



Shivaji University, Kolhapur

Prospectus and syllabus of

P.G. Diploma in Education for Resourceful Teaching

Under the UGC Scheme Innovative Programme for Research & Teaching
(Newly introduced from June, 2005 and onwards.)

1. Introduction

At present teacher education programme is formally designed for primary and secondary teacher only.

Teacher is the key factor in all educational development, hence, there is need to develop professional competencies commitment and determination of the best performance in teacher at each level of education. In the era of globalization, privatization and liberalization it becomes very crucial to maintain Indian culture, ideology, great tradition and value system of our society. At the same time our students should not stay behind in the market competitions.

All these characteristics should be developed among our young generation and it is possible only through educating them in proper atmosphere.

Hence, now, it is the duty of a teacher from any faculty to reconstruct the subject information, transform it into knowledge construct and make the learners wiser.

If this is the expectation from a teacher there is crucial need to develop essential competencies in him/her.

The course prepared in this programme will surely meet all the above said requirements.

R.Ed.R.T.1 - 2. Objectives

To prepare personnel for

- 1) Planning and using skills, devices, techniques and strategies of teaching appropriately.
- 2) Using various kinds of evaluation tools and techniques.
- 3) Integrating information and knowledge about thrust areas of Indian society in teaching the subject at various levels of education.
- 4) Empowering their teaching with Indian Ideology or culture specific pedagogy.
- 5) Developing awareness and justifying concerns about environment, health, scientific temper, values, learner's psychology, parent education, challenged learners, guidance counseling, ICT.
- 6) Enhancing use of modern technology as well as local wisdom in teaching.
- 7) Inculcating values in pupils from teaching of their subject.
- 8) Developing constructive approach in teaching and learning.

3. Course - Structure

R.Ed.R.T.2 - 4. Nature of course

The nature of course is part time. The student studying in P. G. course or any other courses after his/her PG can also simultaneously complete this Diploma during his/her II year post graduate studies, the idea being that when a P.G./technical/medical/other untrained student enters in the field of teaching he/she should be well equipped with basic techniques of teaching, evaluation, psychology, thrust areas and also Indian ideology. This will provide great potential to the student.

An employed person can be admitted to this course, provided his/her employers allow him/her to do so.

R.Ed.R.T.3 - 5. Duration

The part-time P.G. Diploma course will be of Two years commencing from August. The course curriculum will be conducted in morning /evening sessions 3 days/week.

R.Ed.R.T.4 - 6. Eligibility

A Post-graduate from any recognized University in India is eligible to seek admission to the course, having at least 50 percent in aggregate at his/her Degree Level (45% for backward)

R.Ed.R.T.5 - 7. Admission Procedure

- i) All applications received will be scrutinized as per the eligibility criteria.
- ii) Eligible candidates will be required to undergo written test, (based on the decision of the Departmental Committee) group discussion and personal interview.
- iii) List of provisionally selected candidates will be based on overall performance and as per the reservation policy of the State Govt. of Maharashtra & rules of the University.

R.Ed.R.T.6 - 8. Pattern of Admission Test

The Test will be of 100 marks with multiple choice items, related to General Knowledge, Teaching, Learning, Indian Society etc.

R.Ed.R.T.7 - 9. Fee Structure :

Rs.2,500/- per year
Examination Fee Rs. 800/-

R.Ed.R.T.8 - 10. Medium of Instruction :

English/Marathi

R.Ed.R.T.9 - 11. Award of P. G. Diploma :

The student shall be eligible for the award of the P. G. Diploma after he/she shall successfully complete the prescribed course in three heads :

	Internal	External
Head – I Theory (5 papers)	50 (per paper)	100 (per paper)
Head – II Theory (5 papers)	50 (per paper)	-----
Head – III Project (one elective)	50	50

With a minimum 40 percent marks in each paper and 50 percent aggregate in all papers.

R.Ed.R.T.10 -**STANDARD OF PASSING**

Head I	(i) External - 5 papers	-	500 marks
	(ii) Internal - 5 papers	-	250 marks
	a)	2 assignments for each of the 5 papers of 10 marks each with a minimum of 4 marks (40%) & an aggregate of 50%.	
	b)	2 tutorials for each of the 5 papers with minimum of 4 marks (40%) & an aggregate of 50%.	
	c)	Oral for each paper of 10 marks with a minimum of 4 marks (40%) and an aggregate of 50%.	

