

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

**FACULTY OF EDUCATION**

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

# SAVITRIBAI PHULE PUNE UNIVERSITY, PUNE

(FORMERLY UNIVERSITY OF PUNE)

## B.ED. TWO YEAR PROGRAMME

### Choice Based Credit System

### Annual Pattern-2015

#### Preamble

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

#### 1. Eligibility for Admission

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

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

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

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

#### 2. Admission procedure

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

#### 3. Eligibility Norms for appearing B.Ed. examination

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

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

#### **4. Medium of Instruction**

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

#### **5. Medium of Answer**

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

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

#### **6. General objectives of the B. Ed. Programme**

To enable the student teacher:

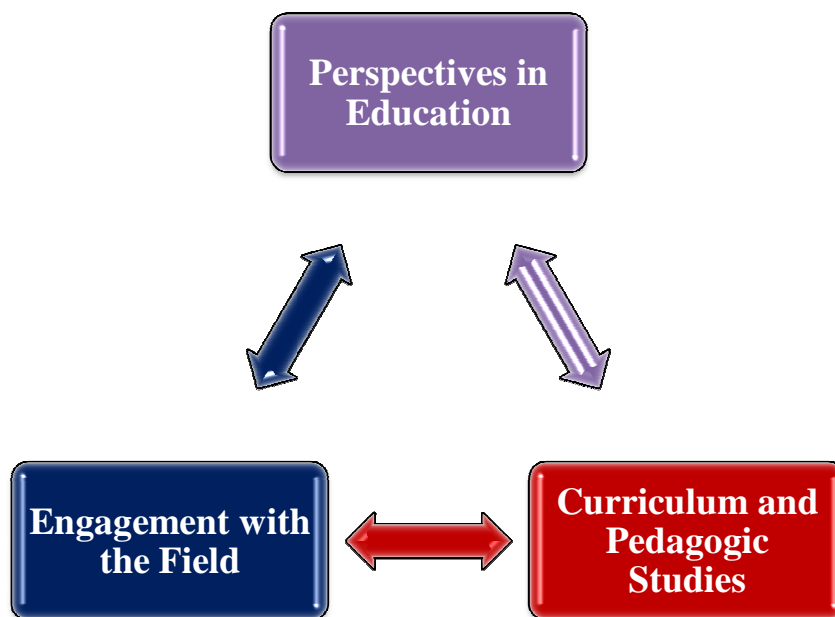
1. to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skill in student teachers.
2. to promote capabilities for inculcating national values and goals as mentioned in the Constitution of India.
3. to act as agents of modernization and social change.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

## 7. Curricular Areas of the Teacher Training Programme

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

- I. Perspectives in education
- II. Curriculum and Pedagogic studies
- III. Engagement with the field.

All the curricular areas include theoretical inputs along with the practical work from an interdisciplinary perspective.



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

**B.Ed. FIRST YEAR**

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

### B.Ed. SECOND YEAR

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

## B.Ed. FIRST YEAR

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

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

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

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

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

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

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

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

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

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

**List of Teaching Skills**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Adult education programme, School Health services,  
Cultural activities, Sports activities, City /Village development programme, Family planning programme, Civil Defence, Rally on different social issues.

The college can modify the above list according to the local needs and availability of resources and resource persons. However a prior permission from the University of Pune will be necessary.

**Marks out of 50 shall be given for BED 111**

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

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

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

**B.Ed. SECOND YEAR**

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

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

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

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

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

▪

- **and Pedagogy of School subject.**

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

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

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

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

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

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

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

**Marks are calculated out of 50.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The course should be conducted in the following manner:-

A:- Orientation and Activities

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

mind maps, flowcharts, etc.

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

B:- Reporting

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

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

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

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

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

The course should be conducted in the following manner:-

A:- Orientation and Activities

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

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

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

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

B:- Reporting

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

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

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

Item	Description
<u>Report section:-</u>	

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

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

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

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

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

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

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

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

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

Real education implies reflection, introspection and action, with a deep relationship between the Head, Heart and Hand. Drama and art helps the student teacher to understand the self and to realize it as a form of self expression and for enhancing creativity.

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

- Script writing



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

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

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

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

#### **Open Course: (2 credits) – 50 marks**

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

#### **List No. 5: List of skills under Open course**

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

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

**OR**

#### **Entrepreneurship development: 2 credits (50 marks)**

Education system plays a critical role in the economic advancement of nation, since it is the primary developer of human resource. Entrepreneurship education and training is about

the development of professional skills and qualities of the student teachers so that they can gain knowledge and understand the ways in which the economy works. This evolves approaches to the development of creativity, problem solving, decision making, team working, leadership and other individual skills. It also identifies the role of the entrepreneur in the society and various requirements of self-employment.

**Objectives of the course:**

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

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

**Development of a product:-**

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

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

**Field work:-**

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

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

**Choice Based Credit System**

**Learning load per credit = 30 Clock hours**

(16 Clock hours Classroom Interactions +

14 Clock hours for Assignment and self-study)

**Marks per credit = 25 marks**

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

### EVALUATION OF B.Ed. COURSE

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

## Activities for Internal Evaluation

### First Year

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

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

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

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

### Second Year

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

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

- 8. Tutorials
- 9. Assignment

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

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

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

### **GRADING SYSTEM**

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

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

• **B.Ed. Examination Rules :**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

• **Assessment and Grade Point Average**

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

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

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

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

Marks	Grade	Grade Point
80-100	O: Outstanding	10
70-79	A+: Excellent	9
60-69	A: Very Good	8

