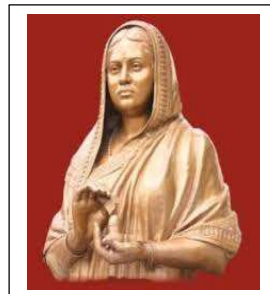
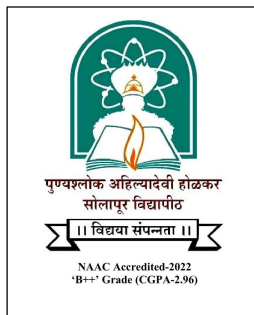
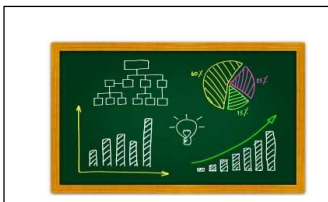


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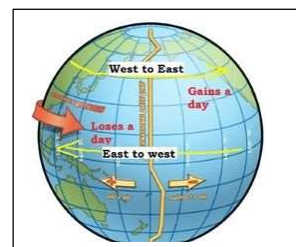


CURRICULUM AND ITS FRAMEWORK FOR

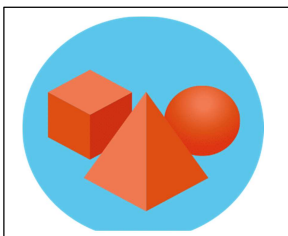
BACHELOR OF EDUCATION [B.ED.]



FROM 2023



CBCS



OBJECTIVES

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

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

Curriculum & Its Framework for the Two Year Degree of Bachelor of Education (B. Ed.) from june 2023

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

The third area Engagement with the field comprises of understanding of and task related to the self (the student teacher), the child (that is the school pupil), the school and the community and skill orientation courses. It includes internship and four courses on Enhancing Professional Capacities (EPCs).

- The course curriculum is of 2400 marks, 2760 periods of work (assuming period of 50 minute), and 96 credit points divided over four semesters. The semester-wise distribution of marks, credits, internal assessment marks and university assessment marks is briefed in the following table:

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

Sr. No.	Semester	Total Periods	Credits	Internal Assessment Marks	University Assessment Marks	Total Marks
1.	Year I, Semester I	680	23	415	160	575
2.	Year I, Semester II	610	24	310	290	600
3.	Year II, Semester III	840	25	425	200	625
4.	Year II, Semester IV	630	24	350	250	600
	Total	2760	96	1500	900	2400

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

YEAR – I, SEMESTER – II

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

YEAR – II, SEMESTER – III

Course No.	Title of course	Total Periods	Credit	Internal Assessment Marks	University Assessment Marks	Total Marks
Curricular Area –A: Perspectives in Education						
BED-III-08	Knowledge and Curriculum –Part I (1/2)	30	02	10	40	50
Curricular Area –B: Curriculum & Pedagogic Studies						
BED-III-09	Assessment for Learning	60	04	20	80	100
BED-III-10	Pedagogy of a School Subject One –Part I (Marathi/ Hindi/ English/ Mathematics, Urdu, Commerce)	30	02	10	40	50
BED-III-11	Pedagogy of a School Subject Two –Part I (General Science/ History/ Geography, Economics)	30	02	10	40	50
Curricular Area –C: Engagement with the Field						
Enhancing Professional Capacities (EPC)						
<i>EPC - 3</i>	Skill orientation Courses (Any One) (Each student will have to select one of skill orientation Course 1. Stress Management 2. The Art of Public Speaking 3. Psychological Testing and Assessment 4. Technology Embedded Teaching	60	04	100	00	100
Task Assignment and School Internship						
<i>C-01</i>	School Internship (Six Week i.e. 36 Days)	330	06	150	00	150
<i>C-02</i>	CCM Workshop	60	01	25	00	25
<i>C-03</i>	Evaluation Workshop	60	01	25	00	25
<i>C-04</i>	Action Research Workshop	60	01	25	00	25
<i>C-05</i>	Physical and Health Education	60	01	25	00	25
<i>C-06</i>	Critical Understanding of ICT (1/2)	60	01	25	00	25
Semester III Total		840	25	425	200	625

YEAR – II, SEMESTER – IV

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

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

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

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

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

Eligibility for Admission:

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

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

- i. Kept four semesters of lectures on the theory and practice of Education in an institution / College of Education affiliated to this University for the purpose of B.Ed. degree, and
- ii. Completed a course of practical work, extending over four terms / semesters to the satisfaction of the Institution in which a candidate is studying, consisting of –
 - a) Attendance at demonstration lessons and discussion on lessons inclusive of Enriching Teaching Skills -lessons, Lessons based on Models of Teaching, CCM, constructivist strategies, lessons on ICT integration etc.
 - b) Observation & conduction of:
 - i) Enriching Teaching Skills -lessons – 10 (2 in each of the 5 skills including teach and re-teach out of the list of skills provided by the university)
 - ii) Integration lessons – 2
 - iii) Class room lessons / Practice lessons – 30
 - c) Teaching practice of 10 Enriching Teaching Skills - lessons and two integration lessons to be conducted in peer groups. Out of the 30 practice lessons; two lessons are to be based on Models of Teaching, four on CCM, four on constructivist strategies, 04 lessons on ICT integration. Remaining 16 general lessons be equally distributed in two pedagogic subjects. Out of these 16 general lessons, block teaching of 4+4 lessons on two pedagogic school subjects is desirable.
 - d) Attendance at Tutorials under examination conditions

- e) Practical work under Engagement with the Field including the EPCs.
- f) Organization and participation in various curricular and co-curricular activities spread over four semesters.
- g) Completion of the Internship Programmes spread over four semesters
- h) Appearance at practice teaching examination at the end of semester 4.
- i) Appearance and passing for viva-voce at the end of semester 2 & 4.
- j) Maintaining diary of day to day records of activities and participation along with observation of lesson/ micro lessons/ practice lessons/ demonstration lessons/ lessons conducted by school teachers etc.
- k) Minimum attendance of 80% for theory periods / lectures and 90% for practical work/ internship/ community related activities is essential.**

R.Ed.2 :

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

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

Area A: Perspectives in Education

Part-I: University Assessment:

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

Part-II: Internal Assessment:

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

Area B: Curriculum & Pedagogic Studies

Part-I: University Assessment:

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

Part-II: Internal Assessment:

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

Area C: Engagement with the field:

Part I: Enhancing Professional Capacities (EPC)

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

Part II: School Internship

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

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

Semester I	School Internship	50 marks
Semester II	School Internship	100 marks
Semester III	School Internship	150 marks
Semester IV	School Internship	50 marks
Total =		350 marks

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

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

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

PART III: TASKS AND ASSIGNMENTS:

In task and assignments, there are following components:

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

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

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

Part V: Practice Lesson Examination:

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

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

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

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

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

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

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

(I) Award of Grade: CREDIT AND GRADING SYSTEM

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

• Calculation of Performance Indices:

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

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

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

Table

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

- **Conversion of Perspectives in Education & Pedagogic Studies courses (Area A and B) marks into Grades: (50 Marks Courses)**
10- Point scale for courses having passing criterion of 50%

Table

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

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

Table-

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

F means fail in EPC and Engagement with the Field Courses

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

Table-

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

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

Table-

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

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

Table-

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

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

Table-

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

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

- **Semester Grade Point Average (SGPA):**
 - (a) The performance of a student in a semester shall be indicated by a number called SGPA.
 - (b) SGPA shall be the weighted average of the grade points obtained in all the core courses registered by the student during the semester.

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

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

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

2. Cumulative Grade Point Average (CGPA):

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

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

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

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

- C1 means credits allocated for paper I, C2 means credits allocated for paper II
.....
- G1 means Grade Point scored in paper I, G2 means Grade Point scored in paper II
....
- **Conversion of average grade points into grades:**

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

(P.T.O.)

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

Table-

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

Area A: Perspectives in Education

B. ED. FIRST YEAR - SEMESTER I

Course BED-I-01: Childhood and Growing Up

Credits: 04

Periods: 60

Maximum Marks: 100

Internal Assessment Marks:20

University Assessment Marks: 80

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

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

Unit I - Understanding thegrowth and development

- a) **Childhood and growing up:** in the context of- Marginalization, Diversity, Stereotyping Issues with respect to- Attachment and bonding ,
- b) **Children's lived experiences:** living in an urban slum, growing up as a

girl and growing up in a Dalithousehold.

- c) **Growth and development:** Concept, general principles of development, Relationship between development and learning. Socio-cultural factors influencing cognition and learning.
- d) **Theories of growth and development:** The social formation of the mind- Vygotsky Constructivist: Piaget's theory of cognitive development, Moral: Kohlberg's Theory of Moral Development, Impact of different parenting styles on child development

Unit: II: Understanding the Development of Learner

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

Unit: 3 Perspectives of development in Psycho-Social context

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

UNIT 4: INDIVIDUAL DIFFERENCES AMONG LEARNERS

- a) Dimensions of differences in psychological attributes-cognitiveabilities, interest, aptitude, creativity, personality, values.
- b) Implicationsfor teaching-learning in the light of changing concept of intelligence, including emotional intelligence.

