

MAHARASHTRA STATE BOARD OF VOCATIONAL EDUCATION EXAMINATION, MUMBAI

1	Name of Course	C. C. IN Vocational Teacher Training (Revise W. E. F. 2018-19)																																																								
2	Course Code	411216																																																								
3	Max.No.of Students Per Batch	25 Students																																																								
4	Duration	1 year																																																								
5	Type	Part Time																																																								
6	No.Of Days / Week	6 Days																																																								
7	No.Of Hours /Days	7 hrs.																																																								
8	Space Required	1) Preparative Room = 200 sq. feet 2) Class Room = 200 sq. feet TOTAL = 400 sq. feet																																																								
9	Minimum Entry Qualification	1) S.S.C. AND 1) 1Year / 2 Year Vocational Course awarded by MSBVEE OR Bifocal OR HSC (VOC) OR ITI OR Diploma OR Degree / PG / Post Graduate Diploma in respective branches of Vocational Education.																																																								
10	Objective Of Course	1) To create Qualified Vocational Teacher and Skill Assessor. 2) To create Career Councilor.																																																								
11	Employment Opportunity	1) Vocational Teacher in different stream of vocational education. 2) Career Councilor																																																								
12	Teacher’s Qualification	(1) One Teacher as a coordinator of Programme with qualifications as Post Graduate with B.Ed. OR BE / M.Tech OR CTI / ATI (2) Three Part Time / CHB Teacher. i) Education Psychology – P.G. with B.Ed / M.Ed with Specialization in student Psychology / CTI / ATI ii) Teaching Methodology – Diploma / Degree / P.G. with B.Ed / M.Ed / CTI iii) Employability Skill - Degree with MBA / CTI / ATI																																																								
13	Training System	<table><tr><th colspan="3">Training System Per Week</th></tr><tr><td>Theory</td><td>Practical</td><td>Total</td></tr><tr><td>6 hrs</td><td>18 hrs</td><td>24 hrs</td></tr></table>							Training System Per Week			Theory	Practical	Total	6 hrs	18 hrs	24 hrs																																									
Training System Per Week																																																										
Theory	Practical	Total																																																								
6 hrs	18 hrs	24 hrs																																																								
14	Exam. System	<table><tr><th>Sr. No.</th><th>Paper Code</th><th>Name of Subject</th><th>TH/PR</th><th>Hours</th><th>Max. Marks</th><th>Mini. Marks</th></tr><tr><td>1</td><td>41121611</td><td>Teaching Methodology</td><td>TH-I</td><td>3 hrs.</td><td>100</td><td>50</td></tr><tr><td>2</td><td>41121612</td><td>Educational Psychology</td><td>TH-II</td><td>3 hrs.</td><td>100</td><td>50</td></tr><tr><td>3</td><td>41121613</td><td>Employability Skill</td><td>TH-III</td><td>3 hrs.</td><td>100</td><td>50</td></tr><tr><td>4</td><td>41121621</td><td>Teaching Methodology</td><td>PR-I</td><td>3 hrs.</td><td>100</td><td>60</td></tr><tr><td>5</td><td>41121622</td><td>Teaching Practice</td><td>PR-II</td><td>3 hrs.</td><td>100</td><td>60</td></tr><tr><td>6</td><td>41121623</td><td>Project / OJT</td><td>PR-III</td><td>3 hrs.</td><td>100</td><td>60</td></tr><tr><td></td><td></td><td>Total</td><td></td><td></td><td>600</td><td>330</td></tr></table>	Sr. No.	Paper Code	Name of Subject	TH/PR	Hours	Max. Marks	Mini. Marks	1	41121611	Teaching Methodology	TH-I	3 hrs.	100	50	2	41121612	Educational Psychology	TH-II	3 hrs.	100	50	3	41121613	Employability Skill	TH-III	3 hrs.	100	50	4	41121621	Teaching Methodology	PR-I	3 hrs.	100	60	5	41121622	Teaching Practice	PR-II	3 hrs.	100	60	6	41121623	Project / OJT	PR-III	3 hrs.	100	60			Total			600	330
Sr. No.	Paper Code	Name of Subject	TH/PR	Hours	Max. Marks	Mini. Marks																																																				
1	41121611	Teaching Methodology	TH-I	3 hrs.	100	50																																																				
2	41121612	Educational Psychology	TH-II	3 hrs.	100	50																																																				
3	41121613	Employability Skill	TH-III	3 hrs.	100	50																																																				
4	41121621	Teaching Methodology	PR-I	3 hrs.	100	60																																																				
5	41121622	Teaching Practice	PR-II	3 hrs.	100	60																																																				
6	41121623	Project / OJT	PR-III	3 hrs.	100	60																																																				
		Total			600	330																																																				

