

**PUNYASHLOK AHILYADEV
HOLKAR SOLAPUR UNIVERSITY,
SOLAPUR**



**NAAC Accredited-2022 'B⁺⁺' Grade
(CGPA 2.96)**

Name of the Faculty : Inter-Disciplinary Studies

Syllabus : B.Ed. Part-I

**(Education Evaluation,
Education Psychology)**

With effect from : June-2026

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

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

Curriculum & Its Framework for the Two Year Degree of Bachelor of Education (B. Ed.) from June 2026

- The regular full time course of Bachelor of Education (B. Ed.) is of two years duration.
- The course has been framed so as to satisfy the essential compliances of NCTE as per Nov.-Dec. 2014 Notification. It also has added features making the course relevant to global demands, and socio-cultural needs of the university and affiliated colleges.
- The university has adopted Choice Based Credit System (CBCS) and grading system along with continuous and comprehensive evaluation.

- **The B. Ed. curriculum comprises three broader areas:**
 - ❖ **Perspectives in Education**
 - ❖ **Curriculum and Pedagogic studies**
 - ❖ **Engagement with the field**
 - The third area Engagement with the field comprises of understanding of and task related to the self (the student teacher), the child (that is the school pupil), the school and the community and skill orientation courses. It includes internship and four courses on Enhancing Professional Capacities (EPCs).
 - The course curriculum is of 2400 marks, 2760 periods of work (assuming period of 50 minute), and 96 credit points divided over four semesters. The semester-wise distribution of marks, credits, internal assessment marks and university assessment marks is briefed in the following table:

- **Medium of Instruction: Marathi**

- Candidates may write the papers in examination and practical work in Marathi and English language. The language pedagogy shall be written in the relevant language. The question papers will be set only in English & Marathi language except Pedagogical school subject.

Sr. No.	Semester	Total Periods	Credits	Internal Assessment Marks	University Assessment Marks	Total Marks
1.	Year I, Semester I	740	23	440	160	600
2.	Year I, Semester II	610	24	310	290	600
3.	Year II, Semester III	780	25	400	200	600
4.	Year II, Semester IV	630	24	350	250	600
	Total	2760	96	1500	900	2400

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

B. Ed. TWO YEAR SEMESTER COURSE STRUCTURE

Faculty: Education **Programme Name:** B.Ed. **Pattern:** Two Year Semester pattern
01 Credit = 25 Marks, For Theory, 01 Credit = 15 periods, For EPC, 01 Credit = 30 periods
For Practical, 01 Credit = 50 periods

YEAR – I, SEMESTER – I						
Course No.	Title of course	Total Periods	Credit	Internal Assessment Marks	University Assessment Marks	Total Marks
Curricular Area –A: Perspectives in Education						
BED-I-01	Childhood and Growing Up	60	04	20	80	100
Curricular Area –B: Curriculum & Pedagogic Studies						
BED-I-02	Language across the Curriculum (1/2)	30	02	10	40	50
BED-I-03	Understanding Disciplines and Subjects- (1/2)	30	02	10	40	50
Curricular Area –C: Engagement with the Field						
Enhancing Professional Capacities (EPC)						
<i>EPC 1</i>	Understanding the Self (1/2)	60	02	50	00	50
Task Assignment and School Internship						
<i>A-01</i>	Enriching Teaching Skills	150	06	150	00	150
<i>A-02</i>	School Experience and Internship (One Week i.e. 06 Days)	100	02	50	00	50
<i>A-03</i>	Social Service	50	02	50	00	50
<i>A-04</i>	Visit to Innovative Organization	50	01	25	00	25
<i>A-05</i>	Physical and Health Education	100	02	50	00	50
<i>A-06</i>	Action Research Workshop	60	01	25	00	25
Semester I Total		740	24	440	160	600

YEAR – I, SEMESTER – II						
Course No.	Title of course	Total Periods	Credit	Internal Assessment Marks	University Assessment Marks	Total Marks
Curricular Area –A: Perspectives in Education						
BED-II-04	Learning and Teaching	60	04	20	80	100
BED-II-05	Contemporary India and Education	60	04	20	80	100
Curricular Area –B: Curriculum & Pedagogic Studies						
BED-II-06	Pedagogy of a School Subject One –Part I (Marathi/ Hindi/ English/ Mathematics, Urdu, Commerce)	30	02	10	40	50
BED-II-07	Pedagogy of a School Subject Two –Part I (General Science/ History/ Geography, Economics)	30	02	10	40	50
Curricular Area –C: Engagement with the Field						
Enhancing Professional Capacities (EPC)						
<i>EPC- 2</i>	Drama and Art in Education (1/2)	60	02	50	00	50
Task Assignment and School Internship						
<i>B-01</i>	Practice Teaching and Internship (Three Week i.e. 18 Days)	200	04	100	00	100
<i>B-02</i>	Lesson Planning Workshop	50	01	25	00	25
<i>B-03</i>	Workshop on Teaching Aids	30	01	25	00	25
<i>B-04</i>	Educational Tour	40	01	25	00	25
<i>B-05</i>	Creativity & Personality Development	30	01	25	00	25
<i>B-06</i>	*Viva Voce	20	02	00	50	50
	Semester II Total	610	24	310	290	600

YEAR – II, SEMESTER – III

Course No.	Title of course	Total Periods	Credit	Internal Assessment Marks	University Assessment Marks	Total Marks
Curricular Area –A: Perspectives in Education						
BED-III-08	Knowledge and Curriculum –Part I (1/2)	30	02	10	40	50
Curricular Area –B: Curriculum & Pedagogic Studies						
BED-III-09	Assessment for Learning	60	04	20	80	100
BED-III-10	Pedagogy of a School Subject One –Part I (Marathi/ Hindi/ English/ Mathematics, Urdu, Commerce)	30	02	10	40	50
BED-III-11	Pedagogy of a School Subject Two –Part I (General Science/ History/ Geography, Economics)	30	02	10	40	50
Curricular Area –C: Engagement with the Field						
Enhancing Professional Capacities (EPC)						
<i>EPC - 3</i>	Skill orientation Courses (Any One) (Each student will have to select one of skill orientation Course 1. Stress Management 2. The Art of Public Speaking 3. Psychological Testing and Assessment 4. Technology Embedded Teaching	60	04	100	00	100
Task Assignment and School Internship						
<i>C-01</i>	School Internship (Six Week i.e. 36 Days)	330	06	150	00	150
<i>C-02</i>	CCM Workshop	60	01	25	00	25
<i>C-03</i>	Evaluation Workshop	60	01	25	00	25
<i>C-04</i>	Physical and Health Education	60	01	25	00	25
<i>C-05</i>	Critical Understanding of ICT (1/2)	60	01	25	00	25
Semester III Total		780	24	400	200	600

YEAR – II, SEMESTER – IV

Course No.	Title of course	Total Periods	Credit	Internal Assessment Marks	University Assessment Marks	Total Marks
Curricular Area –A: Perspectives in Education						
BED-IV-12	Gender, School and Society (1/2)	30	02	10	40	50
BED-IV-13	Knowledge and Curriculum – Part II (1/2)	30	02	10	40	50
BED-IV-14	Creating an Inclusive School (1/2)	30	02	10	40	50
Curricular Area –B: Curriculum & Pedagogic Studies						
BED-IV-15	Optional Course (Electives- any two of the following)					
15.1	Educational Management.	60	02	10	40	50
15.2	Value Education	60	02	10	40	50
15.3	Guidance and Counseling.	60	02	10	40	50
15.4	Educational Technology	60	02	10	40	50
15.5	Environmental Education.	60	02	10	40	50
Curricular Area –C: Engagement with the Field						
Enhancing Professional Capacities (EPC)						
EPC - 4	Reading and Reflecting on Texts (1/2)	60	02	50	00	50
Task Assignment and School Internship						
<i>D-01</i>	School Internship (One Week)	100	02	50	00	50
<i>D-02</i>	Models of Teaching Workshop	50	01	25	00	25
<i>D-03</i>	Workshop on Constructivism	50	01	25	00	25
<i>D-04</i>	Creativity & Personality Development	25	01	25	00	25
<i>D-05</i>	Seminars	25	01	25	00	25
<i>D-06</i>	Lesson Examination Practical Submission	100 50	04	100	00	100
<i>D-07</i>	Viva Voce	20	02	00	50	50
Semester IV Total		630	24	350	250	600
Grand Total of all Semesters		2760	96	1500	900	2400

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

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

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

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

Eligibility for Admission:

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

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

- i. Kept four semesters of lectures on the theory and practice of Education in an institution / College of Education affiliated to this University for the purpose of B.Ed. degree, and
- ii. Completed a course of practical work, extending over four terms / semesters to the satisfaction of the Institution in which a candidate is studying, consisting of –
 - a) Attendance at demonstration lessons and discussion on lessons inclusive of Enriching Teaching Skills -lessons, Lessons based on Models of Teaching, CCM, constructivist strategies, lessons on ICT integration etc.

- b) Observation & conduction of:
- i) Enriching Teaching Skills -lessons – 10 (2 in each of the 5 skills including teach and re-teach out of the list of skills provided by the university)
 - ii) Integration lessons – 2
 - iii) Class room lessons / Practice lessons – 30
- c) Teaching practice of 10 Enriching Teaching Skills - lessons and two integration lessons to be conducted in peer groups. Out of the 30 practice lessons; two lessons are to be based on Models of Teaching, four on CCM, four on constructivist strategies, 04 lessons on ICT integration. Remaining 16 general lessons be equally distributed in two pedagogic subjects. Out of these 16 general lessons, block teaching of 4+4 lessons on two pedagogic school subjects is desirable.
- d) Attendance at Tutorials under examination conditions
- e) Practical work under Engagement with the Field including the EPCs.
- f) Organization and participation in various curricular and co-curricular activities spread over four semesters.
- g) Completion of the Internship Programmes spread over four semesters
- h) Appearance at practice teaching examination at the end of semester 4.
- i) Appearance and passing for viva-voce at the end of semester 2 & 4.
- j) Maintaining diary of day to day records of activities and participation along with observation of lesson/ micro lessons/ practice lessons/ demonstration lessons/ lessons conducted by school teachers etc.
- k) Minimum attendance of 80% for theory periods / lectures and 90% for practical work/ internship/ community related activities is essential.**

R.Ed.2:

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

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

Area A: Perspectives in Education

Part–I: University Assessment:

University examination of theory Course under Perspectives in Education is of **400** marks in four semesters

Part–II: Internal Assessment:

Internal Assessment / Sessional work of theory papers - spread of all four semesters including tutorials and course related practical work- 100 marks.

