



SHIVAJI UNIVERSITY, KOLHAPUR-416 004. MAHARASHTRA

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शिवाजी विद्यापीठ, कोल्हापूर – 416004.

दुरध्वनी (ईपीएबीएक्स) २६०९००० (अभ्यास मंडळे विभाग— २६०९०९४)

फॅक्स : ००९१-०२३१-२६९१५३३ व २६९२३३३.e-mail:bos@unishivaji.ac.in

जा.क्र./एसयु/बीओएस/

No 00303

दिनांक : 08 MAR 2021

प्रति,

मा.प्राचार्य,/संचालक

सर्व संलग्नित महाविद्यालये/मान्यताप्राप्त संस्था,  
(आंतर विद्याशाखीय अभ्यास विद्याशाखे अंतर्गत)  
शिवाजी विद्यापीठ, कोल्हापूर

मा.अधिविभाग प्रमुख,

सर्व पदव्युत्तर अधिविभाग व महाविद्यालये,  
(आंतर विद्याशाखीय अभ्यास विद्याशाखे अंतर्गत)  
शिवाजी विद्यापीठ, कोल्हापूर

विषय:—शैक्षणिक वर्ष 2020–21 च्या परिक्षेसाठीच्या प्रश्ननियोजनासाठी अभ्यासक्रम कमी करण्यात आला असलेबाबत.

महोदय/महोदया,

उपरोक्त विषयासंदर्भात विद्यापीठ अधिकार मंडळाच्या निर्णयानुसार आपणास कळविण्यात येते की, आंतर विद्याशाखीय अभ्यास विद्याशाखा अंतर्गत येणाऱ्या अभ्यासक्रमामधील शैक्षणिक वर्ष 2020–21 च्या परिक्षेच्या प्रश्नपत्रिका नियोजनासाठी अभ्यासक्रम कमी करण्यात आला आहे.(सोबतच्या यादीप्रमाणे.) तथापी जे घटक प्रश्नपत्रिका नियोजनासाठी वगळण्यात आले आहेत, त्यांचे अध्यापन पूर्ण करण्यात यावे.

सदरचा कमी करण्यात आलेला अभ्यासक्रम विद्यापीठाच्या [www.unishivaji.ac.in](http://www.unishivaji.ac.in) (Students Online Syllabus) या संकेतस्थळावर उपलब्ध करण्यात आला आहे. सदरचे परिपत्रक विद्यार्थी/पालक /शिक्षक/शिक्षकेतर सेवक यांच्या निदर्शनास आणून द्यावे. व महाविद्यालयाच्या नोटीस बोर्डवर लावावे, कळावे,

आपला विश्वासू

उपकुलसचिव

सोबत: वरिलप्रमाणे.

प्रत :- 1) संचालक,परीक्षा व मुल्यमापन मंडळ.

2) प्र.अधिष्ठाता, आंतर विद्याशाखीय अभ्यास विद्याशाखा.

3) अध्यक्ष,सर्व अभ्यासमंडळ/अस्थायी मंडळ, आंतर विद्याशाखीय अभ्यास विद्याशाखा.

4) उपकुलसचिव,परीक्षा व बी.ए./इतर परीक्षा 1, 2 व 3 विभाग

### Faculty of Inter Disciplinary Studies

Sr.No.	Name of the Program	Subject	Deleted Syllabus Only for Examination
1.	B.A. Sem I to VI	Education	Unit No. IV in all papers
2.	B.A. Sem I To VI	Home Science	Unit No. IV in all papers
3.	M. A. Sem I to IV	Home Science	Unit No. VII and VIII in all papers
4.	B.A. Sem I to VI	D.M.F.C.	Unit No. IV in all papers
5.	B. A. Sem I to VI	Journalism	Unit No. IV in all papers
6.	B. A. Sem I to VI	Malty Media	Unit No. IV in all papers
7.	B. J. All Sem	-	Unit No. IV in all papers
8.	M. J. All Sem	-	Unit No. IV in all papers
9.	M. A. All Sem	Mass Communacation	Unit No. IV in all papers
10.	B. A. Sem I to VI	Social Work	Unit No. IV in all papers
11.	B.S.W. All Sem	-	Unit No. IV in all papers
12.	M.S.W. All Sem	-	Unit No. IV in all papers
13.	B. A. Sem I to VI	Physical Education	Unit No. III in all papers
14.	B. Lib. Science	-	Unit No. IV in all papers
15.	M. Lib. Science	-	Unit No. IV in all papers

### Vocal&Instrumental (Harmonium/Sitar)

अ.क्र.	कोर्सचे नाव	पेपर क्रमांक	कमी करण्यात आलेला अभ्यासक्रम
1	M.P.A. Part I Vocal / Instrumental- Harmonium/Sitar	Practical PaperI	1. Detail study of vilambeet&ChotaKhyal – NayakiKanada (Chandrakauns For Instrumental Music) 2. Non detail study or outline of ShahanaKanada 3. One Tappa
		Theory PaperII	Stage Music of Maharashtra
2.	M.P.A. Part II Vocal / Instrumental- Harmonium/Sitar	Practical PaperIII	1. Detail study of vilambeet&ChotaKhyal – Gaud Malhar 2. Non detail study or outline of Lalita Gauri 3. One Chatarang& One Rag Mala

### Dramatics

अ.क्र.	कोर्सचे नाव	पेपर क्रमांक	कमी करण्यात आलेला अभ्यासक्रम
1	M.P.A. Part I Dramatics	PaperI History of Theatre & literature	1 जागतिक रंगभूमीचा आढावा
		Theory Paper II Acting	Stage Music of Maharashtra 3. भरत प्रणीत अभिनयाची चार अंगे
		Theory PaperIII DirectionalTechniques	नाट्यनिर्मितीतील रंगमंचाचे कार्य
		Theory PaperIV DramaCriticism	2. समिक्षेचा इतिहास 5. नाटक आणि अन्य कलाप्रकार यांच्या समीक्षेतील साम्य आणि विरोध
2.	M.P.A. Part II Dramatics	Theory PaperV DramaticsLiterature- DetailedStudy	3. नाट्यशास्त्र व इतर कला 4. नाटक व इतर माध्यमे
		Theory PaperVI Direction	3. प्रयोग शैली 5. रंगमंच भूगोल आणि नाट्यदिग्दर्शक
		Theory PaperVII (A)Acting	1. स्त्र्यानिलोव्हस्की बाह्य आणि आंतरिक तयारी 2. ब्रेख्त चा परात्मभाव सिद्धांत 3. ग्रोतोव्हस्कीचा शरीर नाट्य सिद्धांत
		Theory PaperVII (B)StageCraft	1. रंगाची बेरीज आणि वजाबाकीचे सिद्धान्त

