



'A' Grade
(NAAC Accredited)
3rd Cycle

॥ अंतरी पेटवु ज्ञानज्योत ॥

उत्तर महाराष्ट्र विद्यापीठ

पत्रपेटी क्र. ८०, उमविनगर, जळगाव

संशोधन व विकास मंडळ (विकास)

उमवि/११ए/अध्या.१८१/जन.१९-५/१३० /२०१७

दिनांक : १६.०५.२०१७

प्रति,

मा. प्राचार्य,
के.सी.ई. सोसायटीचे,
शिक्षणशास्त्र महाविद्यालय,
जळगाव.

विषय : अध्यादेश १८१ अंतर्गत शैक्षणिक वर्ष २०१७-१८ ते २०१९-२० या त्रैवार्षिक कालावधीसाठी **Career Oriented Courses** ला संलग्नता सातत्य / नवीन संलग्नता मान्य करणेबाबत ..

- संदर्भ :-**
- १) विद्यापीठ जा.क्र. उमवि/११ए/अध्या.१८१/जन.१९-५/०१/२०१७, दि. १४.०१.२०१७.
 - २) विद्यापीठ जा.क्र. उमवि/११ए/अध्या.१८१/जन.१९-५/३५/२०१७, दि. १७.०२.२०१७.
 - ३) आपला जा.क्र. 267/2016-17, दि. २८/०१/२०१७ चा प्रस्ताव.

महोदय/महोदया,

उपरोक्त संदर्भिय परिपत्रकानुसार, आपण शैक्षणिक वर्ष २०१७-१८ ते २०१९-२० या त्रैवार्षिक कालावधीसाठी अध्यादेश १८१ अंतर्गत करिअर ओरिएंटेड कोर्सेसला संलग्नता सातत्य /नवीन संलग्नता मिळणेकरीता प्रस्ताव सादर केलेला आहे.

त्यास अनुसरून मा. विद्यापीठ अधिकार मंडळाने घेतलेल्या निर्णयानुसार अध्यादेश १८१ अंतर्गत खालीलप्रमाणे **Career Oriented Course/Courses** ला शैक्षणिक वर्ष २०१७-१८ ते २०१९-२० या त्रैवार्षिक कालावधीसाठी संलग्नता सातत्य / नवीन संलग्नता देण्यात येत आहे.

१) संलग्नता सातत्य देण्यात आलेले कोर्सेस :-

अ.क्र.	करिअर ओरिएंटेड कोर्सचे नाव/नावे

२) यु.जी.सी. नवी दिल्ली यांचेकडून COP अंतर्गत प्राप्त झालेल्या अनुदानातून नव्याने सुरु करावयाचे कोर्सेस:-

अ.क्र.	करिअर ओरिएंटेड कोर्सचे नाव/नावे

३) महाविद्यालयाने स्वयंनिर्वाही तत्वावर नव्याने सुरु करावयाचे कोर्सेस:-

अ.क्र.	करिअर ओरिएंटेड कोर्सचे नाव/नावे
1	Certificate Course in ICT Based Teaching



दि. २१/४/२०१७ रोजी झालेल्या सभेत आपण सादर केलेल्या अभ्यासक्रमाच्या नावात बदल केलेला आहे याची नोंद घेवून त्यानुसारच पुढील कार्यवाही करावी.

..२..

Rd - KPC

Handwritten signature and date 22/5/17



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॥ अतरी पेटवु ज्ञानज्योत ॥

उत्तर महाराष्ट्र विद्यापीठ

पत्रपेटी क्र. ८०, उमविनगर, जळगाव

संशोधन व विकास मंडळ (विकास)

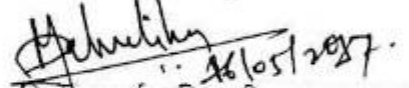
..२..

तेढा, आपण आपल्या महाविद्यालयास/परिसंस्थेस संलग्नता सातत्य / नवीन संलग्नता मिळालेल्या अभ्यासक्रमास सन २०१७-१८ या शैक्षणिक वर्षासाठी अध्यादेश-१८१ मधील तरतूदीप्रमाणेच पात्र (आपल्या महाविद्यालयात तसेच उमविशी संलग्नित महाविद्यालयात प्रवेश घेतलेल्या) विद्यार्थ्यांना प्रवेश द्यावेत. प्रवेश दिलेल्या विद्यार्थ्यांची यादी विहित नमुन्यातच भरून दिनांक ३० सप्टेंबर, २०१७ पूर्वी विद्यापीठाच्या संशोधन व विकास या विभागात संबंधित कोर्सचे समन्वयक अथवा जबाबदार माहितगार प्रतिनिधीच्या हस्ते प्रत्यक्ष सादर करण्यात याव्यात. टपालाने प्राप्त होणाऱ्या तसेच विहित नमुन्यात नसलेल्या याद्यांवर कोणतीही कार्यवाही होणार नाही. त्यामुळे विद्यार्थ्यांच्या होणाऱ्या शैक्षणिक नुकसानास संबंधित महाविद्यालय / परिसंस्था जबाबदार राहिल याची कृपया नोंद घ्यावी.

कळावे,

सोबत:- प्रवेशित विद्यार्थ्यांच्या यादीसाठीचा विहित नमुना.

आपला विश्वासू


विशेष कार्य अधिकारी,
संशोधन व विकास

प्रत:-

सहा. कुलसचिव,
संलग्नता विभाग,
उमवि, जळगाव



'A' Grade
(NAAC Accredited)
3rd Cycle

॥ अंतरी पेटवु ज्ञानज्योत ॥

उत्तर महाराष्ट्र विद्यापीठ

पत्रपेटी क्र. ८०, उमविनगर, जळगाव

संशोधन व विकास मंडळ (विकास)

उमवि/११ए/अध्या.१८१/जन.१९-५/१३०/२०१७

दिनांक : १६.०५.२०१७

प्रति,

मा. प्राचार्य,

के.सी.ई. सोसायटीचे,

एकलव्य गारिरीक शिक्षणशास्त्र महाविद्यालय,

जळगाव.

विषय : अध्यादेश १८१ अंतर्गत शैक्षणिक वर्ष २०१७-१८ ते २०१९-२० या त्रैवार्षिक कालावधीसाठी **Career Oriented Courses** ला संलग्नता सातत्य / नवीन संलग्नता मान्य करणेबाबत ..

संदर्भ :- १) विद्यापीठ जा.क्र. उमवि/११ए/अध्या.१८१/जन.१९-५/०१/२०१७, दि. १४.०१.२०१७.

२) विद्यापीठ जा.क्र. उमवि/११ए/अध्या.१८१/जन.१९-५/३५/२०१७, दि. १३.०२.२०१७.

३) आपला जा.क्र.७०/२०१६-१७, dtd.२७.०१.२०१७ & ८०/२०१६-१७, dtd.८.०३.२०१७ चा प्रस्नाव.

महोदय/महोदया,

उपरोक्त संदर्भिय परिपत्रकानुसार, आपण शैक्षणिक वर्ष २०१७-१८ ते २०१९-२० या त्रैवार्षिक कालावधीसाठी अध्यादेश १८१ अंतर्गत करिअर ओरिण्टेड कोर्सला संलग्नता सातत्य /नवीन संलग्नता मिळणेबाबत प्रस्नाव सादर केलेला आहे.

त्यास अनुसरून मा. विद्यापीठ अधिकार मंडळाने घेतलेल्या निर्णयानुसार अध्यादेश १८१ अंतर्गत खालीलप्रमाणे **Career Oriented Course Courses** ला शैक्षणिक वर्ष २०१७-१८ ते २०१९-२० या त्रैवार्षिक कालावधीसाठी संलग्नता सातत्य / नवीन संलग्नता देण्यात येत आहे.

१) संलग्नता सातत्य देण्यात आलेले कोर्स :-

अ.क्र.	करिअर ओरिण्टेड कोर्सचे नाव नाव

२) यु.जी.सी. नवी दिल्ली यांचेकडून COP अंतर्गत प्राप्त झालेल्या अनुदानातून नव्याने सुरु करावयाचे कोर्स:-

अ.क्र.	करिअर ओरिण्टेड कोर्सचे नाव नाव

३) महाविद्यालयाने स्वयंनिर्वाही तत्वावर नव्याने सुरु करावयाचे कोर्स:-

अ.क्र.	करिअर ओरिण्टेड कोर्सचे नाव नाव
१.	Certificate Course in Aerobics and Fitness
२.	Certificate Course in Sports Psychology

HST / RSH

22/5/17





A Grade
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3rd Cycle

॥ अनन्यो षेटवु ज्ञानव्याप्त ॥

उत्तर महाराष्ट्र विद्यापीठ

पत्रपेटी क्र. ८०, उमविनगर, जळगाव

संशोधन व विकास मंडळ (विकास)

..२..

तेव्हा, आपण आपल्या महाविद्यालय/परिसंस्थेस संलग्नता सातत्य / नवीन संलग्नता मिळालेल्या अभ्यासक्रमास सन २०१७-१८ या शैक्षणिक वर्षासाठी अध्यादेश-१८१ मधील तरतुदीप्रमाणेच पात्र (आपल्या महाविद्यालयात तसेच उमविशी संलग्नित महाविद्यालयात प्रवेश घेतलेल्या) विद्यार्थ्यांना प्रवेश द्यावेत. प्रवेश दिलेल्या विद्यार्थ्यांची यादी विहित नमुन्यातच भरून दिनांक ३० सप्टेंबर, २०१७ पूर्वी विद्यापीठाच्या संशोधन व विकास या विभागात संबंधित कोर्सचे समन्वयक अथवा जबाबदार माहितगार प्रतिनिधीच्या हस्ते प्रत्यक्ष सादर करण्यात याव्यात. टपालाने प्राप्त होणाऱ्या तसेच विहित नमुन्यात नसलेल्या याद्यांवर कोणतीही कार्यवाही होणार नाही. त्यामुळे विद्यार्थ्यांच्या होणाऱ्या शैक्षणिक नुकसानास संबंधित महाविद्यालय / परिसंस्था जबाबदार राहिल याची कृपया नोंद घ्यावी.

