

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-

HEI has not provided any supporting documents as per SOP.. HEI needs to provide the Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum and Academic calendar showing time allotted for optional /electives/pedagogy courses orientation programmes

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



Sheeladevi
Attn: Chairman
BOS Education
Principal
Sheeladevi College of Education
Wadi, Nagpur-440023.

**First Year प्रथम वर्ष
First Semester प्रथम सेमेस्टर**

Course Code	Course Title : Theory	Marks	Credits
	Core courses		
C101	Perspectives in Sociological and Philosophical bases of Education.	100	4
C102	Perspectives in Psychology of Teaching, Learning and Development	100	4
C103	Knowledge and Curriculum	50	2
C 104	Educational Technology and its application.	50	2
E105	Elective Course (any one of the following papers)	50	2
	A. Human Rights and Peace Education B. Women Education C. Population and Family life Education D. Any other course from SWAYAM of similar credits		
	Total	350	14
	Course Title : Practicum/Project		
EPC 1	Practice in core teaching skills a. Set Induction प्रस्तावना b. Explanation व्याख्या c. Illustrating with examples दृष्टान्तोंकेरूपमें उदाहरण सहित d. Questioning and probing प्रश्नोत्तर एवं प्रोत्साहन प्रश्न e. Writing of behavioral objectives व्यवहारपरक उद्देश्य लेखन f. Lesson planning & Unit planning पाठ्यक्रम एवं अधिष्ठाता योजना निर्माण g. Stimulus variation उद्देश्य - परिवर्तन h. Reinforcement and feedback प्रशंसा एवं प्रतिक्रिया i. Use of teaching aids including Black board writing स्वायत्त रूपमें सहित शिक्षण सामग्री का प्रयोग j. Sketching and drawing रेखांकन एवं चित्र निर्माण k. Closure बंदीकरण (At least eight skills are compulsory) कम से कम अठारह कौशल अनिवार्य होंगएंगे	50	2
EPC 2	Reading and Reflection of any two of the texts of Indian Educators as opted by The University department/ College. 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 Sawarkar o. Gulab Maharaj p. Samarth Ramdas-Dasbodh	50	2
EPC 3	Drama and Art in Education	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 practical 2 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of four Week (30 days) duration.
- Total Credit for Semester-1 is 20. (Theory 14+EPC 06)

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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	14
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 इंटरनशिप-1	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)	25	1
	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)	25	1
	c. Skill development through simulated and micro teaching sessions. (One Week)	25	1
	d. Improvising of teaching aids / exhibits / gadgets for use in school. (One Week)	25	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 1 04)

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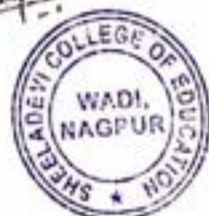
Second Year द्वितीय वर्ष
Third Semester तृतीय सेमेस्टर

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	12
EPC 1	Course Title : Practicum/Project		
	Nai Talim and Community Engagement Project	50	2
Internship - II प्रवर्तन - 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>g. Final Lesson (One for each subject of minimum 35 minutes duration) 50 + 50 100 4</p>		
	Total	300	12

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 Exams) 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 10)

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Pedagogy of School Subjects – Course Code 301 and 302

Pedagogy of two school subject 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 संदर्भों में से किन्हीं दो विषयों का चयन करना है। एक संदर्भ 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	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	Classrooms/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.



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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



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Chairman

Principal

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**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.

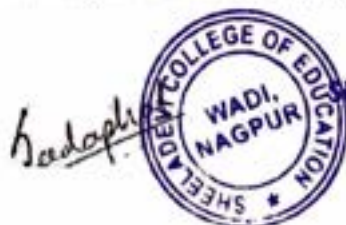
PSO-11 Develop the Ability to work and learn independently and effectively. Investigate problems and find creative solution. Exploring solutions of non familiar problems.

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.



[Signature]
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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- Arvind 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.

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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



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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, Ornatein C. :Teaching: Theory into Practice: Allyn & Bacon, 1995.
- Pandey, K.P. :Shikshan Bywaha: ki Technology : Vishwavidyalaya Prakashan, 2010 .
- Kumar, K. :What is worth Teaching? (3rd edition) orient Blackswan (2004)

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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, Loyal 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, Kitabji 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.

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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 conflict resolution 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

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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.

UNIT 2. 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.

UNIT 4. 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

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**First Semester
Practicum (EPC)**

IS-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.

IS-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))

IS-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.



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IS -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, Yogin 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.

