

B.Ed. FIRST YEAR

BED101:CHILDHOOD AND GROWING UP

Objectives: To enable the student teacher to:

1. understand the growth and development of the learner and its importance in the teaching learning process with special reference to adolescent stage.
2. become aware regarding the individual differences among learners
3. Identify the educational needs of diverse learners.
4. Get acquainted with the new (contemporary) theories of learning.
5. Understand Political, Social and Cultural dimensions along with their implications on childhood and growing up.
6. Become familiar with the impact of mass communication media on childhood and growing up.

UNIT 1: UNDERSTANDING THE GROWTH AND DEVELOPMENT OF THE

LEARNER: -

1 CREDIT

1.1 Heredity and environment; social heredity - meaning, nature, importance in teaching learning process

1.2 Growth, Maturation and Development of the learner:

- a) Differences between growth and development
- b) Principles of growth and development
- c) Relationship between development and learning
- d) Stages of Growth and Development
- e) Adolescence stage: (Physical, mental, emotional, moral and social aspects)

1.3 Facilitating holistic development: Implications for education (school, teacher, parents) w.r.t. to adolescence stage.

UNIT 2: EDUCATION AND INDIVIDUAL DIFFERENCES: -

1 CREDIT

2.1 Individual differences: (age, sex, intelligence, multiple intelligences, emotional

intelligence, socio economic background, interests, introvert and extrovert.), implications for learning to facilitate holistic development.

2.2 Concept of Inclusive Education and Children with Special Needs:

- a) Inclusive Education: concept and need
- b) Children with Special Needs: Characteristics of visually impaired (challenged), hearing impaired (challenged), learning disabled, slow learners, gifted, creative, mentally retarded and physically challenged.
- c) Teacher's role in educating them in general classrooms.

UNIT 3: EDUCATION AND LEARNER DIVERSITY IN CLASSROOM: -

1 CREDIT

3.1 Diversity in learning styles:

- a) Meaning and concept of learning styles
- b) Types of learning styles (Visual, Auditory and Kinesthetic)
- c) Implications for learning

3.2 Diversity due to multiculturalism:

- a) Meaning and concept of multiculturalism,
- b) Differences in learners arising due to multiculturalism
- c) Role of the teacher in a multicultural classroom

UNIT 4: POLITICAL, SOCIAL AND CULTURAL DIMENSION OF CHILDHOOD AND GROWING UP: -

1 CREDIT

4.1 Meaning and Implications of Political Dimensions on childhood and growing up:

- a) Political Dimensions: Democratic, Dictatorship, Communism and Socialism – features of the governments and its general policies on education/
- b) Government Policies in India for the education of children, women, minority and backward classes and their implications on development.

4.2 Meaning and Implications of Social Dimensions on childhood and growing up:

- a) Social dimensions: Family, neighbourhood, friends and society
- b) Implications of the social dimensions on childhood and growing up.

4.3 Meaning and Implications of Culture Dimensions on childhood and growing up:

- a) Cultural dimensions: Social values, customs, traditions, cultural institutions
- b) Implications of cultural dimensions on childhood and growing up.

4.4 Impact of Media on childhood and growing up:

- a) Types of Mass Media: Print, Electronic and Social Medium.
- b) Implications of Mass Media on childhood and growing up.

Practical: (any one from the given list)

1. Case study of an adolescent learner
2. Plan and implementation of one lesson catering to any of the diverse needs of students (individual difference/ special need/learning styles/ multiculturalism)
3. Review and write a report on a biography/ story/ children's diary etc. to understand the lived realities of children grown up in different political, social and cultural settings.
4. Conduct a study on 'Impact of Media on growing up of children.'

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8. Aparna Chattopadhyaya - What's your Emotional I.Q., PustakMahal Delhi
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10. Alice Rajkumari, Rita Suguna Sundari, Digumarti Bhaskara Rao - Educational Psychology, Discovery Publishing house New Delhi.
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12. K.K. Bhatia and Trinath Purohit - Educational Psychology and Technique of Teaching , Kalyani Publishers Ludhiana.
13. S.K. Mangal - Educational Psychology, Tandon Publications, Ludiana.
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B.ED 102: CONTEMPORARY INDIAN EDUCATION, GENDER & SOCIETY

Objectives : To enable the student teacher to:-

1. understand the concept and aims of education.
2. learn the concept of social change and process of social change.
3. develop gender sensibility amongst student teacher.
4. make student understand about the gender issues faced in school.
5. make them aware about constitutional provision regarding gender education.
6. identify the contemporary issues in education.
7. make them aware about the contribution of thinkers in education.

UNIT: 1 EDUCATION IN CONTEMPORARY INDIAN SOCIETY 1 CREDIT

1.1. Concept of Education: - Meaning, Definition, Aims of Education in contemporary Indian society

- a. Types :- Formal , Non formal and informal
- b. Agencies of Education : Family , school , community, State, Peer group, reference group, NGO

1.2. Role of Education in Contemporary Issues

UNIT: 2 EDUCATION AND SOCIAL CHANGE 1 CREDIT

2.1 Concept of social change : Meaning , Definition, Factor , Types

2.2 Process of social change

2.3 Obstacles in social change

2.4 Role and limitations of education in social change

UNIT 3 GENDER AND EDUCATION 1 CREDIT

3.1 Gender : Meaning , Definition , Difference between Gender and Sex

3.2 Gender and school: Issues related to gender in school, gender bias in School enrollments, dropouts and household responsibilities, social attitudes, sexual abuse

3.3 Role of Education :

- a. Challenging gender inequalities
- b. Reinforcing gender parity
- c. Teaching strategies to develop sensitivity.

Provision regarding gender equality

- i) Constitutional provisions

ii) Laws and Rights

UNIT 4 ISSUES, POLICIES AND THINKERS

1 CREDIT

4.1 Issues :

- a. Equalization of Educational opportunities
- b. Sustainable Development
- c. Liberalization, Privatization and Globalization.

4.2 Policies:

- a. National policy on Education – 1986, 1992
- b. Right to Education Act- 2009: concept , Feature
- c. Rashtriya Uchchar Shiksha Abhiyaan.

4.3 Thinkers: Swami Vivekanand , Dr.Ravindranath Tagore,Dr. Babasaheb Ambedkar , J.P Naik, Mahatma Phule and Savitribai Phule.

Mode of Transaction:Lecture, Discussion, Assignment, Film show, Street Play

Role Play, Project, Field Visit, Survey, Seminar and Interview

Practical Work(*any one from the given list*):

1. Study of any one Contemporary issue of Education (Identification, causes, impact and role of teacher)
2. Study of any one thinker (Which is not included in syllabus
3. Identification about various schemes and scholarships available for deprivedSections of society and prepare a Report.
4. Planning and implementation of Activities
 - a) Visit to the NGO
 - b) Creating awareness Programmes on Social Problems
 - c) Seminar
 - d) PPT / Poster Presentation
 - e) Conducting survey
 - f) Group Discussion
 - g) Interview

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11. Chobhe Dr. S. P. and Akhilesh - Philosophical and Sociological foundation of Education.
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Education.
13. Gaind D.N. and Sharma R. P. - Education Theories and Modern Trends.
14. Rai B.C - Theory of Education - Philosophical and Sociological bases of Education.
15. S.S. Mathur - A Sociological approach to Indian Education.
16. NCERT - The Teacher and Education in Emerging Indian Society
17. Toffler Alwin - The future shock

BED 103: LEARNING AND TEACHING

OBJECTIVES :- To enable the student teacher to:-

1. understand the concept of learning
2. comprehend the theories of learning
3. appreciate the idea of learning as construction of knowledge
4. realize the connection between learning in school and learning outside school
5. recognize the relationship between teaching and learning
6. analyze the complex process of teaching
7. acquaint themselves with different approaches of teaching that support learning
8. value the relevance of reflection in the teaching learning process
9. realize the significance of the context in which the teaching learning process occurs
10. acknowledge that teaching is a profession

UNIT 1: LEARNING THEORIES AND INSTRUCTIONAL STRATEGIES: -1 CREDIT

1.1 Concept of Learning –

- a) Definition of learning, Meaning of formal, informal and non-formal learning
- b) Process of learning- the learning curve.
- c) Learning through observation and imitation
- d) Factors affecting learning (Individual and Environmental: Maturation, Motivation, Intelligence, Interest, Attention, Fatigue)
- e) Transfer of learning: concept and types.
- f) Implications for teaching

1.2 Traditional Theories of Learning by:

- a) Thorndike,
- b) Pavlov
- c) Skinner
- d) Kohler
- e) Implications for teaching of the above theories

UNIT 2: ACTIVE ENGAGEMENT IN LEARNING:-

1 CREDIT

2.1 Theory by:

- a) Pavio – Dual coding theory
- b) Implications of the theory for learning: Relevance in learning, Role of teacher and Role of learner.

2.2 Theory of Constructivism:

- a) Cognitive constructivism(concept and features)
- b) Social Constructivism (concept and features)
- c) Concept mapping and Mind mapping
- d) Characteristics of a Constructivist classroom

2.3 Implications of Constructivism for teaching

2.4 Brain based learning: Principles and Educational Implications.

UNIT 3: ASPECTS OF TEACHING:-

1 CREDIT

3.1 Concept of teaching:-

- a)Definitions of teaching
- b) Levels of teaching
- c) Teaching for diversity in the classrooms: Lecture Method, Seminars, Pair work and Group work, Project work, Flipped Classroom and Technology based teaching
- d) Pedagogy and Andragogy – Concept and implications for teaching

3.2 Functions of teaching

3.3 Micro teaching and teaching skills, 21st century teaching skills

3.4 Diagnostic testing and Remedial Teaching

3.5 Need and importance of :- (i) Annual Plan (ii)Unit Plan

UNIT 4: PLANNING FOR EFFECTIVE TEACHING

1 CREDIT

- 4.1 Parameters of effective teaching
- 4.2 Maxims of teaching
- 4.3. Principles of teaching
- 4.4 Models of teaching – Concept, Features, Families and implications for classroom

- a. Advance Organizer Model
- b. Concept Attainment Model
- c. Inquiry Training Model
- d. Jurisprudential Inquiry Model

4.5 Team teaching - Concept and implications for teaching

4.6 Reflective teaching – Concept and implications for the teaching

4.7 Teaching as a profession

Mode of Transaction: Lecture, Discussion, Assignment, Group work, Project, Field Visit, Poster Presentation, Seminar and Interview

PRACTICAL (*any one from the given list*)

1. Construct and develop a concept map or a mind map on any unit or topic from the course.
2. Experiment on (any 2)
 - a. Learning,
 - b. Attention or
 - c. Fatigue.
3. Develop an Annual Plan and Unit Plan (one school subject).
4. Plan and implementation of one lesson using Models of Teaching.

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BED 104: ASSESSMENT AND EVALUATION FOR LEARNING

OBJECTIVES: To enable the student to:-

- understand the process of evaluation.
 - develop the skill in preparing, administering and interpreting the achievement test.
 - understand and use different techniques and tools of evaluation for learning.
 - comprehend the process of assessment for learning
 - develop skills necessary to compute basic statistical measures to assess the learning.
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UNIT 1 – PROCESS OF EVALUATION

(1 CREDIT)

- 1.1 Measurement, Assessment and Evaluation in Education – Concept & Relationship
- 1.2 Taxonomy of instructional objectives (Revised Blooms Taxonomy and R.H.Dave) and its importance
- 1.3 Principles of Evaluation
- 1.4 Educational objectives and learning outcomes
- 1.5 Criteria for selection of a good learning experiences and Types
- 1.6 Relationship between educational objectives, learning experiences, content and evaluation.

UNIT 2 -TOOLS AND TECHNIQUES OF EVALUATION

(1 CREDIT)

- 2.1 Characteristics of measuring tools: Validity, Reliability, Objectivity, Usability, Adequacy and Discrimination Power (Concepts and Factors Affecting them)
- 2.2 Evaluation Techniques and Tools:
 - (a) Observation Technique: Rating Scale and Check List
 - (b) Self Reporting Technique: Interview and Questionnaire
 - (c) Projective Technique: Thematic Apperception Test (TAT) and Sentence Completion Test
 - (d) Sociometric Technique: Sociogram and Guess Who?
- 2.3 Quantitative Tools of Evaluation
 - (a) Construction of achievement test with special reference to Content area,

Objectives and Types of Questions (Blue Print)

(b) Diagnostic Test

(c) Performance Test: Jigsaw and Puzzle

(d) Oral Test and Practical Test

UNIT 3 -ASSESSMENT FOR LEARNING (1 CREDIT)

3.1 Significance of assessment for learning

3.2 Self assessment and peer assessment

3.3 Records used in Assessment:

- a) Profiles: Meaning, Steps involved and criteria for developing and maintaining a comprehensive learner profile.
- b) Evaluation rubric: Meaning , Construction and Uses
- c) Cumulative records : Meaning, Significance

3.4 Ethical Principles of Assessment

3.5 Examination Reforms

- a. Continuous and Comprehensive Evaluation (CCE)
- b. Choice Based Credit System (CBCS)
- c. Open Book Examination

3.6 Feedback in Assessment

- a) Importance of Feedback in learning
- b) Types of Feedback : Constructive feedback, Oral and Written, Individual & Group

UNIT 4 INTERPRETING TEST SCORES (1 CREDIT)

Statistical measures to interpret the test scores (Meaning, Characteristics, and Uses)

4.1 Measures of Central Tendency : Mean, Median, Mode

4.2 Measures of Variability : Quartile Deviation, Standard Deviation

4.3 Percentile and Percentile Rank

4.4 Co-efficient of correlation by Spearman's Rank Difference method

4.5 Standard Scores: Z and T (Concept Only)

4.6 Graphical representation of data : Histogram, Frequency polygon

4.7 Normal Probability Curve : Properties, Uses

4.8 Skewness and Kurtosis

Mode of Transaction:

- Lecture cum Discussion
- Group Discussion
- Cooperative Learning
- Student Presentation (PPT)
- Assignments
- School Visit
- Seminar
- Quiz

PRACTICALS (Any One):

1. Developing an achievement test with its Blue Print, Answer Key and Marks Distribution.
2. Developing a Portfolio / Profile / Evaluation Rubric
3. Evaluation of available Unit test and reformation of the same.
4. Designing Questionnaire / Interview Schedule on a given topic
5. Preparing any four evaluation tools for Formative Assessment.

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BED 105: Advanced Pedagogy and Application of ICT

Objectives: To enable the student teacher to

1. understand the concept of Advanced Pedagogy and its implementation in classroom
2. use of Pedagogical methods to meet the needs of diverse learners.
3. understand the concept, need and importance of ICT and its application in education
4. understand ICT based teaching-learning strategies & resources.
5. create awareness about appropriate use of ICT
6. develop educational material using advanced pedagogical strategies and ICT tools.

UNIT: 1 Introduction to Advanced Pedagogy

(CREDIT 1)

1.1 Concept, Need and Significance of Advanced Pedagogy.

1.2 Principles of Advanced Pedagogy

1.3 Philip Jackson Model- Pre-active phase

Interactive Phase

Post-active phase

Teacher's role in these phases

1.4 Use of Various Pedagogies-

- | | |
|----------------------|--|
| a) Student Voice | b) Differentiation |
| c) Critical Pedagogy | d) Engagement student in Teaching Learning Process |

1.5 Application of Advanced Pedagogy for Development of e-content

UNIT: 2 Advanced Pedagogical Approaches

(CREDIT 1)

2.1 Blended Learning

2.2 Experiential Learning

2.3 Problem based learning

2.4 Scenario based learning

2.5 System Approach in Teaching

UNIT: 3 ICT in Education

(CREDIT 1)

3.1 ICT in Education: Concept, Need and Importance

3.2 Application of ICT in Education

- a) Teaching – Learning b) Research c) Publication d) Administration e) Evaluation

3.3 Challenges and barriers to integration of ICT in Indian Schools

3.4 ICT Teacher- Skills and Qualities

3.5 Safe use of ICT-Net safety, Netiquettes, Copy Right, Plagiarism

UNIT: 4 ICT Supported Advanced Teaching Learning Strategies (CREDIT 1)

4.1 Advanced ICT Supported teaching strategies concept, need, features, principles and importance.

4.2 ICT & Teaching –learning Strategies

- a) Web based learning
- b) M-Learning
- c) Co-operative learning
- d) Collaborative Learning
- e) C A I

4.3 Smart Classroom-Nature, Features, Advantages

4.4 On-Line Learning resources- e-library, Video Conferencing, Webinars

4.5 Social networking for learning with special reference to facebook & WhatsApp tool.

4.6 Agencies using ICT for Education- Open Schools & universities, intel, MOOC, MCKL

Modes of Transaction:

- a) Lecture cum discussion
- b) Presentations
- c) Seminars
- d) Demonstrations
- e) Activity based teaching methods
- f) Project method
- g) Group discussion
- h) E-communication tools
- i) Assignments

Practical Work (*any one from the given list*):

1. Design a teaching plan for any unit of school subject by using methods of advanced pedagogy
2. Develop a CAI Programme on any one unit of your teaching method
3. Review an educational mobile app and write a report.
4. Develop e-content material for any one unit of School subject by using advanced pedagogical strategies.

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BED- 106-01- UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

मराठी

उद्दिष्ट्ये :

- १) व्यक्ती विकास व समाज विकास यातील मातृभाषेचे महत्त्व समजून घेण्यास विद्यार्थी शिक्षकास मदत करणे.
- २) मातृभाषेचा विकास विद्यार्थी शिक्षकात घडवून आणणे.
- ३) मातृभाषेचे लेखन, भाषण यांच्याद्वारा समर्थपणे अभिव्यक्ती कौशल्य संपादन करण्यास प्रवृत्त करणे.
- ४) मातृभाषेचे व्याकरण व त्याची उपांगे यांचे सखोल अध्ययन करणे.
- ५) मातृभाषेसंबंधी योग्य अभिवृत्ती विकसित करणे.
- ६) मराठीतील वाङ्मय प्रकारांचा स्थूलमानाने परिचय करून देणे.
- ७) मराठीचे अध्यापन कौशल्ये अवगत करणे.
- ८) इ. ५वी ते १२वी पर्यंतचा मराठी विषयाचा अभ्यासक्रम समजून घेणे.
- ९) उपयोजित मराठी भाषेची कौशल्ये अवगत करणे.

घटक क १ अ- अ) वर्णविचार - वर्णमाला (सुधारित वर्णमाला, महाराष्ट्र शासन, मसाप, पुणे)

;१ बतमकपज द्व

ब) शब्दविचार - शब्दांच्या जाती, विभक्ती व कारकार्य

क) वाक्यविचार- १) वाक्याचे प्रकार अर्थानुरोधाने, क्रियापदाच्या रूपावरून, वाक्यातील विधानानुसार

२) काळ व त्याचे प्रकार

३) वाक्याचे प्रयोग व प्रकार

घटक क १ ब- शब्दसिद्धी - १) सिद्ध व साधित शब्द

२) उपसर्ग घटित शब्द

३) प्रत्यय घटित शब्द

४) संधी व प्रकार नियम

५) समास व त्याचे प्रकार

घटक क २ अ) – रस, वृत्त, कालंकार

;१ बतमकपज

६

अ) रस व्याख्या व प्रकार

ब) वृत्त – वृत्तांचे प्रकार

अक्षरवृत्ते – इंदवजा, उपेदवजा, भुजंगप्रयात, शिखरिणी, वसंततिलका, मालिनी, पृथ्वी, मंदाकांता, मंदारमाला, शार्दूलविकीडीत.

मात्रावृत्ते – पादालुतल, दिंडी, आर्या, नववधु.

छंद प्रकार – १) ओवी– ज्ञानेश्वरी, मुक्तेश्वरी, एकनाथ.

२) अभंग– लहान, मोठा

ड) मुक्तछंद –

इ) अलंकार – महत्व, प्रकार – यमक , अनुप्रास, श्लेष, उपमा, उत्प्रेक्षा, व्यतिरिक्त, अपन्हुती, अतिशयोक्ती, चेतनगुणोक्ती, अन्योक्ती, अर्थान्तरन्यास, दृष्टांत, विरोधाभास (लक्षणे व उदाहरणे)

घटक क २ ब) – १) शुद्धलेखन विषयक युधारित नियम व उपयोग.

२) व्यावहारीक व उपयोजित प्रकार – औपराधिक पत्र, आकलन, सारांश लेखन, भाषांतर, वृत्तलेखन, जाहिरात क्षेत्र, अभिप्राय लेखन आणि बोलीभाषांचा परिचय, सुत्रसंचालन, सादरीकरण, कोषवाङ्मय, पटकथा लेखन

अभ्यासकमाचे वर्गातील संप्रेषण – १)व्याख्यान २) संमिनार, प्रकल्प, क्षेत्रभेट, पॉवर पॉईंट सादरीकरण, चित्र सादरीकरण

प्रात्यक्षिक कार्य – १) कोणत्याही एका साहित्यिकाच्या साहित्य प्रकारावर पोस्टर सादर करा किंवा

२) व्याकरणाच्या कोणत्याही एका घटकावर पोस्टर सादर करा किंवा

३) तुमच्या आवडीच्या साहित्य प्रकारातील एका साहित्य प्रकाराविषयी तुमचे लिखित मत व्यक्त करा. (प्रकार, वैशिष्ट्ये, सामाजिक दृष्ट्या महत्व)

संदर्भपुस्तिका— १) सुगम मराठी व्याकरण – मो. रा. वाळिंबे

२) मराठी व्याकरणाची मुलतत्वे – ग.त. केळकर

३) वृत्ते आणि अलंकार – प्र.न. जोशी

४) मराठी व्याकरण— प्रा. मुरकुटे, नाशिक

५) मराठी व्याकरण— प्रा. डॉ. के. पी. शहा, अजब पब्लिकेशन, कोल्हापूर

६) साहित्य साधना – मा. का. देशपांडे

BED 106-02: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

हिन्दी

उद्देश्य :

छात्र अध्यापक को हिन्दी बोलने, लिखने और पढ़ने में अपनी क्षमता विकसित करने में सहायता करना

हिन्दी भाषा का गठन एवं विकास संबंधी जानकारी प्राप्त करने हेतु छात्र अध्यापक की सहायता करना.

छात्र अध्यापक को हिन्दी भाषा तथा व्याकरण के अंगोपांगों का सूक्ष्म अध्ययन करने के लिये प्रेरित करना.

माध्यमिक तथा उच्च माध्यमिक शिक्षा स्तरों के लिए निर्धारित पाठ्यक्रम एवं पाठ्यपुस्तकों का सूक्ष्म अध्ययन करने में छात्र अध्यापक को प्रेरित करना.

छात्र अध्यापक को हिन्दी साहित्य के इतिहास को अध्ययन करने प्रोत्साहित करना.

छात्र अध्यापक को हिन्दी की साहित्य विधाओं तथा सुविख्यात साहित्यकारों से परिचित कराना.

घटक क १ अ- व्याकरण

;१ बतमकपज

६

१) वर्ण विचार, शब्द विचार, वाक्य विचार, किया

२) उपसर्ग, प्रत्यय, समान, संधि

३) शब्द – समानार्थ, विपरीत, भ्रमानेवाले शब्द. शब्द समूह के लिए एक शब्द.

