

Khandesh College Education Society's
College of Education and Physical Education,
(Autonomous) Jalgaon

शिक्षणशास्त्र आणि शारीरिक शिक्षणशास्त्र
(स्वायत्त) महाविद्यालय, जळगाव



NCTE, UGC, recognized CTE, by MHRD

NAAC: B++ Grade (CGPA: 2.91 3rd cycle)

Jilha Peth, M. J. College Campus, Jalgaon - 425002
Phone & Fax No.: 0257-2234187 | Email: coe@kces.in,
Web: <http://coe.kces.in>

Title: Title of the degree shall be Bachelor of Education. (B. Ed.):

Program objectives:

The curriculum is designed to achieve the following general objectives of the B. Ed. Programme

- 1) The student teacher understands the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
- 2) The student teacher understands how children learn and develop, how they differ in their approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts
- 3) The student teacher plans learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors; and an understanding of how students come to view, develop and make sense of subject matter contained in the learning experiences
- 4) The student teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 5) The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner, and reflective practices that continually evaluate the effects of his/her choices and actions
- 6) The student teacher understands content cum methodology and adopts it in teaching.

Eligibility for Admission:

Candidate should have passed the Bachelor's Degree of this university or a university recognized by UGC in any faculty with at least 50% marks for general category and 45 % for reserved category as per rules of NCTE, University and state government, and should have offered at least one school subject at the first and / or second degree level as principal or subsidiary of allied or optional subject. (School subjects means the subject included in the syllabus of secondary and higher secondary level in the Maharashtra State.) Rules for admission framed by NCTE, Govt. of Maharashtra and University will be applicable from time to time. Admission will be given as per CET rules and regulations of state government.

Selection Procedure:

Admission to the eligible candidates will be given as per the selection procedure laid down by the State Government or University from time to time. Admission will be given as per CET rules and regulations of state government.

Norms for appearing at B.Ed. Examination:

Student teachers should have kept two terms with at least 80% attendance of theory periods in college. A Student should have completed all the practical work to the satisfaction of the principal and have obtained such certificate from the concern teacher and the principal. Unless and until student obtains such a certificate, student will not be allowed to appear for semester end examination.

Examination Process:

A) The examination of B.Ed. degree will consist of four semesters. External Examination in theory courses of 60 marks as per syllabus, which will be conducted at the end of each semester. Practical and Internal Assessment will be conducted by the college for 40 marks as per syllabus for each semester.

B) Allotment and distribution of marks:

The B.Ed. Examination will be of 2550 marks and details are as per syllabus for all semester.

Marks	Grade	Grade Points
75 to 100	O	6
65 to 74	A	5
55 to 64	B	4
50 to 54	C	3
49 & less	F	0

Medium of Instruction:

The medium of instruction at the B.Ed. course will be Marathi or English. However the medium of instruction for the courses content cum methodology in English, Hindi and Urdu will respectively be English, Hindi and Urdu. The candidate of the B.Ed. course will have the option of all papers and practical either in English or in Marathi.

Duration: The B. Ed programme shall be of duration of two academic years which can be completed in a maximum of three years from the date of admission to the programme as per NCTE regulation 2014.

Working Days:

- There shall be at list two hundred working days each year exclusive of the period of examination and admission.
- The minimum attendance of student-teacher shall have to be 80 % for all course work, practicum and 90 % of school Internship.

Standard of Passing:

To pass the examination a candidate must obtain at least 50% marks in Internal and external examination of each course. The carry on rule is applicable to all students for each academic year. The marks will be converted in grades and credits and finally C.G.P.A. will be displayed on the marks statement. There will be no more difference for internal and external marks with valid difference of 20 % in each course.

Sem	Course Area	Title of Paper	Total Hours	Credits	Marks Assigned
I	Perspective of Education	BFED101: Growth and Development of Child	40	4	100 (60/40)
		BFED 102 - Contemporary India and Education	40	4	100 (60/40)
	Content cum Pedagogy- any one	BCCP 101 upto BCCP 105 (MHESMTs)	40	4	100 (60/40)
	Content cum Pedagogy- any one	BCCP 106 upto BCCP 108 (HGS)	40	4	100 (60/40)
	BAEC 101 and BAEC 102- any one	BAEC 101 and BAEC 102 (ICT in Education/ Art Education)	20	2	50 (30/20)
	BAEC 103 and BAEC 104- any one	BAEC 103 Environment Science BAEC 104 Introduction to Constitution of India	40	2	50 Practical
	BSCE 101	BSCE 101 - Simulated Teaching (5 skills Teach-re-teach with 4 Integrated Lessons)	80	2	100 Pre-School Practice
		Total	300	22	600
Sem	Course Area	Title of paper	Total Hours	Credits	Marks Assigned
II	Perspective of Education	BFED 201- Language Across the Curriculum	40	4	100 (60/40)
		BFED 202 Psychology of Learning and Teaching	40	4	100 (60/40)
	Content cum Pedagogy- any one	BCCP 201 upto BCCP 205 (MHESMTs)	40	4	100 (60/40)
	Content cum Pedagogy- any one	BCCP 206 upto BCCP 208 (HGS)	40	4	100 (60/40)
	BAEC 201/202- any one	BAEC-201- Indian Knowledge System (BAEC202- Parenting Education)	20	2	50 (30/20)
	BAEC 203 /204- any one	BAEC 203-Life Skills BAEC204 - School Management	40	2	50 Practical
	BSCE 201	PC6- Practice Teaching-(4+4 school lesson)	80	2	100 School Practice
		Total	300	22	600

Sem	Course Area	Title of paper	Total Hours	Credits	Marks Assigned
III	Perspective of Education	BFED 301_Gender School & Society	40	4	100(60/40)
		BFED 302 -Assessment and Evaluation	40	4	100(60/40)
	BAEC 310 & 302	BAEC 301 - Communicati Studies for Teaching Profession	40	4	100(60/40)
		BAEC- 302 - Educational Guidance and Counseling	40	4	100(60/40)
	BAEC 303 & BAEC 304- any one	BAEC303- Yoga Education BAEC 304- Sports Education	20	2	30/20
	BAEC 305- & BAEC 306 any one	BAEC 305- Disaster Management BAEC 306 – Testing and Measurement of Psychological Test	40	2	50 Practical
	BSCE-301	BSCE 301 Practice Teaching (4+4 school lesson	80	4	100 School Practice
		Total	300	22	600
Sem	Course Area	Title of paper	Total Hours	Credits	Marks Assigned
IV	BSEC 401	BSEC 401 School Internship	500	14	300
	BSEC402	BSEC402 Viva-voce on Internship	25	2	50(25/25)
	BSEC 403	BSEC 403 Presentation of Internship activities	25	2	50 (25/25)
	BSEC404	BSEC404 Viva-Voce on the report on action research	25	2	100(50/50)
	BSEC 405	BSEC 405 Annual School Lesson	25	2	100
		Total	600	22	600

Note: all semester have assigned equal marks and equal credits - $4 \times 600 = 2400$ (22×4 88)

Semester - I

B.Ed. Sem- I - BFED101: Growth and Development of Child

Objectives-

1. To enable student-teacher to understand the various stages of child development.
2. To enable student-teacher to understand the growing process during various stages of child development.
3. To enable student-teacher to understand the learning process during various stages of child.
4. To enable student-teacher to develop understanding about children of different age groups with reference to diverse socio-economic and cultural backgrounds.

Unit-1 Introduction Growth and Development

- a) Concept of Child, Growth and Development
- b) Stages of Child development, Characteristics of child
- c) Relation of child with family, neighbor, Schools and community
- d) Behavioral challenges of adolescents

Unit-2 Areas of child development

- a) Cognitive development of child in different stages of development
- b) Affective development of child in different stages of development
- c) Psychomotor development of child in different stages of development
- d) Educational Implications of Cognitive, Affective and Psychomotor Development

Unit-3 Factors affecting on Child Development

- a) Impact of urbanization and economic change on child development
- b) Impact of media on child development
- c) Impact of school on child development
- d) Impact of natural and social environment on child in different stages of development

Unit-4 Teaching and Learning Process during Child development

- a) The pedagogy for child development
- b) Various methods of learning for different stages of child development
- c) Tools and methods of Evaluation for childhood education
- d) Role of Teacher in different learning environment settings

Practicum- A case study of any one adolescent student with in prescribed format.

References-

1. Mishra, A. (2007). Everyday life in a slum in Delhi. In D. K. Behera (Ed.), *Childhoods in South Asia*. New Delhi: Pearson Education India.
2. Parry, J. (2005). Changing childhoods in Industrial Chattisgarh. In R. Chopra & P. Jeffery (Eds.), *Educational regimes in contemporary India*. Sage.
3. Saraswathi, T.S. (1999). Adult-child continuity in India: Is adolescence a myth or an emerging reality? In T.S. Saraswathi (Ed.), *Culture, socialization and human development: Theory, research and applications in India*. New Delhi: Sage.
4. Sharma, N. (2003). *Understanding adolescence*. NBT India.
6. Dr. S.D. Bhangale, *Adhyayankarta ani Adhyayan*, Prashant Prakashan, Jalgaon.
7. Bhangale Shailaja & others, *Childhood and growing up*, Prashant Pub. Jalgaon.
8. Mangal S.K. *Essential of Educational Psychology*,
9. Walia J.S, *The Learner*, Paul publishers, Jalandhar city, Punjab.
10. Kulkarni K.V, *educational Psychology*, Pune
11. Choube S.P., *Child Psychology*, New Delhi

B.Ed. Sem- I BFED 102 - Contemporary India and Education

Objectives-

1. To enable student-teacher to understand the Diversity in Society and the implications for Education
2. To enable student-teacher to understand the Inequality in Society and the implications for Education
3. To enable student-teacher to understand Policy frameworks for Public Education in India
4. To enable student-teacher to engage with studies on Indian society and education.

Unit-1 Education and National Development

- a) Concept and causes of social diversity
- b) Levels of diversity- individual, regions, languages, religions, castes and tribes.
- c) Challenges in contemporary India
- d) Impact of Social diversity on national development.

Unit-2 Introduction to Indian Society

- a. Nature and Culture of Indian Society
- b) Need of Understanding of culture and society for teachers.
- c) Inter-relationship among the structure -(caste, family, class, religion and culture)
- d) Problems of Indian Society- (gender equality, regional diversity, linguistic diversity, Religious diversity)

Unit-3 Educational Policies and School Education in India

- a) National policy on Education 1966 and 1986 in reference to school education

- b) Education and Right to education 2009 in India, Education and Samagra shiksha Abhiyan in India
- c) National Policy on Education 2020 with context to higher education and school education
- d) Rashtriya Uchchayastar Shiksha Abhiyan and Education as Global perspectives and issues in School Education in India

Unit-4 Introduction to Inclusive Education

- a) Concept, nature and characteristics of inclusive education
- b) Advantages of inclusive education for the Individual and society
- c) Difference between special education, integrated education and inclusive education.
- d) Recommendations by Govt. and initiatives at national and international level on Inclusive Education.

Practicum: Prepare and present seminar on any National Education Policy.

References-

1. Batra, P. (2005). Voice and agency of teachers: Missing link in national curriculum framework 2005. Economic and Political Weekly, 4347–4356.
2. De, A., Khera, R., Samson, M., & Shiva Kumar, A.K. (2011). PROBE revisited: A report on elementary education in India. New Delhi: Oxford University Press.
3. Ghosh, S.C. (2007). History of Education in India, Rawat Publications.
4. GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
- 5 Shailja Bhangale & others, Madhyamik Shikshanatil Samkalin Samasya, Prashant Publication, Jalgaon
6. Bhukan S.T. , Suryawanshi Pratibha, Madhyamik Shikshanatil Samkalin Sandharbha ani Samasya, Vyankatesh Publication, Jalgaon
7. Shailja Bhangale & others, Shikashan ani Vikas, Prashant Publication, Jalgaon
8. Sonawane Ranjana & others, Samkalin Bhartatil Shikshan, Prashant Publication, Jalgaon
11. Bhukan S.T., Joshi Kanchan, Shikshan: Vikasatmak Drushtikon , Vikasatmak Publication, Jalgaon
12. Shailja Bhangale & others, Shikshan Utkrantiwadi Drushtikon, Prashant Publication, Jalgaon
13. Govinda R. (2011). Who goes to school?: Exploring exclusion in Indian education. Oxford University Press
14. Govinda, R, & Josephine, Y. (2004). Para teachers in India: A review. New Delhi: National Institute of Educational Planning and Administration.
15. Hindustani Talimi Sangh. (1938). Basic national education: Report of the Zakir Hussain committee. Sagaon, Wardha: Hindustani Talimi Sangh.
16. Ilaiyah, K. (1996). Why I am not a hindu: A sudra critique of hindutva philosophy, culture and political economy. Samya Publications.
17. Kumar, K. (2004). What is worth teaching? (3rd ed.). Orient Blackswan.

18. Kumar, K. (2013). Politics of education in colonial India. India: Routledge.
19. Naik, J.P. (1982). The education commission and after. APH Publishing.
20. Naik, J.P., & Nurullah, S. (1974). A students' history of education in India (1800-1973). Macmillan.
21. NCERT. (2006a). Position paper-National focus group on education with special needs
22. (NCF 2005). New Delhi: NCERT.
23. NCERT. (2006b). Position paper-National focus group on gender issues in the curriculum (NCF 2005). NCERT.
24. NCERT. (2006c). Position paper-National focus group on problems of scheduled caste and scheduled tribe children
25. NCERT. (2006d). Position paper-National focus group on teaching of Indian language.
26. Pathak, A. (2013). Social implications of schooling: Knowledge, pedagogy and consciousness. Aakar Books.
27. Raina, V. (2010). FAQs on the right to free and compulsory education act 2009. Bharat Gyan Vigyan Samiti, UNICEF.
28. Scrase, T.J. (2002). Globalisation and the cultural politics of educational change: The controversy over teaching of English in West Bengal. International Review of Education, 48(5), 361–375
29. Zastoupil, L., & Moir, M. (1999). The great Indian education debate: Documents relating to the Orientalist-Anglicist controversy, 1781-1843. Psychology Press.
30. Government of India (1986). National Policy on Education, Department of Education, New Delhi
31. Government of India (1992). Programme of Action, MHRD, Department of Education, New Delhi
32. NCERT (2005). National Curriculum Framework, New Delhi
33. NCERT (2006). National Focus Group Report on Education of SCs and STs, New Delhi
34. Bhangale Shailaja & others, Guidance, Counseling and inclusive education, 2021, Prashant pub. Jalgaon

Select any one subject from BCCP 101 upto BCCP 105

B.Ed. Sem- I- BCCP 101 Content cum Pedagogy- Marathi

आशययुक्त अध्यापन पद्धती- मराठी

उद्दिष्टे:

१. विद्यार्थीना मातृभाषा मराठीचे स्वरूप, महत्त्व आणि उद्दिष्टे समजून घेण्यास मदत करणे.
२. विद्यार्थीना आशययुक्त अध्यापन पद्धतीची संकल्पना समजून घेण्यास मदत करणे.
३. विद्यार्थीना मातृभाषेच्या अध्यापनाची तंत्रे, पद्धती आणि प्रतिमाने समजून घेण्यास मदत करणे.
४. विद्यार्थीना मातृभाषेच्या व्याकरण अध्यापनाची संकल्पना समजून घेण्यास मदत करणे.

