

Metric 1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

Clarification Asked-

Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum • Academic calendar showing time allotted for optional /electives/pedagogy courses

Response-

1. University Syllabus copy showing duly approved list of optional /electives / pedagogy courses in the curriculum is attached. (Appendix-I)

Appendix-I

B.Ed. SYLLABUS

**Rashtra Sant Tukadoji Maharaj
Nagpur University, Nagpur**

**CBCS : Bachelor of Education
(B.Ed.) CURRICULUM
(For Two Years)**

**Direction, Regulations
CBCS B.Ed. Curriculum
Semester - I to IV**

With Effect From:- 2022-2023

Zadephal
At-hoc Chairman
BOS Education

Direction No.---of 2022

Direction issued under section 12(8) of the Maharashtra Public Universities Act, 2016, relating to Bachelor of Education, first to last semester in Choice based Credit System CBCS Semester Pattern for the award of Degree of Bachelor of Education (Two years degree course), Full Time in the Faculty of Education.

Whereas, the Maharashtra Public Universities Act 2016 (VI of 2017) (wherein after Act VI 6/2017) has come into force with effect from 1st March, 2017, repealing the Maharashtra University Act 1994.

AND

Whereas, the National Council for Teacher Education (NCTE) vide its notification no.51-1/2014 dated 28/11/2014, issued (Recognition, Norms and Procedure) Regulation, 2014. The earlier notification (Recognition, Norms and Procedure) Regulation, 2009 (NCTE) has been repealed.

AND

WHEREAS, National Council of Teacher Education (NCTE) notification No. 51-1/2014 dated 28/11/2014 accepted by the Maharashtra State and the RTM Nagpur University and came into the force from 28/11/2014.

AND

Whereas, the Dean of the Faculty of Education has concurred with the recommendations of the Board of Studies in Education in the Faculty of Education on 25th August 2015.

AND

Whereas, the Board of Studies in Education and faculty of Education at its meeting held on 25th August 2015., have decided to make amendments related to B. Ed. first to last semester, in Credit based Semester Pattern for award of degree of Bachelor of Education (Two years degree course), of Full time in the Faculty of Education.

AND

Whereas, Direction No. 17 of 2015 was issued by the university for regulating the B.Ed. Course from the academic session 2015-17 on 8th September 2015. The new scheme of examination as per semester pattern CBS was implemented from the academic session 2015-17 for B.Ed. 1st year and onwards.

AND

Whereas, Direction No. 39 of 2016 in respect of Direction regarding Credit based system semester pattern scheme and examination leading to B.Ed. first to last semester in Credit based system semester pattern CBS in the faculty of Education of Rashtrasant Tukadoji Maharaj Nagpur is in existence in the university which was issued by then acting Vice-Chancellor on 15/06/2016.

AND

Whereas, Direction No. 39 of 2016 was amended on 15/03/2017 vide Direction No. 6 of 2017 issued under provision of sub section 8 of section 12 of the Maharashtra Public University Act 2016.

Sadaphal

AND

Dr. Ujjwala Sadaphal
Ad-Hoc Chairman
B.O.S Education

Whereas, provision for allowing to keep term in the next higher class is made in the above said direction under clause ii of para 10 of the said Direction No. 39 of 2016.

AND

Whereas, original ordinance No. 10 in the respect of providing for exemption and compartment is in existence in the university and provision under 5th proviso of sub para (1) of para 2 is made for allowing to keep term in the next higher class of B.Ed. course is made in the said ordinance is applicable to the Direction No. 39 of 2016.

AND

Whereas, Direction No. 42 of 2019 in respect of Direction regarding Credit based system semester pattern scheme and examination leading to B.Ed. first to last semester in Credit based system semester pattern CBS in the faculty of Education of Rashtrasant Tukadoji Maharaj Nagpur is in existence in the university which was issued by the Vice-Chancellor on 30/09/2019.

AND

Whereas, under section 12 (8) of the act VI of 2017 every direction shall expire after the period of six months from the date of its issuance and therefore Direction No. 39 of 2016 and amendment to Direction No. 39 of 2016 (B.Ed.) Direction No. 6 of 2017, Direction no 42 of 2019 issued under provision of section of sub section (8) of section 12 of the Maharashtra Public Universities Act, 2016 has expired and extinguish after expiry of six months from the date of coming into force of the act VI of 2017.

AND

Whereas, Direction No. 42 of 2019 issued under provision of section of sub section (8) of section 12 of the Maharashtra Public Universities Act, 2016 could not be converted into the ordinance within the stipulated period of time. As per NEP 2020 it is mandatory to incorporate its provision.

AND

Whereas, the Faculty of Interdisciplinary Studies has consented to the direction for the award of B.Ed. degree in its meeting held on 13/6/2022. This Direction shall come into force from the date of its issuance.

AND

Whereas, it is expedient to issue a new Direction incorporating the provision of the Direction No. 42 of 2019 (Since expired) issued under provision of section of sub section (8) of section 12 of the Maharashtra Public Universities Act, 2016(Since expired) for regulating the Bachelor of Education Course in the university.

Now, therefore, I, **Dr. Subhash Choudhary Vice-chancellor of Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur** in exercise of powers conferred upon me under sub section (8) of section 12 of the Maharashtra Public Universities Act, 2016, do hereby issue the following Direction pertaining to the amendment as made for B.Ed., first to last semester in Choice based Credit system Semester Pattern for award of B.Ed. Degree in the Faculty of interdisciplinary studies.

1. This Direction shall be called "Direction regarding Credit based Semester Pattern Scheme and Examination leading to B.Ed., first to last semester in Choice Based Credit System CBCSSemester Pattern in the Faculty of Education, Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur.
2. Subject to the compliance with the provisions of this Direction and any other Ordinance which is in force from time to time shall be applicable.



1. DURATION OF COURSE

The B.Ed. programme has been designed on the basis of the approved structure under the NCTE Recognition Norms and Procedures, 2014.

The B.Ed. programme shall be of duration of two academic years spread over four semesters which can be completed in a maximum of three years from the date of admission to the program.

2. WORKING DAYS

- a. There shall be at least two hundred working days each year exclusive of the period of examination and admission. The days shall be counted from last day of admission. Or in accordance with any other norms as per policy of the NCTE/state Govt./University whichever is applicable.
- b. The minimum attendance of student-teachers shall have to be 80% for all course work and practicum and 90% for school internship. Every candidate should have to complete all the practical work to the satisfaction of the Head/Principal. He/She should have obtained such certificate from the Head/Principal of the institute and copy of the same to be submitted to the university by the institution on behalf of the examinee.

3. ELIGIBILITY

- a. Candidates with at least fifty percent mark (50%) either in the Bachelor's Degree and /or in the Master's Degree in Science/Social Science/Humanity, Bachelor's in Engineering or Technology with Specialization in Science and Mathematics with fifty five percent marks (55%) or any other qualification equivalent thereto, are eligible for admission to the programme.
- b. The reservation and relaxation of SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/State Government, whichever is applicable.
- c. The admitted candidate shall be allotted method subject by the principal of the concerned college. The allotted methods should be in accordance with the subjects of the candidate offered at S.S.C/H.S.S.C/Graduate/Additional graduate level/post graduate level. For example Graduate from Information Technology, Environment Science, Computer Science and Agriculture may be allotted Science (Physics/Chemistry/Biology/Mathematics) and candidates from Social Work may be allotted Marathi/English/Economics methods.

4. ADMISSION PROCEDURE

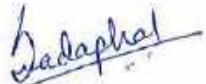
- i. Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or in accordance with any other procedure as per the policy of the State Government/University.
- ii. Fees of the B.Ed. program will be collected annually for first year in the beginning of I semester (i.e. at the time of admission) and for II year in the beginning of III semester.



5. EXAMINATION

- a. B.Ed. is a full time regular course for two academic years spread in 4 semesters. B.Ed. students can answer in English or in Marathi or in Hindi medium. If the Student has not completed theory courses, practicum and school internship he/she will not be allowed to appear in the B.Ed. examination.
- b. In the theory **First division** with Distinction would be awarded to those students who have secured **75% or more**, **First division** would be awarded to those students who have secured 60% to 74.94%, Higher **Second division** to those who have secured 55% to 59.94% and **Second division** to those getting a minimum of 50% to 54.94% in total and at least 50% marks in each theory course separately.
- c. In practicum **First division** with Distinction would be awarded to those students who have secured **75% or more**, **First division** to those students who have secured 60% to 74.94%, Higher **Second division** to those who have secured 55% to 59.94% and **Second division** to those getting a minimum of 50% to 54.94% in total and at least 50% marks in each theory course separately.
- d. The division in theory and practicum will be indicated separately towards the end of the fourth semester by aggregating the scores (credits) earned in the preceding three semesters and by adding the same to the scores of the fourth semester.
- e. In the first and second semester for the assessment of practicum the board of examiners will consist of two members - one member from within/or outside the university and second member from the concerned college in accordance with seniority through rotation and who will act as coordinator.
- f. In the third/fourth semester during internship assessment of teaching competencies/skills will be carried out by a board of examiners, consisting of three members one being an external member from University other than Rashtrasant Tukadoji Maharaj Nagpur University, one member from within the university but not from the same college where evaluation is conducted and third member from the concerned college in accordance with seniority through rotation and who will act as coordinator.
- g. The examiners for both theory and practicum of B.Ed. programme shall be appointed from a panel of examiners prepared by The Board of Studies in Education. In no circumstance the departure from this practice will be permitted.
- h. In case of inflated markings in theory and practicum reported, the competent authority of the university shall have the right to review the same with the help of experts duly appointed for the purpose.
- i. The marks of each semester examination for the B. Ed. Course (Theory and Sessional Work) will be converted into grades.

6. Grading System:



The marks secured by a student from maximum 100 will be converted into a letter grade. The grade points are the numerical equivalent of letter grade assigned to a student in the 07 points scale as given below in Table 01,

Table 01

Range of Marks obtained out of 100 or Equivalent Fraction	Letter Grade	Grade Point	Description
90 -100	A+	10	Outstanding
80-89	A	9	Excellent
70-79	B+	8	Very Good
60-69	B	7	Good
55-59	C+	6	Fair
50-54	C	5	Average
Less than 50	F	0	Dropped or Fail

7. Calculation of Semester Grade Point Average (SGPA):

- Performance in a semester will be expressed as Semester Grade Point Average (SGPA).
- Cumulative performance of all the semesters together will reflect performance in the whole programme and it will be known as Cumulative Grade Point Average (CGPA). Thus CGPA is the real indicators of a student's performance.

The formula for calculation of SGPA and CGPA is given below:

- The marks will be allotted in all examinations which will include college assessment marks and the total marks for each Theory / Practical shall be converted into Grades as per Table No.1
- SGPA shall be calculated based on Grade Points corresponding to percentage of marks as given in Table No. 01 and the Credits allotted to respective Theory / Practical shown in the scheme for respective semester.
- SGPA shall be computed for every semester as per formulae (1) and CGPA shall be computed only in IV semester.

$$\text{SGPA} = \frac{C_1 \times G_1 + C_2 \times G_2 + \dots + C_n \times G_n}{C_1 + C_2 + \dots + C_n} \dots \dots \dots (1)$$

Where:

C= Credit of individual Theory / Practical

G= Corresponding Grade Point obtained in the respective Theory /Practical.

n = Number of subject heads in a given semester



04 The CGPA shall be calculated based on SGPA of I to IV semester taken together as per formulae (2)

$$\text{CGPA} = \frac{(\text{SGPA})_1 \times (\text{Cr})_1 + (\text{SGPA})_2 \times (\text{Cr})_2 + (\text{SGPA})_3 \times (\text{Cr})_3 + (\text{SGPA})_4 \times (\text{Cr})_4}{(\text{Cr})_1 + (\text{Cr})_2 + (\text{Cr})_3 + (\text{Cr})_4} \dots (2)$$

Where:

(SGPA) $_1$ = SGPA of I Semester

(Cr) $_1$ = Total Credits for I Semester

(SGPA) $_2$ = SGPA of II Semester

(Cr) $_2$ = Total Credits for II Semester

(SGPA) $_3$ = SGPA of III Semester

(Cr) $_3$ = Total Credits for III Semester

(SGPA) $_4$ = SGPA of IV Semester

(Cr) $_4$ = Total Credits for IV Semester

SGPA = Semester Grade Point Average

CGPA = Cumulative Grade Point Average

- i. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.
- ii. CGPA equal to 8.25 and above shall be considered as equivalent to First Class with distinction and CGPA equal to 6.75 to less than 8.25 shall be considered as First Class and so on.... as mentioned in table 02
- iii. The cumulative grade point average will be calculated as the average of the SGPA of the four semesters, as shown above.

8. STANDARD OF PASSING

- i. To pass the final examinations of First Semester, a student is required to pass separately in each of the theory and practical Courses. The student has to get at least 50% marks in each course and 50% marks in aggregate.
- ii. Promotion of the student from semester 1 to 2, 2 to 3, 3 to 4 shall be as per the provision of Ordinance No. 10 of university.
- iii. The student has to score 50% in each course and 50% in Aggregate to pass the exam of each semester.
- iv. The class of passing and grade obtained in examinations will be given by combining the marks obtained by the students in all the end semester final examinations (Semester I to IV) held by the university.
- v. No class will be awarded in the mark sheet of semester I to III examination; however, SGPA shall be calculated for the same.
- vi. CGPA will be calculated after clearing all the courses of semester I to IV and the grades/class shall be awarded on the basis of following table. In case of CGPA is less than 5.75 the candidate has to reappear in 4th semester examination in all the subjects.

The degree shall be awarded to the students on the basis of CGPA (Cumulative Grade Point Average) of the four semesters' performance in the exams as give in Table 2



Table 02

CGPA	Division
8.25 or more	First Class with distinction
6.75 or more but less than 8.25	First Class
6.25 or more but less than 6.75	Higher second Class
5.75 or more but less than 6.25	Second Class
Less than 5.75	Dropped or Fail

Equivalent percentage calculation shall be based on the following formula:

$$\text{Equivalent \%} = (\text{CGPA} - 0.75) \times 10$$

9. Credits and Marks

- 01 Credit = 25 Marks
- 01 Credit = 15 Hours for theory course
- 01 Credit = 30 Hours for EPC / 45 Hours for Internship

For the supervision of teaching practices, community work and practical examination partial allowance and reimbursement of expenditure for travel etc will be allowed on the basis of the rates, approved by the Vice Chancellor for university department and Management authority designated for college as prescribed by the University.

For university department finance officer will provide the required amount to the Head of Department at least a week in advance for this provision in the departmental budget shall be made by the Head of the department every year.

Fees of the B.Ed. program will be collected annually for first year in the beginning of I semester and for II year in the beginning of III semester.

10. The B.Ed. programme consisting of Theory Courses, Practicum and School Internship.

- a. Theory courses comprise perspective courses and courses in curriculum and pedagogy studies.
- b. In the practicum the focus is on engagement with the field. In the school internship the focus is on sustained engagement with learners and the school including engagement in continuous and comprehensive evaluation, school based innovative practices and community based interaction.
- c. There will be theory courses of 1350marks (54Credits) and Practicum comprising of EPC (Enhancing Professional Competencies) of 500marks (20Credits) and Internship I & II of 350 marks (14 Credits) spread over a period of two years in four semesters.
- d. If student leaves the course after passing semester 1 examination he/she shall be awarded 6 months **Certificate in School Teaching (CST)** whereas on leaving the course after passing semester 1 and semester 2 examination all subject he/she shall be awarded **Diploma in School and Community Services (DSCS)**. If student leaves the course after passing semester 1, semester 2 and semester 3 examination in all subjects he/she shall be awarded **Advance Diploma in School Pedagogy (ADSP)** based on the concern teaching methods he or she opted.

The year wise and semester wise distribution of theory, practicum & internship programme with the weightage in terms of marks (credits) are indicated in the following plan.

The following is the outline of the courses and its layout Year / Semester wise.

Sadaphal

First Year प्रथम वर्ष

Note:

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 210 hours and total credit for theory is 14 (For Theory 1 hour is assigned per week per credit)
- Total EPC is of 52 days (total minimum hours for EPC is 120 hours for 06 credits. (For practical 2 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of four Week (30 days) duration.
- Total Credit for Semester-I is 20. (Theory 14+EPC 06)

Second Semester
द्वितीय सेमेस्टर

Course Code	Course Title : Theory	Marks	Credits
Theory course	Core courses		
C201	Environmental Education and Sustainable Development	50	2
C202	Assessment of Learning	100	4
C203	Action Research in Education	50	2
C204	Inclusive Education.	50	2
C205	Gandhian Philosophy, Nai Talim and Community Engagement methodology	50	2
E206	Elective Paper (any one of the following papers)	50	2
	A Life Skill Education B Historical Perspectives of Education C Indian Knowledge System D Any other course from SWAYAM of Similar credits		
		Total	350
Practicum(EPC)	Course Title : Practicum/Project		
EPC 1	Personality development with emphasis on – Understanding the self / Communication skill including Language Use and improvement of speech.	50	2
EPC 2	Designing of assessment tools for achievement in school related subject and administration of psychological tests and experiments with a brief report there on.	50	2
EPC 3	Intelligent use of ICT and development of power point presentation, CAI or PLM module including improvisation of teaching aids and gadgets.	50	2
Internship – I विद्यालय सम्बद्धता-I	In the Internship for first year of 4 Weeks following activities/ assignments will have to be undertaken.		
	a. School Visit: Two days for every School : primary / upper primary and secondary and senior secondary level schools. (One Week) b. Observation: Observation of class room teaching, Classroom and School sites including library, lab and sports / extramural programmes within the school with preparation of school profile as an outcome. (One Week) c. Skill development through simulated and micro teaching sessions. (One Week) d. Improvising of teaching aids / exhibits / gadgets for use in school. (One Week)	25 25 25 25	1 1 1 1
		Total	250
			10

Note:

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 180 hours and total credit for theory is 14 (For Theory 1 hour is assigned per week per credit)
- Total EPC and internship is of 52 days (total minimum hours for EPC is 120 hours) for 06 credits. (For EPC 2 hours are assigned per week per credit.) Internship (total minimum hours for Internship is 120 hours) for 04 credits (For Internship 3 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of four Week (30 days) duration.
- Total Credit for Semester-II is 24. (Theory 14+EPC 06 +Internship 104)

Jadaprat

Second Year द्वितीय वर्ष
Third Semester तृतीय सेमेस्टर

Course Code	Course Title : Theory	Marks	Credits
Theory course	Core Courses		
C301	Pedagogy of School Subject – 1	100	4
C302	Pedagogy of School Subject – 2	100	4
C303	Physical Education	50	2
C304	Fine Arts Education	50	2
		Total	300
	Course Title : Practicum/Project		
EPC I	Nai Talim and Community Engagement Project	50	2
Internship – II नियाय सम्बद्धता-II	In the Internship for second year of 16 weeks , following activities/ assignments will have to be undertaken.		
	<p>a. A. The B.Ed. trainee will be attached to primary/upper primary level schools for (Four Weeks), to secondary level schools for (Ten Weeks) and to senior secondary schools for (Two Weeks). The purpose of the internship programme is to integrate theoretical knowledge of courses in perspectives and pedagogy with engagement in various sites such as the school, the classroom, the community and the learner and thereby ensuring a holistic development of teaching competencies and skills needed for an effective teacher professional of 21st century global world.</p> <p>B. The activities undertaken during this programme of school attachment will comprise of :</p> <p>a. Observing teaching sessions of school teachers. 25 1</p> <p>b. Teaching 40 lessons (Supervised by B.Ed. faculty). 50 2</p> <p>c. Participation in school chores such as prayers, assembly, organization of Co-Curricular activities. 25 1</p> <p>d. Library and lab management (in cases of trainees having to work with laboratories). 15 } 25 1</p> <p>e. Excursion, Study tours etc. as part of the school programme. 10 }</p> <p>f. Community interactions including teacher-parent meetings and visits to specific community centres. 15 } 25 1</p> <p>10 }</p> <p>g. Final Lesson (One for each subject of minimum 35 minutes duration) 50 + 50 100 4</p>		
		Total	300

Note: (50 each) Final teaching lesson – two (one each method)

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 120 hours and total credit for theory is 12 (For Theory 1 hour is assigned per week per credit)
- Total EPC and internship is of 52 days (total minimum hours for EPC is 60 hours) for 02 credits. (For EPC 2 hours are assigned per week per credit.) Internship (total minimum hours for Internship is 300 hours and *360 Hours for Exam) for 10 credits (For Internship 3 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of four Week (30 days) duration.
- Total Credit for Semester-III is 24. (Theory 12+EPC 02+ Internship II 10)

Sadaphal

Pedagogy of School Subjects – Course Code 301 and 302

Pedagogy of two school subjects have to be selected from the following groups one subject from each group to the condition that He/she must have studied the subject at secondary / higher secondary / graduation/ post graduation level:

निम्नलिखित संबंधी में से किन्हीं दो विषयों का चयन करना है। एक संबंध से एकही विषय का चयन करना है तथा विद्यार्थिने वह विषय माध्यमिक / उच्च माध्यमिक स्नातक / स्नातकोत्तर स्तर पर अध्ययन किया हो:

Group A Language	Group B Social science	Group C Science	Group D Science and Social Science 2	Group E other Subjects
1. Hindi teaching	1. History teaching	1. Physics teaching	1. Biology teaching	1. Home Science teaching
2. Marathi teaching	2. Economics teaching	2. Chemistry teaching	2. Mathematics teaching	2. Commerce teaching
3. Sanskrit teaching	--	--	3. Geography teaching	3. Music teaching
4. English teaching	--	--	--	4. Civics teaching
5. Pali teaching	--	--	--	--
6. Urdu teaching	--	--	--	--

Fourth Semester
चतुर्थ सेमेस्टर

Course Code	Course Title : Theory	Marks	Credits
C 401	Contemporary Indian Education	100	4
C402	Gender, School and Society	50	2
C403	School Management and Leadership	100	4
E404	Elective courses (Any one of the following –)	100	4
	A. Guidance and counselling in school B. Value education and moral ethics C. History of Indian Education. D. Any other course from SWAYAM of similar credits		
	Total Theory	350	14
Course Title : Practicum/Project			
EPC 1	Classroom/School/Community based research projects and implementation	50	2
EPC 2	Scouting and Guiding – Under the guidance of an authorized trainer with certification.	50	2
EPC 3	Yoga Education – Under the guidance of a formally trained yoga expert with certification from the concerned institution.	50	2
	Total	150	6

Note:

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 210 hours and total credit for theory is 14 (For Theory 1 hour is assigned per week per credit)
- Total EPC is of 52 days (total minimum hours for EPC is 120 hours) for 06 credits. (For EPC 4 hours are assigned per week per credit.)
- For Inter Semester Break (ISB) of four Week (30 days) duration.
- Total Credit for Semester-IV is 20.(Theory 14+EPC 06)

11. Repealed: the Direction No. 42 of 2019 which is existing at present is hereby repealed with immediate effect.

Jadaphal

12. As soon as possible after the examination, the board of examination shall publish a list of successful examinee and the degree shall be awarded on the basis of First to Fourth semester taken together and Degree of Bachelor of Education to be awarded to the student.
13. I further direct that the aforesaid Direction shall come into force from the date of issuance and shall remain in force till the relevant Ordinance comes into force in accordance with the provisions of Maharashtra Public Universities Act, 2016 and the relevant provisions published by this Direction shall be repealed from the existing Directions.

Sd/

Dr. Subhash R. Choudhary
Vice-Chancellor,

Nagpur
Dated :



PROGRAMME SPECIFIC OUTCOMES FOR BACHELOR OF EDUCATION (B.ED.)

On completion of the B.Ed. course, following core competencies will develop among the students:

PSO-1 Gain a grasp of major philosophical options available in the field of education and initiate them into contemporary educational discourse in the context of national concerns and issues of access and quality in education.

PSO-2 Develop an insight among students into modern theories of learning and development and also to develop creative solutions to day to day educational problems.

