

**SAVITRIBAI PHULE PUNE UNIVERSITY,
PUNE
(FORMERLY UNIVERSITY OF PUNE)**

FACULTY OF EDUCATION

**REVISED SYLLABUS FOR THE
B.Ed. TWO YEAR PROGRAMME
Choice Based Credit System
Annual Pattern-2015**

SAVITRIBAI PHULE PUNE UNIVERSITY, PUNE

(FORMERLY UNIVERSITY OF PUNE)

B.ED. TWO YEAR PROGRAMME

Choice Based Credit System

Annual Pattern-2015

Preamble

The **Bachelor of Education** Programme (B.Ed.) is a professional course that prepares teachers for upper primary (Classes VI-VIII), secondary level (classes IX-X) and Higher secondary level (classes XI-XII).

1. Eligibility for Admission

(a) A candidate should have passed the Bachelor's Degree/Master Degree in Sciences, Social Sciences/Humanities/Commerce of Savitribai Phule Pune University or of any other recognized university with at least 50 % marks. Or Bachelor in Engineering / Technology with specialization in Science and Mathematics of any recognized university with at least 55 % marks.

S/he should have offered at least one school subject at the first and/or second degree level as a principal or subsidiary or allied or optional subject. (School subject means the subject included in the syllabus of Secondary/Higher secondary level of State/ Central Education Board in India)

For Foreign students the Maharashtra State Government rules will be applicable.

(b) The reservation and relaxation of 5 % marks will be given to the candidates belonging to S.C./ S.T./ V.J.N.T./ O.B.C./P.W.D. and other notified categories as per the Maharashtra State Government Rules.

2. Admission procedure

Admission to the eligible candidates shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or as per the selection procedure laid down by the State Government of Maharashtra and Pravesh Niyantaran Samiti, Mumbai from time to time.

3. Eligibility Norms for appearing B.Ed. examination

Student teacher should have kept two terms with at least 80 % attendance in the sessions (for both the years) conducted in the college in which s/he has taken admission. S/he

should have completed all the practical and other work expected in the syllabus to the satisfaction of the Principal. S/he should have obtained such a certificate for both the years from the Principal of the college. Unless and until s/he obtains such a certificate, s/he will not be allowed to appear for University examination.

4. Medium of Instruction

Medium of Instruction at the B.Ed. course will be Marathi or English.

5. Medium of Answer

The candidate appearing for the B .Ed. examination will have the option of answering all papers either in English or Marathi. This option can be exercised course wise and not section wise or question wise.

The medium of answering the paper for course in 'Understanding disciplines and school subjects' and 'Pedagogy of school subjects' (language course) will be in the concerned language / English/ Marathi.

6. General objectives of the B. Ed. Programme

To enable the student teacher:

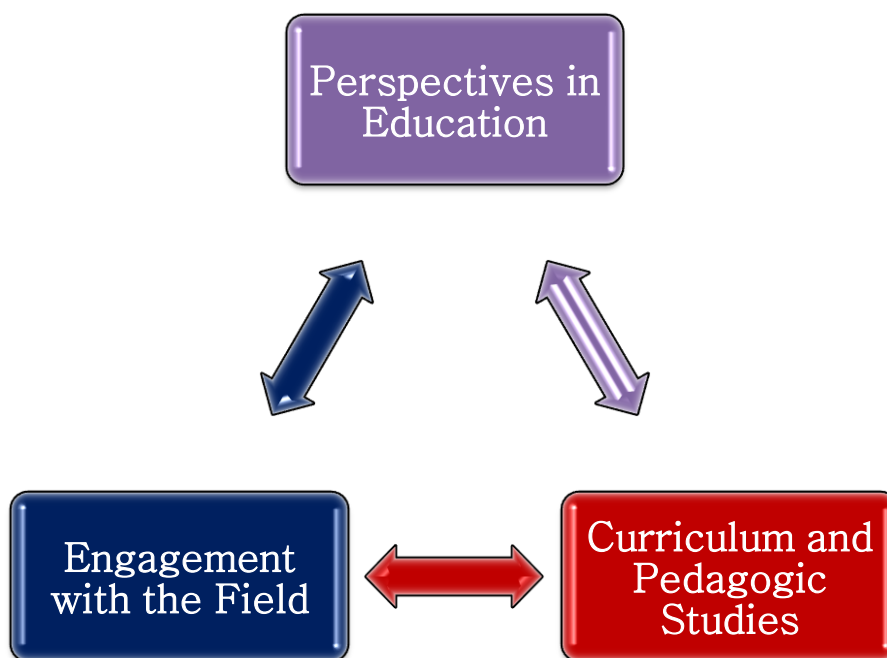
1. to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skill in student teachers.
2. to promote capabilities for inculcating national values and goals as mentioned in the Constitution of India.
3. to act as agents of modernization and social change.
4. to promote social cohesion, international understanding and protection of human rights and rights of the child.
5. to become competent and committed professionals willing to perform the identified tasks.
6. to use competencies and skills needed for becoming an effective teacher in a normal setup and in an inclusive setup.
7. to understand, develop and apply various evaluation procedures in education.
8. to be sensitive student teacher about emerging issues such as environment, population, gender equality, legal literacy, critical understanding of ICT, yoga education, 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 enrich himself/herself by actual engagement in the field.
13. to enable him/her to become aware about the day to day problems in the field and develop the capacity to solve them through research.
14. to develop an understanding of the interdisciplinary perspectives in education
15. to develop the habit of reflective teaching among the student teachers.
16. to enhance professional capacities like reading and reflecting on texts, understanding of self, understanding the use of drama and art in education, etc.

7. Curricular Areas of the Teacher Training Programme

The programme structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. It comprises of three broad inter related curricular areas:-

- 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.



B. Ed. SYLLABUS FRAMEWORK 2015
(Based on NCTE Regulations 2014)

B.Ed. FIRST YEAR

Course Code	Title of the Course	Credits	Hours	Marks (External +Internal)
PERSPECTIVES OF EDUCATION – CORE COURSES				
BED101	Childhood and Growing up	4	64	80+20
BED102	Contemporary Indian Education, Gender and Society	4	64	80+20
BED103	Learning and Teaching	4	64	80+20
BED104	Assessment and Evaluation for Learning	4	64	80+20
BED105	Advanced Pedagogy and Application of ICT	4	64	80+20
SPECIALIZED COURSES- OPTIONAL COURSES				
BED106 01 to 11	Understanding disciplines and school subjects (any two from the list No. 1)	4 (2+2)	64 (32+32)	40+10 40+10
BED107 01 to 11	Pedagogy of school subjects (any two from the list No. 2)	4 (2+2)	64 (32+32)	40+10 40+10
PRACTICING FOR CONSTRUCTIVIST TEACHING LEARNING				
BED108	Teaching Competency I (a)Micro Teaching (b)Integration Lessons and Simulation Lessons	2	32	50
BED109	Teaching Competency II (a) Technology based teaching (b) Team teaching (c)Lessons using Models of teaching	2	32	50
BED110	Teaching Competency III (a)Practice Lessons (b) Introduction to Internship	4	64	100
ENHANCING PROFESSIONAL CAPACITIES				
BED 111	A) Critical understanding of ICT – Practical B) Co curricular Activities and social service	2 (1+1)	32 (16+16)	50 (25+25)
BED 112	Health and Yoga	2	32	50
TOTAL		40	640	1000

B.Ed. SECOND YEAR

Course Code	Title of the Course	Credits	Hours	Marks (External +Internal)
PERSPECTIVES OF EDUCATION – CORE COURSES				
BED 201	Quality and Management of School Education	4	64	80 + 20
BED 202	Knowledge and curriculum, Language across curriculum	4	64	80 + 20
BED 203	School and Inclusive School	4	64	80 + 20
SPECIALIZED COURSES- OPTIONAL COURSES				
BED 204	Elective (any one from the list No. 3)	4	64	80 + 20
BED 205 01 to 28	Additional Pedagogy Course : Understanding disciplines and Pedagogy of schoolsubject (any one from the list No. 4)	4 (2+2)	64 (32+32)	40 + 10 40 + 10
PRACTICING FOR CONSTRUCTIVIST TEACHING LEARNING				
BED 206	Teaching Competency IV: Practice Lessons	2	32	50
BED 207	Teaching Competency V: Internship	8	128	200
ENHANCING PROFESSIONAL CAPACITIES				
BED 208	Reading and Reflecting on Texts	2	32	50
BED 209	Understanding of Self	2	32	50
BED 210	Basics of Research	2	32	50
BED 211	Drama and Art in Education	2	32	50
BED 212	Open Course or Entrepreneurship Development	2	32	50
TOTAL		40	640	1000

B.Ed. FIRST YEAR

- Courses **BED 101 to BED 105** are common for all student teachers.
- For course **BED 106 – Understanding disciplines and school subjects**, student teacher will select any two subjects from the following list. Out of these, two subjects one subject must be the subject in which admission is given.

List No. 1: List of school subjects for BED 106

BED 106-01	Marathi	BED 106-07	Geography
BED 106-02	Hindi	BED 106-08	General Science
BED 106-03	English	BED 106-09	Mathematics
BED 106-04	Sanskrit	BED 106-10	Economics
BED 106-05	Urdu	BED 106-11	ICT
BED 106-06	History		

The scope of BED 106 Understanding disciplines and School subject is the syllabus of that subject up to the secondary level.

- For course **BED 107 – Pedagogy of School subjects** the student teacher will select two subjects from the following list. Student should select the same two subjects s/he has offered for course **BED 106**.

List No. 2: List of school subjects for BED 107

BED 107-01	Marathi	BED 107-07	Geography
BED 107-02	Hindi	BED 107-08	General Science
BED 107-03	English	BED 107-09	Mathematics
BED 107-04	Sanskrit	BED 107-10	Economics
BED 107-05	Urdu	BED 107-11	ICT
BED 107-06	History		

BED 108: Teaching Competency I: 2 credits (50 marks)

(a) Micro teaching (6 skills -12 lessons) (1 credit) – 25 marks

Student teachers will give 12 micro-lessons. For these lessons, they will select any six teaching skills from the list given below. They will complete the cycle of two lessons i.e. ‘teach-reteach’ for each skill. Marks calculated out of 25 are to be given for the micro teaching lessons.

List of Teaching Skills

- | | |
|---------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Set Induction | <input type="checkbox"/> Demonstration |
| <input type="checkbox"/> Stimulus Variation | <input type="checkbox"/> Reinforcement |
| <input type="checkbox"/> Narration | <input type="checkbox"/> Black Board Work |
| <input type="checkbox"/> Questioning | <input type="checkbox"/> Closure |
| <input type="checkbox"/> Illustration | <input type="checkbox"/> Reading |

(b) Integration (6 lessons) and Simulation lessons (2 lessons) (1 credit) – 25 marks

After practicing 6 skills in micro-teaching, student teacher will give six lessons of minimum 20 minutes duration to integrate the skills which they have practiced. Marks calculated out of 25 are to be given for the integration lessons.

Each student teacher will conduct two simulation lessons of minimum 30 minutes duration. Marks calculated out of 25 are to be given for simulation Lessons. Any type of lessons excluding traditional lessons.

The total marks for integration and simulation lessons are to be calculated out of 25.

The total marks for the course BED 108 shall be calculated out of 50.

BED 109: Teaching Competency II: 2 credits (50 marks)

(a) Technology based teaching: (2 lessons) – 50 marks

Student teacher will conduct two lessons using technology on the peer group. Marks calculated out of 50 are to be given.

(b) Team teaching (2 lessons) – 50 marks

Student teacher will conduct two lessons based on concept of team teaching. Marks calculated out of 50 are to be given for lessons based on team teaching.

(c) Lessons using Models of Teaching (2 lessons) – 50 marks

Student teacher will conduct two lessons based on any two models of teaching suitable for the course BED 107- Pedagogy of school subjects which s/he has chosen. Marks calculated out of 50 are to be given for lessons based on models of teaching.

The total marks for the course BED 109 shall be calculated out of 50.

BED 110: Teaching Competency III: Practice lessons and Introduction to Internship: 4 credits – 100 marks

(a) Practice lessons (6 lessons) (2 credits) – 50 marks

Each student teacher will give 6 class-room lessons as far as possible equally distributed in the two school subjects but not less than 2 lessons per school subject. These lessons are to be given in the secondary school i.e. Std VI to X. However those who want to specialize for higher secondary classes may give not more than three lessons at the higher secondary level.

Marks calculated out of 50 are to be given to these practice lessons.

Non -credit activity: Each Student teacher should observe all type of lesson from BED 108 to 110 and record it in observation book. This will be non -credit activity

(b) Introduction to Internship: Duration: 4 Weeks (2 credits) – 50 marks

This course focuses on student teachers Engagement with the field. The aim is to develop in the students perspectives about education, professional capacities, teacher sensibilities and skills. It also will help student teachers realize the necessity to cater to the diverse needs of the learner.

Objectives of the introduction to the internship are to enable the student teacher:

- i. to get an opportunity to observe the teaching of experienced school teachers.
- ii. to develop lesson plans under the guidance of the school teacher.
- iii. to observe the co-curricular and extracurricular activities organized in the school.
- iv. to assist the school teacher in her/his day to day work.
- v. to conduct lessons in the field.

In the introduction to the Internship the student teacher will complete the following activities:

- Observation of 4 lessons of experienced school teachers preferably two of each school subject.
- Develop 4 lesson plans to cater to the diverse needs of the students preferably two of each school subject under the guidance of the school teacher.
- Writing a report of the observed co curricular and extracurricular activities organized in the school.
- Writing an essay reflecting on the activities in which the student teacher has assisted the school teacher in his/her work.
- Conduct of 2 lessons in the school classroom.

Marks calculated out of 50 are to be given to the Introduction to the Internship.

The total marks for the course BED 110 shall be calculated out of 100.

Note: Detailed planning of BED 110 will be done by concerned Teacher Education Institute.

BED 111: A) Critical Understanding of ICT- Practical (1 credit) – 25 marks

The student teachers will work alone or in pairs for the practical. S/He will complete the modules as enlisted in the INTEL programme approved by the Savitribai Phule Pune University. The student teacher will keep a hard and soft copy of his/her practical work.

B) Co curricular Activates and social sevicees (1 credit) 25 marks

Co- curricular Activites: The student teacher will organize and participate in co-curricular activities and extracurricular activities arranged regularly throughout the year in the college.

Social Service (Working with the community) :-Student teacher will select and participate in any one activity from the list of the activities given below:

Adult education programme, School Health services,

Cultural activities, Sports activities, City /Village development programme, Family planning programme, Civil Defence, Rally on different social issues.

The college can modify the above list according to the local needs and availability of

resources and resource persons. However a prior permission from the University of Pune will be necessary.

Marks out of 50 shall be given for BED 111

BED 112: Health and Yoga (2 credits) – 50 marks

For this programme at least two periods per week will be assigned in the college time table. In these periods some physical exercises, games, special programmes on yoga and suryanamaskar, sports activities, lectures on physical and mental health, awareness lectures, etc will be organized for the student teachers under the guidance of the teacher educator. Student teacher should maintain a report of the activities.

Marks calculated out of 50 are to be given for the same.

B.Ed. SECOND YEAR

- Course **BED 201 to BED 203** are common for all.

BED 204: Student teacher will select **any one** course from the given list under course **BED 204** as **Elective subject**.

List No. 3 : List of elective subjects for BED 204

BED 204-01 Guidance and Counseling
BED 204 -02 Education for Human Rights and Peace Education
BED 204 -03 Women Education
BED 204 -04 Life Long Education
BED 204-05 Population Education and Family Life Education
BED 204-06 Education for Sustainable Development and Environment Education
BED 204 -07 Disaster Management
BED 204 -08 Inclusive Education
BED 204- 09 Introduction to Educational Research
BED204 -10 Water, Air and Energy Education

- **Course BED 205 Additional Pedagogy Course: Understanding disciplines**

▪

- **and Pedagogy of School subject.**

Student teacher has to select any one from the following list excluding the subjects selected as BED 106 and BED 107.

List No. 4: List of school subjects for BED 205

BED 205-01	Marathi	BED 205-15	Physics
BED 205-02	Hindi	BED 205-16	Chemistry
BED 205-03	English	BED 205-17	Biology
BED 205-04	Sanskrit	BED 205-18	Home Science
BED 205-05	Urdu	BED 205-19	Commerce

BED 205-06	History	BED 205-20	Psychology
BED 205-07	Geography	BED 205-21	Philosophy
BED 205-08	General Science	BED 205-22	Sociology
BED 205-09	Mathematics	BED 205-23	Political Science
BED 205-10	Economics	BED 205-24	Logic
BED 205-11	ICT	BED 205-25	Physical Education
BED 205-12	German	BED 205-26	Yoga Education
BED 205-13	French	BED 205-27	Music and Art Education
BED 205-14	Japanese	BED 205-28	Value Education

The scope of BED 205 Understanding disciplines and School subject is the syllabus of that subject up to the higher secondary level

• **Course BED 206: Teaching Competencies IV:
Practice Lessons : 2credits (50 marks)**

Each student teacher will conduct 6 classroom lessons as far as possible equally distributed in the three subjects selected under Course BED 107 and Course BED 205. These lessons shall be engaged preferably at upper primary, secondary and higher secondary level.

Marks are calculated out of 50.

• **Course BED 207: Teaching Competencies IV:
Internship: 8 credits (16 weeks) 200 marks**

It is expected that student teachers are exposed to a variety of approaches for teaching, observation of children in multiple socio-cultural environment and involve themselves in reflective thinking. It is also expected that student teachers engage themselves in CCE through planning of formative and summative evaluation. The activities should be planned in such a way so as to facilitate mentoring, supervising and assessing the student teachers mutually by the teacher educators and school teachers.

Objectives of the Internship:- To enable the student teacher :-

- to develop lesson plans and conduct lessons.
- to develop a plan of evaluation for the unit taught.
- to know the various types of records are prepared and maintained in the school.
- to organize co-curricular and extracurricular activities in the school.
- to observe, give feedback and reflect on the lessons given by peers.
- to get a feel of total experience of teaching in the school.

In the Internship the student teacher will complete the following activities:

(a) Lessons (6 lessons) : 3 credits (75 marks)

The student teacher will select one unit from the school subject in consultation with the school teacher and faculty. S/he will prepare the lesson plan for that unit. S/he will teach that unit for at least three periods under the guidance and observation of the school teacher /teacher educator. The same shall be repeated for other school subject. **These lessons shall be engaged preferably at upper primary, secondary or higher secondary level.**

Marks calculated out of 75 are to be given for the conduct of six lessons.

(b) Plan of evaluation :1 credit (25 marks)

The student teacher will prepare a Unit Plan providing formative (for each lesson plan) and summative evaluation (unit test after completion of the unit) for both the above selected units. S/he will develop and conduct a unit test. S/he will also prepare a blue print and model answer and marking scheme for the developed unit test. The same shall be repeated for other school subject.

Marks calculated out of 25 are to be given for the plan of evaluation.

(c) Study of the records maintained by the school: 1 credit – 25 marks

This activity is to enable the student teacher to understand the administrative aspects of school life. It will help him/her to realize the need of maintaining the records and their importance in the smooth functioning of the school. The student teacher shall write a report on any 4 records prepared and maintained by the school.

Marks calculated out of 25 are to be given for the report.

(d) Organization of co curricular/extracurricular activities: 1 credit – 25 marks

To enhance the organizational and managerial skills the student teacher will participate in the organization of the co-curricular and extracurricular activities arranged regularly during the internship period in the school. S/he has to maintain a detailed record of the same. It is expected that s/he shall reflect and write about these experiences. It will help her/him in understanding and addressing her/his professional identity as a teacher.

Marks calculated out of 25 are to be given for the write up.

(e) Observation of peers:1 credit(25 marks)

Peer learning is an important and integral part of learning process of an individual. It will assist in boosting the confidence of the student teachers. In this activity the student teacher shall observe, reflect and give feedback to her/his peers on the lessons conducted. (6 lessons)

Marks calculated out of 25 are to be given for observations notebook.

(f) Other School Activities/Programmes : 1 credit (25 marks)

To get a feel of the working of the school, the student teacher shall complete any one activity from those given below. S/he shall write a report and enlist the process outcomes of the same.

- Develop an academic calendar for the various activities to be organized in the school under the guidance of the school teacher.
- Information regarding Parent teacher association.
- Professional organization of teachers
- Practices of inclusion.
- Provision for slow learners.
- Activities for gifted students.
- Community related work.
- Activities for professional growth of teaching and non-teaching staff.
- Any other innovative/special practices adopted by the school.

Marks out of 50 are to be given for the same.

The total marks for the course BED 207 shall be calculated out of 200.

Course BED 208:- Reading and reflecting on texts: 2 credits (50 marks)

OBJECTIVES OF THE COURSE: - To enable the student teacher to:-

1. get exposure to a wide variety of texts/e-texts
2. engage with these texts/e-texts interactively – individually as well as in small groups
3. enhance their capacities as readers and writers.
4. read, reflect and reproduce in writing in the form of conjectures, justifications, interpretations, arguments for or against, etc. on the read text/e-texts

The course should be conducted in the following manner:-

A:- Orientation and Activities

- ◆ Orientation Session for a theoretical background: - It can be in the form of symposium or lectures or panel discussion. Following topics can be covered: - (The following list is only suggestive and not exhaustive. The college can modify the list according to the local needs and availability of resources and resource persons. However a prior permission from the Savitribai Phule Pune University will be necessary.)
 - ✓ Types of texts (like school texts, newspapers, policy documents, research articles, project reports, autobiographies, reference books, etc.)
 - ✓ Features of these texts.
 - ✓ Reading and reflecting on the texts.
 - ✓ Reproducing the read text in writing in their own words.
- ◆ Activities Session for reading, reflecting and reproducing the text: - Workshop can be conducted on the basis of the following activities: - (The following list is only suggestive and not exhaustive. The college can modify the list according to the local needs and availability of resources and resource persons. However a prior permission from the Savitribai Phule Pune University will be necessary.)
 - ✓ Activities for reading different types of texts/e-texts.
 - ✓ Activities for writing the read texts in the form of: - predictions, notes, questions and answer, critiques, summarization, retelling in the form of a story, dialogue, monologue, drama or play, etc., prepare concept maps,

mind maps, flowcharts, etc.

It is necessary that students work in groups of about 5-6 during the activity sessions. Encouragement should be given to the students to discuss among themselves and share their views on the content read and how it can be reproduced. The main purpose of the course is to develop in them the reading with understanding skill and reproduce it in a variety of ways effectively.

B:- Reporting

- ◆ Report of the orientation session as well as the activities session. (25 marks)
- ◆ Reading, reflecting and reproducing in writing any one text. (This is to be done individually on text other than the one used in the activities session)(25 marks)

The total marks for the entire course shall be calculated out of 50.

Course BED 209:- Understanding of self: 2 credits (50 marks)

Objectives of The Course: - To enable the student teacher to:-

1. develop an understanding of self as a person
2. develop an understanding of self as a teacher
3. engage himself/herself in continuous self-reflection
4. get a holistic understanding about himself/herself
5. become an integrated personality

The course should be conducted in the following manner:-

A:- Orientation and Activities

- ◆ Orientation Session for a theoretical background: - It can be in the form of symposium or lectures or panel discussion. A few topics are suggested below for conducting these orientation sessions: - (The following list is only suggestive and not exhaustive. The college can modify the list according to the local needs and availability of resources and resource persons. However a prior permission from the Savitribai Phule Pune University will be necessary.)
 - Self-concept and self esteem
 - Life skills
 - Personality
 - Knowing oneself
 - Writing ones resume, bio-data and CV

◆ Activities Session for self understanding:- Workshop can be conducted on the basis of the following activities:- (at least 4 activities have to be organized) (The following list is only suggestive and not exhaustive. The college can modify the list according to the local needs and availability of resources and resource persons. However a prior permission from the Savitribai Phule Pune University will be necessary.)

- Personality development
- Life skills
- Making SWOT analysis
- Facing an interview.
- Group discussions.
- Debate
- Sharing case studies
- Skits
- Songs and speeches
- Life stories
- Films and videos
- Painting and drawing and craft

It is necessary that students work in groups of about 15-20 during the activity sessions. Encouragement should be given to the students to discuss among themselves and share their personal experiences. The main purpose of the course is to make them realize themselves.

B:- Reporting

- ◆ Report of the orientation session as well as the activities session.
- ◆ Writing of a diary for reflection on how the course has helped in understanding of self as a person and as a teacher.

A format is given below for writing the report and reflective diary. (The following format is only suggestive and not exhaustive. The college can modify it according to their needs. However a prior permission from the Savitribai Phule Pune University will be necessary.)

Title of the session: - Orientation Session (Marks out of 25)

Item	Description
<u>Report section:-</u>	
Details of the session (resource persons, date, time, etc.)	
Description of the session	
<u>Reflection section:-</u>	
What did I learn from the session?	
Reflection on how it has helped me as a person	
Reflection on how it has helped me as a teacher	

Title of the session: - Activities Session (Marks out of 25)

Item	Description
<u>Report section:-</u>	
Details of the session (resource persons, date, time, etc.)	
Description of the session	
<u>Reflection section:-</u>	
What did I learn from the session?	
Reflection on how it has helped me as a person	
Reflection on how it has helped me as a teacher	

The total marks for the entire course shall be calculated out of 50.

Course BED 210:- Basics of Research: 2 credits (50 marks)

This course will enable the student teacher to know the basic research methodology, to identify the school based research problem and to solve them scientifically. In the course student teacher will do the research and write the report using the following points:-

- Identification of an educational problem.
- Formulation of various solutions.
- Selection of the most probable solution
- Developing a tool for data collection
- Data collection
- Data analysis
- Reporting findings

The report shall be evaluated for 50 marks.

Course BED 211:- Drama and Art in Education: 2 credits (50 marks)

Real education implies reflection, introspection and action, with a deep relationship

between the Head, Heart and Hand. Drama and art helps the student teacher to understand the self and to realize it as a form of self expression and for enhancing creativity.

Following activities can be organized under the course: (any two)

- Script writing
- Street play
- Visit to an art gallery
- Visiting/Organizing exhibitions
- Visiting/Organizing cultural fests
- Report on the folk life
- Interview with experts from the field like artists, actors, singers, writers, poets, painters, musicians, dancer, etc
- Appreciation of a film/drama/novel/folk drama, etc.
- Use of Music/ Arts in Education

The student teacher has to write a report of the activities organized under the course and marks shall be given out of 50.

Course BED 212:- Open Course/Entrepreneurship Development: 2 credits (50 marks)

The student teacher is expected to complete any one from the following courses i.e Open course or Entrepreneurship course.

Open Course: (2 credits) – 50 marks

The student teacher will complete **any oneskill/** activity under the course. The following list is only suggestive and not exhaustive. The college can modify the above list according to the local needs and availability of resources and resource persons. However a prior permission from the Savitribai Phule Pune University will be necessary. The student teacher will make a report based on the activities organized under this course.

List No. 5: List of skills under Open course

Sr. No	Course Title	Sr. No.	Course Title
1	Presentation skills	11	Communication skills
2	Decision making skills	12	Event management skills
3	Life skills	13	Creative writing skills
4	Interpersonal skills	14	Team building skills
5	Managerial skills	15	Problem solving skills
6	Research skills	16	Stress management skills
7	Analytical skills	17	Self-awareness skills
8	Time management skills	18	Developing learning resources skills
9	Leadership skills	19	Social awareness skills
10	Soft skills	20	Spoken English skills

The student teacher will write a report of the various programmes organized under the course. Marks out of 50 shall be given for the same.

OR

Entrepreneurship development: 2 credits (50 marks)

Education system plays a critical role in the economic advancement of nation, since it is the primary developer of human resource. Entrepreneurship education and training is about the development of professional skills and qualities of the student teachers so that they can gain knowledge and understand the ways in which the economy works. This evolves approaches to the development of creativity, problem solving, decision making, team working, leadership and other individual skills. It also identifies the role of the entrepreneur in the society and various requirements of self-employment.

Objectives of the course:

- 1) To make education as a tool to empower teacher.
- 2) To build self awareness among the novice teacher about the professional opportunities.
- 3) To provide dynamic platform to the novice teacher to explore the professional strengths in the field of education.
- 4) To promote the professional competencies of the novice teachers.

Following activities shall be organized under the course: (any 1) –1 credit – 25 marks

Development of a product:-

- Computer based product
- Multimedia product
- Learning material /resource
- Educational blog/website
- Newsletter/Brochure/Pamphlet / Printed material, etc.

Following activities shall be organized under the course: (any 1) –1 credit – 25 marks

Field work:-

- Educational Market Survey for needs analysis
- Interview of Educational Book Publisher/Entrepreneurs
- Visit to Vocational Institute
- Survey of the usability of an existing /self developed educational product
- Write an essay on 'Entrepreneurship'

The total marks for the course shall be calculated out of 50.

Choice Based Credit System

Learning load per credit = 30 Clock hours

(16 Clock hours Classroom Interactions +

14 Clock hours for Assignment and self-study)

Marks per credit = 25 marks

The total hours for BED programme are 1200 for each year. Out of which 640 hours are for face to face interactions in the classroom and 560 hours are for **preparatory work**.

EVALUATION OF B.Ed. COURSE

Year	BED Course	External Evaluation		Internal Evaluation		Total Marks
		Marks Per Course	Total	Marks Per Course	Total Marks	
First Year	101 to 105	80	400	20	100	
	106 & 107	80 (40+40)	160	20 (10+10)	40	
	108	-	-	50	50	
	109	-	-	50	50	
	110	-	-	100	100	
	111	-	-	50	50	
	112	-	-	50	50	
Total Marks		-	560	-	440	1000
Credits			22		18	40
Second Year	201 to 204	80	320	20	80	
	205	80 (40+40)	80	20 (10+10)	20	
	206	-	-	50	50	
	207	-	-	200	200	
	208	-	-	50	50	
	209	-	-	50	50	
	210	-	-	50	50	
	211	-	-	50	50	
212	-	-	50	50		
Total Marks			400	-	600	1000
Credits			16		24	40
Total Marks of the Two Years Course			960	-	1040	2000
Total Credits			38	-	42	80
Weightage			48%	-	52%	100%

Activities for Internal Evaluation

First Year

BED 101 to BED 107: For Continuous Assessment, three activities should be organized during the year for the Courses BED 101 to BED 105. Out of the three activities one activity should be the **Practical work** given under each course, one another compulsory activity will be **written examination** and student can select any one activity from the following list:

1. Multiple Choice Questions
2. Quiz
3. Presentations

4. Field Visits
5. Projects
6. Seminars
7. Group Discussion/ Panel Discussion
8. Tutorials
9. Assignment

For the Courses BED 106& BED 107, Practical Work given under each course and Written Examination will be the activities for internal evaluation.