घटक क्रमांक १: मातृभाषा मराठीचे स्वरूप आणि उद्दिष्टे :

- a) मातृभाषा मराठीचे स्वरूप
- b) मातृभाषा मराठीची गरज आणि महत्त्व
- c) मातृभाषेचे सर्वसामान्य उद्दिष्टे (वाङ्मयीन)
- d) मातृभाषा अध्यापनाचे उद्दिष्टे- भाषिक उद्दिष्टे (कौशल्ये), वर्गअध्यापनाची उद्दिष्टे

घटक क्रमांक २: आशययुक्त अध्यापनाची संकल्पना :

- a) आशययुक्त अध्यापन पद्धतीची संकल्पना, स्वरूप, महत्त्व.
- b) आशय विश्लेषणाची संकल्पना घटक, गरज, वैशिष्ट्य, आशय विश्लेषणाची संरचना
- c) मातृभाषेच्या चांगल्या पाठ्यपुस्तकाचे निकष (अंतर्गत आणि बाह्य निकष)
- d) पाठ्यक्रम, अभ्यासक्रम स्वरूप व महत्त्व आणि अभ्यासक्रमाचे प्रकार

घटक क्रमांक ३ : मातृभाषेच्या अध्यापनाची तंत्रे, पद्धती आणि प्रतिमाने

- a) मातृभाषा अध्यापनाची तंत्रे नाट्यीकरण, पर्यवेक्षित, स्वयंअध्ययन, भूमिका पालन, बुद्धिमंचन, कथाकथन, प्रश्नोत्तर व मुलाखत.
- b) मातृभाषा अध्यापनाच्या पद्धती आस्वादात्मक, कथन, सर्वसमावेशक, प्रवास वर्णन, संभाषण, परिसंवाद व व्याख्यान.
- c) गाभाघटक, जीवन कौशल्ये आणि मूल्ये संकल्पना (महाराष्ट्र शासनाने शालेय शिक्षणात अंतर्भूत केलेले १० गाभाघटक, जीवन कौशल्ये व मूल्ये)
- d) मराठीचा इतर विषयांशी समवाय हिंदी, इंग्रजी, इतिहास, विज्ञान आणि संगणक

घटक क्रमांक ४: व्याकरण

- a) व्याकरणाचे कार्यात्मक स्वरूप.
- b) शब्दविचार, लिंग, वचन, विभक्ती, काळ, संधी व समास, वाक्प्रचार व म्हण
- c) काव्यगुण, शब्दालंकार, शब्दसिद्धी, शब्दशक्ती, अर्थालंकार, रस व वृत्ते. अक्षरवृत्ते: इंद्रवजा, उपेंद्रवजा, भुजंगप्रयात, शिखरिणी, वसंततिलका, मालिनी, पृथ्वी, मंदाक्राता, मंदारमाला, शार्दूलविक्रीडीत. मात्रावृत्ते - पादालुतल, दिंडी, आर्या, नववधु- छंद प्रकार ओवी ज्ञानेश्वरी, मुक्तेश्वरी, एकनाथ अभंग- लहान, मोठा
- d) निबंध लेखन व प्रकार , कल्पनाविस्तार, पत्रलेखन व प्रकार आणि सारांश लेखन.

प्रात्यक्षिक कार्य: आशययुक्त अध्यापन पद्धतीची आशय विश्लेषण संरचना तयार करणे.

संदर्भग्रंथ :

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- कुंडले म. बा. (१९९७). मराठीचे अध्यापन, पुणे: श्रीविद्या प्रकाशन.
- घोरमोडे कला. (२००८). मराठी अध्यापन पद्धती, नागपूर: विद्या प्रकाशन.
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- दाते सुषमा, () आशययुक्त अध्यापन पद्धती - मराठी,
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- पाटील लीला. (१९७६) आजचे अध्यापन, पुणे: श्रीविद्या प्रकाशन.
- भुक्न सा.त्र्यं. चौधरी, प्र. श्रा., (२००७). मराठीचे अध्यापन (आशयासह), जळगाव: व्यंकटेश प्रकाशन.
- सातत्यपूर्ण सर्वकष मूल्यमापन शिक्षक मार्गदर्शिका, (२०१०). महाराष्ट्र शासन
- 12) चव्हाण स्वाती, पवार जागृती मराठी आशययुक्त अध्यापन पद्धती , प्रशांत पब्लिकेशन, जळगाव
- 13) भुक्न एस.टी, देवरे, अहीरे, सूर्यवंशी, मराठी आशययुक्त अध्यापन पद्धती, व्यंकटेश प्रकाशन, जळगाव.

B.Ed. Sem- I BCCP 102- Content cum Pedagogy - Hindi

आशययुक्त अध्यापन पद्धती- हिंदी

हिंदी अध्यापन के उद्देश :

१. छात्र अध्यापक को आशययुक्त अध्यापन पद्धती हिंदी की संकल्पना एवं संरचना समझने में मदद करना ।
२. छात्र अध्यापक में हिंदी भाषा का स्वरूप समझने की क्षमता विकसित करना ।
३. छात्राध्यापकों को प्रथम और द्वितीय भाषा के रूप में हिंदी शिक्षण के उद्देश तथा अपेक्षित योग्यताओं से परिचित कराना । (उच्चारण, श्रवण, भाषण, वाचन, लेखन)
४. छात्राध्यापकों में आशयानुसार अध्यापन पद्धती का प्रयोग करने की क्षमता विकसित करना ।

ईकाई नं. १ : आशययुक्त अध्यापन पद्धती की संकल्पना

- आशययुक्त अध्यापन पद्धती की संकल्पना, हिंदी भाषा की संरचना
- आशय विश्लेषण का अर्थ और सोपान
- मुलगामी ईकाई (गाभा घटक) मूल्य
- जीवन कौशलों का परिचय

ईकाई नं. २ : हिंदी भाषा का स्वरूप

- भाषा की परिभाषा, भाषा के लक्षण
- भाषा के प्रमुख अंग और कार्य
- भाषा के प्रकार - मातृभाषा, राजभाषा, राष्ट्रभाषा, अन्य भाषा
- राजभाषा और राष्ट्रभाषा के रूप में हिंदी का महत्व

ईकाई नं. ३ : हिंदी भाषा शिक्षण

- भाषा शिक्षण का अर्थ, भाषा शिक्षण के उद्देश
- भाषा कौशल- (उच्चारण, श्रवण, भाषण, वाचन, लेखन)
- वाचन शिक्षण की उद्देश, महत्व और विधियाँ
- प्रथम, द्वितीय भाषा के रूप में हिंदी शिक्षण के उद्देश

ईकाई नं. ४ भाषा अध्यापन पद्धती

- नाटयीकरण
- कथाकथन
- वार्तालाप (संभाषण, चर्चा नाटयीकरण, कथाकथन
- वार्तालाप (संभाषण(चर्चा के अनुसार पाठ नियोजन)

प्रात्यक्षिक: आशययुक्त अध्यापन पद्धतीका आशय विश्लेषण संरचना तयार किजिए.

संदर्भसूची

- तिवारी भोलानाथ, भाषा विज्ञान
- सिंह सावित्री, हिंदी शिक्षण
- पंडित ब्र ब्र हिंदी अध्यापनपद्धती, पुणे : नुतन प्रकाशन
- पठाण सिमा, हिंदी विषय ज्ञान, पुणे: नुतन प्रकाशन
- बोंबे बास, हिंदी अध्यापनपद्धती, पुणे : नुतन प्रकाशन
- कुळकर्णी केणी, हिंदी अध्यापनपद्धती, पुणे : व्हीनस प्रकाशन
- केणी, संगोराम, हिंदी अध्यापनपद्धती

- मुखर्जी श्रीधरनाथ, हिंदी अध्यापन
- वास्कर पुष्पा, हिंदी आशय के साथ अध्यापनपद्धती
- भंगाळे शैलजा, हिंदी आशययुक्त अध्यापन पद्धती, प्रशांत पब्लिकेशन, जळगाव
- पांडेय रामशकल, हिंदी अध्यापन
- चतुर्वेदी राजेश्वर प्रसाद, हिंदी व्याकरण
- रस्तोगी, शर्मा, हिंदी शैक्षिक व्याकरण भाग 1,2
- भाई योगेंद्रजीत, द्वितीय भाषा के रूप में हिंदी की शिक्षा
- दुनाखे अरविंद, हिंदी अध्यापनपद्धती, पुणे : नूतन प्रकाशन
- साठे ग न राष्ट्रभाषा का अध्यापन
- शर्मा लक्ष्मीनारायण, भाषा 1,2 की शिक्षण विधीयाँ और पाठ नियोजन
- Patil Vinod, Patil Dipak, Hindi Ahayayukta Adhapan Pandhati, Ahtarva Publication, Jalgaon.

B.Ed. Sem- I BCCP 103- Content Cum Pedagogy- English

Objectives:-To enable the teacher trainee to –

1. Understand the role and importance of English language in India and in education.
2. Understand the concept, nature and importance of content cum Methodology in English.
3. Understand the approaches, methods and objectives of teaching and learning of English as second and third language of secondary and higher secondary stage.
4. Acquaint him / her with the methodology and techniques of communicative language teaching.

Unit 1: Nature of language

- a. Meaning, Characteristics and Principles of English Language
- b. Need and Importance of English Language.
- c. Place of English- three language formula in school curriculum.
- d. General and instructional objectives of Teaching English.

Unit 2 – Concept and Nature of Content cum Pedagogy

- a. Meaning, Concept, Nature, Scope and Structure of Content-Cum-Pedagogy
- b. Objectives, Need and Importance of Content-Cum-Pedagogy
- c. Implementation of Content-Cum-Pedagogy
- d. Conceptual approach of Content Analysis, Plan and Procedure of Content Analysis

Unit 3: Approaches and methods of teaching and learning of English

- a. Meaning and Concept of method, approach and Techniques of Teaching English
- b. Difference between method and approach
- c. Methods of teaching English- Dramatization, Direct Method, Eclectic Method, Bilingual Method
- d. i) Approach of teaching English- Communicative, Structural, Constructivist and Total Physical Response, ii) Developing Skills in English- LSRWC

Unit 4: Core content of English

- a. Parts of Speech
- b. Tenses, Change the voice
- c. Direct and Indirect Narration, Sentence Structure
- d. Phonetics, Phonology, Morphology

Practical Work – Prepare the analysis on Content cum Pedagogy on any topic in std 5th to std 10th of English syllabus at School.

References:

1. Byrne D., 1976; Teaching oral English. Longmans.
2. Chaudhari P.S., Teaching of English, Jalgaon : Vyankatesh Prakashan.
3. D.S.Moruskar, 2003, Content-Cum-Methodology in English, Gargoti :Abhimanyu Publishers, Distributors.
4. Surwanshi D.A., Teaching of English, Nutan Prakashan, Pune.
5. Mahajan Sangita, Content cum Methodology- English, Prashjan Publication, Jalgaon.
6. More Lata Methods and Techniques of English Teaching, Pimpalpure Prakashan, Nagpur.
7. Geeta Nagraj, English language teaching approaches and methods.
8. Harris D., 1976, Teaching English as a second language.
9. J.Sethi and D.V.Jindal, 2006, A Handbook of Pronunciation of English Words – New Delhi : Prentice –Hall of India Private Limited.
10. J.Sethi and P.V.Dhamija, 2008, A Course in Phonetics and Spoken English – New Delhi : Prentice Hall of India Private Limited.
11. Johnson K & Keith Morrow, 1983, Communication in the class room Applications and methods for communicative approach, Longmans.
12. Kute M.P., Pandit B.B., Suryawanshi D.A., Communicative language teaching in English, Pune : Nutan Prakashan.
13. Syllabus of Std. V to Std. XII.
14. Teacher's handbooks / manuals.

B.Ed. Sem- I BCCP 104- Content cum Pedagogy- Sanskrit

उद्दिष्टे :

१. प्रशिक्षणार्थ्याना आशययुक्त अध्यापन पद्धतीची संकल्पना व संरचना घेण्यास मदत करणे.

२. प्रशिक्षणार्थ्यांना संस्कृत भाषेचे स्वरूप, महत्त्व, अध्यापनाची उद्दिष्टे समजून घेण्यास मदत करणे.
३. प्रशिक्षणार्थ्यांना संस्कृत भाषा अध्यापन पद्धती व तंत्रे यांचा परिचय करून देणे.
४. प्रशिक्षणार्थ्यांना निम्नसतरावरील पाठ्यपुस्तकातील गद्य - पद्य वाङ्मय प्रकारची ओळख करून देणे.

घटक १ आशययुक्त अध्यापन., संकल्पना, स्वरूप आणि संस्कृत भाषेचे स्वरूप, संरचना ,उद्दिष्टे व वैशिष्ट्ये

- a. आशययुक्त अध्यापन पद्धती अर्थ व स्वरूप ,महत्त्व व आवश्यकता.
- b. संस्कृत भाषेचे माध्यमिक शिक्षणातील तसेच भारतीय जीवनातील स्थान, महत्त्व.
- c. अभ्यासक्रम पाठ्यक्रम पाठ्यपुस्तक अर्थ व स्वरूप
- d. संस्कृत भाषेची सर्वसामान्य व वाङ्मय उद्दिष्टे आणि संस्कृत अध्यापनाची भाषिक व वर्ग अध्यापनाची उद्दिष्टे.

घटक २ .संस्कृत अध्यापन पद्धती व तंत्रे आणि संस्कृत गद्यपद्य वाङ्मय प्रकाराची स्थूल ओळख .

- a. गद्य अध्यापनाचा हेतूकथा-: आणि गद्य साहित्य (अवबोधन शब्दज्ञान प्रीतकरण उपयोजन कंस) -:, नाटक ,चरित्र वर्णन ,संवाद चित्र.वर्णन-
- b. संस्कृत भाषेचा इतर विषयांची समवाय मराठी, हिंदी, इतिहास ,इंग्रजी, भूगोल, विज्ञान, संगणक इत्यादी.
- c. गद्य अध्यापनाचा हेतू.अवबोधन शब्द ज्ञान प्रीतकरण उपयोजन-:
- d. पद्य साहित्यप्रकार -:(सुभाषिते काव्य गीत स्तोत्र अमरकोशपद्य अध्यपनातील मूलभूत-आणि गद्य (. फरक.