55-59	B+: Good	7
50-54	B: Above Average	6
0-49	C: Average F-Fail	0

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

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

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

**Formula :**

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

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

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

6. If the GPA is higher than the indicated upper limit in the three decimal digit, then higher final grade will be awarded (e.g. a student getting GPA of 7.492 may be awarded 'A' grade). (Applicable for grades other than F)

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

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



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

10. The description for the grades is as follows:

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

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

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

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

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

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

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

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

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

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

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

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

### **Modus Operandi of Evaluation under Credit System- 2 years programs**

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

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

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

4. A course may be of 1 or 2 or 3 or 4 or 5 credits.
5. The evaluation of a course means the evaluation of total number of credits of that course. As such, all the credits taken together of a particular course will be evaluated in two parts CA and YEE.
6. Weightage for CA would be 48% and for YEE would be 52%.
7. A course will be evaluated in the form of 20 marks for CA and 80 marks for YEE.
8. A student will gain all the credits of a course after having obtained minimum 50 marks from CA and YEE (minimum 40 out of 80) taken together and will get the respective grade and grade points in the respective course. Otherwise, a student will get grade F (Fail) in that respective course and will not gain any credits or grade points towards that course.
9. **CA:** The teacher would evaluate a student towards a course through interaction throughout the year which would include one or more (but not less than 3 including compulsory written test/s) out of the mechanisms given in this structure with their maximum weightage out of 20 marks. This essentially enables the teacher to get positive feedback about a student's overall understanding/ability and in nutshell enhances the teaching-learning process.
  - A teacher may propose any other mean towards CA (other than written test) that may suit for a particular course and implement only after the approval of Internal Evaluation Committee of the College.
10. If a student could not attend the CA written test due to some unavoidable reasons then the teacher may consider a request for retest in writing with furnishing the reason of absence.
11. If a student fails to gain the credits of any course (declared F grade in that course) then the student can reattempt the course with CA (if the course is conducted in that year) and YEE both or with YEE only (if one has scored 25 in CA) in the subsequent YEEs (maximum two such attempts) within a period of 4 years from the date of admission to the programme. (subject to Examination Rules 9)
12. In case a student fails to earn the minimum number of credits required for obtaining a degree within the stipulated period of 4 years then such a student will be considered to have made an 'INCOMPLETE EXIT' and in such a case the student can seek a fresh admission as per the admission rules prevailing at that time.
13. The policies and procedures determined by the SPPU from time to time will be followed for the conduct of examinations and declaration of the result of a candidate.
14. **YEE:** Each credit will be evaluated for a maximum period of 45 minutes. The following would be an outline for setting the question paper for YEE.

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

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

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

### **Activities for Health and Yoga:**

#### **Unit 1: Introduction to Yoga and Yogic Practices**

- 1.1 Introduction
- 1.2 learning objectives
- 1.3 Yoga : meaning and initiation
- 1.4 History of development of yoga
- 1.5 Astanga Yoga or raja yoga
- 1.6 The streams of Yoga
- 1.7 The schools of Yoga: Raja Yoga and hatha Yoga
- 1.8 Yogic practices for healthy living
- 1.9 some select yogic practices
- 1.10 Historicity of yoga as a discipline
- 1.11 Classification of yoga and yogic texts
- 1.12 Understanding astanga Yoga of Patanjali.
- 1.13 Hatha yogic practices
- 1.14 Complementarily between Patanjala Yoga and hatha Yoga
- 1.15 Meditational Process in patanjala Yoga sutra.

## **Unit 2: Yoga and Health**

- 2.1 Introduction
- 2.2 Learning objectives
- 2.3 Need of yoga for positive health
- 2.4 Role of mind in positive health as per ancient yogic literature
- 2.5 Concept of health, healing and disease: yogic perspectives
- 2.6 Potential cause of ill health
- 2.7 Yogic principles of healthy living
- 2.8 Integrated approach of yoga for management of health
- 2.9 Stress management through yoga yogic dietary considerations

### References :

Yoga Education ( Master Education Programme -MED) A book published by N.C.T.E., ISBNB : 978-81-931534-2-0.

## **B.Ed. FIRST YEAR**

### **BED101:CHILDHOOD AND GROWING UP**

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

1. understand the growth and development of the learner and its importance in the teaching learning process with special reference to adolescent stage.
2. become aware regarding the individual differences among learners
3. Identify the educational needs of diverse learners.
4. Get acquainted with the new (contemporary) theories of learning.
5. Understand Political, Social and Cultural dimensions along with their implications on childhood and growing up.
6. Become familiar with the impact of mass communication media on childhood and growing up.

#### **UNIT 1: UNDERSTANDING THE GROWTH AND DEVELOPMENT OF THE**

**LEARNER: -**

**1 CREDIT**

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

#### **1.2 Growth, Maturation and Development of the learner:**

- a) Differences between growth and development
- b) Principles of growth and development
- c) Relationship between development and learning
- d) Stages of Growth and Development
- e) Adolescence stage: (Physical, mental, emotional, moral and social aspects)

**1.3 Facilitating holistic development:** Implications for education (school, teacher, parents) w.r.t. to adolescence stage.

#### **UNIT 2: EDUCATION AND INDIVIDUAL DIFFERENCES: -**

**1 CREDIT**

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

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

## **2.2 Concept of Inclusive Education and Children with Special Needs:**

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

## **UNIT 3: EDUCATION AND LEARNER DIVERSITY IN CLASSROOM: -**

**1 CREDIT**

### **3.1 Diversity in learning styles:**

- a) Meaning and concept of learning styles
- b) Types of learning styles (Visual, Auditory and Kinesthetic)
- c) Implications for learning

### **3.2 Diversity due to multiculturalism:**

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

## **UNIT 4: POLITICAL, SOCIAL AND CULTURAL DIMENSION OF CHILDHOOD AND GROWING UP: -**

**1 CREDIT**

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

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

### **4.2 Meaning and Implications of Social Dimensions on childhood and growing up:**

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

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

- a) Cultural dimensions: Social values, customs, traditions, cultural institutions
- b) Implications of cultural dimensions on childhood and growing up.

