

SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI

Part-A

FACULTY: INTER-DISCIPLINARY STUDIES

PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)

POs:

1. To classify the central concepts, tools of inquiry and structures of the disciplines of Education in general and teacher education in particular.
2. To provide learning experiences to make subject matter meaningful at secondary level.
3. To demonstrate how children learn and develop, how they differ in their approaches to learning.
4. To create learning opportunities that benefit diverse learners and learning contexts.
5. To develop the skills of student teachers to plan learning experiences in and outside the classroom that are based on learners' existing proficiency, interests, experiences and knowledge, and enable them to understand how students come to view, develop, learn and make sense of subject matter contained in the curriculum.
6. To develop the capacity among student teachers to use knowledge of effective verbal, non-verbal and media communication techniques to foster active enquiry, collaboration and supportive interaction in the classroom.
7. To apply formal and informal assessment strategies to evaluate and ensure the continuous intellectual social, emotional and physical development of the learners.
8. To provide student teachers self-identity as a 'teacher' through school based learning experiences and reflective practices that continually evaluate the effects of their choices and actions.
9. To change the behavior, attitude and values of teacher trainees so that they transform into responsible and accountable agents of change in the society, in the perspective of local, national and global concerns and issues vital for human survival, progress and development.
10. To provide a rich programme of curricular and extra-curricular activities for student teachers for all round development of their personalities as a teacher also those of the students whom they teach.

PSOs:

At the end of the course students will be able to,

1. Illustrate the central concepts, tools of inquiry and structures of the teacher education in particular.
2. Comprehend Language across the curriculum, Reading and reflecting on Texts, Drama and Art in Education, developing Communication Skills and observation of school activities by school internship.
3. Analyze the individual differences among students, measuring the attainment, evaluating progress, and assessing learning abilities, guidance and counseling programmes, educational technology, ICT and lesson planning.
4. Develop teachingskills in Schools; inculcate the real experiences of classroom teaching and online teaching by using ICT and its different tools and software.

Employability Potential of the B.Ed. Program:

Bachelor of Education (B.Ed.) is a degree for those individuals who are interested in making a career in school teaching. This course has now been made compulsory for teachers at both private and government schools across India. This course trains candidates so that they can be good teachers and impart their knowledge to the students.

Teaching is a noble profession that allows you to shape the future through consistent engagement with bright, young minds. A teacher's job is very demanding, and they have to use a wide range of skills to perform their job well. Knowing what skills and qualities make a good teacher can help you prepare for this career

Followings are the skills and competencies that are required among the student trainee:

1. Communication skill
2. Organizational skill
3. Critical thinking skill
4. Leadership skill
5. Time management skill
6. Detailed knowledge of subject
7. Knowledge of latest technologies.

• **Career opportunities after B.Ed**

Bachelors of Education (B.Ed.) is one of the most sought-after courses in India with lakhs of aspirants taking admission every year. One of the reasons for the popularity of the B.Ed. course is unending employment opportunities. Teachers are required constantly in various schools across the country. With new schools coming up every year and old teachers are being required, B.Ed. offers a good scope. The demand for jobs in the government sector is high among B.Ed. graduates. For instance, almost 13 lakh candidates appear for CTET exam every year to gain eligibility for teaching in schools. CTET qualifiers apply for teaching jobs in central government schools, Kendriya Vidyalayas etc.

B.Ed. aspirants must note that it is the mandatory qualification for taking school teaching jobs. Candidates with B.Ed. degree can also apply for Elementary School teaching jobs, as per the revised NCTE rules. "After B.Ed., you can apply for the Teacher Eligibility Test conducted by CBSE or various state governments.

Even though there are a lot of jobs in the private sector, the demand for government jobs in the field of Teaching is always high. The followings are the career opportunities after completing your B.Ed. course.

1. Teacher of Central Government School like Navodaya, Kendriya Vidyalaya etc: Through Central Teaching Eligibility Test (CTET)/ Recruitment exam conducted by the respective authority
2. SA (School Assistant), PGT (Post Graduate Teacher): Based on the marks scored by candidates in the Teacher Recruitment Test (TRT) conducted by various state governments.

3. Primary School Teacher/ Elementary School Teacher: Based on the marks scored by candidates in the Teacher Recruitment Test (TRT) conducted by various state governments.
4. School Principal: Based on the teaching experience
5. Private tuitionteacher: The candidates who do not want to pursue a teaching career in government sectors can also go for job opportunities in private sector. They can also go for teaching jobs in coaching institutes or private tuitions.
6. Counsellor: The candidates can also go for a job as a Counsellor where they can help the students with general academic issues. They can also help the candidates choose the preferred educational option based on their capabilities and goals.
7. Educational Administrator: An Educational Administrator is similar to HR incorporates whose responsibilities is to manage the overall administration of a school. The candidates will have to oversee the different managerial activities such as managing budget, school administrative work, hiring teachers, etc.
8. Higher Education (M.Ed., M.Phil.)

The candidates can also go for higher education after completing a degree in B. Ed. The list of higher education options which the candidates can choose is given below:

i. Masters of Education (M.Ed.)

The candidate must have pursued a UG degree in B.Ed. or an equivalent with a 55% aggregate

ii. post-Graduation

The Candidate can pursue PG in any stream of his / her interest.

After completing a Bachelor's degree in Education, the candidates have the option of either going for higher studies or directly applying for a job. Whether they should go for higher studies or a job completely depends upon the preference of the candidate. If the candidate wishes to get into the teaching profession right away, he/she can directly apply for job interviews/ appear for teacher recruitment exams.

However, if the candidate wishes to get more expertise in the field and get a high paying job, he/she can go for higher education. On the other hand, the candidates who wish to pursue their career as a professor or researcher can go for a Doctorate degree in Education after completing a Master's degree."

Unit V	<p>Intelligence and Creativity</p> <p>A. Intelligence: Concept, Nature and its Characteristics.</p> <p>B. Theories of intelligence:</p> <p style="padding-left: 20px;">a) Two factor theory (Spearman),</p> <p style="padding-left: 20px;">b) Multifactor Theory; PMA (Thurston)</p> <p style="padding-left: 20px;">c) SI Model- (Guilford),</p> <p style="padding-left: 20px;">d) Gardener's multiple intelligence theory.</p> <p>C. Measurement of Intelligence: Verbal and Non Verbal.</p> <p>D. Emotional intelligence: Concept and its application in class- room.</p> <p>E. Creativity: Concept and Importance</p> <p style="text-align: right;">(15 periods)</p>
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MODE OF TRANSACTION:

The course content transaction will include the following:

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

Skill Enhancement Module: Marks: 20 (10+10)

1. Two Assignment on any topic from the above units (Marks: 10)
2. Observe the various age group children in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain. (Marks: 10)

OR

2. Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing school teachers.

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- Aggarwal J.C. Essentials of Educational Psychology
- Bhatia, H. R. (1973). *Elements of Educational Psychology, 5th edition*, Orient Longman.
- Bigge, M. L. (1982). *Learning Theories for Teachers, (4th edition)*. New York, Harper and Row Publishers, P.P. 89-90.
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- Mangal S.K. *Advanced Educational Psychology -Prentice Hall of India Pvt.Ltd., New Delhi -1999*.
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- Rastogi, K. G., *Educational Psychology*, C.I.E. Delhi University, Meerut: Rastogi Publication.
- Travers, John F., (1970), *Fundamentals of Educational Psychology*, Pennsylvania,International Text-book Co.
- आफडेरा.रा.,बापटभा.व.(१९७३),शिक्षणाचेमानसशास्त्रीयअधिष्ठान, श्री.विद्याप्रकाशन,पुणे
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- दांडेकरवा.ना.(१९७०), प्रायोगिकवशैक्षणिकमानसशास्त्र,मोघेप्रकाशन,कोल्हापूर
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PART B
SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER I

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC 102	Learning and Teaching	75

Credit: 04 Hours: 75 Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

Course outcomes:

At the end of the course students will be able to,

- Categorize the nature and kinds of learning.
- Assess the cognitive capacities among learners.
- Analyze theories of learning as conceptualized within psychology and cognitive science.
- Formulate construction of knowledge.
- By the completed study of this unit teacher trainees will realize Teaching as a Complex Activity.
- Analyze the Modalities of Teaching and Instruction.

Unit	Content
Unit I	<p>Understanding Learning:</p> <p>A. Nature of learning: learning as a process and learning as an outcome</p> <p>B. Types of learning: Factual, Associations, Conceptual, Procedural, Generalizations, Principles and Rules.</p> <p>C. Factors influencing learning and teaching process;</p> <ul style="list-style-type: none"> • Learner related • Teacher related • Process related • Content related <p style="text-align: right;">(15 periods)</p>
Unit II	<p>Learning in 'Constructivist' Perspective</p> <p>A. Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.</p> <p>B. Social-constructivist perspective</p> <ul style="list-style-type: none"> • Bruner and Ausubel's perspective) • Applications of Vygotky's ideas in teaching. <p>C. Understanding processes that facilitate 'construction of knowledge':</p> <ul style="list-style-type: none"> • Experiential learning and reflection, • Social mediation, • Cognitive negotiability situated learning • Cognitive apprenticeship, • Meta-cognition. <p>D. New learning paradigm: Self regulated learning and cooperative learning</p> <p style="text-align: right;">(15 periods)</p>
Unit III	<p>Theoretical Perspective on Learning</p> <p>A. Trial and Error: Thorndike</p> <p>B. Learning by Conditioning: Pavlove</p> <p>C. Learning by Insight: Gestalt</p> <p>D. Hierarchy of learning types and conditions: Gagne</p> <p>Above theories in context with:</p> <ol style="list-style-type: none"> i. Concepts, principles, Relevance and applicability of each perspective and their applicability in different learning situations. ii. Role of learner in various learning situations. iii. Role of teacher in teaching-learning situations: <ol style="list-style-type: none"> a. Transmitter of knowledge, b. Model, c. Facilitator, d. Negotiator, e. Co - learner. <p style="text-align: right;">(15 periods)</p>
Unit IV	<p>Understanding Teaching</p> <p>A. Meaning, nature, characteristics, assumptions and principles of teaching.</p> <p>B. Levels of teaching</p> <p>C. Teaching as a planned activity</p> <p>D. Factors affecting teaching.</p> <p style="text-align: right;">(15 periods)</p>
Unit V	<p>Modalities of Teaching and Instruction</p> <p>A. Teacher controlled Instruction</p> <ol style="list-style-type: none"> i. Concept and associated skills ii. Lecture iii. Demonstration

	<p>iv. Team Teaching v. Activity based</p> <p>B. Learner Controlled Instruction</p> <ul style="list-style-type: none"> ● Concept and associated skills ● Self Learning. <p>C. Programmed Instruction</p> <ul style="list-style-type: none"> ● Personalized System of Instruction ● Computer Assisted Instruction ● Project work <p>D. Group controlled Instruction</p> <ul style="list-style-type: none"> i. Concept and associated skills ii. Group Interactive sessions iii. Brain Storming iv. Cooperative learning v. Group Projects <p style="text-align: right;">(15 periods)</p>
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MODE OF TRANSACTION:

The course content transaction will include the following:

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

Skill Enhancement Module:20 (10+10)

1. Two Assignment on any topic from the above units: **(Marks: 10)**

2. The students may undertake any one of the following activities and present the report **(Marks: 10)**

1. Interact with peers and few teachers. Discuss whether teaching is a profession and prepare a report on the basis of their perception.

2. Interact with few teachers in a nearby school and discuss with them the relevance of training they received with respect to the classroom teaching.

Reference:

- Aggarwal J.C.Essentials of Educational Psychology -
- Crow and Crow, (1963), Educational Psychology, Eurasia, New Delhi.
- Dandekar W. N., (1981), Psychological Foundations of Education, Ed.2, MacMilan Company, Delhi.
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- दांडेकरवा., ना.,(१९७०), प्रायोगिकवशैक्षणिकमानसशास्त्र, कोल्हापूर: मोघेप्रकाशन.

