rules and their interpretations and duties of officials.

Semester – III

PC – 301

Elective Skill Oriented Course:

Gym Instructor:

Course Content:

Module 01: Introduction and training principles

- ☐ Introduction of gym.
- ☐ Understanding the concept of physical fitness.
- ☐ Understanding the concept, importance and benefits of exercise.
- ☐ Basic principles of exercises.

Module 02: Anatomy and physiology

- ☐ Muscular system.
- ☐ Skeletal system
- ☐ Types of muscle contraction.
- ☐ Effect of exercises on human body.

Module 03: Exercises and scheduling.

- ☐ Warming up exercises.
- ☐ Weight training exercises of all muscle groups.
- ☐ Types of set
- ☐ Types of reps
- ☐ Scheduling program

Module 04:

- ☐ Deciding training intensity.
- ☐ Qualities, duties and responsibilities of gym instructor.
- ☐ Visits to various clubs, gyms and fitness centers etc.
- ☐ Report writing.

Aerobics and Zumba Trainer:

Course content:

Module 01: Introduction of Aerobics and Zumba.

- ☐ Introduction of aerobics.
- ☐ Introduction of Zumba.
- ☐ Difference between aerobics and Zumba.
- ☐ Importance of aerobics and Zumba.

Module 02: Basics of Aerobics and Zumba.

- ☐ Basic exercises in aerobics.
- ☐ Basic exercises in zumba.
- ☐ Benefits of aerobics and zumba.
- ☐ Safety measures in aerobics and zumba.

Module 03: Essentials of Aerobics and Zumba.

- ☐ Equipment for aerobics and zumba.
- ☐ Basic steps of aerobics and zumba.
- ☐ Advance steps in aerobics and zumba.
- ☐ Designing training program for aerobics and zumba.

Module 04:

- ☐ Qualities of aerobics and zumba trainer.
- ☐ Duties and responsibilities of trainer.
- ☐ Visits to various clubs and fitness centers.
- ☐ Report writing.

PC - 302

Boxing: Fundamentals Skills

Player stance.

 Stance – Right hand stance, left hand stance.

 Footwork – Attack, defense.

Punches – Jab, Cross, hook, upper cut, combinations.

 Defense slip – bob and weave, parry block, cover up, clinch, counter attack.

 Tactics – Toe to toe, counter attack, fighting in close, feinting.

Rules and their interpretations and duties of officials.

PC – 302

Martial Arts /karate: Fundamentals Skills

Player stance – walking, hand positions, front – leaning, side-fighting.

Hand Techniques – Punches (form of a punch, straight punch, and reverse punch), Blocks (eight basic).

Leg Techniques – Snap kicks, stretching straight leg, thrust kicks, sidekicks, round house.

Forms – The first cause Katas.

Self Defense – against punches, grabs and strikes, against basic weapons (knife, club sticks).

Sparing – One step for middle punch, high punch and groin punch. (Defended by appropriate block from eight basic blocks).

Rules and their interpretations and duties of officials.

PC – 302

Taekwondo: Fundamentals Skills

Player stance – walking, walking, extending walking, L stance, cat stance.

Fundamental Skills – Sitting stance punch, single punch, double punch, triple punch.

Punching Skill from sparing position – front – first punch, rear first punch, double punch, and four combination punch.

Foot Techniques (Balgisul) – standing kick (soseochagi), Reverse turning kick (AP chagi), Arc kick (BandalChagi), Side kick, (YeopChagi), Turning kick (DollyoChagi), Back kick (Twit Chagi), Reverse, turning kick (BandaeDollyoChagi), Jump kick (TwimyoChagi).

Poomase (Forms) – Jang, Yi Jang, Sam Jang, Sa Jang, O Jan, Yook Jang, Chil Jang, Pal Jang (Fundamental Movement – eye control, concentration of spirit, speed control, strength control, flexibility balance, variety in techniques).

Sparing (Kyorugi) – one Step Sparing (hand techniques, foot techniques, self defense techniques, combination kicks), Free Sparing.

Board Breaking (Kyokpa) – eye control, balance, power control, speed, point of attack.

Rules and their interpretations and duties of officials.

PC – 302

Judo: Fundamentals Skills

Rei (Salutation) – Ritsurei (Salutation in standing position), Zarai (Salutation in the sitting position).

Kumi kata (Methods of holding judo costume) Shisei (Posture in Judo)

Kuzushi (Act of disturbing the opponent posture)

Tsuduri and kake (Preparatory action for attack)

Ukemi (Break Fall) – UrhiroUkemi (Rear break Fall), Yoko Ukemi (Side Break Fall), Mae Ukemi (Front Break Fall).

Shin Tai (Advance or retreat foot movement) – Suri-ashi (Gliding foot), Twugi-ashi(Following footsteps), Ayumi-ashi waling steps.

Tai Sabaki (Management of the body).

Nage Waze (Throwing techniques)- HizaGuruma (Knee wheel), Sesae Twurikomi-ashi (Drawing ankle throw), De ashihari (Advance foot sweep), O Goshi (Major Joinm), SeoNage (Shoulder throw).

Katamawaze (Grappling techniques) – Kesagatame (Scaff hold), Kata gatame (Shoulder hold), Kamil shihogatama (Locking of upper four quarters), Method of escaping from each hold.

PC – 302

Wrestling: Fundamentals Skills

Take downs, Leg tackles, Arm drag.

Counters for take downs, Cross face, Whizzer series.

Escapes from under – sit-out turn in tripped.

Counters for escapes from under-Basic control back drop, Counters for stand up.

Pinning combination-Nelson series (Half Nelson and Bar arm), Leg lift series, leg cradle series, Reverse double bar arm, chicken wing and half Nelson.

Escapes from pining: Wing lock series, Double arm lock roll, Cridge.

Standing Wrestling-Head under arm series, whizzer series

Reference positions.

PC – 302

Fencing: Fundamentals Skills

Basic Stance-on-guard position (feet and legs)

Footwork-advance, retire, lunge, Step-lunge.

Grip – hold a foil correctly, Etiquette – salute and handshake to coaches and partners.

Hit a target (glove, mask, person) at riposte distance.

Lunge from an on-guard position.

Attack – simple attacks from sixty – direct, disengage, double attack, compound attacks high line – one two and cut over disengage, Cut – over attack, Low line attacks.

Semi circular parries – octave and septime.

Understand the layout of a piste.

Compound or successive parries.

Lateral parry and direct riposte.

Fence a bout – judges etc. salutes and handshakes.

Rules and their interpretations and duties of officials.

PC – 303

Football: Fundamentals Skills

Kicks-Inside kick, Instep kick, Outer instep kick, lofted kick.

Trapping-trapping rolling the ball, trapping bouncing ball with sole

Dribbling-With instep, inside and outer instep of the foot.

Heading-From standing, running and jumping.

Throw in

Feinting-With the lower limb and upper part of the body.

Tackling-Simple tackling, Slide tackling.

Goal Keeping-Collection of balls, Ball clearance-kicking, throwing and deflecting.

PC – 303

Softball: Fundamentals Skills

Catching: one handed, two handed, with feet grounded, in flight.

Throwing (different passes and their uses): one handed passes(shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).

Footwork; landing on one foot; landing on two feet; pivot; running pass.

Shooting; one hand; two hands; forward step shot; backward step shot.

Techniques of getting free; dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.

Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).

Intercepting: pass;

shot. The toss-up

Role of individual players.

Rules and their interpretations and duties of officials.

PC – 303

Volleyball: Fundamentals Skills

Players Stance-Receiving the ball and passing to the team mates,

The Volley (Over head pass),

The Dig (Under hand pass).

Service-Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service. Rules and their interpretations and duties of officials.

PC – 303

Handball: Fundamentals Skills

Catching, Throwing, Ball Control, Goal Throws-Jump Shot, Dive Shot, Reverse Shot, Dribbling-High and Low, Attack and Counter Attack, Simple Counter Attack, Counter Attack from two wings and centre, Blocking, Goal Keeping, Defense. Rules and their interpretations and duties of officials.

PC – 303

Basketball: Fundamentals Skills

Player stance and ball handling.

Passing-Two Hand chest pass, Two hand Bounce Pass, One Hand Base ball pass, Side Arm Pass, Over Head pass, Hook Pass.

Receiving-Two Hand receiving, One hand receiving, Receiving in stationary position, Receiving while jumping, Receiving while running.

Dribbling-How to start dribble, How to drop dribble, High Dribble, Low dribble, Reverse, dribble, Rolling dribble.

Shooting-Layup shot and its variations, one hand set shot, One hand jump shot, Hook shot, Free throw.

Individual Defensive-Guarding the man with the ball and without the ball.
Pivoting.

Rules and their interpretations and duties of the officials.

SEMESTER IV

PC-401 Hurdles

Ground Marking.

Interpretation of Rules and Officiating.

PC-401 Relays: Fundamental Skills

Various patterns of Baton Exchange.
Understanding of Relay Zones.

Ground Marking.

Interpretation of Rules and Officiating.

Track and Field (Throwing Events):

Discus Throw, Javelin, Hammer Throw, Shot-Put. Basic Skills and techniques of the Throwing events. Ground Marking / Sector Marking

Interpretation of Rules and Officiating.
Grip.

Stance.
Release.

Reserve (Follow through action).

Rules and their interpretations and duties of officials.

PC - 402

Hockey: Fundamentals Skills

Player stance & Grip.

Rolling the ball.

Dribbling

Push

Stopping

Hit

Flick

Scoop

Passing-Forward pass, square pass, triangular pass, diagonal pass, return pass.

Reverse hit.
Dodging
Goal keeping-Hand defense, foot defense.
Positional play in attack and defense.
Rules and their interpretations and duties of officials. Ground Marking.

PC - 402

Base Ball: Fundamentals Skills

Player Stance – walking extending walking, L stance, cat stance. Grip – standard grip, choke grip,

Batting – swing and bunt.
Pitching

Baseball: slider, fast pitch, curve ball, drop ball, rise ball, change up, knuckle ball, screw ball,

Softball: windmill, sling shot,

Starting position: wind up, set.
Fielding:

- Catching basics to catch fly hits, rolling hits,
- Throwing: over arm, side arm.

Base running

- Base running: single, double, triple, home run,
- Sliding: bent leg slide, hook slide, head first slide.

Rules and their interpretations and duties of officials.

PC - 402

Netball: Fundamentals Skills

Catching: one handed, two handed with feet grounded, in flight.

Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).

Footwork: landing on one foot; landing on two feet; pivot; running pass.

Shooting: one hand; two hands; forward step shot; backward step shot.

Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.

Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).

Intercepting: pass;
shot. The toss-up

Role of individual players

Rules and their interpretations and duties of officials.

PC – 402

Cricket: Fundamentals Skills

Batting-Forward and backward defensive stroke.

Bowling-Simple bowling techniques.

Fielding-Defensive and offensive fielding.

Catching-High catching and Slip catching

Stopping and throwing techniques.

Wicket keeping techniques.

TC – 201 Teaching Practices:

10 teaching Practice lessons out of which 5 lessons in class-room situation and 5 lessons for out-door activities within premises on the students of B.P.Ed., course

TC – 301 Teaching Practices:

10 teaching lesson plans for Racket Sport/Team Games/Indigenous Sports out of which 5 lessons internal and 5 lessons external at school.

TC – 401 Sports Specialization: Track and field / Gymnastics / Swimming

(4 internal lesson at practicing school and 1 final external lesson on the students of practicing school as a sports specialization of any discipline mentioned above).

TC – 402 Games Specialization:

Kabaddi, Kho-Kho, Base ball, Football, Hockey, Softball, Volleyball, Handball, Basketball, Netball, , Cricket, Badminton, Table Tennis, Lawn Tennis.

(4 internal lesson at practicing school and I final external lesson on the students of practicing school as a games specialization of any discipline mentioned above).

Note: Where ever details of any activities are not mentioned, it is expected to elaborate skills by the competent bodies of local Universities / autonomous colleges.

Structure of Question Paper
B.P.Ed.
Effect from June 2019

Total Marks 80

Question No. 1		Choose the correct alternative	10
	1		
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
Question No.2		Answer the following question	
	A		10
	B		10
Question No.3		Answer the following question (any one)	15
	1		
	2		
Question No.4		Answer the following question (any one)	15
	1		
	2		
Question No.5		Write short notes (any four)	20
	1		
	2		
	3		
	4		
	5		

**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**



CURRICULUM FRAMEWORK

FOR

Master of Education (M. Ed.)

From July 2021

(CBCS Pattern)

WITH SKILL ORIENTATION COURSES

PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR
TWO YEAR REVISED STRUCTURE AND CURRICULUM OF
DEGREE OF MASTER OF EDUCATION
(M. Ed.) COURSE FROM JULY 2021

O. Ed.:

Any person who has taken the degree of Bachelor of Education with minimum, 50 percent marks in aggregate in theory papers of this University or a Degree of another University with minimum 50% marks in aggregate in theory papers recognized as equivalent there-to may be admitted to the examination for the Degree of Master of Education after having fulfilled requirements as mentioned in R. Ed.

R. Ed.:

- a) The Examination for the Degree of M.Ed. shall be by papers.
- b) A candidate desiring to appear for the M.Ed. Examination by papers must: After a College of any other Institution recognized for the purpose and shall keep four terms to the satisfaction of the Head of the college/department.

The General Objectives of M.Ed. Course are:

1. To prepare professional personnel required for staffing of the Colleges of Education.
2. To prepare administrators and supervisors in schools and for positions of responsibilities in the Education Department at Institutions engaged in Education Research and Educational planning.
3. To prepare personnel for various educational services.

O. Ed.:

Candidates having kept terms for M.Ed., (Old Rules), Examination and desiring to appear for M.Ed. (New Rules) examination shall be required to appear for the examination as per new rules.

O. Ed.: STANDARD OF PASSING

- 1) To pass the M.Ed. examination, a candidate must obtain at least 50% marks in each theory paper (separate passing for internal and external assessment) and Enhancement of professional capacities, Dissertation and Viva-voce and 50% in the aggregate of all the theory paper, Dissertation and Viva-voce. Such a candidate shall be declared to have passed the examination in second class.
- 2) Those obtaining at least 55% marks (C+ Grade) in all Heads shall be declared to have passed the examination in Higher Second Class.
- 3) Those obtaining at least 60% marks (B Grade) in all Heads shall be placed in the First Class.
- 4) Those obtaining 70% and above marks (A Grade) in all Heads will be declared to have passed in First Class with Distinction.

5) M.Ed. Class/Grade will be declared on the aggregate performance in the Semester I, II, III & IV.

NOTE:

1. A candidate failing in any of the four semesters shall be required to appear for the examination in the next semester.
2. A candidate who has once passed in any of the theory Paper/Head of passing with 50% need not appear again for that theory Paper/Head.
3. While admitted to second year, ATK (Allowed to keep Term) can be granted to those students, who have failed in at the most three papers of semester I and or semester II.
4. It is desired that, student will complete all his/her internal assessment work/ EPC work/ ISB work within the academic year only. If a student fails to complete his/her internal assessment work/ EPC work/ ISB work he/she may have to get readmitted to the college/Department.

IMPROVEMENT OF CLASS/GRADE:

Persons who hold a pass or Second class at the M.Ed. and who wishes to appear for the same examination in the same subjects in order to improve their class to secure minimum Higher Second Class (C+ Grade) shall be allowed to do so as per the provision of the following rules.

1. The concession to re-appear will be available only to persons holding M.Ed. degree of this University and desirous of reappearing for the same examination' for improvement of class shall be given' three chances to do within a period of six years from his/her first passing the said examination in the second class.
2. A candidate intending to reappear at the M.Ed. Examination under these rules shall be allowed to do so without keeping fresh terms.
3. A candidate intending to reappear at the M.Ed. Examination shall have to take the entire theory examination at one sitting.
4. A candidate intending to reappear for the M.Ed. Examination of this University under these rules shall be governed by the rules and regulations relating to courses and syllabi which may be prescribed by the University authorities in the case of the regular students of the M.Ed. class of this University from time to time. It shall be entirely the responsibility of the candidate to ascertain that, the papers he/she chooses are a part of the syllabus in force and are actually taught for the said examination.
5. The result of the candidate appearing for M.Ed. Examination under these rules will be declared only, if he/she passes the whole examination in a class higher than the class he possesses. The marks obtained by the candidate whose class is not improved will be made known to him/her on request and on the payment of prescribed fees.
6. If a candidate re-appears for the M.Ed. Examination under these rules and obtaining minimum higher second class shall not be eligible to appear again for the same examination in the same subject/s or for securing a class higher than the higher second class. (C+ Grade)
7. A candidate passing any of the post-graduate examination above under these, rules shall not be eligible to receive any prize- scholarship etc. instituted by the University and he/she shall also not be entitled to a merit certificate from the -University.
8. If a candidate is unable to 'get' a minimum higher class (C+ Grade) under this scheme'; his/her previous performance in the corresponding examination shall hold good;/ will be retained.
9. A candidate who improves his/her class under this scheme shall have to surrender his Previous -Degree Certificate to the Solapur University. In the absence of this the Degree under the -Improvement of class scheme will not be conferred on him.

Curriculum Framework for the Degree of Master of Education (M. Ed.) from July 2021

- The regular full time course of Master of Education (M. Ed.) is of two years duration.
- The course has been framed so as to satisfy the essential compliances of NCTE as per Nov.-Dec. 2014 Notification. It also has added features making the course relevant to global demands, and socio-cultural needs.
- The university has adopted Choice Based Credit System (CBCS) and grading system along with continuous and comprehensive evaluation.
- The curriculum comprises five broader areas:
 - ❖ Perspectives in Education
 - ❖ Specialization Branches
 - ❖ Internship/Field Attachment
 - ❖ Research leading to Dissertation
 - ❖ Skill orientation course
- The course curriculum is of 2400 marks, 1920 periods of work (assuming period of 50 minute), and 96 credit points divided over four semesters. The semester-wise distribution of marks, credits, internal assessment marks and university assessment marks is briefed in the following table:

Table A

Sr. No.	Semester	Total Periods of Teaching, Learning & Field work	Credits	Internal Assessment Marks	University Assessment Marks	Total Marks
1	Year I, Semester I	480	24	280	320	600
2	Year I, Semester II	480	24	230	370	600
3	Year II, Semester III	480	24	280	320	600
4	Year II, Semester IV	480	24	180	420	600
	Total	1920	96	970	1430	2400

The semester-wise detailed framework is as follows:

M.Ed. TWO YEAR SEMESTER COURSE STRUCTURE

Faculty: Education **Programme Name:** M.Ed. **Pattern:** Two Year Semester pattern

01 Credit = 25 Marks,

For Theory 01 Credit = 15 periods, For

Practical 01 Credit = 30 periods

Total Credit: 96

Total Periods: 1920

Total Marks: 2400

FIRST YEAR SEMESTER I

Table B

Course	Title	Periods	Credits	Internal Marks	External Marks	Total Marks
Core Courses Semester I						
A - 01	Psychology of Learning and Development	60	04	20	80	100
A - 02	History and Political Economy of Education	60	04	20	80	100
A - 03	Educational Studies	60	04	20	80	100
A - 04	Introduction to Research Method	60	04	20	80	100
Enhancement of professional Capacities and Internal Semester Break (ISB)						
A- 05	Development of Communication Skills	60	02	50	00	50
A- 06	Expository Writing	60	02	50	00	50
A - 07	Self-Development	60	02	50	00	50
A- 08	Development of ICT skills (Education & Research Purpose)	60	02	50	00	50
Total of Semester I		480	24	280	320	600

M.Ed. TWO YEAR SEMESTER COURSE STRUCTURE FIRST
YEAR
SEMESTER II

Table C

Paper	Title	Periods	Credits	Internal Marks	External Marks	Total Marks
Core Courses Semester II						
B - 01	Philosophy of Education	60	04	20	80	100
B - 02	Sociology of Education	60	04	20	80	100
B - 03	Curriculum Studies	60	04	20	80	100
B - 04	Teacher Education - I	60	04	20	80	100
Enhancement of professional Capacities and Internal Semester Break (ISB)						
B - 05	Dissertation: Preparation of Research proposal	30	01	25	00	25
	Dissertation: Presentation of Research proposal	30	01	25	00	25
B - 06	Internship in a Teacher Education Institution (Two Week)	120	04	100	00	100
B - 07	Viva-Voce	60	02	00	50	50
	Total of Semesters II	480	24	230	370	600

M.Ed. TWO YEAR SEMESTER COURSE STRUCTURE

**SECOND YEAR
SEMESTER III**

Table D

Paper	Title	Periods	Credits	Internal Marks	External Marks	Total Marks
Core Courses Semester III						
C - 01	Advance Research Method	60	04	20	80	100
C - 02	Teacher Education - II	60	04	20	80	100
Specialization Courses (Any One) (Each student will have to select one of specialization Course 100x 02= 200)						
C - 03	Elementary Education	60	04	20	80	100
	i) Elementary School level status, issues and concerns ii) Elementary School level Curriculum, Pedagogy and Assessment	60	04	20	80	100
C - 04	Secondary Education	60	04	20	80	100
	i) Secondary School level status, issues and concerns ii) Secondary School level Curriculum, Pedagogy and Assessment	60	04	20	80	100
Enhancement of professional Capacities and Internal Semester Break (ISB)						
C - 05	Internship: Related to Specialization Courses (Two Week)	120	02	50	00	50
C - 06	Dissertation: Development of Research Tools & Pilot study and review of Sampling	30	01	25	00	25
C - 07	Academic Writing	30	01	25	00	25
C - 08	Skill orientation Courses (Any One) (Each student will have to select one of skill orientation Course	60	04	100	00	100
	1. Ethics and Behaviour of Innovative Teacher 2. Entrepreneurship and Education 3. School Counseling and Treatment 4. Statistical Analysis in Social Sciences Research					
Total of Semester III		480	24	280	320	600

M.Ed. TWO YEAR SEMESTER COURSE STRUCTURE

**SECOND YEAR
SEMESTER IV**

Table E

Paper	Title	Periods	Credits	Internal Marks	External Marks	Total Marks
Core Courses Semester IV						
D - 01	Psychological Foundation of Education	60	04	20	80	100
Specialization Courses (Each student will have to select one of specialization Course 100x 03= 300)						
D – 02	Educational Management and Planning I. Educational Planning II. Educational Management III. Issues in Planning, Management and Financing of Education	180	12	60	240	300
D – 03	Environmental Education I. Sustainable Development II. Disaster Management III. Pedagogy and Current Issues in Environment	180	12	60	240	300
D – 04	Inclusive Education I. Special Education and Pedagogy II. Inclusive Strategies and Education for children with Diverse Needs III. Issues of special needed Child	180	12	60	240	300
D – 05	Education and Peace I. Peace Education II. Value Education III. World Education	180	12	60	240	300
D – 06	Indian Constitution and Education I. Constitution and Education II. Human Right and Education II. Right to Education and Articles related to Education	180	12	60	240	300

D – 07	Guidance and Counseling I. Introduction to Guidance and Counseling II. School Guidance Programme III. Career Development and Guidance	180	12	60	240	300
Enhancement of professional Capacities and Internal Semester Break (ISB)						
D – 08	Dissertation: Collection and Analysis of Data	60	02	50	00	50
D – 09	Dissertation: Writing and submission of Dissertation	60	02	50	00	50
D – 10	Viva Voce	120	04	00	100	100
	Total of Semesters IV	480	24	180	420	600
	Grand Total of semester I,II,III & IV	1920	96	970	1430	2400

- 80 Marks for University Assessment means Theory papers.(Core Courses)
- 20 Marks for Internal Assessment of core courses by Department/College Assessment in which 10 Marks are for Tutorial and 10 Marks are for sessional work mention in syllabus.

CREDIT AND GRADING SYSTEM

(I) Award of Grade:

- (a) A student he/she shall be assigned a grade based on his/her combined performance in all components of evaluation scheme of a course as per the structure. The grade indicates an assessment of the student's performance and shall be associated with equivalent number called a grade point.
- (b) The academic performance of a student shall be graded on a ten point scale. The letter grades, the guidelines for conversion of core courses marks to letter grades and their equivalent grade points shall be as shown in **Table-F**.
- (c) The letter grades, the guidelines for conversion of Internal Assessment marks of semester I, II and III to letter grades shall be as shown in **Table-G**.
- (d) The letter grades, the guidelines for conversion of Internal Assessment marks of semester IV marks to letter grades shall be as shown in **Table-H**.
- (e) The letter grades, the guidelines for conversion of Internal Assessment marks of all four semesters' marks to letter grades shall be as shown in **Table-I**.

- (f) A student shall pass the course if he/she gets any grade in the range from "O" to —C".
- (g) The student has to secure a minimum 4.0 Grade Points (Grade C) in each core course. A student who secures less than 4.0 points will be declared Failed in that head of passing.

- **Calculation of Performance Indices:**

Semester Grade Point Average (SGPA) represents the performance of a student in a semester for which it shall be computed while Cumulative Grade Point Average (CGPA) represents the performance of a student cumulated over all semesters up to and including the semester for which it is computed. Both performance indices shall be on a scale of 10.

- *Conversion of Core Courses marks into Grades:*

10- Point scale for courses having passing criterion of 50%

Table F

Sr. No.	Range of Marks	Grade	Grade Point
1	80-100	O: Outstanding/Excellent	10
2	75-79	A+: Very Good	09
3	70-74	A: Good	08
4	65-69	B+: Above Average	07
5	60-64	B: Average	06
6	55-59	C+: Satisfactory	05
7	50-54	C: Pass	04
8	00-49	F: Fail	00

- **Conversion of Internal Assessment marks into Grades:**

(EPC or ISB Courses for Semester I & III)

Table-G

Sr. No.	Range of Marks	Grade
1	180-200	O
2	170-179	A+
3	160-169	A
4	150-159	B+
5	140-149	B
6	120-139	C+
7	100- 129	C
8	00-99	F

F means fail in EPC or ISB Courses course

- **Conversion of Internal Assessment marks into Grades:
(EPC or ISB Courses for Semester II)**

Table-G

Sr. No.	Range of Marks	Grade
1	135-150	O
2	128-134	A+
3	120-127	A
4	113-119	B+
5	105-112	B
6	90-104	C+
7	75- 89	C
8	00-74	F

F means fail in EPC or ISB Courses course

- **Conversion of Internal Assessment marks into Grades:
(EPC or ISB Courses for Semester IV)**

Table-H

Sr. No.	Range of Marks	Grade
1	90-100	O
2	85-89	A+
3	80-84	A
4	75-79	B+
5	70-74	B
6	60-69	C+
7	50-59	C
8	00-49	F

- **Conversion of Internal Assessment marks into Grades:**
(EPC or ISB Courses for All Semester)

Table-1

Sr. No.	Range of Marks	Grade
1	585-650	O
2	553-584	A+
3	520-552	A
4	488-519	B+
5	455-487	B
6	390-454	C+
7	325-389	C
8	00-324	F

- **Calculation of Grade Point Average (GPA):**
- *Semester Grade Point Average (SGPA):*
 - (a) The performance of a student in a semester shall be indicated by a number called SGPA.
 - (b) SGPA shall be the weighted average of the grade points obtained in all the core courses registered by the student during the semester.

1. Grade Point Average at the end of Semester (SGPA):

$$SGPA = \frac{(G1 \times C1) + (G2 \times C2) + \dots}{\sum Ci}$$

($\sum Ci$ means total number of credits offered by the student during a semester)

2. Cumulative Grade Point Average (CGPA):

(a) An up-to-date assessment of the overall performance of a student for the core courses from the first semester onwards till completion of the program shall be obtained by calculating a number called CGPA.

(b) CGPA shall be the weighted average of the grade points obtained in all the courses registered by a student since the beginning of the first semester of the program.

$$CGPA = \frac{(G1 \times C1) + (G2 \times C2) + \dots}{\sum Ci}$$

($\sum C_i$ means total number of credits offered by the student for the B.Ed. Course)

- C1 means credits allocated for paper I, C2 means credits allocated for paper II
- G1 means Grade Point scored in paper I, G2 means Grade Point scored in paper II
- *Conversion of average grade points into grades:*

The student's performance of course will be evaluated by assigning a letter grade on seven points scale as given below:

- *Letter Grade of the candidate based on CGPA in 10- Point:*

Table-J

SGPA/CGPA	Letter Grade
9.5-10	O
8.5-9.4	A+
7.5-8.4	A
6.5-7.4	B+
5.5-6.4	B
4.5-5.4	C+
4.0-4.5	C
00-3.9	F

M. Ed. First Year

Semester I

Course A-01: Psychology of Learning and Development

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Understand the framework for how children learn critically analyze the process of learning from the point of view of cognitive psychology and the implications of constructivist learning
Visualize multiple dimensions and stages of learner's development and their implications on learning
2. understand the learner in terms of various characteristics learn the factors affecting learner's environment and assessment conceptualize a framework for understanding and evaluating teaching-learning situation as well as the method of analyzing and reflecting upon learning episodes
3. Conceptualize the needs of the learners and the process of learning as visualized in NCF, 2005 visualize the brief epistemological frame of major curricular areas.

Course Content

Unit I—Framework for How Children Learn

- a) Various modes of knowledge transmission - What should be taught and how the knowledge should be organized? (Knowledge centeredness).
- b) Who learns and how? (Learner- centeredness).
- c) What kind of classroom, school and community environment enhances learning? (Environment centeredness).
- d) What kind of evidence for learning the teachers, parents and policy makers can use to decide whether effective learning is really occurring? (Assessment centeredness)

Unit II - Understanding the Learners and their Development

- a) Holistic approach in treatment of learner's development and learning.
- b) How socio-cultural and economic contexts cause differences in learner, differential-learning needs.
- c) Problems of the adolescents and self-identity: educational support required for adolescents development.
- d) Language development-language before and into the school, acquisition of more than one language, home language vs. school
- e) Language, strategies supporting student's speaking, listening reading and writing development critical analysis of the views of Piaget, Vygotsky.
- f) Influences of culture on learners development.
- g) Positive Psychology: concept, Educational Importance

Unit III- Understanding the Process of Learning

- a) Cognition and learning: cognitive process-perception, attention, memory, development of concepts, logical reasoning, critical thinking, problem solving.
- b) Learning as construction of knowledge; learning as cognitive and socio-culturally meditative process: critical appraisal of views of Piaget, Bruner and Vygotsky with reference to multiple school contexts of India.
- c) Learning beyond cognition: learning approaches focusing on the whole person and the lifelong perspectives-personal and social learning moral and cultural development of learners.
- d) Forms of learner's engagement in the process of knowledge construction: observing, demonstration, exploring, discovering, analyzing, contextualisation, collaboration, multiple interpretations, critical reflection based on observation, selected reading and discussion.
- e) Use of local knowledge and children's out of the school experience in learning.
- f) Motivation in learning: intrinsic and extrinsic motivation; approaches to motivation: humanistic approach; cognitive approach (attribution theory-Weiner).
- g) Adequate room for voicing child's thoughts, curiosity and questions in learning of different subject areas.
- h) Multiple ways of organizing learning in different subject areas - individualized, self-learning, group learning/ cooperative learning, learning through electronic media.
- i) Activities for developing critical perspectives on socio-cultural realities.

Unit IV- Learning Environment and Assessment

- a) The physical environment.
- b) The instructional time.
- c) Diversity in learning contexts – oversized classroom; language, ethnic and social diversities and different types of disadvantage that the children suffer
- d) Space for the parents and the community: identification of barriers, strategies for strengthens partnership between school and parents and community.
- e) Diversity in learning paths and learning styles.
- f) Content based testing to problem solving, logical thinking, critical thinking etc teacher observation and their reflective discussion in a group; Library study and project work.

Transaction Mode

Lecture cum discussion, Individual and group assignment through self-study in the library and presentation in a seminar, observation of learning situation in a schools and out of the schools, preparing reflective diaries, interpretation, analysis and reflection on observation in a group self-study in a library, interaction with classroom teacher, observation and then reflective discussion in a group; library study and project work, projects and assignments focusing on observation and interaction with children and adolescent, workshop, seminar, assignments and group discussion around issues and concepts studied in theory.

