Bachelor of Education (B.Ed.) (Two Year Course) 2015-2016 & 2016-2017

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SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI (MS)
Bachelor of Education (B.Ed.)

(2015-17 onwards)

Provisions to be incorporated in the draft ordinance No…. B.Ed.

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

Preamble

The Bachelor of Education Programme (B.Ed.) is a professional course that prepares teachers for upper primary, secondary and higher secondary levels.

1. Eligibility for Admission:

(a) A candidate should have passed the Bachelor's Degree/Master Degree in Sciences, Social Sciences/Humanities/Commerce of Sant Gadge Baba Amravati University or of any other university recognized by University Grants Commission (UGC) with at least marks decided by the State of Maharashtra and NCTE time to time.

OR

(b) **Bachelor in Engineering or Technology with specialization in Science and Mathematics** of any recognized university with at least marks decided by the state of Maharashtra and NCTE time to time. S/he should have offered at least one school subject at the first and/or second degree level as principal or subsidiary or allied or optional subject. (School subject means the subject included in the syllabus of Secondary/Higher secondary level in the Maharashtra State).

(c) The reservation and relaxation of 5 % marks will be given to the candidates belonging to S.C./ S.T. / V.J.N.T./ OBC/PWD and other notified categories as per the Maharashtra State Government Rules.

2. Admission Procedure:

Admission to the eligible candidates shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or as per the selection procedure laid down by the State Government of Maharashtra and Sant Gadge Baba Amravati University from time to time.

3. Medium of Instruction: Medium of Instruction at the B.Ed. course will be Marathi.

4. Medium of Answer:

The candidate appearing for the B .Ed. examination will have the option of answering all papers either in Marathi, English or Hindi. This option can be exercised course wise and not section wise or question wise. The medium of answering the paper for course in 'Pedagogy of school subjects' (language course) will be in the concerned language only.

5. Duration and Intake:

The B.Ed. programme shall be of two years duration that is four semesters which can be completed in a maximum of three years from the date of admission to the programme. An examinee that does not pass or fail to present himself/herself at the B.Ed. course from first semester to fourth semester examination in six consecutive examinations inclusive of the first shall not be allowed to continue the B.Ed. course. It includes engagement with the field of 16 weeks and 4 weeks of school engagement spread across the year.

6. Curricular Areas of the Teacher Training Programme:

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

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

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

7. Working Days:

The institution shall work for minimum of thirty six hours in a week during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

8. Attendance:

Every candidate must have minimum 80% attendance in theory courses and sessional Work and 90% attendance in field attachment. Every candidate should have to complete all the practical work to the satisfaction of the Head/Principal. He/She should have obtained such certificate from the Head/Principal of the institute and copy of the same to be submitted to the university by the institution on behalf of the examinee.

9. Examination Fees:

As per the Sant Gadge Baba Amravati University / Maharashtra Govt. Rules.

10. Scheme of Evaluation:

A. For theory paper examination; there will be 30 % internal marks (sessional work) and 70 % of marks for examination conducted by university.
B. 70% marks for University examination means theory paper.
C. 30% marks for internal assessment (sessional work) of core courses by the University Department/College assessment for sessional/practicum work, etc. mentioned in syllabus.
D. The institution shall have to preserve the record of the internal/sessional work submitted by each student for consecutive three calendar years from the date of his/her admission in the B.Ed. course.
E. The Final lesson and its Viva-voce examination will have both internal and external examiner.
F. The marks will be converted in grades and credits and finally CGPA.
G. To pass the examination a candidate must obtain at least 50% of marks in practical/internal and 40% of marks in university examination (Theory Papers) of each course/heads separately in all four semesters and aggregate of 50% marks in all.
H. A maximum of three years from the date of admission to the programme is allowed for programme completion.
I. The student shall be admitted to next semester as per the following eligibility table:

ELIGIBILITY TABLE 01

Sr.	Name of Examinaton	The student should have passed of	The student should have complete the term satisfactorily
1.	B.Ed. Semester I	The qualifying examination mentioned in Para 1	B.Ed. Semester I
2.	B.Ed. Semester II	-----	B.Ed. Semester II
3.	B.Ed. Semester III	1/2 number of theory papers (including semester-I and semester-II) + EPC and Practicum Examination of Semester-I	B.Ed. Semester III
4.	B.Ed. Semester IV	B.Ed. Semester I	B.Ed. Semester-IV

Note: For calculating the heads, the theory, EPC and practicum shall be considered as a separate head and on calculation fraction if any shall be ignored.

J. The marks of each semester examination for the B. Ed. Course (Theory and Sessional Work) will be converted into grades.

11. Pattern of Question Paper:

There are four theory papers having weightage of 70 marks and eleven theory papers having weightage of 35 marks.

A) For question paper of 70 marks:
   i. The syllabus has been divided into five units. There will be five questions.
   ii. Two questions shall be of long answer type question and three questions shall be of short answer type question and shall have equal weightage.
   iii. For every long answer or short answer question there will be alternative choice from the same unit. However there will be no internal choice in a question.
   iv. Division of marks between long answer and short answer type question will be in the ratio of 40 and 60.
   v. The duration of theory paper of 70 marks shall be of 3 hours.

B) For question paper of 35 marks:
   i. The syllabus has been divided into three units. There will be three questions.
   ii. One question shall be of long answer type question and two questions shall be of short answer type question and shall have equal weightage.

iii. For every long answer or short answer question there will be alternative choice from the same unit. However there will be no internal choice in a question.

iv. Division of marks between long answer and short answer type question will be in the ratio of 40 nd 60.

v. The duration of theory paper of 35 marks shall be of 2 hours.

12. Grading System:

After adding the internal marks (maximum 30%) to external marks (maximum 70%), the marks secured by a student from maximum 100 will be converted into a letter grade. The grade points are the numerical equivalent of letter grade assigned to a student in the ten points scale as given below,

Table 02

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

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

1. Performance in a semester will be expressed as Semester Grade Point Average (SGPA).
2. Cumulative performance of all the semesters together will reflect performance in the whole programme and it will be known as Cumulative Grade Point Average (CGPA). Thus CGPA is the real indicators of a student's performance.
3. The formula for calculation of SGPA and CGPA is given below:

$SGPA = \sum C_i G_i / \sum C_i$

$CGPA = (\sum\sum C_{ni} G_{ni}) / (\sum\sum C_{ni})$

Where

C_i - number of credits for the ith course,

G_i - grade point obtained in the ith course,

C_{ni} - number of credits of the ith course of the nth semester,

G_{ni} - grade points of the ith course of the nth semester

Computation of SGPA and CGPA:

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

i. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e

SGPA $(Si) = \Sigma(C_i \times G_i) / \Sigma C_i$

Where, Ci is the number of credits of the ith course and Gi is the grade point scored by the student in the ith course.

ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

CGPA $= \Sigma(C_i \times S_i) / \Sigma C_i$

where Si is the SGPA of the ith semester and Ci is the total number of credits in that semester.

iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

iv. The final Class for B.Ed. Degree shall be awarded on the basis of CGPA.

14. Award of Degree:

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

Table 03

Range of Marks obtained out of 100 or Equivalent fraction	Letter Grade	Grade Point	Description
90 -100	A+	9.00-10.00	Outstanding
80-89	A	8.00-8.99	Excellent
70-79	B+	7.00-7.99	Very Good
60-69	B	6.00-6.99	Good
55-59	C+	5.50-5.99	Fair
50-54	C	5.00-5.49	Average
Less than 50	F	0	Dropped or Fail

Final Result **Table 04**

CGPA	Division
8.00 or more	First class- Exemplary
7.50 and less than or equal to 7.99	First Class with distinction
6.00 and less than or equal to 7.49	First Class
5.50 and less than or equal to 5.99	Higher Second Class
5.00 and less than or equal to 5.49	Second Class
Less than 5	Dropped or Fail

Credits and Marks:

- 01 Credit = 25 Marks
- 01 Credit = 15 Hours for theory course
- 01 Credit = 30 Hours for practicum, internal and EPC

15. Provision of Ordinance No. 18 of 2001, relating to provide grace marks for passing in a Head of passing and improvement of Division (Higher Class) and getting Distinction in the subject and condonation of deficiency of marks in a subject in all the faculties prescribed by the Statue No. 18 and of Ordinance No. 10 relating to Examinations and Compartments shall apply to the examinations under this ordinance.

16. As soon as possible after the examination, but within 45 days from the last date of examination, the Board of Examination shall publish a list of successful examinees arranged in two divisions. The names of successful examinees shall be arranged in order of merit as provided in the Examination of General Ordinance No. 6.

17. Notwithstanding anything to the contrary in this Ordinance, no person shall be admitted to an examination under this Ordinance, if he has already passed that examination or an equivalent examination of any other Statutory University.

18. Successful examinees shall, payment of the prescribed fees, receive a Degree in the prescribed form, signed by the Vice-Chancellor.

19. Framework: Semester Wise Distribution of Various Papers-

Table 05
B.Ed. SEMESTER - I

Course		Credit	Hrs.	Internal Marks	Theory Marks	Total Marks
Perspective in Education						
PE 101	Childhood and Growing Up	4	75	30	70	100
PE 102	Contemporary India and Education	4	75	30	70	100
Curriculum and Pedagogic Studies						
CP 103	Language Across the Curriculum	2	39	15	35	50
CP 104	Understanding Discipline and Subjects	2	39	15	35	50
Enhancing Professional Capacities (EPC)						
EPC-105	Reading and Reflecting on Texts	2	60	50	-	50
Practicum						
P-106	Diagnosis and enriching the teaching skills	2	60	50	-	50
P-107	Demonstration of Lesson Plans and Simmulation Lesson	2	60	50	-	50
P-108	Psychological Experiments	1	30	25	-	25
P-109	School Engagement	3	90	75	-	75
	Grant Total of Semester-I	**22**	**528**	**340**	**210**	**550**

Table 06

B.Ed. SEMESTER – II

Course		Credit	Hrs.	Internal Marks	Theory Marks	Total Marks
Perspective in Education						
PE 201	Learning and teaching	4	75	30	70	100
PE 202	Knowledge and Curriculum Part - I	2	39	15	35	50
Curriculum and Pedagogic Studies						
CP 203	Pedagogy of a School Subject **One** Part-I (English, Marathi, Hindi, Urdu, Biological Sc., Maths & Commerce)	2	39	15	35	50
CP 204	Pedagogy of a School Subject **Two** Part-I (Physical Sc., Economics, Geography, & History)	2	39	15	35	50
CP 205	Assessment for Learning	4	75	30	70	100
Enhancing Professional Capacities (EPC)						
EPC - 206	Drama and Art in Education	2	60	50	-	50
Practicum						
P-207	School Engagement	1	30	25	-	25
P-208	Internship (including 24 hrs for school engagement)	3	90	75	-	75
P-209	Workshop on Teaching Aid	1	30	25	-	25
P-210	SUPW / Work Experience	1	30	25	-	25
	Grant Total of Semester-II	**22**	**507**	**305**	**245**	**550**

Table 07
B.Ed. SEMESTER – III

Course		Credit	Hrs.	Internal Marks	Theory Marks	Total Marks
Perspective in Education						
PE 301	Gender, School and Society	2	39	15	35	50
Curriculum and Pedagogic Studies						
CP 302	Pedagogy of a School Subject **One** Part –II (English, Marathi, Hindi, Urdu, Biological Sc., Maths & Commerce)	2	39	15	35	50
CP 303	Pedagogy of a School Subject **Two** Part –II (Physical Sc., Economics, Geography, & History)	2	39	15	35	50
Enhancing Professional Capacities (EPC)						
EPC - 304	Critical Understanding of ICT	2	60	50	-	50
Practicum						
P-305	Internship	10	300	250	-	250
P-306	Yoga Education	2	60	50	-	50
P-307	Action Research Project	2	60	50	-	50
	Grant Total of Semester-III	**22**	**597**	**445**	**105**	**550**

Table 08
B.Ed. SEMESTER – IV

Course		Credit	Hrs.	Internal Marks	Theory Marks	Total Marks
Perspective in Education						
PE 401	Knowledge and Curriculum Part- II	2	39	15	35	50
PE 402	Creating an Inclusive Education	2	39	15	35	50
Curriculum and Pedagogic Studies						
CP403	Optional Course -Any one (Education for Peace & Human Rights, Health & Physical Education, Career Information, Guidance & Counseling, and School Administration and Management)	2	39	15	35	50
Enhancing Professional Capacities (EPC)						
EPC - 404	Understanding of Self	2	60	50	-	50
Practicum						
P-405	Internship Including Final Lessons	7	210	75	100 (Final lessons)	175
P-406	Project Related to Community Experience	3	90	75	-	75
P-407	Performing Arts (Cultural activities)	3	90	75	-	75
P-408	Environment Project	1	30	25	-	25
	Grant Total of Semester-IV	**22**	**597**	**345**	**205**	**550**

Table 09

SGBAU FRAME WORK FOR B.Ed.
SUMMARY

Semester	Hours	Credits	Marks		Total Marks
			Int. Marks	Theory and External Marks	
I	528	22	340	210	550
II	507	22	305	245	550
III	597	22	445	105	550
IV	597	22	345	205	550
Total	2229	88	1435	765	2200

20. Minimum Passing Marks: Minimum passing Marks for each paper/subject/Internal/Sessional work of B. Ed. Examination leading to the Degree of Bachelor of Education.

TABLE 10

SEMESTER I	Theory Max Marks	Sessional /Practical work	Total Max Marks	Theory Min Marks	Sessional workMin Marks	Aggregate Pass Marks
PE 101: Childhood and Growing Up	70	30	100	28	15	50
PE 102: Contemporary India and Education	70	30	100	28	15	50
CP 103: Language Across the Curriculum	35	15	50	14	8	25
CP 104: Understanding Disciplines and Subjects	35	15	50	14	8	25
EPC-105: Reading And Reflecting On Texts	-	50	50	-	25	25
P-106: Diagnosis and enriching the teaching skills	-	50	50	-	25	25
P-107: Demonstration of Lesson Plans and Simulation Lesson	-	50	50	-	25	25
P-108: Psychological Experiments	-	25	25	-	13	13
P-109: School Engagement	-	75	75	-	38	38
SEMESTER II	Theory Max Marks	Sessional /Practical work	Total Max Marks	Theory Min Marks	Sessional workMin Marks	Aggregate Pass Marks
PE 201: Learning and Teaching	70	30	100	28	15	50
PE 202: Knowledge and Curriculum (Part I)	35	15	50	14	8	25
CP 203: Pedagogy of School Subject One (Part I)	35	15	50	14	8	25
CP 204: Pedagogy of School Subject Two (Part I)	35	15	50	14	8	25
CP 205: Assessment for Learning	70	30	100	28	15	50
EPC206: Drama And Art In Education	-	50	50	-	25	25
P-207: School Engagement	-	25	25	-	13	13
P-208: Internship	-	75	75	-	38	38
P-209: Workshop on Teaching Aid	-	25	25	-	13	13
P-210: SUPW/Work Experience	-	25	25	-	13	13
SEMESTER III	Theory Max Marks	Sessional /Practical work	Total Max Marks	Theory Min Marks	Sessional workMin Marks	Aggregate Pass Marks
CP 301 :Gender, School & Society	35	15	50	14	8	25
CP 302: Pedagogy Of School Subject One (Part II)	35	15	50	14	8	25
CP 303: Pedagogy Of School Subject Two (Part II)	35	15	50	14	8	25
EPC 304: Critical Understanding of ICT	-	50	50	-	25	25
P-305: Internship	-	250	250	-	125	125
P-306: Yoga Education	-	50	50	-	25	25
P-307: Action Research Project	-	50	50	-	25	25
SEMESTER IV	Theory Max Marks	Sessional /Practical work	Total Max Marks	Theory Min Marks	Sessional workMin Marks	Aggregate Pass Marks
PE 401: Knowledge and Curriculum (Part II)	35	15	50	14	8	25
PE 402: Creating an Inclusive Education	35	15	50	14	8	25
CP403: Optional Courses	35	15	50	14	8	25
EPC 404: Understanding of self	-	50	50	-	25	25
P-405: Internship Including Final Lessons	-	175	175	-	88	88
P-406: Project related to community experience	-	75	75	-	38	38
P-407: Performing Arts (Cultural activities)	-	75	75	-	38	38
P-408: Environment Project	-	25	25	-	13	13

SEMESTER I

PE 101: Childhood and Growing Up

Credits: 4 **Hours: (45 Theory + 30 Internal)** **Marks: 100 (70+30)**

Course Objectives-

- To enable teacher trainees to understand the various stages of child development.
- To enable teacher trainees to understand the growing process during various stages of child development.
- To enable teacher trainees to understand the different socio-political realities construct different childhoods.
- To enable teacher trainees to develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds.
- To enable teacher trainees to understand personality.
- To enable teacher trainees to understand Adjustment and Mental health.