BED 108 to BED 112: The prescribed activities for courses BED 108 to BED 112 are compulsory as per syllabus.

Second Year

For Continuous Assessment, three activities should be organized during the year for the Courses BED 201 to BED 204. Out of the three activities one activity should be the **Practical work** given under each course, one another compulsory activity will be **written examination** and student can select any one activity from the following list:

1. Multiple Choice Questions
2. Quiz
3. Presentations
4. Field Visits
5. Projects
6. Seminars
7. Group Discussion/ Panel Discussion
8. Tutorials
9. Assignment

For the Course BED 205, Practical Work given under each course and Written Examination will be the activities for internal evaluation.

BED 206 to BED 212: The prescribed activities for courses BED 206 to BED 212 are compulsory as per syllabus.

The College will do internal assessment. The University will provide tool for internal assessment. The college should follow the same criteria. If any college wants to use different criteria, the same should approved by the University. For the assessment the college will give marks and will submit it to the University. The University will convert these marks into the grades so obtained will be shown on the mark sheet of the converted grades also at the bottom of the mark sheet.

GRADING SYSTEM

Marks	Grade	Grade Point
80-100	O : Outstanding	10
70-79	A+ : Excellent	9
60-69	A : Very Good	8
55-59	B+ : Good	7
50-54	B : Above Average	6
0-49	F : Fail	0

For the rationalization of internal marks the University will appoint a moderation committee. The Committee will take review of the entire internal work done by the student teacher and

internal marks given by the college and submit the report based on these observations to the University. The copy of the same will be made available to the college also. The committee will give the 'No Objection Certificate' to the college. The college shall submit the same along with the internal marks to the University. This Procedure shall be followed for both the years.

• **B.Ed. Examination Rules :**

1 Assessment shall consist of Continuous Assessment (CA) and Year End Examination (YEE) with 20% and 80% weightage respectively for BED 101 to BED 107 and BED 201 to BED 205.

2 Assessment shall consist of Continuous Assessment (CA) of complete weightage i.e. 100% for practical courses i.e. BED 108 to BED 112 and BED 206 to BED 212.

3 The concerned teacher is responsible for conduct and evaluation towards CA and shall announce at the beginning of the course about the mechanisms under which CA would take place. However, the YEE shall cover the entire syllabus prescribed for that course.

4 The CA towards 20% marks will be a continuous activity and at least one written test must be conducted in addition to at least two other CA activities.

A teacher may devise a mechanism other than written test in addition to above in order to flourish the course contents.

a) It is mandatory for a teacher to hand over the assessed C.A. answer sheets to the respective students well before the commencements of the YEE.

b) It is also mandatory to declare the score gained by all the students in a course towards CA on the notice board duly signed by the concerned teacher of the course and the Principal.

5 YEE for the remaining 80% marks will be conducted by SPPU for BED 101 to BED 107 and BED 201 to BED 205.

6 A student has to obtain 50% marks taken together of CA and YEE with a minimum of 50% in each of these separately.

7 A student will have to obtain a minimum aggregate of 50% marks in each course to be counted for the minimum number of credits required for the completion of the program.

8 If a student misses an internal assessment examination he/she will have a second chance with the endorsement of the Principal in consultation with the concerned teacher. Such a second chance shall not be the right of the student.

9 a) If student is declared as "Pass" in a course (Grade other than F), then he/she cannot choose/reappear that course unless appearing under "CLASS/GRADE IMPROVEMENT" for YEE only.

CA is not available for a course in which the student has been declared as "PASS".

9b) If student is declared as "FAIL" (Grade F) in a course, then the student is allowed to choose such a course, with CA and YEE both, only in a year in which the course is conducted, irrespective of the previous score in CA.

Otherwise, the student may appear only for YEE in that course in any of the following/forthcoming year, provided that the student has scored at least 50% of the total 100% in CA.

9c) In case of 9 (b), the maximum duration available to register/reappear for a course will be as follows.

2 years B.Ed. Program – Up to 4 (four) years (i.e. if a student is registered/admitted for first year in 2015-16, then the student is allowed to register/reappear up to year 2018-19)

9d) In the case of 9 (b), the number of attempts (excluding registered for first time) available to register/reappear for the course would be 3(three) only, subject to 9 (c).

9e) In an exceptional case, if there are sufficient number of students who wish to register for a course for CA and YEE both in which they have failed, then such a course can be conducted in the immediate following term only, in addition to the courses conducted in that term. However, there cannot be more than two such courses at a time in that year.

10 The student will be finally declared as failed if the minimum numbers of credits are not earned within a total period of Four years from the time of admission, after which, such a student will have to seek fresh admission as per the admission rules prevailing at that time.

11 A student cannot register for second year, if she/he fails to complete 50% credits of the total credits expected to be ordinarily completed within One year.

12 There shall be a revaluation of the answer scripts of YEE as per Ordinance No.134 A & B, but not of CA.

13 While marks will be given for all examinations, they will be converted into grades. The year end Grade sheets will be generated by using marks and grades and the final grade sheets and transcripts shall have grade points average and total percentage of marks (up to two decimal points). The final grade sheet will also indicate the name of College/ Teacher Education Institute to which the student is registered.

- **Assessment and Grade Point Average**

1. **The system of evaluation will be as follows:** Each CA and YEE will be evaluated in terms of marks. The marks for CA and YEE will be added to convert into a grade and later a grade point average. There is no grade independently for CA or YEE.

2. Result of a student will be declared for each year after the YEE only.

3. The student will get a Grade Sheet with total grades earned and a Grade Point Average, after earning the minimum number of credits towards the completion of the B.Ed. program (subject to 9).

4. Marks/Grade/Grade Point w.e.f. AY 2015-16 (10 Point Scale):

Marks	Grade	Grade Point
80-100	O: Outstanding	10
70-79	A+: Excellent	9
60-69	A: Very Good	8
55-59	B+: Good	7
50-54	B: Above Average	6
0-49	C: Average F-Fail	0

Remarks : There will be no grade point below 6 as pass standard is 50%.

5. Final Grade w.e.f. the AY 2015-16 (10 Point Scale):

Grade Point Average	Grade
09.00 – 10.00	O
08.50 – 08.99	A+
07.50 – 08.49	A
06.50 – 07.49	B+
06.00– 06.49	B
00.00-05.99	F

Formula :

WeightedGPA = $\frac{\text{The sum of (units of credits X grade points)}}{\text{Total number of credits of the course}}$

Total number of credits of the course

Remark: a) B+ is equivalent to 55% marks and B is equivalent to 50% marks.

b) There will be no grade below B (other than F) as passing standard is 50% or GPA 6.00 and above.

6. If the 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 GPA of 7.492 may be awarded 'A' grade). (Applicable for grades other than F)

7. There will be only final compilation and moderation at GPA (Final) level done at the University. While declaring the result, the existing relevant ordinances are applicable. There is also a provision for verification and reevaluation, subject to the rules applicable at that time.

8. For grade improvement for two year program, student will have to reappear for YEE only in the courses comprising a minimum of 20 credits. These courses will be from the parent college only in which the student has earned the credits. A student can opt for the Grade Improvement Program only after the declaration of earning minimum number of credits and completion of the B.Ed. Program (subject to B.Ed. Exam Rules 9) within the period of two years from the completion of program.

9. The formula for GPA will be based on Weighted Average. The final GPA will not be printed unless a student earns a minimum number of credits out of the total 80 credits.

10. The description for the grades is as follows:

O: Outstanding: Excellent analysis of the topic, (80% and above)

Accurate knowledge of the primary material, wide range of reading, logical development of ideas, originality in approaching the subject, Neat and systematic organization of content, elegant and lucid style;

A+: Excellent: Excellent analysis of the topic (70 to 79%)

Accurate knowledge of the primary material, acquaintance with seminal publications, logical development of ideas, Neat and systematic organization of content, effective and clear expression;

A: Very Good: Good analysis and treatment of the topic (60 to 69%)

Almost accurate knowledge of the primary material, acquaintance with seminal publications, logical development of ideas, Fair and systematic organization of content, effective and clear expression;

B+: Good: Good analysis and treatment of the topic (55 to 59%)

Basic knowledge of the primary material, logical development of ideas, Neat and systematic organization of content, effective and clear expression;

B: Pass: Some important points covered (50 to 54%)

Basic knowledge of the primary material, logical development of ideas, Neat and systematic organization of content, good language or expression;

F: Fail: None of the above (0 to 49%)

11. One credit is equivalent to 25 marks for evaluation purpose.

Modus Operandi of Evaluation under Credit System- 2 years programs

1. Each regular student will normally appear for all the 100% i.e. 40 credits in a year out of the minimum number of credits required to obtain a degree.

2. A student who wishes to register to the second year should have gained at least 50% credits out of the total number of credits offered in the first year.

3. Evaluation of each credit will be in two parts, namely CA and YEE.

4. A course may be of 1 or 2 or 3 or 4 or 5 credits.

5. The evaluation of a course means the evaluation of total number of credits of that course. As such, all the credits taken together of a particular course will be evaluated in two parts CA and YEE.

6. Weightage for CA would be 48% and for YEE would be 52%.

7. A course will be evaluated in the form of 20 marks for CA and 80 marks for YEE.

8. A student will gain all the credits of a course after having obtained minimum 50 marks from CA and YEE (minimum 40 out of 80) taken together and will get the respective grade and grade points in the respective course. Otherwise, a student will get grade F (Fail) in that respective course and will not gain any credits or grade points towards that course.

9. CA: The teacher would evaluate a student towards a course through interaction throughout the year which would include one or more (but not less than 3 including compulsory written test/s) out of the mechanisms given in this structure with their maximum weightage out of 20 marks. This essentially enables the teacher to get positive feedback about a student's overall understanding/ability and in nutshell enhances the teaching-learning process.

- A teacher may propose any other mean towards CA (other than written test) that may suit for a particular course and implement only after the approval of Internal Evaluation Committee of the College.

10. If a student could not attend the CA written test due to some unavoidable reasons then the teacher may consider a request for retest in writing with furnishing the reason of absence.

11. If a student fails to gain the credits of any course (declared F grade in that course) then the student can reattempt the course with CA (if the course is conducted in that year) and YEE both or with YEE only (if one has scored 25 in CA) in the subsequent YEEs (maximum two such attempts) within a period of 4 years from the date of admission to the programme.(subject to Examination Rules 9)

12.In case a student fails to earn the minimum number of credits required for obtaining a degree within the stipulated period of 4 years then such a student will be considered to have made an 'INCOMPLETE EXIT'and in such a case the student can seek a fresh admission as per the admission rules prevailing at that time.

13. The policies and procedures determined by the SPPU from time to time will be followed for the conduct of examinations and declaration of the result of a candidate.

14.YEE: Each credit will be evaluated for a maximum period of 45 minutes. The following would be an outline for setting the question paper for YEE.

Credits	Duration	Questions to be attempted	Number of Sub questions	Marks for sub questions
1	45 min	1 out of 2	3 (for 2 questions)	4+3+3 or 5+3+2 or 4+4+2
2	90 min	3 out of 5	3 (for 3 questions)	4+3+3 or 5+3+2 or 4+4+2
			2 (for 2 questions)	5+5
3	150 min	4 out of 6	2 (for 4 questions)	4+3+3 or 5+3+2 or 4+4+2
			2 (for 2 questions)	5+5
4/5	180 min	5 out of 8	3 (for 6 questions)	4+3+3 or 5+3+2 or 4+4+2
			2 (for 2 questions)	5+5

Note: A question paper for course of the B.Ed. program of 3/4/5 credits under any Faculty other than Science, Engineering, Technology, Management and Pharmacy may contain a question of 10 marks(1 out of 2) without a subquestion.

15. If a student obtains grade F in a course then such a course will not be taken into account for calculating GPA and overall grade. In fact, all the courses in which a student has passed will be taken into account for calculating the GPA and overall grade.

B.Ed. FIRST YEAR

BED101:CHILDHOOD AND GROWING UP

Objectives: To enable the student teacher to:

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. Understand Political, Social and Cultural dimensions along with their implications on childhood and growing up.
6. Become familiar with the impact of mass communication media on childhood and growing up.

UNIT 1: UNDERSTANDING THE GROWTH AND DEVELOPMENT OF THE

LEARNER: -

1 CREDIT

1.1 Heredity and environment; social heredity - meaning, nature, importance in teaching learning process

1.2 Growth, Maturation and Development of the learner:

- a) Differences 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: Implications for education (school, teacher, parents) w.r.t. to adolescence stage.

UNIT 2: EDUCATION AND INDIVIDUAL DIFFERENCES: -

1 CREDIT

2.1 Individual differences: (age, sex, intelligence, multiple intelligences, emotional

intelligence, socio economic background, interests, introvert and extrovert.), implications for learning to facilitate holistic development.

2.2 Concept of Inclusive Education and Children with Special Needs:

- a) Inclusive Education: concept and need
- b) Children with Special Needs: Characteristics of visually impaired (challenged), hearing impaired (challenged), learning disabled, slow learners, gifted, creative, mentally retarded and physically challenged.
- c) Teacher's role in educating them in general classrooms.

UNIT 3: EDUCATION AND LEARNER DIVERSITY IN CLASSROOM: -

1 CREDIT

3.1 Diversity in learning styles:

- a) Meaning and concept of learning styles
- b) Types of learning styles (Visual, Auditory and 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 DIMENSION OF CHILDHOOD AND GROWING UP: -

1 CREDIT

4.1 Meaning and Implications of Political Dimensions on childhood and growing up:

- a) Political Dimensions: Democratic, Dictatorship, Communism and Socialism – features of the governments and its general policies on 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 Dimensions on childhood and growing up:

- a) Social dimensions: Family, neighbourhood, friends and society
- b) Implications of the social dimensions on childhood and growing up.

4.3 Meaning and Implications of Culture Dimensions on childhood and growing up:

- a) Cultural dimensions: 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 Medium.
- b) Implications of Mass Media on childhood and growing up.

Practical: (any one from the given list)

1. Case study of an adolescent learner
2. Plan and implementation of one lesson catering to any of the diverse needs of students (individual difference/ special need/learning styles/ multiculturalism)
3. Review and write a report on a biography/ story/ children's diary etc. to understand the lived realities of children grown up in different political, social and cultural settings.
4. Conduct a study on 'Impact of Media on growing up of children.'

References:

1. Hans Raj Bhatia - A Textbook of Educational Psychology , Macmillan Ltd.
2. S.B. Kakkar and Mahesh Bhargava - In Education and Psychology, H.P. Bhargava Books House.
3. Ram Nath Sharma and Ruchana Sharma – Experimental Psychology Atlantic, Delhi
4. A.R. Rather - Psychology of learning and Development Discovery publishing House, New Delhi
5. Shamshad Hussain- Human behaviour, H.P. Bhargava Book House, Agra.
6. Tara Chand - Modern child Psychology, Anmol Publications, New Delhi.
7. Tara Chand - Educational Psychology, Anmol Publication, New Delhi
8. Aparna Chattopadhyaya - What's your Emotional I.Q., PustakMahal Delhi
9. S.P. Chaube - Educational Psychology and Educational Statistics, Lakshmi Narain Agarwal, Agra.
10. Alice Rajkumari, Rita Suguna Sundari, Digumarti Bhaskara Rao - Educational Psychology, Discovery Publishing house New Delhi.
11. W.N. Dandekar - Experimental Psychology, Anmol Prakashan, Pune.
12. K.K. Bhatia and Trinath Purohit - Educational Psychology and Technique of Teaching , Kalyani Publishers Ludhiana.
13. S.K. Mangal - Educational Psychology, Tandon Publications, Ludiana.
14. D. Bhatia, D.K. Walia, J.C. Mangal and T.C. Datt., - Educational Psychology Doaba House , Delhi.

B.ED 102: CONTEMPORARY INDIAN EDUCATION, GENDER & SOCIETY

Objectives : To enable the student teacher to:-

1. understand the concept and aims of education.
2. learn the concept of social change and process of social change.
3. develop gender sensibility amongst student teacher.
4. make student understand about the gender issues faced in school.
5. make them aware about constitutional provision regarding gender education.
6. identify the contemporary issues in education.
7. make them aware about the contribution of thinkers in education.

UNIT: 1 EDUCATION IN CONTEMPORARY INDIAN SOCIETY 1 CREDIT

1.1. Concept of Education: - Meaning, Definition, Aims of Education in contemporary Indian society

- a. Types :- Formal , Non formal and informal
- b. Agencies of Education : Family , school , community, State, Peer group, reference group, NGO

1.2. Role of Education in Contemporary Issues

UNIT: 2 EDUCATION AND SOCIAL CHANGE 1 CREDIT

2.1 Concept of social change : Meaning , Definition, Factor , Types

2.2 Process of social change

2.3 Obstacles in social change

2.4 Role and limitation s of education in social change

UNIT 3 GENDER AND EDUCATION 1 CREDIT

3.1 Gender : Meaning , Definition , Difference between Gender and Sex

3.2 Gender and school: Issues related to gender in school, gender bias in School enrollments, dropouts and household responsibilities, socialattitudes, sexual abuse

3.3 Role of Education :

- a. Challenging gender inequalities
- b. Reinforcing gander parity
- c. Teaching strategies to develop sensitivity.

Provision regarding gender equality

- i) Constitutional provisions

ii) Laws and Rights

UNIT 4 ISSUES, POLICIES AND THINKERS

1 CREDIT

4.1 Issues :

- a. Equalization of Educational opportunities
- b. Sustainable Development
- c. Liberalization, Privatization and Globalization.

4.2 Policies:

- a. National policy on Education – 1986, 1992
- b. Right to Education Act- 2009: concept , Feature
- c. Rashtriya Uchatar Shiksha Abhiyaan.

4.3 Thinkers: Swami Vivekanand , Dr.Ravindranath Tagore,Dr. Babasaheb Ambedkar , J.P Naik, Mahatma Phule and Savitribai Phule.

Mode of Transaction:Lecture, Discussion, Assignment, Film show, Street Play

Role Play, Project, Field Visit, Survey, Seminar and Interview

Practical Work(*any one from the given list*):

1. Study of any one Contemporary issue of Education (Identification, causes, impact and role of teacher)
2. Study of any one thinker (Which is not included in syllabus
3. Identification about various schemes and scholarships available for deprivedSections of society and prepare a Report.
4. Planning and implementation of Activities
 - a) Visit to the NGO
 - b) Creating awareness Programmes on Social Problems
 - c) Seminar
 - d) PPT / Poster Presentation
 - e) Conducting survey
 - f) Group Discussion
 - g) Interview

References:

1. nmgaZrg Z.am. - {ejUmMrVmpEdH\$ d g_mOemñr` ^y{ _H\$m
2. ~moH\$sb {d. nm. - {ejEmmMoVEdkmZ
3. Hw\$\$S>bo _ . ~m. - eij{UH\$ VEdkmZ d eij{UH\$ g_mOemñI
4. H\$a\$XrH\$a S>m°. gwaoe - ^maVr` g_mOmVrb {ejU
5. _amR>o am. _ . - {ejUmMr_ybVEdo
6. Hw\$bH\$Uu {díd\$^a d H\$miXmVogwYm - CX`moÝ_wI ^maVr` g_mO, g\$ñH¥\$Vr Am{U {ejU
7. {daH\$a à. H¥\$. d S>m°. à{V^m {daH\$a - CX`moÝ_wI ^maVr` g_mOmMo {ejU d {ejH\$
8. OmYd Ho\$. Ho\$. - AmYw{ZH\$ H\$mimMo {ejUmMog_mOemñI
9. ^\$S>mar n. ~. - eij{UH\$ g_mOemñI
10. Walia J.S. Principal and methods of Education Rai B.C – Theory of Education - Sociological and Philosophical bases of Education.
11. Chobhe Dr. S. P. and Akhilesh - Philosophical and Sociological foundation of Education.
12. Bhatia Kamala and Bhatia - Baldev - The Philosophical and Sociological foundation of Education.
13. Gaiind D.N. and Sharma R. P. - Education Theories and Modern Trends.
14. Rai B.C - Theory of Education - Philosophical and Sociological bases of Education.
15. S.S. Mathur - A Sociological approach to Indian Education.
16. NCERT - The Teacher and Education in Emerging Indian Society
17. Toffler Alwin - The future shock

BED 103: LEARNING AND TEACHING

OBJECTIVES :- To enable the student teacher to:-

1. understand the concept of learning
2. comprehend the theories of learning
3. appreciate the idea of learning as construction of knowledge
4. realize the connection between learning in school and learning outside school
5. recognize the relationship between teaching and learning
6. analyze the complex process of teaching
7. acquaint themselves with different approaches of teaching that support learning
8. value the relevance of reflection in the teaching learning process
9. realize the significance of the context in which the teaching learning process occurs
10. acknowledge that teaching is a profession

UNIT 1: LEARNING THEORIES AND INSTRUCTIONAL STRATEGIES: -1 CREDIT

1.1 Concept of Learning –

- a) Definition of learning, Meaning of formal, informal and non-formal learning
- b) Process of learning- the learning curve.
- c) Learning through observation and imitation
- d) Factors affecting learning (Individual and Environmental: Maturation, Motivation, Intelligence, Interest, Attention, Fatigue)
- e) Transfer of learning: concept and types.
- f) Implications for teaching

1.2 Traditional Theories of Learning by:

- a) Thorndike,
- b) Pavlov
- c) Skinner
- d) Kohler
- e) Implications for teaching of the above theories

UNIT 2: ACTIVE ENGAGEMENT IN LEARNING:-

1 CREDIT

2.1 Theory by:

- a) Pavio – Dual coding theory
- b) Implications of the theory for learning: Relevance in learning, Role of teacher and Role of learner.

2.2 Theory of Constructivism:

- a) Cognitive constructivism(concept and features)
- b) Social Constructivism (concept and features)
- c) Concept mapping and Mind mapping
- d) Characteristics of a Constructivist classroom

2.3 Implications of Constructivism for teaching

2.4 Brain based learning: Principles and Educational Implications.

UNIT 3: ASPECTS OF TEACHING:-

1 CREDIT

3.1 Concept of teaching:-

- a)Definitions of teaching
- b) Levels of teaching
- c) Teaching for diversity in the classrooms: Lecture Method, Seminars, Pair work and Group work, Project work, Flipped Classroom and Technology based teaching
- d) Pedagogy and Andragogy – Concept and implications for teaching

3.2 Functions of teaching

3.3 Micro teaching and teaching skills, 21st century teaching skills

3.4 Diagnostic testing and Remedial Teaching

3.5 Need and importance of :- (i) Annual Plan

(ii)Unit Plan

UNIT 4: PLANNING FOR EFFECTIVE TEACHING

1 CREDIT

- 4.1 Parameters of effective teaching
- 4.2 Maxims of teaching
- 4.3. Principles of teaching
- 4.4 Models of teaching – Concept, Features, Families and implications for classroom

- a. Advance Organizer Model
 - b. Concept Attainment Model
 - c. Inquiry Training Model
 - d. Jurisprudential Inquiry Model
- 4.5 Team teaching - Concept and implications for teaching
- 4.6 Reflective teaching – Concept and implications for the teaching
- 4.7 Teaching as a profession

Mode of Transaction:Lecture, Discussion, Assignment, Group work,Project, Field Visit, Poster Presentation, Seminar and Interview

PRACTICAL (*any one from the given list*)

1. Construct and develop a concept map or a mind map on any unit or topic from the course.
2. Experiment on (any 2)
 - a. Learning,
 - b. Attention or
 - c. Fatigue.
3. Develop an Annual Plan and Unit Plan (one school subject).
4. Plan and implementation of one lesson using Models of Teaching.

References:-

1. Dandekar, W.N. and Makhija, Sanyoglata (2002). Psychological Foundations of Education. New Delhi: MacMilan India Ltd.
2. Siddiqui, Mujibul Hasan (2008). Educational Psychology. New Delhi: APH Publishing Corporation.
3. Chaube, S.P. (2003). Developmental Psychology. New Delhi : Neelkamal Publications.
4. Mangal S.K. (2005). Advanced Educational Psychology. New Delhi: Prentice-Hall of India.

5. Mangal, S.K. and Mangal, Uma (2010). Learner, Learning and Cognition. Ludhiana: Tondon Publications.
6. Sharma, Promila (2005). Educational Psychology. New Delhi : A.P.H. Publishing Corporation.
7. Welton, J. (2010).The Psychology of Educaton. Delhi : Surjeet Publications.
8. Kundu, C.L. and Tutoo, D.N. (1998). Educational Psychology.0 New Delhi: Sterling Publishers Pvt. Ltd.
9. Borich, Gary (1996). Effective Teaching Methods -3rd Ed. New Jersey: Prentice-Hall.
10. Sindhu, I.S. (2013). Educational Psychology. Noida: Dorling Kindersley (India) Pvt. Ltd.
11. Joyce, Bruce , Well, Marsha and Calhoun, Emily (2011). Models of Teaching 8th Ed. New Delhi: PHI Learning Pvt. Ltd.
12. Wragg, E.C. (1974).Teaching Teaching. London: David and Charles.
- १३ ँलुडे, गलतड, तलतकीर, दतुतल तुरेड आणल तलतकीर, नलरुडलल ;२०११दुद. अधुडडन—अधुडलतन तुरकुडडल. तुणे : नललकंडुत तुरकलशन.
- १ॡ ँकुंडले, ड.डल. ;१९९ॡदुद. अधुडलतन शलसुतुर आणल तधुदतुतु. तुणे: वुडुनस तुरकलशन.
- १ॡ ँतगतलत, ह.नल. ;१९९ॡदुद. अधुडडन उतततुतु व अधुडलतन. तुणे : नूतन तुरकलशन
- १ॢ ँकरंदुतुकर, सुरेश ;२००९दुद. अधुडडन अधुडलतनलके डलनसशलसुतुर. कुलुहलतूर : तडके तुरकलशन
- १ॣ दलडेकर, वल.नल. ;२०००दुद.शुडकुषणलक व तुरलडुडुगलक डलनसशलसुतुर. तुणे : शुडलवलदुडल तुरकलशन
- १। ँकुलकणुुी, के.वल. ;१९९ॢदुद. शुडकुषणलक डलनसशलसुतुर. तुणे : शुडलवलदुडल तुरकलशन
19. तगतलत, ह.नल. ;२००ॡदुद. शुडकुषणलक व तुरलडुडुगलक डलनसशलसुतुर. तुणे : नूतन तुरकलशन

BED 104: ASSESSMENT AND EVALUATION FOR LEARNING

OBJECTIVES: To enable the student to:-

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

UNIT 1 – PROCESS OF EVALUATION

(1 CREDIT)

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

UNIT 2 -TOOLS AND TECHNIQUES OF EVALUATION

(1 CREDIT)

- 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
 - (d) Sociometric Technique: Sociogram and Guess Who?
- 2.3 Quantitative Tools of Evaluation
 - (a) Construction of achievement test with special reference to Content area,

Objectives and Types of Questions (Blue Print)

(b) Diagnostic Test

(c) Performance Test: Jigsaw and Puzzle

(d) Oral Test and Practical Test

UNIT 3 -ASSESSMENT FOR LEARNING (1 CREDIT)

3.1 Significance of assessment for learning

3.2 Self assessment and peer assessment

3.3 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

3.4 Ethical Principles of Assessment

3.5 Examination Reforms

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

3.6 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 (1 CREDIT)

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

4.1 Measures of Central Tendency : Mean, Median, Mode

4.2 Measures of Variability : Quartile Deviation, Standard Deviation

4.3 Percentile and Percentile Rank

4.4 Co-efficient of correlation by Spearman's Rank Difference method

4.5 Standard Scores: Z and T (Concept Only)

4.6 Graphical representation of data : Histogram, Frequency polygon

4.7 Normal Probability Curve : Properties, Uses

4.8 Skewness and Kurtosis

Mode of Transaction:

- Lecture cum Discussion
- Group Discussion
- Cooperative Learning
- Student Presentation (PPT)
- Assignments
- School Visit
- Seminar
- Quiz

PRACTICALS (Any One):

1. Developing an achievement test with its Blue Print, Answer Key and Marks Distribution.
2. Developing a Portfolio / Profile / Evaluation Rubric
3. Evaluation of available Unit test and reformation of the same.
4. Designing Questionnaire / Interview Schedule on a given topic
5. Preparing any four evaluation tools for Formative Assessment.

REFERENCES:

Dandekar, W.N. (2007). *Evaluation in Schools*. Pune: Shree Vidya Prakashan.

Ebel, R.L. & Fresbie, D.A. (2009). *Essentials of Educational Measurement*. New Delhi: PHI Learning PVT. LTD.

Gupta, S. K. (1994). *Applied Statistics for Education*. Mittal Publications.

Garrett, H.E. (2008). *Statistics in Psychology and Education*. Delhi: Surjeet Publication.

Mrunalini, T. (2013). *Educational Evaluation*. Hyderabad: Neelkamal Publications Pvt. Ltd.

Patel, R.N. (2011). *Educational Evaluation Theory and Practice*. Mumbai: Himalaya Publishing House Pvt. Ltd.

- Rani, P. (2004). *Educational Measurement and Evaluation*. New Delhi: Discovery Publishers.
- Rawat, D. S. (1970). *Measurement, Evaluation and Statistics in Education*. , New Delhi: New Raj Book Depot.
- Reynolds, C.R., Livingston, R.B., and Willson, V. (2011). *Measurement and Assessment in Education*. New Delhi: PHI Learning PVT. LTD.
- Siddiqui, M.H. (2010). *Educational Evaluation*. New Delhi: A.P.H. Publishing Corporation.
- Sidhu, K.S. (2009). *New Approaches to Measurement and Evaluation*. New Delhi: Sterling Publishers Pvt. Ltd.
- Ten Brink, T. D. (1974). *Evaluation - A Practical Guide for Teachers*. New York: McGraw Hill Book Co.
- Thorndike, R.M. (2010). *Measurement and Evaluation in Psychology and Education*. New Delhi: PHI Learning PVT. LTD.