Sessional work: (Total 20 Marks)

- The student may write one tutorial question out of three prepared tutorial questions.
(10 Marks)

- e students may undertake **any Two** of the following activities and present the report
(05 Marks Each)

- Engaging learner's in the process of knowledge construction in a subject area following constructivist approach and presentation of paper in a seminar.
- Use of children's out of the school experience and local knowledge during construction of knowledge in a subject area and presentation of a paper in a seminar.
- Identification of group learning and self-learning strategies following constructivist approach and their field-testing.
- Identification of strategies for motivating the learner in study of a subject and practicing in schools-a report.
- Analysis of a case of maladjusted adolescent learner.
- Critical analysis of learning situation in schools and out of the schools/preparing reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.

Essential Readings

- Bruner, J.S. (1990) Acts of meaning. Cambridge, M.A.: Harvard University Press.
- Bruner, R.F. (1978). Psychology applied to teaching. Boston: Houghton Mifflin.
- Dandapani, S. (2001) Advanced educational psychology, (2nd edition), New Delhi, Anmol publications pvt Ltd. Gardner, H. (1983) frames of Mind: The theory of multiple intelligence. New York: Basic Books.
- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
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M. Ed. First Year

Semester I

Course A-02: History and Political Economy of Education

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Understand the history of Indian education.
2. Understand the problems of Indian education.
3. Understand the educations financing with different aspects.
4. Understand the education in 21st century with different aspects.

Course Content

Unit I- History of Indian Education

- a) Progress of Education in Ancient India- Vedic, Buddhist, Jain, Islamic period.
- b) Progress of Education in British period –Wood’s dispatch, Sergeant Commission.
- c) Progress of Education in post-independence period- Constitutional Provisions for Education, University Education Commission, Secondary Education Commission, National Policy of Education 1992, NCF 2005.
- d) Planned efforts of India for Education Plans (five year plans, assessment & evaluation of development & progress of Education during five years plans)

Unit II – Problems of Education

- a) Educational Planning and Administration.
- b) Management issues related to School Education.
- c) Problems & issues of Educational Finance.
- d) Professional growth of Educational Personnel

Unit III – Educational Finance: Need, Significance & Principles.

- a) Educational financing in India – Historical Perspectives
- b) Sources of Finance and Educational Expenditure.
- c) Grant in aid and school budget.
- d) Centre – State Relationships in Finance of Education.

Unit IV – Education in 21st century

- a) Education–characteristics of Modernism & Post Modernism.
- b) Approaches to multicultural Education (culturally different, Human Relations, single Group study, multicultural Education, Social Reconstructionist)
- c) Relationship between Culture & Education.
- d) 21st century skills – List of 21st century skills – 1) Creativity & innovation, 2) critical thinking, problem solving & decision making. 3) Learning to learn, metacognition ways of learning. 4) Communication. 5) Collaboration (team work) 6) Tools for working. 7) Information Literacy

& ICT Literacy. 8) Living in the world & citizenship – Local & Global. 9) Life & career. 10) Personal / Social Responsibility.

Sessional work: (Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

- Student may undertake **any Two** of the following activity.**(05 Marks Each)**
- 1) Reading the Report of any one of the pre-Independence period or post-independence period, education commission, so as to understand the history of Indian Education and presenting the report.
 - 2) Interviewing the Head Master/ Principal, so as to understand the problems of Education. (Organizational, finance, professional growth of education personnel.)
 - 3) Reading appropriate sources, so as to trace out the need, significance and principles of Educational Financing and presenting the report.
 - 4) Preparing a power point presentation based on 21st century skills in Education followed by group discussion and presenting the report.

References:

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- Mukherjee, S. N. (1966) History of Education in India. Authors press.
- Banks, J. (2004) Multicultural Education. Characteristics & Goals. San Fransisco, C.A.: Jossey Bass.
- Dr. A. S. Altekar. Education in Ancient India
- R. K. Mukherjee. Ancient Indian Education
- J. P. Naik & Narulla. A History of Education in India-
- Paul Manroe. A Text Book in History of Education
- NCERT – first year Book of Education 1961,
- Ministry of Education – Education commission Report 1964-66.
- UNESCO- Economic & social aspects of Educational planning, 1963.
- Naik J. P. Educational planning in india – 1965 — Allied publishers.

M. Ed. First Year
Semester I
Course A-03: Educational Studies

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Understand the nature of education as a discipline/an area of study.
2. Examine issues related to education as interdisciplinary knowledge.
3. Understand the basic concepts/issues of education with reference to kind of concerns the NCF (2005) and NCFTE (2009) have raised.
4. Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Sociology, and Economics etc. in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
5. Examine critically the concerns arises from vision of school education and teacher education and also the vision of great educators.
6. Reflect on the multiple contexts in which the school and teacher education institutions are working.
7. Dimensions of school and teacher education.

Course Content

Unit I- Theoretical Perspectives of Education as a Discipline

- a) Critical analysis of concepts, principles, schooling, curriculum, teaching-learning process etc. and their linkage to pedagogy and practices.
- b) School education: Contemporary challenges
- c) Aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.
- d) Procedure of linking: 1. School knowledge with community knowledge 2. Theoretical knowledge and practical knowledge 3. Universal knowledge and contextual knowledge.
- e) Critical analysis of different thoughts and thoughts of great educators like Shri Aurobindo, with reference to curriculum, teaching-learning pedagogy, school/class-room environment, role of teachers, discipline etc.

Unit II- Education as Interdisciplinary Knowledge

- a) Interdisciplinary nature of education; relationships with disciplines such as philosophy, sociology, economics, etc.
- b) Contribution of science and technology to education and challenges ahead.
- c) Axiology in education: role of peace and other values, aesthetics in education.
- d) Issues related to planning, management and monitoring of school.
- e) Issues related to planning, management and monitoring of teacher education.

Unit III- Changing Socio-cultural Context of Education

- a) Understanding contemporary Indian society-with reference to multilingual, multicultural, gender, equity, poverty, diversity, human rights and rights of the child.
- b) Process of socialization of the child, the role of school, parents, peer group and the community in socialization.
- c) Equality in educational opportunity.
- d) Social policy for Young children.

Unit IV- Support Systems of Education

- a) Principles and guidelines in organizing the support systems
- b) Teacher education-functional relation adequacy and contemporary issues as reflects in NCF (2005).
- c) Department of Ministry and other government agencies, Academic Institutes: Role, involvements, issues related to control.
- d) Contribution of different stakeholders in school education-role of media, NGOs, civil society groups, teacher organizations, family and local community.

Transaction Mode

- (1) Observational studies-Observation of various instructional situations in real classrooms, various activities in the school. Role of teachers in preparation of reflective diaries and discussions with the peers.
- (2) Seminar reading- 1. presentation by students on selected themes individually and collectively leading to discussion; on any topic in the teacher Education syllabus at any levels.
- (3) Library readings on selected theme followed by group discussion;
- (4) Study of documents related to Teacher education and references, interaction with field staff and reflective interaction with the peer group.
- (5) Report on the concept of Workshops, seminars, assignments and group discussion around issues and concepts studies in theory

Sessional Work: (Total 20 Marks)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

The student-teacher may undertake **any Two** of the following activities: **(05 Marks Each)**

- Readings of original texts of Sri Aurobindo/John Dewey/J. Krishnamurthy etc. and presentation on various innovative concepts in the context of teaching-learning in schools followed by group discussion.
- Assignments based self study on vision of school education in India/ process of socialization of the child/ young children and social policy / contribution of schools and education in social inequality.
- Assignments based self study on socio-economically disadvantaged children in India.
- Visit to a rural/tribal innovative school, observation of activities interaction in a group and preparation of the report..

Essential Readings

- Bruner, J.S. (1996), *The Culture of education*. Cambridge, M.A.: Harvard University Press.
- Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Anderson, R.J., Spiro and W.E. Montaque (eds) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
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- Slattery, Patrick and Dana Rapp. (2002). *Ethics and the foundations of education- Teaching Convictions in a postmodern world*. Allyn & Bacon.
- Wall, Edmund (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.
- Winch, C. (1st edition). (1996). *Key Concepts in the philosophy of education*. Routledge.
- Winch, C. (1986). *Philosophy of human learning*, Routledge, London.

M. Ed. First Year

Semester I

Course A-04: Introduction to Research Method

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Describe the nature, purpose, scope, areas, and types of research in education.
2. Explain the characteristics of quantitative, qualitative and mixed research.
3. Select and explain the method appropriate for a research study
4. Conduct a literature search and develop a research proposal
5. Explain a sampling design appropriate for a research study
6. Explain tool, design and procedure for collection of data
7. Explain the importance of documentation and dissemination of researches in education

Course Content

Unit I- Research in Education: Conceptual Issues

- a) Meaning and areas of educational research
- b) Types of educational research: Fundamental & applied research, and action research, and their characteristics
- c) Sources of knowledge generation: scientific methods, theory, nature and functions.
- d) Planning of research & preparation of research proposal: Identification of research problems use of internet, Research Journal, articles, various surveys of Educational Research
- e) Components of research proposal

Unit II- Methods of Research - Quantitative

- a) Concept, Meaning & types of Quantitative Research
- b) Nature of experimental research,
- c) Types of variables: purpose and methods of control of variables, Internal and External Validity
- d) Pre & True experimental designs: **Pre:** -one-shot case study, one-group pre-test post static group, comparison design **True:**-post-test only equivalent design, pre-test – post – test equivalent design, Solomon four group
- e) Quasi-experimental & factorial design: Pre test – post test non equivalent Time- series, Equivalent time series, Equivalent material pre test post test, factorial design

Unit III- Methods of Research - Qualitative

- a) Qualitative research: meaning, characteristics
- b) Qualitative research approaches-phenomenology, ethno-graphy, case studies and grounded theory.
- c) Historical research-meaning, significance, steps.
- d) Ethics of Qualitative research
- e) Difference between Quantitative and Qualitative research

Unit IV- Sampling, Tools and Techniques in Qualitative, Quantitative Research

- a) Concept of population, sample size.
- b) Random sampling techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling.
- c) Non- Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling, snowball sampling, theoretical sampling, incidental sampling
- d) Standardization of Research tool Viz. Reliability and Validity
- e) Tools of Research: Questionnaire, Interview, Observation:types, characteristics and applicability.
- f) Sources of Secondary data.

Transaction Mode

Lecture-cum-Discussion; brain storming, group discussion, presentations; Panel discussion; Seminar presentations.

Sessional Work (Total 20 Marks)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

The students may undertake **any Two** of the following activities: **(05 Marks Each)**

- Identify the steps of Preparation, try out and finalization of a tool and submit a report.
- Identification of variables of any one research study and their classification in terms of functions and level of measurement. Prepare report.
- Preparation of a sampling design given the objectives and research questions/hypotheses of any one research study. Submit the report.
- Use of computers in literature review /review of a dissertation/ Review of research report and prepare the presentation.

References

- Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
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M. Ed. First Year

Semester I

Enhancement of Professional Capacities and Internal semester Break

Course A-05: Development of Communication Skills

Credits: 02

Maximum Marks: 50

Internal: 50

Objectives:

1. To develop the communication skills in students.

Procedure:

- Take Two day workshop on communication skill development.
- **In workshop:**
- To help students to understand the conceptual information about communication skills. (Concept, Types)
- Arrange activities for students to develop the communication skills.
- Motivate students to complete project on communication skills.
- Focus on the speaking communication skills. (English, Marathi and Hindi)
- Also focus on student teacher communication skill.
- **PowerPoint Presentation (PPT) is compulsory to present the information in workshop for Professors.**
- The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Knowledge of communication skills	10
02	Project work	10
03	Workshop Report Writing	10
04	Examination	20
TOTAL MARKS		50

M. Ed. First Year

Semester I

Enhancement of Professional Capacities and Internal semester Break

Course A-06: Expository Writing

Credits: 02

Maximum Marks: 50

Internal: 50

Objectives:

1. To develop the Expository writing skill in students.

Procedure:

- Take Two day workshop on communication skill development.
- **In workshop:**
- To help students to understand the conceptual information about Expository writing skills. (Concept, Types with examples)
- Arrange activities for students to develop the Expository writing skill.
- Motivate students to complete project on Expository writing skill.
- Focus on the Story writing/Theme Writing/Self experiences writing/News writing/Report writing based on visits/Writing about Disasters etc.
- **PowerPoint Presentation (PPT) is compulsory to present the information in workshop for Professors.**

- The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Knowledge of Expository writing	10
02	Project work	10
03	Workshop Report Writing	10
04	Examination	20
TOTAL MARKS		50

M. Ed. First Year

Semester I

Enhancement of Professional Capacities and Internal semester Break

Course A-07: Self Development

Credits: 02

Maximum Marks: 50

Internal: 50

Objectives:

1. To motivate students for Self Development.

Procedure:

- Take Two day workshop on Self Development.
- **In workshop:**
- To help students to understand the conceptual information about Self Development. (Concept, Components, Types with examples)
- Arrange activities for Self Development of students.
- Motivate students to complete a project on Self Development.
- Focus on the Inclusive Education, Life Skills, Interview preparation and Yoga skills etc.
- **PowerPoint Presentation (PPT) is compulsory to present the information in workshop for Professors.**

- The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Knowledge of Expository writing	10
02	Project work	10
03	Workshop Report Writing	10
04	Examination	20
TOTAL MARKS		50

M. Ed. First Year

Semester I

Enhancement of Professional Capacities and Internal semester Break

Course A-08: Development of ICT Skills

Credits: 02

Maximum Marks: 50

Internal: 50

Objectives:

1. To motivate students for Development of ICT skills.

Procedure:

- Take Two day workshop on Development of ICT skills.
- **In workshop:**
- To help students to understand the conceptual information about Development of ICT skills. (Concept, Components, Tools & Devices, E-learning, Social Media)
- Arrange activities for students to develop the Development of ICT skills.
- Motivate students to complete project on Development of ICT skills.
- Focus on the use of Internet, Social media, Mobile Apps for education purpose.
- Focus on the use of ICT for Education, Research and in daily life.
- **PowerPoint Presentation (PPT) is compulsory to present the information in workshop for Professors.**

- The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Knowledge of Expository writing	10
02	Project work	10
03	Workshop Report Writing	10
04	Examination	20
TOTAL MARKS		50

M. Ed. First Year
Semester II
CourseB-01: Philosophy of Education

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Understand the nature & functions of Philosophy of education.
2. Analyze, interpret, and synthesize various concepts, properties & Philosophical assumptions about Educational Phenomena.
3. Understand & use Philosophical methods in studying educational data.
4. Understand the contribution of Eastern & Western Schools of Philosophy for education.
5. Understand the Modern Concept of Philosophy & its implications to Education.
6. Appraise critically contributions made to education by prominent educational thinkers – national & international.
7. Develop an appreciation for the role of Philosophy in guiding the Teaching – Learning process of education.
8. Develop abilities to make comparisons between different Philosophies & their educational implications
9. Acquire the knowledge of human values, humanism & role of education.

Course Content

Unit I – Philosophy of Education

- a) Philosophy & Philosophy of Education – Meaning, Need, Scope, Functions.
- b) Axiology and Education
- c) Metaphysics & Education related to Nature, Man & Society.
- d) Epistemology & Education: Methods of Acquiring Knowledge with specific reference to analytic philosophy, Dialectical Approach, Scientific Inquiry & Yoga.

Unit II – Critical analysis of Eastern, Western Schools of philosophy & Modern concept of philosophy & their impact on Education

- a) Eastern Schools of Philosophy – Vedic, Buddhist, Jain & Islam.
- b) Western Schools of Philosophy – Deconstructionism, Existentialism, Essentialism & Perennialism.
- c) Modern Concept of Philosophy – Logical Analysis, Logical Empiricism & Positive Relativism.
- d) Impact of Liberalism & Humanism on School & Teacher Education.

Unit III – Critical analysis of Thoughts of Great Educators.

- a) Rabindranath Tagore.
- b) Mahatma Gandhi
- c) Plato

- d) John Dewey (**with reference to aims of education, curriculum, Teaching – Learning Pedagogy, School / class room environment, discipline & role of teachers.**)

Unit IV – Human Values & Education

- a) Meaning of values
- b) Various types of values- social, moral, spiritual, aesthetic.
- c) National Values as enshrined / mentioned in Indian constitution & their educational implications,.
- d) Modern Humanism as a Philosophy and educational importance.

Sessional Work: (Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.
(10 Marks)
- The students may undertake **any Two** of the following activities.**(05 Marks Each)**
 - 1) Readings of original texts of Rabindranath Tagore/ M. K. Gandhi /Plato/ John Dewey etc.& presentation of various innovative concepts in the context of Teaching & Learning in schools followed by group discussions.
 - 2) Study of the comparison between one western school & one Eastern school of Philosophy.
 - 3) Reading of Indian constitution and presentation of different values enshrined in it followed by group discussion.
 - 4) Making a power point presentation on different methods of acquiring knowledge and presentation / submission of its Report.
- **References**
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- Killpatrick, W. H. Source Book in the Philosophy of Education, New York: McMillan & Co.
- Mukherjee, K. K. (1972). Some Great Educators of The world. Calcutta . Das Gupta & Co. Pvt Ltd.
- Nagi, M. (2005) Modern Philosophies of Education. New Delhi: Anmol Publication Pvt Ltd.

M. Ed. First Year

Semester II

CourseB-02: Sociology of Education

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

- 1) Understand the relationship between culture, society & education.
- 2) Know the issues of equality, excellent & inequalities in education.
- 3) Understand the concepts related to society & education, like Nationalism, Internationalism.
- 4) Understand the relation between education & social change & necessity of Peace Education.
- 5) Understand the different modern views in Education like continuous education, distance education, education for disadvantaged, education for oppressed, De-schooling society, Education for LPG, Education for international understanding.

Course Content

Unit I – Education and Society

- a) Meaning & nature of Educational sociology.
- b) Education as a Social System.
- c) Social interactions and socialization.
- d) Education as a process of social change and Role of Teacher in social change.

Unit II – Indian Society and challenges for Education.

- a) Education for multicultural society.
- b) Issues of equality, of educational opportunities and excellence in education, equality verses equity in education.
- c) Inequalities in Indian social system with special reference to social disadvantages: gender & habitations, need, measures to address them.
- d) Role of education to eliminate the inequalities in Indian social system with special reference to social disadvantages: gender habitations need etc.

Unit III– Peace Education

- a) Concept and Philosophy of Peace Education and Approaches to Peace Education.
- b) Need & Components of Peace Education: Peace for self, others and environment and Characteristics of culture of peace.
- c) Types of peace Education: Internal peace education, Developmental peace Education, Human Rights Peace Education, Conflict Resolution, Imposed Versus consensual Peace)
- d) Education for Peace: Knowledge, Skills, Values & Attitudes.

Unit IV – Modern Views in Education

- a) Continuous Education- Need, Importance & Objectives.
- b) Education for Disadvantaged – Need & Objectives, Education for oppressed – views of Paulo Friere.
- c) Education for Liberalization, Privatization & Globalization.
- d) Education for International Understanding.

M. Ed. First Year
Semester II
CourseB-03: Curriculum Studies

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Define curriculum
2. Identify the components of curriculum
3. Describe the various principles of curriculum development
4. Explain various determinants of curriculum
5. Describe and analyse various approaches to curriculum development
6. Explain and compare various types of curriculum
7. State the meaning of curriculum development
8. State major issues to be addressed through curriculum
9. Describe various modes of curriculum development
10. Explain various considerations for curriculum development?
11. Describe various guiding principles for selection and organization of learning experiences.
12. Discuss various issues in curriculum development?

Unit I- Nature,Principles and Determinants of Curriculum

- a) Meaning and concept of curriculum;
- b) Curriculum as a body of organized knowledge, inert and live curriculum.
- c) Components of Curriculum: Objectives, content, transaction mode and evaluation
- d) Philosophical and ideological basis of curriculum
- e) Theories of curriculum development.
- f) Determinants of Curriculum

Unit II- Approaches and types to Curriculum Development

- a) Subject centered
- b) Core curriculum
- c) Learner centered
- d) Community centered.
- e) Humanistic Curriculum: characteristics, purpose, role of the teacher, psychological basis of humanistic curriculum
- f) Social reconstructionist curriculum: characteristics, purpose, role of the teacher in reconstructionist curriculum

Unit III- Models of Curriculum Development &Issues in Curriculum Development

- a) Tylers-1949 model, Hilda Taba 1962 model, Nicholls and Nicholls-1972 model, Willes and Bondi-1989 model, Need assessment model, Futuristic model

- b) Vocational/Training model (With special reference to analysis of needs, selection of objectives, selection and organization of content/learning experiences and evaluation).
- c) Centralized vs. decentralized curriculum
- d) Diversity among teachers in their competence.
- e) Problem of curriculum load

Unit IV- Selection and Organization of learning experiences

- a) Principles and criteria for developing learning experiences
- b) Points to be considered while selecting learning experiences
- c) Designing integrated and interdisciplinary learning experiences.
- d) Integration of learning experience
- e) Infusion of environment related knowledge and concerns in all subjects and levels.

Transactional Mode

Both the individual and group learning/transactional strategies need to be adopted. Besides, the lectures, discussions, demonstration methods; attempts needs to be made to provide hands on in developing and demonstrating the materials. Students' seminars on select themes especially the current issues in curriculum development could be originalised. Field visits to places of other curricular sites i.e. museums, planetarium, zoo, sanctuaries, art and craft related sites, historical monuments, science parks etc could be arranged and group work on the educational importance of these sites could be done and presented by pupil teachers. As an exposure to prevailing good practices, select schools could be visited by pupil teachers for observation and preparation and presentation of reports. Visits to library and laboratories could be arranged to deal with specific themes. Book reviews (including reference books and school textbooks) available at secondary level of education could be done and presented as assignments.

Sessional Work: (Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

The students may undertake **any two** of the following activities**(05 Marks)**

- Reading of original documents i.e. National Curriculum Frameworks developed by NCERT, 2005,
- NPE-1986 (modified version 1992) POA on NPE-1996/1992, National Curriculum Framework of Teacher Education (2009) developed by NCTE and examine the documents with respect to various aspects of foundation and presentation in groups.
- Students will go through various definition of curriculum and will arrive at comprehensive definition of curriculum.
- Critical appraisal/analysis of existing syllabi and textbooks on teacher education developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organisations) observed visited and analysis of the own experiences.

- Evaluation of syllabus related to teacher education of any state either at elementary or at secondary level.

Essential Readings

- Dewey, John (1966). *The Child and the Curriculum*. The University of Chicago Press.
- NCTE (2009) National Curriculum Framework for Teacher Education.
- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
- Wiles, J.W. & Joseph Bondi (2006): *Curriculum Development: A Guide to Practice*. Pearson Publication.

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- Arora, G.L. (1984): *Reflections on Curriculum*. NCERT.
- Dewey, John (1966). *The Child and the Curriculum*. The University of Chicago Press.
- McKernan, James (2007): *Curriculum and Imagination: Process, Theory, Pedagogy and Action Research*. Routledge. U.K.
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- Oliva, Peter F. (1988) *Developing the Curriculum*. Scott, and Foresman and Co.
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- Taba Hilda (1962) *Curriculum Development: Theory and Practice*, New York, Harcourt Brace, Jovanovich Inc.
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Audio-Video CDs

- CIET (2006) *The Process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English*, CIET, NCERT, New Delhi.
- CIET (2007) *Curriculum Syllabus and Textbook: An Audio Interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF-2005 Process*, CIET, NCERT, New Delhi.

M. Ed. First Year

Semester II

CourseB-04: Teacher Education - I

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

- 1) Understand the structure, curriculum & modes of pre-service Teacher Education.
- 2) Understand the organization of different components of Teacher Education curriculum.
- 3) Understand in-service Teacher Education in India- concept, Structure & modes.
- 4) Understand planning, organizing and evaluating a Pre-service & an in-service teacher Education.
- 5) Gain an insight & reflect on the concept & the status of pre-service & in- service teacher education.
- 6) Be acquainted with the content and organization of pre-service teacher education, curriculum, infrastructure & resources.
- 7) Examine the existing pre-service & in-service teacher education programs from the view point of policy & its relevance to the demands of present day school realities.
- 8) Involve in various activities & processes of TEI, inorder to gain an insight into the multiple roles of a teacher educator & understand the organizational culture.
- 9) Develop competence in organization & evaluation of various components of a pre service & in service Teacher Education Programs.
- 10) Design in service teacher professional development program / activities on the needs of teachers.

Course Content

Unit I – Structure, Curriculum & Modes of Pre-service Teacher Education

- a) A review of teacher roles & functions.
- b) Pre-service Teacher Education – concept, objectives,nature& scope.
- c) The structure of teacher Education curriculum & its vision in curriculum documents of NCERT & NCTE.
- d) Components of Teacher Education – foundation courses, subject specialization & pedagogy, Special fields, school based practicum & internship – weightages in course work & evaluation
- e) Modes of Pre-service Teacher Education – Face to Face (linear & integrated), distance & online – relative merits & limitations.

Unit II – Organization of different components of Teacher Education Curriculum

- a) The student teacher as an adult learner – characteristics. The concept of Andragogy & its Principles.
- b) Organization, transaction & evaluation of different components of teacher education curriculum – existing practices.
- c) Transactional approaches for the foundation courses- Expository, Participatory, Collaborative, Peer Coaching & Inquiry, Scope & possibilities for organization & evaluation.

- d) Transactional approaches for the skill & competency development courses – need for awareness- modeling – analysis- practice- feedback cycle- scope and possibilities for organization and evaluation- practicum records & portfolio assessment.
- e) Concept and scope of school based practicum and internship - the existing practices, it's nature, objectives, organization and duration. Activities and experiences in pre – internship, internship and post-internship.

Unit III – In-service Teacher Education in India – concept, structure

- a) Concept, need for continuing professional development of a teacher – areas of professional development. Purpose of an in-service teacher education program- Orientation, Refresher, short term courses, Workshop, Seminar & Conference -Their meaning and objectives.
- b) The structure for in-service teacher education - sub district, state, regional and national level agencies and institutions.
- c) Induction, one shot, recurrent, cascade, multi-site, school based and course work, scope, merits and limitation of each of them.

Unit IV – Planning, organizing & Evaluating an in-service Teacher Education program.

- a) Planning an in-service Teacher Education program – preliminary considerations of purpose, duration, resource requirements & budget.
- b) Designing an in-service teacher education program – steps and guidelines- assessment of training needs, formulation of training curriculum, preparation of course material.
- c) Organizing an in-service teacher education program- common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.
- d) Qualities and characteristics of an effective in service teacher educator.

Sessional work: (Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.
(10 Marks)
- The students may carry out **any two** of the following activity.**(05 Marks Each)**
- A “comparative study of state and national curricula” of pre service teacher education in terms of its components, weightages, duration, organization, transaction and assessment documents analysis.
- Design, implementation and evaluation of a training input in any course of pre-service teacher-education- mentored practicum.
- Critical study of an inservice teacher education program in terms of their need and relevance, duration, planning organization & out comes – document analysis.
- Interview of practicing teachers to identify the nature of in-service teacher education received and felt needs.

References

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- Athraya Arun (2002). A Text Book of Teacher Education. New Delhi: Dominate Publishers & Distributors.

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- जोशी अणुंत (2003) दवचार फ़दिया, िादशक : य.च.म.म.,दवघापीठ.
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- पारसिीस, ि.रा. (2007) दशक्षकांुंचे प्रदशक्षि. पािै:दित्यिति प्रकाशि

M. Ed. First Year

Semester II

Enhancement of Professional Capacities and Internal semester Break

CourseB-05: Dissertation: Preparation of Research Proposal

Credits: 01

Maximum Marks: 25

Internal: 25

Objective:

1. To motivate students for Preparation of Research Proposal.

Procedure:

- Take One day workshop on Preparation of Research Proposal.
- The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Selection of Research title	05
02	Preparation work for writing research proposal	05
03	Actual Research Proposal writing	10
04	References and Bibliography	05
TOTAL MARKS		25

M. Ed. First Year

Semester II

Enhancement of Professional Capacities and Internal semester Break

CourseB-05: Dissertation: Presentation of Research Proposal

Credits: 01

Maximum Marks: 25

Internal: 25

Objective:

1. To motivate students for Presenting the Research Proposal.

Procedure:

- Take Two day Presentation sessions for presentation of Research Proposal.
- The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Planning of Presentation	05
02	Use of ICT for Presentation	05
03	Content of Presentation	05
04	Confidence of Presentation	05
05	Total Impact of Presentation	05
TOTAL MARKS		25

M. Ed. First Year

Semester II

Enhancement of Professional Capacities and Internal semester Break

CourseB-06: Internship in Teacher Education Institution

Credits: 04

Maximum Marks: 100

Internal: 100

Duration: Two Week

- **Two Week Internship**

- **Participation in Practical Work and Workshops in TEI**
- **Observation of Lectures (Min. 10)**
 - 05 Lectures of compulsory courses
 - 05 Lectures of School subject courses
- **Observation of ET, IT, Psychology, Language, Science, Social Science Laboratory**
- **Presenting Lectures in TEI**
 - 06 Lectures: 03 Compulsory courses, 03 School Subject courses
- **Selection of Research Topics**

- The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Observation of Lectures	30
02	Presentation of Lectures in TET	60
03	Observation of Laboratory	10
TOTAL MARKS		100

M. Ed. First Year
Semester II
Enhancement of Professional Capacities and Internal semester Break
CourseB-07: Viva Voce

Credits: 02

Maximum Marks: 50

Internal: 00

1. Research proposal work shall be evaluated by an external and one internal examiner which are followed by presentation of work and Viva-Voce.
2. The Viva-Voce shall be conducted by Solapur University, Solapur.
3. The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Self-Presentation	10
02	Basic Knowledge of research	10
03	Clarity of research proposal work	10
04	Answering capacity	10
05	Total Impact	10
TOTAL MARKS		100

M. Ed. Second Year

Semester III

CourseC-01: Advance Research Method

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation
2. examine relationship between and among different types of variables of a research study
3. explain or predict values of a dependent variable based on the values of one or more independent variables
4. estimate the characteristics of populations based on their sample data test specific hypotheses about populations based on their sample data
5. use appropriate procedures to analyse qualitative data demonstrate competence in the use of statistical packages for analysis of data

Course Content

Unit I- Descriptive Analysis of Quantitative Data

- a) Data types: Nominal, Ordinal, Interval and Ratio scale.
- b) Measures of central tendencies and dispersion.
- c) Relative positions: percentile rank, z-scores.
- d) Examining relationships: correlation and co-relation co-efficient, Pearson and Spearman's Correlation
- e) Concept of regression, regression equation and their uses.

Unit II- Inferential Analysis of Quantitative Data

- a) Concept of parameter, sampling error, standard error of mean
- b) Testing of hypotheses-null and alternative hypotheses, directional alternative hypotheses, testing of null hypotheses, levels of significance.
- c) Analysis of variance and Co- variance (ANOVA and ANCOVA)-concept, assumptions and uses
- d) Non-parametric Tests: Assumptions and uses of Chi-square test, rank test and median test

Unit III- Data Analysis in Qualitative and Mixed Research

- a) Analysis of visual data, enumeration, identifying relationship
- b) Context analysis, corroborating, establishing credibility.
- c) Triangulation
- d) Trend Analysis

Unit IV-Computer for Data Analysis and Preparation of Research Report

- a) Use of Computer for data analysis- Use of different types of software for statistical analysis SPSS, EXCEL

- b) Preparation of Research Report: Sections: Preliminary Main body, Reference
- c) Preparation of Research Abstracts and Research Synopsis
- d) Evaluation of Research Report

Transaction Mode

Presentation, demonstration and discussion, reading additional resources provided on web-based students study sites, individual and group exercises, study of published empirical research article, and development of a statistical analysis plan on the topic selected for dissertation.