४) मुहावरे एवं कहावतें

घटक क १ ब- रचना

१) पत्रलेखन

२) निबंध

३) कथा लेखन

४) कल्पना विस्तार

५) गद्यखंड – पद्यखंड – अर्थग्रहण

६) सार लेखन

७) वृत्तांत लेखन

८) भाषण – स्वागत, बिदाई, धन्यवाद, परिचयात्मक

घटक क २ अ) – हिन्दी साहित्य का इतिहास

; १ बतमकपज द्द

१) आदिकाय

२) मध्यकाय

३) आधुनिक काल

घटक क २ ब) – साहित्यिकों का परिचय : कक्षा ६ से १० वीं तक की प्रचलित पाठ्यपुस्तकों में जिनकी रचनाएँ हैं^१ उन साहित्यिकों का सामान्य परिचय तथा विशेषताएँ

अधिनियम गतिविधियाँ –

१) व्याख्यान

२) चर्चा

३) सेमिनार

४) क्षेत्र भेंट

५) पॉवर पॉइंट प्रेजेंटेशन

६) वादविवाद

स्पर्धाओं का आयोजन

प्रात्यक्षिक कार्य –

१) व्याकरण पर आधारित अध्ययन सामग्री तैयार करना

२) विधा के अनुसार साहित्यिकों का वर्गीकरण किजीये

३) किसी एक काल का विस्तृत अध्ययन कर रिपोर्ट तैयार करना (हिन्दी साहित्य के इतिहास के काल)

संदर्भ ग्रंथ—

१) संक्षिप्त हिन्दी व्याकरण – कामताप्रसाद गुरु

२) आधुनिक हिन्दी व्याकरण और रचना – डॉ. वासुदेवनंदन प्रसाद

३) हिन्दी साहित्य का इतिहास – आ. शुक्ल

४) साहित्य विवेचन – क्षेमचंद सुमन

५) हिन्दी साहित्य का इतिहास – डॉ. राजनाथ शर्मा

६) हिन्दी भाषा विज्ञान – डॉ. भोलानाथ तिवारी

BED 106-03: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

ENGLISH

Objectives: To enable the students to:-

1. acquire proficiencies in listening, speaking, reading, writing and communication skills.
2. acquaint with essential aspects of English Grammar and composition.
3. understand the scope of syllabi in English.
4. develop interest and attitude towards English as foreign language.

UNIT – 1

(1CREDIT)

A) Phonetics

1. Phonemes, syllabus and words
2. Vowels , Diphthongs and consonants
3. Semantics
4. Intonation – Stress , accent , Intonation pattern

B) Grammar:

1. Parts of speech
2. Punctuation
3. Kinds of sentences
4. Tense
5. Transformation of sentences

* Direct and indirect speech.

* Voice

* As soon as

* Not only but also

* Question tag

UNIT - 2

(1CREDIT)

1. Letters – Formal and Informal
2. Report Writing
3. Dialogue Writing
4. Essay Writing
5. Story Writing

1. Note making and note taking
2. Writing summary
3. Preparation of tree diagram, web diagram and pie chart
4. Preparation of Advertisement

- Lecture
- Discussion
- Seminar
- Project
- Poster Presentation
- Use of Technology

Practical (Any 1 from the following)

1. Project report on any topic related to English Language.
2. Develop one short story
3. Prepare three diagram / web diagram / pie charts based on any five units / lessons.

References:

1. Teaching of English - P.K. Gupta, Anil Gandhi, and S.S. Bhatnagar
2. Teaching of English - A Modern Approach, Bose F.L
3. The technique of Language teaching, Bose F.L
4. Teaching of English as second Language - Allen H.B.
5. Language Testing - Labo Robert
6. The essentials of English Teaching - R.K. Jain
7. Teaching of English - G.L. Gadre
8. Structural Approach to Teaching of English - B.D. Shrivastav
9. English Language Teaching in India - Kudchedkar S.
10. Content Cum Methodology of English - Dr. C.H. Surywanshi
11. Content Cum Methodology of English - Patil and Vaze

BED 106- 04: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

संस्कृत

उद्दिष्ट्ये :-

- विद्यार्थीषिक्षकांनासंस्कृतलेखन व वाचनकौषल्यावरप्रभुत्वविळविण्यास सक्षमकरणे
- विद्यार्थीषिक्षकांनासंस्कृतमधूनविचारव्यक्तकरण्यास सक्षमकरणे
- विद्यार्थीषिक्षकांनासंस्कृतव्याकरणसमजावून घेण्यास सहाय्य करणे
- विद्यार्थीषिक्षकांनासंस्कृतव्याकरणाचेउपयोजनकरण्यास सक्षमकरणे

घटक क 1 अ:-वर्ण व शब्दविचार

;1 ब्तामकपज द्द

अ)वर्णांचीओळख

ब)संस्कृतलेखन व वाचननियम

क) शब्दरूपे—(स्वरान्त शब्द , व्यंजगान्त शब्द व सर्वनाम) , विभक्तिप्रत्ययान्त शब्दस्वरूप व कारकार्थ,

ड)क्रियापद रूपे (परस्मैपदाचे व आत्मनेपदाचेवर्तमानकाळ, भूतकाळ व भविष्यकाळी , आज्ञार्थ व विध्यर्थप्रत्यय) , गणांचापहिलागत व दुसरागत

इ)विशेषणे—गुणवाचक, तर—तमभाववाचक, संख्यावाचक, क्रमवाचक

घटक क 1 बवाक्य विचार

अ)वाक्य प्रयोग, वाक्य परिवर्तन—कर्तरि, कर्मणि व भावेप्रयोग, सतिसप्तमी, प्रयोजकरचना

ब)कारकविचार

क)वृत्तविचार

ड) शुद्धाषुद्धीविवेक

घटक क 2 अ) संधी व समास

;1 ब्तामकपजद

अ)स्वरसंधी, व्यंजन संधी व विसर्ग संधी

ब)समास—अव्ययीभाव, तत्पुरुष, द्वंद्व व बहुव्रीही(प्रकारासह)

क)तद्धित (अपत्यार्थक प्रत्यय, तत्र जातः, तत्र भवः या अर्थाचेप्रत्यय, मत्वर्थीय प्रत्यय, इतच् प्रत्ययान्त, दाप्रत्यय, तरप् —तमप् प्रत्यय)व कृदन्त (धातुसाधितनामे, अव्यये व विशेषणे)

घटक क 2 ब)

अ)पत्र लेखन

ब)निबंध लेखन

क)संस्कृतसाहित्याचीतोंडओळख

ड)कथा / उतारेपूर्णकरणे

इ) गद्य व पद्य भाषांतर

Mode of Transaction:

- Lecture
- Discussion
- Seminar
- Project
- Poster Presentation
- Use of Technology

प्रात्यक्षिककार्य—

- संस्कृतमधील एकानवसाहित्याकाचीमाहितीसंकलितकरणे
- व्याकरणाच्याकोणत्याही एका घटकावरपॉवरपॉइंटप्रेझेंटेशन
- सज्जनप्रशंसा, विद्याप्रशंसा, कूट श्लोक, अन्योक्ति, योगमहात्म्य, उद्यमप्रशंसा, अर्थमहात्म्य या विषयांवरआधारितप्रत्येकी 5संस्कृत श्लोकसंकलितकरणे व त्यांचाअर्थलिहिणे

संदर्भ :-

- नवीनअनुवादचन्द्रिका, चौखम्बाप्रकाशन, —अर्चनाकुलकर्णी
- शालेय संस्कृतव्याकरण—विद्याबाम
- सुगमसंस्कृतव्याकरण—प्र.शं. जोषी
- अभ्यासपुस्तकम्—संस्कृतभारती, बेंगलुरु
- इ. 8वी ते इ. 12 संस्कृत—पाठ्यपुस्तकनिर्मितीमंडळ, पुणे

BED 106- 05: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

URDU

Objectives:

1. To help student teachers to acquire skills in speaking, reading and writing Urdu.
2. To help student teachers to acquire linguistic skills.
3. To acquaint student teachers with different trends in Urdu content & grammar.
4. To help student teachers understand the scope of the syllabus in Urdu prescribed for std 6th To 12th.
5. To acquaint student teacher about different form of literature included in the text book.
6. To make student teacher aware about the famous writers & poet of Urdu prescribed in 6th to 12th text book.

Unit I A) Grammar

(1 Credit)

- 1.1 Lectures of alphabet, vowels formation of words, idioms.
- 1.2 Kinds of nouns, adjectives, adverbs, pronouns, number, case, gender, tense.
- 1.3 Kinds of sentences figures of speech.
- 1.4 Kinds of sentences according to the classes.
- 1.5 Figures of speech, simple perfect parameters.

Unit I B)

Practice in composition

- 2.1 Essay writing
- 2.2 Letter writing
- 2.3 Story telling
- 2.4 Precise writing
- 2.5 paraphrase

Unit II

(1 Credit)

A) History of Urdu literature

3.1 Ancient

3.2 Medieval

3.3 Modern

B) Elementary knowledge of forms of literature and writers.

Prose , poetry (prescribed in the text book 6th to 12th)

Mode of transaction

1. Lecture
2. Discussion
3. Seminar
4. Field Visit
5. Power point – presentation
6. Debate
7. Poster presentation

Practical work

1. Prepare a learning material based on grammar
2. Study and prepare a report of any one poet / writer prescribed in 6th to 12th text book.
3. Collect the information and categorize the adeeb cwnter / shair (Poet) on the bases of Zamana (Periods)

REFERENCES:

1. Tadress-e-Urdu- Akhtar Sheerani
2. Tadress-e- Urdu-NCPUL (National Council for Promotion of Urdu Language.
3. Tadress-e- Urdu- Moinuddin
4. Tadress-e-Urdu- Najmus-Sehar.

BED 106- 06: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

HISTORY

Objectives:-

To enable the student teacher to-

1. Understand the Indian Culture and World.
2. Realize the concept of Election Process.
3. Take interest in the study of Fundamental Rights & Human Rights.
4. Appreciate the significance and the role of Political Parties, Government Bodies.
5. Realize the Importance of the contribution of Shivaji Maharaj in History.
6. Realize the importance of Movements for Freedom.
7. Comprehend the concept of democracy and different religious diversity of India.

Unit I

(1 Credit)

A)– India’s culture & A People’s King

1. India : Cultural.
2. Ancient India and the World.
3. Maharashtra before the times of Shivaji Maharaj.
4. A People’s King.

B) – Movements, Democracy and Diversity

1. The Revolutionary Movement.
2. The quit India Movement.
3. International co-operation and Development.
4. Democracy and Diversity –
 - A) Caste and Democracy
 - B) Religion and Democracy.

Unit II

(1Credit)

A) – Progress of India

1. Renaissance & Feudalism –

A) Medieval Feudalism

B) Renaissance.

2. Election Process –

A) Voter

B) Political Party

C) Direct & Indirect Election.

3. Fundamental Rights and Duties-

A) Fundamental Rights and Duties mentioned in Indian Constitution

B) Human Rights.

4. Progress in Science and Technology

B) – Government Bodies, United Nations

1. Local Government Bodies

A) The Zilla Parishad

B) The Municipal Corporation

2. Union Government – The Legislature and The Judiciary

3. The Functions of the United Nations.

Mode of transaction

1. Lecture

2. Discussion

3. Seminar

4. Field Visit

5. Power point – presentation

6. Debate

7. Poster presentation

Practical :

1. Prepare a report of Indian Constitution with reference to Fundamental Rights and Duties.
2. Write a report any one Government Bodies from following
 - a) The Panchayat Samiti.
 - b) The Municipal Council.
 - c) Municipal Corporation.
3. Prepare report of Indian Democracy and Diversity related to Caste or Religion.

References –

The text books and the reference books which are prescribed by the Maharashtra State Board of Secondary & Higher Secondary Education are recommended for study.

BED 106-07: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

GEOGRAPHY

Objectives

1. To enable student teachers to revise the knowledge of all Branches of Geography subject at a school level.
2. To enable the student teachers to understand the interdependence and interrelationship among the various concepts and processes in Geography Subject.
3. To enable student teachers to acquire the skills related to map and instruments in Geography.
4. To develop a technique of observation and reporting of Geographical phenomenon among student teacher.
5. To create interest of Geography subject among student teachers.

Unit I: The Earth and Physical Geography

(1 Credit)

A. The Earth

A.1. Universe

A2. Solar System & Motion of earth

A3.Eclipses : Solar and Lunar : subtypes, effects, prejudices and scientific importance

A4.Graticule : Latitude and Longitude

A5. Interior of earth

B. Physical Geography

B1. Atmosphere-

B1.1. Structure of atmosphere

B1.2. Weather and Climate

B1.3. Factors affecting climate

B2. Elements of Air –

B2.1. Air Temperature: Definition, Factors affecting temperature and temperature zone on earth

B2.2. Air Pressure: Definition, Factors affecting air pressure and pressure belt on earth

B2.3. Wind : Definition, Types of wind-Global and Local

B2.4. Rainfall: meaning, forms of rainfall, types of rainfall- convectional, orographic and cyclonic, factors affecting distribution of rainfall.

B3. Lithosphere –

B3.1. Meaning of Lithosphere

B3.2. Movements of earth crust – i) Rapid Movements – Earthquake & Volcano – Causes, effects and zones

ii) Slow movements – Fold and fault – meaning and examples

B4. Landforms –

B4.1. Mountain, plateau and plain : definitions and types

B4.2. Rocks

B4.2.1. Meaning and types of rock

B4.2.2. Agents of erosion – running water, wind, sea waves and glacier : work and landforms created by these agents

B5. Hydrosphere

B5.1. Types of waterbodies - Ocean, sea, bay, gulf, strait, creek, river and lake – concept and examples

B5.2. Ocean Currents – Concept, types and its effects

B5.3. Tides – Meaning, causes and effects

B5.4. Salinity – Definition, factors affecting salinity

Unit II. Human, Regional and Practical Geography

(1 Credit)

C. Human Geography

C1 Human Settlement – concept, types-rural & urban, factors affecting settlement

C2.Population – Meaning of population, birthrate and death rate, causes and effects of population explosion, factors affecting density of population.

C3.Occupation – Meaning and classification of occupation- primary, secondary, tertiary and quaternary

C4.Biosphere - Concept and composition of biosphere, meaning and structure of food chain, concept of eco system.

C5. Pollution – Meaning, types, causes, effects and pollution controlling measures.

D. Regional Geography :

D1. Introduction to the continents

D2. Introduction to natural regions

D3. India : Location, Physiographic features, Climate, natural resources and Human life.

D4. Maharashtra: Location, Physiographic features, Climate, natural resources and Human life.

E. Practical Geography :

E1. Map – Definition of Cartography and map, elements of map, types of map

E2.Graph – Definition and types of graph

E3. Field visit and Report writing – meaning and importance

E4. Geographical Instruments – Thermometer, Wind vane, Barometer, Rain gauge and seismograph: diagram and functions

Mode of Transaction:

1. Discussion cum Lecture
2. Demonstration
3. Seminar
4. Supervised Study
5. Project based approach
6. Field visit
7. Technology based interaction
8. Blended approach
9. Observation technique
10. Heuristic method

Practical

1. To prepare a geographical instrument or model.
2. A visit to geographical place and writing a report.
3. To prepare a technology based program on any geographical concept i.e. presentation, CAI, e-content, video, blog, animation etc.

References :

1. Std. 6th to Std. 12th Geography/Social Science text books of State boards of Maharashtra and CBSE Board.

2. Chandan and Puri, Regional Development
3. Doniwal Hemant Kumar , Population of Geography, Authors Press
4. Frederick K.Lutgens, Edward J.Tarbuck & Dennis Tasa,The atmosphere: an introduction to meteorology
5. Joshi and Kaji, Principles of General Geography
6. K. Siddharth, Ecology and Environment, Kisalaya Publication
7. Majid Husain, Geography of India, McGraw Hill Education series
8. Majid Husain, Human Geography, Rawat Publication, New Delhi
9. Majid Husain, Models in Geography,Rawat Publication, New Delhi
10. Oxford Publication, Dictionary of Geography
11. Sawadi A.B., Physical Geography
12. Singh Savindar, Physical geography, Prayag Pustak Bhawan
13. Singh Savindra, Geomorphology
14. Roger Minshull, Regional Geography: Theory and Practice, Aldine Transaction

BED 106-08: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

GENERAL SCIENCE

Objectives: To enable student teacher to

- 1) understand nature, scope & importance of general science at secondary level.
- 2) analyze the textbook & content of general science at secondary level.
- 3) Understand life on the earth.
- 4) Understand the basic concepts of different branches of chemistry.
- 5) Understand concepts in Physics.
- 6) familiarize facts, terms, concepts, laws & principles in general science.

Unit – I

(1 Credit)

A) Life on Earth

1. Cell: The Unit of Life
2. Genetic Basis of inheritance
3. Plant and Animal Life
4. Organ System (only humans)

B) Concepts of Chemistry

1. Chemistry of Carbon Compounds – Hydrocarbons
2. Metals and Non-metals
3. Chemical Reactions and Chemical Equations

Unit – II

(1 Credit)

A) Concepts in Physics

1. Motion, Energy and Force
2. Heat and Light
3. Electric Current and Magnetism
4. Sound and Wave

B) Environmental Science

1. Biodiversity and Ecosystem
2. Microorganism

3. Striving for a better environment – Waste Management, Vermicompost pit
4. Conservation of Resources

Mode of Transaction:

- Discussion cum Lecture
- Demonstration
- Seminar
- Project based approach
- Field visit
- Technology based interaction

Practical (Any one of the following):

1. Textbook Analysis (General Science)
2. Visit of a Science Laboratory
3. Investigatory Project/ Model

List of Books Recommended:

The text books and the reference books which are prescribed by the Maharashtra State Board of Secondary and Higher Secondary Education are recommended for study.

BED 106-09: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

MATHEMATICS

Objectives: To enable student teacher to

- 1) understand nature, scope & importance of Mathematics at secondary level.
- 2) analyze the textbook & content of Mathematics at secondary level.
- 3) Understand basic concepts in Arithmetic, algebra, and Geometry.
- 4) familiarize facts, terms, concepts, laws & principles in Mathematics.
- 5) Apply basic concepts of Mathematics in daily life.

Unit 1 :

(1 Credit)

A. Arithmetic

1. Numbers
 - a) Natural, whole, integers, rational, irrational, real numbers
 - b) Operations on numbers: addition, subtraction, multiplication and division
 - c) Use of brackets
 - d) Indices, squares, square roots, cube, cube roots.
2. Unitary method, variation- direct and inverse
3. Ratio and proportion

B. Algebra

1. Basics of Algebra
2. Use of letters in place of numbers.
3. Algebraic expressions, addition, subtraction, multiplication and division of algebraic expressions.
4. Polynomials: factors and multiples.
5. Identities.
6. Equations: equations with one variable, linear equations in two variables, quadratic equations.

Unit 2 :

(1 Credit)

A. Geometry

1. Basics of Geometry
 - i. Basic concepts
 - ii. Angles, pairs of angles, triangles and quadrilaterals – types & properties.
 - iii. Triangles- congruence and similarity.
2. Circle – basic concepts, circumference, area, theorems.
3. Quadrilaterals – properties of different quadrilaterals, theorems.
4. Geometric construction

B. Applied Mathematics

1. Mathematics in day to day life
 - i. Profit and loss.
 - ii. Percentages
 - iii. Simple and compound interest
 - iv. Discount and commission
2. Statistics – measures of central tendency and variability, Graphs.
3. Mensuration – Area and volumes of different geometrical figures.
4. Co- ordinate geometry.

Mode of transaction:

1. Lecture
2. Deductive
3. Analytic and synthetic
4. Discussion
5. Seminars
6. Presentation
7. Projects

List of Practical (Any one of the following):

1. Investigatory Project/ Model
2. Visiting a Mathematics Institute
3. Contribution of Indian Mathematicians

References: Text books published by Maharashtra State Bureau of Textbook production and curriculum research, Pune and Maharashtra state board of secondary and higher secondary education , Pune.

BED 106-10: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

ECONOMICS

Objectives :-To enable the student teacher to:

1. understand the meaning, nature, scope & importance of Economics Subject & basic concepts of Economics.
2. understand various sources of Income & Concept Types & Importance of Budget.
3. understand meaning, features, types & basic problems of economy
4. understand concept, causes & effects of inflation & measures to control it.
5. know about P.D.S. & Consumer Protection.
6. understand concept of Economic Growth, Economic Development & Quality of Human life & their importance.
7. be aware about the major challenges before Indian Economy & their economic effects.
8. know about economic reforms in India.
9. understand the concepts of Micro & Macro Economics & their importance.
10. know the meaning, scope & importance of Statistics in Economics.

Unit : I

(1 Credit)

A) Economics as a subject

A-1 Economics – Meaning, Definition, Nature, Scope, Need & Importance of the study of Economics.

A-2 – Basic concepts of Economics

- a) Human Wants – Meaning, features and classification
- b) Resources – Meaning, Scarcity
- c) Utility – Meaning, Types & Characteristics
- d) Value – Meaning, Examples
- e) Price – Meaning & Examples
- f) Demand & Supply – Meaning and Definition

B) Sources of Income

B-1 Personal Income – Meaning and sources of personal Income.

B-2 Baluta System – Meaning , Nature , Merits & Demerits of Baluta System

B-3 Agro – based industries

B-4 Trade – concept of trade

B-5 – Modern sources of Income

B-6 Budget – concept & importance of Budget , types and components of Budget , concept & merits offamily Budget.

Unit 2

(1 Credit)

A) Introduction of Economy

A-1 – Meaning & definition of Economy

A-2- Features and types of Economy

A-3- Basic problems of Economics & their solution.

B) Global Economic concept

B-1 – Inflation – Concept, causes , effects of Inflation , measures to control Inflation.

B-2- Public Distribution system (P.D.S)& consumer protection

- a) Meaning & objectives of P.D.S
- b) Progress of P.D.S
- c) Drawbacks o P.D.S
- d) Remedial Measures
- e) Consumer protection – Rights & duties of a consumer.

Mode of Transaction:

1. Discussion cum Lecture
2. Seminar
3. .Project based approach
4. Field visit

5. Technology based interaction

6. Blended approach

Practical Work;-

Any one of the Following.

1. To prepare any type of self learning material (Booklet) / Model related to any unit of Economics & write a report.
2. To prepare a ppt or poster for presentation on any unit of Economics. (Presentation and report writing)
3. Field visit and report writing. (any cottage or small scale industry)

References :-

1. Text books of Economics from 9th to 12th std.
2. Elementary Economic Theory by Dewett.
3. अर्थशास्त्र परिचय – रा.म. गोखले.

BED 106-11: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS
INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Objectives

The student teachers should be able to-

1. Acquire basic knowledge of Computers.
2. Study the ICT tools.
3. Make effective use of information and communication technology.
4. Understand the concepts in Multimedia.
5. Develop capabilities to access Information using Internet.
6. Learn the basic concepts of Computer Networking.
7. Acquire skills for creation of Basic Web Pages.
8. Acquaint with basic techniques and knowledge required for computing applications.
9. Be aware of cyber laws and ethics.

Unit I: Introduction to Computer

(1 Credit)

1. Introduction to Computers : Definition, Structure, Types
2. Hardware- Concept and classification – CPU & Peripherals- Input, output and storage
3. Generations of computer
4. Software- Concept and types
5. Operating system – Concepts, type and functions
6. Application Software - Concepts, type
 - 6.1 Word processors
 - 6.2 Applied art
 - 6.3 Multimedia
 - 6.4 Spreadsheets
 - 6.5 Presentations
 - 6.6 LOGO
7. Animation
8. Introduction to basic programming
9. Generation of Programming Language

- 10. Unicode
- 11. Binary number system
- 12. Introduction to C programming

Unit II: Introduction to Networking

(1 Credit)

- 1 Concepts of ICT, Necessity of ICT
- 2 ICT Tools
 - 2.1. Computer
 - 2.2 Cellular phones
 - 2.2 Radio and TV
 - 2.3 Internet
- 3. Introductions to Network :
 - 3.1. Definition and types of Network – LAN to WAN
 - a. World Wide Web
 - b. e-mail
 - c. Instant Messaging and Chat
 - d. Blog
 - e. VoIP
 - f. e-maps
- 4.Uses of ICT in Languages, Social Sciences and Arts
- 5. Morals and Ethics
- 6. Computer Lab : Concept, requirement and lab management
- 7. ICT in day-to-day life – in personal, social and professional life

Mode of Transaction:

- Discussion cum Lecture
- Demonstration
- Seminar
- Project based approach

- Technology based interaction

Practical (Any one of the following) :

1. Creation of short audiovisual content (not exceeding 5 minutes; using webcam or digital camera with video recording facility. Copying and viewing the same on a PC.
2. Prepare a Multimedia Presentation on ICT unit
3. Prepare a poster on ICT useful to display in lab by using any software.

