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

FACULTY OF EDUCATION

REVISED SYLLABUS FOR THE

B.Ed. TWO YEAR PROGRAMME
Choice Based Credit System
Annual Pattern-2015
SAVITRIBAI PHULE PUNE UNIVERSITY,
PUNE
(FORMERLY UNIVERSITY OF PUNE)

B.ED. TWO YEAR PROGRAMME

Choice Based Credit System

Annual Pattern-2015

Preamble

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

1. Eligibility for Admission
   (a) A candidate should have passed the Bachelor’s Degree/Master Degree in Sciences, Social Sciences/Humanities/Commerce of Savitribai Phule Pune University or of any other recognized university with at least 50% marks. Or Bachelor in Engineering / Technology with specialization in Science and Mathematics of any recognized university with at least 55% marks.
   S/he should have offered at least one school subject at the first and/or second degree level as a principal or subsidiary or allied or optional subject. (School subject means the subject included in the syllabus of Secondary/Higher secondary level of State/ Central Education Board in India)

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

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

2. Admission procedure
   Admission to the eligible candidates shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or as per the selection procedure laid down by the State Government of Maharashtra and Pravesh Niyansan 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 the 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 interrelated 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

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

| **TOTAL**   |                                                 | 40      | 640    | 1000                      |
## B.Ed. SECOND YEAR

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

<table>
<thead>
<tr>
<th>BED 106-01</th>
<th>Marathi</th>
<th>BED 106-07</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>BED 106-02</td>
<td>Hindi</td>
<td>BED 106-08</td>
<td>General Science</td>
</tr>
<tr>
<td>BED 106-03</td>
<td>English</td>
<td>BED 106-09</td>
<td>Mathematics</td>
</tr>
<tr>
<td>BED 106-04</td>
<td>Sanskrit</td>
<td>BED 106-10</td>
<td>Economics</td>
</tr>
<tr>
<td>BED 106-05</td>
<td>Urdu</td>
<td>BED 106-11</td>
<td>ICT</td>
</tr>
<tr>
<td>BED 106-06</td>
<td>History</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>BED 107-01</th>
<th>Marathi</th>
<th>BED 107-07</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>BED 107-02</td>
<td>Hindi</td>
<td>BED 107-08</td>
<td>General Science</td>
</tr>
<tr>
<td>BED 107-03</td>
<td>English</td>
<td>BED 107-09</td>
<td>Mathematics</td>
</tr>
<tr>
<td>BED 107-04</td>
<td>Sanskrit</td>
<td>BED 107-10</td>
<td>Economics</td>
</tr>
<tr>
<td>BED 107-05</td>
<td>Urdu</td>
<td>BED 107-11</td>
<td>ICT</td>
</tr>
<tr>
<td>BED 107-06</td>
<td>History</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
- Set Induction
- Demonstration
- Stimulus Variation
- Reinforcement
- Narration
- Black Board Work
- Questioning
- Closure
- Illustration
- 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 services (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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BED 204-01</td>
<td>Guidance and Counseling</td>
</tr>
<tr>
<td>BED 204-02</td>
<td>Education for Human Rights and Peace Education</td>
</tr>
<tr>
<td>BED 204-03</td>
<td>Women Education</td>
</tr>
<tr>
<td>BED 204-04</td>
<td>Life Long Education</td>
</tr>
<tr>
<td>BED 204-05</td>
<td>Population Education and Family Life Education</td>
</tr>
<tr>
<td>BED 204-06</td>
<td>Education for Sustainable Development and Environment Education</td>
</tr>
<tr>
<td>BED 204-07</td>
<td>Disaster Management</td>
</tr>
<tr>
<td>BED 204-08</td>
<td>Inclusive Education</td>
</tr>
<tr>
<td>BED 204-09</td>
<td>Introduction to Educational Research</td>
</tr>
<tr>
<td>BED 204-10</td>
<td>Water, Air and Energy Education</td>
</tr>
</tbody>
</table>

- **Course BED 205 Additional Pedagogy Course: Understanding disciplines**
  -
  - and Pedagogy of School subject.

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject</th>
<th>Course Code</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>BED 205-01</td>
<td>Marathi</td>
<td>BED 205-15</td>
<td>Physics</td>
</tr>
<tr>
<td>BED 205-02</td>
<td>Hindi</td>
<td>BED 205-16</td>
<td>Chemistry</td>
</tr>
<tr>
<td>BED 205-03</td>
<td>English</td>
<td>BED 205-17</td>
<td>Biology</td>
</tr>
<tr>
<td>BED 205-04</td>
<td>Sanskrit</td>
<td>BED 205-18</td>
<td>Home Science</td>
</tr>
<tr>
<td>BED 205-05</td>
<td>Urdu</td>
<td>BED 205-19</td>
<td>Commerce</td>
</tr>
</tbody>
</table>
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 : 2 credits (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

东方 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.

东方 Activities Session for reading, reflecting and reproducing the text: - Workshop can be conducted on the basis of the following activities: - (The following list is only suggestive and not exhaustive. The college can modify the list according to the local needs and availability of resources and resource persons. However a prior permission from the Savitribai Phule Pune University will be necessary.)

- Activities for reading different types of texts/e-texts.
- Activities for writing the read texts in the form of: - predictions, notes, questions and answer, critiques, summarization, retelling in the form of a story, dialogue, monologue, drama or play, etc., prepare concept maps,
mind maps, flowcharts, etc.

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

B:- Reporting

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

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

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

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

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

The course should be conducted in the following manner:-

A:- Orientation and Activities

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

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

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

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

B: Reporting

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

A format is given below for writing the report and reflective diary. (The following format is only suggestive and not exhaustive. The college can modify it according to their needs. However a prior permission from the Savitribai Phule Pune University will be necessary.)
<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Report section:</strong></td>
<td></td>
</tr>
<tr>
<td>Details of the session (resource persons, date, time, etc.)</td>
<td></td>
</tr>
<tr>
<td>Description of the session</td>
<td></td>
</tr>
<tr>
<td><strong>Reflection section:</strong></td>
<td></td>
</tr>
<tr>
<td>What did I learn from the session?</td>
<td></td>
</tr>
<tr>
<td>Reflection on how it has helped me as a person</td>
<td></td>
</tr>
<tr>
<td>Reflection on how it has helped me as a teacher</td>
<td></td>
</tr>
</tbody>
</table>

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

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

**Course BED 210: Basics of Research: 2 credits (50 marks)**
This course will enable the student teacher to know the basic research methodology, to identify the school based research problem and to solve them scientifically. In the course student teacher will do the research and write the report using the following points:-

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

**The report shall be evaluated for 50 marks.**

**Course BED 211: Drama and Art in Education: 2 credits (50 marks)**
Real education implies reflection, introspection and action, with a deep relationship
between the Head, Heart and Hand. Drama and art helps the student teacher to understand the self and to realize it as a form of self expression and for enhancing creativity.

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

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

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

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

Open Course: (2 credits) – 50 marks

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

List No. 5: List of skills under Open course

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

The student teacher will write a report of the various programmes organized under the course. Marks out of 50 shall be given for the same.
Entrepreneurship development: 2 credits (50 marks)
Education system plays a critical role in the economic advancement of nation, since it is the primary developer of human resource. Entrepreneurship education and training is about the development of professional skills and qualities of the student teachers so that they can gain knowledge and understand the ways in which the economy works. This evolves approaches to the development of creativity, problem solving, decision making, team working, leadership and other individual skills. It also identifies the role of the entrepreneur in the society and various requirements of self-employment.

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

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

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

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

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

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

Choice Based Credit System

Learning load per credit = 30 Clock hours

(16 Clock hours Classroom Interactions +
14 Clock hours for Assignment and self-study)

Marks per credit = 25 marks

The total hours for BED programme are 1200 for each year. Out of which 640 hours are for face to face interactions in the classroom and 560 hours are for preparatory work.
# EVALUATION OF B.Ed. COURSE

<table>
<thead>
<tr>
<th>Year</th>
<th>BED Course</th>
<th>External Evaluation</th>
<th>Internal Evaluation</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Marks Per Course</td>
<td>Total</td>
<td>Marks Per Course</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>101 to 105</td>
<td>80</td>
<td>400</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>106 &amp; 107</td>
<td>80</td>
<td>160</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>108</td>
<td>-</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>109</td>
<td>-</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>110</td>
<td>-</td>
<td>-</td>
<td>100</td>
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<tr>
<td></td>
<td>111</td>
<td>-</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>112</td>
<td>-</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>Total Marks</td>
<td>-</td>
<td>560</td>
<td>-</td>
<td>440</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Year</td>
<td>201 to 204</td>
<td>80</td>
<td>320</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>205</td>
<td>80</td>
<td>(40+40)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>206</td>
<td>-</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>207</td>
<td>-</td>
<td>-</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>208</td>
<td>-</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>209</td>
<td>-</td>
<td>-</td>
<td>50</td>
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<tr>
<td></td>
<td>210</td>
<td>-</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>211</td>
<td>-</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>212</td>
<td>-</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>Total Marks</td>
<td>400</td>
<td>-</td>
<td>600</td>
<td>-</td>
</tr>
<tr>
<td>Credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Marks of the Two Years Course</td>
<td>960</td>
<td>-</td>
<td>1040</td>
<td>2000</td>
</tr>
<tr>
<td>Total Credits</td>
<td>38</td>
<td>-</td>
<td>42</td>
<td>80</td>
</tr>
<tr>
<td>Weightage</td>
<td>48%</td>
<td>-</td>
<td>52%</td>
<td>100%</td>
</tr>
</tbody>
</table>

## Activities for Internal Evaluation

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

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

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

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

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

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

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

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

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

GRADING SYSTEM

<table>
<thead>
<tr>
<th>Marks</th>
<th>Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>O : Outstanding</td>
<td>10</td>
</tr>
<tr>
<td>70-79</td>
<td>A+ : Excellent</td>
<td>9</td>
</tr>
<tr>
<td>60-69</td>
<td>A : Very Good</td>
<td>8</td>
</tr>
<tr>
<td>55-59</td>
<td>B+ : Good</td>
<td>7</td>
</tr>
<tr>
<td>50-54</td>
<td>B : Above Average</td>
<td>6</td>
</tr>
<tr>
<td>0-49</td>
<td>F : Fail</td>
<td>0</td>
</tr>
</tbody>
</table>

For the rationalization of internal marks the University will appoint a moderation committee. The Committee will take review of the entire internal work done by the student teacher and
internal marks given by the college and submit the report based on these observations to the University. The copy of the same will be made available to the college also. The committee will give the ‘No Objection Certificate’ to the college. The college shall submit the same along with the internal marks to the University. This Procedure shall be followed for both the years.

- **B.Ed. Examination Rules:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Marks</th>
<th>Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>O: Outstanding</td>
<td>10</td>
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<tr>
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<td>55-59</td>
<td>B+: Good</td>
<td>7</td>
</tr>
<tr>
<td>50-54</td>
<td>B: Above Average</td>
<td>6</td>
</tr>
<tr>
<td>0-49</td>
<td>C: Average F: Fail</td>
<td>0</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Grade Point Average</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.00 – 10.00</td>
<td>O</td>
</tr>
<tr>
<td>08.50 – 08.99</td>
<td>A+</td>
</tr>
<tr>
<td>07.50 – 08.49</td>
<td>A</td>
</tr>
<tr>
<td>06.50 – 07.49</td>
<td>B+</td>
</tr>
<tr>
<td>06.00 – 06.49</td>
<td>B</td>
</tr>
<tr>
<td>00.00-05.99</td>
<td>F</td>
</tr>
</tbody>
</table>

**Formula:**

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

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

b) There will be no grade below B (other than F) as passing standard is 50% or GPA 6.00 and above.
6. If the GPA is higher than the indicated upper limit in the three decimal digit, then higher final grade will be awarded (e.g. a student getting GPA of 7.492 may be awarded ‘A’ grade). (Applicable for grades other than F)

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

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

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

10. The description for the grades is as follows:

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

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

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

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

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

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

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

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

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

Basic knowledge of the primary material, logical development of ideas, neat and systematic organization of content, good language or expression;
F: Fail: None of the above (0 to 49%)

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

Modus Operandi of Evaluation under Credit System - 2 years programs

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

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

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

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

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

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

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

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

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

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

10. If a student could not attend the CA written test due to some unavoidable reasons then the teacher may consider a request for retest in writing with furnishing the reason of absence.
11. If a student fails to gain the credits of any course (declared F grade in that course) then the student can reattempt the course with CA (if the course is conducted in that year) and YEE both or with YEE only (if one has scored 25 in CA) in the subsequent YEEs (maximum two such attempts) within a period of 4 years from the date of admission to the programme. (subject to Examination Rules 9)

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

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

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

<table>
<thead>
<tr>
<th>Credits</th>
<th>Duration</th>
<th>Questions to be attempted</th>
<th>Number of Sub questions</th>
<th>Marks for sub questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>45 min</td>
<td>1 out of 2</td>
<td>3 (for 2 questions)</td>
<td>4+3+3 or 5+3+2 or 4+4+2</td>
</tr>
<tr>
<td>2</td>
<td>90 min</td>
<td>3 out of 5</td>
<td>3 (for 3 questions)</td>
<td>4+3+3 or 5+3+2 or 4+4+2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 (for 2 questions)</td>
<td>5+5</td>
</tr>
<tr>
<td>3</td>
<td>150 min</td>
<td>4 out of 6</td>
<td>2 (for 4 questions)</td>
<td>4+3+3 or 5+3+2 or 4+4+2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 (for 2 questions)</td>
<td>5+5</td>
</tr>
<tr>
<td>4/5</td>
<td>180 min</td>
<td>5 out of 8</td>
<td>3 (for 6 questions)</td>
<td>4+3+3 or 5+3+2 or 4+4+2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 (for 2 questions)</td>
<td>5+5</td>
</tr>
</tbody>
</table>

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

15. If a student obtains grade F in a course then such a course will not be taken into account for calculating GPA and overall grade. In fact, all the courses in which a student has passed will be taken into account for calculating the GPA and overall grade.
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: EDUCATON AND INDIVIDUAL DIFFERENCES: - 1 CREDIT

2.1 Individual differences: (age, sex, intelligence, multiple intelligences, emotional
intelligence, socio economic background, interests, introvert and extrovert.), implications for learning to facilitate holistic development.

