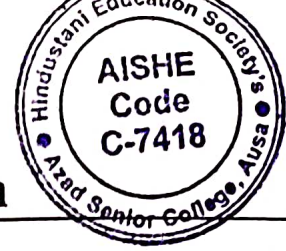


2.7.2
4



Azad Senior College AUSA

Result of Last 5 Years of B.Ed Program

Year	Programme Code	Programme Name	Number of Students appeared in the final year examination	Number of Students passed in final year examination	Pass Percentage
2018-19	B.ED	B.ED FY	90	67	74.44%
		B.ED SY	57	24	42.10%
2019-20	B.ED	B.ED FY	70	70	100%
		B.ED SY	65	60	92.30%
2020-21	B.ED	B.ED FY	99	99	100%
		B.ED SY	65	60	92.30%
2021-22	B.ED	B.ED FY	49	49	100%
		B.ED SY	96	95	98.95%
2022-23	B.ED	B.ED FY	49	49	100%
		B.ED SY	50	47	94%

Principal

Hindustani Education Society's
Azad Senior College, AUSA

॥ सा विद्या या विमुक्तये ॥



स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड

“ज्ञानतीर्थ” परिसर, विष्णुपुरी, नांदेड - ४३१६०६ (महाराष्ट्र)

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY NANDED

“Dnyanteerth”, Vishnupuri, Nanded - 431606 Maharashtra State (INDIA)

Established on 17th September 1994 – Recognized by the UGC U/s 2(f) and 12(B), NAAC Re-accredited with 'A' Grade



ACADEMIC (1-BOARD OF STUDIES) SECTION

Phone: (02462) 229542

Website: www.srtmun.ac.in

E-mail: bos.srtmun@gmail.com

Fax : (02462) 229574

आंतर-विद्याशाखीय अभ्यास विद्याशाखेतील
विविध पदवी व पदव्युत्तर विषयांचे
सी.बी.सी.एस. पॅटर्नचे अभ्यासक्रम शैक्षणिक
वर्ष २०१९-२० पासून लागू करण्याबाबत.

प रि प त्र क

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, दिनांक ३० एप्रिल २०१९ रोजी संपन्न झालेल्या ४३व्या मा. विद्या परिषद बैठकीतील ऐनवेळचा विषय क्र.७/४३-२०१९ च्या ठरावानुसार प्रस्तुत विद्यापीठाच्या संलग्नित महाविद्यालयांतील आंतर-विद्याशाखीय अभ्यास विद्याशाखेतील पदवी व पदव्युत्तर स्तरावरील खालील विषयांचे C.B.C.S. (Choice Based Credit System) Pattern नुसारचे अभ्यासक्रम शैक्षणिक वर्ष २०१९-२० पासून लागू करण्यात येत आहेत.

- 1) B.A.-I Year Physical Education
- 2) M.P.Ed.-I Year
- 3) B.Ed.-I & II Year
- 4) M.Ed.- I Year
- 5) B.A.-I Year-Music)
- 6) B.A.-I Year-Journalism & Mass Communication) (Optional I, II, III)
- 7) M.A.-I Year-Journalism & Mass Communication) (MA MCJ, I & II)
- 8) M.A./M.Sc.-I Year-Electronic Media
- 9) B.A.- I Year-Computer Animation and Web Designing
- 10) Master in Computer Animation, Vfx & Web
- 11) B.A.-I Year-Library and Information Science
- 12) B.A.-I Year-Home Science
- 13) B.A.-I Year-Fashion Design
- 14) M.A.-I Year- Fashion Design
- 15) B.S.W.-III Year

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या www.srtmun.ac.in या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी.

‘ज्ञानतीर्थ’ परिसर,

विष्णुपुरी, नांदेड - ४३१ ६०६.

जा.क्र.: शैक्षणिक-०१/परिपत्रक/पदवी व पदव्युत्तर-सीबीसीएस
अभ्यासक्रम/२०१८-१९/३८६१

दिनांक : २३.०५.२०१९.

प्रत माहिती व पुढील कार्यवाहीस्तव :

- १) मा. कुलसचिव यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- २) मा. संचालक, परीक्षा व मूल्यमापन मंडळ, प्रस्तुत विद्यापीठ.
- ३) प्राचार्य, सर्व संबंधित संलग्नित महाविद्यालये, प्रस्तुत विद्यापीठ.
- ४) उपकुलसचिव, पदव्युत्तर विभाग, प्रस्तुत विद्यापीठ.
- ५) साहाय्यक कुलसचिव, पात्रता विभाग, प्रस्तुत विद्यापीठ.
- ६) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ.

स्वाक्षरित / -

उपकुलसचिव

शैक्षणिक (१-अभ्यासमंडळ विभाग)

**SWAMI RAMANAND TEERTH MARATHWADA
UNIVERSITY, NANDED**

FACULTY OF INTERDISCIPLINARY STUDIES



STRUCTURE AND SYLLABUS
as per NCTE Guidelines for award of degree of

**Bachelor of Education
(B. Ed.)**

**Choice Based Credit System
(CBCS)**

TWO YEARS CBCS-SEMESTER PATTERN PROGRAM

W.E.F Academic Year: 2019-20

And

Subject to revise from time to time

April -2019

INDEX

- 1. Preamble**
- 2. Introduction**
- 3. The General Objectives of B.Ed. Course**
- 4. Admission procedure**
- 5. Eligibility for Admission**
- 6. Duration of the Course**
- 7. Eligibility for appearing B.Ed. Examination**
- 8. Medium of Instruction & Examination**
- 9. Medium of Instruction & Examination**
- 10. Choice Based Credit System (CBCS)**
- 11. Mechanics of Credit Calculation**
- 12. Evaluation System**
- 13. Assessment**
- 14. Final result**
- 15. Curricular Areas**
- 16. Course Structure**
- 17. Over all structure**
- 18. Question Paper Pattern**
- 19. Program Outcomes**
- 20. Detail course content**

1. Preamble

The Bachelor of Education (B.Ed.) is a graduate level Professional Teacher Education course aimed to prepare teachers for Primary Schools, Secondary and Higher Secondary Schools.

2. Introduction

Swami Ramanand Teerth Marathwada University, Nanded is reframed curriculum of B.Ed. program under the Faculty of Interdisciplinary Studies from academic year 2019-20. Program will be of two years with semester pattern and Choice Based Credit System (CBCS).

Program structure and syllabus for this is formed with following objectives.

3. The General Objectives of B.Ed. Course

To enable the student teacher-

1. To promote capabilities for inculcating national values and goals as mentioned in the constitution of India.
2. To be a competent, committed teaching professionals for achieving excellence in education.
3. To integrate Subject Knowledge with Pedagogical, Contextual, Technological Knowledge, Teaching skills, Interdisciplinary Knowledge, educational media and curricular frame for successful transaction of curriculum content that encourages students learning.
4. To promote social change, social cohesion, international understanding and protection of human rights and rights of the child.
5. To use competencies and skills needed for becoming an effective teacher.
6. To be sensitive student teacher about emerging issues such as environment, Population, gender equality, legal literacy, Yoga & Health Education etc.
7. To enhance professional capacities like reading and reflecting on texts, understanding of self, understanding the use of drama and art in education, etc.
8. To encourage innovation, research and extension activities in educational field.

9. To enhance knowledge, attitude, Skills & competencies of Educational Management, Administration, Evaluation etc.

4. Admission procedure

Admission to the eligible candidates shall be as per procedure laid down by the State Government of Maharashtra and University from time to time.

5. Eligibility for Admission

- a. A candidate, who has passed the Bachelor's Degree/Master Degree of this University or any other University, recognized as equivalent there shall be eligible for admission to the course, provided he/she has secured at least 50% of the marks in the theory part. In the case of SC/ST /VJNNT/ OBC/SEBC/PWD and other notified categories as per direction of Government students this percentage of marks shall be at least 45% as per Government Rules.
- b. Provisional admission of candidates shall be given based on the criteria and the guidelines issued by the university or recognised Admission Committee and Government in this respect from time to time
- c. The reservations will be given as per the policy and guidelines prescribed by University and Government, subject to revision by the university from time to time.
- d. At the final stage of admission student- teachers must submit an undertaking regarding regular attendance and practical work.

6. Duration of the Course

The course for the B.Ed. Degree in Regular shall be of two academic years (4 Semesters). The required minimum working days for teaching –learning will be as per the norms of NCTE and given by University. The Terms and vacations of the course shall be as prescribed by the University from time to time.

7. Eligibility for appearing B.Ed. examination

1. Student- teachers must be present 80 % for theory classes and practical work.
2. The powers of condolence are given to Principal for 20 % attendance.

3. Student –teachers should complete all practical and other work assigned in each semester of syllabus.
4. Student-teachers have to obtain completion certificate of theory & practical work from the principal/ Head of Institute.
5. Unless and until he/she obtains such a certificate, he/she will not be allowed to appear in the university examination.

8. Medium of Instruction & Examination

The medium of instruction for this course will be Marathi or English or the medium granted by Government through notification to particular college/course. Concerned college will make this arrangement and is permitted to do so by the University.

9. Medium of Examination

The medium of the Examination shall be the medium allowed for instruction.

10. Choice Based Credit System (CBCS)

CBCS is a flexible system of learning that permits students to, Learn at their own choice and pace. Adopt an inter-disciplinary and intra disciplinary approach in learning, and make best use of the expertise of available faculty. The relative importance of subjects of study is quantified in terms of credits.

In CBCS for B.Ed. program of this university carry total 100 number of credits distributed in two academic years (i.e. I, II, III, IV semesters and each semester 25 credits). Credits normally represent the weightage of a course and are a function of teaching, learning and evaluation strategies such as number of contact hours, the course content, teaching methodology, learning expectations, etc.

In each of the courses, credits are assigned on the basis of the number of lectures / tutorials / laboratory work and other forms of learning required for completing the course contents in academic year excluding examination, vacation period from the commencement of course.

The minimum instructional days as worked out by the NCTE for one SEMESTER are 100-105 working days.

The courses offered in this Programme consist of Core Courses (CC), Pedagogy of School Subject (PSS), Elective Courses (EC), Enhancing Professional Competencies (EPC), Practical Courses (PC) and Internship with defined ratio of weightages for each. The

Core Courses (CC) deals with the discipline specific subjects and the Elective Courses (EC) deals with subjects of inter and intra-disciplinary nature.

Features of CBCS for B.Ed. are as following.

1. Choose electives from a wide range of elective courses offered within faculty including set of different skills.
2. This program with choice based courses is offered within the faculty.
3. The curricula should be unitized.
4. A contact hour is a 60 minute duration a teacher engaged in Lecture, tutorial, practical, field work, discussion etc.
5. Contact hours include all the modes of teaching like lectures / tutorials / practical/ laboratory work / fieldwork/ Internship or other forms which suits to that particular course.
6. In determining the number of hours of instruction required for a course involving laboratory / field-work/practicum/ Internship etc, 2 hours of laboratory / field work is generally considered equivalent to 1 hour of lecture.
7. The credits shall be based on the number of instructional hours per week, generally 1 credit per one hour of instruction in theory and 1 credit for 2 hours of practical/project work/Field work/internship.
8. 'Academic Week' is a unit of six working days during which distribution of work is organized from five to seven contact hours of one hour duration on each day and the total number of contact hours in entire course shall be 1500 (I: 375+ II :375+III:375+IV:375) .
9. Four –credit course of theory will be of four clock hours per week.
10. The evaluation will be on Continuous Internal Assessment (CIA) and End Semester Assessment (ESA). The final results shall be declared after integration of CIA and ESA.
11. The declaration of result is based on the Grade Point Average (GPA) earned towards the end of each Semester and the Cumulative Grade Point Average (CGPA) earned towards the end of the program.

11. Mechanics of Credit Calculation:

As per SRTMUN standard for B.Ed.,

01Credit = 15 contact hours for theory courses & 30 contact hours for racticum/internal etc.

01 credit = 25 marks Credit Point (P):

Credit point is the value obtained by multiplying the grade point (G) by the credit

$$(CP) = G \times C.$$

Grade Point

Grade point is an integer indicating the numerical *SEMESTER GRADE*

POINT AVERAGE (SGPA):

I. Semester Grade Point Average (SGPA) is the value obtained by dividing the sum of credit points (P) earned by a student in various courses taken in a academic year by the total number of credits earned by the student in that year. SGPA shall be rounded off to two decimal places.

II. Cumulative Grade Point Average (CGPA)

‘Cumulative Grade Point Average’ (CGPA) is the value obtained by dividing the sum of credit points in all the courses earned by a student for the entire programme, by the total number of credits. CGPA shall be rounded off to two decimal places. CGPA indicate an overall letter grade (Cumulative Grade) for the entire programme shall be awarded to a student depending on his/her CGPA. The comprehensive academic performance of a student in a programme is equivalent of the letter grade.

12. Evaluation System

The evaluation will be on Continuous Internal Assessment (CIA), End Semester Assessment (ESA). The final results shall be declared after integration of CIA and ESA.

Weightage : 44 % for End Semester Assessment (ESA) & 56 % for Continuous Internal Assessment (CIA)

The declaration of result is based on the grade point average (GPA) earned towards the end of each year or the Cumulative Grade Point Average (CGPA) earned towards the end of the program.

Examination/Evaluation Rules

The evaluation of the student will be mainly on

- 1. Continuous Internal Assessment (CIA) and**
- 2. End Semester Assessment (ESA).**

The ratio of CIA and ESA is 56 :44

Passing Rules

The CIA and ESA have different passing heads and Minimum passing:- 40% of passing for each course in each head.

To pass the degree program, a student will have to obtain a minimum aggregate of 40% marks (C+ and above in grade point scale) in each course.

13. Assessment

1. Continuous Internal Assessment (CIA) aims to assess values, skills and knowledge imbibed by students, internal assessment is to be done by the concerned college. CIA will be done on a continuous basis during the Semester with prescribed assessment components.
 2. The components selected for CIA may be Tests, Quiz, Seminars, Assignments, essay, tutorials, term paper, seminar, laboratory work, field work, workshop practice, Comprehensive Viva, Attendance and any other best and innovative assessment practice approved by the university.
 3. Components of internal evaluation are to have a time frame for completion (by student teachers), and concurrent and continuous evaluation (by teacher educators).
 4. The evaluation outcome shall be expressed initially by predetermined marks and latter converted by grades. Minimum Mark for passing in each Paper is 40% for Continuous Internal Assessment (CIA)
 5. **End Semester Assessment (ESA):** This is to be carried out at the end of each semester by University, and will aim to assess skills and knowledge acquired by the students through classroom instruction, fieldwork, and laboratory work and/or workshop practice. The End Semester Assessment (ESA) is based on written examination. These examinations shall be at the end of each Semester.
- 6. Integration of CIA and ESA**
1. A student failed in CIA shall have to appear for ESA again in that particular paper. In a particular paper if a student failed in internal (CIA),

he deemed to be failed in that course and he has to reappear for CIA and ESA irrespective of the marks he got in ESA.

2. If a student passed in CIA and failed in ESA, the student needs to appear for ESA only in his next attempt and the CIA marks shall be carried.
3. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in winter/summer season. However the student has to clear the course in the prescribed maximum period for that course.
4. CIA marks will not change. A student cannot repeat CIA. In case he/she wants to repeat CIA, then s/he can do so only by registering the said course during the year in which the course is conducted and up to 4 years as the case may be, provided the student was failed in that course.
5. Students who have failed in a course may reappear for the ESA only twice in the subsequent period.
6. If student fail to acquire required Credits within four years from admission period, such student has to acquire Credits with prevailing / revised syllabus at that time.
7. After that, such students will have to seek fresh admission as per the admission rules prevailing at that time.
8. A student cannot register for the second year, if she/he fails to complete 75% credits of the total credits expected to be ordinarily completed within first year (ATKT is 25 %).
9. While marks will be given for all examinations, they will be converted into grades. The Semester end grade sheets will have only grades and final grade sheets and transcripts shall have grade points average and total percentage of marks (up to two decimal points).

7. Assessment and Grade point average

The system of evaluation will be as follows: Each CIA and ESA will be evaluated in terms of marks. The marks for CIA and ESA will be added together and then converted into a grade and later a grade point average. Results will be declared for each Semester.

After the completion of minimum number of credits of program, a student will get a grade sheet with total grades earned and a grade point average.

Table 1: Conversion of marks to grades in credit system

Marks (for courses having Weightage of 100)	Marks (for courses Having weightage of 50 marks)	Marks (for courses Having weightage of 25 marks)	Grade	Grade Points
100-90	50-45	25-23	S	10
89-80	44-40	22-21	O	09
79-70	39-35	20-18	A+	08
69-60	34-30	17-16	A	07
59-55	29-26	15-14	B+	06
54-45	27-23	13-12	B	05
44--40	22-20	11-10	C+	04
39 and Less FC	19-	9-	FC	0 (Fail but Continue)
39 and Less (Internal)	19--	9--	F R	0 (Fail and Repeat the course)

A student who passes the internal tests but fails in Term End Examination of a course shall be given FC grade. Student with FC grade in a course would be granted credit for that course but not the grade for that course and shall have to clear the concerned course within 1.5 year from appearing for first time in the concerned paper, provided the number of courses with FC and FR grades together is 25% or less of the courses of that Semester, failing which he/she shall be disqualified for a credit and will have to opt for another credit.

Student who has failed in the internal tests of a course shall be given FR grade and shall have to repeat the concerned course to qualify to appear for term end examination of that course. The grade FC and FR will be taken into consideration while calculating Semester Performance Index (SPI). It shall be replaced only when student clears the course with passing grade within 1.5 year from appearing for first time in the concerned Semester.

Grade points earned in each paper shall be calculated as-

Grade points obtained (vide Table 1 above) X Credits for the course

The semester performance Index (SPI) gives Performance Index of weighted year with reference to the credits of a course. The SPI shall be calculated as

$$\text{SPI} = \frac{\text{Total Earned Grade Pointes (as given above) for the Sem.}}{\text{Total Credits for the Sem.}}$$

The total grade point earned in each course shall be calculated as:

Grade point obtained as shown in table -1 X Credits for the Course

Semester Grade Point Average (SGPA): The performance of the student in a Semester is indicated by number called SGPA. It shall be calculated as follows:

$$\text{SGPA} = \frac{\text{Total earned grade point for the Semester}}{\text{Total credits for the Semester}}$$

14. Final result

The final marks after assessment will be submitted by the respective schools to the Director, Board of Examination and Evaluation for finalization of the results. Up to date assessment of the overall performance of a student from the time of his / her first registration is obtained by calculating a number is called as Cumulative Grade Point Average (CGPA), which is weighted average of the grade points obtained in all courses registered by the student since he / she entered the department.

$$\text{CGPA} = \frac{\text{Total earned grade point for the program (I+II +III+IV Semester)}}{\text{Total credits for the Program}}$$

Final Grade: Table -2

CGPA	Grade	
09.00-10.00	S	Super
08.00-08.99	O	Outstanding
07.50-07.99	A+	Excellent
07.00-07.49	A	Very Good
06.00-06.99	B+	Good
05.00-05.99	B	Satisfactory
04.00-04.49	C+	Pass
00.00-03.99	F	Fail

- i) 'B+' Grade is equivalent to at least 55% of the marks as per circular No. UGC-1298/ [4619] UNI- 4 dated December 11, 1999.
- ii) "A" Grade is equivalent to first class
- iii) If the (C) GPA is higher than the indicated upper limit in the three decimal digit, then higher final grade will be awarded (e.g. a student getting (C)GPA of 3.992 may be awarded 'C+' grade.
- iv) If a student failed to obtain a grade other than F in a course then such a course will not be taken into account for calculating CGPA and overall grade. In fact, all the courses in which a student has passed will be taken into account for calculating the CGPA and overall grade.
- v) For grade improvement a student has to reappear for End Year Examination (EYE) after the successful completion of the course for a minimum 25 credits. These courses will be from theory courses (CC, PSS, OC).
- vi) A student can appear only once for the Grade Improvement Program only after the successful completion of Degree program and at the end of the next academic year after completion of the Degree and within two years (I,II,III,IV SEMESTERS) of completion of the Degree.

15. Curricular Areas

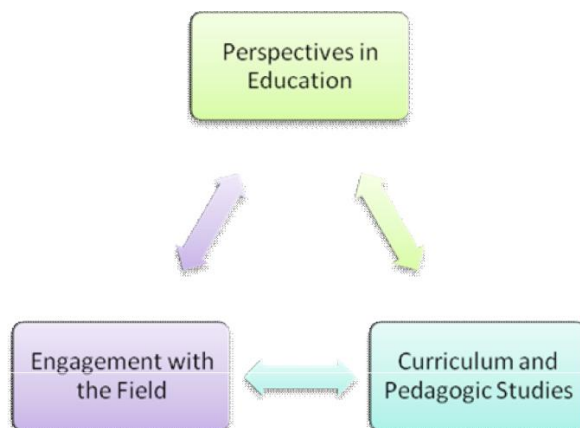
The programme structure offers a comprehensive coverage of themes and rigorous field Engagement with the child, school and community. It comprises of three broad interrelated curricular areas prescribed by NCTE:-

I. Perspectives in education

II. Curriculum and Pedagogic studies

III. Engagement with the field.

All the curricular areas include theoretical inputs along with the practical work from an interdisciplinary perspective.



The course structure designed according to themes and areas prescribed by NCTE is given below

16. Program Structure: Program structures for I, II, III and IV semesters are as following-

16.1 PROGRAM STRUCTURE: FIRST SEMESTER

Course Code	Title of Course	Credits	Hours	Marks
CORE COURSES(CC) : PERSPECTIVES IN EDUCATION				
BEDEC101	Knowledge and Curriculum	4	60	100
BEDEC102	School Management and Administration	4	60	100
BEDEC103	Contemporary India and Education	4	60	100
ELECTIVE COURSES(EC): (ANY ONE)				
BEDEC104	Learning and Teaching	4	60	100
BEDEC105	Environmental Edu and Disaster Management	4	60	100
BEDEPC106	ENHANCING PROFESSIONAL CAPACITIES(EPC)			
A	Reading and Reflecting on Text	2	30	50
B	Yoga and Health Education	2	30	50
BEDPC 107 PRACTICAL COURSES(PC) : SKILL DECVELOPNET				
A	Micro teaching(Five Skills + Observations)	3	45	75
B	Integrated Lessons	1	15	25
C	Teaching aids preparation	1	15	25
	TOTAL	25	375	625

16.2 PROGRAM STRUCTURE: SECOND SEMESTER

Course Code	Title of Course	Credits	Hours	Marks
CORE COURSES (CC) : PERSPECTIVES IN EDUCATION				
BEDCC 201	Gender, School and Society	4	4	100
ELECTIVE COURSES (EC) : (ANY ONE)				
BEDEC 202	Understanding Disciplines and Subjects	4	60	100
BEDEC 203	Inclusive Education	4	60	100
BBEDPSS 204 P PEDAGOGY OF SCHOOL SUBJECTS (PSS)				
A	Pedagogy School Subject-1,2,3,4,5	2	30	50
B	Pedagogy School Subject-6,7,8,9	2	30	50
BEDEPC205 ENHANCING PROFESSIONAL CAPACITIES (EPC)				
A	Drama & Art in Education	2	30	50
B	Use of ICT in Education	2	30	50
BEDPC 206 PRACTICAL COURSES(PC) : SKILL DEVELOPMENT				
PRACTICE TEACHING				
A	Academic Planning (Year,Unit & Lesson Plan and unit test with blue print of std. 6 to 12)	1	15	25
B	Practice Lessons (08 lessons for each method)	3	45	75
C	Lesson Observation (10 for each method)	1	15	25
D	Internship (4weeks)1credit/week	4	60	100
TOTAL		25	375	625

16.3 PROGRAM STRUCTURE : THIRD SEMESTER

Course Code	Title of Course	Credits	Hours	Marks
CORE COURSES (CC) : PERSPECTIVES IN EDUCATION				
BEDCC 301	Childhood and Growing Up	4	60	100
BEDCC 302	Assessment for Learning	4	60	100
BEDCC 303	Action Research	4	60	100
ELECTIVE COURSES (EC): (ANY ONE)				
BEDEC 304	Guidance and Counseling	4	60	100
BEDEC 305	Women's Education	4	60	100
BEDEPC306 ENHANCING PROFESSIONAL CAPACITIES (EPC)				
A	Understanding the self	2	30	50
B	Basics of Research in Education	2	30	50
BEDPC 307 PRACTICAL COURSES(PC) : SKILL DEVELOPMENT				
A	Content cum Method Methodology Based Lesson(01 Lesson for Each Method)	1	15	25
B	Psychological Experiments	2	30	50
C	Cultural & Co-curricular Activities	2	30	50
TOTAL		25	375	625

16.4 PROGRAM STRUCTURE: FOURTH SEMESTER

Course Code	Title of Course	Credits	Hours	Marks
CORE COURSES (CC) : PERSPECTIVES IN EDUCATION				
BEDCC 401	Educational Technology and ICT	4	60	100
ELECTIVE COURSES (EC) (ANY ONE)				
BEDEC 402	Peace Education	4	60	100
BEDEC 403	Value Education	4	60	100
BEDPSS 404 PEDAGOGY OF SCHOOL SUBJECTS (PSS)				
A	Pedagogy School Subject-1,2,3,4,5	2	30	50
B	Pedagogy School Subject-6,7,8,9	2	30	50
BEDEPC405 ENHANCING PROFESSIONAL CAPACITIES(EPC)				
A	Use of ICT in Lesson	2	30	50
B	Entrepreneurship Development	2	30	50
BEDPC 406 PRACTICAL COURSES(PC) : SKILL DEVELOPMENT				
A	Internship(14 weeks)1Credits/2weeks	7	105	175
B	Final Teaching Lessons (Two Lessons) Pedagogy School Subjects- 1,2,3,4,5 Pedagogy School Subjects- 6,7,8,9	1+1=2	30	50
	TOTAL	25	375	625

17. **Over all structure of B.Ed. Program**

Overall structure of courses and marks are as follows:

SEMESTER	COURSES	NO.s	CREDITS	MARKS	HOURS
I	Core Courses (BEDCC)	3	12	300	180
	Elective Courses (BEDEC)	1 (out of 2)	4	100	60
	Enhancing Professional Capacities (BEDEPC)	A & B	2+2=4	100	60
	Practical Courses (BEDPC)	A, B & C	3+1+1=5	125	75
	Total		25	625	375
SEMESTER	COURSES	NO.s	CREDITS	MARKS	HOURS
II	Core Courses (BEDCC)	1	4	100	60
	Elective Courses (BEDEC)	1 (out of 2)	4	100	60
	Pedagogy of School Subject (BEDPSS)	2	4	100	60
	Enhancing Professional Capacities (BEDEPC)	A & B	4	100	60
	Practical Courses (BEDPC)	A, B, C & D	3+1+1+4=9	225	135
	Total		25	625	375
SEMESTER	COURSES	NO.s	CREDITS	MARKS	HOURS
III	Core Courses (BEDCC)	3	12	300	180
	Elective Courses (BEDEC)	1 (out of 2)	4	100	60
	Enhancing Professional Capacities (BEDEPC)	A & B	2+2=4	100	60
	Practical Courses (BEDPC)	A, B & C	1+2+2=5	125	75
	Total		25	625	375
	SEMESTER	COURSES	NO.s	CREDITS	MARKS
IV	Core Courses (BEDCC)	1	4	100	60
	Elective Courses (BEDEC)	1 (out of 2)	4	100	60
	Pedagogy of School Subject (BEDPSS)	2	4	100	60
	Enhancing Professional Capacities (BEDEPC)	A & B	2+2=4	100	60
	Practical Courses (BEDPC)	A & B	7+2=9	225	150
	Total		25	625	375
SEMESTERS	COURSES	NO.s	CREDITS	MARKS	HOURS
I+II+III+IV	Core Courses (BEDCC)	8	32	800	480
	Elective Courses (BEDEC)	4 (out of 8)	16	400	240
	Pedagogy of School Subject (BEDPSS)	4	8	200	120
	Enhancing Professional Capacities (BEDEPC)	9	4+4+4+4=16	400	240
	Practical Courses (BEDPC)	12	5+9+5+9=28	700	420
	Total		100	2500	1500

18. Question Paper Pattern

18.1 Question Paper Pattern (for course papers of 03 credits Theory):

Faculty of Interdisciplinary Studies

Bachelor of Education (B.Ed.)