		Practical Paper VIII (A) Acting	प्रात्यक्षिक परीक्षेत improvisation, स्वगत, काव्य वाचन, मुकाभिनय, गोष्टीचे, कवितेचे नाट्यीकरण
		Practical Paper VIII (B) Stage Craft	विविध प्रकारच्या दृश्यांची प्रतिकृती तयार करणे

### B.A. Music

अ.क्र.	कोर्सचे नाव	पेपर क्रमांक	कमी करण्यात आलेला अभ्यासक्रम
1	B.A. Music (Semester I)	Theory Paper I	UNIT-II Taal Study-Marks 4 Elementary Knowledge of Swarleep of Pt. Bhatkhande & Pt. Paluskar-Marks 6
		Practical Paper I	UNIT III One Dhrupad- Marks 5 One Tarana - Marks 5
2.	B.A. Music (Semester III)	Theory Paper II	3. Detail study of Forms of Hindustani Music & their History - marks 8
		Practical Paper III	3. One Dhrupad of any ragas prescribed for practical- Marks 5
		Theory Paper I V	3. History of Indian Music from Vedic to Pauranic Kaal. Marks 8
		Practical Paper IV	1. Detail study of Vilambeeet & Chota Khyal With aalap, Boltaan, Taan of Jaunpuri - Marks 5 3. One Tarana of any ragas prescribed for practical- Marks 5

### Instrumental Music (Tabla)

अ.क्र	कोर्सचे नाव	पेपर क्रमांक	कमी करण्यात आलेला अभ्यासक्रम
1)	M.P.A. 1ST Year Tabla&Pakhavaj	Theory Paper (I)	Q 5 Details study of 'Taaladhyay' of sangeetratnakar(20) marks 1) Kaal 2) Kriya 3) Marga 4) Jati
		Theory Paper (II)	Q 3 Details knowledge of south indian taal system and it's comparion with north india's taal system (20) marks
		Practical Paper (I)	1) Comprehensive study of Panchamsawari
		Practical Paper (II)	Q 3 To play following Thekas 1) Addha 2) Tappa 3) JatTaal 4) Khemta
2.	M.P.A. 2nd Year Tabla&Pakhavaj	Theory Paper (III)	3 General Knowledge of the different classical & folk percussion instruments of North and South India and Their application in different types of music (20) Marks 5. Necessity and use of modern gadgets in indian classical music for it's promotion and propogation (20) marks
		Theory Paper (IV)	3 Capacity of composing and writing different Bandishon the basic of given set of bols(20) marks 5 Details study of 'Taaladhyay' of sangeetratnakar (20)marks Kala Laya
		Practical Paper (III)	2 Ability to compose any composition of Tukda, Gat, Chakkradar & Tehai in any of the Taal prescribed in syllabus 8 Playing decorative laggis in Keherwa & Dadra



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Deletion of Units for the M.Ed Examination

**M.Ed Part I Semester I**

Sr.No.	Paper No & Name	Deleted Unit
1.	CP-I Philosophy of Education	Unit-4 Critical Analysis and Appraisal of thoughts of Great Thinkers
2.	CP-II Psychology of the Learner and Learning Process	Unit-4 Mental Health and Social Development
3.	CP-III Basics of Educational Research and Statistics	Unit-4 Descriptive Analysis of Quantitative Data
4.	OP-IV A) Educational Guidance and Counseling	Unit-4 Guidance of Students with Behavioral Problems and Specialties
5.	OP-IV B) Educational Management	Unit-4 Management skills and Management of Educational Project

**M.Ed. Part I Semester -II**

Sr.No.	Paper No & Name	Deleted Unit
1.	CP-V Educational Studies	Unit-4 Support system of education and Public Finance: Efficiency and Equity
2.	CP-VI Teacher and Teaching Process	Unit-4 Teaching as a Profession
3.	CP-VII Advance Educational Research & Statistics	Unit-4 Computer for Data Analysis and preparation of Research Report
4.	OP-VIII C) Comparative Education	Unit-4 Study of education in Developed Countries -U.K., U.S.A., and Australia with reference to the following problems:
5.	OP-VIII E) Inclusive Education	Curriculum Adaptation, Teacher Preparation and Evaluation for inclusive Education

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**Deletion of Units for the M.Ed Examination**

**M.Ed. Part II Semester -III**

Sr.No.	Paper No & Name	Deleted Unit
1.	CP-IX History and Political Economy of Education	Unit-4 Political Economy of Education
2.	CP-X Sociology of Education	Unit-4 Education for Sustainable Development and Peace
3.	CP-XI Teacher Education	Unit-4 Researches in Teacher Education
4.	SP-XII A) Perspectives in Elementary Education	Unit-4 Programmes in Elementary Education
5.	SP-XII B) Perspectives In Secondary and Senior Secondary Education	Unit-4 Strategies and Programmes in Secondary Education

**M.Ed. Part II Semester - IV**

Sr.No.	Paper No & Name	Deleted Unit
1.	CP-XIII Curriculum Studies	Unit-4 Evaluation of curriculum and curriculum Mapping
2.	SP-XIV A) Curriculum and Evaluation in Elementary Education	Unit-4 Work Experience ,Art Education and Health & Physical Education
3.	SP-XIV B) Secondary and Senior Secondary Education	Unit-4 Educational Evaluation-Tools and Techniques
4.	SP-XV A) Teaching Learning Process in elementary Education	Unit-4 Constructivist Approach to Teaching Learning
5.	SP-XV B) Teaching Learning Process in Secondary and Senior Secondary Education	Unit-4 Constructivist Approach to Teaching Learning
6.	SP-XVI A) Elementary Teacher Education	Unit-4 In-service Teacher Training
7.	SP-XVI B) Secondary and Senior Secondary Education	Unit-4 In-service Teacher Training

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Deletion of Units for the B.Ed-M.Ed Examination

**B.Ed-M.Ed Part I Semester I**

Sr.No.	Paper No & Name	Deleted Unit
1.	CP-I Philosophy of Education	Unit-5 Critical analysis and Appraisal of Thought of Great Thinkers
2.	CP-II Sociology,History and Political Economy of Education	Unit-5 Economics of Education
3.	CP-III Childhood & Growing Up	Unit-5 Personality Development of Child
4.	CP-IV Understanding Disciplines and Subject	Unit-5 Understanding horticulture