घटक.आव्हाने संस्कृत भाषा शिक्षक संस्कृतची सद्यस्थिती व ३-:

- a. संस्कृत अध्यापन संकल्पना अध्यापनाची पूर्वतयारी संस्कृत भाषा अध्यापकाची भूमिका व जबाबदारी.
- b. संस्कृत भाषा अध्यापकाचे व्यक्तिमत्व व वेगळेपणा.
- c. शुद्धोच्चारणेचे महत्त्व ,वर्ण उच्चार पद्धती(अक्षर), उच्चारस्थाने ,उच्चारणातील दोष, शुद्धलेखन, सुभाषित लेखन ,अन्वयलेखन-, वृत्त.लेखन-
- d. २१ व्या युगात संस्कृतचे सद्यस्थिती व आधुनिक युगात संस्कृत भाषेसाठी आव्हाने आणि संस्कृत भाषा विद्यार्थ्यांसाठी मैदानी कसोट्या व उपचारात्मक अध्यापन .

घटक ४ व्याकरण पाठ नियोजन व . मूल्यमापन.

- a. पाठ नियोजन ,घटक नियोजन ,वार्षिक नियोजन, इत्यादींची संकल्पना, आवश्यकता, संविधान तत्ता, घटक चाचणी आणि मूल्यमापन संकल्पनेचा अर्थ व स्वरूप.
- b. कृतीपत्रिका व प्रश्नपेढी.दोष-गुण :-आणि परीक्षा प्रकार (स्वरूप गुणदोष) -:
- c. संस्कृत व्याकरणाचे कार्यात्मक स्वरूप आणि अध्यापनाचा हेतू व महत्त्व.
- d. लिपी, वर्णाक्षरे ,स्वर, व्यंजने ,लिंग ,वचन, विभक्ती, अव्यय आणि वाक्यरचना दशलकार), उपसर्ग, ककार प्रश्न,संख्या,समास आणि संधी प्रकार.(

प्रात्यक्षिक कार्य घटक नियोजन-; आशययुक्त अध्यापन पद्धतीची आशय विश्लेषण संरचना तयार करणे.
संदर्भ ग्रंथ :

- १.पेंडके प्रतिभा (2017) संस्कृत अध्यापन पद्धती - मंगेश प्रकाशन, नागपूर.
- २.जोशी प्र.शं. (2003) सुगम संस्कृत व्याकरण - नितीन प्रकाशन, पुणे.
- ३.आशययुक्त अध्यापन पद्धती (2009) यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक
- ४.श्री पाण्डे रामशकलजी (2005) संस्कृत शिक्षण - विनोद पुस्तक मंदिर - आग्रा
- ५.शब्दधातुरुपावली - नवनीत प्रकाशन.मुंबई ,
- ६.आमोद इ. 8 वी पाठ्यपुस्तक (2017) महाराष्ट्र पाठ्यपुस्तक मंडल पुणे.
- ७ .रुचिरा इ. 8 वी पाठ्यपुस्तक (2017) सीई.एस.बी. बोर्ड, आयबोर्ड.ई.एस.सी., दिल्ली.
८. Text books for std. V to XII published by Textbook Bureau of Maharashtra

B.Ed. Sem- I BCCP 105 Content cum Pedagogy - Mathematics

Objectives: To enable the teacher trainee to –

1. Understand the Meaning, History, Scope, and Methods of syllabus construction for the teaching purpose.
2. Understand the conceptual and Practical approach of Content Cum Pedagogy of Mathematics for the teaching purpose.
3. Develop the adequate skills in using various methods, techniques, models and to correlate Mathematics within branches in Mathematics & other school subjects.
4. Application of content of Mathematics at secondary level of school education with content cum pedagogy.

Unit-1 Nature of Mathematics

- a. Meaning & History of Mathematics.
- b. Scope and Place of Mathematics in school curriculum
i) Fundamental Subject, ii) compulsory subject, iii) optional subject.
- c. Methods for syllabus construction of Mathematics- i) Concentric ii) Topical
- d. Objective of teaching Mathematics-
i) General objective of teaching Mathematic
ii) Objectives of teaching Mathematics in classroom teaching.

Unit 2 – Concept and Nature of Content cum Pedagogy

- a. Meaning, Concept, Nature, Scope and Structure of Content-Cum-Pedagogy
- b. Objectives, Need and Importance of Content-Cum-Pedagogy
- c. Implementation of Content-Cum-Pedagogy
- d. Conceptual approach of Content Analysis, Plan and Procedure of Content Analysis

Unit-3) Methods and Techniques of Teaching of Mathematics

- a. Methods of Teaching of Mathematics- i) Inductive-deductive Method, ii) Analytical-Synthetical Method, iii) Experimental Method, iv) Project Method
- b. Techniques of Teaching of Mathematics – i) Programmed Learning Technique, ii) Concept Attainment Model, iii) Advanced Organizer Model.
- c. Concept of Correlation and correlation within branches of Mathematics. i) Arithmetic ii) Algebra iii) Geometry
- d. Correlation of Mathematics with other school subjects – i) Science, ii) Languages, iii) Social Sciences, iv) Drawing

Unit-4: Core Content of Arithmetic's and Algebra.

- a. Set Theory – i) Concept of Set, ii) Types of Set - Empty Set, Singleton Set, Finite, Infinite Set, iii) Concept - Sub Set , Universal Set, iv) Operation on Sets- Intersection of Sets, Union of Sets, Complement of Set.
- b. i) Statistics – Fundamental Concept and examples of Central tendency, Variability ii) Indices (Laws & Problems) Logarithms
- c. Equations- i) Linear Equation, ii) Quadratic Equation, iii) Simultaneous Equation, iv) Solution of simultaneous equation
- d. Sequence – i) A.P. & G.P. sequences, ii) n^{th} term of sequence, iii) Sum upto 'n' terms of sequence

Practical Work – Prepare the analysis on Content cum Pedagogy on any topic in std 5th to std 10th of Mathematics syllabus at School.

References:

- Dhande Pingala, Ashayyukta Adhyapan padhhati- Mathematics, Prashant Publication, Jalgaon
- Patil Liladhar, Ashayyukta Adhyapan Padhati- Mathematics, Vyanktesh Publication, Jalgaon
- The Teaching of Mathematics-- Sidhu K.B. Sterling publication, New Delhi.
- The Teaching of Mathematics--Sudhir Kumar, Anmol Prakashan, New Delhi.
- The Teaching of Mathematics--Aggrawal S.M.
- The Teaching of Mathematics in the new education--Aiyangar N.K. Universal publication, New Delhi.
- Content Cum Methodology of Teaching Mathematics for B.Ed. student N.C.E.R.T.New Delhi

Select any one subject from BCCP 106 upto BCCP 108

B.Ed. Sem- I- BCCP 106 - Content cum Pedagogy- History

Objectives-To enable the trainee-teacher to-

1. To understand the meaning nature and structure of History.
2. To understand the concept of content cum Methodology for teaching of History.
3. To develop effective skills in using various methods, techniques and models of teaching of History.
4. To understand the various historical Movements in pre-independence and post-independence in India

Unit 1: Introduction for Teaching of History

- a. Meaning and Nature of History.
- b. Need and importance of teaching of History.
- c. Objectives for teaching of History.
- d. Nature of syllabus – linear, concentric, topic wise.

Unit 2: Concept and Nature of Content cum Pedagogy

- e. Meaning, Concept, Nature, Scope and Structure of Content-Cum-Pedagogy
- f. Objectives, Need and Importance of Content-Cum-Pedagogy
- g. Implementation of Content-Cum-Pedagogy
- h. Conceptual approach of Content Analysis, Plan and Procedure of Content Analysis

Unit 3: Teaching Strategies of History

- a. Techniques of teaching History – Lecture method, Discussion Method, Source method, Project method, Story-telling method.
- b. Techniques and models of teaching History – Dramatization Technique, Jurisprudential model, Advanced Organizer Model
- c. Use of AI in teaching and Learning of History.
- d. Concept of Correlation and Correlation of History with other school subjects – i) Science, ii) Languages, iii) Mathematics iv) Geography

Unit No 4: Ancient and Medieval History

- a. i) Evolution of man, ii) Civilization- Harappa civilization, Greek civilization, Egypt civilization, Vedic period, Jainism and Buddhism, iv) Dynasties – Mourya and Gupta
- b. Moughal Empire, Maratha Empire
- c. Modern History of India- British Period, Indian Freedom Movement, Independent India, Indian Constitution-Preamble, Fundamental rights and duties.
- d. Modern History of World- Industrial Revolution, American Revolution, French Revolution, Russian Revolution, first and Second World war.

Practical Work – Prepare the analysis on Content cum Pedagogy on any topic in std 5th to std 10th of English syllabus at School.

References:

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. Ransure Vilas, Content cum Methodology- History, Sanghmitra Prakashan, Miraj
5. Bhangale, S. D., Content cum Methodology- History, Prashant Publication, Jalgaon.
6. More Lata, Teaching of History, Pimpalpure Prakashan, Nagpur.
7. Sonawane Sambhaji, Teaching of History, Nityanutan Prakashan, Pune.
8. Khatad Mohan, Teaching of History, Nityanutan Prakashan, Pune.

B.Ed. Sem- I - BCCP 107- Content cum Pedagogy – Geography

Objectives:-To enable the teacher trainee.

1. To understand the meaning nature and structure of geography.
2. To understand the concept of content cum Methodology for teaching of Geography.
3. To develop effective skills in using various methods, techniques and models of teaching of Geography.
4. To understand the various concepts, facts, terms in teaching of Geography.

Unit 1: Introduction for Teaching of Geography

- a. Meaning and Nature of Geography.
- b. Need and importance of teaching of Geography.
- c. Objectives for teaching of Geography.
- d. Nature of syllabus – linear, concentric, topic wise.

Unit 2: Concept and Nature of Content cum Pedagogy

- a. Meaning, Concept, Nature, Scope and Structure of Content-Cum-Pedagogy
- b. Objectives, Need and Importance of Content-Cum-Pedagogy
- c. Implementation of Content-Cum-Pedagogy
- d. Conceptual approach of Content Analysis, Plan and Procedure of Content Analysis

Unit 3: Teaching of Geography

- a. Maxims and Techniques of teaching of Geography.
- b. Methods of teaching of Geography- Excursion method, Journey method, demonstration Method, Experimental method, regional method, project method

- c. Models of teaching Geography- Concept attainment Model, Jurisprudential model, Inquiry training model and advance organizer model.
- d. Use of AI in teaching and Learning of Geography.

Unit No. 4: Basic concepts in Geography

- a. Concepts in Astronomy – universe, solar system, latitude and longitude, local Time and standard time, International Date Line, solar Eclipse, Lunar Eclipse
- b. Basic concepts in physical Geography – structure of Earth, Theories of continent formation
- c. Basic concept in oceanography – sea water, salinity of sea water, tsunami, Ocean current, Islands
- d. Explorers in Geography – Columbus, Galileo, Copernikus, Francis, Galton

Practical: Prepare the analysis on Content cum Pedagogy on any topic in std 5th to std 10th of Geography syllabus at School.

REFERENCES:

1. All Geography text books that are sanctioned by the Department of education Maharashtra State for std V to XII.
2. Principals of general Geography- Kazi and Joshi
3. A Background of physical Geography by-Georgr p. Kellaway.
4. Physical Geography-P.Lake.
5. Geography in school-Fairgrive
6. Teaching of Geography-Rao M.S.
7. Hand of suggestion in testing of Geography (UNESCO)
8. Teacher Handbook of Geography(V to XII)
9. Rane Ashok R. Ashayayukta Ahyapan padhati- Geography, Vyankatesh Prakashan, Jalgaon.
10. Chaudhari Vandana S. Ashayayukta Ahyapan padhati- Geography, Prashant Prakashan, Jalgaon

B.Ed. Sem- I BCCP 108- Content-cum-Pedagogy - Science

Objectives: To enable the pupil-teacher to-

1. Understand the nature, general and instructional objectives, values and importance of Content cum Pedagogy.
2. Understand concept of Content-Cum-Methodology, Curriculum and syllabus of Science.
3. Develop adequate strategies of teaching science.
4. Understand the core content of Science and Technology.

Unit 1: Introduction for Teaching of Science

- a. Nature, Need and Importance of Science
- b. General and Instructional objectives of teaching Science
- c. Values of teaching Science
- d. Correlation of Science within branches and other school subjects

Unit 2: Concept and Nature of Content cum Pedagogy

- a. Meaning, Concept, Nature, Scope and Structure of Content-Cum-Pedagogy
- b. Objectives, Need and Importance of Content-Cum-Pedagogy
- c. Implementation of Content-Cum-Pedagogy
- d. Conceptual approach of Content Analysis, Plan and Procedure of Content Analysis

Unit 3: Teaching Strategies of Science and Technology

- a. Techniques of teaching Science and Technology – Seminar, Workshops, Panel Discussion.
- b. Models of Teaching Science – Concept attainment model, advanced organizer model, jurisprudential model.
- c. Methods of Teaching Science and Technology – Demonstration, Laboratory, Project, Heuristic, Field trip
- d. Use of AI in teaching and Learning of Science and Technology.

Unit 4: Basic Concept in General Science, Science and Technology of Std. V To XII.

- a. Measurement, Motion, Energy, Light
- b. Magnetism, Periodicity, Atomic Structure, Chemical Bond and Chemical Reaction, Methods of Purification of Substance
- c. Natural resources- Food and Nutrition, Human System
- d. Disaster Management- concept, Nature and application with reference to school education.

Practical: Prepare the analysis on Content cum Pedagogy on any topic in std 5th to std 10th of Science syllabus at School

REFERENCES

1. Joshi S.R.(2005) Teaching of Science. New Delhi : A.P.H. Publishing Corporation.
2. Yadav M.S. (1992) Teaching of Science. New Delhi : Anmol Publication Pvt. Ltd.
3. Siddiqui M.H. (2005) Teaching of Science. New Delhi : A.P.H. Publishing
4. Sharma R.C. (2003) Modern Science Teaching. New Delhi : Dhanpat Rai Publishing Company (P) Ltd.
5. Dhande Pingala, Ashayyukta Adhyapan padhati- Science, Prashant Publication, Jalgaon

Select any one subject from BAEC 101 and BAEC 102

B.Ed. Sem- I -BAEC 101- Information Communication Technology in Education

Objectives: the students will be able to

1. Understand the meaning, nature and scope of ICT.
2. Recognize the different areas of ICT in teaching and learning.
3. Understand the resources required and their optimum use of ICT in school management.
4. Understand the use of web base learning and A.I.in education.

Unit 1- Introduction to ICT

- a) Concept and nature of ICT
- b) Scope of ICT in Teaching and Learning
- c) Use of ICT in Teaching and Learning
- d) Significance of ICT in Education

Unit 2- ICT as a tool

- a) ICT for school Administration
- b) ICT for educational Evaluation
- c) ICT for Effective Communication
- d) Challenges in Integrating ICT in School Education.

Unit-3 Use of ICT in teaching

- a) ICT enabled Teaching of Languages.
- b) ICT enabled Teaching of Social Sciences
- c) ICT enabled Teaching of Sciences and Maths
- d) ICT enabled Teaching of Training of teachers.

