

**Solapur University, Solapur.**

**Curriculum & Its Framework**

**FOR**

**Bachelor of Education (B. Ed.)**

**from 2015**

**(CBCS Pattern)**

# Objectives

**The General Objectives of the two year B. Ed. programme are:**

1. To develop among student-teachers the essential competencies of a teacher in order to develop an attitude towards becoming a committed and performance oriented teacher.
2. To equip the student-teachers through strong psycho-social foundation and with essential knowledge, skills and attitude so as to develop them as responsible teachers of the modern world.
3. To create awareness about national values enshrined in the Constitution of India, core elements, duties and responsibilities of a teacher and foster human rights, and the dignity of individuals.
4. To create awareness among student teachers about the socio-economic and political scenario of the society in order to understand need of inclusion of all sections of the society and importance of unity in diversity.
5. To develop scientific temperament, critical thinking, sense of appreciation and decision making among student teachers.
6. To sensitize students about emerging issues related to environment, gender equality, and technology use, legal provisions on education, rights and duties enshrined in the constitution of India.

\*\*\*\*\*

## **Solapur University, Solapur**

### **Curriculum & Its Framework for the Two Year Degree of Bachelor of Education (B. Ed.) from July 2015**

---

- The regular full time course of Bachelor of Education (B. Ed.) is of two years duration.
- The course has been framed so as to satisfy the essential compliances of NCTE as per Nov.-Dec. 2014 Notification. It also has added features making the course relevant to global demands, and socio-cultural needs of the university and affiliated colleges.
- The university has adopted Choice Based Credit System (CBCS) and grading system along with continuous and comprehensive evaluation.
- **The B. Ed. curriculum comprises three broader areas:**
  - ❖ Perspectives in Education
  - ❖ Curriculum and Pedagogic studies
  - ❖ Engagement with the field
- The third area Engagement with the field comprises of understanding of and task related to the self (the student teacher), the child (that is the school pupil), the school and the community. It includes internship and four courses on Enhancing Professional Capacities (EPCs).
- The course curriculum is of 2400 marks, 2840 periods of work (assuming period of 50 minute), and 96 credit points divided over four semesters. The semester-wise distribution of marks, credits, internal assessment marks and university assessment marks is briefed in the following table:

Sr. No.	Semester	Total Periods	Credits	Internal Assessment Marks	University Assessment Marks	Total Marks
1.	Year I, Semester I	740	24	390	210	600
2.	Year I, Semester II	710	25	365	260	625
3.	Year II, Semester III	710	23	470	105	575
4.	Year II, Semester IV	680	24	375	225	600
	<b>Total</b>	<b>2840</b>	<b>96</b>	<b>1600</b>	<b>800</b>	<b>2400</b>

**Note: 1.** The periods for different practical(s) are allocated on the basis of nature of the practical. These periods are inclusive of teaching, learning and preparatory work. The semester-wise detailed framework is as follows.



<b>YEAR – I, SEMESTER – II</b>						
<b>Course No.</b>	<b>Title of course</b>	<b>Total Periods</b>	<b>Credit</b>	<b>Internal Assessment Marks</b>	<b>University Assessment Marks</b>	<b>Total Marks</b>
<b>Curricular Area –A: Perspectives in Education</b>						
BED-II-05	Learning and Teaching (Page No. 44)	60	04	30	70	100
<b>Curricular Area –B: Curriculum &amp; Pedagogic Studies</b>						
BED-II-06	Assessment for Learning(Page No. 49)	60	04	30	70	100
BED-II-07	Pedagogy of a School Subject One –Part I (Marathi/ Hindi/ English/ Mathematics, Urdu, Commerce)	30	02	15	35	50
BED-II-08	Pedagogy of a School Subject Two –Part I (General Science/ History/ Geography, Economics)	30	02	15	35	50
<b>Curricular Area –C: Engagement with the Field</b>						
<b>Enhancing Professional Capacities (EPC)</b>						
<i>EPC -2</i>	Critical Understanding of ICT (1/2) (Page No. 74)	60	02	50	00	50
<b>Task Assignment and School Internship</b>						
<i>B-01</i>	Practice Teaching and Internship(Page No. 74) (Three Week i.e. 18 Days)	200	04	100	00	100
<i>B -02</i>	Action Research Project (Page No. 80)	100	02	50	00	50
<i>B-03</i>	Models of Teaching Workshop(Page No. 81)	50	01	25	00	25
<i>B-04</i>	Workshop on Constructivism	50	01	25	00	25
<i>B-04</i>	Workshop on Teaching aids (Page No. 83)	50	01	25	00	25
<i>B-05</i>	*Viva Voce (Page No. 84)	20	02	00	50	50
<b>SemesterII Total</b>		<b>710</b>	<b>25</b>	<b>365</b>	<b>260</b>	<b>625</b>

<b>YEAR – II, SEMESTER – III</b>						
<b>Course No.</b>	<b>Title of course</b>	<b>Total Periods</b>	<b>Credit</b>	<b>Internal Assessment Marks</b>	<b>University Assessment Marks</b>	<b>Total Marks</b>
<b>Curricular Area –A: Perspectives in Education</b>						
BED-III-09	Knowledge and Curriculum –Part I (1/2) (Page No. 85)	30	02	15	35	50
<b>Curricular Area –B: Curriculum &amp; Pedagogic Studies</b>						
BED-III-10	Pedagogy of a School Subject One –Part I (Marathi/ Hindi/ English/ Mathematics, Urdu, Commerce)	30	02	15	35	50
BED-III-11	Pedagogy of a School Subject Two –Part I (General Science/ History/ Geography, Economics)	30	02	15	35	50
<b>Curricular Area –C: Engagement with the Field</b>						
<b>Enhancing Professional Capacities (EPC)</b>						
EPC-3	Drama and Art in Education (1/2) (Page No. 116)	60	02	50	00	50
<b>Task Assignment and School Internship</b>						
C-01	School Internship (Six Week i.e. 36 Days) (Page No. 119)	400	10	250	00	250
C-02	CCM Workshop (Page No. 121)	60	02	50	00	50
C -03	Evaluation Workshop (Page No. 122)	60	02	50	00	50
C-04	Educational Tour (Page No. 127)	40	01	25	00	25
<b>SemesterIII Total</b>		<b>710</b>	<b>23</b>	<b>470</b>	<b>105</b>	<b>575</b>

<b>YEAR – II, SEMESTER – IV</b>						
<b>Course No.</b>	<b>Title of course</b>	<b>Total Periods</b>	<b>Credit</b>	<b>Internal Assessment Marks</b>	<b>University Assessment Marks</b>	<b>Total Marks</b>
<b>Curricular Area –A: Perspectives in Education</b>						
BED-IV-12	Gender, School and Society (1/2) (Page No. 128)	30	02	15	35	50
BED-IV-13	Knowledge and Curriculum –Part II (1/2) (Page No. 131)	30	02	15	35	50
BED-IV-14	Creating an Inclusive School (1/2)(Page No. 133)	30	02	15	35	50
<b>Curricular Area –B: Curriculum &amp; Pedagogic Studies</b>						
BED-IV-15	Optional Course (Electives- <b>any two</b> of the following)	60	04	30	70	100
15.1	Educational Management. (Page No. 137)					
15.2	Value Education. (Page No. 140)					
15.3	Guidance and Counseling. (Page No. 142)					
15.4	Educational Technology (Page No. 145)					
15.5	Environmental Education. (Page No. 148)					
<b>Curricular Area –C: Engagement with the Field</b>						
<b>Enhancing Professional Capacities (EPC)</b>						
<b>EPC - 4</b>	<b>Reading and Reflecting on Texts (1/2)(Page No. 152)</b>	<b>60</b>	<b>02</b>	<b>50</b>	<b>00</b>	<b>50</b>
<b>Task Assignment and School Internship</b>						
<i>D-01</i>	School Internship (One Week) (Page No.156 )	100	02	50	00	50
<i>D-02</i>	Social Service (Page No. 157)	100	02	50	00	50
<i>D-03</i>	Physical and Health Education(Page No. 160)	100	02	50	00	50
<i>D-04</i>	Lesson Examination (Page No. 163) Practical Submission	100 50	04	100	00	100
<i>D-05</i>	Viva Voce(Page No. 163)	20	02	00	50	50
<b>SemesterIV Total</b>		<b>680</b>	<b>24</b>	<b>375</b>	<b>225</b>	<b>600</b>
<b>Grand Total of all Semesters</b>		<b>2840</b>	<b>96</b>	<b>1360</b>	<b>1040</b>	<b>2400</b>

## **For theory paper of 100 marks in Perspectives in Education & Curriculum and Pedagogic studies:**

- 70 marks are for University Assessment means assessment in / of theory papers through university examination.
- 30 marks are for Internal Assessment of theory courses by the College i.e. Assessment in which 10 marks are for Tutorial and 20 marks are for sessional work mentioned in syllabus of respective courses.

## **For theory paper of 50 marks in Perspectives in Education & Curriculum and Pedagogic studies:**

- 35 Marks are for University Assessment means assessment in / of theory papers through university examination.
- 15 Marks are for Internal Assessment of theory courses by the College i.e. Assessment in which 05 Marks are for Tutorial and 10 marks are for sessional work / activity/activities mentioned in syllabus of respective courses.

### **Note: Medium of Instruction and Examination**

The medium of instruction will depend on college / institution and will be Marathi / English or as is registered while admitting students. However, the candidates may write the papers in examination and practical work either Marathi or in English language. Except perhaps for the language pedagogic courses, the question papers for all other courses will be in Marathi and English. The medium of question papers and answers will be the concerned language of the language pedagogic course. The answers to the language pedagogy courses should be written in the concerned language only.

=====

### **Eligibility for Admission:**

**R. Ed. 1:** A candidate for the Degree of Bachelor of Education (B.Ed.) must be a graduate or post graduate of this University or of any other recognized University in any Faculty / subject such as Mathematics / Social Science (History, Geography, Economics, Political Science, Psychology, Philosophy, Education, Library Science) or Commerce / Management /Computer Science/ Information Technology/Medical Science/ Engineering or Humanities (all languages and literature) or Engineering or Law or Agriculture with minimum qualifying marks and condition as will be declared by the state government / affiliating body / University. In addition a candidate after graduation should have:□

**Eligibility for examination:** A student –teacher willing to appear for B. Ed. Examination is supposed to have completed theory and practical as prescribed in the respective terms. He /she must have completed the following for the award of B.Ed. degree:

- i. Kept four semesters of lectures on the theory and practice of Education in an institution / College of Education affiliated to this University for the purpose of B.Ed. degree, and
- ii. Completed a course of practical work, extending over four terms / semesters to the satisfaction of the Institution in which a candidate is studying, consisting of –
  - a) Attendance at demonstration lessons and discussion on lessons inclusive of Micro–lessons, Lessons based on Models of Teaching.
  - b) Observation & conduction of:
    - i) Micro–lessons – 10 (2 in each of the 5 skills including teach and re-teach out of the list of skills provided by the university)

- ii) Integration lessons – 2
- iii) Class room lessons / Practice lessons – 40
- c) Teaching practice of 10 Micro teaching lessons and two integration lessons to be conducted in peer groups. Out of the 40 practice lessons; two lessons are to be based on Models of Teaching, four on CCM, four on constructivist strategies, six lessons on ICT integration. Remaining 24 general lessons be equally distributed in two pedagogic subjects. Out of these 24 general lessons, block teaching of 4+4 lessons on two pedagogic school subjects is desirable.
- d) Attendance at Tutorials under examination conditions
- e) Practical work under Engagement with the Field including the EPCs.
- f) Organization and participation in various curricular and co-curricular activities spread over four semesters.
- g) Completion of the Internship Programmes spread over four semesters
- h) Appearance at practice teaching examination at the end of semester 4.
- i) Appearance and passing for viva-voce at the end of semester 2 & 4.
- j) Maintaining diary of day to day records of activities and participation along with observation of lesson/ micro lessons/ practice lessons/ demonstration lessons/ lessons conducted by school teachers etc.
- k) Minimum attendance of 80% for theory periods / lectures and 90% for practical work/ internship/ community related activities is essential.

**R.Ed.2 :**

The examination for the degree of B.Ed. will be conducted twice in a year & semester wise / at the end of semesters or as will be declared by the university / college / institution.

The examination for the degree of B.Ed. will be of 2400 marks on the three curricular areas.

## Area A: Perspectives in Education

### **Part-I:University Assessment:**

University examination of theory Course under Perspectives in Education is of 350 marks in four semesters

### **Part-II: Internal Assessment:**

Internal Assessment / Sessional work of theory papers - spread of all four semesters including tutorials and course related practical work- 150 marks.

## Area B: Curriculum & Pedagogic Studies

### **Part-I:University Assessment:**

University examination of theory Course under Curriculum & Pedagogic Studies- of 350 marks in four semesters

### **Part-II: Internal Assessment:**

Internal Assessment / Sessional work of theory papers - spread of all four semesters including tutorials and course related practical work- 150 marks.

## Area C: Engagement with the field:

### **Part I: Enhancing Professional Capacities (EPC)**

Internal Assessment of EPC – Spread over all four semesters. Total 200 marks- 50 marks for each EPC

### **Part II: School Internship**

**Internal Assessment of Internship - Spread over all four semesters.**

**Total 450 marks.**

School Internship (including Practice Teaching) 450 marks distributed over four semesters as follows:

Semester I	School Internship	50 marks
Semester II	School Internship	100 marks
Semester III	School Internship	250 marks
Semester IV	School Internship	50 marks
<b>Total =</b>		<b>450 marks</b>

**The distribution of marks for different types of practice lessons / lessons and internship activities is given in the following table:**

Internship (300 marks) + Practice Lesson (150 marks) = 450 marks

Semester	Marks		Marks	Credit
	Internship	Practice Lesson (No. of lessons)		
I	50	-----	50	2
II	60	40 (8)	100	4
III	160	90(18)	250	10
IV	30	20(04)	50	2
<b>Total</b>	<b>300</b>	<b>150(30)</b>	<b>450</b>	<b>18</b>

**Part III: Tasks and Assignments:**

**In task and assignments, there are following components:**

- |   |                    |
|---|--------------------|
| 1. Enriching teaching skills Sem I  | 75 marks           |
| 2. Lesson Planning workshop Sem I   | 25 marks           |
| 3. Social service distributed over two Semesters (Semester I and IV)<br>(25+50) | 75 marks           |
| 4. Seminar (Semester I)   | 25 marks           |
| 5. Visit to Innovative Organization (semester I)                                | 25 marks           |
| 6. Teaching aids workshop   | 25 marks           |
| 7. Action Research Project ( Semester II)                                       | 50 marks           |
| 8. Models of Teaching Workshop (Semester II)                                    | 50 marks           |
| 9. Content Cum- Methodology (CCM) Workshop (SemIII)                             | 50 marks           |
| 10. Evaluation Workshop (Semester III)  | 50 marks           |
| 11. Educational Tour / Trip / Kshetrabhet (Semester III)                        | 25 marks           |
| 12. Physical and Health Education   | 75 marks           |
| <b>Total</b>  | <b>= 550 marks</b> |

**Part–IV: Viva voce (on curricular Area C):**

Viva voce will be conducted at the end of semester II and semester IV. It will be of 50 marks each for semester II and semester IV. These marks will be considered in external examination / university marks for award of final letter grade for B. Ed. Degree.

**Part V: Practice Lesson Examination:**

Practice Lesson Examination organized by the university at the end of Semester IV. There will be two practice lessons- one for each pedagogic subject each of 50 marks, total 100 marks. These marks will be considered in internal examination / internal marks and will be converted into grades.

**R.Ed. 4 : Award of B. Ed. degree**

A candidate willing to appear for the Examination in Area A, area B, area C must apply to the Register through the Head of the Institution in which he / she has received training. The examination under various internal assessment work and practicum will be conducted by the Teacher Education Institute (TEI) in respective semesters only and the marks under the three areas will be conveyed to the Solapur University within due / stipulated time for respective semesters. The examination for all theory courses (Area A& B) will be conducted by the university in each semester. The B. Ed. course being of two year duration, two additional chances in the next two semesters (one year) will be given to the candidates who fail at the end of fourth semester.

The total marks under Area A and B for theory and university assessment are out of marks 1000. Along with these 1000 marks, the marks out of 100 in two viva-voce will also be considered for the award of final Letter Grade for B. Ed. degree.

Engagement with field totally carries 1300 marks. These are internal marks. The total marks under Area C (Engagement with the field) will be converted to grades

separately and will appear in the final mark statement in the form of ‘Total Marks under ‘Engagement with the field’ and the respective grade of it.

The B. Ed. degree will be awarded to those students who pass in all areas, all parts in areas, as well as in all papers separately in the respective semesters. For passing 50% or more marks are essential under each part / area/course separately.

## **CREDIT AND GRADING SYSTEM**

### **(I) Award of Grade:**

- (a) A student he/she shall be assigned a grade based on his/her combined performance in all components of evaluation scheme of a course as per the structure. The grade indicates an assessment of the student's performance and shall be associated with equivalent number called a grade point.
- (b) The academic performance of a student shall be graded on a ten point scale. The letter grades, the guidelines for conversion of Perspectives in Education & Pedagogic Studies marks to letter grades and their equivalent grade points shall be as shown in Table.
- (c) The letter grades, the guidelines for conversion of Engagement with the Field marks of semester I, II, III and IV to letter grades shall be as shown in Table.
- (d) The letter grades, the guidelines for conversion of Internal Assessment marks of semester IV marks to letter grades shall be as shown in Table.
- (e) The letter grades, the guidelines for conversion of Internal Assessment marks of all four semesters' marks to letter grades shall be as shown in Table.
- (f) A student shall pass the course if he/she gets any grade in the range from "O" to "C".
- (g) The student has to secure a minimum 4.0 Grade Points (Grade C) in each core course. A student who secures less than 4.0 points will be declared Failed in that head of passing.

### **• Calculation of Performance Indices:**

Semester Grade Point Average (SGPA) represents the performance of a student in a semester for which it shall be computed while Cumulative Grade Point Average (CGPA) represents the performance of a student cumulated over all semesters up to and including the semester for which it is computed. Both performance indices shall be on a scale of 10.

- **Conversion of marks of Perspectives in Education & Pedagogic Studies courses (Area A and B) into Grades: (100 Marks Courses)**

**10- Point scale for courses having passing criterion of 50%**

**Table**

<b>Sr. No.</b>	<b>Range of Marks</b>	<b>Grade</b>	<b>Grade Point</b>
1	80-100	O: Outstanding/Excellent	10
2	75-79	A+: Very Good	09
3	70-74	A: Good	08
4	65-69	B+: Above Average	07
5	60-64	B: Average	06
6	55-59	C+: Satisfactory	05
7	50-54	C: Pass	04
8	00-49	F: Fail	00

- **Conversion of Perspectives in Education & Pedagogic Studies courses (Area A and B) marks into Grades: (50 Marks Courses)**

**10- Point scale for courses having passing criterion of 50%**

**Table**

<b>Sr. No.</b>	<b>Range of Marks</b>	<b>Grade</b>	<b>Grade Point</b>
1	43-50	O: Outstanding/Excellent	10
2	40-42	A+: Very Good	09
3	37-39	A: Good	08
4	34-36	B+: Above Average	07
5	31-33	B: Average	06
6	28-30	C+: Satisfactory	05
7	25-27	C: Pass	04
8	00-24	F: Fail	00

- **Conversion of Internal Assessment marks into Grades: (Area C) (300 Marks)**  
**(EPC and Engagement with the Field Courses for Semester I & IV)**

**Table-**

<b>Sr. No.</b>	<b>Range of Marks</b>	<b>Grade</b>
1	270-300	O
2	255-269	A+
3	240-254	A
4	225-239	B+
5	210-224	B
6	180-209	C+
7	150- 179	C
8	00-149	F

**F means fail in EPC and Engagement with the Field Courses**

- **Conversion of Internal Assessment marks into Grades: (Area C) (275 Marks)**  
**(EPC and Engagement with the Field Courses for Semester II)**

**Table-**

<b>Sr. No.</b>	<b>Range of Marks</b>	<b>Grade</b>
1	248-275	O
2	234-247	A+
3	220-233	A
4	206-219	B+
5	193-205	B
6	165-192	C+
7	138- 164	C
8	00-137	F

- **Conversion of Internal Assessment marks into Grades: (Area C) (425 Marks)**  
(EPC and Engagement with the Field Courses for Semester III)

**Table-**

<b>Sr. No.</b>	<b>Range of Marks</b>	<b>Grade</b>
1	383-425	O
2	361-382	A+
3	380-360	A
4	319-379	B+
5	298-318	B
6	255-297	C+
7	213- 254	C
8	00-212	F

- **Conversion of Internal Assessment marks into Grades: (1300)**  
(EPC and Engagement with the Field Courses for All Semesters)

**Table-**

<b>Sr. No.</b>	<b>Range of Marks</b>	<b>Grade</b>
1	1170-1300	O
2	1105-1169	A+
3	1040-1104	A
4	975-1039	B+
5	910-974	B
6	780-909	C+
7	650-779	C
8	00-649	F

## Calculation of Grade Point Average (GPA) for Area A & B

- **Semester Grade Point Average (SGPA):**

(a) The performance of a student in a semester shall be indicated by a number called SGPA.

(b) SGPA shall be the weighted average of the grade points obtained in all the core courses registered by the student during the semester.

**1. Grade Point Average at the end of Semester (SGPA):**

$$\text{SGPA} = \frac{(G1 \times C1) + (G2 \times C2) + \dots}{\sum Ci}$$

( $\sum Ci$  means total number of credits offered by the student during a semester)

**2. Cumulative Grade Point Average (CGPA):**

(a) An up-to-date assessment of the overall performance of a student for the core courses from the first semester onwards till completion of the program shall be obtained by calculating a number called CGPA.

(b) CGPA shall be the weighted average of the grade points obtained in all the courses registered by a student since the beginning of the first semester of the program.

$$\text{CGPA} = \frac{(G1 \times C1) + (G2 \times C2) + \dots}{\sum Ci}$$

( $\sum Ci$  means total number of credits offered by the student for the B.Ed. Course)

- C1 means credits allocated for paper I, C2 means credits allocated for paper II

.....

- G1 means Grade Point scored in paper I, G2 means Grade Point scored in paper II

....

- **Conversion of average grade points into grades:**

The student's performance of course will be evaluated by assigning a letter grade on seven points scale as given below:

- Letter Grade of the candidate based on CGPA in 10- Point:

**Table-**

<b>SGPA/CGPA</b>	<b>Letter Grade</b>
9.5-10	O
8.5-9.4	A+
7.5-8.4	A
6.5-7.4	B+
5.5-6.4	B
4.5-5.4	C+
4.0-4.5	C
00-3.9	F

## Area A: Perspectives in Education

### **B. Ed. First Year**

#### **Semester I**

#### **Course BED-I-01: Childhood and Growing Up**

Credits: 04

Periods: 60

Maximum Marks: 100

Internal Assessment Marks:30

University Assessment Marks: 70

---

**Objectives of the course:** Student- Teachers will be able to,

- 1) Understand the various ways of growing-up a childhood
  - 2) Understanding the concept and general principles of growth and development.
  - 3) Understanding the theories of growth and development.
  - 4) Understand the Issues and Implications of changing family structure and parenting
  - 5) Acquire the knowledge and understanding the concept of Socialization.
  - 6) Develop an appreciation of the child development in socio- cultural context.
  - 7) Understanding Social Change and its effects on a child.
  - 8) Understand the Challenges, Problems and Teacher's Role of Adolescent in Indian Context.
  - 9) Understand the concept of socialization and factors affecting the process of socialization.
  - 10) Acquire the knowledge and understanding of stages of human development and development tasks with special reference to Childhood and adolescent learners.
  - 11) Understand the individual development in apsycho, socio-cultural context.
  - 12) Develop an understanding about the impact/influence of socio- culturalcontext in shaping human development, especially with respectto the Indian context.
  - 13) Understand the concept of individual differences among learners.
  - 14) Become aware of different contexts of learning and situate schools as a special environment for learning.
-

## **Unit I - Understanding the growth and development**

- a) **Childhood and growing up:** in the context of- Marginalization, Diversity, Stereotyping Issues and Implications of changing family structure and parenting on growing up with respect to- Attachment and bonding ,
- b) **Children's lived experiences:** living in an urban slum, growing up as a girl and growing up in a Dalit household.
- c) **Growth and development:** Concept, general principles of development, Relationship between development and learning. Socio-cultural factors influencing cognition and learning. Facilitating holistic development (for self and society).
- d) **Theories of growth and development:** The social formation of the mind- Vygotsky Constructivist: Piaget's theory of cognitive development, Moral: Kohlberg's Theory of Moral Development, Impact of different parenting styles on child development

## **Unit: II: Understanding the Development of Learner**

- a) **Stages of human development :** developmental characteristics of childhood and adolescence (physical, cognitive, language, affective, social and moral) their interrelationships and implications for teachers
- b) **Adolescent in Indian Context:** Challenges, Problems and Teacher's Role - Concept of guidance and counseling, role of teacher in guidance and counseling to adolescent.
- c) Influence of Media, Peer relations, Role of teacher in establishing identity with respect to media and peer relations.
- d) Formation of self : Self-concept, self-esteem, Self-efficacy

## **Unit: 3 Perspectives of development in Psycho-Social context**

- a) **Socialization:** Concept and Process, Social Change and its effects on a child.
- b) **Factors affecting Socialization of the child:** Caste, Class, Gender and Culture. Understanding Social Change and its effects on a child.
- c) **Children's lived realities:** biographies, stories, narrations of growing up in different cultures, observations about children by parents and teachers, children's diaries, testimonies and the media.
- a) Problems of the Marginalised sections of the society and the Remedies.

#### **UNIT 4: INDIVIDUAL DIFFERENCES AMONG LEARNERS**

- a) Dimensions of differences in psychological attributes-cognitiveabilities, interest, aptitude, creativity, personality, values.
  - b) Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.
  - c) Differences in learners based on socio-cultural contexts: Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners.
  - d) Understanding differences based on a range of cognitive abilities-learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective.
- 

#### **Sessional work: (Total 30 Marks)**

- The student will have to write one tutorial question out of the three prepared tutorial questions. **(10 Marks)**
- The students has to undertake **two** of the following practical and present the report **(10Marks Each)**
  - 1) Observing the behavior of childhood and describing her / his characteristics and problem and present the report.
  - 2) Observing the behavior of Adolescent and describing her / his characteristics and problem and present the report.
  - 3) Case study of an exceptional child suggesting how to provide education for this particular child and present the report.
  - 4) A study through biographies, stories, narrations of growing up child in different cultures,
  - 5) A study of Factors affecting socialization of children from different schools.

- 6) A study of influence of media, peer relations on the behavior of adolescent and role of teacher in establishing identity with respect to media and peer relations.
- 

### References -

1. Aiken, L.R. (1985), *Psychological Testing and Assessment* Bestion–Allwyn and Bacon.
2. Bower, G.M. (1986), *The Psychology of Learning and Motivation* Academic Press.
3. Crow and Crow, (1963) *Educational Psychology*, Eurasia, New Delhi.
4. Dandekar, W.N. (1970) *Fundamental of Experimental Psychology* 3rd ed. MoghePrakshan, Kolhapur.
5. Dandekar, W.N. (1981) *Psychological Foundation's of Education* Ed2. Macmilan Company, Delhi.
6. Hillgard, Ernest R.(1975) *Introduction of Psychology*, 6th ed. Harecourt, NewYork.
7. Johan,Dececco (1970) *Psychology o learning and instruction*, Prince Hall of India Pvt.Ltd. New Delhi.
8. Kegan, Jerome, *The Nature of the child* New York, Harper and Row International.
9. Kundu, C.L. and D.N. Tutoo (1985) *Educational psychology*, New Delhi, sterling publishers.
10. Mangal, S.K.(1979) *Psychological Foundation of Education*, Ludhiana : Prakash Brothers Edu. Publishers.
11. Mangal, S.K.(1993) “*Advanced Educational Psychology*” Prentice Hall of India Pvt. Ltd.,New Delhi
12. Mathur, S.K.(1979) *Educational Psychology*, Agra, Vinod PustakMandir.
13. Morris,E.Egon. (1966) *Psychological Foundation of Education* Holt, Rinehart and winstan Inc.
14. Travers, John.F(1970) *Fundamentals of psychology*, pensyivina, International Text book Co.
15. Balentine, C.W.(1957) *The normal child and some of its, abnormalities*, U.S.A. Penguin Books.
16. Valentine, C.W. (1965) *Psychology and its. Bearing of Education*, 2nd ed.London,

१. आफळे, रा. र. बापट भा. वं (१९७३), शिक्षणाचे मानसशास्त्रीय अधिष्ठान, श्रीविद्या प्रकाशन, पुणे.
२. बनारसे, एस. के. (१९७०), प्रायोगिक मानसशास्त्र, व्हीनस प्रकाशन, पुणे.
३. कुलकर्णी, के. व्ही. (१९७७), शैक्षणिक मानसशास्त्र, श्रीविद्या प्रकाशन, पुणे.
४. करंदीकर, सुरेश, (२००१) शैक्षणिक मानसशास्त्र, फडके प्रकाशन, कोल्हापूर.
५. घोरमोडे, के.यु. घोरमोडे कला (२००८) उदयोन्मुख भारतीय समाजातील शिक्षण-विद्या प्रकाशन, नागपूर.
६. खरात, आ. पा. (१९७४), प्रगत शैक्षणिक मानसशास्त्र, श्रीविद्या प्रकाशन, पुणे.
७. गोगटे, श्री. ब. शैक्षणिक मानसशास्त्र श्रीविद्या प्रकाशन, पुणे.
८. जगताप, ह. ना. (१९९६) (संपादक) शैक्षणिक मानसशास्त्र, प्रकाशन, पुणे
९. जगताप, ह. ना. अध्ययन उपपत्ती व अध्यापन, नित्यनूतन प्रकाशन, पुणे.
१०. जगताप, ह. ना. (२००७) शैक्षणिक व प्रायोगिक मानसशास्त्र, नूतन प्रकाशन, पुणे
११. जगताप, ह. ना. शैक्षणिक मानसशास्त्र, अनमोल प्रकाशन, पुणे.
१२. दांडेकर, वा.ना. (१९७०), प्रायोगिक व शैक्षणिक मानसशास्त्र, मोघे प्रकाशन, कोल्हापूर.
१३. पवार, ना.ग. (२००५) शिक्षणाची तात्विक समाजशास्त्रीय भूमिका- नित्यनूतन प्रकाशन, पुणे.
१४. पारसनीस र. वि. (१९६७), सामाजिक मानसशास्त्र, व्हीनस प्रकाशन, पुणे.

**B. Ed. First Year**  
**Semester I**  
**Course BED-I-02: Contemporary India and Education**

Credits: 04

Periods: 60

Maximum Marks: 100

Internal Assessment Marks: 30

University Assessment Marks: 70

---

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

1. Understand role and significance of education in Sociological perspectives.
2. Understand the nature of contemporary Indian society with prevailing social diversity, unity and integrity in diversity.
3. Understand the nature of Indian Society in relation to diversity, inequality and marginality.
4. Realize the need of collective living & resolution of tension peacefully.
5. Understand the process of socialization of learner through family, school & society.
6. Study the social, economical and educational background of individuals and institutions through case studies, surveys, questionnaires and interviews and statistically analyze the data to come to conclusions.
7. Have opportunities of having experience of engaging with diverse communities, children and schools.
8. Comprehend importance of constitutional values such as justice, freedom, equality and fraternity.
9. Acquaint the student teachers with provisions for education in the Indian constitution.
10. Have an opportunity to understand and appreciate policies and commissions constituted by the government(s) for public education in India.

### **Unit 1: Social diversity**

- a) Concept of social diversity, various levels of social diversity like individual region language, religions, castes, tribes etc.
- b) Knowledge and experiencediversity,Grooming students / children to respect social diversity
- c) Collective living and resolution of tensions peaceful and justly impact of family, school and society on the socialization of students.
- d) Concept of case studies, Analysis of educational statistics, survey, Indian Society – Nature and Characteristics

### **Unit 2: Indian Constitution**

- a) Preamble, Fundamental rights and fundamental duties
- b) Directive principles of state policies,Constitutional values and aims of education as enshrined / reflected in Indian society
- c) Universalization of Education with special reference to inequality discrimination, Marginalization
- d) Impediments in the fulfillment of constitutional promise of freedom justice, equality and fraternity

### **Uni: 3 Public policy and school education**

- a) Policy debates cover time, implementation of public policies Pre-post independence period.
- b) Shaping of school education, Financial allocations for school education
- c) Study of some specific public policies in school education – RTE 2009, SSA, Universal and inclusive education :NayeeTalim, Response of diverse social groups in pre-independence andpost independence period to the spread of education.
- d) Education of marginalized group like women, Dalits, tribal people.Language aspect in education – multilingual education medium of schooling three language formula constitutional provisions.

### **Unit : 4 Development of Indian education with special reference**

- a) Kothari commission – Planned industrialization,National policy on education 1986 – review

- b) Liberalization and globalization of Indian economy, Pedologic and cumcular shifts of 1990 and 2000
- c) Review of mid -day meal programme, Plebeianization, privatization and stratification of education
- d) Concept of multipurpose school – Mudaliyar Commission

**Sessional work: (Total 30 Marks)**

- The student will have to write one tutorial question out of the three prepared tutorial questions. **(10 Marks)**
- The students has to undertake **two** of the following practical and present the report **(10Marks Each)**

Study and writing reports on **any two** of the following:

- 1) A case study of socially and economically deprived boy / girl of a backward class of society.
- 2) Report of the study of an impact of the educational programs like SSA, Mid-Day Meal on the educational of children, drop outs.
- 3) Seminars / project on the provisions / concepts / terminologies / principles in the Indian Constitution with special reference to education in general & deprived or minority in particular.
- 4) Study of festivals celebrated in rural & urban India.
- 5) Study / Project and report on a social reformer
- 6) A survey & analysis of educational problems of a locality.
- 7) Case study of an Educational Institution.
- 8) Study of reasons of Tantamukta Abhiyan of any one village.
- 9) Provisions of SarvaShikshaAbhiyan (SSA)& its implementation.
- 10) Survey on Evaluation of Mid-day Meal Programme of any three higher primary schools
- 11) Critical study & report of Educational commission, committees etc. like Kothari Commission, NPE 1986 etc.
- 12) Project on any one concept –privatization, globalization, RTI, RTE etc. or a pertinent topic assigned by the teacher.

## References –

१. शिक्षणाचे तात्विक व समाजशास्त्रीय अधिष्ठान , डॉ. दत्तात्रय तपकीर/डॉ.निर्मला तापकीर, नित्यनूतन प्रकाशन पुणे.
२. शिक्षणाची तात्विक आणि समाजशास्त्रीय भूमिका डॉ.प्रतिभा पेंडके, विद्या प्रकाशन, नागपूर
३. विशेष शिक्षण प्रा.सीमा आवचर, नित्यनूतन प्रकाशन, पुणे
४. भारतीय शिक्षण –शिक्षण प्रणाली-डॉ.शारदा शेवतेकर/प्रा.मदने निकुमे, विद्या प्रकाशन, नागपूर
५. शैक्षणिक तत्त्वज्ञान आणि समाजशास्त्र , डॉ. के.यु.घोरमोडे/डॉ.कला घोरमोडे, विद्या प्रकाशन, नागपूर
६. प्रगत शैक्षणिक समाजशास्त्र , डॉ.अरविंद दुनाखे/डॉ.लिना देशपांडे , नित्यनूतन प्रकाशन, पुणे.
७. भारताची राज्यघटना, प्रत्येक भारतीय नागरिकाचा धर्मग्रंथ टेंभेकर प्रविण (२००७) - पार्थ प्रकाशन, मुंबई.
८. संचालक , मुद्रण व लेखनसामग्री , महाराष्ट्र (१९८८) भारताचे संविधान, महाराष्ट्र शासन, मुंबई
९. उदयोन्मुख भारतीय समाजातील शिक्षण, करंदीकर सुरेश, फडके प्रकाशन, कोल्हापूर.
१०. भारतीय शिक्षणाचे समाजशास्त्रीय अधिष्ठान (२०१२)बामणे, विष्णू नित्यनूतन प्रकाशन, पुणे.
1. Anand C.L.et al. (1983) The Teacher & Education In Emerging Indian society, New Delhi : NCERT
2. Brown Francis J.(1954) Education & Sociology, New YorkPrentice Hall.
3. Cook L.A.& Cook E.E. (1960) A Sociological Approach to Education, 3<sup>rd</sup> ed. London : McGraw Hill
4. Gore M.S. (1982) Education & Modernization in India.Jaipur, Jaipur Publication
5. Kamat A R (1982) Education & Social Change in India Bombay :Somaiiia Publication.
6. Kuppuswamy (1968). Some Aspects of Social Change in India. Delhi : Sterling Publication
7. Mathur,S.S (1973)A Sociological Approach to Indian Education. Agra:VinodPustakMandir
8. Mohanty, J (1982) Indian Education In The Emerging Society. New Delhi : Sterling Publication.
9. Musgrove, J (1976). The Family Education And Society London :Roultege Kegan Paul.
10. Madhukar Indira (2003) Impact of Globalization on Education – Learning to Live Together. Delhi : Author Press
11. MohitChakrabarti (2005). Education In The 21<sup>st</sup> Century, Delhi. Kalpar Publications
12. Chaudhary, U .S. (1986). Issues & Advances in Education, Ajanta Publishing House.

