

DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY

CIRCULAR NO.SU/Edu./B.Ed. II Yr. Syll./96/2016

It is hereby inform to all concerned that, on the recommendation of the Committee, the Academic Council at its meeting held on 26-03-2016 has accepted the "**Revised Curriculum of Bachelor of Education [B.Ed.] Two Years Degree Course, Yearly Pattern**" as per the norms of N.C.T.E..

This is effective from the Academic Year 2016-17 & onwards as appended herewith.

All concerned are requested to note the contents of the circular and bring notice to the students, teachers and staff for their information and necessary action.

University Campus,
Aurangabad-431 004.
REF.NO. SU/ EDU./B.ED. II YRS.
SYLLABUS /2016/1500-550
Date:- 17-05-2016.

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Director,
Board of College and
University Development.

Copy forwarded for information and necessary action to :-

- 1] **The Principals, affiliated concerned colleges,**
Dr. Babasaheb Ambedkar Marathwada University.

Copy to :-

- 1] The Controller of Examinations,
- 2] The In-Charge, E-Suvidha Kendra, [Professional Unit], Rajarshi Shahu Maharaj Pariksha Bhavan, Dr. Babasaheb Ambedkar Marathwada University,
- 3] **The Section Officer, [Professional Unit],**
- 4] The Programmer [Computer Unit-1] Examinations,
- 5] The Programmer [Computer Unit-2] Examinations,
- 6] The Record Keeper.

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S*/-170516/-

**Dr. Babasaheb Ambedkar Marathwada
University, Aurangabad**



Faculty of Education

**Revised Syllabus
As per NCTE Norms 2014**

**Bachelor of Education (B.Ed.)
(Two Years Course – Yearly Pattern)**

**W.E.F. JUNE 2016 Onwards
(Subject to the modifications made from time to time)**

Preamble

The Bachelor of Education programme, generally known as B.Ed., is a professional course that prepares teachers for Upper Primary or Middle level (VI-VIII), Secondary level (IX-X) and Senior Secondary Level(XI-XII).

Vision for Teacher-Education:

Teacher-education must become more sensitive to the emerging demands of the school system. For this it must prepare the teacher for the role of being an encouraging, supportive and humane facilitator in teaching-learning situation to enable learners (students) to discover their talents, realise their physical and intellectual potentialities to the fullest, and to develop character and desirable social and human values needed to function as responsible citizens; and to be able to realise this vision, teacher-education must comprise the following features to enable teacher-trainees to -

- understand the way learning occurs and to create plausible situations conducive to learning;
- view knowledge as personal experience constructed in the shared context of teaching-learning, rather than embedded in the external reality of textbooks;
- be sensitive to the social, professional and administrative contexts in which they need to operate;
- develop appropriate competencies to be able to not only seek the above- mentioned understanding in actual situations, but also to create them;
- attain a sound knowledge base and proficiency in language;
- identify their own personal expectations, perceptions of self, capacities and inclinations;
- consciously attempt to formulate one's own professional orientation as a teacher in situation-specific contexts;
- view appraisal as a continuous educative process;
- develop an artistic and aesthetic sense in children through art education;
- address the learning needs of all children, including those who are marginalised and disabled;
- to pursue an integrated model of teacher-education for strengthening the professionalization of teachers;
- develop the needed counselling skills and competencies to be a 'facilitator' for and 'helper' of children needing specific kinds of help in finding solutions for day-to-day problems related to educational, personal and social situations; and
- learn how to make productive work a pedagogic medium for acquiring knowledge in various subjects, developing values and learning multiple skills.

The present B.Ed. Curriculum/syllabus shall be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills.

The programme shall comprise three broad curricular areas: Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the field.



The courses under each of these curricular areas will be based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transactions of the courses shall be done using variety of approaches such as case studies, discussions on reflective Journals, observations of children and interactions with the community in multiple socio-cultural environments. Information and Communication Technology (ICT), Gender, Yoga Education and Disability/ Inclusive Education shall form an integral part of the B.Ed. curriculum.

Rules and Ordinance for B.Ed. Two Year Course as per NCTE Norms 2014

0.207		The Degree of Bachelor of Education shall be conferred on a candidate, who has satisfied the following conditions:
	(a) Rectify as	He must have passed three years Bachelor's Degree Examination in Arts, Science, Commerce or Agriculture or any of the bachelors degree of Dr. Babasaheb Ambedkar Marathwada University or of any other University recognized by this University as equivalent thereto, with not less than 50% marks & in the case of reserved category 45% marks . (Relaxation for in-service teachers as per government rules prescribed from time to time).
	(b)	He must have, regularly pursued the course of study prescribed for two academic years.
	(c) (added)	A regular course of study means a course wherein the physical attendance is not less than 80% in each paper of the course in both the academic years . A course means the course in which minimum 200 days per academic year as per NCTE norms are devoted for imparting instructions, and other activities as provided in the rules framed in that behalf. In special cases, The Vice-Chancellor may, on the recommendation supported by the report of an authorized Medical officer approved by the Principal of the College condone the deficiency in attendance not exceeding 10% on account of medical ground .
	(c)	Deleted
	(d)	Deleted
	(e) Rectify as	A candidate who has passed the B.Ed. examination of this University in any class /division may be allowed to appear in the said examination again with the same medium with present prescribed syllabus to improve his qualification, provided that he/she appears at the said examination with practical (two final lessons) in one attempt with all the papers and practical prescribed for the course, on the basis of which the result will be declared. Only two chances will be given for improvement of qualification.
0.208	(g)	The course of study shall consist of lectures, selected readings, discussion, workshops, practice teaching and other practical work as laid down here in-after.
0.209 Rectify the ordinance 209 as		The External Examination shall consist of two parts: Part – I (a) Theory Part – I (b) Annual Lesson The Internal Examination shall consist of two parts: Part – II (a) Practical (prescribed at first and second year) Part – II (b) Enhancing Professional Capacities (EPC) prescribed at First year and Second year
0.210 Rectify the ordinance 210 as		A candidate who has completed all the requirements of the course but has failed in Part-I (a) or Part-I (b) or in both has to appear for the examination in the same without putting in further attendance for practical work (Internal).
R.64		Deleted
R.65		Deleted
R.66 Added		A candidate who has not completed all the requirements of the course and not allowed to appear for annual university examination will have to complete all the Internal assessment along with the next batch of first year students by paying the additional fees in third year and his/her result will be declared after completing the Internal and External examinations satisfactorily.
		The candidate will be allowed who has put in attendance for appearing the examination



	<p>of the subjects (wherein he has failed in first year) at one and the same time in B.Ed. two years duration course.</p> <p>(a) The selection for admission in the B.Ed. Course will be made in accordance with the rules framed and revised time to time by Government Resolution.</p> <p>(b) The medium of examination (theory and practical) will be Marathi, Hindi, English and Urdu (as per the medium of instruction imparted in the college)</p> <p>(c) Deleted</p> <p>(d) As per the University Circular No: Exam/Prof.Unit/Edn/2005/27/99-215 dated October 5th, 2005, the college who have minimum number of 20 students appearing in Urdu medium shall be allowed to appear for the examination in Urdu language. The Principals of the respective colleges must send such examination forms separately by clearly mentioning medium of examination as Urdu.</p>
<p>R.67</p>	<p>The scheme for the B.Ed. Examination shall be as follows: To pass the examination, a candidate must obtain a minimum of 40% marks in each of the Theory papers under Part-I (a) and 40% of marks in each of the two lessons under Part-I (b) separately. Similarly a candidate must have 40% of the aggregate in Internal Assessment Part-II (a & b) To obtain First Class, a candidate must obtain a minimum 60% of marks in aggregate (I & II year) of the course. Candidate should have minimum 55% of marks in Part-I (a), Part-I(b), Part-II(a) and Part-II(b) in both the years. To obtain Second Class, candidate must obtain minimum of 50% marks in aggregate (I & II year) of the course. A candidate should have minimum 45% of marks in Part-I (a) and Part-I (b) Part-II(a) and Part-II(b) in both the years. A candidate who has obtained 40% or more in aggregate marks in each of the Internal and External Examination will be declared to have passed in the Third Division with D Grade. For declaring the candidate in below average, average, good, exceptional, excellent and outstanding grade description the minimum marks to be obtained in Part – I (a) and Part – I (b) in External Examination are given in Table No. 1 A candidate must complete Part–II A & B (Internal Assessment) before he/she appears University Examination of Part-I in both First and Second year. If any candidate internal work is incomplete in First and Second year he/she will not be allowed to appear in final exam. In such a case the candidate will have to complete the internal work in third year and then his result will be declared. The internal marks obtained by the candidate will be carried forward if he fail to appear for annual exam due to some difficulty. If a candidate fails in First attempt and secure 60% / 50% or more percentage of marks in theory papers he will be awarded Pass Division only, or no class will be awarded.</p>
<p>Ordinance Added</p>	<p>Promotion: As per the ordinance 0.0885 issued by the University order no. ACAD/SU/CGS/college.PG level/14/2015 dated 20/06/2015. Promotion for PG is allowed. The B.Ed. course is of two years duration which consists of two Annual Examinations by the University. Hence, once the student is admitted to the concerned B.Ed. course in the concerned college he/she will be promoted to next annual examination with promotion/carryon in three subjects, subject to the registration of the student in every consecutive university examination. Dropouts will be allowed to register for respective University examination as and when the concerned are offered by the college, subject to the condition that his/her tenure should not exceed more than three years duration as per NCTE norms</p>

**Scaled Down:**

There should not be difference of 15% **or more** between the marks obtained in theory paper out of 500 and internal assessment marks out of 500 in the First year and 550 in theory and 450 for internal examination marks allotted by the college. In case the difference is more than 15% the internal assessment marks will be scaled down accordingly.

Similarly, if the difference between the marks given by the internal and the external examiner in the final lesson is more than 15%, the marks will be scaled down.

Grading Scheme:

A ten point rating scale shall be used for the evaluation of the performance of the student to provide letter grade for each course and overall grade for the Bachelor's Degree Programme grade points are based on the total number of marks obtained by him / her in all the heads of examination of the course.

These grade points and their equivalent range of marks are shown separately in Table No. 1

Conversion of Marks into Grade points, letter Grade and Class

Sr. No.	Marks obtained	Grade Points	Letter Grade	Grade Description	Class
01	90.00-100	9.00-10	O	Outstanding	First Class with Distinction
02	80.00-89.99	8.00-8.99	A++	Excellent	First Class with Distinction
03	70.00-79.99	7.00-7.99	A+	Exceptional	First Class with Distinction
04	60.00-69.99	6.00-6.99	A	Very Good	First Class
05	55.00-59.99	5.50-5.99	B+	Good	Second Division
06	50.00-54.99	5.00-5.49	B	Fair	Second Division
07	45.00-49.99	4.50-4.99	C+	Average	Third Division
08	40.01-44.99	4.01-4.49	C	Below Average	Third Division
09	40	4.00	D	Pass	Third Division
10	< 40	0.00	F	Fail	--

CGPA– There is no semester system. Thus, the Cumulative Grade point Average will be used to describe the overall performance of a student in year-end examination of the course and will be computed as under –

$$\text{CGPA} = \frac{\text{Sum (Course Credit * Number of points in concern course gained by the student)}}{\text{Sum (Course Credit)}}$$

**EXAM PATTERN FOR THEORY PAPERS:****Time:**

- Three Hours (3 Hours) for 80 marks paper.
- One and Half (1 ½ Hours) for 40 marks paper.

Sr. No.	Type of Question	Total No. of Questions		Nature of Answer	Marks per Questions	Total Marks	
		Paper of 40 Marks	Paper of 80 Marks			Paper of 40 Marks	Paper of 80 Marks
01	Content Based short Answer Type Question	04	06	Answer in 200-250 words	05	20	30
02	Content Based long Answer Type Question	01	03	Answer in 300-400 words	10	10	30
03	Application based Essay type Question	01	02	Detail answer with application	10	10	20
	Total	06	11			40	80

ABBREVIATIONS:

- (1) EDUCC- Education Core Course
- (2) EDUEC- Education Elective Course
- (3) EPC- Enhancing Professional Capacities

STRUCTURE OF SYLLABUS

B.Ed. First Year

Part - I (a)

Papers	Theory Papers (Compulsory)	Internal Marks (20)*	External Marks (80)	Total Credits	Total hours	Total Marks
EDUCC-I	Childhood and Growing up	20*	80	4	60	100
EDUCC-II	Contemporary India & Education	20*	80	4	60	100
EDUCC-III	School Management, Administration & Assessment for Learning	20*	80	4	60	100
EDUCC-IV	A: Language Across the Curriculum.	10*	40	2	30	50
	B: Gender, School and Society	10*	40	2	30	50
EDUCC-V	Understanding disciplines and Pedagogy of School Subjects – (Select one method from each A & B group. Any two school subjects to be studied as methods)					
	A Group Method: (Marathi, Hindi, Urdu, Sanskrit, English, Science)	10*	40	2	30	50
	B Group Method: History, Geography, Mathematics	10*	40	2	30	50
	Total of Part I (a)	100*	400	20	300	500

* Atleast two assignments and two tutorials for each of the perspective subject (EDUCC-I to IV) and one test and one assignment for pedagogy subject (EDUCC-V)

Part - II (a)

Sr. No.	Activities	No. of Activities	Internal Marks	Credits hours	Credit	Total
1.	Practice teaching lesson (5 lessons per method). Shall be guided, supervised and, evaluated by teacher educators only.	Ten Lessons	50	30	1	50
2.	Introduction and Demonstration of all standardized Micro Teaching Skills and Practice of Minimum Six skills.	Microteaching Lessons -06 (teach & re-teach) Bridge Lessons - 02 & Integrated Lesson - 01 (without re-teach)	100	120	4	100
3	Observation of Macro Lessons	Observation of Twenty Lessons (10 lessons of each method opted by the candidate)	20	30	1	20
4.	<p>Internship includes activities like;</p> <ul style="list-style-type: none"> • Attending and conducting morning assembly. • Conducting practice teaching lessons. • Preparing daily plan, unit plan and preparing and conducting unit test on the unit taught. • Preparing progress report using statistical measures. • Getting acquainted with school records. • Filed visits to support services in the school. • Conducting computer classes, SUPW& drawing classes. • Preparing students for cultural activities. • Celebrating the days. • Getting expert guidance from the senior teachers, and preparing a record of all these activities. 	<p>Duration: Four weeks (Completion of 10 Practice Teaching Lessons)</p>	100	120	4	100

5	Working with Community includes the activities like; <ul style="list-style-type: none"> • Blood donation camp. • Survey • Shramdaan in public utility places. • Cultural Program • Visit to nearby places of historical and cultural importance. • Health check-up camp. • Awareness programme. • Engagement with the field; Task and assignments related to theory courses. 		20	30	1	20
6.	Psychological Experiments <ol style="list-style-type: none"> 1. Work & Fatigue 2. Memory 3. Teacher's Attitude Test. 4. Learning Curve 5. Perception. 	05 Experiments	20	60	2	20
7.	Content test (Method A& B) Preferably on the reopening day after Diwali Vacation.	Method – A& B (Upper Primary Level Class V to VII)	10	30	1	10
8.	Practicum based on theory papers		20	30	1	20
9.	Prelims		10	30	1	10
	Total of Part – II (b)		350	480	16	350
	Total of Part – II (a)		400	20	300	500
		Total II(a & b)				850

NOTE:

Before the commencement of Internship programme following workshops should be conducted like:

- i. Lesson Planning,
- ii. Evaluation ,
- iii. Teaching Aids,
- iv. Drawing,
- v. Craft.

**Part II (b)****Enhancing Professional Capacities (EPC)**
(Courses under EPC shall be Internally Assessed)

Papers	Courses	Internal Marks		Credits Hours		Credit	Total
		Theory	Practical	Theory	Practical		
EPC-I	Critical Understanding of ICT	30	20	15	30	2	50
EPC-II	Health and Yoga Education	30	20	15	30	2	50
EPC-III	Reading & Reflecting on Text	00	50	00	60	2	50
	Total	60	90	30	120	6	150
	Total	150				6	
						Grand Total	1000

Note:

- (1) The examination of theory papers shall be conducted by the University at the end of the academic year.
- (2) The internal assessment of Part-II (a) & (b) shall be conducted by the concerned college and the folders of each of the student to be stored on the computer along with the files. It is to be shown to the local Inquiry Committee every year during the visit and certificate be obtained from them.

STRUCTURE OF SYLLABUS

B.Ed. Second Year

Part - I (a) & (b)

Papers	Theory Papers (Compulsory)	Internal Marks (20)*	External Marks (80)	Total Credits	Credit Hours	Total Marks
Part I (a)						
EDUCC-VI	Knowledge and Curriculum	20*	80	4	60	100
EDUCC-VII	Learning & Teaching	20*	80	4	60	100
EDUCC-VIII	A: Assessment for Learning	10*	40	2	30	50
	B: Creating an Inclusive School	10*	40	2	30	50
EDUCC-IX	Understanding disciplines and Pedagogy of School Subjects – (Select one method from each A & B group. Any two school subjects to be studied as methods)					
	A Group Method: (Marathi, Hindi, Urdu, Sanskrit, English, Science)	10	40	2	30	50
	B Group Method: History, Geography, Mathematics	10	40	2	30	50
EDUEC-I	Optional course (Any one of the following papers) A. Career Guidance and Counseling B. Computer in Education C. Distance Education D. Elementary Education E. Environmental Education F. Physical Education G. Population Education H. Value Education	20*	80	4	60	100
Part I (b)	Annual Lesson (One for each method(2) Internal Examiner from the same college and External Examiner from Concerned Practicing School) preferably the senior subject teacher or Headmaster.		(25X2)= 50	1	30	50
		100*	450	21	330	550

* Atleast two assignments and two tutorials for each of the perspective subject (EDUCC-VI to VIII and EDUEC-I) and one test and one assignment for pedagogy subject (EDUCC-IX)

Part II (a)

Sr. No.	Activities	No. of Activities	Internal Marks	Credits hours	Credit	Total
1.	Practice Teaching Lesson (15 lessons per method). 18 lessons shall be guided, supervised and, evaluated by teacher educators only and remaining 12 lessons to be guided, supervised and evaluated by mentor.	Thirty (30) Lessons	150	120	4	150
2.	Observation of lessons	Observation of twenty (20) lessons (10 lessons in each method opted by the candidate)	20	30	1	20
3.	Internship: includes activities like; <ul style="list-style-type: none"> • Attending and conducting assembly. • Conducting practice teaching lessons under the supervision of mentor and method masters. • Preparing daily plan, unit plan and preparing and conducting unit test on the units taught. • Preparing progress report using statistical measures. • Getting acquainted with school records. • Field visits to support services in the school. • Conducting computer classes, SUPW & drawing classes. • Preparing students for cultural activities. • Celebrating the 	Duration: 16 weeks (Including 30 Practice Teaching Lessons)	100	480	16	100

	<p>days.</p> <ul style="list-style-type: none"> • Getting expert guidance from the senior teachers and preparing a record of all these activities. • Arranging Parent – Teacher Meet. • Conducting computer classes. • Arranging health-checkup camps. Health awareness activities like Yoga, meditation. • Arranging social gatherings. • Preparing year plan. • Administering some psychological tests. • Conducting action research projects undertaken. • Seeking guidance from expert teachers. 					
4.	<p>Psychological Experiments:</p> <ol style="list-style-type: none"> 1. Transfer of learning 2. Division of attention. 3. Intelligence 4. Span of Attention 5. Free Association 	Five (05) Experiments	20	30	1	20
5.	<p>Content test (Method A &B) Preferably first day after the end of Diwali Vacation</p>	Method –A &B (Lower Secondary Level - Class VIII to X)	10	30	1	10
6.	<p>Practicum based on theory papers</p>		20	30	1	20
7.	<p>Cultural Activities</p>		20	30	1	20
8.	<p>Prelims</p>		10	30	1	10
			350	780	26	350
				Total II(a & b)		900

NOTE: Before the commencement of Internship Program related Workshops should be conducted.

**Part II (b)****Enhancing Professional Capacities (EPC)
(Courses under EPC shall be Internally Assessed)**

Papers	Courses	Internal Marks		Credit Hours		Credits	Total
		Theory	Practical	Theory	Practical		
EPC-IV	Understanding the self	00	50	00	60	2	50
EPC-V	Drama and Art in Education	30	20	15	30	2	50
		30	70	15	90	4	100
	Total	100				4	100
						Grand Total	1000



B.Ed. FIRST YEAR
EDUCC-I
CHILDHOOD AND GROWING UP

Total Marks: 100 Credits: 4	External Marks: 80 Hours: 60	Internal Marks: 20 Theory Exam Paper: 3 Hours
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OBJECTIVES:

To enable the teacher trainees to -

1. understand the concept of Growth and Development.
2. know the different stages of development.
3. understand the principles and factors influencing growth and development.
4. develop an understanding of growing up in pluralistic society.
5. understand a theoretical perspective of childhood and adolescent in pluralistic society.
6. analyze the issues and implications of the changing family structure and parenting and growing up in pluralistic society.
7. understand the development context in the light of different theories.
8. understand group dynamics and role of media and social networking in growing up of child.

UNIT (I) Growth and Development:

(15 Marks)

- a. Growth and Development-Meaning and Differences
- b. Principles of Development
- c. Factors influencing Growth and Development
- d. Stages of Development
- e. Role of Educational Institutions in development of the child

UNIT (II) Developmental Characteristics of Childhood and Adolescent Stage:

(15 Marks)

- a. Characteristics of childhood stage with reference to Physical, Mental, Emotional and Social dimensions
- b. Characteristics of Adolescence stage with reference to Physical, Mental, Emotional and Social dimensions
- c. Childhood and Growing up in the context of
 - (i) Marginalization
 - (ii) Diversity
 - (iii) Stereotyping.
 - (iv) Issues and Implications of changing family structures and parenting on growing up with respect to attachments and bonding, experience of trauma in childhood (child abuse, violence ,death of a parents, single parents)

UNIT (III) Theoretical Perspectives of Development:

(15 Marks)

- a. Jean Piaget's theory of cognitive development
- b. Lawrence Kohlberg's theory of Moral development.
- c. Eric Erickson's theory of psychosocial development
- d. Educational Implications of the above theories

**UNIT (IV) Personality of Child and Individual Differences:****(15 Marks)**

- a. Personality - Meaning, definition & nature
- b. Development of Personality – role of family, school and society.
- c. Role of teacher in development of personality of the child.
- d. Meaning and nature of individual differences
- e. Causes of individual differences
- f. Teacher's role while adopting teaching strategies according to individual differences

UNIT (V) Motivation**(10 Marks)**

- a. Motivation - Meaning, definitions, types and sources
- b. Maslow's Theory of Motivation
- c. Educational Implications of Maslow's Theory

UNIT (VI) Group Dynamics and Role of Media**(10 Marks)**

- a. Group Dynamics-Concept, Meaning, types, Inter and Intra personal relations
- b. Influence of media and Social networking on development of child.
- c. Role of teacher in establishing identity with respect to media and peer relations.