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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 -

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Course C202 – Assessment of Learning

Credit-04

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-

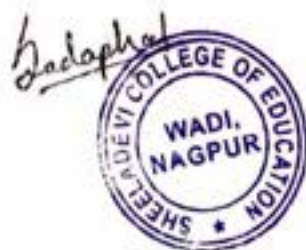
- A. Interpretation of Assessment indicators: Z score & percentile rank based comparisons, need and rationale, NRT (Norm referenced test) and CRT (Criterion referenced test).
- B. Differentiating between assessment procedures for scholastic & Co-scholastic domain, Assessment procedure for measuring attitude, 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.



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Credit-02

Course C203 - Action Research in Education

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.)

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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 Shiksha 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

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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.

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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 Skills Introduction to various Negotiation skills; Coping with Stress, Managing Emotions, Conflict Resolution and Consensus Building.

B. Development and Assessment of Negotiation skills.

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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 Madhyamic 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 Banarasi 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



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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

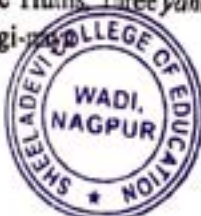
Unit-2 Indian Knowledge Approaches

- 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 Saptabhangi-

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C301 and 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

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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.



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



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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 Metod
 - 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.

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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.
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. Grammar 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 grammar.

Unit - III :

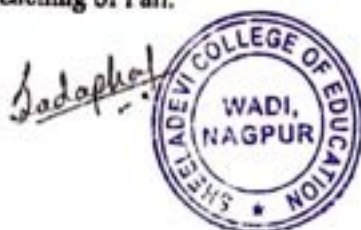
- a. Critical analysis of the prescribed text book for Secondary & Higher Secondary classes on the basis of - i. Criteria of good textbooks ii. Principles of curriculum construction.
- b. Content analysis of any two topic/ unit based on facts , concepts , principles and morals

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.



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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.

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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, Aryabhata, 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

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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

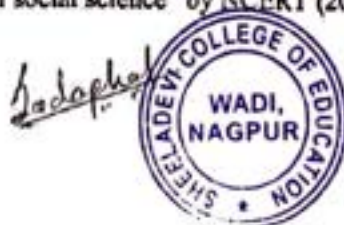
- A. Construction of Unit test.
- B. CCE, its procedure, assessment formats (FA, SA) and practices for Geography learning in schools.
- C. CCE based reporting (scholastic and co-scholastic) and role of the Geography teacher in developing linkages amongst child, school, Geography curriculum and community. 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)



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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 Archemedes, Gallilio, Newton, Raman, and Homi Bhabha. Boyle, Rutherford, Mendelief, Madam Quric, 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.

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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.

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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. Summarise 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)

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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

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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

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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.

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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. Summaries 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.

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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:

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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 habits and activities for its development
4. Develop interest for the practice of Yogasanas and meditations
5. Describe various policies and program related to health, physical education and yoga
6. 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 preserve 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.

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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.

S. Adolph



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**Third Semester
Practicum (EPC)**

3S-EPC 1: Nal Tallm 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.

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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.

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Credit-02

Course C402 – Gender, School and Society

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.

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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, Tandan 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

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Credit-04

Course E404-A-Guidance and Counselling in School

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 shells. Sterling Publication.
- Vaishnav, R.& Joseph, J.: Group Guidance for Adolescents, Scholars Press, Deutsland , Germany 2014
- Vaishnav, R. & Bhujade ,K. :Teaching Strategies for Attention Deficit Hyperactivity Disorder Scholars Press, Deutsland , 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.

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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

Sandesh



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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)

Radaphot



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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-III Yogic 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.

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B.Ed. SYLLABUS

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

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

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

With Effect From:- 2019-2021




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First Year प्रथम वर्ष
First Semester प्रथम सेमेस्टर