Unit-4 Use of ICT in Learning

- a) ICT and collaborative learning
- b) ICT and Peer learning
- c) ICT and cooperative learning.
- d) Web base learning, e-learning, EDUSAT, virtual classroom, A.I in Education

Practicum- Prepare the ICT based School lesson on first school method.

Reference Books

1. Jagtap, H.N Shaikshanic Tantravidyan, Nitya Nutan Prakashan, Pune.

2. Bhukan S.T & others, Mahiti sampreshan Tanhtravidnyan ani sanshodhan, 2010 Vyankatesha Prakashan, Jalgaon.
3. M.S.C.I.T., MKCL, pune
4. Shaikshanic Tantravidyan, Suman Oke.
5. Shaikshanic Tantravidyan, Prashant Patil,
6. Educational Techanology, Usha Rao.

B.Ed. Sem- I BAEC 102- Drama and Art in Education

Objectives-

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

Unit 1- Introduction to Drama and Art

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

Unit 2- Drama as a Teaching Tool

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

Unit -3 Appreciation of Arts

- a) Meaning and concepts of Arts and aesthetics.
- b) Difference between Education in Arts and Arts in Education.
- c) Identification of different performing Art forms and artists ; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose)
- d) Identification of different non- performing Art forms and artists-(pictures, inscriptions, etc.)

Unit -4 Indian Craft Traditions and its relevance in education

- a) Indian Contemporary Arts and Artists; Visual Arts
- b) Indian festivals in south region and its artistic significance

- c) Indian festivals in Northeast region and its artistic significance
- d) Indian festivals in Maharashtra and its artistic significance

Practicum: Submit the term paper and present on any Indian Performing Art (Dance-Classical / folk, Music, theater, puppetry) in 2000 words.

References-

1. John, B., Yogin, C., & Chawla, R. (2007). Playing for real: Using drama in the classroom.
2. NCERT. (2005). National curriculum framework. NCERT.
3. Heathcote, D., & Bolton, G. (1994). Drama for learning: Dorothy Heathcote's mantle of expertise approach to education. Portsmouth, NH: Heinemann Press.
4. Armstrong, M. (1980). The practice of art and the growth of understanding. In Closely observed children: The diary of a primary classroom (pp. 131–170). Writers & Readers.
5. Davis, J.H. (2008). Why our schools need the arts. New York: Teachers College Press
6. Carini, P.F. (2001). Valuing the immeasurable. In Starting strong: A different look at children, schools, and standards (pp. 165–181). New York: Teachers College Press.

Select any one subject from BAEC 103 and BAEC 104

B.Ed. Sem- I BAEC 103- Environmental Studies

Objectives:

1. Students will integrate knowledge from multiple disciplines representing physical and life sciences perspectives, political and economic perspectives, and social and cultural perspectives on human interactions with the environment.
2. Students will contribute to and facilitate interdisciplinary research and problem solving through independent and collaborative work.
3. Students will use quantitative and qualitative research tools and techniques to analyze, implement, envision, assess, and report sustainability efforts.
4. Students will be able to understand local and global environmental problems and their role in environmental conservation.

Unit 1: Environment and Current Issues

- a) **Ecosystem:** Structure and function of ecosystem, Energy flow in an ecosystem, food chains, food webs, and ecological succession.
- b) Case studies of the forest grassland, desert, and aquatic ecosystems.
- c) **Current Environmental Issues:** Environmental pollution, climate change, global warming, ozone layer depletion, and acid rain.
- d) Interdisciplinary nature of environmental studies and Concept of sustainable development.

Unit 2: Natural Resources and Biodiversity Conservation

- a. **Land resources and land use change:** Land degradation, soil erosion and desertification. Causes and impacts due to development projects on environment, biodiversity and tribal populations.
- b. **Water:** Use and over-exploitation of surface and ground water, floods, droughts, and conflicts over water. Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs.
- c. Biodiversity: India as a mega-biodiversity nation, Endangered and endemic species of India. Threats to biodiversity.
- d. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic, and informational value. Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

Unit 3: Environmental Pollution and Policies

- a) **Environmental pollution:** Causes, effects and controls of air, water, soil and noise pollution.
- b) **Nuclear hazards and human health risks.**
- c) **Solid waste management:** Control measures of urban and industrial waste.
- d) **Environment legislations:** Environment Protection Act, Air (Prevention & Control of Pollution) Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act.

Unit 4: Human Communities and Environment

- a) **Human population growth:** Impacts on environment, human health and welfare. Resettlement and rehabilitation of project affected persons, case studies.
- b) **Environmental movements:** Chipko, Silent valley, and Bishnois of Rajasthan.
- c) **Environmental ethics:** Role of Indian and other religions and cultures in environmental conservation.
- d) Environmental communication and public awareness, case studies.

Practicum: Prepare the report on any one of water/air/noise/radiation pollution in different cities/areas in the world.

References:

1. Erach Bharucha, 2004 Environmental Studies for Undergraduate courses, UGC, New Delhi.
2. Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.
3. Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press.
4. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.

5. Gleick, P. H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
6. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006.
7. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. Science, 339: 36---37.
8. McCully, P. 1996. Rivers no more: the environmental effects of dams (pp. 29---64). Zed Books.
9. McNeill, John R. 2000. Something New Under the Sun: An Environmental History of the Twentieth Century.
10. Odum, E.P., Odum, H.T. & Andrews, J. 1971. Fundamentals of Ecology. Philadelphia: Saunders.

B.Ed. Sem- I BAEC 104 Introduction to Constitution of India

Course Objectives:

1. To introduce the value and philosophy of Indian Constitution among the students.
2. To inform the Indian Institutional working Process.
3. To make students aware of basic rights and duties to be good citizens of India.
4. To make students aware about the judiciary process.

Unit 1: Background of Indian Constitution

- a) Indian Constitution- Meaning, Definition
- b) Overview of various Acts during British Period
- c) Formation of Constituent Assembly
- d) Salient features of Indian Constitution

Unit 2: Principles, Rights and Duties

- a) Preamble: Objectives and Principles
- b) Fundamental Rights
- c) Fundamental Duties
- d) Directive Principles of State Policy

Unit 3: President, Parliament and Prime Minister

- a) President- power and functions
- b) Parliament-composition, power and functions
- c) Prime Minister-power and functions
- d) Vice-President- power and functions

Unit 4: Supreme Court & Major amendments

- a) Supreme Court- Composition, Power and Jurisdiction,

- b) Judicial Review
- c) Major Amendments- 73rd Amendment, 101st Amendment, 105th Amendment
- d) Role of the State in providing quality education

Practical: Prepare the term paper on fundamental rights and duties of a civilian as per constitution of India.

Reference:

- Indian Constitution, Govt. Publication New Delhi
- Johari J.C: Select World constitution: Lotus Press
- Kashyap Subhash: Our Constitution 2015, Our Parliament, Our Political System 2013
- Basu D.D: Introduction to the Constitution of India: Lexis Nexis Publisher: 26th Edition, 2022
- Khanna H R: Making of India's Constitution: Eastern Book Company: Second Edition 2008
- Agrawal P k & Chaturvedi K N : Constitution of India : Prabhat Prakashan New Delhi 2022
- B. Shiva Rao: The Framing of India's Constitution: Law & Justice Publishing Co. Reprint Edition 2021
- Samaraditya Pal: Lexis Nexis's India's Constitution –Origins and Evolution (Constituent Assembly Debates, Lok Sabha Debates on Constitutional Amendments and Supreme Court Judgments: Lexis Nexis Publishers 1st Edition 2019.
- बाबेल वसंतीलाल भारत का संवधान: सेंट्रल लॉ पब्लिकेशन्स अलहाबाद २०२२
- फाडीया बी. एल. भारत का संवधान २०१५
- जैन पुखराज व फाडीया बी.एल. भारतीय शासन एवं राजननीति २०१५
- भोळे भा.ल:भारताचे शासन आणि राजकारि: ववद्या प्रकाशन नागपूर
- राठी शुभांगी: भारतीय संवधानाची ओळख: अथवव पब्लिकेशन जळगाव
- पवार प्रमोद व तुंटे ववजय: भारतीय संवधान व शासन:प्रशांत पब्लिकेशन जळगाव २०१८
- ननकुंभ ददलपलसंग व मोरे सुरेंद्र: भारतीय संवधान: प्रशांत पब्लिकेशन जळगाव २०१६
- कुलकी बी.वाय व नाईकवाडे अशोक: भारताचे शासन आणि राजकारि: श्रीववद्या प्रकाशन पुणे २००३
- जोशी सुधाकर: भारतीय शासन आणि राजकारि: ववद्या बुक्स पब्लिशसव: औरंगाबाद २०१५

B.Ed. Sem- I BSCE 101 Simulated Teaching

Objectives-

1. To enable student-teacher to understand the various tools and techniques of teaching.
2. To enable student-teacher to understand the various skills of teaching.
3. To enable student-teacher to understand the various skills of simulated teaching.
4. To enable student-teacher to understand the various skills of ICT for teaching.

Unit 1.Simulated Teaching

- a) Concept, meaning and nature of simulated-teaching.
- b) Need of Simulated-teaching.
- c) Importance of Simulated teaching.

d) Simulated-teaching cycle.

Unit 2. Integrated teaching

- a) Concept, meaning and nature of integrated teaching.
- b) Need of Integrated teaching.
- c) Importance of Integrated teaching
- d) Lesson Plan for Integrated teaching

Unit 3. Tools for teaching

- a) Concept, meaning and nature of tools for teaching.
- b) Need of tools teaching.
- c) Importance of tools for teaching.\
- d) ICT as a tool

Unit4. Techniques for teaching.

- a) Concept, meaning and nature of techniques for teaching.
- b) Need of techniques teaching.
- c) Importance of techniques for teaching.
- d) Difference between techniques and tools.

Practical: Prepare the simulated lesson plan and conduct the simulated teaching lesson on peer group under the supervision of mentor. (5 skills Teach-re-teach with 4 Integrated Lessons- Stimulus Variation, Explanation, Questioning, Demonstration, Narration)

Reference:

- सूक्ष्म अध्यापन, एस.सी.ई.आर.टी., पुणे
- सूक्ष्म अध्यापन, य.च. म. मुक्त विद्यापीठ, नाशिक

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B.Ed. Sem- II

B.Ed. Sem II- BFED 201- Language across the Curriculum

Objectives-

1. To enable student-teacher to understand the background of the student's language.
2. To understand the skills of languages and concept of language across the curriculum.
3. To understand the nature of reading comprehension in the content areas.
4. To enable student-teacher to understand the role of teacher in relation to language across the curriculum.

Unit 1 –Introduction of Curriculum

- a) Concept and Nature of curriculum

- b) Dimension of curriculum
- c) Approaches to curriculum
- d) Role of the teacher in implementation of curriculum in schools

Unit 2- Introduction of Language across the Curriculum

- a) Concept of Language across the Curriculum
- b) Skills of Language- (Listening, Speaking, Writing, Reading, Communication)
- c) Language and literacy background of students.
- d) Influence of language on classroom interactions

Unit 3- School and language

- a) Impact of language on learning of student
- b) Deficit theory and Discontinuity theory
- c) Impact of Language diversity in classroom
- d) Power of dynamics of standard language

Unit 4- Language Teacher

- a) Role and responsibilities of language teacher.
- b) Educational Programs for development of Language proficiency of student.
- c) Impact of media to improve the Language proficiency of student.
- d) Impact of school environment on development Multilanguage among student.

Practicum- Prepare the script on folk dialects in your mother tongue

References-

- Agnihotri, R.K. (1995), Multilingualism as a classroom resource In K. Heugh, A.
- Siegrühn, & P. Plüddemann (Eds.), multilingual education for South Africa (pp. 3–7). Heinemann Educational Books
- Anderson, R.C. (1984). Role of the reader's schema in comprehension, learning and memory.
- R.C. Anderson, J.Osborn, & R.J. Tierney (Eds.), Learning to read in American schools: Basal readers and content texts. Psychology Press
- Bhangale Shailja, Abhyskramntrgat Bhasha,2021,Prashant Publication, Jalgaon

B.Ed. Sem- II BFED 202 – Psychology of Learning and Teaching

Objectives-

1. To understand the nature and kinds of learning
2. To understand the nature and process of teaching.
3. To gain an understanding of different theoretical perspectives on learning
4. To appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers.

Unit 1- Introduction to Learning

- a) Concept and Nature of learning, learning as a process and learning as an outcome
- b) Types of learning: factual, associations, conceptual, procedural, generalizations, principles and rules
- c) Theoretical positions of the types of learning
- d) Relevance and applicability of various learning theories for different kinds of learning situations

Unit 2- Introduction to Teaching

- a) Concept and Nature of Teaching, Teaching as a process,
- b) Teaching as Vocation or Profession, Phases of Teaching- proactive, Interactive, post active.
- c) Strategies of Teaching (Project based and Problem based)
- d) Approaches for teaching (classroom teaching, Inductive-deductive, Group discussion, Doubt clearing, etc.

Unit 3-Individual differences

- a) Concept, ,nature and areas of individual differences
- b) Causes and effects of individual differences
- c) Differences between individual learners: multiple intelligence, learning style, self-concept, self esteem, attitude, aptitude, interest, and personality, adjustments
- d) Differently able learners: slow learners and dyslexic learners

Unit 4 Factors Influencing Learning and Teaching

- a) Biological and environmental factors influencing learning and teaching
- b) Factors related to the subject matter content and learning material and Teaching strategies.
- c) Factors related to the method of learning and methods of Teaching
- d) Attention, motivation and readiness as factors influencing scholastic learning and teaching

Practicum: Application of Psychological Test (learning habits) test on 30 students.

References

- Mangal S.K.- Essentials of Educational Psychology
- Bhatnagar Suresh- Advanced Educational Psychology
- Dash M.B.- Special Education
- Mathur S.S.- Educational Psychology
- Shrivastva D.N.- General Psychology
- Chaube S.P. – Child Psychology
- Chavan Swati, Dhake Sunita, Adhaypan Upagam va TAntre, Prashant Pub. Jalgaon.
- Gauri Patil, More Manda, Adhapan Karyaniti ani Tantre, Vanktesh Pub., Jalgaon.
- Patil Vinod,(Editor) Adhaypan ani Upagam Karyaniti, Ahtarva Pub., Jalgaon.
- Mahesh Bhargava- Exceptional Children
- B. Kuppaswami- Communication and Social Development in India

- Khandai Hemant, Khan, Jain- Moral Education
- Walia J.S. – Educational Technology
- Walia J.S.-

Select any one subject from BCCP 201 upto BCCP 205

B.Ed. Sem II BCCP 201 Content cum Pedagogy- Marathi

आशययुक्त अध्यापन पद्धती - मराठी

उद्दिष्टे :

१. विद्यार्थिना मातृभाषेच्या अध्यापनाचे नियोजन आणि मूल्यमापन समजून घेण्यास मदत करणे.
२. विद्यार्थिना माध्यमिक व उच्च माध्यमिक स्तरावरील मराठी साहित्यातील गद्य / पद्य वाङ्मय प्रकारांची स्थूल ओळख करून देणे.
३. विद्यार्थिना मातृभाषेच्या अध्यापनाची सद्यस्थिती व त्यापुढील आव्हाने पेलण्यास समर्थ बनविणे
४. विद्यार्थिना मातृभाषेच्या शिक्षकाचा व्यावसायिक विकास व व्यावसायिक विकासासाठी विविध उपक्रमांची माहिती समजून घेण्यास मदत करणे.