(CBCS Semester Pattern)

Max. Marks : 75

Time : 3 Hours

NB.

1. Question no. 1 is Core
2. From the Q. N. 02 to 04 solve any two
3. From the Q. N. 05 to 07 solve any two

Question No.	Marks	Instruction	Level of question
Q1.	15	Write Short notes on (any four) a) b) c) d)	Understanding
Q2.	15	Long question (Discuss, Evaluate, Comment, justify etc.)	Application, Critical understanding and Evaluative
Q.3	15		
Q.4	15		
Q.5	15	Long question (Discuss, Evaluate, Comment, justify etc.)	Application and Analysis, Critical understanding, Evaluative
Q.6	15		
Q. 7	15		

18.2 Question Paper Pattern (for course papers of 02 credits Theory):

Bachelor of Education (B.Ed.)
(CBCS Semester Pattern)

Max. Marks: 50

Times : 2 Hours

NB.

1. Question no. 1 is Core
2. From the Q. N. 02 to 04 solve any two
3. From the Q. N. 05 to 07 solve any two

Question No.	Marks	Instruction	Level of question
Q1.	10	Write Short notes on (any four) a) b) c) d) e)	Understanding
Q2.	10	Long question (Discuss, Evaluate, Comment, justify etc.)	Application, Critical understanding and Evaluative
Q.3	10		
Q.4	10		
Q.5	10	Long question (Discuss, Evaluate, Comment, justify etc.)	Application and Analysis, Critical understanding, Evaluative
Q.6	10		
Q. 7	10		

19. PROGRAM OUTCOMES:

Student teacher completed successfully course the final course outcomes are -

PO1: Promotion of National Values and Goals: Student teacher shall be capable to promote national values and goals mentioned in the constitution of India through teaching and other professional work.

PO2: Integration of Knowledge and Pedagogy: Student teacher shall be competent to integrate knowledge of subjects with pedagogical, technological knowledge and different social-cultural context.

PO3: Curricular Analysis and Enrichment: Student teacher shall be able to analyse the curricula, identifying the gaps and enrich the curricula with plural sources of knowledge, media forms, field activities, study groups, teaching tools and skills for successful transaction of curriculum.

PO4: Understanding of Context and Problem Solving: Student teacher shall understand personal and societal context of the learner, Psycho-Social-Cultural-Economic development processes, historical background and developments in education to cope with complex educational problems at various levels.

PO5: Educational Evaluation, Management, Guidance and Counseling Services: Student teacher shall apply the knowledge of various disciplines allied to education, organizational skills for various educational services, administrative activities, evaluation, guidance & counseling services and co-curricular activities.

PO6: Sensitivity for Emerging Issues: Student teacher will be sensitive towards issues related to population, environment, gender equality, different literacy, Yoga & Health Education etc.

PO7: Learner Centred Educational Practices: Student teacher shall apply knowledge of Educational Psychology, Pedagogy, Philosophical Perspectives and Technology to perform, innovate and evaluate learner centred educational practices.

PO8: Knowledge Creation, Research and Innovation: Student teacher shall involve himself/herself in knowledge update, knowledge creation, action research and innovative practices in teaching and activities related to students, parents, community, educational groups and Government Organizations.

PO9: Professional Communication Skills: Student Teacher shall perform Professional Communication Skills Reading and Writing in educational magazines, journals and other forms of publication.

PO10: Collaborative, Culture Responsive and Creative Work Capacities: Student Teacher shall perform Professional Communication Skills Reading and Writing in educational magazines, journals and other forms of publication.

20. DETAILS CONTENT OF COURSES:

PROGRAM STRUCTURE: FIRST SEMESTER

Course Code	Title of Course	Credits	Hours	Marks
CORE COURSES(CC) : PERSPECTIVES IN EDUCATION				
BEDCC101	Knowledge and Curriculum	4	60	100
BEDCC102	School Management and Administration	4	60	100
BEDCC103	Contemporary India and Education	4	60	100
ELECTIVE COURSES(EC): (ANY ONE)				
BEDEC104	Learning and Teaching	4	60	100
BEDEC105	Environmental Edu and Disaster Management	4	60	100
BEDEPC106	ENHANCING PROFESSIONAL CAPACITIES(EPC)			
A	Reading and Reflecting on Text	2	30	50
B	Yoga and Health Education	2	30	50
BEDPC 107 PRACTICAL COURSES(PC) : SKILL DECVELOPNET				
A	Micro teaching(Five Skills + Observations)	3	45	75
B	Integrated Lessons	1	15	25
C	Teaching aids preparation	1	15	25
	TOTAL	25	375	625

B.Ed. First Year : First semester

Core Course (CC)

BEDCC 101 : Knowledge and Curriculum

Credits: 4

Units : 4

Hours : 60

Marks : 75+25

Course Objectives :

- 1) To understand epistemological and social bases of education
- 2) To provide an understanding of Concept of Educational Sociology bases Education
- 3) To understand the dimension of curriculum and process of making curriculum
- 4) To know the meaning, concept and need of language
- 5) To understand the concept of communication
- 6) To develop communication skills and to know the characteristics and importance of good communication

Course Outcomes:

1. Student Teacher understands the epistemological and social bases of education
2. Student Teacher describes the concept of educational sociology bases education
3. Student Teacher knows the dimension of curriculum and process of making Curriculum
4. Student Teacher identifies the concept and need of language
5. Student Teacher becomes acquainted with communication skills
6. Teacher describes the characteristics and importance of good Communication

CONTENT : (75 Marks)

Unit-1 : Epistemological and evolving knowledge base in education

1.1 Concept of epistemology, nature significance and relation with education

1.2 Knowledge: Meaning, Concept

- i) types and theories of knowledge
- ii) sources of knowledge
- iii) multiculturalism (meaning ,advantages and disadvantages)
- iv) difference between knowledge & information, Knowledge &

Skill, Belief & Truth

- 1.3 Knowing Process: Different ways of knowing process, Construction of Knowledge, Role of knower in knowledge transmission & Constructions
- 1.4 Knowledge, curriculum and syllabus –releation,organizing knowledge in different context, enrichment of curriculum, need of knowledge base in educational Program

Unit-2 : Curriculum

- 2.1 Meaning, Concept and Need of curriculum.
- 2.2 Types of Curriculum, Principles of Curriculum development
- 2.3 Gandhiji's view on curriculum of Basic Education and Tagore's views on school curriculum
- 2.4 Development of curriculum
 - i. Planning of curriculum
 - ii. Curriculum designing
 - iii. Curriculum transition

Unit-3 : Language and Nature of Language

- 3.1 Language: Meaning, Concept and importance
- 3.2 Language and Learning and Role of language in the cultural, social and Emotional Development of learner
- 3.3 Difficulties in language learning and developing language skills
- 3.4 Multilingualism- meaning, concept and importance of multilingualism and catering to multilingualism in classroom

Unit - 4 :Mother Tongue, Communication and Language Culture

- 4.1 Mother tongue : Meaning, Importance, Proper use of mother Tongue through Education and Remedial Work
- 4.2 Concept,types and process of communication and Role of Language in Communication and Characteristics of Good Communication
- 4.3 Patterns of communication
 - i. Fan/ y pattern
 - ii. Circle pattern
 - iii. Wheel pattern
- 4.4 Developing communication skills –difficulties and Activities for developing reading and writing skills.

Practicum : Any one (25 Marks)

- 1) To arrange group discussion on the importance of Language
- 2) Study of multilingual group

References :

- 1) बाबासाहेब गोरे, गोरोबा खुरपे, 'शिक्षणाचे तात्विक आणि समाजशास्त्रीय

अधिष्ठान', लातूर, ज्योतीचंद्र पब्लिकेशन.

- 2) Braner, J. S., (1975), Language as an Instruments of Thought. In Davies,
- 3) Alam (ed) problems of language and learning condone. Heileman.
- 4) Corson, D. (1990), Language Across the curriculum (LAC) In corson
- 5) Devid (ed.) Language policy. Across the Curriculum clevendon Muthliguel Matters, 72-140.
- 6) Cummins J. (1979) Linguistic interdependence and the educational development of bilingual children Review of educational Reseach 49, 222-251.
- 7) Halliday, M. A. K. Hason R. (1989) Uanaaze context and text As peots of language in a social semiotic prespective D.A. (2002) Techniques of Teaching English - Harsh Prakashan, Ahmedabad.
- 8) Aggrawal, J. C., & Gupta, S. (2005). *Curriculum Development*. New Delhi: Shipra Publisher.
- 9) Alaxander, W.M., & Saylor, J. G. (1966). *Curriculum Planning for modern schools*. New York: Holt, Rinhart and Winston Inc.
- 10) Balrara, M. (1999). *Principles of Curriculum Renewal*. New Delhi: Kanishka Publishers.
- 11) Candra, A. (1977). *Curriculum Development and Evaluation in education*. New Delhi: Sterling Publishers.
- 12) Darji, D. R., & Lulla, B. P. (1967). *Curriculum development in secondary schools of Baroda*. Baroda: Sadhana Press.
- 13) Erickson, H.L.(2007) concept based curriculum and instruction for the thinking classroom California; corwin press
- 14) Hassrin, M. (2004). *Curriculum Planning for elementary education*. New Delhi: Anmol Publishers.
- 15) Herbert, J. W. & Geneva, D. H. (1990). International Encyclopedia of Education Evaluation. New York: Pergamon Press Oxford House.
- 16) Jenkins, D., & Shifnman, D. M. (1976). *Curriculum an introduction*. London: Pitman Publishing House.
- 17) Jhompson, K., and White, J. C. (1975). *Curriculum development*. London: Pitman Publishing
- 18) Khan.M.I. and Nigam,B.K.(2007).Curriculum reform change and continuity. New Delhi; kanishka publication
- 19) Kumari, S., and Srivastava, D. S. (2005). *Curriculum and Instruction*. New Delhi: Shipra Publishers.
- 20) Macdonald, B., & Walker, R. (1976). Changing the Curriculum. Britain: Pitman Press.
- 21) Musgrave, P. W. (1974). *Contemporary studies in the Curriculum*. Australia: Angus and Roberston Publishers.
- 22) Nigam, B. K., & Khan, I. M. (1993). *Evaluation and research in Curriculum Construction*. New Delhi: Kaniska Publishers.

B.Ed. First Year : First Semester
Core Course (CC)
BEDCC 102 : School Management and Administration

Credits : 4

Units : 4

Hours : 60

Marks : 75+25

Course Objectives :

- 1) To understand the management meaning and infrastructure facilities for quality education
- 2) To enable student teacher the areas of management
- 3) To get acquainted with a school administration
- 4) To get awareness about the function of school administration
- 5) To get acquainted with administrative setup of education
- 6) To understand the role and function of school administrator
- 7) To introduce of new approaches of school management
- 8) To understand the concept of decision-making and factors affecting it

Course Outcomes:

1. Student teacher gets acquainted with the concept of Management
2. Student teacher understands and knowledge about infastructure facilities as quality education
3. Student teacher becomes familiar with the areas of management
4. Student teacher gets acquainted with school administration
5. Student teacher understands the new approaches of decision making and related factors attesting it
6. Student teacher becomes aware about the function of school administration
7. Student teacher applies the functions of school administration in class room
8. Student teacher describes the role and function of school administration

CONTENT : (75 Marks)

Unit- 1 : School Management

- 1.1. Concept, characteristics of school management.
- 1.2. Elements and functions of school management.
- 1.3 Need of school management.
- 1.4 Areas of management - Time, Classroom, co- curricular

Unit- 2 : New Approaches and trends in educational management.

- 2.1 New approaches of management - meaning, importance, theory of scientific management (Fedrick w. Taylor)
- 2.2 Decision making, - meaning, types and characteristics and principles of decision making.
- 2.3 Total quality management in education
- 2.4 Role of NAAC

Unit -3 : School Administration

- 3.1 Concept and elements of school Administration.
- 3.2 Scope and functions of school administration.
- 3.3 Institutional planning - development of resources, institutional climate
- 3.4 School plant - building, classrooms, furniture, library, laboratory, play ground, electricity and water supply.

Unit- 4 : Administrative setup

- 4.1 Function of central and state Government.
- 4.2 Function of H.S.C. and S.S.C. Board. Function of district level, Supportive agencies at international, national state and district level.
- 4.3 The role and functions of Administrator
- 4.4 Qualities of Administrator - Teacher, headmaster, supervisor

Practicum : Any One (25 Marks)

- 1) Case study of secondary school and its comprehension with high excellence school
- 2) Assignment on school plan, functions of Headmasters and Role of NAAC.

References :

- 1) खुरपे जी.टी., 'भारतीय शिक्षण प्रणाली आणि व्यवस्थापन' लातूर, अरुणा प्रकाशन.
- 2) शालेय व्यवस्थापन, यशवंतराव चव्हाण, महाराष्ट्र मुक्त विद्यापीठ नाशिक
- 3) वाघ रा.ए. शालेय आर्थिक व्यवस्थापन, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक
- 4) कुलकर्णी पी.जी. मुख्याध्यापक — एक प्रशासक, नितिन प्रकाशन पुणे
- 5) अकोलकर ग.वि. व पाटणकर ना.वि., शालेय व्यवस्थापन आणि प्रशासन, पुणे
- 6) दुनाखे अरविंद, प्रगत शैक्षणिक व्यवस्थापन, प्रशासन व वित्तव्यवहार, नित्यनूतन प्रकाशन, पुणे
- 7) Bhatmager R.P. & Agarwal V. (1986), educational administration, international publishing house, New Delhi.
- 8) Bhatt B.D. & Sharma S.D. (1992), Educational Administration, kanishka pub, House booking corporation, narayanguda, hydrabad.
- 9) chalam K.S. (1993), Educational policy for human resources development, deep publishers
- 10) Chaturvedi R.N. (1989), The Administration of Higher Education In India, Printwel Publisheers, Jaipur
- 11) Goel S.L. (2005), Management In Education, APH Publishing Corporation, New Delhi.
- 12) Goel S.L. & Goel Aruna (1974), Educational Policy & Administratoin, Deep & Deep Publicatoin.
- 13) Jha Jyotsana, Saxena KBC & Baxi C.V. (2001), Management process in Elementary Education, A Study of Exiting proctices in selected state in india, new delhi, the european commission.
- 14) Mathur S.P. (2001), Financial Administration and Management. the Indian Publiction

B.Ed. First Year : First Semester
Core Course (CC)
BEDCC 103 : Contemporary India and Education

Credits : 4	Units : 4	Hours : 60	Marks : 75+25
-------------	-----------	------------	---------------

Course Objectives :

- 1) To enable teacher trainees the contemporary nature of development of educational system of India.
- 2) To enable the student teacher to under the meaning and relation between education and philosophy.
- 3) To enable teacher trainees to understand policy frame works for education in India.
- 4) To enable teacher trainees to understand the contribution of various major committees and commission on education set up from time to time.
- 5) To enable teacher trainees to understand the meaning of educational sociology and agencies of education in Indian society.
- 6) To enable teacher trainees the provision of education mentioned in the Indian constitution.
- 7) To enable teacher trainees to understand the marginalization in society and it's impact on education.
- 8) To enable teacher trainees the concept of globalization liberlization, privatization and it's impact on education.
- 9) To understand the contribution of educational thinker

Course Outcomes:

1. Student teacher understands the contemporary nature of develop of educational System of India
2. Student teacher classifies the meaning and relation between education and philosophy
3. Student teacher understands the policy frame works for education in India
4. Student teacher analyses the contribution of various major committees and commission On education set up from time to time
5. Student teacher describes the meaning of educational sociology and agencies of Education in Indian society
6. Student teacher understands the provision of education mentioned in the Indian Constitution
7. Student teacher familiar with the marginalization in society and it's impact on Education
8. Student teacher understands the concept of globalization liberlization, privatization and it's impact on education

9. Student teacher understands the contribution of various educational thinker in Education

CONTENT : (75 Marks)

UNIT -1 : Education and Philosophy

- 1.1 Education meaning, Nature, scope and types (Formal and informal, nonformal) and aims.
- 1.2 Philosophy- meaning and concept.
- 1.3 Relation between education and philosophy.
- 1.4 Vedic, Islamic, Buddhist period study with reference to objectives, curriculum and teaching methods.

UNIT - 2 : Educational policies and school education.

- 2.1 Impact of Maculay minutes and woods dispatch on secondary Education in India.
- 2.2 Different policies : a) University commission 1948, b) Kothari commission 1964-66, c) RTE (2009) - Concept, Need and Responsibility. d) State policy on Education 2010
- 2.3 Sarva Shiksha Abhiyan, National secondary Education Abhiyan.
- 2.4 Types of school - Navoday, Public school in Hilly area, sainik, granted and non granted.

UNIT-3 : Understanding the contemporary Indian society.

- 3.1 Meaning, scope, Nature of Educational sociology, Agencies of Education in Indian society.
- 3.2 Indian Constitution, Preamble, Articles and directive principles related to Education.
- 3.3 Concept of Marginalization, It's Impact on Education in contemporary India.
- 3.4 Impact of Liberalization, Privatization and Globalization on School Education in India.

UNIT - 4 : Contribution of Indian and Western Educational Thinker

- 4.1 Swami Ramanand Teerth
- 4.2 Mahatma Gandhi's contribution with reference to Nai-Talim and Basic Education
- 4.3 Anutai Wagh
- 4.4 Dr. Babasaheb Ambedkar.
- 4.5 John Dewey, frobel, Herbart.

Practicum : Any one (25 Marks)

1. Study of any one Thinker in detail
2. Role of agencies in education.

References :

- 1) बाबासाहेब गोरे, गोरोबा खुरपे, 'शिक्षणाचे तात्विक आणि समाजशास्त्रीय अधिष्ठान', लातूर, ज्योतीचंद्र पब्लिकेशन
- 2) बाबासाहेब गोरे, गोरोबा खुरपे, 'शैक्षणिक विचारवंतांचे शिक्षणातील योगदान', लातूर, अरुणा पब्लिकेशन
- 3) बुब्रेकर जॉन. एस. (१९७१) 'आधुनिक शिक्षणाचे तत्त्वज्ञान' अनुवाद अकोलकर ग.वि. : श्री विद्या प्रकाशन शनिवार पेठ पुणे
- 4) कुंडले म.बा. (२०००) 'शैक्षणिक तत्त्वज्ञान व शैक्षणिक समाजशास्त्र'
- 5) भंडारी प.व. (१९६८) 'शैक्षणिक समाजशास्त्र' राबिला पब्लिकेशन सातारा
- 6) पारसनिस न.रा. 'शिक्षणाची तात्विक व समाजशास्त्रीय भूमिका' नूतन प्रकाशन पुणे
- 7) जोशी गजानन, 'भारतीय तत्त्वज्ञानाचा इतिहास' (खंड १ ते ६) मराठी तत्त्वज्ञान महाकोष मंडळ, पुणे
- 8) जोशी प्रमोद, कळलावे महेश 'शिक्षणातील नवप्रवर्तने' आदित्य प्रकाशन, नांदेड
- 9) पवार ना.ग. उदयोन्मुख भारतीय समाज शिक्षण व शिक्षक
- 10) अकोलकर ग.वि., शैक्षणिक तत्त्वज्ञानाची रुपरेष्ठा
- 11) मट्टे गीता, मट्टे ल.रा., 'भारतीय शिक्षणाचा इतिहास' भाग १ ते ३
- 12) पाटील लीला आणि वि.म. कुलकर्णी, आजचे शिक्षण आजच्या समस्या
- 13) नरवणे मिनल, भारतीय शिक्षणाचे आयोग व समित्या
- 14) पाठक वि.अ., 'भारतीय शिक्षा और उनकी समस्याएं', विनोद प्रकाशन, आग्रा
- 15) जोशी देवेंद्र, सदावर्ते उज्वला आणि इनामदार विवके, 'भारतीय शिक्षण प्रणालीचा विकास', आदित्य पब्लिकेशन्स, नांदेड
- 16) **Bhatia B.D., (1970). Theory and principles of Education (11th Ed.) New Delhi : Doal Houi**
- 17) **Ambedkar B. R. (1950) Gautam Buddha & his Dhamma. Delhi : Government Press**
- 18) **Bron F. J. (1970) Educational Sicutigt bew Delhi, Prentice Hall, Znc.**
- 19) **Brubacher J. S. (1969) Modern Philosophies if Education, New York, mc Graw hill co.**
- 20) **Carley michel and christie lan, (2005) managing Sustainable Development London, Earthscan Publications**
- 21) **Chaube S. P. (1981) Chaube Akhilesh : Philosophical & Sociological Founations of Education. (the Record line onwards of Reference Should be after 5 Space of the Justified of each refrence) Agra : vinod Pustak mandir**
- 22) Mane M.S., Right to Education, Chandralok Prakashan, Kanpur.

B.Ed. First Year : First Semester

Elective Course (EC)

BEDOC 104 : Learning & Teaching

Credits : 4
75+25

Units : 4

Hours : 60

Marks :

Course Objectives :

- 1) To developed & understanding about educational psychology
- 2) To know Importance of Adolescence Stage
- 3) To know The learning theories in the learning process
- 4) To identify the factors affecting on learning teaching process
- 5) To understand about the mental process of Learning
- 6) Appreciate the critical role of learner based on Individual of effective & draw an implications for School teachers
- 7) To apply the various types of intelligence theories in daily teaching
- 8) To understand the Intelligence Theories I. Q.

Course Outcomes:

1. Student teacher understands the various methods of standing of educational psychology and use of educational psychology in learning and teaching process
2. Student teacher analyses the importance of adolescence stage and problems of adolescence stage
3. Student teacher describe the learning theories in the learning process
4. Student teacher identifies the factors affecting on learning teaching process
5. Student teacher becomes familiar with the mental process of learning such as memory and forgetting
6. Student teacher acquainted with the importance of educational psychology and teaching process
7. Student teacher applies the various types of intelligence theories in daily teaching
8. Student teacher analyses and measures the I.Q.