Head II	Practical (Internal)		
	50 marks per paper	-	250 marks

Head III	Project	100 marks	
	(i) Internal	-	50 marks
	(ii) External (Assessment of Project and Oral Examination).	-	50 marks

TOTAL 1100 marks
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1. To pass a candidate must obtain at least 40% marks in each of the 5 theory papers (2 core papers and 3 elective papers selected) and 50% in aggregate of all the 5 theory papers (Head I) and should have completed all the practicals of 5 theory papers (2 core papers and 3 elective papers) obtaining at 40% in each and an aggregate of 50% in (Head II) and atleast 40% in Internal & External separately with aggregate of 50% in (Head III). Such a candidate shall be declared to have passed the examination in Pass Class.
2. Those obtaining at least 50% marks separately in Head I, II & III shall be declared to have passed the examination in Second Class.
3. Those obtaining at least 60% and above marks separately in Head I, II & III shall be placed in First Class.
4. Those obtaining 70% and above separately in Head I & II will be declared to have passed in First Class with Distinction and awarded Certificate of Merit.
5. A candidate who has passed in any one or two Head I or II or III and declared failed in aggregate may be exempted for appearing for the Head passed, but a candidate availing himself of such exemption and passing later shall not be eligible for first class, first class with distinction.

Format of Mark sheet**Head I:**

Theory	External			Internal			Total
	Max.	Mini.	Obt.	Max.	Mini.	Obt.	
P-I	100	40		50	20		
P-II	100	40		50	20		
P-III	100	40		50	20		
P-IV	100	40		50	20		
P-V	100	40		50	20		
Total							

Head II : Practical

Practical	Max.	Min.	Obt.
P-I	50	20	
P-II	50	20	
P-III	50	20	
P-IV	50	20	
P-V	50	20	
Total		112	

Head III : Project

Project	External			Internal			Total
	Max.	Mini.	Obt.	Max.	Mini.	Obt.	
	50	20		50	20		
Total							

Grand Total - Head I (500+250), Head II (250), + Head III (100) = 1100

Transactional Strategies

The course will consist of Heads – I) Theoretical foundation II) Practicum and III) One project

Head I : Theoretical Foundation :

Instead of using traditional teaching methods, the learners will be provided 'Learning Environment' by using the following :

- I) Self learning by using Task Based Material.
- II) Interactive methods viz. group discussion, panel discussion, brain – storming, role play, seminar, workshop.
- III) Training Techniques viz. Microteaching, simulated social skill training, T-group.
- IV) Field visits.
- V) Activity based learning using media, personnel & INTERNET

Head II : Practicum :

There will be practicals for core papers and each elective

Head III : Project :

The student has to complete one project from any one of the elective and submit a report.

12. Details of course :**a) Structure of the course :**

The course has two major components -

Core components - 100 marks each

- I Fundamentals of Teaching
- II Education in the context of Indian Ideology

Elective Components - three 100 marks each

- a Environment Education.
- b Value Education & Human Right Education
- c Education for Inculcation of Scientific Temper.
- d Education for Social Transformation.
- e Learner's Psychology and Parent Education.
- f Education for Challenged Learners.
- g Health Education
- h Guidance & Counselling.
- i Information and Communication Technology and Education.

A student is required to complete the core components and also to select any three electives.

Syllabus of core components**Paper I - Fundamentals of Teaching -****Objective :**

To enable the student to :

1. understand the concept and types of teaching skills, techniques, methods and mode is of teaching.
2. be acquaint with teaching technology.
3. understand the concept of learning environment.
4. understand the concept and dimensions of human development.
5. understand the concept and types of tools and techniques of evaluation.
6. understand the concept of pedagogy.
7. prepare different types of lesson plans.
8. prepare appropriate teaching strategy for a particular content.
9. prepare appropriate learning environment for a particular content.

Units - 1. Teaching skills, techniques, methods & models.

- i) Microteaching, concept of Teaching skill, classification of Teaching skills, Acquisition of skills.
- ii) Techniques - Concept of observation and Interview techniques.
- iii) Methods - Concept, of Teaching methods, Inductive deductive, Lecture, Team teaching. Innovative methods brain storming and group discussion.
- iv) Models - Concept, classification of models by Bruce-Joyce. Concept Attainment Model & Inquiry Training Model.