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

UNIT 3: EDUCATION AND LEARNER DIVERSITY IN CLASSROOM: - 1 CREDIT

3.1 Diversity in learning styles:
   a) Meaning and concept of learning styles
   b) Types of learning styles (Visual, Auditory and Kinesthetic)
   c) Implications for learning

3.2 Diversity due to multiculturalism:
   a) Meaning and concept of multiculturalism,
   b) Differences in learners arising due to multiculturalism
   c) Role of the teacher in a multicultural classroom

UNIT 4: POLITICAL, SOCIAL AND CULTURAL DIMENSION OF CHILDHOOD AND GROWING UP: - 1 CREDIT

4.1 Meaning and Implications of Political Dimensions on childhood and growing up:
   a) Political Dimensions: Democratic, Dictatorship, Communism and Socialism – features of the governments and its general policies on education/
   b) Government Policies in India for the education of children, women, minority and backward classes and their implications on development.

4.2 Meaning and Implications of Social Dimensions on childhood and growing up:
   a) Social dimensions: Family, neighbourhood, friends and society
   b) Implications of the social dimensions on childhood and growing up.
4.3 **Meaning and Implications of Culture Dimensions on childhood and growing up:**
   a) Cultural dimensions: Social values, customs, traditions, cultural institutions
   b) Implications of cultural dimensions on childhood and growing up.

4.4 **Impact of Media on childhood and growing up:**
   a) Types of Mass Media: Print, Electronic and Social Medium.
      b) Implications of Mass Media on childhood and growing up.

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

10. Alice Rajkumani, Rita Suguna Sundari, Digumarti Bhaskara Rao - Educational Psychology, Discovery Publishing house New Delhi.
B.ED 102: CONTEMPORARY INDIAN EDUCATION, GENDER & SOCIETY

Objectives: To enable the student teacher to:

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

UNIT: 1 EDUCATION IN CONTEMPORARY INDIAN SOCIETY 1 CREDIT

1.1 Concept of Education: - Meaning, Definition, Aims of Education in contemporary Indian society
   a. Types : - Formal , Non formal and informal
   b. Agencies of Education : Family , school , community , State, Peer group, reference group, NGO

1.2. Role of Education in Contemporary Issues

UNIT: 2 EDUCATION AND SOCIAL CHANGE 1 CREDIT

2.1 Concept of social change : Meaning , Definition, Factor , Types
2.2 Process of social change
2.3 Obstacles in social change
2.4 Role and limitation s of education in social change

UNIT 3 GENDER AND EDUCATION 1 CREDIT

3.1 Gender : Meaning , Definition , Difference between Gender and Sex
3.2 Gender and school: Issues related to gender in school, gender bias in School enrollments, dropouts and household responsibilities, socialattitudes, sexual abuse
3.3 Role of Education :
   a. Challenging gender inequalities
   b. Reinforcing gander parity
   c. Teaching strategies to develop sensitivity.
   Provision regarding gender equality
      i) Constitutional provisions
ii) Laws and Rights

UNIT 4 ISSUES, POLICIES AND THINKERS 1 CREDIT

4.1 Issues:
   a. Equalization of Educational opportunities
   b. Sustainable Development
   c. Liberalization, Privatization and Globalization.

4.2 Policies:
   b. Right to Education Act- 2009: concept, Feature
   c. Rashtriya Ucchatar 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:

1. nmgaZrg Z.am. - {ejUmMrVmpËdH$ d g_mOemñlr` ^y{ _HSm
2. ~moH$sb {d. nm. - {ejÊmmMoVEdkmZ
3. Hw§$S>bo _. - e¡j{UH$ VEdkmZ d e¡j{UH$ g_mOemñIl
4. H$a§XrH$a S>m°. gwaoe - ^maVr` g_mOmVrb {ejU
5. _amR>o am. _. - {ejUmMr _ybVEdo
6. Hw$bH$Uu {did§^a d H$miXmVogwYm - CX`moÝ_wI ^maVr` g_mO, g§ñHY$Vr
    Am{U {ejU
7. {daH$a à. H¥$. d S>m°. à{V^m {daH$s - CX`moÝ_wI ^maVr` g_mOmMo {ejU d
    {ejH$}
8. OmYd Ho$. Ho$. - AmYw{ZH$ H$simMo {ejUmMog_mOemñIl
9. ^§S>mar n. ~. - e¡j{UH$ g_mOemñIl
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.
15. S.S. Mathur - A Sociological approach to Indian Education.
16. NCERT - The Teacher and Education in Emerging Indian Society
17.TofflerAlwin - The future shock
BED 103: LEARNING AND TEACHING

OBJECTIVES :- To enable the student teacher to:-

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

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

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

1.2 Traditional Theories of Learning by:
   a) Thorndike,
   b) Pavlov
   c) Skinner
   d) Kohler
   e) Implications for teaching of the above theories
UNIT 2: ACTIVE ENGAGEMENT IN LEARNING:-- 1 CREDIT

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

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

2.3 Implications of Constructivism for teaching

2.4 Brain based learning: Principles and Educational Implications.

UNIT 3: ASPECTS OF TEACHING:-- 1 CREDIT

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

3.2 Functions of teaching

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

3.4 Diagnostic testing and Remedial Teaching

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

UNIT 4: PLANNING FOR EFFECTIVE TEACHING 1 CREDIT

4.1 Parameters of effective teaching

4.2 Maxims of teaching

4.3 Principles of teaching

4.4 Models of teaching – Concept, Features, Families and implications for classroom
a. Advance Organizer Model  
b. Concept Attainment Model  
c. Inquiry Training Model  
d. Jurisprudential Inquiry Model  

4.5 Team teaching - Concept and implications for teaching  
4.6 Reflective teaching – Concept and implications for the teaching  
4.7 Teaching as a profession  

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

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

References:-  


BED 104: ASSESSMENT AND EVALUATION FOR LEARNING

OBJECTIVES: To enable the student to:

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

UNIT 1 – PROCESS OF EVALUATION (1 CREDIT)

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

UNIT 2 - TOOLS AND TECHNIQUES OF EVALUATION (1 CREDIT)

2.1 Characteristics of measuring tools: Validity, Reliability, Objectivity, Usability, Adequacy and Discrimination Power (Concepts and Factors Affecting them)
2.2 Evaluation Techniques and Tools:
   (a) Observation Technique: Rating Scale and Check List
   (b) Self Reporting Technique: Interview and Questionnaire
   (c) Projective Technique: Thematic Apperception Test (TAT) and Sentence Completion Test
   (d) Sociometric Technique: Sociogram and Guess Who?
2.3 Quantitative Tools of Evaluation
   (a) Construction of achievement test with special reference to Content area,
Objectives and Types of Questions (Blue Print)
(b) Diagnostic Test
(c) Performance Test: Jigsaw and Puzzle
(d) Oral Test and Practical Test

UNIT 3 - ASSESSMENT FOR LEARNING (1 CREDIT)
3.1 Significance of assessment for learning
3.2 Self assessment and peer assessment
3.3 Records used in Assessment:
   a) Profiles: Meaning, Steps involved and criteria for developing and maintaining a comprehensive learner profile.
   b) Evaluation rubric: Meaning, Construction and Uses
   c) Cumulative records: Meaning, Significance
3.4 Ethical Principles of Assessment
3.5 Examination Reforms
   a. Continuous and Comprehensive Evaluation (CCE)
   b. Choice Based Credit System (CBCS)
   c. Open Book Examination
3.6 Feedback in Assessment
   a) Importance of Feedback in learning
   b) Types of Feedback: Constructive feedback, Oral and Written, Individual & Group

UNIT 4 INTERPRETING TEST SCORES (1 CREDIT)
Statistical measures to interpret the test scores (Meaning, Characteristics, and Uses)
4.1 Measures of Central Tendency: Mean, Median, Mode
4.2 Measures of Variability: Quartile Deviation, Standard Deviation
4.3 Percentile and Percentile Rank
4.4 Co-efficient of correlation by Spearman’s Rank Difference method
4.5 Standard Scores: Z and T (Concept Only)
4.6 Graphical representation of data: Histogram, Frequency polygon
4.7 Normal Probability Curve: Properties, Uses
4.8 Skewness and Kurtosis

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

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

REFERENCES:


**BED 105: Advanced Pedagogy and Application of ICT**

**Objectives: To enable the student teacher to**

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

**UNIT: 1 Introduction to Advanced Pedagogy**

(CREDIT 1)

1.1 Concept, Need and Significance of Advanced Pedagogy.

1.2 Principles of Advanced Pedagogy

1.3 Philip Jackson Model- Pre-active phase

   Interactive Phase

   Post-active phase

   Teacher’s role in these phases

1.4 Use of Various Pedagogies-

   a) Student Voice

   b) Differentiation

   c) Critical Pedagogy

   d) Engagement student in Teaching Learning Process

1.5 Application of Advanced Pedagogy for Development of e-content

**UNIT: 2 Advanced Pedagogical Approaches**

(CREDIT 1)

2.1 Blended Learning

2.2 Experiential Learning

2.3 Problem based learning

2.4 Scenario based learning

2.5 System Approach in Teaching

**UNIT: 3 ICT in Education**

(CREDIT 1)

3.1 ICT in Education: Concept, Need and Importance
3.2 Application of ICT in Education
   a) Teaching – Learning  
   b) Research  
   c) Publication  
   d) Administration  
   e) Evaluation  

3.3 Challenges and barriers to integration of ICT in Indian Schools  

3.4 ICT Teacher- Skills and Qualities  

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

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

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

4.2 ICT & Teaching –learning Strategies  
   a) Web based learning  
   b) M-Learning  
   c) Co-operative learning  
   d) Collaborative Learning  
   e) C A I  

4.3 Smart Classroom-Nature, Features, Advantages  

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

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

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

**Modes of Transaction:**  
   a) Lecture cum discussion  
   b) Presentations  
   c) Seminars  
   d) Demonstrations  
   e) Activity based teaching methods  
   f) Project method  
   g) Group discussion  
   h) E-communication tools  
   i) Assignments
Practical Work (any one from the given list):

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

References:
1. Application of ICT in Education- by Dr. S. Arulsamy, Dr. P. Sivakumar
   Neelkamal Publication.
3. Teaching and Learning through information and communication technology by I-Sunder, Sarup Book Publishers Pvt. Ltd.
4. Educational Technology by Anil Kumar Srivastava, Kunal books, Delhi.
5. Project based learning – using information technology by David Moirsund.
6. Challaegnes of Educational Technology Trends Globalization by Hemlata Talesra, Maneesh Shukul, Umashankar Sharma, Authors Press.
7. Application of ICT in Education, by Dr. S. Arulsamy, Dr. P. Sivakumar, Neelkamal.
8. Internet Technology by S.K. Bansal, APH Publication.
11. Information and Communication Technology, by V.P. Pandey, Isha Publication.
13. ICT in distance education by Dr. K. Anandan, APH Publication.
14. ICT in teacher development by Dr. Manoj Kumar Dash, Neelkamal.


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

20. Instructional Technology by Rao, APH publication.
BED- 106-01- UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

मराठी

उद्देश्ये:

१) व्यक्ती विकास व समाज विकास यातील मातृभाषेते गृहवर समजून धोण्यावर विचार्यां शिक्षणाचे उद्देश्य करणे.

२) मातृभाषेत विकास विचारां शिक्षणाचे खंडून आणणे.

३) मातृभाषेत लेखन, भाषण वांदणारा समर्थपणे अभिव्यक्ती कौशल्य संपादन करण्यात प्रवृत्त करणे.

४) मातृभाषेत व्यक्तिक व ल्याची उपाध्यय यांचा सख्तीत अध्ययन करणे.

५) मातृभाषेत अध्ययन कौशल्याच्या अभिवृत्ती विकसित करणे.

६) मराठीतील वाणिज्य प्रकाशांत स्वतंत्रताने परिवर्तन करणे देणे.

७) मराठीत अध्यापन कौशल्याचे अभाव करणे.

८) द. भूषण ते १२वी पर्यंत मराठी विविधता अभावाचे समजून घेणे.

९) उपयोजित मराठी आशे या कौशल्याचे अवकल करणे.

घटक क व १ अ- अ) कविताला- कवितात (लक्षाविषय कवितात, महाराष्ट्र शासन, मताप, पुणे)

२) वाक्यविचार- १) वाक्यांना प्रकार अर्थाच्या अभावाचा, विवाहाला अन्वयक, वाक्याला विचारानुसार

२) काल व ल्याचे प्रकार

३) वाक्यांना प्रयोग व प्रकार

घटक क व १ व- शब्दस्थिती- १) शिंदू व लाभात शब्द
२) उपयोग घटित शब्द

३) प्रत्यय घटित शब्द

४) संधी व प्रकार नियम

५) समान व ल्यावे प्रकार

घटक के २ ते ३) - तल, वृल्ल, कालकार

४) तल व्यक्ता व प्रकार

५) वृल्ल – वृल्लांचे प्रकार

आयुर्वृल्ल - इंद्रवत्र, उपेदिक्र, श्रुतगूँध्य, रिस्क, वस्त्रितपुर्वक, ग्यात्मक, पृथ्वी, मंदकांता, मंदरमाला, आदिनिधित्वरूप.