Academic Calendar :-

1st July To 31st December	TH – 1 / TH – 2 / TH – 3 & PR – I are to be conducted with Class Room Teaching	
1st January To 31st March	1) Project, preparation on standard exercises and on Job Training in relevant field. 2) Skill Assessment practice under Master Trainer Supervision .	Daily - 7 Hours

Teaching Methodology

Theory – I & Practical – I (Theory & Practical's)

Unit No.	Lesson No.	Particular of Teaching	Practical
Unit -1		Role of Vocational Teacher <ul style="list-style-type: none"> Overview of vocational & Technical education system in India. Different schemes of Vocational, Technical Education & Training in India. Concept of Vocational Education & Training. Organizational structure in Vocational Education. VET target setting and planning, financing. 	
Unit –2	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16	Fundamentals of teaching and learning Introduction to Principles of Teaching Teaching Profession Meaning of Education Vocational Training Instructor and his job Transfer of occupational skills Methods of acquiring skills Development of Trainees attitude Motivation Maintaining Learners interest Instructor and his responsibilities Pre-requisite of a good instructor Traits of a good instructor Characteristics of good instructions Common defects in instruction Evaluating personal qualities	Instruction for Vocation <ul style="list-style-type: none"> Overview on elements of Vocational Training by Trainer What Kind of Learner are you – Questionnaire to be answered by Trainees What do you already know about Training Procedure – Questionnaire by Trainees Video Show on learning process by Trainer Feedback & Final conclusive by Trainer
Unit –3	1 2 3 4 5 6 7 8 9 10 11 12 13	Measurement and Evaluation Tests – Function and characteristics Tests – Advantages and classification Oral Tests and its Advantages Subjective type Tests Objective type Tests – Advantages and disadvantages Performance Tests Analysis of Tests Design of test. Standard bench marking. Criteria for measurement. Assessment factor for evaluation of skills. Standard practices in world.	Administration & Analysis of Tests: Micro Teaching Analysis/Teaching Practice: <ul style="list-style-type: none"> Individual assignment. Group assignment on setting different types of questions – By Trainer (Purpose, application, comprehensive etc.) Design to tests. Setting an ideal question paper and evaluation – By Trainees Evaluation techniques and marking schemes – By Trainer and Trainees Preparation of standard bench marking charts for given job/project/task. Practice for skill evaluations. Evaluation criteria/mechanism.