कळावे.

संबत:- प्रवेशित विद्यार्थ्यांच्या यादीसाठीचा विहित नमुना.

आपला विजयामु

Mahulika
24/05/2017
विशेष कार्य अधिकारी,
संशोधन व विकास

प्रत:-

महा. कुलसचिव,
संलग्नता विभाग,
उमवि, जळगाव

उत्तर महाराष्ट्र विद्यापीठ

पत्रपेटी क्र. ८०, उमविनगर, जळगाव

विकास विभाग

उमवि/११७/अध्या.१८१/जन.१९-६/२७०/२०१८

दिनांक : ०६/०३/२०१८

प्रति,

मा. प्राचार्ये,
 खाद्येज कॉलेज फॉर, सोसायटी संचालित,
 शिक्षणशास्त्र आणि शारीरिक शिक्षणशास्त्र महाविद्यालय,
 जळगाव.

विषय : अध्यादेश १८१ अंतर्गत शैक्षणिक वर्ष २०१८-१९ ते २०२०-२१ या त्रैवार्षिक कालावधीसाठी
Career Oriented Courses ला संलग्नता मानव्य / सर्वोत्तम संलग्नता मानव्य करण्याबाबत ..

- संदर्भ :- १) विद्यापीठ जा.क्र. उमवि/११७/अध्या.१८१/जन.१९-६/१५/२०१८, दि. १०.०१.२०१८.
 २) आपला जा.क्र. २०१७-१८/५३६, दि. १६.०२.२०१८ चा प्रस्ताव.

सहोदर सहीदया,

उपरोक्त संदर्भिय परिपत्रकानुसार, आपण शैक्षणिक वर्ष २०१८-१९ ते २०२०-२१ या त्रैवार्षिक कालावधीसाठी अध्यादेश १८१ अंतर्गत करिअर ओरिजिंटेड कोर्समंता संलग्नता मानव्य / सर्वोत्तम संलग्नता मिळवून घेण्याबाबत प्रस्ताव मांडून केलेला आहे.

आपण अनुसन्धत मा. विद्यापीठ अधिकार सडळ्याने केलेल्या निर्णयानुसार अध्यादेश १८१ अंतर्गत खात्रीतपुत्रमार्गे Career Oriented Course Courses ला शैक्षणिक वर्ष २०१८-१९ ते २०२०-२१ या त्रैवार्षिक कालावधीसाठी संलग्नता मानव्य / सर्वोत्तम संलग्नता देण्यात येत आहे.

१) संलग्नता मानव्य देण्यात आलेले कोर्समं :-

अ.क्र. करिअर ओरिजिंटेड कोर्सचे माव्य माव्ये

२) द.जा.सौ. नवी दिल्ली धांचेकडून COP अंतर्गत प्राप्त झालेल्या अनुदानातून सळ्याने मुरु करावयाचे कोर्समं :-

अ.क्र. करिअर ओरिजिंटेड कोर्सचे माव्य माव्ये

३) सहायकाल्याने स्वयंनिर्वाही सत्वावर सळ्याने मुरु करावयाचे कोर्समं :-

- अ.क्र. करिअर ओरिजिंटेड कोर्सचे माव्य माव्ये
1. Certificate Course in Administration
 2. Certificate Course in Basketball Coaching
 3. Certificate Course in Hospital Management
 4. Certificate Course in Cricket Coaching
 5. Certificate Course in Rifle Shooting Coaching



०३/०३/२०१८

(Signature) _____
 (Signature) _____
 (Signature) _____

वेदा. आपण आपल्या महाविद्यालय/परिसंस्थेस संलग्नता सातत्य / नवीन संलग्नता मिळालेच्या अभ्यासक्रमास सन २०१८-१९ या शैक्षणिक वर्षासाठी अध्यावेश - १८१ मधील तरतुदीप्रमाणेच पात्र (आपल्या महाविद्यालयात तसेच उमविशी संलग्नित महाविद्यालयात प्रवेश घेतलेल्या) विद्यार्थ्यांना प्रवेश द्यावेत. प्रवेश दिलेल्या विद्यार्थ्यांची यादी विहित नमुन्यातच भरून दिनांक ३० सप्टेंबर, २०१८ पूर्वी विद्यार्थ्यांच्या विकास विभागात संबंधित कॉमिचे समन्वयक अथवा जबाबदार माहितगार प्रतिनिधीच्या हस्त प्रत्यक्ष सादर करण्यात याव्यात. टपालाने प्राप्त होणाऱ्या तसेच विहित नमुन्यात नसलेल्या याद्यांवर कोणतीही कार्यवाही होणार नाही. त्यामुळे विद्यार्थ्यांच्या हांगाच्या शैक्षणिक सुकनाताना संबंधित महाविद्यालय /परिसंस्था जबाबदार राहिल याची कृपया नोंद घ्यावी.

कळाये.

आपला विश्वासू

नोंदतः- प्रवेशित विद्यार्थ्यांच्या यादीसाठीचा विहित नमुना.

(अ. चि. मनारे)

उपकुलसचिव, विकास विभाग

प्रतः-

सहा. कुलसचिव,
संलग्नता विभाग,
उमवि, जळगाव



॥ अंतरी पंढरु ज्ञानन्यात ॥

कवयित्री बहिणाबाई चौधरी उत्तर महाराष्ट्र विद्यापीठ, जळगाव
Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon

विकास विभाग

कवचौउमवि/११ए/अध्या.१८१/जन.१९-७/७५/२०२०

दिनांक : २५/०८/२०२०

प्रति,

मा. प्राचार्य,
के.सी.ई. सोसायटीचे,
शिक्षणशास्त्र आणि शारिरीक
शिक्षणशास्त्र महाविद्यालय,
जळगाव.

विषय : अध्यादेश १८१ अंतर्गत शैक्षणिक वर्ष २०२०-२१ ते २०२२-२३ या त्रैवार्षिक कालावधीसाठी
Career Oriented Courses ला संलग्नता सातत्य / नवीन संलग्नता मान्य करणेबाबत ..

संदर्भ :- १) विद्यापीठ जा.क्र. कवचौउमवि/११ए/अध्या.१८१/जन.१९-७/७५/२०२०, दि. १७.०१.२०२०.
२) आपला जा.क्र. -----, दि. ----- चा प्रस्ताव.

महोदय महोदया,

उपरोक्त संदर्भिय परिपत्रकानुसार. आपण शैक्षणिक वर्ष २०२०-२१ ते २०२२-२३ या त्रैवार्षिक कालावधीसाठी
अध्यादेश १८१ अंतर्गत करिअर ओरिएंटेड कोर्सेसला संलग्नता सातत्य / नवीन संलग्नता मिळणेकरीता प्रस्ताव भादर
केलेला आहे.

त्यास अनुसरून मा. विद्यापीठ अधिकार मंडळाने घेतलेल्या निर्णयानुसार अध्यादेश १८१ अंतर्गत
खालीलप्रमाणे Career Oriented Course/Courses ला शैक्षणिक वर्ष २०२०-२१ ते २०२२-२३ या
त्रैवार्षिक कालावधीसाठी संलग्नता सातत्य / नवीन संलग्नता देण्यात येत आहे.

१) संलग्नता सातत्य देण्यात आलेले कोर्सेस :-

अ.क्र.	करिअर ओरिएंटेड कोर्सचे नाव/नावे
1.	Certificate Course in Aerobics and Fitness
2.	Certificate Course in ICT based Teaching

२) यु.जी.सी. नवी दिल्ली यांचेकडून COP अंतर्गत प्राप्त झालेल्या अनुदानातून नव्याने सुरु करावयाचे
कोर्सेस:-

अ.क्र.	करिअर ओरिएंटेड कोर्सचे नाव/नावे

३) महाविद्यालयाने स्वयंनिर्वाही तत्वावर नव्याने सुरु करावयाचे कोर्सेस:-

अ.क्र.	करिअर ओरिएंटेड कोर्सचे नाव/नावे



NOJIKPC

☎ : (११) ७२५७-२२५७००५ (कायालय)

फैक्स : (११) ७२५७-२२५७००६ व २२५७००७

वेबसाईट : www.nmu.ac.in

www.kce.edu.in



॥ अंतरी पठेवु ज्ञानस्यंत ॥

कवयित्री बहिणाबाई चौधरी उत्तर महाराष्ट्र विद्यापीठ, जळगाव
Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon

विकाम विभाग

कवचौडमवि/११ए/अध्या.१८१/जन.१९-७/६८/२०२१

दिनांक : २३/०७/२०२१

प्रति,
मा. प्राचार्य,
खान्देश कॉलेज एन्जु. सोसायटी संचलित,
शिक्षणशास्त्र आणि शारीरिक शिक्षणशास्त्र महाविद्यालय,
जळगाव.

K.C.E. Society's College of Education
& Physical Education, Jalgaon
Inward No. 57
Date: 4-8-2021
File No. _____

विषय : अध्यादेश १८१ अंतर्गत शैक्षणिक वर्ष २०२१-२२ ते २०२३-२४ या त्रैवार्षिक कालावधीसाठी
Career Oriented Courses ला संलग्नता सातत्य / नवीन संलग्नता मान्य करणेबाबत ..

संदर्भ :- १) विद्यापीठ जा.क्र. कवचौडमवि/११ए/अध्या.१८१/जन.१९-७/०३/२०२१, दि. २२.०१.२०२१.
२) आग्रता जा.क्र. ३६७/२०२०-२१, दि. २६/२/२०२१ चा प्रस्ताव.

महादय महादया,

उपरोक्त संदर्भिय परिपत्रकानुसार, आपण शैक्षणिक वर्ष २०२१-२२ ते २०२३-२४ या त्रैवार्षिक कालावधीसाठी
अध्यादेश १८१ अंतर्गत करिअर ओरिएंटेड कोर्ससला संलग्नता सातत्य / नवीन संलग्नता मिळणेकरिता प्रस्ताव सादर
केलेला आहे.