13. Dr. Sharma (2000). Philosophical & Sociological Foundations of Education. Agra: Lakshmi Narayan Agrwal.
14. Chaube S.P. and ChaubeAkhilesh. (2005) Philosophical & Sociological Foundations of Education. Agra : Vinod PustakMandir.
15. Kothari; D.S. et al. (1970). Education & National Development. Report of The Education commission. Vol. I& II New Delhi: NCERT.
16. National Policy on Education 1986- Policy documents By Govt. of India.
17. Sharma, R.N. (2006) India Philosophy: Problems & Theories. Delhi: Surjeet Publication.
18. KashyapSubhash (1995). Our Constitution :An Introduction to India's Constitution & Constitutional Law. New Delhi: NBT. Publication.
19. Basu, Durga Das. (1994). Introduction to the Constitution of India. New Delhi: PHI.
20. Right to Education 2009.
21. Policy Documents on mid-day Meal prog.
22. Saraswathi. T. S. (Ed.) (1999). Culture, Socialization & Human Development: Theory, Research & Applications in India. New Delhi : Sage Publication.
23. Nambissan, G. (2010). Exclusion & Discrimination in School: Experiences of Dalit Children. Working paper series, Vol. I No. I, Indian Institute of Dalit Studies & UNICEF.
24. Deshpande S. (2004). Contemporary India: A Sociological view, New Delhi: Penguin.
25. Kapila, V. (2009). Indian Economy Since independence New Delhi: Academic Foundation.
26. Sen. A & Dreze J. (1997) India. Economic Development & Social Opportunity. Delhi: oxford India Press.
27. Thapar, R. (2006). India. Another Millennium, New Delhi: Penguin.
28. Dewey, J. (1952). The School & The child. New York the Macmillan Company.
29. Shukla, S. & Kumar K. (Eds). (1985) Sociological perspectives in Education: A Reader, Delhi: Chanakya Publication.
30. Kumar, K. (1958). What is worth Teaching? New Delhi: Orient Longman.
31. Sykes, M. (1988). The story of NaiTalim, NaiTalimSamitee, Sevagram. Vardha.

## Webliography.

- 1) <http://www.esrc.ac.uk/research/research-topics/social-diversity/>
- 2) <http://www.esrc.ac.uk/research/research-topics/social-diversity/>
- 3) <http://www.ask.com/world-view/social-diversity-3247452a8c3dce2>
- 4) [http://www.humanrightsinitiative.org/publications/const/the\\_basic\\_structure\\_of\\_the\\_indian\\_constitution.pdf](http://www.humanrightsinitiative.org/publications/const/the_basic_structure_of_the_indian_constitution.pdf).
- 5) <http://lawmin.nic.in/coi/coiason29july08.pdf>.
- 6) <http://www.nios.ac.in/media/documents/secsoescicour/english/lesson-15.pdf>.
- 7) <http://ijellh.com/papers/2014/october/11-108-117-october-2014.pdf>.
- 8) <http://odisha.gov.in/e-magazine/orissareveiw/2011/Jan/engpdf/31-37.pdf>.
- 9) [http://conference.pixelonline.net/edu\\_future2012/common/download/paper.pdf/183-ITL31-FP-Gupta-FOE-2012.pdf](http://conference.pixelonline.net/edu_future2012/common/download/paper.pdf/183-ITL31-FP-Gupta-FOE-2012.pdf).
- 10) <http://www.confabjournals.com/confabjournals/images/6520138422625.pdf>.
- 11) [http://mdm.nic.in/Files/PAB/PAB2013-14/Andhra\\_Pradesh/State\\_plan.pdf](http://mdm.nic.in/Files/PAB/PAB2013-14/Andhra_Pradesh/State_plan.pdf).
- 12) <http://www.ask.com/world-view/social-diversity-3247454a8c3dce2>
- 13) [http://www.google.co.in/?gfe\\_rd=cr&ei=zARTVZ1/8a/8wfp-oDgBQ&gws\\_rd=ss/#9=development+of+Indian+education++pdf](http://www.google.co.in/?gfe_rd=cr&ei=zARTVZ1/8a/8wfp-oDgBQ&gws_rd=ss/#9=development+of+Indian+education++pdf).
- 14) [http://sph.unc.edu/files/2013/07/define\\_diversity.pdf](http://sph.unc.edu/files/2013/07/define_diversity.pdf).
- 15) [http://www.google.co.in/?gfe\\_rd=cr&ei=zARTVZ31/8a/8wfp-oDgBQ&gws\\_rd=ss/#9=+impediments+in+fulfilling+the+constititutional+promises+pdf](http://www.google.co.in/?gfe_rd=cr&ei=zARTVZ31/8a/8wfp-oDgBQ&gws_rd=ss/#9=+impediments+in+fulfilling+the+constititutional+promises+pdf).
- 16) [http://www.google.co.in/?gfe\\_rd=cr&ei=zARTVZ1/8a/8wfp-oDgBQ&gws\\_rd=ss/#9=financial+allocation+of+indian+school+education++pdf](http://www.google.co.in/?gfe_rd=cr&ei=zARTVZ1/8a/8wfp-oDgBQ&gws_rd=ss/#9=financial+allocation+of+indian+school+education++pdf).
- 17) [http://www.google.co.in/?gfe\\_rd=cr&ei=zARTVZ31/8a/8wfp-oDgBQ&gws\\_rd=ss/#public+polices+in+indian+school+education++pdf](http://www.google.co.in/?gfe_rd=cr&ei=zARTVZ31/8a/8wfp-oDgBQ&gws_rd=ss/#public+polices+in+indian+school+education++pdf).
- 18) [https://sph.unc.edu/files/2013/07/define\\_diversity.pdf](https://sph.unc.edu/files/2013/07/define_diversity.pdf).
- 19) [https://www.google.co.in/?gfe\\_rd=cr&ei=zARTVZ1/8a/8wfp-oDgBQ&gws\\_rd=ss/#9=language+aspect+in+education+pdf](https://www.google.co.in/?gfe_rd=cr&ei=zARTVZ1/8a/8wfp-oDgBQ&gws_rd=ss/#9=language+aspect+in+education+pdf).
- 20) [http://www.google.co.in/?gfe\\_rd=cr&ei=zARTVZ1/8a/8wfp-oDgBQ&gws\\_rd=ss/#9=sarva+shiksha+abhiyan+pdf](http://www.google.co.in/?gfe_rd=cr&ei=zARTVZ1/8a/8wfp-oDgBQ&gws_rd=ss/#9=sarva+shiksha+abhiyan+pdf).

## Area B: Curriculum & Pedagogic Studies

**B. Ed. First Year**

**Semester I**

**Course BED-I-03: Language across the Curriculum (1/2)**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 15

University Assessment Marks: 35

---

**Objectives of the course:** To enable the students-teachers to:

- 1) Understand the concept, need and benefits of LAC approach.
- 2) Understand skill of language such as Listening-Reading, Speaking-Writing, fluently.
- 3) Plan and execute the lesson plan of prose, poetry, grammar and composition in the classroom.
- 4) Follow proper words and phrases for etiquettes and manners in the classroom situation.
- 5) Use polite expression in daily life situations.
- 6) Develop communication skills.
- 7) Know the media of communication.
- 8) Know the culture, characteristics, and importance of good communication.

### **Unit 1: Language across the Curriculum Approach**

- a) Mother tongue: Proper use of mother Tongue through Education and Remedial Work.
- b) Language Culture
- c) Concept and importance of Language
- d) Benefits of the Language Across the Curriculum Approach

### **Unit2: Skills of the Language**

- a) Listening – Reading

- b) Speaking – Writing
- c) Pronunciation
- d) Concept of Communication Role of Language in Communication as a Process, Media of Communication and Characteristics of Good Communication

**Unit: 3 Lesson plan and Action plan**

- a) Language Diversity
- b) Prose lesson plans and activate the plan in the teaching, learning process
- c) Poetry lesson plan and activate the plan in the teaching learning process
- d) Grammar lesson and activate the plan in the teaching learning process.

**Unit: 4 Classroom languages of the teacher and student**

- a) Application of the teacher etiquettes and manners in the classroom situation
- b) Teacher appreciation of students in positive and negative situation of classroom
- c) Student's polite expression in different life situations.
- d) Place of Articulation, organ of speech

---

**Sessional work: (Total 15 Marks)**

- The student will have to write one tutorial question out of the three prepared tutorial questions.

**(5 Marks)**

- The students has to undertake **one** of the following practical and present the report

**(10 Marks)**

- 1) To arrange group discussion on the importance of Language.
- 2) To prepare the report of experiences during Communication.
- 3) To arrange the activities of listening and speaking language.
- 4) To arrange the activities for Creative Writing.
- 5) To arrange the programme for etiquettes and manners in the classroom situation.
- 6) To arrange the language games for Pronunciation.
- 7) To Conduct Diagnostic and Remedial Work for the deficiency in Pronunciation.
- 8) To prepare grammar lesson and activate the plan in the teaching -learning process.

## References –

- १) करंदीकर, सुरेश व मंगरूळकर मीना, मराठी अध्यापन, फडके प्रकाशन, कोल्हापूर
- २) कुंडले, म. बा. , मराठी अध्यापन, पुणे
- ३) बामणे, एल.व्ही. (२०१४). मराठी आशययुक्त अध्यापन पध्दती. फडके प्रकाशन, कोल्हापूर
- ४) कुंडले, म.बा. मराठीचे अध्यापन - श्रीविद्या प्रकाशन, नागपूर
- ५) वास्कर, आनंद और वास्कर पुष्पा.(१९९३). हिंदी आशययुक्त अध्यापन पध्दती, मेहता पब्लिशिंग हाऊस,
- ६) पठाण, बी.बी. (२००५). हिंदी आशययुक्त अध्यापन पध्दती, नूतन प्रकाशन, पुणे
- ७) वास्कर, आनंद, वास्कर पुष्पा (२००९) हिंदी आशययुक्त अध्यापन पध्दती, मेहता प्रकाशन, पूना
- ८) दुनाखे, अरविंद, दुनाखे अंशुमती, (२००७), द्वितीय भाषा: आशययुक्त अध्यापन, नित्यनूतन प्रकाशन, पूना
- ९) भाई ,योगेंद्रजीत. (१९७०). हिंदी भाषा शिक्षण—विनीत पुस्तक मंदिर
- १०) वाळिंबे,मो.रा. - मराठीचे व्याकरण
- 11) Bisht, Abha Rani , (2005) -Teaching English I India , Vinod PustakMandir, Agra
- 12) Bhatia, K.T. (1986) -Teaching of English in India, Prakah publishers, Ludhian.
- 13) Bamane, Vishnu, and BamaneLata, (2014)- Modern Aspects of English Methodology, Wizcraft Publications and Distribution Pvt. Ltd., Solapur
- 14) Sharma, R.A. (2004) - Fundamentals of Teaching English , Meerut , Surya publication.
- 15) Suryavanshi, G.H. – Content –cum-Methodology – English- Nashik

## Websites :

1. <http://hif.wikipedia.org/wiki/hindi> (Hindi Bhasha)
2. <http://www.avashy.com/hindi/bhasha>
3. [http:// hindi.webdunia.com/Hhindi-eassy](http://hindi.webdunia.com/Hhindi-eassy)
4. [www.genextstudents.com/Hindi](http://www.genextstudents.com/Hindi) (Learn Hindi)

## **B. Ed. First Year Semester I**

### **Course BED-I-04: Understanding Disciplines and Subjects (1/2)**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 15

University Assessment Marks: 35

---

---

#### **Objectives of the course:**

- 1) Articulate the meaning and importance of social science and its interdisciplinary nature as a subject
- 2) To appreciate the role of indigenous and critical pedagogy in teaching of social science.
- 3) To understand the crucial role of textbooks and new initiatives in this area
- 4) To appreciate the importance of weaving of indigenous, practical, tacit and community knowledge in the teaching of social science.
- 5) To understand the significant constructivist and experiential pedagogies in teaching of social science.
- 6) Appreciate the critical role of the teacher in teaching of social science.

---

---

#### **Unit1: Education as a discipline**

- a. Meaning, Need, Scope and Aims of Education.
- b. Emergence of Education as a subject. Process of Education.
- c. Role of Education for national development and social transformation.
- d. Role of education in national integration and international understanding.

#### **Unit2: Education and other subjects**

- a. Education as an interdisciplinary field of study
- b. Emergence of various disciplines from education.
- c. Interrelation and inter dependence among various school subjects
- d. Paradigm shift in content and process of school education after independence.

#### **Unit3: Science and Mathematics as subjects and disciplines**

- a. Nature and history of science and mathematics as school subjects.
- b. Interdependence of science and mathematics.

- c. Impact of science & mathematics on day to day life.
- d. Role of science and mathematical in developing scientific temperament, critical thinking, sense of appreciation and decision making.

**Unit4: Language and Social Sciences as subjects and disciplines**

- a. Nature and history of languages and social sciences.
- b. Interdependence of various languages – similarity and difference in languages.
- c. Interdependence of various social science subjects.
- d. Role of languages and social sciences in social reconstruction. Role of teacher while dealing with Multi-lingual and multi-cultural student groups in classrooms.

**Sessional work: (Total 15 Marks)**

- The student will have to write one tutorial question out of the three prepared tutorial questions. **(5 Marks)**
- The students has to undertake **one** of the following practical and present the report **(10 Marks)**
  - 1) Conduct an interview of social science teachers to understand their perceptions of social science and write a report of your findings.
  - 2) Prepare a creative poster to highlight the key concepts of social science.
  - 3) Select any one article on a global issue that depicts any one of the perspective. Explain in 500 words why you think the article depicts that perspective. OR
  - 4) Write a lesson plan using the thematic approach to teaching any topic in social science.
  - 5) Observe social science lessons in your practice teaching school at the secondary level and write a report in 1000 words about the challenges of teaching social science that you observed or experienced
  - 6) Read one of the textbooks of social science textbooks prepared by NCERT/Eklavya for the secondary level and write a brief and concise textbook review of the same.
  - 7) Prepare a scrap book to tell the story of the Warli tribe of Maharashtra -their history and culture.

- 8) Visit a tribal settlement in your vicinity and find more about their cultural History, their economic life, their political/ justice system if any. Write a report about your observations

### References -

- 1) Apple, M. W., & Christian-Smith, L. K. (Eds.). (1991). *The politics of the textbook*. New York: Routledge.
- 2) DhanijaNeelam (1993), *Multimedia Approaches in Teaching Social Studies*, New Delhi: Harmen Publishing House.
- 3) Fullinwider, R. K. (1991). Philosophical inquiry and social studies. In J. P. Shaver (Ed.), *Handbook of research on social studies teaching and learning* (pp. 16–26). New York: Macmillan.
- 4) Hursh, D. W., & Ross, E. W. (Eds.). (2000). *Democratic social education: Social studies for social change*. New York: Falmer  
*National focus on Teaching of Social science- Position Paper NCERT Publication, 2006.* Shaver J.P (1992) Epistemology and the Education of Social Science Teachers. Paper presented at the International Conferences Subject-Specific Teaching Methods and Teacher Education (Santiago de Compostela, Spain, July 6, 1992).
- 5) Marsh. C.J (2009) 4th Education Key Concepts for Understanding Curriculum Routledge Publications
- 6) NCERT, (1988), *Guidelines and Syllabi for Secondary Stage (Class IX, X)*, New Delhi: NCERT.
- 7) Mouley, D.S. Rajput Sarla & Verma, P.S. (1990) NCERT (1968), *Nagrik Shastra Shikshan, National Curriculum for Primary & Secondary Education: A Frame Work*, Revised Version, New Delhi: NCERT

### Websites:

- 1) <http://unesdoc.unesco.org/images/0006/000636/063623eo.pdf>
- 8) <http://seniorsecondary.tki.org.nz/Social-sciences/Senior-social-studies/Pedagogy/Social-inquiry/Points-of-view>
- 9) [http://www.21stcenturyschools.com/critical\\_pedagogy.htm](http://www.21stcenturyschools.com/critical_pedagogy.htm)

**Solapur University, Solapur**  
**Bachelor of Education (B. Ed.)**  
**Curricular Area –C: Engagement with the Field**  
**Enhancing Professional Capacities (EPC)**

Semester	Title of EPC	Periods	Credit	Marks
I	Understanding the Self (1/2)	60	2	50
II	Critical Understanding of ICT (1/2)	60	2	50
III	Drama and Art in Education (1/2)	60	2	50
IV	Reading and Reflecting on Texts (1/2)	60	2	50
<b>Total</b>		<b>240</b>	<b>8</b>	<b>200</b>

**Curricular Area –C: Engagement with the Field**  
**B. Ed. First Year**

**Semester I**

**Course EPC 1: Understanding the self (1/2)**

Credits: 02

Periods: 60

Maximum Marks: 50

Internal Assessment Marks: 50

University Assessment Marks: 00

**Activities under EPC 1**

**Objectives:**

- १) विद्यार्थ्यांना स्वसंकल्पना ओळखण्यास मदत करणे.
- २) विद्यार्थ्यांमध्ये सकारात्मक दृष्टीकोन निर्माण करणे.
- ३) विद्यार्थ्यांमधील आंतरिक शक्तींचा विकास करणे.
- ४) बदलत्या परिस्थितीत समायोजन करण्याची क्षमता विकसित करणे.
- ५) आत्मपरीक्षणातून स्वसुधारणा करणे.
- ६) संवेदनशिलता विकसित करून संतुलित व्यक्तिमत्व निर्माण करणे.
- ७) विद्यार्थ्यांच्या मनाचा योग्य कल, स्वभाव, सवयी विकसित करणेअभिजात सौंदर्याभिरूची निर्माण करणे.
- ८) विद्यार्थ्यांमध्ये अभिव्यक्ती क्षमता विकसित करणे.

A teacher Education Institution is supposed to organize lectures / guidance sessions/ guest lectures/ seminar / workshop etc activities for meeting the objectives stated above. Maximum marks out of 50 and marks out of ten for each of the assignment / participation/ organization/ presentation/ group work on (at least)five activities enlisted below be awarded to each student teacher on the basis of his / her performance, participation, involvement and achievement along with report if any. The records of these activities be maintained.

### **Unit 1: Understanding the self**

- a) Meaning of understanding the self.
- b) Competencies, Commitments and Performance areas of a teacher suggested by the NCTE.
- c) Meaning of personality and personality development. Concept of integrated personality.
- d) Concept of SWOC / SWOT analysis. Use of SWOC analysis for strengthening strengths and minimizing weaknesses. Self Analysis of one's own competencies, commitments and skills for becoming a good teacher.

### **Unit 2: Stress, Strain, depression and patience.**

- a) Meaning of stress and strain. Causes and remedies for relief of stress. Stress management.
- b) Meaning of fear, meaning of depression. Causes and remedies for overcoming fear, overcoming depression.
- c) Positivity and negativity. Importance of patience & Measures for improving patience.
- d) Concept of self image and self esteem. Measures for building confidence while working as a teacher.

### **Unit 3: Goal setting, Time Management and Decision making.**

- a) Meaning of time management. Need, importance and Techniques of time management.

- b) Meaning and importance of Goal setting. SMART Goal. Time management and resource management for achieving goal.
- c) Analysis of daily schedule of one's work as a teacher for time management, use of leisure time, and sustained efforts for becoming a lifelong learner.
- d) Decision making- need, importance and risks.

**Unit 4: Success, failures, challenges and opportunities and values.**

- a) Success and failures in life. Facing failures and treating challenges and hurdles as opportunities of development.
- b) Values- Meaning and importance. Concept of value crisis.
- c) Institutional, personal, national values. Changing values. Building value based society.
- d) Values such as honesty, hardwork, righteousness, patience etc for betterment of self and the others. Democratic values enshrined in the preamble of the Constitution of India.

**Activities: (At least five be organized, Assignments be given and total marks out of 50 in internal assessment to be awarded on the basis of participation and reports of student teachers.)**

- १) स्व-संकल्पनेवर आधारित व्याख्यानांचे आयोजन करणे.
- २) संतुलित व्यक्तिमत्वासाठी योगप्रशिक्षण ध्यानधारणाचे आयोजन.
- ३) डायरी लेखन,
- ४) चित्रपट दाखवून पात्रांच्या भूमिकांची चर्चा
- ५) प्रसंगाचे सादरीकरण विश्लेषण
- ६) तत्वज्ञ योगी यांचे चरित्र व लेखाद्वारे चर्चा
- ७) महान व्यक्तीच्या जीवनातील प्रसंगाचे सादरीकरण ,
- ८) परिपाठाचे आयोजन
- 9) Decision making, Time Management, Stress Management,
- 10) SWOT Analysis,
- 11) Goal Setting and performance analysis

12) Leadership and Personality Development

13) Brainstorming, Group Discussion, Panel Discussion, Seminar / Presentation competition.

14) Anchoring at various occasions

#### References:

१. परुळेकर, आ. (१९९३) व्यक्तिमत्व कसे घडवाल? पुणे : उन्मेश प्रकाशन.
२. अब्दुस सलाम उस्मा चाऊस.(२००८). यशशास्त्र. नागपूर : सलाम चाऊस.
३. पठाण, ब. (२००८). व्यक्तिमत्व विकास. पुणे :नित्यनूतन प्रकाशन.
४. मालवी, व. (२००१), तुमचे महत्व केवढे? तुम्ही वाढवाल तेवढे! मुंबई : सेल्फ डेव्हलपमेंट पब्लिकेशन्स.
५. परुळेकर, आ. (१९९१) व्यक्तिमत्व विकास, पुणे : स्नेहवर्धन प्रकाशन.
६. गोडसे, सा., (२०१२) , सी.यू.अॅट द टॉप. भोपाळ : मंजूळ पब्लिकेशन्स हाऊस.
७. दाभोलकर,न., (.). विज्ञान, विवेक, आणि विद्यार्थी पुणे : राजहंस प्रकाशन प्रा.लि. .
८. शर्मा प.,(२००८). धैर्य एवं सहनशीलता, दिल्ली : पुस्तक महल
९. सरकार.प्र.,(२०१२). नव्य मानवतावादी शिक्षण, मुंबई : प्राऊटिष्ट युनिव्हर्सल
१०. ट्रेयन. ब., (२०१०). अधिकतम सफलता, भोपाळ : मंजूळ पब्लिकेशन्स हाऊस.
११. रविशंकरजी. श्री.,(.). जीवन एक सुंदर उत्सव, बंगलोर : इलिजन्ट् प्रिटींग वर्क
१२. शास्त्री. वि.,(२०१०). योगरहस्य, मुंबई : मनोरमा प्रकाशन
१३. चव्हाण. शि. (२००४). प्रेरणा, सातारा : शिवविजय प्रतिष्ठान
१४. गोरे. बा, येडले. शं.,(१९९८). शिक्षक ज्ञानदीप, लातूर : ज्ञानदीप प्रकाशन
१५. कलाम. ए.पी.जे., (२०१३). महाशक्ति भारत, दिल्ली : प्राभात पेपरबैक्स

#### English References:

- 1) Verma, V.(2008), Boday Language. Delhi : S. Chand & Company
- 2) Sarangi, S. K. (2008). Values & Ethics of Profession & Business. New Delhi: Asian Book Pvt Ltd.
- 3) Beatty, R. H. (2000). The Interview Kit. New York: John Wiley & Sons, Inc.
- 4) Hart, W. (Ed. 2003). The Art of Living- Vipassana Meditation as taught by S. N. Goenka. Mumbai: Embassy Book Distributors.
- 5) Bansal, G. K. (2012). Winning Despite All Odds. New Delhi: Ocean Paperbacks.
- 6) Khera, S. (1999). You Can Win. Delhi: MacMillan India Ltd.
- 7) Swami Adhyatmananda. (2003, 2<sup>nd</sup> Ed.) Yoga and Health. Ahmedabad: Gurjar Granth Ratna Karyalaya.
- 8) Khera, S. (2003). Living with Honour. Delhi: MacMillan India Ltd.

- 9) Thakore, A. (2007). 31 Mantras for Personality Development. Delhi: Pustak Mahal.
- 10) Shimpi, M. C. (2012). Employability Skills. Nashik: Neelam Publications.
- 11) Kossof L. L. (2003). The Dream executive The Vision Thinking The Mission Achieved.  
Mumbai: Magna Publishing Company Ltd.

**Solapur University, Solapur**  
**Curricular Area –C: Engagement with the Field**  
**Task Assignment and School Internship**  
**List of Appendices**

S. N.	Appendix No.	Title of Appendix	Total Periods	Credit	Marks
<b>Semester-I</b>					
1	A-01	Enriching Teaching Skills	150	03	75
2	A-02	Lesson Planning Workshop	50	01	25
3	A-03	School Experience and Internship	100	02	50
4	A-04	Social Service	50	01	25
5	A-05	Seminar	50	01	25
6	A-06	Visit to Innovative Organization	50	01	25
7	A-07	Physical and Health Education	50	01	25
<b>Semester-II</b>					
8	B-01	Practice Teaching and Internship (Three Week i.e. 18 Days)	200	04	100
9	B-02	Action Research Project	100	02	50
10	B-03	Models of Teaching Workshop	50	01	25
11	B-04	Workshop on Constructivism	50	01	25
12	B-05	Workshop on Teaching aids	50	01	25
13	B-06	*Viva Voce	20	02	00
<b>Semester-III</b>					
14	C-01	School Internship (Six Week i.e. 36 Days)	400	10	250
15	C-02	CCM Workshop	60	02	50
16	C-03	Evaluation Workshop	60	02	50
17	C-04	Educational Tour	40	01	25
<b>Semester-IV</b>					
18	D-01	School Internship(One Week)	100	02	50
19	D-02	Social Service	100	02	50
20	D-03	Physical and Health Education	100	02	50
21	D-04	Practical Submission&Final Lesson Examination	130	04	00
22	D-05	Viva Voce	20	02	00
<b>Total</b>			<b>1980</b>	<b>48</b>	<b>1200</b>

**Note:** For practicum A -1 to A-6, B1 to B5, C-1 to C-4, D-1 to D-5 of all semesters, refer respective appendices.

## Appendix A-01: Enriching Teaching Skills

### अध्यापन कौशल्य वृद्धी कार्यक्रम

प्रथम वर्ष – प्रथम सत्र

क्रेडिट— ३

७५ गुण

कालावधी १५० तास

**उद्दिष्टे :** छात्राध्यापकास....

१. महत्वाच्या सामान्य अध्यापन कौशल्य क्षमता साध्य करण्यास मदत करणे.
२. विविध अध्यापन कौशल्यांचे एकात्मिकरण करण्यास मदत करणे.

**योग्य कालखंड :** महाविद्यालय सुरू झाल्यानंतर दुस-या आठवडयापासून सलग चार आठवडे.

**प्रात्यक्षिकासाठी पूर्वावश्यक तात्विक भाग:** अध्यापन कौशल्य संबोध, इतिहास, महत्व, कार्यपध्दती, कौशल्यांचे वर्गीकरण यावर दोन व्याख्याने एकत्रित आयोजित करावीत. प्रत्येक अध्यापन कौशल्यासाठी – कौशल्यांचे अध्यापनातील स्थान, महत्व, उद्दिष्टे उपकौशल्ये, पाठदिग्दर्शन, चर्चा आधारित व्याख्याने आयोजित करावीत. पूर्वतयारीनिशी काळजीपूर्वक केलेले दिग्दर्शन पाठाची टाचणे, चिन्हांकित नमुने, किमान एक पाठ दिग्दर्शन प्रात्यक्षिकासाठी आवश्यक.

**आधारप्रणाली:** टेपरेकॉर्डर, व्ही.डी.ओ., कॅमेरा, विविध कौशल्यावर आधारित स्वयंअध्ययन साहित्य, दिग्दर्शनासाठी रेकॉर्डेड आदर्श पाठ.

**अध्यापन कौशल्य निदान प्रक्रिया:**

१. सर्वप्रथम अध्यापन पध्दतीनुसार शक्यतो छात्राध्यापक मार्गदर्शक संख्येनुरूप गट करावेत. अध्यापन पध्दतीनुसारच संबंधित विद्यार्थी त्या विषयाच्या मार्गदर्शकाकडे जाईल याप्रमाणे गट विभागणी करावी. एका गटात साधारण ७ ते ८ विद्यार्थी असावेत.
२. अध्यापनासाठी आवश्यक अध्यापन कौशल्यांचे निदान करण्यासाठी कार्यशाळेच्या आदल्या दिवशी छात्राध्यापकास कोणत्याही एका पाठाची तयारी करण्यास सांगावे (साधारण २० ते २५ मिनिट) मार्गदर्शकांनी पाठासाठी मार्गदर्शन करू नये.
३. अध्यापन कौशल्यवृद्धी कार्यशाळेच्या पहिल्या दिवशी छात्राध्यापकास गटामध्ये पाठ घेण्यास सांगावे. पाठ चालू असताना अथवा पाठ झाल्यावर पाठाबाबतची कोणतीही प्रतिक्रिया किंवा चर्चा मार्गदर्शकांनी करू नये.
४. अध्यापन कौशल्य निदान तक्ता पाठ घेण्याअगोदर तयार करावा त्यानुसार छात्राध्यापकांनी अप्रगत अध्यापन कौशल्य मार्गदर्शकांनी निश्चित करावीत.
५. अप्रगत कौशल्य निदान प्रक्रियेनंतर गटातील प्रत्येक किमान पाच छात्राध्यापकांची प्रथम समान अप्रगत असणारी अध्यापन कौशल्ये निश्चित करावीत. त्याची संख्या चार ते पाच असावी त्यानंतर छात्राध्यापकानुरूप इतर असमान अप्रगत असणारी अध्यापन कौशल्ये निश्चित करावीत. यामध्ये सर्वांची अप्रगत कौशल्ये समान असतीलच असे नाही. प्रगत व अप्रगत कौशल्यांची संख्या पाच ते आठ पर्यंत असावी. प्रत्येक छात्राध्यापकाचा प्रगत व अप्रगत अध्यापनकौशल्यांचा तक्ता करावा.
६. अध्यापनकौशल्य निदान प्रक्रियेनंतर अध्यापन कौशल्य समृद्धी कार्यक्रमास गटवार सुरुवात करावी. छात्राध्यापकाच्या गरजेनुरूप अध्यापन , पुनरअध्यापन, पुनरपुनरअध्यापन हे पर्याय उपलब्ध हवेत. सर्व छात्राध्यापकास अध्यापन-पुनरअध्यापन या एका मार्गाने प्रशिक्षण देऊ नये. अध्यापन कौशल्य समृद्धी कार्यक्रमात छात्राध्यापकांची अप्रगत कौशल्य संख्याही भिन्न असेल त्यानुसारच गटमार्गदर्शकाने अप्रगत कौशल्येसाठी प्रशिक्षण द्यावे.

**प्रात्यक्षिकाचा आशय व आयोजन:** अध्यापन प्रशिक्षण कार्यक्रमासाठी खालीलपैकी पाच अध्यापन कौशल्यांची निवड करावी. सज्जता प्रवर्तन, कथन, स्पष्टीकरण, प्रकट वाचन, प्रयोग दिग्दर्शन, चेतक बदल, प्रश्न, प्रबलन, फलकाचा वापर, दृक - श्राव्य साधनांचा वापर.

### अध्यापन प्रशिक्षण कार्यक्रमाची रूपरेषा :

१. अध्यापन प्रशिक्षण कार्यक्रमाची रूपरेषा सर्वसाधारण पुढीलप्रमाणे असावी. पूर्वावश्यक तात्विक भागाची २ अथवा ३ व्याख्याने द्यावीत (सर्व गटांना एकत्रित ) गरज, स्वरूप, दिग्दर्शन, चर्चा यावर आधारित दोन व्याख्याने आयोजित करावीत.
२. अध्यापनाची जी पाच कौशल्ये निवडली असतील त्यांची तात्विक माहिती, महत्त्व त्या त्या कौशल्याचे घटक, त्याज्य घटक, कौशल्यांची निरीक्षण पध्दती व पाठ नियोजन यावर व्याख्याने द्यावीत.
३. एका कौशल्याच्या प्रशिक्षणाचे सरावचक्र पूर्ण झाल्यावरच दुस-या कौशल्याचे व्याख्यान अशी पध्दत असावी.
४. प्रत्येक कौशल्यांचा तात्विक भाग सांगून झाल्यावर शिक्षक प्रशिक्षकाने त्या कौशल्याचा नमुना पाठ सादर करावा. तो पाच ते सात मिनिटांचा असावा. शिक्षक प्रशिक्षकाने शक्य झाल्यास प्री-रिकॉर्डेड व्हिडीओ पाठ दाखवावेत. पाठाच्या गुणदोषाची चर्चा करावी.
५. पाठ नियोजनाची कौशल्यानुरूप निवडायच्या घटकाची वैशिष्ट्ये व नियोजनाची तत्वे यावर व्याख्यान ठेवावे. विद्यार्थ्यांना पाठाची टाचणे करावयास सांगावीत. निर्दोष व अचूकपाठ नियोजन निर्दोष अध्यापनाची पूर्वाश्यक गोष्ट आहे. पाठ नियोजनात वेळेची नोंद (१ मिनिटाचा कालखंड) करता आल्यास अधिक चांगले. पाठटाचणात शिक्षककृती, विद्यार्थीकृती कौशल्य घटक असे तीनच स्तंभ असावेत. त्यांत कौशल्याचे घटक उल्लेख सुस्पष्ट असावा. नियोजनात व प्रत्यक्ष अध्यापनात त्या त्या कौशल्याचे सर्व अपेक्षित घटक जास्तीत जास्त प्रमाणात यावयास हवेत.
६. पाठांचे आयोजन करताना कमीतकमी ७ ते ८ छात्राध्यापकांचा एक गट असावा. एका गटात पाठ निरीक्षक, प्राध्यापक, दोन छात्राध्यापक पाठ निरीक्षक, एक समय निरीक्षक व पाच विद्यार्थी आवश्यक असतात. सर्व गटांचे काम शक्यतो एका वेळेस चालू व्हावे. प्रत्येक छात्राध्यापकास ५ मिनिटांचा सूक्ष्म पाठ घ्यावयाचा आहे. जो छात्राध्यापक पुढील पाठ घेणार असेल त्याला मननासाठी वेळ मिळावा म्हणून पाठापूर्वी त्यास कोणतेच काम देवू नये. निरीक्षण कार्यासाठी निरीक्षण नोंद तक्त्याबरोबर टेपरेकॉर्डर व शक्य झाल्यास व्हिडीओ कॅमेरा वापरावा. अभिरूप परिस्थितीत विद्यार्थी पाठ नियोजनानुसार पाठ झाला का हे पाहावे व लक्षणीय चुकांची नोंदी ठेवाव्यात सर्व छात्राध्यापकास निरीक्षकाची, सराव, शिक्षकाची, विद्यार्थ्यांची भूमिका मिळेल असे आपल्या गटाचे नियोजन करावे.
७. सेतूपाठ / एकात्मिकरण पाठ :२
८. एकात्मिकरण पाठ १५ ते २० मि. घेण्यात यावा. यात पाच कौशल्यांची किमान तीन कौशल्यांचे एकात्मिकरण व्हावयास हवे.
९. मूल्यमापन : १०० गुणापैकी  
प्रत्येक कौशल्यानुसार प्रत्येकी ९ गुण —पाठ तयारी, अध्यापन व पुनरअध्यापन **४५ गुण**  
एकात्मिक पाठ तयारी व अध्यापन **२० गुण**  
अहवाल लेखन व चर्चेतील सहभाग **१० गुण**
१०. प्रत्येक अध्यापन कौशल्याचे अध्यापन व पुनरअध्यापन करताना छात्राध्यापकाने केलेली तयारी, उपकौशल्यानुरूप केलेले बदल यांचा विचार करून पुनरअध्यापनानंतर लगेच कौशल्याचे गुण नोंदवून ठेवावेत.