Course Code	Course Title : Theory	Marks	Credits
101	Perspectives in Sociological and Philosophical bases of Education	100	4
102	Perspectives in Psychology of Teaching, Learning and Development	100	4
103	Knowledge and Curriculum	50	2
104	Educational Technology and Computer assisted instruction.	100	4
	Total	350	14
	Course Title : Practicum/Project		
EPC 1	Practice in core teaching skills a. Set Induction प्रस्तावना b. Explanation व्याख्या c. Illustrating with examples दृष्टान्तीकरण उदाहरण सहित d. Questioning and probing प्रश्नीकरण एवं खोजपूर्ण प्रश्न e. Writing of behavioral objectives व्यवहारपरक उद्देश्य लेखन f. Lesson planning & Unit planning पाठयोजना एवं अन्विति योजना निर्माण g. Stimulus variation उत्प्रेरण - परिवर्तन h. Reinforcement and feedback प्रबलन एवं प्रतिक्रिया i. Use of teaching aids including Black board writing श्यामपट्ट लेखन सहित शिक्षण सहायक सामग्रियों का प्रयोग j. Sketching and drawing रेखांकन एवं चित्र निर्माण k. Closure पाठ समापन (At least eight skills are compulsory) कम से कम आठ कौशल अभ्यास आवश्यक	50	2
EPC 2	Reading and Reflection of any two of the texts of Indian Educators as opted by The University department/ College. 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 Bhawe n. Vir Sawarkar o. Gulab Maharaj p. Samarth Ramdas-Dasbodh	50	2
EPC 3	Drama and Art in Education	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 240 hours for 06 credits. (For practical 4 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			
201	Contemporary Indian Education	100	4
202	Assessment of Learning	100	4
203	Action Research in Education	50	2
204	Inclusive Education.	50	2
205	Gandhian Philosophy, Nai Talim and community engagement methodology	50	2
Total		350	14
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 with a brief report there on.	50	2
EPC 3	Intelligent use of ICT and development of power point presentation including improvisation of teaching aids and gadgets.	50	2
Internship – I विद्यालय सम्बन्धित-1	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)	25	1
	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)	25	1
	c. Skill development through simulated and micro teaching sessions. (One Week)	25	1
	d. Improvising of teaching aids / exhibits / gadgets for use in school. (One Week)	25	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 240 hours) for 06 credits. (For EPC 4 hours are assigned per week per credit.) Internship (total minimum hours for Internship is 180 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 I 04)



Pedagogy of School Subjects – Course Code 301 and 302

Pedagogy of two school subject 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 संवर्गों में से किन्हीं दो विषयों का चयन करना है। एक संवर्ग 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	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
401	Environmental Education in Indian perspective	100	4
402	Gender, School and Society	50	2
403 & 404	Any two of the following –	100	04
	a. Guidance and counselling in school	100	04
	b. School management		
	c. Value education and moral ethics		
	d. History of Indian Education.		
	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 240 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)



B.Ed. SYLLABUS

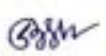
**Rashtra Sant Tukadoji Maharaj
Nagpur University, Nagpur**

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

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

With Effect From:- 2019-2021




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PROGRAM OUTCOMES

- ❖ To help students gain a grasp of major philosophical options available in the field of education.
- ❖ To develop among students an insight into modern theories of learning and development.
- ❖ To help them understand and appreciate various social, cultural and ideological perspectives on education in a multicultural and multilingual Indian society.
- ❖ To help students to acquire research and data-analysis skills using computers essential to shape them into effective educational researchers.
- ❖ To help students to develop research and presentation skills expected for their role as prospective teacher educators and educational researchers.
- ❖ To help them to develop knowledge, skills and mind set appropriate to various specialists' roles such as curriculum developers, educational administrators, guidance counselors, designers of teaching learning resources etc.
- ❖ To motivate and empower students for undertaking research to theorize about education as also to develop creative solutions to day to day school problems.
- ❖ To initiate them into contemporary educational discourse in the context of national concerns and issues of access and quality in education.




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B.Ed.

First Semester

Course 101 – Perspective in Sociological and Philosophical bases of Education
Credit-04 **Marks 100**

Learning Outcomes-

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

1. Explain the educational implications underlying the thoughts of great thinkers.
2. Analyze the concepts of education and teaching.
3. Make a distinction among different schools of Educational Philosophy and their teaching implication.
4. Analyze the role of different agencies for social change, different dimensions of social change and factors affecting social change.
5. Discuss the role of education in economic development and the need of educational planning.
6. 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: Upanishdic 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, Russo 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.
- 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.



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Course 102 - 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: Pre active, Interactive & Post active, 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, coping 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.




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Learning Outcomes-

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

1. Explain and understand the epistemological basis of education.
2. Analyse the basis of 'knowledge' and 'information' processing contexts in teaching and learning.
3. Differentiate between content and process in educational contexts.
4. 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. 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, Ornatein C. :Teaching: Theory into Practice: Allyn & Bacon, 1995.
- Pandey, K.P. :Shikshan Bywahaar ki Technology : Vishwavavidyalaya Prakashan, 2010 .
- Kumar, K. :What is worth Teaching? (3rd edition) Orient Blackswan (2004)



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Course 104 - Educational Technology and Computer Assisted Instruction
Credit-04

Marks 100

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

Unit-2-

- A. Models of teaching: Basic teaching model; concept attainment model and the Indian model of development and learning.
- B. Behaviour modification techniques: Simulation, micro teaching and sensitivity training procedures: ensuring holistic development.