त्यास अनुसरून मा. विद्यापीठ अधिकार मंडळाने घेतलेल्या निर्णयानुसार अध्यादेश १८१ अंतर्गत
खालीलप्रमाणे Career Oriented Course/Courses ला शैक्षणिक वर्ष २०२१-२२ ते २०२३-२४ या
त्रैवार्षिक कालावधीसाठी संलग्नता सातत्य / नवीन संलग्नता देण्यात येत आहे.

१) संलग्नता सातत्य देण्यात आलेले कोर्सस :-

अ.क्र.	करिअर ओरिएंटेड कोर्सचे नाव/नावे
1.	Certificate Course in Badminton Coaching
2.	Certificate Course in Cricket Coaching

२) यु.जो.सो. नवी दिल्ली चांचेकडून COP अंतर्गत प्राप्त झालेल्या अनुदानातून नव्याने सुरु करावयाचे
कोर्सस:-

अ.क्र.	करिअर ओरिएंटेड कोर्सचे नाव/नावे
-----	-----

३) महाविद्यालयाने स्वयंनिर्वाही तत्वावर नव्याने सुरु करावयाचे कोर्सस:-

अ.क्र.	करिअर ओरिएंटेड कोर्सचे नाव/नावे
-----	-----



२२
२३
५/८/२१



॥ अंतरी पठवु ज्ञानज्योति ॥

कवयित्री बहिणाबाई चौधरी उत्तर महाराष्ट्र विद्यापीठ, जळगा
Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon

विकास विभाग

..२..

तक्रा, आपण आपल्या महाविद्यालयास / परिसंस्थेस संलग्नता सातत्य / नवीन संलग्नता मिळालेल्या अभ्यासक्रमास अध्यादेश - १८१ मधील तरतूदीप्रमाणेच पात्र (आपल्या महाविद्यालयात तसेच कबचौउमविशी संलग्नित महाविद्यालयात प्रवेश घेतलेल्या) विद्यार्थ्यांना प्रवेश द्यावेत. प्रवेश दिलेल्या विद्यार्थ्यांची यादी विहित नमुन्यातच भरून दिनांक ३० सप्टेंबर, २०२१ पूर्वी विद्यापीठाच्या विकास विभागात संबंधित कोर्सचे समन्वयक अथवा जबाबदार माहितगार प्रतिनिधीच्या हस्ते प्रत्यक्ष सादर करण्यात याव्यात. तसेच यावर्षी (शै. वर्ष २०२१-२२) महाविद्यालयांनी सादर कोर्सस Online / Offline शिक्काविण्याचे नियोजन करावे. टपालाने प्राप्त होणाऱ्या तसेच विहित नमुन्यात नसलेल्या याद्यांवर कोणताही कार्यवाही होणार नाही. त्यामुळे विद्यार्थ्यांच्या हांगाऱ्या शैक्षणिक नुकसानास संबंधित महाविद्यालय / परिसंस्थेस जबाबदार राहिल याची कृपया नोंद घ्यावी.

कळावे.

सावतः- प्रवेशित विद्यार्थ्यांच्या यादीसाठीचा विहित नमुना.

आपला विश्वासू

कक्षाधिकारी, विकास विभाग

प्रतः-

मा. उपकुलसचिव,
संलग्नता विभाग,
कबचौउमवि, जळगाव

Kavayitri Bahinabai Chaudhari
North Maharashtra University, Jalgaon
Ordinance 181

K.C.E.S's College of Education and Physical Education,
M. J. College Campus, Jilha Peth, Jalgaon

Certificate Course in Sports Psychology

Faculty of Education

Academic Year

2017-18



PAPER – I
GENERAL PSYCHOLOGY

1. Nature, Scope and methods of Psychology

- Historical background and schools of Psychology (Structuralism, Functionalism, behaviorism, Gestaltism & Psychoanalysis).
- Definition & various fields of psychology (Child psychology, educational, social, Industrial, clinical, women's psychology, counseling, military, criminal & Environmental psychology).
- Methods of Psychology (Introspection, observation, experimental).
- The importance to study psychology today (With reference to interpersonal Relation, terrorism, relaxation to stress, interview, facing, competition & Blind beliefs in society, building personality, etc.).

2. Personality

- Nature, meaning -misconception in personality.
- Types & traits, classification of personality.
- Theories of personality (Freud's' Psycho-analytic theory, Rogers' self theory, Dollard and Millers' social learning theory).
- Personality Assessment (Interview, questionnaire' projective technique, behavioral observation Method).

3. Learning & Memory

- Nature & definition of learning.
- Methods of learning (Trial & error, insight, Classical & instrumental conditioning).
- Nature-definition & types of memory (STM-LTM & its subtypes).
- Nature of retention & forgetting (Retention – Recall, Recognition, Reconstruction & Saving Method)
- Forgetting: Disuse theory, interference, and repression & Accident theory.

4. Sensation, Attention and Perception

- Structure & functions of human sensory organs.
- Light & dark adaptation, color blindness.
- Nature, definition and Determinants of attention.
- Nature and definition of perception.
- Organizational principals of perception.
- Illusion & Hallucinations.

5. Motivation & Emotion

- Motivation – Meaning, motivation cycle, Maslo's hierarchical theory of Motivation.
- Types of motivation (Biogenic motives: Hunger, thirst, sex like seven motives; Sociogenic motives: Achievements, Affiliation, power motives like seven motives).
- Frustration – How conflict leads to frustration, Types of conflicts – 3 types (approach avoidance, app-app, avoi-avoi), Direct and indirect ways to solve a problem.
- Emotion: Nature & definition Expressions and perception of emotions concept of Emotional Quotience (EQ).



References:

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PAPER – II
SPORTS PSYCHOLOGY AND COUNSELING

1. Introduction

- Sports psychology - meaning, definition, history, need and importance.
- General characteristics of various stages of growth and development.
- Types and nature of individual differences, factors responsible – heredity and environment.
- Motor learning - basic considerations in motor learning, motor perception, factors affecting perception, perceptual mechanism.

2. Sports Psychology

- Learning - nature, theories, Laws, Plateau, transfer of training.
- Personality and sports performance.
- Aggression and sports performance.
- Stress and sports performance.
- Anxiety and sports performance.
- Arousal and sports performance.

3. Motivation

- Motivation - meaning, definition and types (Intrinsic, Extrinsic).
- Motivation, factors influencing motivation, motivation and techniques and its impact on sports performance.
- Achievement motivation - meaning and measurement.
- Mental preparation strategies - attention focus, self-talk, relaxation, imaginary.
- Self-concept - meaning, definition, measurement.

4. Various Aspects

- Leadership and sports performance.
- Goal setting in physical education and sports - meaning, definition, process.
- Relaxation - meaning, definition, types and methods of psychological relaxation.
- Group - definition and meaning, group size, groups composition, group cohesion, group interaction and group dynamics.
- Women and sports.

5. Counseling Process

- Counseling - meaning, definition and types.
- Counseling stages and structure.
- Counseling skills.
- Counseling approaches.
- Psychological assessment.
- Adjunctive therapies.

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- Catalogue of Tests, New Delhi: National Council of Educational Research and Training Publication.
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PAPER – III

PRACTICAL COURSE ON SPORTS PSYCHOLOGY – GUIDANCE & COUNSELING

1. Building counseling relationship
2. Counselor actions and communication
3. Listening skills - using body language, paraphrasing, reflecting feelings
4. In depth exploration
5. Questioning skills
6. Feedback skills
7. Report writing
8. Psychological assessment
9. Adjunctive therapies
10. Case studies



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PAPER – II
AEROBICS

1. Basics of Exercise

- Meaning, Definition and Concept of Exercise.
- Basic Types of Exercise.

2. Aerobics

- Meaning, Definition and Concept of Aerobics.
- Importance of Aerobics.
- Rules for Aerobics (Stretching, Age)
- Appropriate Aerobics Selection.
- Music.

3. Basic Aerobics Workout Plan

- Stretching and Warming up.
- Aerobics.
- Strengthening Exercises.
- Core Exercises.
- Coordinative Exercises.
- Stretching and Cooling Down.

4. Types of Aerobics

- Low Impact Aerobics.
- Step Aerobics.
- Dance Aerobics.
- Aqua Aerobics.
- High Impact Aerobics.

5. General Specifications

- Stretching.
- Warming Up.
- Strengthening Exercises.
- Core Exercises.
- Coordinative Exercises.
- Cooling Down.

References:

David Katz, (2006). *ABC for Fitness™ Teacher Manual.*

http://exerciserx.cheu.gov.hk/files/DoctorsHanbook_ch4.pdf

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PAPER – III

PRACTICAL COURSE ON FITNESS AND AEROBICS

1. Physical Fitness Testing
2. Warming Up and Cooling Down
3. Load and Recovery
4. Basics Methods of Conditioning
5. Training Components
6. Exercises for Specific Body Parts
7. First Aid
8. Diet Plan Construction
9. Aerobics
10. Strengthening Exercises
11. Core Exercises
12. Coordinative Exercises
13. Yoga
14. Relaxation Techniques
15. Fitness Plan Construction



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Paper 1: Education and Methodology of Teaching Learning

Unit 1: Education and Teaching Learning

- 1.1. Concept, Need and of Education
- 1.2. Concept, nature Teaching Learning
- 1.3. Psychological aspects of Teaching and learning
- 1.4. Types of Teaching and learning

Unit 2: Methods of Teaching

- 2.1. Concept of Teaching Methodology and its Importance
- 2.2. Teaching methods (Inductive, Deductive, Laboratory, Demonstration)
- 2.3. Types of Models of Teaching

Unit 3: Learning tools and types

- 3.1. Types of Learning Styles
- 3.2. Tools and types of teaching aids
- 3.3. Application of Teaching Aids in teaching learning

Unit 4: Evaluation and Use of Computer in Evaluation

- 4.1. Importance of Objectives
- 4.2. Types of Evaluation
- 4.3. Tools of Evaluation
- 4.4. Computer in Evaluation and analysis (Statistical Analysis)

References

1. Branford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
2. Bhangale S.D. ,Dhande Pingala, Mulyanirdharan ani Mulyamapan, Prashant Publication, Jalgaon.
3. Patil Gauri , Patil Rekha, Mulyanirdharan ani Mulyamapan, Vyanktesh Publication, Jalgaon.