- c) Differences in learners based on socio-cultural contexts: Impact of home languages of learners' and language of instruction.
 - d) Understanding differences based on a range of cognitive abilities-learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective.
-

Sessional work: (Total 20 Marks)

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

References -

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Area B: Curriculum & Pedagogic Studiess

B. Ed. First Year Semester I

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

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

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

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

Unit 1: Language across the Curriculum Approach

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

Unit2: Skills of the Language

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

Unit: 3 Utility of Language and Action Plan

- a) Utility of Language
- b) Utility of Multi Skills-Plans as per skills in the Classroom
- c) Utility of Situations-Creation of different situations in the classroom
- d] Role of teacher in effective communication

Unit: 4 Classroom languages of the teacher and student

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

Sessional work: (Total 10 Marks)

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

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4. www.genextstudents.com/Hindi (Learn Hindi)

B. Ed. First Year Semester I

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

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objectives of the course:

- 1) Articulate the meaning and importance of social science and its interdisciplinary nature as a subject
- 2) To appreciate the role of indigenous and critical pedagogy in teaching of social science.
- 3) To understand the crucial role of textbooks and new initiatives in this area
- 4) To appreciate the importance of weaving of indigenous, practical, tacit and community knowledge in the teaching of social science.
- 5) To understand the significant constructivist and experiential pedagogies in teaching of social science.
- 6) Appreciate the critical role of the teacher in teaching of social science.

Unit1: Education as a discipline

- a. Meaning, Need, Scope and Aims of Education.
- b. Emergence of Education as a subject.
- c. Role of Education for national development and social transformation.
- d. Role of education in national integration and international understanding.

Unit2: Education and other subjects

- a. Concept and Meaning of Interdisciplinary approach
- b. Education as an interdisciplinary field of study
- c. Emergence of various branches from education.
- d. Interrelation among various school subjects

Unit3: Science and Mathematics as subjects and disciplines

- a. Nature and history of science, mathematics as school subjects.
- b. Interdependence of Science and Mathematics.

- c. Impact of science & mathematics on day to day life.
- d. Role of science and mathematics in developing creative and critical thinking.

Unit4: Language and Social Sciences as subjects and disciplines

- a. Nature and history of Languages and Social sciences as school subjects.
- b. Interdependence of various languages
- c. Interdependence of various social science subjects.
- d. Role of teacher while dealing with Multi-lingual and multi-cultural students in the classrooms.

Sessional work: (Total 10 Marks)

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**
- The students has to undertake **one** of the following practical and present the report **(5 Marks)**
 - 1) Conduct an interview of social science /science/Maths/Language teachers to understand their perceptions of Socials Science/Science/Maths/Language and write a report of your findings.
 - 2) Prepare a creative poster to highlight the key concepts of social science/ Science/Maths/Language
 - 3) Select any one article on a global issue that depicts any one of the perspective. Explain in 500 words why you think the article depicts that perspective. OR
 - 4) Write a lesson plan using the thematic approach to teaching any topic in social science /Science/Maths/Language
 - 5) Observe social science /Science/Maths/Language lessons in your practice teaching school at the secondarylevel and write a report in 1000 words about the challenges of teaching social science that you observed or experienced
 - 6) Read one of the textbooks of social science /Science/Maths/Language textbooks prepared by SCERT/CBCS/NCERT/Eklavya for the secondary level and write a brief and concise textbookreview of the same.
 - 7) Prepare a scrap book to tell the story of the Warli tribe of Maharashtra -their history and culture.

- 8) Visit a tribal settlement in your vicinity and find more about their cultural History, their economic life, their political/ justice system if any. Write a report about your observations

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PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR
Bachelor of Education (B. Ed.)
Curricular Area –C: Engagement with the Field
Enhancing Professional Capacities (EPC)

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

Curricular Area –C: Engagement with the Field

B. Ed. First Year -- Semester I

Course EPC 1: Understanding the self (1/2)

Credits: 02

Periods: 60

Maximum Marks: 50

Internal Assessment Marks: 50

University Assessment Marks: 00

Activities under EPC 1

Objectives:

- १) विद्यार्थ्यांना स्वसंकल्पना ओळखण्यास मदत करणे.
- २) विद्यार्थ्यांमध्ये सकारात्मक दृष्टीकोन निर्माण करणे.
- ३) विद्यार्थ्यांमधील आंतरिक शक्तींचा विकास करणे.
- ४) बदलत्या परिस्थितीत समायोजन करण्याची क्षमता विकसित करणे.
- ५) आत्मपरीक्षणातून स्वसुधारणा करणे.
- ६) संवेदनशिलता विकसित करून संतुलित व्यक्तिमत्व निर्माण करणे.
- ७) विद्यार्थ्यांच्या मनाचा योग्य कल, स्वभाव, सवयी विकसित करणे अभिजात सोदर्यांभिरुची निर्माण करणे.
- ८) विद्यार्थ्यांमध्ये अभिव्यक्ती क्षमता विकसित करणे.

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

Unit 1: Understanding the self

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

Unit 2: Stress, Strain, depression and patience.

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

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

- a) Meaning of time management. Need, importance and Techniques of time management.
- b) Meaning and importance of Goal setting. SMART Goal. Time management and resource management for achieving goal.
- c) Analysis of daily schedule of one's work as a teacher for time management, use of leisure time, and sustained efforts for becoming a lifelong learner.
- d) Decision making- need, importance and risks.

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

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

Activities: (At least five be organized)

- १) स्व-संकल्पनेवर आधारित व्याख्यानांचे आयोजन करणे.
- २) संतुलित व्यक्तिमत्वासाठी योगप्रशिक्षण ध्यानधारणाचे आयोजन.

- ३) डायरी लेखन,
- ४) चित्रपट दाखवून पात्रांच्या भूमिकांची चर्चा
- ५) प्रसंगाचे सादरीकरण विश्लेषण
- ६) तत्वज्ञ यांचे चरित्र व लेखाद्वारे चर्चा
- ७) महान व्यक्तींच्या जीवनातील प्रसंगाचे सादरीकरण,
- ८) परिपाठाचे आयोजन
- 9) Decision making, Time Management, Stress Management,
- 10) SWOT Analysis,
- 11) Goal Setting and performance analysis
- 12) Brainstorming, Group Discussion, Panel Discussion, Seminar / Presentation
competition
- 13] Anchoring at various occasions
- 14] Review of short film

PUNYASHLOK AHILYADEVI HOLKARSOLAPUR UNIVERSITY, SOLAPUR

Curricular Area –C: Engagement with the Field

Task Assignment and School Internship

List of Appendices

S. N.	Appendix No.	Title of Appendix	Total Periods	Credit	Marks
Semester-I					
1	<i>A-01</i>	Enriching Teaching Skills	150	06	150
2	<i>A-02</i>	School Experience and Internship	100	02	50
3	<i>A-03</i>	Social Service	50	02	50
4	<i>A-04</i>	Visit to Innovative Organization	50	01	25
5	<i>A-05</i>	Physical and Health Education	100	02	50
Semester-II					
6	<i>B-01</i>	Practice Teaching and Internship (Three Week i.e. 18 Days)	200	04	100
7	<i>B-02</i>	Lesson Planning Workshop	50	01	25
8	<i>B-03</i>	Workshop on Teaching aids	50	01	25
9	<i>B-04</i>	Educational Tour	40	01	25
10	<i>B-05</i>	Creativity & Personality Development	30	01	25
11	<i>B-06</i>	*Viva Voce	20	02	50
Semester-III					
12	<i>C-01</i>	School Experience and Internship	330	06	150
13	<i>C-02</i>	CCM Workshop	60	01	25
14	<i>C-03</i>	Evaluation Workshop	60	01	25
15	<i>C-04</i>	Action Research Project	60	01	25
16	<i>C-05</i>	Physical and Health Education	60	01	25
17	<i>C-06</i>	Critical Understanding of ICT	60	01	25
Semester-IV					
18	<i>D-01</i>	School Internship(One Week)	100	02	50
19	<i>D-02</i>	Models of Teaching Workshop	50	01	25
20	<i>D-03</i>	Workshop on Constructivism	50	01	25
21	<i>D-04</i>	Creativity & Personality Development	25	01	25
22	<i>D-05</i>	Seminars	25	01	25
23	<i>D-06</i>	Practical Submission&Final Lesson Examination	150	04	100
24	<i>D-07</i>	Viva Voce	20	02	50

Note: For practicum A -1 to A-5, B1 to B6, C-1 to C-6, D-1 to D-7 of all semesters, refer respective appendices

Appendix A-01: Enriching Teaching Skills

अध्यापन कौशल्य वृद्धी कार्यक्रम प्रथम वर्ष -प्रथम सत्र १

क्रेडिट- ६

१५० गुण

कालावधी -१५० तास

उद्दिष्टे :

छात्राध्यापकास...

१. महत्वाच्या सामान्य अध्यापन कौशल्य क्षमता साध्य करण्यास मदत करणे.
२. विविध अध्यापन कौशल्यांचे एकात्मिकरण करण्यास मदत करणे.

योग्य कालखंड : महाविद्यालय सुरू झाल्यानंतर दुस-या आठवड्यापासून सलग चार आठवडे.

प्रात्यक्षिकासाठी पूर्ववश्यक तात्विक भाग: अध्यापन कौशल्य संबोध, इतिहास, महत्व, कार्यपध्दती, कौशल्यांचे वर्गीकरण यावर दोन व्याख्याने एकत्रित आयोजित करावीत. प्रत्येक अध्यापन कौशल्यासाठी – कौशल्यांचे अध्यापनातील स्थान, महत्व, उद्दिष्टे उपकौशल्ये, पाठदिग्दर्शन, चर्चा आधारित व्याख्याने आयोजित करावीत. पूर्वतयारीनिशी काळजीपूर्वक केलेले दिग्दर्शन पाठाची टाचणे, चिन्हांकित नमुने, किमान एक पाठ दिग्दर्शन प्रात्यक्षिकासाठी आवश्यक.

आधारप्रणाली: टेपरेकॉर्डर, व्ही. डी. ओ., कॅमेरा, विविध कौशल्यावर आधारित स्वयंअध्ययन साहित्य, दिग्दर्शनासाठी रेकॉर्डेड आदर्श पाठ.