Reference :

Text books of ICT subject of std VIII to X

BED 107-01: PEDAGOGY OF THE SCHOOL SUBJECT

MARATHI

Objectives:After studying this course the student-teacher will be able to-

1. Understand the nature, scope and importance of the subject.
2. State the co-relation of the subject with other subjects.
3. State the objectives of teaching of the subject at secondary and higher secondary level.
4. Explain and use the different methods, approaches and techniques of teaching learning of subject.
5. Explain and understand the structure of subject.
6. Explain importance and use of core elements, life skills and values.
7. Analyze the textbook and content.
8. Explain the concept and types of curriculum and syllabus.
9. Analyze the various resources in teaching learning of subject.
10. Understand role and qualities of a good teacher.

UNIT-1

(1 Credit)

A) Introduction of Marathi Education

1. Nature and Scope of the subject- Marathi
2. Place of Marathi in the school curriculum
3. Objectives of Teaching Marathi at secondary level.
4. Relation of the subject Marathi with other school subjects
5. Problems related to Marathi Education

B) Pedagogical Approaches for the subject Marathi

1. Methods of Prose Teaching
2. Methods of Poetry teaching
3. Methods of Grammar Teaching

4. Methods of composition teaching

UNIT-2

(1 Credit)

A) Analysis of the subject Marathi

1. Structure of the subject Marathi
2. Curriculum and syllabus
3. Core elements, values and life skills
4. Text Book Analysis
5. Content Analysis

UNIT-2 B) Learning Resources and subject Teacher

1. Concept, need and importance of learning resources
2. Traditional learning resources
3. Technology based learning resources
4. Qualities of good Marathi teacher
5. Role and Responsibilities of Marathi Teacher

Modes of Transaction

- a) Lecture
- b) Discussion
- c) Seminar
- d) Poster Presentation
- e) Power Point Presentation

Practical Work (Any One of the following)

- a) Text Book analysis
- b) Preparation of Teaching Aids/Poster
- c) Power Point Presentation
- d) Field Visits
- e) Group Discussion.

संदर्भ सूची

१. राष्ट्रभाषा की शिक्षा - डॉ. श्री. ना. मुखर्जी
२. हिंदी की अध्यापन पद्धति - के. णी. कुलकर्णी
३. राष्ट्रभाषा का अध्यायन - ग. न. साठे
४. राष्ट्रभाषा कैसे पढाए - रा. तु. भगत
५. राष्ट्रभाषा हिंदी का अध्यायन शास्त्रीय विश्लेषण - डॉ. विठ्ठाय मुर्कुटे
६. हिंदी आशययुक्त अध्यापन पद्धति - डॉ. आनंद वास्कर
डॉ. पुष्पा वास्कर
७. हिंदी अध्यापन पद्धति - प्रा. बा. सं. बोबे

BED 107-02: PEDAGOGY OF THE SCHOOL SUBJECT

Hindi

Objectives

1. To understand the nature, scope and importance of the Hindi subject.
2. To know and understand the objectives of teaching of the subject at secondary and higher secondary level.
3. To explain the use of different methods of teaching Hindi.
4. To understand the role and responsibilities of good Hindi teacher.
5. To acquaint the learner with all learning resources of Hindi subject.

Unit I

(1 Credit)

A) : Nature of the subject Hindi

1. Nature and scope of the subject Hindi
2. Place of the Hindi in the school curriculum.
3. Objectives of teaching Hindi at the secondary level.
4. Relation of the subject Hindi with other subjects.
5. Problems related to Hindi education.

B) Pedagogical Approaches for the subject Hindi

1. Methods of prose teaching
2. Methods of poetry teaching
3. Methods of grammar teaching
4. Methods of composition teaching
5. Methods of reading
6. Methods of writing.

Unit : II

(1 Credit)

A) Analysis of the subject Hindi

1. Structure of the subject Hindi
2. Curriculum and syllabus
3. Core elements , value and life skills.

4. Analysis of the text book
5. Content analysis

B) : Learning Resources for the subject Hindi

1. Concept , Need and Importance of learning resources.
2. Hindi Laboratory
3. Traditional learning resources
4. Technology based ;earning resources.
5. Teacher of the subject Hindi Qualities and Role

Mode of Transaction.

1. Lecture
2. Discussion
3. Seminar
4. Poster Presentation
5. Power point Presentation

Practical Work (Any one of the following)

1. Text book analysis
2. Preparation of teaching aids / poster
3. Power point presentation
4. Field visits & language laboratory visit.
5. Group Discussion

संदर्भ

हिन्दी शिक्षण – डॉ. केशव प्रसाद

हिन्दी आशययुक्त अध्यापन – डॉ. विठ्ठल मुरकुटे

हिन्दी अध्यापन – डॉ. पंडित

हिन्दी अध्यापन – डॉ. केणी कुलकर्णी

हिन्दी आशययुक्त अध्यापन – डॉ. पुष्पा वास्कार

डॉ. आनंद वास्कार

BED 107-03: PEDAGOGY OF THE SCHOOL SUBJECT

ENGLISH

Objectives :

To enable the student teacher to:-

1. Understand the nature, scope and importance of the subject.
2. State the objectives of the subject.
3. Explain and use different approaches, methods and techniques of teaching learning of subject.
4. Explain and understand the structure of subject
5. Explain the concept and types of curriculum and syllabus.
6. Explain the importance and use of core elements, values and life skills.
7. Analyze the text book and content.
8. Analyze the various resources in teaching learning of the subject.
9. Understand qualities of a good teacher.
10. Analyze and evaluate the new trends of current issues in the subject.

Unit : 1

(1 Credit)

A) :- Nature of the subject English

- 1 Nature and scope of subject English
- 2 Place of English in Secondary and Higher Secondary School curriculum.
- 3 Objectives of teaching of English subject at secondary and higher secondary school level.
- 4 Relation of the subject English with other school subjects.
- 5 Relation of the subject English with Education.

B) Analysis of the subject English

1. Structure of the subject English.
2. Curriculum and syllabus (Concept and types)
3. Core Elements, values and Life skills at secondary and Higher Secondary Level.
4. Analysis of Textbook.
5. Content Analysis.

Unit : 2

(1 Credit)

A) Pedagogical Approaches , Methods and Techniques for teaching English subject :

Features , merits , limitations and educational implication of -

1. Communicative Approach
2. Structural Approach
3. Direct Method
4. Grammar Translation method
5. Dr. West Method
6. Inductive and Deductive method.
7. Techniques :- Dramatization , Story telling , Language games , Vocabulary games, group work & pair work.

B) Learning Resources for the learning

Concept , need and importance of learning resources.

1. Traditional and Technology based learning resources. (Language Lab , Mobile Apps , Websites)
2. Evaluation of English Language Learning
3. Skills: - Listening , speaking , reading and writing.
4. Teacher of the subject English – Competencies & Role.

Mode of Transaction:

- Lecture
- Discussion
- Seminar
- Project
- Poster Presentation
- Use of Technology

Practical Work (Any one of the following)

1. Text book Analysis.
2. Book Review (Novel/Drama of Indian Author)
3. Critical analysis of advanced learning resources (Software , apps , blogs , website etc)

References:

1. Teaching of English - P.K. Gupta, Anil Gandhi, and S.S. Bhatnagar
2. Teaching of English - A Modern Approach, Bose F.L
3. The technique of Language teaching, Bose F.L
4. Teaching of English as second Language - Allen H.B.
5. Language Testing - Labo Robert
6. The essentials of English Teaching - R.K. Jain
7. Teaching of English - G.L. Gadre
8. Structural Approach to Teaching of English - B.D. Shrivastav
9. English Language Teaching in India - Kudchedkar S.
10. Content Cum Methodology of English - Dr. C.H. Surywanshi
11. Content Cum Methodology of English - Patil and Vaze

BED 107-04- PEDAGOGY OF THE SCHOOL SUBJECT

संस्कृत

Pedagogy of the school subject Sanskrit

Unit I : Nature of the subject Sanskrit

- 1.1 : Nature and scope of the subject Sanskrit
- 1.2 : Place of the Sanskrit in the school curriculum
- 1.3 : Objectives of teaching Sanskrit at the secondary level
- 1.4 : Relation of the subject Sanskrit with other subjects
- 1.5 : Problems related to Sanskrit education

Unit II : Pedagogical Approaches for the subject Sanskrit

- 2.1 : Methods of Prose teaching
- 2.2 : Methods of Subhashit teaching
- 2.3 : Methods of Grammar teaching
- 2.4 : Methods of composition teaching
- 2.5 : Methods of Reading
- 2.6 : Methods of writing

Unit III : Analysis of the subject Sanskrit

- 3.1 : Structure of the Subject Sanskrit
- 3.2 : Curriculum and Syllabus
- 3.3 : Core elements, value and life skills
- 3.4 : Analysis of the text book
- 3.5 : Content analysis

Unit IV : Learning Resources for the subject Sanskrit

- 4.1 : Concept , Need and importance of learning resources
- 4.2 : Sanskrit laboratory
- 4.3 : Traditional learning resources
- 4.4 : Technology based learning resources
- 4.5 : Teacher of the subject Sanskrit- Qualities and

- Mode of Transaction

- Lecture
- Discussion
- Seminar
- Poster Presentation
- Power point Presentation

- Practical work

- Text book analysis
- Preparation of Teaching aids/poster
- Group Discussion
- Power point presentation

References :

संदर्भ :-

- शालेय संस्कृतव्याकरण-विद्याबाम
- सुगमसंस्कृतव्याकरण-प्र.शं. जोषी
- अभ्यासपुस्तकम्-संस्कृतभारती, बेंगलुरु
- नवीनअनुवादचन्द्रिका, चौखम्बाप्रकाशन, -अर्चनाकुलकर्णी
- इ. 8वी ते इ. 12 संस्कृत-पाठ्यपुस्तकनिर्मितीमंडळ, पुणे

BED 107-05: PEDAGOGY OF THE SCHOOL SUBJECT

URDU

Objectives: To enable the student :

1. To understand the nature, scope and importance of the subject.
2. To understand the co-relation of the subject with other subject.
3. To know and understand the objectives of teaching of the subject at secondary and higher secondary level.
4. To explain the use of different methods of teaching urdu.
5. To understand the role and responsibilities of good urdu teacher.
6. To acquaint the learner with all learning resources of Urdu subject.

UNIT 1

(1 Credit)

A) Nature of the Urdu Subject.

1. Nature and Scope of the Urdu Subject.
2. Place of the Urdu in the school curriculum.
3. Objectives of teaching urdu at the secondary level.
4. Co-relation of urdu subject with other subjects.
5. Problems related to urdu education

B) Pedagogical Approaches for the Urdu Subject

1. Methods of Prose Teaching
2. Methods of Poetry Teaching
3. Methods of Grammar teaching
4. Methods of composition teaching
5. Methods of reading
6. Methods of writing

UNIT- 2

(1 Credit)

A) Analysis of the Subject Urdu

1. Structure of Urdu Subject
2. Curriculum & syllabus
3. Core elements, values and life skills
4. Analysis of the text book
5. Content Analysis

B) Learning Resources for the Urdu

1. Concept, Need and Importance of learning resources.
2. Urdu Laboratory
3. Traditional learning resources
4. Technology based learning resources

5. Role & Qualities of Urdu subject teacher

Mode of Transaction

- a) Lecture
- b) Discussion
- c) Seminar
- d) Poster Presentation
- e) Power Point Presentation

Practical Work (Any One of the following)

- a) Text Book analysis
- b) Preparation of Teaching Aids
- c) Power Point Presentation
- d) Field Visit, Language Laboratory visit
- e) Group Discussion.

References

- Tadrees-Urdu
- Methods & resources of tadrees

BED 107-06: PEDAGOGY OF THE SCHOOL SUBJECT

HISTORY

Objectives: To enable the student teacher to-

1. Understand the nature, scope and importance of the subject.
2. State the objectives of the subject.
3. Explain and use different approaches methods and techniques of teaching learning of subject.
4. Explain and understand the structure of subject.
5. Explain the concept and types of curriculum and syllabus.
6. Explain importance and use of core elements values and life skills.
7. Analyze the text book and content.
8. Analyze the various resources in teaching learning of subject.
9. Understand qualities of good teacher
10. To analyze and evaluate the new trends of current issues in subject.

UNIT 1

(1 Credit)

A) Nature of the Subject History

1. Nature and scope of the Subject History
2. Place of the Subject history in the Higher secondary school curriculum
3. Types of History
4. Objectives of teaching the subject history at the Higher secondary school level
5. Correlation with other subject.

B) Pedagogical Approaches for the Subject History

1. story telling
2. Narration
3. Dramatization
4. Discussion
5. Source
6. Project
7. Journey

UNIT 2

(1 Credit)

A):- Analysis of the Subject History

1. Structure of the Subject History
2. Curriculum and syllabus
 - a) Concept
 - b) Methods of construction of curriculum
 - i. Concentric
 - ii. Chronological
 - iii. Periodic
 - iv. Regressive
 - c) Core elements, values and life skills.
 - d) Analysis of the Text book.
 - e) Content analysis.

B) Learning Resources for the Subject History

- a) Concept, Need and importance of learning resources
- b) Traditional learning resources.
- c) Technology based learning resources.
- d) History Room
- e) Qualities of an ideal History Teacher.

MODE OF TRANSACTION:-

- a) Lecture
- b) Discussion Seminar
- c) Visit to Historical Place
- d) Poster presentation Film Show

PRACTICAL WORK:- (any one of the following)

1. Textbook analysis
2. Preparation of Teaching aids/posters.
3. Group Discussion.
4. Field visit.

REFERENCES:-

1. Teaching of History – V.D. Ghatge
2. Teaching of History – S.V. Kochar

3. Teaching of History – Jaskiran Vir Kaur

४. इतिहासाचे आशययुक्त अध्यापन डॉ. सुशिल मोडियार

५. आशययुक्त अध्यापन पध्दती संपादक, डॉ. अनंत जोशी.

६. इतिहासाचे अध्यापन – वि. द. घाटे

७. इतिहासाचे अध्यापन – न. रा. पारसनीस

८. इतिहास अध्यापन पध्दती व तंत्र – प्रा. श्री. मा. पत्की

इतिहास अध्यापन पध्दती –

६. यशवंतराव वऱ्हाण मुक्त विद्यापीठ, नाशिक

१०. इतिहासाचे आशययुक्त अध्यापन – डॉ. विलास रणसुरे.

११. इतिहास शिक्षण – एक आधुनिक दृष्टिकोन – प्रा. संदीप पाटील

१२. इतिहासाचे अध्यापन शास्त्रीय विश्लेषण – प्रा. श्री. सूर्यभान आर. वाजे व डॉ. रामदास बरकले

१३. इतिहास आशय अध्यापन पध्दती – डॉ. सुरेश करंदीकर व डॉ. मीना मंगरुळकर

१४. उघाच्या शिक्षकांसाठी इतिहास शिक्षण – डॉ. रामदास बरकले, डॉ. नलिनी पिवड व प्रा. वैशाली

सुर्यवंशी.

१५. इतिहास अध्यापन पध्दती – प्रा. स्वाती देशपांडे

१६. इतिहासाचे अध्यापन – डॉ. अरविंद दुनाखे

BED 107-07 :PEDAGOGY OF THE SCHOOL SUBJECT

GEOGRAPHY

Objectives :- To enable the student teacher to :-

1. Understand the nature, scope and importance of the subject.
2. State the objectives of the subject.
3. Explain and use different approaches , methods and techniques of teaching learning of subject.
4. Explain and understand the structure of subject.
5. Explain importance and use of core elements life skills & values.
6. Analyze the text book & content.
7. Explain the concept and types of curriculum and syllabus.
8. Analyze the various resources in teaching learning of subject.
9. Understanding qualities of good teacher.

Unit : 1

(1 Credit)

A) Nature of the subject Geography

1. Meaning , nature , scope and various concepts of Geography
2. Place of subject Geography at upper primary , Secondary and Higher Secondary curriculum.
3. Objectives of teaching the subject geography at different levels (upper primary , secondary , Higher secondary)
4. Co-relation :- Within the subject and with other school subject.
5. Importance of Local Geography.

B) Pedagogical Approaches for the subject Geography

1. Regional Method
2. Journey Method
3. Excursion method
4. Project method
5. Comparative method
6. Lecture cum discussion method
7. Question answer method
8. Object method

9. Field Visit
10. Experimental method.

Unit : 2

(1 Credit)

A) Analysis of the subject Geography

1. Structure of the subject Geography
2. Curriculum and syllabus (Concept and types)
3. Core elements , values and life skills.
4. Analysis of the Text Book.
5. Content analysis.

B) Learning Resources for the subject Geography

1. Concept , need and importance of learning resources
2. Traditional learning resources.
3. Technology based learning resources.
4. Geography room
5. Qualities of an Ideal Geography teacher.

Mode of Transaction :

1. Lecture
2. Discussion
3. Seminar
4. Filed Work
5. Technology based Interaction
6. Observation

Practical Work (Any one of the following))

1. Text – book Analysis
2. Content Analysis of any one Unit.

3. Prepare a report of Geographical information of a native place.

References:

१. भूगोल अध्ययन- अध्यापन- भा.गो. बापट
२. भूगोलाचे अध्यापन - द.बा. पोंक्षे.
३. आशययुक्त अध्यापनपद्धती - प्रा.(श्रीमती) यु.बी. पाटील ., श्रीमती. सुरेखा
४. जोशी.
५. भूगोलाचे अध्यापन - प्रा. पाटणकर.
६. भूगोल परिचय - प्रा. खतीब .
7. . Handbook of suggestion on the teaching of Geography.(UNESCO)
8. . Geography teaching, sterling publishers New Delhi, Verma O.P.
9. . Teaching of Geography - B.C. Rai.
१०. अध्यययुक्त अध्यापन पद्धती- यशवंतराव चव्हाण,महाराष्ट्र
११. जाधव के.के. - भूगोल आशययुक्त अध्यापन पद्धती.
१२. जोशी आनंत - आशययुक्त अध्यापन पद्धत.

BED 107- 08: PEDAGOGY OF THE SCHOOL SUBJECT

GENERAL SCIENCE

Objectives: To enable the student teacher to

- Understand nature, scope & importance of general science at secondary & higher secondary level.
- Analyze the textbook & content of general science at secondary & higher secondary level.
- Implement methods & models of teaching learning of general science.
- acquire the competencies of general science teacher
- Familiarize facts, terms, concepts, laws & principles in general science.

Unit 1: Nature of general science (Credit:1)

- 1.1 Nature, scope & place of general science at secondary & higher secondary level.
- 1.2 Objectives of teaching general science at secondary & higher secondary level.
- 1.3 Curriculum & syllabus of general science at secondary & higher secondary level.
- 1.4 Text book and content analysis of general science.

Unit 2: Pedagogical approaches & resources of general science, general science (Credit:1)

- 2.1 a) Methods of teaching: lecture – demonstration, Experimental, & project
b) Model: 5 E Learning Model
- 2.2 Planning, organizing and maintaining general science laboratory.
- 2.3 Learning resources in general science.
- 2.4 Competencies of general science teacher.

Mode of Transaction:

- Discussion cum Lecture
- Seminar
- .Project based approach
- Field visit
- Technology based interaction

PRACTICAL WORK:- (Any One of the following)

1. Textbook analysis
2. Interview of an experienced Science teacher

3. Organize a Science exhibition and prepare a report
4. Field Visit and Report Writing

Reference:

संदर्भ सूची

१. डॉ. अनंत जोशी – आशययुक्त अध्यापन.
२. कदम बोंदार्डे – शास्त्र आशययुक्त अध्यापन पद्धती.
३. प्रा. बोंदार्डे – विज्ञान अध्यापन.
4. Sharma and Sharma Nair - Teaching of Science.
5. Ghansham Das - Teaching of Science.
6. Dr. Borse - Science Education.

BED 107-09- PEDAGOGY OF THE SCHOOL SUBJECT

MATHEMATICS

Objectives: To enable student teacher to-

- Understand nature, scope & importance of mathematics at secondary & higher secondary level.
- Analyze the textbook & content of mathematics at secondary & higher secondary level.
- Implement methods & models of teaching learning of mathematics.
- acquire the competencies of mathematics teacher
- Familiarize facts, terms, concepts , laws & principles in mathematics.

Unit 1: Nature of mathematics (Credit: 1)

1. Nature, scope & place of mathematics at secondary & higher secondary level.
2. Objectives of teaching mathematics at secondary & higher secondary level.
3. Curriculum & syllabus of mathematics at secondary & higher secondary level.
4. Text book and content analysis of mathematics.

Unit 2: Pedagogical approaches & resources of mathematics, mathematics (Credit: 1)

1. Methods of teaching: lecture – demonstration, Experimental, & project,
2. inductive, deductive method, Questioning.
3. Model: 5 E Learning Model
4. Planning, organizing and maintaining mathematics laboratory.
5. Learning resources in mathematics.
6. Competencies of mathematics teacher.

Mode of Transaction:

- Discussion cum Lecture
- Seminar
- .Project based approach
- Field visit
- Technology based interaction

PRACTICAL WORK:- (Any One of the following)

1. Textbook analysis
2. Interview of an experienced mathematics teacher
3. Organize a Exhibition of mathematics models/ projects and prepare a report
4. Field Visit and Report Writing.

References:

संदर्भ सूची

१. डॉ. पोंक्षे, डॉ.मखिजा – गणित अध्यापन.
२. डॉ. गागरे, – गणित विषयज्ञान.
३. डॉ.चव्हाण – गणित आशययुक्त अध्यापन.
४. डॉ. ह.ना. जगताप – गणित अध्यापन पद्धती.
5. Eleccher - Teaching of Mathematics.
6. Sidhu and Agarwal - Teaching of Mathematics

BED 107-10: PEDAGOGY OF THE SCHOOL SUBJECT

ECONOMICS

Objectives:

1. Understand the Nature, scope & importance of the subject.
2. State the objectives of the subject.
3. Explain and use different approaches methods and techniques of teaching learning of subject.
4. Explain and understand the structure of subject.
5. Explain the concept and types of curriculum and syllabus.
6. Explain importance and use of core elements value & Life skills.
7. Analyze the text book and content.
8. Analyze the various resources in teaching learning of subject.
9. Understand qualities of good teacher.

Unit: I

(1 Credit)

A) Nature of the subject Economics

1. Concept , Meaning , Nature and scope of the subject Economics
2. Place of subject economics at secondary and higher secondary school curriculum.
3. Objectives of teaching the subject economics at secondary & higher secondary school level.
4. Co-relation of economics with other school subjects.
5. Importance of Economics in daily life.

B) Pedagogical approaches for the subject Economics

1. Project method
2. Problem solving method
3. Field Visit
4. Question Answer method
5. Observation
6. Dramatization.

Unit : II

(1Credit)

A) Analysis of the subject Economics

1. Structure of the subject Economics

2. Curriculum and syllabus (Concept & Types)
3. Core elements, values and life skills.
4. Analysis of the text book
5. Content analysis.

B) Learning Resources for the subject Economics

1. Concept, Need and importance of learning resources.
2. Traditional learning resources.
3. Technology based learning resources.
4. Field visit as a learning resources.
5. Qualities of an ideal Economics Teacher.

Mode of Transaction

1. Lecture
2. Discussion
3. Seminar
4. Field Work
5. Technology based interaction.
6. Observation

Practical Work (Any One)

1. Text book analysis of any one standard.
2. Content analysis of any one unit of Economics
3. Prepare a report of field visit related to Economics subject.