PSO-3 Describe the emerging nature of educational theories by making linkages between the theoretical understanding and practices and/or field experiences.

PSO-4 Initiate contemporary educational discourse in the context of national concerns and issues of access and quality in education.

PSO-5 Appreciate research that would help to enhance efficiency, effectiveness, quality and excellence in the system of school education.

PSO-6 Develop the ability to articulate thoughts and ideas effectively using oral and written communication, and to present information and explanations in a well-structured and logical manner.

PSO-7 Develop the ability to work and learn independently and in groups, identify appropriate resources required for a project.

PSO-8 Develop the scientific reasoning to identify and define the problem, generating alternative solutions, evaluating and selecting the best alternative and implementing the selected solution.

PSO-9 Motivate and empower students for undertaking research to theorize about education as also to develop creative solutions to day to day school problems.

PSO-10 Utilize appropriate technology and multimedia in education, use a range of resources including ICT to develop efficiency in teaching learning strategies.

PSO-11 Develop the Ability to work and learn independently and effectively. Investigate problems and find creative solution. Exploring solutions of non familiar problems.

PSO-12 Understand and appreciate various social, cultural and ideological perspectives on education in a multicultural and multilingual Indian society.

PSO-13 Develop values that are honoring diversity and ensuring inclusion by treating everybody with respect and dignity, showing sensitivity to gender, respect to cultural and religious differences.

PSO-14 Ability to influence motivates and enables others. Listen and understand the thoughts, ideas and concerns of others and communicate clearly.

PSO-15 Develops a positive attitude to learning and enhances understanding of the world around and improves our quality of life.

Sadaphat

B.Ed.
First Semester

Course C101 – Perspective in Sociological and Philosophical bases of Education
Credit-04

Marks 100

Learning Outcomes-

After completing this course, the student will be able to:

- Explain the educational implications underlying the thoughts of great thinkers.
- Analyze the concepts of education and teaching.
- Make a distinction among different schools of Educational Philosophy and their teaching implication.
- Analyze the role of different agencies for social change, different dimensions of social change and factors affecting social change.
- Discuss the role of education in economic development and the need of educational planning.
- Explain the role of education in national integration, international understanding, human values and human rights.

Unit-1-

A. Education & Philosophy- Meaning, Relation, Different forms of education and new approach to philosophy; Branches of Philosophy- Metaphysics, Epistemology and Axiology and their Educational implications.

B. Indian Philosophy and Education: Upanishadic Educational Philosophy; Importance, Nature and its relevance. Importance of Buddhist Educational Philosophy- Nature and Educational Implications.

Unit-2-

A. Reflections on various schools of Educational Philosophy- Idealism, Naturalism, Realism and Pragmatism in terms of Aims of education, curriculum, teaching methods and student-teacher relationship.

B. Indian and Western Educational Philosophers- Arvindo Ghosh, J Krishnamurthy, Mahatma Gandhi, Rousseau and John Dewey, Radhakrishnan, Rashtrasant Tukadoji Maharaj: Important implications for designing an effective educational system of Education.

Unit- 3 -

A. Education and Contemporary Indian society: Education as a factor of social change, Role of family, school and community in social change, Social system and education, meaning of social system, functional and structural sub-systems, role of education in social system.

B. National integration and international understanding- meaning, aim, role of education, Human rights: Meaning, Aim, Relevance and implications Development of democracy and role of education, Fundamental Rights and Fundamental Duties in the constitution and role of education in realization of these.

Unit- 4 -

A. Educational planning and Economic development- Meaning of educational planning, Role of educational planning. The new planning policy in India : Economic development: meaning, aims, role of education in economic development ; concept of education as human investment and educational implications.

Zadophal

B. Culture and Education- meaning, difference between civilization and culture, role of teaching in re-establishing culture. Value- meaning, Indian values and role of teacher in instilling Indian Values.

Transactional strategies

The course will be transacted through discussions based on cases, interactive lectures, group discussions, quizzes and at least four assignments on each of the four units.

Reference Books-

1. Chaube, S.P. & Chaube, Akhilesh.: Philosophical and Sociological Foundation of Education, Vinod Publication, Agra.
2. Pandey, K.P. : Perspectives in Social Foundations of Education. Vishwavidyalaya Prakashan, Varanasi.
3. Pandey, R.S. : Education in emerging Indian Society, Vinod Publication, Agra.
4. Sharma, R.N. : Philosophy and Sociology of Education, Surjeet Publication.
5. Vazhayti, Joy : Reflections on the Philosophy of Education, N.C.E.R.T.
6. Moharil, S. & Parasher, G. S. Sawarkar Sahitya Shaikshanik Tatwagyan, New bismah Kitabghar, New Delhi
7. Makade, S. & Parasher, G. S. Rashtrasant Tukadoji Maharajanche Shaikshanik mulya, Sandesh prakashan New Delhi
8. Bharote, A. & Parasher, G. S. Acharya Vinoba Bhave Shaikshanik Chintan New bismah Kitabghar, New Delhi
9. Kadu, S. & Parasher, G. S. Gulab Maharaj Yanche shaikshanik Tatwagyan New bismah Kitabghar, New Delhi
10. Barde, S. & Parasher, G. S. Bharat Ratna Dr. Baba Saheb Ambedkar shaikshanik chintan, New bismah Kitabghar, New Delhi
11. Lohkare, S. & Parasher, G. S. Dasbodhache shaikshanik tatwagyan va Jeevan mulya, New bismah Kitabghar, New Delhi
12. Kazi, S. & Parasher G.S.: Muslim Samaj mein Stri shiksha, Sandesh Prakashan, new Delhi

hodaphal

Course C102 - Perspectives in Psychology of Teaching, Learning and Development
Credit-04 **Marks 100**

Learning Outcomes-

After completing this course, the student will be able to:

1. Comprehend the meaning, scope and the relevance of Educational Psychology.
2. Explain and understand the intellectual, social and emotional changes that occur during different developmental stages.
3. Make a difference between various stages and levels of teaching.
4. Differentiate between the focus of concern in the different theories of learning.
5. Work out the implications of the concept of intelligence, its different theories.
6. Analyze the concepts of personality & adjustment.
7. Explain the different categories of mentally retarded children and their educational implications.

Unit-1-

- A. Psychology of teaching: meaning, scope, Indian & Western concept and its relevance from the point of view of teachers, Stages in teaching: Preactive, Interactive & Postactive, Levels in teaching: memory level, understanding level and reflective level.
- B. Psychology of development: meaning of development, difference between development & growth, characteristics related to cognitive, social and emotional development during childhood & adolescence and their educational implications.

Unit-2-

- A. Psychology of learning: meaning, factors affecting learning, transfer of learning: meaning, types and its educational implications, Motivation: meaning, various techniques for motivating the students.
- B. Theories of learning: Classical, Operant, Gestalt and Cognitive theory of Piaget and Bruner, Main features and their educational implications.

Unit-3-

- A. Psychology of intelligence: meaning, concept, theories of intelligence: cognitive, associative and punitive. IQ, EQ and SQ: their implications for organizing teaching-learning processes. Use of intelligence tests and its limitations. Indian concept of intelligence.
- B. Psychology of Adjustment: meaning, process of adjustment, characteristics of a well-adjusted person. Stress: concept, Mental health, Defence mechanism and its educational implications for teacher & learner. Ensuring wellness life style: determinants of wellness and scales to measure wellness life style.

Unit-4-

- A. Psychology of personality: meaning, its Indian and Western conceptualizations: development of personality, measurement of personality.
- B. Psychology of exceptional children: creative, gifted, slow learner and mentally retarded children their characteristics and implications for providing education.

Practical work-

- A. Case study of an exceptional child and submission of a report thereon.
- B. Preparation of two write ups / presentation on any two recent developments in the field of psychology.
- C. Conduct of psychology Experiments

Jadaphat

Transactional strategies

Discussions based on case studies, observations of classroom and school related participation of specific cases, modular presentations, administration and use of psychological tests of intelligence, creativity, personality, adjustment and wellness life style scales, Interactive seminars and buzzsessions.

Reference Books—

- Dutta, N.K. : The Psychological Foundation of Education, Doaba house, Delhi, 1974.
- Hurlock, E.C : Psychological development a life span approach, Tata Mc Graw Hill's, 5th edition 1983.
- Kundu, C.L. : Educational Psychology, Sterling Publication, 1983.
- Misra, K.S. : Emotional Intelligence: Concept Measurement and Research, Associate for Education Studies, Allahabad, 2007.
- Pandey, K.P. : Advanced Educational Psychology, Viswavidhyalaya Prakashan 2007.
- Sharma, N. : Understanding Adolescence, NBT, India 2003.
- Urade, K, Parasher G.S. & Chouhan J.G. : Bioelectro Magnetic of Human Behaviour, Kitabi Dunia ,New Delhi
- Vaishnav,R & Mehta,R. : Academic anxiety and parental Aspiration in Adolescents LAP Lambert Academic Publishing Deutschland ,Germany 2013
- Vaishnav,R & Khare,K.: Kishor Awastha me Akramakta Parivar Evam Vidyalay ki Bhumika , Sandesh Prakashan New Delhi
- Vaishnav,R & Khobragade,S. :Bal Gunhegari (Juvenile delinquency) Sandesh Prakashan New Delhi
- Vaishnav,R & Shrivastav,A : Juvenile Diabetes and Cognitive performance of Students, Lambert Academic Publishing Deutschland ,Germany 2013
- Vaishnav,R & Jagtap,A : Shaikshanik Sampadnala Prabhavit karnare Ghatak, Sandesh Prakashan New Delhi
- Dandapani, S. (2001), *A textbook of Advanced Educational Psychology*. New Delhi: Anmol Publications.
- Dandekar W. N., (1981), Psychological Foundations of Education, Ed.2, MacMillan Company, Delhi.
- Dandekar, W. N., (1970), Fundamentals of Experimental Psychology, 3rd ed. Moghe Prakashan, Kolhapur.
- Dandapani S. Advanced Educational Psychology -.Anmol Publication Pvt.Ltd., New Delhi - 2000.
- Dash, M. (1988). *Educational Psychology*. Delhi: Deep and Deep Publication.
- Dunn, R. (1983). Can students identify their own Learning Styles? *Educational Leadership*, 40, P.P. 60-62.
- Duric, L. (1975). *Performance of Pupils in the Process of Instruction*. Bratislava, SPN, P.P. 54-90.
- Duric, L. (1990). *Educational Sciences: Essentials of Educational Psychology*. International Bureau of Education, UNESCO, New Delhi, Sterling Publishers, P. 81.
- Fontana, D. (1995). *Psychology for Teachers (3rd edition)*. The British Psychological Society, London: McMillan in association with BPS Books
- Gage, N.I. & Becline, D.C., (1975), Educational Psychology, Rand N.C. Nally College, Chicago.

Zadaphot

- Kuppuswamy, Advance Educational Psychology.
- Mangal S.K. Advanced Educational Psychology -Prentice Hall of India Pvt.Ltd., New Delhi -1999.
- Mathur S.S.(1975), Educational Psychology, Agra: Vinod Pustak Mandir.
- Rastogi, K. G., Educational Psychology, C.I.E. Delhi University, Meerut: Rastogi Publication.
- Travers, John F., (1970), Fundamentals of Educational Psychology, Pensylvainia, International Text-book Co.
- आफळे, रा. रा. बापट, भा. व. (१९७३), शिक्षणाचे मानसशास्त्रीय अधिष्ठान, श्री. विद्या प्रकाशन पुणे.
- कुलकर्णी, के. व्ही. (१९७७), शैक्षणिक मानसशास्त्र श्री. विद्या प्रकाशन, पुणे.
- खरात, आ. पा. (१९७४) प्रगत शैक्षणिक मानसशास्त्र श्री. विद्या प्रकाशन पुणे.
- गोगटे श्री. ब. शैक्षणिक मानसशास्त्र, श्री. विद्या प्रकाशन पुणे.
- दांडेकर, वा. ना. (१९७०), प्रायोगिक व शैक्षणिक मानसशास्त्र, मोर्दे प्रकाशन, कोल्हापूर.
- पारसनीस, न.रा. (१९८७), प्रगत शैक्षणिक मानसशास्त्र, नूतन प्रकाशन, पुणे.

Sedaphot

Course C103 – Knowledge and Curriculum**Credit-02****Marks 50****Learning Outcomes-**

After taking this course, the student will be able to:

- Explain and understand the epistemological basis of education.
- Analyse the basis of 'knowledge' and 'information' processing contexts in teaching and learning.
- Differentiate between content and process in educational contexts.
- Plan instructional designs keeping in view the various levels of knowledge.

Unit-1- Epistemological Concerns

- A. Knowledge and Information: Meaning and difference between knowledge and information and their implications for teaching and learning in schools.
- B. Process of knowledge creation: Western and Indian views- Inter disciplinary perspectives.

Unit-2- Approaches and Designs of Curriculum development

- A. Relating curriculum to knowledge development: various approaches to curriculum design -behaviorist, cognitivist and constructivist perspectives.
- B. Developing a curriculum for a specific stage: structure and constraints in developing a structure.

Unit-3- Curriculum transaction

- A. Maxims and Principles of Teaching, Direct and Indirect curriculum transactional strategies, difference between the two, Focus on a few selected strategies such as interactive discussions, team teaching, inquiry training, experiential learning and brain storming etc.
- B. Determinants of effective curriculum transaction.
 - The teacher
 - The learner
 - The school
 - The community

Unit-4- Curriculum for catering Learner Diversity

- A. Learner need- diversity in terms of sociological perspectives: Addressing the diversities in a school related site.
- B. Issues of congruence between need of learners and the content & process stressed through the curriculum.

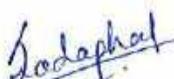
Transactional strategies

The course will be transacted with the help of multiple pedagogic procedures such as :

- Interactive discussions including group discussions.
- Brainstorming sessions
- School visit based reflective discussions
- Projects – individual & group based.

Reference Books-

- Borich, Gary D. : Effective teaching methods-Research Based Practice: Pearson 7th edition, 2012
- Allan, Ornstein C. :Teaching: Theory into Practice: Allyn & Bacon, 1995.
- Pandey, K.P. :Shikshan Bywahar ki Technology : Vishwavidyalaya Prakashan, 2010 .
- Kumar, K. :What is worth Teaching? (3rd edition) orient Blackswan (2004)



- Holt, J. :How children fail (Rev.ed.) Penguin, 1964.
- Vaishnav R. and Parasher G.S. :computer aided instructional design in education, Kitabi Duniya, New Delhi (2010)
- Vaishnav, R. : Learner Controlled Instruction, Lambert Academic Publishing Deutschland, Germany 2013

Sadaphal

Course C104 - Educational Technology and its Application

Credit-02

Marks 50

Learning Outcomes-

After taking this course, the student will be able to:

1. Describe the concept of Educational Technology and its linkage with modern technological devices.
2. Plan and organize T-L systems effectively with Educational Technology Support.
3. Adopt the Educational Technology approach for optimizing learning outcomes.
4. Design and conduct teaching lessons based on different models of teaching
5. Develop modules based on computer assisted teaching.

Unit-1-

- A. Educational Technology: Concept and Development , Hardware, Software and system approach, role of media in instruction, ICT (Information and Communication Technology) and its application for learning outcomes.
- B. Behaviorist and Constructivist perspectives for development and design of ET.

Unit-2-

- A. Basic teaching model and Models of teaching – Concept, Features, Families and implications for classroom. Advance Organizer Model, Concept Attainment Model, Inquiry Training Model, Jurisprudential Inquiry Model
- B. Behaviour modification techniques: Simulation, micro teaching and sensitivity training

Unit-3-

- A. Communication: Components of a communication process in teaching, effective communication in the classroom, Instructional communication: communication models
- B. Planning, organizing, monitoring and controlling in T-L systems, Instructional objective,Designing of Instructional media : Developing unit plans, lessonplans and exercises to optimise learning outcomes.

Unit-4-

- A. ET Approach: Programmed Instructional Approach, Personalised systems of Instruction; Use of Televised teaching and learning.
- B. Use of Computer in teaching: computer assisted teaching and learning, computer literacy and computer programming, developing modules for computer-aided learning. Word processing, internet accessing and use of Edu-sat, Virtual classroom, e-learning, New developments in computer-assisted learning and teaching.

Transactional strategies

The course will be transacted with the help of diverse strategies/methods such as : modular presentations, power-point presentations involving intelligent use of ICT, programmed instructional material and projects prescribed individually and in groups.

Reference Books-

- Bhatnagar, R.P : Educational Technology and Management, Layal Publication, Meerut.
- Chauhan, S.S. : Innovations in Teaching-Learning Process.
- Pandey, K.P. : Modern Concepts of Teaching Behaviour, Vishwavidyalaya Prakashan, Varanasi.
- Vaishnav, R. & Parasher G.S. : Computer Aided Instructional Design in Education, Kitabi Duniya, New Delhi (2010)
- Vaishnav, R. : Learner Controlled Instruction , Lambert Academic Publishing Deutschland, Germany 2013
- Sharma, R.A. : Technological Foundation of Education, R.Lal Publication, Meerut.

Sadaphud

- Vanaja, M. : Educational Technology, Neel Kamal Publication, New Delhi.
- MHRD : National Policy on Information & Communication technology in school Education GOI (2012).
- येळेकर शेखराम . (२००६), शैक्षणिक तंत्रविज्ञान व मूल्यमापनाची मुलतत्वे, विद्या प्रकाशन, नागपूर

A handwritten signature in blue ink, appearing to read "Sadaphal", is positioned at the bottom center of the page.

Course E105 - A - Human Rights and Peace Education

Credit-02

Marks -50

Learning Outcomes:

After completion of the course the student will be able to:

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

Unit-1 Human Rights

A Human Rights – concept, meaning and definition

Human Right Education – meaning, significance, need of Human Right Education, pedagogy for Human Right Education,

Human Rights Act, 1993,

Human Rights Commission- National and State level

B Child Rights - Concept, Need and Importance of Child Rights

Commission for Protection of Child Rights Act 2005

Protection of Children from Sexual Offences Act 2012

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

A Rights of women and children in the context of Social status from International and National perspective,

Human Rights of Aged and Disabled, The Minorities and Human Rights

B Status of SC/ST and Other Indigenous People in the Indian Scenario

Human rights of economically disadvantaged

Understanding social justice in local context, its implications for beliefs, attitudes, and values and school / social practices and conflictresolution at all levels

Unit 3 Understanding peace as a dynamic social reality

A Awareness of relevance of peace, Concept, need & approaches to peace education

Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life

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

Unit – 4 Education for peace

A Challenging the traditional models of learning to constructivist approaches in teaching Rethinking authority relations from democratic perspective: Promoting dialoguing and developing capabilities for decision-making ,

B Becoming peace teacher – acquisition of relevant knowledge, attitudes, values and skills. Compassion, love and caring, mindfulness in all transaction of avoid hurt, humiliation, Degrading over academic , personal , social and culture matters. On-evaluative orientation empathetic founding academic and discipline problems



Practical:

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

References

- Aurora, G. L. 1995. *Child Centred Education—For Learning Without Burden*. Gurgaon: Krishna Publishing Co.
- Bauer, J.R., and Daniel A. Bell. 1999. *East Asian Challenges For Human Rights*. Cambridge, MA: Cambridge University Press.
- Dev, Arjun et al. 1996. *Human Rights—A Source Book*. New Delhi: NCERT. Educational Innovation and Information (IBE). 1999.
- *A Curriculum Framework for Peace Education*. Geneva: IBE.
- *Encyclopaedia of Human Rights*. 1992. London: Taylor and Francis Inc.
- Jois, M. Rama. 1997. *Human Rights and Indian Values*. New Delhi: NCTE.
- Ministry of Human Resource Development. 1999. *Fundamental Duties of Citizen, Government of India*. New Delhi: NCERT.
- National Council for Teacher Education (NCTE). 1999. *Human Rights and Indian Values*. Vols. I and II, Self Learning Module. New Delhi: NCTE.
- National Council of Educational Research and Training. 1988. *National Curriculum for Elementary and Secondary Education: A Framework*. New Delhi: NCERT.
- Saxena, K.P.C. (ed.). 1994. *Human Rights—Perspective and Challenges*. New Delhi: Lancer Books.
- Subramanian, S. 1999. *Human Rights: International Challenges. National Curriculum Framework For School Education—A Discussion Document*. Vol. I. New Delhi: NCERT
- UNESCO: (1994) UNESCO's culture of peace programme (Leaflet).



Course E105 - B - Women Education
Credit-02 **Marks 50**

Learning Outcomes:

After completion of the course the student will be able 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 the student teacher aware 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

- A. Women Education- Need, importance, objectives
- B. Causes, advantages of women education, Problem related to Women Education.

UNIT: 2 History of Women Education

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

UNIT: 3 Contribution of thinkers for women education

1. Raja Ram Mohan Roy
2. Maharshi Dhondo Keshav Karve
3. Tarabai Shinde
4. Mahatma Phule
5. Savitribai Phule
6. Dr. Babasaheb Ambedkar

UNIT: 4 Provisions for Women Education

A. Constitutional Provisions and Government Strategies-Article – 14, 15 (3), 39 (9) 42
Government Planning-National Plan Action, N.P.E, NHP 1983, NCW
1990, Various educational commissions on women education
B. Programmes for the betterment of women education, Current issues in women education
and women empowerment.

Practical

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 for 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

Badaphal

- Lecture
- Seminar
- Group Discussion
- Panel Discussion

References

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

A handwritten signature in black ink, appearing to read "Sadaphal".

Course E105 - C - Population and Family life Education

Credit-02

Marks -50

Learning Outcomes:

After completion of the course the student will be able 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. Examine population and other related policies and initiatives by government and NGOs.

UNIT 1. Population Education-World and Indian Population

A. Concept, Objectives, need, importance and scope of population education, Scope,

Characteristics of World population

B. Scope, Structure, Characteristics of Indian population, Population inability in India.

UNIT2. Problems of Population

A. Problems of Population: Social, Economic, Educational, Urbanization, Environmental Problems, Effects on natural resources, health and standard of living.

B. Population Control:

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

UNIT 3. Family Life education and Areas

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

Value education as part of FLE programme, Objectives of family life education for various age groups.

B. Premarital preparation, marriage and married life. Planned parenthood, family relationships, communication in family. Home management aging and retirement, special focus on adolescent life skill training.

UNIT4. Human Sexuality

A. Concept of sexual health, Sexually Transmitted Diseases, HIV AIDS, cause and implications to individuals and families.

B. Significance and objectives and content of sexual education for various age groups and target groups, Review of Government and NGO initiatives in sexuality education.

Practical

1. Conduct the survey on 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.

References

- Agrawal, S. N. (1972), India's population problems, New Delhi, Tata McGraw Hill Publishing co.
- Gupta, P. K. (2010), Population Education, R. Lal Book Depot, Meerut
- Mehta, T. S. (1973), Teaching Units on population, New Delhi, NCERT

Jadaphal

- Rao, Y. K. (2001), Population Education, APH Publishing Corporation, New Delhi
- Sharma, R. C.(1988) Environment and quality of life, Dhanpat Rai and Sons, New Delhi

Sadophal

First Semester
Practicum (EPC)

1S-EPC 1 Practice in core teaching skills –

Learning outcomes

After taking this course, the student will be able to:

- Orient themselves in Theoretical aspects of Microteaching, Teaching Skills, and Integration of Teaching Skills.
- Develop competency among students teacher in Teaching Skills, Integration of Teaching Skills.
- Help student teacher in transferring the learnt skills in real classroom situation.

1S-EPC 1 Practice in core teaching skills –

- a. Set Induction
- b. Explanation
- c. Illustrating with examples
- d. Questioning and probing
- e. Writing of behavioural objectives
- f. Lesson planning & Unit planning
- g. Stimulus variation
- h. Reinforcement and feedback
- i. Use of teaching aids including Black board writing
- j. Sketching and drawing
- k. Closure

(At least eight skills are compulsory: Practice of prescribed Microteaching Skills (3 Lessons per Skill)

1S-EPC 2 Reading and Reflection of any two of the texts of Indian Educators as opted by The University department/ College.