मार्गांवृल्ल - पादांवृल्ल, दिन्दी, आला, नवव्य.

बंद प्रकार - १) ओली व धनेश्वरी, मुकतेश्वरी, एकनाथ.

२) ओली- लाला, मोता

६) मुक्तशंकर -

५) अलंकार - महत्व, प्रकार - यमक, अनुप्राण, वेश, उपभोग, उत्पाद, व्यस्तित्व, अपनदुः, अविश्वास, वेतनगृहांत, अन्योवती, अर्थलोकणाय, दृष्टांत, दिलोकणाय (लक्षण व उदाहरण)

घटक के २ ते ४ - १) मुद्देलज्ञक विश्वसन युपारित जिन्यव उपयोग.

२) व्यक्तिवादी व उपयोजित प्रकार - आपात्कप पत्र, आकलन, सांस्कृतिक लेखन, भाषातर, वृत्तिलेखन, जातिवाद क्षेत्र, भाषप्राप्त लेखन आणि बोलीभाषांचा परिचय, युद्धसंघटन, लाहौदकरण, कोषबांडमय, पटकथा लेखन

आयुर्वृल्लमध्ये कार्तिक संस्करण - १)ष्क्क्षण २) लोकल, प्रकल्प, शैक्षिक, पॉल्टर पोर्ट्स लाहौदकरण, चित्र लाहौदकरण

प्रत्यक्षक कार्य - १) कोणत्याही एका सातिवाकात्त्व साहित्य प्रकारावर पोर्टर लाहौद कसा किंवा

२) व्यक्तिवादी कोणत्याही एका घटकावर पोर्टर लाहौद कसा किंवा
3) तुमन्त्र आवकेश्या साहित्य प्रकाशातील एका साहित्य प्रकाशाविषयी दुर्गवे विविल गत व्यक्त करत. (प्रकाश, वैशिष्ट्य, लाग्नामिक दृष्टिंगत्या महत्व)

लंबर्गपुस्तिका-
1) सुगम मराठी व्याकरण – मो. रा. वाञ्चे
2) मराठी व्याकरणाती मुख्यत्व – ग.त. केलकर
3) तुलना आणि अलंकार – प.ज. जोशी
4) मराठी व्याकरण– प्र. गुप्तके, मात्रक
5) मराठी व्याकरण– प्र. डॉ. के. पी. शाह, अजब परिवर्तकेण, कोलाहलपूर
6) साहित्य साधना – मा. का. देशपाणे
उद्देश्यः:

भाषा अध्यापक को हिंदी बोलने, पढ़ने और पढ़ने में अपनी शक्ति विकसित करने में सहायता करना।

हिंदी भाषा का गठन एवं पिकाल संबंधी जानकारी प्राप्त करने हेतु, भाषा अध्यापक की सहायता करना।

भाषा अध्यापक को हिंदी भाषा तथा व्याकरण के अन्योपांगों का सुनाम अध्ययन करने के लिए प्रेरित करना।

माध्यमिक तथा उच्च माध्यमिक विश्लेषणों के लिए विशेषता पद्धतियों एवं पद्धतिपुस्तकों का सुनाम अध्ययन करने में भाषा अध्यापक को प्रेरित करना।

भाषा अध्यापक को हिंदी साहित्य के इतिहास को अध्ययन करने प्रोत्साहित करना।

भाषा अध्यापक को हिंदी की साहित्य-विद्याओं तथा सुधिमाण साहित्यिक कार्यों से परिचित करना।

घटक के १ अ— व्याकरण

० १) वर्ण विवरण, शब्द विवरण, वाक्य विवरण, विय

२) उपकरण, व्रत्य, समान, संधि

३) शब्द— रमणवार्ता, विशेषता, भरमारेरेरे शब्द, शब्द समूह के लिए एक शब्द।

४) भुलावे एवं कहावतें

घटक के १ ब— उच्चा

१) पत्रि-लेखन

२) विभाषा

३) कथा-लेखन
4) कल्पना विषयक

5) गद्धबंड - पद्यबंड - अर्थव्यवस्थान

6) सार लेखन

7) वृत्तांत लेखन

8) भाषण - स्वागत, विदाई, धन्यवाद, विषयवालयक

घटक के 2 अ) - हिंदी साहित्य का इतिहास

1) आदिकाल

2) मध्यकाल

3) आधुनिक काल

घटक के 2 ब) - साहित्यकारोंका परिचय: कक्ष 5 से 10 वीं तक की प्रवाचित पाठ्यपुस्तकमें जिनकी उल्लेखयोग्य उन साहित्यकारोंका सामान्य परिचय तथा विवेचनाएँ

अधिनियम जरीविधियों -

1) वास्तव

2) वाक्य

3) लेखनात्मक

4) नीति भंडर

5) पॉइंट पॉइंट प्रेसेंटेशन

6) वादविवाद रूपांतरणका आंशिक

प्राकृतिक कार्य -

1) व्यक्तित्व पर आधारित अध्ययन सामग्री तैयार करना

2) विषय के अनुसार साहित्यकारों का कार्यकाल किसी बारे में जानना

3) किसी एक काल का विस्तृत अध्ययन कर रिपोर्ट तैयार करना (हिंदी साहित्यके इतिहास के बारे में)

लंबाई ग्रंथ -

1) साहित्य हिंदी व्यक्तित्व - कामनाप्रसाद गुरु

2) आधुनिक हिंदी व्यक्तित्व और स्वागत - डॉ. वालुदेवसांणांच्या प्रसाद
3) हिंदी साहित्य का इतिहास – आ. शुक्ल
4) साहित्य निवेदन – श्रेणवंद्र शुमल
5) हिंदी साहित्य का इतिहास – डॉ. राजनाथ शर्मा
6) हिंदी भाषा विचार – डॉ. आलानाथ तिवारी
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

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

UNIT - 2

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:
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
रुद्रकच्छ्येः

- विद्याधीपकांनाचारं संस्कृत लेखन व वाचनकृत्त्वाच विविध विविध विषयां समाकर्षणे
- विद्याधीपकांनाचारं संस्कृतमूलाचरणांविषयकरण विविध विषयां समाकर्षणे
- विद्याधीपकांनाचारं संस्कृत विषयांकरणाचार्यांविषयकरण विविध विषयां समाकर्षणे
- विद्याधीपकांनाचारं संस्कृत विषयांकरणाचार्यांविषयकरण विविध विषयां समाकर्षणे

गडक के 1 अते-वर्ण व शब्दविकार

Ah) वर्णालीभूषण

b) संस्कृत लेखन व वाचननियम
c) शब्दरूपे-सिवातं शब्द, व्यंजनानां शब्द व सर्वनाम
d) क्रियापद रूपे (परस्परवादन व आत्मवादाचे मालकाल, भूतकाल व विभिन्न अक्षरं व क्रियावरूप),

g) विशेषण-गुणविकार, तर-तमभविकार, संख्या विकार, क्रमविकार

गडक के 1 वाक्य विकार

ah) वाक्य प्रयोग, वाक्य परिवर्तन--कर्तीर, कर्मणि व भावप्रयोग, सति सत्त्वी, प्रयोजकरणां

b) कारकविकार
c) प्रारंभिकविकार
d) शुद्धिकारविविधे

गडक के 2 अते) संधी व समास

ah) स्वरसंधी, व्यंजन संधी व विषम संधी

b) समास-अन्यमयान, ततप्रसुष, द्वार व बुद्धिही(प्रवालताह)

c) तत्त्वत (अपत्यांत प्रत्ययं, तत्र जात: तत्र भक्त: या अर्थांत प्रत्ययं, मूलधार्मिक प्रत्ययं, इत्यादि प्रत्ययांत, दाप्रत्यय: तपस्त: तपस्त प्रत्ययं) कृदन्त (आतिरचित्ताने, अवयवे व विशेषणे)
Mode of Transaction:

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

Pratikshikar——

- Sanskritamvritta ekakavasahityakarimahahsritarsankalitakarane
- Vakaranarachakornalayesi ekha phalokarvardayeyonointersepanshane
- Rachanaprasastae, vidyaprasastae, koot ralok, anjavakta, yogmahatmya, udanprasastae, arthmahatmya ya
  videyantaravadharisita pratvacheki 5sankruti slokan sankalitakarane va tvaacharyaadhitihin

Sambhav——

- Navinabandhika, chikimbhayakar, —arhinaakar
- Shalaye sankruti praman—vidyabhav
- Sugamsankruti praman—pras. joshi
- Amlapustakam—sankruti bharti, bangalore
- 12 sankruti—pathyaprastakarini mirgite mandal, pune
BED 106-05: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS
URDU

Objectives:

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

Unit I A) Grammar (1 Credit)

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

Unit I B) Practice in composition

2.1 Essay writing
2.2 Letter writing
2.3 Story telling
2.4 Precise writing
2.5 paraphrase
Unit II  (1 Credit)

A) History of Urdu literature

3.1 Ancient

3.2 Medieval

3.3 Modern

B) Elementary knowledge of forms of literature and writers.

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

Mode of transaction

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

Practical work

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

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

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


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.
   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.
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


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


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. Tarbuck & Dennis Tasa, The atmosphere: an introduction to meteorology
5. Joshi and Kaji, Principles of General Geography
6. K. Siddharth, Ecology and Environment, Kisalaya 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
11. Sawadi A.B., Physical Geography
12. Singh Savindar, Physical geography, Prayag Pustak Bhawan
13. Singh Savindra, Geomorphology
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.
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
3. Mensuration – Area and volumes of different geometrical figures.

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

List of Practical (Any one of the following):

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

References: Text books published by Maharashtra State Bureau of Textbook production and curriculum research, Pune and Maharashtra state board of secondary and higher secondary education, Pune.
BED 106-10: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

ECONOMICS

Objectives : To enable the student teacher to:

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

Unit : I (1 Credit)

A) Economics as a subject


A-2 – Basic concepts of Economics

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

B) Sources of Income

B-1 Personal Income – Meaning and sources of personal Income.
Baluta System – Meaning, Nature, Merits & Demerits of Baluta System

Agro-based industries

Trade – concept of trade

Modern sources of Income

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

Unit 2 (1 Credit)

A) Introduction of Economy

A-1 – Meaning & definition of Economy

A-2 – Features and types of Economy

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

B) Global Economic concept

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

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

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

Mode of Transaction:

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

6. Blended approach

**Practical Work:-**

**Any one of the Following.**

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

**References :-**

1. Text books of Economics from 9\textsuperscript{th} to 12\textsuperscript{th} std.
2. Elementary Economic Theory by Dewett.
3. अर्थशास्त्र परिचय – राम. गोखले.
BED 106-11: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Objectives

The student teachers should be able to:

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

Unit I: Introduction to Computer (1 Credit)

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

Unit II: Introduction to Networking  (1 Credit)

1. Concepts of ICT, Necessity of ICT
2. ICT Tools
   2.1. Computer
   2.2 Cellular phones
   2.2 Radio and TV
   2.3 Internet
3. Introductions to Network:
   3.1. Definition and types of Network – LAN to WAN
      a. World Wide Web
      b. e-mail
      c. Instant Messaging and Chat
      d. Blog
      e. VoIP
      f. e-maps

4. Uses of ICT in Languages, Social Sciences and Arts
5. Morals and Ethics
6. Computer Lab: Concept, requirement and lab management
7. ICT in day-to-day life – in personal, social and professional life

Mode of Transaction:

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

Practical (Any one of the following):

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

Reference:

Text books of ICT subject of std VIII to X
BED 107-01: PEDAGOGY OF THE SCHOOL SUBJECT

MARATHI

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

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

UNIT-1 (1 Credit)

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

B) Pedagogical Approaches for the subject Marathi
1. Methods of Prose Teaching
2. Methods of Poetry teaching
3. Methods of Grammar Teaching
4. Methods of composition teaching

UNIT-2

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

1. राष्ट्रभाषा की शिक्षा - डॉ. श्री. न. मुखर्जी
2. हिंदी की अध्यापन पद्धति - के. ये. कुलकर्णी
3. राष्ट्रभाषा का अध्यापन - ग. न. साठे
4. राष्ट्रभाषा कैसे पढाए - रा. हु. भगत
5. राष्ट्रभाषा हिंदी का अध्यापन शास्त्रीय विश्लेषण - डॉ. विद्याधार मुंकुटे
6. हिंदी आधुनिक अध्यापन पद्धति - डॉ. आनंद वास्कर
   डॉ.पुण्या वास्कर
7. हिंदी अध्यापन पद्धति - प्रा. बा. सं. चोबे
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

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 learning 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

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लाभ
हिंदी विष्कण – डॉ. केंद्र प्रलट

हिंदी आलयकृत अध्यापन – डॉ. विक्रम मुरलुटे

हिंदी अध्यापन – डॉ. प्रियत

हिंदी अध्यापन – डॉ. कोणी कुलकर्णी

हिंदी आलयकृत अध्यापन – डॉ. पुष्पा वास्कार

डॉ. आलंद वास्कार
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 textbook 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

A) Nature of the subject English

1. Nature and scope of subject English
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.
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.