Unit-3-

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

Unit-4-

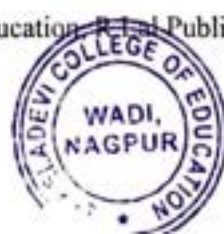
- A. Examples of ET Approach: Programmed Instructional Approach, Personalised systems of Instruction; Use of Televised teaching and learning.
- B. Use of Computer in teaching: computer assisted teaching and learning, computer literacy and computer programming, developing modules for computer-aided learning. 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, Loyal 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.Tal Publication, Meerut



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- Vanaja, M. : Educational Technology, Neel Kamal Publication, New Delhi.
- MHRD : National Policy on Information & Communication technology in school Education GOI (2012).

**First Semester
Practicum (EPC)**

IS-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.

IS-EPC 1 Practice in core teaching skills –

- a. Set Induction
- b. Explanation
- c. Illustrating with examples
- d. Questioning and probing
- e. Writing of behavioral 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))

IS-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.




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IS-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, Yogin 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.




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B.Ed.

Second Semester

Course 201 – 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)

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.



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Course 202 – Assessment of Learning

Credit-04

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: difference between the three in conceptual terms, Different 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.
- 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.




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Credit-02

Course 203 - Action Research in Education

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 results in 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.)



B.S.M.
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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 Shiksha 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




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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.

- 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,



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CP 301 and 302 :Pedagogy of School Subject

CP 301A: 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




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CP 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



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CP 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 governed behavior and linguistic



CP 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 shortcomings 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.



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CP 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. 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 refrence 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.




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CP 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



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CP 301/302 D: SCIENCE AND SOCIAL SCIENCES

CP 301/302 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.




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CP 301/302 D: 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, Aryabhata, 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.




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CP 301/302 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

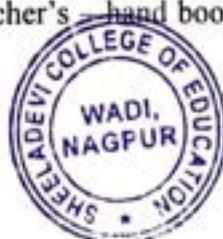
- A. Construction of Unit test.
- B. CCE, its procedure, assessment formats (FA, SA) and practices for Geography learning in schools.
- C. CCE based reporting (scholastic and co-scholastic) and role of the Geography teacher in developing linkages amongst child, school, Geography curriculum and community. 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. Field Trip: 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




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301/302 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 Archemedes, 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.



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CP 301/302 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

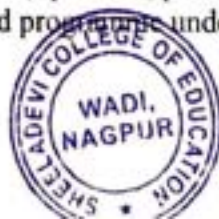
- a. Instructional aids in Chemistry. Their importance and use in day-to-day classroom teaching.
- b. Need and contents of work-book for students, teachers hand-books and laboratory manual in Chemistry.

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 projects undertaken.



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CP 301/302 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. Summarise 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



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CP 301/302 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

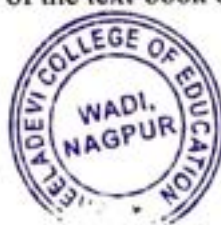
- A. Construction of Unit test.
- B. CCE, its procedure, assessment formats (FA, SA) and practices for History learning in schools.
- C. CCE based reporting (scholastic and co-scholastic) and role of the History teacher in developing linkages amongst child, school, history curriculum and community. Concept 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.




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CP 301/302 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.



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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.


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CP 301/302 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. Summaries 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.



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CP 301/302 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 in class room.




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Wadi, Nagpur-440023.

Third Semester
Course 303 – 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 habits and activities for its development
4. Develop interest for the practice of yogasanas and meditations
5. Describe various policies and program related to health, physical education and yoga
6. 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 globalisation, 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.



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Third Semester
Course 303 – 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 performance, etc. community, etc.



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.B.Ed.

Fourth Semester

Course 401 - Environmental Education in Indian Perspective

Credit-04

Marks 100

Learning Outcomes:

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

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

Unit-1-

- A. Environment: meaning, different dimensions and components. Environmental pollution: meaning and kinds, Environmental degradation, role of the teacher in prevention of environmental pollution, environment in the Indian society.
- B. Ideas of Gandhi, Tagore and J. Krishnamurti in relation to environmental protection.

Unit-2-

- A. Environmental Education: meaning, objective, need and importance. Factors influencing environmental education, expectation from environmental education and teachers training institute.
- B. Various resources of environmental education and methods of its use. Role of mass communication in propagation of environmental education.

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. Evaluation and conducting of the programmes of environmental education and difficulties encountered there in: the role of action research in solving Environmental problems.

Unit-4-

- A. Role of Indian values in environmental education, responsibilities of teachers in development of environmental awareness.
- B. Environmental education based on environmental management and community: meaning of environmental management, effects and evaluation.
- C. Importance of population education and health education with reference to environmental education.

Practical work-

1. Collection of Statements and ideas related to Environment and its Conservation from Indian literature.



GSW
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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.



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Course 403 & 404 – 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 shells. Sterling Publication.
- Vaishnav, R.& Joseph, J.: Group Guidance for Adolescents, Scholars Press, Deutsland , Germany 2014
- Vaishnav, R. & Bhujade ,K. :Teaching Strategies for Attention Deficit Hyperactivity Disorder Scholars Press, Deutsland , 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.