PRACTICUM: (Any One)

1. Prepare a case study of a marginalized, diversified or a stereotype child.
2. Prepare a case study of a child with respect to parenting style (autocratic, democratic, single parent, illiterate parent).
3. Prepare a biography of any one of the psychologist (Jean Piaget, Lawrence Kohlberg, Eric Erickson)

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- 16) Misra Manju, Sharma Ritu (2007), Teaching Learning Process. Alfa Publishing New Delhi.
- 17) Charles H. Judd. (2011), Educational Psychology. KSK Publishing Housing New Delhi.
- 18) शैक्षणिक व प्रायोगिक मानसशास्त्र – प्रा.वा.ना.दांडेकर, विद्या प्रकाशन, शनिवार पेठ, पुणे.
- 19) शैक्षणिक मानसशास्त्र – डॉ. सुरेश करंदीकर, फडके प्रकाशन, कोल्हापूर.
- 20) सुबोध शैक्षणिक मानसशास्त्र – प्रा.प्र.ल.नानकर
- 21) शैक्षणिक व प्रायोगिक मानसशास्त्र – डॉ. ह. ना. जगताप नूतन प्रकाशन पुणे.
- 22) शिक्षणाचे मानसशास्त्रीय अधिष्ठान – प्रा. आफळे प्रा. बापट श्री विद्या प्रकाशन पुणे.
- 23) शैक्षणिक मानसशास्त्र – प्रा.के.व्हि. कुलकर्णी, श्री.विद्या प्रकाशन, पुणे.
- 24) प्रगत शैक्षणिक मानसशास्त्र – डॉ. न.रा. पारसनीस नूतन प्रकाशन, पुणे.
- 25) प्रगत शैक्षणिक मानसशास्त्र – प्रा. आ.पा. खरात विद्या प्रकाशन, पुणे.
- 26) उच्चतर शिक्षा मनोविज्ञान – डॉ. रामनाथ शर्मा, डॉ. रचना शर्मा, हटबॉटिक, पब्लिशर्स आणि डिस्ट्रीब्युटर्स, बी-२ विशाल एचक्येट, नई दिल्ली.
- 27) अध्ययन उपपत्ती व अध्ययन – डॉ. सत्यवती राऊळ, नूतन प्रकाशन पुणे.
- 28) अध्ययन उपपत्ती – डॉ. खानापूरकर ह.कृ
- 29) अध्ययननार्थीचे चे मानसशास्त्र आणि अध्यापन प्रक्रिया – प्रा. सौ. कडके, डॉ. शिरगावे, प्रा. शेंडगे फडके प्रकाशन, कोल्हापूर.
- 30) शैक्षणिक मानसशास्त्र व प्रायोगिक कार्य – डॉ. द.बा. पोक्षे, नूतन प्रकाशन पुणे.
- 31) शैक्षणिक मानसशास्त्र – डॉ. शारदा शेवतेकर.
- 32) शैक्षणिक मानसशास्त्र - र.वि. पंडित, पिंपळपुरे अॅण्ड कं.पब्लिशर्स नागपूर.



B.ED. FIRST YEAR
EDUCC-II
CONTEMPORARY INDIA AND EDUCATION

Total Marks: 100 Credits: 4	External Marks: 80 Hours: 60	Internal Marks: 20 Theory Exam Paper: 3 Hours
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OBJECTIVES:

To enable the teacher trainees to -

1. understand the developments in Indian education system.
2. become aware of the contributions of Social reformers.
3. know the role of key institutions in developing the Education.
4. acquire knowledge about characteristic features of Ancient, Medieval and British system of education in India-their strengths and limitations.
5. understand social diversity in India.
6. understand the contribution of various major committees and commissions on education set up from time to time.

UNIT (I) Development of Education System in India:

(10 Marks)

- a. Concept of Education: Meaning, nature and scope of Education.
- b. Interrelationship between Philosophy and Education.
- c. Historical Perspectives of major commissions and movements in Indian Education during the pre-independence and post-independence era with reference to recommendations of Secondary & Higher Secondary Education.
- d. Characteristic features of Vedic, Buddhist and Medieval Education.

UNIT (II) Understanding and Addressing Diversity in Indian Society:

(15 Marks)

- a. Concept of social diversity, (Types of diversity with reference to region, language, religion castes, tribes etc).
- b. Educating children to respect social diversity.
- c. Impediments in the way to achieve universalization of education.
- d. Role of Education in addressing the needs of Marginalized groups in Indian Society i.e. SC, ST, OBC, NT and Women.

UNIT (III) Constitution and Policy Framework for Education:

(15 Marks)

- a. The Preamble and the Constitutional Articles related to Education.
- b. Fundamental Rights and Duties of the citizens and Directive Principles of the State policies. (Justice, liberty, equality and fraternity).
- c. Salient features of Kothari Commission, NPE (1986 & revised 1992), RTE, RUSA (Rashtriya Uchchatar Shiksha Abhiyan).
- d. Distance Education and Continuing Education - definition & concept.

UNIT: (IV) Modern Indian Society:

(10 Marks)

- a. Globalization - concept, need & significance.



- b. Education for globalization.
- c. International Understanding: Concept, need & importance.
- d. Role of Education in developing International Understanding.

UNIT (V) Social and Educational Reforms:**(15 Marks)**

- a. Legacy of Social Reformers and their vision of education: Mahatma Phule, Dr. B.R. Ambedkar, Mahatma Gandhi, Dr. Zakir Hussain, Maulana Abul Kalam Azad, Ishwarchand Vidyasagar, and Ramabai Ranade - historical struggle for modernization of education.

UNIT (VI) Role of Key Institutions:**(Marks 15)**

- a. Nature, role and functions of key institutions: NCTE, NCERT, IASE & CTE.

PRACTICUM: (Any One)

1. A visit to any one of the institutions mentioned in Unit no. VI, and writing report in regard to their nature, role and function.
2. Educational Contribution of any one Indian Social Reformer.
3. Role of NCTE in shaping the policy and discourse of Teacher Education.
4. Contribution of present education system in development of education of the marginalized groups.

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17. NCERT (2006/7) National Focus Group Paper on the Problems of Scheduled Castes and Scheduled Tribes; National Focus Group Paper on Gender. New Delhi: NCERT
18. NCTE (2009) National Curriculum Framework for Teacher Education.
19. PROBE (1999) Public report on basic education in India. New Delhi: Oxford University Press. 4
20. Parekh, B. C. (2000). Rethinking multiculturalism: Cultural diversity and political theory (pp. 213-230). Palgrave.
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30. NCF-2005 available on www.ncert.ac.in
31. NCFTE: http://www.ncte-india.org/publicnotice/NCFTE_2010.pdf
32. Sachar Committee Report available at <http://ncm.nic.in/pdf/compilation.pdf>
३३. मिनलनरवणे, भारतीय शैक्षणिक आयोग व समित्या—नुतन प्रकाशन पुणे ३०
३४. डॉ. वास्कर आ., भारतीयशिक्षणाचे बहुजनीकरण, नुतन प्रकाशन पुणे ३०
३५. प्राचार्य चौधरी अ., भारतीयशिक्षण व्यवस्थाविकास, आ.शिवनेरी अंबड रोड, जालना
३६. डॉ. पारसनीसन.रा. स्वातंत्र्योत्तर भारतीयशिक्षण, नुतन प्रकाशन, पुणे
३७. प्रा. डॉ. मोहनजाधवप्रा. आरती भासले, प्रा.सरपोतदार फडके, भारतीयशिक्षणाचाविकास— भारतीयशिक्षणाचाविकास, प्रकाशनकोल्हापूर.
३८. म.बा. कुंडले, शिक्षणाचे तात्त्विक व समाजशास्त्रीय अधिष्ठाण
३९. प्रतिभा पेंडकर, शैक्षणिक तत्त्वज्ञान
४०. ब्रुबेकर, शिक्षणाची आधुनिक तत्त्वज्ञान
४१. श्री. दिक्षित, भारतीय तत्त्वज्ञान



B.ED. FIRST YEAR
EDUCC-III
SCHOOL MANAGEMENT & ADMINISTRATION AND ASSESSMENT
FOR LEARNING

Total Marks: 100 Credits: 4	External Marks: 80 Hours: 60	Internal Marks: 20 Theory Exam Paper: 3 Hours
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OBJECTIVES:

To enable the teacher trainees to –

1. understand Meaning, nature, scope, functions and principles of Educational Administration.
2. acquire basic scientific concepts and practices in Educational Management.
3. understand the concept of discipline and accountability in school.
4. acquire basic scientific concepts and practices in Educational Evaluation.
5. understand about various educational and mental measurement tools.
6. develop skills and competencies for the use of the evaluation techniques.
7. know the concept and use of educational statistical measures
8. interpret the result of educational measurement.

UNIT (I) Administration of School as an Organization:

(15 Marks)

- a. Meaning, Need, Concept, Scope & Functions and Principles of Educational administration
- b. Educational administration – advantages and disadvantages
- c. Role of a head of the institution as a transformative leader of a school
- d. School: An Organization – its function and relationship with society
- e. Schools in India – Types (like – Vidyaniketan, Night School, Public School, Ashram Shala, Sakhar Shala, Marathi medium, Hindi medium, English medium, Urdu medium etc various affiliation bodies.)
- f. Importance of School records

UNIT (II) Introduction to School Management:

(15 Marks)

- a. Meaning, Concept, Need, Scope, Functions and Principles of school management
- b. Management of human & physical resources
- c. Management of curricular & co-curricular activities
- d. Managerial Skills for the wellbeing of institution.
- e. Stress management & Conflict management
- f. Performance appraisal - Meaning and importance, criteria of performance appraisal of teachers.
- g. Parent Teacher Association – Importance and its various functions

**UNIT (III) Discipline and Accountability in School****(10 Marks)**

- a. Meaning, concept, need and type of disciplines
- b. Ways of ensuring effecting institutional discipline.
- c. Teacher's Accountability: Professional ethics and code of conduct
- d. Methods used for Assessment of Accountability of Teaching and Non-Teaching Staff.

UNIT (IV) Concept of Educational Evaluation:**(15 Marks)**

- a. Concept and Definitions of Measurement, Assessment and Evaluation
- b. Distinction between Measurement, Assessment and Evaluation
- c. Taxonomy of Educational Objectives (by Dr. B.S. Bloom & R. H. Dave)
- d. Learning Experiences: Meaning, Types and Sources (Direct & Indirect)
- e. Evaluation approaches – Formative and Summative
- f. Continuous and Comprehensive Evaluation – Need and Procedure

UNIT (V) Planning and Tools in Educational Evaluation:**(10 Marks)**

- a. Planning and Preparing - Year Plan, Unit Plan and Lesson Plan
- b. Tools of Evaluation - (Quantitative Tools- Examination: Written, Oral and Practical and Qualitative Tools - Observation, Introspection Projective, Sociometric technique) Meaning, Types Characteristics , Merits and Demerits of each tool. Cumulative report card.
- c. Characteristics of good evaluation tool.
- d. Use of tools for assessment and record preparation.

UNIT (VI) Educational Statistics:**(15 Marks)**

- a. Need and importance of statistics in education.
- b. Basic Concept in Educational Statistics, Frequency Distribution Table /Collection and Tabulation of data.
- c. Graphical Representation of Data – Types of Graphs,
- d. Measures of Central Tendency – Mean, Median, Mode – their Meaning, Characteristics, Merits and limitations.
- e. Calculation of all measures of central tendencies from given raw Scores and frequency distribution table.
- f. Properties of Normal Probability Curve

PRACTICUM: (Any one)

1. Conduct a survey to study the working of PTA in different schools.
2. Preparing year plan of the methodology subject offered.
3. Prepare Unit Plan
4. Find out mean from scores of any class

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12. Fundaments of statistics – Thurston M.C. Grow Hill Book Company, London.
13. Measurement and Statistics in Education – Rawat D.S. Ramprasad & Sons Agra.
14. Evaluation in schools-Dandekar W.N., Vidya prakashan Pune 30
15. Evaluation Measurement – Lindguise, America council of Education-Washington.
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17. वाघ रा.ए. शालेय आर्थिक व्यवस्थापन, यशवंतराव चव्हाण, महाराष्ट्र मुक्त विद्यापीठ, नाशिक.
18. कुलकर्णी पी.जी. मुख्याध्यापक - एक प्रशासक, नितीन प्रकाशन पुणे.
19. अकोलकर रा.वि.व पाटणकर ना.वि., शालेय व्यवस्थापन आणि प्रशासन, पुणे.
20. दुनाखे अरविंद, प्रगत शैक्षणिक व्यवस्थापन, प्रशासन व वित्तव्यवहार, नित्यनूतन प्रकाशन, पुणे.
21. वा.ना.दांडेकर, शैक्षणिक मूल्यमापन आणि संख्याशास्त्र -श्री विद्या प्रकाशन पुणे ३०
22. प्रा.सौ.पाठक, शिक्षणातील परिक्षण आणि मापन -नुतन प्रकाशन पुणे.
23. चा.प.कदम, चौधरी, शैक्षणिक मूल्यमापन - नुतन प्रकाशन, पुणे.
24. ना.के.उपासनी के.व्ही.कुलकर्णी, शैक्षणिक मूल्यमापनासाठी सुबोध संख्याशास्त्र-विद्या प्रकाशन पुणे.
25. डॉ.उपासनी जोशी, मूल्यमापन तंत्र आणि मंत्र- वझे न.र.महाराष्ट्र पुणे.
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27. मस्के टी.ए., शैक्षणिक संख्याशास्त्र -प्रज्ञा प्रकाशन संगमनेर.
28. डॉ.के.एम.भांडारकर, शैक्षणिक संख्याशास्त्र -नुतन प्रकाशन पुणे.
29. शशी गायकवाड, शैक्षणिक व्यवस्थापन व मूल्यमापन -गुरुप्रसाद कक्कड

B.ED. FIRST YEAR
EDUCC - IV (A)
LANGUAGE ACROSS THE CURRICULUM

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1 ½ Hours
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OBJECTIVES:

To enable the teacher trainees to –

1. understand the nature and structure of language.
2. help them appreciate the relationship between language, mind and society.
3. acquaint them with the process of language acquisition and learning.
4. support them in the understanding of different language skills and development of the same.
5. develop sensitivity and competency towards catering to a multilingual audience in Schools.

UNIT (I) Language and Communication:

(10 Marks)

Language as a tool of Communication

- a. Features of Language
- b. Structure of Language
- c. Language and Power

Language Diversity in the context of India

- a. Multilingualism: Nature and Scope
- b. Multilingualism : As a Resource and a strategy

Socio-cultural Variations in Languages: Accents and Linguistic Variations.

UNIT (II) Acquisition of Language Skills:

(15 Marks)

- a. Listening Skills: Developing Pronunciation by Phonic Drills, Developing Vocabulary by listening to the usage of new words in different contexts and meaning making.
- b. Reading and Writing:
 - i. Relationship between Reading and Writing.
 - ii. Oral and silent Reading of Expository Texts: Strategic; Comprehension; Pre-Reading and Post Reading activities.
 - iii. Characteristics of a Good Handwriting; Developing the skill of writing effective compositions: Creative Writing, Letter Writing: Formal, Informal (emphasis on the letters which the teachers write in schools)
 - iv. Developing Effective Presentations by integration of the four language skills effectively: Principles and Procedure.

UNIT (III) Language and Curriculum Transaction:

(15 Marks)

- a. Bilingual or Trilingual Children: Implications for teachers
- b. Multilingual Classroom: Challenges and Strategies to Cater to Diversity
- c. Nature of Multilingualism:
- d. Differences in Communication,
- e. Hierarchical status of Indian Languages and its effect on classroom dynamics.
- f. Qualities and competencies of a teacher to cater to a multi-lingual classroom.

**PRACTICUM: (Any One)**

1. The students to be actively engaged in drill and practice exercises with respect to honing their proficiency in Speaking, Reading and Writing in Marathi, Hindi, English and Urdu with the support of assistive devices in the Language Laboratory under the guidance of Faculty/Mentor .
2. Participation in two Extempore Presentations, one Debate, one Paragraph writing and One Application Writing .(To be the basis of Evaluation after exhaustive sessions to improve Communication Skills.)
3. Students to maintain a record of observation on the communication of children(both verbal and non-verbal) within the peer group and with teacher sand to find the patterns with respect to the themes of conversations Formally- Informal Communication and the challenges they face in Communicating.

REFERENCES:

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15. अकोलकर, पाटणकर, मराठीचे अध्यापन -
16. म.बा. कुंडले, मराठीचे अध्यापन
17. चंद्रकुमार डंगे,मातृभाषेचे अध्यापन
18. तिवारी भोलानाथ, भाषा विज्ञान
19. पंडित ब.बि.हिंदी अध्यापन पध्दती, पुणे : नुतन प्रकाशन
20. पठाण, हिंदी विषय ज्ञान, पुणे, नुतन प्रकाशन



B.ED. FIRST YEAR
EDUCC - IV (B)
GENDER, SCHOOL AND SOCIETY

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1 ½ Hours
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OBJECTIVES:

To enable the teacher trainees to –

1. develop understanding and familiarities with key concepts in gender issues.
2. understand different theories on gender and education.
3. examine the role of different agencies in challenging gender inequalities.
4. critically analyze representation of gendered roles, relationships and ideas in text book and curricula.
5. examine constitutional provisions to deal with issues of gender parity.

UNIT (I) Gender Issues: Key Concepts:

(10 Marks)

- a. Gender: Meaning, definition, Differences between gender and sex.
- b. Gender related concepts: Patriarchy feminism, equality and Inequality masculinity.
- c. Influence of family, caste, religion, culture, region and media on gender identity.

UNIT (II) Theories on Gender and Education:

(15 Marks)

- a. Introduction to theories on gender and education
- b. Socialization theory, gender differences, structural theory, deconstructive theory, psychoanalyst.
- c. Role of education: Challenging gender inequalities, reinforcing gender parity teaching strategies to develop sensitivity.

UNIT (III) Constitutional provisions and Curriculum for Gender:

(15 Marks)

- a. Constitutional provisions
- b. Sexual abuse/violence and its verbalization
- c. Gender in curriculum framework since independence - an analysis
- d. Gender empowerment: Role of curriculum, text books and teachers.
- e. Gender and hidden curriculum
- f. Preparing pedagogic material

PRACTICUM: (Any One)

1. Identify social practices hindering Gender
2. Field visit to school to observe the schooling process from a gender perspective.
3. Comparative study of daily routine of a girl and boy from the same family.
4. Organizing debate on Gender bias.
5. Prepare pedagogic material and practice a pedagogy which can develop abilities and confidence in their students to critically evaluate & challenge gender inequalities.

**REFERENCE:**

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10. डॉ. पारसनीस न.रा. स्वातंत्र्योत्तर भारतीयशिक्षण, नुतन प्रकाशन, पुणे
11. म.बा. कुंडले, शिक्षणाचे तात्त्विक व समाजशास्त्रीय अधिष्ठाण



EDUCC – V
METHOD : A
UNDERSTANDING DISCIPLINE AND PEDAGOGY OF SCHOOL SUBJECT
MARATHI

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1 ½ Hours
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उद्दिष्टे :

प्रशिक्षणार्थ्यांना —

१. मराठी भाषेचे शालेय अभ्यासक्रमातील स्थान व महत्त्व समजण्यास मदत करणे.
२. मराठी साहित्य प्रकार समजण्यास मदत करणे.
३. मराठी भाषेची संरचना समजण्यास मदत करणे.
४. मराठी अध्यापनाच्या पध्दती व तंत्रे समजण्यास मदत करणे.
५. भाषा अध्यापन कौशल्ये विकसित करणे.

घटक १ : मराठी भाषेचे स्वरूप व महत्त्व :

(गुण १०)

१. मराठी भाषेचे स्वरूप अभ्यासक्रमातील स्थान व महत्त्व
२. मातृभाषेचे जीवनातील स्थान, महत्त्व
३. मराठी भाषा अध्ययन अध्यापनाची उद्दिष्टे : माध्यमिक व उच्च माध्यमिक स्तर
४. भाषिक कौशल्ये : श्रवण, भाषण, वाचन, लेखन, संभाषण,
५. समवाय : संकल्पना, प्रकार, मराठी भाषेचा इतर शालेय विषयाशी समवाय.

घटक २ : मराठी भाषेचा अभ्यासक्रम :

(गुण १०)

१. मराठी भाषेचा अभ्यासक्रम : अर्थ, स्वरूप, महत्त्व.
२. मराठी अभ्यासक्रमाचे प्रकार : विषयकेंद्री, उपक्रम केंद्री, अनुभव केंद्री, पायाभूत, जीवन केंद्री.
३. मराठीतील प्रमुख साहित्य प्रकार :
गद्य : कथा, लघुकथा, कादंबरी, निबंध, ललितलेख, नाटक, चरित्रे, आत्मचरित्र, प्रवासवर्णन, इत्यादी
पद्य : संतकाव्य, पंतकाव्य, ओवी, पोवाडा, लावणी, भावगीत, भक्तिगीत, आधुनिक काव्य, इत्यादी.
व्याकरण : समास, प्रयोग, वृत्त, अलंकार, वाक्यपृथक्करण, इत्यादी.
लेखन : पत्रलेखन, कार्यालयीन लेखन, सारांश लेखन, निबंधलेखन, संवाद लेखन, वृत्तांत लेखन, इत्यादी.

घटक ३ : आशययुक्त अध्यापन पध्दती :

(गुण १०)

१. आशययुक्त अध्यापन पध्दती : संकल्पना, स्वरूप, गरज, महत्त्व
२. मराठी विषय संरचना
३. आशय विश्लेषण : अर्थ, प्रकार, पाय-या.
४. गाभा घटक, मूल्य व जीवन कौशल्ये.
५. मराठीचे पाठ्यपुस्तक परीक्षण.

**घटक ४ : मराठी अध्ययन अध्यापन पध्दती**

(गुण १०)

१. अध्यापन पध्दती : व्याख्यान नाट्यीकरण उद्गामी-अवगामी, चर्चा, प्रकल्प पध्दती
२. अध्यापनाची तंत्रे : कथन, स्पष्टीकरण, प्रश्न, मुलाखत.
३. अध्यापनाची प्रतिमाने : भूमिकापालन प्रतिमान, संकल्पना प्राप्ती प्रतीमान, अग्रत संघटक प्रतीमान.