**B.Ed-M.Ed Part I Semester II**

Sr.No.	Paper No & Name	Deleted Unit
1.	CP-V Psychology of Learner, Learning Process and Assessment for Learning	Unit-5 Learning Environment and Assessment for Learning
2.	CP-VI Basic of Research, Action Research and Statistics	Unit-5 Descriptive Analysis of Quantitative Data
3.	CP-VII Teacher and Teaching Process	Unit-5 Innovations in Teaching
4.	CP-VIII Pedogogy of School Subject-I	घटक.5 मराठी भाषेचा अध्यापक
4.	CP-VIII Pedogogy of School Subject-I	इकाई-5 हिंदी अध्यापक
5.	CP-VIII Pedogogy of School Subject-I	Unit-5 English Teacher
6.	CP-VIII Pedogogy of School Subject-I	Unit-5 Sanskrit Teacher
7.	CP-VIII Pedogogy of School Subject-I	Unit-5 Pedogogical Analysis ,Panning and Evaluation of Science Teaching-Learning
8.	CP-VIII Pedogogy of School Subject-I	Unit-5 Planning,evaluation and Commerce teacher



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Deletion of Units for the B.Ed-M.Ed Examination

**B.Ed-M.Ed Part II Semester III**

Sr.No.	Paper No & Name	Deleted Unit
1.	CP-IX Educational Studies	Unit-5 Critical Theory in Education
2.	CP-X Advanced Educational Research and Statistics	Unit-5 Computer for Data analysis and preparation of Report
3.	CP-XI Pedagogy of School Subject-II	Unit-5 Assessment of & for Mathematics learning
4.	CP-XI Pedagogy of School Subject-II	Unit-5 Professional Development of History Teacher
5.	CP-XI Pedagogy of School Subject-II	Unit-5 Learning Resource & Assessment of learning in Geography
6.	CP-XI Pedagogy of School Subject-II	Unit-5 Planning and Evaluation(Economics)
	OP-I -A-EGC Educational Guidance Counseling	Unit-5 Types and Ares of Counseling
	OP-II-B-EE Environment Education	Unit-5 Environmental Ethics and sustainable development

**B.Ed-M.Ed Part II Semester IV**

Sr.No.	Paper No & Name	Deleted Unit
1.	CP- XII Teacher Education	Unit-5 Research in Teacher Education
2.	CP- XIII-A Teaching and learning Process in elementary Education	Unit-5 Constructivist approach to Teaching Learning
3.	CP- XIII-B Teaching and Learning Process In Secondary and Senior Secondary Education	Unit-5 Development of Skills and Abilities
4.	CP-XIV-A Curriculum and Evaluation in elementary Education	Unit-5 Evaluation in Elementary Education
5.	CP-XIV-B Curriculum and Evaluation in Secondary and Senior Secondary Education	Unit-5 Construction of Tests and Question Bank
6.	OP-II-A Educational Measurement and Evaluation	Unit-5 New Trends in Evaluation
7.	OP-II-B Comparative Education	Unit-5 Study of Education in Developed Countries- U.K., U.S.A. and Australia with reference to the following problems

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Deletion of Units for the B.Ed-M.Ed Examination

**B.Ed-M.Ed Part III Semester V**

Sr.No.	Paper No & Name	Deleted Unit
1.	CP-XV -Gender, School and Society	Unit-5 Gender,Sexual Harassment and Abuse
2.	CP-XVI - Educational Admission, management and Economics of Education	Unit-5 Education and Economic Development
3.	CP-XVII -Open and Distance Education	Unit-5 Online Evaluation
4.	OP-III-A-HRE Human Rights Education	Unit-5 Issues,Movements and Promotion of Human Rights
5.	OP-III-B-IE Inclusive Education	Unit-5 Socially Disadvantages Children in India: Status and Provision

**B.Ed-M.Ed Part III Semester VI**

Sr.No.	Paper No & Name	Deleted Unit
1.	CP-XVIII Curriculum Studies	Unit-5 Tools and Techniques of Curriculum evaluation
2.	CP-XIX-Contemporary Cocerns and Issues in Education	Unit-5 Education of different Abled Students
3.	OP-IV-A-EUHPE- Ethics,Universal Human values and Peace Education	Unit-5 Evaluation of the Peace-Building Processes
4.	OP-IV-B-HPE-Health and Physical Education	Unit-5 Skills of Games And Sports

**SHIVAJI UNIVERSITY, KOLHAPUR**  
**SYLLABUS**  
**FOR**

**TWO -YEAR BACHELOR OF EDUCATION**  
**(B.Ed. DEGREE COURSE)**  
**As per NCTE regulation 2014**

**First Year - Semester -I**

Course	B.Ed. Courses	Reducing Content
1	<b>Childhood &amp; Growing up</b>	<p>UNIT - III. Development Characteristics W.R.T. to Childhood &amp; Adolescence</p> <p>c) Cognitive (Piaget, Burner, Vyogotsky)</p> <p>e) Social &amp; Emotional (Erickson)</p> <p>UNIT - IV. Development of Understanding</p> <p>c) Concept attainment model. Steps &amp; application</p> <p>UNIT - V. Guidance &amp; Counseling</p> <p>d) Importance of psychological tests in guidance &amp; counseling - Attitude, Aptitude, Interest, Creativity, Problem solving etc.</p> <p>UNIT - VII. The Child in the Family.</p> <p>d) Impact of families on nurturing the child.</p> <p>UNIT - VIII. Personality Development of Child.</p> <p>c) Assessment of personality - Projective, Self Report, Holistic</p> <p>e) Leadership.</p>
2	<b>Contemporary India &amp; Education</b>	<p>Unit 3 - The status of Indian education in pre and post era.</p> <p>c) Comparative study of pre and post era of Indian education - Aims objectives, Curriculum, discipline, Teacher.</p> <p>d) Recommendations and implementations of different commission related of education.</p> <p>Unit 4 - School A be an ideal epitome of the society.</p> <p>d) School and identity formation - school and culture, Teaching learning practices, Evaluation practice, Value system and curriculum</p>