CONTENT : (75 Marks)

Unit -1 : Educational Psychology

- 1.1 Meaning nature of Educational Psychology
- 1.2 Methods of standing educational psychology introspection method, Observation method, Experimental Method, Case Study.
- 1.3 Use of Educational Psychology in learning & teaching.
- 1.4 Concept, Characteristics and problems of Adolescence stage.

Unit -2 : Learning Process

- 2.1 Meaning nature, characteristics of learning
- 2.2 Learning Theories : Thorndike, Pavlov Skinner, Gagne
- 2.3 Meaning of Types : Attention, Sensation, Perception, Motivation

- 2.4 Factors affecting Learning teaching process
- 2.5 Team teaching & Types of transfer of Learning

Unit-3 : Mental Process of Learning

- 3.1 Memory & Forgetting : Concept Factors of memory causes of forgetting
- 3.2 Thinking Process : Concept, importance & Types
- 3.3 Imagination: Meaning & Types
- 3.4 Concept Formation: Meaning, Types & Steps

Unit - 4 : Intelligence

- 4.1 Concept & Nature of Intelligence
- 4.2 Theories of Intelligence : Two factor theory, Thurstone (Multifactor Theory), Gilford's (S.I. Model), Gardner's Theory of Multiple in intelligence.
- 4.3 Concept of I. Q. Measurement tests of Intelligence
- 4.4 Emotional Intelligence : Concept nature & Needs

Practicum : Any one (25 Marks)

1. Case study of Adolescence
2. Eminent Psychologist and his contribution of Educational processes

References :

- 1) गोरोबा खुरपे, 'शैक्षणिक मूल्यमापन आणि कृती संशोधन', प्रवर्तन प्रकाशन, लातूर
- 2) जगताप ह.ना. शैक्षणिक व प्रायोगिक मानसशास्त्र
- 3) करकरे, शैक्षणिक मानसशास्त्र
- 4) अकोलकर ग.वि., शैक्षणिक मनोविज्ञान
- 5) बेळे, कुमठेकर व इतर, शिक्षणाचे मानसशास्त्रीय यथार्थदर्शन भाग — १
- 6) बेळे, कुमठेकर व इतर, शिक्षणाचे मानसशास्त्रीय यथार्थदर्शन भाग — २
- 7) कुलकर्णी, के.व्ही. (१९७७), शैक्षणिक मानसशास्त्र, श्री विद्या प्रकाशन, पुणे
- 8) खरात, आ.पा. (१९७४) प्रगत शैक्षणिक मानसशास्त्र, श्री विद्या प्रकाशन, पुणे
- 9) गोगटे श्री.ब. शैक्षणिक मानसशास्त्र, श्री विद्या प्रकाशन, पुणे
- 10) दांडेकर वा.ना. (१९८७) प्रायोगिक व शैक्षणिक मानसशास्त्र, मोघे प्रकाशन, कोल्हापूर

- 11) पारसनीस न.रा. (१९८७) प्रगत शैक्षणिक मानसशास्त्र, नूतन प्रकाशन, पुणे
- 12) *Shamshad Hussain* - **Human behaviour**, H.P. Bhargava Book House, Agra
- 13) *Tara Chand* - **Modern child Psychology**, Anmol Publications, New Delhi
- 14) *Tara Chand* - **Educational Psychology**, Anmol Publication, New Delhi
- 15) *Aparna Chattopadhyaya* - **What's your Emotional I. Q.**, PustakMahal Delhi
- 16) *S.P. Chaube* - **Educational Psychology and Educational Statistics**, Lakshmi Narain Agarwal, Agra
- 17) *Alice Rajkumari, Rita Suguna Sundari, Digumarti Bhaskara Rao* - **Educational Psychology**, Discovery Publishing house new Delhi
- 18) *W. N. Dandekar* - **Experimental Psychology**, Anmol Prakashan, Pune
- 19) *K.K. Bhatia and Trinath Purohit* - **Educational Psychology and Technique of Teaching**, Kalyani Publishing Ludhiana
- 20) *S.K. Mangal* - **Educational Psychology**, Tandon Publications, Ludiana
- 21) *D. Bhatia, D.K. Walia, J.C. Mangal and T.C. Datt.*, - **Educational Psychology** Doaba House, Delhi
- 22) *S.K. Mangal* - **Advanced Educational Psychology**, Prentice hall of India, New Delhi
- 23) *Devendra Joshi, Sadavarte Ujjawala, Lahorkar Balaji*, **The Great Psychologists**, Aditya Publication, Nanded
- 24) Mane M.S., Sociological and Psychological Education, Chandralok Prakashan, Kanpur
- 25) Mane M.S., Basics of Educational Research, Chandralok Prakashan, Kanpur

B.Ed. First Year : First Semester

Elective Course (EC)

**BEDOC 105 : ENVIRONMENT EDUCATION AND
DISASTER MANAGEMENT**

Credits : 4

Units : 4

Hours : 60

Marks : 75+25

Course Objectives :

1. To understand the importance of Environmental Education
2. To understand Environmental pollution & its control
3. To acquaint the knowledge about Health & Safety
4. To understand General concept of Disaster Management
5. To know Acts & legal aspects about Disaster Management
6. To understand Disaster Preparedness
7. To understand the role of education in Disaster Management
8. To understand Rescue from Disaster
9. To understand Relief for Disaster

Course Outcomes:

1. Student Teacher understands the importance of Environmental Education
2. Student Teacher becomes acquainted the Environmental Pollution and its Control
3. Student Teacher describes the Knowledge about Health and Safety
4. Student Teacher acquainted with general concept of Disaster Management
5. Student Teacher understands the acts and legal aspects about Disaster Management
6. Student Teacher identifies Disaster preparations
7. Student Teacher describes the role of education in disaster Management
8. Student Teacher well preparation Rescue from Disaster
9. Student Teacher understands the relief for Disaster

CONTENT : (75 Marks)

UNIT -1 : INTRODUCTION

- 1.1 Concept of Environment Education
- 1.2 Nature & Scope of Environment Education
- 1.3 Importance of Environment Education
- 1.4 Balance of Environment

UNIT -2 : ENVIRONMENTAL POLLUTION AND HEALTH SAFTY

- 2.1 Introduction of environmental Pollution
- 2.2 Types of Pollution – Radio active pollution. Solid waste Pollution, Air pollution, water pollution., Causes of Pollution
- 2.3 Advances in Pollution control Technology
- 2.4 Diseases through pollution, Management to control diseases, Environmental Health & Human Society.

UNIT -3 : DISASTER MANAGEMENT

- 3.1 Disaster concept & Types
- 3.2 Disaster Management cycle., Acts & legal aspects about Disaster
- 3.3 Natural; Disasters and their Management ; Earthquake , Volcano, cyclones , Flood and Draught ; their causes, effects and management
- 3.4 Awareness development for Disaster Management and Training at various levels of education : primary , secondary , and Higher Secondary

UNIT -4 : RESCUE FROM DISASTER & RELIEF FOR DISASTER

- 4.1 Forming & Deploying of Rescue Teams: Organizing Activities at Ground zero Security, Disposal of Dead & Records Casualty, Evacuation Records
- 4.2 Rescue from Disaster
 - a) Principles Governing Rescue
 - b) Rescue Process
- 4.3 Reliefs for Disaster
 - a) Preparatory Phase of Relief
 - b) Planning Immediate Reliefe
- 4.4 Role of National and Inerenational agencies in Disaster Management

Practicum : Any one (25 Marks)

1. Preparation and presentation of any one type of pollution
2. A critical study of acts and leagal apects about disaster

References :

- 1) भांडारकर के.एम. — पर्यावरण शिक्षण, नूतन प्रकाशन, पुणे
- 2) सारंग सूभाषचंद्र १९९९ पर्यावरण भूगोल — नागपूर विद्या प्रकाशन
- 3) जोशी देवेद्र सदावर्ते उज्वला २००८ पर्यावरण शिक्षण, आदित्य प्रकाशन, नांदेड
- 4) कुलकर्णी डी.आर. २००६ पर्यावरण शिक्षण, विद्या प्रकाशन, पुणे
- 5) Ashthana Vandanna, (1992). The Politics of Environment. New Delhi : Ashish Publishing, Houses, Punjabi Bagh
- 6) Datta Amol K., (2000). Introduction to Environmental Science & Engineering. New Delhi
- 7) Deshpande, Chudiwale, Joshi & Lad(2006): Environmental Studies: Pimpalpure & Co. Publishers, Nagpur
- 8) Dhaliwal, G.S., & Ralhan, P.K., (1995). Fundamentals Of Environmental Science. New Delhi : Kalyani Publishers, Daryaganj
- 9) Dayani, S. N., (1993). Management of Environmental Hazards. New Delhi : 110 014. Vikas Publishing House, Pvt. Ltd. 576, Masjid Road, Jangpurea

- 10) Bharti Kumar (2004) : Environmental Education: Dominant Publishers & Distributers
- 11) Iyer, Gopal (1996). Sustainable Development Ecological & Socio-cultural Dimension. New Delhi : Vikas Publishing House Ltd
- 12) James, George (1999). Ethical Perspectives on Environmental Issues in India. New Delhi- 100 002 : APH Publishing, Corporation, 5 Ansari Road, Darya Gunj
- 13) Karpagam, M. (1999). Environmental Economics. Sterling Publish Pvt. Ltd
- 14) Kumar, Arun (1999). Environmental Problems Protection & Control. (Vol.1 & 2). New Delhi : Anmol Publication Ltd. Daryaganj
- 15) Mehta ,Cheten Singh (1997). Environmental Protection & the Law. New Trivedy, R.K. (1996) . Handbook of Environmental Laws, Acts, Rules Guidances
- 16) NCERT, (2000). National Curriculum Framework 2000. New Delhi : NCERT Press
- 17) NCTE, (2005). Environmental Education Curriculum Frame working for Teachers & Teacher Education. New Delhi: NCERT Press

EPC 106 : ENHANCING PROFESSIONAL CAPACITIES (EPC: 04 Credits)

A. Reading and Reflecting on Text (02 Credits)

This will enable the students to read different text with in-depth understanding, critical analysis, broaden their views and develop their professional writing, presentation and interaction skills. Each student teacher has to choose at least two texts for this activity

Colleges may arrange this activity as following:

- i) Organization of orientation session
- ii) Demonstration/presentation/seminar by experts
- iii) Time slot of 2-3 weeks should be allotted to read text/s as per choice of the student teachers
- iv) Presentations (may be essay, oral presentation, debate , discussion, mind map, poster etc as per choice of student teachers) in groups
- v) Report will be submitted to college for evaluation

B. YOGA AND HEALTH EDUCATION (02 Credits)

Activities of Yoga and Health Education will be conducted by colleges as per modules

provided by NCTE

Yoga and Health Education will cover following course content and college has to organize practical activities as per NCTE Guidelines by workshop mode and daily practice. Student teacher has to maintain journal for the same and submit to college.

UNIT -1 : INTRODUCTION TO YOGA AND HEALTH PRACTICES

1.1 Yoga: Meaning and initiation

- 1.2 History of development of yoga
- 1.3 Ashtanga Yoga or raja yoga
- 1.4 The streams of yoga
- 1.5 The schools of yoga: Raja yoga and Hatha yoga
- 1.6 Yogic practices for healthy living
- 1.7 Some selected yogic practices

UNIT -2 : INTRODUCTION TO YOGIC TEXTS

- 2.1 Historicity of yoga as a discipline
- 2.2 Classification of yoga and yogic texts
- 2.3 Understanding Ashtanga yoga of Patanjali
- 2.4 Hatha yogic practices
- 2.5 Complementarily between Patanjali yoga and Hatha yoga
- 2.6 Meditational processes in Patanjali yoga sutra

UNIT -3 : YOGA AND HEALTH

- 3.1 Need of yoga for positive health
- 3.2 Role of mind in positive health as per ancient yogic literature
- 3.3 Concept of Health, healing and disease: yogic perspective
- 3.4 Potential cause of ill health
- 3.5 Yogic principles of healthy living
- 3.6 Integrated approach of yoga for management of health
- 3.7 Stress management through of yoga and yogic dietary consideration

PC 107 : PRACTICAL COURSES (PC) (5 Credits)

SKILL DEVELOPMENT

A. Micro Teaching (03 Credits)

Micro teaching program will be conducted by college as a basis of practice teaching and will include minimum any 05 skills form the following list. Theoretical information of remaining skills will be given by teachers.

1. Set Induction
2. Questioning
3. Stimulus Variation
4. Explanation
5. Black Board Writing
6. Use of audio-visual aids
7. Reinforcement
8. Demonstration
9. Narration
10. Illustration & Examples

The teachers will instruct the theory of skill and will present demonstration of the skill. A detail discussion on the theory and demonstration of Micro teaching skill is expected among the teachers and student-teachers before the student - teachers start teaching-reteaching cycle of micro teaching.

B. Integrated Lessons: (01 Credits)

Minimum three micro teaching skills to be integrated excluding Set Induction for each integrated lesson.

Student- teacher has to practice minimum one lesson for each school subject teaching methodology. Integrated lesson will be conducted in the college on peer group.

C. Teaching Aid Preparation (01 Credit)

College has to organize teaching aid preparation workshop and each student teacher has to prepare on teaching and aid and submit to college for evaluation.

PROGRAM STRUCTURE: SECOND SEMESTER

Course Code	Title of Course	Credits	Hours	Marks
CORE COURSES (CC) : PERSPECTIVES IN EDUCATION				
BEDCC 201	Gender, School and Society	4	4	100
ELECTIVE COURSES (EC) : (ANY ONE)				
BEDEC 202	Understanding Disciplines and Subjects	4	60	100
BEDEC 203	Inclusive Education	4	60	100
BBEDPSS 204 PPDAGOGY OF SCHOOL SUBJECTS (PSS)				
A	Pedagogy School Subject-1,2,3,4,5	2	30	50
B	Pedagogy School Subject-6,7,8,9	2	30	50
BEDEPC205 ENHANCING PROFESSIONAL CAPACITIES (EPC)				
A	Drama & Art in Education	2	30	50
B	Use of ICT in Education	2	30	50
BEDPC 206 PRACTICAL COURSES(PC) : SKILL DEVELOPMENT				
PRACTICE TEACHING				
A	Academic Planning (Year,Unit & Lesson Plan and unit test with blue print of std. 6 to 12)	1	15	25
B	Practice Lessons (08 lessons for each method)	3	45	75
C	Lesson Observation (10 for each method)	1	15	25
D	Internship (4weeks)1credit/week	4	60	100
	TOTAL	25	375	625

BEDPSS 203 PADAGOGY OF SCHOOL SUBJECTS (PSS) PART 1

Student Teacher select any two from the following Pedagogy of School Subjects

- A. Pedagogy School Subject :** PSS204 - 1 – Marathi Method
PSS204 - 2 – Hindi Method
PSS204 - 3 – English Method
PSS204 - 4 – Urdu Method
PSS204 - 5 - Science Method

- B. Pedagogy School Subject :** PSS204 - 6 – Mathematics Method
PSS204 – 7 – History Method
PSS204 - 8 – Geography Method
PSS204 - 9 - Commerce Method

B.Ed. First Year : Second Semester
Elective Course (CC)
BEDCC 201 : Gender, School and Society

Credits : 4 Units : 4 Hours : 60 Marks : 75+25

Course Objectives :

1. To develop gender sensitivity among the student teachers.
2. To develop clarity among the concept of Gender and sexuality
3. To make students understand about the gender issues faced in school
4. To make students aware about the role of education in relation to gender issues
5. To understand the gender issues faced in society and educational implications

Course outcomes :

1. Student teacher gets acquainted with the critical analysis of gender
2. Student teacher describes the manner in which race, class, gender and sexuality intersect
3. Student teacher becomes aware of Women's and People's experience in culture context both
4. Student teacher understands the role of gender and sexuality in social justice movement around the world
5. Student teacher describes how theories reflect the historical and cultural context in which they emerge

CONTENT: (75 Marks)

UNIT-1 : Introduction to Gender, Gender roles and Development

- 1.1 Definition of Gender, difference between Gender and Sex
- 1.2 The Concept of Gender, sexuality and Development
- 1.3 Social Construction of Gender, Gender Roles , Types of Gender Roles
- 1.4 Exploring Attitudes towards Gender

UNIT-2 : Gender, Education and School

- 2.1 Gender bias in school enrollments, dropouts, household responsibilities, societal attitudes towards Girl's education, value accorded to women's education
- 2.2 Issues related to Gender in School : Sexual Abuse, Sexual Harassment, and Perception of safety at school, home and beyond.

- 2.3 Role of schools, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity
- 2.4 Teaching Strategies to develop gender sensitivity

UNIT-3 : Gender Society

- 3.1 History and current scenario of Indian Women
- 3.2 Concept of Patriarchy and Matriarchy and issues related to Indian Women
- 3.3 Gender roles in society through variety of institutions such as family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc), law and state
- 3.4 Issue related to women/girl child: female infanticide and feticide, sex ratio, sexual harassment of women at work place, honour killing, dowry, child marriage, property rights, divorce, widowhood, Identification of sexual abuse/violence and its verbalization, combating the societal outlook of objectification of the female body

UNIT-4 : Gender and Law

- 4.1 Introduction to laws related to women (Rape, Dowry, Remarriage, Divorce, Property inheritance, Trafficking).
- 4.2 Women's reservation bill – history and current status
- 4.3 The Indian constitution and provisions according to women
- 4.4 Human rights and women's rights [Legal aspects related to women, Declining sex ratio, PNDT (Pre Natal Diagnostic Techniques) act, female feticide, violence against women, domestic violence act, sexual harassment at work place, indecent representation of women (prohibition act), Cybercrime]

Practicum : Any one (25 Marks)

- 1) Role of schools, peers, teachers, curriculum and textbooks in challenging gender inequalities.
- 2) Study of laws related to women.

References :

- 1) Agrawal, N. (2002). *Women and law in India*. New Delhi: New Century Pub.
- 2) Agnes, F., Chandra, S., & Basu, M. (2004). *Women and law in India*. New Delhi: Oxford University Press
- 3) Goonesekere, S. (Ed). (2004). *Violence, law and women's rights in South Asia*. New Delhi: Sage Jaising, I (Ed.). (2005). *Men's laws women's lives: A constitutional perspective on religion, common law and culture and South Asia*. New Delhi: Women Unlimited
- 4) Kapur, R. (1992). *From theory to practice: Reflections on legal literacy work with women in India*.
- 5) In M. Schuler, & S. R. Kadrigamar (Eds.), *Legal Literacy: A tool for*

women's empowerment (pp. 93-115). New York: UNIFEM.

- 6) Maswood, S. (2004). *Laws relating to women*. New Delhi: Orient Law House.
- 7) Schuler, M., & Kadirgamar, S. R. (1992). Legal literacy as a tool for women's empowerment. In M.
- 8) Schuler, & S. R. Kadirgamar (Eds.), *Legal literacy: A tool for women's empowerment* (pp. 21-70). New York: UNIFEM
- 9) Sen, S. (2013). *Women rights and empowerment*. New Delhi: Astha Publishers.
- 10) Siddiqi, F.E. & Ranganathan, S. (2001). *Handbook on women and human rights*. New Delhi: Kanishka Publishers
- 11) Stone, L., & James, C. (2011). Dowry, bride-burning, and female power in India. In C. B. Brettell, & C. F. Sargent (Eds.), *Gender in cross-cultural perspective* (5 ed., pp. 308-317). New Delhi: PHILearning Private Limited
- 12) Mane M.S., *Education for Women Development*, Chandralok Prakashan, Kanpur
- 13) Mane M.S., *Sociological and Psychological Education*, Chandralok Prakashan, Kanpur.

B.Ed. First Year : Second Semester
Core Course (EC)
BEDOC 202 : Understanding Disciplines and Subjects

Credits : 4	Units : 4	Hours : 60	Marks : 75+25
-------------	-----------	------------	---------------

Course Objectives :

- 1) To enable student-teachers to reflect on the nature and role of disciplinary knowledge in the school curriculum.
- 2) To understand the paradigm shifts in the nature of disciplines.
- 3) To understand the history and doctrine of the teaching of subject areas in schools.
- 4) To understand the notion of the ‘disciplinary doctrine’
- 5) To develop among the teacher trainees an understanding of science as a discipline.
- 6) To understand nature of Mathematics as a discipline.
- 7) To develop among the teacher trainees an understanding of language as a discipline.
- 8) To develop among the teacher trainees an understanding of social science as a discipline.

Course Outcomes:

1. Student teacher gets acquainted the nature and role of disciplinary knowledge in the school curriculum
2. Student teacher understands the paradigm shift in the nature of disciplines
3. Student teacher describes the nature of science and mathematics his behaviour in Disciplines
4. Student teacher gets acquainted the behaviour in disciplines
5. Student teacher understands the notion of the disciplinary doctrine
6. Student teacher becomes familiar with language as discipline
7. Student teacher understands the history & doctrine of the teaching of subject areas in school
8. Student teacher describes an understanding of social sciences as a disciplines

CONTENT : (75 Marks)

UNIT-1 : Discipline and Subject

- 1.1 Nature, Concept and Characteristics of a Discipline, Education as Interdisciplinary Field of Study
- 1.2 Emergence of Various Disciplines from Education
- 1.3 Convergence of Various Disciplines into Education
- 1.4 Interrelation and Interdependence amongst Various School Subjects

UNIT-2 : Science and Mathematics as a Subject and Discipline

- 2.1 Science & Mathematics as Interdisciplinary Field of Study
- 2.2 Place of science & Mathematics in School Curriculum
- 2.3 Science & Mathematics in Day-to-day life
- 2.4 Relationship of science & Mathematics with Other Subjects

UNIT-3 : Language and Social Science as a Subject and Discipline

- 3.1 Language as Interdisciplinary Field of Study
- 3.2 Centrality of language in education
- 3.3 Language in the school curriculum; aims issues and debates
- 3.4 Language as a Medium of Communication

UNIT-4 : Social Science as a subject of discipline.

- 4.1 Social Science as Interdisciplinary Field of Study
- 4.3 Social Science as an Area of Study
- 4.4 Need of Studying Social Science through Interdisciplinary Perspectives
- 4.5 Place and Relevance of Social Science in School Curriculum

Practicum : Any one (25 Marks)

- 1) Write the report on debates arranging on languages in the school curriculum.
- 2) Study relationship of Science & Mathematics with other subjects and use of Science & Mathematics in Day-to-day life.