Paper 2: ICT its Application in Teaching Learning

Unit 1: Information and Communication

- 1.5. Concept, Need and Nature of Information
- 1.6. Concept, nature and types of Communication
- 1.7. Concept , types and uses Multimedia
- 1.8. Computer and it's devices
- 1.9. Application Software

Unit 2: Internet and Internet tools

- 2.1. Concept of Internet and Tools for internet
- 2.2. Online Meeting apps
- 2.3. Google forms, Drive
- 2.4. Concept of Cyber law and Cyber Security
- 2.5. Social Media and privacy in Social Media

Unit 3: Basic Application Software Inrelation with MS office

- 3.1. Word Processors
- 3.2. Spreadsheets
- 3.3. Presentation Graphics

Unit 4: ICT in Education

- 4.1. Concept of Education and School Systems in India
- 4.2. Analysis of data and the Evaluation System
- 4.3. ICT with test preparation
- 4.4. ICT and the Remedial Work

References

1. Shaikshanic Tantravidyan, H.N. jagtap
2. Bhukan S.T. ,Chaudhari Kanchan, Mahiti sampreshan Tanhtravidnyan ani sanshodhan, Vyankatesha Prakashan, Jalgaon.
3. M.S.C.I.T., MKCL, pune
4. Mahiti sampreshan Tanhtravidnyan, Dr. S.V. Shevatekar,
5. Shaikshanic Tantravidyan, Suman Oke.
6. Shaikshanic Tantravidyan, Prashant Patil,
7. Educational Techanology, Usha Rao.



Paper 3: ICT Application in Teaching Learning

- To prepare the Mark sheet and evaluation Report
- To prepare Lesson Note using Microsoft PowerPoint
- To Prepare Lesson Note using MS Word and Display on your Blog
- To prepare email account and send application of leave
- To prepare and demonstrate lesson with the help of interactive device
- To schedule meeting through online meeting apps
- To prepare the question paper through google form
- To analyse the collected data.



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PAPER – II
BADMINTON COACHING

1. Hall Specification

- Ground Measurement for Single Court
- Ground Measurement for Double Court
- Rules for Singles
- Rules for Doubles

2. Officiating and Coaching

- Concept Of Officiating And Coaching
- Duties of Coach and Official in general, Pre, During & Post game.
- Responsibilities of a Coach (On and Off the field)
- Responsibilities of a Official

3. Specific Training

- Holding of Services –
 - a) Fore hand grip
 - b) Back hand grip
 - c) Grip faults
- Strokes Development –
 - a) Fore hand strokes
 - b) Back hand strokes
 - c) Round the head strokes
- Drills
- Shadow Training

4. Basic Conditioning (Off court)

- Body Physique Development
- Motor Ability Development

References:

Subhash kumar, "Badminton Skills & Technique" Khelsahitya Kendra Publishers Delhi, 2006, I.S.B.N.-81-7524-407-0



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Certificate Course in Basketball Coaching

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PAPER – I
SCIENCE OF SPORTS TRAINING

1. Introduction

- Sports training - definition, aim, characteristics, functions.
- Training load, adaptation and recovery.
- Sports performance - model, process, structure.
- General principles of sports training.

2. Sports Training Means and Methods

- Prime means - physical exercise, general exercise, specific exercise, competition
- Interest means - educational evaluation, practical/demonstration, explanation, verbal instruction, study observation work, lecture/discussion
- Personal and Physical Treatment means - nutrition, massage, hygienic measures, physical treatment, bio-chemical methods
- Psychological means - ideo-motor training, autogenic, psycho-tonic
- Bio-mechanical means - cinematography, measuring devices
- Natural means - light, air, water, altitude, weather condition
- Material means - audio-visual aids, training equipments and instruments
- Sports Training Methods: continuous method, interval method and repetition method

3. Components of Training

- Strength, Speed, Endurance, Flexibility and Co-ordination.
- Technique and Tactics.

4. Training Process

- Periodization - meaning, aim, single to multiple periodization, classification of periods.
- Planning – principles and types
- Planning cycles - micro cycle, meso cycle, macro cycle.
- Control of sports training - process, requirements, types, components, documents.

5. New Horizons

- Competition - meaning, system, frequency, preparation.
- Motor development, Talent identification and development steps.
- Whole concept of doping.

References:

- Hardayal Singh (1991) Science of Sports Training, New Delhi, DVS Publications
- Kansal D.K. (1996), "Test and Measurement in Sports and Physical Education, New Delhi: DVS Publications
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PAPER – II
BASKETBALL COACHING

1. History of basketball

- Inventor of basketball
- Basketball association

2. rule and regulation

- Officials and their duties
- Players, substitutes and coaches
- Definitions
- Scoring and timing
- Putting ball in play
- Free throw
- Violations and penalties
- Basketball interference goaltending
- Fouls and penalties

3. Standard equipment and their specifications.

- Ground preparation,
- dimensions and marking .
- Court dimension equipment

4. Ethics of sports and sportsmanship

5. common basket ball injuries

- Overuse injuries
- Traumatic injuries
- Ankle sprains
- Knee injuries

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- 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.
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PAPER – II
CRICKET COACHING

1. Ground Specifications & Rules

- Ground Measurements
- Pitch Dimensions
- Rules of cricket

2. Officiating and Coaching

- Concept Of Officiating And Coaching
- Duties of Coach and Official in general, Pre, During & Post game.
- Responsibilities of a Coach (On and Off the field)
- Responsibilities of a Official

3. Specific Training

- Batting – a) Grip
b) Stance
c) Batting Strokes
- Bowling – a) Grip
b) Pace
c) Swings
d) Spins
- Fielding – a) Attacking Fielding
b) Defensive Fielding
c) Wicket keeping

4. Basic Conditioning (Off court)

- Body Physique Development
- Motor Ability Development

References:

Dr. Devendra Balayan, "Coaching Cricket" khel sahitya Kendra Delhi, 2007. ISBN:81-7524-436-4



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PAPER – I
LIFEGUARD MANAGEMENT - I

- 1. You Make a Difference**
 - Introduction
 - The Aquatic Safety Team
 - Responsibilities of a Lifeguard
 - Responsibilities of a Lifeguard Supervisor
 - Putting It All Together

- 2. How to Select Your Lifeguard Team**
 - Introduction
 - Identifying Potential Lifeguard Applicants
 - Recruitment
 - Applications
 - Practical Evaluation
 - Interviewing
 - Personnel Considerations
 - Putting It All Together

- 3. How to Implement Injury-Prevention Strategies**
 - Introduction
 - Communication
 - Patron Surveillance
 - Facility Surveillance
 - Putting It All Together

- 4. How to Prepare for and Respond to an Emergency**
 - Introduction
 - Developing Emergency Action Plans
 - Practicing Your EAPs
 - Putting It All Together

- 5. How to Keep Your Lifeguard Team Prepared**
 - Introduction
 - Employee Orientation and Training
 - In-Service Training
 - Lifeguard Competitions
 - On-Site Evaluations
 - Putting it All Together



References:

- The American National Red Cross. *Lifeguard Management*. Yardley, PA: StayWell, 2003.
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- American Red Cross Advisory Council on First Aid and Safety, (ACFAS). Advisory Statement on Epinephrine Administration, 2001.
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PAPER – II

LIFEGUARD MANAGEMENT - II

1. How to Build a Lifeguard Team

- Introduction
- Interacting with Your Team
- Using Problem-Solving and Decision-Making Skills
- Motivating Your Lifeguard Team
- Putting It All Together

2. How to Reduce Job-Related Health Risks

- Introduction
- Health Risks
- Hazardous Material Management
- Workplace Safety
- Putting It All Together

3. How to Interact with the Public

- Introduction
- Interacting Positively with the Public
- Problem Behavior
- Uncooperative Patrons
- Cultural Diversity
- Patrons with Disabilities
- Putting It All Together

4. How to Minimize Risks

- Introduction
- Risk Management
- Legal Considerations
- Putting It All Together

References:

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- The American National Red Cross. *Lifeguarding*. Yardley, PA: StayWell, 2007.
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- Pia, F. *Reflections on Lifeguard Surveillance Programs*. In J.R. Fletemeyer, & S.J. Freas (Eds.), *Drowning: New York Perspectives on Intervention and Prevention* (pp. 231-243). New York: CRC Press, 1999.



PAPER – III

APPLICATION OF LIFEGUARD TECHNIQUES

1. Selection of Lifeguard Team
2. Implementation of Injury-Prevention Strategies
3. Respond to an Emergency
4. Lifeguard Team Preparation
5. Build a Lifeguard Team
6. Reduction of Job-Related Health Risks
7. Interaction with the Public
8. Minimization of Risks



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PAPER – II
RIFLE SHOOTING COACHING

1. Marksmanship principles

- Fundamentals overview
- Stance or position overview
- Fundamentals of Rifle Marksmanship
- Rifle shooting positions
- Grip or hold

2. Accuracy & Precision

- Precision
- Accuracy
- Precision Leads to Accuracy
- Maximum effective range vs. accuracy

3. Theory of the Group

- What is a Group?
- What exactly does the group measure?
- What does a group NOT measure?

4. Theory of Small Arms Fire

- Mechanical Accuracy of Weapon
- Mechanical Accuracy of Ammunition
- The firer's ability
- Weather
- Factors Affecting The Mechanical Accuracy of the Rifle

5. Application of Fire

- Zeroing
- Holdover Sight Adjustment ,Advantages of Sight Adjustment ,Disadvantages of Sight Adjustment

References:

Friedersdorf, Conor. "Footage of a Police Shooting That Jurors Chose Not to Punish". *The Atlantic*. Retrieved December 8, 2017.

<http://www.azfamily.com/story/36993011/closing-arguments-set-to-begin-in-trial-of-former-mesa-officer-accused-of-murder>

"Jury sees body-cam video of Mesa officer shooting unarmed man". *azcentral*. Retrieved 2017-12-18.

Bult, Laura (April 3, 2016). "Widow of Daniel Shaver, Texas man fatally shot by Ariz. cop as he cried and pleaded for his life, is demanding body cam footage be released". *New York Daily News*. Retrieved April 25, 2016.