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
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)

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

References:
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
Pedagogy of the school subject Sanskrit

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

**Unit II : Pedagogical Approaches for the subject Sanskrit**
2.1 : Methods of Prose teaching
2.2 : Methods of Subhashit teaching
2.3 : Methods of Grammar teaching
2.4 : Methods of composition teaching
2.5 : Methods of Reading
2.6 : Methods of writing

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

**Unit IV : Learning Resources for the subject Sanskrit**
4.1: Concept, Need and importance of learning resources

4.2: Sanskrit laboratory

4.3: Traditional learning resources

4.4: Technology based learning resources

4.5: Teacher of the subject Sanskrit- Qualities and

- Mode of Transaction
  - Lecture
  - Discussion
  - Seminar
  - Poster Presentation
  - Power point Presentation

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

References:

संदर्भ :-

- शालेय संस्कृतव्याकरण–विद्याबाहम
- सुगमसंस्कृतव्याकरण–प्र.शं. जोशी
- अभ्यासपुस्तकम्–संस्कृतभारती, बंगलुरू
- नवीनानुयावचनिक्रिया, चौकम्प्रकाशन, –अर्चनाकूलकरणी
- इ. 8वीं ते इ. 12 संस्कृत–पाद्यपुस्तकनिर्मितिमंडळ, पुणे
BED 107-05: PEDAGOGY OF THE SCHOOL SUBJECT

URDU

Objectives: To enable the student:

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

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

B) Pedagogical Approaches for the Urdu Subject

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

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

B) Learning Resources for the Urdu
1. Concept, Need and Importance of learning resources.
2. Urdu Laboratory
3. Traditional learning resources
4. Technology based learning resources
5. Role & Qualities of Urdu subject teacher

Mode of Transaction
a) Lecture  
b) Discussion  
c) Seminar  
d) Poster Presentation  
e) Power Point Presentation

**Practical Work (Any One of the following)**  
a) Text Book analysis  
b) Preparation of Teaching Aids  
c) Power Point Presentation  
d) Field Visit, Language Laboratory visit  
e) Group Discussion.

References

- Tadrees-Urdu  
- Methods & resources of tadrees
BED 107-06: PEDAGOGY OF THE SCHOOL SUBJECT

HISTORY

Objectives: To enable the student teacher to-

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

UNIT 1 (1 Credit)

A) Nature of the Subject History

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

B) Pedagogical Approaches for the Subject History

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

A):- Analysis of the Subject History

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

B) Learning Resources for the Subject History

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

MODE OF TRANSACTION:-

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

PRACTICAL WORK:- (any one of the following)

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

REFERENCES:-

1. Teaching of History – V.D. Ghate
2. Teaching of History – S.V. Kochar
3. Teaching of History – Jaskiran Vir Kaur

4. जीतेन्द्र आचार्य

5. आचार्य भागवत पत्रकारक, डॉ. अर्जुन जोशी.

6. जीतेन्द्र आचार्य – प्र. ध. घाटे

7. जीतेन्द्र आचार्य – ज. डा. पाटलबीस

8. जीतेन्द्र आचार्य तलाश – प्र. श्री. मा. पतकी

9. जीतेन्द्र आचार्य तलाश – कला मुक्त विषयी. आध्यक

10. जीतेन्द्र आचार्य आचार्य – डॉ. विलास रणथरो.

11. जीतेन्द्र आचार्य शिक्षण – एक आधुनिक वृद्धि कोड – प्र. तंद्रीप धाटील

12. जीतेन्द्र आचार्य शास्त्रीय विश्लेषण – प्र. श्री. तुर्मिश उर. पत्नी व डॉ. व्यवस्थापक बरकरे.

13. जीतेन्द्र आचार्य आचार्य तलाश – डॉ. तुर्मिश कर्मचारी व डॉ. मीना मंडलकर.

14. उपकार विभाग मंडल का जीतेन्द्र आचार्य शिक्षण – डॉ. व्यवस्थापक बरकरे, डॉ. वाइल्ड पिल्टर व प्र. सैलाली वृन्दावनी.

15. जीतेन्द्र आचार्य आचार्य तलाश – प्र. स्वती देशावदे.

16. जीतेन्द्र आचार्य – डॉ. जशियंद दूलकाढे.
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. Field 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:

1. भूगोल अध्ययन - अध्यापन - भा.गो. बापट
2. भूगोलाचे अध्यापन - द.बा. पांडे.
3. आशययुक्त अध्यापनपद्धती - प्रा. (श्रीमती) यु.वी. पाटेल, श्रीमती. सुरेखा
4. जोशी.
5. भूगोलाचे अध्यापन - प्रा. पाटणकर.
6. भूगोल परिचय - प्रा. खतीब.
7. . Handbook of suggestion on the teaching of Geography.(UNESCO)
8. . Geography teaching, sterling publishers New Delhi, Verma O.P.
10. अध्ययनयुक्त अध्यापन पद्धती - वरशंकरचन्द्र चंद्रहान, महाराष्ट्र
11. जाधव के.के. - भूगोल आशययुक्त अध्यापन पद्धती.
12. जोशी आनंत - आशययुक्त अध्यापन पद्धत.
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

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

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
1. डॉ. अनंत जोशी - आशययुक्त अध्यापन.
2. कदम बोंदार्डें - शास्त्र आशययुक्त अध्यापन पद्धति.
3. प्रा. बोंदार्डें - विज्ञान अध्यापन.
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)

2. Objectives of teaching mathematics at secondary & higher secondary level.

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

References:

संदर्भ सूची

1. डॉ. पॉक्से, डॉ. मिक्सजा – गणित अध्यापन.
2. डॉ. गगारे, – गणित विषयज्ञ.
3. डॉ. चव्हाण – गणित आशयः आध्यापन.

6. Sidhu and Agarwal - Teaching of Mathematics
BED 107-10: PEDAGOGY OF THE SCHOOL SUBJECT

ECONOMICS

Objectives:

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

Unit: I

A) Nature of the subject Economics

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

B) Pedagogical approaches for the subject Economics

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

Unit: II

A) Analysis of the subject Economics

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

B) Learning Resources for the subject Economics

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

Mode of Transaction

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

Practical Work (Any One)

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

References:

1 Teaching of Economics - (Faculty of Education Baroda)
2 अर्थशास्त्र अध्यापन पद्धति - प्राचार्य गांधे, प्रा.पुराणिक
3 अर्थशास्त्र अध्यापन - संपादक, डॉ. अनंत जोशी
BED 107-11: PEDAGOGY OF THE SCHOOL SUBJECT

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Objectives: To enable student teacher to

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

Unit 1: Nature of ICT (1 Credit)

2. Objectives of teaching ICT at secondary & higher secondary level.
4. Text book and content analysis of ICT.

Unit 2: Pedagogical approaches & resources of ICT. (1 Credit)

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

Mode of Transaction

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

Practical:
Activities from Intel Programme introduced by Pune University should be completed by students and preparing the reports will be the Practical Work.
REFERENCES:
1. Computer fundamentals - Arora Bansal
2. Information and communication - Kishore, Chavan
3. Information Technology - Dyne, Nandkishore
4. Crumlish Christian - ABC of internet
5. Fun of computer - Singh and Sukhvir
6. ICT strategies of for school - Mohanty Laxman
**BED 201**

Title of Course: Quality and Management of School Education

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

1. Understand the concept of Management.
2. Understand the concept of quality and enlist the dimensions of quality.
3. Understand the need and importance of school accreditation.
4. Acquire knowledge regarding the concept and process of Human Resource Management in school.
5. Get acquainted with the essential infrastructural resources for quality management.
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)

   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:
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  (1 Credit)

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.


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.
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

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

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

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, Krishanamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, Gijubhai Badhecha, The Dalai Lama, initiatives at National and International levels

Unit – 4 Education for peace  1 Credit

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

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

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

4.4 Compassion, love and caring, mindfulness in all transactions 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

BED 204-03-WOMEN EDUCATION

Objectives:

To enable student teachers to:

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

UNIT: 1 Introduction to Women Education
1 Credit

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

UNIT: 2 History of Women Education
1 Credit

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

UNIT: 3 Efforts towards Women Education
1 Credit

1. Contribution of thinkers to women education
2. Raja Ram Mohan Roy
3. Maharshi Dhondo Keshav Karve
4. Tarabai Shinde
UNIT: 4  Provisions for Women Education  1 Credit

   *Article – 14, 15 (3), 39 (9) 42
2. Government Planning
   -National Plan Action
3. Various educational commissions on women education
4. Programmes for the betterment of women education
5. Current issues in women education and women empowerment.

Practical Work  (Any One)

1. Analysis of any one programme for the betterment of women education.
2. Collect the information about constitutional provisions regarding women education.
3. Contribution of any one thinker on women education(excluding the thinkers given in Unit 3)
4. Conduct any one of the following activities and prepare a report for the same.
   a. Role Play
   b. Group Discussion
   c. Poster Preparation
   d. Conducting street play

Mode of Transaction

- Lecture
- Seminar
- Group Discussion
- Panel Discussion
References


2. Development if Education in India, A. Biswas, S.P. Agarwal.


4. Contemporary India and Education, M.S. Sachdeva, K.K. Sharma, Bookman, Delhi, Publisher, Twenty First century publication.

5. Indian Constitution
BED204-04 LIFELONG EDUCATION

Objectives:

To enable student teacher to:

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

Unit 1. Introduction to Lifelong Learning 1 Credit

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

Unit 2. The Impact of Lifelong Learning on School 1 Credit

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

Unit 3. Tools and Techniques for Lifelong Learning 1 Credit

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

Unit 4 Perspectives on Learning Theory 1 Credit

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

**Practical Work : (Any one)**

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

**References**

Objectives: To enable the student teachers to-

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

UNIT 1. Population Education-World and Indian Population

1.1) Concept of population education

1.2) Objectives, need, importance and scope of population education.

1.3) Scope of world population and Indian population.

1.4) Characteristics of World population and Indian population.

1.5) Structure of Indian population.

1.6) Population inability in India.

UNIT 2. Problems of Population

2.1.a) Social problems

b) Economic Problems

c) Educational problems

d) Urbanization problems

e) Environmental problems

f) Effects on natural resources, health and standard of living.

2.2) Population Control
a) Planning and Remedies

b) HRD and qualities of population in India.

UNIT 3. Family Life education and Areas

CREDIT: 1

3.1 Concept, philosophy, goals and significance of FLE in the context of quality of life.

3.2 Value education as part of FLE programme.

3.3 Objectives of family life education for various age groups.

3.4 Premarital preparation, marriage and married life.

3.5 Planned parenthood, family relationships, communication in family.

3.6. Home management aging and retirement, special focus on adolescent life skill training.

UNIT 4. Human Sexuality

CREDIT: 1

4.1. Concept of sexual health.

4.2 Sexually Transmitted Diseases, HIV AIDS, cause and implications to individuals and families.

4.3 Significance and objectives and content of sexual education for various age groups and target groups.

4.4 Review of Government and NCO initiatives in sexuality education.

Practical Work (any one form following practical)

1. Conduct the survey if population growth and prepare report.

2. Conduct a survey on any two family life information and prepare report.

3. Role play/street/ awareness programme to emphasize the need of avoid the diseases.

4. Visit and review of any one NGO which takes initiatives in sexuality education and prepare its report.
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:-


BED-204 07 DISASTER MANAGEMENT

Objectives: To enable the student teacher to
1. Understand the concept of Disaster and Disaster Management
2. Know act of Disaster Management
3. Comprehend what is Disaster Preparedness.
4. Get acquainted with manifesting the mitigation
5. Understand rescue from Disaster and Relief for Disaster
6. To get acquainted about the Disaster Risk Reduction concept.
7. To know Government Policies about Disaster Management

UNIT 1. INTRODUCTION OF DISASTER MANAGEMENT \hspace{1cm} 1 CREDIT

1.1 Disaster – Meaning & Concept
1.2 Types of Disaster
   1. Natural – Earthquake, flood, Drought
1.3 Meaning & concept of Disaster Management need of Disaster Management, cycle of DM, Steps of DM – (Three)
1.4 Disaster Management Act. 2005, Mechanism of Disaster Management.

UNIT 2. DISASTER MANAGEMENT – PREPAREDNESS & MANIFESTING THE MITIGATION \hspace{1cm} 1 CREDIT

2.1 Disaster Preparedness at community level
i) Individual
ii) Society
iii) Place of work – Industry, offices, educational institutes, Hospitals, Hotels, Place of entertainment & Religious please.
2.2Manifesting the mitigation
   1. Matching the resource availability working out requirement of medical teams
       Establishing a control center
2. forming & Deploying of Rescue Teams
3. uniting Activities at grand zero security
4. disposal of Dead & Records
5. casualty evacuation

UNIT 3. CREDIT: 1
3.1 Disaster Risk Reduction in school.
3.2 Disaster Risk Reduction in Curriculum
3.3 Teachers Role in Disaster Management.
3.4 Role of community in Disaster Management

UNIT 4. CREDIT: 1
4.1 Preventive Disaster Management
4.2 Long term activities for Disaster Management
4.3 Role of school in Disaster Management.
4.4 State and Central Government policies for Disaster Management.
BED 204-08 INCLUSIVE EDUCATION

Objectives:

To enable the student teacher;

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

Unit 1. Historical Concept of Inclusive Education and its policies 1 Credit

1.1 Concept of Disability (Medical and Social Model)
1.2 Special needs Education
1.3 Special, Integrated, Mainstreaming, Inclusive Education
1.5 Indian Policies: a) PWD act 1995 b) SSA , National Curriculum Framework 2005 c) RTE 2009

Unit 2 Theoretical aspects of Inclusive Education 1 Credit

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

Unit 3 Developing Competencies for Inclusive Education 1 Credit

3.1 Importance of attitude for Inclusive Education
3.2 Developing positive attitude among teachers, students, parents and society towards Inclusive Education
3.3 Developing Competencies a) Knowledge b) Self-efficacy c) Skills regarding Inclusion

3.4 Social skills for Inclusive Education

Unit 4 Inclusive practices in School 1 Credit

4.1 Developing an Ideal Inclusive School
4.2 Teachers role for successful Inclusive Education
4.3 Applying different instructional strategies for effective Inclusive Education
4.4 Developing effective collaboration among policy makers, teacher educators, school administration, teachers, parents for successful Inclusion of students

Practical: Any one from the following

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

Transactional Mode:

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

References:

1. Loreman, Deppeler and Harvey- Inclusive Education, AllwenandUnwin Australia.
BED 204-09 INTRODUCTION TO EDUCATIONAL RESEARCH

Objectives:

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

UNIT-1 – Concept of Educational Research 1 Credit

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

UNIT-2: Approaches of Educational Research 1 Credit

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

UNIT- 3- Methods if Educational Research 1 Credit

3.1) Historical- concept, need and steps.
3.2) Survey- concept, need and steps.
3.3) Experimental – concept, need and steps.
3.4) Research design- Single group design, Two group design.

