

DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY



CIRCULAR NO.SU/INTERDISCIPLINARY/B.ED.TWO YEAR SYLL./53/2023

It is hereby inform to all concerned that, on recommendation of Dean, Interdisciplinary Studies, the Hon'ble Vice-Chancellor has accepted the **minor changes in the Curriculum of B.Ed. Two Years Degree Course Ist to IVth Semester under the Scheme of Out Come Based Education (OBE) & Choice Based Credit & Grading System** as per the Norms given by the NCTE under the Faculty of Interdisciplinary Studies in his emergency powers under Section-12[7] the Maharashtra Public Universities Act, 2016 on behalf of the Academic Council. These changes in the curriculum shall be applicable from the **Academic year 2022-23 and onwards** as appended herewith. Earlier Published Syllabus vide circular dt. 30.08.2022 is stand cancelled.

This Circular is also available on the University Website www.bamu.ac.in

All concerned are requested to note the contents of this circular and bring the notice to the all students, teachers and staff for their information and necessary action.

University Campus,
Aurangabad-431 004.

REF.NO.SU/B.Ed.TWO YEAR/ 2022/1876271

Date:- 11-01-2023.

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**Deputy Registrar,
Academic Section.
(Syllabus)**

Copy forwarded with compliments to:-

- 1] The Prof. & Head, Department of Education,
Dr. Babasaheb Ambedkar Marathwada University.
- 2] The Principals, affiliated concerned Education Colleges,
Dr. Babasaheb Ambedkar Marathwada University.
- 3] The Director, University Network & Information Centre, UNIC,
with a request to upload theis Circular on University Website.

Copy to :-

- 1] Director, Board of Examinations & Evaluation, Dr. Babasaheb Ambedkar Marathwada University, Aurabgabad.
- 2] The In-Charge, E-Suvidha Kendra, Rajarshi Shahu Maharaj Pariksha Bhavan, Dr. Babasaheb Ambedkar Marathwada University,
- 3] The Section Officer, [Professional Unit], Examinations,
- 4] The Programmer [Computer Unit-1] Examinations,
- 5] The Programmer [Computer Unit-2] Examinations,
- 6] The Public Relation Officer, Dr. Babasaheb Ambedkar Marathwada University, Aurabgabad.
- 7] The Record Keeper, Dr. Babasaheb Ambedkar Marathwada University, Aurabgabad.

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**Dr. Babasaheb Ambedkar Marathwada University, Aurangabad-431004,
Maharashtra (India)**



**Faculty of Interdisciplinary Studies
Subject-Education**

**Syllabus
Bachelor of Education (B.Ed.)
[Two Years Course-Semester Pattern]**

**CURRICULUM UNDER THE SCHEME OF
OUTCOME BASED EDUCATION (OBE) &
CHOICE BASED CREDITS SYSTEM (CBCS)**

With Effect from JUNE 2022 Onwards
(Subject to the modifications made from time to time)

→ direct collections
with technical
aspect may be
resubmitted

Dr. P. P. Sawale
3/11/2023

Dr. P. P. Sawale

→ Add mandatory
experiences with
readable font

Dr. P. P. Sawale
3/11/2023

Contents

Sr. No.	Paper No.	Particulars	Page No
1.		Preamble	1
2.		Scheme of Examination & Grading	4
3.		Examination Pattern	6
4.		B.Ed. Syllabus Structure	7
		Semester-I	13
5.	EDUCC-I	Childhood and Growing Up	14
6.	EDUCC-II	Contemporary India & Education	19
7.	EDUCC-III	Language Across the Curriculum	22
8.	EPC-I	Critical Understanding of ICT	25
9.	EPC-II	Yoga Education	27
		Semester-II	29
10.	EDUCC-IV:	Assessment for Learning	30
11.	EDUCC-V:	Knowledge & Curriculum	33
12.		:Pedagogy of School Subjects(Any One)	
13.	EDUCC-VIA	Marathi	36
14.	EDUCC-VIA	Hindi	38
15.	EDUCC-VIA	Urdu	40
16.	EDUCC-VIA	Sanskrit	43
17.	EDUCC-VIA	English	44
18.	EDUCC-VIA	Science	46
		:Pedagogy of School subjects(Any one)	
19.	EDUCC-VIB	Geography	48
20.	EDUCC-VIB	History	50
21.	EDUCC-VIB	Mathematics	52
22.	EPC-III	:Drama & Art in Education	54
		Semester-III	56
23.	EDUCC-VII	: Learning & Teaching	57
		:Pedagogy of School Subject(Any One)	
24.	EDUCC-VIIIA	Marathi	60
25.	EDUCC-VIIIA	Hindi	62
26.	EDUCC-VIIIA	Urdu	64
27.	EDUCC-VIIIA	Sanskrit	67
28.	EDUCC-VIIIA	English	68
29.	EDUCC-VIIIA	Science	70
		: Pedagogy of School Subjects(Any one)	
30.	EDUCC-VIIIB	Geography	72
31.	EDUCC-VIIIB	History	74
32.	EDUCC-VIIIB	Mathematics	76
33.	EPC-IV	: Reading & Reflecting on Text	78
		Semester-IV	81
34.	EDUCC-IX	: Gender, School & Society	82
35.	EDUCC-X	: Creating an Inclusive Classroom	84
		: Elective Courses (Any one)	
36.	EDUCC-XI	A. Career Guidance & counselling	88
37.	EDUCC-XI	B. Computer in Education	91
38.	EDUCC-XI	C. Distance Education	93

39.	EDUCC-XI	<i>D. Elementary Education</i>	95
40.	EDUCC-XI	<i>E. Environmental Education</i>	97
41.	EDUCC-XI	<i>F. Physical Education</i>	100
42.	EDUCC-XI	<i>G. Population Education</i>	102
43.	EDUCC-XI	<i>H. Value Education</i>	105
44.	EDUCC-XI	<i>I. Educational Administration and Management</i>	108
45.	EPC-V	: Understanding Self	111


Dr. P. R. Nagare
Chairman
BOS, Education

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.
Bachelor of Education (B.Ed.)
Semester pattern
Outcome Based Education (OBE) & Choice Based Credit System (CBCS)
June 2022 onwards

Preamble

The Bachelor of Education programme, generally known as B.Ed., is a professional course that prepares teachers for Upper Primary/ Middle (VI-VIII), Secondary (IX-X) and Senior Secondary (XI-XII) Levels.

Vision for Teacher-Education:

Teacher-education is in need of sensitizing to enhance quality of training in the emerging globalized and diversified demands of the school system. For this it must prepare the teacher for the role of being an encouraging, supportive and humane facilitator in teaching-learning situation to enable learners (students) to discover their talents, realize their physical and intellectual potentialities to the fullest, and to develop character and desirable social and human values needed to function as global responsible citizens; and to be able to realize this vision, teacher-education programme is designed with these Programme Educational Objectives (PEO)

Programme Educational Objectives (PEO):

1. **PEO 1:** to understand the way learning occurs and to create plausible situations conducive to learning;
2. **PEO 2:** to attain a sound knowledge base and proficiency in language;
3. **PEO 3:** to pursue an integrated model of teacher-education for strengthening the professionalization of teachers;
4. **PEO 4:** to make productive work a pedagogic medium for acquiring knowledge in various subjects, developing values and learning multiple skills..
5. **PEO 5:** to gain first hand experience of school activity by engaging student teachers as interns in lab schools

Programme Outcomes (PO):

After completion of B.Ed programme the student teacher will:

- 1) View knowledge as personal experience constructed in the shared context of teaching-learning, rather than embedded in the external reality of textbooks;
- 2) Facilitating student in acquiring knowledge in its truest sense
- 3) Be sensitive to the social, professional and administrative contexts in which they need to operate;
- 4) Develop appropriate competencies to be able to not only seek the above-mentioned
- 5) Understanding in actual situations, but also to create them;
- 6) Identify their own personal expectations, perceptions of self, capacities and inclinations;
- 7) Consciously attempt to formulate one's own professional orientation as a teacher in situation specific contexts;
- 8) View appraisal as a continuous educative process;
- 9) Develop an artistic and aesthetic sense in children through art education;
- 10) Address the learning needs of all children, including those who are marginalised and disabled;
- 11) Develop the needed counselling skills and competencies to be a facilitator for and helper of children needing specific kinds of help in finding solutions for day-to-

day problems related to educational, personal and social situations gained through internship activities.

The present B.Ed. Curriculum/syllabus shall be designed to integrate the study of subject knowledge , human development , pedagogical knowledge and communication skills.

The programme shall comprise three broad curricular areas: Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the field.

The courses under each of these curricular areas will be based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transactions of the courses shall be done using variety of approaches such as case studies, discussions on reflective Journals, observations of children and interactions with the community in multiple socio-cultural environments using latest trends of ICT in teaching(Online and Blended mode). Information and Communication Technology (ICT), Gender, Yoga Education and Disability/ Inclusive Education shall form an integral part of the B.Ed. curriculum.

0.207		The Degree of Bachelor of Education shall be conferred on a candidate, who has satisfied the following conditions:
	(a) Rectify as	He must have passed three years Bachelor's Degree Examination in Arts, Science, Commerce or Agriculture or any of the bachelors degree of Dr. Babasaheb Ambedkar Marathwada University or of any other University recognized by this University as equivalent thereto, with not less than 50% marks & in the case of reserved category 45% marks . (Relaxation for in-service teachers as per government rules prescribed from time to time).
	(b)	He must have, regularly pursued the course of study prescribed for four semester in two academic years.
	(c) (added)	A regular course of study means a course wherein the physical attendance is not less than 80% in all theory papers and practical components of the course and 90% for internship in all four semester of both the academic years . A course means the course in which minimum 100 days per semester as per NCTE norms are devoted for imparting instructions, and other activities as provided in the rules framed in that behalf. In special cases, The Vice-Chancellor may, on the recommendation supported by the report of an authorized Medical officer approved by the Principal of the College condone the deficiency in attendance not exceeding 10% on account of medical ground .
	(c)	Deleted
	(d)	Deleted
	(e) Rectify as	A candidate who has passed the B.Ed. examination of this University in any class /division may be allowed to appear in the said examination again with the same medium with present prescribed syllabus to improve his/her qualification, provided that he/she appears at the said examination with practical (two final lessons) in one attempt with all the papers and practical prescribed for the course, on the basis of which the result will be declared. Only two chances will be given for improvement of qualification.

0.208	(g)	The course of study shall consist of lectures, selected readings, discussion, workshops, internship , practice teaching and other practical work as laid down here in-after.
0.209 Rectify the ordinance 209 as		The External Examination shall consist of two parts: Part – I (a) Theory Part – I (b) Final Lesson and Viva-Voce The Internal Examination shall consist of two parts: Part – II (a) Practical (prescribed at each semester) Part – II (b) Enhancing Professional Capacities (EPC) prescribed at each semester.
0.210 Rectify the ordinance 210 as		A candidate who has completed all the requirements of the course but has failed in Part-I (a) or Part-1 (b) or in both has to appear for the examination in the same without putting in further attendance for practical work (Internal).
R.64		Deleted
R.65		Deleted
R.66 Added		A candidate who has not completed all the requirements of the course and not allowed to appear for semester end examination will have to complete all the Internal assessment along with the next batch of that semester students by paying the additional fees and his/her result will be declared after completing the Internal and External examinations satisfactorily.
		The candidate will be allowed who has put in attendance for appearing the examination
		of the subjects (wherein he has failed in any semester) at one and the same time in B.Ed. two years duration course. (a) The selection for admission in the B.Ed. Course will be made in accordance with the rules framed and revised time to time by Government Resolution. (b) The medium of examination (theory and practical) will be Marathi, Hindi, English and Urdu (as per the medium of instruction imparted in the college) (c) Deleted (d) As per the University Circular No: Exam/Prof.Unit/Edn/2005/27/99-21: dated October 5th, 2005, the college who have minimum number of 20 students appearing in Urdu medium shall be allowed to appear for the examination in Urdu language. The Principals of the respective college must send such examination forms separately by clearly mentioning medium of examination as Urdu.

R.67	The scheme for the B.Ed. Examination shall be as follows: To pass the examination, a candidate must obtain a minimum of 40% marks in each of the Theory papers under Part-I (a) and 40% of marks in each of the two lessons under Part-I (b) separately. Similarly a candidate must have 40% of the aggregate in Internal Assessment Part-II (a & b) To obtain First Class, a candidate must obtain a minimum 60% of marks in aggregate (I to IV semester) of the course. Candidate should have minimum 55% of marks in Part-I (a), Part-I(b), Part-II(a) and Part-II(b) in both the years. To obtain Second Class, candidate must obtain minimum of 50% marks in aggregate (I to IV semester) of the course. A candidate should have minimum 45% of marks in Part-I (a) and Part-I (b) Part-II(a) and Part-II(b) in all semester. A candidate who has obtained 40% or more in aggregate marks in each of the Internal and External Examination will be declared to have passed in the Third Division with D Grade. For declaring the candidate in below average, average, good, exceptional, excellent and outstanding grade description the minimum marks to be obtained in Part – I (a) and Part – I (b) in External Examination are given in Table No. 1 A candidate must complete Part–II A & B (Internal Assessment) before he/she appears University Examination of Part-I in all semesters. If any candidate internal work is incomplete in any semester he/she will not be allowed to appear in semester end exam. In such a case the candidate will have to complete the internal work in third year and then his result will be declared. The internal marks obtained by the candidate will be carried forward if he fail to appear for semester end exam due to some difficulty. If a candidate fails in First attempt and secure 60% / 50% or more percentage of marks in theory papers he/she will be awarded Pass Division only, or no class will be awarded. All the records of field based activities should be documented and authenticated by the Principal for internal assessment & verified at the time of viva-voce. Scaled Down: There should not be difference of 15% or more between the marks obtained in External Exam and Internal Assessment marks allotted by the college, in case the difference is more than 15% , the internal assessment marks will be scaled down accordingly. Similarly ,if the difference between the marks given by internal and external examiner in Final lessons and Viva-Voce is more than 15% , the marks will be scaled down.
Ordinance Added	Promotion: As per the ordinance 0.0885 issued by the University order ACAD/SU/CGS/college.PG level/14/2015 dated 20/06/2015. Promotion for PG is allowed. The B.Ed. course is of two years duration which consists of four(4) semester end Examinations by the University. Hence, once the student is admitted to the concerned B.Ed. course in the concerned college he/she will be promoted to next semester end examination with promotion/carryon effect, subject to the registration of the student in every consecutive university examination. Dropouts will be allowed to register for respective University examination as and when the concerned are offered by the college, subject to the condition that

		his/her tenure should not exceed more than three years duration as per NCTE norms
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Grading Scheme:

A ten point rating scale shall be used for the evaluation of the performance of the student to provide letter grade for each course and overall grade for the Bachelor's Degree Programme grade points are based on the total number of marks obtained by him / her in all the heads of examination of the course.

These grade points and their equivalent range of marks are shown separately in Table No. 1 **Conversion of Marks into Grade points, letter Grade and Class**

Sr. No.	Marks obtained	Grade Points	Letter Grade	Grade Description	Class
01	90.00-100	9.00-10	O	Outstanding	First Class with Distinction
02	80.00-89.99	8.00-8.99	A++	Excellent	First Class with Distinction
03	70.00-79.99	7.00-7.99	A+	Exceptional	First Class with Distinction
04	60.00-69.99	6.00-6.99	A	Very Good	First Class
05	55.00-59.99	5.50-5.99	B+	Good	Second Division
06	50.00-54.99	5.00-5.49	B	Fair	Second Division
07	45.00-49.99	4.50-4.99	C+	Average	Third Division
08	40.01-44.99	4.00-4.49	C	Below Average	Third Division
09	40	4.00	D	Pass	Third Division
10	< 40	0.00	F	Fail	--

Calculation of Semester Grade Point Average(SGPA)

Performance in a semester will be expressed as SGPA , cumulative performance of all the semester together will reflect performance in the whole programme and it will be known as Cumulative Grade Point Average(CGPA) Thus, the Cumulative Grade point Average will be used to describe the overall performance of a student in year-end examination of the course and will be computed as under –

$$CGPA = \frac{\text{Sum (Course Credit * Number of points in concern course gained by the student)}}{\text{Sum (Course Credit)}}$$

ABBREVIATIONS:

- (1) **EDUCC**- Education Core Course
- (2) **EDUEC**- Education Elective Course
- (3) **EPC**- Enhancing Professional Capacities

EXAMPATTERNFORTHEORYPAPERS -

Time-ThreeHours(3Hrs)Only&TotalMarks-80

Time – One and Half Hours (1.30 Hrs) Only & Total Marks - 40

Note-1)OnlyoneAnswerBookof32pagesandnosupplementswillbe provided.

Sr.No.	TypeofQuestion	TotalNumberof Question	NatureofAnswer	Marks perQuestion	Total Marks
1.	MultipleChoiceQuestions	10 out of 12 5 out of 7	Objective	01	10/5*
2.	Content based/ Applicationbased Long AnswerTypeQuestions (Foreachquestioninternaloptionbasedonsameunitshouldbethere)	04 out of 6 2 out of 3	Answerin300-400words	10	40/20
3.	ContentBasedshortAnswer TypeQuestion	06 out of 08 3 out of 4	Answerin200-250 Words	05	30/15*
Total		20/10	-	-	80/40
Online Exams (Any Pandemic)		40 MCQ for 80 Marks (1 hours) 20 MCQ for 40 Marks (1/2 hours)	Each MCQ for 2 Marks		

***For paper of 50 Marks, the distribution of questions is as follows**

[Signature]
Dr. P. B. Pagaray
Chairman
BOS
Education

**Structure of Syllabus Semester-I
Part-I**

Sr. No.	Paper Code	Title of the paper	Int. Marks	Ext. Marks	Total Marks	Total Hours	Credits
Part I- External Assessment							
01	EDUCC-I	Childhood & Growing Up	20*	80	100	60	4
02	EDUCC-II	Contemporary India & Education	20*	80	100	60	4
03	EDUCC-III	Language Across the Curriculum	10*	40	50	30	2
		Total	50	200	250	150	10
Part-II(a) Internal Assessment							
Sr.No	Activity	No of Activities	Int Marks	Ext. Marks	Total Marks	Total Hours	Credits
01	Microteaching Introduction and Demonstration of all standardized Micro Teaching Skills and Practice of Minimum Six skills.	Microteaching Lessons -06 (teach & re-teach) Bridge Lessons - 02 & Integrated Lesson - 01 (without re-teach)	100	--	100	120	4
02	Content test-I (V-VII)	One in each method	10	--	10	30	1
03	Practicum Based on theory papers	One in each paper	10	--	10	30	1
04	Psychological Experiments (05)	1. Work & fatigue 2. Free Association 3. Span of Attention 4. Sociogram 5. Transfer of Learning	15	--	15	60	2
05	Workshops: Teaching Aids	One teaching aid for each method and report	05	--	05	30	1
	Craft	4 articles of SUPW & report Pedagogical drawing & report	05	--	05	30	1
	Drawing		05	--	05	30	1
		Total	150		150	330	11
Part-II(b) Enhancing Professional Capacities (EPC) Courses under EPC shall be internally Assessed							
Sr. No.	Title	No of Activities	Theory Marks	Practical Marks	Total Marks	Total Hours	Credits
EPC-I	Critical Understanding of ICT	--	30	20	50	45	02
EPC-II	Yoga Education	--	30	20	50	45	02
				TOTAL	100		04
Inter-Semester Break(ISB)							
Sr.No	Paper code	Title	Int mks	Ext mks	Total Marks	Total hours	Credits
1	ISB-I	Practice of ICT	--	--	--	30	01
	Total	--	--	--	--	30	01
		Total of PART I + PART II (a) + PART II (b)+ ISB =			500	600	26

Note: * 2 Assignments - 10 marks & 2 Tests – 10 marks

**Structure of Syllabus
Semester-II
Part-I**

Sr. No.	Paper Code	Title of the paper	Int. Marks	Ext. Marks	Total Marks	Total Hours	Credits
Part I- External Assessment							
01	EDUCC-IV	Assessment for learning	20*	80	100	60	4
02	EDUCC-V	Knowledge & curriculum	20*	80	100	60	4
03	EDUCC-VIA	Pedagogy of school subjects Marathi, Hindi, Urdu, Sanskrit, English, Science	10*	40	50	30	2
04	EDUCC-VI B	Pedagogy of school subjects History, Geography, Mathematics	10*	40	50	30	2
		Total	60	240	300	180	12
Part-II(a) Internal Assessment							
Sr. No	Activity	No of Activities/Days	Int Marks	Ext. Marks	Total Marks	Total Hours	Credits
01	Practicum Based on theory papers	One in each Paper	10	--	10	30	1
02	Workshops			--			
	▪ Lesson Planning	04 days	10		10	60	2
	▪ Evaluation	03 days	30		30	90	3
03	Internship:	04 weeks Internship includes activities like; • Maintaining reflective dairy • Attending and conducting morning assembly. • Conducting practice teaching lessons (05 lessons in each method), Lesson observation (10 lesson observations in each method), • Preparing daily plan, unit plan, year plan. • Getting acquainted with school records. • Field visits to support services in the school. • Conducting computer classes, SUPW& drawing classes. • Celebrating the days. • Getting expert guidance from the senior teachers, and	100	--	100	120	4

		preparing a record of all these activities.					
	Total		150	--	150	300	10
Part-II(b)Enhancing Professional Capacities (EPC)							
Courses under EPC shall be internally Assessed							
Sr. No.	Title	No of Activities	Theory Marks	Practical Marks	Total Marks	Total Hours	Credits
EPC-III	Drama & Art in Education	--	30	20	50	45	02
				TOTAL	50	45	02
Inter-Semester Break(ISB)							
Sr.No	Paper code	Title	Int mks	Ext mks	Total	Total hours	Credits
1	ISB-II	Preparation of Action Research proposal	--	--	--	30	01
	Total	--	--	--	--	30	01
		Total of PART I + PART II (a) + PART II (b)+ ISB =			500	555	25

Note: * 2 Assignments - 10 marks & 2 Tests – 10 marks

Structure of Syllabus Semester-III
Part-I

Sr. No.	Paper Code	Title of the paper	Int. Marks	Ext. Marks	Total Marks	Total Hours	Credits
Part I- External Assessment							
01	EDUCC-VII	Learning & Teaching	20*	80	100	60	4
02	EDUCC-VIIIA	Pedagogy of School Subject Marathi, Hindi, Urdu, Sanskrit, English, Science	10*	40	50	30	2
03	EDUCC-VIIIB	Pedagogy of School subjects History, Geography Mathematics	10*	40	50	30	2
		Total	40	160	200	120	8
Part-II(a) Internal Assessment							
Sr.No	Activity	No of Activities/Days	Int Marks	Ext. Marks	Total Marks	Total Hours	Credits
01	Content test (VIII-X)	One in each Method	10	--	10	30	1
02	Practicum Based on theory papers	One in each Paper	10	--	10	30	1
03	Psychological experiments(05)	1.Learning curve 2.Intelligence test 3.Suggestibility 4.Perception 5.Memory	10	--	10	60	2
04	Internship	Internship: 09 weeks & 01 week community work • Maintaining reflective dairy • Attending and conducting assembly. • Conducting practice teaching lessons (10 lessons in each method out of which 04 lessons per method to be taught through 5E Approach & Observation of lessons (10 in each method) • Preparing daily plan, unit plan and preparing and conducting unit test on the units taught. • Preparing progress report/rubrics/anecdotal record/learner's portfolio using statistical measures. lesson • Conducting action research. • Administration of Psychological Test. • Arranging healthcheckup camps.	170	--	170	300	10

		Health awareness activities like Yoga, meditation, etc. • Conducting various competitions • Celebration of important days.					
	Total		200	--	200	400	14
Part-II(b)Enhancing Professional Capacities (EPC) Courses under EPC shall be internally Assessed							
Sr. No.	Title	No of Activities	Theory Marks	Practical Marks	Total Marks	Total Hours	Credits
EPC-IV	Reading & Reflecting on text	--	30	20	50	45	02
				TOTAL	50		
Inter-Semester Break(ISB)							
Sr.No	Paper code	Title	Int mks	Ext mks	Total	Total hours	Credits
1	ISB-II	Preparation of Action Research Report	--	--	--	30	01
	Total	--	--	--	--	30	01
		Total of PART I + PART II (a) + PART II (b)+ ISB =			450	595	25

Note: * 2 Assignments - 10 marks & 2 Tests – 10 marks

**Structure of Syllabus
Semester-IV
Part-I(a& b)**

Sr. No.	Paper Code	Title of the paper	Int. Marks	Ext. Marks	Total Marks	Total Hours	Credits
Part I (a)- External Assessment							
01	EDUCC-IX	Gender, School & Society	10*	40	50	30	2
02	EDUCC-X	Creating an Inclusive Classroom	10*	40	50	30	2
03	EDUCC-XI	Elective course(Any One)	20*	80	100	60	4
		Total	40	160	200	120	8
Part-I(b) External Assessment							
Sr.No	Activity	No of Activities/Days	Int Marks	Ext. Marks	Total Marks	Total Hours	Credits
01	Final lesson	(one in each method)	--	80	80	30	1
02	Viva-voce	01 day	--	20	20	30	1
		Total	--	100	100	60	2
Part- II (a) Internal Assessment							
01	Practicum Based on theory papers	One in each paper	10	--	10	30	01
02	Educational tour	01 day	20	--	20	30	01
03	Internship	Internship: 05 weeks & 01 week community work • Maintaining reflective dairy • Attending and conducting assembly. • Conducting practice teaching lessons (05 in each method) • observation of lessons (05 in each method) • Preparing daily plan, unit plan. • Field visits to support services in the school. • Preparing school students for cultural activities. • Arranging Parent – Teacher Meet. • Arranging social gatherings. • Celebration of days	170	--	170	240	08
		Total	200	--	200	300	10
Part-II(b)Enhancing Professional Capacities (EPC) Courses under EPC shall be internally Assessed							
Sr. No.	Title	No of Activities	Theory Marks	Practical Marks	Total Marks	Total Hours	Credits
EPC-V	Understanding Self	--	30	20	50	45	02
				TOTAL	50		
PART I + PART I (b) PART II (a) + PART II (b) =					550	525	22
SEMESTERS			I	II	III	IV	Total Marks
TOTAL MARKS			500	500	450	550	2000

Note: * 2 Assignments - 10 marks & 2 Tests – 10 marks

[Handwritten Signature]
Dr. P. R. Patil
Chairman
BTE, Pimpri

13
B.C.S.

Semester	Int Marks	Ext marks	Total	Credit hours	Credits
I	300	200	500	600	26
II	260	240	500	555	25
III	290	160	450	595	25
IV	290	260	550	525	22
TOTAL	1140	860	2000	2275	98

14
2024

B.Ed. FIRST SEMESTER

**B.Ed. FIRST SEMESTER
EDUCC-I
CHILDHOOD AND GROWING UP**

Total Marks : 100	Credits : 4	External Marks : 80
Hours : 60	Internal Marks : 20	Theory Exam Paper : 3 Hours

Learning Outcomes :

The course will enable the student teachers to –

- ◆ reflect on the role of socio-cultural context in shaping human development, especially with respect to the Indian context
- ◆ situate child development in a socio-cultural context
- ◆ develop theoretical perspectives and an understanding of dimensions and stages of human development
- ◆ understand individual differences among the learners
- ◆ understand cognitive processes and affective processes in learners
- ◆ understand adolescence stage of human development
- ◆ analyse the implications of understanding human development for teachers

UNIT (I) Growth and Development and its theoretical perspective of development: (20 Marks)

- a. Growth and Development-Meaning and Differences
- b. Principles of Development: Relation between development and learning
- c. Factors influencing Growth and Development: Innate and acquired from environment
- d. Nature and Nurture
- e. Stages of Development: with focus on various stages from infancy to post adolescence.
- f. Jean Piaget's theory of cognitive development
- g. Lawrence Kohlberg's theory of Moral development.
- h. Eric Erickson's theory of psychosocial development
- i. Gagne's level of learning

UNIT (II) Understanding Childhood and Adolescence in socio cultural perspective (20 Marks)

- a. Characteristics of childhood stage with reference to Physical, Mental, Emotional and Social and Moral dimensions
- b. Childhood and Growing up in the context of
 - (i) Marginalization
 - (ii) Diversity

(iii) Stereotyping.