Unit –4	1 2 3 4 5 6 7 8 9	ANALYSIS OF SYLLABUS & CONSTRUCTION OF COURSE Organizing a Training Programme Trade syllabus analysis Related information and skill Construction of course Planning a Lesson Four Steps of Teaching Requirements of a Lesson Lesson Plans - Advantages and disadvantages Lesson Plans standard format	Preparation of Teaching Skills: <ul style="list-style-type: none"> Defining objectives and preparation of lesson plan – By Trainer & Trainees Defining objectives and preparation of demonstration plan – By Trainees and Trainer Preparation of different instructional materials – By Trainer and Trainees Question – Answer debate session – By Trainer Teaching practice – body languages, skills in presentation – By Trainees
Unit –5	1 2 3 4 5 6	Methods of Teaching Characteristics of instruction and material Demonstration Techniques (Standard format of Demonstration Plan) Training Vehicles Training Wheels Written Instructional Material / W.I.M.	
Unit –6	1 2 3 4 5 6 7	- Factors to be considered while preparing W.I.M. - W.I.M. - Qualities and advantages Instruction and Media – use, types and characteristics of instruction material W.I.M. – Information Sheet W.I.M. – Operation Sheet W.I.M. – Job Sheet W.I.M. – Assignment Sheet W.I.M. – Exercise Sheet	
Unit –7	1 2 3 4 5 6 7 8 9 10 11	INSTRUCTIONAL TECHNOLOGY Importance of Teaching Aids Classification of Training Aids The Chalkboard Display Boards – Magnetic Board, Flannel Board, Bulletin Board, Scroll Holes Charts and Posters Three Dimensional Aids – Advantages, types of models and mock up Projected Aids – Film strip projector, slide projector, Overhead Projector, Opaque Projector Sound Films and Film Projectors Use of Computer in E- content development. Use of Computer in Methodology and Educational Administration and Management Information Technology – Internet, browser, Websites, surfing, electronic mail Power point presentation technique using LCD projector & interactive board.	Operate and Use of Audio Visual Aids/Equipment's : <ul style="list-style-type: none"> Group task on preparation of charts, transparencies, slides, posters, mock up – By Trainees and Trainer Teaching practice – presentation skills and use of AV aids Information Technology in today's Teaching and training process – By Trainer Use of internet and world wide web Preparation of PPT presentation Sample PPT presentation with LCD – By Trainer E text & content preparation. Collection of photos, videos, animations related to subject and presentations.

Unit –8	1 2 3 4 5 6 7 8 9 10	Organization of Facilities and Management of Training Areas Good Housekeeping Workshop Layout and organization Management of Workshop Procurement and maintenance of tools and materials Colour dynamics in Instruction Maintenance of Records Safety precautions and shop discipline Specialized classrooms layout Library of Audio-Visual Aids and Teaching Aids New type of AVA/RI classroom with preparatory room	Housekeeping and Safety Measures : <ul style="list-style-type: none"> • Instructional areas layout – Utility space – By Trainer • Safety Measure slogans, precautions, etc. • Videos show on excellent housekeeping • Layout of modern classrooms
Unit –9	A B C D E	Modules of Practical's (For Submission and before) Five skills of Micro Teaching with ten lessons – Two Simulated lessons (Role play, modules of teaching, games, creative teaching, etc.) Two computer assisted lessons and ten school lessons Five Days Internship in school/institute Preparation of Training Programme Preparation of one project	Project on planning for instructions (PFI)

Theory - II - Educational Psychology

Objectives :-

- 1 To develop understanding of the Nature and Scope of Psychology with reference to Education.
- 2 To apply the knowledge of the methods of Psychology in understanding the needs of the Education.
- 3 To acquire knowledge of Heredity and Environment with individual Differences.
- 4 To acquire knowledge of the characteristics of growth and development in the Infancy, Childhood & Adolescence adolescent and understand the problems faced by them in today's world.
- 5 To understand the theories of Learning and factor affecting on Learning with reference to Memory, Forgetting and Habit.
- 6 To Understand the Imagination, Thinking and Intelligence Theory and appreciate the role of the teacher in promotion intelligence and creativity among learners.
- 7 To acquire knowledge of the Mental Tension-method of removing it, Mental Disease-causes and remedy on it, type of Defense Mechanism & Understand the concept of Personality and the role of the teacher in promoting mental health of students.

Module - 1	Fundamental of Psychology with reference to Learner
Unit –A	Introduction to Psychology with reference to Learner
i	Meaning Psychology & Educational Psychology
ii	Nature, Scope and Relevance of Psychology in Education
iii	Method of Educational Psychology-(a)Introspection (b) Observation (c) Experimental (d) Clinical Methods (f) Psychophysical Method
Unit –B	Growth and Development of Learner
i	Heredity And Environment
ii	Growth And Development
iii	Individual Differences
iv	Development Characteristics of Infancy, Childhood & Adolescence with reference to Physical, Cognitive, Emotional and Social Aspects.
v	Role of teacher-how to tackle Adolescent students?