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

UNIT- 4- Tools and techniques of Educational Research 1 Credit

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

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

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

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

4.6) Population and sampling- concept, need, characteristics and techniques- probabilistic and non-probabilistic.
BED-205-01-Additional Pedagogy Course Understanding disciplines and school subjects and pedagogy of School Subject

मराठी

उद्देश्ये:
1) मराठीभाषेदीमाध्यमिक व उत्तराध्यमिक स्तंभातीलउपेक्षा, भाषेतीलरूप, ज्यापती व महत्त्वमार्गांनां घोषणे.
2) मराठीभाषा अध्यापनात्मक पद्धती, उपकरण व तंत्रे माध्यमिक विद्यालयांतून विद्यार्थ्यांना माध्यमिककरण घोडल्यातीलउपेक्षा करणे.
3) मराठीभाषेदीमाध्यमिक व उत्तराध्यमिक स्तंभातीलपुस्तकांचे व माध्यमिकपद्धतीचे आयोजन करणे.
4) मराठीभाषेचेविद्यालयातीलपुस्तकांची व विद्यार्थ्यांचीउपयोगीपद्धती आयोजन करणे.
5) मराठीभाषेचे माध्यमिकप्रकारांतीलअंकी लिहिले घोषणे.
6) उपयोजनमल्लितमराठीभाषेच्या पद्धतीने आयोजित करणे. मराठीभाषा

पाठ 1

बेकरण 1

(1) वर्णविधान: वर्णमाला (सूचित वर्णमाला, महत्त्वांत, वर्णमाला, पुष्पों)
(2) संबंधित विषय: संबंधित विषयातील, विषयक कारकांने कल्पनाविधान
कोणत्याहीविधान:
1) वाचनप्रकार-अंदाजप्रमाणे, विषयपद्धतीचा उपयोग
2) काळ-प्रकार
3) वाचनप्रकारांचे-प्रकार

(3) संबंधित विषय:
1) विद्यार्थी व साधन विषय
2) उपकरणविधान विषय
3) प्रत्यक्षविधान विषय

(4) संयोगप्रकार
(5) समाजप्रकार
(6) मराठीभाषेचे माध्यमिकप्रकारांतीलअंकी -प्रकार, व्यवस्था व वैचारिक

पाठ 2:

बेकरण 2

(7) वृत्त-अर्थ व प्रकार
1) आवश्यक-अर्थ, प्रकार-उद्देश्य, उपदेशक, शून्यप्रमाणा, विकारखंड, विद्याहृदय, वलंबतिलक, अद्वितीय, पृथ्वी, मंदायकांता, मंदायकार, आदर्शविषयकीतीत
2) मानवोक्त-अर्थ, प्रकार-पद्धतीकला, दिंडी, आयर, मोटर, फटका
(8) शंका -प्रकार (उपायात्मक व वैचारिक)
1) आसन-विचारकृत, वैश्विककृत, प्रकाशय
2) आंगन-मोडाकृत, तालाबांधन
क) बुधवार— (उदाहरण व वीणट्यें)

ख) अवकाश— महत्त, प्रकाश— नम्न, अनुप्रास, श्लेष, उपमा, उत्पाद, विज्ञान, व्यक्तिधिक, अपदस्थ, अतिशयोवती, वैद्युतिक संवेदनात्मक, अस्वशमन, अव्यासीकरण, दृष्टांत, विद्युमात्र (उदाहरण व वीणट्यें)

ग) रवि— आर्क, महत्त, प्रकाश (उदाहरण व वीणट्यें)

घ) उपयोगितमित्रीलेखनप्रकाश—

ङ) उपयोगितमित्रीलेखनप्रकाश— अपवादिकप्रत, अकलन, लालचणलेखन, भवावंत, वृतलेखन, आध्यात्मिकलेखन, अभिप्रायलेखन, वृत्तवाचलेखन, वादोधाकरण, कालावध, मम, पदकालेखन, लखवतीलेखन, नुक्तावत, भाषेवादमभीनउपयोजन

घटक 3) अ) महादीपविशिष्टादिवेष्य

1. महादीपविशिष्टादिवेष्यक व नागरी
2. महादीपविशिष्टादिवेष्यक रत्नअवधारकमातमारीतमरीथपथ
3. महादीपविशिष्टादिवेष्यक रत्नअवधारकमारीतमारीदुमवेष्य
4. महादीपविशिष्टादिवेष्यक शालेक विशाषाणाविशाषाणावाणय
5. महादीपविशिष्टादिवेष्यक वैशालिवार्तमात्या

ब) महादीपविशिष्यात: अथापण नालीय उपासना

1. गद्य अथापणल्या पद्धती
2. पद्य अथापणल्या पद्धती
3. वरकृत अथापणल्या पद्धती
4. उक्ता अथापणल्या पद्धती

घटक 4: 

अ) महादीपविशिष्यविश्लेषण

1. महादीपविशिष्यविश्लेषण
2. अथार्थकनाभावपाद्यमाध्यमाभिष्यविश्लेषण
3. आध्यात्मक, मुद्रासे जीवन कृशते
4. पद्यपुरुषकविश्लेषण
5. आध्यात्मिक विश्लेषण

ब) अथ्ययन र्योद्वार्मारात्मिकविश्य विश्लेषक

1. अथ्ययन र्योद्वार्मारमुद्रासे महत्त
2. परायतिक अथ्ययन र्योद्वार्म
3. तांत्रिकविश्लेषक अथ्ययन र्योद्वार्म
4. लंबात्मकरात्मिकविश्य विश्लेषकाधूमणवैशिष्यः
5. महादीपविश्य विश्लेषकाधूमणवैशिष्यः व जनवतद्वायः
ആദയാദ്യവാദന പദ്ധതി
1) വാദ
2) വർ‌ണ
3) അടിക്കൽ
4) മേഖലാപരം വിനോദ രീതിക്കാൻ
5) പാർക്കിന്റെ പിൻവലി

പ്രാക്തന്ത്രം
1) മാതൃപ്രകൃതി മാതൃജനം 
2) മാതൃജനവിവാദാശയമാണ്‌ഏറ്റവും വിവിധതകൾ
3) മാതൃജനകാലത്തിലെ മാതൃജനവ്യാവസായി ശക്തിമാതൃധരിത്രാജകടതികൾ
4) ശ്രേഷ്ഠ നായ-നായിന്റെ സമ്പദ്വിശേഷിക്കണ്‌ / പ്രാചീനാധികാരിന്റെ കണക്കെല്ല് / ശാസ്ത്രീ /
ഭാഷാശേഖരണ / പ്രാവശ്യ 5.

ബംഗാലാർഥം :
1) ആരുട് നി.മ. (2009) മാതൃജന ഹാട്ടെ മ താജാപ്പന, പുണഞ്ച് : വിതിതഭ്രംപ്രകാശം
2) ബി.ജി. (2019) മാതൃ ജനാസി ഭാഗമുക്ത കാന്ത പദ്ധതി, കോട്ടാമപുര : ഫിന്റെപ്പ്രകാശമ
3) കുബ്ദിക്കൻ, യു. (1966) മാതൃജന ആധാരമുക്തം പദ്ധതി, കോട്ടാമപുര : ഫിന്റെപ്പ്രകാശമ
4) സോസ്സ് ക. (2008) മാതൃജന ആധാരമുക്തം പദ്ധതി, കോട്ടാമപുര : വിപ്രാകാശം
5) ദുബെളം. (2005) മാതൃജന ആധാരമുക്ത അക്കാഡമി, പുണഞ്ച് : വിതിതഭ്രംപ്രകാശം
7) ലിജി ന. ആണുസ്ബഥത്തി. (2004) മാതൃജന ജനങ്ങളിൽ ആധാരമുക്ത വ്യന്ത്രണ, വാസ്ത്വിക :
ഡിപ്പസ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ്റ
9) വാർണ്ണം. (2004) സുബാഢ്യജന വിവാദാശയം, പുണ�ഞ്ച് : മേഖലപരംപ്രകാശം
10) ഉത്തർത്തി നാരി തു നാരി വിവാധാശയം മാതൃജനമാത്‌ (പ്രാതൽ ഭാഷ) പാർപ്പാണി
BED-205-02-Additional Pedagogy Course Understanding disciplines and school subjects and pedagogy of School Subject

विषय—हिंदी

व्यविध्यको अध्ययन के उपरान्त, विषयक समाधानों—

1) हिंदीभाषाकाँड एवंलंबवाण समाधाना
2) उत्तरायणिकक्ततार्पणहिंदीभाषा अध्ययन के उद्देश्य समाधाना
3) हिंदीविषय की अध्ययन पद्धतियाँ उपस्थितकरणा
4) हिंदीविषय पाद्यपुस्तकपरिवर्तन एवंआवश्यक विकल्पकरणकर्ता
5) हिंदी अध्ययन के विविध लक्षणों को समाधाना
6) हिंदी अध्ययन के गुणांसूचकपरिवर्तनकर्ता
7) हिंदीभाषाकान्तकरण समाधाना
8) हिंदीभाषा के विविध दक्षाप्रकारों को समाधाना
9) हिंदीविषय के विद्यालयको समाधाना
10) हिंदी की विविधतत्वों एवंसाधितिवाकें को समाधाना

वेढ़क १ : हिंदीभाषाकान्तकरण

CREDIT: १

१.१) व्यक्तकरण : कविता, शब्द, वाक्य, विविध संग्रहे, उपलब्ध प्रकार, लघु, मुखयप्रकार

१.२) उत्तरायण : पत्रलेखन, विषयक, कथालेखन, कृत्तिविषयक, आर्थिक, लघु, पर्यावरण, वृत्तांतलेखन,

वेढ़क २ : हिंदीविषय कान्तिवाद, साहित्यविज्ञानकार्य एवंसाहित्यविज्ञानकार्यकारवाद

CREDIT: १

२.१) हिंदीविषय कान्तिवाद—आर्थिक, मध्यकालीनआधुनिककालसाहित्यकारवाद

२.२) हिंदीविषय की विषयकान्तिवादवित्तकरण

२.३) कान्तिवाद द्वीरे १२ वी तक की प्रत्येकपाद्यपुस्तकमेंक्लीकीकृतज्ञकहरू है उन साहित्यकान्तिवादकालाधिक परिवहन तथाविविधताऐँ

वेढ़क ३ : हिंदीभाषाकान्तकरण

CREDIT: १

३.१) हिंदीभाषाकान्तकरण, हिंदीविषय विविध समाधाना

३.२) हिंदीभाषाक्तत्तमाध्यमितकतर की पाद्यपुस्तकपरिवर्तन

३.३) उत्तरायणिकक्ततार्पणहिंदीभाषा अध्ययन के उद्देश्य

३.४) हिंदीभाषा की पाद्यपुस्तक एवंआवश्यक विकल्पकरण
प्रारंभिक कार्य
1) व्यक्तिगत आधारित अध्ययन सामग्री प्राप्त करना
2) हिंदी साहित्य विश्लेषण के आधार पर सामग्री विश्लेषण करना
3) पाठ्यपुस्तक विश्लेषण—काश्मीर वादियां की किसी एक पाठ्यपुस्तक विश्लेषण
4) लेखक

लाभ
1) हिंदी भाषायुक्त अध्ययन : डा. विश्वनाथ मुरकूटे
2) हिंदी विश्लेषण : डा. केशव ग्रामाद
3) हिंदी साहित्य कार्यकाल—आ. जुवला
4) साहित्य विवेक—शेखमंदसूर
5) हिंदी साहित्य कार्यकाल—डा. राजनाथ शर्मा
6) हिंदी भाषाविज्ञान—डा. भोपालाश्री
ED-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.
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.
4. Intonation-Stress, accent, intonation pattern.