Learning outcomes

After taking this course, the student will be able to:

- Empower in effective reading of a text with appropriate voice modulations, stress and speed.
- Read a narrative, poetic, prosaic, interactive, satirical, autobiographical text suitably, meaningfully and effectively.
- Develop interest for reading, listening, reflecting and sharing the meaning of the text.
- Develop capacity to analyze and summarize the ideas expressed in the text.
- Identify the assumptions underlying the text.
- Empower to grasp the import of the text, evaluate its contents and have their own views on the text.
- Gain confidence by overcoming the blush and nervousness associated with public speaking.
- Develop joy of reading good poetical, satirical, biopic, reflective and other kinds of text.
- Cultivate the habit of reading original works of great exponents of various disciplines.



- a. Swami Vivekanand
- b. Mahatma Gandhi
- c. Aurobindo
- d. Rabindra Nath Tagore.
- e. Rashtrasant Tukadoji Maharaj
- f. Krishna Murti
- g. Madan Mohan Malviya
- h. Acharya Narendra Dev
- i. Rajrishi Shahu Maharaj
- j. Gyaneshwar Maharaj
- k. Dr B.R. Ambedkar
- l. Mahatma Jyotiba Phule
- m. Vinoba Bhave
- n. Vir Savarkar
- o. Gulab Maharaj
- p. Dasbodh



1S -EPC 3 : Drama and Art in Education

Background:

Transformational education involves reflection, introspection and action, with a deep relationship between the head, heart and hand. The National curricular Framework 2005(NCF) reminds us that the school curriculum must integrate various domains of knowledge, so that the curriculum encompasses all, and is not separated from the co-curricular or extra-curricular. This has significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities.

Learning is enhanced through drama in education (John, Yogen and Chawla 2007) which helps learners to extend their awareness through multiple perspectives to look at reality through fantasy and to predict everyday situations in order to cope with unpredictable unsettling experiences.

The course on drama and art in education also helps in understanding the self and as a form of self-expression for enhancing creativity. The components of fine art aim to develop aesthetic sensibilities in students-teachers and learn the use of art in teaching learning. (Prasad,1998).

Learning Outcomes--

After taking this course, the student will be able to:

- Oriented themselves towards basic concept of Music, Drama, Fine Arts, Dance and other literary activities such as Elocution, Debate, Quiz etc.
- Develop understanding of local art forms, Music, Plays.
- Develop ability to organize various programs of music, drama and other literary activities like Quiz, Essay Writing, and Debate.
- Enhance the aesthetic sense by means of these activities.
- Appreciate performance done by others and give proper feedback.
- Discuss the need of Music, Drama and other creative, co-scholastic activities in individual and social life.

Orientation Sessions:

Unit-I:

- Introduction: Meaning, Objectives and Significance of Music, Drama and other Creative, Co-scholastic Activities for an Individual.
- Importance of Music in Life, Types and Styles of Indian Music.
- Voice training, ear-training, correct posture of singing.
- Role of Drama as a form of self-expression.

Unit-II:

- Introduction of Fine Arts, its Types.
- Introduction of Dance (Indian Classical and Folk).
- Identifying interests of students through auditions, Dance-Step test and acting ability test.



Unit-III:

- Introduction of Literary Activities
- Its types & styles

Activities

1. Musical Activities:
 - Solo singing (Indian & western)
 - Group singing (Indian & western)
2. Fine Arts:
 - Sketching
 - On the spot painting
 - Photography
 - Rangoli
 - Mehendi
 - Poster making
3. Dance:
 - Solo Dance (Indian dance forms)
 - Group Dance (folk and tribal dances)
 - Creative Dance
 - Choreography
4. Literary Activities:(Hindi/ English and Sanskrit)
 - Essay writing
 - Poetry
 - Elocution
 - Debate
 - Quiz
5. Theatre:
 - One Act Play
 - Expressions
 - Mime
 - Mimicry
 - Skit

Note: Students are expected to choose **two** from the above mentioned **5** groups of activities.

Evaluation:

The students will be evaluated on the basis of

1. Planning and execution of at least two from the 5 groups of activities.
2. Report writing: Write a report to describe the two activities you have chosen in not less than 1000 words.

Transactional strategies:

The entire course will be transacted in **workshop mode**. 10 hours will be devoted to sessions for conceptual orientation through discussion and demonstration. Remaining **50** hours will be devoted to Practice Sessions based on the performance and aptitude of the students involving performances, Attending Musical Programs / Plays / Dance Programs / musical record listening sessions etc.

References::

- Dr. S. S. Awasthi Sangeet Bodh
- Gauri Kuppaswami and M. Hariharan Teaching of Music
- Sangeet Visharad by Vasant, Hathi Prakashan
- M. Clynes and J. Panksepp, Emotion, Brain, Immunity and Health by Editors-Plenum, New York, 1980
- Fleur Griffiths, 2010 Supporting Children's Creativity through Music Dance, Drama, and Art
- Co-Curricular Activities: A Pathway to Careers by Ferguson Publishing Company, 2001
- Ragini Devi, Dance Dialects of India Motilal Banarsi Dass Publishers, 1972
- Bharata Muni and Sriranga, The Natyashastra Munshiram Manoharlal Publishers, 1999
- Phanishwar Nath Renu, Panchlight Orient BlackSwan
- The Best of Premchandra: A Collection of 50 Best Short Stories, Cosmo Publication, 1997.
- Margaret S. Livingstone, Vision and Art, The Biology of seeing, David Hubel Published May 2002

Sedaphat

B.Ed.
Second Semester
Course C201 - Environmental Education and Sustainable Development
Credit-02 **Marks 50**

Learning Outcomes:

After completion of the course the student will be able to:

1. Understand concepts concerning various aspects of the Education for sustainable development.
2. Know the meaning of Environment, its different dimensions, pollution and the role of teacher in its prevention.
3. Understand the importance of Environment in traditional Indian society.
4. Understand the aim of Environmental education, its importance, factors affecting it and the expectations of teacher training institutes related to Environmental education.
5. Use different strategies to make the Environmental education effective.
6. Identify the role of teachers in solving the problems related to Environmental education.
7. To assess the role of Indian values in Environmental management and education.

Unit-1

- A. Environmental pollution: meaning and kinds, Environmental education: meaning, Factors influencing environmental education, Different resources and methods of Environmental education, Environmental degradation.
- B. Role of Teacher and Teachers training institutions in development of environmental Education awareness. Role of mass communication in propagation of environmental education.

Unit-2

- A. Meaning of Sustainable development, Economic growth and sustainable consumption. Role of individual in conservation of natural resources: water, energy and food,
- B. Traditional knowledge and biodiversity conservation, Deforestation in the context of tribal life, Sustainable use of forest produces, Sustainable agriculture by Biological control, Environmental conservation in the globalized world.

Unit-3

- A. Strategies for making the environmental education effective- lecture, discussion, project, simulation & simulation games, problem solving, enquiry & field work and their uses and limitations.
- B. environmental education programmes :Evaluation and conduction. Role of action research in solving Environmental problems during the programmes.

Unit-4

- A. Environmental management and community: meaning of environmental management, effects and evaluation
- B. Role of Indian values in environmental education.

Practical work-

1. Collection of Statements and ideas related to Environment and its Conservation from Indian literature.
2. Construction of Project based on Environmental Education/ Pollution Control.

Transactional strategies –

Sadaphel

The course will be transacted through interactive lecture, discussions, problem solving enquiry and field work for making the environmental education effective.

Reference Books-

Chitrabhanu, T.K. : Environmental Education, Authors Press, Delhi.
Goyal, M.K. : Essential Environment, RSA International, Agra.
Nagi, G.K. : et al. Noise Pollution, Common Wealth Publisher, New Delhi, 1999.
Pandey, G.N. : Environment Management Vikas Publishing House Pvt, 1997.
Raj, Shalini : Teaching of Environmental Education, I.V.Y Publication, New Delhi.

A handwritten signature in blue ink, appearing to read "Jadopal".

Credit-04

Course C202 – Assessment of Learning

Marks 100

Learning outcomes

After completing this course, the student will be able to:

1. Differentiate between assessment and measurement.
2. Explain the conceptual basis of various types of assessment – Formative & Summative.
3. Design various assessment tools for measuring learning outcomes.
4. Interpret assessment outcomes using NRT and CRT approaches.
5. Ensure reliability and validity of assessment tools.

Unit-1-

- A. Measurement, Assessment and Evaluation: conceptual difference, types of Measures: nominal, ordinal, interval and ratio, Preparing assessment tools for learning outcomes at nominal, ordinal and interval levels.
- B. Formative and Summative Assessment procedure for various teaching – learning context- formal and non-formal.

Unit-2-

- A. Characteristics of a good assessment tool: Determining reliability & validity of assessment tools. Developing norms - institutional, local and regional.
- B. Designing classroom tests: unit tests and periodic tests: Writing behavioural objectives and objective congruent test items, process of assessing difficulty and discrimination power of test, Developing norms - institutional, local and regional.

Unit-3-

- A. Interpretation of Assessment indicators: Z score & percentile rank based comparisons, need and rationale, NRT (Norm referenced test) and CRT (Criterion referenced test).
- B. Differentiating between assessment procedures for scholastic & Co-scholastic domain, Assessment procedure for measuring attitude, interest and personality characteristics.
- C. CCE (Continuous and Comprehensive Evaluation): concept and procedure with reference to scholastic & co-scholastic areas. Reporting of Assessment outcomes: reporting formats and devices.

Unit-4- Statistical techniques for the analysis and interpretation of data

- Measures of central tendency & variability.
- Measures of relative position: percentiles and percentile ranks.
- Measures of correlation.
- Graphical representation of data and normal distribution.

Transactional strategies –

- Workshop on designing assessment tools for diverse groups of learners.
- Writing of test items & their validation through individual and group based projects.
- Individual and group projects on preparation of question papers for use as formative and summative assessment tools.
- Critical evaluation of selected psychological tests on the basis on reliability and validity.



Reference Books-

- Anastasi, A. : Psychological Testing, The Mc Millan Company, New York.
- Asthana, Bipin.: Measurement and Evaluation in Psychology and Education, Vinod
- Pustak Mandir,Agra.
- Bloom, B.S. : Taxonomy of Educational objectives, Hand Book I : Cognitive domain, David McKay Company, New York.
- Ebel, R.L. : Measuring Educational Achievement, Englewood cliffs, N.J. : Prentice HallInc.
- Freeman, F.S. : Theory and Practice of Psychological Testing, New York : holt Rinehart andWinston.
- Garrett, H.E. : Statistics in Psychology and Education, Bombay: Vakils, Feffer and Simons Pvt.Ltd.
- Gronlund, N.E.: Measurement & Evaluation in Teaching, The Mc Millan Company, New York.
- Guilford, J.P. : Psychometric Methods, New York, Mc Graw Hill.
- Pandey, K.P. : Shaikshik Mapan tatha mulyankar : Vishwavidyalaya Prakashan, Varanasi (2007)
- Harper, Edwin, A. &Harper Erika S.: Preparing objective examinations: A handbook for teachers, students andexaminers : Prentice hall of India, PVT. Limited, New Delhi (1992)
- Thorndike, E.L. &Hagen, E.P. : Measurement & Evaluation in Psychology andEducation, John Wiley and Sons,Inc. New York.
- Vaishnav R. Continuous And Comprehensive Evaluation System in the Schools of Nagpur City (Research Monograph), Sandesh Prakashan New Delhi,2014
- येळेकर शेखराम . (२००६), शैक्षणिक तंत्रविज्ञान व मूल्यमापनाची मुलतत्त्वे, विद्या प्रकाशन, नागपूर

badaphal

Course C203 - Action Research in Education

Credit-02

Marks 50

Learning outcomes

After taking this course, the student will be able to:

1. Explain the meaning and importance of action research with reference to Indian schools.
2. Use various steps involved in action research in a school.
3. Design and implement school based action research project.
4. Use Action research strategy for improving school practices.

Unit-1-	Meaning of fundamental, applied and action research, difference between traditional(fundamental and applied) research and action research.
Unit-2-	Action research for improving class room and school based programmes : Illustrative example in specific areas for use of action research interventions in teaching, learning, co-scholastic areas and organizational climate of a school.
Unit-3-	Procedure of designing action research: Selection of problem, Formulation of action hypotheses and developing a suitable design for testing of such hypotheses, Evaluation of action research and their use.
Unit-4-	Developing school based projects for action research; Format of a project and its implementation. Determining intervention based effects in terms of pre-post comparison: Precautions needed. Formulating an action research based report for the benefit of other practitioners.

Transactional strategies –

The course will be transacted in a projected mode. Each student teacher will be required to develop a short action research project individually and in groups under the guidance of faculty members of the concerned teacher education department. The projects may be based on school/classroom/community related problems in the areas of teaching/learning/evaluation and environmental management.

Reference Books-

- Best, John W. : Research in Education, Prentice Hall, Inc.
- Corey, Stephen M. : Action Research to Improve School Practices, Bureau of Publication, Teachers College, Columbia University, New York.
- Kerlinger, Fred N. : Foundation of Behavioural Research, Surjeet Publication, 7 K, Kolhapur Road Kamala Nagar, Delhi.
- Pandey, K.P. & Amita : Shiksha me Kriyatmak Anushandhan, Vinod Pustak Mandir, Agra.
- Pandey, K.P. : Fundamentals of Educational Research, Vishwavidyalaya Prakashan, Varanasi.
- Tuckman, Bruce W. : Conducting Educational Research, Harcourt Bruce Jovanovich, Inc.
- Pandey, K.P. & Amita : Action Research for teachers: Capacity Building Project: Sponsored by World Bank (U.P.)

Zadaphat

Course C204 – Inclusive Education**Credit-02****Marks 50****Learning outcomes**

After taking this course, the student will be able to:

1. Analyse the negative effects of the practices of exclusion.
2. Practice the values of inclusive education.
3. Organize the various practices and programmes at the school level to suit the requirements of inclusive education.
4. Promote a culture of inclusive education in the classroom interactions.

Unit-1- Inclusive education

- A. Meaning, Concept and need of inclusive education in the present context.
- B. Identifying the policies & practices which hinder inclusive approach.

Unit-2- Domains of Inclusive education

- A. Social, Economic and Gender discrimination.
- B. Ability and Disability domain based Educational practices and discrimination.

Unit-3- Instruments of Inclusive Education

- A. Policies and programmes at school level to promote inclusion and prevent exclusion.
- B. Curriculum and teaching strategies to create an inclusive school.

Unit-4- Evaluation practices related to Inclusive Education

- A. Areas of evaluation and assessment policies which hinder inclusive education.
- B. Evolving a framework of policies for management of education at school level from the perspectives of inclusiveness in areas such as physical/mental/social handicaps and educational disabilities.

Transactional strategies –

- Using Case methods to highlight the events of exclusion.
- Discussions on causes of exclusion and measures to mitigate their effect.
- Brainstorming sessions on promoting a culture of inclusive practices at school level.
- Reflective readings on excerpts from documents such as that of UNESCO.

Reference Books-

- Ladson, Billings, G. : Towards a theory of culturally relevant pedagogy : American Educational Research Journal (1995).
- UNESCO : Policy guidelines on inclusion in education (2009)
- Parekh, B.C. : Rethinking multiculturalism: Cultural Diversity & political theory; Palgrave (2000)
- Vaishnav ,R.& Bhoyar, M.: Urban Deprived Children under Sarva Shikha Abhiyan - A research Monograph ,Sandesh Prakashan, New Delhi 2013
- Vaishnav ,R. &Patil, P. : Apang Samaveshit Shikshan ani Sarva Shiksha Abhiyan, Sandesh Prakashan ,New Delhi 2015
- Vaishnav, R. & Bhujade, K. Teaching Strategies for Attention Deficit Hyper Activity Disorder, Scholas Press, Germany 2014

- Govinda, R. : Who Goes to School? Exploring exclusion in Indian Education, Oxford UniversityPress (2011).
- Vaishnav, R. & Gawalpanchi, R. Teaching Strategies for Mathametical Learning Disability, Scholas Press, Germany 2015
- Rana, B. & Parasher G.S. : Effect of Inclusive education on children with special needs-A study, Jolly Reprographics, New Delhi 2009
- Vaishnav, R. & Bhagat ,V. :Learning of Written Language and Hearing Impairment, LAP Lambert Academic Publishing Deutschland ,Germany 2013
- Pathak, A., :Social Implications of schooling: knowledge, pedagogy and consciousness: Aaker Books (2013)
- Nambissan, G.B. :Exclusion and discrimination in schools , Indian Institute of Dalit Studies & UNICEF (2009)

A handwritten signature in black ink, appearing to read "Sachinaphot".

C205-Gandhian philosophy, Nai Talim and Community Engagement Methodology

Credit -02

Marks: 50

Background

There is an attempt to skill young people all across the nation. It is realized that the work execution skills and manual skills are found wanting in the younger generations. The teachers increasingly work in rural or urban schools need to be groomed to handle the expectations of the communities which send their wards to the schools. Hence curriculum inputs designed to equip trainee teachers or students of teacher education programs to engage with the rural communities' to involve in physical work and transaction of curriculum covering aspects of physical work forms an important input in teacher education curriculum. This compulsory course will bridge the gap between the expectations and actual practices of teachers in rural or urban. It is felt important, in the context of National Curricular Framework for Teacher Education 2009 as well as National Curriculum Framework 2005, focusing on construction of knowledge, there is a need to integrate the two important aspects viz., living and learning. The local community engagement of perspective teacher is essential as the students of teacher education are to be equipped with required skills to engage meaningfully for learning skills required for professionalization of teacher education and make it locally relevant. This process will help them to develop empathy and compassion leading to commitment to local community life. Hence, this course would make the B Ed education contextual and effective within the local community setting with due consideration for social and economic relationships. The teachers transacting the curriculum need to contextualize the subject matter and empathize with the learning context of students in their local community.

Learning Outcomes:

After completion of the course the student will be able to:

1. Describe the social, economic, political and cultural framework of the local education needs
2. Address the challenges with suitable responses for the identified local education issues
3. Engage in the capacity building for management of the school-local community education which helps teachers to train the students to get involved in local occupations, trades, professions.
4. Use dialogue method of community engagement.
5. Reconstruct and devise suitable pedagogy as per the local requirement and Promotes reflective practices.
6. Extends gender & social equity in occupations without any stereotyping.
7. Helps in revamping the curriculum with indigenous methods for self-reliance.

Unit-I: Gandhian Philosophy, Nai Talim as engaged learning and its relevance, Community Engagement Methodology.

A. Gandhiji's ideas on Education Basic tenets of Nai Talim, Contemporary relevance of Nai Talim, Work Education, Experiential Learning and community engagement vis-a-vis National Curriculum Framework(NCF 2005),NCFTE 2010 and RTE 2009.

Padaphal

B. Theory of Community Engagement: School, Family and Community Partnership, Government Programs for Education Development Literacy, Gender and Generations in Learning.

Unit-II: Model Village: Best practices in Community Engagement, Methods and Strategies.

A. Rational of Community Engagement

Community Engagement-Methods Home-School Relations.

School Management Committees (SMCs) ways and strategies for effective community involvement in school management, school improvement and school effectiveness.

B. Roles and responsibilities of Teachers and Head Masters for community and parent engagement in school matters.

Engaged Transaction of Rural Teachers in State, National and International levels, Teachers as Community Resource Persons.

Unit-III: Nai Talim Education for Character Building and for life and through life and its reflection in curriculum and pedagogical practices.

A. Humanistic Approach to Education, Education for citizenship, Character Building Values and Ethics.

Connecting knowledge to life outside the school.

B. Relevance of curriculum content to the lives of children sensitization of students on global issues i.e., resource and technology availability, inequity, poverty, climate change, global warming, value crisis, food and energy crisis.

Education in nonviolent school/classroom environment, implication of above issues on curriculum and pedagogy.

Unit-IV: Nai Talim Traditional, Intellectual and Constructivist approaches to Models to Education and learning.

A. Models of Gandhi, Tagore and Shyama Prasad Mukherji, Rousseau, John Dewey.

Models of Education, Approaches to learning-Constructivism, Paulo Freire Critical Pedagogy and Dialogic Method, Vygotsky Social Construction and Gramsci Organic Intellectual Approaches.

B. Praxis, Characteristics, Advantages and Disadvantages, Intellectual Approach for Practicing Community Engagement and Social Change.

Transactional Strategies:

- Panel Discussion on Gandhiji's ideas on Education and its relevance in present day context.
- Case study of school on Community Engagement and conduct of SMCs and meetings.
- Field Visit, Test book review to find out relevance if topics to the life of the children- Report, PPT on global issues and steps to address, Lecture, Panel Discussion.
- Field Visit and observation of Nai Talim Schools, Mentoring and Collaborating, Panel Discussion with students on Models and approaches, their status in the present school.

Padaphal

- Dialogue and Interaction, Reading on NCF 2005, NCFTE 2010 and RTE 2009, Demonstration and Practice, PPT presentations.

References Books:

- Gandhi M. K. ,Village Swaraj, Navajivan Mudranalaya, Ahmedabad - India.© Navajivan Trust, 1962
- Gandhi, M. K., 1909: Hind Swaaraj, Navaneet Prakashan
- Kumarappa, J C., 1957: Economy of Permanence, Navaneet Prakashan,, Ahemedabad, Gujarat, India, 1957
- Naik, J P (982) The Education Commission and after. New Delhi, Allied Publishers Private Ltd.
- Panse Ramesh (2007) Nai Talim (History of Gandhian Educational Experiments in Marathi), Diamond Publications, Pune, India (in Marathi)
- Prahalad, C K., Krishnan M. S., 2008: The New Age of Innovation: Driving Co-created Values through Global Networks; Mc Graw Hill Publications.
- Mass Movement for Creating Quality School Education for All; PCF5 Publications.
- Yunus, Muhammad, 2008: Creating World without Poverty: Social Business and Future of Capitalism, Public Affairs Publication.



Course E206: A: Life Skill Education

Credits-02Marks-50

Learning Outcomes:

After taking this course, the student will be able to:

1. To familiarize student-teachers in the theoretical foundations of Life Skills Education
2. To prepare student-teachers in training methodologies and enable students to apply LifeSkills in various spheres
3. To develop professionals in Life Skills Education and enhance the ability to contribute as youth workers specialized in the area of Life Skills Education.
4. To foster the spirit of social responsibility in students and enhance social and Emotional well being

UNIT-1 Concept, Need and Scope

- A. Life Skills: Concept, need and importance of Life Skills. Life Skills Education: Concept, need and importance for teachers. Life Skills, Livelihood Skills and Survival Skills.
- B. Core Life Skills prescribed by World Health Organization. Classification of Life Skills, Key Issues and Concerns of Adolescent students in emerging Indian context, Role of Community and Parenting to Support Life Skill Education.

UNIT-2 Evaluating and Methods Enhancing the Life Skills

- A. Methods and Strategies for Developing Life Skills: Classroom Discussions, Brainstorming and Role play, Demonstration and Guided Practice, Audio and Visual activities, Small Groups discussions followed by a presentation of group reports. Educational Games and Simulation, Case Studies, Storytelling, Debates, Decision making and mapping.
- B. Resource Material Development for Life Skills, Assessment of life Skills: Immediate, Short term and long Term.

UNIT-3 Thinking Skills

- A. Introduction to various thinking skills; Self Awareness, Problem Solving, Decision Making, Critical thinking and Creative thinking, Development and Assessment of thinking skills.
- B. Social Skills-Introduction to various Social skills; Communication skill, Interpersonal Skill and Empathy. Development and Assessment of Social skills.

UNIT- IV

- A. Negotiation SkillsIntroduction to various Negotiation skills; Coping with Stress, Managing Emotions, Conflict Resolution and Consensus Building.
- B. Development and Assessment of Negotiation skills.