BED 105: Advanced Pedagogy and Application of ICT

Objectives: To enable the student teacher to

1. understand the concept of Advanced Pedagogy and its implementation in classroom
2. use of Pedagogical methods to meet the needs of diverse learners.
3. understand the concept, need and importance of ICT and its application in education
4. understand ICT based teaching-learning strategies & resources.
5. create awareness about appropriate use of ICT
6. develop educational material using advanced pedagogical strategies and ICT tools.

UNIT: 1 Introduction to Advanced Pedagogy (CREDIT 1)

1.1 Concept, Need and Significance of Advanced Pedagogy.

1.2 Principles of Advanced Pedagogy

1.3 Philip Jackson Model- Pre-active phase

Interactive Phase

Post-active phase

Teacher's role in these phases

1.4 Use of Various Pedagogies-

- | | |
|----------------------|----------------------------------------------------|
| a) Student Voice | b) Differentiation |
| c) Critical Pedagogy | d) Engagement student in Teaching Learning Process |

1.5 Application of Advanced Pedagogy for Development of e-content

UNIT: 2 Advanced Pedagogical Approaches (CREDIT 1)

2.1 Blended Learning

2.2 Experiential Learning

2.3 Problem based learning

2.4 Scenario based learning

2.5 System Approach in Teaching

UNIT: 3 ICT in Education (CREDIT 1)

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

3.5 Safe use of ICT-Net safety, Netiquettes, Copy Right, Plagiarism

UNIT: 4 ICT Supported Advanced Teaching Learning Strategies (CREDIT 1)

4.1 Advanced ICT Supported teaching strategies concept, need, features, principles and importance.

4.2 ICT & Teaching –learning Strategies

- a) Web based learning
- b) M-Learning
- c) Co-operative learning
- d) Collaborative Learning
- e) C A I

4.3 Smart Classroom-Nature, Features, Advantages

4.4 On-Line Learning resources- e-library, Video Conferencing, Webinars

4.5 Social networking for learning with special reference to facebook & WhatsApp tool.

4.6 Agencies using ICT for Education- Open Schools & universities, intel, MOOC, MCKL

Modes of Transaction:

- a) Lecture cum discussion
- b) Presentations
- c) Seminars
- d) Demonstrations
- e) Activity based teaching methods
- f) Project method
- g) Group discussion
- h) E-communication tools
- i) Assignments

Practical Work (*any one from the given list*):

1. Design a teaching plan for any unit of school subject by using methods of advanced pedagogy
2. Develop a CAI Programme on any one unit of your teaching method
3. Review an educational mobile app and write a report.
4. Develop e-content material for any one unit of School subject by using advanced pedagogical strategies.

References:

1. **Application of ICT in Education-** by Dr. S. Arulsamy, Dr. P. Sivakumar
Neelkamal Publication.
2. **Essentials of Educational Technology and School Management** by K.K. Bhatia &
Jaswant Singh, Tandon Publication.
3. **Teaching and Learning through information and communication technology** by I-
Sunder, Sarup Book Publishers Pvt. Ltd.
4. **Educational Technology** by Anil Kumar Srivastava, Kunal books, Delhi.
5. **Project based learning – using information technology** by David Moirsund.
6. **Challenges of Educational Technology Trends Globalization** by Hemlata Talesra,
Maneesh Shukul, Umashankar Sharma, Authors Press.
7. **Application of ICT in Education**, by Dr. S. Arulsamy, Dr. P. Sivakumar, Neelkamal.
8. **Internet Technology** by S.K. Bansal, APH Publication.
9. **A Textbook of Educational Technology** by B.C. Dash, Wisdom Press.
10. **Net based education-** Ramesh Chandra, Kalpaz Publication.
11. **Information and Communication Technology**, by V.P. Pandey, Isha Publication.
12. **ICT in teaching learning** by Jahitha Begum, A.K. Natesan, G. Sampath, PAH
Publication.
13. **ICT in distance education** by Dr. K. Anandan, APH Publication.
14. **ICT in teacher development** by Dr. Manoj Kumar Dash, Neelkamal.
15. **Educational Technology-**by S.K. Mangal, Tandon Publication.
16. **Advanced Educational Technology** by Ram Nath Sharma & S.S. Chandra, Atlantic
Publication.

17. Modern Trends in Educational Technology-by Prof. Jagannath Mohanty, Neelkamal Publication.

18. Educational Technology by N. Venkataih, APH Publication.

19. Essential of Instructional Technology by Dr. R.A. Sharma, Surya Publication.

20. Instructional Technology by Rao, APH publication.

BED- 106-01- UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

मराठी

उद्दिष्ट्ये :

- १) व्यक्ती विकास व समाज विकास यातील मातृभाषेचे महत्व समजून घेण्यास विद्यार्थी शिक्षकास मदत करणे.
- २) मातृभाषेचा विकास विद्यार्थी शिक्षकात घडवून आणणे.
- ३) मातृभाषेचे लेखन, भाषण यांच्याद्वारा समर्थपणे अभिव्यक्ती कौशल्य संपादन करण्यास प्रवृत्त करणे.
- ४) मातृभाषेचे व्याकरण व त्याची उपांगे यांचे सखोल अध्ययन करणे.
- ५) मातृभाषेसंबंधी योग्य अभिवृत्ती विकसित करणे.
- ६) मराठीतील वाङ्मय प्रकारांचा स्थूलमानाने परिचय करून देणे.
- ७) मराठीचे अध्यापन कौशल्ये अवगत करणे.
- ८) इ. ५वी ते १२वी पर्यंतचा मराठी विषयाचा अभ्यासक्रम समजून घेणे.
- ९) उपयोजित मराठी भाषेची कौशल्ये अवगत करणे.

घटक क १ अ- अ) वर्णविचार – वर्णमाला (सुधारित वर्णमाला, महाराष्ट्र शासन, मसाप, पुणे)

;१ बतमकपज दु

ब) शब्दविचार – शब्दांच्या जाती, विभक्ती व कारकार्य

क) वाक्यविचार- १) वाक्याचे प्रकार अर्थानुसंधाने, क्रियापदाच्या रूपावरून, वाक्यातील विधानानुसार

२) काळ व त्याचे प्रकार

३) वाक्याचे प्रयोग व प्रकार

घटक क १ ब- शब्दसिद्धी – १) सिद्ध व साधित शब्द

- २) उपसर्ग घटित शब्द
- ३) प्रत्यय घटित शब्द
- ४) संधी व प्रकार नियम
- ५) समास व त्याचे प्रकार

घटक क २ अ) – रस, वृत्त, कालंकार

;१ बतमकपज

द्व

अ) रस व्याख्या व प्रकार

ब) वृत्त – वृत्तांचे प्रकार

अक्षरवृत्ते – इंद्रवजा, उपेंद्रवजा, भुजंगप्रयात, शिखरिणी, वसंततिलका, मालिनी, पृथ्वी, मंदाकांता, मंदारमाला, शार्दूलविक्रीडीत.

मात्रावृत्ते – पादालुतल, दिंडी, आर्या, नववधु.

छंद प्रकार – १) ओवी- ज्ञानेश्वरी, मुक्तेश्वरी, एकनाथ.

२) अभंग- लहान, मोठा

ड) मुक्तछंद –

इ) अलंकार – महत्व, प्रकार – यमक , अनुप्रास, श्लेष, उपमा, उत्प्रेक्षा, व्यतिरेक, अपन्हुती, अतिशयोक्ती, चेतनगुणोक्ती, अन्योक्ती, अर्थान्तरन्यास, दुष्टांत, विरोधाभास (लक्षणे व उदाहरणे)

घटक क २ ब) – १) शुद्धलेखन विषयक युधारित नियम व उपयोग.

२) व्यावहारीक व उपयोजित प्रकार – औपराचिक पत्र, आकलन, सारांश लेखन, भाषांतर, वृत्तलेखन, जाहिरात क्षेत्र, अभिप्राय लेखन आणि बोलीभाषांचा परिचय, सुत्रसंचालन, सादरीकरण, कौषवाडमय, पटकथा लेखन

अभ्यासकमाचे वर्गातील संप्रेषण – १)व्याख्यान २) संमिनार, प्रकल्प, क्षेत्रभेट, पॉवर पॉईंट सादरीकरण, चित्र सादरीकरण

प्रात्यक्षिक कार्य – १) कोणत्याही एका साहित्यिकाच्या साहित्य प्रकारावर पोस्टर सादर करा किंवा

२) व्याकरणाच्या कोणत्याही एका घटकावर पोस्टर सादर करा किंवा

३) तुमच्या आवडीच्या साहित्य प्रकारातील एका साहित्य प्रकाराविषयी तुमचे लिखित मत व्यक्त करा. (प्रकार, वैशिष्ट्ये, सामाजिक दृष्ट्या महत्व)

संदर्भपुस्तिका- १) सुगम मराठी व्याकरण – मो. रा. वालिंबे

२) मराठी व्याकरणाची मुलतत्वे – ज.त. केळकर

३) वृत्ते आणि अलंकार – प्र.न. जोशी

४) मराठी व्याकरण- प्रा. मुरकुटे, नाशिक

५) मराठी व्याकरण- प्रा. डॉ. के. पी. शहा, अजब पब्लिकेशन, कोल्हापूर

६) साहित्य साधना – मा. का. देशपांडे

BED 106-02: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

हिन्दी

उद्देश्य :

छात्र अध्यापक को हिन्दी बोलने, लिखने और पढ़ने में अपनी क्षमता विकसित करनेमें सहायता करना
हिन्दी भाषा का गठन एवं विकास संबंधी जानकारी प्राप्त करने हेतु छात्र अध्यापक की सहायता
करना.

छात्र अध्यापक को हिन्दी भाषा तथा व्याकरण के अंगोपांगो का सूक्ष्म अध्ययन करने के लिये प्रेरित
करना.

माध्यमिक तथा उच्च माध्यमिक शिक्षास्तरीयों के लिए निर्धारित पाठ्यक्रम एवं पाठ्यपुस्तकों का सूक्ष्म
अध्ययन करने में छात्र अध्यापक को प्रेरित करना.

छात्र अध्यापक को हिन्दी साहित्य के इतिहास को अध्ययन करने प्रोत्साहित करना.

छात्र अध्यापक को हिन्दी की साहित्य विधाओं तथा सुविख्यात साहित्यकारों से परिचित कराना.

घटक क १ अ- व्याकरण

;१ बतमकपज

द्व

१) वर्ण विचार, शब्द विचार, वाक्य विचार, क्रिया

२) उपसर्ग, प्रत्यय, समान, संधि

३) शब्द – समानार्थ, विपरीत, भरमानेवाले शब्द. शब्द समूह के लिए एक शब्द.

४) मुहावरे एवं कहावतें

घटक क १ ब- रचना

१) पत्रलेखन

२) निबंध

३) कथा लेखन

४) कल्पना विस्तार

५) गदखंड – पद्यखंड – अर्थग्रहण

६) सार लेखन

७) वृत्तांत लेखन

८) भाषण – स्वागत, बिदाई, धन्यवाद, परिचयात्मक

घटक क २ अ) – हिन्दी साहित्य का इतिहास

;१ बतमकपज दू

१) आदिकाय

२) मध्यकाय

३) आधुनिक काल

घटक क २ ब) – साहित्यिकों का परिचय : कक्षा ६ से १० वीं तक की प्रचालित पाठ्यपुस्तकों में जिनकी रचनाएँ हैं उन साहित्यिकों का सामान्य परिचय तथा विशेषताएँ

अधिनियम गतिविधियाँ –

१) व्याख्यान

२) चर्चा

३) सेमिनार

४) क्षेत्र भेंट

५) पॉवर पॉइंट प्रेजेंटेशन

६) वादविवाद

स्पर्धाओं का आयोजन

प्रात्यक्षिक कार्य –

१) व्याकरण पर आधारित अध्ययन सामग्री तैयार करना

२) विद्या के अनुसार साहित्यिकों का वर्गीकरण किजीय

३) किसी एक काल का विस्तृत अध्ययन कर रिपोर्ट तैयार करना (हिन्दी साहित्य के इतिहास के काल)

संदर्भ ग्रंथ–

१) संक्षिप्त हिन्दी व्याकरण – कामताप्रसाद गुरु

२) आधुनिक हिन्दी व्याकरण और रचना – डॉ. वासुदेवनंदन प्रसाद

- ३) हिन्दी साहित्य का इतिहास – आ. शुक्ल
- ४) साहित्य विवेचन – क्षेमचंद सुमन
- ५) हिन्दी साहित्य का इतिहास – डॉ. राजनाथ शर्मा
- ६) हिन्दी भाषा विज्ञान – डॉ. भोलानाथ तिवारी

BED 106-03: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

ENGLISH

Objectives: To enable the students to:-

1. acquire proficiencies in listening, speaking, reading, writing and communication skills.
2. acquaint with essential aspects of English Grammar and composition.
3. understand the scope of syllabi in English.
4. develop interest and attitude towards English as foreign language.

UNIT – 1

(1CREDIT)

A) Phonetics

1. Phonemes, syllabus and words
2. Vowels , Diphthongs and consonants
3. Semantics
4. Intonation – Stress , accent , Intonation pattern

B) Grammar:

1. Parts of speech
2. Punctuation
3. Kinds of sentences
4. Tense
5. Transformation of sentences

* Direct and indirect speech.

* Voice

* As soon as

- * Degree
- * Not only but also
- * Remove 'Too'
- * Question tag

Other transformation of sentences from the prescribed Text Books of Std V to X

UNIT - 2

(1CREDIT)

A) Application of language

1. Letters – Formal and Informal
2. Report Writing
3. Dialogue Writing
4. Essay Writing
5. Story Writing

B) Functional English

1. Note making and note taking
2. Writing summary
3. Preparation of tree diagram, web diagram and pie chart
4. Preparation of Advertisement

Mode of Transaction:

- Lecture
- Discussion
- Seminar
- Project
- Poster Presentation
- Use of Technology

Practical (Any 1 from the following)

1. Project report on any topic related to English Language.
2. Develop one short story
3. Prepare three diagram / web diagram / pie charts based on any five units / lessons.

References:

1. Teaching of English - P.K. Gupta, Anil Gandhi, and S.S. Bhatnagar
2. Teaching of English - A Modern Approach, Bose F.L
3. The technique of Language teaching, Bose F.L
4. Teaching of English as second Language - Allen H.B.
5. Language Testing - Labo Robert
6. The essentials of English Teaching - R.K. Jain
7. Teaching of English - G.L. Gadre
8. Structural Approach to Teaching of English - B.D. Shrivastav
9. English Language Teaching in India - Kudchedkar S.
10. Content Cum Methodology of English - Dr. C.H. Surywanshi
11. Content Cum Methodology of English - Patil and Vaze

BED 106- 04: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

संस्कृत

उद्दिष्टे :-

- विद्यार्थीषिक्षकांनासंस्कृतलेखन व वाचनकौषल्यावरप्रभुत्वविळविण्यास सक्षमकरणे
- विद्यार्थीषिक्षकांनासंस्कृतमधूनविचारव्यक्तकरण्यास सक्षमकरणे
- विद्यार्थीषिक्षकांनासंस्कृतव्याकरणसमजावून घेण्यास सहाय्य करणे
- विद्यार्थीषिक्षकांनासंस्कृतव्याकरणाचेउपयोजनकरण्यास सक्षमकरणे

घटक क 1 अ:-वर्ण व शब्दविचार

;1 ब्मकपज द्द

अ)वर्णांचीओळख

ब)संस्कृतलेखन व वाचननियम

क) शब्दरूपे-(स्वरान्त शब्द , व्यंजनान्त शब्द व सर्वनाम) , विभक्तिप्रत्ययान्त शब्दस्वरूप व कारकार्थ,

ड)क्रियापद रूपे (परस्मैपदाचे व आत्मनेपदाचेवर्तमानकाळ, भूतकाळ व भविष्यकाळी , आज्ञार्थ व विध्यर्थप्रत्यय) , गणांचापहिलागत व दुसरागत

ड)विषेषणे-गुणवाचक, तर-तमभाववाचक, संख्यावाचक, क्रमवाचक

घटक क 1 बवाक्य विचार

अ)वाक्य प्रयोग, वाक्य परिवर्तन-कर्तरि, कर्मणि व भावेप्रयोग, सतिसप्तमी, प्रयोजकरचना

ब)कारकविचार

क)वृत्तविचार

ड) शुध्दाषुध्दीविवेक

घटक क 2 अ) संधी व समास

;1 ब्मकपजद्व

अ)स्वरसंधी, व्यंजन संधी व विसर्ग संधी

ब)समास-अव्ययीभाव, तत्पुरुष, द्वंद्व व बहुव्रीही(प्रकारासह)

क)तद्धित (अपत्यार्थक प्रत्यय, तत्र जातः, तत्र भवः या अर्थाचेप्रत्यय, मत्वर्थीय प्रत्यय, इतच् प्रत्ययान्त, दाप्रत्यय, तरप् -तमप् प्रत्यय)व कृदन्त (धातुसाधितनामे, अव्यये व विशेषणे)

घटक क 2 ब)

अ)पत्र लेखन

ब)निबंध लेखन

क)संस्कृतसाहित्याचीतोंडओळख

ड)कथा / उतारेपूर्णकरणे

इ) गद्य व पद्य भाषांतर

Mode of Transaction:

- Lecture
- Discussion
- Seminar
- Project
- Poster Presentation
- Use of Technology

प्रात्यक्षिककार्य—

- संस्कृतमधील एकानवसाहित्याकाचीमाहितीसंकलितकरणे
- व्याकरणाच्याकोणत्याही एका घटकावरपॉवरपॉइंटप्रेझेंटेशन
- सज्जनप्रशंसा, विद्याप्रशंसा, कूट श्लोक, अन्योक्ति, योगमहात्म्य, उद्यमप्रशंसा, अर्थमहात्म्य या विषयांवरआधारितप्रत्येकी 5संस्कृत श्लोकसंकलितकरणे व त्यांचाअर्थलिहिणे

संदर्भ :-

- नवीनअनुवादचन्द्रिका, चौखम्बाप्रकाशन, —अर्चनाकुलकर्णी
- शालेय संस्कृतव्याकरण—विद्याबाम
- सुगमसंस्कृतव्याकरण—प्र.शं. जोषी
- अभ्यासपुस्तकम्—संस्कृतभारती, बेंगलुरु
- इ. 8वी ते इ. 12 संस्कृत—पाठ्यपुस्तकनिर्मितीमंडळ, पुणे

BED 106- 05: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

URDU

Objectives:

1. To help student teachers to acquire skills in speaking, reading and writing Urdu.
2. To help student teachers to acquire linguistic skills.
3. To acquaint student teachers with different trends in Urdu content & grammar.
4. To help student teachers understand the scope of the syllabus in Urdu prescribed for std 6th To 12th.
5. To acquaint student teacher about different form of literature included in the text book.
6. To make student teacher aware about the famous writers & poet of Urdu prescribed in 6th to 12th text book.

Unit I A) Grammar

(1 Credit)

- 1.1 Lectures of alphabet, vowels formation of words, idioms.
- 1.2 Kinds of nouns, adjectives, adverbs, pronouns, number, case, gender, tense.
- 1.3 Kinds of sentences figures of speech.
- 1.4 Kinds of sentences according to the classes.
- 1.5 Figures of speech, simple perfect parameters.

Unit I B)

Practice in composition

- 2.1 Essay writing
- 2.2 Letter writing
- 2.3 Story telling
- 2.4 Precise writing
- 2.5 paraphrase

Unit II

(1 Credit)

A) History of Urdu literature

3.1 Ancient

3.2 Medieval

3.3 Modern

B) Elementary knowledge of forms of literature and writers.

Prose , poetry (prescribed in the text book 6th to 12th)

Mode of transaction

1. Lecture
2. Discussion
3. Seminar
4. Field Visit
5. Power point – presentation
6. Debate
7. Poster presentation

Practical work

1. Prepare a learning material based on grammar
2. Study and prepare a report of any one poet / writer prescribed in 6th to 12th text book.
3. Collect the information and categorize the adeeb cwnter / shair (Poet) on the bases of Zamana (Periods)

REFERENCES:

1. Tadress-e-Urdu- Akhtar Sheerani
2. Tadress-e- Urdu-NCPUL (National Council for Promotion of Urdu Language.
3. Tadress-e- Urdu- Moinuddin
4. Tadress-e-Urdu- Najmus-Sehar.

BED 106- 06: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

HISTORY

Objectives:-

To enable the student teacher to-

1. Understand the Indian Culture and World.
2. Realize the concept of Election Process.
3. Take interest in the study of Fundamental Rights & Human Rights.
4. Appreciate the significance and the role of Political Parties, Government Bodies.
5. Realize the Importance of the contribution of Shivaji Maharaj in History.
6. Realize the importance of Movements for Freedom.
7. Comprehend the concept of democracy and different religious diversity of India.

Unit I

(1 Credit)

A)– India’s culture & A People’s King

1. India : Cultural.
2. Ancient India and the World.
3. Maharashtra before the times of Shivaji Maharaj.
4. A People’s King.

B) – Movements, Democracy and Diversity

1. The Revolutionary Movement.
2. The quit India Movement.
3. International co-operation and Development.
4. Democracy and Diversity –
 - A) Caste and Democracy
 - B) Religion and Democracy.

Unit II

(1Credit)

A) – Progress of India

1. Renaissance & Feudalism –
 - A) Medieval Feudalism
 - B) Renaissance.
2. Election Process –
 - A) Voter
 - B) Political Party
 - C) Direct & Indirect Election.
3. Fundamental Rights and Duties-
 - A) Fundamental Rights and Duties mentioned in Indian Constitution
 - B) Human Rights.
4. Progress in Science and Technology

B) – Government Bodies, United Nations

1. Local Government Bodies
 - A) The Zilla Parishad
 - B) The Municipal Corporation
2. Union Government – The Legislature and The Judiciary
3. The Functions of the United Nations.

Mode of transaction

1. Lecture
2. Discussion
3. Seminar
4. Field Visit
5. Power point – presentation
6. Debate
7. Poster presentation

Practical :

1. Prepare a report of Indian Constitution with reference to Fundamental Rights and Duties.
2. Write a report any one Government Bodies from following
 - a) The Panchayat Samiti.
 - b) The Municipal Council.
 - c) Municipal Corporation.
3. Prepare report of Indian Democracy and Diversity related to Caste or Religion.

References –

The text books and the reference books which are prescribed by the Maharashtra State Board of Secondary & Higher Secondary Education are recommended for study.

BED 106-07: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

GEOGRAPHY

Objectives

1. To enable student teachers to revise the knowledge of all Branches of Geography subject at a school level.
2. To enable the student teachers to understand the interdependence and interrelationship among the various concepts and processes in Geography Subject.
3. To enable student teachers to acquire the skills related to map and instruments in Geography.
4. To develop a technique of observation and reporting of Geographical phenomenon among student teacher.
5. To create interest of Geography subject among student teachers.

Unit I: The Earth and Physical Geography

(1 Credit)

A. The Earth

A.1. Universe

A2. Solar System & Motion of earth

A3.Eclipses : Solar and Lunar : subtypes, effects, prejudices and scientific importance

A4.Graticule : Latitude and Longitude

A5. Interior of earth

B. Physical Geography

B1. Atmosphere-

B1.1. Structure of atmosphere

B1.2. Weather and Climate

B1.3. Factors affecting climate

B2. Elements of Air –

B2.1. Air Temperature: Definition, Factors affecting temperature and temperature zone on earth

B2.2. Air Pressure: Definition, Factors affecting air pressure and pressure belt on earth

B2.3. Wind : Definition, Types of wind-Global and Local

B2.4. Rainfall: meaning, forms of rainfall, types of rainfall- convectional, orographic and cyclonic, factors affecting distribution of rainfall.

B3. Lithosphere –

B3.1. Meaning of Lithosphere

B3.2. Movements of earth crust – i) Rapid Movements – Earthquake & Volcano – Causes, effects and zones

ii) Slow movements – Fold and fault – meaning and examples

B4. Landforms –

B4.1. Mountain, plateau and plain : definitions and types

B4.2. Rocks

B4.2.1. Meaning and types of rock

B4.2.2. Agents of erosion – running water, wind, sea waves and glacier : work and landforms created by these agents

B5. Hydrosphere

B5.1. Types of waterbodies - Ocean, sea, bay, gulf, strait, creek, river and lake – concept and examples

B5.2. Ocean Currents – Concept, types and its effects

B5.3. Tides – Meaning, causes and effects

B5.4. Salinity – Definition, factors affecting salinity

Unit II. Human, Regional and Practical Geography

(1 Credit)

C. Human Geography

C1 Human Settlement – concept, types-rural & urban, factors affecting settlement

C2.Population – Meaning of population, birthrate and death rate, causes and effects of population explosion, factors affecting density of population.

C3.Occupation – Meaning and classification of occupation- primary, secondary, tertiary and quaternary

C4.Biosphere - Concept and composition of biosphere, meaning and structure of food chain, concept of eco system.

C5. Pollution – Meaning, types, causes, effects and pollution controlling measures.

D. Regional Geography :

D1. Introduction to the continents

D2. Introduction to natural regions

D3. India : Location, Physiographic features, Climate, natural resources and Human life.

D4. Maharashtra: Location, Physiographic features, Climate, natural resources and Human life.

E. Practical Geography :

E1. Map – Definition of Cartography and map, elements of map, types of map

E2.Graph – Definition and types of graph

E3. Field visit and Report writing – meaning and importance

E4. Geographical Instruments – Thermometer, Wind vane, Barometer, Rain gauge and seismograph: diagram and functions

Mode of Transaction:

1. Discussion cum Lecture
2. Demonstration
3. Seminar
4. Supervised Study
5. Project based approach
6. Field visit
7. Technology based interaction
8. Blended approach
9. Observation technique
10. Heuristic method

Practical

1. To prepare a geographical instrument or model.
2. A visit to geographical place and writing a report.
3. To prepare a technology based program on any geographical concept i.e. presentation, CAI, e-content, video, blog, animation etc.

References :

1. Std.6th to Std. 12th Geography/Social Science text books of State boards of Maharashtra and CBSE Board.

2. Chandan and Puri, Regional Development
3. Doniwal Hemant Kumar, Population of Geography, Authors Press
4. Frederick K.Lutgens, Edward J.Tarback & Dennis Tasa,The atmosphere: an introduction to meteorology
5. Joshi and Kaji, Principles of General Geography
6. K. Siddharth, Ecology and Environment, Kosalaya Publication
7. Majid Husain, Geography of India, McGraw Hill Education series
8. Majid Husain, Human Geography, Rawat Publication, New Delhi
9. Majid Husain, Models in Geography,Rawat Publication, New Delhi
10. Oxford Publication, Dictionary of Geography
11. Sawadi A.B., Physical Geography
12. Singh Savindar, Physical geography, Prayag Pustak Bhawan
13. Singh Savindra, Geomorphology
14. Roger Minshull, Regional Geography: Theory and Practice, Aldine Transaction

BED 106-08: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

GENERAL SCIENCE

Objectives: To enable student teacher to

- 1) understand nature, scope & importance of general science at secondary level.
- 2) analyze the textbook & content of general science at secondary level.
- 3) Understand life on the earth.
- 4) Understand the basic concepts of different branches of chemistry.
- 5) Understand concepts in Physics.
- 6) familiarize facts, terms, concepts, laws & principles in general science.

Unit – I

(1 Credit)

A) Life on Earth

1. Cell: The Unit of Life
2. Genetic Basis of inheritance
3. Plant and Animal Life
4. Organ System (only humans)

B) Concepts of Chemistry

1. Chemistry of Carbon Compounds – Hydrocarbons
2. Metals and Non-metals
3. Chemical Reactions and Chemical Equations

Unit – II

(1 Credit)

A) Concepts in Physics

1. Motion, Energy and Force
2. Heat and Light
3. Electric Current and Magnetism
4. Sound and Wave

B) Environmental Science

1. Biodiversity and Ecosystem
2. Microorganism

3. Striving for a better environment – Waste Management, Vermicompost pit
4. Conservation of Resources

Mode of Transaction:

- Discussion cum Lecture
- Demonstration
- Seminar
- Project based approach
- Field visit
- Technology based interaction

Practical (Any one of the following):

1. Textbook Analysis (General Science)
2. Visit of a Science Laboratory
3. Investigatory Project/ Model

List of Books Recommended:

The text books and the reference books which are prescribed by the Maharashtra State Board of Secondary and Higher Secondary Education are recommended for study.

BED 106-09: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

MATHEMATICS

Objectives: To enable student teacher to

- 1) understand nature, scope & importance of Mathematics at secondary level.
- 2) analyze the textbook & content of Mathematics at secondary level.
- 3) Understand basic concepts in Arithmetic, algebra, and Geometry.
- 4) familiarize facts, terms, concepts, laws & principles in Mathematics.
- 5) Apply basic concepts of Mathematics in daily life.

Unit 1 :

(1 Credit)

A. Arithmetic

1. Numbers
 - a) Natural, whole, integers, rational, irrational, real numbers
 - b) Operations on numbers: addition, subtraction, multiplication and division
 - c) Use of brackets
 - d) Indices, squares, square roots, cube, cube roots.
2. Unitary method, variation- direct and inverse
3. Ratio and proportion

B. Algebra

1. Basics of Algebra
2. Use of letters in place of numbers.
3. Algebraic expressions, addition, subtraction, multiplication and division of algebraic expressions.
4. Polynomials: factors and multiples.
5. Identities.
6. Equations: equations with one variable, linear equations in two variables, quadratic equations.

Unit 2 :

(1 Credit)

A. Geometry

1. Basics of Geometry
 - i. Basic concepts
 - ii. Angles, pairs of angles, triangles and quadrilaterals – types & properties.
 - iii. Triangles- congruence and similarity.
2. Circle – basic concepts, circumference, area, theorems.
3. Quadrilaterals – properties of different quadrilaterals, theorems.
4. Geometric construction

B. Applied Mathematics

1. Mathematics in day to day life
 - i. Profit and loss.
 - ii. Percentages
 - iii. Simple and compound interest
 - iv. Discount and commission
2. Statistics – measures of central tendency and variability, Graphs.
3. Mensuration – Area and volumes of different geometrical figures.
4. Co- ordinate geometry.

Mode of transaction:

1. Lecture
2. Deductive
3. Analytic and synthetic
4. Discussion
5. Seminars
6. Presentation
7. Projects

List of Practical (Any one of the following):

1. Investigatory Project/ Model
2. Visiting a Mathematics Institute
3. Contribution of Indian Mathematicians

References: Text books published by Maharashtra State Bureau of Textbook production and curriculum research, Pune and Maharashtra state board of secondary and higher secondary education , Pune.