Area B: Curriculum & Pedagogic Studies

Part–I: University Assessment:

University examination of theory Course under Curriculum & Pedagogic Studies- of **400** marks in four semesters

Part–II: Internal Assessment:

Internal Assessment / Sessional work of theory papers - spread of all four semesters including tutorials and course related practical work- 100 marks.

Area C: Engagement with the field:

Part I: Enhancing Professional Capacities (EPC)

Internal Assessment of EPC – Spread over all four semesters. Total **250** marks- = 150 marks for 3 –EPC and 100 marks for skill orientation courses

Part II: School Internship

Internal Assessment of Internship - Spread over all four semesters. Total 400 marks.

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

Semester I	School Internship	50 marks
Semester II	School Internship	100 marks
Semester III	School Internship	150 marks
Semester IV	School Internship	100 marks

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

Internship (200marks) + Practice Lesson (150 marks) = 350 marks

Semester	Marks		Marks	Credit
	Internship	Practice Lesson (No. of lessons)		
I	50	-----	50	2
II	60	40 (8)	100	4
III	70	80 (16)	150	6
IV	20	30 (06)	50	2
Total	200	150 (30)	350	14

PART III: TASKS AND ASSIGNMENTS:

In task and assignments, there are following components:

SR. NO.	TASKS AND ASSIGNMENTS	MARKS
	SEM-I	
1	Enriching teaching skills	150
2	Social service	50
3	Visit to Innovative Organization	25
4	Physical and Health Education	50
5	Action Research workshop	25
	SEM-II	
6	Lesson Planning workshop	25
7	workshop on Teaching aids	25
8	Educational Tour	25
9	Creativity & Personality Development	25
	SEM- III	
10	Content Cum- Methodology (CCM) Workshop	25
11	Evaluation Workshop	25
12	Physical and Health Education	25
13	Critical Understanding of ICT	25
	SEM-- IV	
14	Models of Teaching Workshop	25
15	Workshop on Constructivism	25
16	Creativity & Personality Development	25
17	Seminars	25
	TOTAL	600

Part-IV: Viva voce (on curricular Area C):

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

Part V: Practice Lesson Examination:

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

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

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

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

Engagement with field totally carries 1400 marks. These are internal marks. The total marks under Area C (Engagement with the field) will be converted to grades separately and will appear in the final mark statement in the form of 'Total Marks under 'Engagement with the field' and the respective grade of it.

The B. Ed. degree will be awarded to those students who pass in all areas, all parts in areas, as well as in all papers separately in the respective semesters.

For passing, in University assessment theory papers 16 marks out of 40 marks and 32 marks out of 80 marks are essential in each theory papers separately and also along with aggregate 50% or more marks are essential under each part / area/course separately.

(I) Award of Grade: CREDIT AND GRADING SYSTEM

(a) A student he/she shall be assigned a grade based on his/her combined performance in all components of evaluation scheme of a course as per the structure. The grade indicates an assessment of the student's performance and shall be associated with equivalent number called a grade point.

(b) The academic performance of a student shall be graded on a ten point scale. The letter grades,

the guidelines for conversion of Perspectives in Education & Pedagogic Studies marks to letter grades and their equivalent grade points shall be as shown in Table.

(c) The letter grades, the guidelines for conversion of Engagement with the Field marks of semester I, II, III and IV to letter grades shall be as shown in Table.

(d) The letter grades, the guidelines for conversion of Internal Assessment marks of semester IV marks to letter grades shall be as shown in Table.

(e) The letter grades, the guidelines for conversion of Internal Assessment marks of all four semesters' marks to letter grades shall be as shown in Table.

(f) A student shall pass the course if he/she gets any grade in the range from "O" to "C".

(g) The student has to secure a minimum 4.0 Grade Points (Grade C) in each core course. A student who secures less than 4.0 points will be declared Failed in that head of passing.

- **Calculation of Performance Indices:**

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

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

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

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

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

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

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

- **Conversion of Internal Assessment marks into Grades: (Area C) (375 Marks)
(EPC and Engagement with the Field Courses for Semester I)**

Table

Sr. No.	Range of Marks	Grade
1	338-375	O
2	319-337	A+
3	300-318	A
4	282-299	B+
5	263-281	B
6	226-262	C+
7	188-225	C
8	00-187	F

F means fail in EPC and Engagement with the Field Courses

- **Conversion of Internal Assessment marks into Grades: (Area C) (250 Marks)**
(EPC and Engagement with the Field Courses for Semester II)

Table

Sr. No.	Range of Marks	Grade
1	225-250	O
2	213-224	A+
3	200-212	A
4	188-199	B+
5	175-187	B
6	150-174	C+
7	125-149	C
8	000-124	F

- **Conversion of Internal Assessment marks into Grades: (Area C) (375 Marks)**
(EPC and Engagement with the Field Courses for Semester III)

Table

Sr. No.	Range of Marks	Grade
1	338-375	O
2	319-337	A+
3	300-318	A
4	282-299	B+
5	263-281	B
6	226-262	C+
7	188-225	C
8	00-187	F

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

Table

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

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

Table

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

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

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

- The performance of a student in a semester shall be indicated by a number called SGPA.
- SGPA shall be the weighted average of the grade points obtained in all the core courses registered by the student during the semester.

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

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

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

1. Cumulative Grade Point Average (CGPA):

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

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

$$\text{CGPA} = \frac{(G_1 \times C_1) + (G_2 \times C_2) + \dots}{\sum C_i}$$

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

- C1 means credits allocated for paper I, C2 means credits allocated for paper II
- G1 means Grade Point scored in paper I, G2 means Grade Point scored in paper II

• Conversion of average grade points into grades:

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

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

Table

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

Area A: Perspectives in Education
B. ED. FIRST YEAR - SEMESTER I
Course BED-I-01: Childhood and Growing Up

Credits: 04
Internal Assessment Marks: 20

Periods: 60

Maximum Marks: 100
University Assessment Marks: 80

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

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

Unit I - Understanding the growth and development

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

Unit: II: Understanding the Development of Learner

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

- d) Formation of self : Self-concept, self-esteem, Self-efficacy

Unit: 3 Perspectives of development in Psycho-Social context

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

Unit 4: Individual Differences among Learners

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

Sessional work: (Total 20 Marks)

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

References -

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Area B: Curriculum & Pedagogic Studiess

B. Ed. First Year Semester I

Course BED-I-02: Language across the Curriculum (1/2)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

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

- 1) Understand the concept and benefits of LAC approach.
- 2) Understand skill of language such as Listening-Reading, Speaking-Writing, fluently.
- 3) Study of Unity of Language in the Classroom.
- 4) Follow proper words and phrases for etiquettes and manners in the classroom situation.
- 5) Use polite expression in daily life situations.
- 6) Develop communication skills.
- 7) Know the media of communication.
- 8) Know the concept and characteristics of good communication.

Unit 1: Language across the Curriculum Approach

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

Unit 2: Skills of the Language

- a) Listening – Reading
- b) Speaking – Writing
- c) Pronunciation
- d) Concept of Communication, Media of Communication and Characteristics of Good Communication

Unit: 3 Utility of Language

- a) Utility of Multi Skills
- b) Utility of Situations - Creation of different situations in the classroom
- c) Role of Language in Communication
- d) Role of teacher in effective communication

Unit: 4 Classroom languages of the teacher and student

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

Sessional work: (Total 10 Marks)

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. (5 Marks)
- The student has to undertake **one** of the following practical and present the report. (5 Marks)
 - 1) To arrange group discussion on the importance of Language.
 - 2) To prepare the report of experiences during Communication.
 - 3) To arrange the activities of listening and speaking language.
 - 4) To arrange the activities for Creative Writing.
 - 5) To arrange the programme for etiquettes and manners in the classroom situation.
 - 6) To arrange the language games for developing vocabulary and sentences.
 - 7) To Conduct Diagnostic and Remedial Work for the deficiency in Pronunciation.
 - 8) To prepare lesson plan as per communication and situation.

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B. Ed. First Year Semester I

Course BED-I-03: Understanding Disciplines and Subjects (1/2)

Credits: 02

Periods: 30

Maximum Marks: 50

University Examination: 40 Marks

Internal Assessment Marks: 10

Objectives of the course:

After completing this course, the student-teacher will be able to:

1. Understand education as a multidisciplinary and interdisciplinary field in the context of NEP 2020.
2. Explain the meaning, scope, aims, and transformative role of education in society.
3. Appreciate the integration of Indian Knowledge Systems (IKS), constitutional values, and experiential learning in education.
4. Understand the relationship among various school subjects and disciplines.
5. Analyse the role of science, mathematics, language, and social sciences in developing critical, creative, and scientific thinking.
6. Develop sensitivity towards multilingual, multicultural, inclusive, and diverse classrooms.
7. Appreciate competency-based, constructivist, experiential, and technology-enabled pedagogies.
8. Understand the role of teachers as facilitators, mentors, innovators, and reflective practitioners.

Unit 1: Education as a Multidisciplinary Discipline

- a. Meaning, Nature, Need, Scope and Aims of Education
- b. Emergence of Education as a Discipline
- c. Role of Education in National Development and Social Transformation
- d. Role of Education in National Integration and Global Understanding
- e. NEP 2020 Perspectives

Unit 2: Education and Interdisciplinary Learning

- a. Concept and Meaning of Interdisciplinary and Multidisciplinary Approaches
- b. Education as an Interdisciplinary Field
- c. Emergence of Various Branches of Education
- d. Interrelationship among School Subjects
- e. Indian Knowledge Systems and Local Knowledge

Unit 3: Science and Mathematics as Disciplines and School Subjects

- a. Nature and Development of Science and Mathematics
- b. Interdependence of Science and Mathematics
- c. Role of Science and Mathematics in Society
- d. Science and Mathematics for Critical and Creative Thinking
- e. ICT Integration in Science and Mathematics

Unit 4: Language and Social Sciences as Disciplines and School Subjects

- a. Nature and Development of Languages and Social Sciences
- b. Multilingualism and Interdependence of Languages

- c. Interrelationship among Social Science Subjects
- d. Role of Teachers in Multilingual and Multicultural Classrooms
- e. Social Sciences for Democratic and Constitutional Values

Sessional work: (Total 10 Marks)

• The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. (5 Marks)

• The students have to undertake one of the following practical and present the report (5 Marks)

- 1) Conduct an interview of social science /science/Maths/Language teachers to understand their perceptions of Socials Science/Science/Maths/Language and write a report of your findings.
- 2) Prepare a creative poster to highlight the key concepts of social science/ Science/Maths/Language
- 3) Select any one article on a global issue that depicts any one of the perspectives. Explain in 500 words why you think the article depicts that perspective.
- 4) Write a lesson plan using the thematic approach to teaching any topic in social science /Science/Maths/Language
- 5) Observe social science /Science/Maths/Language lessons in your practice teaching school at the secondary level and write a report in 1000 words about the challenges of teaching social science that you observed or experienced
- 6) Read one of the textbooks of social science /Science/Maths/Language textbooks prepared by SCERT/CBCS/NCERT/Eklavya for the secondary level and write a brief and concise textbook review of the same.
- 7) Prepare a scrap book to tell the story of the Warli tribe of Maharashtra -their history and culture.