प्रात्यक्षिक कार्य :(कोणतेही एक)

१. श्रवण, भाषण, वाचन, लेखन, संभाषण यापैकी कोणत्याही एका भाषित कोशल्याच्या विकासासाठी माध्यमिक स्तरावर राबविल्या जाणा-या उपक्रमांचा सर्वेक्षणात्मक अभ्यास व अहवाल लेखन.
२. कोणत्याही एका इयत्तेच्या एका घटकाचे आशय विश्लेषण व अहवाल लेखन.
३. कोणत्याही एका अध्यापन प्रतिमानानुसार पाठनियोजन अध्यापन आणि अहवाल लेखन.
४. मराठीच्या कोणत्याही एका पाठ्यपुस्तक परीक्षणाच्या निकषाच्या आधारे परीक्षण व अहवाल लेखन.

संदर्भ :

१. अकोलकर, पाटणकर, मराठीचे अध्यापन -
२. म.बा. कुंडले, मराठीचे अध्यापन
३. चंद्रकुमार डांगे,मातृभाषेचे अध्यापन
४. लीला पाटील, मराठी भाषेचे अध्यापन व मुल्यमापन
५. देवधर, देशपांडे, मराठी भाषा कशी शिकवावी -
६. म.वि.फाटक, मराठी भाषेचे अध्यापन
७. द.त्र्यं. साठे,मराठीचे अध्यापन
८. प्रा.ना.ग. पवार, मातृभाषा मराठीचे आशययुक्त अध्यापन
९. डॉ. अरविंद दुनाखे, मराठीचे आशययुक्त अध्यापन
१०. डॉ. अरविंद दुनाखे, मराठीचे आशययुक्त अध्यापन
११. डॉ. सुरेश करंदीकर, मराठीचे अध्यापन



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METHOD : A
UNDERSTANDING DISCIPLINE AND PEDAGOGY OF SCHOOL SUBJECT
HINDI

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1 ½ Hours
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हिंदी अध्यापन के उद्देश :

१. छात्राध्यापकों में हिंदी भाषा में व्यवहार करने की क्षमता का विकास करना.
२. छात्राध्यापकों को द्वितीय भाषा के रूपमें हिंदी शिक्षण के उद्देश तथा अपेक्षित योग्यताओंसे परिचित कराना (श्रवण, भाषण, वाचन लेखन).
३. आशययुक्त अध्यापन पध्दती हिंदी की संरचना समझने में मदद करना.
४. छात्राध्यापकों को हिंदी भाषा सिखने की प्रक्रिया तथा भाषा शिक्षण के सिध्दांतसे परिचित कराना.
५. छात्राध्यापकों को हिंदी भाषा अध्यापन की पध्दती से परिचित कराना.

इकाई नं.१ : भाषा का स्वरूप

(अंक - १०)

१. भाषा की परिभाषा और भाषा के लक्षण
२. भाषा के प्रकार - मातृभाषा, राजभाषा, राष्ट्रभाषा, अन्य भाषा.
३. राष्ट्रभाषा के रूप में हिंदी का महत्त्व.
४. भाषा शिक्षण का अर्थ - श्रवण, भाषण, वाचन, लेखन
५. भाषा शिक्षण के उद्देश
६. द्वितीय भाषा के रूप में हिंदी शिक्षण के उद्देश
७. संविधान और शिक्षा समितीयोंके रिपोर्ट में भाषा- भाषाओं की स्थिती धारा — ३४३-३५१,कोठारी कमिशन (१९६४), राष्ट्रीय शिक्षा निती (१९८६), राष्ट्रीय पाठ्यचर्या (२००५).

इकाई नं.२ : आशययुक्त अध्यापन पध्दतीकी संकल्पना

(अंक - १०)

१. संरचना
२. आशय विश्लेषण का अर्थ और सोपान
३. पाठ्यपुस्तक का मूल्यांकन
४. मुलगामी ईकाई (गाभा घटक) मूल्य
५. जीवन कौशल्यों का परिचय

ईकाई नं.३ : द्वितीय भाषा शिक्षण की विधियाँ और तंत्र

(अंक - १०)

१. हिंदी अध्यापन की पध्दती — व्याकरण अनुवाद प्रणाली, प्रत्यक्ष प्रणाली, गठन प्रणाली,डॉ वेस्ट प्रणाली
२. तंत्र — नाट्यीकरण, कथा-कथन, वार्तालाप की शिक्षा
३. अध्यापन प्रतिमान - संकल्पना प्राप्ती प्रतिमान, सर्जनात्मक प्रतिमान,उद्गमन प्रतिमान
४. हिंदी भाषा का अन्य विषयों से समवाय
५. अन्य भाषा शिक्षण के सिध्दांत
६. वाचन शिक्षण की विधियाँ

ईकाई नं.४: नियोजन तथा मूल्यांकन

(अंक - १०)

१. पाठनियोजन, ईकाई नियोजन और वार्षिक नियोजन



२. हिंदी शिक्षण में मुल्यांकन के लिए उपयुक्त साधन
३. ईकाई कसौटी
४. नैदानिक एवं उपचरात्मक साधन

प्रात्यक्षिक कार्य (कोई भी एक)

१. किसी एक घटक का (गद्य/पद्य) का आशय विश्लेषण
२. ईकाई नियोजन, ईकाई कसौटी
३. माध्यमिक स्तर पर किसी एक पाठ्यपुस्तक का अन्य विषय से सहसंबंध
४. हिंदी विषय शिक्षक की हस्तपुस्तिका का विश्लेषणात्मक अहवाल

संदर्भ :

१. तिवारी भोलानाथ, भाषा विज्ञान
२. सिंहसावित्री, हिंदी शिक्षण
३. पंडित ब.बि.हिंदी अध्यापन पध्दती, पुणे : नुतन प्रकाशन
४. पठाण, हिंदी विषय ज्ञान, पुणे, नुतन प्रकाशन
५. बोबे बा.स. हिंदी अध्यापन पध्दती, पुणे, नुतन प्रकाशन
६. कुळकर्णी केणी, हिंदी अध्यापन पध्दती, पुणे, व्हिस प्रकाशन
७. केणी, संगोराम, हिंदी अध्यापन पध्दती
८. मुखर्जी श्रीधरनाथ, हिंदी अध्यापन
९. वास्कर पुष्पा, हिंदी आशय के साथ अध्यापन पध्दती
१०. रस्तोगी, शर्मा, हिंदी शैक्षिक व्याकरण भाग १,२
११. भाई योगेंद्रजीत, द्वितीय भाषा के रूपमें हिंदी की शिक्षा
१२. आशययुक्त अध्यापन पध्दती (मूलभूत) य.च.म.मु.वि. नाशिक
१३. आशययुक्त अध्यापन पध्दती (हिंदी) य.च.म.मु. वि. नाशिक



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METHOD : A
UNDERSTANDING DISCIPLINE AND PEDAGOGY OF SCHOOL SUBJECT
URDU

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1 ½ Hours
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مقاصد: زیر تربیت معلمہ میں

- ۱۔ زبان کی صفات سے متعلق فہم پیدا کرنا۔
- ۲۔ زبان کی اہمیت و افادیت سے متعلق فہم پیدا کرنا۔
- ۳۔ اردو زبان کی ارتقاء اور اسکے تدریسی مقاصد، تدریسی اصول اور اردو زبان کا دیگر مضامین کے ساتھ ربط سے متعلق فہم پیدا کرنا۔
- ۴۔ اردو زبان کے تدریسی طریقے کی معلومات دینا اور فہم پیدا کرنا۔
- ۵۔ اردو زبان کے نصاب کی سالانہ اور اکائی اور سبق کی منصوبہ بندی کی معلومات دینا اور فہم پیدا کرنا۔

[۱۰ نمبرات]

اکائی [۱] زبان کی صفات

- ۱۔ اردو زبان کی اہمیت و افادیت
- ۲۔ اردو زبان کی قسمیں
- ۳۔ اردو زبان کا ارتقاء
- ۴۔ اردو زبان کے تدریسی مقاصد
- ۵۔ اردو زبان کی تدریس کے اصول اور دوسرے مضامین سے باہمی ربط۔

[۱۰ نمبرات]

اکائی [۲] Content cum Methodology: معنی، تصور، ضرورت

- ۱۔ اردو زبان کی ساخت
- ۲۔ مواد کا تجزیہ: معنی و منازل
- ۳۔ درسی کتاب: تنقید و تجزیہ
- ۴۔ عملی قواعد

[۱۰ نمبرات]

اکائی [۳] اردو پڑھانے کے تدریسی طریقے:

- ۱۔ خطیبانہ یا بہانہ طریقہ
- ۲۔ بحث و مباحثہ
- ۳۔ گفتگو کا طریقہ
- ۴۔ راست طریقہ
- ۵۔ سوال و جواب کا طریقہ

۶۔ توضیحی و تشریحی طریقہ

۷۔ منصوبائی طریقہ وغیرہ

اکائی [۴] منصوبہ بندی:

[۱۰ نمبرات]

۱۔ تدریسی مقاصد: معنی، فہم، انتخاب، استعمال اور تعین قدر۔

۲۔ سالانہ منصوبہ بندی، پونٹ اور منصوبہ سبق کی تیاری اور اس کے مختلف مراحل۔

۳۔ جانچ کے آلات: تحصیلی آزمائش

۴۔ Computer Assisted Instruction

عملی سرگرمیاں: [کوئی ایک]

۱۔ کسی بھی درسی کتاب سے ایک اکائی کو منتخب کر کے اس پر تحصیلی آزمائش تیار کیجئے۔

۲۔ کسی بھی ایک اردو کی درسی کتاب کا تنقیدی مطالعہ کیجئے۔

REFERENCES:

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4. Taleem Deneka Fun O Manohar Sahaje.
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6. Urdu Adab Ki Tareekh – Dr.Jameel.
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EDUCC – V
METHOD : A
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SANSKRIT

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1 ½ Hours
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उद्दिष्ट—

१. अध्यापकांना संस्कृत भाषेचे स्वरूप, स्थान व महत्त्व व उद्दिष्टे यांचा परिचय करून देण्यास मदत करणे.
२. अध्यापकांना संस्कृतच्या विविध अध्यापन पध्दती प्रतिमान व पुरक शैक्षणिक साधनांचा परिचय करून देणे.
३. अध्यापकांना आशययुक्त अध्यापन पध्दतीचा परिचय होण्यास मदत करणे.
४. अध्यापकांना संस्कृत भाषेतील व्याकरणाचा परिचय होण्यास मदत करणे.

घटक १. संस्कृत भाषेचे अभ्यासक्रमातील स्थान व महत्त्व संस्कृत अध्यापनाची उद्दिष्टे व क्षमता. (गुण १०)

१. संस्कृत भाषेचे अभ्यासक्रमातील स्थान व महत्त्व.
२. संस्कृत भाषेचे इतर शालेय विषयांशी समवाय.
३. संस्कृत भाषेची भाषिक उद्दिष्टे (श्रवण, भाषण, वाचन व लेखन)
४. इतर क्षेत्रे (आकलन, भाषेचा व्यवहारात उपयोग व कार्यात्मक व्याकरण स्वयंअध्ययन, शब्दसंपत्तीवर प्रभुत्व उद्दिष्ट व क्षमतांच्या विकासाची उद्दिष्टे व त्यांचे मूल्यमापन).
५. संस्कृतच्या वर्गाध्यापनाची उद्दिष्टे व त्यांचे मूल्यमापन

घटक २ संस्कृतच्या विविध अध्यापन पध्दती शैक्षणिक साधने व अध्यापन सामुग्री (गुण १०)

अ. संस्कृतच्या विविध अध्यापन पध्दती —

१. ऐतिहासिक,
२. गुरुकुल पध्दती
३. पाठशाला पध्दती
४. डॉ. भांडारकर पध्दती
५. इतर - व्याख्यान, कथाकथन, कथन, नाट्यीकरण, चर्चा, उद्गामी - अवगामी, प्रकल्प, स्वाध्याय, भूमिकाभिनय.

ब. अध्यापनाचे प्रतिमान - सामाजिक अभिरुपता प्रतिमान

क. शैक्षणिक साधने व अध्यापन सामुग्री — फलक, चित्रे, तक्ते, रेडिओ, ध्वनिमुद्रित, व्हिडिओ, ध्वनिफिती, चित्रीफिती, शब्दपट्या, कात्रणे भाषासंगणक, इंटरनेट, संगणक सहाय्यित अनुदेशन व अध्ययन — पॉवर पॉइंटच्या सहाय्याने सादरीकरण तयार करणे, प्रत्यक्ष सादरीकरण.

ड. अभ्यासक्रमांतर्गत व अभ्यासपूरक उपक्रम — वाङ्मय मंडळ, हस्ताक्षर स्पर्धा, गायन स्पर्धा, वाचन स्पर्धा, लेखन स्पर्धा, वक्तृत्व स्पर्धा, भाषिक खेळ, शब्दकोडे, पुस्तक परीक्षण, सुविचार लेखन, दिनविशेष लेखन, चिंतनिका स्पर्धा, कोश व संदर्भग्रंथांचा वापर, पाठांतर.

**घटक ३ आशययुक्त अध्यापन पध्दती****(गुण - १०)**

१. आशययुक्त अध्यापन पध्दती - संकल्पना, अर्थ, संस्कृत विषयाची संरचना, आशय विश्लेषण.
२. संस्कृत -श्लोक परिचय, सुभाषित परिचय
३. संस्कृत - गद्य परिचय, (इयत्ता ५,६,७)
४. संस्कृत - पद्य परिचय , (इयत्ता ५,६,७)

घटक ४ व्याकरण**(गुण - १०)**

१. इकारान्त स्त्रीलींग शब्द परिचय
२. ऋकारान्त - पुल्लिंग - प्रयोग
३. संख्यावाचि - शब्द - प्रयोग
४. विधिलिङलकार - प्रयोग
५. अव्ययोंका - प्रयोग

प्रात्यक्षिक कार्य - कोणतेही एक

१. घटक चाचणी तयार करणे.
२. एका वर्गाचे वार्षिक व घटक नियोजन तयार करणे.
३. संगणकाच्या वापराचा एक पाठ तयार करणे.
४. एका पाठ्यघटकात संगणकाच्या आधारे शैक्षणिक साहित्य वापरणे.
५. एक शैक्षणिक साहित्य तयार करणे.
६. माध्यमिक स्तरावरील एका पाठ्यपुस्तकाचे परीक्षण करणे.
७. एका शालेय पाठ्यघटकासाठी पॉवरपॉइंटचे सादरीकरणे तयार करणे.

संदर्भ ग्रंथ :

१. डॉ. प्रतिभा पेंडके - संस्कृत अध्यापन पध्दती - मंगेश प्रकाशन, नागपूर.
२. श्री. जोशी प्र.शं - सुगम संस्कृत व्याकरण - नितीन प्रकाशन, पुणे.
३. सौ. प्रतिभा साठे - सुबोध संस्कृत व्याकरण - नितीन प्रकाशन, पुणे.
४. आशययुक्त अध्यापन पध्दती - संस्कृत - यशवंतराव चव्हाण मुक्त विद्यापीठ, नाशिक.
५. शब्दधातुरुपावली (८ वी ते १० वी) नवनीत प्रकाशन.
६. रामशकलजी पाण्डे - संस्कृत शिक्षण - विनोद पुस्तकमंदिर, आग्रा.



EDUCC – V
METHOD : A
UNDERSTANDING DISCIPLINE AND PEDAGOGY OF SCHOOL SUBJECT
ENGLISH

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1 ½ Hours
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OBJECTIVES:

To enable the teacher trainees to –

1. understand the nature of language.
2. develop ability to analyze the text critically.
3. understand & apply methods of teaching English.
4. develop ability to plan various types of lessons in accordance with communicative approach.
5. get acquainted with tools of evaluation and learning resources for English Language Teaching.
6. enrich the content knowledge in the students.

UNIT (I) Nature of Language:

(10 Marks)

- a. Need, importance, language awareness in a multilingual society in the era of globalization.
- b. Factors affecting language learning: Physical, Psychological and Social.
- c. Language and School – Difference between language as a school subject and as a means of learning and communication, Place of English in school curriculum.
- d. Principles of language teaching & co-relation of Language with other subjects.

UNIT (II) Content cum Methodology:

(10 Marks)

- a. Meaning, Concept & Need.
- b. Structure of English.
- c. Content Analysis: Meaning, Types & Steps.
- d. Core Elements, Values & Life Skills
- e. Evaluation of Course book of English.
Functional Grammar- *Parts of speech - Noun, pronoun, verb, adverb, adjective, preposition, conjunctions, Auxiliaries – kinds, Reported speech, Clauses and its functions*

UNIT (III) Methods & Approaches:

(10 Marks)

- a. The Direct Method.
- b. Communicative Approach to Language Teaching.
- c. Expository(Narration, Dramatization) and Interactive teaching techniques (Questioning, Discussion)
- d. Computer Assisted Instruction and Learning - creating a power point presentation for a teaching unit.

UNIT (IV) Planning, Evaluation & Learning Resources:

(10 Marks)

- a. General and instructional objectives of teaching English with their specification and Evaluation.
- b. Lesson Plan, Unit Plan, Year Plan.
- c. Tools of Evaluation in English.
- d. Support material – picture, slides, OHP, tape recorder, video, T.V., radio etc.
- e. Support System – excursion, quizzes, puzzle, riddles etc.

PRACTICUM:

1. Preparation of Achievement Test in English.
2. Critical Study of any one English Course-book.
3. Developing teaching learning resources such charts, audio cassettes & games.

REFERENCES:

1. Agnihotri & Khanna (eds.) (1991). Second Language Acquisition. New Delhi: Sage.
2. B.B.Pandit, Pro.Suryanshi, Pro. Kute.23) Communicative Language – teaching in English-
3. Brumfit, C. (ed.) (1983). Teaching Literature Overseas: Language – Based Approaches, ELT Document: 115, Oxford :Pegamon.
4. Gimson A.C.An Introduction to the pronunciation of English (ELBS).
5. Gurav H.K. (1990) Teaching Aspect of English Language (NutanPraksan, Pune.)
6. Jain R.K. Essentials of English Teaching (VinodpustakMandir).
7. Littlewood, W. (1992). Teaching Oral Communication. Oxford: Blackwell Publishers.
8. Narold B.Allen. Teaching English as a second Language (McGraw Hill)
9. Nunan, D. (1989). Designing Tasks for the Communicative Classroom. Cambridge: CUP.
10. Prabhu, N. S. (1987). Second Language Pedagogy. Oxford: OUP.
11. Richards and Rodgers (1986). Approaches and Methods in Language Teaching. Oxford : OUP.
12. Saraf R.S. Teaching English in India (Shree Vidyaprakashan).
13. Sharma K.L. Methods of Teaching English in India (Laxmi Narayan).
14. Stern (1993) Fundamental Concept of Language teaching (OUP)
15. Stern, H. H. (1983). Fundamental Concepts of Language Teaching. Oxford : OUP.
16. Yardi,V.V. Teaching of English in India Today (Parimal Prakashan).



EDUCC – V
METHOD : A
UNDERSTANDING DISCIPLINE AND PEDAGOGY OF SCHOOL SUBJECT
SCIENCE

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1 ½ Hours
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OBJECTIVES:

To enable the teacher trainees to –

1. develop their essential skills for practicing modern Science Education.
2. develop the ability to plan & design various types of lessons in science.
3. understand the contribution of Scientists in the field of Science.
4. get acquainted with the use of devices and support system of teaching science.
5. understand the core content of Science and Technology.
6. enrich the content knowledge in the students.

UNIT(I) Nature, Scope and Importance of Science:

(10 Marks)

- a. Nature, Scope and Importance of modern Science
- b. Justification for including Science as a subject of study
- c. Professions in area of Science.
- d. Correlation of Science with other school subjects

UNIT (II) Teaching – Learning Process in Science:

(10 Marks)

- a. Methods of teaching Science – Lecture, Demonstration, Experimental, Heuristic and Project,.
- b. Models for teaching science – Concept Attainment Model, Enquiry Training Model

UNIT (III) Facilitating Teaching–Learning of Science:

(10 Marks)

- a. Support material – Science laboratory, Text books, Journals, Hand books, Student work books, laboratory materials, audio-video support materials.
- b. Computer Assisted Instruction & Learning - creating computer based support material and Power Point Presentation.
- c. Co-Curricular activities – field trips, school gardening, Science club, visit to Science museum, Science fairs and exhibitions, Scientific hobbies, maintenance of aquarium, herbarium and vivarium

UNIT(IV) Content cum Methodology:

(10 Marks)

- a. Meaning and concept of Content cum Methodology, structure of science and content analysis.
- b. Classification of Plants and Animals
- c. Ecosystem
- d. Concept of Food Chain
- e. Environmental Pollution
- f. Organization of Organisms
- g. Natural Resources and its Preservation
- h. Reproduction
- i. Human Diseases and Disorder
- j. Technology and Human Life.

**PRACTICUM: (Any One)**

1. Prepare a working model.
2. Prepare Power Point Slides on any one topic.
3. Survey of Science laboratory in schools with a view to suggest recommendation.

REFERENCES:

1. Walter A. Thuber, Teaching Science in Today's Secondary Schools. Prentice Hall of India (Pvt.Ltd.) New Delhi
2. The Teaching of Science in Secondary Schools Science Master's Association.
3. Ghanshamadas, The Teaching of Physics and Chemistry in India.
4. Source book of science – UNESCO
5. T.S.Nagpal, Teaching of Science
6. Sharma & Sharma, Teaching of Science
7. H.N. Sunders, Teaching of General Science in Topical Secondary School. UNESCO
8. प्रा. चारुदत्त कदम / प्रा. कै. गु. बौदाई, शास्त्र आशययुक्त पध्दती
9. ल. रा. गद्रे , शास्त्राचे अध्यापन
10. दिघे पाटनकर, शास्त्राचे अध्यापन वनारस.
11. शिक्षक हस्तपुस्तीका - महाराष्ट्र राज्य पाठ्यपुस्तक मंडळ, पुणे.
12. प्रभाकर हकीम, शास्त्र अध्यापन
13. विशेष अध्यापन पध्दती विज्ञान य. च. म. मुक्त विद्यापीठ, नाशीक
14. डॉ. प्रभाकर हकीम, विज्ञानाचे आशययुक्त अध्यापन - नुतन प्रकाशन पुणे.



