



**Punyashlok Ahilyadevi Holkar
Solapur University, Solapur**

Curriculum & Its Framework

For

Bachelor of Education (B. Ed.)

FROM 2021

CBCS

WITH SKILL ORIENTATION COURSES

Objectives

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

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

Punyashlok Ahilyadevi Holkar Solapur University, Solapur Curriculum & Its Framework for the Two Year Degree of Bachelor of Education (B. Ed.) from July 2021

- The regular full time course of Bachelor of Education (B. Ed.) is of two years duration.
- The course has been framed so as to satisfy the essential compliances of NCTE as per Nov.-Dec. 2014 Notification. It also has added features making the course relevant to global demands, and socio-cultural needs of the university and affiliated colleges.
- The university has adopted Choice Based Credit System (CBCS) and grading system along with continuous and comprehensive evaluation.
- **The B. Ed. curriculum comprises three broader areas:**
 - ❖ Perspectives in Education
 - ❖ Curriculum and Pedagogic studies
 - ❖ Engagement with the field
- The third area Engagement with the field comprises of understanding of and task related to the self (the student teacher), the child (that is the school pupil), the school and the community. It includes internship and four courses on Enhancing Professional Capacities (EPCs).
- The course curriculum is of 2400 marks, 2790 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	680	23	415	160	575
2.	Year I, Semester II	610	24	310	290	600
3.	Year II, Semester III	840	25	425	200	625
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 GrowingUp	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 I</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	01	50	00	50
Semester I Total		680	23	415	160	575

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 (Page No. 20)	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)						
EPC- 2	Drama and Art in Education (1/2)	60	02	50	00	50
Task Assignment and School Internship						
B-01	Practice Teaching and Internship (Three Week i.e. 18 Days)	200	04	100	00	100
B-02	Lesson Planning Workshop	50	01	25	00	25
B-03	Workshop on Teaching Aids	30	01	25	00	25
B-04	Educational Tour	40	01	25	00	25
B-05	Creativity & Personality Development	30	01	25	00	25
B-06	*Viva Voce	20	02	00	50	50
SemesterII 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>	Action Research Workshop	60	01	25	00	25
<i>C-05</i>	Physical and Health Education	60	01	25	00	25
<i>C-06</i>	Critical Understanding of ICT (1/2)	60	01	25	00	25
Semester III Total		840	25	425	200	625

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						
D-01	School Internship (One Week)	100	02	50	00	50
D-02	Models of Teaching Workshop	50	01	25	00	25
D-03	Workshop on Constructivism	50	01	25	00	25
D-04	Creativity & Personality Development	25	01	25	00	25
D-05	Seminars	25	01	25	00	25
D-06	Lesson Examination Practical Submission	100 50	04	100	00	100
D-07	Viva Voce	20	02	00	50	50
SemesterIV Total		630	24	350	250	600
Grand Total of all Semesters		2760	96	1480	920	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 mentioned in syllabus of respective courses.

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Eligibility for Admission:

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

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

- i. Kept four semesters of lectures on the theory and practice of Education in an institution / College of Education affiliated to this University for the purpose of B.Ed. degree, and
- ii. Completed a course of practical work, extending over four terms / semesters to the satisfaction of the Institution in which a candidate is studying, consisting of –
 - a) Attendance at demonstration lessons and discussion on lessons inclusive of Micro–lessons, Lessons based on Models of Teaching.
 - b) Observation & conduction of:
 - i) Micro–lessons – 10 (2 in each of the 5 skills including teach and re-teach out of the list of skills provided by the university)
 - ii) Integration lessons – 2
 - iii) Class room lessons / Practice lessons – 30
 - c) Teaching practice of 10 Micro teaching 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 350 marks in four semesters

Part-II: Internal Assessment:

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

Area B: Curriculum & Pedagogic Studies

Part-I:University Assessment:

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

Part-II: Internal Assessment:

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

Area C: Engagement with the field:

Part I: Enhancing Professional Capacities (EPC)

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

Part II: School Internship

Internal Assessment of Internship - Spread over all four semesters.

Total 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	200 marks
Semester IV	School Internship	50 marks
Total =		400 marks

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

Internship (250marks) + Practice Lesson (150 marks) = 400 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:

1. Enriching teaching skills (Sem I) 150 marks
2. Lesson Planning workshop (Sem II) 25 marks
3. Social service distributed over two Semesters (Semester I and III) 75 marks
4. Seminar (Semester IV) 25 marks
5. Visit to Innovative Organization (semester I) 25 marks
6. Teaching aids workshop (Sem II) 25 marks
7. Action Research Project (Semester III) 25 marks
8. Models of Teaching Workshop (Semester IV) 25 marks
9. Content Cum- Methodology (CCM) Workshop (SemIII)25 marks

10. Evaluation Workshop (Semester III)	25 marks
11. Educational Tour / Trip / Kshetrabhet (Semester II)	25 marks
12. Physical and Health Education (Sem I & III)	75 marks
13. Constructivism Workshop (Sem IV)	25 Marks
14. Creativity & Personality Development (SemII & IV)	50 marks
Total	= 600 marks

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 (Sem-I & Sem –II Practicals) and semester IV (Sem-III & Sem –IV Practicals) . 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 1100. Along with these 1100 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 1300 marks. These are internal marks. The total marks under Area C (Engagement with the field) will be converted to grades separately and will appear in the final mark statement in the form of 'Total Marks under 'Engagement with the field' and the respective grade of it.

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

For passing, 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.

CREDIT AND GRADING SYSTEM

(I) Award of Grade:

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

• Calculation of Performance Indices:

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

- **Conversion of 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.	Range of Marks	Grade	Grade Point
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No.			
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
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- **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):**
(a) The performance of a student in a semester shall be indicated by a number called SGPA.

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

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

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

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

2. Cumulative Grade Point Average (CGPA):

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

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

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

($\sum C_i$ 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

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

Course BED-III-08: Knowledge and curriculum Part-I (1/2)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

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

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

- a) Concept of knowledge, structure of knowledge
- b) Sources of knowledge
- c) Ways of acquiring knowledge
- d) Scientific method & its characteristics

Unit-II: Evolving Knowledge Base in Education

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

Unit – III: Curriculum Framework

- a) Concept and need of Curriculum Framework
- b) Differentiating Curriculum Framework, Curriculum and syllabus, their significance in school educations.
- c) Aspects of Curriculum as reflected in NPE 1986.
- d) Silent features and implications of NCF-2005 and NCFTE-2014.

Unit- IV: The Site of Curriculum Engagement

- a) Curriculum Preparation: Factors in the curriculum, Role of nation, State, Teachers and students in preparation the curriculum

- b) Process of Curriculum construction: Criteria for selecting knowledge and representing knowledge, organising fundamental concept, selection and organisation of learning situations.
- c) Available infrastructures, Curricular sites and resources: Library, Laboratory, Schools, Social media, websites, School Playground and neighbourhood etc
- d) The ways of assessing the curriculum

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 may undertake any one of the following activities and present the report **(05 Marks)**
 1. Write project on sources of knowledge related to any school subject.
 2. Compare the curriculum framework NCF2005 and NEP 1986 and write report on it.
 3. Preparation for teaching a topic of any school subject with the help of text book, reference book.
 4. Study of Impact of Curriculum Engagement on Education-Interview of the Teacher/Experts in Education Field.

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

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

B. Ed. Second Year, Semester III
Course BED-III-09: Assessment for Learning

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

UNIT I: Perspective of assessment and evaluation

- a. Concept of Measurement Assessment and Evaluation.
- b. Types of Assessment.
- c. Steps of Assessment.
- d. Principles of Assessment and Evaluation.

Unit II - Assessment of Learning

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

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

- a) Planning of Assessment – objective and need.
- b) Procedure of assessment – Grading Procedure and Scoring Procedure.
- c) Implementation of assessment – Measures of Central Tendency (Mean, Median, Mode) and Measures of Variability and Types of Graphs.
- d) Concept and Need of Continuous and Comprehensive Evaluation

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

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

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 students will undertake **any two** of the following practical and present the report **(10 Marks)**

1. Data processing and interpretation of an achievement test (School subjects - according to method).
2. Preparation of assessment tool for - Upper primary, secondary or higher secondary level according to methods.
3. School visits followed by evaluation practices (CCE, Open Book examination, Online) in schools (Interview of class teacher).
4. Preparation of test paper on examination policy - Upper primary, secondary or higher secondary school.
5. Graphical Presentation of Data of One Class related any Subject.
6. Individual and Group Projects on Preparation of Question Paper for Use as Formative and Summative Assessment tool.

7. Developing the Portfolio of Student.

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

मराठी संदर्भ ग्रंथ

१. फाटक, माणिक (१९९९). शिक्षणातील परीक्षण आणि मापन, नूतन प्रकाशन, पुणे.
२. कदम, चा. प. व चौधरी, बा.आ. (१९९२). शैक्षणिक मूल्यमापन, पुणे.
३. बर्वे, मिनाक्षी व कुंडले, सुरेखा. (२००८). शैक्षणिक मूल्यमापन व संख्याशास्त्र. नित्य नूतन प्रकाशन, पुणे
४. उपासनी, ना.के.;जोशी, व. द. , वझे, ना.अ. (१९६६). शैक्षणिक मूल्यमापन तंत्र आणि मंत्र. नवमहाराष्ट्र प्रकाशन, पुणे.
५. वापट, भा.गो. (१९९२). मूल्यमापन व संख्याशास्त्र. विनस प्रकाशन, पुणे.
६. हकीम, प्रभाकर.(२००८). शैक्षणिक मूल्यमापन व संख्याशास्त्र. नित्य नूतन प्रकाशन, पुणे.

७. दांडेकर, वा.ना. (१९९९). शैक्षणिक मूल्यमापन व संख्याशास्त्र. श्रीविद्या प्रकाशन, पुणे.
 ८. बर्वे, मिनाक्षी (२०१०). शैक्षणिक मूल्यमापन व मूल्यनिर्धारण. नित्य नूतन प्रकाशन, पुणे.
 ९. वाम, राजश्री व कोल्हटकर, शीला.(२०१३). संपादक मैत्री ज्ञानसंरचनावादाशी. निराली प्रकाशन, पुणे.
 १०. भंगाळे, शैलजा व धांडे,पिंगळा. मूल्यनिर्धारण आणि मूल्यमापन. प्रशांत पब्लिकेशन.
 ११. धामणे, विजय. शैक्षणिक मूल्यमापन.ईन्साईट पब्लिकेशन, नाशिक.
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B. Ed. Second Year: Semester III

CURRICULAR AREA B: PEDAGOGY COURSES

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

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

उद्दिष्टे:

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

घटक : १ अध्यापनाचेनियोजन

अ. वार्षिक नियोजन

ब. घटकनियोजन

क. दैनंदिन पाठनियोजन

ड. ज्ञानरचनावाद : संकल्पना, उद्दिष्टे, वैशिष्ट्ये, आणि मराठी अध्यापनातील उपयोग

घटक : २ अध्यापनाचे मूल्यमापन

अ. मूल्यमापन संकल्पना व साकारिक आकारिक मूल्यमापन

ब. परीक्षांचे प्रकार, परीक्षांमधीलनवविचार प्रवाह : ऑनलाईन ओपन बुक, प्रश्नांचे प्रकार .

क. चाचण्यांचे प्रकार : संपादनूकचाचणी, घटकचाचणी, कृतीपत्रिका

ड. नैदानिककसोटी व उपचारात्मक अध्यापन : भाषिक कौशल्य —श्रवण, भाषण, वाचन, लेखन. क्षमता, त्रुटी

घटक : ३ अभ्यासक्रम, पाठयक्रम, पाठ्यपुस्तक व आशय

अ. मराठी संरचना: स्वरूप व फायदे

ब. अभ्यासक्रमाचा अर्थ स्वरूप व मूलतत्त्वे

क. अभ्यासक्रम व पाठ्यक्रम यातील फरक व चांगल्या पाठ्यपुस्तकाचे निकष

ड. आशय-संकल्पना व स्वरूप, आशय विश्लेषण

घटक : ४ मातृभाषेच्या विविध अंगांचे अध्यापनवअध्ययन अनुभूती

अ) अध्ययन अनुभव : प्रत्यक्ष - अप्रत्यक्ष, शाब्दिक - अशाब्दिक

ब) अभ्यासनुवर्ती उपक्रम : १. लेखन २. वाचन ३. गायन ४. पाठांतर ५. वक्तृत्व ६. भाषिक खेळ, प्रश्न मंजूषा, शब्दकोडी, भेंड्या ७. वाङ्मय मंडळ ९. वर्गवाचनालय १०. शब्दकोश ११. विश्वकोष १२. संदर्भ ग्रंथाचा उपयोग हस्तलिखित १४. नियतकालिक १५. बातम्या लेखन १६. शब्दांशी खेळूया, १७. जाहिरात लेखन
क) व्याकरण: अध्यापन शास्त्रीय तोंडओळख- शब्दांच्या जाती, समास, अलंकार, वृत्ते, विभक्ती.
ड) लेखन: अध्यापनशास्त्रीय तोंडओळख-पत्रलेखन, निबंध लेखन, सारांश, कल्पनाविस्तार, वृत्तांतलेखन.