B) Grammar

1. Parts of Speech.
2. Punctuation
4. Tense
5. Transformation of Sentences
   a) Direct and Indirect Speech.
   b) Voice
   c) As soon as
   d) Degree
UNIT – 2 Subject Pedagogy  

A) Functional Language-I

1. Answering the questions based on passage.
2. Drafting questions for an interview.
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  

Nature of the subject English and English Teacher

1. Nature and scope of subject English
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  

- 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.
4. Basal and Harison, Spoken English for India.
7. Teaching of English- A modern approach, Bose F.L.
8. The technique of Language Teaching, Bose F.L.
10. Language Testing- Rabo Robert
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
BED-205-04-Additional Pedagogy Course Understanding disciplines and school subjects and pedagogy of School Subject

विषय :- संस्कृत

उद्दिष्ट्ये —

1. संस्कृतभाषेचे सर्वरूप सेच संस्करणात समजणे
2. संस्कृतभाषेचे व्याकरण समजणे
3. संस्कृतभाषेच्या उच्चमाध्यमिक स्तरावरीलपाद्यपुस्तकाचे व आप्रवाचविंद्विणकारण
4. संस्कृतभाषेची माध्यमिक व उच्चमाध्यमिक स्तरावरीलउद्दिष्ट्ये, स्वरूप, व्याप्ती व महत्त्वसमजणून घेणे.
5. संस्कृतभाषेतीलसाहित्यप्रकारांच्याचोख रूपन घेणे.
6. संस्कृतभाषा अध्यापनाच्या विविध पद्धती, उपक्रम व तंत्रे माहित करून घेऊनत्याचावापरकरण

घटक 1 :- शब्दविचार

CREDIT: 1

अ) वर्णांची चौठक

ब) संस्कृतलेखन व वाचननियम

क) शब्दस्वरूप -(स्वरांत शब्द, व्यङ्जनांत शब्द व सर्वनाम), विभेदनप्रत्ययांत शब्दस्वरूप व कारकार्थ,

ड) क्रियापद रूपें (परस्परपदे व आत्मनेपदेर्वर्तमानकाल, भूतकाल व भविष्यकाळी , आजार्थ व विध्यार्थप्रत्यय), गणाचारपहिलागाट व दुसरागाट

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

घटक 2 :- संस्कृत्विकारण

CREDIT: 1

अ) वाक्य प्रयोग, वाक्य परिवर्तन-कर्तिरि, कर्मणे व भावप्रयोग, सतिसपत्तम, प्रयोजकरचना
ब) कारकविचार
क) स्वसंघी, व्यञ्जन संघी व विसंघ संघी
ङ) सामाज-अम्बियोगाव, तत्पर, दंड व बहुवर्णी(प्रकारसह)
इ) उच्चमाध्यमिक स्तराचवलप्रथेलितसंस्कृतपाठ्यपुस्तकातीलसाहित्यिक व त्यांचासाहित्याची तौरावृत्तेचा

घटक 3:—संस्कृतभाषेचे वेद संस्कृतपाठ्यपुस्तक व व्याप्ती

अ) उच्चमाध्यमिक स्तराचवलप्रथेलितसंस्कृतपाठ्यपुस्तकातीलसाहित्यिक व त्यांचासाहित्याची तौरावृत्तेचा

घटक 4:—

अ) अध्यापनशास्त्रीय विश्लेषण

1. अभ्यासक्रम व पाठ्यक्रमविश्लेषण
2. आशयविश्लेषण
3. पाठ्यपुस्तकविश्लेषण
4. गामाघटक, मुल्य व जीवन कौशल्ये

ब) संस्कृत अध्यापनपद्धतीव शिक्षक

1. संस्कृत गद्य, सुभाषित व व्याकरण अध्यापनपद्धती
2. चांगल्यासंस्कृतशिक्षकाची गुणावृत्तेचे
3. पारंपरिक अध्ययन स्त्रोत
4. तंत्रज्ञानाधारित अध्ययन स्त्रोत

प्रात्यक्षिककार्य—

- संस्कृतमधील एकादाशित्याचाची माहिती सांकल्पित करणे
- उच्चमाध्यमिकस्तराचवलसंस्कृतविद्याच्यापाठ्यपुस्तकाचे विश्लेषण
• व्याकरणावराधारित अध्ययन साहित्य तयारकरणे

संदर्भ :-

• नवीनअनुवादचन्द्रिका, चौकम्बाप्रकाशन, -अर्चनाकुलकर्णी
• शालेय संस्कृतव्याकरण—विद्याबाम
• सुगमसंस्कृतव्याकरण—प्र.शं. जोषी
• अभ्यासपुस्तकम्—संस्कृतभारती, बेंगलुरू
• इ. ८वीं ते इ. १२ संस्कृत—पाद्यपुस्तकनिर्मितीमंडल, पुणे
BED-205-05-Additional Pedagogy Course Understanding disciplines and school subjects and pedagogy of School Subject

URDU

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

1.1 Letters of alphabets, vowels, formation of words idioms.

1.2 Kinds of nouns, adjectives, adverbs, pronoun, numbers, case, gender & tenses.

1.3 Kinds of sentences & figures of speech.

1.4 Essay writing, Letter writing, Precise writing & story telling.

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

2.1 Ancient, Medieval & modern.

2.2 Types of Urdu literature (precise).

2.3 Brief introduction of writers prescribed in 9th to 12th text books.

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

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

3.2 Objectives of teaching Urdu at higher secondary level.

3.3 Curriculum & syllabus of Urdu at higher secondary level.

3.4. Textbook Evaluation & content analysis of Urdu.

UNIT 4 - Pedagogical approaches & resources of Urdu & Urdu teacher. CREDIT: 1

4.1 Methods of teaching – prose, poetry, composition, grammar, Reading & writing.
4.2 Planning organizing & maintaining of Urdu laboratory.

4.3 Learning resources in Urdu.

4.4 Competencies of Urdu teacher.

Mode of Transaction.

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

Practical work.

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

REFERENCES.

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

QaWad e urdu------NCPUL.

Tadrees e urdu.-----NCPUL

Tadrees e urdu---AhsanHussain

Urdu Zabankitadrees ----- Moinuddin.
BED-205-06-Additional Pedagogy Course Understanding disciplines and school subjects and pedagogy of School Subject

HISTORY

Objectives :-

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

SCHOOL CONTENT

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

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

1.2 Ancient and Medieval Civilization- India.

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

1.4 Twentieth Century- Age of Conflict-

   A) First World War

   B) Russian Revolution.

1.5 Progress of Maharashtra – 1960 to 2000

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

Unit II – Constitution and Democracy (1 Credit)

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.

PEDOOGAGY OF SUBJECT

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

3.1 Content Cum Methodology.
   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 F 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. दुनाने, अरविंद (2001) इतिहासविज्ञान व पाठनियोजन, नूतनप्रकाशन.
2. ओडेयर, सुरेश (1994) आयुक्त अध्यापनपद्धती इतिहास, मेहताप्रकाशन.
3. तिवारी, सीएम (1999) इतिहास अध्यापन पद्धती, नूतनप्रकाशन.
4. इंग्लिश केंडेरी (2009) इतिहास, नागरिक "पाठ्य" व प्रा"पाठ्य", फह्रानक प्रकाशन.
5. सारनाध गोविंद (2010) इतिहास, नागरिक "पाठ्य" व प्रा"पाठ्य", सुविचारप्रकाशन.
6. वरकले रामदास, पिवडनमिनी व तुर्यवैविद्य गाळी (2008) उदात्या सवळाप्रकाशक इतिहासविद्यांक, इन्साइटप्रकाशक "पाठ्य" नागरिक.
7. वाज़े, सुरेशमन व वरकले, रामदास (2002) इतिहासविद्यांक "पाठ्य" लेख, आदित्य प्रकाशनलाइफ.
8. पाटिल, संदीप (2008) इतिहासकीर्ण— एक आधुनिकवृत्तिकोन, इनसाइट पब्लिकेशन्स नागरिक.
9. रणसुरे, विलास (2005) इतिहासाचे आयुक्त अध्ययन, संघभिता प्रकाशन.

**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

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

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

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


4.2 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. Tarbuck & 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. Majjid Husain, Models in Geography, Rawat Publication, New Delhi
25. Sawadi A.B., Physical Geography
26. Singh Savindar, Physical geography, PrayagPustakBhawan
27. Singh Savindra, Geomorphology
28. Roger Minshull, Regional Geography: Theory and Practice, Aldine Transaction

Pedagogy:

1. भूगोल अध्ययन- अध्यापन- भा.मो. बापट ५.
2. भूगोलचेअध्ययन - २.वा. पी.वे. ६.
3. आशयस्तुक अध्ययनपद्धती - प्रा.(श्रीमती) यु.वी. पाठ्यल , श्रीमती. सूरेखा ७. जोशी. ८.
4. भूगोलचेअध्ययन - प्रा. पाठ्यक्रम. ९.
5. भूगोलपरिचय - प्रा. खलीब. १०.
9. अध्ययस्तुक अध्ययन पद्धती- वस्तुतंत्र चवहान,महाराष्ट्र १४.
10. जाठके.के. - भूगोलआशयस्तुकअध्ययनपद्धती. १५.
11. जोशीआंत - आशयस्तुकअध्ययनपद्धत.
BED-205-08-Additional Pedagogy Course Understanding disciplines and school subjects and Pedagogy of School Subject

GENERAL SCIENCE

Objectives: To enable student teacher to

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

Unit 1: Concepts in Physics & Chemistry (Credit:1)

1.1 Chemistry: a) Hydrocarbons
   b) Periodic Table
   c) States of Matter
1.2 Physics: a) Magnetism
   b) Electricity
   c) Light

Unit 2: Concepts in Biology (Credit:1)

2.1 Classification & Life Process: Plants & Animals
2.2 Biodiversity & Biotechnology
2.3 Microorganism

Unit 3: Nature of general science (Credit:1)

3.1 Nature, scope & importance of general science at secondary & higher secondary level.
   Correlation of science with other disciplines
3.2 Objectives of general science at secondary & higher secondary level.
3.3 Curriculum & syllabus of general science at secondary & higher secondary level.
3.4 Text book and content analysis of general science.

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

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

   b) Model: 5 E Learning Model

4.2 Planning, organizing and maintaining general science laboratory.

4.3 Learning resources in general science.

4.4 Competencies of general science teacher.

**MODE OF TRANSACTION:**

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

**Practical (Any One)**

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

**REFERENCES**

**For Unit 1 & 2**

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

**For Unit 3&4**

• Sood, J.K. ( ). Teaching of Science, Agra , vinodpustak Mandir.
BED-205-09-Additional Pedagogy Course Understanding disciplines and school subjects and pedagogy of School Subject

MATHEMATICS- 205-09

Objectives: To enable the student teacher to-

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

Content of the subject

Unit 1: Arithmetic and Algebra (Credit: 1)

A. Arithmetic

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

2. Unitary method, variation- direct and inverse

3. Ratio and proportion

B. Algebra

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

4. Identities.

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

Unit 2: Geometry and Applied Mathematics (Credit: 1)

A. Geometry

1. Basics of Geometry
   i. Basic concepts
   ii. Angles, pairs of angles, triangles and quadrilaterals – types & properties.
   iii. Triangles- congruence and similarity.

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

3. Quadrilaterals – properties of different quadrilaterals, theorems.

4. Geometric construction

B. Applied Mathematics

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


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


Pedagogy of the subject

Unit 3: Nature of mathematics (Credit: 1)


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


5. Correlation of mathematics-
   a. Daily life.
   b. with other school subjects.
   c. Within the branches
   d. within the units.

**Unit 4: Pedagogical approaches & resources of mathematics, mathematics**

(Credit: 1)


2. Model: 5 E Learning Model, Concept Attainment Model

3. Concept & importance of mathematics laboratory.

4. Learning resources in mathematics.

5. Competencies of mathematics teacher.

**Mode of Transactions**

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

**Practical**

1. Textbook Analysis
2. Content analysis of any one unit
3. Visit to Mathematics Laboratory
4. Preparation of Teaching aids and Exhibition
BED-205-10-Additional Pedagogy Course Understanding disciplines and school subjects and pedagogy of School Subject

ECONOMICS

Objectives- To enable student teacher to-

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

UNIT-1 –Economics as subject and basic concept

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


UNIT – 2 Micro and Macro Economics

2.1.) Micro Economics Concept

2.2.) Various concepts of micro economics, utility, demand, supply, forms if market, factors of production.

2.3.) Macro Economics- Concept.

2.4.) Various concepts of micro economics, National Income, Money, Commercial Banking, Central Banking and Government Budget.

UNIT – 3- Basics of Economics Teaching

3.1.) Objectives of teaching economics.

3.2.) Place of subject economics of secondary and higher secondary school curriculum.
3.3.) Co-relation if economics with other school subjects.

3.4.) Structure of the subject economics.

3.5.) Curriculum, syllabus and text book of economics

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

4.1.) Methods of teaching of economics
   i) Lecture    ii) Question Answer    iii) Problem Solving    iv) Project    v) Field Visit

4.2.) Learning resources for the subject economics
   i) Concept, need and importance of learning resources.
   ii) Traditional learning resources.
   iii) Technology based learning resources
   iv) Qualities of a good economic teacher.

Practical Work

1. Text Book analysis of any one standard.
2. Field Visit and report writing.
3. Preparation of structure of economics subject.
4. PPT or Poster Presentation if any unit of economics and report writing.

Mode of Transaction

1. Lectures
2. Discussion
3. Seminars
4. PPT/ Poster Presentation
5. Supervised study
6. Project
BED-205-11-Additional Pedagogy Course Understanding disciplines and school subjects and pedagogy of School Subject

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Objectives: The student teachers should be able to-

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

School Content

Unit I: Introduction to Computer (1 Credit)

1.1 Introduction to Computers: Definition, Structure, Types


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

1.4 Introduction to Unicode and Binary number system
Unit II: Introduction to Networking (1 Credit)

2.1. Definition and types of Network – LAN to WAN

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

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

2.4 Computer Lab : Concept, requirement and lab management

Pedagogy

Unit III: Nature of ICT (1 Credit)


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

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

3.4. Textbook and content analysis of ICT

Unit IV: Pedagogical approaches & resources of ICT. (1 Credit)

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

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

4.2 Use of ICT for students from Deprived Community

4.3. Learning resources in ICT

4.4. Competencies of ICT teacher

Mode of Transaction:

1. Discussion cum Lecture

2. Demonstration

3. Seminar

4. Project based approach
5. Technology based interaction
6. Blended Learning
7. Self Learning

**Practical (Any one of the following)**:

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

**Reference**:

1. Text/Reference books of ICT subject of std VIII to XII
2. Arora Bansal - Computer fundamentals
3. Chavan Kishor - Information and communication
4. Crumlish Christian - ABC of internet
5. Dyne, Nandkishore- Information Technology
6. Mohanty Laxman- ICT strategies of for school
7. Singh and Sukhvir - Fun of computer
BED-205-12-Additional Pedagogy Course Understanding disciplines and school subjects and pedagogy of School Subject

GERMAN

Objectives:

1. To help the student teacher to acquire proficiencies in listening, speaking, reading, writing and communication skills.