Units - 2. Teaching technology-

- i) Concept of Teaching
- ii) Interdependence between teaching and learning
- iii) Perception, Planning and performance of teaching
- iv) Media in teaching.

Units - 3. Learning Environment -

- i) Concept of Learning environment
- ii) Resource based learning and Resource based instruction.
- iii) Self learning.
- iv) Role of teacher in preparing learning environment.

Units - 4. All Round Development of learner-

- i) Growth & development
- ii) Dimensions of development
- iii) Development of - Communication skills, life skills, social skills, creativity. Developing.
- iv) Development of Personality - Integrated personality

Units - 5. Tools and techniques of Evaluation -

- i) Concept of measurement and evaluation, types of evaluation
- ii) Bloom's taxonomy
- iii) Objectives and specifications. Objective based teaching types of examination.
- iv) Tools and Techniques of evaluation, teacher made & standardized tests, objective & subjective test,
- v) Standard scores- Z&T

Units - 6. Pedagogy -

- i) Maxims of teaching
- ii) Content analysis
- iii) Types of knowledge
- iv) Knowledge construction
- v) Preparation of teaching strategy

Practicals - Planning and conducting one lesson using :

- i) linear, integrated, constructive approach in simulated condition.
- ii) teaching strategy.
- iii) media .

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Paper II - Education in context of Indian Ideology

Objective :

To enable the students to :

1. Understand the meaning & nature of Philosophy and Education and appreciate their relationship.
2. Understand the contributions of Indian Philosophy and thinkers to Education.
3. appreciate the cultural heritage of India.
4. Understand constitutional rights and duties.
5. Analysis Socio-economic environment in India.
6. Link educational practices with local socio-cultural situations.

Unit 1. Philosophy and Education

1. Meaning and Nature of philosophy
2. Meaning of Education
3. Relation between philosophy and education.

Unit 2. Indian Philosophy and Education

1. Vedic - Upanishadic philosophy
2. Jainism
3. Buddhism

with special reference to aims of education, curriculum, Teaching - learning methods, role of teacher, student-teacher relationship and personality development.

Unit 3. Contribution of Indian Thinkers to Education

1. Swami Vivekanand
2. Yogi Aurobindo
3. Mahatma Gandhi
4. Vinoba Bhave

Unit 4. Cultural Heritage of India : Literature, music, arts, architecture, astronomy, science, mathematics, medicine, pride of national culture.

Unit 5. Constitution of India

1. Constitutional rights and duties.
2. Articles related to education.

Unit 6. Culture specific pedagogy

1. Socio- economic environment in India - religion, caste, tribes

- language, rural and urban environment.
2. Linking educational practices with socio-cultural relations.

Practicals

1. Study of literature of any one of the Indian thinkers referred to in unit 3 with reference to
 - i) teaching learning process ii) teacher – learner relationship and iii) personality development.
2. Visit to any one local institution working for the preservation of Indian culture with reference to objectives, functions, programmes.
3. Analysis of a text-book with reference to reflection of Indian culture.

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Syllabus for Elective Components

a - Environment Education

Objectives :

To enable the student to :

1. Understand the meaning, scope, types and importance of environment.
2. Know natural resources and their consternation and management.
3. understand the conceping sustainable development.
4. know the role of conferences, movements and programmes for environment education.
5. understand the concept, need, importance & scope of Environment Education.

6. understand various teaching-learning strategies in Environment Education.
7. to know the approaches and evaluation procedures for environment education at school level.

Unit 1 : Environment

- i) Meaning, scope, components and importance of Environment
- ii) Relation between man and environment
- iii) Types of environment - National, social and economic environment and their interdependence

Unit 2 : Conservation and Management of Natural resources

- i) Conservation and Management of Natural Resources - Concept, Need and importance
- ii) Environment Management - Concept, Need, Types and Importance
- iii) National Environmental Tribunal Act - 1995.

Unit 3 : Conferences and Movements for Environmental Protection

- i) Stockholm conference - (1972) Tbilisi conference (1977), Rio-conference (1992)
- ii) United Nations Environment Programme
- iii) Environmental Movements - Chipko, Apiko, Silentvalley, Narmada Bachao and Western Ghat Movements.