EDUCC – V
METHOD : B
UNDERSTANDING DISCIPLINE AND PEDAGOGY OF SCHOOL SUBJECT
HISTORY

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1 ½ Hours
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OBJECTIVES:

To enable the teacher trainees to –

1. understand the meaning and importance of History in school curriculum and human life.
2. understand the structure and methods of History Curriculum.
3. understand concept of content cum methodology and develop skill of content analysis
4. get acquainted with various methods, Models and Techniques of teaching History.
5. develop the various skills of teaching History.
6. enrich the content knowledge in the students.

UNIT (I) History: Nature and Importance:

(10 Marks)

- a. History : Meaning , scope, Nature, Need & Importance of History in human life
- b. Modern concept of History teaching
- c. Objectives of Teaching History at Secondary & Higher Secondary level
- d. Instructional objectives and Specifications of teaching History.
- e. Correlation : concept, types and correlation of History with other school subjects

UNIT (II) History Curriculum:

(10 Marks)

- a. Curriculum : Meaning, nature, and Importance
- b. Types of curriculum design
 1. Chronological method
 2. Periodic method
 3. Concentric method
 4. Spiral method
- c. Milestones in History
 1. Ancient
 2. Medieval
 3. Modern

UNIT (III) Content Cum Methodology Teaching:

(10 Marks)

- a. Concept, Nature , Need and Importance
- b. Structure of History
- c. Content Analysis : Meaning , Type & Steps
- d. Core elements , Values & Life Skills
- e. Critical Analysis of History Textbook

UNIT (IV) Method and Techniques of Teaching History

(10 Marks)

- a. Teaching-Learning Methods: 1) Story telling 2) Source method 3) Project method 4) Dramatization and Role Play method 5) Lecture method 6) Discussion method
- b. Techniques : 1) Narration 2) Explanation 3) Demonstration 4) Questioning
- c. Models of Teaching : Advance Organizer , Concept Attainment Model, Enquiry Training Model , Inductive-Deductive Model

**PRACTICUM: (Any One)**

1. Content Analysis of any single unit of History.
2. Critical Analysis of a Textbook of any standard.
3. Preparation & Presentation of Lesson according to any one model of teaching.

REFERENCES:

1. Ghate V.D., Teaching of History Oxford University Press, Bombay.
2. Johnson, The Teaching of History. McMillan and comp. Bombay.
3. Ghosh K.D., Creative Teaching of History, Oxford University press, Bombay.
4. Kocher S.K., Teaching of History, Sterling Publisher.
5. V.P. Chate, The teaching of History.
6. Nirmal Yadav, Teaching of History.
7. B.D. Shaidda and Saheb Singh.
8. R. Vajreshwari, Teaching of History, Hand book for History Teachers, Allied Publishers, Bombay.
9. Dr. Moin Fatema, Mufasil Tadriss-E-Tarique, Zaheer Publication. Aurangabad.
१०. इतिहास कसा शिकवावा, श.दा. चितळे.
११. इतिहासाचे अध्यापन, धारूरज रव पारसनीस.
१२. इतिहासाचे अध्यापन, ब.आ. निरंतर.
१३. इतिहासाचे अध्यापन, बी.पा. बोकीलश्री. मा. पत्की.
१४. इतिहासाचे अध्यापन दिशा. द. वेदरज र.
१५. इतिहास शास्त्र आणि कला वि. द. घाटे.
१६. इतिहासाचे अध्यापन एकदृष्टि प्रा. ब. न. हाजीरनीस.
१७. इतिहासाचे अध्यापन अरविंद दुनाखे.
१८. इतिहासाचे अध्यापन चिं. ह. तिवारी



EDUCC – V
METHOD : B
UNDERSTANDING DISCIPLINE AND PEDAGOGY OF SCHOOL SUBJECT
GEOGRAPHY

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1 ½ Hours
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OBJECTIVES:

To enable the teacher trainees to –

1. understand the need for learning Geography, either as a separate discipline or as an integrated discipline.
2. develop knowledge about the basic principles governing the construction of Geography.
3. develop the classroom skills needed for teaching of Geography.
4. develop the knowledge of various methodologies used for teaching of Geography.
5. develop skills like reading and interpretation of map, graph, figures, charts, etc.
6. enrich the knowledge of Earth and it's surrounding.
7. know and apply various methods of teaching Geography.

UNIT (I) Nature, Importance, Objectives and place of Geography in School Curriculum: (10 Marks)

- a. Meaning, nature and scope with special reference to modern concept of Geography.
- b. Objectives of teaching Geography at different levels-upper primary, secondary and higher secondary.
- c. Place and importance of geography in secondary school curriculum and in human life.
- d. Hierarchy and structure of geography.
- e. Correlation of Geography with other school subjects.

UNIT (II) Methods and Learning Resources in the Teaching of Geography: (10 Marks)

- a. Methods of Teaching Geography –
 - i. Project, excursion, journey, regional, observation,
 - ii. Laboratory, correlation, descriptive, discussion, etc.
- b. Resources - maps, atlas, globe, charts, models, working models, pictures, etc.

UNIT (III) Content cum Methodology – I (10 Marks)

- a. Meaning and concept of Content cum Methodology, structure of geography and content analysis.
- b. Solar System & Motion of earth
- c. Eclipses : Solar and Lunar : subtypes, effects, prejudices and scientific importance
- d. Graticule: Latitude and Longitude
- e. Interior of earth

UNIT (IV) Content cum Methodology – II (10 Marks)

- a. Mountain, plateau and plain : definitions and types
- b. Rocks - Meaning and its types.



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

PRACTICUM: (Any One)

1. Preparing Year plan and Unit plan.
2. Collect sample of rocks and soil and prepare chart by giving its description.
3. Prepare a power point presentation on any one topic in geography subject.

REFERENCES:

1. Teaching of Geography – Shaida B.D., Sharma J.C., Dhanpat Rai & Sons, Delhi.
2. Geography and Education – Mukherji S.P., Jiwan Jyoti Prakashan, Darjeeling.
3. Teaching of Geography – Arora K.L., Prakash Brothers, Ludhiana.
4. Principles and Practice for Geography Teaching – Barnard University tutorials Press, London.
5. Geography Teaching – Verma O.P. & Vedanayagan E.G., sterling publishers, Jullunder.
6. भूगोलअध्यापनपद्धती - द. बा. पौक्षे, नूतनप्रकाशन, पुणे.
7. भूगोलाचेअध्यापन - वा. वि. पाटणकर, माडर्नबुकडेपो, पुणे
8. भूगोलअध्ययनतअध्यापन - भा. गो. बापट, व्हील्सप्रकाशन, पुणे
9. भूगोलआशययुक्तअध्यापनपद्धतीय. च. म. वि. नाशिक.
10. विशेषअध्यापनपद्धतीभूगोलय. च. म. वि. नाशिक.
11. दृष्टीक्षेपातस्पेशलमेथडभूगोल, सौ. शैलजासांगळे, नूतनप्रकाशन, पुणे.



EDUCC – V
METHOD : B
UNDERSTANDING DISCIPLINE AND PEDAGOGY OF SCHOOL SUBJECT
MATHEMATICS

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1 ½ Hours
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OBJECTIVES:

To enable the teacher trainees to –

1. understand the meaning, nature, structure, place and importance of Mathematics.
2. understand the aims and objectives of Teaching Mathematics.
3. understand and apply various methods of teaching mathematics.
4. know the methods of planning and prepare various plans by applying knowledge of planning.
5. know and develop the support material for designing teaching- learning experiences.
6. analyze the content of Mathematics by different methods/ways.
7. prepare co-curricular and extracurricular activities, organize club activities.
8. understand the contribution of Mathematician in the field of Mathematics.
9. understand different concepts in mathematics

UNIT(I) Introduction of Mathematics:

(10 Marks)

- a. Meaning, scope and nature of Mathematics
- b. Place & importance of mathematics in present school curriculum
- c. Aims & objectives of teaching mathematics as prescribed in secondary school curriculum
- d. Correlation of Mathematics within the subject, with other school subjects, and with daily life

UNIT(II) Teaching - Learning of Mathematics:

(10 Marks)

- a. Methods of teaching Mathematics - Inductive-Deductive, Analysis -Synthesis, Experimental, Project, Heuristic, IT/CAIL based teaching
- b. Learning Resources - Real objects, Models, Charts, Blackboard, Project Aids, T.V., Video, Homemade Equipment and Improvised Teaching Aids
- c. Mathematics Club, Mathematics Laboratory, Exhibition and co-curricular activities

UNIT(III) Content Cum Methodology:

(10 Marks)

- a. Content Cum Methodology – Meaning & Concept, Structure of Mathematics, Content analysis
- b. Basic Geometry(Graph, Area, Volume, Circle)
- c. Basic Arithmetic (Number Theory, Percentage, Interest, Profit & Loss, Square & Squareroot, Indices)

UNIT(IV) Great Mathematicians:

(10 Marks)

- a. Indian Mathematicians : Aryabhata, Bhaskaracharya, Ramanujan
- b. Western Mathematicians : Pythagoras, Euclid, Rene Descartes

**PRACTICUM:(Any One)**

1. Prepare a Mathematical Teaching Aid.
2. Prepare a Mathematics Lesson Plan on IT/CAIL based.
3. Collect information about any one of the Mathematicians along with photos.

REFERENCES:

- 1) Butler and Wren, The Teaching of secondary Mathematics
- 2) Iyengar, The Teaching of Mathematics in new Education
- 3) Siddhu, Teaching of Mathematics.
- 4) Dharmveer and Agrawal, Teaching of Mathematics
- 5) Teaching of Arithmetic's, Algebra & Geometry in school-Math's Association.
- 6) Khan Ahmad Suhail, Teaching of Mathematics- Khan Publication, Aurangabad
- 7) ओक राऊळ, गणित अध्यापन पध्दती
- 8) य.च.मु.वि. नाशिक, विशेष अ.प. गणिताचे अध्यापन
- 9) ह.ना.जगताप, गणित अध्यापन पध्दती
- 10) डॉ. ह.ना.जगताप, गणित आशययुक्त अध्यापन, नुतन प्रकाशन पुणे
- 11) डॉ. द.बा.पोंक्षे, प्रा.मखिजा , गणित अध्यापन व आशययुक्त अध्यापन पध्दती - नुतन प्रकाशन पुणे.



EPC-I
(ENHANCING PROFESSIONAL CAPACITIES)
CRITICAL UNDERSTANDING OF ICT

Total Marks - 50 Credits – 2	Theory Marks – 30 Credit Hours: 15	Practical Marks –20 Credit Hours : 30
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OBJECTIVES:

To enable the teacher trainees to:

1. understand the concept, need and importance of ICT and its application in education.
2. understand the efforts of the Govt. in promoting education through ICT.
3. understand ICT based teaching-learning strategies & resources.
4. create awareness about appropriate use of ICT
5. develop educational material using advanced pedagogical strategies and ICT tools.

UNIT (I) Understanding and Integration of ICT in Education: (10 Marks)

- a. Concept and nature of ICT
- b. Application of ICT in Education –
 - i. Teaching – Learning b) Evaluation c)Administration d) Research e)Publication
- c. Challenges and barriers to the integration of ICT in Indian Schools

UNIT(II) Agencies Promoting ICT: (10 Marks)

- a. National Mission on Education through ICT (NMEICT), Sakshat portal
- b. NPTEL, NKN, INFLIBNET, VPN
- c. Legal and ethical issues in use of ICT- Hacking, Violation of Copyright, Netiquettes, plagiarism.

UNIT (III) ICT Supported Advanced Teaching Learning Strategies: (10 Marks)

- a. Smart Classroom – Nature, Features, Advantages
- b. On-line Learning resources, e-library, e-learning
- c. Video Conferencing, Webinars

Workshop and Practical based on Intel Teach Program: (20 Marks)

Three days workshop on ICT to be conducted by the college to understand pedagogy of preparing digital portfolios as per methods. The workshop should cover the following aspects –

- a. Judicious use of technology.
- b. Use of technology as a Research Tool
- c. Use of technology to facilitate acquisition and deeper understanding of content
- d. Use of technology for exploring creativity for distribution as learning.



Brief introduction of modules based on Intel Teach Program.

Folders for each method

- a. Unit Plan Template
- b. Implementation Plan
- c. Teacher Support material
- d. Student Presentation
- e. Student Publication
- f. Evaluation Tool
- g. Grade book.

Note:

It is desirable to take two lessons, one on each method using PPT in both first and second year.

REFERENCES:

1. Application of ICT in Education, by Dr. S. Arulsamy, Dr. P. Sivakumar, Neelkamal Publications.
2. Intel Teach Programme, X-elerated Professional Development for Integration of Technology in Teacher Education (XPDITTE), Pre-Service Edition.
3. Information and Communication Technology, by V.P. Pandey, Isha Publication
4. ICT in Teaching Learning by Jahitha Begum, A.K. Natesan, G. Sampath, PAH Publication
5. ICT in Teacher Development by Dr. Manoj Kumar Dash, Neelkamal Publications.
6. Introduction to Educational Technology and ICT by Imran R. Shaikh, McGraw Hill Education (India) Pvt. Ltd.
7. e-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms by Khirwadkar A, Sarup Book Publication Ltd. New Delhi.
8. Computer Science by Dr. S.A. Mannan & Dr. M. Razauallah Khan, RenukaPrakashan, Aurangabad.
9. Essentials of Educational Technology by S.K. Mangal & Uma Mangal, PHI Learning Pvt. Ltd. New Delhi.
10. संगणकशिक्षणवशिक्षक-डॉमीनाक्षीवरबे, नूतनप्रकाशन, पुणे.
11. माहितीसंप्रेषणतंत्रविज्ञानआणिसंशोधन, भूकनएस. टी. वचौधरीकंचन, व्यंकटेशप्रकाशन, जळगाव.
12. माहितीसंप्रेषणतंत्रविज्ञान-डॉएस. व्ही. शेवतेकर,
13. शैक्षणिकतंत्रविज्ञान-रावउषा, महाराष्ट्रराज्यग्रंथनिर्मितीमंडळ, नागपूर.
14. शिक्षणातील आधुनिकविचार प्रवाह- रविजाधव व गौतमगायकवाड, कैलाश पब्लिकेशन, औरंगाबाद.
15. <http://aview.in/allevnts/sakshat-a-one-stop-education-portal>
16. <http://www.sakshat.ac.in/>



EPC-II
(ENHANCING PROFESSIONAL CAPACITIES)
HEALTH AND YOGA EDUCATION

Total Marks - 50 Credits – 2	Theory Marks – 30 Credit Hours: 15	Practical Marks –20 Credit Hours : 30
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OBJECTIVES:

To enable the teacher trainees to:

1. understand the meaning of Yoga & Yogic Practices.
2. state different types of Yoga.
3. understand and practice the Kriya's, Mudra's & Bandha's.
4. understand the practice of Asana, Pranayama and Meditation
5. demonstrate Suryamanaskar.
6. understand the importance of Yoga & Health.

UNIT(I) Introduction to Yoga:

(10 Marks)

- a. Yoga - Meaning, Importance, Need & Principles of Yoga for healthy living.
- b. History of Yoga as a discipline.
- c. Types of Yoga.
- d. Rajayoga & Hatayoga- Introductory Part , It's importance.

UNIT(II) Introduction to Yogic Practices:

(10 Marks)

- a. Understanding Ashtanga Yoga of Patanjali - Introduction , Meaning of Various Ashtangamarg, Importance of Ashtanga Yoga , Benefits of Yoga to mankind
- b. Asana's Mudra and Kriya's, Bandha - Classification, Importance and benefits
- c. Suryanamaskar - Introduction and It's benefits to human body
- d. Process of Inhaling & Exhaling, importance and practice
- e. Pranayama - Types , Importance and benefits
- f. Meditation process in Patanjali's Sutra

UNIT(III) Yoga and Health:

(10 Marks)

- a. Concept of Health and Diet - Importance of Vitamins, Minerals, Fibres and micronutrients to human body
- b. Sources of Vitamins, Minerals, Fibres and micronutrients
- c. Diseases arise due to lack of Vitamins, Minerals, Fibres and micronutrients
- d. Integrated approach of Yoga for Health & Stress Management

Practicals:

(20 Marks)

1. Practice of Suryanamaskar
2. Practice of various Asana's
3. Practice of Mudra, Kriya and Bandha
4. Practice of Pranayama
5. Practice of Meditation

**REFERENCES:**

1. Basavaraddi. I.V. (Ed.) 2013 A Monograph on Yogasna, New Delhi- Morarji Desai Institute of Yoga Education.
2. Patalnjali's Yogasutras, Commentary by Vyasa and Gloss by Vachaspati, Ramprasad, Munshiram Manoharlal, Delhi.
३. सत्यानंद, सरस्वती, (२००२), आसन प्राणायाम मुद्राबंध (आ-३) मुंगेर : योग पब्लिकेशन्स ट्रस्ट.
४. सत्यानंद, सरस्वती, (२००६), बच्चोंकेलिए योगाशिक्षा, मुंगेर : योग पब्लिकेशन्स ट्रस्ट.
५. करजगांवकर, गिरीधर, (२००९) प्राणायाम :एक वैज्ञानिकदृष्टिकोन. औरंगाबाद : अथर्व प्रकाशन



EPC-III
(ENHANCING PROFESSIONAL CAPACITIES)
READING AND REFLECTING ON TEXT

Total Marks - 50 Credits – 2	Theory Marks – 00 Credit Hours: 00	Practical Marks –50 Credit Hours : 60
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OBJECTIVES:

To enable the teacher trainees to:

1. engage with the readings interactively – individually as well as in small groups.
2. enhance their capacities as readers and writers.

Content:

1. Books/Text related to empirical, conceptual and historical work
2. Policy documents Eg. Kothari Commission Report, New Education Policy – 1986
3. Studies about Schools

In this course the student teacher should be exposed to a wide variety of texts/e-texts like school texts, policy documents, autobiographies, reference books, etc. The student teacher is expected to write predictions, make notes, answer questions, critiques, summarize, retell, prepare concept maps, mind maps, flowcharts, etc. on the material s/he has read. This course is related with the Paper – V A – Language Across the Curriculum, hence it is totally practical based so evaluated as practical activity.

The course can be conducted in the following manner:

The evaluation of the activities will be done by the teacher educator and marks shall be given out of 50.

Each student has to review ANY ONE BOOK in the light of following steps.

The suggested list of books is given below -

Steps of Critical Analysis of the book (पुस्तक समीक्षणाच्या पाय-या)

a. Type of the book	a. पुस्तकाचा प्रकार
b. Theme/central Idea	b. आशय / मध्यवर्तीकल्पना
c. Style of writing	c. लेखन शैली
d. Influence of the surrounding	d. वातावरणाचा लेखनावर होणारा प्रभाव
e. Characteristics	e. वैशिष्ट्ये
f. Special qualities	f. विशेषगुण
g. Impact of reading on the reader	g. वाचकावर वाचनावर होणारा परिणाम
h. Reader's general opinion	h. सर्वसामान्य अभिप्राय / मत

Books for Reading:

Read following or any popular Books and write your opinion about it.

**REFERENCES:**

1. The winner stands alone - Poulo Coelho
2. The monk who sold his Ferrari - Robin Sharma
3. Why A student work for C students - Robert Kiyosaki
4. Be Rich Be happy - Robert Kiyosaki
5. The widening Divide/badhtefasle – Dr. Rafiq Zakaria
6. The Price of Partition – Dr. Rafiq Zakaria
7. Gubar e Khatir – Maulana Abul Kalam Azad
8. India wins the Freedom – Maulana AbulKalam Azad
9. Discovery of India – Pt. Jawahar Lal Nehru
10. Indian Muslims: Where have they gone wrong – Dr. Rafiq Zakaria
11. Wings of Fire – APJ Abdul Kalam
12. The Problem of Rupee – Dr. B. R. Ambedkar
13. Annihilation of Caste – Dr. B.R. Ambedkar
14. New Education Policy 1992
15. आयडेअर –किरण बेदी
16. श्यामची आई - सानेगुरुजी
17. एकहोताकार्दर - वीणागव्हाणकर
18. यशतुमच्याहातात-शिवखेरा
19. शिवाजी-द मॅनेजमेंट गुरु-शिवाजी सावंत
20. माझ्या स्वप्नातील भारत - महात्मागांधी
21. माझी सत्यकथा - महात्मागांधी
22. व्यक्तित्वविकास - स्वामीविवेकानंद
23. नव्यादिशानव्या वाटा - बराक ओबामा
24. वाईन अँड अदरवॉईज - सुधामूर्ती
25. नापास मुलांचे प्रगतिपुस्तक -अरुण शेवतेकर
26. नोबेल ललना - मीरा सरसमकर
27. चरित्रे- (डॉ. बाबासाहेब आंबेडकर, स्वामीविवेकानंद, शिवाजी महाराज, जिजाबाई, सावित्रीबाई फुले, महात्मागांधीइत्यादी)
28. स्मशानातील सोनं - अण्णाभाऊ साठे
29. जिजाऊ साहेब - मदन पाटील
30. मी आणि माझा बाप –नरेंद्रजाधव



B.ED. II YEAR REVISED SYLLABUS

EDUCC- VI KNOWLEDGE AND CURRICULUM

Total Marks: 100 Credits: 4	External Marks: 80 Hours: 60	Internal Marks: 20 Theory Exam Paper: 3 Hours
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OBJECTIVES:

To enable the teacher trainees to -

1. learn about epistemological bases of knowledge.
2. know the process of construction of knowledge.
3. know the sources of knowledge & values.
4. understand the concepts and approaches of curriculum development.
5. understand the bases and determinants of curriculum.
6. get acquainted with the curriculum implementation and renewal.

UNIT (I) Knowledge: Meaning & Concept:

(15 Marks)

- a. Meaning & Characteristics of knowledge & knowing.
- b. Different ways of knowing.
- c. Knowledge-visualized by different thinkers: Indian-Vivekananda, Tagore, Mahatma Gandhi, APJ Abdul Kalam. Western- Rousseau, Froebel, Dewey, Paulo, Plato.
- d. Difference between perception, conception, information, knowledge, reason & belief.

UNIT (II) Construction of Knowledge:

(15 Marks)

- a. Process of construction of knowledge as given by Jean Piaget, J. Bruner & Vygotsky.
- b. Different kinds of knowledge: Disciplinary, Course Content Knowledge, Indigenous knowledge, global knowledge, scientific knowledge, etc.
- c. Facets of knowledge: local and universal, concrete & abstract, theoretical & practical, contextual & textual, school & out of school.