अध्यापन कौशल्य निदान प्रक्रिया:

१. सर्वप्रथम अध्यापन पध्दतीनुसार शक्यतो छात्राध्यापक मार्गदर्शक संख्येनुरूप गट करावेत. अध्यापन पध्दतीनुसारच संबंधित विद्यार्थी त्या विषयाच्या मार्गदर्शकाकडे जाईल याप्रमाणे गट विभागणी करावी. एका गटात साधारण ७ ते ८ विद्यार्थी असावेत.
२. अध्यापनासाठी आवश्यक अध्यापन कौशल्यांचे निदान करण्यासाठी कार्यशाळेच्या आदल्या दिवशी छात्राध्यापकास कोणत्याही एका पाठाची तयारी करण्यास सांगावे (साधारण २० ते २५ मिनिट) मार्गदर्शकांनी पाठासाठी मार्गदर्शन करू नये.
३. अध्यापन कौशल्यवृद्धी कार्यशाळेच्या पहिल्या दिवशी छात्राध्यापकास गटामध्ये पाठ घेण्यास सांगावे. पाठ चालू असताना अथवा पाठ झाल्यावर पाठावावतची कोणतीही प्रतिक्रिया किंवा चर्चा मार्गदर्शकांनी करू नये. ४. अध्यापन कौशल्य निदान तक्ता पाठ घेण्याअगोदर तयार करावा त्यानुसार छात्राध्यापकांनी अप्रगत अध्यापन कौशल्य मार्गदर्शकांनी निश्चित करावीत.
५. अप्रगत कौशल्य निदान प्रक्रियेनंतर गटातील प्रत्येक किमान पाच छात्राध्यापकांची प्रथम समान अप्रगत असणारी अध्यापन कौशल्ये निश्चित करावीत. त्याची संख्या चार ते पाच असावी त्यानंतर छात्राध्यापकानुरूप इतर असमान अप्रगत असणारी अध्यापन कौशल्ये निश्चित करावीत. यामध्ये सर्वांची अप्रगत कौशल्ये समान असतीलच असे नाही. प्रगत व अप्रगत कौशल्यांची संख्या पाच ते आठ पर्यंत असावी. प्रत्येक

छात्राध्यापकाचा प्रगत व अप्रगत अध्यापनकोशल्यांचा तक्ता करावा.

६. अध्यापनकोशल्य निदान प्रक्रियेनंतर अध्यापन कौशल्य समृद्धी कार्यक्रमास गटवार सुरुवात करावी. छात्राध्यापकाच्या गरजेनुरूप अध्यापन, पुनर अध्यापन, पुनरपुनर अध्यापन हे पर्याय उपलब्ध हवेत. सर्व छात्राध्याकास अध्यापन-पुनर अध्यापन या एका मार्गाने प्रशिक्षण देऊ नये. अध्यापन कौशल्य समृद्धी कार्यक्रमात छात्राध्यापकांची अप्रगत कोशल्य संख्याही भिन्न असेल त्यानुसारच गटमार्गदर्शकाने अप्रगत कोशल्येसाठी प्रशिक्षण द्यावे.

प्रात्यक्षिकाचा आशय व आयोजन अध्यापन प्रशिक्षण कार्यक्रमासाठी खालीलपैकी पाच अध्यापन कोशल्यांची निवड करावी. सज्जता प्रवर्तन, कथन, स्पष्टीकरण, प्रकट वाचन, प्रयोग दिग्दर्शन, चेतक बदल, प्रश्न, प्रवलन, फलकाचा वापर, दृक श्राव्य साधनांचा वापर. -

अध्यापन प्रशिक्षण कार्यक्रमाची रूपरेषा :

१. अध्यापन प्रशिक्षण कार्यक्रमाची रूपरेषा सर्वसाधारण पुढीलप्रमाणे असावी. पूर्ववश्यक तात्विक भागाची २ अथवा ३ व्याख्याने द्यावीत (सर्व गटांना एकत्रित) गरज, स्वरूप, दिग्दर्शन, चर्चा यावर आधारित दोन व्याख्याने आयोजित करावीत.
२. अध्यापनाची जी पाच कौशल्ये निवडली असतील त्यांची तात्विक माहिती, महत्व त्या त्या कौशल्याचे घटक, त्याज्य घटक, कौशल्यांची निरीक्षण पध्दती व पाठ नियोजन यावर व्याख्याने द्यावीत. ३. एका कौशल्याच्या प्रशिक्षणाचे सरावचक्र पूर्ण झाल्यावरच दुस-या कौशल्याचे व्याख्यान अशी पध्दत असावी.
४. प्रत्येक कौशल्यांचा तात्विक भाग सांगून झाल्यावर शिक्षक प्रशिक्षकाने त्या कौशल्याचा नमुना पाठ सादर करावा. तो पाच ते सात मिनिटाचा असावा. शिक्षक प्रशिक्षकाने शक्य झाल्यास प्री-रिकॉर्डेड व्हिडीओ पाठ दाखवावेत. पाठाच्या गुणदोषाची चर्चा करावी.
५. पाठ नियोजनाची कौशल्यानुरूप निवडायच्या घटकाची वैशिष्ट्ये व नियोजनाची तत्वे यावर व्याख्यान ठेवावे. विद्यार्थ्यांना पाठाची टाचणे करावयास सांगावीत. निर्दोष व अचूकपाठ नियोजन निर्दोष अध्यापनाची पूर्वश्यक गोष्ट आहे. पाठ नियोजनात वेळेची नोंद (१ मिनिटाचा कालखंड) करता आल्यास अधिक चांगले. पाठटाचणात शिक्षककृती, विद्यार्थीकृती कौशल्य घटक असे तीनच स्तंभ असावेत. त्यांत कौशल्याचे घटक उल्लेख सुस्पष्ट असावा. नियोजनात व प्रत्यक्ष अध्यापनात त्या त्या कौशल्याचे सर्व अपेक्षित घटक जास्तीत जास्त प्रमाणात यावयास हवेत.
६. पाठांचे आयोजन करताना कमीतकमी ७ ते ८ छात्राध्यापकांचा एक गट असावा. एका गटात पाठ निरीक्षक, प्राध्यापक, दोन छात्राध्यापक पाठ निरीक्षक, एक समय निरीक्षक व पाच विद्यार्थी आवश्यक असतात. सर्व गटांचे काम शक्यतो एका वेळेस चालू व्हावे. प्रत्येक छात्राध्यापकास ५ मिनिटाचा सूक्ष्म पाठ घ्यावयाचा आहे. जो छात्राध्यापक पुढील पाठ घेणार असेल त्याला मननासाठी वेळ मिळावा म्हणून पाठापूर्वी त्यास कोणतेच काम देवू नये. निरीक्षण कार्यासाठी निरीक्षण नोंद तक्त्याबरोबर टेपरेकॉर्डर व

शक्य झाल्यास व्हिडीओ कॅमेरा वापरावा. अभिरूप परिस्थितीत विद्यार्थी पाठ नियोजनानुसार पाठ झाला का हे पाहावे व लक्षणीय चुकांची नोंदी ठेवाव्यात सर्व छात्राध्यापकास निरीक्षकाची, सराव, शिक्षकाची, विद्यार्थ्यांची भूमिका मिळेल असे आपल्या गटाचे नियोजन करावे.

७. सेतूपाठ / एकात्मिकरण पाठ : २

८. एकात्मिकरण पाठ १५ ते २० मि. घेण्यात यावा. यात पाच कौशल्यांची किमान तीन कौशल्यांचे एकात्मिकरण व्हावयास हवे

९. मूल्यमापन	१५० गुणापैकी
प्रत्येक कौशल्यानुसार प्रत्येकी ९ गुण - पाठ तयारी, अध्यापन व पुनरअध्यापन	९० गुण
एकात्मिक पाठ तयारी व अध्यापन	४० गुण
अहवाल लेखन व चर्चेतील सहभाग	२० गुण

१०. प्रत्येक अध्यापन कौशल्याचे अध्यापन व पुनर अध्यापन करताना छात्राध्यापकाने केलेली तयारी, उपकौशल्यानुरूप केलेले बदल यांचा विचार करून पुनर अध्यापनानंतर लगेच कौशल्याचे गुण नोंदवून ठेवावेत.

Appendix A-02 –

Practice Teaching and School Internship-I

क्रेडिट -२

गुण-५०

कालावधी : १०० तास

Total Marks: Internship (200 marks) + Practice Lesson (150 marks) = 350 marks
Semester wise distribution of marks of Practice teaching and Internship

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

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

उद्दिष्टे : छात्राध्यापकांनी...

१. शासकीय अनुदानित व विनाअनुदानित खाजगी शाळांचा अभ्यास करणे - शाळेतील मानवी घटक, भौतिक सुविधा, संस्थेची ध्येय धोरणे उद्दिष्टे यांचा अभ्यास करणे.
२. शाळेतील विद्यार्थ्यांचे आर्थिक, सामाजिक, सांस्कृतिक वर्गीकरण करणे.
३. मुलाखत सूची तयार करणे व अनुभवी शिक्षकांची मुलाखत घेणे.
४. शाळेतील प्रत्यक्ष कामकाजाची प्रक्रिया समजावून घेणे.
५. माध्यमिक शाळेचे प्रशासन, कार्यपध्दती, संघटन, यांचा परिचय करून घेणे.

छात्रसेवाकाल स्वरूप : अनुदानित व विनाअनुदानित शाळा अशा शाळांची निवड करून पुढीलपैकी सर्व उपक्रम प्रथमसत्र छात्रसेवाकालात राबवावेत.

१. अनुभवी शिक्षकांची मुलाखत घेणे.
२. एका वर्गातील विद्यार्थ्यांच्या निकषानुसार वर्गीकरण करून प्रोफाईल तयार करणे.
३. शाळांतील मानवी घटक, भौतिक सुविधा, संस्थेची ध्येय धोरणे, उद्दिष्टे अभ्यासण्यासाठी प्रश्नावली तयार करणे.
४. पडताळासूची व प्रश्नावलीच्या सहाय्याने शासकीय / अनुदानित / विनाअनुदानित / खासगी शाळांचा अभ्यास करणे व अहवाल तयार करणे.
५. शाळेतील प्रत्यक्ष कामकाज समजण्यासाठी भेटी / निरीक्षण तंत्राचा वापर करणे त्यातून अहवाल तयार करणे. प्रयोगशाळा, कार्यालय, ग्रंथालय, विशेष कक्ष, जिमखाना, कार्यशाळा इ. ना भेटी देवून माहिती मिळवून अहवाल तयार करणे.