सत्रकार्य (गुण : १०)

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

खालीलपैकी कोणत्याही एका प्रात्यक्षिककार्याचा अहवाल सादरकरणे. (५ गुण)

१. माध्यमिक स्तरावरील एका पाठ्यपुस्तकाचे चिकित्सक परीक्षण करा.
२. मराठी भाषा अभिरूची संवर्धनासाठी उपक्रमांचे आयोजन करून वृत्तांत तयार करणे.
३. कृतीपत्रिका तयार करणे.
४. आय. सी. टी. च्या सहाय्याने एका सराव पाठ्याचे अध्यापन करून त्याचा अहवाल तयार करणे.
५. भाषा प्रयोगशाळेत एक प्रात्यक्षिक राबवून अहवाल तयार करणे.
६. ज्ञानरचनावादावर आधारित एक सराव पाठ टाचण तयार करून त्याचा अहवाल तयार करणे.
७. कोणत्याही एका इयत्तेसाठी नैदानिक चाचणीचा वापर करून त्यावर आधारित उपचारात्मक कार्यक्रमाचा अवलंब करून अहवाल तयार करणे.

संदर्भग्रंथ :

१. अकोलकर ग. वि., पाटणकर बा. वि. (१९७०) मराठी अध्यापन, व्हीनस प्रकाशन, पुणे.
२. बामणे विष्णू, बामणे लता, आशययुक्त अध्यापन पद्धती, नित्यनूतन प्रकाशन, पुणे.
३. बामणे लता, (२०१४), आशययुक्त अध्यापन पद्धती, फडके प्रकाशन, कोल्हापूर
५. करंदीकर सुरेश व मंगरूळकर मीना, (२०००) मराठी अध्यापन, फडके प्रकाशन, कोल्हापूर
६. कुंडले म. बा. , (१९८०), मराठी अध्यापन, पुणे
७. पाटणकर बा. वि., लिला पाटील, (१९७०), मराठी अध्यापन, व्हीनस प्रकाशन, पुणे.
८. गवस राजन, (१९९५), मराठीचे आशययुक्त अध्यापन, पुणे.
९. पाटील लीला, (१९९८), मातृभाषेचे अध्यापन व मूल्यमापन, व्हीनस प्रकाशन, पुणे
१०. आहरे मीना, (२००८), मातृभाषा मराठीचे आशययुक्त अध्यापन, नित्यनूतन प्रकाशन, पुणे
११. मुडेगांवकरगणेश, (२०१३), मूल्यमापनातील नवविचार प्रवाह, इनसाईट पब्लिकेशन, नाशिक
१२. बंडगर विलास, (२०१३), आशययुक्त अध्यापन पद्धती, प्रारूप पब्लिकेशन, कोल्हापूर
१३. बामणे लता, किडगांवकर विठ्ठल, (२०१७), भाषा अध्यापन शास्त्र, सुविचार प्रकाशन, पुणे

Websites:

8. Teacher.net.//lessonplan/subject/language
9. www.mymarathi.com
10. <http://www.teachersvision.com/teaching>
11. www.csun.edu
12. other related webliography of language teaching

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

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

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

उद्देश्य : छात्रअध्यापको को / में....

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

प्रथम इकाई – हिंदी अध्यापन का नियोजन एवं मूल्यांकन

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

द्वितीय इकाई - भाषा शिक्षा के लिए सहायक सामग्री

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

तृतीय इकाई - आशय विश्लेषण

१. भाषा संरचना प्रकार तथा लाभ
२. पाठ्यचर्या एवं पाठ्यक्रम निर्माण के तत्व तथा विश्लेषण ।
३. पाठ्यपुस्तक – शिक्षक का मित्र महत्व, विशेषताएँ एवं आंतरिक एवं बाह्य गुण ।
४. भाषा एवं मूल्य शिक्षा, भाषा शिक्षामें जीवन कौशल्य की भूमिका ।

चतुर्थ इकाई – हिंदी भाषा शिक्षक

१. हिंदी भाषा शिक्षक की योग्यता एवम महत्व.
२. भाषा ज्ञान: हिंदी भाषा का भक्तिकाल (सुरदास, तुलसी कबीर) हिंदी भाषा के प्रतिनिधीक आधुनिक साहित्यीक (प्रेमचंद-उपन्यास, कहानी, कथा साहित्य, भूमिल, गोविंद मिश्र, मृदुला गर्ग, कृष्णा सोबती), हिंदी भाषा के छायावादी साहित्यीक (पंत, प्रसाद, निराला, हरवंशराय बच्चन, महादेवी वर्मा), हिंदी साहित्य के संक्षिप्त परिचय-प्रगतीवाद, प्रयोगवाद, आंबेडकरी साहित्य ।
३. हिंदी अध्यापको का व्यावसायिक विकास
४. हिंदी शिक्षक के गुण, हिंदी भाषा के प्रचार प्रसार में शिक्षक की भूमिका

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

(५ मार्क्स)

१. किसी एक घटक पर आधारित घटक कसौटी तैयार करें ।
२. हिंदी भाषा मंडल के किन्हीं दो उपक्रमों का इतिवृत्त तैयार करें ।
३. किसी भी एक हिंदी साहित्यकार की दो रचनाओंपर आलोचनात्मक लेख लिखें ।
४. माध्यमिक या उच्च माध्यमिक स्तर की किसी एक कक्षाके की पाठ्यपुस्तक का मूल्यों एवं जीवन कौशल के आधारपर विश्लेषण करें ।

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

(५ मार्क्स)

संदर्भ ग्रंथ सूची:

१. खन्ना ज्योति (२००९), हिंदी शिक्षण, धनपतराय एण्ड कंपनी, दिल्ली
२. शर्मा डी. के. (१९९९), हिंदी शिक्षण विधियाँ, टण्डन पब्लिकेशन, लुधियाना
३. भाटिया के. के. और नारंग सी. एल. (१९८९) आधुनिक हिंदी विधियाँ, प्रकाश ब्रदर्स पब्लिकेशन, लुधियाना
४. प्रसाद केशव, (१९७६) हिंदी भाषा शिक्षण, धनपतराय एण्ड कंपनी दिल्ली
५. पठाण बी. बी. (२००८) हिंदी भाषा शिक्षण नित्यनूतन प्रकाशन, पूना
६. जीत, योगेन्द्र भाई (१९७२), हिंदी शिक्षण, विनोद पुस्तक मंदिर, आगरा
७. क्षत्रिय के (१९६८), मातृभाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा
८. सूक्ष्म विजय (१९९७), हिंदी शिक्षण विधियाँ टण्डन पब्लिकेशन, लुधियाना
९. दुनाखे अरविंद, दुनाखे अंशुमती, (२००७), द्वितीय भाषा: आशययुक्त अध्यापन, नित्यनूतन प्रकाशन, पूना
१०. के.नी एस. आर., ह. कृ. कुलकर्णी (१९९२), हिंदी अध्यापन पद्धती
११. वास्कर आनंद, वास्कर पुष्पा (२००९) हिंदी आशययुक्त अध्यापन पद्धती, मेहता प्रकाशन, पूना
१२. वास्कर आनंद, वास्कर पुष्पा (२००२) शिक्षक प्रशिक्षण और हिंदी अध्यापन, मेहता प्रकाशन, पूना
१३. वास्कर आनंद, वास्कर पुष्पा (२००९) हिंदी आशययुक्त अध्यापन पद्धती, मेहता प्रकाशन, पूना
१४. वास्कर आनंद, वास्कर पुष्पा (२००२) शिक्षक प्रशिक्षण और हिंदी अध्यापन, मेहता प्रकाशन, पूना

Website :

1. हिंदी एक समृद्ध भाषा - Hindi webdunia.com/hindi/10809120046
 2. हिंदी भाषा का महत्व - <http://rajdpkz.wordprocess.com/tag/hindi/basha> ka maharashtra
 3. Teaching Hindi –www.youtube.com/watch?2hxvidfkk
 4. Hindi web Search
 5. www. Hindi.com.in
 6. <http://hif.wikipedia.org/wiki/hindi> (Hindi Bhasha)
 7. <http://www.avashy.com/hindi> bhasha
 8. [http:// hindi.webdunia.com/Hhindi-eassy](http://hindi.webdunia.com/Hhindi-eassy)
 9. www.genextstudents.com/Hindi (Learn Hindi)
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B.Ed. Second Year: Semester III
CURRICULAR AREA B: PEDAGOGY COURSES
Course BED-III-10: Pedagogy of English (Part – II)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Course Objective: This course aims at enabling student teacher to

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

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

- a) Annual plan- Need, principles, significance and various aspects.
- b) Unit Plan- Need, aspects and significance.
- c) Lesson Plan-Prose Lesson Plan, Poetry Lesson Plan, Composition Lesson and Grammar Lesson Plan.

Unit -2 Assessment of learning in the subject English

- a) Concept of Evaluation
- b) Construction of Unit test and diagnostic test
- c) Concept of content cum methodology. Analysis of text book.
- d) Continuous and Comprehensive Evaluation (CCE) in English.

Unit-3 Professional development of English Teacher.

- a) Essential qualities of English Teacher
- b) Awareness of innovative practices and action research of English

- c) Role of English teacher in the class room and outside of the classroom programmes.
- d) English Teacher organization

Unit -4 Concept knowledge in the subject of English.

- a) Vowels, Consonants, Dipthongs and Clusters.
- b) Pronunciation
- c) Stress and intonation.
- d) Figures 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 students may undertake any One of the following activities and present the report. **(5 Marks)**

- 1) Prepare one unit test or diagnostic test and conduct that test in the classroom and analysis the result of student's score.
- 2) Prepare te report of first semester examination of any standard in school.
- 3) Conduct action research related to English subject and find out weak points of student's learning in the classroom.
- 4) Conduct the classroom activity of writing dialogues on given situations.

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- 2. Bhatia, K.T. (1986) -Teaching of English in India, Prakah publishers, Ludhian.
- 3. Bruce, J and Marsha Weil (1972).- Models of Teaching New Jersey Prentice Hall.
- 4. Bamane Vishnu and Bamane Lata (2014)- Modern Aspects of English Methodology, Wizcraft Publications and Distribution Pvt. Ltd., Solapur
- 5. Jain R.K. (1982) -Essential of English Teaching, Agra, Vinod Pustak Mandir.
- 6. Sharma T.R. and Bhargava, Rajshree (2005) - Modern teaching aids. Agra T.R. Bhargava Book House
- 7. Sharma R.A. (2004) - Fundamentals of Teaching English, Meerut, Surya Publication.

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9. Yadav R.N.S. (2002) - Teaching of English Chandigarh Abhishek Publications.
10. Pawar N.G.- Teaching English Language Pune- Nutan Prakashan.
11. Pawar N.G.- Theory and practices of Teaching English language – Pune- Nutan Prakashan
12. Gurav H.K. Teaching Aspects of English Language – Pune – Nutan Prakashan.
13. Suryavanshi G.H. – Content –cum-Methodology – English- Nashik- Suryavanshi.
14. Yardi V.V.- Teaching English in India- Aurangabad – Toda/ Parimal Prakashan.
15. Takpir, Dattatraya – English Language Education- Pune- Nitya Nutan Prakashan
16. Ambekar Shivaji- The Teaching of English Language – Pune Nitya Nutan Prakashan.
17. Penny Ur. Grammar Practice activities (1995) Cambridge University Press.
18. M. Gnanamurali- English Grammar at a glance (2008) S.Chand and Co. Ltd . Ram Nagar New Delhi
19. Raymond Murphy – Essential English Grammar (1999) Cambridge University Press.
20. Randolph Quirk and Sidney Greenbaum- A University Grammar of English (2001) Longman Pte. Ltd. Indian Branch , Delhi-110092
21. Joseph C.J.; E. G. Myall and A Biswas A comprehensive Grammar of current English Inter University Press Ltd. Educational publishers 30/7 Shakti Nagar, Delhi-110007
22. Krishna Mohan and Meera Banerji developing communication skills(1997) Rajiv Beri for Macmillan India Ltd. 2/10 Ansari Road, Daryaganj, New Delhi-110002
23. Mary spratt. English for the teacher a language development course(1996) Cambridge University Press.
24. J. Sethi and P.V. Dhamija – A course in Phonetics and Spoken English (2001) Prentice Hall of India, New Delhi- 110001
25. Grant Taylor – English conversation practice (1999) Tata Mcgraw – Hill Publishing Company Ltd. New Delhi.
26. Penny Ur. And Andrew wright Fine-minute activities a resource book for language teachers (1996) Cambridge University Press.
27. Dr.Pratibha Parashar – English teaching methods and techniques (2010) Aastha Prakashan, Jaipur.