		<p>Unit 6 - Role of teacher.</p> <p>a) Role of teacher in grooming stages of students.</p> <p>d) The role and agency of teacher in the Concept</p> <p>Unit 7 - Education for National Integration &amp; International.</p> <p>c) The role of teacher and educational instructions in achieving National integration and international understanding democratic interaction.</p>
3	Understanding Discipline & Subjects	<p>Unit-2 Need of teaching discipline</p> <p>e) Changing role of a teacher</p> <p>Unit -3 Interdisciplinary nature of school subject</p> <p>d) Need of learner oriented school curricula.</p> <p>Unit -4 Understanding hospitality and horticulture</p> <p>b) Multiculturalism in hospitality and legal aspects of hospitality management.</p> <p>c) Branches of horticulture and its classification.</p> <p>f) Importance of horticulture in poverty reduction.</p>
EPC-1	Reading and Reflecting on Text	<p>Unit -3 Engaging with journalistic writing</p> <p>The selected texts would include- Newspaper /magazine articles on topics of contemporary interest. (student teachers can be grouped randomly for this unit)</p>

## Semester-I Practicum

Course	B.Ed. Courses	Reducing Content
A-3	<b>Simulated Teaching Workshop (1+1 Lesson) Each Method</b> अभिरूप अध्यापन	अभिरूप अध्यापनात विद्यार्थी म्हणून भूमिका खताःचे मत
A-4	<b>Teaching Aids workshop</b> पैक्षणिक साधन निर्मिती कार्यशाळा	एक शैक्षणिक साधन
A-5	शाळा व नाविष्यपूर्ण अध्ययन-अध्यापन केंद्रांना भेटी (School Engagement and Visits to Innovative Centres of Pedagogy and Learning )	पहिला आठवडा - शालेय प्रार्थना, मूल्यपाठ, उपक्रमांचे निरीक्षण इ.शालेय वास्तू व भौतिक सुविधा अहवाल तयार करणे व अहवाल वाचन दुसरा आठवडा - अभ्यासपूरक व अभ्यासेतर उपक्रम ,विविध विभाग, समित्या व संघ समिती / विभाग अहवाल लेखन अहवाल तयार करणे व अहवाल वाचन तिसरा आठवडा - संस्था भेट स्थानिक प्राधिकरण - भेट
A-7	<b>LANGUAGE ACROSS THE SCHOOL CURRICULUM</b>	<b>UNIT: 3 READING IN THE CONTENT AREA</b> Suggested Activities: (select any one) a) Reflective reading from library on Reading comprehension : Social science, science and mathematics b) Reflective reading from library on the nature of expository texts vs. narrative texts c) Critical analysis from Languages point of view text structure and content area of any textbook at secondary or higher secondary levels by using Schema Theory d) Classroom observation in the school on reading strategies for children - note making, summarizing, making reading writing connections

**B.Ed First Year Syllabus**  
**Semester – II**  
**Details of Reduced 20 % Syllabus.**

Course No.	B.Ed.Courses	Reduced Unit/ Subunit
4	Learning and Teaching	Unit III-c , Unit IV- c ,Unit VI -Full
5a	Knowledge and Curriculum part-I	Unit I – D , Unit II – c , Unit – III E
6a - I	शालेय विषयाचे अध्यापनशास्त्र मराठी – भाग – 1	घटक 1 – ड घटक 3 – ड घटक 4 – ड
6a - I	शालेय स्तरपर हिंदी भाषा का अध्यापन शास्त्रीय ज्ञान हिंदी भाग – 1	घटक 3 – घ घटक 1 – घ घटक 4 – घ
6a - I	Pedagogy of school subject English part -I	Unit 1 - d , Unit 2- c , Unit 4 - d
6a - I	Pedagogy of school subject Sanskrit part -I	Unit 1 - d , Unit 2- d , Unit 4 - d
6a - I	Pedagogy of school subject Science part -I	Unit 2 - e , Unit 3- c , Unit 4 – f ,g
6a - I	Pedagogy of school subject Commerce part -I	Unit 2- d , Unit 4 – c , d , e
6a -II	Pedagogy of school subject Mathematics part -I	Unit 2- d , e Unit 3- d , Unit 4 - h
6a -II	Pedagogy of school subject History part -I	Unit 1 - d , Unit 2- d , Unit 4 - d
6a -II	Pedagogy of school subject Geography part -I	Unit 2 - d , Unit 3- d , Unit 4 - f
6a -II	Pedagogy of school subject Economics part -I	Unit 1 - d , Unit 2- d , Unit 4 - d
Course 7	Assessment for Learning	Unit 3 – Full Unit 8 – b



EPC-2	Drama and Art In Education (Mark-50)	Unit – 3 Project Work (Unit 1 & 2) Mark -20
B1	Workshop on Models of Teaching	No Change
B2	Field Engagement क्षेत्रिय सहभाग (mark-25)	Sr.No. 2,3, & 5 Mark – 15
B3	School Internship Mark -100 1) सराव पाठ	Sr.No. 2 & 3 Mark – 10
	2) शालेय अनुभव कार्यक्रम	Sr.No. 1, 3,4, 6 Mark – 25
B 5	Internal Examination	No Change

**B.Ed. Syllabus (Regular -Two year)**

**Second Year**

**Semester - III**

**Details of Reduced 20% Syllabus**

**अभ्यासक्रम ६ व ९ शालेय विषयाचे अध्यापन शास्त्र मराठी भाग २**

घटक नंबर	घटक	उपघटक
५	अध्यापन शास्त्रीय विश्लेषण	क) अभ्यासक्रम, पाठ्यक्रम व पाठ्यपुस्तक यातील संबंध
६	अध्ययनाचे स्त्रोत	ब) अध्ययन अनुभव : प्रकार, स्वरूप व निकष
७	नियोजन व मूल्यमापन	क) मूल्यमापनाचे तंत्रे : मौखिक, लेखी समन्वयस्क गटाकडून मूल्यमापन, स्वयं-मूल्यमापन ड) नैदानिक चाचणी व उपचारात्मक अध्यापन
८	मराठी भाषेचा अध्यापक	क) मराठीचे अध्यापन करताना येणाऱ्या समस्या, समस्या निराकरणाच्या कार्यनिती

**Course B९ - शालेय स्तरपर हिंदी भाषा का अध्यापन शास्त्रीन ज्ञान**

५	शैक्षिक अनुभूतियों एवं सहायक सामग्री	क) शैक्षिक अनुभूतियों : अर्थ प्रकार (प्रत्यक्ष, अप्रत्यक्ष शैक्षिक अनुभूतियों) शैक्षिक अनुभूतियों के निकष
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६	हिंदी भाषा का अध्यापन शास्त्रीय विश्लेषण	ग) पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तक का सहसंबंध- पाठ्यचर्या एवं पाठ्यक्रम निर्माण के तत्त्व
७	हिंदी भाषा का नियोजन एवं मूल्यांकन	ग) मूल्यांकन की तकनीकी (तंत्र) - मौखिक एवं लिखित परीक्षा, पोर्टफोलियो, खुली किताब परीक्षा सतत मूल्यांकन के साधन स्वयं मूल्यांकन एवं समूह मूल्यांकन
८	हिंदी अध्यापक	ग) हिंदी अध्ययन-अध्यापन में निर्माण होनेवाली समस्या एवं उनके निराकरण के लिए सुझाव