घटक क्रमांक १ : नियोजन आणि मूल्यमापन

- a) पाठनियोजन, घटकनियोजन, वार्षिक नियोजन, संविधान तक्ता, घटक चाचणी संकल्पना व महत्त्व.
- b) सातत्यपूर्ण सर्वेक्षण मूल्यमापन आकारित आणि संकलित मूल्यमापन संकल्पना, स्वरूप व आवश्यकता.
- c) प्रश्नपेढी स्वरूप, फायदे व तोटे, ऑनलाइन परीक्षा पद्धतीचे स्वरूप, फायदे व तोटे
- d) परीक्षांचे प्रकार लेखी, तोंडी व प्रात्यक्षिक

घटक क्रमांक २ : मातृभाषा मराठीची सद्यःस्थिती व आव्हाने

- a) मातृभाषा मराठीची सद्यःस्थिती आणि आव्हाने -
- b) मातृभाषा मराठीच्या जतन आणि संवर्धनासाठीचे प्रयत्न आणि उपाय
- c) मातृभाषेच्या संवर्धनासाठी कार्यरत असलेल्या वाङ्मयीन संस्था
- d) मराठी विकास संस्था, मराठी विश्वकोष, परिषद मराठी साहित्य परिषद, मराठी नाट्य परिषद, वाङ्मयीन नियतकालिके

घटक क्रमांक ३: मातृभाषा शिक्षकाचा व्यावसायिक विकास

- a) मातृभाषा शिक्षकाची गुणवैशिष्ट्ये
- b) मातृभाषा शिक्षकाच्या व्यावसायिक विकासाची आवश्यकता आणि शिक्षकाची अहर्ता
- c) शिक्षकाचा व्यावसायिक विकासासाठी उपक्रम, आयसीटी आधारित शिक्षण प्रणाली
- d) सेवांतर्गत प्रशिक्षणाची संकल्पना, स्वरूप, त्याचे मातृभाषा शिक्षकाच्या दृष्टिकोनातून महत्त्व

घटक क्रमांक ४ : मराठी साहित्यातील वाङ्मय प्रकारांची स्थूल ओळख

- मराठी साहित्यप्रकारांची ओळख प्रकार, स्वरूप व वैशिष्ट्ये
- गद्य अध्यापनाचा हेतू, गद्य साहित्य प्रकार बखर, चरित्र, आत्मचरित्र, प्रवासवर्णन, कथा, निबंध (ललित आणि वैचारिक), शब्दचित्र, न-नाट्य, नाटक व एकांकिका
- पद्य अध्यापनाचा हेतू, पद्य साहित्य प्रकार अभंग, ओवी, छंद, जानपदगीत, भावगीत, नाट्यगीत, लोकगीत, शाहिरी काव्य, सुनित, मुक्तछंद व नवकाव्य
- गद्य-पद्य वाङ्मयातील फरक.

प्रात्यक्षिक कार्य : इयत्ता ५ वी ते इयत्ता १० वी पर्यंतच्या एका वर्गाचे वार्षिक नियोजन, एका घटकाचे नियोजन, त्याची घटक चाचणी व त्याचा संविधान तक्ता तयार करणे

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- १२) चव्हाण स्वाती, मराठी आशययुक्त अध्यापन पद्धती , प्रशांत पब्लिकेशन, जळगाव.
- १३) भुवन एस.टी. , देवरे एच.वाय, अहीरे एस.ए. सूर्यवंशी प्रतिभा, मराठी आशययुक्त अध्यापन पद्धती, व्यंकटेश प्रकाशन, जळगाव

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हिंदी अध्यापन के उद्देश :

- छात्र अध्यापक को गद्य के विविध साहित्यिक विधाओं से परिचित करके गद्य अध्यापन पद्धतियों से परिचित करना ।

२. पद्य शिक्षण की गति विधियों से परिचित करना ।
३. छात्राध्यापकों को हिंदी अध्यापन के पाठ्योपयोगी साधन प्रयुक्त करने में सक्षम बनाना ।
४. छात्राध्यापकों में हिंदी अध्यापन का नियोजन करने की क्षमता विकसित करना ।

ईकाई नं १ : गद्य शिक्षण

- a. गद्य का अर्थ, उद्देश एवं महत्व
- b. गद्य के अंतर्गत विविध साहित्यिक विधाओं का परिचय
- c. गद्य अध्यापन के अंतर्गत विविध साहित्यिक विधाओं के उद्देश- निबंध, कहानी, नाटक, एकांकिका,
- d. गद्य शिक्षण का पाठ नियोजन

ईकाई नं. २ : पद्य शिक्षण

- a. पद्य का अर्थ, महत्व एवं उद्देश
- b. पद्य शिक्षण की विधियाँ
- c. पद्य शिक्षण का पाठ नियोजन
- d. गद्य और पद्य में अंतर

ईकाई नं. ३ : हिंदी अध्यापन में आवश्यक साधन

- a. हिंदी शिक्षण में दृक्श्राव्य साधनों का महत्व, प्रकार एवं स्वरूप
- b. अध्ययन अनुभूती - अर्थ, महत्व
- c. प्रत्यक्ष अप्रत्यक्ष अध्ययन अनुभूती, मौखिकलिखित- अभिव्यक्ति
- d. हिंदी शिक्षक के आवश्यक गुण, तथा व्यावसायिक विकास

ईकाई नं. ४ : हिंदी अध्यापन में नियोजन

- a. नियोजन का अर्थ, उद्देश, अध्यापक के लिए नियोजन की उपयुक्तता
- b. पाठनियोजन
- c. ईकाई नियोजन
- d. वार्षिक नियोजन

प्रात्यक्षिक कार्य - इयत्ता ५ से १२ तक कोई एक कक्षाका वार्षिक नियोजन, ईकाई नियोजन, घटक चाचणी , संविधान तत्ता तैयार किजिए.

संदर्भसूची

- तिवारी भोलानाथ, भाषा विज्ञान
- सिंह सावित्री, हिंदी शिक्षण
- पंडित ब्र ब्र हिंदी अध्यापनपद्धती, पुणे : नूतन प्रकाशन

- पठाण सिमा, हिंदी विषय ज्ञान, पुणे: नुतन प्रकाशन
- बोंबे बास, हिंदी अध्यापनपद्धती, पुणे : नुतन प्रकाशन
- कुळकर्णी केणी, हिंदी अध्यापनपद्धती, पुणे : व्हीनस प्रकाशन
- केणी, संगोराम, हिंदी अध्यापनपद्धती
- मुखर्जी श्रीधरनाथ, हिंदी अध्यापन
- वास्कर पुष्पा, हिंदी आशय के साथ अध्यापनपद्धती
- भंगाळे शैलजा, हिंदी आशययुक्त अध्यापन पद्धती, प्रशांत पब्लिकेशन, जळगाव
- पांडेय रामशकल, हिंदी अध्यापन
- चतुर्वेदी राजेश्वर प्रसाद, हिंदी व्याकरण
- रस्तोगी, शर्मा, हिंदी शैक्षिक व्याकरण भाग 1,2
- भाई योगेंद्रजीत, द्वितीय भाषा के रूप में हिंदी की शिक्षा
- दुनाखे अरविंद, हिंदी अध्यापनपद्धती, पुणे : नुतन प्रकाशन
- साठे ग न राष्ट्रभाषा का अध्यापन
- शर्मा लक्ष्मीनारायण, भाषा 1,2 की शिक्षण विधीयाँ और पाठ नियोजन

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Objectives:-

To enable the teacher trainee to -

1. Acquaint himself/ herself with planning and testing in the teaching of English.
2. Acquaint him / her with the methodology and techniques of communicative language teaching.
3. Acquaint him/her with the essential aspect of English grammar and usage.
4. Acquaint himself / herself with the new trends in English Language Teaching with the teaching profession and training institutions.

Unit – 1 Planning and Evaluation

- a. Planning – Annual Plan, Unit Plan and Lesson Plan.
- b. Construction of unit test – blue print.
- c. Types of Exams –written, oral and practical.
- d. Continuous comprehensive evaluation system - concept, nature. types, implementation

Unit – 2 New Trends in English Language Teaching

- a. Various issues in English language teaching.
- b. Ongoing activities in English language teaching.
- c. Professional organizations working in English language teaching

- d. Digital Education for teaching of English

Unit – 3 Teaching as a Profession

- a. Concept, Nature of teaching profession.
- b. Difference between occupation and profession
- c. Characteristics of good English teacher, Essential Competencies of English teacher.
- d. Various Training Institutions in English language teaching with special reference to nature, structure, objectives and function- D.C.E., S.I.E.M, T.E.A.F.L.U.

Unit –4 Grammar and usage

- a. Types of Grammar: i) Descriptive ii) Prescriptive.
- b. Methods of teaching grammar –i) Inductive ii) Deductive
- c. Types of sentences
- d. Transformation - Degree, voice, either-or, neither- nor, remove too, so- that, hardly - when,
if- not, unless, no sooner - than, as soon as, Affirmative, Negative, Exclamatory, Interrogative, Question tag.

Practicum - Planning – annual plan, unit plan, construction of the unit test, blue print or Evaluation of the text book

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उद्दिष्टे :

१. प्रशिक्षणार्थ्यांना पाठ्यपुस्तकातील व्याकरण अध्यापनाची ओळख करून देणे.
२. प्रशिक्षणार्थ्यांना संस्कृत भाषेच्या अध्यापनाचे नियोजन व मूल्यमापन करण्यास सक्षम करणे.
३. प्रशिक्षणार्थ्यांना संस्कृत भाषा शिक्षकास आवश्यक कौशल्याची ओळख करून देणे.
४. प्रशिक्षणार्थ्यांना संस्कृत वाचनसम्भाषण-लेखन- विकास करण्यास प्रेरित करणे. व संस्कृत भाषेची सद्यस्थिती: व आव्हाने पेलण्यास सक्षम बनविणे.

घटक १ .माध्यमिक स्तरावरील संस्कृतचा अभ्यासक्रम आणि अध्यापन.

- a. माध्यमिक व उच्च माध्यमिक संस्थेत शिक्षणाचे उद्दिष्टे अभ्यासक्रमाचे तत्वे स्वरूप व चांगल्या अभ्यासक्रमाचे वैशिष्ट्ये.
- b. इयत्ता ९वी ते १२ वी महाराष्ट्र स्टेट बोर्ड ,सी बी एस ई आय सी एस ई बोर्ड संस्कृत अभ्य/ासक्रम, अभ्यासपूरक व अभ्यास इतर नवीन उपक्रम
- c. गद्य अवबोधन -:पद्य अध्यापन स्वरूप-,शब्दज्ञान, पृथक्करण ,उपयोजन, अन्वयार्थ व व्याकरण अध्यापन.
- d. अध्यापनाच्या पद्धती गुरुकुल पद्धती भांडारकर पद्धती प्रत्यक्ष पद्धती आणि अध्यापन पद्धती व अध्ययन अनुभव यांची सांगड.

घटक २.पद्य साहित्य परिचय-संस्कृत भाषा अध्यापन तंत्रे व प्रतिमाने आणि गद्य .

- a. संस्कृत अध्यापनाची तंत्रेस्वयं अध्ययन) -: , कृतीयुक्त अध्ययन (,व संस्कृत अध्यापनाचे प्रतिमानेस्वरूप -: व वैशिष्ट्ये, संकल्पना प्राप्ती प्रतिमाने, उद्दामी प्रतिमाने ,स्मरणशक्ती प्रतिमाने व भूमिकापालन प्रतिमाने.
- b. संस्कृत भाषा अध्यापनाद्वारे गाभा घटक व जीवनमूल्य विकसन आणि संस्कृत भाषा अध्यापनात आय) .माहिती संप्रेषण तंत्रज्ञानाचा उपयोग(सी टी
- c. प्राचीन व अर्वाचीन संस्कृत साहित्याची ओळख आणि संस्कृत भाषेतील गद्यपद्याचे वाङ्मय श्रेष्ठत्व.
- d. प्राचीन व अर्वाचीन विविध ज्ञान शाखा व संस्कृत यांचा परस्पर संबंध आणि आधुनिक काळात संस्कृत अध्यापनाचे आवश्यकता व संगणकाच्या दृष्टीने संस्कृत भाषेचे महत्त्व.

घटक ३ शिक्षकाचा व्यवसायिक विकास व भाषा जतन आणि संवर्धन संस्कृत भाषा .

- a. संस्कृत भाषा शिक्षक हस्तपुस्तिका कृतीपत्रिका उद्दिष्टे स्वरूप आणि व्यावसायिक विकासाची गरज व महत्त्व.
- b. व्यावसायिक विकासासाठी विविध उपक्रम संस्कृत शिक्षकांचे सेवांतर्गत प्रशिक्षण व संस्कृत भाषा शिक्षक संघटना.
- c. संस्कृत भाषा जतन व संवर्धनाचे महत्त्व आवश्यकता आणि संस्कृत भाषा जतन व संवर्धनासाठी विविध उपक्रम, संस्कृत भाषा प्रयोगशाळा.

- d. संस्कृत भाषा जतन व संवर्धनासाठी कार्यरत संस्था आणि संस्कृत भाषा जतन व संवर्धनासाठी चे प्रचार साहित्य संस्कृत मासिके, नियतकालिके, वार्तापत्र, वार्तावली.

घटक ४. व्याकरण व संस्कृत वाक्यरचना आणि उपयोजित संस्कृत .

- व्याकरणाचे महत्त्व आणि वैशिष्ट्ये व व्याकरण शिक्षणाचे उपयुक्तता.
- कारक विभक्ती ,सति सप्तमी रचना ,प्रयोजक रचना, वृत्त विचार , तद्धिते, कृदन्ते , धातुसाधिते , समास प्रकार व अनुवाद.
- कथा पूर्ती, चित्र वर्णन, सुभाषित पाठांतर आणि गद्य.पद्य अनुवाद-
- संस्कृत रचनात्मक लेखन आणि सुभाषित पाठांतर, लेखन व निबंध लेखन .

प्रात्यक्षिक कार्य : इयत्ता ५ वी ते इयत्ता १० वी पर्यंतच्या एका वर्गाचे वार्षिक नियोजन, एका घटकाचे नियोजन, त्याची कृतीपत्रिका व संविधान तक्ता तयार करणे.