Unit-I: Growth and Development

A. Psychology: Concept, Nature and scope.
B. Concept of childhood, meaning and difference between growth and development, Characteristics of development process.
C. Developmental influences: Heredity, socio-economic and cultural environment- meaning and significance
D. Dimensions of Individual Development: Physical, intellectual, emotional, moral and social
E. Stages of Development in Indian Context: Characteristic, problems, their needs and aspirations, development tasks from infancy to adolescence.

Unit-II: Theories on Child Development

A. Theories for child development: Piaget and Erikson
B. Childhoods and adolescence in urban, slum, tribal and Dalit family.
C. Relation of childhood with family, neighbourhood, schools and community
D. Impact of urbanization and economic change on child development.

Unit-III: Areas of child development

A. Cognitive development: Childhood and adolescent stages of development.
B. Affective development: Childhood and adolescent stages of development.
C. Psychomotor development: Childhood and adolescent stages of development.
D. Impact of natural and social environment: Childhood and adolescent stages of development.

Unit-IV: Personality and Mental Health

A. Concept of personality- meaning and nature, development of personality, role of teacher in the development of student's personality.
B. Theories of personality-
   i) Type theory – Sheldan and Carl Jung
   ii) Trait theory –Cattel
   iii) Psychoanalytical Theories: Freud
   iv) Humanistic School: Carl Rogers
C. Adjustment and Mental Health: concept, nature role of school & teacher in stress management.

Unit- V: Intelligence and Creativity

A. Concept of intelligence, emotional intelligence and its application in class- room.
B. Theories of intelligence; two factor theory (Spearman), Multifactor Theory: PMA (Thurston) and SI Model- (Guilford), Gardener's multiple intelligence theory.
C. Measurement of Intelligence: Verbal and Non Verbal.
D. Creativity: Concept and Importance

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 favourable and suitable mode.

SESSIONAL WORK:

* Tests: best one out of two unit tests **(Marks: 10)**
* Assignment & Seminar on any one topic from the above units: Participation and Presentation **(Marks: 5+5)**

* Students will undertake any one of the following activity **(Marks: 10)**

1. Case study of an adolescent learner.
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.
3. List down different maladjusted behaviours of adolescents which you could identify from the classroom and out-side classroom.
4. 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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PE 102: Contemporary India and Education

Credits: 4 **Hours: (45 Theory + 30 Internal)** **Marks: 100 (70+30)**

Course Objectives-

- To enable teacher trainees to understand the contemporary nature of development of educational system of India.

- To enable teacher trainees to understand the diversity in society and the implications for Education.
- To enable teacher trainees to understand the inequality in society and the implications for education.
- To enable teacher trainees to understand the marginalization in society and the implications for Education.
- To enable teacher trainees to understand policy frameworks for public education in India
- To enable teacher trainees to engage with studies on Indian society and education.
- To enable teacher trainees to understand the contribution of various major committees and commissions on education setup from time to time.

Unit-I: Understanding the Contemporary Indian Society

A. Contemporary Indian Society, its three moments: Tradition, Modernity and Post modernity
B. Concept of social diversity and its causes.
C. Levels of diversity- individual, regions, languages, religions, castes and tribes.
D. Challenges of diversity for universal education.
E. Impact of social diversity on national development.

Unit-II: Equity and Equality in Education

A. Concept of equity and equality of educational opportunities, provisions and outcomes.
B. Constitutional provisions for ensuring equity.
C. Nature and forms of inequality including dominant and minor groups.
D. Gender inequality in schooling: public private schools, rural-urban-tribal schools, and differential school systems.

Unit-III: Constitutional Provisions for Education in India

A. Feature's of the constitution of India for education.
B. Preamble, directive principles of the state policies and fundamental right and duties.
C. Constitutional values- freedom, justice, equality and fraternity.
D. Impact of constitutional values on education in contemporary India.

Unit-IV: Marginalization In Relation To Universalization of Education

A. Concept of marginalization in relation to universalization of education.
B. Concept of discrimination in relation to universalization of education.
C. Impact of marginalization on education in contemporary India.
D. Impact of Liberalization, Privatization and Globalization on School Education in India.

Unit-V: Educational Policies and School Education

A. Commissions in the post-independence period: Mudliyar, Kothari (Secondary Education).
B. National Policy on Education- 1986, its review 1992 and RUSA in the context of liberalization & globalization.
C. Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA): objectives and its nature.
D. RTE 2009 - its concept, need, and responsibility.

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 favourable and suitable mode.

SESSIONAL WORK:

The assessment will be based on the tests and assignments:
* Tests: best one out of two unit tests **(Marks: 10)**
* Assignment & Seminar on any one topic from the above units: Participation and Presentation **(Marks: 10+10)**

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CP 103: Language Across the Curriculum

Credits: 2 Hours: (21 Theory + 18 Internal) Marks: 50 (35+15)

Course Objectives-

- To understand the language background of students as first or second language users of the language used in teaching the subject.
- To understand the nature of classroom discourse and to know how oral and written language can be used in the classroom to ensure optimal learning of the subject area.
- To develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.
- To develop competence in analysing current school practices and their impact on learning and to come up with appropriate alternatives to the current practices.
- To create sensitivity to the language diversity that exists in the classrooms.
- To give opportunities of writing in specific content areas.
- To be familiar with theoretical issues of multilinguistic classrooms.
- To develop the theoretical understanding of the:
  - Concepts and power dynamics of the 'standard' language as the school language vs home language or 'dialects';
  - Deficit theory
  - Oral language in the classroom and using discussion as a tool for learning;
  - The nature of questioning in the classroom – types of questions and teacher control.
  - The nature of reading comprehension in the content areas (informational reading).

Unit-I: Overview of Language

A. Overview of the Language across the Curriculum (LAC) movement: The Bullocks Report 1975 "Language for Life".
B. Developing theoretical concepts of
   1. Issues in Multilingual Classrooms
   2. Power dynamics of the 'standard' language as the school language vs home language or 'dialects';
   3. Deficit theory (Eller, 1989).

Unit-II: Language across the Curriculum in the Indian Context

A. Language as a determinant of Access.
B. Language proficiency and students' attitude towards Learning and Schooling/dropouts
C. Language/oral proficiency and critical thinking

Unit-III: Strategies for Multilingual Classrooms

A. Role Plays and Discussions as tools for learning
B. 'Questioning' to stimulate thought and to encourage and motivate to respond
C. Preparing Subject/content based exercises in reading, comprehension and usage.
D. Sensitizing, Reflecting and Facilitating
E. Understanding the learner and his/her language background
F. Creating sensitivity to the language diversity
G. Using oral & written language in the classroom for optimal learning

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 favourable and suitable mode.

SESSIONAL WORK: Marks: 15

The assessment will be based on the tests and assignments:

* Tests: Best one out of two unit tests. **(Marks: 05)**
* Assignments: The students will be evaluated on the basis of their participation in

Tutorials, discussions and quality of assignment submitted. **(Marks: 10)**

SUGGESTED READINGS:

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Siegrühn, & P. Plüddemann (Eds.), *Multilingual education for South Africa* (pp. 3–7). Heinemann Educational Books. Retrievable from http://www.eklavya.in/pdfs/Sandarbh/Sandarbh_85/01-05_Multilingualism_Ramakant%20Agnihotri.pdf
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- Thwaite, A., & Rivalland, J. (2009). How can analysis of classroom talk help teachers reflect on their practices? *Australian Journal of Language and Literacy, The*, *32*(1), 38.
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- Wang, H., 2011, An Exploration on Designing College English Listening Class.

CP 104: Understanding Disciplines and Subjects

Credits: 2 Hours: (21 Theory + 18 Internal) Marks: 50 (35+15)

Course Objectives-

- To enable student-teachers to reflect on the nature and role of disciplinary knowledge in the school curriculum.
- To understand the paradigm shifts in the nature of disciplines.
- To understand the history and doctrine of the teaching of subject areas in schools.
- To understand the notion of the 'disciplinarity doctrine'
- To develop among the teacher trainees an understanding of science as a discipline.
- To understand nature of Mathematics as a discipline.
- To develop among the teacher trainees an understanding of language as a discipline.
- To develop among the teacher trainees an understanding of social science as a discipline.

Unit-I: Discipline and Subject

A. Education as Inter-disciplinary Field of Study
B. Nature and Characteristics of a Discipline
C. Emergence of Various Disciplines from Education

D. Convergence of Various Disciplines into Education
E. Interrelation and Interdependence amongst Various School Subjects

Unit-II: Science & Mathematics as a Subject and Discipline

A. Nature and History of science & Mathematics
B. Science & Mathematics as Inter-disciplinary Field of Study
C. Place of science & Mathematics in School Curriculum
D. Science & Mathematics in Day-to-day life
E. Relationship of science & Mathematics with Other Subjects

Unit-III: Language and Social Science as a Subject and Discipline

A. Language as Inter-disciplinary Field of Study
B. Centrality of language in education
C. Language in the school curriculum; aims issues and debates
D. Policy issues and language at school
E. Language as a Medium of Communication
F. Social Science as Inter-disciplinary Field of Study
G. Nature and Philosophy of Social Science
H. Social Science as an Area of Study
I. Need of Studying Social Science through Interdisciplinary Perspectives
J. Place and Relevance of Social Science in School Curriculum

MODE OF TRANSACTION:
Group discussion, Lecture cum discussion, pair and share, group work, Panel discussion, Symposium, assignments, Field visits and sharing of experiences.

SESSIONAL WORK: **Marks: 15 (05+10)**
The assessment will be based on the tests and assignments:

- Tests: Best one out of two unit tests. **(Marks: 05)**
- Assignment & Seminar on any one topic from the above units **(Marks: 5+5)**

References:

1. Binning A.C. & Binning A.H.: Teaching Social Studies in Secondary Schools, New Yorks, McGraw Hill & Co.
2. Position papers published by NCERT (2006) in respective subjects
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EPC-105: Reading and Reflecting On Texts

Credits: 2 **Hours: (60 Internal)** **Marks: 50**

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 Objectives-

- To develop the ability of making meaning from the selected text(s)
- To encourage thoughtful and balanced assessment of readings and form opinions about ideas presented in the text.
- To develop understanding of the texts by making connections between self observations, experiences, and opinions and critically reflecting through thoughtful and persistent inquiry.
- Enabling learners to demonstrate understanding, arising out of interrogation of own assumptions and knowledge to deepen text analysis and focusing assessment of the text.
- To offer an opportunity to recognize – and perhaps break down – learners assumptions which may be challenged by the text(s).
- To develop the ability of reflective writings in different forms.

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 socio-political scenario of education
- Self-authored books of renowned social, educational and political thinkers

- 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/Organiser – 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.
- Summarise 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
- Organising 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.

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). PanditaRamabai- 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 MunshiPremchand
- Periodicals Like – Outlook, India Today, Economic and Political Weekly, Business Today, Journals of Education, Organiser – weekly

- RamchandraGuha - 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 ones own. Penguin Books: London
- नंदननीलकेणी -उभरते भारत की तस्वीर
- एप्पल, एम. औरबिन, जे. ए. (2007). लोकतान्त्रिक विद्यालय कक्षा से सीखे सबक. (अनुवाद) स्वयंप्रकाशभोपाल: एकलव्यप्रकाशन
- वर्जीनियावूल्फ (2011). अपनाएककमरा (अनुवाद). माइकेलमोज़ेज़।वाणीप्रकाशन: न्यूदिल्ली
- कलाम अब्दुल (2012). टर्निंग पाइंटस (Turning Points)

P-106: Diagnosis and Enriching the Teaching Skills

Credits: 2 **Hours: (60 Internal)** **Marks: 50**

(a) Micro teaching (5 skills -10 lessons)

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-reteach' for each skill. Marks calculated out of 50 are to be given for the micro teaching lessons.

List of Teaching Skills

Set Induction	Demonstration
Stimulus Variation	Reinforcement
Narration	Black Board Work
Questioning	Closure
Illustration	Use of A.V. Aids

P-107: Demonstration of Lesson Plans and Simulation Lesson

Credits: 2 **Hours: (60 Internal)** **Marks: 50**

Integration (5 lessons) and Simulation Lessons (25 marks + 25 Marks)

After practicing 5 skills in micro-teaching, student teacher will present five lessons of minimum 20 minutes duration to integrate the skills which they have practiced. Marks calculated out of 25 are to be given for the integration lessons.

Also, each student teacher will conduct two simulation lessons of minimum 30 minutes duration. Marks calculated out of 25 are to be given for simulation lessons.

P-108: Psychological Experiments

Credits: 1 **Hours: (30 Internal)** **Marks: 25**

Any 05 Activity of the following (each carry 05 Marks)

i) Experiment on Mental Fatigue

ii) Creativity Test: Administration & Interpretation.

iii) Personality test- any two: Administration & Interpretation.

iv) Emotional intelligence test: Administration & Interpretation.

v) Measuring intelligence Verbal.

vi) Measuring intelligence Non-Verbal.

P-109: School Engagement

Credits: 3 **Hours: (90 Internal)** **Marks: 75**

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

- **Dimensions and School Safety**

A. **Physical Dimensions: school Infrastructure**

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

B. **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.

C. **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

D. **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 behaviour.
   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 judgemental 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-207 (School Engagement) of the Semester II

SEMESTER II

PE 201: Learning and Teaching

Credits: 4 **Hours: (45 Theory + 30 Internal)** **Marks: 100 (70+30)**

Course Objectives-

- To enable teacher trainees to understand the nature and kinds of learning.
- To enable teacher trainees to understand the range of cognitive capacities among learners.
- To enable teacher trainees to deal with the forking in teaching
- To enable teacher trainees to understand theories of learning as conceptualized currently within psychology and cognitive science.
- To enable teacher trainees to realize the learning as construction of knowledge.
- To enable teacher trainees to realize Teaching as a Complex Activity
- To enable teacher trainees to realize the Modalities of Teaching and Instruction

Unit-I: Understanding Learner: Child and Adolescent

A. Nature of learning: learning as a process and learning as an outcome
B. Types of learning: factual, associations, conceptual, procedural, generalizations, principles and rules.
C. Factors influencing learning and teaching process; learner related; teacher related; process related and content related and learning curve.

Unit-II: Learning in 'Constructivist' Perspective

A. Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.
B. Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotky's ideas in teaching.
C. Understanding processes that facilitate 'construction of knowledge':
Experiential learning and reflection, Social mediation, Cognitive negotiability situated learning and cognitive apprenticeship, Meta-cognition.
D. New learning paradigm: Self regulated learning and cooperative learning

Unit-III: Theoretical Perspective on Learning

A. Thorndike Trial and Error
B. Learning by Conditioning: Pavlove, and Skinner,
C. Learning by Insight: Gestalt
D. Hierarchy of learning types and conditions: Gagne

Above theories in context with:

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: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner. (The focus is on building understanding of different psychological perspectives of learning and helping student teachers to learn to apply them in different learning situations).

Unit-IV: Teaching as a Complex Activity

A. Concept of Teaching:
    1. Meaning, Definition, components and types.
    2. Teaching Maxims
    3. Teaching Strategies
    4. Teaching Methods
    5. Teaching Techniques
    6. Teaching Skills
B. Basic Teaching Model (Glaser)
C. Teaching and communication

Unit-V: Modalities of Teaching and Instruction

A. Teacher controlled Instruction
    1. Concept and associated skills
    2. Lecture
    3. Demonstration
    4. Team Teaching
    5. Activity based
B. Learner Controlled Instruction
    1. Concept and associated skills

2. Self Learning
    - Programmed Instruction
    - Personalized System of Instruction
    - Computer Assisted Instruction
3. Project work

C. Group controlled Instruction
1. Concept and associated skills
2. Group Interactive sessions
3. Brain Storming
4. Cooperative learning
5. Group Projects

MODE OF TRANSACTION:

The course content transaction will include the following:

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

SESSIONAL WORK:

The assessment will be based on the tests and assignments:

***** Tests: best one out of two unit tests **(Marks 10)**

1. Assignment & Seminar on any one topic from the above units: Participation and Presentation **(Marks 10)**

2. Case Study: Exceptional Child **(Marks 10)**

References:

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- जगताप, ह., ना., शैक्षणिक मानसशास्त्र, पुणे: श्री विद्या प्रकाशन.
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PE 202: Knowledge and Curriculum (Part I)

Credits: 2 **Hours: (21 Theory + 18 Internal)** **Marks: 50 (35+15)**

Course Objectives-

- To understand epistemological and social bases of education
- To provide an understanding of Concept of Educational Sociology bases Education.
- To enable the Students to study Education in Sociological perspective.
- To understand the dimension of curriculum and process of making curriculum.

