Final Year B.A.B.Ed.

Course	Subject	Marks	
		Internal	External
4101	Introduction to Educational Research	20	80
4102	Advanced Pedagogy and Teaching	20	80
4103	Advanced Evaluation Procedures in Learning	20	80
4104	Integration of ICT in teaching- learning and Instructional design	20	80
4113	S-3 English-Appreciating Novel	20	80
4123	S-4 Introduction to the Literary Criticism	20	80
4115	S-3 Geography-Population & Settlement geography	20	80
4125	S-4 Practical Geography – I (Techniques of Spatial Analysis)	20	80
4301	ICT Intel Program	**100**	
	Co-Curricular, Health & Social Service		100
4302	Entrepreneurship Development	40	
4401	❖ Internship	**60**	
	➢ Lessons (8 lessons)		60
	➢ School Activities/ Programs (2 activities)		

ELECTIVE COURSE: 107 -B

INTRODUCTION TO EDUCATIONAL RESEARCH

To enable the student teacher to:

1. understand the concept of research and educational research.
2. comprehend the types, method, tools, and techniques of educational research.
3. develop a scientific outlook towards the problems of education system through research.
4. realize the educational problems and to try and find solutions through research.
5. use the library, online sources and other sources of knowledge for educational research.

UNIT 1:- CONCEPT OF EDUCATIONAL RESEARCH   1/2 CREDIT

1.1   Scientific Inquiry

1.2   Research – Concept and Definitions, Research cycle

1.3   Educational Research – Concept, Characteristics and Need

1.4   Areas of Educational Research

1.5   Variables in research: Independent, Dependent, Controlled and Extraneous

1.6   Review of related literature: Concept of related literature, Sources of related literature, Need and importance of review of related literature, References and Bibliography.

UNIT 2:-APPROACHES OF EDUCATIONAL RESEARCH   1/2 CREDIT

2.1   Fundamental Research – concept, need and application.

2.2   Applied Research – concept, need and application.

2.3   Action Research – concept, need and application.

UNIT 3:- METHODS OF EDUCATIONAL RESEARCH   1/2 CREDIT

3.1   Historical – concept, need and steps.

3.2   Survey – concept, need and steps.

3.3   Experimental – concept, need and steps

3.4   Research design – Single group design, Two group design

3.5   Hypothesis – concept, need and characteristics of a good research hypothesis

UNIT 4:- TOOLS AND TECHNIQUES OF EDUCATIONAL RESEARCH

1/2 CREDIT

4.1   Observation: definition, characteristics, need in research, types, merits and limitations.

4.2   Questionnaire: definition, characteristics, need in research, types, merits and limitations.

4.3 Interview: definition, characteristics, need in research, types, merits and limitations.

4.4 Rating scale: definition, characteristics, need in research, types, merits and limitations.

4.5 Achievement Test: definition, characteristics, need in research, merits and limitations.

UNIT 5:- POPULATION AND SAMPLING   1/2 CREDIT

    1.1 Population– Concept and Need

    1.2 Sample – Concept and Need

    1.3 Techniques of Sampling: Probabilistic and Non Probabilistic

    1.4 Characteristics of a good sample.

Practical – (any one)

(i) Write an educational research problem. State its objectives. Develop an appropriate data collection tool (Any one) from:
   - Observation checklist/schedule
   - Questionnaire
   - Interview schedule
   - Rating scale

(ii) Prepare a poster on a topic related to 'Research'

References:-

1. Best and Kahn - Research in Education

2. Sharma R.C. - Research methodology in Education

3. Garrett, H. E. - Statistics in Education and Psychology

4. Kore - Action Research.

५. उमाठे, मुळे – शैक्षणिक संशोधन पद्धती.

६. कायंदे पाटील – सामाजिक संशोधन पद्धती.

७. बापट भा.गो. – शैक्षणिक संशोधन.

८. भिंताडे वि.रा. – शैक्षणिक संशोधन पद्धती.