References

1. CBSE (2013). Teacher's Manual on Life Skills. Class VII, Delhi : CBSE
2. Cai, C., Life Skills: A facilitator's Guide for Teenagers. Nepal: UNICEF.
3. Debra McGregor, (2007),Developing Thinking; Developing Learning - A guide to thinking skills in education, Open University Press, New York, USA
4. Hogg A.Michael and Cooper Joel, (2007). Social Psychology, Sage Publications India Pvt. Ltd., New Delhi.
5. Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
6. Prakash B. (Ed). (2003). Adolescence and life skills Common Wealth Youth Program, Asian Center, Common wealth Secretariat. New Delhi: Tata McGraw Hill.
7. RGNIYD. (2008). Facilitators Manual on Enhancing Life Skills. Tamil Nadu Family Health International, NACO,
8. Stella Cottrell, (2005). Critical Thinking Skills: Developing Effective Analysis and Argument, Palgrave Macmillan Ltd., New York
9. UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.
10. USAID (2007), Life Skills Education tool kit for Orphans and vulnerable children in India



Course- E206-B: Historical Perspectives of Education

Credits-02

Marks-50

Learning Outcomes-

After taking this course, the student will be able to:

- A. Understand about basic characteristics of Indian Society during different periods
- B. Awareness about the developmental hierarchy and impact of history and polity on education.
- C. Understand about the constitutional ideals of protective discrimination and importance of social justice for modern Indian society.
- D. Acquaint the different educational plans and policies Awareness about the education in international perspectives

Unit 1- Development of Indian Education System

- A brief history of pre and post independence education system.
- Development of education system in 21st century.

Unit 2- Democracy and Education

- Democracy: Meaning, Values, salient features of democracy and Education,
- Constitutional provisions for education in India
- Means and measures for promoting equality and equity for marginalized section of society

Unit 3- Changing Educational policy perspectives

- With reference to the focus on Liberalization, Privatization and Globalization (LPG) With reference to Sarva Shiksha Abhiyan (SSA), Rashtriya Uchchatar Shiksha Abhiyan(RUSA), Rashtriya Madhyamik Shiksha Abhiyan(RMSA), Public Private Partnership (PPP)

Unit 4- International Perspectives of Education

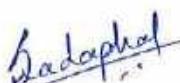
- Education in SAARC countries
- Education for International understanding
- Role of international agencies –UNDP, UNESCO, World Bank and UNICEF

Practical:

Critical analysis of one of the policy document on Education- Brief report on implementation of latest any one policy.

REFERENCES

- Agarwal, J.C. (1998). Landmarks in the History of Modern Indian Education, New Delhi:
- Vikas Publishing House. Altekar, A.S. (2010). Education in Ancient India, Delhi: Isha Books.
- Basu, D.D. (2011). Introduction to the Constitution of India, Calcutta:Wadhwa.
- Mukherjee, R.K. (2011). Ancient Indian Education, New Delhi: Moti Lal Banarsi Das
- Publishers Pvt. Limited. Misra, S. K. and Puri, V. K. (updated available in the market).
- Indian Economy- Its Development Experience, Delhi: Himalaya Publishing House.
- Report of NPE (1986), Government of India



Course- E206- C: Indian Knowledge System

Credits-02

Marks-50

Learning Outcomes-

After taking this course, the student will be able to:

- Understand about Indian Knowledge Systems: Origin, Evolution and Ontological Approach
- Understand Indian Knowledge Approaches- Time, Language, Environment, Management Sciences of Life and Mind
- Self Exploration and Self Knowledge for Personal Effectiveness
- Associate the young Indian minds to their ancient knowledge systems, wisdom, culture and patterns of growth of personality in order to understand the environment around them.
- Help them in channelizing their mind in positive, valued and ethically rational activities.
- Understand and appreciate the rich heritage that resides in our traditions
- Inculcate an understanding of the mind/voice dynamic and its function in Indian knowledge systems
- Aware about Sanskrit Language and Literature Origins, Structure and Unique Characteristics and importance.
- Being primed for practices that will prepare one for the inner-journey to discover the Self
- Learn to appreciate the origin and development of Indic thought and practices from ancient to current times

Unit-1 Introduction to Indian Knowledge Systems

- A. Nature and Character of Knowledge Conception and Constitution of Knowledge in Indian Tradition, Models and Methods of Indian Knowledge Systems
- B. Nature and Conception of Reality, Means of Knowledge of Reality –Uniqueness of Indian Ontology and Epistemology, Knowledge Maintenance and Renewal Mechanisms, The Oral Tradition

Unit-2 Indian Knowledge Approaches

- A. Sanskrit Language and Literature – Origins, Structure and Unique Characteristics of the Sanskrit Language, Sanskrit Metrics, Vak and Mantra in Sanskrit Language, Sanskrit Literature – Vedic, Epic, Pauranic, Poetics and Aesthetics
- B. Environment – Concept of Nature in Indian Tradition, Panchbhutas – Elements of Nature, Sacred Environment
- C. Time – Concept of Kala, Cycles of Time, Measurement of Time, Knowledge of Time Management

Unit-3 A brief introduction to Ancient Indian Philosophy

- A. Introduction to Upanishads, Ontology and Epistemology in Upanishadic Texts, Message of the Upanishads, Vedant Philosophy and Essence of the *Bhagvad Gita*.
- B. Buddhist Philosophy: Panchsheel, Four Noble Truths, Three *yanas*.
Jain Philosophy: A brief study of Sapta-bhangi-naya

Jadafhal

Unit-4 Ancient Indian Sciences

- A. Ayurveda, Vastusastra and Vedic Mathematics
- B. Spirituality and Religions.Sarva-dharma-sambhav.Religions, Happiness and Good life.
- C. Contribution of Indian knowledge to humanity

References

1. Agrawal, Madan Mohan (ed.) 2001. *Six Systems of Indian Philosophy: Thesutras of Six Systems of Indian Philosophy* with English translation, Translation, Transliteration, and Indices. Chaukhamba Sanskrit Pratishtan, Varanasi.
2. Aurobindo, Sri (ed.) 1997. *The Renaissance in India and other Essays*. Pondicherry, Sri Aurobindo Ashram.
3. Bapat, P.V. (ed.), 1956. *2500 years of Buddhism*, Publication Division, Govt. of India, New Delhi.
4. Basham, A.L. (ed.) 1975. *A Cultural History of India*, New Delhi, Oxford University Press.
5. Bose, D.M., S. N. Sen and B.V. Subbarayappa (eds.) 1971. *Concise History of Science in India*. Indian National Science Academy, New Delhi.
6. Dalai Lama (ed.) 2017. *An Appeal to the World*, William Collins, Great Britain.
7. The Dalai Lama 2012. *Beyond Religion: Ethics for Whole World*, New Delhi, Harper Collins Publishers.
8. Iyengar, B. K. S. (ed.) 1993. *Lights on The Yoga Sutras of Patanjali*, Harper Element, London
9. Jan Westerhoff 2018. *The Golden Age of Indian Buddhist Philosophy, in the first Millennium CE* (The Oxford History of Philosophy), Oxford University Press.
10. Kapoor, Kapil, Avadesh Kr. Singh (eds.) 2005. *Indian Knowledge Systems* (Two Vols), IIAS, Shimla.
11. Mookerji, RadhaKumud (1960), *Ancient Indian Education: Bramanical and Buddhist*. Delhi, Motilal BanarsiDass.
12. Moore, Charles A. (ed.) 1967. *The Indian Mind: Essentials of Indian Philosophy and Culture*, University of Hawaii Press, Honolulu.
13. Radhakrishnan, S (1923). *Indian Philosophy* (Two Vols) Oxford University, Press.
14. Jagadguru Sankaracharya Shri. Bharati Krishna Tirthaji, 2018. *Vedic Mathematics*, Motilal BanarsiDass, Delhi.
15. Stevenson, S. 1970. *The Heart of Jainism*, Munshiram Manoharlal, New Delhi.
16. Lama Chimpa and Alka Chattopadhyaya, 1970. *Taranath's History of Buddhism in India* Indian Institute of Advanced Study, Simla.
17. Hanh, ThichNhat. 2015. *Old Path White Clouds*, Full Circle Publishing, New Dehli.
18. Bhattacharya, Tarapada, 1963. *The Canons of Indian Art or a Study of Vastuvidya*, 2nd edn, Calcutta.
19. Datta, B, 1932. *The Science of the Sulba*. Calcutta.



Second Semester
Practicum (EPC)

2S- EPC1 Personality development with emphasis on -- Understanding the self /Communication skill including Language Use and improvement of speech.

2S- EPC 2 Designing of assessment tools for achievement in school related subject and administration of psychological tests and any 5 Psychological experiments with a brief report there on.

A Transfer of learning
B Memory
C Trial and error
D Work and fatigue
E TAT / Inkblot or any other experiment
F Span of attention

Internship – In the Internship for first year of 4 Weeks following activities/assignments will have to be undertaken.

- a. **School Visit:** Two days for every School: primary / upper primary and secondary level schools. (One Week)
- b. **Observation:** Observation of class room teaching, Classroom and School sites including library, lab and sports / extramural programmes within the school with preparation of school profile as an outcome. (One Week)
- c. Skill development through simulated and micro teaching sessions. (One Week)
- d. Improvising of teaching aids / exhibits / gadgets for use in school. (One Week)

Sadaphal

B.Ed.

Third Semester

Pedagogy of School Subjects – Course Code C301 and C302

Credit-04Marks 100

Pedagogy of two school subject have to be selected from the following groups subject to condition that He/she must have studied the subject at secondary / higher secondary / graduation/ post graduation level:

The admitted candidate shall be allotted method subject by the principal of the concerned college. The allotted methods should be in accordance with the subjects of the candidate offered at S.S.C/H.S.S.C/Graduate/Additional graduate level/post graduate level. For example .. Graduate from Information Technology, Environment Science, Computer Science and Agriculture may be allotted Science (Physics/Chemistry/Biology/mathematics) and candidates from social work may be allotted Marathi/English/Economics methods.

Group A Language	Group B Social science	Group C Science	Group D Science and Social Science 2	Group E other Subjects
1. Hindi teaching	1. History teaching	1. Physics teaching	1. Biology teaching	1. Home Science teaching
2. Marathi teaching	2. Economics teaching	2. Chemistry teaching	2. Mathematics teaching	2. Commerce teaching
3. Sanskrit teaching	--	--	3. Geography teaching	3. Music teaching
4. English teaching	--	--	--	4. Civics teaching
5. Pali teaching	--	--	--	--
6. Urdu teaching	--	--	--	--

Jadaphal

C301and C302 :Pedagogy of School Subject

C301-A: ENGLISH

Learning outcomes-

After taking this course, the student will be able to:

1. Discuss the importance of teaching English in India
2. Justify the place of English language in school curriculum.
3. Describe the aims and objectives of teaching English language at Secondary and higher secondary stage.
4. Familiar with different methods and approaches of teaching English
5. Apply various skills of teaching.
6. Design effective evaluation strategy for evaluating various language competencies of English language

Unit-I: Introduction of English Education

- A. English language – Nature Perspective.
- B. Functional, Cultural and Literary roles
- C. Objectives of English teaching.
- D. Three language formula.
- E. The place & importance of English language in school curriculum
- F. Formulation of General and Specific Objectives

Unit-II: Methods and Planning the Teaching of English

- A. Teaching Learning methods of language.
 - Translation Method
 - Direct Method
 - Bilingual Method
 - Dr. West's New method
 - The Substitution Method
- B. Approaches of teaching English-
 - Structural Approach
 - Communicative Approach
- C. Meaning of planning, importance of planning
- D. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan
- E. Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing achiever.
- F. Co-curricular activities in the subject-importance need and organisation

Unit-III: Evaluation and Subject Analysis

- A. Construction of Unit test.
- B. CCE, its procedure, assessment formats (FA, SA) and practices for English learning in schools.
- C. CCE based reporting (scholastic and co-scholastic) and role of the English teacher in developing linkages amongst child, school, English curriculum and community. Concept of PSA (Problem Solving ability) and OTBA (open Text based assessment)
- D. Curriculum and syllabus – concept and types
- E. Content Analysis and text Book Analysis



Unit-IV: Learning Resources

- A. Concept, need and importance of learning resources
- B. Traditional learning resources; their merits and demerits (Handbook, Workbooks)
- C. Technological based learning resources; their merits and demerits.
- D. Aspects of Linguistic Behaviour: Language as a rule-governed behavior and linguistic variability; Pronunciation-linguistic diversity, its impact on English, pedagogical implication.

Unit-V: Language Skills

- A. Need and importance of study skills
- B. Categorization of Language skills
 - Reading skill
 - Speaking skill
 - Listening skills
 - Writing skill
- C. Linguistic System: Basic concept in phonology, morphology, syntax and semantics; Discourse

Unit-VI: Language Teacher

- A. Qualities of effective English teacher, disposition and attitude.
- B. Importance of in-service training programs/ Conferences/ Seminars/ Workshops for Professional Growth of English teacher
- C. Importance of agencies for Professional growth of language teacher: NCERT, SCERT, DIET

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favourable and suitable mode.

SESSIONAL WORK:

* Test: best one out of two unit tests

* Assignment: Anytwo of the following:

- Development of Power point based Lesson plan on different approaches
OR
- Development of instructional materials ICT Based: linear, branching and mathetic Programming

AND

- Development of appropriate teaching learning materials for teaching different contents of English language
- Collection of theme based essays, poems, plays, source materials
- Assignments and their presentation on prescribed topics
- Constructing objective based test items of different types

References:



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

Zadofhal

C-301A: MARATHI

Learning outcomes-

After taking this course, the student will be able to:

1. Describe the importance of teaching Marathi in India
2. Justify the place of Marathi language in school curriculum.
3. Discuss the aims and objectives of teaching Marathi language at Secondary and higher secondary stage.
4. Use different methods and approaches of teaching Marathi
5. Apply various skills of Marathi language.
6. Select appropriate teaching strategy for teaching of Marathi language.
7. Design effective evaluation strategy for evaluating various language competencies of Marathi language

Unit-I: Introduction of Marathi Education

- A. Marathi language – Nature Perspective.
- B. Functional, Cultural and Literary roles
- C. Objectives of Marathi teaching.
- D. Three language formula.
- E. The place & importance of Marathi language in school curriculum
- F. Formulation of General and Specific Objectives

Unit-II: Methods and Planning The Teaching Of Marathi

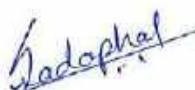
- A. Teaching Learning methods of Marathi language.
- B. Techniques of teaching of Marathi language.
- C. Meaning of planning, importance of planning
- D. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan
- E. Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing achiever.
- F. Co-curricular activities in the subject-importance need and organisation.

Unit-III: Evaluation and Subject Analysis

- A. Construction of Unit test.
- B. CCE, its procedure, assessment formats (FA, SA) and practices for Marathi learning in schools.
- C. CCE based reporting (scholastic and co-scholastic) and role of the Marathi teacher in developing linkages amongst child, school, Marathi curriculum and community. Concept of PSA (Problem Solving ability) and OTBA (open Text based assessment)
- D. Curriculum and syllabus – concept and types
- E. Content Analysis and text Book Analysis

Unit-IV: Learning Resources

- A. Concept, need and importance of learning resources
- B. Traditional learning resources; their merits and demerits (Handbook, Workbooks)
- C. Technological based learning resources; their merits and demerits.
- D. Aspects of Linguistic Behaviour: Language as a rule-governed behavior and linguistic variability; Pronunciation—linguistic diversity, its impact on Marathi, pedagogical implication.



Unit-V: Language Skills

- A. Need and importance of study skills
- B. Categorization of Language skills
 - Reading skill
 - Speaking skill
 - Listening skills
 - Writing skill
- C. Linguistic System: Basic concept in phonology, morphology, syntax and semantics; Discourse

Unit-VI: Language Teacher

- A. Qualities of effective Marathi teacher, disposition and attitude.
- B. Importance of in-service training programs/ Conferences/ Seminars/ Workshops for Professional Growth of Marathi teacher
- C. Importance of agencies for Professional growth of language teacher: NCERT, SCERT, DIET

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favourable and suitable mode.

SESSIONAL WORK:

* Test: best one out of two unit tests

* Assignment: Anytwo of the following:

* Development of Power point based Lesson plan on different approaches

OR

- Development of instructional materials ICT Based: Linear, branching and mathetic Programming

AND

- Development of appropriate teaching learning materials for teaching different contents of Marathi language
- Collection of theme based essays, poems, plays, source materials
- Assignments and their presentation on prescribed topics
- Constructing objective based test items of different types

References::

आकोलकरपाटणकर. -मराठीचे अध्यापन

डंगेचंद्रकुमार. - मातृभाषेचे अध्यापन

साठेद. ज्यं. - मराठीभाषेचे अध्यापन

पाटीलतीला. - मातृभाषेचे अध्यापन

प्रा. कुंडलेस. बा - मराठीचे अध्यापन



C-301 A :HINDI

Learning outcomes-

After taking this course, the student will be able to:

1. Describe the importance of teaching Hindi in India
2. Justify the place of Hindi language in school curriculum.
3. Discuss the aims and objectives of teaching Hindi language at Secondary and higher secondary stage.
4. Use different methods and approaches of teaching Hindi
5. Apply various skills of Hindi language.
6. Select appropriate teaching strategy for teaching of Hindi language.
7. Analyse text book of Hindi language.
8. Design effective evaluation strategy for evaluating various language competencies of Hindi language

Unit-I: Introduction of Hindi Education

- A. Hindi language – Nature Perspective.
- B. Functional, Cultural, Literary roles and its role in national integration.
- C. Objectives of Hindi teaching.
- D. Three language formula.
- E. The place & importance of Hindi language in school curriculum
- F. Formulation of General and Specific Objectives

Unit-II: Methods and Planning the Teaching of Hindi

- A. Teaching Learning methods of Hindi language.
- B. Techniques of teaching of Hindi language
- C. Meaning of planning, importance of planning
- D. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan
- E. Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing achiever.
- F. Co-curricular activities in the subject-importance need and organisation.

Unit-III: Evaluation and Subject Analysis

- A. Construction of Unit test.
- B. CCE, its procedure, assessment formats (FA, SA) and practices for Hindi learning in schools.
- C. CCE based reporting (scholastic and co-scholastic) and role of the Hindi teacher in developing linkages amongst child, school, Hindi curriculum and community. Concept of PSA (Problem Solving ability) and OTBA (open Text based assessment)
- D. Curriculum and syllabus – concept and types
- E. Content Analysis and text Book Analysis

Unit-IV: Learning Resources

- A. Concept, need and importance of learning resources
- B. Traditional learning resources; their merits and demerits (Handbook, Workbooks)
- C. Technological based learning resources; their merits and demerits.
- D. Aspects of Linguistic Behaviour: Language as a rule-governed behavior and linguistic

Zadophat

variability; Pronunciation—linguistic diversity, its impact on Hindi, pedagogical implication.

Unit-V: Language Skills

- A. Need and importance of study skills
- B. Categorization of Language skills
 - Reading skill
 - Speaking skill
 - Listening skills
 - Writing skill
- C. Linguistic System: Basic concept in phonology, morphology, syntax and semantics; Discourse

Unit-VI: Language Teacher

- A. Qualities of effective Hindi teacher, disposition and attitude.
- B. Importance of in-service training programs/ Conferences/ Seminars/ Workshops for Professional Growth of Hindi teacher.
- C. Importance of agencies for Professional growth of language teacher: NCERT, SCERT, DIET

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favourable and suitable mode.

SESSIONAL WORK:

* **Test:** best one out of two unit tests

* **Assignment:** Any **two** of the following:

* Development of Power point based Lesson plan on different approaches

OR

- Development of instructional materials ICT Based: Linear, branching and mathetic Programming

AND

- Development of appropriate teaching learning materials for teaching different contents of Hindi language
- Collection of theme based essays, poems, plays, source materials
- Assignments and their presentation on prescribed topics
- Constructing objective based test items of different types

References:

जीतयोगेंद्र .- हिंदीभाषाशिक्षण

मुखर्जीश्रीधरनाथ - राष्ट्रभाषा .

त्रिपाठी, करुणापती-भाषाशिक्षण

सिंग, सावित्री-हिंदीशिक्षण

सिंग, सावित्री-राष्ट्रभाषाकामैय्यन (महाराष्ट्रसभापुणे)

Jadaprabhat

C-301 A: Sanskrit

Learning outcomes :

After taking this course, the student will be able to:

1. Describe the place of Sanskrit as a source language of all the Indian Languages and language of culture.
2. Discuss different methods and approaches of teaching Sanskrit in Secondary school.
3. Develop adequate skill in the use of various audio visual aids, useful in the teaching of Sanskrit.
4. Diagnose pupils difficulties and short comings in achievement of language skills and suggest remedies.
5. Use the techniques of evaluation in Sanskrit.

Unit - I:

- a. Place of the subject in school curriculum An importance of the subject and cultural , historical, practical, technological etc.
- b. Co- relation of subject with other school subjects and disciplines .
- c. Aims and objectives of teaching the subject..
- d. Objectives of teaching the subject and their specifications.
- e. Objectives of teaching the subject as per syllabus of Maharashtra Board of Secondary & Higher Secondary Education

Unit- II :

Study of following methods with reference to the contents at secondary level.

- a. Various methods of teaching the subject, brief acquaintance with the following historical methods :
 - i. Gurukul methods.
 - ii. Pathshala methods
 - iii. Dr. Bhandarkar Method
 - iv. Grammar and translation Method
 - v. P.I.
- b. Various models, methods and techniques in the teaching of subject.
1. Direct method
2. Structural approaches applied to Sanskrit
3. Inductive techniques of teaching grammar
4. Models of Teaching as applicable to some topics in Sanskrit.

Unit - III:

- a. Study of the prescribed courses of Secondary and higher secondary classes in the subject with reference to principles of curriculum construction.
- b. Criteria of a good text books of the subject. Critical study of the text book of the subject with respect to the above criteria. Teachers hand book – need and contents.

Unit - IV:

- a. Instructional aids is the subject. Their uses in classroom teaching in order to make the teaching of Sanskrit popular.
- b. Workbooks, need and contents.
- c. Preparing an annual plan , Unit Plan, and daily by lesson plan
- d. Problem and difficulties in the teaching of subjects.

Sadaphat

Unit – V:**Tools of evaluation- preparation and uses.**

- a. Construction of unit test in the subject and blue print.
- b. Other tools.
- c. Qualifications and essential qualities, professional; growth.
- d. Subject teacher association: need and programme.

Unit- VI:

- a. Co-curricular activities in the subject, importance, need and activities.
- b. The subject laboratories, its importance, needs , necessary equipments.
- c. Diagnostic and remedial teaching in the subject.
- d. Value oriented teaching

MODE OF TRANSACTION

The course content transaction will include the following:

- Planned lectures infused with multimedia / power-point presentations.
- Small group discussion, panel interactions, seminars, group discussion, cooperative teaching and team teaching, selection of most favourable and suitable mode.

Sessional Work in Sanskrit (Any Two)

- i. Prepare / develop Blue print.
- ii. Prepare / develop unit test.
- iii. Prepare / develop CAI (Two lessons)
- iv. Book Project.

Reference Books :

- 1. Dr. Ramshakal Pandey : Sanskrit Shikshan
- 2. Dr. Mrs. PratibhaSudhirPendke : Sanskrit Adhyapan



C-301 A: Pali

Learning outcomes :

After taking this course, the student will be able to:

1. Describe the place of Pali as a source language of culture .
2. Discuss the objectives of studying Pali in Secondary & Higher Secondary school.
3. Develop the basic skills related with the subject.
3. Practice various methods and approaches of teaching Pali in Secondary & Higher Secondary school.
4. Develop adequate skills for development and use of various teaching aids in Pali.
5. Diagnose learner's difficulties and shortcomings in achievement of language skills and suggest remedies.
6. Use various techniques of evaluation of Pali language ability
7. Develop interest and positive attitude towards the subject.

Unit - I:

- a. Place and importance of Pali in school curriculum.
- b. Co- relation of Pali with other school subjects
- c. Role of Pali in international integration
- d. Aims and objectives of teaching Pali with particular reference to the objectives given in syllabus of Maharashtra Board of Secondary & Higher Secondary Education.
- e. Classroom objectives and specifications of teaching pali.