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Bachelor of Education (B. Ed.)

Curricular Area –C: Engagement with the Field

Enhancing Professional Capacities (EPC)

Semester	Title of EPC	Periods	Credit	Marks
I	Understanding the Self (1/2)	60	2	50
II	Drama and Art in Education (1/2)	60	2	50
III	Skill Orientation Courses	60	4	100
IV	Reading and Reflecting on Texts (1/2)	60	2	50
	Total	240	10	250

B. Ed. First Year -- Semester I
Course EPC 1: Understanding the self (1/2)

Credits: 02

Periods: 60

Maximum Marks: 50

Internal Assessment Marks: 50

University Assessment Marks: 00

Activities under EPC 1

Objectives:

- 1) To assist students in recognizing their self-concept.
- 2) To foster a positive attitude among students.
- 3) To develop the inner strengths of students.
- 4) To cultivate the ability to adapt to changing circumstances.
- 5) To achieve self-improvement through introspection.
- 6) To build a balanced personality by fostering sensitivity.
- 7) To cultivate appropriate mental inclinations, temperament, and habits in students, and to instill a refined appreciation for aesthetics.
- 8) To develop expressive abilities in students.

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

Unit 1: Understanding the self

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

Unit 2: Stress, Strain, depression and patience.

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

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

- a) Meaning of time management. Need, importance and Techniques of time management.
- b) Meaning and importance of Goal setting. SMART Goal. Time management and resource

management for achieving goal.

- c) Analysis of daily schedule of one's work as a teacher for time management, use of leisure time, and sustained efforts for becoming a lifelong learner.
- d) Decision making- need, importance and risks.

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

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

Activities: (At least five be organized)

- 1) Organizing lectures based on the concept of 'Self-Concept'.
- 2) Organizing Yoga training and meditation sessions for the development of a balanced personality.
- 3) Diary writing.
- 4) Screening films followed by discussions on the roles and characters portrayed.
- 5) Presentation and analysis of specific scenarios or situations.
- 6) Discussions based on the biographies and writings of philosophers.
- 7) Presentation of significant incidents from the lives of eminent personalities.
- 8) Organizing daily assembly programs. Decision making, Time Management, Stress Management,
- 9) SWOT Analysis
- 10) Goal Setting and performance analysis
- 11) Brainstorming, Group Discussion, Panel Discussion, Seminar / Presentation competition
- 12) Anchoring at various occasions
- 13) Review of short film

Appendix A-01: Enriching Teaching Skills

Credit: 06

Marks: 150

Period: 150

Objectives: To assist the student-teacher in

1. Acquiring key general teaching skills and competencies.
2. Integrating various teaching skills.

Appropriate Period: Four consecutive weeks, commencing from the second week after the commencement of the academic term.

Theoretical Prerequisites for Practicum: Lectures covering the concepts, history, significance, methodology, and classification of teaching skills should be organized collectively. For each specific teaching skill, lectures should be conducted focusing on its role in instruction, importance, objectives, sub-skills, and lesson demonstration, followed by discussion sessions.

Preparation Requirements: Carefully executed demonstration lessons accompanied by thorough preparation; detailed lesson notes; annotated sample lessons; and a minimum of one demonstration lesson performed in a practical setting.

Support System/Infrastructure Required for Demonstrations: Tape recorder, video camera, self-study materials based on various teaching skills, and recorded model lessons for demonstration purposes.

Teaching Skill Diagnosis Process:

1. First and foremost, groups should be formed based on the specific teaching methodology, ideally aligning the group size with the number of student-teacher mentors available. Group division should be organized such that each student is assigned to the mentor specializing in their respective subject area. Each group should ideally consist of approximately eight to ten students.
2. To diagnose the teaching skills essential for effective instruction, student-teachers should be instructed on the day prior to the workshop to prepare a lesson on any topic of their choice (typically lasting 20 to 25 minutes). Mentors must refrain from providing any guidance or assistance regarding this lesson preparation.
3. On the first day of the Teaching Skill Enhancement Workshop, student-teachers should be asked to deliver their prepared lessons within their respective groups. Mentors must not offer any feedback, comments, or engage in any discussion regarding the lesson either while it is in progress or after it has concluded.
4. A 'Teaching Skill Diagnosis Chart' should be prepared in advance of the assessment process; using this chart as a reference, mentors should identify and determine the specific teaching skills in which each student-teacher demonstrates proficiency (i.e., their 'advanced skills').
5. Following the diagnosis of underdeveloped skills, the mentor should first identify the **common** underdeveloped teaching skills shared by at least five student-teachers within the group. The number of such common skills should typically range from four to five. Subsequently, the mentor should identify any **additional** underdeveloped skills that are unique to individual student-teachers. It is important to note that the specific 'advanced skills' identified for each student-teacher need not necessarily be identical across the group. The combined total of identified advanced and underdeveloped skills for each student-teacher should range between five and eight. A personalized chart detailing the advanced and underdeveloped teaching skills should be created

for every student-teacher.

6. Upon the completion of the teaching skill diagnosis process, the 'Teaching Skill Enhancement Program' should commence on a group-wise basis. Options such as 'Teach-Retach' (initial teaching followed by a revised re-teaching session) should be made available to student-teachers, tailored specifically to their individual needs. Training should not be administered to all student-teachers solely through the 'Teach-Retach' method; rather, recognizing that the number and nature of underdeveloped skills vary among student-teachers, the group mentor should provide targeted training specifically addressing those identified underdeveloped skills.

Content and Organization of Practical Sessions: For the teaching training program, a selection of five teaching skills chosen from the list below should be utilized for the practical demonstration component. Set Induction, Narration, Explanation, Oral Reading, Demonstration, Stimulus Variation, Questioning, Reinforcement, Black board writing, Use of Audio-Visual Aids.

Outline of the Teaching Training Program:

1. The general outline of the teaching training program should be as follows: Two or three lectures should be delivered covering the prerequisite theoretical aspects (conducted jointly for all groups). Additionally, two lectures should be organized focusing on the necessity, nature, guidance, and discussion of the program.
2. Lectures should be delivered covering the theoretical background, significance, specific components, methodologies, and lesson planning techniques associated with the five selected teaching skills.
3. The methodology should be such that the lecture for a subsequent skill is delivered only after the practice cycle for the preceding skill has been fully completed.
4. Once the theoretical aspect of a specific skill has been explained, the Teacher Educator should present a model lesson demonstrating that skill. This demonstration should last between five and seven minutes. Whenever possible, the Teacher Educator should utilize pre-recorded video lessons for this purpose. A discussion regarding the merits and demerits of the lesson should follow.
5. A lecture should be conducted covering the characteristics of the components to be selected specifically in relation to the skills and the fundamental principles of lesson planning. Students should be instructed to prepare lesson notes (lesson plans). Flawless and accurate lesson planning is a prerequisite for flawless teaching. It is highly desirable to incorporate specific time allocations (in one-minute intervals) within the lesson plan. The lesson notes should consist of three distinct columns: 'Teacher Activity,' 'Student Activity,' and 'Skill Components.' The specific skill components being addressed must be explicitly and clearly mentioned within these notes. Both the planning phase and the actual teaching execution should aim to incorporate all the expected components of the respective skill to the maximum possible extent.
6. When organizing the lessons, each group should ideally consist of a minimum of 8 to 10 student-teachers. Each group requires the presence of a supervising Professor (as the Lesson Observer), two student-teachers acting as Lesson Observers, one Timekeeper, and five students (as the class). Ideally, the activities of all groups should commence simultaneously. Each student-teacher is required to conduct a five-minute 'micro-lesson.' If a student-teacher is scheduled to conduct the next lesson, they should not be assigned any other tasks prior to the lesson, so as to allow them adequate time for reflection and preparation. For observation purposes, a tape recorder and, if feasible, a video camera should be utilized in conjunction with the observation record sheet.

During the simulated teaching session, one should verify whether the lesson was conducted in accordance with the lesson plan and maintain a record of any significant errors. The group should be organized in such a manner that every student-teacher gets an opportunity to assume the roles of the observer, the practice teacher, and the student.

7. Bridge Lesson / Integrated Lesson: 2

8. The Integrated Lesson should be conducted for duration of 15 to 20 minutes. This session requires the integration of three out of the five teaching skills.

9. Evaluation	Out of 150 marks
9 marks per skill — Lesson Preparation, Teaching, and Re-teaching	90 Marks
Integrated Lesson Preparation and Teaching	40 Marks
Report Writing and Participation in Discussions	20 Marks

10. While conducting the teaching and re-teaching of each specific teaching skill, the student-teacher's preparation as well as the modifications made in accordance with the relevant sub-skills should be taken into consideration; immediately following the re-teaching session, the merits and demerits of the skill demonstration should be duly recorded.

Appendix A-02
Practice Teaching and School Internship-I

Total Marks: Internship (200 marks) + Practice Lesson (150 marks) = 350 marks

Semester wise distribution of marks of Practice teaching and Internship

Semester	Marks		Marks	Credit
	Internship	Practice Lesson (No. of lessons)		
I	50	-----	50	2
II	60	40 (8)	100	4
III	70	80(16)	150	6
IV	20	30(06)	50	2
Total	200	150(30)	350	14

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

Objectives: Student-teachers shall:

1. Study government-aided and unaided private schools specifically focusing on human resources, physical infrastructure, and the institution's mission, policies, and objectives.
2. Classify students based on their economic, social, and cultural backgrounds.
3. Prepare an interview schedule and conduct interviews with experienced teachers.
4. Gain an understanding of the actual operational processes within the school.
5. Familiarize themselves with the administration, working procedures, and organizational structure of a secondary school.