Module - 2	Learning And Learning Theories
Unit –C	Learning
i	Concept, Meaning, Definitions & Characteristics
ii	Laws of Learning
iii	Learning Curve and Transfer of Learning
iv	Learning Theories –Thorndike,
	Pavlov,
	Skinner
	Kohler
Unit-D	Factors Affecting on Learning
i	Motivation- Meaning and Concept
ii	Needs-Types of Needs, Drive-Incentive & Maslow’s Theory of Needs
iii	Attention-Meaning, Characteristics and Types
iv	Interest-Nature-Meaning-Bases of Interest & Educational Implications
v	Maturation-concept and importance
vi	Memory and Forgetting –Nature, Importance
vii	Analysis of Memory and Method of Memorizing
viii	How to develop Memory
xi	Habit-Meaning –formation of Habits- Advantages and Disadvantages of Habits
Module - 3	Intelligence
Unit-E	Intelligence and Imagination, Thinking & Creativity
i	Meaning and Nature of Intelligence
ii	Two Factor Theory of Intelligence
iii	Primary Mental Abilities Theory of Thurston
iv	Three Dimensional Theory of Gulford’s

Module - 4	Personality & Adjustment
Unit –F	Personality
i	Nature of Personality
Unit-G	Mental Health, Mental Tension, Mental Disease and Defense Mechanism
i	Meaning of Mental Health
ii	Characteristics of Mentally Healthy Person
iii	Factors Influencing on Mental Health of Person
iv	Meaning of Mental Tension
v	Methods of Removing Mental Tension.
vi	Meaning of Mental Disease
vii	Causes of Mental Disease and Remedy on Mental Disease
viii	Meaning of Defense Mechanism
ix	Type of Defense Mechanism
Module - 5	Assignments
A	5 Group Psychological Assignments
	Psychological Experiments Report Writing (Under the Guidance of Teacher)
B	Case Study (Age of 16 to 18 years old Student) field work
	Report Writing (Under the Guidance of Teacher)
C	Visit to Guidance Center – School/College/University/any recognize Guidance Center should submit the Report. Or Find out the Types of Guidance and should write 10 page Note on it and submit report
D	Visit to Counseling Center-School/College/University/any recognize Counseling Center Should submit the Report Or Find out the techniques of Counseling and submit the 10 page report.

Theory – III - Employability Skills

Unit – 1

Introduction to Employability Skill, Self Management, Self Evaluation, self discipline, self criticism, Recognition of one's SOWT limits and deficiencies, Independency etc. Thoughtful & Responsible Self Awareness, Application of various SWOT ANALYSIS TECHNIQUE for Identification & improvement of one's strength by overcoming weakness.

Unit – 2

Time Management Technique – Practice by game play and other learning methodology for achieving targets and getting of right first time.

Unit – 3

Team building / Coordinating, Team building practices through group exercises, Team task Role play. Ability to mixing & accommodation, Ability to work together.

Motivation Inspiration – Ability to shape and direct working / process methods according to self defined criteria. Motivate customers, Ability to think for oneself.

Ethics & Values Fairness : To behave in an open, just, and just respectable way toward other people, Openness and respect for Individual, Helpfulness, Honesty, Social responsibility Inclusiveness / Belongingness, etc.

Unit – 4

Interpersonal Skill Development, Positive Relationship, Positive Attitudes, Empathies : Comprehend other's opinions, points of views and face them with understanding.

Unit – 5

Stress Management -- What is the stress and its causes.

Unit – 6

Cross occupational competency - Organizing and implementation of exercises, Communication, Cooperation, Independency & Responsibility.

Unit – 7

Consciousness Quality, Introduction to quality Kaizen, TPM, SGA Introduction to concept of TEM and ISO (QMS – quality Management System)

Understand the concepts of occupational health and safety and follow them rigorously in work environment and day to day life.

Unit – 8

Understanding business and consumer, assess the market for successful Entrepreneurship

Unit – 9

Resources Mobilization – Various resources required for setting up an enterprise, network analysis, role of various schemes and Institutions for self employment i.e. DIC, MCED, MITCON, SIDA, SISI, NSIC, SIDO, KHADI GRAMODYOG, Various Semi Govt. Corporations for SC, ST, OBC, VJNT, Women etc. Financial Institutions and Banks.