BED 106-10: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

ECONOMICS

Objectives :-To enable the student teacher to:

1. understand the meaning, nature, scope & importance of Economics Subject & basic concepts of Economics.
2. understand various sources of Income & Concept Types & Importance of Budget.
3. understand meaning, features, types & basic problems of economy
4. understand concept, causes & effects of inflation & measures to control it.
5. know about P.D.S. & Consumer Protection.
6. understand concept of Economic Growth , Economic Development & Quality of Human life & their importance.
7. be aware about the major challenges before Indian Economy & their economic effects.
8. know about economic reforms in India.
9. understand the concepts of Micro & Macro Economics & their importance.
10. know the meaning, scope & importance of Statistics in Economics.

Unit : I

(1 Credit)

A) Economics as a subject

A-1 Economics – Meaning, Definition, Nature , Scope , Need & Importance of the study of Economics.

A-2 – Basic concepts of Economics

- a) Human Wants – Meaning , features and classification
- b) Resources – Meaning , Scarcity
- c) Utility – Meaning , Types & Characteristics
- d) Value – Meaning , Examples
- e) Price – Meaning & Examples
- f) Demand & Supply – Meaning and Definition

B) Sources of Income

B-1 Personal Income – Meaning and sources of personal Income.

B-2 Baluta System – Meaning , Nature , Merits & Demerits of Baluta System

B-3 Agro – based industries

B-4 Trade – concept of trade

B-5 – Modern sources of Income

B-6 Budget – concept & importance of Budget , types and components of Budget , concept & merits of family Budget.

Unit 2

(1 Credit)

A) Introduction of Economy

A-1 – Meaning & definition of Economy

A-2- Features and types of Economy

A-3- Basic problems of Economics & their solution.

B) Global Economic concept

B-1 – Inflation – Concept, causes , effects of Inflation , measures to control Inflation.

B-2- Public Distribution system (P.D.S)& consumer protection

- a) Meaning & objectives of P.D.S
- b) Progress of P.D.S
- c) Drawbacks of P.D.S
- d) Remedial Measures
- e) Consumer protection – Rights & duties of a consumer.

Mode of Transaction:

1. Discussion cum Lecture
2. Seminar
3. .Project based approach
4. Field visit

5. Technology based interaction

6. Blended approach

Practical Work;-

Any one of the Following.

1. To prepare any type of self learning material (Booklet) / Model related to any unit of Economics & write a report.
2. To prepare a ppt or poster for presentation on any unit of Economics. (Presentation and report writing)
3. Field visit and report writing. (any cottage or small scale industry)

References :-

1. Text books of Economics from 9th to 12thstd.
2. Elementary Economic Theory by Dewett.
3. अर्थशास्त्र परिचय – रा.म. गोखले.

BED 106-11: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Objectives

The student teachers should be able to-

1. Acquire basic knowledge of Computers.
2. Study the ICT tools.
3. Make effective use of information and communication technology.
4. Understand the concepts in Multimedia.
5. Develop capabilities to access Information using Internet.
6. Learn the basic concepts of Computer Networking.
7. Acquire skills for creation of Basic Web Pages.
8. Acquaint with basic techniques and knowledge required for computing applications.
9. Be aware of cyber laws and ethics.

Unit I: Introduction to Computer

(1 Credit)

1. Introduction to Computers : Definition, Structure, Types
2. Hardware- Concept and classification – CPU & Peripherals- Input, output and storage
3. Generations of computer
4. Software- Concept and types
5. Operating system – Concepts, type and functions
6. Application Software - Concepts, type
 - 6.1 Word processors
 - 6.2 Applied art
 - 6.3 Multimedia
 - 6.4 Spreadsheets
 - 6.5 Presentations
 - 6.6 LOGO
7. Animation
8. Introduction to basic programming
9. Generation of Programming Language

10. Unicode
11. Binary number system
12. Introduction to C programming

Unit II: Introduction to Networking

(1 Credit)

- 1 Concepts of ICT, Necessity of ICT
- 2 ICT Tools
 - 2.1. Computer
 - 2.2 Cellular phones
 - 2.2 Radio and TV
 - 2.3 Internet
3. Introductions to Network :
 - 3.1. Definition and types of Network – LAN to WAN
 - a. World Wide Web
 - b. e-mail
 - c. Instant Messaging and Chat
 - d. Blog
 - e. VoIP
 - f. e-maps
- 4.Uses of ICT in Languages, Social Sciences and Arts
5. Morals and Ethics
6. Computer Lab : Concept, requirement and lab management
7. ICT in day-to-day life – in personal, social and professional life

Mode of Transaction:

- Discussion cum Lecture
- Demonstration
- Seminar
- Project based approach

- Technology based interaction

Practical (Any one of the following) :

1. Creation of short audiovisual content (not exceeding 5 minutes; using webcam or digital camera with video recording facility. Copying and viewing the same on a PC.
2. Prepare a Multimedia Presentation on ICT unit
3. Prepare a poster on ICT useful to display in lab by using any software.

Reference :

Text books of ICT subject of std VIII to X

BED 107-01: PEDAGOGY OF THE SCHOOL SUBJECT

MARATHI

Objectives: After studying this course the student-teacher will be able to-

1. Understand the nature, scope and importance of the subject.
2. State the co-relation of the subject with other subjects.
3. State the objectives of teaching of the subject at secondary and higher secondary level.
4. Explain and use the different methods, approaches and techniques of teaching learning of subject.
5. Explain and understand the structure of subject.
6. Explain importance and use of core elements, life skills and values.
7. Analyze the textbook and content.
8. Explain the concept and types of curriculum and syllabus.
9. Analyze the various resources in teaching learning of subject.
10. Understand role and qualities of a good teacher.

UNIT-1

(1 Credit)

A) Introduction of Marathi Education

1. Nature and Scope of the subject- Marathi
2. Place of Marathi in the school curriculum
3. Objectives of Teaching Marathi at secondary level.
4. Relation of the subject Marathi with other school subjects
5. Problems related to Marathi Education

B) Pedagogical Approaches for the subject Marathi

1. Methods of Prose Teaching
2. Methods of Poetry teaching
3. Methods of Grammar Teaching

4. Methods of composition teaching

UNIT-2

(1 Credit)

A) Analysis of the subject Marathi

1. Structure of the subject Marathi
2. Curriculum and syllabus
3. Core elements, values and life skills
4. Text Book Analysis
5. Content Analysis

UNIT-2 B) Learning Resources and subject Teacher

1. Concept, need and importance of learning resources
2. Traditional learning resources
3. Technology based learning resources
4. Qualities of good Marathi teacher
5. Role and Responsibilities of Marathi Teacher

Modes of Transaction

- a) Lecture
- b) Discussion
- c) Seminar
- d) Poster Presentation
- e) Power Point Presentation

Practical Work (Any One of the following)

- a) Text Book analysis
- b) Preparation of Teaching Aids/Poster
- c) Power Point Presentation
- d) Field Visits
- e) Group Discussion.

संदर्भ सूची

१. राष्ट्रभाषा की शिक्षा - डॉ. श्री. ना. मुखर्जी
२. हिंदी की अध्यापन पद्धति - के. णी. कुलकर्णी
३. राष्ट्रभाषा का अध्यायन - ग. न. साठे
४. राष्ट्रभाषा कैसे पढाए - रा. तु. भगत
५. राष्ट्रभाषा हिंदी का अध्यायन शास्त्रीय विश्लेषण - डॉ. विठ्ठाय मुरकुटे
६. हिंदी आशययुक्त अध्यापन पद्धति - डॉ. आनंद वास्कर
डॉ. पुष्पा वास्कर
७. हिंदी अध्यापन पद्धति - प्रा. बा. सं. बोबे

BED 107-02: PEDAGOGY OF THE SCHOOL SUBJECT

Hindi

Objectives

1. To understand the nature, scope and importance of the Hindi subject.
2. To know and understand the objectives of teaching of the subject at secondary and higher secondary level.
3. To explain the use of different methods of teaching Hindi.
4. To understand the role and responsibilities of good Hindi teacher.
5. To acquaint the learner with all learning resources of Hindi subject.

Unit I

(1 Credit)

A) : Nature of the subject Hindi

1. Nature and scope of the subject Hindi
2. Place of the Hindi in the school curriculum.
3. Objectives of teaching Hindi at the secondary level.
4. Relation of the subject Hindi with other subjects.
5. Problems related to Hindi education.

B) Pedagogical Approaches for the subject Hindi

1. Methods of prose teaching
2. Methods of poetry teaching
3. Methods of grammar teaching
4. Methods of composition teaching
5. Methods of reading
6. Methods of writing.

Unit : II

(1 Credit)

A) Analysis of the subject Hindi

1. Structure of the subject Hindi
2. Curriculum and syllabus
3. Core elements , value and life skills.

4. Analysis of the text book
5. Content analysis

B) : Learning Resources for the subject Hindi

1. Concept , Need and Importance of learning resources.
2. Hindi Laboratory
3. Traditional learning resources
4. Technology based ;earning resources.
5. Teacher of the subject Hindi Qualities and Role

Mode of Transaction.

1. Lecture
2. Discussion
3. Seminar
4. Poster Presentation
5. Power point Presentation

Practical Work (Any one of the following)

1. Text book analysis
2. Preparation of teaching aids / poster
3. Power point presentation
4. Field visits & language laboratory visit.
5. Group Discussion

संदर्भ

हिन्दी शिक्षण – डॉ. केशव प्रसाद

हिन्दी आशययुक्त अध्यापन – डॉ. विठ्ठल मुरकुटे

हिन्दी अध्यापन – डॉ. पंडित

हिन्दी अध्यापन – डॉ. केशी कुलकर्णी

हिन्दी आशययुक्त अध्यापन – डॉ. पुष्पा वास्कार

डॉ. आनंद वास्कार

BED 107-03: PEDAGOGY OF THE SCHOOL SUBJECT

ENGLISH

Objectives :

To enable the student teacher to:-

1. Understand the nature, scope and importance of the subject.
2. State the objectives of the subject.
3. Explain and use different approaches, methods and techniques of teaching learning of subject.
4. Explain and understand the structure of subject
5. Explain the concept and types of curriculum and syllabus.
6. Explain the importance and use of core elements, values and life skills.
7. Analyze the text book and content.
8. Analyze the various resources in teaching learning of the subject.
9. Understand qualities of a good teacher.
10. Analyze and evaluate the new trends of current issues in the subject.

Unit : 1

(1 Credit)

A) :- Nature of the subject English

- 1 Nature and scope of subject English
- 2 Place of English in Secondary and Higher Secondary School curriculum.
- 3 Objectives of teaching of English subject at secondary and higher secondary school level.
- 4 Relation of the subject English with other school subjects.
- 5 Relation of the subject English with Education.

B) Analysis of the subject English

1. Structure of the subject English.
2. Curriculum and syllabus (Concept and types)
3. Core Elements, values and Life skills at secondary and Higher Secondary Level.
4. Analysis of Textbook.
5. Content Analysis.

Unit : 2

(1 Credit)

A) Pedagogical Approaches , Methods and Techniques for teaching English subject :

Features , merits , limitations and educational implication of -

1. Communicative Approach
2. Structural Approach
3. Direct Method
4. Grammar Translation method
5. Dr. West Method
6. Inductive and Deductive method.
7. Techniques :- Dramatization , Story telling , Language games ,Vocabulary games, group work & pair work.

B) Learning Resources for the learning

Concept , need and importance of learning resources.

1. Traditional and Technology based learning resources. (Language Lab , Mobile Apps , Websites)
2. Evaluation of English Language Learning
3. Skills: - Listening , speaking , reading and writing.
4. Teacher of the subject English – Competencies & Role.

Mode of Transaction:

- Lecture
- Discussion
- Seminar
- Project
- Poster Presentation
- Use of Technology

Practical Work (Any one of the following)

1. Text book Analysis.
2. Book Review (Novel/Drama of Indian Author)
3. Critical analysis of advanced learning resources (Software , apps , blogs , website etc)

References:

1. Teaching of English - P.K. Gupta, Anil Gandhi, and S.S. Bhatnagar
2. Teaching of English - A Modern Approach, Bose F.L
3. The technique of Language teaching, Bose F.L
4. Teaching of English as second Language - Allen H.B.
5. Language Testing - Labo Robert
6. The essentials of English Teaching - R.K. Jain
7. Teaching of English - G.L. Gadre
8. Structural Approach to Teaching of English - B.D. Shrivastav
9. English Language Teaching in India - Kudchedkar S.
10. Content Cum Methodology of English - Dr. C.H. Surywanshi
11. Content Cum Methodology of English - Patil and Vaze

संस्कृत

Pedagogy of the school subject Sanskrit

Unit I : Nature of the subject Sanskrit

- 1.1 : Nature and scope of the subject Sanskrit
- 1.2 : Place of the Sanskrit in the school curriculum
- 1.3 : Objectives of teaching Sanskrit at the secondary level
- 1.4 : Relation of the subject Sanskrit with other subjects
- 1.5 : Problems related to Sanskrit education

Unit II : Pedagogical Approaches for the subject Sanskrit

- 2.1 : Methods of Prose teaching
- 2.2 : Methods of Subhashit teaching
- 2.3 : Methods of Grammar teaching
- 2.4 : Methods of composition teaching
- 2.5 : Methods of Reading
- 2.6 : Methods of writing

Unit III : Analysis of the subject Sanskrit

- 3.1 : Structure of the Subject Sanskrit
- 3.2 : Curriculum and Syllabus
- 3.3 : Core elements, value and life skills
- 3.4 : Analysis of the text book
- 3.5 : Content analysis

Unit IV : Learning Resources for the subject Sanskrit

- 4.1 : Concept , Need and importance of learning resources
4.2 : Sanskrit laboratory
4.3 : Traditional learning resources
4.4 : Technology based learning resources
4.5 : Teacher of the subject Sanskrit- Qualities and

• Mode of Transaction

- Lecture
- Discussion
- Seminar
- Poster Presentation
- Power point Presentation

• Practical work

- Text book analysis
- Preparation of Teaching aids/poster
- Group Discussion
- Power point presentation

References :

संदर्भ :-

- शालेय संस्कृतव्याकरण-विद्याबाम
- सुगमसंस्कृतव्याकरण-प्र.शं. जोषी
- अभ्यासपुस्तकम्-संस्कृतभारती, बेंगलुरु
- नवीनअनुवादचन्द्रिका, चौखम्बाप्रकाशन, -अर्चनाकुलकर्णी
- इ. 8वी ते इ. 12 संस्कृत-पाठ्यपुस्तकनिर्मितीमंडळ, पुणे

BED 107-05: PEDAGOGY OF THE SCHOOL SUBJECT

URDU

Objectives: To enable the student :

1. To understand the nature, scope and importance of the subject.
2. To understand the co-relation of the subject with other subject.
3. To know and understand the objectives of teaching of the subject at secondary and higher secondary level.
4. To explain the use of different methods of teaching urdu.
5. To understand the role and responsibilities of good urdu teacher.
6. To acquaint the learner with all learning resources of Urdu subject.

UNIT 1

(1 Credit)

A) Nature of the Urdu Subject.

1. Nature and Scope of the Urdu Subject.
2. Place of the Urdu in the school curriculum.
3. Objectives of teaching urdu at the secondary level.
4. Co-relation of urdu subject with other subjects.
5. Problems related to urdu education

B) Pedagogical Approaches for the Urdu Subject

1. Methods of Prose Teaching
2. Methods of Poetry Teaching
3. Methods of Grammar teaching
4. Methods of composition teaching
5. Methods of reading
6. Methods of writing

UNIT- 2

(1 Credit)

A) Analysis of the Subject Urdu

1. Structure of Urdu Subject
2. Curriculum & syllabus
3. Core elements, values and life skills
4. Analysis of the text book
5. Content Analysis

B) Learning Resources for the Urdu

1. Concept, Need and Importance of learning resources.
2. Urdu Laboratory
3. Traditional learning resources
4. Technology based learning resources

5. Role & Qualities of Urdu subject teacher

Mode of Transaction

- a) Lecture
- b) Discussion
- c) Seminar
- d) Poster Presentation
- e) Power Point Presentation

Practical Work (Any One of the following)

- a) Text Book analysis
- b) Preparation of Teaching Aids
- c) Power Point Presentation
- d) Field Visit, Language Laboratory visit
- e) Group Discussion.

References

- Tadrees-Urdu
- Methods & resources of tadrees

BED 107-06:PEDAGOGY OF THE SCHOOL SUBJECT

HISTORY

Objectives: To enable the student teacher to-

1. Understand the nature, scope and importance of the subject.
2. State the objectives of the subject.
3. Explain and use different approaches methods and techniques of teaching learning of subject.
4. Explain and understand the structure of subject.
5. Explain the concept and types of curriculum and syllabus.
6. Explain importance and use of core elements values and life skills.
7. Analyze the text book and content.
8. Analyze the various resources in teaching learning of subject.
9. Understand qualities of good teacher
10. To analyze and evaluate the new trends of current issues in subject.

UNIT 1

(1 Credit)

A)Nature of the Subject History

1. Nature and scope of the Subject History
2. Place of the Subject history in the Higher secondary school curriculum
3. Types of History
4. Objectives of teaching the subject history at the Higher secondary school level
5. Correlation with other subject.

B) Pedagogical Approaches for the Subject History

1. story telling
2. Narration
3. Dramatization
4. Discussion
5. Source
6. Project
7. Journey

UNIT 2

(1 Credit)

A):- Analysis of the Subject History

1. Structure of the Subject History
2. Curriculum and syllabus
 - a) Concept
 - b) Methods of construction of curriculum
 - i. Concentric
 - ii. Chronological
 - iii. Periodic
 - iv. Regressive
 - c) Core elements, values and life skills.
 - d) Analysis of the Text book.
 - e) Content analysis.

B) Learning Resources for the Subject History

- a) Concept, Need and importance of learning resources
- b) Traditional learning resources.
- c) Technology based learning resources.
- d) History Room
- e) Qualities of an ideal History Teacher.

MODE OF TRANSACTION:-

- a) Lecture
- b) Discussion Seminar
- c) Visit to Historical Place
- d) Poster presentation Film Show

PRACTICAL WORK:- (any one of the following)

1. Textbook analysis
2. Preparation of Teaching aids/posters.
3. Group Discussion.
4. Field visit.

REFERENCES:-

1. Teaching of History – V.D. Ghate
2. Teaching of History – S.V. Kochar

3. Teaching of History – Jaskiran Vir Kaur
४. इतिहासाचे आशययुक्त अध्यापन डॉ. सुशिल मोडियार
५. आशययुक्त अध्यापन पध्दती संपादक, डॉ. अनंत जोशी.
६. इतिहासाचे अध्यापन – वि. द. घाटे
७. इतिहासाचे अध्यापन – न. रा. पारसनीस
८. इतिहास अध्यापन पध्दती व तंत्र – प्रा. श्री. मा. पत्की
इतिहास अध्यापन पध्दती –
९. यशवंतराव चव्हाण मुक्त विद्यापीठ, नाशिक
१०. इतिहासाचे आशययुक्त अध्यापन – डॉ. विलास रणसुरे.
११. इतिहास शिक्षण – एक आधुनिक दृष्टिकोन – प्रा. संदीप पाटील
१२. इतिहासाचे अध्यापन शास्त्रीय विश्लेषण – प्रा. श्री. सूर्यभान आर. वाजे व डॉ. रामदास बरकले
१३. इतिहास आशय अध्यापन पध्दती – डॉ. सुरेश करंदीकर व डॉ. मीना मंगरुळकर
१४. उघाच्या शिक्षकांसाठी इतिहास शिक्षण – डॉ. रामदास बरकले, डॉ. नलिनी पिक्ड व प्रा. वैशाली सुर्यवंशी.
१५. इतिहास अध्यापन पध्दती – प्रा. स्वाती देशपांडे
१६. इतिहासाचे अध्यापन – डॉ. अरविंद दुनाखे

BED 107-07 :PEDAGOGY OF THE SCHOOL SUBJECT

GEOGRAPHY

Objectives :- To enable the student teacher to :-

1. Understand the nature,scope and importance of the subject.
2. State the objectives of the subject.
3. Explain and use different approaches , methods and techniques of teaching learning of subject.
4. Explain and understand the structure of subject.
5. Explain importance and use of core elements life skills & values.
6. Analyze the text book & content.
7. Explain the concept and types of curriculum and syllabus.
8. Analyze the various resources in teaching learning of subject.
9. Understanding qualities of good teacher.

Unit : 1

(1 Credit)

A) Nature of the subject Geography

1. Meaning , nature , scope and various concepts of Geography
2. Place of subject Geography at upper primary , Secondary and Higher Secondary curriculum.
3. Objectives of teaching the subject geography at different levels (upper primary , secondary , Higher secondary)
4. Co-relation :- Within the subject and with other school subject.
5. Importance of Local Geography.

B) Pedagogical Approaches for the subject Geography

1. Regional Method
2. Journey Method
3. Excursion method
4. Project method
5. Comparative method
6. Lecture cum discussion method
7. Question answer method
8. Object method

9. Field Visit
10. Experimental method.

Unit : 2

(1 Credit)

A) Analysis of the subject Geography

1. Structure of the subject Geography
2. Curriculum and syllabus (Concept and types)
3. Core elements , values and life skills.
4. Analysis of the Text Book.
5. Content analysis.

B) Learning Resources for the subject Geography

1. Concept , need and importance of learning resources
2. Traditional learning resources.
3. Technology based learning resources.
4. Geography room
5. Qualities of an Ideal Geography teacher.

Mode of Transaction :

1. Lecture
2. Discussion
3. Seminar
4. Filed Work
5. Technology based Interaction
6. Observation

Practical Work (Any one of the following))

1. Text – book Analysis
2. Content Analysis of any one Unit.

3. Prepare a report of Geographical information of a native place.

References:

१. भूगोल अध्ययन- अध्यापन- भा.गो. बापट
२. भूगोलाचे अध्यापन - द.बा. पोंक्षे.
३. आशययुक्त अध्यापनपद्धती - प्रा.(श्रीमती) यु.बी. पाटील ., श्रीमती. सुरेखा
४. जोशी.
५. भूगोलाचे अध्यापन - प्रा. पाटणकर.
६. भूगोल परिचय - प्रा. खतीब .
7. . Handbook of suggestion on the teaching of Geography.(UNESCO)
8. . Geography teaching, sterling publishers New Delhi, Verma O.P.
9. . Teaching of Geography - B.C. Rai.
१०. अध्यययुक्त अध्यापन पद्धती- यशवंतराव चव्हाण,महाराष्ट्र
११. जाधव के.के. - भूगोल आशययुक्त अध्यापन पद्धती.
१२. जोशी आनंत - आशययुक्त अध्यापन पद्धत.

BED 107- 08: PEDAGOGY OF THE SCHOOL SUBJECT

GENERAL SCIENCE

Objectives: To enable the student teacher to

- Understand nature, scope & importance of general science at secondary & higher secondary level.
- Analyze the textbook & content of general science at secondary & higher secondary level.
- Implement methods & models of teaching learning of general science.
- acquire the competencies of general science teacher
- Familiarize facts, terms, concepts, laws & principles in general science.

Unit 1: Nature of general science (Credit:1)

- 1.1 Nature, scope & place of general science at secondary & higher secondary level.
- 1.2 Objectives of teaching general science at secondary & higher secondary level.
- 1.3 Curriculum & syllabus of general science at secondary & higher secondary level.
- 1.4 Text book and content analysis of general science.

Unit 2: Pedagogical approaches & resources of general science, general science (Credit:1)

- 2.1 a) Methods of teaching: lecture – demonstration, Experimental, & project
b) Model: 5 E Learning Model
- 2.2 Planning, organizing and maintaining general science laboratory.
- 2.3 Learning resources in general science.
- 2.4 Competencies of general science teacher.

Mode of Transaction:

- Discussion cum Lecture
- Seminar
- .Project based approach
- Field visit
- Technology based interaction

PRACTICAL WORK:- (Any One of the following)

1. Textbook analysis
2. Interview of an experienced Science teacher

3. Organize a Science exhibition and prepare a report
4. Field Visit and Report Writing

Reference:

संदर्भ सूची

१. डॉ. अनंत जोशी – आशययुक्त अध्यापन.
२. कदम बोंदार्डे – शास्त्र आशययुक्त अध्यापन पद्धती.
३. प्रा. बोंदार्डे – विज्ञान अध्यापन.
4. Sharma and Sharma Nair - Teaching of Science.
5. Ghansham Das - Teaching of Science.
6. Dr. Borse - Science Education.

BED 107-09- PEDAGOGY OF THE SCHOOL SUBJECT

MATHEMATICS

Objectives: To enable student teacher to-

- Understand nature, scope & importance of mathematics at secondary & higher secondary level.
- Analyze the textbook & content of mathematics at secondary & higher secondary level.
- Implement methods & models of teaching learning of mathematics.
- acquire the competencies of mathematics teacher
- Familiarize facts, terms, concepts , laws & principles in mathematics.

Unit 1: Nature of mathematics

(Credit: 1)

1. Nature, scope & place of mathematics at secondary & higher secondary level.
2. Objectives of teaching mathematics at secondary & higher secondary level.
3. Curriculum & syllabus of mathematics at secondary & higher secondary level.
4. Text book and content analysis of mathematics.

Unit 2: Pedagogical approaches & resources of mathematics, mathematics

(Credit: 1)

1. Methods of teaching: lecture – demonstration, Experimental, & project,
2. inductive, deductive method, Questioning.
3. Model: 5 E Learning Model
4. Planning, organizing and maintaining mathematics laboratory.
5. Learning resources in mathematics.
6. Competencies of mathematics teacher.

Mode of Transaction:

- Discussion cum Lecture
- Seminar
- .Project based approach
- Field visit
- Technology based interaction

PRACTICAL WORK:- (Any One of the following)

1. Textbook analysis
2. Interview of an experienced mathematics teacher
3. Organize a Exhibition of mathematics models/ projects and prepare a report
4. Field Visit and Report Writing.

References:

संदर्भ सूची

१. डॉ. पोंक्षे, डॉ.मखिजा – गणित अध्यापन.
२. डॉ. गागरे, – गणित विषयज्ञान.
३. डॉ.चव्हाण – गणित आशययुक्त अध्यापन.
४. डॉ. ह.ना. जगताप – गणित अध्यापन पद्धती.
5. Eleccher - Teaching of Mathematics.
6. Sidhu and Agarwal - Teaching of Mathematics

BED 107-10: PEDAGOGY OF THE SCHOOL SUBJECT

ECONOMICS

Objectives:

1. Understand the Nature, scope & importance of the subject.
2. State the objectives of the subject.
3. Explain and use different approaches methods and techniques of teaching learning of subject.
4. Explain and understand the structure of subject.
5. Explain the concept and types of curriculum and syllabus.
6. Explain importance and use of core elements value & Life skills.
7. Analyze the text book and content.
8. Analyze the various resources in teaching learning of subject.
9. Understand qualities of good teacher.

Unit: I

(1 Credit)

A) Nature of the subject Economics

1. Concept , Meaning , Nature and scope of the subject Economics
2. Place of subject economics at secondary and higher secondary school curriculum.
3. Objectives of teaching the subject economics at secondary & higher secondary school level.
4. Co-relation of economics with other school subjects.
5. Importance of Economics in daily life.

B) Pedagogical approaches for the subject Economics

1. Project method
2. Problem solving method
3. Field Visit
4. Question Answer method
5. Observation
6. Dramatization.

Unit : II

(1Credit)

A) Analysis of the subject Economics

1. Structure of the subject Economics

2. Curriculum and syllabus (Concept & Types)
3. Core elements, values and life skills.
4. Analysis of the text book
5. Content analysis.

B) Learning Resources for the subject Economics

1. Concept, Need and importance of learning resources.
2. Traditional learning resources.
3. Technology based learning resources.
4. Field visit as a learning resources.
5. Qualities of an ideal Economics Teacher.

Mode of Transaction

1. Lecture
2. Discussion
3. Seminar
4. Field Work
5. Technology based interaction.
6. Observation

Practical Work (Any One)

1. Text book analysis of any one standard.
2. Content analysis of any one unit of Economics
3. Prepare a report of field visit related to Economics subject.

References:

- 1 Teaching of Economics - (Faculty of Education Baroda)
- २ अर्थशास्त्र अध्यापन पद्धती - प्राचार्य गाजरे, प्रा.पुराणिक
- ३ आशयुक्त अध्यापन - संपादक, डॉ. अनंत जोशी

BED 107-11: PEDAGOGY OF THE SCHOOL SUBJECT

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Objectives: To enable student teacher to

- Understand nature, scope & importance of ICT at secondary & higher secondary level.
- Analyze the textbook & content of ICT at secondary & higher secondary level.
- Implement methods & models of teaching learning of ICT.
- Acquire the competencies of ICT teacher
- Familiarize facts, terms, concepts , laws & principles in ICT.

Unit 1: Nature of ICT

(1 Credit)

1. Nature, scope & place of ICT at secondary & higher secondary level.
2. Objectives of teaching ICT at secondary & higher secondary level.
3. Curriculum & syllabus of ICT at secondary & higher secondary level.
4. Text book and content analysis of ICT.

Unit 2: Pedagogical approaches & resources of ICT.

(1 Credit)

- 1.a) Methods of teaching: lecture – demonstration, Experimental, & project
- b) Model: 5 E Learning Model, CAI, PBL, TAL, Online Demonstration, Offline Demonstration, Web based teaching/learning
2. Planning, organizing and maintaining ICT laboratory.
3. Learning resources in ICT.
4. Competencies of ICT teacher.

Mode of Transaction

1. Lecture
2. Discussion
3. Seminar
4. Field Work
5. Technology based interaction.
6. Blended Learning

Practical:

Activities from Intel Programme introduced by Pune University should be completed by students and preparing the reports will be the Practical Work.

REFERENCES:

1. Computer fundamentals - Arora Bansal
2. Information and communication - Kishore, Chavan
3. Information Technology - Dyne, Nandkishore
4. Crumlish Christian - ABC of internet
5. Fun of computer - Singh and Sukhvir
6. ICT stragies of for school - Mohanty Laxman

BED 201

Title of Course: Quality and Management of School Education

Objectives of Course: To enable the student teacher to-

1. Understand the concept of Management.
2. Understand the concept of quality and enlist the dimensions of quality.
3. Understand the need and importance of school accreditation.
4. Acquire knowledge regarding the concept and process of Human Resource Management in school.
5. Get acquainted with the essential infrastructural resources for quality management.
6. Identify the problems and its management in secondary and Higher secondary education.
7. Become familiar with different types of school boards in India.
8. Understand the administrative set up of Government and function of supportive authorities.