Sessional Work (Total 30 Marks)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

The student teacher may undertake **any Two** of the following activities: **(05 Marks Each)**

- Analysis of data using Statistical Packages
- Evaluate the any one research dissertation
- Preparation of Research article on own research
- Present action research synopsis in seminar

References

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- Henry, G.T. (1995). Graphing data: Techniques for display and analysis. Thousand oaks, CA: Sage.
- Howell, D.C. (1997). Statistical Methods for Psychology. Belmont, CA: Duxbury Press.
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M. Ed. Second Year
Semester III
CourseC-02: Teacher Education - II

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Understand the perspectives & policy on Teacher Education.
2. Understand the structure & management of Teacher Education.
3. Understand the Research in Teacher Education.
4. Understand the problems & issues in Teacher Education.
5. Understand & appreciate the research perspectives on various practices in teacher education.
6. Be acquainted with the issues and problems related to Teacher Education.
7. Critically examine the role & contribution of various agencies —& regulating bodies in enhancing the quality of teacher education.
8. Develop professional attitudes, values & interests needed to function as a teacher educator.

Course Content

Unit I – Perspectives and Policy on Teacher Education

- a) Teacher Development – Concept, factors influencing teacher development.- personal, contextual.
- b) Teacher Expertise- Berliner’s Stages of development of a teacher.
- c) Approaches to teacher development – self directed development, co-operative or collegial development, change oriented staff development.
- d) National & State Policies on teacher education – a review.
- e) Different organizations & agencies involved in teacher education – it’s roles, functions & networking.
- f) In service teacher education under DPEP, SSA & RMSA.
- g) Preparation of teacher for art, craft, music, physical education, and special education- need, existing programs & practices.
- h) Initiatives of NGOS in designing & implementing in service teacher education programs.

Unit II – Structure & Management of Teacher Education

- a) Structure of teacher Education system in India – its merits and demerits.
- b) Universalization of secondary Education & its implications for teacher education at secondary level.
- c) Preparing teachers for different contexts of school education – structural & substantive arrangements in teacher education programs.
- d) Vertical mobility of a school teacher – avenues,
- e) Professional development of teachers and educators- present practices and avenues.
- f) Factors influencing the quality of pre and in service education of secondary school teachers

Unit III – Research in Teacher Education

- a) Paradigms for research on teaching – Gage, Doyle & Shulman.
- b) Research on effectiveness of Teacher Effectiveness Programs- characteristics of an effective Teacher Education Program.
- c) Methodological issues of research in Teacher Education – direct versus indirect inference, generalizability of findings, and laboratory versus field research, scope and limitations of classroom observations.
- d) Trends of research in Teacher Education- Review of a few recent research studies in Teacher Education with reference to design. Findings and policy implications.

Unit IV – Problems & Issues in Teacher Education

- a) Challenges in professional development of Teachers- relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education program.
- b) Sufficiency of subject matter knowledge for teaching at the Senior Secondary Level.
- c) Single subject versus multiple subject Teachers – implications for subject combinations in initial teacher preparation.
- d) Issues related to enhancing teacher competence, commitment and teacher performance.
- e) Partnership in secondary Teacher Education – TEI with school and community, Government agencies with university, with NGO's, between teacher education institutions preparing teachers for different Levels of school educations.

Sessional Work: (Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.
(10 Marks)
- The students may undertake **any two** of the following activities(**05 Marks each**)
- Study of the Annual Reports of SCERT / NCERT/ NUEPA/QCI to identify the various programs for professional development of teacher educators.
- Select any one current practice in teacher education & trace out the background of its formulation as a policy.
- A review of researches in any one area of research in teacher education & write the policy implications.
- A review of a research article in teacher education and write implications for PR actioners.

References

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- Report of the National Commission on Teachers.1983-1985
- National curriculum Frame work for Teacher Educations, 2009
- Report of Delors Commission UNESCO, 1996
- NPE 1986/1992
- National Curriculum Framework on School Education, 2005.
- NCERT (2005) National Curriculum Framework.
- NCERT (2006) Teacher Education for Curriculum Renewal.
- NCTE (1998) Perspectives in Teacher Education.

- The Reflective Teacher: Organisation of inservice training of the Teachers of Elementary schools under SSA, Guidelines 2006 by NCERT.
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- मोरे चंद्रकांत, भिलेगांवकर एस. डी. (२००८) शिक्षक शिक्षण : पुणे, नित्यनूतन प्रकाशन.

M. Ed. Second Year
Semester III (Specialization Course)
Specialization Area: Elementary Education
CourseC-03

I: Elementary School level Status, Issues and Concerns

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives

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

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

Course Content

UNIT-I: Perspectives and Context of Elementary Education

- a) Developmental characteristics and norms-physical, cognitive process and abilities;
- b) language development;
- c) socio-emotional development during early and late childhood (only Implications from theories to be referred)
- d) Conceptual analysis of the concepts in elementary education like learner/learning centered approach, activity centered approach, freedom and discipline; reflection on present practices.

UNIT-II: Development of Elementary Education

- a) Nature and focus of Elementary Education after independence.
- b) Relevance of educational thought of Mahatama Gandhi and Tagore to elementary education.

- c) Constitutional provision for education and Directive Principles related to elementary education and their implications.
- d) Right to Education as fundamental right ; provision in RTE Act and related issues.
- e) Elementary education as highlighted in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.

UNIT-III: UEE, Objectives and Challenges

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

UNIT IV-Strategies and Programmes in Elementary Education

- a) Panchayatraj and community involvement in educational planning and management related issues
- b) Participation of NGOs in achieving goals of UEE
- c) ECCE programme, women empowerment as support services
- d) Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts.
- e) District primary education programme-goals and strategies.
- f) Sarva Shiksha Abhiyan- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.
- g) Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels

Transaction mode

Lecture-cum-discussion; discussion and reflection in groups; assignments based on library and internet followed by presentations in seminars; field visits followed by submission of report.

Transactional Mode

Group discussion, Lecture-cum –discussion, panel discussion, symposium, reports, research Journals, school visits and sharing of experiences

Sessional work: (Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.
(10 Marks)
- The students may undertake **any one** of the following activities **(05 Marks)**
- Each student is required to prepare a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

Sessional Work:

The student teacher may undertake **any one** of the following activities: **(05 Marks)**

- Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject
- Design an instructional plan of a unit in a subject at elementary level
- Prepare unit-test, administer the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters
- Evaluation of art education/health and physical education programmes as existing in any school

Sessional Works:

The students may undertake **any one** of the following activities: **(05 Marks)**

- Critical study of existing teacher education curriculum of a state
- Preparing a training plan (design) for the in-service training of specified target group on a specified theme
- Demonstrating a training technique with peers
- Constructing a tool for evaluation of specified skills/understanding/attitudes
- Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions

Essential Readings

- MHRD (2001): Convention on the Right of the child. New Delhi.
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
- National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.
- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.

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- Dunkin, M.J. (Ed.) (1987): The International Encyclopedia of Teacher and Training Education, Pergamon Press, N.Y.
- Jangira, N.K. & Ajit Singh (1992): Core Teaching Skills – A Microteaching Approach, NCERT – New Delhi.
- Kauchak, D.P. & Paul, D. Eggen (1998): Learning and Teaching. Allen & Bacon. Sydney.
- Kundu, C.L (1988): Indian Yearbook on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
- MHRD (1986)-Towards a Human and Enlightened Society – Review of NPE, New Delhi.
- MHRD (1966): Report of the Education Commission, New Delhi.
- NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi.
- NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
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- Singh, L.C. (Ed.) (1987): Teacher Education – A Resource Book, NCERT, New Delhi.
- Wragg, E.C. (1984): Classroom Teaching Skills, Croom Helm, London.

M. Ed. Second Year
Semester III (Specialization Course)
Specialization Area: Elementary Education
CourseC-03

II: Elementary School level Curriculum, Pedagogy and Assessment

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. To understand the Characteristics and general principles to curricular approach of Elementary Education.
2. To understand the programmes in Elementary Education.
3. To understand the Training programmes and researches in Elementary Education.
4. To understand the evaluation process of Elementary Education.

Unit I- Strategies/ Approaches and Resources for Elementary Education

- a) Characteristics of programmes for different settings – Elementary grade children – needed emphasis and rationale
- b) General principles to curricular approaches – activity based/ play-way, child-centred, theme-based, holistic, joyful, inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as methods in Elementary
- c) Early primary stages – meaning, rationale, method of transaction in specific contexts.
- d) Local specific community resources – human and material & their integration to curricular activities;
- e) preparation & use of learning and play materials – principles and characteristics;
- f) Community involvement in effective implementation of Elementary Education programmes

Unit II- Programmes in Elementary Education & Principles of Elementary School Curriculum

- a) District primary education programme-goals and strategies.
- b) Sarva Shiksha Abhiyan- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.
- c) Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels.
- d) Concept, components and determinants of curriculum;
- e) principles of curriculum construction, criteria for selection and organisation of content and learning activities; different perspectives to curriculum and their synthesis – behaviouristic, cognitive and constructivist;
- f) evaluation of curriculum – formative and summative; techniques and tools of assessing cognitive abilities, affective learning, skills and processed and motor abilities.
- g) The relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

Unit III – Training, Research in Elementary Education

- a) Need and significance of personnel involved in Elementary Education programme.
- b) Status & nature of training programmes – pre-service & in-service – a critical evaluation, issues, concerns and problems.
- c) Areas of research studies in Elementary Education.
- d) Role of MSCERT in Elementary Education

Unit IV-Curriculum and Evaluation in Elementary Education

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

Transaction Mode

- Group Discussion : reviews and analysis of book/reports/documents;
- Observation of activities of the children followed by case studies
- Film shows followed by discussion
- Seminar presentations followed by discussion
- Research review and criticism
- Projects and assignments focusing on observation and interaction with children on specific theme.

Sessional Work (Total 20 Marks)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

The students may undertake **any Two** of the following activities(**05 Marks Each**)

- Case study of any one Elementary School
- Study of present status of Elementary Education in a State//District
- Writing of journal articles on different issues on Elementary Education
- Survey of play materials and comparing with the socio-cultural set-up
- Survey of child rearing practices in different cultures

Essential Readings

- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
- NCERT (2005). Position Paper of the National Focus Group on Early Childhood Education, NCERT, New Delhi.
- UNESCO (2007): Strong Foundations: Early Childhood Care and education. Paris.

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- Aggarwal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (1st Ed.). Shipra Publications, New Delhi.

- Government of India (1986). National Policy on Education, Department of Education, New Delhi.
- Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher
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- UNESCO (2007). Strong Foundations: Early Childhood Care and Education, Paris, UNESCO.
- UNICEF and MHRD (2001). Early Childhood Care for Survival, Growth and Development, New Delhi.
- World Bank (2004). Reaching out to the Child: An Integrated Approach to Child Development, New Delhi, Oxford University Press.

M. Ed. Second Year
Semester III (Specialization Course)
Specialization Area: Secondary Education
CourseC-04

I: Secondary School level Status, Issues and Concerns

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

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

1. Understand the nature-scope and systems of secondary and senior secondary education
2. Examine the status of development of secondary and senior secondary education in India after Independence
3. Understand the problem and challenges related to secondary and senior secondary education
4. Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.
5. Identify the problems issues of secondary school teachers Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education
6. Understand the nature of education for multiple intelligence
7. Learn the modalities of educational projection
8. Understand the modalities of secondary education management information system
9. Examine the nature and objectives of teacher education
10. Critically examine the growth and development of teacher education in the country
11. Appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum
12. Use various methods and techniques for transaction of curriculum
13. Develop understanding regarding organization and supervision School Experience Programme
14. Critically examine the role and contribution of various Regulatory Bodies and support institutions for improving quality of Teacher Education.
15. Develop understanding of various strategies of teachers' professional development
16. Gain insight into the status of teachers in-service education in the country
17. Develop understanding of the process of in-service teacher education,
18. Use various methods and techniques for the identification of training needs,
19. Use various techniques for the evaluation of in-service teacher education programmes,
20. Reflect on issues, concerns and problems of teacher in-service education of the teachers.
21. Appreciate the use of ICT for the professional development of the teachers.

Course Content

Unit -I - Nature, Scope, function and systems of Secondary Secondary Education

- a) Status of Secondary
- b) process of teaching-learning of adolescent
- c) exposure to integrated and subject specific streams guidelines and counseling strategies to meet changing physiological and sociological requirements.
- d) Education for Multiple Intelligence

- e) Educational Projection

Unit-II Problems and Challenges of Secondary Education

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

Unit-III Teacher Education in Indian at Secondary Level

- a) Pre-Service and Inservice Teacher Education: concept, nature, objectives and scope.
- b) Development of teacher education in India at secondary level, recommendations of various commissions and committees concerning teacher education system. Impact of NPE, 1986 and its POA on teacher education system.
- c) The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher Education Institutions at secondary level: roles and functions of IASEs, CTE.
- d) Roles, functions and networking of institutions like UGC, NCERT. NCTE. NUEPA, SCERTs etc.
- e) Issues, concerns and problems of pre-service and in-service teacher education at secondary and senior secondary level.

Unit-IV: Secondary Education Management Information System (SEMIS) and Assessment and Evaluation

- a) CCE in Teacher Education.
- b) Formative and summative evaluation; norm referenced and criterion reference evaluation.
- c) Evaluation of school experience/internship programmes.
- d) Assessment of teaching proficiency: criterion, tools and techniques.
- e) Organization and regulation of internal assessment in PSTE: Preparation of guidelines and scheme of internal assessment.
- f) Portfolio assessment
- g) Structure of MIS School mapping at secondary level
- h) Course mapping at senior secondary level

Transactional Mode

- Group discussion, lecture-cum-discussion, panel discussion, symposium, reports research journals, school visits and sharing of experiences, presentation of case studies and individual group assignments in a seminar.
- Preparing a training plan (design) for the in-service training of specified target group on a specified theme
- Demonstrating a training technique with peers
- Constructing a tool for evaluation of specified skills/understanding/attitudes
- Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions
- Preparation of a plan for INSET of the teachers of school.
- Construction of Tools for identification of Training needs in different subject areas.
- Identification of Training needs of a group of teachers of a school.
- Preparation of self-learning material/e-content for primary or secondary school teachers.
- Appraisal of a training programme organised by DIET/IASE/CTE.

Sessional Work (Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.
(10 Marks)
- The students may undertake **any Two** of the following activities(**05 Marks Each**)
- preparing status report on secondary education in a chosen block/district with reference to enrolment, equity and achievement
- preparing a report on the existing status of the teachers, method of recruitment of salary structure
- conducting a survey of secondary schools on the chosen area on the causes of under achievement and suggest improvement there of
- visits of different types of secondary schools and preparation of school profiles
- conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.
- preparation of status report of performance of teachers in contextual curriculum transaction
- observation of in-service teacher education programme at secondary level and preparation of a report
- identification of committed teachers and preparation of their profiles
- visit to alternative education centers at secondary level and preparation of a report
- survey of educational needs of disadvantages/disabled

Essential Readings

- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.

- The Reflective Teacher: Organization of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
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- National Curriculum Frameworks for Teacher education, 2009
- Report of the Delors Commission, UNESCO, 1996
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, 2005.
- Govt. of India, MHRD (2005). Universalisation of Secondary Education : Report of the CUBE Committee, New Delhi

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- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Routledge Falmer. London and New York.
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- NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.
- Rao, Digumarti Bhaskara (1998). Teacher Education in India. Discovery Publishing House. New Delhi.
- Linda Darling, Hammond & John Bransford (2005): Preparing Teachers for a changing World. John Wiley & Son Francisco.
- Loughran, John (2006): Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching. Routledge: New York.
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- Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brink Open University Press.
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- Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi

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- Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi
- Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education
- Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi

M. Ed. Second Year
Semester III (Specialization Course)
Specialization Area: Secondary Education
CourseC-04

II: Secondary School level Curriculum, Pedagogy and Assessment

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives

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

1. develop an understanding of underlying principles of curriculum development and evaluation at Secondary and Senior Secondary Stage
2. reflect on the need and importance of work experience, art education, health physical education and working with the community.
3. understand the importance of teaching of language science and mathematics at secondary level
4. develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level
5. develop research insight for curriculum development in elementary education.
6. understand the nature and uses of different types of tools and techniques of evaluation in education
7. acquire the skill to construct the achievement and diagnostic tests
8. administer the tests and interpret the best scores and its implication to students and parents
9. undertake action research and interpret the results

Course Content

Unit I– Principles of School Curriculum Development at Secondary Level

- a) Concept, components and determinants of curriculum;
- b) principles of curriculum construction,
- c) criteria for selection and organization of content and learning activities;
- d) designing integrated and interdisciplinary learning experiences different perspectives to curriculum transaction and their synthesis
- e) behaviorist, cognitive and constructivist;
- f) Evaluation of curriculum – formative and summative; the relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

Unit II –Secondary School level Curriculum

- a) Language Curriculum: Discipline, Implementation Process
- b) Science Curriculum: Discipline, Implementation Process
- c) Social Science Curriculum: Discipline, Implementation Process
- d) Mathematics Curriculum: Discipline, Implementation Process

Unit -III: Support system, Curriculum and Evaluation of Secondary education

- a) Support system – Interactive Technologies, Teleconferencing, e-learning, designing of e-content.
- b) Challenges and limitations of interactive technologies for INSET.
- c) EDUSAT for Teacher professional development programme (CPD)
- d) Curriculum of teacher education programme at secondary and higher secondary level.
- e) Evaluation of Teacher Education Programme

Unit IV – Training, Research in Secondary Education

- a) Need and significance of personnel involved in Secondary Education programme.
- b) Status & nature of training programmes – pre-service & in-service – a critical evaluation, issues, concerns and problems.
- c) Areas of research studies in Secondary Education.
- d) Role of State Board in Secondary Education

Transaction mode

Panel discussion, interviews (with experts in curriculum studies) on identified themes, self study and presentation of paper in internal seminars; self reading of original sources i.e. NPE, NCF, CABE reports, Commissions and Committees on Secondary Education and Curriculum related issues and reflective discussion on the recommendations.. Hands- on-experiences at work situation and observation of training sessions and presentation etc

Sessional Work: (Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

The students may undertake **any Two** of the following activities:(**05 Marks Each**)

- Critical appraisal/analysis of existing syllabi and textbooks on teacher education developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organisations) observed visited and analysis of the own experiences.
- Evaluation of syllabus related to teacher education of any state either at senior secondary level.
- Critical analysis of a curriculum conducting continuous evaluation in scholastic and non-scholastic areas preparation, administration and interpretation of a diagnostic test
- preparation of SES scale for 30 students of a class, collection, classification, tabulation and graphical representation of data as well as interpretation of data analysis of curricular materials with reference to development of values analysis of curricular materials with reference to gender sensitivity a study of curriculum load and home work practices,
- conducting an action research and reporting the results critical study of a text-book/work book conducting a case study study of the evaluation practices in selected schools
- critical analysis of examination papers construction and tryout of classroom tests

Essential Reading

Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.

References

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
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- Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
- McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.

M. Ed. Second Year

Semester III

Enhancement of Professional Capacities and Internal semester Break

CourseC-05: Internship related to specialization courses

Credits: 02

Maximum Marks: 50

Internal: 50

Duration: Two Week

Two Week Internship

- Participation in Practical Work in School
- Lesson Guidance (Min. 05 Lessons)
- 06 Lessons of School subject
- Lesson Observation of B.Ed. Pupils (Min. 10 Lessons)
- Lesson Observation of School Teachers (Min. 02 Lessons)
- Observation of School Administration and Management
- Study of School Curriculum
- Observe and Study the Slow and Advance Learner (Any One)
- Work as a Teacher Educator in School

- The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Lesson Guidance	15
02	Observation of School Administration and Management	05
03	Observe and Study the Slow and Advance Learner	10
04	Study of School Curriculum	10
05	Lesson Observation of B.Ed. Pupils & School Teachers	10
TOTAL MARKS		50

M. Ed. First Year

Semester III

Enhancement of Professional Capacities and Internal semester Break

CourseC-06: Dissertation: Development of Research Tools & Dissertation: Pilot study and review of sampling

Credit: 01

Maximum Marks: 25

Internal: 25

Objectives:

1. To motivate students for Development of Research Tools.
2. To motivate students for Pilot study and review of sampling.

Procedure:

- Take One day Orientation sessions for Development of Research Tools and review of sampling.
- The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Planning for Development of Research Tools	05
02	Use of ICT for Development of Research Tools	05
03	Content and selection of Research Tools	05
04	Pilot study or Standardization of Research Tools	05
05	Selection of sampling methods & Procedure of sampling	05
TOTAL MARKS		25

M. Ed. Second Year

Semester III

Enhancement of Professional Capacities and Internal semester Break

CourseC-07: Academic Writing

Credits: 01

Maximum Marks: 25

Internal: 25

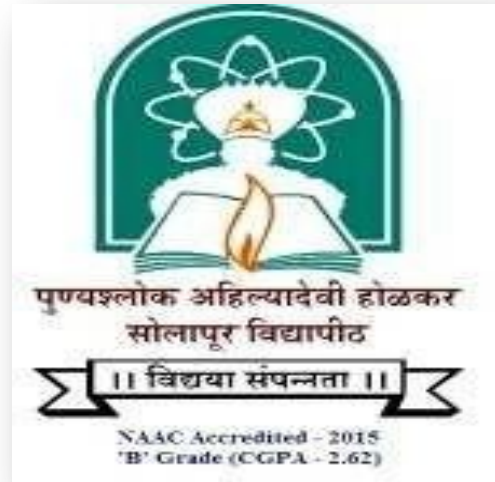
Objective:

1. To motivate students for Academic Writing.

Procedure:

- Take Two day workshop on Academic Writing.
- *In workshop:*
- To help students for understand the conceptual information about Academic Writing. (Concept, Components, Different type of writing, writing styles etc.)
- Arranged activities for students to develop the Academic Writing.
- Motivate students to complete project on Academic Writing.
- Focus on the:
 2. Story Writing
 3. Script writing
 4. Various letter writing
 5. Essay writing
 6. Research paper writing
 7. Critical analysis of book writing
 8. Use of library for different academic writing
- *PowerPoint Presentation (PPT) is compulsory to present the information in workshop for Professors.*
- The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Knowledge of Academic Writing	05
02	Project work	05
03	Workshop Report Writing	05
04	Examination	10
TOTAL MARKS		25



PUNYASHLOKAHILLYADEVIHOLKAR
SOLAPURUNIVERSITY,
SOLAPUR

C - 08
SKILL ORIENTED COURSE FOR
M.Ed. PROGRAMME
(SEMESTER - III)

INTRODUCED FROM
THE ACADEMIC YEAR

2021-22

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY,
SOLAPUR**

SKILL ORIENTED COURSE FOR M.Ed. W.E.F. 2021-22

O. Ed.:

- The regular fulltime Skill Oriented Course is of twelve week duration.
- The Skill Oriented course has been framed so as to satisfy the essential compliances of **National Education Policy (NEP): 2020 and University Grants Commission (UGC) notification**. It also has added features making the course relevant to global demands, and socio-cultural needs.
- The university has adopted Choice Based Credit System (CBCS) and grading system.
- The Skill Oriented course curriculum is of 100 marks, 60 periods of work (assuming period of 60 minute), and 04 credit points.

The General Objectives of Skill Oriented Course are:

1. To increase the life coping skills and employment worthiness of the student teachers.
2. Increasing the competitiveness of future teacher Educators.
3. Closing the gap between skill required by the Higher Education Institutions and skills people possess for employment generation.
4. To prepare Skillful teacher Educators, administrators and supervisors for staffing of the Higher Education Institution.
5. To prepare professional personnel required for staffing of the Higher Education Institution.

O. Ed.: STANDARD OF PASSING

- 1) To pass the Skill Oriented course examination, a candidate must obtain at least 50% marks in MCQ theory paper.
- 2) A candidate must obtain at least 50% marks in Activities or practicals.
- 3) A candidate must obtain at least 50% marks in Viva-voce. And 50% in the aggregate of all the MCQ theory paper, Activities or practicals and Viva-voce. Such a candidate shall be declared to have passed the examination.

- 20 Marks for Internal Assessment means MCQ Theory paper. (Skill Oriented Course)
- 80 Marks for Internal Assessment of Skill Oriented course by College Assessment in which 70 Marks are for Activities or practicals and 10 Marks are for Viva-voce mention in the syllabus.

CREDIT AND GRADING SYSTEM

Award of Grade:

- (a) A student shall pass the course if he/she gets any grade in the range from "O" to —C".
- (b) The student has to secure a minimum 4.0 Grade Points (Grade C) in Skill Oriented course. A student who secures less than 4.0 points will be declared Failed in Skill Oriented course.

- *Conversion of Skill Oriented Course marks into Grades:*

10-Pointscaleforcourseshavingpassingcriterion of 50%

Table A

Sr. No.	Range of Marks	Grade	Grade Point
1	80-100	O:Outstanding/Excellent	10
2	75-79	A+:Very Good	09
3	70-74	A:Good	08
4	65-69	B+:Above Average	07
5	60-64	B:Average	06
6	55-59	C+:Satisfactory	05
7	50-54	C:Pass	04
8	00-49	F:Fail	00

Note: The Student shall appear any one course of the following four skill oriented courses.

- 1. Ethics and Behaviour of Innovative Teacher**
- 2. Entrepreneurship and Education*
- 3. School Counseling and Treatment**
- 4. Statistical Analysis in Social Sciences Research**

Title of the Course: Ethics and Behaviour of Innovative Teacher

- Eligibility of the course : **M.Ed. – Semester- III**
 - Total credit of the course : **04 Credit**
 - Total marks of the course : **100 Marks**
 - Weightage to practical work (marks) : **80 Marks**
 - Weightage to Theory work (marks) : **20 Marks**
 - Duration of the course : **12 Weeks (60 Hours)**
-

Aim of the course: To develop and improve ethics and behavioural techniques and skills commitment towards teacher profession.

Learning Outcomes: After successful completion of this course, the students will be able to:

- 1) Understand the concept of ethics, ethical teacher and innovative teacher.
 - 2) Understand the code of ethics for teacher and with the related other factors.
 - 3) Study of life skills and values for improvement in teacher behaviour.
 - 4) Acquire the techniques for Ethical commitment towards teacher profession.
 - 5) Prepare and activity done from given techniques for ethical commitment towards teacher profession.
 - 6) Understand the concept and use of virtual classroom.
 - 7) Actively participation in role playing, self presentation activities.
 - 8) Study the learning Strategies for innovation in education.
 - 9) Understand the use of multimedia learning process and other activity for innovation.
 - 10) Study activities for ethics and behaviour of innovative teacher.
-

Course Content:

Module 01: Concept of Ethical Teacher and Innovative Teacher

- Concept of ethics
- Concept of ethical teacher and innovative teacher
- Code of ethics for teacher- code for teacher, teacher and student, teacher and colleagues, teacher and authorities, teacher and non teaching staff, teacher and Guardians, teacher and Society.
- Study of life skills and values.

Module 02: Ethical Learning Environment in the Classroom

1] Techniques for Ethical commitment towards teacher profession-

- Highlighting to self
- case study of a student
- reaction activity

- discussion on real life experience
- problem solving discussion and action
- story telling

Module 03: Role of Innovative Teacher

- 1] Use of virtual classroom
- 2] Learning strategies for innovation-
 - Crossover learning
 - Analysis of student emotions
 - Incidental learning
- 3] Role playing activity
- 4] Self presentation for leadership development

Module 04: Activities for Ethics and Behaviour of Innovative Teacher

- Importance of self introduction activity
- Daily School paripath
- Anchoring of the programme
- Textbook analysis for to find out values, ethics, events and life skills.
- Freedom to student for activity

Course Lay out

Week	Content	Place	Hours
Week 01	1] Concept of ethics 2] Concept of ethical teacher and innovative teacher	Classroom	05
Week 02	3] Code of ethics for teacher- code for teacher, teacher and student, teacher and colleagues, teacher and authorities, teacher and non teaching staff, teacher & Guardians, teacher and Society 4] Study of life skills and values.	Classroom	05
Week 03	1] Techniques for Ethical commitment towards teacher profession 1] Highlighting to self 2] Case study of a student	-Classroom - In School	05
Week 04	3] Reaction activity 4] Discussion on real life experience	classroom	05
Week 05	5] Problem solving discussion and action 6] Story telling	Classroom & school	05
Week 06	ROLE OF INNOVATIVE TEACHER 1] Use of virtual classroom	-school -society	05
Week 07	2] learning Strategies for innovation- a] crossover learning b] analysis of student emotions c] incidental learning	Classroom/ visit	05
Week 08	3] role playing activity	-school /	05

	4] self presentation for leadership development	classroom	
Week 09	:ACTIVITIES FOR ETHICS AND BEHAVIOUR OF INNOVATIVE TEACHER 1] Importance of self introduction activity 2] Daily School paripath	-classroom - School	05
Week 10	3] anchoring of the programme 4] textbook analysis for to find out values, Ethics, events and life skills	- classroom/ school	05
Week 11	5] freedom to student for activity	classroom/ school	05
Week 12	<ul style="list-style-type: none"> • Evaluation Process includes: <ul style="list-style-type: none"> 1. Practical Activity 2. Viva Voce 	classroom	05
	<ul style="list-style-type: none"> • Theory Test or exam 	Classroom	

Evaluation system or process of the course:

Sr. No.	Course Nature	Particular	Marks
01	Theory course	MCQ test at the end of the course	20
02	Practical Activity evaluation	Any two 1] highlighting to self 2] case study of a student 3] reaction activity	20
03	Practical Activity evaluation	Any Two 4] discussion on real life experience 5] problem solving discussion and action 6] story telling	20
04	Practical Activity evaluation	Any One a] crossover learning b] analysis of student emotions c] incidental learning	10
05	Practical Activity evaluation	Any Two 1] self introduction activity 2] anchoring of the programme-demo 3] presentation of textbook analysis for to find out values, ethics, events and life skills 4] freedom base student activity	20
04	Viva Voce	Viva Voce related to Practical Activity	10
TOTAL MARKS			100

References:

- Brooks, Rachel (2014) Ethics and Education Research (BERA/SAGE Research Methods in Education) 1st Edition, SAGE Publications Ltd, Amazon Asia-Pacific Holdings Private Limited
- Bruno Ćurko, Franz Feiner,& other (2015), Ethics and Value Education Manual for Teachers and Educators
- Keith Sawyer & Tony Wagner, (2020), The Creative Classroom ,Teachers' College Press <https://www.amazon.in/Creative>
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- <https://www.unodc.org/e4j/en/integrity-ethics/teaching-guide/ethical-learning-environments.html>
- <https://www.capsim.com/blog/5-methods-to-bring-ethics-into-the-classroom/>
- <https://www.apa.org/ed/precollege/ptn/2013/05/ethical-behavior>

Skill Oriented Course Developed by:

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**PUNYASHLOKAHILYADEVVIHOLKAR SOLAPUR UNIVERSITY,
SOLAPUR**

Skill Oriented Course w.e.f. 2021 - 22

Title of the Course: Entrepreneurship and Education

- | | |
|---------------------------------------|------------------------|
| • Eligibility of the course | : M.Ed. Semester - III |
| • Total credit of the course | : 04 Credits |
| • Total marks of the course | : 100 Marks |
| • Weightage to practical work (marks) | : 80 Marks |
| • Weightage to Theory work (marks) | : 20 Marks |
| • Duration of the course | : 12 weeks (60 Hours) |

Aim of the course: To develop the entrepreneurship skills and be a successful entrepreneur in the field of education.