2. To acquaint the student teacher with essential aspects of Grammar and composition.

3. To enable the student-teacher to understand the scope of syllabi in German.

4. To encourage the student-teacher to develop proper interest and attitude towards German as a foreign language.

UNIT-1- CREDIT: 1

A) Phonetics

1. Phonemes, Syllables and words.

2. Bowels, Diphthongs and consonants

3. Intonation-stress, intonation pattern.

4. Pronunciation and accent.

B) Grammar

1. Verb conjugations

2. W Questions and Yes/No questions

3. Separable Verbs and their usage

4. Modal auxiliaries and their usage in sentences

5. Imperative

6. Present Perfect Tense/ Past Tense

7. Conjunctions: weil, wenn, obwohl, indirect questions, interrogative pronouns as questions.

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

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

UNIT : 2

Application of Language

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

B) Oral Application
1. Introducing oneself
2. interviewing a partner
3. Telephone communication
4. Picture Description
5. Reacting orally as per the given situation
6. Describing one’s own experience in daily routine.
UNIT: 3 INTRODUCTION OF GERMAN AS A FOREIGN LANGUAGE

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

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

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

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

And pedagogy of School Subject

French

Objectives: To enable student teacher to

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

UNIT – 1 School Content-1

CREDIT: 1

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

UNIT: 2 School Content-2

CREDIT: 1

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


CREDIT: 1

a. Nature of French Subject and Place of French in the curriculum
b. Objectives of teaching French at Higher Secondary Level
c. Reading for pronunciation  
d. Grammar exercises  
e. Writing projects- topic based  
f. Listening practice – comprehension oral  
g. Topic based group activity – oral presentation  
h. Group activity for vocabulary  

**UNIT: 4 - French and Daily Life**  

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

**References:**  

**Online References:**  
- ielanguages.com/french.html  
- french.about.com  
- bescherelle.com  
- www.collinsdictionary.com/dictionary/english-french  
- www.wordreference.com/  
- dictionary.reverso.net/french-english  
- http://www.goyalpublisher.com/  

**Dictionary:** Collins; Larousse; Bescherelle
BED-205-15-Additional Pedagogy Course Understanding disciplines
and school subjects and pedagogy of School Subject

PHYSICS

Objectives: To enable student teacher to
- Familiarize with 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 Fore

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, physicist (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/XII 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
- Sood, J.K. Teaching of Science, Agra,vinodpustakMandir.
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/XII\textsuperscript{th} 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
• Sood, J.K. Teaching of Science, Agra, Vinod Pustak Mandir.
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/XII 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

BED-205-18-Additional Pedagogy Course Understanding disciplines and school subjects and pedagogy of School Subject

Home Science

Objectives:
1. To understand the content of Home Science at Higher Secondary Level
2. To acquaint students about textiles.
3. To explain the nutrients in food.
4. To understand the objectives and methods of teaching home science at Higher Secondary Level.

UNIT-1- CREDIT: 1

A) Textiles
1.1) a) Introduction to Textiles.
   b) Fabric Construction.
1.2) a) Consumer Awareness
   b) Methods of Laundering
   c) Stain Removal

B) Food Science
1.3) Nutrients in Food
   a) Carbohydrates
   b) Proteins
   c) Fats
   d) Vitamins
   e) Minerals
1.4. a) Spices and condiments
    b) Food Adulteration
UNIT-2

A) Child Development
  2.1) Growth and Development

B) Home Management
  2.2 a) Family Income and Time Management
       b) Work Simplification
       c) Consumer Awareness

UNIT-3

3.1) Nature, scope & importance at Home science at degree level. Correlation at Home Science with other disciplines.
3.2) Objectives at Home Science at degree level.
3.3) Curriculum & syllabus at Home Science at degree level.
3.4) Text Book and content analysis at Home Science.

UNIT-4

4.1) Methods of Teaching: Lecture, demonstration, laboratory and project.
4.2) Planning, organizing and maintaining Home Science laboratory (Textile and Food)
4.3 Learning resources in Home Science.

Mode of Transaction

1. Lecture cum Discussion
2. Seminar
3. Presentation (Poster/PPT)

References

For Unit 1 to Unit 4

The Text Books and the reference books which are prescribed by the Maharashtra State Board at Secondary and Higher Secondary Education are recommended for study.
BED-205-19-Additional Pedagogy Course Understanding disciplines and school subjects and pedagogy of School Subject

COMMERCE

Objectives- To enable student teacher to-

1. Understand internal trade
2. Understand forms of business organizations
3. Understanding marketing process.
4. Understand nature, significance, principles and functions of management.
5. Understand nature, scope and importance of commerce at higher secondary level.
6. Understand & implement methods & techniques of teaching-learning of commerce.
7. Understand the competencies of commerce teacher.
8. Understand various resources in teaching learning of commerce

UNIT- 1  

CREDIT: 1

A) Internal Trade

i) Wholesale Trade
ii) Retail Trade
iii) Itinerant retailers and fixed shops, Departmental stores, super market, chain store.

B) forms of Business organization

i) Sole Proprietorship
ii) Joint Hindu Family
iii) Co-operative societies
iv) Company

UNIT – 2  

CREDIT: 1

A) Marketing

i) Meaning, Functions, Role
ii) Marketing Mix

iii) Physical distribution

iv) Price

v) Promotion

**B) Nature and significance of Management**

i) Management- concept, objectives, importance

ii) Nature if management

iii) Levels of management

iv) Principles if Management

v) Functions of Management

**UNIT – 3- Introduction and background if Commerce subject**  
CREDIT: 1

i) Commerce concept, meaning, nature and scope.

ii) Commerce subject structure.

iii) Importance of commerce in daily life

iv) Objectives of commerce education

v) Correlation of commerce with other subject.

**UNIT- 4 – Pedagogical Approaches and Learning Resources**  
CREDIT: 1

i) Lecture method

ii) Inductive, deductive method

iii) Project method

iv) Problem solving method

v) Question Answer technique

vi) Field Visit

vii) Qualities of good commerce teacher

viii) Concept, need, importance and types of learning resources
Mode of Transaction

1. Lectures
2. Discussions
3. Seminars
4. PPT/ Poster Presentation
5. Project
6. Field Visit

Practical Work

1. Text Book analysis of any one standard
2. Content analysis of any unit of commerce.
3. An interview of whole seller/ retail seller
4. Visit to a mall and report writing

References

1. Organization of commerce and management- XI std Text Book
2. Organization of Commerce and management – XII std Text Book
3. आशययुक्तअध्यायपद्धति- डॉ. अनंतजोशी
4. वाणिज्यअध्यायपद्धति- प्रा. गाजरे, नानकर.
5. Teaching of Commerce- Lulla
6. Teaching of Commerce- Seem Rao
7. Teaching of Commerce- Dr. R.P. Singh.
Objects: To enable the student teacher to-

- familiarize with the definition and branches of psychology.
- understand the nature, scope and importance of the subject.
- state the objectives of the subject.
- explain and use different approaches methods and techniques of teaching-learning of the subject.
- explain and understand the structure of subject.
- explain the concept and types of curriculum and syllabus.
- explain importance and use of core elements values and life skills.
- analyze the text book and content.
- analyze the various resources in the teaching-learning of the subject.
- understand the qualities of a good teacher
- to analyze and evaluate the new trends of current issues in subject.

Unit 1: Introduction To Psychology
Credit 1
(A)

1.1 Definitions of Psychology – Wundt, Watson, Morgan and King, Feldman.

1.2 Branches of Psychology:

- Cognitive Psychology
- Biological Psychology
- Developmental Psychology
- Social Psychology
- Environmental Psychology
- Health Psychology
- Clinical and Counselling Psychology
- Organizational Psychology
Educational Psychology

1.3 Recent Perspectives of Psychology - Behaviouristic Perspective, Psychoanalytic Perspective, Biological Perspective, Humanistic Perspective.

Unit 1: Introduction To Psychology

(B)

1.4 Important Methods of Data Collection:

- Observational method
- Experimental method
- Correlational method
- Survey method
- Psychological Testing
- Case Study and
- Project method

Unit 2: Cognitive Psychology: Credit 1

(A)

2.1 Attention and Perception – meaning, differences between attention and perception, principles of perception, illusion.

2.2 Memory and Forgetting – meaning, types of memory, factors affecting memory and forgetting.

Unit 2: Cognitive Psychology:(B)

2.3 Motivation – Nature, types, Maslow's hierarchy of needs
2.4 Attitude – Definition and Attitude formation
2.5 Stress Management – Nature of stress and stress management techniques
2.6 Psychological Disorders and Therapies – Concept and classification of psychological disorders, types of therapies.
Pedagogy Of School Subject: Psychology

Unit 3:- Nature Of The Subject Psychology

Credit 1

(A)

3.1 Nature and scope of the Subject Psychology

3.2 Place of the Subject Psychology in the Higher secondary school curriculum

3.3 Objectives of teaching the subject psychology at the Higher secondary school level

3.4 Relation of the Subject Psychology with Natural Sciences (biological and development, Medical Science) and with Social Sciences (Philosophy, Economics, Political Science, Sociology, Mass communication, Law and Criminology) and other disciplines (Architecture, Engineering, Computer Science, Arts and Fine Arts).

3.5 Relation of the Subject Psychology with Education

3.6 Lecture cum discussion method

3.7 Seminar method

3.8 Experimental method

3.9 Observation method

3.10 Case study method

Unit 4:- Analysis Of The Subject Psychology

Credit 1

(A)

4.1 Structure of the Subject Psychology

4.2 Curriculum and syllabus (Concept and types).

4.3 Core elements, values and life skills.


4.5 Content analysis.

B):- Learning Resources For The Subject Psychology
4.6 Concept, need and importance of learning resources

4.7 Psychology laboratory
   a) Importance of the laboratory in learning of the Subject Psychology
   b) Planning, organizing and maintaining a laboratory of Psychology

4.8 Psychology tests and inventories – Importance and Types

4.9 Technology based learning resources.

4.10 Teacher of the Subject Psychology – Qualities and role

Mode Of Transaction

- Lecture
- Discussion
- Seminar
- Experimental Method/Experiments
- Poster presentation

Practical Work:- (Any Two Of The Following)

Experiment (any 2)
- Case study (any 1)
- Interview of counselor/psychologist/experienced teacher of psychology (any 1)
- Administration of a test (any 1)
- Visit to a psychology lab and writing a report
- Textbook analysis

Reference:

- Books:
  - Maharashtra State Board of Secondary and Higher Secondary Education:
Syllabi for std. XI and XII.


Websites:
- [http://www.examsadda.in/2015/01/free-download-ncert-text-books-class-12-science.html](http://www.examsadda.in/2015/01/free-download-ncert-text-books-class-12-science.html)

References:
- Manasshastra (General Psychology Marathi): Varte Nache Sashtra (THE SCIENCE OF BEHAVIOUR) -by Dr. Shobhana Abhyankar, Dr. Amruta Oke and Dr. Sheela Golwilkar
Objective

1. To understand the nature of philosophy
2. To explain the various theories of Philosophy
3. To comprehend the nature of knowledge.
4. To know the western and Indian sources of knowledge.
5. To understand the basic concept of philosophy.
6. To know the objectives of philosophy teaching at Higher Secondary Level.
7. To understand various teaching learning sources of Philosophy.
8. To enlighten qualities of Philosophy.

UNIT-1- Nature of Philosophy

1.1) Meaning, Definition and nature of Philosophy.
1.2) Branches of philosophy- Metaphysics, Epistemology, Ethics, Logic, Aesthetics.
1.3) Moral philosophy- Nature, scope, conduct and characteristic.
1.4) Moral Concepts- Right, Good, Duty, Virtue, Concept of Self, The concept of God.
1.5) Environmental Ethics, Applied Ethics.

UNIT-2- Nature of Knowledge & Theories

2.1) Concept of knowledge-origin of knowledge, types of knowledge, sources of knowledge.
2.2) Western-Rationalism, Empiricism, Perception, Intuition, Inference, Testimony

Indian- NyayaDarshan, PratyakshyaAnumana
2.3) Theories of Punishment- Concept of Punishment, Natural and Moral Pre-suppositions and purposes of punishment- Deterrent, Retributive, Reformative.
2.4 ) Theories of Truth

- Sentence and proposition
- The Correspondence Theory of truth.
- The Coherence Theory of Truth.
- The Pragmatic Theory of Truth.

UNIT: 3  
CREDIT: 1


3.2. Place of Philosophy in Higher Secondary School Curriculum.

3.3. Objectives of teaching Philosophy in Higher Secondary School Curriculum.

3.4. Relation of Philosophy with other subjects.

3.5. Relation of Philosophy with Education.

3.6. Methods of teaching Philosophy

- Lecture
- Seminar
- Discussion
- Library Method

UNIT: 4  
CREDIT: 1

4.1. Structure of Philosophy.

4.2. Curriculum and syllabus of philosophy.

4.3. Core element and values in Philosophy.

4.4. Content Analysis

Practical Work (Any One)

1. Study of a philosophical branch.

3. Comparison of Philosophy with special reference to
-metaphysics, knowledge, values and other features.
Objective:

1. To introduce the student teacher about meaning, nature, scope of sociology.
2. To make students aware of basic concepts of sociology and social system in India.
3. To understand concept of social stratification, social change, socialization.
4. To introduce different stages of formation of Indian Society.
5. To make student teacher aware of social problems in India.
6. To understand various learning resources of sociology.
7. To know the different teaching methodologies of sociology.
8. To understand the role and responsibilities of good sociology teacher.