Course 403 & 404 – B - School Managements



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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 managements

- A. Needed skills for conducting strength, weakness, opportunity and threat (SWOT) analysis for improving school management.
- B. The technique of 'Can do' / 'Will do', 'Cannot do' / 'Will not do' to enhance competence in school/classroom management.

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.

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.

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, Tandan publications booksmarket, Ludhiana.
- Bhatnagar, R.P. & Agrawal, Vidya : Educational administration, Supervision, Planning & financing, SuryaPublication, Meerut.
- Koortz, Harold & Wehrich, Heinz : Essential of management an international perspective, Tata Mc Graw-HillPublishing Company Limited, New Delhi
- Sindhu, Kulbir Singh : School organization and administration, Sterling Publishing Private Limited, New Delhi.
- Varshrey, 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 403 & 404 – C - Value education and moral ethics



Bojra
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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: why moral ethics is necessary for 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



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Course 403 & 404 - D - 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:

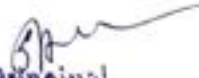
The course will be transacted through practical work/ practical sessions such as:

- 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).




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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.

Learning Outcomes:

4S EPC2:- Yoga Education

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-III Yogic 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.




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B.Ed. SYLLABUS

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

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

**CREDIT BASED SEMESTER
B.Ed. Curriculum
Semester - I to IV**

**With Effect From:- 2016-2017 &
Onwards**




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credit)

- Total EPC is of 52 days (total minimum hours for EPC is 360 hours for 06 credits. For practical 4 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
fjrh; lsesLVj**

Course Code	Course Title	Marks	Credits
Theory course			
201	Contemporary Indian Education	100	4
202	Assessment of Learning	100	4
203	Action Research in Education	50	2
204	Inclusive Education.	50	2
	Total	300	12
Practicum(EPC)			
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 with a brief report there on.	50	2
Internship – I fojky; lEc)rk&l	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).To be organised at college level. d. Improvising of teaching aids / exhibits / gadgets for use in school. (One Week).To be done in workshop at college level.	100	4
	Total	200	8

Note:

Total workload for theory is approximately 48 working days. Total minimum hours for theory is 180 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 240 hours) for 04 credits. (For EPC 4 hours are assigned per week per




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credit.) Internship (total minimum hours for Internship is 180 hours) for 04 credits (For Internship 3 hours is assigned per week per credit.)

- For Inter Semester Break (ISB) of six Week (45 days) duration.
- Total Credit for Semester-II is 20. (Theory 12+EPC 08)

Second Year

Third Semester r'rh; lsesLVj

Course Code	Course Title	Marks	Credits
Theory course			
301	Pedagogy of School Subject – 1	100	4
302	Pedagogy of School Subject – 2	100	4
	Total	200	08
Practicum(EPC)			
EPC 1	Classroom/School/Community based research projects and implementation	50	2
EPC 2	Intelligent use of ICT and development of power point presentation including improvisation of teaching aids and gadgets.	50	2
Internship – II folk y; IEc)rk&II	In the Internship for second year of 16 weeks , following activities / assignments will have to be undertaken. 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. 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.		
	Total	100	04

Note:

- Total workload for theory is approximately 48 working days. Total



minimum hours for theory is 120 hours and total credit for theory is 08
(For Theory 1 hour is assigned per week per credit)

- Total EPC and internship is of 52 days (total minimum hours for EPC is 240 hours) for 04 credits. (For EPC 4 hours are assigned per week per credit.) Internship (total minimum hours for Internship is 360 hours)
- For Inter Semester Break (ISB) of four Week (30 days) duration.
- Total Credit for Semester-III is 12. (Theory 08+EPC 04)

Pedagogy of School Subjects – Course Code 301 and 302

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:

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fo|kfFkZus og fo"k; ek;/fed @ mPp ek;/fed Lukrd @ LukrdsRrj Lrj ij v/;;u

fd;k gks%

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

**Fourth Semester
prqFkZ lsesLVj**

Course Code	Course Title	Marks	Credits
Theory course			
401	Environmental Education in Indian perspective	100	4
402	Gender, School and Society	50	2
403 & 404	Any two of the following – a. Guidance and counselling in school b. School management c. Value education and moral ethics d. History of Indian Education.	200	08
		350	14
Practicum(EPC)	Assessment of Internship I-Year & II-Year with teaching lesson	250	10
EPC 1	Scouting and Guiding – Under the guidance of an authorized trainer with certification.	50	2
EPC 2	Yoga Education – Under the guidance of a formally	50	2



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	trained yoga expert with certification from the concerned institution.		
		Total	350 14

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 and internship is of 52 days (total minimum hours for EPC is 240 hours) for 04credits. (For EPC 4 hours are assigned per week per credit.)
Internship (total minimum hours for Internship is 90 hours and *360 Hours for Exam) for 10 credits (For Internship 3 hours is assigned per week per credit.)