#### **4.4 Impact of Media on childhood and growing up:**

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

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

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

## References:

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



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

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

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

### **UNIT: 1 EDUCATION IN CONTEMPORARY INDIAN SOCIETY 1 CREDIT**

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

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

1.2. Role of Education in Contemporary Issues

### **UNIT: 2 EDUCATION AND SOCIAL CHANGE 1 CREDIT**

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

2.2 Process of social change

2.3 Obstacles in social change

2.4 Role and limitations of education in social change

### **UNIT 3 GENDER AND EDUCATION 1 CREDIT**

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

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

3.3 Role of Education :

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

#### Provision regarding gender equality

- i) Constitutional provisions

ii) Laws and Rights

**UNIT 4 ISSUES, POLICIES AND THINKERS**

**1 CREDIT**

4.1 Issues :

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

4.2 Policies:

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

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

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

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

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

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

## References:

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

## **BED 103: LEARNING AND TEACHING**

### **OBJECTIVES :- To enable the student teacher to:-**

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

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

#### **1.1 Concept of Learning –**

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

#### **1.2 Traditional Theories of Learning by:**

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

## **UNIT 2: ACTIVE ENGAGEMENT IN LEARNING:-**

**1 CREDIT**

### **2.1 Theory by:**

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

### **2.2 Theory of Constructivism:**

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

### **2.3 Implications of Constructivism for teaching**

### **2.4 Brain based learning: Principles and Educational Implications.**

## **UNIT 3: ASPECTS OF TEACHING:-**

**1 CREDIT**

### **3.1 Concept of teaching:-**

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

### **3.2 Functions of teaching**

### **3.3 Micro teaching and teaching skills, 21<sup>st</sup> century teaching skills**

### **3.4 Diagnostic testing and Remedial Teaching**

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

(ii)Unit Plan

## **UNIT 4: PLANNING FOR EFFECTIVE TEACHING**

**1 CREDIT**

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

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

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

**PRACTICAL** (*any one from the given list*)

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

**References:-**

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

5. Mangal, S.K. and Mangal, Uma (2010). Learner, Learning and Cognition. Ludhiana: Tondon Publications.
6. Sharma, Promila (2005). Educational Psychology. New Delhi : A.P.H. Publishing Corporation.
7. Welton, J. (2010). The Psychology of Education. Delhi : Surjeet Publications.
8. Kundu, C.L. and Tutoo, D.N. (1998). Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.
9. Borich, Gary ( 1996). Effective Teaching Methods -3<sup>rd</sup> Ed. New Jersey: Prentice-Hall.
10. Sindhu, I.S. (2013). Educational Psychology. Noida: Dorling Kindersley (India) Pvt. Ltd.
11. Joyce, Bruce , Well, Marsha and Calhoun, Emily (2011). Models of Teaching 8<sup>th</sup> Ed. New Delhi: PHI Learning Pvt. Ltd.
12. Wragg, E.C. (1974). Teaching Teaching. London: David and Charles.
- १३ ढलुडे, गलतड, तलडकीर, दतुतल तुरेड आणल तलडकीर, नलरुडल ;२०११दुद. अधुडडन—अधुडलडन डुरकुडडल. डुणे : नललकंडुत डुरकलशन.
- १ॡ ढकुंडले, ड.डल. ;१९९ॡदुद. अधुडलडन शलसुतुर आणल डधुदतुतु. डुणे: वुडुनस डुरकलशन.
- १ॡ ढडुगतलड, ह.नल. ;१९९ॡदुद. अधुडडन उडडतुतु व अधुडलडन. डुणे : नूतन डुरकलशन
- १ॢ ढकुरंदुदुकर, सुरेश ;२००९दुद. अधुडडन अधुडलडनलके डलनसशलसुतुर. कुलुहलडूर : डडके डुरकलशन
- १ॣ दलडेकर, वल.नल. ;२०००दुद. शूकुषणलक व डुरलडुडुगलक डलनसशलसुतुर. डुणे : शुरीवलदुडल डुरकलशन
- १। ढकुलकणुुी, के.वल. ;१९९ॢदुद. शूकुषणलक डलनसशलसुतुर. डुणे : शुरीवलदुडल डुरकलशन
19. डुगतलड, ह.नल. ;२००ॡदुद. शूकुषणलक व डुरलडुडुगलक डलनसशलसुतुर. डुणे : नूतन डुरकलशन

**OBJECTIVES: To enable the student to:-**

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

**UNIT 1 – PROCESS OF EVALUATION**

**(1 CREDIT)**

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

**UNIT 2 -TOOLS AND TECHNIQUES OF EVALUATION**

**(1 CREDIT)**

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



- (b) Diagnostic Test
- (c) Performance Test: Jigsaw and Puzzle
- (d) Oral Test and Practical Test

### **UNIT 3 -ASSESSMENT FOR LEARNING (1 CREDIT)**

3.1 Significance of assessment for learning

3.2 Self assessment and peer assessment

3.3 Records used in Assessment:

- a) Profiles: Meaning, Steps involved and criteria for developing and maintaining a comprehensive learner profile.
- b) Evaluation rubric: Meaning , Construction and Uses
- c) Cumulative records : Meaning, Significance