Nature of the Student: Teaching Internship: Select a combination of aided and unaided schools, and implement **all** of the following activities during the first semester of the internship period:

1. Conduct interviews with experienced teachers.
2. Create student profiles for a specific class by classifying the students based on relevant criteria.
3. Formulate a questionnaire designed to study the school's human resources, physical infrastructure, and the institution's mission, policies, and objectives.
4. Conduct a comparative study of government, aided, unaided and private schoolsutilizing checklists and questionnaires and subsequently prepare a comprehensive report.
5. Employ visitation and observation techniques to gain an understanding of the school's actual day-to-day operations; based on these observations, prepare a detailed report. This includes visiting specific facilities such as laboratories, administrative offices, libraries, workshops, etc. to gather information and compile the final report.

Evaluation: Marks out of 50 shall be awarded for the report of each school visit.

1. Preparation of a questionnaire to gather information regarding physical and human resources.
2. Development of observation techniques for the visit.
3. Conducting interviews with experienced teachers and documenting the same.
4. Categorization of students and creation of student profiles.
5. Presentation of the report.

Based on the above evaluation criteria, the Group Guide Teacher shall evaluate the reports of the two visits one to an aided school and one to an unaided school.

Appendix A-03: Social Service

Credit: 02

Marks: 50

Period: 50

Objectives: To assist the student-teacher in:

1. Gaining an understanding of the nature of social service and work related to it.
2. Acquiring knowledge regarding the concept of 'society,' the contribution of society itself, and the role played by various social institutions in societal development.
3. Becoming acquainted with the various programs and social reformers involved in the process of societal development.
4. Comprehending the necessity of interaction and collaboration between society and educational institutions.
5. Cultivating the motivation to engage in social service for societal development, and facilitating participation in relevant programs.
6. Understanding the significance of the dignity of labor, social commitment, cooperation, and empathy, and fostering the development of these virtues.
7. Internalizing the responsibilities and roles that a teacher is expected to fulfill as a constituent member of society.
8. Gaining an understanding of prevailing social issues, as well as the specific tasks and interventions required of a teacher in addressing them.
9. Participating actively in programs aimed at nation-building and national development.

Appropriate Timeframe:

Session-1: During this session, the social service program should be organized on a continuous basis by forming groups, meeting one day per week (preferably Saturday).

Practical Work Support System:

Depending on the nature of the program, necessary tools and facilities should be utilized, and cooperation should be sought from community organizations and individuals.

Content of Practical Work Planning:

Before commencing the actual practical work, students and teachers must be provided with comprehensive information regarding 'Work in Social Service' or 'Social Service' itself. Information not covered within the core curriculum of the teacher training program should be imparted through lectures. For this purpose, a minimum of four lectures should be organized. The teacher-trainer entrusted with the Social Service Department is responsible for organizing these lectures. These lectures should cover and discuss key points such as the concept, necessity, and significance of 'Work in Social Service' or 'Social Service'; the relationship between education and society; and the methodologies employed in social service work.

The 'Work in Social Service' or 'Social Service' program can be organized at three distinct levels. These levels are: the Collegiate Level, the School Level, and the Community Level.

A list of sample social service activities is as follows:

1. **Collegiate Level:** Campus cleaning, beautification, tree plantation, voluntary labor (Shramdan), library services, and participation in college development programs. Activities beneficial to the

welfare of society should be undertaken within the college premises from time to time.

2. **School Level:** Beautification of the school premises; organization of health-related workshops or camps; participation in the coordination of subject-specific projects; creation of educational aids useful for the school; voluntary labor for the school; participation in the Parent-Teacher Association; tree plantation and tree conservation for the school; and the organization of programs for students aimed at eradicating superstition and providing leadership training.

3. **Community Level:** Voluntary labor, tree plantation, tree conservation, road repair, sanitation drives, programs for the eradication of superstition, de-addiction programs, literacy promotion campaigns, awareness programs regarding the impact of population growth, and the organization of cultural events. This also includes conducting surveys of specific sections of the community and actively participating in resolving their issues, as well as organizing health camps and leadership training camps for the youth within the community.

Report Outline: The report should consist of four sections:

1. Theoretical Framework/Background Information
2. Report on Social Service Activities Conducted at the College Level
3. Report on Social Service Activities Conducted at the School Level
4. Report on Work Performed at Other Levels

Semester 1: The report should be written by the student-teacher and subsequently evaluated.

Evaluation Methodology: The evaluation of this practical work should be conducted at two levels: the **process** and the **outcome** (or output). This evaluation should be carried out continuously while the work is in progress.

For the first semester, marks should be awarded out of a total of 50.

At the outcome level, marks should be awarded out of 40 based on the actual work performed, while marks for report writing should be awarded out of 10. Thus, the total evaluation should amount to 50 marks.

Appendix A-04: Visit to Innovative Organization

Credit: 01

Marks: 25

Period: 50

Objectives: To assist the student-teacher in.

1. Gathering information about a proactive organization.
2. Facilitating a visit to a proactive organization.
3. Understanding the operations of a proactive organization.
4. Analyzing the success of a proactive organization.
5. Cultivating the habit of report writing.

Outline of the Visit Program to an Innovative Institution:

Visits should be organized to innovative educational and social institutions operating at the local, district, state, or national levels. A teacher should be assigned the responsibility of planning these visits and ensuring that appropriate arrangements are made. The student-teacher is required to submit a report regarding this visit, which shall be duly evaluated within the college itself.

Evaluation Methodology:

Planning	: 5 Marks
Participation in Activities	: 15 Marks
Report Writing	: 5 Marks
Total	: 25 Marks

Appendix A-05: Physical and Health Education

Credit: 02

Marks: 25

Period : 100

Objectives: To assist the student-teacher in:

1. Understanding the importance of Health and Physical Education.
2. Acquiring theoretical knowledge regarding team and individual sports.
3. Understanding the significance of individual sports and encouraging participation in them.
4. Acquiring theoretical knowledge regarding Yoga, Pranayama, and Surya Namaskar.
5. Leading a healthy lifestyle through mediums such as Yoga, Pranayama, Surya Namaskar, and sports.
6. Fostering physical, mental, emotional, and intellectual development.

Nature of Activities Related to Health and Physical Education:

Through a total of five lectures, practical information regarding at least two sports should be provided (e.g., Kabaddi, Kho-Kho, Cricket, Volleyball, Tennis, etc.). Throughout the academic year, specific periods should be allocated for organizing various activities and sports events related to Health and Physical Education. These activities related to Health and Physical Education should be conducted on a continuous basis. A minimum of two hours per week should be scheduled specifically for these activities.

Organization of Activities Related to Health and Physical Education:

1. Organizing lectures based on information regarding various sports.
2. Organizing awareness-raising lectures on health-related topics (doctors from the medical field should be invited as guest speakers).
3. Organizing various sports events (both team-based and individual).
4. Organizing health check-up camps.
5. Organizing sessions involving both theoretical instruction and practical demonstrations of Yoga, Pranayama, and Surya Namaskar.
6. Organizing various sports competitions.

Nature of Practical work of Physical and Health Education:

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

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

Category B: Attendance and Participation in organization and administration of the sports activities like Basket Ball, Kho-Kho, Kabaddi, Volley Ball, Cricket etc. during year.

N.B.:

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

Report Outline: The report shall be structured into four sections.

1. Information regarding the theoretical aspects of Health and Physical Education; specifically, the objectives and significance of Health and Physical Education, and details concerning health-awareness lectures.
2. A report based on theoretical information regarding Yoga, Pranayama, and Surya Namaskar, as well as information pertaining to five team sports.
3. A report detailing the organization of practical sessions for Yoga, Pranayama, and Surya Namaskar, along with the organization of various sports activities.
4. A report on Health and Physical Education-related initiatives and activities conducted within the college.

Evaluation Process: Total 50 Marks

Report Writing	: 10 Marks
Participation in four competitions	: 10 Marks each – Total: 40 Marks

Appendix A-06: Creation of Action Research Proposal Workshop

Credit: 01

Marks: 25

Period: 60

Objectives: To assist the student-teacher in:

1. Understanding the nature, characteristics, and significance of Action Research.
2. Comprehending the various domains for selecting a topic for Action Research.
3. Understanding the stages of an Action Research proposal and the importance of each stage.
4. Formulating an Action Research proposal.
5. Submitting the proposal for evaluation.

Appropriate Timeframe:

An orientation session on Action Research must be completed prior to the School Experience phase of the first semester. During the week designated for the School Experience in the first semester, student-teachers should identify a specific problem and draft a research proposal; subsequently, with the assistance of their supervisor, they should complete the development of the Action Research proposal during the remainder of the School Experience period.

Strategy:

1. At the beginning of the second semester, the instructors for each teaching methodology should provide a list of reference books on Action Research.
2. Lectures should be organized covering the theoretical aspects of Action Research.
3. Two clock hours should be allotted to cover the nature, characteristics, significance, and necessity of Action Research; additionally, two clock hours should be dedicated to identifying potential areas for research topics. During this time, trainees should be seated in groups according to their respective primary teaching methodologies, and the subject instructors should assist each student in finalizing their specific research topics.
4. Once the trainees' topics have been finalized, adequate time (clock hours) should be allocated to provide a detailed explanation of every component of the Action Research proposal framework.
5. Once the trainees have fully grasped all the aforementioned points, they should be guided to draft a preliminary proposal outline.
6. The instructors for each teaching methodology should review the preliminary outlines, explain the necessary corrections to the trainees, and subsequently instruct them to prepare the final Action Research proposal.
7. Both the Action Research proposal and the workshop report must be written in the trainee's own handwriting.