Unit I

➤ Fundamentals of Management and Quality Management (1-Credit)

1. Meaning and functions of Management
2. Types of Management :
 - a) Time Management
 - b) Event Management
 - c) Class room management
3. Modern Theories of Management
 - a) Henry Fayol
 - b) Peter Ducker
4. Concept of Quality management and SWOT Analysis.
5. TQM in Education and school Accreditation Meaning, Need and criteria for School Accreditation.

Unit : II Managerial Practices : Human and Infrastructural Resources (1 Credit)

1. Training and Development of Human Resource.
 - a) Pre-Service
 - b) In-service
2. Role and Qualities of Human Resource
 - a) Teacher
 - B) Supervisor and Head Master
 - c) Parents
3. Leadership:- Concept , Styles and Types
4. Essential infrastructural facilities in secondary and higher secondary schools
5. Quality Management of Infrastructural Resources.
 - a) Creation
 - b) Maintenance
 - c) Optimum Use.

Unit : III Management of Various problems at Secondary and Higher Secondary Level.

(1 Credit)

1. Wastage and stagnation
2. Crowded classes.
3. Discipline problem in school
4. Vocationalisation of Education
5. Current issues and problems at Higher Secondary Level

Unit IV : Components of School Management and Administrative setup in Education.

(1 Credit)

1. School Records- Types and its importance
2. Co-curricular activities : Need and importance of organization of Co-curricular activities.
3. Government administrative setup and authorities.
4. Types of School Board:-
 - a) S.S.C. and H.S.C.
 - b) CBSE (Central Board of Secondary Education)
 - c) ICSE (International Certificate of Secondary Education)
 - d) IGCSE (International General Certificate of Secondary Education)
5. Structure and functions of- NCERT, SCERT, NCTE,

Mode of Transaction: - Lectures, Discussion, Use of ICT, Field visits, Assignments, Seminar presentation.

Practical (Any One)

1. Study of School Management- Management of Infrastructural resources in school.
2. Organization of any one Co-curricular activity in school and prepare a report on its management and problems faced.
3. Preparation of an awareness programme on various indiscipline problems faced in schools.

BED 202

KNOWLEDGE & CURRICULUM AND LANGUAGE ACROSS THE CURRICULUM

Objectives:

To enable the student teacher to:

1. Understand the sources and generation of knowledge.
2. Realize the interrelationship between knowledge, information and skills in the present social context.
3. Understand the dimensions of curriculum development
4. Understand the social basis of framing curriculum
5. Get acquainted with the views of Indian thinkers on the social basis of framing curriculum.
6. Comprehend the concept and relevance of multilingualism in the Indian context.
7. Get acquainted with the activity based learning approaches.
8. Realize the concept and relevance of language in learning.
9. Become familiar with the strategies for developing language skills.

Unit 1. Knowledge and Education

1 Credit

- 1.1 Data , Knowledge, information, skill & wisdom
- 1.2 Sources and Generation of Knowledge
- 1.3 Modern child centered education: Learning through activity
- 1.4 Modern child centered education: Learning through discovery
- 1.5 Modern child centered education: Learning through dialogue

Unit 2. Dimensions of curriculum

1 Credit

- 2.1 Meaning, Concept and types of Curriculum
- 2.2 Principles of Curriculum Development
- 2.3 Knowledge, curriculum, syllabus and textbook
- 2.4 Development of Curriculum – Models of curriculum construction (Hilda Taba model, Tyler model) with respect to following points :-
 - a) Planning of Curriculum
 - b) Curriculum Design
 - c) Curriculum Transaction

2.5 National curriculum framework - 2005

Unit 3. Social basis of framing curriculum in education

1 Credit

- 3.1 Values in the Indian Constitution and their reflection in curriculum of secondary education
- 3.2 Dr. Babasaheb Ambedkar's views on curriculum of secondary education
- 3.3 Mahatma Gandhi's views on curriculum of secondary education
- 3.4 Tagore's views on curriculum of secondary education
- 3.5 Multicultural context of education

Unit 4. Language and Curriculum

1 Credit

- 4.1 Language – Meaning, Home language and School language, Standard language and dialects, foreign language
- 4.2 Bullock report with reference to the concept of language across the curriculum
- 4.3 Using oral language in classroom learning: vocabulary, discussion and questioning
- 4.4 Reading in different content areas/ Reading strategies for different content, making connections between reading and presenting it in our writing
- 4.5 Multilingualism – Meaning & Concept, Importance of Multilingualism and catering to Multilingualism in classroom

Mode of Transaction:

- Discussion
- Panel discussion
- Group Work
- Symposium
- Exercises
- Assignments
- Language Games
- Pair and Share
- School visits & sharing of experiences
- Lecture

Practical Work:

1. Visit to SPPU Pune, DIET, MSCERT Pune for study of curriculum development process.
2. Comparative study of the curriculum of different boards (SSC, ICSC, CBSE, IB).

3. Analysis of children literature and teachers handbook in the context of knowledge, curriculum, language and society. (any one).
4. Presentation of subject content in the form of a summary/explanatory note/precise writing/ diagrammatic presentation.

References:

1. Agarwal, J.C. & Gupta, S.(2005). Curriculum Development.Shipra Publisher.
2. Balrara, M. (1999). Principles of Curriculum Renewal.Kanishka Publishers.
3. Candra, A. (1977). Curriculum Development and Evaluation in education. Sterling Publishers.
4. Jenkins, D., &Shifrnan, D.M. (1976). Curriculum an introduction. Pitman Publishing House.
5. Khan, M.I. and Nigam, B.K. (2007). Curriculum reform change andcontinuity. Kanishka publication.
6. Kumari, S., and Srivastava, D.S. (2005). Curriculum and Instruction. Shipra Publisher.
7. Panday,M.(2007). Principles of Curriculum Development.Rajat Publications.
8. Rajput,J.S. (2004). Encyclopedia of Indian Education. New Delhi: NCERT.
9. Sharma, R. (2002). Modern methods of Book Curriculum Organisation.Book Enclave.
- 10.Srivastva, H.S.(2006). Curriculum and methods of teaching.Shipra Publishers.
- 11.Yadav, Y.P.(2006). Fundamentals of Curriculum design. ShriSai Pritographers.
- 12.Bob Wilson, Handbook on teaching learning.

BED 203

SCHOOL AND INCLUSIVE SCHOOL

Objectives:

To enable the student teachers to:

1. Understand the concept & nature of Inclusive Education.
2. Examine the status of Inclusive Education in India.
3. Understand the National policies, programmes and Acts with respect to the disabled.
4. Familiarize with the nature and needs of different categories of disabled children.
5. Understand inclusive instructional strategies.
6. Train the students to cope in an Inclusive setup.
7. Realize the various issues and concerns related with creation of an inclusive culture in school.
8. Analyze the role of teachers and teacher educators in facilitating Inclusive Education.

Unit 1. Inclusive Education, Concept and Nature.

1Credit

- 1.1 Types of School- Mainstream, Special, Integrated and Inclusive.
- 1.2 Concept, need and importance of Inclusive Education.
- 1.3 National policies for Inclusive Education
- 1.4 Programmes for Inclusive Education
- 1.5 Acts for Inclusive Education in India

Unit 2. Types of Disabilities and Inclusive Instructional Strategies

1Credit

- 2.1 Types of Disabilities:-
 - (a) Sensory Disabilities
 - i) Hearing Impaired (HI)
 - ii) Visually Impaired (V.I.)
 - (b) Physical Disabilities
 - i) Orthopedic Impaired
 - ii) Cerebral Palsy
 - (c) Intellectual Disabilities
 - i) Mentally Impaired
 - ii) Learning Disability
 - iii) Autism

- 2.2 ADHD child: Characteristics and catering to their needs
- 2.3 Social, Economic and Cultural inclusion – Concept, need and importance
- 2.4 Inclusive Instructional Strategies at school level
 - a) Remedial Teaching
 - b) Team Teaching
 - c) Buddy System
 - d) Circle of Friends
 - e) Blended Learning
- 2.5 Developing I.E.P. (Individualized Educational Plan) for students with disabilities

Unit 3. Inclusive School **1Credit**

- 3.1 Characteristics of Inclusive School
- 3.2 Infrastructural facilities for an Inclusive School
- 3.3 Challenges for Inclusive Schools
- 3.4 Issues and Concerns in Inclusion – Support and active participation of children in the classroom, Parental attitude and Community awareness for inclusion
- 3.5 Developing an inclusive culture in the school

Unit 4. Teacher's Role in Inclusive School **1Credit**

- 4.1 Qualities of Inclusive Teacher
- 4.2 Role of Teacher educators for facilitating Inclusive Education
- 4.3 Assistive technology for successful inclusion
- 4.4 Assessment and evaluation in an inclusive setup
- 4.5 Training programmes for Inclusive Teachers

Practical Work: (Any One)

- 1. Visit to school and preparation of report w.r.t. identification of barriers to learning and participation regarding inclusion
- 2. A study of any special teacher training college or institute
- 3. Preparation of a report of recent developments done in the field Inclusive Education
- 4. Visit to school/Interview of H. M. regarding policies and practices of the school for developing an inclusive culture

Transactional Mode:

- Lecture
- Group Discussion
- Seminars
- Assignments
- Co-operative Learning
- Flip Class
- Field Visit

BED204 -ELECTIVE SUBJECTS
BED204-01
GUIDANCE AND COUNSELLING

Objectives:

To enable the student teacher to:

1. Understand the concept and need of guidance.
2. Get acquainted with the principles and procedure of guidance.
3. Develop understanding about the role of school in guidance.
4. Understand the various areas in guidance.
5. Understand the concept, need and meaning of counseling.
6. Get acquainted with the principles and process of counseling.
7. Realize the qualities and role of a school counselor.
8. Understand the tools and techniques in guidance and counseling.
9. Realize the need of counseling children with special needs and for parents.

Unit 1: Guidance in School

(1 Credit)

- 1.1. Concept and Need of Guidance
- 1.2. Principles of Guidance
- 1.3. Procedure of Guidance (steps)
- 1.4. Areas - Personal, Educational and vocational Guidance, Seven Point Plan in Guidance
- 1.5. Role of school in Guidance

Unit 2: Counselling in School

(1 Credit)

- 2.1 Meaning, Concept and Need of Counselling**
- 2.2 Principles of Counselling**
- 2.3 Counselling process**
- 2.4 Difference between Guidance and Counselling**
- 2.5 Types - Directive, Non- Directive & Eclectic Counselling; Individual and group counselling**

Unit 3: Tools and Techniques in Guidance and Counselling (1Credit)

3.1 Tools: Blanks and Cumulative Record Cards

3.2 Tools: Rating scale, Questionnaires

3.3 Tools: Psychological Tests and Inventories

3.4 Techniques: Observation and Interview

3.5 Techniques: Sociometry and Dramatics

Unit- 4 Areas of Guidance and Counseling (1 Credit)

4.1 Qualities and role of a school counselor

4.2 Functions of Guidance and Counselling at different educational levels

4.3 Problems and concerns regarding Guidance and Counselling

4.4 Counseling for the children with special needs

4.5 Counseling for parents.

Practical Work (any one)

1. Interview of a school counselor / Mobile Teacher in ZP School
2. Preparation and administration of any one test and make its report.
(2 students from 5th to 10th std)
3. Visit to a guidance/ counselling center and write a report.
4. Preparation of a tool for identifying the educational needs of children.

Reference books:

N.R. Sharma. *Educational & Vocational Guidance*

J.C. Aggarwal. *Educational & Vocational Guidance & Counselling.*

Bengalee. *Guidance & Counselling.*

Kochhar. *Educational & Vocational Guidance in secondary schools.*

S.K. Gupta. *Guidance & Counseling in Indian Education.*

BED204-02-Education for Human Rights and Peace Education

Objectives:

To enable the student teacher to:

1. Understand the concept of human rights and child rights.
2. Realize the importance and need of human rights and child rights.
3. Grasp the role of the Constitution in human rights and child rights.
4. Comprehend the concept of peace education.
5. Recognize the importance of peace education in national development.
6. Know the pedagogy and evaluation for peace education.

Unit-1 Human Rights

1Credit

- 1.1 Human Rights – concept, meaning and definition
- 1.2 Human Right Education – meaning, significance, need of Human Right Education, pedagogy for Human Right Education
- 1.3 Child Rights - Concept, Need and Importance of Child Rights
- 1.4 Human Rights Act, 1993
- 1.5 Human Rights Commission- National and State level

Unit-2 Status of Social and Economically Disadvantaged people and their rights

1Credit

- 2.1 Rights of women and children in the context of Social status from International and National perspective
- 2.2 Human Rights of Aged and Disabled
- 2.3 The Minorities and Human Rights
- 2.4 Status of SC/ST and Other Indigenous People in the Indian Scenario
- 2.5 Human rights of economically disadvantaged

Unit 3 Understanding peace as a dynamic social reality

1 Credit

- 3.1 Awareness of relevance of peace
- 3.2 Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life

3.3 Concept, need & approaches to peace education

3.4 Highlights of various philosophies of peace, of Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, Gijubhai Badhecha, The Dalai Lama, initiatives at National and International levels

Unit – 4 Education for peace

1 Credit

4.1 Challenging the traditional models of learning to constructivist approaches in teaching

4.2 Rethinking authority relations from democratic perspective: Promoting dialoging and developing capabilities for decision-making Understanding social justice in local context – its implications for beliefs, attitudes, and values and school / social practices and conflict resolution at all levels

4.3 Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level

4.4 Compassion, love and caring, mindfulness in all transaction of avoid hurt , humiliation, degrading over academic , personal , social and culture matters. On- evaluative orientation empathetic founding academic and discipline problems.

4.5 Becoming peace teacher – acquisition of relevant knowledge, attitudes, values and skills.

Practical: (Any one of the following)

1. Write an Essay on Human Rights/Child Rights/Women Rights
2. Role plays/Street Play to enact situations involving conflict, corporal punishment, discrimination and domestic violence in day-to-day life.
3. Developing an action plan for peace in school and local community/Poster presentation.
4. Policy analysis regarding Child Rights-Report writing
5. Organization of awareness programme and Report writing.

BED 204-03-WOMEN EDUCATION

Objectives:

To enable student teachers to:

1. To understand the need, importance and objectives of women education
2. To explain advantages of women education.
3. To identify the problems related to women education.
4. To understand the history of women education.
5. To know the contribution of Thinkers on women education.
6. To make aware student teacher about constitutional provisions and government strategies on women education.
7. To enlighten on current issues in women education and women empowerment.

UNIT: 1 Introduction to Women Education

1 Credit

1. Women Education- Need, importance, objectives
2. Causes, advantages of women education
3. Problem related to Women Education.

UNIT: 2 History of Women Education

1 Credit

1. History of women education
2. Ancient India
3. Medieval India
4. Modern India

UNIT: 3 Efforts towards Women Education

1 Credit

1. Contribution of thinkers to women education
2. Raja Ram Mohan Roy
3. Maharshi Dhondo Keshav Karve
4. Tarabai Shinde

5. Mahatma Phule

6. Dr. Babasaheb Ambedkar

UNIT: 4 Provisions for Women Education

1 Credit

1. Constitutional Provisions and Government Strategies

*Article – 14, 15 (3), 39 (9) 42

2. Government Planning

-National Plan Action

-N.P.E., NHP 1983, NCW 1990

3. Various educational commissions on women education

4. Programmes for the betterment of women education

5. Current issues in women education and women empowerment.

Practical Work (Any One)

1. Analysis of any one programme for the betterment of women education.

2. Collect the information about constitutional provisions regarding women education.

3. Contribution of any one thinker on women education(excluding the thinkers given in Unit 3)

4. Conduct any one of the following activities and prepare a report for the same.

a. Role Play

b. Group Discussion

c. Poster Preparation

d. Conducting street play

Mode of Transaction

➤ Lecture

➤ Seminar

➤ Group Discussion

➤ Panel Discussion

References

1. Women Education in India, S.P. Agarwal, J.C. Agarwal, Concept publishing company, 1992.
2. Development of Education in India, A. Biswas, S.P. Agarwal.
3. Women Education and Development, Neha publishers.
4. Contemporary India and Education, M.S. Sachdeva, K.K. Sharma, Bookman, Delhi, Publisher, Twenty First century publication.
5. Indian Constitution

BED204-04 LIFELONG EDUCATION

Objectives:

To enable student teacher to:

1. Define meaning concept and scope of Lifelong Learning
2. Understand the needs of improving access for Lifelong Learning
3. Apply the tools and techniques of Lifelong Learning.
4. Understand the learning process.
5. Develop the awareness of community practices for lifelong learning.

Unit 1. Introduction to Lifelong Learning

1 Credit

- 1.1 Meaning and Concept of Lifelong Learning
- 1.2 Learning for Human Resource Development
- 1.3 Patterns of Learning as a process
- 1.4 Developing Skills for Lifelong Learning
- 1.5 Family Learning and Workforce Learning

Unit 2. The Impact of Lifelong Learning on School

1 Credit

- 1.1 Keeping Everybody up to date (Continuous improvement in schools)
- 1.2 New Learning Resources from the Community
- 1.3 Basic Skills and Competencies for a Lifelong Learning World
- 1.4 Creating Environment for Learning (Guidance, Support and Counseling)
- 1.5 Bringing the School in Community and The Community in the School

Unit 3. Tools and Techniques for Lifelong Learning

1 Credit

- i. Recognizing The needs of People
- ii. Learning Organization
- iii. Learning to Learn and Learning to Live
- iv. Personal Learning Action Plan
- v. Learning Tools in Action
- vi. Empowering the Learner
- vii. Community Mentoring
- viii. Learner Oriented Evaluation
- ix. Active Citizenship

Unit 4 Perspectives on Learning Theory

1 Credit

- i. Paulo Freire
- ii. Robert M Gagne
- iii. Knud Illeris
- iv. Malcolm Knowles
- v. Jack Mezirow

Practical Work :(Any one)

- 1. To develop the learning Design for adult and execute it in community. (Duration of learning programme not more than four hours).**
- 2. Develop one day workshop for Former and Execute it in rural Community.**

References

1. Penny Jane Burke and Sue Jackson, (2007)Reconceptualising Lifelong Learning, Routledge Taylor & Francis Group, London and New York
2. Lalini Varanasi (1997) Education Literacy And Experience, A.P.H. Publishing Corporation New Delhi
3. Jarvis Peter, (2010) Adult Education and Lifelong Learning Theory and Practice,Routledge Taylor & Francis Group, London and New York
4. Longworth Norman, (2003) Lifelong Learning in Action, Transforming Education in 21st Century,Routledge Taylor & Francis Group, London and New York
5. JarvisPeter, (2006),Human Learning Routledge, Taylor & Francis Group, London and New York
6. Illeris Knud,(2006) How We Learn Learning and non-learning in School and beyond Routledge, Taylor & Francis Group, London and New York
7. Filip Dochy, David Gijbels, Mien Segers and Pietvan Bossdche (2011)Theories of Learning for Workplace Routledge, Taylor & Francis Group, London and New York
8. David A Kolb (1984) Experiential Learning, Experience As the Source of Learning and Development, Prentice Hall PTR, Upper Saddle River, New Jersey

BED 204-05 POPULATION EDUCATION AND FAMILY LIFE EDUCATION

Objectives: To enable the student teachers to-

1. Understand the concept of population education.
2. Realize the importance and need of population education.
3. Comprehend the problems that arise out of uncontrolled population growth.
4. Understand the ideological base of quality of life and needs of family in the context of family life cycle.
5. Understand the concept of sexual health and develop insight into human sexuality and sexual behavior.
6. Examine population and other related policies and initiatives by government and NGOs.

UNIT 1. Population Education-World and Indian Population

CREDIT:1

- 1.1) Concept of population education
- 1.2) Objectives, need, importance and scope of population education.
- 1.3) Scope of world population and Indian population.
- 1.4) Characteristics of World population and Indian population.
- 1.5) Structure of Indian population.
- 1.6) Population inability in India.

UNIT2. Problems of Population

CREDIT:1

- 2.1.a)) Social problems
 - b) Economic Problems
 - c) Educational problems
 - d) Urbanization problems
 - e) Environmental problems
 - f) Effects on natural resources, health and standard of living.
- 2.2) Population Control

- a) Planning and Remedies
- b) HRD and qualities of population in India.

UNIT 3. Family Life education and Areas

CREDIT: 1

- 3.1 Concept, philosophy, goals and significance of FLE in the context of quality of life.
- 3.2 Value education as part of FLE programme.
- 3.3 Objectives of family life education for various age groups.
- 3.4 Premarital preparation, marriage and married life.
- 3.5 Planned parenthood, family relationships, communication in family.
- 3.6. Home management aging and retirement, special focus on adolescent life skill training.

UNIT4. Human Sexuality

CREDIT: 1

- 4.1. Concept of sexual health.
- 4.2 Sexually Transmitted Diseases, HIV AIDS, cause and implications to individuals and families.
- 4.3 Significance and objectives and content of sexual education for various age groups and target groups.
- 4.4 Review of Government and NCO initiatives in sexuality education.

Practical Work (any one form following practical)

- 1. Conduct the survey if population growth and prepare report.
- 2. Conduct a survey on any two family life information and prepare report.
- 3. Role play/street/ awareness programme to emphasize the need of avoid the diseases.
- 4. Visit and review of any one NGO which takes initiatives in sexuality education and prepare its report.

**BED-204-06 EDUCATION FOR SUSTAINABLE DEVELOPMENT &
ENVIRONMENTAL EDUCATION**

Objectives: To enable the student teacher to:-

1. Understand concepts concerning various aspects of the Educational for sustainable Development.
2. Recognize dependence of human life on the environment.
3. Identify local and region specific environmental problems.
4. Understand the role of individuals, society, the government, ICT and media in Protection, preservation and conservation of environment.
5. Develop awareness about rules, regulations and legal provisions for protection, preservation and conservation of the environment.
6. Develop awareness, desirable skills and appreciation for the protection, preservation and conservation of the environment.

UNIT 1. UNDERSTANDING: SUSTAINABLE DEVELOPMENT (1 credit)

- 1.1 Meaning of Sustainable development
- 1.2 Environment and Development
- 1.3 Economic growth and sustainable consumption
- 1.4 Sustainable use of forest produces.
- 1.5 Biological control for sustainable agriculture

UNIT 2. ENVIRONMENTAL EDUCATION: NEED AND SCOPE (1 credit)

- 2.1 Importance of need and scope of environmental education.
- 2.2 Bio-Diversity in India
- 2.3 The teacher as an Environmental Educator
- 2.4 Greening the textbook
- 2.5 Environmental degradation and its impact on the health of people

UNIT 3. BASIC ECOLOGY AND LIFE SUPPORT SYSTEM (1 credit)

- 3.1 Earth: The living planet

3.2 Ecology, Populations and species

3.3 Structure and functions of ecosystems

3.4 Evolution, Adaption and Diversity

UNIT 4. CONSERVATION OF NATURAL RESOURCES

(1 credit)

4.1 Environmental conservation in the globalized world

4.2 Deforestation in the context of tribal life Role of individual in conservation of natural resources: water, energy and food

4.3 Traditional knowledge and biodiversity conservation

4.4 Developmental projects, including Government initiatives and their impact on biodiversity conservation

4.5 Role of individual in prevention of pollution: air and water etc.

4.6 Community participation in natural resource management – water, forests, etc.

4.7 Wild Life Protection Act.

4.8 Project Tiger and its impact on ecological balance

Practical: (any one)

1. The students will submit a small assignment in the form of an activity. This may include observation of important relevant days, preparation of bulletin board materials, wall games, crossword puzzles, worksheets etc. The class can also form an environment club.

2. The activity has to be on some local specific issue pertaining to the place of residence of the student. The student will be assigned one topic. The student will develop a seminar document, which will be submitted after the seminar. The seminar document will be evaluated by teacher educators.

References:-

1. Agarwal, A., Narain, S. and Sen, S. (1999). The Citizens Fifth Report. Part II-Sustainable

2. Database. New Delhi, Centre for Science and Environment.

3. Braidotti, R., Charkiewicz, E., Hausler, S and Wieringa, S. (1994). Women, the environment, and sustainable development: Toward a theoretical synthesis. London: Zed Books.

4. Chhokar, K. B. (2000). Conserving Biodiversity. New Delhi, Oxford and IBH publishing Co.

Pvt. Ltd.

5.Cortese, A. (1999). Education for sustainability: The University as a model of sustainability. Boston, MA: Second Nature, Inc.

6.Cortese, A. (2001). Education for a sustainable future: The next industrial revolution. Boston, MA: Second Nature, Inc.

7.Guba, E. G., and Lincoln, Y. S. (1989). Fourth generation evaluation. Newbury Park, CA: Sage.

8.McKeown, R. (2002). Education for Sustainable Development Toolkit. University of Tennessee, Knoxville, TN.

9.Palmer, J.A. and Neal, P. (1994). The handbook of environmental education. London: Routledge.

10.Pepper, D. (1996). Modern environmentalism: An introduction. London: Routledge.

11.Sarabhai, K.V. (1988). Greening Formal Education. Ahmedabad. CEESpeth, J. G. (2003).

Worlds apart: Globalization and the environment. Washington, DC: Island Press.

12.Westra, L. (1994). An environmental proposal for ethics: The principle of integrity. Lanham, MD: Rowman and Littlefield.

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education>

2. forming & Deploying of Rescue Teams
3. uniting Activities at grand zero security
4. disposal of Dead & Records
5. casualty evacuation

UNIT 3.

CREDIT: 1

- 3.1 Disaster Risk Reduction in school.
- 3.2 Disaster Risk Reduction in Curriculum
- 3.3 Teachers Role in Disaster Management.
- 3.4 Role of community in Disaster Management

UNIT 4.

CREDIT: 1

- 4.1 Preventive Disaster Management
- 4.2 Long term activities for Disaster Management
- 4.3 Role of school in Disaster Management.
- 4.4 State and Central Government policies for Disaster Management.

BED 204-08 INCLUSIVE EDUCATION

Objectives:

To enable the student teacher;

1. To understand historical aspects of Inclusive Education
2. To review various policies for Inclusive Education
3. To understand the concept, need and principles of Inclusive Education
4. To know the importance of development of competencies for successful Inclusive Education
5. To understand the idea of inclusive school
6. To know the importance of collaboration among various factors of society for inclusive Education.

Unit 1. Historical Concept of Inclusive Education and its policies

1 Credit

- 1.1 Concept of Disability(Medical and Social Model)
- 1.2 Special needs Education
- 1.3 Special, Integrated, Mainstreaming, Inclusive Education
- 1.4 Policies: a) Universal declaration of Human rights 1948 b) UN conventions on the rights of the child c) World declaration for Education for all (1990) d) Standard Declaration on Equalization of Opportunities for Persons with Disability e) UNESCO Salamanka Statement and framework for Action 1994 f) Dakar Framework for Action(2000)
- 1.5 Indian Policies: a) PWD act 1995 b) SSA , National Curriculum Framework 2005 c) RTE 2009

Unit 2 Theoretical aspects of Inclusive Education

1 Credit

- 2.1 Concept of Inclusive Education
- 2.2 Need and Importance of Inclusive Education
- 2.3 Principles of Inclusive Education
- 2.4 Philosophical Approaches to Inclusive Education

Unit 3 Developing Competencies for Inclusive Education

1 Credit

- 3.1 Importance of attitude for Inclusive Education
- 3.2 Developing positive attitude among teachers, students, parents and society towards Inclusive Education

3.3 Developing Competencies a) Knowledge b) Self- efficacy c) Skills regarding Inclusion

3.4 Social skills for Inclusive Education

Unit 4 Inclusive practices in School

1 Credit

4.1 Developing an Ideal Inclusive School

4.2 Teachers role for successful Inclusive Education

4.3 Applying different instructional strategies for effective Inclusive Education

4.4 Developing effective collaboration among policy makers, teacher educators, school administration, teachers, parents for successful Inclusion of students

Practical: Any one from the following

1. A study of one inclusive school in your city
2. Draft a counselling program for a student with special needs from secondary school
3. Prepare a design of inclusive school

Transactional Mode:

- Lecture-discussion
- Group discussions
- Cooperative techniques
- Seminars
- Assignments
- Flip class

References:

1. Loreman, Deppeler and Harvey- Inclusive Education, AllwenandUnwin Australia.
2. Corbett Jenny – Supporting Inclusive Education, RoutledgeFalmer, 2001.
3. Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, RoutledgeFalmer, 2004.
4. Mike Adams and sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
5. Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000

6. Nind, Sheehy and Simmns, Inclusive Education –Learners and Learning Context, Devid Fulton Pub.`17) Integrated and Inclusive Education, Premavathyand Mittal, R C I, 2006.
7. Advani, Lal. andChadha, Anupriya(2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Pvt. Ltd. 8. Sharma, KaushalandMahapatra (2007). Emerging Trends in Inclusive Education' , Delhi, IVY Pub.

BED 204-09 INTRODUCTION TO EDUCATIONAL RESEARCH

Objectives:

1. To understand the concept, need and importance of Research.
2. To make them aware of the various methods of types of research.
3. To help the learner to realize the research problem and try to find solutions through research.
4. Use the library, on line sources & other sources of knowledge for educational research.
5. To help the learner to prepare tools & techniques of educational research.

UNIT-1 – Concept of Educational Research

1 Credit

- 1.1) Research- concept & definition, research cycle.
- 1.2) Educational Research: Concept, characteristics and need.
- 1.3) Areas of Educational Research.
- 1.4) Variables in research- Independent, dependent, controlled and extraneous.
- 1.5) Review of related literature, concept of related literature, sources if related literature.
- 1.6) Need and importance of review of related literature, sources of related literature.

UNIT-2: Approaches of Educational Research

1 Credit

- 2.1) Fundamental Research- Concept, need & application.
- 2.2) Applied Research- Concept, need and application.
- 2.3) Action Research- Concept, need and application.

UNIT- 3- Methods if Educational Research

1 Credit

- 3.1) Historical- concept, need and steps.
- 3.2) Survey- concept, need and steps.
- 3.3) Experimental – concept, need and steps.