3.4 Ethical Principles of Assessment

3.5 Examination Reforms

a. Continuous and Comprehensive Evaluation (CCE)

b. Choice Based Credit System (CBCS)

c. Open Book Examination

3.6 Feedback in Assessment

- a) Importance of Feedback in learning
- b) Types of Feedback : Constructive feedback, Oral and Written, Individual & Group

### **UNIT 4 INTERPRETING TEST SCORES (1 CREDIT)**

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

4.1 Measures of Central Tendency : Mean, Median, Mode

4.2 Measures of Variability : Quartile Deviation, Standard Deviation

4.3 Percentile and Percentile Rank

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

4.5 Standard Scores: Z and T (Concept Only)

4.6 Graphical representation of data : Histogram, Frequency polygon

4.7 Normal Probability Curve : Properties, Uses

#### 4.8 Skewness and Kurtosis

##### **Mode of Transaction:**

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

##### **PRACTICALS (Any One):**

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

##### **REFERENCES:**

- Dandekar, W.N. (2007). *Evaluation in Schools*. Pune: Shree Vidya Prakashan.
- Ebel, R.L. & Fresbie, D.A. (2009). *Essentials of Educational Measurement*. New Delhi: PHI Learning PVT. LTD.
- Gupta, S. K. (1994). *Applied Statistics for Education*. Mittal Publications.
- Garrett, H.E. (2008). *Statistics in Psychology and Education*. Delhi: Surjeet Publication.
- Mrunalini, T. (2013). *Educational Evaluation*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Patel, R.N. (2011). *Educational Evaluation Theory and Practice*. Mumbai: Himalaya Publishing House Pvt. Ltd.
- Rani, P. (2004). *Educational Measurement and Evaluation*. New Delhi: Discovery Publishers.

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

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

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

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

### **UNIT: 1 Introduction to Advanced Pedagogy**

**(CREDIT 1)**

1.1 Concept, Need and Significance of Advanced Pedagogy.

1.2 Principles of Advanced Pedagogy

1.3 Philip Jackson Model- Pre-active phase

Interactive Phase

Post-active phase

Teacher's role in these phases

1.4 Use of Various Pedagogies-

a) Student Voice

b) Differentiation

c) Critical Pedagogy

d) Engagement student in Teaching Learning Process

1.5 Application of Advanced Pedagogy for Development of e-content

### **UNIT: 2 Advanced Pedagogical Approaches**

**(CREDIT 1)**

2.1 Blended Learning

2.2 Experiential Learning

2.3 Problem based learning

2.4 Scenario based learning

2.5 System Approach in Teaching

### **UNIT: 3 ICT in Education**

**(CREDIT 1)**

3.1 ICT in Education: Concept, Need and Importance

3.2 Application of ICT in Education

a) Teaching – Learning b) Research c) Publication d) Administration e) Evaluation

3.3 Challenges and barriers to integration of ICT in Indian Schools

3.4 ICT Teacher- Skills and Qualities

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

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

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

4.2 ICT & Teaching –learning Strategies

a) Web based learning

b) M-Learning

c) Co-operative learning

d) Collaborative Learning

e) C A I

4.3 Smart Classroom-Nature, Features, Advantages

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

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

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

#### **Modes of Transaction:**

a) Lecture cum discussion

b) Presentations

c) Seminars

d) Demonstrations

e) Activity based teaching methods

f) Project method

g) Group discussion

h) E-communication tools

i) Assignments

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

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

#### **References:**

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

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

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

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

**20. Instructional Technology by Rao, APH publication.**

## BED- 106-01- UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

### मराठी

उद्दिष्ट्ये :

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

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

;१ बतमकपज द्व

ब) शब्दविचार – शब्दांच्या जाती, विभक्ती व कारकार्य

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

२) काळ व त्याचे प्रकार

३) वाक्याचे प्रयोग व प्रकार

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



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

घटक क २ अ) – रस, वृत्त, कालंकार

;१ बतमकपज

द्व

अ) रस व्याख्या व प्रकार

ब) वृत्त – वृत्तांचे प्रकार

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

मात्रावृत्ते – पादालुतल, दिंडी, आर्या, नववधु.

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

२) अभंग– लहान, मोठा

ड) मुक्तछंद –

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

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

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

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

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

२) व्याकरणाच्या कोणत्याही एका घटकावर पोस्टर सादर करा किंवा

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

संदर्भपुस्तिका – १) सुगम मराठी व्याकरण – मो. रा. वाळिंबे

२) मराठी व्याकरणाची मुलतत्वे – ज.त. केळकर

३) वृत्ते आणि अलंकार – प्र.न. जोशी

४) मराठी व्याकरण – प्रा. मुरकुटे, नाशिक

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

६) साहित्य साधना – मा. का. देशपांडे

## BED 106-02: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

### हिन्दी

उद्देश्य :

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

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

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

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

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

घटक क १ अ- व्याकरण

;१ बतमकपज

द्व

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

२) उपसर्ग, प्रत्यय, समान, संधि

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

४) मुहावरे एवं कहावतें

घटक क १ ब- रचना

१) पत्रलेखन

२) निबंध

३) कथा लेखन

४) कल्पना विस्तार

५) गदखंड – पद्यखंड – अर्थग्रहण

६) सार लेखन

७) वृत्तांत लेखन

८) भाषण – स्वागत, बिदाई, धन्यवाद, परिचयात्मक

घटक क २ अ) – हिन्दी साहित्य का इतिहास

;१ बतमकपज दू

१) आदिकाय

२) मध्यकाय

३) आधुनिक काल

घटक क २ ब) – साहित्यिकों का परिचय : कक्षा ६ से १० वीं तक की प्रचालित पाठ्यपुस्तकों में जिनकी रचनाएँ हैं<sup>३</sup> उन साहित्यिकों का सामान्य परिचय तथा विशेषताएँ