## Appendix A-02: Lesson Planning Workshop

सरावपाठ नियोजन कृतिसत्र व दिग्दर्शित पाठ

क्रेडिट -१

गुण-२५

कालावधी : ५० तास

**उद्दिष्टे :** छात्राध्यापकास....

१. शैक्षणिक मूल्यमापन प्रक्रियेची माहिती देणे.
२. शैक्षणिक उद्दिष्टे व स्पष्टीकरणे तयार करण्यास मदत करणे.
३. पाठनियोजन करण्यास मदत करणे.

**योग्य कालखंड :** सूक्ष्म अध्यापनानंतरचा १ आठवडा

या सरावपाठ नियोजन कृतिसत्रआठवडयात शैक्षणिक मूल्यमापन, उद्दिष्टे व स्पष्टीकरणे, पाठ नियोजन यावर किमान पाच व्याख्याने आयोजित करावीत. यावेळीच पाठाचे निरीक्षण व मूल्यमापन कोणत्या मुद्द्यांनुसार होणार याची माहिती छात्राध्यापकांना द्यावी.

त्यांनंतर प्रत्येक अध्यापन पध्दतीचा किमान एक याप्रमाणे दिग्दर्शन नमुना पाठाचे नियोजन करावे. छात्राध्यापकांने निवडलेल्या दोन अध्यापन पध्दती विषयासंबंधित शालेय विषयावर आधारित प्रत्येकी एक पाठटाचण गटामध्ये तयार करावे व त्यावर गटामध्ये चर्चा करावी.

**मूल्यमापन :** पाठटाचण १ —

५ गुण

पाठटाचण २ —

५ गुण

कृतिसत्र व गटचर्चेतील सहभाग —

५ गुण

अहवाललेखन —

१० गुण

**अहवाल लेखन :** अहवाललेखन प्रमुख्याने कृतिसत्रातील व्याख्यानातील तात्विक भाग, गटचर्चेतील काम, दोन पाठटाचणे व प्रशिक्षणार्थीची मनोगते यांचा अंतर्भाव असावा. प्रशिक्षणार्थी स्वतः स्वतंत्रपणे अहवाल लेखन करण्याबाबतच्या सूचना व प्रेरणा गटप्रमुख शिक्षक प्रशिक्षकांनी द्याव्यात.

**दिग्दर्शित पाठ**

सरावपाठ नियोजन कृतिसत्रानंतर दिग्दर्शित पाठाचे नियोजन शालेय स्तरावरील विषयानुसार करावे. शिक्षक प्रशिक्षक अध्यापन पध्दतीच्या तासाला या दिग्दर्शित पाठासंदर्भात चर्चा करावी. सर्व छात्राध्यापकांना दोन्ही अध्यापन पध्दतीसंबंधित पाठाचे दिग्दर्शन पाहता येईल असे नियोजन करावे. सर्व दिग्दर्शित पाठ हे माध्यमिक शाळेतील विद्यार्थ्यांसमोर घ्यावयास हवेत. दिग्दर्शन पाठापूर्वी प्रत्येक पाठाचे टाचण किमान एक दिवस छात्राध्यापकांच्या निदर्शनास आणावे. विद्यार्थ्यांना ते लिहून घेण्यास सांगावे. पाठानंतर वर्गात चर्चा घडवून आणावी.

## Appendix A-3 Practice Teaching and School Internship-I

क्रेडिट -२

गुण-५०

कालावधी : १०० तास

Total Marks: Internship (300 marks) + Practice Lesson (150 marks) = 450 marks  
Semester wise distribution of marks of Practice teaching and Internship

Semester	Marks		Marks	Credit
	Internship	Practice Lesson (No. of lessons)		
I	50	-----	50	2
II	60	40 (8)	100	4
III	160	90(18)	250	10
IV	30	20(04)	50	2
Total	300	150(30)	450	18

(For Semester –I Internship + Practice Lesson = 50+00 = 50 Marks)

उद्दिष्टे : छात्राध्यापकांनी.....

- शासकीय अनुदानित व विनाअनुदानित खाजगी शाळांचा अभ्यास करणे- शाळेतील मानवी घटक, भौतिक सुविधा, संस्थेची ध्येय धोरणे उद्दिष्टे यांचा अभ्यास करणे.
- शाळेतील विद्यार्थ्यांचे आर्थिक, सामाजिक, सांस्कृतिक वर्गीकरण करणे.
- मुलाखत सूची तयार करणे व अनुभवी शिक्षकांची मुलाखत घेणे.
- शाळेतील प्रत्यक्ष कामकाजाची प्रक्रिया समजावून घेणे.
- माध्यमिक शाळेचे प्रशासन, कार्यपध्दती, संघटन, यांचा परिचय करून घेणे.

छात्रसेवाकाल स्वरूप : अनुदानित व विनाअनुदानित शाळा अशा शाळांची निवड करून पुढीलपैकी सर्व उपक्रम प्रथमसत्र छात्रसेवाकालात राबवावेत.

- अनुभवी शिक्षकांची मुलाखत घेणे.
- एका वर्गातील विद्यार्थ्यांच्या निकषानुसार वर्गीकरण करून प्रोफाईल तयार करणे.
- शाळांतील मानवी घटक, भौतिक सुविधा, संस्थेची ध्येय धोरणे, उद्दिष्टे अभ्यासण्यासाठी प्रश्नावली तयार करणे.
- पडताळासूची व प्रश्नावलीच्या सहाय्याने शासकीय/ अनुदानित / विनाअनुदानित / खासगी शाळांचा अभ्यास करणे व अहवाल तयार करणे.

५. शाळेतील प्रत्यक्ष कामकाज समजण्यासाठी भेटी/निरीक्षण तंत्राचा वापर करणे त्यातून अहवाल तयार करणे. प्रयोगशाळा, कार्यालय, ग्रंथालय, विशेष कक्ष, जिमखाना, कार्यशाळा इ. ना भेटी देवून माहिती मिळवून अहवाल तयार करणे.

**मूल्यमापन:** प्रत्येक शाळेच्या भेटीच्या अहवालासाठी ५० पैकी गुण देण्यात यावेत.

- |  |        |
|--|--------|
| १. भौतिक घटक / मानवी घटक माहिती मिळविण्यासाठी प्रश्नावली तयार करणे | १० गुण |
| २. भेटीसाठी निरीक्षण तंत्र तयार करणे                               | १० गुण |
| ३. अनुभवी शिक्षकांची मुलाखत घेणे व नोंद करणे.                      | १० गुण |
| ४. विद्यार्थी वर्गीकरण करून प्रोफाईल तयार करणे                     | १० गुण |
| ५. अहवाल सादरीकरण  | १० गुण |

वरील मूल्यमापन निकषानुसार अनुदानित एक शाळा व विनाअनुदानित शाळांपैकी एक शाळा अशा दोन भेटी अहवालाचे मूल्यमापन गटमार्गदर्शक शिक्षकाने करावे.

## Appendix A-04

### समाज सेवा

### (Social Service)

क्रेडिट -१

गुण-२५

कालावधी : ५० तास

उद्दिष्टे : छात्राध्यापकास .....

१. समाजसेवेतकाम / समाजसेवा या संबंधाचे आकलन होण्यास मदतकरणे.
२. समाज ही संकल्पनातसेच समाजाचे योगदान आणि समाजातील संस्थांचे समाजाविकासातील योगदान या विषयीचे ज्ञान मिळविण्यास मदतकरणे.
३. समाजविकासातील असणा-या विविधकार्यक्रमांच्या व संतांचा परिचयकरूनदेणे.
४. समाज व शैक्षणिक संस्था यातील आंतरक्रियेचीगरज आकलनकरण्यास मदतकरणे.
५. समाजविकासातील समाजसेवेतकामकरण्याची प्रेरणानिर्माणकरणे व अशा कार्यक्रमात सहभागी होण्यास मदतकरणे.
६. श्रमप्रतिष्ठा, सामाजिक बांधिलकी, सहकार्य, सहानुभूती या विषयीचे महत्व समजवण्यास मदतकरणे आणि अशा गुणांचाविकासकरणे.
७. समाजाचे घटक म्हणून शिक्षकाने पार पाडावयाचीजबाबदारी व भूमिका अवगत होण्यास सहाय्य करणे.
८. सामाजिक समस्यांचे आकलन होण्यास व त्या सोडवितानाशिक्षकांचेकरावयाच्याकार्याचे आकलन होण्यास मदतकरणे.
९. राष्ट्रीय उभारणी व राष्ट्रीयविकासाच्या कार्यक्रमात सहभागी होण्यात मदत करणे.

**योग्यकालखंड :** सत्र -१: या सत्रामध्ये सातत्याने समाजसेवा कार्यक्रमासाठी गट करून आठवडयातून एक दिवस (शक्यतो शनिवार)आयोजन करता येतील.

**प्रात्यक्षिक आवश्यक आधारप्रणाली :**कार्यक्रमाच्या स्वरूपानुसार साधने व सुविधा, समाजातील संस्था व व्यक्तीचे सहकार्य घ्यावे. प्रात्यक्षिककार्याचा आशय व नियोजन : प्रात्यक्षिककार्याची प्रत्यक्ष सुरुवातकरण्यापूर्वी समाजसेवेतकाम/समाजसेवा या विषयी तात्त्विक माहिती विद्यार्थीशिक्षकांनाद्यावयास हवी. शिक्षक प्रशिक्षण कार्यक्रमातील आवश्यक विषयात नसलेली माहिती व्याख्यानाद्वारे दिली जावी. यासाठी किमान ४ व्याख्याने आयोजित करावीत. समाजसेवा विभाग ज्या शिक्षक प्रशिक्षकाकडे सोपविला आहे त्यांनी हया व्याख्यानांचे आयोजन करावे. या व्याख्यानातून समाजसेवेतकाम / समाजसेवा संबोध, गरज व महत्व शिक्षण ही समाज, समाजसेवेत कामाची पध्दती या मुद्याची चर्चा करावी.

समाजसेवेतकाम / समाजसेवा या कार्यक्रमाचे आयोजनतीन स्तरावरकरता येईल. हे स्तर असे - महाविद्यालयीन स्तर, शालेय स्तर व सामाजिक स्तर. नमुन्यादाखलसमाजसेवा कार्यक्रमाची यादी पुढीलप्रमाणे आहे.

१. **महाविद्यालयीन स्तर :** परिसर सफाई, सुशोभन, वृक्षारोपन, श्रमदान, ग्रंथालयीन सेवा व महाविद्यालय विकासकार्यक्रमात सहभाग समाजहितासाठी उपयोगीकाम महाविद्यालय वेळोवेळी करावीत.
२. **शालेय स्तर :** शालेय आवाराचे सुशोभन, आरोग्य विषयक कृतिसत्राची अथवाशिबीराचे आयोजन, विषययोजितांचे समायोजनकरण्यात सहभाग, शालापयोगी शैक्षणिक साहित्याची निर्मिती, शाळेसाठी श्रमदान, पालकशिक्षक संघातसहभाग, शाळेसाठी वृक्षारोपन व वृक्षसंवर्धन, विद्यार्थ्यांसाठी अंधश्रद्धा, निर्मूलन, कार्यक्रमाचे आयोजन, विद्यार्थ्यांसाठीनेतृत्व प्रशिक्षणाचे आयोजन करता येतील.

३. **सामाजिक स्तर** : श्रमदान, वृक्षारोपन, वृक्षसंवर्धन, रस्तादुरूस्ती, सफाई, अंधश्रध्दानिर्मूलनकार्यक्रम, व्यसनमुक्तीकार्यक्रम, साक्षरता प्रसारकार्यक्रम, लोकसंख्या परिणामजागृतीकार्यक्रम, सांस्कृतिककार्यक्रमाचे आयोजन, समाजातीलएखादयाविभागाचे सर्वेक्षण व त्याच्या अडचणी सोडविण्यासाठीकृतीयुक्त सहभाग, आरोग्यशिबीराचे आयोजन, समाजातील युवकासाठीनेतृत्व प्रशिक्षणशिबीराचे आयोजनकरावे.
- १) **अहवालाची रूपरेषा** : अहवाल चार विभाग असावेत.
१. तात्विक विभागाची माहिती
  २. महाविद्यालयीन स्तरावरकेलेल्या समाजसेवाकार्याचा अहवाल
  ३. शालेय स्तरावरकेलेल्या समाजसेवाकार्याचा अहवाल
  ४. सामाजिक स्तरावरकेलेल्या कामाचा अहवाल .
- सत्र.१ अहवाल विद्यार्थी शिक्षकाकडून लिहून घेऊन त्याचे मूल्यमापन करावे.
४. **मूल्यमापन पध्दती** : या प्रात्यक्षिककार्याचे मूल्यमापन प्रक्रिया तसेच निष्पती या दोन पातळ्यावर व्हावे. काम चालू असतानाच सातत्याने हे मूल्यमापन करावे. यासाठी प्रथम सत्रासाठी १० पैकी गुण द्यावेत.निष्पती पातळीवर मूल्यमापनात केलेल्या कार्याचा विचार करून १० पैकी गुण द्यावेत व अहवाल लेखनासाठी ५ पैकी गुण द्यावेत. असेएकूण २५ गुणाचे मूल्यमापन करावे.

-----

## Appendix A-05 Seminar (चर्चासत्र)

क्रेडिट -१

गुण-२५

कालावधी : ५० तास

उद्दिष्टे : छात्राध्यापकास....

१. चर्चासत्र संकल्पना समजण्यास मदत करणे.
२. स्वतःचे अनुभव , निरीक्षण, भावना, यांचा विकास करून परिणामकारक सादरीकरण करण्यास मदत करणे.
३. इतरांच्या भावना समजावून घेणे व त्यांच्याबद्दल आपल्या मनात सन्मानाची भावना निर्माण करणे.
४. सहका-यांच्या भावना व त्यांच्या कल्पनांचा आदर करण्यास मदत करणे.
५. परस्परविरोधी विचार व इतरांचा दृष्टिकोन याबद्दल सहनशीलता विकसित करणे.
६. चर्चासत्रामध्ये विविध भूमिका वठविण्यास मदत करणे.

**चर्चासत्राचे स्वरूप :** चर्चासत्राचे आयोजन गटनिहाय करावे, चर्चासत्राबाबत माहिती स्वरूप, प्रकार कार्यवाही, भूमिका तसेच चर्चासत्रातील भूमिका, कार्यवाही याबाबतचे नियोजन प्राध्यापकांनी व्याख्यानाद्वारे एकत्रित सांगावी. चर्चासत्रामध्ये सहभागी विद्यार्थ्यांच्या भूमिका अगोदर निश्चित कराव्यात यामध्ये प्रामुख्याने संघटक, वक्ता, निरीक्षक व सहभागी यांचा समावेश असावा. चर्चासत्राचे विषय प्रामुख्याने बी.एड अभ्यासक्रमातील शैक्षणिक / सामाजिक विषयावर आधारित असावेत.

मूल्यमापन:

- |   |        |
|---|--------|
| १. पूर्वतयारी व आशयाचे लिखित नियोजन                 | १० गुण |
| २. प्रकटीकरण-ओघ, स्पष्टता, नियोजनबद्धता             | ५ गुण  |
| ३. माहितीतील अचूकता व विषयातील विविध मुद्याची सांगड | ५ गुण  |
| ४. विषयाचे समर्थन व दुस-यांच्या मतांचा स्वीकार      | ५ गुण  |

चर्चासत्र सहभागी झालेल्या छात्राध्यापकाने पूर्वतयारी मध्ये संकलित केलेली माहिती व अनुभव तसेच विषय सादरीकरण व शंकासमाधान याबाबत आलेले अनुभव अहवालाच्या स्वरूपात मार्गदर्शक प्राध्यापकांकडे जमा करावेत .

## Appendix A-06 नवोपक्रमशीलसंस्थेस भेट Visit to Innovative Organization

क्रेडिट -१

गुण-२५

कालावधी : ५० तास

उद्दिष्टे : छात्राध्यापकास.....

१. उपक्रमशील संस्थेची माहिती मिळविण्यास मदत करणे.
२. उपक्रमशील संस्थेस भेट देण्यास मदत करणे..
३. उपक्रमशील संस्थेची कार्यवाही समजून घेण्यास मदत करणे.
४. उपक्रमशील संस्थेची यशस्वीता अभ्यासण्यास मदत करणे.
५. अहवाल लेखनाची सवय लावण्यास मदत करणे.

**नवोपक्रमशील संस्थेस भेट कार्यक्रमाची रूपरेषा :** स्थानिक स्तर/जिल्हा स्तर/ राज्य स्तर व राष्ट्रीय स्तरावरील उपक्रमशील शैक्षणिक व सामाजिक संस्थेस भेटीचे आयोजन करावे. यासाठी शिक्षकाला जबाबदारी देऊन भेटीचे नियोजन करून योग्य ती कार्यवाही करावी. ह्या भेटीचा अहवाल विद्यार्थी शिक्षकाकडून घ्यावा. त्या अहवालाचे योग्य मूल्यमापन महाविद्यालयातच करावे.

**मूल्यमापन पध्दती:**नियोजनासाठी ५ गुण, कार्यवाही सहभागासाठी १५ गुण, अहवाल लेखनासाठी ५ गुण.

## Engagement with the Field Semester –IV

### Appendix A-07:आरोग्य व शारीरिक शिक्षण (Physical and Health Education)

क्रेडिट -२

गुण-५०

कालावधी : १०० तास

उद्दिष्टे: छात्रध्यापकास.....

१. आरोग्य व शारीरिक शिक्षण या विषयीचे महत्व समजवण्यास मदत करणे
२. सांघिक व वैयक्तिक खेळासंबंधीची तात्त्विक माहिती देणे.
३. सांघिक व वैयक्तिक खेळांचे महत्व समजवण्यास व सहभागी होण्यास मदत करणे.
४. योगा, प्राणायम, सुर्यनमस्कार संबंधीची तात्त्विक माहिती देणे.
५. योगा, प्राणायम, सुर्यनमस्कार व खेळ इत्यादी माध्यमातून आरोग्यपूर्ण जीवन जगण्यास मदत करणे.
६. शारीरिक, मानसिक, भावनिक बुद्धिमत्तेचा विकास करणे.

**आरोग्य व शारीरिक शिक्षणसंबंधित उपक्रमाचे स्वरूप:** एकूण पाच व्याख्यानाद्वारे प्रात्यक्षिक दोन खेळांची तरी माहिती द्यावी. (उदा. कबड्डी, खो-खो, क्रिकेट, व्हॉली-बॉल, टेनिसइ.) वर्षभरात आरोग्य व शारीरिक शिक्षण विषयक विविध उपक्रम व विविध खेळांचे आयोजन यासाठी तासिका ठेवाव्यात. आरोग्य व शारीरिक शिक्षणासंबंधित विविध उपक्रम सातत्यपूर्ण स्वरूपात सुरु ठेवावेत. किमान दोन आठवडयातून दोन तास या उपक्रमासाठी नियोजित असावेत.

**आरोग्य व शारीरिक शिक्षणसंबंधित उपक्रम आयोजन -**

१. खेळासंबंधित माहितीवर आधारित व्याख्यानांचे आयोजन
२. आरोग्यविषयक उद्बोधनपर व्याख्याने (वैद्यकीय क्षेत्रातील डॉक्टरांना निमंत्रित करावे.)
३. शारीरिक व मानसिक आरोग्यासंबंधी तज्ज्ञ व्यक्तीचे व्याख्यान
४. विविध खेळांचे आयोजन (सांघिक व वैयक्तिक)
५. शारीरिक व आरोग्य तपासणीसाठीचे शिबिरांचे आयोजन
६. योग,प्राणायम, सुर्यनमस्कार यासंबंधी तात्त्विक माहिती व प्रात्यक्षिकांचे आयोजन.
७. विविध खेळांचे स्पर्धांचे आयोजन.

### **Nature of Practical work of Physical and Health Education:**

The Practical work in Physical Education will be divided into three categories as given below:

**Category A:** Report Writing of Physical and Health Education practicum.

**Category B:** Attendance and Participation in organization and administration of the sports activities during two year.

**Category C: Physical Efficiency Test:** (At the end of Sem –IV) Physical Efficiency Test will be organized at the end of semester IV. There will be separate- physical efficiency tests for men and women candidates. In each test, there will be eight items out of which any five items are to be selected by the candidates. The items in the tests are given-below. The candidate reaching the minimum standard prescribed above will get 5 marks for each item.

**Table-I (Men)**

<b>No.</b>	<b>Item</b>	<b>Minimum Standard to be achieved</b>
1.	Running - 100 m	17 sec.
2.	Standing Board Jump	6.0 ft.
3.	Throw ball (Cricket)	160 ft.
4.	Chin-ups	5 ft.
5.	Putting the shot (16 lbs)	18 ft.
6.	Dandas	25 in 1 mins.
7.	Baithakas	50 in 1 min.
8.	Surynamaskar	10

**Table-II (Women)**

No.	Item	Minimum Standard to be achieved
1.	Running - 50 m	10 sec.
2.	Standing Board Jump	4.5 ft.
3.	Throw ball (Football)	40 ft.
4.	Skipping	75 times
5.	Putting the shot (8 lbs)	10 ft.
6..	Hoping - 25 m	12 sec.
7.	Shuttle Race 4 x 25 m	30 sec.
8.	Surynamaskar	5

N.B. -

1. The candidate is not to compete with each other while taking part in the test.
2. The college should provide necessary facilities for the practice of the above items.

**अहवालाची रूपरेषा :** अहवाल चार विभाग असावेत.

१. आरोग्य व शारीरिक शिक्षण तात्विक विभागाची माहिती : आरोग्य व शारीरिक शिक्षणाची उद्दिष्टे व महत्त्व, आरोग्यविषयक उद्बोधनपर व्याख्यानांची माहिती.
२. योग, प्राणायम, सूर्यनमस्कार यासंबंधी तात्विक माहिती व पाच सांघिक खेळासंबंधित माहितीवर आधारित अहवाल
३. योग, प्राणायम, सूर्यनमस्कार यासंबंधी प्रात्यक्षिकांचे व विविध खेळांचे आयोजनअहवाल
४. महाविद्यालयांतर्गत आरोग्य व शारीरिक शिक्षण विषयक उपक्रमाचे अहवाल

**Marking system:** Category A -10 Marks    Category B    -15 Marks

Category C    -    25 Marks

-----  
-----  
-----

## **B. Ed. First Year Semester II**

### **Area A: Perspectives in Education**

#### **Course BED-II-05: Learning and Teaching**

Credits: 04

Periods: 60

Maximum Marks: 100

Internal Assessment Marks: 30

University Assessment Marks: 70

---

#### **Objectives: On completion of this course the student -teachers will be able to:**

- 1) Appreciate the need and significance of the study of educational psychology in understanding the development of learner.
- 2) Understand the concept and factors affecting learning
- 3) Understand the concept and factors affecting teaching
- 4) Understand the Principles of learning and their educational implications.
- 5) Understand the Motivation in learning
- 6) Understand the Meaning, nature, factors influencing development of personality.
- 7) Understand the Meaning of adjustment and maladjustment and role of teacher in keeping good mental health of the learner.
- 8) Understand the Mental Processes related to learning.
- 9) Understand the concept, characteristics and nature of teaching.
- 10) Analyze and interpret the class room interaction.
- 11) Understand the various approaches, modes of transaction of Teaching-learning.

#### **Unit I - Understanding Learning**

- a) **Educational Psychology:** Meaning, scope, importance and limitations. And Study Methods of Educational Psychology - Introspection, observation, experimental case study.
- b) **Learning:** Concept (in the context of social and cultural), Factors affecting to the learning, learning dimensions: knowledge, skills, values, beliefs, attitudes and habits.

- c) **Principles of learning by psychologists** :( Pavlov, Thorndike, Kohler, Bandura, Gagne, Piaget, Vygotsky) and their educational implications.
- d) Learning as construction of Knowledge, Differences and Connections between learning in and out of school. Motivation in learning: Concept and educational implications Abraham Maslow's Motivational Theory.

#### **Unit II – Understanding more about the learner.**

- a) **Intelligence**-Concept, types (emphasis on multi factor theory, & social intelligence). Theories of Intelligence - Two factor theory, Multifactor theory, Guilford's theory. Intelligence test - types, Classification, interpretation and use of IQ
- b) **Personality**: Meaning, nature, factors influencing development of personality. Integrated personality-Concept and role of teacher in developing learner's personality.
- c) **Mental Health and Hygiene**: Meaning of adjustment and maladjustment, role of teacher in keeping good mental health of the learner.
- d) **Mental Processes**: Attention, Perception, Memory.

#### **Unit III - Understanding Teaching**

- a) **Teaching process**: concept, characteristics and nature , relation of learning and teaching, Teaching as a complex activity Analyzing teaching in diverse classrooms , Teaching as a profession
- b) **Reflective teaching**: concept and strategies for making teachers reflective practitioners. Analysis of classroom interaction, Flanders classroom interaction analysis
- c) **Approaches to Teaching-learning**: Behaviorist approach, Systematic approach; Cognitive approach, Constructivist approach.
- d) Teacher competency and effectiveness, job satisfaction .Professional ethics for teachers.

#### **Unit IV - Analyzing teaching in diverse classrooms**

- a) **Learning in a Social Group**: Characteristics and psychology of a social group. School as a social group, Class as a social group. Learning styles its relevance to learning process.

- b) **Group Dynamics:** Group Dynamics in a classroom, study of classroom dynamics
  - Sociometry, cumulative record card, observation. Meaning, importance, characteristics of leadership, the training for leadership in school.
- c) **Education for children with Special Needs:** Philosophy behind recognition and Education for children with special needs. Recognizing special Educational needs of the Gifted, Slow Learners, Physically Handicapped and Socio - Emotionally Disadvantaged students.
- d) **Modes of Transaction** – reflecting, analytical writing, and studying teachers’ diaries. Peer Group Learning, Brain Storming, Seminar.

**Sessional work: (Total 30 Marks)**

- The student will have to write one tutorial question out of the three prepared tutorial questions.

**(10 Marks)**

- The students has to undertake **two** of the following practical and present the report

**(10 Marks Each)**

- **Practical I: Compulsory** to all student –teacher.

Any **Five** psychology experiments related to the following topics.

1. Learning , Fatigue
2. Attention
3. Imagination
4. Memory
5. Perservation

**Practical II: Any one from following**

- 1) Organize and Interpreting following psychological tests (Any two) (Intelligence , Personality, Creativity, Attitude and Aptitude Test)
- 2) Engaging learner’s in the process of knowledge construction in a subject area following constructivist approach and presentation of paper in a seminar.
- 3) Use of children’s out of the school experience and local knowledge during construction of knowledge in a subject area and presentation of a paper in a seminar.

- 4) Identification of group learning and self-learning strategies following constructivist approach and their field-testing.
  - 5) Identification of learning difficulties of the students in any subject area through administration of diagnostic test and development of remedial instruction.
  - 6) Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage.
  - 7) Analysis of learning situations through case study, presentation before a group followed by discussion.
  - 8) To analyze any one teacher's classroom interaction.
- 

#### **References -**

1. Aiken, L.R. (1985) *Psychological Testing and Assessment Bestion*–Allwyn and Bacon.
2. Bower, G.M. (1986) *The Psychology of Learning and Motivation*, Academic Press.
3. Crow and Crow, (1963) *Educational Psychology*, Eurasia, New Delhi.
4. Dandekar, W.N. (1970) *Fundamental of Experimental Psychology*, 3rd ed. MoghePrakshan, Kolhapur.
5. Dandekar, W.N. (1981) *Psychological Foundation's of Education*, Ed2. Macmilan Company, Delhi.
6. Hillgard, Ernest R.(1975) *Introduction of Psychology*, 6th ed. Harecourt, NewYork.
7. Johan,Dececco (1970) *Psychology o learning and instruction*, Prince Hall of India Pvt.Ltd. New Delhi.
8. Kegan, Jerome, *The Nature of the child* New York, Harper and Row International.
9. Kundu, C.L. and D.N. Tutoo (1985) *Educational psychology*, New Delhi, sterling publishers.
10. Mangal, S.K.(1979) *Psychological Foundation of Education*, Ludhiana : Prakash Brothers Edu. Publishers.

11. Mangal, S.K.(1993) “*Advanced Educational Psychology*” Prentice Hall of India Pvt. Ltd.,New Delhi
  12. Mathur, S.K.(1979) *Educational Psychology*, Agra, Vinod PustakMandir.
  13. Morris,E.Egon. (1966) *Psychological Foundation of Education* Holt, Rinehart and winstan Inc.
  14. Travers, John. F(1970) *Fundamentals of psychology*, pensyivina, International Text book Co.
  15. Balentine, C.W.(1957) *The normal child and some of its, abnormalities*, U.S.A. Penguin Books.
  16. Valentine, C.W. (1965) *Psychology and its. Bearing of Education*, 2nd e.d.London,
१५. आफळे, रा. र. बापट भा. वं (१९७३), शिक्षणाचे मानसशास्त्रीय अधिष्ठान, श्रीविद्या प्रकाशन, पुणे.
  १६. बनारसे, एस. के. (१९७०), प्रायोगिक मानसशास्त्र, व्हीनस प्रकाशन, पुणे.
  १७. कुलकर्णी, के. व्ही. (१९७७), शैक्षणिक मानसशास्त्र, श्रीविद्या प्रकाशन, पुणे.
  १८. करंदीकर, सुरेश, (२००१) शैक्षणिक मानसशास्त्र, फडके प्रकाशन, कोल्हापूर.
  १९. घोरमोडे,के.यु. घोरमोडे कला (२००८) उदयोन्मुख भारतीय समाजातील शिक्षण—विद्या प्रकाशन, नागपूर.
  २०. खरात, आ. पा. (१९७४), प्रगत शैक्षणिक मानसशास्त्र, श्रीविद्या प्रकाशन, पुणे.
  २१. गोगटे, श्री. ब. शैक्षणिक मानसशास्त्र श्रीविद्या प्रकाशन, पुणे.
  २२. जगताप, ह. ना.(१९९६) (संपादक) शैक्षणिक मानसशास्त्र, प्रकाशन, पुणे
  २३. जगताप, ह. ना. अध्ययन उपपत्ती व अध्यापन, नित्यनूतन प्रकाशन, पुणे.
  २४. जगताप, ह. ना.(२००७) शैक्षणिक व प्रायोगिक मानसशास्त्र, नूतन प्रकाशन, पुणे
  २५. जगताप, ह. ना. शैक्षणिक मानसशास्त्र, अनमोल प्रकाशन, पुणे.
  २६. दांडेकर, वा.ना. (१९७०), प्रायोगिक व शैक्षणिक मानसशास्त्र, मोघे प्रकाशन, कोल्हापूर.
  २७. शिखरे विष्णू, अध्ययन अध्यापनाचे मानसशास्त्र- (जानेवारी २०१०,) नित्यनूतन प्रकाशन, पुणे.
-

**B. Ed. First Year, Semester II**  
**Course BED-II-06: Assessment for Learning**

Credits: 04

Periods: 60

Maximum Marks: 100

Internal Assessment Marks: 30

University Assessment Marks: 70

---

**Objectives:** On completion of this course the student -teachers will be able to:

1. Understand the nature of assessment and evaluation and their role in teaching-learning process.
  2. Understand the perspectives of different schools of learning on learning assessment.
  3. Realize the need for school based and authentic assessment.
  4. Examine the contextual roles of different forms of assessment in schools.
  5. Understand the different dimensions of learning and the related assessment procedures, tools and techniques.
  6. Develop assessment tasks and tools to assess learners performance
  7. Analyze, manage, and interpret assessment data.
  8. Analyze the reporting procedures of learners' performance in schools.
  9. Develop indicators to assess learner's performance on different types of tasks.
  10. Examine the issues and concerns of assessment and evaluation practices in schools.
  11. Understand the policy perspectives on examinations and evaluation and their implementation practices.
  12. Trace the technology based assessment practices and other trends at the international level.
- 

**UNIT I: Perspective of assessment and evaluation**

- a. Assessment - meaning and nature.
- b. Evaluation - meaning and nature, formative and summative.
- c. Purposes and Classification of assessment.

- d. Need for continuous and comprehensive evaluation (CCE).

### **Unit II - Assessment of Learning**

- a) Assessment of cognitive learning.
- b) Assessment of affective learning.
- c) Assessment of performance.
- d) Use of different tools for assessment – Project, Portfolio assessment.

### **Unit III -Planning, Construction, Implementation and Reporting of Assessment**

- a) Planning of Assessment - objectives, need.
- b) Construction of assessment - scoring procedure, steps of assessment, types of assessment.
- c) Implementation of assessment - Calculation (statistics).
- d) Reporting of assessment - CCE and its progress report. Feedback – from various stake holders.

### **Unit IV - Issues, Concerns and Trends in Assessment and Evaluation**

- a) Existing practices - Constructivist approach of evaluation.
- b) Issues and problems, marking, grading, credit system
- c) Impact of entrance test, Reforms in examination and evaluation.
- d) Trends in exam - Online examination, open book examination, choice-based credit system.

### **Sessional work: (Total 30 Marks)**

- The students will write one tutorial question out of three prepared tutorial questions.  
**(10 Marks)**
  - The students will undertake **any two** of the following practical and present the report  
**(20 Marks)**
1. Data processing and interpretation of an achievement test (School subjects - according to method).
  2. Preparation of assessment tool for - Upper primary, secondary or higher secondary level according to methods.

3. School visits followed by evaluation practices (CCE, Open Book examination, Online) in schools (Interview of class teacher).
  4. Preparation of test paper on examination policy - Upper primary, secondary or higher secondary school.
- 

#### **REFERENCES:-**

1. Bloom, B., Englehart M D, Furst E J, Hill W Hand Khrathwohl, D R (1956, 1964) Taxonomy of Educational Objective Handbook 1, Cognitive Domain, Handbook 2, Affective Domain, Longman London
2. Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: NationalAcademy Press.
3. Buch, M Band Santharam M R (1972) Communication in Classroom, CASE, Faculty of Ed. & Psy. M 5 Univ. Baroda
4. Burke, K. (2005). How to assess authentic learning (4<sup>th</sup> Ed.). Thousand Oaks, CA: Corwin.
5. Burke, K., Fogarty, R., &Belgrad, S (2002). The portfolio connection: Student work linked to standards (2<sup>nd</sup> Ed.) Thousand Oaks, CA: Corwin.
6. Carr, J.F., & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Alexandria, VA: Association for Supervision and Curriculum Development.
7. Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development. Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin.