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- ५.शब्दधातुरुपावली - नवनीत प्रकाशन.मुंबई ,
- ६.आमोद इ. 8 वी पाठ्यपुस्तक (2017) महाराष्ट्र पाठ्यपुस्तक मंडल पुणे.
- ७ .रुचिरा इ. 8 वी पाठ्यपुस्तक (2017) सीई.एस.बी. बोर्ड, आयबोर्ड.ई.एस.सी., दिल्ली.
८. Text books for std. V to XII published by Textbook Bureau of Maharashtra

B.Ed. Sem II BCCP 205 Content cum Pedagogy - Mathematics

Objectives:

1. To develop the ability to design effective Various Plans for teaching Mathematics
2. To understand and implement various Assessment and Evaluation Techniques in Mathematics to measure students' learning progress and improve instructional strategies.
3. To explore and apply appropriate methods and techniques for teaching Mathematics effectively at the Secondary level.
4. To develop a strong conceptual understanding of Quadratic Equations, Polynomials, and their applications in Problem-Solving.

Unit 1: Planning for Teaching-Learning of Mathematics

- a. Meaning, Importance and Format of-
- b. Year Planning, Unit Planning

- c. Construction of Unit Test along with Blue Print
- d. Lesson Planning: Types of Lesson Planning – Herbartian Lesson Plan, Constructivist 5 E (Engage, Explore, Explain, Elaborate, Evaluation), Model of Lesson Planning

Unit 2: Assessment and Evaluation

- a. Tools for Assessing Mathematics Learning: Oral, Written, and Practical tests.
- b. Question Bank
- c. Diagnostic tests and error analysis. Construction of Achievement Tests, Remedial Teaching
- d. Formative and Summative Assessments in Mathematics, Development of Rubrics and Scoring keys.

Unit 3: Methods and Techniques of Mathematics at Secondary Level

- a. Methods of Teaching Mathematics: Analytic and Synthetic, Project Method, Heuristic Method, Experimental Method, Laboratory Method, Flipped Classroom, Blended Learning
- b. Techniques and tools of Teaching Mathematics: Oral Work, Written Work, Supervised Study, Self Study and Group Discussion, 3D Models, Objects, and Abacus, Electronic mode: Calculators, Internet —Teaching and Learning of Mathematic
- c. Approaches of Teaching Mathematics: inquiry-based, problem-solving and critical-thinking
- d. Models of Teaching Mathematics: Program Learning, Inquiry Training Model, Advance Organizer Model

Unit 4- Core Content of Mathematics

- a) Basic in Geometry – Line, Segment, Ray, Plane, Parallel line, Polygon, Circle, Types of Angles, Types of Triangle, Types of Quadrilateral, Congruency Test of Triangles Similarity test of Triangles, Area of Various two dimensional diagram, Triangle Quadrilateral, Circle, Solid Figures and Mensuration, Total Surface area and Volume:- Problems, Volume of Sphere, Trigonometry-Six Trigonometric Ratio, Trigonometric identities, Elementary Problems on Height and distance, Solution of Simple trigonometric equation Plane co-ordinate geometry, Cartesian co-ordinate Geometry
- b. Distance Formula
- c. Section Formula

- d. Mid -point Formula Geometric Construction. - Construction of quadrilateral, Construction of Triangle
- i. To draw a circum circle of triangle
 - ii. To draw a encircle of a triangle.
 - iii. Theorems -
 - iv. Theorems of Triangle
 - v. The sum of the measures of the angles of a triangle is 180°
 - vi. Theorem of isosceles triangle
 - vii. Theorem of Pythagoras.
 - viii. Theorems on Quadrilaterals
 - a. The opposite sides of a parallelogram are congruent
 - b. The diagonal of parallelogram bisect each other
 - c. Diagonals of a rectangle are congruent
 - ix. Theorems on circle
 - x. The perpendicular drawn from the centre of a circle to a chord bisects the chord.
 - xi. The segment joining the midpoint of a chord and the centre of the circle is perpendicular to the chord.
 - xii. The opposite angles of a cyclic quadrilateral are supplementary.

Practicum - Planning – annual plan, unit plan, construction of the unit test, blueprint or Evaluation of the text book

Reference-

- The Teaching of Mathematics-- Sidhu K.B. Sterling publication, New Delhi
- The Teaching of Mathematics--Sudhir Kumar, Anmol Prakashan, New Delhi.
- The Teaching of Mathematics--Aggrawal S.M.
- The Teaching of Mathematics in the new education--Aiyangar N.K. Universal publication, New Delhi.
- Content Cum Methodology of Teaching Mathematics for B.Ed. student
N.C.E.R.T. New Delhi

Select any one subject from BCCP 206 upto BCCP 208

B.Ed. Sem II BCCP 206 Content cum Pedagogy- History

Objectives-

1. To understand interdisciplinary approach of History with other school subjects.
2. To develop the skill of planning.
3. To understand the new trends of evaluation in relation to History.
4. To understand civic sense of democracy.

Unit 1: Planning and Evaluation

- a) Year plan, unit plan and lesson and its importance
- b) Preparation of blue print
- c) Construction of unit test, question bank.
- d) Evaluation- Types of Exam.(Continuous and comprehensive evaluation)

Unit 2: Various Issues in Teaching of History

- a) Visit for History Museum.
- b) Various activities for the preservation of Historical places.
- c) Barriers in preservation of Historical places
- d) Use of ICT in Historical Places

Unit.3: Teaching as a Profession

- a) Concept and Nature
- b) Definition of professional and occupation
- c) Competencies of History teacher
- d) Characteristics of good History teacher

Unit 4 Modern History

- a) Economic, social and religious consequences of British Rule in India
- b) Indian freedom movement 1857-1947, Social reform movement in India.
- c) Industrial Revolution, Political Revolution, American revolution, French revolution, Russian revolution
- d) First and Second World War, World peace movement

Practical Work- Prepare and submit Year Plan, Unit plan, Unit test, blue print on any standard (Std. VIII to X)

References-

- Agrawal J.C., Teaching of History – A Practical Approach, New Delhi : Vikas Publishing House
- Arora A.K., Teaching of History.
- Kochar S.K., Teaching of History, New Delhi : Sterling Publishers.
- Bhangale S.D. Ashay yukta adyapan padhati- History, Prashant Pub. Jalgaon

B.Ed. Sem II BCCP 207 Content cum Pedagogy - Geography

Objectives:

1. To develop the ability for preparing annual plan, unit plan, lesson plan and techniques of evaluation system in teaching of Geography.
2. To understand the various concepts, facts, terms in teaching of Geography.
3. To identify the various issues in teaching of Geography and enable to suggest suitable activities to overcome the concern issues.
4. To develop suitable qualities of Geography teacher for professional development.

Unit 1 Planning and Evaluation

- a) Concept, Need and Importance of teaching Geography.
- b) Annual plan, unit plan, lesson plan, unit test, blue print
- c) Type's of Examination – written, oral and Practical
- d) Approach of continuous and comprehensive Evaluation

Unit 2 Teaching Methods for Geography

- a) Regional Method, Journey Method, Excursion Method,
- b) Demonstration Method, Story Telling method, Project method
- c) Maxims of Teaching, Techniques of teaching geography
- d) GPS and GIS techniques in Geography

Unit 3 Teaching as A Profession

- a) Concept and Nature of teaching geography.
- b) Definition of professional and occupation
- c) Competencies of Geography teacher
- d) Characteristics of good Geography teacher

Unit 4 Issues and Activities in Geography

- a. Pollution, Degradation, Drought, flood, cloudburst, Cyclone, winds, Rainfall
Environmental act Advance concepts in climatology – Atmosphere and climate, Global warming, Green house effect,
- b. Advance concepts in Regional Geography – Natural regions, Natural region of India,
- c. Neighboring country's of India – Israel, Saudi Arabia, Maleshiya, Japan, Shrilanka, Pakistan, Bangla Desh, Bhutan, Nepal
- d. Advance concepts in Geography – Environment, Population and settlement, pollution Population Explosion, Industries , trade and transportation in India ,Tourism of India, trekking, Renewable and non-renewable Energy Terrorism Urbanization Deforesting, Various organizations of Geography

Practical Work- Prepare and submit Year Plan, Unit plan, Unit test, blue print on any standard (Std. VIII to X)

References-

- All Geography text books that are sanctioned by the Department of Education Maharashtra State for Std V to XII
- Principals of general Geography- Kazi and Joshi
- Rane Ashok, Ashayyukt Adhyapan Padhati – Bhugol – Vyanktesh Prakashan, Jalgaon.
- A Background of physical Geography by-Georgr p. Kellaway.
- Physical Geography-P.Lake.
- Geography in school-Fairgrive
- Teaching of Geography-Rao M.S.
- Hand of suggestion in testing of Geography (UNESCO)
- Teacher Handbook of Geography (V to XII)

B.Ed. Sem II BCCP 208 Content cum Pedagogy - Science

Objectives-

1. Develop adequate skills in preparation of year plan, unit plan, lesson plan and construction of unit test.
2. Acquaint with the use of devices and support system of teaching science.
3. Understand the core content of Physics, Chemistry, Biology, Science and Technology.
4. Acquaint characteristics, role and professional development of science teacher.

Unit 1: Planning and Evaluation

- a) Planning – year plan, unit plan and lesson plan Unit test, Blue print
- b) Types of examinations – Written, Oral and Practical.
- c) Continuous and comprehensive evaluation.
- d) Diagnostic Test and Remedial Teaching, Development of Question Bank

Unit 2: Devices and Support System Of Teaching Science And Technology

- a) Printed devices – text book, hand book, work book and magazines.
- b) Teaching aids – projective and non-projective.
- c) Science laboratory – need importance, use, structure and maintenance.
- d) Non formal approaches – science fair, science club.

Unit 3: Science Teacher

- a) Characteristics of science teacher.
- b) Role of science teacher

- c) Professional development of science teacher
- d) Use of ICT in science teaching and learning

Unit 4: Basic Concept of General Science

- a) Classification of Plants and Animals, Ecosystem, Concept of Food Chain, Environmental Pollution, Organization of Organisms, Reproduction, Human Diseases and Disorder, Technology and Human Life,
- b) Classification of Elements, Chemical Equation and reactions, heat refraction of light, Science of metal
- c) Natural Resources and their Preservation,
- d) Motion and their types, work and energy, simple machines, Sound, force and their types,

Practicum - Planning – annual plan, unit plan, construction of the unit test, blue print or Evaluation of the text book

References:

- Joshi S.R.(2005) Teaching of Science. New Delhi : A.P.H. Publishing Corporation.
- Yadav M.S. (1992) Teaching of Science. New Delhi : Anmol Publication Pvt. Ltd.
- Siddiqui M.H. (2005) Teaching of Science. New Delhi : A.P.H. Publishing
- Sharma R.C.(2003) Modern Science Teaching. New Delhi, Dhanpat Rai Publishing Co.Pvt. Ltd

Select any one from BAEC 201 and BAEC 202

B.Ed. Sem II BAEC-201- Indian Knowledge System

Objectives:

1. To introduce the sources of Indian Knowledge System and Philosophy
2. To create an awareness of the important factors in development of Indian Agriculture and Commerce
3. To understand the importance of ancient Indian Universities, education centers, ancient education and ancient languages
4. To introduce how foreign scholars came to India for higher studies and how Indian knowledge, Science and Arts spread roots beyond the Indian subcontinent.
5. To introduce the students with ancient arts and technologies practiced in various walks of life.
6. To underscore the importance of age old glorious Ancient Indian Knowledge system

Unit 1: an introduction to Ancient Knowledge System and Sources

- a) Concept of IKS and importance of Indian knowledge tradition

- b) An Introduction to Ancient Sources of Knowledge : Four Vedas, Six Vedangas, Four Upavedas, Four Upangas, Tripitak.
- c) Vaidic Darshanas : Samkhya, and Yoga, Justice and Vaisheshika, Epistemology and Vedanta
- d) Non-vaidic Darshanas : Jain, Buddha, Ajivak, Charvak, Dignag

Unit 2: Ancient Languages, Education, Teachers, Scholars and Universities

- a) Bhaskaracharya's Patan (Patanadevi) of Devagiri Province and Leelavati.
- b) Ancient Indian Languages and Universities: Taxashila, Nalanda, Banaras, Kanchi, etc. Education centres like Tiruvoriyur, Salotgi, Malakapuram, etc.
- c) Teachers (Upadhyaya and Acharya) : Kautilya, Jeevak, Panini, Nagarjun, Nagsen.
- d) Foreign Travelers to India for the quest of Knowledge : Fa-Hien, Hiuen-Tsang, Itsing, Alberuni.

Unit 3: Agriculture, Trade and Commerce

- a) Agriculture: Ancient Indian Crops, Agricultural Implements, Seed technology, Manures and Fertilizers, Hydrology in Vedic Texts.
- b) Trade and Commerce : Textile, Metallurgy, Copper alloys, Craftwork, Glass, Beads manufacturing, Ceramic Industry, Wax Casting of Idols etc.
- c) Travel Sources: Wheel- Chariots, Bullock carts, Camel carts,
- d) Naval, Major Ports, Import and Export

Unit 4: Ancient Indian Arts, Architecture, and Technology:

- a) 64 Types of Arts: Performing and Visual Arts, Bharata's Natyashastra, Painting, Sculpture (Ajanta, Elora, Khajuraho), Indian Music, Dance, Natya, Geet, Vadya
- b) Architecture and Town planning, Forts, Ghats of Rivers, etc
- c) Armory, Astronomy, Geometry, Medicine, Mathematics, Psychology
- d) Alloys and Metal Extraction Technology : Mining, Metals and Ores, Iron and steel, Meharauli's Iron Pillar; Copper, Gold, Silver, Lead and Zinc, Uses of Metals in Ancient India

Practical: Prepare the multiple choice test for 100 questions with four options on the area of Indian Knowledge System.

References:

1. Agarwal J.C. Development of Education System of India, Shipra Publications, Delhi, 2007.
2. Agrawal, D.P, Ancient Metal Technology and Archaeology of South Asia, 2000.