Unit - II:

Study of following methods with reference to the contents at secondary level.

- a. Various methods of teaching the subject :
- b. Grammer and translation methods.
- c. Source methods
- d. The bilingual approach
- e. Project
- f. Problem solving
- g. Various techniques in the teaching of subject.
i. Narration. II. Illustration. III. Dramatisation. IV. Question answers . v. Inductive and deductive technique of teaching grammer.

Unit - III :

- a. Critical analysis of the prescribed text book for Secondary & Higher Secondary classes on the basis of – i. Criteria of good textbooks ii. Principles of curriculum construction.
- b. Content analysis of any two topic/ unit based on facts , concepts , principles and morals

Unit - IV :

- a. Importance , preparation and use of instructional aids in teaching of Pali.
Pictures charts OHP transparencies , film strips, slides , tape recorder , computer assisted instructions, program learning material, model.
- b. Use of dictionary and other reference books , use of internet
- c. Needs and importance of students workbooks, teachers handbook.

Unit V :

- a. Preparation of i. Annual plan ii. Unit plan iii. Lesson plan
- b. Problems and difficulties in the teaching of Pali.



Tools of evaluation : preparation and uses.

- a. Construction of unit test in Pali.
- b. Other tools
- c. Interview. Questionnaire, checklist , rating scale, socialized procedures , achievement test , different type of questions – essay type, short answer and objective type. Kinds of objective type test , internal assessment .
- d. Pali teacher association essential qualities and their professional growth.
- e. B. Pali teacher association – need and programmes to be undertaken.

Unit- VI:

- a. Co-curricular activities in the subject, importance, need and activities .
- b. Language laboratories – need , importance organisation and essential equipment.
- c. Language skills – listening , speaking, reading and writing. Importance and development of these skills.
- d. Diagnostic and remedial teaching in Pali .
- e. Value oriented teaching .
- f. Contribution of the following literary person in spreading and development of Pali literature.
- i. Acahrya Buddhaghosh, AcahryaBuddhadatta,AcahryaDhammapal, AcahryaNagsen, Acahrya Katyayan , and Moggalayan, BhadantAnandKaushallyayan,,

MODE OF TRANSACTION

The course content transaction will include the following:

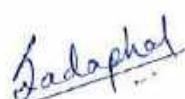
- Planned lectures infused with multimedia / power-point presentations.
- Small group discussion, panel interactions, seminars, group discussion, cooperative teaching and team teaching, selection of most favourable and suitable mode.

Sessional Work in Pali (Any Two)

- i. Preparation of annual plan for one class
- ii. Preparation of unit plan of any one unit.
- iii. Construction of unit test with blue print, its administration, analysis of the result and suggesting remedial measures.
- iv. Preparation of one instructional material for teaching of Pali(CAI)
- v. To enlist the problems concerned with teaching of Pali and to prepare on action research project plan to solve the problem.
- vi. A critical study of the textbook with reference to syllabus of Pali.(As per the Board).
- vii. Content analysis of any two topics / unit based of fact concepts, principles and morals.

Reference Books :

1. "PaliSahityaKaltihas", Hindi SahityaSammelan, Prayag :UpadhyayaBharatsingh.
2. "Pali Hindi Kosh" Dr.BhadantAnandKaushallyayan.
3. PaliAdhyapanPaddhati"Dr. MaltiBodele



C-301 A: URDU

Learning outcomes :

After taking this course, the student will be able to:

1. Discuss the importance of teaching Urdu in India
2. Justify the place of Urdu language in school curriculum.
3. Describe the aims and objectives of teaching Urdu language at Secondary and higher secondary stage.
4. Explain different methods and approaches of teaching Urdu
5. Use various skills of Urdu language.
6. Select appropriate teaching strategy for teaching of Urdu language.
7. Evaluate the text book of Urdu language.
8. Develop skills in preparation and use of different audio visual aids for teaching of Urdu language
9. Use various techniques of evaluation of Urdu language competency.

Unit-I: Introduction of Urdu Education

- A. Urdu language – Nature Perspective.
- B. Functional, Cultural, Literary roles and its role in national integration.
- C. Objectives of Urdu teaching.
- D. The place & importance of Urdu language in school curriculum
- E. Formulation of General and Specific Objectives
- F. Eminent personalities in Urdu: Maulvi Abdul Haq Munshi Prem Chand, Mirza Ghalib, Dr.Iqbal, M.Abulkalam Azad.

Unit-II: Methods and Planning the Teaching Of Urdu

- A. Teaching Learning methods of Urdu language.
- B. Techniques of teaching of Urdu language.
- C. Meaning of planning, importance of planning
- D. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan
- E. Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing achiever.
- F. Co-curricular activities in the subject-importance need and organisation.

Unit-III: Evaluation and Subject Analysis

- A. Construction of Unit test.
- B. CCE, its procedure, assessment formats (FA, SA) and practices for urdu learning in schools.
- C. CCE based reporting (scholastic and co-scholastic) and role of the Urdu teacher in developing linkages amongst child, school, Urdu curriculum and community. Concept of PSA (Problem Solving ability) and OTBA (open Text based assessment)
- D. Curriculum and syllabus – concept and types
- E. Content Analysis and text Book Analysis

Unit-IV: Learning Resources



- A. Concept, need and importance of learning resources
- B. Traditional learning resources; their merits and demerits (Handbook, Workbooks)
- C. Technological based learning resources; their merits and demerits.
- D. Aspects of Linguistic Behaviour: Language as a rule-governed behavior and linguistic variability; Pronunciation—linguistic diversity, its impact on Urdu, pedagogical implication.

Unit-V: Language Skills

- A. Need and importance of study skills
- B. Categorization of Language skills
 - Reading skill
 - Speaking skill
 - Listening skills
 - Writing skill
- C. Linguistic System: Basic concept in phonology, morphology, syntax and semantics; Discourse.

Unit-VI: Language Teacher

- A. Qualities of effective Urdu teacher, disposition and attitude.
- B. Importance of in-service training programs/ Conferences/ Seminars/ Workshops for Professional Growth of Urdu teacher.
- C. Importance of agencies for Professional growth of language teacher: NCERT, SCERT, DIET.

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favourable and suitable mode.

SESSIONAL WORK:

* Test: best one out of two unit tests

* Assignment: Anytwo of the following:

- Development of Power point based Lesson plan on different approaches
OR
- Development of instructional materials ICT Based: Linear, branching and mathetic Programming
AND
- Development of appropriate teaching learning materials for teaching different contents of Urdu language
- Collection of theme based essays, poems, plays, source materials
- Assignments and their presentation on prescribed topics
- Constructing objective based test items of different types

References:

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

Jadaphat

C301/C302 D: SCIENCE AND SOCIAL SCIENCES

C301/C302 D: BIOLOGY

Learning outcomes :

After taking this course, the student will be able to:

1. Discuss the Place and importance of Biological science in teaching and curriculum.
2. Describe concepts and principles of Biological Science
3. Select appropriate methods to teach Biological Science.
4. Explain the concepts, Approaches, Strategies and Techniques of teaching biological science.
5. Acquire adequate skills required for effective teaching of Biological Science at secondary and higher secondary level.
6. Develop the skills in preparation and use of different audio visual aids which are useful in the teaching of Biological Science.
7. Prepare teaching plan ,unit plan, annual plan for teaching Biological sciences
8. Organise different co curricular activities for teaching Biological sciences

Unit – I: Biological Science Curriculum

- A. Place and importance of the subject Biological sciences in school curriculum.
- B. Aims and objectives of teaching Biological sciences as given in the Maharashtra state board of secondary and higher secondary education syllabus.
- C. Class-room objectives and their specifications of teaching the Biological sciences.
- D. Bloom's taxonomy of educational objectives, learning experiences for achieving specified behavioral outcomes.
- E. Globalization and Biological sciences; Professions in the area of biological sciences.
- F. Contribution of eminent scientists in the development of the Biological sciences Darwin, Mendel, Louis Pasteur, Hargovind Khurana, and J. C. Bose.

Unit – II: Pedagogy of Biological Science Teaching

- A. Concepts of Approaches Strategies and Techniques:
 - Inductive-Deductive
 - Constructivist Approach
- B. Various methods of teaching of Biological sciences:
 - 1) Laboratory;
 - 2) Heuristic;
 - 3) Project;
 - 4) Analytical and Synthetic
 - 5) Problem solving.
- C. Strategies:
 - 1) Giving examples accompanied by a reason, comparing and contrasting, giving counter examples, discovering or exploring various options for solving the problems, formulation of conjecture and generalizations through several illustrations home assignment, self study, supervised study.
 - 2) Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing achiever.

Unit – III: Curriculum Transaction

- A. Teaching of Biological Sciences: Concept and Principle
- B. Preparation of Year plan, unit plan and lesson plan
- C. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Secondary Board for biological science.

Sudaphot

Unit-IV: Co-curricular activities and Teaching Aids

- A. Co-curricular activities in Biological sciences: its need, importance and organization – i) Field trip, ii) Science club, iii) Science museums, iv) Science fair.
- B. Biological sciences laboratory: need, importance, organization, essential equipment.
- C. Teaching aids: concept, importance and use of blackboard, charts, models, slides, film strips, OHP, TV, LCD -projector.

Unit-V: Text Book and Biological Science Teacher

- A. Criteria of a good text – book, critical study of the text-book of Biological Science.
- B. Need and contents of teacher's – hand book, students work-book in biological sciences
- C. Biological science Teacher: essential good qualities, professional growth, and biological science teachers association. Qualities, professional growth
- D. Position paper on "Teaching of science" by NCERT (2006)

Unit-VI: Assessment of learner

- A. Purpose of Biological Science evaluation. Assessment based Evaluation in Biological Science.
- B. Construction of a unit-test along with blue print.
- C. Preparation and use of other tools of evaluation in Biological sciences.
- D. Diagnostic and remedial teaching in Biological sciences
- E. CCE, its procedure, assessment formats (FA, SA) and practices for Biological Science learning in schools.
- F. CCE based reporting (scholastic and co-scholastic) and role of the Biological Science teacher in developing linkages amongst child, school, Biological Science curriculum and community. Concept of PSA (Problem Solving ability) and OTBA (open Text based assessment)

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favourable and suitable mode.

SESSIONAL WORK:

* Test: best one out of two unit tests

* Assignment: Anytwo of the following:

- Development of Power point based Lesson plan on different approaches
OR
- Development of instructional materials ICT Based: Linear, branching and mathematical Programming

AND

- Development of appropriate teaching learning materials for teaching different contents .
- Collection of source materials
- Assignments and their presentation on prescribed topics.
- Constructing objective based test items of different types.

References:

- Agrwal D.D.: Modern Methods of Teaching Biology, New Delhi: Sorup and Sons, 2002



- Amin, J. A. (2011). Training science teachers through activities; towards constructivism. USA: Lap –lambert publishing house.
- Bhatt. Puran Chand: Science process skills in teaching and learning, New Delhi: Commonwealth publication,
- Chunavala, S. (2006). Science Education: A Trend Report. In NCERT (Eds.), *Sixth Survey of Educational Research (1993-2000)*. New Delhi: NCERT. <http://www.exploratorium.edu/ifi/resources/researches/constructivism.html>
- Das R. C.: Science Teaching in Schools, New Delhi: Sterling Publishers Pvt. Ltd., 1905.
- Edward, Chand Fisher R. L.: Teaching elementary school science, Gangasaran and sons.
- Harlen, W. and Elstgeest, J. (1992). UNESCO Sourcebook for Science in the Primary School: A Workshop Approach to Teacher Education. UNESCO.
- Heiss, E. D. (1961). Modern science teaching. New York: Macmillan Company.
- Kumar, A. (2004). "Science education on a slippery path" Retrieved August 26 2006, from: <http://www.hbese.orghttp://insa.acpservers.com/html/home.asp>
- Mangal S. K.: Teaching of science, New Delhi: Arya Book Depot, 1992.
- Nanda V.K.: Science Education Today, New Delhi: Anmol Publications Pvt. Ltd.
- Prasad, J. (1999). Practical aspects in teaching of science. New Delhi: Kanishka Publication.
- Ravi Kumar S.K.: Teaching of Biology, Jaipur: Mangal Deep Publications.
- Rawat M. S.: Biology teaching, Agra: Sahitya Prakashan, 1996.
- Saundars, H.N. (1967). The Teaching of General Science in Tropical Secondary School. London: Oxford University Press
- Sharma B.M. and Sharma A.S.: Encyclopedia of Education in 21st Century Science – Education, Volume – 8, New Delhi: Commonwealth Publication.
- Sharma R. C.: Modern Science Teaching, Delhi: Dhanpat Rai and Sons, 1995.
- Siddiqui Najma N. and Siddiqui M: Teaching of Science Today and Tomorrow, Delhi: Doaba House.
- Sood J. K.: Science Teaching, Agra: Vinod Pustak Mandir, 2003.
- Vaidya N.: Science teaching for the 21 century, New Delhi: Deep and Deep Publications.
- Vaishnav ,R. & Parasher G.S. : Computer Aided Instructional Design in Education, Kitabi Duniya, New Delhi (2010)
- Vaishnav,R. : Learner Controlled Instruction , Lambert Academic Publishing Deutschland, Germany 2013
- Yadav K. :Teaching of Life Science, New Delhi: Anmol Publications.
- Yadav Seema and Singh A.K.: Teaching of Life Science, New Delhi: Dominant Publications.
- कदम, बॉदार्डः शास्त्रअध्यापनपद्धती,पुणे: नूतनप्रकाशन.
- कदम. चा., बॉदार्डकै. मु.: शास्त्रआशययुक्तअध्यापनपद्धती,पुणे: नूतनप्रकाशन.
- गद्रे, ज. रा. :शास्त्रचेअध्यापन
- सोहनीमो. प्र. : शास्त्रक्षेत्रिकावे
- अनारसे, दिघे, पाटणकर: शास्त्रचेअध्यापन
- हकीमप्रभाकर:शास्त्रअध्यापन

Jadaphat

C301/C302D: MATHEMATICS

Learning outcomes

After taking this course, the student will be able to:

1. Discover the Place and importance of Mathematics in teaching and curriculum.
2. Analyse the concepts and principles of Mathematics and select appropriate methods to teach Mathematics.
3. Verify the concepts, Approaches, Strategies and Techniques.
4. Illustrate the planning of teaching mathematics.

Unit-I: Mathematics Curriculum

- A. Place and importance of the subject Mathematics in school curriculum.
- B. Aims and objectives of teaching Mathematics as given in the Maharashtra state board of secondary and higher secondary education syllabus.
- C. Class-room objectives and their specifications of teaching the Mathematics.
- D. Bloom's taxonomy of educational objectives, learning experiences for achieving specified behavioral outcomes.
- E. Globalization and Mathematics s; Professions in the area of Mathematics.
- F. Contribution of eminent scientists in the development of the Mathematics
Bhaskaracharya, Aryabhatta, Ramanujan, Shakuntala Devi and Euclid, Pythagorus and Rene – descarte

Unit-II: Pedagogy of Mathematics Teaching

- A. Concepts of Approaches Strategies and Techniques:
 - Inductive-Deductive
 - Constructivist Approach
- B. Various methods of teaching of Mathematics:
 - 1) Laboratory;
 - 2) Heuristic;
 - 3) Project;
 - 4) Analytical and Synthetic
 - 5) Problem solving.
- C. Strategies:
 - a. Giving examples accompanied by a reason, comparing and contrasting, giving counter examples, problem posing and solving, discovering or exploring various options for solving the problems, formulation of conjecture and generalizations through several illustrations oral work, written work, drill work, home assignment, self-study, supervised study.
 - b. Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing achiever.

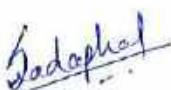
Unit-III: Curriculum Transaction

- A. Teaching of Mathematic: Concept and principle and vedic maths
- B. Preparation of Year plan, unit plan and lesson plan
- C. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Secondary Board for Mathematics.

Unit-IV: Co-curricular activities and Teaching Aids

- A. Co-curricular activities in Mathematics: its need, importance and organization –
 - i) Field trip, ii) Science club, iii) Science museums, iv) Science fair.
- B. Mathematics laboratory: need, importance, organization, essential equipment.
- C. Teaching aids: concept, importance and use of blackboard, charts, models, slides, film strips, OHP, TV, LCD -projector.

Unit-V: Text Book and Mathematics Teacher



- A. Criteria of a good text – book, critical study of the text-book of Mathematics.
- B. Need and contents of teacher's – hand book, students work-book in Mathematics
- C. Mathematics Teacher: essential good qualities, professional growth, and Mathematics teachers association.
- D. Position paper on "Teaching of Mathematics" by NCERT (2006)

Unit-VI: Assessment of learner

- A. Purpose of Mathematics evaluation. Assessment based Evaluation in Mathematics.
- B. Construction of a unit-test along with blue print.
- C. Preparation and use of other tools of evaluation in Mathematics.
- D. Diagnostic and remedial teaching in Mathematics.
- E. CCE, its procedure, assessment formats (FA, SA) and practices for Mathematics learning in schools.
- F. CCE based reporting (scholastic and co-scholastic) and role of the Mathematics teacher in developing linkages amongst child, school, Mathematics curriculum and community. Concept of PSA (Problem Solving ability) and OTBA (open Text based assessment)

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favourable and suitable mode.

SESSIONAL WORK:

* Test: best one out of two unit tests

* Assignment: Anytwo of the following:

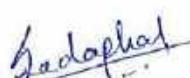
- Development of Power point based Lesson plan on different approaches
OR
- Development of instructional materials ICT Based: Linear, branching and mathetic Programming
AND
- Students will visit the school organize a mathematics exhibition and poster presentation of scientific concepts.
- Students will visit the school and identify various components in mathematics laboratory and other related activities.
- Preparation of Teaching aids: Preparation of low cost and no cost learning teaching aids on any topic.
- Identification of problems and conduct action research.

References:

- Anice, J. (2008). Methods of Teaching Mathematics. New Delhi: Neelkamal Publications.
- Butler and Wren. The teaching of Secondary Mathematics, New York: McGraw Hill Book Company.
- Butler, C. H., Wren F. L. and Banks, J. H. (1971). The teaching of Secondary Mathematics. New York: McGraw Hill.
- Coney, T. J., Davis, G. J., and Hen Derson, K. B. (1975). Dynamics of Teaching Secondary School Mathematics. Boston: Houghton - Mifflin co.
- Davis David, R. (1960). Teaching of Mathematics, Addison Wesley Publications.

Jadaphal

- Dharambir & Agrawal, V.N. The Teaching of Mathematics in India.
- Ediger, M., and Rao, B. (2000). Teaching Mathematics successfully. New Delhi: Discovery Publishing House.
- Ediger, Marlow (2004). Teaching Math Successfully, Discovery Publication.
- James, Anice (2005). Teaching of Mathematics, Neel Kamal Publication.
- Kapur, S.K. (2005). Learn and Teach Vedic Mathematics, Lotus Publication.
- Kidd, P. K., Myers, S. S., Cilley David, M. (1970). The Laboratory Approach to Mathematics. Chicago: Science Research Associates Inc.
- Koehler, M. J. & Mishra, P. (2008). Introducing technological pedagogical content knowledge. In AACTE Committee on Innovation and Technology (Eds.), Handbook of technological pedagogical content knowledge (TPACK) for educators . New York: Routledge.
- Kothari, R. G., and Shelat, P. H. (2011). Mathematical weaknesses among secondary school students. Germany: VDM Verlag Publishers.
- Kumar, S. (1993). Teaching of Mathematics. New Delhi: Anmol Pub. Pvt.
- Mottershead, L. (1978). Sources of Mathematical discovery. Oxford: Basil black Wall.
- National curriculum framework (2005). New Delhi: NCERT.
- National curriculum framework for teacher education (2000). New Delhi: NCERT.
- National curriculum framework for teacher education (2009). New Delhi: NCERT.
- Nickson, M. (2006). Teaching and Learning Mathematics: A Guide to Recent Research and its Application. London: Continuum
- Packiam, S. (1983). Teaching of Modern Mathematics: A New Approach. New Delhi: Doaba House.
- Pandya, B. (2007). Teaching of Mathematics. Agra: Radha Prakashan Mandir.
- Paul, C. (2008). Teaching Mathematics: Developing as a Reflective Secondary Teacher. New Delhi: Sage Publication.
- Prabhakaran, K.S. Concept attainment model of Mathematics teaching, Discovery Publications.
- Rao, N. M. (2007). A Manual of Mathematics Laboratory. New Delhi: Neelkamal Publications.
- Ravat, M. S., and Agrawal, M. (1986). Ganit Shikshan. Agra: Vinod Pustak Amandir.
- Rechard Copelard(1975). How Children Learn Maths: Teaching Implications of Piaget's Research, Macmillan: New York.
- Richard Courant & Herbert Robbins (1941). What is Mathematics, Fai Lawn: Oxford University press.
- Servais, W., and Varga, T. (Ed.) (1971). Teaching School Mathematics. A UNESCO Source Book. UNESCO, Penguin books.
- Shah G. B. (1964). New Dimensions in teaching of Mathematics. Baroda: CASE.
- Shultz. The Teaching of Mathematics.
- Sidhu, K. B. (1974). The Teaching of Mathematics. New Delhi: Sterling Pub. (p). Ltd. (LB 1646 14 54)
- Singh, H., Avtar, R., and Singh, V. P. (2008). A Handbook for Designing Mathematics
- Tyagi, S.K. (2004). Teaching of Arithmetic, Commonwealth Publications.
- Vaishnav ,R. & Parasher G.S. : Computer Aided Instructional Design in Education, Kitabi Duniya, New Delhi (2010)



- Vaishnav,R. : Learner Controlled Instruction , Lambert Academic Publishing Deutschland, Germany 2013
- XXXIII Yearbook (1970). The Teaching of Secondary School Mathematics, Washington: NCTM.
- ओकआ. वा.सत्यवतीराऊळ (१९९१), गणितस्वरूपअध्ययन-अध्यापन, पुणे: नूतनप्रकाशन.
- आपटेमो. (१९९३), गणिताच्यापाऊलखुणा, डॉबिवलीअश्वमेधप्रकाशन
- बापटभा. गो. कुलकर्णीवि. ना. -गणितअध्ययनआणि अध्यापन, पुणे: विहनसप्रकाशन.
- भिंताडेवि., जगतापह.ना., बोंदार्डीके. (१९९३). आशययुक्तअध्यापनपद्धतीसोलापूर:आशयप्रकाशन.
- देशमुखव. पा.(१९७२). गणिताचे अध्यापन, पुणे: मॉडर्नबुकडेपोप्रकाशन.
- जगतापह. ना.(१९९१). गणितअध्यापनपद्धती, पुणे: नूतनप्रकाशन.
- भगत ज, येळेकर शे. (२०१८), गणिताचे अध्यापन, विद्या प्रकाशन, नागपूर

Jadephad

C301/C302 D:GEOGRAPHY

Learning outcomes

After taking this course, the student will be able to:

1. Recognize the nature and structure of Geography.
2. List the objectives of teaching Geography at Secondary schools.
3. Justify the importance of teaching Geography at the secondary School level.
4. Choose the methods, and approaches for organizing Geography curriculum.
5. Generate skills to organize Geography curriculum.
6. Explain the need for different types of planning needed in the Geography instruction.
7. Discover the various evaluation techniques in Geography.

Unit-I: Geography Subject & its Correlation with other subjects

- A. Meaning, Nature and Importance of Geography as a subject
- B. Scope of Geography in School curriculum
- C. Objectives of teaching Geography at secondary stage.
- D. Correlation - Concept, Importance
- E. Correlation of Geography subject with other school subjects.

Unit-II: Methods and Planning The Teaching of Geography

- A. Teaching methods of Geography.
- B. Techniques of teaching of Geography
- C. Meaning of planning, importance of planning
- D. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan
- E. Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing achiever.