Unit-I: Epistemological and Social Base of Education

A. Concept of epistemology
B. Process of Education: It's natural or social process?
C. Aims of Education: As derived from the Constitutions of India.
D. Structures and forms of Knowledge.

E. Ways of acquiring Knowledge.

Unit-II: Evolving Knowledge Base in Education

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

Unit-III: Curriculum

A. Concept and need of curriculum
B. Determinants of curriculum construction
   - national priorities and ideology;
   - social-political-cultural-geographical-economic diversity;
   - International contexts.
   - Learner characteristics
C. Principles of curriculum construction
D. Curriculum, syllabus and the notion of the textbook

MODE OF TRANSACTION:

The course content transaction will include the following:

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

SESSIONAL WORK:

The assessment will be based on the tests and assignments:

***** Tests: best one out of two unit tests **(Marks: 5)**
***** Assignment on one of the following **(Marks: 10)**

1 Textbook analysis
2 Visit to DEO, BIET, DIET, Schools to find out the role of different personnel in curriculum development process.
3 Evaluation and preparation of a report of existing State, ICSE and CBSC curriculum at different level.

Reference:

1 Aggrawal, J. C., & Gupta, S. (2005). *Curriculum Development.* New Delhi: Shipra Publisher.
2 Alaxander, W. M., & Saylor, J. G. (1966). *Curriculum Planning for modern schools*. New York: Holt, Rinhart and Winston Inc.
3 Balrara, M. (1999). *Principles of Curriculum Renewal*. New Delhi: Kanishka Publishers.
4 Candra, A. (1977). *Curriculum Development and Evaluation in education.* New Delhi: Sterling Publishers.
5 Darji, D. R., & Lulla, B. P. (1967). *Curriculum development in secondary schools of Baroda.* Baroda: Sadhana Press.
6 Erickson, H.L.(2007) concept based curriculum and instruction for the thinking classroom California; corwin press
7 Hassrin, M. (2004). *Curriculum Planning for elementary education.* New Delhi: Anmol Publishers.
8 Herbert, J. W. & Geneva, D. H. (1990). International Encyclopedia of Education Evaluation. New York: Pergamon Press Oxford House.
9 Jenkins, D., & Shifrnan, D. M. (1976). *Curriculum an introduction.* London: Pitman Publishing House.
10 Jhompson, K., and White, J. C. (1975). *Curriculum development.* London: Pitman Publishing
11 Khan.M.I. and Nigam,B.K.(2007).Curriculum reform change and continuity. New Delhi; kanishka publication
12 Kumari, S., and Srivastava, D. S. (2005). *Curriculum and Instruction*. New Delhi: Shipra Publishers.
13 Macdonald, B., & Walker, R. (1976). Changing the Curriculum. Britain: Pitman Press.
14 Musgrave, P. W. (1974). *Contemporary studies in the Curriculum*. Australia: Angus and Roberston Publishers.
15 Nigam, B. K., & Khan, I. M. (1993). *Evaluation and research in Curriculum Construction*. New Delhi: Kaniska Publishers.

16 Ornsttein, A. C. & Hunkins, F.P. (1988). Curriculum foundations, Principles and issues New jersey prentice hall
17 Panday, M. (2007). Principles of Curriculum Development. New Delhi; Rajat publications
18 Rajput, J. S. (2004). *Encyclopedia of Indian Education*. New Delhi: NCERT.
19 Satyanarayan, P.V. (2004). *Curriculum development and management*. New Delhi: DPH.
20 Sharma, R. (2002). *Modern methods of Curriculum Organisation*. Jaipur: Book Enclave.
21 Sharma, S. R. (1999). *Issues in Curriculum Administration*. New Delhi: Pearl Publishing House.
22 Sockett, H. (1976). *Designing the Curriculum.* Britain: Pitman Press.
23 Srivastava, H. S. (2006). *Curriculum and methods of teaching*. New Delhi: Shipra Publishers.
24 Tata, H. (1962). *Curriculum development theory & practice*. New York: Harcourt, Brace & World Inc.
25 Yadav, Y.P. (2006). Fundamentals of Curriculum design. New Delhi; Shri Sai Printographers

CP 203: Pedagogy of School Subject One (PART I)

CP 203A: ENGLISH PART- I

Credits: 2 **Hours: (21 Theory + 18 Internal)** **Marks: 50 (35+15)**

Course Objectives-

The Student Teachers will be able to:

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

Unit-I: Introduction of English Education

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

Unit-II: Methods and Planning the Teaching of English

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

Unit-III: Evaluation And Subject Analysis

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

MODE OF TRANSACTION:
The course content transaction will include the following:

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

SESSIONAL WORK:
* Test**:** best one out of two unit tests **(Marks: 05)**
* Assignment**:** Any two of the following: **(Marks: 05+05)**

- Development of Power point based Lesson plan on different approaches

OR

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

AND

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

References:

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

CP 203B: MARATHI PART- I

Credits: 2 **Hours: (21 Theory + 18 Internal)** **Marks: 50 (35+15)**

Course Objectives-
The Student Teachers will be able to:

- Understand the importance of teaching Marathi in India
- Justify the place of Marathi language in school curriculum.

- Understand the aims and objectives of teaching Marathi language at Secondary and higher secondary stage.
- Be familiar with different methods and approaches of teaching Marathi
- Understand various skills of Marathi language.
- Select appropriate teaching strategy for teaching of Marathi language.
- Design effective evaluation strategy for evaluating various language competencies of Marathi language

Unit-I: Introduction of Marathi Education

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

Unit-II: Methods and Planning The Teaching Of Marathi

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

Unit-III: Evaluation and Subject Analysis

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

MODE OF TRANSACTION:

The course content transaction will include the following:

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

SESSIONAL WORK:

* Test**:** best one out of two unit tests **(Marks: 05)**
* Assignment**:** Any two of the following: **(Marks: 05+05)**

- Development of Power point based Lesson plan on different approaches

OR

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

AND

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

References::

आकोलकर पाटणकर. - मराठीचे अध्यापन

डांगे चंद्रकुमार. - मातृभाषेचे अध्यापन

साठे द. त्र्यं .- मराठी भाषेचे अध्यापन

पाटील लीला. - मातृभाषेचे अध्यापन

प्रा. कुंडले म. बा - मराठीचे अध्यापन

CP 203C: HINDI PART- I

Credits: 2 Hours: (21 Theory + 18 Internal) Marks: 50 (35+15)

Course Objectives-

The Student Teachers will be able to:

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

Unit-I: Introduction of Hindi Education

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

Unit-II: Methods and Planning the Teaching of Hindi

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

Unit-III: Evaluation and Subject Analysis

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

MODE OF TRANSACTION:

The course content transaction will include the following:

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

SESSIONAL WORK:

*** Test:** best one out of two unit tests **(Marks: 05)**

*** Assignment:** Any **two** of the following: **(Marks: 05+05)**

- Development of Power point based Lesson plan on different approaches

OR

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

AND

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

References:

जीत योगेंद्र .- हिंदी भाषा शिक्षण

मुखर्जी श्रीधरनाथ - राष्ट्रभाषा .

त्रिपाठी, करुणापती - भाषा शिक्षण

सिंग, सावित्री - हिंदी शिक्षण

सिंग, सावित्री - राष्ट्रभाषा का अध्ययन (महाराष्ट्र सभा पुणे)

CP 203D: URDU PART- I

Credits: 2 **Hours: (21 Theory + 18 Internal)** **Marks: 50 (35+15)**

Course Objectives-

The Student Teachers will be able to:

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

Unit-I: Introduction of Urdu Education

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

Unit-II: Methods and Planning the Teaching Of Urdu

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

Unit-III: Evaluation and Subject Analysis

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

MODE OF TRANSACTION:

The course content transaction will include the following:

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

SESSIONAL WORK:

* Test**:** best one out of two unit tests **(Marks: 05)**
* Assignment**:** Any two of the following: **(Marks: 05+05)**
  - Development of Power point based Lesson plan on different approaches

OR

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

AND

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

References:

- Abdul Gaffar madholi Urdu Sikhane Ka Jamia Tareqa.
- Ahmand Hussain.Tadreese Urdu
- Ahsam Siddiqui.Fune Taleem.
- Dr. Jameel Urdu Adab Ki Tareekh.
- Dr.Mohd. Ikram Khan, Mashqui Tadvees Kyon Our Kaise- Maktabe Jamia Malia, Delhi.
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CP 203E: BIOLOGICAL SCIENCE PART- I

Credits: 2 **Hours: (21 Theory + 18 Internal)** **Marks: 50 (35+15)**

Course Objectives-

Student teacher will be able to:

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

Unit – I: Biological Science Curriculum

A. Place and importance of the subject Biological sciences in school curriculum.

B. Aims and objectives of teaching Biological sciences as given in the Maharashtra state board of secondary and higher secondary education syllabus.

C. Class-room objectives and their specifications of teaching the Biological sciences.

D. Bloom's taxonomy of educational objectives, learning experiences for achieving specified behavioral outcomes.

E. Globalization and Biological sciences; Professions in the area of biological sciences.

F. Contribution of eminent scientists in the development of the Biological sciences Darwin, Mendel, Louis Pasteur, Hargovind Khurana, andJ. C. Bose.

Unit – II: Pedagogy of Biological Science Teaching

A. Concepts of Approaches Strategies and Techniques:

- Inductive-Deductive
- Constructivist Approach

B. Various methods of teaching of Biological sciences:

1) Laboratory; 2) Heuristic; 3) Project;

4) Analytical and Synthetic 5) Problem solving.

C. Strategies:

1) Giving examples accompanied by a reason, comparing and contrasting, giving counter examples, discovering or exploring various options for solving the problems, formulation of

conjecture and generalizations through several illustrations home assignment, self study, supervised study**.**

2) Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing achiever.

Unit – III: Curriculum Transaction

A. Teaching of Biological Sciences: Concept and Principle

B. Preparation of Year plan, unit plan and lesson plan

C. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Secondary Board for biological science.

MODE OF TRANSACTION:

The course content transaction will include the following:

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

SESSIONAL WORK:

* Test**:** best one out of two unit tests **(Marks: 05)**
* Assignment**:** Any two of the following: **(Marks: 05+05)**

- Development of Power point based Lesson plan on different approaches

OR

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

AND

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

References:

- Agrwal D.D.: Modern Methods of Teaching Biology, New Delhi: Sorup and Sons, 2002
- Amin, J. A. (2011). Training science teachers through activities; towards constructivism. USA: Lap –lambert publishing house.
- Bhatt. Puran Chand: Science process skills in teaching and learning, New Delhi: Commonwealth publication,
- Chunavala, S. (2006). Science Education: A Trend Report. In NCERT (Eds.), *Sixth Survey of Educational Research (1993-2000)*. New Delhi: NCERT. http://www.exploratorium.edu/ifi/resources/researches/constructivism.html
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- Saundars, H.N. (1967). The Teaching of General Science in Tropical Secondary School.London: Oxford University Press

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- Sharma R. C.: Modern Science Teaching, Delhi: Dhanpat Rai and Sons, 1995.
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- Yadav K. :Teaching of Life Science, New Delhi: Anmol Publications.
- Yadav Seema and Singh A.K.: Teaching of Life Science, New Delhi: Dominant Publications.
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- कदम. चा., बोंदार्डे कै. मु.: शास्त्र आशययुक्त अध्यापन पद्धती,पुणे: नूतन प्रकशन.
- गद्रे, ज. रा. :शास्त्रचे अध्यापन
- सोहनी मो. प्र. : शास्त्र कसे शिकवावे
- अनारसे, दिघे, पाटणकर: शास्त्रचे अध्यापन
- हकीम प्रभाकर:शास्त्र अध्यापन

CP 203F: MATHEMATICS PART- I

Credits: 2 Hours: (21 Theory + 18 Internal) Marks: 50 (35+15)

Course Objectives-

Student teacher will be able to:

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

Unit–I: Mathematics Curriculum

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

Unit–II: Pedagogy of Mathematics Teaching

A. Concepts of Approaches Strategies and Techniques:

- Inductive-Deductive
- Constructivist Approach

B. Various methods of teaching of Mathematics:

1) Laboratory; 2) Heuristic; 3) Project;

4) Analytical and Synthetic 5) Problem Solving.

C. Strategies:

a) Giving examples accompanied by a reason, comparing and contrasting, giving counter examples, problem posing and solving, discovering or exploring various options for solving the problems, formulation of conjecture and generalizations through several illustrations oral work, written work, drill work, home assignment, self study, supervised study.

b) Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing achiever.

Unit–III: Curriculum Transaction

A. Teaching of Mathematic: Concept and principle and vedic maths

B. Preparation of Year plan, unit plan and lesson plan

C. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Secondary Board for Mathematics.

MODE OF TRANSACTION:

The course content transaction will include the following:

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

SESSIONAL WORK:

* Test**:** best one out of two unit tests **(Marks: 05)**
* Assignment**:** Any two of the following: **(Marks: 05+05)**

- Development of Power point based Lesson plan on different approaches

OR

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

AND

1. Students will visit the school organize a mathematics exhibition and poster presentation of scientific concepts.
2. Students will visit the school and identify various components in mathematics laboratory and other related activities.
3. Preparation of Teaching aids: Preparation of low cost and no cost learning teaching aids on any topic.
4. Identification of problems and conduct action research.

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CP 203G: COMMERCE PART- I

Credits: 2 **Hours: (21 Theory + 18 Internal)** **Marks: 50 (35+15)**

Course Objectives-

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

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

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

Unit-II: Methods and Planning the Teaching Of Commerce

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

Unit-III: Evaluation and Subject Analysis

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

MODE OF TRANSACTION:

The course content transaction will include the following:

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

SESSIONAL WORK:

* Test**:** best one out of two unit tests **(Marks: 05)**
* Assignment**:** Any two of the following: **(Marks: 05+05)**

- Development of Power point based Lesson plan on different approaches

OR

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

AND

- Development of appropriate teaching learning materials for teaching different contents .
- Assignments and their presentation on prescribed topics.
- Constructing objective based test items of different types.
- Prepare a list of activities to be undertaken in commerce club
- Create a commerce club in higher secondary and implement some activities under it.
- Preparation of Blue Print and Question Paper in commerce subject.
- Organise some commercial activities in schools or in your department and prepare a report on the same

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- गोयल एम. एल. - वाणिज्य शिक्षण, रोहतक: संदीप प्रकाशन
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CP 204: Pedagogy of School Subject Two (Part I)

CP 204 A: PHYSICAL SCIENCE PART- I

Credits: 2 **Hours: (21 Theory + 18 Internal)** **Marks: 50 (35+15)**

Course Objectives-

Student teacher will be able to:

- Understand the Place and importance of Physical Sciences in teaching and curriculum.

- Understand the concepts and principles of Physical Sciences and select appropriate methods to teach Physical Sciences.
- Understand the concepts Approaches Strategies and Techniques.
- Understand the planning of teaching Physical Sciences.

Unit–I: Physical Science Curriculum

A. Place and importance of the subject Physical Science in school curriculum.

B. Aims and objectives of teaching Sciences as given in the Maharashtra state board of secondary and higher secondary education syllabus.

C. Class-room objectives and their specifications of teaching the Physical sciences.

D. Bloom's taxonomy of educational objectives, learning experiences for achieving specified behavioral outcomes.

E. Globalization and Physical sciences; Professions in the area of Physical science.

F. Contribution of eminent scientists in the development of the Physical Science Archemedes, Gallilio, Newton, Raman, and Homi Bhabha. Boyle, Rutherford, Mendelief, Madam Qurie, Prafulchandra Ray.

Unit–II: Pedagogy of Physical Science Teaching

A. Concepts of Approaches Strategies and Techniques:

- Inductive-Deductive
- Constructivist Approach

B. Various methods of teaching of Physical Science sciences:

1) Laboratory 2) Heuristic 3) Project

4) Analytical and Synthetic 5) Problem solving.

C. Strategies:

- Giving examples accompanied by a reason, comparing and contrasting, giving counter examples, discovering or exploring various options for solving the problems, formulation of conjecture and generalizations through several illustrations home assignment, self study, supervised study**.**
- Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing achiever.

Unit–III: Curriculum Transaction

A. Teaching of Physical Science: Concept and Principle

B. Preparation of Year plan, unit plan and lesson plan

C. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Secondary Board for Physical Sciences.