PART B
SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER I

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CPS 103	<i>Curriculum and Pedagogic Studies/ Understanding Disciplines and Subjects</i>	45
Credit: 02	Hours: 45	Max. Marks: 50 ((Theory-32 + MCQS-08)+ Internal-10)

COURSE OUT COMES:

At the end of the course students will be able to,

- Acquaint with the nature and role of disciplinary knowledge in the school curriculum
- Illustrate the paradigm shift in the nature of disciplines
- Describes the nature of science and mathematics his behavior in Disciplines
- Analyze the notion of the disciplinary doctrine
- Summarize social sciences as a disciplines

Unit	Content
Unit I	<p>Discipline and Subject</p> <p>A. Education as Inter-disciplinary Field of Study</p> <p>B. Nature and Characteristics of a Discipline</p> <p>C. Emergence of Various Disciplines from Education</p> <p>D. Convergence of Various Disciplines into Education</p> <p>E. Interrelation and Interdependence amongst Various School Subjects</p> <p style="text-align: right;">(11periods)</p>
Unit II	<p>Science & Mathematics as a Subject and Discipline</p> <p>A. Nature and History of science & Mathematics</p> <p>B. Science & Mathematics as Inter-disciplinary Field of Study</p> <p>C. Place of science & Mathematics in School Curriculum</p> <p>D. Science & Mathematics in Day-to-day life</p> <p>E. Relationship of science & Mathematics with Other Subjects</p> <p style="text-align: right;">(11 periods)</p>
Unit III	<p>Language as a Subject and Discipline</p> <p>A. Language as Inter-disciplinary Field of Study</p> <p>B. Centrality of language in education</p> <p>C. Language in the school curriculum; aims issues and debates</p> <p>D. Policy issues and language at school</p> <p>E. Language as a Medium of Communication</p> <p style="text-align: right;">(12 periods)</p>
Unit IV	<p>Social Science as a Subject and Discipline</p> <p>A. Social Science as Inter-disciplinary Field of Study</p> <p>B. Nature and Philosophy of Social Science</p> <p>C. Social Science as an Area of Study</p> <p>D. Need of Studying Social Science through Interdisciplinary Perspectives</p> <p>E. Place and Relevance of Social Science in School Curriculum</p> <p style="text-align: right;">(11 periods)</p>

MODE OF TRANSACTION:

The course content transaction will include the following:

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

Skill Enhancement Module: Marks: 10 (05+05)

1. One Assignment on any topic from the above units (**Marks: 5**)
2. Textbook Review: Read one of the textbooks of language/social science/Science (as per your teaching methodology subjects textbooks) prepared by NCERT/State Board for the secondary level and write a brief and concise textbook review of the same. (**Marks: 5**)

References:

- Binning A.C. & Binning A.H.: Teaching Social Studies in Secondary Schools, New York, McGraw Hill & Co.
- Position papers published by NCERT (2006) in respective subjects
- Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai publishing comp
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PART B
SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER I

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSEC 104	Discipline Specific Elective Course (Any One)/ Environmental Education & Disaster Management	45
Credit: 02	Hours: 45	Max. Marks: 50 ((Theory-32 + MCQS-08)+ Internal-10)

COURSE OUT COMES:

At the end of the course students will be able to,

- Analyze the importance of Environmental Education.
- Discuss the concept of Environmental Pollution and its Control.
- Demonstrate the Knowledge of Health and Safety.
- Acquaint with general concept of Disaster Management.
- Analyze the acts and legal aspects about Disaster Management.
- Role of National and International agencies in Disaster Management.
- Describes the role of education in disaster Management.

Unit	Content
Unit I	Environmental Education A. Concept of Environment Education B. Nature & Scope of Environment Education C. Objectives, need, importance & scope of Environmental Education. D. Importance of Environment Education Balance of Environment E. Characteristics of Environmental Education Teacher and his / her role in Integration of Environmental Education with school subjects. (11 periods)
Unit II	Environmental Pollution and Health Safety A. Introduction of environmental Pollution B. Types of Pollution – Radioactive pollution. Solid waste Pollution, Air pollution, water pollution, Causes of Pollution C. Advances in Pollution control Technology D. Diseases through pollution, Management to control Diseases, Environmental Health & Human Society. (11 periods)
Unit III	Disaster Management A. Disaster concept & Types B. Disaster Management cycle., Acts & legal aspects about Disaster C. Natural; Disasters and their Management ; Earthquake , Volcano, D. Cyclones , Flood and Draught ;their causes, effects and management E. Awareness development for Disaster Management. F. Training at Various levels of education : primary ,secondary ,and Higher Secondary (12 periods)
Unit IV	Rescue From Disaster & Relief for Disaster A. Forming & Deploying of Rescue Teams: B. Organizing Activities at zero Security, Disposal of Dead & Records Casualty, Evacuation Records C. Rescues from Disaster a) Principles Governing Rescue b) Rescue Process D. Reliefs for Disaster a) Preparatory Phase of Relief b) Planning Immediate Relief E. Role of National and International agencies in Disaster Management (11 periods)

MODE OF TRANSACTION:

The course content transaction will include the following:

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

Skill Enhancement Module: Marks: 10 (5+5)

1. One Assignment on any topic from the above units (**Marks:05**)
2. The students may undertake any one of the following activities and present the report (**Marks:05**)
 1. Study of local environmental problems such as water, air, land & noise Pollution and submit the report
 2. A critical study of acts and legal aspects about disaster
 3. A visit to sanctuary, valleys, sea- shores & it's report.

References :

- Assthana Vandanna, (1992). The Politics of Environment. New Delhi: Ashish Publishing, Houses, Punjabi Bagh
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PART B

**SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER I**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSEC 105	Women's Education	45
Credit: 02	Hours: 45	Max. Marks: 50 ((Theory-32 + MCQS-08)+ Internal-10)

COURSE OUT COMES:

At the end of the course students will be able to,

- Analyze the present status of Women in India
- Acquaint with status, problems and issues of Girls education in India
- Describes the constitutional provision and scheme for Women Development
- Interpret the Role and function of NGO'S for women development
- Summarize the concept of Women's Empowerment
- Discuss the contribution of eminent person in women's education
- Explain the contribution of various educational thinkers in women's education
- Analyze the role of women in Globalization.

Unit	Content
Unit I	<p>Women Education in India</p> <p>A. Women education: meaning, concept and characteristics</p> <p>B. Historical perspective of Women's Education in India Early, Colonial and Modern Periods</p> <p>C. Importance ,need of women education</p> <p>D. Women's education: Objectives, Significance and Scope of education For girls and women</p> <p style="text-align: right;">(11 periods)</p>
Unit II	<p>Commission, schemes and constitutional provision of Women Education</p> <p>A. National and state women commission</p> <p>B. Human rights and woman development</p> <p>C. Role and function of NGO's for woman</p> <p>D. Central and state sponsored schemes on girls' education</p> <p style="text-align: right;">(11 periods)</p>
Unit III	<p>Women's Empowerment</p> <p>A. Concept need and importance of women's Empowerment</p> <p>B. Barriers of women's empowerment</p> <p>C. Women's Empowerment through education</p> <p>D. Role of school, society and teacher for Empowerment of woman</p> <p style="text-align: right;">(11 periods)</p>
Unit IV	<p>Problems and Remedies</p> <p>A. Domestic, social, economic, health, political, educational, security problem of Women</p> <p>B. Contribution in women education</p> <ul style="list-style-type: none"> • Panjabrao Deshmukh , • Maharshi Karve, • Mahatma phule. • Savitribai phule, • Anutai wagh, • Tarabai Modak, <p>C. Present status of women education a brief account growth of women education</p> <p>D. Role of women in Globalization , Environment and population control</p> <p style="text-align: right;">(12 periods)</p>

MODE OF TRANSACTION:

The course content transaction will include the following:

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

Skill Enhancement Module: 10 (05 + 05)

1. One Assignment on any topic from the above units (**Marks: 05**)
2. The students may undertake any one of the following activities and present the

report(Marks:05)

- 1) To visit Women and Child development center and write a report.
- 2) Write a report on any one women Social worker.

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- Sushma & Srivastava: Women and Family Welfare

PART B
SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER I

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
EPC 106	<i>Enhancing Professional Capacities/Critical understanding of ICT</i>	60
	Credit: 02 Hours: 60 Max: Marks =50	

COURSE OUT COMES:

At the end of the course students will be able to,

- Develop an understanding of the concept of ICT and its components.
- Adopt ICT in the classrooms in line with educational aims and principle.
- Analyze ICTs along three broad strands; teaching- learning, administrative and academic support systems thereby integrate technology tools for teaching learning, material development, developing collaborative networks for sharing and learning.
- Discuss the evolution and impact of ICTs on society and in the education system.
- Evaluate the advantages and disadvantages of the internet, the new 'virtual world'.
- Access available resources, review resources created by peers, collaborate to create their own digital teaching-learning resources.

Unit	Content
Unit I	<p>Introduction uses of ICT in Education</p> <ul style="list-style-type: none"> • ICT and its components. • Types of ICTs commonly used in education. • Using radio and TV broadcasting in education. • Teleconferencing and its educational uses. • Smart classes. • Using ICTs to help expand access to education. • Using ICTs to help improve the quality of education. • Using ICTs to help transform the learning environment into one that is Learner-centered. • Influence of ICT in shaping and enhancing learning • Using computers and the Internet for teaching and learning. • E-learning and blended learning. • Using computers and the Internet in distance education: open and distance learning. <p style="text-align: right;">(25 periods)</p>
Unit II	<p>Education and ICT in the Indian Context</p> <ul style="list-style-type: none"> • Viability of ICT-enhanced learning. • Equity of access and cost issues related to ICTs enhanced educational projects. • Key Challenges in Integrating ICTs in Education • Implications of ICT-enhanced education for educational policy and planning. • RMSA: ICT Initiatives and policies • National Mission through Education of ICT: Mission document • Infrastructure-related challenges in ICT-enhanced education. • Challenges with respect to capacity-building in ICT-enhanced education <p style="text-align: right;">(25 periods)</p>
Unit III	<p>ICT in Administration, Examination, Evaluation</p> <ul style="list-style-type: none"> • Overview of Application Software • Overview of Online provisions: admission learning and evaluation: hardware and software requirements • Advantages over conventional system. <p style="text-align: right;">(10 periods)</p>

Skill Enhancement Module: Marks 50 (32+18)

- Assignment: 16 Assignment questions on each theme mentioned above
(Marks: 16 x 2 = 32)
- The students may undertake any Two of the following activities and present the report **(Marks:09x2=18)**
 1. Preparation of a word document such as letter, bio-data/ CV/ resume, application, report, question paper, etc.
 2. Preparation of an evaluation tool / Feedback form for online registration/feedback
 3. Word / Excel file preparation on students' profile in any school / college class.
 4. Preparation of a power point presentation using online and offline references on a school topic
 5. Email registration and sending / receiving Email with attachment. (Submit the Hard Copy)

**SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER I**

Code of the Course/Subject	Title of the Course/Subject	(No. of Periods)
P-107	<i>SEC: Skill Enhancement Course (Task Assignment and Practicum)</i> Enriching the Micro Teaching Skills	90

Credit: 03 Hours: 90 Max. Internal Marks: 75

COURSE OUT COMES:

At the end of the course students will be able to,

- Discuss the concept of Micro teaching and its skills.
- Adopt Micro teaching skills in the classrooms in line of to develop self teaching skills.
- Interpret the cycle the Micro teaching skills.
- Describe the advantages of the micro teaching skills.
- Apply the different skills of micro teaching in to our day to day teaching.

A) Micro teaching Workshop: Marks 25

Marks calculated out of 25 on the basis of active participation and attendance of Student teachers.

B) Micro teaching and Observation

(5 skills - 10 lessons in teach- re teach mode) Marks 50:10 marks of each skill

Student teachers will present 10 micro-lessons. For these lessons, they will select any five teaching skills from the list given below. They will complete the cycle of two lessons i.e. 'teach-re-teach' for each skill. Marks calculated out of 50 are to be given for the micro teaching lessons.

List of Teaching Skills

1. Set Induction
2. Questioning
3. Stimulus Variation
4. Explanation
5. Black Board Writing
6. Use of audio-visual aids
7. Reinforcement
8. Demonstration
9. Narration
10. Illustration & Examples

□ **The Evaluation Structure is as follows:(Total: 75 Marks)**

Sr.No	Evaluation Criteria	Marks
1	Active participation and attendance in workshop	25
2	5 Skills Teaching and observation (Each Skill of teaching 5 Marks)	25
3	5 Skills Re -Teaching and observation (Each Skill of re-teaching 5 Marks)	25
	Total	75

**SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER I**

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hand s-on/Activity)	(No. of Periods)
P-108	Integrated and Simulation lessons	60

Credit: 02 Hours: 60 Max. Internal Marks: 50

COURSE OUT COMES:

At the end of the course students will be able to,

- Illustrate concept of integrated lessons.
- Adopt Micro teaching skills in the classrooms in line of to Integration the micro teaching skills.
- To develop the lesson plan of integrated lessons.
- To describe the advantages of integrated lessons.
- To adopt different skills of micro teaching in to our day to day teaching.

Integrated lessons

Integration of teaching skills: (5 lessons- each lesson 10 Marks) after practicing 5 skills in micro-teaching, student teacher will present five lessons on both method of minimum 20 / 30 minutes duration. All 5 micro teaching skills to be integrated for each integrated lesson. Integrated lesson will be conducted in the college on peer group. Marks calculated out of 50 are to be given for the 5 integration lessons.