Unit – 10

Study and understand various elements of business projects, prepare actual detail project report to set up business enterprise

Unit – 11

Understand the procedure, legal formalities, loan procurement and banking process to initiate the project.
Understand financial management of an enterprise, Understand marketing management of an enterprise
Understand industrial relations and personnel management of an enterprise

Tools and Equipments required for 1 Unit of 25 Students

Sr.No.	Name of Items	Quantity Required
1	Dual Desk / Bench or Chairs	25
2	Computers with Internet Facility	04
3	LCD Projector	01
4	Audio-Visual Aids	As per requirement
5	Scanner / Printer	01
6	White Board 5 x 6	02

List Of Books

1)	Training Methodology (English & Hindi) Edition (New Asian Publishers, Delhi – 1)	By M.A.R. Siddiqui
2)	Training Methodology (Marathi Edition)	By Dr.Suhaskumar Ruprao Patil By D.A.Dalvi & M.A.R. Siddiqui
3)	Spiritual Intelligence E and Creativity	Dr.W.B.Tongse Dr.Suhaskumar Ruprao Patil
4)	Cooperative Mapping and Constructivist Learning	Dr.Smita R.Deshmukh Dr.Suhaskumar Ruprao Patil
5)	Modern Trends in Curriculum Organisation	Dr.Suhaskumar Ruprao Patil

MAHARASHTRA STATE BOARD OF VOCATIONAL EDUCATION

EXAMINATION, MUMBAI

Course Committee Members

Sr. No.	Committee Members Name	
1)	Shri.Suhaskumar Patil, Principal, Govt. College of Education, Bhandara.	Chairman
2)	Shri. M.A.R. Siddiqui, Ex-Training Officer, A.T.I.Mumbai.	Member
3)	Smt. Usha Anand, Lalji Mehrotra Technical Institute, Jogeshwari (E), Mumbai.	Member
4)	Shri.S.R.Kale, Exam-controller, M.S.Board Of Vocational Education Examination, Bandra (E), Mumbai.	Member
5)	Shri. D. A. Dalvi, Secretary, M.S.Board Of Vocational Education Examination, Bandra (E), Mumbai.	Member-Secretary

About Vocational Teachers Training Course (VTT) of MSBVE

For improving the quality of training it is essential to make the trainers training programme more effective. It is evident that in order to achieve success in transforming knowledge and skills to the trainers, the trainer or the instructor must not only have requisite technical knowledge but also be well versed in applying the appropriate techniques of pedagogy for effective teaching.

Besides, during training the trainers (instructors) themselves can prepare various types of teaching material and leaning material and also types of softwares relating to their respective trades and thereafter, use them in their own-work situation. This way, the multiple objectives of the training, preparation and utilization of Audio Visual Aids can be achieved.

In addition to this, it would be necessary to upgrade the competence of the existing trainers in the Trainer's Training Institutes / Centers by providing them advanced training a broad in modern concepts of instruction technology and use of training aids. Steps have also to be taken to motivate the budding instructors to undergo instructor's training at the Trainers Training Institute.

Objectives :- The principal goal of the scheme is to improve the performance of the trainers through systematic training and productive work in the methodology field institutions in the area of training. The training curriculum is broadly cover the following :

- 1) Teaching Methodology
- 2) Instruction for Vocation
- 3) Psychology of Learning
- 4) Analysis of syllabus & Course Construction
- 5) Planning for Instruction (PFI)
- 6) Preparation of Written Instructional material (WIM) & various other A.V.Aids.
- 7) Instructional Technology
- 8) Measurement and evaluation
- 9) Teaching Methods
- 10) Communication & Learning process
- 11) Organisation and Management of Instructional areas
- 12) Entrepreneurship Skill etc.

1) The theoretical knowledge and practical skills required to become a competent trainer shall be imparted during the period of training.

