

**SWAMI RAMANAND TEERTH MARATHWADA
UNIVERSITY, NANDED**



STRUCTURE AND SYLLABUS

For award of degree of

Bachelor of Education

(B.Ed.)

Choice Based Credit System

(CBCS)

(Two Years- Annual Pattern Program)

To be introduced from June- 2015 onwards

And

Subject to revise from time to time

June -2015

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1. Preamble

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

2. Introduction:

Swami Ramanand Teerth Marathwada University, Nanded is reformed curriculum of B.Ed. course under the Faculty of Education from June- 2015. From this academic year program will be of two years with annual pattern and Choice Based Credit System (CBCS).

Course 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 act as agents of modernization and social change.
- 5.** To promote social cohesion, international understanding and protection of human rights and rights of the child.
- 6.** To become competent and committed professionals willing to perform the identified tasks.
- 7.** To use competencies and skills needed for becoming an effective teacher.

8. To be sensitive student teacher about emerging issues such as environment, Population, gender equality, legal literacy etc.
9. To inculcate rational thinking and scientific temper among the students.
10. To develop critical awareness about the social realities among the students.
11. To use managerial and organizational skills.
12. To enhance professional capacities like reading and reflecting on texts, understanding of self, understanding the use of drama and art in education, etc.
13. To encourage innovation, research and extension activities in educational field.
14. To be sensitive towards contemporary issues related to population, environment, gender equality, different literacy, Yoga & Health Education etc.
15. 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/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. 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 part 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 88 number of credits distributed in two academic year. 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 academic year are 200 working days.

The courses offered in this Programme consist of Core Courses (CC), Pedagogy of School Subject (PSS), Optional Courses (OC), Enhancing Professional Competencies (EPC), Practical Courses (PC) and Internship with defined ratio of weightages for each. The core papers deal with the discipline specific and the optional paper deals with 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 2048 (I: 1024+ II : 1024) .
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 Year Assessment (EYA). The final results shall be declared after integration of CIA and EYA.
11. The declaration of result is based on the Grade Point Average (GPA) earned towards the end of each year 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.,

- **01 Credit= 16 contact hours for theory courses & 32 contact hours for practicum/internal etc.**
- **01 credit= 25 marks**

Credit Point (P):

Credit point is the value obtained by multiplying the grade point (G) by the credit (C): $P = G \times C$.

Grade Point:

Grade point is an integer indicating the numerical *ANNUAL GRADE POINT AVERAGE (AGPA)*:

I. Annual Grade Point Average (AGPA) 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. AGPA 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 Year Assessment (EYA). The final results shall be declared after integration of CIA and EYA.

Weightage: 55% for End Year Assessment (EYA) & 45% 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 Year Assessment (EYA).**

The ratio of CIA and EYA is 45:50

Passing Rules:

The CIA and EYA 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):** 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 year 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 Board of Studies.
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 year Assessment (EYA):** This is to be carried out at the end of each year 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 Year Assessment (EYA) is based on written examination. These examinations shall be at the end of each year.
6. **Integration of CIA and EYA:**
 1. A student failed in CIA shall have to appear for EYA 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 EYA irrespective of the marks he got in EYA.
 2. If a student passed in CIA and failed in EYA, the student needs to appear for EYA 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 s/he 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 EYA 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 year 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 EYA will be evaluated in terms of marks. The marks for CIA and EYA will be added together and then converted into a grade and later a grade point average. Results will be declared for each year.

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 papers having weightage of 100 marks)	Marks (for papers having weightage of 50 marks)	Marks (for papers 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--	FR	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 year, 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 Year 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 year.

Grade points earned in each paper shall be calculated as-

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

The Annual Performance Index (API) gives weighted performance index of a year with reference to the credits of a course.

The API shall be calculated as-

$$\text{API} = \frac{\text{Total Earned Grade Pointes (as given above) for the Year}}{\text{Total Credits for the year}}$$

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

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

$$\text{AGPA} = \frac{\text{Total earned grade point for the Year}}{\text{Total credits for the year}}$$

14. Final result:

The final marks after assessment will be submitted by the respective schools to the controller of Examination 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.

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

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

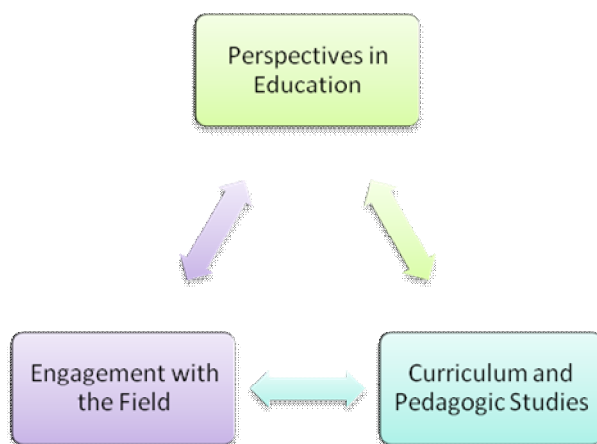
- iii) If the (C) GPA is higher than the indicated upper limit in the three decimal digit, then higher final grade will be awarded (e.g. a student getting (C)GPA of 3.992 may be awarded 'C+' grade).
- iv) If a student failed to obtain a grade other than F in a course then such a course will not be taken 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 20 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 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. Course Structure:

Course structures for first & second year are as following.