Learning Outcomes: After successful completion of this course, the students will be able to:

1. Clarify the concept, objectives and types of entrepreneurship.
2. Understand the process of entrepreneurship development.
3. Study the characteristics and functions of entrepreneur.
4. Know how to prepare portfolio and the process of SWOT analysis.
5. Develop Entrepreneurship Skills.
6. Acquaint the essentials of business enterprise, planning, production and marketing.
7. Analyze the concept, skills and areas of entrepreneurship in education.
8. Plan and execute hands-on experience in coaching class, training institute, academy, vocational courses etc.
9. Elaborate different policies or schemes of state and Central Government for Entrepreneurship in Education.
10. Prepare and submit a proposal for the grant or seed money for the entrepreneurship in education.

Course Content:

Module 1- Entrepreneurship and Entrepreneur

- Concept and Objectives of entrepreneurship
- Types of entrepreneurship
- Process of entrepreneurship development
- Characteristics and functions of entrepreneur

Module 2- Entrepreneurship Skills and Business Planning

- Entrepreneurship Skills
- Portfolio, SWOT Analysis

- Essentials of business enterprise
- Business Planning - Marketing, Financial, Organization

Module 3 - Entrepreneurship in Education

- Concept of entrepreneurship in education
- Entrepreneurship Skills in education
- Different areas of entrepreneurship in education
- Coaching class, Training Institute, Academy, Vocational courses

Module 4 - Policies and Funds for Entrepreneurship in Education

- Different policies and schemes of state and Central Government for Entrepreneurship in Education
- Recent Trends in Entrepreneurship development – Start up India, Stand up India
- Role of Non-government Organizations for Entrepreneurship in Education
- Funds and Seed money for Entrepreneurship in Education

List of Activities: Following activities should be conducted by teacher educator for implementation of the skill oriented course.

Sr. No.	Activities
01	Conduct an Interview of a successful entrepreneur in educational field.
02	Survey of educational entrepreneurs in your area.
03	Visit to any one industry of educational materials or objects in your area.
04	Organization of an internship programme for two weeks in Coaching class or Training Institute or Academy or Vocational courses centers.
05	Organize any one online or offline short term programme of one week on skill-based topic for B.Ed. student-teachers.
06	Prepare and submit a proposal for funds or seed money for Entrepreneurship in Education
07	Organize a job or employment fair in educational field through government or non-government agencies.
08	Organize World Youth Skills day at college level.
09	Organize any one competitive examination for B.Ed. student-teachers in all colleges of education affiliated to PAHSU, Solapur.
10	Visit to District Skill Development, Employment Guidance, Centre.
11	Production and marketing of different types of teaching aids or useful objects in the field of education.
12	Organization of an exhibition and sale of useful materials or objects in educational field produced by student-teacher.

*** Teacher educator also may conduct different activities as per availability. This list is just for reference.**

Course Lay out

Week	Content	Place	Hours
Week 01	<ul style="list-style-type: none"> • Concept of entrepreneurship • Objectives of entrepreneurship 	Classroom	05
Week 02	<ul style="list-style-type: none"> • Types of entrepreneurship • Process of entrepreneurship development 	Classroom	05
Week 03	<ul style="list-style-type: none"> • Characteristics and functions of entrepreneur • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom College/ Field study	05
Week 04	<ul style="list-style-type: none"> • Entrepreneurship Skills • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom College/ Field study	05
Week 05	<ul style="list-style-type: none"> • Portfolio, SWOT Analysis • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom College/ Field study	05
Week 06	<ul style="list-style-type: none"> • Essentials of business enterprise • Business Planning - Marketing, Financial, Organization • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom College/ Field study	05
Week 07	<ul style="list-style-type: none"> • Concept of entrepreneurship in education • Entrepreneurial opportunities in education • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom College/ Field study	05
Week 08	<ul style="list-style-type: none"> • Different areas of entrepreneurship in education • Coaching class, Training Institute, Academy, Vocational courses • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom College/ Field study	05
Week 09	<ul style="list-style-type: none"> • Different policies and schemes of state and Central Government for Entrepreneurship in Education • Recent Trends in Entrepreneurship development – Start up India, Stand up India • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom College/ Field study	05

Week 10	<ul style="list-style-type: none"> • Role of Non-government Organizations for Entrepreneurship in Education • Funds and Seed money for Entrepreneurship in Education • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom College/ Field study	05
Week 11	<ul style="list-style-type: none"> • Practice and revision under the supervision of teacher educator. • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom College/ Field study	05
Week 12	<ul style="list-style-type: none"> • Evaluation Process includes: <p>3. Submission of reports of concerned activities 4. Viva Voce</p>	College	05
	<ul style="list-style-type: none"> • Theory Test or exam 	College	

Evaluation system or process of the course:

Sr. No.	Course Nature	Particular	Marks
01	Theory course	MCQ test at the end of the course	20
02	Practical Activity evaluation	Any seven activities	70
03	Viva Voce	Viva Voce related to Practical Activity	10
TOTAL MARKS			100

References:

- Martin Lackeus, (2015), Entrepreneurship in Education, OECD
- Malin Brannback & Alan Carsrud,(2015),Fundamentals for Becoming a Successful Entrepreneur, Pearson Education, New Jersey
- Entrepreneurship, Class XI, CBSE, New Delhi
- Sanchez Garcia, Entrepreneurship – Education and Training, University of Salamanca
- <https://solapur.gov.in/en/document/district-skill-development-employment-guidance-centre/>
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- <https://trti.maharashtra.gov.in/index.php/mr/department/skill-development/about-skill-development>
- <https://mr.vikaspedia.in/education/policies-and-schemes/91594c93693294d92f-93593f91593e938->

[93094b91c91793e930-935-90992694d92f94b91c91592493e-93593f92d93e91793e91a94d92f93e-92f94b91c92893e](https://www.maharashtra.gov.in/1126/1177/)

- <https://kaushalya.mahaswayam.gov.in/>
- <https://www.maharashtra.gov.in/1126/1177/>
- <https://www.topfreebooks.org/free-entrepreneurship-books/>

Skill Oriented Course Developed by:

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Title of the Course: School counseling and Treatment

- Eligibility of the course : M.Ed. Sem - III
 - Total credit of the course : 04 Credit
 - Total marks of the course : 100 Marks
 - Weightage to practical work (marks) : 80 Marks
 - Weightage to Theory work (marks) : 20 Marks
 - Duration of the course : 12 weeks(60 Hours)
-

Aim of the course: To develop the skillful and Enrich School Counseling

Learning Outcomes: After successful completion of this course, the students will be able to:

- 1) Explain the concept of School Counseling.
 - 2) Justify the Difference between Educational and Vocational Counseling.
 - 3) Clarify the Characteristics of a Good Counselor.
 - 4) Elaborate Types or classification of Psychological Tests for School Counseling.
 - 5) Justify Validation and reliability of counseling tests.
 - 6) Elaborate Role of Teacher in Counseling.
 - 7) Administrated non-verbal and performance psychological tests for School Counseling
 - 8) Prepare the psychological test report in Counseling.
 - 9) Justify about proper Treatment for Depression, Anxiety and phobia of student.
 - 10) Develop the skills essential for School Counseling.
-

Course Content:

Module 01: Introduction of School Counseling

- Meaning .Need and scope of School Counseling
- Role of Teacher, Parents and friends in students Life.
- Principles of School Counseling, steps of Counseling Characteristics Counselor.
- Role of Counselor in preventing illness and promoting positive health.

Module 02: Understanding the counseling process

- Counseling for career planning and decision making
- Individual and group techniques in Counseling
- Interview: Pre Counseling and Counseling
- Educational and vocational counseling

Module 03: Tests and Experiment for School Counseling

- Importance and Nature of Tests in school counseling
- Different Tests in Counseling: Creativity, intelligence and Aptitude
- Significance Nature and Objectives of Experiments in Counseling
- Appropriate Experiment in counseling: Psychotherapy and Fatigue, Attention

Module 04: Treatment for Counseling

- Educational Counseling for school students and parents
- Counseling for stress management and exam preparation of students
- Proper treatment for Depression, Anxiety and Phobia of students
- Child protection and child Rights Counseling
- Feedback after School Counseling and Treatment.

List of Activities: Following activities are used by teacher educator for implementation of the skill oriented course.

Sr. No.	Activities / Particular
01	Conduct an Interview of a successful counselor in educational field
02	Conduct the group discussion session for learning disabled student counseling plan
03	Visit to any one local Counseling centre
04	The case study of any one special need children/student
05	Creating a cumulative record of a student for counseling
06	Sharing of self experiences related to educational Anxiety of the students and prepared and present the power point presentation in the group.
07	Collect information about school counseling activities for students in classroom and write report.
08	A Critical study of any one school counseling centre and make a report.
09	Prepare a list of skills essential for a good school counselor and write a report in detail
10	Administrate the Alexander Pass along Test: Intelligence and write the report.
11	Administrate the Whipple's Cards: Imagination test and write the report.
12	Conduct the psychological Experiment of fatigue and write the details report of experiment
13	Conduct the psychological Experiment of Attention and write the details report of experiment
14	Conduct the test of Adjustment and write the details report of experiment
15	Conduct the test of Aptitude and write the details report of experiment
16	Prepare a list of Individual and group counseling activities and write a report in detail
17	Collect information about Counseling abused children - Victims of physical, verbal and sexual abuse and write the report
18	Prepare the report of Counseling children with health maladjustment - common health complaints, psycho somatic etc.

*** Teacher educator also may be uses different activities. This list is just for reference.**

Course Lay out

Week	Content	Place	Hours
Week 01	<ul style="list-style-type: none"> • Meaning Need and scope of School Counseling • Role of Teacher, Parents and friends in students life • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom	05
Week 02	<ul style="list-style-type: none"> • Principles of school Counseling, Steps of Counseling; Characteristics of Counselor • Role of Counselor in preventing illness • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom	05
Week 03	<ul style="list-style-type: none"> • Counseling for career planning and decision making • individual and group techniques in Counseling • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom	05
Week 04	<ul style="list-style-type: none"> • Interview Pre-Counseling and Counseling • Educational and Vocational Counseling • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom Educational Psychology Laboratory	05
Week 05	<ul style="list-style-type: none"> • Importance and Nature of Tests in school Counseling • Different Tests in Counseling: Creativity, Intelligence and Aptitude Test • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom Laboratory	05
Week 06	<ul style="list-style-type: none"> • Significance Nature and Objective of Experiments in Counseling • Appropriate Experiment in Counseling: Learned Helplessness, Magical Number Seven <ul style="list-style-type: none"> • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom Laboratory	05
Week 07	<ul style="list-style-type: none"> • Educational Counseling for School Students and Parents Counseling for stress Management and Exam Preparation of students 	Classroom	05
Week 08	<ul style="list-style-type: none"> • Proper treatment for Depression, Anxiety and Phobia of students <ul style="list-style-type: none"> • Child Protection and child Rights Counseling • Feedback after School Counseling & Treatment • Any relevant Activity (Planning, Execution, Feedback, Report) 	Classroom Professional Counseling Center	05
Week 09	<ul style="list-style-type: none"> • Demonstration by Teacher Educator <ul style="list-style-type: none"> • Actual Administration of Test 	Educational Psychology	05

	<ul style="list-style-type: none"> • Assessment of Test • Preparation of report Test • Feedback Demonstration of Test 	Laboratory	
Week 10	<ul style="list-style-type: none"> • Demonstration by Teacher Educator • Actual Administration Experiments • Assessment of Experiments • Preparation of report Experiments • Feedback Demonstration of Experiments 	Educational Psychology Laboratory	05
Week 11	<ul style="list-style-type: none"> • To conduct the Interview schedule of School students about their problems under the supervision of teacher educator • Presentation of activities about School Counseling from students • Any relevant Activity (Planning, Execution, Feedback, Report) 	Educational Psychology Laboratory	05
Week 12	<ul style="list-style-type: none"> • Evaluation Process includes: <ol style="list-style-type: none"> 1. Practical Activity 2. Viva Voce 	Laboratory Classroom	05
	<ul style="list-style-type: none"> • Theory Test or exam 	Classroom	

Evaluation system or process of the course:

Sr. No.	Course Nature	Particular	Marks
01	Theory course	MCQ test at the end of the course	20
02	Practical Activity evaluation	Test & Experiment Administration and report writing (One test & One Experiment)	20
03	Practical Activity evaluation	Any five Activities	50
04	Viva Voce	Viva Voce related to Practical Activity	10
TOTAL MARKS			100

References:

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- <https://www.apa.org/about/policy/guidelines-psychological-assessment-evaluation.pdf>

Skill Oriented Course Developed by:

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Skill Oriented Course w. e. f. 2021 - 22

Title of the Course: Statistical Analysis in Social Sciences Research

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|--|-----------------------|
| • Eligibility of the course | : M. Ed -Semester III |
| • Total credit of the course | : 04 Credit |
| • Total marks of the course | : 100 Marks |
| • Weight-age to Practical work (Marks) | : 80 Marks |
| • Weight-age to Theory work (Marks) | : 20 Marks |
| • Duration of the course | : 12 Weeks (60 Hours) |
-

Aim of the course: To develop the necessary Skills required for selection and implementation of Statistical tools and techniques for the data analysis in Research.

Learning Outcomes: On successful completion of the course, the Students will be able to:

1. Explain the Concept & Meaning of Statistics, Types of Statistics, and Types of Data
 2. Explain the Use of different statistical measures such as measures of Central Tendency – Mean, Median, Mode, the Percentile and Percentile Rank, Measures of Dispersion - S.D., Q.D, Co-rrrelation and Co-rreation Co-efficient- Spearman's, Pearson's, Average Co-relation – Fisher's Z in research data analysis in different situations.
 3. Explain the advanced Statistical concepts required prior to Data Analysis such as Degree of Freedom, Level of Significance, Hypothesis – Null, Directional, and Types of Variables.
 4. Illustrate the types of Tests and their uses in statistical analysis. Parametric, Non Parametric, Hypothesis testing using t-test, Z-test [Critical Ratio], Chi-Square test, ANOVA [F-test]
 5. Explain the concept of Validity and Reliability of Research Tools and Standardization Procedures [Co-relation, Cronbach's alpha, Spearman-Brown Corrections, Kappa Values etc.] And Methods of determining Reliability viz. Test-Re-test, Split Halves, Internal Consistency and inter rater and also methods of determining Validity viz. Construct, Content, Criterion
-

Course Content:

Module01: Basic Foundation of Statistical Analysis

- Concept & Meaning of Statistics
- Types of Statistics
- Types of Data
- Measures of Central Tendency – Mean, Median, Mode
- Percentile and Percentile Rank
- Measures of Dispersion - S.D.,Q.D
- Co-rrrelation and Co-rreation Co-efficient
- Spearmen, Pearson's, Average Co-relation – Fisher's Z

Module 02: Basics of Statistical Analysis

- Advanced Statistical concepts required for Data Analysis
- Degree of Freedom
- Level of Significance
- Hypothesis : Null ,Directional
- Types of Variables

Module 03: Types of Statistical Tests and their Implications

- Types of Tests:
 - Parametric
 - Non Parametric
- Hypothesis testing:
 - t-test
 - Z-test [Critical Ratio]
 - Chi-Square test
 - ANOVA [F-test]

Module 04: Standardization of Research Tools

- Validity and Reliability of Research Tools
 - [Co-relation, Cronbach's alpha, Spearman-Brown Corrections, Kappa Values etc.]
 - *Reliability*
 - Test-Re-test
 - Split Halves
 - Internal Consistency
 - *Validity*
 - Construct
 - Content
 - Criterion
-

List of Activities: Following activities should be conducted by teacher educator for implementation of the skill oriented course.

Sr. No.	Activities / Particular
01	Measures of Central Tendency- Mean, Median, Mode.
02	Measures of Percentile and Percentile Rank
03	Measures of Dispersion - S.D.,Q.D
04	Measures of correlation and correlation Coefficient
05	Use of Parametric Tests
06	Use of Non-Parametric Tests
07	Hypothesis testing using t-test, Z-test, Chi-square test and F- test
08	Measures of Reliability of Research Tools
09	Measures of Validity of Research Tools
10	Application of different statistical Tools

* Teacher educator also may conduct different activities as per availability. This list is just for reference.

COURSE PLAN

Week	Content	Place	Hours
Week 01	<ul style="list-style-type: none"> • Concept & Meaning of Statistics • Types of Statistics • Types of Data • Measures of Central Tendency – Mean, Median, Mode 	Classroom	05
Week 02	<ul style="list-style-type: none"> • Percentile and Percentile Rank • Measures of Dispersion - S.D.,Q.D. • Co-rrrelation and Co-rreation Co-efficient • Spearman's, Pearson's , Average Co-relation – Fisher's Z 	Classroom	05
Week 03	<ul style="list-style-type: none"> • Advanced Statistical concepts required for Data Analysis • Degree of Freedom • Level of Significance • Hypothesis : Null ,Directional • Types of Variables 	Classroom	05
Week 04	<ul style="list-style-type: none"> • Types of Tests ➤ Parametric ➤ Non Parametric 	Classroom	05

Week 05	<ul style="list-style-type: none"> • Hypothesis testing : <ul style="list-style-type: none"> ➤ t-test ➤ Z-test [Critical Ratio] • Chi-Square test ,ANOVA [F-test] 		05
Week 06	<ul style="list-style-type: none"> • Validity and Reliability of Research Tools <ul style="list-style-type: none"> ➤ [Co-relation, Cronbach's alpha, Spearman-Brown Corrections, Kappa Values etc.] 	Classroom	05
Week 07	<ul style="list-style-type: none"> • Reliability <ul style="list-style-type: none"> ➤ Test-Re-test ➤ Split Halves ➤ Internal Consistency 	Classroom	05
Week 08	<ul style="list-style-type: none"> • Validity <ul style="list-style-type: none"> ➤ Construct ➤ Content ➤ Criterion 	Classroom	05
Week 09-11	<ul style="list-style-type: none"> • Selection, application and use of different Statistical tools and techniques for carrying out Statistical analysis in different research scenarios and quest for research findings. 	Hands on Activities Work-Book	10
Week 12	Evaluation: <ul style="list-style-type: none"> • Practical Activity • Viva Voce • Theory Examination [MCQ} 	Classroom	10

Evaluation system or process of the course:

Sr. No.	Course Nature	Particular	Marks
01	Theory course	MCQ test at the end of the course [5 questions on each unit]	20
02	Practical Activity evaluation	Analysis and Interpretation of data using different statistical tests in different research scenarios.	50
03	Practical Activity evaluation	Student will be given a research problem and one of the objectives with the desired input data. The student has to select & use proper Statistical tool for analysis of data so as to conclude with the interpretation of the results and the findings.	20
04	Viva Voce	Viva Voce related to Practical Activity	10
TOTAL MARKS			100

References:

1. Garrett H.E. (1973), Statistics in Psychology and Education, Vakils,Feffer and Simons Private Ltd.,Bombay
2. Du Toit, S. H. C., Steyn, A. G. W. and Stumpf, R. H. (1986). Graphical Exploratory Data AnalysisSpringer-Verlag, New York.
3. Nelson, W. (1982). Applied Life Data Analysis. John Wiley & Sons, New York. Ramsey, P. P. and 4. Ramsey, P. H. (1990). Simple tests of normality in small samples. Journal of Quality Technology,22, 299 – 309.
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Skill Oriented Course Developed by:

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M. Ed. Second Year
Semester IV
CourseD-01: Psychological Foundation of Education

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Orient the students with theoretical contributions of psychology in relation to Motivation, Group Dynamics.
2. Enable the students to understand the conceptual background of Schools of Psychology.
3. Help the students to develop insights into educational implications of these concepts and principles.

Course Content

Unit I Schools of Psychology

- A historical view of different schools of psychology with specific reference to changing role of teacher and students:
 - a. Vedic school
 - b. Behaviorist school
 - c. Gestalt theories
 - d. Cognitive theories
 - e. Humanistic school

Unit II Motivation

- a) Motivation: Its meaning and importance.
- b) Implications of theories of motivation in the context of learning and instruction.
- c) Factors related to motivation such as: a. Information b. Social Factors c. Emotional Factors
- d. Family Influence e. Classroom Ethos

Unit III Individual Differences

- a) Concept of Individual differences
- b) Role of Heredity and Environment in individual differences
- c) Extent of individual differences and its measurement
- d) Importance considering individual differences.
- e) Implication of individual differences for organizing educational programmes.
- f) Classroom instruction
- g) Exceptional children : Gifted, Slow learner, disabled

Unit IV Group Dynamics in Instructional Setting

- a) Group: Its definition; types of groups with illustration
- b) Meaning of Group Dynamics, Group Properties and Group Characteristics
- c) Group Processes: Interaction, structure, cohesiveness, common motives and goals, standardization of behavior or norms.
- d) Class room as a group
- e) Different Techniques to study groups Observation
- f) Sociometric Techniques, Questionnaires, Cumulative Records, Group conflicts and problem solving.

Sessional Work: (Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

The students may undertake **any Two** of the following activities:(**05 Marks Each**)

- Case study of any one Exceptional Children
- Study of group dynamics of any group by using any technique
- Writing of article on different issues of students motivation
- Survey of Individual differences of students and write a report on it

References

- Bany, M. and Johnson, L. (1964). *Classroom Group Behaviour* : Group Dynamics in Education.
- Bigge, M.L. (1982). *Learning theories for teachers* (4th Ed.). New York : Harper and Row Publications.
- Dandapani, S. (2001). *A Textbook of Advanced Educational Psychology* (2nd Ed.). New Delhi: Anmol Publications Private Limited.
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- Furth, H. (1970). *Piaget for Teachers*, New Jersey : Prentice Hall Inc.
- Lipman, M. (2003). *Thinking in Education*. (2nd Ed.). New York : Cambridge University Press.
- Mangal, S.K. (1964). *Psychological Foundations of Education*. Ludhiana : Prakash Publishers.
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- Mani, R.S. (2007). *Cognitive Development Theory of Jean Piaget in Wholistic Perspective*. Recent Researches in Education and Psychology, (I-II), (9-16). Chandigarh.
- Mary, M.H. and Hillix, W.A. (1973). *System and Theory in Psychology*. New York : Tata McGraw Publishing Co.
- Mase and Wingo (1962). *Psychology and Teaching*. Taraporewala and Sons & Co.
- Maslow, A. (1968). *Some Educational Implication of Humanistic Psychologist*, Harvard Educational Review.
- Maslow, A. (1972). *The further Researches of Human values*, New York : Viking Press.
- Mehta, P. (1989). *Understanding Classroom Behaviour* : A Manual, NCERT.
- Mohan, A. (2004). *Educational Psychology*. New Delhi : Neel Kamal Publications Private Limited.
- Papalia, D.E. and Sally, W. (1978). *Human Development*. MacGraw Hill Publishing Company.
- Saraswathi, T.S. (1999). *Cultural Socialization and Human Development* : Theory, Research and Applications in India. A Sage Publications.
- Soary, J. and Telford, C. (1964). *Dynamics of Mental Health, the Psychology of Adjustment*. Boston : Allyn and Bacon Inc.
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M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Educational Management and Planning
CourseD-02
I: Educational Planning

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives

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

1. Identify the need, scope and purpose of educational planning in terms of national and community needs,
2. Develop the skills in planning and using a variety of administrative strategies,
3. Explain the role and contribution of different agencies/ contribution in educational planning,
4. To help them determine and implement objectives of planning on the basis of individual needs of the students.

Course Content

Unit I- Concept, Need and Process of Educational Planning

- a) Concept and nature of Educational Planning.
- b) Need and importance of Educational Planning.
- c) Types of Educational Planning; Process of District level planning including Micro level planning exercise; Institutional planning.

Unit II- Principles and Techniques of Educational Planning

- a) Guiding principles of educational planning
- b) Methods and techniques of planning.
- c) Approaches to Educational Planning: Social demand approach, Man-power approach, Return of Investment approach

Unit III- Planning Mechanisms

- a) Perspective planning at central, state and local levels: concepts of macro and micro planning.
- b) Priorities to be given at central and state levels.
- c) District level planning: recent initiatives in planning at district level.
- d) Institutional structures and functions: NUEPA, SIEMATs, SCERTs and DIETs.

Unit IV- Five year Plan in education & Planning Machineries

- a) Beginning of Five year plans-its historical background.
- b) Main features of five year plans with special reference to education.
- c) Impact of five year plans on education.
- d) Five year plans-merits and demerits.
- e) Central, State, District, Institutional Planning

Transactional Mode

The course would be transacted through participatory approach including group discussion; self study, seminar/presentations by students etc.

Sessional Work: (Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

- The students may undertake **any two** of the following activities(**05 Marks Each**)
- A study of the functioning contribution of a VEC/SMC/PTA.
- Study of conflict resolution studies adopted by Heads in two schools.
- Panel discussion on corporate punishment in schools.
- Prepare a plan for the mobilization of different types of resources form the community.
- Case studies of School Education Act of state high results at the secondarylevels.

Essential Readings

- Bell & Bell (2006): *Education, Policy and Social Class*. Routledge.
- Bottery Mike (ed.) (1992): *Education, Policy & Ethics*. Continuum, London.
- Naik, J.P. (1965): *Educational Planning in India*. New Delhi: Allied.
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- Ayyar, R.V. Vaidyanathan (1993). *Educational Planning and Administration in India: Retrospect and Prospect*. Journal of Educational Planning and Administration. VII (2). April.
- Blaug, Mark (1972): *An Introduction to Economics of Education*. Allen Lane the Penguin, London.
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- Livack, Jennie, Ahmed, Junaid and Bird, Richard (1998): *Rethinking Decentralization in Developing Countries*. Washington, D.C. World Bank.
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- Tilak, J.B.G. (1992). *Educational Planning at Grassroots*. Ashish Publications. New Delhi.
- UNESCO: Institute for Statistics (2001). *Education Indicators: Technical Guidelines*. Montreal: Canada.

M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Educational Management and Planning
CourseD-02

II: Educational Management

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. To develop an insight into the perspectives of Management theories and Practices in Education,
2. To study Educational Management system and functions in India with specific reference to National, State, District and Village level administration of education,
3. To recognize the importance of Educational Resources and their effective management for quality education,
4. To understand the issues and challenges in Planning and Administration of Education in India,
5. To identify the trends and needed areas for research in Educational Management.

Course Content

Unit I-Organizational Structure

- a) Basic Concepts and Types of Organizational Structure.
- b) Leadership and its importance for organizational development
- c) School as a Social Organization.
- d) School effectiveness and Total Quality Management
- e) Learning Organizations
- f) School improvement and Reforms

Unit II-Performance Management System in School

- a) Components of Performance Management in Schools.
- b) Monitoring School Performance.
- c) Performance Appraisal of Teachers.
- d) Scientific Principles of management-PERT, CPM, PPBS system approach; legal, financial and administrative management of educational institutions.

Unit III- Resource Management

- a) Nature and characteristics of Resource in Education.
- b) Need for Resource Management in Education.
- c) Material Resources, Human Resource, Financial Resource, Identification Resources, Procurement of Resources
- d) Utilization and Maintenance of Resources
- e) Evaluation.
- f) Role of State, Central and Local Governments in Resource
- g) Quality Assurance in Material and human Resources
- h) Financial Planning and control in schools.

Unit IV: Management Skills

- a) **Meeting skills:** Why of meetings, Delegating responsibility, Prepare for and organize meetings, Chairing and minuting, Following-up, interaction

- b) **Time Management:** Planning, Dealing with stress, Systems for time Management.
- c) **Presentation Skills:** Planning Delivery use of media, External representation of organization
- d) **Team Building:** Working under pressure, Working with people, Negotiating, Team processes (storm, norm, etc.), Taking responsibility, Handling conflict

Transactional Mode

The course would be transacted through participatory approach including group discussion; self study, seminar/presentations by students etc.

Sessional Work: (Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

- The students may undertake **any Two** of the following activities:**(05 Marks Each)**
- Critical Analysis of school education Act of a State.
- Preparation of questionnaire for micro-level educational survey.
- Preparation of interview schedule for micro- level educational survey.
- Formulation of a school mapping exercise for location of schools in an identified area.
- Preparation of plan for instructional management in a secondary school.
- Preparation of an institutional plan.
- Critical of an educational project.
- Evaluation of management of DPEP activities in a district.

Essential Readings

- Bhagia, N.M. (1990): *Educational Administration in India and other developing countries*. Commonwealth Publishers, New Delhi
- Luthens, Fred. (1981), *Organizational Behavior*, Mcgraw Hill, Tokyo.
- Milton, Charles R. (1989). *Human Behavior in Organizations*, Prentice Hall, Inc, USA.
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- Bush, Tony (1986): *Theories of educational management*. London: Harper & Row Publishers.
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- Mukhopadhyay, M. (2005): *Total quality management in education*. New Delhi: Sage Publications.
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M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Educational Management and Planning
CourseD-02

III: Issues in Planning, Management and Financing of Education

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Understand issues related to planning and management of education,
2. Identify the issues related to education as an investment in human capital,
3. Undertake cost-benefit analysis of education and estimation of interval efficiency of education,
4. Reflect on the role of principal and its relationship with the organizational culture of school,
5. Reflect on the conflict and stresses in school organization and techniques of managing these,
6. Critically analyse the policies of educational finance and its implications of efficiency of the system,
7. Discuss the linkages of various state, district and local level functionaries.

Course Content:

Unit I- Problems of educational planning

- a) Education in equity in India.
- b) Calculating cost of education.
- c) Comprehensive approach vs. selective approach.
- d) Public sector vs. private sector.
- e) Educational Planning and exceptional children, gifted, backward and handicapped.
- f) Analysis of educational expenditure for planning.

Unit II- Management Issues related to School Education

- a) Educational Management Information System (EMIS), concept, functions, status and issues.
- b) Role of school Boards, CAGE, State Boards
- c) Role of Head, VEC, Self help groups, MTAs, PTAs and panel of experts resource persons.
- d) Total quality Management (TQM) at school level.
- e) Education in public and private schools: regulation and control of private schools
- f) Role of educational legislation in the Educational Management: central legislation related to school education and child welfare, State Education Acts.
- g) Monitoring and supervision: its importance in the implementation of scheme/programmes.

Unit III- Organizational Behavior in Education

- a) Organizational Behavior and Organizational effectiveness.
- b) Factors influencing Organizational Culture in schools
- c) Role of school Principal in creating school culture, leadership, decision making, human relations and communication.
- d) Conflict and stress-conflict management, motivation and morale.
- e) Critical review of educational planning in India.
- f) Intra and Inter Personal Communication and group Dynamics.

Unit IV- Problems and Issues of Educational Finance

- a) Tuition fees: merits and demerits of uniform tuition fees.
- b) Additional resources for education.
- c) Grant-in-aid policy of the state government with special reference to secondary education.
- d) The factors affecting increasing the financial burden on local governments.
- e) Ways and means of controlling funds.

Transactional Mode

Lecture-cum-discussion; group work, extension lecture, self-study, assignment and project work etc.

Sessional Work: (Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

- The students may undertake **any Two** of the following activities: **(05 Marks Each)**
- Cost benefits analysis of education at primary level.
- Assignments on partnership of VEC, self-help groups, MTA, PTAs etc in universalization of elementary education.
- Project report on issues of educational finance based on data collected from educational administrations.
- Preparation of a plan of action for development of low cost equipments and apparatus in a primary school.
- Evaluation of management of SSA activities in a district.
- Assignment on any of the themes discussed in the paper.
- Study of Conflict Resolution technique adopted by Heads of two schools.
- Critical review of present.

Essential Readings:

- Jha, Jyotsna, Saxena, K.B.C. & Baxi, C.V. (2001): *Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India*. New Delhi, the European Commission.
- Mukhopadadyay, Mamar & Tyagi, R.S. (2005): *Governance of School Education in India*. New Delhi, NIEPA.
- Mathur, S.P. (2001): *Financial Administration and Management*. The Indian Publications, India.
- Ramcharan Padma & R. Vasantha (2005): *Education in India*. New Delhi, National Book Trust.