UNIT (III) Sources of Knowledge & Values:

(10 Marks)

- a. Sources of Knowledge: Empirical v/s Revealed.
- b. Kinds of values education perpetuates.
- c. Impact of School context on value formation.
- d. Contribution of Education for transformation of values in society.

UNIT (IV) Concept & Approaches of Curriculum:

(15 Marks)

- a. Meaning and nature of curriculum, Need for curriculum
- b. Curriculum framework, curriculum and syllabus; their significance in school education.
- c. Facets of curriculum: Core curriculum—significance in Indian context.
- d. Meaning and concerns of 'hidden' curriculum.
- e. Curriculum visualized at different levels: National-level; state-level; school-level; class-level and related issues (Connections, relations and differences)
- f. Understanding different approaches to curriculum development: Subject-centred; environmentalist (incorporating local concerns); behaviourist; competency-based (including 'minimum levels of learning'); learner-centred and constructivist.

**UNIT (V) Curriculum Determinants and Considerations:****(10 Marks)**

- a. Broad determinants of curriculum making: (At the nation or state-wide level)
 - i. Social, political, cultural, geographical, economic diversities & similarities.
- b. Considerations in curriculum development: (At the level of the school)
- c. school subjects, educational objectives for concerned level, multi-cultural, multilingual aspects, Learner characteristics, Teachers' experiences and concerns, Environmental concerns, gender differences, social sensitivity.

UNIT (VI) Curriculum Implementation and Renewal:**(15 Marks)**

- a. Operationalising curriculum into learning situations
- b. Teachers' role in generating dynamic curricular experiences through:
- c. flexible interpretation of curricular aims; contextualization of learning; varied learning experiences.
- d. Selection and development of learning resources (textbooks, teaching-learning materials and resources outside the school – local environment, community and media, etc.)
- e. Evolving assessment modes
- f. Appropriate reviewing and renewal of aims and processes.
- g. Process of curriculum evaluation and revision
 - i. Need for a model of continual evaluation
 - ii. Feedback from learners, teachers, community, and administrators.

PRACTICUM: (Any One)

1. Critically analyze any one school text-book with regard to knowledge value development.
2. Conduct a survey to study the relevance of curricular & co-curricular activities according to the curriculum and age group of the students in the different schools.

REFERENCES:

1. Badheka, G (2001). *Baal Shikshan aur Shikshak*. Bikaner: Vaagdevi Prakashan.
2. Chanana, Karuna (2008). Bharat main Prathamik Shiksha main Langik Asamnata:
3. Manavadhikar Paripekshya in Sureshchandra Shukla and Krishna Kumar (Eds.)
4. Dewey, John. (2009). *School aur Samaj*. Delhi: Aakar. Chapter 2: School aur Bachche ka Jeevan (Also available in English Dewey (2007, 1899) *The School and Society* Cosimo: New York).
5. Dewey, John. (1952). *The School and the Child*, New York: The Macmillan Company, (Also available in Hindi *School aur Bachche* Translation: RRCEE)
6. Kumar (Eds.) (1985). *Sociological Perspectives in Education: A Reader*. Delhi: Chanakya Publications.
7. Kumar, Krishna (1988). *What is Worth Teaching*. New Delhi: Orient Longman. Chapter 1: What is Worth Teaching? Chapter 2: Origins of the Textbook Culture, Chapter 9:
8. Listening to Gandhi (Also Available in Hindi *Shaekshik Gyan aur Varchasav*. New Delhi: Granthshilpi.)
9. Krishnamurti, J. (2006). *Krishnamurti on Education*. Part I: Talks to Students: Chapter 1: On Education, Chapter 4: On Freedom and Order, Part II: Discussion with
10. Teachers: Chapter 1: On Right Education. Chennai: Krishnamurti Foundation of India.
11. Palmer, Joy A. et. al (2001). Jean- Jacques Rousseau, John Dewey, Rabindranath Tagore, M.K. Gandhi, Maria Montessori *Fifty Major Thinkers on Education From Confucius to Dewey*, USA: Routledge.



१२. मिनलनरवणे, भारतीय शैक्षणिक आयोग व समित्या—नुतन प्रकाशन पुणे ३०
१३. डॉ. वास्कर आ., भारतीयशिक्षणाचे बहुजनीकरण, नुतन प्रकाशन पुणे ३०
१४. प्राचार्य चौधरी अ., भारतीयशिक्षण व्यवस्थेचाविकास, आ.शिवनेरी अंबड रोड, जालना
१५. डॉ. पारसनीसन.रा. स्वातंत्र्योत्तर भारतीयशिक्षण, नुतन प्रकाशन, पुणे
१६. प्रा. डॉ. मोहनजाधवप्रा. आरती भासले, प्रा.सरपोतदार फडके, भारतीयशिक्षणाचाविकास— भारतीयशिक्षणाचाविकास, प्रकाशनकोल्हापूर.
१७. म.बा. कुंडले, शिक्षणाचे तात्त्विक व समाजशास्त्रीय अधिष्ठाण
१८. प्रतिभा पेंडकर, शैक्षणिक तत्त्वज्ञान
१९. ब्रुबेकर , शिक्षणाची आधुनिक तत्त्वज्ञान
२०. श्री. दिक्षित, भारतीय तत्त्वज्ञान

EDUCC- VII
LEARNING AND TEACHING

Total Marks: 100 Credits: 4	External Marks: 80 Hours: 60	Internal Marks: 20 Theory Exam Paper: 3 Hours
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OBJECTIVES:

To enable the teacher trainees to -

1. understand the concept of Learning.
2. know different factors affecting learning.
3. understand various theories of learning.
4. apply the constructivist perspective of learning in the teaching-learning process.
5. understand the importance of social and emotional intelligence.
6. understand diversified classroom.
7. understand teaching as a profession

UNIT (I) Learning and Learning Strategies:**(15 Marks)**

- a. Learning: Meaning, characteristics, process of learning , Learning Curve
- b. Factors affecting learning: Individual and Environmental
- c. Levels of Learning
- d. Transfer of Learning: Meaning, types(Low Road and High Road transfer of learning)
- e. Learning in and out of the school: Lauren Rensick view

UNIT (II) Theories of Learning:**(10 Marks)**

- a. Behaviouristic Theories: Classical and Operant Conditioning
 - i. E.L. Thorndike(trial and error)
 - ii. Evan Pavlov (Classical Conditioning)
 - iii. B.F. Skinner (Operant Conditioning)
- b. Educational implications for learning of the above theories.

UNIT (III) Constructivism:**(10 Marks)**

- a. Concept and types (Cognitive and social constructivism)
- b. 5E Model
- c. Co-operative and collaborative learning
- d. Implications of constructivism for learning

UNIT (IV) Intelligence:**(15 Marks)**

- a. Meaning, concept and nature of intelligence.
- b. Types of intelligence (social, emotional spiritual etc)
- c. Types of intelligence tests (verbal, non-verbal and performance)
- d. Theories of Intelligence (one factor, two factor and multi factor)

**UNIT-V: Teaching in a Diversified Classroom:****(15 Marks)**

- Inclusive education- Meaning, concept and need
- Children with special need – characteristics of visually impaired, hearing impaired, learning disabled, slow learner, gifted, creative, mentally retarded and physically challenged.
- Teacher's role in diversified classroom

UNIT (VI) Teaching as a Profession:**(15 Marks)**

- Meaning and concept of teaching
- Professional Competencies of a Teacher
- Teaching as a profession
- Importance of Psychological Testing for teacher (Aptitude, Attitude, Interest, Memory etc.)

PRACTICUM: (Any One)

- Check intelligence of student's in the school by administering suitable tool and prepare a report.
- Prepare a programme learning module of your own method bearing in mind Skinners theory of operant conditioning.
- Interview at least four school teachers and identify the challenges faced in executing various roles of teacher.

REFERENCES:

- Agarwal J.C.(1995) –Essential of Educational Psychology- Vikas Publication New Delhi.
- Bhatnagar Suresh and Saxena Anamika , Advanced Educational Psychology. R LAll Book Depot Meerut.
- Chauhan S.S.(1990) -Advanced Educational Psychology) –Vikas Publication New Delhi
- Dandapani S. Educational psychology.
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- Walia J.S. (1999) foundation of educational psychology. Paul publishers Punjab.
- Whittaker J.O. introduction to psychology. W.B. Saunders Company, London.
- Neel Ann, Theories of Psychology. Ahalsted Press Book. Schenkman Publishing Company New York.
- Morse William.c. Wingo G. Max Psychology and teaching, Tarapurvala sons, pvt. Ltd. Bombay.
- Crow and Crow (1964), Human Development and Learning. Eurasia Publishing House New Delhi.
- Mathur S.S. Educational Psychology.
- Kakkar S.B. Educational psychology.
- Sharma R.A. Educational psychology. R LAll Book Depot Meerut.
- Mannivanan Kalyani A. (2011), psychology of learning and Human Development.
- Misra Manju, Sharma Ritu (2007), teaching learning process. Alfa Publishing New Delhi.
- Charles H. Judd. (2011), Educational Psychology. KSK publishing Housing New Delhi.
- सुबोध शैक्षणिक मानसशास्त्र – प्रा.प्र.ल.नानकर
- शैक्षणिक व प्रायोगिक मानसशास्त्र – डॉ. ह. ना. जगताप नूतन प्रकाशन पुणे.



21. शिक्षणाचे मानसशास्त्रीय अधिष्ठान – प्रा. आफळे प्रा. बापट श्री विद्या प्रकाशन पुणे.
22. शैक्षणिक मानसशास्त्र – प्रा.के.व्ही. कुलकर्णी, श्री.विद्या प्रकाशन, पुणे.
23. प्रगत शैक्षणिक मानसशास्त्र – डॉ. न.रा. पारसनीस नूतन प्रकाशन, पुणे.
24. प्रगत शैक्षणिक मानसशास्त्र – प्रा. आ.पा. खरात विद्या प्रकाशन, पुणे.
25. उच्चतर शिक्षा मनोविज्ञान – डॉ. रामनाथ शर्मा, डॉ. रचना शर्मा, हटबांटिक, पब्लीशर्स आणि डिस्ट्रीब्युटर्स, बी-२ विशाल एचक्येट, नई दिल्ली.
26. अध्ययन उपपत्ती व अध्ययन – डॉ. सत्यवती राऊळ, नूतन प्रकाशन पुणे.
27. अध्ययन उपपत्ती – डॉ. खानापूरकर ह.कृ
28. अध्ययननार्थीचे चे मानसशास्त्र आणि अध्यापन प्रक्रिया – प्रा. सौ. कडके, डॉ. शिरगावे, प्रा. शेंडगे फडके प्रकाशन, कोल्हापूर.
29. शैक्षणिक मानसशास्त्र व प्रायोगिक कार्य – डॉ. द.बा. पोंक्षे, नूतन प्रकाशन पुणे.
30. शैक्षणिक मानसशास्त्र – डॉ. शारदा शेवतेकर.
31. शैक्षणिक मानसशास्त्र - र.वि. पंडित, पिंपळपुरे अॅण्ड कं.पब्लीशर्स नागपूर.



EDUCC- VIII (A)
ASSESSMENT FOR LEARNING

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1 ½ Hours
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OBJECTIVES:

To enable the teacher trainees to -

1. develop research thinking.
2. understand about various educational and mental measurement tests.
3. know about the nutrients in Educational Evaluation
4. know the concept and use of educational statistical measures.

UNIT (I) Action Research:

(15 Marks)

- a. Meaning and definitions of action research.
- b. Need and importance of action research.
- c. Steps of an action research proposal
- d. Design of action research proposal
- e. Report writing of an action Research project

UNIT (II) Types of Tests and New Trends in Educational Evaluation:

(10 Marks)

- a. Types of Tests - Criterion and Norm Referenced Test
- b. Construction of Achievement test (Steps-Blue Print, Editing, Marking Scheme and Scoring Key)
- c. New trends in Educational Evaluation: Grading systems, Online Exam, Open Book Exam, Credit System, Exam on demand.

UNIT (III) Measures of Variability, Correlation, Percentile and Percentile Rank: (15 Marks)

- a. Measures of variability—Range, Mean Deviation, Quartile deviation, Standard deviation – merits/characteristics and demerits/limitations.
- b. Calculation of all measures of Measures of Variability from given Raw Scores and frequency distribution.
- c. Meaning and Interpreting test scores – Raw Score, Standard Score, Z-scores and T-Scores,
- d. Percentile and Percentile rank – Meaning, Difference and calculation by given raw scores and distribution table.
- e. Coefficient of Correlation by using Spearman's Rank Difference Method, interpretation of Coefficient of Correlation.
- f. Application of Statistical Measures in Educational Research

PRACTICUM: (Any One)

1. Preparation of a Unit Test.
2. Find out Standard Deviation from scores of any class
3. Preparation of action research proposal

REFERENCES:

1. Constructing Evaluation instrument-Longmans, Grees of Co.Inc. NY-18
2. Statistics in psychology and Education, Henry Garret.



3. Fundamentals of statistics – Thurston M.C. Grow Hill Book Company, London.
4. Measurement and Statistics in Education – Rawat D.S. Ramprasad & Sons Agra.
5. Evaluation in schools-Dandekar W.N., Vidya Prakashan Pune 30
6. Evolutional Measurement – Lindguise, America council of Education-Washington.
७. शैक्षणिक मूल्यमापन आणि संख्याशास्त्र - वा.ना.दांडेकर श्री विद्या प्रकाशन पुणे ३०
८. शिक्षणातील परिक्षण आणि मापन - प्रा.सौ.पाठक नुतन प्रकाशन पुणे.
९. शैक्षणिक मूल्यमापन चा.प.कदम, चौधरी, नुतन प्रकाशन, पुणे.
१०. शैक्षणिक मूल्यमापनासाठी सुबोध संख्याशास्त्र ना.के.उपासनी के.व्ही.कुलकर्णी विद्या प्रकाशन पुणे.
११. शैक्षणिक संख्याशास्त्र - मस्के टी.ए.प्रज्ञा प्रकाशन संगमनेर.
१२. शैक्षणिक संख्याशास्त्र - डॉ.के.एम.भांडारकर, नुतन प्रकाशन पुणे.
१३. शिक्षणातील परिक्षण व मापन - प्रा.माणिक फाटक नुतन प्रकाशन पुणे.
१४. कृती संशोधन - महाराष्ट्र राज्य माध्यमिक शिक्षण व संशोधन परिषद, कुमठेकर पथ, पुणे.



EDUCC- VIII (B)
CREATING AN INCLUSIVE SCHOOL

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1 ½ Hours
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OBJECTIVES:

To enable the teacher trainees to -

1. develop basic understanding of key concepts: diversity, disability and inclusion.
2. identify the educational needs of diverse learners.
3. understanding of the Govt. policy perspectives of inclusive education.
4. plan need-based practices for all children with varied abilities in the classroom.
5. appreciate the need for creating inclusive school.

UNIT (I) Understanding Inclusion:

(10 Marks)

- a. Concept of inclusion: meaning, justification, strengths and challenge with reference to barrier free and right based education.
- b. Understanding environmental diversity, social, cultural, linguistic and economic
- c. Making learning more meaningful by developing pedagogical strategies to respond to individual needs of students: co-operative learning, peer tutoring, buddy system, reflective teaching etc.

UNIT (II) Government Policy and Perspectives of Inclusive Education:

(15 Marks)

- a. "Rights of persons with disabilities" UN international convention (2006) .
- b. National policy on disabilities 2006
- c. Sarva Shiksha Abhiyan SSA (2000).
- d. RMSA 2009 (Rashtriya Madhyamik Sarva Shiksha Abhiyan).
- e. Constitutional provisions with amendments, National Trust Act 1999, RCI Act 1992, RTE Act 2009.
- f. Mainstreaming of all CWSN (Children with Special Needs).
- g. RCI (Rehabilitation Council of India) and National Institutes accountable for disabilities.
- h. IEDSS 2009 (Inclusive education of the disabled at Secondary school stage)

UNIT (III) Inclusive Practices In Classrooms For All:

(15 marks)

- a. Assessment of children to know their Profile
- b. Technological advancement and its application - ICT, Adaptive and Assistive devices, Equipment's and other technologies for different disabilities
- c. Classroom Management and Organization for different disabilities
- d. Supportive services require for meeting special needs in the classroom - Special teacher, Speech therapist , Physiotherapist , Counselor etc.
- e. Development and Application of Learner friendly evaluation procedures - different provisions for Examination by State Board

**PRACTICUM: (Any One)**

1. Development of a portfolio for assessment of a student of a particular class.
2. Visit educational institution - identification of barriers to learning and participation.
3. Case Study of learner with special needs.

REFERENCES:

1. Baquer, A. & Sharma, A. (1997) .Disability: Challenges Vs. responses, Can Pub. Bachelor of Education
2. Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.
3. Bhargava, M. (1994), Introduction to exceptional Children, Sterling Publishers.
4. Blackurst & Berdine (1981), Introduction to Special Education
5. Chaote Joyce, S. (1991) . Successful mainstreaming, Allyn & Bacon
6. Daniels, Harry (1999) .Inclusive Education, London: Kogan.
7. Dash, M. Education of Exceptional Children. New Delhi: Atlantic Publisher and Distributors.
8. Deiner, P. L. (2000). Resource for Teaching children with diverse abilities, Harcourt Brace & Company, Florida
9. Dessent, T. (1987). Making ordinary school special. Jessica Kingsley Pub.
10. Gargiulo, R. M. (1997). Special education in contemporary society: an introduction to exceptionality, Wadsworth, Belmont
11. Gartner, A. & Lipsky, D. D. (1997) Inclusion and school reform transferring
12. America.s classrooms, P. H. Brookes Pub. Baltimore.
13. Gathoo, V. (2004). Curriculum strategies and adaptations for children with hearing impairment (RCI), Kanishka Pub. New Delhi
14. Giuliani, G. A. & Pierangelo, R. (2007) Understanding, developing and writing JEPs Corwin press, sage Pub
15. Hallahan & Kauffman (1978), Exceptional Children: Introduction to special Education Prentice Hall
16. Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, sage Pub
17. Joyce S. Choate (1997). Successful inclusive teaching, Allyn & Ba
18. Karant, P. & Rozario, J. ((2003). Learning Disabilities in India. Sage Pub.
19. Karten, T. J. (2007) More inclusion strategies that work. Corwin press, sage Pub
20. M. C. Gore (2004). Successful Inclusion strategies for secondary and middle school teachers, Crowin Press, Sage Pub.
21. Madan Mohan Jha (2002). School without walls: inclusive education for all, Heinemann edu. Oxford



22. Mangal, S.K., Education of Exceptional Children, PHI, New Delhi
23. Mathew, S. (2004) Education of children with hearing impairment. RCI, Kanishka Pub. New Delhi
24. National Policy on Education (1986, 1992), MHRD, GOI, Delhi
25. शैक्षणिक व प्रायोगिक मानसशास्त्र – प्रा.वा.ना.दांडेकर, विद्या प्रकाशन, शनिवार पेठ, पुणे.
26. शैक्षणिक मानसशास्त्र – डॉ. सुरेश करंदीकर, फडके प्रकाशन, कोल्हापूर.
27. शैक्षणिक मानसशास्त्र - र.वि. पंडित, पिंपळपुरे अँड कं.पब्लिशर्स नागपूर.



EDUCC – IX
METHOD : A
UNDERSTANDING DISCIPLINE AND PEDAGOGY OF SCHOOL SUBJECT
MARATHI

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1 ½ Hours
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उद्दिष्टे :

१. मराठीच्या अध्ययन अध्यापन पूरक साधनांचा परिचय करून देणे.
२. मराठीच्या अनौपचारिक उपागमांचा परिचय होण्यास मदत करणे.
३. मराठी अध्यापन नियोजन व मूल्यमापन पध्दती समजण्यास मदत करणे.
४. भाषा शिक्षकाच्या व्यावसायिक गुणवत्ता वृद्धीचे महत्त्व समजण्यास मदत करणे.
५. मराठी भाषा शिक्षणातील आधुनिक विचार प्रवाहाची उपयुक्तता समजण्यास मदत करणे.

घटक १ : अध्ययन-अध्यापन पूरक साधने व अनौपचारिक उपागम

(गुण १०)

- अ. मुद्रित साहित्य : पाठ्यपुस्तक, हस्तपुस्तिका, कार्यपुस्तिका, दैनिक, मासिके, विशेषांक, पूरकवाचन ग्रंथ, शब्दकोश, शब्दकोडी, इत्यादी.
- ब. दृक् साहित्य : चित्रे, प्रसंगचित्रे, तक्ते, नकाशे, प्रतिकृती, कल्पफलक,
- क. दृक्श्राव्य साहित्य : रेडिओ, ध्वनीमुद्रक, सि.डी., डि.व्ही.डी., टी.व्ही., चित्रपट, भ्रमणध्वनी, इत्यादी.
- ड. अनौपचारिक उपागम : वाङ्मय मंडळ, तज्ज्ञ व्याख्याने, वाङ्मयीन उपक्रम, साहित्य संमेलन, पूरक वाचन, लेखन, अंताक्षरी.

घटक २ : अध्यापनाचे नियोजन व मूल्यमापन

(गुण १०)

- अ. वार्षिक नियोजन, घटक नियोजन, पाठ नियोजन
- ब. घटक चाचणी - अर्थ, पाय-या आराखडा, संविधान तक्ता, चाचणी लेखन, संपादन, उत्तर सूची, गुणदान योजना.
- क. निदानात्मक व उपचारात्मक अध्यापन : अर्थ, स्वरूप, महत्त्व.

घटक ३ : भाषा शिक्षक :

(गुण १०)

- अ. मराठी शिक्षकाची गुणवैशिष्ट्ये व पात्रता
- ब. शिक्षकाच्या क्षमता, कार्यक्षेत्र आणि उत्तरदायित्व.
- क. मराठी शिक्षकांच्या व्यवसायिक अभिवृद्धीसाठी उपक्रम.
- ड. शिक्षकाचे मूल्यमापन : स्वयंमूल्यमापन, विद्यार्थीद्वारा सहकारीद्वारा, संस्थाप्रमुखाद्वारा मूल्यमापन.

घटक ४ : भाषा अध्ययन-अध्यापनातील आधुनिक विचार प्रवाह

- अ. भाषा प्रयोगशाळा : संकल्पना, स्वरूप, महत्त्व, उपक्रम.
- ब. संगणक सहायित अनुदेशन.
- क. भाषा शिक्षकातील माहिती तंत्रज्ञान.
- ड. आंतरजाल : ऑनलाईन, ऑफलाईन स्रोतांचा वापर.
- इ. जागतिकीकरण, खाजगीकरण आणि उदारीकरणात मराठी भाषेपुढील आव्हाने.