MODE OF TRANSACTION:

The course content transaction will include the following:

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

SESSIONAL WORK:

***** Test**:** best one out of two unit tests **(Marks: 05)**

***** Assignment: Any two of the following: **(Marks: 05+05)**

- Development of Power point based Lesson plan on different approaches

OR

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

AND

- Development of appropriate teaching learning materials for teaching different contents.
- Collection of source materials
- Assignments and their presentation on prescribed topics.

- Constructing objective based test items of different types.

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CP 204 B: ECONOMICS PART- I

Credits: 2 **Hours: (21 Theory + 18 Internal)** **Marks: 50 (35+15)**

Course Objectives-

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

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

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

Unit-II: Methods and Planning The Teaching of Economics

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

Unit-III: Evaluation and Subject Analysis

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

MODE OF TRANSACTION:

The course content transaction will include the following:

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

SESSIONAL WORK:

* Test: best one out of two unit tests **(Marks: 05)**
* Assignment: Any two of the following: **(Marks: 05+05)**

- Development of Power point based Lesson plan on different approaches

OR

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

AND

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

References:

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CP 204 C: GEOGRAPHY PART- I

Credits: 2 **Hours: (21 Theory + 18 Internal)** **Marks: 50 (35+15)**

Course Objectives-

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

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

A. Meaning, Nature and Importance of Geography as a subject
B. Scope of Geography in School curriculum

C. Objectives of teaching Geography at secondary stage.
D. Correlation - Concept, Importance
E. Correlation of Geography subject with other school subjects.

Unit-II: Methods and Planning The Teaching of Geography

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

Unit-III: Evaluation and Subject Analysis

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

MODE OF TRANSACTION:

The course content transaction will include the following:

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

SESSIONAL WORK:

* Test**:** best one out of two unit tests **(Marks: 05)**
* Assignment**:** Any two of the following: **(Marks: 05+05)**

- Development of Power point based Lesson plan on different approaches

OR

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

AND

- Students will analyze Geography text books of different boards like Maharashtra state board and CBSE boards.
- Students will analyze the content organization in the Geography curriculum.
- Students will do the content analysis and write the general and specific objectives for different contents.
- Students will prepare lesson plans using different approaches and methods of teaching.
- Students will prepare plans for Geography laboratory, field trips and other activities.

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- मिश्रा आत्मानंद - भूगोल शिक्षण पद्धती.

CP 204 D: HISTORY PART- I

Credits: 2 **Hours: (21 Theory + 18 Internal)** **Marks: 50 (35+15)**

Course Objectives-

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

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

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

Unit-II: Methods and Planning the Teaching of History

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

Unit-III: Evaluation and Subject Analysis

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

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.

- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favourable and suitable mode.

SESSIONAL WORK:

* Test**:** best one out of two unit tests **(Marks: 05)**
* Assignment**:** Any two of the following: **(Marks: 05+05)**

- Development of Power point based Lesson plan on different approaches

OR

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

AND

- Students will analyze History text books of different boards like Maharashtra state board and CBSE boards.
- Students will analyze the content organization in the History curriculum.
- Students will do the content analysis and write the general and specific objectives for different contents.
- Students will prepare lesson plans using different approaches and methods of teaching.
- Students will prepare plans for History field trips and other activities.

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- बेदरकर कृ. द.- इतिहासाचे अध्यापनाच्या दिशा पुणे: निळकंठ प्रकाशन
- घाटे वि.द.- इतिहास शास्त्र आणि कला
- तिवारी सिं. ह. (१९८७)- इतिहासाचे अध्यापन, पुणे: नूतन प्रकाशन
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- ठिगळे एस. एस. (१९७१) - इतिहास कसा शिकावा व कसा शिकवावा;अहमदनगर:सुहास प्रकाशन

CP 205: Assessment for Learning

Credits: 4 **Hours: (45 Theory + 30 Internal)** **Marks: 100 (70+30)**

Course Objective-

- To acquaint the student teacher with basic scientific notions and practices in educational assessment.
- To enable the student teacher with different types of assessment and their methods and tools.
- To enable the student teacher to interpret the result of educational assessment and for keeping records of students and institution.
- To acquaint the student teacher with current issues of assessment in education system.
- To enable the student teacher to tabulate and interpret from the raw score using statistical technique

Unit–I: Educational Measurement, Assessment and Evaluation

A. Meaning of Measurement, Assessment and Evaluation in Education

B. Relation between Measurement, Assessment and Evaluation

C. Steps of evaluation process
D. Characteristics of the evaluation - comprehensive and continuous
E. Uses of evaluation
F. Educational Objectives, Learning outcomes as behavioural changes
G. Relationship between educational objectives, learning experiences and evaluation
H. Measurable and non-measurable learning outcomes.
I. Major techniques of evaluation
J. Test as an instrument of evaluation
K. Reporting evaluation results

Unit–II: Characteristics of Instruments of Evaluation

A. Types of Assessment- i) Diagnostic assessment ii) Formative assessment and its methods. iii) Summative assessment and its methods.

B. Norm referenced Assessment and Criterion referenced Assessment.

C. Qualities of a test- reliability, validity, objectivity, Norms, discriminating power and usability of a test, Characteristics of a good test

D. The new diverse methods and tools of assessing an array of learning/ performance outcomes of diverse learners.

Unit–III: Elementary Statistics in Educational Evaluation I

A. Data score and scale of measurement

B. Tabulation of data, graphical representation of scores, histogram, frequency polygon pie diagram and Ogive.

C. Measures of central tendency- mean, median and mode (Computation is expected), Measures of variability- range, quartile deviation and standard deviation. (Computation is not expected)

D. Percentile and percentile ranks. (Computation is expected)

Unit–IV: Elementary Statistics in Educational Evaluation II

A. Normal probability curve – its properties and uses, skewness, kurtosis, its educational implications. (Computation is not expected)

B. Standard scores- Z-score, T-scores. (Computation is expected)

C. Correlation- meaning, Types of correlation, coefficient of correlation rank and its educational importance, Rank difference method for measuring coefficient of correlation and interpretation. (Computation is expected)

Unit–V: Teacher Made Achievement Tests

A. Essay and Objective type tests
B. Improving essay type questions
C. Different types of objective tests, their characteristics, advantages and disadvantages.
D. Relating test items and specific behavioural objectives
E. Preparation of blue print
F. Paper pencil tests, Oral tests, and Performance tests
G. Achievement tests: standardized and teacher made tests

MODE OF TRANSACTION:

The course content transaction will include the following:

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

SESSIONAL WORK:

The assessment will be based on the test and assignment

***** Test**:** best one out of two unit tests (**Marks: 10)**

***** Assignment & Seminar on any one topic from the above units: Participation and Presentation **(Marks: 10)**

- Any one of the following **(Marks: 10)**
  - Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives
  - Framing measurable and non-measurable learning outcomes

- Determining the objectivity given an answer key
- Determining the objectivity of a tool
- Finding out the content validity of the given question paper
- Designing Rating scale, Questionnaire, Interview Schedule in a given a topic.
- Prepare pie graphs and use statistics for analysis of test result

References:

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EPC206: Drama and Art in Education

Credits: 2 **Hours: (60 Internal)** **Marks: 50**

Background:

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

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

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

Course Objectives-

The students will:

- Be oriented towards basic concept of Music, Drama, Fine Arts, Dance and other literary activities such as Elocution, Debate, Quiz etc.

- Develop understanding of local art forms, Music, Plays.
- Develop ability to organize various programs of music, drama and other literary activities like Quiz, Essay Writing, and Debate.
- Enhance the aesthetic sense by means of these activities.
- Appreciate performance done by others and give proper feedback.
- Understand the need of Music, Drama and other creative, co-scholastic activities in individual and social life.

Orientation Sessions:

Unit-I:

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

Unit-II:

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

Unit-III:

- Introduction of Literary Activities
- Its types & styles

Activities

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

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

Evaluation:

The students will be evaluated on the basis of

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

Transactional strategies:

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

References:

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- SangeetVisharad by Vasant, HathrasPrakashan
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- The Best of Premchandra: A Collection of 50 Best Short Stories, Cosmo Publication, 1997.
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P-207: School Engagement

Credits: 1 Hour**: (30 Internal)** **Marks: 25**

Student teachers will visit practise teaching school. Observe the school system and prepare the report on the task and assignment of the same accordingly.
Marks calculated out of 25 are to be given for the report and the observations there in.
And will continue as mentioned in P-109 of Semester I

P-208: Internship

Credits: 3 **Hours: (90 Internal)** **Marks: 75**

The detailed activities under total Internship Programme (Semester II+III+IV having 18 credits) to be completed in three semesters (16 weeks) of weightage 500 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**.**

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

a. To develop and conduct lesson plans for any two school subjects under the guidance of the experienced school teachers/teacher educators.
b. To develop a plan of evaluation for the unit taught.
c. To know how the various types of records are prepared and maintained in the school.
d. To organize co-curricular and extracurricular activities in the school.
e. To observe, give feedback and reflect on the lessons given by peers.
f. To get a feel of total experience of teaching in the school.

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

(a) Lessons (Minimum 20 Lessons of each pedagogy subject) 160 Marks (40 lessons x 4 marks)

All though during Internship the student teacher has to work as a full time teacher S/he shall have to complete at least 20 lessons of each pedagogical subject. S/he shall select units from the school subject in consultation with the school teacher and faculty. S/He will prepare the lesson plan for those units. S/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: 40 Marks (4 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 4 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: 40 Marks (20x2 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 10 lessons of each pedagogy, reflect and give feedback to her/his peers on the lessons conducted. (20 lessons)

(f) Other School Activities/Programmes 60 Marks (20 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.

- 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-305 of Semester III

P-209: Workshop on Teaching Aid

Credits: 1 **Hours: (30 Internal)** **Marks: 25**

The institution shall arrange the workshop on teaching Aid to enable student teacher to prepare requisite teaching aid.

P-210: SUPW /Work Experience

Credits: 1 **Hours: (30 Internal)** **Marks: 25**

The activity of work-experience /SUPW will be related to school level syllabus prescribed by secondary school board (only one activity). Marks will be allotted after submission of record of the activity.

SEMESTER III

PE 301: Gender, School and Society

Credits: 2 **Hours: (21 Theory + 18 Internal)** **Marks: 50 (35+15)**

Course Objectives-

- To enable student teachers Develop basic understanding and familiarity with key concepts– gender, gender bias, gender stereotype, gender parity, equity and equality.
- To enable student teachers Learn about gender issues in educational contexts; curriculum, textual materials across disciplines, pedagogical process and its intersection with class, caste, religion, and region.
- To enable student teachers the gender discrimination in the construction and dissemination of knowledge
- To enable student teachers gain a critical perspective on the ways in which education

maintains and legitimates gender relations in society and

- To explore the complex relationship of gender and education and understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

Unit- I: Gender Issues: Key Concepts

A. In this Unit the students will develop an understanding of some key concepts and terms and relate them with their context in understanding the power relations

- Gender, Sex, Sexuality, Patriarchy, Masculinity, and Feminism/s: liberal, socialist, and radical
- Gender bias, Gender stereotyping, Gender parity
- Gender hierarchy
- Teacher as an agent of change
- Women's movement

Unit-II: Learning of Gender Roles

A. Meaning of socialization.
B. Learning of gender roles in cross-cultural perspectives.
C. Formation of Gender Identities and Socialization Practices in:
   - Family
   - Schools
   - Other formal and informal organization.

Unit-III: Gender and Education

A. Schooling of Girls
   - Issues of equity, inequalities and resistances (issues of access, retention and exclusion in relation to caste, tribe, religion and region, disability).
B. Instrumentalist approach to women education- Application in the Indian Context Gender and Subject choices.
C. Rashtrasant Tukadoji Maharaj's: Educational thoughts, Life education, Upliftment of women, Social change, and Gramonnati (rural development).

MODE OF TRANSACTION:

- Teachers should incorporate discussions, projects, documentaries, movies and fields based projects
- Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be used
- Dialogue and discussions has to be the key for the transaction of this course
- Individual and group presentations of issues and concerns raised in assignments

SESSIONAL WORK: **Marks: 15 (05+10)**
***** Test: Best one out of two unit tests **(Marks: 05)**
* Assignment**:** Assignment on any two of the following **(Marks: 10)**

- Preparation of project on key concepts and relating it with the social context of the pupil teacher.
- Analysis of textual and non-textual materials (films and television, advertisements, children's literature) from the perspective of gender bias and stereotype.
- Analysis of print/video clippings on portrayal of masculinity and femininity.
- Writing a reflective paper on learning of gender roles in family and in school
- Project on analyzing the institution of the family with reference to sexual division of labour and resources.
- Debates and discussions on violation of rights of girls and women and trans-genders.
- Collection of folklores reflecting socialization processes and gender biases.
- Organising debates on equity and equality in terms of educational opportunities available to girls and boys in terms of their social class, caste, religion, ethnicity, disability, and region.
- Critical analysis of educational policies/dominant narratives for instrumentalist approach to women education with special reference to India.
- Analysis of one textbook of any educational board (including private publishers) from the perspective of gender bias and stereotypes.

References:

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CP 302: Pedagogy of School Subject One (Part II)
CP 302 A: ENGLISH PART-II

Credits: 2 Hours: (21 Theory + 18 Internal) Marks: 50 (35+15)

Course Objectives-

The Student Teachers will be able to:

- Understand the learning resources in English language at Secondary and higher secondary stage.
- Know the language skills and activities for developing the language skills..
- Understand the linguistic system in English.
- To make familiar with the role of English teacher & importance of professional growth in teaching of English.
- Understand the different areas and agencies for professional development.

Unit-IV: Learning Resources

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

Unit-V: Language Skills

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

Unit-VI: Language Teacher

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

MODE OF TRANSACTION:

The course content transaction will include the following:

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

SESSIONAL WORK:

***** Test**:** best one out of two unit tests **(Marks: 05)**
***** Assignment**:** Any two (not covered earlier in Part I) of the following: **(Marks: 05+05)**

- Development of Power point based Lesson plan on different approaches

OR

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

AND

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

References:

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- Structural Approach to Teaching of English - B.D. Shrivastav
- Teaching of English - A Modern Approach, Bose F.L
- Teaching of English - G.L. Gadre
- Teaching of English - P.K. Gupta, Anil Gandhi, and S.S. Bhatnagar
- Teaching of English as second Language - Allen H.B.
- The essentials of English Teaching - R.K. Jain
- The technique of Language teaching, Bose F.L

CP 302 B: MARATHI PART-II

Credits: 2 Hours: (21 Theory + 18 Internal) Marks: 50 (35+15)

Course Objectives-

The Student Teachers will be able to:

- Understand the learning resources in Marathi language at Secondary and higher secondary stage.
- Understand linguistic behaviour and system in Marathi language teaching.
- Understand the importance and concept of study skills of Marathi language.
- Understand Marathi language as a discipline.

- Understand the role of Marathi teacher in teaching of Marathi.
- Understand the different areas and agencies for professional development.
- Design effective evaluation strategy for evaluating various language competencies of Marathi language

Unit-IV: Learning Resources

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

Unit-V: Language Skills

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

Unit-VI: Language Teacher

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

MODE OF TRANSACTION:

The course content transaction will include the following:

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

SESSIONAL WORK:

***** Test**:** best one out of two unit tests **(Marks: 05)**

***** Assignment**:** Any two (not covered earlier in Part I) of the following: **(Marks: 05+05)**

- Development of Power point based Lesson plan on different approaches

OR

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

AND

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

References:

- आकोलकर पाटणकर. - मराठीचे अध्यापन
- डांगे चंद्रकुमार. - मातृभाषेचे अध्यापन
- साठे द. त्र्यं .- मराठी भाषेचे अध्यापन
- पाटील लीला. - मातृभाषेचे अध्यापन
- प्रा. कुंडले म. बा - मराठीचे अध्यापन

CP 302 C: HINDI PART-II

Credits: 2 Hours: (21 Theory + 18 Internal) Marks: 50 (35+15)

Objective-

The Student Teachers will be able to:

- Understand the learning resources in Hindi language at Secondary and higher secondary stage.
- Understand linguistic behaviour and system in Hindi language teaching.
- Understand the importance and concept of study skills of Hindi language.
- Understand Hindi language as a discipline.
- Understand the role of Hindi teacher in teaching of Hindi.
- Understand the different areas and agencies for professional development.