COURSE STRUCTURE: FIRST YEAR

Course Code	Title of Course	Credits	Hours	Marks (Ext+ Int.)
CORE COURSES : PERSPECTIVES IN EDUCATION				
BEDCC101	Childhood and Growing up	4	64	80+20
BEDCC102	Contemporaneity India and Education	4	64	80+20
BEDCC103	Learning and Teaching	4	64	80+20
BEDCC104	School Administration and Management	4	64	80+20
BEDCC105	Understanding Disciplines and Subjects	2	32	50
BEDCC106	Gender, School and Society	2	32	50
BEDPSS107 PEDAGOGY OF SCHOOL SUBJECTS (PSS) Part 1				
	Method-1	2	32	50
	Method-2	2	32	50
BEDEPC108 ENHANCING PROFESSIONAL CAPACITIES (EPC)				
A	Reading and Reflecting on Text	2	64	50
B	Drama & Art in Education	2	64	50
BEDPC 109 PRACTICAL COURSES: PC				
A	SKILL DEVELOPMENT			
	1) Micro teaching (Five Skills + Observation)	2	64	50
	2) Integrated Lesson	1	32	25
	3) Teaching aids preparation	1	32	25
	4) Models of Teaching (One model related to any one method)	1	32	25
B	PRACTICE TEACHING			
	1) Practice Lessons (08 lessons for each method)	3	96	75
	2) Content cum Methodology based lesson (01for each method)	1	32	25
	3) Lesson Observation (10 for each method)	1	32	25
C	YOGA EDUCATION	1	32	25
D	USE OF ICT IN EDUCATION			
	1) Technology based teaching (01for each method)	1	32	25
E	INTERNSHIP (four week)	3	96	75
	TOTAL	44	1024	1100

Methods : Part 1

- Marathi
- Hindi
- English
- History
- Geography
- Mathematics
- Science
- Commerce
- Urdu

The detail description of EPC & PC parts is given below.

EPC 108: 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. 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)

PC 109 PRACTICAL COURSES: PC (16 credits)

A. Skill development

1. Micro teaching (02 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.

1. Content test & Integrated Lessons: (02 credits)

College will conduct content test for each method and then integrated lesson will be performed by each student teacher.

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.

2. Teaching Aid Preparation (01 credits)

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.

3. Lesson using Models of Teaching (01 credits)

Each student teacher has to prepare and conduct one lesson related to his/her method using models of teaching.

B. Practice Lessons:

1. 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.

2. Content Cum Methodology Lesson: (01credits)

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

3. Lesson Observation (01 credits)

Student teacher has to conduct observation of 10 lessons for each method.

C. YOGA EDUCATION (01 credits)

Activities of Yoga Education will be conducted by colleges as per modules provided by NCTE.

YOGA EDUCATION:

Yoga 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 01: INTRODUCTION TO YOGA AND YOGIC PRACTICES

1. Yoga: Meaning and initiation
2. History of development of yoga
3. Ashtanga Yoga or raja yoga

4. The streams of yoga
5. The schools of yoga: Raja yoga and Hatha yoga
6. Yogic practices for healthy living
7. Some selected yogic practices

UNIT 02: INTRODUCTION TO YOGIC TEXTS

1. Historicity of yoga as a discipline
2. Classification of yoga and yogic texts
3. Understanding Ashtanga yoga of Patanjali
4. Hatha yogic practices
5. Complementarily between Patanjali yoga and Hatha yoga
6. Meditational processes in Patanjali yoga sutra

UNIT 03: YOGA AND HEALTH

1. Need of yoga for positive health
2. Role of mind in positive health as per ancient yogic literature
3. Concept of Health, healing and disease: yogic perspective
4. Potential cause of ill health
5. Yogic principles of healthy living
6. Integrated approach of yoga for management of health
7. Stress management through of yoga and yogic dietary consideration

D. USE OF ICT IN EDUCATION (01 credits)

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

E. INTERNSHIP (03 credits)

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

- (i) Week 1: visits to innovative centres' of pedagogy and learning - innovative schools, educational resource centres' etc.
- (ii) Week 2: Observation of classroom activities. (Exclusive of this observation of 4 lessons of experienced school teachers preferably two of each School subject is mandatory)
- (iii) Week 3: 02 lessons per day and engagement in other school activities.
- (iv) Week 4 : 02 hours per day for the study of Physical facilities, documentation, library, laboratories etc. and engagement in other school activities in remaining time.

COURSE STRUCTURE: SECOND YEAR

Course Code	Title of Course	Credits	Hours	Marks (Ext+ Int.)
CORE COURSES				
BEDCC201	Knowledge, Curriculum and Language Across Curriculum	4	64	80+20

BEDCC202	Assessment for Learning	4	64	80+20
BEDCC203	Educational Technology & ICT	4	64	80+20
BEDCC204	Inclusive Education	4	64	80+20
BEDPSS205 PEDAGOGY OF SCHOOL SUBJECTS (PSS) Part1				
	Method-1	2	32	50
	Method-2	2	32	50
BEDOC206 OPTIONAL COURSES (OC)				
	Optional courses (Student has to opt one subject from following list)	4	64	80+20
	1) Environment Education and Disaster Management			
	2) Value Education			
	3) Guidance and Counselling			
	4) Health and Physical Education			
	5) Peace Education			
	6) Women's Education			
BEDEPC207 ENHANCING PROFESSIONAL CAPACITIES (EPC)				
A	Critical Understanding of ICT	2	64	50
B	Understanding The Self	2	64	50
BEDPC208 PRACTICAL COURSES: PC				
A	Psychological Experiment	1	32	50
B	Year Plan, Unit Plan, Unit test with blue print (from 5 th to 12 th . for each method)	1	32	25
C	Lesson Note on any lesson unit by using multimedia tool for each method	1	32	25
D	Preparation of the report on first term examination of school	1	32	25
E	Cultural & Co-curricular Activities	2	64	50
PC209	Final Lesson	2	64	50
PC210	INTERNSHIP	8	256	200
	TOTAL	44	1056	1100

Methods : Part 2

- Marathi
- Hindi
- English
- History
- Geography
- Mathematics
- Science
- Commerce
- Urdu

The detail description of EPC & PC parts is given below.