**प्रात्यक्षिक कार्य :**

५. मराठीच्या कोणत्याही आशयावर आधारित शैक्षणिक साहित्य तयार करणे.
६. कोणत्याही इयत्तेचे वार्षिक नियोजन व घटक नियोजन व अहवाल लेखन.
७. खालील पैकी कोणत्याही एका विषयावर अहवाल लेखन करणे —
 - अ. साहित्य संमेलन भेट
 - ब. पूरक ग्रंथाचे वाचन व समीक्षण
 - क. पुरस्कार प्राप्त शिक्षकांची मुलाखत
 - ड. लेखकांची मुलाखत
८. भाषा प्रयोग शाळेला भेट देऊन स्वनुभवकथन
९. संगणक तंत्रज्ञानाधिष्ठित पाठ नियोजन करणे.

संदर्भ :

१. मराठीचे अध्यापन - अकोलकर, पाटणकर
२. मराठीचे अध्यापन - म.बा. कुंडले
३. मातृभाषेचे अध्यापन — चंद्रकुमार डांगे
४. मराठी भाषेचे अध्यापन व मुल्यमापन - लीला पाटील.
५. मराठी भाषा कशी शिकवावी — देवधर, देशपांडे
६. मराठी भाषेचे अध्यापन - म.वि.फाटक
७. मराठीचे अध्यापन — द.त्र्यं. साठे
८. मराठीचे अध्यापन — डॉ. शोभना जोशी
९. मातृभाषा मराठीचे आशययुक्त अध्यापन — प्रा.ना.ग. पवार
१०. मराठीचे आशययुक्त अध्यापन — डॉ. अरविंद दुनाखे
११. मराठीचे आशययुक्त अध्यापन — डॉ. अरविंद दुनाखे
१२. मराठीचे अध्यापन — डॉ. सुरेश करंदीकर
१३. मराठी व्याकरणाची मूलतत्त्वे — ग.त.केळकर
१४. वृत्ते आणि अलंकर — प्र.न. जोशी
१५. मराठी व्याकरण - मुरकुटे
१६. मराठी व्याकरण — के.पी. शहा
१७. साहित्य साधना - मा.का. देशपांडे



EDUCC – IX
METHOD : A
UNDERSTANDING DISCIPLINE AND PEDAGOGY OF SCHOOL SUBJECT
HINDI

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1 ½ Hours
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हिंदी अध्यापन के उद्देश :

१. छात्र अध्यापकों को विभिन्न प्रकार के पाठनियोजन के प्रमुख सोपानों से परिचित कराना.
२. छात्र अध्यापकों को विभिन्न अध्यापन पध्दतियों की विशेषताएँ समझकर आशय के अनुसार उचित अध्यापन पध्दती चयन करने में सक्षम बनाना.
३. छात्र अध्यापकों को नियोजन तथा मूल्यांकन करने में सक्षम बनाना
४. छात्र अध्यापकों में हिंदी साहित्य के प्रती रुची निर्माण करना.
५. छात्र अध्यापकों में हिंदी भाषा से संबंधित विभिन्न उपक्रमों का आयोजन करने की क्षमता का विकास करना

ईकाई नं.१ : व्याकरण की शिक्षा

(अंक १०)

१. हिंदी मानक वर्तनी और मानक गिनती
२. विराम चिन्ह, ध्वनी विचार
३. शब्द की परिभाषा एवं प्रकार - स्रोत के आधारपर
४. शब्दसिद्धी - उपसर्ग, प्रत्यय, समास, संधी
५. शब्दभेद — विकारी, अविकारी
६. वाक्य — परिभाषा और प्रकार (अर्थ और रचना के आधार पर)
७. व्याकरण का अर्थ, महत्त्व और उद्देश
८. व्याकरण शिक्षण की विधियाँ

ईकाई नं.२ : गद्य और पद्य शिक्षण

(अंक १०)

१. गद्य का महत्त्व
२. पद्य का महत्त्व
३. गद्य अध्यापन के - अंतर्गत विविध साहित्यिक विधाओं के उद्देश, निबंध, कहानी, एकांकिका
४. पद्य शिक्षण के उद्देश
५. गद्य शिक्षण का पाठनियोजन
६. पद्य शिक्षण की विधियाँ और पाठनियोजन

ईकाई नं.३ : रचना शिक्षण

(अंक १०)

१. निबंध लेखन
२. कहानी लेखन
३. पत्र लेखन
४. कल्पना विस्तार
५. रचना शिक्षण के उद्देश
६. रचना शिक्षण की विधियाँ
७. रचना के प्रकार

ईकाई नं.४ : हिंदी अध्यापक — व्यावसायिक विकास

(अंक १०)

१. हिंदी अध्यापन के लिए विशेष गुण



२. हिंदी अध्यापन की समस्याएँ
३. पाठ्यपुस्तक - महत्त्व, आदर्श पाठ्यपुस्तक की विशेषताएँ
४. हिंदी शिक्षण में दृकश्राव्य साधनों का महत्त्व, स्वरूप एवं प्रकार
५. हिंदी भाषा विकास के लिए आवश्यक उपक्रम — विविध स्पर्धाएँ, भाषिक खेल, नियतकालिक, दिनविशेष, प्रदर्शनी आदि

प्रात्यक्षिक कार्य (कोई भी एक)

१. संगणक के आधार पर पाठ तयार करना
२. भाषा विकास के लिए उपक्रम और जीवन कौशल्यके लिए उपक्रम
३. माध्यमिक स्तर के किसी एक कक्षा के पाठ्यपुस्तक का चिकित्सक परिक्षण

संदर्भ :

१. तिवारी भोलानाथ, भाषा विज्ञान
२. सिंह सावित्री, हिंदी शिक्षण
३. पंडित ब.बि. हिंदी अध्यापन पध्दती, पुणे : नुतन प्रकाशन
४. पठाण, हिंदी विषय ज्ञान, पुणे, नुतन प्रकाशन
५. बोबे बा.स. हिंदी अध्यापन पध्दती, पुणे, नुतन प्रकाशन
६. कुळकर्णी केणी, हिंदी अध्यापन पध्दती, पुणे, व्हिस प्रकाशन
७. केणी, संगोराम, हिंदी अध्यापन पध्दती
८. मुखर्जी श्रीधरनाथ, हिंदी अध्यापन
९. वास्कर पुष्पा, हिंदी आशय के साथ अध्यापन पध्दती
१०. रस्तोगी, शर्मा, हिंदी शैक्षिक व्याकरण भाग १,२
११. भाई योगेंद्रजीत, द्वितीय भाषा के रूपमें हिंदी की शिक्षा
१२. आशययुक्त अध्यापन पध्दती (मूलभूत) य.च.म.मु.वि. नाशिक
१३. आशययुक्त अध्यापन पध्दती (हिंदी) य.च.म.मु. वि. नाशिक



EDUCC – IX
METHOD : A
UNDERSTANDING DISCIPLINE AND PEDAGOGY OF SCHOOL SUBJECT
URDU

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1 ½ Hours
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مقاصد: زیر تربیت معلم میں

- ۱۔ زبان کی مہارتیں پیدا کرنے کے طریقہ کار کی معلومات دینا۔
- ۲۔ اردو زبان کے صوتیاتی نظام (Phonic System)، صرف نحو [گرامر] کی معلومات اور فہم پیدا کرنا۔
- ۳۔ اردو زبان میں نثر اور نظم کی تدریس کے طریقے کی معلومات دینا اور فہم پیدا کرنا۔
- ۴۔ اردو معلم کی شخصیت اسکی خصوصیات اور پیشہ وارانہ نشوونما کی معلومات دینا اور فہم پیدا کرنا۔
- ۵۔ اردو زبان کی درسی کتاب کا تنقیدی جائزہ لینے اور تنقیدی تجزیہ کرنے کی مہارت پیدا کرنا۔

[۱۰ نمبرات]

اکائی [۱] زبان کی مہارت:

- ۱۔ سماعت [سننا]: عمل سماعت کے اجزاء، آداب اور ضرورت، تدریسی طریقے
- ۲۔ گفتگو [بولنا]: قسمیں، خامیاں و علاج، تدریسی طریقے۔
- ۳۔ مطالعہ [پڑھنا]: قسمیں [خاموش خوانی، بلند خوانی وغیرہ] پڑھنا سکھانے کے طریقے۔ مطالعہ کی خامیاں اور ان کے علاج
- ۴۔ تحریر [لکھنا]: لکھنے کے اقسام، لکھنا سکھانے کے طریقے

[۱۰ نمبرات]

اکائی [۲] اردو زبان کی مہادیاات:

- ۱۔ اردو کا صوتیاتی نظام [Phonetics]
- ۲۔ علم صرف [Morphology]
- ۳۔ علم نحو [Syntax]
- ۴۔ علم معنیات [Semantics]

[۱۰ نمبرات]

اکائی [۳] تدریسی نثر و نظم:

- ۱۔ تدریس نثر: اقسام اور طریقہ تدریس
- ۲۔ تدریس نظم: اقسام اور طریقہ تدریس



[۱۰ نمبرات]

اکائی [۴]: معلم اردو کی پیشہ ور ترقی:

- ۱- معلم اردو کی خصوصیات
- ۲- معلم کی پیشہ وارانہ نشوونما

علمی سرگرمیاں: [کوئی ایک]

- ۱- کسی جماعت کی درسی کتاب کی handbook پر تنقیدی تجزیہ کیجئے۔
- ۲- بحث و مباحثہ، بیت بازی، مشاعرہ، نظم خوانی، بزم ادب وغیرہ میں سے کوئی دوسرے سرگرمیاں منعقد کریں اور رپورٹ لکھئے۔

REFERENCES:

1. Urdu Kaise Padhaen – Moulvi Saleem, Chaman Book Depot, Delhi.
2. Ham Kaise Padhaen – Salamatullah.
3. Mashqui Tadvees Kyon Our Kaise – Dr.Mohd.Lkram Khan, Maktabe Jamia Malia, Delhi.
4. Taleem Deneka Fun O Manohar Sahaje.
5. Tadrese Urdu – Ahmand Hussain.
6. Urdu Adab Ki Tareekh – Dr.Jameel.
7. Urdu Sikhaneka Jamia Tareqa-Abdul Gaffar madholi.
8. Fune Taleem – Ahsam Siddiqui.
9. Hum Urdu aise Padhaen-Moinuddin, Makataba Jamia, Delhi.
10. Tadrees-E-Urdu-Moinuddin, (For B.Ed.)
11. Padhane Ka Maza – Muriel Wasi N.C.E.R.T., New Delhi.



EDUCC – IX
METHOD : A

UNDERSTANDING DISCIPLINE AND PEDAGOGY OF SCHOOL SUBJECT
SANSKRIT

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1 ½ Hours
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उद्दिष्ट –

- १) संस्कृतच्या अध्यापकांना संस्कृत विषयाचे पाठ्यपुस्तक, अभ्यासक्रम यांचा परिचय होण्यास मदत करणे.
- २) अध्यापकांना संस्कृत विषयातील साहित्य प्रकाराचा परिचय होण्यास मदत करणे.
- ३) संस्कृत विषयाची आशययुक्त अध्यापन पध्दतीचा परिचय होण्यास मदत करणे.
- ४) अध्यापकांना संस्कृत भाषेच्या व्याकरणाचा परिचय होण्यास मदत करणे.

घटक १. अभ्यासक्रम, पाठ्यक्रम व पाठ्यपुस्तक

(गुण १०)

- अ. चांगल्या अभ्यासक्रमाची तत्त्वे.
- ब. संस्कृतच्या माध्यमिक व उच्च माध्यमिक स्तरावरील अभ्यासक्रमाची उद्दिष्टे व त्यांचा राष्ट्रीय उद्दिष्टांशी समवाय.
- क. संस्कृतच्या माध्यमिक व उच्च माध्यमिक स्तरावरील पाठ्यक्रम.
- ड. चांगल्या पाठ्यपुस्तकाचे निकष.
- इ. संस्कृतच्या पाठ्यपुस्तकाचे अभ्यासक्रम, पाठ्यक्रम व पाठ्य पुस्तकाच्या आधारे परीक्षण.

घटक २ संस्कृतमधील साहित्य प्रकार व संस्कृतचा शिक्षक

(गुण १०)

अ. संस्कृतमधील साहित्य प्रकारांचे स्वरूप व वैशिष्ट्ये –

- १) वैदिक साहित्य.
- २) लौकिक साहित्य - आर्ष महाकाव्य, विदग्ध महाकाव्ये, नाट्य साहित्य, गद्यकाव्य, चम्पूकाव्य, खंडकाव्य, शतककाव्य, शास्त्रवाङ्मय, संकीर्ण व स्फुटकाव्य.

ब. संस्कृतचा शिक्षक – चांगल्या संस्कृतच्या शिक्षकातील गुण वैशिष्ट्ये.

क. संस्कृत शिक्षकाची आशय ज्ञान अभिवृद्धी (पाठ्य घटकासंदर्भात आवश्यक आशय ज्ञानाचे संपादन)

घटक ३ आशययुक्त अध्यापन पध्दती

(गुण १०)

- अ. आशययुक्त अध्यापन पध्दती - संकल्पना, अर्थ, संस्कृत विषयाची संरचना, आशय विश्लेषण.
- ब. संस्कृत -श्लोक परिचय, सुभाषित परिचय
- क. संस्कृत – गद्य परिचय, (इयत्ता ८,९,१०)
- ड. संस्कृत – पद्य परिचय (इयत्ता ८,९,१०)

घटक ४ व्याकरण

(गुण १०)

अ. संस्कृत - वर्णमाला



- ब. संस्कृत - शब्द परिचय
- क. धातु — परिचय (क्रियाएँ)
- ड. सर्वनाम परिचय
- ई. तीन लिंग (प्रथम पुरुष, मध्यम पुरुष, उत्तम पुरुष) परिचय
- उ. अव्ययपद
- ऊ. कारक — परिचय

प्रात्यक्षिक कार्य — कोणतेही एक

- १. घटक चाचणी तयार करणे.
- २. एका वर्गाचे वार्षिक व घटक नियोजन तयार करणे.
- ३. संगणकाच्या वापराचा एक पाठ तयार करणे.
- ४. एका पाठ्यघटकात संगणकाच्या आधारे शैक्षणिक साहित्य वापरणे.
- ५. एक शैक्षणिक साहित्य तयार करणे.
- ६. माध्यमिक स्तरावरील एका पाठ्यपुस्तकाचे परीक्षण करणे.
- ७. एका शालेय पाठ्यघटकासाठी पॉवरपॉइंटचे सादरीकरणे तयार करणे.

संदर्भ ग्रंथ :

- १. डॉ. प्रतिभा पेंडके - संस्कृत अध्यापन पध्दती - मंगेश प्रकाशन, नागपूर.
- २. श्री. जोशी प्र.शं - सुगम संस्कृत व्याकरण — नितीन प्रकाशन, पुणे.
- ३. सौ. प्रतिभा साठे - सुबोध संस्कृत व्याकरण — नितीन प्रकाशन, पुणे.
- ४. आशययुक्त अध्यापन पध्दती - संस्कृत — यशवंतराव चव्हाण मुक्त विद्यापीठ, नाशिक.
- ५. शब्दधातुरुपावली (८ वी ते १० वी) नवनीत प्रकाशन.
- ६. रामशकलजी पाण्डे - संस्कृत शिक्षण — विनोद पुस्तकमंदिर, आग्रा.



EDUCC – IX
METHOD : A
UNDERSTANDING DISCIPLINE AND PEDAGOGY OF SCHOOL SUBJECT
ENGLISH

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1 ½ Hours
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OBJECTIVES:

To enable the teacher trainees to –

1. develop language acquisition skills.
2. enrich the knowledge of English Language for professional development.
3. get acquainted with essential aspects of English Grammar & Vocabulary.
4. get acquainted with techniques of Prose & Poetry Teaching.

UNIT (I) Language Acquisition:

(10 Marks)

1. Listening – Concept, Significance, Activities and Methods to develop listening
2. Speaking – Concept, Significance, Activities and Methods to develop speaking
3. Reading – Concept, methods, types – (Loud, Silent, Intensive, Extensive and Supplementary)
4. Writing – Types of composition (Guided, free and creative) and methods of Developing Composition.

UNIT (II) Teaching of Grammar & Vocabulary:

(10 Marks)

- a. Grammar in Context (as per school course book)
- b. Vocabulary in Context (as per school course book) with reference to phonology, morphology, syntax and semantics

UNIT (III) Teaching of Texts:

(10 Marks)

- a) **Text in Prosaic term:-** Methods of teaching a Story-dialogue, conversation.
- b) **Text in Poetic Forms:** - Methods of teaching poem

UNIT (IV) Professional Development of an English Teacher:

(10 Marks)

- a. Qualities of an English Teacher.
- b. Professional growth of English Teacher.

PRACTICUM: (Any One)

1. Prepare a Power point based on any unit from the course book of English.
2. Critically analyze any class handbook of teaching English.
3. Organisation of inter-class contests in English like Elocution, Debate, Extempore, Recitation, etc. and writing its report.

REFERENCES:

1. Agnihotri & Khanna (eds.) (1991). Second Language Acquisition. New Delhi: Sage.
2. B.B.Pandit, Pro. Suryanshi, Pro. Kute.23) Communicative Language – teaching in English-



3. Brumfit, C. (ed.) (1983). Teaching Literature Overseas: Language – Based Approaches, ELT Document: 115, Oxford :Pegamon.
4. Gimson A.C. An Introduction to the pronunciation of English (ELBS).
5. Gurav H.K. (1990) Teaching Aspect of English Language (Nutan Praksan, Pune.)
6. Jain R.K. Essentials of English Teaching (Vinodpustak Mandir).
7. Littlewood, W. (1992). Teaching Oral Communication. Oxford: Blackwell Publishers.
8. Narold B. Allen. Teaching English as a second Language (McGraw Hill)
9. Nunan, D. (1989). Designing Tasks for the Communicative Classroom. Cambridge: CUP.
10. Prabhu, N. S. (1987). Second Language Pedagogy. Oxford: OUP.
11. Richards and Rodgers (1986). Approaches and Methods in Language Teaching. Oxford : OUP.
12. Saraf R.S. Teaching English in India (Shree Vidyaprakashan).
13. Sharma K.L. Methods of Teaching English in India (Laxmi Narayan).
14. Stern (1993) Fundamental Concept of Language teaching (OUP)
15. Stern, H. H. (1983). Fundamental Concepts of Language Teaching. Oxford : OUP.
16. Yardi, V.V. Teaching of English in India Today (Parimal Prakashan).



EDUCC – IX
METHOD : A

**UNDERSTANDING DISCIPLINE AND PEDAGOGY OF SCHOOL SUBJECT
SCIENCE**

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1 ½ Hours
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OBJECTIVES:

To enable the teacher trainees to –

1. acquaint with the use of devices and support system of teaching science.
2. to understand the contribution of Scientist in the field of Science.
3. acquaint characteristics, role and professional development of science teacher.
4. understand the core content of Science and Technology.

UNIT (I) Resources of Science:

(10 Marks)

- a. Characteristics of the Science Textbook, (External & Internal Features of school textbook), Critical Analysis of a Science Textbook at Secondary level
- b. Approaches to Curriculum organization using Procedure like concentric approach, topical, process, Integrated approaches.

UNIT (II) Eminent Scientists in Science field:

(10 Marks)

- a. Eminent Western Scientists – Galilio, Einstein, Luise pasture
- b. Eminent Indian Scientists – C.V.Raman, Dr.Homi Bhabha, Dr.A.P.J.Abdul Kalam.

UNIT (III) Science Teacher:

(10 Marks)

- a. Characteristics of science teacher.
- b. Role of science teacher
- c. Professional development of science teacher

UNIT (IV) Content of Science:

(10 Marks)

- a. Motion, Energy and Force
- b. Heat and Light
- c. Electric Current and Magnetism
- d. Sound and Wave
- e. Chemistry of Carbon Compounds – Hydrocarbons
- f. Metals and Non-metals
- g. Chemical Reactions and Chemical Equations
- h. Biodiversity and Ecosystem

**PRACTICUM: (Any one)**

1. Science Text book: Characteristics of good textbook and critical evaluation of textbook.
2. Visit a research center/science center and prepare the report.
3. Prepare a report about various Scientists along with Photos.

REFERENCES:

1. Teaching science in today's secondary schools – Walter A- Thuber, prentice Hall of India
2. (Pvt.Ltd.) New Delhi
3. The Teaching of science in secondary schools science master's Association.
4. The Teaching of physics and chemistry in India – Ghanshamadas.
5. Source book of science – UNESCO
6. Teaching of science – T.S.Nagpal
7. Teaching of science – Sharma & Sharma
8. Teaching of general science in Topical secondary school – H.N. Sanders. UNESCO
९. शास्त्र आशययुक्त पध्दती - प्रा.चारुदत्त कदम / प्रा.कै.गु.बौदार्ड
- १०.शास्त्राचे अध्यापन - ल.रा.गद्रे
- ११.शास्त्राचे अध्यापन वनारसे, दिघे पाटनकर
- १२.शिक्षक हस्तपुस्तीका - महाराष्ट्र राज्य पाठयपुस्तक मंडळ, पुणे.
- १३.शास्त्र अध्यापन - प्रभाकर हकीम
- १४.विशेष अध्यापन पध्दती विज्ञान य.च.म.मुक्त विद्यापीठ, नाशीक
- १५.विज्ञानाचे आशययुक्त अध्यापन - डॉ.प्रभाकर हकीम नुतन प्रकाशन पुणे.

**EDUCC – IX
METHOD : B**

**UNDERSTANDING DISCIPLINE AND PEDAGOGY OF SCHOOL SUBJECT
HISTORY**

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1 ½ Hours
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OBJECTIVES:

To enable the teacher trainees to –

1. understand the significance, place and importance of History in school curriculum and human life.
2. be acquainted with the structure of History subject.
3. be acquainted with the aims and objectives of teaching History in secondary schools.
4. understand methods, devices and techniques of teaching History.
5. use variety of learning experience and instructional materials teaching aid while teaching History.
6. understand planning and organization of teaching History.
7. be acquainted with evaluation procedure and to help them in acquiring the same.
8. be acquainted with the qualities and professional growth of History knowledge of the student.

UNIT (I) Curriculum, Syllabus and Text book of History:

(10 Marks)

- a. Approaches to Curriculum organization using procedure like Concentric Approach, Topical, Process, Integrated Approaches.
- b. Curriculum of Secondary and higher Secondary level.
- c. Syllabus of Secondary and higher Secondary classes.