References :

1. Binning A.C. & Binning A.H.: Teaching Social Studies in Secondary Schools, New Yorks, McGraw Hill & Co.
2. Position papers published by NCERT (2006) in respective subjects
3. Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publishing comp
4. Sidhu, K. B. (1974). *The Teaching of Mathematics*. New Delhi: Sterling Pub. (p). Ltd.
5. Silver, Harold, (1983) 'Education as history' British library, Methuen London LA 631.7 S4 E2.
6. जी.टी. खुरपे, बी.आर. सोनटक्के, 'गणिताचे अध्यापन', विद्यावती प्रकाशन, लातूर

B.Ed. First Year : Second Semester
Elective Course (EC)

BEDOC 203 : INCLUSIVE EDUCATION

Credits : 4

Units : 4

Hours : 60

Marks : 75+25

Course Objectives :

- 1) To understand the concept, need and importance of inclusive education
- 2) To understand the educational approaches and strategies for enrichment of inclusive education
- 3) To analyse the curriculum adaptation and evaluation for children with diverse need
- 4) To understand the teacher preparation for inclusive education concept and meaning of diverse needs
- 5) To understand the educational approaches and measures for meeting the diverse needs and remedial education, special education, integrated education
- 6) To know the effectiveness of inclusive strategies: Enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism

Course Outcomes:

1. Student teacher understands the concept, need and importance of inclusive education
2. Student teacher gets acquainted the educational approaches and strategies for enrichment of inclusive education
3. Student teacher analyzes the curriculum adaptation and evaluation for children with diverse need
4. Student teacher understands the teacher preparation for inclusive education concept and meaning of diverse needs
5. Student teacher identifies the educational approaches and measures for meeting the diverse needs and remedial education, special education, integrated education
6. Student teacher describes the effectiveness of inclusive strategies : Enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism

CONTENT : (75 Marks)

Unit -1 : Introduction to Inclusive Education

- 1.1 Concept and need and importance of inclusive education
- 1.2 Historical perspectives on education of children with diverse needs
- 1.3 Difference between special education, integrated education and

inclusive education

1.4 Policies and legislation for inclusive Education and Rehabilitation

Unit-2 : Learning Disability

2.1 Concept and nature of learning disability, Types of learning disability:
Dyscalculia: Concept, nature, characteristics

2.2 Mentally Retarded Children: Concept, characteristics, types, and their education

2.3 Visually Impaired: Concept, types, their education and role of teacher

2.4 Hearing Impaired: Concept, classification, their education and role of teacher.

Unit-3 : Inclusive instructional strategies at school level and Teachers role

3.1 Remedial Teaching and team teaching, buddy systems, circle of friends,
blended Learning

3.2 Qualities of Inclusive Teacher

3.3 Role of educators for facilitating Inclusive Education

3.4 Training programmes for Inclusive Teacher

Unit –IV : Inclusive School

4.1 Characteristics of Inclusive school and Infrastructural facilities for an
Inclusive School

4.2 An ideal Inclusive School

4.3 Role of Inclusive schools in modern times. And challenges for Inclusive schools

4.4 Inclusive classroom Management

4.5 Key element in building an inclusive school, Need of creating an Inclusive
School Culture

Practicum : Any One (25 Marks)

1 Visit to the special Education school and write a report

2 Study of Hearing Impaired students and submit the report

References :

- 1) Advani, L & Chadha, A. (2003) : You and your special Child, New Delhi: UBS Publishers and Distributors
- 2) Berdine, W.H., Blackhurst, A.E. (eds.) (1980) : An Introduction to Special Education, Little, Brown and Company, Boston
- 3) Encyclopaedia of Special Education (1987) : Vol.1,2,3 ed's Reynolds and Lester Mann, New York : John Wiley and Sons
- 4) Frank, M.H. & Steven, R.F. (1984) : Education of Exceptional Learners, Allyn & Bacon, Inc., Massachusetts
- 5) Hallahan, D.P. & Kauffman, J.M. (1991) : Exceptional Children— Introduction to Special Education, Allyn & Bacon, Massachusetts

- 6) Hans, I.J. (2000) : Children in Need of Special Care, Human Horizons Series, Souvenir Press (E & A Ltd.). • Gulhane G.L & Dhande Kiran (2012). Learning Disability, Amravati: Nabhprakashan
- 7) Kirk, S.A. & Gallagher, J.J. (1989) : Education of Exceptional Children, Houghton Mifflin Co., Boston
- 8) Ysseldyke, J.E. and Algozzine, B. (1998) : Special Education, New Delhi, Kanishka Publishers, Distributor
- 9) Loreman, Deppeler and Harvey- Inclusive Education, Allwenand Unwin Australia
- 10) Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge Falmer, 2004
- 11) Mike Adams and sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006
- 12) Mane M. S., Right to Education, Chandralok Prakashan, Kanpur

B.Ed. First Year : Second Semester

BEDPSS 203 PADAGOGY OF SCHOOL SUBJECTS (PSS) PART 1

Student Teacher select any two from the following Pedagogy of School Subjects

A. Pedagogy School Subject : PSS204 - 1 – Marathi Method
PSS204 - 2 – Hindi Method
PSS204 - 3 – English Method
PSS204 - 4 – Urdu Method
PSS204 - 5 - Science Method

B. Pedagogy School Subject : PSS204 - 6 – Mathematics Method
PSS204 – 7 – History Method
PSS204 - 8 – Geography Method
PSS204 - 9 - Commerce Method

B.Ed. First Year : Second Semester
Pedagogy of a school subject (PSS) Part 1
BEDPSS 203-1 : Method - Marathi

Credits : 2

Units : 4

Hours : 30

Marks : 50

उद्दिष्टे:

- १) प्रथम मराठी भाषेचे स्थान, महत्व व व्याप्ती सांगून मराठी विषयाचा इतर विषयाशी असणारा समन्वय दाखविणे.
- २) प्रथम भाषा मराठीची ध्येये, उद्दिष्टे व मूल्ये तसेच दहा गाभा घटक यांची ओळख करून देणे.
- ३) मराठी भाषेच्या अध्यापनात नियोजनाची आवश्यकता, महत्व व गरज यांची माहिती देणे.
- ४) मराठी अध्यापनाची वार्षिक नियोजन, घटक नियोजन आणि पाठ नियोजन तयार करणे.
- ५) प्रथम मराठी भाषा अध्यापनासाठी विविध अध्यापन पध्दती, प्रयुक्त्या व तंत्रे सांगणे.
- ६) अध्यापनाची सुत्रे व अध्यापनाची साधने यांचा वापर करायला लावणे.
- ७) मराठी भाषेच्या शिक्षकांची अर्हता, क्षमता आणि शिक्षकांची गुण वैशिष्ट्ये समजावून देणे.
- ८) सेवापूर्व व सेवांतर्गत प्रशिक्षणातून आपला व्यावसायिक विकास करायला लावणे.

अध्ययन निष्पत्ती:

- CO 1. विद्यार्थी शिक्षक प्रथम मराठी भाषेचे स्थान, महत्व व व्याप्ती जाणून प्रथम भाषा मराठीचा इतर विषयांशी असणारा समन्वय सांगतो.
- CO2. विद्यार्थी शिक्षक प्रथम भाषा मराठीचे ध्येये, उद्दिष्टे व मूल्ये सांगून दहा गाभा घटक जाणतो.
- CO3. विद्यार्थी शिक्षक मराठी अध्यापनात नियोजनाची आवश्यकता, महत्व व गरज समजून घेतो.
- CO4. विद्यार्थी शिक्षक मराठी अध्यापनाचे वार्षिक नियोजन, घटक नियोजन आणि पाठ नियोजन करतो.
- CO5. विद्यार्थी शिक्षक प्रथम मराठी भाषा अध्यापनासाठी पध्दती, प्रयुक्त्या व तंत्रे अवगत करतो.
- CO6. विद्यार्थी शिक्षक अध्यापनाची सुत्रे व अध्यापनाची साधने यांचा वापर सराव अध्यापनात करतो.
- CO7. विद्यार्थी शिक्षक मराठी भाषेच्या शिक्षकांची अर्हता, क्षमता आणि शिक्षकाचे गुण वैशिष्ट्ये अंगीकारतो.
- CO8. विद्यार्थी शिक्षक सेवापूर्व प्रशिक्षणातून आपला व्यवसायिक विकास साधण्याचा प्रयत्न करतो.

CONTENT :

घटक.१: प्रथम भाषा मराठीचे स्थान, महत्व व व्याप्ती.

- १.१ प्रथम भाषा अर्थ, स्वरूप, व्याप्ती व कार्य.
- १.२ प्रथम भाषा मराठीचे स्थान, कार्य.
- १.३ प्रथम भाषा मराठीचा इतर विषयांशी असणारा समन्वय.
- १.४ प्रथम भाषा मराठीची ध्येये, उद्दिष्टे व मूल्ये.
 १. सर्वसामान्य ध्येये, उद्दिष्टे व मूल्ये.
 २. सर्वसामान्य मूल्ये.

३. दहा गाभा घटक

घटक २: अध्यापनाचे नियोजन

- २.१ मराठी अध्यापन, नियोजनाची आवश्यकता, महत्व, गरज
- २.२ मराठी अध्यापनाचे वार्षिक नियोजन.वार्षिक नियोजनाचा नमूना.
- २.३ मराठी अध्यापनाचे पाठ नियोजन — पाठनियोजनाचा नमूना.
- २.४ मराठी अध्यापनाचे घटक नियोजन — घटक नियोजनाचा नमूना.

घटक ३ : प्रथम भाषा मराठी : अध्ययन पध्दती, प्रयुक्त्या व तंत्रे.

- ३.१ अध्यापनाची संकल्पना व पध्दती व्याख्यान पध्दती, चर्चा पध्दती, उदगामी अवगामी पध्दती नाटयीकरण पध्दती, कथन पध्दती.
- ३.२ अध्यापनाची सूत्रे
- ३.३ अध्यापनाची तंत्रे.
- ३.४ अध्यापनाची साधने

घटक ४: मराठी भाषेचा शिक्षक

- ४.१ मराठी भाषेच्या शिक्षकाची अर्हता, क्षमता.
- ४.२ मात्रभाषेच्या शिक्षकाचे गुण.
- ४.३ सहका—याकडून सेवांतर्गत व सेवापूर्व प्रशिक्षण योजना
- ४.४ मराठी विषय शिक्षक संघटना, स्वरूप व त्याच्या व्यावसायिक विकासातील भूमिका

संदर्भ ग्रंथ :

- 1) करंदीकर सुरेश, मराठी अध्यापन पध्दती, फडके प्रकाशन, कोल्हापूर (१९९६)
- 2) कुंडले म.बा. मराठीचे अध्यापन, श्री विद्या प्रकाशन, पुणे — ३०
- 3) पाटील लीला, मराठीचे अध्यापन व मूल्यमापन, व्हिनस प्रकाशन, पुणे
- 4) डांगे चंद्रकुमार, मात्रभाषेचे अध्यापन चित्रशाळा पुणे
- 5) जोशी अनंत, आशययुक्त अध्यापन
- 6) अकोलकर ग.वि., पाटनकर ना.वि., मराठीचे अध्यापन, व्हिनस प्रकाशन, पुणे

B.Ed. First Year : Second Semester
Pedagogy of a school subject (PSS) Part 1
BEDPSS 203-2 : Method - Hindi

Credits : 2

Units : 4

Hours : 30

Marks : 50

उद्देश :

१. हिंदी भाषा—अध्ययन—अध्यापन का महत्व बताना।
२. हिंदी भाषा—विशेषताओं प्रत्यक्ष उपयोग करना।
३. प्रत्यक्ष अध्यापन प्रभावशाली सफलता पूर्वक अध्यापन पध्दती से करने लगाना।
४. हिंदी भाषा से प्रभावपूर्ण भाषा में संवाद करने लगाना।
५. हिंदी भाषा नियोजन तथा पाठनियोजन करना।
६. हिंदी भाषा अध्यापन की प्रणालियाँ तथा अध्यापन के सूत्र परिचित करना।
७. हिंदी अध्यापक के गुण—रोषों को समझाना।
८. हिंदी अध्यापक के विकसित उपक्रमोंको जानकारी देना।

अध्ययन निष्पत्ती:

- 1) छात्राध्यापक हिंदी भाषा—अध्ययन—अध्यापन का महत्व बताने है।
- 2) छात्राध्यापक हिंदी भाषा—विशेषताओं प्रत्यक्ष उपयोग करते है।
- 3) प्रत्यक्ष अध्यापन प्रभावशाली सफलता पूर्वक अध्यापन पध्दती से करने लगे।
- 4) छात्राध्यापक हिंदी भाषा से प्रभावपूर्ण भाषा में संवाद करने लगे।
- 5) छात्राध्यापक हिंदी भाषा नियोजन तथा पाठनियोजन करते है।
- 6) छात्राध्यापक हिंदी भाषा अध्यापन की प्रणालियाँ तथा अध्यापन के सूत्र समझ लेते है।
- 7) छात्राध्यापक हिंदी अध्यापक के गुण—रोषों को समझाते है।
- 8) छात्राध्यापक हिंदी अध्यापक के विकसित उपक्रमोंको जानते है।

CONTENT : (50 Marks)

घटक— १ : हिंदी भाषा का स्थान एवं महत्व

- १.१ हिंदी भाषा का अर्थ—स्वरूप—व्याप्ती तथा कार्य
- १.२ हिंदी ही राष्ट्रभाषा क्यों राष्ट्रभाषा के रूप में हिंदी का स्थान, त्रिभाषा सुत्र
- १.३ हिंदी भाषा का अन्य विषयों के साथ समन्वय
- १.४ हिंदी भाषा के उद्देश—व्यापक तथा सामान्य उद्देश

घटक— २ : हिंदी भाषा नियोजन

- २.१ हिंदी भाषा अध्यापन नियोजन का महत्व तथा आवश्यकता
- २.२ हिंदी भाषा का वार्षिक नियोजन तथा वार्षिक नियोजन नमूना (आराखडा) महत्व
- २.३ हिंदी भाषा का घटक नियोजन तथा आराखडा
- २.४ हिंदी अध्यापन का पाठ नियोजन तथा आराखडा

घटक— ३ : अध्यापन प्रणालियाँ

- ३.१ अध्यापन की प्रणालियाँ, अध्यापन के सूत्र तथा तंत्र
- ३.२ व्याकरण अनुवाद, प्रणाली, गठन विधी, उदामी तथा अवगामी प्रणाली, समन्वयात्मक प्रणाली
- ३.३ शिक्षा साधन तथा उसके प्रकार

३.४रचना—शिक्षा—महत्व—प्रकार—मौखिक, लिखित, निबंधक, पत्रलेखन, रुपरेषा, ढाँचे के आधारपर कहानी लेखन

घटक— ४ : हिंदी भाषा अध्यापक

४.१ हिंदी भाषा अध्यापक की पात्रता, योग्यताएँ (श्रवण, भाषण, वाचन, लेखन, व्यावसायीक)

४.२ हिंदी भाषा अध्यापक के विशेष गुण

४.३ हिंदी भाषा अध्यापक की योग्यता बढ़ाने के लिए आवश्यक उपक्रम—कार्यशाला, परिसंवाद, चर्चासत्र, उद्बोधनसत्र

४.४ सेवांतर्गत व सेवापूर्व प्रशिक्षण योजना

संदर्भ ग्रंथ :

१. कुलकर्णी स.सा., हिंदी की अध्यापन पध्दती
२. चतुर्वेदी सिताराम, भाषा की शिक्षा
३. साठे ग.ला, हिंदी भाषा का अध्ययन
४. भाई योगेन्द्रजित, हिंदी भाषा शिक्षण
५. शेटकार गणेश, जोशी शोभना (२००५) पाठ नियोजन, मृण्मयी प्रकाशन, औरंगाबाद
६. जोशी शोभना, वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन मृण्मयी प्रकाशन, औरंगाबाद
७. जोशी शोभना, शिराढोणकर मेघना, (२००७) संगणक सहायित अनुदेशन व अध्ययन, मृण्मयी प्रकाशन, औरंगाबाद
८. डॉ. आनंद वास्कर— हिंदी अध्यापन पध्दती
९. डॉ. अरविंद दुनाखे — हिंदी अध्यापन पध्दती
- 10- डॉ. बोंबे बा.स. — हिंदी अध्यापन पध्दती

B.Ed. First Year : Second Semester
Pedagogy of a school subject (PSS) Part 1
BEDPSS 204-3 : Method - English

Credits : 2

Units : 4

Hours : 30

Marks : 50

Course Objectives :

1. To know meaning, nature, scope and importance of English
2. To analyze the objectives of English and three language formula
3. To understand various planning of English
4. To understand the tools and techniques in English teaching
5. To introduce the characteristics of English Teacher
6. To enable student teacher the different professional development program

Course Outcomes:

- 1) Student teacher understands the meaning, nature, scope and importance English
- 2) Student teacher analyses the objectives of English and three language formula
- 3) Student teacher applied the various methods in drill teaching
- 4) Student teacher describes the tools and techniques in English teaching
- 5) Student teacher knows the characteristics of English Teacher
- 6) Student teacher becomes acquainted the different professional development program

CONTENT : (50 Marks)

UNIT – 1 : Place, Importance, and scope of English in secondary and higher secondary school curriculum

- 1.1 Meaning, Nature and scope of English Language
- 1.2 Place and importance of English in Life
- 1.3 Co-relation of English with other subjects
- 1.4 Aims, and objectives of teaching English in secondary and higher secondary school curriculum
Three language formula
Ten core elements

UNIT - 2 : Planning of Teaching English

- 2.1 Meaning, Nature, Importance of Planning
- 2.2 Types of planning-meaning, frameworks, merits
- 2.3 Unit Planning meaning, frameworks, merits
- 2.4 Lesson planning, meaning, typer, framework merits

UNIT -3 : Teaching strategies of English subject

- 3.1 Concept of teaching English methods of teaching English the grammar translation method, the direct method
Dr. West's New method
The electric method
- 3.2 Maxims of teaching
- 3.3 Techniques of teaching English
 - Story telling
 - illustration
 - questioning

- language games

3.4 Tools of teaching English

UNIT - 4 : English Teacher

4.1 Eligibility and Competency of English Teacher

4.2 Characteristics of English Teacher

4.3 Inservice, Pre-service training programs

4.4 English Teacher Association - Nature its role in professional development

References:

- 1) Allen & Campbell: Teaching English as a second language, TMH Edition. New Delhi: Tata McGraw Hill Publishing Company.
- 2) Baruah, T.C.: The English Teacher's Handbook. New Delhi: Sterling Publishers Pvt. Ltd.
- 3) Bechhold, H. F. and Behling: The Science of Language and the Art of Teaching, Charles Scribners Sons, New York.
- 4) Billows, F. L.: The Techniques of Language Teaching, London Longman.
- 5) Bista, A.R.: Teaching of English. Agra: Vinod Pustak Mandir
- 6) Bright, J.A.: Teaching English as Second Language. London: Long Man Group.
- 7) Catarby, E. V.: Teaching English as a Foreign Language in School Curriculum India, New Delhi, NCERT.
- 8) Chaudhary, N.R.: Teaching English in Indian Schools. n:New Delhi: H.. Publishing Corporation.
- 9) Content Cum Methodology of English - Dr. C.H. Surywanshi
- 10) Content Cum Methodology of English - Patil and Vaze
- 11) Doughty, Peter: Language 'English' and the Curriculum. Schools Counselling Programme in Linguistic and English Teaching.
- 12) English Language Teaching in India - Kudchedkar S.
- 13) Jain, R.K.: Essentials of English Teaching. Agra: Vinod Pustak Mandir, Agra.
- 14) Kela, John: Teaching English. London: Methuen & Company.
- 15) Kohli, A.L.: Teaching English. New Delhi: Dhanpat Rai and Sons.
- 16) Language Testing - Labo Robert
- 17) Morris, I.: the Art of Teaching English as a Living Language. London: The English Book Society and McMillan Co. Ltd.
- 18) NCERT: Reading in Language and Language Teaching Book I, Publication div. NCERT, New Delhi.
- 19) Newton and Handley: A Guide to Teaching Poetry. London: University of London Press.
- 20) Pandey, K.P. Teaching of English in India, Varanasi: Vishwavidyalaya Prakashan, Varanasi.

B.Ed. First Year : Second Semester
Pedagogy of a school subject (PSS) Part 1
BEDPSS 204-4 : Method - Urdu

Credits : 2

Units : 4

Hours : 30

Marks :

50

Course Objectives :

- 1) To know meaning, nature, scope and importance of Urdu subject
- 2) To analyze the objectives of Urdu and three language formula
- 3) To understand various planning of Urdu Subject
- 4) To understand the tools and techniques in Urdu teaching
- 5) To introduce the characteristics of Urdu Teacher
- 6) To enable student teacher the different professional development program

Learning Outcomes :

- 1) Student teacher understands the meaning, nature, scope and importance Urdu
- 2) Student teacher analyses the objectives of Urdu and three language formula
- 3) Student teacher applied the various methods in drill teaching
- 4) Student teacher describes the tools and techniques in Urdu teaching
- 5) Student teacher knows the characteristics of Urdu Teacher
- 6) To enable student teacher the different professional development program

CONTENT : (50 Marks)

UNIT - 1 : Place, Importance and Scope of Urdu in Secondary School Curriculum.

- 1.1 Meaning, nature and scope of Urdu language.
- 1.2 Place of importance of Urdu in life.
- 1.3 Co-relation of Urdu with other subjects
- 1.4 Aims and objectives of teaching Urdu in secondary and higher secondary school curriculum, Three language Formula, Ten core elements

UNIT - 2 : Planning of Teaching Urdu

- 2.1 Meaning, Nature, Importance of Planning
- 2.2 Types of planning-meaning, frameworks, merits
- 2.3 Unit Planning meaning, frameworks, merits
- 2.4 Lesson planning, meaning, typer, framework merits.

UNIT- 3 : Teaching strategies of urdu subject.

- 3.1 concept of teaching urdu methods
- 3.2 magazines of teaching

- 3.3 Techniques of teaching Urdu Storytelling, illustration, questioning, language games
- 3.4 Tools of teaching Urdu

UNIT - 4 : Urdu Teacher

- 4.1 Eligibility and Competancy of Urdu Teacher
- 4.2 Characteristics' of Urdu Teacher
- 4.3 In-service and Pre-service training programs
- 4.4 Urdu Teacher Association - Nature it's role in professional development

References :

- 1) Abdul Gaffar madholi Urdu Sikhane Ka Jamia Tareqa.
- 2) Ahmand Hussain.Tadrees Urdu
- 3) Ahsam Siddiqui.Fune Taleem.
- 4) Dr. Jameel Urdu Adab Ki Tareekh
- 5) Dr.Mohd. Ikram Khan, Mashqui Tadvees Kyon Our Kaise-Maktabe Jamia Malia, Delhi.
- 6) Manohar Sahaje. Taleem Dene ka Fun
- 7) Moinuddin Tadrees-E-Urdu-, (For B.Ed).
- 8) Moinuddin, Hum Urdu Kaise Padhaen - Maktaba Jamia, Delhi.
- 9) Moulvi Saleem Urdu Kaise Padhaen -.Chaman Book Depot, Delhi.
- 10) Padhane Ka Maza-Muriel Wasi N.C.E.R.T., New Delhi.
- 11) Salamatullah. Ham Kaise Padhaen

B.Ed. First Year : Second Semester
Pedagogy of a school subject (PSS) Part 1
BEDPSS 204-5 : Method - Science

Credits : 2

Units : 4

Hours : 30

Marks : 50

Course Objectives :

- 1) To know meaning, nature and modern concept of Science
- 2) To analyze the objectives of Mathematics and value in Science
- 3) To understand various planning of Science
- 4) To understand the tools and techniques in Science teaching
- 5) To introduce the characteristics of Science Teacher
- 6) To enable student teacher the different professional development program

Learning Outcomes :

- 1) Student teacher understands the modern concept, nature and modern concept of Science
- 2) Student teacher analyses the objectives of Science and value in Science
- 3) Student teacher applied the various methods in drill teaching
- 4) Student teacher describes the tools and techniques in Science teaching
- 5) Student teacher knows the characteristics of Science Teacher
- 6) To enable student teacher the different professional development program

CONTENT : (50 Marks)

UNIT - 1 : Nature, Scope and place of science in school curriculum

- 1.1 Meaning, nature and modern concept of science
- 1.2 Place of science in school curriculum
- 1.3 Branches of science
- 1.4 co-relation of science with other school subjects
- 1.5 Objective based teaching.
- General objectives of science values in science, Ten core elements objectives and it's explanation related to class-teaching

UNIT -2 : Planning of teaching

- 2.1 Concept, Need, Importance of planning
- 2.2 Annual planning, meaning, frame work, merits
- 2.3 Unit planning, meaning, framework Merits
- 2.4 Lesson planning, meaning, types and framework, merits

UNIT - 3 : Teaching Strategies, Methods and Techniques

- 3.1 General methods - Lecture,
- 3.2 Special methods - Inductive, deductive method, Heuristic, experimental method project, demonstration
- 3.3 Techniques - Questioning, explanation, descriptions, illustration.
- 3.4 Teaching Tools

UNIT - 4 : Science Teacher

- 4.1 Eligibility, competency, commitment of performance areas of teacher .
Characteristics of science teacher
- 4.2 Professional Development of science Teacher, Science Teacher association
- 4.3 Nature, it's role in professional development.
- 4.4 Teacher Evaluation - Student, peer and authority

References :

१. जी.टी खुरपे, विज्ञानाचे अध्यापन, लातूर, जोतीचंद्र पब्लिकेशन
२. शास्त्र अध्यापन पध्दती : चा.प.कदम, बोंदाई
३. विज्ञानाचे अध्यापन : प्रभाकर हकीम
४. शास्त्र अध्यापन गो.प्र.सोहनी
५. शास्त्राचे अध्यापन:अनारसेदिचे, पाटणकर
6. Kohli V. K. - Teaching of Science
- 9) Siddique & Siddique - Teaching of science ; Today & Tomarrow
- 10) Sharma R. C. - Modern Science Teaching
- 11) Sharma & Sharma - Modern Science Teaching
- 12) Lackompton - Instructonal Techniques & Practice
- 13) Yadav M. S. - Teaching & Science
- 14) Patil V. N. Singh S. K. (2009) Teaching Of Zoology, KSK Publishers & Distributors , New Delhi.
- 15) Kohil V. K. - **Teaching of Science**
- 16) *Siddque and Siddique, Teaching of Science*, Today and Tomorrow
- 17) *Sharma R.C., Modern Science Teaching* Lecomption - Instructional Techniques and practice
- 18) Yadva M.S. - **Teaching of Science :**
- 19) *Patil V.N. Singh, S. K. (2009) Teaching of Zoology*, KSK publishers and Distribution, New Delhi.