Sr.No	Evaluation Criteria	Marks
1	Planning of integrated lesson plan	15
2	Presentation of integrated lesson	20
3	use of teaching aids	10
4.	Observation of integrated lesson plan	05
	Total	50

**SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER I**

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hand s-on/Activity)	(No. of Periods/Week)
P-109	Teaching Aid's Workshop and Preparation	30

Credit: 01 Hours: 30 Max. Internal Marks: 25

COURSE OUT COMES:

At the end of the course students will be able to,

- Analyze the concept of learning experiences.
- Adopt different teaching aids in the classrooms for to give better learning experiences.
- Develop and use the various teaching aids as per our school subject and content.
- Summarize the advantages of use of teaching aids in class room teaching and learning process.
- Enhance the learning experience through use various teaching aid.

Teaching Aid's Workshop and Preparation:

The institution shall arrange the workshop on teaching Aid to enable student teacher to prepare requisite teaching aid and submit the report of workshop with prepared teaching aid's of both pedagogy subjects.

Evaluation Criteria and marks distribution :

Sr.No	Evaluation Criteria	Marks
1	Active participation in workshop	05
2	Prepared 2 Teaching Aids with Report Writing and submission	20
	Total	25

**SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER I**

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(No. of Periods/Week)
P-110 Credit: 03	School Engagement (3 Week) Hours: 90	90 Max. Internal Marks 50

COURSE OUT COMES:

At the end of the course students will be able to,

- Analyze the dimensions of school.
- Execute the school safety.
- Adopt classroom management practices. .
- Analyze the different aspect of classroom environment.
- Perform the role of teacher as an effective manager and leader.

School Engagement:

Student teachers shall visit practice teaching school, observe the school system and prepare the report on the following task (Dimensions, School Safety and Classroom Management).

School Dimensions:

1. Physical Dimensions: school Infrastructure

- A. Appearance of the school building and its classrooms.
- B. School size and ratio of students to teachers.
- C. Order and organization of classrooms in the school.
- D. Availability of resources;
 - School premise and playground
 - Library/laboratory
 - Sanitary/ Drinking water/cafeteria
 - Transport and other facilities

2. Social Dimensions:

- i. Quality of interpersonal relationships between and among students, teachers, Administrators, and staff; involvement of parents.
- ii. Equitable and fair treatment of students, teachers, staff and guardians.
- iii. Degree of competition and social comparison between students.
- iv. Degree to which teachers, students and staff contribute to decision-making at the school.

3. Academic Dimensions:

- i. Quality of instruction;
- ii. Teacher expectations for student achievement; and
- iii. Monitoring student progress and promptly reporting results to students and parents.
- iv. School Timetable and calendar

School Safety:

- General responsibilities of school staff
- Student rowdies: Bullying, Ganging, Ragging and Harassment (mental, sexual etc.) Policies, Rules, Regulations and precautions to be observed by Schools Emergency Alert Systems and Standard Official Procedures (SOP) for
 - i. Fire in school
 - ii. Terrorist attack/ Bomb threat/intruder / hostage
 - iii. Assaults / Fights/Student Unrest/Stampede
 - iv. Severe storm/Earthquake
 - v. Hazardous materials / chemical spills
 - vi. Weapons
 - vii. Suicide attempt/suicide death / serious injury

Understanding Classroom Management

A. Meaning, Concept and Aspects of classroom Environment:

- i. Physical: general classroom environment, lighting, ventilation, seating arrangements.
- ii. Social: authoritative, authoritarian, permissive and dismissive, teaching behavior.
- iii. Emotional: the teacher taught bond, the team spirit, the dignity of self.
- iv. Democratic Classroom environment: characteristics and strategies for creating a Positive and democratic environment.

B. Expectations, Rules, Consequences, Routines and Procedures;

- i. Communicating and discussing Expectations and rules
- ii. Establishing and implementing Routines and Procedures
- iii. Getting students to cooperate: Making them accountable
- iv. Maintenance of student's records and strategies for motivation.

C. Communication in the Classroom

- i. Speaking skills: Descriptive v/s judgmental language
- ii. Listening skills: Being approachable, listening to Students
- iii. Verbal and Nonverbal communications
- iv. Classroom Management Mistakes to be avoided.

D. Teacher as an effective manager and Leader:

- i. Standards for Classroom conduct
- ii. Proactive discipline and Assertive Discipline.
- iii. Understanding positive approaches to discipline and handling Discipline problems;
- iv. Bullying and Power struggles in the classroom
- v. Reminders, warning, notes, referrals, Involving parents, Suspension.

And will continue with the P-209 (School Engagement- 1 Week)in the semester II

**SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER I**

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(No. of Periods/Week)
P-111	Visit to Innovative/Special Schools &Report writing	60
Credit: 02	Hours: 60	Max. InternalMarks: 50

COURSE OUT COMES:

At the end of the course students will be able to,

- Evaluate innovative/special school functions and role , by observation, interview and field visit methods of enquiry
- To observe the community involvement module of the school.
- To critically analyze various theorists' work and policy documents in the light of alternate education.

□ **Visit to Innovative/Special Schools &Report writing:**

Student teachers shall visit Innovative/Special Schools of local level, district level or state level. Observe the Innovative/Special school system under the guidance of teacher educators of college and prepare the report with the evidence of Photographs and submit to the college.

□ **Evaluation Criteria and marks distribution:**

Sr.No	Evaluation Criteria	Marks
1	Planning of Visit	10
2	Active participation	20
3	Report Writing and submission	20
	Total	50

PART B

**SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER II**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC 201	<i>Core Course/ Contemporary India and Education</i>	75

Credit: 04 Hours: 75 Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUT COMES:

At the end of the course students will be able to,

- Explain the contemporary nature of development of Educational system of India.
- Illustrate the diversity in society and its implications for Education.
- Analyze the inequality in society and its implications for education.
- Interpret the constitutional provision its implications for Education.
- develop policy frameworks for public education in India
- Compare the contribution of various major committees and commissions on education setup from time to time.

Unit	Content
Unit I	<p>Understanding the Contemporary Indian Society</p> <p>A. Relationship between education & society</p> <p>B. Educational goal of Indian society</p> <p>C. Concept of social diversity and its causes.</p> <p>D. Levels of diversity- individual, regions, languages, religions, castes and tribes.</p> <p>E. Challenges of diversity for universal education.</p> <p>F. Impact of social diversity on national development.</p> <p style="text-align: right;">(15 periods)</p>
Unit II	<p>Equity and Equality in Education</p> <p>A. Concept of equity and equality of educational opportunities, provisions and outcomes.</p> <p>B. Social equity and education within country : Between region, social class, caste, gender and religious groups Among this nations, rich and poor, developed and developing</p> <p>C. Constitutional provisions for ensuring equity.</p> <p>D. Nature and forms of inequality including dominant and minor groups.</p> <p>E. Gender inequality in schooling: public and private schools, rural-urban and tribal schools, and differential school systems.</p> <p style="text-align: right;">(15 periods)</p>
Unit III	<p>Constitutional Provisions for Education in India</p> <p>A. Feature's of the constitution of India for education.</p> <p>B. Preamble, directive principles of the state policies and fundamental right and duties.</p> <p>C. Constitutional values- freedom, justice, equality and fraternity.</p> <p>D. Impact of constitutional values on education in contemporary India.</p> <p style="text-align: right;">(15 periods)</p>
Unit IV	<p>Development of education in India with reference to:</p> <p>A. Overview of Education reform in the pre-independence period:</p> <ul style="list-style-type: none"> • Macaulay Minutes, • Woods Dispatch, • Basic Education Policy <p>B. Education in Post-independence period:(with special reference to secondary education and teacher education)</p> <ul style="list-style-type: none"> • Mudliyar Commission-1952 • Education Commission-1964 • National Policy on Education-1986 • NPE modified version-1992 <p>C. Learning without burden-1993; knowledge Commission: it's overview</p> <p>D. National Education Policy-2020: (<i>Recommendation for School Education and Teacher Education</i>)</p> <p style="text-align: right;">(15 periods)</p>

Unit V	<p>Policy framework for Development of education in India</p> <p>A. Sarva Shiksha Abhiyan (SSA): Objectives and responsibility</p> <p>B. Rashtriya Madhyamik Shiksha Abhiyan (RMSA): Objectives and responsibility.</p> <p>C. RUSA in the context of liberalization & globalization.</p> <p>D. RTE 2009 - its concept, need, and responsibility.</p> <p>E. Justice Varma Commission 2012: major recommendation for teacher Education</p> <p>F. Pandit Madanmohan Malviya National Mission on Teacher and Teaching (PMMMNMTT): Objectives and features</p> <p style="text-align: right;">(15 periods)</p>
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MODE OF TRANSACTION:

The course content transaction will include the following:

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

Skill Enhancement Module :Marks:20(10+10)

* Two Assignment on any topic from the above units:(Marks: 10)

*The students may undertake any one of the following activities and present the report (Marks: 10)

1. A survey & analysis of educational problems of a locality
2. Critical study & report of Educational commission, committees etc. like Kothari Commission, NPE1986, NPE2019
3. Report on Provisions of Sarva Shiksha Abhiyan (SSA) or RMSA & its implementation.

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PART B
SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC 202	Assessment for Learning	75

Credit: 04 Hours: 75 Max. Marks: 100 ((Theory-60 + MCQS-20)+ Internal-20)

COURSE OUT COMES:

At the end of the course students will be able to,

- Analyze basic scientific notions and practices in educational assessment.
- Adopt different types of assessment and their methods and tools.
- Interpret the result of educational assessment and for keeping records of students and institution.
- Evaluate current issues of assessment in education system.
- tabulate and interpret from the raw score using statistical technique

Unit	Content
Unit I	<p>Process of Educational Evaluation and Assessment</p> <p>A. Concept : Measurement, Assessment and Evaluation in Education – and its Relationship</p> <p>B. Distinction between Assessment of Learning, Assessment for Learning, Assessment as learning</p> <p>C. Taxonomy of instructional objectives (Revised Blooms Taxonomy and R.H.Dave) and its importance.</p> <p>D. Principles of Evaluation, Educational objectives and learning outcomes.</p> <p>E. Criteria for selection of a good learning experiences and Types of Learning experience</p> <p>F. Relationship between educational objectives, learning experiences, content and evaluation.</p> <p>G. Characteristics of the evaluation - comprehensive and continuous</p> <p style="text-align: right;">(15 periods)</p>
Unit II	<p>Characteristics of Instruments of Evaluation</p> <p>A. Types of Assessment-</p> <p>i) Diagnostic assessment</p> <p>ii) Formative assessment and its methods.</p> <p>iii) Summative assessment and its methods.</p> <p>iv) Norm referenced Assessment</p> <p>v) Criterion referenced Assessment</p> <p>B. Qualities of a test- Reliability, Validity, Objectivity, Norms, Discriminating Power and Usability of a test</p> <p>C. Evaluation Techniques and Tools:</p> <ul style="list-style-type: none"> • Observation Technique: Rating Scale and Check List • Self Reporting Technique: Interview and Questionnaire • Projective Technique: Socio matrix technique and Sentence Completion Test <p>D. Quantitative Tools of Evaluation:</p> <ul style="list-style-type: none"> • Construction of achievement test with special reference to Content, Objectives and Types of Questions (Blue Print) <p style="text-align: right;">(15 periods)</p>
Unit III	<p>Elementary Statistics in Educational Evaluation I</p> <p>A. Statistical measures to interpret the test scores: Meaning and uses</p> <p>B. Scale of Measurement: Types, Meaning and Example</p> <p>C. Tabulation of data and Graphical representation of scores:</p> <ul style="list-style-type: none"> • Histogram, • Frequency Polygon • Ogive. <p>D. Measures of central tendency:</p> <ul style="list-style-type: none"> • Mean, • Median and • Mode <p>E. Measures of variability-</p> <ul style="list-style-type: none"> • Quartile Deviation • Standard Deviation. <p style="text-align: right;">(15 periods)</p>
Unit IV	<p>Elementary Statistics in Educational Evaluation II</p> <p>A. Percentile and percentile ranks.</p> <p>B. Normal probability curve : its properties and skewness, kurtosis,</p> <p>C. Standard Scores: Z-score, T-scores.</p> <p>D. Correlation: Meaning, Types of correlation, coefficient of correlation rank difference method for measuring coefficient of correlation and interpretation.</p> <p style="text-align: right;">(15 periods)</p>

Unit V	<p>Assessment for Learning</p> <p>A. Significance of assessment for learning Self assessment and peer assessment Ethical Principles of Assessment</p> <p>B. Records used in Assessment:</p> <ul style="list-style-type: none"> ● Profiles: Meaning, Steps involved and criteria for developing and maintaining a comprehensive learner profile. ● Evaluation rubric: Meaning ,Construction and Uses ● Cumulative records: Meaning, Significance <p>C. Examination Reforms:</p> <ul style="list-style-type: none"> ● Continuous and Comprehensive Evaluation (CCE) ● Choice Based Credit System (CBCS) ● Open Book Based Examination ● Online Examination ● Online Assessment tools <p style="text-align: right;">(15 periods)</p>
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MODE OF TRANSACTION:

The course content transaction will include the following:

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

Skill Enhancement Module :Marks 20 (10+10)

*Two Assignment on any topic from the above units (Marks:5+5)

*The students may undertake any one of the following activities and present the report (Marks:10)

1. Find out the central tendency, variability and interpreted the results of an achievement test score of School subjects - according to pedagogy subject.
2. School visits followed by evaluation practices (CCE, Open Book examination, online teaching and evaluation) in schools (Interview of class teacher).