UNIT (II) Analysis of History Text Books:

(10 Marks)

- a. Analysis of History Text Book on the bases of Constructivism (Vth Class onwards)
- b. Characteristics of a good text book of History
- c. A critical study of a text book of History with reference to Curriculum, Syllabus and Characteristics of a text book.

Unit III : History Teacher and Content Cum methodology. (10 Marks)

- a. Qualities of a good History Teacher.
- b. Professional growth of History Teacher.
- c. Content knowledge enrichment for the History Teacher. (deep study of teaching unit)

Unit IV : Content knowledge in History – (10 Marks)

- a. Political Revolution –
i. American revolution, b) French revolution & c) Russian revolution
- b. First and Second World War
- c. World Peace Movement
- d. Election Process.

**PRACTICUM: (Any One)**

1. Preparation of one teaching aid.
2. Visit a historical place and prepare a report.
3. Text Book Analysis Report.

REFERENCES:

1. Teaching of History Ghate V.D.— Oxford University press, Bombay.
2. The teaching of History Johnson. – McMillan and comp. Bombay.
3. Creative Teaching of History Ghosh K.D. - Oxford University press, Bombay.
4. Teaching of History Kocherlar S.K. - Starting Publisher.
5. The teaching of History.V.P. Chate .
6. Teaching of History,Nirmal Yadav.
7. Teaching of History.B.D. Shaidda and Saheb Singh.
8. Hand book for History teachers, R. Vajreshwari. Allied Publishers, Bombay.
9. Mufasil Tadril-E-Tarique,Dr.Moin Fatema – Zaheer publication. Aurangabad(2011).
१०. इतिहास कसा शिकवावा,श.दा.चितळे.
११. इतिहासाचे अध्यापन,धारूरकरव पारसनीस.
१२. इतिहासाचे अध्यापन,ब.आ.निरंतर.
१३. इतिहासाचे अध्यापन,बी.पा.बोकीलश्री.मा.पत्की.
१४. इतिहासाचे अध्यापन दिशा.द.बेदरजर.
१५. इतिहास शास्त्र आर्ा कला वि.द.घाटे.
१६. इतिहासाचे अध्यापन एकदृष्टि प्रा.ब.न.हाजीरनीस.
१७. इतिहासाचे अध्यापन अरविंद दुनाखे.
१८. इतिहासाचे अध्यापन चिं.ह.तिवारी



EDUCC – IX
METHOD : B

UNDERSTANDING DISCIPLINE AND PEDAGOGY OF SCHOOL SUBJECT
GEOGRAPHY

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1 ½ Hours
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OBJECTIVES:

To enable the teacher trainees to –

1. develop ability to analyse the content critically.
2. get acquainted with the new technologies and strategies used for Geography teaching.
3. get acquainted with various learning resources used in teaching of Geography
4. enrich the content knowledge in the students.

UNIT (I) Analysis of Text Book of Geography: (10 Marks)

- a. Characteristics of a good text book of Geography
- b. A critical analysis of a secondary level text book with reference to curriculum, syllabus and characteristics of text book.

UNIT (II) Models of teaching and Advanced Learning Resources: (10 Marks)

- a. Models of teaching: Concept attainment, Enquiry training model.
- b. Geography club, geography exhibition, geography museum, geography room - importance and utilization.
- c. GPS navigation system, importance of Google Earth, Wikimapia

UNIT (III) Advance concepts in Climatology and Natural Regions: (10 Marks)

- a. Advance concepts in climatology – Atmosphere and climate, Global warming, Green house effect, Winds, Rainfall, Cloudburst.
- b. Advance concepts in Regional Geography – Natural Regions, Natural Regions in India, Neighbouring countries of India

UNIT (IV) Advance concepts in Human Geography: (10 Marks)

- a. Advance concepts in Human Geography – Environment, Population and settlement, pollution
- b. Industries, trade and transportation in India
- c. Renewable and non-renewable Energy.

PRACTICUM: (Any One)

1. Preparation of a Unit Test.
2. Critical analysis of geography text book of any class.
3. Prepare a power point presentation on any one topic in geography subject.

REFERENCES:

1. Teaching of Geography – Shaida B.D., Sharma J.C., Dhanpat Rai & Sons, Delhi.
2. Geography and Education – Mukherji S.P., Jiwan Jyoti Prakashan, Darjeeling.
3. Teaching of Geography – Arora K.L., Prakash Brothers, Ludhiana.



4. Principles and Practice for Geography Teaching – Barnard University tutorials Press, London.
5. Geography Teaching – Varma O.P. & Vedanayagan E.G., sterling publishers, Jullunder.
6. Models of Teaching – Bruce Joyce & Marsha Weil, Pearson Education, New Delhi.
7. भूगोल अध्यापन पद्धती - द. बा. पौंक्षे, नूतन प्रकाशन, पुणे.
8. भूगोलाचे अध्यापन - वा. वि. पाटणकर, माडर्न बुकडे पो, पुणे
9. भूगोल अध्ययन व अध्यापन - भा. गो. बापट, व्हील्स प्रकाशन, पुणे
10. अध्यापना ची प्रतिमाने - वासंतीफडके, नूतन प्रकाशन, पुणे
11. भूगोल आशय युक्त अध्यापन पद्धती य. च. म. वि. नाशिक.
12. विशेष अध्यापन पद्धती भूगोल य. च. म. वि. नाशिक.
13. दृष्टीक्षेपात स्पेशल मेथड भूगोल, सौ. शैलजा सांगळे, नूतन प्रकाशन, पुणे.



EDUCC – IX
METHOD : B
UNDERSTANDING DISCIPLINE AND PEDAGOGY OF SCHOOL SUBJECT
MATHEMATICS

Total Marks: 50 Credits: 2	External Marks: 40 Hours: 30	Internal Marks: 10 Theory Exam Paper: 1 ½ Hours
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OBJECTIVES:

To enable the teacher trainees to –

1. understand and apply various models , tools and techniques in Maths teaching.
2. understand the essential of curriculum & a Textbook of Mathematics.
3. analyse the content of mathematics by various ways.
4. understand different concepts in mathematics
5. apply Piaget Theory in teaching of mathematics
6. understand the model of constructivism in mathematics learning
7. enrich the content knowledge in the students.

UNIT (I) Resources of Mathematics:

(10 Marks)

- a. Analysis of the Textbook , (External & Internal Features of school textbook, Critical Analysis of a Math's Textbook at Secondary level
- b. Qualities and competencies of a Mathematics Teacher
- c. Role , Duties and Responsibilities of a Mathematics Teacher

Unit II - Techniques and Models of Teaching in Mathematics:

(10 Marks)

- a. Techniques : Assignment, Team teaching , co-operative learning , Drill Work ,oral and written work, cognitive development based techniques
- b. Models : Concept Attainment Model , Advance Organizer Model

Unit III - Content of Mathematics:

(10 Marks)

- a. Algebra (Set theory, , real number ,Algebraic expressions, Quadrilateral, Arithmetic Progression, Probability)
- b. Geometry (Similarity , Circle, Co-ordinate Geometry, Trigonometry ,Geometrical Construction, Mensuration)

Unit IV - Constructivist approach in Mathematics teaching:

(10 Marks)

- a. Application of Piaget's Theory
- b. Application of 5 E model of Constructivism in Mathematics teaching

PRACTICUM: (Any One)

1. Prepare the Critical Analysis of a Math's Textbook at Secondary level.
2. Preparing a year plan of mathematics of any class.
3. Preparing a unit plan.

**REFERENCES:**

1. The Teaching of secondary Mathematics- Butler and Wren
2. The Teaching of Mathematics in new Education – Iyengar
3. Teaching of Mathematics – Siddhu.
4. Teaching of Mathematics – Dharmveer and Agrawal
5. Teaching of Arithmetic's, Algebra & Geometry in school-Math's Association.
6. Teaching of Mathematics- Khan Ahmad Suhail, Khan Publication, Aurangabad
7. गणित अध्यापन पध्दती - ओक राऊळ
८. विशेष अ.प. गणिताचे अध्यापन – य.च.मु.वि. नाशिक
९. गणित अध्यापन पध्दती - ह.ना.जगताप
१०. गणित आशययुक्त अध्यापन – डॉ. ह.ना.जगताप नुतन प्रकाशन पुणे.
११. गणित अध्यापन व आशययुक्त अध्यापन पध्दती – डॉ. द.बा.पोंक्षे, प्रा.मखिजा नुतन प्रकाशन पुणे.



EDUEC-I: ELECTIVE SUBJECT
(A) CAREER GUIDANCE AND COUNSELING

Total Marks: 100 Credits: 4	External Marks: 80 Hours: 60	Internal Marks: 20 Theory Exam Paper: 3 Hours
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OBJECTIVES:

To enable the teacher trainees to:

1. develop an understanding of basic concepts in guidance and counselling.
2. develop an understanding of educational, vocational and personal guidance.
3. get acquainted with the testing devices and non testing techniques of guidance.
4. get sensitized to the problems faced by students in the contemporary world.

UNIT (I) Concept and Types of Guidance:

(15 Marks)

- a. Guidance:
 - (a) Concept (Meaning and Characteristics)
 - (b) Principles
 - (c) Functions
 - (d) Need (Individual and Social)
- b. Types of Guidance: Concept and Need in the Global Context
 - (a) Educational Guidance
 - (b) Vocational Guidance and
 - (c) Personal Guidance

UNIT (II) Functions of Agencies:

(10 Marks)

- a. Agencies - Functions
 - (a) National Council of Research and Training
 - (b) Central Institute for Research and Training in Employment Service,
 - (c) State Guidance Bureau
 - (d) Home & School

UNIT (III) Testing devices and Non-testing Techniques in Guidance:

(15 Marks)

- a. Testing Devices – Uses
 - Aptitude Test, Personality Inventories and Interest Inventory
- b. Non-testing Techniques - Uses
 - Observation
 - Interview
 - Case study
 - Student portfolios
- c. Career Guidance:
 - (a) Sources of Career Information and Strategies of disseminating Career Information.
 - (b) Factors affecting Vocational Choice
 - (c) Organizing a career guidance programme in the school.

**UNIT (IV) Mental Health and Well- being at Workplace:****(10 Marks)**

- a. Concept of Mental Health and characteristics of a mentally healthy person.
- b. Factors affecting Mental Health
- c. Promoting Mental Health and Well Being at Work Place

UNIT (V) Concepts in Counselling:**(15 Marks)**

- a. Concept (Meaning and Characteristics)
- b. Needs of Counselling with special reference to present context
- c. Types of Counselling
 - (a) Directive
 - (b) Non-Directive
 - (c) Eclectic
- d. Process of Counselling
 - (a) Initial Disclosure
 - (b) In-Depth Exploration
 - (c) Commitment to Action
 - (d) Follow-up

UNIT (VI) Counselling Skills and Intervention:**(15 Marks)**

- a. Skills required for Counselling
 - (a) Rapport building,
 - (b) Listening,
 - (c) Questioning and
 - (d) Responding
- b. Counselling Approaches (Concept and Techniques)
 - (a) Behavioural Approaches
 - (b) Cognitive Behavioural Approach
 - (c) Humanistic Approach
- c. Counselling for Adolescent Issues
 - (a) Bullying
 - (b) Relationship [Peer and Parent]
 - (c) Handling puberty issues
 - (d) Addiction [substance abuse, technology induced social networking]
 - (e) Suicide
 - (f) Academic Stress
- d. Organizing a counseling programme.
 - (a) Organizing a counseling programme for adolescents and children with special needs.
 - (b) Qualities and role of a school counseller.

PRACTICUM: (Any One)

1. Visit to career resource center and reporting about its organization and functioning.
2. Assessing the interest of an individual with interest inventory.
3. To prepare a career talk.
4. Make a study of the guidance services available in any one school prepare a report.



5. Report on Strategies for handling academic stress

REFERENCES:

1. Dave, Indu. The Basic Essentials of Counselling Sterling Publisher. New Delhi
2. Paul, Lengrand. An Introduction to Lifelong Education 2 Croom Hekn-London the UNESCO Press-Paris. London
3. Rao, Narayana. Counselling Guidance Tata McGrawHill . New Delhi
4. Vashist, S.R. Methods of Guidance Anmol Publication. New Delhi
5. Singh, Raj. Educational & Vocational Guidance. Commonwealth Publication .New Delhi
6. Bhatnagar, Asha & Gupta, Nirmala. Guidance & Counselling -Vol. 1 Vikas Publisher House. New Delhi
7. Kaushik, V.K & Sharma, S.R .Fundamentals of Psychology Anmol Publisher .New Delhi
8. Chandra, Ramesh. Guidance & Counselling Kalpaz Publications. Delhi
9. Shrivastava, K.K . Principles of Guidance & Counselling Kanishka Publishers Distributors. New Delhi
10. Panda, N.P. Education & Exceptional Children .Deep & Deep Publisher. New Delhi
11. Kalia, H.L. Counselling in Schools ICON, New Delhi
12. Chauhan, S.S. Principles & Techniques of Guidance . Vikas Publisher, New Delhi
13. Gibson, Robert. Introduction to Counselling & Guidance .Prentice - Hall of India, New Delhi
14. Rao, S.N . Guidance & Counselling. Discovery Publications. New Delhi



EDUEC-I: ELECTIVE SUBJECT
(B) COMPUTER IN EDUCATION

Total Marks: 100 Credits: 4	External Marks: 80 Hours: 60	Internal Marks: 20 Theory Exam Paper: 3 Hours
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OBJECTIVES:

To enable the teacher trainees to -

1. understand the importance of computers in the modern and changing society.
2. understand the role of computers in the field of education.
3. understand the various components of hardware and their functions.
4. understand the skillful use of hardware though software.
5. understand the need for Operating System Software.
6. understand the use of Word Processing Software using MS word.
7. develop logic and skill to write and structure simple Programs to manipulate data using basic programming.
8. understand the learn to use the Data Base Management and Spreadsheet through MS-Office Excel Program.
9. create an awareness on Multi-tasking and graphics using Paintbrush of Windows Program and MS-Office-PowerPoint.
10. learn the use of Internet, its basic browser, search engine and e-mail.
11. create use of computers in networking.

UNIT (I) Introduction and Fundamentals of Computers:

(15 Marks)

- a. Development of computers.
- b. Meaning, characteristics and application of Computer.
- c. Types of Computer.
- d. Block diagram of computer,
- e. Use of computers in various field, with special reference to Personal, Mainframe and, Supercomputer.
- f. Computer peripherals –
 - a. Input devices - Keyboard, Mouse, etc.
 - b. Output devices – All types of Monitors, Printers and other devices.
- g. Storage devices – Hard disk, CD (all types), Pen drive, Memory cards, External hard disk, etc.

UNIT (II) System Unit and Software:

(15 Marks)

- a. System Unit and its parts – CPU, RAM, ROM, Motherboard, and other parts. System Software and Application Software.
- b. Basic file handling –
 - i. Concept of file, folder.
 - ii. Creating, saving, retrieving, storing, deleting a file.
 - iii. Saving files on external storage devices like CDs, DVDs, Pen drives.
- c. Features of Windows operating system – desktop, taskbar, menu bar, toolbar, file manager, print manager, etc.

**UNIT (III) Application of Computers in Education:****(10 Marks)**

- a. Educational significance of MS word, Excel, PowerPoint.
- b. Concept of Smart Class, hardware required for Smart Class, advantages of Smart Class over Conventional classroom.
- c. Use of computer in – teaching, learning, evaluation & testing, administration, research, etc.
- d. Importance of software packages and websites in education, like Encarta, National Geographic, Wikipedia, Wikimapia, Google Earth, etc.

UNIT (IV) MS-Excel, Database & Spreadsheet Software:**(15 Marks)**

- a. Introduction, exploring features of spread sheets and work book.
- b. Entering data, adjusting column width, loading and saving files or data base, moving data in worksheet. Creating, saving and printing graphs with option.
- c. Work sheet functions and formulae – DATE, SUM, AVERAGE, ROUND
- d. ROUNDDOWN, ROUNDUP, REPEAT, VALUE, INT, COUNT, COUNTIF, MIN,
- e. MAX, MEDIAN, CORREL, PEARSON, STDEV for preparing results sheets, LOOKUP & IF to convert marks into grades.
- f. Preparation of mark list using Excel.

UNIT (V) MS-Word (Word Processing Software):**(15 Marks)**

- a. Introduction – menus.
- b. Open and save a new or existing document.
- c. Creating a document and editing a document – moving the text, using drag and drop text, copying between documents, using auto correct and thesaurus, margin setting, changing line setting, justifying commands, insert pictures or clipart, print document and enhancements.
- d. Mail merge document and examples.

UNIT (VI) MS-Power Point and Internet:**(10 Marks)**

- a. Introduction to making presentations – preparation of slides and creating and editing a presentation.
- b. Exploring the PowerPoint menus and tool bar features, slide shows and slide animation, multimedia features, slide transition during slide show.
- c. Genesis of internet, internet providers, sources of internet, search engines,
- d. Application of internet – Web, email, streaming media, voice telephony. Educational use of social networking sites.

PRACTICUM: (Any One)

1. Preparation of Educational documents with the help of readymade package.
2. Preparation and presentation of Educational slides with the help of MS PowerPoint.
3. Preparation and use of any computer graphics in Education.
4. Preparation of report applying statistical analysis by using MS-Excel.

**REFERENCES:**

1. Fundamentals of Computers – Raja Raman
2. Computers in Education – Paul F. Merrill, Hammons, Tolman,
3. Teaching of Computers – Dr. Y.K. Singh, APH Publishing Corporation, New Delhi.
4. Computer Education – V.K. Singh & K.N. Sudarshan, Discovery Publishing House, New Delhi.
5. Fundamentals of Information Technology – Chetan Srivastava, Kalyani Publishers, New Delhi.

6. IT Tools & Applications – Sanjay Saxena&Prabhpreet Chopra, Vikas Publishing House, New Delhi.
7. An Educational Technology and ICT – Imran R. Shaikh, McGraw Hill Education (India) Pvt. Ltd. New Delhi.
8. Computer Science – Dr. S.A. Manman& Dr. M. Razaullah Khan, RenukaPrakashan
9. संगणक शिक्षण व शिक्षक - डॉ मीनाक्षी वरबे, नूतन प्रकाशन, पुणे.
10. माहिती संप्रेषण तंत्रविज्ञान आणि संशोधन, भूकन एस. टी. व चौधरी कंचन, व्यंकटेश प्रकाशन, जळगाव.
11. माहिती संप्रेषण तंत्रविज्ञान - डॉ एस. व्ही. शेवतेकर,
12. शैक्षणिक तंत्रविज्ञान - राव उषा, महाराष्ट्र राज्य ग्रंथ निर्मिती मंडळ, नागपूर.
13. शिक्षणातील माहिती तंत्रविज्ञान - आलम्मप्रभू सा. रविकिर्ति, सागर एजुकेशनल इंटरप्राइझेस, श्रीरामपूर



EDUEC-I: ELECTIVE SUBJECT
(C) DISTANCE EDUCATION

Total Marks: 100 Credits: 4	External Marks: 80 Hours: 60	Internal Marks: 20 Theory Exam Paper: 3 Hours
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Objectives:

To enable the teacher trainees to -

1. orient students with the nature and need of Distance Education In the present day Indian Society.
2. expose to different kinds of information and Communication Technologies (ITC) and enable them to be familiar with their use in teaching learning process.
3. understand various modes of students support Services (SSC) and develop in the m skills to manage
4. acquaint with services for various kinds of programmes through distance Education
5. evaluate programmes of distance Education and to develop in them the ability to enhance the quality and standards of different D. E. Programmes

UNIT (I) Distance Education and its Development: (15 Marks)

- a. Concept of distance education
- b. Need and characteristic features of Distance Education
- c. Growth of Distance Education
- d. Distance teaching-learning systems in India

UNIT (II) Women Education and Rural Development: (10 Marks)

- a. Programmes for women through distance Education.
- b. Distance Education and Rural Development.

UNIT (III) Learning at a Distance: (15 Marks)

- a. Students –support-services in Distance Education
- b. Management of support services in Distance Education.
- c. Technical and vocational programmes through distance Education.

UNIT (IV) Quality Enhancement and Programme Evaluation: (15 Marks)

- a. Quality assurance of Distance Education.
- b. Mechanisms for maintenance of standards in Distance Education
- c. Programme Evaluation.

UNIT (V) New Dimensions in Distance Education: (10 Marks)

- a. Cost analysis in D.E. - concept, need and process.
- b. New Dimensions in Distance Education-promises for the future.

UNIT (VI) Intervention Strategies at a Distance: (15 Marks)

- a. Information and Communication Technologies and their application in Distance Education
- b. Designing and preparing self-instructional material
- c. Electronic media (T.V.) for Education



PRACTICUM: (Any One)

1. A Comparative study of Yashwantrao Chavan Maharashtra Open University, IGNOU and any one of other countries Distance Education.
2. Preparing self learning material.(any one method at B.Ed. level)

REFERENCES:

1. Distance Education : Principles, Potentialities And Perspectives by S. L. Goel Aruna Goel, Regal Publications, New Delhi.
2. Distance Education by Dr. Manas Ranjan Panigrahi, APH Publishing Corporation, New Delhi.
3. The Future Of Distance Learning Designing Interactivity, Neha Publishers & Distributors, New Delhi.
4. Handbook of Distance Education, Michael Grahame Moore, Routledge Publishers, New York.
6. Emerging Technologies in Distance Education, George Veletsianos, Athabasca University Publications, Canada.
7. Distance Education for Teacher Training by Hilary Perraton, Routledge Publication, New York
8. ग्रामीण शिक्षण व ग्रामीण विकास - म. प. सुरवसे, नूतन प्रकाशन, पुणे.



EDUEC-I: ELECTIVE SUBJECT
(D) ELEMENTARY EDUCATION

Total Marks: 100 Credits: 4	External Marks: 80 Hours: 60	Internal Marks: 20 Theory Exam Paper: 3 Hours
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Objectives:

To enable the teacher trainees to -

1. develop understanding of the role and development of Elementary Education in India.
2. develop proper understanding of various components of the NPE 1986 and review of NPE 1992 relating to Elementary Education.
3. acquaint with the recent changes in curriculum structuring and the modes of curriculum transactions.
4. develop an appropriate teacher competencies on the part of the student teachers.
5. acquaint with emerging trends and practices in Elementary Education.

UNIT (I) Introduction to Elementary Education:

(15 Marks)

- a. Introduction to Elementary Education : the genesis of Elementary Education.
- b. A brief history Elementary Education (EE) with special reference to the area of its operation.
- c. Constitutional provisions, Elementary Education act of the area.
- d. Related concepts and target groups of Elementary Education (EE)
- (a) The learning needs of pupils.