**Course 6 B 1 Pedagogy of school subject English Part II**

5	Learning Resources	a) Print resources : Resources for communicating verbal experience textbook workbook and instructional material
6	Pedagogical Analysis	C) curriculum, syllabus and text book : Understanding the relationship between curriculum, syllabus and text book
7	planning and Evaluation	C) Techniques of Evaluation : oral, written, close test, self evaluation and peer evaluation
		d) Testing : Diagnostic test and remedial teaching
8	English Teacher	e) Problems : Problems faced by the teacher in teaching English in Indian schools and suggestions for improvement

**COURSE 6B – Pedagogy of school subject Science part II**

5	Resource material for teaching and learning science	b) Principles of curriculum organization – Topical and spiral, Logical and psychological concentric and spiral, remediation
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		e) curriculum reforms in school science – National and state level reforms NCERT & SCERT	
		f) Teachers hand books need and importance	
6	Pedagogical knowledge analysis of secondary school science	Act 1) content analysis	
		Act 2) Identification of the concept hierarchically	
		Act 3) Specification of instructional objectives in behavioral terms	
7	Assessment of & for science learning	h) comprehensive and continuous Evaluation	
8	Professional development of science teacher	d) Reference material in teaching science – Encyclopedia, magazines reference books, Teachers Handbook students workbook	
<b>Course 6 b – II Pedagogy of school subject Mathematics part II</b>			
5	Recourse material for teaching and learning mathematics	a) Modern trends in curriculum construction	
		b) principles of curriculum organization – Topical and spiral Logical and psychological, concentric and spiral , correlation	
		c) curriculum reforms in school mathematics – National and state level reforms – NCERT & SCERT	
6	Pedagogical knowledge analysis of secondary school mathematics	1) Content analysis	

		2) Identification of the concepts hierarchically	
		3) specification of in structural objectives in behavioral terms	
7	Assessment of mathematics	f) Comprehensive & continuous Evaluation	
8	Professional development of mathematics teacher	d) Reference material in teaching mathematics – Encyclopedia magazines, magazines. References books, Teachers Handbook, students workbook	

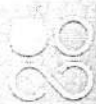
**Course 6 b II Pedagogy of school subject History part II**

5	Planning and Assessment of History	d) comprehensive and continuous Evaluation	
6	Contextual issues of learning History	5 <sup>th</sup> to 8 <sup>th</sup> textbook content	
8	Professional Development of History teacher	d) challenges faces by the history teacher in present day context	
7	Pedagogical analysis of history	a) Content analysis	
		b) Content – cum methodology approach	

**Course 6 b – II pedagogy of school subject Geography part II**

5	Teaching strategies in Geography	b) Models of teaching-concept meaning classification of the models, use of concept attainment advance organizer & inquiry training model	
6	Learning resource & Assessment of learning in geography	a) Learning resources - support system, Geography fair, exhibition, museum, excursive, local geographical area, observation of the sky	

		b) Open book, test – Nature & implementation
7	Research and Development in teaching learning of geography	a) Contribution of scientist in geography – Alexander von Humboldt, Carl Ritter, Friedrich Ratzel, Vidal de la Blache
8	professional development of geography teacher	d) Innovative practices in teaching Geography





<b>Course 6 a Pedagogy of School Subject Sanskrit Part II</b>		
<b>Sr No</b>	<b>Unit</b>	<b>Sub Unit</b>
1	Unit 5	d) Computer Assisted Language Learning
2	Unit 6	C ) Curriculum Syllabus and textbook- Understanding the relationship between curriculum, syllabus and textbook
3	Unit 7	C) Formative and summative evaluation
4	Unit 8	C) Research mindness
5		d) Commitment of Sanskrit Teacher

<b>Course 6 B-I Pedagogy of School Subject Commerce Part II</b>		
<b>Sr No</b>	<b>Unit</b>	<b>Sub Unit</b>
1	Unit 5	d) Innovative resources- Computer Internet resources LCD etc.
2	Unit 6	d ) Content analysis- concept and process relation between curriculum & syllabus
3	Unit 7	b) Evaluation- Evaluation procedures used in commerce teaching diagnostics testing
4		d) Comprehensive and continuous evaluation
5	Unit 8	c) Commerce teacher organization and its contribution in professional development of the teacher

**Course 6 B-II Pedagogy of School Subject  
Economics Part II**

<b>Sr No</b>	<b>Unit</b>	<b>Sub Unit</b>
1	Unit 5	a) Print resources- Resources for communicating verbal experiences : textbook, workbook and instructional material
2	Unit 6	b ) Content Analysis : meaning , components of content analysis and selection of teaching strategies
3	Unit 7	b) Types of Evaluation : Formative, Summative and CCE
4		d) Testing : Diagnostic Test and remedial teaching
5	Unit 8	c) Problems: Problems faced by the teacher in teaching Economics in Indian schools and suggestions for improvement.

## प्रात्यक्षिक कार्य

### C-1 – शालेय आंरवायिता

अ.न.	कमी करावयाचे उपघटक
१	१० सराव पाठ
२	शाळांतर्गत राववावयाचे तीन उपक्रम
३	शाळा बाह्य राववावयाचा दोन उपक्रम
४	२ सामाजिक वृद्धी कार्यक्रम

### C-4 – कृतिसंशोधन

अ.न.	कमी करावयाचे उपघटक
१	संबंधित साहित्याचा आढावा व ग्रंथालयातील सहभाग
२	कृतीसंशोधन सादरीकरण