References:

- 1 Teaching of Economics - (Faculty of Education Baroda)
- २ अर्थशास्त्र अध्यापन पद्धती - प्राचार्य गाजरे, प्रा.पुराणिक
- ३ आशुयुक्त अध्यापन - संपादक, डॉ. अनंत जोशी

BED 107-11: PEDAGOGY OF THE SCHOOL SUBJECT

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Objectives: To enable student teacher to

- Understand nature, scope & importance of ICT at secondary & higher secondary level.
- Analyze the textbook & content of ICT at secondary & higher secondary level.
- Implement methods & models of teaching learning of ICT.
- Acquire the competencies of ICT teacher
- Familiarize facts, terms, concepts , laws & principles in ICT.

Unit 1: Nature of ICT

(1 Credit)

1. Nature, scope & place of ICT at secondary & higher secondary level.
2. Objectives of teaching ICT at secondary & higher secondary level.
3. Curriculum & syllabus of ICT at secondary & higher secondary level.
4. Text book and content analysis of ICT.

Unit 2: Pedagogical approaches & resources of ICT.

(1 Credit)

- 1.a) Methods of teaching: lecture – demonstration, Experimental, & project
 - b) Model: 5 E Learning Model, CAI, PBL, TAL, Online Demonstration, Offline Demonstration, Web based teaching/learning
2. Planning, organizing and maintaining ICT laboratory.
 3. Learning resources in ICT.
 4. Competencies of ICT teacher.

Mode of Transaction

1. Lecture
2. Discussion
3. Seminar
4. Field Work
5. Technology based interaction.
6. Blended Learning

Practical:

Activities from Intel Programme introduced by Pune University should be completed by students and preparing the reports will be the Practical Work.

REFERENCES:

1. Computer fundamentals - Arora Bansal
2. Information and communication - Kishore, Chavan
3. Information Technology - Dyne, Nandkishore
4. Crumlish Christian - ABC of internet
5. Fun of computer - Singh and Sukhvir
6. ICT stragies of for school - Mohanty Laxman

BED 201

Title of Course: Quality and Management of School Education

Objectives of Course: To enable the student teacher to-

1. Understand the concept of Management.
2. Understand the concept of quality and enlist the dimensions of quality.
3. Understand the need and importance of school accreditation.
4. Acquire knowledge regarding the concept and process of Human Resource Management in school.
5. Get acquainted with the essential infrastructural resources for quality management.
6. Identify the problems and its management in secondary and Higher secondary education.
7. Become familiar with different types of school boards in India.
8. Understand the administrative set up of Government and function of supportive authorities.

Unit I

➤ Fundamentals of Management and Quality Management (1-Credit)

1. Meaning and functions of Management
2. Types of Management :
 - a) Time Management
 - b) Event Management
 - c) Class room management
3. Modern Theories of Management
 - a) Henry Fayol
 - b) Peter Ducker
4. Concept of Quality management and SWOT Analysis.
5. TQM in Education and school Accreditation Meaning, Need and criteria for School Accreditation.

Unit : II Managerial Practices : Human and Infrastructural Resources (1 Credit)

1. Training and Development of Human Resource.
 - a) Pre-Service
 - b) In-service
2. Role and Qualities of Human Resource
 - a) Teacher
 - B) Supervisor and Head Master
 - c) Parents
3. Leadership:- Concept , Styles and Types
4. Essential infrastructural facilities in secondary and higher secondary schools
5. Quality Management of Infrastructural Resources.
 - a) Creation
 - b) Maintenance
 - c) Optimum Use.

Unit : III Management of Various problems at Secondary and Higher Secondary Level.

(1 Credit)

1. Wastage and stagnation
2. Crowded classes.
3. Discipline problem in school
4. Vocationalisation of Education
5. Current issues and problems at Higher Secondary Level

Unit IV : Components of School Management and Administrative setup in Education.

(1 Credit)

1. School Records- Types and its importance
2. Co-curricular activities : Need and importance of organization of Co-curricular activities.
3. Government administrative setup and authorities.
4. Types of School Board:-
 - a) S.S.C. and H.S.C.
 - b) CBSE (Central Board of Secondary Education)
 - c) ICSE (International Certificate of Secondary Education)
 - d) IGCSE (International General Certificate of Secondary Education)
5. Structure and functions of- NCERT, SCERT, NCTE,

Mode of Transaction: - Lectures, Discussion, Use of ICT, Field visits, Assignments, Seminar presentation.

Practical (Any One)

1. Study of School Management- Management of Infrastructural resources in school.
2. Organization of any one Co-curricular activity in school and prepare a report on its management and problems faced.
3. Preparation of an awareness programme on various indiscipline problems faced in schools.

BED 202

KNOWLEDGE & CURRICULUM AND LANGUAGE ACROSS THE CURRICULUM

Objectives:

To enable the student teacher to:

1. Understand the sources and generation of knowledge.
2. Realize the interrelationship between knowledge, information and skills in the present social context.
3. Understand the dimensions of curriculum development
4. Understand the social basis of framing curriculum
5. Get acquainted with the views of Indian thinkers on the social basis of framing curriculum.
6. Comprehend the concept and relevance of multilingualism in the Indian context.
7. Get acquainted with the activity based learning approaches.
8. Realize the concept and relevance of language in learning.
9. Become familiar with the strategies for developing language skills.

Unit 1. Knowledge and Education

1 Credit

- 1.1 Data , Knowledge, information, skill & wisdom
- 1.2 Sources and Generation of Knowledge
- 1.3 Modern child centered education: Learning through activity
- 1.4 Modern child centered education: Learning through discovery
- 1.5 Modern child centered education: Learning through dialogue

Unit 2. Dimensions of curriculum

1 Credit

- 2.1 Meaning, Concept and types of Curriculum
- 2.2 Principles of Curriculum Development
- 2.3 Knowledge, curriculum, syllabus and textbook
- 2.4 Development of Curriculum – Models of curriculum construction (Hilda Taba model, Tyler model) with respect to following points :-
 - a) Planning of Curriculum
 - b) Curriculum Design
 - c) Curriculum Transaction

2.5 National curriculum framework - 2005

Unit 3. Social basis of framing curriculum in education

1 Credit

- 3.1 Values in the Indian Constitution and their reflection in curriculum of secondary education
- 3.2 Dr. Babasaheb Ambedkar's views on curriculum of secondary education
- 3.3 Mahatma Gandhi's views on curriculum of secondary education
- 3.4 Tagore's views on curriculum of secondary education
- 3.5 Multicultural context of education

Unit 4. Language and Curriculum

1 Credit

- 4.1 Language – Meaning, Home language and School language, Standard language and dialects, foreign language
- 4.2 Bullock report with reference to the concept of language across the curriculum
- 4.3 Using oral language in classroom learning: vocabulary, discussion and questioning
- 4.4 Reading in different content areas/ Reading strategies for different content, making connections between reading and presenting it in our writing
- 4.5 Multilingualism – Meaning & Concept, Importance of Multilingualism and catering to Multilingualism in classroom

Mode of Transaction:

- Discussion
- Panel discussion
- Group Work
- Symposium
- Exercises
- Assignments
- Language Games
- Pair and Share
- School visits & sharing of experiences
- Lecture

Practical Work:

1. Visit to SPPU Pune, DIET, MSCERT Pune for study of curriculum development process.
2. Comparative study of the curriculum of different boards (SSC, ICSC, CBSE, IB).

3. Analysis of children literature and teachers handbook in the context of knowledge, curriculum, language and society. (any one).
4. Presentation of subject content in the form of a summary/explanatory note/precise writing/ diagrammatic presentation.

References:

1. Agarwal, J.C. & Gupta, S.(2005). Curriculum Development.Shipra Publisher.
2. Balrara, M. (1999). Principles of Curriculum Renewal.Kanishka Publishers.
3. Candra, A. (1977). Curriculum Development and Evaluation in education. Sterling Publishers.
4. Jenkins, D., &Shifman, D.M. (1976). Curriculum an introduction. Pitman Publishing House.
5. Khan, M.I. and Nigam, B.K. (2007). Curriculum reform change andcontinuity. Kanishka publication.
6. Kumari, S., and Srivastava, D.S. (2005). Curriculum and Instruction. Shipra Publisher.
7. Panday,M.(2007). Principles of Curriculum Development.Rajat Publications.
8. Rajput,J.S. (2004). Encyclopedia of Indian Education. New Delhi: NCERT.
9. Sharma, R. (2002). Modern methods of Book Curriculum Organisation.Book Enclave.
- 10.Srivastva, H.S.(2006). Curriculum and methods of teaching.Shipra Publishers.
- 11.Yadav, Y.P.(2006). Fundamentals of Curriculum design. ShriSai Pritographers.
- 12.Bob Wilson, Handbook on teaching learning.

BED 203

SCHOOL AND INCLUSIVE SCHOOL

Objectives:

To enable the student teachers to:

1. Understand the concept & nature of Inclusive Education.
2. Examine the status of Inclusive Education in India.
3. Understand the National policies, programmes and Acts with respect to the disabled.
4. Familiarize with the nature and needs of different categories of disabled children.
5. Understand inclusive instructional strategies.
6. Train the students to cope in an Inclusive setup.
7. Realize the various issues and concerns related with creation of an inclusive culture in school.
8. Analyze the role of teachers and teacher educators in facilitating Inclusive Education.

Unit 1. Inclusive Education, Concept and Nature.

1Credit

- 1.1 Types of School- Mainstream, Special, Integrated and Inclusive.
- 1.2 Concept, need and importance of Inclusive Education.
- 1.3 National policies for Inclusive Education
- 1.4 Programmes for Inclusive Education
- 1.5 Acts for Inclusive Education in India

Unit 2. Types of Disabilities and Inclusive Instructional Strategies

1Credit

2.1 Types of Disabilities:-

- (a) Sensory Disabilities
 - i) Hearing Impaired (HI)
 - ii) Visually Impaired (V.I.)
- (b) Physical Disabilities
 - i) Orthopedic Impaired
 - ii) Cerebral Palsy
- (c) Intellectual Disabilities
 - i) Mentally Impaired
 - ii) Learning Disability
 - iii) Autism

- 2.2 ADHD child: Characteristics and catering to their needs
- 2.3 Social, Economic and Cultural inclusion – Concept, need and importance
- 2.4 Inclusive Instructional Strategies at school level
 - a) Remedial Teaching
 - b) Team Teaching
 - c) Buddy System
 - d) Circle of Friends
 - e) Blended Learning
- 2.5 Developing I.E.P. (Individualized Educational Plan) for students with disabilities

Unit 3. Inclusive School

1Credit

- 3.1 Characteristics of Inclusive School
- 3.2 Infrastructural facilities for an Inclusive School
- 3.3 Challenges for Inclusive Schools
- 3.4 Issues and Concerns in Inclusion – Support and active participation of children in the classroom, Parental attitude and Community awareness for inclusion
- 3.5 Developing an inclusive culture in the school

Unit 4. Teacher's Role in Inclusive School

1Credit

- 4.1 Qualities of Inclusive Teacher
- 4.2 Role of Teacher educators for facilitating Inclusive Education
- 4.3 Assistive technology for successful inclusion
- 4.4 Assessment and evaluation in an inclusive setup
- 4.5 Training programmes for Inclusive Teachers

Practical Work: (Any One)

- 1. Visit to school and preparation of report w.r.t. identification of barriers to learning and participation regarding inclusion
- 2. A study of any special teacher training college or institute
- 3. Preparation of a report of recent developments done in the field Inclusive Education
- 4. Visit to school/Interview of H. M. regarding policies and practices of the school for developing an inclusive culture

Transactional Mode:

- Lecture
- Group Discussion
- Seminars
- Assignments
- Co-operative Learning
- Flip Class
- Field Visit

BED204 -ELECTIVE SUBJECTS

BED204-01

GUIDANCE AND COUNSELLING

Objectives:

To enable the student teacher to:

1. Understand the concept and need of guidance.
2. Get acquainted with the principles and procedure of guidance.
3. Develop understanding about the role of school in guidance.
4. Understand the various areas in guidance.
5. Understand the concept, need and meaning of counseling.
6. Get acquainted with the principles and process of counseling.
7. Realize the qualities and role of a school counselor.
8. Understand the tools and techniques in guidance and counseling.
9. Realize the need of counseling children with special needs and for parents.

Unit 1: Guidance in School

(1 Credit)

- 1.1. Concept and Need of Guidance
- 1.2. Principles of Guidance
- 1.3. Procedure of Guidance (steps)
- 1.4. Areas - Personal, Educational and vocational Guidance, Seven Point Plan in Guidance
- 1.5. Role of school in Guidance

Unit 2: Counselling in School

(1 Credit)

2.1 Meaning, Concept and Need of Counselling

2.2 Principles of Counselling

2.3 Counselling process

2.4 Difference between Guidance and Counselling

2.5 Types - Directive, Non- Directive & Eclectic Counselling; Individual and group counselling

Unit 3: Tools and Techniques in Guidance and Counselling

(1Credit)

3.1 Tools: Blanks and Cumulative Record Cards

3.2 Tools: Rating scale, Questionnaires

3.3 Tools: Psychological Tests and Inventories

3.4 Techniques: Observation and Interview

3.5 Techniques: Sociometry and Dramatics

Unit- 4 Areas of Guidance and Counseling

(1 Credit)

4.1 Qualities and role of a school counselor

4.2 Functions of Guidance and Counselling at different educational levels

4.3 Problems and concerns regarding Guidance and Counselling

4.4 Counseling for the children with special needs

4.5 Counseling for parents.

Practical Work (any one)

1. Interview of a school counselor / Mobile Teacher in ZP School

2. Preparation and administration of any one test and make its report.

(2 students from 5th to 10th std)

3. Visit to a guidance/ counselling center and write a report.

4. Preparation of a tool for identifying the educational needs of children.

Reference books:

N.R. Sharma. *Educational & Vocational Guidance*

J.C. Aggarwal. *Educational & Vocational Guidance & Counselling.*

Bengalee. *Guidance & Counselling.*

Kochhar. *Educational & Vocational Guidance in secondary schools.*

S.K. Gupta. *Guidance & Counseling in Indian Education.*

BED204-02-Education for Human Rights and Peace Education

Objectives:

To enable the student teacher to:

1. Understand the concept of human rights and child rights.
2. Realize the importance and need of human rights and child rights.
3. Grasp the role of the Constitution in human rights and child rights.
4. Comprehend the concept of peace education.
5. Recognize the importance of peace education in national development.
6. Know the pedagogy and evaluation for peace education.

Unit-1 Human Rights

1Credit

- 1.1 Human Rights – concept, meaning and definition
- 1.2 Human Right Education – meaning, significance, need of Human Right Education, pedagogy for Human Right Education
- 1.3 Child Rights - Concept, Need and Importance of Child Rights
- 1.4 Human Rights Act, 1993
- 1.5 Human Rights Commission- National and State level

Unit-2 Status of Social and Economically Disadvantaged people and their rights

1Credit

- 2.1 Rights of women and children in the context of Social status from International and National perspective
- 2.2 Human Rights of Aged and Disabled
- 2.3 The Minorities and Human Rights
- 2.4 Status of SC/ST and Other Indigenous People in the Indian Scenario
- 2.5 Human rights of economically disadvantaged

Unit 3 Understanding peace as a dynamic social reality

1 Credit

- 3.1 Awareness of relevance of peace
- 3.2 Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life

3.3 Concept, need & approaches to peace education

3.4 Highlights of various philosophies of peace, of Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, Gijubhai Badhecha, The Dalai Lama, initiatives at National and International levels

Unit – 4 Education for peace

1 Credit

4.1 Challenging the traditional models of learning to constructivist approaches in teaching

4.2 Rethinking authority relations from democratic perspective: Promoting dialoging and developing capabilities for decision-making Understanding social justice in local context – its implications for beliefs, attitudes, and values and school / social practices and conflict resolution at all levels

4.3 Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level

4.4 Compassion, love and caring, mindfulness in all transaction to avoid hurt, humiliation, degrading over academic, personal, social and culture matters. On- evaluative orientation empathetic handling academic and discipline problems.

4.5 Becoming peace teacher – acquisition of relevant knowledge, attitudes, values and skills.

Practical: (Any one of the following)

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

BED 204-03-WOMEN EDUCATION

Objectives:

To enable student teachers to:

1. To understand the need, importance and objectives of women education
2. To explain advantages of women education.
3. To identify the problems related to women education.
4. To understand the history of women education.
5. To know the contribution of Thinkers on women education.
6. To make aware student teacher about constitutional provisions and government strategies on women education.
7. To enlighten on current issues in women education and women empowerment.

UNIT: 1 Introduction to Women Education

1 Credit

1. Women Education- Need, importance, objectives
2. Causes, advantages of women education
3. Problem related to Women Education.

UNIT: 2 History of Women Education

1 Credit

1. History of women education
2. Ancient India
3. Medieval India
4. Modern India

UNIT: 3 Efforts towards Women Education

1 Credit

1. Contribution of thinkers to women education
2. Raja Ram Mohan Roy
3. Maharshi Dhondo Keshav Karve
4. Tarabai Shinde

5. Mahatma Phule

6. Dr. Babasaheb Ambedkar

UNIT: 4 Provisions for Women Education

1 Credit

1. Constitutional Provisions and Government Strategies

*Article – 14, 15 (3), 39 (9) 42

2. Government Planning

-National Plan Action

-N.P.E., NHP 1983, NCW 1990

3. Various educational commissions on women education

4. Programmes for the betterment of women education

5. Current issues in women education and women empowerment.

Practical Work (Any One)

1. Analysis of any one programme for the betterment of women education.

2. Collect the information about constitutional provisions regarding women education.

3. Contribution of any one thinker on women education(excluding the thinkers given in Unit 3)

4. Conduct any one of the following activities and prepare a report for the same.

a. Role Play

b. Group Discussion

c. Poster Preparation

d. Conducting street play

Mode of Transaction

➤ Lecture

➤ Seminar

➤ Group Discussion

➤ Panel Discussion

References

1. Women Education in India, S.P. Agarwal, J.C. Agarwal, Concept publishing company, 1992.
2. Development of Education in India, A. Biswas, S.P. Agarwal.
3. Women Education and Development, Neha publishers.
4. Contemporary India and Education, M.S. Sachdeva, K.K. Sharma, Bookman, Delhi, Publisher, Twenty First century publication.
5. Indian Constitution

BED204-04 LIFELONG EDUCATION

Objectives:

To enable student teacher to:

1. Define meaning concept and scope of Lifelong Learning
2. Understand the needs of improving access for Lifelong Learning
3. Apply the tools and techniques of Lifelong Learning.
4. Understand the learning process.
5. Develop the awareness of community practices for lifelong learning.

Unit 1. Introduction to Lifelong Learning

1 Credit

- 1.1 Meaning and Concept of Lifelong Learning
- 1.2 Learning for Human Resource Development
- 1.3 Patterns of Learning as a process
- 1.4 Developing Skills for Lifelong Learning
- 1.5 Family Learning and Workforce Learning

Unit 2. The Impact of Lifelong Learning on School

1 Credit

- 1.1 Keeping Everybody up to date (Continuous improvement in schools)
- 1.2 New Learning Resources from the Community
- 1.3 Basic Skills and Competencies for a Lifelong Learning World
- 1.4 Creating Environment for Learning (Guidance, Support and Counseling)
- 1.5 Bringing the School in Community and The Community in the School

Unit 3. Tools and Techniques for Lifelong Learning

1 Credit

- i. Recognizing The needs of People
- ii. Learning Organization
- iii. Learning to Learn and Learning to Live
- iv. Personal Learning Action Plan
- v. Learning Tools in Action
- vi. Empowering the Learner
- vii. Community Mentoring
- viii. Learner Oriented Evaluation
- ix. Active Citizenship

Unit 4 Perspectives on Learning Theory

1 Credit

- i. Paulo Freire
- ii. Robert M Gagne
- iii. Knud Illeris
- iv. Malcolm Knowles
- v. Jack Mezirow

Practical Work :(Any one)

- 1. To develop the learning Design for adult and execute it in community. (Duration of learning programme not more than four hours).**
- 2. Develop one day workshop for Former and Execute it in rural Community.**

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2. Lalini Varanasi (1997) Education Literacy And Experience, A.P.H. Publishing Corporation New Delhi
3. Jarvis Peter, (2010) Adult Education and Lifelong Learning Theory and Practice,Routledge Taylor & Francis Group, London and New York
4. Longworth Norman, (2003) Lifelong Learning in Action, Transforming Education in 21st Century,Routledge Taylor & Francis Group, London and New York
5. JarvisPeter, (2006),Human Learning Routledge, Taylor & Francis Group, London and New York
6. Illeris Knud,(2006) How We Learn Learning and non-learning in School and beyond Routledge, Taylor & Francis Group, London and New York
7. Filip Dochy, David Glijbels, Mien Segers and Pietvan Bossdche (2011)Theories of Learning for Workplace Routledge, Taylor & Francis Group, London and New York
8. David A Kolb (1984) Experiential Learning, Experience As the Source of Learning and Development, Prentice Hall PTR, Upper Saddle River, New Jersey

BED 204-05 POPULATION EDUCATION AND FAMILY LIFE EDUCATION

Objectives: To enable the student teachers to-

1. Understand the concept of population education.
2. Realize the importance and need of population education.
3. Comprehend the problems that arise out of uncontrolled population growth.
4. Understand the ideological base of quality of life and needs of family in the context of family life cycle.
5. Understand the concept of sexual health and develop insight into human sexuality and sexual behavior.
6. Examine population and other related policies and initiatives by government and NGOs.

UNIT 1. Population Education-World and Indian Population

CREDIT:1

- 1.1) Concept of population education
- 1.2) Objectives, need, importance and scope of population education.
- 1.3) Scope of world population and Indian population.
- 1.4) Characteristics of World population and Indian population.
- 1.5) Structure of Indian population.
- 1.6) Population in India.

UNIT2. Problems of Population

CREDIT:1

- 2.1.a)) Social problems
 - b) Economic Problems
 - c) Educational problems
 - d) Urbanization problems
 - e) Environmental problems
 - f) Effects on natural resources, health and standard of living.
- 2.2) Population Control

- a) Planning and Remedies
- b) HRD and qualities of population in India.

UNIT 3. Family Life education and Areas

CREDIT: 1

- 3.1 Concept, philosophy, goals and significance of FLE in the context of quality of life.
- 3.2 Value education as part of FLE programme.
- 3.3 Objectives of family life education for various age groups.
- 3.4 Premarital preparation, marriage and married life.
- 3.5 Planned parenthood, family relationships, communication in family.
- 3.6. Home management aging and retirement, special focus on adolescent life skill training.

UNIT4. Human Sexuality

CREDIT: 1

- 4.1. Concept of sexual health.
- 4.2 Sexually Transmitted Diseases, HIV AIDS, cause and implications to individuals and families.
- 4.3 Significance and objectives and content of sexual education for various age groups and target groups.
- 4.4 Review of Government and NCO initiatives in sexuality education.

Practical Work (any one form following practical)

- 1. Conduct the survey if population growth and prepare report.
- 2. Conduct a survey on any two family life information and prepare report.
- 3. Role play/street/ awareness programme to emphasize the need of avoid the diseases.
- 4. Visit and review of any one NGO which takes initiatives in sexuality education and prepare its report.

BED-204-06 EDUCATION FOR SUSTAINABLE DEVELOPMENT& ENVIRONMENTAL EDUCATION

Objectives: To enable the student teacher to:-

1. Understand concepts concerning various aspects of the Educational for sustainable Development.
2. Recognize dependence of human life on the environment.
3. Identify local and region specific environmental problems.
4. Understand the role of individuals, society, the government, ICT and media in Protection, preservation and conservation of environment.
5. Develop awareness about rules, regulations and legal provisions for protection,preservation and conservation of the environment.
6. Develop awareness, desirable skills and appreciation for the protection, preservationand conservation of the environment.