UNIT (II) Role of Governmental & Non-Governmental Agencies in EE:

(15 Marks)

- a. National policy on education 1986 and the revised policy of 1992 with reference to elementary education.
- b. Role of Panchayats and local bodies in EE
- c. Role of the state government in EE
- d. Role of non-government organizations, in EE
- e. Trend of commercialization of EE, remedies

UNIT (III) Curriculum Transaction in Elementary Education:

(15 Marks)

- a. Curriculum: Structure Of The Curriculum At EE Level.
- b. Curriculum Transaction: Activity Based, Experience Centered, Learner Centered Play-Way Joyful Learning.
- c. Curriculum Adjustment And Adaptation To Special Need Of :
(I) Visually, Auditory And Orthopedically Handicapped.
- d. First Generation Learners And Culturally Deprived Learners And Remote Rural Areas And Slum
(I) Areas; And Girls.
- e. Education For All And Required Variation In The Curriculum.

**UNIT (IV) Qualities of Teacher in Elementary Education:****(15 Marks)**

- Acquisition of basic skills required for teaching at elementary stage.
- Special qualities of an elementary school teacher (EST)
- Need for orientation and refresher course of EST
- Developing competencies related to working with parents and community
- Role of basic training centers, normal schools and DIETs in providing training to EST
- Preparation of teachers for implementing 'Education for all'.

UNIT (V) CCE at Elementary Level:**(10 Marks)**

- Minimum level of Learning (MILL) b) School Readiness.
- Early childhood Care and Education (ECCE)
- Continuous Comprehensive Evaluation at Elementary level.

UNIT (VI) Use of Modern Technologies and Media in Elementary Education:**(10 Marks)**

- District Primary Education Programmes (DPEP)
- Multi grade teaching in Elementary schools.
- Teacher's Commitment.
- Use of modern technologies and media

PRACTICUM: (Any One)

- Conducting original studies of the effectiveness of the implementation of Operation Blackboard scheme/Nutrition programme in a locality.
- Study of any problem connected with the introduction of English at the Elementary level of Education.
- A survey of the availability of text books in Elementary Schools in a locality.
- Study of any other problem relating to Elementary Education with the approval of the teacher educator.
- Analysis of text books.

REFERENCE:

- History of Educational Problems – John S. Brubaker.
- प्राथमिक शिक्षणाची समस्या - वासुदेव कर्णिक व मधुसूदन गोखले
- शैक्षणिक प्रश्न आणि महाराष्ट्रातील शिक्षण व विकास - भा. गो. बापट.
- आधुनिक शिक्षणाच्या समस्या उपाय आणि नियोजन - मा. हो. माळी.
- ग्रामीण शिक्षण व ग्रामीण विकास - म. प. सुरवसे, नूतन प्रकाशन, पुणे.



EDUEC-I: ELECTIVE SUBJECT
(E) ENVIRONMENTAL EDUCATION

Total Marks: 100 Credits: 4	External Marks: 80 Hours: 60	Internal Marks: 20 Theory Exam Paper: 3 Hours
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Objectives:

To enable the teacher trainees to -

1. understand the nature and scope of Environmental Education.
2. develop a sense of awareness about the environment in the student teacher.
3. develop a sense of responsibility towards conservation of environment.
4. understand about the various measures available to conserve the environment for sustaining the development.
5. acquire the ability to develop instructional support materials by the student teacher.

UNIT (I) Nature of Environmental Education: (15 Marks)

- a. Environment: Meaning, Biotic and Abiotic Factors
- b. Definition, scope and importance of Environmental Education
- c. Objectives of Environmental Education
- d. Factors of Environment: Atmosphere, Lithosphere, Hydrosphere, Biosphere

UNIT (II) Environmental Hazards: (15 Marks)

- a. Natural Hazards: Earthquake, Famine, Floods
- b. Man-made Hazards: Soil Erosion, Deforesting, Pollution of the Ocean,
- c. Programmes on Environmental disaster Management: Primary and Secondary Education Institutions.
- d. Impact of Environmental Hazards on human life – Physical, Psychological, Social and Economic.

UNIT (III) Environmental Issues: (10 Marks)

- a. Air Pollution: Types 1) Gaseous Air Pollution, 2) Particulate air pollution, Sources of air pollution, effects of air pollution, controlling air pollution
- b. Water Pollution: The importance of water resources, causes of water pollution, effects of water pollution, controlling water pollution
- c. Soil Pollution: Causes of soil pollution, effect of soil pollution, controlling soil pollution
- d. Noise Pollution: Causes of noise pollution, effect of noise pollution, controlling noise pollution
- e. Global atmospheric change: Global warming, Ozone depletion, Acid rain, Green House Effect.

UNIT (IV) Education for Sustainable Development: (15 Marks)

- a. Sustainable Development – meaning, need and Sustainable practices.
- b. Sustainable environmental management
 - i. Rain-water harvesting – meaning, significance.
 - ii. Solid waste management – meaning, significance.
 - iii. Mangroves management – meaning, significance.
- c. Ecosystem - Meaning, Definition and its characteristics
- d. Ecosystem - Structure and its Functions
- e. Biodiversity - Meaning and its types
- f. Programmes on conservation of Biodiversity.

UNIT (V) Role of School Teacher in Environmental Education: (10 Marks)

- a. Co-relation of Environmental education with school subjects.



- b. Role of teachers in Environmental education.
- c. Integrating Environmental education through Co-curricular activities.

UNIT (VI) Movements, Project and Law in Environmental Education: (15 Marks)

- a. Movements – Chipko , Ralegan siddhi (Anna Hazare) and Narmada Bachao Andolan Green Peace Movement.
- b. Projects – Tiger Project and Ganga Action Plan
- c. Laws of conservation and protection: Environment Protection Act, Wild life Protection Act and Noise Pollution Act.

PRACTICUM: (Any One)

Visit and Prepare report on any one of the following:

- 1. Role of the Pollution control boards.
- 2. Composting.
- 3. Greening Institution.
- 4. Paper recycling.
- 5. Conservation of water.
- 6. Conservation of energy.
- 7. Market survey.

REFERENCES:

- 1. Agarwal S K & Dubey P S, Environmental Controversies, APH publishing corporation, New Delhi (2002)
- 2. Desh Bandhu & R. Dyal – Environmental education for a sustainable future, Indian environmental society, New Delhi, (1999)
- 3. Khan T I, Global Biodiversity and Environmental Conservation – Special Emphasis on Asia and the Pacific, Pointer publications, Jaipur (2001).
- 4. Khanna G N, Global Environmental Crisis and Management, Ashish publishing house, New Delhi (1993)
- 5. Mohanty S K, Environment & Pollution Law manual, Universal Law publishing co. pvt. Ltd., Delhi (1998)
- 6. Pal, B.P. – Environmental conservation and development, India environmental Society, New Delhi, (1991)
- 7. Palmer J & Phillip Neal – The Handbook of Environmental Education, Routledge, London, (1994)
- 8. Sharma P.D. – Ecology and Environment, Rastogi Publication, New Delhi (1992).
- 9. Sharma R.C. – Environmental education, Metropolitan Book Co., Pvt. Ltd, New Delhi, (1986)
- 10. Trivedi P R, Sharma P L & Sudershan K N, Natural Environment and Constitution of India, Ashish publishing house, New Delhi (1994)



EDUEC-I: ELECTIVE SUBJECT
(F) PHYSICAL EDUCATION

Total Marks: 100 Credits: 4	External Marks: 80 Hours: 60	Internal Marks: 20 Theory Exam Paper: 3 Hours
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Objectives:

To enable the teacher trainees to -

1. understand the theoretical assumption behind the practice of modern physical education.
2. acquaint with states for organizing the practice of physical education.
3. acquaint with activities required for evaluating attainments of physical education.
4. acquaint with activities required for organizing physical education meets and events.

UNIT (I) Meaning and Scope of Physical Education:

(15 Marks)

- a. Its meaning, aims and objectives and implications.
- b. Foundation of physical education social, biological and psychological.
- c. Concepts of physical fitness, recreation, sports and recreation,
- d. Physical education and recreation,
- e. Importance of physical education.

UNIT (II) Significance of Health and Balanced Diet:

(15 Marks)

- a. Meaning of health, Mental health,
- b. Importance of health education,
- c. Effect of physical education programme on physical fitness
- d. Efficiency concept of positive health.
- e. Types of food and their relative efficacy,
- f. Role of balanced diet, dangers of the use of alcohol, nicotine, narcotine and drugs.

UNIT (III) Growth and Development of a Child:

(10 Marks)

- a. Meaning of growth and development
- b. Difference between growth and development.
- c. Physical development during different stages of growth: Infancy stage, child hood stage, adolescence stage.

UNIT (IV) Organizing Physical Education Programmes in Schools:

(15 Marks)

- a. Organization of physical education programme in secondary schools and it's principles.
- b. Competitions, their roles, values and, limitations
- c. Intramular and extramular competitioners.
- d. Classification of students by three factors - age, height and weight.
- e. Preparation fixtures by knock-out method, chain method and, tabular method their merits and demerits.

**UNIT (V) Significance of Gender Differences in Physical Education:****(10 Marks)**

- Psychological effect of exercise.
- Biophysical differences in boys and girls and their implication in physical education.
- Postural defects including remedial exercise.

UNIT (VI) Preparation of ground and condition of Physical Education in India:**(10 Marks)**

- Organization of annual athlete meets.
- Pre-work of the marking ground.
- Marking of staggers, sport meets work.
- Essential facilities for physical education in Indian School.
- Problems in Indian school and Remedies.
- National and State Level awards in sports.
- Examination of physical education.
- Criteria of physical education test.

PRACTICUM: (Any One)

- To conduct local tournaments.
- To mark the track & the area of the throwing events.
- Participation and report of a public health programme.
- Participation and reporting of a school Health programme.
- Visit & report on gymnasium activities.

REFERENCE:

- History of Physical Education by O.P. Sharma, Khel Sahitya Kendra Publishers, New Delhi.
- Physical Education & Health by Dr. A. K. Srivastava, Neha Publishers & Distributers, New Delhi.
- Physical Education Sports And Games by Meenu Syal, Sports Publication House, Distributed by Neha Publishers, New Delhi.
- Teaching Methods of Physical Education by Dr. S. R. Tiwari, Prof. C.L. Rathore, Dr. Y.K. Singh, APH Publishing Corporation, New Delhi.
- Teaching Physical Education 5-11 by Richard Bailey, Tony McFadyen, Continuum Publications, New York.
- Physical Education and sports in the changing society, by William H.Freeman Surjeet publications, Delhi.
- शारीरिक शिक्षण - आशययुक्त अध्यापन - डॉ. दुनाखे, नूतन प्रकाशन, पुणे.
- शारीरिक शिक्षण आणि आरोग्य - प्रा. आर. एस. लोळगे, प्रतिभा प्रकाशन, औरंगाबाद.
- शारीरिक शिक्षण अध्यापन पद्धती - प्रा. ए. के. शिंदे,
- शरीरशास्त्र व कार्य - डॉ. व्ही. एल. लेकावळे.



EDUEC-I: ELECTIVE SUBJECT
(G) POPULATION EDUCATION

Total Marks: 100 Credits: 4	External Marks: 80 Hours: 60	Internal Marks: 20 Theory Exam Paper: 3 Hours
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Objectives:

To enable the teacher trainees to -

1. understand increasing population growth within the country.
2. understand the effects of population growth over countries natural resources.
3. understand the importance of small and educated families.
4. inculcate value education through population education
5. eradicate gender bias through population education.
6. understand the role of Government, teacher and society towards creating awareness reading people migration.

UNIT (I) Concept of Population Education: (10 Marks)

- a. History of world population
- b. Meaning, definition, importance, need, scope of population education
- c. Objectives of population education (national and school level)

UNIT (II) Dynamics and History of Population Education in India: (15 Marks)

- a. History of population in India.
- b. Dynamics of population – (a) Census (b) Sample survey (c) Birth Death Ration
- c. Factors affecting on population – (1) Birth rate (2) Migration (3) Fertility
- d. Effects of dynamics of population

UNIT (III) Problems of population growth in India: (15 Marks)

- a. Problem of population growth in India.
- b. Causes of population growth in India.
- c. Solution to population growth in India.

UNIT (IV) Population Education and Attitude Development: (15 Marks)

- a. Meaning of attitude.
- b. Development of attitude.
- c. Factors affecting on development of attitude.
- d. Role of teacher in developing attitude.
 - a. Social values
 - b. Scientific attitude
 - c. To develop attitude to avoid wastage in various field
 - d. Importance of small families.
- e. Attitude towards avoiding pollution
- f. Role of teachers in creating awareness regarding population education.

**UNIT (V) Role of Government Role in solving population problem:****(10 Marks)**

- a. Creating awareness regarding medical solution.
- b. Through education.
- c. To develop all natural resources.
- d. To develop agricultural sector
- e. To develop industrial sector
- f. To develop communication sector
- g. To reduce gender bias
- h. To reduce pollution

UNIT (VI) Population Education through school syllabus:**(15 Marks)**

- a. Population education through science, maths, history, geography, civics, languages – their objectives and relationship of various subject to population education.
- b. Development of attitude.
- c. Factors affecting on development of attitude.
- d. Role of teacher in developing attitude.
- e. Population education through co-curricular activities and extracurricular activities.

PRACTICUM: (Any One)

1. Content analysis of existing secondary level text book to identify the components of population education included in it.
2. Survey of population situation of any locality inhabited by disadvantaged section on society.
3. Survey of population situation in a selected locality to understand its population dynamics with comments on what is observed.
4. Survey of the population of student's families (of any class of a school) and analysis of the results.
5. Drawing out a plan for creating community awareness about social evils such as superstitions, early marriage etc. (any one evil)
6. Critical reporting of community work in selected localities in selected sectors like mother care, child care, health and cleanliness etc.
7. Collection and analysis of data from available sources, problems of accommodation in schools/hospitals/transport in selected locality.

REFERENCES:

1. Population Education – Kuppaswamy and others.
2. Population Education – Selected readings Mehta and Ramesh Chandra.
3. Population Education –Yadav and Saroj
4. Population Education – Sing and Sudarsan
5. Population Education – Rio, D. Gopal
6. Population Education – Thompson and Lewis
7. Population Education – SNTD University
8. Population Education for teachers – Mehta and Prakash
9. Population Education – Stella sounders Raj, S.G. Wasani

**EDUEC-I: ELECTIVE SUBJECT****(H) VALUE EDUCATION**

Total Marks: 100 Credits: 4	External Marks: 80 Hours: 60	Internal Marks: 20 Theory Exam Paper: 3 Hours
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Objectives:**To enable the trainees to:**

1. understand the need and importance of value-education and education for Human Rights as a duty.
2. understand the nature of values, moral values, and moral education as a duty based as they are on the golden rule of religious education and its related moral training.
3. get oriented with the basis of duty-conscious ethics and morality based on a rational understanding of moral personality development of oneself and the child.
4. understand the process of moral personality development as a means of their cognitive and social development.
5. get oriented to draw lessons from principles of life and converting them into moral learning towards moral education.

UNIT (I) Value Education in a Pluralistic World (Multi-Cultural, Multi-Religious and Multi-Ethnic) (15 Marks)

- a. Value Education Concept, Nature, Source & Perspectives (Rational, Philosophical, Religion, Moral Values)
- b. Typologies: Intrinsic and Extrinsic Values.
- c. Duty Approach to Ethics: Deontology, Justice as a Duty
- d. Learning through Examples:
- e. Indian Pluralism: Mutual Respect, Tolerance and Dialogue in Islam, Buddhism,
- f. Christianity, Jainism, Sikhism and Hinduism.
- g. Secular Values: Facing Challenges Positively through examples of Super-Achievers (life history and quotes)
- h. Commonalities of all religions at Philosophical levels.
- i. Diversities of religion at politics of religion.

UNIT (II) Socio-Cultural, Religious and Psychological Values: (10 Marks)

- a. Fundamental Human values-Truth, Peace, Non-violence, Righteous Conduct.
- b. Connected Terminology: Realism, Accountability, Duty, Virtue, Dharma, Ethics,

UNIT (III) Development of the Individual: (15 Marks)

- a. Personality Development and Character building education: through unilateral ethics Development of right attitude, aptitudes and interest: through higher thinking, contemplation and patience
- b. Yoga, meditation and self-control; introspection on one's strengths and weakness, wrong speech, habits and actions.
- c. Positive approach to life in words and deeds: through positive thinking and positive living.

UNIT (IV) Self Discipline and Importance of Affective Domain: (10 Marks)

- a. Self-discipline Leading to Duty-Consciousness: Politeness, Punctuality & Righteous Conduct
- b. The importance of Affective domain in Education in Compassion, Love and Kindness

**UNIT (V) Response to Value Crisis and Impact of Modern Education & Media on Values:****(15 Marks)**

- a. Value Crisis: Concept, Conflicts as Challenge Vs. Hindrance
- b. Strategies of Response: Lawrence Kohlberg and Carol Gilligan
- c. Arnold Toynbee. S Challenge - Response Mechanism: Case Study of the Life of Dr. Abdul Kalam
- d. Gandhian Formula: Be the Change you wish to see in the world.
- e. Positive Response: Seek to Change Yourself; Do Not Complain about Others.

UNIT (VI) Impact of Modern Education and Media on Values:**(15 Marks)**

- a. Role of a teacher in the preservation of tradition and culture
- b. Role of family, tradition & community in value development
- c. Build on the positive impact and navigate the negative impact of value crisis due to impact of modern life:
- d. Impact of Science and Technology: Build on the Positive-reasoned thinking, knowledge explosion, technology, universalization of learning, modern education, etc.; Navigate the Negative-modern culture should not be randomly followed
- e. Effects of Printed Media and Television on Values: Build on the Positive-instant news, information and entertainment; Navigate the Negative-think and avoid negative influence through reasoned thinking.
- f. Effects of computer aided media on Values (Internet, e-mail, Chat etc.): Build on the Positive-knowledge explosion, information at the click of the button, interaction at our finger-tips, etc.; Navigate the Negative-avoid exposure to negative media, share personal information with care, accept friends requests after due deliberation, etc.

PRACTICUM: (Any One)

1. Application of one strategy of value inculcation among school children and its report
2. Study of Golden Rule of Ethics in various religions
3. Write your understanding of Arnold Toynbee's Challenge-Response Mechanism

REFERENCES:

1. Bhatt, S.R.(1986). Knowledge, Value and Education: An Axiomatic Analysis, Delhi: Gian Pub.
2. Kar, N.N.(1996). Value Education: A Philosophical Study. Ambala: Associated Pub.
3. Khan, Wahiduddin. (2010) Family Life, Goodword Books, New Delhi.
4. Kulshrestha, S.P. (1979), Emerging Value Pattern of Teachers & Value Pattern of Teachers & New Trends, Education in India, New Delhi: Light & Life Pub.
6. Mascarenhas, M. & Justa, H.R.,(1989), Value Education in Schools and Other Essays.
7. Delhi Konark,.
8. R., King, (1969) Values & Involvement in Grammar School, London: Routledge.
9. S. Abid Hussain; The Indian Culture
10. Sharma, S. R, (1999), Ed., Teaching of Moral Education, N. Delhi: Cosmos, Pub.,.
11. Singh, Samporn (1979) Human Values, Jodhpur: Faith Pub.,.
12. Source book of Human Rights - NCERT

**EPC-IV
(ENHANCING PROFESSIONAL CAPACITIES)
UNDERSTANDING SELF**

Total Marks - 50 Credits – 2	Theory Marks – 00 Credit Hours: 00	Practical Marks –50 Credit Hours : 60
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The **objective** of this course is to develop understanding of student-teachers about themselves – the development of the self as a person and as a teacher, through conscious ongoing reflection. The course would be transacted through a **workshop mode** by more than one resource persons. The course will address aspects of development of the inner self and the professional identity of a teacher. This shall enable student-teachers to develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach.

It is important for student-teachers to develop social relational sensitivity and effective communication skills, including the ability to listen and observe. The course will enable student-teachers to develop a holistic and integrated understanding of the human self and personality; to build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.

The course will make use of personal narratives, life stories, group interactions, film reviews – to help explore one’s dreams, aspirations, concerns, through varied forms of self-expression, including poetry and humour, creative movement, aesthetic representations, yoga etc.

Practical Activities: Prepare report on the following activities:

- a. Conduct case studies on different children who are raised in different circumstances and how this affected their sense of self and identity formation.
- b. Biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.
- c. Watch a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.
- d. Issues of contemporary adolescence/youth need to be taken up as student-teachers first need to understand themselves; and themselves in relation to their students and classroom situations.
- e. Any other.

REFERENCES:

1. Hall, C., & E. (2003). Human relations in Education. Routledge.
2. Pantajali - Yogashastra
3. Kharat, Pragat Shaishanic Manasshastra.



EPC-V
(ENHANCING PROFESSIONAL CAPACITIES)
DRAMA AND ART IN EDUCATION

Total Marks - 50 Credits – 2	Theory Marks – 30 Credit Hours: 15	Practical Marks –20 Credit Hours : 30
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OBJECTIVES:

To enable the teacher trainees to -

1. understand the relationship between the head, heart and hand with reference to education.
2. understand the significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities.
3. understand the multiple perspectives.
4. understand to think about significant developments within diverse social contexts

UNIT (I) Concept and nature of performing Arts: (10 Marks)

- a. Concept and nature of Drama & Music.
- b. Significant role of art, music and drama in education.
- c. Drama as a tool for children's creativity and aesthetic sensibilities

UNIT (II) Performing Arts in Teaching: (10 Marks)

- a. Drama & Music as a art of teaching.
- b. Drama & Music for perception, reflection and expression.
- c. Drama the best tool for a community change. Drama as an approach in teaching of languages.
- d. Drama as an approach in teaching of social sciences.
- e. Drama as an approach in teaching of Arts and Music.

UNIT (III) Nature & Role of Fine Arts in Education: (10 Marks)

- a. Concept and nature of Fine Arts
- b. Importance of Craft & Drawing in Education
- c. Basic of Drawing types of lines & Colours; Colour Combination
- d. Sckech Designning & Colouring

Activities:

(1) Musical Activities:

- Solo Singing (Indian and Western)
- Group Singing (Indian and Western)



(2) **Fine Arts:**

- Sketching
- On the spot painting
- Rangoli
- Mehendi
- Poster Making

(3) **Dance:**

- Solo Dance (Indian Dance forms)
- Group Dance (folk and tribal dance)
- Creative Dance
- Choreography

(4) **Literary Activities: (Marathi/Hindi/English/Urdu 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 activities.