#### **मराठी संदर्भ ग्रंथ**

१. फाटक, माणिक (१९९९). शिक्षणातील परीक्षण आणि मापन, नूतन प्रकाशन, पुणे.
२. कदम, चा. प. व चौधरी, बा.आ. (१९९२). शैक्षणिक मूल्यमापन, पुणे.
३. बर्वे, मिनाक्षी व कुंडले, सुरेखा. (२००८). शैक्षणिक मूल्यमापन व संख्याशास्त्र. नित्य नूतन प्रकाशन, पुणे

४. उपासनी, ना.के.;जोशी, व. द. , वझे, ना.अ. (१९६६). शैक्षणिक मूल्यमापन तंत्र आणि मंत्र. नवमहाराष्ट्र प्रकाशन, पुणे.
  ५. बापट, भा.गो. (१९९२). मूल्यमापन व संख्याशास्त्र. विनस प्रकाशन, पुणे.
  ६. हकीम, प्रभाकर.(२००८). शैक्षणिक मूल्यमापन व संख्याशास्त्र. नित्य नूतन प्रकाशन, पुणे.
  ७. दांडेकर, वा.ना. (१९९९). शैक्षणिक मूल्यमापन व संख्याशास्त्र. श्रीविद्या प्रकाशन, पुणे.
  ८. बर्वे, मिनाक्षी (२०१०). शैक्षणिक मूल्यमापन व मूल्यनिर्धारण. नित्य नूतन प्रकाशन, पुणे.
  ९. बाम, राजश्री व कोल्हटकर, शीला.(२०१३). संपादक मैत्री ज्ञानसंरचनावादाशी. निराली प्रकाशन, पुणे.
  १०. भंगाळे, शैलजा व धांडे,पिंगळा. मूल्यनिर्धारण आणि मूल्यमापन. प्रशांत पब्लिकेशन.
  ११. धामणे, विजय. शैक्षणिक मूल्यमापन.ईन्साईट पब्लिकेशन, नाशिक.
-

## B. Ed. First Year: Semester II

### CURRICULAR AREA B: PEDAGOGY COURSES

#### Course –B. Ed. II - 07: Pedagogy of Marathi (Part – I)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 15

University Assessment Marks: 35

**उद्दिष्टे:** विद्यार्थीशिक्षकाला.....

१. मराठी भाषा निर्मिती व भाषा विकास प्रक्रियेतील टप्पे समजण्यास मदत करणे.
२. मराठी मातृभाषा अध्ययनाचे महत्व समजण्यास मदत करणे.
३. मराठी भाषा, अन्य भाषा, अन्य अभ्यासविषयक व व्यक्तीचे जीवन यांचा सहसंबंध समजण्यास मदत करणे.
४. मातृभाषेच्या अध्यापनाची ध्येये व उद्दिष्टे समजण्यास मदत करणे.
५. मातृभाषा अध्यापनासाठी यथोचित पध्दती, तंत्रे, भाषिक कौशल्याची माहिती घेण्यास मदत करणे.
६. मातृभाषा शिक्षकांची गुणवैशिष्ट्ये समजण्यास मदत करणे.
७. मातृभाषा अध्यापनासाठी उपयुक्त अध्यापन प्रतिमानाची माहिती घेण्यास मदत करणे.
८. मातृभाषेच्या विविध अंगाच्या अध्यापनाचा परिचय करून घेण्यास मदत करणे.

**घटक : १. मराठीचे अभ्यासक्रमातील स्थान / मातृभाषा मराठी**

- अ) मराठी भाषा अध्यापनाचे स्वरूप व वैशिष्ट्ये आणि मराठी महत्व व सद्यस्थिती
- ब) मराठी भाषेचा उगम व विकास
- क) मातृभाषा अध्ययन - अध्यापनाचे महत्व
  १. शिक्षणाचे माध्यम म्हणून स्थान
  २. सामाजिक, सांस्कृतिक प्रसारणाचे साधन
  ३. वाङ्मयीन आवड व अभिरूचीनिर्मितीची साधन
  ४. विचार, भावना, व अनुभव यांच्या आदान-प्रदानाचे साधन
  ५. व्यक्तिगतविकासाचे साधन

ड) मराठीचा अंतर्गत सहसंबंध व अन्य शालेय विषयाशी सहसंबंध

**घटक : २. अध्ययन अध्यापनकार्यनिती**

- अ) मातृभाषा अध्यापन पध्दती
  १. कथन २. व्याख्यान ३. परिसंवाद ४. चर्चा ५. प्रकल्प ६. बुद्धिमंथन ७. उद्गामी-अवगामी
- ब) मातृभाषा अध्ययनाचीतंत्रे :

१. नाट्यीकरण २. मुलाखत ३. पर्यवेक्षित अभ्यास ४. रसग्रहण (महत्व, उपयुक्तता, मर्यादा)  
क) भाषिक कौशल्यांचा विकास:(श्रवण, भाषण, लेखन, वाचन, संभाषण, रसग्रहण)  
ड ) अध्यापन प्रतिमाने: १) संकल्पना प्रतिमान २) भूमिका पालन प्रतिमान

**घटक : ३ मराठी भाषा शिक्षक- व्यावसायिकविकास आणि संशोधन**

- अ) मराठीशिक्षकांची पात्रता, गुणवैशिष्टे, आव्हाने आणि उपाय.  
ब) मराठीशिक्षकांचा व्यावसायिकविकास  
क) मराठीशिक्षकांचे विषय संघटनेतील योगदान व भूमिका  
ड ) कृतिसंशोधन संकल्पना, महत्व, गुणवैशिष्टे, पाय-या व आराखडा लेखन

**घटक : ४ मातृभाषा अध्यापनाची साधने वमातृभाषेच्या विविध अंगांचे अध्यापन**

**अ. अध्यापनाची साधने :** १. आकाशवाणी २. ध्वनिमुद्रिका ३. उर्ध्वशीर्ष प्रक्षेपक ४. व्हिडिओ ५. ध्वनीफित

६. शब्दपट्ट्या ७. सी. डी. ८. संगणक ९. इंटरनेट १०. भाषा प्रयोगशाळा ११. चित्रपट / नाटक १२. मोबाईल  
१४. टी.व्ही. १५. तक्ते १६. नकाशा १७. जाहिरात लेखन

**ब..गद्य अध्यापन :** स्वरूप, महत्व, उद्देश, आणि प्रकार, गद्य अध्यापन पध्दती

**क. पद्य अध्यापन :** स्वरूप, महत्व, उद्देश, आणि प्रकार, पद्य अध्यापन पध्दती

**Sessional Work (Total 15 Marks)**

वर्गनिबंधासाठी दिलेल्या तीन प्रश्नापैकी कोणत्याही एक प्रश्न वर्गनिबंधासाठी प्रपाठ दिला जाईल.५ गुण  
खालीलपैकी कोणत्याही एका प्रात्यक्षिककार्याचा अहवाल सादरकरणे.१० मार्क

१. मराठी अध्यापनातील समस्या सोडविताना कृती संशोधन आराखडा तयार करणे.
२. मराठी साहित्य अनुवादित, मूळ साहित्य व साहित्यकृतीचे समीक्षण करून अहवाल लेखन करणे.
३. मराठी भाषा शिक्षक विषयक व संशोधन अहवाल त्यातून मिळालेले निष्कर्ष यांचा अभ्यास करून भाषा शिक्षण सुधारण्यासाठी मराठी विषयक सहशिक्षकांची चर्चा करून अभिप्राय लेखन करणे.
४. भाषाविषयक संशोधन/सेमिनार/कार्यशाळा यांचा अभ्यास करून अहवाल लेखन करणे.
५. एका साहित्यिकाची मुलाखत घेवून अहवाल लेखन करणे.
६. मराठी भाषेसंबंधित एखाद्या विषयावर कात्रणसंग्रह करणे.
७. एका साहित्यिकाचा परिचय अहवाल लेखन करणे.

**References:** For references of this pedagogic course, please refer the references cited in semester III of the respective pedagogic course.

**B. Ed. First Year: Semester II**  
**CURRICULAR AREA B: PEDAGOGY COURSES**  
**Course –B. Ed. II - 07: Pedagogy of Hindi (Part – I)**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 15

University Assessment Marks: 35

---

**उद्देश: छात्राध्यापकोंको / में.....**

१. हिंदी भाषा का व्यापकता से परिचय कराना।
२. हिंदी अध्यापनके व्यापक तथा कक्षा अध्यापनके उद्देश्योंको समझ लेने में मदद करना।
३. हिंदी भाषा की विविध पद्धतियोंका परिचय कराना।
४. भाषा शिक्षा की विभिन्न विधाओं से परिचित कराना।
५. भाषा सीखनेकी सृजनात्मक प्रक्रिया का विकास करना।
६. कृतिसंशोधन करनेकी क्षमता विकसित करना।

**प्रथमइकाई - भाषा का स्वरूप महत्व एवं स्थान**

१. हिंदी भाषा का उद्गम : संक्षिप्त इतिहास, महत्व, स्वरूप, विकास, तत्सम एवं तद्भवइ.
२. समवायके प्रकारतथा हिंदी भाषा का अन्य विषयोंसे समवाय।
३. भारतीय बहुभाषिक समाज में हिंदी का स्थान, महत्व, राष्ट्रभाषा के रूप में हिंदी कास्थान
४. छात्र के जीवनमें भाषा का महत्व (समाजिक, भावनिक, बौद्धिक विकास आदि )

**द्वितीयइकाई –भाषा अध्यापनके उद्देश औरकौशल**

१. हिंदी अध्यापनके उद्देश— (प्राथमिक, माध्यमिक एवं उच्च माध्यमिक स्तर)
२. हिंदी भाषा के व्यापक उद्देश, वैश्विक स्तरपर हिंदीकी भूमिका
३. भाषा कौशल- श्रवण, वाचन, लेखन, भाषण-संभाषण, अभिनय एवं निरीक्षणकौशल-महत्व एवं लाभ।
४. शिक्षा समितियाँ-राष्ट्रीय समितियाँ- राष्ट्रीय शिक्षा नीती १९८६ / पुनर्रचना १९९२,राष्ट्रीय पाठयचर्या २००५

### तृतीयइकाई - भाषा का अध्ययन एवं अध्यापन

१. भाषा अध्यापनके सूत्र तथा सिद्धांत
२. भाषा शिक्षा के समाजिक आधार— परिवार, तथा विद्यालय, समवयस्क मित्र (हमउम्र), विभिन्न समुदाय, जनसंचार अन्य माध्यम
३. हिंदी अध्यापनकी विविध पद्धतियाँ (संभाषण, नाटयीकरण, चर्चा, प्रश्नोत्तर आदि)।
४. अध्यापन प्रतिमान - भूमिका पालन, संकल्पना प्राप्ति प्रतिमान, सृजनात्मक विकास प्रतिमान

### चतुर्थइकाई - भाषा शिक्षा कीविधाएँ

- १) गद्य विधा - महत्व, उद्देश्य, प्रकार, प्रमुख रचनाकारोंका संक्षिप्त परिचय, अध्यापन पद्धतियाँ ।
- २) पद्यविधा - महत्व, उद्देश्य, प्रकार, प्रमुख रचनाकारोंका संक्षिप्त परिचय, अध्यापन पद्धतियाँ ।
- ३) सहायक साधन— प्रक्षेपित एवं अप्रक्षेपित साधन स्वरूप, महत्व एवं प्रकारइ.
- ४) कृति संशोधन- महत्व तथाकार्यान्वयन

### परियोजन (सत्र) कार्य:-

- १) प्रपाठ के लिए दिए जानेवाले तीन प्रश्नोंमे से एक प्रश्न लिखना अनिवार्य है । (५ मार्क्स )
- २) निम्नलिखित में से किसी एक पर परियोजन तैयार करें।(किसी दो विषयपर) (१० मार्क्स )
१. राष्ट्रभाषा हिंदी का स्थानजानने हेतु प्रश्नावली बनाकर दस परिवारोंका सर्वेक्षण करें।
२. रेडियो या दूरदर्शनके लिए हिंदी भाषा संबंधी कार्यक्रमका प्रारूप तैयारकीजिए।
३. हिंदी भाषा के किसी एक कौशल के विकास हेतू प्रपत्र तैयार कीजिए।
४. किसी भी एक हिंदी साहित्यकार की दो रचनाओं पर लेख लिखें।

**References:** For references of this pedagogic course, please refer the references cited in semester III of the respective pedagogic course.

**B. Ed. First Year: Semester II**  
**CURRICULAR AREA B: PEDAGOGY COURSES**  
**Course –B. Ed. II - 07: Pedagogy of English (Part – I)**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 15

University Assessment Marks: 35

---

**Course Objectives:**

This course aim at enabling student-teacher to-

1. Understand the nature, landmark, and structure of English
2. Understand curriculum and syllabus of English
3. Use instructional objectives and their specification at upper primary, secondary and higher secondary level
4. Acquaint approaches, methods, models and various learning resources.
5. Understand conceptual knowledge of phonemes morphemes and syntax.
6. Transform from direct speech into indirect speech, active voice into passive voice, positive degree into comparative and superlative degree and simple sentence into complex sentence

**Unit No 1: Nature of English**

- a) Nature of English Language
- b) Landmark of English in India
- c) Structure of English
- d) Core elements, value and life skill to be inculcated through English teaching

**Unit : 2 Curriculum reforms in English language**

- a) Aim and objective of teaching English at upper primary, secondary and higher secondary level.
- b) Instructional objective of English such as Listening, Speaking, Reading and Writing with their specifications
- c) Feature and types of English syllabus

### **Unit : 3 Teaching of process in English**

- a) Approaches : Situational, structural multi-skill and communicative
- b) Methods : Direct method, Dr. west's new method Bilingual Method and Eclectic Methods
- c) Models : Concept attainment model and advance organizer model
- d) Learning resources in English such as Dictionary, Textbook, Handbook, Black Board, Charts, Models, Language Laboratory, Computer, LCD Projector, Internet and E-Book

### **Unit : 4 Conceptual Knowledge of English**

- a) Phonemes and Morphemes
- b) Syntax
- c) Transformation : Direct and Indirect Speech
  - Active and Passive voice
  - Degree – Positive comparative and superlative

### **Sessional work: (Total 15 Marks)**

- The students will write one tutorial question out of three prepared tutorial questions.  
**(05 Marks)**
- The students will undertake **any one** of the following practical and present the report  
**(10 Marks)**

### **Practical / Field Tasks:**

- 1) Prepare one lesson note on any models of teaching and conduct that lesson in the school and prepare the expert on it
- 2) Conduct one lesson by using ICT in the school and prepare the report on it
- 3) Organize one visit to English department for knowing and observing innovative practices and write expert on it.
- 4) Prepare one teaching aid of English which must be related to Std IX text book

**References:** For references of this pedagogic course, please refer the references cited in semester III of the respective pedagogic course.

**B. Ed. First Year: Semester II**  
**CURRICULAR AREA B: PEDAGOGY COURSES**

**Course –B. Ed. II - 07: Pedagogy of Urdu (Part – I)**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 15

University Assessment Marks: 35

---

**Objectives:**

After completion of course the student teaching will be able to...

1. Develop and understanding of the meaning, nature, place and importance of Urdu in school and higher secondary curriculum and human life.
2. Understand the role Urdu in national & international integration.
3. Understand the general objectives of teaching Urdu according to NCF 2005 and SCF 2010.
4. Understand the contribution of poet and writer done in Urdu subject.
5. Be acquainted with method maxims techniques strategies and resources of teaching Urdu.
6. Understand the concept of models of teaching, types of models of teaching and their implications.
7. Acquire the knowledge of historical development of Urdu.
8. Develop skill of preparing and use of different types of learning aids.

**Unit – I Nature of Urdu and learning**

- a) Meaning, Nature, scope of Urdu.
- b) Place and importance of Urdu in school and High secondary level.
- c) Co-relation of Urdu with other subject. ( Literary, cultural & functional)
- d) General objectives of Urdu with reference to NCF 2005 and SCF 2010.  
Instructional objectives and their specifications.

**Unit – II Strategies for learning**

- a) Methods: lecture, inductive, deductive dramatization, Methods of teaching prose, poetry & grammar.

- b) Techniques and maxims of teaching: Questioning, explanation( Narration Supervised, shortly discussion, assignment, observation and maxims of teaching.
- c) Strategies: Constructivism, Co-operative, and collaborative teaching computer Assisted learning (CAL) Project based learning (PBL)
- d) Models of teaching: Concept attainment, Inductive thinking, Advance organizer model, Role playing model,

### **Unit – III Learning Aids in the subject Urdu**

- a) Importance of Audio visual aids and various types of A/V aids. Text Book, Black Board, Charts, Models, Pictures, News Papers, Journals and Periodicals, Dictionary, reference Book, and other literary material, Radio, Tape recorder, T.V., Telephone, Mobile, Over Head Projector, (OHP), Films Projector, L.C.D. Projector, C.D., D.V.D.,
- b) **Support system** - 1) Urdu Room- Need, importance and layout of Urdu room. 2 Language Laboratory: Objectives and Functions, Planning and organizing Action Research: concept and proposal and action research.

### **Unit – IV Professional development of Urdu teacher**

- a) Origin of Urdu
- b) Status & development of Urdu in different period
- c) Role & important of Urdu in national & international integrations.
- d) Historical development of Urdu in different period, Contribution of poets and writers of Urdu in Urdu subject -Dr. Md.Iqbal, Mirza Galib, Sir Sayyed Ahamad Khan.

### **Sessional Work (Total Mark: 15)**

1. The student may write one tutorial questions out of minimum three prepared tutorial questions. (5 Marks)
2. The student may undertake **any one** of the following activities and present the report. (10Mark )
  - i) Development of Urdu laboratory facilities in college.
  - ii) Preparation of programmed Instruction/computer Assisted Instruction (CAI) ICT based learning materials.

- iii) Report writing on five Urdu activities in school.
- iv) Preparation of action research proposal in Urdu.
- v) Preparing of one innovative & useful teaching aid.

**References:** For references of this pedagogic course, please refer the references cited in semester III of the respective pedagogic course.

---

## B. Ed. First Year: Semester II

### CURRICULAR AREA B: PEDAGOGY COURSES

#### Course –B. Ed. II - 07: Pedagogy of Mathematics (Part – I)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 15

University Assessment Marks: 35

---

**Objectives** - After completion of course the student-teacher will be able to:

1. Develop insight into the meaning, nature, scope of mathematics education and appreciate the role of mathematics in day-to-day life;
2. Understand correlation of Mathematics with other school subjects and within subject.
3. Understand and appreciate the work done by eminent Mathematicians..
4. Be acquainted with aims and objectives of teaching Mathematics at secondary school level.
5. Get acquainted with various Strategies, methods and techniques of teaching Mathematics.
6. Prepare and evaluate instructional materials in Mathematics learning.
7. Understand support systems for teaching of Mathematics.
8. Appreciate the importance of Mathematics laboratory in learning Mathematics
9. Understand steps of action research and scientific methods in Mathematics.
10. Be acquainted with teaching of various concepts in Arithmetic and Algebra.

#### **Unit I - Nature of Mathematics and Learning**

- a) Mathematics: Meaning, nature, scope, importance.
- b) Correlation of Mathematics with other subjects and within Mathematics.
- c) Contribution of great Mathematicians with reference to Baskaracharya, Ramanujan, Euclid, Pythagoras, Gauss.

- d) Study of the aims and general objectives of teaching Mathematics vis-a-vis the objectives of school education; writing specific objectives and teaching points of various content areas in Mathematics.

## **Unit II - Strategies for Learning**

- a) Methods and Approaches of teaching mathematics – Inductive, Deductive, Analytical Synthetic, Heuristic, Project, Laboratory, Problem Solving, Learning by discovery, Strategies and Tactics for developing mathematical aptitude in students. Team Teaching, supervised CAI, programmed Instruction.
- b) Models of Teaching - Concept attainment, Inductive thinking, Advance organizer model. Concept and use of constructivist strategies in teaching Mathematics.
- c) Techniques and devices of Teaching of Mathematics: Oral work, Homework, Supervised study, Questioning, Drill work, Assignment, Cooperative Learning, Brainstorming, Concept Mapping. Maxims of teaching Mathematics
- d) Meaning and Importance of lesson plan, Different approaches of a Lesson plan (Herbart , Bloom , and NCERT approaches)

## **Unit III -Learning Aids & Research in the subject.**

- a) Construction and Implementation of Teaching Aids in Teaching of Mathematics:  
1) Visual - Charts, graph, Black Board, Models, Pictures, diagram, OHP 2) Audio - Tape recorder, Digital Audio-recorder & Player. 3) Audio-visual – TV, Computer, Mobile.
- b) **Support system**-1) Mathematics Club: Objectives and Functions 2) The Mathematics Laboratory-Planning and organizing lab activities, exhibition 3) Smart Board & smart classroom.
- c) Scientific method as source of knowledge.
- d) Action research Proposal, Steps in action research. Concept of scientific method

## **Unit IV - Teaching of various aspects in Mathematics: Arithmetic & Algebra**

- a) Arithmetic: Development of number system, Set of integer, rational and real number, time and work, Area and volume.

- b) Arithmetic: simple and compound interest, profit and loss, discount, Ratio and proportion,
- c) Algebra: Algebra as a generalized arithmetic, Theory of Indices, Sets.
- d) Algebra: Systems of linear equations and their graphical solutions, quadratic equations, polynomials, factorization, Factor theorem and remainder Theorem.

**Sessional work: (Total 15 Marks)**

- The students will write one tutorial question out of three prepared tutorial questions.

**(05 Marks)**

- The students will undertake **any one** of the following practical and present the report

**(10 Marks)**

- 1) Project on work done by an eminent Mathematician.
- 2) Organize and report the experiences of two lessons by use of ICT in mathematics at secondary level.
- 3) Organize and report the experiences of two lessons by use of constructivist strategies in Mathematics at secondary level.
- 4) Review of research articles from journals on Mathematics education related to teaching and learning of Mathematics.
- 5) Case study of a gifted/ talented / special need student of Mathematics.
- 6) Critical analysis of any one website related to teaching / learning of Mathematics and report

**References:** For references of this pedagogic course, please refer the references cited in semester III of the respective pedagogic course.

## **B. Ed. First Year: Semester II**

### **CURRICULAR AREA B: PEDAGOGY COURSES**

#### **Course –B. Ed. II - 08: Pedagogy of Science (Part – I)**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 15

University Assessment Marks: 35

---

**Objectives** - After completion of course the student-teacher will be able to:

1. Develop insight into the meaning, nature, scope of Science and appreciate the role of Science in day-to-day life;
2. Understand correlation of Science with other school subjects and within subject.
3. Understand and appreciate the work done by eminent Scientist.
4. Be acquainted with aims and objectives of teaching Science at secondary school level.
5. Get acquainted with various Strategies, methods and techniques of teaching Science.
6. Prepare and evaluate instructional materials in Science learning.
7. Understand support systems for teaching of Science.
8. Appreciate the importance of Science laboratory in learning Science
9. Understand steps of action research and scientific methods in Science.
10. Be acquainted with teaching of various concepts in Science

#### **Unit I - Nature of Science and Learning**

- a) Science: Meaning, nature, scope, importance.
- b) Correlation of Science with other subjects and within Science.
- c) History of Science: with special emphasis on teaching of Science, Contribution of great Scientist with reference to Einstein, Isaac Newton, Dr. Homi Jahagir Bhabha, Dr. A.P.J. Abdul Kalam.
- d) Study of the aims and general objectives of teaching Science vis-a-vis the objectives of school education; writing specific objectives and teaching points of various content areas in Science.

## **Unit II - Strategies for Learning**

- a) Learning by Inquiry Approach, Problem Solving, Project Method, Constructivist: Group work and cooperative or Concept mapping, planning and implementation of strategies in teaching a concept in Science.
- b) Methods – Demonstration, experimental, heuristic, project, Inductive - Deductive, analytical-synthetic.
- c) Models of Teaching - Concept attainment, Inquiry Training Model- Concept and use in teaching Science.
- d) Maxims of teaching, Techniques and devices of Teaching of Science.

## **Unit III - Learning Aids & Research in the subject.**

- a) Construction and Implementation of Teaching Aids in Teaching of Science 1) Visual - Chart, graph, Models, Photo and Picture OHP 2) Audio - Tape recorder, Digital Audio-recorder & Player. 3) Audio-visual – TV, Computer.
- b) **Support system-** 1) Science Club: Objectives and Functions, Science Fair, field trips, Botanical garden, Museum, Aquarium
- c) The Science Laboratory-Need and organizing design and equipment and safety precautionary measures.
- d) Action research proposal, Steps in action research. Concept of scientific methods, Scientific methods as source of knowledge.

## **Unit IV - Teaching of Various aspects in Science:**

Heat, light, friction, force, work and energy, reflection and refraction, motion. Types of motion, structure of atom, static electricity, radioactivity, press energy crisis

**Sessional work: (Total 15 Marks)**

- The students will write one tutorial question out of three prepared tutorial questions.

**(05 Marks)**

- The students will undertake **any one** of the following practical and present the report

**(10 Marks)**

1. Project on any topic of Science.
2. Organize and report the experiences of two lessons by selecting appropriate models of teaching in Science at secondary level.
3. Organize and report the experiences of two lessons by use of ICT in Science at secondary level.
4. Organize and report the experiences of two lessons by use of constructivist strategies in Science at secondary level.
5. Review of a research article from journals on Science education related to teaching and learning of Science.
6. Case study of a gifted/ talented and an unsuccessful learner in Science.
7. Development of a learning aid on a topic in Science and the procedure for using it

**References:** For references of this pedagogic course, please refer the references cited in semester III of the respective pedagogic course.

---

**B. Ed. First Year: Semester II**  
**CURRICULAR AREA B: PEDAGOGY COURSES**

**Course –B. Ed. II - 08: Pedagogy of History (Part – I)**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 15

University Assessment Marks: 35

---

**Objectives** - After completion of course the student-teacher will be able to:

1. Develop insight into the meaning, nature, scope of history education and appreciate the role of History in day-to-day life.
2. Be acquainted with aims, values and objectives of teaching History& Civics at secondary school level.
3. Understand correlation of History with other school subjects and within subject.
4. Understand and appreciate the work done by eminent Historians.
5. Get acquainted with various methods, Strategies and techniques of teaching History.
6. Understand steps of action research and scientific methods in History.
7. Prepare and evaluate instructional materials in History learning.
8. Understand support systems for teaching of History.
9. Be acquainted with teaching of various concepts in History and Civics.

**Unit I - Nature of History & Civics**

- a) **History & Civics:** Meaning, nature, scope, importance& kinds of History.
- b) **Aims and values** of teaching History at secondary level, instructional objectives of teaching History and Civics with their specifications.
- c) **Correlation** of **History** with other school subjects.
- d) **Historiography:** with special emphasis on teaching of **History**, Contribution of great Historians with reference to Herodotus, Karl marks, Sir Jadunath Sarkar, V.K.Rajwade, SetuMadhavraoPagadi, DamodarDharmanandKosambi.

## **Unit II - Strategies for Teaching and Learning of History**

- a) **Methods**– Lecture, Narration, Source, Story Telling, Discussion, Problem Solving, project.
- b) **Learning strategies:**Constructivism, Cooperative and collaborative strategies, concept mapping, team teaching, computer Assistant learning .
- c) **Models of Teaching:** Role playing model, Jurisprudential model, Advance organizer model.
- d) **Techniques and devices:** Symposium, Seminar, brainstorming, assignment, supervised study, questioning, description, and dramatization. Maxims of teaching,

## **Unit III - Learning Aids& Research in the subject**

- a. **Construction and Implementation of following teaching aids in History & Civics**
  - 1) Visual - Chart, Map, Time Charts, Family Trip, pictures, models, objects2) OHP - Audio - Tape recorder, Digital Audio-recorder & Player.3) Audio-visual – TV, Computer, LCD projector, Mobile.
- b. **Support system** - 1) History room- Need, importance and layout of History room. 2) History Club: Objectives and Functions, Planning and organizing, exhibition, various activities for the preservation of Historical places.
- c. Action research proposal, Steps in action research.
- d. Concept of scientific methods, Scientific methods as source of knowledge.

## **Unit IV - Teaching of various aspects of History& Civics**

- a) History of the Vedic age.
- b) History of Mughals empire. (1500-1750)
- c) History of Marathas Rise & falls (1500-1818)
- d) Rights and duties of the Indian citizen as per constitution.

**Sessional work: (Total 15 Marks)**

- The students will write one tutorial question out of three prepared tutorial questions.

**(05 Marks)**

- The students will undertake **any one** of the following practical and present the report

**(10 Marks)**

1. Project on any work done by renewed HISTORIAN.
2. Visit to any historical place and report with Pictures it.
3. Interview a senior History teacher at secondary level to understand the characteristics of a History teacher. Write a report.
4. Collect the information about any current Historical event and analyses with your view.
5. Organize and report the experiences of two lessons by use of ICT in History at secondary level.
6. Organize and report the experiences of two lessons by use of constructivist strategies in History at secondary level.
7. Review of research articles from journals on History education related to teaching and learning of History.
8. An appraisal of in-service programme for History teachers organized by some Modal institutions in the area/region.
9. Development of a learning aid on a topic in History and the procedure for using it
10. Collection of Pictures & information of Various Forts in India.
11. Writing report of participation in conferences/seminars/workshops in History.

**References:** For references of this pedagogic course, please refer the references cited in semester III of the respective pedagogic course.

**B. Ed. First Year: Semester II**  
**CURRICULAR AREA B: PEDAGOGY COURSES**

**Course –B. Ed. II - 08: Pedagogy of Geography (Part – I)**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 15

University Assessment Marks: 35

---

**Objectives** - After completion of course the student-teacher will be able to:

11. Develop insight into the meaning, nature, importance, modern concept of geography education and appreciate the role of geography in day-to-day life;
12. Understand correlation of geography with other school subjects and within subject.
13. Understand and appreciate the work done by eminent Geographers.
14. Be acquainted with aims and objectives of teaching Geography at upper primary, secondary & Higher secondary level.
15. Get acquainted with various Strategies, methods and techniques of teaching Geography.
16. Prepare and evaluate instructional materials in Mathematics learning.
17. Understand support systems for teaching Geography.
18. Be acquainted with teaching of various concepts in Geography subject.

**Unit I - Nature of Geography and Learning**

- a) Geography : Meaning, nature, importance & Modern concept.
- b) Co-relation of Geography with other subjects and within Geography.
- c) Aims & objectives of teaching Geography with their specifications at upper primary, secondary & Higher secondary level.
- d) Contribution of great Geographers with reference to Alexander Von Humbolt, Carl Ritter, Friedrich Ratzel & Vidal de la Blache

## **Unit II - Strategies for Learning**

- a) Methods and Approaches of teaching Geography – Regional, Observation, Lecture, Journey, Excursion, Project, Laboratory
- b) Models of Teaching - 1) Concept attainment, Advance organizer model, Memory Model 2) Use of Constructivism in teaching Geography.
- c) Strategies for teaching Geography-Discussion, Seminars, Map reading, Field Work, Supervised study, Co-Operative Learning & Collaborative, Brainstorming.
- d) Maxims of Teaching Geography & Different approaches of a Lesson plan (Herbart, Bloom, and NCERT approaches)

## **Unit III - Learning Aids & Research in the subject.**

- a) Instructional materials & Aids 1) Visual - Chart, graph, Boards, Maps, Globe, Atlases, Pictures, OHP 2) Audio - Tape recorder, Digital Audio-recorder & Player, Radio. 3) Audio-visual – TV, Computer, Mobile.
- b) **Support system**-1) Geography Club: Objectives and Functions 2) The Geography Room-structure & use 3) Geography Field visit .
- c) Action research – Concept, Steps & Proposal of action research.
- d) GIS & GPS Techniques use & importance in Geography

## **Unit IV - Teaching of various aspects in Geography**

- a) The Solar Systems, Seasons.
- b) Types of rain, Hydrosphere, Eclips.
- c) Agriculture of Maharashtra.
- d) Elements of Map, Types of Map.

### **Sessional work: (Total 15 Marks)**

- The students will write one tutorial question out of three prepared tutorial questions.  
**(05 Marks)**
- The students will undertake **any one** of the following practical and present the report  
**(10 Marks)**

1. Project on work done by are eminent Geographers.
2. Review of Research articles from journals on Geography Education related to teaching & learning of Geography
3. Preparation of programmed instruction / computer assisted instruction CAI /ICT based learning materials.
4. Visit to Metrological Department –observe & prepared the report.
5. Collect information about any current Geographical event & analyses with your view.
6. Prepare the one teaching Aid of Geography subject .
7. Critical analysis of any one website related to teaching / learning of Geography and report.

**References:** For references of this pedagogic course, please refer the references cited in semester III of the respective pedagogic course.

---

## **EPC 2: Critical Understanding of ICT (1/2)**

Credits: 02

Periods: 60

Maximum Marks: 50

Internal Assessment Marks: 50

University Assessment Marks: 00

---

---

### **Objectives:**

1. To enable student teachers to understand importance of ICT in day to day life.
  2. To enable student teachers to acquire essential skills of ICT in order to integrate ICT in teaching, learning, evaluation, administration, teaching material development & developing collaborative networks for sharing and learning in schools and colleges.
  3. To motivate student teachers to judiciously use ICT for facilitation for their own development and development of the society.
  4. To promote constructivist approaches for teachers professional development that are self directed, need based, decentralized, collaborative, peer learning based and continuous.
  5. Provide student teachers opportunities of using online and offline resources for their individual learning.
  6. To create net savvy attitude of sharing knowledge resources for betterment of the world.
  7. To help student teachers to construct knowledge using ICT and become a lifelong learner.
  8. To empower student teachers to become responsible citizens of the modern – technology based world.
- 
- 

### **Syllabus of the course:**

**Unit1:** Introduction to computer fundamentals, major elements in a computer system and properties of computers. Computer memory – concept, units, types and properties.

**Unit2:** Application software: O. S., Microsoft Word, Microsoft Excel, Microsoft Power point its facilities and uses.

**Unit3:** Internet, Email- requirements, registration, benefits and limitations. Social Websites their uses & limitations. Use of various Google apps for educational purpose.

**Unit 4:** Microsoft Publisher and its facilities. Computer care – viruses and safety measures. Concept of copy write and copy write chaos, piracy, ethical hacking, intellectual property.

**Course Evaluation:**

An objective test of 10 marks on the course content.

Any eight of the following practical each carrying 5 marks.

**Practicals:**

1. Preparation of a word document such as letter, bio-data/ CV/ resume, application, report, question paper, etc.
2. Preparation of a spreadsheet using functions and commands, diagrams / charts/ graphs
3. Preparation of a power point presentation using online and offline references on a school topic
4. Email registration and sending / receiving Email with attachment.
5. Preparation of a newsletter/ brochure / invitation card/ visiting card/ website
6. Critical evaluation of a website / **Designing website for particular theme.**
7. ICT project on any one of the pertinent topic / concept assigned to the student by the teacher such as cybercrime and cyber security.
8. Preparation of a power point presentation / video presentation on observance of special day.

9. E publication of an article / report / note / research / survey.
10. Preparation of an evaluation tool / Feedback form for online registration/feedback
11. Word / Excel/ DBMS file preparation on students' profile in any school / college class.
12. Organization of special lecture / guest lecture on a pertinent topic of ICT and its digital notes.
13. Video interview / organization of video conference and digital report.
14. **References: (The references Education blogs creation and application.**
15. **Creating e-group/forum for educational interaction**
16. **Preparing e-port folio on one's own learning in ICT / Preparing e-port folio of Students of the B. Ed. class**

**are suggestive. Teachers are advocated to identify, use such other and online resources. Online and web based references may be used as and when required.)**

1. Mishra, R. C. (2009) , *Teaching of information technology*, APH pub. Corp., New Delhi.
2. NCTE (n. d.) *X-Pdite Towards Excellence in Education*, Handbook for Teacher Educators
3. Ram, B. (2001). *Computer Fundamental Architect and Organization* (3<sup>rd</sup> Ed.) New Delhi: New Age International Publications.
4. Rao, D. B. (2001), *Information technology*, Discovery pub. Delhi.
5. Shankar, T. (2008), *Methods of teaching information technology*, crsscent pub. Corp., New Delhi.
6. Sinha, P. K. (2010). *Computer Fundamentals*. (4<sup>th</sup> Ed.) New Delhi: BPB Publications.
7. Spencer, D. D. (1998). *The Illustrated Computer Dictionary*. (3<sup>rd</sup> Ed.)New Delhi: Universal Book Stall.
8. Yadav, D.S. (2008). *Foundation of Information Technology* ( 3<sup>rd</sup> Ed.) New Delhi: New Age International Publications.