Action Research Project Evaluation:

- | | |
|--|-------------------|
| 1. Process of Defining Research Topic and Objectives | : 5 Marks |
| 2. Process of Selecting Action Research Methods and Tools | : 5 Marks |
| 3. Finalization and Presentation of Action Research Design | : 10 Marks |
| 4. Process of Writing the Action Research Design Report | : 5 Marks |
| Total | : 25 Marks |

Semester: II

B. ED. FIRST YEAR: SEMESTER II

Area A: Perspectives in Education

Course BED-II-04: Learning and Teaching

Credits: 04

Periods: 60

Maximum Marks: 100

Internal Assessment Marks: 20

University Assessment Marks: 80

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

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

Unit I - Understanding Learning

- a) **Educational Psychology:** Meaning, scope, importance & limitations. Study Methods- Introspection, observation, experimental, case study, clinical.
- b) **Learning:** Concept, nature, characteristics Factors affecting Learning- Biological, Psychological, Socio-cultural, Digital environment
- c) **Principles of learning by psychologists :** Connectionism - Thorndike, Operant Conditioning - Skinner, Insight Learning - Köhler, Social Learning - Bandura, Hierarchy of Learning - Gagné
- d) **Motivation in learning:** Concept and types of motivation, Intrinsic vs extrinsic motivation, Maslow's Hierarchy of Needs

Unit II-Understanding more about the learner

- a) **Intelligence-**Concept, Theories of Intelligence – Spearman's Two factor theory, Thurstone's Multifactor theory, Guilford's Structure of Intellect, Gardner's Multiple Intelligences, Use and limitations of IQ tests
- b) **Mental Processes:** Attention, Perception, Imagination, Memory & Forgetting

- c) **Personality:** Meaning, nature, factors influencing development of personality. Integrated personality-Concept, role of teacher in developing learner's personality.
- d) **Mental Health and wellbeing :** Concept of Adjustment & maladjustment, Emotional wellbeing, Teacher's role in promoting wellbeing and mental health

Unit III - Understanding Teaching

- a) **Teaching process:** Concept, characteristics and nature , relation of learning and teaching, Teaching as a profession
- b) **Reflective teaching:** Concept, Reflective Teaching Practices, Reflective tools: Teaching journals, Portfolio, Self-evaluation, Peer observation. Flanders classroom interaction analysis
- c) **Approaches to Teaching-learning:** Behaviorist approach, Cognitive approach, Constructivist approach
- d) Teacher competency and effectiveness, job satisfaction .Professional ethics for teachers.

Unit IV-Analyzing teaching in diverse classrooms

- a) **Learning in a Social Group:** Characteristics and psychology of a social group. School as a social group, Class as a social group.
- b) **Group Dynamics:** Group Dynamics in a classroom, study of classroom dynamics - Sociometry, cumulative record card, observation..
- c) **Thinking Process and Leadership:** Thinking Process-Concept, Types, Importance. Leadership-Concept, Characteristics, Training for Leadership in Schools.
- d) **Modes of Transaction** – Reflecting, Analytical writing, and studying teachers' diaries. Co-operative, collaborative, programme learning.

Sessional Work:

Practical I: Compulsory (10 Marks) - Any Five psychology experiments

- 1) Learning, Fatigue 2) Attention 3) Imagination 4) Memory 5) Perception

Practical II: Any one (10 Marks)

- 1) Organize & Interpreting psychological tests (Any 1) (Intelligence , Personality, Creativity, Attitude & Aptitude Test)
- 2) Emotional Wellbeing Survey of Learners-Prepare checklist, Identify stress factors, Suggest classroom support strategies.
- 3) Engaging learner's in the process of knowledge construction in a subject area following constructivist approach and presentation of paper in a seminar.
- 4) Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage.
- 5) Classroom Interaction Analysis-Observe one teacher, Use Flanders Interaction Analysis

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B. Ed. First Year Semester II
Course BED-II-05: Contemporary India and Education

Credits: 04

Periods: 60

Maximum Marks: 100

Internal Assessment Marks: 20

University Assessment Marks: 80

Objectives: To enable the student teachers to:

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

Unit 1: Social diversity

- a) Concept of social diversity, various levels of social diversity like individual region language, religions, castes, tribes etc.
- b) Educating children to respect social diversity and collective living.
- c) Concept of socialization and role of family, school and society on the socialization of students.
- d) Challenges of diversity for universalization education.

Unit 2: Indian Constitution and Education

- a) Preamble, Fundamental rights and fundamental duties
- b) Directive principles of state policies
- c) Constitutional values and aims of education
- d) Constitutional Articles related to Education.

Unit: 3 Public policy and school education

a) Pre-independence period Education Policy.

- a. Impact of Macaulay Minutes and Woods dispatch on Secondary Education.
- b. Characteristics of Wardha Education Policy (In this point all point covered here i.e. Naye Talim, Basic Education etc.)

b) Post Independence Period Policy-in brief

- a. Features of Kothari Commission 1964-66
- b. Features of NEP 2020 (In this point we are going to explain new framework of Education)
- c. Mid-day meal Scheme and Vidyajali Plan (New Scheme for School development through

community support)

c) RTE 2009-Concept, need and responsibilities.

Unit: 4 Development of Indian Education with special reference

a) Financial allocation for school education.

b) Education of Marginalized group in Indian Society. (Here Educational Policy for the Empowerment of Women in Tribal and Rural Area)

c) Impact of Liberalization, Globalization, Privatization on Marginalized Group.

d) Three Language formula

Sessional work: (Total 20 Marks)

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(10 Marks)**

- The student has to undertake **two** of the following practical and present the report **(10 Marks)**

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

- 1) A case study of socially and economically deprived boy / girl of a backward class of society.
- 2) Report of the study of an impact of the educational programs like SSA, Mid- Day Meal on the educational of children, drop outs.
- 3) Seminars / project on the provisions / concepts / terminologies / principles in the Indian Constitution with special reference to education in general & deprived or minority in particular.
- 4) Study of festivals celebrated in rural & urban India.
- 5) Study / Project and report on a social reformer
- 6) A survey & analysis of educational problems of a locality.
- 7) Study of reasons of Tantamukta Abhiyan of any one village.
- 8) Survey on Evaluation of Mid-day Meal Programme of any three higher primary schools
- 9) Critical study & report of Educational commission, committees etc. like NCF-2005, NEP 2020 etc.
- 10) Project on any one concept –privatization, globalization, RTE etc. or a pertinent topic assigned by the teacher.

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38. भारताची राज्यघटना, प्रत्येक भारतीय नागरिकाचा धर्मग्रंथ टेंभेकर प्रवीण (२००७) पार्थ प्रकाशन, मुंबई
39. संचालक, मुद्रण व लेखन सामग्री, महाराष्ट्र (१९८८) भारताचे संविधान, महाराष्ट्र शासन, मुंबई

40. उदयोन्मुख भारतीय समाजातील शिक्षण, करंदीकर सुरेश, फडके प्रकाशन, कोल्हापूर
41. भारतीय शिक्षणाचे समाजशास्त्रीय अधिष्ठान (२०१२) बामणे विष्णू, नित्य नूतन प्रकाशन, नागपूर

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- 8) <http://odisha.gov.in/e-magazine/orissareveiw/2011/Jan/engpdf/31-37.pdf>.
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- 11) http://mdm.nic.in/Files/PAB/PAB2013-14/Andhra_Pradesh/State_plan.pdf.
- 12) <http://www.ask.com/world-view/social-diversity-3247454a8c3dce2>
- 13) http://www.google.co.in/?gfe_rd=cr&ei=zARTVZ1/8a/8wfp-oDgBQ&gws_rd=ss/#9=development+of+Indian+education++pdf.
- 14) http://sph.unc.edu/files/2013/07/define_diversity.pdf.
- 15) http://www.google.co.in/?gfe_rd=cr&ei=zARTVZ31/8a/8wfp-oDgBQ&gws_rd=ss/#9=+impediments+in+fulfilling+the+constitutional+promises+pdf.
- 16) http://www.google.co.in/?gfe_rd=cr&ei=zARTVZ1/8a/8wfp-oDgBQ&gws_rd=ss/#9=financial+allocation+of+indian+school+education++pdf.
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- 18) https://sph.unc.edu/files/2013/07/define_diversity.pdf.
- 19) https://www.google.co.in/?gfe_rd=cr&ei=zARTVZ1/8a/8wfp-oDgBQ&gws_rd=ss/#9=language+aspect+in+education+pdf.
- 20) http://www.google.co.in/?gfe_rd=cr&ei=zARTVZ1/8a/8wfp-oDgBQ&gws_rd=ss/#9=sarva+shiksha+abhiyan+pdf.

B. Ed. First Year: Semester II
CURRICULAR AREA B: PEDAGOGY COURSES
Course –B. Ed. II - 06: Pedagogy of Marathi (Part – I)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

उद्दिष्टे: विद्यार्थी शिक्षकाला

१. मराठी भाषा निर्मिती व भाषा विकास प्रक्रियेतील टप्पे समजण्यास मदत करणे.
२. मराठी मातृभाषा अध्ययनाचे महत्त्व समजण्यास मदत करणे.
३. मराठी भाषा, अन्य भाषा, अन्य अभ्यासविषयक व व्यक्तीचे जीवन याचा सहसंबंध समजण्यास मदत करणे
४. मातृभाषेच्या अध्यापनाची ध्येये व उद्दिष्टे समजण्यास मदत करणे.
५. भाषा अध्यापनासाठी यथोचित पद्धती तंत्रे भाषिक कौशल्याची माहिती घेण्यास मदत करणे
६. मातृभाषा शिक्षकांची गुणवैशिष्ट्ये समजण्यास मदत करणे
७. मातृभाषेच्या विविध अंगांच्या अध्यापनाचा परिचय करून घेण्यास मदत करणे.

घटक: १ मराठीचे अभ्यासक्रमातील स्थान / मातृभाषा मराठी

- अ) मराठी भाषा स्वरूप वैशिष्ट्ये आणि मराठीचे महत्त्व व सद्यस्थिती
- ब) मराठी भाषेचा उगम व विकास
- क) मातृभाषा अध्ययन अध्यापनाचे महत्त्व
 - १) शिक्षणाचे माध्यम म्हणून स्थान
 - २) सामाजिक, सांस्कृतिक प्रसारणाचे साधन
 - ३) वाग्मयीन आवड व अभिरुची निर्मिती साधन
 - ४) विचार, भावना व अनुभव यांच्या आदान-प्रदानाचे साधन
 - ५) व्यक्तिगत विकासाचे साधन
- ड) मराठीचा अंतर्गत सहसंबंध व अन्य शालेय विषयांशी सहसंबंध

घटक: २ अध्ययन अध्यापन कार्यनिती

- अ) मातृभाषा अध्यापन पद्धती
 १. कथन
 २. परिसंवाद
 ३. चर्चा व प्रकार
 ४. प्रकल्प
 ५. बुद्धिमंथन
 ६. उदगामी-अवगामी
- ब) मातृभाषा अध्यापनाची तंत्रे:
 १. नाट्यीकरण
 २. मुलाखत
 ३. पर्यवेक्षित अभ्यास
 ४. रसग्रहण (महत्त्व, उपयुक्तता, मर्यादा)
- क) भाषिक कौशल्यांचा विकास:
(श्रवण, भाषण, लेखन, वाचन, संभाषण, रसग्रहण)
- ड) प्रतिमान अध्यापनाची सूत्रे