UNIT 1. UNDERSTANDING: SUSTAINABLE DEVELOPMENT (1 credit)

- 1.1 Meaning of Sustainable development
- 1.2 Environment and Development
- 1.3 Economic growth and sustainable consumption
- 1.4 Sustainable use of forest produces.
- 1.5 Biological control for sustainable agriculture

UNIT 2. ENVIRONMENTAL EDUCATION: NEED AND SCOPE (1 credit)

- 2.1 Importance of need and scope of environmental education.
- 2.2 Bio-Diversity in India
- 2.3 The teacher as an Environmental Educator
- 2.4 Greening the textbook
- 2.5 Environmental degradation and its impact on the health of people

UNIT 3. BASIC ECOLOGY AND LIFE SUPPORT SYSTEM (1 credit)

- 3.1 Earth: The living planet

3.2 Ecology, Populations and species

3.3 Structure and functions of ecosystems

3.4 Evolution, Adaption and Diversity

UNIT 4. CONSERVATION OF NATURAL RESOURCES

(1 credit)

4.1 Environmental conservation in the globalized world

4.2 Deforestation in the context of tribal life Role of individual in conservation of natural resources: water, energy and food

4.3 Traditional knowledge and biodiversity conservation

4.4 Developmental projects, including Government initiatives and their impact on biodiversity conservation

4.5 Role of individual in prevention of pollution: air and water etc.

4.6 Community participation in natural resource management – water, forests, etc.

4.7 Wild Life Protection Act.

4.8 Project Tiger and its impact on ecological balance

Practical: (any one)

1. The students will submit a small assignment in the form of an activity. This may include observation of important relevant days, preparation of bulletin board materials, wall games, crossword puzzles, worksheets etc. The class can also form an environment club.

2. The activity has to be on some local specific issue pertaining to the place of residence of the student. The student will be assigned one topic. The student will develop a seminar document, which will be submitted after the seminar. The seminar document will be evaluated by teacher educators.

References:-

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2. Database. New Delhi, Centre for Science and Environment.

3. Braidotti, R., Charkiewicz, E., Hausler, S and Wieringa, S. (1994). Women, the environment, and sustainable development: Toward a theoretical synthesis. London: Zed Books.

4. Chhokar, K. B. (2000). Conserving Biodiversity. New Delhi, Oxford and IBH publishing Co.

Pvt. Ltd.

5. Cortese, A. (1999). Education for sustainability: The University as a model of sustainability. Boston, MA: Second Nature, Inc.
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7. Guba, E. G., and Lincoln, Y. S. (1989). Fourth generation evaluation. Newbury Park, CA: Sage.
8. McKeown, R. (2002). Education for Sustainable Development Toolkit. University of Tennessee, Knoxville, TN.
9. Palmer, J.A. and Neal, P. (1994). The handbook of environmental education. London: Routledge.
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11. Sarabhai, K.V. (1988). Greening Formal Education. Ahmedabad. CEESpeth, J. G. (2003). Worlds apart: Globalization and the environment. Washington, DC: Island Press.
12. Westra, L. (1994). An environmental proposal for ethics: The principle of integrity. Lanham, MD: Rowman and Littlefield.

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BED-204 07 DISASTER MANAGEMENT

Objectives: To enable the student teacher to

1. Understand the concept of Disaster and Disaster Management
2. Know act of Disaster Management
3. Comprehend what is Disaster Preparedness.
4. Get acquainted with manifesting the mitigation
5. Understand rescue from Disaster and Relief for Disaster
6. To get acquainted about the Disaster Risk Reduction concept.
7. To know Government Policies about Disaster Management

UNIT 1. INTRODUCTION OF DISASTER MANAGEMENT 1 CREDIT

1.1 Disaster – Meaning & Concept

1.2 Types of Disaster

1. Natural – Earthquake, flood, Drought
2. Manmade – Accident, Terrorism, Fire causer & affects.

1.3 Meaning & concept of Disaster Management need of Disaster Management, cycle of DM, Steps of DM – (Three)

1.4 Disaster Management Act. 2005, Mechanism of Disaster Management.

UNIT 2. DISASTER MANAGEMENT – PREPAREDNESS & MANIFESTING THE MITIGATION 1 CREDIT

2.1 Disaster Preparedness at community level

i) Individual

ii) Society

iii) Place of work – Industry, offices, educational institutes, Hospitals, Hotels, Place of entertainment & Religious place.

2.2 Manifesting the mitigation

1. Matching the resource availability working out requirement of medical teams
Establishing a control center

2. forming& Deploying of Rescue Teams
3. uniting Activities at grand zero security
4. disposal of Dead & Records
5. casualty evacuation

UNIT 3.

CREDIT: 1

- 3.1 Disaster Risk Reduction in school.
- 3.2 Disaster Risk Reduction in Curriculum
- 3.3 Teachers Role in Disaster Management.
- 3.4 Role of community in Disaster Management

UNIT 4.

CREDIT: 1

- 4.1 Preventive Disaster Management
- 4.2 Long term activities for Disaster Management
- 4.3 Role of school in Disaster Management.
- 4.4 State and Central Government policies for Disaster Management.

BED 204-08 INCLUSIVE EDUCATION

Objectives:

To enable the student teacher;

1. To understand historical aspects of Inclusive Education
2. To review various policies for Inclusive Education
3. To understand the concept, need and principles of Inclusive Education
4. To know the importance of development of competencies for successful Inclusive Education
5. To understand the idea of inclusive school
6. To know the importance of collaboration among various factors of society for inclusive Education.

Unit 1. Historical Concept of Inclusive Education and its policies

1 Credit

- 1.1 Concept of Disability(Medical and Social Model)
- 1.2 Special needs Education
- 1.3 Special, Integrated, Mainstreaming, Inclusive Education
- 1.4 Policies: a) Universal declaration of Human rights 1948 b) UN conventions on the rights of the child c) World declaration for Education for all (1990) d) Standard Declaration on Equalization of Opportunities for Persons with Disability e) UNESCO Salamanka Statement and framework for Action 1994 f) Dakar Framework for Action(2000)
- 1.5 Indian Policies: a) PWD act 1995 b) SSA , National Curriculum Framework 2005 c) RTE 2009

Unit 2 Theoretical aspects of Inclusive Education

1 Credit

- 2.1 Concept of Inclusive Education
- 2.2 Need and Importance of Inclusive Education
- 2.3 Principles of Inclusive Education
- 2.4 Philosophical Approaches to Inclusive Education

Unit 3 Developing Competencies for Inclusive Education

1 Credit

- 3.1 Importance of attitude for Inclusive Education
- 3.2 Developing positive attitude among teachers, students, parents and society towards Inclusive Education

- 3.3 Developing Competencies a) Knowledge b) Self- efficacy c) Skills regarding Inclusion
- 3.4 Social skills for Inclusive Education

Unit 4 Inclusive practices in School

1 Credit

- 4.1 Developing an Ideal Inclusive School
- 4.2 Teachers role for successful Inclusive Education
- 4.3 Applying different instructional strategies for effective Inclusive Education
- 4.4 Developing effective collaboration among policy makers, teacher educators, school administration, teachers, parents for successful Inclusion of students

Practical: Any one from the following

1. A study of one inclusive school in your city
2. Draft a counselling program for a student with special needs from secondary school
3. Prepare a design of inclusive school

Transactional Mode:

- Lecture-discussion
- Group discussions
- Cooperative techniques
- Seminars
- Assignments
- Flip class

References:

1. Loreman, Deppeler and Harvey- Inclusive Education, Allen and Unwin Australia.
2. Corbett Jenny – Supporting Inclusive Education, RoutledgeFalmer, 2001.
3. Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, RoutledgeFalmer, 2004.
4. Mike Adams and Sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
5. Peter Mittler- Working towards Inclusive Education, David Fulton Publishers, 2000

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BED 204-09 INTRODUCTION TO EDUCATIONAL RESEARCH

Objectives:

1. To understand the concept, need and importance of Research.
2. To make them aware of the various methods of types of research.
3. To help the learner to realize the research problem and try to find solutions through research.
4. Use the library, on line sources & other sources of knowledge for educational research.
5. To help the learner to prepare tools & techniques of educational research.

UNIT-1 – Concept of Educational Research

1 Credit

- 1.1) Research- concept & definition, research cycle.
- 1.2) Educational Research: Concept, characteristics and need.
- 1.3) Areas of Educational Research.
- 1.4) Variables in research- Independent, dependent, controlled and extraneous.
- 1.5) Review of related literature, concept of related literature, sources if related literature.
- 1.6) Need and importance of review of related literature, sources of related literature.

UNIT-2: Approaches of Educational Research

1 Credit

- 2.1) Fundamental Research- Concept, need & application.
- 2.2) Applied Research- Concept, need and application.
- 2.3) Action Research- Concept, need and application.

UNIT- 3- Methods if Educational Research

1 Credit

- 3.1) Historical- concept, need and steps.
- 3.2) Survey- concept, need and steps.
- 3.3) Experimental – concept, need and steps.

3.4) Research design- Single group design, Two group design.

3.5) Hypothesis- concept, need and characteristics of a good research hypothesis.

UNIT- 4- Tools and techniques of Educational Research

1 Credit

4.1) Observation- concept, characteristics, need, types, merits and limitations.

4.2) Questionnaire- Definition, characteristics, need, types, merits and limitations.

4.3) Rating Scale- concept, characteristics, need, types, merits and limitations.

4.5 Achievement Test- concept, characteristics, need in research, merit and limitations.

4.6) Population and sampling- concept, need, characteristics and techniques- probabilistic and non-probabilistic.

**BED-205-01-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

मराठी

उद्दिष्ट्ये :

- १) मराठीभाषेचीमाध्यमिक व उच्चमाध्यमिक स्तरावरीलउद्दिष्ट्ये, भाषेचेस्वरूप , व्याप्ती व महत्वसमजावुन घेणे.
- २) मराठीभाषा अध्यापनाच्याविविध पद्धती, उपक्रम व तंत्रे माहीतकरून घेऊनत्यांचामाहीतकरून घेऊनत्यांचावापरकरणे.
- ३) मराठीभाषेचीमाध्यमिक व उच्चमाध्यमिक स्तरावरीलपाठ्यपुस्तकाचे व आशयाचेविश्लेषणकरणे.
- ४) मराठीभाषेचेड्यत्तासहावी व बारावीअंतर्गतव्याकरण व त्याचीउपांगेसमजावुन घेणे.
- ५) मराठीभाषेतीलसाहित्यप्रकारांचीओळख करून घेणे.
- ६) उपयोजितमराठीलेखनाचीकौशल्येआत्मसातकरणे. मराठीभाषा

घटक १

ब्रम्हचरू १

अ) वर्णविचार : वर्णमाला (सुणारित वर्णमाला, महाराष्ट्र शासन, मसाप, पुणे)

ब) शब्दविचार : शब्दांच्याजाती, विभक्ती व कारकार्य

क)वाक्यविचार : १) वाक्याचेप्रकार-अथानुरोधाने, क्रियापदाच्या रूपावरून

२) काळ-प्रकार

३) वाक्याचेप्रयोग-प्रकार

ड) शब्दसिद्धी : १) सिद्ध व साधित शब्द

२) उपसर्गघटित शब्द

३) प्रत्ययघटित शब्द

इ) संधीप्रकार

फ) समासप्रकार

ग)मराठीसाहित्यप्रकारांचीओळख -प्रकार, स्वरूप व वैशिष्ट्ये

घटक २ :

ब्रम्हचरू १

अ)वृत्त-अर्थ व प्रकार

१) अक्षरवृत्त-अर्थ, प्रकार-इंद्रवजा, उपेन्द्रवजा, भुजंगप्रयात, शिखरिणी, वसंततिलका, मालिनी, पृथ्वी, मंदाकांता, मंदारमाला, शार्दूलविक्रीडीत

२) मात्रावृत्ते-अर्थ, प्रकार-पादाकुलक, दिंडी, आर्या, नववधू, फटका

ब) छंद -प्रकार (उदाहरण व वैशिष्ट्ये)

१) ओवी-ज्ञानेश्वरी, मुक्तेश्वरी, एकनाथ

२) अभंग-मोठाअभंग, लहानअभंग

क) मुक्तछंद— (उदाहरण व वैशिष्ट्ये)

ड) अलंकार—महत्व, प्रकार— यमक, अनुप्रास, श्लेष, उपमा, उत्प्रेक्षा, व्यतिरेक, अपन्हुती, अतिशयोक्ती, चेतनगुणोक्ती, अन्योक्ती, अर्थान्तरन्यास, दृष्टांत, विरोधाभास (उदाहरण व लक्षण)

इ) रस—अर्थ, महत्व, प्रकार (उदाहरण व लक्षण)

फ) उपयोजितमराठीलेखनप्रकार—

औपचारिकपत्र, आकलन, सारांशलेखन, भाषांतर, वृत्तलेखन, जाहिरातलेखन, अभिप्राय लेखन, बोलीभाषांचा परिचय, सुत्रसंचालन, सादरीकरण, कोशवाङ्मय, पटकथालेखन, सर्जनशीललेखन, मुलाखात, भाषेचे वाङ्मयीन उपयोजन

घटक ३) अ) मराठीशिक्षणाची ओळख

बल्मवज्ज १

१) मराठीविषयाचे स्वरूप व व्याप्ती

२) माध्यमिक व उच्चमाध्यमिक स्तरावरील अभ्यासक्रमात मराठीचे स्थान

३) माध्यमिक व उच्चमाध्यमिक स्तरावरील मराठी अध्यापनाची उद्दिष्ट्ये

४) मराठीविषयाचा इतर शालेय विषयांशी असणारा समवाय

५) मराठीशिक्षणशी संबंधित समस्या

ब) मराठीविषयाचे अध्यापन शास्त्रीय उपागम

१) गद्य अध्यापनाच्या पद्धती

२) पद्य अध्यापनाच्या पद्धती

३) व्याकरण अध्यापनाच्या पद्धती

४) रचना अध्यापनाच्या पद्धती

घटक ४ :

अ) मराठीविषयाची विश्लेषण

१) मराठीविषयाची संरचना

२) अभ्यासक्रम आणि पाठ्यक्रम विश्लेषण

३) गाभाघटक, मूल्ये व जीवन कौशल्ये

४) पाठ्यपुस्तक विश्लेषण

५) आशय विश्लेषण

ब) अध्ययन स्रोत आणि मराठीविषय शिक्षक

१) अध्ययन स्रोत—संकल्पना, बरज व महत्व

२) पारंपारिक अध्ययन स्रोत

३) तंत्रज्ञानाधारित अध्ययन स्रोत

४) चांगल्या मराठीविषय शिक्षकाची गुणवैशिष्ट्ये

५) मराठीविषय शिक्षकाची भूमिका व जबाबदाऱ्या

आदानप्रदान पद्धती

- १) व्याख्यान
- २) चर्चा
- ३) गटचर्चा
- ४) भित्तीपत्रक वसादरीकरण
- ५) पॉवरपॉइंटप्रेजेंटेशन

प्रात्यक्षिककार्य

- १) मराठीव्याकरणातील एका घटकावरसंकल्पनावित्र तयारकरणे
- २) मराठीसाहित्यप्रकारावरआधारितप्रकल्पसादरीकरण
- ३) माध्यमिकस्तरावरीलमराठीविषयाच्यापाठ्यपुस्तकाचेविश्लेषण
- ४) क्षेत्र भेट-साहित्यकांशीसंबंधितठिकाणे / प्रासंगिकसाहित्य संमेलन / स्मारके / भाषाप्रयोगशाला / ग्रंथालय इ.

संदर्भग्रंथ :

- १) आहरे मी.ल. (२००८) मातृभाषामराठीचेआशययुक्त अध्यापन, पुणे : नित्यनूतनप्रकाशन
- २) बामणे, ल. वि. (२०१४)मराठीआशययुक्त अध्यापन पद्धती, कोल्हापूर : फडकेप्रकाशन
- ३) करंदीकर, सु. (१९६६) मराठी अध्यापन पद्धती, कोल्हापूर : फडकेप्रकाशन
- ४) घोरमडे क. (२००८) मराठी अध्यापन पद्धती, नागपूर : विद्याप्रकाशन
- ५) दुनाखेअं. (२००५) मराठीचेआशययुक्त अध्यापन, पुणे : नित्यनूतनप्रकाशन
- ६) पवारना. ग. (२००५) मातृभाषामराठीचेआशययुक्त अध्यापन, पुणे : नूतनप्रकाशन
- ७) विचड न. आणिबरकलेरा. (२००५) मातृभाषामराठीचे अध्यापनशास्त्रीय विश्लेषण, नाशिक : इनसाइटप्रकाशन
- ८) रणसुरेवि. (२००८) मराठीशिक्षण व आशययुक्त अध्यापन, मिरज : संधमित्रा प्रकाशन
- ९) वाळंबेमो. (२००५) सुगममराठीव्याकरणलेखन, पुणे : नितीनप्रकाशन
- १०) डयल्ला ६वी ते १२वी या डयल्लांचीमातृभाषामराठी (प्रथम भाषा) पाठ्यपुस्तके

**BED-205-02-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

विषय – हिन्दी

इसविषयके अध्ययन के उपरान्त छा. शिक्षक सक्षम होंगे:-

- १) हिन्दीभाषाका स्वरूप एवं संरचना समझना
- २) उच्चमाध्यमिक स्तर पर हिन्दीभाषा अध्यापन के उद्देश्य समझना
- ३) हिन्दीविषय की अध्यापन पद्धतियाँ स्पष्ट करना
- ४) हिन्दीविषय पाठ्यपुस्तक परिक्षण एवं आशय विश्लेषण करना
- ५) हिन्दी अध्ययन के विविध स्रोतों को समझना
- ६) हिन्दी अध्यापक के गुणों से परिचित होना
- ७) हिन्दीभाषाका व्याकरण समझना
- ८) हिन्दीभाषा के विविध रचनाप्रकारों को समझना
- ९) हिन्दीसाहित्य के इतिहास को समझना
- १०) हिन्दी की विभिन्न विधाओं एवं साहित्यिकों को समझना

घटक १ : हिन्दीभाषाका व्याकरण

CREDIT: १

- १.१) व्याकरण : वर्ण, शब्द, वाक्य, क्रिया, उपसर्गप्रत्यय, संधि, मुहावरे एवं कहावते
- १.२) रचना : पत्रलेखन, निबंध, कथालेखन, कल्पनाविरुद्ध, अर्थगुहण, सारलेखन, वृत्तांतलेखन, भाषणप्रकार

घटक २ : हिन्दीसाहित्य का इतिहास, साहित्यिक विधाएं एवं साहित्यिकों का परिचय

ब्लॉक १

- २.१) हिन्दीसाहित्य का इतिहास—आदिकाल, मध्यकाल और आधुनिककाल संक्षिप्त परिचय
- २.२) हिन्दीसाहित्य की विधाओं का संक्षिप्त परिचय
- २.३) कक्षा ६वीं से १२ वीं तक की प्रचलित पाठ्यपुस्तकों में से जिनकी रचनाएँ हैं उन साहित्यिकों का सामान्य परिचय तथा विशेषताएँ

घटक ३ : हिन्दीभाषाका स्वरूप

CREDIT: १

- ३.१) हिन्दीभाषाका स्वरूप, हिन्दीह्रस्व विषय संरचना
- ३.२) हिन्दीभाषाका उच्चमाध्यमिक स्तर की पाठ्यचर्या में स्थान
- ३.३) उच्चमाध्यमिक स्तर पर हिन्दीभाषा अध्यापन के उद्देश्य
- ३.४) हिन्दीभाषा की पाठ्यपुस्तक एवं आशय विश्लेषण

घटक ४ : हिन्दी अध्यापनशास्त्रीय अध्ययन – अध्यापन स्रोत एवं हिन्दी अध्यापक CREDIT: १

४.१) अध्यापन पद्धति : गद्य, पद्य, व्याकरण एवं रचना

४.२) भाषाप्रयोगशाला : नियोजन, संगठन एवं रखरखाव

४.३) हिन्दी अध्ययन के स्रोत

४.४) हिन्दी अध्यापक के गुण

अधिगमगतिविधियाँ

व्याख्यान, चर्चा, संगोष्ठी, पॉवरपॉइंटप्रेजेंटेशन, वादविवाद, क्षेत्रभ्रम (केवल एक)

प्रात्यक्षिककार्य

१) व्याकरणपर आधारित अध्ययन सामग्री तैयार करना

२) हिन्दी साहित्य विधा के आधार पर साहित्यिकों का वर्गीकरण करना

३) पाठ्यपुस्तक विश्लेषण— कक्षानौबीसे बारहवी तक की किसी एक पाठ्यपुस्तक का विश्लेषण

४) क्षेत्रभ्रम

संदर्भ

१) हिन्दी आशययुक्त अध्यापन : डा. विठ्ठल मुरकुटे

२) हिन्दी शिक्षण : डा. केशव प्रसाद

३) हिन्दी साहित्य का इतिहास—आ. शुक्ल

४) साहित्य विवेचन— क्षेमचंद सुमन

५) हिन्दी साहित्य का इतिहास— डा. राजनाथ शर्मा

६) हिन्दी भाषा विज्ञान— डा. भोलानाथ तिवारी

**BED-205-03-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

ENGLISH

Understanding Disciplines and school subjects

Objectives: To enable student teacher to-

1. acquaint with essential aspects of English grammar and composition.
2. develop interest and attitude towards English as foreign language.
3. understand the nature of English as a subject at Higher Secondary Level.
4. comprehend various methods of English Teaching.
5. understand various learning resources in English Subject.
6. create awareness about the qualities and competencies of English Teacher.

UNIT-1 School Content

(1 Credit)

A) Phonetics

1. Phonemes, syllabus and words.
2. Vowels, Diphthongs and consonants.
3. Semantics.
4. Intonation-Stress, accent, intonation pattern.

B) Grammar

1. Parts of Speech.
2. Punctuation
3. Kinds of Sentences.
4. Tense
5. Transformation of Sentences
 - a) Direct and Indirect Speech.
 - b) Voice
 - c) As soon as
 - d) Degree

f) Remove “too”

g) Not only....but also.

h) Question tag

Note: Other transformation of sentence from the prescribed text-books of std VIII to XII

UNIT – 2 Subject Pedagogy

(CREDIT-1)

A) Functional Language-I

1. Answering the questions based on passage.
2. Drafting questions for an interview.
3. Preparing a book review.
4. Article writing on the topic.

B) Functional Language-II

1. Prepare a speech.
2. News drafting
3. Initiating and sustaining a conversation.
4. Describing an event/incident

Unit :3

(1 Credit)

Nature of the subject English and English Teacher

- 1 Nature and scope of subject English
- 2 Place of English in Higher Secondary School curriculum.
- 3 Objectives of teaching of English subject at higher secondary school level.
- 4 Relation of the subject English with other school subjects.
- 5 Qualities and Competencies of English Teacher.

Unit:4

(1 Credit)

➤ Pedagogical Approaches , Methods and Learning Resources.

1. Features , merits , limitations and educational implication of -
2. Communicative Approach
3. Structural Approach
4. Direct Method

5. Grammar Translation method
6. Dr. West Method
7. Inductive and Deductive method.

- **Learning Resources for English**

1. Concept , need and importance of learning resources.
2. Traditional and Technology based learning resources. (Language Lab , Mobile Apps , Websites)

Practical:

1. Preparing Project about vocabulary (10 pgs)
2. Develop any one short story (10 pgs)
3. Prepare tree diagram / web diagram/ pie-charts based on any five units/lessons

Mode of Transaction

- Inductive and deductive method.
- Lecture
- Discussion
- Seminar
- Project
- Poster Presentation
- Use of Technology
- Workshop

References:

1. Wren PC and Martin M, highschool English grammar and composition.
2. Thomson A.J., Martine A.V., A practical English Grammar.
3. Horbnby A.S. Guide to patterns and usage in English.
4. Basal and Harison, Spoken English for India.