- 28.** Arif Shuja – A course a spoken English (2012) A.P.H. Publishing Corporation, New Delhi-110002
 - 29.** Nitya Nand Sharma – Teaching of English (2010) Sahityagar Dhamani Street , Choura Rasta , Jaipur
 - 30.** Kamlesh sadanand and Susheela Punith Spoken English a foundation course (2008) Orient Longman Private Ltd. Hyderabad-500029
 - 31.** V. Sasikumar and P.V. Dhamija – Spoken English a self learning guide to conversation practice (2008) (Part-I , IV) Tata Mcgraw – Hill Publishing Company Ltd. New Delhi.
 - 32.** Diana Hopkins with Pauline Cullen Cambridge Grammar for IELTS with answers (2007) Cambridge University Press.
 - 33.** P.C. Wren and H. Martin – High School English Grammar and Composition (1984) S.Chand and Com. Ltd. Bombay.
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B. Ed. Second Year: Semester III
CURRICULAR AREA B: PEDAGOGY COURSES
Course BED-III-10: Pedagogy of Urdu (Part – II)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objective: To enable the student teacher to

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

Unit – I Planning for learning and teaching of subject Urdu

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

Unit – II Assessment of learning in the subject Urdu

- a) Concept of Evaluation and C.C.E. (Continuous competence evaluation)
- b) C.C.E. tools for assessment of learning in Urdu
- c) Construction of test item – types of question, essay type, short answer objective type.
- d) Construction of unit test, design and blue print, answer key, making scheme and item analysis, diagnostic test and remedial teaching .

Unit III – Curriculum Reforms in school

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

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

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

Sessional Work:

(Total 10 Marks)

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 students may undertake any One of the following activities and present the report. **(5 Marks)**
 - i. Collections of newspaper cutting related to Urdu issues and present the report.
 - ii. Critical analysis of any one text book for IX to XII
 - iii. Review of research articles from journals on Urdu education related to teaching and learning Urdu.

Reference Books :

- 1) Moinuddin, (1997), Urdu Zuban ki Tarbeat
- 2) Maulvi, Abul Hag (2001) Chand hamsafar
- 3) Moinnddin, (1998) Urdu Kaise Padahein.
- 4) Sayyed, Afzal Hyssian (2001) Fane taleem va tarbeat.
- 5) Mushtaque, Ahmed Shah “Urdu Tadrees” 2009, Amravati, AshharPublishers.

- 6) Mirza, Khalil Ahmed Baig “Urdu Zuban Ki Tarikh” 2007, Aligardh, Education Book House.
 - 7) Salim, Abdullah “Urdu Kaise Padhaen” 2007, Aligardh Education Book House.
 - 8) Khan, Md. Sharif “Taleem Aur Uske Usul” 2005, Aligardh, Education Book House.
 - 9) Moinuddin, “Hum Urdu Kaise Padhaen” 2004, New Delhi, Maktab Jamia, Limited.
 - 10) Siddique, Md. Akhtar Tadrise Ammozishi Hiqmat-e-Amliyaat” 2004, New Delhi Maktab Jamia, Limited.
 - 11) Salamat Ullah “Hum Kaise Padhaen” 2002, New Delhi Maktab Jamia, Limited.
 - 12) Jameel Jalbi “Tarikh-e-Adab Urdu” 2001 Delhi Educational Publishing House.
 - 13) Noorul Hasan Naqvi “Tarikhe Urdu Adab” 2001 Aligardh, Education Book House.
 - 14) Afzal Hussain “Fun-e-Talim-o-Tarbiyat” 1999, New Delhi Markazi Maktabe Islami Publisher.
 - 15) Md. Ikramuddin “Talim-o-Taalum” 1993, New Delhi Maktab Jamia, Limited.
 - 16) Md. Ikramuddin “Mashquee Tadriess Kyon Aur Kaise” 1989, New Delhi Maktab Jamia, Limited
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B. Ed. SecondYear: Semester III

CURRICULAR AREA B: PEDAGOGY COURSES

Course BED-III-10: Pedagogy of Mathematics (Part – II)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objectives -To enable student-teacher to...

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

Unit I - Planning for Learning and Teaching Mathematics

- a) Need, importance & various aspects of Year Plan.
- b) Need, importance & various aspects of Unit plan
- c) Steps of construction of Unit Test.
- d) Types of lesson plan-Stray, Revision, Review.

Unit II - Assessment for Learning in the subject of Mathematics

- a) Types of Assesment in Mathematics: CCE, Formative, Summative
- b) Types of examinations in Mathematics - Written, oral, practical.
- c) Types of tests - Diagnostic, achievement, criterion reference & norm reference test.
- d) Assening product V/s process, Knowing V/s doing.

Unit III - Curriculum Reforms in School Mathematics.

- a) Structure of Mathematics-Meaning, Importance
- b) Curriculum: Meaning, Principles of curriculum design.
- c) Relation between curriculum and syllabus, construction of syllabi in Mathematics
- d) Criteria of good textbook of mathematics, critical study of Mathematics text books of Std. VIII and Std. IX. Content analysis of Various topics in Mathematics.

Unit IV –Mathematics Teacher and Teaching of various concepts in Geometry and Statistics.

- a) Characteristics of Mathematics teacher, Mathematics Teacher Organization-concept, role, need and significance.
- b) Types of in-service programmes for Mathematics teachers; Professional growth of Maths Teacher-Participation in conferences/seminars/workshops
- c) **Teaching of Geometry:** Basic concepts in geometry, three stages of teaching geometry, Teaching of mathematical theorem based on Polygons and Circles, Congruency and similarity of triangles, Axioms of Euclidian Geometry, Co-ordinate Geometry, geometrical construction, Trigonometry.
- d) **Teaching of Statistics:** Tabulation and Graphical representation of Data, Measures of Central Tendency and Variability.

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 may undertake any one of the following activities and present the report **(5 Marks)**
 1. Development of a learning aid on a topic in mathematics and the procedure for using it.
 2. An appraisal of in-service programme for mathematics teachers organized by some nodal institutions in the area/region.
 3. Writing report of participation in conferences/seminars/workshops in Mathematics.
 4. Preparation of set of examples / set of questions/ question bank on a topic of Mathematics.
 5. Construction of a unit test/ a diagnostic test /an achievement test in Mathematics.

6. Planning and implementation of diagnostic test & remedial instruction.
7. Organize one lesson on school with use of ICT and prepare the report.
8. Critical analysis of any text book of Mathematics from Std. VIII to X / Vedic Mathematics book.
9. Construction of appropriate test items to assess outcomes of learning mathematics

Recommended Books / References -

1. Aggarwal, S.M. (1990), '*A Course Teaching of Modern Mathematics*', New Delhi: Dhanpat Rai and Sons.
2. Arora, S.K. (2000). *How to Teach Mathematics*. New Delhi: Sterling Publishers Pvt. Ltd.
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- २) आपटे मोहन, (१९९३) *गणिताच्या पाऊलखुणा*, अश्वमेध प्रकाशन, डोंबिवली.
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- ४) बोर्दार अश्विन, बोर्दार कैलास, कस्तुरे जीवराज (२०१०), *गणित अध्यापन पद्धती*, फडके प्रकाशन, कोल्हापूर.
- ५) गुर्जर ल. मा. (१९९७) '*कथा गणिताची*' मनोविकास प्रकाशन, पुणे.
- ६) गोडबोले अच्युत, 'ठाकूरदेसाई माधवी' '*गणिती*', राजहंस प्रकाशन, पुणे.
- ७) जगताप ह. ना, भिंताडे विनायक, आणि बोर्दार कैलास (१९९३), *आशययुक्त अध्यापन पद्धती*, आशय प्रकाशन, सोलापूर.
- ८) जगताप ह. ना. (१९९१), '*गणित अध्यापन पद्धती*', नूतन प्रकाशन, पुणे.
- ९) जगताप ह. ना. (२०१०) *गणित आशययुक्त अध्यापन पद्धती*, नित्यनूतन प्रकाशन, पुणे.
- १०) देशमुख व. पा, (१९७२) *गणिताचे अध्यापन*, मॉडर्न बुक डेपो, पुणे.
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Websites:

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 2. <http:// www.counton.org>
 3. [http:// www.mathforum.org](http:// <u>www.mathforum.org</u>)
 4. [http:// www.coolmath.com](http:// <u>www.coolmath.com</u>)
 5. [http:// www.algebrahelp.com/index.jsp](http:// <u>www.algebrahelp.com/index.jsp</u>)
 6. [http:// www.easymaths.org](http:// <u>www.easymaths.org</u>)
 7. [http:// www.mathcats.com](http:// <u>www.mathcats.com</u>)
 8. [http:// www.mathleague.com](http:// <u>www.mathleague.com</u>)
 9. <http://www.mathopenref.com>
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B. Ed. Second Year: Semester III
CURRICULAR AREA B: PEDAGOGY COURSES

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

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objectives -To enable student-teacher to...

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

Unit I - Planning for Learning and Teaching Subject

- a) Year plan.
- b) Unit plan.
- c) Planning of unit test.
- d) Lesson Plan, Types of lesson plan: Constructivist, CCM, Block Teaching, ICT.

Unit II - Assessment of Learning in the subject Science

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

Unit III - Curriculum Reforms in School Science.

- a) Structure of Science

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

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

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

Sessional work:

(Total 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 may undertake any one of the following activities and present the report **(5 Marks)**

- 1) Project on Scientific method and its application in Science.
- 2) Construction of a unit test, a diagnostic test and an achievement test in Science Planning and implementation of remedial instructional strategies based on an analysis of students' responses to questions in a test.
- 3) Organize one lesson on school of models of teaching and video recording the experiences.
- 4) An appraisal of in-service programme for Science teachers organized by some nodal institutions in the area/region.

- 5) Writing report of participation in conferences/seminars/workshops in Science
- 6) Organize one lesson on school with use of ICT and prepare the report.
- 7) Critical analysis of any text book of Science from Std. VIII to X.
- 8) Construction of appropriate test items to assess outcomes of learning Science.

Suggested Readings and References:

- 1) Das. R. C. (1985), Science Teaching in School, Sterling Publishers Pvt. Ltd., New Delhi.
 - 2) Gupta S. K. (1983), Technology of Science Education Vikas Publishing House Pvt. Ltd. New Delhi.
 - 3) Mangal S. K. (1995), Technology of Physical and life science, AVG Book Depot, Karol Bagh.
 - 4) Radha Mohan. (2004), Innovative Science Teaching For Physical Science – Prentice Hall of India Pvt. Ltd., New Delhi
 - 5) Siddiqui N. N. and Siddiqui M. N. (1994), Teaching of Science today tomorrow, Doaba House, Nai Sarak Delhi
 - 6) Sood J. K. (1987), Teaching of life science, Kohli Publishers Chandigarh.
 - 7) Vaidya N. (1997), The impact of Science teaching oxford & IBH Publication Co. New Delhi
 - 8) Bhatnagar S. S. (2004), Teaching of Science, R. Lal Book, Mirrut
 - 9) Bhaskar Rao D. (2005), scientific attitude, Discovery Publication, Delhi.
 - 10) Shrima R. C. (2002), Models of Science Teaching, Danpatrai Publication Delhi
 - 11) National Council of Educational Research and Training. (1982), Teaching of Science in Secondary School, NCERT New Delhi
 - 12) Krishnamacharylu V. Science Education, Neelkamal Publication Pvt. Ltd, Delhi
 - 13) Rawat Hemant Teaching of Science
- हकीम प्रभाकर- (२००१), विज्ञानाचे आशययुक्त अध्यापन, नूतन प्रकाशन, पुणे
 - बोदार्डे अधिन. (२००५), शास्त्र अध्यापन पद्धती, नूतन प्रकाशन, पुणे
 - डी. एस. रावत, विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आग्रा-२
 - सोहनी जी. पी. (१९८६), शास्त्र कसे शिकवावे, निलकंठ प्रकाशन, पुणे
 - दाने हेमंत विज्ञान अध्यापन पद्धती, पिपळापुरे अँड कंपनी, नागपूर
 - मुळावकर संतोष, मुळावकर कल्पना, विज्ञान अध्यापन पद्धती, खंड १ ते ७ विद्या प्रकाशन, नागपूर

Websites:

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

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B. Ed. Second Year: Semester III

CURRICULAR AREA B: PEDAGOGY COURSES

Course BED-III-11: Pedagogy of History (Part – II)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objectives -To enable student-teacher to...

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

Unit I - Planning for Learning and Teaching of the Subject

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

Unit II - Assessment of Learning in the subject of History

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

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

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

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

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

- a) Qualifications and qualities of History teacher, role of History teacher in developing interest towards history among the students.
- b) History teacher organization: Concept, Role, Need and Significance. Types of in-service programme for History teachers; Journals and other resource materials in History education, Professional growth- participation in conferences / seminars / workshops
- c) **History:** India: Events after 1960, International Problems, United Nations Organization (UNO)
 - d) **Civics:** Preamble of Indian Constitution, Directive Principles of Indian Constitution, Indian Democracy, election process, International Cooperation, Development of Human Rights.

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 may undertake any One of the following activities and present the report

(5 Marks)

- 1) Construction of a unit test, a diagnostic test and an achievement test in History Planning and implementation of remedial instructional strategies based on an analysis of students' responses to questions in a test
- 2) Critical analysis of any text book of History from Std. VIII to X.
- 3) Construction of appropriate test items to assess outcomes of learning History.
- 4) Review of research articles from journals on History education related to teaching and learning of History.
- 5) An appraisal of in-service programme for History teachers organized by some Modal institutions in the area/region.