(iv) Issues and Implications of changing family structures and parenting on growing up with respect to attachments and bonding.

(v) Childhood in difficult circumstances (jail, war affected families, conflict situation, urban, slum families).

c. characteristics of Adolescent children with reference to Physical, Mental, Emotional and Social and Moral dimensions.

a) Issues and Concerns

- Problems of adjustment

-Understanding of emotional disturbance and risk behavior

-Identity Crisis

-Parent child conflict

-Drug addiction and Abuse

-Bullying

-Juvenile delinquency

-Health awareness – personal hygiene, nutrition, disease prevention and control.

UNIT (III) Personality of Child and Motivation: (20 Marks)

a. Personality - Meaning, definition & nature

b. Development of Personality – role of family, school and society.

c. Trait approach of personality

d. Sigmund Freud approach of Personality

e. Role of teacher in development of personality of the child.

f. Motivation - Meaning, definitions, types and sources

g. Maslow's Theory of Motivation and its implications.

UNIT (IV) Individual differences ,Group Dynamics and Role of Media (20 Marks)

a. Individual differences-Concept, Meaning, types, Inter and Intra Individual differences.

b. Group Dynamics-Concept, Meaning, types, Inter and Intra personal relations

c. Role of teacher to facilitate the various aspects of Individual differences.

- 17
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- d. Influence of Mobile addiction and Social networking on development of child.
- e. Role of teacher in establishing identity with respect to media and peer relations.

PRACTICUM: (Any One)

1. Prepare a case study of a marginalized, diversified or a stereotype child (Unit-II).
2. Prepare a case study of a child with respect to parenting style (autocratic, democratic, single parent, illiterate parent.(Unit-II)
3. Prepare a biography of any one of the psychologist (Jean Piaget, Lawrence Kohlberg, Eric Erickson)(Unit-I)

Transaction Mode-Lecture cum Discussion method, Brain Storming Method, Blended teaching, Computer assisted teaching, Facilitating techniques

Essential Readings:

- Agarwal J.C. (1995)–Essentials of Educational Psychology-Vikas Publication New Delhi.
- Bhatnagar Suresh and Saxena Anamika, Advanced Educational Psychology. R Lall Book Depot Meerut.
- Chauhan S.S (1990) -Advanced Educational Psychology, Vikas Publication New Delhi
- Dandapani S. A Text book of Advanced Educational Psychology, Anmol Publications, Pvt.Ltd.
- Dandekar W.N. Fundamentals of Experimental Psychology. Macmillan Publishers India Ltd., New Delhi.
- Panda B.N. Advanced Educational Psychology (2004). Discovery Publishing House, New Delhi.
- Mangal S.K. (2011) Advanced Educational Psychology, PHI Learning Pvt. Ltd., New Delhi.
- Walia J.S. (1999) Foundation of Educational Psychology, Paul Publishers Punjab.
- Whittaker J.O. Introduction to Psychology. W.B. Saunders Company, London.
- Neel Ann, Theories of Psychology. Ahalsted Press Book. Schenkman Publishing Company New York.
- Morse William.C.Wingo G. Max Psychology and Teaching, Tarapurvala sons, Pvt. Ltd. Bombay.
- Crow and.Crow (1964), Human Development and Learning. Eurasia Publishing House, New Delhi.
- Mathur S.S. Educational Psychology, Vinod Pustak Mandir, Agra.
- Kakkar S.B. Educational Psychology. PHI Learning Pvt. Ltd., New Delhi
- Sharma R.A. Educational Psychology. R Lall Book Depot, Meerut.

- शैक्षणिक व प्रायोगिक मानसशास्त्र — प्रा.वा.ना.दांडेकर, विद्या प्रकाशन, शनिवार पेठ, पुणे.
- शैक्षणिक मानसशास्त्र — डॉ. सुरेश करंदीकर, फडके प्रकाशन, कोल्हापूर.
- सुबोध शैक्षणिक मानसशास्त्र — प्रा.प्र.ल.नानकर
- शैक्षणिक व प्रायोगिक मानसशास्त्र — डॉ. ह. ना. जगताप नूतन प्रकाशन पुणे.
- शिक्षणाचे मानसशास्त्रीय अधिष्ठान — प्रा. आफळे प्रा. बापट श्री विद्या प्रकाशन पुणे.
- शैक्षणिक मानसशास्त्र — प्रा.के.व्ही. कुलकर्णी, श्री.विद्या प्रकाशन, पुणे.
- प्रगत शैक्षणिक मानसशास्त्र — डॉ. न.रा. पारसनीस नूतन प्रकाशन, पुणे.
- प्रगत शैक्षणिक मानसशास्त्र — प्रा. आ.पा. खरात विद्या प्रकाशन, पुणे.
- उच्चतर शिक्षा मनोविज्ञान — डॉ. रामनाथ शर्मा, डॉ. रचना शर्मा, हटबाटिक, पब्लीशर्स आणि डिस्ट्रीब्युटर्स, बी-२ विशाल एचक्येट, नई दिल्ली.
- अध्ययन उपपत्ती व अध्ययन — डॉ. सत्यवती राऊळ, नूतन प्रकाशन पुणे.
- अध्ययन उपपत्ती — डॉ. खानापूरकर ह.कृ.
- अध्ययननार्थीचे चे मानसशास्त्र आणि अध्यापन प्रक्रिया — प्रा. सौ. कडके, डॉ. शिरगावे, प्रा. शेंडगे फडके प्रकाशन, कोल्हापूर.
- शैक्षणिक मानसशास्त्र व प्रायोगिक कार्य — डॉ. द.बा. पोंक्षे, नूतन प्रकाशन पुणे.
- शैक्षणिक मानसशास्त्र — डॉ. शारदा शेवतेकर.
- शैक्षणिक मानसशास्त्र - र.वि. पंडित, पिंपळपुरे अँड कं.पब्लीशर्स नागपूर.

- बाल्यावस्थाआणिविकास (२०२१), डॉ. शेखशकीलअब्दुलमजीद, एक्सलपब्लीकेशन, औरंगाबाद.
- TaleemNafsiyatki,roshanimein: MirzaMehfoozBaig,Qamer Publication Aurangabad.
- Learning Disability: Dr.KhanZeenaMuzaffar,kanishka Publication New Delhi
- Taleem -e NafsiyatkePehlu -Dr.AfaqNadeem Khan and Syed MaazHussain ,Educational Book House Aligarh
- Taleem -E-Nafsiyat-Dr.Talat Aziz, National Council for promotion of Urdu language (NCPUL) New Delhi .
- Taleem-e -Nafsiyat ,Sharif Khan,Educational book house Aligarh
- Taleem -e Nafsiyat,IbraheemKhaleel,Deccan Traders Educational publisher Hyderabad.
- Bacchonkinafsiyat-Dr.AbdulRauf,World Islamic Publications,New Delhi
- Abnormal Nafsiyat -ZakiyaMashidi,National Council for promotion of Urdu language (NCPUL) New Delhi .
- Taleem-e nafsiyat-Nasreen Khalid sheikh,Deccan Traders Educational publisher Hyderabad.
- Taleem -e -nafsiyatkiBunyadein,Shaikh Mohammed Zakir, Mavin PublicationAurangabad

Suggested Reading:

- Cole, M and Cole, S (1989). The Development of Children, Scientific American Books, New York
- Hurlock, E.B. (2003). Child Growth and Development, Tata McGraw - Hill Education



- Kakkar, S (1978). The Inner World: A Psychoanalytic Study of Childhood and Society in India. Oxford University Press, New Delhi
- Mishra, A (2007), Everyday Life in a Slum in Delhi. In D.K. Behera (Ed.) Childhood in South Asia. New Delhi: Pearson Education India
- Nambissan, G.B. (2009). Exclusion and Discrimination in Schools: Experiences of Dalit Children. Indian Institute of Dalit Students and UNICEF
- Piaget, J. (1997). Development and Learning. In M. Gauvain and M. Cole (Eds), Readings on the Development of Children. New York: WH Freeman and Company
- Saraswathi, T.S. (1999). Adult-Child Continuity in India: Is Adolescence a myth or an emerging reality? In T.S. Saraswathi (Ed), Culture, Socialisation and Human Development: Theory, Research and Applications in India. New Delhi. Sage
- Sharma, N (2011). Understanding Adolescence, NBT, New Delhi, India
- Singh, A (Ed), (2015). Human Development: A Life Span Approach. Orient Black Swan, Delhi

2020

**B.Ed. FIRST SEMESTER
EDUCC-II
CONTEMPORARY INDIA & EDUCATION**

Total Marks : 100	Credits : 4	External Marks : 80
Hours : 60	Internal Marks : 20	Theory Exam Paper : 3 Hours

Learning Outcomes:

The course will enable the student teachers to –

- ◆ Explain about the relationship between Philosophy & Education & implications of Philosophy on education.
- ◆ Tell the contribution of great educators to the field of education.
- ◆ Tell that development of Education is influenced by socio-political forces of the time.
- ◆ Differentiate Characteristic features of ancient, medieval and British system of education in India and of their strengths and limitations.
- ◆ Show the contribution of various major committees and commissions on education set up from time to time.
- ◆ Explain the developments in Indian education in the post- Independence era.

Unit 1) Concept of Education and Philosophy

20 Marks

- a. Education-Meaning, Nature and scope
- b. Philosophy – Meaning and Nature
- c. Interrelation between philosophy and education
- d. Educational thinkers and their contribution in developing principles of education- Pestalozzi, John Dewey, Froebel – The play-way method, Montessori- The didactic apparatus, Mahatma Gandhi, Swami Vivekananda– Man-making education, Maulana Abul Kalam Azad, Dr. Babasaheb Ambedkar, Dr. A.P.J. Abdul Kalam and Mahatma Phule.

Unit 2) Education in India during the Pre-Independence Era:

20 Marks

- a. Education during the Vedic, Buddhist and Medieval period with reference to – objectives, characteristics, methods of teaching, literature, subjects taught, centres, merits and limitations.
- b. Education during the British Period pre-Independence Era:
 - 1) Anglicist and orientalist controversy on education in India
 - 2) Macaulay's minutes.
 - 3) Woods Dispatch.
 - 4) Indian Education Commission - Hunter Commission 1882.
 - 5) Movement for National Education.
 - 6) Wardha Scheme of Education.

Unit 3) Education in India during the Post-Independence Period.

20 Marks

- 1) Kothari commission.
- 2) National Education Policy – 1986, Revised NEP in 1992.
- 3) National Knowledge Commission - 2005,
- 4) National Curriculum Framework - 2009
- 5) Sarva – Shiksha Abhiyan.

6) Rashtriya Uchha Shiksha Abhiyan- RUSA

Unit 4) Social Diversity and Universalization of Education.

20 Marks

- Concept of Social Diversity: Types of diversity with respect to regions, languages, religions, caste, tribes etc.
- Indian constitution – Preamble, Constitutional articles related to Education, fundamental rights and the directive principles of state Policy.
- Constitutional values related to the aims of Education.
- Impediments in the way to achieve universalization of education.
- Achieving a learning society: distance education, continuing education.

Transaction Mode-Lecture cum Discussion method, Brain Storming Method, Blended teaching, Computer assisted teaching, facilitating techniques

Project :- (any one)

- Study of any one Educational thinker (Which is not included in syllabus)
- Visit to “Ashrams”, “Madarsa” and “Vihara” and give report of their work.
- Comparative study of pre-independence and post-independence era of Indian education.
- Study the Indian Constitution and prepare a report on educational articles evolved in constitution.

Recommended Books

- The teacher and Education in Emerging Society – N.C.E.R.T. Publication No.01 to 06
- Philosophy of Education-Bhatia & Bhatia
- Philosophy of Education Saffaya and Shaeda
- Sociological approach – Mathur S.S.
- Foundation of Education –Bokil V.P.
- Philosophical and Sociological bases of Education – Ahuja R.L.
- Selected questions on Education – Aggrawal J.C.
- Indian Emerging society – Mohite
- Groundwork of Educational philosophy – Ross
- Four Philosophies and their practice in Education and religion – Batler and Donald J.
- Seven great Western thinkers –
- Education in social context – N.C.E.R.T.
- Theory and principles of education – Bhatia
- Philosophy of Education – Ramakant Shukla
- Some great Western Educators – S.B. Choubhe (Ram Prasad & sons Bhopal)
- Learning to be – Deolor’s committee report
- Educational documents in India By B.D.Bhatt& J.C. Agrawal –Arya Book depot, karolbagh, New Delhi 5
- History of Indian Education – ChaubeS.P.Vinodpustak Mandir, Agra 2
- History of Indian Education – By B.C.Ray, Prakash Kendra, Lucknow 7
- History of Indian Education – Rawat D.I.Ramprasad& Sons, Agra 3
- University Education Commission – (1948-49)
- Secondary Education Committee Report (1952-53)
- Education and National Development – Indian Education Commission (1964-66)
- National policy of Education (1986)
- Revised National policy of Education (1992)
- समकालीनभारताणिशिक्षण - (२०२१), डॉ. शेखसुभानहसन, डॉ. शेखरुखसानाअजीज, एक्सलपब्लीकेशन, औरंगाबाद.

22
2023

**B.Ed. FIRST SEMESTER
EDUCC - III
LANGUAGE ACROSS THE CURRICULUM**

Total Marks : 50	Credits : 2	External Marks : 40
Hours : 30	Internal Marks : 10	Theory Exam Paper : 1.5Hours

Learning Outcomes:

The course will enable the student teachers to –

- ◆ understand the nature and structure of language.
- ◆ help them appreciate the relationship between language, mind and society.
- ◆ acquaint them with the process of language acquisition and learning.
- ◆ support them in the understanding of different language skills and development of the same.
- ◆ develop sensitivity and competency towards catering to a multilingual audience in Schools.

UNIT (I) Language, Communication and Curriculum Transaction:

(20 Marks)

a. Language as a tool of Communication: Process of Communication, Differences in Communication.

Language Diversity in the context of India

- a. Multilingualism: Nature and Scope
- b. Multilingualism: As a Resource and a strategy
- c. Nature of Multilingualism
- d. Bilingual or Trilingual Children: Implications for teachers
- e. Multilingual Classroom: Challenges and Strategies to Cater to Diversity
- f. Differences in Communication,
- g. Hierarchical status of Indian Languages and its effect on classroom dynamics.
- h. Qualities and competencies of a teacher to cater to a multi-lingual classroom.
- i. Socio-cultural Variations in Languages: Accents and Linguistic Variations.

UNIT (II) Acquisition of Language Skills:

(20 Marks)

- a. Listening Skills: Developing Pronunciation by Phonic Drills, Developing Vocabulary by listening to the usage of new words in different contexts and meaning making.
- b. Reading and Writing:

- 27) भारताचे संविधान—भारत सरकार, विधीवन्त्यायमंत्रालय १९९६
- 28) शिक्षणाचे समाजशास्त्र एकरूपरेषा - डॉ. अरविंद दुनाखे.
- 29) भारतीय धर्मवतत्वज्ञान - श्रीभा. वर्णेकर
- 30) भारतीय समाज आणि प्राथमिक शिक्षण - डॉ. गणेशशेटकर, डॉ. प्रशांत अदनाक, औरंगाबाद, विश्वप्रकाशन.
- 31) भारतीय शैक्षणिक आयोग व समित्या - मिरनलनरवणे, नूतन प्रकाशन पुणे.
- 32) समकालीन भारतीय शिक्षण - २०१५ डॉ. गणेशशेटकर, जोशी डॉ. शोभना, खडकीकर डॉ. बंदिनी, औरंगाबाद मृण्मयी प्रकाशन.
- 33) भारतीय शिक्षणाचा इतिहास २००२ डॉ. गणेशशेटकर, डॉ. शेवतेकर शारदा, डॉ. जोशी शोभना औरंगाबाद मृण्मयी प्रकाशन.
- 34) शिक्षणाचा इतिहास - भाग १-३ प्रा. सौ. गीतागुद्रे, ल. रा. गद्रे, नूतन प्रकाशन पुणे ३०
- 35) भारतीय शिक्षणाचे बहुजनीकरण - डॉ. वास्कर आ. नूतन प्रकाशन पुणे.
- 36) भारतीय शिक्षा का इतिहास जोहरबीपी., पाठकपी. विनोद पुस्तक मंदिर, आग्रा
- 37) भारतीय शिक्षण व्यवस्थेचा इतिहास - प्राचार्य चोधरी अ. आ. शिवनेरी अंबडरॉड जालना.
- 38) शैक्षणिक तत्वज्ञान आणि समाजशास्त्र - डॉ. प्रशांत अदनाक, डॉ. मनोरखा पठाण औरंगाबाद मनशील पब्लिकेशन.
- 39) स्वातंत्र्योत्तर भारतीय शिक्षण - डॉ. पारसनीसरा. नूतन प्रकाशन पुणे.
- 40) भारतीय शिक्षण प्रणालीचा विकास - डॉ. मोहन जाधव, प्रा. आरती भोसले, प्राचार्य सरपोतदार, कोल्हापूर फडके प्रकाशन .

- 24
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- i. Relationship between Reading and Writing.
 - ii. Oral and silent Reading of Expository Texts: Strategic; Comprehension; Pre-Reading and Post Reading activities.
 - iii. Characteristics of a Good Handwriting; Developing the skill of writing effective compositions: Creative Writing, Letter Writing: Formal, Informal (emphasis on the letters which the teachers write in schools)
 - iv. Developing Effective Presentations by integration of the four language skills effectively: Principles and Procedure.

PRACTICUM: (Any One)

1. The students to be actively engaged in drill and practice exercises with respect to honing their proficiency in Speaking, Reading and Writing in Marathi, Hindi, English and Urdu with the support of assistive devices in the Language Laboratory under the guidance of Faculty/Mentor .
2. Participation in two Extempore Presentations, one Debate, one Paragraph writing and One Application Writing .(To be the basis of Evaluation after exhaustive sessions to improve Communication Skills.)
3. Students to maintain a record of observation on the communication of children(both verbal and nonverbal) within the peer group and with teacher sand to find the patterns with respect to the themes of conversations Formally-Informal Communication and the challenges they face in Communicating.

Transaction Mode-Lecture cum Discussion method, Brain Storming Method, Blended teaching, Computer assisted teaching, Facilitating techniques

ESSENTIAL READINGS:

- Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). Second Language Acquisition. New Delhi: Sage Publications.
- Agnihotri, R.K. (1999). Bachchon ki bhasha seekhne ki kshamata, bhag 1 or 2 Shaikshik Sandarbh. Bhopal: Eklavya.
- Agnihotri, R.K. (2007). Hindi: An essential grammar. London: Routledge
- Agnihotri, R.K. (2007). Towards a pedagogical paradigm rooted in multilinguality. International Multilingual Research Journal, Vol.(2) 1-10
- Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000). Bhasha, Bhubhashita or Hindi: Ekanthsamvaad, New Delhi: Shilalekh
- Butler, A. and Turbill, J. (1984). Towards Reading-Writing Classroom. New York: Primary English Teaching Association Cornell University.
- Krashen, S. (1982). Principles and practice in second language acquisition. Pergamon Press Inc.



- Kumar, K. (2000). Child's language and the teacher. New Delhi: National Book Trust.
- Mason, J. M. and Sinha, S. (1992). Emerging Literacy in the Early Childhood Years.

SUGGESTED READINGS:

- Applying a Vygotskian Model of Learning and Development in B. Spodek(Ed.)Handbook of Research on the Education of Young Children, New York:Macmillan.137-150.
- NCERT (2005). National Curriculum Framework (NCF). New Delhi: NCERT.
- Reading Development Cell, NCERT (2008). Reading for meaning. New Delhi: NCERT.
- Rosenblatt, Louise M. (1980). What Fact Does This Poem Teach? Language Arts. 57(4).
- Yule, G. (2006). The study of language. Delhi: Cambridge University Press.

WEBLINKS:

QR Code:

**B.Ed. FIRST SEMESTER
EPC-I
(ENHANCING PROFESSIONAL CAPACITIES)
CRITICAL UNDERSTANDING OF ICT**

Total Marks - 50 Credits – 2	Theory Marks – 30 Credit Hours: 15	Practical Marks –20 Credit Hours : 30
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LEARNING OUTCOMES:

To Course will enable the teacher trainees to:

- ◆ understand the concept, need and importance of ICT and its application in education.
- ◆ understand the efforts of the Govt. in promoting education through ICT.
- ◆ understand ICT based teaching-learning strategies & resources.
- ◆ create awareness about appropriate use of ICT
- ◆ develop educational material using advanced pedagogical strategies and ICT tools.

UNIT (I) Understanding and Integration of ICT in Education: (10 Marks)

- a. Concept and nature of ICT
- b. Application of ICT in Education –
 - i) Teaching – Learning ii) Evaluation iii) Administration iv) Research e) Publication
- c. Challenges and barriers to the integration of ICT in Indian Schools

UNIT(II) Agencies Promoting ICT: (10 Marks)

- a. National Mission on Education through ICT (NMEICT), Sakshat portal
- b. NPTEL, NKN, INFLIBNET, VPN
- c. Legal and ethical issues in use of ICT- Hacking, Violation of Copyright, Netiquettes, plagiarism.

UNIT (III) ICT Supported Advanced Teaching Learning Strategies: (10 Marks)

- a. Smart Classroom – Nature, Features, Advantages
- b. On-line Learning resources, e-library, e-learning
- c. Video Conferencing, Webinars

Workshop and Practical based on Intel Teach Program: (20 Marks)

Three days workshop on ICT to be conducted by the college to understand pedagogy of preparing digital portfolios as per methods. The workshop should cover the following aspects

- a. Judicious use of technology.
- b. Use of technology as a Research Tool
- c. Use of technology to facilitate acquisition and deeper understanding of content
- d. Use of technology for exploring creativity for distribution as learning.

Brief introduction of modules based on Intel Teach Program.

Folders for each method

- a. Unit Plan Template
- b. Implementation Plan
- c. Teacher Support material
- d. Student Presentation
- e. Student Publication
- f. Evaluation Tool


Dr. P. B. Bhargava
Chairman
FPOS - Education

g. Grade book.