5. ChobheRavindra, English Grammar.
6. Teaching of English- P.K. gupta, Anil Gandhi and S.S. Bhatnagar.
7. Teaching of English- A modern approach, Bose F.L.
8. The technique of Language Teaching, Bose F.L.
9. Teaching of English as Second Language- Allen H.B.
10. Language Testing- Rabo Robert
11. The essentials of English Teaching- R.K. Jain.
12. Teaching of English- G.L. Gadre
13. Structural approach to teaching of English
14. English Language Teaching in India- Kudchedkar S.
15. Content Cum Methodology of English – Dr. O. H. Suryawanshi
16. Content Cum Methodology of English- Patil and Vaze.

BED-205-04-Additional Pedagogy Course Understanding disciplines and school subjects

and pedagogy of School Subject

विषय :-संस्कृत

उद्दिष्ट्ये –

1. संस्कृतभाषेचेस्वरूपतसेचसंरचनासमजणे
2. संस्कृतभाषेचेव्याकरणसमजणे
3. संस्कृतभाषेच्याउच्चमाध्यमिक स्तरावरीलपाठ्यपुस्तकाचे व आषयाचेविश्लेषणकरणे
4. संस्कृतभाषेचीमाध्यमिक व उच्चमाध्यमिक स्तरावरीलउद्दिष्ट्ये, स्वरूप , व्याप्ती व महत्त्वसमजावून घेणे.
5. संस्कृतभाषेतीलसाहित्यप्रकारांचोओळख करून घेणे.
6. संस्कृतभाषा अध्यापनाच्याविविध पद्धती, उपक्रम व तंत्रे माहित करून घेऊनत्यांचावापरकरणे

घटक 1 :- शब्दविचार

CREDIT: 1

अ)वर्णांचीओळख

ब)संस्कृतलेखन व वाचननियम

क) शब्दरूपे—(स्वरान्त शब्द , व्यंजनान्त शब्द व सर्वनाम) , विभक्तिप्रत्ययान्त शब्दस्वरूप व कारकार्थ,

ड)क्रियापद रूपे (परस्मैपदाचे व आत्मनेपदाचेवर्तमानकाळ, भूतकाळ व भविष्यकाळी , आज्ञार्थ व विध्यर्थप्रत्यय) , गणांचापहिलागट व दुसरागट

ड)विषेषणे—गुणवाचक, तर—तमभाववाचक, संख्यावाचक, क्रमवाचक

घटक 2 :-संस्कृतव्याकरण

CREDIT: 1

अ)वाक्य प्रयोग, वाक्य परिवर्तन—कर्तरि, कर्मणि व भावेप्रयोग, सतिसप्तमी, प्रयोजकरचना

ब)कारकविचार

क)स्वरसंधी, व्यंजन संधी व विसर्ग संधी

ड) समास—अव्ययीभाव, तत्पुरुष, द्वंद्व व बहुव्रीही(प्रकारासह)

इ)उच्चमाध्यमिक स्तरावरीलप्रचलितसंस्कृतपाठ्यपुस्तकातीलसाहित्यिकांची व त्यांच्यासाहित्याचीतोंडओळख

घटक 3:—संस्कृतभाषेचेस्वरूप व व्याप्ती

CREDIT: 1

अ)उच्चमाध्यमिक स्तरावरीलअभ्यासक्रमातसंस्कृतभाषेचेस्थान

ब)उच्चमाध्यमिक स्तरावरसंस्कृतभाषा अध्यापनाचीउद्दिष्ट्ये

क)संस्कृतविषयाचाइतरविषयांशीअसलेलासमवाय

ड) संस्कृतविषयाचीसंरचना

घटक 4 :-

CREDIT: 1

अ) अध्यापनशास्त्रीय विश्लेषण

1. अभ्यासक्र व पाठ्यक्रमविश्लेषण
2. आशय विश्लेषण
3. पाठ्यपुस्तकविश्लेषण
4. गाभाघटक, मुल्ये व जीवन कौशल्ये

ब)संस्कृत अध्यापनपद्धतीव शिक्षक

1. संस्कृत गद्य, सुभाषित व व्याकरण अध्यापनपद्धती
2. चांगल्यासंस्कृतशिक्षकाचीगुणवैशिष्ट्ये
3. पारंपारिक अध्ययन स्रोत
4. तंत्रज्ञानाधारित अध्ययन स्रोत

प्रात्यक्षिककार्य—

- संस्कृतमधील एकासाहित्याकाचीमाहितीसंकलितकरणे
- उच्चमाध्यामिकस्तरावरीलसंस्कृतविषयाच्यापाठ्यपुस्तकाचेविश्लेषण

- व्याकरणावरआधारित अध्ययन साहित्य तयारकरणे

संदर्भ :-

- नवीनअनुवादचन्द्रिका, चौखम्बाप्रकाशन, –अर्चनाकुलकर्णी
- शालेय संस्कृतव्याकरण–विद्याबाम
- सुगमसंस्कृतव्याकरण–प्र.शं. जोषी
- अभ्यासपुस्तकम्–संस्कृतभारती, बेंगलुरु
- इ. 8वी ते इ. 12 संस्कृत–पाठ्यपुस्तकनिर्मितीमंडळ, पुणे

**BED-205-05-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

URDU

UNIT 1 –Grammar& Composition practice in Urdu.

CREDIT:1

1.1 Letters of alphabets, vowels, formation of words idioms.

1.2 Kinds of nouns,adjectives, adverbs, pronoun,numbers,case ,gender& tenses.

1.3 Kinds OF sentences& figures of speech.

1.4 Essay writing, Letter writing, Precise writing & story telling.

Unit 2- History of Urdu literature & introduction of urdu writers. CREDIT:1

2.1 Ancient, Medieval & modern.

2.2 Types of Urdu literature (precise) .

2.3 Brief introduction of writers prescribed in 9th to 12th text books .

Unit 3 – Nature of Urdu& structure of Urdu.

CREDIT:1

3.1Nature,scope& place of Urdu at higher secondary level.

3.2 Objectives of teaching Urdu at higher secondary level.

3.3Curriculum & syllabus of Urdu at higher secondary level.

3.4. Text book Evaluation& content analysis of Urdu.

UNIT 4 - Pedagogical approaches & resources of Urdu & Urdu teacher.

CREDIT: 1

4.1 Methods of teaching –prose,potry,composition, grammar,Reading& writing.

4.2 Planning organizing & maintaining of Urdu laboratory.

4.3 Learning resources in Urdu.

4.4 Competencies of Urdu teacher.

Mode of Transaction.

- **Lecture.**
- **Discussion.**
- **Seminar.**
- **Field Visit.**
- **PowerPoint presentation.**
- **Debate.**
- **Poster Presentation.**

Practical work.

- Text book Analysis of Urdu.(9TH TO 12TH).
- Field Visit .
- Prepare learning material based on grammar.
- Collect information of poet/writer prescribed in 9th to 12th text books & prepare the report.

REFERENCES.

*Qawad e urdu1 & 2-----Maulvi Abdul Haque.

QaWad e urdu-----NCPUL.

Tadrees e urdu.-----NCPUL

Tadrees e urdu---AhsanHussain

Urdu Zabankitadrees ----- Moinuddin.

**BED-205-06-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

HISTORY

Objectives :-

1. Interpreted the past for better understanding of the present.
2. Compare social, economic, cultural and political background of different civilizations of ancient and medieval world.
3. Study critically the impact of political, social, economical and cultural trends in various dynastic of ancient and medieval Bharat.
4. Develop the feeling of universal brotherhood and international harmony.
5. Develop critical and analytical thinking and problem solving activity.
6. Apply the knowledge acquired in Historical Research.
7. Explain and implementation use of core elements, values and life skills.
8. Understand different evaluation techniques and procedures.
9. Explain the importance of CCM.

SCHOOL CONTENT

Unit I – Civilization, Revolutions and Progress of Maharashtra (1Credit)

1.1 Harappa and Vedic – Civilization and life in the period.

1.2 Ancient and Medieval Civilization- India.

1.3 Age of Revolutions- Industrial Revolution, American War of Independence, French

Revolution.

1.4 Twentieth Century- Age of Conflict-

A) First World War

B) Russian Revolution.

1.5 Progress of Maharashtra – 1960 to 2000

A) Political

- B) Economic
- C) Educational
- D) Social-cultural.

Unit II – Constitution and Democracy

(1Credit)

- 2.1 The functions of the United Nations.
- 2.2 Making of Constitution –
 - A) Need of the Constitution,
 - B) Preamble to Indian Constitution.
- 2.3 Challenges to Democracy.
- 2.4 21st Century and Importance of Applied History
- 2.5 Mass Media and History.

PEDOGAGY OF SUBJECT

Unit III – Content Cum Methodology, Maxims & Historical Research (1Credit)

- 3.1 Content CumMethodology.
 - A) Concept
 - B) Importance
 - C) Syllabus
 - D) Difference between syllabus and curriculum.
- 3.2 Place of the Subject history and civics in the Higher secondary school curriculum
- 3.3 Principles and Maxims in teaching History
- 3.4 Technology based learning resources.
- 3.5 Need & Importance of Historical Research

UNIT IV Evaluation and E-learning Resources

(1 Credit)

- 4.1 Planning and Evaluation

A) Planning

B) Unit Plan

C) Unit Test

4.2 Achievements Tests, Diagnostic Test & Remedial Teaching in History

4.3 Analysis of the Civics Textbook.

4.4 Use of Values, Core-elements & Life Skills in day to day life.

4.5 Use of e-learning resources in teaching history.

MODE F TRANSACTION:-

- Lecture
- Discussion
- Seminar
- Visit to Historical Place
- Poster presentation
- Film Show

List of Books Recommended –

Unit I & Unit II:-

The text books and the reference books which are prescribed by the Maharashtra State Board of Higher Primary, Secondary & Higher Secondary Education are recommended for study.

Unit III & IV

1. दुनाखे, अरविंद (2001) इतिहासविज्ञान व पाठनियोजन, नूतनप्रकाशनपुणे.
2. ओडेयर, सुनीला (1994) आषययुक्त अध्यापनपद्धती इतिहास, मेहतापब्लिशिंग हाऊसपुणे.
3. तिवारी, सी.एम. (1999) इतिहास अध्यापनपद्धती, नूतनप्रकाशनपुणे.
4. रंगावे व कटटी (2009) इतिहास, नागरिकशास्त्र व प्रशासन, फडकेप्रकाशनपुणे.
5. सगर निवाजी (2010) इतिहास, नागरिकशास्त्र व प्रशासन, सुविचारप्रकाशनपुणे.
6. बरकले रामदास, पिचडनलिनी व सुर्यवंशीवैजाली (2008) उद्याच्या शिक्षकांसाठी इतिहास शिक्षण, इनसाईटपब्लिकेशन्स नागिक.
7. वाजे, सूर्यभान व बरकले, रामदास (2002) इतिहासाचे अध्यापन शास्त्रीय विलेषण, आदित्य प्रकाशननागिक .

8. पाटिल, संदीप (2008) इतिहास शिक्षण— एक आधुनिक दृष्टिकोन, इनसाईट पब्लिकेशन्स नागपूर.
9. रणसुरे, विलास (2005) इतिहासाचे अर्थयुक्त अध्यापन, संघमित्रा प्रकाशन मिरज.
10. Kochar, S.V. (1991) Teaching of History, Sterling Publishers Private Limited New Delhi.
11. Singh, V.K. (2014) Teaching of History, APH Publishing Corporation New Delhi.
12. B.D. Shaida & Sahab Singh (2000) Teaching of History, Dhanpat Rai Publishing Company (P) Ltd.

Practical:

Any one -

1. Write a report on any one Historical Place.
2. Write a note on any one Revolution – Industrial or French Revolution.
3. Write a report on one Indian Culture and its life style.
4. Write a report on Historical Museum or Historical Research Institute.
5. Prepare a Achievements Test or Diagnostic Test related to std. 6 to 12 students.

BED-205-07-Additional Pedagogy Course Understanding disciplines and school subjects And pedagogy of School Subject

Geography

School Content

Objectives :

1. To enable student teachers to revise the knowledge of all branches of Geography subject at a school level.
2. To enable the student teachers to understand the interdependence and interrelationship among the various concepts and processes in Geography Subject.
3. To enable student teachers to acquire the skills related to map and instruments in Geography.
4. To develop a technique of observation and reporting of Geographical phenomenon among student teacher.
5. To create interest of Geography subject among student teachers.
6. To understand the nature, scope and importance of the subject.
7. To state the objectives of the subject Geography.
8. To explain and use different approaches, methods and techniques of teaching learning of subject.
9. To explain and understand the structure of subject.
10. To explain importance and use of core elements, life skills and values.
11. To analyze the text book and content.
12. To analyze the various resources in teaching learning of subject.
13. To understand qualities of a good Geography teacher.

Unit I : Physical Geography

CREDIT: 1

- 1.1** Solar System & Motion of earth, Graticule : Latitude and Longitude and Interior of earth

- 1.2 Structure of atmosphere and Factors affecting climate, Air Temperature: Definition, Factors affecting temperature and temperature zone on earth, Rainfall : Concept and types of convectional, orographic and cyclonic,
- 1.3 Lithosphere : Concept, Mountain, plateau and plain : definitions and types, Earthquake & Volcano – Causes and zones
- 1.4 Types of water bodies - Ocean, sea, bay, gulf, strait, creek, river and lake – concept and examples

Unit II.Human,Regionaland Practical Geography

CREDIT: 1

- 2.1 A. Population – Meaning of population, causes and effects of population explosion and density of population
- 2.1 B. Occupation – Meaning and classification of occupation- primary, secondary, tertiary and quaternary
- 2.2 Biosphere - Concept and composition of–biosphere, meaning and structure of food chain, concept of eco system and bio-diversity.
- 2.3. Regional Geography -India : Location, Physiographic features, Climate, natural resources and Human life (Brief)
- 2.4 Practical Geograpghy -Definition and elements of map, types of map and Field visit and Report writing – meaning and importance , Geographical Instruments – Thermometer, Wind vane, Barometer, Rain gauge and seismograph: diagram and functions

Pedagogy

Unit : 3Nature of the subject Geography

CREDIT: 1

- 3.1. Meaning , nature , scope, various concepts, Place and objectives of Geography at upper primary , Secondary and Higher Secondary curriculum
- 3.2 Co-relation :- Within the subject and with other school subject.
- 3.3 Structure of the subject Geography and Core elements , values and life skills
- 3.4 Text Book and Content analysis

Unit : 4 Pedagogical Approaches and Learning Resources for the subject Geography
CREDIT: 1

4.1 Pedagogical Approaches - 1. Regional Method 2. Journey Method 3. Excursion method
4. Project method 5. Comparative method 6. Lecture cum discussion method 7. Question
answer method 8. Object method 9. Field Visit 10. Experimental method.

4.2 Learning Resources : Concept , need, importance & types of learning resources -
Traditional learning resources and Technology based learning resources.

4.3 Geography room

4.4 Qualities of an Ideal Geography teacher

Practical : Any One of the Following

1. To prepare a geographical instrument or model.
2. A visit to Geographical / Native place and writing a report.
3. Text – book Analysis
4. Content Analysis of any one Unit.

Mode of Transaction:

1. *Discussion cum Lecture*
2. *Demonstration*
3. *Seminar*
4. *Supervised Study*
5. *Project based approach*
6. *Field visit*
7. *Technology based interaction*
8. *Blended approach*
9. *Observation technique*
10. *Heuristic method*

References :

School Content :

15. Std.6th to Std. 12th Geography/Social Science text books of State boards of Maharashtra and CBSE Board.
16. Chandan and Puri, Regional Development
17. Doniwal Hemant Kumar, Population of Geography, Authors Press
18. Frederick K. Lutgens, Edward J. Tarbuck & Dennis Tasa, The atmosphere: an introduction to meteorology
19. Joshi and Kaji, Principles of General Geography
20. K. Siddharth, Ecology and Environment, Kisalaya Publication
21. Majid Husain, Geography of India, McGraw Hill Education series
22. Majid Husain, Human Geography, Rawat Publication, New Delhi
23. Majid Husain, Models in Geography, Rawat Publication, New Delhi
24. Oxford Publication, Dictionary of Geography
25. Sawadi A.B., Physical Geography
26. Singh Savindar, Physical geography, Prayag Pustak Bhawan
27. Singh Savindra, Geomorphology
28. Roger Minshull, Regional Geography: Theory and Practice, Aldine Transaction

Pedagogy :

१. भूगोल अध्ययन- अध्यापन- भा.गो. बापट ५.
२. भूगोलाचे अध्यापन - द.बा. पोंक्षे. ६.
३. आशययुक्त अध्यापन पद्धती - प्रा.(श्रीमती) यु.बी. पाटील ., श्रीमती. सुरेखा ७. जोशी. ८.
४. भूगोलाचे अध्यापन - प्रा. पाटणकर. ९.
५. भूगोल परिचय - प्रा. खतीब . १०.
६. Handbok of suggestion on the teaching of Geography.(UNESCO) 11.
7. Geography teaching, sterling publishers New Delhi, Verma O.P. 12.
8. Teaching of Geography - B.C. Rai. 13.
9. अध्यययुक्त अध्यापन पद्धती- यशवंतराव चव्हाण, महाराष्ट्र १४.
१०. जाधवके.के. - भूगोल आशययुक्त अध्यापन पद्धती. १५.
११. जोशी आनंत - आशययुक्त अध्यापन पद्धत.

BED-205-08-Additional Pedagogy Course Understanding disciplines and school subjects
and Pedagogy of School Subject
GENERAL SCIENCE

Objectives: To enable student teacher to

- Familiarize facts, terms, concepts, laws & principles in general science.
- understand nature, scope & importance of general science at secondary & higher secondary level.
- analyze the textbook & content of general science at secondary & higher secondary level.
- Implement methods & models of teaching learning of general science.
- acquire the competencies of general science teacher

Unit 1: Concepts in Physics & Chemistry

(Credit:1)

1.1 Chemistry: a) Hydrocarbons

b) Periodic Table

c) States of Matter

1.2 Physics: a) Magnetism

b) Electricity

c) Light

Unit 2: Concepts in Biology

(Credit:1)

2.1 Classification & Life Process: Plants & Animals

2.2 Biodiversity & Biotechnology

2.3 Microorganism

Unit 3: Nature of general science

(Credit:1)

3.1 Nature, scope & importance of general science at secondary & higher secondary level.

Correlation of science with other disciplines

3.2 Objectives of general science at secondary & higher secondary level.

3.3 Curriculum & syllabus of general science at secondary & higher secondary level.

3.4 Text book and content analysis of general science.

Unit 4: Pedagogical approaches & resources of general science, general science(Credit:1)

4.1 a) Methods of teaching: lecture – demonstration, laboratory, & project

b) Model: 5 E Learning Model

4.2 Planning, organizing and maintaining general science laboratory.

4.3 Learning resources in general science.

4.4 Competencies of general science teacher.

MODE OF TRANSACTION:

- Lecture cum Discussion
- Seminar
- Presentation (Poster/PPT)
- General Science Laboratory Visit
- Scientific Inquiry

Practical (Any One)

4. Analysis of General Science Text Book (IX/XthStd.)
5. Investigatory Project/ Model
6. General Science Laboratory visit

REFERENCES

For Unit 1 & 2

The text books and the reference books which are prescribed by the Maharashtra State Board of Secondary and Higher Secondary Education are recommended for study.

For Unit 3&4

- Prasad, J. (1999). *Practical aspects in teaching of science*. New Delhi: Kanishka Publication
- Rao V. K. (2007). *Science Education*. New Delhi. APH Publishing corporation.
- Sharma, B.M. (2007). *Teaching of Science*. Chandigarh: Abhishek Publication.

- Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpatrai publishing comp.
- Siddiqyi, N.N. & Siddiqyi, M.N. (2009). Teaching of science : Today & tomorrow. Delhi :Doaba House.
- Sood, J.K. (). Teaching of Science, Agra ,vinodpustakMandir.
- Vaidya, N. (2003). Science teaching for the 21st century. New Delhi: Deep and Deep.
- NCERT.(2006). Position paper on ‘Teaching of Science’. New Delhi: NCERT.
- Borse, Chandrakant. (2007). Science education: Pedagogical analysis. Nashik : Insight Publication.
- Das, R.C. (2009). Science teaching in schools. New Delhi : sterling Publishers Pvt. Ltd.
- Kalra, Rajinder. M.(2007). Teaching of Science : for Primary and secondary pre and In – service teachers. Delhi :Shipra Publication.
- Malhotra, Vinayak. (2007). Methods of teaching science.Delhi : Crescent Publishing Corportation.
- Mangal, S.K. (2004). Teaching of general science. Ludhiana :Tandon Publications.

Objectives: To enable the student teacher to-

- ## Content of the subject

Unit 1:	Arithmetic and Algebra	(Credit: 1)
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A. Arithmetic

1. Numbers a) Natural, whole, integers, rational, irrational, real numbers b) Operations on numbers: addition, subtraction, multiplication and division c) Use of brackets d) Indices, squares, square roots, cube, cube roots.

2. Unitary method, variation- direct and inverse

3. Ratio and proportion

B. Algebra

1. Basics of Algebra

2. Algebraic expressions, addition, subtraction, multiplication and division of algebraic expressions. 3. Polynomials: factors and multiples.

4. Identities.

5. Equations: equations with one variable, linear equations in two variables, quadratic equations.

Unit 2: Geometry and Applied Mathematics

(Credit: 1)

A. Geometry

1. Basics of Geometry

i. Basic concepts ii. Angles, pairs of angles, triangles and quadrilaterals – types & properties.

iii. Triangles- congruence and similarity.

2. Circle – elements, circumference, area, theorems.

3. Quadrilaterals – properties of different quadrilaterals, theorems.

4. Geometric construction

B. Applied Mathematics

1. Mathematics in day to day life i. Profit and loss. ii. Percentages iii. Simple and compound interest iv. Discount and commission

2. Statistics – measures of central tendency and variability, Graphs.

3. Mensuration – Area and volumes of different geometrical figures.

4. Co- ordinate geometry.

Pedagogy of the subject

Unit 3: Nature of mathematics

Credit: 1)

1. Nature, scope & place & importance of mathematics at secondary & higher secondary level.

2. Objectives of teaching mathematics at secondary & higher secondary level.- General and Classroom objectives.

3. Curriculum & syllabus: - concept, methods of construction of curriculum (Concentric, linear, mixed). Comparison between curriculum and syllabus

4. Text book & Reference book, analysis of mathematics text book.

5. Correlation of mathematics-

a. Daily life.

b. with other school subjects.

c. Within the branches

d. within the units.

Unit 4: Pedagogical approaches & resources of mathematics, mathematics

(Credit: 1)

1. Methods of teaching: lecture – demonstration, Experimental, & project, inductive, deductive method, Analysis –Synthesis.

2. Model: 5 E Learning Model, Concept Attainment Model

3. Concept & importance of mathematics laboratory.

4. Learning resources in mathematics.

5. Competencies of mathematics teacher.

Mode of Transactions

1. Lecture cum discussion
2. Seminar
3. Technology based interactions
4. Field visit
5. Projects
6. Group Discussion

Practical

1. Textbook Analysis

2. Content analysis of any one unit

3. Visit to Mathematics Laboratory

4. Preparation of Teaching aids and Exhibition

**BED-205-10-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

ECONOMICS

Objectives- To enable student teacher to-

1. Understand meaning, nature, scope, importance & basic concepts of economics.
2. Understand major challenges before Indian Economy
3. Understand the concept & scope of micro and macro economics.
4. Understand basic concepts of teaching of economics.
5. Understand and implement pedagogical approaches & learning resources of economics.
6. Understand qualities of good economics teacher.