B.Ed. First Year : Second Semester
Pedagogy of a school subject (PSS) Part 1
BEDPSS 204 -6 : Method - Mathematics

Credits : 2 Units : 4 Hours : 30 Marks : 50

Course Objectives :

- 7) To know meaning, nature and modern concept of Mathematics
- 8) To analyze the objectives of Mathematics and value in Mathematics
- 9) To understand various planning of Mathematics
- 10) To understand the tools and techniques in Mathematics teaching
- 11) To introduce the characteristics of Mathematics Teacher
- 12) To enable student teacher the different professional development program

Learning Outcomes :

- 1) Student teacher understands the modern concept, nature and modern concept of Mathematics
- 2) Student teacher analyses the objectives of Mathematics and value in Mathematics
- 3) Student teacher applied the various methods in drill teaching
- 4) Student teacher describes the tools and techniques in Mathematics teaching
- 5) Student teacher becomes acquainted with the structure of Mathematics and curriculum concept
- 6) Student teacher knows the characteristics of Mathematics Teacher

CONTENT : (50 Marks)

UNIT - 1 : Nature scope and place of Mathematics in school curriculum

- 1.1 Meaning, nature and modern concept of mathematics
- 1.2 Place of Mathematics
- 1.3 Branches of Mathematics
- 1.4 Co-relation of mathematics with other school subjects.
- 1.5 Objective based teaching
General objectives of mathematics,
Values in mathematics
Ten core elements,
Objectives and it's explanation related to class teaching

UNIT - 2 : Planning of teaching

- 2.1 Concept, Need and importance of planning
- 2.2 Annual planning meaning, characterstic structure and merits
- 2.3 Unit planning - meaning characterastics structure and merits
- 2.4 Lesson plan - meaning, characterastics, types and structure

UNIT - 3 : Teaching Strategies, methods and techniques

- 3.1 General methods - Lecture
- 3.2 Special methods - Inductive - deductive, Heuristic, Analytic and synthesis method
- 3.3 Techniques - questioning, explanation, discretion, illustration
- 2.4 Teaching Tools

UNIT - 4 : Mathematics teacher

- 4.1 Eligibility, Competency, commitment and performance areas of teacher
- 4.2 Characteristics of Mathematics teaching
- 4.3 Professional development of mathematics teacher and teacher association nature and its role in professional development
- 4.4 Teacher evaluation - student, peer group, authority

References :

- 1) जी.टी. खुरपे, बी.आर. सोनटक्के, 'गणिताचे अध्यापन' लातूर विद्यावती प्रकाशन
- 2) बापट आणि कुलकर्णी, गणित : अध्ययन आणि अध्यापन, विनस प्रकाशन, पुणे
- 3) देशमुख व.पा., १९७२, गणिताचे अध्यापन, मॉडर्न बुक डेपो, पुणे
- 4) जगताप ह.ना. १९९६, गणित अध्यापन पध्दती, नूतन प्रकाशन, पुणे
- 5) शेटकर गणेश, जोशी शोभना २००५, पाठनियोजन, मण्मयी प्रकाशन, औरंगाबाद
- 6) जोशी शोभना, २००६ वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन, मण्मयी प्रकाशन, औरंगाबाद
- 7) जोशी शोभना, शिराढोणकर मेघना, २००७, संगणक सहायित अनुदेशन व अध्ययन, मण्मयी प्रकाशन, औरंगाबाद
- 8) Unesco publication : New trends in mathematics teaching ICML report 1966.
- 8) *Siddu K.S. Teaching mathematics*, sterling publishers, New Delhi
- 9) *Agrawal S.I. (1977) : A course in teaching of modern mathematics*, Rai & Son, New, delhi
- 10) *Joshi Devendra, Inamdar Vivek, and Lahorkar Balaji (2008)*, Aditya publication, Nanded.

B.Ed. First Year : Second Semester
Pedagogy of a school subject (PSS) Part 1
BEDPSS 204-7 : Method - History

Credits : 2
50

Units : 4

Hours : 30

Marks :

Course Objectives :

- 1) To know meaning, nature and modern concept of History
- 2) To analyse the objectives of History and value in History
- 3) To understand various planning of History
- 4) To understand the tools and techniques in History teaching
- 5) To introduce the characteristics of History Teacher
- 6) To enable student teacher the different professional development program

Course Outcomes:

- 1) Student teacher understands the modern concept, nature and modern concept of History
- 2) Student teacher analyses the objectives of History and value in History
- 3) Student teacher applied the various methods in drill teaching
- 4) Student teacher describes the tools and techniques in History teaching
- 5) Student teacher becomes acquainted with the structure of History and curriculum concept
- 6) Student teacher knows the characteristics of History Teacher

CONTENT : (50 Marks)

UNIT - 1 : Nature, Scope and Place of History in School Curriculum

- 1.1 Meaning, nature and modern concept of History.
- 1.2 Place of History in school curriculum, Types of History.
- 1.3 Co-relation of History with other school subject.
- 1.4 Objective based Teaching.
General objectives of History, values of History Ten core elements, objectives and its explanation related to class teaching.

UNIT -2 : Planning of teaching

- 2.1 Concept, Need, Importance of planning
- 2.2 Annual planning, meaning, frame work merits.
- 2.3 Unit Planning, Meaning, structure, Merit, Types of Lesson.
- 2.4 Lesson Planning - Meaning, Merits and structure.

UNIT - 3 : Teaching strategies, Methods and Techniques.

- 3.1 General Methods - Lecture, Narration, Discussion, Group Teaching.
- 3.2 Special Methods - Source, project, Dramatization story telling, Maxims of teaching.
- 3.3 Techniques - questioning, explanation, description, Illustration

3.4 Tools of teaching.

UNIT – 4 : History teacher

- 4.1 Eligibility and competency of History Teacher.
- 4.2 Characteristics of History Teacher.
- 4.3 In-service and pre-service training programme.
- 4.4 History teacher association, Nature, It's Role in professional development.

References :

- 1) दत्तोपंत आपटे स्मारक मंडळ १९४७, इतिहास शास्त्र व तत्वज्ञान, चित्रशाळा प्रेस, पुणे
- 2) चितले शं.दा. आणि मांडके म.वि. १९७१, इतिहास कसा शिकवावा विद्यार्थी ग्रह प्रकाशन, पुणे
- 3) तिवारी सी.म. इतिहास अध्यापन पध्दती
- 4) घाटे वि.द., इतिहास शास्त्र आणि कला
- 5) पत्की श्री. गा. इतिहासाचे अध्यापन, व्हिनस प्रकाशन पुणे
- 6) पारसनीस न.रा. धारकर य.ज., इतिहासाचे अध्यापन, व्हिनस प्रकाशन, पुणे
- 7) जोशी अनंत संपा १९९९, आशययुक्त पध्दती, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक
- 8) *R.P. Singh*, (2006). **Teaching of History**, surya publication.
- 9) *N.R. Saxena, B.K. Mishra, R.K. Mohanis* (2006) **Teaching of social science**, surya publication.
- 10) *V.D. Ghate* (2006) **The teaching of History**
- 11) *S.K. Kochhar* (2006) **Teaching of History**
- 12) *B.C. Rai* (2006) **Teaching of History**.

B.Ed. First Year : Second Semester
Pedagogy of a school subject (PSS) Part 1
BEDPSS 204-8 : Method – Geography

Credits: 2

Units : 4

Hours : 30

Marks :

50

Course Objectives :

1. To know meaning , nature and scope of Geography
2. To understand various planning of Geography
3. To understand place and structure of Geography at secondary school level
4. To study the various methods and techniques of Geography teaching
5. To develop adequate skills and qualities in teaching Geography
6. To introduce the characteristics of Geography Teacher
7. To enable student teacher the different professional development programme

Course Outcomes:

1. Student teacher understands the modern concept, nature and scope of Geography
2. Student teacher understands various planning of Geography
3. Student teacher describes the place and structure of Geography at secondary school level
4. Student teacher studied the various methods and techniques of Geography teaching
5. Student teacher adequated skills and qualities in teaching Geography
6. Student teacher knows the characteristics of Geography Teacher
7. Student teacher understands the different professional development programmes

CONTENT : (50 Marks)

UNIT -1 : Nature, Scope and Place of Geography in School Curriculum

- 1.1 Meaning, Nature and scope of Geography Modern concept of Geography.
- 1.2 Place of Geography in school curriculum.
- 1.3 Co-relation of geography with other school subject.
- 1.4 Objective based teaching General objectives of Geography, values of geography subject. Ten core elements, objectives and its explanations related to class teaching

UNIT – 2 : Planning of Teaching

- 2.1 Concept, Need, Importance of planning
- 2.2 Annual planning meaning, framework, merits. unit planning meaning, structure, merit, types of lesson.
- 2.3 Lesson Planning meaning, merits and structure.

UNIT -3 : Teaching strategies, Methods and techniques.

- 3.1 General Methods - Lecture, Discussion group teaching.
- 3.2 Special methods - Journey, Regional, Project, observation, excursion, comparative, object, question answer, maxims of teaching.

- 3.3 Techniques –
- 3.4 Tools of Teaching.

UNIT-4 : Geography Teacher

- 4.1 Eligibility and competency of Geography teacher.
- 4.2 Characteristics of geography teacher
- 4.3 In-service and pre-service training programme
- 4.4 Geography teacher association, nature, its role in professional development.

References :

- 1) बापट बि.जी. १९६९, भूगोल अध्ययन आणि अध्यापन पुणे: विहिनस प्रकाशन
- 2) पाटणकर ना.वि. १९५४ भूगोलाचे अध्यापन पुणे : मॉडर्न बुक डेपो
- 3) पोंक्षे व.बा. भूगोल अध्यापन पध्दती, पुणे : नूतन प्रकाशन
- 4) सांगले शैलजा, द्रष्टीक्षेपात स्पेशल मेथड भूगोल पूणे : नूतन प्रकाशन
- 5) मिश्रा आत्मानंद – भूगोल शिक्षण पध्दती
- 6) Shaida B.D., Sharma J.C. - Teaching of Geography, Dhanpat Rai & Sons, Delhi.
- 7) Mukherji S.P. - Geography and Education, Jiwan Jyoti prakashan, Darjeeling.
- 8) Varma O.P. & Vedanayagan E.G.-Geography Teaching, sterling publishers, Jalandar
- 9) Arora K.I. - Teaching of Geography, Prakash Brothers, Ludhiana
- 10) Barnard - Principles and practice for Geography Teaching, University tutorials Press, London
- 11) Pary H.K.-Becoming Better Teacher-Micro Teaching Approach, Sahitya Mudranalaya, Ahmadabad
- 12) Britain, Department of Education and Science, (1972), New Thinking in School Geography, Her Majesty's stationery office, London

- 13) Britain ministry of Education, (1960), Geography and Education, Her Majesty's stationery office, London
- 14) Faizgrive (U.L.P.): Geography in School
- 15) Gopail G.R. (1973), The Teacher of Geography, MacMillon Education Ltd., London
- 16) Hall, David, (1976), Geography and the teacher, George Allen and Unwin Ltd., London
- 17) Macnee, E.A., (1951), The teaching of Geography, Geoggiey Cambridge, Bombay
- 18) Morrin, John W., (1968), Methods of Geographic Instruction, Blaisdell Publishing co., Massachusetts.
- 19) UNESCO, (1965), Source Book for Geography Teaching, Longmans, Green and Co., London.
- 20) Varma, O.P.(1975), Geography Teaching, Sterling publishers, New Delhi.

B.Ed. First Year : Second Semester
Pedagogy of a school subject (PSS) Part 1
BEDPSS 204-9 : Method - Commerce

Credits : 2	Units : 4	Hours : 30	Marks : 50
-------------	-----------	------------	------------

Course Objective :

- 1) To enable the student teachers to understand the place and importance of commerce
- 2) To understand various planning's of commerce subject
- 3) To aware of various methods, techniques and maxims of teaching
- 4) Introduce the characteristics of commerce teacher
- 5) To enable to understand student teacher the different professional development programs

Course Outcomes:

1. Student teacher gets acquainted with the place & importance of commerce subject
2. Student teacher understands the various planning's of commerce subject
3. Student teacher describes the various methods, techniques and maxims of teaching
4. Student teacher identifies the characteristics of commerce teacher
5. Student teacher understands the different professional development programs

CONTENT : (50 Marks)

UNIT - 1 : Place importance and scope of commerce

- 1.1 Meaning nature and scope of commerce
- 1.2 Place and importance of commerce in life
- 1.3 Co-relation of commerce with other subject
- 1.4 Aims and objectives of teaching commerce in higher secondary school

UNIT -2 : Planning of teaching

- 2.1 Concept, Need, Importance of planning
- 2.1 Annual planning, meaning, frame work, merits
- 2.3 Unit planning, meaning, framework Merits
- 2.4 Lesson planning, meaning, types and framework, merits

UNIT- 3 : Teaching strategies of commerce subject

- 3.1 Concept of teaching commerce method and types of method
- 3.2 Maxims of teaching
- 3.4 Techniques of teaching commerce
- 3.5 Tools of teaching commerce.

UNIT - 4 : Commerce teacher

- 4.1 Eligibility, competency, commitment of performance areas of teacher
- 4.2 Characteristics of science teacher
- 4.3 Inservis and pre-servis training programme
- 4.4 Professional Development of science Teacher, Commerce Teacher association - Nature, it's role in professional development

References :

- 1) Aggarwal, J.C.(2010). Teaching of Commerce: Vikas Publications house Pvt. Ltd.New Delhi
- 2) Bhaskara Rao, Digumarti, (2004) Methods of Teaching Commerce:Discovery Publishing House, New Delhi.
- 3) Lulla B.P. (1990). Teaching Commerce in Secondary Schools: M.S.U., Barod
- 4) P.C. Segwalkar & Sarlekar(2000): The structure of Commerce. Kitab Mahal. Allahabad
- 5) Rao, S. Teaching Commerce in Multipurpose Secondary Schools
- 6) Rao, S. (1995). Teaching of Commerce, New Delhi: Publications Pvt. Ltd
- 7) Seema Rao., (2004). Teaching of Commerce: Anmol Publications Pvt. Ltd., New Delhi
- 8) Umesh, rana A (2009). Methodology of Commerce Education: Tandon Publications, New Delhi
- 9) Secretarial Practice, Maharashtra State Secondary and Higher secondary Eucation Mandal, Pune.

BEDEPC 205 ENHACING PROFESSIONAL CAPACITIES (EPC)

A. Drama & Art in Education (02 Credits)

Drama and Art are unavoidable part of the pedagogical practices. Student teachers may choose activities from following categories for individual or group activities. College will keep the record of these activities.

1. Preparing educational documentary
2. Script writing
3. Applying Creative, Performing and fine Arts and Craft for educational purpose
4. Organizing/ participating Art festivals, exhibitions
5. Interactions with personals in the field of Art, Drama, Dance, Music, folk culture and Literature.
6. Collection various forms folk culture: songs, poems, sculpture music, painting, dance, instrument playing etc.
7. Preparing monographs
8. Appreciation of film/drama/piece of art etc.
9. Visit to institutions of Art, Drama, and Music etc.
10. Organization of workshop/ training
11. Report will be submitted by each student teacher to college for evaluation (Any six)

B. USE OF ICT IN EDUCATION : (02 Credits)

Student teacher has to conduct 02 lessons using ICT for each method.

BEDPC 206 PRACTICAL COURSES (PC)

A. Academic Planning (Year Plan, Unit Plan, Unit test with blue print (from 6th to 12th for each method) (01 Credit)

Workshop for training of above mentioned planning will be conducted by College. Student teacher has to submit the above mentioned plans to college for evaluation

B. Practice Lessons : (03 Credits)

Student –teacher will practice these lessons in actual classroom situation. In all Minimum 08 lessons for each school subject teaching methodology are essential. One Lesson should be based on Nai-Talim.

C. Lesson Observation : (01 Credit)

Student teacher has to conduct observations of 10 lessons for each method

D. INTERNSHIP : (04 Credits)

Internship program of 4 weeks is introductory program and it will include following:

Week 1(1Credit) : Visits to innovative centers' of pedagogy and learning – innovative schools, educational centers etc.

Week 2(1Credit): Observation of classroom activities. (Exclusive of this observation of 4 lessons of experienced school teachers preferably two of each School subject is mandatory)

Week 3(1Credit): 02 lessons per day, each student teacher has to prepare and conduct 01 lesson related to his/her method using models of teaching. Also engage in other school activities. One activity should be based on Nai-Talim.

Week 4(1Credit) : 02 hours per day for the study of Physical facilities Documentation, library, laboratories etc. and engagement in other school activities in remaining time.

NOTE : Write the report on activities, events, lessons, evaluations, programs etc in Internship programme work book

PROGRAM STRUCTURE : THIRD SEMESTER

Course Code	Title of Course	Credits	Hours	Marks
CORE COURSES (CC) : PERSPECTIVES IN EDUCATION				
BEDCC 301	Childhood and Growing Up	4	60	100
BEDCC 302	Assessment for Learning	4	60	100
BEDCC 303	Action Research	4	60	100
ELECTIVE COURSES (EC): (ANY ONE)				
BEDEC 304	Guidance and Counseling	4	60	100
BEDEC 305	Women's Education	4	60	100
BEDEPC306 ENHANCING PROFESSIONAL CAPACITIES (EPC)				
A	Understanding the self	2	30	50
B	Basics of Research in Education	2	30	50
BEDPC 307 PRACTICAL COURSES(PC) : SKILL DEVELOPMENT				
A	Content cum Method Methodology Based Lesson(01 Lesson for Each Method)	1	15	25
B	Psychological Experiments	2	30	50
C	Cultural & Co-curricular Activities	2	30	50
	TOTAL	25	375	625

B.Ed. Second Year : Third Semester
Core Course (CC)
BEDCC 301 : Childhood and Growing Up

Credits : 4

Units : 4

Hours : 60

Marks : 75+25

Course Objectives :

- 1) Understand the growth and development of the learner and its importance in the teaching learning process with special reference to adolescent stage.
- 2) Become aware regarding the individual differences among learners.
- 3) Identify the educational needs of diverse learners.
- 4) Get acquainted with the new (Contemporary) theories of learning.
- 5) To understand the development of personality
- 6) Understand political, social and cultural dimensions along with their implications on childhood and growing up
- 7) Become familiar with the impact of mass communication media on childhood and growing up
- 8) To acquaint with the concept multiculturalism and identifies role of the teacher in multicultural classroom
- 9) Understand the Government Policies in India for the Education of Children, Women, Minority and Backward Classes
- 10) Understand the types of exceptional children and characteristics of exceptional children
- 11) To acquaint with different learning styles and its educational implications

Course Outcomes:

- 1) Student teacher understands the growth and development of the learner and its importance in the teaching learning process with special reference to adolescent stage
- 2) Student teacher becomes aware regarding the individual differences among learners
- 3) Student teacher identifies the educational needs of diverse learners
- 4) Student teacher gets acquainted with the new (contemporary) theories of learning
- 5) Student teacher understands the development of personality
- 6) Student teacher understands Political, Social and Cultural dimensions along with their implications on childhood and growing up

- 7) Student teacher becomes familiar with the impact of mass communication media on childhood and growing up
- 8) Student teacher gets acquainted with the concept multiculturalism and identifies role of the teacher in multicultural classroom
- 9) Student teacher understands the Government Policies in India for the Education of Children, Women, Minority and Backward Classes
- 10) Student teacher understands the types of exceptional children and characteristics of exceptional children
- 11) Student teacher gets acquainted with different learning styles and its educational implications

CONTENT : (75 Marks)

UNIT - 1 : Understanding the growth and development of the learner :

- 1.1 Heredity and environment : Meaning, Nature, importance in teaching-learning process.
- 1.2 Growth and development of learner
 - a) Difference between growth and development
 - b) Principles of growth and development
 - c) Relationship between development and learning.
 - d) Stages of growth and development
 - e) Adolescence stage : (Physical, Mental, emotional Moral and social aspects.)
- 1.3 Facilitating holistic development : Implication for education (Social, teacher, parents) w.r. to adolescence stage.
- 1.4 Theories of development : Jean Piaget's (Cognitive) Kohlberg's (Moral Development)

UNIT-2 : Individual differences and Personality

- 2.1 Individual differences : (age, sex, intelligence, multiple intelligences, emotional intelligence, socio economic background. Introvert and extrovert) implications for learning to facilitate holistic development. Special needs of exceptional children.
- 2.2 Meaning Concept, nature & Types of Personality
- 2.3 Factors affecting development of personality
- 2.4 Theories of Personality - Type, trait Allport, Sigmund Freud
Role of teacher in the development of learners Personality.

UNIT-3 : Education and Learner Diversity in classroom

- 3.1 Diversity in learning styles.
 - a) Meaning and concept of learning styles.

- b) Types of learning styles (visuals, auditory, kinesthetic)
 - c) Implications for learning
- 3.2 Diversity due to multiculturalism.
- a) Meaning and concept of multiculturalism
 - b) Differences in learners arising due to multiculturalism
 - c) Role of the teacher in a multicultural classroom.

UNIT - 4 : Political, social and cultural domain and childhood and growing up.

- 4.1 Meaning and implications of political domain on childhood and growing up;
- a) Political domain : democratic, dictatorship, communism and socialism feature of governments and its general policies in education.
 - b) Government policies in India for the education of children, women, minority and backward classes and their implications on development.
- 4.2 Meaning and implications of social domain on childhood and growing up.
- a) Social Domain : Family, neighborhood, friends and society.
 - b) Implications of the social domain on childhood on growing up.
- 4.3 Meaning and Implication of cultural domain on childhood and growing up.
- a) Cultural domain : Social values, customs, traditions. Cultural institutions.
 - b) Implications of cultural dimensions on childhood and growing-up.
- 4.4. Impact of media on childhood and growing up.
- a) Types of Mass Media : Print, electronic and social Media.
 - b) Implications of Mass Media on childhood and growing-up.

Practicum : Any one (25 Marks)

1. Case study of an adolescent learner.
2. Conduct a study on Impact of Media on growing up on children.

References

- 1) आळंदकर जयकुमार, अभिनव शैक्षणिक मानसशास्त्र
- 2) कुलकर्णी के. व्ही., शैक्षणिक मानसशास्त्र, श्री विद्याप्रकाशन, पूणे
- 3) नानकर प्र.ल., सुबोध शैक्षणिक मानसशास्त्र
- 4) पारसनीस न.रा., प्रगत शैक्षणिक मानसशास्त्र, नुतन प्रकाशन, पुणे
- 5) खरात अ.पा. प्रगत शैक्षणिक मानसशास्त्र
- 6) दांडेकर वा.ना., शैक्षणिक व प्रायोगिक मानसशास्त्र
- 7) आफळे रा.रा., बापट भा.वे., शिक्षणाचे मानसशास्त्रीय अधिष्ठान
- 8) जगताप ह.ना. शैक्षणिक व प्रायोगिक मानसशास्त्र
- 9) करकरे, शैक्षणिक मानसशास्त्र
- 10) अकोलकर ग.वि., शैक्षणिक मनोविज्ञान

- 11) बेळे, कुमठेकर व इतर, शिक्षणाचे मानसशास्त्रीय यथार्थदर्शन भाग — १
- 12) बेळे, कुमठेकर व इतर, शिक्षणाचे मानसशास्त्रीय यथार्थदर्शन भाग — २
- 13) गोगटे श्री. ब. शैक्षणिक मानसशास्त्र, श्री विद्या प्रकाशन, पुणे
- 14) दांडेकर वा.ना. (१९७०), प्रायोगिक व शैक्षणिक मानसशास्त्र, मोघे प्रकाशन कोल्हापूर
- 15) पारसनीस न.रा. (१९८७), प्रगत शैक्षणिक मानसशास्त्र, नूतन प्रकाशन, पुणे
- 16) Bhatia, H. R. (1973). *Elements of Educational Psychology, 5th edition*, Orient Longman.
- 21) Bigge, M. L. (1982). *Learning Theories for Teachers, (4th edition)*. New York, Harper and Row Publishers, P.P. 89-90.
- 22) Bolles, R. C. (1975): *Learning Theory*. New York, Holt, Rinehart and Winston, P.P. 18-19.
- 23) Bower, G. M., (1986), *The Psychology of Learning and Motivation*, Academic Press.
- 24) Chauhan, S.S. (1978): *Advanced Educational Psychology*, Vikas Publishing house Pvt. Ltd., New Delhi.
- 25) Crow and Crow, (1963), *Educational Psychology*, Eurasia, New Delhi.
- 26) Dandekar W. N., (1981), *Psychological Foundations of Education*, Ed.2, MacMilan Company, Delhi.
- 27) Dandekar, W. N., (1970), *Fundamentals of Experimental Psychology*, 3rd ed.Moghe Prakashan, Kolhapur.
- 28) Dandpani S. *Advanced Educational Psychology* -.Anmol Publication Pvt.Ltd., New Delhi - 2000.
- 29) Dash, M. (1988). *Educational Psychology*. Delhi: Deep and Deep Publication.
- 30) Dunn, R. (1983). Can students identify their own Learning Styles? *Educational Leadership*,40, P.P. 60-62.
- 31) Duric, L. (1975). *Performance of Pupils in the Process of Instruction*. Bratislava, SPN, P.P. 54-90
- 34) Kuppaswamy, *Advance Educational Psychology*.
- 35) Mangal S.K. *Advanced Educational Psychology* -.Prentice Hall of India Pvt.Ltd., New Delhi -1999.
- 36) Mathur S.S.(1975), *Educational Psychology*, Agra: Vinod Pustak Mandir.
- 37) Rastogi, K. G., *Educational Psychology*, C.I.E. Delhi University, Meerut: Rastogi Publication.
- 38) Travers, John F., (1970), *Fundamentals of Educational Psychology*, Pennsylvania, International Textbook Co.
- 39) Mane M.S., *Personality Development and Soft Skill*, Chandralok Prakashan, Kanpur.