Unit 4 : Sustainable Development

- i) Concept, Need and importance of Sustainable Development.
- ii) Strategies for sustainable development.
- iii) Environmental Impact Assessment - Meaning, Concept Importance and steps.

Unit 5 : Environmental Education

- i) Concept and Meaning and scope of Environmental Education.
- ii) Approaches to Environmental Education & Guiding Principles of Environmental Education.
- iii) Status of Environmental Education in Curriculum at different school levels prescribed by NCERT.
- iv) Teaching-learning strategies in Environment Education.
- v) Tools and Techniques of Evaluation in Environmental Education.

Practicals : 1st is compulsory and any one from 2nd 3rd and 4th.

1. Laboratory Experiments
 - a) measure the PH of water
 - b) measure the intensity of sound by sound
 - c) measure the water hardness.
2. To conduct an environmental awareness programme by using media.
3. Preparation of a lesson plan based on integrated approach and practice in simulated condition.
4. Identification of a local environmental problem and suggest remedial measures for it.

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b - Value Education and Human Rights Education

Objective :

1. understand the concepts need and importance of Values, value education, Human Rights and Human Rights Education.
2. understand the classification of values and nature of moral, spiritual, intellectual, aesthetic, social and national (is as reflected in Indian Constitution) values.
3. understand value education in Indian perspectives.
4. To know about Human Rights declaration, National Human Rights Commission and State Human Rights Commission.
5. Understand Human Rights as reflected in India Constitution.
6. analyse the text-books with respect to value education and human rights education.
7. understand the aims, cumulus, teaching-learning strategies, evaluation and role of teacher and other agencies in value education and human rights education.
8. prepare the audio-visual aids for value education and human rights education.
9. conduct lessons and value education and human rights education at school level.
10. prepare evaluation tools for evaluation in value education and Human Rights Education.

Unit 1 - Values :

i) Concept, need and classification of values : moral values, spiritual values, intellectual values, aesthetic values, social values, national values (i.e. as reflected in Indian constitution)

Importance of the above values for individual and society

Unit 2 - Value Education :

- i) Concept, need and importance of Value Education
- ii) Aims objective and curriculum of value education
- iii) Teaching learning strategies for value education
- iv) Tools and techniques of evaluation for value education
- v) Moral development - Kohlberg's theory
- vi) Role of home, peer-group, school, mass-media and social organisations in moral development of the learner.

Unit 3 - Value Education in Indian Perspective :

Value education with special reference to i) Hinduism, ii) Jainism iii) Buddhism iv) Islam v) Sikhism and vi) Christianity.

Unit 4 - Human Rights :

- i) Concept of Human Rights
- ii) Fundamental Rights in Indian constitution
- iii) Universal declaration of Human Rights
- iv) National and State Human rights commission.

Units 5 - Human Rights Education -

- i) Concept, need and importance of Human Rights Education
- ii) UNESCO recommendation on Human Rights Education
- iii) National policy on education (1986) and Human Rights
- iv) Aims and objectives, curriculum, of Human Rights Education
- v) Role of home, mass-media, school and teacher social organisation in human rights education.

Practicals : (Any two from the following)

- 1) Analysis of a text-book with respect to value education and human rights education.
- 2) Conducting a programme for value education or Human Rights education for a class or for a group of at least 30 members of the society, using media
- 3) Use of an evaluation tool for evaluation in value or Human Rights Awareness
- 4) Preparation of a profile of 5 students with respects to value education (Interviews of 3 parents, at least 5 teacher and at least 5 peers)

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आंबेडकर भीमराव (१९९७) गौतम बुद्ध आणि त्यांचा धम्म चंद्रपुर, धम्म सासन विश्व विद्यापीठ
भास्कर भागचंद (१९७७) भारतीय संस्कृतीला बौद्धधर्माचे योगदान, नागपूर, नागपूर विद्यापीठ मुद्रणालय
डांगे सिंधू (१९८०) जैन धर्म आणि तत्वज्ञान (भाग १ व २) पुणे, कॉन्टिनेन्टल प्रकाशन
दिक्षित श्रीनिवास () भारतीय तत्वज्ञान, नागपूर, सुविचार प्रकाशन मंडळ
जोशी अरविंद सदाशिव, भारतातील नैतिक व अध्यात्मिक शिक्षण : आवश्यकता आणि दिशा (औरंगाबाद : परिमल प्रकाशन)
जोशी गजानन (१९९४) भारतीय तत्वज्ञानाचा बुद्ध इतिहास खंड १ ते १२ पुणे, सारस्वत प्रकाशन
सहस्रबुद्धे दि. ह. शिक्षणातून नैतिक मूल्य संवर्धन पुणे : साधना प्रकाशन, १९९६

c - Education for Inculcation of Scientific Temper

Objectives :