Unit-III: Evaluation and Subject Analysis

- A. Construction of Unit test.
- B. CCE, its procedure, assessment formats (FA, SA) and practices for Geography learning in schools.
- C. CCE based reporting (scholastic and co-scholastic) and role of the Geography teacher in developing linkages amongst child, school, Geography curriculum and community. Concept of PSA (Problem Solving ability) and OTBA (open Text based assessment)
- D. Curriculum and syllabus – concept and types
- E. Content Analysis and text Book Analysis

Unit-IV: Co-curricular activities and Teaching Aids

- A. Co-curricular activities in Geography: its need, importance and organization –
- B. FieldTrip: Importance , procedure & Role of Teacher
- C. Teaching aids: concept, importance and use of blackboard, charts, models, slides, film strips, OHP, TV, LCD -projector.

Unit-V:Learning Resources

- A. Concept, need and importance of learning resources
- B. Technological based learning resources; their merits and demerits.
- C. Criteria of a good text – book, critical study of the text-book of Geography.
- D. Need, contents, merits and demerits of teacher's – hand book, students work-book in Geography
- E. Position paper on "Teaching of social science" by NCERT (2006)

Unit-VI: Geography Teacher

- A. Qualities of effective Geography teacher, disposition and attitude.
- B. Importance of in-service training programs/ Conferences/ Seminars/ Workshops for Professional Growth of Geography teacher
- C. Importance of agencies for Professional growth of Geography teacher: NCERT, SCERT, etc.

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.

SESSIONAL WORK:

* Test: best one out of two unit tests

* Assignment: Anytwo of the following:

- Development of Power point based Lesson plan on different approaches
OR
- Development of instructional materials ICT Based: Linear, branching and mathetic Programming
AND
- Students will analyze Geography text books of different boards like Maharashtra state board and CBSE boards.
- Students will analyze the content organization in the Geography curriculum.
- Students will do the content analysis and write the general and specific objectives for different contents.
- Students will prepare lesson plans using different approaches and methods of teaching.
- Students will prepare plans for Geography laboratory, field trips and other activities.

References:

- Shaida B.D., Sharma J.C. - Teaching of Geography, Dhanpat Rai & Sons, Delhi.
- Mukherji S.P. - Geography and Education, Jiwan Jyoti prakashan, Darjeeling.
- Varma O.P. & Vedanayagan E.G.-Geography Teaching, sterling publishers, Jallander.
- Arora K.I. - Teaching of Geography, Prakash Brothers, Ludhiyana.
- Barnard - Principles and practice for Geography Teaching, University tutorials Press, London.
- Pary H.K.-Becoming Better Teacher-Micro Teaching Approach, Sahitya Mudranalaya, Ahmadabad.
- Britain, Department of Education and Science, (1972), New Thinking in School Geography, Her Majesty's stationery office, London.
- Britain ministry of Education, (1960), Geography and Education, Her Majesty's stationery office, London.
- Faizgrive (U.L.P.): Geography in School.
- Gopall G.R. (1973), The Teacher of Geography, MacMillon Education Ltd., London.
- Hall, David, (1976), Geography and the teacher, George Allen and Unwin Ltd., London.
- Macnee, E.A., (1951), The teaching of Geography, Geoggiey Cambridge, Bombay.



- Morrin, John W., (1968), Methods of Geographic Instruction, Blaisdell Publishing co., Massachusetts.
- UNESCO, (1965), Source Book for Geography Teaching, Longmans, Green and Co., London.
- Varma, O.P.(1975), Geography Teaching, Sterling publishers, New Delhi.
- बापटबि. जी. (१९६९), भूगोलअध्ययनआणि अध्यापनपुणे: व्हीनसप्रकाशन
- पाटणकर, ना. वि.(१९७४) भूगोलचे अध्यापनपुणे: मोडर्नबुकडेपो.
- पॉक्सोव. बा. भूगोलअध्यापनपद्धती, पुणे: नूतनप्रकाशन
- सांगलेशैलजा, दृष्टीक्षेपात्स्पेशलमेथडभूगोल, पुणे: नूतनप्रकाशन
- मिश्राआत्मानंद-भूगोलशिक्षणपद्धती.

Badophal

C301/C302 C: PHYSICS

Learning outcomes

After taking this course, the student will be able to:

1. Recognise the Place and importance of Physical Sciences in teaching and curriculum.
2. Associate concepts and principles of Physical Sciences and select appropriate methods to teach Physical Sciences.
3. Discuss concepts, Approaches, Strategies and Techniques.
4. Organise planning of teaching Physical Sciences.

Unit-I: Physical Science Curriculum

- A. Place and importance of the subject Physical Science in school curriculum.
- B. Aims and objectives of teaching Sciences as given in the Maharashtra state board of secondary and higher secondary education syllabus.
- C. Class-room objectives and their specifications of teaching the Physical sciences.
- D. Bloom's taxonomy of educational objectives, learning experiences for achieving specified behavioral outcomes.
- E. Globalization and Physical sciences; Professions in the area of Physical science.
- F. Contribution of eminent scientists in the development of the Physical Science Archimedes, Gallilio, Newton, Raman, and Homi Bhabha. Boyle, Rutherford, Mendelief, Madam Curie, Prafulchandra Ray.

Unit-II: Pedagogy of Physical Science Teaching

- A. Concepts of Approaches Strategies and Techniques:
 - Inductive-Deductive
 - Constructivist Approach
- B. Various methods of teaching of Physical Science sciences:
 - 1) Laboratory
 - 2) Heuristic
 - 3) Project
 - 4) Analytical and Synthetic
 - 5) Problem solving.
- C. Strategies:
 - Giving examples accompanied by a reason, comparing and contrasting, giving counter examples, discovering or exploring various options for solving the problems, formulation of conjecture and generalizations through several illustrations home assignment, self study, supervised study.
 - Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing achiever.

Unit-III: Curriculum Transaction

- A. Teaching of Physical Science: Concept and Principle
- B. Preparation of Year plan, unit plan and lesson plan
- C. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Secondary Board for Physical Sciences.

Unit-IV: Co-curricular activities and Teaching Aids

- A. Co-curricular activities in Physical sciences: its need, importance and organization –
 - i) Field trip, ii) Science club, iii) Science museums, iv) Science fair.
- B. Physical sciences laboratory: need, importance, organization, essential equipment.
- C. Teaching aids: concept, importance and use of blackboard, charts, models, slides, film strips, OHP, TV, LCD -projector.

Ladaphal

Unit-V: Text Book and Physical Science Teacher

- A. Criteria of a good text – book, critical study of the text-book of Physical science
- B. Need and contents of teacher's – hand book, students work-book in Physical sciences
- C. Physical science Teacher: essential good qualities, professional growth, and Physical science teachers association.
- D. Position paper on "Teaching of science" by NCERT (2006)

Unit-VI: Assessment of learner

- A. Purpose of Physical Science evaluation. Assessment based Evaluation in Physical Science.
- B. Construction of a unit-test along with blue print.
- C. Preparation and use of other tools of evaluation in Physical sciences.
- D. Diagnostic and remedial teaching in Physical sciences
- E. CCE, its procedure, assessment formats (FA, SA) and practices for Physical Science learning in schools.
- F. CCE based reporting (scholastic and co-scholastic) and role of the Physical Science teacher in developing linkages amongst child, school, Physical Science curriculum and community. Concept of PSA (Problem Solving ability) and OTBA (open Text based assessment)

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favourable and suitable mode.

SESSIONAL WORK:

* Test: best one out of two unit tests

* Assignment: Any two of the following:

- Development of Power point based Lesson plan on different approaches
OR
- Development of instructional materials ICT Based: Linear, branching and mathetic Programming

AND

- Development of appropriate teaching learning materials for teaching different contents.
- Collection of source materials
- Assignments and their presentation on prescribed topics.
- Constructing objective based test items of different types.

References:

- Agarkar, S. C. (2005). An Introductory Course on School Science Education. Mumbai: HBCSE, TIFR.
- Bhat, B.D. and Sharma, S.R. (1993). Methods of Science Teaching. New Delhi: Kanishka Publishing House.
- Das, R.C. (2009). Science Teaching in Schools. Sterling, New Delhi
- Gary D. Borich (2012). Effective teaching methods. Noida: Dorling Kindersley India Pvt. Ltd.
- Gupta, S. K. (1985). Teaching of physical science in secondary schools, New Delhi

- Gupta, V. K. (1995). Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Inc.
- Kalra, R. M. (1976). Innovations in Science Teaching. Bombay: Oxford Publishing
- Kalra, R. M. (1976). Innovations in Science Teaching. Bombay: Oxford Publishing.
- Khirwadkar, A. (2003). Teaching of Chemistry Modern Method. New Delhi: Sarup& Son's.
- Mangal, S.K. (1997), Teaching of Science, Arya Book Depot.
- Mani R. S. (1998) Model of Lesson Planning: Some Reflections. Recent Researches in education and Psychology, 3(III-IV), P.P. 87-90.
- Mani, R. S. (1998). Objectives of Teaching Chemistry in Schools. C.A.S.E., Department of Education, Vadodara, The M. S. University of Baroda (unpublished mimeographed instructional material).
- Mani, R. S. (2001). New Approaches of Teaching Science. Recent Reserches in Education Psychology, 6(I-II), 1-6.
- Mani, R. S. (2012). Mobile Science and Technology Development of Skills in Science and Technology. Education and Society, (I).
- Mathur, R. C. (1992). A Source book of Science Projects. New Delhi: Arya Book Dept.
- Nanda V.K. (1997). Science Education Today. New Delhi: Anmol Publication Pvt. Ltd.
- NCERT (2013). Pedagogy of Science:Text Book for B.Ed. part I, NCERT, New Delhi.http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_partI.pdf
- Newbold, B. T., & Holbrook, J. (1992). New Trends in Chemistry Teaching.
- Rawat, D.S. (1981): Teaching of Science. Agra: Vinod Pustak Mandir,
- Sharma, R.C. (2002), Science Teaching, Dhanpat Rai Publication.
- Sonders, H.N. (1971), Science Teaching in Senior Secondary Schools, Oxford & IBH Publishing Company.
- Tobin, K.; The practice of Constructivism in Science Education, Lawrence Erlbaum Associates, NJ, 1993.
- Tony L., Matt C., Bernie K. and Judith T., 2010.Teaching Science Sage Publication India Pvt .Ltd.
- UNESCO, New Delhi, Sterling Publishers Inc., (First India reprint, 1993).
- UNESCO. (1964). UNESCO source Book for Science Teaching. Paris: UNESCO.
- UNESCO. (1964). UNESCO source Book for Science Teaching. Paris: UNESCO.
- Vaidya, (1999). Science Teaching for 21st Century, Deep & Deep Publications
- Vaidya, N. (1996). Science Teaching for the Twentyfirst Century. New Delhi: Deep and Deep Publications.
- Vaishnav ,R. & Parasher G.S. : Computer Aided Instructional Design in Education, Kitabi Duniya, New Delhi (2010)
- Vaishnav,R. : Learner Controlled Instruction , Lambert Academic Publishing Deutschland, Germany 2013
- Venkataiah, S. (2002): Teaching of Science. Anmol Publisher Pvt. Ltd., New Delhi
- Waddington, D. J. (1987). Teaching School Chemistry. New Delhi: Sterling Publishers Inc.
- Yadav, M. S. (1993). Teaching of Chemistry, New Delhi: Anmol Publications.

Sadaphal

C301/C302 C: Chemistry

Learning outcomes

After taking this course, the student will be able to:

1. Familiar with the objectives of teaching Chemistry.
2. Analyse the syllabus in Chemistry.
3. Assess various methods and techniques of teaching Chemistry effectively and efficiently.
4. Identify adequate skills in the preparation and use of suitable teaching aids in Chemistry.
5. Organise co-curricular activities in Chemistry.
6. Select, prepare and use appropriate tools of evaluation in Chemistry.
7. Interpret the results of various tools in Chemistry.

Unit – I

- a. Place and importance of Chemistry in the school curriculum.
- b. Correlation of Chemistry with other school subjects and the environment.
- c. Aims and objectives of teaching Chemistry with particular reference to the objectives given in the syllabus of the Maharashtra Board.
- d. Class room objectives and specifications of teaching Chemistry.

Unit – II

- a. Various methods of teaching Chemistry.
 1. Lecture, 2. Demonstration, 3. Laboratory, 4. Heuristic, 5. Project, 6. Analytical and Synthetic, 7. Inductive and Deductive, 8. Problem solving or assignment.
- b. Various useful techniques in teaching Chemistry.

Unit – III

- a. Study of the prescribed courses in Chemistry for Secondary and Higher Secondary of Maharashtra Board with reference to principles of curriculum.
- b. Criteria of a good text book, critical study of the text books prescribed for secondary and higher secondary classes.

Unit – IV

- a. Instructional aids in Chemistry. Their importance and use in day-to-day classroom teaching.
- b. Need and contents of work-book for students, teachers hand-books and laboratory manual in Chemistry.

Unit – V

- a. Preparation of : 1. Annual plan, 2. Unit Plan, 3 Lesson plan of Chemistry.
- b. Problems and difficulties in day-to-day teaching of chemistry.
- c. Construction of unit test in Chemistry
- d. Preparation and use of various tools of evaluation in Chemistry.

Unit – VI

- a. Science teacher – his requisite qualifications, qualities, professional growth.
- b. Science teachers association-their need and programme undertaken.
- c. Co-curricular activities in Chemistry-their need, importance and organisation.
- d. Chemistry laboratories – need, importance, organisation, essential equipment.

Jadopal

- c. Diagnostic and remedial teaching in Chemistry.
- f. Contribution of the following scientists in the development of Chemistry: Boyle, Mendelceef, Avogadro, Madam Curie.

MODE OF TRANSACTION

The course content transaction will include the following:

- Planned lectures infused with multimedia / power-point presentations.
- Small group discussion, panel interactions, seminars, group discussion, cooperative teaching and team teaching, selection of most favourable and suitable mode.

SESSIONAL WORK

- Prepare / Develop Blue Print
- Prepare / Develop Unit Test
- Prepare / Develop CAI (two lessons)
- Book Project

REFERENCE BOOK

1. Methodology and Teaching Science: Mrs. DevyaniShinde, Urban Art Publication, Divn – Hyderabad.
2. Vaishnav ,R. & Parasher G.S. : Computer Aided Instructional Design in Education, Kitabi Duniya, New Delhi (2010)
3. Vaishnav,R. : Learner Controlled Instruction , Lambert Academic Publishing Deutschland, Germany 2013



C301/C302 B:ECONOMICS

Learning outcomes

After taking this course, the student will be able to:

1. Relate economics subject and its correlation with other subjects.
2. Interpret different types of planning for teaching
3. Summaries the importance of content analysis
4. Classify different methods for teaching of Economics
5. Demonstrate different techniques in teaching of Economics
6. Perform evaluation technique in Economics

Unit-I: Economics Subject & its Correlation with other subjects

- A. Meaning, Nature and Importance of Economics as a subject
- B. Scope of Economics in School curriculum
- C. Objectives of teaching Economics at secondary stage.
- D. Correlation - Concept, Importance
- E. Correlation of Economics subject with other school subjects.

Unit-II: Methods and Planning The Teaching of Economics

- A. Teaching methods of Economics.
- B. Techniques of teaching of Economics
- C. Meaning of planning, importance of planning
- D. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan
- E. Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing achiever.

Unit-III: Evaluation and Subject Analysis

- A. Construction of Unit test.
- B. CCE, its procedure, assessment formats (FA, SA) and practices for Economics learning in schools.
- C. CCE based reporting (scholastic and co-scholastic) and role of the Economics teacher in developing linkages amongst child, school, Economic curriculum and community. Concept of PSA (Problem Solving ability) and OTBA (open Text based assessment)
- D. Curriculum and syllabus – concept and types
- E. Content Analysis and text Book Analysis

Unit-IV: Co-curricular activities and Teaching Aids

- A. Co-curricular activities in Economics: its need, importance and organization –
- B. FieldTrip: Importance , procedure & Role of Teacher
- C. Teaching aids: concept, importance and use of blackboard, charts, models, slides, film strips, OHP, TV, LCD -projector.

Unit-V: LEARNING RESOURCES

- A. Concept, need and importance of learning resources
- B. Technological based learning resources; their merits and demerits.
- C. Criteria of a good text – book, critical study of the text-book of Economics.
- D. Need, contents, merits and demerits of teacher's – hand book, students work-book in Economics
- E. Position paper on "Teaching of Social science" by NCERT (2006)

Sadaphat

UNIT-VI: ECONOMICSTEACHER

- A. Qualities of effective Economics teacher, disposition and attitude.
- B. Importance of in-service training programs/ Conferences/ Seminars/ Workshops for Professional Growth of Economics teacher
- C. Importance of agencies for Professional growth of Economics teacher: NCERT, SCERT, etc.

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favourable and suitable mode.

SESSIONAL WORK:

* Test:best one out of two unit tests

* Assignment: Any two of the following:

- Development of Power point based Lesson plan on different approaches
OR
- Development of instructional materials ICT Based: Linear, branching and mathetic Programming

AND

- Group work on the preparation of lesson plans in Economics
- Group work on content Analysis
- Preparation on different types of Assignment in Economics
- Conducting Seminar in Economics Class.
- Preparation of different list of Community Resources which can be used for teaching of Economics
- Critical Analysis of Economics Text Book.
- Conducting sample surveys
- Preparation of Blue Print and Question Paper in Economics subject

References:

- Aggarwal J.C: "Teaching Of Economics, A Practical Approach" Vinod Pustak Mandir, Agra-2
- Bhatia & Bhatia 1994 "The Principles & Methods of Teaching" Doaba house, Delhi – 110006.
- Dhillon S; Chopra K.: Teaching Of Economics.
- Gupta R.P. " Teaching Methods" Vinod Pustak Mandir, Agra-2
- Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
- Kanwar, B.S.: Teaching of Economics. Ludhiana: Educational Publishers, 1970.
- Knoph, J.H.: the Teaching of Elementary Economics. New York: Holt Rinehart and Winston, 1965.
- Mustafa M, 2005, " Teaching of Economics New Trends and Challenges' Deep & Deep Publications Pvt. Ltd F-159, Rajouri Garden, New Delhi-110027.
- N.R. Saxena: Teaching of Economics, R Lall Book Depot, Meerut.
- Natarajan S. 1993, "Introduction to Economics of education", sterling publications Private Limited.
- Oliver, J.M.: The Principles of Teaching Economics. New Delhi: Heinmann Educational Books Ltd., 1975.

Sadaphat

- Pal, H.R and Pal, R.: Curriculum – Yesterday, Today and Tomorrow. Kshipra, New Delhi, 2006.
- Pal, H.R.: Methodologies of Teaching & Training in Higher Education. Delhi: Directorate of Hindi Implementation, Delhi University, 2000.
- Prof. Rai B.C. (1991) “ Techniques of Teaching” Prakashan Kendra Lucknow-7
- Sansanwal, D.N. & Singh, P.: Models of Teaching. Society for Educational Research & Development, Baroda, 1991.
- Sansanwal, D.N.: Jerk Technology. Journal of Indian Education, Vol. XXVI, No. 1, 2000, pp 17 – 22.
- Sharma Kadambani: Teaching of Economics.
- Siddiqui M.H.: Teaching of economics, APH Publications Corporation.
- Sindhu H.S.: Teaching of economics, Tandon Publications, Books Market, and Ludhiana-141008.
- YadavAmita, 1999, “Teaching of Economics” Anmol Publications Pvt. Ltd., New Delhi.
- Saxena Mishra Mahonty (2004) “Teaching of Economics” Surya publication, Meerut.
- Saxena Mishra Mahonty (2004) “Teaching of Social Studies” Surya publication, Suryapublication, Meerut.
- Tyagi, G.D.: Arthshastra Shikshan. Agra: Vinod Pustak Mandir, 1981.
- Weil, M & Joyce, B.: Information Processing Models of Teaching. Prentice Hall Inc., New Jersey, 1979

Sadaphal

C301/C302 B:HISTORY

Learning outcomes

After taking this course, the student will be able to:

1. Judge the nature and structure of History.
2. Identify the objectives of teaching History at Secondary schools.
3. Point out importance of teaching History at the secondary School level.
4. Compare methods, and approaches for organizing History curriculum.
5. Analyses skills to organize History curriculum.
6. Discuss the need for different types of planning needed in the History instruction.
7. Criticize various evaluation techniques in History.

Unit-I: History Subject & its Correlation with other subjects

- A. Meaning, Nature and Importance of History as a subject
- B. Scope of History in School curriculum
- C. Objectives of teaching History at secondary stage.
- D. Correlation - Concept, Importance
- E. Correlation of History subject with other school subjects.

Unit-II: Methods and Planning the Teaching of History

- A. Teaching methods of History.
- B. Techniques of teaching of History
- C. Meaning of planning, importance of planning
- D. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan
- E. Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing achiever.

Unit-III: Evaluation and Subject Analysis

- A. Construction of Unit test.
- B. CCE, its procedure, assessment formats (FA, SA) and practices for History learning in schools.
- C. CCE based reporting (scholastic and co-scholastic) and role of the History teacher in developing linkages amongst child, school, history curriculum and community. Concept of PSA (Problem Solving ability) and OTBA (open Text based assessment)
- D. Curriculum and syllabus – concept and types
- E. Content Analysis and text Book Analysis

Unit-IV: Co-curricular activities and Teaching Aids

- A. Co-curricular activities in History: its need, importance and organization –
- B. FieldTrip: Importance , procedure & Role of Teacher
- C. Teaching aids: concept, importance and use of blackboard, charts, models, slides, film strips, OHP, TV, LCD -projector.

Unit -V:Learning Resources

- A. Concept, need and importance of learning resources
- B. Technological based learning resources; their merits and demerits.
- C. Criteria of a good text – book, critical study of the text-book of History.
- D. Need, contents, merits and demerits of teacher's – hand book, students work-book in History

Dadaphal

E. Position paper on "Teaching of social science" by NCERT (2006)

Unit-VI: History Teacher

- A. Qualities of effective History teacher, disposition and attitude.
- B. Importance of in-service training programs/ Conferences/ Seminars/ Workshops for Professional Growth of History teacher
- C. Importance of agencies for Professional growth of History teacher: NCERT, SCERT, etc.

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favourable and suitable mode.

SESSIONAL WORK:

* Test: best one out of two unit tests

* Assignment: Anytwoof the following:

- Development of Power point based Lesson plan on different approaches
OR
- Development of instructional materials ICT Based: Linear, branching and mathetic Programming
AND
- Students will analyze History text books of different boards like Maharashtra state board and CBSE boards.
- Students will analyze the content organization in the History curriculum.
- Students will do the content analysis and write the general and specific objectives for different contents.
- Students will prepare lesson plans using different approaches and methods of teaching.
- Students will prepare plans for History field trips and other activities.

References:

- Ballard M., (1979), New Movement in the study Teaching of History, Temple Smith, London.
- Kochhar S.K. (1966), Teaching of History, Sterling Publishers Private Limited.
- N.C.E.R.T. (1970), Teaching History in Secondary Schools Publisher, Delhi.
- Singh D.R., (1959), The Teaching of History and Civics Jallandar, University Publications.
- The teaching of history: V.P.Ghale.
- Teaching of History: Nirmal Yadav.
- Teaching of history: B.D.Shaida & Saheb singh.
- The teaching of history: S.K.Koachar.
- Vajreswari R., (1973), Handbook of History Teachers Allied Publishers, Bombay.
- निरंतरव. भा. - इतिहासाचे अध्यापन पुणे: मोडर्न बुकडेपो.
- पत्कीमा. श्री. - इतिहासाचे अध्यापन
- बेदरकरकृ. द. - इतिहासाचे अध्यापन नाच्यादिशापुणे: निळकंठ प्रकाशन
- घाटेवि. द. - इतिहास शास्त्र आणिकला
- तिवारीसिं. ह. (१९८७) - इतिहासाचे अध्यापन, पुणे: नूतन प्रकाशन



- घाटेवि.द.(१९५८)- इतिहासाचेअध्यापन, पुणे: देशमुखप्रकाशन
- दुनाखेअरविंद (२०००)- इतिहासाचेअध्यापन, पुणे: नूतनप्रकाशन
- पत्कीमा. श्री.(१९८०)-इतिहासाचेअध्यापनपद्धतीवतंत्र; औरगाबाद: मिलिंदप्रकाशन
- ठिगळेएस. एस. (१९७१) - इतिहासकसाशिकवावा;अहमदनगर:सुहासप्रकाशन

Dadaphal

C301/C302 E: MUSIC

Learning outcomes

After taking this course, the student will be able to:

1. Identify the place of Music in the Secondary School curriculum.
2. Interpret different methods of learning music.
3. Choose adequate skills in the use of various teaching aids in Music
4. Discover difficulties and defects in achievement of Music skills.
5. Choose the technique of evolution in Music.
6. Organize and supervise music related, activities.
7. Discuss the role of music in social, economic, cultural, technological life.