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- Robert G. Oweus (1970): *Organizational Behaviour*. Prentice Hall. Inc. Englewood Clifs.
- Rao, V.K.R.V. (1966): *Education and Human Resources Developments*. Delhi, Allied Publishers.
- Vaizeg, J. (1964): *Costs of Education*. London: Allen and Union.
- School Organization and Management by Janardhan Prasad.
- Educational Administration and Organisational Behaviour by Hanson (E-Mark). Discovery Publishing House, New Delhi.

M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Environmental Education
CourseD-03
I: Sustainable Development

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Understand the concept and Dimensions of Sustainable Development.
2. Identify the role of Environmental education for Sustainable Development.
3. Understand National and International initiatives towards Sustainable Development.
4. Understand concept and ways of Conservation of Natural Resources.
5. To know about Environmental movements.
6. Identify Role of Education in Conservation of Natural Resources

Course Content

UNIT- I ENVIRONMENTAL EDUCATION AND SUSTAINABLE DEVELOPMENT

- a) Sustainable Development : Meaning & dimensions (natural, social & economic) -
- b) Strategies for Sustainable Development: suggested in Agenda
- c) Environmental Impact Assessment (EIA) – meaning, steps, principles & importance of EIA in Sustainable Development
- d) Role of Environmental Education in Sustainable Development-Need of an Inter- disciplinary Approach

UNIT- II ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

- a) International commitments to Sustainable development: International conferences, Treaties and programmes across the Globe
- b) National initiatives: Governmental policies towards sustainable development
- c) Innovations for sustainable development
- d) Brundtland commission on sustainable development

UNIT- III ENVIRONMENTAL EDUCATION

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

UNIT- IV EDUCATION FOR CONSERVATION OF NATURAL RESOURCES

- a) Conservation of Natural Resources : Concept , need and Importance, Ways of Conservation of Natural Resources : Refuse, Reuse, Recycle, Reduce, Replace, Restore, Regenerate, and Reshape

- b) Environmental Movements:- i) Chipko, Apiko, Silent Valley, Narmada Bachao and Western Ghat Bachao ii) Role of Environmental Movements in Environmental Conservation

- c) Environmental Acts :- Water Act (1974), Air Act (1981), Environmental Protection Act (1986), Code of Practice regarding Noise Pollution as given by Central Pollution Control board
- d) Role of Education in Conservation of Natural Resources

Transactional Mode

Lecture-cum-discussion; group work, extension lecture, self-study, assignment and project work etc.

Sessional Work: (Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

- The students may undertake **any Two** of the following activities: **(05 Marks Each)**
- Survey of water pollution at local level and submit the report.
- Study about any one Environmental act for conservation of Environment and submit the report.
- Visit to an organization related to environment and presentencing the report.
- Collecting information about environmental education for sustainable development and prepare report.
- Conducting an interview of a renown environmental activist on sustainable development and submit the report.
- Preparing the Multimedia presentation of Sustainable development and present in classroom.

References:

- Ashthana Vandanna, (1992). The Politics of Environment. New Delhi : Ashish Publishing, Houses, Punjabi Bagh.
- Datta Amol K., (2000). Introduction to Environmental Science & Engineering. New Delhi- 110 001 : Raju Primlani for Oxford & IBH Publishing, Co. Pvt. Ltd., 66, Janpath.
- Dhaliwal, G.S., & Ralhan, P.K., (1995). Fundamentals Of Environmental Science. New Delhi : Kalyani Publishers, Daryaganj.
- Dayani, S. N., (1993). Management of Environmental Hazards. New Delhi : 110 014. Vikas Publishing House, Pvt. Ltd. 576, Masjid Road, Jangpura.
- Iyer, Gopal (1996). Sustainable Development Ecological & Socio-cultural Dimension. New Delhi : Vikas Publishing House Ltd.
- James, George (1999). Ethical Perspectives on Environmental Issues in India. New Delhi- 100 002 : APH Publishing, Corporation, 5 Ansari Road, Darya Gunj,
- Karpagam, M. (1999). Environmental Economics. Sterling Publisher Pvt. Ltd.
- Kumar, Arun (1999). Environmental Problems Protection & Control. (Vol.1 & 2). New Delhi : Anmol Publication Ltd. Daryaganj.
- Mehta ,Cheten Singh (1997). Environmental Protection & the Law. New Delhi - 110026: Ashish Publishing House, 8/81, Punjabi Bagh.
- Mukherjee, Biswarp (1996). Environmental Biology, Tata-Mc-Graw, New Delhi : Hill, Publishing Co. ltd.
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- Nasrin, (1999). Environmental Education. New Delhi - 110 002 : APH Publishing Corporation, 5 Ansari Road, Daryagnij.
- Rao, Digmurti Bhaskaru (1998). Earth Summit, Discovery. New Delhi - 110 002.: Publishing House, 4831/ 24, Ansari Road, Pralhad Street, Daryaganj.

- Rasthnaswamy, P. Forwarded By Hans (van Sponeck) VN Resident Coordinator (1998). International Environment Management . New Delhi- 110 002 : Manoj Publication, 4819/XI, Varun House, Mathur Lane 24, Ansari Road, Daryagnj.
- Saksena, K. D., (1993). Environmental Planning, Policies & Programmes in India. New Delhi: Shipra Publication, Jawahar nagar.
- Singh, Uttamkumar & Nayak A.K., (1997). Health Education . New Delhi -11 0002 :Commonwealth Publisher, 4378/4B, Ansari Road, Darya Ganj.
- Srivastva, P.R., & Shukla S. K., (1997). Global Environmental Series (Vol. 1 to 5). New Delhi(India) : Commonwealth Publishers.
- Trivedi, P.R. & Raj Gurdeep, (1997). Management of Environmental Education & Research. New Delhi : Akashdeep Publishing House.
- Trivedy, R.K. (1996) . Handbook of Environmental Laws, Acts, Rules Guidances, ompliance & Standards (Vol. 1 & 2). Karad : Enviro Media, 2nd Floor, Rohan Heights P.B. No. 90, - 415 110 (India).
- NCERT, (2000). National Curriculum Framework 2000. New Delhi : NCERT Press.
- NCTE, (2005). Environmental Education Curriculum Frame working for Teachers &Teacher Education. New Delhi : NCERT Press

M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Environmental Education
CourseD-03
II: Disaster Management

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Understand the concept of Disaster and Disaster Management.
2. Understand the training process of Disaster Management.
3. Identify the role of national and International agencies in Disaster Management.
4. Understand the role of Education in Disaster Management.

Course Content

Unit I: Disaster Management

- a) Disaster: Concept & Types
- b) Disaster Cycle
- c) Disaster Management
- d) Role of National & International Agencies in Disaster Management

UNIT- II Environmental Disasters and Disaster Management

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

UNIT- III Education for Environmental Management

- a) Environmental Management : Meaning, need and importance, Systems Approach to Environmental Management
- b) Land Management and Water Management and Waste management
- c) Management of Biotic Resources and Energy Resources
- d) Role of Education in Environmental Management

UNIT- IV Training for Disaster Management

- a) Government Institution of Disaster Management
- b) Training at various levels of Education: Primary, Secondary and Higher Secondary
- c) Awareness development for Disaster Management
- d) E-Content Development for Disaster Management

Transactional Mode

Lecture-cum-discussion; group work, extension lecture, self-study, assignment and project work etc.

Sessional Work: (Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

- The students may undertake **any Two** of the following activities: **(05 Marks Each)**
- Prepare the Multimedia presentation on Environmental Disaster Management.
- Study about any one natural disaster and write project of it.
- Identify and visit to the local agency of Environmental Management & prepare report.
- Prepare the Awareness development programme for Disaster Management and submit it.

References:

- Ashthana Vandanna, (1992). The Politics of Environment. New Delhi : Ashish Publishing, Houses, Punjabi Bagh.
- Datta Amol K., (2000). Introduction to Environmental Science & Engineering. New Delhi- 110 001 : Raju Primlani for Oxford & IBH Publishing, Co. Pvt. Ltd., 66, Janpath.
- Dhaliwal, G.S., & Ralhan, P.K., (1995). Fundamentals Of Environmental Science. New Delhi : Kalyani Publishers, Daryaganj.
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- Iyer, Gopal (1996). Sustainable Development Ecological & Socio-cultural Dimension. New Delhi : Vikas Publishing House Ltd.
- James, George (1999). Ethical Perspectives on Environmental Issues in India. New Delhi- 100 002 : APH Publishing, Corporation, 5 Ansari Road, Darya Gunj,
- Karpagam, M. (1999). Environmental Economics. Sterling Publisher Pvt. Ltd.
- Kumar, Arun (1999). Environmental Problems Protection & Control. (Vol.1 & 2). New Delhi : Anmol Publication Ltd. Daryaganj.
- Mehta ,Cheten Singh (1997). Environmental Protection & the Law. New Delhi - 110026: Ashish Publishing House, 8/81, Punjabi Bagh.
- Mukherjee, Biswarp (1996). Environmental Biology, Tata-Mc-Graw, New Delhi : Hill, Publishing Co. ltd.
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- Nasrin, (1999). Environmental Education. New Delhi - 110 002 : APH Publishing Corporation, 5 Ansari Road, Daryagnij.
- Rao, Digmurti Bhaskaru (1998). Earth Summit, Discovery. New Delhi - 110 002.: Publishing House, 4831/ 24, Ansari Road, Pralhad Street, Daryaganj.
- Rasthnaswamy, P. Forwarded By Hans (van Sponeck) VN Resident Coordinator (1998). International Environment Management . New Delhi- 110 002 : Manoj Publication, 4819/XI, Varun House, Mathur Lane 24, Ansari Road, Daryagnj.
- Saksena, K. D., (1993). Environmental Planning, Polices & Programmes in India. New Delhi: Shipra Publication, Jawahar nagar.
- Singh, Uttamkumar & Nayak A.K., (1997). Health Education . New Delhi -11 0002 :Commonwealth Publisher, 4378/4B, Ansari Road, Darya Ganj.
- Srivastva, P.R., & Shukla S. K., (1997). Global Environmental Series (Vol. 1 to 5). New Delhi(India) : Commonwealth Publishers.
- Trivedi, P.R. & Raj Gurdeep, (1997). Management of Environmental Education & Research. New Delhi : Akashdeep Publishing House.
- Trivedy, R.K. (1996) . Handbook of Environmental Laws, Acts, Rules Guidances, ompliance & Standards (Vol. 1 & 2). Karad : Enviro Media, 2nd Floor, Rohan Heights P.B. No. 90, - 415 110 (India).
- NCERT, (2000). National Curriculum Framework 2000. New Delhi : NCERT Press.
- NCTE, (2005). Environmental Education Curriculum Frame working for Teachers & Teacher Education. New Delhi : NCERT Press.

M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area:Environmental Education
CourseD-03

III: Pedagogy and Current Issues in Environment

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Understand the concept & types of environment.
2. Understand the concept & importance of Environmental Health.
3. Understand teaching strategies for Environmental Education.
4. Identify and understand the role of various agencies in Environmental Education.
5. Understand the issues of Environment and their solutions.

Course Content Unit I:

Environment

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

Unit- III Teaching – Learning and Evaluation in Environmental Education

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

Unit- IV Role of various agencies in Environmental Education

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

Unit- IV Environmental Issues

- a) Concept of Environmental Issues, Environmental Issues: Population, Climate Change, Global Warming,Deforestation, Overpopulation, Industrial and Household Waste, Acid Rain, Ozone

- Layer Depletion, Genetic Engineering, Urban Sprawl.
- b) Solutions of Current Environmental Issues.

- c) Role of Teachers about Environmental Issues.
- d) Role of Educational Institutions about Environmental Issues.

Transactional Mode

Lecture-cum-discussion; group work, extension lecture, self-study, assignment and project work etc.

Sessional Work: (Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

- The students may undertake **any Two** of the following activities: **(05 Marks Each)**
- Preparation and Use of a strategy for teaching Environmental Education at school level / college level.
- Planning & Conducting an Environmental Awareness Programme for a class (5th to 10th std.) in any one school.
- Identify local Issues of Environment and prepare report.
- Collect the information about local Environment agencies work and prepare the report.
- Analysis of any one text book from std. 5th to 10th with respect to environment.

References:

- Ashthana Vandanna, (1992). The Politics of Environment. New Delhi : Ashish Publishing, Houses, Punjabi Bagh.
- Datta Amol K., (2000). Introduction to Environmental Science & Engineering. New Delhi- 110 001 : Raju Primlani for Oxford & IBH Publishing, Co. Pvt. Ltd., 66, Janpath.
- Dhaliwal, G.S., & Ralhan, P.K., (1995). Fundamentals Of Environmental Science. New Delhi : Kalyani Publishers, Daryaganj.
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- James, George (1999). Ethical Perspectives on Environmental Issues in India. New Delhi-100 002 : APH Publishing, Corporation, 5 Ansari Road, Darya Gunj,
- Karpagam, M. (1999). Environmental Economics. Sterling Publisher Pvt. Ltd.
- Kumar, Arun (1999). Environmental Problems Protection & Control. (Vol.1 & 2). New Delhi : Anmol Publication Ltd. Daryaganj.
- Mehta ,Cheten Singh (1997). Environmental Protection & the Law. New Delhi - 110026: Ashish Publishing House, 8/81, Punjabi Bagh.
- Mukherjee, Biswarp (1996). Environmental Biology, Tata-Mc-Graw, New Delhi : Hill, Publishing Co. ltd.
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- Nasrin, (1999). Environmental Education. New Delhi - 110 002 : APH Publishing Corporation, 5 Ansari Road, Daryaganj.
- Rao, Digmurti Bhaskaru (1998). Earth Summit, Discovery. New Delhi - 110 002.: Publishing House, 4831/ 24, Ansari Road, Pralhad Street, Daryaganj.
- Rasthnaswamy, P. Forwarded By Hans (van Sponeck) VN Resident Coordinator (1998). International Environment Management . New Delhi- 110 002 : Manoj Publication, 4819/XI, Varun House, Mathur Lane 24, Ansari Road, Daryaganj.

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- Srivastva, P.R., & Shukla S. K., (1997). Global Environmental Series (Vol. 1 to 5). New Delhi(India) : Commonwealth Publishers.
- Trivedi, P.R. & Raj Gurdeep, (1997). Management of Environmental Education & Research. New Delhi : Akashdeep Publishing House.
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- NCTE, (2005). Environmental Education Curriculum Frame working for Teachers & Teacher Education. New Delhi : NCERT Press

M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Inclusive Education
CourseD-04
I: Special Education and Pedagogy

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Understand the concept and nature of Special Education.
2. Understand the modes and approaches of Special Education and approaches of Identification for Special children.
3. Understand the meaning, characteristics, types, causes educational programmes, prevention and rehabilitation of various types of special children.

Course Content

UNIT- I CONCEPT AND NATURE OF SPECIAL EDUCATION

- a) Meaning & Scope of Special Education
- b) Needs & objectives of Special Education
- c) Identification and Early Intervention Programmes for Special Education.
- d) Modes of Special Education
- e) Classification of exceptional children, relevance of special education.
- f) Legal aspect of Special Education: Constitutional provisions and act, facilities for special education

UNIT- II EDUCATION FOR MENTALLY RETARDED

- a) Meaning & Characteristics of Mentally Retarded
- b) Causes and types of Mentally Retarded
- c) Educational Programmes for Mentally Retarded
- d) Prevention and Rehabilitation for Mentally Retarded
- e) Teaching strategies for Mentally Retarded

UNIT- III EDUCATION FOR VISUALLY IMPAIRED

- a) Meaning & Characteristics of Visually Impaired
- b) Types and Causes of Visually Impaired
- c) Educational Programmes for Visually Impaired
- d) Prevention and Rehabilitation for Visually Impaired
- e) Teaching strategies for Visually Impaired

UNIT- IV EDUCATION FOR HEARING IMPAIRED

- a) Meaning & Characteristics of Hearing Impaired
- b) Types and Causes of Hearing Impaired
- c) Educational Programmes for Hearing Impaired
- d) Prevention and Rehabilitation for Hearing Impaired
- e) Teaching strategies for Hearing Impaired

Transactional Mode

Lecture-cum-discussion; group work, extension lecture, self-study, assignment and project work etc.

Sessional Work: (Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

- The students may undertake **any Two** of the following activities: **(05 Marks Each)**
- Visit to the special Education school and write a report
- Study of mentally retired student
- Write your own views on Teaching strategies for Hearing Impaired
- Project work on special education

References

- Hallahan, D.P. & Kauffman, J.M. (1991) : Exceptional Children—Introduction to Special Education, Allyn & Bacon, Massachusetts.
- Frank, M.H. & Steven, R.F. (1984) : Education of Exceptional Learners, Allyn & Bacon, Inc., Massachusetts.
- Kirk, S.A. & Gallagher, J.J. (1989) : Education of Exceptional Children, Houghton Mifflin Co., Boston.
- Berdine, W.H., Blackhurst, A.E. (eds.) (1980) : An Introduction to Special Education, Little, Brown and Company, Boston.
- Ysseldyke, J.E. and Algozzine, B. (1998) : Special Education, New Delhi, Kanishka Publishers, Distributor.
- Hans, I.J. (2000) : Children in Need of Special Care, Human Horizons Series, Souvenir Press (E & A Ltd.).
- Advani, L & Chadha, A. (2003) : You and your special Child, New Delhi: UBS Publishers and Distributors
- Encyclopaedia of Special Education (1987) : Vol.1,2,3 ed's Cecil.r. Reynolds and Lester Mann, New York : John Wiley and Sons.
- Panda, K.C. (1997) : Education of Ex

M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Inclusive Education
CourseD-04

II: Inclusive Strategies and Education for children with diverse needs

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives

On completion of this course the students will be able to

1. Developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs,
2. Appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned,
3. Developing a positive attitude and sense of commitment towards actualizing the right to education of all learners,
4. Preparing a conducive teaching learning environment in varied school settings,
5. Develop the ability to conduct and supervise action research activities,
6. Identifying and utilizing existing support services for promoting inclusive practice,
7. Seeking parental and community support for utilizing available resources for education in inclusive settings.

Course Content

Unit I- Meeting the needs of diverse learners

- a) Social and academic inclusion of learners with diverse needs in mainstream classrooms.
- b) Facts and myths and of inclusive education with reference to Indian context.
- c) Inclusive educational strategies and their implications for universalization of elementary and secondary education.
- d) Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism.

Unit II-Curriculum adaptations and evaluation for children with diverse needs

- a) Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backward ness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
- b) Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings.
- c) Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.
- d) Techniques and methods used for adaptation of content , laboratory skills and play material

Unit III-Teacher preparation for Inclusive Education

- a) Review existing educational programmes offered in secondary school (general, special

education).

- b) Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- c) N.C.F 2005 and curriculum for teacher preparation and transaction modes.
- d) Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
- e) Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.
- f) Role of different national and international agencies {institutions, universities} in promoting inclusive education.

Unit IV- Supportive Services for inclusion and research

- a) Concept, importance and types of supportive services (medical rehabilitative and educational).
- b) Early identification and available referral services for support.
- c) Myths and facts of supportive services for inclusive learning.
- d) Role of teacher and teacher educators in utilizing support services for inclusion.

Transactional Mode

Discussion and group work, presentation by students, use of internet, and field visit to get first hand exercises.

Sessional Work: (Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

The students may undertake **any Two** of the following activities: **(05 Marks Each)**

- Observation of inclusive teaching strategies and discussion.
- Planning and conducting multi-level teaching in the DMS (two classes).
- Critical analysis of N. C. F 2005 for planning quality teacher preparation programme
- Identify suitable research areas in inclusive education.
- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
- Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.

References

- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.*
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
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M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Inclusive Education
CourseD-04

III: Issues of Special needed Child

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Understand the global and national commitments towards the education of children with diverse needs,
2. Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
3. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
4. Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
5. Analyze special education, integrated education, mainstream and inclusive education practices, .

Course Content

Unit I- Introduction to Inclusive Education

- a) Definition, concept and importance of inclusive education.
- b) Historical perspectives on education of children with diverse needs.
- c) Difference between special education, integrated education and inclusive education.
- d) Advantages of inclusive education for education for all children.

Unit II-Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity

a) International Initiatives

- The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).
- The World Declaration on Education for all and its Framework for Action to meet Basic - Learning needs, 1990(Article 3 Clause 5).
- The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).
- The Asian and Pacific decade of Disabled Persons, 1993-2002.
- The Agenda for Action for the Asian and Pacific Decade of Disabled Persons (1993-2002).
- The World Conference on Special needs Education and the Salamanca Statement and framework for action on Special Needs Education.
- International Year of the disabled persons (IYDP, 1981)

b) National Initiatives

- The Indian Education Commission (1964-66).
- Integrated Education for Disabled Children (IEDC, 1974).
- National Policy on Education (NPE, 1986-92).
- Establishment of National Institutes and their Regional Centers.
- Project Integrated Education for disabled children (PIED, 1987).
- District Primary Education Programme (DPEP).
- The Persons with Disabilities Act (PWD Act, 1995).

- Sarva Shiksha Abhiyan.
 - Initiatives for the gifted and talented children.
 - National Curriculum Framework, 2005 NCERT
- c) *Current Laws and Policy Perspectives supporting IE for children with diverse needs*
- The Mental Health Act 1987.
 - Rehabilitation Council of India Act, 1992
 - The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995).
 - The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

Unit III-Preparation for Inclusive Education

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

Unit IV- Children with Diverse Needs

- a) Importance of early detection, Functional assessment for development of compensatory skills.
- b) Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
- c) Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups.
- d) Role of technology for meeting diverse needs of learners

Transactional Mode

Discussion, group work, power-point presentation, use of internet, and field visit to get first hand exercise on inclusive practices.

Sessional Work: (Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

The students may undertake **any Two** of the following activities: **(05 Marks Each)**

- Preparation of status report on school education of children with diverse needs.
- Evaluation of text books from the perspective of differently abled children.
- Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- Analysis of policy document (national, international) related to diversity.
- Survey the locality for early identification of children with disabilities.
- Planning and conducting multi-level teaching in the local school.
- Critical review of policy and practice and panel discussion by a group of students.
- Visit to special, integrated and inclusive classrooms .Reflective journal writing.

- Review of literature related to education of children with diverse needs presentation of reports in a seminar.

- Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools.

References

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- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002*.
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Education and Peace
CourseD-05
I: Peace Education

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

- Analyze the concept of Peace education
- Critically examine the importance of Peace education
- Make conceptual analysis of Peace education concepts
- Appreciates the contribution of Indian philosophy of education
- Examine the relationship between Peace and education
- Examine the social processes and the significance of Peace education

Course Content

Unit-I Nature and Concept of Peace and Education

- a) Concept of Peace-Political, Social, Spiritual dimensions, Need in the Present global and
- b) National Contexts- Indian and Western views on Peace
- c) Initiations related to Peace education National and International level
- d) Prevention of violence and conflict
- e) Role of Education- in Peace Education

Unit-II Aims and Objectives of Peace Education

- a) Great Educationist's view on Peace and Education: M.K. Gandhi, Rabindranata Tagore, Vivekananda Martin Luther King- Buddha and Mahaveera
- b) Awareness of need of the Society and the individual
- c) Conflict management- Cultural awareness- Role of the society; Gandhi an War of Conflict resolution

Unit-III Approaches and Strategies of Peace Education

- a) Elements of Effective Peace Education
- b) Human Right Education-Value Education-Gender Sensitivity and practices
- c) Role of Life Skills Education- Mental health in peace education
- d) Environment Education for peace
- e) Art, Cultural and Performance arts, Role play in Peace Education
- f) Strategies in Peace Education, Preparation of teachers for Peace education

Unit-IV Research and Evaluation in Peace Education

- a) Programmes of Peace Education Initiative at various levels of Education- Formal informal-
- b) School Education, Higher Education
- c) Role of National and International Institutions, Need for Research in peace Education
- d) Formative and Summative evaluation in Peace Education

Transaction Mode

Theory Classes: Teaching by the respective trade in the class, Seminars: Presentation of papers prepared by students, Practical's: conducting of experiments in Psychology of education & the analysis & interpretation of the data by the students

Sessional work:(Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

The students may undertake **any Two** of the following activities: **(05 Marks Each)**

1. To study the different concepts like social cognition, intrapersonal behavior using socio metric techniques
2. To study the findings research articles on the concepts of the syllabus & relating it to the present Indian class room situations
3. Relating the concepts / theories discussed in the syllabus to real life /day to day life situation for a better society.

References:

- Monisha Bajaj, *–Encyclopedia of Peace Education*” Information Age publishing Inc., Yugoslavia 2008.
- Ian M. Harris, Mary Lee Morrison, *“Peace education*” Mc Farland and Company Inc Publishers, 2003.
- Jing Lin, Edward J. Brantmeier, Christa Bruhn, *“Transforming education for peace”* Information Age publishing Inc., U.S.2008.
- Rachel MacNair, *“The psychology of peace: an introduction*” Praeger Publishers 2003.
- Emmanuel Babu Joseph Kallarackal, *“Peace education in northeast India”* Fordham University publishers Inc., 2007.
- Anima Bose, Zlmarian Jeanne Walker, Fredsberedskap, *“Peace education: Perspectives from Brazil and India”* Malmö School of Education Publishers inc., 1990.
- L. Mishra, *“Peace Education: Framework For Teachers”* 2009.
- Balvinder Kaur, *“Peace Education : New Trends And Innovations”* 2006.
- Singh, *“Peace & Human Rights Education”* 2008.
- Johnson David W. Jr., Roger T. Johnson, *“Peace Education: A Special Issue of Theory Into Practice”* 2005.

M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Education and Peace
CourseD-05
II: Value Education

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. To enable students to know and understand the need and importance of Value-Education.
2. To enable them to understand the nature of values, moral values, moral education and to differentiate such form religious education, moral training or moral indoctrination.
3. To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.
4. To enable them to understand the process of moral development vis-s-vis their cognitive and social development.
5. To orient the students with various intervention strategies for moral education.

Course content

UNIT -I: The Social-moral and cultural context:

- a) Value: Concept, nature and sources
- b) Need and Importance of Value Education
- c) Human Rights: Concept, need and importance of Human rights education in the existing social scenario.
- d) Valuation of culture : Indian Culture and Human Values.

UNIT -II: Nature and Concept of Morality and Humanity with reference to moral and Human values:

- a) Religious Education, Moral Education. Value Education and Human Rights their instruction, training and indoctrination.
- b) Contribution of Value education and Human Rights in personality development.
- c) Human Rights and their contribution in national building
- e) Concept of Development and concept of moral development.
- f) Psycho-analytic approach.
- g) Learning theory approach, especially social learning theory approach.
- h) Cognitive development approach-piaget and Kohlberg, stages of moral development and their characteristic features.

UNIT -III: Value learning to Value Education.

- a) Value learning outside the school-child rearing practices and Value learning. Value learning via imitation. Nature of society and Value learning media and value learning.
- b) Value learning inside the school; providing –form and –Content to education.
- c) Value Education and curriculum; can value education be imparted through subject curriculum

UNIT -IV: Intervention strategies for value education and Assessment of Valuematurity.

- a) Model of Value education-
 - i) Value Judgment: Scientific inquiry model;
 - ii) Value analysis model;

- iii) Social-Simulation model and
- iv) Roleplaying model
- b) Value judgment and Value Action.
- c) Assessment of Value maturity via moral dilemma resolution.
- d) Examples of some select value dilemmas.

Sessional work:(Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

- The students may undertake **any Two** of the following activities: **(05 Marks Each)**
- Write a report on implementation of Human Rights in a school of your choice – related to students, teachers and principal.
- Conduct a programme on awareness of social values in your community.
- Conduct a programme on awareness of Human Rights amongst secondary school teachers.
- Conducts a survey on issues related to violation of social values and write a report on the same.

References:

- Allport, G.W., Vernon, P.E., and Lindzey, G. (1970) *study of values*, Buston: Houghton Mifflin.
- *Central Board of Secondary Education (1997), Value Education: A Handbook for Teachers*, Delhi: Central Board of Secondary Education.
- Charles, E.A. (2000) (ed), *Value Education: A Manual for Teachers*, Mumbai: St. Xavier's Institute of Education Society.
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- Havighurst, R.J. (1953), *Human Development and Education*, New York: Longman's Green and Co.
- Karan Singh (1996) *Education for global society*, in Delors, J., *Learning: The Treasure Within*, Paris: UNESCO.
- Kluckhohn, C., "Value and Value Orientations in the theory of action: An exploration in definition and classification" in T. Darsons and E.A. Skill (1951) (eds), *Towards a General Theory of Social Action*, Cambridge: Harvard University Press
- Kollberg, L. (1964), *Development of moral character and ideology*, in M.K. Hoffman and L.W. Hoffman (eds) *Review of Child Development Research*, Vol.1, New York: Russell Sage.
- Kohlberg, L. (1969), *Stage and sequence*, in D.A. Goslin (ed) *Handbook of Socialization Theory and Research*, Chicago: Rand Mc Nally.
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- *Living Values : An Educational Program* (1999). New York: UNESCO's International Coordination Office
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- *Value Education*. Manish Prakashan , Plat No. 26, Rohit Nagar Colony, Baranasi Hindu University , Varanasi.

M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Education and Peace
CourseD-05
III: World Education

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Understand the concept and role of Lifelong Education.
2. To know about the process and aspects of Open and distance learning.
3. Understand the concept of Experienced based Education and Quality based Education
4. Understand the relation between Education and International understanding

Course Content:

Unit –I Lifelong Learning

- a) Meaning, Nature & Scope of Lifelong Learning
- b) Types of Learning – Informal, Non-formal & Formal
- c) Integrated Approaches in Lifelong Learning
- d) Lifelong Learning in Asia and Europe
- e) Role of Mass Media in Furthering Lifelong Learning

Unit –II Open and Distance Learning (ODL)

- a) Meaning, Nature & Scope of Open & Distance Learning
- b) Development of Open & Distance Education & its Present Status in India.
- c) Characteristics of Learners; Study Skills & Self – Learning
- d) Student Support Services : Design & Preparation of Self Instructional Material,
- e) (Print, Audio and Video) Contact Programmes, Evaluation.
- f) Information Communication Technology (ICT) in Open & Distance Learning –
- g) E-learning – Virtual Classroom – EDUSAT

Unit III: Experienced and Quality based Education

- a) Concept, Need, Components of Experienced based Education
- b) Edgar dale's cone of Experience, Kolb's Experiential Learning Theory,
- c) Meaning, need of Quality based Education
- d) Indicators of quality in school and higher education
- e) Meaning, Features and Principles of Total Quality Management (TQM)
- f) Role of Teacher in Experienced and Quality based Education

Unit IV Education to foster International Understanding

- a) Study of the Report of the International Commission on Education for the Twenty-first Century (known as the Dellors Report) with respect to the following dimensions:
 - a. Awareness of human rights combined with a sense of social responsibilities;

b. Value of social equity and democratic participation;

- c. Understanding and tolerance of cultural differences and pluralism;
- d. A caring, co-operative and enterprising spirit;
- e. Creativity;
- f. Sensitivity to gender equality;
- g. Open-mindedness to change; and
- h. Obligation to environment protection and sustainable development.

Sessional work:(Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

- The students may undertake **any Two** of the following activities: **(05 Marks Each)**
- Discover the new trends in Education and prepare report of any one new trend.
- Study the Experience based education system in schools and prepared report.
- Study the Quality based Education system in Schools and Prepare Report.
- Visit to the Open education study Centre and prepare report.

Reference:

- Kamat,A.R.(1982) Education &Modernization in India Bombay: Somaiiya Publication.
- Mohanty,J(1982) Indian Education In The Emerging Society .New Delhi: Sterling Publication.
- Madhukar, Indira (2003) Impact of Globalization on Education Learning to Live Together. Delhi: auther press.
- Mohit, Chakabarti (2005) Education In The 21st Century, Delhi:Kalpar publications.
- Chaudhary, U S (1986) Iusses& Advantage in Education,Ajanta Publication House.
- Basu,Durga Das.(1994) Introduction to the Constitution of India. New Delhi: PHI
- Nambissan, G. (2010) Exclusion & Discrimination in Experiences of Dalit Children.Working paper series, Vol.1 No.1 Indian Institute of Dalit Studies & UNICEF.
- Sen A Dreze J (1997). Indian Economic Development & Social Opportunity. Delhi: Oxford India Press

M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Indian Constitution and Education
CourseD-06
I: Constitution and Education

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Understand about Indian Constitution.
2. Understand the process of Education.
3. Understand the necessity of Indian Constitution in Nations life.
4. To understand the correlation of Indian Constitution and Education.