EPC 207: ENHANCING PROFESSIONAL CAPACITIES (04 credits)

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. Preparation of exam results & reports using excel
3. Preparing lesson note using MS-word
4. Drawing diagrams, charts, tables etc using MS-word
5. Writing essay/paper/ review related to any theme using different resources

from internet.

B. 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.

PC208: PRACTICAL COURSES: PC (10 credits)

1. 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

2. Year Plan, Unit Plan, Unit test with blue print (from 5th 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.

3. Lesson Note on any lesson unit by using multimedia tool for each method. (01 credit)

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

4. Preparation of the report on first term examination of school (01 credit)

Workshop for training of report preparation will be conducted by College. Student teacher has to prepare a report on first exam of a class from any school and submit it to college for evaluation.

5. Cultural & Co-curricular Activities : (02 credits)

Student teachers has to organize and participate activities from following :

A. Cultural 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.

B. Social Useful Productive Work (SUPW): (any two)

1. Pot culture
2. Photography
3. Computer Application
4. Embroidery
5. Book binding

6. Paper work
7. Card board
8. Interior decoration
9. Toy & Doll making
10. Clay work etc.

C. Social Services: (any two)

1. Literacy Programs
2. Free coaching to below average students
3. Educational Guidance programs for parents, students, slow learners etc.
4. Adaptation and Development of any school
5. Tree plantation
6. Social awareness programs
7. Participation in Disaster management etc.

PC 209: FINAL LESSON (02credit)

There will be two lessons of each method. The candidate must secure minimum 40 % marks in each method. i.e. Method-I (10 marks) + Method-II (10 marks).

PC 210: INTERNSHIP (08 credits)

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: (02 credit)

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/Programmes : (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.

17. Over all structure

Overall structure of parts of course and marks is as follows:

YAER	PART	CREDITS	MARKS	CONTACT HOURS
FIRST	Core Courses	20	500	320
	School Subject Pedagogy	04	100	64
	Enhancing Professional competencies	04	100	128
	PC	11	275	352
	Yoga Education	1	25	32
	Use of ICT in Education	1	25	32
	Internship	03	75	96
	Total	44	1100	1024
SECOND	Core Courses	16	400	256
	Optional Courses	04	100	64
	School Subject Pedagogy	04	100	64
	Enhancing Professional competencies	04	100	128
	PC	06	150	192
	Final Lesson	02	50	64
	Internship	08	200	256
	Total	44	1100	1024
GRAND TOTAL				
	FIRST YEAR	44	1100	1024
	SECOND YEAR	44	1100	1024
	TOTAL	88	2200	2048

18. Detail Course Content

B.Ed. First Year
Compulsory Course (CC)
BEDCC 101 : Childhood and Growing Up

Credits : 4	Units : 4	Hours : 64	Marks : 80+20
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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 and 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.

UNIT I : 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, Sigman Freud
Role of teacher in the development of learners Personality.

UNIT-3 : Education and Learner Diversity in classroom

- 3.1 Diversity in learning styles.
- Meaning and concept of learning styles.
 - Types of learning styles (visuals, auditory, kinesthetic)
 - Implications for learning
- 3.2 Diversity due to multiculturalism.
- Meaning and concept of multiculturalism
 - Differences in learners arising due to multiculturalism
 - 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;
- Political domain : democratic, dictatorship, communism and socialism feature of governments and its general policies in education.
 - 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.
- Social Domain : Family, neighborhood, friends and society.
 - Implications of the social domain on childhood on growing up.
- 4.3 Meaning and Implication of cultural domain on childhood and growing up.
- Cultural domain : Social values, customs, traditions. Cultural institutions.
 - Implications of cultural dimensions on childhood and growing-up.
- 4.4. Impact of media on childhood and growing up.
- Types of Mass Media : Print, electronic and social Media.
 - Implications of Mass Media on childhood and growing-up.

Practical : (any one from the given List)

- Case study of an adolescent learner.
- Review and write report on a biography / story / children's diary etc. to understand the live realities of children growing up in different political, social and cultural settings.
- Conduct a study on Impact of Media on growing up on children.

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B.Ed. First Year
Compulsory Course (CC)
BEDCC 102 : Contemporary India and Education

Credits : 4	Units : 4	Hours : 64	Marks : 80+20
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Objectives : To enable student teacher to

- 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.

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
- 4.3 Anutai Wagh
- 4.4 Dr. Babasaheb Ambedkar.
- 4.5 John Dewey, frobel, Herbart.

Practical Work : Practical work any one

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

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B.Ed., First Year
Compulsory Course (CC)
BEDCC 103 : Learning & Teaching

Credits : 4	Units : 4	Hours : 64	Marks : 80+20
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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 understand about the mental process of Learning
- 5) Appreciate the critical role of learner based on Individual of effective & draw an implications for School teachers.
- 6) To understand the Intelligence Theories I. Q.
- 7) To know the Knowledge about the educational psychology of teaching & Learning process.