To enable the students to

1. understand the concept, nature, need and importance of Science, Scientific Temper, Scientific Attitude and Scientific Thinking.
2. understand the place of Scientific Temper and Scientific Attitude in National Policy on Education 1986.
3. Understand the teaching-learning strategies and role of the teacher in inculcating Scientific Temper.
4. Analyse the text-book with reference to Scientific Temper.
5. Prepare Audio-visual aid for the inculcation of Scientific Temper.
6. Prepare evaluation tool for measuring Scientific Temper.
7. Understand role of non-formal education in inculcation of Scientific Temper.
8. Conduct programmes for inculcation of Scientific Temper among students or other members of the society.
9. Measure scientific attitude/Scientific Temper.

Unit 1 - Concept and Nature of Science

- i) Concept and nature of Science
- ii) need and importance of science.

Unit 2 - Scientific Thinking

- i) Concept, need and importance of Scientific thinking
- ii) Characteristics of Scientific Thinking
- iii) Steps of Scientific Thinking

Unit 3 - Scientific Temper and Scientific Attitude

- i) Concept, need and importance and components of Scientific temper
- ii) Concept, need and importance and components of Scientific attitude
- iii) Measurement of Scientific attitude.

Unit 4 - Role of Formal Education for Inculcation of Scientific Temper -

- i) Place of Scientific Temper in National Policy on Education (1986)
- ii) Teaching - Learning strategies for inculcation of scientific temper
- iii) Evaluation with reference to the inculcation of scientific temper
- iv) Role of school and teacher in inculcation of scientific temper.

Unit 5 - Role of Non-Formal Education in Inculcation of Scientific Temper

- i) Role of home, mass-media and social organizations in inculcating scientific temper
- ii) Problems faced by Indian society in relation to scientific temper
- iii) Maharashtra Andhasraddha Nirmulan samitti - its working and contribution

Practicals : (Any two from the following)

1. Analysis of a text-book in relation to the components of scientific temper .
2. Conducting programmes for inculcating scientific Temper in 30 students or any 30 members of the society, using media.
3. Measurement of scientific attitude among 30 students or among any 30 members of the society.
- 4) Analysis of mass-media in relation to components of scientific temper. other members of the society.

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महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, पूर्ण (१९८६) “राष्ट्रीय शैक्षणिक धोरण, गाभा घटक परिचय”.

d - Education for Social Transformation

Objectives :

To enable the student to :

1. understand the nature of Indian Society.
2. be acquainted with the challenges for education in Multicultural Indian Society.
3. understand the role of education as a means of social transformation.
4. understand the concept and process of human resource development.
5. understand the process of rural reconstruction.
6. be acquainted with concept of leadership and education for developing leadership.
7. prepare plan for rural reconstruction.

Unit 1 - Nature of Indian Society - i) Nature of Indian society ii) Structure of society, occupation,

Unit 2 - Challenges for Education - i) Multicultural Society, ii) Diversity with respect to - caste, religion, language and habitat. iii) Poverty, corruption, drug & alcohol addiction, population explosion, gender disparity LPG.

Unit 3 - Education as a means for social transformation - i) Concept of the H.R.D. social transformation, ii) Aims of social transformation, iii) Process of social mobility, iv) Educational institution as a miniature society, v) Contribution of education for social transformation.

Unit 4 - HRD for social transformation - i) Concept of HRD, ii) Family life education, iii) Human relations in society, iv) Development of communication skills, v) Human resource management, vi) HRD & National development.

Unit 5- Rural Reconstruction - i) Rural development, ii) self reliance, iii) Agencies for rural reconstruction, iii) Rural reconstruction & National development.

Unit 6- Education for Leadership - i) Characteristics of a leader, ii) Development of leadership in learner, iii) Rights and duties of a good citizen, iv) leadership for democracy.