घटक: ३ मराठी भाषा शिक्षक व्यावसायिक विकास आणि संशोधन

- अ) मराठी शिक्षकांची पात्रता, गुणवैशिष्ट्ये, आव्हाने आणि उपाय
- ब) मराठी शिक्षकांचा व्यावसायिक विकास
- क) मराठी शिक्षकांचे विषय संघटनेतील योगदान
- ड) मराठी शिक्षकाची विषय संघटनेतील भूमिका

घटक: ४ मातृभाषा अध्यापनाची साधने व मातृभाषेच्या विविध अंगांचे अध्यापन

- अ) अध्यापनाची साधने: १. व्हिडिओ २. ध्वनिफीत ३. शब्द पट्ट्या ४. संगणक ५. इंटरनेट ६. भाषा प्रयोगशाळा ७. चित्रपट/ नाटक ८. मोबाईल ९. टी.व्ही. १०. जाहिरात लेखन ११. तक्ते
- ब) गद्य अध्यापन: स्वरूप, महत्व, उद्देश आणि प्रकार, गद्य अध्यापन पद्धती
- क) पद्य अध्यापन: स्वरूप, महत्व, उद्देश आणि प्रकार, पद्य अध्यापन पद्धती

Sessional Work (Total 10 Marks)

वर्ग निबंधासाठी दिलेले तीन प्रश्न शिक्षक प्रशिक्षकाकडून तपासून घ्यावेत. त्यापैकी कोणताही एक प्रश्न वर्गनिबंधासाठी परीक्षेच्या वातावरणात लिहून घ्यावा. (५ गुण)

खालीलपैकी कोणत्याही एका प्रात्यक्षिक कार्याचा अहवाल सादर करणे (५ गुण)

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

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

B. Ed. First Year: Semester II
CURRICULAR AREA B: PEDAGOGY COURSES
Course –B. Ed. II - 06: Pedagogy of Hindi (Part – I)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

उद्देश छात्र अध्यापक को -

1. हिंदी भाषा का व्यापकता से परिचय कराना |
2. हिंदी अध्यापन के व्यापक तथा कक्षा अध्यापन के उद्देशो को समझने मदत करना |
3. हिंदी भाषा की विविध पद्धतियों का परिचय कराना |
4. भाषा शिक्षा की विभिन्न विधाओ से परिचय कराना |
5. भाषा सीखने की सृजनात्मक प्रक्रिया का विकास करना |
6. कृति संशोधन करने की क्षमता विकसित करना |

प्रथम इकाई :भाषा का स्वरूप, महत्त्व एवं स्थान

- अ. हिंदी भाषा का उद्गम, संक्षिप्त इतिहास, महत्त्व स्वरूप विकास
- ब. समवाय के प्रकार तथा हिंदी भाषा का अन्य विषयो से समवाय
- क. छात्र के जीवन मे भाषा का महत्त्व (सामाजिक, भावनिक, बौद्धिक विकास आदि)
- ड. भारतीय बहुभाषिक समाज मे हिंदी का स्थान,महत्त्व, राष्ट्रभाषा के रूप मे हिंदी का स्थान.

द्वितीय इकाई: भाषा अध्यापन के उद्देश और कौशल

- अ. हिंदी अध्यापन के उद्देश -(उच्च प्राथमिक, माध्यमिक एवं उच्च माध्यमिक स्तर)
- ब. हिंदी भाषा के व्यापक उद्देश, वैश्विक स्तर पर हिंदी भाषा की भूमिका
- क. भाषा कौशल- श्रवण, वाचन, लेखन, भाषण, संभाषण, अभिनय व निरीक्षण कौशल.
- ड. नई शिक्षा नीती 2020 के अनुसार हिंदी भाषा का स्वरूप स्थान व महत्त्व

तृतीय इकाई :भाषा का अध्ययन एवं अध्यापन

- अ. भाषा अध्यापन के सूत्र
- ब. भाषा शिक्षा के सामाजिक आधार- परिवार तथा विद्यालय, समवयस्क मित्र, विभिन्न समुदाय,
- क. जनसंचार अन्य माध्यम
- ड. हिंदी अध्यापन की विविध पद्धतिया -संभाषण, नाट्यकरण, चर्चा, प्रश्नोत्तर.

चतुर्थ इकाई: भाषा शिक्षा की विधाये

- अ. सहाय्यक साधन, प्रक्षेपित एवं अप्रक्षेपित साधन स्वरूप, संगणक संदर्भीय साधन,महत्त्व एवं प्रकार इत्यादी.

- ब. गद्य विधा -महत्व उद्देश प्रकार अध्यापन पद्धतिया
क. पद्य विधा- महत्व, उद्देश, प्रकार, अध्यापन पद्धतिया.
ड. प्रमुख रचनाकार का संक्षिप्त परिचय

परियोजना सत्र कार्य :

1. प्रपाठ के लिए दिए जाने वाले तीन प्रश्नों में से एक प्रश्न लिखना अनिवार्य है | (पांच अंक)
2. निम्नलिखित में से किसी एक पर परियोजना तयार करें. (किसी एक विषय पर) पांच अंक |
 1. राष्ट्रभाषा हिंदी का स्थान जानने हेतू प्रश्नावली बनाकर दस परिवारों का सर्वेक्षण करें |
 2. हिंदी भाषा के अनुभवी शिक्षक की मुलाकात (interview) लिजिए |
 3. हिंदी भाषा के किसी एक कौशल के विकास हेतू प्रपत्र तैयार कीजिये |

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

B. Ed. First Year: Semester II
CURRICULAR AREA B: PEDAGOGY COURSES
Course –B. Ed. II - 06: Pedagogy of English (Part – I)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Course Objectives:

This course aim at enabling student-teacher to-

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

Unit No: 1 Nature of English

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

Unit: 2 Curriculum reforms in English language

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

Unit: 3 Teaching Process of English Language

- a) Approaches: Situational, structural and communicative.
- b) Methods: Direct method, Bilingual Method and Eclectic Methods.
- c) Learning resources in English - Dictionary, Textbook, Handbook, Charts
- d) Learning resources in English - Models, Language Laboratory, Internet and E- Books.

Unit: 4 Conceptual Knowledge of English

- a) Phonemes and Morphemes
- b) Syntax
- c) Transformation : Direct and Indirect Speech
- d) Active and Passive voice, Degree – Positive Comparative and Superlative

Sessional work: (Total 10 Marks)

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation.

(5 Marks)

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

(5 Marks)

Practical / Field Tasks:

- 1) Interview of English Subject Teacher at Upper Primary, Secondary, Higher Secondary School Level.
- 2) Organize one visit to English department for knowing and observing innovative practices and write report on it.
- 3) Prepare one teaching aid of English which must be related to Std IX text book

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

B. Ed. First Year: Semester II
CURRICULAR AREA B: PEDAGOGY COURSES
Course –B. Ed. II - 06: Pedagogy of Urdu (Part – I)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objectives:

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

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

Unit – I Nature of Urdu and learning

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

Unit – II Strategies for learning

- a) Methods: lecture, inductive, deductive dramatization, Methods of teaching prose, poetry & grammar.
- b) Techniques and maxims of teaching: Questioning, explanation (Narration Supervised, shortly discussion, assignment, observation and maxims of teaching.
- c) Strategies: Constructivism, Co-operative, and collaborative teaching computer)
- d) Assisted learning (CAL) Project based learning (PBL)

Unit – III Learning Aids in the subject Urdu

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

Unit – IV Professional development of Urdu teacher

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

Sessional Work (Total Mark: 10)

1. The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**

2. **The student may undertake any one of the following activities and present the report. (5 Mark)**

- i) Report Writing on Urdu laboratory facilities in college.
- ii) Preparation of programmed Instruction/computer Assisted Instruction (CAI) ICT based learning materials.
- iii) Report writing on five Urdu activities in school.
- iv) Preparation of action research proposal in Urdu.
- v) Preparing of one innovative & useful teaching aid.

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

B. Ed. First Year: Semester II
CURRICULAR AREA B: PEDAGOGY COURSES
Course –B. Ed. II - 06: Pedagogy of Mathematics (Part – I)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

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

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

Unit I - Nature of Mathematics and Learning

- a) Mathematics: Meaning, nature, scope, importance.
- b) Correlation of Mathematics with other school subjects and within Mathematics.
- c) Contribution of great Mathematicians viz Baskaracharya, Ramanujan, Euclid, Carl Friedrich Gauss.
- d) Aims and general objectives of teaching Mathematics at Secondary level

Unit II - Strategies for teaching and Learning of Mathematics

- a) **Methods and Approaches** – Inductive, Deductive, Analytical Synthetic, Laboratory, Heuristic, Project, Problem Solving.
- b) **Learning Strategies-** . Conceptual Understanding Strategy, Activity-Based Learning, Visual Learning Strategy, Cooperative learning strategy
- c) **Techniques and devices-** Oral work, Homework, Supervised study, Drill work,
- d) **Maxims of teaching Mathematics**

Unit III -Learning Aids & Research in the subject.

- a) Construction and Implementation of Teaching Aids in Teaching of Mathematics: Visual-Charts, graph, Models, Pictures, diagram, Audio-visual- TV, LCD projector, Computer, Mobile.
- b) Different types of boards-flannel, magnetic, flash, display.
- c) Mathematics Club: Objectives and Functions, Mathematics Laboratory-Planning and organizing lab activities.
- d) Maths Quiz, Maths fair, Exhibitions, Maths Meuseum.

Unit IV - Teaching of various aspects in Mathematics.

- a) Arithmetic: Number System, divisibility, Time and Work, Simple and compound interest, profit and loss,
- b) Arithmetic: discount and Commission, Ratio and proportion, Financial Planning, Arithmetic Progression
- c) Algebra:Indices, Algebraic expansion Formulae, Use of Geogebra software
- d) Algebra: Systems of linear equations and their graphical solutions, quadratic equations, polynomials, factorization, Factor theorem and remainder theorem.