3.4) Research design- Single group design, Two group design.

3.5) Hypothesis- concept, need and characteristics of a good research hypothesis.

UNIT- 4- Tools and techniques of Educational Research

1 Credit

4.1) Observation- concept, characteristics, need, types, merits and limitations.

4.2) Questionnaire- Definition, characteristics, need, types, merits and limitations.

4.3) Rating Scale- concept, characteristics, need, types, merits and limitations.

4.5 Achievement Test- concept, characteristics, need in research, merit and limitations.

4.6) Population and sampling- concept, need, characteristics and techniques- probabilistic and non-probabilistic.

**BED-205-01-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

मराठी

उद्दिष्ट्ये :

- १) मराठीभाषेचीमाध्यमिक व उच्चमाध्यमिक स्तरावरीलउद्दिष्ट्ये, भाषेचेस्वरूप , व्याप्ती व महत्वसमजावुन घेणे.
- २) मराठीभाषा अध्यापनाच्याविविध पद्धती, उपक्रम व तंत्रे माहीतकरून घेऊनत्यांचामाहीतकरून घेऊनत्यांचावापरकरणे.
- ३) मराठीभाषेचीमाध्यमिक व उच्चमाध्यमिक स्तरावरीलपाठ्यपुस्तकाचे व आशयाचेविश्लेषणकरणे.
- ४) मराठीभाषेचेइयत्तासहावी व बारावीअंतर्गतव्याकरण व त्याचीउपांगेसमजावुन घेणे.
- ५) मराठीभाषेतीलसाहित्यप्रकारांचीओळख करून घेणे.
- ६) उपयोजितमराठीलेखनाचीकौशल्येआत्मसातकरणे. मराठीभाषा

घटक १

बल्मवज्जू १

- अ) वर्णविचार : वर्णमाला (सुणारित वर्णमाला, महाराष्ट्र शासन, मसाप, पुणे)
- ब) शब्दविचार : शब्दांत्याजाती, विभक्ती व कारकार्य
- क) वाक्यविचार :
 - १) वाक्याचेप्रकार-अथानुसंधाने, क्रियापदाच्या रूपावरून
 - २) काळ-प्रकार
 - ३) वाक्याचेप्रयोग-प्रकार
- ड) शब्दसिद्धी :
 - १) सिद्ध व साधित शब्द
 - २) उपसर्गघटित शब्द
 - ३) प्रत्ययघटित शब्द
- इ) संधीप्रकार
- फ) समासप्रकार
- ग) मराठीसाहित्यप्रकारांचीओळख -प्रकार, स्वरूप व वैशिष्ट्ये

घटक २ :

बल्मवज्जू १

- अ) वृत्त-अर्थ व प्रकार
 - १) अक्षरवृत्त-अर्थ, प्रकार-इंदवजा, उपेंदवजा, भुजंगप्रयात, शिखरिणी, वसंततिलका, मालिनी, पृथ्वी, मंदाकांता, मंदारमाला, शार्दूलविक्रीडीत
 - २) मात्रावृत्त-अर्थ, प्रकार-पादाकुलक, दिंडी, आर्या, नववधू, फटका
- ब) छंद -प्रकार (उदाहरण व वैशिष्ट्ये)
 - १) ओवी-ज्ञानेश्वरी, मुक्तेश्वरी, एकनाथ
 - २) अभंग-मोठाअभंग, लहानअभंग

क) मुक्तछंद- (उदाहरण व वैशिष्ट्ये)

ड) अलंकार-महत्व, प्रकार- यमक, अनुप्रास, श्लेष, उपमा, उत्प्रेक्षा, व्यतिरेक, अपन्हुती, अतिशयोक्ती, चेतनगुणोक्ती, अन्योक्ती, अर्थान्तरन्यास, दृष्टांत, विरोधाभास (उदाहरण व लक्षण)

इ) रस-अर्थ, महत्व, प्रकार (उदाहरण व लक्षण)

फ) उपयोजितमराठीलेखनप्रकार-

औपचारिकपत्र, आकलन, सारांशलेखन , भाषांतर, वृत्तलेखन, जाहिरातलेखन, अभिप्राय लेखन, बोलीभाषांचापरिचय, सुत्रसंचालन, सादरीकरण, कोशवाङ्मय, पटकथालेखन, सर्जनशीललेखन, मुलाखात, भाषेचेवाङ्मयीनउपयोजन

घटक ३) अ) मराठीशिक्षणाचीओळख

बल्मवज्जु १

१) मराठीविषयाचेस्वरूप व व्याप्ती

२) माध्यमिक व उच्चमाध्यमिक स्तरावरीलअभ्यासकमातमराठीचेस्थान

३) माध्यमिक व उच्चमाध्यमिक स्तरावरीलमराठी अध्यापनाचीउद्दिष्ट्ये

४) मराठीविषयाचाइतर शालेय विषयांशीअसणारासमवाय

५) मराठीशिक्षणशीसंबंधितसमस्या

ब)मराठीविषयाचे अध्यापन शास्त्रीय उपागम

१) गद्य अध्यापनाच्या पद्धती

२) पद्य अध्यापनाच्या पद्धती

३) व्याकरण अध्यापनाच्या पद्धती

४) रचना अध्यापनाच्या पद्धती

घटक ४ :

अ) मराठीविषयाचीविश्लेषण

१) मराठीविषयाचीसंरचना

२) अभ्यासकमआणिपाठ्यक्रमविश्लेषण

३) गाभाघटक, मुल्ये व जीवन कौशल्ये

४) पाठ्यपुस्तकविश्लेषण

५) आशय विश्लेषण

ब) अध्ययन स्रोतआणिमराठीविषय शिक्षक

१) अध्ययन स्रोत-संकल्पना, बरज व महत्व

२) पारंपारिक अध्ययन स्रोत

३) तंत्रज्ञानाधारित अध्ययन स्रोत

४) वांगल्यामराठीविषय शिक्षकाचीगुणवैशिष्ट्ये

५) मराठीविषय शिक्षकाचीभूमिका व जबाबदाऱ्या

आदानप्रदान पद्धती

- १) व्याख्यान
- २) वर्चा
- ३) गटवर्चा
- ४) भित्तीपत्रक वसादरीकरण
- ५) पॉवरपॉईंटप्रेझेंटेशन

प्रात्यक्षिककार्य

- १) मराठीव्याकरणातील एका घटकावरसंकल्पनावित्र तयारकरणे
- २) मराठीसाहित्यप्रकारावरआधारितप्रकल्पसादरीकरण
- ३) माध्यमिकस्तरावरीलमराठीविषयाच्यापाठ्यपुस्तकाचेविश्लेषण
- ४) क्षेत्र भेट-साहित्यकांशीसंबंधितठिकाणे / प्रासंगिकसाहित्य संमेलन / स्मारके / भाषाप्रयोगशाळा / ग्रंथालय इ.

संदर्भग्रंथ :

- १) आहरे मी.ल. (२००८) मातृभाषामराठीचेआशययुक्त अध्यापन, पुणे : नित्यनूतनप्रकाशन
- २) बामणे, ल. वि. (२०१४)मराठीआशययुक्त अध्यापन पद्धती, कोल्हापूर : फडकेप्रकाशन
- ३) करंदीकर, सु. (१९६६) मराठी अध्यापन पद्धती, कोल्हापूर : फडकेप्रकाशन
- ४) घोरमडे क. (२००८) मराठी अध्यापन पद्धती, नागपूर : विद्याप्रकाशन
- ५) दुनाखेअं. (२००५) मराठीचेआशययुक्त अध्यापन, पुणे : नित्यनूतनप्रकाशन
- ६) पवारना. ग. (२००५) मातृभाषामराठीचेआशययुक्त अध्यापन, पुणे : नूतनप्रकाशन
- ७) विवड न. आणिबरकलेरा. (२००५) मातृभाषामराठीचे अध्यापनशास्त्रीय विश्लेषण, नाशिक : इनसाइटप्रकाशन
- ८) रणसुरेवि. (२००८) मराठीशिक्षण व आशययुक्त अध्यापन, मिरज : संधिमित्रा प्रकाशन
- ९) वाळंबेमो. (२००५) सुगममराठीव्याकरणलेखन, पुणे : नितीनप्रकाशन
- १०)इयत्ता ६वी ते १२वी या इयत्तांचीमातृभाषामराठी (प्रथम भाषा) पाठ्यपुस्तके

**BED-205-02-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

विषय –हिन्दी

इसविषयके अध्ययन के उपरान्तछा. शिक्षक सक्षमहोंगे:-

- १) हिन्दीभाषाकास्वरूप एवंसंरचना समझना
- २) उच्चमाध्यमिकस्तरपरहिन्दीभाषा अध्यापन के उद्देश्य समझना
- ३) हिन्दीविषय की अध्यापन पद्धतियाँ स्पष्टकरना
- ४) हिन्दीविषय पाठ्यपुस्तकपरिक्षण एवंआशय विश्लेषणकरना
- ५) हिन्दी अध्ययन के विविध स्त्रोतोंको समझना
- ६) हिन्दी अध्यापक के गुणोंसेपरिचितहोना
- ७) हिन्दीभाषाकाव्याकरण समझना
- ८) हिन्दीभाषा के विविध रचनाप्रकारोंको समझना
- ९) हिन्दीसाहित्य के इतिहासको समझना
- १०) हिन्दी की विभिन्नविधाओं एवंसाहित्यकोंको समझना

घटक १ : हिन्दीभाषाकाव्याकरण

CREDIT: १

१.१) व्याकरण : वर्ण, शब्द, वाक्य, क्रिया, उपसर्गप्रत्यय, संधि, मुहावरे एवंकहावते

१.२) रचना : पत्रलेखन, निबंध, कथालेखन, कल्पनाविरुतार, अर्थगुहण, सारलेखन, वृत्तांतलेखन, भाषणप्रकार

घटक २ : हिन्दीसाहित्य काइतिहास, साहित्यिकविधाएं एवंसाहित्यकोंकापरिचय

ब्लम्बज्ज १

२.१) हिन्दीसाहित्य काइतिहास-आदिकाल, मध्यकालऔरआधुनिककालसंक्षिप्तपरिचय

२.२) हिन्दीसाहित्य की विधाओंकासंक्षिप्तपरिचय

२.३) कक्षा ६वी से १२ वी तक की प्रचलितपाठ्यपुस्तकोंमेंसेजिनकीरचनाएँ हैं उन साहित्यकोंकासामान्य परिचय तथाविशेषताएँ

घटक ३ : हिन्दीभाषाकास्वरूप

CREDIT: १

३.१) हिन्दीभाषाकास्वरूप, हिन्दीह्रस्व विषय संरचना

३.२) हिन्दीभाषाकाउच्चमाध्यमिकस्तर की पाठ्यवर्यामेंस्थान

३.३) उच्चमाध्यमिकस्तरपरहिन्दीभाषा अध्यापन के उद्देश

३.४) हिन्दीभाषा की पाठ्यपुस्तक एवंआशय विश्लेषण

घटक ४ : हिन्दी अध्यापनशास्त्रीय अध्ययन – अध्यापन स्रोत एवं हिन्दी अध्यापक CREDIT: १

४.१) अध्यापन पद्धति : गद्य, पद्य, व्याकरण एवं रचना

४.२) भाषाप्रयोगशाला : नियोजन, संगठन एवं रखरखाव

४.३) हिन्दी अध्ययन के स्रोत

४.४) हिन्दी अध्यापक के गुण

अधिगमगतिविधियाँ

व्याख्यान, चर्चा, संगोष्ठी, पॉवरपॉइंटप्रेजेंटेशन, वादविवाद, क्षेत्रभ्रम (केवल एक)

प्रात्यक्षिककार्य

१) व्याकरणपरआधारित अध्ययन सामग्रीतैयारकरना

२) हिन्दीसाहित्य विधा के आधारपरसाहित्यकीकावर्गीकरणकरना

३) पाठ्यपुस्तकविश्लेषण– कक्षानौवीसेबारहवीतक की किसी एक पाठ्यपुस्तककाविश्लेषण

४) क्षेत्रभ्रम

संदर्भ

१) हिन्दीआशययुक्त अध्यापन : डा. विठ्ठलमुरकुटे

२) हिन्दी शिक्षण : डा. केशवप्रसाद

३) हिन्दी साहित्य काइतिहास–आ. शुक्ल

४) साहित्य विवेचन– क्षेमचंदसुमन

५) हिन्दीसाहित्य काइतिहास– डा. राजनाथ शर्मा

६) हिन्दीभाषाविज्ञान– डा. भोलानाथतिवारी

**BED-205-03-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

ENGLISH

Understanding Disciplines and school subjects

Objectives: To enable student teacher to-

1. acquaint with essential aspects of English grammar and composition.
2. develop interest and attitude towards English as foreign language.
3. understand the nature of English as a subject at Higher Secondary Level.
4. comprehend various methods of English Teaching.
5. understand various learning resources in English Subject.
6. create awareness about the qualities and competencies of English Teacher.

UNIT-1 School Content

(1 Credit)

A) Phonetics

1. Phonemes, syllabus and words.
2. Vowels, Diphthongs and consonants.
3. Semantics.
4. Intonation-Stress, accent, intonation pattern.

B) Grammar

1. Parts of Speech.
2. Punctuation
3. Kinds of Sentences.
4. Tense
5. Transformation of Sentences
 - a) Direct and Indirect Speech.
 - b) Voice
 - c) As soon as
 - d) Degree

- f) Remove “too”
- g) Not only....but also.
- h) Question tag

Note: Other transformation of sentence from the prescribed text-books of std VIII to XII

UNIT – 2 Subject Pedagogy

(CREDIT-1)

A) Functional Language-I

1. Answering the questions based on passage.
2. Drafting questions for an interview.
3. Preparing a book review.
4. Article writing on the topic.

B) Functional Language-II

1. Prepare a speech.
2. News drafting
3. Initiating and sustaining a conversation.
4. Describing an event/incident

Unit :3

(1 Credit)

Nature of the subject English and English Teacher

- 1 Nature and scope of subject English
- 2 Place of English in Higher Secondary School curriculum.
- 3 Objectives of teaching of English subject at higher secondary school level.
- 4 Relation of the subject English with other school subjects.
- 5 Qualities and Competencies of English Teacher.

Unit:4

(1 Credit)

➤ Pedagogical Approaches , Methods and Learning Resources.

1. Features , merits , limitations and educational implication of -
2. Communicative Approach
3. Structural Approach
4. Direct Method

5. Grammar Translation method
6. Dr. West Method
7. Inductive and Deductive method.

- **Learning Resources for English**

1. Concept , need and importance of learning resources.
2. Traditional and Technology based learning resources. (Language Lab , Mobile Apps , Websites)

Practical:

1. Preparing Project about vocabulary (10 pgs)
2. Develop any one short story (10 pgs)
3. Prepare tree diagram / web diagram/ pie-charts based on any five units/lessons

Mode of Transaction

- Inductive and deductive method.
- Lecture
- Discussion
- Seminar
- Project
- Poster Presentation
- Use of Technology
- Workshop

References:

1. Wren PC and Martin M, highschool English grammar and composition.
2. Thomson A.J., Martine A.V., A practical English Grammar.
3. Hornby A.S. Guide to patterns and usage in English.
4. Basal and Harison, Spoken English for India.

5. ChobheRavindra, English Grammar.
6. Teaching of English- P.K. gupta, Anil Gandhi and S.S. Bhatnagar.
7. Teaching of English- A modern approach, Bose F.L.
8. The technique of Language Teaching, Bose F.L.
9. Teaching of English as Second Language- Allen H.B.
10. Language Testing- Rabo Robert
11. The essentials of English Teaching- R.K. Jain.
12. Teaching of English- G.L. Gadre
13. Structural approach to teaching of English
14. English Language Teaching in India- Kudchedkar S.
15. Content Cum Methodology of English – Dr. O. H. Suryawanshi
16. Content Cum Methodology of English- Patil and Vaze.

**BED-205-04-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

विषय :-संस्कृत

उद्दिष्ट्ये –

1. संस्कृतभाषेचेस्वरूपतसेचसंरचनासमजणे
2. संस्कृतभाषेचेव्याकरणसमजणे
3. संस्कृतभाषेच्याउच्चमाध्यमिक स्तरावरीलपाठ्यपुस्तकाचे व आषयाचेविश्लेषणकरणे
4. संस्कृतभाषेचीमाध्यमिक व उच्चमाध्यमिक स्तरावरीलउद्दिष्ट्ये, स्वरूप , व्याप्ती व महत्त्वसमजावून घेणे.
5. संस्कृतभाषेतीलसाहित्यप्रकारांचोओळख करून घेणे.
6. संस्कृतभाषा अध्यापनाच्याविविध पध्दती, उपक्रम व तंत्रे माहित करून घेऊनत्यांचावापरकरणे

घटक 1 :- शब्दविचार

CREDIT: 1

अ)वर्णांचीओळख

ब)संस्कृतलेखन व वाचननियम

क) शब्दरूपे—(स्वरान्त शब्द , व्यंजनान्त शब्द व सर्वनाम) , विभक्तिप्रत्ययान्त शब्दस्वरूप व कारकार्थ,

ड)क्रियापद रूपे (परस्मैपदाचे व आत्मनेपदाचेवर्तमानकाळ, भूतकाळ व भविष्यकाळी , आज्ञार्थ व विध्यर्थप्रत्यय) , गणांचापहिलागत व दुसरागत

ड)विशेषणे—गुणवाचक, तर—तमभाववाचक, संख्यावाचक, क्रमवाचक

घटक 2 :-संस्कृतव्याकरण

CREDIT: 1

अ)वाक्य प्रयोग, वाक्य परिवर्तन—कर्तरि, कर्मणि व भावेप्रयोग, सतिसप्तमी, प्रयोजकरचना

ब)कारकविचार

क)स्वरसंधी, व्यंजन संधी व विसर्ग संधी

ड) समास-अव्ययीभाव, तत्पुरुष, द्वंद्व व बहुव्रीही(प्रकारासह)

इ)उच्चमाध्यमिक स्तरावरीलप्रचलितसंस्कृतपाठ्यपुस्तकातीलसाहित्यिकांची व त्यांच्यासाहित्याचीतोंडओळख

घटक 3:-संस्कृतभाषेचेस्वरूप व व्याप्ती

CREDIT: 1

अ)उच्चमाध्यमिक स्तरावरीलअभ्यासक्रमातसंस्कृतभाषेचेस्थान

ब)उच्चमाध्यमिक स्तरावरसंस्कृतभाषा अध्यापनाचीउर्षित्ये

क)संस्कृतविषयाचाइतरविषयांशीअसलेलासमवाय

ड) संस्कृतविषयाचीसंरचना

घटक 4 :-

CREDIT: 1

अ) अध्यापनशास्त्रीय विश्लेषण

1. अभ्यासक्र व पाठ्यक्रमविश्लेषण
2. आशय विश्लेषण
3. पाठ्यपुस्तकविश्लेषण
4. गाभाघटक, मुल्ये व जीवन कौशल्ये

ब)संस्कृत अध्यापनपध्दतीव शिक्षक

1. संस्कृत गद्य, सुभाषित व व्याकरण अध्यापनपध्दती
2. चांगल्यासंस्कृतशिक्षकाचीगुणवैषिष्ट्ये
3. पारंपारिक अध्ययन स्रोत
4. तंत्रज्ञानाधारित अध्ययन स्रोत

प्रात्यक्षिककार्य-

- संस्कृतमधील एकासाहित्याकाचीमाहितीसंकलितकरणे
- उच्चमाध्यमिकस्तरावरीलसंस्कृतविषयाच्यापाठ्यपुस्तकाचेविश्लेषण

- व्याकरणावरआधारित अध्ययन साहित्य तयारकरणे

संदर्भ :-

- नवीनअनुवादचन्द्रिका, चौखम्बाप्रकाशन, –अर्चनाकुलकर्णी
- शालेय संस्कृतव्याकरण–विद्याबाम
- सुगमसंस्कृतव्याकरण–प्र.शं. जोषी
- अभ्यासपुस्तकम्–संस्कृतभारती, बंगलुरु
- इ. 8वी ते इ. 12 संस्कृत–पाठ्यपुस्तकनिर्मितीमंडळ, पुणे

**BED-205-05-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

URDU

UNIT 1 –Grammar& Composition practice in Urdu. CREDIT:1

- 1.1 Letters of alphabets, vowels, formation of words idioms.
- 1.2 Kinds of nouns,adjectives, adverbs, pronoun,numbers,case ,gender& tenses.
- 1.3 Kinds OF sentences& figures of speech.
- 1.4 Essay writing, Letter writing, Precise writing & story telling.

Unit 2- History of Urdu literature & introduction of urdu writers. CREDIT:1

- 2.1 Ancient, Medieval & modern.
- 2.2 Types of Urdu literature (precise) .
- 2.3 Brief introduction of writers prescribed in 9thto 12th text books .

Unit 3 – Nature of Urdu& structure of Urdu. CREDIT:1

- 3.1Nature,scope& place of Urdu at higher secondary level.
- 3.2 Objectives of teaching Urdu at higher secondary level.
- 3.3Curriculum & syllabus of Urdu at higher secondary level.
- 3.4. Text book Evaluation& content analysis of Urdu.

UNIT 4 - Pedagogical approaches & resources of Urdu & Urdu teacher.

CREDIT: 1

- 4.1 Methods of teaching –prose,poeetry,composition, grammar,Reading& writing.

4.2 Planning organizing & maintaining of Urdu laboratory.

4.3 Learning resources in Urdu.

4.4 Competencies of Urdu teacher.

Mode of Transaction.

- **Lecture.**
- **Discussion.**
- **Seminar.**
- **Field Visit.**
- **PowerPoint presentation.**
- **Debate.**
- **Poster Presentation.**

Practical work.

- Text book Analysis of Urdu.(9TH TO 12TH).
- Field Visit .
- Prepare learning material based on grammar.
- Collect information of poet/writer prescribed in 9th to 12th text books & prepare the report.

REFERENCES.

*Qawad e urdu1 & 2-----Maulvi Abdul Haque.

QaWad e urdu-----NCPUL.

Tadrees e urdu.-----NCPUL

Tadrees e urdu---AhsanHussain

Urdu Zabankitadrees ----- Moinuddin.

**BED-205-06-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

HISTORY

Objectives :-

1. Interpreted the past for better understanding of the present.
2. Compare social, economic, cultural and political background of different civilizations of ancient and medieval world.
3. Study critically the impact of political, social, economical and cultural trends in various dynastic of ancient and medieval Bharat.
4. Develop the feeling of universal brotherhood and international harmony.
5. Develop critical and analytical thinking and problem solving activity.
6. Apply the knowledge acquired in Historical Research.
7. Explain and implementation use of core elements, values and life skills.
8. Understand different evaluation techniques and procedures.
9. Explain the importance of CCM.

SCHOOL CONTENT

Unit I – Civilization, Revolutions and Progress of Maharashtra (1Credit)

1.1 Harappa and Vedic – Civilization and life in the period.

1.2 Ancient and Medieval Civilization- India.

1.3 Age of Revolutions- Industrial Revolution, American War of Independence, French

Revolution.

1.4 Twentieth Century- Age of Conflict-

A) First World War

B) Russian Revolution.

1.5 Progress of Maharashtra – 1960 to 2000

A) Political

- B) Economic
- C) Educational
- D) Social-cultural.

Unit II – Constitution and Democracy

(1Credit)

- 2.1 The functions of the United Nations.
- 2.2 Making of Constitution –
 - A) Need of the Constitution,
 - B) Preamble to Indian Constitution.
- 2.3 Challenges to Democracy.
- 2.4 21st Century and Importance of Applied History
- 2.5 Mass Media and History.

PEDOGAGY OF SUBJECT

Unit III – Content Cum Methodology, Maxims & Historical Research (1Credit)

3.1 Content CumMethodology.

- A) Concept
- B) Importance
- C) Syllabus
- D) Difference between syllabus and curriculum.

3.2 Place of the Subject history and civics in the Higher secondary school curriculum

3.3 Principles and Maxims in teaching History

3.4 Technology based learning resources.

3.5 Need & Importance of Historical Research

UNIT IV Evaluation and E-learning Resources

(1 Credit)

4.1 Planning and Evaluation

A) Planning

B) Unit Plan

C) Unit Test

4.2 Achievements Tests, Diagnostic Test & Remedial Teaching in History

4.3 Analysis of the Civics Textbook.

4.4 Use of Values, Core-elements & Life Skills in day to day life.

4.5 Use of e-learning resources in teaching history.

MODE OF TRANSACTION:-

- Lecture
- Discussion
- Seminar
- Visit to Historical Place
- Poster presentation
- Film Show

List of Books Recommended –

Unit I & Unit II:-

The text books and the reference books which are prescribed by the Maharashtra State Board of Higher Primary, Secondary & Higher Secondary Education are recommended for study.

Unit III & IV

1. दुनाखे, अरविंद (2001) इतिहासविषयज्ञान व पाठनियोजन, नूतनप्रकाशनपुणे.
2. ओडेयर, सुनीला (1994) आषययुक्त अध्यापनपद्धती इतिहास, मेहतापब्लिंग हाऊसपुणे.
3. तिवारी, सी.एम. (1999) इतिहास अध्यापनपद्धती, नूतनप्रकाशनपुणे.
4. गिरगावे व कटटी (2009) इतिहास, नागरिकशास्त्र व प्रशासन, फडकेप्रकाशनपुणे.
5. सगर गिवाजी (2010) इतिहास, नागरिकशास्त्र व प्रशासन, सुविचारप्रकाशनपुणे.
6. बरकले रामदास, पिचडनलिनी व सुर्यवंशीवैगली (2008) उद्याच्या शिक्षकांसाठी इतिहासशिक्षण, इनसाईटपब्लिकेन्स नागिक.
7. वाजे, सूर्यभान व बरकले, रामदास (2002) इतिहासाचे अध्यापन शास्त्रीय विश्लेषण, आदित्य प्रकाशननागिक .

8. पाटिल, संदीप (2008) इतिहास शिक्षण- एक आधुनिक दृष्टिकोन, इनसाईट पब्लिकेशन्स नागपूर.

9. रणसुरे, विलास (2005) इतिहासाचे आर्यायुक्त अध्यापन, संघमित्रा प्रकाशन मिरज.

10. Kochar, S.V. (1991) Teaching of History, Sterling Publishers Private Limited New Delhi.

11. Singh, V.K. (2014) Teaching of History, APH Publishing Corporation New Delhi.

12. B.D. Shaida & Sahab Singh (2000) Teaching of History, Dhanpat Rai Publishing Company (P) Ltd.

Practical:

Any one -

1. Write a report on any one Historical Place.
2. Write a note on any one Revolution – Industrial or French Revolution.
3. Write a report on one Indian Culture and its life style.
4. Write a report on Historical Museum or Historical Research Institute.
5. Prepare a Achievements Test or Diagnostic Test related to std. 6 to 12 students.

BED-205-07-Additional Pedagogy Course Understanding disciplines and school subjects And pedagogy of School Subject

Geography

School Content

Objectives :

1. To enable student teachers to revise the knowledge of all branches of Geography subject at a school level.
2. To enable the student teachers to understand the interdependence and interrelationship among the various concepts and processes in Geography Subject.
3. To enable student teachers to acquire the skills related to map and instruments in Geography.
4. To develop a technique of observation and reporting of Geographical phenomenon among student teacher.
5. To create interest of Geography subject among student teachers.
6. To understand the nature, scope and importance of the subject.
7. To state the objectives of the subject Geography.
8. To explain and use different approaches, methods and techniques of teaching learning of subject.
9. To explain and understand the structure of subject.
10. To explain importance and use of core elements, life skills and values.
11. To analyze the text book and content.
12. To analyze the various resources in teaching learning of subject.
13. To understand qualities of a good Geography teacher.

Unit I : Physical Geography

CREDIT: 1

- 1.1** Solar System & Motion of earth, Graticule : Latitude and Longitude and Interior of earth

- 1.2 Structure of atmosphere and Factors affecting climate, Air Temperature: Definition, Factors affecting temperature and temperature zone on earth, Rainfall : Concept and types of convectional, orographic and cyclonic,
- 1.3 Lithosphere : Concept, Mountain, plateau and plain : definitions and types, Earthquake & Volcano – Causes and zones
- 1.4 Types of water bodies - Ocean, sea, bay, gulf, strait, creek, river and lake – concept and examples

Unit II.Human,Regionaland Practical Geography

CREDIT: 1

- 2.1 A. Population – Meaning of population, causes and effects of population explosion and density of population
- 2.1 B. Occupation – Meaning and classification of occupation- primary, secondary, tertiary and quaternary
- 2.2 Biosphere - Concept and composition of–biosphere, meaning and structure of food chain, concept of eco system and bio-diversity.
- 2.3. Regional Geography -India : Location, Physiographic features, Climate, natural resources and Human life (Brief)
- 2.4 Practical Geographhy -Definition and elements of map, types of map and Field visit and Report writing – meaning and importance , Geographical Instruments – Thermometer, Wind vane, Barometer, Rain gauge and seismograph: diagram and functions

Pedagogy

Unit : 3Nature of the subject Geography

CREDIT: 1

- 3.1. Meaning , nature , scope, various concepts, Place and objectives of Geography at upper primary , Secondary and Higher Secondary curriculum
- 3.2 Co-relation :- Within the subject and with other school subject.
- 3.3 Structure of the subject Geography and Core elements , values and life skills
- 3.4 Text Book and Content analysis

Unit : 4 Pedagogical Approaches and Learning Resources for the subject Geography
CREDIT: 1

4.1 Pedagogical Approaches - 1. Regional Method 2. Journey Method 3. Excursion method
4. Project method 5. Comparative method 6. Lecture cum discussion method 7. Question
answer method 8. Object method 9. Field Visit 10. Experimental method.

4.2 Learning Resources : Concept , need, importance & types of learning resources -
Traditional learning resources and Technology based learning resources.

4.3 Geography room

4.4 Qualities of an Ideal Geography teacher

Practical : Any One of the Following

1. To prepare a geographical instrument or model.
2. A visit to Geographical / Native place and writing a report.
3. Text – book Analysis
4. Content Analysis of any one Unit.