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PART B

**SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER II**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CPS 203(A)	<i>Curriculum and Pedagogy of School Subject One (PART I)/ ENGLISH -PART- I</i>	45
Credit: 02	Hours: 45	Max. Marks: 50 ((Theory-32+ MCQS-08)+ Internal-10)

COURSE OUT COMES:

At the end of the course students will be able to,

- Explain the importance of teaching English in India.
- Justify the place of English language in school curriculum.
- Describe the aims and objectives of teaching English language at Secondary and higher secondary stage.
- analyze the objectives of English and three language formula
- Adopt different methods and approaches of teaching English.
- Design effective Annual, Unit and Lesson plans for English language.
- design effective evaluation strategy for evaluating various language competencies of English language.

Unit	Content
Unit I	Introduction of English Education A. English language – Nature Perspective. B. Functional, Cultural and Literary roles C. Objectives of English teaching. D. Three language formula. E. The place & importance of English language in school curriculum F. Formulation of General and Specific Objectives of subject English (11 periods)
Unit II	Teaching strategies of English subject A. Teaching Learning methods of language. • Translation Method • Direct Method • Bilingual Method • Dr. West's New method B. Approaches of teaching English- • Structural Approach • Communicative Approach C. Models of Teaching : • Concept attainment model • Advance organizer model D. Maxims of teaching (12 periods)
Unit III	Planning the Teaching of English A. Teaching planning: Meaning, Need & Importance B. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan C. Lesson Plan-prose lesson plan, poetry lesson plan, Composition lesson and Grammar lesson plan. Co-curricular activities in the subject-importance need and organization (11 periods)
Unit IV	Evaluation and Subject Analysis A. Evaluation: Meaning and concept B. Unit test: Concept, Construction, Answer key and Scoring scheme. C. Continuous and Comprehensive evaluation (CCE) in English. D. Diagnostic and Remedial Teaching for English language (11 periods)

MODE OF TRANSACTION:

The course content transaction will include the following:

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

Skill Enhancement Module : Marks:10 (5+5)

*One Assignment on any topic from the above units (**Marks: 05**)

*The students may undertake any one of the following activities and present the report (**Marks: 05**)

1. Prepare the instructional objectives and learning outcomes for English Education
2. Organize one visit to English department for knowing and observing innovative practices and write expert on it.
3. Write a report regarding problems of English teaching based on an interview with an English teacher of a secondary school.

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PART B
SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER II

Code of the Course/Subject Title of the Course/Subject (Total Number of Periods)

CPS 203 (B) Marathi Part – I 45

Credit: 02 Hours: 45 Max. Marks: 50 ((Theory-32+ MCQS-08)+ Internal-10)

COURSE OUT COMES:

या पाठ्यक्रमाच्या अभ्यासानंतर विद्यार्थी पुढील कार्य करण्यास सक्षम बनतील,

- शिक्षक प्रशिक्षणार्थी भारतातील मराठी भाषा अध्यापनाचे महत्व स्पष्ट करून सांगू शकतील.
- शिक्षक प्रशिक्षणार्थी शालेय अभ्यासक्रमात मराठी भाषेचे स्थान समजून सांगू शकतील.
- शिक्षक प्रशिक्षणार्थी माध्यमिक व उच्च माध्यमिक स्तरावर मराठी अध्यापनाची ध्येये आणि उद्दिष्टे तुलना करू शकतील.
- शिक्षक प्रशिक्षणार्थी मराठी अध्यापनात विविध अध्यापन पद्धती व प्रयुक्त्याचा उपयोग करू शकतील.
- शिक्षक प्रशिक्षणार्थी मराठी अध्यापनासाठी अध्यापन नियोजनच्या प्रकारानुसार अध्यापन नियोजन करू शकतील.
- शिक्षक प्रशिक्षणार्थी मराठी भाषा अध्यापनाची योग्य अध्यापन रचना तयार करू शकतील.
- शिक्षक प्रशिक्षणार्थी मराठी भाषेच्या मुल्यांकनासाठी प्रभावी मूल्यमापन तंत्र विकसित करून उपयोग करतील.

Unit	Content
Unit I	<p>मराठी भाषेची ओळख</p> <p>अ) मराठी भाषा: स्वरूपव्याप्ती</p> <p>ब) मराठी भाषेची कार्यात्मक, सांस्कृतिक व साहित्यिक भूमिका</p> <p>क) त्रिभाषासूत्र</p> <p>ड) शालेय अभ्यासक्रमात मराठी भाषेचे स्थान आणि महत्व</p> <p>फ) मराठी भाषेची सामान्य व विशिष्ट उद्दीष्टांची रचना</p> <p style="text-align: right;">(11 periods)</p>
Unit II	<p>मराठी भाषा अध्यापनाची पद्धती, तंत्रे व सूत्रे</p> <p>अ) मराठी भाषा अध्यापनाच्या पद्धती</p> <ul style="list-style-type: none"> ▪ चर्चापद्धती ▪ कथनपद्धती ▪ व्याख्यानपद्धती ▪ प्रकल्पपद्धती <p>ब) मराठी भाषा अध्यापनाचे दृष्टीकोन</p> <ul style="list-style-type: none"> • संरचनात्मक दृष्टीकोन (Structural Approach) • संभाषणात्मक दृष्टीकोन (Communicative Approach) <p>क) मराठी भाषा अध्यापनाची प्रतिमाने</p> <ul style="list-style-type: none"> • संकल्पना प्रतिमान • अग्रतसंघटन प्रतिमान <p>ड) मराठी भाषा अध्यापनाची सूत्रे</p> <p style="text-align: right;">(12 periods)</p>
Unit III	<p>मराठी भाषा अध्यापनाचे नियोजन</p> <p>अ) अध्यापनाचे नियोजन : अर्थ, गरज आणि महत्व</p> <p>ब) अध्यापनाचे नियोजनाचे प्रकार : १) वार्षिक नियोजन २) घटक नियोजन ३) पाठनियोजन</p> <p>क) पाठनियोजन : गद्यपाठाचे नियोजन, पद्यपाठाचे नियोजन, व्याकरणपाठाचे नियोजन, रचनात्मक पाठ्याशांचे नियोजन</p> <p>ड) मराठी भाषा अभ्यास पूरक उपक्रम: महत्व, गरज आणि नियोजन</p> <p style="text-align: right;">(11 periods)</p>
Unit IV	<p>मूल्यमापन आणि विषय विश्लेषण</p> <p>अ) मूल्यमापन : अर्थ आणि संकल्पना</p> <p>ब) घटकचाचणी : संकल्पना, संरचना, उत्तरसूची व गुण दान योजना</p> <p>क) मराठी भाषा अध्यापनात सातत्यपूर्ण सर्वकष मूल्यमापन (CCE)</p> <p>ड) मराठी भाषे करिता निदानात्मक आणि उपचारात्मक अध्यापन</p> <p style="text-align: right;">(11 periods)</p>

कौशल्य अभिवृद्धी कार्य प्रारूप: गुण:१० (0५+0५)

* वरील कोणत्याही एका घटकावर आधारित स्वाध्याय(गुण:०५)

* विद्यार्थ्यांनी खालील पैकी कोणतेही एक उपक्रम पूर्ण करून त्याचा अहवाल सादर करावा.(गुण:०५)

1. मराठी भाषा शिक्षणासाठी अनुदेशनात्मक उद्दिष्टे आणि अध्ययन निष्पत्ती तयार करा.
2. मराठी भाषा विभागला भेट देऊन मराठी भाषा अध्यापनासाठी उपयोगात आणल्या जात असलेल्या नावीन्यपूर्ण पद्धती जाणून आणि निरीक्षण करून त्यावर अहवाल तयार करून सादर करा.
3. माध्यमिक स्तराच्या मराठी भाषा शिक्षकाची मुलाखत घेऊन मराठी भाषा अध्यापनात येणाऱ्या अडचणी जाणून त्यावर उपचारात्मक अहवाल तयार करून सादर करा.

संदर्भ:

- आकोलकरपाटणकर. – मराठीचे अध्यापन
- डागंचंद्रकुमार. – मातृभाषेचे अध्यापन
- साठेद.त्र्यं- मराठीभाषेचे अध्यापन
- पाटीललीला. – मातृभाषेचे अध्यापन
- प्रा. कुंडलेम. बा- मराठीचे अध्यापन

PART B
SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER II

Code of the Course/Subject Title of the Course/Subject (Total Number of Periods)

CPS 203 (C)

Hindi Part – I

45

Credit: 02

Hours: 45

Max. Marks: 50 ((Theory-32+ MCQS-08)+ Internal-10)

COURSE OUT COMES:

इस पाठ्यक्रम को पढ़ने के बाद छात्र निम्नकार्य कृति करने में सक्षम होंगे,

- छात्र प्रशिक्षणार्थी भारतमें हिंदी भाषा पढ़ानेके महत्वको समझा सकेंगे।
- छात्र प्रशिक्षणार्थी स्कूलके पाठ्यक्रममें हिंदीभाषाके स्थान को समझाने में सक्षम होंगे।
- छात्र प्रशिक्षणार्थी माध्यमिक और उच्चमाध्यमिक स्तरपर हिंदीभाषाके लक्ष्य और उद्देश्य की तुलना कर सकते हैं।
- छात्र प्रशिक्षणार्थी हिंदी शिक्षणमें विभिन्न शिक्षणविधियों और अनुप्रयोगोंका उपयोग कर सकेंगे।
- छात्र प्रशिक्षणार्थी हिंदी शिक्षणके लिए शिक्षणयोजना के प्रकारके अनुसार शिक्षणयोजना बना सकते हैं।
- छात्र प्रशिक्षणार्थी हिंदी भाषा पढ़ाने के लिए उपयुक्त शिक्षण संरचना तैयार कर सकेंगे।
- छात्र प्रशिक्षणार्थी हिंदी भाषा के मूल्यांकन के लिए प्रभावी मूल्यांकन तकनीकों का विकास और उपयोग करेंगे।

Unit	Content
Unit I	<p>हिंदीभाषाकापरिचय</p> <p>अ) हिंदीभाषा : स्वरूप तथा व्याप्ती</p> <p>ब) हिंदी भाषाकी कार्यात्मक, सांस्कृतिक भूमिका तथा राष्ट्रीय एकात्मतामें हिंदी भाषा की भूमिका</p> <p>क) हिंदी भाषा अध्यापनके ध्येय तथा उद्देश</p> <p>ड) त्रिभाषासूत्र</p> <p>इ) विद्यालय पाठ्यक्रम में हिंदी भाषा का स्थान एवं महत्व</p> <p>फ) हिंदी भाषाके सामान्य तथा विशिष्ट उद्देशो की रचना (11 periods)</p>
Unit II	<p>हिंदी भाषा अध्यापन की प्रणालियां,तंत्रतथासूत्र</p> <p>अ) हिंदी भाषा अध्यापन की प्रणालियां :</p> <ul style="list-style-type: none"> • व्याकरण अनुवाद प्रणाली • उद्गामी तथा अवगामी प्रणाली • गठन प्रणाली • कथन प्रणाली <p>ब) हिंदी भाषा अध्यापनके दृष्टीकोन</p> <ul style="list-style-type: none"> • संरचनात्मक दृष्टीकोन (Structural Approach) • संभाषणात्मक दृष्टीकोन (Communicative Approach) <p>क) हिंदी भाषा अध्यापन के प्रतिमान</p> <ul style="list-style-type: none"> • संकल्पना प्राप्ती प्रतिमान • अग्रत संघटन प्रतिमान <p>ड) हिंदी भाषा अध्यापनके प्रतिमान के सूत्र (12 periods)</p>
Unit III	<p>हिंदी भाषा अध्यापन नियोजन</p> <p>अ) अध्यापन नियोजन : अर्थ, आवश्यकता एवं महत्व</p> <p>ब) अध्यापन नियोजन के प्रकार : १) वार्षिक नियोजन २) इकाई नियोजन३) पाठ नियोजन</p> <p>क) पाठ नियोजन : गद्य पाठ नियोजन, पद्य पाठ नियोजन , व्याकरण पाठ नियोजन, रचनात्मक पाठ्यांश पाठ नियोजन</p> <p>ड) हिंदी भाषा अभ्यासकपूर्क उपक्रम : महत्व, आवश्यकता एवं नियोजन (11 periods)</p>
Unit IV	<p>मुल्यांकन तथा विषय विश्लेषण</p> <p>अ) मुल्यांकन : अर्थ तथा संकल्पना</p> <p>ब) इकाईजांच: संकल्पना, रचना, उत्तरसूचीतथागुणदानयोजना</p> <p>क) हिंदी भाषा अध्यापन में सतत एवं सर्वकष मुल्यांकन (CCE)</p> <p>ड) हिंदी भाषाहेतू निदनात्मक तथा उपचारात्मक अध्यापन (11 periods)</p>