Total Credit for Semester-IV is 28. (Theory 14+EPC 14)

As soon as possible after the examination, the board of examination shall publish a list of successful examinees and the degree shall be awarded on the basis of First to Fourth semester taken together.

13.I further direct that the aforesaid revised 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 Universities Act, 1994 and the relevant provisions published by this Direction shall be repealed from the existing Directions.

14.Direction No 17 of 2015 which is existing at present is hereby repealed with this revised direction.

Sd/-
Dr. Pramod Yeole
(Acting) Vice-Chancellor,

Nagpur
Dated : 15/06/2016

B.Ed.

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B.Ed. SYLLABUS

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

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

**CREDIT BASED SEMESTER
B.Ed. Curriculum
Semester - I to IV**

**With Effect From:- 2016-2017 &
Onwards**




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First Semester
Course 101 – Perspective in Sociological and Philosophical bases of Education
Credit-04 **Marks 100**

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

1. Explain the educational implications underlying the thoughts of great thinkers.
2. Analyze the concepts of education and teaching.
3. To make a distinction among different schools of Educational Philosophy and their teaching implication.
4. To analyze the role of different agencies for social change, different dimensions of social change and factors affecting social change.
5. To understand the role of education in economic development and the need of educational planning.
6. To 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, Russo 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.
- 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.



Course 102 - Perspectives in Psychology of Teaching, Learning and Development
Credit-04

Marks 100

Objectives- After taking 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: Pre active, Interactive & Post active, 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, coping 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.

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 buzz sessions.



Course 103 – Knowledge and Curriculum

Credit-02

Marks 50

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

1. Explain and understand the epistemological basis of education.
2. Analyse the basis of 'knowledge' and 'information' processing contexts in teaching and learning.
3. Differentiate between content and process in educational contexts.
4. 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. 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, Ornatein C. :Teaching: Theory into Practice: Allyn & Bacon, 1995.
- Pandey, K.P. :Shikshan Bywahaar 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. : Learner Controlled Instruction, Lambert Academic Publishing Deutschland, Germany 2013



Course 104 - Educational Technology and Computer Assisted Instruction
Credit-04 **Marks 100**

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

1. Understand 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.

Unit-1-

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

Unit-2-

- A. Models of teaching: Basic teaching model; concept attainment model and the Indian model of development and learning.
- B. Behaviour modification techniques: Simulation, micro teaching and sensitivity training procedures: ensuring holistic development.

Unit-3-

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

Unit-4-

- A. Examples of 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, Loyal 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.
- Vanaja, M. : Educational Technology, Neel Kamal Publication, New Delhi.
- MHRD : National Policy on Information & Communication technology in school Education GOI (2012).



IS -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, Yogin 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).

Course Objectives-

The students will:

- Be oriented 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.
- Understand 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.



B.Ed.
Second Semester
Course 201 – Contemporary Indian Education

Credit-04

Marks 100

Objectives- 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)

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.
- Reflective seminars/symposia.




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Objective – 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: difference between the three in conceptual terms, Different 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.
- 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.




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Objective – 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 results in 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.)



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Objective – 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 Shiksha 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



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CP 301 and 302 :Pedagogy of School Subject

CP 301A: ENGLISH

Course Objectives-

The Student will be able to:

- Understand the importance of teaching English in India
- Justify the place of English language in school curriculum.
- Understand the aims and objectives of teaching English language at Secondary and higher secondary stage.
- Be familiar with different methods and approaches of teaching English
- Understand various skills of teaching.
- 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



CP 301A: MARATHI

Course Objectives-

The Student will be able to:

- Understand the importance of teaching Marathi in India
- Justify the place of Marathi language in school curriculum.
- Understand the aims and objectives of teaching Marathi language at Secondary and higher secondary stage.
- Be familiar with different methods and approaches of teaching Marathi
- Understand various skills of Marathi language.
- Select appropriate teaching strategy for teaching of Marathi language.
- 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



CP 301 A :HINDI

Course Objectives-

The Student will be able to:

- Understand the importance of teaching Hindi in India
- Justify the place of Hindi language in school curriculum.
- Understand the aims and objectives of teaching Hindi language at Secondary and higher secondary stage.
- Be familiar with different methods and approaches of teaching Hindi
- Understand various skills of Hindi language.
- Select appropriate teaching strategy for teaching of Hindi language.
- Understand text book of Hindi language.
- 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.