अधिनियम गतिविधियाँ –

१) व्याख्यान

२) चर्चा

३) सेमिनार

४) क्षेत्र भेंट

५) पॉवर पॉइंट प्रेजेंटेशन

६) वादविवाद

स्पर्धाओं का आयोजन

प्रात्यक्षिक कार्य –

१) व्याकरण पर आधारित अध्ययन सामग्री तैयार करना

२) विद्या के अनुसार साहित्यिकों का वर्गीकरण किजीये

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

संदर्भ ग्रंथ–

१) संक्षिप्त हिन्दी व्याकरण – कामताप्रसाद गुरु

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

३) हिन्दी साहित्य का इतिहास – आ. शुक्ल

४) साहित्य विवेचन – क्षेमचंद सुमन

५) हिन्दी साहित्य का इतिहास – डॉ. राजनाथ शर्मा

६) हिन्दी भाषा विज्ञान – डॉ. भोलानाथ तिवारी

## **BED 106-03: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS**

### **ENGLISH**

#### **Objectives: To enable the students to:-**

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

#### **UNIT – 1**

**( 1 CREDIT )**

##### **A) Phonetics**

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

##### **B) Grammar:**

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

\* Direct and indirect speech.

\* Voice

\* As soon as

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

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

## **UNIT - 2**

**( 1 CREDIT )**

### **A) Application of language**

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

### **B) Functional English**

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

### **Mode of Transaction:**

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

**Practical (Any 1 from the following)**

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

#### 4. References:

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

### BED 106- 04: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

#### संस्कृत

उद्दिष्टे :-

- विद्यार्थी/पिछकांनासंस्कृतलेखन व वाचनकौषल्यावरप्रभुत्वविळविण्यास सक्षमकरणे
- विद्यार्थी/पिछकांनासंस्कृतमधूनविचारव्यक्तकरण्यास सक्षमकरणे
- विद्यार्थी/पिछकांनासंस्कृतव्याकरणसमजावून घेण्यास सहाय्य करणे
- विद्यार्थी/पिछकांनासंस्कृतव्याकरणाचेउपयोजनकरण्यास सक्षमकरणे

घटक क 1 अ:-वर्ण व शब्दविचार

;1 ब्लमकपज द्द

अ)वर्णांचीओळख

ब)संस्कृतलेखन व वाचननियम

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

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



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

### घटक क 1 बवाक्य विचार

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

ब)कारकविचार

क)वृत्तविचार

ड) शुध्दाषुध्दीविवेक

### घटक क 2 अ) संधी व समास

;1 ब्तामकपजद्ध

अ)स्वरसंधी, व्यंजन संधी व विसर्ग संधी

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

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

### घटक क 2 ब)

अ)पत्र लेखन

ब)निबंध लेखन

क)संस्कृतसाहित्याचीतोंडओळख

ड)कथा / उतारेपूर्णकरणे

इ) गद्य व पद्य भाषांतर

### Mode of Transaction:

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

प्रात्यक्षिककार्य-

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

संदर्भ :-

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

## **BED 106- 05: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS**

### **URDU**

#### **Objectives:**

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

**Unit I A) Grammar**

**(1 Credit)**

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

**Unit I B) Practice in composition**

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

**Unit II**

**(1 Credit)**

**A) History of Urdu literature**

- 3.1 Ancient
- 3.2 Medieval
- 3.3 Modern

**B) Elementary knowledge of forms of literature and writers.**

Prose , poetry ( prescribed in the text book 6<sup>th</sup> to 12<sup>th</sup>)

### **Mode of transaction**

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

### **Practical work**

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

### **REFERENCES:**

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

## **BED 106- 06: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS**

### **HISTORY**

#### **Objectives:-**

#### **To enable the student teacher to-**

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

#### **Unit I**

**( 1 Credit )**

#### **A)– India’s culture & A People’s King**

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

#### **B) – Movements, Democracy and Diversity**

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

## **Unit II**

**( 1 Credit )**

### **A) – Progress of India**

1. Renaissance & Feudalism –

A) Medieval Feudalism

B) Renaissance.

2. Election Process –

A) Voter

B) Political Party

C) Direct & Indirect Election.

3. Fundamental Rights and Duties-

A) Fundamental Rights and Duties mentioned in Indian Constitution

B) Human Rights.