कौशल अभिवृद्धि कार्य प्रारूप: अंक :१० (0५+0५)

* उपरोक्त किसी एकईकाइपर आधारितस्वाध्याय(अंक:०५)

* छात्रोद्वारा निम्नलिखित में से किसी एक विषय पर परियोजना सत्रियकार्यको पूर्ण कर रिपोर्ट प्रस्तुत कीजिये।(अंक:०५)

१. हिन्दी भाषा अध्यापनहेतु अनुदेशनात्मक उद्देशतथा अध्ययन निष्पत्ती लिखिए।

२. माध्यमिकस्तरके हिन्दी भाषा अध्यापक का साक्षात्कार लेकर हिन्दी भाषा अध्यापन में आने वाली कठनायियों को जानकर उपचारात्मक रिपोर्ट प्रस्तुत कीजिये।

३.अपने आस पासके पाँचपाठशालाओका दौरा कीजिये और त्रिभाषा सूत्रकी स्थिति जानकर उस पर आधारित रिपोर्ट तयार कर प्रस्तुत कीजिये।

संदर्भ:

- जीतयोगन्द्र .- हिंदीभाषाशिक्षण
- मुखर्जीश्रीधरनाथ - राजभाषा .
- त्रिपाठी, करुणापती-भाषाशिक्षण
- सिंग, सावित्री-हिंदीशिक्षण
- सिंग, सावित्री-राजभाषाकाअध्ययन (महाराष्ट्रसभापुणे)

PART B
SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CPS 203(D)	URDU- PART I	45
Credit: 02	Hours: 45	Max. Marks: 50 ((Theory-32+ MCQS-08)+ Internal-10)

<p>زیر تربیت معلم/معلمت اس قابل ہو جائے گے کہ:</p> <ul style="list-style-type: none"> • بھارت میں اردو پڑھانے کی اہمیت کو سمجھیں۔ • اسکول کے نصاب میں اردو زبان کے مقام کا جواز پیش کیا جائے۔ • ثانوی (Secondary) اور اعلیٰ ثانوی (Higher Secondary) مرحلے میں اردو زبان کی تعلیم کے اغراض و مقاصد کو سمجھیں۔ • اردو پڑھانے کے مختلف طریقوں اور طرز رسایوں/نظریوں سے واقف ہوں۔ • اردو زبان کی مختلف مہارتوں کو سمجھیں۔ • اردو زبان کی تعلیم کے لیے مناسب تدریسی حکمت عملی کا انتخاب کریں۔ • اردو زبان کی نصابی کتاب کو سمجھیں۔ • اردو زبان کی مختلف لسانی مہارتوں کا جائزہ لینے کے لیے مؤثر تشخیصی حکمت عملی وضع کریں۔ <p>اکائی-1: اردو تعلیم کا تعارف</p> <p>ب. عملی، تہذیبی یا ثقافتی، ادبی کردار اور اس کا قومی یکجہتی میں کردار</p> <p>ج. اردو تدریس کے مقاصد</p> <p>د: اردو زبان کی اسکول کے نصاب میں مقام و اہمیت</p> <p>و: عام و خاص مقاصد کی تشکیل</p> <p>س: اردو کی ممتاز شخصیات: مولوی عبدالحق، منشی پریم چند، مرزا غالب، ڈاکٹر اقبال، مولانا ابوالکلام آزاد۔</p> <p>اکائی-2: اردو مضمون کی تدریسی حکمت عملی</p> <ul style="list-style-type: none"> • ترجمہ کا طریقہ (Translation Method) • براہ راست طریقہ (Direct Method) • دولسانی طریقہ (Bilingual Method) • ڈاکٹر ویسٹ کا نیا طریقہ (Dr. West's New method) <p>ب. اردو تدریس کے نظریات/طرز رسایاں (Approaches)</p> <ul style="list-style-type: none"> • ساختی نظریہ (Structural Approach) • مواصلاتی نظریہ (Communicative Approach) <p>ج. تدریسی ماڈلز</p> <ul style="list-style-type: none"> • تحصیل تصورات ماڈل (Concept Attainment Model) • جدید منتظم ماڈل (Advance Organizer Model) • د. تدریسی کلیے/ضابطے (Maxims Of Teaching) <p>اکائی-3: اردو تدریس کی منصوبہ بندی۔</p> <p>ب. منصوبہ بندی کی اقسام: سالانہ منصوبہ بندی، اکائی منصوبہ بندی، سبق کی منصوبہ بندی</p> <p>ج. سبق کی منصوبہ بندی۔ نثر سبق کی منصوبہ بندی، نظم سبق کی منصوبہ بندی، مضمون سبق کی منصوبہ بندی اور گرامر سبق کی منصوبہ بندی۔</p> <p>د. مضمون میں ہم نصابی/معاون نصابی سرگرمیاں: اہمیت، ضرورت اور ترتیب</p> <p>اکائی-4: مضمون کی جانچ اور تجزیہ</p> <p>ب. یونٹ ٹیسٹ: تصور، تشکیل، جواب کلید، سکورینگ سکیم</p> <p>ج. مسلسل اور جامع تعین قدر (جانچ) (CCE)</p> <p>د. اردو تدریس میں تشخیص و علاج کا طریقہ</p>
<p>MODE OF TRANSACTION:</p> <p>The course content transaction will include the following:</p> <ul style="list-style-type: none"> • Planned lectures infused with multimedia /power-point presentations. • Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.
<p>Skill Enhancement Module : Marks:10(05+05)</p> <p>*مندرجہ بالا اکائیوں سے کسی بھی موضوع پر ایک اسائنمنٹ (Marks:05)</p> <p>*طلباء درج ذیل میں سے کوئی ایک سرگرمی کر سکتے ہیں اور رپورٹ پیش کر سکتے ہیں۔ (Marks:05)</p> <ul style="list-style-type: none"> • اردو تعلیم کے لیے تدریسی مقاصد اور اکتسابی نتائج تیار کریں۔ • اختراعی (جدید) طریقوں کو جاننے اور مشاہدہ کرنے کے لیے شعبہ اردو کا ایک دورہ کریں اور اس پر ماہر (expert) لکھیں۔ • ایک سیکنڈری اسکول کے اردو زبان کے استاد کے انٹرویو کی بنیاد پر اردو تدریس کے مسائل کے بارے میں ایک رپورٹ لکھیں <p>کورس کا مواد/مصادر التخریج/حوالہ جات</p> <ul style="list-style-type: none"> • احمد حسین: تدریس اردو • احسم صدیقی: فن تعلیم • ڈاکٹر جمیل: اردو ادب کی تاریخ • ڈاکٹر محمد اکرام خان: مسقی تدریس کیوں اور کیسے۔ مکتب جامعہ ملیہ، دہلی • معین الدین: ہم اردو کیسے پڑھیں، مکتب جامعہ ملیہ، دہلی • مولوی سلیم: اردو کیسے پڑھیں، چمن بک ڈپوٹ، دہلی • پڑھنے کا مزا۔ مریل ویسی۔ NCERT نئی دہلی • سلامت اللہ: ہم کیسے پڑھیں

PART B
SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER II

Code of the Course/Subject Title of the Course/Subject (Total Number of Periods)

CPS 203(E) **BIOLOGICAL SCIENCE** 45
PART- I

Credit: 02 Hours: 45 Max. Marks: 50 ((Theory-32+ MCQS-08)+ Internal-10)

COURSE OUT COMES:

At the end of the course students will be able to

- Explain the Place and importance of Biological science in teaching and curriculum.
- Define the concepts and principles of Biological Science and select appropriate methods to teach Biological Science.
- To illustrate the concepts, Approaches, Strategies and Techniques in teaching of Biological Science
- To implement the planning of teaching of Biological sciences.
- To adopt various evaluation tools for assessment of Biological sciences.

Unit	Content
Unit I	<p>Biological Science Curriculum</p> <p>A. Place and importance of the subject Biological sciences in school curriculum.</p> <p>B. Aims and objectives of teaching Biological sciences as given in the Maharashtra state board of secondary and higher secondary education syllabus.</p> <p>C. Class-room objectives and their specifications of teaching the Biological sciences.</p> <p>D. Bloom's taxonomy of educational objectives, learning experiences for achieving specified behavioral outcomes</p> <p style="text-align: right;">(11 periods)</p>
Unit II	<p>Pedagogy of Biological Science Teaching</p> <p>A. Concepts of Approaches Strategies and Techniques:</p> <ul style="list-style-type: none"> • Inductive-Deductive • Constructivist Approach <p>B. Various methods of teaching of Biological sciences:</p> <p>1) Laboratory; 2) Heuristic; 3) Project;</p> <p>4) Analytical and Synthetic 5) Problem solving.</p> <p>C. Models of Teaching – Concept and use in teaching Biological Science.</p> <ul style="list-style-type: none"> • Concept attainment, • Inquiry Training Model <p>D. Maxims of Biological Science teaching</p> <p style="text-align: right;">(12 periods)</p>
Unit III	<p>Planning the Teaching of Biological science</p> <p>A. Teaching planning: Meaning, Need & Importance</p> <p>B. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan</p> <p>C. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Secondary Board for biological science.</p> <p>D. Contribution of eminent scientists in the development of the Biological sciences Darwin, Mendel, Louis Pasteur, Hargovind Khurana, J. C. Bose.</p> <p style="text-align: right;">(11 periods)</p>
Unit IV	<p>Evaluation of & for Science learning</p> <p>A. Evaluation: Meaning and concept</p> <p>B. Unit test: Concept, Construction, Answer key and Scoring scheme.</p> <p>C. Continuous and Comprehensive evaluation (CCE) in Biological science.</p> <p>D. Diagnostic test and remedial teaching, relationship between diagnostic test and remedial teaching.</p> <p style="text-align: right;">(11 periods)</p>

MODE OF TRANSACTION:

The course content transaction will include the following:

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

Skill Enhancement module: Marks:10 (05+05)

*One Assignment on any topic from the above units (Marks:05)

*The students may undertake any one of the following activities and present the report (Marks:05)

- Prepare the instructional objectives and learning outcomes for Biological science Education.
- Diagnosis of learner difficulty in Biological science and preparation of remedial exercises
- Write a report regarding problems of Biological science teaching based on an interview with a Biological science teacher of a secondary school.

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- सोहनीमो. प्र. : शास्त्र अध्यापन
- अनारसे, दिघे, पाटणकर: शास्त्र अध्यापन
- हकीम प्रभाकर: शास्त्र अध्यापन

PART B
SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CPS 203(F)	MATHEMATICS PART- I	45
Credit: 02	Hours: 45	Max. Marks: 50 ((Theory-32+ MCQS-08)+ Internal-10)

COURSE OUT COMES:

At the end of the course students will be able to,

- Explain the Place and importance of Mathematics in teaching and curriculum.
- Define the concepts and principles of Mathematics and select appropriate methods to teach Mathematics.
- Interpret concepts, Approaches, Strategies and Techniques in teaching of Mathematics.
- Execute planning of teaching of Mathematics.
- Adopt various evaluation tools for assessment of Mathematics.