मूल्यमापन: प्रत्येक शाळेच्या भेटीच्या अहवालासाठी ५० पैकी गुण देण्यात यावेत.

१. भौतिक घटक / मानवी घटक माहिती मिळविण्यासाठी प्रश्नावली तयार करणे = १० गुण
 २. भेटीसाठी निरीक्षण तंत्र तयार करणे = १० गुण
 ३. अनुभवी शिक्षकांची मुलाखत घेणे व नोंद करणे. = १० गुण
 ४. विद्यार्थी वर्गीकरण करून प्रोफाईल तयार करणे = १० गुण
 ५. अहवाल सादरीकरण = १० गुण
- वरील मूल्यमापन निकषानुसार अनुदानित एक शाळा व विनाअनुदानित शाळांपैकी एक शाळा अशा दोन भेटी अहवालाचे मूल्यमापन गटमार्गदर्शक शिक्षकाने करावे.

Appendix A-03

समाज सेवा (Social Service)

क्रेडिट - २

गुण - ५०

कालावधी ५० तास

उद्दिष्टे : छात्राध्यापकास

१. समाजसेवेतकाम / समाजसेवा या संबंधाचे आकलन होण्यास मदतकरणे.
२. समाज ही संकल्पनातसेच समाजाचे योगदान आणि समाजातील संस्थांचे समाजाविकासातील योगदान या विषयीचे ज्ञान मिळविण्यास मदतकरणे.
३. समाजविकासातील असणा-या विविधकार्यक्रमांच्या व संतांचा परिचयकरून देणे. ४. समाज व शैक्षणिक संस्था यातील आंतरक्रियेची गरज आकलन करण्यास मदतकरणे.
५. समाजविकासातील समाजसेवेतकामकरण्याची प्रेरणानिर्माणकरणे व अशा कार्यक्रमात सहभागी होण्यास मदतकरणे.
६. श्रमप्रतिष्ठा, सामाजिक बांधिलकी, सहकार्य, सहानुभूती या विषयीचे महत्व समजवण्यास मदतकरणे आणि अशा गुणांचा विकासकरणे. ७. समाजाचे घटक म्हणून शिक्षकाने पार पाडावयाची जबाबदारी व भूमिका अवगत होण्यास सहाय्य करणे.
८. सामाजिक समस्यांचे आकलन होण्यास व त्या सोडविताना शिक्षकांचे करावयाच्या कार्याचे आकलन होण्यास मदत करणे.
९. राष्ट्रीय उभारणी व राष्ट्रीयविकासाच्या कार्यक्रमात सहभागी होण्यात मदत करणे.

योग्यकालखंड : सत्र - १: या सत्रामध्ये सातत्याने समाजसेवा कार्यक्रमासाठी गट करून आठवड्यातून एक दिवस (शक्यतो शनिवार) आयोजन करता येतील.

प्रात्यक्षिक आवश्यक आधारप्रणाली : कार्यक्रमाच्या स्वरूपानुसार साधने व सुविधा, समाजातील संस्था व व्यक्तींचे सहकार्य घ्यावे.

प्रात्यक्षिक कार्याचा आशय व नियोजन : प्रात्यक्षिककार्याची प्रत्यक्ष सुरुवात करण्यापूर्वी समाजसेवेतकाम/समाजसेवा या विषयी तात्त्विक माहिती विद्यार्थीशिक्षकांना द्यावयास हवी. शिक्षक प्रशिक्षण कार्यक्रमातील आवश्यक विषयात नसलेली माहिती व्याख्यानाद्वारे दिली जावी. यासाठी किमान ४ व्याख्याने आयोजित करावीत. समाजसेवा विभाग ज्या शिक्षक प्रशिक्षकाकडे सोपविला आहे त्यांनी ह्या व्याख्यानांचे आयोजन करावे. या व्याख्यानातून समाजसेवेतकाम / समाजसेवा संबोध, गरज व महत्व शिक्षण ही समाज, समाजसेवेत कामाची पध्दती या मुद्याची चर्चा करावी.

समाजसेवेतकाम / समाजसेवा या कार्यक्रमाचे आयोजन तीन स्तरावर करता येईल. हे स्तर असे महाविद्यालयीन, शालेय स्तर व सामाजिक स्तर. नमुन्यादाखल समाजसेवा कार्यक्रमाची यादी पुढीलप्रमाणे आहे.

स्तर,

१. **महाविद्यालयीन स्तर** - परिसर सफाई, सुशोभन, वृक्षारोपन, श्रमदान, ग्रंथालयीन सेवा व महाविद्यालय विकासकार्यक्रमात सहभाग समाजहितासाठी उपयोगी काम महाविद्यालय वेळोवेळी करावीत.

२. **शालेय स्तर** : शालेय आवाराचे सुशोभन, आरोग्य विषयक कृतिसत्राची अथवा शिवीराचे आयोजन, विषययोजितांचे समायोजन करण्यात सहभाग, शालापयोगी शैक्षणिक साहित्याची निर्मिती, शाळेसाठी श्रमदान, पालकशिक्षक संघातसहभाग, शाळेसाठी वृक्षारोपन व वृक्षसंवर्धन, विद्यार्थ्यांसाठी अंधश्रद्धा, निर्मूलन,

कार्यक्रमाचे आयोजन, विद्यार्थ्यांसाठीनेतृत्व प्रशिक्षणाचे आयोजन करता येतील.

३. सामाजिक स्तर: श्रमदान, वृक्षारोपन, वृक्षसंवर्धन, रस्तादुरूस्ती, सफाई, अंधश्रद्धांनिर्मूलनकार्यक्रम, व्यसनमुक्तीकार्यक्रम, साक्षरता प्रसारकार्यक्रम, लोकसंख्या परिणामजागृतीकार्यक्रम, सांस्कृतिककार्यक्रमाचे आयोजन, समाजातीलएखादयाविभागाचे सर्वेक्षण व त्याच्या अडचणी सोडविण्यासाठीकृतीयुक्त सहभाग, आरोग्यशिवीराचे आयोजन, समाजातील युवकांसाठीनेतृत्व प्रशिक्षणशिवीराचे आयोजनकरावे.

४) अहवालाची रूपरेषा अहवाल चार विभाग असावेत.

१. तात्विक विभागाची माहिती
२. महाविद्यालयीन स्तरावर केलेल्या समाजसेवाकार्याचा अहवाल
३. शालेय स्तरावरकेलेल्या समाजसेवाकार्याचा अहवाल
४. सामाजिक स्तरावर केलेल्या कामाचा अहवाल.

सत्र. १ अहवाल विद्यार्थी शिक्षकाकडून लिहून घेऊन त्याचे मूल्यमापन करावे.

५) मूल्यमापन पध्दती : या प्रात्यक्षिककार्याचे मूल्यमापन प्रक्रिया तसेच निष्पती या दोन पातळ्यावर व्हावे. काम चालू असतानाच सातत्याने हे मूल्यमापन करावे.

प्रथम सत्रासाठी ५० पैकी गुण द्यावेत.

निष्पती पातळीवर मूल्यमापनात केलेल्या कार्याचा विचार करून ४० पैकी गुण द्यावेत व अहवाल लेखनासाठी १० पैकी गुण द्यावेत. असे एकूण ५० गुणाचे मूल्यमापन करावे.

Appendix A-04

नवोपक्रमशील संस्थेस भेट

[Visit to Innovative Organization]

क्रेडिट = १

गुण = २५

कालावधी = ५० तास

उद्दिष्टे छात्राध्यापकास...

१. उपक्रमशील संस्थेची माहिती मिळविण्यास मदत करणे.
२. उपक्रमशील संस्थेस भेट देण्यास मदत करणे..
३. उपक्रमशील संस्थेची कार्यवाही समजून घेण्यास मदत करणे.
४. उपक्रमशील संस्थेची यशस्वीता अभ्यासण्यास मदत करणे.
५. अहवाल लेखनाची सवय लावण्यास मदत करणे.

नवोपक्रमशील संस्थेस भेट कार्यक्रमाची रूपरेषा स्थानिक स्तर / जिल्हा स्तर / राज्य स्तर व राष्ट्रीय स्तरावरील : उपक्रमशील शैक्षणिक व सामाजिक संस्थेस भेटीचे आयोजन करावे. यासाठी शिक्षकाला जबाबदारी देऊन भेटीचे नियोजन करून योग्य ती कार्यवाही करावी. ह्या भेटीचा अहवाल विद्यार्थी शिक्षकाकडून घ्यावा. त्या अहवालाचे योग्य मूल्यमापन महाविद्यालयातच करावे.

मूल्यमापन पध्दती:

नियोजनासाठी ५ गुण,

कार्यवाही सहभागासाठी १५ गुण,

अहवाल लेखनासाठी ५ गुण.= २५ गुण

Appendix A- 05:

आरोग्य व शारीरिक शिक्षण

(Physical and Health Education)

क्रेडिट -२

गुण-५०

कालावधी १०० तास

उद्दिष्टे: छात्रध्यापकास.....

१. आरोग्य व शारीरिक शिक्षण या विषयीचे महत्व समजवण्यास मदत करणे
२. सांघिक व वैयक्तिक खेळासंबंधीची तात्विक माहिती देणे.
३. सांघिक व वैयक्तिक खेळांचे महत्व समजवण्यास व सहभागी होण्यास मदत करणे.
४. योगा, प्राणायम, सूर्यनमस्कार संबंधीची तात्विक माहिती देणे.
५. योगा, प्राणायम, सूर्यनमस्कार व खेळ इत्यादी माध्यमातून आरोग्यपूर्ण जीवन जगण्यास मदत करणे.
६. शारीरिक, मानसिक, भावनिक बुद्धिमत्तेचा विकास करणे.