UNIT-1 –Economics as subject and basic concept

CREDIT-1

- 1.1.) Economics- meaning, definition, nature, scope, need and importance of the study of economics
- 1.2.) Basic concepts of economics.
 - a) i) Human Wants ii) Resources iii) Value in price.
 - b) Major challenges before Indian Economy
 - i) Population ii) Poverty iii) unemployment iv) Terrorism v) Corruption
 - vi) Hoarding vii) Black Magic viii) Deterioration and its economics effect.

UNIT – 2 Micro and Macro Economics

CREDIT-1

- 2.1.) Micro Economics Concept
- 2.2.) Various concepts of micro economics, utility, demand, supply, forms if market, factors of production.
- 2.3.) Macro Economics- Concept.
- 2.4.) Various concepts of micro economics, National Income, Money, Commercial Banking, Central Banking and Government Budget.

UNIT – 3- Basics of Economics Teaching

- 3.1.) Objectives of teaching economics.
- 3.2.) Place of subject economics of secondary and higher secondary school curriculum.

3.3.) Co-relation if economics with other school subjects.

3.4.) Structure of the subject economics.

3.5.) Curriculum, syllabus and text book of economics

**UNIT- 4: Pedagogical approaches and learning resources of the subject of economics
and teacher of economics** **CREDIT-1**

4.1.) Methods of teaching of economics

i) Lecture ii) Question Answer iii) Problem Solving iv) Project v) Field Visit

4.2.) Learning resources for the subject economics

i) Concept, need and importance of learning resources.

ii) Traditional learning resources.

iii) Technology based learning resources

iv) Qualities of a good economic teacher.

Practical Work

1. Text Book analysis of any one standard.

2. Field Visit and report writing.

3. Preparation of structure of economics subject.

4. PPT or Poster Presentation if any unit of economics and report writing.

Mode of Transaction

1. Lectures

2. Discussion

3. Seminars

4. PPT/ Poster Presentation

5. Supervised study

6. Project

**BED-205-11-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Objectives: The student teachers should be able to-

1. Acquire basic knowledge of Computers.
2. Make effective use of information and communication technology.
3. Understand the concepts in Multimedia.
4. Develop capabilities to access Information using Internet.
5. Acquaint with basic techniques and knowledge required for computing applications.
6. Be aware of cyber laws and ethics.
7. Understand nature, scope & importance of ICT at secondary & higher secondary level.
8. Analyze the textbook & content of ICT at secondary & higher secondary level.
9. Implement methods & models of teaching learning of ICT.
10. Acquire the competencies of ICT teacher

School Content

Unit I: Introduction to Computer

(1 Credit)

1.1 Introduction to Computers : Definition, Structure, Types

1.2 Components of Computer - i) Hardware- Concept and classification – CPU & Peripherals- Input, output and storage ii) Software- Concept and types iii) Operating system – Concepts, type and functions iv) Application Software - Concepts, type - Word processors, Multimedia, Spreadsheets, Presentations, LOGO

1.3 Introduction to basic programming, Introduction to C programming, Generation of Programming Language

1.4 Introduction to Unicode and Binary number system

Unit II: Introduction to Networking

(1 Credit)

2.1. Definition and types of Network – LAN to WAN

2.2 Internet Facilities - a. World Wide Web b. e-mail c. Instant Messaging and Chat d. Blog
e. VoIP f. e-maps

2.3 Morals and Ethics of with reference to cyber law, copyright act and netiquette

2.4 Computer Lab : Concept, requirement and lab management

Pedagogy

Unit III: Nature of ICT

(1 Credit)

3.1. Nature, scope & place of ICT at secondary & higher secondary level.

3.2. Objectives of teaching ICT at secondary & higher secondary level.

3.3. Curriculum & syllabus of ICT at secondary & higher secondary level.

3.4. Textbook and content analysis of ICT

Unit IV: Pedagogical approaches & resources of ICT.

(1 Credit)

4.1. a) Methods of teaching: lecture – Demonstration, Experimental, & Project

b) Models & Approaches : 5-E Learning Model, Computer Assisted Instruction, Project
based learning, Blended Learning,

4.2 Use of ICT for students from Deprived Community

4.3. Learning resources in ICT

4.4. Competencies of ICT teacher

Mode of Transaction:

1. Discussion cum Lecture

2. Demonstration

3. Seminar

4. Project based approach

5. Technology based interaction

6. Blended Learning

7. Self Learning

Practical (Any one of the following) :

1. Creation of short audiovisual content (not exceeding 5 minutes; using webcam or digital camera with video recording facility. Copying and viewing the same on a PC.

2. Prepare a Multimedia Presentation on ICT unit

3. Critical analysis of any online course/ web based learning programme.

4. Analysis of textbook of ICT

Reference :

1 .Text/Reference books of ICT subject of std VIII to XII

2. Arora Bansal - Computer fundamentals

3. Chavan Kishor - Information and communication

4. Crumlish Christian - ABC of internet

5. Dyne, Nandkishore- Information Technology

6. Mohanty Laxman- ICT strategies of for school

7. Singh and Sukhvir - Fun of computer

**BED-205-12-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

GERMAN

Objectives:

1. To help the student teacher to acquire proficiencies in listening, speaking, reading, writing and communication skills.
2. To acquaint the student teacher with essential aspects of Grammar and composition.
3. To enable the student-teacher to understand the scope of syllabi in German.
4. To encourage the student-teacher to develop proper interest and attitude towards German as a foreign language.

UNIT-1-

CREDIT: 1

A) Phonetics

1. Phonemes, Syllables and words.
2. Bowels, Diphthongs and consonants
3. Intonation-stress, intonation pattern.
4. Pronunciation and accent.

B) Grammar

1. Verb conjugations
2. W Questions and Yes/No questions
3. Separable Verbs and their usage
4. Modal auxiliaries and their usage in sentences
5. Imperative
6. Present Perfect Tense/ Past Tense
7. Conjunctions: weil, wenn, obwohl, indirect questions, interrogative pronouns as questions.
8. All types of prepositions.

9. Degrees of Comparison
10. Konjunktiv II: Use of “would be”
11. Adjective declension
12. Reflexive and reciprocal verbs

C) Vocabulary

1. Understanding Vocabulary
2. Use of vocabulary in different contexts.

UNIT : 2

CREDIT:1

Application of Language

A) Written Application

1. Informal Letter
2. Picture Description
3. Dialogue Writing
4. Composition writing with the help of points given

B) Oral Application

1. Introducing oneself
2. interviewing a partner
3. Telephone communication
4. Picture Description
5. Reacting orally as per the given situation
6. Describing one's own experience in daily routine.

UNIT:3 INTRODUCTION OF GERMAN AS A FOREIGN LANGUAGE

CREDIT: 1/2

- 3.1) Importance of German as a foreign language
- 3.2) Place of German in school curriculum
- 3.3) Functional, cultural and literary roles of German as a foreign language
- 3.4) Objectives of learning German as a foreign language

UNIT: 4 TEACHING PEDAGOGY AND LEARNING RESOURCES OF GERMAN AS A FOREIGN LANGUAGE

CREDIT:1.5

- 4.1) Methods of teaching learning German as a foreign language (Grammar translation method, direct method, audio lingual and audio visual method and communicative didactics)
- 4.2) Modern approaches of teaching learning German (project method, Handlungsorientiertes, Lernen, autonomes Lernen)
- 4.3) Teaching learning and evaluation of listening, reading, writing and speaking.
- 4.4) Sozialformen (pair work, group)
- 4.5) Teaching learning of Grammar and culture and civilization.
- 4.6) Teaching learning of German as a foreign language in large group.
- 4.7) Need and importance of learning resources
- 4.8) Authentic learning material
- 4.9) Language laboratory
- 4.10) Traditional Learning resources
- 4.11) Visual and audio-visual learning resources
- 4.12) Technology based learning resources
- 4.13) Qualities of a German Teacher

References

BED-205-13-Additional Pedagogy Course Understanding disciplines and school subjects

Andpedagogy of School Subject

French

Objectives: To enable student teacher to

- acquire proficiencies in listening, speaking, reading, writing and communication skills.
- acquaint with the essential aspects of French language
- understand the different methods of teaching French
- develop Interest and attitude towards French as a foreign language

UNIT – 1 School Content-1

CREDIT: 1

- a. Conjugation of verbs in present, passe compose, futur proche, future, imperfect, subjunctive, conditional etc.
- b. Masculine and feminine
- c. Articles definite and indefinite
- d. Interrogation
- e. Pronouns
- f. Preposition
- g. Adjective
- h. Adverb
- i. Active and passive voice - rules
- j. Other rules of grammar- e.g. use of adjective, adverb, pronoun relative, demonstrative and possessive, masculine, feminine rules etc.

UNIT: 2 School Content-2

CREDIT: 1

- a. **Vocabulary** – topic based vocabulary development. For ex. names of trees, fruits, animal, bird, body parts, transportation, food items etc.
- b. **Speech** – Simple Verbal description of things, self, family etc.
- c. **Oral** – Topic based Discussion
- d. **Phonetics**– sounds and differentiation
- e. **Comprehension** – Both oral and written
- f. **Writing** – Letter, paragraphs, articles etc.
- g. **Synonym and antonyms**

UNIT – 3 Nature, objectives, place and methods of teaching French. CREDIT: 1

- a. Nature of French Subject and Place of French in the curriculum
- b. Objectives of teaching French at Higher Secondary Level

- c. Reading for pronunciation
- d. Grammar exercises
- e. Writing projects- topic based
- f. Listening practice – comprehension oral
- g. Topic based group activity – oral presentation
- h. Group activity for vocabulary

UNIT: 4- French and Daily Life

CREDIT: 1

- a. Simple day to day life conversation e.g. in a grocery store, book shop etc.
- b. Topics based oral presentation
- c. Reading and extract writing
- d. Conversation
- e. Explanation of word meaning French
- f. Discuss synonym and antonyms - refer French to French dictionary

References:

Online References:

- ielanguages.com/french.html
- french.about.com
- bescherelle.com
- www.collinsdictionary.com/dictionary/english-french
- www.larousse.com/en/dictionaries/french-english
- www.wordreference.com/
- dictionary.reverso.net/french-english
- <http://www.goyalpublisher.com/>

Dictionary: Collins; Larousse; Bescherelle

**BED-205-15-Additional Pedagogy Course Understanding disciplines
and school subjects and pedagogy of School Subject**

PHYSICS

Objectives: To enable student teacher to

- Familiarize facts, terms, concepts, laws & principles in physics.
- Understand nature, scope & importance of physics at secondary & higher secondary level, correlation with other discipline.
- analyze the textbook & content of physics at secondary & higher secondary level.
- implement methods & models of teaching learning of physics.
- acquire the competencies of physics teacher

Unit 1:

(Credit:1)

1.1 General Physics:

- a) Measurement
- b) Scalars & Vectors

1.2 Work, Energy & Power:

1.3 Heat

1.4 Force

Unit 2: (Credit:1)

2.1 Motion

2.2 Magnetic Effect of Electric Current

2.3 Sound

Unit 3: Nature of physics

(Credit: 1)

3.1 Nature, scope & importance of physics at secondary & higher secondary level, Correlation with other discipline.

3.2 Objectives of physics at secondary & higher secondary level.

3.3 Curriculum & syllabus of physics at secondary & higher secondary level.

3.4 Text book and content analysis of physics.

Unit 4: Pedagogical approaches & resources of physics, physics teacher

(Credit:1)

4.1 a) Methods of teaching: lecture – Demonstration, Laboratory & Project

b) Model: 5 E Learning Model

4.2 Planning, organizing and maintaining physics laboratory.

4.3 Learning resources in physics.

4.4 Competencies of physics teacher.

MODE OF TRANSACTION:

- Lecture cum Discussion
- Seminar
- Presentation (Poster/PPT)

- Physics Laboratory Visit
- Scientific Inquiry

Practical(Any One)

7. Analysis of Physics Text Book (XI/XIIth Std.)
8. Investigatory Project/ Model
9. Physics Laboratory visit

REFERENCES

For Unit 1&2

The text books and the reference books which are prescribed by the Maharashtra State Board of Secondary and Higher Secondary Education are recommended for study.

For Unit 3& 4

- Borse, Chandrakant. (2007). Science education: Pedagogical analysis. Nashik: Insight Publication.
- Das, R.C. (2009). Science teaching in schools. New Delhi: sterling Publishers Pvt. Ltd.
- Kalra, Rajinder. M. (2007). Teaching of Science: for Primary and secondary pre and in – service teachers. Delhi: Shipra Publication.
- Malhotra, Vinayak. (2007). Methods of teaching science. Delhi: Crescent Publishing Corporation.
- Mangal, S.K. (2004). Teaching of general science. Ludhiana: Tandon Publications.
- Prasad, J. (1999). *Practical aspects in teaching of science*. New Delhi: Kanishka Publication
- Rao V. K. (2007). Science Education. New Delhi. APH Publishing Corporation.
- Sharma, B.M. (2007). Teaching of Science. Chandigarh: Abhishek Publication.
- Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpatrai publishing comp.
- Siddiui, N.N. & Siddiqyi, M.N. (2009). Teaching of science: Today & tomorrow. Delhi: Doaba House.
- Sood, J.K. Teaching of Science, Agra, vinodpustakMandir.
- Vaidya, N. (2003). Science teaching for the 21st century. New Delhi: Deep and Deep.
- NCERT.(2006). Position paper on ‘Teaching of Science’. New Delhi: NCERT.

BED-205-16-Additional Pedagogy Course Understanding disciplines and school subjects And pedagogy of School Subject

CHEMISTRY

Objectives: To enable student teacher to

- familiarize facts, terms, concepts, laws & principles in chemistry.
- understand the nature, scope & importance of chemistry at secondary & higher secondary level.
- analyze the textbook & content of chemistry at secondary & higher secondary level.
- implement methods & models of teaching learning of chemistry.
- acquire the competencies of chemistry teacher

Unit 1: Organic and Inorganic Chemistry (Credit: 1)

- 1.1 Hydrocarbons – Types, IUPAC Nomenclature
- 1.2 Alkanes, Alkenes, alkynes & Aromatic compounds
- 1.3 Alcohols, phenols and ethers
- 1.4 Periodic Table, s, p, d and f block elements

Unit 2: Physical and Inorganic Chemistry (Credit: 1)

- 2.1 States of matter
- 2.2 Solid state, Solutions and colligative properties
- 2.3 Chemical Thermodynamics
- 2.4 Chemistry in everyday Life

Unit 3: Nature of chemistry (Credit: 1)

- 3.1 Nature, Scope & Importance of Chemistry at secondary & higher secondary level.
Correlation of Chemistry with other discipline.
- 3.2 Objectives of Chemistry at secondary & higher secondary level.
- 3.3 Curriculum & Syllabus of Chemistry at secondary & higher secondary level.
- 3.4 Text book and Content Analysis of chemistry

Unit 4: Pedagogical approaches & resources of chemistry, chemistry teacher (Credit: 1)

- 4.1 a) Methods of teaching: lecture – Demonstration, Laboratory & Project
b) Model: 5 E Learning Model
- 4.2 Planning, organizing and maintaining chemistry laboratory.
- 4.3 Learning resources in Chemistry.
- 4.4 Competencies of Chemistry teacher.

MODE OF TRANSACTION:

- Lecture cum Discussion
- Seminar
- Presentation (Poster/PPT)

- Chemistry Laboratory Visit
- Scientific Inquiry

Practical(Any One)

1. Analysis of Chemistry Text Book (XI/XIIth Std.)
2. Investigatory Project/Model
3. Chemistry Laboratory visit

REFERENCES

For Unit 1&2

The text books and the reference books which are prescribed by the Maharashtra State Board of Secondary and Higher Secondary Education are recommended for study.

For Unit 3&4

- Borse, Chandrakant. (2007). Science education: Pedagogical analysis. Nashik: Insight Publication.
- Das, R.C. (2009). Science teaching in Schools. New Delhi: Sterling Publishers Pvt. Ltd.
- Kalra, Rajinder. M.(2007). Teaching of Science: for Primary and secondary pre and In – service teachers. Delhi: Shipra Publication.
- Malhotra, Vinayak. (2007). Methods of teaching science. Delhi: Crescent Publishing Corporation.
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- Sood, J.K. Teaching of Science, Agra, Vinod Pustak Mandir.
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- NCERT(2006). Position paper on ‘Teaching of Science’. New Delhi: NCERT.

**BED-205-17-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

BIOLOGY

Objectives: To enable student teacher to.....

- familiarize facts, terms, concepts , laws & principles in biology.
- understand nature, scope & importance of biology at secondary & higher secondary level. co-relation with other disciplines.
- analyze the textbook & content of biology at secondary & higher secondary level.
- implement methods & models of teaching learning of biology.
- acquire the competencies of biology teacher

UNIT 1: Cells & Plant -Animal Kingdom (Credit 1)

- 1.1 Cell Structure – Plants, Animals
- 1.2 Micro organisms
- 1.3 Classification of Plants and Animals
- 1.4 Life Processes in Plants, Animals and Humans

Unit 2: Food, Health & Ecosystem (Credit 1)

- 2.1 Food Pyramid
- 2.2 Enhancement in food production
- 2.3 Human health and diseases
- 2.4 Biodiversity and Ecosystem
- 2.5 Biotechnology – Process and Application

Unit 3: Nature of biology (Credit:1)

- 3.1 Nature, scope, importance of biology at secondary & higher secondary level. Co-relation with other disciplines
- 3.2 Objectives of biology at secondary & higher secondary level.
- 3.3 Curriculum & syllabus of biology at secondary & higher secondary level.
- 3.4 Text book analysis and content analysis of biology

Unit 4: Pedagogical approaches & resources of biology, biology teacher

(Credit: 1)

4.1 a) Methods of teaching: lecture – demonstration, Laboratory& project

b) Model: Biological Science Inquiry Model

4.2 Planning, organizing and maintaining biology laboratory.

4.3 Learning resources in biology.

4.4 Competencies of biology teacher.

MODE OF TRANSACTION:

- Lecture cum Discussion
- Seminar
- Presentation (Poster/PPT)
- Biology Laboratory Visit
- Scientific Inquiry

Practical (Any One)

1. Analysis of Biology Text Book (XI/XIIth Std.)
2. Investigatory Project/ Model
3. Biology Laboratory visit

REFERENCES

For Unit 1&2

The text books and the reference books which are prescribed by the Maharashtra State Board

of Secondary and Higher Secondary Education are recommended for study

For Unit 3&4

- Borse, Chandrakant. (2007). Science education: Pedagogical analysis. Nashik : Insight Publication.
- Das, R.C. (2009). Science teaching in schools. New Delhi : sterling Publishers Pvt. Ltd.
- Kalra, Rajinder. M.(2007). Teaching of Science : for Primary and secondary pre and In – service teachers. Delhi : Shipra Publication.

- Malhotra, Vinayak. (2007). Methods of teaching science. Delhi : Crescent Publishing Corporation.
- Mangal, S.K. (2004). Teaching of general science. Ludhiana : Tandon Publications.
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- Vaidya, N. (2003). Science teaching for the 21st century. New Delhi: Deep and Deep.
- NCERT.(2006). Position paper on 'Teaching of Science'. New Delhi: NCERT.

**BED-205-18-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

Home Science

Objectives:

1. To understand the content of Home Science at Higher Secondary Level
2. To acquaint students about textiles.
3. To explain the nutrients in food.
4. To understand the objectives and methods of teaching home science at Higher Secondary Level.

UNIT-1-

CREDIT: 1

A) Textiles

- 1.1) a) Introduction to Textiles.
b) Fabric Construction.
- 1.2) a) Consumer Awareness
b) Methods of Laundering
c) Stain Removal

B) Food Science

1.3) Nutrients in Food

- a) Carbohydrates
 - b) Proteins
 - c) Fats
 - d) Vitamins
 - e) Minerals
- 1.4. a) Spices and condiments
b) Food Adulteration

UNIT-2-

CREDIT: 1

A) Child Development

2.1) Growth and Development

B) Home Management

2.2 a) Family Income and Time Management

b) Work Simplification

c) Consumer Awareness

UNIT-3

CREDIT: 1

3.1) Nature, scope & importance at Home science at degree level. Correlation at Home Science with other disciplines.

3.2) Objectives at Home Science at degree level.

3.3) Curriculum & syllabus at Home Science at degree level.

3.4) Text Book and content analysis at Home Science.

UNIT-4

CREDIT: 1

4.1) Methods of Teaching: Lecture, demonstration, laboratory and project.

4.2) Planning, organizing and maintaining Home Science laboratory (Textile and Food)

4.3 Learning resources in Home Science.

Mode of Transaction

1. Lecture cum Discussion

2. Seminar

3. Presentation (Poster/PPT)

4. Home Science Laboratory Visit.

5. Science Inquiry.

References

For Unit 1 to Unit 4

The Text Books and the reference books which are prescribed by the Maharashtra State Board at Secondary and Higher Secondary Education are recommended for study.

**BED-205-19-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

COMMERCE

Objectives- To enable student teacher to-

1. Understand internal trade
2. Understand forms of business organizations
3. Understanding marketing process.
4. Understand nature, significance, principles and functions of management.
5. Understand nature, scope and importance of commerce at higher secondary level.
6. Understand & implement methods & techniques of teaching-learning of commerce.
7. Understand the competencies of commerce teacher.
8. Understand various resources in teaching learning of commerce

UNIT- 1

CREDIT: 1

A) Internal Trade

- i) Wholesale Trade
- ii) Retail Trade
- iii) Itinerant retailers and fixed shops, Departmental stores, super market, chain store.

B) forms of Business organization

- i) Sole Proprietorship
- ii) Joint Hindu Family
- iii) Co-operative societies
- iv) Company

UNIT – 2

CREDIT: 1

A) Marketing

- i) Meaning, Functions, Role

- ii) Marketing Mix
- iii) Physical distribution
- iv) Price
- v) Promotion

B) Nature and significance of Management

- i) Management- concept, objectives, importance
- ii) Nature of management
- iii) Levels of management
- iv) Principles of Management
- v) Functions of Management

UNIT – 3- Introduction and background of Commerce subject

CREDIT: 1

- i) Commerce concept, meaning, nature and scope.
- ii) Commerce subject structure.
- iii) Importance of commerce in daily life
- iv) Objectives of commerce education
- v) Correlation of commerce with other subject.

UNIT- 4 – Pedagogical Approaches and Learning Resources

CREDIT: 1

- i) Lecture method
- ii) Inductive, deductive method
- iii) Project method
- iv) Problem solving method
- v) Question Answer technique
- vi) Field Visit
- vii) Qualities of good commerce teacher
- viii) Concept, need, importance and types of learning resources

Mode of Transaction

1. Lectures
2. Discussions
3. Seminars
4. PPT/ Poster Presentation
5. Project
6. Field Visit

Practical Work

1. Text Book analysis of any one standard
2. Content analysis of any unit of commerce.
3. An interview of whole seller/ retail seller
4. Visit to a mall and report writing

References

1. Organization of commerce and management- XI std Text Book
2. Organization of Commerce and management – XII std Text Book
3. आशययुक्त अध्यापन पद्धति- डॉ. अनंत जोशी
4. वाणिज्य अध्यापन पद्धति- प्रा. गाजरे, नानकर.
5. Teaching of Commerce- Lulla
6. Teaching of Commerce- Seem Rao
7. Teaching of Commerce- Dr. R.P. Singh.

**BED-205-20-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

Psychology

Objectives: To enable the student teacher to-

- familiarize with the definition and branches of psychology.
- understand the nature, scope and importance of the subject.
- state the objectives of the subject.
- explain and use different approaches methods and techniques of teaching-learning of the subject.
- explain and understand the structure of subject.
- explain the concept and types of curriculum and syllabus.
- explain importance and use of core elements values and life skills.
- analyze the text book and content.
- analyze the various resources in the teaching- learning of the subject.
- understand the qualities of a good teacher
- to analyze and evaluate the new trends of current issues in subject.