Lowery, Wesley (December 8, 2017). "Graphic video shows Daniel Shaver sobbing and begging officer for his life before 2016 shooting". *The Washington Post*. Retrieved December 14, 2017.

"An ex-cop from Arizona was acquitted for shooting an unarmed, sobbing man". *Vox*. Retrieved 2017-12-18.



PAPER – III

APPLICATION OF RIFLE SHOOTING COACHING

1. Rule and regulation of rifle shooting
2. Events
 - a) 10 meter air rifle
 - b) 50 meter prone – standing, kneeling, prone
 - c) big bore rifle – skeet, trap
3. pistol shooting practical
 - 10 meter air pistol
 - 25 meter rapid fire
 - 50 meter free pistol
4. yoga for rifle and pistol shooting
 - Asana
 - a) garudaasna
 - b) shashankasana
 - c) dhanurasana
 - pranayam
 - a) omkar gujan
 - b) anulom venulom pranayam
 - c) bramary pranayam
 - d) tratatak



Unit no 3- Teacher as a facilitator

1. Role of Teacher as a facilitator
2. Teaching as Profession
3. Changing role of teacher
4. Student-teacher relationship

Unit no 4- Educational Research

1. Meaning , nature and scope of Educational Research
2. Meaning , nature and scope of Action Research
3. Need and Importance of Research to teacher for professional development.
4. Proposal writing of Action Research

References:

1. Best & Khan, Research in Education, sage publication,
2. Kothari C.R. Research Methodology,
3. Curlinger - Research Methodology
4. Mule & Umathe, Elements of Educational Research.

EPC- 7: Drama and Art in Education or Critical Understanding of ICT-

Objectives:

1. To have a practical experience with drama and art.
2. To be acquainted with the concepts thus enhancing their understanding of drama and art.
3. To be acquainted with aspects of theatre management.
4. To integrate drama and art in the school curriculum.
5. To develop their aesthetic sensibilities.
6. To elucidate the role of drama and art in self- realization of learners.
7. To develop understanding of the local culture through drama and art.

Unit 1: Introduction to Concepts of Drama and Art

- a) Forms of Drama and Art – Visual and Performing
- b) Elements of Drama and Art
- c) Understanding stagecraft and audience etiquettes - (set designing, costumes, props, lights, and special effects) and audience etiquettes
- d) Significant role of art, music and drama in education.

Unit 2: Application of Drama and Art in Education

- a) Functions of Drama and Art - Information, Instructive, Persuasive, Educative, Entertainment, Development
- b) Integration of Drama and Art in the school curriculum
- c) Developing aesthetic sensibility through Drama and Art
- d) Drama as a tool for children's creativity and aesthetic sensibilities

Unit 3: Drama and Art for Pedagogy



- a) Drama and Art for self-realization
- b) Drama and Art for children with special needs
- c) Drama and Art for creative expression
- d) Drama as a approach in teaching of languages and Social sciences

Unit 4: Drama and Art for Social Intervention

- a) Understanding social and environmental issues through drama and art
- b) Understanding local culture through drama and art
- c) Understanding global culture through drama and art
- d) Script writing, Street play, performing folk Arts

Practical

- 1) Develop and present a lesson using any one technique of Drama and Art using any Art form
- 2) Develop masks and puppets to teach any topic in their methods, present a lesson using it.

Submission of a lesson plan is required.

References:

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- Carini, P.F. (2001). Valuing the immeasurable. In Starting strong: A different look at children, schools, and standards (pp. 165–181). New York: Teachers College Press, CCRT official website
- Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.
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- Doshi, Saryu (Ed.), "Marg—A Magazine of the Arts – Trends and Transitions in Mumbai: Indian Marg Publications, Art" Vol. XXXVI No. 2, 1984.
- Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching the visual arts. New York, NY: Teachers College Press.
- Harriet, G. (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.
- John, B., Yogin, C., & Chawla, R. (2007). Playing for real: Using drama in the classroom. Macmillan. 29 | Page B . E d Credit Based Choice System
- Khokar, Mohan, Traditions of Indian Classical Dance, Delhi: Clarion Books, First ed., 1979., London, 1973
- Khanna, S. and NBT (1992). Joy of Making Indian Toys, Popular Science. New Delhi: NBT.
- McCaslin, N. (1987). Creative Drama in the Primary Grades. Vol. I and In the Intermediate Grades, Vol. II, New York/London: Longman.
- Mishra, A. (2004). Aaj bhi Khareinhai Talaab, Gandhi Peace Foundation, 5th Edition.
- Prasad, D. (1998). Art as the Basis of Education, NBT, New Delhi.
- Sahi, J. and Sahi, R. (2009). Learning Through Art, Eklavya.
- Shirley, G. (2000). Art, an A to Z guide. Franklin Watts: USA.
- Vaze, P. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai.
- Ward, A. (1993). Sound and Music. Franklin Watts: New York.



EPC-7 Critical Understanding of ICT-

Objectives:

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

1. Understand the meaning, nature and scope of ICT.
2. Recognize the different areas of ICT in teaching and learning.
3. Understand the resources required and their optimum use of ICT in school management.

Unit no 1- Introduction to ICT

- i. Concept and nature of ICT
- ii. Significance of ICT in Education
- iii. Use of ICT in Teaching and Learning

Unit no-2- ICT as a tool

- i. ICT for school Administration
- ii. ICT for educational Evaluation
- iii. ICT for Effective Communication

Unit no -3: Use of ICT in teaching.

- i. ICT enabled Teaching of Languages.
- ii. ICT enabled Teaching of Social Sciences
- iii. ICT enabled Teaching of Sciences and Maths.

Unit no -4: Use of ICT in Learning.

- i. ICT and collaborative learning
- ii. ICT and Peer learning
- iii. ICT and cooperative learning.

Practical:

Prepare Two lessons (one lesson on each method) based on ICT and present on peergroup.

Reference Books

1. Shaikshanic Tantravidyan, H.N. jagtap
2. Mahiti sampreshan Tanhtravidnyan ani sanshodhan, Dr. S.T Bhukan and Dr. Kanchan Chaudhari, Vyankatesha Prakashan, Jalgaon.
3. M.S.C.I.T., MKCL, pune
4. Mahiti sampreshan Tanhtravidnyan, Dr. S.V. Shevatekar,
5. Shaikshanic Tantravidyan, Suman Oke.
6. Shaikshanic Tantravidyan, Prashant Patil,
7. Educational Techanology, Usha Rao.



- b) Need of techniques teaching.
- c) Importance of techniques for teaching.
- d) Difference between techniques and tools.

EPC - 2 Life skill Education or Disaster Management

Life Skills Education

Objectives:-

1. To develop communication competence in prospective teachers.
2. To equip them to face interview & Group Discussion.
3. To create an awareness on Ethics and Human Values.
4. To learn leadership qualities and practice them.

Unit 1. Life Skills Education

- a) Life Skills Education Meaning, Definitions, Nature and Concept
- b) Components of life skills Education
- c) Need & Importance of Life Skills Education for students.
- d) Scope of Life Skills Education

Unit 2. Understanding Life Skills

- a) The Ten core Life Skills as laid down by (WHO) World Health Organization
- b) Methods for imparting Life Skills Education
- c) Assessement of Life Skill Education
- d) The role of family and school in Life Skills Education

Unit 3. Interpersonal relationships

- a) Relationship with your family and Peers.
- b) The Quest- Setting Goals for self
- c) Importance of Interpersonal relationship
- d) Role of family to strnghen Interpersonal relationship

Unit 4. Controlling on Emotions and Stress

- a) Coping with emotions and stress
- b) Communication and Inter- Personal Skills
- c) Self Awareness and Empathy
- d) Challenges in managing stress

Practicum:

1. Find out the life skills in school text book of std V to VIII and submit their port.

1. Conduct the survey on ten families and find the various lifeskilles followed by them, submit the report on it.

Ref:

1. Life skill education and CCE. Central Board of Secondary Education. New Drelhi.
2. Life skill in India, Cetral Sqare foundation (2016)
3. Lifeskill and life long learning. UNICEF, 2013

Disaster Management

Objectives:



1. To Understand the concept of Disaster and Disaster Management
2. To Get acquainted with manifesting the mitigation
3. To Understand rescue from Disaster and Relief for Disaster
4. To know Government Policies about Disaster Management

Unit 1. Introduction of Disaster Management

- a. Meaning & concept of Disaster Management
- b. Need and Importance of Disaster Management.
- c. Types of Disaster
Natural –Earthquake, Flood, Drought
Manmade – Accident, Terrorism, Fire causes & effects.
- d. Steps of Disaster Management (Three)

UNIT – 2 Disaster Preparedness of Community Level

- a Disaster preparedness – Individual
- b Disaster preparedness - Society
- c Place of Work – Public residential & commercial places
- d The resource availability working out requirement of disaster teams.

UNIT – 3 Disaster Risk Reductions

- a Disaster Risk Reduction in school & colleges.
- b Agencies for disasters management at state & national level
- c Teachers Role in Disaster Management.
- d Role of community in Disaster Management.

UNIT – 4 Prevention Of Disaster Management

- a Preventive Disaster Management
- b Long term activities for Disaster Management
- c Role of school in Disaster Management.
- d State and Central Government policies for Disaster Management.

Practical

- 1) Prepare report on any one natural calamities in world
- 2) Prepare report on any one manmade calamities in world

Reference :

1. Colonel(Retd) P.P.Marathe 'Concepts and Practices in Disaster Management' (Pune; Diamond Publications 2006)
2. Rajdeep Dasgupta 'Disaster management and Rehabilitation' (New Delhi; Mittal Publications 2007)
3. Kamal Taori 'Disaster Management through Panchayat Raj' (New Delhi; Concept Publishing Company 2005)



EPC-3 - Reading and Reflecting on Texts- or Parenting Education

Reading and Reflecting on Texts

Prepare a self - handwritten report within 2000-2500 words on book reviewed by you on Education thinker's autobiography or biography or policy documents on Education.