**B.Ed. Syllabus (Regular- Two year)****Second Year****Semester – IV****Details of Reduced 20% Syllabus**

Course No.	Name of the Course	Reduced Unit/Sub-unit
8	Gender, School and Society	Unit – III Full and Unit II – (C)
5b	Knowledge and Curriculum Part II	Unit – VII Full and Unit VIII – (D)
9	Creating an Inclusive School	Unit – IV Full and Unit III – (C)
10	ऐच्छिक अभ्यासक्रम – मराठी	घटक 1 – पूर्ण आणि घटक 2 – ड
11	ऐच्छिक अभ्यासक्रम – हिंदी	इकाई 4 – पूर्ण आणि इकाई 2 – घ
10	Optional Course – English	Unit -4 Full and Unit 3 – A
11	Optional Course –Sanskrit	Unit -4 Full and Unit 1 – B
11	Optional Course –General Science	Unit -4 Full and Unit 2 – 2.6
11	Optional Course – Commerce	Unit -4 Full and Unit 3 – A-1
11	Optional Course –Mathematics	Unit -4 Full and Unit 2 – e
11	Optional Course – History	Unit -4 Full and Unit 2 – d
11	Optional Course – Geography	Unit -4 Full and Unit 3 – a
11	Optional Course – Economics	Unit -3 Full and Unit 1 – 1.5
11	Optional Course – Environmental Education	Unit -4 Full and Unit 2 – d
11	Optional Course – Peace and Value Education	Unit -1 Full
EPC-3	Critical Understanding of ICT	A-4 Note:- Students will be asked to complete 4 activities instead of 5 which will carry 12.5 marks each. (12.5 X 4= 50 Marks)
EPC-4	Understanding the Self	Strand A, No. 2 and No. 4 Students will be asked to complete 6 instead of 8 activities from Strand A.

D-1.	Educational Tour	Instead of 36 hours this practical will be completed in 24 hours
D-2	Project Related to Community Experience	One Group Activity Note:- Students will be asked to complete one group activity instead of 2 which will carry 30 marks each ( $12.5 \times 4 = 50$ Marks)
D-3	School Engagement and Visit to Innovative Centre of Pedagogy and Learning	शैक्षणिक अध्ययन स्रोत केंद्राला भेट
D-4	Annual Lesson Examination	No Change
D-5	General Orientation of Student Teacher	E- Presentation on Skill Note:- Students will be asked to complete only 4 activities instead of 5 each will carry 6.25 marks ( $6.25 \times 4 = 25$ Marks)
D-6	Internal Examination	D-6.1 – Internal Assignment Note:- 10 marks assigned for Internal Assignment will be adjusted to D-6.2- Internal Viva. Now Viva-Voce will be conducted for 40 Marks instead of 30 marks.



**B. A. B. Ed.(Four Year Integrated) Degree Course**  
**SyllabusReduced for the Academic Year 2020-2021**  
**(B.A.B.Ed. Part-I to IV)**  
**Semester I to VIII**



**First Year- Semester-I**  
**CCT 101 Ed.-1 Childhood & Growing Up**

No.of the Unit	Name.of the Unit	Details of the Unit
<b>UNIT – VII.</b>	<b>The Child in the Family.</b>	<ul style="list-style-type: none"> <li>a) Types of families.</li> <li>b) Parents child relationships.</li> <li>c) Role of parents in grooming the child.</li> <li>d) Impact of families on nurturing the child.</li> </ul>
<b>UNIT – VIII.</b>	<b>Personality Development of Child.</b>	<ul style="list-style-type: none"> <li>a) Individual difference.</li> <li>b) Important determinants of personality – Genetic, Social, Personal, Cultural.</li> <li>c) Assessment of personality – Projective, Self Report, Holistic.</li> <li>d) School Influence on personality.</li> <li>e) Leadership.</li> </ul>

**First Year- Semester-II**  
**CCT -102 Ed.-2     Learning and Teaching**

No.of the Unit	Name.of the Unit	Details of theUnit
<b>UNIT- IV</b>	<b>Teaching as a Profession</b>	a) Teaching Profession-Concept, Principles of Professional Ethics b) Professional Growth: Reflection and appraisal with its need and opportunities c) Multiple Responsibilities of teachers d) Evaluation of Learning outcome Using Learner achievement as a feedback for evaluating teaching effectiveness.

**CCT 103 Ed.-3     KNOWLEDGE AND CURRICULUM PART-I**

Noof the Unit	Nameof the Unit	Details of theUnit
<b>Unit IV</b>	<b>Curriculum</b>	A. Curriculum: concept, nature and need. B. Curriculum and their relationship with the aims of education. C. Curriculum: Process of making curriculum, Role of nation, state and class in the development of curriculum. D. Types of structure of Curriculum - 1. Subject centered. 2. Completing lineal needs. 3. Child centered. 4. Competency. 5. Behaviouristic. 6. Constructivist. E. Interrelation between Curriculum, syllabus and text-book.

## First Year- Semester- II

### CCP 202- P-7 Drama & Art in Education (Practicum Component)

No.of the Unit	Nameof the Unit	Details of theUnit
UNIT 3	Appreciation of arts (theory)	<p>a) Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education What is the difference between Education in Arts and Arts in Education</p> <p>b) Identification of different performing Art forms and artists ; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose)</p> <p>Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose) Knowledge of Indian Contemporary Arts and Artists;</p> <p>Visual Arts (based on a set of slides, selected for the purpose) Indian festivals and its artistic significance.</p>

### Second Year- Semester-III

#### CCT-104 Ed.-4 Understanding Disciplines and Subject

No.of the Unit	Nameof the Unit	Details of theUnit
Unit -4	Understanding hospitality and horticulture	<ul style="list-style-type: none"><li>a) Concept and meaning of hospitality.</li><li>b) Multiculturalism in hospitality and legal aspects of hospitality management.</li><li>c) Multicultural and international issues in hospitality.</li><li>d) Concept, scope and importance of horticulture.</li><li>e) Branches of horticulture and its classification.</li><li>f) Importance of horticulture in poverty reduction.</li><li>g) National and state level agencies involved in horticultural development.</li></ul>

#### CCT-105-Ed.-5 Yoga Education

No.of the Unit	Name.of the Unit	Details of theUnit
Unit - 2	Yoga and Health	<ul style="list-style-type: none"><li>a. Concept dimensions of health</li><li>b. Potential causes of ill health according to Yoga</li><li>c. Yoga as a preventive and promotive health care for holistic health and wellness</li></ul>

**(Practicum Component)**

<b>No.of the Unit</b>	<b>Name.of the Unit</b>	<b>Details of theUnit</b>
<b>CCP-301 P-8</b>	<b>Information and Communication Technology in Education</b>	<p>7. Prepare a note on Cyber-crime ,Cyber law (own handwriting)</p> <p>8. Prepare a note on Virus scanning as a Utility software(own handwriting)</p> <p>9.Use interactive white board( smart board) and teach for five minutes.</p>