Course Content

Unit – I Introduction to Indian Constitution

- a) Meaning of Constitution, Kinds/types of Constitution
- b) Preamble of Indian Constitution, Philosophy of Preamble
- c) Outstanding features of Indian Constitution
- d) Citizenship
- e) Fundamental Right and Fundamental Duties

Unit – II Process of Education

- a) Nature of constitutions and interactions involves in the Education – Learner Environment, School practices with life outside the school, subject knowledge with real life experience of the learner, knowledge and practices, knowledge & pedagogy, ICT & teaching learning process, school knowledge with community knowledge.
- b) Objectives of Education: molding leadership for different walks of life, self-sufficiency in life; linking education with life.
- c) Linking teacher education with school education

Unit – III Why constitution is necessary in Nation's life?

- a) Welfare of citizen
- b) Foreign policy
- c) Governance at national and constitutional state level
- d) Basic foundation of laws, acts, statues, rules etc. making
- e) Role of constitution in judiciary i.e. active implementation of laws & interpretation of statutes.
- f) Indian constitution as the ground norm of state.

Unit – IV Correlation of constitution with Education

- a) Values of save reignite, socialism, secularism, democracy, republican character, Justice,

Liberty, Equality, Fraternity, Dignity of the individual, unity & integrity of the nation as

mentioned in the preamble of Indian constitution. These values are adopted as the very basis of Indian Education system and public life.

- b) Important Articles in Constitution related to Education:
- c) Art. 45 of Indian constitution – Free and compulsory primary Education
- d) Art. 21 A – Right to Education, in right to life.
- e) Art. 29 & 30 – right of Minorities to conserve their culture, language & script to establish and administer educational institutions of their choice.
- f) Art. 25 to 28 – the right against exploitation, prohibiting all forms of forced labour, child labour & traffic in human being.
- g) Art. 32 – The right to constitutional remedies for the enforcement of all these fundamental rights.
- h) Fundamental Duties under Art. 51 A of Indian constitution.
- i) Art. 308-323B – Services under the Union & states
- j) Art. 14 – Equality before Law
- k) Art. 17 – Abolition of untouchability
- l) Art. 18 – Abolition of Titles
- m) Art. 341 & 342 – special provisions for SC/ST and other backward classes for their upliftment
- n) Role of Teacher in creating awareness of Indian constitution among the student community

Sessional work:(Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

The students may undertake **any Two** of the following activities: **(05 Marks Each)**

- Preparing & developing a seminar on Indian constitution and Education followed by group discussion and presenting the report.
- Interviewing a constitutional expert (Judge, practicing Lawyer, professor in Indian constitution, police prosecutor etc.) so as to derive knowledge of Indian constitution with different aspects including the field of education and presenting the report.
- Preparation of a power point presentation on different topics like education as fundamental right, scope of right to life as mentioned under Art. 21 of Indian constitution, universalization of primary education, fundamental duties, significance of preamble, constitution remedies under Art. 32 etc. followed by the group discussion and presenting the report.
- Organizing Rallies, street plays, documentary shows, public reading of preamble, as well as seminars, conference, workshops, guest lectures, group discussion sessions etc. for spread/dissemination of awareness regarding Indian constitution.

Reference:

- Basu D.D. (1994): introduction to the constitution of India, New Delhi: PH. Pvt. Ltd.
- Kashyap, Subhash (1994): Our Constitution: An Introduction to India's constitution & constitutional Law: New Delhi, National Book Trust.

M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Indian Constitution and Education
CourseD-06

II: Human Rights and Education

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

- To understand the concept of Human Rights.
- To understand the Scope and approaches of teaching Human Right Education.
- Identify and understand the Human Right Education Organizations.
- Understand the women, Labour and consumer rights.

Unit I: Human Rights in Theoretical perspectives

- a) Evolution of Human rights.
- b) Foundations of Human rights.
- c) Historical background of Human Rights.
- d) Concept, need and importance of Human rights.
- e) Classification of Human Rights and Constitutional provisions on Human Rights in
- f) India.

Unit II: Human Right Education

- a) Concept of Human Right Education.
- b) Aims and objectives of Human Right Education.
- c) Teacher and Human Right education.
- d) Strategies and approaches of teaching Human Right Education.
- e) Agencies promoting Human Right in India: NHRC, NGO's and Media

Unit -III: Human Right Education and Organizations

- a) Human Right Education through curriculum
- b) Human Right Education for Child, Women and Others backward classes
- c) Role of United Nations Organization (UNO); National Human Rights Commission and Non-Governmental Organization in development of Human Right Education

UNIT-IV Education for Human Rights

- a) Concept and Scope of Women Rights
- b) Concept and Scope of Labour Rights
- c) Concept and Scope of Consumer Rights
- d) Obstacles and barriers in implementing Human Rights.

Sessional work:(Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

The students may undertake **any Two** of the following activities: **(05 Marks Each)**

- Study the awareness about Human Right in Society and prepare report.
- Collect the information about Human Right Education and prepare Human Right orientation Programme for students.
- Prepare the report of present scenario of India about Human Right.
- Identify the role of Indian Government about Human Right and prepare the power point presentation of it.

Reference:

- Begum, S.M., *Human Rights in India*, New Delhi : A.P.H. Publishing Corporation.
- Lawsan, E. *Encyclopaedia of Human Rights*, USA : Taylor and Francies
- Freedomo, S. *Discriminations & Human Rights*, New York: Oxford University Press.
- Agrawal, H. O. *Human Rights*, Allahabad : Central Law Publication.
- *Human rights: a Source book*, New Delhi: NCERT

M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Indian Constitution and Education
CourseD-06

III: Right to Education and articles related to Education

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

- To understand the concept of Right to Education.
- To understand the Right to Education and children.
- To understand the Right to Education and school.
- To understand the duties and responsibilities mentioned in Right to Education.

Unit – I Right To Education

- a) Meaning of the Right of Children to Free and Compulsory Education
- b) Right to Education In Maharashtra
- c) Scope & Importance of RTE
- d) Different Aspects of RTE

Unit – II RTE and Children

- a) Children Access and RTE
- b) Children Quality and RTE
- c) Migrate Children and RTE
- d) Children with Disabilities and RTE
- e) Protection of right of children's

Unit – III RTE and School

- a) Quality Inputs and RTE
- b) Quality Processes and RTE
- c) Quality Outputs and RTE
- d) Commitment to Quality and RTE

Unit – IV Duties & responsibilities mentioned in RTE

- a) Duties of appropriate government authorities
- b) Duties of local authorities
- c) Parents Duties
- d) Responsibilities of Teachers
- e) Responsibilities of Head Masters

f) Responsibilities of Schools

Sessional work:(Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

The students may undertake **any Two** of the following activities: **(05 Marks Each)**

- Study the RTE act and write your thoughts and views about RTE.
- Prepare a Questionnaire and collect the data from school Head master or Teacher about RTE.
- Prepare report about duties of local authorities and prepare the report.
- Study of any one school for implementation of RTE 2009 and prepare the report.

Reference:

- The Gazette of India: New Delhi, Thursday, August 27, 2009
- Begum, S.M., *Human Rights in India*, New Delhi : A.P.H. Publishing Corporation.
- Lawsan, E. *Encyclopaedia of Human Rights*, USA : Taylor and Francies
- Freedom, S. *Discriminations & Human Rights*, New York: Oxford University Press.
- Agrawal, H. O. *Human Rights*, Allahabad : Central Law Publication.
- *Human rights: a Source book*, New Delhi: NCERT
- Basu D.D. (1994): introduction to the constitution of India, New Delhi: PH. Pvt. Ltd.
- Kashyap, Subhash (1994): *Our Constitution: An Introduction to India's constitution & constitutional Law*: New Delhi, National Book Trust.

M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Guidance and Counseling
CourseD-07

I: Introduction to Guidance and Counseling

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives:

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

1. Understand the meaning, nature and scope of guidance
2. Understand the meaning of and the need for group guidance
3. Recognize the role of guidance in attaining the goals of education
4. Appreciate the need for guidance
5. Develop acquaintance with various techniques of group guidance
6. Understand the meaning, nature and scope of counseling
7. Appreciate the need for and goals of counseling
8. Analyze the relationship between guidance and counseling
9. Understand the concept and process of counseling in group situation
10. Recognize the different areas of counseling
11. Understand the various stages involved in the process of counseling
12. Appreciate the importance of counseling relationship
13. Become acquainted with the skills and qualities of an effective counselor.
14. Understand the essential services involved in school guidance programme
15. Understand the resources required and their optimum use in managing a school guidance programme
16. Be aware of about the constitution, role and function of the school guidance committee,
17. Understand the concept and theories of career development and their utility in understanding and career behavior of students,
18. acquire knowledge and skills for collecting, compiling and disseminating career information,
19. understand the concept of career pattern in relation to life stages,
20. develop insights into the complexities involved in the choice of career in view of clients' personal characteristics and available outside opportunities,
21. analyze the process of career development pattern in a particular socio-cultural context,
22. develop the ability to use or adopt career theories in understanding career behavior of students in career counseling situations,
23. Know the forms of in which the career information is available from different sources with its merits and limitations and ability to examine and appraise the information for intelligent use

24. Gain first-hand experience of carrying out the different guidance and counseling activities such as group guidance, psychological test administration and record preparation, counseling and career guidance

Course Content

Unit I- Understanding Educational and Career Guidance

- a) Meaning and Definitions, Objectives of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization, Scope of guidance programme
- b) Needs for Guidance at various levels of education/schooling
- c) School Guidance: a collaborative effort of school and community
- d) Organization of Guidance programmes in schools,
- e) Career development needs of the students
- f) Career development process; factors affecting career development
- g) Types of Guidance: Educational, Vocational/Career and Personal
- h) Individual guidance and group guidance; advantages of group guidance
- i) Group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

Unit II - Essential Services in Educational Guidance Programme

- a) Types of guidance services: orientation, information, counseling, placement, Follow-up, and research & evaluation
- b) Resources required for organizing guidance services
- c) School guidance committee: constitution, roles and functions
- d) Placement services
- e) Role of principal and teachers in school guidance programmes.

Unit III- Understanding Counseling

- b) Meaning & nature of counseling, Scope of counseling, Objectives of counseling: resolution of problems, modification of behaviour, promotion of mental health
- c) Relationship between guidance and counseling
- d) Place of counseling in the total guidance programme
- e) Stages of the counseling process
- f) Counseling Techniques-person centred and group centred, cognitive interventions, behavioral interventions, and systematic interventions strategies.
- g) Skills and qualities of an effective counselor
- h) Professional ethics

Unit IV- Types and Areas of Counseling

- a) Uses of group process in counseling, Process of group counseling
- b) Areas of counseling: family counseling, parental counseling, adolescent counseling, counseling of girls, counseling of children belonging to special groups
- c) Peer counseling: Its concept and the relevance to the Indian situation.
- d) Steps and skills in group counseling process

Transactional Mode

Group discussion, lecture-cum –discussion, panel discussion, symposium, presentation of reports, reading of research journals, school visits and sharing of experiences, presentation of case studies etc.

Group discussion, lecture-cum –discussion, panel discussion, symposium, reports, research journals, school visits and sharing of experiences, conduct of case studies followed by presentation in seminar, organization of counseling session and observation of the activities, projects and assignment focusing on observation and interaction with children and adolescent.

Sessional work:(Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

The students may undertake **any one** of the following activities:(**05 Marks**)

- Identification of the cases for counseling
- Exploring the possibilities for peer counseling in the institutions
- Working with the counselor, clients and writing a report on the process of counselling.

Sessional Work:

The students may undertake **any one** of the following activities:(**05 Marks**)

- Conduct a survey of the problems that are most prevalent in schools, which need immediate attention of a guidance counselor and prepare a brief report.
- Prepare a detailed outline of a class talk on ‘_Need for guidance services in schools’.
- Prepare a Cumulative Record Card plan and enlist the important areas on which the information may be recorded
- Prepare a list of resources required for setting up a guidance-oriented curriculum.
- Administer and score a ‘_Students Problem Checklist’ and prepare a report.

Sessional Work:

The student- teachers may undertake **any one** of the following activities:(**10 Marks Each**)

- Case study highlighting the different life stages and the factors affecting the career patterns.
- Plan career information activities for primary, upper primary, secondary and higher secondary school stages.
- Design a questionnaire for conducting follow-up study of school dropouts or community educational survey or community occupational survey and collect information from about five to ten students/agencies.
- Develop a scheme of career information suitable for class XIIth students.

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M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Guidance and Counseling
CourseD-07
II: School Guidance Programme

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

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

1. Develop understanding about the nature, process, underlying assumptions and principles of psychological assessment and appraisal.
2. Gain insight into different techniques of psychological assessment; their nature, scope and application in guidance and counseling
3. Develop knowledge and understanding of the major psychological concepts such as intelligence, aptitude, achievement, personality, interest and their assessment for providing guidance and counseling
4. Develop skills for administering, scoring, interpreting and analyzing test results.

Course Content

Unit I Guidance and Assessment of Students with behavioral Problems

- a) Nature and causes of behavioral problems; guidance of students
- b) Underachievement; guidance of students
- c) School discipline-problems of violence, bullying, drug abuse, truancy, and dropout etc.- guidance of students
- d) Developing coping skills-nature of stress and its causes, consequences of stress, and types of coping skills,
- e) Promoting psychological well-being and peace through school based guidance programmes.

Unit II- Guidance and Assessment of Students with Special Abilities and Needs

- a) Students with special abilities and needs-concept and identification process.
- b) Guidance for gifted and creative students.
- c) Guidance for socially and economically disadvantaged students
- d) Guidance for physically and intellectually challenged students
- e) Delinquency among students-causes, identification, and guidance for Delinquent students.
- f) Follow-up guidance

Unit III- Assessment and Appraisal in Guidance and Counselling

- a) Concept of assessment and appraisal
- b) Nature and importance of assessment and appraisal in Guidance and Counselling
- c) Assumptions and principles of assessment and appraisal

- d) Issues in psychological testing; distinction between testing and non-testing techniques
- e) Characteristics of a good psychological test
- f) Procedure of construction, administration, scoring and interpretation of psychological tests

UNIT IV Qualitative Techniques for Assessment & Assessing Individual Differences

- a) Need and importance of qualitative assessment
- b) Tools for qualitative assessment: observation, interview, anecdotal records, case study, autobiography, rating scale, sociometry
- c) Procedure of development, administration, scoring and interpretation through qualitative assessment
- d) Concept of Intelligence: changing perspective
- e) Assessment of intelligence
- f) Concept of Aptitude; assessment of aptitude
- g) Teacher-made and Standardized Achievement test
- h) Concept of personality; methods of personality assessment
- i) Importance of assessing interest for educational and vocational guidance

Transactional Mode

Group discussion, lecture-cum –discussion, panel discussion, symposium, reports, research journals, school visits and sharing of experiences

Sessional Work: (Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

- The student-teacher may undertake **any Two** of the following activities: **(05 Marks Each)**
- Draw a plan for the assessment of ability, aptitude, interest or personality of students.
- Explore two tests, one each for the assessment of intelligence and aptitude at the elementary and secondary stage through different sources and prepare critical write-ups.
- Prepare a script of a session with a client student communicating either low ability or high ability scores highlighting the skills used by you in the session.
- Prepare a sociometric test. Administer the test on a group of students.
- Draw a sociogram and describe in details the group climate.

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M. Ed. Second Year
Semester IV (Specialization Course)
Specialization Area: Guidance and Counseling
CourseD-07

III: Career Development and Guidance

Credits: 04

Maximum Marks: 100

Internal: 20

External: 80

Objectives

On completion of this course the students will be able to

1. Understand the concept and theories of career development and their utility in understanding Career Behavior of students,
2. Acquire knowledge and skills of collecting, compiling and disseminating career information,
3. Understand the concept of career pattern in relation to life stages,
4. Insights into the complexities involved in the choice of career in view of clients' personal characteristics and available outside opportunities,
5. Level of the ability to analyze development in the process of career development to identify a typical development pattern in a particular socio-cultural context,
6. Develop the ability to use or adopt career theories in understanding career behavior of students in career counseling situations,
7. Knowledge the sources of career information and variety of forms of in which the career information is available from different sources with its merits and limitations and ability to examine and appraise the information for intelligent use.

Course Content

Unit I - Understanding Career Development

- a) Concept of Work: physical, psychological and sociological; work as a way of life;
- b) Work and human motives
- c) Career development needs of students (at different stages of education)
- d) Career development process; factors affecting career development

Unit II- Perspectives on Career Development

- a) Theories of career development (some basic concepts, applicability and limitations of each theory)
- b) Trait Factor Theory
- c) Roe's theory of personality development and career choice
- d) Holland's career theory of personality types and work environment
- e) Super's life span/life space approach to career development

Unit III Understanding Career Information

- a) Importance of career information;
- b) Dimensions of career information: nature of work, working conditions, entry requirements, earning, growth opportunities etc.
- c) Primary and secondary sources of information; Filing of career information
- d) Dissemination of career information: Group techniques-objectives, advantages and limitations.

- e) Group activities: career talks, career conference/exhibition, displays field trips, film shows etc.
- f) Integration of career information into teaching of subject matter.

Unit IV- Career Patterns & Career Adjustment and Maturity

- a) Concept of career pattern, career awareness, career exploration and career preparation.
- b) Career pattern of men and women and implications for counseling.
- c) Economic development and career opportunities.
- d) Concept of career adjustment and career maturity
- e) Factors affecting career maturity
- f) Assessment of career maturity

Transactional Mode

Group discussion, Lecture-cum –discussion, Panel discussion, Symposium, Reports, Research Journals, School visits and sharing of experiences

Sessional Work: (Total Marks 20)

- The student may write one tutorial question out of three prepared tutorial questions.

(10 Marks)

- The students may undertake any one of the following activities: **(05 Marks Each)**
- Case study highlighting the different life stages and the factors affecting the career patterns.
- Plan career information activities for primary, upper primary, secondary and higher secondary school stages.
- Design a questionnaire for conducting follow up study of school dropouts or community educational survey or community occupational survey and collect information from about five to ten students/agencies.
- Develop a scheme of career information suitable for class XIIth students.

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- Gupta, N. (1991). *Career maturity of Indian school students*. New Delhi: Anupam Publications.
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M. Ed. Second Year

Semester IV

Enhancement of Professional Capacities and Internal semester Break

CourseD-08: Dissertation: Collection and Analysis of data

Credits: 02

Maximum Marks: 50

Internal: 50

- The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Data Collection schedule	10
02	Actual Data collection Process	10
03	Use of Technology for collection and analysis of	10
04	Selection of statistics for analysis and understanding	10
05	Actual Data Analysis process	10
TOTAL MARKS		50

M. Ed. Second Year

Semester IV

Enhancement of Professional Capacities and Internal semester Break CourseD-09: Dissertation: Writing and submission of dissertation

Credits: 02

Maximum Marks: 50

Internal: 50

- i. Every M.Ed. student shall do the Dissertation work individually under the supervision of a Teacher Educator.
- ii. The Dissertation work and supervisor shall be assigned to the student by the Department/ Institution during the IInd semester to enable the student to plan and carry out the work during III semester.
- iii. The Dissertation work is assigned 2 credits and evaluated for 50 marks.
- iv. The Dissertation work must be submitted and evaluated during the IVth Semester. The student will be issued hall ticket to appear for the IV Semester end Theory Examinations only on evaluation of Dissertation.
- v. The Dissertation must be typed and be limited to 75 to 150 pages of A4 size. The font size is 12 points in Times New Roman with single and half line space. The margins shall be 1.0" on all the 3 sides while the left side (Binding side) it is 1.5". The Format and Guidelines should be according to the American Psychological Association (APA).
- vi. The pass marks in Dissertation shall be 50%.
 - The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Primary Pages (Title page, Certificates, acknowledgement, Index, List of tables / graphs / diagrams / abbreviations etc.)	05
02	Chapter I (Introduction, objectives, need, importance, scope, limitations, operational definitions, assumptions, hypothesis, research questions etc.)	05
03	Chapter II (Related literature & research, similarity and differences, online references etc.)	05
04	Chapter III (Research procedure, population, sampling, tools and pilot study etc.)	05
05	Chapter IV (Data collection, analysis, interpretation, hypothesis testing etc.)	05
06	Chapter V (summary, conclusions, recommendations, topics for further research etc.)	05
07	References and Bibliography (APA style)	05
08	Enclosures	05

09	Research dissertation typing and biding	05
10	Overall impact of dissertation	05
TOTAL MARKS		50

M. Ed. Second Year

Semester IV

Enhancement of Professional Capacities and Internal semester Break

CourseD-10: Viva Voce

Credits: 04

Maximum Marks: 100

Internal: 100

1. Dissertation work shall be evaluated by an external and one internal examiner which are followed by presentation of work and Viva-Voce.
2. The Viva-Voce shall be conducted by Solapur University, Solapur.
3. The Evaluation Structure is as follows:

Sr. No.	Particular	Marks
01	Self-Presentation	20
02	Basic Knowledge of research	20
03	Clarity of research work	20
04	Answering capacity	20
05	Total Impact	20
TOTAL MARKS		100

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY,
SOLAPUR**



NAAC Accredited-2015
'B' Grade (CGPA 2.62)

Name of the Course Syllabus:-

**M.P.Ed.
(Master of Physical Education)**

With effect from :-

June- 2021

80/20

1. Objectives

1. To develop highly profile scholars in the Field of Physical Education.
2. To make perfection in competencies and skills needed to become professionals in the areas of specialization.
3. To be aware of emerging issues such as health, fitness, wellness and technology.
4. To develop the students critical mind and ability to employ reasoning, rational thinking of the problems and issues relating the field.
5. To provide opportunity for entrepreneurship, self expression and provide information on continued professional growth.

2. Eligibilities of Admission

The candidate should be an Indian National and should have passed Bachelor's Degree in Physical Education (B.P.Ed.) or equivalent with at least 50% of Marks (Minimum 45% marks in case of Backward Class Categories belonging only to Maharashtra State)

OR

The candidate should have passed Bachelor's Degree of Science (B.Sc.) in Health and Physical Education with at least 50% marks (Minimum 45% marks in case of Backward Class Categories belonging only to Maharashtra State) .

The candidate belonging to SC/ST, DT/VJ, NT (A), NT (B), NT(C), NT(D), OBC and SBC categories should produce "Caste Certificate" issued by the Competent Authority and the candidates belonging to ST category should submit "Tribe Validity Certificate" issued by the Scrutiny Committee of Tribal Department along with Caste certificate. Candidates belonging to DT/VJ, NT (A), NT (B), NT(C), NT(D), OBC and SBC should submit Valid Non Creamy Layer Certificate valid upto 31st March 2020 as applicable at the time of verification of Documents/Admission. Candidates belonging to SC,DT-VJ, NT-1,2,3, OBC and SBC will have to produce Caste Validity certificate. Candidates belonging to Maharashtra State belonging to above categories having **Caste Certificate, Caste Validity and Non-Creamy Layer Certificate** as applicable should only apply under respective category, otherwise they should apply under Open-General Category.

Admission Procedure

Admission shall be charge only such fees as prescribed by the affiliating body / State Government concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulations of tuition fee and other fees chargeable by unaided teacher education institutions Regulations. 2002 as amended from time to time and shall not charge donations, capitation fee etc. from the students.

3. Duration of the Course

The M.P.Ed. Programme shall be of a duration of two academic years, that is FOUR SEMESTER. However the students shall be permitted to complete the programme with the maximum period of three years. this period can be extended up to two more year . (i.e five years)

4. Working Days

1. There shall be at least 200 working days in each academic year / one hundred working days in each semester exclusive of period of examination and admission etc.
2. The institution shall work for a minimum of thirty six hours in a week (five of six days a week) during which physical presence in the institution of all the teachers and teacher educators is necessary to ensure their availability for advice guidance and consultation, as and when needed.

5. Credits

The term credit refers to a unit y which the programme is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or one and half / two hours of practical work/ field work per week. The term credit refers to the weight given to a course, usually in relation to the instructional hours assigned to it. The total minimum credits, required for completing M.P.Ed. programme is 90 credits and for each semester 20 credits.

Provision of Bonus credits Maximum 06 Credits in each Semester

Sr.No	Special Credits for Extra Co-Curricular Activities	Credit
1	Sports Achievement at State level Competition (Medal Winner)	1
	Sports Achievement National level Competition (Medal Winner)	2
	Sports participation International Level Competition	4
2	Inter Uni. Participation (Any one game)	2
3	Inter College Participation (Min, Two games)	1
4	Blood donation / Cleanliness drive / Community Services	2
5	Mountaineering- Basic Camp, Advance Camp / Adventure Activities	2
6	Organization /Officiating-state/National level in any two games	2
7	News Reposting / Article Writing / book writing/ progress report writing	1

Students can earn maximum 06 Bonus credits in each semester by his/her participation in the above mentioned activities duly certified by the Head of the institution / Department. This Bonus credit will be used only to compensate loss of credits in academic activities.

6. Internal Assessment

Internal assessment marks shall be awarded on the basis of the following

a) Theory Break up of 20 Seasonal marks of theory papers shall be as follows

Attendance	05 Marks
One Seminar	05 Marks
Assignments	05 Marks
Test (Two)	05 Marks
Total	20 Marks

b) Specialization: Seasonal marks of specialization are awarded on the basis of Regularity, imitative in learning, knowledge of rules, officiating and coaching, demonstration of skills and movements.

c) Dissertation: A candidate shall choose area of research of his choice in consultation with the guide and submit the dissertation preferably, experimental / quasi experimental, further he can make use of the pedagogy to collect the data required. He should submit the desertion to the Office, before one month prior to the fourth semester examination. There shall be an internal Viva-voce for twenty marks for each to be conducted by the departmental council with one external subject expert.

d) Pedagogy: A candidate shall select the area of specialization of his choice keeping in mind the specialization opted in previous semester and shall select the school and preferably teacher training institutions B.P.Ed., to coach and train the skills. Further he has to submit the workbook along with the satisfactory report from the head of the Institution in Coaching; the duration of the pedagogy is as per the NCTE norms.

7. Attendance, Progress and conduct

Attendance shall be taken as a component of continuous assessment, even though the students should have **minimum 75% attendance** in each course. In addition to continuous evaluation component, the end semester examination, which will be **written type examination of at least 3 hours duration** and for **specialization examination duration is 1 hours** would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is **20:80**. The evaluation of practical work, whenever applicable, will also be based on continuous internal assessment and on an end-semester practical examination.

8. Appearance for the Examination:

Candidates on satisfactorily completing a semester shall apply for examination in all the courses of study papers prescribed for that semester.

9. Scheme of Examination:

There shall be a university examination at the end of each semester. the scheme of Examination shall be as follows:

a. Theory: Each paper shall be valued by University appointed examiner.

b. Specialization: Evaluation in specialization shall be done by two examiners, one internal and one external as per the following scheme. The average of the two shall be credited.

i) Demonstration of skills/ techniques/ movements	25 marks
ii) Coaching ability	25 marks
iii) Specialization Record	15 marks
iv) Viva-Voce	15 marks
Total	80 marks

c. Dissertation: Evaluation of dissertation shall be done for 80 marks by University Examination.

Note : - Whenever assessment is made for two games / activity the 50% of the above marks shall be divided for the evaluation of the each game / activity.

Practicum / game specialization / game coaching / internship / Classroom teaching will be the internal evaluation, the Evaluation is purely based on the attendance, ability of the teacher and competency in handling the classes (Classroom and Field Coaching, Training). It will be evaluated by the Head master of the School, Subject Expert from the school, one faculty member from the university / Department / College. The evaluation will be done immediately after the class by the above said committee. The assessment will be done for 80 marks, in each semester as per the regulation.

For smooth conduct of University practical examination the college should appoint one organizer & two peons and they should be paid local conveyance allowance & Remuneration by the university.

For theory examination an overall chairman must be appointed. For practical examination an overall chairman and senior examiner must be appointed.

10. Course

The course content lecturer / Tutorials / Laboratory work / Field work/ Outreach Activities / Project Work/ Vocational Training / VIVA / Seminars / Term Papers / Assignments / Presentations / Self-Study etc. or a combination of some of these.

11. Course of Programme

The M.P.Ed. Programme consists of a number of courses, the term 'Course' applied to indicate a logical part of subject matter of the programme and is invariably equivalent to the subject matter of a paper in the conventional sense. The following are the various categories of courses suggested for the M.P.Ed. Programme.

A. Theory

- 1) Core Course
- 2) Elective Course

B. Practicum

- 1) Compulsory Course (Track and Field)
- 2) Elective Course
- 3) Teaching / Coaching Practices
- 4) Internship

Semesters:

An academic year is divided into two semesters. Each semester will consist of 17-20 weeks of academic work equivalent to 100 actual teaching days. The institution shall work for a minimum of 36 working hours in a week (Five or six days a week)

12. Fee

The institution shall charge only fee as prescribed by the affiliating body / State government concerned in accordance with provision of N.C.T.E. Guideline and as per University Guidance .

13. Standard of passing

1. To pass in any one of the semester of M.P.Ed Examination a candidate shall have to obtain at least 50% of marks in each theory paper and 50% in practical (Internal as well as External).

i. To pass M.P.Ed in 2nd class: 50% and above but below 55% in aggregate.

ii. To pass Higher Second class: 55% and above but below 60% in aggregate.

iii. To pass First class: 60% and above but below 70% in aggregate.

iv. To pass Distinction: 70% and above in aggregate.

- I. **If the student fail or absent in semester I** - if the student is fail or absent in any theory paper or university practical exam He / She is allow to appear in semester – II University examination.
- II. **If the student who is fail or absent in semester I & II**, theory & practical will be allow to appear semester – III University examination, He/ She need not to appear for internal assessment (theory & practical) of semester I & II.(If He/ she passed internal theory and practical.)
- III. **If the student who is fail or absent in semester – I, II** he/ she will be not given permission in semester – IV University examination. He / she should passed semester-I, II internal assessment & University examination.
- IV. **If the student who is fails or absent in semester I & II**, theory & practical will be given admission in semester III. He/she need not appear for internal assessment (theory & practical) of semester I & II.
- V. **If the student who is fail or absent in semester III**, in theory and practical, he, she is eligible to take admission to the semester IV and he/she can given examination in University theory and practical together of semester III and IV.

14. Lesson

A minimum of 32 lessons (Internal work) in the School / College/ institution / department shall be conducted.