Unit	Content
Unit I	Mathematics Curriculum A. Place and importance of the subject Mathematics in school curriculum. B. Aims and objectives of teaching Mathematics as given in the Maharashtra state board of secondary and higher secondary education syllabus. C. Class-room objectives and their specifications of teaching the Mathematics. D. Bloom's taxonomy of educational objectives, learning experiences for achieving specified behavioral outcomes. <p style="text-align: right;">(11 periods)</p>
Unit II	Pedagogy of Mathematics Teaching A. Concepts of Approaches Strategies and Techniques: <ul style="list-style-type: none"> • Inductive-Deductive • Constructivist Approach B. Various methods of teaching of Mathematics: <ol style="list-style-type: none"> 1) Laboratory; 2) Heuristic; 3) Project; 4) Analytical and Synthetic 5) Problem Solving. C. Models of Teaching – Concept and use in teaching Science. <ul style="list-style-type: none"> • Concept attainment, • Inductive thinking D. Maxims of Mathematics teaching <p style="text-align: right;">(12 periods)</p>
Unit III	Planning the Teaching of Mathematics A. Teaching planning: Meaning, Need & Importance B. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan C. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Secondary Board for Mathematics D. Contribution of eminent scientists in the development of the Mathematics Bhaskaracharya, Aryabhata, Ramanujan, Shakuntala Devi and Euclid, Pythagorus and Rene– descarte <p style="text-align: right;">(11 periods)</p>
Unit IV	Evaluation of & for Mathematics learning A. Evaluation: Meaning and concept B. Unit test: Concept, Construction, Answer key and Scoring scheme. C. Continuous and Comprehensive evaluation (CCE) in Mathematics. D. Diagnostic test and remedial teaching, relationship between diagnostic test and remedial teaching <p style="text-align: right;">(11 periods)</p>

MODE OF TRANSACTION:

The course content transaction will include the following:

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

Skill Enhancement Module: Marks:10(05+05)

*One Assignment on any topic from the above units (Marks:05)

*The students may undertake any one of the following activities and present the report (Marks:05)

- Prepare the instructional objectives and learning outcomes for Mathematics Education.
- Diagnosis of learner difficulty in Mathematics and preparation of remedial exercises
- Write a report regarding problems of Mathematics teaching based on an interview with a Mathematics teacher of a secondary school.

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PART B
SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CP 203G	COMMERCE PART- I	45
Credit: 02	Hours: 45	Max. Marks: 50 ((Theory-32+ MCQS-08)+ Internal-10)

COURSE OUT COMES:

At the end of the course students will be able to,

- Illustrate commerce subject and its correlation with other subjects.
- Interpret different types of planning for teaching Commerce.
- Adopt different methods for teaching of Commerce.
- Implement different techniques in teaching of commerce.
- Describe the importance of evaluation commerce.

Unit	Content
Unit I	<p>Commerce Subject & its Correlation with other subjects</p> <p>A. Meaning, Nature and Importance of Commerce as a subject</p> <p>B. Scope of Commerce in School curriculum</p> <p>C. Objectives of teaching Commerce at higher secondary stage.</p> <p>D. Correlation - Concept, Importance & Types</p> <p>E. Correlation of Commerce subject with other school subjects.</p> <p style="text-align: right;">(11 periods)</p>
Unit II	<p>Pedagogy of Commerce Teaching</p> <p>A. Concepts of Approaches Strategies and Techniques:</p> <ul style="list-style-type: none"> • Inductive-Deductive • Constructivist Approach <p>B. Various methods of teaching of Commerce:</p> <p>1) Discussion method; 2) Survey method; 3) Project; 4) Supervised method</p> <p>C. Models of Teaching – Concept and use in teaching Commerce</p> <ul style="list-style-type: none"> • Concept attainment, • Inquiry Training Model <p>D. Maxims of Science teaching</p> <p style="text-align: right;">(12 periods)</p>
Unit III	<p>Planning the Teaching of Commerce</p> <p>A. Teaching planning: Meaning, Need & Importance</p> <p>B. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan</p> <p>C. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Higher Secondary Board for Commerce</p> <p>D. Co-curricular activities in the Commerce: importance, need and organization</p> <p style="text-align: right;">(11 periods)</p>
Unit IV	<p>Evaluation and Subject Analysis</p> <p>A. Evaluation: Meaning and concept</p> <p>B. Unit test: Concept, Construction, Answer key and Scoring scheme.</p> <p>C. Continuous and Comprehensive evaluation (CCE) in Commerce.</p> <p>D. Curriculum and syllabus – concept and types</p> <p>E. Content Analysis and text Book Analysis</p> <p style="text-align: right;">(11 periods)</p>

MODE OF TRANSACTION:

The course content transaction will include the following:

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

Skill Enhancement Module : Marks:10(05+05)

*One Assignment on any topic from the above units **(Marks:05)**

*The students may undertake any one of the following activities and present the report **(Marks:05)**

1. Prepare the instructional objectives and learning outcomes for Commerce Education.
2. Analysis of a unit in commerce text book to identify the concept principle and processes
3. Write a report regarding problems of Commerce teaching based on an interview with an Commerce teacher of a Higher secondary school.

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- गोयलएम. एल. – वार्णिज्य शिक्षण, रोहतक: संदीपप्रकाशन
- सिंहराजपाल – वार्णिज्य शिक्षण, आग्रा: विनोद पुस्तक भंडार

PART B
SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER II

Code of the Course/Subject Title of the Course/Subject (Total Number of Periods)

CPS 204 *Curriculum and Pedagogy of*
School Subject Two (PART I)
PHYSICAL SCIENCE PART- I **45**

Credit: 02 Hours: 45 Max. Marks: 50 ((Theory-32+ MCQS-08)+ Internal-10)

COURSE OUT COMES:

At the end of the course students will be able to,

- Explain the Place and importance of Physical Sciences in teaching and curriculum.
- Summarize the concepts and principles of Physical sciences and adopt appropriate methods to teach Physical sciences.
- Illustrate the concepts, Approaches, Strategies and Techniques in teaching of Physical sciences.
- Determine the planning of teaching of Physical sciences.
- Adopt various evaluation tools for assessment of Physical sciences.

Unit	Content
Unit I	Physical Science Curriculum A. Place and importance of the subject Physical Science in school curriculum. B. Aims and objectives of teaching Sciences as given in the Maharashtra state board of secondary and higher secondary education syllabus. C. Class-room objectives and their specifications of teaching the Physical sciences. D. Bloom's taxonomy of educational objectives, learning experiences for achieving specified behavioral outcomes. <p style="text-align: right;">(11 periods)</p>
Unit II	Pedagogy of Physical Science Teaching A. Concepts of Approaches Strategies and Techniques: <ul style="list-style-type: none"> • Inductive-Deductive • Constructivist Approach B. Various methods of teaching of Physical sciences: <ol style="list-style-type: none"> 1) Laboratory; 2) Heuristic; 3) Project; 4) Analytical and Synthetic 5) Problem solving. C. Models of Teaching – Concept and use in teaching Physical Science. <ul style="list-style-type: none"> • Concept attainment, • Inquiry Training Model D. Maxims of Physical Science teaching <p style="text-align: right;">(12 periods)</p>
Unit III	Planning the Teaching of Physical Science A. Teaching planning: Meaning, Need & Importance B. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan C. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Secondary Board for Physical Science D. Contribution of eminent scientists in the development of the Physical Science Archemedes, Gallilio, Newton, Raman, and Homi Bhabha. Boyle, Rutherford, Mendelief, Madam Curie, Prafulchandra Ray. <p style="text-align: right;">(11 periods)</p>
Unit IV	Evaluation of & for Physical Science learning A. Evaluation: Meaning and concept B. Unit test: Concept, Construction, Answer key and Scoring scheme. C. Continuous and Comprehensive evaluation (CCE) in Physical Science. D. Diagnostic test and remedial teaching, relationship between diagnostic test and remedial teaching <p style="text-align: right;">(11 periods)</p>

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.
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Skill Enhancement Module: Marks:10(05+05)

*One Assignment on any topic from the above units **(Marks:05)**

* The students may undertake any one of the following activities and present the report **(Marks:05)**

1. Prepare the instructional objectives and learning outcomes for Physical Science Education.
2. Diagnosis of learner difficulty in Physical Science and preparation of remedial exercises
3. Write a report regarding problems of Physical Science teaching based on an interview with a Physical Science teacher of a higher secondary school.

References:

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- Khirwadkar, A. (2003). Teaching of Chemistry Modern Method. New Delhi: Sarup & Son's.
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PART B
SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CPS 204 (B)	ECONOMICS PART- I	45
Credit: 02	Hours: 45	Max. Marks: 50 ((Theory-32+ MCQS-08)+ Internal-10)

COURSE OUT COMES:

At the end of the course students will be able to,

- Illustrate Economics subject and its correlation with other subjects.
- Adopt different types of planning for teaching Economics.
- Implement different methods for teaching of Economics.
- Implement different techniques in teaching of Economics.
- Describe the importance of evaluation Economics.

Unit	Content
Unit I	Economics Subject & its Correlation with other subjects A. Meaning, Nature and Importance of Economics as a subject B. Scope of Economics in School curriculum C. Objectives of teaching Economics at secondary stage. D. Correlation - Concept, Importance E. Correlation of Economics subject with other school subject <p style="text-align: right;">(11 periods)</p>
Unit II	Pedagogy of Economics Teaching A. Concepts of Approaches Strategies and Techniques: <ul style="list-style-type: none"> • Inductive-Deductive • Constructivist Approach B. Various methods of teaching of Economics: 1) Discussion 2) Observation 3) Project; 4) Excursion 5) Supervised Method C. Models of Teaching – Concept and use in teaching Economics. <ul style="list-style-type: none"> • Concept attainment, • Inquiry Training Model D. Maxims of Economics teaching <p style="text-align: right;">(12 periods)</p>
Unit III	Planning the Teaching of Economics A. Teaching planning: Meaning, Need & Importance B. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan C. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Secondary Board for Economics D. Co-curricular activities in the Economics: importance, need and organization <p style="text-align: right;">(11 periods)</p>
Unit IV	Evaluation and Subject Analysis A. Evaluation: Meaning and concept B. Unit test: Concept, Construction, Answer key and Scoring scheme. C. Continuous and Comprehensive evaluation (CCE) in Economics. D. Curriculum and syllabus – concept and types E. Content Analysis and text Book Analysis <p style="text-align: right;">(11 periods)</p>

MODE OF TRANSACTION:

The course content transaction will include the following:

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

Skill Enhancement Module : Marks:10 (05+05)

*One Assignment on any topic from the above units (**Marks:05**)

*The students may undertake any one of the following activities and present the report (**Marks:05**)

- Prepare the instructional objectives and learning outcomes for Economics Education.
- Select any one sub unit of any Economics textbook at secondary and higher secondary level and analyses it.
- Write a report on current practices of assessment and evaluation at secondary and Higher secondary stage for subject of economics.

References:

- Aggarwal J.C: Teaching Of Economics, A Practical Approach” Vinod Pustak Mandir. Agra-2
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PART B
SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CP 204 C	GEOGRAPHY PART- I	45
Credit: 02	Hours: 45	Max. Marks: 50 ((Theory-32+ MCQS-08)+ Internal-10)

COURSE OUT COMES:

At the end of the course students will be able to,

- Explain the nature and structure of Geography.
- Describe the objectives of teaching Geography at Secondary schools.
- Explain the importance of teaching Geography at the secondary School level.
- Analyze the methods, and approaches for organizing Geography curriculum.
- Develop the skills to organize Geography curriculum.
- Identify the need used different types of planning needed in the Geography teaching.
- Develop the various evaluation techniques in Geography.

Unit	Content
Unit I	<p>Geography Subject & its Correlation with other subjects</p> <p>A. Meaning, Nature and Importance of Geography as a subject B. Scope of Geography in School curriculum C. Objectives of teaching Geography at secondary stage. D. Correlation - Concept, Importance E. Correlation of Geography subject with other school subjects.</p> <p style="text-align: right;">(11 periods)</p>
Unit II	<p>Pedagogy of Geography Teaching</p> <p>A. Concepts of Approaches Strategies and Techniques: • Inductive-Deductive • Constructivist Approach</p> <p>B. Various methods of teaching of Geography: 1) Laboratory 2) Observation 3) Project; 4) Excursion 5) Supervised Method</p> <p>C. Models of Teaching – Concept and use in teaching Geography. • Concept attainment, • Inquiry Training Model</p> <p>D. Maxims of Geography teaching</p> <p style="text-align: right;">(12 periods)</p>
Unit III	<p>Planning the Teaching of Geography</p> <p>A. Teaching planning: Meaning, Need & Importance B. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan C. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Secondary Board for Geography D. Co-curricular activities in the Geography: importance, need and organization</p> <p style="text-align: right;">(11 periods)</p>
Unit IV	<p>Evaluation and Subject Analysis</p> <p>A. Evaluation: Meaning and concept B. Unit test: Concept, Construction, Answer key and Scoring scheme. C. Continuous and Comprehensive evaluation (CCE) in Geography. D. Curriculum and syllabus – concept and types E. Content Analysis and text Book Analysis</p> <p style="text-align: right;">(11 periods)</p>

MODE OF TRANSACTION:

The course content transaction will include the following:

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

Skill Enhancement Module: Marks:10(5+5)

**One Assignment on any topic from the above units (Marks:05)

** The students may undertake any one of the following activities and present the report (Marks:05)

- Prepare the instructional objectives and learning outcomes for Geography Education.
- To prepare subject structure of Geography & find out it's reflection in school syllabi
- Write a report on current practices of assessment and evaluation at secondary and Higher secondary stage for subject of Geography.