## Engagement with the Field Semester –II

### AppendixB-1 Practice Teaching and Internship

सरावपाठ नियोजन व शालेय आंतरवासिता

क्रेडिट - ४

गुण-१००

कालावधी : २०० तास

For Semester –II Internship + Practice Lesson (8) = 60+40 = 100 Marks

उद्दिष्टे : छात्राध्यापकास....

१. अध्यापनाच्या प्रतिमानांवर आधारित दोन पाठ घेण्यास मदत करणे.
२. शाळेतील आंतरक्रियात सहभागी होण्यास मदत करणे.
३. बुलेटिन तास, परिपाठ, फलक लेखन या उपक्रमाचे नियोजन व आयोजन करणे.
४. शाळेतील समाजसेवा आर.एस.पी./एम.एम.सी.यापैकी एका उपक्रमाचे नियोजनकरून अहवाल लिहण्यास मदत करणे.
५. शाळेतील शारीरिक शिक्षण व आरोग्य शिक्षण, कार्यानुभव, या विषयासाठी कार्यक्रम राबविण्यास मदत करणे.
६. कृतिसंशोधनाचा आराखडा व कृतिसंशोधन कार्यवाही करण्यास मदत करणे.
७. अध्यापन पध्दतीशी संबंधित प्रात्यक्षिके राबविण्यास मदत करणे.

#### सरावपाठ प्रशिक्षण (सत्र २,३,४)

सरावपाठ प्रशिक्षण हे प्रामुख्याने शालेय आंतरवासिता कालखंडात घ्यावयाचे आहे.

उद्दिष्टे : छात्राध्यापकास....

१. वर्गअध्यापन कार्यासाठी आवश्यक अशा अध्यापन पध्दती, तंत्रे व क्लुप्त्या याविषयी महिती मिळविण्यास मदत करणे.
२. पाठ नियोजन तत्वानुसार विविध पाठांचे नियोजन करण्यास मदत करणे.
३. अध्यापनाचा सराव देवून अध्यापन पध्दती आत्मसात करण्यास मदत करणे.
४. वास्तव परिस्थितीत अध्यापन कार्याची संधी देवून त्याची परिणामकारकता आजमविण्यास मदत करणे.
५. अध्यापनपध्दतीनुसार व इतर अध्यापनाची पाठ निरीक्षण करण्यास संधी देणे.

प्रात्यक्षिकासाठी आवश्यक आधारप्रणाली : पाठयपुस्तके, शैक्षणिक साधने, पाठ टाचण, निरीक्षण, नोंद तक्ते, सरावपाठ शाळांचे पूर्ण सहकार्य व सुविधांची उपलब्धता, शाळेतील शिक्षकांचे सहकार्य.

प्रत्येक सत्रानुसार पूर्ण करावयाचे पाठसंख्या व एकूण गुण- १५०

सत्र	पाठाचे प्रकार						एकूण
	सुट्टे पाठ	अध्यापन प्रतिमान पाठ	ज्ञानरचनावाद	आशययुक्त अ.पध्दती	सलग सराव	आय. सी. टी. चा वापर	
१	००	---	----	----	---		००
२	२	२	४	---	---		०८
३	६	---	---	४	८		१८
४	०	---	---	---	---	४	४
एकूण	८	२	४	४	८	४	३०

सुट्टे सराव पाठ आशययुक्त अध्यापनपध्दतीनुसार पाठ ,अध्यापन प्रतिमानेनुसार पाठ घेताना आय.सी.टी. व ज्ञानरचनावादाचा जास्तीजास्त उपयोग करावा.

### छात्रसेवाकाल स्वरूप,कार्यवाही व मूल्यमापन

**पाठसंख्या व पाठाचे प्रकार: ४० गुण.** या छात्रसेवाकालात ८ सराव पाठ घेणे .या सराव पाठांचे गुण सरावपाठांच्या १५० गुणांपैकी दिले जातील

१. शालेयस्तरावरील विषयाचे अध्यापन पध्दतीनुसार प्रत्येकी १ याप्रमाणे दोन अध्यापनपध्दतीचे २ पाठ घेणे.
२. शालेयस्तरावरील विषयाचे अध्यापन पध्दतीनुसार प्रत्येकी एक याप्रमाणे **दोन** अध्यापन पध्दतीचे प्रतिमानावर आधारित पाठ घेणे.
३. ज्ञानरचनावाद संकल्पनेवर आधारित अध्यापन पध्दतीनुसार प्रत्येकी दोन याप्रमाणे ४ पाठांचे (२ अधिक २) नियोजन करून सराव पाठ घेणे.

**छात्रसेवाकाल उपक्रम:** : पुढीलपैकी सर्व उपक्रम या छात्रसेवाकालात राबवावेत. या उपक्रमाचे विद्यार्थ्यांची उपस्थिती, सहभाग, पूर्वनियोजन व तयारी, उत्स्फूर्तता, अहवाल लेखन,सादरीकरणास १५ पैकी गुण द्यावेत. **(एकूण गुण :६०)**

१. इ.५वी ते ९ वी पर्यंतच्या एका शालेय विषयाच्या मानव अधिकार/ मूल्यशिक्षणावर आधारित आशयाची निवड करून पाठनियोजन करावे. पाठनियोजन करताना आवश्यक पध्दती, तंत्र, क्लृपत्या किंवा प्रतिमानाचा वापर करून प्रत्यक्ष पाठ घेवून कार्यवृतांत लिहावा. वृतांत लेखनात उद्दिष्टे, पूर्वतयारी, कार्यवाही, शैक्षणिक साधन निर्मिती व उपयोग, स्वतःस मिळवलेले प्रत्याभरण यांचा उल्लेख करावा. विद्यार्थी पाठ घेताना पर्यवेक्षण करावे
२. शारीरिक शिक्षणासाठी पुढीलपैकी किमान एका उपक्रमाची निवड छात्रध्यापकानी करावी. वैयक्तिक अथवा सांघिक खेळ, अथवा खेळाच्या स्पर्धा , योगशिक्षण/आरोग्यशिक्षणाशी संबंधित उपक्रम/ व्याख्यान/ प्रात्यक्षिक, सांघिककवायत/घुंगरूकाठी, डंबेल्स, इ. साधनाद्वारे कवायत यापैकी एका वर्गासाठी कवायत करावी. वरील उपक्रमाच्या अहवालमध्ये त्याची उद्दिष्टे कार्यवाही, साधनाचे संघटन, अंमलबजावणीत आलेले अडथळे व प्राप्त झालेली यशस्वीता या बाबत वृतांत लिहावा. मार्गदर्शकांनी विद्यार्थ्यांना उपक्रम घेण्यासाठी मार्गदर्शन करावे.
३. शाळेतील माजी विद्यार्थी संघटना / पालक संघ/ विद्यार्थी समिती याचा अभ्यास करणे व माहिती लेखन करणे.
४. आपल्या अध्यापन पध्दतीनुसार कोणत्याही एका विषयातील आशयांची निवड करा. आशयाला उपयुक्त शैक्षणिक साधन तयार करा. पाठ घेताना प्रत्यक्ष शैक्षणिक साहित्य वापरून झालेल्या परिणामावर स्वतःचे मत लिहा. शैक्षणिकसाधन निर्मितीचे उद्दिष्ट्ये, पूर्वतयारी, साहित्य निर्मितीसाठी येणारा खर्च, उपयोग, यामुद्दयाचा विचार करावा.

**Appendix B-2**  
**Action Research Project**  
**कृतिसंशोधनप्रकल्प**

क्रेडिट -२

गुण-५०

कालावधी : १०० तास

**उद्दिष्टे :** छात्राध्यापकास,

१. कृतिसंशोधनाचे स्वरूप, वैशिष्ट्ये, महत्त्व समजण्यास मदतकरणे.
२. कृतिसंशोधनाच्या विषय निश्चितीची क्षेत्रे समजावून देणे.
३. कृतिसंशोधन आराखड्याचे टप्पे व प्रत्येकाचे महत्त्व समजावून सांगणे.
४. कृतिसंशोधन आराखडा तयार करून घेणे.
५. कृतिसंशोधन अहवाल तयार करणे व मूल्यमापनासाठी सादर करणे.

**योग्य कालखंड-** द्वितीय सत्रातील शालेय अनुभवापूर्वी कृतिसंशोधनपर आधारित उद्बोधन सत्र पूर्ण करावे. छात्राध्यापकांनी द्वितीयसत्रातील शालेय अनुभवाच्या पहिल्या आठवड्यात समस्यानिश्चित करून संशोधन आराखडा तयार करावा. छात्राध्यापकांनी मागदर्शकाच्या मदतीने प्रत्यक्ष शाळेवर कृतिसंशोधनाचे काम शालेय अनुभवाच्या उर्वरित कालखंडात पूर्ण करावे.

**कार्यनीती:**

१. प्रत्येक अध्यापनात पध्दतीच्या मार्गदर्शकांनी दुस-या सत्राच्या सुरुवातीला कृतिसंशोधनावरील संदर्भ पुस्तकांची यादी द्यावी.
२. कृतिसंशोधनाच्या तात्विक भागावर व्याख्याने आयोजित करावे.
३. कृतिसंशोधनाचे स्वरूप, वैशिष्ट्ये, महत्त्व व गरज या भागासाठी दोनघड्याळी तास द्यावेत. तसेच विषय निश्चितीची क्षेत्रे यासाठी दोनघड्याळी तास देवून प्रशिक्षणार्थींना प्रथम अध्यापन पध्दतीनुसार गटामध्ये बसवून त्यांच्या विषयाच्या मार्गदर्शकांनी प्रत्येक विद्यार्थ्यांचे विषय निश्चित करून द्यावेत.
४. प्रशिक्षणार्थींचे विषय निश्चित झाल्यानंतर कृतिसंशोधन आराखड्यातील प्रत्येक बाबीचे व्यवस्थित विवेचन करण्यासाठी तासिका किंवा घड्याळी तास द्यावेत.
५. वरील सर्व बाबी प्रशिक्षणार्थी लक्षात आल्यानंतर कच्चा आराखडा लेखन करून घ्यावे.
६. प्रत्येक अध्यापन पध्दतीच्या मार्गदर्शकांनी कच्चा आराखडा तपासावा. त्यातील दुरुस्त्या समजावून घ्यावेत व त्यानंतर कृतिसंशोधनाचा पक्का आराखडा तयार करायला सांगावे.
७. कृतिसंशोधन आराखडा व अहवाल स्वतःच्या हस्तक्षरामध्येच लिहून घ्यावा..

**कृतिसंशोधन प्रकल्प मूल्यमापन:**

- |  |        |
|--|--------|
| १. कृतिसंशोधन विषय व उद्दिष्ट्ये निश्चिती कार्यवाही                    | १० गुण |
| २. कृतिसंशोधन पध्दती, साधने निवड व विकसन कार्यवाही                     | १० गुण |
| ३. कृतिसंशोधन आराखडा निश्चिती व सादरीकरण                               | १० गुण |
| ४. कृतिसंशोधन पध्दती व साधनाद्वारा प्राप्त माहितीचे विश्लेषण कार्यवाही | १० गुण |
| ५. कृतिसंशोधनाचे अहवाल लेखन कार्यवाही                                  | १० गुण |

एकूण

५० गुण

## Engagement with the Field

### B-3: Models of Teaching Workshop

अध्यापन प्रतिमान

क्रेडिट -२

गुण-५०

कालावधी : ५० तास

उद्दिष्टे : छात्राध्यापकास...

१. अध्यापनाच्या प्रतिमानांचा परिचय करून देणे.
२. अध्यापन पध्दती व प्रतिमान यातील फरक समजून घेण्यास मदत करणे.
३. प्रतिमानानुसार पाठ टाचण तयार करण्याची क्षमता विकसित करणे.
४. प्रतिमानाचा वापर करून अध्यापन करणे.

**योग्य कालखंड-** शालेय आंतरवासिता ( सत्र दोनमधील) कार्यक्रमाच्या अगोदर

**प्रात्यक्षिकासाठी पूर्वावश्यक भाग-**सूक्ष्म अध्यापन, सुट्या सराव पाठापैकी किमान ६ पाठ पूर्ण झालेले असावेत.

**प्रात्यक्षिकासाठी आवश्यक आधारप्रणाली :** पाठयपुस्तके, शैक्षणिक साधने, प्रतिमानांच्या संरचना, प्रतिमानानुसार पाठ टाचणांचे नमुने, निरीक्षण नोंदतक्ते.

**प्रात्यक्षिकांसाठी पूर्वावश्यकतात्त्विक भाग:** कोर्स ७ व ८ मधील अध्यापन प्रतिमानसंबंधित आशय कार्यशाळेत व्याख्यानाद्वारा पूर्ण करण्यात यावा.या प्रतिमान कार्यशाळेत प्रामुख्याने अध्यापन प्रतिमानांची तात्त्विक माहिती अध्यापन प्रतिमान व अध्यापन पध्दती यातील फरक यावर दोन व्याख्याने नियोजित करावीत. त्यानंतर सामाजिक वर्तन, माहिती प्रक्रियाकरण व वर्तन परिवर्तन या कुलातील प्रत्येक गटामध्ये येणारी प्रतिमाने यांची उद्दिष्टे याही बाबींचे त्यावेळी अध्यापन करावे. या प्रात्यक्षिकांची सुरुवात व्याख्यानांनी होईल.

छात्राध्यापकांनी सामाजिक वर्तन, माहिती प्रक्रियाकरण व वर्तन परिवर्तन या कुलातील भूमिका पालन, संकल्पना प्राप्ती प्रतिमान, उद्गामी विचार, अग्रंत संघटक, स्मृती प्रतिमानया प्रतिमानापैकी किमान दोन प्रतिमानाची निवड करावी ही अपेक्षा आहे. या प्रत्येक प्रतिमानावर आधारित तात्त्विक माहिती पाठनियोजन, पाठनिरीक्षण यावर एकत्रित चर्चा व्हावी. त्यानंतर त्याच प्रतिमानावर आधारित किमान दोन प्रतिमानाचे दिग्दर्शित पाठ शिक्षक प्रशिक्षकाने कार्यशाळेत सादर करावेत. सादरीकरणानंतर प्रतिमान पाठ निरीक्षणावर चर्चा करावयास हवेत. त्यानंतर गटवार संबंधित प्रतिमानावर आधारित पाठनियोजन करावे. अध्यापनापूर्वी या अध्यापन प्रतिमान पाठांची पाठटाचणे काचफलकामध्ये लावून छात्राध्यापकांना लिहून घेणे सांगावे. याचप्रमाणे इतरही अध्यापन प्रतिमानाचे नियोजन करावे.

प्रतिमानाची निवड करून दोन पाठटाचणे तयार करून घ्यावीत. सोयीनुसार विद्यार्थ्यांना शाळेत पाठ घेण्यास सांगावे. (प्रत्येक अध्यापनपध्दतीचा एक) प्रतिमानानुसार घ्यावयाच्या पाठांची संख्या ही किमान संख्या आहे. यापेक्षा जास्त पाठ घ्यावयाचे स्वातंत्र्य विद्यार्थी शिक्षकास असेल.

**अहवाल लेखन :** अहवाल लेखनात प्रामुख्याने - अध्यापन प्रतिमानासंबंधित कार्यशाळेतील प्रत्येक प्रतिमानाची सैद्धांतिक माहिती, पाठनियोजन, ( दोन ) व स्वतःचे अनुभव समाविष्ट करावेत.

मूल्यमापन : अध्यापन प्रतिमान कार्यशाळेचे मूल्यमापन पुढील निकषाच्या आधारे करण्यात यावे.

अ.न.	मूल्यमापनाचे घटक	गुण
१.	प्रतिमान कार्यशाळेतील सहभाग	१०
२.	गटवार चर्चेतील सहभाग	१०
३.	पाठटाचण -अध्यापन पध्दती-१	१०
४.	पाठटाचण -अध्यापन पध्दती-२	१०
५.	अहवाल लेखन	१०
	एकूण गुण	५०

-----

## ज्ञानसंरचनावाद कार्यशाळा

क्रेडिट — १

गुण: २५

कालावधी: ५० तास

### उद्दिष्टे:

१. छात्राध्यापकास ज्ञानसंरचनावाद संकल्पना समजून घेण्यास मदत करणे.
२. ज्ञानसंरचनावाद गृहीतके व तत्त्वे समजून घेण्यास मदत करणे.
३. ज्ञानसंरचनावाद अध्ययन अध्यापन प्रक्रियेसाठी आवश्यक भौतिक, आर्थिक आणि मानवी सुविधांची यादी समजण्यास मदत करणे.
४. ज्ञानसंरचनावाद अध्ययन अध्यापन प्रक्रियेसाठी अध्यापक व विद्यार्थी भूमिका समजून घेण्यास मदत करणे.
५. ज्ञानसंरचनावाद तंत्राचा प्रतिमानांचा परिचय करून घेण्यास मदत करणे.
६. ज्ञानसंरचनावादनुसार पाठनियोजन करण्यास मदत करणे.

### ज्ञानसंरचनावाद कार्यशाळा स्वरूप व कार्यवाही:

१. कार्यशाळेच्या पहिल्या दिवशी ज्ञानसंरचनावाद संबोध व ओळख यावर आधारित एक व्याख्यान आयोजित करावे. यासाठी पूरकसाहित्यअगोदरच छात्राध्यापकास द्यावे व त्यावर चर्चा एकत्रित करावी. ब्रुनर, पियाजे, व्हायगोटरची उपपत्ती सैद्धांतिक भाग आदल्यादिवशी देवून कार्यशाळेच्या पहिल्या दिवशी त्यावर चर्चा करावी. ज्ञानसंरचनावादाचा काही मार्गदर्शक तत्त्वे व त्याचा अध्ययनासाठी संबंध यावर आधारित दुसरे व्याख्यान द्यावे. ज्ञानसंरचनावादाचा अध्ययन अध्यापन अभ्यासक्रम मापन यावर पडणारा प्रभाव यावर २ तास चर्चा करावी.
२. कार्यशाळेच्या दुस-या दिवशी ज्ञानसंरचनावादी पाठयपुस्तके छात्राध्यापकास अभ्यासण्यास देवून कार्यशाळेच्या दुस-या दिवशी त्यावर आधारित चर्चा द्यावी. छात्राध्यापकाचे अध्यापन पध्दतीनुसार गट पाडून अभ्यासक्रम पाठयपुस्तक यातील बदलाबाबत गटकार्य द्यावेत. यासाठी ज्ञानसंरचनावादी दृष्टीने तयार केलेली व पाठयपुस्तके ज्ञानसंरचनावादावर आधारित नसलेली पाठयपुस्तके यांचा उपयोग करावा.
३. कार्यशाळेच्या तिस-या दिवशी ज्ञानसंरचनावादी शिक्षक व विद्यार्थी भूमिका यावर चर्चेच्या स्वरूपातील १ तास व्याख्यान द्यावे त्यानंतर पुढील मुद्द्यावर गटकार्य द्यावे.
  १. ज्ञानसंरचनावादी अध्ययन अध्यापन प्रक्रिया - भौतिक साधने
  २. ज्ञानसंरचनावादी अध्ययन अध्यापन प्रक्रिया — शिक्षक तयारी
  ३. ज्ञानसंरचनावादी अध्ययन अध्यापन प्रक्रिया — विद्यार्थी तयारी
  ४. ज्ञानसंरचनावादी अध्ययन अध्यापन प्रक्रिया - शालेय नियोजन / वेळापत्रकया चर्चेनंतर अध्यापन पध्दतीनुसार गटवार प्रात्यक्षिक कार्य करावे. प्रत्येक विषयावर वरील मुद्द्यांनुसार आशय निवडून पाठाच्या आराखड्यास अनुरूप गटकार्य करून द्यावे.
४. कार्यशाळेच्या चौथ्या दिवशी ज्ञानसंरचनावादी अध्ययन प्रक्रियेची वैशिष्ट्ये पारंपारिक अध्यापनापेक्षा असणारे वेगळेपण यावर प्रत्यक्ष दिग्दर्शन स्वरूपात रेकॉर्डेड पाठ यावर एकत्रित चर्चा करावी.
५. कार्यशाळेच्या पाचव्या दिवशी ज्ञानसंरचनावादी पाठाचा आराखडा तयार करण्यासंदर्भात एकत्रित चर्चा करावी. पाठाचा आराखडा तयार करताना आशय, विषय, अध्ययन अनुभव, भौतिक सुविधा विद्यार्थी व शिक्षक भूमिका यावर चर्चा द्यावी. नंतर पाठाचा आराखडा यावर गटवार प्रात्यक्षिक कार्य करवून घ्यावे.
६. कार्यशाळेच्या सहाव्या दिवशी दुस-या अध्यापन पध्दतीस अनुरूप पाठटाचण तयार करवून घ्यावे व त्यादिवशी अहवाल लेखनासंदर्भात मार्गदर्शन करावे.

### ज्ञानसंरचनावादी अध्यापन कार्यशाळा मूल्यमापन: २५ गुण

- |                                     |        |
|-------------------------------------|--------|
| १. कार्यशाळेतील सहभाग               | ०४ गुण |
| २. प्रथम अध्यापन पध्दतीचे पाठटाचण   | ०८ गुण |
| ३. द्वितीय अध्यापन पध्दतीचे पाठटाचण | ०८ गुण |
| ४. कार्यशाळेचे अहवाल                | ०५ गुण |

**Engagement with the Field Semester –II**  
**Appendix B-4: Workshop on Teaching Aids**

**शैक्षणिक साधन निर्मिती कार्यशाळा**

<b>क्रेडिट -१</b>	<b>गुण-२५कालावधी :</b>	<b>५०तास</b>
-------------------	------------------------	--------------

उद्दिष्टे : छात्राध्यापकास---

१. विषय अध्यापनासाठी शैक्षणिक साधनांची गरज समजावून देणे.
२. निवडलेल्या विषयानुरूप शैक्षणिक साधन निर्मितीसाठी प्रेरणा निर्माण करणे.
३. अध्ययन अध्यापन प्रक्रियेत अद्ययावत शैक्षणिक साधनांचा उपयोग करण्यासाठी प्रवृत्त करणे.
४. शैक्षणिक साधन निर्मितीसाठी आवश्यक कौशल्ये विकसित करण्यास मदत करणे.
५. शैक्षणिक साधनांची अध्ययन अध्यापन कायातील गरज, महत्व, समजून घेण्यास मदत करणे.

**कार्यशाळेचे स्वरूप**

शैक्षणिक साधननिर्मिती कार्यशाळेची सुरुवात ६ व्याख्याने होईल. अध्ययन अध्यापन प्रक्रियेत दृक-श्राव्य साधनांचे महत्व गरज यावर आधारित व्याख्यानाचे आयोजन करावे. शैक्षणिक साधन बनविणा-या तज्ज्ञ व्यक्तींचे मार्गदर्शन प्रात्यक्षिक कार्यासाठी ठेवावे. कार्यशाळेसाठी आवश्यक साहित्याचे नियोजन अगोदरच केलेले हवे. शैक्षणिक साधन निर्मितीसाठी शालेय विषयाची पाठ्यपुस्तके, कागद, रंग, फेव्हीकॉल, कात्री, थर्माकॉल, कार्डशीट , स्केचपेन इत्यादी साहित्य विद्यार्थी संख्येनुसारच हवे.

शैक्षणिक साधननिर्मिती कार्यशाळेतील तात्विक भागावरील व्याख्यानानंतरच गटवार प्रात्यक्षिक कामाचे नियोजन हवे. शक्यतो अध्यापन पद्धतीवर गट विभागणी करून प्रत्येक अध्यापकाने शालेय स्तरावरील निवडलेल्या दोन विषयाची दोन शैक्षणिक साधने तयार ठरावीत. शैक्षणिक साधने तयार करताना दृक-श्राव्य साधनांचे विविध प्रकारानुसार विविध प्रकारची साधने तयार करावीत. छात्राध्यापकांची विषय, इयत्ता, आशयानुरूप विविध साधने तयार करण्यासाठी प्रयत्न करावेत.

अहवालात तयार केलेल्या शैक्षणिक साधनांचा हेतू, महत्व व उपयुक्तता व तयार करण्याची प्रक्रिया थोडक्यात लिहावी.

**मूल्यमापन-**

शैक्षणिक साधननिर्मिती कृतीसत्रातील छात्राध्यापकांचा सहभाग तसेच तयार केलेल्या दोन शैक्षणिक साधनांचा दर्जा ठरवून २५ गुणांपैकी मूल्यमापन करावे.

शैक्षणिक साधन-१-	१० गुण
शैक्षणिक साधन-२-	१० गुण
अहवाल	०५ गुण

## Engagement with the Field

### Appendix B-5.Viva Voce

क्रेडिट -२

गुण-५०

कालावधी : २० तास

---

This practicum carries 50 marks, 02 credits. The viva-voce is to be conducted for evaluation of work and achievement (within the year) of every student, at the end of first year by a pair of examiners (one internal examiner and another external examiner) appointed by the university. The University /College should provide all students – teachers a list of practical's to be completed, compiled and filed in an order before appearing for the viva voce. The teacher education institution should have mechanism to verify the enlisted practical /documents/reports and attendance records before a student-teacher appears for the viva voce.

-----  
-----

**B. Ed. Second Year: Semester III**  
**Curricular Area A - Perspectives in Education**

Course BED-III-09: **Knowledge and curriculum** Part-I (1/2)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 15

University Assessment Marks: 35

---

**Objectives of the course:** Student- Teachers will be able to,

- 1) Understand the Epistemological concept of knowledge, structure, sources of knowledge
  - 2) Understanding the Scientific methods & its characteristics
  - 3) Understand the Meaning, Concept, emerging knowledge base in education.
  - 4) Understand the different ways of knowing process, Construction of knowledge.
  - 5) Understand the different aspect of knowledge
  - 6) Understand the Concept and need of Curriculum Framework.
  - 7) Understand the Site of Curriculum Engagement.
- 

**Unit-I: Epistemological and Social Base of Education**

- a) Epistemological concept of knowledge, structure of knowledge
- b) Sources of knowledge
- c) ways of acquiring knowledge
- d) Scientific methods & its characteristics

**Unit-II: Evolving Knowledge Base in Education**

- a) Knowledge: Meaning, Concept, emerging knowledge base in education.
- b) Difference between knowledge & information, Knowledge & Skill, Belief & Truth.
- c) Knowing Process: Different ways of knowing process, Construction of knowledge, Role of knower in knowledge transmission & Constructions.
- d) Aspects of Knowledge: Different aspect of knowledge & Relationship such as, Local & Universal, Concrete & Abstract, Theoretical & Practical, contextual & Textual, School & Out of School

**Unit – III: Curriculum Framework**

- a) Curriculum Framework: Concept and need
- b) Differentiating Curriculum Framework, Curriculum and syllabus, their significance in school educations.
- c) Aspects of Curriculum: NPE 1986 -Significance in Indian Context.
- d) Silent features and implication of NCF 2005 and onwards, NCFTE 2014.

#### **Unit- IV: The Site of Curriculum Engagement**

- a) Curriculum Preparation: Factors in the curriculum, Role of State, Teacher and students in preparation the curriculum
- b) Process of Curriculum construction: Formality, Aims and Objectives, Criteria for selecting knowledge and representing knowledge, organising fundamental concept, selections and organisation of learning situations.
- c) Available infrastructures, Curricular sites and resources: Library, Laboratory, Schools, Social Groups, School Playground and neighbourhood etc
- d) The ways of assessing the curriculum

#### **Sessional work:**

(Total 15 Marks)

- The student may write one tutorial question out of minimum three prepared tutorial questions. (5 Marks)
- The students may undertake any one of the following activities and present the report (10 Marks)
  1. Write project on sources of knowledge related to any school subject.
  2. Compare the curriculum framework NCF2005 and NEP 1986 and writing report on it.
  3. Preparation for teaching (of a topic of any school subject) from text book, reference book and teacher's handbook.
  4. Study of impact of philosophies of J Krishnamurthy and Rabindranath Tagore on present school curriculum.

**References: (The references are suggestive. Teachers are advocated to identify, use such other and online resources.)**

- 1) Alaxander, W. M., & Saylor, J. G. (1966). *Curriculum Planning for modern schools*. New York: Holt, Rinhart and Winston Inc.
- 2) Candra, A. (1977). *Curriculum Development and Evaluation in education*. New Delhi: Sterling Publishers.
- 3) Darji, D. R., &Lulla, B. P. (1967). *Curriculum development in secondary schools of Baroda*. Baroda: Sadhana Press.
- 4) Erickson, H.L.(2007) concept based curriculum and instruction for the thinking classroom California; corwin press
- 5) Erickson, H.L.(2007) concept based curriculum and instruction for the thinking classroom California; corwin press

## B. Ed. Second Year: Semester III

### CURRICULAR AREA B: PEDAGOGY COURSES

#### Course-10: Pedagogy of Marathi (Part – II)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 15

University Assessment Marks: 35

उद्दिष्टे:

१. प्रशिक्षणार्थीमध्ये मातृभाषा अध्यापनाच्यानियोजनाचीक्षमताविकसितकरणे.
२. मातृभाषेच्या अध्यापनात मूल्यमापन तंत्राचा यथोचित वापरकरण्यास मदतकरणे
३. मूल्यमापन पध्दती व प्रकार समजण्यास मदतकरणे.
४. मातृभाषा अभ्यासक्रम, पाठयक्रम, पाठयपुस्तक व आशय यांचा परस्पर संबंध समजण्यास मदत करणे.
५. मराठी भाषा पाठयपुस्तकाचेविविध प्रकारे आशय विश्लेषण करण्यास मदतकरणे.
६. मातृभाषा अध्यापनाची यथोचित साधने व अध्ययन अनुभूती समजण्यास मदतकरणे.
७. मातृभाषा वाङ्मय मंडळाची रचना व कार्य समजण्यास मदतकरणे.

#### घटक : १ अध्यापनाचेनियोजन

- अ. वार्षिक नियोजन
- ब. घटकनियोजन
- क. दैनंदिन पाठनियोजन

डिजाइनरचनावाद : संकल्पना, उद्दिष्टे, वैशिष्ट्ये, आणि मराठी अध्यापनातील उपयोग

#### घटक : २ अध्यापनाचे मूल्यमापन

- अ. मूल्यमापन संकल्पना व साकारिक आकारिक मूल्यमापन
- ब. परीक्षांचे प्रकार, परीक्षांमधीलनवविचार प्रवाह : ऑनलाईन ओपन बुक, प्रश्नांचे प्रकार .
- क. चाचण्यांचे प्रकार : संपादणूकचाचणी, घटकचाचणी, प्रमाणक संदर्भीयचाचणी, निकष संदर्भीयचाचणी.
- ड. नैदानिककसोटी व उपचारात्मक अध्यापन : भाषिक कौशल्य –क्षमता, त्रुटी, श्रवण, भाषण, वाचन, लेखन.

**घटक : ३ अभ्यासक्रम, पाठयक्रम, पाठयपुस्तक व आशय**

- अ. मराठी संरचना व आशयाची संकल्पना, स्वरूप व फायदे
- ब. अभ्यासक्रमाचा अर्थ स्वरूप व मूलतत्त्वे
- क. अभ्यासक्रम व पाठयक्रम यातील फरक व चांगल्या पाठयपुस्तकाचे निकष
- ड. मराठी भाषा शिक्षक हस्तपुस्तिका - स्वरूप, महत्त्व आणि अध्यापनातील उपयोग.

**घटक : ४ मातृभाषेच्या विविध अंगांचे अध्यापनवअध्ययन अनुभूती**

- अ) व्याकरण अध्यापन : उद्देश, महत्त्व, माध्यमिक स्तरावरील सर्व व्याकरण , अध्यापन पद्धती.
- ब)अध्ययन अनुभव :प्रत्यक्ष - अप्रत्यक्ष ,शाब्दिक - अशाब्दिक
- क) मराठी भाषा शिक्षक आणि मूल्यशिक्षण
- ड) अभ्यासनुवर्तीउपक्रम : १.लेखन २. वाचन ३. गायन ४. पाठांतर ५. वक्तृत्व ६.भाषिक खेळ, प्रश्न मंजुषा, शब्दकोडी, भेंडया७. वाड्:मय मंडळ ९. वर्गवाचनालय १०. शब्दकोश ११. इनसायकोलपिडिया १२. संदर्भग्रंथाचाउपयोगहस्तलिखित१४. नियतकालिक १५.बातम्या लेखन १६. बाहुल्यांचा खेळ, कळसूत्री. १७.जाहिरात लेखन

**सत्रकार्य (गुण : १५)**

वर्गनिबंधासाठीदिलेल्या तीन प्रश्नांपैकी कोणताही एकप्रश्नप्रपाठासाठीदिला जाईल. (५ गुण)

खालीलपैकी कोणत्याही एक प्रात्यक्षिककार्याचा अहवाल सादरकरणे. (१०गुण)

- १. माध्यमिक स्तरावरीलएका पाठयपुस्तकाचेचिकित्सक परीक्षणकरा.
- २. मराठी भाषा अभिरूची संवर्धनासाठीउपक्रमांचे आयोजनकरून वृतांततयारकरणे.
- ३. घटकचाचणीतयारकरणे.
- ४. आय. सी. टी. च्या सहाय्यानेएका सराव पाठाचे अध्यापनकरूनत्याचाअहवाल तयारकरणे.
- ५. भाषा प्रयोगशाळेत एक प्रात्यक्षिक राबवून अहवाल तयारकरणे.
- ६. ज्ञानरचनावादावर आधारितएक सराव पाठ टाचणतयारकरूनत्याचा अहवाल तयारकरणे.
- ७. कोणत्याही एकाइयत्तेसाठीनैदानिकचाचणीचा वापरकरूनत्यावर आधारितउपचारात्मककार्यक्रमाचा अवलंब करूनअहवाल तयारकरणे.