Mode of Transaction:

1. *Discussion cum Lecture*
2. *Demonstration*
3. *Seminar*
4. *Supervised Study*
5. *Project based approach*
6. *Field visit*
7. *Technology based interaction*
8. *Blended approach*
9. *Observation technique*
10. *Heuristic method*

References :

School Content :

15. Std.6th to Std. 12th Geography/Social Science text books of State boards of Maharashtra and CBSE Board.
16. Chandan and Puri, Regional Development
17. Doniwal Hemant Kumar , Population of Geography, Authors Press
18. Frederick K.Lutgens, Edward J.Tarback& Dennis Tasa, The atmosphere: an introduction to meteorology
19. Joshi and Kaji, Principles of General Geography
20. K. Siddharth, Ecology and Environment, Kisalaya Publication
21. Majid Husain, Geography of India, McGraw Hill Education series
22. Majid Husain, Human Geography, Rawat Publication, New Delhi
23. Majid Husain, Models in Geography, Rawat Publication, New Delhi
24. Oxford Publication, Dictionary of Geography
25. Sawadi A.B., Physical Geography
26. Singh Savindar, Physical geography, PrayagPustakBhawan
27. Singh Savindra, Geomorphology
28. Roger Minshull, Regional Geography: Theory and Practice, AldineTransaction

Pedagogy :

१. भूगोल अध्ययन- अध्यापन- भा.गो. बापट ५.
२. भूगोलाचे अध्यापन - द.बा. पोंक्षे. ६.
३. आशययुक्त अध्यापनपद्धती - प्रा.(श्रीमती) यु.बी. पाटील ., श्रीमती. सुरेखा ७. जोशी. ८.
४. भूगोलाचे अध्यापन - प्रा. पाटणकर. ९.
५. भूगोलपरिचय - प्रा. खतीब . १०.
६. Handbok of suggestion on the teaching of Geography.(UNESCO) 11.
7. Geography teaching, sterling publishers New Delhi, Verma O.P. 12.
8. Teaching of Geography - B.C. Rai. 13.
9. अध्यययुक्त अध्यापन पद्धती- यशवंतराव चव्हाण, महाराष्ट्र १४.
१०. जाधवके.के. - भूगोलआशययुक्तअध्यापनपद्धती. १५.
११. जोशीआनंत - आशययुक्तअध्यापनपद्धत.

BED-205-08-Additional Pedagogy Course Understanding disciplines and school subjects

and Pedagogy of School Subject

GENERAL SCIENCE

Objectives: To enable student teacher to

- Familiarize facts, terms, concepts, laws & principles in general science.
- understand nature, scope & importance of general science at secondary & higher secondary level.
- analyze the textbook & content of general science at secondary & higher secondary level.
- Implement methods & models of teaching learning of general science.
- acquire the competencies of general science teacher

Unit 1: Concepts in Physics & Chemistry

(Credit:1)

1.1 Chemistry: a) Hydrocarbons

b) Periodic Table

c) States of Matter

1.2 Physics: a) Magnetism

b) Electricity

c) Light

Unit 2: Concepts in Biology

(Credit:1)

2.1 Classification & Life Process: Plants & Animals

2.2 Biodiversity & Biotechnology

2.3 Microorganism

Unit 3: Nature of general science

(Credit:1)

3.1 Nature, scope & importance of general science at secondary & higher secondary level.

Correlation of science with other disciplines

3.2 Objectives of general science at secondary & higher secondary level.

3.3 Curriculum & syllabus of general science at secondary & higher secondary level.

3.4 Text book and content analysis of general science.

Unit 4: Pedagogical approaches & resources of general science, general science(Credit:1)

4.1 a) Methods of teaching: lecture – demonstration, laboratory, & project

b) Model: 5 E Learning Model

4.2 Planning, organizing and maintaining general science laboratory.

4.3 Learning resources in general science.

4.4 Competencies of general science teacher.

MODE OF TRANSACTION:

- Lecture cum Discussion
- Seminar
- Presentation (Poster/PPT)
- General Science Laboratory Visit
- Scientific Inquiry

Practical (Any One)

4. Analysis of General Science Text Book (IX/XthStd.)
5. Investigatory Project/ Model
6. General Science Laboratory visit

REFERENCES

For Unit 1 & 2

The text books and the reference books which are prescribed by the Maharashtra State Board of Secondary and Higher Secondary Education are recommended for study.

For Unit 3&4

- Prasad, J. (1999). *Practical aspects in teaching of science*. New Delhi: Kanishka Publication
- Rao V. K. (2007). *Science Education*. New Delhi. APH Publishing corporation.
- Sharma, B.M. (2007). *Teaching of Science*. Chandigarh: Abhishek Publication.

- Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpatrai publishing comp.
- Siddiqyi, N.N. & Siddiqyi, M.N. (2009). Teaching of science : Today & tomorrow. Delhi :Doaba House.
- Sood, J.K. (). Teaching of Science, Agra ,vinodpustakMandir.
- Vaidya, N. (2003). Science teaching for the 21st century. New Delhi: Deep and Deep.
- NCERT.(2006). Position paper on ‘Teaching of Science’. New Delhi: NCERT.
- Borse, Chandrakant. (2007). Science education: Pedagogical analysis. Nashik : Insight Publication.
- Das, R.C. (2009). Science teaching in schools. New Delhi : sterling Publishers Pvt. Ltd.
- Kalra, Rajinder. M.(2007). Teaching of Science : for Primary and secondary pre and In – service teachers. Delhi :Shipra Publication.
- Malhotra, Vinayak. (2007). Methods of teaching science.Delhi : Crescent Publishing Corportation.
- Mangal, S.K. (2004). Teaching of general science. Ludhiana :Tandon Publications.

**BED-205-09-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

MATHEMATICS- 205-09

Objectives: To enable the student teacher to-

- Understand the basic concepts in arithmetic and algebra
- Understand the basic concepts in geometry and applied mathematics
- Understand nature, scope, place & importance of mathematics at secondary level
- Understand the objectives of mathematics subject and classroom objectives of mathematics subject
- Understand the concept of curriculum, syllabus and methods of construction of curriculum
- Analyze the textbook & content of mathematics at secondary level
- Acquaint with methods and models of mathematics teaching
- Realize the importance of mathematics laboratory
- Understand different types of learning resources for mathematics
- Acquire the competencies of mathematics teacher
-

Content of the subject

Unit 1: Arithmetic and Algebra

(Credit: 1)

A. Arithmetic

1. Numbers a) Natural, whole, integers, rational, irrational, real numbers b) Operations on numbers: addition, subtraction, multiplication and division c) Use of brackets d) Indices, squares, square roots, cube, cube roots.

2. Unitary method, variation- direct and inverse

3. Ratio and proportion

B. Algebra

1. Basics of Algebra

2. Algebraic expressions, addition, subtraction, multiplication and division of algebraic expressions. 3. Polynomials: factors and multiples.

4. Identities.

5. Equations: equations with one variable, linear equations in two variables, quadratic equations.

Unit 2: Geometry and Applied Mathematics

(Credit: 1)

A. Geometry

1. Basics of Geometry

i. Basic concepts ii. Angles, pairs of angles, triangles and quadrilaterals – types & properties.

iii. Triangles- congruence and similarity.

2. Circle – elements, circumference, area, theorems.

3. Quadrilaterals – properties of different quadrilaterals, theorems.

4. Geometric construction

B. Applied Mathematics

1. Mathematics in day to day life i. Profit and loss. ii. Percentages iii. Simple and compound interest iv. Discount and commission

2. Statistics – measures of central tendency and variability, Graphs.

3. Mensuration – Area and volumes of different geometrical figures.

4. Co- ordinate geometry.

Pedagogy of the subject

Unit 3: Nature of mathematics

(Credit: 1)

1. Nature, scope & place & importance of mathematics at secondary & higher secondary level.

2. Objectives of teaching mathematics at secondary & higher secondary level.- General and Classroom objectives.

3. Curriculum & syllabus: - concept, methods of construction of curriculum (Concentric, linear, mixed). Comparison between curriculum and syllabus

4. Text book & Reference book, analysis of mathematics text book.
5. Correlation of mathematics-
 - a. Daily life.
 - b. with other school subjects.
 - c. Within the branches
 - d. within the units.

Unit 4: Pedagogical approaches & resources of mathematics, mathematics

(Credit: 1)

1. Methods of teaching: lecture – demonstration, Experimental, & project, inductive, deductive method, Analysis –Synthesis.
2. Model: 5 E Learning Model, Concept Attainment Model
3. Concept & importance of mathematics laboratory.
4. Learning resources in mathematics.
5. Competencies of mathematics teacher.

Mode of Transactions

1. Lecture cum discussion
2. Seminar
3. Technology based interactions
4. Field visit
5. Projects
6. Group Discussion

Practical

1. Textbook Analysis
2. Content analysis of any one unit
3. Visit to Mathematics Laboratory
4. Preparation of Teaching aids and Exhibition

**BED-205-10-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

ECONOMICS

Objectives- To enable student teacher to-

1. Understand meaning, nature, scope, importance & basic concepts of economics.
2. Understand major challenges before Indian Economy
3. Understand the concept & scope of micro and macro economics.
4. Understand basic concepts of teaching of economics.
5. Understand and implement pedagogical approaches & learning resources of economics.
6. Understand qualities of good economics teacher.

UNIT-1 –Economics as subject and basic concept

CREDIT-1

- 1.1.) Economics- meaning, definition, nature, scope, need and importance of the study of economics
- 1.2.) Basic concepts of economics.
 - a) i) Human Wants ii) Resources iii) Value in price.
 - b) Major challenges before Indian Economy
 - i) Population ii) Poverty iii) unemployment iv) Terrorism v) Corruption
 - vi) Hoarding vii) Black Magic viii) Deterioration and its economics effect.

UNIT – 2 Micro and Macro Economics

CREDIT-1

- 2.1.) Micro Economics Concept
- 2.2.) Various concepts of micro economics, utility, demand, supply, forms of market, factors of production.
- 2.3.) Macro Economics- Concept.
- 2.4.) Various concepts of macro economics, National Income, Money, Commercial Banking, Central Banking and Government Budget.

UNIT – 3- Basics of Economics Teaching

- 3.1.) Objectives of teaching economics.
- 3.2.) Place of subject economics of secondary and higher secondary school curriculum.

3.3.) Co-relation if economics with other school subjects.

3.4.) Structure of the subject economics.

3.5.) Curriculum, syllabus and text book of economics

UNIT- 4: Pedagogical approaches and learning resources of the subject of economics and teacher of economics **CREDIT-1**

4.1.) Methods of teaching of economics

i) Lecture ii) Question Answer iii) Problem Solving iv) Project v) Field Visit

4.2.) Learning resources for the subject economics

i) Concept, need and importance of learning resources.

ii) Traditional learning resources.

iii) Technology based learning resources

iv) Qualities of a good economic teacher.

Practical Work

1. Text Book analysis of any one standard.

2. Field Visit and report writing.

3. Preparation of structure of economics subject.

4. PPT or Poster Presentation if any unit of economics and report writing.

Mode of Transaction

1. Lectures

2. Discussion

3. Seminars

4. PPT/ Poster Presentation

5. Supervised study

6. Project

**BED-205-11-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Objectives: The student teachers should be able to-

1. Acquire basic knowledge of Computers.
2. Make effective use of information and communication technology.
3. Understand the concepts in Multimedia.
4. Develop capabilities to access Information using Internet.
5. Acquaint with basic techniques and knowledge required for computing applications.
6. Be aware of cyber laws and ethics.
7. Understand nature, scope & importance of ICT at secondary & higher secondary level.
8. Analyze the textbook & content of ICT at secondary & higher secondary level.
9. Implement methods & models of teaching learning of ICT.
10. Acquire the competencies of ICT teacher

School Content

Unit I: Introduction to Computer

(1 Credit)

1.1 Introduction to Computers : Definition, Structure, Types

1.2 Components of Computer - i) Hardware- Concept and classification – CPU & Peripherals- Input, output and storage ii) Software- Concept and types iii) Operating system – Concepts, type and functions iv) Application Software - Concepts, type - Word processors, Multimedia, Spreadsheets, Presentations, LOGO

1.3 Introduction to basic programming, Introduction to C programming, Generation of Programming Language

1.4 Introduction to Unicode and Binary number system

Unit II: Introduction to Networking

(1 Credit)

2.1. Definition and types of Network – LAN to WAN

2.2 Internet Facilities - a. World Wide Web b. e-mail c. Instant Messaging and Chat d. Blog

e. VoIP f. e-maps

2.3 Morals and Ethics of with reference to cyber law, copyright act and netiquette

2.4 Computer Lab : Concept, requirement and lab management

Pedagogy

Unit III: Nature of ICT

(1 Credit)

3.1. Nature, scope & place of ICT at secondary & higher secondary level.

3.2. Objectives of teaching ICT at secondary & higher secondary level.

3.3. Curriculum & syllabus of ICT at secondary & higher secondary level.

3.4. Textbook and content analysis of ICT

Unit IV: Pedagogical approaches & resources of ICT.

(1 Credit)

4.1. a) Methods of teaching: lecture – Demonstration, Experimental, & Project

b) Models & Approaches : 5-E Learning Model, Computer Assisted Instruction, Project based learning, Blended Learning,

4.2 Use of ICT for students from Deprived Community

4.3. Learning resources in ICT

4.4. Competencies of ICT teacher

Mode of Transaction:

1. Discussion cum Lecture

2. Demonstration

3. Seminar

4. Project based approach

5. Technology based interaction
6. Blended Learning
7. Self Learning

Practical (Any one of the following) :

1. Creation of short audiovisual content (not exceeding 5 minutes; using webcam or digital camera with video recording facility. Copying and viewing the same on a PC.
2. Prepare a Multimedia Presentation on ICT unit
3. Critical analysis of any online course/ web based learning programme.
4. Analysis of textbook of ICT

Reference :

- 1 .Text/Reference books of ICT subject of std VIII to XII
2. Arora Bansal - Computer fundamentals
3. Chavan Kishor - Information and communication
4. Crumlish Christian - ABC of internet
5. Dyne, Nandkishore- Information Technology
6. Mohanty Laxman- ICT strategies of for school
7. Singh and Sukhvir - Fun of computer

**BED-205-12-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

GERMAN

Objectives:

1. To help the student teacher to acquire proficiencies in listening, speaking, reading, writing and communication skills.
2. To acquaint the student teacher with essential aspects of Grammar and composition.
3. To enable the student-teacher to understand the scope of syllabi in German.
4. To encourage the student-teacher to develop proper interest and attitude towards German as a foreign language.

UNIT-1-

CREDIT: 1

A) Phonetics

1. Phonemes, Syllables and words.
2. Bowels, Diphthongs and consonants
3. Intonation-stress, intonation pattern.
4. Pronunciation and accent.

B) Grammar

1. Verb conjugations
2. W Questions and Yes/No questions
3. Separable Verbs and their usage
4. Modal auxiliaries and their usage in sentences
5. Imperative
6. Present Perfect Tense/ Past Tense
7. Conjunctions: weil, wenn, obwohi, indirect questions, interrogative pronouns as questions.
8. All types of prepositions.

9. Degrees of Comparison
10. Konjunktiv II: Use of “would be”
11. Adjective declension
12. Reflexive and reciprocal verbs

C) Vocabulary

1. Understanding Vocabulary
2. Use of vocabulary in different contexts.

UNIT : 2

CREDIT:1

Application of Language

A) Written Application

1. Informal Letter
2. Picture Description
3. Dialogue Writing
4. Composition writing with the help of points given

B) Oral Application

1. Introducing oneself
2. interviewing a partner
3. Telephone communication
4. Picture Description
5. Reacting orally as per the given situation
6. Describing one's own experience in daily routine.

UNIT:3 INTRODUCTION OF GERMAN AS A FOREIGN LANGUAGE**CREDIT: 1/2**

- 3.1) Importance of German as a foreign language
- 3.2) Place of German in school curriculum
- 3.3) Functional, cultural and literary roles of German as a foreign language
- 3.4) Objectives of learning German as a foreign language

UNIT: 4 TEACHING PEDAGOGY AND LEARNING RESOURCES OF GERMAN AS A FOREIGN LANGUAGE**CREDIT:1.5**

- 4.1) Methods of teaching learning German as a foreign language (Grammar translation method, direct method, audio lingual and audio visual method and communicative didactics)
- 4.2) Modern approaches of teaching learning German (project method, Handlungsorientiertes, Lernen, autonomies Lernen)
- 4.3) Teaching learning and evaluation of listening, reading, writing and speaking.
- 4.4) Sozialformen (pair work, group)
- 4.5) Teaching learning of Grammar and culture and civilization.
- 4.6) Teaching learning of German as a foreign language in large group.
- 4.7) Need and importance of learning resources
- 4.8) Authentic learning material
- 4.9) Language laboratory
- 4.10) Traditional Learning resources
- 4.11) Visual and audio-visual learning resources
- 4.12) Technology based learning resources
- 4.13) Qualities of a German Teacher

References

BED-205-13-Additional Pedagogy Course Understanding disciplines and school subjects

Andpedagogy of School Subject

French

Objectives: To enable student teacher to

- acquire proficiencies in listening, speaking, reading, writing and communication skills.
- acquaint with the essential aspects of French language
- understand the different methods of teaching French
- develop Interest and attitude towards French as a foreign language

UNIT – 1 School Content-1

CREDIT: 1

- a. Conjugation of verbs in present, passe compose, futurproche, future, imparfait, subjonctif, conditionnel etc.
- b. Masculine and feminine
- c. Articles definite and indefinite
- d. Interrogation
- e. Pronoms
- f. Preposition
- g. Adjectif
- h. Adverb
- i. Active and passive voice - rules
- j. Other rules of grammar- e.g. use of adjective, adverb, pronom relative, demonstrative and possessif, masculine, feminine rules etc.

UNIT: 2 School Content-2

CREDIT: 1

- a. **Vocabulary** – topic based vocabulary development. For ex. names of trees, fruits, animal, bird, body parts, transportation, food items etc.
- b. **Speech** – Simple Verbal description of things, self, family etc.
- c. **Oral** – Topic based Discussion
- d. **Phonetics**– sounds and differentiation
- e. **Comprehension** – Both oral and written
- f. **Writing** – Letter, paragraphs, articles etc.
- g. **Synonym and antonyms**

UNIT – 3 Nature, objectives, place and methods of teaching French. CREDIT: 1

- a. Nature of French Subject and Place of French in the curriculum
- b. Objectives of teaching French at Higher Secondary Level

- c. Reading for pronunciation
- d. Grammar exercises
- e. Writing projects- topic based
- f. Listening practice – comprehension oral
- g. Topic based group activity – oral presentation
- h. Group activity for vocabulary

UNIT: 4- French and Daily Life

CREDIT: 1

- a. Simple day to day life conversation e.g. in a grocery store, book shop etc.
- b. Topics based oral presentation
- c. Reading and extract writing
- d. Conversation
- e. Explanation of word meaning French
- f. Discuss synonym and antonyms - refer French to French dictionary

References:

Online References:

- ielanguages.com/french.html
- french.about.com
- bescherelle.com
- www.collinsdictionary.com/dictionary/english-french
- www.larousse.com/en/dictionaries/french-english
- www.wordreference.com/
- dictionary.reverso.net/french-english
- <http://www.goyalpublisher.com/>

Dictionary:Collins; Larousse; Bescherelle

**BED-205-15-Additional Pedagogy Course Understanding disciplines
and school subjects and pedagogy of School Subject**

PHYSICS

Objectives: To enable student teacher to

- Familiarize facts, terms, concepts, laws & principles in physics.
- Understand nature, scope & importance of physics at secondary & higher secondary level, correlation with other discipline.
- analyze the textbook & content of physics at secondary & higher secondary level.
- implement methods & models of teaching learning of physics.
- acquire the competencies of physics teacher

Unit 1:

(Credit:1)

1.1 General Physics:

- a) Measurement
- b) Scalars & Vectors

1.2 Work, Energy & Power:

1.3 Heat

1.4 Force

Unit 2: (Credit:1)

2.1 Motion

2.2 Magnetic Effect of Electric Current

2.3 Sound

Unit 3: Nature of physics

(Credit: 1)

3.1 Nature, scope & importance of physics at secondary & higher secondary level, Correlation with other discipline.

3.2 Objectives of physics at secondary & higher secondary level.

3.3 Curriculum & syllabus of physics at secondary & higher secondary level.

3.4 Text book and content analysis of physics.

Unit 4: Pedagogical approaches & resources of physics, physics teacher

(Credit:1)

4.1 a) Methods of teaching: lecture – Demonstration, Laboratory & Project

b) Model: 5 E Learning Model

4.2 Planning, organizing and maintaining physics laboratory.

4.3 Learning resources in physics.

4.4 Competencies of physics teacher.

MODE OF TRANSACTION:

- Lecture cum Discussion
- Seminar
- Presentation (Poster/PPT)

- Physics Laboratory Visit
- Scientific Inquiry

Practical(Any One)

7. Analysis of Physics Text Book (XI/XIIth Std.)
8. Investigatory Project/ Model
9. Physics Laboratory visit

REFERENCES

For Unit 1&2

The text books and the reference books which are prescribed by the Maharashtra State Board of Secondary and Higher Secondary Education are recommended for study.

For Unit 3& 4

- Borse, Chandrakant. (2007). Science education: Pedagogical analysis. Nashik: Insight Publication.
- Das, R.C. (2009). Science teaching in schools. New Delhi: sterling Publishers Pvt. Ltd.
- Kalra, Rajinder. M. (2007). Teaching of Science: for Primary and secondary pre and in – service teachers. Delhi:Shipra Publication.
- Malhotra, Vinayak. (2007). Methods of teaching science.Delhi: Crescent Publishing Corporation.
- Mangal, S.K. (2004). Teaching of general science. Ludhiana:Tandon Publications.
- Prasad, J. (1999). *Practical aspects in teaching of science*. New Delhi: Kanishka Publication
- RaoV. K. (2007). Science Education. New Delhi. APH Publishing Corporation.
- Sharma, B.M. (2007). Teaching of Science. Chandigarh: Abhishek Publication.
- Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpatrai publishing comp.
- Siddiui, N.N. &Siddiqyi, M.N. (2009). Teaching of science: Today & tomorrow. Delhi:Doaba House.
- Sood, J.K. Teaching of Science, Agra,vinodpustakMandir.
- Vaidya, N. (2003). Science teaching for the 21st century. New Delhi: Deep and Deep.
- NCERT.(2006). Position paper on ‘Teaching of Science’. New Delhi: NCERT.

BED-205-16-Additional Pedagogy Course Understanding disciplines and school subjects And pedagogy of School Subject

CHEMISTRY

Objectives: To enable student teacher to

- familiarize facts, terms, concepts, laws & principles in chemistry.
- understand the nature, scope & importance of chemistry at secondary & higher secondary level.
- analyze the textbook & content of chemistry at secondary & higher secondary level.
- implement methods & models of teaching learning of chemistry.
- acquire the competencies of chemistry teacher

Unit 1: Organic and Inorganic Chemistry (Credit: 1)

- 1.1 Hydrocarbons – Types, IUPAC Nomenclature
- 1.2 Alkanes, Alkenes, alkynes & Aromatic compounds
- 1.3 Alcohols, phenols and ethers
- 1.4 Periodic Table, s,p,d and f block elements

Unit 2: Physical and Inorganic Chemistry (Credit: 1)

- 2.1 States of matter
- 2.2 Solid state, Solutions and colligative properties
- 2.3 Chemical Thermodynamics
- 2.4 Chemistry in everyday Life

Unit 3: Nature of chemistry

(Credit: 1)

- 3.1 Nature, Scope & Importance of Chemistry at secondary & higher secondary level.
Correlation of Chemistry with other discipline.
- 3.2 Objectives of Chemistry at secondary & higher secondary level.
- 3.3 Curriculum & Syllabus of Chemistry at secondary & higher secondary level.
- 3.4 Text book and Content Analysis of chemistry

Unit 4: Pedagogical approaches & resources of chemistry, chemistry teacher

(Credit: 1)

- 4.1 a) Methods of teaching: lecture – Demonstration, Laboratory & Project
b) Model: 5 E Learning Model
- 4.2 Planning, organizing and maintaining chemistry laboratory.
- 4.3 Learning resources in Chemistry.
- 4.4 Competencies of Chemistry teacher.

MODE OF TRANSACTION:

- Lecture cum Discussion
- Seminar
- Presentation (Poster/PPT)

- Chemistry Laboratory Visit
- Scientific Inquiry

Practical(Any One)

1. Analysis of Chemistry Text Book (XI/XIIth Std.)
2. Investigatory Project/Model
3. Chemistry Laboratory visit

REFERENCES

For Unit 1&2

The text books and the reference books which are prescribed by the Maharashtra State Board of Secondary and Higher Secondary Education are recommended for study.

For Unit 3&4

- Borse, Chandrakant. (2007). Science education: Pedagogical analysis. Nashik: Insight Publication.
- Das, R.C. (2009). Science teaching in Schools. New Delhi: Sterling Publishers Pvt. Ltd.
- Kalra, Rajinder. M.(2007). Teaching of Science: for Primary and secondary pre and In – service teachers. Delhi: Shipra Publication.
- Malhotra, Vinayak. (2007). Methods of teaching science. Delhi: Crescent Publishing Corporation.
- Mangal, S.K. (2004). Teaching of general science. Ludhiana: Tandon Publications.
- Prasad, J. (1999). *Practical aspects in teaching of science*. New Delhi: Kanishka Publication
- RaoV. K. (2007). Science Education. New Delhi. APH Publishing Corporation.
- Sharma, B.M. (2007). Teaching of Science. Chandigarh: Abhishek Publication.
- Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpatrai Publishing Company
- Siddiqui, N.N. & Siddiqui, M.N. (2009). Teaching of science: Today & tomorrow. Delhi: Doaba House.
- Sood, J.K. Teaching of Science, Agra, Vinod Pustak Mandir.
- Vaidya, N. (2003). Science teaching for the 21st century. New Delhi: Deep and Deep.
- NCERT(2006). Position paper on ‘Teaching of Science’. New Delhi: NCERT.

**BED-205-17-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

BIOLOGY

Objectives: To enable student teacher to.....

- familiarize facts, terms, concepts , laws & principles in biology.
- understand nature, scope & importance of biology at secondary & higher secondary level. co-relation with other disciplines.
- analyze the textbook & content of biology at secondary & higher secondary level.
- implement methods & models of teaching learning of biology.
- acquire the competencies of biology teacher

UNIT 1: Cells & Plant -Animal Kingdom **(Credit 1)**

- 1.1 Cell Structure – Plants, Animals
- 1.2 Micro organisms
- 1.3 Classification of Plants and Animals
- 1.4 Life Processes in Plants, Animals and Humans

Unit 2: Food, Health & Ecosystem **(Credit 1)**

- 2.1 Food Pyramid
- 2.2 Enhancement in food production
- 2.3 Human health and diseases
- 2.4 Biodiversity and Ecosystem
- 2.5 Biotechnology – Process and Application

Unit 3: Nature of biology **(Credit:1)**

- 3.1 Nature, scope, importance of biology at secondary & higher secondary level. Co-relation with other disciplines
- 3.2 Objectives of biology at secondary & higher secondary level.
- 3.3 Curriculum & syllabus of biology at secondary & higher secondary level.
- 3.4 Text book analysis and content analysis of biology

Unit 4: Pedagogical approaches & resources of biology, biology teacher

(Credit: 1)

4.1 a) Methods of teaching: lecture – demonstration, Laboratory& project

b) Model: Biological Science Inquiry Model

4.2 Planning, organizing and maintaining biology laboratory.

4.3 Learning resources in biology.

4.4 Competencies of biology teacher.

MODE OF TRANSACTION:

- Lecture cum Discussion
- Seminar
- Presentation (Poster/PPT)
- Biology Laboratory Visit
- Scientific Inquiry

Practical (Any One)

1. Analysis of Biology Text Book (XI/XIIth Std.)
2. Investigatory Project/ Model
3. Biology Laboratory visit

REFERENCES

For Unit 1&2

The text books and the reference books which are prescribed by the Maharashtra State Board

of Secondary and Higher Secondary Education are recommended for study

For Unit 3&4

- Borse, Chandrakant. (2007). Science education: Pedagogical analysis. Nashik : Insight Publication.
- Das, R.C. (2009). Science teaching in schools. New Delhi : sterling Publishers Pvt. Ltd.
- Kalra, Rajinder. M.(2007). Teaching of Science : for Primary and secondary pre and In – service teachers. Delhi : Shipra Publication.

- Malhotra, Vinayak. (2007). Methods of teaching science. Delhi : Crescent Publishing Corporation.
- Mangal, S.K. (2004). Teaching of general science. Ludhiana : Tandon Publications.
- Prasad, J. (1999). *Practical aspects in teaching of science*. New Delhi: Kanishka Publication
- Rao V. K. (2007). Science Education. New Delhi. APH Publishing corporation.
- Sharma, B.M. (2007). Teaching of Science. Chandigarh: Abhishek Publication.
- Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpatrai publishing comp.
- Siddiqui, N.N. & Siddiqui, M.N. (2009). Teaching of science : Today & tomorrow. Delhi : Doaba House.
- Sood, J.K. (). Teaching of Science, Agra , vinod pustak Mandir.
- Vaidya, N. (2003). Science teaching for the 21st century. New Delhi: Deep and Deep.
- NCERT.(2006). Position paper on 'Teaching of Science'. New Delhi: NCERT.

**BED-205-18-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

Home Science

Objectives:

1. To understand the content of Home Science at Higher Secondary Level
2. To acquaint students about textiles.
3. To explain the nutrients in food.
4. To understand the objectives and methods of teaching home science at Higher Secondary Level.

UNIT-1-

CREDIT: 1

A) Textiles

- 1.1) a) Introduction to Textiles.
b) Fabric Construction.
- 1.2) a) Consumer Awareness
b) Methods of Laundering
c) Stain Removal

B) Food Science

1.3) Nutrients in Food

- a) Carbohydrates
 - b) Proteins
 - c) Fats
 - d) Vitamins
 - e) Minerals
- 1.4. a) Spices and condiments
b) Food Adulteration

UNIT-2-

CREDIT: 1

A) Child Development

2.1) Growth and Development

B) Home Management

2.2 a) Family Income and Time Management

b) Work Simplification

c) Consumer Awareness

UNIT-3

CREDIT: 1

3.1) Nature, scope & importance at Home science at degree level. Correlation at Home Science with other disciplines.

3.2) Objectives at Home Science at degree level.

3.3) Curriculum & syllabus at Home Science at degree level.

3.4) Text Book and content analysis at Home Science.