References Books –PAPER- VII- HISTORY METHODOLOGY

1. Agrawal J.C., Teaching of History – A Practical Approach, New Delhi : Vikas Publishing House Pvt. Ltd.
2. Arora A.K., Teaching of History.
3. Kochar S.K., Teaching of History, New Delhi : Sterling Publishers.
4. Ghate V. D. (1954) Teaching of History O.U.P Mumbai
5. Ballard M. (1979), New Movement In Study Teaching History, temple smith, London
6. Koccher S. K., (1966), Teaching of History Sterling Publishers P.v.t. Ltd.
7. NCERT, (1970), Teaching History in secondary school publication, Delhi
8. Singh, D. R. (1959), The Teaching of History Civics, Jullundar University
9. Vajeswari, R.(1973), Hand book of History teacher, Allied Publication, Mumbai
10. NCERT and State text book of History at secondary level
११. करंदीकर सुरेश, २००७, इतिहास अध्यापन पद्धती, फडके प्रकाशन, पुणे.
१२. दुनाखे अरविंद, २०००, इतिहासाचे अध्यापन, नूतन प्रकाशन, पुणे.
१३. तिवारी एस. एम. १९९९, इतिहास अध्यापन पद्धती, नूतन प्रकाशन पुणे.
१४. ओडेयार, सुशिला १९९४, आशययुक्त अध्यापन पद्धती, इतिहास, मेहता पब्लिकेशन, पुणे.
१५. वाजे एस. आर., २००२, इतिहासाचे अध्यापनशास्त्रीय विश्लेषण, आदित्य प्रकाशन, नाशिक.
१६. शिवाजी विद्यापीठ, कोल्हापूर १९९५, इतिहास अध्यापन पद्धती, शिवाजी विद्यापीठ, कोल्हापूर .
१७. शिंदे ज्ञानदेव आणि टोपकर रेखा, २००९, इतिहासाचे आशययुक्त अध्यापन, नित्यनूतन प्रकाशन पुणे.

Periodicals / Journals:

इतिहास शिक्षक हस्तपुस्तिका इयत्ता ५वी ते १०वी

इतिहास शिक्षक इतिहास महामंडळ महाराष्ट्र त्रैमासिक
Educational Studies in History
International Journal of History Education
Journal of History

Websites:

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

B. Ed. Second Year: Semester III
CURRICULAR AREA B: PEDAGOGY COURSES
Course BED-III-11: Pedagogy of Geography (Part – II)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objectives -To enable student-teacher to...

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

Unit I - Planning for Learning and Teaching Subject

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

Unit II - Assessment of Learning in the subject of Geography

- a) Concept of Assessment.
- b) Types of examinations in Geography - Written, oral, practical.
- c) Construction of Test item-objective type questions, short and essay type questions, map drawing and reading skill.

- d) Role of diagnostic test and remedial teaching of Geography.

Unit III - Curriculum Reforms in School Geography

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

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

- a) Essential qualities of Geography teacher, Role of Geography Teacher Organization for the professional growth of Geography teachers.
- b) Types of in-service programmes for professional growth of Geography teachers - like conferences, seminars, workshops, use of Journals, Internet.
- c) **Teaching of various concepts**
 - 1. Factors affecting on rock exfoliation
 - 2. Erosion by wind
 - 3. Use of Contour line
- d) Field study, map reading.

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 may undertake any one of the following activities and present the report **(5 Marks)**
 - a) Preparation of a report of different activities of Geography club
 - b) Collection of newspaper cuttings related to Geographical issues and its report.
 - c) Preparation of a report on visit to some place of Geographical interest.

- d) Critical analysis of one text book of 8th, 9th and 10th standard.
- e) Interview of a senior Geography teacher of a school.
- f) Teaching of one unit of Geography – filling of an outline map by students and its report.

1. List of Recommended Book

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

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१४. पाटणकर ना. वि. १९५४, भूगोलाचे अध्यापन, मॉडर्न बुक डेपो, पुणे.
१५. पोंक्षे द. बा., भूगोल अध्यापन पद्धती, नूतन प्रकाशन, पुणे.
१६. साबळे शैलजा, दृष्टीक्षेपात स्पेशल मेथड भूगोल, नूतन प्रकाशन, पुणे.
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२१. गोरे सुग्रीव श्रीमंत, उलभगत चंद्रकांत, भूगोल आशययुक्त अध्यापन, नूतन प्रकाशन, पुणे.
२२. प्रभुणे पद्मजा, भूगोल अध्ययन अध्यापन पद्धती, नूतन प्रकाशन, पुणे.
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Websites :

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

CURRICULAR AREA C: EPC
SKILL ORIENTED COURSE FOR
B.Ed. PROGRAMME
(SEMESTER - III)

INTRODUCED FROM THE
ACADEMIC YEAR

2021-22

**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY,
SOLAPUR**

SKILL ORIENTED COURSE FOR B.Ed. W.E.F. 2021-22

O. Ed.:

- The regular fulltime Skill Oriented Course is of twelve week duration.
- The Skill Oriented course has been framed so as to satisfy the essential compliances of **National Education Policy (NEP): 2020 and University Grants Commission (UGC) notification.** Also has added features making the course relevant to global demands, and socio-cultural needs.
- The university has adopted Choice Based Credit System (CBCS) and grading system.
- The Skill Oriented course curriculum is of 100 marks, 60 periods of work (assuming period of 60 minute), and 04 credit points.

The General Objectives of Skill Oriented Course are:

1. To increase the life coping skills and employment worthiness of the students.
2. Increasing the competitiveness of future teachers.
3. Closing the gap between skill required by the schools and skills people possess for employment generation.
4. To prepare Skillful teachers, administrators and supervisors for staffing of the Primary, Secondary and Higher Secondary schools.
5. To prepare professional personnel required for staffing of the Primary, Secondary and Higher Secondary schools.

O. Ed.: STANDARD OF PASSING

- 1) To pass the Skill Oriented course examination, a candidate must obtain at least 50% marks in MCQ theory paper.
- 2) A candidate must obtain at least 50% marks in Activities or practical's.
- 3) A candidate must obtain at least 50% marks in Viva-voce. And 50% in the aggregate of all the MCQ theory paper, Activities or practicals and Viva-voce. Such a candidate shall be declared to have passed the examination.

- 20MarksforUniversityAssessmentmeans MCQ Theory paper.(Skill Oriented Course)
- 80Marks for Internal Assessment of Skill Oriented course by College Assessment in which 70 Marks are for Activities or practical's and10 Marks are for Viva-voce mention in the syllabus.

CREDIT AND GRADING SYSTEM

Award of Grade:

- (a) A student shall pass the course if he/she gets any grade in the range from "O" to "C".
- (b) The student has to secure a minimum 4.0 Grade Points Grade C) in Skill Oriented course. A student who secures less than 4.0points will be declared Failed in Skill Oriented course.

- **Conversion of Skill Oriented Course marks into Grades: 10-Point scale for courses having passing criterion of 50%**

Table A

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

Note: The Student shall appear any one course of the following four skill oriented courses.

- 1. Stress Management**
- 2. The Art of Public Speaking**
- 3. Psychological Testing and Assessment**
- 4. Technology Embedded Teaching**

**PUNYASHLOKAHILYADEVIHOLKAR SOLAPUR UNIVERSITY,
SOLAPUR**

Skill Oriented Course w. e. f. 2021 - 22

Title of the Course: Stress Management

- | | |
|---------------------------------------|-----------------------|
| • Eligibility of the course | : B.Ed. Semester-III |
| • Total credit of the course | : 04 Credit |
| • Total marks of the course | : 100 Marks |
| • Weightage to practical work (marks) | : 80 Marks |
| • Weightage to Theory work (marks) | : 20 Marks |
| • Duration of the course | : 12 weeks (60 Hours) |
-

Aim of the course: To develop the skillful and Enrich stress management administrator.

Learning Outcomes: After Successful completion of this course, the students will be able to:

1. Understand the nature of stress.
 2. Comprehend the psychological and physiological effects of stress.
 3. Assess individual risk factors as related to stress (behavioral, emotional, physical, spiritual)
 4. Understand and learn how to use various techniques and determine the most appropriate method to aid in managing our reaction to stress.
 5. Develop the ability to tap personal strengths for preventing stress and achieving meaningful goals.
 6. Accept the responsibility of taking charge of your own levels of stress.
 7. Identify and understand the signs and symptoms of stress.
 8. Develop coping skills that will enable the student to control his/her level of stress.
 9. Learn apply stress management techniques in day to day life.
-

Course Content:

Module 01: Fundamentals of Stress Management

- Stress: Meaning and Concept,
- Nature and Scope
- Differentiate term Pressure, Tension and Stress

Module 02: Understanding the Stress Management Process

- Human and Stress: Types of Stress
- Sources of Stress (Internal & External)
- Stress: Causes, Symptoms and Consequences

Module03: Life Skill Education

- Life skill Education: Concept and Need
- Types of Life Skills
- Relation between Life Skill and Stress

Module04: Strategy and Techniques of Stress Management

- Strategy of Managing Stress (Individual and Group)
- Stress reliving technique (Individual and Group)
- Laws of Stress less Life, Mental Exercises
- Stress Reliving Therapy

List of the Activities: Following activities are used by teacher educator for implementation of the Skill- oriented course.

Sr. No.	Activities
01	Project related to Individual Hobby (Performing Stress Release)
02	Practices based on YOGA.
03	Sharing of self-experiences related to stress management and presentation of report in the group of three students.
04	Progressive muscle relaxation session and submission of report about its impact on individual performance. (Individual report should be submitted)
05	Technique to develop and strengthen your inner salience
06	Group Discussion on SWOT
07	Identify and Understand the personal reasons behind stress
08	Short-Term Stress-Relief Strategies You Can Do Anywhere
09	Talk and Walk Exercise
10	Identify your happy hour and do any activity and compare other hours activity.

*** Teacher educator also may be uses different activities as per strategy and techniques of Stress management. This list is just for reference.**

Course Lay out

Week	Content	Place	Hours
Week 01	<ul style="list-style-type: none">▪ Stress: Meaning and Concept,▪ Nature and Scope	Classroom	05
Week 02	<ul style="list-style-type: none">▪ Differentiate term Pressure, Tension and Stress▪ Understanding the Stress Management Process	Classroom	05
Week 03	<ul style="list-style-type: none">▪ Human and Stress: Types of Stress▪ Sources of Stress (Internal & External)▪ Stress: Causes, Symptoms and Consequences	Classroom	05

Week 04	<ul style="list-style-type: none"> Life Skill Education: Concept and Need Types of Life Skills Relation between Life Skill and Stress 	Classroom	05
Week 05	<ul style="list-style-type: none"> Strategy of Managing Stress (Individual and Group) Stress are living technique (Individual and Group) 	Indoor Stadium	05
Week 06	<ul style="list-style-type: none"> Laws of Stress less life Mental Exercises Stress Reliving Therapy 	Indoor Stadium / Hall	05
Week 07	<ul style="list-style-type: none"> Project related to Individual Hobby (Performing Stress Release) Practices based on YOGA. Feedback on Discussion / Demonstration 	Indoor Stadium / Hall	05
Week 08	<ul style="list-style-type: none"> Sharing of self-experiences related to stress management and presentation of report in the group of three students. Progressive muscle relaxation session and submission of report about its impact on individual performance. (Individual report should be s submitted) Feedback on Discussion / Demonstration 	Indoor Stadium / Hall	05
Week 09	<ul style="list-style-type: none"> Technique to develop and strengthen your inner salience. Group Discussion on SWOT Identify your happy hour and do any activity and compare other hours activity. Feedback on Discussion / Demonstration 	Indoor Stadium / Seminar Hall	05
Week 10	<ul style="list-style-type: none"> Identify and understand the personal reasons behind stress. Short-Term Stress-Relief Strategies You Can Do Anywhere Talk and Walk Exercise Feedback on Discussion / Demonstration 	Indoor Stadium	05
Week 11	<ul style="list-style-type: none"> Practice and revision of assessment of Stress Management under the supervision of educator. Evaluation Process includes: Practical Activity 	Indoor Stadium / Seminar Hall	05
Week 12	<ul style="list-style-type: none"> Evaluation Process includes: Practical Activity Viva Voce 	Indoor Stadium	05
	<ul style="list-style-type: none"> Theory Test or exam 	Classroom	

Evaluation system or process of the course:

Sr. No.	Course Nature	Particular	Marks
01	Theory course	MCQ test at the end of the course	20
02	Practical Activity evaluation	Strategy of Managing Stress (Individual and Group)	60
03	Practical Activity evaluation	Stress reliving technique (Individual and Group)	10
04	Viva Voce	Viva Voce related to Practical Activity	10
TOTAL MARKS			100

References:

- Anthony D. Parnell. (2009) The Seven Laws of Stress Management, Bhopal: Indra Publishing House
- Asore M.D., Kallave M.G. & Shinde J.S. (2013) Life Skill Education. Nanded: Abhang Publication
- Murphy, J. & McMahan, I. (2000) The Power of Your Subconscious Mind
- National Institute for Occupational and Safety and Health (NIOSH) Publication, No. 2003-114d (DVD “Working with Stress”), 2002
- Secret of Concentration (DVD) Speaker- A.P.J. Abdul Kalam
- Developing Inner Strength: The Vivekananda Way (DVD) Ramkrishna Math, Pune
- Who Am I? (A Documentary Film on Personality Development) Ramkrishna Math, Pune
- गोर्लेशिवराज (२००९) मजेतजागावकसं? पुणे, ग्रंथायनप्रकाशन.
- गोर्लेशिवराज (२००९) मजेतरहावकसं? पुणे, ग्रंथायनप्रकाशन.
- सरश्री (२००७) स्वसंवादाची जादू पुणे, तेजज्ञानप्रकाशन.
- सरश्री (२००७) विचारनियम पुणे, तेजज्ञानप्रकाशन.
- स्वामी सुबोधानंद (२००३) हे जीवनारी लाक्सप्लीज बंगलोर, सुधिन्द्रप्रकाशन.
- <http://www.mentalhelp.net>
- <http://www.mayoclinic.org>
- <http://www.helpguide.org>
- <http://www.onlyhealthy.com>

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**PUNYASHLOKAHILYADEVIHOLKAR SOLAPUR UNIVERSITY,
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Skill Oriented Course w.e.f. 2021 - 22

Title of the Course: The Art of Public Speaking

• Eligibility of the course	: B. Ed Semester III
• Total credit of the course	: 04 Credit
• Total marks of the course	: 100 Marks
• Weightage to practical work (marks)	: 80 Marks
• Weightage to Theory work (marks)	: 20 Marks
• Duration of the course	: 12 weeks (60 Hours)

Aim of the course: To develop the public speaking skills and be a successful public speaker of any professional fields.