Sessional work: (Total 10 Marks)

The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. (5 Marks)

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

- 1) Project on work done by are eminent Mathematician.
- 2) Organize and report the experiences of two lessons by use of ICT in mathematics at secondary level.
- 3) Organize and report the experiences of two lessons by use of constructivist strategies in Mathematics at secondary level.
- 4) Organise & Report the experience of two lesson by using Geogebra software
- 5) Case study of a gifted/ talented / special need student of Mathematics.
- 6) Critical analysis of any one website related to teaching /learning of Mathematics and report

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

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

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

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

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

Unit 1: Nature of Science and Learning

- a) **Science:** Meaning, nature, scope, place of Science in the school curriculum.
- b) Correlation of Science within branches of Science, with other subjects
- c) **History of Science:** Contribution of great Scientists as C. V. Raman, Dr. Homi Jahangir Bhabha, Dr. A. P. J. Abdul Kalam, Vikram Sarabhai, Isaac Newton, Einstein
- d) Aims and objectives of Science including Cognitive, Affective and Psychomotor domain

Unit 2: Strategies for Science learning

- a) **Approaches:** Learning by Inquiry approach, Problem solving, Project method, Constructivist approach: group discussion, brain storming, blended learning
- b) **Methods:** Demonstration, Laboratory method, Heuristic method, Inductive - Deductive method
- c) **Models of Teaching:** Concept attainment, Inquiry Training model
- d) **Maxims of teaching Techniques for teaching science:** Simulation, Project based learning

Unit 3: Learning Aids & Research in the subject

a) Learning Aids, activity based learning

1) Teaching aids

Visual aids - types of boards, charts, graph, models, photo, pictures

2) Audio- Radio, digital audio recorder,

3) Audio - visuals - T. V. Computers, mobile

b) Hands on activities

Science club, science fare, field trip, botanical garden, museum, aquarium

c) Science laboratory

Need, design, equipment and safety precautionary measures

d) Action research - Role and importance in teaching science.

Unit 4: Teaching of Various aspects in Science

Heat, light, force, reflection and refraction, types of motion, radioactivity, balanced diet, disaster management

Sessional work: (Total 10 Marks)

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**

- **The students will undertake any one of the following practical and present the report. (05 Marks)**

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

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

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

Credits: 02 Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Course Objectives

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

1. Understand the meaning, nature, scope, and interdisciplinary relevance of History and Civics.
2. Appreciate the role of History in developing constitutional values, national identity, and global citizenship.
3. Understand aims, objectives, competencies, and outcomes of teaching History and Civics at secondary level.
4. Analyse the contributions of eminent historians and Indian Knowledge Systems in historical studies.
5. Use learner-cantered, experiential, inquiry-based, and ICT-integrated pedagogies in History teaching.
6. Develop and use instructional materials and digital resources effectively.
7. Understand support systems and community resources for History teaching-learning.
8. Develop sensitivity toward heritage conservation, cultural diversity, and democratic values.

Unit I – Nature of History and Civics

a. Meaning, Nature, Importance and Scope of History and Civics

History as a social science discipline

b. Aims, Values and Learning Outcomes of Teaching History

c. Correlation of History with Other School Subjects

d. Historiography and Contribution of Great Historians

Meaning and importance of Historiography

Contributions of: Herodotus, Karl Marx, Jadunath Sarkar, Vishwanath Kashinath Rajwade

Unit II – Strategies for Teaching and Learning of History

a. Methods of Teaching History: Narration Method, Source Method, Storytelling Method, Discussion Method, Problem Solving and Inquiry Method

b. Learning Strategies: Cooperative and Collaborative Learning, Concept Mapping, Experiential Learning, Project-Based Learning

c. Techniques and Devices: Symposium, Brainstorming, Assignment Method, Supervised Study, Role Play and Dramatization

d. Maxims and Principles of Teaching

Unit III – Learning Resources, ICT and Research in History

a. Development and Use of Teaching-Learning Resources

1. Visual Aids: Charts, Maps, Timelines, Time Charts, Pictures, Models, Historical Objects, Digital Posters and Infographics

2. Audio Aids: Podcasts, Audio Recordings, Digital Narratives

3. Audio-Visual Aids: TV, Computer, LCD Projector, Mobile Applications, Virtual Museum and Digital Archives
- b. Support Systems for Teaching History: History Room: Need, Importance and Organization
Museums, Archives, Libraries and Heritage Sites as Learning Resources
- c. History Club: Objectives and Functions, Planning and Organization of Activities, Celebration of Historical Days and Heritage Awareness Programmes
- d. Heritage Preservation and Community Participation: Exhibitions and Historical Projects, Preservation of Historical Places and Monuments, Local History Documentation

Unit IV – Teaching of Various Aspects of History and Civics

- a. Sources of Ancient Indian History: Archaeological, Literary and Oral Sources, Importance of Primary and Secondary Sources
- b. Conflict with the Mughals: Historical understanding and critical analysis, Contribution of regional powers in Indian History
- c. Marathas – Protectors of the Nation: Contribution of the Marathas in Indian history, Leadership and administrative systems
- d. Rights and Duties of Indian Citizens: Fundamental Rights and Duties, Constitutional Values and Democratic Citizenship, Role of citizens in nation-building

Sessional work: (Total 10 Marks)

* The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. (5 Marks)

* The students will undertake any one of the following practical and present the report (05 Marks)

1. Project on any work done by renewed HISTORIAN.
2. Visit to any historical place and report with Pictures it.
3. Collect the information about any current Historical event and analyses with your view.
4. Organize and report the experiences of two lessons by use of ICT in History at secondary level.
5. Development of a learning aid on a topic in History and the procedure for using it [Time line, Time Chart, Family Tree etc]
6. Collection of Pictures & information of Various Forts in India.
7. Writing report of participation in conferences/seminars/workshops in History

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

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

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

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

1. Develop insight into the meaning, nature, importance, modern concept of geography education and appreciate the role of geography in day-to-day life;
2. Understand correlation of geography with other school subjects and within subject.
3. Be acquainted with aims and objectives of teaching Geography at upper primary, secondary & Higher secondary level.
4. Get acquainted with various Strategies, methods and techniques of teaching Geography.
5. Prepare and evaluate instructional materials in Mathematics learning.
6. Understand support systems for teaching Geography.
7. Be acquainted with teaching of various concepts in Geography subject.

Unit I - Nature of Geography and Learning

- a) **Geography:** Meaning, nature, importance & Modern concept.
- b) Co-relation of Geography with other subjects and within Geography.
- c) Aims of teaching Geography at upper primary, secondary & Higher secondary level.
- d) Objectives of Teaching Geography with their Specifications at Secondary Level.

Unit II - Strategies for Learning

- a) **Methods and Approaches of teaching Geography:** Regional, Observation, Lecture, Journey, Excursion, Project, Laboratory
- b) **Strategies for teaching Geography:** Discussion, Seminars, Map reading, Field Work,
- c) Supervised study, Brainstorming.
- d) Maxims of Teaching Geography.

Unit III - Learning Aids & Research in the subject.

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

Unit IV - Teaching of various aspects in Geography

- a) Types of Waves
- b) Types of Rains
- c) Primary Occupation
- d) Concept and Use of Latitude and Longitude.

Sessional work: (Total 10 Marks)

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**

- The students will undertake **any one** of the following practical and present the report **(05 Marks)**
 1. Project on work done by are eminent Geographers.
 2. Review of Research articles from journals on Geography Education related to teaching & learning of Geography
 3. Preparation of programmed instruction / computer assisted instruction CAI /ICT based learning materials.
 4. Visit to Metrological Department –observe & prepared the report.
 5. Collect information about any current Geographical event & analyses with your view.
 6. Prepare the one teaching Aid of Geography subject .
 7. Critical analysis of any one website related to teaching / learning of Geography and report.

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

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

Credits: 02

Periods: 60

Maximum Marks: 50

Internal Assessment Marks: 50

University Assessment Marks: 00

Objective:

To enable the student teacher to:

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

A) Arranging the workshop of Drama and Art :

- ❖ Concept of drama and arts
- ❖ Types of arts
- ❖ Types of drama
- ❖ Activity of unsettling experiences and unpredictable situations.
(Drawing and painting, print making, collage making, clay work, puppet making, mask making, applique work, performing arts tools and equipments of music, dance and drama, other suggestive forms and practices)

B) Arranging lecture of resources person(s):

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

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

C) Arranging activities for students:

1. Look reality through at this fantasy
2. Various roles playing.
3. Role of histories personality.
4. Hot seating range critical questions (KBC) on social contact.
5. By wastage material made useful product.
6. Activity based on segregated environments (cast, religion, gender)
7. Presentation of folk tradition culture and awareness of culture and awareness of culture.

8. Handy craft based activity origami, paper cutting, and collage and drawing, clay work, creative crafts cardboard and paper craft, gardening, local indigenous crafts, carpentry, metal work, pottery, music dances and drama.

❖ **Assessment test:**

1) Visual arts and crafts: Minimum Any Three (30 Marks)

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

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

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

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

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

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

1) Performing arts-tools and equipment of Music:Minimum two (20 marks)

2) Music

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

Dances

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

Drama Activities:

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

B – 01: Practice Teaching and Internship

Credit: 04

Mark: 100

Period: 200

Objectives: To assist the student-teacher in:

1. Participating in school-based interactions and activities.
2. Planning and organizing activities such as Bulletin Hours, Morning Assemblies, and Blackboard Writing exercises.
3. Planning and compiling a report for one of the school's community service initiatives (e.g., RSP or MMC).
4. Implementing programs related to subjects such as Physical Education, Health Education, and Work Experience within the school.
5. Conducting practical demonstrations related to various teaching methodologies. Practice Teaching Training (Sessions 2, 3, & 4)

The Practice Teaching Training is primarily to be undertaken during the school internship period.

Objectives: To assist the student-teacher in:

1. Acquiring knowledge regarding the teaching methods, techniques, and strategies essential for effective classroom instruction.
2. Planning various lessons in accordance with the principles of lesson planning.
3. Mastering teaching methodologies through actual practice teaching sessions.
4. Evaluating the effectiveness of their teaching by providing opportunities to teach in real-world classroom settings.
5. Gaining opportunities to observe lessons conducted by others, specifically focusing on various teaching methodologies.

Support System Required for Practical Work: Textbooks, educational aids, lesson notes, observation and record charts, practice lessons, full cooperation and facility availability from the school administration, and cooperation from the school's teaching staff.

Number of lessons to be completed per session and total marks – 150

Semester	Types of Lesson						Total
	Stray Lesson	Block Teaching Lesson	CCM Lesson	ICT Lesson	Models of Teaching Lesson	Constructivist Lesson	
1	--	--	--	--	--	--	00
2	8	--	--	--	--	--	08
3	--	8	4	4	--	--	16
4	--	--	--	--	2	4	06
Total	8	8	4	4	2	4	30

When conducting individual practice lessons—whether based on Content cum methodology or specific Models of Teaching, maximum use should be made of ICT and constructivist approaches.