CP 301 A: Sanskrit

Objectives :

The Student will be able to:

1. To understand the place of Sanskrit as a source language of all the Indian Languages and language of culture.
2. To enable him to understand different methods and approaches of teaching Sanskrit in Secondary school.
3. To develop him adequate skill in the use of various audio visual aids, useful in the teaching of Sanskrit.
4. To help him in diagnosing pupils difficulties and outcomings in achievement of language skills and suggest remedies.
5. To help him to understand and 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.L.
- 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




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CP 301 A: Pali

Objectives :

The Student will be able to:

1. To understand the place of Pali as a source language of culture .
2. To enable the student teacher to understand the objectives of studying Pali in Secondary & Higher Secondary school.
3. To develop the basic skills related with the subject.
4. To acquaint him with various methods and approaches of teaching Pali in Secondary & Higher Secondary school.
5. To develop him adequate skill in the use of various teaching aids in Pali. .
6. To help him in diagnosing pupils difficulties and outcomings in achievement of language skills and suggest remedies.
7. To help him to understand and use the techniques of evaluation in Pali
8. To develop among the student teacher 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 refrence 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 :



CP 301 A: URDU

Course Objectives-

The Student will be able to:

- Understand the importance of teaching Urdu in India
- Justify the place of Urdu language in school curriculum.
- Understand the aims and objectives of teaching Urdu language at Secondary and higher secondary stage.
- Be familiar with different methods and approaches of teaching Urdu
- Understand various skills of Urdu language.
- Select appropriate teaching strategy for teaching of Urdu language.
- Understand text book of Urdu language.

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



CP 301/302 D: BIOLOGICAL SCIENCE

Course Objectives-

The Student will be able to:

:

- Understand the Place and importance of Biological science in teaching and curriculum.
- Understand the concepts and principles of Biological Science and select appropriate methods to teach Biological Science.
- Understand the concepts, Approaches, Strategies and Techniques.
- Understand the planning of teaching of 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.

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.



CP 301/302D: MATHEMATICS

Course Objectives-

Student will be able to:

- Understand the Place and importance of Mathematics in teaching and curriculum.
- Understand the concepts and principles of Mathematics and select appropriate methods to teach Mathematics.
- Understand the concepts, Approaches, Strategies and Techniques.
- Understand 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, Aryabhata, 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.



CP 301/302B: COMMERCE

Course Objectives-

- To enable students to understand commerce subject and its correlation with other subjects.
- To make students aware about different types of planning for teaching
- To make students understand the different methods for teaching of Commerce
- To enable students to use different techniques in teaching of commerce
- To enable students to understand 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.



CP 301/302: Pedagogy of School Subject
CP 301/302 C: PHYSICS

Course Objectives-

Student teacher will be able to:

- Understand the Place and importance of Physical Sciences in teaching and curriculum.
- Understand the concepts and principles of Physical Sciences and select appropriate methods to teach Physical Sciences.
- Understand the concepts Approaches Strategies and Techniques.
- Understand the 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 Archemedes, 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.



CP 301/302 B: ECONOMICS

Course Objectives-

Student teacher will be able to:

- To understand economics subject and its correlation with other subjects.
- To make students aware about different types of planning for teaching
- To enable students to understand importance of content analysis
- To make students understand the different methods for teaching of Economics
- To enable students to use different techniques in teaching of Economics
- To enable students to use 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



CP 301/302 B: GEOGRAPHY

Course Objectives-

Student teacher will be able to:

- To understand the nature and structure of Geography.
- To enable the student trainees to understand the objectives of teaching Geography at Secondary schools.
- To enable the student trainees to know the importance of teaching Geography at the secondary School level.
- To enable the student trainees to know the methods, and approaches for organizing Geography curriculum.
- To develop in the student trainees skills to organize Geography curriculum.
- To enable the student trainees to understand the need for different types of planning needed in the Geography instruction.
- To enable the student trainees to understand 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. Field Trip: 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




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CP 301/302 B:HISTORY

Course Objectives-

- To enable the student trainees to understand the nature and structure of History.
- To enable the student trainees to understand the objectives of teaching History at Secondary schools.
- To enable the student trainees to know the importance of teaching History at the secondary School level.
- To enable the student trainees to know the methods, and approaches for organizing History curriculum.
- To develop in the student trainees skills to organize History curriculum.
- To enable the student trainees to understand the need for different types of planning needed in the History instruction.
- To enable the student trainees to understand the 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




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CP 301/302 B: MUSIC

Objectives :

1. To enable the student-teachers to understand the place of Music in the Secondary School curriculum.
2. To make him understand different methods of learning music.
3. To develop adequate skills in the use of various teaching aids in Music
4. To help the student teachers in diagnosing Pupils difficulties and defects in achievement of Music skills.
5. To help the student-teacher to understand the technique of evolution in Music.
6. To enable the student teacher to organize and supervise music related, activities.
7. To develop a board understanding and attitude towards the role of music in social, economic, cultural and 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