UNIT-4

CREDIT: 1

4.1) Methods of Teaching: Lecture, demonstration, laboratory and project.

4.2) Planning, organizing and maintaining Home Science laboratory (Textile and Food)

4.3 Learning resources in Home Science.

Mode of Transaction

1. Lecture cum Discussion

2. Seminar

3. Presentation (Poster/PPT)

4. Home Science Laboratory Visit.

5. Science Inquiry.

References

For Unit 1 to Unit 4

The Text Books and the reference books which are prescribed by the Maharashtra State Board at Secondary and Higher Secondary Education are recommended for study.

**BED-205-19-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

COMMERCE

Objectives- To enable student teacher to-

1. Understand internal trade
2. Understand forms of business organizations
3. Understanding marketing process.
4. Understand nature, significance, principles and functions of management.
5. Understand nature, scope and importance of commerce at higher secondary level.
6. Understand & implement methods & techniques of teaching-learning of commerce.
7. Understand the competencies of commerce teacher.
8. Understand various resources in teaching learning of commerce

UNIT- 1

CREDIT: 1

A) Internal Trade

- i) Wholesale Trade
- ii) Retail Trade
- iii) Itinerant retailers and fixed shops, Departmental stores, super market, chain store.

B) forms of Business organization

- i) Sole Proprietorship
- ii) Joint Hindu Family
- iii) Co-operative societies
- iv) Company

UNIT – 2

CREDIT: 1

A) Marketing

- i) Meaning, Functions, Role

- ii) Marketing Mix
- iii) Physical distribution
- iv) Price
- v) Promotion

B) Nature and significance of Management

- i) Management- concept, objectives, importance
- ii) Nature of management
- iii) Levels of management
- iv) Principles of Management
- v) Functions of Management

UNIT – 3- Introduction and background of Commerce subject

CREDIT: 1

- i) Commerce concept, meaning, nature and scope.
- ii) Commerce subject structure.
- iii) Importance of commerce in daily life
- iv) Objectives of commerce education
- v) Correlation of commerce with other subject.

UNIT- 4 – Pedagogical Approaches and Learning Resources

CREDIT: 1

- i) Lecture method
- ii) Inductive, deductive method
- iii) Project method
- iv) Problem solving method
- v) Question Answer technique
- vi) Field Visit
- vii) Qualities of good commerce teacher
- viii) Concept, need, importance and types of learning resources

Mode of Transaction

1. Lectures
2. Discussions
3. Seminars
4. PPT/ Poster Presentation
5. Project
6. Field Visit

Practical Work

1. Text Book analysis of any one standard
2. Content analysis of any unit of commerce.
3. An interview of whole seller/ retail seller
4. Visit to a mall and report writing

References

1. Organization of commerce and management- XI std Text Book
2. Organization of Commerce and management – XII std Text Book
3. आशययुक्तअध्यापनपद्धति- डॉ. अनंतजोशी
4. वाणिज्यअध्यापनपद्धति- प्रा. गाजरे, नानकर.
5. Teaching of Commerce- Lulla
6. Teaching of Commerce- Seem Rao
7. Teaching of Commerce- Dr. R.P. Singh.

**BED-205-20-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

Psychology

Objectives: To enable the student teacher to-

- familiarize with the definition and branches of psychology.
- understand the nature, scope and importance of the subject.
- state the objectives of the subject.
- explain and use different approaches methods and techniques of teaching-learning of the subject.
- explain and understand the structure of subject.
- explain the concept and types of curriculum and syllabus.
- explain importance and use of core elements values and life skills.
- analyze the text book and content.
- analyze the various resources in the teaching- learning of the subject.
- understand the qualities of a good teacher
- to analyze and evaluate the new trends of current issues in subject.

Unit 1: Introduction To Psychology

Credit 1

(A)

1.1 Definitions of Psychology - Wundt, Watson, Morgan and King, Feldman.

1.2 Branches of Psychology:

- **Cognitive Psychology**
- **Biological Psychology**
- **Developmental Psychology**
- **Social Psychology**
- **Environmental Psychology**
- **Health Psychology**
- **Clinical and Counselling Psychology**
- **Organizational Psychology**

- **Educational Psychology**

1.3 Recent Perspectives of Psychology - Behaviouristic Perspective, Psychoanalytic Perspective, Biological Perspective, Humanistic Perspective.

Unit 1: Introduction To Psychology

(B)

1.4 Important Methods of Data Collection:

- **Observational method**
- **Experimental method**
- **Correlational method**
- **Survey method**
- **Psychological Testing**
- **Case Study and**
- **Project method**

Unit 2: Cognitive Psychology:

Credit 1

(A)

2.1 Attention and Perception – meaning, differences between attention and perception, principles of perception, illusion.

2.2 Memory and Forgetting – meaning, types of memory, factors affecting memory and forgetting.

Unit 2: Cognitive Psychology:(B)

2.3 Motivation – Nature, types, Maslow’s hierarchy of needs

2.4 Attitude – Definition and Attitude formation

2.5 Stress Management – Nature of stress and stress management techniques

2.6 Psychological Disorders and Therapies – Concept and classification of psychological disorders, types of therapies.

Pedagogy Of School Subject: Psychology
Unit 3:- Nature Of The Subject Psychology

Credit 1

(A)

3.1 Nature and scope of the Subject Psychology

3.2 Place of the Subject Psychology in the Higher secondary school curriculum

3.3 Objectives of teaching the subject psychology at the Higher secondary school level

3.4 Relation of the Subject Psychology with Natural Sciences (biological and development, Medical Science) and with Social Sciences (Philosophy, Economics, Political Science, Sociology, Mass communication, Law and Criminology) and other disciplines (Architecture, Engineering, Computer Science, Arts and Fine Arts).

3.5 Relation of the Subject Psychology with Education

3.6 Lecture cum discussion method

3.7 Seminar method

3.8 Experimental method

3.9 Observation method

3.10 Case study method

Unit 4:- Analysis Of The Subject Psychology
(A)

Credit 1

4.1 Structure of the Subject Psychology

4.2 Curriculum and syllabus (Concept and types).

4.3 Core elements, values and life skills.

4.4 Analysis of the Text book/ Reference Book.

4.5 Content analysis.

B):- Learning Resources For The Subject Psychology

4.6 Concept, need and importance of learning resources

4.7 Psychology laboratory

a) Importance of the laboratory in learning of the Subject Psychology

b) Planning, organizing and maintaining a laboratory of Psychology

4.8 Psychology tests and inventories – Importance and Types

4.9 Technology based learning resources.

4.10 Teacher of the Subject Psychology – Qualities and role

Mode Of Transaction

- ◆ Lecture
- ◆ Discussion
- ◆ Seminar
- ◆ Experimental Method/Experiments
- ◆ Poster presentation

Practical Work:- (Any Two Of The Following)

Experiment (any 2)

- ◆ Case study (any 1))
- ◆ Interview of counselor/ psychologist/ experienced teacher of psychology (any 1)
- ◆ Administration of a test (any 1))
- ◆ Visit to a psychology lab and writing a report
- ◆ Textbook analysis

Reference:

- Books:
- Breakwell G., Hammond S, Fife-Schaw, C. (1995). *Research Methods in Psychology*. London: SAGE Publication.
- Bhatia, H. R. (2000). *A textbook of Educational Psychology*. India: Macmillan India Limited.
- Dandapani, S. (2002). *A Textbook of Advanced Educational Psychology*. India: Amol Publications Private Ltd.
- Dandekar, W. N., & Makhija, S. (2002). *Psychological Foundations of Education* (3rd ed.). India: Macmillan India Limited.
- Fontana, D.(1995). *Psychology for Teachers, Third Edition*. London: The British Psychological Society, Mac Millan in Association with BPS Books.
- Mohan, J. (1993). *Educational Psychology*. New Delhi: Wiley Eastern Limited.
- Report of UGC review committee (2003). *Psychology in the Indian University*
- *Maharashtra State Board of Secondary and Higher Secondary Education:*

Syllabi for std. XI and XII.

- **Mangal, S.K. & Mangal, U. (2010). *Learner, Learning and Cognition*. India, Ludhiana: Tandon Publications.**
- Mangal, S.K. (2005). *Advanced Educational Psychology*. (2nd ed.). New Delhi, India: Prentice Hall of India Private Limited.
- **Nayak, A.K. & Rao, V.K. (2008). *Educational Psychology*. India: APH Publishing Corporation. New Delhi.**

- Websites:
- **<http://www.examsadda.in/2015/01/free-download-ncert-text-books-class-12-science.html>**
- **http://ncertbooks.prashanthellina.com/class_11.Psychology.IntroductiontoPsychology/index.html**
- **http://ncertbooks.prashanthellina.com/class_12.Psychology.Psychology/index.html**
- **http://ncertbooks.prashanthellina.com/class_12.Psychology.Manovigyan/index.html**

- References:
- **Manasshastra (General Psychology Marathi): Varte Nache Sashtra (THE SCIENCE OF BEHAVIOUR) -by Dr. Shobhana Abhyankar, Dr. Amruta Oke and Dr. Sheela Golwilkar**

**BED-205-21-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

Philosophy

Objective

1. To understand the nature of philosophy
2. To explain the various theories of Philosophy
3. To comprehend the nature of knowledge.
4. To know the western and Indian sources of knowledge.
5. To understand the basic concept of philosophy.
6. To know the objectives of philosophy teaching at Higher Secondary Level.
7. To understand various teaching learning sources of Philosophy.
8. To enlighten qualities of Philosophy.

UNIT-1- Nature of Philosophy

CREDIT:1

- 1.1) Meaning, Definition and nature of Philosophy.
- 1.2) Branches of philosophy- Metaphysics, Epistemology, Ethics, Logic, Aesthetics.
- 1.3) Moral philosophy- Nature, scope, conduct and characteristic.
- 1.4) Moral Concepts- Right, Good, Duty, Virtue, Concept of Self, The concept of God.
- 1.5) Environmental Ethics, Applied Ethics.

UNIT-2- Nature of Knowledge & Theories

CREDIT:1

- 2.1) Concept of knowledge-origin of knowledge, types of knowledge, sources of knowledge.
- 2.2) Western-Rationalism, Empiricism, Perception, Intuition, Inference, Testimony
Indian- Nyaya Darshan, Pratyakshya Anumana
- 2.3) Theories of Punishment- Concept of Punishment, Natural and Moral Pre-suppositions and purposes of punishment- Deterrent, Retributive, Reformative.

2.4) Theories of Truth

- Sentence and proposition
- The Correspondence Theory of truth.
- The Coherence Theory of Truth.
- The Pragmatic Theory of Truth.

UNIT: 3

CREDIT: 1

- 3.1.Nature and scope of Philosophy.
- 3.2. Place of Philosophy in Higher Secondary School Curriculum
- 3.3.Objectives of teaching Philosophy in Higher Secondary School Curriculum.
- 3.4. Relation of Philosophy with other subjects.
- 3.5. Relation of Philosophy with Education.
- 3.6. Methods of teaching Philosophy
- Lecture
- Seminar
- Discussion
- Library Method

UNIT: 4

CREDIT: 1

- 4.1. Structure of Philosophy.
- 4.2. Curriculum and syllabus of philosophy.
- 4.3 Core element and values in Philosophy.
- 4.4. Content Analysis

Practical Work (Any One)

1. Study of a philosophical branch.
2. Analysis of any one text book of philosophy at Higher Secondary Level.

3. Comparison of Philosophy with special reference to
-metaphysics, knowledge, values and other features.

**BED-205-22-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

SOCIOLOGY

Objective:

1. To introduce the student teacher about meaning, nature, scope of sociology.
2. To make students aware of basic concepts of sociology and social system in India.
3. To understand concept of social stratification, social change, socialization.
4. To introduce different stages of formation of Indian Society.
5. To make student teacher aware of social problems in India.
6. To understand various learning resources of sociology.
7. To know the different teaching methodologies of sociology.
8. To understand the role and responsibilities of good sociology teacher.

UNIT: 1- Nature of Sociology

CREDIT:1

- 1.1) Introduction to sociology- Meaning, definition and nature, structure of sociology.
- 1.2) Scope and uses of sociology.
- 1.3) Place of sociology at Higher Secondary Level
- 1.4) Objectives of Teaching sociology at Higher Secondary Level

UNIT: 2-A) - Basic concepts, social system, social process and social change

CREDIT:1

- 2.1) Concept, society, social group, community , association, social stratification.
- 2.2) Social system, marriage, family and religion.
- 2.3) Social process- socialization, social interaction.
- 2.4) Social change-meaning, factors.

UNIT: 2 B- Introduction to Indian Society and major social problems

CREDIT:1

- 3.1) Formation of Indian Society-Ancient, medieval, British, Post Independence.
- 3.2) Segments of Indian society-Tribal community, Rural community, Urban Community.
- 3.3 Changing nature of Social problems in India.
- 3.4) Major Social problems in India- Population, Women problems, child labour, urbanization, farmers suicide.

UNIT-3- Place, objectives and relation of sociology with other subjects

CREDIT: 1

- 3.1) Place of Sociology in Higher Secondary Curriculum
- 3.2) Objectives of teaching sociology at higher secondary level.
- 3.3) Relation of Sociology with other Social Science Subjects.
- 3.4) Relation between sociology and education.

UNIT: 4- Teaching Methodology of Sociology learning resources and sociology teacher

CREDIT:1

- 4.1) Structure of Sociology
- 4.2. Curriculum and syllabus of sociology.
- 4.3. Core elements, values and life skills in sociology.
- 4.4) Content Analysis in sociology
- 4.5) Teaching Methodology
 - a) Lecture
 - b) Project
 - c) Field Visit
 - d) Survey

4.6) Various Learning Resource

- a) Traditional
- b) Technology Based

4.7) Sources of Data Collection

- a) Observation
- b) Interview
- c) Questionnaire

4.8) Quality of good sociology teacher.

Mode of Transaction

1. Lecture
2. Discussion
3. Power Point Presentation
4. Seminar

Practical

1. To conduct a survey regarding changing nature of any one social institution and prepare a report.
2. to organize an activity to solve any one social problem and prepare a report.
3. To prepare structure of sociology subject.

References

1. Ahuja Ram 1993, Indian Social System, Jaipur, Rawat Publications.
2. Debibnath 2005-contemporary social problems in India, New Delhi, Anmol Prakashan.
3. N.C.E.R.T. Text Books on Sociology
4. Handbook of Indian sociology edited by Veena Das.
5. Social stratification and change in India by Y.Singh.

**BED-205-23-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

POLITICAL SCIENCE

Objectives

1. To introduce to student teacher various concepts from political Science.
2. To explain the political theory and contemporary world politics.
3. To comprehend the constitution of India
4. To understand various social political movements in India.
5. To know the objectives of political science at secondary level.
6. To understand various teaching learning sources of political science.
7. To know the pedagogy of political science.
8. To enlighten qualities of political science teacher.

UNIT-1- Political Theory and Contemporary World Politics

CREDIT : 1

- 1.1) State, Nation, Liberty, Human Rights
- 1.2) Contemporary world politics- Changing World, end of Bipolarization, Emergence of uni-polar system, Multi-polar system.
- 1.3) International Organization- Need, International Organization, Regional Organization.
- 1.4) World Security- Meaning, Importance, factors, endangering world security, Terrorism, violation of Human Rights, Poverty in the World.Arms Race.

UNIT-2- Indian Constitution & Politics in India

CREDIT: 1

- 2.1) Indian Constitution- Characteristics, Fundamental Rights, Directive Principles and Fundamental duties.
- 2.2) Legislature- Parliament- Lok Sabha, Rajyasabha.
State- Vidhansabha, Vidhan Parishad
- 2.3) Executive- Union and State
Judiciary- Supreme court, High Court, sub-ordinate court, Lok Nyayalaya.
- 2.4) Politics in India

-Patterns of Party competition, political and social movements

- New trends in Indian Politics

UNIT: 3 Nature, scope, objectives and relation with other subjects. CREDIT: 1

3.1. Nature and scope of Political Science.

3.2. Place of Political Science in Higher Secondary School Curriculum

3.3.Objectives of teaching Political Science in Higher Secondary School Curriculum.

3.4. Relation of Political Science with other subjects.

3.5. Relation of Political Science with Education.

3.6 Qualities of a political science teacher.

UNIT: 4Pedagogy of Political Science

CREDIT:1

4.1. Structure of Political Science.

4.2 Core element and values in Political Science.

4.3. Content Analysis

4.4. Methods of teaching Political Science.

-Lecture

-Seminar

-Discussion

-Library Method

Practical Work (Any One)

1. Study of a Political Science branch.

2. Analysis of any one text book of Political Science at Higher Secondary Level.

3. Comparison of Democracy and Autocracy with special reference to Education

Mode of Transaction:

Lecture, Seminar, Field visit, Project

**BED-205-24-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

LOGIC

Objectives

1. To understand the nature of Logic.
2. To explain the various basic of Logic.
3. To understand the Traditional Logic and Predicate Logic.
4. To know the objectives of Logic teaching at Higher Secondary Level.
5. To understand various teaching learning sources of logic.
6. To know the pedagogy of logic.
7. To enlighten qualities of logic.

UNIT:1

CREDIT:1

A) Nature of Logic

1.1) Kinds of Inference- Deductive, Inductive, Difference between two types of inferences, Truth and Validity.

1.2) Nature of Propositions

-Modern view, Distinction between proposition and sentence, simple, compound, Truth-Functional and non-truth functional compound propositions.

1.3) Decision Procedure

-Nature, truth-table for stamen forms

-Tautology-contradiction, contingent.

-Testing validity of arguments using truth table methods

-Principle of reduction ad absurdum, shorter truth table method.

1.4 The method of Deduction

-Deductive proof, Direct proof, conditional proof, indirect proof of tautology and arguments.

UNIT: 2 Traditional Logic and Predicate Logic

CREDIT:1

2.1) Traditional- categorical, A.E.I. O.-preposition square of opposition of prepositions.

Representation of A,E,I, O. using Venn diagrams

2.2) Predicate Logic- Need, Types of preposition- singular, general. Symbolization of preposition.

2.3) Definition- Nature, purposes.Kinds-ostensive, Extensive, Bi-verbal, stipulative, Lexical.

2.4) Grounds of Induction- Material, formal.

UNIT:-3 A) Logic as a subject

CREDIT:1

3.1) Place of logic in curriculum

3.2) Objectives of Logic

3.3) Importance of Logic

UNIT: 3-B) Teaching-Learning Methods of Logic

3.1) Lecture Method

3.2) Method of Analysis

3.3) Deductive Method

3.4) Inductive method

3.5) Self learning

UNIT: 4 A) Subject Analysis

CREDIT:1

4.1) Structure of Logic

4.2) Curriculum of Syllabus, Concept, Method of construction of curriculum

-Concentric

-Chronological

- Periodic

UNIT: 4 B) Learning Resources and Subject Teacher

4.1) Concept, need and importance of learning resources

4.2) Types of Learning Resources

a) Traditional

b) Technology

References:

1. Introduction to Logic- Irving M. Copi and Carl Cohen.
2. First course in Logic- K.T. Basantani
3. Second Course in Logic- K.T. Basantani
4. Logic Text- Book (XI and XI Standard)

BED-205-25-Additional Pedagogy Course Understanding disciplines and school subject and pedagogy of School Subject

Physical Education

UNIT-1: Education and Physical Education

CREDIT: 1

- 1.1 Meaning and Concept of General Education
- 1.2 Meaning and definition of, aim, objective and scope of Physical Education.
- 1.3 Physical Education and its relationship with General Education.
- 1.4 Values and Ethics in Physical Education and Sports.

UNIT-2: Historical Foundations of Physical Education & Sports CREDIT: 1

- 2.1 History of Physical Education in India from ancient to modern period-pre Vedic period, epic period, Hindu period, Muslim period, British period.
- 2.2 Trends in physical education in Greece, China, U.S.A., Germany and U.K.
- 2.3 Historical perspectives of the Olympics. Olympic movement- Ancient and Modern Olympic.
- 2.3 Indian Legends: Khashaba Jadhav, Major Dhyanchand, Sachin Tendulakr, P.T. Usha, Milkha singh, (What makes them different)
- 2.4 Issues, challenges and opportunities in Physical Education and sports
- 2.5 Careers in Physical Education and Sports.
- 2.6 Gender in Physical Education
- 2.7 Role Conflict in Physical Education and Sports.

UNIT-3: Analysis of Subject Physical Education

- 3.1. Structure of Physical Education
- 3.2. Curriculum and Syllabus of Physical Education

3.3 Core elements, values and life skills in Physical Education.

3.4 Content Analysis.

UNIT-4 Learning & Teaching of Physical Education

4.1 Concept, need and importance of learning resources in physical education.

4.2 Types of learning resources in Physical Education.

4.3 Methods of teaching Physical Education

a) Lecture

b) Demonstration

c) Seminar

d) Experimental method

e) Project method

4.4 Place & importance of play ground activities in Physical Education.

4.5 Qualities of Physical Education teacher.

References

1. Bucher, C.A., (2010). Foundation of Physical Education (16th ed) New Delhi, :
Tata McGraw-Hill.

2. Barrow, H.M. (1983). Man and Movement: Principles and Physical Education.
Phi. Lea and Febiger

3. Bucher and Wuest. (1987). Foundations of Phy.Edu. & Sports. Missouri: C.V.
Mosby co.

4. Ziegler, E.F. (2007). An introduction to Sports and Phy.Edu. Philosophy. Delhi:
Sp. Education Tehno.

5. William, J.E. (1964). Principles of Physical Education, .Com. Philadelphia: W.B.
Sounders.

6. Kretchmar, R.S. (1994). Practical Philosophy of Sport. IL: Human Kinetics.
7. Shekhar, K.C. (2004). Principles and History of P.E. Delhi: Khel Sahitya Kendra.
8. Young, D.C. (2004) A brief History of Olympic Games. UK: Blackwell Publishing
9. Frank, A.M. (2003). Sports & Education. CA: ABC-CLIO.
10. Susan Capel, Susan Piotrowski. (2000) Issues in Physical Education. London: Routledge.

**BED-205-26-Additional Pedagogy Course Understanding disciplines and
school subject and pedagogy of School Subject**

Yoga Education

Objectives:

1. To provide information about yoga education
- 2.. To make them aware about healthy habits and hygiene (food, personal and group).
3. To help children know correct postural habits of basic movements so as to avoid postural defects and physical deformities.
4. To understand the historical and philosophical basis of Yoga.
5. To understand the therapeutic aspects of Yoga.

UNIT:1 Foundations of Yoga

CREDIT: 1

A. Introduction to yoga,

- Introduction to Yoga. Meaning, Definition and Characteristics
- History of YogaThe relevance of Yoga today
- Need and Importance of Yoga
- Benefits of yoga, Misconceptions of yoga,Difference between yogicpractices

B. Yoga Philosophy

- **Four Steps of Life** :Brahmacharya(Renunciation),Garahastha (Family Life)
Vanaprasthya (Non-attachment), Sanyas (Asceticism)

C. The Astanga Yoga: Yama - Don'ts, Niyama - Do's, Asana, Pranayama - Breath Control - Life Force Control, Pratyahara - Internalization, Dharana - Meditation, Dhyana – Realization and Samadhi - Absorption

D. Yoga in the Bhagavadgita/Schools of yoga - / Eight kinds of Yoga:

- 1.Karma Yoga - Work or Action, 2.Hatha Yoga – Physical 3.Raja Yoga- Mental,
- 4.Vedanta Yoga – Philosophical 5.Bhakti Yoga – Devotional, 6.Mantra Yoga -
Mantra Chanting 7.Laya Yoga – Esoteric, 8.Jnana Yoga – Wisdom

UNIT:2- Introduction to Asanas , Pranayama ,Meditation, Mudra, Shatkarma /kriya,bhandha **CREDIT: 1**

A. Introduction to Asana , Pranayama ,Meditation,

Introduction to Asanas :Yoga and the Spine, Understanding the following asanas , Standing poses,Sitting Poses, Kneeling Poses, Supine Poses, Prone Poses and Arm Support PosesSurya Namaskar& Chandra Namaskar (Sun sequence)

Pranayama: Breathing techniques:Aspects of Pranayama, The Pranickoshas(anamaya, manomaya, Pranamaya, Vijnanamaya, anandmayaKoshas),Breath health and Pranayama, general Considerations (Contraindications,time, diet, Place, Breathing sequence, Side effects) NadiShodhana -AnulomaViloma (alternate nostril breathing), Ujjayi, Sheetali, Sheetkari

,Bhramari,Bhastrika, Kapalabhati (lung cleansing exercise), Moorchha, SuryaBheda,

Major Nadis: Ida,Pingala and sushumna

Meditation: Pratyahar, dharna, dhyana, Samadhi & Relaxation techniques

B. Introduction to Mudra, Shatkarma /kriya,bhandha

Five Groups of Yoga Mudra : Hasta :(hand) Jnana&Chin,Yoni,Bhairava,Haridya,

Mana: (head)

hambhavi,Naskagradrushti,khechari,kaki,Bhujangini,Akashi,Shanukhi,Unmani,

Kaya: (postural) Vipareetakarni,Pashinee,prana,yoga,Manduki,Tadagi,

Adhara :(perineal) Ashwini,Vajroli/sahajoli

Shatkarma /Kriya:Neti, dhauti, Nauli,basti,Kapalbhati,Trataka

Bandha: Jalandhara (throat lock), Moola (perineum contraction),Uddiyana (abdominal contraction)

UNIT: 3- Yoga Therapy : **CREDIT: 1**

3.1 Need and Principles of Therapeutic yoga: Preventive yoga Practice principles,Alignment, Contraction versus Stretching of Muscles, Yoga Therapy of asanafor chronic and acute diseases and disorders

3.2 Yogic concept of Lifestyle diseases: The Five Kosha / Dimensions :Annamaya, anomaya, Pranamaya, Vigyanmaya, Anandmayakosha

3.3 Mind Management :Power of mind, Self discipline, Hatha Yoga and physical harmony, Raja Yoga and mental harmony

3.4 Mantra :Mantrasadhana, Vibrations and personality, Tuning the total personality with mantras

UNIT: 4

CREDIT: 1

4.1 Place of yoga in Secondary Education

4.2 Content Analysis of yoga

4.3 Relation of Yoga with education and other subjects.

4.4 Teaching methods for Yoga

- a) Lecture
- b) Group Discussion
- c) Experiment
- d) Discussion

References

- Clark, N. (2003). Sports nutrition Guidebook. Human Kinetics: USA
- Skolnik, H &Chernus, A. (2010). Nutrient Timing for Peak Performance. Human Kinetics:USA
- Stanfield, P. (1992) Nutrition & diet therapy. Jones & Bartlett: USA
- Williams J. (1990) *Personal hygiene*.
- Nemir Alma. (1990) *School Health Program*.
- Anspaugh, D. J. & Ezell (2000). *Teaching Today's Health*. Allyn& Bacon: USA
- Bell R. (1998) *Simple Yoga Techniques*, Time Life Custom Publishing, U.S.A
- Brown, F. Y. (2000). *How to use yoga* . Delhi: Sports Publication.
- Chanchani S., Chanchani R., (1995) *Yoga for Children*, USB Art Studio Publication, DelhiIndia
- Dr.Karmananda S. (1983)*Yogic Management of Common Diseases*, Yoga PublicationTrust New Bihar, India
- Freedman F. B., Hall D., Kelly E. Monks J., Smith J. (2005) *Yoga & Pilates for Everyone*, Anness Publication, London

- Kappmeier L. K., Ambrosini D. M., (1964) *Instrumenting Hatha Yoga*, Publication Library of Congress Cataloging, U.S.A
- Kaminoff L.(2007) *Yoga Anatomy* .Human Kinetics, United States.
- Niranjanda S. S. (1997) *Yoga Sadhana Panorama*, Bihar School of Yoga, Bihar India
- Niranjanda S. S. (2005) *Yoga Sadhana Panorama*, Yoga Publication Trust New Bihar,India
- Gharote, M. L. &Ganguly, H. (1988). *Teaching methods for yogic practices*.Lonawala:Kaixydamoe.
- Rajjan, S. M. (1985). *Yoga strentheningofrelexation for sports man*. New Delhi:AlliedPublishers.
- Satyananda S. S (1969) *Asana Pranayama Mudra Bandha*, Bihar School of Yoga, (fourthEdition) by Yoga Publication Trust, Bihar, India
- Satyananda S. S (1984) *Yoga and Cardiovascular Management*, Bihar School of Yoga(second edition) by Yoga Publication Trust, Bihar India
- Shankar,G.(1998). *Holistic approach of yoga*. New Delhi:Aditya Publishers.
- Shekar,K. C. (2003). *Yoga for health*. Delhi: Khel Sahitya Kendra.
- Vivekananda R. (2005) *Practical Yoga Psychology*, by Yoga Publication Trust, Bihar, India

**BED-205-28-Additional Pedagogy Course Understanding disciplines and
school subject and pedagogy of School Subject**

VALUE EDUCATION

Objectives:

1. To understand the meaning and nature of Value Education.
2. To explain various types of values and social evils.
3. To understand the nature, scope objectives and methods of value education.
4. To develop the structure of value education.

UNIT: 1 Value Education as a subject

CREDIT: 1

A) Meaning and nature of values, Value Education- its purpose and significance in the present world, Value System, the role of culture and civilization, Holistic living.

B) Salient values for life- Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality- Time, Task and resource management- Problem solving and decision making skills- Interpersonal and Intra personal relationship- Team work- Positive and creative thinking.

UNIT:2 Types of Values and Social Evils

CREDIT:1

A) Types of Values-Personal, Social and National Values, Value Crisis.

B) Study of Indian Values with special reference to Indian Constitution.

C) Social Evils- Corruption, Cyber Crime, Terrorism,- Alcoholism, Drug Addiction- Dowry- Domestic violence- untouchability- female infanticide- atrocities against women- Role of Values through Education to face above problems.

UNIT: 3 Nature, Place, objectives and methods of value education CREDIT:1

3.1.Nature and scope of Values.

3.2. Place of Values in School Curriculum.

3.3.Objectives of teaching Values in School Curriculum.

3.4. Relation of Values with education.

3.5. Methods of teaching Values.

-Lecture

-Seminar

-Discussion

-Library Method

UNIT: 4Value Education- Structure, curriculum and content analysis CREDIT:1

4.1. Structure of Values.

4.2. Curriculum and syllabus of Values.

4.3 Core element and values in NationalPolicy of Education.

4.4. Content Analysis of Values..