Unit-IV: Learning Resources

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

Unit-V: Language Skills

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

Unit-VI: Language Teacher

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

MODE OF TRANSACTION:

The course content transaction will include the following:

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

SESSIONAL WORK:

***** Test: best one out of two unit tests **(Marks: 05)**

***** Assignment: Any two (not covered earlier in Part I) of the following: **(Marks: 05+05)**

- Development of Power point based Lesson plan on different approaches

OR

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

AND

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

References:

- जीत योगेंद्र .- हिंदी भाषा शिक्षण
- मुखर्जी श्रीधरनाथ - राष्ट्रभाषा .
- त्रिपाठी, करुणापती - भाषा शिक्षण
- सिंग, सावित्री - हिंदी शिक्षण
- सिंग, सावित्री - राष्ट्रभाषा का अध्ययन (महाराष्ट्र सभा पुणे)

CP 302 D: URDU PART-II

Credits: 2 **Hours: (21 Theory + 18 Internal)** **Marks: 50 (35+15)**

Course Objectives-

The Student Teachers will be able to:

- Understand the learning resources in Urdu language at Secondary and higher secondary stage.
- Understand linguistic behaviour and system in Urdu language teaching.
- Understand the importance and concept of study skills of Urdu language.
- Understand Urdu language as a discipline.
- Understand the role of Urdu teacher in teaching of Urdu.
- Understand the different areas and agencies for professional development.

Unit-IV: Learning Resources

A. Concept, need and importance of learning resources
B. Traditional learning resources; their merits and demerits (Handbook, Workbooks)

C. Technological based learning resources; their merits and demerits.
D. Aspects of Linguistic Behaviour: Language as a rule-governed behavior and linguistic variability; Pronunciation—linguistic diversity, its impact on Urdu, pedagogical implication.

Unit-V: Language Skills

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

Unit-VI: Language Teacher

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

MODE OF TRANSACTION:

The course content transaction will include the following:

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

SESSIONAL WORK:

***** Test: best one out of two unit tests **(Marks: 05)**

***** Assignment: Any two (not covered earlier in Part I**)** of the following: **(Marks: 05+05)**

- Development of Power point based Lesson plan on different approaches

OR

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

AND

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

References:

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

CP 302 E: BIOLOGICAL SCIENCE PART-II

Credits: 2 **Hours: (21 Theory + 18 Internal)** **Marks: 50 (35+15)**

OBJECTIVES-

Student teacher will be able to:

- Understand the need and importance of co curricular activities in Biological Sciences.
- Understand the basic element of Text Book of Biological Sciences.
- Understand the Qualities and professional growth of Biological science Teacher.

- Understand the application of appropriate evaluation techniques in Biological Science.
- Understand continuous comprehensive evaluation techniques in Biological Science.

Unit–IV: Co-curricular activities and Teaching Aids

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

Unit-V: Text Book and Biological Science Teacher

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

Unit-VI: Assessment of Learner

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

MODE OF TRANSACTION:

The course content transaction will include the following:

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

SESSIONAL WORK:

***** Test: best one out of two unit tests **(Marks: 05)**

***** Assignment: Any two (not covered earlier in Part I) of the following: **(Marks: 05+05)**

- Development of Power point based Lesson plan on different approaches

OR

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

AND

1. Construction of a teacher made test on Biological science: Preparation of blue print on prescribed text and development of test items in conformity with blue print.
2. Construction of diagnostic test on Biological science.
3. Students will visit the school organize a science exhibition and poster presentation of scientific concepts.
4. Students will visit the school and identify various components in science laboratory and other related activities.
5. Preparation of Teaching aids: Preparation of low cost and no cost learning teaching aids on any topic.
6. Identification of problems and conduct action research.

References:

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- सोहनी मो. प्र. : शास्त्र कसे शिकवावे
- अनारसे, दिघे, पाटणकर: शास्त्रचे अध्यापन

CP 302 F: MATHEMATICS PART-II

Credits: 2 Hours: (21 Theory + 18 Internal) Marks: 50 (35+15)

Course Objectives-

Student teacher will be able to:

- Understand the need and importance of co curricular activities in Mathematics.
- Understand the basic element of Text Book of Mathematics.
- Understand the Qualities and professional growth of Mathematics Teacher.
- Understand the application of appropriate evaluation techniques in Mathematics.
- Understand continuous comprehensive evaluation techniques in Mathematics.

Unit-IV: Co-curricular activities and Teaching Aids

A. Co-curricular activities in Mathematics: its need, importance and organization –

i) Field trip, ii) Science club, iii) Science museums, iv) Science fair.

B. Mathematics laboratory: need, importance, organization, essential equipment.

C. Teaching aids: concept, importance and use of blackboard, charts, models, slides, film strips, OHP, TV, LCD -projector.

Unit-V: Text Book and Mathematics Teacher

A. Criteria of a good text – book, critical study of the text-book of Mathematics.

B. Need and contents of teacher's – hand book, students work-book in Mathematics

C. Mathematics Teacher: essential good qualities, professional growth, and Mathematics teachers association.

D. Position paper on "Teaching of Mathematics" by NCERT (2006)

Unit-VI: Assessment of learner

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

MODE OF TRANSACTION:

The course content transaction will include the following:

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

SESSIONAL WORK:

***** Test: best one out of two unit tests **(Marks: 05)**

***** Assignment: Any two (not covered earlier in Part I) of the following: **(Marks: 05+05)**

- Development of Power point based Lesson plan on different approaches

OR

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

AND

1. Construction of a teacher made test on Mathematics: Preparation of blue print on prescribed text and development of test items in conformity with blue print.
2. Students will visit the school organize a mathematics exhibition and poster presentation on mathematical concepts.
3. Students will visit the school and identify various components in Mathematics laboratory and other related activities.
4. Preparation of Teaching aids: Preparation of low cost and no cost learning teaching aids on any topic.
5. Identification of problems and conduct action research.
6. Construction of diagnostic test on Mathematics.

References:

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- जगताप ह. ना.(१९९१). गणित अध्यापन पद्धती, पुणे: नूतन प्रकाशन.

CP 302 G: COMMERCE PART-II

Credits: 2 **Hours: (21 Theory + 18 Internal)** **Marks: 50 (35+15)**

Course Objectives-

Student teacher will be able to:

- To understand the Co-curricular activities in commerce
- To understand the Teaching aids in commerce
- To understand the need and importance of text book in commerce
- To understand the community resources of text book in commerce
- To understand the learning resources in teaching of commerce
- To understand the role and qualities of commerce teacher

Unit–IV: Co-curricular activities and Teaching Aids

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

Unit -V: Learning Resources

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

E. Commerce teachers association.

Unit-VI: Commerce Teacher

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

MODE OF TRANSACTION:

The course content transaction will include the following:

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

SESSIONAL WORK:

***** Test: best one out of two unit tests **(Marks: 05)**
***** Assignment: Any two (not covered earlier in Part I) of the following: **(Marks: 05+05)**

- Development of Power point based Lesson plan on different approaches

OR

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

AND

1. Critical Analysis of Text Book.
2. Visit school and conduct various co-curricular activities and prepare a report on it.
3. Organise a field trip for commerce teacher in consultation with school teacher
4. Prepare a list of activities to be undertaken in commerce club
5. Create a commerce club in school and implement some activities under it.
6. Preparation of Blue Print and Question Paper in commerce subject.
7. Organise some commercial activities in schools or in your department and prepare a report on the same

References:

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- गोयल एम. एल. - वाणिज्य शिक्षण, रोहतक: संदीप प्रकाशन
- सिंह राजपाल - वाणिज्य शिक्षण, आग्रा: विनोद पुस्तक मंदिर

CP 303: Pedagogy of School Subject Two (Part II)

CP 303 A: PHYSICAL SCIENCE PART-II

Credits: 2 Hours: (21 Theory + 18 Internal) Marks: 50 (35+15)

Course Objectives-

Student teacher will be able to:

- Understand the need and importance of co curricular activities in Physical Sciences.
- Understand the basic element of Text Book of Physical Sciences.
- Understand the Qualities and professional growth of Physical Sciences Teacher.
- Understand the application of appropriate evaluation techniques in Physical Sciences.
- Understand continuous comprehensive evaluation techniques in Physical Sciences.

Unit–IV: Co-curricular activities and Teaching Aids

A. Co-curricular activities in Physical sciences: its need, importance and organization –

ii) Field trip, ii) Science club, iii) Science museums, iv) Science fair.

B. Physical sciences laboratory: need, importance, organization, essential equipment.

C. Teaching aids: concept, importance and use of blackboard, charts, models, slides, film strips, OHP, TV, LCD -projector.

Unit-V: **Text Book and Physical Science Teacher**

A. Criteria of a good text – book, critical study of the text-book of Physical science

B. Need and contents of teacher's – hand book, students work-book in Physical sciences

C. Physical science Teacher: essential good qualities, professional growth, and Physical science teachers association.

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

Unit-VI: Assessment of learner

A. Purpose of Physical Science evaluation. Assessment based Evaluation in Physical Science.

B. Construction of a unit-test along with blue print.

C. Preparation and use of other tools of evaluation in Physical sciences.

D. Diagnostic and remedial teaching in Physical sciences

E. CCE, its procedure, assessment formats (FA, SA) and practices for Physical Science learning in schools.

F. CCE based reporting (scholastic and co-scholastic) and role of the Physical Science teacher in developing linkages amongst child, school, Physical Science curriculum and community. Concept of PSA (Problem Solving ability) and OTBA (open Text based assessment)

MODE OF TRANSACTION:

The course content transaction will include the following:

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

SESSIONAL WORK:

***** Test: best one out of two unit tests **(Marks: 05)**

***** Assignment: Any two (not covered earlier in Part I) of the following: **(Marks: 05+05)**

- Development of Power point based Lesson plan on different approaches

OR

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

AND

1. Construction of a teacher made test on Physical science: Preparation of blue print on prescribed text and development of test items in conformity with blue print.
2. Students will visit the school organize a science exhibition and poster presentation of scientific concepts.
3. Students will visit the school and identify various components in science laboratory and other related activities.
4. Preparation of Teaching aids: Preparation of low cost and no cost learning teaching aids on any topic.
5. Identification of problems and conduct action research.
6. Construction of diagnostic test on Physical science.

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- अनारसे, दिघे, पाटणकर: शास्त्रचे अध्यापन

CP 303 B: ECONOMICS PART-II

Credits: 2 **Hours: (21 Theory + 18 Internal)** **Marks: 50 (35+15)**

Course Objectives-

Student teacher will be able to:

- To understand the Co-curricular activities in Economics
- To understand the Teaching aids in Economics
- To understand the need and importance of text book in Economics

- To understand the community resources of text book in Economics
- To understand the learning resources in teaching of Economics
- To understand the role and qualities of Economics teacher

Unit–IV: Co-curricular activities and Teaching Aids

D. Co-curricular activities in Economics: its need, importance and organization –
E. Field Trip: Importance , procedure & Role of Teacher
F. Teaching aids: concept, importance and use of blackboard, charts, models, slides, film strips, OHP, TV, LCD -projector.

Unit-V: LEARNING RESOURCES

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

UNIT-VI: ECONOMICS TEACHER

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

MODE OF TRANSACTION:

The course content transaction will include the following:

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

SESSIONAL WORK:

* Test: best one out of two unit tests **(Marks: 05)**
* Assignment: Any two (not covered earlier in Part I) of the following: **(Marks: 05+05)**

- Development of Power point based Lesson plan on different approaches

OR

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

AND

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

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- सक्सेना, चंद्रकांत - अर्थशास्त्र शिक्षण
- गाजरे,नानकर(१९७६) - अर्थशास्त्र अध्यापन पद्धती, पुणे: नूतन प्रकाशन.
- पाटील गीतादेवी - अर्थशास्त्र अध्यापन पद्धती.

CP 303 C: GEOGRAPHY PART-II

Credits: 2 Hours: (21 Theory + 18 Internal) Marks: 50 (35+15)

Course Objectives-

Student teacher will be able to:

- To understand the Co-curricular activities in Geography
- To understand the Teaching aids in Geography
- To understand the need and importance of text book in Geography
- To understand the community resources of text book in Geography
- To understand the learning resources in teaching of Geography
- To understand the role and qualities of Geography teacher

Unit–IV: Co-curricular activities and Teaching Aids

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

Unit-V: Learning Resources

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

Unit-VI: Geography Teacher

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

MODE OF TRANSACTION:
The course content transaction will include the following:

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

SESSIONAL WORK:

* Test: best one out of two unit tests **(Marks: 05)**
* Assignment: Any two (not covered earlier in Part I) of the following: **(Marks: 05+05)**

- Development of Power point based Lesson plan on different approaches

OR

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

AND

- Students will analyze Geography text books of different boards like Maharashtra state board and CBSE boards.
- Students will analyze the content organization in the Geography curriculum.
- Students will do the content analysis and write the general and specific objectives for different contents.
- Students will prepare lesson plans using different approaches and methods of teaching.
- Students will prepare different plans like unit plan, annual plan, innovative lesson plan etc.
- Students will prepare plans for Geography laboratory, field trips and other activities.

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- पोंक्षे व. बा. भूगोल अध्यापन पद्धती, पुणे: नूतन प्रकाशन
- सांगले शैलजा, दृष्टीक्षेपात स्पेशल मेथड भूगोल, पुणे: नूतन प्रकाशन
- मिश्रा आत्मानंद - भूगोल शिक्षण पद्धती.

CP 303 D: HISTORY PART-II

Credits: 2 **Hours: (21 Theory + 18 Internal)** **Marks: 50 (35+15)**

Course Objectives-

Student teacher will be able to:

- To understand the Co-curricular activities in History
- To understand the Teaching aids in History
- To understand the need and importance of text book in History

- To understand the community resources of text book in History
- To understand the learning resources in teaching of History
- To understand the role and qualities of History teacher

Unit–IV: Co-curricular activities and Teaching Aids

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

Unit -V: Learning Resources

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

Unit-VI: History Teacher

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

MODE OF TRANSACTION:

The course content transaction will include the following:

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

SESSIONAL WORK:

***** Test: best one out of two unit tests **(Marks: 05)**

***** Assignment: Any two (not covered earlier in Part I**)** of the following: **(Marks: 05+05)**

- Development of Power point based Lesson plan on different approaches

OR

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

AND

- Students will analyze History text books of different boards like Maharashtra state board and CBSE boards.
- Students will analyze the content organization in the History curriculum.
- Students will do the content analysis and write the general and specific objectives for different contents.
- Students will prepare lesson plans using different approaches and methods of teaching.
- Students will prepare different plans like unit plan, annual plan, innovative lesson plan etc.
- Students will prepare plans for field trips and other activities.

References:

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- बेदरकर कृ. द.- इतिहासाचे अध्यापनाच्या दिशा पुणे: निळकंठ प्रकाशन
- घाटे वि.द.- इतिहास शास्त्र आणि कला

- तिवारी सिं. ह. (१९८७)- इतिहासाचे अध्यापन, पुणे: नूतन प्रकाशन
- घाटे वि.द.(१९५८)- इतिहासाचे अध्यापन, पुणे: देशमुख प्रकाशन
- दुनाखे अरविंद (२०००)- इतिहासाचे अध्यापन, पुणे: नूतन प्रकाशन
- पत्की मा. श्री.(१९८०)-इतिहासाचे अध्यापन पद्धती व तंत्र ; औरंगाबाद: मिलिंद प्रकाशन
- ठिगळे एस. एस. (१९७१) - इतिहासा कसा शिकावा व कसा शिकवावा;अहमदनगर:सुहास प्रकाशन

EPC 304: Critical Understanding of ICT

Credits: 2 **Hours: (60 Internal)** **Marks: 50**

Course Objectives-

Student teacher will be able to:

- Develop an understanding of the concept of ICT and its components.
- Use ICT in the classrooms in line with educational aims and principles
- explore 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.
- Understand the evolution and impact of ICTs on society and in the education system.
- Understand the advantages and dangers 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-I: Introduction uses of ICT in Education

- 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-centred.
- 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.

Unit-II: Education and ICT in the Indian Context

- 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.

Unit-III: ICT in Administration, Examination, Evaluation

- Overview of Application Software
- Overview of Online provisions: admission learning and evaluation: hardware and software requirements
- Advantages over conventional system.

ICT practice in the laboratory

Session	Theme	Assignment
1.	Functional knowledge of operating computers–on/off. Parts of computer hardware and their assembly. Taking care of the machine.	Write a brief report on the various essentials (with configurations that you recommend) and their assembly in a computer.
2.	Overview of the MS Office Suite: Office ribbon and layout of tabs, Unique features of software for word processing, Multimedia presentation software, Spread sheet	Describe the Office layout and the Office ribbon with its constituent tabs in each of the application software you came across. Mention the common and unique tabs of each.