Unit-I

- a. Development of music as an independent subject.
- b. Contribution of eminent musicians for this development.
- c. The place and scope of music in Secondary School curriculum.
- d. Importance of music in Secondary Schools and its relation with other subject.
- e. Objective of teaching music at Secondary levels.

Unit-II **Study of the following methods with reference to the contents at secondary level--**

- a) Various methods of teaching music for theory of Indian Music, Lecture, Demonstration, Discussion, Projects etc.
- b) Practical Demonstration, Drill method.

Unit-III

- a) Learning experiences through different agencies of education, formal and informal.
- b) Preparation of instructional material for teaching music.
- c) Teaching aids and devices : Model charts, Films/Strips, Radio, T.V., Tape Recorder, Magazines.
- d) Setting up of a music room with necessary equipment.

Unit-IV

Preparation of Annual plan the unit plan and daily lesson plan

- a) Preparation and criteria of framing syllabus for music.
- b) Criteria of a good text book in music and study of present text book, Work books and reference books.
- c) Evaluation procedures-diagnostic and remedial teaching. Test procedures, Knowledge of achievement test and unit tests.

Unit-V

Padaphat

- a) Co-curricular activities useful in the teaching of music
- b) Importance and practice of different types of songs.
National songs, Folk songs, Prayers, Marching Songs.

Unit-VI

Qualities of a good music teacher, His professional Equipments the place of voice culture etc. for his professional growth.

Practical / Assignment (Any one of the following)

- 1) Prepare / Develop Blue Print
- 2) Prepare / Develop Unit Test
- 3) Prepare / Develop CAI (two lessons)
- 4) Book Project.

Book recommended :

- 1. G. E. Ranade : Hindustani Music.
- 2. P. Samba Moorthy : the Teaching of Music
- 3. Scottish Education Deptt. : Music in Secondary School
- 4. UNESCO: Music in Education.
- 5. Indian New Delhi : Music Journal.
- 6. Basic Concepts in Music Education : 57th Year Book of the National Society for the Study of Education, U.S.A.

Dadaphor

CP 301/302 E:HOME SCIENCE

Learning outcomes

After taking this course, the student will be able to:

1. Explain the place of the Home Science in the Secondary School syllabus.
2. Familiarize the students with laboratories in various areas of Home Science.
3. Point out different methods of learning Home Science.
4. Choose adequate skills in the use of various teaching aids in Home science

Unit – I

- a. Place and importance of Home-Science in School Curriculum
- b. Co-relation of Home-science with other school subjects such as History, Geography, Civics, Economics, Maths and General Science.

Unit – II

- a. Aims and objectives of teaching Home Science such as utilitarian aims, the intellectual aims, the social aims, the National aim and Practical aim, to develop good work habits to develop democratic citizenship creation of proper altitude.
- b. Class room objectives and their specifications of Home-Science such as knowledge, Understanding, Application of knowledge skill, attitude, Personality trait, interest, Appreciation.

Unit – III Study of the following methods with reference to the contents at secondary test

- a. Various method of teaching Home-Science-Demonstration Method, Laboratory Method, Problem-solving and project method, field trips, Lecture method, Heuristics method, group work.
- b. Various useful techniques in teaching Home Science. Observation and imitation, Oral and written, Drill review and supervised study, Self Study including programmed instruction, team teaching, micro teaching.

Unit – IV

- a. Study of the prescribed courses from Secondary and Higher Secondary classes in Home Sciences with references to Principles of curriculum such as child centeredness elasticity and variety, community centeredness, integration and unit approach, Creativity, Conservation, activity Principle of forward look. Recent Trends in curriculum construction.
- b. Critical study of Text book of Home Science with respect of criteria of good Text books of Home Science.
- c. Student's Work books, teachers hand outs, its need and content.

Unit – V

- a. Instructional aids in Home Science such as picture, display boards, photographs, charts, diagrams, graphs, posters, flash cards, cartoons, specimen, television, slides, models, radio, film strip, projector, other instructional material, its importance and their use in class room.
- b. Students teaching work books, teaching handbooks, its need and contains.
- c. Preparing Annual plan, unit plan, lesson plan in Home Science.
- d. Problems and difficulties in the teaching of Home Science.

Sachin

Unit – VI

- a. Subject teacher qualifications, essential qualities, professional growth, subject teacher associations, need and importance.
- b. Co-curricular activities in Home-Science.
 - 1. Fair and exhibition
 - 2. Home science committee
 - 3. Home work
 - 4. Field trips and excursions, its importance and need organisation of these activities.
- c. Subject rooms / labs – its importance and need of essential equipment.
- d. Diagnostic and remedial teaching in Home Science.
- e. Including values through teaching of Home Science.

MODE OF TRANSACTION

The course content transaction will include the following:

- Planned lectures infused with multimedia / power-point presentations.
- Small group discussion, panel interactions, seminars, group discussion, cooperative teaching and team teaching, selection of most favourable and suitable mode.

SESSIONAL WORK

- Prepare / Develop Blue Print
- Prepare / Develop Unit Test
- Prepare / Develop CAI (two lessons)
- Book Project

REFERENCE BOOK

- 1. Alkinson Elizabeth – Teaching of Domestic Science.
- 2. DEPSE-Teaching Home Science in Secondary schools (NCERT)
- 3. Vaishnav ,R. & Parasher G.S. : Computer Aided Instructional Design in Education, Kitabi Duniya, New Delhi (2010)
- 4. Vaishnav,R. : Learner Controlled Instruction , Lambert Academic Publishing Deutschland, Germany 2013



C301/C302 E: COMMERCE

Learning outcomes

After taking this course, the student will be able to:

1. Explain commerce subject and its correlation with other subjects.
2. Aware about different types of planning for teaching
3. Demonstrate the different methods for teaching of Commerce
4. Compare different techniques in teaching of commerce
5. Summarise importance of evaluation commerce

Unit-I: Commerce Subject & its Correlation with other subjects

- A. Meaning, Nature and Importance of Commerce as a subject
- B. Scope of Commerce in School curriculum
- C. Objectives of teaching Commerce at higher secondary stage.
- D. Correlation - Concept, Importance & Types
- E. Correlation of Commerce subject with other school subjects.

Unit-II: Methods and Planning the Teaching Of Commerce

- A. Teaching Learning methods of Commerce.
- B. Techniques of teaching of Commerce
- C. Meaning of planning, importance of planning
- D. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan
- E. Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing achiever.

Unit-III: Evaluation and Subject Analysis

- A. Purpose of commerce evaluation. Assessment based Evaluation in commerce
- B. Construction of Unit test.
- C. CCE, its procedure, assessment formats (FA, SA) and practices for Commerce learning in schools.
- D. CCE based reporting (scholastic and co-scholastic) and role of the Commerce teacher in developing linkages amongst child, school, Commerce curriculum and community. Concept of PSA (Problem Solving ability) and OTBA (open Text based assessment)
- E. Curriculum and syllabus – concept and types

Unit-IV: Co-curricular activities and Teaching Aids

- A. Co-curricular activities in Commerce: its need, importance and organization –
- B. Need, Importance, Activities and Role of teacher of Commerce Club
- C. Teaching aids: concept, importance and use of blackboard, charts, models, slides, film strips, OHP, TV, LCD -projector.

Unit -V: Learning Resources

- A. Concept, need and importance of learning resources
- B. Technological based learning resources; their merits and demerits.
- C. Criteria of a good text – book, critical study of the text-book of commerce.
- D. Need, contents, merits and demerits of teacher's – hand book, students work-book in commerce
- E. Commerce teachers association.

Sachinpal

Unit-VI: Commerce Teacher

- A. Qualities of effective Commerce teacher, disposition and attitude.
- B. Importance of in-service training programs/ Conferences/ Seminars/ Workshops for Professional Growth of Commerce teacher
- C. Importance of agencies for Professional growth of Commerce teacher: NCERT, SCERT, etc.

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favourable and suitable mode.

SESSIONAL WORK:

* **Test:** best one out of two unit tests

* **Assignment:** Any two of the following:

- Development of Power point based Lesson plan on different approaches
OR
- Development of instructional materials ICT Based: Linear, branching and mathematic Programming
AND
- Development of appropriate teaching learning materials for teaching different contents.
- Assignments and their presentation on prescribed topics.
- Constructing objective based test items of different types.
- Prepare a list of activities to be undertaken in commerce club
- Create a commerce club in higher secondary and implement some activities under it.
- Preparation of Blue Print and Question Paper in commerce subject.
- Organise some commercial activities in schools or in your department and prepare a report on the same

References:

- Aggarwal, J.C.(2010). Teaching of Commerce: Vikas Publications house Pvt. Ltd New Delhi
- Bhaskara Rao, Digumarti, (2004) Methods of Teaching Commerce: Discovery Publishing House, New Delhi.
- Lulla B.P. (1990). Teaching Commerce in Secondary Schools: M.S.U., Baroda.
- P.C. Segwalkar & Sarlekar(2000): The structure of Commerce. Kitab Mahal. Allahabad
- Rao, S. Teaching Commerce in Multipurpose Secondary Schools.
- Rao, S. (1995). Teaching of Commerce, New Delhi: Publications Pvt. Ltd
- Seema Rao., (2004). Teaching of Commerce: Anmol Publications Pvt. Ltd., New Delhi.
- Umesh, rana A (2009). Methodology of Commerce Education: Tandon Publications, New Delhi
- सकसेना, उदयगीर-वाणिज्यशिक्षण
- सिंग, इकबाल-वाणिज्यकाअध्ययन
- गाजरे,नानकर-वाणिज्यअध्यापनपद्धती, पुणे: नूतनप्रकाशन.
- गोयलएम. एल. -वाणिज्यशिक्षण, रोहतक: संदीपप्रकाशन
- सिंहराजपाल-वाणिज्यशिक्षण, आग्रा: विनोदपुस्तकमंदिर

C301/C302 E: CIVICS



Learning outcomes

After taking this course, the student will be able to:

1. Generate civic consciousness, sense of a patriotism, National integrity and International understanding.
2. Perform spirit of Democracy and social co-existence.
3. Discover the various methods of teaching civics.
4. Select proper teaching aids and evaluative tools.

Unit – I

- a. Place and importance of the subject in the School Curriculum.
- b. Correlation of the subject with the following school subjects; 1. History, 2. Geography, 3. Commerce, 4. Psychology, 5. Anthropology, 6. Sociology.
- c. Aims and objectives of teaching civics.
- d. Objectives of teaching civics and their specifications

Unit – II Study of the following methods with reference to the contents at secondary level

- a. Study of various methods of teaching Civics : 1. Lecture methods, 2. Project method, 3. Problem solving, 4. Dalton plan, 5. Methods of socialised relation, 6. Survey method
- b. Various techniques in the teaching of Civics: 1. Questioning, 2. Text-book approach, 3. Formatization, 4. Role playing, 5. Observation.

Unit – III

- a. Study of the prescribed courses in the subject of Secondary and Higher Secondary classes with reference to the Principles of curriculum construction.
- b. 1. Criteria of a good book of the subject.
2. Critical study of text book with reference to the above criteria,

Unit – IV

- a. Preparing annual plan, unit plan and lesson plan.
- b. Problem and difficulties in the teaching of Civics
- c. Instructional aids in the subject and their use and importance in classroom teaching.
- d. Students workbooks teachers hand out its need and content.

Unit – V

- a. Construction of unit test in civics.
- b. Other tools of evaluation – preparation and use.
- c. Subject teacher-his qualifications, essential qualities and his professional growth.
- d. Subject teacher Associations their need and programmes.

Unit – VI

- a. Co-curricular activities in the subject-their need, importance and organisation.
- b. Subject room – its importance and essential equipments.
- c. Diagnostic and remedial teaching.
- d. Bloom's views regarding Mastery Learning
- e. Areas to be decided in civics for value oriented teaching, the class room.

MODE OF TRANSACTION

The course content transaction will include the following:



- Planned lectures infused with multimedia / power-point presentations.
- Small group discussion, panel interactions, seminars, group discussion, cooperative teaching and team teaching, selection of most favourable and suitable mode.

SESSIONAL WORK

- Prepare / Develop Blue Print
- Prepare / Develop Unit Test
- Prepare / Develop CAI (two lessons)
- Book Project

REFERENCE BOOK

1. सौ. निर्मलापाटिल -नागरिकशास्त्राचे अध्यापन.
2. सत्संगी-नागरिकशास्त्रशिक्षण
3. त्यागी-नागरिकशास्त्र एवं अध्ययनकीशिक्षा.

Sadephat

**Third Semester
Course C303 – Physical Education**

Credit-02

Marks 50

Learning Outcomes-

After completing this course, the student will be able to :

1. Discuss the concept of holistic health, its various dimensions and determinants
2. Develop positive attitude towards health physical education and yoga as individual
3. Sensitize, motivate and help them to acquire the skills for physical fitness, learn correct postural
4. habits and activities for its development
5. Develop interest for the practice of Yogasanas and meditations
6. Describe various policies and program related to health, physical education and yoga
7. Describe the process of assessment of health and physical fitness.

Unit 1: Health Education

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
- Understanding of the body system—skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones, common health problems and diseases—its causes, prevention and cure, immunization and first aid. Impact of Physical activities, games, sports and yoga on different body systems.

Unit 2: Nutrition and Health Education

- Communicable and non-communicable diseases; Reproductive and sexual health, hygiene, RTI, STI, HIV/AIDS, responsible sexual behaviour, measures to prevent diseases transmission; Harmful effects of self-medication and patient's rights.
- Food and nutrition, food habits, timing of food, nutrients and their functions, seasonal foods and festivals, preservation of food value during cooking, indigenous and modern ways to persevere food, shift in food practices and its globalization, practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention.

Unit 3: Physical Education

- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities
- Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports and Health.
- Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health
- Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sport-personship.
- Role of institutions (school and family), health services, policies and major health and physical education-related programmes, blood banks, role of media.
- Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.

- Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment.

Unit 4: Yoga

- Concept, need and importance of yoga, History of yoga
- Yogasanas- Standing, Sitting, Prone and Supine positions (5 Asanas each)
- Kriyas and Pranayams, Meditation
- Do's & Don't of yogic practices.
- Role of Yogasanas for prevention of common diseases

Given the applied nature of the course, the content of two-year B.Ed. programme should consist of both theory and practical. It should focus more on experiential learning. The syllabus is designed to understand the holistic view of health, physical education and yoga in theory and practice. The syllabus should also focus on the role of teachers to be more compassionate with students.

Practicum

- Activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition (Fundamental Sports Skills); Basics of track and field (100 mts., 200 mts., long jump, shot put, 4 x 50 mts. relay) Gymnastics; Any two team games (Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball and Football) or individual game
- Organization of games and sports tournaments
- Learning and performing of basic yogic activities, asanas and pranayam, Kriyas and Meditation. Celebration of yoga day, yoga week.

Pedagogical Approach

The following methods may be adopted:

- Interactive discussions, group-work, sharing of experiences, organizing various activities, analyzing various topics by using various charts, photographs and other materials on aspects of health-related issues.
- Organizing school health check-ups, referral, practical classes of first aid.
- Projects and assignments for individual learners as well as for group work and their record of activities.
- Guiding them in the organization of games and sports and demonstration of yogic activities.

Suggested Readings

- Bette J., Logsdon & Others. 1977. "Physical Education for Children: A Focus on the Teaching Process", Lea & Febiger, Philadelphia
- Deborah A. Wuest, Charles A. Bucher. 2006. 15th edition. "Foundation of Physical Education Exercise Science and Sports", Tata McGraw Hill, Pvt. Ltd., New Delhi
- Gharote M.L. 2004. Applied Yoga, Kaivalyadhama S.M.Y.M. Samiti, Lonvala.
- Jack H. Wilmore, David L. Costill, W. Larry Kenney. 2011. 5th edition. "Physiology of Sports and Exercise", Human Kinetics Publication
- John E. Nixon, Ann E. Jewett. 1980. "An Introduction to Physical Education, ThomsonLearning 9th edition, London.
- M.M. Gore. 2007. "Anatomy and Physiology of Yogic Practices" Motilal Banarsi Dass, New Delhi.
- MDNIY. 2010. "Yoga Teachers Manual for School Teachers", New Delhi
- Morarji Desai National Institute of Yoga, —Pranayam, New Delhi

Sadaphal

- Morarji Desai National Institute of Yoga, —Yogasana”, New Delhi
- NCERT. 2013. Training and resource materials on Adolescence Education, NCERT, New Delhi (This material is also available on www.aeparc.org www.ncert.nic.in)
- NCERT. 2014. Population Education: Source Material, New Delhi
- NCERT. 2015. Yoga: A Healthy Way of Living, Secondary Stage, New Delhi
- NCERT (2015). Yoga: A Healthy Way of Living, Upper Primary Stage, New Delhi.
- NCTE. 2015. Yoga Education-Bachelor of Education Programme, New Delhi.
- Swami Satyanand Saraswati. 2013. “Asana Pranayama Mudra Bandha”, Bihar School of Yoga, Munger.

A handwritten signature in black ink, appearing to read "Jadavpal".

Third Semester
Course C304 – Fine Arts Education

Credit-02

Marks 50

Learning Outcomes

After completing this course, the student will be able to :

1. Identify the basics of different art forms and impact of Art forms on the human mind
2. Develop artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different art forms, through genuine exploration, experience and free expressions
3. Acquire skills for integrating different art forms across school curriculum for better learning and development.
4. Develop skills for integrating different Art forms across school curriculum at secondary level
5. Create awareness of the rich cultural heritage of the country.

Unit 1

- Concept and scope of visual arts
- Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.
- Exploration and experimentation with different methods of Visual Arts like Painting,
- block printing, collage, clay modeling, paper cutting and folding, etc. Paper framing and display of Art works.
- Application of Typography and Calligraphy in Communication Design : Educational Kits, Timetables, Menu Cards, Manuals, Activity books, Invitation Cards, Information Charts, Booklets and Directional maps

Unit 2

- Identification of different performing styles and its artists; dance, music, theatre, puppetry, etc.
- Various art form and performing arts classical or regional/ local, their historical background, their themes, costumes, expressions
- Social and linguistic context of each art form their integration with other subject areas either theoretically or in practice.

Unit 3

- Understanding Craft Traditions of India and its relevance in education. Traditional crafts as a pedagogy assimilating all sciences and social sciences.
- Knowledge of Indian Art – from earliest to the contemporary; Visual Arts, paintings, sculptures, architecture/monuments as sources and indicators to know the historical, political, social, scientific and technological development perspectives during different periods.
- Indian festivals and fairs, the traditions and their significance, the spirit of celebrations as a social phenomenon.

Unit 4

- Textbook analysis to find scope to integrate Art forms either in the text or activities or Exercises; Documentation of the processes of any one
- Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, Folk performances in the community, etc.

- How does the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns.

Approach for Teaching / learning Process

- Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of Arts/See performances/Exhibitions/Art and Craft fairs/Localcraft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers may also be motivated to interpret art works/events etc. to enhance their aesthetic sensibility.
- Resource Centre for Arts and Crafts should house materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals which must be displayed for the purpose of reference and continuous

REFERENCE BOOKS:

- Methods and Materials of Painting of the Great School and Master, Sir Charles Lock Ecstake
- The Beautiful In Indian Arts, Munshiram Manoharlal, New Delhi.
- Abhinaya Sadhana, K Narayan Kale.
- Drikkala- Multatve aani Aaswad, Jayprakash Jagtap.
- Prachin Bhartiya kala aani jahirati, Dr. Muktadevi P. Mohite.
- Bhartiya Kalecha Itihaas, Jayprakash Jagtap.

Books Suggested for Teachers:

- Indian Sculpture - Chintaman Kar.
- Exploring Sculpture - Jan Amdell Mills and Boon, London.
- The Technique of Sculpture - John W. Mills, P.T. Patsford Ltd., London.
- A History of Sculpture of the World - Shelden Cneey, Thames and Hudson, London.
- Form and Space -Edward Their, Thames and Hudson, London
- Sculpture and Ideas - Michael F. Andrews.
- Modern Sculpture -Jean Selz, Heinemann, London.
- Creative Carving ads. (Material techniques appreciation) - Dons Z. Meilach, Pritam Publishing in the format of Posters, magazine layout, illustration animation and television
- Bharat Ki Chitrakala (Hindi) - Rai Krishna Das

Books published by NBT

- Pran Nath Mago Contemporary Art in India: A perspective
- Jasleem Dhamija Indian folk Arts and Crafts
- Krishna Deva Temples of North India
- K.R. Srinivasan Temples of South India
- Alokendranath Tagore Abhanindranath Tagore

Jadaphat

- Dinkar Kaushik Nandalal Bose
- Madhu Powle Festival of Colours
- Badri Narayan Find the Half Circles
- Ela Datta Lines and colours
- Discovering Indian Art Upinder Singh
- Mysteries of the Past; Archeological Sites in India
- Niranjan Ghoshal Name That Animal
- Devi Prasad Art: The Basis of Education
- Publications Division, Government of India
- Vidya Daheja Looking Again at Indian Art
- Panorama of Indian Painting
- Buddhist Sculptures and Monuments.
- A. Gosh Ajanta murals
- Z.A. Desai Mosques of India
- NCERT: Raja Ravi Varma (Hindi)
- Lalit Kala Monographs
 - Gaganendranath
 - Jamini Roy
 - Rabindranath
 - Amrit Sher Gill
 - D.P. Rai Chowdhury
 - Ram Kinker Baij
 - M. F. Hussain
 - K.K. Hebbar
 - N. S. Bendre
 - K.C. S. Panikkar
 - Dhanraj Bhagat
 - Amarnath Sehgal
 - P. V. Janakiram
 - Sankho Choudhuri



**Third Semester
Practicum (EPC)**

3S-EPC 1: Nai Talim and Community Engagement Project

Credit-02

Marks: 50

Background

Local community engagement of perspective teacher is essential as the students of teacher education are to be equipped with required skills to engage meaningfully for learning skills required for professionalization of teacher education and make it locally relevant. This process will help them to develop empathy and compassion leading to commitment to local community life. Hence, this course would make the B Ed education contextual and effective within the local community setting with due consideration for social and economic relationships. The teachers transacting the curriculum need to contextualize the subject matter and empathize with the learning context of students in their local community.

Learning Outcomes:

After completion of the course the student will be able to:

1. Understand the social, economic, political and cultural framework of the local education needs
2. Address the challenges with suitable responses for the identified local education issues
3. Engage in the capacity building for management of the school-local community education which help teachers to train the students to get involved in local occupations, trades, professions.
4. Reconstruct and devise suitable pedagogy as per the local requirement and Promotes reflective practices.
5. Extends gender & social equity in occupations without any stereotyping.
6. Helps in revamping the curriculum with indigenous methods for self-reliance.

Core Competency Development

Work based Community engagement: Students develop an intellectual understanding of the local civic engagement sphere. Experience, coupled with critical reflection, provides opportunities for transforming their perspectives.