Learning Outcomes: After Successful completion of this course, the students will be able to:

- 1) Provide you with a basic background in the theories and principles of public speaking, as well as practical experience with the basic types of speeches.
 - 2) Develop speech preparation and presentation techniques, audience awareness and self-awareness.
 - 3) Gain confidence to speak publicly in a variety of situations.
 - 4) Give you the opportunity to develop and strengthen skills in preparing and presenting public oral presentations in a variety of situations.
 - 5) Gain confidence as a public speaker.
 - 6) Develop an understanding of audience analysis.
 - 7) Prepare successful messages and Develop effective delivery.
 - 8) Increase understanding and integration of the basic principles practices and techniques of effective public speaking.
 - 9) Explore principles of listening and perception in order to enhance speaking abilities.
 - 10) Prepare student to deliver different types of speeches effectively.
-

Course Content:

Module 01: Intro to Public Speaking

- Public Speaking: Meaning , Need and Importance
- Characteristics and principles of Public Speaking
- Factors affecting public speaking (Internal & External)
- Importance of Gestures & Body Posture.

Module 02: Script Writing and Delivery Aesthetics of Speech

- Script Writing: meaning , Need and Importance
- Script Writing (Types & Techniques)
- Delivery: The Aesthetics of Speech.

Module 03: Voice and Public Speaking Activities

- Voice: Importance of Tone & Speed
- Way and methods for improving voice quality
- Strategy for voice rehearsing & controlling
- Activities for endurance
- Activities for Stage courage

Module 04: References, Audience, Supporting Aids and Ethics of Public Speaking

- References: Meaning, Need & Importance
 - Selection & Modification of References
 - Knowing Your Audience
 - Supporting Aids: Selection, Need & Importance
 - Ethics of Public Speaking
-

List of Activities: Following activities should be conducted by teacher educator for implementing of the skills oriented course.

Sr. No.	Activities
01	The Speech of Introduction- Introduce yourself
02	The Speech of Introduction- Introduce another person
03	The Special Occasion Speech
04	Evaluation of a well known speaker
05	Conducting any one programme in a group of three students
06	Oral critiques of speeches in class
07	Field Experience- Speeches outside classroom
08	Qualitative analysis of any political leader speech
09	Professional Speech
10	Participation in Public Speaking Competition

*Teacher educator also may conduct different activities as per availability; this list is just for reference.

Course Lay out

Week	Content	Place	Hours
Week 01	<ul style="list-style-type: none"> Public Speaking: Meaning , Need and Importance Characteristics and principles of Public Speaking 	Classroom	05
Week 02	<ul style="list-style-type: none"> Factors affection on public speaking (Internal& External) Importance of Gestures & Body Posture. 	Classroom	05
Week 03	<ul style="list-style-type: none"> Script Writing: meaning , Need and Importance Script Writing (Types & Techniques) Any relevant activity (Planning , Execution, feedback, Report) 	Classroom	05
Week 04	<ul style="list-style-type: none"> Delivery: The Aesthetics of Speech. Any relevant activity (Planning , Execution, feedback, Report) 	Classroom	05
Week 05	<ul style="list-style-type: none"> Voice: Importance of Tone & Speed Way and methods for improving voice quality Strategy for voice rehearsing & controlling Any relevant activity (Planning , Execution, feedback, Report) 	Classroom	05
Week 06	<ul style="list-style-type: none"> Activities for endurance Activities for Stage courage Any relevant activity (Planning , Execution, feedback, Report) 	Classroom/ Field of study	05
Week 07	<ul style="list-style-type: none"> References: Meaning, Need & Importance Selection & Modification of References Any relevant activity (Planning , Execution, feedback, Report) 	Classroom	05
Week 08	<ul style="list-style-type: none"> Knowing Your Audience Any relevant activity (Planning , Execution, feedback, Report) 	Classroom/ Field of study	05
Week 09	<ul style="list-style-type: none"> Supporting Aids: Selection, Need & Importance Any relevant activity (Planning , Execution, feedback, Report) 	Classroom	05
Week 10	<ul style="list-style-type: none"> Ethics of Public Speaking Any relevant activity (Planning , Execution, feedback, Report) 	Classroom	05
Week 11	<ul style="list-style-type: none"> Practice and revision under the supervision of teacher educator Any relevant activity (Planning , Execution, feedback, Report) 	Classroom/ Field of study	05
Week 12	<ul style="list-style-type: none"> Evaluation Process includes: <ol style="list-style-type: none"> Submission of reports of concerned activities. Viva Voce 	Classroom	05
	<ul style="list-style-type: none"> Theory Test or exam 	Classroom	

Evaluation system or process of the course:

Sr. No.	Course Nature	Particular	Marks
01	Theory course	MCQ test at the end of the course	20
02	Practical Activity Evaluation	Any Six activities	60
03	Practical Activity evaluation	Evaluation of a television personality	10
04	Viva Voce	Viva Voce related to Practical Activity	10
TOTAL MARKS			100

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- <http://www.presentationhelper.co.uk/>
- www.ehow.com/articles_3152public-speaking
- www.en.wikipedia.org/wiki/public-speaking
- www.speaking-tip.com

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**PUNYASHLOKAHILYADEVIHOLKAR SOLAPUR UNIVERSITY,
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Skill Oriented Course w.e.f. 2021 - 22

Title of the Course: Psychological Testing and Assessment

- | | |
|---------------------------------------|------------------------|
| • Eligibility of the course | : B.Ed. Semester - III |
| • Total credit of the course | : 04 Credit |
| • Total marks of the course | : 100 Marks |
| • Weightage to practical work (marks) | : 80 Marks |
| • Weightage to Theory work (marks) | : 20 Marks |
| • Duration of the course | : 12 weeks (60 Hours) |
-

Aim of the course: To develop the skillful and Enrich psychological testing administrator.

Learning Outcomes: After successful completion of this course, the students will be able to:

1. Clarify the concept of Psychological testing.
 2. Justify the Difference between Psychological Assessment and Psychological Testing.
 3. Elaborate the Purpose and Characteristics of a Good of Psychological Testing.
 4. Justify Types or classification of Psychological Tests.
 5. Clarify concept of psychology test manuals and Validity, reliability of psychology tests.
 6. Elaborate administration and scoring system of psychological testing.
 7. Clarify Verbal, non-verbal, performance psychological tests and Explain Role of Administrator in Psychological test application.
 8. Administered the different psychological tests.
 9. Prepare the psychological test report and Give Feedback & counseling after psychological testing.
 10. Create or develop the skills essential for Psychological testing.
-

Course Content:

Module 01: Fundamentals of Psychological testing

- Meaning of Psychological Testing
- Difference between Psychological Assessment and Psychological Testing
- Purpose of Psychological Testing
- Characteristics of a Good Psychological Test

Module 02: Understanding the Psychological testing process

- Types or classification of Psychological Tests
- Psychology Test Manuals: concept
- Validity and reliability of psychology tests

- Administration and scoring of Psychological testing
- Interpretation and conclusion of Psychological tests

Module 03: Assessment of Psychological tests

- Different Verbal Psychology tests
- Different Non-Verbal Psychology tests
- Different Performance Psychology tests
- Cognitive, Emotional, Behavioral and Executive functioning ability Testing
- Role of Administrator in Psychological test application

Module 04: Report writing of Psychological tests

- Ethics in Psychological testing
- Preparation of report of psychological tests
- Use of Technology in Psychological testing
- Feedback and counseling after psychological testing

List of the Psychology Tests: Following test are used by teacher educator for implementation of the skill oriented course.

Sr. No.	Verbal / Non verbal Tests	Performance Tests
01	Interest Inventory: Palsane	Alexander Pass along Test: Intelligence
02	Study habit Inventory: Palsane	Whipple's Cards: Imagination
03	Adjustment Inventory: Palsane	Kamat's Cards
04	Scientific Aptitude test: k.k.Aggarwal	Bhatia's Block Design Test
05	Teacher Value Inventory: S.P. Ahluwalia	Koh's Block Design Test
06	Creativity Test: Paasi	Minsota Block Packing Test
07	Non verbal group Intelligence test: A.O. Impisungha	Kamat's Cards
08	Mental Health Check list: P. Kumar	
09	Self Confidence Inventory: Gupta	
10	Reasoning ability test: I.N. Dubey	
11	Social Intelligence test: N.K. Chaddha & Usha Ganesan	
12	Education Aspiration Inventory: Pradeep Kumar	
13	Logical Thinking Test: S. Tiwari & S. Kumar	
14	Computer attitude test: Taheera Khatun & Manik Sharma	
15	Teaching Aptitude Test: Jai Prakash & R.P. Shrivastava	
16	Problem solving test: Paasi & Usha Kumar	
17	Socio Economic status scale: Bharadwaj	
18	Emotional Intelligence test: Hyde Pethe & Dhar	
19	Anxiety scale: A. Kumar	
20	Personality test: Medha Kumthekar	

* Teacher educator also may be uses different psychology tests as per availability. This list is just for reference.

Course Lay out

Week	Content	Place	Hours
Week 01	<ul style="list-style-type: none"> Meaning of Psychological Testing Difference between Psychological Assessment and Psychological Testing 	Classroom	05
Week 02	<ul style="list-style-type: none"> Purpose of Psychological Testing Characteristics of a Good Psychological Test 	Classroom	05
Week 03	<ul style="list-style-type: none"> Types or classification of Psychological Tests Psychology Test Manuals: concept Validation and reliability of psychology tests 	Educational Psychology Laboratory	05
Week 04	<ul style="list-style-type: none"> Administration and scoring of Psychological testing Interpretation and conclusion of Psychological tests Different Verbal Psychology tests 	Educational Psychology Laboratory	05
Week 05	<ul style="list-style-type: none"> Different Non-Verbal Psychology tests Different Performance Psychology tests Cognitive, Emotional, Behavior and Executive functioning ability Testing Role of Administrator in Psychological test application 	Educational Psychology Laboratory	05
Week 06	<ul style="list-style-type: none"> Ethics in Psychological testing Preparation of report of psychological tests Use of Technology in Psychological testing Feedback and counseling after psychological testing 	Educational Psychology Laboratory	05
Week 07	<ul style="list-style-type: none"> Demonstration by Teacher Educator Actual Administration of Test 01& 02 Assessment of Test 01& 02 Preparation of report Test 01& 02 Feedback Demonstration of Test 01 & 02 	Educational Psychology Laboratory	05
Week 08	<ul style="list-style-type: none"> Demonstration by Teacher Educator Actual Administration of Test 03 & 04 Assessment of Test 03 & 04 Preparation of report Test 03 & 04 Feedback Demonstration of Test 03 & 04 	Educational Psychology Laboratory	05
Week 09	<ul style="list-style-type: none"> Demonstration by Teacher Educator Actual Administration of Test 05 & 06 	Educational Psychology	05

	<ul style="list-style-type: none"> Assessment of Test 05 & 06 Preparation of report Test 05 & 06 Feedback Demonstration of Test 05 & 06 	Laboratory	
Week 10	<ul style="list-style-type: none"> Demonstration by Teacher Educator Actual Administration of Test 07& 08 Assessment of Test 07& 08 Preparation of report Test 07& 08 Feedback Demonstration of Test 07& 08 	Educational Psychology Laboratory	05
Week 11	<ul style="list-style-type: none"> Practice and revision of administration & assessment of tests under the supervision of educator. <ul style="list-style-type: none"> Evaluation Process includes: <ol style="list-style-type: none"> Practical Activity 	Educational Psychology Laboratory	05
Week 12	<ul style="list-style-type: none"> Evaluation Process includes: <ol style="list-style-type: none"> Practical Activity Viva Voce 	Educational Psychology Laboratory	05
	<ul style="list-style-type: none"> Theory Test or exam 	Classroom	

Evaluation system or process of the course:

Sr. No.	Course Nature	Particular	Marks
01	Theory course	MCQ test at the end of the course	20
02	Practical Activity evaluation	Verbal or Non-verbal Test Administration, Assessment (any Six test)	60
03	Practical Activity evaluation	Performance Test Administration, Assessment (any one test)	10
04	Viva Voce	Viva Voce related to Practical Activity	10
TOTAL MARKS			100

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- <https://www.apa.org/about/policy/guidelines-psychological-assessment-evaluation.pdf>
- http://lib.oup.com.au/he/psychology/samples/shum_psychologicalassessment_sample.pdf
- <https://www.magadhuniversity.ac.in/download/econtent/pdf/Psychological%20test%20-%20Preety%20Shekhar.pdf>

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**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY,
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Skill Oriented Course w. e. f. 2021 - 22

Title of the Course: Technology Embedded Teaching

• Eligibility of the course	: B.Ed. Semester-III
• Total credit of the course	: 04 Credit
• Total marks of the course	: 100 Marks
• Weightage to practical work (marks)	: 80 Marks
• Weightage to Theory work (marks)	: 20 Marks
• Duration of the course	: 12 weeks (60 hours)

Aim of the course: To develop the skillful and enrich Technology Embedded Teacher.