Parenting Education

Objectives

1. A general understanding on parenting education
2. To Understand the meaning, nature and concept of parenting education.
3. To understand the parental involvement in school .
4. To The role of parenting education

Unit 1. Parenting Education

- a) Parenting Education Meaning, Definitions, Nature, & Scope
- b) goals of parenting Education
- c) Approaches of parenting education
- d) Need & Importance of parenting Education

Unit 2 The role of Parental involvement in school

- a) Individual parenting education
- b) Role of Parents and other Partners in Parenting.
- c) Influence of Peers, school and electronic media on parenting
- d) Parent Teacher Associations in India

Unit 3 The role of parents & responsibilities of parenting education

- a) Role and responsibilities of parents in 21st Century
- b) Parent Child Interactions in joint and Nuclear family in India
- c) Various Styles of parenting
- d) Parenting education for Exceptional children.

Unit 4 New trends in Parenting Educations.

- a) Involvement of parents in child development
- b) Strategy for parenting education
- c) Parenting education in India
- d) Economical & Socio-cultural status of parents on child development

Practical: Conduct the survey of 20 parents regarding the parenting awareness among them and submit the report.

Reference Book

1. Gupta Sangeetha (2006). *The Joy of Parenting*, Unicorn Books, New Delhi.
2. Elias, M., Clabby, J. & Friedlander, S. (2000). *Emotionally intelligent*



parenting. Crown Publishing.

- 3.. Hildebrand, V. (2000). Parenting: Rewards and responsibilities. New York, NY:Glencoe McGraw-Hill

4 Simpson, A. R. (1997). The role of the mass media in parenting education. Boston: Harvard, Center for Health Communication

Websites:

1. [www.http://.parentingbytrialanderror.com](http://.parentingbytrialanderror.com)
2. [www.http://.goodparenting.com](http://.goodparenting.com)
3. [www.http://.parentingwebsites.org](http://.parentingwebsites.org)

EPC- 4 Environmental Studies or School Management

Environmental Studies:

Unit 1: Introduction to environmental studies and Ecosystem

- i. Multidisciplinary nature of environmental studies;
- ii. Components of environment – atmosphere, hydrosphere, lithosphere and biosphere.
- iii. Scope and importance;
- iv. Concept of sustainability and sustainable development.
- v. What is an ecosystem?
- vi. Structure and function of ecosystem;
- vii. Food chain, food web and ecological succession.

Unit 3: Natural Resources: Renewable and Non-renewable Resources

- i. Land Resources and land use change;
- ii. Land degradation, Soil erosion and desertification.
- iii. Deforestation: Causes and impacts due to mining, dam building on environment,
- iv. Water: Use and over-exploitation of surface and ground water,
- v. floods, and droughts,
- vi. Energy resources: Renewable and non-renewable energy sources,
- vii. use of alternate energy sources,
- viii. growing energy needs,

Unit 4: Environmental Pollution

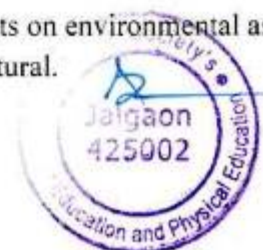
- i. Environmental pollution ; types, causes, effects and controls;
- ii. Air, water, soil, chemical and noise pollution
- iii. Solid waste management;
- iv. Control measures of urban and industrial waste, Pollution

Unit 5: Human Communities and the Environment

- i. Human population and growth, its Impacts on environment,
- ii. Resettlement and rehabilitation of project affected persons; case studies.
- iii. Disaster management: floods,earthquakes, Cyclones and landslides.
- iv. Environmental Movements: Chipko, Silent valley, Bishnios of Rajasthan.

Practical:

- i. Visit to river/forest/flora/fauna, etc and prepare the documents on environmental assets
- ii. Visit to a local polluted site – Urban/Rural/Industrial/Agricultural.



References:

1. Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
4. Gleick, P.H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J. Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. Science, 339: 36-37.
7. McCully, P. 1996. Rivers no more: the environmental effects of dams (pp. 29-64). Zed Books.
8. McNeil, John R. 2000. Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum, E.P., Odum, h.T. & Andrews, J. 1971. Fundamentals of Ecology. Philadelphia: Saunders.
10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. Environmental and Pollution Science. Academic Press.
11. Rao, M.N. & Datta, A.K. 1987. Waste Water Treatment. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. Environment. 8th edition. John Wiley & Sons.
13. Rosencranz, A., Divan, S., & Noble, M.L. 2001. Environmental law and policy in India. Tripathi 1992.
14. Sengupta, R. 2003. Ecology and economics: An approach to sustainable development. OUP.
15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley & Sons.
17. Thapar, V. 1998. Land of the Tiger: A Natural History of the Indian Subcontinent.
18. Warren, C.E. 1971. Biology and Water Pollution Control. WB Saunders.
19. Wilson, E.O. 2006. The Creation: An appeal to save life on earth. New York: Norton.
20. World Commission on environment and Development. 1987. Our Common Future. Oxford Uni. Press.
21. www.nacwc.nic.in
22. www.opcw.org

EPC 4- School Management

Objectives;

1. To enable the students about Educational Management.
2. Enable the students about role of head master and teacher in school management.
3. Enable the student to develop the leadership for school management.
4. Enable the students about professional development and assessment of teacher.

Unit: Introduction to School Management.



- a. Meaning and concept of School Management.
- b. Objectives of School Management.
- c. Scope of school management.
- d. System of School Management

Unit 2; Role of Head Master and teacher in School Management

- a. Role of Management Council in school management
- b. Role of Head Master in school management
- c. Role of Teacher in school management
- d. Role of Parents and alumni in school management.

Unit 3: Leadership and School Management

- a. Need of leadership in school management.
- b. Leadership styles for school management
- c. Leadership of Headmaster in school management
- d. Leadership of teacher in school management.

Unit 4: Professional Development and Assessment of Teacher

- a. Meaning and nature of professional development of teacher.
- b. Objectives and scope for professional development of teacher
- c. Need and importance of assessment of teacher.
- d. New Dimension for teacher in school management.

Practicum:

1. Survey of any one School regarding School Management and submit the report
2. Survey of any one school regarding Physical facilities and learning resources in school and submit the report.

References: Shaikshanic Vyavasthapan- Nava Drushticon, Yashwantrao Chavan Maharashtra Open University, Nasik, (DSM) Nashik.

**EPC 5 : Micro-teaching & observation of Micro Teaaching skills and Simulated lessons
Total 6 lessons for each CPS (Teach+ Re teach= 1 lesson)**

The programme comprises of practicing six skills of teaching from the following list.

- I. Stimulus Variations
- II. Explanation
- III. Questioning
- IV. Narration
- V. Demonstration
- VI. Black Board Writing
- VII. Lesson Planning
- VIII. Set Induction
- IX. Closure
- X. Use of ICT

Each student has to conduct two lessons per skill as per syllabus. I.e. he/she has to conduct 10 micro-lessons. For the teaching Communicative Language Teaching, the following actions are recommended:

- i. Eliciting
- ii. Pair work/Group work



London.

2. Bhatt, B.D. & Sharma, S.R.(1992): Women's' education and social Development. Delhi:
3. Kanishka. Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly,
4. Ramchandran, V. (1998): Girls and women Education: Policies and implementation Mechanism. Case study: India, Bangkok, UNESCO.
5. Sharma, M.C. & Sharma, A.K. (2003): Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators. NCTE & NHRC.
6. Subramanyam, R. (2003): Gender Equality in Education: Definitions and Measurements. International Journal of Educational Development, July.
7. Sadavinich, A.R. (2007): Sociology of Education. Rutledge, New York.

EPC 3 : Value Education or ICT and E-Learning

Value Education:

Objectives: The students will be able to-

1. Understand the need and importance of Value-Education as a means of helping oneself and in turn others in society.
2. Understand the nature of values, moral values, moral education and to differentiate such form religious education, moral training or moral indoctrination as a means to identify principles of life
3. Appreciate the importance of Value Education in Personality development by applying these principles in daily living
4. Realize the importance of self-transformation for social transformation.

Unit 1- Concept of Value Education

1. Meaning, Concept, Need and importance of Value Education for individual development.
2. Objectives of value education: inculcating duty-consciousness in individuals.
3. Types: extrinsic and intrinsic values.



4. Dyfunctionality of values.
5. Importance of inculcating intrinsic values in individuals for their extrinsic manifestation in society.
6. Basis of values: Philosophical, psychological, socio-cultural, secular and religious.
7. Valuation of culture: Indian Culture and Human Values such as ahimsa (nonviolence), mutual respect, harmony etc.

Unit 2 Nature and Concept of Morality and Moral Education

1. Moral Education vis-à-vis religious education. Moral instruction and training vis-à-vis moral indoctrination.
2. Language of moral education: motivational; not prescriptive.
3. Characteristics of a morally educated person.
4. Importance of justice and care—the two dimension perspectives in morality—in performance of duties.
5. Use of reason over passion.
6. No moral policing. Self-introspection, own moral judgment and moral action for moral upliftment of self and in turn society.

Unit 3 Personal Development through Value Education

1. Character Formation towards Positive Personality Development: truthfulness, compassion, constructivity, sacrifice, sincerity, self-control, altruism, tolerance, patience, scientific vision, objective thinking, realism, accountability, humility, modesty, duty-consciousness, non-confrontation, righteous speech and action, equity, nonviolence, reconciliation and self-reliance.
2. Theories, Models and Approaches of Value Development: Theories of Value Development Psycho- analytic, - Learning theory – social learning, Cognitive development – Piaget and Kohlberg and challenge-response mechanism (Arnold Toynbee).
3. Models of Value Development: value-imbibing through value analysis and inquiry for social action.
4. Direct and indirect approach to value education through stories and motivational life histories.
5. Integrated Concurrent Approach (ICA) through holistic learning and application.