Unit 1: Introduction To Psychology

Credit 1

(A)

1.1 Definitions of Psychology – Wundt, Watson, Morgan and King, Feldman.

1.2 Branches of Psychology:

- **Cognitive Psychology**
- **Biological Psychology**
- **Developmental Psychology**
- **Social Psychology**
- **Environmental Psychology**
- **Health Psychology**
- **Clinical and Counselling Psychology**
- **Organizational Psychology**

- **Educational Psychology**

1.3 Recent Perspectives of Psychology - Behaviouristic Perspective, Psychoanalytic Perspective, Biological Perspective, Humanistic Perspective.

Unit 1: Introduction To Psychology

(B)

1.4 Important Methods of Data Collection:

- **Observational method**
- **Experimental method**
- **Correlational method**
- **Survey method**
- **Psychological Testing**
- **Case Study and**
- **Project method**

Unit 2: Cognitive Psychology:

Credit 1

(A)

2.1 Attention and Perception – meaning, differences between attention and perception, principles of perception, illusion.

2.2 Memory and Forgetting – meaning, types of memory, factors affecting memory and forgetting.

Unit 2: Cognitive Psychology:(B)

2.3 Motivation – Nature, types, Maslow's hierarchy of needs

2.4 Attitude – Definition and Attitude formation

2.5 Stress Management – Nature of stress and stress management techniques

2.6 Psychological Disorders and Therapies – Concept and classification of psychological disorders, types of therapies.

Pedagogy Of School Subject: Psychology
Unit 3:- Nature Of The Subject Psychology

Credit 1

(A)

3.1 Nature and scope of the Subject Psychology

3.2 Place of the Subject Psychology in the Higher secondary school curriculum

3.3 Objectives of teaching the subject psychology at the Higher secondary school level

3.4 Relation of the Subject Psychology with Natural Sciences (biological and development, Medical Science) and with Social Sciences (Philosophy, Economics, Political Science, Sociology, Mass communication, Law and Criminology) and other disciplines (Architecture, Engineering, Computer Science, Arts and Fine Arts).

3.5 Relation of the Subject Psychology with Education

3.6 Lecture cum discussion method

3.7 Seminar method

3.8 Experimental method

3.9 Observation method

3.10 Case study method

Unit 4:- Analysis Of The Subject Psychology
(A)

Credit 1

4.1 Structure of the Subject Psychology

4.2 Curriculum and syllabus (Concept and types).

4.3 Core elements, values and life skills.

4.4 Analysis of the Text book/ Reference Book.

4.5 Content analysis.

B):- Learning Resources For The Subject Psychology

4.6 Concept, need and importance of learning resources

4.7 Psychology laboratory

- a) Importance of the laboratory in learning of the Subject Psychology
- b) Planning, organizing and maintaining a laboratory of Psychology

4.8 Psychology tests and inventories – Importance and Types

4.9 Technology based learning resources.

4.10 Teacher of the Subject Psychology – Qualities and role

Mode Of Transaction

- ◆ **Lecture**
- ◆ **Discussion**
- ◆ **Seminar**
- ◆ **Experimental Method/Experiments**
- ◆ **Poster presentation**

Practical Work:- (Any Two Of The Following)

Experiment (any 2)

- ◆ **Case study (any 1))**
- ◆ **Interview of counselor/ psychologist/ experienced teacher of psychology (any 1)**
- ◆ **Administration of a test (any 1))**
- ◆ **Visit to a psychology lab and writing a report**
- ◆ **Textbook analysis**

Reference:

- **Books:**
- **Breakwell G., Hammond S, Fife-Schaw, C. (1995). *Research Methods in Psychology*. London: SAGE Publication.**
- **Bhatia, H. R. (2000). *A textbook of Educational Psychology*. India: Macmillan India Limited.**
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- **Dandekar, W. N., & Makhija, S. (2002). *Psychological Foundations of Education* (3rd ed.). India: Macmillan India Limited.**
- **Fontana, D.(1995). *Psychology for Teachers, Third Edition*. London: The British Psychological Society, Mac Millan in Association with BPS Books.**
- **Mohan, J. (1993). *Educational Psychology*. New Delhi: Wiley Eastern Limited.**
- **Report of UGC review committee (2003). *Psychology in the Indian University***
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- Mangal, S.K. (2005). *Advanced Educational Psychology*. (2nd ed.). New Delhi, India: Prentice Hall of India Private Limited.
- **Nayak, A.K. & Rao, V.K. (2008). *Educational Psychology*. India: APH Publishing Corporation. New Delhi.**

- Websites:
- **<http://www.examsadda.in/2015/01/free-download-ncert-text-books-class-12-science.html>**
- **http://ncertbooks.prashanthellina.com/class_11.Psychology.IntroductiontoPsychology/index.html**
- **http://ncertbooks.prashanthellina.com/class_12.Psychology.Psychology/index.html**
- **http://ncertbooks.prashanthellina.com/class_12.Psychology.Manovigyan/index.html**

- References:
- **Manasshastra (General Psychology Marathi): Varte Nache Sashttra (THE SCIENCE OF BEHAVIOUR) -by Dr. Shobhana Abhyankar, Dr. Amruta Oke and Dr. Sheela Golwilkar**

**BED-205-21-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

Philosophy

Objective

1. To understand the nature of philosophy
2. To explain the various theories of Philosophy
3. To comprehend the nature of knowledge.
4. To know the western and Indian sources of knowledge.
5. To understand the basic concept of philosophy.
6. To know the objectives of philosophy teaching at Higher Secondary Level.
7. To understand various teaching learning sources of Philosophy.
8. To enlighten qualities of Philosophy.

UNIT-1- Nature of Philosophy

CREDIT:1

- 1.1) Meaning, Definition and nature of Philosophy.
- 1.2) Branches of philosophy- Metaphysics, Epistemology, Ethics, Logic, Aesthetics.
- 1.3) Moral philosophy- Nature, scope, conduct and characteristic.
- 1.4) Moral Concepts- Right, Good, Duty, Virtue, Concept of Self, The concept of God.
- 1.5) Environmental Ethics, Applied Ethics.

UNIT-2- Nature of Knowledge & Theories

CREDIT:1

- 2.1) Concept of knowledge-origin of knowledge, types of knowledge, sources of knowledge.
- 2.2) Western-Rationalism, Empiricism, Perception, Intuition, Inference, Testimony
Indian- Nyaya Darshan, Pratyaksha, Anumana
- 2.3) Theories of Punishment- Concept of Punishment, Natural and Moral Pre-suppositions
and purposes of punishment- Deterrent, Retributive, Reformative.

2.4) Theories of Truth

- Sentence and proposition
- The Correspondence Theory of truth.
- The Coherence Theory of Truth.
- The Pragmatic Theory of Truth.

UNIT: 3

CREDIT: 1

- 3.1.Nature and scope of Philosophy.
- 3.2. Place of Philosophy in Higher Secondary School Curriculum
- 3.3.Objectives of teaching Philosophy in Higher Secondary School Curriculum.
- 3.4. Relation of Philosophy with other subjects.
- 3.5. Relation of Philosophy with Education.
- 3.6. Methods of teaching Philosophy
 - Lecture
 - Seminar
 - Discussion
 - Library Method

UNIT: 4

CREDIT: 1

- 4.1. Structure of Philosophy.
- 4.2. Curriculum and syllabus of philosophy.
- 4.3 Core element and values in Philosophy.
- 4.4. Content Analysis

Practical Work (Any One)

1. Study of a philosophical branch.
2. Analysis of any one text book of philosophy at Higher Secondary Level.

3. Comparison of Philosophy with special reference to
-metaphysics, knowledge, values and other features.

**BED-205-22-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

SOCIOLOGY

Objective:

1. To introduce the student teacher about meaning, nature, scope of sociology.
2. To make students aware of basic concepts of sociology and social system in India.
3. To understand concept of social stratification, social change, socialization.
4. To introduce different stages of formation of Indian Society.
5. To make student teacher aware of social problems in India.
6. To understand various learning resources of sociology.
7. To know the different teaching methodologies of sociology.
8. To understand the role and responsibilities of good sociology teacher.

UNIT: 1- Nature of Sociology

CREDIT:1

- 1.1) Introduction to sociology- Meaning, definition and nature, structure of sociology.
- 1.2) Scope and uses of sociology.
- 1.3) Place of sociology at Higher Secondary Level
- 1.4) Objectives of Teaching sociology at Higher Secondary Level

UNIT: 2-A) - Basic concepts, social system, social process and social change

CREDIT:1

- 2.1) Concept, society, social group, community , association, social stratification.
- 2.2) Social system, marriage, family and religion.
- 2.3) Social process- socialization, social interaction.
- 2.4) Social change-meaning, factors.

UNIT: 2 B- Introduction to Indian Society and major social problems

CREDIT:1

- 3.1) Formation of Indian Society-Ancient, medieval, British, Post Independence.
- 3.2) Segments of Indian society-Tribal community, Rural community, Urban Community.
- 3.3 Changing nature of Social problems in India.
- 3.4) Major Social problems in India- Population, Women problems, child labour, urbanization, farmers suicide.

UNIT-3- Place, objectives and relation of sociology with other subjects

CREDIT: 1

- 3.1) Place of Sociology in Higher Secondary Curriculum
- 3.2) Objectives of teaching sociology at higher secondary level.
- 3.3) Relation of Sociology with other Social Science Subjects.
- 3.4) Relation between sociology and education.

UNIT: 4- Teaching Methodology of Sociology learning resources and sociology teacher

CREDIT:1

- 4.1) Structure of Sociology
- 4.2. Curriculum and syllabus of sociology.
- 4.3. Core elements, values and life skills in sociology.
- 4.4) Content Analysis in sociology
- 4.5) Teaching Methodology
 - a) Lecture
 - b) Project
 - c) Field Visit
 - d) Survey

4.6) Various Learning Resource

- a) Traditional
- b) Technology Based

4.7) Sources f Data Collection

- a) Observation
- b) Interview
- c) Questionnaire

4.8) Quality of good sociology teacher.

Mode of Transaction

1. Lecture
2. Discussion
3. Power Point Presentation
4. Seminar

Practical

1. To conduct a survey regarding changing nature of anyone social institution and prepare a report.
2. to organize an activity to solve any one social problem and prepare a report.
3. To prepare structure of sociology subject.

References

1. Ahuja Ram 1993, Indian Social System, Jaipur, Rawat Publications.
2. Debibnath 2005-contemporary social problems in India, New Delhi, Anmol Prakashan.
3. N.C.E.R.T. Text Books on Sociology
4. Handbook of Indian sociology edited by Veena Das.
5. Social stratification and change in India by Y.Singh.

**BED-205-23-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

POLITICAL SCIENCE

Objectives

1. To introduce to student teacher various concepts from political Science.
2. To explain the political theory and contemporary world politics.
3. To comprehend the constitution of India
4. To understand various social political movements in India.
5. To know the objectives of political science at secondary level.
6. To understand various teaching learning sources of political science.
7. To know the pedagogy of political science.
8. To enlighten qualities of political science teacher.

UNIT-1- Political Theory and Contemporary World Politics

CREDIT : 1

1.1) State, Nation, Liberty, Human Rights

1.2) Contemporary world politics- Changing World, end of Bipolarization, Emergence of uni-polar system, Multi-polar system.

1.3) International Organization- Need, International Organization, Regional Organization.

1.4) World Security- Meaning, Importance, factors, endangering world security, Terrorism, violation of Human Rights, Poverty in the World. Arms Race.

UNIT-2- Indian Constitution & Politics in India

CREDIT: 1

2.1) Indian Constitution- Characteristics, Fundamental Rights, Directive Principles and Fundamental duties.

2.2) Legislature- Parliament- Loksabha, Rajyasabha.

State- Vidhansabha, Vidhan Parishad

2.3) Executive- Union and State

Judiciary- Supreme court, High Court, sub-ordinate court, Lok Nyayalaya.

2.4) Politics in India

-Patterns of Party competition, political and social movements

- New trends in Indian Politics

UNIT: 3 Nature, scope, objectives and relation with other subjects. CREDIT: 1

3.1. Nature and scope of Political Science.

3.2. Place of Political Science in Higher Secondary School Curriculum

3.3. Objectives of teaching Political Science in Higher Secondary School Curriculum.

3.4. Relation of Political Science with other subjects.

3.5. Relation of Political Science with Education.

3.6 Qualities of a political science teacher.

UNIT: 4 Pedagogy of Political Science

CREDIT:1

4.1. Structure of Political Science.

4.2 Core element and values in Political Science.

4.3. Content Analysis

4.4. Methods of teaching Political Science.

-Lecture

-Seminar

-Discussion

-Library Method

Practical Work (Any One)

1. Study of a Political Science branch.

2. Analysis of any one text book of Political Science at Higher Secondary Level.

3. Comparison of Democracy and Autocracy with special reference to Education

Mode of Transaction:

Lecture, Seminar, Field visit, Project

**BED-205-24-Additional Pedagogy Course Understanding disciplines and school subjects
and pedagogy of School Subject**

LOGIC

Objectives

1. To understand the nature of Logic.
2. To explain the various basic of Logic.
3. To understand the Traditional Logic and Predicate Logic.
4. To know the objectives of Logic teaching at Higher Secondary Level.
5. To understand various teaching learning sources of logic.
6. To know the pedagogy of logic.
7. To enlighten qualities of logic.

UNIT:1

CREDIT:1

A) Nature of Logic

1.1) Kinds of Inference- Deductive, Inductive, Difference between two types of inferences, Truth and Validity.

1.2) Nature of Propositions

-Modern view, Distinction between proposition and sentence, simple, compound, Truth-Functional and non-truth functional compound propositions.

1.3) Decision Procedure

-Nature, truth-table for stamen forms

-Tautology-contradiction, contingent.

-Testing validity of arguments using truth table methods

-Principle of reduction ad absurdum, shorter truth table method.

1.4 The method of Deduction

-Deductive proof, Direct proof, conditional proof, indirect proof of tautology and arguments.

UNIT: 2 Traditional Logic and Predicate Logic**CREDIT:1**

2.1) Traditional- categorical, A.E.I. O.-preposition square of opposition of prepositions.

Representation of A,E,I, O. using Venn diagrams

2.2) Predicate Logic- Need, Types of preposition- singular, general. Symbolization of preposition.

2.3) Definition- Nature, purposes.Kinds-ostensive, Extensive, Bi-verbal, stipulative, Lexical.

2.4) Grounds of Induction- Material, formal.

UNIT:-3 A) Logic as a subject**CREDIT:1**

3.1) Place of logic in curriculum

3.2) Objectives of Logic

3.3) Importance of Logic

UNIT: 3-B) Teaching-Learning Methods of Logic

3.1) Lecture Method

3.2) Method of Analysis

3.3) Deductive Method

3.4) Inductive method

3.5) Self learning

UNIT: 4 A) Subject Analysis**CREDIT:1**

4.1) Structure of Logic

4.2) Curriculum of Syllabus, Concept, Method of construction of curriculum

-Concentric

-Chronological

- Periodic

UNIT: 4 B) Learning Resources and Subject Teacher

4.1) Concept, need and importance of learning resources

4.2) Types of Learning Resources

a) Traditional

b) Technology

References:

1. Introduction to Logic- Irving M. Copi and Carl Cohen.
2. First course in Logic- K.T. Basantani
3. Second Course in Logic- K.T. Basantani
4. Logic Text- Book (XI and XI Standard)

BED-205-25-Additional Pedagogy Course Understanding disciplines and school subject and pedagogy of School Subject

Physical Education

UNIT-1: Education and Physical Education

CREDIT: 1

- 1.1 Meaning and Concept of General Education
- 1.2 Meaning and definition of, aim, objective and scope of Physical Education.
- 1.3 Physical Education and its relationship with General Education.
- 1.4 Values and Ethics in Physical Education and Sports.

UNIT-2: Historical Foundations of Physical Education & SportsCREDIT: 1

- 2.1 History of Physical Education in India from ancient to modern period-pre Vedic period, epic period, Hindu period, Muslim period, British period.
- 2.2 Trends in physical education in Greece, China, U.S.A., Germany and U.K.
- 2.3 Historical perspectives of the Olympics. Olympic movement- Ancient and Modern Olympic.
- 2.3 Indian Legends: Khashaba Jadhav, Major Dhyanchand, Sachin Tendulakr, P.T. Usha, Milkha singh, (What makes them different)
- 2.4 Issues, challenges and opportunities in Physical Education and sports
- 2.5 Careers in Physical Education and Sports.
- 2.6 Gender in Physical Education
- 2.7 Role Conflict in Physical Education and Sports.

UNIT-3:Analysis of Subject Physical Education

- 3.1. Structure of Physical Education
- 3.2. Curriculum and Syllabus of Physical Education

3.3 Core elements, values and life skills in Physical Education.

3.4 Content Analysis.

UNIT-4 Learning & Teaching of Physical Education

4.1 Concept, need and importance of learning resources in physical education.

4.2 Types of learning resources in Physical Education.

4.3 Methods of teaching Physical Education

a) Lecture

b) Demonstration

c) Seminar

d) Experimental method

e) Project method

4.4 Place & importance of play ground activities in Physical Education.

4.5 Qualities of Physical Education teacher.

References

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5. William, J.E. (1964). Principles of Physical Education:, .Com. Philadelphia: W.B. Saunders.

6. Kretchmar, R.S. (1994). Practical Philosophy of Sport. IL: Human Kinetics.
7. Shekhar, K.C. (2004). Principles and History of P.E. Delhi: Khel Sahitya Kendra.
8. Young, D.C. (2004) A brief History of Olympic Games. UK: Blackwell Publishing
9. Frank, A.M. (2003). Sports & Education. CA: ABC-CLIO.
10. Susan Capel, Susan Piotrowski. (2000) Issues in Physical Education. London: Routledge.

**BED-205-26-Additional Pedagogy Course Understanding disciplines and
school subject and pedagogy of School Subject**

Yoga Education

Objectives:

1. To provide information about yoga education
- 2.. To make them aware about healthy habits and hygiene (food, personal and group).
3. To help children know correct postural habits of basic movements so as to avoid postural defects and physical deformities.
4. To understand the historical and philosophical basis of Yoga.
5. To understand the therapeutic aspects of Yoga.

UNIT:1 Foundations of Yoga

CREDIT: 1

A. Introduction to yoga,

- Introduction to Yoga. Meaning, Definition and Characteristics
- History of YogaThe relevance of Yoga today
- Need and Importance of Yoga
- Benefits of yoga, Misconceptions of yoga,Difference between yogicpractices

B. Yoga Philosophy

- **Four Steps of Life** :Brahmacharya(Renunciation),Garahastha (Family Life)
Vanaprasthya (Non-attachment), Sanyas (Asceticism)

C. The Astanga Yoga: Yama - Don'ts, Niyama - Do's, Asana, Pranayama - Breath Control - Life Force Control, Pratyahara - Internalization, Dharana - Meditation, Dhyana – Realization and Samadhi - Absorption

D. Yoga in the Bhagavadgita/Schools of yoga - / Eight kinds of Yoga:

- 1.Karma Yoga - Work or Action, 2.Hatha Yoga – Physical 3.Raja Yoga- Mental,
- 4.Vedanta Yoga – Philosophical 5.Bhakti Yoga – Devotional, 6.Mantra Yoga -
Mantra Chanting 7.Laya Yoga – Esoteric, 8.Jnana Yoga – Wisdom

UNIT:2- Introduction to Asanas , Pranayama ,Meditation, Mudra, Shatkarma /kriya,bhandha **CREDIT: 1**

A. Introduction to Asana , Pranayama ,Meditation,

Introduction to Asanas :Yoga and the Spine, Understanding the following asanas , Standing poses,Sitting Poses, Kneeling Poses, Supine Poses, Prone Poses and Arm Support PosesSurya Namaskar& Chandra Namaskar (Sun sequence)

Pranayama: Breathing techniques:Aspects of Pranayama, The Pranickoshas(anamaya, manomaya, Pranamaya, Vijnanamaya, anandmayaKoshas),Breath health and Pranayama, general Considerations (Contraindications,time, diet, Place, Breathing sequence, Side effects) NadiShodhana -AnulomaViloma (alternate nostril breathing), Ujjayi, Sheetali, Sheetkari

,Bhramari,Bhastrika, Kapalabhati (lung cleansing exercise), Moorchha, SuryaBhedha,

Major Nadis: Ida,Pingala and sushumna

Meditation: Pratyahar, dharna, dhyana, Samadhi & Relaxation techniques

B. Introduction to Mudra, Shatkarma /kriya,bhandha

Five Groups of Yoga Mudra : Hasta :(hand) Jnana&Chin,Yoni,Bhairava,Haridya,

Mana: (head)

hambhavi,Naskagradrushti,khechari,kaki,Bhujangini,Akashi,Shanukhi,Unmani,

Kaya: (postural) Vipareetakarni,Pashinee,prana,yoga,Manduki,Tadagi,

Adhara :(perineal) Ashwini,Vajroli/sahajoli

Shatkarma /Kriya:Neti, dhauti, Nauli,basti,Kapalbhati,Trataka

Bandha: Jalandhara (throat lock), Moola (perineum contraction),Uddiyana (abdominal contraction)

UNIT: 3- Yoga Therapy : **CREDIT: 1**

3.1 Need and Principles of Therapeutic yoga: Preventive yoga Practice principles,Alignment, Contraction versus Stretching of Muscles, Yoga Therapy of asanafor chronic and acute diseases and disorders

3.2 Yogic concept of Lifestyle diseases: The Five Kosha / Dimensions :Annamaya, anomaya, Pranamaya, Vigyanmaya, Anandmayakosha

3.3 Mind Management :Power of mind, Self discipline, Hatha Yoga and physical harmony, Raja Yoga and mental harmony

3.4 Mantra :Mantrasadhana, Vibrations and personality, Tuning the total personality with mantras

UNIT: 4

CREDIT: 1

4.1 Place of yoga in Secondary Education

4.2 Content Analysis of yoga

4.3 Relation of Yoga with education and other subjects.

4.4 Teaching methods for Yoga

a) Lecture

b) Group Discussion

c) Experiment

d) Discussion

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**BED-205-28-Additional Pedagogy Course Understanding disciplines and
school subject and pedagogy of School Subject**

VALUE EDUCATION

Objectives:

1. To understand the meaning and nature of Value Education.
2. To explain various types of values and social evils.
3. To understand the nature, scope objectives and methods of value education.
4. To develop the structure of value education.

UNIT: 1 Value Education as a subject

CREDIT: 1

A) Meaning and nature of values, Value Education- its purpose and significance in the present world, Value System, the role of culture and civilization, Holistic living.

B) Salient values for life- Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality- Time, Task and resource management- Problem solving and decision making skills- Interpersonal and Intra personal relationship- Team work- Positive and creative thinking.

UNIT:2 Types of Values and Social Evils

CREDIT:1

A) Types of Values-Personal, Social and National Values, Value Crisis.

B) Study of Indian Values with special reference to Indian Constitution.

C) Social Evils- Corruption, Cyber Crime, Terrorism,- Alcoholism, Drug Addiction- Dowry- Domestic violence- untouchability- female infanticide- atrocities against women- Role of Values through Education to face above problems.

UNIT: 3 Nature, Place, objectives and methods of value education CREDIT:1

3.1.Nature and scope of Values.

3.2. Place of Values in School Curriculum.

3.3.Objectives of teaching Values in School Curriculum.

3.4. Relation of Values with education.

3.5. Methods of teaching Values.

-Lecture

-Seminar

-Discussion

-Library Method

UNIT: 4Value Education- Structure, curriculum and content analysis CREDIT:1

4.1. Structure of Values.

4.2. Curriculum and syllabus of Values.

4.3 Core element and values in NationalPolicy of Education.

4.4. Content Analysis of Values..