3. Altekar, A. S. Education in Ancient India. Nand Kishor and Bros. Seventh Edition, Varanasi, 1975.
4. Ambedkar, B. R. Who Were Shudras, Thakers, Bombay, 1945-46.
5. Anantaraman, T. R. The Rustless Wonder, A study of the Iron Pillar at Delhi, Ancient India. McMillan Company. Delhi 1974.
6. Balasubramaniam, R. Metallurgy of Ancient Indian Iron and Steel, In "Encyclopedia of Bangalore: National Institute of Advanced," 2008.
7. Bapat, P. V. (Ed). 2500 Years of Buddhism. Publications Division, Delhi, 1956.
8. Biswas A. and S.P. Agrawal, 1977, Development of Education in Indiaa Historical Survey of Educational Dharampal: Indigenous Education in 18th Century India, Delhi. Documents before and after Independence 1983.
9. Biswas, A. K. Minerals and metals in ancient India (Vol.I and II). New Delhi, 1996.
10. Bobade, B. R. History of Indian Education. B. R. Publishing Corporation, Delhi, 2017.
11. Chopra, P. N., Puri B. N., Das, M. N., A social, Cultural and Economic History of India, Vol- I College Book House, Trivendrum, 1974. Concept Publishing Company, New Delhi. Cultures, pp.3180-3186. D. K. Printworld.
12. Das Avinash S. Chandra. Indion Pandits in the Land of Snow, 54 College Street, Calcutta, Delhi:Vigyan Prasar 1893.
13. Edward, C. Sachau. Al-Beruin's India, Vol- I and II, Kegan Paul, Trench, Trubner & Co. Ltd, 190,London, 1910.
14. गुप्तडॉ. नथूलाल.मानवमूयकखोज, ववभारतीयकाशन, नागपुर., 1986
15. Kosambi, D. D., On History and Society : Problems of Interpretation. University of Bombay,Bombay, 1985.
16. कुलकण, सतीश. ाचीन भारतातील वानयुग , बीजकाशन, पुणे, थमआवृी, २०२४
17. कुमार, हेमत. सामाजिक शका अययन , वनोद पि्लकेशस, लुधयाना., 1999.
18. Leggejames. Fa- Hien's Record of Buddhist Kingdoms. OUP, London, 1886.
19. Madhavananda Swami and Majumdar R. C. (Ed.) Great Women of India. Belur Math, Calcutta.
20. Mahadevan, B., Bhat, V.R., Pavana, N. Engineering and Technology: Management in ancient India.Hydrology and Earth System Sciences, 2022.
21. Mavelikara, Achyutham. Educational Practices in Manu, Panini and Kautilya, M. Easwaram College Book House, Trivendrum, 1974.
22. Mukherji S. N, History of Education in India: Modern Period, Acharya Book depot, Baroda, 1966.
23. Murphy, Denis J. People, Plants and Genes: The Story of Crops and Humanity,No. 7 (10 April 2007), pp. 916-925 (10 pages).22.Rai B. C., History of Indian Education, Prakashan Kendra, Lucknow, 2007
24. Nurullah S and J P Naik, 1973, A history of education in India, Macmillan press, Bombay. Oxford University Press, ISBN 0-19-920713-5.Pub. PHI Learning, New Delhi.
25. Omvedt, Gale. Buddhism in India, Ranganathan and Raj, Baldev. Non-ferrous Materials Heritage of Mankind. The Indian. 2006.

26. Ray, P. C. A History of Hindu Chemistry, Vol 1 and 2. Calcutta: The Bengal. resources 24(10), 4691-4707.and Pharmaceutical Works, Ltd. 1909
27. सायानेकर, शाम, प्राचीन भारतीय वदयोपासना, अवमेध काशन, १९९९ पुणे.
28. Sen S. N. & Mamata Chaudhuri, , Ancient glass in India, 1968-71. Published by INSA, 1985.
29. Sharada Srinivasan and Srinivasa Ranganathan. Minerals and metals heritage of India, 2013.
30. Singh, P. K., Dey, P., Jain, S. K., & Mujumdar, P. P. Hydrology and water, 2020.
31. Siva, R. Status of natural dyes and dye yielding plants in India. Current Science, Vol. 92,29. 2007.
32. Soni, Suresh. India's Glorious Scientific Tradition, 2009.
33. Subbarayalu, Y. Agricultural Practices in Ancient India. Publ. by D.K. Print world the History ofScience, Technology, and Medicine in Non-Western , 2014.
34. Watters, Thomas. On Yuan Chwang's Travel in India. Vol-I and II, Royal Asiatic Society, London1904-05.

B.Ed. Sem II BAEC-202 - Parenting Education

Objectives

1. A general understanding on parenting education
2. To understand the meaning, nature and concept of parenting education.
3. To understand the parental involvement in school .
4. To The role of parenting education

Unit1. Parenting Education

- a) Parenting Education Meaning, Definitions, Nature, & Scope
- b) Goals of parenting Education
- c) Approaches of parenting education
- d) Need & Importance of parenting Education

Unit 2 The role of Parental involvement in school

- a) Individual parenting education
- b) Role of Parents and other Partners in Parenting.
- c) Influence of Peers, school and electronic media on parenting
- d) Parent Teacher Associations in India

Unit 3 The role of parents & responsibilities of parenting education

- a) Role and responsibilities of parents in 21st Century
- b) Parent Child Interactions in joint and Nuclear family in India
- c) Various Styles of parenting
- d) Parenting education for Exceptional children.

Unit 4 New trends in Parenting Educations.

- a) Involvement of parents in child development
- b) Strategy for parenting education
- c) Parenting education in India
- d) Economical & Socio-cultural status of parents on child development

Practical: Conduct the survey of 20 parents regarding the parenting awareness among them and submit the report.

Reference Book

1. Gupta Sangeetha (2006). The Joy of Parenting, Unicorn Books, New Delhi
2. Elias, M., Clabby, J. & Friedlander, S. (2000). Emotionally intelligent 45 parenting, Crown Publishing
3. Hildebrand, V. (2000). Parenting: Rewards and responsibilities. New York, NY: Glencoe McGraw-Hill
- 2 Simpson, A. R. (1997) The role of the mass media in parenting education. Boston: Harvard, Center for Health Communication
- 3 Nemade Sunita, Parenting Education,, 2022, Prashant publication, Jalgaon

Websites:

1. [www.http://parentingbytrialanderror.com](http://parentingbytrialanderror.com)
2. [www.http://goodparenting.com](http://goodparenting.com)
3. [www.http://parentingwebsites.org](http://parentingwebsites.org)

Select any one from BAEC 203 and BAEC 204

B.Ed. Sem II BAEC203- Life Skill

Objectives:-

1. To develop communication competence in prospective teachers.
2. To equip them to face interview & Group Discussion.
3. To create an awareness on Ethics and Human Values.
4. To learn leadership qualities and practice them.

Unit1. Life Skills Education

- a) Life Skills Education Meaning, Definitions, Nature and Concept
- b) Components of life skills Education
- c) Need & Importance of Life Skills Education for students.
- d) Scope of Life Skills Education

Unit2. Understanding Life Skills

- a. The Ten core Life Skills as laid down by (WHO) World Health Organization
- b. Methods for imparting Life Skills Education
- c. Assessment of Life Skill Education
- d. The role of family and school in Life Skills Education

Unit3. Interpersonal relationships

- a. Relationship with your family and Peers.
- b. The Quest- Setting Goals for self
- c. Importance of Interpersonal relationship
- d. Role of family to strengthen Interpersonal relationship

Unit4. Controlling on Emotions and Stress

- a. Coping with emotions and stress
- b. Communication and Inter- Personal Skills
- c. Self Awareness and Empathy
- d. Challenges in managing stress

Practicum:

1. Find out the life skills in school text book of std V to VIII and submit their port.
2. Conduct the survey on ten families and find the various lifeskillles followed by them, submit the report on it.

Reference-

1. Life skill education and CCE. Central Board of Secondary Education, New Delhi.
2. Life skill in India, Central Square foundation (2016)
3. Life skill and lifelong learning. UNICEF, 2013
4. Sonawane Ranjana, Life Skill, 2022, Prashant Publication, Jalgaon

B.Ed. Sem II BAEC204 - School Management

Objectives;

1. To enable the students about Educational Management
2. Enable the students about role of head master and teacher in school management.
3. Enable the student to develop the leadership for school management.
4. Enable the students about professional development and assessment of teacher.

Unit1: Introduction to School Management.

- a. Meaning and concept of School Management.
- b. Objectives of School Management.
- c. Scope of school management.
- d. System of School Management

Unit 2: Role of Head Master and teacher in School Management

- a. Role of Management Council in school management
- b. Role of Head Master in school management
- c. Role of Teacher in school management
- d. Role of Parents and alumni in school management.

Unit 3: Leadership and School Management

- a. Need of leadership in school management.
- b. Leadership styles for school management
- c. Leadership of Headmaster in school management
- d. Leadership of teacher in school management.

Unit 4: Professional Development and Assessment of Teacher

- a. Meaning and nature of professional development of teacher.
- b. Objectives and scope for professional development of teacher
- c. Need and importance of assessment of teacher.
- d. New Dimension for teacher in school management.

Practicum: Survey of any one School regarding School Management, Physical facilities and learning resources and submit the report within 2000 thousand words.

References: Shaikshanic Vyavasthapan- Nava Drushticon, Yashwantrao Chavan Maharashtra Open University, Nasik, (DSM) Nashik.

B.Ed. Sem II –BSCE 201 Practice Teaching

Objectives

- 1. The student will enable to conduct the school lessons for practice teaching.
- 2. The student will enable to understand the school environment during practice teaching.
- 3. The student will enable to communicate with the school teachers regarding teaching profession.
- 4. The student will acquire various skills required for teaching profession.

Practice Lessons- four school lessons for each school method, total 08 lessons under the guidance and supervision of our college mentor.

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B.Ed. Sem III

B.Ed. Sem III BFED 301 Gender, School and Society

Objectives-To enable the students to-

1 develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism

2 understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period

3 learn about gender issues in school, curriculum, and textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region

4 understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy)

Unit 1: Gender Issues: Key Concepts

- a) Gender, sex, sexuality, patriarchy, masculinity and feminism
- b) Gender bias, gender stereotyping, and empowerment
- c) Equity and equality in relation with caste, class, religion, ethnicity, disability and region
- d) Gender discrimination at different levels- family, school, society, etc.

Unit 2: Gender, Power and Education

- a) Theories on Gender and Education: Application in the Indian Context
 - Socialization theory
 - Structural theory
 - Deconstructive theory)
- b) Gender Identities and Socialization Practices in:
 - Family
 - Schools
 - Other formal and informal organization.
- c) Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion).
- d) Gender difference

Unit 3: Gender Issues in Curriculum

- a) Gender, culture and institution: Intersection of class, caste, religion and region.
- b) Construction of gender in curriculum framework since Independence: An analysis
- c) Gender and the hidden curriculum, Teacher as an agent of change
- d) Gender in text and context (textbooks' inter-sectionalist with other disciplines, classroom processes, including pedagogy)

Unit 4: Gender, Sexuality, Sexual Harassment and Abuse

- a) Linkages and differences between reproductive rights and sexual rights
- b) Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)
- c) Sites of conflict: Social and emotional
- d) Reasons of sexual harassment in family, neighborhood and other formal and informal institutions, Institutions redressing sexual harassment and abuse.

Practicum: Conduct survey and prepare report on gender sensitization on 20 families

References-

- Menon, N. (2012). Seeing like a feminist. India: Penguin.
- Nirantar. (2010). Textbook regimes: A feminist critique of nation and identity. New Delhi.
- Sonawane Ranjana & others, Gender school and society, 2021, Prashant pub. Jalgaon.

B.Ed. Sem III BFED 302 -Assessment and Evaluation

Objectives-

1. To understand the assessment related procedures, tools and techniques.
2. To understand the evaluation related procedures, tools and techniques.
3. To examine the issues and concerns of assessment and evaluation practices in schools
4. To understand the new trends in Assessment and Evaluation

Unit 1: Perspectives of Assessment

- a. Meaning, Nature, Purpose of Assessment
- b. Principles and Methods and Classification of assessment
- c. Continuous and Comprehensive Evaluation
- d. Need for continuous and Comprehensive Assessment

Unit 2: Perspectives of Evaluation

- a. Meaning, Nature, Purpose of Evaluation
- b. Principles and Methods of Evaluation
- c. Classification of Evaluation
- d. Inter-relationship between Assessment and Evaluation in school education.

Unit 3: Tools and Techniques of Assessment and Evaluation

- a. Qualitative ,Quantitative Tools and Techniques
- b. Central Tendency, Achievement Tests

- c. Rating Scale- Meaning, types, uses and limitation
- d. Self, Peer, Assessment of Students and Teachers

Unit 4- New Trends in Assessment, Evaluation and Action Research

- a. Concept of Grading, CGPA, Credit Transfer
- b. Use of ICT in Assessment and Evaluation
- c. Concept and application of Percentile , Issues- marking vs grading, subjectivity vs objectivity
- d. Concept, Steps, Report writing of action research.

Practicum- Prepare the report on result of test of examination of any class (Std. V- XII) in school

References

1. Branford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press
2. Burke, K. (2005) How to assess authentic learning (4th Ed.) Thousand Oaks, CA: Corwin.
3. Burke, K., Fogarty, R., & Belgrade, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Corwin
4. Carr, J.F., & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning Alexandria, VA: Association for Supervision and Curriculum, Development
5. Bhangale S.D, Dhande Pingala, Mulyanirdharan ani Mulyamapan, Prashant Publication, Jalgaon
7. Danielson, C. (2002). Enhancing student achievement: A framework for school improvement Alexandria,V. A: Association for Supervision and Curriculum Development
8. Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin
9. Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning, Thousand Oaks, CA. Corwin
10. Natrajan V and Kulshreshta SP (1983) Assessing non-Scholastic Aspects-Learners Behaviour, New Dlehi: Association of Indian Universities

B.Ed. Sem III BAEC 301 - Communication Studies for Teaching Profession

Objectives-

1. To understand the details of Communication Process
2. To understand and practice of Communication Skills
3. To apply the various the various Methods and Approaches for Communication
4. To practice the communication skills in Communication laboratories

Unit 1- Communication Process

- a. Meaning, nature and scope of Communication
- b. Types and Techniques of communication
- c. Importance of Communication
- d. Communication cycle and Barriers in communication

Unit 2- Communication Skills

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

Unit 3- Methods and Approaches for Communication

- a. Direct Method
- b. Structural approach
- c. Skill Based Approach
- d. Dialects

Unit 4- Communication laboratories

- a. Classroom and Peer-group
- b. Language lab
- c. Audio-Video lab
- d. Social Media

Practicum: To prepare interview schedule and conduct the interview with your School Principal/Teacher/Parents

References:

1. Jagtap H.N. Pragat Shaikshanik Tantradnyan ani mahiti tantravidnyan, 2010, Nitya nutan prakashan, pune.
2. John Daly & other, teaching Communication- theory, research and methods, 1990, Larence Erlbaum Asso. Pub.New jercy
3. Sonawane Ranjana, life skill education, 2020, prashant pub. Jalgaon
4. Chaidhari hobha, Shaley Kamkajache adhistan and othe.2008, Vankatesh Pub. Jalgaon
5. Michel Shaw, Language and Communication.1998, Ed.uhk library.

B.Ed. Sem III BAEC- 302 - Educational Guidance and Counseling

Objectives:

1. Understand the meaning, nature and scope of guidance and group guidance.
2. Analyze the relationship between guidance and counseling
3. Recognize the different areas of counseling, Understand the various stages involved in the process of counseling, appreciate the importance of counseling relationship.