6. Positive Personality Development in Challenges: Story of Helen Keller.

Unit 4 Value Education towards National and Global Development: Related Values

1. Constitutional or national values - Democracy, social-consciousness, opportunity, secularism, equality, justice, liberty, freedom and fraternity.
2. Social Values: Compassion, probity, self-control, universal brotherhood.
3. Professional Values: Knowledge thirst, sincerity in profession, regularity, punctuality and faith.
4. Religious Values: tolerance, patience, wisdom, character-building, realism, social ethics and golden rule.
5. Aesthetic values: love and appreciation of literature and fine arts and respect for the same
6. National Integration and international understanding with emphasis on patriotism and nation-building.

Submission: Prepare and submit the report on educational thinkers and saints considering value education.

References:

1. Carey, S.M. "Attitudes and Values", Education Forum, Vol. VII, No. 3, 1962.
2. Guber, F.C. Aspects of Value. University of Pennsylvania Press, Philidelphia, 1963.
3. Khan, Wahiduddin. Moral Vision, Goodword Books, 1999.
4. Kluckhohn, C. "The Study of Values". In D.N. Barrett (ed), value in America, Norte Dame, University of Norte Dame Press, 1961.
5. Kothari D.S. "Education and Values", Report of the orientation coursecum-workshop on Education in Human Values. New Delhi.
6. Malhotra P.L. Education, Social Values and Social Work – the Task for the New Generation, N.C.E.R.T., New Delhi.
7. Morris, Charles, Varieties of Human Values Chicago University of Chicago press, 1956.
8. Mujeeb, M. Education and Traditional Values. Meenakshi Prakashan, Meerut, 1965.
9. Mukerjee, R.K., Social Structure of Values. S. Chand and Co., New Delhi, 1969.
10. Rokeach, M. The Nature of Human Values, Jessy Brass, New York 1978

ICT and E-Learning

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

1. Understand the means and scope of ICT and its applications in teaching learning.
2. Understand the computer components and software and hardware approach in



education.

3. Know the instructional applications of Internet and web resources.
4. Understand the process of using the application software for creating documents, database, presentation and other media applications.
5. understand the process of locating the research studies available in the Internet and use of on- line journals and books, -
6. understand the utility of professional forums and professional associations in use of computer technology.
7. understand the process of preparation of courseware, understanding the technical aspects of courseware,
8. understanding the courseware management system in Intranet and Internet environments,
9. understand the evaluation procedure of on-line courseware and off-line courseware.
10. Understand the concept of e-learning, elements of e-learning and e-learning standards.
11. Understand the patterns of e-content design and its validation
12. Understand the technical aspects of e-content
13. Understand the content management system in intranet and internet environments
14. Understand the evaluation of on-line learning materials and process of on-line testing

Unit 1 -Information and Communication Technologies

1. Information and Communication Basics: Nature and scope of a communication system – sender, receiver, message and the medium.
2. One-to-one, one-to-many, and many-to-many communication.
3. Information and Communication Technologies in Teaching Learning
4. Applications of Information and Communication Technologies: Classroom and ICT; Professional development and ICT; School management and ICT.

Unit 2- Computer Fundamentals, Internet and the World Wide Web

1. Functional overview of a computer (Personal Computer/Laptop/Palmtop)
2. The Internet and the World Wide Web: Information, services and functions of



the Internet and the Web; Connecting to and using the web.

3. Using search engines and Web Utilities: Keywords and search strategies;
4. Securing the computer from viruses, worms and other internet attacks; Safe internet content.

Unit 3- Introduction to e-Learning

1. Elements of e-Learning, e-Content and e-Books.
2. Virtual Classroom and Virtual University – merits and limitations.
3. Characteristics of the e-Learner
4. Academic and Research content on the web: Online journals and abstraction services;
5. Use of Wikipedia, Wiki educator and other web-based technologies for online learning and training.

Unit 4- Use of ICT In the conduct of Research and Research Communication

1. Use of ICT in Research.
2. Use of ICT for reporting in the form of theses, on-line research journal articles and presentations in seminars and conferences.
3. Data analysis and interpretation by using database software: Spread sheet Access SPSS and other equivalent in Open Office
4. Creating graphs and charts, creating a table by using wizard, data filtering in access by using quarries.
5. Web Resources for research Blog and Professional Forum

Submission: Prepare and present report of annual result of a class of secondary school using ICT.

References

1. Gaurav Chadha, S.M. Nafay Kumail (2002) E-Learning: An Expression of the Knowledge Economy, Tata McGraw-Hill Publication.
2. P.P. Singh, Sandhir Sharma (2005), E-Learning: New Trends and Innovations, New Delhi: Deep & Deep Publications.
3. Michael W. Allen, Michael Allen (2002), Guide to E-Learning, Wiley



BEPC-101
Environmental Studies

Unit – 1: Introduction to environmental studies and Ecosystem

- Multidisciplinary nature of environmental studies;
- Components of environment – atmosphere, hydrosphere, lithosphere and biosphere.
- Scope and importance;
- Concept of sustainability and sustainable development. (2 Lectures)
- What is an ecosystem?
- Structure and function of ecosystem;
- Energy flow in an ecosystem:
- Food chain, food web and ecological succession.
- Case studies of the following ecosystems: a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) (6 Lectures)

Unit – 2: Natural Resources: Renewable and Non-renewable Resources

- Land Resources and land use change;
- Land degradation,
- Soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests,
- Biodiversity and tribal populations.
- Water: Use and over-exploitation of surface and ground water,
- floods, and droughts,
- Conflicts over water (international & inter-state).



- Heating of earth and circulation of air;
- Air mass formation and precipitation.
- Energy resources: Renewable and non-renewable energy sources,
- use of alternate energy sources,
- growing energy needs,
- Case studies. (8 Lectures)

Unit – 3: Environmental Pollution

- Environmental pollution : types, causes, effects and controls;
- Air, water, soil, chemical and noise pollution
- Nuclear hazards and human health risks
- Solid waste management:
- Control measures of urban and industrial waste. Pollution case studies. (8 Lectures)

Unit – 4: Human Communities and the Environment

- Human population and growth:
- Impacts on environment,
- Human health and welfares.
- Carbon foot-print.
- Resettlement and rehabilitation of project affected persons; case studies.
- Disaster management: floods,
- earthquakes,
- Cyclones and landslides.
- Environmental movements: Chipko, Silent valley, Bishnios of Rajasthan.
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness,
- Case studies (e.g., CNG vehicles in Delhi). (6 Lectures)

References:

- Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.
- Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press.
- Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
- Gleick, P.H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
- Groom, Martha J. Gary K. Meffe, and Carl Ronald carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006.
- Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. Science, 339: 36-37.



- McCully, P.1996. Rivers no more: the environmental effects of dams(pp. 29-64). Zed Books.
- McNeil, John R. 2000. Something New Under the Sun: An Environmental History of the Twentieth Century.
- Odum, E.P., Odum, h.T. & Andrews, J.1971. Fundamentals of Ecology. Philadelphia: Saunders.
- Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. Environmental and Pollution Science. Academic Press.
- Rao, M.N. & Datta, A.K. 1987. Waste Water Treatment. Oxford and IBH Publishing Co. Pvt. Ltd.

BEPC-102
Life Skill Education

Unit – 1: Life Skills Education

- Life Skills Education Meaning, Definitions, Nature and Concept
- Components of life skills Education
- Need & Importance of Life Skills Education for students.
- Scope of Life Skills Education

Unit – 2: Understanding Life Skills

- The Ten core Life Skills as laid down by (WHO) World Health Organization
- Methods for imparting Life Skills Education
- Assessment of Life Skill Education
- The role of family and school in Life Skills Education

Unit – 3: Interpersonal relationships

- Relationship with your family and Peers.
- The Quest- Setting Goals for self
- Importance of Interpersonal relationship
- Role of family to strengthen Interpersonal relationship

Unit – 4: Controlling on Emotions and Stress

- Coping with emotions and stress
- Communication and Inter- Personal Skills
- Self Awareness and Empathy
- Challenges in managing stress

References:

- Life skill education and CCE. Central Board of Secondary Education. New Drelhi.
- Life skill in India, Cetral Sqare foundation (2016)



BEPC-201
Critical Understanding of ICT

Unit – 1: Introduction to ICT

- Concept and nature of ICT
- Significance of ICT in Education
- Use of ICT in Teaching and Learning

Unit – 2: ICT as a tool

- ICT for school Administration
- ICT for educational Evaluation
- ICT for Effective Communication

Unit – 3: Use of ICT in teaching.

- ICT enabled Teaching of Languages.
- ICT enabled Teaching of Social Sciences
- ICT enabled Teaching of Sciences and Maths.

Unit – 4: Use of ICT in Learning.

- ICT and collaborative learning
- ICT and Peer learning
- ICT and cooperative learning.

Reference:

Shaikshanic Tantravidyan, H.N. jagtap



Mahiti sampreshan Tanhtravidnyan ani sanshodhan., Dr. S.T Bhukan and Dr. Kanchan Chaudhari, Vyankatesha Prakashan, Jalgaon.

M.S.C.I.T., MKCL, pune

Mahiti sampreshan Tanhtravidnyan, Dr. S.V. Shevatekar, Shaikshanic Tantravidyan, Suman Oke.

Shaikshanic Tantravidyan, Prashant Patil, Educational Techanology, Usha Rao.

BEPC-202

Drama and Art in Education

Unit – 1: Introduction

- Concept and nature of Drama
- Importance of Drama in school curriculum
- Significant role of art, music and drama in education.
- Drama as a tool for children’s creativity and aesthetic sensibilities

Unit – 2: Application

- Drama and art as a tool of teaching.
- Drama and art for perception, reflection and expression.
- Drama and art as the best tool for a community change.

Unit – 3: Drama approach

- Drama as an approach in teaching of languages.
- Drama as an approach in teaching of Social sciences.

Unit – 4: Art approach

- Art as an approach in teaching of languages.
- Art as an approach in teaching of Social sciences.

References:

John, B., Yogin, C., & Chawla, R. (2007). Playing for real: Using drama in the classroom. Macmillan

NCERT. (2005). National curriculum framework. NCERT.

Heathcote, D., & Bolton, G. (1994). Drama for learning: Dorothy Heathcote’s mantle of



the expert approach to education. Portsmouth, NH: Heinemann Press.