आरोग्य व शारीरिक शिक्षणसंबंधित उपक्रमाचे स्वरूप: एकूण पाच व्याख्यानाद्वारे प्रात्यक्षिक दोन खेळांची तरी माहिती द्यावी. (उदा. कवड्डी, खो-खो, क्रिकेट, व्हॉलीबॉल, टेनिस इ.) वर्षभरात आरोग्य व शारीरिक शिक्षण विषयक विविध उपक्रम व विविध खेळांचे आयोजन यासाठी तासिका ठेवाव्यात. आरोग्य व शारीरिक शिक्षणासंबंधित विविध उपक्रम सातत्यपूर्ण स्वरूपात सुरु ठेवावेत. किमान दोन आठवड्यातून दोन तास या उपक्रमासाठी नियोजित असावेत.

आरोग्य व शारीरिक शिक्षणसंबंधित उपक्रम आयोजन -

१. खेळासंबंधित माहितीवर आधारित व्याख्यानांचे आयोजन
२. आरोग्यविषयक उदबोधनपर व्याख्याने (वैद्यकीय क्षेत्रातील डॉक्टरांना निमंत्रित करावे.)
३. विविध खेळांचे आयोजन (सांघिक व वैयक्तिक)
४. आरोग्य तपासणीसाठीचे शिबिरांचे आयोजन
५. योग, प्राणायम, सूर्यनमस्कार यासंबंधी तात्विक माहिती व प्रात्यक्षिकांचे आयोजन.
६. विविध खेळ स्पर्धांचे आयोजन.

Nature of Practical work of Physical and Health Education:

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

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

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

N.B. -

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

अहवालाची रूपरेषा अहवाल चार विभाग असावेत.

१. आरोग्य व शारीरिक शिक्षण तात्विक विभागाची माहिती आरोग्य व शारीरिक शिक्षणाची उद्दिष्टे व महत्व, आरोग्यविषयक उद्बोधनपर व्याख्यानांची माहिती.
२. योग, प्राणायाम, सूर्यनमस्कार यासंबंधी तात्विक माहिती व पाच सांघिक खेळासंबंधित माहितीवर आधारित अहवाल
३. योग, प्राणायाम, सूर्यनमस्कार यासंबंधी प्रात्यक्षिकांचे व विविध खेळांचे आयोजन अहवाल
४. महाविद्यालया अंतर्गत आरोग्य व शारीरिक शिक्षण विषयक उपक्रमाचे अहवाल

Marking system: Total Marks -50

अहवाल लेखन- १० मार्क

किमान चार स्पर्धातील सहभाग- १० गुण प्रत्येकी -एकूण ४० गुण

Semester -II

B. ED. FIRST YEAR - SEMESTER II

Area A: Perspectives in Education

Course BED-II-04: Learning and Teaching

Credits: 04

Periods: 60

Maximum Marks: 100

Internal Assessment Marks: 20

University Assessment Marks: 80

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

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

Unit I - Understanding Learning

- a) **Educational Psychology:** Meaning, scope, importance and limitations. And Study Methods of Educational Psychology - Introspection, observation, experimental case study.
- b) **Learning:** Concept (in the context of social and cultural), Factors affecting to the learning, learning dimensions: skills, attitudes and habits.
- c) **Principles of learning by psychologists :**(Pavlov, Thorndike, Kohler, Bandura,

Gagne and their educational implications.

- d) Motivation in learning: Concept and educational implications Abraham Maslow's Motivational Theory.

Unit II – Understanding more about the learner.

- a) **Intelligence**-Concept, Theories of Intelligence - Two factor theory, Multifactor theory, Guilford's theory. Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences, Intelligence test - types, Classification, interpretation and use of IQ
- b) **Mental Processes:** Attention, Perception, Memory.
- c) **Personality:** Meaning, nature, factors influencing development of personality. Integrated personality-Concept and role of teacher in developing learner's personality.
- d) **Mental Health and Hygiene:** Meaning of adjustment and maladjustment, role of teacher in keeping good mental health of the learner.

Unit III - Understanding Teaching

- a) **Teaching process:** concept, characteristics and nature, relation of learning and teaching, Teaching as a complex activity Teaching as a profession
- b) **Reflective teaching:** concept and strategies for making teachers reflective practitioners. Analysis of classroom interaction, Flanders classroom interaction analysis
- c) **Approaches to Teaching-learning:** Behaviorist approach, Cognitive approach, Constructivist approach.
- d) Teacher competency and effectiveness, job satisfaction .Professional ethics for teachers.

Unit IV - Analyzing teaching in diverse classrooms

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

Sessional work: (Total 20 Marks)

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

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

- **Practical I: Compulsory** to all student –teacher.

Any **Five** psychology experiments related to the following topics.

1. Learning , Fatigue
2. Attention
3. Imagination
4. Memory
5. Perservation

Practical II: Any one from following

- 1) Organize and Interpreting following psychological tests (Any two) (Intelligence , Personality, Creativity, Attitude and Aptitude Test)
- 2) Engaging learner's in the process of knowledge construction in a subject area following constructivist approach and presentation of paper in a seminar.
- 3) Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage.
- 4) Analysis of learning situations through case study, presentation before a group followed by discussion.
- 5) To analyze any one teacher's classroom interaction.

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21. . घोरमोडे,के.यु. घोरमोडे कला (२००८) उदयोन्मुख भारतीय समाजातील शिक्षण - विद्या प्रकाशन, नागपूर.
22. . खरात, आ. पा. (१९७४), प्रगत शैक्षणिक मानसशास्त्र, श्रीविद्या प्रकाशन, पुणे.
23. गोगटे, श्री. व. शैक्षणिक मानसशास्त्र श्रीविद्या प्रकाशन, पुणे.
24. जगताप, ह. ना.(१९९६) (संपादक) शैक्षणिक मानसशास्त्र, प्रकाशन, पुणे
25. जगताप, ह. ना. अध्ययन उपपत्ती व अध्यापन, नित्यनूतन प्रकाशन, पुणे.
- 26 . जगताप, ह. ना. (२००७) शैक्षणिक व प्रायोगिक मानसशास्त्र, नूतन प्रकाशन, पुणे
- 27 . जगताप, ह. ना. शैक्षणिक मानसशास्त्र, अनमोल प्रकाशन, पुणे.
- 28 . दांडेकर, वा.ना. (१९७०), प्रायोगिक व शैक्षणिक मानसशास्त्र, मोघे प्रकाशन, कोल्हापूर.
- 29 . शिखरे विष्णू, अध्ययन अध्यापनाचे मानसशास्त्र (जानेवारी २०१०) नित्यनूतन प्रकाशन, पुणे.

B. Ed. First Year Semester II

Course BED-II-05: Contemporary India and Education

Credits: 04

Periods: 60

Maximum Marks: 100

Internal Assessment Marks: 20

University Assessment Marks: 80

Objectives: To enable the student teachers to:

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

Unit 1: Social diversity

- a) Concept of social diversity, various levels of social diversity like individual region language, religions, castes, tribes etc.
- b) Educating children to respect social diversity

- c) Concept of socialization and role of family, school and society on the socialization of students.
- d) Challenges of diversity for universalization education.

Unit 2: Indian Constitution and Education

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

Unit: 3 Public policy and school education

A] Pre-independence period Education Policy

- 1] Impact of Macaulay Minute on education
- 2] Woods dispatch on Secondary Education.

B] Post Independence Period Policy-in brief

- a. Features of Mudaliyar Commission 1952-53
- b. Features of National Education Policy-1986
- c. Features of NCF-2005

C] RTE 2009-Concept, need and responsibilities.

D] Features of NEP-2020.

Unit: 4 Development of Indian education with special reference

- a) Financial allocation for school education.
- b) Education of Marginalized group in Indian Society.
- c) Impact of Liberalization, Globalization, Privatization on Marginalized Group.
- d) Three Language formula.

Sessional work: (Total 20 Marks)

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

- The students has to undertake **two** of the following practical and present the report

(10 Marks)

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

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

References –

१. शिक्षणाचे तात्विक व समाजशास्त्रीय अधिष्ठान, डॉ. दत्तात्रय तपकीर / डॉ. निर्मला तापकीर, नित्यनूतन प्रकाशन पुणे.
२. शिक्षणाची तात्विक आणि समाजशास्त्रीय भूमिका डॉ. प्रतिभा पेंडके, विद्या प्रकाशन, नागपूर
३. विशेष शिक्षण प्रा. सीमा आवचर, नित्यनूतन प्रकाशन, पुणे
४. भारतीय शिक्षण - शिक्षण प्रणाली- डॉ. शारदा शेवतेकर / प्रा. मदन निकुमे, विद्या प्रकाशन, नागपूर
५. शैक्षणिक तत्वज्ञान आणि समाजशास्त्र, डॉ. के.यु. घोरमोडे / डॉ. कला घोरमोडे, विद्या प्रकाशन,
६. प्रगत शैक्षणिक समाजशास्त्र, डॉ. अरविंद दुनाखे / डॉ. लीना देशपांडे, नित्यनूतन प्रकाशन, पुणे.
७. भारताची राज्यघटना, प्रत्येक भारतीय नागरिकाचा धर्मग्रंथ टेंभेकर प्रविण (२००७) पार्थ प्रकाशन, मुंबई.
८. संचालक, मुद्रण व लेखनसामग्री, महाराष्ट्र (१९८८) भारताचे संविधान, महाराष्ट्र शासन, मुंबई
९. उदयोन्मुख भारतीय समाजातील शिक्षण, करंदीकर सुरेश, फडके प्रकाशन, कोल्हापूर.
१०. भारतीय शिक्षणाचे समाजशास्त्रीय अधिष्ठान (२०१२) वामणे, विष्णू नित्यनूतन प्रकाशन, पुणे. नागपूर