Note:

It is desirable to take two lessons, one on each method using PPT during internship as a part of Practice -teaching.

REFERENCES:

1. Application of ICT in Education, by Dr. S. Arulsamy, Dr. P. Sivakumar, Neelkamal Publications.
2. Intel Teach Programme, X-elerated Professional Development for Integration of Technology in Teacher Education (XPDITTE), Pre-Service Edition.
3. Information and Communication Technology, by V.P. Pandey, Isha Publication
4. ICT in Teaching Learning by Jahitha Begum, A.K. Natesan, G. Sampath, PAH Publication
5. ICT in Teacher Development by Dr. Manoj Kumar Dash, Neelkamal Publications.
6. Introduction to Educational Technology and ICT by Imran R. Shaikh, McGraw Hill Education (India) Pvt. Ltd.
7. e-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms by Khirwadkar A, Sarup Book Publication Ltd. New Delhi.
8. Computer Science by Dr. S.A. Mannan & Dr. M. Razaullah Khan, RenukaPrakashan, Aurangabad.
9. Essentials of Educational Technology by S.K. Mangal & Uma Mangal, PHI Learning Pvt. Ltd. New Delhi.
10. वांगणकशळषणलशळषक-डॉभीनापीलयफे, नूतनप्रकाळन, नुणे.
11. भाहशतीवांप्रेळणतांत्रवलसानआणणवांळोधन, बूकनएव. टी.
लचौधयीकांचन, व्मांकटेळप्रकाळन, जरगाल.
12. भाहशतीवांप्रेळणतांत्रवलसान-डॉएव. वशी. ळेलतेकय,
13. ळैषणणकतांत्रवलसान-यालउळा, भशायाप्रयाज्मग्रांथननशभनतीभांडर, नागनूय.
14. Ê¶ÉÍÉhÉÉiÉÒ±É +ÉvÉÖÊxÉEðÊ´ÉSÉÉ®ú |É´ÉÉ½-
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15. <http://aview.in/allevnts/sakshat-a-one-stop-education-portal>
16. <http://www.sakshat.ac.in/>

**B.Ed. FIRST SEMESTER
EPC-II
(ENHANCING PROFESSIONAL CAPACITIES)
YOGA AND HEALTH EDUCATION**

Total Marks - 50 Credits – 2	Theory Marks – 30 Credit Hours: 15	Practical Marks –20 Credit Hours : 30
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LEARNING OUTCOMES:

To Course will enable the teacher trainees to:

- ◆ understand the meaning of Yoga & Yogic Practices.
- ◆ state different types of Yoga.
- ◆ understand and practice the Kriya's, Mudra's & Bandha's.
- ◆ understand the practice of Asana, Pranayama and Meditation
- ◆ demonstrate Suryanamaskar.
- ◆ 6. understand the importance of Yoga & Health.

UNIT(I) Introduction to Yoga:

(10 Marks)

- a. Yoga - Meaning, Importance, Need & Principles of Yoga for healthy living.
- b. History of Yoga as a discipline.
- c. Types of Yoga.
- d. Rajayoga & Hatayoga- Introductory Part , It's importance.

UNIT(II) Introduction to Yogic Practices:

(10 Marks)

- a. Understanding Ashtanga Yoga of Patanjali - Introduction , Meaning of Various Ashtangamarg, Importance of Ashtanga Yoga , Benefits of Yoga to mankind
- b. Asana's Mudra and Kriya's, Bandha - Classification, Importance and benefits
- c. Suryanamaskar - Introduction and It's benefits to human body
- d. Process of Inhaling & Exhaling, importance and practice
- e. Pranayama - Types , Importance and benefits
- f. Meditation process in Patanjali's Sutra

UNIT(III) Yoga and Health:

(10 Marks)

- a. Concept of Health and Diet - Importance of Vitamins, Minerals, Fibres and micronutrients to human body
- b. Sources of Vitamins, Minerals, Fibres and micronutrients
- c. Diseases arises due to lack of Vitamins, Minerals, Fibres and micronutrients
- d. Integrated approach of Yoga for Health & Stress Management

Practicals:

(20 Marks)

1. Practice of Suryanamaskar
2. Practice of various Asana's
3. Practice of Mudra, Kriya and Bandha
4. Practice of Pranayama
5. Practice of Meditation

REFERENCES:

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2. Patalanjali's Yogasutras, Commentary by Vyasa and Gloss by Vachaspati, Ramprasad, Munshiram Manoharlal, Delhi.
3. "Éi^aÉÉxÉÆnù, °É®ú°ÉiÉÒ, (2002), +É°ÉxÉ
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B.Ed. SECOND SEMESTER

B.Ed. SECOND SEMESTER
EDUCC- IV
ASSESSMENT FOR LEARNING

Total- 100 Credits-4	External- 80 Hours-60	Internal- 20 Theory Exam Paper- 3Hours
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Learning outcomes:

The course will enable the student-teachers to:

1. Understand fundamentals of assessment.
2. Get acquainted with various tools and techniques of assessment.
3. Develop skills and competencies for use of assessment tools.
4. Get acquainted with new trends in assessment
5. Know the concept and use of educational statistics.
6. Interpret the results of assessment.
7. Develop research understanding and thinking.

Unit: I Fundamentals of Assessment

(20

Marks)

- a) Perspectives of assessment: Assessment for learning, Assessment of learning and Assessment as learning
- b) Types of assessment: Meaning and features, formative, summative and diagnostic
- c) Continuous comprehensive evaluation : meaning, need, characteristics, implementation, procedure and problem.
- d) Taxonomy of Educational Objectives (Revised Blooms taxonomy and R.H. Dave)
- e) Learning Experience (Types and Sources)
- f) Use of ICT in Assessment and Evaluation.

Unit: II Tools and Techniques of assessment

(20

Marks)

- a) Norm referenced assessment and criterion referenced assessment
- b) Characteristics of good test- reliability, validity, objectivity, discrimination power, usability and adequacy

- c) Tools & techniques of Assessment-(Quantitative) Written, Oral and practical (types of questions-short, long, MCQ's covering all three domains of learning-cognitive, affective and psychomotor)
- d) Tools & techniques of Assessment-(Qualitative) observation technique (rating scale and check list), Self reporting technique (interview and questionnaire), Projective technique, sociometric technique-sociogram and guess who (writing diary and thematic apperception test TAT), Anecdotal records, Learner's Portfolio's, Rubrics, Cumulative Records
- e) Construction of Achievement test-Blue print, editing, marking scheme and scoring key.

Unit: III Statistical method and interpretation of data (20 Marks)

- a) Need and importance of statistics in assessment
- b) Tabulation of data, Graphical representation of data-Histogram, frequency polygon and Pie diagram
- c) Measures of central tendency-Mean, Mode and Median (characteristics, limitations, application and computation)
- d) Measures of Variability-Range, quartile deviation and standard deviation (characteristics, limitations, application and computation)
- e) Percentile and Percentile rank (characteristics, limitations, application and computation)

Unit: IV Statistical method and Action Research (20 Marks)

- a) Meaning and Interpretation of test score-raw scores, Standard scores, Z scores and T-scores
- b) Coefficient of Correlation by using Spearman's Rank Difference method and its interpretation.
- c) Normal probability curve (properties and uses)
- d) Action Research-Meaning, concept, nature, proposal
- e) Action Research - Report writing

Transaction Mode-Lecture cum Discussion method, Brain Storming Method, Blended teaching, Workshop, Computer assisted teaching, Facilitating techniques

Practicum:(Any one)

1. Construct Achievement test with special reference to content area ,objectives,type of questions and blue print,answer key and marks distribution
2. Design rating scale,questionnaire and interview schedule in a given topic
3. Develop a comprehensive learners profile cumulative records
4. Developing a portfolio/profile and evaluation rubrics
5. Collect score of any one subject you taught during internship,calculate mean and standard deviation of the same.

References:

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2. Educational Technology and Management – J.C. Aggarwal Vinod Pustak Mandir, Agra.
3. School Organization & Administration –Raghunath Safaya & Shaida.
4. Taalimi Qadri Paimaishaur Shumariyaat-Dr. Shaheen Parveen, MANUU-CTE
5. Constructing Evaluation instrument-Longmans, Grees of Co.Inc. NY-18
6. Statistics in psychology and Education, Henry Garret.
7. Fundamentals of statistics – Thurston M.C. Grow Hill Book Company, London.
8. Measurement and Statistics in Education – Rawat D.S. Ramprasad & Sons Agra.
9. Evaluation in schools-Dandekar W.N., Vidyaprakashan Pune 30
10. Learning & Assessment –Kaneez Fatima, Milestone Pub., Aurangabad.
11. Mew. leb\$eefJe%eeve Je JÙeJemLeeheve – [e@.DeÙe&veeDeueesCeerDe@C[keâb.heefyueMeme&, veeiehetj.
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**B.Ed. SECOND SEMESTER
EDUCC – V
KNOWLEDGE AND CURRICULUM**

Total Marks : 100	Credits : 4	External Marks : 80
Hours : 60	Internal Marks : 20	Theory Exam Paper : 3 Hours

Learning Outcomes:

To enable the teacher trainees to –

1. Understand epistemological and social basis of education to equip them to consciously decide about the educational and pedagogical practice(s) with increased awareness and clarity.
2. Make distinctions between knowledge and information and reason and belief based on epistemological basis of education, to engage with the enterprise of education.
3. Infuse dynamism in interpreting and transacting curriculum in the school, so that it becomes culturally sensitive in selection of knowledge, symbols and values, and child-friendly in pedagogy.
4. The basic concepts and process of curriculum planning, preparation of syllabi and development of text books at different levels.
5. Analyze text books and related educational material in the context of aims and objectives of education and learning outcome.
6. Impart understanding about the activities inside and outside the class room and the commonplace rituals of school, its celebrations, and its notions of rules, discipline, or the time-table etc.
7. Understand the gaps in the curriculum as enacted and curriculum as process and practiced and to understand the role of ideology and power in influencing curriculum.

UNIT (I) KNOWLEDGE AND KNOWING

Marks 20

- a) Concept of Knowledge: Meaning, Nature and Importance
- b) Genesis of Knowledge : Sensory Experience, Reasoning, Verbal testimony of Authority, Institution, Experimental, Revelation
- c) Process of construction of knowledge given by Jean Piaget, Jerome Bruner and Vygotsky.
- d) Knowledge according to Buddhist, Jain and Islamic Philosophy
- e) Knowledge according to Socrates, Plato and John Locke
- f) Differences between Information and Knowledge, Belief and Reason

UNIT (II) SOURCES AND KINDS OF KNOWLEDGE, FACETS OF KNOWLEDGE



**Marks
20**

- a) Facets of Knowledge: Local and Universal, Theoretical and Practical, Contextual Textual, School and out of school, with an emphasis on understanding special attributes of school knowledge.
- b) Kinds of Knowledge: Indigenous knowledge, Disciplinary Knowledge, Global Knowledge, Course Content knowledge and Scientific Knowledge.
- c) Knowledge according to Indian and Western Philosophy
- d) Sources of Knowledge acquired in school with special reference to Society, Culture and Modernization

UNIT (III) CONCEPT AND APPROACHES OF CURRICULUM

Marks 20

- a) Meaning, Nature, Concept and Importance of Curriculum
- b) Concept of Core Curriculum, Hidden Curriculum and Spiral Curriculum, School Knowledge, its reflection in the form of curriculum, syllabus and Textbooks
- c) Curriculum Framework, Curriculum and Syllabus, its significance in school education
- d) Curriculum visualized at different levels- National, state, school, class and related issues
- e) Approaches and Types to curriculum development : Subject centered and behaviorist, Competency based approach (Including minimum levels of learning), Learner centered and Constructivist
- f) Process of making curriculum : Teachers role in developing curriculum; Transacting curriculum and in generating Dynamic Curriculum experiences

UNIT (IV) MODELS OF CURRICULUM DEVELOPMENT

Marks 20

- a) Curriculum in idealism, realism, naturalism and pragmatism
- b) Sociological, Psychological, Scientific, and Cognitive determinants of Curriculum
- c) Role of teacher in selection and development of learning resources
- d) Role of teacher in development, implementation and research of curriculum
- e) Process of curriculum Evaluation and Revision
- f) Technical and Scientific approach: Tyler's Model , Hilda Taba Model, Saylor and Alexander model, Nicholls and Nicholls cyclic model of curriculum Development.
- g) Non-technical and non-scientific approach: Franklin Bobbitt, Philip W.Jackson views on the model of curriculum development

Mode of Transaction:-

1. Lecture 2. Group Discussions 3. Seminar 4. Power Point – Presentation 5. Poster Presentation Film Show selection of most favorable and suitable mode.

PRACTICUM: (Any One)

- 1. Critically analyses in school textbook and write a report on the process of construction of knowledge
- 2. Identify different sources of knowledge and explain which sources of knowledge are applicable in your environment.
- 3. Conduct a survey to study the relevance of curriculum and co-curricular activities according to the curriculum and age group of the students in the different schools.
- 4. Prepare a report on aims, Objectives and its educational relevance of different thought of school (Realism, Idealism ,Pragmatism and Naturalism)

REFERENCES:

1. Aggarwal, Deepak (2007), Curriculum Development: Concept, Methods and Techniques, Book Enclave, New Delhi.
2. Aggrawal, J. C., & Gupta, S. (2005). Curriculum Development: Shipra Publisher, New Delhi.
3. Alexander, W. M., & Saylor, J. G. (1966). Curriculum Planning for modern schools, Holt, Rinhart and Winston Inc, New York.
4. Arora, G. L. Reflections on Curriculum, NCERT.
5. Balrara, M. (1999). Principles of Curriculum Renewal: Kanishka Publishers, New Delhi.
6. Brubachar John(1947), History of the Problems of Education, McGraw-Hill, New York.
7. Brubachar John(1939), Modern Philosophy of Education, McGraw-Hill, New York.
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10. Dewey, John (1966), The Child and the Curriculum. The University of Chicago Press,
11. D'Costa, Agnes R. (2016) Knowledge and Curriculum, Mumbai Himalaya, Publishing House
12. Kumar, Krishna (1988), What is Worth Teaching? : Orient Longman, New Delhi.
13. Narvane, V.S. Modern Indian Thought-a Philosophical Survey, BOMBAY Asia Publishing House 1964.
14. NCERT. (1984), Curriculum and Evaluation, NCERT, New Delhi.
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16. Plato - Republic
17. Radhakrishna, S Indian Philosophy Vol.1, 2nd. Ed. London, Allen &Unwin, 1929.
18. Taba, Hilda (1962). Curriculum development theory & practice. New York: Harcourt,Brace & World Inc.
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20. डॉ म.बा. कुंडले, अध्यापनशास्त्र पद्धती,व्हीनस प्रकाशन, पुणे.
21. डॉ. वासंती फडके, अध्यापनाची प्रतिमाने,नूतन प्रकाशन,पुणे
22. गजानन नारायण जोशी, पाश्चात्य तत्त्वज्ञानाचा इतिहास,खंड पहिला,कॉन्टीनेंटल प्रकाशन,पुणे.
23. गजानन नारायण जोशी, पाश्चात्य तत्त्वज्ञानाचा इतिहास,खंड दुसरा,कॉन्टीनेंटल प्रकाशन,पुणे.
24. प्रो.हरेन्द्रप्रसादमिश्रा, भारतीय दर्शन की रूपरेखा,श्रीजैनेन्द्रप्रेस नारायणा,नईदिल्ली.
25. प्रा. वि. पा. बोकील,शिक्षणाचे तत्त्वज्ञान,चित्रशाळा प्रकाशन,पुणे.
26. ज.वा.जोशी, धर्माचे तत्त्वज्ञान, कॉन्टीनेंटलप्रकाशन,पुणे.
27. जॉन एस बुब्रेकर,शैक्षणिक समस्यांचा इतिहास,श्री विद्या प्रकाशन,पुणे.
28. जॉन एस बुब्रेकर,शिक्षणाची आधुनिक तत्त्वज्ञाने,श्री विद्या प्रकाशन,पुणे.
29. म.बा.कुंडले, शैक्षणिक तत्त्वज्ञान व शैक्षणिक समाजशास्त्र,श्री विद्या प्रकाशन,पुणे.
30. महेश सखाराम भावे, प्लेटोचे साकारलेले स्वप्न, लोकप्रिय प्रकाशन, मुंबई.



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31. श्रीनिवासहरीदीक्षित, भारतीय तत्त्वज्ञान, सुविचारप्रकाशनमंडळ, पुणे.-
फडकेप्रकाशन,कोल्हापूर.
32. त्यागी एवंपाठक, भारतीय शिक्षा के आधार,विनोदपुस्तकमंदीर, आग्रा.
33. वाचस्पतीगौरोला,भारतीय दर्शन, लोकभारतीप्रकाशन, महात्मागांधीमार्ग, इलाहाबाद

B.Ed. SECOND SEMESTER
EDUCC – VIA
Pedagogy of School Subjects – Marathi

Total Marks : 50	Credits : 2	External Marks : 40
Hours : 30	Internal Marks : 10	Theory Exam Paper : 1.5Hours

अध्ययन निष्पत्ती – हा पेपर अभ्यासल्यावर विद्यार्थी शिक्षक –

- १) मराठीच्या चांगल्या अभ्यासक्रमाची तत्त्वे सांगतो.
- २) पाठ्यपुस्तकाचे अभ्यासक्रम, पाठ्यक्रम आणि पाठ्य पुस्तकाच्या आधारे परीक्षण करतो.
- ३) पाठ्य घटकासंदर्भात आवश्यक आशय ज्ञानाचे संपादन करतो.
- ४) विद्यार्थ्यांमध्ये वाड:मयीन अभिरुची निर्माण करून विद्यार्थ्यांना सृजनशीलतेकडे आणण्याचा दृष्टिकोन भावी अध्यापकात निर्माण करतो.
- ५) मराठीतील प्रमुख साहित्यांच्या प्रकारांचे स्वरूप आणि वैशिष्ट्ये सांगतो.
- ६) मराठी अध्यापकात मातृभाषा म्हणून आणि राज्यभाषा म्हणून मराठीचे प्रेम व सार्थ अभिमान निर्माण करतो.

घटक : १) मराठीचा अभ्यासक्रम, पाठ्यक्रम आणि पाठ्यपुस्तक (गुण २०)

- a) मराठी भाषेच्या चांगल्या अभ्यासक्रमाची तत्त्वे
- b) मराठीच्या माध्यमिक व उच्च माध्यमिक स्तरावरील अभ्यासक्रमाची उद्दिष्ट्ये व त्यांच्या राष्ट्रीय उद्दिष्टांशी समवाय
- c) मराठीचा माध्यमिक व उच्च माध्यमिक स्तरावरील पाठ्यक्रम
- d) चांगल्या पाठ्यपुस्तकाचे निकष
- e) पाठ्यपुस्तकाचे अभ्यासक्रम, पाठ्यक्रम व पाठ्यपुस्तकाच्या आधारे परीक्षण

घटक : २) मराठीतील साहित्या प्रकार व मराठीचा शिक्षक (गुण २०)

- a) मराठीतील प्रमुख साहित्य प्रकारांचे स्वरूप व वैशिष्ट्ये –
 १. गद्य – कांदबरी, कथा, लघुकथा, निबंध, आत्मचरित्र, दलित साहित्य, ग्रामीण साहित्य, नाटक
 २. पद्य – संतकाव्य, पंतकाव्य, ओवी, अभंग, पोवाडा, शाहिरी काव्य, लावणी, भावगीत, आधुनिक कविता, नवकाव्य
- b) मराठीचा शिक्षक – चांगल्या मराठीच्या शिक्षकातील गुण वैशिष्ट्ये
- c) शिक्षकांकरिता मराठी विषयासंदर्भात आशयज्ञान अभिवृद्धीची संकल्पना व महत्त्व
- d) मराठी विषयाचे आशयविश्लेषण



प्रकल्प कार्य – कोणतेही एक

- १) माध्यमिक स्तरावरील एका पाठ्यपुस्तकाचे परीक्षण करणे.
- २) एका शालेय पाठ्यघटकासाठी पॉवरपॉइंटचे सादरीकरण तयार करणे.
- ३) मराठीसाठी भाषिक खेळ तयार करणे.

अध्यापन

संदर्भ ग्रंथ –

१. मराठीचे अध्यापन – अकोलकर, पाटणकर
२. मराठीचे अध्यापन – डॉ. सुरेश करंदीकर
३. मराठीचे आशययुक्त अध्यापन – डॉ. अरविंद दुनाखे
४. मातृभाषा मराठीचे आशययुक्त अध्यापन – ना. ग. पवार
५. मराठीचे अध्यापन – म. बा. कुंडले
६. मराठी भाषेचे अध्यापन व मूल्यमापन – लीला पाटील
७. मराठीचे अध्यापन – डॉ. शोभना जोशी
८. संगणक सहाय्यित अनुदेशन व अध्ययन – डॉ. शोभना जोशी
९. शालेय विषयाचे अध्यापनशास्त्र – मराठी – यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक

**B.Ed. SECOND SEMESTER
EDUCC – VIA
Pedagogy of School Subjects - Hindi**

Total Marks : 50	Credits : 2	External Marks : 40
Hours : 30	Internal Marks : 10	Theory Exam Paper : 1.5Hours

इस पाठ्यक्रम के अध्ययन के बाद – छात्राध्यापक -

१. अच्छे पाठ्यचर्या निर्माण के तत्त्व बताता है/
२. माध्यमिक और उच्च माध्यमिक स्तर पर हिन्दी पाठ्यचर्या के उद्देश्य बताता है /
३. हिन्दी भाषा शिक्षक के गुणों को बताता है/
४. हिन्दी अध्यापक के नाते आशय ज्ञान अभिवृद्धी करता है/
५. अच्छे पाठ्यपुस्तक की विशेषताएँ बताता है/
६. पाठ्यपुस्तक की विशेषताएँ तथा उसका आलोचनात्मक अध्ययन करने की क्षमता प्राप्त करता है/

घटक : १) पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक तथा शिक्षा के साधन (गुण २०)

- a) अच्छे पाठ्यचर्या निर्माण के तत्त्व
- b) माध्यमिक और उच्च माध्यमिक स्तर पर हिन्दी पाठ्यचर्या के उद्देश्य
- c) विद्यालयीन पाठ्यक्रम में हिन्दी भाषा का स्थान व महत्त्व
- d) अच्छे पाठ्यपुस्तक की विशेषताएँ

घटक : २) हिन्दी अध्यापक के गुण और आशय ज्ञान (गुण – २०)

- a) हिन्दी अध्यापक के गुण तथा कर्तव्य
- b) हिन्दी अध्यापक आशय ज्ञान अभिवृद्धी
- c) हिन्दी आशय ज्ञान विश्लेषण



- १) हिन्दी मानक वर्तनी और मानक गिनती
- २) विराम चिह्ने, ध्वनी विचार
- ३) शब्द की परिभाषा एवं प्रकार – स्त्रोत के आधार पर
- ४) शब्दसिध्दी – उपसर्ग, प्रत्यय, समास, संधी
- ५) शब्दभेद – विकारी और अविकारी
- ६) वाक्य – परिभाषा और प्रकार (अर्थ और रचना के आधार पर)
- ७) व्याकरण का अर्थ, महत्त्व और उद्देश्य
- ८) व्याकरण शिक्षण की विधियाँ
- ९) व्याकरण शिक्षण के मार्गदर्शक तत्त्व

प्रकल्प कार्य – कोणतेही एक

१. किसी एक कक्षा के पाठ्यपुस्तक की समीक्षात्मक आलोचना/
२. हिन्दी अध्यापक के आशय ज्ञान अभिवृद्धि के लिए किसी एक हिन्दी साहित्य की आलोचना करना/

संदर्भ ग्रंथ सूची :

१. हिन्दी भाषा शिक्षण – भाटिया और नारंग
२. भाषा की शिक्षा – सीताराम चतुर्वेदी
३. हिन्दी शिक्षण – सुरेंद्र सिंह कादियान
४. हिन्दी शिक्षण – डा. उमा मंगल
५. हिन्दी भाषा शिक्षा – भोलेनाथ तिवारी और भाटिया
६. हिन्दी अध्यापन पद्धत – डा. स.रा. केणी-कुलकर्णी
७. राष्ट्रभाषा का अध्यापन – साठे ग. ना.
८. हिन्दी अध्यापन पद्धत – प्रा. बा. सं. बोबे
९. द्वितीय भाषा हिन्दी, विषय ज्ञान एवं अध्यापन पद्धति – डॉ. दुनाखे
१०. हिन्दी अध्यापन पद्धति – सी. म. तिवारी
११. शालेय विषयाचे अध्यापनशास्त्र – हिन्दी – यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक

B.Ed. SECOND SEMESTER
EDUCC- VI A
PEDAGOGY OF SCHOOL SUBJECT- URDU
شعبہ تعلیم اور تدریسیات میں اردو بحیثیت اسکولی مضمون کی تفہیم
اردو تدریسیات: برائے بی۔ایڈ۔ سال دوم