4. Understand the resources required and their optimum use in managing a school guidance programme.

Unit1: Understanding Educational and Career Guidance

- a. Meaning, Need of Guidance
- b. Objectives of carrier guidance- self - reliance, self- understanding, self- discover, self- direction, self-actualization.
- c. Scope of Career Guidance programme, process and factors affecting career development.
- d. Career development needs of the students

Unit 2: Essential Services in Educational Guidance Programme

- a. Types of guidance services: orientation, information, counseling, placement, Follow-up, and research & evaluation.
- b. School guidance committee: constitution, roles and functions.
- c. Place of guidance in school curriculum
- d. Role of principal and teachers in school guidance programmes.

Unit 3: Understanding Counseling

- a. Meaning, nature and scope of counseling.
- b. Objectives of counseling: resolution of problem s, modificat ion of behavior, promotion of mental health.
- c. Relationship between guidance and counseling.
- d. Stages and techniques of the counseling process.

Unit 4: Types and Guidance and Counseling

- a. Types of Guidance : Educational, Vocational and Career
- b. Uses of group process in counseling
- c. Areas of counseling: family counseling, parental counseling, adolescent counseling, counseling of girls, counseling of children belonging to special groups
- d. Peer counseling: Its concept and the relevance to the Indian situation

Practical: Prepare the report on any 25 students of Std V to Std XII for educational guidance given by you.

References:

1. Bhatnagar, Asha and Gupta, Nirmala (Eds)(1999), Guidance and Counseling, Vol.
2. A Theoretical Perspective, New Delhi: Vikas.
3. Bhatnagar, Asha and Gupta, Nirmala (Eds)(1999), Guidance and Counselling, Vol.
4. A Practical Approach, New Delhi: Vikas.
5. Cormier, L. & Hackney, H. (1987). The Professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall.

6. Bhangale S.D. Guidance and Counselling, Prashant Publication, Jalgaon.
7. Corey G. (1986), Theory and Practice of Counselling and Psychotherapy, 3rd E.

Select any one from BAEC 303 and BAEC 304

B.Ed. Sem III BAEC303- Yoga Education

Course Objectives:

1. To comprehend the historical and philosophical foundations of yoga.
2. To practice yoga asanas (postures) and pranayama (breath control) techniques.
3. To understand the benefits of yoga for physical and mental well-being.
4. To develop mindfulness and meditation practices for improved focus and relaxation.
5. To apply yogic principles to daily life for a balanced and harmonious lifestyle

Unit 1: Introduction to Yoga

- a) Historical Evolution of Yoga
- b) Philosophy: The Eight Limbs of Yoga
- c) Ashtanga in Yoga
- d) Understanding Yoga's Role in Modern Life

Unit 2: Yoga Asanas (Postures)

- a) Basic Asanas: Standing, Sitting, and Supine Poses
- b) Alignment, Modifications, and Benefits of Asanas
- c) Sequencing and Flow in Asana Practice
- d) Relevance of Yoga in the Modern Age

Unit 3: Pranayama and Breath work

- a) Introduction to Pranayama Techniques
- b) Breathing Exercises for Relaxation and Energy
- c) Pranayama for Stress Relief and Mental Clarity
- d) Educational Values of Yoga

Unit 4: Meditation and Mindfulness

- a) Understanding Meditation: Techniques and Benefits
- b) Mindfulness Practices for Daily Life
- c) Meditation for Emotional Balance and Inner Peace
- d) Importance of Meditation

Practical - Visit to yoga center and prepare a report on various activities and its process conducted in that center and submit the report with head of the yoga center in college or society.

Reference Books:

- Light on Yoga, (1966), B.K.S. Iyengar, Schocken Books, New York

- Yoga: A Gem for Women (1990), Geeta S. Iyengar, Allied Publishers, New Delhi
- The Science of Yoga (1999), Swami Sivananda, The Divine Life Society, Rishikesh
- The Breathing Book: Good Health and Vitality Through Essential Breath Work (1996), Donna Farhi, Holt Paperbacks, New York
- The Yoga of Breath: A Step-by-Step Guide to Pranayama (2002), Richard Rosen, Shambhala Publications, Boston
- Asana Pranayama Mudra Bandha (1981), Swami Satyananda Saraswati, Yoga Publications Trust, Munger, Bihar
- Yoga (2022), L.K. Pratale, S. Jagtap, N.V. Phatangare, Prashant Publication, Jalgaon
- The Heart of Yoga, Developing a Personal Practice by T.K.V. Desikachar
- Kundalini Yoga, The Flow of Eternal Power by Shakti Parwha Kaur Khalsa
- Raja Yoga by Swami Vivekananda

B.Ed. Sem III BAEC 304- Sports Education

Course Objectives:

To enable the students:

1. To create interest in sports among students.
2. To develop the sports knowledge among students.
3. To explain the importance of sports to the students.
4. To develop physical and mental health through sports

Unit 1: Introduction of Sports

- a) Introduction
- b) History of Sports and Game
- c) Definition and Scope of Sports
- d) Development of Sports
- e) Type of Sports

Unit 2: Sports and Health

- a) Introduction
- b) Relationship between Sports and Human health
- c) Effect of Sports on various body systems
- d) Relationship between Sports and Mental Health
- e) Effect of Sports on Physical and Mental Health

Unit 3: Various Sports

- a) Introduction
- b) Individual Sports/ Games
- c) Team Sports
- d) Various Name of Tournament
- e) Prizes and Award in Sports

Practicum: Prepare the report on sports and games tournaments organized by district sports dept or university sports dept during the last year.

Reference Books:

- Bucher, C. A., Foundation of Physical Education, St. Louis: The C. V. Mosby Co.
- डॉ. विठ्ठलव िंग परिहाि, झुझािव िंग विलेदाि, खेळ िंचालन आवि क्रीडा मागगदिगन, अभय प्रकािन, नािंदेड, भाित
- ुिेिचिंद्र नाडकििी, क्रीडा ज्ञानकोष, मेहता पवललकेिन, भाित
- प्रा. के. एन. गिंदगे, िािीरिक विक्षाचा पाया, मर्ग पवललके िन, नािंदेड, भाित

Select any one from BAEC 305 and BAEC 306

B.Ed. Sem III- BAEC 305- Disaster Management

Objectives:

1. To understand the concept of Disaster and Disaster Management
2. To Get acquainted with manifesting the mitigation
3. To Understand rescue from Disaster and Relief for Disaster
4. To know Government Policies about Disaster Management

Unit 1 Introduction of Disaster Management

- a) Meaning & concept of Disaster Management
- b) Need and Importance of Disaster Management.
- c) Types of Disaster Natural –Earthquake, Flood, Drought Manmade – Accident, Terrorism, Fire causes & effects.
- d) Steps of Disaster Management (Three)

Unit 2 Disaster Preparedness of Community Level

- a) Disaster preparedness – Individual
- b) Disaster preparedness - Society
- c) Place of Work – Public residential & commercial places
- d) The resource availability working out requirement of disaster teams.

Unit 3 Disaster Risk Reductions

- a) Disaster Risk Reduction in school & colleges.
- b) Agencies for disasters management at state & national level
- c) Teachers Role in Disaster Management.
- d) Role of community in Disaster Management.

Unit 4 Prevention of Disaster Management

- a) Preventive Disaster Management
- b) Long term activities for Disaster Management
- c) Role of school in Disaster Management.

- d) State and Central Government policies for Disaster Management.

Practical - Any one

1) Prepare report on natural calamities in world

2) Prepare report on manmade calamities in world

Reference : 1. Colonel(Rtd) P.Marathe 'Concepts and Practices in Disaster Management' (Pune; Diamond Pub.2006)

2. Rajdeep Dasgupta 'Disaster management and Rehabilitation' (New Delhi; Mittal Pub. 2007)

3. Kamal Taori 'Disaster Management through Panchayat Raj' (New Delhi; Concept Pub. Company 2005)

B.Ed. Sem III BAEC 306 – Testing and Measurement of Psychological Test

Objectives:

1. To introduce the need and importance of psychological testing and measurement.
2. To train the students to implement the psychological test on students.
3. To measure the various psychological area of students after testing.
4. To enable the student to provide guidance and counseling in the field of education.

1. Introduction to Experimental and Testing

- a. Nature of Experimental Psychology, Introspection, Observation, methods of Study
- b. Types of Tests: Classifying tests based on different criteria (e.g., ability, personality, achievement).
- c. Test Construction: The process of creating psychological tests, including item writing, pilot testing, and item analysis.
- d. Norms and Ethical Considerations: Examining the ethical guidelines and principles related to psychological testing. Learning about the concepts of reliability (consistency of measurement) and validity (measuring what it's supposed to measure).

2. Specific Test Areas-I

- a. Intelligence Testing: Exploring different approaches to measuring intelligence, such as the Stanford-Binet and Wechsler scales.
- b. Personality Assessment: Understanding various methods of assessing personality, including objective and projective techniques.
- c. Achievement Testing: Learning about tests designed to measure academic or vocational skills.
- d. Interest: Exploring different approaches to measuring interest of the students

3. Specific Test Areas-II

- a. Creativity: concept, nature and importance of creativity, Exploring different approaches to measuring creativity
- b. Aptitude: concept, nature and importance of aptitude, Exploring different approaches to measuring aptitude
- c. Attitude: concept, nature and importance of attitude Exploring different approaches to measuring
- d. Emotional Intelligence: concept, nature and importance of emotional intelligence exploring different approaches to measuring emotional intelligence.

4. Experiments in psychology-

- a. Psychological Testing of Attention, Perception
- b. Psychological Testing Thinking, Reasoning
- c. Psychological Testing Learning, Imagination
- d. Psychological Testing Association, Memory

Practical: Conduct any psychological test on any one standard of secondary school for 150 students.

References:

- Tiwari Govind & Roma Pal, Experimental Psychology: a dynamic approach, 1985, Vinod pustak mandir, Agra-2
- Dandekar W.N., Fundamental of Experimental Psychology, 1999, Anmol Publication, Pune.
- Permeshwaran E.G., Experimental Psychology, Nilkamal Publication, Hydrabad
- Ashok kumar Textbook of Experimental Psychology, 1997, Doaba House, new Delhi.
- दांडेकर वा.ना. शैक्षणिक व प्रायोगिक मानसशास्त्र, चौथी आवृत्ती, १९८८ मोघे प्रकाशन, कोल्हापूर, १२

B.Ed. Sem III –BSCE 301 Practice Teaching

Objectives

1. The student will enable to conduct the school lessons for practice teaching.
2. The student will enable to understand the school environment during practice teaching.
3. The student will enable to communicate with the school teachers regarding teaching profession.
4. The student will acquire various skills required for teaching profession.

Practice Lessons- Prepare the lesson notes and conduct the four school lessons for each school method in school, total 08 lessons under the guidance and supervision of our college mentor.

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B.Ed. Sem IV

B.Ed. Sem IV BSEC 401 School Internship for fifteen weeks

In the beginning of the semester the college will conduct the orientation programme for one week with all planning of the school internship of each student with their college mentor. School Internship for 15 weeks (1 week orientation, 12 week internship, 1 week report writing 1 week Viva-voce on Internship)

School Internship for 15 weeks will be conducted in secondary schools from standard Vth to std. XII th in government recognized schools. The student has to submit the consent letter of principal/head Master of the school with his/her mentor teacher of our college before starting the school internship programme. The student has the choice to choose the suitable recognized school for their convenience with discussion with his/her mentor.

INTERNSHIP PLANNING FORMAT

Academic Year:-

Name of the School:-

Name of the Mentor: -

Duration :- 15 Week (From-----To---)

Instructions-

1. Internship is of 15 weeks duration, this included an initial phase of one week for orientation on internship.
2. During the Internship, a student-teacher shall work as a regular teacher they regularly remain present in school as per school timing.
3. School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills
 - a. Each group consists of 10 students belonging to various teaching methods.
4. During the Internship, all student-teachers must participate in the school activities, Such as various competitions and sports.
5. All student teachers must participate in planning of annual function of school and various examinations conducted in and by school.
6. They must conduct regular teaching periods as per schedule allotted by school administration.

7. They should interact with school teachers, community members (Parents during parents meeting) and children in a classroom as well as outside the classroom.
8. Student-teachers should observe the school and its classroom for a first week so as to they understood the school in totality.

Internship Objectives-

- 1- To develop ability to understand the school in totality
- 2-To develop knowledge and skills related to organization of co- curricular activities
- 3-To develop professional capacities in student teacher
- 4-To develop sensibilities and skills in student teacher
- 5-To develop broad perspective about teaching learning process.
- 6- To develop skills related to research work
- 7- To develop Understood tools and techniques of transaction and assessment of teaching learning

Duration (In weeks)	Activity to be done	knowledge, skills, and abilities can the intern expect to gain
1	Student-teachers will— observe the school and its classrooms	Understand the school in totality- its philosophy and aims, organization and management.
2	Participate in school activities such as planning, teaching and assessment,	Gain knowledge and skills related to organization of co- curricular activities.
3	Interaction with school teachers, community members and children.	Achieve required professional capacities such as teaching skills, public relations, consultation ,guidance etc
4	Teaching–learning.	Gain of different aspects of teaching experience.
5	Teaching–learning.	Understood various needs of the children.
6	Teaching–learning.	Understood physical, mental, emotional development of children.
7	Teaching–learning	Understood tools and techniques of transaction and assessment of teaching learning

8	Identify the problem in teaching or school administration and conduct the Action research	Gain skills related to research work as well as how to find solution on problems faced by theme with the help of research
9	learners, analysis and reflection on teaching Analysis of answer sheets and preparation of result	Gain knowledge related to analyzing students performance. Understand how students have performed in each area of the syllabus
10	Observations of school teachers teaching and also peer observations	Understood s strengths and weakness of their own teaching.
11	Observations of interns' lessons by faculty	Receive suggestions, and feedback for their improvement
12	Development and maintenance teaching-learning resources	Understood role and importance of teaching-learning resources in developing concepts.
13	participating in school activities such as -supervision, various day celebration, conduction of various competitions	Understood importance of school activities for students personality development
14	Writing of report on Internship program	Develop ability about how to convey information, analyze an problem,
15	Writing of report on Internship program	Develop ability about how to draw conclusions.

- **B.Ed. Sem IV BSEC 402 Viva-voce on Internship-** Mentor teacher will guide to students . Time table will be display by exam section.
- **B.Ed. Sem IV BSEC 403 Presentation of Internship activities -** Mentor teacher will guide to students. Time table will be display by exam section.
- **B.Ed. Sem IV BSEC 404 Viva-Voce on the report on action research conducted during school internship -** Mentor teacher will guide to students._Time table will be display by exam section.
- **B.Ed. Sem IV BSEC 405 Annual lesson in School for each school subject -** Mentor teacher and subject will guide to students Time table will be display by exam section.

Reference:

1. Bhangale S.D. Internship, Prashant Publication, Jalgaon

2. IGNOU University, handbook for Practical activities for B.Ed. Internship and workshop, IGNOU, New Delhi
3. YCMOU B.Ed. Practical Book, YCMOU B.Ed. Programme, Nashik

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