Armstrong, M. (1980). The practice of art and the growth of understanding. In *Closely observed children: The diary of a primary classroom* (pp. 131–170). Writers & Readers.

Davis, J.H. (2008). *Why our schools need the arts*. New York: Teachers College Press

Carini, P.F. (2001). Valuing the immeasurable. In *Starting strong: A different look at children, schools, and standards* (pp. 165–181). New York: Teachers College Press.

BEPC-203
Educational Tour

- Compulsory participation in camping, picnic, trekking etc. activities arranged by college.
- Prepare a report of educational tour.



- 13) Byrne M. Shervenian C. Introduction to Communicative Disorders, New York Harper And rwo 1977
- 14) Emerick I , Hatten 3, Diagnosis and Evaluation in Speech Pathology, Englewood Cliffs, NJ Prentice Hall 1985
- 15) Travis E. (Ed) Handbook of Speech Pathology , Englewood Cliffs, NJ Prentice Hall 1971
- 16) Winib H, From Syllable to Conversation, Baltimore University Press 1975
- 17) Strak 3 , Reading Failure A Language Based Problem, Asha 1975
- 18) O'rourke, T: A Basic course in Mannual communication, Siller Spring MD , National Association for Deaf 1970
- 19) Sanders D.A. Aural Rehabilitation, Englwood Cliffs,NJ Prentice Hall 1971
- 20) Bhangale Shailaja, Ashaysahit Adhyapan paddhati: Itihas, Vankatesh Prakashan, Jalgaon.(1998)
- 21) Bhangale Shailaja, Hindi Ashayyukta Adhyapan paddhati, Vankatesh Prakashan, Jalgaon.(2009)
- 22) Chaudhari P.S., Bhukan S.T., Ashaysahit Adhyapan paddhati: Marathi, Vankatesh Prakashan, Jalgaon.(1998)
- 23) Rane Ashok, Ashaysahit Adhyapan paddhati:Bhugol, Vankatesh Prakashan, Jalgaon.(1998)
- 24) Mahajan K.M., Ashaysahit Adhyapan paddhati: Ganit, Vankatesh Prakashan, Jalgaon.(1998)
- 25) Chaudhari Prabhakar, Teaching of English, Vankatesh Prakashan, Jalgaon.(1998)

EPC-8 Critical Understanding of ICT-

Objectives:

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

1. Understand the meaning, nature and scope of ICT.
2. Recognize the different areas of ICT in teaching and learning.
3. Understand the resources required and their optimum use of ICT in school management.

Unit no 1- Introduction to ICT

- i. Concept and nature of ICT
- ii. Significance of ICT in Education
- iii. Use of ICT in Teaching and Learning

Unit no-2- ICT as a tool

- i. ICT for school Administration
- ii. ICT for educational Evaluation
- iii. ICT for Effective Communication

Unit no -3 Use of ICT in teaching.

- i. ICT enabled Teaching of Languages.
- ii. ICT enabled Teaching of Social Sciences
- iii. ICT enabled Teaching of Sciences and Maths.

Unit no -4 Use of ICT in Learning.

- i. ICT and collaborative learning
- ii. ICT and Peer learning
- iii. ICT and cooperative learning.

Reference Books

1. Shaikshanic Tantravidyan, H.N. jagtap
2. Bhukan S.T. ,Chaudhari Kanchan, Mahiti sampreshan Tanhtravidnyan ani sanshodhan, Vyankatesha Prakashan, Jalgaon.



3. M.S.C.I.T., MKCL, pune
4. Mahiti sampreshan Tanhtravidnyan, Dr. S.V. Shevatekar,
5. Shaikshanic Tantravidyan, Suman Oke.
6. Shaikshanic Tantravidyan, Prashant Patil,
7. Educational Techanology, Usha Rao.

EPC 9: Understanding the Self

Objectives:

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

1. To develop understanding of student-teachers about themselves.
2. To realize the development of the inner self and the professional identity of a teacher.
3. To enable student-teachers to develop a holistic and integrated understanding of the human self and personality.

Unit no- 1. Inner Self

- i. Concept and nature of Development of the inner self.
- ii. Use of effective communication skills in the process of understanding the self.
- iii. Professional identity of a teacher.

Unit no -2.Development of Self & Personality

- i. Development of holistic and integrated self and personality.
- ii. Factors affecting the self- political, historical, and social forces.
- iii. Ways for self development- Yoga, Movies, Poetry, Humor and aesthetic representations.

Unit no- 3. Activities

- i. School Activities for understanding the self.
- ii. Peer activities for understanding the self.
- iii. Activities in families for understanding the self.

Unit no -4. Self Analysis

- i. SWOC analysis for self understanding.
- ii. Know thyself.
- iii. The effect of beliefs and prejudices on understanding the self.

References:

1. Hall, C., & Hall, E. (2003). *Human relations in education*. Routledge.
2. Pantajali- Yogashastra
3. Kharat, Pragat Shaishanic Manasshastra.



EPC -10 Education for Peace

Objectives-

To enable the student teacher..

1. To understand the difference between peace and peace education.
2. To develop the harmony in social relationship across individuals and groups.
3. To promote peace-building capabilities among students.
4. To understand the importance of peace education in National and International human welfare.

UNIT 1: UNDERSTANDING PEACE AS A DYNAMIC SOCIAL REALITY

- i. Concept and nature of peace education.
- ii. Need and importance of peace education.
- iii. Approaches to peace education.
- iv. Challenges for peace education.

UNIT 2: Development of peace education.

- i. Understanding conflicts,
- ii. Underlying personal-social processes and mediation,
- iii. Transformation of conflict

UNIT 3: EMPOWERMENT OF SELF THROUGH CRITICAL SELF REFLECTION

- i. Understanding adequate self.
- ii. Distraction in peace education-Negative experiences generate stress, anger aggression.
- iii. Approaches for peace education-Yoga, meditation, stress management, positive physical health and attitudes

UNIT 4: Orienting Education for Peace Building

- i. Healthy discipline practices in and outside classroom
- ii. Symbols, activities and other structures in the school.
- iii. Experiences of different cultural identities, issues, challenges, conflicts in the neighbourhood, or country and global

Note: Prepare and present a term paper on various philosophies of peace, Mahatma Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Acharya Vinoba Bhave, Rabindranath Tagore, Gijubhai Badheka, The Dalai Lama, Sadhu Waswani, St. Mother Teresa in 2000 words.

References-

1. Peace education. NCERT, New Delhi.
2. Shaikshanic Tatwadnyan ani Shaikshanic samajshastra, M.B. Kundale.
3. National Curriculum framework 2005, NCERT, New Delhi.
4. Hannover B 1998, The development of self concept and interest.
5. Autobiography of Sadhu Waswani,
6. Autobiography of St. Mother Teresa
7. Marphy M.1999, The Physical and Psychological effects of Meditation.



4. To enable student-teacher to understand the various skills of micro teaching.
5. To enable student-teacher to understand the various skills of ICT for teaching.

Unit 1. Micro Teaching

- a) Concept, meaning and nature of micro-teaching.
- b) Need of Micro-teaching.
- c) Importance of Micro teaching.
- d) Micro-teaching cycle.

Unit 2. Integrated teaching

- a) Concept, meaning and nature of Integrated teaching.
- b) Need of Integrated teaching.
- c) Importance of Integrated teaching
- d) Lesson Plan for Integrated teaching

Unit 3. Tools for teaching

- a) Concept, meaning and nature of tools for teaching.
- b) Need of tools teaching.
- c) Importance of tools for teaching.
- d) ICT as a tool

Unit 4. Techniques for teaching.

- a) Concept, meaning and nature of techniques for teaching.
- b) Need of techniques teaching.
- c) Importance of techniques for teaching.
- d) Difference between techniques and tools.

Course –EPC-2 - Reading and Reflecting on Texts-

Prepare a self - handwritten report within 2000-2500 words on book reviewed by you on Education thinker's autobiography or biography or policy documents on Education.

Course –EPC-3- Microteaching & observation of isolated skills and simulated lessons Total 5 lessons for each CCM
(Teach+ Re teach= 1 lesson)

The programme comprises of practicing **five** skills of teaching from the following list.

- I. Stimulus Variations
- II. Explanation



- Practical** – 1) workshop for teaching Material development.
2) Conduct a survey and prepare on any issues in commerce

Reference Books:

1. All commerce Text Book sanctioned by the Govt. of Education, M.S. for 11 & 12 Std.
2. Teaching of commerce – Lulla
3. Vanijya Adhyapak Paddhati – Gajare, Nankar
4. Content cum Methodology – Dr. Anant Joshi
5. Vanijya Shikshan – Udayvir Saxena, Agra

EPC- 4 Drama and Art in Education

Objectives-

1. To enable student-teacher to understand the relationship between the head, heart and hand with reference to education.
2. To enable student-teacher to understand the significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities.
3. To enable student-teacher to understand the multiple perspectives.
4. To enable student-teacher to understand to think about significant developments within diverse social contexts

Unit no 1- Introduction to Drama and Art

- i. Concept and nature of Drama & Art
- ii. Importance of Drama in school curriculum
- iii. Significant role of art, music and drama in education.
- iv. Drama as a tool for children's creativity and aesthetic sensibilities

Unit no 2- Drama as a Teaching Tool

- i. Drama as a art of teaching
- ii. Drama for perception, reflection and expression.
- iii. Drama the best tool for a community change
- iv. Drama as a approach in teaching of languages.
- v. Drama as a approach in teaching of Social sciences.
- vi. Drama as a approach in teaching of Arts and Music.

Unit -3 Appreciation of Arts

- i. Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education.
- ii. What is the difference between Education in Arts and Arts in Education.
- iii. 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)

Unit -4 Knowledge of Indian Craft Traditions and its relevance in education

- i. Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose)
- ii. Indian festivals and its artistic significance

References-

1. John, B., Yogin, C., & Chawla, R. (2007). *Playing for real: Using drama in the classroom.* Macmillan
2. NCERT. (2005). *National curriculum framework.* NCERT.
3. Heathcote, D., & Bolton, G. (1994). *Drama for learning: Dorothy Heathcote's mantle of*