Student Teaching Internship: Nature, Procedure, and Evaluation

Number and Types of Lessons: 40 Marks. During this internship period, students are required to conduct 8 practice lessons. The marks for these practice lessons will be awarded out of a total of 100 marks allocated for practice teaching.

1. Conduct 8 lessons - four for each - based on two distinct teaching methodologies corresponding to school-level subjects.

Student Teaching Internship Activities:

All of the following activities must be implemented during this internship period. Marks (out of 15) should be awarded for these activities based on the student's attendance, participation, prior planning and preparation, spontaneity, report writing, and presentation skills. (Total Marks: 60)

1. Select content based on Human Rights or Value Education from school subjects for grades 5 through 9, and prepare a lesson plan. While planning the lesson, utilize appropriate methods, techniques, strategies, or instructional models; subsequently, conduct the actual lesson and write a detailed activity report. The report should include details regarding the objectives, prior preparation, execution, creation and utilization of teaching aids, and personal reflections/feedback received. The student teacher's performance should be supervised while conducting the lesson.

2. For Physical Education, student teachers must select at least one of the following activities: Individual or team sports/competitions; Yoga education or health education-related activities/lectures/demonstrations; or group drills/exercises utilizing equipment such as Ghungroo Kaathi (rhythmic sticks), dumbbells, etc. Conduct the chosen activity for a specific class. The report for the selected activity should include an account of its execution and overall success. Mentors/Supervisors should provide guidance to the students in conducting these activities.

3. Study and document information regarding the school's Alumni Association, Parent-Teacher Association, or Student Council/Committee.

4. Select a specific topic from one of your chosen teaching methodologies (subjects). Create a suitable teaching aid/material relevant to that content. While conducting the lesson, utilize the actual teaching aid; subsequently, write a personal reflection on the impact and outcomes observed during the lesson. One should consider the objectives, preparation, costs involved in material production, and utility of creating educational aids.

B. Ed. Part I Semester II
Appendix B-02: Lesson Planning Workshop

Credit: 01

Mark: 25

Period: 50

Objectives: To enable student-teachers to...

1. Gain an understanding of the educational evaluation process.
2. Develop the ability to formulate educational objectives and specifications.
3. Plan and structure lessons effectively.
4. Cultivate essential teaching skills.
5. Develop the competence to utilize various teaching methods effectively.
6. Bring about improvements in teaching practice through lesson observation, discussion, and self-reflection.

Appropriate Duration: One week following the Micro-teaching phase.

During this one-week practical session dedicated to lesson planning, at least five lectures should be organized covering the topics of educational evaluation, objectives and specifications, and lesson planning. At this stage, student-teachers should also be apprised of the specific criteria and parameters that will be used for the observation and evaluation of their lessons.

Subsequently, demonstration lessons at least one for each specific teaching method should be planned and conducted. Student-teachers are required to work in groups to prepare lesson notes for two selected teaching methods (one lesson note for each method), based on relevant school subjects; these lesson notes should then be discussed and deliberated upon within their respective groups.

Evaluation:

Lesson Note 1	: 5 Marks
Lesson Note 2	: 5 Marks
Participation in Activity Sessions and Group Discussions	: 5 Marks
Report Writing	: 10 Marks

Report Writing:

The report should primarily encompass the theoretical aspects of the lectures delivered during the activity sessions, the work undertaken during group discussions, the two lesson notes, and the trainees' personal reflections. The Group Leader Teacher Educators should provide instructions and encouragement to the trainees regarding the independent and individual preparation of their reports.

Demonstration Lessons:

Following the activity session on practice lesson planning, the demonstration lessons should be planned in accordance with the specific subjects taught at the school level. The Teacher Educators should discuss these demonstration lessons during the sessions dedicated to teaching methodology. The schedule should be organized in such a way that all student-teachers have the opportunity to observe demonstration lessons related to both of their respective teaching methods. All

demonstration lessons must be conducted before actual students of a secondary school. Prior to each demonstration lesson, the corresponding lesson note should be made available to the student-teachers for their review at least one day in advance. The students should be instructed to take notes on the lesson. A discussion regarding the lesson should be facilitated within the class following its completion.

Appendix B-03: Teaching Aid preparation workshop

Credit: 01

Marks: 25

Period: 50

Objectives (for Student-Teachers):

1. To help them understand the necessity of educational aids for subject teaching.
2. To inspire them to create educational aids relevant to their chosen subjects.
3. To encourage them to utilize modern and up-to-date educational aids in the teaching-learning process.
4. To assist them in developing the skills required for creating educational aids.
5. To help them comprehend the need and significance of educational aids within the context of teaching and learning activities.

Workshop Structure:

1. A one-week workshop dedicated to the creation of educational aids should be organized.
2. Guidance from experts in the field of educational aid creation should be arranged.
3. The necessary materials required for creating educational aids should be planned and procured.
4. Lectures focusing on the importance and necessity of audio-visual aids within the teaching-learning process should be organized.
5. For the creation of educational aids, materials such as school subject textbooks, paper, paints, Fevicol, scissors, thermocol, card sheets, sketch pens, etc., should be provided in quantities proportionate to the number of students.
6. Practical work sessions within the educational aid creation workshop should be scheduled only after the theoretical lectures have been delivered.
7. Wherever possible, participants should be divided into groups based on their teaching methodologies; each participant should then create two educational aids corresponding to two selected school-level subjects.
8. To ensure variety, different types of educational aids should be created, covering the various categories of audio-visual aids.
9. In the accompanying report, the purpose, significance, utility, and creation process of the developed educational aids should be briefly elucidated.
10. An exhibition showcasing the created educational aids should be organized.

Evaluation:

Evaluation shall be conducted out of a total of 25 marks, based on attendance and participation in the instructional aid creation workshop, the creation of two instructional aids, and report writing.

Instructional Aid Creation	: 10 marks per teaching method – 20 marks
Report Writing	: 5 marks
Total Marks	: 25

Appendix B-04: Educational Tour

Credit: 01

Marks: 25

Period: 40

Objectives: For the Student-Teacher

1. To cultivate the habit of planning educational excursions.
2. To actively participate in educational excursions.
3. To derive enjoyment from educational excursions.
4. To cultivate the habit of documenting the successes and challenges encountered during an educational excursion.
5. To cultivate the habit of report writing.
6. To foster creativity through the medium of educational excursions.

Planning:

A faculty member from the college should be assigned the responsibility of delivering lectures regarding the planning, organization, and execution of educational excursions. Discussions should be conducted among the student-teachers covering the theoretical and socio-cultural aspects, necessity, and educational significance of such excursions, as well as the difficulties encountered during their organization and execution.

The educational excursion should span a minimum of one day and should include visits to museums, historical sites, or locations amidst nature. Student-teachers should document their memories and the various incidents experienced during the excursion. Diaries should be provided to the student-teachers to facilitate the writing of a travelogue. The student-teachers should then be instructed to compile a formal report based on their experience. This report is to be evaluated within the college itself.

Grading: 25 Marks

For Planning	: 5 Marks
For Execution and Participation	: 15 Marks
For Report Writing	: 5 Marks

Appendix B-05: Creativity & Personality Development

Credit: 01

Marks: 25

Period: 40

Objectives: To assist the student-teacher in:

1. Developing communication skills.
2. Evaluating daily national and international current affairs.
3. Preparing reports on events held at the college and evaluating them.
4. Providing an avenue for showcasing their own talents.
5. Providing opportunities to participate in creative arts such as wall posters, essay writing, poetry, elocution, etc.
6. Undertaking creativity-based programs and initiatives.
7. Engaging in supplementary reading and discussing the material read.

Duration: One hour per week, subject to availability.

Support System required for the Practical: Newspapers, magazines, materials required for cultural programs, etc.

Planning of the Practical:

To ensure this practical activity continues consistently throughout the academic year, one hour (preferably the last hour) should be allotted in the weekly timetable every Saturday. The group should consist of 12 to 13 student-teachers, and the program should be organized on a rotational basis.

This practical activity should encompass the following components:

1. Self-introduction and personal profiling.
2. Planning and organizing 'Morning Assembly' activities, including blackboard writing.
3. Discussing significant events of the week by presenting relevant newspaper clippings.
4. Planning college events, writing event reports, and evaluating the programs.
5. Organizing competitions: such as essay writing, elocution, poetry writing and recitation—once a month.
6. Reading and discussing at least two books (other than prescribed textbooks).
7. Presenting various cultural talent-show programs.
8. Creating wall posters/bulletin boards.
9. Celebrating national festivals and holidays.
10. Observing the birth anniversaries and death anniversaries of various national leaders. Of these activities, the responsibility for the daily assembly, blackboard writing, competitions, and the cultural talent show should be assigned to a group of 12–13 student-teachers.

1. Daily Assembly, Planning/Participation in Competitions, and Planning of College Events: 10 Marks

2. Wall Magazine, Book Reading, and Discussions: 05 Marks

3. Talent Show (Planning and Presentation): 05 Marks

4. Documentation of Participated Events Through out the Year: 05 Marks

Appendix B-06: Viva Voce

Credit: 02

Marks: 50

Period: 20

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

Nature of Question Papers (80 Marks)

Q.1) **Multiple choice 10 questions** (10)

Q.2) A) Short Answer Type Question (5)

B) Short Answer Type Question (5)

Q.3) A) Short Answer Type Question (5)

B) Short Answer Type Question (5)

Q. 4) Answer the following questions (Any One) (15)

1)

2)

Q. 5) Answer the following questions (Any One) (15)

1)

2)

Q.6) Write Short notes on (Any Four) (20)

1)

2)

3)

3)

4)

Notes:

Q.1 should have atleast 2 questions on each Unit 1, 2, 3 and 4.

Q.2 and Q.3 should have one question anywhere from each Unit 1, 2, 3 and 4.

Q. 4 and Q. 5 should have one question anywhere from each Unit 1, 2, 3 and 4.

Q. 6 should have atleast one shortnote on each Unit 1, 2, 3 and 4

Nature of Question Papers (40 Marks)

Q. 1) Multiple choice 05 questions (05)

Q. 2) A) Short Answer Type Question (5)

B) Short Answer Type Question (5)

Q. 3) Answer the following questions (Any One) (10)

1)

2)

Q.4) Write Short notes on (Any three) (15)

1)

2)

3)

4)

Notes:

Q.1 should have atleast 1 questions on each Unit 1, 2, 3 and 4.

Q.2 should have one question anywhere from each Unit 1, 2, 3 and 4.

Q. 3 should have one question anywhere from each Unit 1, 2, 3 and 4.

Q. 4 should have atleast one shortnote on each Unit 1, 2, 3 and 4