Unit I : 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 II : 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 III : 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 IV : Intelligence

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

Practical : (any two from the given list)

- 1) Case study of Adolescence
- 2) Case study of Physical Handicap / Gifted Child / Special needs

- 3) Eminent Psychologist and his contribution of Educational processes.

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- 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 Chattopadhaya - 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.

BEDCC104 : School Management and Administration

Credits : 4 Units : 4 Hours : 64 Marks : 80+20

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) 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.

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, libratory, 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 :

- 1) Case study of secondary school and its comprehension with high excellence school.

- 2) Assignment on school plant, functions of Headmasters and Role of NAAC.

Reference :

- 1) शालेय व्यवस्थापन, यशवंतराव चव्हाण, महाराष्ट्र मुक्त विद्यापीठ नाशिक.
- 2) वाघ रा. ए. शालेय आर्थिक व्यवस्थापन, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक.
- 3) कुलकर्णी पी.जी. मुख्याध्यापक - एक प्रशासक, नितीन प्रकाशन पुणे.
- 4) अकोलकर ग. वि. व पाटणकर ना. वि., शालेय व्यवस्थापन आणि प्रशासन, पुणे.
- 5) दुनाखे अरविंद, प्रगत शैक्षणिक व्यवस्थापन, प्रशासन व वित्तव्यवहार, नित्यनूतन प्रकाशन, पुणे.
- 6) Bhatmager R.P. & Agarwal V. (1986), educational administration, international publishing house, New Delhi.
- 7) Bhatt B.D. & Sharma S.D. (1992), Educational Administration, kanishka pub, House booking corportion, narayanguda, hydrabad.
- 8) chalam K.S. (1993), Educational policy for human resources development, deep publishers.
- 9) Chaturvedi R.N. (1989), The Administration of Higher Education In India, Printwel Publisheers, Jaipur.
- 10) Goel S.L. (2005), Management In Education, APH Publishing Corporation, New Delhi.
- 11) Goel S.L. & Goel Aruna (1974), Educational Policy & Administratoin, Deep & Deep Publicatoin.
- 12) 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.
- 13) Mathur S.P. (2001), Financial Administration and Management. the Indian Publicistion , India.

BEDCC105 : Understanding Disciplines and Subjects

Credits : 2	Units : 2	Hours : 32	Marks : 50
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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.

Unit-I : 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-II : Science & 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-III : 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-IV : 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

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.

B.Ed. First Year
Compulsory Course (CC)
BEDCC106 : Gender, School and Society

Credits : 2	Units : 4	Hours : 32	Marks : 50
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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
6. To make them aware about constitutional provisions of human rights and women right

UNIT-I : 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-II : 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-III : 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-IV : 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]

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. Kadirgamar (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

B.Ed. First Year
Pedagogy of a school subject (PSS) - Part 1
BEDPSS 107 : Method : Marathi

Credits : 2	Units : 4	Hours : 32	Marks : 50
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उद्दिष्ट्ये :

- 1) व्यक्ती विकास व समाज यातील मातृभाषेचे महत्त्व समजून विद्यार्थी शिक्षणास मदत करणे.
- 2) मातृभाषेचा विकास विद्यार्थी शिक्षकात घडवून आणणे.
- 3) मातृभाषेचे लेखन, भाषण यांच्याद्वारा समर्थपणे अभिव्यक्ती कौशल्य संपादन करण्यास प्रवृत्त करणे.
- 4) मातृभाषेचे व्याकरण व त्याची उपांगे यांचे सखोल अध्ययन करणे.
- 5) मातृभाषेसंबंधी योग्य अभिवृत्ती विकसित करणे.
- 6) मराठीतील वाङ्मय प्रकारांचा स्थूलमानाने परिचय करून देणे.
- 7) मराठीचे अध्यापन कौशल्ये अवगत करणे.
- 8) इ. 5 वी ते 12 वीपर्यंतचा मराठी विषयाचा अभ्यासक्रम समजून घेणे.
- 9) उपयोजित मराठी भाषेची कौशल्ये अवगत करणे.

घटक 1 : प्रथम भाषा मराठीचे स्थान, महत्त्व व व्याप्ति.

- 1.1 प्रथम भाषा मराठी - अर्थ, स्वरूप, व्याप्ति व कार्य.
- 1.2 प्रथम भाषा मराठीचे स्थान, कार्य.
- 1.3 प्रथम भाषा मराठीचा इतर विषयांशी असणारा समन्वय
- 1.4 प्रथम भाषा मराठीची ध्येये, उद्दिष्ट्ये व मूल्ये-
 - 1 सर्वसमान्य ध्येये व उद्दिष्ट्ये
 - 2 सर्वसमान्य मूल्ये.
 - 3 दहा गाभा घटक.

घटक 2 : प्रथम भाषा मराठी : अध्यायन पद्धती, प्रयुक्तया व तंत्रे.

- 2.1 अध्यापनाची संकल्पना व पद्धती व्याख्यान पद्धती, चर्चा पद्धती, उदगामी अवगामी पद्धती, नाट्यीकरण पद्धती, कथन पद्धती.
- 2.2 अध्यापनाची सूत्रे
- 2.3 अध्यापनाची तंत्रे
- 2.4 अध्यापनाची साधणे

घटक 3 : प्रथम भाषा मराठी विषयाचा अभ्यासक्रम व पाठ्यपुस्तके

- 3.1 आशययुक्त अध्यायन संकल्पना, स्वरूप, महत्त्व.
- 3.2 प्रथम भाषा मराठी भाषा अभ्यासक्रम रचना, गद्य, पद्य व्याकरण आणि लेखन
- 3.3 पाठ्यपुस्तकाचे निश्लेषण
- 3.4 चांगल्या पाठ्यपुस्तकाचे निकष : अंतर्गत आणि बाह्य.