**संदर्भग्रंथ :**

१. अकोलकर ग. वि., पाटणकर बा. वि, (१९७०) मराठी अध्यापन, व्हीनस प्रकाशन, पुणे.
  २. बामणे विष्णू, बामणे लता, आशययुक्त अध्यापन पध्दती, नित्यनूतन प्रकाशन, पुणे.
  ३. बामणे लता, (२०१४), आशययुक्त अध्यापन पध्दती, फडके प्रकाशन, कोल्हापूर
  ४. करंदीकर सुरेश व मंगरूळकर मीना, (२०००) मराठी अध्यापन, फडके प्रकाशन, कोल्हापूर
  ५. कुंडले म. बा. , (१९८०), मराठी अध्यापन, पुणे
  ६. पाटणकर बा. वि., लिला पाटील, (१९७०), मराठी अध्यापन, व्हीनस प्रकाशन, पुणे.
  ७. गवस राजन, (१९९५), मराठीचे आशययुक्त अध्यापन, पुणे.
  ८. पाटील लीला, (१९९८), मातृभाषेचे अध्यापन व मूल्यमापन, व्हीनस प्रकाशन, पुणे
  ९. आहरे मीना, (२००८), मातृभाषा मराठीचे आशययुक्त अध्यापन, नित्यनूतन प्रकाशन, पुणे
  १०. मुडेगांवकरगणेश, (२०१३), मूल्यमापनातील नवविचार प्रवाह, इनसाईट पब्लिकेशन, नाशिक
  ११. बंडगर विलास, (२०१३), आशययुक्त अध्यापन पध्दती, प्रारूप पब्लिकेशन, कोल्हापूर
-

**B. Ed. Second Year: Semester III**  
**CURRICULAR AREA B: PEDAGOGY COURSES**

**Course-10: Pedagogy of Hindi (Part – II)**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 15

University Assessment Marks: 35

---

**उद्देश्य : छात्रअध्यापको को / में....**

१. भावी शिक्षको में भाषा सौंदर्य के विकास में सहायता करना।
२. हिंदी अध्यापन का नियोजन तथा मूल्यांकन करने में सक्षम बनाना
३. हिंदी भाषा की संरचना समझ लेने में मदद करना ।
४. भावी शिक्षको को हिंदी अध्यापन में सहायक सामग्री एवं भाषिक प्रवाह समझने में मदद करना ।
५. हिंदी भाषा शिक्षक में विशेष गुणों का विकास करना ।
६. हिंदी भाषा शिक्षक को निदानात्मक एवं उपचारात्मक शिक्षा का विकास करना ।

**प्रथम इकाई – हिंदी अध्यापन का नियोजन एवं मूल्यांकन**

१. भाषा का लहजा, शैली एवं बलाघात का स्वरूप तथा महत्व बोली और भाषा में अंतर इ.
२. हिंदी भाषा अध्यापन का नियोजन (वार्षिक नियोजन, घटक नियोजन, पाठ नियोजन)
३. वर्तमान युग में अनुवाद का महत्व एवं समाज के विभिन्न क्षेत्रों में उपयोगिता ।
४. मूल्यांकन प्रणाली का स्वरूप तथा महत्व (प्रश्न प्रकार, घटक कसौटी, निरंतर एवं सर्वकष मूल्यांकन)

**द्वितीय इकाई - भाषा शिक्षा के लिए सहायक सामग्री**

१. व्याकरण एवं रचना - महत्व, उद्देश्य, प्रकार, पद्धतियाँ ।
२. हिंदी भाषा मंडल/परिषद - स्वरूप महत्व एवं उपयोग, भाषा प्रयोगशाला आदि
३. भाषिक खेल - भाषा मंडल, हिंदी दिवस मनाना, भितीपत्रक ।
४. शब्दकोश – एवं संदर्भ ग्रंथोका महत्व।

**तृतीय इकाई - आशय विश्लेषण**

१. भाषा संरचना प्रकार तथा लाभ
२. पाठ्यचर्या एवं पाठ्यक्रम निर्माण के तत्व तथा विश्लेषण ।

३. पाठ्यपुस्तक – शिक्षक का मित्र महत्व, विशेषताएँ एवं आंतरिक एवं बाह्य गुण ।

४. भाषा एवं मूल्य शिक्षा, भाषा शिक्षामें जीवन कौशल्य की भूमिका ।

### चतुर्थ इकाई – हिंदी भाषा शिक्षक

१. हिंदी भाषा शिक्षक की योग्यता एवम महत्व, भाषा का ज्ञान ।

२. हिंदी अध्यापको का व्यावसायिक विकास

३. हिंदी शिक्षक के गुण, हिंदी भाषा के प्रचार प्रसार में शिक्षक की भूमिका

४. हिंदी भाषा मे निदानात्मक एवं उपचारात्मक शिक्षा के प्रयोजन में शिक्षक का योगदान ।

### परियोजन (सत्र)कार्य:- (किसी दो विषयपर)

(१० मार्क्स )

१. किसी एक घटक पर आधारित घटक कसौटी तैयार करें ।

२. हिंदी भाषा मंडल के किन्हों दो उपक्रमों का इतिवृत्त तैयार करें ।

३. हिंदी उच्चारण एवं बलाघात के विशेष प्रत्येक के १०-१० उदाहरणों द्वारा सारणी तैयार करे ।

४. माध्यमिक या उच्च माध्यमिक स्तर की किसी एक कक्षाके की पाठ्यपुस्तक का मूल्यों एवं जीवन कौशल के आधारपर विश्लेषण करें ।

प्रपाठ के लिए दिए जानेवाले तीन प्रश्नोंमे से एक प्रश्न लिखना अनिवार्य है ।

(५ मार्क्स )

### संदर्भ ग्रंथ सूची:

१. खन्ना ज्योति (२००९), हिंदी शिक्षण, धनपतराय एण्ड कंपनी, दिल्ली
२. शर्मा डी. के. (१९९९), हिंदी शिक्षण विधियाँ, टण्डन पब्लिकेशन, लुधियाना
३. भाटिया के. के. और नारंग सी. एल. (१९८९) आधुनिक हिंदी विधियाँ, प्रकाश ब्रदर्स पब्लिकेशन, लुधियाना
४. प्रसाद केशव, (१९७६) हिंदी भाषा शिक्षण, धनपतराय एण्ड कंपनी दिल्ली
५. पठाण बी. बी. (२००८) हिंदी भाषा शिक्षण नित्यनूतन प्रकाशन, पूना
६. जीत, योगेद्र भाई (१९७२), हिंदी शिक्षण, विनोद पुस्तक मंदिर, आगरा
७. क्षत्रिय के (१९६८), मातृभाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा
८. सूक्ष्म विजय (१९९७), हिंदी शिक्षण विधियाँ टण्डन पब्लिकेशन, लुधियाना
९. दुनाखे अरविंद, दुनाखे अंशुमती, (२००७), द्वितीय भाषा: आशययुक्त अध्यापन, नित्यनूतन प्रकाशन, पूना
१०. केनी एस. आर., ह. कृ. कुलकर्णी (१९९२), हिंदी अध्यापन पध्दती

११. वास्कर आनंद, वास्कर पुष्पा (२००९) हिंदी आशययुक्त अध्यापन पध्दती, मेहता प्रकाशन, पूना
१२. वास्कर आनंद, वास्कर पुष्पा (२००२) शिक्षक प्रशिक्षण और हिंदी अध्यापन, मेहता प्रकाशन, पूना
१३. वास्कर आनंद, वास्कर पुष्पा (२००९) हिंदी आशययुक्त अध्यापन पध्दती, मेहता प्रकाशन, पूना
१४. वास्कर आनंद, वास्कर पुष्पा (२००२) शिक्षक प्रशिक्षण और हिंदी अध्यापन, मेहता प्रकाशन, पूना

**Website :**

1. हिंदी एक समृद्ध भाषा - [Hindi webdunia.com/hindi/10809120046](http://Hindi.webdunia.com/hindi/10809120046)
  2. हिंदी भाषा का महत्व - <http://rajdpkz.wordpress.com/tag/hindi/basha> ka maharashtra
  3. Teaching Hindi –[www.youtube.com/watch?2hxvidfkk](http://www.youtube.com/watch?2hxvidfkk)
  4. Hindi web Search
  5. [www. Hindi.com.in](http://www.Hindi.com.in)
  6. <http://hif.wikipedia.org/wiki/hindi> (Hindi Bhasha)
  7. <http://www.avashy.com/hindi> bhasha
  8. [http:// hindi.webdunia.com/Hhindi-eassy](http://hindi.webdunia.com/Hhindi-eassy)
  9. [www.genextstudents.com/Hindi](http://www.genextstudents.com/Hindi) (Learn Hindi)
-

**B. Ed. Second Year: Semester III**  
**CURRICULAR AREA B: PEDAGOGY COURSES**

**Course-10: Pedagogy of English (Part – II)**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 15

University Assessment Marks: 35

---

**Course Objective: This course aims at enabling student teacher to**

1. Plan the annual plan, unit plan and different lesson plans.
2. Evaluate the outcome of teaching learning process.
3. Construct the unit test and diagnostic test.
4. Develop the sense of continuous comprehensive evaluation.
5. Be acquainted with the qualities, innovative practices , action research and role of English teacher in and outside of the classroom programmes.
6. Develop adequate skills in teaching of English
7. Understand conceptual knowledge of vowels, consonants, diphthongs and clusters.
8. Use proper pronunciation, stress and intonation fluently.

**Unit -1 Planning for learning and teaching subject English.**

- a) Annual plan- Need, principles, significance and various aspects.
- b) Unit Plan- Need, aspects and significance.
- c) Lesson Plan-prose lesson plan, poetry lesson plan, Composition lesson and
- d) Grammar lesson plan.

**Unit -2 Assessment of learning in the subject English**

- a) Concept of Evaluation
- b) Construction of Unit test and diagnostic test
- c) Concept of content cum methodology structure of English , analysis of text book.
- d) Continuous and comprehensive evaluation (CCE ) in English.

### **Unit-3 Professional development of English Teacher.**

- a) Essential qualities of English Teacher
- b) Awareness of innovative practices and action research of English
- c) Role of English teacher in the class room and outside of the classroom programmes.
- d) English Teacher organization

### **Unit -4 Concept knowledge the subject English.**

- a) Vowels, Consonants, Diphthongs and Clusters.
- b) Pronunciation and organs of speech.
- c) Stress and intonation.
- d) Figure of speech.

#### **Sessional Work:**

**(Total 15 Marks)**

The student may write one tutorial question out of minimum three prepared tutorial question (5 Marks)

The students may undertake any One of the following activities and present the report. (10 Marks)

- 1) Prepare one unit test or diagnostic test and conduct that test in the classroom and analysis the result of student's score.
- 2) Conduct the interview of English teacher and prepare the report on it.
- 3) Conduct action research related to English subject one the weak point of student's learning in the classroom.
- 4) Conduct the classroom activity of writing dialogues on given situations.

#### **References Books**

1. Bisht, Abha Rani , (2005) -Teaching English I India , Vinod Pustak Mandir, Agra
2. Bhatia, K.T. (1986) -Teaching of English in India, Prakah publishers, Ludhian.
3. Bruce, J and Marsha Weil (1972).- Models of Teaching New Jersey Prentice Hall.
4. Bamane Vishnu and Bamane Lata (2014)- Modern Aspects of English Methodology, Wizcraft Publications and Distribution Pvt. Ltd., Solapur
5. Jain R.K. (1982) -Essential of English Teaching, Agra, Vinod Pustak Mandir.

6. Sharma T.R. and Bhargava, Rajshree (2005) - Modern teaching aids. Agra T.R. Bhargava Book House
7. Sharma R.A. (2004) - Fundamentals of Teaching English, Meerut, Surya Publication.
8. Tickoo, M.L. (2003) -Teaching and Learning English A Source Book for teacher and teacher trainers. , Hyderabad, Orient Longman.
9. Yadav R.N.S. (2002) - Teaching of English Chandigarh Abhishek Publications.
10. Pawar N.G.- Teaching English Language Pune- Nutan Prakashan.
11. Pawar N.G.- Theory and practices of Teaching English language – Pune- Nutan Prakashan
12. Gurav H.K. Teaching Aspects of English Language – Pune – Nutan Prakashan.
13. Suryavanshi G.H. – Content –cum-Methodology – English- Nashik- Suryavanshi.
14. Yardi V.V.- Teaching English in India- Aurangabad – Toda/ Parimal Prakashan.
15. Takpir, Dattatraya – English Language Education- Pune- Nitya Nutan Prakashan
16. Ambekar Shivaji- The Teaching of English Language – Pune Nitya Nutan Prakashan.
17. Penny Ur. Grammar Practice activities (1995) Cambridge University Press.
18. M. Gnanamurali- English Grammar at a glance (2008) S.Chand and Co. Ltd . Ram Nagar New Delhi
19. Raymond Murphy – Essential English Grammar (1999) Cambridge University Press.
20. Randolph Quirk and Sidney Greenbaum- A University Grammar of English (2001) Longman Pte. Ltd. Indian Branch , Delhi-110092
21. Joseph C.J.; E. G. Myall and A Biswas A comprehensive Grammar of current English Inter University Press Ltd. Educational publishers 30/7 Shakti Nagar, Delhi-110007
22. Krishna Mohan and Meera Banerji developing communication skills(1997) Rajiv Beri for Macmillan India Ltd. 2/10 Ansari Road, Daryaganj, New Delhi-110002
23. Mary spratt. English for the teacher a language development course(1996) Cambridge University Press.

24. J. Sethi and P.V. Dhamija – A course in Phonetics and Spoken English (2001) Prentice Hall of India, New Delhi- 110001
  25. Grant Taylor – English conversation practice (1999) Tata Mcgraw – Hill Publishing Company Ltd. New Delhi.
  26. Penny Ur. And Andrew wright Fine-minute activities a resource book for language teachers (1996) Cambridge University Press.
  27. Dr.Pratibha Parashar – English teaching methods and techniques (2010) Aastha Prakashan, Jaipur.
  28. Arif Shuja – A course a spoken English (2012) A.P.H. Publishing Corporation, New Delhi-110002
  29. Nitya Nand Sharma – Teaching of English (2010) Sahityagar Dhamani Street , Choura Rasta , Jaipur
  30. Kamlesh sadanand and Susheela Punith Spoken English a foundation course (2008) Orient Longman Private Ltd. Hyderabad-500029
  31. V. Sasikumar and P.V. Dhamija – Spoken English a self learning guide to conversation practice (2008) (Part-I , IV) Tata Mcgraw – Hill Publishing Company Ltd. New Delhi.
  32. Diana Hopkins with Pauline Cullen Cambridge Grammar for IELTS with answers (2007) Cambridge University Press.
  33. P.C. Wren and H. Martin – High School English Grammar and Composition (1984) S.Chand and Com. Ltd. Bombay.
-

**B. Ed. Second Year: Semester III**  
**CURRICULAR AREA B: PEDAGOGY COURSES**

**Course-10: Pedagogy of Urdu (Part – II)**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 15

University Assessment Marks: 35

---

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

1. Get acquainted with procedures of year, unit and lesson planning.
2. Prepare plans by applying knowledge of planning.
3. To get feedback through using various evaluation tools.
4. Develop the skill of preparing lesson plan by using constructivist technique.
5. Prepare achievement test and diagnostic test administration of the test analysis of result and make suggestion for remedial teaching
6. Develop knowledge about basic principles acquainted construction of curriculum.
7. Critically evaluate the existing school syllabus review the textbook of Urdu.
8. Understand the multi role of teacher in the present context.
9. Acquainted with qualities & professional growth of Urdu teacher & help them in acquiring the same.
10. Acquire the knowledge of composition

**Unit – I Planning for learning and teaching of subject Urdu**

- a) Year plan.
- b) Unit plan.
- c) Planning of unit test.
- d) Lesson Plan, Types of lesson plan.

**Unit – II Assessment of learning in the subject Urdu**

- a) Concept of Evaluation and C.C.E. (Continuous competence evaluation)
- b) C.C.E. tools for assessment of learning in Urdu
- c) Construction of test item – types of question, essay type, short answer objective type.

- d) Construction of unit test, design and blue print, answer key, making scheme and item analysis, diagnostic test and remedial teaching .

### **Unit III – Curriculum Reforms in school**

- a) Structure of Urdu.
- b) Curriculum: concept and importance, curriculum framework of Urdu at school level according to NCF 2005 and SCF 2010.
- c) Syllabus – concept and principals, correlation of curriculum and syllabus at school level.
- d) Criteria of good text book and text book analysis.

### **Unit – IV Professional development of Urdu teacher and Research in the subject**

- a) Qualities, responsibilities, role of ideal Urdu teacher, contributing of different organization in professional development.
- b) Importance and activities of Urdu Teacher Association, Urdu Student Association, various Urdu Academics, Institutes, and Urdu University.
- c) Types of in-service programme for Urdu teachers; Journals and other resource materials in Urdu education, Professional growth - participation in conferences/seminars/workshops.

### **Sessional Work:**

**(Total 15 Marks)**

1. The student may write one tutorial question out of minimum three prepared tutorial question (5 Marks)
2. The students may undertake any One of the following activities and present the report. (10 Marks)
  - i. Collections of newspaper cutting related to Urdu issues and present the report.
  - ii. Critical analysis of any one text book for IX to XII
  - iii. Review of research articles from journals on Urdu education related to teaching and learning Urdu.

### Reference Books :

- 1) Moinuddin, (1997), Urdu Zuban ki Tarbeat
  - 2) Maulvi, Abul Hag (2001) Chand hamsafar
  - 3) Moinuddin, (1998) Urdu Kaise Padahein.
  - 4) Sayyed, Afzal Hyssian (2001) Fane taleem va tarbeat.
  - 5) Mushtaque, Ahmed Shah “Urdu Tadrees” 2009, Amravati, AshharPublishers.
  - 6) Mirza, Khalil Ahmed Baig “Urdu Zuban Ki Tarikh” 2007, Aligardh, Education Book House.
  - 7) Salim, Abdullah “Urdu Kaise Padhaen” 2007, Aligardh Education Book House.
  - 8) Khan, Md. Sharif “Taleem Aur Uske Usul” 2005, Aligardh, Education Book House.
  - 9) Moinuddin, “Hum Urdu Kaise Padhaen” 2004, New Delhi, Maktab Jamia, Limited.
  - 10) Siddique, Md. Akhtar Tadrise Ammozishi Hiqmat-e-Amliyaat” 2004, New Delhi Maktab Jamia, Limited.
  - 11) Salamat Ullah “Hum Kaise Padhaen” 2002, New Delhi Maktab Jamia, Limited.
  - 12) Jameel Jalbi “Tarikh-e-Adab Urdu” 2001 Delhi Educational Publishing House.
  - 13) Noorul Hasan Naqvi “Tarikhe Urdu Adab” 2001 Aligardh, Education Book House.
  - 14) Afzal Hussain “Fun-e-Talim-o-Tarbiyat” 1999, New Delhi Markazi Maktabe Islami Publisher.
  - 15) Md. Ikkramuddin “Talim-o-Taalum” 1993, New Delhi Maktab Jamia, Limited.
  - 16) Md. Ikramuddin “Mashquee Tadriess Kyon Aur Kaise” 1989, New Delhi Maktab Jamia, Limited
-

**B. Ed. SecondYear: Semester III**  
**CURRICULAR AREA B: PEDAGOGY COURSES**  
**Course-10: Pedagogy of Mathematics (Part – II)**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 15

University Assessment Marks: 35

---

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

1. Develop the necessary skill regarding planning of teaching of Mathematics at Macro-level and micro level.
2. Understand evaluation techniques in evaluating student's performance in Mathematics..
3. Construct appropriate assessment tools for evaluating Mathematics learning.
4. Analyze and evaluate the curriculum, syllabus, text-books and content of Mathematics.
5. Be acquainted with qualities and professional growth of teacher of Mathematics and help them in acquiring the same.
6. Be acquainted with teaching of various concepts in Geometry and Statistics.

**Unit I - Planning for Learning and Teaching Subject**

- a) Year plan –need, importance & various aspects.
- b) Unit plan- need, importance & various aspects.
- c) Planning of unit test.
- d) Lesson Plan, Types of lesson plan.

**Unit II - Assessment of Learning in the subject of Mathematics**

- a) Concept of Assessment.
- b) Types of examinations in Mathematics - Written, oral, practical.
- c) Types of tests - Diagnostic, achievement, criterion reference & norm reference test.
- d) Formal ways of Evaluation: Continuous and Comprehensive Evaluation (CCE) in Mathematics.(w. r. t. Maharashtra state government curriculum

20August2010) Formative and Summative Assessment(Assessing Product Vs Process, Knowing Vs Doing)

### **Unit III - Curriculum Reforms in School Mathematics.**

- a) Structure of Mathematics
- b) Curriculum: Meaning, Objectives of curriculum, principles for designing curriculum, designing curriculum at different stages of schooling
- c) Relation between curriculum and syllabus, construction of syllabi in various disciplines of Mathematics
- d) Criteria of good textbook, critical study of Mathematics books of Std. VIII and Std. IX. Content analysis: Pedagogical analysis of various topics in Mathematics.

### **Unit IV –Mathematics Teacher and Teaching of various concepts in Mathematics.**

- a) Characteristics of Mathematics teacher, Mathematics Teacher Organization-concept, role, need and significance.
- b) Types of in-service programmes for Mathematics teachers; Journals and other resource materials in mathematics education, Professional growth-Participation in conferences/seminars/workshops
- c) **Geometry** :Three stages of teaching geometry, basic concepts in geometry, A mathematical theorem - converse, inverse and contra positive, proofs and types of proofs, Axioms of Euclidian Geometry, Polygons and Circles, Congruency and similarity of triangles, Co-ordinate Geometry, geometrical construction, Trigonometry.
- d) **Statistics**: Tabulation and Graphical representation of Data, Measures of Central Tendency and Variability. Use of computer for data analysis and graphical representation.

#### **Sessional work:** (Total 15 Marks)

- The student may write one tutorial question out of minimum three prepared tutorial questions. (5 Marks)
- The students may undertake any one of the following activities and present the report (10Marks)

1. Development of a learning aid on a topic in mathematics and the procedure for using it.
2. An appraisal of in-service programme for mathematics teachers organized by some nodal institutions in the area/region.
3. Writing report of participation in conferences/seminars/workshops in Mathematics.
4. Preparation of set of examples / set of questions/ question bank on a topic of Mathematics.
5. Construction of a unit test/ a diagnostic test /an achievement test in Mathematics.
6. Planning and implementation of diagnostic test & remedial instruction.
7. Organize one lesson on school with use of ICT and prepare the report.
8. Critical analysis of any text book of Mathematics from Std. VIII to X / Vedic Mathematics book.
9. Construction of appropriate test items to assess outcomes of learning mathematics

#### **Recommended Books / References -**

1. Aggarwal, S.M. (1990), '*A Course Teaching of Modern Mathematics*', New Delhi: Dhanpat Rai and Sons.
2. Arora, S.K. (2000). *How to Teach Mathematics*. New Delhi: Sterling Publishers Pvt. Ltd.
3. Bhasin, Sonia (2005). *Teaching of Mathematics- A practical Approach*. Himalaya Publishing House, Mumbai.
4. Bruce, Joyce and Marsh Well (1985), '*Models of Teaching*', New Delhi: Prentice Hall of India Pvt. Ltd.
5. Kulshreshtha, A.K. (2008). *Teaching of Mathematics* Meerut: R. Lall Books Depot.
6. Mangal, S.K. (1990), '*Teaching of Mathematics*', Ludhiana: Prakash Brothers Educational Publishers.
7. Siddhu, K.P. (1995), '*Teaching of Mathematics*', New Delhi: Sterling Publishers Pvt. Ltd.
8. NCERT, *A Text Book of content-cum-methodology of teaching Mathematics*, New Delhi: NCERT

- १) ओक अ. वा., सत्यवती राऊळ,(१९९१), **गणित स्वरूप, अध्ययन अध्यापन**, नूतन प्रकाशन, पुणे.
- २) आपटे मोहन,(१९९३)**गणिताच्या पाऊलखुणा**,अश्वमेध प्रकाशन,डोंबिवली.
- ३) बापट, भा. गो. आणि कुलकर्णी के. व्ही, (१९८९)**गणित अध्ययन आणि अध्यापन**, व्हीनस प्रकाशन,पुणे.
- ४) बोदार्डे अधिन, बोदार्डे कैलास, कस्तुरे जीवराज(२०१०), **गणित अध्यापन पध्दती**, फडके प्रकाशन, कोल्हापूर
- ५) गुर्जर ल. मा. (१९९७) '**कथा गणिताची**'मनोविकास प्रकाशन,पुणे.
- ६) गोडबोले अच्युत, 'ठाकूरदेसाई माधवी' '**गणिती**', राजहंस प्रकाशन,पुणे.
- ७) जगताप ह. ना, भिंताडे विनायक, आणि बोदार्डे कैलास (१९९३), **आशययुक्त अध्यापन पध्दती**, आशय प्रकाशन,सोलापूर.
- ८) जगताप ह. ना. (१९९१), '**गणित अध्यापन पध्दती**', नूतन प्रकाशन,पुणे.
- ९) जगताप ह. ना. (२०१०) **गणित आशययुक्त अध्यापन पध्दती**, नित्यनूतन प्रकाशन, पुणे
- १०) देशमुख व. पा, (१९७२)**गणिताचे अध्यापन**, मॉडर्न बुक डेपो, पुणे .
- ११) यादव, अजिज (२००१)**गणित आशययुक्त अध्यापन पध्दती**, सन्मित्र प्रकाशन, कोल्हापूर.
- १२) शिंदे, किसन (२०१०) **नवविचार प्रवाहानुसार अध्ययन अध्यापन**, लक्ष्मी पब्लिकेशन, सोलापूर

Websites:

1. [http:// www. Mymaths.co.uk](http://www.Mymaths.co.uk)
2. <http:// www.counton.org>
3. <http:// www.mathforum.org>
4. <http:// www.coolmath.com>
5. <http:// www.algebrahelp.com/index.jsp>
6. <http:// www.easymaths.org>
7. <http:// www.mathcats.com>
8. <http:// www.mathleague.com>
9. <http://www.mathopenref.com>

**B. Ed. Second Year: Semester III**  
**CURRICULAR AREA B: PEDAGOGY COURSES**

**Course-11: Pedagogy of Science (Part – II)**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 15

University Assessment Marks: 35

---

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

1. Develop the necessary skill regarding planning of teaching of Science at Macro-level and micro level.
2. Understand evaluation techniques in evaluating student's performance in Science..
3. Construct appropriate assessment tools for evaluating Science learning.
4. Analyze and evaluate the curriculum, syllabus, text-books and content of Science.
5. Understand the nature, characteristics, structure, importance and place of Sciences in the school curriculum.
6. Be acquainted with qualities and professional growth of teacher of Science and help them in acquiring the same.
7. Be acquainted with teaching of various concepts in Science.

**Unit I - Planning for Learning and Teaching Subject**

- a) Year plan.
- b) Unit plan.
- c) Planning of unit test.
- d) Lesson Plan, Types of lesson plan.

**Unit II - Assessment of Learning in the subject Science**

- a) Concept of assessment.
- b) Types of examinations in Science - Written, oral, practical.
- c) Types of tests - Diagnostic, achievement, criterion reference & norm reference test.
- d) Formal Ways of Evaluation: Continuous and comprehensive evaluation in Science Assessing formative and Summative Evaluation.

### **Unit III - Curriculum Reforms in School Science.**

- a) Structure of Science
- b) Curriculum: Meaning, Objectives of curriculum, principles for designing curriculum, designing curriculum at different stages of schooling
- c) Relation between curriculum and syllabus. construction of syllabi in various disciplines of Science
- d) Criteria of good textbook, critical study of Science books of Std. VIII and Std. IX.  
Content analysis: Pedagogical analysis of various topics in Science.

### **Unit IV - Professional Development of Science Teacher and Teaching of Process in Science:**

- a) Characteristics of Science teacher, Science Teacher Organization- Concept, Role, need and significance.
- b) Types of in-service programme for Science teachers; Journals and other resource materials in mathematics education, Professional growth - participation in conferences/seminars/workshops.
- c) **Teaching of Various aspects** :Magnetism, sound, laws of motion, periodic table, types of chemical reaction,
- d) **Teaching of Various aspects**: Classification of plants and animal, photosynthesis, human body, health and hygiene, natural cycles.

---

#### **Sessional work:**

(Total 15 Marks)

- The student may write one tutorial question out of minimum three prepared tutorial questions. (5 Marks)
- The students may undertake any one of the following activities and present the report (10 Marks)

- 1) Project on Scientific method and its application in Science.
- 2) Construction of a unit test, a diagnostic test and an achievement test in Science  
Planning and implementation of remedial instructional strategies based on an analysis of students' responses to questions in a test.
- 3) Organize one lesson on school of models of teaching and video recording the experiences.
- 4) An appraisal of in-service programme for Science teachers organized by some nodal institutions in the area/region.
- 5) Writing report of participation in conferences/seminars/workshops in Science
- 6) Organize one lesson on school with use of ICT and prepare the report.
- 7) Critical analysis of any text book of Science from Std. VIII to X.
- 8) Construction of appropriate test items to assess outcomes of learning Science.

**Suggested Readings and References:**

- 1) Das. R. C. (1985), Science Teaching in School, Sterling Publishers Pvt. Ltd., New Delhi.
- 2) Gupta S. K. (1983), Technology of Science Education Vikas Publishing House Pvt. Ltd .New Delhi.
- 3) Mangal S. K. (1995), Technology of Physical and life science, AVG Book Depot, Karol Bagh.
- 4) Radha Mohan. (2004), Innovative Science Teaching For Physical Science – Prentice Hall of India Pvt. Ltd., New Delhi
- 5) Siddiqui N. N. and Siddiqui M. N. (1994), Teaching of Science today tomorrow, Doaba House, Nai Sarak Delhi
- 6) Sood J. K. (1987), Teaching of life science, Kohli Publishers Chandigarh.
- 7) Vaidya N. (1997), The impact of Science teaching oxford & IBH Publication Co. New Delhi
- 8) Bhatnagar S. S. (2004), Teaching of Science, R. Lal Book, Mirrut
- 9) Bhaskar Rao D. (2005), scientific attitude, Discovery Publication, Delhi.
- 10) Shurma R. C. (2002), Models of Science Teaching, Danpatrai Publication Delhi

11) National Council of Educational Research and Training. (1982), Teaching of Science in Secondary School, NCERT New Delhi

12) Krishnamacharylu V. Science Education, Neelkamal Publication Pvt. Ltd, Delhi

13) Rawat Hemant Teaching of Science

- हकीम प्रभाकर- (२००१), विज्ञानाचे आशययुक्त अध्यापन, नूतन प्रकाशन, पुणे
- बोदार्डे अश्विन.(२००५), शास्त्र अध्यापन पध्दती, नूतन प्रकाशन, पुणे
- डी. एस. रावत, विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आग्रा-२
- सोहनी जी. पी. (१९८६), शास्त्र कसे शिकवावे, निलकंठ प्रकाशन, पुणे
- दाने हेमंत विज्ञान अध्यापन पध्दती, पिपळापुरे अॅन्ड कंपनी, नागपूर
- मुळावकर संतोष, मुळावकर कल्पना, विज्ञान अध्यापन पध्दती, खंड १ ते ७ विद्या प्रकाशन, नागपूर

Websites:

- 1) [www.preservearticle.com /2612041630468/what is demonstration](http://www.preservearticle.com/2612041630468/what-is-demonstration)
- 2) <http://www.scienceproject.com>
- 3) [www.scienceprojectideas.com](http://www.scienceprojectideas.com)
- 4) [Science made simple.com](http://www.science-made-simple.com)
- 5) Teaching-techniques for science-teacher ([www.csun.edu](http://www.csun.edu).)
- 6) [Teacher. net. // lesson plane/subject/science](http://www.teacher.net/lesson/subject/science)
- 7) [http://www.teachersvision.com / teaching](http://www.teachersvision.com/teaching)
- 8) [methods /resource](http://www.methods-resource.com)
- 9) [www.academia.edu/387572/mind](http://www.academia.edu/387572/mind-mapping-application-with-in-special) mapping application with in special

## **B. Ed. Second Year: Semester III**

### **CURRICULAR AREA B: PEDAGOGY COURSES**

#### **Course-11: Pedagogy of History (Part – II)**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 15

University Assessment Marks: 35

---

#### **Objectives -To enable student-teacher to...**

1. Develop the necessary skill regarding planning of teaching of History at Macro-level and micro level.
2. Understand evaluation techniques in evaluating student's performance in History.
3. Construct appropriate assessment tools for evaluating History learning.
4. Analyze and evaluate the curriculum, syllabus, text-books and content of History.
5. Appreciate the importance of History Room in learning History
6. Be acquainted with qualities and professional growth of teacher of History and help them in acquiring the same.
7. Understand the nature, characteristics, structure, importance and place of History in the school curriculum.
8. Be acquainted with teaching of various concepts in History and Civics.

#### **Unit I - Planning for Learning and Teaching of the Subject**

- a) Year plan.
- b) Unit plan.
- c) Planning of unit test.
- d) Lesson Plan, Types of lesson plan.

#### **Unit II - Assessment of Learning in the subject of History**

- a) Concept of assessment.
- b) **Types of examinations in History-** Written, oral, practical.
- c) **Types of tests** – Achievement, Diagnostic & remedial Teaching, criterion reference & norm reference test.

- d) Formal Ways of Evaluation:**Continuous and comprehensive evaluation in History, Formative and Summative Assessment

**Unit III - Curriculum Reforms in History& Civics at school level.**

- a) Concept of Content cum Methodology (CCM), Hierarchy & Structure of History & Civics.
- b) Curriculum: Meaning, Objectives of curriculum, principles for designing curriculum, designing curriculum at different stages of schooling.
- c) Relation between curriculum and syllabus, construction of syllabi in various disciplines of History and Civic, analysis of syllabus of history at secondary level.
- d) Criteria of good textbook, critical study of History books of Std. VIII and Std. IX. Content analysis.

**Unit IV - Professional Development of History Teacher and Teaching of various aspects in History and Civics**

- a) Qualifications and qualities of History teacher, History Teacher Organization- Concept, Role, need and significance, role of History teacher in developing interest towards history among the students.
- b) Types of in-service programme for History. teachers; Journals and other resource materials in History education, Professional growth - participation in conferences/seminars/workshops
- c) **History:** The History of Indian Freedom Fight : 1857 National Movement , Indian Renaissance, Foundation of Indian Freedom Movement, Non Cooperation Era, Azad Hind Sena
- d) **Civics:** Preamble of Indian Constitution, Directive Principles of Indian Constitution, Indian Democracy, election process, International Cooperation, Development of Human Rights.

---

**Sessional work:**

(Total 15 Marks)

- The student may write one tutorial question out of minimum three prepared tutorial questions. (5 Marks)
- The students may undertake any Oneof the following activities and present the report (10Marks)
  - 1) Construction of a unit test, a diagnostic test and an achievement test in History Planning and implementation of remedial instructional strategies based on an analysis of students' responses to questions in a test
  - 2) Critical analysis of any text book of History from Std. VIII to X.
  - 3) Construction of appropriate test items to assess outcomes of learning History.
  - 4) Review of research articles from journals on History education related to teaching and learning of History.
  - 5) An appraisal of in-service programme for Historyteachers organized by some Modal institutions in the area/region.

**References Books –PAPER- VII- HISTORY METHODOLOGY**

1. Agrawal J.C., Teaching of History – A Practical Approach, New Delhi : Vikas Publishing House Pvt. Ltd.
2. Arora A.K., Teaching of History.
3. Kochar S.K., Teaching of History, New Delhi : Sterling Publishers.
4. Ghate V. D. (1954) Teaching of History O.U.P Mumbai
5. Ballord. M. (1979), New Movement In Study Teaching History, temple smith, London
6. Koccher S. K., (1966), Teaching of History Sterling Publishers P.v.t. Ltd.
7. NCERT, (1970), Teaching History in secondary school publication, Delhi
8. Singh, D. R. (1959), The Teaching of History Civics, Jullundar University
9. Vajeswari, R.(1973), Hand book of History teacher, Allied Publication, Mumbai
10. NCERT and State text book of History at secondary level
११. करंदीकर सुरेश, २००७, इतिहास अध्यापन पध्दती, फडके प्रकाशपन, पुणे.
१२. दुनाखे अरविंद, २०००, इतिहासाचे अध्यापन, नूतन प्रकाशन, पुणे.

१३. तिवारी एस. एम. १९९९, इतिहास अध्यापन पध्दती, नूतन प्रकाशन पुणे.
१४. ओडेयार, सुशिला १९९४, आशययुक्त अध्यापन पध्दती, इतिहास, मेहता पब्लिकेशन, पुणे.
१५. वाजे एस. आर., २००२, इतिहासाचे अध्यापनशास्त्रीय विश्लेषण, आदित्य प्रकाशन, नाशिक.
१६. शिवाजी विद्यापीठ, कोल्हापूर १९९५, इतिहास अध्यापन पध्दती, शिवाजी विद्यापीठ, कोल्हापूर .
१७. शिंदे ज्ञानदेव आणि टोपकर रेखा, २००९, इतिहासाचे आशययुक्त अध्यापन, नित्यनूतन प्रकाशन पुणे.

### **Periodicals / Journals:**

- इतिहास शिक्षक हस्तपुस्तिका इयत्ता ५वी ते १०वी  
इतिहास शिक्षक इतिहास महामंडळ महाराष्ट्र त्रैमासिक  
Educational Studies in History  
International Journal of History Education  
Journal of History

### **Websites:**

- 1) [www.preserveartical.com /2612041630468/what is demonstration](http://www.preserveartical.com/2612041630468/what-is-demonstration)
- 2) [http: //www. history project.com](http://www.historyproject.com)
- 3) [www.historyprojectideas.com](http://www.historyprojectideas.com)
- 4) Teaching-techniques for history-teacher ([www.csun.edu](http://www.csun.edu).)
- 5) Teacher. net. // lesson plane/subject/history
- 6) [http : //www.teachersvision.com / teaching](http://www.teachersvision.com/teaching)

**B. Ed. Second Year: Semester III**  
**CURRICULAR AREA B: PEDAGOGY COURSES**

**Course-11: Pedagogy of Geography (Part – II)**

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 15

University Assessment Marks: 35

---

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

- 1) Develop & understand the necessary skill, types regarding planning of teaching of Georphy at Macro-level and micro level.
- 2) Understand concept, techniques in evaluating student's performance in Geography.
- 3) Construct appropriate assessment tools for evaluating Geography learning.
- 4) Understand the concept of content cum methodology & acquainte the knowledge about preparation of subject structure & text book, unitanalysis .
- 5) Be acquainted with qualities, professional growth & role of Geography teacher in the present context.
- 6) Develop adequate skills in teaching Geography.
- 7) Be acquainted with teaching of various concepts in Geography.