Learning Outcomes: After successful completion of this course, the students will be able to:

1. Explains the concept of Computer Network and internet
 2. Clarify the types, uses of Browser
 3. Understand meaning, elements and types of Multimedia.
 4. Be getting acquainted with developing multimedia and E-learning.
 5. Be getting acquainted with mobile learning and learning Management Systems.
 6. Understand the concept and use of Wiki, Blog, and Social Network.
 7. Understand the role of ICT in Assessment.
 8. Preparing a tool for creating e-portfolio.
 9. Understand the ways of creating electronic Content.
 10. Understand the use of various Google Apps.
 11. Understand the use of various online learning platforms.
-

Course Content:

Module 01: Computer – Network, Internet Software

- Computer Network – LAN, WAN.
 - Internet – Concept, Accessing, Navigating, Searching, Selecting, Evaluating, Saving and Bookmarking Safe Practices.
 - Browser -Types, Uses, Plug-in and Extensions, Search Strategies.
 - Application Software and its educational applications, PDF Creator.
-

Module 02- Multimedia and E-Learning

- Multimedia-Meaning, Elements, Types.
- Developing Multimedia, Tools for Creating and Using Multimedia.
- E-learning-Concept and Characteristics, Tools & Technologies.
- Mobile learning, Learning Management Systems (LMS)

Module 03: ICT in Practice Lesson and Assessment

- Wiki, Blog, creating you tube channel, Social Network.
- Constructivist Learning and ICT, Project Based Learning, Virtual Field Trip.
- Role of ICT in Assessment, Computer Assisted Assessment.
- Tools for creating e-portfolio, Advantages of e-portfolio.

Module 04: E-Content & Teacher Professional development

- Electronic Content- Designing and Development, Audio and Video-Creating and Editing. (OBS studio)
- Google Apps- Google form, Google Classroom, Google site.
- Teacher Professional Development – Concept, Online Learning Platforms -MOOCs, SWAYAM, Social Media, Web-conferencing.
- Online videos/Teaching channels, Teacher Portfolio, Teleconferencing – EDUSAT Experiment.

List of Activities:

Following activities should be conducted by teacher educator for implementation of the skill oriented course

Sr. No	Activity
1	Preparation of a power point presentation using online and offline references on a school topic and Create PDF document through various PDF creator.
2	Developing a multimedia e-content for any school subject.
3	Create multimedia presentation on any topic in education
4	Online Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance and up gradation
5	A critical study of some e-learning courses and enrolling and completing some free e-learning courses
6	LMS experience- hands on various features of LMS
7	Creating account in wiki space/Wikipedia/media wiki and adding/editing content

8	Developing an educational blog in www.blogger.com , or www.edublog.com
9	Create you tube channel and upload your educational videos.
10	Use ICT for Constructivist Learning and Project Based Learning by selecting any topic.
11	Field visit to the EDUSAT or other ICT center and take part in teleconferencing
12	Organize web conferencing using Skype/Google+
13	Developing an electronic assessment portfolio
14	Preparation of an evaluation tool / Feedback form for online registration/feedback, Google form and Google Classroom with carrying various educational activities.
15	Prepare a list of Educational websites, Research papers etc. that are useful in Education.
16	Collection of e-resources and Reporting. (Text- Books, Articles, Reports, Theses; Audio and Video files related to education).

Course Lay out

Week	Content	Place	Hours
01	<ul style="list-style-type: none"> Computer Network – LAN, WAN. Internet – Concept, Accessing, Navigating, Searching, Selecting, Evaluating, Saving and Bookmarking Safe Practices. 	Classroom ICT Lab.	05
02	<ul style="list-style-type: none"> Browser -Types, Uses, Plug-in and Extensions, Search Strategies. Application Software and its educational applications, PDF Creator. <p>Any Relevant activity-Planning, Execution, Report and Feedback.</p> <p>1. Preparation of a PPT</p>	Classroom ICT Lab	05
03	<ul style="list-style-type: none"> Multimedia-Meaning, Elements, Types. Developing Multimedia, Tools for Creating and Using Multimedia. <p>Any Relevant activity-Planning, Execution, Report and Feedback.</p> <p>2. Developing a multimedia e-content for any school subject.</p> <p>3. Create multimedia presentation on any topic in education</p>	Classroom ICT Lab.	05
04	<ul style="list-style-type: none"> E-learning-Concept and Characteristics, Tools &Technologies. Mobile learning, Learning Management Systems (LMS) <p>Any Relevant activity-Planning, Execution, Report and Feedback.</p> <p>4. Online Interview of computer hardware engineer/ICT specialist</p>	Classroom ICT Lab	05

	5. A critical study of some e-learning courses 6. LMS experience- hands on various features of		
05	<ul style="list-style-type: none"> Wiki, Blog, creating you tube channel, Social Network. Any Relevant activity -Planning, Execution, Report and Feedback. 7. Creating account in wiki space/Wikipedia/media wiki 8. Developing an educational blog 9. Create you tube channel and upload your educational videos.	Classroom ICT Lab	05
06	<ul style="list-style-type: none"> Constructivist Learning and ICT, Project Based Learning, Virtual Field Trip. Any Relevant activity -Planning, Execution, Report and Feedback 10. Use ICT for Constructivist Learning and Project Based Learning 11. Field visit to the EDUSAT or other ICT center 12. Organize web conferencing using Skype/Google+	Classroom ICT Lab Field visit	05
07	<ul style="list-style-type: none"> Role of ICT in Assessment, Computer Assisted Assessment. Tools for creating e-portfolio, Advantages of e-portfolio Any Relevant activity -Planning, Execution, Report and Feedback 13. Developing an electronic assessment portfolio	Classroom ICT Lab	05
08	<ul style="list-style-type: none"> Electronic Content- Designing and Development, Audio and Video-Creating and Editing. (OBS studio) Google Apps- Google form, Google Classroom, Google site Any Relevant activity -Planning, Execution, Report and Feedback 14. Preparation of an evaluation tool / Feedback form	Classroom ICT Lab	05
09	<ul style="list-style-type: none"> Teacher Professional Development – Concept, Online Learning Platforms -MOOCs, SWAYAM, Social Media, Web-conferencing Any Relevant activity -Planning, Execution, Report and Feedback 15. Prepare a list of Educational websites, Research papers etc. that are useful in Education.	Classroom ICT Lab	05
10	<ul style="list-style-type: none"> Online videos/Teaching channels, Teacher Portfolio, Teleconferencing – EDUSAT Experiment. Any Relevant activity -Planning, Execution, Report and Feedback 16. Collection of e-resources and Reporting. (Text- Books,	Classroom ICT Lab	05

	Articles, Reports, Theses; Audio and Video files related to education).		
11	<ul style="list-style-type: none"> Practice and revision of all assessment of Activities under the supervision of teacher educator. Evaluation Process includes: 14. Practical Activities	Classroom ICT Lab	05
12	<ul style="list-style-type: none"> Evaluation Process includes: 15. Practical Activities 16. Viva Voce	Classroom ICT Lab	05
	<ul style="list-style-type: none"> Theory Test or exam 	Classroom	

Evaluation system or process of the course:

Sr. No.	Course Nature	Particular	Marks
01	Theory course	MCQ test at the end of the course	20
02	Practical Activity evaluation	Any Seven Activities	70
03	Viva Voce	Viva Voce related to Practical Activity	10
TOTAL MARKS			100

References:

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Engagement with the Field

Semester –III

Appendix C-01 Practice Teaching and Internship

क्रेडिट - 06

गुण- 150

कालावधी : 330 तास

उद्दिष्टे : छात्राध्यापकास....

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

छात्रसेवाकाल स्वरूप : १) पाठसंख्या : या छात्रसेवाकाल १६ सराव पाठ घेणे.

८० गुण.

पाठाचे प्रकार: सराव पाठांचे गुण सरावपाठांच्या १५० गुणांपैकी दिले जातील

१. शालेयस्तरावरील विषयाचे आशययुक्त अध्यापन पद्धतीनुसार प्रत्येकी २ याप्रमाणे याप्रमाणे दोन अध्यापनपद्धतीचे ४ पाठ घेणे.
२. शालेयस्तरावरील विषयाचे अध्यापन पद्धतीनुसार प्रत्येकी ४ सलग सराव पाठ याप्रमाणे दोन अध्यापनपद्धतीचे ८ पाठ घेणे.
३. शालेयस्तरावरील विषयाचे अध्यापन पद्धतीनुसार प्रत्येकी २ आय.सी.टी. तंत्रज्ञानाचा वापर करून पाठ घेणे. याप्रमाणे दोन अध्यापनपद्धतीचे ४ पाठ घेणे.

छात्रसेवाकाल स्वरूप : २) पुढीलपैकी सर्व उपक्रम या छात्रसेवाकालात राबवावेत. या उपक्रमाचे विद्यार्थ्यांची उपस्थिती, सहभाग, पूर्वनियोजन व तयारी, उत्स्फूर्तता, अहवाल लेखन,सादरीकरणास ०७ पैकी गुण द्यावेत. (एकूण गुण : 70)

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

Appendix C-02: Content cum Methodology Workshop (CCM)

आशययुक्त अध्यापन पद्धती कृतिसत्र

क्रेडिट -१	गुण-२५	कालावधी : ३० तास
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उद्दिष्टे : छात्राध्यापकास....

१. आशययुक्त अध्यापन पद्धतीची संकल्पना समजावून घेण्यास मदत करणे.
२. अध्यापन विषयी संरचनातयार करण्यास मदत करणे.
३. आपल्या विषयाच्या अभ्यासक्रमाचे स्वरूप समजावून घेणे.
४. आपल्या विषयाच्या पाठयक्रमाचे विश्लेषण करण्यास मदत करणे.
५. आपल्या विषयाच्या पाठयपुस्तकाचे विश्लेषण करण्यास मदत करणे.
६. आशय व अध्यापन पद्धतीचा अतूट संबंध समजावून घेण्यास मदत करणे.
७. आपल्या विषयाच्या अभ्यासक्रमाचे स्वरूप समजावून घेणे.
८. आशययुक्त अध्यापन पद्धतीनुसार पाठनियोजन करण्यास मदत करणे.

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

मूल्यमापन — या कृतिसत्राचे मूल्यमापन पुढील निकषाद्वारे करावे.

अ.न.	मूल्यमापन निकष	गुण
१	कार्यशाळेतील सहभाग	५
२	विषयाची संरचना	५
३	पाठयक्रम विश्लेषण	१०
४	पाठयपुस्तक विश्लेषण	
५	आशय विश्लेषण	
६	पाठटाचण - आशययुक्त अध्यापन पद्धती-१	५
७	पाठटाचण - आशययुक्त अध्यापन पद्धती-२	५
	एकूण	२५

Appendix C-03: Evaluation Workshop

मूल्यमापन कृतिसत्र

क्रेडिट -१	गुण-२५	कालावधी : ३० तास
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उद्दिष्टे : छात्राध्यापकास....