M. P. Ed. I Semester:- I

Semester	Course Code	Title of the Practical	Internal Work & Marks	External Exam & Marks	Total Marks
I	MPPC 101	Track & Field - I (Sprint , Middle , Long distance run, Javelin Throw, High Jump)	20	80	100
I	MPPC 102	Game Specialization-I (Any one game mentioned below)	20 (4 Lesson)	80 (1 Lesson)	100
I	MPPC 103	Yoga (Performance in Asanas , Kriyas , Bandhas & Pranayama) /Aerobics /Taekwondo/Marshal Arts (Performance in any one of the above)	20	80	100
I	MPPC 104	Class room teaching lessons on Track & Field (any one event)	20 (4 Lesson)	80 (1 Lesson)	100

M. P. Ed. I Semester:- II

Semester	Course Code	Title of the Practical	Internal Work & Marks	External Exam & Marks	Total Marks
II	MPPC 201	Track & Field-II (Shot Put, Triple Jump) (Performance in any one Event), Swimming	20	80	100
II	MPPC 202	Game Specialization-II (Any one game mentioned below)	20	80	100
II	MPPC 203	Teaching Lesson on Track and Field Sem. I /Sem. II	20 (4 Lesson)	80 (1 Lesson)	100
II	MPPC 204	Teaching & Officiating Lesson on Specialization-II	20 (4 Lesson)	80 (1 Lesson)	100

M. P. Ed. II Semester:- III

Semester	Course Code	Title of the Practical	Internal Work & Marks	External Exam & Marks	Total Marks
III	MPPC 301	Skill Oriented Course- 1. Certificate course in Physical Fitness and Wellness Trainer – OR- 2. Certificate course in Open Gym Instructor	100	00	100
III	MPPC 302	Game Specialization-III (Any one game mentioned below)	20	80	100
III	MPPC 303	Coaching Lesson on Specialization Game -III	20 (4 Lesson)	80 (1 Lesson)	100
III	MPPC 304	Internship / Classroom Teaching on Specialization – Pedagogy	20 (4 Lesson)	80 (1 Lesson)	100

M. P. Ed. II Semester: - IV

Semester	Course Code	Title of the Practical	Internal Work & Marks	External Exam & Marks	Total Marks
IV	MPPC 401	Track & Field-IV (Relays, Hurdle, Discus ,Hammer Throw , Pole vault, Long Jump) (Performance in two Events)	20	80	100
IV	MPPC 402	Game Specialization-IV (Any one game mentioned below)	20	80	100
IV	MPPC 403	Coaching Lessons of Track & Field-Sem.-IV	20 (4 Lesson)	80 (1 Lesson)	100
IV	MPPC 404	Coaching Lessons of Game Specialization-IV	20 (4 Lesson)	80 (1 Lesson)	100

Note: Every Semester one game should be selected as specialization and it should not be repeated in other Semester.(i.e. Four games should be selected as Specialization)

List of Specialization Game:-

Kabaddi	Kho-Kho	Volleyball	Handball	Softball	Baseball	Hockey	Football
Table Tennis	Lawn Tennis	Badminton	Basketball	Cricket	Wrestling	Netball	Squash

NOTE:-External Exam -Each lesson carry 80 Marks & Duration of Lesson is 40 minutes

CONDUCT OF PRACTICAL EXAMINATION

Examiners should be paid local conveyance allowance, remuneration and T.A D.A by the University

Note: The candidate are allowed to answer the question in English / Hindi /Marathi

16. Grievance Redressed Committee:

The college / department shall form a Grievance Redressed Committee for each course in each college / department with the course teacher / principal/ Director and HOD of the faculty as the members. This committee shall solve all grievances of the students.

17. Revision of Syllabus

1. Syllabus of every course should be revised according to the NCTE.
2. Revised syllabus of each semester should be implemented in a sequential way.
3. In courses, where units / topics related to governmental provisions, regulations or laws, that change to accommodate the latest developments, Changes or corrections are to be made consequentially as recommended by the Academic Council.
4. All formalities for revisions in the syllabus should be completed before the end of the semester for implementation of the revised syllabus in the next academic year.
5. During every revision, up to twenty percent of the syllabus of each course should be changed so as to ensure the appearance of the student who have studied the old (unrevised) syllabus without any difficulties in the examinations of revised syllabus.
6. In case, the syllabus of any course is carried forward without any revision, it shall also be counted as revised in the revised syllabus.

Master of Physical Education Degree Programme - 2020-21

M. P. Ed. I SEMESTER - I							
Theory 400							
Paper Code	Papers	Instruction hrs/week	Duration of Exam (Hrs)	CA-IA	UA-Theory/Practical	Total Marks	Credits
MPCC 101	Research Process in Physical Education & Sports Sciences	3 hrs	3 hrs	20	80	100	4
MPCC 102	Physiology of Exercises	3 hrs	3 hrs	20	80	100	4
MPCC 103	Yogic Sciences	3 hrs	3 hrs	20	80	100	4
MPEC 104	1)Test, Measurement and Evaluation in Physical Education -	3 hrs	3 hrs	20	80	100	4
MPEC 104	OR- 2)Sports Technology						
Practicum 400							
MPPC 101	Track & Field - I (Sprint , Middle , Long distance run, Javelin Throw, High Jump)	6 hrs	3 hrs	20	80	100	4
MPPC 102	Game Specialization-I Individual Skills, Game situation, Officiating, Lead up games (Any one game mentioned below)	6 hrs	3 hrs	20	80	100	4
MPPC 103	Yoga (Performance in Asanas , Kriyas , Bandhas & Pranayama) /Aerobics /Taekwondo/Marshal Arts (Performance in any one of the above)	6 hrs	3 hrs	20	80	100	4
MPPC 104	Class room teaching lessons on Track & Field (any one event)	6 hrs	3 hrs	20	80	100	4
Grand Total		36 hrs	24 hrs	160	640	800	32

M. P. Ed. I SEMESTER - II							
Theory 400							
Paper Code	Papers	Instruction hrs/week	Duration of Exam (Hrs)	CA-IA	UA-Theory/ Practical	Total Marks	Credits
MPCC 201	Applied statistics in Physical Education and Sports	3 hrs	3 hrs	20	80	100	4
MPCC 202	Sports Bio-mechanics and Kinesiology	3 hrs	3 hrs	20	80	100	4
MPCC 203	Athlete care and rehabilitation	3 hrs	3 hrs	20	80	100	4
MPEC 204	1)Sports Journalism and Mass Media	3 hrs	3 hrs	20	80	100	4
MPEC 204	OR 2)Sports Management and Curriculum design in Physical Education						
Practicum 400							
MPPC 201	Athletics (Track and Field: II) Shot put, Triple Jump (Performance in any one event) Swimming	6 hrs	3 hrs	20	80	100	4
MPPC 202	Game Specialization-II Individual Skills, Game situation, Officiating, Lead up games (Any one game mentioned below)	6 hrs	3 hrs	20	80	100	4
MPPC 203	Teaching Lesson on Track and Field SemI /Sem II	6 hrs	3 hrs	20	80	100	4
MPPC 204	Teaching & Officiating Lesson on Specialization-II	6 hrs	3 hrs	20	80	100	4
Grand Total		36 hrs	24 hrs	160	640	800	32

M. P. Ed. II SEMESTER - III

Theory 400

Paper Code	Papers	Instruction hrs/week	Duration of Exam (Hrs)	CA-IA	UA Theory/ Practical	Total Marks	Credits
MPCC 301	Scientific Principles of Sports Training	3 hrs	3 hrs	20	80	100	4
MPCC 302	Sports Medicine	3 hrs	3 hrs	20	80	100	4
MPCC 303	Health Education and Sports Nutrition	3 hrs	3 hrs	20	80	100	4
MPEC 304	1) Sports Engineering	3 hrs	3 hrs	20	80	100	4
MPEC 304	OR 2) Fitness and Wellness	3 hrs	3 hrs	20	80	100	4
Practicum 400							
MPPC 301	Skill Oriented Course- 1. Certificate course in Physical Fitness and Wellness Trainer – OR- 2. Certificate course in Open Gym Instructor	6 hrs	3 hrs	100	00	100	4
MPPC 302	Game Specialization-III Individual Skills, Game situation, Officiating, Lead up games (Any one game mentioned below)	6 hrs	3 hrs	20	80	100	4
MPPC 303 PL	Coaching Lesson on Specialization Game -III	6 hrs	3 hrs	20	80	100	4
MPPC 304 CT	Internship / Classroom Teaching on Specialization – Pedagogy	6 hrs	3 hrs	20	80	100	4
Grand Total		36 hrs	24 hrs	160	640	800	32

- PL– Particular Lesson Plan CT – Classroom Teaching

M. P. Ed. II SEMESTER - IV

Theory 400

Paper Code	Papers	Instruction hrs/week	Duration of Exam (Hrs)	CA-IA	UA-Theory / Practical	Total Marks	Credits
MPCC 401	Information and Communication Technology in Physical Education (ICT)	3 hrs	3 hrs	20	80	100	4
MPCC 402	Sports psychology and Sports Sociology	3 hrs	3 hrs	20	80	100	4
MPCC 403	Dissertation	3 hrs	3 hrs	20	80	100	4
MPEC 404	1)Value and environmental Education OR	3 hrs	3 hrs	20	80	100	4
MPEC 404	2)Educational Technology in Physical Education						

Practicum 400

MPPC 401	Athletics- Track & Field-IV (Relays, Hurdle, Discus ,Hammer Throw , Pole vault, Long Jump) (Performance in two Events)	6 hrs	3 hrs	20	80	100	4
MPPC 402	Game Specialization :IV Individual Skills, Game situation, Officiating, Lead up games (any one)	6 hrs	3 hrs	20	80	100	4
MPPC 403 PL	Coaching lessons of Track and Field Sem.III/Sem IV	6 hrs	3 hrs	20	80	100	4
MPPC 404 PL	Coaching lessons of Game Specialization IV	6 hrs	3 hrs	20	80	100	4
Grand Total		36 hrs	24 hrs	160	640	800	32

PL- Particular Lesson Plan

List of Specialization Game:-

Kabaddi	Kho-Kho	Volleyball	Handball	Softball	Baseball	Hockey	Football
Table Tennis	Lawn Tennis	Badminton	Basketball	Cricket	Wrestling	Netball	Squash

Note:1) **Sports and Educational tour should be organized by the college in any one semester to visit the sports centre in India.**

2) Adventure activities or mass demonstration should be organized by the college in any one semester.

Structure of Question Paper
M.P.Ed. Part I and II
Effect from June 2020

Total Marks:- 80

Question No. 1		Choose the correct alternative.	10
	1		
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
Question No.2		Answer the following question.	
	A		10
	B		10
Question No.3		Answer the following question. (any one)	15
	1		
	2		
Question No.4		Answer the following question. (any one)	15
	1		
	2		
Question No.5		Write short notes. (any four)	20
	1		
	2		
	3		
	4		
	5		

M. P. Ed. I Semester I

Theory Courses

MPCC-101

RESEARCH PROCESS IN PHYSICAL EDUCATION AND SPORTS SCIENCES

Credits – Theory - 4

Total Theory Lectures - 60

Unit I - Introduction

Meaning and Definition of Research – Need, Nature and Scope of research in physical Education. Classification of research, Areas of research, Criteria for selection of a problem, Qualities of good researcher.

Unit II – Review of related Literature

Review of related Literature, Need and importance of reviewing the related literature, Library technique, Methods of reading abstracting the Materials.

Unit III – Methods of Research and Tools of research

Descriptive Methods of Research; Survey Study, Case Study, Introduction of Historical Research, Steps in Historical Research, Source of Historical Research: Primary Data and Secondary Data, Historical Criticism: Internal criticism and external Criticism. Experimental Research – Meaning, Nature and Importance, Meaning of variable, Types of variables. Experimental Design – single Group Design, Reverse Group Design, Repeated Measure Design, static Group Comparison Design, Equated Group Design and Factorial Design. Tools of Research - Questionnaire, interview, observation attitude scales etc.

Unit IV – Sampling

Meaning and Definition of Sample and Population. Types of Sampling; Probability Methods; systematic Sampling, Cluster sampling, Stratified Sampling. Area Sampling- multistage sampling. Non-Probability Methods; Convenience Sample, Judgment sampling, Quota Sampling.

Unit V – Research Proposal and Report Writing

Chapterization of Thesis / Dissertation, front Materials, Body of Thesis – Back materials. Method of Writing Research proposal, Thesis / Dissertation; Method of writing abstract and full paper for presenting in conference and to publish in journals, Mechanics of writing Research Report, webliography and Bibliography Writing.

REFERENCE :

Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc

Clarke David. H & Clarke H, Harrison (1984) Research processes in Physical Education, New Jersey; Prentice Hall Inc.

Craig Williams and Chris Wragg (2006) Data Analysis and Research for sport and Exercise Science, London Routledge press

Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illonois; Human Kinetics;

Kamlesh, M.L.(1999) Research Methodology in Physical Education and Sports, New Delhi

Moses, A.K. (1995) Thesis Writing format, Chennai; Poompugar Pathippagam

Rothstain, A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc

Subramanian, R, Thirumalai Kumar S & Arumugam C (2010) Research Methods in Health, Physical Education and Sports, New Delhi; Friends Publication

Moprtly A. M. (2010) Research Processes in Physical Education , New Delhi; Friends Publication

M. P. Ed. I Semester I
Theory Courses
MPCC-102
PHYSIOLOGY OF EXERCISE

Credits – Theory - 4
Unit I – Introduction

Total Theory Lectures - 60

Meaning of Physiology, Need and importance of Physiology of Exercise

Unit II – Skeletal Muscles and Exercise

Macro & Micro Structure of the Skeletal Muscle, Chemical Composition. Sliding Filament theory of Muscular Contraction. Types of Muscle fiber. Muscle Tone, Chemistry of Muscular Contraction- Heat Production in the muscle, Effect of exercises and training on the muscular system and skeletal system.

Unit III – Cardiovascular System, Respiratory System and Exercise

Heart Valves and Direction of the Blood Flow - Conduction System of the Heart- Blood Supply to the Heart - Cardiac Cycle - Stroke Volume - Cardiac Output - Heart Rate – Factors Affecting Heart Rate – Cardiac Hypertrophy – Effect of exercises and training on the Cardiovascular system, Blood pressure. Mechanics of Breathing – Respiratory Muscles, Minute Ventilation – Ventilation at Rest and During Exercise. Diffusion of Gases in the Tissues – Control of Ventilation – Ventilation and the Anaerobic Threshold. Oxygen Debt – Lung Volumes and Capacities – Effect of exercises and training on the respiratory and circulatory system, second wind and EPOC.

Unit IV – Metabolism and Energy Transfer

Metabolism – ATP – PC or Phosphagen System – Anaerobic Metabolism - Anaerobic Metabolism – Aerobic and Anaerobic System during Rest and Exercise. Short Duration High Intensity Exercises – High Intensity Exercise Lasting Several Minutes – Long Duration Exercises.

Unit V – Climatic Condition and sports performance and ergogenic aids

Variation in Temperature and Humidity – Thermoregulation – Sports performance in hot climate, Cool Climate, high altitude. Influence of: Amphetamines, Anabolic steroids Androstenedione, Beta Blocker, Choline, Creatine, Human growth hormone on sports performance. Narcotic, Stimulants: Amphetamines, Caffeine, Ephedrine, Sympathomimetic amines. Stimulants and sports performance. Doping definition, types of doping, demerits of doping, process of control of doping, stages of doping test(sportsman related), International Olympic committee Anti doping Rules and Regulations.

Note: *Laboratory Practical's in Physiology be designed and arranged internally*

REFERENCE :

Amrit Kumar, R, Moses. (1995). Introduction to Exercise Physiology. Madras: Poompugar Pathipagam.

Beotra Alka, (2000) Drug Education Handbook on Drug Abuse in Sports: Sports Authority of India Delhi.

Clarke, D.H. (1975). Exercise Physiology. New Jersey: Prentice Hall Inc., Englewood Cliffs.

David, L Costill. (2004) Physiology of Sports and Exercise. Human Kinetics Fox, E.L., And Mathews, D.K (1981). The physiological Basis of Physical Education and Athletics. Philadelphia: Sanders College Publishing

Guyton, A. C. (1976).Textbook of Medical Physiology. Philadelphia: W.B. Sanders co.

Richard, W. Bowers. (1989). Sport Physiology. WMC : Brown Publishers.

Sandhya Tiwaji. (1999). Exercise Physiology. Sports Publisher

Shaver, L (1981). Essentials of Exercise Physiology. New Delhi: subjet Publication

Vincent, T. Murche. (2007). Elementary Physiology.Hyderabad: Sports Publication.

William, D. Mc Aradle. (1996). Exercise Physiology, Energy, Nutrition and Human Performance. Philadelphia: Lippincott Williams and Wilkins Company

M. P. Ed. I Semester I
Theory Courses
MPCC-103 Yogic Sciences

Credits – Theory - 4

Total Theory Lectures - 60

Unit I - Introduction

- a) Concept, Need and Importance of yoga.
- b) Meaning and Definition of Yoga.
- c) Aims and Objectives of yoga.
- d) School of Yoga.+

Unit II – Aasanas and Pranayam

- a) Aasanas and Pranayam - Meaning and Definition.
- b) Asanas - Types- Techniques and Benefits.
- c) Pranayama: Types- Techniques and benefits.
- d) Surya Namaskar: Methods and Benefits

Unit III – Sudhi Kriyas, Bandha and Mudras

- a) Shat Kriyas – Techniques and Benefits
- b) Bandhas - Types, Techniques and Benefits
- c) Mudras - Types, Techniques and Benefits
- d) Stress and Meditation

Unit IV – Yoga and Physical Education

- a) Role of Yoga in Psychological Preparation of athlete.
- b) Role of Asana and Pranayam on various systems of body.
- c) Role of Yoga in Physical Education.
- d) Difference between yogic exercise and physical exercise.

Unit V – Yoga and Diet

- a) Concept of diet
- b) Principal of diet
- c) Importance of diet in daily life
- d) Role of diet for yoga

Note: Laboratory Practical's in Physiology be designed and arranged internally

REFERENCE :

- George Feuerstein,(1975). Text Book of Yoga. London: Motilal Bansaridass Publishers (P) Ltd.
- Gore, (1990), Anatomy and Physiology of Yogac Practices. Lonavata: Kanchan Prkashan.
- Helen Purperhart (2004), The Yoga Adventure for Children. Netherlands: A Hunter House book.
- Iyengar,B.K.S.(2000), Light on Yoga. New Delhi: Harper Collins Publishers.
- Karbelkar N.V. (1993). Patanjali Yogasutra Bhashya (Marathi Edition) Amravati: Hanuman Vyayam Prasarak Mandal.
- Kenghe. C.T (1976). Yoga As Depth – Psychology and para – Psychology (Vol-I):Historical Background, Varanasi: Bharata Manishai.
- kuvalyanada Swami & S.L. Vinekar, (1963), Yogic Therapy – Basic Principles and Methods. New Delhi: Govt. of India, Central Helth Education and Bureau.
- Moorthy A.M & Alagesan. S (2004) Yoga Therapy. Coimbatore: Teachers Publication House
- Swami Kuvalayanada, (1998) Asanas. Lonavala: Kaivalyadhama
- Swami Satyananada Sarasvati, (1989) Asana Pranayama Mudra Bandha. Munger: Bihar School of Yoga.
- Swami Satyananada Saraswati. (1984),Kundalini and Tantra, Bihar: Yoga Publicatios Trust.
- Swami Sivananda, (1971) The science of Pranayama. Chennai: A Divine Life Society Publication.
- Thirumalai Kumar. S and Indira. S (2001) Yoga in Your Life, Chennai: The Parkar Publication
- Tiwari O.P. (1998), Asanas – Why and How. Lonavala: Kaivalyadham.

M. P. Ed. I Semester I

Theory Courses

MPCC-104

TEST, MESUREMENT AND EVALUATION IN PHYSICAL EDUCATION (Elective)

Credits – Theory - 4

Total Theory Lectures - 60

Unit I – Introduction

Meaning and Definition of Test, Measurement and Evaluation. Need and Importance of Measurement and Evaluation. Criteria for Test Selection – Scientific; authenticity. Meaning, definition and establishing Validity, Reliability, Objectivity. Norms – Administrative Consideration.

Unit II – Motor Fitness Test

Meaning and Definition of Motor Fitness. Test for Motor Fitness; Indiana motor Fitness Test (for elementary and high school boys, girls and college Men) Oregon Motor Fitness Test (Separately for boys and girls) – JCR test. Motor Ability; Barrow Motor Ability Test – Newton Motor ability Test – Muscular Fitness – Kraus Webar Minimum Fitness Test and different types of test i.e. knowledge test, medical test.

Unit III – Physical Fitness Tests

Physical fitness Test : AAHPERD Health Related Fitness Battery (revised in 1984), Roger's Physical Fitness Index. Cardio Vascular test; Harvard step test, 12 minutes run / walk test, Multi – stage fitness test (Beep test)

Unit IV – anthropometric and Aerobic – Anaerobic Tests

Physiological Testing: Aerobic Capacity: The Bruce Treadmill Test Protocol, 1.5 Mile Run test for college age males and females. Anaerobic Capacity: Margaria – Kalamen test, Wingate Anaerobic Test, Anthropometric Measurement: Method of Measuring Height: Standing Height, Sitting Height. Method of measuring Circumference: Arm, Waist, Hip, Thigh. Method of Measuring Skin Folds: Triceps, Sub scapular, Suprailiac. Tests to predict Vo₂ max test.

Unit V – Skill Tests

Specific Sports Skill Test – Badminton: Miller Wall Volley Test. Basketball: Johnson Basketball Test, Harrison Basketball Test. Cricket: Sutcliff Cricket test. Hockey: Friendel Field Hockey test. Volleyball: Russel Lange Volleyball test, Brady Volleyball test. Football: Mor – Christian General Soccer Ability Skill test Battery, Johnson Soccer test, Mc – Donald volley Soccer test. Tennis: Dyer Tennis test.

Note: *Practical's of indoors and out – door tests be designed and arranged internally.*

REFERENCE :

Authors Guide (2013) ACSM's Health Related Physical Fitness Assessment Manual, USA: ACSM Publications

Collins, R.D., & Hodges P.B. (2001) A Comprehensive Guide to Sports Skills Tests and Measurement (2nd edition) Lanham: Scarecrow Press

Cureton T.K (1947) Physical Fitness Appraisal and Guidance, St. Louis: The C. Mosby Company

Getchell B (1979) Physical Fitness A Way of Life, 2nd Edition New York, John Wiley and Sons, Inc

Jeson, Clayne R and Cynt ha, C. Hirst (1980) Measurement in Physical Education and Athletics, New York, Macmillan Publishing Co. Inc

Kansal D.K (1996), "Test and Measurement in Sports and Physical Education, New Delhi: DVS Publications

Krishnamurthy (2007) Evaluation in Physical Education and Sports, New Delhi; Ajay Verma Publication

Vivian H. Heyward (2005) Advance Fitness Assessment and Exercise Prescription, 3rd edition, Dallas TX: The Cooper Institute for Aerobics Research

Wilmore JH and Costill DL. (2005) physiology of Sports and Exercise: 3rd Edition. Champaign IL: Human Kinetics

Yobu, A (2010), Test, Measurement and Evaluation in Physical Education and Sports. New Delhi; Friends Publications.

Bhatt Altaf Hussain, (2010) Test and measurement in physical Education, New Delhi: Sports publication

M. P. Ed. I Semester I
Theory Courses
MPCC-104
SPORTS TECHNOLOGY (Elective)

Credits – Theory - 4

Total Theory Lectures - 60

Unit I – Sports Technology

Meaning, definition, Purpose, Advantages and Applications, General Principles and Purpose of Instrumentation in sports, Workflow of instrumentation and business aspects, Technological impacts on sports.

Unit II – Science of Sports Materials

Adhesives – Nano gule, nano moulding technology, Nano turf. Food wear production, Factors and application in sports, constraints. Foams – Polyurethane, Polystyrene, Styrofoam, closed – cell and open – cell foams, neoprene, Foam. Smart Materials – Shape Memory Alloy (SMA), Thermo Chromic film, High – density modeling foam.

Unit III – Surfaces of Playfields

Modern Surfaces for Playfields, Construction and installation of sports surfaces. Types of materials – synthetic, wood, polyurethane. Artificial turf. Modern technology in the construction of indoor and outdoor facilities. Technology in manufacture of modern play equipments. Use of computer and software in Match Analysis and Coaching.

Unit IV – Modern Equipment

Playing Equipments: Balls: Types, Materials and Advantages, Bat/ Stick/ Racquets: Types, Materials and Advantages. Measuring equipments: Throwing and Jumping Events. Protective equipments: Types, Materials and Advantages. Sports equipment with nano technology, Advantages.

Unit V – Training Gadgets

Basketball: Ball Feeder, Mechanism and Advantages. Cricket: Bowling Machine, Mechanism and Advantages, Tennis: Serving Machine, Mechanism and Advantages. Volleyball: Serving Machine, Mechanism and Advantages. Lighting Facilities: Method of erecting Flood Light and measuring luminous. Video Coverage: Types, Size, Capacity, Place and Position of Camera in Live coverage of sporting events.

Note: Students should be encouraged to design and manufacture improvised sports testing equipment in laboratory/ workshop and visit sports technology factory/ sports good manufacturers.

REFERENCE :

Charles J.A. Crane, F.A.A. and Furness, J.A.G (1987) " Selection Of Engineering Materials" UK: Butterworth Heiremann.

Finn, R.A. and Trojan P.K (1999) "Engineering Materials and their Applications" UK: Jaico Publisher

John Mongilo, (2001), " Nano Technology 101" New York: Green wood publishing group.

Walia, J.S Principles and Methods of Education (Paul Publishers, Jullandhar), 1999.

Kochar, S.K Methods and Techniques of Teaching (New Delhi, Jullandhar, Sterling Publisher Pvt. Ltd.) 1982

Kozman, Cassidy and Jackson. Methods in Physical Education (W.B. Saunders Company, Philadelphia and London), 1952

APPLIED STATISTICS IN PHYSICAL EDUCATION AND SPORTS

Credits – Theory - 4

Total Theory Lectures - 60

UNIT I - Introduction

Meaning and Definition of Statistics. Function, need and importance of Statistics. Types of Statistics. Meaning of the terms, Population, Sample, Data, types of data. Variables; Discrete, Continuous. Parametric and non-parametric statistics.

UNIT II - Data Classification, Tabulation and Measures of Central Tendency

Meaning, uses and construction of frequency table. Meaning, Purpose, Calculation and advantages of Measures of central tendency - Mean, median and mode.

UNIT III - Measures of Dispersions and Scales

Meaning, Purpose, Calculation and advances of Range, Quartile, Deviation, Mean Deviation, Standard Deviation, Probable Error. Meaning, Purpose, Calculation and advantages of scoring scales; Sigma scale, Z Scale, Hull scale

UNIT IV - Probability Distributions and Graphs

Normal Curve. Meaning of probability- Principles of. normal curve - Properties of normal curve. Divergence form normality - Skewness and Kurtosis. Graphical Representation in Statistics; Line diagram, Bar diagram, Histogram, Frequency Polygon, Ogive Curve.

UNIT V - Inferential and Comparative Statistics

Tests of significance; Independent "t" test, Dependent "t" test - chi - square test, level of confidence and interpretation of data. Meaning of correlation - co-efficient of correlation -calculation of co-efficient of correlation by the product moment method and rank difference method. Concept of ANOVA and ANCOVA.

Note : It is recommended that the theory topics be accompanied with practical, based on computer software of statistics.

REFERENCE

Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc

Clark D.H. (1999) Research Problem in Physical Education 2nd edition, Eaglewood Cliffs, Prentice Hall, Inc.

Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illinois's; Human Kinetics;

Kamlesh, M. L. (1999) Research Methodology in Physical Education and Sports, New Delhi

Rothstain A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc

Sivaramakrishnan. S. (2006) Statistics for Physical Education, Delhi; Friends Publication

Thirumalaisamy (1998), Statistics in Physical Education, Karaikudi, Senthilkumar Publications.

M. P. Ed. I Semester II
Theory Courses
MPCC-202
SPORTS BIOMECHANICS AND KINSEIOLOGY

Credits – Theory - 4

Total Theory Lectures - 60

UNIT I – Introduction to Kinesiology and Biomechanics

Meaning and definition of Kinesiology and Biomechanics, nature, scope and brief history of Kinesiology and Biomechanics, Aims and objectives of Kinesiology and Biomechanics, Importance of Kinesiology and Biomechanics in the field of physical Education and sports.

UNIT II - Joints and Muscle Action

Structural classification of joints, Fundamental movements around joints, Origin, Insertion and action of muscles: Pectoralis major and minor, Deltoid, Biceps, Triceps (Anterior and Posterior), Trapezius, serratus, Sartorius, Rectus femoris, Abdominis, Quadriceps, Hamstring, Gastrocnemius.

UNIT III - Motion and Force

Meaning and definition of Motion. Types of Motion: Linear motion, angular motion, circular motion, uniform motion. Principals related to the law of Inertia, Law of acceleration, and law of counter force. Meaning and definition of force- Sources of force -Force components .Force applied at an angle -pressure -friction -Buoyancy, Spin - Centripetal force - Centrifugal force.

UNIT IV - Projectile and Lever

Freely falling bodies -Projectiles -Equation of projectiles stability Factors influencing equilibrium - Guiding principles for stability -static and dynamic stability. Meaning of work, power, energy, kinetic energy and potential energy. Leverage -classes of lever - practical application. Water resistance - Air resistance -Aerodynamics.

UNIT V – Movement Analysis

Analysis of Movement: Types of analysis: Kinesiological, Biomechanical. Cinematographic, Methods of analysis - Qualitative, Quantitative, Predictive

Practical's Lab: Practical's and visit to physiotherapy centre to observe treatment procedure of sports injuries, data collection of sports injury incidences, visit to TV centre etc. should be planned internally.

REFERENCE:

Deshpande S.H.(2002). Manav Kriya Vigyan - Kinesiology (Hindi Edition) Amravati :Hanuman Vyayam Prasarak Mandal.

Hoffman S.J. Introduction to Kinesiology (Human Kinesiology publication In.2005.

Steven Roy, & Richard Irvin. (1983). Sports Medicine. New Jersey: Prentice hall.

Thomas. (2001). Manual of structural Kinesiology, New York: Me Graw Hill.

Uppal A.K. Lawrence Mamta MP Kinesiology(Friends Publication India 2004)

Uppal, A.K (2004), Kinesiology in Physical Education and Exercise Science, Delhi Friends

publications. Williams M (1982) Biomechanics of Human Motion, Philadelphia; Saunders Co.

M. P. Ed. I Semester II
Theory Courses
MPCC-203
ATHLETIC CARE AND REHABILITATION

Credits – Theory - 4

Total Theory Lectures – 60

Unit I - Corrective Physical Education

Sports rehabilitation, stages of rehabilitation. Definition and objectives of corrective physical Education. Posture and body mechanics, Standards of Standing Posture. Value of good posture, Drawbacks and causes of bad posture. Posture test - Examination of the spine.

Unit II - Posture

Normal curve of the spine and its utility, Deviations in posture: Kyphosis, lordosis, flat back, Scoliosis, round shoulders, Knock Knee, Bow leg, Flat foot. Causes for deviations and treatment including exercises.

Unit III - Rehabilitation Exercises '

Passive, Active, Assisted, Resisted exercise for Rehabilitation, Stretching, PNF techniques and principles.

Unit IV - Massage

Brief history of massage - Massage as an aid for relaxation - Points to be considered in giving massage - Physiological, Chemical, Psychological effects of massage - Indication / Contra indication of Massage - Classification of the manipulation used massage and their specific uses in the human body - Stroking manipulation: Effleurage - Pressure manipulation: Petrissage Kneading (Finger, Kneading, Circular) ironing Skin Rolling -Percussion manipulation: Tapotement, Hacking, Clapping, Beating, 'Pounding, Slapping, Cupping, Poking, Shaking Manipulation, Deep massage.

Unit V - Sports Injuries Care, Treatment and Support

Sports injuries: causes prevention and treatment, General and specific sports injuries – their causes prevention and treatment related to games - basketball, volleyball, handball, football, softball, lawn tennis etc. Prevention and Treatment of foot, knee, shoulder, Elbow, Head, Muscle etc injuries.

Note: Each student shall submit Physiotherapy record of attending the Clinic and observing the cases of athletic injuries and their treatment procedure. (To be assessed internally)

REFERENCES:

Doherty. J. Meno.Wetb, Moder D (2000) Track & Field, Englewood Cliffs, Prentice Hal Inc.

Lace, M. V. (1951) Massage and Medical Gymnastics, London: J & A Churchill Ltd.

Mc Ooyand Young (1954) Tests and Measurement, New York: Appleton Century.