B.Ed. Second Year : Third semester
Core Course (CC)

BEDCC 302 : Assessment for Learning

Credits : 4

Units : 4

Hours : 60

Marks : 75+25

Course Objectives :

- 1) To understand the process of evaluation
- 2) To develop the skill in preparing, administering and interpreting the achievement test
- 3) To understand the use of different techniques and tools of evaluation for learning
- 4) To comprehend the process of assessment for learning
- 5) To develop necessary skills to compute basic statistical measures to assess the learning

Course Outcomes:

- 1) Student Teacher understands the process of evaluation
- 2) Student Teacher developed the skill in preparing, administering and interpreting the achievement test
- 3) Student Teacher becomes acquainted with the use of different techniques and tools of evaluation for learning
- 4) Student Teacher describes the comprehend the process od assessment for Learning
- 5) Student Teacher Knows the Skills to compute statistical measures to assess the learning

CONTENT : (75 Marks)

UNIT- 1 : Process of Evaluation

- 1.1 Concept : Measurement, Assessment and Evaluation in Education– and its Relationship
- 1.2 Taxonomy of instructional objectives (Revised Blooms Taxonomy and R.H.Dave) and its importance.
- 1.3 Principles of Evaluation, Educational objectives and learning outcomes.
- 1.4 Criteria for selection of a good learning experiences and Types of Learning experience, criteria for selection good learning experience.
- 1.5 Relationship between educational objectives, learning experiences, content and evaluation.

UNIT -2 : Tools and Techniques of Evaluation

- 2.1 Characteristics of measuring tools: Validity, Reliability, Objectivity, Usability, Adequacy and Discrimination Power (Concepts

and Factors Affecting them)

2.2 Evaluation Techniques and Tools:

- (a) Observation Technique: Rating Scale and Check List
- (b) Self Reporting Technique: Interview and Questionnaire
- (c) Projective Technique: Thematic Apperception Test (TAT) and Sentence Completion Test

2.3 Quantitative Tools of Evaluation

- (a) Construction of achievement test with special reference to Content area, Objectives and Types of Questions (Blue Print)

2.4 Diagnostic Test

- (a) Performance Test: Jigsaw and Puzzle
- (b) Oral Test and Practical Test

UNIT -3 : Assessment for Learning

3.1 Significance of assessment for learning Self assessment and peer assessment Ethical Principles of Assessment

3.2 Records used in Assessment:

- a) Profiles: Meaning, Steps involved and criteria for developing and maintaining a comprehensive learner profile.
- b) Evaluation rubric: Meaning , Construction and Uses
- c) Cumulative records : Meaning, Significance

3.3 Examination Reforms

- a. Continuous and Comprehensive Evaluation (CCE)
- b. Choice Based Credit System (CBCS)
- c. Open Book Examination

3.4 Feedback in Assessment

- a) Importance of Feedback in learning
- b) Types of Feedback : Constructive feedback, Oral and Written, Individual & Group

UNIT 4 : Interpreting Test Scores

4.1 Statistical measures to interpret the test scores(Meaning, Characteristics, and Uses)

4.2 Measures of Central Tendency : Mean, Median, Mode

4.3 Measures of Variability : Quartile Deviation, Standard Deviation Percentile and Percentile Rank

4.3 Co-efficient of correlation by Spearman's Rank Difference method (concept only), Standard Scores: Z and T (Concept Only) ,Graphical representation of data : Histogram, Frequency polygon ,Normal Probability Curve Properties, Uses Skewness and Kurtosis

Practicum : Any One (25 Marks)

1. Developing an achievement test with its Blue Print, Answer Key and Marks distribution.
2. Evaluation of available Unit test and reformation of the same.

References :

- 1) गोरोबा खुरपे, 'शैक्षणिक मूल्यमापन आणि कृती संशोधन', प्रवर्तन प्रकाशन, लातूर

- 2) ना.के. उपासनी, के.व्ही. कुलकर्णी, शैक्षणिक मूल्यमापनासाठी सुबोधा संख्याशास्त्र, विद्या प्रकाशन, पुणे
- 3) डॉ. उपासनी, जोशी व.श., मूल्यमापन तंत्र आणि मंत्र
- 4) दांडेकर वा.ना., शैक्षणिक मूल्यमापन व संख्याशास्त्र
- 5) कुलकर्णी के.वि., शैक्षणिक मूल्यमापन व संख्याशास्त्र
- 6) कदम, चौधरी, शैक्षणिक मूल्यमापन
- 7) Dandekar, W.N. (2007). *Evaluation in Schools*. Pune: ShreeVidya Prakashan
- 8) Ebel, R.L. &Fresbie, D.A. (2009).*Essentials of Educational Measurement*. New Delhi: PHI Learning PVT. LTD.
- 9) Gupta, S. K. (1994).*Applied Statistics for Education*.Mittal Publications.
- 10) Garrett, H.E. (2008). *Statistics in Psychology and Education* Delhi: Surjeet Publication
- 11) Mrunalini, T. (2013).*Educational Evaluation*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- 12) Patel, R.N. (2011). *Educational Evaluation Theory and Practice*. Mumbai: HimalayaPublishing House Pvt. Ltd.
- 13) Rani, P. (2004).*Educational Measurement and Evaluation*. New Delhi: Discovery Publishers.
- 14) Rawat, D. S. (1970).*Measurement, Evaluation and Statistics in Education*. , New Delhi: New Raj Book Depot
- 15) Reynolds, C.R., Livingston, R.B., and Willson, V. (2011).*Measurement and Assessment in Education*. New Delhi: PHI Learning PVT.LTD.
- 16) Siddiqui, M.H. (2010). *Educational Evaluation*. New Delhi: A.P.H. Publishing Corporation.
- 17) Sidhu, K.S. (2009).*New Approaches to Measurement and Evaluation*.New Delhi: Sterling Publishers Pvt. Ltd.
- 18) Ten Brink, T.D. (1974). *Evaluation - A Practical Guide for Teachers*. New York: McGraw Hill Book Co.
- 19) Thorndike, R.M. (2010). *Measurement and Evaluation in Psychology and Education*. New Delhi: PHI Learning PVT.LTD.

B.Ed. Second Year : Third semester
Core Course (CC)

BEDCC 303 : Action Research

Credits : 4

Units : 4

Hours : 60

Marks : 75+25

Course Objectives :

- 1) To understand the basics of action research
- 2) To understand the process action research
- 3) To acquaint the nature and scope of Action Research
- 4) To understand the components of action research plan
- 5) To knowing the types of Action Research
- 6) To distinguish between quantitative and qualitative data analysis in action research
- 7) To understand the features of a good action research report
- 8) To know the preparation of a good action research report

Course Outcomes:

1. Student teacher understands the basics of action research
2. Student teacher knows the process of action research
3. Student teacher becomes acquainted the nature and scope of Action Research
4. Student teacher becomes acquainted with difference between Fundamental and Action research
5. Student teacher describes the types of Action Research
6. Student teacher understands the components of action research plan
7. Student teacher distinguished between quantitative and qualitative data analysis in action research
8. Student teacher prepared a good action research report

CONTENT : (75 Marks)

UNIT -1: Basics of Action Research

- 1.1 Meaning, uses and limitations of Action Research
- 1.2 Characteristics and principles of Action Research
- 1.3 Nature and Scope of Action Research
- 1.4 Difference between Fundamental and Action Research

UNIT -2: Process of action Research

- 2.1 Steps in Action Research
- 2.2 Format of Action Research
- 2.3 Action Research for the professional growth of teacher
- 2.4 Types of Action Research – Individual teacher action research and Collaborative action research

UNIT -3: Approaches, Methods and Tools for data collection in Action Research

- 3.1 Approaches of Action Research: Qualitative and Quantative – Concept and need
- 3.2 Methods of action Research – Experimental, Survey and Case Study- Meaning, Purpose, Process and limitations
- 3.3 Tools For Data Collection – (Characteristics, uses and limitation)
 - a) Questionnaire –(open and close ended)
 - b) Audio – Video Recording

- c) Interviews – Structured and Unstructured
- d) Observation – Participant and Non- Participant

UNIT -4: Designing and Data Analysis of Action Research

4.1 Designing the Action Research Plan (research question, need, significance, aims and objectives, research team, research design, schedule and budget)

4.2 Analysis of Data :

- a) Quantitative – Percentage, Mean, Correlation and Graphical representation (uses and limitations)
- b) Qualitative – uses, characteristics and limitations

4.3 Reporting Action Research

4.4 Features of a good Action Research

Practicum : Any One (25 Marks)

1. Design a Action Research plan in particular problems
2. To study the methods and tools of data collection in Action Research

References :

- 1) गोरोबा खुरपे, 'शैक्षणिक मूल्यमापन आणि कृती संशोधन', प्रवर्तन प्रकाशन, लातूर
- 2) Agrawal J. C. , Educational Research : An Introduction
- 3) Best John W. , Research in Education
- 4) Usha Rao – Action Research
- 5) Stringnar E., Action Research in Education
- 6) Lulla B. P. , Essentials of Educational Research
- 7) Sukhia S. P., Elements of Educational Research
- 8) Cohen L. And Manion, Research Methods in Education
- 9) Lokesh Kaul, Research Methodology
- 10) Craig A. Mertler, Action Research – Teachers as a Researchers in the Classroom

B.Ed. Second Year : Third Semester

Elective Course (EC)

BEDOC 304 : GUIDANCE AND COUNSELLING

Credits : 4

Units : 4

Hours : 60

Marks : 75+25

Course Objectives :

- 1) To understand the meaning, nature and scope of guidance
- 2) To understand the meaning, need for group guidance
- 3) To appreciate the need for guidance
- 4) To understand the essential services involved in school guidance program
- 5) To understand the various stages involved in the process of counseling
- 6) To recognise the various techniques and approaches of counseling
- 7) To analyse the relationship between guidance and counseling
- 8) To understand the currier guidance and counseling centres

Course Outcomes:

- 1) Student teacher understands the meaning, nature and scope of guidance
- 2) Student teacher knows the meaning, need for group guidance
- 3) Student teacher appreciated the need for guidance
- 4) Student teacher becomes acquainted with the essential services involved in school guidance program
- 5) Student teacher describes the various stages involved in the process of counseling
- 6) Student teacher recognised the various techniques and approaches of counseling
- 7) Student teacher analyses the relationship between guidance and counseling
- 8) Student teacher understands the currier guidance and counseling centres

CONTENT : (75 Marks)

UNIT-1 : Understanding Guidance

- 1.1 Guidance: concept, need objectives, scope and status of guidance in Indian context
- 1.2 Principles and basic assumptions of guidance, various theories of guidance
- 1.3 characteristicof guidanceand modern trends and problems of Guidance in Indian context

UNIT-2 : Kinds of Guidance

- 2.1 Kinds of guidance: educational, vocational and personal
- 2.1 Needs of guidance for special children, Learning Disabled LD : ongoing efforts in this field
- 2.3 Types of guidance personal, individual, group Guidance
- 2.4 Types of Guidance services; Orientation, Information, counseling, placenment and research

UNIT- 3 : Councelling

- 3.1 Meaning, concept objectives, steps, characteristics and educational implications counseling
- 3.2 Role of teacher in school guidance and counselling
- 3.3 Organization of guidance and counselling services in schools
- 3.4 Techniques of counselling: directive, non-directive and eclectic counselling

UNIT- 4 : Techniques and Approches of Councelling

- 4.1 Counselling Techniques –person centered and group centered cognitive interventions,behavioral interventions,and systematic interventions strategies
- 4.2 Process and area of counseling;Family,parental,adolescent and special Groups
- 4.3 Relation between guidance and counselling
- 4.4 Career guidance and counseling centers

Practicum : Any One (25 Marks)

1. Visit to counselling centers and write a reports
2. Conducting a counselling session based on the problem of two students by using appropriate counselling technique and preparation of report thereon.

References :

- 1) Bhatia K.K. : Principles of Guidance and counseling. Kalyani Publication.
- 2) David, A. : Guidance and Counselling. Com.W.Publication.
- 3) Kochhar, S.K. : Educational and Vocational Guidance in secondary shells. Sterling Publication.
- 4) Vaishnav, R.& Joseph, J.: Group Guidance for Adolescents, Scholars Press, Deutsland , Germany 2014
- 5) Vaishnav, R. & Bhujade ,K. :Teaching Strategies for Attention Deficit Hyperactivity Disorder Scholars Press, Deutsland , Germany 2014
- 6) Pandey, K.P. : Educational and Vocational Guidance in India. Vishvavidyalaya Prakashan Rao, S.N. : Counselling and Guidance, Tata Mcgraw hill, New Delhi.
- 7) Traxler, A. E. &North, R. I. : Techniques of Guidance, Harper and Raw, New York.
- 8) Bhatnagar Asha and Gupta ... 1999 Guidance and Counseling Vol. 1 A Gardan H (1999), Multiple Intelligence, Intelligence, Understandings and the Mind Nation a profession Rouse.
- 9) Anastasia, A and Urbian, S (1997), Psychological Aestins 7th Ed. Upper sardlle Riner MJ.
- 10) Dr. Ummend R. J. (1988) Appraiser, Procedures of coueslors and

Hening.

- 11) Me Leod J and Cropley A. J. (1989), Fosterins Academic Externle, Persma Press Motion and Syllabus, Member
- 12) Dececoo, J. P. (1964). *Educational Technology: Readings in Programmed Instruction*. London: Holt, Renehart& Winston.
- 13) Joyce, B. (1972). *Models of Teaching*.
- 14) Mangal, S. K. (1988). *Fundamentals of Educational Technology (Essential of Teaching & Learning)*. Ludhiana: Prakash Brothers.
- 15) Passi, B. K., Goel, D. R. and Jaiswal, K. (1992). *Educational Television*. Agra: National Psychological Corporation.
- 16) Sampath, K. (1982). *Introduction to Educational Technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- 17) Sharma, A. R. (1985). *Educational Technology*. Agra: Vinod Pustak Mandir.
- 18) Sharma, R. A. (1986). *Educational Technology*. Meerut: International Publishing House

B.Ed. Second Year : Third Semester

Elective Course (EC)

BEDOC 305 : WOMEN EDUCATION

Credits : 4

Units : 4

Hours : 60

Marks : 75+25

Course Objectives:

- 1) To understand the present status of Women Education in India
- 2) To understand Status, Problems and Issues of Girls' Education in India
- 3) To understand the Constitutional provision and scheme for women development
- 4) To understand the Role and function of NGO'S for women development
- 5) To understand the concept of Women's Empowerment
- 6) To understand the contribution of eminent person in women's education
- 7) To understand the contribution of various educational thinkers in women's education
- 8) To understand the role of women in Globalization

Course Outcomes :

1. Student teacher understands the present status of Women in India
2. Student teacher becomes acquainted with status, problems and issues of Girls education in India
3. Student teacher describes the constitutional provision and scheme for Women Development
4. Student teacher knows the Role and function of NGO'S for women development
5. Student teacher identifies the concept of Women's Empowerment
6. Student teacher describes the contribution of eminent person in women's education
7. Student teacher knows the contribution of various educational thinkers in women's education
8. Student teacher studied the role of women in Globalization.

CONTENT : (75 Marks)

UNIT-1 : Women Education in India

- 1.1 Women education: meaning, concept and characteristics
- 1.2 Historical perspective of Women's Education in India Early, Colonial and Modern Periods
- 1.3 Importance ,need of women education
- 1.4 Women's education: Objectives, Significance and Scope of education for girls and women

UNIT -2 : Commission, schemes and constitutional provision of Women Education

- 2.1 National and state women commission
- 2.2 Human rights and woman development
- 2.3 Role and function of NGO's for woman

2.4 Central and state sponsored schemes on girls' education

UNIT - 3 : Women 's Empowerment

- 3.1 Concept need and importance of womens Empowerment
- 3.2 Barriers of womens empowerment
- 3.3 Women s Empowerment through education and domine
- 3.4 Role of school,society and teacher for Empowerment of women

UNIT-4 : Problems and Remedies

- 4.1 Domastic,social,economic,health,political,educational, security problem of Women
- 4.2 Countribution in women education
- 4.3 A Rajaram Mohanraoy, M.G Ranade,Maharshi Karve,Mahatma phule. B Savitribai phule, Anutai wagh,Tarabai Modak. Durgabai Deshmukh Present status of women education a brief account growth of women education
- 4.4 Role of women in Globalization .Environment,population control

Practcum : Any one (25 Marks)

- 1) To visit Mahila and Child development center and write a report.
- 2) write a report on womens day
- 3) write a report on any one social worker women

References :

- 1. Bank, B.J. (2007): Gender and Education: An Encyclopedia. Praeger, Westport, London.
- 2. Bhatt, B.D. & Sharma, S.R.(1992): Women's' education and social Development. Delhi:
- 3. Kanishka. Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly,
- 4. Ramchandran, V. (1998): Girls and women Education: Policies and implementation Mechanism. Case study: India, Bangkok, UNESCO.
- 5. Sharma, M.C. & Sharma, A.K. (2003): Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators. NCTE & NHRC.
- 6. Subramanyam, R. (2003): Gender Equality in Education: Definitions and Measurements. International Journal of Educational Development, July.
- 7. Sadavinich, A.R. (2007): Sociology of Education. Rutledge, New York.
- 8. K.Shanthi, *Women in India: Retrospect and prospect*, Anmol Publishers Pvt. Ltd, New Delhi, 2005
- 9. Hart. H.R., Belsey, A. M. and E. Taeimo, *Integrating maternal and Child health services with primary health care*, WHO, Geneva, B.R.Publishing Co, New Delhi.
- 10. Usha Sharma, *Women Education in modern India*, Commonwealth Publisher, New Delhi,
- 11. Yadav .C.P: Encyclopedia of Women's problems and their remedies
- 12. Sharma Kanta : Women's role in the family
- 13. M.K.Roy: Violence against Women
- 14. P.A Reddy: Problems of Widows in India

15. Kumar Raj: Women and Marriage
16. Sushma & Srivastava: Women and Family Welfare

BEDEPC 306 ENHANCING PROFESSIONAL CAPACITIES (EPC)

A. Understanding the Self (02 Credits)

The aim of the course is to develop understanding of student-teachers about themselves – the development of the self as a person and as a teacher, through conscious ongoing reflection.

The course will address aspects of development of the inner self and the professional identity of a teacher. This 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.

The course will enable student-teachers 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 would be transacted through a workshop mode by more than one resource persons.

The following methodologies for the transaction of the course could be used in interactive sessions:

1. Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.
2. Watching a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.
3. 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.
4. Different modes of expression can be used in each of the sessions (so that each of the students get a chance to express herself through any of the modes that they are comfortable in) and at the end of the year, the resource person and the coordinating faculty can reflect back on whether all modes of expression were included through the sessions or not.
5. The exercise of developing reflective journals and providing regular feedback on those journals can also be used here.
6. Orientation through lectures
7. The themes for this workshops may be related to following :

1. Self-concept and self esteem
2. Life skills
3. Personality
4. Knowing oneself
5. Writing ones resume, bio-data and CV
6. Personality development
7. Life skills
8. Making SWOT analysis
9. Facing an interview.
10. Group discussions.
11. Debate
12. Sharing case studies
13. Skits
14. Songs and speeches
15. Life stories
16. Films and videos
17. Painting and drawing and craft etc

Student teacher may join above theme related courses/ training/ workshop outside the college and submit photocopy of certificate or college may organize training/ workshops on demand of student teachers. Minimum two workshops/ training programs are required for fulfilment of this course.

B. Basics of Research in Education (02 Credits)

- a. Select any classroom problem and prepare a plan of action for solving it.
- b. Write a study report on approaches, methods and tools of Action Research.

BEDPC 307 PRACTICAL COURSES (PC)

A. Content Cum Methodology Lesson : (01Credit)

Student –teacher has to conduct one Content Cum Methodology based lesson for each method in actual classroom situation.

B. Psychological Experiment: (01 Credit)

The candidate should perform minimum five psychological experiments and maintain a journal for the same. Following list is suggested but college may arrange other experiments than this.

1. Letter Digit Substitution (Learning Curve)
2. Work & Fatigue
3. Types of Imagery
4. Division of Attention
5. Concept formation

C. Cultural & Co-curricular Activities : (02 Credits)

Student teachers has to organize and participate activities from following :

Cultural and Co-curricular Activities (any two)

1. Elocution & debate
2. Drama
3. Music
4. Performing Arts- Folk dance and other traditional dance, playing musical instruments
5. Folk Arts
6. Fine Arts like painting, sculpture , Collage
7. Annual Gathering etc.
8. Tree plantation
9. Social awareness programs
10. Pot Culture

PROGRAM STRUCTURE: FOURTH SEMESTER

Course Code	Title of Course	Credits	Hours	Marks
CORE COURSES (CC) : PERSPECTIVES IN EDUCATION				
BEDCC 401	Educational Technology and ICT	4	60	100
ELECTIVE COURSES (EC) (ANY ONE)				
BEDEC 402	Peace Education	4	60	100
BEDEC 403	Value Education	4	60	100
BEDPSS 404 PEDAGOGY OF SCHOOL SUBJECTS (PSS)				
A	Pedagogy School Subject-1,2,3,4,5	2	30	50
B	Pedagogy School Subject-6,7,8,9	2	30	50
BEDEPC405 ENHANCING PROFESSIONAL CAPACITIES(EPC)				
A	Use of ICT in Lesson	2	30	50
B	Entrepreneurship Development	2	30	50
BEDPC 406 PRACTICAL COURSES(PC) : SKILL DEVELOPMENT				
A	Internship(14 weeks)1Credits/2weeks	7	105	175
B	Final Teaching Lessons (Two Lessons) Pedagogy School Subjects- 1,2,3,4,5 Pedagogy School Subjects- 6,7,8,9	1+1=2	30	50
	TOTAL	25	375	625

BEDPSS 404(1-9) PADAGOGY OF SCHOOL SUBJECTS (PSS) PART 2

Student Teacher select any two from the following Pedagogy of School Subjects

C. Pedagogy School Subject : PSS404 -1 – Marathi Method
PSS404 -2 – Hindi Method
PSS404 - 3 – English Method
PSS404 - 4 – Urdu Method
PSS404 - 5 – Science Method

D. Pedagogy School Subject : PSS404 - 6 – Mathematics Method
PSS404 – 7 – History Method
PSS404 - 8 – Geography Method
PSS404 - 9 – Commerce Method

B.Ed. Second Year : Fourth Semester
Compulsary Course (CC)

BEDCC401 : EDUCATIONAL TECHNOLOGY AND ICT

Credits : 4

Units : 4

Hours : 60

Marks : 75+25

Course Objectives :

1. To equip the student teacher with the various technological applications available to him/her for improving instructional practices
2. To understand the meaning, nature and scope of ICT in Education
3. To get acquainted with structure, Hardware & Software of computer
4. To understand the changes that occur due to ICT in Education
5. To prepare student to select the appropriate communication facilities through Internet
6. To understand the legal & Ethical issues related to internet & student safety
7. To understand ICT supported teaching learning strategies
8. To get acquainted with e-learning & development in ICT

Course Outcomes;

- 1) Student teacher understands with the various technological applications available to him/her for improving instructional practices
- 2) Student teacher get acquainted the meaning, nature and scope of ICT in Education
- 3) Student teacher gets acquainted with structure, Hardware and Software of Computer
- 4) Student teacher describes the changes that occur due to ICT in Education
- 5) Student teacher knows to select the appropriate communication facilities through Internet
- 6) Student teacher understands the Legal and Ethical issues related to Internet and Student safety
- 7) Student teacher knows the ICT supported teaching learning strategies
- 8) Student teacher gets acquainted with the e-learning and development of ICT

CONTENT : (75 Marks)

UNIT-1 : Educational Technology

1.1 Concept, approaches and objectives, distinction between hardware and software technologies. Their role of modern educational practices.