References:

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- पाटणकर, ना.वि.(१९५४) भूगोलचेअध्यापनपुणे: मोर्डनबुकडेपो.
- पोंक्षेव. बा., भूगोलअध्यापनपद्धती, पुणे: नूतनप्रकाशन
- सांगलेशैलजा, दुर्ष्टीक्षेपातस्पेशलमेथडभूगोल, पुणे: नूतनप्रकाशन
- मिश्राआत्मानंद - भूगोलशास्त्रपद्धती

PART B
SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CPS 204 (D)	HISTORY PART- I	45
Credit: 02	Hours: 45	Max. Marks: 50 ((Theory-32+ MCQS-08)+ Internal-10)

COURSE OUT COMES:

At the end of the course students will be able to,

- Explain the nature and structure of History.
- Describe the objectives of teaching History at Secondary schools.
- Interpret the importance of teaching History at the secondary School level.
- Analyze the methods, and approaches for organizing History curriculum.
- Develop the skills to organize History curriculum.
- Evaluate the need used different types of planning needed in the History teaching.
- Implement the various evaluation techniques in History.

Unit	Content
Unit I	History Subject & its Correlation with other subjects A. Meaning, Nature and Importance of History as a subject B. Scope of History in School curriculum C. Objectives of teaching History at secondary stage. D. Correlation - Concept, Importance E. Correlation of History subject with other school subjects. (11 periods)
Unit II	Pedagogy of History Teaching A. Concepts of Approaches Strategies and Techniques: <ul style="list-style-type: none"> • Inductive-Deductive • Constructivist Approach B. Various methods of teaching of History: 1) Source 2) Observation 3) Project; 4) Discussion 5) Lecture Method C. Models of Teaching – Concept and use in teaching History. <ul style="list-style-type: none"> • Advanced organization Model • Role playing Model D. Maxims of History teaching (12 periods)
Unit III	Planning the Teaching of History A. Teaching planning: Meaning, Need & Importance B. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan C. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Secondary Board for History D. Co-curricular activities in the History: importance, need and organization (11 periods)
Unit IV	Evaluation and Subject Analysis A. Evaluation: Meaning and concept B. Unit test: Concept, Construction, Answer key and Scoring scheme. C. Continuous and Comprehensive evaluation (CCE) in History. D. Curriculum and syllabus – concept and types E. Content Analysis and text Book Analysis (11 periods)

MODE OF TRANSACTION:

The course content transaction will include the following:

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

Skill Enhancement Module : Marks:10(5+5)

**One Assignment on any topic from the above units (Marks:05)

** The students may undertake any one of the following activities and present the report (Marks:05)

- Prepare the instructional objectives and learning outcomes for History Education.
- To prepare subject structure of History & find out it's reflection in school syllabi
- Write a report on current practices of assessment and evaluation at secondary and Higher secondary stage for subject of History.

References:

- Ballard M., (1979), New Movement in the study Teaching of History, Temple Smith, London.
- Kochhar S.K. (1966), Teaching of History, Sterling Publishers Private Limited.
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- Singh D.R., (1959), The Teaching of History and Civics Jallandar, University Publications.
- The teaching of History: V.P.Ghale.
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- पत्कीमा. श्री.- इतिहासाचे अध्यापण
- बेदरकरकृ. द.- इतिहासाचे अध्यापण च्या दिशा, पुणे: निळकंठप्रकाशन
- घाटेवि.द.- इतिहासाचे अध्यापण
- तिवारीसिं. ह. (१९८७)- इतिहासाचे अध्यापण, पुणे: नूतन प्रकाशन
- घाटेवि.द.(१९५८)- इतिहासाचे अध्यापण, पुणे: देशमुख प्रकाशन
- दुनाखेअरविंद (२०००)- इतिहासाचे अध्यापण, पुणे नूतन प्रकाशन
- पत्कीमा.श्री.(१९८०)- इतिहासाचे अध्यापण व तत्र, औरंगाबाद: मिलिंद प्रकाशन
- ठगळे एस. एस. (१९७९) – इतिहास कसा शिकावाव कसा शिकवावा;अहमदनगर:सुहासप्रकाशन

PART B
SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CPS 204 (E)	CIVICS PART- I	45
Credit: 02	Hours: 45	Max. Marks: 50 ((Theory-32+ MCQS-08)+ Internal-10)

COURSE OUT COMES:

At the end of the course students will be able to,

- Explain the nature and structure of Civics.
- Describe the objectives of teaching Civics at Secondary schools.
- Analyze the importance of teaching Civics at the secondary School level.
- Implement the methods, and approaches for organizing Civics curriculum.
- Adopt skills to organize Civics curriculum.
- Develop the various evaluation techniques in Civics.

Unit	Content
Unit I	Civics Subject & its Correlation with other subjects A. Meaning, Nature and Importance of Civics as a subject B. Scope of Civics in School curriculum C. Objectives of teaching Civics at secondary stage. D. Correlation - Concept, Importance E. Correlation of Civics subject with other school subjects. <div style="text-align: right;">(11 periods)</div>
Unit II	Pedagogy of Civics Teaching A. Concepts of Approaches Strategies and Techniques: <ul style="list-style-type: none"> • Inductive-Deductive • Constructivist Approach B. Various methods of teaching of Civics: 1) Lecture 2) Discussion 3) Project; 4) Excursion 5) Supervised Method C. Models of Teaching – Concept and use in teaching Civics. <ul style="list-style-type: none"> • Social stimulation Model • Role Playing Model D. Maxims of Civics teaching <div style="text-align: right;">(12 periods)</div>
Unit III	Planning the Teaching of Civics A. Teaching planning: Meaning, Need & Importance B. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan C. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Secondary Board for Civics D. Co-curricular activities in the Civics: importance, need and organization <div style="text-align: right;">(11 periods)</div>
Unit IV	Evaluation and Subject Analysis A. Evaluation: Meaning and concept B. Unit test: Concept, Construction, Answer key and Scoring scheme. C. Continuous and Comprehensive evaluation (CCE) in Civics. D. Curriculum and syllabus – concept and types E. Content Analysis and text Book Analysis <div style="text-align: right;">(11 periods)</div>

MODE OF TRANSACTION:

The course content transaction will include the following:

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

Skill Enhancement Module : Marks:10(5+5)

**One Assignment on any topic from the above units (Marks:05)

** The students may undertake any one of the following activities and present the report (Marks:05)

- Prepare the instructional objectives and learning outcomes for Civics Education.
- To prepare subject structure of Civics & find out it's reflection in school syllabi
- Write a report on current practices of assessment and evaluation at secondary and Higher secondary stage for subject of Civics.

References:

- Aggarwal, J.C. : Teaching of political services and civics, Viskas Publishing House Pvt. Ltd. New Delhi (1983)
- Khanna S.D., Sexena:Teaching of Civics, Boaba Publishing V.R. Lamba, T.P. and House, New Delhi,(1982) Yadav, Nirmal : Teaching of civics and political science, Anmol Publishing Pvt. Ltd., New Delhi (1994)

- Rai, B.C. : Method Teaching of Civics, Prakashan Kendra, Lucknow (1990)
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- पाटील, निर्मला –नागरिकशास्त्र अध्यापन
- सस्तंगी- नागरिकशास्त्रशिक्षण
- त्यागी- नागरिकशास्त्र एवं अध्यापन की शिक्षा

PART B
SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSEC 205	<i>Discipline Specific Elective Course (Any One)</i> Educational Technology	45
Credit: 02	Hours: 45	Max. Marks: 50 ((Theory-32+ MCQS-08)+ Internal-10)

COURSE OUT COMES:

At the end of the course students will be able to,

- Explain the meaning, scope and development of Educational Technology.
- Define the role of E.T. teacher as a change agent.
- Describe the meaning, scope, models and types of communication.
- Explain the system approach in instruction and the modes of instruction.
- Classify the resource for an instruction system.
- Analyze the management of resource and define the use of multimedia in teaching process.

Unit	Content
Unit I	Education Technology: A. Education Technology : Concept, nature and scope B. Educational Technology: Need, significance and objective C. Essential characteristics of Education Technology teacher. D. Role of Education Technology teacher. (11 periods)
Unit II	Communications Process: A. Communication: Concept, nature and scope of B. Communication : Types and their uses. C. Instructional communication: Communication models D. Components of a communication process in teaching E. Ensuring effective communication in the classroom with the help of Education Technology (12 periods)
Unit III	Approach of Education Technology: A. Behaviorist and Constructivist perspectives for development and design of Education Technology. B. Programmed Instructional Approach, C. Brain Storming Approach D. Personalized systems of Instruction; (11 periods)
Unit IV	Resources and Management (Hardware's and Software's) for an Instructional System A. Classification of instructional material • Visual: Hardware's and Software of OHP, Slide & film projector, charts, Maps, models. • Audio : Hardware's and software of radio, tape recorder • Audio-Visual : Hardware's and Software of T.V., D.V.D., L.C.D., video conferencing B. Management of Resource : Selection, preparation, planning, execution and Evaluation C. Layout of ICT and Computer lab and its importance (11 periods)

MODE OF TRANSACTION:

The course content transaction will include the following:

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

Skill Enhancement Module : Marks:10(5+5)

**One Assignment on any topic from the above units (Marks:05)

** The students may undertake any one of the following activities and present the report (Marks:05)

1. Prepare transparency /film slide / PPT on any topic of method subject and reports on its.
2. Selected any from Method Subject topic and prepare programmed learning programme and write are report on it
3. Select any topic of method subject from VIII to XII Class and write transcript from radio lesson or T.V. relay lesson.

References:

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- Pandey, K.P. : Modern Concepts of Teaching Behaviour, Vishwavidyalaya Prakashan, Varanasi.
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- MHRD : National Policy on Information & Communication technology in school Education GOI (2012).

PART B
SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
DSEC 206	Peace Education and Human Rights Education	45
Credit: 02	Hours: 45	Max. Marks: 50 ((Theory-32+ MCQS-08)+ Internal-10)

COURSE OUT COMES:

At the end of the course students will be able to,

- Explain the concept, importance and need of Peace.
- Identify the areas of Peace Education
- Explain the need of Peace education in present context.
- Apply the values, attitudes and skills required for Peace Education.
- adopt Methodology for Peace Education
- Recognize the importance of peace education in national development.
- Explain the concept, importance and need of human rights.
- Analyze the substantive knowledge of policies concerning Human Rights Education, Prevailing trends in the field of Human Rights.
- Identify potential roles for oneself in the promotion of Human Rights Education.

Unit	Content
Unit I	Understanding Peace and Peace Education A. Peace : Meaning and Types B. Peace Education: Concept and Need C. Constitutional values with reference to fundamental rights and their D. Importance for social harmony E. Integration of Peace Education in school Curriculum Contributions of Mahatma Gandhi, Swami Vivekananda, Krishnamurthy and Aurobindo in Peace Building <p style="text-align: right;">(11 periods)</p>
Unit II	Transacting Peace Education A. Becoming peace teacher-acquisition of knowledge, values and attitudes B. Integration of Peace Education through curricular and co curricular activities C. Role of mass media in Peace Education D. Programmes for Promoting Peace Education – UNESCO E. Life Skills required for Peace Education (WHO) <p style="text-align: right;">(12 periods)</p>
Unit III	Conceptualizing Human Rights and Human Rights Education: A. Rights and Human Rights – Introduction, concept - at International and national context. B. Types of Human Rights – Natural, positive, Negative, legal. C. Human Right Education – meaning, significance, and need D. Human Rights perspective in curriculum E. Human Rights perspective in teaching-learning Processes F. Methods of Human Rights Research and Human Rights as pedagogy <p style="text-align: right;">(11 periods)</p>
Unit IV	Issues, Movements and Promotion of Human Rights A. Critical review of Democracy with reference to Human rights B. Revisiting of Indian constitution with reference to Human Rights C. Critical review of Human Right in globalized world D. Debates in the Human Rights discourse: Universal versus Relativism, Legal versus Ethical demands, Rights versus Human rights, Collective versus Individual rights, West versus Rest E. Understanding Human Rights of Children, Women, Minorities, Dalits, Differently able and LGBT. F. Role of Government, Non-Government Organizations, Education, family and self in promotion of Human Rights. <p style="text-align: right;">(11 periods)</p>

MODE OF TRANSACTION:

The course content transaction will include the following:

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

Skill Enhancement module : Marks:10(5+5)

**One Assignment on any topic from the above units (Marks:05)

** The students may undertake any one of the following activities and present the report (Marks:05)

1. Developing and action plan for peace in school/college and local community/Poster presentation.
2. Awareness Camp to promote Human Rights Education
3. Policy analysis regarding Child/Women/Differently able rights-report writing and submitting it .