4. Progress in Science and Technology

### **B) – Government Bodies, United Nations**

1. Local Government Bodies

A) The Zilla Parishad

B) The Municipal Corporation

2. Union Government – The Legislature and The Judiciary

3. The Functions of the United Nations.

### **Mode of transaction**

1. Lecture

2. Discussion

3. Seminar

4. Field Visit

5. Power point – presentation

6. Debate

7. Poster presentation

### **Practical :**

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

**References –**

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

## **BED 106-07: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS**

### **GEOGRAPHY**

#### **Objectives**

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

#### **Unit I: The Earth and Physical Geography**

**(1 Credit)**

##### **A. The Earth**

**A.1.** Universe

**A2.** Solar System & Motion of earth

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

**A4.** Graticule : Latitude and Longitude

**A5.** Interior of earth

##### **B. Physical Geography**

**B1. Atmosphere-**

*B1.1.* Structure of atmosphere

*B1.2.* Weather and Climate

*B1.3.* Factors affecting climate



## **B2. Elements of Air –**

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

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

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

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

## **B3. Lithosphere –**

*B3.1.* Meaning of Lithosphere

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

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

## **B4. Landforms –**

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

*B4.2.* Rocks

*B4.2.1.* Meaning and types of rock

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

## **B5. Hydrosphere**

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

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

**B5.3.** Tides – Meaning, causes and effects

**B5.4.** Salinity – Definition, factors affecting salinity

**Unit II. Human, Regional and Practical Geography**

**(1 Credit)**

**C. Human Geography**

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

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

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

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

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

**D. Regional Geography :**

**D1.** Introduction to the continents

**D2.** Introduction to natural regions

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

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

**E. Practical Geography :**

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

**E2.**Graph – Definition and types of graph

**E3.** Field visit and Report writing – meaning and importance

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

**Mode of Transaction:**

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

**Practical**

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

**References :**

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

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

## **BED 106-08: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS**

### **GENERAL SCIENCE**

**Objectives:** To enable student teacher to

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

#### **Unit – I**

**(1 Credit)**

##### **A) Life on Earth**

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

##### **B) Concepts of Chemistry**

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

#### **Unit – II**

**(1 Credit)**

##### **A) Concepts in Physics**

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

##### **B) Environmental Science**

1. Biodiversity and Ecosystem
2. Microorganism

3. Striving for a better environment – Waste Management, Vermicompost pit

4. Conservation of Resources

**Mode of Transaction:**

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

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

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

**List of Books Recommended:**

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

## **BED 106- 09: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS**

### **MATHEMATICS**

**Objectives:** To enable student teacher to

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

**Unit 1 :**

**( 1 Credit)**

#### **A. Arithmetic**

##### 1. Numbers

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

##### 2. Unitary method, variation- direct and inverse

##### 3. Ratio and proportion

#### **B. Algebra**

##### 1. Basics of Algebra

##### 2. Use of letters in place of numbers.

##### 3. Algebraic expressions, addition, subtraction, multiplication and division of algebraic expressions.

##### 4. Polynomials: factors and multiples.

##### 5. Identities.

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

**Unit 2 :**

**(1 Credit)**

#### **A. Geometry**

##### 1. Basics of Geometry

##### i. Basic concepts

##### ii. Angles, pairs of angles, triangles and quadrilaterals – types & properties.

##### iii. Triangles- congruence and similarity.

##### 2. Circle – basic concepts, circumference, area, theorems.

3. Quadrilaterals – properties of different quadrilaterals, theorems.
4. Geometric construction

### **B. Applied Mathematics**

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

### **Mode of transaction:**

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

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

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

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



## **BED 106-10: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS**

### **ECONOMICS**

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

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

#### **Unit : I**

**(1 Credit)**

##### **A) Economics as a subject**

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

A-2 – Basic concepts of Economics

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

##### **B) Sources of Income**

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

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

B-3 Agro – based industries

B-4 Trade – concept of trade

B-5 – Modern sources of Income

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

## **Unit 2**

**(1 Credit)**

### **A) Introduction of Economy**

A-1 – Meaning & definition of Economy

A-2- Features and types of Economy

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

B) Global Economic concept

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

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

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

### **Mode of Transaction:**

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

5. Technology based interaction

6. Blended approach

**Practical Work;-**

**Any one of the Following.**

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

**References :-**

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

**BED 106-11: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS**  
**INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

**Objectives**

The student teachers should be able to-

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

**Unit I: Introduction to Computer**

**(1 Credit)**

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

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

**Unit II: Introduction to Networking**

**(1 Credit)**

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

**Mode of Transaction:**

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

- Technology based interaction

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

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

**Reference :**

Text books of ICT subject of std VIII to X

## **BED 107-01: PEDAGOGY OF THE SCHOOL SUBJECT**

### **MARATHI**

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

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

#### **UNIT-1**

**(1 Credit)**

##### **A) Introduction of Marathi Education**

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

##### **B) Pedagogical Approaches for the subject Marathi**

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

4. Methods of composition teaching

**UNIT-2**

**(1 Credit)**

**A) Analysis of the subject Marathi**

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

**UNIT-2 B) Learning Resources and subject Teacher**

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

**Modes of Transaction**

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

**Practical Work (Any One of the following)**

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

संदर्भ सूची

१. राष्ट्रभाषा की शिक्षा - डॉ. श्री. ना. मुखर्जी



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

## **BED 107-02: PEDAGOGY OF THE SCHOOL SUBJECT**

### **Hindi**

#### **Objectives**

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

#### **Unit I**

**(1 Credit)**

#### **A) : Nature of the subject Hindi**

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

#### **B) Pedagogical Approaches for the subject Hindi**

1. Methods of prose teaching
2. Methods of poetry teaching
3. Methods of grammar teaching
4. Methods of composition teaching

5. Methods of reading
6. Methods of writing.

**Unit : II**

**(1 Credit)**

**A) Analysis of the subject Hindi**

1. Structure of the subject Hindi
2. Curriculum and syllabus
3. Core elements , value and life skills.
4. Analysis of the text book
5. Content analysis

**B) : Learning Resources for the subject Hindi**

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

**Mode of Transaction.**

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

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

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

संदर्भ

हिन्दी शिक्षण – डॉ. केशव प्रसाद

हिन्दी आशययुक्त अध्यापन – डॉ. विठ्ठल मुरकुटे

हिन्दी अध्यापन – डॉ. पंडित

हिन्दी अध्यापन – डॉ. केणी कुलकर्णी

हिन्दी आशययुक्त अध्यापन – डॉ. पुष्पा वास्कार

डॉ. आनंद वास्कार

## **BED 107-03: PEDAGOGY OF THE SCHOOL SUBJECT**

### **ENGLISH**

#### **Objectives :**

#### **To enable the student teacher to:-**

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

**Unit : 1**

**(1 Credit)**

**A) :- Nature of the subject English**

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

**B) Analysis of the subject English**

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

**Unit : 2**

**(1 Credit)**

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

Features , merits , limitations and educational implication of -

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

## **B) Learning Resources for the learning**

Concept , need and importance of learning resources.