Practicals :

1. Preparation of report of development of a village/town/city.
2. Identify challenges for education of a village/town/city & report.
3. Identify the requirement for HRD at your place and prepare a programme for HRD.
4. Visit to a rural place, prepare a plan for its reconstruction.
5. Interview 2 leaders from your locality & report.

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e - Learner's Psychology and Parent Education

Objectives :

1. To develop an understanding of the basic concepts of educational psychology.
2. To enable the student to have a knowledge of human growth and development.
3. To enable the student to understand the general nature of learning.
4. To enable the student to have a knowledge about personality, adjustment and mental health.
5. To enable the student to have knowledge of parent education and parent education programme.

Unit 1 - Introduction to Educational Psychology :

- i) Educational Psychology - Concept, importance
- ii) Educational Psychology and teaching - maturity, motivation, stress,
- iii) Learning - Concept, types, learning curve, factors affecting. Transfer of Reinforcement.
- v) Retention and forgetting.

Unit 2 - Psychological Dimensions and Education : -

- i) Individual Differences.
- ii) Intelligence.
- iii) Personality.
- iv) Creativity.
- v) Aptitude.

Unit 3 - Learner's Mental Health and Hygiene

- i) Concept of mental health.
- ii) Types of conflicts and Frustration.
- iii) Adjustment and adjustment mechanism.
- iv) Principles of mental hygiene.
 - i. Preventive measures.
 - ii. Constructive measures.
 - iii. Curative measures.
- v) Need for guidance and counseling.

Unit 4 - Parent Education :

- i) The changing family.
- ii) The changing role of parents.
- iii) Concepts of parent involvement and Education.
- iv) Integration of learning theories.
- v) Future of Parent Education.
- vi) Educating parents to cope up with needs of challenged learners.

Unit 5 - Parent Education Programmes :-

- i) Setting goals for parent education.
- ii) Theoretical approaches.
- iii) Evaluation of Parent Education Programme
- iv) Increasing complacency of parent educator.
- v) Parent - Teacher associations :
 - a. Goals/Aims.
 - b. Function.
 - c. Outcomes.

Practicals : 1st Is compulsory and any one from 2nd ,3rd and 4th.

1. Interview 10 parents regarding their role in their child's development : children's physical, social, intellectual and emotional & report.
2. Prepare a profile of 10 learners with reference to intelligence, & personality.
3. Identify one case of stress/frustration/conflict at any level of education & prepare a plan for counseling.
4. Attend minimum two meeting of PTA in your area and report.

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कुलकर्णी के वि (१९७७), शैक्षणिक मानसशास्त्र पुणे : श्री विद्या प्रकाशन
खरात आ पा १९७४ प्रगत शैक्षणिक मानसशास्त्र पुणे, : श्री विद्या प्रकाशन
जगताप ह ना १९९० शैक्षणिक व प्रायोगिक मानसशास्त्र पुणे, : श्री विद्या प्रकाशन
जयस्वाल सीताराम १९९० भारतीय मनोविज्ञान, नवी दिल्ली आर्य बुक डेपो
जगताप ह ना १९९० अध्ययन उपपत्ती व अध्यापन पुणे, : नूतन प्रकाशन
दांडेकर या ना १९८८ शैक्षणिक व प्रायोगिक मानसशास्त्र पुणे , मोघ्जे प्रकाशन
प्रशा मानस संशोधिका, १९९२ युद्धिवैभव, पुणे ज्ञानप्रबोधनी
बोराडे रा रं कुमटेकर मेघा व इतर १९९० वैकासिक मानसशास्त्र, पुणे, पुणे विद्यार्थी गृह
श्री अरविंद , १९६९, योग समन्वय, पॉडेचरी, श्री अरविंद सोसायटी

f - Education for Challenged learners

Objectives : To enable the students to :

1. Understand the meaning of inclusive Education.
2. Understand meaning and categories challenged learners.
3. Understand the meaning and education for gifted & creative children.
4. Understand the meaning characteristics and education for learning disabled.
5. Understand the meaning, levels, Characteristics and education for mentally Retarded children.

Unit 1- Challenged Learners -

- i) Concept of Inclusive Education
- ii) Concept of Challenged of Learners.
- iii) Categories of challenged learners.
- iv) Inclusive education and Teacher education.

Unit 2- Education for Gifted and Creative Children -

- i) Definition of Gifted and creative children.
- ii) Characteristics of Gifted and creative children.
- iii) Education for Gifted and creative children.