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- 3) <http://www.ask.com/world-view/social-diversity-3247452a8c3dce2>
- 4) http://www.humanrightsinitiative.org/publications/const/the_basic_structure_of_the_indian_constitution.pdf.
- 5) <http://lawmin.nic.in/coi/coiason29july08.pdf>.
- 6) <http://www.nios.ac.in/media/documents/secsocscicour/english/lesson-15.pdf>.
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B. Ed. First Year: Semester II

CURRICULAR AREA B: PEDAGOGY COURSES

Course –B. Ed. II - 06: Pedagogy of Marathi (Part – I)

Credits: 02	Periods: 30	Maximum Marks: 50
Internal Assessment Marks: 10		University Assessment Marks: 40

उद्दिष्टे: विद्यार्थी शिक्षकाला

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

घटक : १. मराठीचे अभ्यासक्रमातील स्थान / मातृभाषा मराठी

(अ) मराठी भाषा स्वरूप व वैशिष्ट्ये आणि मराठीचे महत्व व सद्यःस्थिती

व) मराठी भाषेचा उगम व विकास

क) मातृभाषा अध्ययन अध्यापनाचे महत्व

१. शिक्षणाचे माध्यम म्हणून स्थान
२. सामाजिक, सांस्कृतिक प्रसारणाचे साधन
३. वाङ् मयीन आवड व अभिरूचीनिर्मितीची साधन
४. विचार, भावना, व अनुभव यांच्या आदान-प्रदानाचे साधन
५. व्यक्तिगतविकासाचे साधन

ड) मराठीचा अंतर्गत सहसंबंध व अन्य शालेय विषयाशी सहसंबंध

घटक २ अध्ययन अध्यापन कार्यनिती

अ) मातृभाषा अध्यापन पध्दती

१. कथन २. परिसंवाद ४. चर्चा व प्रकार ५. प्रकल्प ६. बुद्धिमंथन ७. उद्दामी- अवगामी

व) मातृभाषा अध्ययनाचीतंत्रे : १. नाट्यीकरण २. मुलाखत ३ पर्यवेक्षित अभ्यास ४. रसग्रहण (महत्व, उपयुक्तता, मर्यादा)

क) भाषिक कोशल्यांचा विकास: (श्रवण, भाषण, लेखन, वाचन, संभाषण, रसग्रहण)

(ड) प्रतिमान अध्यापनाची सूत्रे

घटक ३ मराठी भाषा शिक्षक व्यावसायिकविकास आणि संशोधन

अ) मराठीशिक्षकांची पात्रता, गुणवैशिष्टे, आव्हाने आणि उपाय.

व) मराठीशिक्षकांचा व्यावसायिक विकास

क) मराठीशिक्षकांचे विषय संघटनेतील योगदान

ड) मराठीशिक्षकांची विषय संघटनेतील भूमिका

घटक : ४ मातृभाषा अध्यापनाची साधने व मातृभाषेच्या विविध अंगांचे अध्यापन

अ. अध्यापनाची साधने १. व्हिडिओ २. ध्वनीफित ३. शब्दपट्ट्या ४. संगणक ५. इंटरनेट ६. भाषा प्रयोगशाळा

७. चित्रपट / नाटक ८. मोबाईल ९. टी. व्ही. १० जाहिरात लेखन ११ तक्ते

ब.. गद्य अध्यापन स्वरूप, महत्व, उद्देश, आणि प्रकार, गद्य अध्यापन पध्दती

क. पद्य अध्यापन : स्वरूप, महत्व, उद्देश, आणि प्रकार, पद्य अध्यापन पध्दती

Sessional Work (Total 10 Marks)

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

खालीलपैकी कोणत्याही एका प्रात्यक्षिककार्याचा अहवाल सादरकरणे. (५ गुण)

१. मराठी अध्यापनातील समस्या सोडविताना कृती संशोधन आराखडा तयार करणे.

२. मराठी साहित्य अनुवादित, मूळ साहित्य व साहित्यकृतीचे समीक्षण करून अहवाल लेखन करणे.

३. मराठी भाषा शिक्षक विषयक व संशोधन अहवाल त्यातून मिळालेले निष्कर्ष यांचा अभ्यास करून भाषा शिक्षण सुधारण्यासाठी मराठी विषयक सहशिक्षकांची चर्चा करून अभिप्राय लेखन करणे.

४. भाषाविषयक संशोधन / सेमिनार / कार्यशाळा यांचा अभ्यास करून अहवाल लेखन करणे.

५. एका साहित्यिकाची मुलाखत घेवून अहवाल लेखन करणे.

६. मराठी भाषेसंबंधित एखाद्या विषयावर कात्रणसंग्रह करणे.

७. एका साहित्यिकांचा परिचय अहवाल लेखन करणे.

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

B. Ed. First Year: Semester II
CURRICULAR AREA B: PEDAGOGY COURSES

Course –B. Ed. II - 06: Pedagogy of Hindi (Part – I)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

उद्देश: छात्राध्यापकोंको / मैं.....

१. हिंदी भाषा का व्यापकता से परिचय कराना।
२. हिंदी अध्यापन के व्यापक तथा कक्षा अध्यापनके उद्देश्योंको समझ लेने में मदद करना।
३. हिंदी भाषा की विविध पद्धतियों का परिचय कराना।
४. भाषा शिक्षा की विभिन्न विधाओं से परिचित कराना।
५. भाषा सीखने की सृजनात्मक प्रक्रिया का विकास करना।
६. कृतिसंशोधन करने की क्षमता विकसित करना।

प्रथमइकाई - भाषा का स्वरूप महत्व एवं स्थान

१. हिंदी भाषा का उद्गमन, संक्षिप्त इतिहास, महत्व, स्वरूप, विकास।
२. समवाय के प्रकार तथा हिंदी भाषा का अन्य विषयों से समवाय।
३. छात्र के जीवनमें भाषा का महत्व (समाजिक, भावनिक, बौद्धिक विकास आदि)
४. भारतीय बहुभाषिक समाज में हिंदी का स्थान, महत्व, राष्ट्रभाषा के रूप में हिंदी का स्थान

द्वितीयइकाई - भाषा अध्यापनके उद्देश औरकौशल

१. हिंदी अध्यापनके उद्देश - (उच्च प्राथमिक, माध्यमिक एवं उच्च माध्यमिक स्तर)
२. हिंदी भाषा के व्यापक उद्देश, वैश्विक स्तर पर हिंदी भाषा की भूमिका
३. भाषा कौशल - श्रवण, वाचन, लेखन, भाषण- संभाषण, अभिनय एवं निरीक्षण कौशल कंठस्थीकरण महत्व एवं लाभ।
४. शिक्षा समितियाँ राष्ट्रीय समितियाँ राष्ट्रीय शिक्षा नीती १९८६ / पुनर्रचना १९९२, राष्ट्रीय पाठ्यचर्या २००५

तृतीयइकाई - भाषा का अध्ययन एवं अध्यापन

१. भाषा अध्यापनके सूत्र

२. भाषा शिक्षा के समाजिक आधार- परिवार तथा विद्यालय, समवयस्क मित्र (हमउम्र), विभिन्न समुदाय,
 ३. जनसंचार अन्य माध्यम
 ४. हिंदी अध्यापनकी विविध पद्धतियाँ
- संभाषण, नाटयीकरण, चर्चा, प्रश्नोत्तर निदानात्मक, उपचारात्मक अध्यापन आदि ।

चतुर्थइकाई भाषा शिक्षा कीविधाएँ -

- १) सहायक साधन § प्रक्षेपित एवं अप्रक्षेपित साधन स्वरूप, महत्व एवं प्रकारइ.
- २) गद्य विधा महत्व, उद्देश्य, प्रकार, अध्यापन पद्धतियाँ ।
- ३) पद्यविधा महत्व, उद्देश्य, प्रकार, अध्यापन पद्धतियाँ ।
- ४] गद्य विधा और पद्यविधा के प्रमुख रचनाकारोंका संक्षिप्त परिचय

परियोजन (सत्र) कार्य:-

- १) प्रपाठ के लिए दिए जानेवाले तीन प्रश्नोंमें से एक प्रश्न लिखना अनिवार्य है । (५ मार्क्स)
- २) निम्नलिखित में से किसी एक पर परियोजन तैयार करें। (किसी दो विषयपर) (५ मार्क्स)
१. राष्ट्रभाषा हिंदी का स्थानजानने हेतु प्रश्नावली बनाकर दस परिवारोंका सर्वेक्षण करें।
२. रेडियो या दूरदर्शनके लिए हिंदी भाषा संबंधी कार्यक्रमका प्रारूप तैयार कीजिए।
३. हिंदी भाषा के किसी एक कोशल के विकास हेतु प्रपत्र तैयार कीजिए ।
४. हिंदी भाषा उच्चारण एवं बलाघात के विशेष के निदानात्मक उपचार पद्धती से प्रारूप तैयार कीजिए ।

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

B. Ed. First Year: Semester II
CURRICULAR AREA B: PEDAGOGY COURSES

Course –B. Ed. II - 06: Pedagogy of English (Part – I)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Course Objectives:

This course aim at enabling student-teacher to-

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

Unit No 1: Nature of English

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

Unit : 2 Curriculum reforms in English language

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

Unit : 3 Teaching Process of English Language

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

Unit : 4 Conceptual Knowledge of English

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

Sessional work: (Total 10 Marks)

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

Practical / Field Tasks:

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

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

B. Ed. First Year: Semester II
CURRICULAR AREA B: PEDAGOGY COURSES

Course –B. Ed. II - 06: Pedagogy of Urdu (Part – I)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

Objectives:

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

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

Unit – I Nature of Urdu and learning

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

Unit – II Strategies for learning

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

Unit – III Learning Aids in the subject Urdu

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

Unit – IV Professional development of Urdu teacher

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

Sessional Work (Total Mark: 10)

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

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

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

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

B. Ed. First Year: Semester II

CURRICULAR AREA B: PEDAGOGY COURSES

Course –B. Ed. II - 06: Pedagogy of Mathematics (Part – I)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

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

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

Unit I - Nature of Mathematics and Learning

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

Unit II - Strategies for Learning

- a) Methods and Approaches of teaching mathematics – Inductive, Deductive, Analytical Synthetic, Heuristic, Project, Laboratory, Problem Solving, ~~guided discovery~~.
- b) Techniques and devices of Teaching of Mathematics: Oral work, Homework, Supervised study,
- c) Techniques and devices of Teaching of Mathematics- Drill work, Assignment
- d) Maxims of teaching Mathematics

Unit III -Learning Aids & ~~Research~~ in the subject.