१. शैक्षणिक मूल्यमापन संकल्पना समजून घेण्यास मदत करणे.
२. वार्षिक नियोजन, घटकनियोजन, कृतिपत्र नियोजन या विषय अध्यापनाशी निगडित बाबी समजण्यास मदत करणे.
३. बी. एड्. अभ्यासक्रमातील निवडलेल्या दोन अध्यापन पध्दतीशी संबंधित माध्यमिक स्तरावरील दोन शालेय विषयातील वार्षिक नियोजन करण्यास मदत करणे.
४. बी. एड्. अभ्यासक्रमातील निवडलेल्या दोन अध्यापन पध्दतीशी संबंधित माध्यमिक स्तरावरील दोन शालेय विषयातील दोन घटकांचे नियोजन करण्यास मदत करणे.
५. बी. एड्. अभ्यासक्रमातील निवडलेल्या दोन अध्यापन पध्दतीशी संबंधित माध्यमिक स्तरावरील दोन शालेय विषयातील दोन घटकांची कृतिपत्र करण्यास मदत करणे.
६. कृतिपत्र प्रत्यक्ष वर्गावर उपयोग करण्यास मदत करणे.

कालावधी : १० तास

प्रात्यक्षिकासाठी पूर्वाश्यक तात्त्विक भाग : मूल्यमापन, संकल्पना, उद्दिष्टे, स्पष्टीकरणे, अध्ययन अनुभव, मूल्यमापन साधने इ. या तात्त्विक भागाची व्याख्याने झालेली असावीत.

प्रात्यक्षिक आवश्यक प्रणाली : शालेय पाठ्यक्रम, शालेय पाठ्यपुस्तके, मूल्यमापनावरील संदर्भ पुस्तके, शिक्षक हस्तपुस्तिका, नियोजनाचे छापील नमुने, इ.

प्रशिक्षणकार्यक्रमाचा आशय व नियोजन:

आयोजन: मूल्यमापनाशी निगडित असा घटक प्रत्येक विषय अध्यापनपध्दतीत आहे. हा घटक कृतिसत्राद्वारे शिकवायचा असून यासाठी चार दिवसांचे कृतिसत्र आयोजित करावे यामध्ये वार्षिक नियोजन, घटक नियोजन, कृतिपत्र, यावर पाच व्याख्याने घेण्यात यावीत व व्याख्यानानंतर गटवार आपआपल्या विषयांचे प्रात्यक्षिक काम पूर्ण करून घ्यावे.

मूल्यमापन— या कृतिसत्राचे मूल्यमापन पुढील निकषाद्वारे करावे.

अ.न.	मूल्यमापन घटक	गुण
१	कार्यशाळेतील सहभाग	५
२	वार्षिक नियोजन	५

३	घटकनियोजन	८
४	कृतिपत्र	७
	एकूण	२५

Appendix C-04

Action Research Project कृतिसंशोधनप्रकल्प

क्रेडिट -१

गुण-२५

कालावधी : ७० तास

उद्दिष्टे : छात्राध्यापकास,

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

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

कार्यनीती:

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

कृतिसंशोधन प्रकल्प मूल्यमापन:

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

एकूण

२५ गुण

Appendix C-05:आरोग्य व शारीरिक शिक्षण

(Physical and Health Education)

शारीरिक क्षमता चाचणी

क्रेडिट -१	गुण-२५	कालावधी : ५० तास
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उद्दिष्टे: छात्रव्यापकास.....

१. शारीरिक क्षमता चाचणी मध्ये सहभागी होण्यास मदत करणे.
२. योगा, प्राणायाम, सूर्यनमस्कार संबंधीची प्रात्यक्षिकात सहभाग होण्यास मदत करणे.
३. योगा, प्राणायाम, सूर्यनमस्कार व खेळ इत्यादी माध्यमातून आरोग्यपूर्ण जीवन जगण्यास मदत करणे.
४. शारीरिक, मानसिक, भावनिक बुद्धिमत्तेचा विकास करणे.

Physical Efficiency Test: (At the end of Sem –III) Physical Efficiency Test will be organized at the end of semester III. There will be separate- physical efficiency tests for men and women candidates. In each test, there will be eight items out of which any five items are to be selected by the candidates. The items in the tests are given-below.

1]

Group-A (Any Three Activities) 15 Marks	Group-B (Any Two Asanas) 10 Marks
Shuttle Run (10 M x4)	Padmasana
Medicine Ball Throw (Men-2 Kg. Women-1 Kg.)	Bhujangasana
Situps	Tadasana
Standing Broad Jump	Vajrasana

The candidate reaching the minimum standard prescribed above will get 5 marks for each item. The distribution of marks are as follows. Total marks 15 for Group-A

(For Men)

Marks	Shuttle Run - second	Medicine Ball Throw	Situps	Standing Broad Jump
5	11.21 to 11.70	7.00 to 7.99 Meter	14-16 total	1.30 to 1.49 Meter
4	11.71 to 12.20	6.00 to 6.99 Meter	11-13	1.10 to 1.29 Meter
3	12.21 to 12.70	5.00 to 5.99 Meter	8-10	0.90 to 1.09 Meter

2	12.71 to 13.20	4.00 to 4.99 Meter	5-7	0.80 to 0.89 Meter
1	13.20 above	Below 4.00 Meter	Below 5	Below 0.80 Meter

(For Women)

Marks	Shuttle Run second	Medicine Ball Throw	Situps	Standing Broad Jump
5	13.01 to 13.50	7.00 to 7.99 Meter	11-13 total	0.90 to 0.99 Meter
4	13.51 to 14.00	6.00 to 6.99 Meter	8-9	0.80 to 0.89 Meter
3	14.01 to 14.50	5.00 to 5.99 Meter	6-7	0.70 to 0.79 Meter
2	14.51 to 15.00	4.00 to 4.99 Meter	4-5	0.60 to 0.69 Meter
1	15.00 above	Below 4.00 Meter	Below 4	Below 0.60 Meter

2] The candidate reaching the minimum standard prescribed above will get 5 marks for each item. The distribution of marks are as follows. Total marks 10 for Group-B

योगासना करीता गुण देताना आसनाचे निरीक्षण करून पुढील प्रमाणे गुणदान करावे.

एका आसनासाठी ५ गुण राहतील.

आसन करण्याची पद्धती-०२ गुण

आसनाची सुयोग्य स्थिती-०३ गुण

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

अहवालाची रूपरेषा : अहवाल चार विभाग असावेत.

- आरोग्य व शारीरिक शिक्षण तात्विक विभागाची माहिती : आरोग्य व शारीरिक शिक्षणाची उद्दिष्टे व महत्त्व, आरोग्यविषयक उद्बोधनपर व्याख्यानांची माहिती.
- योग, प्राणायाम, सूर्यनमस्कार यासंबंधी तात्विक माहिती व पाच सांघिक खेळासंबंधित माहितीवर आधारित अहवाल
- योग, प्राणायाम, सूर्यनमस्कार यासंबंधी प्रात्यक्षिकांचे व विविध खेळांचे आयोजन अहवाल

ॢ. ढहावलद्याअंतर्गत आरोग्य व शारीरिक शिक्षण वलषयक उपक्रढाचे अहवाल

Marking system: Category A -15 Marks Category B -10 = Total
Marks 25 Marks

B. Ed. Second Year: Semester III
Appendix C-06: Critical Understanding of ICT

Credits: 01

Periods: 30

Maximum Marks: 25

Internal Assessment Marks: 25

University Assessment Marks: 00

Objectives:

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

Syllabus of the course:

Unit1: Introduction to computer fundamentals, major elements in a computer system and properties of computers.

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

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

Unit 4: Microsoft Publisher and its facilities. Computer care – viruses and safety measures.

Course Evaluation:

An objective test of 10 marks on the course content.

Any five of the following practical each carrying 3 marks.

Practicals:

1. Preparation of a word document such as letter, bio-data/ CV/ resume, application, report, question paper, etc.
2. Preparation of a spreadsheet using functions and commands, diagrams / charts/ graphs
3. Preparation of a power point presentation using online and offline references on a school topic
4. Email registration and sending / receiving Email with attachment.
5. Preparation of a newsletter/ brochure / invitation card/ visiting card/ website
6. Critical evaluation of a website
7. ICT project on any one of the pertinent topic / concept assigned to the student by the teacher such as cybercrime and cyber security.
8. Preparation of a power point presentation / video presentation on observance of special day.
9. E publication of an article / report / note / research / survey.
10. Preparation of an evaluation tool / Feedback form for online registration/feedback
11. Word / Excel/ DBMS file preparation on students' profile in any school / college class.
12. Organization of special lecture / guest lecture on a pertinent topic of ICT and its digital notes.
13. Video interview / organization of video conference and digital report.

14. Education blogs creation and application.
15. Creating e-group/forum for educational interaction
16. Preparing e-port folio on one's own learning in ICT / Preparing e-port folio of Students of the B. Ed. class

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

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

Semester IV

Curricular Area – A Perspectives in Education

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

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objectives: To enable to teacher trainees

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

Unit 1: Basic concept about gender

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

Unit 2: Gender and education

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

Unit 3 : Gender equality

1. Articles in Indian Constitution related to gender equality.
2. Role of school, teacher, parent (family) peer group and textbook to inculcate gender equality
3. Different Policies of State and Central Government for Gender Equality.
4. Human Right and Gender Equality.

Unit 4: Women Empowerment

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

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 may undertake **One** of the following practical and present the report **(5 Marks)**
 1. Conducting world Women Day and Write its Report.
 2. Preparing analytical report on portrayal of women in print and electronic media.
 3. Analysis of Secondary curriculum with respect to reflection of Gender. (Any one Standard)
 4. Debates / discussions on violation of rights of girls and women.

5. Interview of Successful Women in Society and Its Report.
 6. Preparation of the project on critical analysis of recommendations of commissions and policies on capacity building and empowerment of girls and women. (Any one Commission OR Policy)
 7. Analysis of textual material from the perspective of gender bias.
 8. Organizing debates on equity and equality across gender.
 9. Analysis of Internal Complaints Committee of any one Institution and Its Report.
-

Semester IV

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

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

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

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

Unit no 1- Introduction to Curriculum

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

Unit no 2- Enterprise of Education

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

Unit no 3- Dimensions of Curriculum

- a) Concepts of nationalism.
- b) Concepts of International Understanding.
- c) Interrelationship of nationalism, concept and interrelationship between U.N. Secu.
- d) Multiculturalism and democratic education.

Unit no 4- Reflections of Curriculum on

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

Sessional work: (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)**

- **Any one of the following (05 Marks)**

1. Comparison of educational philosophies of Mahatma Gandhi and Rabindranath Tagore explained.
2. Analysis of curriculum of any subject at secondary level.
3. Project on any programme for inculcating nationalism.
4. Comparison among textbook and reference books for any school subject.

References:

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



Semester IV

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

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objective: To enable the student teacher to –

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

Unit : 1 Inclusive Education

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

Unit : 2 Inclusive School

- a) Characteristics of Inclusive School.
- b) Infrastructural Facilities in Inclusive School.
- c) Challenges Facing Inclusive School.
- d) Instructional Strategies for inclusive School.

Unit : 3 Policies about inclusive school

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

Unit : 4 Teachers Role in inclusive classroom

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

Sessional work: (Total 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 has to undertake **one** of the following practical and present the report **(5 Marks)**
 - 1. Visit to a Inclusive School and prepare a report.
 - 2. Case study of Inclusive Schools
 - 3. Case study of Special Children of specific group
 - 4. Design and evaluate an Inclusive education programme.
 - 5. Draft a counseling program for special need child in Secondary School.(Inclusive classroom child)
 - 7. A study of any one N.G.O. promoting Inclusive education.
 - 8. Critical study of Any Special teacher training college or Institutes.

References:

- 1) Loreman, Deppeler and Harvey- Inclusive Education, Allwenand Unwin Australia.
- 2) Corbett Jenny – Supporting Inclusive Education, Routledge Falmer, 2001.
- 3) Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge Falmer, 2004.
- 4) Mike Adams and sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
- 5) Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000
- 6) Nind, Sheehy and Simmns, Inclusive Education –Learners and Learning Context,

- 7) Devid Fulton Pub.`17) Integrated and Inclusive Education, Premavathyand Mittal,R C I, 2006.
- 8) Advani, Lal. and Chadha, Anupriya(2003). You and Your Special Child, New Delhi:UBS Publishers' Distributors Pvt. Ltd.
- 9) Sharma, Kaushaland Mahapatra (2007). Emerging Trends in Inclusive Education',Delhi, IVY Pub.
- 10) Renuka, P. and Bai, Suneetha, G. Inclusive of Exceptional Childern in The Mainstream Schools and teacher education: Global Trends in Teacher education.
- 11) Sohani chitra, Shirode (2016), Inclusive Education, Pune, Suvichar Prakashan Mandal.

Curricular Area –B: Curriculum & Pedagogic Studies

Semester IV

Course BED-IV-15 :Optional Course

(Electives- any two of the following)

15.1 Educational Management. (50Marks)

15.2 Value Education.(50Marks)

15.3Guidance and Counseling.(50Marks)

15.4Educational Technology.(50Marks)

15.5Environmental Education.(50Marks)

Optional Course

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

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objective:

To enable the student – teachers to:

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

Unit–I : MANAGEMENT IN EDUCATION :

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

Unit–II : SECONDARY SCHOOL RULES AND REGULATIONS.

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

Unit-III: SCHOOL PLANT AND MANAGEMENT OF SCHOOL

- a) School Plant – Location, building, playground, garden.