घटक 4 : प्रथम भाषा मराठीची आशय संपन्नता.

- 4.1 शुद्धलेखन विषयक सुधारित नियम व उपयोग.
- 4.2 व्यावहारिक व उपयोजित प्रकार : औपचारिक पत्र, अर्ज लेखन, वृत्त लेखन, अभिप्राय लेखन व बोलीभाषाचा परिचय.
- 4.3 वृत्त व अलंकार - वृत्ताची संकल्पना.
अलंकारांचे प्रकार - यमक, अनुप्रास श्लेष, उपमा उत्प्रेक्षा, दृष्टांत (लक्षणे व उदाहरणे)
- 4.4 कर्तरी व कर्मणी प्रयोग.

4.4 संदर्भ सूची

- 1) मो. रा. वाळींबे, सुगम मराठी व्याकरण,
- 2) करंदीकर सुरेश, मराठी अध्यापन पद्धती, फडके प्रकाशन, कोल्हापूर (1995)
- 3) कुंडले म. वा., मराठीचे अध्यापन, श्री विद्या प्रकाशन पुणे 30
- 4) अकोलकर ग. वि., परणकर ना. वि., मराठीचे अध्यापन, व्हिनस प्रकाशन पुणे (1997)
- 5) पाटील लीला, मराठीचे अध्यापन व मूल्यमापन, व्हिनस प्रकाशन पुणे.
- 7) जोशी अनंत, आशयुक्त मातृभाषेचे अध्यापन, चित्रशाळा पुणे.
- 8) सरपोतदार पी. ए., भोसले ए. व्ही., सांगळे के. एन., आशययुक्त अध्यापन पद्धती, फडके प्रकाशन कोल्हापूर.

B.Ed. First Year
Pedagogy of a school subject (PSS) - Part 1
BEDPSS 107 : Method : Hindi

Credits : 2	Units : 4	Hours : 32	Marks : 50
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विशेष उद्देश :

- 1) छात्र अध्यापकों को हिन्दी भाषा अध्ययन-अध्यापन का महत्त्व एवं स्थान समझने के लिए मदद करना
- 2) हिन्दी भाषा का स्वरूप एवं उसकी विशेषताओं का सफलता पूर्वक उपयोग करने के लिए मदद करना
- 3) हिन्दी भाषा के प्रभावशाली एवं सफल अध्यापन हेतु विविध पद्धतियाँ एवं तंत्रोपर प्रभुत्व प्राप्त करने के लिए मदद करना
- 4) भाषा संप्रेषण का साधन है, उसे अभ्यासद्वारा सीखा जा सकता है, इसका ज्ञान करना
- 5) भाषा कौशलोंसे अवगत कराना
- 6) छात्र अध्यापकों में हिन्दी भाषा में व्यवहार करने की क्षमता का विकास करना
- 7) छात्र अध्यापकों को हिन्दी भाषा सिखने की प्रक्रिया तथा भाषा शिक्षण की विविध प्रणालियों से परिचित करना
- 8) हिन्दी अध्यापन के लिए नियोजन क्षमता का विकास करना
- 9) हिन्दी अध्यापन का महत्त्व समझाना
- 10) मूल्यांकन के लिए विभिन्न तकनीकों का प्रयोग करने के लिए सक्षम करना
- 11) आशययुक्त अध्यापन पद्धति हिन्दी की संरचना समझने में मदद करना

घटक - 1 : हिन्दी भाषा का स्थान एवं महत्त्व

- 1.1 हिन्दी भाषा का अर्थ -स्वरूप - व्याप्ति तथा कार्य
- 1.2 हिन्दी ही राष्ट्रभाषा क्यों? राष्ट्रभाषा के रूप में हिन्दी का स्थान, त्रिभाषा सुत्र
- 1.3 हिन्दी भाषा का अन्य विषयों के साथ समन्वय
- 1.4 हिन्दी भाषा के उद्देश - व्यापक तथा सामान्य उद्देश

घटक -2 : अध्यापन प्रणालियाँ

- 2.1 अध्यापन की प्रणालियाँ, अध्यापन के सूत्र तथा तंत्र
- 2.2 व्याकरण अनुवाद प्रणाली, गठन विधि, उद्गामी तथा अवगामी प्रणाली, समन्वयात्मक प्रणाली
- 2.3 शिक्षा साधन तथा उसके प्रकार
- 2.4 रचना -शिक्षा - महत्त्व, प्रकार - मौखिक, लिखित, निबंध, पत्रलेखन, रूपरेखा, ढाँचे के आधार पर कहानी लेखन ।

घटक -3 : द्वितीय भाषा हिन्दी का पाठ्यक्रम तथा पाठ्यपुस्तक

- 3.1 आशययुक्त अध्यापन संकल्पना, स्वरूप, महत्त्व
- 3.2 द्वितीय भाषा हिन्दी पाठ्यक्रम, रचना- गद्य, पद्य, व्याकरण
- 3.3 पाठ्यपुस्तक का परीक्षण तथा विश्लेषण
- 3.4 अच्छे पाठ्यपुस्तक के निकष - अंतरंग एवं बहिरंग