## Second Year- Semester- IV

### CCT-107 Ed.-7 Gender, School and Society

No.of the Unit	Name of the Unit	Details of the Unit
UNIT IV	Gender, sexual harassment and abuse	<ul style="list-style-type: none"><li>a) Meaning, nature types and reasons of harassment.</li><li>b) Sites of Conflict Social and Emotional</li><li>c) Agencies perpetuating harassment family school workplace and media(print and electronic)</li></ul>

### CCT 108 Pd.-1 PEDAGOGY OF SCHOOL SUBJECT

#### ENGLISH PART- I

No.of the Unit	Name of the Unit	Details of the Unit
UNIT IV	Aspects of teaching English	<ul style="list-style-type: none"><li>a. <b>Pros:</b> Objectives, ways of introducing vocabulary, and phases for teaching prose</li><li>b. <b>Poetry:</b> Objectives, and phases for teaching poetry</li><li>c. <b>Grammar:</b> Objectives , Types (Functional, Formal), Methods (Inductive, Deductive) of teaching grammar and phases of teaching grammar</li><li>d. <b>Composition:</b> Objectives, Types of Composition (Guided, Free and Creative), and phases for teaching composition</li></ul>



### CCT-108 Pd-1मराठी- भाग-1

No.of the Unit	Name.of the Unit	Details of theUnit
घटक 4	मराठीभाषेच्याविविध उपांगांचे अध्यापन	अ) गद्य –उद्दिष्टे, प्रकार, अध्यापनाच्या पध्दती ब) पद्य –उद्दिष्टे, प्रकार, अध्यापनाच्या पध्दती क) व्याकरण–उद्दिष्टे, प्रकार, अध्यापनाच्या पध्दती ड) रचना–उद्दिष्टे, प्रकार, अध्यापनाच्यापाय–या

### CCT-108 Pd-1हिंदी- भाग-1

No.of the Unit	Name.of the Unit	Details of theUnit
इकाई- 4	हिंदीभाषा की विविध विधाओंका अध्यापन।	क. गद्य अध्यापन : उद्देश, गद्य अध्यापन की सीढियों। ख. पद्य अध्यापन : उद्देश, पद्य अध्यापन की प्रणालियों। ग. व्याकरण अध्यापन : उद्देश, अध्यापनप्रणालियों (आगमन—निगमन)। घ. रचना अध्यापन : उद्देश, अध्यापनप्रणालियों।

### CCT 109 Pd. . 5 HISTORY PART- I

No.of the Unit	Name.of the Unit	Details of theUnit
UNIT – IV	Learning and teaching resources in history	a) Print Media – News Papers, Books, Magazines. b) Visual and Audio Media – Maps, Models, Time-lines, Charts, Pictures, O.H.P., Radio and Tape-recorder. c) Multimedia – T.V., Computer, Mobile, Video-recorder, Internet etc. d) History room and its importance, community resources.

### CCT- 109 Geography Part – I

No.of the Unit	Name.of the Unit	Details of theUnit
Unit – 4	Teaching strategies in Geography.	a) Methods : lecture, story observation, journey, regional methods. b) strategies : discussion, group discussion seminar, learning habits. c) Maxims of teaching d) Content – cum Methodology e) Concept, structure of the subject, curriculum & syllabus of the subject according to NCF 2005 & SCF 2010, textbook analysis, content analysis of the subject. f) contextual issues of learning in geography – latitudes & Longitudes, physical & human characteristic of places, human – Environment interaction, movements, regions (school syllabi of 6 <sup>th</sup> to 10 & 11 <sup>th</sup> & 12 <sup>th</sup> std.)

### Third Year- Semester- V

CCT-110 Ed.-8

#### INDIAN CONSTITUTION AND HUMAN RIGHTS

No.of the Unit	Name.of the Unit	Details of theUnit
Unit III	Concept and Development of Human Rights	a) Meaning Scope and Development of Human Rights b) United Nations and Human Rights – UNHCR c) UDHR 1948, ICCPR 1996 and ICESCR 1966

#### CCT -111 Pd.-3 - Pedagogy of School Subject - One, Part - II

मराठी- भाग-2

No.of the Unit	Name.of the Unit	Details of theUnit
घटक6	अध्ययनाचेस्रोत	अ) छापीलस्रोत : कमिकपुस्तके, कार्यपुस्तिका, हस्तपुस्तिका इ. ब) अध्ययन अनुभव : प्रकार, स्वरूप व निकष क) दृक्-श्राव्य साधने : दृक् साधने-प्रक्षेपित, अप्रक्षेपितसाधने, श्राव्य साधने, दृक्-श्राव्य साधने ड) नाविन्यपूर्णस्रोत : भाषाप्रयोगशाळा, संगणक, इंटरनेट

## CCT -111 Pd.-4 - Pedagogy of School Subject - One, Part - II

### शालेय स्तरपरहिंदीभाषाका अध्यापन शास्त्रीय ज्ञानभाग-2

No.of the Unit	Name.of the Unit	Details of theUnit
इकाई- 5	शैक्षिकअनुभूतियों एवंसहायकसामग्री।	<p>क. शैक्षिकअनुभूतियों : अर्थप्रकार (प्रत्यक्ष, अप्रत्यक्ष शैक्षिक अनुभूतियों), शैक्षिकअनुभूतियों के निष्कर्ष।</p> <p>ख. सहायकसामग्री- दृश्य सामग्री- (प्रक्षेपित-अप्रक्षेपित) श्राव्य सामग्री, दृश्य-श्राव्य सामग्री।</p> <p>ग. मुद्रितसामग्री-किताब, कार्यपुस्तिका, अध्यापक हस्तपुस्तिका, समाचार पत्र, पत्रिकाएँ।</p> <p>घ. आधुनिकसामग्री (साधन) : भाषाप्रयोगशाला, संगणक, इंटरनेट।</p>

## CCT-111 Pd.-3 - Pedagogy of School Subject - One, Part - II

### ENGLISH - Part- Two

No.of the Unit	Name.of the Unit	Details of theUnit
UNIT V	Learning resources	<p>a) Print resources: Resources for communicating verbal experiences: textbook, workbook, and instructional material</p> <p>b) Learning experiences: types, nature, criteria of good learning experiences</p> <p>c) Audio Visual Aids: <i>Audio Resources</i>: meaning, purpose, Educational radio broadcast, Tape recorder  <i>Visual Resources</i>: meaning, purpose, <i>Non- projected visual resources</i>: - graph, map, poster, models and materials, <i>Projected visual resources</i>: - still visuals – slides, transparencies, film strips. Moving visuals – film, video, animation</p> <p>d) Innovative Resources: Language laboratory, computer and web resources for ELT and ELL</p>

## CCT Pd - 112. - Pedagogy of School Subject - Two, Part - II

**D-Ped.St. 7 HISTORY PART- II**

No.of the Unit	Name.of the Unit	Details of theUnit
UNIT – VI	Contextual issues of learning history	a) 5th to 8th std. textbook content. b) 9th to 10th std textbook content.