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

Unit IV - Teaching of various aspects in Mathematics: Arithmetic & Algebra

- a) Arithmetic: Number System, Time and Work,
- b) Arithmetic: Simple and compound interest, profit and loss, discount, Ratio and proportion,
- c) Algebra: Algebra as a generalized arithmetic, ~~Indices~~, Sets, Use of Geo gebra soft wear
- d) Algebra: Systems of linear equations and their graphical solutions, quadratic equations, polynomials, factorization, Factor theorem and remainder theorem.

Sessional work: (Total 10 Marks)

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

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

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

B. Ed. First Year: Semester II

CURRICULAR AREA B: PEDAGOGY COURSES

Course –B. Ed. II - 07: Pedagogy of Science (Part – I)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

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

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

Unit I - Nature of Science and Learning

- a) Science: Meaning, nature, scope, importance.
- b) Correlation of Science with other subjects and within Science.
- c) History of Science: with special emphasis on teaching of Science, Contribution of great Scientist with reference to Einstein, Isac Newton, Dr. HomiJahagir Bhabha, Dr. A.P.J. Abdul Kalam.
- d) Study of the aims and general objectives of teaching Science.

Unit II - Strategies for Learning

- a) Learning by Inquiry Approach, Problem Solving, Project Method, Constructivist: Group discussion and cooperative learning, Concept mapping.
- b) Methods –Demonstration, experimental, heuristic, project, Inductive - Deductive, analytical-synthetic.
- c) Techniques and devices of Teaching of Science.
- d) Maxims of teaching,

Unit III - Learning Aids & Research in the subject.

- a) Construction and Implementation of Teaching Aids in Teaching of Science
 - 1) Visual - Chart, graph, Models, Photo and Picture OHP
 - 2) Audio - Tape recorder, Digital Audio-recorder & Player.
 - 3) Audio-visual – TV, Computer.
- b) **Support system-** 1) Science Club: Science Fare, field trips,
- c) Botanical garden, Museum, Aquarium
- d) The Science Laboratory-Need and organizing design and equipment and safety precautionary measures.

Unit IV - Teaching of Various aspects in Science:

Heat, light, friction, force, work and energy, reflection and refraction, motion. Types of motion, structure of atom, static electricity, radioactivity, press energy crisis

Sessional work: (Total 10 Marks)

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**
- The students will undertake **any one** of the following practical and present the report **(05 Marks)**
 - 1. Project on any topic of Science.
 - 2. Organize and report the experiences of two lessons by selecting appropriate models of teaching in Science at secondary level.

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

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

B. Ed. First Year: Semester II

CURRICULAR AREA B: PEDAGOGY COURSES

Course –B. Ed. II - 07: Pedagogy of History (Part – I)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

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

1. Develop insight into the meaning, nature, scope of history education and appreciate the role of History in day-to-day life.
2. Be acquainted with aims, values and objectives of teaching History& Civics at secondary school level.
3. Understand correlation of History with other school subjects and within subject.
4. Understand and appreciate the work done by eminent Historians.
5. Get acquainted with various methods, Strategies and techniques of teaching History.
6. Prepare and evaluate instructional materials in History learning.
7. Understand support systems for teaching of History.
8. Be acquainted with teaching of various concepts in History and ~~Civics~~.

Unit I - Nature of History & Civics

- a) **History & Civics:** Meaning, , importance& kinds of History.
- b) **Aims and values** of teaching History at secondary level, instructional objectives of teaching History with their specifications.
- c) **Correlation of History** with other school subjects.
- d) **Historiography:** with special emphasis on teaching of History, Contribution of great Historians with reference to Herodotus, Karl marks, Sir Jadunath Sarkar, V.K.Rajwade

Unit II - Strategies for Teaching and Learning of History

- a) **Methods**—Narration, Source, Story Telling, Discussion, Problem Solving.
- b) **Learning strategies:**, Cooperative and collaborative strategies, concept mapping,.
- c) **Techniques and devices:** Symposium, brainstorming, assignment, supervised study, dramatization.
- c) **Maxims of Teaching**

Unit III - Learning Aids & Research in the subject

a. Construction and Implementation of following teaching aids in History & Civics

- 1) Visual - Chart, Map, Time Charts, Film strip, pictures, models, objects, OHP - Audio - Tape recorder, Digital Audio-recorder & Player.3) Audio-visual – TV, Computer, LCD projector, Mobile.
- b. **Support system** - 1) History room- Need, importance and layout of History room.
- c. History Club: Objectives and Functions, Planning and organizing,
- d. . exhibition, various activities for the preservation of Historical places.

Unit IV - Teaching of various aspects of History & Civics

- a) Sources of History (Ancient).
- b) Conflict with the Mughals.
- c) Marathas- The Protectors of the Nations.
- d) Rights and duties of the Indian citizen as per constitution.

Sessional work: (Total 10 Marks)

- The student will have to write 3 tutorials Broad questions in Notebook and assessed by Teacher Educator. Out of these three prepared tutorial questions one should write in Exam situation. **(5 Marks)**
- The students will undertake **any one** of the following practical and present the report **(05 Marks)**
 1. Project on any work done by renewed HISTORIAN.
 2. Visit to any historical place and report with Pictures it.
 3. Collect the information about any current Historical event and analyses with your view.
 4. Organize and report the experiences of two lessons by use of ICT in History at secondary level.
 5. Development of a learning aid on a topic in History and the procedure focusing it [Time line,Time Chart,Family Tree etc]
 6. Collection of Pictures & information of Various Forts in India.
 7. Writing report of participation in conferences/seminars/workshops in History.

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

B. Ed. First Year: Semester II

CURRICULAR AREA B: PEDAGOGY COURSES

Course –B. Ed. II - 07: Pedagogy of Geography (Part – I)

Credits: 02

Periods: 30

Maximum Marks: 50

Internal Assessment Marks: 10

University Assessment Marks: 40

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

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

Unit I - Nature of Geography and Learning

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

Unit II - Strategies for Learning

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

Unit III - Learning Aids & Research in the subject.

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

Unit IV - Teaching of various aspects in Geography

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

Sessional work: (Total 10 Marks)

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

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

(05 Marks)

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

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

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

Credits: 02

Periods: 60

Maximum Marks: 50

Internal Assessment Marks: 50

University Assessment Marks: 00

Objective:

To enable the student teacher to:

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

A) Arranging the workshop of Drama and Art :

- ❖ Concept of drama and arts
- ❖ Types of arts
- ❖ Types of drama
- ❖ Activity of unsettling experiences and unpredictable situations.

(Drawing and painting, print making, collage making, clay work, puppet making, mask making, applique work, performing arts tool and equipments of music, dance and drama, other suggestive forms and practices)

B) Arranging lecture of resources person(s):

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

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

C) Arranging activities for students:

1. Look reality through at this fantasy
2. Various roles playing.
3. Role of histories personality.
4. Hot seating range critical questions (KBC) on social contact.
5. By wastage material made useful product.
6. Activity based on segregated environments (cast, religion, gender)
7. Presentation of folk tradition culture and awareness of culture and awareness of culture.
8. Handy craft bared activity origamy, papar cutting, and colloge and drawing, clay work, creative crafts cardboard and paper craft, gardening, local indigenous crafts, carpentry, metal work, pottery, music dances and drama.

❖ **Assessment test:**

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

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

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

c) Coloage making: paper collage, mixed collages.

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

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

f] **Mask making:** Use of cartons, papers, west material making of model mask.

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

3) Music

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

Dances

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

Drama Activities:

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

Engagement with the Field Semester –II

AppendixB-01

Practice Teaching and Internship

सरावपाठ नियोजन व शालेय आंतरवासिता

क्रेडिट – ४

गुण – १००

कालावधी -२०० तास

For Semester-II

Internship + Practice Lesson (8) = 60+40 = 100 Marks

उद्दिष्टे छात्राध्यापकास.....

१. शाळेतील आंतरक्रियात सहभागी होण्यास मदत करणे.
२. बुलेटिन तास, परिपाठ, फलक लेखन या उपक्रमाचे नियोजन व आयोजन करणे.
३. शाळेतील समाजसेवा आर.एस.पी./एम.एम.सी. यापैकी एका उपक्रमाचे नियोजनकरून अहवाल लिहण्यास मदत करणे.
४. शाळेतील शारीरिक शिक्षण व आरोग्य शिक्षण, कार्यानुभव, या विषयासाठी कार्यक्रम राबविण्यास मदत करणे.
५. अध्यापन पध्दतींशी संबंधित प्रात्यक्षिके राबविण्यास मदत करणे.

सरावपाठ प्रशिक्षण (सत्र २,३,४)

सरावपाठ प्रशिक्षण हे प्रामुख्याने शालेय आंतरवासिता कालखंडात घ्यावयाचे आहे.

उद्दिष्टे छात्राध्यापकास....