“ Training Methodology ”

- A) Teaching Methodology
- B) Educational Psychology
- C) Employability Skills (Entrepreneurship)

A) The theoretical topics like course organisation and requirements, communication and learning process, Analysis of syllabus. The role of Instructor, the trainees general psychology, testing & evaluation, method of teaching, planning for instruction and preparation (FFI), written Instructional material (WIM) shall be covered.

2) The theory and practical related to different A.V.Aids and their effective use shall be covered including power point presentation.

A) Project : The trainees shall develop lesson plans and demonstration plans along with R.I. material (W.I.M) and A.V. & other teaching aids and also the analysis of syllabus week-wise & day-wise.

(1) Groups of (2) Trainees each shall be preparing (8) nos. of theory lesson plans and (8) nos. of practical demonstration plan on the topics to be allotted by faculty in the project-work.

(2) The teaching aids and written instructional materials are to be prepared by each trainee on any preferable (1) Unit each.

(Teaching Material and Learning Material)

- Preparation of charts, models, sample, sketches, transparencies etc.
- Analysis of syllabus.
- Lesson and Demonstration plans.
- Preparation of information sheets, assignment sheets, operation sheet, experiment sheet etc.

B) Practice Teaching : The Trainees shall present lessons / demonstrations developed during the project to internal / external groups.

Each trainee will perform total (8) nos. of practice teaching sessions i.e.

(4) nos. of theory lessons and (4) nos. of practical demonstration (2) nos. of Theory lessons & (2) nos. of practical demonstration out of shall be presented on actual class room situation preferably in ITI's (1) each of Theory lesson & Practical Demonstration out of these shall be presented during final exam in presence of board of examiners.

At the end of trainees are required to prepare a 'PROJECT WORK' on training schedule OR planning for instructions and submit to the faculty in charge. course trainees.

Topic :

Critique of Practice Teaching	Breakdown
	<p>1) Classroom / Workshop : Lighting / Ventilation, Seating, distractions.</p> <p>2) Instructor : Appearance, Vitality, Confidence, enthusiasm, voice, direction of attention, attitude to trainees, class contact.</p> <p>3) Trainees :</p> <ul style="list-style-type: none"> • Reaction to instruction • Attitude to instructor <p>4) Lesson / Demonstration</p> <p>A) Preparation : Subject matter, Teaching aids.</p> <p>B) Introduction : Clear objectives, motivation link</p> <p>C) Presentation / Demonstration : Well organized, explanation clear, key points clear, key points stressed, trainees attitude, summary.</p> <p>D) Application : Use of material at appropriate places by trainees.</p> <p>E) Testing : Trainees tested.</p> <p>F) Training Aids : Black board techniques effective charts etc.</p>

Material for Inspection at the end of course

Each trainee will be required to present the following materials for inspection at the end of the course.

- 1) Teaching note for all lessons and demonstration carried out during the course.
- 2) Folios and books containing criticism on lessons, notes, reports etc.
- 3) Notes for useful teaching aids or ideas observed or collected during the course (There should be include ideas for W/Shop organization, syllabuses for related subjects, sample exam paper, list of PPT, Books, suitable for a subject, library notes or sketches of useful aids observed etc.

Assessment of trainees work :

- 1) Final exam will be set but the result of tests, project & assignments given during the course will be considered in assessing the final results.
- 2) Teaching practice will be assessed on the results of the teaching of criticism lessons in the Class Room and W/Shop.

Trainee Exit Level :

By the end of the training, the trainees are expected to :-

- 1) Get an overall view of the organization establishment, procedural codes and requirement.
- 2) Define course objectives and anticipated standards of performance.
- 3) Develop competency level to become an effective teacher.
- 4) Gain knowledge of educational psychology with emphasis on adolescents and young, so as to motivate & develop trainees in Vocational Skills to meet merging industrial scenario.
- 5) Develop an understanding of learning perception and communication processes in action.
- 6) Select, use, design & develop A.V. and other teaching aids and W.I.M.
- 7) Evaluate training as continuous basis by using various evaluation tools.
- 8) Plan & organize training programme.
- 9) Prepare lesson plan, demonstration plan, under the project work with W.I.M. related to the various allotted topics of their trade along with development of A.V. and other teaching aids.