Unit 3 - Education and Learning Disabled -

- i) Definition of learning disabled.
- ii) Characteristics of Learning disabled.
- iii) Education for Learning disabled.

Unit 4 - Education and Mentally Retarded -

- i) Definition of mental retardation.
- ii) Characteristics and levels of mental retardation.
- iii) Education for mentally retarded.

Unit 5 Education and Physically Handicapped -

- i) Definition of Physical Handicap
- ii) Types of Physical Disabilities.
- iii) Characteristics of Physically handicapped.
- iv) Education for physically handicapped.

Unit 6- Education and Slow Learners -

- i) Definition of slow learners.
- ii) Characteristics of slow learners.
- iii) Education for slow learners.

Practicales : 1st is compulsory and any one from 2nd ,3rd and 4th.

1. Identification of two learning disabled children in school by using test and prepare educational programme for them and report.
2. Conduct two case studies of mentally retarded children from school and report
3. Conduct two case studies of physically handicapped children and report
4. Identification and preparation of individual profile of a gifted and a creative children from school.

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g - Health Education :

Objectives :

To enable the students to :

1. understand the concept of health education.
2. identify and understand the factors affecting health.
3. understand different types of human health.
4. know preventive measures of health.
5. know different types of diseases.
6. be acquainted with different types of health programmes.
7. understand the causes and effects of health hazards in modern age.

Unit 1 Concept of health education -

- i) concept and meaning,
- ii) nature of health,
- iii) importance of health,
- iv) aims & objectives of health education.

Unit 2 Factors affecting health _

- i) personal factors
- ii) biological factors
- iii) environment factors
- iv) socio-cultural factors
- v) mental factors

Unit 3 Types of health

- i) Personal Health
- ii) Family Health
- iii) Community health.

Unit 4 Preventive measures for health - Nutrition & diet, exercise, recreation and rest.

Unit 5 Diseases -

- i) Genetic diseases
- ii) Communicable diseases
- iii) Non-communicable diseases.

Unit 6 Health Awareness Programmes :

- i) Preventive and promotive programmes,
- ii) State-National and International level programmes,
- iii) Organization & Administration of programmes.

Unit 7 Health Hazards of modern age-

- i) Drug & alcohol addiction,
- ii) AIDS,
- iii) Occupational diseases,
- iv) Diseases due to pollution,
- v) Psychosomatic diseases.

Practicals -

- 1) Report of a health programme conducted in school.
- 2) Visit and report functions structure and programmes conducted in 1 year of community health center.
- 3) Participation in one health programme.
- 4) Interview 10 families about health awareness.
- 5) Prepare a trend report of diseases and health situation in the locality from hospital.

References :

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h - Guidance and Counselling :_

Objectives :

To enable the students to :

1. understand the concept, Need scope, principles and types of Guidance.
2. understand the role of Teacher in guidance.
3. understand concept, Nature, Principles, approaches of counselling.
4. understand counselling process and counselling techniques
5. understand guidance and counselling to special children, families, delinquents alcoholics.
6. understand guidance and counselling in the educational settings.

Unit 1 - Guidance :

- il Concept Need and Scope of Guidance.
- ii) Principles of Guidance.
- iii)Types of Guidance.
- iv)Role of Teacher in Guidance.

Unit 2 - Counselling :

- i) Concept, Nature and principles of counselling.
- ii) Implication of Theories of personality for counselling.
- iii) Counselling Approach - directive & non-directive.
- iv) Characteristics of client - counsellor relationship
- v) Individual and group counselling.

Unit 3 - Counselling Process :

- i) Preparation for counselling.
- ii) Step in the counselling process.
- iii) Factors affecting counselling process.

Unit 4 - Counselling Techniques :

- i) Major Elements of counselling.
- ii) Types of counselling.
- iii) Interview - Nature and Types.

Unit 5 - Counselling and Guiding :

- i) Counselling families, parents, delinquents, drug, and alcohol addicts, premarital and marriage counselling.
- ii) Guidance of children with special needs.

Unit 6 - Guiding and Counselling in the Educational Setting.

- i) Educational Guidance -Problems related to Learning, sex, interpersonal relationship.
- ii)Guidance at school Levels.
- iii) Educational counselling - at school & college Levels.
- iv) Vocational guidance - vocational counselling.