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1.5Hours
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- مقاصد: اس مطالعہ کے بغیر تربیت معلمین اس قابل ہو جائیں گے کہ :**
- ❖ اسکولی نصاب میں ادب کی ضرورت اور معنویت پر بحث کر سکیں۔
 - ❖ اردو زبان کی مختلف اصناف کے مابین فرق واضح کر سکیں۔
 - ❖ منصوبہ سبق کے مختلف مراحل اور اقسام کی تفہیم کر سکیں۔
 - ❖ درسیات ، نصاب اور نصابی کتب کے مابین تعلق کی تفہیم کر سکیں۔
 - ❖ اردو زبان کی تدریس میں جدید تکنالوجی کے استعمال کی تفہیم کر سکیں۔
 - ❖ تدریس و آموزش کے وسائل اور امدادی اشیاء کا استعمال اپنی تدریس میں کر سکیں۔
 - ❖ زبان کی تدریس میں جانچ اور قدر پیمائش کے کردار اور اہمیت کو سمجھ کر اس کا استعمال کر سکیں۔
 - ❖ اردو زبان کے معلم کی خصوصیات ، کردار اور اہمیت کی تفہیم کر سکیں۔
 - ❖ اردو زبان کے معلم کے پیشہ وارانہ ترقی و ترویج میں مختلف قومی و ریاستی اداروں کا کردار سمجھ سکیں۔

اکائی نمبر: ۳ زبان ، ادب کی مختلف اصناف کی تدریس:

[20 Marks]

- ۳-۱ اسکولی نصاب میں ادب ، ضرورت اور مقاصد، تخلیقی اصناف ، تعارف اور تفہیم
- ۳-۲ اسکولی نصاب میں میڈیا کا کردار
- ۳-۳ ادب کا جمالیات کا پہلو
- ۳-۴ گارڈنر کا تکثیری ذہانت کا نظریہ

نصاب اور درسیاتی مواد ، تجزیہ اور معلم اردو، جدید تکنالوجی، اکائی نمبر: ۴

آموزش کے وسائل

[20 Marks]

- ۴-۱ اردو ادب کی مختلف اصناف کی تدریس ، جمالیاتی احساسات بیدار کرنا، شعری اور نثری اسباق کی تدریس کے اہم اقدامات
- ۴-۲ زبان کی آموزش اور بیرونی دنیا کا تعلق، معلم اردو کی خصوصیات ، درکار مہارتیں ، اردو کے معلم کی پیشہ وارانہ ترقی اور ترویج میں مختلف قومی اور ریاستی اداروں کا کردار
- ۴-۳ اطلاعاتی و مواصلاتی تکنالوجی - ICT

- ۴-۴ جدید تکنالوجی کا زبان کی تدریس میں استعمال اور اہمیت ، لسانی تجربہ گاہ اور اس کی اہمیت، سمعی و بصری امدادی اشیاء ، ہم نصابی سرگرمیاں
- ۴-۵ تدریس و آموزش کے وسائل ، طبع شدہ وسائل - درسی کتاب ، معاون درسی کتب، اخبارات، رسائل و جرائد ، لغت ، فرہنگ، تھیسارس اور دیگر وسائل
- ۴-۶ زبان کی تدریس میں قدر پیمائی کی اہمیت ، مسلسل اور جامعہ انداز قدر ، قدر پیمائش کے طریقہ کار و وسائل

سرگرمی: [۱] ثانوی یا اعلیٰ ثانوی جماعت کی اردو کی درسی کتاب کا تنقیدی جائزہ لیجئے۔

[۲] ٹی۔ وی۔ اور ریڈیو کے ذریعہ نشر ہونے والے مختلف پروگراموں کو سن کر ان کی فہرست بنائے جن سے اردو تدریس و آموزش میں استفادہ کیا جا سکتا ہے۔

بنیادی مطالعہ:

- ۱۔ اردو تدریسیات - درسی کتاب برائے بی۔ ایڈ۔ سال دوم ، نیشنل کونسل آف ایجوکیشنل ریسرچ اینڈ ٹریننگ ، نئی دہلی
- ۲۔ اردو زبان کی تدریس و فہم برائے ڈی۔ ایل۔ ایڈ اور بی۔ ایڈ۔ ، ڈاکٹر تلمیذ فاطمہ نقوی، ڈاکٹر آفاق ندیم خان، ایجوکیشنل بک ہاوس، علی گڑھ
- ۳۔ "ہم اردو کیسے پڑھائیں" معین الدین ، مکتبہ جامعہ ، نئی دہلی
- ۴۔ "اردو ادب کی تاریخ" ڈاکٹر جمیل

حوالہ جاتی کتب:

- ۱۔ "اردو کیسے پڑھائیں" مولوی سلیم ، چمن بک ڈپو، دہلی
- ۲۔ تدریس اردو ، معین الدین ، مکتبہ جامعہ ، نئی دہلی
- ۳۔ اردو سکھانے کا جامع طریقہ ، عبدالغفار مدھولی
- ۴۔ فن تعلیم، احسان صدیقی
- ۵۔ پڑھانے کا مزہ، م۔ وصی، NCERT ، نئی دہلی
- ۶۔ تدریس اردو، ڈاکٹر انصاری ، رادھا پرکاشن، نئی دہلی
- ۷۔ تدریس اردو - اصول و ضوابط، ڈاکٹر مختار احمد مکی ، الریحان پبلیشنگ ہاوس، جمشید پور
- ۸۔ طریقہ تدریس اردو ، نسرین خالد شیخ - دکن ٹریڈرس ، بک سیلر اینڈ پبلیشر ، حیدر آباد
- ۹۔ مشقی تدریس - کیوں اور کیسے ، ڈاکٹر محمد اکرام خان ، مکتبہ جامعہ ، نئی دہلی

B.Ed. SECOND SEMESTER

EDUCC- VI A

PEDAGOGY OF SCHOOL SUBJECT- SANSKRIT

Total Marks -50	External Marks - 40	Internal Marks - 10
Credits -2	Hours - 30	Theory Exam Paper – 2 Hours

अध्ययन निष्पत्ती – या प्रश्नपत्राचा अभ्यास झाल्यावर विद्यार्थी शिक्षक-

१. संस्कृतच्या अध्यापकांना अध्यापनाच्या आधुनिक व शास्त्रीय पद्धतीचा परिचय करून देतो.
२. अत्याधुनिक पद्धतीचा वर्गाध्यापनात प्रत्यक्ष उपयोग करतो.
३. विद्यार्थ्यांमध्ये भाषिक कौशल्याची निर्मिती करतो.
४. विद्यार्थ्यांमध्ये वाङ्मयीन अभिरुची निर्माण करून विद्यार्थ्यांना सृजनशीलतेकडे आणण्याचा दृष्टिकोन भावी शिक्षकात निर्माण करतो.
५. संस्कृत अध्यापकात प्राचीन भाषा म्हणून व मूळ भाषा म्हणून संस्कृतचे प्रेम व सार्थ अभिमान निर्माण करतो.

घटक २० १) संस्कृत भाषेचे अभ्यासक्रमातील स्थान व महत्त्व संस्कृत अध्यापनाची उद्दिष्टे व क्षमता गुण –

- a) संस्कृत भाषेचे अभ्यासक्रमातील स्थान व महत्त्व
- b) संस्कृत भाषेचे इतर शालेय विषयांशी समवाय
- c) संस्कृत भाषेची भाषिक उद्दिष्टे (श्रवण, भाषण, वाचन व लेखन)
- d) संस्कृतच्या वर्गाध्यापनाची उद्दिष्टे व त्यांचे मूल्यमापन
- e) पाठनियोजन, घटक नियोजन, वार्षिक नियोजन व घटक चाचणी

घटक २० २) संस्कृतच्या विविध अध्यापन पद्धती, शैक्षणिक साधने व अध्यापन सामुग्री गुण -२०

- a) संस्कृतच्या विविध अध्यापन पद्धती – ऐतिहासिक पद्धती, गुरुकुल पद्धती, पाठशाला पद्धती, डॉ. भांडारकर पद्धती, कथन पद्धती, नाट्यीकरण पद्धती, चर्चा पद्धती, उदगामी-अवगामी पद्धती, भूमिकाभिनय पद्धती, ज्ञानरचनावादी पद्धती व ऑनलाईन पद्धती.
- b) अध्यापनाचे प्रतिमाने – सामाजिक अभिरुपता प्रतिमान व संकल्पना प्राप्ती प्रतिमान
- c) शैक्षणिक साधने व अध्यापन सामुग्री – फलक, चित्रे, तक्ते, रेडिओ, ध्वनिमुद्रित, व्हिडिओ, ध्वनीफित, चित्रीफिती, शब्दपट्ट्या, कात्रणे, भाषासंगणक, इंटरनेट, संगणक सहाय्यित अनुदेशन प्रणाली.
- d) अभ्यासक्रमांतर्गत व अभ्यासपूरक उपक्रम – वाङ्मय मंडळ, हस्ताक्षर स्पर्धा, गायन स्पर्धा, वाचन स्पर्धा, लेखन स्पर्धा, वक्तृत्व स्पर्धा, भाषिक खेळ, शब्दकोडे, पुस्तक परीक्षण, सुविचार लेखन, दिनविशेष लेखन, चिंतनिका स्पर्धा, कोश व संदर्भग्रंथांचा वापर.

प्रकल्प कार्य – कोणतेही एक

- १) एका पाठ्यघटकात संगणकाच्या आधारे शैक्षणिक साहित्याचा वापर करणे.
- २) कोणत्याही पाठाचे घटक नियोजन व वार्षिक नियोजन करणे.
- ३) संस्कृतसाठी भाषिक खेळ तयार करणे

संदर्भग्रंथ :

Dr. P. R. Pagare
Chairman
TBS
Education



- १) डॉ. प्रतीभा पेंडके – संस्कृत अध्यापन पद्धती – मंगेश प्रकाशन, नागपूर.
- २) श्री. जोशी प्र.शं. – सुगम संस्कृत व्याकरण – नितीन प्रकाशन, पुणे.
- ३) सौ. प्रतिभा साठे – सुबोध संस्कृत व्याकरण – नितीन प्रकाशन, पुणे.
- ४) आशययुक्त अध्यापन पद्धती – संस्कृत – यशवंतराव चव्हाण मुक्त विद्यापीठ, नाशिक
- ५) शब्दधातुरूपावली (८ वी ते १० वी) नवनीत प्रकाशन
- ६) रामशकलजी पाण्डे – संस्कृत शिक्षण – विनोद पुस्तकमंदिर, आग्रा.
- ७) पाठनियोजन – जोशी अ.न. सुरवसे म.पं. पाटील व दा - यशवंतराव चव्हाण मुक्त विद्यापीठ, नाशिक
- ८) वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन – डॉ. शोभना जोशी- मृण्मयी प्रकाशन, औरंगाबाद
- ९) संगणक सहाय्यित अनुदेशन व अध्ययन - डॉ. शोभना जोशी, सौ. मेघना शिराढोणकर- मृण्मयी प्रकाशन, औरंगाबाद

**B.Ed. SECOND SEMESTER
EDUCC – VIA
PEDAGOGY OF SCHOOL SUBJECT- ENGLISH**

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1.5 Hours
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LEARNING OUTCOMES:

To Course will enable the teacher trainees to:

1. understand the nature of language.
2. develop ability to analyze the text critically.
3. understand & apply methods of teaching English.
4. develop ability to plan various types of lessons in accordance with communicative approach.
5. get acquainted with tools of evaluation and learning resources for English Language Teaching.
6. enrich the content knowledge in the students.

UNIT (I) Language: Nature & Teaching

(20 Marks)

- a. Need, importance, language awareness in a multilingual society in the era of globalization.
- b. Factors affecting language learning: Physical, Psychological and Social.
- c. Language and School – Difference between language as a school subject and as a means of learning and communication, Place of English in school curriculum.
- d. Principles of language teaching & co-relation of Language with other subjects.
- e. Teaching of Prose & Poetry.
- f. Core elements Values and Life skills
- g. Evaluation of Course Book of English

UNIT (II) Planning, Evaluation, Learning Resources, Methods & Approaches:

(20 Marks)

- a. Grammar translation method, Structural method, Direct method, Audio-lingual method, Natural method; Communicative approach, Constructive Approach, Whole language approaches — Task based approach, Thematic Approach etc.
- b. Expository(Narration, Dramatization) and Interactive teaching techniques (Questioning, Discussion)
- c. Computer Assisted Instruction and Learning – creating a power point presentation for a teaching unit.
- d. General and instructional objectives of teaching English with their specification and Evaluation.
- e. Lesson Plan, Unit Plan, Year Plan, 5E Approach.
- f. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Cloze test, Self-evaluation; Peer evaluation; Group evaluation.
- g. Support material – picture, slides, OHP, tape recorder, video, T.V., radio etc. Support System – excursion, quizzes, puzzle, riddles etc.

PRACTICUM:

1. Preparation of Achievement Test in English.
2. Critical Study of any one English Course-book.
3. Developing teaching learning resources such as ppt. charts, audio cassettes & games.

Transaction Mode-Lecture cum Discussion method, Brain Storming Method, Blended teaching, Computer assisted teaching, Facilitating techniques

ESSENTIAL READINGS:

1. Agnihotri & Khanna (eds.) (1991). Second Language Acquisition. New Delhi: Sage.
2. B.B.Pandit, Pro.Suryanshi, Pro. Kute.23) Communicative Language – teaching in English-
3. Brumfit, C. (ed.) (1983). Teaching Literature Overseas: Language – Based Approaches, ELT Document:115, Oxford:Pegamon.
4. Gimson A.C. An Introduction to the pronunciation of English (ELBS).
5. Gurav H.K. (1990) Teaching Aspect of English Language (NutanPraksan, Pune.)
6. Jain R.K. Essentials of English Teaching (VinodpustakMandir).
7. Shaikh T. Naaz (2021) Teaching English –Made Easy, (Milestone Pub., Aurangabad)

SUGGESTED READINGS:

1. Littlewood, W. (1992). Teaching Oral Communication. Oxford: Blackwell Publishers.
2. Narold B.Allen. Teaching English as a second Language (McGraw Hill)
3. Nunan, D. (1989). Designing Tasks for the Communicative Classroom. Cambridge: CUP.
4. Prabhu, N. S. (1987). Second Language Pedagogy. Oxford: OUP.
5. Richards and Rodgers (1986). Approaches and Methods in Language Teaching. Oxford: OUP.
6. Saraf R.S. Teaching English in India (Shree Vidyaprakashan).
7. Sharma K.L. Methods of Teaching English in India (Laxmi Narayan).
8. Stern (1993) Fundamental Concept of Language teaching (OUP)
9. Stern, H. H. (1983). Fundamental Concepts of Language Teaching. Oxford: OUP.
10. Yardi, V.V. Teaching of English in India Today (ParimalPrakashan).
11. Randolph Quirk – The Use of English (Longmans).
12. Teaching English in India Today (Parimal Prakashan). Yardi V.V.
13. Teaching English as a second Language (Mc Graw Hill) Narold B.Allen .
14. The Teaching of English in India (Oxford).Thompson & Wyatt .
15. Teaching English in India (Shree Vidya prakashan). Saraf R.S.
16. Essentials of English Teaching (Vinod pustak Mandir). Jain R.K.
17. Methods of Teaching English in India (Laxmi Narayan).Sharma K.L.
18. Language Teaching (Tata Me Graw Hill). Robert Lado
19. Simple Audio-Visual Aids to foreign Language Teaching (Oxford). Lee W.L. and HeienCoppen
20. Better English Pronunciation (ELBS and Cambridge). J.O.O.Connor .
21. An Introductison to the pronunciation of English (ELBS). Gimson A.C.
22. An Outline of general phonetics(Oxford). Bansal R.K.

23. Teaching and Testing English (Hunter resonation London Press) Ballard P.B.-
24. Testing English as a Second Language (Mc Graw Hill). David P.Harris
25. Teaching English –A Training Course for Teachers (OUP). Duff A. (1988)
26. Class room testing (Longman).Heaton J.B. (1990).
27. Language Teaching Methodology (Printice Hall) Nunan D. (19991)
28. Teaching of English Language, Dr. Ujwala Bhadange, Nagpur,
29. Lesson Plan Dr.Shetkar G.V., Dr.Smt.Joshi S.V. Mrunmai Prakashan A'bad 2005
30. Teaching Foreign Language skills (University of Chicago Press). Rivers W.M. (1981)
31. English for the Teacher (OUP).Sprat M. (1994)
32. Fundamental Concept of Language teaching (OUP) Stern (1993)
33. Teaching Aspect of English Language (Nutan Praksan, Pune.) Gurav H.K. (1990)
34. Communicative Language – teaching in English- B.B.Pandit, Pro.Suryanshi, Pro. Kute.
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B.Ed. SECOND SEMESTER
EDUCC – VI A
PEDAGOGY OF SCHOOL SUBJECT- SCIENCE

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1.5 Hours
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OBJECTIVES:

1. To enable the pupil to appreciate various approaches of teaching –learning science
2. To enable pupil to explore various ways of teaching learning science through using various resources of science.
3. To enable pupil to gain insight into content of school science text book
4. To acquaint pupil with the use leaning resources in science.
5. To acquaint pupil teacher on techniques to enhance ones professional development.
6. To acquaint the learner to make use of ICT tools in learning of science.

UNIT (I) Techniques and D Strategies of teaching Science and learning resources in Science: (20 Marks)

- a. Approaches and strategies of Teaching: Expository approach, experiential learning, concept mapping.
- b. Preparing learner for lifelong learning, stimulating creativity and curiosity is science by using various learning resources like- Text book, Field Trip, Science club, Science Exhibition.
- c. Role of Science teacher in facilitation science learning with the help of ICT tools and social networking sites.
- d. Preparing lesson plan, unit plan, year plan.
- e. Preparing a lesson plan by Using 5E Model based on constructivist approach

UNIT (II) Content Transaction and Professional Development of Science teacher (20 Marks)

- a. Professional development –Teaching as a profession, need for pre-service and In-service professional development programme.
- b. Professional development of in-science teacher through peer inerraction, reading, attending training programme, membership of various organization ,sharing through conferences, seminars and workshops
- c. Ecosystem and its type.
- d. Force and Motion and Work Done.
- e. Thermodynamics

PRACTICUM: (Any one)

1. Actual experience of Science Laboratory of Practicing school/college (report submission) on storage of chemicals, specimen, apparatus and maintaining a record in Stock register.(Unit-I)
2. Critical analysis of Any Science Text book of secondary school and prepare a report of it.
3. Field visit to any botanical garden, Zoo, National parks, Science Museum or Exhibition and prepare a report.

Mode of transaction: Lecture cum Discussion, Brain Storming, Blended Learning, seminar method

ESSENTIAL READINGS:

1. Teaching science in today's secondary schools – Walter A- Thuber, prentice Hall of India
2. (Pvt.Ltd.) New Delhi
3. The Teaching of science in secondary schools science master's Association.
4. The Teaching of physics and chemistry in India – Ghanshamadas.
5. Source book of science – UNESCO
6. Teaching of science – T.S.Nagpal
7. Teaching of science – Sharma & Sharma
8. Teaching of general science in Topical secondary school – H.N. Sunders. UNESCO
9. Tadrees Science-Vizarat Hussian Educational Book House Aligarh
10. Science ki Tadrees-D.N.Sharma ,R.C.Sharma-National Council of promotion of Urdu language, New Delhi

शास्त्र आशययुक्त पद्धती - प्रा.चारुदत्त कदम / प्रा.कै.गु.बोंदाडे

.शास्त्राचे अध्यापन - ल.रा.गद्रे

.शास्त्राचे अध्यापन बनारसे, दिघे पाटनकर

.शिक्षक हस्तपुस्तिका - महाराष्ट्र राज्य पाठ्यपुस्तक मंडळ, पुणे.

.शास्त्र अध्यापन - प्रभाकर हकीम

.विशेष अध्यापन पद्धती विज्ञान य.च.म.मुक्त विद्यापीठ, नाशीक

.विज्ञानाचे आशययुक्त अध्यापन - डॉ.प्रभाकर हकीम नुतन प्रकाशन पुणे.

B.Ed. SECOND SEMESTER
EDUCC-VI B
Pedagogy of School Subject – Geography

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1.5 Hours
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Learning Outcomes: After study this Course the student-teacher-
Objectives

The course will enable the student teachers to –

- develop an understanding of the nature of Geography subject as an integrated /interdisciplinary area of study.
- acquire a conceptual understanding of the processes of teaching and learning of Geography subject.
- enable student-teachers to examine the prevailing pedagogical practices in Geography subject in classrooms to reflect on the desired changes.
- acquire basic knowledge and skills to analyse and transact Geography curriculum effectively in order to make it enjoyable and relevant for life.
- sensitize and equip student teachers to handle Natural and Geographical issues for preservation of environment, dealing with disaster management and for depleting natural resources (water, minerals, fossil

Unit 1 Curriculum, syllabus, Textbook and Evaluation of Learning in Geography
20

- A. Principles of Good Curriculum
- B. Methods of curriculum construction of geography – concentric, unit.
- C. A critical analysis of a secondary level text book with reference to curriculum, Syllabus and characteristics of text book.
- D. Lesson plan, unit plan, year plan, 5E Approach.
- E. Concept and tools of Evaluation
- F. Concept of CCE (Continuous Comprehensive Evaluation)
- G. Concept of Content cum Methodology(CCM)

Unit 2 Geography Teacher and Advance concept in Geography
20

- A. Qualification and Qualities of Geography teacher
- B. Professional Growth of Geography Teacher, Geography Teacher Organization and its contribution towards professional development
- C. Advance Concept in Physical Geography- Atmosphere, Climate, Global Warming, Green house effect, wind, Rainfall, Cloudburst, Natural regions
- D. Advance Concept in Human geography- Population, Settlement, Pollution, Industries, trade and transportation in India, Tourism of India, Human impact on Environment.

Practical (Any one)

1. Critical Analysis of one Textbook
2. prepare one Annual plan of geography
3. Interview of a senior geography teacher of a school
4. Collect information about geography teacher organization.

References

- 1) Teaching of Geography – Shaida B.D., Sharma J.C., Dhanpat Rai & Sons, Delhi.
- 2) Geography and Education – Mukherji S.P., Jiwan Jyoti Prakashan, Darjeeling.
- 3) Teaching of Geography – Arora K.L., Prakash Brothers, Ludhiana.
- 4) Principles and practice for Geography Teaching – Barnard University tutorials Press, London.
- 5) Models of Teaching – Bruce Joyce & Marsha Weil.
- 6) Teaching of Geography, Shaida B.D., Sharma J.C. Dhanpat Rai & Sons, Delhi.
- 7) Geography and Education – Mukherji S.P., Jiwan Jyoti Prakashan. Darjeeling.
- 8) Geography Teaching – Varma O.P. & Vedanayagan E.G., sterling publishers, Jullunder.
- 9) Teaching Geography-Arora K.L., Prakash Brothers, Ludhiyana.
- 10) Principles and practice for Geography Teaching – Barnard, University tutorials press, London.
- 11) Becoming Better Teacher – Mirco Teaching Approach, Pary H.K., Sahitya Mudranalaya, Ahmadabad.
- 12) Models of Teaching – Brucs & Joyce & Marsha will.
- 13) f«kHkqou] lksfQ;k Hkk-¼2009½n”Vh{ksikrHkwxsy v/;kiu] fuR;uwruizdk’ku]iq.ks
- 14) ckiV ch-th-¼1969½]Hkwxsy v/;u v/;kiu] fOgulizdk’ku] iw.ks
- 15) ikV.kdjuk- fo-¼1954½]Hkwxsykps v/;kiu]ekWMuZcqDmsiks]iw.ks
- 16)iksa{ks n- ck-¼2003½]Hkwxsykps v/;kiu] uwruizdk’ku] iw.ks
- 17) tk/ko],e-vkj-¼2009½]Hkwxsy v/;kiu i/nrh ,d n”Vh{ksi]PSkrU; izdk’ku]dksYgkiwj
- 18) eksgu [kRkkG]Hkwxsyvk’k;;qDr v/;kiu i/nrh] lquankizdk’ku]vdksyk-
- 19) xksjs]lqxzho o myHkxr]panzdkar-¼2009½]Hkwxsyvk’k;;qDr v/;kiu]fuR;uwruizdk’ku] iw.ks
- 20) izHkq.ksinetk]¼2009½]Hkwxsy v/;kiu i/nrh]fuR;uwruizdk’ku]iw.ks
- 21) ikBfu;kstuMkW- ‘ksVdj]MkW- Jherhtks’kh& e`.e;hizdk’ku]vkSjaxkcknr`rh; vko`Rrh 2005

B.Ed. SECOND SEMESTER
EDUCC-VI B
Pedagogy of School Subjects – History

Total Marks - 50 Credits - 2	External Marks - 40 Hours –30	Internal Marks - 10 Theory Exam Paper – 1.5 Hours
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Learning Outcomes – After study of this Course the student-teacher-

1. Tells the significance, place and importance of History in school curriculum and human life.
2. Prepares the structure of History subject.
3. Tells the aims and objectives of teaching History in secondary schools.
4. Uses methods, devices and techniques of teaching History.
5. Uses variety of learning experience and instructional materials teaching aid while teaching History.
6. Does planning and organization of teaching History.