References:

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- Non-violence and Peace Education , (Volume I), Dr. Ravindra Kumar , Mrs.Megha Arora (Shridhar University,2013)
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- Kumar, Sandeep (2012) Human Rights and Pedagogy, Discovery publishing House: Delhi.
- Macwan, Martin (2006), Dalit Rights, New Delhi, NHRC.
- सबनीस - मानवीमानवीहक्कसंरक्षण
- माथुरकृ. – स्वातंत्र्योत्तर भारतमे मानवाधिकार
- श्रीरजनीश – मुलभूत मानवीय अधिकार
- निमखेडकर हर्षवर्धन – मानव अधिकार आणि त्यांचे उद्देश

PART B
SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
EPC 207	<i>EPC: Enhancing Professional Capacities</i> Reading and Reflecting on Text	60
Credits: 2	Hours: 60	Max. Internal Marks: 50

COURSE OUT COMES:

At the end of the course students will be able to,

- Develop the ability of making meaning from the selected text(s)
- Illustrate the texts by making connections by self observations, experiences, and opinions and critically reflecting through thoughtful and persistent inquiry.
- Demonstrate skill, arising out of interrogation of own assumptions and knowledge to deepen text analysis and focusing assessment of the text.
- Develop the ability of reflective writings in different form.

About the Course:

This course will serve as a foundation to enable B.Ed. students to read and respond variety of texts in different ways and also learn to think together, depending on the text and the purposes of reading. The course will enable prospective teachers to reflect on selected readings through identification of its purpose, addressing its relevance for self, society, nation and globe at large. The learners would also come out with their concrete reflections of texts in different forms like annotations, critical appreciation, poster, collage, oral presentation, debate, panel discussion, charts, reflective writing etc.

Course Outline:

- Students will be asked to visit library and select text (any one) of following nature like:
 - Biographies/autobiographies of great personalities of different fields
 - A literary creation (novel/drama/poem/essay etc.) of national and international repute
 - Renowned books on sociological, philosophical, psychological issues and on current sociopolitical scenario of education
 - Self-authored books of renowned social, educational and political thinker
- Based on their readings students will be asked to: Assess the Text(s):
 - What is the main point? How is it developed? Identify the purpose, impact and/or theoretical framework of the text.
 - What ideas stood out to me? Why? Were they new or in opposition to existing scholarship?
 - How the text related understanding of my life, my society and context?
 - How it broadened my thinking and expanded my mental horizons?

Students will be asked to select text (any one) of contemporary society of different forms like:

- Collection of news paper cuttings focusing selected social, educational, political and economical issues
- Collection of articles from any renowned periodical (Outlook/India Today/Economic and Political Weekly/Business Today/Journals of Education/Organizer – weekly etc.) focusing selected social, educational, political and economical issues
- Watching CNN, BBC documentaries on issues of current and historical socio-political scenario and develop a text based on its presentation Based on their readings students will be asked to:

Make Connections:

- How does this text help me to better understand this topic or explore this field of study/discipline?
- How does this text reinforce my existing ideas or assumptions? How does this text challenge my existing ideas or assumptions?
- How is/was the social, educational, political and economical scenario making its critical analysis.

Read, reflect and think critically about the text you selected:

- Write a personal response that shows you have spent time reading and reflecting.
- Summaries the main ideas in a single short paragraph. Ask yourself 'What is the meaning for me?'
- Identify aspects you agree and disagree with. Explain why.
- Find literature that critiques the text. Explain how.

Students will be performing the tasks mentioned above by giving different reflections in forms of:

- Making an oral presentation
- Organizing a debate, discussion based on their reading
- Preparation of a poster
- Making a collage
- Displaying appropriate texts/graphic on bulletin board
- Addressing morning assembly during their internship in schools
- Making a power point presentation on selected topic
- Submission of written articles/assignments
- Writing maintaining reflective journals

Evaluation:

Students will be evaluated based on the concrete reflections s/he has provided; proper record file of their reflections will be submitted which will be the criteria of their evaluation. Reflections of different forms will be stressed and it will not merely be limited to submission of written assignment.

Sr.No	Evaluation criteria	Marks
1	Knowledge of Reflective Writing	10
2	Content of Reflective writing	10
3	Presentation Performance	05
4	Use of ICT for presentation	05
5	Submission/Examination	20
	Total Marks	50

Suggested Readings:

The list of books here are only exemplars, students may explore and read the text of their choice possessing reasonable literary worth

- Abraham Lincoln's Letter To His Son's Teacher...
- Carnegie, D. - How to Win Friends and Influence People.
- Chakravarty, Uma (2007). Pandita Ramabai- A life and a time. Critical quest: New Delhi
- Coelho, Paulo - The alchemist
- Cultural Heritage – Dr. S. Radhakrishnan
- Ilaiah, K. (2012). Why I am not a Hindu – A shudra critique of hindutva philosophy, culture and political economy. Samya: Kolkata
- My experiments with the truth – Autobiography of Mahatma Gandhi
- Novels of Munshi Premchand
- Periodicals Like – Outlook, India Today, Economic and Political Weekly, Business Today, Journals of Education, Organiser – weekly
- RamchandrabGuha - India after Gandhi
- Skand Gupta – The history of Banaras Hindu University
- The Beautiful Tree: A Personal Journey Into How The World's Poorest People Are Educating
- Themselves Hardcover – by James Tooley
- The Little Prince – Antain de Saint – Exupery
- Tolstoy, Leo – The death of Evan Illich
- Woolf, V. (1945). A room of one's own. Penguin Books: London
- नंदननीलकेणी -उभरतेभारतकीतस्वीर
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- वर्जीनियावुल्फ (2011). अपनाएककमरा (अनुवाद). माइकेलमोजेज़, वाणीप्रकाशन: न्यूदिल्ली
- कलामअब्दुल (2012). टर्निंगपाइंटस (Turning Points)

**SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER II**

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(No. of Periods/Week)
P-208	Skill Enhancement Course (Task Assignment and Practicum) Academic Planning: Workshop (Academic Planning: Annual Plan, Unit Plan, Lesson Plan and Unit Test)	60
	Credit: 02 Hours: 60 Max. Internal Marks: 50	

COURSE OUT COMES:

At the end of the course students will be able to,

- Explain the concept of educational evaluation.
- Define the concept of Annual Plan, Unit Plan, Lesson Plan and Unit Test according to teaching pedagogy subject.
- Analyze the aspect of Annual Plan, Unit Plan, Lesson Plan and Unit Test according to teaching pedagogy subject.
- Prepare Annual Plan of teaching pedagogy subjects.
- Develop Unit Plan of teaching pedagogy subjects.
- Prepare Lesson Plan of teaching pedagogy subjects.
- Prepare Unit Test of teaching pedagogy subjects.
- Implement Unit test in class room.
- Explain the concept of Learning Experiences and types of learning experiences.

❖ **Workshop Schedule:**

- **Pre essential theoretical part for workshop :** Arrange theoretical lectures on concept of Evaluation, Objectives and specification, Learning Experiences, Evaluation Tools, Annual Plan, Unit Plan, Lesson Plan and Unit Test
- **Essential instruction materials for workshop :** School curriculum, school text book, reference books on concept of evaluation, teacher hand book, printed teaching plan formats etc.
- **Content, planning and evaluation of workshop:**
Planning: Evaluation related content is in every teaching methodology subject and must to teach all content in this workshop; institute organize minimum one week workshop and teach concept of Evaluation, Objectives and specification, Learning Experiences, Evaluation Tools, Annual Plan, Unit Plan, Lesson Plan and Unit Test. after teach theoretical aspect of all concept students teachers prepared all practical in method subject group.
- **Evaluation criteria and marks distributing of workshop: (Marks:50)**

Sr.No	Evaluation criteria	Marks
1	Active Participation in Workshop	10
2	Preparation of Annual Plan (Both Method)	06
3	Preparation of Unit Plan (Both Method)	06
4	Preparation of Lesson Plan (Both Method)	09
5	Preparation of Unit Test (Both Method)	09
6	Submission of workshop Practical Report	10
	Total	50

**SYLLABUS PRESCRIBED FOR 2022YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER II**

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(No. of Periods/Week)
P-209	School Engagement (1 Week)	60
Credit: 02	Hours: 60	Max. Internal Marks: 25

COURSE OUT COMES:

At the end of the course students will be able to,

- Analyze the dimensions of school.
- Illustrate the concept of the school safety.
- Adopt the classroom management.
- Analyze the different aspect of classroom environment.
- Evaluate the role of teacher as an effective manager and leader.

Student teachers will visit practice teaching school. Observe the school system and prepare the report on the task and assignment of the same accordingly.

Marks calculated out of 50 are to be given for the report and the observations there in.

(And will continue as mentioned in P-110 of Semester I)

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(No. of Periods/Week)
P-210	Internship (4 Week)	90
Credit: 03	Hours: 90	Max. Internal Marks: 75

COURSE OUT COMES:

At the end of the course students will be able to,

- Develop lesson plans and do the teaching in class room As per prepared lesson plan.
- Implement a plan of evaluation for the unit taught.
- Identify the various types of records are prepared and maintained in the school.
- Organize co-curricular and extracurricular activities in the school.
- Observe, give feedback and reflect on the lessons given by peers.

Internship:

The detailed activities under total Internship Programme (Semester II+III+IV having 15 credits) to be completed in three semesters (16 weeks) of weightage 375 marks as follow:

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

During the internship of 16 weeks in three semesters the student teacher will complete the following activities:

(a) Lessons (Minimum 15 Lessons of each pedagogy subject) 120 Marks (30 lessons x 4 marks)

All though during Internship the student teacher has to work as a full time teacher

She/he shall have to complete at least 15 lessons of each pedagogical subject. She/he shall select units from the school subject in consultation with the school teacher and faculty. She/He will prepare the lesson plan for those units. She/He will teach units under the guidance and observation of the school teacher and teacher educator. The same shall be repeated for other school subject. These lessons shall be engaged preferably at upper primary, secondary and higher secondary level.

(b) Unit Plan and Unit Test – Marks 50 (25+25)

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

(c) Report on Records maintained by the School: 50 Marks (5 x10 marks)

This activity is to enable the student teacher to understand the administrative aspects of school life. It will help him/her to realize the need of maintaining the records and their importance in the smooth functioning of the school. The student teacher shall write a report on any 5 records prepared and maintained by the school.

(d) Organization of Co-curricular and Extracurricular Activities: 50 Marks

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

(e) Observation of Peers: 60 Marks (30 x2 Marks)

Peer learning is an important and integral part of learning process of an individual. It will assist in boosting the confidence of the student teachers. In this activity the student teacher shall observe 15 lessons of each pedagogy, reflect and give feedback to her/his peers on the lessons conducted. (30 lessons)

(f) Other School Activities/Programmes 45 Marks (15 x 3 Marks)

To get an experience of the school working the student teacher shall complete

Any **three** activities from those given below. S/He shall write a report and enlist the

process outcomes of the same.

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

(And will continue with P-308 of Semester III)

**SYLLABUS PRESCRIBED FOR 2022 YEAR UG PROGRAMME
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER II**

Code of the Course/Subject	1. Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(No. of Periods/Week)
P-211	Social Work with Community Experience	60
Credit: 02	Hours: 60	Max. Internal Marks: 50

COURSE OUTCOMES:

At the end of the course students will be able to,

- Develop skill of partnership and co-operation within the community sector.
- Provide opportunity to students to do community work as a means of achieving social change that will contribute to the creation of a more just, sustainable and equal society.
- Create awareness among people about various problems in a community, in motivating people for betterment of humanity and eradication of social evils.

Transaction:

Orientation about the program and Pupil teachers to adopt any one of the following:

- Slum area
 - Village
 - Orphanage
 - Old age home
 - River, Pond etc
 - The work will involve
 - Making people aware of cleanliness/ social evils/ health issues/ environment/ traffic rules/Pulse polio campaigns/ other Government Campaigns
 - Cleanliness drive/ literacy program/ service at old age homes and/or orphanages. Engaging people in vocational trades.
- **Preparation of extensive written report with evidence of Photographs**
- Clearly depicting the impact of the work, with pictures/ data of before and after and during community work.
 - Feedback and autograph from beneficiaries
 - Own experience and personal impact on oneself.
 - Marks will be based on contribution in community work and presentation of the report.

□ **Evaluation Criteria and marks distribution :**

Sr.No	Evaluation Criteria	Marks
1	Activity adoption and Planning of Visit	10
2	Active participation and contribution in community work	20
3	Report Writing with photographs and submission	20
	Total	50