COURSE 104

ADVANCED PEDAGOGY AND TEACHING

Objectives: To enable the student teacher to

1. understand the concept of Advance pedagogy and its implementation in classroom.
2. usethe different pedagogies for meeting the needs of diverse learner.
3. understand the concept of teaching
4. comprehend the aspects of teaching
5. enlist the parameters of effective teaching
6. realize the recent trends in teaching

UNIT 1: INTRODUCTION TO ADVANCE PEDAGOGY   1 CREDIT

1.1   Concept, need and significance of Advance Pedagogy

1.2   Principles of advance pedagogy

1.3   Teaching phases- Philip Jackson Model

- Pre-active
- Interactive : teaching strategies and approaches
- Post-active

1.4 Teacher's role in different teaching phases

UNIT 2: PEDAGOGIES FOR THE FUTURE   1 CREDIT

2.1. Use of various pedagogies

- Engagement of student in teaching learning process.
- ICT
- Student voice
- Critical pedagogy
- Differentiation

2.2 Teaching methods

- Problem based learning
- Field based learning
- Active learning
- Teaching with internet (eg. Google earth)
- Situation based learning

2.3 Understanding by design (UbD) Model

UNIT 3: ASPECTS OF TEACHING
1 CREDIT
3.1   Concept and definitions of teaching
3.2   Functions of teaching
3.3   Teaching skills
3.4   Diagnostic testing and Remedial Teaching
3.5   Need and importance of :- (i) Annual Plan

            (ii)Unit Plan

UNIT 4: EFFECTIVE TEACHING
1 CREDIT
4.1   Parameters of effective teaching
4.2   Maxims of teaching
4.3.   Principles of teaching
4.4   Models of teaching – Concept, Features, Families and implications for classroom
a.   Advance Organizer Model
b.   Concept Attainment Model
c.   Inquiry Training Model
d.   Jurisprudential Inquiry Model
4.5   Team teaching - Concept and implications for classroom

UNIT- 5 RECENT PEDAGOGICAL TRENDS
1 CREDIT
5.1   Blended learning - Concept and implications for classroom
5.2   Flipped classroom- Concept and implications for classroom
5.3   Distance Learning –Need and importance
5.4   Reflective teaching - Concept and implications for a teacher

Practical (any one)
1. Case study: A report on Implementation of advance pedagogy in school.
2. School based field study of contemporary pedagogical practices.
3. Develop an Annual Plan and Unit Plan (one school subject)
4. To develop a lesson plan by using advance pedagogy for catering the needs of diverse learners.

COURSE 105

ADVANCED EVALUATION PROCEDURES IN LEARNING

UNIT 1 – CONCEPT OF EDUCATIONAL EVALUATION   1 CREDIT

a) Meaning of Measurement, Assessment and Evaluation in Education , Relationship between Measurement , Assessment and Evaluation.

b) Principles of Evaluation.

c) Taxonomy of instructional objectives (Revised Blooms Taxonomy and R.H.Dave)

d) Objectives and learning outcomes.

UNIT 2 – PROCESS OF EVALUATION   1 CREDIT

a) Learning experiences : Meaning , Types- characteristics and merits

b) Tools and Techniques of Evaluation

   i) Characteristics of measuring tools and factors affecting them

   ii) Quantitative tools

     • Performance tests : Oral tests , Practical – nature , merit limitation , Criteria for evaluation

     • Achievement tests : Written Essay and objective test- merit and limitations Open book exam – merits and limitations

   iii) Evaluation Techniques : Observation , Introspection , Projective and Sociometry

   iv) Evaluation rubric : Meaning , Need and Construction

UNIT 3- EVALUATION APPROACH /TYPES /ASPECTS   1 CREDIT

a) Qualitative and Quantitative

b) Formative and Summative Evaluation

c) Continuous and Comprehensive Evaluation

d) Choice based credit system

e) Norm-referenced test

f) Criterion-referenced test (Meaning , Characteristics and Significance)

g) Internal and External evaluation : nature and areas

UNIT 4-ASSESSMENT OF SUBJECT BASED LEARNING   1 CREDIT

a) Observation of learning process –by self , peer and teachers
b) Self assessment and peer assessment
c) Constructing profiles : Steps involved and criteria
d) Construction of achievement test with special reference to Content area, objectives and design (Blue Print)
e) Cumulative records - Developing and maintaining a comprehensive learner profile

UNIT 5 - INTERPRETING TEST SCORES AND FEEDBACK   1 CREDIT

a) **Statistical tools to interpret the test scores**

   (Meaning, Characteristics, and Uses)

   i. Measures of Central Tendency : Mean, Median, Mode
   ii. Measures of Variability : Quartile Deviation, Standard Deviation
   iii. Percentile and Percentile Rank
   iv. Co-efficient of correlation by Spearman's Rank Difference method and Pearson's Product Moment Method
   v. Graphical representation of data : Histogram, Frequency polygon
   vi. Normal Probability Curve : properties, uses ,
   vii. Skewness and Kurtosis

b) **Use of assessment for feedback :**

   i. Importance of Feedback in learning
   ii. Types of Feedback : Oral and Written, Positive and Negative, Group and Individual and immediate
   iii. Criteria for constructive feedback,
   iv. Feedback by Teacher and Peer : Written, Oral

Practical (any one)

1. Develop a portfolio for assessment of 2 school students
2. Prepare an advanced tool for evaluation.
3. Develop a tool for self-assessment.
4. Develop an achievement test and its blue print.