Unit 1) Nature, Importance and Objectives of History 20 Marks

- A) Meaning and scope, Nature of History as a subject, changing concept of History, Importance of History in daily life.
- B) Correlation of History with other school subjects – Literature, Geography, Science, Maths.
- C) Objectives and specification of teaching History.
- D) Lesson plan, year plan, unit plan, 5E Approach.
- E) Various methods of organizing the History syllabus
1. Chronological method
 2. Periodic method
 3. Concentric method
 4. The place of local, national and world History in the syllabus.

Unit 2) Teaching Methods, Models and Support System of Teaching History 20 Marks

A) Teaching Methods and Strategies

- 1) Story telling 2) Source method 3) Project method 4) Dramatization and role play method 5) Lecture method 6) Discussion method 7) Narration method. 8) Constructivism 9) Online teaching

B) Model- Enquiry training model, Concept attainment model

C) Teaching Materials- Print materials, text book, supplementary reading materials, general reference material, advance books on History teachers hand book and manuals, pictures, maps, charts, time line and time charts, slides, models, green board, LCD projectors, T.V., video motion pictures etc. computer assisted instruction and learning– creating a power point presentation.

D) Museum, Filed trip and History room : Need and importance, equipment, nature, maintenance and role of teacher.

Mode of Transaction :-

- Projects : (any one)**

- ### Recommended Books :

- 53

- B.Ed. SECOND SEMESTER**

EDUCC –VI B
Pedagogy of School Subject – Mathematics

Total Marks – 50	External Marks – 40	Internal Marks -10
Credits – 2	Hours – 30	Theory Exam Paper – 1.30 Hours

Learning Outcomes – After study of this Course the Student teacher

1. Tells and uses significance of Mathematics in daily life
2. Understand the meaning, nature, scope, place and importance of Mathematics.
3. Understand the aim and objectives of Teaching Mathematics.
4. Understand different Concepts in Mathematics.
5. Appreciates the contribution of various Mathematicians.
6. Understand and apply various Models, Tools and Techniques in Mathematics teaching
7. Arrange co-curricular activities and organize the library and book as per the needs.

Unit I. Introduction, Place and Importance of Mathematics 20Marks

- a) Meaning, Nature and Scope of Mathematics.
- b) Values and importance of Mathematics.
- c) Place of Mathematics in school curriculum.
- d) Correlation of Mathematics within the subject, with other school subjects and with daily life.
- e) General objectives of Mathematics subject and Objectives of Teaching Mathematics with their specifications.
- f) Lesson Plan, Unit Plan, Annual Plan and Unit Test
- g) Contributions of Eminent Mathematicians with the reference to Aryabhatta, Bhaskaracharya, Ramanujan, Euclid, Pythagoras and Rene-Descartes.

Unit II. Method, Techniques and Supports System 20 Marks

- a) Maxims of Teaching Mathematics.
- b) Methods of Teaching Mathematics – i) Inductive – Deductive ii) Analytical Synthesis iii) Project iv) Lecture cum Demonstration v) Constructivism vi) Online teaching with PPT
- c) Models of Teaching – i) Concept Attainment Model ii) Advanced organizer Model.
- d) Diagnostics testing and remedial teaching.
- e) Techniques of teaching Mathematics – i) Assignment ii) co-operative learning iii) Team teaching iv) Drill work – oral and written
- f) Learning Resources – i) 2D – Charts, Types of Black Board, cutouts, pictures and Graphs. ii) 3D – Reals Objects, Models, abacus. iii) Audio-Video Aids – Slides, T.V., LCD Projector, OHP, DVD.
- g) Co- curricular Activities – Games, quiz, puzzles, visits, talks, Mathematics Club, Magic squares , Riddles etc.

Project/ Practicum :- (Any one)

- 1) Preparing Mathematics Teaching Aids
- 2) Collection of information of Mathematicians.
- 3) Prepare a lesson with PPT.
- 4) Prepare a lesson on any model of teaching.
- 5) Diagnoses weakness of students in Mathematics and does remedial teaching.

References :

1. The Teaching of Secondary Mathematics – Butler and Wren.
2. The Teaching of Mathematics in new education – Aiyengar.
3. The Teaching of Modern Mathematics – Fleteher.
4. Teaching of Mathematics – Sindhu.
5. Teaching of Mathematics – Dharmveer and Agrawal
6. Teaching of Arithmetic, Algebra & Geometry in school – Maths Association.
7. Teaching of Mathematics- Dr. Suhail Ahmed Khan
8. गणितजगतकीसैर – शर्मा
9. गणिताचेअध्यापन – व. पा. देशमुख
10. गणितातीलगंमतीजंमती- मनोरचा.पा. नरेकर
11. गणितकसेशिकवावे – लरा. गद्रे
12. वैदिकगणित – वाटपकुलकर्णी
13. गणिताचाशिक्षक – म.ना. झोल
14. गणिताचेअध्यापन – रा.मो. कुट
15. गणितअध्यापनपध्दती – ओकराऊत
16. गणितअध्यापनपध्दती – रमेशपाटील, दादारावचव्हाण
17. विशेषअ.प. गणिताचेअध्यापन – य.च.म.मु.वि. नाशिक
18. गणिताचेअध्यापन- द.बा. पोंक्षे, मखिजा –नूतनप्रकाशनपूणे
19. गणितअध्यापनपध्दती – ह.ना. जगताप
20. पाठनियोजन – जोशी, सुरवसे, पाटील - य.च.म.मु.वि. नाशिक
21. पाठनियोजन – डॉ. शेटकर ,डॉ. श्रीमतीजोशी- मृण्मयीप्रकाशन
22. औरंगाबाद.
23. संगणकसहाय्यितअनुदेशनवअध्ययन – डॉ. शोभनाजोशी, सौ.
 - i. मेघनाशिराढोणकर, मृण्मयीप्रकाशनऔरंगाबाद.
24. वर्गाध्यापनाच्याउद्दिष्टांचेमूल्यमापन - डॉ. शोभनाजोशी, मृण्मयी
 - i. प्रकाशनऔरंगाबाद

(ENHANCING PROFESSIONAL CAPACITIES)
DRAMA AND ART IN EDUCATION

Total Marks - 50 Credits – 2	Theory Marks – 30 Credit Hours: 15	Practical Marks –20 Credit Hours : 30
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LEARNING OUTCOMES:

To Course will enable the teacher trainees to:

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

UNIT (I) Concept and nature of performing Arts: (10

Marks) a. Concept and nature of Drama & Music.

- b. Significant role of art, music and drama in education.
- c. Drama as a tool for children's creativity and aesthetic sensibilities

UNIT (II) Performing Arts in Teaching: (10

Marks) a. Drama & Music as a part of teaching.

- b. Drama & Music for perception, reflection and expression.
- c. Drama the best tool for a community change. Drama as an approach in teaching of languages.
- d. Drama as an approach in teaching of social sciences.
- e. Drama as an approach in teaching of Arts and Music.

UNIT (III) Nature & Role of Fine Arts in Education: (10

Marks) a. Concept and nature of Fine Arts

- b. Importance of Craft & Drawing in Education
- c. Basic of Drawing types of lines & Colours; Colour Combination
- d. Sketch Designing & Colouring

Activities:

(1) Musical Activities:

- Solo Singing (Indian and Western)
- Group Singing (Indian and Western)

(2) Fine Arts:

- Sketching
- On the spot painting



- Rangoli
- Mehendi □ Poster Making

(3) Dance:

- Solo Dance (Indian Dance forms)
- Group Dance (folk and tribal dance)
- Creative Dance
- Choreography

(4) Literary Activities: (Marathi/Hindi/English/Urdu and Sanskrit)

- Essay writing
- Poetry
- Elocution
- Debate
- Quiz

(5) Theatre:

- One Act Play
- Expressions
- Mime
- Mimicry
- Skit **Note:**

Students are expected to choose two from the above mentioned 5 activities.



B.Ed. THIRD SEMESTER

**B.Ed. THIRD SEMESTER
EDUCC-VII
LEARNING & TEACHING**

Total Marks : 100	Credits : 4	External Marks : 80
Hours : 60	Internal Marks : 20	Theory Exam Paper : 3 Hours

Learning outcomes:

The course will enable the student teachers to -

- 1) Develop an understanding about differential learning needs of the learners with regard to abilities, learning styles, socio-cultural differences, language, and learning difficulties.
- 2) Develop awareness of the different contexts of learning.
- 3) Reflect on their own implicit understanding of the nature and kinds of learning.
- 4) Gain an understanding of different theoretical perspectives of learning including the Constructivist perspective.
- 5) Develop understanding about the concept of teaching from various perspectives.
- 6) Explore teaching strategies to address diversity of students in a classroom.
- 7) Analyze teaching 'as a profession'.

Unit I: Understanding the Learner (20 marks)

- a) Psychology of Diversified Learner: Dimensions of differences in psychological attributes- cognitive, abilities, interest, aptitude, creativity, personality & Self Esteem.
- b) Understanding learners from the perspective of multiple intelligences with a focus on Gardner's theory of multiple intelligences.
- c) Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence, social intelligence and spiritual Intelligence.
- d) Differences in learners based on predominant learning style and Types of learning styles (Visual, Auditory and Kinesthetic).
- e) Understanding differences based on range of cognitive abilities---learning Difficulties, slow learners and dyslexics, intellectual deficiency, intellectual Giftedness. Implications for catering to individual variations in view of difference 'rather than deficit' perspective.

Unit II: Understanding learning and learning strategies (20 Marks)

- a) Meaning and factors of learning.
- b) Perspectives on Human learning:
 - i. Pavlov (Classical Conditioning theory)
 - ii. Thorndike (Classical Conditioning theory)
 - iii. Skinner (Operant Conditioning theory)
- c) Role of teacher in teaching-learning situations: as a) transmitter of knowledge, b) Facilitator, c) negotiator, d) co-learner.
- d) Technique for Facilitating Learning through-Concept mapping and Brain storming.

Unit III: Learning in 'Constructivist' Perspective (20 Marks)

Constructivist approach of learning and its educational Implications:

- a) 5E Model
- b) Bruner Cognitive Constructivism
- c) Vygotsky Social Constructivism
- d) Ausbel meaningful Verbal learning theory.
- e) Teacher as a Facilitator for ,construction of knowledge and learning as ,Transmission of knowledge.
 - (i) Experiential learning and reflection
 - (ii) Social mediation
 - (iii) Cognitive negotiability
 - (iv) Situated learning and cognitive apprenticeship
 - (v) Meta-cognition

Unit IV: Teaching as a profession (20 Marks)

- a) Meaning of teaching with respect to practice, activity and performance.
- b) Teaching as a complex activity
- c) Reflective teaching to enhance learning
- d) Teaching as profession (basic characteristics of teaching qualifying it as a profession).

- e) Professional development of teachers.
- f) Teacher Autonomy and Accountability.
- g) Teachers Aptitude and Attitude and Mental Health for Professional efficacy.

Practicum

- 1) Visit a school and try to Understand the differences based on range of cognitive abilities- and study how the school caters to the Teaching /Learning needs of these children-Prepare a report and submit in the college.(Unit-I)
- 2) Prepare a Lesson plan on any topic by using constructivist approach and execute in the actual classroom. Submit the same in the college (Unit-III)
- 3) Observe a class in a practicing school for few days and prepare a note highlighting how teachers addressed the learning needs of different learners. Give examples with Respect to gender, inclusion, culture and language.(Unit-I).

Transaction Mode-Lecture cum discussion, Brain storming, Discussion Method,

Essential Readings

- Agarwal J.C.(1995) –Essential of Educational Psychology- Vikas Publication New Delhi.
- Bhatnagar Suresh and Saxena Anamika , Advanced Educational Psychology. R LAll Book Depot Meerut.
- Chauhan S.S.(1990) -Advanced Educational Psychology) –Vikas Publication New Delhi
- Dandapani S. Educational psychology.
- Dandekar W.N. fundamentals of experimental psychology.
- Panda B.N. Advanced Educational Psychology(2004). Discovery Publishing House New Delhi.
- Mangal S.K. (2011) Advanced Educational Psychology, PHI Learning pvt. Ltd. New Delhi.
- Walia J.S. (1999) foundation of educational psychology. Paul publishers Punjab.
- Whittaker J.O. introduction to psychology. W.B. Saunders Company, London.
- Neel Ann, Theories of Psychology. Ahalsted Press Book. Schenkman Publishing Company New York.
- Morse William.c. Wingo G. Max Psychology and teaching, Tarapurvala sons, pvt. Ltd. Bombay.
- Crow and Crow (1964), Human Development and Learning. Eurasia Publishing House New Delhi.
- Mathur S.S. Educational Psychology.
- Kakkar S.B. Educational psychology.
- Sharma R.A. Educational psychology. R LAll Book Depot Meerut.
- Mannivanan Kalyani A. (2011), psychology of learning and Human Development.
- Misra Manju, Sharma Ritu (2007), teaching learning process. Alfa Publishing New Delhi.
- Charles H. Judd. (2011), Educational Psychology. KSK publishing Housing New Delhi.



- . शिक्षणाचे मानसशास्त्रीय अधिष्ठान — प्रा. आफळे प्रा. बापट श्री विद्या प्रकाशन पुणे.
- . शैक्षणिक मानसशास्त्र — प्रा.के.वि. कुलकर्णी, श्री.विद्या प्रकाशन, पुणे.
- . प्रगत शैक्षणिक मानसशास्त्र — डॉ. न.रा. पारसनीस नूतन प्रकाशन, पुणे.
- . प्रगत शैक्षणिक मानसशास्त्र — प्रा. आ.पा. खरात विद्या प्रकाशन, पुणे.
- . उच्चतर शिक्षा मनोविज्ञान — डॉ. रामनाथ शर्मा, डॉ. रचना शर्मा, हटबॉटिक, पब्लीशर्स आणि डिस्ट्रीब्युटर्स, बी-२ विशाल एचक्येट, नई दिल्ली.
- . अध्ययन उपपत्ती व अध्ययन — डॉ. सत्यवती राऊळ, नूतन प्रकाशन पुणे.
- . अध्ययन उपपत्ती — डॉ. खानापूरकर ह.कृ.
- . अध्ययननार्थीचे चे मानसशास्त्र आणि अध्यापन प्रक्रिया — प्रा. सौ. कडके, डॉ. शिरगावे, प्रा. शेंडगे फडके प्रकाशन, कोल्हापूर.
- . शैक्षणिक मानसशास्त्र व प्रायोगिक कार्य — डॉ. द.वा. पोक्षे, नूतन प्रकाशन पुणे.
- . शैक्षणिक मानसशास्त्र — डॉ. शारदा शेवतेकर.
- . शैक्षणिक मानसशास्त्र - र.वि. पंडित, पिंपळपुरे ॲण्ड कं.पब्लीशर्स नागपूर.

Taleem Nafsiyat ki, roshani mein: Mirza Mehfooz Baig, Qamer Publication Aurangabad.

34) Learning Disability: Dr.Khan Zeenat Muzaffar, kanishka Publication New Delhi

35) Taleem -e Nafsiyat ke Pehlu -Dr.Afaq Nadeem Khan and Syed Maaz Hussain ,Educational Book House Aligarh

36) Taleem -E-Nafsiyat-Dr.Talat Aziz, National Council for promotion of Urdu language (NCPUL) New Delhi .

37) Taleem-e -Nafsiyat ,Sharif Khan,Educational book house Aligarh

38) Taleem -e Nafsiyat,Ibraheem Khaleel,Deccan Traders Educational publisher Hyderabad.

39) Bacchon ki nafsiyat-Dr.Abdul Rauf,World Islamic Publications,New Delhi

40) Abnormal Nafsiyat -Zakiya Mashidi, National Council for promotion of Urdu language (NCPUL) New Delhi .

41) Taleem-e nafsiyat-Nasreen Khalid sheikh, Deccan Traders Educational publisher Hyderabad.

42) Taleem -e -nafsiyat ki Bunyadein,Shaikh Mohammed Zakir, Mavin Publication Aurangabad

Suggested Readings:

- 1) Bhatt, H. The diary of a school teacher: An Azim Premji University publications, www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf
- 2) Burden, Paul R; Byrd, David. M. (1999). Methods for Effective Teaching (Sec Edition), Allyn and Bacon.
- 3) Delpit, L (2006). Other People's children, Cultural Conflict in the Classroom. The New press.
- 4) Dhar, T.N. (Ed). 1996. Professional Status of Teachers, NCTE, New Delhi.
- 5) Kauchak, D. P and Eggen, P. D (1998). Learning and Teaching, Research based Methods, Boston: Allyn and Bocan
- 6) Lampert, M. (2001). Teaching Problems and the Problems of Teaching. Yale University press.
- 7) NCERT (2005). National Curriculum Framework, New Delhi
- 8) Olson, D.R. & Bruner, J.S. (1996). —Folk Psychology and Folk Pedagogy. In D.R. Olson & N. Torrance (Eds.). The Handbook of Education and Human Development (PP.9-27). Blackwell.
- 9) Piaget, J. (1997). —Development and Learning. In M. Gauvain & M. Cole (Eds.), Reading on the Development of Children. New York: WH Freeman & Company.
- 10) Shulman, L.S. (1986). Those who understand: Knowledge growth in teaching. Educational Researcher, 4-14.
- 11) Vygotsky, L. (1997). —Interaction between Learning and Development. In M. Gauvain & M. Cole (Eds.) Reading on the Development of Children, New York: WH Freeman & Company.

B.Ed. THIRD SEMESTER
EDUCC – VIII (A)
Pedagogy of School Subjects – Marathi

Total Marks : 50	Credits : 2	External Marks : 40
Hours : 30	Internal Marks : 10	Theory Exam Paper : 1.5 Hours

अध्ययन निष्पत्ती – हा पेपर अभ्यासल्यावर विद्यार्थी शिक्षक –

- ७) मराठीच्या चांगल्या अभ्यासक्रमाची तत्त्वे सांगतो.
- ८) पाठ्यपुस्तकाचे अभ्यासक्रम, पाठ्यक्रम आणि पाठ्य पुस्तकाच्या आधारे परीक्षण करतो.
- ९) पाठ्य घटकासंदर्भात आवश्यक आशय ज्ञानाचे संपादन करतो.
- १०) विद्यार्थ्यांमध्ये वाडःमयीन अभिरुची निर्माण करून विद्यार्थ्यांना सृजनशीलतेकडे आणण्याचा दृष्टिकोन भावी अध्यापकात निर्माण करतो.
- ११) मराठीतील प्रमुख साहित्यांच्या प्रकारांचे स्वरूप आणि वैशिष्ट्ये सांगतो.
- १२) मराठी अध्यापकात मातृभाषा म्हणून आणि राज्यभाषा म्हणून मराठीचे प्रेम व सार्थ अभिमान निर्माण करतो.

घटक : १) मराठीचा अभ्यासक्रम, पाठ्यक्रम आणि पाठ्यपुस्तक (गुण २०)

- f) मराठी भाषेच्या चांगल्या अभ्यासक्रमाची तत्त्वे
- g) मराठीच्या माध्यमिक व उच्च माध्यमिक स्तरावरील अभ्यासक्रमाची उद्दिष्ट्ये व त्यांच्या राष्ट्रीय उद्दिष्टांशी समवाय
- h) मराठीचा माध्यमिक व उच्च माध्यमिक स्तरावरील पाठ्यक्रम
- i) चांगल्या पाठ्यपुस्तकाचे निकष
- j) पाठ्यपुस्तकाचे अभ्यासक्रम, पाठ्यक्रम व पाठ्यपुस्तकाच्या आधारे परीक्षण

घटक : २) मराठीतील साहित्या प्रकार व मराठीचा शिक्षक (गुण २०)

- e) मराठीतील प्रमुख साहित्य प्रकारांचे स्वरूप व वैशिष्ट्ये –
 ३. गद्य – कांदबरी, कथा, लघुकथा, निबंध, आत्मचरित्र, दलित साहित्य, ग्रामीण साहित्य, नाटक
 ४. पद्य – संतकाव्य, पंतकाव्य, ओवी, अभंग, पोवाडा, शाहिरी काव्य, लावणी, भावगीत, आधुनिक कविता, नवकाव्य
- f) मराठीचा शिक्षक – चांगल्या मराठीच्या शिक्षकातील गुण वैशिष्ट्ये
- g) शिक्षकांकरिता मराठी विषयासंदर्भात आशयज्ञान अभिवृद्धीची संकल्पना व महत्त्व
- h) मराठी विषयाचे आशयविश्लेषण

प्रकल्प कार्य – कोणतेही एक

- ४) माध्यमिक स्तरावरील एका पाठ्यपुस्तकाचे परीक्षण करणे.
- ५) एका शालेय पाठ्यघटकासाठी पॉवरपॉइंटचे सादरीकरण तयार करणे.
- ६) मराठीसाठी भाषिक खेळ तयार करणे.

अध्यापन

संदर्भ ग्रंथ –

१०. मराठीचे अध्यापन – अकोलकर, पाटणकर

११. मराठीचे अध्यापन – डॉ. सुरेश करंदीकर
१२. मराठीचे आशययुक्त अध्यापन – डॉ. अरविंद दुनाखे
१३. मातृभाषा मराठीचे आशययुक्त अध्यापन – ना. ग. पवार
१४. मराठीचे अध्यापन – म. बा. कुंडले
१५. मराठी भाषेचे अध्यापन व मूल्यमापन – लीला पाटील
१६. मराठीचे अध्यापन – डॉ. शोभना जोशी
१७. संगणक सहाय्यित अनुदेशन व अध्ययन – डॉ. शोभना जोशी
१८. शालेय विषयाचे अध्यापनशास्त्र – मराठी – यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक

**B.Ed. THIRD SEMESTER
EDUCC – VIII (A)**

Pedagogy of School Subjects - Hindi

Total Marks : 50	Credits : 2	External Marks : 40
Hours : 30	Internal Marks : 10	Theory Exam Paper : 1.5 Hours

इस पाठ्यक्रम के अध्ययन के बाद – छात्राध्यापक -

७. अच्छे पाठ्यचर्या निर्माण के तत्त्व बताता है/
८. माध्यमिक और उच्च माध्यमिक स्तर पर हिन्दी पाठ्यचर्या के उद्देश्य बताता है /
९. हिन्दी भाषा शिक्षक के गुणों को बताता है/
१०. हिन्दी अध्यापक के नाते आशय ज्ञान अभिवृद्धि करता है/
११. अच्छे पाठ्यपुस्तक की विशेषताएँ बताता है/
१२. पाठ्यपुस्तक की विशेषताएँ तथा उसका आलोचनात्मक अध्ययन करने की क्षमता प्राप्त करता है/

घटक : १) पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक तथा शिक्षा के साधन (गुण २०)

- e) अच्छे पाठ्यचर्या निर्माण के तत्त्व
- f) माध्यमिक और उच्च माध्यमिक स्तर पर हिन्दी पाठ्यचर्या के उद्देश्य
- g) विद्यालयीन पाठ्यक्रम में हिन्दी भाषा का स्थान व महत्त्व
- h) अच्छे पाठ्यपुस्तक की विशेषताएँ

घटक : २) हिन्दी अध्यापक के गुण और आशय ज्ञान (गुण – २०)

- d) हिन्दी अध्यापक के गुण तथा कर्तव्य
- e) हिन्दी अध्यापक आशय ज्ञान अभिवृद्धि
- f) हिन्दी आशय ज्ञान विश्लेषण
- १०) हिन्दी मानक वर्तनी और मानक गिनती
- ११) विराम चिह्ने, ध्वनी विचार
- १२) शब्द की परिभाषा एवं प्रकार – स्रोत के आधार पर
- १३) शब्दसिद्धि – उपसर्ग, प्रत्यय, समास, संधी
- १४) शब्दभेद – विकारी और अविकारी
- १५) वाक्य – परिभाषा और प्रकार (अर्थ और रचना के आधार पर)
- १६) व्याकरण का अर्थ, महत्त्व और उद्देश्य
- १७) व्याकरण शिक्षण की विधियाँ
- १८) व्याकरण शिक्षण के मार्गदर्शक तत्त्व

प्रकल्प कार्य – कोणतेही एक

३. किसी एक कक्षा के पाठ्यपुस्तक की समीक्षात्मक आलोचना/
४. हिन्दी अध्यापक के आशय ज्ञान अभिवृद्धि के लिए किसी एक हिन्दी साहित्य की आलोचना करना/

संदर्भ ग्रंथ सूची :

१२. हिन्दी भाषा शिक्षण – भाटिया और नारंग
१३. भाषा की शिक्षा – सीताराम चतुर्वेदी
१४. हिन्दी शिक्षण – सुरेंद्र सिंह कादियान
१५. हिन्दी शिक्षण – डा. उमा मंगल



१०८३४



१६. हिन्दी भाषा शिक्षा – भोलेनाथ तिवारी और भाटिया
१७. हिन्दी अध्यापन पद्धत – डा. स.रा. केणी-कुलकर्णी
१८. राष्ट्रभाषा का अध्यापन – साठे ग. ना.
१९. हिन्दी अध्यापन पद्धत – प्रा. बा. सं. बोबे
२०. द्वितीय भाषा हिन्दी, विषय ज्ञान एवं अध्यापन पद्धती – डॉ. दुनाखे
२१. हिन्दी अध्यापन पद्धती – सी. म. तिवारी
२२. शालेय विषयाचे अध्यापनशास्त्र – हिन्दी – यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक

**B.Ed. THIRD SEMESTER
EDUCC– VIII A**

PEDAGOGY OF SCHOOL SUBJECT- URDU

شعبہ تعلیم اور تدریسیات میں اردو بحیثیت اسکولی مضمون کی تفہیم





اردو تدریسیات: برائے بی۔ ایڈ۔ سال دوم

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1.5 Hours
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- مقاصد:** اس مطالعہ کے بغیر تربیت معلمین اس قابل ہو جائیں گے کہ :
- ❖ اسکولی نصاب میں ادب کی ضرورت اور معنویت پر بحث کر سکیں۔
 - ❖ اردو زبان کی مختلف اصناف کے مابین فرق واضح کر سکیں۔
 - ❖ منصوبہ سبق کے مختلف مراحل اور اقسام کی تفہیم کر سکیں۔
 - ❖ درسیات ، نصاب اور نصابی کتب کے مابین تعلق کی تفہیم کر سکیں۔
 - ❖ اردو زبان کی تدریس میں جدید تکنالوجی کے استعمال کی تفہیم کر سکیں۔
 - ❖ تدریس و آموزش کے وسائل اور امدادی اشیاء کا استعمال اپنی تدریس میں کر سکیں۔
 - ❖ زبان کی تدریس میں جانچ اور قدر پیمائش کے کردار اور اہمیت کو سمجھ کر اس کا استعمال کر سکیں۔
 - ❖ اردو زبان کے معلم کی خصوصیات ، کردار اور اہمیت کی تفہیم کر سکیں۔
 - ❖ اردو زبان کے معلم کے پیشہ وارانہ ترقی و ترویج میں مختلف قومی و ریاستی اداروں کا کردار سمجھ سکیں۔

اکائی نمبر: ۳ زبان ، ادب کی مختلف اصناف کی تدریس:

[20 Marks]

- ۳-۱ اسکولی نصاب میں ادب ، ضرورت اور مقاصد، تخلیقی اصناف ، تعارف اور تفہیم
- ۳-۲ اسکولی نصاب میں میڈیا کا کردار
- ۳-۳ ادب کا جمالیات کا پہلو
- ۳-۴ گارڈنر کا تکثیری ذہانت کا نظریہ

نصاب اور درسیاتی مواد ، تجزیہ اور معلم اردو، جدید تکنالوجی، اکائی نمبر: ۴

آموزش کے وسائل

[20 Marks]

- ۴-۱ اردو ادب کی مختلف اصناف کی تدریس ، جمالیاتی احساسات بیدار کرنا، شعری اور نثری اسباق کی تدریس کے اہم اقدامات
- ۴-۲ زبان کی آموزش اور بیرونی دنیا کا تعلق، معلم اردو کی خصوصیات ، درکار مہارتیں، اردو کے معلم کی پیشہ وارانہ ترقی اور ترویج میں مختلف قومی اور ریاستی اداروں کا کردار
- ۴-۳ اطلاعاتی و مواصلاتی تکنالوجی - ICT

- ۴-۴ جدید تکنالوجی کا زبان کی تدریس میں استعمال اور اہمیت ، لسانی تجربہ گاہ اور اس کی اہمیت، سمعی و بصری امدادی اشیاء ، ہم نصابی سرگرمیاں
- ۴-۵ تدریس و آموزش کے وسائل ، طبع شدہ وسائل - درسی کتاب ، معاون درسی کتب، اخبارات، رسائل و جرائد ، لغت ، فرہنگ، تھیسارسس اور دیگر وسائل
- ۴-۶ زبان کی تدریس میں قدر پیمائی کی اہمیت ، مسلسل اور جامعہ انداز قدر ، قدر پیمائش کے طریقہ کار و وسائل

سرگرمی: [۱] ثانوی یا اعلیٰ ثانوی جماعت کی اردو کی درسی کتاب کا تنقیدی جائزہ لیجئے۔

[۲] ٹی۔ وی۔ اور ریڈیو کے ذریعہ نشر ہونے والے مختلف پروگراموں کو سن کر ان کی فہرست بنائے جن سے اردو تدریس و آموزش میں استفادہ کیا جا سکتا ہے۔

بنیادی مطالعہ:

- ۱۔ اردو تدریسیات - درسی کتاب برائے بی۔ ایڈ۔ سال دوم ، نیشنل کونسل آف ایجوکیشنل ریسرچ اینڈ ٹریننگ ، نئی دہلی
- ۲۔ اردو زبان کی تدریس و فہم برائے ڈی۔ ایل۔ ایڈ اور بی۔ ایڈ۔ ، ڈاکٹر تلمیز فاطمہ نقوی، ڈاکٹر آفاق ندیم خان، ایجوکیشنل بک ہاوس، علی گڑھ
- ۳۔ "ہم اردو کیسے پڑھائیں" معین الدین ، مکتبہ جامعہ ، نئی دہلی
- ۴۔ "اردو ادب کی تاریخ" ڈاکٹر جمیل

حوالہ جاتی کتب:

- ۱۔ "اردو کیسے پڑھائیں" مولوی سلیم ، چمن بک ڈپو، دہلی
- ۲۔ تدریس اردو ، معین الدین ، مکتبہ جامعہ ، نئی دہلی
- ۳۔ اردو سکھانے کا جامع طریقہ ، عبدالغفار مدھولی
- ۴۔ فن تعلیم، احسان صدیقی
- ۵۔ پڑھانے کا مزہ، م۔ وصی، NCERT ، نئی دہلی
- ۶۔ تدریس اردو، ڈاکٹر انصاری ، رادھا پرنکاشن، نئی دہلی
- ۷۔ تدریس اردو - اصول و ضوابط، ڈاکٹر مختار احمد مکی ، الریحان پبلیشنگ ہاوس، جمشید پور
- ۸۔ طریقہ تدریس اردو ، نسرین خالد شیخ - دکن ٹریڈرس ، بک سیلر اینڈ پبلیشر ، حیدر آباد
- ۹۔ مشقی تدریس - کیوں اور کیسے ، ڈاکٹر محمد اکرام خان ، مکتبہ جامعہ ، نئی دہلی



२०८७



**B.Ed. THIRD SEMESTER
EDUCC- VIII A
PEDAGOGY OF SCHOOL SUBJECT- SANSKRIT**

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1.5 Hours
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अध्ययन निष्पत्ती - या प्रश्नपत्राचा अभ्यास झाल्यावर विद्यार्थी शिक्षक-

१. संस्कृतच्या चांगल्या अभ्यासक्रमाची तत्त्वे सांगतो.
२. संस्कृतचा माध्यामिक व उच्च माध्यामिक स्तरावरील पाठ्यक्रमाची चिकित्सा करतो.
३. चांगल्या पाठ्यपुस्तकाचे निकष सांगतो.
४. संस्कृतच्या पाठ्यपुस्तकाचे अभ्यासक्रम, पाठ्यक्रम व पाठ्य पुस्तकाच्या आधारे परीक्षण करतो.
५. विद्यार्थ्यांमध्ये वाडःमयीन अभिरुची निर्माण करून विद्यार्थ्यांना सृजनशीलतेकडे आणण्याचा दृष्टिकोन भावी अध्यापकात निर्माण करतो.
६. संस्कृत अध्यापकात प्राचीन भाषा म्हणून व मूळ भाषा म्हणून संस्कृतचे प्रेम व सार्थ अभिमान निर्माण करणे.

घटक १) अभ्यासक्रम, पाठ्यक्रम व पाठ्यपुस्तक

गुण - २०



२०८६४



- चांगल्या अभ्यासक्रमाची तत्त्वे
- संस्कृतच्या माध्यामिक व उच्च माध्यामिक स्तरावरील अभ्यासक्रमाची उद्दिष्टे व त्यांचा राष्ट्रीय उद्दिष्टांशी समवाय
- संस्कृतचा माध्यामिक व उच्च माध्यामिक स्तरावरील पाठ्यक्रम
- चांगल्या पाठ्यपुस्तकाचे निकष
- संस्कृतच्या पाठ्यपुस्तकाचे अभ्यासक्रम, पाठ्यक्रम व पाठ्यपुस्तकाच्या आधारे परीक्षण

घटक

२) संस्कृतमधील साहित्याचे प्रकार व संस्कृतचा शिक्षक

गुण -२०

- संस्कृतमधील प्रमुख साहित्याचे प्रकार, स्वरूप व वैशिष्ट्ये – वैदिक साहित्य व लौकिक साहित्य
- संस्कृतचा शिक्षक – चांगल्या संस्कृतच्या शिक्षकातील गुण वैशिष्ट्ये
- संस्कृत शिक्षकाची आशयज्ञान अभिवृद्धी
- ५ ई मॉडेल संकल्पना व स्वरूप

प्रकल्प कार्य – कोणतेही एक

- माध्यामिक स्तरावरील एका पाठ्यपुस्तकाचे परीक्षण करणे
- संस्कृत शिक्षकाच्या आशयज्ञान अभिवृद्धीसाठी एका साहित्याचे समीक्षण करणे
- ५ ई मॉडेल नुसार पाठ टाचण तयार करणे.

संदर्भग्रंथ :

- डॉ. प्रतीभा पेंडके – संस्कृत अध्यापन पद्धती – मंगेश प्रकाशन, नागपूर.
- श्री. जोशी प्र.शं. – सुगम संस्कृत व्याकरण – नितीन प्रकाशन, पुणे.
- सौ. प्रतिभा साठे – सुबोध संस्कृत व्याकरण – नितीन प्रकाशन, पुणे.
- आशययुक्त अध्यापन पद्धती – संस्कृत – यशवंतराव चव्हाण मुक्त विद्यापीठ, नाशिक
- शब्दधातुरुपावली (८ वी ते १० वी) नवनीत प्रकाशन
- रामशकलजी पाण्डे – संस्कृत शिक्षण – विनोद पुस्तकमंदिर, आग्रा.

B.Ed. THIRD SEMESTER

EDUCC – VIII A

PEDAGOGY OF SCHOOL SUBJECT- ENGLISH

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1.5 Hours
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OBJECTIVES:

To enable the teacher trainees to –

- develop language acquisition skills.
- enrich the knowledge of English Language for professional development.
- get acquainted with essential aspects of English Grammar, Comprehension & Vocabulary.
- get acquainted with language, literature & Aesthetics

UNIT (I) Language Acquisition & Teaching of Grammar, Comprehension & Vocabulary: (20 Marks)

- Listening – Concept, Significance, Activities and Methods to develop listening
- Speaking – Concept, Significance, Activities and Methods to develop speaking
- Reading – Concept, methods, types – (Loud, Silent, Intensive, Extensive and Supplementary)
- Writing – Types of composition (Guided, free and creative) and methods of Developing Composition.

5. Methods of Teaching Grammar and Comprehension (as per school course book)
6. Teaching of Vocabulary in Context (as per school course book) with reference to phonology, morphology, syntax and semantics

UNIT (II) Language, Literature and Aesthetics & Professional Development of an English Teacher:

(20 Marks)

1. Different creative forms of English Language - Literature, media and translation;
2. Understanding different forms of literature; Literature in the school curriculum: needs, objectives and relevance; role and relevance of media in school curriculum;
3. Translation: importance and need, Translation as a creative activity
4. Qualities of an English Teacher.
4. Professional growth of English Teacher.

PRACTICUM: (Any One)

1. Prepare a Power point based on any unit from the course book of English.
2. Critically analyze any class handbook of teaching English.
3. Organisation of inter-class contests in English like Elocution, Debate, Extempore, Recitation, etc. and writing its report.

Transaction Mode-Lecture cum Discussion method, Brain Storming Method, Blended teaching, Computer assisted teaching, Facilitating techniques

ESSENTIAL READINGS:

1. Agnihotri & Khanna (eds.) (1991). Second Language Acquisition. New Delhi: Sage.
2. B.B.Pandit, Pro.Suryanshi, Pro. Kute.23) Communicative Language – teaching in English-
3. Brumfit, C. (ed.) (1983). Teaching Literature Overseas: Language – Based Approaches, ELT Document:115, Oxford :Pegamon.
4. Gimson A.C. An Introduction to the pronunciation of English (ELBS).
5. Gurav H.K. (1990) Teaching Aspect of English Language (NutanPraksan, Pune.)
6. Jain R.K. Essentials of English Teaching (VinodpustakMandir).
7. Shaikh T. Naaz (2021) Teaching English –Made Easy, (Milestone Pub., Aurangabad)

SUGGESTED READINGS:

1. Littlewood, W. (1992). Teaching Oral Communication. Oxford: Blackwell Publishers.
2. Narold B.Allen. Teaching English as a second Language (McGraw Hill)
3. Nunan, D. (1989). Designing Tasks for the Communicative Classroom. Cambridge: CUP.
4. Prabhu, N. S. (1987). Second Language Pedagogy. Oxford: OUP.
5. Richards and Rodgers (1986). Approaches and Methods in Language Teaching. Oxford: OUP.
6. Saraf R.S. Teaching English in India (Shree Vidyaprakashan).
7. Sharma K.L. Methods of Teaching English in India (Laxmi Narayan).
8. Stern (1993) Fundamental Concept of Language teaching (OUP)
9. Stern, H. H. (1983). Fundamental Concepts of Language Teaching. Oxford: OUP.
10. Yardi, V.V. Teaching of English in India Today (ParimalPrakashan).

WEBLINKS:

QR Code:



B.Ed. THIRD SEMESTER
EDUCC – VIII A
UNDERSTANDING DISCIPLINE AND PEDAGOGY OF SCHOOL SUBJECT
SCIENCE

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1.5 Hours
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OBJECTIVES:

7. To enable the pupil to appreciate various approaches of teaching –learning science
8. To enable pupil to explore various ways of teaching learning science through using various resources of science.
9. To enable pupil to gain insight into content of school science text book
10. To acquaint pupil with the use leaning resources in science.
11. To acquaint pupil teacher on techniques to enhance ones professional development.
12. To acquaint the learner to make use of ICT tools in learning of science.

UNIT (I) Techniques and D Strategies of teaching Science and learning resources in Science: (20 Marks)

- f. Approaches and strategies of Teaching: Expository approach, experiential learning, concept mapping.
- g. Preparing learner for lifelong learning, stimulating creativity and curiosity is science by using various learning resources like- Text book, Field Trip, Science club, Science Exhibition.
- h. Role of Science teacher in facilitation science learning with the help of ICT tools and social networking sites.
- i. Preparing a lesson plan by Using 5E Model based on constructivist approach

UNIT (II) Content Transaction and Professional Development of Science teacher (20 Marks)

- f. Professional development –Teaching as a profession, need for pre-service and In-service professional development programme.
- g. Professional development of in-science teacher through peer interaction, reading, attending training programme, membership of various organization, sharing through conferences, seminars and workshops
- h. Ecosystem and its type.
- i. Force and Motion and Work Done.
- j. Thermodynamics

PRACTICUM: (Any one)

- 4. Actual experience of Science Laboratory of Practicing school/college (report submission) on storage of chemicals, specimen, apparatus and maintaining a record in Stock register.(Unit-I)
- 5. Critical analysis of Any Science Text book of secondary school and prepare a report of it.
- 6. Field visit to any botanical garden, Zoo, National parks, Science Museum or Exhibition and prepare a report.

Mode of transaction: Lecture cum Discussion, Brain Storming, Blended Learning, seminar method

ESSENTIAL READINGS:

- 11. Teaching science in today's secondary schools – Walter A- Thuber, prentice Hall of India
- 12. (Pvt.Ltd.) New Delhi
- 13. The Teaching of science in secondary schools science master's Association.
- 14. The Teaching of physics and chemistry in India – Ghanshamadas.
- 15. Source book of science – UNESCO
- 16. Teaching of science – T.S.Nagpal

17. Teaching of science – Sharma & Sharma
18. Teaching of general science in Topical secondary school – H.N. Sunders. UNESCO
19. Tadrees Science-Vizarat Hussian Educational Book House Aligarh
20. Science ki Tadrees-D.N.Sharma ,R.C.Sharma-National Council of promotion of Urdu language, New Delhi

शास्त्र आशययुक्त पद्धती - प्रा.चारुदत्त कदम / प्रा.कै.गु.बोंदाई

.शास्त्राचे अध्यापन - ल.रा.गद्रे

.शास्त्राचे अध्यापन वनारसे, दिघे पाटनकर

.शिक्षक हस्तपुस्तीका - महाराष्ट्र राज्य पाठ्यपुस्तक मंडळ, पुणे.

.शास्त्र अध्यापन - प्रभाकर हकीम

.विशेष अध्यापन पद्धती विज्ञान य.च.म.मुक्त विद्यापीठ, नाशीक

.विज्ञानाचे आशययुक्त अध्यापन - डॉ.प्रभाकर हकीम नुतन प्रकाशन पुणे.

**B.Ed. THIRD SEMESTER
EDUCC-VI B**

Pedagogy of School Subject – Geography

Total Marks - 50	External Marks - 40	Internal Marks - 10
Credits - 2	Hours –30	Theory Exam Paper – 1.5 Hours

Learning Outcomes: After studying this Course the student-teacher will be able to -

1. Tell the meaning, nature and scope of geography
2. understand the place and importance of Geography in school curriculum
3. Correlate geography within the subject and with other subjects.
4. Understand general objectives of teaching geography.
5. Get acquainted with various strategies, methods and techniques of teaching geography.
6. Prepare and evaluate instructional material in geography learning
7. Understand support system for teaching geography.

8. be acquainted with various online resources and ICT for Teaching geography

Unit 1 Nature, Place & Importance of the geography
Mark

20

- A. Meaning, Concept, Nature and Scope of geography.
- B. The place & importance of Geography in school curriculum and in human life
- C. Correlation of geography with other subject and within Geography.
- D. Objectives of teaching geography at upper primary, secondary level and higher secondary level according to present curriculum framework.
- E. Instructional Objectives of Geography.
- F. Lesson plan , unit plan, year plan , 5E Approach
- G. Hierarchy and structure of Geography

Unit 2 Teaching- Learning strategies, Instructional material and resources of geography **20 Mark**

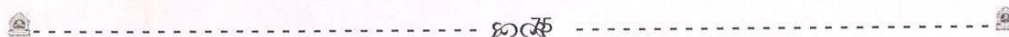
- A. Methods: Regional, journey, excursion, comparative, project, lecture.
- B. Strategies: Discussion, map reading, co-operative learning, brainstorming, collaborative learning
- C. Models of Teaching : Concept Attainment, Advance organizer,
- D. Instructional Materials :
 - 1) Maps and its type - political map, physical map, reference map, thematic map. Scaling of map, atlas, globe, graphs, charts, pictures.
 - 2) Use of multimedia, ICT devices like PC, smartphones in the teaching of Geography
- E. Support System: Geography Club, Geography Room, Field Visit.
- F. GIS and GPS Techniques: Use and Importance

Practical's (Any one)

- 1. prepare one teaching aids of geography
- 2. prepare one lesson plan of models of teaching
- 3. prepare one essay on concept of geography with the help of online resources
- 4. visit to planetarium/ Museum/nature park and write Report.
- 5. prepare on PowerPoint presentation on any concept in geography

References

- 1) Teaching of Geography – Shaida B.D., Sharma J.C., Dhanpat Rai & Sons, Delhi.
- 2) Geography and Education – Mukherji S.P., Jiwan Jyoti Prakashan, Darjeeling.
- 3) Teaching of Geography – Arora K.L., Prakash Brothers, Ludhiana.
- 4) Principles and practice for Geography Teaching – Barnard University tutorials Press London.
- 5) Models of Teaching – Bruce Joyce & Marsha Weil.
- 6) Teaching of Geography, Shaida B.D., Sharma J.C. Dhanpat Rai & Sons, Delhi.
- 7) Geography and Education – Mukherji S.P., Jiwan Jyoti Prakashan. Darjeeling.
- 8) Geography Teaching – Varma O.P. & Vedanayagan E.G., sterling publishers, Jullunder.
- 9) Teaching Geography-Arora K.L., Prakash Brothers, Ludhiyana.
- 10) Principles and practice for Geography Teaching – Barnard, University tutorials press, London.
- 11) Becoming Better Teacher – Mirco Teaching Approach, Pary H.K., Sahitya Mudranalaya, Ahmadabad.
- 12) Models of Teaching – Brucs & Joyce & Marsha will.
- 13) f«kHkqou] lksfQ;k Hkk-¼2009½]n’’Vh{ksikrHkwksy v;/kiu] fuR;uwruizdk’ku]iw.ks
- 14) ckiV ch-th-¼1969½]Hkwksy v/;;u v;/kiu] fOgulizdk’ku] iw.ks
- 15) ikV.kdjuk- fo-¼1954½]Hkwksykps v;/kiu]ekWMuZcqdmSiks]iw.ks
- 16) iksa{ks n- ck-¼2003½]Hkwksykps v;/kiu] uwruizdk’ku] iw.ks
- 17) tk/ko],e-vkj-¼2009½]Hkwksy v;/kiu i/nrh ,d n’’Vh{ksi]PSkrU; izdk’ku]dksYgkiwj
- 18) eksgu [kRkkG]Hkwksyvk’k;;qDr v;/kiu i/nrh] lquankizdk’ku]vdkysk-
- 19) xksjs]lqxzho o myHkxr]panzdkar-¼2009½]Hkwksyvk’k;;qDr v;/kiu]fuR;uwruizdk’ku] iw.ks
- 20) izHkq.ksinetk]¼2009½]Hkwksy v;/kiu i/nrh]fuR;uwruizdk’ku]iw.ks
- 21) ikBfu;kstuMkW- ‘ksVdj]MkW- Jherhtks’kh& e’.e;hizdk’ku]vkSjaxkcknr’rh; vko`Rrh 2005



B.Ed. THIRD SEMESTER
EDUCC-VIII B
Pedagogy of School Subjects – History

Total Marks - 50	External Marks - 40	Internal Marks - 10
Credits - 2	Hours –30	Theory Exam Paper – 1.5 Hours

Learning Outcomes – After study of this Course the student-teacher-

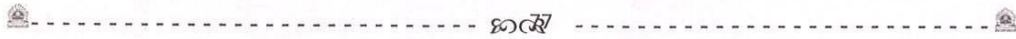
1. Tells the significance, place and importance of History in school curriculum and human life.
2. Makes the structure of History subject.
3. Follows the aims and objectives of teaching History in secondary schools.
4. Uses methods, devices and techniques of teaching History.
5. Gives variety of learning experience and instructional materials, teaching aid while teaching History.
6. Adapts the qualities and professional growth of History knowledge of the student.

Unit 1) Curriculum, Syllabus and Text book of History - 20 Marks

- A) Curriculum and Syllabus – Meaning , Concept and differences
- B) Importance and organization of relevant curricular and co-curricular activities.
- C) Curriculum of Secondary and higher Secondary level.
- D) Syllabus of Secondary and higher Secondary classes.
- E) Characteristics of a good text book of History
- F) A critical study of a text book of History with reference to Curriculum, syllabus and Characteristics of a text book.

Unit 2) History Teacher and Content Cum methodology. 20 Marks

- a) Qualities of a good History teacher.
- b) Professional growth of History teacher.
- c) Content knowledge enrichment for the History teacher. (deep study of teaching unit)
- d) Content knowledge in History –
 1. Economic, social and religious consequences of British Rule in India
 2. Indian freedom movement 1857-1947



B.Ed. THIRD SEMESTER
EDUCC –VIII B
Pedagogy of School Subject – Mathematics

Total Marks – 50	External Marks – 40	Internal Marks -10
Credits – 2	Hours – 30	Theory Exam Paper – 1.5 Hours

Learning Outcomes – After study of this Course the Student teachers

1. Tells the Principles of a good curriculum of Mathematics
2. Does critical analysis of secondary level text book.
3. Develop competencies for teaching-learning of mathematics through various measures.
4. Identify the various issues in Teaching of Mathematics and enable to suggest suitable activities to overcome the concern issues.
5. Develops suitable qualities of Mathematics teacher for Professional development.
6. Enriches knowledge of Mathematics.
7. Enrich the content knowledge in the students.

Unit I. School Curriculum and Text –book of Mathematics 20Marks

- a) Principles of curriculum construction, Topical and Concentric approach of Curriculum organization.
- b) Present Curriculum & Syllabus at Secondary and Higher secondary level and Classes.
- c) Characteristics of a good text Book.
- d) Analysis of the Mathematics Text book.

Unit II. Professional Development of Mathematics Teacher and Planning for Teaching-Learning of Mathematics. 20 Marks

- a) Qualities of a good Mathematics teacher.
- b) Content Knowledge enrichment and professional development of Mathematics Teacher.
- c) Content Cum Methodology – Meaning , concept & Structure of mathematics and Content Analysis.
- d) 5E Model Concept and importance
- e) Subject Content –
 - i) **Arithmetic** – Numbers and types of numbers, Place & face value, LCM&HCF, Fractions, Loss & Profit, Percentage, Simple & Compound Interest, Discount,
 - ii) **Algebra** – Rational Algebraic Expression, Polynomial, Simultaneous Equation, Linear Equation, Ratio & Proportion Sets, Statistics
 - iii) **Geometry**- Basic Concept of Geometry(Point, Line, Segment, Ray, Plain, Angle), Parallel Lines, Triangle & its Theorems, Quadrilateral & its Theorems, Circles & its Theorems , Area, Volume, Trigonometry
 - iv) **Vedic Mathematics** – leaning about Short Cuts in Vedic Mathematics.