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

### **Mode of Transaction:**

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

### **Practical Work ( Any one of the following)**

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

### **References:**

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

10. Content Cum Methodology of English - Dr. C.H. Surywanshi

11. Content Cum Methodology of English - Patil and Vaze

**BED 107-04- PEDAGOGY OF THE SCHOOL SUBJECT**

**संस्कृत**

उद्दिष्ट्ये :-

- विद्यार्थीशिक्षकांनासंस्कृतलेखन व वाचनकौशल्यावरप्रभुत्वविळविण्यास सक्षम करणे
- विद्यार्थीशिक्षकांनासंस्कृतमधूनविचारव्यक्तकरण्यास सक्षमकरणे
- विद्यार्थीशिक्षकांनासंस्कृतव्याकरणसमजावून घेण्यास सहाय्य करणे
- विद्यार्थीशिक्षकांनासंस्कृतव्याकरणाचेउपयोजनकरण्यास सक्षमकरणे

घटक १ अ):-वर्ण व शब्दविचार

; १ ब्मकपजद्ध

१)वर्णांचीओळख

२)संस्कृतलेखन व वाचननियम

३) शब्दरूपे-(स्वरान्त शब्द , व्यंजनान्त शब्द व सर्वनाम) , विभक्तिप्रत्ययान्त शब्दस्वरूप व कारकार्थ, ४)क्रियापद रूपे (परस्मैपदाचे व आत्मनेपदाचेवर्तमानकाळ, भूतकाळ व भविष्यकाळी , आज्ञार्थ व विध्यर्थप्रत्यय) , गणांचापहिलागट व दुसरागट

५)विशेषणे-गुणवाचक, तर-तमभाववाचक, संख्यावाचक, क्रमवाचक

ब ढ्ढ वाक्य विचार

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

२)कारकविचार

३)वृत्तविचार

४) शुध्दाशुध्दीविवेक

घटक २

; १ ब्मकपजद्ध

अ) संधी व समास

१)स्वरसंधी, व्यंजन संधी व विसर्ग संधी

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

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

ब द्व लेखन विचार

१)पत्र लेखन

२)निबंध लेखन

३)संस्कृतसाहित्याचीतीर्तुडओळख

४)कथा/उतारेपूर्णकरणे

५) गद्य व पद्य भाषांतर

**Mode of Transaction.**

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

**प्रात्यक्षिक कार्य-**

- संस्कृतमधील एकानवसाहित्याकाचीमाहितीसंकलितकरणे
- व्याकरणाट्याकोणत्याही एका घटकावरपॉवरपॉइंटप्रेझेंटेशन
- सज्जनप्रशंसा, विद्याप्रशंसा, कूट प्लोक, अन्योक्ति, योगमहात्म्य, उद्यमप्रशंसा, अर्थमहात्म्य या विषयांवरआधारितप्रत्येकी ५संस्कृत श्लोकसंकलितकरणे व त्यांचाअर्थलिहिणे

**संदर्भ :-**

- नवीनअनुवादचन्द्रिका, चौखम्बाप्रकाशन, -अर्चनाकुलकर्णी
- शालेय संस्कृतव्याकरण-विद्याबाम
- सुगमसंस्कृतव्याकरण-प्र.शं. जोशी
- अभ्यासपुस्तकम्-संस्कृतभारती, बेंगलुरु
- इ. टी. ते इ. १२ संस्कृत-पाठ्यपुस्तकनिर्मितीमंडळ, पुणे

## **BED 107-05: PEDAGOGY OF THE SCHOOL SUBJECT**

### **URDU**

Objectives: To enable the student :

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

#### **UNIT 1**

(1 Credit)

A) Nature of the Urdu Subject.

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

B) Pedagogical Approaches for the Urdu Subject

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

#### **UNIT- 2**

(1 Credit)

A) Analysis of the Subject Urdu

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

B) Learning Resources for the Urdu

1. Concept, Need and Importance of learning resources.
2. Urdu Laboratory



3. Traditional learning resources
4. Technology based learning resources
5. Role & Qualities of Urdu subject teacher

#### Mode of Transaction

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

#### **Practical Work (Any One of the following)**

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

#### References

- Tadrees-Urdu
- Methods & resources of tadrees

## **BED 107-06 : PEDAGOGY OF THE SCHOOL SUBJECT**

### **HISTORY**

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

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

#### **UNIT 1**

**(1 Credit)**

##### **A) Nature of the Subject History**

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

##### **B) Pedagogical Approaches for the Subject History**

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

## **UNIT 2**

**(1 Credit)**

### **A):- Analysis of the Subject History**

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

### **B) Learning Resources for the Subject History**

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

### **MODE OF TRANSACTION:-**

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

### **PRACTICAL WORK:- (any one of the following)**

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

### **REFERENCES:-**

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

४७ इतिहासाचे आशययुक्त अध्यापन डॉ. सुशिल मोडियार

५७ आशययुक्त अध्यापन पध्दती संपादक, डॉ. अनंत जोशी.

६७ इतिहासाचे अध्यापन — वि. द. घाटे

७७ इतिहासाचे अध्यापन — न. रा. पारसनीस

८७ इतिहास अध्यापन पध्दती व तंत्र — प्रा. श्री. मा. पत्की

९७ इतिहास अध्यापन पध्दती — यशवंतराव चव्हाण मुक्त विद्यापीठ, नाशिक

१०७ इतिहासाचे आशययुक्त अध्यापन — डॉ. विलास रणसुरे.