घटक- 4 : हिन्दी भाषा की आशय संपन्नता

- 4.1 वर्णमाला तथा भाषा कौशल्य, श्रवण, भाषण, वाचन, लेखन
- 4.2 देवनागरी लिपी तथा विशेषताएँ
- 4.3 वर्ण विचार - शब्द विचार - वाक्य विचार, क्रिया
- 4.4 मुहाँवरे तथा कहावतें

संदर्भ ग्रंथ

- 1) कुलकर्णी स. सा., हिन्दी की अध्यापन पद्धती
- 2) चतुर्वेदी सिताराम, भाषा की शिक्षा
- 3) साठे ग. ला., हिन्दी भाषा का अध्ययन
- 4) भाई योगेन्द्रजित, हिन्दी भाषा शिक्षण
- 5) शेटकर गणेश, जोशी शोभना (2005) पाठ नियोजन, मृण्मयी प्रकाशन, औरंगाबाद
- 6) जोशी शोभना, वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन मृण्मयी प्रकाशन, औरंगाबाद
- 7) जोशी शोभना, शिराढोणकर मेघना, (2007) संगणक सहाय्यित अनुदेशन व अध्ययन, मृण्मयी प्रकाशन, औरंगाबाद.
- 8) डॉ. आनंद वास्कर - हिन्दी अध्यापन पद्धती
- 9) डॉ. अरविंद दुनाखे - हिन्दी अध्यापन पद्धती
- 10) डॉ. बोंबे बा. स. - हिन्दी अध्यापन पद्धती

B.Ed. First Year
Pedagogy of a school subject (PSS) - Part 1
BEDPSS 107 : Method : English

Credits : 2	Units : 4	Hours : 32	Marks : 50
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Objectives :

- 1) To enable the student teachers to understand the place and importance of English Language
- 2) To enable student teacher to understand teaching strategies of English.
- 3) To enable the student to understand the nature of CCM
- 4) To enable students the structure English subject
- 5) To enable the student the content of English subject
- 6) To enable the student the co-relation of English with other subject

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 : Teaching strategies of English subject

- 2.1 Concept of teaching English methods of teaching English the grammar translation method, the direct method
Dr. West's New method
The electric method
- 2.2 Maxims of teaching
- 2.3 Techniques of teaching English
- Story telling
- illustration
- questioning
- language games
- 2.4 Tools of teaching English

UNIT - 3 : Curriculum and textbooks of English

- 3.1 Concept and Nature CCM
- 3.2 Structure of English (Prose, Poetry, Grammar and writing)
- 3.3 Text book analysis.
- 3.4 Criteria for Good text book

UNIT - 4 : Content Enrichment

- 4.1 Figures of speech.
- 4.2 Practical and applied writing (Formal and informal letters applications,

- report writing and story writing)
- 4.3 Describing and Narrating.
- 4.4 Ways of Content Enrichment.

References:

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- 4) Billows, F. L.: The Techniques of Language Teaching, London Longman.
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- 7) Catarby, E. V.: Teaching English as a Foreign Language in School Curriculum India, New Delhi, NCERT.
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- 10) Content Cum Methodology of English - Patil and Vaze
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B.Ed. First Year
Pedagogy of a school subject (PSS) - Part 1
BEDPSS 107 : Method : History

Credits : 2	Units : 4	Hours : 32	Marks : 50
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Objectives : To let of the trainee teachers :

- 1) To know meaning and nature of History.
- 2) To understand place and structure of History at secondary school level.
- 3) To understand the correlation of History with other subjects.
- 4) To study the various methods and techniques of History teaching.
- 5) To develop adequate skills and qualities in teaching History.
- 6) To understand the content analysis of History subject.
- 7) To understand the characteristics of good text book of History.

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 : Teaching strategies, Methods and Techniques.

- 2.1 General Methods - Lecture, Narration, Discussion, Group Teaching.
- 2.2 Special Methods - Source, project, Dramatization story telling, Maxims of teaching.
- 2.3 Techniques - questioning, explanation, description, Illustration
- 2.4 Tools of teaching.

UNIT - 3 : Analysis of History.

- 3.1 Structure of History
- 3.2 Syllabus and curriculum - concept
- 3.3 Analysis of text book - Internal and external, criteria of good text book.
- 3.4 Principles of curriculum - construction, Types of curriculum construction.

UNIT - 4 : Subject Content History

- 4.1 India : Cultural, Ancient India, Industrial revaluation, The establishment of Expansion of British Power, National Revolt of 1857, August Kranti
- 4.2 Indian constitution : Fundamental Rights and duties of Citizen.
- 4.3 Movements : The Revolutionary movements, the quit India Movement, Non cooperation movement. Home rule movement, Abhinav Bharat.
- 4.4 Indian Freedom Struggle.

Reference :

- 1) दत्तोपंत आपटे स्मारक मंडळ (1947), इतिहास शास्त्र व तत्वज्ञान, चित्रशाळा प्रेस, पुणे.
- 2) चितले शं. दा. आणि मांडके म. वि. (1971), इतिहास कसा शिकवावा विद्यार्थी गृह

प्रकाशन, पुणे.