Project/ Practicum :- (Any one)

1. Critical study of any text book of Mathematics.
2. Study any mathematics book for content Knowledge enrichment and report it.
3. Prepare lesson as per 5 E model.

References :

1. The Teaching of Secondary Mathematics – Butler and Wren.
2. The Teaching of Mathematics in new education – Aiyengar.
3. The Teaching of Modern Mathematics – Fletcher.
4. Teaching of Mathematics – Sindhu.
5. Teaching of Mathematics – Dharmveer and Agrawal
6. Teaching of Arithmetic, Algebra & Geometry in school – Maths Association.
7. Teaching of Mathematics- Dr. Suhail Ahmed Khan
8. गणितजगतकीसैर – शर्मा
9. गणिताचेअध्यापन – व. पा. देशमुख
10. गणितातीलगंमतीजंमती- मनोरचा.पा. नरेकर
11. गणितकसेशिकवावे – लरा. गद्रे
12. वैदिकगणित – वाटपकुलकर्णी
13. गणिताचाशिक्षक – म.ना. झोल
14. गणिताचेअध्यापन – रा.मो. कुट
15. गणितअध्यापनपध्दती – ओकराऊत

16. गणितअध्यापनपद्धती – रमेशपाटील, दादारावचव्हाण
17. विशेषअ.प. गणिताचेअध्यापन – य.च.म.मु.वि. नाशिक
18. गणिताचेअध्यापन- द.बा. पोंक्षे, मखिजा –नूतनप्रकाशनपूणे
19. गणितअध्यापनपद्धती – ह.ना. जगताप
20. पाठनियोजन – जोशी, सुरवसे, पाटील - य.च.म.मु.वि. नाशिक
21. पाठनियोजन – डॉ. शेटकर, डॉ. श्रीमतीजोशी- मृण्मयीप्रकाशन
22. औरंगाबाद.
23. संगणकसहाय्यितअनुदेशनवअध्ययन – डॉ. शोभनाजोशी, सौ.
 - i. मेघनाशिराढोणकर, मृण्मयीप्रकाशनऔरंगाबाद.
24. वर्गाध्यापनाच्याउद्दिष्टांचेमूल्यमापन - डॉ. शोभनाजोशी, मृण्मयी
 - i. प्रकाशनऔरंगाबाद

**B.Ed. THIRD SEMESTER
EPC-IV
(ENHANCING PROFESSIONAL CAPACITIES)
READING AND REFLECTING ON TEXT**

Total Marks - 50 Credits – 2	Theory Marks – 30 Credit Hours: 15	Practical Marks –20 Credit Hours : 30
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To enable the teacher trainees to:

1. engage with the readings interactively – individually as well as in small groups.
2. enhance their capacities as readers and writers.

Content:

1. Books/Text related to empirical, conceptual and historical work
2. Policy documents Eg. Kothari Commission Report, New Education Policy – 1986
3. Studies about Schools

In this course the student teacher should be exposed to a wide variety of texts/e-texts like school texts, policy documents, autobiographies, reference books, etc. The student teacher is expected to write predictions, make notes, answer questions, critiques, summarize, retell, prepare concept maps, mind maps, flowcharts, etc. on the material s/he has read. This course is related with the Paper – V A – Language Across the Curriculum, hence it is totally practical based so evaluated as practical activity.

The course can be conducted in the following manner:

The evaluation of the activities will be done by the teacher educator and marks shall be given out of 50.

Each student has to review ANY ONE BOOK in the light of following steps.

Steps of Critical Analysis of the book (ÉÖ°ÈÈò °É·ÉÒÍÉhÉÉSªÉÉ {ÉªÉªÉª)

- Type of the book
- Theme/central Idea
- Style of writing
- Influence of the surrounding
- Characteristics
- Special qualities
- Impact of reading on the reader
- Reader's general opinion

Read following or any popular Books and write your opinion about it.

1. The winner stands alone - Poulo Coelho
2. The monk who sold his Ferrari - Robin Sharma
3. Why A student work for C students - Robert Kiyosaki
4. Be Rich Be happy - Robert Kiyosaki
5. The widening Divide/badhtefasle – Dr. Rafiq Zakaria
6. The Price of Partition – Dr. Rafiq Zakaria
7. Gubar e Khatir – Maulana Abul Kalam Azad
8. India wins the Freedom – Maulana AbulKalam Azad
9. Discovery of India – Pt. Jawahar Lal Nehru
10. Indian Muslims: Where have they gone wrong – Dr. Rafiq Zakaria
11. Wings of Fire – APJ Abdul Kalam
12. The Problem of Rupee – Dr. B. R. Ambedkar
13. Annihilation of Caste – Dr. B.R. Ambedkar
14. New Education Policy 1992
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B.Ed. FOURTH SEMESTER

B.Ed. FOURTH SEMESTER EDUCC-IX Gender, School and Society

Total Marks - 50 Credits - 2	External Marks - 40 Hours -30	Internal Marks - 10 Theory Exam Paper – 1.5 Hours
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Learning Outcomes: After study of this Course the student-teacher-

1. understanding and familiarity with key concepts of gender.
2. Understand the influence of social institutions like family, caste, class, religion, region and popular culture (films, advertisements, songs) on gender identity.
3. Learn about the role of education in gender and gender related issues
4. Understand about gender bias and Education.
5. Understand gender related issues in society
6. Understand the Gender Issues and Constitutional and legal provision for Gender

Unit I: Gender issues: Key Concept

(20 Marks)

- a) Gender:- Meaning, definition and difference between gender and sex.
- b) Gender related concepts: patriarchy, matriarchy, feminism, masculinity, equity and equality, gender parity and gender empowerment.
- c) Influence of family, caste, religion, culture, region, and media on gender identity.
- d) Gender-based Violence –Meaning, forms and types

Unit II: Gender issue and Role of Education & Constitution(20 Marks)

- a) Role of School, Peers, Teachers, Curriculum & Textbooks in Gender issue
- b) Gender bias in education, Teacher and parent role to combat gender bias
- c) Role of Institution in redressing sexual harassment & Sexual abuse
- d) Constitutional and Legal Provisions related to women and protection of women rights

PRACTICUM (Any One)

1. Identify Social Practices hindering Gender Parity.
2. Gender analysis of text books and suggestions for change
3. Visits to institutions working for women's welfare and Report writing
4. For Gender Sensitization plan and organize (any one of the following):
Street plays, Exhibitions, Debates, Interviews, Poster Competitions, Slogan Competitions
5. Prepare pedagogic material for gender inclusive classroom.

References:

1. Bhasin Kamala: Understanding gender, Kali for women, N. Delhi, 2000
2. Basu Aparna: Women's Education in India in Ray and Basu (ed): From Independence Towards Freedom, OUP, 1999
3. Chodhuri Maitreyee (2004): Feminism in India, Women Unlimited, New Delhi
4. Chakravarty Uma: Gendering caste through a feminist Lense, Stree, Calcutta, 2003.
5. Courting Disaster, PUDR report, 2003.
6. Davis Kathy, Evans Mary, Lorber, J (ed) (2006): Handbook of Gender and Women's studies, Sage, UK.
7. Delamont Sara: Feminist Sociology 8. Feminist Concepts, Contribution to women's studies series, Part-I, II, III, RCWS, Mumbai
8. Desai, Neera and Thakkar, Usha. (2001) Women in Indian Society. National Book Trust, New Delhi
9. Dunne, M. et al. (2003). Gender and Violence in Schools. UNESCO
10. D'Costa; Agnes Ronal: Gender, School and Society: Himalaya Publication, Mumbai
11. Freedman Jane: Feminism, Viva Books, New Delhi, 2002.

12. Gender Analysis of School Curriculum and Text Books UNESCO, Islamabad, 2004 Principal Author ... Gender Analysis of Primary School Textbooks in Punjab.
13. Kirk Jackie (ed) , (2008), Women Teaching in South Asia, SAGE, New Delhi
14. Leach, Fiona. (2003). Practising Gender Analysis in Education, Oxfam
15. NCERT 2006, National Curriculum Framework 2005: Position Paper, National Focus Group on Gender Issues in Education, New Delhi.
16. Rout; Sagarika: Gender School and Society: R. Lall Publication House, Meerut.
17. Trivedi; VinotiOjha : Gender School and Society – Agarwal Publication, M.P.

B.Ed. FOURTH SEMESTER
EDUCC-X
Creating An Inclusive Classroom

Total Marks : 50	External Marks : 40	Internal Marks : 10
Credit : 2	Hours : 30	Theory Exam Paper : 1.5Hours

After studying these units the students will be able to –

- 1) understand the meaning, significance and principles of inclusive education.
- 2) understand the objectives, nature, causes, diversities and barriers of inclusive education.
- 3) provide Barrier-Free Environment for disabled students in school.
- 4) attain education support services (ESS) for students with disabilities.
- 5) recognize the government policy perspectives of inclusive education.
- 6) plan need based practices for all children with disabilities.

Unit I : Understanding Inclusive Education & Inclusive Practices

Marks : 20

- a) Concept of inclusive education : meaning, significance and principles.
- b) Types of inclusion in schools : individualized, full, partial inclusion and mainstreaming.
- c) Understanding diversities :
 - i. Physical disabilities – visually impaired, hearing impaired, children with loco-motor and neuromuscular diversities.
 - ii. Intellectual – mentally challenged, gifted and creative children.
 - iii. Learning disabilities – dyslexia, dyscalculia, dysgraphia and autism.
 - iv. Socially, culturally, economically and emotionally diverse learners.
- d) Pedagogical strategies – co-operative learning, peer tutoring, buddy system, reflective teaching, etc.
- e) Barrier-free Environment for students with disabilities in schools.

Unit II :Government Policy, Perspective & Support Services of Inclusive Education

Marks :

20

- a) National Policy of Education (NPE 2020).
- b) Rehabilitation Council of India Act – 1992.
- c) Sarva Shiksha Abhiyaan (SSA 2000).

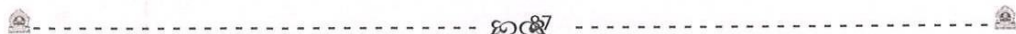
- d) RMSA (Rashtriya Madhyamik Sarva Shiksha Abhiyaan) 2009.
- e) Persons with disabilities Act – 1995.
- f) The rights of person with disabilities Act, (RPWD Act 2016).
- g) The rights of person with disabilities (amendment) Rules, 2019.
- h) Support services – special teacher, speech therapist, physiotherapist, occupational therapist, counsellors, etc.
- i) Classroom Management and Organisation for children with different disabilities.
- j) Learner friendly evaluation procedures – different provisions for examinations by State Board.

PRACTICUM :(Any One)

- 1) Visit a special school – identification of barriers to learning and participation of the disabled students, remedial measures adopted in special school.
- 2) Preparation of special Instructional Aid for a student with disability, implementation of aid, evaluating the effectiveness and writing a report.
- 3) A case study of a disabled with a job in hand.

ESSENTIAL READINGS:

- Baquer, A. & Sharma, A. (1997) .Disability: Challenges Vs. responses, Can Pub. Bachelor of Education.
- Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.
- Bhargava, M. (1994), Introduction to exceptional Children, Sterling Publishers.
- Blackurst&Berdine (1981), Introduction to Special Education.
- Chaote Joyce, S. (1991) . Successful mainstreaming, Allyn& Bacon.
- Daniels, Harry (1999).Inclusive Education, London: Kogan.
- Dash, M. Education of Exceptional Children. New Delhi: Atlantic Publisher and Distributors.



- Deiner, P. L. (2000). Resource for teaching children with diverse abilities, Harcourt Brace & Company, Florida.
- Dessent, T. (1987). Making ordinary school special. Jessica Kingsley Pub.
- Fatima & Naaz (2021) Creating an Inclusive Classroom, Milestone Pub. Aurangabad
- Gargiulo, R. M. (1997). Special education in contemporary society: an introduction to exceptionality Wadsworth Belmont.
- Gartner, A. & Lipsky, D. D. (1997) Inclusion and school reform transferring
- America's classrooms, P. H. Brookes Pub. Baltimore.
- Gathoo, V. (2004). Curriculum strategies and adaptations for children with hearing impairment (RCI), Kanishka Pub. New Delhi.
- G. Rita Goretti Lourdes, (2016), Sarva Shiksha Abhiyan (SSA), Neelkamal Pub.
- Giuliani, G. A. & Pierangelo, R. (2007) Understanding, developing and writing JEPs Corwin press, sage Pub.
- Hallahan & Kauffman (1978), Exceptional Children: Introduction to special Education Prentice Hall.
- Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, sage Pub.

SUGGESTED READINGS:

- Joyce S. Choate (1997). Successful inclusive teaching, Allyn & Ba.
- Karant, P. & Rozario, J. (2003). Learning Disabilities in India. Sage Pub.
- Karten, T. J. (2007) More inclusion strategies that work. Corwin press, sage Pub.
- M. C. Gore (2004). Successful Inclusion strategies for secondary and middle school teachers, Corwin Press, Sage Pub.

- (b) Principles
(c) Functions
(d) Need (Individual and Social)
- b. Types of Guidance: Concept and Need in the Global Context
- (a) Educational Guidance
(b) Vocational Guidance and
(c) Personal Guidance

UNIT (II) Functions of Agencies:

(10

Marks) a. Agencies - Functions

- (a) National Council of Research and Training
(b) Central Institute for Research and Training in Employment Service,
(c) State Guidance Bureau
(d) Home & School

UNIT (III) Testing devices and Non-testing Techniques in Guidance:

(15

Marks) a. Testing Devices – Uses

- Aptitude Test, Personality Inventories and Interest Inventory

b. Non-testing Techniques - Uses

- Observation
- Interview
- Case study
- Student portfolios

c. Career Guidance:

- (a) Sources of Career Information and Strategies of disseminating Career Information.
(b) Factors affecting Vocational Choice
(c) Organizing a career guidance programme in the school.

UNIT (IV) Mental Health and Well- being at Workplace:

(10 Marks

- a. Concept of Mental Health and characteristics of a mentally healthy person.
b. Factors affecting Mental Health
c. Promoting Mental Health and Well Being at Work Place

UNIT (V) Concepts in Counselling:

(15

Marks) a. Concept (Meaning and Characteristics)

- b. Needs of Counselling with special reference to present context
c. Types of Counselling
(a) Directive
(b) Non-Directive
(c) Eclectic
d. Process of Counselling (a)Initial Disclosure

- (b) In-Depth Exploration
- (c) Commitment to Action
- (d) Follow-up

UNIT (VI) Counselling Skills and Intervention:

(15)

Marks) a. Skills required for Counselling

- (a) Rapport building,
- (b) Listening,
- (c) Questioning and
- (d) Responding

b. Counselling Approaches (Concept and Techniques)

- (a) Behavioural Approaches
- (b) Cognitive Behavioural Approach
- (c) Humanistic Approach

c. Counselling for Adolescent Issues

- (a) Bullying
- (b) Relationship [Peer and Parent]
- (c) Handling puberty issues
- (d) Addiction [substance abuse, technology induced social networking]
- (e) Suicide
- (f) Academic Stress

d. Organizing a counseling programme.

- (a) Organizing a counseling programme for adolescents and children with special needs.
- (b) Qualities and role of a school counsellor.

PRACTICUM: (Any One)

1. Visit to career resource center and reporting about its organization and functioning.
2. Assessing the interest of an individual with interest inventory.
3. To prepare a career talk.
4. Make a study of the guidance services available in any one school prepare a report.
5. Report on Strategies for handling academic stress

REFERENCES:

1. Dave, Indu. The Basic Essentials of Counselling Sterling Publisher. New Delhi
2. Paul, Lengrand. An Introduction to Lifelong Education 2 Croom Hekn-London the UNESCO Press Paris. London
3. Rao, Narayana. Counselling Guidance Tata McGrawHill . New Delhi
4. Vashist, S.R. Methods of Guidance Anmol Publication. New Delhi
5. Singh, Raj. Educational & Vocational Guidance. Commonwealth Publication .New Delhi
6. Bhatnagar, Asha & Gupta, Nirmala. Guidance & Counselling -Vol. 1 Vikas Publisher House. New Delhi
7. Kaushik, V.K & Sharma, S.R. Fundamentals of Psychology Anmol Publisher .New Delhi
8. Chandra, Ramesh. Guidance & Counselling Kalpaz Publications. Delhi

9. Shrivastava, K.K . Principles of Guidance & Counselling Kanishka Publishers Distributors. New Delhi
10. Panda,N.P. Education & Exceptional Children .Deep & Deep Publisher. New Delhi
11. Kalia,H.L. Counselling in Schools ICON, New Delhi
12. Chauhan, S.S. Principles & Techniques of Guidance . Vikas Publisher, New Delhi
13. Gibson, Robert. Introduction to Counselling & Guidance .Prentice - Hall of India, New Delhi
14. Rao, S.N . Guidance & Counselling. Discovery Publications. New Delhi

B.Ed. FOURTH SEMESTER
EDUCC-I Elective Subject
B) Computer In Education

Total Marks : 100 Credit : 4	External Marks : 20 Hours : 60	Internal Marks : 20 Theory Exam paper duration: 3 Hours
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Learning Outcomes-After Study of this Course the Student-teacher

- 1 Tells the importance of computers in the modern and changing society
- 2 Tell the role of computers in the field of education.
- 3 Tells the various Components of hardware and their functions
- 4 Does the skillful use of hardware and software
- 5 tells the need for an operating system software
- 6 uses of word processing software using MS word
- 7 Develops logic and skill to write and structure simple programs to manipulate data's
Using basic programming
- 8 Uses the data base management and spreadsheet through MS office program, Excel

9 Creates an awareness on multitasking and graphics using paintbrush of windows

program and MS-Office PowerPoint

10 Uses internet, its basic-browser, search engine and e-mail.

11 Uses computers in networking

Unit 1 Computer –Software, Hardware's and Basics **20 Marks**

A) Introduction and uses of computers in various fields

B) Computer peripherals

1 input devices-Keyboards, mouse etc

2 Output devices- All types of monitors, printers and other devices

3 Storage devices-Hard disk, CD, DVD, USB Flash drive, memory cards, and external Hard disk etc.

C) System software and application software

D) Basics of computer handling

E) Internet- history of internet, internet providers, sources of internet & Search Engines

F) Application of internet-Web, Email, Streaming Media, telecommunication, Educational use of social Networking sites.

Unit 2 Application of Computers in Education **20 marks**

a) Educational significance of MS Word, Excel, PowerPoint.

b) Concept of Smart class, Hardware required for smart class, advantages of smart class

c) Uses of computer in –teaching, learning, evaluation, administration, research

d) Importance of software packages and websites in education like Encarta, National Geography, Wikipedia, Wikimedia, GoogleEarth etc.

Unit 3 MS-Office Software and its application in Education **20 Mark**

a) MS Word : Features, Function and its application

b) MS PowerPoint: Features, Function and its application

c) MS Excel: Features, Function and its application

d) Worksheet functions and formula for preparing results sheets

Unit 4. Open Source Platform and Software for education **20 marks**

a) Application of Google in education- Gmail, Chrome, Drive, Docs, Slides, Forms and sheets, Google Meets, Google classroom, Jamboard, Blogger

b) E learning platform developed by GOI-SWAYAM, DIKSHA, E-shodhsindhu, e-PG pathshala, Swayamprabha, NPTEL

c) Online tools for create quizzes-Quizmaker, testmoz, Kahoot, quizizz, surveymonkey, hotpotatoes

d) Video screen recorder and editor tools- Openshot, filmora, screencast o matic, OBS studio, camtasia

Practical

1) Preparation and Presentation of Educational Slides with the help of MS PowerPoint

- 2) Develop Computer based learning package in Science/Mathematics/Social Science/language
- 3) Prepare own YouTube channel and upload two videos about lessons by using video maker.
- 4) Prepare and conduct one test with the help of Google form or any other app.

Reference

1. Fundamental of Computer- Raja Raman
2. Computer in Education-Paul F. Merrill, Hammons, Tolman
3. Teaching of Computers-Dr Y.K. Singh, APH Publishing Corporation, New Delhi
4. Computer Education-V.K. Singh & K.N. Sudarshan, Discovery Publishing House, New Delhi.
5. IT Tools & Application-Sanjay Saxena & Prabhpreet Chopra, Vikas Publishing House, New Delhi
6. Computer Science-Dr. S. A. Mannan & Dr. Razaullah Khan. Renuka Prakashan
7. f'k{k.kkrhyekfgrhra=Kku&vkYyeizHkwjfofdrhZ]lkxj ,T;qds'kuy ,Vaj izkbZtsl]Jhjkeiwj
8. ekfgrhra=Kku&MkW-'kksHkuktk's'kh]LkkS-es?kukf'kj<ks.kdj]e'.e;hizdk'ku]vkSjaxkckn

B.Ed. FOURTH SEMESTER (C) DISTANCE EDUCATION

Total Marks: 100 Credits: 4	External Marks: 80 Hours: 60	Internal Marks: 20 Theory Exam Paper: 3 Hours
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Objectives:

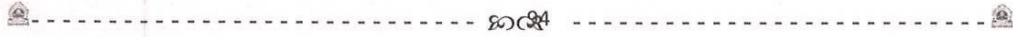
To enable the teacher trainees to -

1. orient students with the nature and need of Distance Education In the present day Indian Society.
2. expose to different kinds of information and Communication Technologies (ITC) and enable them to be familiar with their use in teaching learning process.
3. understand various modes of students support Services (SSC) and develop in the m skills to manage 4.acquaint with services for various kinds of programmes through distance Education
- 5.evaluate programmes of distance Education and to develop in them the ability to enhance the quality and standards of different D. E. Programmes

UNIT (I) Distance Education and its Development:

(15 Marks)

- a. Concept of distance education
- b. Need and characteristic features of Distance Education
- c. Growth of Distance Education
- d. Distance teaching-learning systems in India



UNIT (II) Women Education and Rural Development:

(10 Marks)

- Programmes for women through distance Education.
- Distance Education and Rural Development.

UNIT (III) Learning at a Distance:

(15 Marks)

- Students –support-services in Distance Education
- Management of support services in Distance Education.
- Technical and vocational programmes through distance Education.

UNIT (IV) Quality Enhancement and Programme Evaluation:

(15 Marks)

- Quality assurance of Distance Education.
- Mechanisms for maintenance of standards in Distance Education
- Programme Evaluation.

UNIT (V) New Dimensions in Distance Education:

(10 Marks)

- Cost analysis in D.E. - concept, need and process.
- New Dimensions in Distance Education-promises for the future.

UNIT (VI) Intervention Strategies at a Distance:

(15 Marks)

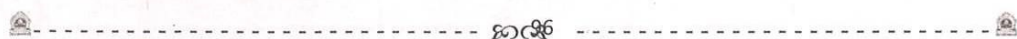
- Information and Communication Technologies and their application in Distance Education
- Designing and preparing self-instructional material
- Electronic media (T.V.) for Education

PRACTICUM: (Any One)

- A Comparative study of Yashwantrao Chavan Maharashtra Open University, IGNOU and any one of other countries Distance Education.
- Preparing self learning material.(any one method at B.Ed. level)

REFERENCES:

- Distance Education : Principles, Potentialities And Perspectives by S. L. Goel Aruna Goel, Regal Publications, New Delhi.
- Distance Education by Dr. Manas Ranjan Panigrahi, APH Publishing Corporation, New Delhi.
- The Future Of Distance Learning Designing Interactivity, Neha Publishers & Distributors, New Delhi.
- Handbook of Distance Education, Michael Grahame Moore, Routledge Publishers, New York.
- Emerging Technologies in Distance Education, George Veletsianos, Athabasca University Publications, Canada.
- Distance Education for Teacher Training by Hilary Perraton, Routledge Publication, New York
- ग्राभीणशळषणलग्राभीणवलकाव_ भ. न. वयलवे , नतनू प्रकाळन, नणु .



- d. Role of non-government organizations, in EE
- e. Trend of commercialization of EE, remedies

UNIT (III) Curriculum Transaction in Elementary Education:

(15 Marks)

- a. Curriculum: Structure Of The Curriculum At EE Level.
- b. Curriculum Transaction: Activity Based, Experience Centered, Learner Centered Play-Way Joyful Learning.
- c. Curriculum Adjustment And Adaptation To Special Need Of :
(I)Visually, Auditory And Orthopedically Handicapped.
- d. First Generation Learners And Culturally Deprived Learners And Remote Rural Areas And Slum (I)Areas; And Girls.
- e. Education For All And Required Variation In The Curriculum.

UNIT (IV) Qualities of Teacher in Elementary Education:

(15 Marks)

- a. Acquisition of basic skills required for teaching at elementary stage.
- b. Special qualities of an elementary school teacher (EST)
- c. Need for orientation and refresher course of EST
- d. Developing competencies related to working with parents and community
- e. Role of basic training centers, normal schools and DIETs in providing training to EST
- f. Preparation of teachers for implementing 'Education for all'.

UNIT (V) CCE at Elementary Level:

(10 Marks)

- a. Minimum level of Learning (MILL) b) School Readiness.
- b. Early childhood Care and Education (ECCE)
- c. Continuous Comprehensive Evaluation at Elementary level.