CP 301/302 C: Chemistry

Objectives:

1. To make the student teacher familiar with the objectives of teaching Chemistry.
2. To enable him to analyse the syllabus in Chemistry.
3. To enable him to use various methods and techniques of teaching Chemistry effectively and efficiently.
4. To develop in him adequate skills in the preparation and use of suitable teaching aids in Chemistry.
5. To help him to organise co-curricular activities in Chemistry.
6. To enable him to prepare and use appropriate tools of evaluation in Chemistry.
7. To enable him to 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.
- e. Diagnostic and remedial teaching in Chemistry.



CP 301/302 D: HOME SCIENCE

OBJECTIVES:

1. To enable the student-teacher to understand the place of the Home Science in the Secondary School syllabus.
2. Familiarize the students with laboratories in various areas of Home Science.
3. To make her to understand different methods of learning Home Science.
4. To Develop 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.



CP 301/302 B: CIVICS

OBJECTIVES

1. To help a student teacher in developing civic consciousness, sense of a patriotism, National integrity and International understanding.
2. To help him in developing spirit of Democracy and social co-existence.
3. To acquaint him with various methods of teaching civics.
4. To help him to use 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:



B.Ed.
Fourth Semester
Course 401 - Environmental Education in Indian Perspective
Credit-04 **Marks 100**

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

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

Unit-1-

- A. Environment: meaning, different dimensions and components. Environmental pollution: meaning and kinds, Environmental degradation, role of the teacher in prevention of environmental pollution, environment in the Indian society.
- B. Ideas of Gandhi, Tagore and J. Krishnamurti in relation to environmental protection.

Unit-2-

- A. Environmental Education: meaning, objective, need and importance. Factors influencing environmental education, expectation from environmental education and teachers training institute.
- B. Various resources of environmental education and methods of its use. Role of mass communication in propagation of environmental education.

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. Evaluation and conducting of the programmes of environmental education and difficulties encountered there in: the role of action research in solving Environmental problems.

Unit-4-

- A. Role of Indian values in environmental education, responsibilities of teachers in development of environmental awareness.
- B. Environmental education based on environmental management and community: meaning of environmental management, effects and evaluation.
- C. Importance of population education and health education with reference to 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.



Objective – After taking this 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, hobbyclub, 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 genderbias: 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.



Objective - After studying this 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 shells. Sterling Publication.
- Vaishnav, R.& Joseph, J.: Group Guidance for Adolescents, Scholars Press, Deutsland , Germany 2014
- Vaishnav, R. & Bhujade ,K. :Teaching Strategies for Attention Deficit Hyperactivity Disorder Scholars Press, Deutsland , 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.



Course 403 & 404 – B - School Managements

Credit-04

Marks 100

Objective- After Completing this 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 managements

- A. Needed skills for conducting strength, weakness, opportunity and threat (SWOT) analysis for improving school management.
- B. The technique of 'Can do' / 'Will do', 'Cannot do' / 'Will not do' to enhance competence in school/classroom management.

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.

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.

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, Tandan publications booksmarket, Ludhiana.
- Bhatnagar, R.P. & Agrawal, Vidya : Educational administration, Supervision, Planning & financing, SuryaPublication, Meerut.
- Koortz, Harold & Wehrich, Heinz : Essential of management an international perspective, Tata Mc Graw-HillPublishing Company Limited, New Delhi
- Sindhu, Kulbir Singh : School organization and administration, Sterling Publishing Private Limited, New Delhi.
- Varshrey, G.K. : Organisation and Management, S. Chand and Company LTD., New Delhi.
- Jivtode, P. & Vaishnav, R. Maharashtraatil Vdyapeethache Shaikshanik Yogdan, Sandesh Prakashan, New Delhi 2014



Course 403 & 404 – C - Value education and moral ethics

Credit-04

Marks 100

Objective- After Completing this 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: why moral ethics is necessary for teaching profession?
- B. Professional ethics and the teacher : Moral obligations in teaching profession specially in the globalera.

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 Shakspears 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



Credit-04

Course 403 & 404 - D - History of Indian Education

Marks 100

Objectives- After studying this 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 upto 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)



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Fourth Semester

Practicum (EPC)

4S- EPC 1 Scouting and Guiding – Under the guidance of an authorized trainer with certification.

4S- EPC 2 Yoga Education – Under the guidance of a formally trained yoga expert with certification from the concerned institution.

4S EPC2:- Yoga Education

Course Objectives-

The student teacher 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-III Yogic 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.




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