3.	MS Word (2007 and above) exploring the basic features and shortcut keys	Describe the essential features of MS Word
4.	MS Word (2007 and above) enhancing a document	Describe how you proceeded to enhance your document, which features of MS Word did you use.
5.	MS Word (2007 and above) mail merge	Describe how you proceeded to use mail merge to send letters to parents of students in your school.
6.	MS PowerPoint (2007 and above) exploring the basic features and shortcut keys	Describe the essential features of MS power point.
7.	MS PowerPoint (2007 and above) creating a presentation using Slide master	Develop a 10 slide presentation using slide master with your initial as logo on the top right corner.
8.	MS PowerPoint (2007 and above) Adding animations, transitions, motion paths and hyperlinks	Develop a 10 slide power point ensuring that at least two are interconnected with hyperlinks and incorporate.
9.	MS Excel (2007 and above) exploring the basic features and shortcut keys	Describe the essential features of MS Excel.
10.	MS Excel (2007 and above) creating reports, attendance records, fee records, using simple formulae	Create a spread sheet to represent a mock register and using formulae prepare an attendance record, fee record and progress report for a class of 20-25 students.
11.	MS Excel (2007 and above) sorting, filtering and using conditional formulae, drawing charts and graphics	Using the data in the excel spread sheet practice sorting, filtering and using conditional formulae, and create different views of the same data. Prepare graphical representations of the data.
12.	Effective browsing of the internet for discerning and selecting relevant information. Downloading relevant material	Give a brief report describe how you browsed, searched and downloaded relevant material for your e lesson.
13.	Survey of educational sites based in India	Give a brief report on the Educational sites you visited/visit frequently and describe how they are helpful to you.
14.	Working together on google docs, google sheets and google slides	Collaborate on with your partner and create a new / work on an existing document, presentation and spread sheet in which both can edit. Write a detailed report of the procedure
15.	Creating blog & web pages	Explore the internet and find how to create blogs and websites of your own for free. Write a report as to how you have developed your blog/ website, its main features and theme and what kind of response you are getting from your readers/ followers/viewers.
16.	Creating a CAI lesson for self learning using multi media.	Develop a Computer Assisted lesson using multimedia and get feedback from the students you administer it upon. Write a detailed report.

SESSIONAL WORK:

***** Test: best one out of two unit tests **(Marks: 18)**

***** Assignment: on each theme mentioned above **(Marks: 16x2 = 32)**

P-305: Internship

Credits: 10 **Hours: (300 Internal)** **Marks: 250**

As mentioned & in continuation with P- 207 of Semester II and shall continue with P-405 of Semester IV

P-306: Yoga Education

Credits: 2 **Hours: (60)** **Marks: 50**

Course Objectives-

The student teacher will be able to:

- Understand the basic concepts of Yoga Education.
- Organize the various activities related to yoga education.
- Understand the rules, technique and skills of yoga.
- Understand the benefits of yoga education.
- Understand and perform different Asanas and Pranayama.

Unit 1: Introduction to Yoga and Yogic Practices.

a) Yoga: meaning and initiation

b) History of Development of Yoga
c) Astanga Yoga or raja yoga
d) The Streams of Yoga
e) The Schools of Yoga: Raja Yoga and Hatha Yoga
f) Yogic practices for healthy living
g) Some select yogic practices

Unit 2: Introduction to Yogic Texts

a) Historicity of yoga as a discipline
b) Classification of yoga and yogic texts
c) Understanding astanga Yoga of Patanjali
d) Hatha yogic Practices
e) Complementarily between patanjala Yoga and hatha Yoga
f) Meditational processes in patanjala Yoga sutra.

Unit 3: Yoga and Health

a) Need of yoga for positive health
b) Role of mind in positive health as per ancient yogic literature
c) Concept of health, healing and disease: yogic perspectives
d) Potential cause of ill health
e) Yogic principles of healthy living
f) Integrated approach of yoga for management of health
g) Stress management through yoga and yogic dietary considerations

Prcticum: Based on the above three units practicals to be organiced
SESSIONAL WORK:

1. Internal Theory Examination 10 marks each = 30 Marks
2. Internal Practical Examination = 20 Marks

References:

- Anantharaman, T.R. (1996). Ancient Yoga and Modern Science. New Delhi: Mushiram Manoharlal Publishers Pvt. Ltd.
- Bhavanani, A.P. (2008). A Primer of Yoga Theory. Pondicherry: Dhivyananda Creations, Iyyanar Nagar.
- Bhogal, R.S. (2010). Yoga and Mental Health and beyond. Lonavala: Kaivalyadham SMYM Samiti.
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- Yoga explained - Bengal Lancer (No. 435) Chowkhamba Sanskrit SansthanP.O.No: 1008, Varanasi

P-307: Action Research Project

Credits: 2 **Hours: (60 Internal)** **Marks: 50**

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

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

The report shall be evaluated for 50 marks.

SEMESTER IV

PE 401: Knowledge and Curriculum (Part II)

Credits: 2 **Hours: (21 Theory + 18 Internal)** **Marks: 50 (35+15)**

Course Objectives-

- To understand the concept and need of curriculum framework as well as Differentiating Curriculum and syllabus.
- To understand the process of curriculum construction.
- To understand the process of assessment of curriculum

Unit – IV: Curriculum Framework

A. Curriculum Framework: Concept and need
B. Differentiating Curriculum Framework, Curriculum and syllabus, their significance in school educations.
C. Aspects of Curriculum: NPE 1986 -Significance in Indian Context.
D. Curriculum visualized at different level: National Level, State Level, School Level, and Class Level & Related Issues**.**
E. Silent features and implication of NCF 2005 and onwards, NCFTE 2014

Unit- V: School: The Site of Curriculum Engagement

A. Curriculum Preparation: Factors in the curriculum, Role of State, Teacher and students in preparation the curriculum
B. Process of Curriculum construction: Formality, Aims and Objectives, Criteria for selecting knowledge and representing knowledge, organising fundamental concept, selections and organisation of learning situations.
C. Available infrastructures, Curricular sites and resources: Library, Laboratory, Schools, Social Groups, School Playground and neighborhood etc

Unit – VI: Curriculum and its Assessment

A. The ways of assessing the curriculum
B. The market need and changes in curriculum
C. Concept and nature Curriculum need analysis
D. Non Detention and No selection through competitive means in light of RTE Act 2009
E. Feedback from learner, teachers, community and administrator

SESSIONAL WORK:

The assessment will be based on the tests and assignments:

* Tests: best one out of two unit tests **(Marks: 5)**

*Assignment & Seminar on any one topic from the above units: Participation and Presentation **(Marks: 10+10)**

References:

- Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, World Education Series-3New Delhi: Doaba Book House.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Aggrawal, J.C. (2002). Handbook of Curriculum and Instruction. New Delhi: Doaba Book House.
- Arulsamy, S. (2011). Curriculum Development. New Delhi: Neelkamal Publications.
- Carson, R.N. (2004). A Taxonomy of knowledge types for use in curriculum design, 35(1), 59- 75. Retrietved from http://dx.doi.org/10.1023/B:INCH.
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PE 402: Creating an Inclusive Education

Credits: 2 **Hours: (21 Theory + 18 Internal)** **Marks: 50 (35+15)**

Objectives -
To enable the student teacher to:

- To understand Inclusive Education Concept and nature.
- To understand learning disability and its types.
- To understand the Competencies need in Inclusive Education
- To develop awareness of learner towards inclusive education and its practices.
- To enable the student to organize inclusive classroom.

Unit-I: Inclusive Education concept and Nature.

A. Concept and principles of Inclusion.
B. Benefits of Inclusion.
C. Need of Inclusive education.
D. Policies and legislations for Inclusive Education and Rehabilitation.
E. National legislations for Inclusive Education.

Unit- II: Learning Disability:

A. Concept and nature of learning disability
B. Types of learning disability: Dyslexia, Dysgraphia, Dyscalculia: Concept, nature, characteristics.
C. Mentally Retarded Children: Concept, charecteristics, types, and their education
D. Visually Impaired: Concept, types, their education and role of teacher.
E. Hearing Impaired: Concept, classification, their education and role of teacher.
F. Diagnosis and remedy for learning disabled children

Unit -III: Inclusive School.

A. Infrastructural facilities for an Inclusive School.
B. An ideal Inclusive School.
C. Role of Inclusive schools in modern times.
D. Inclusive classroom Management.
E. Key element in building an inclusive school
F. Need of creating an Inclusive School Culture
G. Concept, Principles and Applications of Universal Design for Learning (UDL)

SESSIONAL WORK:
The assessment will be based on the tests and assignments:

* Tests: best one out of two unit tests **(Marks: 5)**
* Assignments: One of the following **(Marks: 10)**

1. Visit to an Inclusive School and prepare a report.
2. A study of Inclusive School plant and compare with high excellent school.
3. Design and evaluate an Inclusive education programme.
4. Draft a counselling program for special need child in Secondary School. (Inclusive classroom child)
5. Preparation of a research proposal related to differently abled learners problem.
6. Prepare a report of recent developments done in the field of Inclusive education.
7. A study of any one N.G.O. promoting Inclusive education.
8. Critical study of Any Special teacher training college or Institutes.

References:

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CP 403: Optional Courses

CP 403 A: Education for Peace and Human Rights

Credits: 2 **Hours: (21 Theory + 18 Internal)** **Marks: 50 (35+15)**

Course Objectives-
To enable the student teacher to

- Understand the concept, importance and need of Peace.
- Understand the concept, importance and need of Values.

- Understand the concept, importance and need of human rights.
- To understand the role of Values in peace education.
- Recognize the importance of peace education in national development.

Unit-I: Values and Human Rights:

A. Human Rights – concept - at International and national context.
B. Types of Human Rights – Natural, positive, Negative, legal.
C. Human Right Education – meaning, significance, need of Human Right Education, pedagogy for Human Right Education
D. Concept, need and importance of value education in present educational scenario.
E. Human Values: Definition, concept, different aspects of different religions of India (Hindu, Buddhism, Jainism, Islam and Christian)
F. Becoming peace teacher – acquisition of relevant knowledge, attitudes, and skills.

Unit-II: Understanding Peace as a Dynamic Social Reality

A. Awareness of relevance of peace.
B. Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.
C. Approaches to peace education
D. Highlights of various philosophies of peace, of Gandhi, Krishanamurthy, Aurobindo, and Vivekananda, initiatives at National and International levels.

Unit-II: Orienting Education For Peace Building

A. Challenging the traditional models of learning to constructivist approaches in teaching
B. Rethinking authority relations from democratic perspective: Promoting dialoguing and developing capabilities for decision-making
C. Understanding social justice in local context – its implications for beliefs, attitudes, and values and school / social practices and conflict resolution at all levels
D. Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress , corporal punishment , violence and conflicts at school level
E. Compassion, love and caring, mindfulness in all transaction of avoid hurt, humiliation, degrading over academic, personal, social and culture matters. On-evaluative orientation empathetic founding academic and discipline problems
F. Becoming peace teacher – acquisition of relevant knowledge, attitudes and skills.

SESSIONAL WORK: **Marks: 15 (05+10)**

***** Test: Best one out of two unit tests **(Marks: 05)**

***** Assignment: any two of the following **(Marks:10)**

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

References:

- Passi, B.K., P. Singh. Value education- National Psychological Corporation. 4/230, Kacheri Ghat, Agra. 28, 2004. India.
- Kar, M.N. Value Education- A philosophical study. Association Publishers 296312. Kacha Bazar, Post Box. No. 56, Ambala Cantt., 1333001, India.
- Gawande, E.N. Value Oriented Education- Vision for better living. Sarup and Sons, New Delhi.
- Chakrabarti Mohit Value Education- Changing perspectives., Anishka Publishers-Distributors, New Delhi.
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- Ruhela S.P.- Human Values and Education- Sterling publishers Pvt.Ltd., L-10, Green Park Extension, New Delhi.
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- गुप्ता नथ्थुलाल (१९८७), मुल्य शिक्षा, अजमेर:
- शर्मा डॉ. राजेंद्र (१९९९). नैतिक मुल्यशिक्षण जयपूर: पुस्तक संसार
- एन. सी. इ आर. टी - नैतिक शिक्षण प्रकल्प मुल्यमापन अहवाल पुणे: म. रा. शै. सं. प्रकाशन परिषद.
- जोशी अ. स. (१९७३) भारतीय नैतिक व आध्यात्मिक शिक्षण आवश्यकता आणि दिशा मेहकर: चैतन्य प्रकाशन.
- पाटील लीला (१९८४) मुल्यशिक्षण विशेषांक: कोल्हापूर.
- सबनीस - मानवी मानवी हक्क संरक्षण
- माथुर कृ. - स्वातंत्र्योत्तर भारत मे मानवाधिकार
- श्री रजनीश - मुलभूत मानवीय अधिकार
- निमखेडकर हर्षवर्धन- मानव अधिकार आणि त्यांचे उद्देश

CP 403 B: Health and Physical Education

Credits: 2 **Hours: (21 Theory + 18 Internal)** **Marks: 50 (35+15)**

Course Objectives-

- To introduce the student teacher with the concept of holistic health.
- To enable Students to understand the various dimensions and determinants of health.
- To acquaint Students to school health program and its importance.
- To enable Students to understand the need and importance of Physical Education.
- To acquaint Students to allied areas in Physical Education.
- To sensitize the student teacher towards physical fitness and its importance.
- To make Students aware of the benefits of physical fitness and activities for its development.
- To help Students acquire the skills for assessment of physical fitness.
- To introduce Students to the philosophical bases of Yoga.
- To introduce Students to types of Yoga and its importance.
- To help Students to understand the procedure of health related fitness evaluation

Unit-I: Health and Physical Fitness

A. Introduction, Definition and Meaning of health.
B. Health: Dimensions and Determinants.
C. School health programme and role of teacher in development of health
D. Physical fitness: Definition, Meaning, Types, Benefits and factors of physical fitness.
E. Importance of physical activities at school level
F. Assessment of physical fitness.
G. The principles of programme building: organisation of physical education programme in secondary schools.

Unit-II: Physical Education

A. Introduction, Definition and Meaning of physical education.
B. Objectives of physical education.
C. Scope of physical education and allied areas in Physical Education.
D. Need and importance of physical education in different levels of school.
E. Developing the awareness regarding physical education among adolescents.
F. Developing an appropriate attitude towards health and physical education among adolescents.
G. Competitions – their role, values and limitations. Team and house system; classification of pupils for instructional and other purposes; preparation of fixtures.

Unit-III: Yoga and its Importance

A. Introduction, Meaning and mis-concepts of Yoga.
B. Ashtang Yoga (8 stages of Yoga).
C. Types of Yoga.
D. Importance of Yogasanas, Pranayama and Shudhikriya.
E. Importance of Meditation in school.

SESSIONAL WORK: **Marks: 15 (05+10)**

* Test**:** Best one out of two unit tests **(Marks: 05)**
* Assignment**:** Assignment on any two of the following **(Marks: 5 + 5)**

1. Assessment of health related physical fitness (H.R.P.F.)
    a. Body composition: Body Mass Index (B.M.I.) and Waist HipRatio (W.H.R.)
    b. Cardio-respiratory endurance
    c. Muscular strength and endurance
    d. Flexibility
2. Assessment on Yogasana, Pranayama and Shudhikriya

References:

- Dr. Singh A. (2003).Essentials of physical Education. Ludhiana: Kalyani publishers.
- Syedentop Daryl (1994). Introduction to physical education, fitness and sports (2nd ed.). London: Mayfield publishing company.
- Dr. Uppaland A.K., Dr. G. P. Gautam (2004). Physical education and Health. Delhi: Friends publisher.
- Dr. Kangane Sopan and Dr. Sanjeev Sonawane (2007). Physical Education(D. Ed.). Pune: Nirali publication.

CP 403 C: Career Information, Guidance and Counseling

Credits: 2 Hours: (21 Theory + 18 Internal) Marks: 50 (35+15)

Course Objectives -

- To develop an understanding of the need and importance of career information for the pupils.
- To identify their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils.
- To develop an understanding of how one's ability, interests and aptitudes are related to world of work.
- To know about the importance of developing the right attitudes and values at every stage of education.

Unit-I: Guidance in School

A. Meaning, concept and Need of Guidance.
B. Guidance: Principles, Procedure and Role of school in Guidance.
C. Techniques: Observation, Interview and sociometry.

Unit-II: Counseling In School

A. Meaning, concept and Need of counselling.
B. Counseling: Principles, Process.
C. Types: Directive, Non –directive and Eclectic counselling.
D. Qualities and role of a school counsellor.
E. Techniques: Lectures, Discussion and Dramatics.
F. Individual and Group counselling.

Unit-III: Career Information

A. Career information: Sources, methods of collection, classification and filling-up of information and evaluation of the information.
B. Information about education and training opportunities for primary, elementary and secondary levels of school.
C. Personal-social information at every school level.
D. Tools in guidance and counseling
    - Blanks, Cumulative Record Cards, Rating scale, Questionnaires.