UNIT (VI) Use of Modern Technologies and Media in Elementary Education:

(10 Marks)

- a. District Primary Education Programmes (DPEP)
- b. Multi grade teaching in Elementary schools.
- c. Teacher's Commitment.
- d. Use of modern technologies and media

PRACTICUM: (Any One)

1. Conducting original studies of the effectiveness of the implementation of Operation Blackboard scheme/Nutrition programme in a locality.
2. Study of any problem connected with the introduction of English at the Elementary level of Education.
3. A survey of the availability of text books in Elementary Schools in a locality.
4. Study of any other problem relating to Elementary Education with the approval of the teacher educator.
5. Analysis of text books.

REFERENCE:

1. History of Educational Problems – John S. Brubaker.

2. प्राथमिकशिक्षणाचीवर्षा- लावदेतु कणकनलभधुदनु
गोखरे.कैषणकप्रश्नआणभशायाप्रातीरशिक्षणलवलकाव. बा.
गो. फान्ट.
4. आधननकु शिक्षणाचमावर्षाउत्तामआणननमोजन. भा. शो. भारी.
5. ग्राभीणशिक्षणलग्राभीणवलकाव. भ. न. वयलवे , नतनु प्रकाळन, नणे .

B.Ed. FOURTH SEMESTER
EDUEC-XI Elective Subject
E) Environmental Education

Total Marks : 100 Credit : 4	External Marks : 80 Hours : 60	Internal Marks : 20 Theory Exam paper duration: 3 Hours
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Learning Outcomes-

To enable the teacher trainees to –

1. Understand the nature and scope of environmental Education
2. Develops sense of awareness about the environment
3. Develops sense of responsibility towards conservation of environment
4. Participate and work for sustaining the environment.

Unit-1: Nature of Environmental Education

Marks-20

- G) Environment – Meaning, Biotic and Abiotic factors
- H) Definition, Scope and importance of Environment Education
- I) Objectives of Environmental Education
- J) Factors of Environment- Atmosphere, Lithosphere, Hydrosphere, Biosphere

Unit-2: Environmental Hazards and Global atmosphere change

Marks-20

- a) Natural Hazards – Earthquake, famine, flood
- b) Manmade hazards-soil erosion, deforesting, Pollution of ocean
- c) Impact of Environmental hazards on human life-Physical, psychological, social and economic
- d) Types of pollution-Air pollution, water pollution, soil pollution, Noise pollution

- e) Global atmosphere change-Global warming, Ozone depletion, Acid rain, Green-house Effect

Unit-3: Education for sustainable Development

Marks-20

- a) Sustainable Development –meaning, need and sustainable practices.
- b) Sustainable environmental management- Rain harvesting, solid waste management, Mangroves management
- c) Ecosystem-Meaning, Definition, characteristics, structure and its function
- d) Biodiversity-Meaning and its types (Genetic, Species & Ecosystem)
- e) Conservation of Biodiversity: Ex-situ & In-situ

Unit-4: Role of School, Teacher and Laws in Environmental Education

Marks-20

- a) Co-relation of Environmental education with school subjects.
- b) Role of teachers in Environmental education
- c) Integrating environmental education through co-curricular activities
- d) Laws of Conservation and Protection: Environmental protection Act, Wild life Protection Act and Noise Pollution Act

Project (Any One)

- 1) Prepare on PowerPoint presentation on Environmental factor.
- 2) Write a report on 'Effect of festivals on environment'.
- 3) Collect information about local waste management and write a report
- 4) Collect information of Environmental prevention act.

Reference Books

- 1) Agrawal S K & Dubey P S, Environmental Controversies, APH publishing corporation, New Delhi (2002)
- 2) Desh Bandhu & R, Dyal- Environmental Education for a sustainable future, India environmental society, New Delhi(1999)
- 3) Khan T I, Global Biodiversity and Environmental Conservation-Special Empahsis on Asia and the pacific, pointer publication, Jaipur (2001)
- 4) Khanna G N, Global Environmental Crisis and Management, Ashish publishing house, New Delhi(1993)
- 5) Krishnamacharyulu – Environmental Education, Neelkamal Publication Pvt. Ltd, Hyderabad(2004)
- 6) Mohanty S K, Environmental & Pollution Law Manual, Universal Law Publishing co. Pvt. Ltd, Delhi(1998)
- 7) Pal; B. P.-Environmental conservation and development, India environmental society, New Delhi(1991)
- 8) Palmer J & Phillips Neal-The Handbook of Environmental Education, Routledge, London,(1994)
- 9) Sharma P D – Ecology and Environment, Rastogy Publication , New Delhi(1992)
- 10) Sharma R. C. –Environmental education, Metropolitan Book Co, Pvt. Ltd, New Delhi(1986)
- 11) Sharma R. A. – Environmental Education – R. Lall Book Depot, Meerut

- 12) Trivedi P R ,Sharma P L & Sudarshan K N, Natural Environment and Constitution of India, Ashish publishing house, New Delhi(1994)
- 13) Sajid Jamal – Maholiyati Taleem – Shipra Publication, New Delhi (2014)
- 14) viuk Ik;kZoj.k & MkW-,p- ds- xks;y
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B.Ed. FOURTH SEMESTER
(F) PHYSICAL EDUCATION

Total Marks: 100 Credits: 4	External Marks: 80 Hours: 60	Internal Marks: 20 Theory Exam Paper: 3 Hours
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Objectives:

To enable the teacher trainees to -

1. understand the theoretical assumption behind the practice of modern physical education.



2. acquaint with states for organizing the practice of physical education.
3. acquaint with activities required for evaluating attainments of physical education.
4. acquaint with activities required for organizing physical education meets and events.

UNIT (I) Meaning and Scope of Physical Education:

(15 Marks)

- a. Its meaning, aims and objectives and implications.
- b. Foundation of physical education social, biological and psychological.
- c. Concepts of physical fitness, recreation, sports and recreation,
- d. Physical education and recreation,
- e. Importance of physical education.

UNIT (II) Significance of Health and Balanced Diet:

(15 Marks)

- Marks)** a. Meaning of health, Mental health,
- b. Importance of health education,
 - c. Effect of physical education programme on physical fitness
 - d. Efficiency concept of positive health.
 - e. Types of food and their relative efficacy,
 - f. Role of balanced diet, dangers of the use of alcohol, nicotine, narcotine and drugs.

UNIT (III) Growth and Development of a Child:

(10 Marks)

- a. Meaning of growth and development
- b. Difference between growth and development.
- c. Physical development during different stages of growth: Infancy stage, child hood stage, adolescence stage.

UNIT (IV) Organizing Physical Education Programmes in Schools:

(15 Marks)

- a. Organization of physical education programme in secondary schools and it's principles.
- b. Competitions, their roles, values and, limitations
- c. Intramular and extramular competitioners.
- d. Classification of students by three factors - age, height and weight.
- e. Preparation fixtures by knock-out method, chain method and, tabular method their merits and demerits.

Significance of Gender Differences in Physical Education:

(10 Marks)

- a. Psychological effect of exercise.
- b. Biophysical differences in boys and girls and their implication in physical education.
- c. Postural defects including remedial exercise.

UNIT (VI) Preparation of ground and condition of Physical Education in India:

(10 Marks)

- a. Organization of annual athlete meets.
- b. Pre-work of the marking ground.
- c. Marking of staggers, sport meets work.

- d. Essential facilities for physical education in Indian School.
- e. Problems in Indian school and Remedies.
- f. National and State Level awards in sports.
- g. Examination of physical education.
- h. Criteria of physical education test.

PRACTICUM: (Any One)

1. To conduct local tournaments.
2. To mark the track & the area of the throwing events.
3. Participation and report of a public health programme.
4. Participation and reporting of a school Health programme.
5. Visit & report on gymnasium activities.

REFERENCE:

1. History of Physical Education by O.P. Sharma, Khel Sahitya Kendra Publishers, New Delhi.
2. Physical Education & Health by Dr. A. K. Srivastava, Neha Publishers & Distributors, New Delhi.
3. Physical Education Sports And Games by MeenuSyal, Sports Publication House, Distributed by Neha Publishers, New Delhi.
4. Teaching Methods of Physical Education by Dr. S. R. Tiwari, Prof. C.L. Rathore, Dr. Y.K. Singh, APH Publishing Corporation, New Delhi.
5. Teaching Physical Education 5-11 by Richard Bailey, Tony McFadyen, Continuum Publications, New York.
6. Physical Education and sports in the changing society, by William H. Freeman Surjeet publications, Delhi.
7. कायीरयकशळषण - आळममक्तुअध्मानन - डॉ. दनाखे , नतनूप्रकाळन, नणु .
8. कायीरयकशळषणआणणआयोगम - प्रा. आय. एव. रोरगे, प्रनतबाप्रकाळन, औयांगाफाद.
9. कायीरयकशळषणअध्मानननद्धती - प्रा. ए. के. शळदेां ,
9. कायीयळास्त्रलकामन - डॉ. वशी. एर. रेकालरे.

**B.Ed. FOURTH SEMESTER
(G) POPULATION EDUCATION**

Total Marks: 100 Credits: 4	External Marks: 80 Hours: 60	Internal Marks: 20 Theory Exam Paper: 3 Hours
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Objectives:

To enable the teacher trainees to -

1. understand increasing population growth within the country.
2. understand the effects of population growth over countries natural resources.
3. understand the importance of small and educated families.
4. inculcate value education through population education

5. eradicate gender bias through population education.
6. understand the role of Government, teacher and society towards creating awareness regarding people migration.

UNIT (I) Concept of Population Education: (10)

- Marks)** a. History of world population
- b. Meaning, definition, importance, need, scope of population education
- c. Objectives of population education (national and school level)

UNIT (II) Dynamics and History of Population Education in India: (15)

- Marks)** a. History of population in India.
- b. Dynamics of population – (a) Census (b) Sample survey (c) Birth Death Ratio
- c. Factors affecting on population – (1) Birth rate (2) Migration (3) Fertility
- d. Effects of dynamics of population

UNIT (III) Problems of population growth in India: (15)

- Marks)** a. Problem of population growth in India.
- b. Causes of population growth in India.
- c. Solution to population growth in India.

UNIT (IV) Population Education and Attitude Development: (15 Marks)

- a. Meaning of attitude.
- b. Development of attitude.
- c. Factors affecting on development of attitude.
- d. Role of teacher in developing attitude.
- a. Social values
- b. Scientific attitude
- c. To develop attitude to avoid wastage in various field
- d. Importance of small families.
- e. Attitude towards avoiding pollution
- f. Role of teachers in creating awareness regarding population education.

UNIT (V) Role of Government Role in solving population problem: (10 Marks)

- a. Creating awareness regarding medical solution.
- b. Through education.
- c. To develop all natural resources.
- d. To develop agricultural sector
- e. To develop industrial sector
- f. To develop communication sector
- g. To reduce gender bias
- h. To reduce pollution

UNIT (VI) Population Education through school syllabus:

(15 Marks)

- a. Population education through science, maths, history, geography, civics, languages – their objectives and relationship of various subject to population education.
- b. Development of attitude.
- c. Factors affecting on development of attitude.
- d. Role of teacher in developing attitude.
- e. Population education through co-curricular activities and extracurricular activities.

PRACTICUM: (Any One)

1. Content analysis of existing secondary level text book to identify the components of population education included in it.
2. Survey of population situation of any locality inhabited by disadvantaged section on society.
3. Survey of population situation in a selected locality to understand its population dynamics with comments on what is observed.
4. Survey of the population of student's families (of any class of a school) and analysis of the results.
5. Drawing out a plan for creating community awareness about social evils such as superstitions, early marriage etc. (any one evil)
6. Critical reporting of community work in selected localities in selected sectors like mother care, child care, health and cleanliness etc.
7. Collection and analysis of data from available sources, problems of accommodation in schools/hospitals/transport in selected locality.

REFERENCES:

1. Population Education – Kuppaswamy and others.
 2. Population Education – Selected readings Mehta and Ramesh Chandra.
 3. Population Education –Yadav and Saroj
 4. Population Education – Sing and Sudarsan
 5. Population Education – Rio, D. Gopal
 6. Population Education – Thompson and Lewis
 7. Population Education – SNTD University
 8. Population Education for teachers – Mehta and Prakash
- Population Education – Stella sounders Raj, S.G. Wasani

B.Ed. FOURTH SEMESTER
EDUEC –XI : Elective Course
H) Value Education

Total Marks –100	External Marks – 80	Internal Marks -20
Credits – 4	Hours – 60	Theory Exam Paper – 3 Hours

Learning Outcomes – To enable the Student teachers

1. Tells the need and importance of Value education and education for Human Rights as a duty.
2. Tells the nature of values, moral values and moral education as a duty based as they are on the golden rule of religious education a its related moral training.
3. Gets Oriented with the basis of duty-conscious ethics and morality based on a rational understanding of moral personality development of oneself and the child.
4. Tells the process of moral personality development as a means of their cognitive and social development.

5. Takes lessons from principles of life and converting them into moral learning towards moral education.

Unit – I . Value Education in a Pluralistic World 20 Marks

(Multi –Cultural, Multi-Religious and Multi-Ethnic)

- a. Value Education- Concept, Nature , Source & Perspectives
(National, Philosophical, Religion, Moral Values)
- b. Typologies : Intrinsic and Extrinsic Values.
- c. Duty Approach to Ethics : Deontology, Justice as a duty.
- d. Indian Pluralism : Mutual Respect, Tolerance and Dialogue in Islam, Buddhism, Christianity, Jainism, Sikhism and Hinduism.
- e. Secular Values : Facing Challenges, Positively through examples of Super – Achievers (Life History and quotes)
- f. Commonalities of all religious at Philosophical levels.
- g. Diversities of Religion
- h. Fundamental Human Values : Truth, Peace, Non-Violence, Righteous conduct.
- i. Connected Terminology : Realism, Accountability, Duty, Virtue, Dharma, Ethics.

Unit – II. Development of the Individual and self Discipline 20 Marks

- a. Personality Development and Character building education : Though unilateral ethics Development of right attitude, aptitudes and interest though higher thinking contemplation and patience.
- b. Yoga, meditation and self – control; introspection on one's strengths and weakness, wrong speech habits and actions.
- c. Positive approach to life in words and deeds : through positive thinking and positive living.
- d. Self discipline leading to Duty- Consciousness : Politeness, Punctuality & Righteous Conduct
- e. The Importance of Affective domain in Education in Compassion, Love and Kindness.

Unit – III. Value Crisis and Impact of Modern Education and Media on Values 20 Marks

- a. Value Crisis: Concept, Conflicts as Challenge VS. Hindrance
- b. Strategies of Response: Lawrence Kohlberg and Carol Gilligan
- c. Arnold Toynbee s Challenge – Response Mechanism : Case study of the life of Dr. Abdul Kalam
- d. Gandhian Formula : Be the change you wish to see in the world.
- e. Positive Response : Seek to change Yourself ; Do not complain about other.

Unit IV. Impact of Modern Education and Media on Values. 20 Marks

- a. Role of a Teacher in the preservation of tradition and culture.
- b. Role of family, tradition & Community in value development
- c. Build on the positive impact and navigate the negative impact of value crisis due to impact of modern life.
- d. Impact of Science and Technology : Build on the positive-reasoned thinking, knowledge explosion, technology, universalization of learning, Modern education etc. Navigate the Negative – Modern culture should not be randomly followed

- e. Effects of Printed Media and Television on Values : Build on Positive-instant news, information and entertainment; Navigate the Negative-think and avoid negative influence through reasoned thinking
- f. Effects of computer aided media on Values (Internet, Email, Chat etc.) : Build on the positive –knowledge explosion, information at the click of the button, interaction at our finer-tips etc. Navigate the Negative-avoid exposure to negative media, share personal information with care, Accept friends requests after due deliberation etc.

Project/Practicum (Any one)

1. Application of one strategy of value inculcation among school children and it report
2. Study of Golden rule of Ethics in various religions
3. Write your understanding of Arnold Toynbee s. Challenge – Response Machanism.

References :

1. L. Bhatt, S.R. (1986). Knowledge, Value and Education ; An Axiomatic Analysis, Delhi : Gian Publication.
2. Kar, N.N.(1996). Value Education : A Philosophical Study. Ambala : Associated Publication.
3. Khan, Wahiduddin. (2010). Family Life, New Delhi : Goodword Books.
4. Teachers & New Trends, Education in India, New Delhi : Light & Life Publication.
5. Mascarenhas, M. & Justa, H.R. (1989) . Value Education in Schools and Other Essiya Delhi Konark.
6. S. Abid Husain , The Indian Culture
7. Sharma, S.P. (1999). Teaching o Moral Education, N. Delhi : Camos Publication
8. Source book of Human Rights – NCERT
9. शिक्षातथामानवमूल्य - डॉ. बी. एस. डागर, हरियाणासाहित्य अकादमीचंदिगढ
10. मूल्य शिक्षण – डॉ. सुरेशकरंदीकर – फडकेप्रकाशनकोल्हापूर
11. नैतिकमूल्याचेशिक्षण – एस.एस. मानेविद्याभारतीप्रकाशनगीतांजलीमार्केट, मेनरोड, लातूर
12. नैतिकवसामाजिकतत्त्वज्ञान – सु.वा. बरकलेविद्याप्रकाशनपुणे.
13. मूल्य शिक्षणडॉ. रामशकलपाण्डेय, डॉ. करुणाशंकरमिश्रा. विनोदपुस्तकमंदिर, आग्रा -2
14. डॉ. मुळावकरसंतोष, डॉ. कल्पनाबेलोकर, मूल्य शिक्षण – सुसंवाद, नागपूर : विद्याप्रकाशन.

B.Ed. FOURTH SEMESTER
EDUEC - XI
Educational Administration and Management

Total Marks –100	External Marks – 80	Internal Marks -20
Credits – 4	Hours – 60	Theory Exam Paper – 3 Hours

OBJECTIVES:

To enable the teacher trainees to – .

1. understand Meaning, nature, scope, functions and principles of Educational Administration.
2. understand Meaning, nature, scope, functions and principles of Educational Management
3. acquire basic scientific concepts and practices in Educational Management.
4. understand concept and importance of communication and its possible barriers in educational administration and management.
5. develop skills in planning and using variety of administrative strategies.
6. explain the role and contribution of different agencies responsible for educational planning in India with respect to national, state , district and sub-district level.
7. understand the concept of discipline and accountability in school.

UNIT (I) Administration of School as an Organization: (20 Marks)

- a. Meaning, Need, Concept, Scope & Functions and Principles of Educational administration
- b. Educational administration – advantages and disadvantages
- c. Role of a head of the institution as a transformative leader of a school
- d. School: An Organization – its function and relationship with society
- e. Schools in India – Types (like – Vidyaniketan, Night School, Public School, Ashram Shala, Sakhar Shala, Marathi medium, Hindi medium, English medium, Urdu medium etc various affiliation bodies.)
- f. Importance of School records

UNIT (II) Introduction to School Management: (20 Marks)

- a. Meaning, Concept, Need, Scope, Functions and Principles of school management
- b. Management of human & physical resources
- c. Management of curricular & co-curricular activities

- d. Managerial Skills for the wellbeing of institution.
- e. Stress management & Conflict management
- f. Performance appraisal - Meaning and importance, criteria of performance appraisal of teachers.
- g. Parent Teacher Association – Importance and its various functions

UNIT (III) School Plant and Administration of School (20 Marks)

- a. School Plant: Location, Site, Building, Playground, Garden, Sanitation
- b. Physical Facilities: Classrooms, Library, Laboratories, Museums etc.
- c. Planning & Administration: Annual work and Time-table: importance, types and principles
- d. Communication in Educational Administration & Management: Nature, Scope & Types, Barriers in communication, techniques to overcome barriers for effective communication
- e. School Discipline and Accountability: Meaning, concept, need and types.

UNIT (IV) Educational Administration in India (20 Marks)

- a. Educational Administration in India
- b. Educational Administration in State
- c. Different governing bodies in Education: UGC, NCERT, NCTE, AICTE, MSCERT.
- d. Different Education Boards in India: CBSE, ICSE, IB, SB.
- e. Functions of State government in relation to secondary and higher secondary schools.

PRACTICUM: (Any one)

1. Conduct a survey to study the working of lab school selected for your internship and prepare report with respect to annual work distribution, time-table, and communication techniques adopted by authority for smooth functioning.

2. Conduct an interview of the Lab School H.M.

- 1. Safaya R.N. and Shaiba B.D., Modern School Administration and Organization. Dhanpadray Publishing Company, New Delhi.
- 2. Bhatnagar R.P. & Agarwal V. (1986), Educational Administration, International Publishing House, New Delhi.
- 3. Bhatt B.D. & Sharma S.D. (1992), Educational Administration, kanishka pub, House booking corporation, narayanguda, hyderabad.
- 4. Chalam K.S. (1993), Educational policy for human resources development, deep publishers.
- 5. Chaturvedi R.N. (1989), The Administration of Higher Education In India, Printwel Publishers, Jaipur.
- 6. Goel S.L. (2005), Management In Education, APH Publishing Corporation, New Delhi.

7. Goel S.L. & Goel Aruna (1974), Educational Policy & Administration, Deep & Deep Publication.
8. Jha Jyotsana, Saxena KBC & Baxi C.V. (2001), Management process in Elementary Education, A Study of Existing practices in selected State in India, New Delhi, The European Commission.
9. Mathur S.P. (2001), Financial Administration and Management. The Indian Publication India.
10. Constructing Evaluation instrument-Longmans, Grees of Co.Inc. NY-18
11. Statistics in Psychology and Education, Henry Garret.
12. Fundaments of statistics – Thurston M.C. Grow Hill Book Company, London.
13. Measurement and Statistics in Education – Rawat D.S. Ramprasad & Sons Agra.
14. Evaluation in schools-Dandekar W.N., Vidya prakashan Pune 30
15. Evaluation Measurement – Lindguise, America council of Education-Washington.
16. MeeuesÛe JÛeJemLeeheve, ÛeMeJebilejeJe ÛeJneCe ceneje<š^ cegkeäle efJeÅeeheer", veeefMekeâ.
17. JeeIe je.S. MeeuesÛe DeeefLe&keâ JÛeJemLeeheve, ÛeMeJebilejeJe ÛeJneCe, ceneje<š^ cegkeäle efJeÅeeheer", veeefMekeâ.
18. keâguekeâCeer& heer.peer. cegKÛeeOÛeehekeâ – Skeâ heÇMeemekeâ, efveleerve heÇkeâeMeve hegCes.
19. Dekeâesuekeâj je.efJe.Je heešCekeâj vee.efJe., MeeuesÛe JÛeJemLeeheve DcccfCe heÇMeemeve, hegCes.
20. ogveeKes DejefJebbo, heÇiele Mew#eefCekeâ JÛeJemLeeheve, heÇMeemeve Je efJelleJÛeJenej, efvelÛevetleve heÇkeâeMeve, hegCes.
21. Jee.vee.oeb[skeâj, Mew#eefCekeâ cetuÛeeceheve DeeefCe mebKÛeeMeem\$e –Beer efJeÅee heÇkeâeMeve hegCes 30
22. heÇe.meew.hee"keâ, efMe#eCeeleerue heefj#eCe DeeefCe ceeheve – vegleve heÇkeâeMeve hegCes.
23. Ûee.he.keâoce, ÛeeWoejer, Mew#eefCekeâ cetuÛeeceheve - vegleve heÇkeâeMeve, hegCes.
24. vee.keâs.Gheemeveer keâs.Jner.keâguekeâCeer&,Mew#eefCekeâ cetuÛeeceheveemee"er megyeesOe mebKÛeeMeem\$e-efJeÅee heÇkeâeMeve hegCes.
25. [e@.Gheemeveer peesMeer, cetuÛeeceheve leb\$e DeeefCe ceb\$e-JePes ve.j.ceneje<š^ hegCes.
26. ´ÉÉ.xÉÉ. nùÉÆbä÷Eò@ú, ¶ÉèÍÉÎhÉEò ´ÉÚ±ªÉ´´ÉÉ{ÉxÉ - xÉÖiÉxÉ |ÉÉòÉ¶ÉxÉ, {ÉÖhÉä.
27. cemkeâs šer.S., Mew#eefCekeâ mebKÛeeMeem\$e –heÇ%ee heÇkeâeMeve mebiecevesj.
28. [e@.keâs.Sce.Yeeb[ejkeâj, Mew#eefCekeâ mebKÛeeMeem\$e – vegleve heÇkeâeMeve hegCes.

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shall enable student-teachers to develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach.

It is important for student-teachers to develop social relational sensitivity and effective communication skills, including the ability to listen and observe. The course will enable studentteachers to develop a holistic and integrated understanding of the human self and personality; to build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.

The course will make use of personal narratives, life stories, group interactions, film reviews – to help explore one's dreams, aspirations, concerns, through varied forms of self-expression, including poetry and humour, creative movement, aesthetic representations, yoga etc.

Practical Activities: Prepare report on the following activities:

- a. Conduct case studies on different children who are raised in different circumstances and how this affected their sense of self and identity formation.
- b. Biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.
- c. Watch a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.
- d. Issues of contemporary adolescence/youth need to be taken up as student-teachers first need to understand themselves; and themselves in relation to their students and classroom situations.
- e. Any other.

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Dec 31/12/23
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