**Unit I - Planning for Learning and Teaching Subject**

- e) Year plan –need, importance & various aspects.
- f) Unit plan- need, importance & various aspects.
- g) Planning of unit test.
- h) Lesson Plan, Types of lesson plan.

**Unit II - Assessment of Learning in the subject of Geography**

- a) Concept of Assessment.
- b) Types of examinations in Geography - Written, oral, practical.

- c) Construction of Test item-objective type questions, short and essay type questions, map drawing and reading skill.
- d) Role of diagnostic test and remedial teaching of Geography.

### **Unit III - Curriculum Reforms in School Geography**

- a) Concept of Content-Cum Methodology (CCM).
- b) Structure of Geography and analysis of curriculum, syllabus.
- c) Analysis of text book and one unit by CCM.
- d) Criteria of good textbook & critical study of Std. VIII and Std. IX Geography text books.

### **Unit IV –Professional Development of Geography Teacher and Teaching of various concepts in Geography.**

- a) Essential qualities of Geography teacher, Role of Geography Teacher Organization for the professional growth of Geography teachers.
- b) Types of in-service programmes for professional growth of Geography teachers - like conferences, seminars, workshops, use of Journals, Internet.
- c) **Teaching of various concepts**
  - 1. Location, Extent and natural regions of India.
  - 2. Primary, secondary, tertiary and quaternary occupation in Maharashtra.
- d) Field study, map reading, fill-up the outline map

---

**Sessional work:** (Total 15 Marks)

- The student may write one tutorial question out of minimum three prepared tutorial questions. (5 Marks)
- The students may undertake any one of the following activities and present the report (10Marks)
  - a. Preparation of a report of different activities of Geography club
  - b. Collection of newspaper cuttings related to Geographical issues and its report.
  - c. Preparation of a report on visit to some place of Geographical interest.
  - d. Critical analysis of one text book of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> standard.

- e. Interview of a senior Geography teacher of a school.
- f. Teaching of one unit of Geography – filling of an outline map by students and its report.

## **2. List of Recommended Book**

3. Agarwal, D.D. (2000), Modern Method of Teaching Geography, Sarup & Sons Publisher, New Delhi.
4. Singh R. P. (2004), Teaching of Geography, R. Lall Book Depot., Meerut.
5. UNESCO (1965), Source Book of Teaching Geography, Thomson Press, New Delhi.
6. Guzjar R. D. (2001), A Handbook for Geography Teachers, ABD Publishers, Jaipur.
7. Association of Assistant Masters (1974), The teaching of Geography in school, her majesty stationary office London.
8. Britain Department of Education and science (1972), “New thinking in School Geography”, her majesty stationary office London.
9. Britain Ministry of Education (1960), Geography and Education, her majesty stationary office London.
10. Faizgrive (U.L.P.) : Geography in School.
11. Lopoll G.R.(1973) : The teacher of Geography Macmillan Education Ltd., London.
12. Morin John W (1968), Methods of Geographic instruction, Blasdell publisher company, Massachusetts.
13. Verma O.P. (1975) Geography Teaching sterling publisher, New Delhi.

१४. बापट बी. जी. १९६९, भूगोल अध्ययन अध्यापन, व्हीनस प्रकाशन, पुणे.

१५. पाटणकर ना. वि. १९५४, भूगोलाचे अध्यापन, मॉडर्न बुक डेपो, पुणे.

१६. पोंक्षे द. बा., भूगोल अध्यापन पध्दती, नूतन प्रकाशन, पुणे.

१७. साबळे शैलजा, दृष्टीक्षेपात स्पेशल मेथड भूगोल, नूतन प्रकाशन, पुणे.

१८. भट्टाचार्य जी. सी., भूगोल अध्यापन, विनोद पुस्तक मंदिर, आग्रा.

१९. सिंह एच. एन., भूगोल शिक्षण, विनोद पुस्तक मंदिर, आग्रा.

२०. शिंदे डी. बी., पाटील बी. एम. भूगोल आशय अध्यापन, फडके प्रकाशन, कोल्हापूर.
२१. जाधव एम. आर., भूगोल अध्यापन पध्दती चैतन्य प्रकाशन, पुणे.
२२. गोरे सुग्रीव श्रीमंत, उलभगत चंद्रकांत, भूगोल आशययुक्त अध्यापन, नूतन प्रकाशन, पुणे.
२३. प्रभुणे पद्मजा, भूगोल अध्ययन अध्यापन पध्दती, नूतन प्रकाशन, पुणे.
२४. पोंक्षे द. बा. भूगोलातील पाठयांश पध्दती एकात्मता, नूतन प्रकाशन, पुणे.

### **Websites :**

1. <http://www.curriculumonline.in>
2. <http://www.teachingideas.co.uk/geography.contents.com>
3. <http://www.mapsofindia.com>
4. <http://www.eduworldmap.com>
5. <http://www.nationalgeographic.com/geobee>
6. <http://www.earth.google.com>
7. <http://www.geography.org.uk>
8. <http://www.ncert.nic.in>
9. <http://www.social> studies.org
10. <http://www.cwrl.utexas> edu.
11. <http://www.en.m.wikipedia.org>.

## **B. Ed. Second Year: Semester III**

### **CURRICULAR AREA C: EPC**

#### **EPC 3: Drama and Art in Education (1/2)**

Credits: 02

Periods: 60

Maximum Marks: 50

Internal Assessment Marks: 50

University Assessment Marks: 00

---

#### **Objective:**

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

- 1) Deep relation between the hand, head and heart by art & drama.
- 2) Involves relation introspection by drama and art in education.
- 3) Providing opportunities for nurturing the creative talent and aesthetic sensibilities of student teachers by art and drama.
- 4) To develop real life situations and different learning experiences of society by drama and art education.
- 5) Providing opportunity and training to student teachers for acquiring and enhancing necessary skills in different areas of art and drama as a forthcoming teacher and also as an individual.
- 6) Providing support in organizing festivals, fairs, exhibitions, shows to inculcate the different values in student teachers.
- 7) Understand traditions and different social transformations and issues by art and drama education.
- 8) Providing a platform to establish art and drama as 'mediums of education' in relation to other school subjects.

##### **A) Arranging the workshop of Drama and Art :**

- ❖ Concept of drama and arts
- ❖ Types of arts
- ❖ Types of drama
- ❖ Activity of unsettling experiences and unpredictable situations.

(Drawing and painting, print making, collage making, clay work, puppet making, mask making, applique work, performing arts tools and equipments of music, dance and drama, other suggestive forms and practices)

**B) Arranging lecture of resources person(s):**

Arranging the lectures of various artists and other resources persons which are directly or indirectly working in the art and drama field.

- ❖ Drawing and painting, print making, collage making, clay models, puppet making, mask making. Applique work (Jute Work, Bamboo Work, Handmade products) performing arts tools and equipment's of music, dance and drama other suggestive forms and practices.

**C) Arranging activities for students:**

1. Look reality through at this fantasy
2. Various roles playing.
3. Role of histories personality.
4. Hot seating range critical questions (KBC) on social contact.
5. By wastage material made useful product.
6. Activity based on segregated environments (cast, religion, gender)
7. Presentation of folk tradition culture and awareness of culture and awareness of culture.
8. Handy craft based activity origami, paper cutting, and collage and drawing, clay work, creative crafts cardboard and paper craft, gardening, local indigenous crafts, carpentry, metal work, pottery, music dances and drama.

❖ **Assessment test:**

**1) Visual arts and crafts: ( 25 Marks)**

**a) Drawing and painting:** Activities for student teacher, Card boards, drawing papers, kite papers, mat papers, coloured magazine, newspaper print, wall paper, colored glazed papers. Marble papers, laces, jute, fibers, etc. for use drawing and painting.

**b) Print making:** for standing process, mono printing, relief and roller printing.

**c) Collage making:** paper collage, mixed collages.

**d) Clay work:** Use of various Clay, common clay, china clay, models for stone wares.

**e) Puppet making:** Rhythmic puppet, table top puppets, hand puppets, handkerchief paper, red puppets, shadow puppets.

**f) Mask making:** Use of cartons, papers, west material making of model mask.

## 2) Performing arts-tools and equipment of Music: ( 25 Marks)

### Music

- ❖ Following instruments are practice and performing harmonium, tabla, dholak, khanjiri, jhanjh, duf or tambourine, mridang, veena, electronic tabala, electronic Tanpura, Yamaha, Roland keyboard, guitar, regional musical instruments.

### Dances

- ❖ Introducing various dance forms
- ❖ At least one dance for demonstration and practice session.
- ❖ Participation and helps in preserving traditional and local specific art.
- ❖ Singing
- ❖ Introduction of the various folk songs and forms.
- ❖ Introduction of rhythm, tal and classical music.
- ❖ Use of songs for social awareness

### **Drama Activities:**

1. Dramatization of the Lesson, poem or any other content.
  2. Extempore.
  3. Script Writing.
  4. Writing dialogues or acts and Radio Programs Scripts.
  5. Writing and performing one act play,
  6. Writing and Performing Street Play.
-

# Engagement with the Field

Semester –III

## Appendix C-1 Practice Teaching and Internship

क्रेडिट -१०

गुण-२५०

कालावधी : ४०० तास

(For Semester –III Internship + Practice Lesson = 160+90 = 250 Marks)

उद्दिष्टे : छात्राध्यापकास....

१. विद्यार्थ्यांना सलग पाठ व चाचणीघेण्यास मदत करणे.
२. विद्यार्थ्यांना आशययुक्त अध्यापन पध्दतीने प्रत्येक अध्यापन पध्दतीचे प्रत्येकीदोन पाठघेवून परिणामकारकता तपासण्यास मदतकरणे.
३. विद्यार्थ्यांनीघेतलेल्या चाचणीतून प्रत्याभरणघेण्यास मदत करणे.
४. विद्यार्थ्यांना अभ्यासनुवर्ती उपक्रमघेण्यास मदतकरणे.
५. विद्यार्थ्यांना अध्यापन पध्दतीशी संबंधित प्रात्यक्षिक राबविण्यास मदत करणे.
६. आय.सी.टी. वर आधारित पाठघेण्यास मदतकरणे.
७. विद्यार्थ्यांना शैक्षणिक साधननिर्मितीकरून पाठघेण्यास मदत करणे.
८. सांघिक अध्यापन/सहकार्यात्मक अध्यापन/ क्रमान्वित अध्ययन / प्रोजेक्ट बेस्ड अध्ययनद्वारे पाठघेण्यास मदत करणे.
९. एकाविद्यार्थ्यांचा व्यक्ती अभ्यास करूनत्याचे संकलित नोंदपत्रक तयार करणे.
१०. विद्यार्थ्यांना विविध उपक्रमाचे आयोजन, नियोजन, जबाबदारी, भूमिका येणारे अडथळे, पर्यायी व्यवस्था याविषयी माहिती घेण्यास मदत करणे.
११. पेपर निहाय प्रात्यक्षिक पूर्णकरण्यास मदत करणे :

छात्रसेवाकाल स्वरूप : १) पाठसंख्या : या छात्रसेवाकाल १८ सराव पाठ घेणे.

९० गुण.

पाठाचे प्रकार: सराव पाठांचे गुण सरावपाठांच्या १५० गुणांपैकी दिले जातील

१. शालेयस्तरावरील विषयाचे अध्यापन पध्दतीनुसार प्रत्येकी ३ सुट्टे सराव पाठ याप्रमाणे दोन अध्यापनपध्दतीचे ६ पाठ घेणे.
२. शालेयस्तरावरील विषयाचे आशययुक्त अध्यापन पध्दतीनुसार प्रत्येकी २ याप्रमाणे याप्रमाणे दोन अध्यापनपध्दतीचे ४ पाठ घेणे.
३. शालेयस्तरावरील विषयाचे अध्यापन पध्दतीनुसार प्रत्येकी ४ सलग सराव पाठ याप्रमाणे दोन अध्यापनपध्दतीचे ८ पाठ घेणे.

**छात्रसेवाकाल स्वरूप : २)** पुढीलपैकी सर्व उपक्रम या छात्रसेवाकालात राबवावेत. या उपक्रमाचे विद्यार्थ्यांची उपस्थिती, सहभाग, पूर्वनियोजन व तयारी, उत्स्फूर्तता, अहवाल लेखन,सादरीकरणास १६ पैकी गुण द्यावेत. (एकूण गुण :१६०)

१. भाषिक कौशल्य विकसनासाठी इ. ५वी ते ९ वीच्या एका वर्गासाठी योग्यउपक्रमाची आवश्यक निवड करूनत्याचे नियोजन करावे. उपक्रमाची कार्यवाही करून उद्दिष्टे, नियोजन, पूर्वतयारी, अंमलबजावणी, यशस्वीता व मिळालेले प्रत्याभरण यावर अहवाल लिहावा उपक्रम राबविताना उपक्रमनिवड कार्यवाही याबाबत आवश्यकतेनुसार मार्गदर्शकांनी सूचनाद्याव्यात.
२. प्रोजेक्ट बेसड् लर्निंग/सांघिक अध्यापन/सहकार्यात्मक अध्यापन/आयसीटीवर आधारित पाठाचेनियोजनकरण्यासाठीइ.५वी ते ९ वी पर्यंतच्या वर्ग निवडावा व गटनिहाय किंवा पाठघेवूनत्यावर आधारित वृतांत लिहावा. शाळेतील एका अनुभवीशिक्षकांच्या पाठाचेनिरीक्षणकरणेतसेच सहाध्यायाच्या पाठाचेनिरीक्षणकरणे व त्यांच्या योग्यनेदीकरणे.
३. समाजसेवा/आर.एस.पी./गर्ल गाईड/स्काऊट/आपत्ती व्यवस्थापन याबाबतएका उपक्रमाचे आयोजनकरून कार्यवाहीचा वृतांत लिहिणे.
४. विद्यार्थी शिक्षकांनी एका मानसशास्त्रीय कसोटीची निवड करून एका वर्गावर इ. ८वी किंवा ९वी राबवावी. कसोटीचे विश्लेषण करून त्याचा वृतांत लिहावा.
५. विद्यार्थी शिक्षकांनी एका अभ्यासनुवर्ती उपक्रमांचे नियोजन करावे. सहा आठवडयाच्या शालेय अनुभवाच्या कालावधीत येणारे विशेष दिन, दिनविशेष यांचे ही आयोजन करता येईल. अभ्यासनुवर्ती उपक्रमाचा उद्देश, पूर्वतयारी, नियोजन, कार्यवाही यशस्वीरित्या यावर अनुभव वृतांत लिहावा.
६. शाळेतील एका विद्यार्थ्यांचा व्यक्ती अभ्यास करून त्याचे सकलित नोंदपत्रक तयार करावे.
७. शाळेतील एका वर्गासाठी सर्वकष सात्यपूर्ण मूल्यमापन साधनांपैकी एक साधनांची निवड करावी एका वर्गातील विद्यार्थ्यांचे त्या साधनाद्वारे मूल्यमापन करून अहवाल लेखन करावे .
८. विद्यार्थी शिक्षकांनी एका इयत्तेचा अध्यापन पध्दतीनुसार आशय निवडून त्यासाठी लागणा-या शैक्षणिक साधनाचा वापरकरूननिर्मितीकरावी. शैक्षणिक साधनाचा वापरकरूनत्याची परिणामकारकता तपासून अहवाल लिहावा.
९. परिपाठ अथवा तणाव व व्यवस्थापन कार्यक्रमाचे आयोजन करून प्रत्यक्ष कार्यवाही करून त्यावर अहवाल लिहावा.
१०. आपल्या अध्यापनपध्दतीनुसार अवांतर माहिती व कौशल्य विकासासाठी राबविण्यात येणा-या एका उपक्रमाची निवड करा व प्रत्यक्ष कार्यवाही करून त्यावर अहवाल लिहावा.

## Engagement with the Field Semester –III

### Appendix C-2: Content cum Methodology Workshop (CCM)

#### आशययुक्त अध्यापन पध्दती कृतिसत्र

क्रेडिट -२

गुण-५०

कालावधी : ६० तास

उद्दिष्टे : छात्राध्यापकास....

१. आशययुक्त अध्यापन पध्दतीची संकल्पना समजावूनघेण्यास मदतकरणे.
२. अध्यापन विषयी संरचनातयार करण्यास मदतकरणे.
३. आपल्या विषयाच्या अभ्यासक्रमाचे स्वरूप समाजवूनघेणे.
४. आपल्या विषयाच्या पाठयक्रमाचे विश्लेषण करण्यास मदतकरणे.
५. आपल्या विषयाच्या पाठयपुस्तकाचे विश्लेषण करण्यास मदतकरणे.
६. आशय व अध्यापन पध्दतीचा अतूट संबंध समजावूनघेण्यास मदतकरणे.
७. आपल्या विषयाच्या अभ्यासक्रमाचे स्वरूप समजावूनघेणे.
८. आशययुक्त अध्यापन पध्दतीनुसार पाठनियोजनकरण्यास मदत करणे.

कोर्स १०, ११ मधील आशययुक्त अध्यापनासंबंधित आशय कार्यशाळेत व्याख्यानाद्वारे पूर्ण करण्यात यावा. आशययुक्त अध्यापनावरील घटकविध पध्दतीच्या पेपरमध्ये आहेत. हे घटक स्वतंत्ररित्या शिकविण्याऐवजी कृतिसत्रातून पूर्ण करावेत. कृतिसत्र चार दिवसाचे असावे. यामध्ये आशययुक्त अध्यापन, संबोध, अभ्यासक्रम, पाठयक्रम, पाठयपुस्तक, वा आशय विश्लेषण व आशययुक्त अध्यापनाचे पाठांचे नियोजन यांवर व्याख्याने आयोजित करावीत. व्याख्यानांतर तत्संबंधी प्रात्यक्षिके पूर्ण करावीत. आशययुक्त अध्यापनाच्या पाठाचे मार्गदर्शन याच कालावधीत द्यावयाचे असून प्रत्यक्ष पाठ सराव पाठशाळेत वास्तव परिस्थितीत सोयीनुसार पूर्णकरून घ्यावेत आशययुक्त अध्यापन पध्दतीनुसार एक आशय दोन पध्दतीने दोन वेगवेगळी पाठ टाचणे काढावीत परंतु प्रत्यक्षात एकूण दोन पाठ घ्यावेत व ते सरावपाठात अंतर्भूत करावेत. (प्रत्येक अध्यापन पध्दतीचा एक असे एकूण दोन)

**मूल्यमापन** —या कृतिसत्राचे मूल्यमापन पुढील निकषाद्वारे करावे.

अ.न.	मूल्यमापन निकष	गुण
१	कार्यशाळेतील सहभाग	५
२	विषयाची संरचना	५
३	पाठयक्रम विश्लेषण	१०
४	पाठयपुस्तक विश्लेषण	१०
५	आशय विश्लेषण	१०
६	पाठटाचण -आशययुक्त अध्यापन पध्दती-१	५
७	पाठटाचण -आशययुक्त अध्यापन पध्दती-२	५
	एकूण	५०

## Engagement with the Field

Semester –III

### Appendix C-2: Evaluation Workshop

#### मूल्यमापन कृतिसत्र

---

क्रेडिट -२	गुण-५०	कालावधी : ६० तास
------------	--------	------------------

---

उद्दिष्टे : छात्राध्यापकास....

१. शैक्षणिक मूल्यमापन संकल्पना समजूनघेण्यास मदतकरणे.
२. वार्षिक नियोजन, घटकनियोजन, घटकचाचणी नियोजन या विषय अध्यापनाशी निगडित बाबी समजण्यास मदतकरणे.
३. बी. एड्. अभ्यासक्रमातीलनिवडलेल्या दोन अध्यापन पध्दतीशी संबंधित माध्यमिक स्तरावरीलदोन शालेय विषयातील वार्षिक नियोजनकरण्यास मदतकरणे.
४. बी. एड्. अभ्यासक्रमातीलनिवडलेल्या दोन अध्यापन पध्दतीशी संबंधित माध्यमिक स्तरावरीलदोन शालेय विषयातील दोन घटकांचेनियोजनकरण्यास मदतकरणे.
५. बी. एड्. अभ्यासक्रमातीलनिवडलेल्या दोन अध्यापन पध्दतीशी संबंधित माध्यमिक स्तरावरील दोन शालेय विषयातील दोन घटकांची घटकचाचणी करण्यास मदत करणे.
६. घटकचाचणी प्रत्यक्ष वर्गावर उपयोगकरण्यास मदतकरणे.

**कालावधी : १० तास**

प्रात्यक्षिकासाठी पूर्वाश्यकतात्विक भाग : मूल्यमापन, संकल्पना, उद्दिष्टे, स्पष्टीकरणे, अध्ययन अनुभव, मूल्यमापन साधनेइ. या तात्विक भागाची व्याख्यानेझालेली असावीत.

**प्रात्यक्षिक आवश्यक प्रणाली :** शालेय पाठयक्रम, शालेय पाठयपुस्तके, मूल्यमापनावरील संदर्भ पुस्तके, शिक्षक हस्तपुस्तिका,नियोजनाचेछापील नमुने, इ.

**प्रशिक्षणकार्यक्रमाचा आशय व नियोजन:**

**आयोजन:** मूल्यमापनाशी निगडीत असा घटक प्रत्येक विषय अध्यापनपध्दतीत आहे. हा घटककृतिसत्राद्वारेशिकवायचा असून यासाठीचारदिवसाचेकृतिसत्र आयोजितकरावे यामध्ये वार्षिक नियोजन, घटकनियोजन, घटकचाचणी, यावर पाच व्याख्यानेघेण्यात यावीत व व्याख्यानांतर गटवार आपआपल्या विषयांचे प्रात्यक्षिक काम पूर्ण करून घ्यावे.

मूल्यमापन— या कृतिसत्राचे मूल्यमापन पुढील निकषाद्वारे करावे.

अ.न.	मूल्यमापन घटक	गुण
१	कार्यशाळेतील सहभाग	१०
२	वार्षिक नियोजन	१०
३	घटकनियोजन	१५
४	घटकचाचणी	१५
	एकूण	५०

---

---

## Engagement with the Field Semester –III

### Appendix C-2: Educational Tour

#### शैक्षणिक सहल

क्रेडिट -१

गुण-२५

कालावधी : ४० तास

उद्दिष्टे : छात्राध्यापकास....

१. शैक्षणिक सहलीच्या नियोजनाची सवय लावणे.
२. शैक्षणिक सहलीमध्ये सहभाग घेणे.
३. शैक्षणिक सहलीचा आनंदघेणे.
४. शैक्षणिक सहलीची यशस्वीता / अडचणींची नोंद घेण्याची सवय लावणे.
५. अहवाल लेखनाची सवय लावणे.
६. शैक्षणिक सहलीच्या सहाय्याने सर्जनशीलता विकसित करणे.

#### नियोजन:

महाविद्यालयातील एका शिक्षकास जबाबदारी देऊन शैक्षणिक सहलीचे नियोजन, आयोजन व कार्यवाही करण्यासंबंधी व्याख्यान द्यावेत. शैक्षणिक सहलीची तात्विक, सामाजिक माहिती, गरज, शैक्षणिक महत्त्व, आयोजनात येणा-या अडचणी व कार्यवाहीत येणा-या अडचणी संबंधीत विद्यार्थी शिक्षकांमध्ये चर्चा करावी.

शैक्षणिक सहल वस्तुसंग्रहालय, ऐतिहासिक ठिकाणी व निसर्गाच्या सानिध्यात कमीतकमी एका दिवसाची असावी. शैक्षणिक सहलीतील स्थळाची आठवणी व प्रसंगाची नोंद करावी. प्रवास वर्णन लिहिण्यासाठी विद्यार्थी शिक्षकांना डायरी देण्यात यावी. विद्यार्थी शिक्षकांना अहवाल लिहिण्यास सांगावे. त्या अहवालाचे मूल्यमान महाविद्यालयातच करावे.

गुणदान: नियोजनासाठी ५ गुण, कार्यवाही सहभागासाठी १५ गुण, अहवाल लेखनासाठी ५ गुण

## Semester IV

### Curricular Area – A Perspectives in Education

#### Course BED-IV-12: Gender, School & Society (1/2)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 15

University Assessment Marks: 35

---

#### **Objectives: To enable to teacher trainees**

1. Develop basic understanding about concept as gender, sex, sexuality, gender bias gender inequality and empowerment.
  2. Understand the gender and educational and discourse in post-independence India.
  3. Understanding about gender education and India.
  4. Understanding about gender identities and socialization practice with respect to family, school.
  5. Develop attitude about gender equality.
  6. Inculcate role of school, family and teacher to develop gender equality.
  7. Develop an attitude about women empowerment, get knowledge about sexual harassment as an abuse, develop an attitude about changing status of women in the society
- 

#### **Unit 1: Basic concept about gender**

1. Concept – Gender, Sex, Sexuality, Masculinity and Feminism.
2. Gender bias, Gender stereotyping
3. Concept – Meaning of gender inequality, gender its nature and historical background
4. Need and importance of empowerment of deprived sections of society with special reference to women.

## **Unit 2: Gender and education**

1. Gender and educational discourse in post-Independence India
2. Gender education and nation
3. Gender identities and socialization practices in family, school curriculum, formal and non-formal organizations.
4. Schooling of Girls.

## **Unit 3 : Gender equality**

1. Articles in Indian Constitution related to gender equality.
2. Role of school, teacher, parent (family) peer group, textbook and curriculum to inculcate gender equality
3. Extracurricular activities for gender equality
4. Life skills and gender equality

## **Unit 4: Women Empowerment**

1. Attitude about women Empowerment and barriers in gender equality & women empowerment.
2. Different policies of state / central government for women Empowerment in India.
3. Understanding and importance of addressing sexual harassment in family, neighborhood, form and non-formal Institutions work place and media. (Print and Electronic )
4. Institutional mechanism for redressing sexual harassment related abuses, changing status of women in the society.

### **Sessional work: (Total 15 Marks)**

- The student may write one tutorial question out of three prepared tutorial questions.  
**(5 Marks)**

- The students may undertake **One** of the following practical and present the report  
**(10 Marks)**

1. Exemplary women / women as role models – elocution/ discussion/ seminar / debate
  2. Preparing analytical report on portrayal of women in print and electronic media.
  3. Analysis of curriculum with respect to reflection of Gender.
  4. Debates / discussions on violation of rights of girls and women.
  5. Project on an analyzing the Institution of the family about marriage, sexual division of labor and resources.
  6. Preparation of the project on critical analysis of recommendations of commissions and policies on capacity building and empowerment of girls and women.
  7. Analysis of textual material from the perspective of gender bias and stereotype.
  8. Organizing debates on equity and equality across gender, class, caste, religion , disability and region.
-

## Semester IV

### Course BED-IV-13: Knowledge and curriculum Part-II (1/2)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 15

University Assessment Marks: 35

---

**Objectives of the course:** Student- Teachers will be able to,

- 1) Understand the Concept, nature and characteristics of Curriculum
- 2) Understand the Epistemological basis of education explained by Indian educationalist.
- 3) Understand the differences between various enterprise of Education.
- 4) Understand the different dimensions of Curriculum
- 5) Understand the Reflections of Curriculum on textbook, Children's literature, teachers' handbook and reference Book.

#### **Unit no 1- Introduction to Curriculum**

- a) Concept, nature and characteristics of Curriculum
- b) Epistemological basis of education explained by M. Gandhi
- c) Epistemological basis of education explained Rabindranath Tagore.
- d) Relationship between the curriculum framework and syllabus

#### **Unit no 2- Enterprise of Education**

- a) Distinctions between 'knowledge' and 'skill
- b) Distinctions between 'teaching' and 'training
- c) Distinctions between 'knowledge' and 'information
- d) Distinctions between 'reason' and 'belief'.

#### **Unit no 3- Dimensions of Curriculum**

- a) Concepts of nationalism.
- b) Concepts of universalism and secularism. Interrelationship of nationalism, universalism and secularism with education.
- c) Comparison of philosophies of Rabindranath Tagore and Krishnamurti.
- d) Multiculturalism' and democratic education.

**Unit no 4- Reflections of Curriculum construction principles on**

- a) Textbooks
- b) Children's literature
- c) Teachers' handbook
- d) Reference Book

**Sessional work:**

1. Comparison of educational philosophies of Mahatma Gandhi and Rabindranath Tagore explained.
2. Analysis of curriculum of any one secondary school subject (9<sup>th</sup> and 10<sup>th</sup> standards)
3. Project on any topic (such as secularism, nationalism, democracy etc) assigned by the concerned teacher.
4. Comparison among textbook, teacher's handbook and reference books for any school subject / subject.

**References:**

1. Kamat A. R. Education and social change in india starting publication, Delhi
  2. Smatullah (1979) Eudcation in social context New Delhi, NCERT.
  3. Choudhary (1986) Issues and advances in education ajanta publishing house
-

## **Semester IV**

### **Course BED-IV-14: Creating an Inclusive School (1/2)**

Credits: 02

Periods: 30

Maximum Marks: 50

---

#### **Objective: To enable the student teacher to –**

1. To develop in the student teacher on understanding of the concept need, an importance of Inclusive Education
2. To help the student teacher to understand the classification characteristics of disable students.
3. To help the student teacher for understand the polices about inclusive education and recommendation for inclusive education
4. To help the student teacher to understand the positive behaviour for inclusion of student
5. To help the student teacher to understand and the role and inclusive qualities and student.

#### **Unit : 1 Inclusive Education**

- a) Inclusive education – Meaning, concept, Benefit
- b) Needs and importance of inclusive school
- c) Characteristics of disable students
- d) Classification of disable students

#### **Unit : 2 Policies about inclusive school**

- a) Barrier of Inclusive school
- b) Policies of government recommendations and law for inclusive schools
- c) Government Scheme and Provision
- d) Recommendation of UN, UNESCO, RTE-2009 SSA for inclusive school

#### **Unit : 3 Postive Behaviour for inclusion**

- a) Challenging behaviours
- b) Theories of inclusive education

- c) Developing attitude competencies for inclusive
- d) inclusive Classroom

**Unit : 4 Teachers Role in inclusive classroom**

- a) Inclusive Classroom Management
- b) Qualities and Training Programme of an inclusive teachers and role in shaping the inclusive Education
- c) Guidance and Counselling for Inclusive Teacher Student and Principal
- d) Evaluation Method for Special Children in Inclusive School.

**Sessional work: (Total 15 Marks)**

- The student will have to write one tutorial question out of the three prepared tutorial questions. **(5 Marks)**
- The students has to undertake **one** of the following practical and present the report **(10 Marks)**
  1. Visit to a Inclusive School and prepare a report.
  2. Case study of Inclusive Schools
  3. Case study of Special Children of specific group
  4. Design and evaluate an Inclusive education programme.
  5. Draft a counseling program for special need child in Secondary School.( Inclusive classroom child)
  7. A study of any one N.G.O. promoting Inclusive education.
  8. Critical study of Any Special teacher training college or Institutes.

**References:**

- 1) Loreman, Deppeler and Harvey- Inclusive Education, Allwenand Unwin Australia.
- 2) Corbett Jenny – Supporting Inclusive Education, Routledge Falmer, 2001.
- 3) Felicity Armstrong and Michele Moore- Action Research for Inclusive Education,
- 4) Routledge Falmer, 2004.Mike Adams and sally Brown – Towards Inclusive Learning in Higher Education,

- 5) Routledge, 2006. Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000
- 6) Nind, Sheehy and Simmns, Inclusive Education –Learners and Learning Context,
- 7) Devid Fulton Pub.`17) Integrated and Inclusive Education, Premavathyand Mittal,R C I, 2006.
- 8) Advani, Lal. and Chadha, Anupriya( 2003). You and Your Special Child, New Delhi:UBS Publishers' Distributors Pvt. Ltd.
- 9) Sharma, Kaushaland Mahapatra (2007). Emerging Trends in Inclusive Education',Delhi, IVY Pub.
- 10) Renuka, P. and Bai, Suneetha, G. Inclusive of Exceptional Childern in The Mainstream Schools and teacher education: Global Trends in Teacher education.

-----

**Curricular Area –B: Curriculum & Pedagogic Studies**

**Semester IV**

**Course BED-IV-15. Optional Course**

(Electives- any two of the following)

15.1 Educational Management. (50Marks)

15.2 Value Education.(50Marks)

15.3 Guidance and Counseling.(50Marks)

15.4 Educational Technology.(50Marks)

15.5 Environmental Education.(50Marks)

## Optional Course

### BED-IV-15.1: EDUCATIONAL MANAGEMENT (1/2)

Credits: 02

Periods: 30

Maximum Marks: 50

---

#### **Objective:**

To enable the student – teachers to:

- 1) Explain the meaning, concept types of educational management.
- 2) Understand meaning, concept of Institutional Planning.
- 3) Identify and relate administrative set up for secondary education at Central, state and local level.
- 4) Understand the structure, powers and functions of various bodies concerned with education at District, state and national level.
- 5) Understand the structure of school plant and management of school.
- 6) Understand the importance of human relationship, accountability in education and concept and problems of classroom management.

#### **Unit–I : MANAGEMENT IN EDUCATION :**

- a. Concepts and Elements of Management
- b. Concept, nature and types of educational management.
- c. (i) Economics of Education: Concept, Nature, Importance & Utility. (ii) Man power development: Concept productivity, Quality & Criteria.
- d. Institutional Planning : Concept, need, objectives and process.

#### **Unit–II : SECONDARY SCHOOL RULES AND REGULATIONS.**

- a) Secondary school code.
- b) Financing Grants, staffing, fee concession and scholarships.
- c) Secondary Education Act.
- d) Head master: Role, Responsibilities and functions.

### **Unit-III: SCHOOL PLANT AND MANAGEMENT OF SCHOOL**

- a) School Plant – Location, site, building, playground, garden.
- b) Physical facilities – Classrooms , Furniture, Library, Laboratory, Museum, Auditorium
- c) Planning and administration of annual work, time–table.
- d) Maintenance of records and registers – General register, Attendance register, (catalogue) fee register, muster, Dead stock register, Accession register, Purchase register, Scholarships & free ships , Annual results.

### **Unit-IV: HUMAN RELATIONSHIP**

- a) Importance of human relationship and involvements of staff and students in the Management of Secondary School.
- b) Interpersonal Relationship
- c) Accountability in School Education.
- d) Classroom Management: Concept and problems.

### **Sessional work: (Total 15 Marks)**

- The student will have to write one tutorial question out of the three prepared tutorial questions. **(5 Marks)**
- The students has to undertake **one** of the following practical and present the report **(10 Marks)**

### **Elective – Educational Management**

#### **Sessional Work-**

1. Visit any one of school office and report about school records.
2. Visit to any one of the school and report on financial support /grants/fee and scholarship.
3. Visit to any one of the school and study the planning and administration of school time table and annual work.
4. Take an interview of Heat Master of any school and report on role, responsibilities and functions.
5. Visit a school and record about classrooms management write a report on it.

### **Reference Books**

1. Brown. E.J., Secondary School Administration.
  2. Kochhar S.K., Secondary School Administration.
  3. Mohanty , Jagannath (1990) , Educational Administration, Supervision and School Management.
  4. Safaya Raghunath and Shajda B. D. Educational Administration.
  5. Sharma R. C. , Record Trends in Educational Administration.
  6. Studies in Educational Adiminstration in Maharashtra , NCERT.
-

## Optional Course

### BED-IV-15.2: Value Education (1/2)

Credits: 02

Periods: 30

Maximum Marks: 50

---

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

1. Understand the concept, need, nature and sources of values.
2. Know the values included in school curriculum.
3. Understand the different types of values and activities for inculcation of these values.
4. Know the need of Value Education to parents and their role in value education.
5. Comprehend the conflicts among values and the ways to overcome these conflicts.