**CCT Pd – 112 - Pedagogy of School Subject - Two, Part - II  
Geography Part- II**

No.of the Unit	Name.of the Unit	Details of theUnit
Unit – 6	Learning Resource & Assessment of learning in Geography	a) Learning resources – support system Geography club, Geography fair, exhibition, museum, excursive, local geographical area, observation of the sky. b) Geography Lab – Importance & utilization/ c) Assessment of Learning in Geography- Year plan, unit plan, unit test , blue print, marking scheme, diagnostice approach & remedial teaching in Geography, d) Open book test-Nature & implementation

### **Third Year- Semester- VI**

#### **CCT-113 Ed.-9 KNOWLEDGE AND CURRICULUM PART-II**

<b>No.of the Unit</b>	<b>Name.of the Unit</b>	<b>Details of theUnit</b>
<b>Unit VII</b>	<b>Curriculum</b>	<p>A. Role of state in the curriculum .</p> <p>B. The Role of hidden curriculum and children resilience.</p> <p>C. The relation between powers, ideology and the curriculum.</p> <p>Introduction to the challenges of 21<sup>st</sup> century with respect to Indian society – urbanization, privatization, globalization</p>

#### **CCT-114 Ed.-10 Creating an Inclusive School**

<b>No.of the Unit</b>	<b>Name.of the Unit</b>	<b>Details of theUnit</b>
<b>Unit IV</b>	<b>Teachers Role in Inclusive classroom.</b>	<p>A. Qualities of an Inclusive teachers.</p> <p>B. Teachers role in shaping the Inclusive classroom.</p> <p>C. Inclusive teachers education in facilitating Inclusive education.</p> <p>D. Guidance and counseling for Inclusive Teachers students and principals.</p>



**Semester -VII**  
**Education Paper-V**  
**PHILOSOPHICAL FOUNDATION OF EDUCATION**

<b>No.of the Unit</b>	<b>Name.of the Unit</b>	<b>Details of theUnit</b>
<b>Unit- IV</b>	<b>The Teachers</b>	a) Teaching as a Profession b) Professional Ethics c) Professional Organizations and their role in Teacher's Development d) Qualities of the Teacher

**Education PAPER – VI**  
**TRENDS IN EDUCATION**

<b>No.of the Unit</b>	<b>Name.of the Unit</b>	<b>Details of theUnit</b>
<b>UNIT – IV</b>	<b>Disaster Management through Education</b>	a) Concept and Need of Disaster Management b) Types and causes of disasters c) Types of Disaster Management d) Role of Teacher, Head Master in Disaster Management e) Training for Disaster Management

**Scientific Method (IDS)**

<b>No.of the Unit</b>	<b>Name.of the Unit</b>	<b>Details of theUnit</b>
<b>Unit 2</b>	<b>Postulates of Science</b>	a) Uniformity of Nature b) Principle of Causality c) Objectivity

**Practicum Component**

<b>No.of the Unit</b>	<b>Name.of the Unit</b>	<b>Details of theUnit</b>
		Field-Work With Community Based Programme Social Service (Community Level)

**Semester -VIII  
Education Paper- V**

**SOCIOLOGICAL FOUNDATATION OF EDUCATION**

No.of the Unit	Name.of the Unit	Details of theUnit
<b>UNIT – IV</b>	Agencies of Education	Family, Peer Group , References Group , School ,Open Education System ,Cultural Orngisations, VoluntaryOrngisations, Professional Bodies, Mass Media , State .

**Scientific Method(IDS)**

No.of the Unit	Name.of the Unit	Details of theUnit
<b>Unit 2</b>	Laws of Explanation	a) Meaning of Law and Kinds of laws of Nature b) Nature of Scientific explanation definition, nature and kinds) c) Distinction between popular and Scientific explanation

**EDUCATION PAPER – VI (ELECTIVE)**

**ALTERNATIVE EDUCATION**

No.of the Unit	Name.of the Unit	Details of theUnit
<b>UNIT – IV</b>	<b>Non – Formal Education at Various Stages: Recommendations and Operational Aspects of A.E.</b>	A) Non- Formal Education at Various Stage a) Non – formal education at elementary and secondary stage b) Non – formal education for out of school children c) Non-formal education for weaker section d) Non-formal education for adults e) Non-formal education at university state B) Recommendations on Adult & Non-Formal Education a) NEP 1986 b) Revised NEP 2001 C) Operational Aspects of Adult Education a) Survey and identification of Learner. b) Monitoring of Adult Education Centre.

## **CAREER INFORMATION AND CARRER GUIDANCE**

<b>No.of the Unit</b>	<b>Nameof the Unit</b>	<b>Details of theUnit</b>
<b>UNIT – IV</b>	<b>Career Guidance</b>	a) Aims and importance of career Guidance. b) Factors affecting Career Choice and Career Adjustment c) Career guidance and Personal Social Information. d) Information about education and training opportunities at primary, secondary and higher secondary level

## **ACTION RESEARCH**

<b>No.of the Unit</b>	<b>Nameof the Unit</b>	<b>Details of theUnit</b>
<b>UNIT-I</b>	<b>Scientific Thinking and Research</b>	a) Generation of Knowledge b) Inductive and Deductive Thinking c) Scientific Thinking and Research d) Types of Researches in Education-Fundamental, Applied and Action (Basic concepts only)

## **POPULATION EDUCATION**

<b>No.of the Unit</b>	<b>Nameof the Unit</b>	<b>Details of theUnit</b>
<b>UNIT – IV</b>	<b>Human Sexuality</b>	1. Human sexuality concept, need, areas, value building. 2. Counseling of adolescent youth with socio – psycho problems about human sexuality. 3. Personal and government efforts for controlling population growth

## VALUE EDUCATION

No.of the Unit	Nameof the Unit	Details of theUnit
UNIT-IV	Levels of values in education and development ofvalues	i) Levels of value realization, how to resolve the conflicts among values, how to work for the integration of values those are embeded in education ii) Development of values as a personal and life long process-teaching of values as an integral part of education iii) Overcoming value controversies

### Practicum Component

No.of the Unit	Nameof the Unit	Details of theUnit
		Study Visit / Excursion.....