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

Unit–IV: HUMAN RELATIONSHIP

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

Sessional work: (Total 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 has to undertake **one** of the following practical and present the report **(5 Marks)**

Elective – Educational Management

Sessional Work-

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

Reference Books

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

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

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objectives – To enable the student teacher to -

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

Unit-I Concept and nature of values

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

Unit-II Value education in secondary school

- a) Need of value education in secondary school curriculum.
- b) Process of value education.
- c) Activities for inculcating values.
- d) Role of the teacher in value education.

Unit-III Inculcation of values and conflicts among values.

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

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

- a) Need of value education to parents.

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

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 has to undertake **one** of the following practical and present the report **(5 Marks)**
 1. Organization of morning assembly for any one value.
 2. Preparation of script of drama related any one value.
 3. Critical analysis of any one text-book from the view point of value education.
 4. Organization of any one value inculcation programme on a special day.

Reference Books:

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

Optional Course

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

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

COURSE OBJECTIVE: To enable the student to:

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

UNIT I: GUIDANCE

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

UNIT II: EDUCATIONAL GUIDANCE AT VARIOUS LEVELS OF EDUCATION.

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

UNIT III: COUNSELLING

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

UNIT IV: COUNSELLING PROCESS

- a) Preparation for Counselling –Reading, Pre-Counseling interview, case history.

- b) Steps in process of Counselling.
- c) Variables affecting Counselling process.
- d) Counselling interview.

Sessional work: (Total 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 has to undertake **one** of the following practical and present the report **(5 Marks)**

PRACTICALS:

Any Two of the following:

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

Reference Books:

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

Optional Course

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

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objective: To enable the student – teachers to:

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

Unit – 1 Education Technology:

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

Unit – 2 Communications:

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

Unit – 3 System Approach to Instruction:

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

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

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

Sessional work: (Total 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 has to undertake **one** of the following practical and present the report

(5 Marks)

1. Visit to language lab and write its report.
2. Select any topic from V to IX Class and write transcript from radio lesson or T.V.relay lesson
3. Take problem related to school and apply system approach for remedies about the problem.
4. Prepare transparency /film slide / PPT and reports on its. Effectiveness in classroom teaching
5. Selected topic and prepare programmed learning programme and write are report on it

List of Recommended Books :

1. Anand B and other (1982) Reading in E.T., Himalaya Publishing House
Bombay
2. Brown J.W. (1983) Instructional Technology : Media and Methods, Newyork,
Mc grew Hill
3. Dale Edger (1966), Technology 3rd Ed, Newyork, Half Rinchart and wiston

4. Kulkarni S. S. Introduction to Education Technology
5. Kuman K. L. (1966) Education Technology, new age international Pvt. Ltd.
6. Magal S. K. Education Technology
7. Mohanty J., (1992) Educational Technology Deep & Deep Publication New Delhi – 27
8. Sampat&oather (1981) Introduction of Educational Technology, Sterling Publication, New Delhi
9. Sharma A. R. (1981) Education Technology, Vinod PustalMandir, Agra
10. YeoleCima (1990) Educational Technology, Kolhapur
11. Mukhopadhyay M (1989), Educational Technology last year Book 1998
12. All India Association of Technology, New Delhi, Chawan S.S. 1978
13. A textbook programmed Instruction sterling publishers Pvt. Ltd. Delhi
14. ओक सुमन, शैक्षणिकतंत्रविज्ञान, श्री विद्या प्रकाशन
15. कुलकर्णी शरदकामत वसुधा, शैक्षणिकतंत्रविज्ञान, ए.आय.ए.ई.टी. एस. एन. डी. टी. मुंबई
16. जगताप ह. ना., प्रगत शैक्षणिकतंत्रविज्ञान, नूतन प्रकाशन, पुणे
17. पाटील प्रशांत, शैक्षणिकतंत्रविज्ञान
18. येवले सीमा (२००७) शैक्षणिकतंत्रविज्ञान आणि माहिती तंत्रविज्ञान, नित्यनूतन प्रकाशन, पुणे
19. सोनार मधुकर, आधुनिकज्ञानामध्येदृक्श्राव्य शिक्षण महाराष्ट्रविद्यापीठग्रंथनिर्मिती मंडळ, नागपूर
20. शेवतेकर शारदा, शैक्षणिकतंत्रविज्ञान आणि माहिती तंत्रविज्ञान
21. राव उषा १९८५ शैक्षणिकतंत्रविज्ञान, महाराष्ट्रविद्यापीठ, ग्रंथनिर्मिती मंडळ, नागपूर
22. सोनार मधुकर १९७० दृक् श्राव्य शिक्षण साहित्य तंत्र व पद्धतीगो. म. राणे प्रकाशन, पुणे
23. शिखरे व्ही. पी., पाटील बी. एम शैक्षणिक तंत्रविज्ञान, (जानेवारी २०११), फडके प्रकाशन, कोल्हापूर.

Optional Course

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

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objectives : To enable the student–teachers to –

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

Unit–I:ENVIRONMENTAL EDUCATION :

- a) Concept & meaning of Environmental Education.
- b) Objectives, need, importance & scope of Environmental Education.
- c) Role of teachers in Environmental Education.
- d) Characteristics of Environmental Education Teacher.

Unit–II : METHODOLOGY OF ENVIRONMENTAL EDUCATION :

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

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

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

Unit – IV : ENVIRONMENTAL MANAGEMENT :

- a) Climate change, global warming, acid rain, ozone layer depletion, green house effect
- b) Environmental ethics: issue & possible solutions
- c) Environmental movements & project – Chipko, Apiko, silent valley, Ganga Action plan, Tiger project.
- d) 1) Water (Prevention of Pollution) Act.1974, 2) The Air (Prevention of Pollution) Act, 1981, 3) The Environmental (Protection) Act, 1986, 4) The wild life Protection Act, 1972

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

(5 Marks)

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

LIST OF RECOMMENDED BOOKS

पर्यावरण शिक्षण

- १) भांडारकर, के.एम. (२००८) पर्यावरण शिक्षण, नित्यनूतन प्रकाशन, पुणे.
- २) कुलकर्णी, डी.आर. (२००७) पर्यावरण शिक्षण, विद्या प्रकाशन, नागपूर.
- ३) सावंत प्रकाश (२००९) पर्यावरण शिक्षण , फडके प्रकाशन, कोल्हापूर.
- ४) पाटील धनराज , डेरे अमर (२००९) पर्यावरण शिक्षण व अध्यापन पद्धती, फडके प्रकाशन, कोल्हापूर.
- ५) घाटे निरंजन (२००४) बोध पर्यावरणाचा, मेहता पब्लिकेशन, पुणे.
- ६) UGC (2013) Textbook of Environmental studied for under graduate course, University Press. Hyderabad.
- 7) Abbasi S.A. (1998) Environmental Pollution and its control congenit
a. International P.B. 340 Pondecherry.
- 8) Desh Bandu (1999) Environmental Education – Indian Environmental Society . New Delhi.
- 9) Arunkumar (1999) Environmental Problems and Control (Vol. I , II) Anmol Publication P. Ltd. New Delhi.
- 10) Dhaliwal G.S. Sandhu G. S. and Pathan P.K. (1996), Fundamental of Environmental Science , Kalyani Publishers. New Delhi.

- 1) Henvietta, Feck (1981) Introduction to Nutrition macmillian Publisher and Co. New York.
 - 2) Gupta N. L. , Gujar R.K. (1993) sustainable development Vol.I Tawar Publications , New Delhi
 - 3) Kamboji N.S. (1999) Control of Noise Pollution, Deep Publication, New Delhi.
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Curricular Area –C: Engagement with the Field

B. Ed. Second Year: Semester IV

CURRICULAR AREA C: EPC

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

Credits: 02

Periods: 60

Maximum Marks: 50

Internal Assessment Marks: 50

University Assessment Marks: 00

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Objectives: The objectives of the course are:

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

11. To build confidence and team work enable to express as group leaders in school /community activities.
12. To develop interest in reading and writing in order to become lifelong readers, learners & writers.

Activities and Evaluation for Reading and Reflecting on Texts:

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

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

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

13. Providing topic / title / beginning of a poem and asking students to complete it.
Further analyzing some of the poems constructed by the students.
14. Create a conflicting situation / event and ask students to deal with it in a resolving and harmonious manner.
15. Organizing a psychology experiment on reasoning.
16. Discussion, debate based on reading of books.
17. Picture / Drama / story writing and presentation.
18. Reading and criticism on editorial articles of newspapers
19. Various types of report writing.
20. Organizing Role play / dramatization on a given text / content / situation.

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

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

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Appendix D-01 Practice Teaching and Internship

सरावपाठ नियोजन व शालेय आंतरवासिता

क्रेडिट -२	गुण-५०	कालावधी : १०० तास
उद्दिष्टे : छात्राध्यापकास....		
१. प्रतिमानाचा वापर करून २ सराव पाठ पूर्ण करणे		
२. ज्ञानसंरचनावादनुसार पाठनियोजन करून ४ सराव पाठ पूर्ण करणे.		
३. शालेय आंतरवासिता, व अभ्यासक्रमासंबंधित प्रात्यक्षिके पूर्ण करणे.		
४. शाळेतील विविध समितीपैकी एका समितीचा अभ्यास करणे.		
५. शाळेतील पोषण आहार योजना अभ्यास करून अहवाल लिहणे.		
कार्यानुभव विषयांतर्गत एका कृतीचे आयोजन करून एका वर्गासाठी वस्तुनिर्मिती प्रकल्प राबविणे.		
शालेय आंतरवासिता उपक्रमाचे स्वरूप : या शालेय आंतरवासिता उपक्रमामध्ये ४ सरावपाठ माहिती तंत्रज्ञानाच्या आधारे पूर्ण करावयाचे आहेत. या सराव पाठाचे गुण सरावपाठासाठी नियोजित केलेल्या गुणांतून द्यावेत. या सरावपाठा व्यतिरिक्त शाळेतील विविध समितीपैकी एका समितीचा अभ्यास, शाळेतील पोषण आहार योजना अभ्यास व कार्यानुभव विषयांतर्गत एकाकृतीचे आयोजन करून एका वर्गासाठी वस्तुनिर्मिती प्रकल्प राबविणे या उपक्रमांचा समावेश या शालेय आंतरवासितामध्ये करण्यात यावा.		
मूल्यमापन:		
१) ज्ञानरचनावादनुसार ४ आणि प्रतिमानानुसार २ असे एकूण ६ सराव पाठ यांचे गुण सरावपाठाच्या गुणांपैकी देणे. (३० गुण)		
२) शाळेतील विविध समितीपैकीएका समितीचा अभ्यास व अहवाल: (१० गुण)		
३) शाळेतील पोषण आहार योजना अभ्यास व अहवाल: (१० गुण)		

Appendix D-02: Models of Teaching Workshop

अध्यापन प्रतिमान

क्रेडिट -१

गुण-२५

कालावधी : ५० तास

उद्दिष्टे : छात्राध्यापकास...

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

योग्य कालखंड- शालेय आंतरवासिता (सत्र दोनमधील) कार्यक्रमाच्या अगोदर

प्रात्यक्षिकासाठी पूर्वावश्यक भाग-सूक्ष्म अध्यापन, सुटे सराव पाठ, आयसीटी पाठ, आशययुक्त अध्यापन पद्धती पाठ आणि सलग सरावपाठ पूर्ण झालेले असावेत.

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

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

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

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

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

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

अ.न.	मूल्यमापनाचे घटक	गुण
१.	प्रतिमान कार्यशाळेतील सहभाग	५

२.	गटवार चर्चेतील सहभाग	५
३.	पाठटाचण -अध्यापन पध्दती-१	५
४.	पाठटाचण -अध्यापन पध्दती-२	५
५.	अहवाल लेखन	५
	एकूण गुण	२५

Appendix D-03: Consructivism Workshop

ज्ञानसंरचनावाद कार्यशाळा

क्रेडिट — १

गुण: २५

कालावधी: ५० तास

उद्दिष्टे:

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

ज्ञानसंरचनावाद कार्यशाळा स्वरूप व कार्यवाही:

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

ज्ञानसंरचनावादी अध्यापन कार्यशाळा मूल्यमापन: २५ गुण

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

Appendix D-04: Creativity & Personality Development

As per Appendix B-05

Appendix D-05 Seminar (चर्चासत्र)

क्रेडिट -१

गुण-२५

कालावधी : ५० तास

उद्दिष्टे : छात्राध्यापकास....

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

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

मूल्यमापन:

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

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

Appendix D-06: Practical Submission&FinalLesson Examination

Page -4

ME06-100

Examination : 130 marks

Final Lessons Examination: Annual lesson examination will be conducted after university declaration (after completion of 40 lessons and lesson observation) possibly in the month of February by college with prior permission of Solapur University.

The Examination will comprise of conduction two school lesson on the two pedagogic subject offered by the student –teacher. The evaluation of each lesson will be done by a pair of examiners –one internal and another external examiner. Each examiner will award marks out of 50 for each lesson. The university will convert the 100 marks awarded by each pair of examiners into 50. The total marks out of 100 for the lesson examination will be converted into grade.

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AppendixD-07

Viva-Voce

Group -2
Year

Marks-50

Weightage : 20

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