SESSIONAL WORK: Marks: 15(05+10)

* Test**:** Best one out of two unit tests **(Marks: 05)**
* Assignment & Seminar on any one topic from the above units: Participation and Presentation **(Marks: 5+5)**

References:

- Hoppock, R. (1976), Occuptional Information: where to get and how to use it in counselling and teaching. New York, Mc-Graw Hill.
- Principles of guidance and pupil personnel work by Jone A.J.McGrow Hill, New York.
- Fundamentals of guidance - by shertzer B., and Stone S.C. Houghton Mifflin Co., Bosto

CP 403 D: School Administration and Management

Credits: 2 **Hours: (21 Theory + 18 Internal)** **Marks: 50 (35+15)**

Course Objectives-

- To enable the students to understand meaning, nature, scope, functions and principles of Educational Administration.
- To develop an understanding of the role of various agencies in educational Administration in India.
- To develop an understanding among the students about various components of school management.
- To acquaint the students with different designs of school building.
- To develop an understanding of leadership qualities and accountability to be maintained by the different school personnel like headmaster, teacher etc.
- To orient students with the concept of supervision and finance in the field of education.
- To acquaint the students with specific issues of school management.

Unit-I: Concept of Educational Administration in India

A. Meaning, definitions, scope and functions of educational administration
B. Authoritarian and democratic educational administration
C. Educational Administration in India: Characteristics and Guiding principles.
D. Role of following agencies in the educational administration in India:
   - Central Government,
   - State Government,
   - Local Bodies and Private Agencies

Unit-II: School as an Organisation

A. School building: design and components
B. School Personnel: Leadership role and professional skills of headmaster, teacher, office staff
C. The School – its functions and relationship with the society.
D. Role of good organiser.

Unit-III: Elements of School Management

A. Timetable: principles and techniques of time table preparation
B. School discipline: concept and approaches
C. School finance: sources of income and items of expenditure
D. Educational Supervision: concept, need, functions and scope

SESSIONAL WORK: **Marks: 15 (05+10)**

* Test: Best one out of two unit tests **(Marks: 05)**

* Assignment any two of the following: **(Marks: 10)**

- A comparative case study of a Government and Private school to identify their Management practices and strengths.
- Visit to any school for observing its administrative units and their functioning systems.
- A case study of any school with specific reference to its peculiar management practices.
- Interview of any school principal/teachers on administrative principles and their observance in school and related problems.
- Analysis of contemporary policy/schemes/frameworks on the administrative reforms suggested and visualized.

References::

- Adolph and Turner Harold, E. *Supervision for change & Innovation*. Houghton Miffin Company.
- Agarwal, J.C. *School Administration*. Delhi: Arya Book Depot.
- Bhatnagar and Verma. *Educational Supervision*. Meerut: International Pub. House.
- Kimbrough, S.Ralph, Michall & Nunnery. *Educational Administration.* New York: Mc Millan Company.

- Kimprough, R.B. and Nuunery, M.Y. :*Educaitonal Administration*: An Introduction. N.Y.: MacMillan Publishing Co. Inc.
- Maleya, K.C. *Shiksha Prashaasan and Paryaveshana*. Bhopal: Madhya Pradesh Granth Academy.
- Mehta, D. *Shaikshik Prabandhan*. New Delhi: PHI Learning Pvt. Ltd.
- Mukerji, S.N.*Administration of Educational Planning and Finance*. Baroda: Acharya Book Depot.
- Newman and Summer. *The process of Management: Concept, Behaviour and Practice*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Owens, Robert G.: Organizational Behaviour in Schools.N.J.: Prentice Hall Inc., Englewood Cliffs.
- Robin Stepher P. *Organizational Behaviour*. Prentice Hall Pub. Pvt. Ltd.
- Safaya, R.N. and Shida,B.D. School Administration and Organization. Delhi:Dhuapat Rai and Sons.
- Simon, Herbart A. *Administrative Behaviour*. New York: McMillan Company.
- Safaya R. N. and Shaida B.D. School rashasan and Sangthan. Delhi: Dhunpat Rai and Sons.
- Waber, Clarence A. *Fundamentals of Educational Leadership*. New York: Exposition Press.

EPC - 404: Understanding of Self

Credits: 2 **Marks: 50**

The aim of this course is to develop understanding of student teacher about the development of the self as a person and as a teacher through continuous reflection. The course will enable the student teacher to develop a holistic and integrated understanding of one self and her/his personality.

Personality development workshop should be conducted and following aspects can be included:-

Course Objectives-

- To develop understanding of student-teachers about themselves –the development of the self as a person and as a teacher
- To develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth
- To develop social relational sensitivity and
- To develop effective communication skills, including the ability to listen and observe
- To develop a holistic and integrated understanding of the human being and personality
- To build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths
- Inculcation of Self Reflection

COURSE OUTLINE:

- Developing a concept of 'self'
- Understanding oneself as others see them
- Understanding one's emotions:
  - Happiness
  - Anger
  - Disgust
- Earning to exercise self control and self restraint
- Inculcating strategies for tolerance and handling uncouth behaviou and condescending attitudes of people around us.
- Understanding One's strengths and Weaknesses
- Understanding one's Values and Priorities
- Analysing oneself, accepting oneself as one is.
- Being Wise, Being fair, Being sensitive, Overcoming peer pressure.

MODE OF TRANSACTION:

The course will be transacted in Workshop mode wherein there will be 15 sessions which are to be completed and turned in during the next session. These sessions shall entail: small group discussions, group discussions, sharing of experiences (with a single partner, in a small group, or with the whole group), games, deliberating on case studies, Video shows and discussions thereafter, screening of films and subsequent discussions, sharing of thoughts, feelings, dilemmas and fears etc.

Transaction shall require two hours per week on a single day (30 hours) with students divided in groups of not more than 25, under supervision of two to four teachers per group.

Each session will involve

1. Orientation about the session and its theme & expectations from students.
2. Group formation (different groups are to be formed every time).
3. Activity/ discussion.
4. Assignment (collection of assignment of the previous session and explanation of assignment of the current session) and briefing about any particular aspect of the forthcoming session.
   At the beginning of every session two students would be identified to write the summary of the class and present the summary in about five to ten minutes at the beginning of the next session.

Workshop sessions:

Session	Theme
1	**Ice breakers and Introductions of members.** ASSIGNMENT: write about any two people of the group who impressed you most/ touched you/ inspired you most (Max 150 words each)
2.	**WHO AM I?** Understanding the concept of 'SELF' ASSIGNMENT: Describe your own understanding of what is 'Self'.
3	**UNDERSTANDING MYSELF** My goals, desires and feelings; my expectations from my family ASSIGNMENT: Reflect and describe your own action/ behaviour in this context. Make a list of people that you are grateful to and why?
4	**MY PERSONALITY:** Partners Exercise: Each partner to be supplied with two sets of JOHARI WINDOW hand out: Discover your personality characteristic/ type: 1. The Open/Receptive 2. The Blabber mouth 3. The Pumper 4. The Hermit **ASSIGNMENT**: Describe your partner's personality
5	**HAPPINESS** What makes you Happy? **ASSIGNMENT**: 1. Recall your experiences and identify the situations that made you happy. 2. Observe yourself throughout any one day and see what proportion of the day you felt happy. Are the causes of these states dependent on the outside factors or the Internal states? Evaluate any two instances of the day in details.
6.	**ANGER:** Deliberate in a small group on: **What situations/reasons anger/annoy me? What thoughts predominate my mind when in rage? How do I react?** **Activity:** Recall your experiences and identify the situations that made you angry. Make a list. **Is anger a sign of power or helplessness?** **Do I suppress or express my anger? Do I ever regret?** **How do I control my anger?** **ASSIGNMENT:** Recall your (or of a person you know closely) feelings/reactions after an unpleasant expression of anger.
7.	**MY PRIORITIES AND VALUES** In a small group discuss and answer the following: Activities: • What meaning and importance do these have for you? Arrange them in order of importance and explain why? Success, Recognition, Fame, Happiness, Affluence….. • What would you rather be beautiful/ rich/ wise/ fair/ compassionate? Explain why?

	ASSIGNMENT: Write a brief reflective report on this experience.
8.	**STRENGTHS** Deliberate in a small group upon the question **What are my Strengths? What can I do to enhance them?** **ASSIGNMENT:** Write a paragraph: describing your strengths. How does it affect people around you?
9	**WEAKNESS** Deliberate in a small group upon the question **What are my Weaknesses? What can I do to overcome them?** **What are my Fears/ anxieties? How can I overpower these?** **ASSIGNMENT:** Do people in your environment think differently about you or all think in the same way about you? Include opinions of your acquaintances and Family.
10	**CONDESCENDING ATTITUDE** **Individual Activity:** Answer the question to yourself and discuss in a group: **Do you feel the need to boast? Why? Why not? Are you at peace with yourself?** **ASSIGNMENT:** Observe people around you? Listen to their conversations. How much of I, ME, MY MYSELF, statements do you hear? How do others respond to that? Write a brief report.
11	**SELF CONTROL** Individual Activity: Write in points answers to the following: **What type of People / characteristics of people you detest most? How do you handle them outwardly? Inwardly?** **ASSIGNMENT:** Observe people around you? Analyse your own feelings. How did you exercise self control in handling them? Write a brief report.
12	**SELF ANALYSIS** **Individual Activity:** Answer the question to yourself and discuss in a group: **Do I like myself? Should others like me? Why? Or Why not?** **ASSIGNMENT:** Write a brief report on your; self analysis.
13.	**SELF CONFIDENCE & PEER/SOCIAL PRESSURE** **Individual Activity:** Answer the question to yourself and discuss in a group: How do you rate your physical appearance? Is it a problem for you that you are not as handsome/ good looking/ Beautiful as you would have liked to be? Do you look at yourself based on others perception of you? Is material/money important in your self esteem? **ASSIGNMENT**: Identify your goals and desires. How far is your peer group responsible for these?
14.	**FEEDBACK: How has this course helped you in self exploration?**

ASSESSMENT:
Students will be assessed and given marks out of 50.
Of which 20 marks will be for the Oral examination of individual students in front of a panel of teachers and 30 marks will be for the Participation and Regularity.
Each assignment must be turned in on the next scheduled session. The assignments not submitted in time will not be taken. Assignments will be evaluated on the basis of their quality and genuineness.
Suggested Readings:

1. Berne, Eric. 1962, *Games People Play: The psychology of human relationships,* Carmel, California.
2. Bly, Robert. W. *Time Management: Make Every Second Count*. Jaico Publishing House. India.
3. Covey, Stephen. R. 1989, *The 7 Habits of Highly Effective People: Powerful Lessons inPersonal*
4. Elgin, Suzette. Haden.1997. *How to disagree without being disagreeable*. John Wiley &Sons, Inc. Professional, reference and Trade Group 605 Third Avenue, New York, N.Y. 10158-0012.
5. Harris, Thomas. A. 1995*, I'm OK- You're OK*. Arrow Books, Cox& Wyman Ltd, Reading, Berkshire.
6. Sharbuno, Jeanne. *52 Ways to Live Success*. Jaico Publishing House. India

7. Sullivan**,** Debra. R. 2006, *Learning to Lead: Effective Leadership Skills for Teachers ofYoung Children* (Redleaf Press Series) ISBN-10: 0131727907, 13: 9780131727908. Merrill Publishers.
8. Singh, S.K. (2008). *Becoming a Teacher*. Varanasi: Amrit Prakashan

P-405: Internship

Credits: 7 **Hours: (210 Internal)** **Marks: 175**

As mentioned in P-208 of Semester-II & in continuation with P- 305 of Semester III.

And

A. Annual lesson examination of the two methodology subjects offered by the candidate in paper to be conducted by the University by appointing the panels of examiners incorporating internal and external examiner. 60 (30+30) Marks
B. Viva-voce 20 (10+10) Marks
C. Verification of records prepared by the student-teacher during Internship. 20 Marks

P-406: Project related to community experience

Credit 3 **Hours: (90 Internal)** **Marks: 75**

Student teacher has to complete

A. Working with the community
AND
B. Parent Teacher Association

A. Working with the community

Credit 1 **Hour: (30 Internal)** **Marks: 25**

Course Objectives-

- To develop among the students partnership and co-operation within the community sector.
- To 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.
- To engage the students in creating 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.
- 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 and video CD
- 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

AND

B. Parent Teacher Association

Credit 2 **Hours: (60 Internal)** **Marks- 50**

Course Objectives-

- To be able to work jointly with the parents towards the welfare of the child.
- To be able to apply the information from parents in customising the handling of the children.
- To be able to advise parents about the children and their special abilities.
- To promote the co-operation of parents and teachers for improving the education facilities and programmes of school and education in general.
- To enable the students to maintain harmonious relationship between parents and teachers for betterment of the students.
- To facilitate such interaction whereby the parents/guardians on the one hand and the teachers/school authorities on the other hand can meet to discuss students individually or generally and cooperate with each other in the interest of the students' advancement for the purpose of complementing each other's efforts in the students' development.

Transaction:

- Orientation about the program.
- Each pupil teacher to take charge of any two school students of Practicing School.
    - Attend invited parents of the students and give extensive feedback about their wards and take suggestions from the parents for the students' progress.
    - Prepare an extensive report about the two students.
- Marks will be based on the report.

P-407: Performing Arts (Cultural activities)

Credit 3 **Hours: (90 Internal)** **Marks- 75**

Student teacher will have to Perform Cultural Activity viz. annual day celebration, gathering, farewell celebration, etc.

P-408: Environment Project

Credit 1 **Hours: (30 Internal)** **Marks- 25**

To submit a report after surveying a typically degraded area and to suggest necessary remedial measures with latest statistical data. The area of this project is to include any one of the following topics: Noise pollution; Water pollution; Air pollution; Deforestation; Role of the pollution control boards; Role of voluntary organizations.

The report on the Sessional Work should be submitted to the college within the date specified by the college authority. The length of the report may be around 700 words.

Sant Gadge Baba Amravati University, Amravati.

DIRECTION

No. /2015 Date :- /9/2015.

Subject :- Examinations leading to the Degree of शिक्षण स्नातक (Bachelor of Education) (Semester Course) (Two Year Course), Direction 2015.

Whereas the University Grants Commission New Delhi vide its D.O.No.F.-1-1/2014 (Teacher Education) dated 2nd January, 2015 has requested to take all necessary steps to implement all the provision of NCTE Regulation 2014 with effect from the academic session 2015-2016 in the larger interest of the teacher education programmes in the country.

AND

Whereas, Reginal Direction , National Council for Teacher Educaion, Bhopal , vide its letter No.WRC/NCTE/Regulation 2014 (MH)/2014-124682, dated 16.12.2014 has forwarded copy of NCTE (Regulation Norms and Procedure) Regulation, 2014 and its implementation for perusal and further necessary action.

AND

Whereas, Academic Council in its meeting held on 2/5/2015 vide item No.34 has noted Regulation, 2014 (Recognition Norms & Procedure alongwith its related Appendices. issued by National Council for Teacher Education vide Notification dated 28th November, 2014 & published on internet by the National Council for Teacher Education New Delhi.

AND

Whereas, the Board of Studies in Education in its meeting held on dated 7.7.2015 & 13.7.2015 has considered the above NCTE Regulation and resolved to implement the same and revise the syllabi of B.Ed. course accordingly from the session 2015-2016 and prepared and recommended the draft syllabus scheme of Examination, and provisions to be incorporated in the draft Ordinance for B.Ed. two years course and recommended to the Faculty of Education

AND

Whereas, the Faculty of Education in its meeting held on 7.8.2015 vide item No.28 has resolved to accept and recommend to Academic Council , the syllaubs, scheme of Examinations and provision to be incorporated in the draft Ordinance for B.Ed. Two Years course.

AND

Whereas, the Hon'ble Vice-Chancellor has accepted the draft scheme of teaching and examination and the provisions to be incorporated in the Ordinance of the following courses to be implemented from the Academic session 2015-2016 as recommended by the Faculty of Education in its meeting held on 7.8.2015 under session 14(7) of the Maharashtra Universities Act, 1994 on behalf of the Academic Council on dated 8.9.2015.

AND

Whereas, the scheme of teaching & Examinations and other provision for B.Ed. two years course is required to be regulated by on Ordinance / Regulation and preparing the Ordinance / Regulationn for the said course is time consuming process,

AND

Whereas, the admissions of the students in the above course are to be made in the affiliated colleges of the University from the academic session 2014-2015 and onwards

Now, therefore, I, Dr. M.K.Khedkar, the Hon'ble Vice-Chancellor of Sant Gadge Baba Amravati Univesity Amravati in exercise of powers conferred upon me under sub-section 8 of section 14 of the Maharashtra Universities Act, 1994, do hereby directs as under :-

1) This Direction may be called," Examinations leading to the Degree of शिक्षण स्नातक (Bachelor of Education) (Semester Course) (Two Year Course), Direction 2015.