References:

1. Dandekar W.N. - Evaluation in Schools
2. Garrett Henry E. - Statistic in Education and Psychology
3. Green, Jorgensen and Gerberich - Measurement and Evaluation in the secondary schools.

4. Measurement in Education and Psychology (1992)
5. Evaluation in Schools (3rd ed 1986)
6. Psychological Foundations of Education (revised ed. 1985)
7. Psychological Testing and Statistical Methods (1987)

   दांडेकर वा.ना. – शैक्षणिक मूल्यमापन.

   कदम चौधरी – शैक्षणिक मूल्यमापन.

COURSE 106

INSTRUCTIONAL DESIGN AND INTEGRATION OF ICT IN TEACHING-LEARNING

Objectives: To enable the student teacher to:

1. understand the Concept, need and importance of ICT.
2. prepare their students to become ICT skilled teachers.
3. get acquainted with ICT supported teaching learning strategies.
4. prepare the students to select to appropriate ICT facilities.
5. get acquainted with the new trends in ICT.
6. comprehend the meaning of system and instructional systems.
7. realize the importance of instructional systems.
8. comprehend and use the different instructional models.

UNIT 1:- ICT IN EDUCATION   1 CREDIT

1.1 Concept, Need and Importance of ICT in Education.

1.2 Paradigm Shift due to I C T from 'Teaching' to 'Learning'.

   A] Curriculum   B] Methods of Teaching   C] Role of Teacher

   D] Classroom Environment   E] Evaluation procedure

   F] Education Management

1.3 Challenges and Barrier to integration of I C T in Indian schools Classrooms

1.4 ICT Skilled Teacher – ICT Skills and Qualities of ICT teacher

1.5 Safe use of ICT – Virus management, Net safety, Nettiquettes, Legal and Ethical Issues

UNIT2:- ICT SUPPORTED TEACHING LEARNING STRATEGIES   1 CREDIT

2.1. E-Learning and Web base learning–concept, features and educational application

2.2. Co-operative and Collaborative Learning –concept, features and educational application

2.3. Project based Learning —concept, features and educational application

2.4. Communication Tools - Mobile, e-mail, chat Online Conferencing, Blog, Wiki, Internet forum, News Groups.

2.5. Social Networking as an effective Communication Tool.

UNIT 3:- NEW TRENDS IN ICT   1 CREDIT

3.1. Virtual Classroom - concept, elements, advantages and limitations

3.2. Smart class room – concept, elements, advantages and limitations

3.3. Edusat - concept, elements, advantages and limitations

3.4 Online Learning Resources: e- Library, Websites, Apps, and Web 2.0 Technology.

UNIT 4:- INSTRUCTIONAL SYSTEMS   1 CREDIT

4.1 Concept of ISD : meaning and Nature Principles and Assumptions

4.2 Need, importance and Advantages of ISD.

4.3 Difference between Education, Training and Instruction.

4.4 Stages of Development of ISD.

4.5 Components of an instructional system design.

UNIT – 5 :   INSTRUCTIONAL STRATEGIES AND MODELS   1 CREDIT

5.1   Instructional strategies.

   A] Self Instruction   B] Programme instruction

   C] Computer Assisted Instruction

5.2   Models of Instructional system.

   A]   M LM (Mastery Learning Model)

   B]   Synectic

5.3   Developing Self instructional material.

   1)   Printed self instructional Material.

   2)   Computer Assisted Programme.

   3)   Online Learning.

5.4   Process of validation of instructional Material / Program

   A]   Individual testing

   B]   Group testing

   C]   Field testing

   D]   Master validation

5.5   Models of evaluation- Educational Decisions Model (CIPP Model)

Practical:

To develop self instruction / Program instruction / computer assisted instruction material for any unit of any school subject of your choice.

References:

1. Assessment and Evaluations - P.G. Pnog

2. Instructional system Design - Instructional Technology V.K. Rao

3. Computer fundamentals - Arora Bansal

4. Information and communication - Kishore, Chavan

5. Information Technology - Dyne, Nandkishore

6. Crumlish Christian - ABC o internet

7. Fun of computer - Singh and Sukhvir

8. ICT strategies for school - Mohenty Laxman