UNIT: 1- Nature of Sociology

1.1) Introduction to sociology- Meaning, definition and nature, structure of sociology.
1.2) Scope and uses of sociology.
1.3) Place of sociology at Higher Secondary Level
1.4) Objectives of Teaching sociology at Higher Secondary Level

UNIT: 2-A) - Basic concepts, social system, social process and social change

2.1) Concept, society, social group, community, association, social stratification.
2.2) Social system, marriage, family and religion.
2.3) Social process- socialization, social interaction.
2.4) Social change-meaning, factors.
UNIT: 2 B- Introduction to Indian Society and major social problems

CREDIT: 1


3.2) Segments of Indian society-Tribal community, Rural community, Urban Community.

3.3 Changing nature of Social problems in India.

3.4) Major Social problems in India- Population, Women problems, child labour, urbanization, farmers suicide.

UNIT-3- Place, objectives and relation of sociology with other subjects

CREDIT: 1

3.1) Place of Sociology in Higher Secondary Curriculum

3.2)Objectives of teaching sociology at higher secondary level.

3.3) Relation of Sociology with other Social Science Subjects.

3.4 ) Relation between sociology and education.

UNIT: 4- Teaching Methodology of Sociology learning resources and sociology teacher

CREDIT: 1

4.1) Structure of Sociology

4.2. Curriculum and syllabus of sociology.

4.3. Core elements, values and life skills in sociology.

4.4) Content Analysis in sociology

4.5) Teaching Methodology

a) Lecture

b) Project

c) Field Visit

d) Survey
4.6) Various Learning Resource

a) Traditional
b) Technology Based

4.7) Sources of Data Collection

a) Observation
b) Interview
c) Questionnaire

4.8) Quality of good sociology teacher.

Mode of Transaction

1. Lecture
2. Discussion
3. Power Point Presentation
4. Seminar

Practical

1. To conduct a survey regarding changing nature of anyone social institution and prepare a report.
2. to organize an activity to solve any one social problem and prepare a report.
3. To prepare structure of sociology subject.

References

2. Debibnath 2005-contemporary social problems in India, New Delhi, Anmol Prakashan.
3. N.C.E.R.T. Text Books on Sociology
5. Social stratification and change in India by Y.Singh.
BED-205-23-Additional Pedagogy Course Understanding disciplines and school subjects and pedagogy of School Subject

POLITICAL SCIENCE

Objectives

1. To introduce to student teacher various concepts from political Science.
2. To explain the political theory and contemporary world politics.
3. To comprehend the constitution of India
4. To understand various social political movements in India.
5. To know the objectives of political science at secondary level.
6. To understand various teaching learning sources of political science.
7. To know the pedagogy of political science.
8. To enlighten qualities of political science teacher.

UNIT-1- Political Theory and Contemporary World Politics

1.1) State, Nation, Liberty, Human Rights
1.2) Contemporary world politics- Changing World, end of Bipolarization, Emergence of uni-polar system, Multi-polar system.
1.3) International Organization- Need, International Organization, Regional Organization.

UNIT-2- Indian Constitution & Politics in India

2.2) Legislature- Parliament- Loksabha, Rajyasabha.
    State- Vidhansabha, VidhanParishad
2.3) Executive- Union and State
    Judiciary- Supreme court, High Court, sub-ordinate court, LokNyayalaya.
2.4) Politics in India
- Patterns of Party competition, political and social movements
- New trends in Indian Politics

UNIT: 3 Nature, scope, objectives and relation with other subjects. CREDIT: 1

3.2. Place of Political Science in Higher Secondary School Curriculum
3.3. Objectives of teaching Political Science in Higher Secondary School Curriculum.
3.4. Relation of Political Science with other subjects.
3.5. Relation of Political Science with Education.
3.6 Qualities of a political science teacher.

UNIT: 4 Pedagogy of Political Science CREDIT: 1

4.1. Structure of Political Science.
4.2 Core element and values in Political Science.
4.3. Content Analysis
4.4. Methods of teaching Political Science.
- Lecture
- Seminar
- Discussion
- Library Method

Practical Work (Any One)
1. Study of a Political Science branch.
3. Comparison of Democracy and Autocracy with special reference to Education

Mode of Transaction:
Lecture, Seminar, Field visit, Project
BED-205-24-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject

LOGIC

Objectives

1. To understand the nature of Logic.
2. To explain the various basic of Logic.
3. To understand the Traditional Logic and Predicate Logic.
4. To know the objectives of Logic teaching at Higher Secondary Level.
5. To understand various teaching learning sources of logic.
6. To know the pedagogy of logic.
7. To enlighten qualities of logic.

UNIT:1

A) Nature of Logic

1.1) Kinds of Inference- Deductive, Inductive, Difference between two types of inferences, Truth and Validity.

1.2) Nature of Propositions


1.3) Decision Procedure

- Nature, truth-table for stamen forms
- Tautology-contradiction, contingent.
- Testing validity of arguments using truth table methods
- Principle of reduction ad absurdum, shorter truth table method.

1.4 The method of Deduction

- Deductive proof, Direct proof, conditional proof, indirect proof of tautology and arguments.
UNIT: 2 Traditional Logic and Predicate Logic

2.1) Traditional - categorical, A.E.I, O.-preposition square of opposition of prepositions.

   Representation of A.E.I, O. using Venn diagrams

2.2) Predicate Logic - Need, Types of preposition - singular, general. Symbolization of preposition.


2.4) Grounds of Induction - Material, formal.

UNIT: 3 A) Logic as a subject

3.1) Place of logic in curriculum

3.2) Objectives of Logic

3.3) Importance of Logic

UNIT: 3-B) Teaching-Learning Methods of Logic

3.1) Lecture Method

3.2) Method of Analysis

3.3) Deductive Method

3.4) Inductive method

3.5) Self learning

UNIT: 4 A) Subject Analysis

4.1) Structure of Logic

4.2) Curriculum of Syllabus, Concept, Method of construction of curriculum

   - Concentric

   - Chronological

   - Periodic
UNIT: 4 B) Learning Resources and Subject Teacher

4.1) Concept, need and importance of learning resources

4.2) Types of Learning Resources

a) Traditional

b) Technology

References:

1. Introduction to Logic- Irving M. Copi and Carl Cohen.

2. First course in Logic- K.T. Basantani

3. Second Course in Logic- K.T. Basantani

4. Logic Text- Book ( XI and XI Standard)
BED-205-25-Additional Pedagogy Course Understanding disciplines and school subject and pedagogy of School Subject

Physical Education

UNIT-1: Education and Physical Education  CREDIT: 1

1.1 Meaning and Concept of General Education

1.2 Meaning and definition of, aim, objective and scope of Physical Education.

1.3 Physical Education and its relationship with General Education.

1.4 Values and Ethics in Physical Education and Sports.

UNIT-2: Historical Foundations of Physical Education & Sports CREDIT: 1

2.1 History of Physical Education in India from ancient to modern period - pre Vedic period, epic period, Hindu period, Muslim period, British period.

2.2 Trends in physical education in Greece, China, U.S.A., Germany and U.K.

2.3 Historical perspectives of the Olympics. Olympic movement- Ancient and Modern Olympic.

2.3 Indian Legends: Khashaba Jadhav, Major Dhyanchand, Sachin Tendulkar, P.T. Usha, Milkha singh, (What makes them different)

2.4 Issues, challenges and opportunities in Physical Education and sports

2.5 Careers in Physical Education and Sports.

2.6 Gender in Physical Education

2.7 Role Conflict in Physical Education and Sports.

UNIT-3: Analysis of Subject Physical Education

3.1. Structure of Physical Education

3.2. Curriculum and Syllabus of Physical Education
3.3 Core elements, values and life skills in Physical Education.

3.4 Content Analysis.

**UNIT-4 Learning & Teaching of Physical Education**

4.1 Concept, need and importance of learning resources in physical education.

4.2 Types of learning resources in Physical Education.

4.3 Methods of teaching Physical Education

   a) Lecture

   b) Demonstration

   c) Seminar

   d) Experimental method

   e) Project method

4.4 Place & importance of playground activities in Physical Education.

4.5 Qualities of Physical Education teacher.

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**References**


BED-205-26-Additional Pedagogy Course Understanding disciplines and school subject and pedagogy of School Subject

Yoga Education

Objectives:
1. To provide information about yoga education
2. To make them aware about healthy habits and hygiene (food, personal and group).
3. To help children know correct postural habits of basic movements so as to avoid postural defects and physical deformities.
4. To understand the historical and philosophical basis of Yoga.
5. To understand the therapeutic aspects of Yoga.

UNIT:1 Foundations of Yoga

CREDIT: 1

A. Introduction to yoga,
   · Introduction to Yoga. Meaning, Definition and Characteristics
   · History of YogaThe relevance of Yoga today
   · Need and Importance of Yoga
   · Benefits of yoga, Misconceptions of yoga, Difference between yogic practices

B. Yoga Philosophy
   · Four Steps of Life: Brahmacharya (Renunciation), Garahastha (Family Life), Vanaprasthya (Non-attachment), Sanyas (Asceticism)

C. The Astanga Yoga: Yama - Don'ts, Niyama - Do's, Asana, Pranayama - Breath Control, Life Force Control, Pratyahara - Internalization, Dharana - Meditation, Dhyana – Realization and Samadhi - Absorption

D. Yoga in the Bhagavadgita/Schools of yoga - / Eight kinds of Yoga:
UNIT: 2 - Introduction to Asanas, Pranayama, Meditation, Mudra, Shatkarma /kriya, bhandha

A. Introduction to Asana, Pranayama, Meditation,

Introduction to Asanas: Yoga and the Spine, Understanding the following asanas, Standing poses, Sitting poses, Kneeling poses, Supine poses, Prone poses and Arm Support poses. Surya Namaskar & Chandra Namaskar (Sun sequence).

Pranayama: Breathing techniques: Aspects of Pranayama, The Pranickoshas (anamaya, manomaya, Pranamaya, Vijnanamaya, anandmaya Koshas). Breath health and Pranayama, general Considerations ( Contraindications, time, diet, Place, Breathing sequence, Side effects) Nadi Shodhana - Anuloma Viloma (alternate nostril breathing), Ujjayi, Sheetali, Sheettkari, Bhramari, Bhastrika, Kapalabhati (lung cleansing exercise), Moorcha, Surya Bheda.

Major Nadis: Ida, Pingala and Sushumna

Meditation: Pratyahar, dharna, dhyan, Samadhi & Relaxation techniques

B. Introduction to Mudra, Shatkarma /kriya, bhandha

Five Groups of Yoga Mudra: Hasta: (hand) Jnana & Chin, Yoni, Bhairava, Haridya, Mana: (head) hambhavi, Naskagaddrushti, Khechari, Kaki, Bhujangini, Akashi, Shanukhi, Unmani, Kaya: (postural) Vipareetakarni, Pashine, Prana, Yoga, Manduki, Tadagi, Adhara: (perineal) Ashwini, Vajroli/sahajoli

Shatkarma / Kriya: Neti, dhauti, Nauli, basti, Kapalbhati, Trataka

Bandha: Jalandhara (throat lock), Moola (perineum contraction), Uddiyana (abdominal contraction)

UNIT: 3 - Yoga Therapy

3.1 Need and Principles of Therapeutic yoga: Preventive yoga Practice principles, Alignment, Contraction versus Stretching of Muscles, Yoga Therapy of asana for chronic and acute diseases and disorders

3.2 Yogic concept of Lifestyle diseases: The Five Kosha / Dimensions: Annamay, anomaya, Pranamaya, Vigyanmaya, Anandmayakosha
3.3 Mind Management: Power of mind, Self discipline, Hatha Yoga and physical harmony, Raja Yoga and mental harmony

3.4 Mantra: Mantrasadhana, Vibrations and personality, Tuning the total personality with mantras

UNIT: 4

4.1 Place of yoga in Secondary Education
4.2 Content Analysis of yoga
4.3 Relation of Yoga with education and other subjects.
4.4 Teaching methods for Yoga
   a) Lecture
   b) Group Discussion
   c) Experiment
   d) Discussion

References

- Dr. Karmananda S. (1983) Yogic Management of Common Diseases, Yoga Publication Trust New Bihar, India


• Niranjananda S. S. (1997) *Yoga Sadhana Panorama*, Bihar School of Yoga, Bihar, India.


VALUE EDUCATION

Objectives:
1. To understand the meaning and nature of Value Education.
2. To explain various types of values and social evils.
3. To understand the nature, scope objectives and methods of value education.
4. To develop the structure of value education.

UNIT: 1 Value Education as a subject

A) Meaning and nature of values, Value Education- its purpose and significance in the present world, Value System, the role of culture and civilization, Holistic living.
B) Salient values for life- Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality- Time, Task and resource management- Problem solving and decision making skills- Interpersonal and Intra personal relationship- Team work- Positive and creative thinking.

UNIT: 2 Types of Values and Social Evils

A) Types of Values-Personal, Social and National Values, Value Crisis.
B) Study of Indian Values with special reference to Indian Constitution.
C) Social Evils- Corruption, Cyber Crime, Terrorism,- Alcoholism, Drug Addiction- Dowry- Domestic violence- untouchability- female infanticide- atrocities against women- Role of Values through Education to face above problems.
UNIT: 3 Nature, Place, objectives and methods of value education  CREDIT:1


3.2. Place of Values in School Curriculum.

3.3. Objectives of teaching Values in School Curriculum.

3.4. Relation of Values with education.

3.5. Methods of teaching Values.
   - Lecture
   - Seminar
   - Discussion
   - Library Method

UNIT: 4 Value Education - Structure, curriculum and content analysis  CREDIT:1

4.1. Structure of Values.

4.2. Curriculum and syllabus of Values.

4.3 Core element and values in National Policy of Education.

4.4. Content Analysis of Values.