Community-based action research: Students learn to analyze local community and organizational problems and needs, and to develop creative solutions. Respect various occupations and professions internalizing and appreciating dignity of labor. Meeting people pursuing various livelihoods where they are working and pursuing the respective livelihoods. All learners have the capacity to excel.

Social justice: Students learn about social justice issues from local and global perspectives and develop a nuanced understanding of the history and political and cultural contexts of these issues. Educating ourselves and our community in order to understand power, privilege and to collectively envision and build a more equitable and just society. Appreciation of diversity and capacity to work with diverse constituents - Students consider their own and others' social and cultural group identities. Students develop interpersonal and intercultural competencies to work effectively with people from a broad range of backgrounds.

Jadafha

Respect for Diversity: All people, including students, faculty, staff, and community members, have a wide range of social identities. Welcoming people of diverse backgrounds and perspectives prepares us for global citizenship.

Leadership: Students hone their skills in facilitating and working within teams. They learn and practice networking, conflict resolution, consensus-building, and negotiation skills, facilitating relationships and supporting local community-building processes

Experience: Experience, coupled with critical reflection, provides opportunities for transforming our perspectives. The Community Engagement Program is one step along the journey of lifelong learning.

Dialogue: Learning occurs through the exchange of ideas, active listening, and challenging assumptions.

Assets-Based Perspective: Actively seeking the strengths in people and in communities and working to develop those strengths. Pursuing positive changes in ourselves, our institutions, and our local communities.

Art and Craft: Promotion of entrepreneurship through learning of various aspects of different select local arts and crafts

Characteristics

The following core characteristics form the basic framework of the local community based learning model. They are prime factors which are considered while developing the curriculum for local community engagement of students of teacher education.

- Mutual respect for teacher, student and community
- Creating a sense of community belongingness in the class room
- Ability of being warm, accessible, enthusiastic and caring
- Setting up a higher standard than the usual in community engagement
- Perennial love for learning the context
- Ability of being a skilled leader in engaging with the community
- Ability to shift gears as per the community response
- Collaboration with the counterparts on a continuous basis
- Ability to maintain professional decorum.

Detailed Teaching /Learning Concepts:

- 1) Integrating work Education School Curriculum and Pedagogic Strategies. Activities and Nature of lessons to be included in Class-Specific syllabus and Text Books of both Language and Non-Language subjects-Agriculture and horticulture Operations, Gardening, Swachhta, Plantation, Nursery, School Garden, Composting, and Waste Management.
- 2) Experiential Learning, Establishing Village and Education Interest Groups/ Committees and Taking help of Self-Help Groups in Education: 1. Agricultural, Fruit, Poultry, Vegetable Produce Management and Marketing, 2. Waste Mapping, Cleanliness Drives and Composting, 3. Nursery Raising and Kitchen

Sadaphat

Gardening, 4. Water and Sanitation Facility Management, 5. Building/Road Planning, Maintenance and Construction .

- 3) PRA- Street, Slum, Village, social, Occupation and Resource Mapping school community relations-Venn diagrams school education and panchayat Raj implication of 73rd and 74th amendment for decentralized education management. Village level workers and their engagement in educational and Health matters.
- 4) Transect Walk, Community Service and its impact. School mentoring and facilitation. Documenting best practices in areas like Education, Storage and Marketing, Local Production and Provision of Services, Health, Agriculture, Nursery Raising as Plantation, Welfare, Waste Composting, Water Harvesting, Participation in Agricultural/Craft Operations in village.

Practicum Details:

During second and third semester students to be engaged in the Rural / Local community to take up the following activities and submit detailed report of activity conducted with photographs at the end of third semester.

1. Study of spatial distribution of various social and occupational groups in the village intensely participating in the learning of some task
2. Application of Participatory Learning and Action techniques of resource mapping and social mapping
3. Awareness program involving school community, development specialists and villagers in developing Village Development Plan.
4. Involving high school students in the activity and work based education programs in the neighborhood selected villages.
5. Involving high school students in Community Project and Participatory Rural Appraisal, Land and Human Resource Mapping and Action Research with Community Organization.
6. On Field Learning: Nursery Raising and Kitchen Gardening as Plantation
7. On Field Learning: Waste Audit and Composting to learn the important aspects of resource conservation activity
8. On Field Learning: Water Audit and Budgeting with Water Harvesting to learn the important aspects of conservation activity
9. On Field Learning: Participation in Agricultural/Craft Operations in Village to learn the process components
10. Studying and participating in the capacity building programs with self-help groups and government officials for different
11. Vocations and learning necessary locally relevant learning skills.
12. Conducting field visit and field interaction with the help of school students of the village and Self Help Groups and Village Resources for the students.
13. Participating in orientation of school education committee members in the village with the help of village level officers.
14. Conducting and facilitating school-community workshops and health camps.
15. Studying and reporting the health concerns of the school-village, drainage system of the school-village and health habits of the school students-villagers to the concerned authorities.
16. Growing kitchen gardens
17. Participating and promoting vanamahotsav with school-community participation a fest for creating awareness of trees and planting of saplings.

Sadaphed

18. Creating awareness on climatic changes and hazards with the help of students in the villages. And also inputs on how to address the same.
19. Visiting public places and farms for studying and participating in awareness programs relating to sanitation, water, soil fertility management, biomass energy and means of producing solar energy.
20. Promote adult literacy, awareness on various government programs.
21. Rapport building and connecting with community leaders for creation and maintenance of school facilities and programs.
22. Learning and participating in the trades and occupations of the parents in neighborhood, ensuring retention of suppliers for quality outcomes.

Transactional Strategies:

- PRA/PLA Methods, work experience, service camps, field visits, nature study and gardening,
- Case study of schools on community engagement and conduct of SMCs meeting.
- CAS and study of gram panchayat and implementation of 74th constitutional amendment.
- Community service and survey on literacy and out of school children.
- Panel discussion with students on approaches adopted in schools.
- Field mapping, interview and interaction with different people engaged in service and occupation. Study on Happiness, pleasure and violence in classroom.

Assessment

This is a two credit course of one semester and comprises of two credits for practicum EPC with a maximum of fifty marks. It could be followed up with additional 30 days winter break internship on community engagement integrating work education and Nai Talim methodology. The grading plan could be continuous and periodical through checking of participation and involvement and for optimal outcomes. The emphasis is to be more on the practical orientation to the students.

Jadophat

Internship – II

In the Internship for second year of **16 weeks**, following activities / assignments will have to be undertaken.

- A.** The B.Ed. trainee will be attached to primary/upper primary level schools for **(Four Weeks)**, to secondary level schools for **(Ten Weeks)** and to senior secondary schools for **(Two Weeks)**. The purpose of the internship programme is to integrate theoretical knowledge of courses in perspectives and pedagogy with engagement in various sites such as the school, the classroom, the community and the learner and thereby ensuring a holistic development of teaching competencies and skills needed for an effective teacher professional of 21st century global world.
- B.** The activities undertaken during this programme of school attachment will comprise of :
 - a.** Observing teaching sessions of school teachers.
 - b.** Teaching 40 lessons (Supervised by B.Ed. faculty).
 - c.** Participation in school chores such as prayers, assembly, organization of co-curricular activities.
 - d.** Library and lab management (in cases of trainees having to work with laboratories).
 - e.** Excursion, Study tours etc. as part of the school programme.
 - f.** Community interactions including teacher-parent meetings and visits to specific community centres.
 - g.** Final lesson one each subject of minimum 35 minutes duration to be conducted in schools and observed by examiners.

Pedagogical

B.Ed.

Fourth Semester

Course C401 – Contemporary Indian Education

Credit-04

Marks 100

Learning outcomes

After taking this course, the student will be able to :

1. Analyse the role of various committees and commissions in the shaping of contemporary Indian Education.
2. Explain the background of the present educational problems and their dimensions in a proper perspective.
3. Reflect on the possible effective measures to address the educational problems at the various levels of education.
4. Develop a critical perspective for revisiting various problem-ridden educational exposures.

Unit-1- Scenario of Education

- A. The scenario of present Indian Education in terms of quantitative and qualitative dimensions with reference to general schooling and vocational education .
- B. Quality concerns for the educational institutions: Quality parameters and their observance.

Unit-2- Feature of school level Education in India

- A. Educational systems at the primary and elementary levels of education: Issues of access and retention: Interventions used to address them: SSA (Sarva Shiksha Abhiyan) and universalization of enrolment: Hindrances in reaching the targets.
- B. Educational systems at secondary and senior secondary level of education: The Vocationalization of secondary level education; problems & measures to address them.

Unit-3- Centrally sponsored Intervention & other Institutions for school Education

- A. The Institutions created centrally to address the issues related to access, equality, equity and quality: Novodaya and Central school systems and NIOS (National Institute of Open Schooling) -their purpose and contributions to school education.
- B. Interventions introduced with a view to ensure equality of educational opportunity and Rights to Education: Enactments in this regard and their observance: Issues and challenges.

Unit-4- Teacher preparation at the school level

- A. Teacher Education Institutions at the primary, elementary and secondary level education: Role of regulatory bodies like the NCTE and the function of Accreditation agencies.
- B. The Education Commissions & Committees in the post independence period: their salient recommendations & the extent of implementation:
 - Secondary Education Commission (1953)
 - Education Commission (1964)
 - New Education Policy (1986) and its revisions (1992)
 - The Curriculum Framework (2005)
 - National Education Policy (2020)

Transactional strategies

The course will be transacted on the basis of important excerpts drawn from various education commissions in original and the discussions conducted on:

- Selected Readings of these from Education commissions' Reports.
- Various current issues in education.

Sadaphat

- Reflective seminars/symposia.
- Critical/Creative presentations on selected themes relating to various levels of school education.

Reference Books-

- Naik, J. P. : The Education Commission and after APH Publishing (1982).
- Kheva, De A. & Samson, M. & Kumar Shiva, A.K. : PROBE revisited : A report on elementary education in India, Oxforduniversity press, New Delhi GOI (2011).
- Mudaliar, L.S. : Report of the secondary education commission (1953).
- GOI : Report of the education commission : Education and National Developmentministry of education, New Delhi (1966).
- GOI : National Policy of Education (1986).
- GOI : National Policy on Education (As modified in 1992) (1998).
- NCERT : National Curriculum Framework (2005).
- Vaishnav ,R.&Bhoyar, M.: Urban Deprived Children under Sarva Shikha Abhiyan - A research Monograph ,Sandesh Prakashan, New Delhi 2013
- Vaishnav,R. &Patil, P. : Apang Samaveshit shikshan ani Sava Shiksha Abhiyan, Sandesh Prakashan,New Delhi 2015

Zadaphia

Course C402 – Gender, School and Society**Credit-02****Marks 50****Learning Outcomes:**

After completion of the course the student will be able to:

1. Relate the issues of gender in school and social practices in a correct perspective.
2. Identify the gender related discriminatory practices in educational context.
3. Explain the classroom situations having potential for gender based discrimination.
4. Indicate the stand taken in policy documents in respect of gender, education and society.

Unit-1- Conceptual Concerns

- A. The Indian perspective on gender and its implications for education.
- B. School as an agency: Differentiating it from other agencies of socialization such as family, hobby club, community and Activity Centers. Their role in developing knowledge, attitude and skills.

Unit-2- Social System and the gender bias

- A. Nature and characteristics of Indian society – Issues related to plurality in terms of Caste, Creed and Economic disparities.
- B. Specific Areas in social system with reference to rural and urban habitat which encourage gender bias: Measures to neutralize their negative effects.

Unit-3- School and gender bias

- A. Co-education schools - Their strengths and weaknesses in the Indian Context.
- B. Curriculum and teaching transactions: vulnerable areas for gender discrimination.

Unit-4- Interventions and measures for minimizing inequalities based on gender

- A. The girl child in the Indian Society, measures to provide discrimination free school system; Incentives for the education of girls.
- B. The policy observations of a few selected Education Commissions on the education of girls: The extent to which they could be implemented.

Transactional strategies –

- Readings and reflections on selected documents on education of women.
- Case presentations followed by discussions.
- Discussions/Seminars on themes having national relevance for education of women.
- Assignments in the form of Compositions and Creative writings highlighting the predicaments of the girl child in India.

Reference Books-

- Nirantar : Textbook regimes: A feminist Critique of nation and identity, New Delhi. (2010)
- Menon, N. : Seeing like a feminist India : Penguin (2012)
- Bhatt, H. : The diary of a school teacher, An Azim Premji University publication, New Delhi. Batra, P. : Voice & Agency of teachers.
- Pandey, K.P. : Perspectives in Social Foundation of Education. (2010)
- Kushwaha, Madhu : Gender aur Shiksha, Ganga Sharan & Grand Sons, Varanasi.

Course C403- School Management and Leadership**Credit-04****Marks 100****Learning Outcomes:**

After completion of the course the student will be able to:

1. Understand the process of planning, organizing, controlling and evaluating aspects of managerial concerns in school education and their implications.
2. Develop competencies in using the results of SWOT analysis for better management of classroom and school system.
3. Acquire appropriate skills and competencies for imbibing effective transactional and transformational leadership attributes.

Unit-1- Conceptual basis of school management

- A. Basic management functions: planning, organizing, leading, motivating and controlling and their implications for effective school management.
- B. Using management functions for an effective classroom management in schools.

Unit-2- Needed Competencies for better school management and leadership

- A. Needed skills for conducting strength, weakness, opportunity and threat (SWOT) analysis for improving school management.
- B. Role and functions of Headmaster and Teacher, leadership: functions, Characteristics, principles of leadership, decision making
- C. Need and importance of school time-table, principles of constructing time table.

Unit- 3 – Total Quality Management approach for Schools

- A. The concept of TQM and the scope for its application in school management.
- B. Human resource development in schools, School building

Unit- 4 – Control and Evaluation mechanisms for better school system

- A. The system of evaluation: accreditation and quality assurance: Institutions created to watch quality concerns in school : organizational climate and ethos- ensuring positive ambience within a school.
- B. Improving the present system of inspection and supervision in schools: Participatory management and issues of accountability in school transactions.
- C. Educational Administration: The administration structure in the field of education in the state

Transactional strategies –

- Case based study of exemplary practices in school management.
- Visits to schools with records of best practices.
- Developing case profiles of effective classrooms / schools.

Reference Books-

- Bhatia, K.K. & Singh, Jaswant : Principles and practice of school management, Tandaon publications booksmarket, Ludhiana.
- Bhatnagar, R.P. & Agrawal, Vidya : Educational administration, Supervision, Planning & financing, Surya Publication, Meerut.
- Koortz, Harold & Wehrich, Heinz : Essential of management an international perspective, Tata Mc Graw-Hill Publishing Company Limited, New Delhi



- Sindhu, Kulbir Singh :School organization and administration, Sterling Publishing Private Limited, New Delhi.
- Varshney, G.K. : Organisation and Management, S. Chand and Company LTD., New Delhi.
- Jivtode,P. & Vaishnav, R. Maharashtra Vidyapeethache Shaikshanik Yogdan, Sandesh Prakashan, New Delhi 2014



Course E404—A—Guidance and Counselling in School

Credit-04

Marks 100

Learning Outcomes:

After completion of the course the student will be able to:

1. Plan and organize guidance programmes in schools.
2. Conduct counselling sessions in school situation.
3. Use appropriate tools & technique for guidance & counselling sessions.

Unit-1-

- A. Guidance: concept, need, objectives, scope and status of guidance in Indian context.
- B. Principles and basic assumptions of guidance, various theories of guidance, modern trends and problems of Guidance in Indian context.

Unit-2-

- A. Kinds of guidance: educational, vocational and personal.
- B. Needs of guidance for special children, Learning Disabled LD : ongoing efforts in this field.

Unit- 3 -

- A. Counselling: meaning, conceptual similarities and differences between guidance and counselling, relevance of counselling in present context, organization of guidance and counselling services in schools.
- B. Techniques of counselling: directive, non-directive and eclectic counselling: objectives, steps, characteristics and educational implications.

Unit- 4 -

- A. Evaluation techniques used in guidance: standardized and non-standardized tests, interview, observation, case study, autobiographical description, their merits and demerits.
- B. Formation of cumulative records - step and importance.

Transactional Strategies:

The course will be transacted mainly through practical work such as the following :

- Preparing the cumulative record of any two students by collecting data through case study method.
- Conducting a counselling session based on the problem of two students by using appropriate counselling technique and preparation of report thereon.

Reference Books-

- Bhatia K.K. : Principles of Guidance and counseling. Kalyani Publication.
- David, A. : Guidance and Counselling. Com.W. Publication.
- Kochhar, S.K. : Educational and Vocational Guidance in secondary schools. Sterling Publication.
- Vaishnav, R. & Joseph, J.: Group Guidance for Adolescents, Scholars Press, Deutschland , Germany 2014
- Vaishnav, R. & Bhujade ,K. :Teaching Strategies for Attention Deficit Hyperactivity Disorder Scholars Press, Deutschland , Germany 2014
- Pandey, K.P. : Educational and Vocational Guidance in India. Vishvavidyalaya Prakashan
- Rao, S.N. : Counselling and Guidance, Tata McGraw hill, New Delhi.
- Traxler, A. E. & North, R. I. : Techniques of Guidance, Harper and Raw, New York.

Jadophal

Course E404 –B-Value Education and Moral Ethics**Credit-04****Marks 100****Learning Outcomes:**

After completion of the course the student will be able to:

1. Understand the value aspects of educational programmes and activities.
2. Appreciate the importance of value education at school level.
3. Develop an attitude favourable for imbibing moral ethics / Codes of conduct necessary for teaching profession.
4. Interpret the moral obligations implicit in the job of teaching.

Unit-1- Meaning and scope of value education

- A. Meaning of values: axiological basis of human values and their relevance for education.
- B. Classification of values in terms of individual and social need and their hierarchy.

Unit-2- Pedagogy of values

- A. Organizing instructional programmes in schools with focus on values specially human values.
- B. Strategies- direct and indirect for promotion of values in a school system.

Unit- 3 – Ethical concerns in teaching profession

- A. Ethics of restraint, Ethics of virtue and Ethics of altruism: Context of education.
- B. Making moral and character education effective.

Unit- 4 – Morality and teacher

- A. Moral ethics: concept and connotation: Importance of moral ethics in teaching profession
- B. Professional ethics and the teacher: Moral obligations in teaching profession specially in the global era.

Transactional strategies –

- Presentation of Cases and organizing discussions based on them.
- Visits to selected institutions in the community which play distinct role in value inculcation.
- Interactive sessions based on readings and reflections.

Reference Books-

- Goyal, R.P. : Value Education and Human Rights, Published by Mahaveer & Sons, New Delhi –
- Muthuja, Babu & Usharani, R. & Arun, R. K. : Peace and Value Education, Centrum Press, New Delhi - 110002
- Reddy, Dayakara & Rao, Digumarti Bhaskara : Value oriented Education, Discovery Publishing House, New Delhi-
- Thomas Kutty, P.G. & George, M. : Human Rights and Value in Education , Discovery Publishing House PVT. LTD., New Delhi.
- Chouhan, S. & Parasher G.S.: Religious and Moral Education in Shakespeare's Drama, Sandesh Prakashan, New Delhi.
- Kazi, N. & Parasher G.S.: Naitik Shiksha Islam ke Sandarbh mein, Sandesh Prakashan, New Delhi
- Kazi, S. & Parasher G.S.: Muslim Samaj mein Stri shiksha, Sandesh Prakashan, New Delhi

Course E404-C-History of Indian Education

Credit-04

Marks 100

Learning Outcomes:

After completion of the course the student will be able to:

1. Explain the features of Ancient Indian Education.
2. Describe the development of elementary education in India and the main issues related to it.
3. Describe the development of Secondary education in India and its main issues.
4. Offer comments on various problems related to Indian Education System.

Unit-1-

- A. Ancient Indian Education: Vedic Education, Buddhist Education, Method of teaching, characteristics, teaching and learning centers.
- B. Development of Medieval Education: characteristics, methods of teaching and organization of teaching.
- C. British Education: Macaulay's Education plan, nature of education on the basis of Wood's Educational dispatch. Their impact on programmes & policies in education.

Unit-2-

- A. Recommendations of different commissions in the development of Education.
 - University Education commission (1948)
 - Secondary Education commission (1953)
 - Education commission (1964)
- B. New Education Policy 1986 and recommendations relevant to present educational policies, recommendations of National Knowledge Commission - 2005.

Unit-3-

- A. Primary Education: Problem of Wastage and Stagnation, The intervention in respect of the Universalisation of Primary Education. Yashpal committee.
- B. Effectiveness of Programs run by informal and open schools, Burden in learning, Minimum Learning level, improvement in examination system.

Unit-4-

- A. Secondary Education: Historical perspective, Structure, Organization, General problems, Vocationalisation of Education, Economic problems, Examination Reforms up to secondary level.
- B. Study of problems related to equality of educational opportunities, religious and value education, women and adult Education.

Transactional Strategies:

The course will be transacted through practical work/ practical sessions such as:

- Preparation of educational quotes from Vedic and Buddhist literature.
- Collecting and writing down the information related to women of Vedic period.
- Collection of articles published in newspapers related to National Knowledge Commission and others.

Reference Books-

- Gupta Manju : Education in India. K.S.K.Publishers.
- Mukerji S.N. : Education in India: Today and Tomorrow. Vinod Pustak Mandir Agra.
- Ranga Rao, N.V.&Bhatia, K.K. : Teacher and Education in Emerging Indian Society. Vinod Publishers, Meerut.
- Mukherjee, R.K. : Education in Ancient India.
- Agnihotri, R.K. : Multilingualism as a classroom resource (1995)

Sadaphat

Fourth Semester

Practicum (EPC)

4S -EPC 1 Classroom/School/Community based research projects and implementation.

4S- EPC 2 Scouting and Guiding – Under the guidance of an authorized trainer with certification.

4S- EPC 3 Yoga Education – Under the guidance of a formally trained yoga expert with certification from the concerned institution.

4S EPC3:- Yoga Education

Learning Outcomes:

After completion of the course the student will be able to:

- Understand the basic concepts of Yoga.
- Understand the benefits of exercise, physical fitness and health related physical fitness.
- Understand and Perform different Asanas and Pranayama
- Understand the benefits of yoga for positive health

Unit-I:Introduction to Yoga and yogic practices

- Meaning , Aim , objectives and scope of yoga Education
- Historical development of yoga education
- Concept of Ashtang or Raj yoga Importance of yogic exercises
- Health related physical fitness and yogic practices

Unit-II: Introduction to Yogic texts

Understanding Ashtang Yoga of patanjali

- Meditational practices in patanjali yoga
- Role of mind in positive health
- Yogic principle of healthy living
- Integrated approach of yoga for management of health

Unit-IIIYogic Asanas/Pranayama/ Meditation:

- **Asanas** (Technique and Benefits)
- **Pranayama** (Technique and Benefits)
- **Kriya, Mudra**

Concentration /Meditation:

- Various Techniques of Meditation: Om chanting, Tratak etc.
- **YogNidra**

Suryanamaskar: All steps

MODE OF TRANSACTION:

The entire course will be transacted through workshop and demonstration methods and through practice sessions.



SESSIONAL WORK:

1. Organise and manage yoga classes during internship at schools

References::

- Barrow and Mcgee, A Practical approach to measurement in physical education, Lea and Febiger.
- Encyclopaedia of Yoga (No. 410) - Dr. Ramkumar Rai Chowkhamba Sanskrit Sansthan P.O. No: 1008, Varanasi
- Kamlesh and Sangral, Methods in Physical Education, Tandon Publication Ludhiana
- Singh A. (2003). Essential of Physical Education, Ludhiana: Kalyani Publishers
- Swami Satyanand Saraswati, Surya Namaskar, Yoga Publication Trust, Munger Bihar, India
- Uppal A.K. and G.P. Gautam (2004). Physical Education and Health, Friends Publisher, New Delhi
- Wuest and Bucher (1992). Foundation of Physical Education and Sports, 11th Edition, B.I. Publication Pvt. Ltd, New Delhi
- Yoga explained - Bengal Lancer (No. 435) Chowkhamba Sanskrit Sansthan P.O. No: 1008, Varanasi