1.2 Hardware technologies: Important accessories and their application- Over Head Projector (OHP), Still and Movie Projectors, Liquid Crystal Display (LCD) Projector, Audio-Video recording instruments; TV

1.3 Concept, Importance, Meaning & Nature of Information & Communication Technology

1.4 Need of Information & Communication Technology in Education

UNIT-2 : Introduction to Computer

2.1 Computer - Definition & structure

2.2 Hardware -

i) Input devices - Key Board, Mouse, Scanner, Microphone, Digital camera.

ii) Output devices - Monitor, Printer, Speaker, Screen image projector

iii) Storage devices - Hard Disk, CD & DVD, Mass Storage Device (Pen drive)

2.3 Software

i) Operating System - Concept and function.

ii) Application Software (It uses in Education) Word Processors, PowerPoint Presentation Database Management, Viruses & its Management

2.4 Legal & Ethical issues - copyright, Hacking Netiquettes

UNIT - 3 : ICT in Education

3.1 ICT in Education: Concept, Need and Importance

3.2 Application of ICT in Education

a) Teaching – Learning

b) Research

c) Publication

d) Administration

e) Evaluation

3.3 Challenges and barriers to integration of ICT in Indian Schools

3.4 ICT Teacher- Skills and Qualities, Safe use of ICT-Net safety, Netiquettes, Copy Right, Plagiarism

UNIT - 4 : ICT Supported Advanced Teaching Learning Strategies

4.1 ICT & Teaching –learning Strategies

a) Web based learning

b) M-Learning

c) Co-operative learning

d) Collaborative Learning

e) C AI

4.2 Smart Classroom-Nature, Features, Advantages, Virtual classroom

4.3 Concept need and Importance of Internet

4.4 On-Line Learning resources- e-library, Video Conferencing, Website, blog.wiki, E-communication tools

Practicum : Any one (25 Marks)

1. Design a teaching plan for any unit of school subject by using methods

of advanced Pedagogy

2. Creating student multimedia presentation and evaluation tools

References :

- 1) जगताप ह.ना., शैक्षणिक तंत्रविज्ञान, नूतन प्रकाशन, पुणे
- 2) शारदा शेवतेकर, शैक्षणिक तंत्रविज्ञान
- 3) सारंग शैला २००८, सुक्ष्म अध्यापन, कुसुम प्रकाशन, पुणे
- 4) येवले सिमा, भोसले रमा, शैक्षणिक तंत्रविज्ञान, फडके प्रकाशन, कोल्हापूर
- 5) दुनाखे अरविंद, शैक्षणिक तंत्रविज्ञान
- 6) जी.टी. खुरपे, 'शैक्षणिक तंत्रविज्ञान आणि आयसीटी'
- 7) Application of ICT in Education- by Dr. S. Arulsamy, Dr. P.Sivakumar
Neelkamal Publication
- 8) Essentials of Educational Technology and School Management by K.K. Bhatia & Jaswant Singh, Tandon Publication
- 9) Teaching and Learning through information and communication technology by ISunder, Sarup Book Publishers Pvt. Ltd.
- 10) Educational Technology by Anil Kumar Srivastava, Kunal books, Delhi.
Project based learning – using information technology by David Moirsund.
- 11) Challaegnes of Educational Technology Trends Globalization by Hemlata Talesra, Maneesh Shukul, Umashankar Sharma, Authors Press.
- 12) Application of ICT in Education, by Dr. S. Arulsamy, Dr. P. Sivakumar, Neelkamal.
Internet Technology by S.K. Bansal, APH Publication.
- 13) A Textbook of Educational Technology by B.C. Dash, Wisdom Press
Net based education- Ramesh Chandra, Kalpaz Publication.
- 14) Information and Communication Technology, by V.P. Pandey, Isha Publication
- 15) Alexis, Leon & others (1999). Fundamentals of Information Technology.
New Delhi: Vikas Publishing House Pvt. Ltd.
- 16) Babola, Danial T. (1998). Microsoft World. New Delhi: Prentice Hall of India Pvt. Ltd.
- 17) Basandra, Suresh K. (2001). Computers Today. New Delhi : Galgotia Publishers Pvt. Ltd.
- 18) Bharihoke, Deepak (2000). Fundamental of Information Technology. New Delhi : Pentagon Press.
- 19) Bloom, R. S., (1974). Taxonomy of Educational Objectives : New Delhi. Mckay co., Inc.
- 20) Chauhan, S. S., (1983). Innovations in Teaching Leaving Process: New Delhi .Vikas Publishing House Pvt. Ltd.
- 21) Mane M. S., Educational Technology, Chnadrlok Prakashan, Kanpur
- 22) Honcok, A, (1977). Planning for Educational Mass Media : New York Lougman Group Ltd.

23) Jain, Madhulika & others (2000). Information Technology Concepts New Delhi : BPB Publications.

B.Ed. Second Year : Fourth Semester

Elective Course (EC)

BEDOC 402 : PEACE EDUCATION

Credits : 4

Units : 4

Hours : 60

Marks : 75+25

Course Objective :

1. To understand the concept and types of peace.
2. To understand the constitutional values and their importance for social harmony.
3. To understand the contribution of Mahatma Gandhi, Swami Vivekananda and The Dalai Lama in Peace Building.
4. To understand concept and areas of Peace Education.
5. To understand the need of Peace education in present context.
6. To understand challenges to Peace in multicultural society.
7. To understand and apply the values, attitudes and skills required for Peace Education.
8. To understand and apply Methodology for Peace Education.
9. To acquire knowledge of programmes by UNESCO for promoting Peace Education.
10. To understand and analyze the role of mass media in Peace Education.

Course Outcomes:

- 1) Student teacher understands the concept and types of Peace
- 2) Student teacher understand the Constitutional values and their importance for social harmony
- 3) Student teacher understand the contribution of Mahatma Gandhi, Swami Vivekananda and The Dalai Lama in Peace Building
- 4) Student teacher understand the concept and areas of Peace Education
- 5) Student teacher understand the need for a Peace Education in present context
- 6) Student teacher understand the challenges of Peace in multicultural society
- 7) Student teacher understand and apply the values, attitudes and skills required for Peace Education
- 8) Student teacher understand as well as apply methodology for Peace Education
- 9) Student teacher acquire knowledge of programmes by UNESCO for promoting Peace Education
- 10) Student teacher understand and analyse the role of mass media in Peace Education

CONTENT : (75 Marks)

Unit -1 : Understanding Peace

- 1.1 Meaning and Types of Peace
- 1.2 Constitutional values with reference to fundamental rights and their importance for social harmony.

1.3 Contributions of Mahatma Gandhi, Swami Vivekananda and The Dalai Lama in Peace Building.

Unit -2 : Peace Education

- 2.1 Concept of Peace Education
- 2.2 Need for Peace Education in present context
- 2.3 Addressing challenges to peace in Multicultural Society
- 2.4 Integration of Peace Education in school Curriculum

Unit -3 : Bases of Peace Education

- 3.1 Becoming peace teacher-acquisition of knowledge, values and attitudes.
- 3.2 Life Skills required for Peace Education (WHO)
- 3.3 Areas of Peace Education:
 - A. Conflict management
 - B. Conservation of Environment

Unit -4 : Transacting Peace Education

- 4.1 Integration of Peace Education through curricular and cocurricular activities
- 4.2 Role of mass media in Peace Education
- 4.3 Programmes for Promoting Peace Education – UNESCO

Practicum : Any One (25 Marks)

- 1. Prepare a lesson plan for any one topic in your subject using interactive and participatory methodology to integrate peace values, develop attitudes and skills for Peace education. (Core)
- 2. Any One of the following:
 - 1) Field work-structured interview of a school teacher, case study of a school.
 - 2) Observation based survey.
 - 3) Panel Discussion
 - 4) Debate
 - 5) Creating posters, slogans, short films etc
 - 6) Writing essays, poetry, stories on the theme of Peace.
 - 7) Narratives from history.

References :

- 1. Theories of Education & Education in emerging Indian Society , B.N.Dash (Dominant Publishers and Distributors, 1st Edition,2004).
- 2. Education or Peace, Dr.Usha Rao (Himalya Publishing House ,First Edition, 2012)
- 3. Striving For Peace ,Ram Punyani (Two Enterprises)
- 4. Non-violence and Peace Education , (Volume I), Dr. Ravindra Kumar , Mrs.Megha Arora (Shridhar University,2013)
- 5. Non-violence and Peace Education , (Volume II), Dr. Ravindra Kumar , Mrs.Megha Arora (Shridhar University,2013)
- 6. Pandey, Sanjay (2004).Peace Education. New Delhi: NCERT .“Course-3: Learning & Teaching: Syllabus Framed on 23.03.15; BTTC 131 | Page

7. Price, Monroe & Thomson, Mark (2003). Forging Peace, Bloomington in 47404 -3797 : Indian University Press 60/ North Morton street.
8. Laing, R.D.1978. A Teacher's Guide to Peace Education, New Delhi : The UNESCO Publications.
9. Fran Schmidt and Alice Friedman. 1988. Peacemaking Skills for Little Kids . Miami , Florida USA : Peace Education Foundation.
10. Peace and Value Education .Dr. Kiruba Charles & V. Arul Selvi . (Neelkamal Publications Pvt Ltd , New Delhi, First Edition ,2012)
11. Forcey , Linda Rennie and Ian Murray Harris, (1999), Peace Building for Adolescents : Strategies for Educators and Community Leaders, New York: Peter Lang publishing.
12. Gultang, J. (1996). Peace by Peaceful Means: Peace and Conflict , Development and Civilisation , PRIO: International Peace Research Institute of Oslo and Sage Publications.

B.Ed. Second Year : Fourth Semester

Elective Course (EC)

BEDOC 403 : VALUE EDUCATION

Credits : 4

Units : 4

Hours : 60

Marks : 75+25

Course Objectives :

- 1) To understand the concept, nature and different kinds of values
- 2) To understand the classification of values under different types
- 3) To appreciate educational values like democratic, secular and socialist
- 4) To prepare some programmes to develop expected values
- 5) To identify the values in the text books of secondary schools
- 6) To describe the importance of Ten Core Area's
- 7) To appreciate the values in Indian Constitution
- 8) To prepared for programs to develop expected values

Course Outcomes:

- 1) Student teacher understands the concept, nature and different kinds of values
- 2) Teacher Student becomes acquainted with the need and importance of value education in secondary school curriculum
- 3) Student teacher identifies the classification of values under different types
- 4) Student teacher appreciated educational values like democratic, secular and socialist
- 5) Student teacher identifies the values in the Text Books of secondary schools
- 6) Student teacher describes the importance of Ten Core Area's
- 7) Student teacher appreciated the values in Indian Constitution
- 8) Student teacher prepared for programs to develop expected values

CONTENT : (75 Marks)

UNIT -1 : NATURE CONCEPT OF VALUE.

- 1.1 The concept of values
- 1.2 Nature and sources of values. Principals of value education
- 1.3 The place of values in human life
- 1.4 The need of value education to students, teachers, and parents

UNIT -2 : VALUE EDUCATION IN SECONDARY SCHOOL, CURRICULUM AND CLASSIFICATION OF VALUES

- 2.1 Need, place and Importance of value education in secondary school curriculum

- 2.2 Classification of values: Material, Social, Moral and religious status of values, how can these be realised through education
- 2.3 Role of the teacher, school and curriculum for Inculcation of values
- 2.4 Value education in various religious ascepts

UNIT -3 : STARTEGIES OF VALUE EDUCATION

- 3.1 Value education through teaching of school subject
- 3.2 Value Education hrough school (Co-Curricular) activities
- 3.3 Importance of Ten Core Areas
- 3.4 Value education in Indian constitution

UNIT -4 : LEVELS, AND DEVELOPMENT OF VALUE EDUCATION

- 4.1 Levels of value realization, how to resolve the conflicts among values, how to work for the integration of values that are embeded in education
- 4.2 Development of values as a personal and life long process-teaching of values as on integral part of education
- 4.3 Role of the society and Home for development of value
- 4.4 Overcoming value controversies.

Practicum : Any one (25 Marks)

- 1) A Critical analysis of any text book from the view point of value Education.
- 2) A Critical analysis of any one morning assembly in any practicing school.

References :

- 1) Goyal B.R.Documents on Social, Moral and spritual values in education New Delhi (NCERT) 1979.
- 2) Report of working group to review Teachers Training Programmes (In the list of the need for value-Orientation) (New Delhi Ministry of Education and culture. Govt.of India) 1983.
- 3) Ruhela, S.P.(Ed) Human Values and Education (New Delhi) Sterling Publishers pvt.Ltd) 1986.
- 4) Swadesh Moha: Value oriented Education New Delhi National Publishers) 1986.
- 5) सहस्रबुद्धे दि.ह., शिक्षणातून नैतिक मूल्य संवर्धन, साधना प्रकाशन, पुणे
- 6) जोशी अरविंद सदाशिव, भारतातील नैतिक व अध्यात्मिक शिक्षण : आवश्यकता आणि दिशा, परिमल प्रकाशन, औरंगाबाद
- 7) वेदांते मधुकर, मूल्य शिक्षण आणि मराठी क्रमिक पुस्तके, सन्मित्र प्रकाशन,

कोल्हापूर

B.ED. Second Year : Fourth Semester

BEDPSS 404(1-9) PADAGOGY OF SCHOOL SUBJECTS (PSS) PART 2

Student Teacher select any two from the following Pedagogy of School Subjects

- A. Pedagogy School Subject :** PSS404 -1 – Marathi Method
PSS404 -2 – Hindi Method
PSS404 - 3 – English Method
PSS404 - 4 – Urdu Method
PSS404 - 5 – Science Method

- B. Pedagogy School Subject :** PSS404 - 6 – Mathematics Method
PSS404 – 7 – History Method
PSS404 - 8 – Geography Method
PSS404 - 9 – Commerce Method

B.Ed. Second Year : Fourth Semester
Pedagogy of a school subject (PSS) - Part 2
BEDPSS 405-1 : Method - Marathi

Credits : 2

Units : 4

Hours : 30

Marks : 50

^x§üÄ™üµÖê:

- 20) विद्यार्थी शिक्षकांना प्रथम मराठी भाषा अध्यापनाचे मूल्यमापन करून घटक चाचणी, उत्तर सूची, गुणदान योजनेची माहिती करून देणे.
- 21) विद्यार्थी शिक्षकांना नैदानिक व उपचारात्मक कसोट्यांचे महत्व, गरज व फायदे सांगून प्रचलित मूल्यमापन तंत्रे समजावून देणे.
- 22) विद्यार्थी शिक्षकांना मराठी भाषा कौशल्यांना विकसित करणारे विविध उपक्रमांशी परिचित करणे.
- 23) विद्यार्थी शिक्षकांना मराठी अभ्यासानुवर्ती उपक्रम आणि भाषा प्रयोगशाळा यांची माहिती देणे.
- 24) विद्यार्थी शिक्षकांना प्रथम मराठी भाषा अभ्यासक्रमाची रचना विषद करून सांगणे.
- 25) विद्यार्थी शिक्षकांना मराठी भाषेच्या चांगल्या पाठ्यपुस्तकाचे निकषांची ओळख करून देणे.
- 26) विद्यार्थी शिक्षकांना प्रथम भाषा मराठीतील शुध्दलेखन विषयक सुधारित नियम व उपयोग यांचे ज्ञान देणे.
- 27) विद्यार्थी शिक्षकांना मराठी भाषेतील विविध व्याकरणाचा अभ्यास करायला लावणे.

अध्ययन निष्पत्ती:

१. विद्यार्थी शिक्षक प्रथम मराठी भाषा अध्यापनाचे मूल्यमापन करून घटक चाचणी, उत्तर सूची, गुणदान योजना आखतो.
२. विद्यार्थी शिक्षक नैदानिक व उपचारात्मक कसोट्यांचे महत्व, गरज व फायदे सांगून प्रचलित मूल्यमापन तंत्रे अंगीकारतो.
३. विद्यार्थी शिक्षक मराठी भाषा कौशल्यांना विकसित करणारे विविध उपक्रमांशी परिचित होतो.
४. विद्यार्थी शिक्षक मराठी अभ्यासानुवर्ती उपक्रम आणि भाषा प्रयोगशाळा यांची माहिती देतो.
५. विद्यार्थी शिक्षक प्रथम मराठी भाषा अभ्यासक्रमाची रचना विशद करतो.
६. विद्यार्थी शिक्षक मराठी भाषेच्या चांगल्या पाठ्यपुस्तकाचे निकष ओळखतो.
७. विद्यार्थी शिक्षक प्रथम भाषा मराठीतील शुध्दलेखन विषयक सुधारित नियम व उपयोग यांचे ज्ञान प्राप्त करतो.
८. विद्यार्थी शिक्षक मराठी भाषेतील व्याकरणाचा अभ्यास करतो.

घटक —५: मराठी अध्यापनाचे मूल्यमापन

- ५.१ मूल्यमापनाचा अर्थ, महत्व, मूल्यमापन प्रक्रिया
- ५.२ घटक चाचणी, उत्तर सूची, गुणदान योजना यांचे महत्व, गरज व फायदे
- ५.३ नैदानिक व उपचारात्मक कसोट्यांचे महत्व, गरज व फायदे
- ५.४ प्रचलित मूल्यमापन तंत्रे—मौखिक परीक्षा, लिखित परीक्षा स्वरूप, गुण व दोष

घटक —६: प्रथम भाषा मराठी : अभ्यासानुवर्ती उपक्रम

- ६.१ मराठी भाषा कौशल्यांना विकसित करणारे विविध उपक्रम (श्रवण, वाचन, लेखन, संभाषण)
- ६.२ मराठी भाषेच्या छात्र शिक्षकांना विकसित करणारे विविध उपक्रम
- ६.३ अभ्यासानुवर्ती उपक्रमाचे प्रकार, उपयोग
- ६.४ भाषा प्रयोगशाळा व त्यासंबंधी उपक्रम व पाठयपुस्तके

घटक —७: प्रथम भाषा मराठी विषयाचा अभ्यासक्रम व पाठयपुस्तके

- ७.१ आशययुक्त अध्ययन संकल्पना, स्वरूप, महत्व
- ७.२ प्रथम मराठी भाषा अभ्यासक्रम रचना, गद्य, पद्य, व्याकरणे आणि लेखन
- ७.३ पाठयपुस्तकाचे विश्लेषण
- ७.४ चांगल्या पाठयपुस्तकाचे निकष : अंतर्गत आणि बाह्य

घटक —८: प्रथम भाषा मराठीची आशय संपन्नता

- ८.१ शुध्दलेखन विषयक सुधारित नियम व उपयोग
- ८.२ व्यावहारिक व उपयोजित प्रकार : औपचारिक पत्र, अर्ज लेखन, वृत्तलेखन, अभिप्राय लेखन व बोलीभाषेचा परिचय
- ८.३ वृत्त व अलंकार—वृत्तांची संकल्पना
अलंकाराचे प्रकार — यमक, अनुप्रास श्लेष, उपमा उत्प्रेक्षा, दृष्ट्यांत (लक्षणे व उदाहरणे)
- ८.४ कर्तरी व कर्मणी प्रयोग

संदर्भग्रंथ :

१. करंदीकर सुरेश, मराठी अध्यापन पध्दती, फडके प्रकाशन, कोल्हापूर
२. कुंडले म.नात्र मराठीचे अध्यापन, श्री विद्या प्रकाशन, पुणे
३. पाटील लीला, मराठीचे अध्यापन व मूल्यमापन, व्हिनस प्रकाशन, पुणे
४. डांगे चंद्रकुमार, मातृभाषेचे अध्यापन, चित्रशाळा, पुणे
५. जोशी अनंत, आशययुक्त अध्यापन
६. अकोलकर ग.वि., पाटनकर ना.वि., मराठीचे अध्यापन, व्हिनस प्रकाशन, पुणे

B.Ed. Second Year : Fourth Semester
Pedagogy of a school subject (PSS) - Part 2
BEDPSS 405-2 : Method - Hindi

Credits : 2

Units : 4

Hours : 30

Marks : 50

उद्देश :

१. मूल्यांकन की संकल्पना, महत्व तथा उद्देश की जानकारी देना।
२. प्रचलित मूल्यांकन के तंत्रोंसे परिचित करना।
३. द्वितीय भाषा हिंदी का भाषा विकास करने के लिए विभिन्न गतिविधियाँ बताना।
४. पाठ्यक्रमानुवर्ती उपक्रमोंके प्रकार अवगत करना।
५. आशययुक्त अध्यापन संकल्पना, स्वरूप और महत्व समझाना।
६. हिंदी के पाठ्यपुस्तक का परीक्षण तथा विश्लेषण की जानकारी देना।
७. हिंदी वर्णमाला तथा भाषा कौशल्य, श्रवण, भाषण, वाचन, लेखन का परिचय देना।
८. देवनागरी लिपी तथा विशेषताएँ, मुहांवरे तथा कहावते समझाना।

अध्ययन निष्पत्ती:

१. छात्राध्यापक मूल्यांकन की संकल्पना, महत्व तथा उद्देश की जानकारी देते हैं।
२. छात्राध्यापक प्रचलित मूल्यांकन के तंत्रोंसे परिचय देते हैं।
३. छात्राध्यापक द्वितीय भाषा हिंदी का भाषा विकास करने के लिए विभिन्न गतिविधियाँ बताते हैं।
४. छात्राध्यापक पाठ्यक्रमानुवर्ती उपक्रमोंके प्रकार अवगत करते हैं।
५. छात्राध्यापक आशययुक्त अध्यापन संकल्पना, स्वरूप और महत्व समझते हैं।
६. छात्राध्यापक हिंदी के पाठ्यपुस्तक का परीक्षण तथा विश्लेषण की जानकारी देते हैं।
७. छात्राध्यापक हिंदी वर्णमाला तथा भाषा कौशल्य, श्रवण, भाषण, वाचन, लेखन का परिचय देते हैं।
८. छात्राध्यापक देवनागरी लिपी तथा विशेषताएँ, मुहांवरे तथा कहावते बताते हैं।

CONTENT : (५० अंक)

घटक — ५: मूल्यांकन

- ५.१ मूल्यांकन की संकल्पना, महत्व तथा उद्देश, प्रक्रिया
- ५.२ घटक कसोटी (ईकाई), उत्तर सूची, गुणांकन योजना, घटक ईकाई का महत्व, आवश्यकता

५.३ निदानात्मक परीक्षा तथा उपचारात्मक शिक्षा

५.४ प्रचलित मूल्यांकन के तंत्र—मौखिक परीक्षा—लिखित परीक्षा—स्वरूप, गुण तथा रोष

घटक — ६: द्वितीय भाषा हिंदी—पाठ्यक्रमानुवर्ती गतिविधियाँ

६.१ द्वितीय भाषा हिंदी का भाषा विकास के लिए आयोजित विभिन्न गतिविधियाँ

६.२ हिंदी अध्यापक को विकसित करने के लिए आयोजित विभिन्न गतिविधियाँ

६.३ पाठ्यक्रमानुवर्ती उपक्रमों के प्रकार, उपयोगिता

६.४ भाषा प्रयोग शाला तथा विविध उपक्रम

घटक — ७: द्वितीय भाषा हिंदी का पाठ्यक्रम तथा पाठ्यपुस्तक

७.१ आशययुक्त अध्यापन संकल्पना, स्वरूप, महत्व

७.२ द्वितीय भाषा हिंदी पाठ्यक्रम, रचना—गद्य, पद्य, व्याकरण

७.३ पाठ्यपुस्तक का परीक्षण तथा विश्लेषण

७.४ अच्छे पाठ्यपुस्तक के निकष—अंतरंग एवं बहिरंग

घटक — ८ : हिंदी भाषा की आशय संपन्नता

८.१ वर्णमाला तथा भाषा कौशल्य, श्रवण, भाषण, वाचन, लेखन

८.२ देवनागरी लिपी तथा विशेषताएं

८.३ वर्ण विचार—शब्द विचार—वाक्य विचार, क्रिया

८.४ मुहॉवरे तथा कहावतें

संदर्भ ग्रंथ :

१. कुलकर्णी स.सा., हिंदी की अध्यापन पध्दती
२. चतुर्वेदी सिताराम, भाषा की शिक्षा
३. साठे ग.ला, हिंदी भाषा का अध्ययन
४. भाई योगेन्द्रजित, हिंदी भाषा शिक्षण
५. शेटकार गणेश, जोशी शोभना (२००५) पाठ नियोजन, मृण्मयी प्रकाशन, औरंगाबाद
६. जोशी शोभना, वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन मृण्मयी प्रकाशन, औरंगाबाद
७. जोशी शोभना, शिराढोणकर मेघना, (२००७) संगणक सहायित अनुदेशन व अध्ययन, मृण्मयी प्रकाशन, औरंगाबाद
८. डॉ. आनंद वास्कर— हिंदी अध्यापन पध्दती
९. डॉ. अरविंद दुनाखे — हिंदी अध्यापन पध्दती
१०. डॉ. बोंबे बा.स. — हिंदी अध्यापन पध्दती

B.Ed. Second Year : Fourth Semester

Pedagogy of a school subject (PSS) - Part 2

BEDPSS 404-3 : Method - English

Credits : 2

Units : 4

Hours : 30

Marks : 50

Course Objectives :

- 1) To understand the evaluation tools, tests and remedial teaching
- 2) To enable student teacher the extra-curricular and co-curricular activities
- 3) To be aware of various methods, tools and techniques of evaluation
- 4) To understand the structure, syllabus and curriculum of English
- 5) To identify the good criteria of a English text book
- 6) To understand the content analysis of English subject

Course Outcomes:

1. Student teacher understands the evaluation tools, tests and remedial teaching
2. Student teacher becomes acquainted with the extra-curricular and co-curricular activities
3. Student teacher describes the methods and techniques in English teaching
4. Student teacher gets acquainted the structure, syllabus and curriculum of English
5. Student teacher analyses the internal and external criteria of a good text book of English
6. Student teacher describes the content analysis of English subject

CONTENT : (50 Marks)

UNIT - 5 : Evaluation

- 5.1 Meaning, Importance and Evaluation process
- 5.2 Unit test, designing, Editing, Answer key and scoring scheme
Importance, Need, Merits
- 5.3 Diagnostic and Remedial Teaching - Need, Importance Merits
- 5.4 Evaluation Techniques (Oral Exam, written Exam)
Nature, Merits, Demerits

UNIT - 6 : Extra-curricular activities

- 6.1 Programs to develop the various skills in English (Listening, Reading, writing, communication)
- 6.2 Programs for developing English student teacher
- 6.3 Types and importance of extra-curricular activities.
- 6.4 Language Lab and programmes and its importance

UNIT - 7 : Curriculum and textbooks of English

- 7.1 Concept and Nature CCM
- 7.2 Structure of English (Prose, Poetry, Grammar and writing)
- 7.3 Text book analysis.
- 7.4 Criteria for Good text book

UNIT -8 : Content Enrichment

- 8.1 Figures of speech.
- 8.2 Practical and applied writing (Formal and informal letters applications, report writing and story writing)
- 8.3 Describing and Narrating.
- 8.4 Ways of Content Enrichment.