Naro, C. L. (1967) Manual of Massage and, Movement, London: Febra and Febra Ltd.

Rathbome, J.I. (1965) Corrective Physical education, London: W.B. Saunders & Co.

Stafford and Kelly, (1968) Preventive and Corrective Physical Education, New York.

M. P. Ed. I Semester II
Theory Courses
MPEC-204
SPORTS JOURNALISM AND MASS MEDIA (Elective)

Credits – Theory - 4

Total Theory Lectures - 60

UNIT I – Introduction

Meaning and Definition of Journalism, Ethics of Journalism - Canons of journalism- Sports Ethics and Sportsmanship - Reporting Sports Events. National and International Sports News Agencies.

UNIT II – Sports Bulletin

Concept of Sports Bulletin: Journalism and sports education - Structure of sports bulletin - Compiling a bulletin - Types of bulletin - Role of Journalism in the Field of Physical Education: Sports as an integral part of Physical Education - Sports organization and sports journalism - General news reporting and sports reporting.

UNIT III – Mass Media

Mass Media in Journalism: Radio and T.V. Commentary - Running commentary on the radio - Sports expert's comments. Role of Advertisement in Journalism. Sports Photography: Equipment- Editing - Publishing.

UNIT IV – Report Writing on Sports

Brief review of Olympic Games, Asian Games, Common Wealth Games World Cup, National Games and Indian Traditional Games. Preparing report of an Annual Sports Meet for Publication in Newspaper. Organization of Press Meet.

UNIT V – Journalism

Sports organization and Sports Journalism - General news reporting and sports reporting. Methods of editing a Sports report. Evaluation of Reported News. Interview with and elite Player and Coach. Practical assignments to observe the matches and prepare report and news of the same; visit to News Paper office and TV Centre to know various departments and their working. Collection of Album of newspaper cuttings of sports news.

REFERENCE:

Ahiya B.N. (1988) Theory and Practice of Journalism: Set to Indian context Ed3. Delhi : Surjeet Publications

Ahiya B.N. Chobra S.S.A. (1990) Concise Course in Reporting. New Delhi: Surjeet Publication

Bhatt S.C. (1993) Broadcast Journalism Basic Principles. New Delhi. Haranand Publication

Dhananjay Joshi (2010) Value Education in Global Perspective. New Delhi: Lotus Press.

Kannan K (2009) Soft Skills, Madurai: Madurai: Yadava College Publication

Mohit Chakrabarti (2008): Value Education: Changing Perspective, New Delhi: Kanishka Publication.

Padmanabhan. A & Perumal A (2009), Science and Art of Living, Madurai: Pakavathi Publication

Shiv Khera (2002), You Can Win, New Delhi: Macmillan India Limited.

Varma A.K. (1993) Journalism in India from Earliest Times to the Present Period. Sterling publication Pvt. Ltd.

Venkataiah. N (2009) Value Education,- New Delhi: APH Publishing Corporation. 43

M. P. Ed. I Semester II
Theory Courses
MPEC-204
SPORTS MANAGEMENT AND CURRICULUM DESIGN IN PHYSICAL EDUCATION
(Elective)

Credits – Theory - 4

Total Theory Lectures - 60

UNIT I - Sports Management

- a) Definition, Importance of Sports Management
- b) Basic Principles and Procedures of Sports Management
- c) Functions of Sports Management
- d) Personal Management: Definition and Objectives

UNIT II - Program Management

- a) Definition and Importance of Programme management
- b) Role of Programme management
- c) Factors influencing programme management
- d) Steps in programme management

UNIT III - Equipments

- a) Equipment –Need, Types and Purchase
- b) Care and Maintenance of Equipment
- c) Facilities and Equipments in physical education programme – play ground, gymnasium, swimming pool, stadium etc.
- d) Equipment Room Concept and Importance

UNIT IV – Public Relations

- a) Public Relations - Definition and Need
- b) Principles Public Relations in physical Education
- c) Public Relations in School and Communities
- d) Public Relations in Media and Agencies

UNIT V - Curriculum

- a) Curriculum – Definition, Factors affecting, principles of curriculum construction
- b) Theories and Approaches of curriculum development
- c) Sources of Curriculum materials in physical education
- d) Curriculum research - Objectives and Importance

UNIT VI - Recreation

- a) Meaning and Definition of Recreation, Need and importance of recreation in physical education and sports, Types of Recreation

Reference:

Aggarwal, J.C (1990). Curriculum Reform in India - World overviews, Doaba World Education Series - 3 Delhi: Doaba House, Book seller and Publisher.

Arora, G.L, (1984): Reflections on Curriculum, New Delhi: NCERT.

Bonnie, L. (1991). The Management of Sports. St. Louis: Mosby Publishing Company, Park House.

Bucher A. Charles, (1993), Management of Physical Education and Sports (10th ed.,) St. Louis: Mobsy Publishing Company.

Carl, E, Willgoose. (1982. Curriculum in Physical Education, London: Prentice Hall.

Chakraborty & Samiran. (1998). Sports Management. New Delhi: Sports Publication.

Charles, A, Bucher & March, L, Krotee. (1993). Management of Physical Education and Sports. St. Louis: Mosby Publishing Company.

Chelladurai, P. (1999). Human Resources Management in Sports and Recreation. Human Kinetics.

John, E, Nixon & Ann, E, Jewett. (1964). Physical Education Curriculum, New York: The Ronald Press Company.

McKernan, James (2007) Curriculum and Imagination: Process, Theory, Pedagogy and Action Research,. U.K. Routledge

NCERT (2000). National Curriculum Framework for School Education, New Delhi:

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Williams, J.F. (2003). Principles of Physical Education. Meerut: College Book House.

Yadvnider Singh. Sports Management, New Delhi: Lakshay Publication.

M. P. Ed. II Semester III
Theory Courses
MPCC-301
SCIENTIFIC PRINCIPLES OF SPORTS TRAINING

Credits – Theory - 4

Total Theory Lectures - 60

UNIT I – Introduction of Sports Training

Definition and meaning of Training, Need and Importance of Sports Training, Principles of Sports Training.

UNIT II – Training Load and Recovery

Principle of Training Load, Major components of Training Load i.e. intensity, density, volume and frequency, over load- symptoms, and causes, meaning of recovery, importance of recovery.

UNIT III- Components of Physical Fitness

Strength- Definition, major form of strength, type of strength, factor determining strength, strength training- means and method.

Speed - Definition, major form of Speed, Speed training- means and method.

Endurance – Definition, Importance of endurance, method for the development of endurance.

Flexibility - Definition, Importance of flexibility, types of flexibility, method to develop flexibility.

Coordinative abilities - Definition, Importance of coordinative abilities, method of training for the development of coordinative abilities.

UNIT IV - Doping

Definition of Doping - Side effects of drugs - Dietary supplements - IOC list of doping classes and methods. Blood Doping - The use of erythropoietin in blood boosting - Blood doping control - The testing programmes - Problems in drug detection — Blood testing in doping control - Problems with the supply of medicines Subject to IOC regulations : over-the- counter drugs (OTC) - prescription only medicines (POMs) - Controlled drugs (CDs). Reporting test results - Education

UNIT V - Training Plan

Training Plan: Macro Cycle, Meso-Cycle. Short Term Plan and Long Term Plans -Periodisation: Meaning, Single, Double and Multiple Periodisation, Preparatory Period, Competition Period and Transition Period. Factor involved in training and competition psychological, physiological and sociological.

REFERENCES :

Beotra Alka, (2000), Drug Education Handbook on Drug Abuse in Sports. Delhi: Sports Authority of India.

Bunn, J.N. (1998) Scientific Principles of Coaching, New Jersey Engle Wood Cliffs, Prentice Hall Inc.

Cart, E. Klafs & Daniel, D. Arnheim (1999) Modern Principles of Athletic Training St. Louis C. V. Mosphy Company

Daniel, D. Arnheim (1991) Principles of Athletic Training, St. Luis, Mosby Year Book

David R. Mottram (1996) Drugs in Sport, School of Pharmacy, Liverpool: John Moore University

Gary, T. Moran (1997) - Cross Training for Sports, Canada : Human Kinetics

Hardayal Singh (1991) Science of Sports Training, New Delhi, DVS Publications

Jensen, C.R. & Fisher A.G. (2000) Scientific Basic of Athletic Conditioning, Philadelphia

Ronald, P. Pfeiffer (1998) Concepts of Athletics Training 2nd Edition, London: Jones and Bartlett Publications

Yograj Thani (2003), Sports Training, Delhi : Sports Publications

**M. P. Ed. II Semester III
Theory Courses
MPCC-302
SPORTS MEDICINE**

Credits – Theory - 4

Total Theory Lectures - 60

UNIT I – Introduction- sports medicine

Meaning, scope, concept, content and history of sports medicine, Need of sports medicine in physical education and sports(physical education teacher, coach and players), Elements of good food, Athletics diet for different games and sports(caloric needs), Causes if injuries in sports, prevention of sports injuries, treatment of sprain, strain, confusion, laceration, abrasion, fracture, dislocation and internal injuries, strapping and supports.

UNIT II – Various Exercises

Definition and principles of therapeutic exercises, coordination exercise, balance training exercise, strengthening exercises, mobilization exercises, Gait training, Gymball exercise, Injuries- acute, sub-acute, chronic, advantages and disadvantages of price, price therapy, Aquatic therapy.

UNIT III - Spine Injuries and Exercise

Head, Neck and Spine injuries: Causes, Presentational of Spinal anomalies, Flexion, Compression, Hyperextension, Rotation injuries. Spinal range of motion. Free hand exercises, stretching and strengthening exercise for head neck, spine. Supporting and aiding techniques and equipment for Head, Neck and Spine injuries.

UNIT IV - Upper Extremity Injuries and Exercise

Upper Limb and Thorax Injuries: Shoulder: Sprain, Strain, Dislocation, and Strapping. Elbow: Sprain, Strain, Strapping. Wrist and Fingers: Sprain Strain, Strapping. Thorax, Rib fracture. Breathing exercises, Relaxation techniques, Free hand exercise, Stretching and strengthening exercise for shoulder, Elbow, Wrist and Hand. Supporting and aiding techniques and equipment for Upper Limb and Thorax Injuries.

UNIT V - Lower Extremity Injuries and Exercise

Lower Limb and Abdomen Injuries: Hip: Adductor strain, Dislocation, Strapping. Knee: Sprain, Strain, Strain, Strapping. Ankle: Sprain, Strain, Strapping. Abdomen: Abdominal wall, Contusion, Abdominal muscle strain. Free exercises - Stretching and strengthening exercise for Hip, knee, ankle and Foot. Supporting and aiding techniques and equipment for Lower limb and Abdomen injures.

REFERENCES:

Christopher M. Norris. (1993). Sports Injuries Diagnosis and Management for Physiotherapists. East Kilbride: Thomson Litho Ltd.

James, A. Gould & George J. Davies. (1985). Physical Physical Therapy. Toronto: C.V. Mosby Company.

Morris B. Million (1984) Sports Injuries and Athletic Problem. New Delhi: Surjeet Publication.

Pande. (1998). Sports Medicine. New delhi: Khel Shitya Kendra

The Encyclopedia of Sports Medicine. (1998). The Olympic Book of Sports Medicine, Australia: Tittel Blackwell Scientific publications.

Practical: Anthropometric Measurements,

M. P. Ed. II Semester III
Theory Courses
MPCC-303
HEALTH EDUCATION AND SPORTS NURTITION

Credits – Theory - 4

Total Theory Lectures - 60

Unit -1 Health Education

- a) Health - Concept, Dimensions, Determinants
- b) Health Education - Aim, objectives and Principles
- c) Health Instruction, Health Supervision
- d) Role of Health Education in personal hygiene'

Unit - II Health Problems in India

- a) Communicable and Non Communicable Diseases
- b) Health Science – Concept and objectives
- c) Health Science in Physical Education
- d) Role of health education in schools
- e) Health and Environment – Meaning and definition of pollution, types of Pollution and Prevention of Control of them, Public Health Importance ,Housing Standards and Housing and Health, Refuse – Sources and methods of Disposal.

Unit- III - Hygiene and Health

- a) Hygiene Meaning and Type
- b) Effect of Alcohol and Tobacco on Health
- c) Life Style Management – Concept and Aspect
- d) Stress Management - Concept and Aspect

Unit- IV- Sports Nutrition

- a) Sports Nutrition - Meaning and Definition
- b) Role of nutrition in sports
- c) Guidance for Basic Nutrition
- d) Role of carbohydrates in Nutrition

Unit - V- Nutrition and Weight Management

- a) BMI (Body mass index) – Meaning, Concept and aspect
- b) Obesity and its hazard
- c) Weight management program in Physical Education
- d) Role of diet and exercise in weight management
- e) Health planning and Management : Meaning and objectives of Health Planning, National Health Policy, Health Planning in India, Health System at the National Level, State , District Level, Integrated Rural Development Programme.

References: •

- Bucher, Charles A. "Administration of Health and Physical Education Programme".
- Delbert, Oberteuffer, et. al." The School Health Education".
- Ghosh, B.N. "Treaties of Hygiene and Public Health".
- Hanlon, John J. "Principles of Public Health Administration" 2003.
- Turner, C.E. "The School Health and Health Education".
- Moss and et. At. "Health Education" (National Education Association of U.T.A.)
- Nemir A. The School Health Education" (Harber and Brothers, New York).
- Nutrition Encyclopedia, edited by Delores C.S. James, The Gale Group, Inc.
- Boyd-Eaton S. et al (1989) The Stone Age Health Programme: Diet and Exercise as Nature Intended. Angus and Robertson.
- Terras S. (1994) Stress, How Your Diet can Help: The Practical Guide to Positive Health Using Diet, Vitamins, Minerals, Herbs and Amino Acids, Thorons.

M. P. Ed. II Semester III
Theory Courses
MPEC-304
SPORTS ENGINEERING (Elective)

Credits – Theory - 4

Total Theory Lectures - 60

Unit -1 Introduction to sports engineering and Technology

Meaning of sports engineering, human motion detection and recording, human performance, assessment, equipment and facility designing and sports related instrumentation and measurement.

Unit - II Mechanics of engineering materials

Concept of internal force, axial force, shear force, bending movement, torsion, energy method to find displacement of structure, strain energy. Biomechanics of daily and common activities -Gait, Posture, Body levers, ergonomics, Mechanical principles in movements such as lifting, walking, running, throwing, jumping, pulling, pushing etc.

Unit- III Sports Dynamics

Introduction to Dynamics, Kinematics to particles - rectilinear and plane curvilinear motion coordinate system. Kinetics of particles-Newton's laws of Motion, Work, Energy, Impulse and momentum.

Unit- IV Building and Maintenance:

Sports Infrastructure- Gymnasium, Pavilion, Swimming Pool, Indoor Stadium, Out-door Stadium, Play Park, Academic Block, Administrative Block, Research Block, Library, Sports Hostels, etc.

Requirements: Air ventilation, Day light, Lighting arrangement, Galleries, Store rooms, Office, Toilet Blocks (M/F), Drinking Water, Sewage and Waste Water disposal system, Changing Rooms (M/F), Sound System (echo-free), Internal arrangement according to need and nature of activity to be performed, Corridors and Gates for free movement of people, Emergency provisions of lighting, fire and exits, Eco-friendly outer surrounding. Maintenance staff, financial consideration.

Building process:- design phase (including brief documentation), construction phase functional (occupational) life, Re-evaluation, refurbish, demolish.

Maintenance policy, preventive maintenance, corrective maintenance, record and register for maintenance.

Unit - V Facility life cycle costing

Basics of theoretical analysis of cost, total life cost concepts, maintenance costs, energy cost, capital cost and taxation

Reference

Franz K. F. et. al., Editor, Routledge Handbook of Sports Technology and Engineering (Routledge, 2013)

Steve Hake, Editor, The Engineering of Sport (CRC Press, 1996)

Franz K. F. et. al., Editor The Impact of Technology on Sports II (CRC Press, 2007)

Helge N., Sports Aerodynamics (Springer Science & Business Media, 2009)

Youlin. Hong, Editor. Routledge Handbook of Ergonomics in Sport and Exercise (Routledge, 2013)

Jenkins M., Editor Materials in Sports Equipment, Volume I (Elsevier, 2003)

Colin White, Projectile Dynamics in Sport: Principles and Applications

Eric C. et al., Editor Sports Facility Operations Management (Routledge, 2010)

M. P. Ed. II Semester III
Theory Courses
MPEC-304
PHYSICAL FITNESS AND WELLNESS (Elective)

Credits – Theory - 4

Total Theory Lectures - 60

Unit I - Introduction

Meaning and Definition" of Physical Fitness, Physical Fitness Concepts and Techniques, Principles of physical fitness, Physiological principles involved in human movement. Components of Physical Fitness.

Leisure time physical activity and identify opportunities in the community to participate in this activity. Current trends in fitness and conditioning, components of total health fitness and the relationship between physical activity and lifelong wellness.

Unit II- Nutrition and Balanced Diet

Nutrients; Nutrition labeling information, Food Choices, Food Guide Pyramid, Influences on food choices-social, economic, cultural, food sources, Comparison of food values. Weight Management-proper practices to maintain, lose and gain. Eating Disorders, Proper hydration, the effects of performance enhancement drugs

Concept of balanced diet, various nutrients required for human body - protein, vitamin, carbohydrates, minerals, water, fats etc. relationship between diet and competition,

Unit III - Aerobic Exercise

Cardio respiratory Endurance Training; proper movement forms, i.e., correct stride, arm movements, body alignment; proper warm-up, cool down, and stretching, monitoring heart rates during activity. Assessment of cardio respiratory fitness and set goals to maintain or improve fitness levels. Cardio respiratory activities including i.e. power walking, pacer test, interval training, incline running, distance running, aerobics and circuits.

Unit IV - Anaerobic Exercise

Resistance Training for Muscular Strength and Endurance; principles of resistance training, Safety techniques (spotting, proper body alignment, lifting techniques, spatial, awareness, and proper breathing techniques). Weight training principles and concepts; basic resistance exercises (including free hand exercise, free weight exercise, weight machines, exercise bands and tubing, medicine balls, fit balls) Advanced techniques of weight training

Unit V - Flexibility Exercise

Flexibility Training, Relaxation Techniques and Core Training. Safety techniques (stretching protocol; breathing and relaxation techniques) types of flexibility exercises (i.e. dynamic, static), Develop basic competency in relaxation and breathing techniques. Pilates, Yoga. .

Reference:

David K. Miller & T. Earl Alien, Fitness, A life time commitment, Surjeet Publication Delhi 1989.

Dificore Judy, the complete guide to the postnatal fitness, A & C Black Publishers Ltd. 35 Bedford row, London 1998

Dr. A.K. Uppal, Physical Fitness, Friends Publications (India), 1992. Warner W.K. Oeger & Sharon A. Hoeger, Fitness and Wellness, Morton Publishing Company, 1990.

Elizabeth & Ken day, Sports fitness for women, B.T. Batsford Ltd, London, 1986.

Emily R. Foster, Karyn Hartiger & Katherine A. Smith, Fitness Fun, Human Kinetics Publishers 2002.

Lawrence, Debbie, Exercise to Music. A & C Black Publishers Ltd. 37, Sohe Square, London 1999

Robert Malt. 90 day fitness plan, O.K. publishing, Inc. 95, Madison Avenue, New York 2001.

**M. P. Ed. II Semester III
Practical Course
MPPC-301**

Title of the Course

1- Certificate course in Physical Fitness and Wellness Trainer.

Course Content:

Module 01: Fundamentals of Psychological testing

- Meaning and concept of physical fitness
- Meaning and concept of wellness.
- Components of physical fitness.
- Dimensions of wellness.

Module 02:

- Different Exercises for physical fitness.
- Specific exercise for development of physical fitness components.
- Concept Balance diet.
- Nutrition.

Module 03:

- Concept of weight training.
- Yogic exercises for physical fitness and wellness.
- Team building activities.
- Activities for stress management.

Module 04:

- Qualities of fitness and wellness trainer.
- Duties and responsibilities of trainer.
- Visits to various fitness centers, clubs etc.
- Report writing.

M. P. Ed. II Semester III
Practical Course
MPPC-301
Title of the Course
2 - Certificate Course in open Gym Instructor

Course Content:

Module 01: Introduction, difference and importance.

- Introduction of gym.
- Introduction of open gym.
- Difference between gym and open gym.
- Importance of open gym.

Module 02: Basics, benefits and safety measures.

- Basic exercises of open gym.
- Benefits of open gym exercises.
- Benefits of open gym for social health.
- Safety measures in open gym.

Module 03:

- Essential equipments for open gym.
- Basic and advance exercises for open gym.
- Scheduling.
- Designing training program.

Module 04:

- Qualities of open gym instructor.
- Duties and responsibilities of open gym instructor.
- Visits to various clubs, fitness centers.
- Report writing.

**M. P. Ed. II Semester IV
Theory Courses
MPCC-401
INFORMATION & COMMUNICATION TECHNOLOGY (ICT) IN
PHYSICAL EDUCATION**

Credits – Theory - 4

Total Theory Lectures - 60

Unit I - Communication & Classroom Interaction

Concept, Elements, Process & Types of Communication
Communication Barriers & Facilitators of communication
Communicative skills of English - Listening, Speaking, Reading & Writing
Concept & Importance of ICT Need of ICT in Education
Scope of ICT: Teaching Learning Process, Publication Evaluation, Research and Administration
Challenges in Integrating ICT in Physical Education

Unit II - Fundamentals of Computers

Characteristics, Types & Applications of Computers Hardware of Computer: Input, Output & Storage Devices Software of Computer: Concept & Types
Computer Memory: Concept & Types
Viruses & its Management
Concept, Types & Functions of Computer Networks Internet and its Applications
Web Browsers & Search Engines Legal & Ethical Issues

Unit III - MS Office Applications

MS Word: Main Features & its Uses in Physical Education
MS Excel: Main Features & its Applications in Physical Education
MS Access: Creating a Database, Creating a Table, Queries, Forms & Reports on Tables and its Uses in Physical Education
MS Power Point: Preparation of Slides with Multimedia Effects
MS Publisher: Newsletter & Brochure

Unit IV - ICT Integration in Teaching Learning Process

Approaches to Integrating ICT in Teaching Learning Process
Project Based Learning (PBL)
Co-Operative Learning
Collaborative Learning
ICT and Constructivism: A Pedagogical Dimension
Use of ICT in Educational management: office, personal,
E-mail: concept, advantage and disadvantage, use in educational research

Unit V - E-Learning, Web Based Learning & Social Networking

E-Learning Web Based Learning Visual Classroom, You Tube etc.

REFERENCES:

B. Ram, New Age International Publication, Computer Fundamental, Third Edition-2006 Brain under IDG Book. India (p) Ltd Teach Yourself Office 2000, Fourth Edition-2001 Douglas E. Comer, The Internet Book, Purdue University, West Lafayette in 2005 Heidi Steel Low price Edition, Microsoft Office Word 2003- 2004

ITL Education Solution Ltd. Introduction to information Technology, Research and Development Wing-2006

Pradeep K. Sinha & Priti; Sinha, Foundations computing BPB Publications -2006.

Rebecca Bridges Altaian Peach pit Press, Power point for window, 1999

Sanjay Saxena, Vikas PubHcation House, Pvt Ltd. Microsoft Office for ever one, Second Edition-2006

M. P. Ed. II Semester IV
Theory Courses
MPCC-402
SPORTS PSYCHOLOGY AND SOCIOLOGY

Credits – Theory - 4

Total Theory Lectures - 60

UNIT I - Introduction

Meaning, Definition, History, Need and Importance of Sports Psychology. Present Status of Sports Psychology in India. Motor Learning: Basic Considerations in Motor Learning - Motor Perception - Factors Affecting Perception - Perceptual Mechanism. Personality: Meaning, Definition, Structure - Measuring Personality Traits. Effects of Personality on Sports Performance.

UNIT II - Motivation

Meaning and Definition, Types of Motivation: Intrinsic, Extrinsic. Achievement Motivation: Meaning, Measuring of Achievement Motivation. Anxiety: Meaning and Definition, Nature, Causes, Method of Measuring Anxiety. Competitive Anxiety and Sports Performance. Stress: Meaning and Definition, Causes. Stress and Sports Performance. Aggression: Meaning and Definition, Method of Measurement. Aggression and Sports Performance. Self-Concept: Meaning and Definition, Method of Measurement.

UNIT III – Individual Differences

Meaning,
factor affecting Individual difference,
Individual difference and sports.

UNIT IV - Sports Sociology

Meaning and Definition - Sports and Socialization of Individual Sports as Social Institution. National Integration through Sports. Fans and Spectators: Meaning and definition, Advantages and disadvantages on Sports Performance. Leadership: Meaning, Definition', types. Leadership and Sports Performance, sports and social media, role of sports in society.

UNIT V - Group Cohesion

Group: Definition and Meaning, Group Size, Groups on Composition, Group Cohesion, Group Interaction, Group Dynamics. Current Problems in Sports and Future Directions -Sports Social Crisis Management - Women in Sports: Sports Women in our Society, Participation pattern among Women, Gender inequalities in Sports.

Practicals: *Atleast five experiments related to the topics listed in the Units above should be conducted by the students in laboratory. (Internal assessment.)*

REFERENCES:

Authors Guide (2013) National Library of Educational and Psychological Test (NLEPT) Catalogue of Tests, New Delhi: National Council of Educational Research and Training Publication.

Authors Guide (2013) National Library of Educational and Psychological Test (NLEPT) Catalogue of Test, New Delhi: National Council of Educational Research and Training Publication.

Jain. (2002), Sports Sociology, Heal Sahety Kendre Publishers.

Jay Coakley. (2001) Sports in Society - Issues and Controversies in International Education, Mc-Craw Seventh Ed.

John D Lauther (2000) Psychology of Coaching. Ner Jersy: Prenticce Hall Inc.

John D. Lauther (1998) Sports Psychology. Englewood, Prentice Hall Inc.

Miroslaw Vauks & Bryant Cratty (1999). Psychology and the Superior Athlete. London:The Macmillan Co.. .

Richard, J. Crisp. (2000). Essential Social Psychology. Sage Publications.

Robert N. Singer (2001). Motor Learning and Human Performance. New York: The Macmillan Co.

Robert N. Singer. (1989) The Psychology Domain Movement Behaviour. Philadelphia: Lea and Febiger.

Thelma Horn. (2002). Advances in Sports Psychology. Human Kinetic.

Whiting, K, Karman.,. Hendry L.B & Jones M.G. (1999) Personality and Performance in Physical Education and Sports. London: Hendry Kimpton Publishers.

Singh Yadvinder,(2005), Sociology in Sports, New Delhi: Sports publication.

**M. P. Ed. II Semester IV
Theory Courses
MPCC-403**

DISSERTATION

1. A candidate shall have dissertation for M.P.Ed. - IV Semester and must submit his/her Synopsis and get it approved by the Head of Department on the recommendation of D.R.C. (Departmental Research Committee).
2. A candidate selecting dissertation ^must submit his/her dissertation not less than one week before the beginning of the IVth Semester Examination.
3. The candidate has to face the Viva-Voce conducted by DRC.

M. P. Ed. II Semester IV
Theory Courses
MPEC-404
VALUE AND ENVIRONMENTAL EDUCATION

Credits – Theory - 4

Total Theory Lectures - 60

UNIT I – Concept of Values

Concepts of Values, importance of Values, sources of Values, types of Values

UNIT II – Nature of Value Education and Environmental Education

Concept of Value education, Need of Value education, process of Value education, Role of teacher in value education. Meaning, concept, objectives and importance of environmental education, Historical background of environmental education, Role of teachers in environmental education, Role of schools in environmental conservation and sustainable development.

Unit- III – Value conflicts

Concept of Value conflicts, ways to overcome Value conflicts, Recommendations of different educational commissions regarding value education, Role of parents in value education.

Unit - IV Environmental problems and their impact on human life

Problems related to pollution and its effects on human health, central measures of- 1. Air pollution, 2. Water pollution, 3. Soil pollution,

Problems related to pollution- 1. Noise pollution, 2. Nuclear hazards 3. Solid waste pollution 4. Radio active

Development of awareness about environmental problems among- 1. School pupils at higher secondary stage, 2. Local community.

Remedial measures of Environmental problems.

Unit - V Environmental Management

Environmental movements and projects- chipko, Apiko, Ganga action plan, Tiger project, Waste management- Domestic and Industrial reuse and recycling, Law of conservation of plants and animals, Environmental ethics- issues and possible solutions.

REFERENCE:

Miller T.G. Jr., Environmental Science (Wadsworth Publishing Co.)

Odum, E.P. Fundamentals of Ecology (U.S.A.: W.B. Saunders Co.) 1971.

Rao, M.N. & Datta, A.K. Waste Water Treatment (Oxford & IBH Publication Co. Pvt. Ltd.) 1987

Townsend C. and others, Essentials of Ecology (Black well Science)

Heywood, V.H. and Watson V.M., Global biodiversity Assessment (U.K.: Cambridge University Press), 1995.

Jadhav, H. and Bhosale, V.M. Environmental Protection and Laws (Delhi: Himalaya Pub. House), 1995.

Me Kinney, M.L. and "Schoel, R.M.- Environmental Science System and Solution (Web enhanced Ed.) 1996.

Miller T.G. Jr., Environmental Science (Wadsworth Publishing Co.)

M. P. Ed. II Semester IV
Theory Courses
MPEC-404
EDUCATION TECHNOLOGY IN PHYSICAL EDUCATION AND SPORTS

Credits – Theory - 4

Total Theory Lectures - 60

Unit I - Nature and Scope

Educational Technology - concept, Nature and Scope. Forms of educational technology: teaching technology, instructional technology, and behavior technology; Transactional usage of educational technology: integrated, complementary, supplementary stand-alone (independent); programmed learning stage; media application stage and computer application stage.

Unit II - Systems Approach to Physical Education and Communication

Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies; Instructional Strategies and Media for Instruction. Effectiveness of Communication in instructional system; Communication -Modes, Barriers and Process of Communication.

Unit III- Instructional Design

Instructional Design: Concept, Views. Process and stages of Development of Instructional Design. Overview of Models of Instructional Design; Instructional Design for Competency Based Teaching: Models for Development of Self Learning Material.

Unit IV - Audio Visual Media in Physical Education

Audio-visual media - meaning, importance and various forms Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices, Audio Conferencing and Interactive Radio Conference. Video/Educational Television: Telecast and Video recordings Strengths and limitations, Use of Television and CCTV in instruction and Training, Video Conferencing, SITE experiment, countrywide classroom project and Satellite based instructions. Use of animation films for the development of children's imagination.

Unit V - New Horizons of Educational Technology

Recent innovations in the area of ET interactive video - Hypertext, video-texts, optical fiber technology - laser disk, computer conferencing, etc. Procedure and organization of Teleconferencing/Interactive video-experiences of institutions, schools and universities. Recent experiments in the third world countries and pointers for, India with reference to Physical education. Recent trends of Research in Educational Technology and its future with reference to education.

REFERENCE:

Amita Bhardwaj, New Media of Educational Planning".Sarup of Sons, New Delhi-2003

Bhatia and Bhatia. The Principles and Methods of Teaching (New Delhi : Doaba House), 1959.

Communication and Education, D. N. Dasgupta, Pointer Publishers

Education and Communication for development, O. P. Dahama, O. P. Bhatnagar, Oxford Page 68 of 71 IBH Publishing company, New Delhi

Essentials of Educational Technology, Madan Lal, Anmol Publications

K. Sampath, A. Pannirselvam and S. Santhanam. Introduction to Educational Technology (New Delhi: Sterling Publishers Pvt. Ltd.) : 1981.

Kochar, S.K. Methods and Techniques of Teaching (New Delhi, Jalandhar, Sterling Publishers Pvt. Ltd.), 1982

Kozman, Cassidy and kJackson. Methods in Physical Education (W'.B.Saunders Company,Philadelphia and London), 1952.