2) This Direction shall come into forece with effect from the session as under-
i)academic session 2015-2016 for Semester I & II
ii)academic session 2016-2017 for Semester III & IV

3) The Bachelor of Education programme (B.Ed.) is professional course that prepares teachers for uppear primary, secondary and Higher secondary levels and the programme has been designed on the basis of the approved structure under the NCTE recognition norms and procedure, 2014.

4) Eligibility for Admission:

(d) A candidate should have passed the Bachelor's Degree/Master Degree in Sciences, Social Sciences/Humanities/Commerce of Sant Gadge Baba Amravati University or of any other university recognized by University Grants Commission (UGC) with at least marks decided by the State of Maharashtra and NCTE time to time.

OR

(e) **Bachelor in Engineering or Technology with specialization in Science and Mathematics** of any recognized university with at least marks decided by the state of Maharashtra and NCTE time to time. S/he should have offered at least one school subject at the first and/or second degree level as principal or subsidiary or allied or optional subject. (School subject means the subject included in the syllabus of Secondary/Higher secondary level in the Maharashtra State).

(f) The reservation and relaxation of 5 % marks will be given to the candidates belonging to S.C./ S.T. / V.J.N.T./ OBC/PWD and other notified categories as per the Maharashtra State Government Rules.

5. Admission Procedure:

Admission to the eligible candidates shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or as per the selection procedure laid down by the State Government of Maharashtra and Sant Gadge Baba Amravati University from time to time.

6. Medium of Instruction: Medium of Instruction at the B.Ed. course will be Marathi.

7. Medium of Answer:

The candidate appearing for the B .Ed. examination will have the option of answering all papers either in Marathi, English or Hindi. This option can be exercised course wise and not section wise or question wise. The medium of answering the paper for course in 'Pedagogy of school subjects' (language course) will be in the concerned language only.

8. Duration and Intake:

The B.Ed. programme shall be of two years duration that is four semesters which can be completed in a maximum of three years from the date of admission to the programme. An examinee that does not pass or fail to present himself/herself at the B.Ed. course from first semester to fourth semester examination in six consecutive examinations inclusive of the first shall not be allowed to continue the B.Ed. course. It includes engagement with the field of 16 weeks and 4 weeks of school engagement spread across the year.

9. Curricular Areas of the Teacher Training Programme:

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

IV. Perspectives in education
V. Curriculum and Pedagogic studies
VI. Engagement with the field.

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

10. Working Days:

The institution shall work for minimum of thirty six hours in a week during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

11. Attendance:

Every candidate must have minimum 80% attendance in theory courses and sessional Work and 90% attendance in field attachment. Every candidate should have to complete all the practical work to the satisfaction of the Head/Principal. He/She should have obtained such certificate from the Head/Principal of the institute and copy of the same to be submitted to the university by the institution on behalf of the examinee.

12. Examination Fees:

As per the Sant Gadge Baba Amravati University / Maharashtra Govt. Rules.

13. Scheme of Evaluation:

K. For theory paper examination; there will be 30 % internal marks (sessional work) and 70 % of marks for examination conducted by university.

L. 70% marks for University examination means theory paper.

M. 30% marks for internal assessment (sessional work) of core courses by the University Department/College assessment for sessional/practicum work, etc. mentioned in syllabus.

N. The institution shall have to preserve the record of the internal/sessional work submitted by each student for consecutive three calendar years from the date of his/her admission in the B.Ed. course.

O. The Final lesson and its Viva-voce examination will have both internal and external examiner.

P. The marks will be converted in grades and credits and finally CGPA.

Q. To pass the examination a candidate must obtain at least 50% of marks in practical/internal and 40% of marks in university examination (Theory Papers) of each course/heads separately in all four semesters and aggregate of 50% marks in all.

R. A maximum of three years from the date of admission to the programme is allowed for programme completion.

S. The student shall be admitted to next semester as per the following eligibility table:

ELIGIBILITY TABLE 01

Sr.	Name of Examinaton	The student should have passed of	The student should have complete the term satisfactorily
1.	B.Ed. Semester I	The qualifying examination mentioned in Para 4	B.Ed. Semester I
2.	B.Ed. Semester II	-----	B.Ed. Semester II
3.	B.Ed. Semester III	1/2 number of theory papers (including semester-I and semester-II) + EPC and Practicum Examination of Semester-I	B.Ed. Semester III
4.	B.Ed. Semester IV	B.Ed. Semester I	B.Ed. Semester-IV

Note: For calculating the heads, the theory, EPC and practicum shall be considered as a separate head and on calculation fraction if any shall be ignored.

T. The marks of each semester examination for the B. Ed. Course (Theory and Sessional Work) will be converted into grades.

14. Pattern of Question Paper:

There are four theory papers having weightage of 70 marks and eleven theory papers having weightage of 35 marks.

C) For question paper of 70 marks:

vi. The syllabus has been divided into five units. There will be five questions.

vii. Two questions shall be of long answer type question and three questions shall be of short answer type question and shall have equal weightage.

viii. For every long answer or short answer question there will be alternative choice from the same unit. However there will be no internal choice in a question.

ix. Division of marks between long answer and short answer type question will be in the ratio of 40 and 60.

x. The duration of theory paper of 70 marks shall be of 3 hours.

D) For question paper of 35 marks:

i. The syllabus has been divided into three units. There will be three questions.

ii. One question shall be of long answer type question and two questions shall be of short answer type question and shall have equal weightage.

iii. For every long answer or short answer question there will be alternative choice from the same unit. However there will be no internal choice in a question.

iv. Division of marks between long answer and short answer type question will be in the ratio of 41 nd 60.

v. The duration of theory paper of 35 marks shall be of 2 hours.

15. Grading System:

After adding the internal marks (maximum 30%) to external marks (maximum 70%), the marks secured by a student from maximum 100 will be converted into a letter grade. The grade points are the numerical equivalent of letter grade assigned to a student in the ten points scale as given below,

Table 02

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

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

1. Performance in a semester will be expressed as Semester Grade Point Average (SGPA).
2. Cumulative performance of all the semesters together will reflect performance in the whole programme and it will be known as Cumulative Grade Point Average (CGPA). Thus CGPA is the real indicators of a student's performance.
3. The formula for calculation of SGPA and CGPA is given below:

$SGPA = \sum C_i G_i / \sum C_i$

$CGPA = (\sum\sum C_{ni} G_{ni}) / (\sum\sum C_{ni})$

Where

C_i - number of credits for the ith course,

G_i - grade point obtained in the ith course,

C_{ni} - number of credits of the ith course of the nth semester,

G_{ni} - grade points of the ith course of the nth semester

Computation of SGPA and CGPA:

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

i. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e

SGPA $(Si) = \Sigma(C_i \times G_i) / \Sigma C_i$

Where, Ci is the number of credits of the ith course and Gi is the grade point scored by the student in the ith course.

ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

CGPA $= \Sigma(C_i \times S_i) / \Sigma C_i$

where Si is the SGPA of the ith semester and Ci is the total number of credits in that semester.

iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

iv. The final Class for B.Ed. Degree shall be awarded on the basis of CGPA.

17. Award of Degree:

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

Table 03

Range of Marks obtained out of 100 or Equivalent fraction	Letter Grade	Grade Point	Description
90 -100	A+	9.00-10.00	Outstanding
80-89	A	8.00-8.99	Excellent
70-79	B+	7.00-7.99	Very Good
60-69	B	6.00-6.99	Good
55-59	C+	5.50-5.99	Fair
50-54	C	5.00-5.49	Average
Less than 50	F	0	Dropped or Fail

Final Result **Table 04**

CGPA	Division
8.00 or more	First class- Exemplary
7.50 and less than or equal to 7.99	First Class with distinction
6.00 and less than or equal to 7.49	First Class
5.50 and less than or equal to 5.99	Higher Second Class
5.00 and less than or equal to 5.49	Second Class
Less than 5	Dropped or Fail

Credits and Marks:

- 01 Credit = 25 Marks
- 01 Credit = 15 Hours for theory course
- 01 Credit = 30 Hours for practicum, internal and EPC

18. Provision of Ordinance No. 18 of 2001, relating to provide grace marks for passing in a Head of passing and improvement of Division (Higher Class) and getting Distinction in the subject and condonation of deficiency of marks in a subject in all the faculties prescribed by the Statue No. 18 and of Ordinance No. 10 relating to Examinations and Compartments shall apply to the examinations under this ordinance.

19. As soon as possible after the examination, but within 45 days from the last date of examination, the Board of Examination shall publish a list of successful examinees arranged in two divisions. The names of successful examinees shall be arranged in order of merit as provided in the Examination of General Ordinance No. 6.

20. Notwithstanding anything to the contrary in this Direction, no person shall be admitted to an examination under this Direction, if he has already passed that examination or an equivalent examination of any other Statutory University.

21. Successful examinees shall, payment of the prescribed fees, receive a Degree in the prescribed form, signed by the Vice-Chancellor.

22. Framework: Semester Wise Distribution of Various Papers-

Table 05

B.Ed. SEMESTER - I

Course		Credit	Hrs.	Internal Marks	Theory Marks	Total Marks
Perspective in Education						
PE 101	Childhood and Growing Up	4	75	30	70	100
PE 102	Contemporary India and Education	4	75	30	70	100
Curriculum and Pedagogic Studies						
CP 103	Language Across the Curriculum	2	39	15	35	50
CP 104	Understanding Discipline and Subjects	2	39	15	35	50
Enhancing Professional Capacities (EPC)						
EPC-105	Reading and Reflecting on Texts	2	60	50	-	50
Practicum						
P-106	Diagnosis and enriching the teaching skills	2	60	50	-	50
P-107	Demonstration of Lesson Plans and Simmulation Lesson	2	60	50	-	50
P-108	Psychological Experiments	1	30	25	-	25
P-109	School Engagement	3	90	75	-	75
	Grant Total of Semester-I	**22**	**528**	**340**	**210**	**550**

Table 06

B.Ed. SEMESTER – II

Course		Credit	Hrs.	Internal Marks	Theory Marks	Total Marks
Perspective in Education						
PE 201	Learning and teaching	4	75	30	70	100
PE 202	Knowledge and Curriculum Part - I	2	39	15	35	50
Curriculum and Pedagogic Studies						
CP 203	Pedagogy of a School Subject **One** Part-I (English, Marathi, Hindi, Urdu, Biological Sc., Maths & Commerce)	2	39	15	35	50
CP 204	Pedagogy of a School Subject **Two** Part-I (Physical Sc., Economics, Geography, & History)	2	39	15	35	50
CP 205	Assessment for Learning	4	75	30	70	100
Enhancing Professional Capacities (EPC)						
EPC - 206	Drama and Art in Education	2	60	50	-	50
Practicum						
P-207	School Engagement	1	30	25	-	25
P-208	Internship (including 24 hrs for school engagement)	3	90	75	-	75
P-209	Workshop on Teaching Aid	1	30	25	-	25
P-210	SUPW / Work Experience	1	30	25	-	25
	Grant Total of Semester-II	**22**	**507**	**305**	**245**	**550**

Table 07
B.Ed. SEMESTER – III

Course		Credit	Hrs.	Internal Marks	Theory Marks	Total Marks
Perspective in Education						
PE 301	Gender, School and Society	2	39	15	35	50
Curriculum and Pedagogic Studies						
CP 302	Pedagogy of a School Subject **One** Part –II (English, Marathi, Hindi, Urdu, Biological Sc., Maths & Commerce)	2	39	15	35	50
CP 303	Pedagogy of a School Subject **Two** Part –II (Physical Sc., Economics, Geography, & History)	2	39	15	35	50
Enhancing Professional Capacities (EPC)						
EPC - 304	Critical Understanding of ICT	2	60	50	-	50
Practicum						
P-305	Internship	10	300	250	-	250
P-306	Yoga Education	2	60	50	-	50
P-307	Action Research Project	2	60	50	-	50
	Grant Total of Semester-III	**22**	**597**	**445**	**105**	**550**

Table 08
B.Ed. SEMESTER – IV

Course		Credit	Hrs.	Internal Marks	Theory Marks	Total Marks
Perspective in Education						
PE 401	Knowledge and Curriculum Part- II	2	39	15	35	50
PE 402	Creating an Inclusive Education	2	39	15	35	50
Curriculum and Pedagogic Studies						
CP403	Optional Course -Any one (Education for Peace & Human Rights, Health & Physical Education, Career Information, Guidance & Counseling, and School Administration and Management)	2	39	15	35	50
Enhancing Professional Capacities (EPC)						
EPC - 404	Understanding of Self	2	60	50	-	50
Practicum						
P-405	Internship Including Final Lessons	7	210	75	100 (Final lessons)	175
P-406	Project Related to Community Experience	3	90	75	-	75
P-407	Performing Arts (Cultural activities)	3	90	75	-	75
P-408	Environment Project	1	30	25	-	25
	Grant Total of Semester-IV	**22**	**597**	**345**	**205**	**550**

Table 09

SGBAU FRAME WORK FOR B.Ed.
SUMMARY

Semester	Hours	Credits	Marks		Total Marks
			Int. Marks	Theory and External Marks	
I	528	22	340	210	550
II	507	22	305	245	550
III	597	22	445	105	550
IV	597	22	345	205	550
Total	2229	88	1435	765	2200

20. Minimum Passing Marks: Minimum passing Marks for each paper/subject/Internal/Sessional work of B. Ed. Examination leading to the Degree of Bachelor of Education.

TABLE 10

SEMESTER I	Theory Max Marks	Sessional /Practical work	Total Max Marks	Theory Min Marks	Sessional workMin Marks	Aggregate Pass Marks
PE 101: Childhood and Growing Up	70	30	100	28	15	50
PE 102: Contemporary India and Education	70	30	100	28	15	50
CP 103: Language Across the Curriculum	35	15	50	14	8	25
CP 104: Understanding Disciplines and Subjects	35	15	50	14	8	25
EPC-105: Reading And Reflecting On Texts	-	50	50	-	25	25
P-106: Diagnosis and enriching the teaching skills	-	50	50	-	25	25
P-107: Demonstration of Lesson Plans and Simulation Lesson	-	50	50	-	25	25
P-108: Psychological Experiments	-	25	25	-	13	13
P-109: School Engagement	-	75	75	-	38	38
SEMESTER II	Theory Max Marks	Sessional /Practical work	Total Max Marks	Theory Min Marks	Sessional workMin Marks	Aggregate Pass Marks
PE 201: Learning and Teaching	70	30	100	28	15	50
PE 202: Knowledge and Curriculum (Part I)	35	15	50	14	8	25
CP 203: Pedagogy of School Subject One (Part I)	35	15	50	14	8	25
CP 204: Pedagogy of School Subject Two (Part I)	35	15	50	14	8	25
CP 205: Assessment for Learning	70	30	100	28	15	50
EPC206: Drama And Art In Education	-	50	50	-	25	25
P-207: School Engagement	-	25	25	-	13	13
P-208: Internship	-	75	75	-	38	38
P-209: Workshop on Teaching Aid	-	25	25	-	13	13
P-210: SUPW/Work Experience	-	25	25	-	13	13
SEMESTER III	Theory Max Marks	Sessional /Practical work	Total Max Marks	Theory Min Marks	Sessional workMin Marks	Aggregate Pass Marks
CP 301 :Gender, School & Society	35	15	50	14	8	25
CP 302: Pedagogy Of School Subject One (Part II)	35	15	50	14	8	25
CP 303: Pedagogy Of School Subject Two (Part II)	35	15	50	14	8	25
EPC 304: Critical Understanding of ICT	-	50	50	-	25	25
P-305: Internship	-	250	250	-	125	125
P-306: Yoga Education	-	50	50	-	25	25
P-307: Action Research Project	-	50	50	-	25	25
SEMESTER IV	Theory Max Marks	Sessional /Practical work	Total Max Marks	Theory Min Marks	Sessional workMin Marks	Aggregate Pass Marks
PE 401: Knowledge and Curriculum (Part II)	35	15	50	14	8	25
PE 402: Creating an Inclusive Education	35	15	50	14	8	25
CP403: Optional Courses	35	15	50	14	8	25
EPC 404: Understanding of self	-	50	50	-	25	25
P-405: Internship Including Final Lessons	-	175	175	-	88	88
P-406: Project related to community experience	-	75	75	-	38	38
P-407: Performing Arts (Cultural activities)	-	75	75	-	38	38
P-408: Environment Project	-	25	25	-	13	13