- 3) तिवारी सी. म., इतिहास अध्यापन पद्धती
- 4) घाटे वि. द., इतिहास शास्त्र आणि कला
- 5) पत्की श्री. गा., इतिहासाचे अध्यापन, मिलिंद प्रकाशन, पुणे.
- 6) पारसनीस न. रा., धारूरकर य. ज., इतिहासाचे अध्यापन, व्हिनस प्रकाशन, पुणे.
- 7) जोशी अनंत (संपा.) (1999), आशययुक्त पद्धती, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक.
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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
Pedagogy of a school subject (PSS) - Part 1
PSS 107 : Method : Geography

Credits : 2	Units : 4	Hours : 32	Marks : 50
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Objectives :

- 1) To know meaning and nature of Geography.
- 2) To understand place and structure of Geography at secondary school level.
- 3) To understand correlation of Geography with other subject.
- 4) To study the various methods and techniques of Geography teaching.
- 5) To develop adequate skills and qualities in teaching geography.
- 6) To understand the content analysis of Geography subject.

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 -II : Teaching strategies, Methods and techniques.

- 2.1 General Methods - Lecture, Discussion group teaching.
- 2.2 Special methods - Journey, Regional, Project, observation, excursion, comparative, object, question answer, maxims of teaching.
- 2.3 Techniques -
- 2.4 Tools of Teaching.

UNIT - III : Analysis of Geography

- 3.1 Structure of Geography
- 3.2 Syllabus and curriculum concept.
- 3.3 Analysis of Text Book - Internal and External, Criteria of good text book.
- 3.4 Principles of curriculum construction, types of curriculum construction.

UNIT - IV : Subject content

- 4.1 The earth Geography (Solar System, Motion of Earth, Ellipse)
- 4.2 Physical Geography (Weather and Climate, factor affecting climate, Wind definition, types of wind)
- 4.3 Earths natural Environment (Rapid movements, Earth quake and volcano)
- 4.4 Types of waterbodies - ocean, sea, gulf, river and lake concept and example.

Reference :

- 1) बापट बि. जी. (1969), भूगोल अध्ययन आणि अध्यापन पुणे: व्हीनस प्रकाशन
- 2) पाटणकर, ना. वि.(1954) भूगोलचे अध्यापन पुणे: मोडर्न बुक डेपो.
- 3) पोंक्षे व. बा. भूगोल अध्यापन पद्धती, पुणे: नूतन प्रकाशन
- 4) सांगले शैलजा, दृष्टीक्षेपात स्पेशल मेथड भूगोल, पुणे: नूतन प्रकाशन
- 5) मिश्रा आत्मानंद - भूगोल शिक्षण पद्धती.
- 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.
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- 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
Pedagogy of a school subject (PSS) - Part 1
PSS 107 : Method : Mathematics

Credits : 2	Units : 4	Hours : 32	Marks : 50
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Objectives :

- 1) To know meaning and nature of Mathematics
- 2) To understand place and structure of mathematics at secondary school level.
- 3) Co-relation of mathematics with other school subjects.
- 4) Study the various methods and techniques of teaching.
- 5) Develop adequate skills and qualities in teaching
- 6) To understand content analysis

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 : Teaching Strategies, methods and techniques

- 2.1 General methods - Lecture
- 2.2 Special methods - Inductive - deductive, Heuristic, Analytic and synthesis method
- 2.3 Techniques - questioning, explanation, discretion, illustration
- 2.4 Tools

UNIT - 3 : Analysis of Mathematics

- 3.1 Structure of mathematics
- 3.2 Syllabus and curriculum - concept
- 3.3 Analysis of textbook, criteria of good textbook
- 3.4 Types of curriculum construction.

UNIT - 4 : Subject Content (Mathematics)

- 4.1 Arithmetic
 - a) Natural, whole, integers, rational, irrational, real numbers, b) Indices, square, square root, cube, cube roots, c) Ration and proportion
- 4.2 Algebra
 - a) Basics of algebra, b) Polynomials : Factors and multiples, c) Equations : Equation with one variable, linear equation in two variables, quadratic equation.

- 4.3 Geometry
a) Basics of Geometry - Concept, b) Types and properties of triangles, parallel lines, quadrilaterals, circles
- 4.4 Applied mathematics
i) Profit and loss, ii) Percentages, iii) Simple and compound interest
iv) Discount and commission, v) graphs.

References :

- 1) बापट आणि कुलकर्णी, गणित : अध्ययन आणि अध्यापन, व्हिनस प्रकाशन पुणे.
- 2) देशमुख व. पा., (1972), गणिताचे अध्यापन, मॉडर्न बुक डेपो, पुणे.
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- 4) शेटकर गणेश, जोशी शोभना (2005), पाठनियोजन, मृण्मयी प्रकाशन, औरंगाबाद.
- 5) जोशी शोभना, (2006) वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन, मृण्मयी प्रकाशन औरंगाबाद.
- 6) जोशी शोभना, शिराढोणकर मेघना, (2007), संगणक साहाय्यित अनुदेशन व अध्ययन मृण्मयी प्रकाशन, औरंगाबाद.
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- 11) *Joshi Devendra, Inamdar Vivek, and Lahorkar Balaji (2008)*, Aditya publication, Nanded.

B.Ed. First Year
Pedagogy of a school subject (PSS) - Part 1
PSS 107 : Method : Science

Credits : 2	Units : 4	Hours : 32	Marks : 50
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Objectives :

- 1) To know meaning and nature of Science
- 2) Understand place and structure of Science at secondary school level
- 3) Co-relation of science with other school subjects
- 4) study the various methods and techniques of science teaching
- 5) develop the adequate skills and qualities in teaching science
- 6) To understand the content analysis of science subject.