References :

1. Teaching of English P.K. Gupta, Anil Gandhi & S. S. Bhatnagar
2. Teaching of English, A modern Approach, Bose E.L.
3. The essentials of English Teaching - R. K. Jain
4. Content - cum - methodology of English - Patil & Vaze
5. Theory and practice of Teaching English Language - Pawar N.G., Nutan Prakashan, Pune (1995)
6. Teaching of English - Tiwari S. R.
7. Teaching of English - Pahuja N.P.

B.Ed. Second Year : Fourth Semester

Pedagogy of a school subject (PSS) - Part 2

BEDPSS 404-4 : Method - Urdu

Credits : 2

Units : 4

Hours : 30

Marks : 50

Course Objectives :

- 1) To understand the evaluation tools, tests and remedial teaching
- 2) To enable student teacher the extra-curricular and co-curricular activities
- 3) To be aware of various methods, tools and techniques of evaluation
- 4) To understand the structure, syllabus and curriculum of Urdu
- 5) To identify the good criteria of a Urdu text book
- 6) To understand the content analysis of Urdu subject

Course Outcomes:

- 1) Student teacher understands the evaluation tools, tests and remedial teaching
- 2) Student teacher becomes acquainted with the extra-curricular and co-curricular activities
- 3) Student teacher describes the methods and techniques in Urdu teaching
- 4) Student teacher gets acquainted with the structure, syllabus and curriculum of Urdu
- 5) Student teacher analyses the internal and external criteria of a good text book of Urdu
- 6) Student teacher describes the content analysis of Urdu subject

CONTENT : (50 Marks)

UNIT - 5 : Evaluation

- 5.1 Meaning, Importance and Evaluation process
- 5.2 Unit test, designing, Editing, Answer key and scoring scheme
importance, Need, Merits
- 5.3 Diagnostic and Remedial Teaching - Need, Importance Merits
- 5.4 Evaluation Techniques (Oral Exam, written Exam)
- Nature, Merits, Demerits

UNIT - 6 : Extra curricular activities

- 6.1 Programs to develop the various skills in Urdu (Listening, Reading, writing, communication)
- 6.2 Programs for developing Urdu student teacher
- 6.3 Types and importance of extra curricular activities.

6.4 Language Lab and programmes and its importance

Unit- 7 : Curriculum and textbook of Urdu method.

- 7.1 Concept and nature Content cum methodology
- 7.2 Structure of urdu. (Prose, poetry, grammar and writing)
- 7.3 Textbook analysis
- 7.4 Criteria for good text book

UNIT - 8 : Content Enrichment

- 8.1 Figures of speech.
- 8.2 Practical and applied writing (Formal and informal letters applications, report writing and story writing)
- 8.3 Describing and Narrating.
- 8.4 Kind of nouns adjectives, adverb and tense.

References :

- 1) Abdul Gaffar madholi Urdu Sikhane Ka Jamia Tareqa.
- 2) Ahmand Hussain.Tadrees Urdu
- 3) Ahsam Siddiqui.Fune Taleem.
- 4) Dr. Jameel Urdu Adab Ki Tareekh.
- 5) Dr.Mohd. Ikram Khan, Mashqui Tadvees Kyon Our Kaise- Maktabe Jamia Malia, Delhi
- 6) Manohar Sahaje. Taleem Dene ka Fun
- 7) Moinuddin Tadrees-E-Urdu-, (For B.Ed).
- 8) Moinuddin, Hum Urdu Kaise Padhaen - Maktaba Jamia, Delhi.
- 9) Moulvi Saleem Urdu Kaise Padhaen -.Chaman Book Depot, Delhi.
- 10) Padhane Ka Maza-Muriel Wasi N.C.E.R.T., New Delhi.
- 11) Salamatullah. Ham Kaise Padhaen

B.Ed. Second Year : Fourth Semester

Pedagogy of a school subject (PSS) - Part 2

BEDPSS 404-5 : Method - Science

Credits : 2

Units : 4

Hours : 30

Marks : 50

Course Objectives :

- 1) To understand the evaluation tools, tests and remedial teaching
- 2) To enable student teacher the extra-curricular and co-curricular activities
- 3) To aware of various methods, tools and techniques of evaluation
- 4) To understand the structure, syllabus and curriculum of Science
- 5) To identify the good criteria of a Science text book
- 6) To understand the content analysis of Science subject

Learning Outcomes :

- 1) Student teacher understands the evaluation tools, tests and remedial teaching
- 2) Student teacher becomes acquainted with the extra- curricular and co-curricular activities
- 3) Student teacher describes the methods and techniques in Science teaching
- 4) Student teacher gets acquainted the structure, syllabus and curriculum of Science
- 5) Student teacher analyses the internal and external criteria of a good text book of Science
- 6) Student teacher describes the content analysis of Science subject.

CONTENT : (50 Marks)

UNIT - 5 : Evaluation

- 5.1 Meaning, Techniques and tools of evaluation
- 5.2 Unit test - designing, editing, answer key and scoring scheme
- 5.3 Diagnostic tests and remedial teaching
- 5.4 Need and Importance of remedial teaching

UNIT - 6 : Extra-curricular activities

- 6.1 Concept, Need, Importance
- 6.2 Different extra- curricular activities
- 6.3 Principles of extra- curricular activities
- 6.4 Science club, science fair, science exhibition, field trip

UNIT – 7 : Analysis of Science

- 7.1 Structure of Science

- 7.2 Syllabus and curriculum - Concept
- 7.3 Analysis of Text book - Internal and external.
- criteria of good text book
- 7.4 Types of curriculum construction.

UNIT - 8 : Subject Content (Science)

8.1 Concepts in Physics

motion, Energy and force, Heat and Light, sound and waves, Electric current and Magnetism

8.2 Concepts in Chemistry Metals and Non metals, Chemistry of Carbonic Compounds, Acid, Base chemical reactions.

8.3 Life on Earth (Cell : The unit of Life plant and animal life, organ system (Only human)

8.3 Environmental science : Biodiversity and Ecosystem, pollution
Types, Reasons, preventive measures

References :

- 1) जी.टी. खुरपे, 'विज्ञानाचे अध्यापन'
- 2) चा.प. कदम, बोदांडे, शास्त्र अध्यापन पध्दती
- 3) प्रभाकर हकीम, विज्ञानाचे अध्यापन
- 4) गो.प्र. सोहनी, शास्त्र अध्यापन
- 5) अनारसेदिघे, पाटणकर, शास्त्राचे अध्यापन
- 6) Kohli V.K. - Teaching of Science
- 7) Siddique & Siddique - Teaching of science ; Today & Tomorrow Sharma R. C. - Modern Science Teaching
- 8) Sharma & Sharma Modern Science Teaching
- 9) Lackompton - Instructional Techniques & Practice
- 10) Yadav M. S. Teaching & Science
- 11) Patil V. N. Singh S. K. (2009) Teaching Of Zoology, KSK Publishers & Distributors , New Delhi.
- 12) **Kohil V.K. Teaching of Science**
- 13) **Siddque and Siddique, Teaching of Science**, Today and Tomorrow
- 14) **Sharma R.C., Modern Science Teaching**
Lecompton - Instructional Techniques and practise
- 15) **Yadva M.S. Teaching of Science :**
Patil V.N. Singh, S. K. (2009) Teaching of Zoology, KSK publishers and Distribution, New Delhi.

B.Ed. Second Year : Fourth Semester

BEDPSS 404-6 : Method - Mathematics

Credits : 2

Units : 4

Hours : 30

Marks : 50

Course Objectives :

- 1) To understand the evaluation tools, tests and remedial teaching
- 2) To enable student teacher the extra-curricular and co-curricular activities
- 3) To be aware of various methods, tools and techniques of evaluation
- 4) To understand the structure, syllabus and curriculum of Mathematics
- 5) To identify the good criteria of a Mathematics text book
- 6) To understand the content analysis of Mathematics subject

Course Outcomes:

- 1) Student teacher understands the evaluation tools, tests and remedial teaching
- 2) Student teacher becomes acquainted with the extra-curricular and co-curricular activities
- 3) Student teacher describes the methods and techniques in Mathematics teaching
- 4) Student teacher gets acquainted with the structure, syllabus and curriculum of Mathematics
- 5) Student teacher analyses the internal and external criteria of a good text book of Mathematics
- 6) Student teacher describes the content analysis of Mathematics subject.

CONTENT : (50 Marks)

UNIT -5 : Evaluation

- 5.1 Meaning, techniques and tools of evaluation
- 5.2 Unit test designing, editing, answer key and scoring skills
- 5.3 Diagnostic test and remedial teaching
- 5.4 Need and importance of remedial teaching

UNIT - 6 : Extra curricular activities

- 6.1 Concept, need, and importance
- 6.2 Different extra-curricular activities
- 6.3 Principle of extra-curricular activities
- 6.4 Mathematics club, quiz, contest

UNIT - 7 : Analysis of Mathematics

- 7.1 Structure of mathematics

- 7.2 Syllabus and curriculum - concept
- 7.3 Analysis of textbook, criteria of good textbook
- 7.4 Types of curriculum construction

UNIT - 8 : Subject Content (Mathematics)

8.1 Arithmetic

a) Natural, whole, integers, rational, irrational, real numbers, b) Indices, square, square root, cube, cube roots, c) Ration and proportion

8.2 Algebra

a) Basics of algebra, b) Polynomials : Factors and multiples, c) Equations : Equation with one variable, linear equation in two variables, quadratic equation.

8.3 Geometry

a) Basics of Geometry - Concept, b) Types and properties of triangles, parallel lines, quadrilaterals, circles

8.4 Applied mathematics

i) Profit and loss, ii) Percentages, iii) Simple and compound interest
iv) Discount and commission, v) graphs.

References :

- 1) जी. टी. खुरपे, बी.आर. सोनटक्के, 'गणिताचे अध्यापन' विद्यावती प्रकाशन, लातूर
- 2) बापट आणि कुलकर्णी, गणित : अध्ययन आणि अध्यापन, विहिस प्रकाशन, पुणे
- 3) देशमुख व.प., १९७२, गणिताचे अध्यापन, मॉडर्न बुक डेपो, पुणे.
- 4) जगताप ह.ना. १९९६, गणित अध्यापन पध्दती, नूतन प्रकाशन, पुणे
- 5) शेटकर गणेश, जोशी शोभना २००५, पाठनियोजन, मण्मयी प्रकाशन, औरंगाबाद
- 6) जोशी शोभना, २००६ वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन, मण्मयी प्रकाशन, औरंगाबाद
- 7) जोशी शोभना, शिराढोणकर मेघना, २००७, संगणक सहायित अनुदेशन व अध्ययन, मण्मयी प्रकाशन, औरंगाबाद
- 8) Unesco publication : New trends in mathematics teaching ICML report 1966.
- 9) *Shah S.A. - principles of mathematics* teaching, orient longman
- 10) *Siddu K.S. Teaching mathematics*, sterling publishers, New Delhi
- 11) *Agrawal S.I. (1977) : A course in teaching of modern mathematics*, Rai & Son, New, delhi
- 12) *Joshi Devendra, Inamdar Vivek, and Lahorkar Balaji (2008)*, Aditya

publication, Nanded.

B.Ed. Second Year : Fourth Semester

Pedagogy of a school subject (PSS) - Part 2

BEDPSS 404-7 : Method – History

Credits : 2

Units : 4

Hours : 30

Marks : 50

Course Objectives:

- 1) To understand the evaluation tools, tests and remedial teaching
- 2) To enable student teacher the extra-curricular and co-curricular activities
- 3) To be aware of various methods, tools and techniques of evaluation
- 4) To understand the structure, syllabus and curriculum of History
- 5) To identify the good criteria of a History text book
- 6) To understand the content analysis of History subject

Course Outcomes:

- 1) Student teacher understands the evaluation tools, tests and remedial teaching
- 2) Student teacher becomes acquainted with the extra-curricular and co-curricular activities
- 3) Student teacher describes the methods and techniques in History teaching
- 4) Student teacher gets acquainted with the structure, syllabus and curriculum of History
- 5) Student teacher analyses the internal and external criteria of a good text book
- 6) Student teacher describes the content analysis of History subject.

CONTENT : (50 Marks)

UNIT - 5 : Evaluation

- 5.1 Meaning, Techniques and tools of evaluation.
- 5.2 Unit Test - designing, editing, answer key and scoring scheme.
- 5.3 Diagnostic and remedial teaching.
- 5.4 Need and importance of remedial teaching.

UNIT -6 : Extra curricular Activities

- 6.1 Concept, need and importance
- 6.2 Different extra-curricular activities
- 6.3 Principles of extra-curricular activities
- 6.4 History room, History club, field trip

UNIT - 7 : Analysis of History

- 7.1 Structure of History
- 7.2 Syllabus and curriculum - concept
- 7.3 Analysis of text book - Internal and external, criteria of good text book
- 7.4 Principals of curriculum - construction, Types of curriculum construction

UNIT - 8 : Subject Content (History)

- 8.1 India : Cultural, Ancient India, Industrial revaluation, The establishment of Expansion of British Power, National Revolt of 18August Kranti
- 8.2 Indian constitution : Fundamental Rights and duties of Citizen.
- 8.3 Movements : The Revolutionary movements, the quit India Movement, Non cooperation movement. Home rule movement, Abhinav Bharat.
- 8.4 Indian Freedom Struggle.

References :

1. R.P. Singh (2006), Teaching of History, Surya Publication.
2. N.R. Saxena, B.K. Mishra, R.K. Mohanis (2006), Teaching of social science, surya Publication
3. *V.D. Ghate* (2006) **The teaching of History**
4. *S.K. Kochhar* (2006) **Teaching of History**
5. *B.C. Rai* (2006) **Teaching of History**
6. दत्तोपंत आपटे स्मारक मंडळ १९४७, इतिहास शास्त्र व तत्त्वज्ञान, चित्रशाळा प्रेस, पुणे
7. चितले शं.दा. आणि मांडके म.वि. १९७९ इतिहास कसा शिकवावा विद्यार्थी ग्रह प्रकाशन, पुणे
8. तिवारी सी.म., इतिहास अध्यापन पध्दती
9. घाटे वि.द., इतिहास शास्त्र आणि कला
10. पत्की श्री.गा., इतिहासाचे अध्यापन, व्हिनस प्रकाशन, पुणे
11. पारसनीस न.रा., धारुरकर य.ज., इतिहासाचे अध्यापन, व्हिनस प्रकाशन, पुणे.
12. जोशी अनंत संपादकिय १९९९, आशययुक्त पध्दती, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक

B.Ed. Second Year : Fourth Semester

Pedagogy of a school subject (PSS) - Part 2

BEDPSS 404-8 : Method - Geography

Credits : 2

Units : 4

Hours : 30

Marks : 50

Course Objectives :

- 1) To understand the evaluation tools, tests and remedial teaching
- 2) To enable student teacher the extra- curricular and co-curricular activities
- 3) To aware of various methods, tools and techniques of evaluation
- 4) To understand the structure, syllabus and curriculum of Geography
- 5) To identify the good criteria of a geography text book
- 6) To understand the content analysis of Geography subject.

Course Outcomes:

- 1) Student teacher understands the evaluation tools, tests and remedial teaching
- 2) Student teacher becomes acquainted with the extra- curricular and co-curricular activities
- 3) Student teacher describes the methods and techniques in geography teaching
- 4) Student teacher gets acquainted the structure, syllabus and curriculum of Geography
- 5) Student teacher analyses the internal and external criteria of a good text book.
- 6) Student teacher describes the content analysis of Geography subject.

CONTENT : (50 Marks)

UNIT -5 : Evaluation

- 5.1 Meaning, techniques and tools of evaluation
- 5.2 Unit Test designing, editing, answer key and scoring scheme.
- 5.3 Diagnostic and remedial teaching
- 5.4 Need and importance and remedial teaching.

UNIT - 6 : Extra - curricular activities

- 6.1 Concept, Need and importance
- 6.2 Different extra- curricular activities
- 6.3 Principles of extra -curricular activities
- 6.4 Subject club, museum, field visit.

UNIT - 7 : Analysis of Geography

- 7.1 Structure of Geography
- 7.2 Syllabus and curriculum concept.
- 7.3 Analysis of Text Book - Internal and External, Criteria of good text book.
- 7.4 Principals of curriculum construction, types of curriculum construction

UNIT - 8 : Subject content

- 8.1 The earth Geography (Solar System, Motion of Earth, Ellipse)
- 8.2 Physical Geography (Weather and Climate, factor affecting climate, Wind definition, types of wind)
- 8.3 Earths natural Environment (Rapid movements, Earth quake and volcano)
- 8.4 Types of water bodies - ocean, sea, gulf, river and lake concept and example

References :

1. बापट वि.जी. १९६९, भूगोल अध्ययन आणि अध्यापन पुणे : व्हिनस प्रकाशन
2. पाटणकर ना.वि., १९५४ भूगोलाचे अध्यापन पुणे : मॉडर्न बुक डेपो
3. पोंक्षे व.बा. भूगोल अध्यापन पध्दती, पुणे : नूतन प्रकाशन
4. सांगले शैलजा, द्रष्टीक्षेपात स्पेशल मेथड भूगोल पुणे: नूतन प्रकाशन
5. मिश्रा आत्मानंद — भूगोल शिक्षण पध्दती
6. Shaida B.D., Sharma J.C. - Teaching of Geography, Dhanpat Rai & Sons, Delhi
7. Mukherji S.P. - Geography and Education, Jiwan Jyoti prakashan, Darjeeling
8. Varma O.P. & Vedanayagan E.G.-Geography Teaching, sterling publishers, Jallander
9. Arora K.I. - Teaching of Geography, Prakash Brothers, Ludhiyana
10. Barnard - Principles and practice for Geography Teaching, University tutorials Press, London

11. Pary H.K. -Becoming Better Teacher-Micro Teaching Approach, Sahitya Mudranalaya, Ahmadabad
12. Britain, Department of Education and Science, (1972), New Thinking in School Geography, Her Majesty's stationery office, London
13. Britain ministry of Education, (1960), Geography and Education, Her Majesty's stationery office, London
14. Faizgrive (U.L.P.): Geography in School
15. Gopail G.R. (1973), The Teacher of Geography, MacMillon Education Ltd., London
16. Hall, David, (1976), Geography and the teacher, George Allen and Unwin Ltd., London
17. Macnee, E.A., (1951), The teaching of Geography, Geoggyey Cambridge, Bombay
18. Morrin, John W., (1968), Methods of Geographic Instruction, Blaisdell Publishing co., Massachusett
19. UNESCO, (1965), Source Book for Geography Teaching, Longmans, Green and Co., London
20. Varma, O.P.(1975), Geography Teaching, Sterling publishers, New Delhi.

B.Ed. Second Year : Fourth Semester

Pedagogy of a school subject (PSS) - Part 2

BEDPSS 404-9 : Method - Commerce

Credits : 2

Units : 4

Hours : 30

Marks : 50

Course Objectives :

- 1) To understand the evaluation tools, tests and remedial teaching
- 2) To enable student teacher the extra curricular and co-curricular activities
- 3) To enable the student to understand the nature of CCM
- 4) To enable students the structure commerce subject.
- 5) To enable the students the content of commerce.
- 6) To understand the content enrichment of commerce subject

Course Outcomes:

- 1) Student teacher understands the evaluation tools, tests and remedial teaching
- 2) Student teacher becomes acquainted with extra-curricular activities
- 3) Student teacher identifies the nature of content cum methodology
- 4) Student teacher understands the structure commerce subject
- 5) Student teacher gets acquainted with the content of commerce
- 6) Student teacher describes the types of capital, bank loans and principles of managements

CONTENT : (50 Marks)

UNIT - 5 : Evaluation

- 5.1 Meaning, Techniques and tools of evaluation
- 5.2 Unit test - designing, editing, answer key and scoring scheme
- 5.3 Diagnostic tests and remedial teaching
- 5.4 Need and Importance of remedial teaching

Unit - 6 : Extra-curricular activities

- 6.1 Concept, Need, Importance
- 6.2 Different extra- curricular activities
- 6.3 Principles of extra -curricular activities
- 6.4 Commerce club, science fair, science exhibition, field trip

Unit - 7 : Curriculum and Textbook of commerce

- 7.1 Concept and nature of CCM
- 7.2 Structure of commerce
- 7.3 Textbook analysis
- 7.4 Criteria for good textbook.
 - 1) place and 2) Teaching strategies, 3) curriculum

Unit - 8 : Content Enrichment

- 8.1 Capital Structure.
- 8.2 Financial plan meaning and Importance.
- 8.3 Types of capital (Fixed and working), Types of bank loan
- 8.4 Financial market, acceptance of deposit. Principles of Management.

References :

- 1) Aggarwal, J.C.(2010). Teaching of Commerce: Vikas Publications house Pvt. Ltd.New Delhi
- 2) Bhaskara Rao, Digumarti, (2004) Methods of Teaching Commerce:Discovery Publishing House, New Delhi.
- 3) Lulla B.P. (1990). Teaching Commerce in Secondary Schools: M.S.U., Baroda.
- 4) P.C. Segwalkar & Sarlekar(2000): The structure of Commerce. Kitab Mahal. Allahabad
- 5) Rao, S. Teaching Commerce in Multipurpose Secondary Schools.
- 6) Rao, S. (1995). Teaching of Commerce, New Delhi: Publications Pvt. Ltd
- 7) Seema Rao., (2004). Teaching of Commerce: Anmol Publications Pvt. Ltd., New Delhi.
- 8) Umesh, rana A (2009). Methodology of Commerce Education: Tandon Publications, New Delhi

BED EPC 405 ENHANCING PROFESSIONAL CAPACITIES (EPC)

A. Critical Understanding of ICT (02 Credits)

The student teachers will work alone or in pairs for the practical. The student teacher will keep a hard and soft copy of his/her practical work. Student teacher has to perform various activities by using MS-word, MS-excel MS-Power point presentation and Internet browsers. Student teacher has to complete following tasks and submit to college for evaluation:

1. Preparation of Lesson using PPT
2. Preparing lesson note using MS-word
3. Drawing diagrams, charts, tables etc using MS-word

B. Entrepreneurship Development (02 Credits)

1. Write a report on area visit of a renowned secondary or higher secondary school according to whole performance such as teaching learning process, infrastructure, various school records , results , academic plannings , co-curricular activities, social view,use of man power, student development etc.
2. A study of any well developed business centre with reference to skill development

BEDPC 406 PRACTICAL COURSES (PC)

A. INTERNSHIP(14weeks) (07Credits)1Credit/2weeks

During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children.

1. School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.
2. Student teachers shall be equipped to cater to diverse needs of learners in schools.
3. Student-teachers are to be actively engaged in teaching at least two levels, namely, upper primary and secondary.

4. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty.
5. Internship in schools is to be done for a minimum duration of 15 weeks.
6. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty.
7. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship.
8. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.
9. However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks.
10. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block.
11. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period.
12. Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school.
13. Moreover, teaching should not be practiced through the reductionist approach of 'Micro teaching' of isolated 'skills' and simulated lessons.
14. Internship program shall include following activities.

(a) Lessons (6 lessons) : (01 Credit)

Preferably lesson should be related to School subject Methodology and it is expected that lessons will be conducted on different levels (i.e. Upper primary, Secondary and Higher secondary level).

(b) Plan of evaluation : (01 Credit):

Student teacher has to plan a unit test related to any one method with blue print , administrate the test and prepare results with appropriate feedback.

(c) Study of the records maintained by the school : (01 Credit)

Student teacher will study records & documentation and its system keeping, maintenance, evaluation etc. of school and will prepare a report.

(d) Organization of co curricular/cultural/literary activities : (01Credit)

Student teachers have to organize minimum 02 co-curricular/cultural// literary activities.

(e) Observation of Peers : (01 Credit)

Student teacher shall observe minimum 10 lessons and provide appropriate feedback

(f) Other School Activities/Programs : (01 Credit)

Other activities may include conducting Psychological testing, parent-Community related activities, remedial teaching, sports activities, awareness programs etc. Student teacher shall conduct minimum two activities from this category.

(g) Interviews & Interaction with teachers : (01 Credit)

Student teacher shall conduct interviews of minimum two experienced teachers regarding issues in classroom teaching-learning, their professional development, experiences in the field etc.

NOTE : Write the report on activities, events, lessons, evaluations, programs etc in Internship programme work book

B. FINAL TEACHING LESSONS (01Credit/Lesson) (Any Two)

Pedagogy School Subject – 1,2,3,4,5

Pedagogy School Subject – 6,7,8,9

There will be ONE lesson of each method. The candidate must secure minimum 40 % marks in each method Core i.e. Method-I (10 marks out of 25) + Method-II (10 marks out of 25) means separate passing of each method.