११७ इतिहास शिक्षण — एक आधुनिक दृष्टिकोन — प्रा. संदीप पाटील

१२७ इतिहासाचे अध्यापन शास्त्रीय विश्लेषण — प्रा. श्री. सूर्यभान आर. वाजे व डॉ. रामदास बरकले

१३७ इतिहास आशय अध्यापन पध्दती — डॉ. सुरेश करंदीकर व डॉ. मीना मंगरुळकर

१४७ उद्याच्या शिक्षकांसाठी इतिहास शिक्षण — डॉ. रामदास बरकले, डॉ. नलिनी पिचड व प्रा. वैशाली

सुर्यवंशी.

१५७ इतिहास अध्यापन पध्दती — प्रा. स्वाती देशपांडे

१६७ इतिहासाचे अध्यापन — डॉ. अरविंद दुनाखे

## **BED 107-07 : PEDAGOGY OF THE SCHOOL SUBJECT**

### **GEOGRAPHY**

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

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

#### **Unit : 1**

**(1 Credit)**

##### **A) Nature of the subject Geography**

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

##### **B) Pedagogical Approaches for the subject Geography**

1. Regional Method
2. Journey Method
3. Excursion method
4. Project method
5. Comparative method
6. Lecture cum discussion method

7. Question answer method
8. Object method
9. Field Visit
10. Experimental method.

**Unit : 2**

**(1 Credit)**

**A) Analysis of the subject Geography**

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

**B) Learning Resources for the subject Geography**

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

**Mode of Transaction :**

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

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

1. Text – book Analysis
2. Content Analysis of any one Unit.
3. Prepare a report of Geographical information of a native place.

**References:**

४. १. भूगोल अध्ययन- अध्यापन- भा.गो. बापट
५. २. भूगोलाचे अध्यापन – द.बा. पोंक्षे.
६. ३. आशययुक्त अध्यापनपध्दती – प्रा.(श्रीमती) यु.बी. पाटील ., श्रीमती. सुरेखा
७. जोशी.
८. ४. भूगोलाचे अध्यापन – प्रा. पाटणकर.
९. ५. भूगोल परिचय – प्रा. खतीब .
१०. ६. कपवलेजे षींससशींळिपे प िंशरलहळपसे ष ऋशोसीरहिं. (णछएडउज)
११. ७. ऋशोसीरहिं िंशरलहळपस, िंशीश्रळपस िंलिश्रळीहशी छशु अश्रहळ, तशीर ज.झ.
१२. ८. ढशरलहळपसे ष ऋशोसीरहिं – इ.उ. ठळ.
१३. ९. अध्यययुक्त अध्यापन पध्दती- यशवंतराव चव्हन, महाराष्ट्र
१४. १०. जाधव के.के. – भूगोल आशययुक्त अध्यापन पध्दती.
१५. ११. जोशी आनंत – आशययुक्त अध्यापन पध्दत.

## **BED 107- 08: PEDAGOGY OF THE SCHOOL SUBJECT**

### **GENERAL SCIENCE**

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

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

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

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

**Unit 2: Pedagogical approaches & resources of general science, general science**

(Credit:1)

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

**Mode of Transaction:**

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



**PRACTICAL WORK:- (Any One of the following)**

1. Textbook analysis
2. Interview of an experienced Science teacher
3. Organize a Science exhibition and prepare a report
4. Field Visit and Report Writing

Reference:

संदर्भ सूची

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

**BED 107-09- PEDAGOGY OF THE SCHOOL SUBJECT**

**MATHEMATICS**

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

- Understand nature, scope & importance of mathematics at secondary & higher secondary level.
- Analyze the textbook & content of mathematics at secondary & higher secondary level.

- Implement methods & models of teaching learning of mathematics.
- acquire the competencies of mathematics teacher
- Familiarize facts, terms, concepts , laws & principles in mathematics.

**Unit 1: Nature of mathematics**

(Credit:1)

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

**Unit 2: Pedagogical approaches & resources of mathematics, mathematics**

(Credit: 1)

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

**Mode of Transaction:**

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

**PRACTICAL WORK:- (Any One of the following)**

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

**ठशषशीशपलशी:**

**संददर्भ सूचूची**

१. डॉ. पोंक्षे, डॉ. मखिजा – गणित अध्यापन.

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

## **BED 107-10: PEDAGOGY OF THE SCHOOL SUBJECT**

### **ECONOMICS**

#### **Objectives:**

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

#### **Unit: I**

**(1 Credit)**

#### **A) Nature of the subject Economics**

1. Concept , Meaning , Nature and scope of the subject Economics
2. Place of subject economics at secondary and higher secondary school curriculum.

3. Objectives of teaching the subject economics at secondary & higher secondary school level.
4. Co-relation of economics with other school subjects.
5. Importance of Economics in daily life.

### **B) Pedagogical approaches for the subject Economics**

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

### **Unit : II**

**(1Credit)**

#### **A) Analysis of the subject Economics**

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

#### **B) Learning Resources for the subject Economics**

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

#### **Mode of Transaction**

1. Lecture

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

### **Practical Work (Any One)**

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

### **References:**

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

## **BED 107-11: PEDAGOGY OF THE SCHOOL SUBJECT**

### **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

**Objectives:** To enable student teacher to

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

#### **Unit 1: Nature of ICT**

**(1 Credit)**

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

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

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

**Mode of Transaction**

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

**Practical:**

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

**REFERENCES:**

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