#### **Unit-I Concept and nature of values**

- a) Concept and nature of values
- b) Needs and importance of values in life.
- c) Sources of values
- d) Various types of values.

#### **Unit-II Value education in secondary school**

- a) Need of value education in secondary school curriculum.
- b) Process of value education.
- c) Activities for development at behavioral changes.
- d) Role of the teacher in value education.

#### **Unit-III Inculcation of values and conflicts among values.**

- a) Activities for inculcation Social, National, Material Values.
- b) Activities in inculcation of moral , religious and aesthetic values.
- c) Conflicts among values and ways to overcome these conflicts.
- d) Recommendations of different educational commissions regarding values education.

#### **Unit-IV – Role of the parents in value education.**

- a) Need of value education to parents.

- b) Role of parents in value education.
- c) Activities to involve parents in value education.
- d) Activities for environmental and scientific values for parents.

**Sessional work: (Total 15 Marks)**

- The student will have to write one tutorial question out of the three prepared tutorial questions. **(5 Marks)**
- The students has to undertake **one** of the following practical and present the report **(10 Marks)**
  1. Organization of morning assembles for any one value.
  2. Preparation of script of drama related any one values.
  3. Critical analysis of any one text-book from the view point at value education.
  4. Survey of value situation dis-advanced section of society.

**Reference Books:**

१. करंदीकर सुरेश (१९९७) मूल्य शिक्षण , फडके प्रकाशन पुणे
२. ना.ग.पवार (२००७) मूल्य-शिक्षण - आजच्या संदर्भात , नित्यनूतन प्रकाशन, पुणे
३. संतोष मुळावकर/कल्पना मुळावकर - (२००५) मूल्यशिक्षण- सुसंवाद
४. पठाण बी बी (२००८) व्यक्तिमत्व विकास , नित्यनूतन प्रकाशन, पुणे
५. माने एस.एस. — नैतिक मूल्यांचे शिक्षण विद्याभारती प्रकाशन, लातूर
६. वीरकर प्र.कृ व वीरकर प्रतिभा- मूल्यशिक्षण संकल्पना व कार्यवाही ( पुणे विद्यार्थी गृह प्रकाशन, पुणे )
७. नागतोडे किरण —नैतिक मूल्य शिक्षण — विद्या प्रकाशन, नागपूर
८. एन.जी.पवार (२००३) मूल्यशिक्षा- सर्वोत्तम जीवन का यशोदीप , बुक एनक्लेव , जयपूर
९. Gupta N.L. –Value Education- Theory and practice (Krishna Brothers)
१०. Radhashyam Sarangi – Moral Education in School ( Deep and Deep publications)
११. Mohit Chakrbhati, Value Education: Changing perspectives , Kaniksha Publisher / Distributions.

**Optional Course**  
**BED-IV-15.3: Guidance and Counseling (1/2)**

Credits: 02

Periods: 30

Maximum Marks: 50

---

**COURSE OBJECTIVE: To enable the student to:**

- 1) Understand concept, need and view point of guidance.
  - 2) Understand principles and problems of different types of guidance.
  - 3) Understand concept and needs and guidance for the children with specialneeds.
  - 4) Understand the concept and process of Counselling.
  - 5) Acquaint the student with the aim and principles of guidance programme.
  - 6) Develop an understanding of various procedures of organizing various services.
- 

**UNIT I: GUIDANCE**

- a) Concept, Assumptions, Issues and Problems of guidance.
- b) Need, Scope and Significance of guidance.
- c) Types of guidance- Educational, Vocational, Personal and Group guidance.
- d) Role of teacher in guidance.

**UNIT II: EDUCATIONAL GUIDANCE AT VARIOUS LEVELS OF EDUCATION.**

- a) Guidance at Secondary school level.
- b) Guidance and curriculum, Guidance and class room learning.
- c) Approaches to career guidance, Vocationalization of secondary education and Career development.
- d) Problems and needs of children with Special needs.

### **UNIT III: COUNSELLING**

- a) Concept, Nature and Principles of Counselling.
- b) Counseling approaches- Directive and Non directive.
- c) Characteristics of Client –Counselor.
- d) Individual and Group Counselling.

### **UNIT IV: COUNSELLING PROCESS**

- a) Preparation for Counselling –Reading, Pre-Counseling interview, case history.
- b) Steps in process of Counselling.
- c) Variables affecting Counselling process.
- d) Counselling interview.

#### **Sessional work: (Total 15 Marks)**

- The student will have to write one tutorial question out of the three prepared tutorial questions. **(5 Marks)**
- The students has to undertake **one** of the following practical and present the report **(10 Marks)**

#### **PRACTICALS:**

Any Two of the following:

- a) Test the Intelligence of IX class students by a Group test of Intelligence.
  - b) Test the creativity of secondary school students by a Psychological test of creativity
  - c) Prepare of two individuals profiles.
  - d) Assess the Adjustment of IX class students by an Adjustment inventory.
  - e) Conduct two case studies.
- 
-

### Reference Books:

- 1) Bhatnagar, Asha and Gupta, Nirmala (Eds)(1999), Guidance and Counselling, Vol.
  - 2) Bhatnagar, Asha and Gupta, Nirmala (Eds)(1999), Guidance and Counselling, Vol.
  - 3) Cormier, L. & Hackney, H. (1987). The Professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall.
  - 4) Bhangale S.D. Guidance and Counselling, Prashant Publication, Jalgaon.
  - 5) Corey G. (1986), Theory and Practice of Counselling and Psychotherapy, 3rd E.
  - 6) Nelson, Richard (2012) Basic Counselling Skills. SAGE Pub. India. Pvt. New Delhi
  - ७) मार्गदर्शन आणि समुपदेशन (२०१०) डॉ. के.यु.घोरमोडे/डॉ.कला घोरमोडे, विद्या प्रकाशन, नागपूर
  - ८) शै.व व्या.मागदर्शन व समुपदेशन, (२०१०) डॉ.अरविंद दुनाखे/डॉ.लिना देशपांडे , नित्यनूतन प्रकाशन, पुणे.
  - ९) मागदर्शन व समुपदेशन,(२००९), गुळवणी मेघा, नित्यनूतन प्रकाशन, पुणे.
-

## Optional Course

### BED-IV-15.4: **Educational Technology** (1/2)

Credits: 02

Periods: 30

Maximum Marks: 50

---

#### **Objective: To enable the student – teachers to:**

1. Understand the meaning, scope and development of Educational Technology.
2. Understand the role of E.T. teacher as a change agent.
3. Understand the meaning, scope, models and types of communication.
4. Understand the system approach in instruction and the modes of instruction.
5. Understand the resource for an instruction system
6. Understand the management of resource and use of multimedia in teaching process.

#### **Unit – 1 Education Technology:**

1. Concept, nature and scope of Education Technology
2. Need, significance and objective of Educational Technology
3. Essential characteristics of E.T. teacher.
4. Role of E.T. teacher.

#### **Unit – 2 Communications:**

1. Concept, nature and scope of communication
2. Types of Communication and their uses.
3. Channels of Communication.
4. Layout of language Laboratory and its importance

#### **Unit – 3 System Approach to Instruction:**

1. Concept, constituents, Principles of system.
2. Concept and Steps of systems approach.
3. Systems Approach to classroom teaching.
4. Modes of Instruction : Brain Storming, programmed learning, personalized Instructional system, dialogue, PowerPoint presentation (All in brief)

**Unit – 4 Resources and Management (Hardware's and Software's) for an Instructional System**

1. Classification of instructional material
  - a) Visual: Hardware's and Software of OHP, Slide & film projector, charts, maps models.
  - b) Audio : Visual : Hardware's and software of radio, tape recorder
  - c) Audio: Visual: Hardware's and Software of T.V., D.V.D., L.C.D., D.L.P. video conferencing
2. Free and inexpensive instructional materials.
3. Management of Resource : Selection, preparation, planning, execution and evaluation
4. Layout of ICT and Computer lab and its importance

**Sessional work: (Total 15 Marks)**

- The student will have to write one tutorial question out of the three prepared tutorial questions. **(5 Marks)**
- The students has to undertake **one** of the following practical and present the report **(10 Marks)**
  1. Visit to language lab and write its report.
  2. Select any topic from V to IX Class and write transcript from radio lesson or T.V.relay lesson
  3. Take problem related to school and apply system approach for remedies about the problem.
  4. Prepare transparency /film slide / PPT and reports on its. Effectiveness in classroom teaching
  5. Selected topic and prepare programmed learning programme and write are report on it

### List of Recommended Books :

1. Anand B and other (1982) Reading in E.T., Himalaya Publishing House  
Bombay
2. Brown J.W. (1983) Instructional Technology : Media and Methods, Newyork,  
Mc grew Hill
3. Dale Edger (1966), Technology 3<sup>rd</sup> Ed, Newyork, Half Rinchart and wiston
4. Kulkarni S. S. Introduction to Education Technology
5. Kuman K. L. (1966) Education Technology, new age international Pvt. Ltd.
6. Magal S. K. Education Technology
7. Mohanty J., (1992) Educational Technology Deep & Deep Publication New  
Delhi – 27
8. Sampat&oather (1981) Introduction of Educational Technology, Sterling  
Publication, New Delhi
9. Sharma A. R. (1981) Education Technology, Vinod PustalMandir, Agra
10. YeoleCima (1990) Educational Technology, Kolhapur
11. Mukhopadhyay M (1989), Educational Technology last year Book 1998
12. All India Association of Technology, New Delhi, Chawan S.S. 1978
13. A textbook progrmmed Instruction sterling publishers Pvt. Ltd. Delhi
14. ओक सुमन, शैक्षणिकतंत्रविज्ञान, श्री विद्या प्रकाशन
15. कुलकर्णी शरदकामत वसुधा, शैक्षणिकतंत्रविज्ञान, ए.आय.ए.ई.टी. एस. एन. डी. टी. मुंबई
16. जगताप ह. ना., प्रगत शैक्षणिकतंत्रविज्ञान, नूतन प्रकाशन, पुणे
17. पाटील प्रशांत, शैक्षणिकतंत्रविज्ञान
18. येवले सीमा (२००७) शैक्षणिकतंत्रविज्ञान आणि माहिती तंत्रविज्ञान, नित्यनूतन प्रकाशन, पुणे
19. सोनार मधुकर, आधुनिकज्ञानामध्येदृकश्राव्य शिक्षण महाराष्ट्रविद्यापीठग्रंथनिर्मिती मंडळ, नागपूर
20. शेवतेकर शारदा, शैक्षणिकतंत्रविज्ञान आणि माहिती तंत्रविज्ञान
21. राव उषा १९८५ शैक्षणिकतंत्रविज्ञान, महाराष्ट्रविद्यापीठ, ग्रंथनिर्मिती मंडळ, नागपूर
22. सोनार मधुकर १९७० दृक श्राव्य शिक्षण साहित्य तंत्र व पध्दतीगो. म. राणे प्रकाशन, पुणे
23. शिखरे व्ही. पी., पाटील बी. एम शैक्षणिक तंत्रविज्ञान, (जानेवारी २०११), फडके प्रकाशन, कोल्हापूर.



## Optional Course

### BED-IV-15.5: Environmental Education (1/2)

Credits: 02

Periods: 30

Maximum Marks: 50

---

#### **Objectives : To enable the student–teachers to –**

1. Develop knowledge and understanding related to concepts of environment and Environmental Education.
2. Create awareness about the effect of environmental problems on human life amongs the secondary school students.
3. Understand co–relation between school subjects and environmental education.
4. Create awareness about effect of population explosion on environment amongst the S.S. students.
5. Create awareness amongs S.S. students to observe, identify and analyse the local environmental problems and suggest remmedial measures.
6. Role of teacher for developing knowledge and understanding amongs the Secondary School students for environmental management, environmental movements and laws of environmental conservation and pollution control with special reference to India.

---

#### **Unit–I: ENVIRONMENTAL EDUCATION :**

- a) Concept & meaning of Environmental Education.
- b) Objectives, need, importance & scope of Environmental Education.
- c) Role of teachers in Environmental Education.
- d) Characteristics of Environmental Education Teacher and his / her role in integration of Environmental Education with school subjects.

**Unit–II : METHODOLOGY OF ENVIRONMENTAL EDUCATION :**

- a) Strategies, curricular & co–curricular activities related to Environmental Education at secondary stage.
- b) Project method, Discussion, Problem solving method, Heuristic method, Exhibition.
- c) Disaster management: Floods, earthquake, cyclone, landslides, Tsunami.
- d) Population explosion: Causes and impact on environment with special reference to India.

**Unit–III : ENVIRONMENTAL PROBLEMS & THEIR IMPACT ON HUMAN LIFE :**

- a) Problems related to pollution & it's effects on human health, control measures of:  
1. Air Pollution 2. Water Pollution 3. Soil Pollution 4. Marine Pollution
- b) Problems related to pollution & it's effects on human health, control measures of :  
1. Noise Pollution 2 Nuclear hazards. 3. Solid waste Pollution 4. .Radio active
- c) Development of awareness about environmental problems among
  - i) School pupils at secondary stage ii) Local community.
- d) Remedial measures of environmental problems.

**Unit – IV : ENVIRONMENTAL MANAGEMENT :**

- b) Climate change, global warming, acid rain, ozone layer depletion, green house effect
- c) Environmental ethics: issue & possible solutions
- d) Environmental movements & project – Chipko, Apiko, silent valley, Ganga Action plan, Tiger project.
- e) Laws of conservation of plants & animals, laws of pollution control with special reference to India.

### **Sessional work: (Total 15 Marks)**

- The student will have to write one tutorial question out of the three prepared tutorial questions. **(5 Marks)**
- The students has to undertake **one** of the following practical and present the report **(10 Marks)**
  - 1) Study of Pollution (cause, effect & remedial measures) due to any one of the following: Industry, Vehicles, rituals, projects such as dairy, poultry, slaughter house, hospital wastes & reports.
  - 2) Study of local environmental problems such as water , air , land & noise pollution.
  - 3) Study of biotic and abiotic factors, food chains, food web & tropical level in any one of the following eco-system pond , river, garden , forest , grassland, cultivated fields & report.
  - 4) Study of common plants, insects, birds of a locality.
  - 5) Study of environmental problems of a locality, suggest solutions for it and report.
  - 6) A visit to sanctuary, valleys, sea- shores & it's report.

### **LIST OF RECOMMENDED BOOKS**

#### **पर्यावरण शिक्षण**

- १) भांडारकर, के.एम. (२००८) पर्यावरण शिक्षण, नित्यनूतन प्रकाशन, पुणे.
- २) कुलकर्णी, डी.आर. (२००७) पर्यावरण शिक्षण, विद्या प्रकाशन, नागपूर.
- ३) सावंत प्रकाश (२००९) पर्यावरण शिक्षण , फडके प्रकाशन, कोल्हापूर.
- ४) पाटील धनराज , ढेरे अमर (२००९) पर्यावरण शिक्षण व अध्यापन पध्दती, फडके प्रकाशन, कोल्हापूर.
- ५) घाटे निरांजन (२००४) बोध पर्यावरणाचा, मेहता पब्लिकशन, पुणे.
- ६) UGC (2013) Textbook of Environmental studied for under graduate course, University Press. Hyderabad.
- 7) Abbasi S.A. (1998) Environmental Pollution and its control congent  
a. International P.B. 340 Pondechorry.
- 8) Desh Bandu (1999) Environmental Education – Indian Environmental Society .  
New Delhi.

- 9) Arunkumar (1999) Environmental Problems and Control (Vol. I , II ) Anmol Publication P. Ltd. New Delhi.
  - 10) Dhaliwal G.S. Sandhu G. S. and Pathan P.K. (1996), Fundamental of Environmental Science , Kalyani Publishers. New Delhi.
  - 11) Henvietta, Feck (1981) Introduction to Nutrition macmillian Publisher and Co. New York.
  - 12) Gupta N. L. , Gujar R.K. (1993) sustainable development Vol.I Tawar Publications , New Delhi
  - 13) Kamboji N.S. (1999) Control of Noise Pollution, Deep Publication, New Delhi.
-

## Curricular Area –C: Engagement with the Field

### **B. Ed. Second Year: Semester IV**

#### **CURRICULAR AREA C: EPC**

#### **EPC 4: Reading and Reflecting on Texts (1/2)**

Credits: 02

Periods: 60

Maximum Marks: 50

Internal Assessment Marks: 50

University Assessment Marks: 00

---

#### **Objectives: The objectives of the course are:**

1. To develop proper loud reading / reading skill /ability of students and also reading with comprehension.
2. To provide opportunities to student teachers to critically analyze and reflect on the given content and events.
3. To develop among student teachers an ability of creative thinking, divergent thinking and analytical thinking by making appraising arguments, interpretations, giving conjectures and offering justification.
4. To enable student teachers to logically draw conclusions and verify the correctness within the given premise of statements.
5. To foster an attitude of reading with pleasure for one's own self as well as for others.
6. Provide opportunities of reading, discussion, debate and interaction after reading at individual level or in groups.
7. To improve expression power and body language of students.
8. To motivate student teachers to write their thoughts in concise and precise manner through creative writing, summarization and reports.
9. To provide opportunities of cooperative learning and assisting each other to develop through group and individual activities.

10. To foster interaction through discussion in small groups by reading and writing questioning and reasoning.
11. To build confidence and team work enable to express as group leaders in school /community activities.
12. To develop interest in reading and writing in order to become lifelong readers, learners & writers.

### **Activities and Evaluation for Reading and Reflecting on Texts:**

A Teacher Education Institute (TEI) is supposed to organize various activities and events to attain the above mentioned broad objectives. The following is a list of some of the activities (suggestive but not exhaustive) those can be organized by the TEI through its teacher / mentor for student teachers.

(At least five activities among or like those enlisted be organized and marks out of 10 for an individual activity ( at most 50 in total) be awarded to each student teacher by the TEI as internal marks for the EPC course.

1. Loud reading / Reading with comprehension ( Marathi, Hindi, English)  
It is suggested to provide opportunities in all the three languages.
2. Book review/ oral presentation after reading of a book.
3. Presentation of text like a story / one act play/ drama/ event and questions on it.
4. Given an essay / story / text preparing questions and answers for scanning and skimming.
5. Giving same passage / content / dialogue to all students in a group and asking them to present it in a dramatized manner the best they can.
6. Giving a theme / central idea of an event / situation asking students to enlarge the idea by their creative thinking and reflect on each others' presentation.
7. Putting / presenting a poem / song / dialogue / video before students and questioning to interact.
8. Writing essay on a topic after collective discussion in groups.
9. Organizing brainstorming event / activity on a topic.
10. Organizing Group Discussion on a topic.

11. Making students to compulsory express on for and against of a debatable statement.
12. Providing written speeches / essays / policy document/ historical work/ narrations/ autobiography and asking student teachers to draft questions and ask each others in different groups.
13. Providing topic / title / beginning of a poem and asking students to complete it. Further analyzing some of the poems constructed by the students.
14. Create a conflicting situation / event and ask students to deal with it in a resolving and harmonious manner.
15. Organizing a psychology experiment on reasoning.
16. Discussion, debate based on reading of books.
17. Picture / Drama / story writing and presentation.
18. Reading and criticism on editorial articles of newspapers
19. Various types of report writing.
20. Organizing Role play / dramatization on a given text / content / situation.

**References/ Suggestive readings: (The list is only suggestive but not exhaustive)**

1. Harris Albert, how to increase reading ability Longmans, New York
2. Thorndike E.L./ The Vocabulary of books of Children in Grade 3 to 8 /Teacher college Record, Vol-38, 1936-37
3. Hue Edmund B. The psychology and pedagogy of Reading, The Macmillon co. New York 1908.
4. Barn and Roe-Reading Activities for Today's Elementary Schools Rond Menolly college pub. co. chicago 1979.
5. Ross D. Bondy, E. & Kyle D. (1993) Reflective teaching for student empowerment : Elementary curriculum and methods New York: Macmillan.
6. Schon, D. A. (1983) The reflective practitioner: How professionals think in action. New York : Basic Books.
7. Zeichener, K & O. Listion (1987) Teaching student teachers to reflect, HER, 57 1, pp 22-48
8. Dewey, J. (1933) How we think. Boston L.D.C. Health.

## Engagement with the Field Semester –IV

### Appendix D-1 Practice Teaching and Internship

#### सरावपाठ नियोजन व शालेय आंतरवासिता

क्रेडिट -२

गुण-५०

कालावधी : १०० तास

उद्दिष्टे : छात्राध्यापकास....

१. ४ सराव पाठ पूर्ण करणे
२. शालेय आंतरवासिता, व अभ्यासक्रमासंबंधित प्रात्यक्षिके पूर्ण करणे.
३. शाळेतील विविध समितीपैकी एका समितीचा अभ्यास करणे.
४. शाळेतील पोषण आहार योजना अभ्यास करून अहवाल लिहणे.

कार्यानुभव विषयांतर्गत एका कृतीचे आयोजन करून एका वर्गासाठी वस्तूनिर्मिती प्रकल्प राबविणे.

**शालेय आंतरवासिता उपक्रमाचे स्वरूप :** या शालेय आंतरवासिता उपक्रमामध्ये ४ सरावपाठ माहिती तंत्रज्ञानाच्या आधारे पूर्ण करावयाचे आहेत. या सराव पाठाचे गुण सरावपाठासाठी नियोजित केलेल्या गुणांतुन दयावेत. या सरावपाठा व्यतिरिक्त शाळेतील विविध समितीपैकी एका समितीचा अभ्यास, शाळेतील पोषण आहार योजना अभ्यास व कार्यानुभव विषयांतर्गत एकाकृतीचे आयोजन करून एका वर्गासाठी वस्तूनिर्मिती प्रकल्प राबविणे या उपक्रमांचा समावेश या शालेय आंतरवासितामध्ये करण्यात यावा.

#### मूल्यमापन:

- १) ४ सराव पाठ : त्यांचे गुण सरावपाठाच्या गुणांपैकी देणे.
- २) शाळेतील विविध समितीपैकीएका समितीचा अभ्यास व अहवाल: (१० गुण)
- ३) शाळेतील पोषण आहार योजना अभ्यास व अहवाल: (१० गुण)
- ४) कार्यानुभव विषयांतर्गत एकाकृतीचे आयोजनकरूनएका वर्गासाठी वस्तूनिर्मिती प्रकल्प राबविणे व त्याबाबतअहवाल: (१०गुण)

## Engagement with the Field Semester –IV

### Appendix D-2: समाज सेवा

#### (Social Service)

क्रेडिट -२

गुण-५०

कालावधी : १०० तास

उद्दिष्टे : छात्रव्यापकास.....

१. समाजसेवेतकाम / समाजसेवा या संबंधाचे आकलन होण्यास मदत करणे.
२. समाज ही संकल्पनातसेच समाजाचे योगदान आणि समाजातील संस्थांचे समाजविकासातील योगदान या विषयीचे ज्ञान मिळविण्यास मदत करणे.
३. समाजविकासातील असणा-या विविध कार्यक्रमांच्या व संतांचा परिचय करून देणे.
४. समाज व शैक्षणिक संस्था यातील आंतरक्रियेची गरज आकलन करण्यास मदत करणे.
५. समाजविकासातील समाजसेवेत काम करण्याची प्रेरणा निर्माण करणे व अशा कार्यक्रमात सहभागी होण्यास मदत करणे.
६. श्रमप्रतिष्ठा, समाजिक बांधिलकी, सहकार्य, सहानुभूती या विषयीचे महत्व समजवण्यास मदत करणे आणि अशा गुणांचा विकास करणे.
७. समाजाचे घटक म्हणून शिक्षकाने पार पडावयाचीजबाबदारी व भूमिका अवगत होण्यास सहाय करणे.
८. सामाजिक समस्यांचे आकलन होण्यास व त्या सोडविताना शिक्षकांचे करावयाच्या कार्यांचे आकलन होण्यास मदत करणे.
९. राष्ट्रीय उभारणी व राष्ट्रीय विकासाच्या कार्यक्रमात सहभागी होण्यात मदत करणे.

**योग्यकालखंड :** सत्र- ४ या सत्रामध्ये सातत्याने कार्यक्रमासाठी गट करून आठवडयातून एक दिवस शक्यतो शनिवार किंवा शिबिरासाठी दोन आठवडे देण्यात यावीत.

**प्रात्यक्षिक आवश्यक आधारप्रणाली :**कार्यक्रमाच्या स्वरूपानुसार साधने व सुविधा, समाजातील संस्था व व्यक्तींचे सहकार्य घ्यावे. प्रात्यक्षिक कार्यांचा आशय व नियोजन : प्रात्यक्षिककार्याची प्रत्यक्ष सुरुवात करण्यापूर्वी समाजसेवेत काम/समाजसेवा या विषयी तात्त्विक माहिती विद्यार्थीशिक्षकांनाद्यावयास हवी. शिक्षक प्रशिक्षण कार्यक्रमातील आवश्यक विषयात नसलेली माहिती व्याख्यानाद्वारे दिली जावी. यासाठी किमान ४ व्याख्याने आयोजित करावीत. समाजसेवा विभाग ज्या शिक्षक प्रशिक्षकाकडे सोपविला आहे त्यांनी हया व्याख्यानांचे आयोजन करावे. या व्याख्यानातून समाजसेवेतकाम / समाजसेवा संबोध, गरज व महत्व शिक्षण ही समाज, समाजसेवेत कामाची पध्दती या मुद्द्याची चर्चा करावी.

समाजसेवेतकाम / समाजसेवा या कार्यक्रमाचे आयोजन तीन स्तरावर करता येईल.(महाविद्यालयीन स्तर, शालेय स्तर व सामाजिक स्तर) .नमुन्या दाखल कार्यक्रमाचे आयोजन यादी पुढीलप्रमाणे आहे.

१. **महाविद्यालयीन स्तर** : परिसर सफाई, सुशोभन, वृक्षारोपन, श्रमदान, ग्रंथालयीन सेवा व महाविद्यालय विकासकार्यक्रमात सहभाग समाजहितासाठी उपयोगी काम महाविद्यालय वेळोवेळी करावीत.  
**शालेय स्तर** : शालेय आवाराचे सुशोभन, आरोग्य विषयक कृतिसत्राची अथवा शिबीराचे आयोजन, विषय योजितांचे समायोजन करण्यात सहभाग, शालापयोगी शैक्षणिक साहित्याची निर्मिती, शाळेसाठी श्रमदान, पालकशिक्षक संघातसहभाग, शाळेसाठी वृक्षारोपन व वृक्षसंवर्धन, विद्यार्थ्यांसाठी अंधश्रध्दा, निर्मूलन, कार्यक्रमाचे आयोजन, विद्यार्थ्यांसाठीनेतृत्व प्रशिक्षणाचे आयोजनकरता येतील. भारत सरकारने आयोजित केलेला स्वच्छता अभियानउपक्रम या समाजसेवेस जोडावा.
२. **सामाजिक स्तर** : श्रमदान, वृक्षारोपन, वृक्षसंवर्धन, रस्तादुरूस्ती, सफाई, अंधश्रध्दा निर्मूलन कार्यक्रम, व्यसनमुक्तीकार्यक्रम, साक्षरता प्रसारकार्यक्रम, लोकसंख्या परिणामजागृतीकार्यक्रम, सांस्कृतिक कार्यक्रमाचे आयोजन, समाजातीलएखादयाविभागाचे सर्वेक्षण व त्याच्या अडचणी सोडविण्यासाठी कृतीयुक्त सहभाग, आरोग्यशिबीराचे आयोजन, समाजातील युवकासाठीनेतृत्व प्रशिक्षणशिबीराचे आयोजन करावे.

### **समाजसेवा उपक्रमाचे स्वरूप:**

समाजसेवा उपक्रमामध्ये समाजसेवेशी संबंधित विविध व्याख्यानांचे नियोजन करावे. त्याचबरोबर महाविद्यालयीन स्तर, शालेय स्तर यामध्ये सातत्यपूर्ण सामाजिक उपक्रमांचे नियोजन करावे.

### **व्याख्याने सत्र— ४**

३. समाजप्रबोधन माहिती
४. भारतातील प्रतिमान एका समाजसेवाच्या सामाजिक कार्याचा आढावा घेणारे व्याख्यान
५. संत गाडगे बाबा स्वच्छता अभियान व भारत स्वच्छता अभियान या विषयावर व्याख्यान
६. समाजसेवा शिबीर स्वरूप, आयोजन, नियोजन व कार्यवाही यावर आधारित एक व्याख्यान

**अहवालाची रूपरेषा** : अहवाल चार विभाग असावेत. १. तात्विक विभागाची माहिती २. महाविद्यालयीन स्तरावरकेलेल्या समाजसेवा कार्याचा अहवाल ३. शालेय स्तरावर केलेल्या समाजसेवाकार्याचा अहवाल ४. सामाजिक स्तरावर केलेल्या कामाचा अहवाल सत्र— ४ अहवाल विद्यार्थी शिक्षकाकडून लिहून घेऊन त्याचे मूल्यमापन करावे.

### **समाजसेवा शिबीर उपक्रमाचे स्वरूप:**

१. ग्राम स्वच्छता - उद्घाटन व समारोप कार्यक्रम.

२. समाजसेवा व आरोग्य यावर व्याख्यान.
३. सामाजिक प्रबोधनपर आधारित सांस्कृतिक कार्यक्रम.
४. क्षेत्रभेट –कारखाना, शेती, प्रकल्प.
५. समस्येवर आधारित ग्रामसर्वेक्षण.

**मूल्यमापन पध्दती** :या सत्रातील समाजसेवाअंतर्गत उपक्रमाचे मूल्यमापन ५० गुण असे असेल या प्रात्यक्षिककार्याचे मूल्यमापन प्रक्रियातसेच निष्पती या दोन पातळयावर व्हावे. काम चालू असतानाच सातत्याने हे मूल्यमापनकरावे . यासाठी १० पैकीगुणद्यावेत, निष्पती पातळीवर मूल्यमापनातकेलेल्या कार्याचाविचारकरून १० पैकीगुणद्यावेत व अहवाल लेखनासाठी ५ पैकी गुण द्यावेत. असे एकूण २५ गुणाचे मूल्यमापन करावे. या शिवाय चौथ्या सत्रामध्ये दोन दिवसाचे शिबीर ग्रामीण भागात आयोजित करावे. समाजसेवा शिबीर उपक्रमासाठी २५ गुण आहेत.

---

## Engagement with the Field Semester –IV

### Appendix D-3: आरोग्य व शारीरिक शिक्षण (Physical and Health Education)

क्रेडिट -२

गुण-५०

कालावधी : १०० तास

उद्दिष्टे: छात्रध्यापकास.....

१. सांघिक व वैयक्तिक खेळांचे महत्व समजवण्यास व सहभागी होण्यास मदत करणे.
२. योगा, प्राणायम, सूर्यनमस्कार संबंधीची तात्त्विक माहिती देणे.
३. योगा, प्राणायम, सूर्यनमस्कार व खेळ इत्यादी माध्यमातून आरोग्यपूर्ण जीवन जगण्यास मदत करणे.
४. शारीरिक, मानसिक, भावनिक बुद्धिमत्तेचा विकास करणे.

**आरोग्य व शारीरिक शिक्षणसंबंधित उपक्रमाचे स्वरूप:** आरोग्य व शारीरिक शिक्षणासंबंधित विविध उपक्रम सातत्यपूर्ण स्वरूपात सुरु ठेवावेत. किमान दोन आठवड्यातून दोन तास या उपक्रमासाठी नियोजित असावेत.

**आरोग्य व शारीरिक शिक्षणसंबंधित उपक्रम आयोजन -**

१. आरोग्यविषयक उद्बोधनपर व्याख्याने (वैद्यकीय क्षेत्रातील डॉक्टरांना निमंत्रित करावे.)
२. शारीरिक व मानसिक आरोग्यासंबंधी तज्ज्ञ व्यक्तीचे व्याख्यान
३. विविध खेळांचे आयोजन (सांघिक व वैयक्तिक)
४. शारीरिक व आरोग्य तपासणीसाठीचे शिबिरांचे आयोजन
५. योग, प्राणायम, सूर्यनमस्कार यासंबंधी तात्त्विक माहिती व प्रात्यक्षिकांचे आयोजन.
६. विविध खेळांचे स्पर्धांचे आयोजन.

### **Nature of Practical work of Physical and Health Education:**

The Practical work in Physical Education will be divided into three categories as given below:

**Category A:** Report Writing of Physical and Health Education practicum.

**Category B:** Attendance and Participation in organization and administration of the sports activities during two year.

**Category C: Physical Efficiency Test:** (At the end of Sem –IV) Physical Efficiency Test will be organized at the end of semester IV. There will be separate- physical efficiency tests for men and women candidates. In each test, there will be eight items out of which any five items are to be selected by the candidates. The items in the tests are given-below. The candidate reaching the minimum standard prescribed above will get 5 marks for each item.

**Table-I (Men)**

<b>No.</b>	<b>Item</b>	<b>Minimum Standard to be achieved</b>
1.	Running - 100 m	17 sec.
2.	Standing Board Jump	6.0 ft.
3.	Throw ball (Cricket)	160 ft.
4.	Chin-ups	5 ft.
5.	Putting the shot (16 lbs)	18 ft.
6.	Dandas	25 in 1 mins.
7.	Baithakas	50 in 1 min.
8.	Surynamaskar	10

**Table-II (Women)**

No.	Item	Minimum Standard to be achieved
1.	Running - 50 m	10 sec.
2.	Standing Board Jump	4.5 ft.
3.	Throw ball (Football)	40 ft.
4.	Skipping	75 times
5.	Putting the shot (8 lbs)	10 ft.
6..	Hoping - 25 m	12 sec.
7.	Shuttle Race 4 x 25 m	30 sec.
8.	Surynamaskar	5

N.B. -

3. The candidate is not to compete with each other while taking part in the test.
4. The college should provide necessary facilities for the practice of the above items.

**अहवालाची रूपरेषा :** अहवाल चार विभाग असावेत.

१. आरोग्य व शारीरिक शिक्षण तात्विक विभागाची माहिती : आरोग्य व शारीरिक शिक्षणाची उद्दिष्टे व महत्व, आरोग्यविषयक उद्बोधनपर व्याख्यानांची माहिती.
२. योग, प्राणायम, सूर्यनमस्कार यासंबंधी तात्विक माहिती व पाच सांघिक खेळासंबंधित माहितीवर आधारित अहवाल
३. योग, प्राणायम, सूर्यनमस्कार यासंबंधी प्रात्यक्षिकांचे व विविध खेळांचे आयोजनअहवाल
४. महाविद्यालयांतर्गत आरोग्य व शारीरिक शिक्षण विषयक उपक्रमाचे अहवाल

**Marking system:** Category A -10 Marks    Category B    -15 Marks

Category C    -    25 Marks

---

---

## Engagement with the Field Semester –IV

### Appendix D-04: Practical Submission & Final Lesson Examination

क्रेडिट - ४

गुण-१००

कालावधी : १३० तास

**Final Lessons Examination:** Annual lesson examination will be conducted after university declaration (after completion of 40 lessons and lesson observation) possibly in the month of February by college with prior permission of Solapur University.

The Examination will comprise of conduction two school lesson on the two pedagogic subject offered by the student –teacher. The evaluation of each lesson will be done by a pair of examiners –one internal and another external examiner. Each examiner will award marks out of 50 for each lesson. The university will convert the 100 marks awarded by each pair of examiners into 50. The total marks out of 100 for the lesson examination will be converted into grade.

---

---

### Appendix D-05

Viva-Voce

क्रेडिट - २

गुण-५०

कालावधी : २० तास

This practicum carries 50 marks, 02 credits. The viva-voce is to be conducted for evaluation of work and achievement (within the year) of every student, at the end of second year by a pair of examiners (one internal examiner and another external examiner) appointed by the university. The University /College should provide all students –teachers a list of practical's to be completed, compiled and filed in an order before appearing for the viva voce. The teacher education institution should have mechanism to verify the enlisted practical /documents/reports and attendance records before a student-teacher appears for the viva voce.

---

---

**--- END ---**