

**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**

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B.ED. TWO YEAR PROGRAMME

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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:

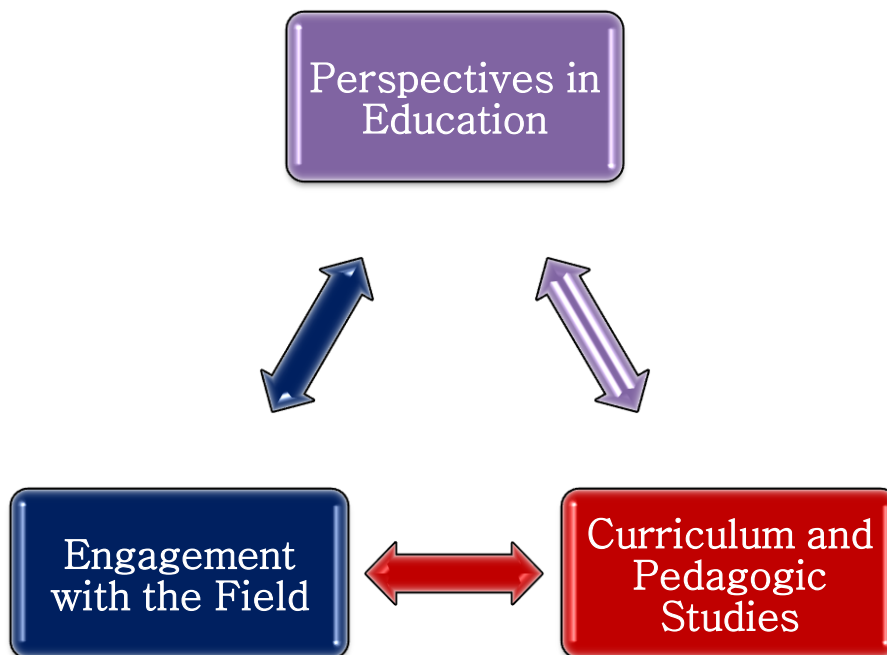
1. to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skill in student teachers.
2. to promote capabilities for inculcating national values and goals as mentioned in the Constitution of India.
3. to act as agents of modernization and social change.
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**

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- **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 :-

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

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.'

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8. Aparna Chattopadhyaya - What's your Emotional I.Q., PustakMahal Delhi
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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 limitations 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, social attitudes, sexual abuse

3.3 Role of Education :

- a. Challenging gender inequalities
- b. Reinforcing gender 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 Uchchar 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 deprived Sections 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:

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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.

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- १ॡ ढजगताप, ह.ना. ;१९९ॡदुद. अधुयन उडडतुती व अधुयापन. पुणे : नूतन प्रकाशन
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- १ॡ ढ दांडेकर, वा.ना. ;२०००दुद.शुैकुषणलक व डुराडुडुगलक मानसशासुतुर. पुणे : शुुरीवलदुया प्रकाशन
- १ॡ ढकुलकर्णी, के.वल. ;१९९ॡदुद. शुैकुषणलक मानसशासुतुर. पुणे : शुुरीवलदुया प्रकाशन
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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.

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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.

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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. पूर्वी 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, व्यतिरिक्त, 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. वार्लंबे

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- 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 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

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. Ghatge
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 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, GijubhaiBadhecha, 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-204-06 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.

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**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 महत्त्वसमजावुन 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

बत्मवज्जू 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 :

बत्मवज्जू १

- अ) वृत्त-अर्थ व प्रकार
 - १) अक्षरवृत्त-अर्थ, प्रकार-इंद्रवजा, उपेंद्रवजा, 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) वाळंबेमां. (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 स्रोतोंको समझना**
- ६) हिन्दी अध्यापक के गुणोंसेपरिचितहोना**
- ७) हिन्दीभाषाकाव्याकरण समझना**
- ८) हिन्दीभाषा के विविध रचनाप्रकारोंको समझना**
- ९) हिन्दीसाहित्य के इतिहासको समझना**
- १०) हिन्दी की विभिन्नविधाओं एवंसाहित्यिकोंको समझना**

घटक १ : हिन्दीभाषाकाव्याकरण

CREDIT: १

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

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

घटक २ : हिन्दीसाहित्य काइतिहास, साहित्यिकविधाएं एवंसाहित्यिकोंकापरिचय

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 साहित्यिकोंकासामान्य 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. Horbnby 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-205-06-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, मेहतापब्लिशिंग 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 सुर्यवंशीवैजाली (2008) उद्याच्या शिक्षकांसाठी इतिहासशिक्षण, इनसाईटपब्लिकेशन्स नागौरक.
7. वाजे, सूर्यभान व बरकले, रामदास (2002) इतिहासाचे अध्यापन शास्त्रीय विश्लेषण, आदित्य प्रकाशननागौरक .

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

9. रणसुरे, विलास (2005) इतिहासाचे आधुनिक अध्येषण, 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, Regional and 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 Geography -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 : 3 Nature 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-205-10-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-205-15-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
- 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 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.
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- 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.