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 : Teaching strategies, methods and techniques

- 2.1 General methods - Lecture,
- 2.2 Special methods - Inductive, deductive method, Heuristic, experimental method project, demonstration
- 2.3 Techniques - Questioning, explanation, descriptions, illustration.
- 2.4 Tools

UNIT - 3 : Analysis of Science

- 3.1 Structure of Science
- 3.2 Syllabus and curriculum - Concept
- 3.3 Analysis of Text book - Internal an external.
 - critaria of good text book
- 3.4 Types of curriculum construction.

UNIT - 4 : Subject Content (Science)

- A) Concepts in Physics
 - motion, Energy and force, Heat and Light, sound and waves, Electric current and Magnetism
- B) Concepts in Chemistry Metals and Non metals, Chemistry of Carbonic Compounds, Acid, Base chemical reactions.
- c) Life on Earth (Cell : The unit of Life plant and animal life, organ system (Only human)
- D) Environmental science : Biodiversity and Ecosystem, pollution Types, Reasons, preventive measures

Reference :

- 1) शास्त्र अध्यापन पद्धती : चा. प. कदम बोदांडे
- 2) विज्ञानाचे अध्यापन : प्रभाकर हकीम
- 3) शास्त्र अध्यापन गो. प्र. सोहनी
- 4) शास्त्राचे अध्यापन : अनारसेदिघे, पाटणकर
- 5) Kohli V. K. - Teaching of Science
- 6) Siddique & Siddique - Teaching of science ; Today & Tomorrow Sharma R. C. - Modern Science Teaching
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- 11) **Kohil V. K. Teaching of Science**
- 12) *Siddque and Siddique, Teaching of Science*, Today and Tomorrow
- 13) *Sharma R.C., Modern Science Teaching*
Lecomption - Instructional Techniques and practise
- 14) **Yadva M.S. Teaching of Science :**
Patil V.N. Singh, S. K. (2009) Teaching of Zoology, KSK publishers and Distribution, New Delhi.

B.Ed. First Year
Pedagogy of a school subject (PSS) - Part 1
BEDPSS107 : Method : Commerce

Credits : 2	Units : 4	Hours : 32	Marks : 50
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Objective :

- 1) To enable the student teachers to understand the place and importance of commerce
- 2) To enable student teacher to understand teaching strategiest of commerce
- 3) To enable the student to undrastand the nature of c.c.m.
- 4) To enable students the structure commerce subject.
- 5) To enable the students the content of commerce.
- 6) To enable the student the co- radiation of commerce with other subject.

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 curriculum. (Ten core elements)

Unit- 2 : Teaching strategies of commerce subject

- 2.1 Concept of teaching commerce method and types of method
- 2.2 Maxims of teaching
- 2.3 Techniques of teaching commerce.
- 2.4 Tools of teaching commerce.

Unit - 3 : Curriculum and Textbook of commerce

- 3.1 Concept and nature of c.c.m.
- 3.2 Structure of commerce
- 3.3 Textbook analysis
- 3.4 Criteria for good textbook.
1) place and 2) Teaching strategies, 3) curriculum

Unit - 4 : Content Enrichment

- 4.1 Capital Structure.
- 4.2 Financial plan meaning and Importance.
- 4.3 Types of capital (Fixed and working), Types of bank loan
- 4.4 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
- 9) Secretarial Practice, Maharashtra State Secondary and Higher secondary Eucation Mandal, Pune.

B.Ed. First Year
Pedagogy of a school subject (PSS) - Part 1
BEDPSS107 : Method : Urdu

Credits : 2	Units : 4	Hours : 32	Marks : 50
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Objectives :

- 1) To enable the student teacher to understand the place and importance of urdu language.
- 2) To enable student teacher to understand teaching strategies of urdu.
- 3) To enable the student to understand the nature of c.c.m.
- 4) To enable students the structure urdu subject.
- 5) To enable the students the contact of urdu subject.
- 6) To enable the student the co-rdation of urdu with other subject. Scope, Importance and plans.

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-rdation of urdu with other subjects.
- 1.4 aims and objectives of teaching urdu in secondary and higher secondary school curriculum, Three language and Formula, Ten core elements

Unit- 2 : Teaching strategies of urdu subject.

- 2.1 concept of teaching urdu methods
- 2.2 magazines of teaching
- 2.3 Techniques of teaching urdu
Story telling, illustration, questioning, language games
- 2.4 Tools of teaching urdu.

Unit- 3 : Curriculum and textbook of Urdu method.

- 3.1 Concept and nature Content cum methodology
- 3.2 Structure of urdu. (Prose, poetry, grammar and writing)
- 3.3 Textbook analysis
- 3.4 Criteria for good text book.

UNIT - 4 : Content Enrichment

- 4.1 Figures of speech.
- 4.2 Practical and applied writing (Formal and informal letters applications, report writing and story writing)
- 4.3 Describing and Narrating.
- 4.4 Kind of nouns adjectivesd, 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) Salamatuallah. Ham Kaise Padhaen -

Paper Pattern (for course papers of 04 credits):

Faculty of Education
B.Ed. (CBCS)
(Affiliated Colleges)

Marks: 80

Times: 3 Hours

NB.

1. Question no. 1 is compulsory
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.	20	Write Short notes on (any four) a) b) c) d) e)	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		

Paper Pattern: (for course papers of 02 credits)

Faculty of Education
B.Ed. (CBCS)
(Affiliated Colleges)

Marks: 50

Times: 2 Hours

NB.

1. Question no. 1 is compulsory
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		