Practical :- Any Two of the following and report.

1. Identify a slow learner and chalk out the educational guidance you will provide for his improvement.
2. Prepare a schedule of group counseling for adolescents on premarital relationship.
3. Interview families of 2 drug addicts to find out details about their behavior and the cause of their addiction.
4. Prepare a schedule for providing individual guidance for any school related educational problems of a high school student.
5. Interview 15 families and identify the area of guidance and counseling needs of their school going children

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i - Information Technology and Education

Objectives :

To enable the student to :

1. acquaint with the world of computers.
2. be aware of the role of computers in Information Technology.
3. use Internet, WWW and Multimedia for educational purpose.
4. use Information Technology in Education and research.
5. be aware of the application softwares used in education.

Units 1 : An Introduction To Computers

- i) Computer : meaning, characteristics and capabilities.
- ii) History of computer development and special features of generations of computers (in brief) classification of computers.
- iii) Elements and architecture (the block diagram) of a personal computer.
- iv) Uses of computers in various fields.

Units 2 : Computer Hardware

- i) Meaning of hardware - software concept and various hardware components of a personal computer.
- ii) Input devices.
- iii) Output devices.
- iv) Memory and its types - primary, secondary storage devices.

Units 3: Computer Software

- i) Computer software : Meaning and types
- ii) System software and application software
- iii) Microsoft windows (95/98/2000) features.
- iv) MS WORD : MS EXCEL and MS POWER POINT (in brief)

Units 4 : Communication System,

- i) Communication : meaning, scope and latest modes.
- ii) Communication satellites
- iii) Types of Network : concepts of LAN, MAN, WAN
- iv) Internet, world wide web and multimedia
- v) The role of computers in information technology .

Units 5 : Application of IT in Education_

- i) Use of computers in educational management : office automation, correspondence, human resource development, establishment and personal records, accounting,
- ii) Use of computers in self learning , Literacy, communication, learning, distance learning, virtual schools and colleges, simulations and games, multimedia package, educational web sites.
- iii) Use of computers in teaching and learning at school and college levels : Computer aided instruction, computer assisted learning, computer managed learning, drill -practice - tutorial, simulation and games in instruction, computer controlled media, presentation aids, hypermedia and interactive multimedia, authoring tools for students.

Practicals 1st is compulsory Any One from 2nd, 3rd and 4th.

- 1) Use internet for e-mail, chatting, surfing & reporting information on any topic from the IT syllabus. .
- 2) Preparation of a research proposal using MS WORD
- 3) Analyse a group data prepare different types of charts and graphs using MS - EXCEL(minimum 30 students) .
- 4) Preparation of slide show on any topic with the help of MS - POWERPOINT (minimum 10 slides)

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The financial Assistance essential for the course is as follows :

Non-Recurring

a) Equipment :

Sr.No.	Equipments	Amount Rs.
1.	9 PC with multimedia is LAN with internet facility	400000.00
2.	3 Computer Printers	30000.00
3	3 CD – Writers	30000.00
4.	Reference and Resource Material in Print form	300000.00
5.	Resource material in Electronic form	200000.00
6.	Psychological Tests	50000.00
7.	Xerox Machine	150000.00
8	Camera	40000.00
9	OHP(3)	75000.00
10	Slide Projector	71000.00
11	Environmental Education Lab	100000.00
	Total	1450000.00

b) Books and Journals related to core and elective subjects : Rs.150000.00

c) Repairs and maintenance charges Rs.100000.00

Rs. 170000.00

B. Recurring

1.	Glassware	Rs. 25000.00
2.	Fields Visits	Rs. 25000.00
3.	Hiring Service(Technical)	Rs. 25000.00
4.	Visiting Faculty	Rs. 25000.00

TOTAL Rs. 1,00,000.00

C) Building and Furniture Infrastructure for 25 students.

D) Posts :

One Reader in Education

One Lecturer in Education

One Clerical Cum Technician with sufficient computer knowledge

Eligibility , Qualifications, and pay scales according to the rules and regulations of UGC, Shivaji University and Government of Maharashtra

Fee Structure :

The course can be started on self supporting basis taking into consideration of the above expenditure.

Nature of Question Paper

Total Marks 100

No. of questions five with internal options. Each questions will be sub-divided into

A = 8-10 Marks

B = 5-8 Marks

C = 2 – 7

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