१. वर्ग अध्यापन कार्यासाठी आवश्यक अशा अध्यापन पध्दती, तंत्रे व क्लुप्त्या याविषयी माहिती मिळविण्यास मदत करणे.
२. पाठ नियोजन तत्वानुसार विविध पाठांचे नियोजन करण्यास मदत करणे.
३. अध्यापनाचा सराव देवून अध्यापन पध्दती आत्मसात करण्यास मदत करणे.
४. वास्तव परिस्थितीत अध्यापन कार्याची संधी देवून त्याची परिणामकारकता आजमविण्यास मदत करणे.
५. अध्यापन पध्दतीनुसार व इतर अध्यापनाची पाठ निरीक्षण करण्यास संधी देणे.

प्रात्यक्षिकासाठी आवश्यक आधारप्रणाली पाठ्यपुस्तके, शैक्षणिक साधने, पाठ टाचण, निरीक्षण, नोंद तक्ते, सरावपाठ शाळांचे पूर्ण सहकार्य व सुविधांची उपलब्धता, शाळेतील शिक्षकांचे सहकार्य.

प्रत्येक सत्रानुसार पूर्ण करावयाचे पाठसंख्या व एकूण गुण- १५०

सत्र	पाठाचे प्रकार						एकूण
	सुट्टे पाठ	सलग सराव पाठ	आशययुक्त अ. पध्दती पाठ	आय. सी. टी. चा वापर पाठ	अध्यापन प्रतिमान पाठ	ज्ञानरचनावाद पाठ	
१	-----	-----	-----	-----	-----	-----	००
२	८	-----	-----	-----	-----	-----	०८
३	-----	८	४	४	-----	-----	१६
४	-----	-----	-----	-----	२	४	०६
एकूण	८	८	४	४	२	४	३०

सुट्टे सराव पाठ आशययुक्त अध्यापनपध्दतीनुसार पाठ, अध्यापन प्रतिमानेनुसार पाठ घेताना आय. सी. टी. ज्ञानरचनावादाचा जास्तीजास्त उपयोग करावा.

छात्रसेवाकाल स्वरूप, कार्यवाही व मूल्यमापन

पाठसंख्या व पाठाचे प्रकार: ४० गुण. या छात्रसेवाकालात ८ सराव पाठ घेणे . या सराव पाठांचे गुण सरावपाठांच्या १०० गुणांपैकी दिले जातील

१. शालेयस्तरावरील विषयाचे अध्यापन पध्दतीनुसार प्रत्येकी ४ याप्रमाणे दोन अध्यापनपध्दतीचे ८ पाठ घेणे.

छात्रसेवाकाल उपक्रम: : पुढीलपैकी सर्व उपक्रम या छात्रसेवाकालात राबवावेत. या उपक्रमाचे विद्यार्थ्यांची उपस्थिती, सहभाग, पूर्वनियोजन व तयारी, उत्स्फूर्तता, अहवाल लेखन, सादरीकरणास १५ पैकी गुण द्यावेत. (एकूण गुण : ६०)

१. इ.५वी ते ९ वी पर्यंतच्या एका शालेय विषयाच्या मानव अधिकार / मूल्यशिक्षणावर आधारित आशयाची निवड करून पाठनियोजन करावे. पाठनियोजन करताना आवश्यक पध्दती, तंत्र, क्लृप्त्या किंवा प्रतिमानाचा वापर करून प्रत्यक्ष पाठ घेवून कार्यवृतांत लिहावा. वृतांत लेखनात उद्दिष्टे, पूर्वतयारी, कार्यवाही, शैक्षणिक साधन निर्मिती व उपयोग, स्वतःस मिळवलेले प्रत्याभरण यांचा उल्लेख करावा. विद्यार्थी पाठ घेताना पर्यवेक्षण करावे
२. शारीरिक शिक्षणासाठी पुढीलपैकी किमान एका उपक्रमाची निवड छात्राध्यापकानी करावी. वैयक्तिक अथवा सांघिक खेळ, अथवा खेळाच्या स्पर्धा, योगशिक्षण / आरोग्यशिक्षणाशी संबंधित उपक्रम / व्याख्यान / प्रात्यक्षिक, सांघिककवायत/घुंगरूकाठी, डंबेल्स, इ. साधनाद्वारे कवायत यापैकी एका वर्गासाठी कवायत करावी. वरील उपक्रमाच्या अहवालमध्ये त्याची उद्दिष्टे कार्यवाही, साधनाचे संघटन, अंमलबजावणीत आलेले अडथळे व प्राप्त झालेली यशस्वीता या बाबत वृतांत लिहावा. मार्गदर्शकांनी विद्यार्थ्यांना उपक्रम घेण्यासाठी मार्गदर्शन करावे.
३. शाळेतील माजी विद्यार्थी संघटना / पालक संघ / विद्यार्थी समिती याचा अभ्यास करणे व माहिती लेखन करणे.
४. आपल्या अध्यापन पध्दतीनुसार कोणत्याही एका विषयातील आशयांची निवड करा. आशयाला उपयुक्त शैक्षणिक साधन तयार करा. पाठ घेताना प्रत्यक्ष शैक्षणिक साहित्य वापरून झालेल्या परिणामावर स्वतःचे मत लिहा. शैक्षणिकसाधन निर्मितीचे उद्दिष्ट्ये, पूर्वतयारी, साहित्य निर्मितीसाठी येणारा खर्च, उपयोग, यामुद्दयाचा विचार करावा.

Appendix B-02: Lesson Planning Workshop

सरावपाठ नियोजन कृतिसत्र व दिग्दर्शित पाठ

क्रेडिट – १

गुण – २५

कालावधी : ५० तास

उद्दिष्टे : छात्राध्यापकास....

१. शैक्षणिक मूल्यमापन प्रक्रियेची माहिती देणे.
२. शैक्षणिक उद्दिष्टे व स्पष्टीकरणे तयार करण्यास मदत करणे.
३. पाठनियोजन करण्यास मदत करणे.

योग्य कालखंड : सूक्ष्म अध्यापनानंतरचा १ आठवडा

या सरावपाठ नियोजन कृतिसत्र आठवड्यात शैक्षणिक मूल्यमापन, उद्दिष्टे व स्पष्टीकरणे, पाठ नियोजन यावर किमान पाच व्याख्याने आयोजित करावीत. यावेळीच पाठाचे निरीक्षण व मूल्यमापन कोणत्या मुद्यांनुसार होणार याची माहिती छात्राध्यापकांना द्यावी.

त्यानंतर प्रत्येक अध्यापन पध्दतीचा किमान एक याप्रमाणे दिग्दर्शन नमुना पाठाचे नियोजन करावे.

छात्राध्यापकाने निवडलेल्या दोन अध्यापन पध्दती विषयासंबंधित शालेय विषयावर आधारित प्रत्येकी एक पाठ टाचण गटामध्ये तयार करावे व त्यावर गटामध्ये चर्चा करावी.

मूल्यमापन : पाठ टाचण १ -	५ गुण
पाठ टाचण २ -	५ गुण
कृतिसत्र व गटचर्चेतील सहभाग	५ गुण
अहवाल लेखन -	१० गुण

अहवाल लेखन : अहवाललेखन प्रमुख्याने कृतिसत्रातील व्याख्यानातील तात्विक भाग, गटचर्चेतील काम, दोन पाठटाचणे व प्रशिक्षणार्थीची मनोगते यांचा अंतर्भाव असावा. प्रशिक्षणार्थी स्वतः स्वतंत्रपणे अहवाल लेखन करण्याबाबतच्या सूचना व प्रेरणा गटप्रमुख शिक्षक प्रशिक्षकांनी द्याव्यात.

दिग्दर्शित पाठ

सरावपाठ नियोजन कृतिसत्रानंतर दिग्दर्शित पाठाचे नियोजन शालेय स्तरावरील विषयानुसार करावे. शिक्षक प्रशिक्षक अध्यापन पद्धतीच्या तासाला या दिग्दर्शित पाठासंदर्भात चर्चा करावी. सर्व छात्राध्यापकांना दोन्ही अध्यापन पध्दतीसंबंधित पाठाचे दिग्दर्शन पाहता येईल असे नियोजन करावे. सर्व दिग्दर्शित पाठ हे माध्यमिक शाळेतील विद्यार्थ्यांसमोर घ्यावयास हवेत. दिग्दर्शन पाठापूर्वी प्रत्येक पाठाचे टाचण किमान एक दिवस छात्राध्यापकांच्या निदर्शनास आणावे. विद्यार्थ्यांना ते लिहून घेण्यास सांगावे. पाठानंतर वर्गात चर्चा घडवून आणावी.

Appendix B-03: Workshop on Teaching Aids

शैक्षणिक साधन निर्मिती कार्यशाळा

क्रेडिट - १

गुण-२५

कालावधी : ५० तास

उद्दिष्टे : छात्राध्यापकास---

१. विषय अध्यापनासाठी शैक्षणिक साधनांची गरज समजावून देणे.
२. निवडलेल्या विषयानुरूप शैक्षणिक साधन निर्मितीसाठी प्रेरणा निर्माण करणे.
३. अध्ययन अध्यापन प्रक्रियेत अद्ययावत शैक्षणिक साधनांचा उपयोग करण्यासाठी प्रवृत्त करणे.
४. शैक्षणिक साधन निर्मितीसाठी आवश्यक कौशल्ये विकसित करण्यास मदत करणे.
५. शैक्षणिक साधनांची अध्ययन अध्यापन कायातील गरज, महत्व, समजून घेण्यास मदत करणे.

कार्यशाळेचे स्वरूप

शैक्षणिक साधननिर्मिती कार्यशाळेची सुरुवात ६ व्याख्याने होईल. अध्ययन अध्यापन प्रक्रियेत दृक-श्राव्य साधनांचे महत्व गरज यावर आधारित व्याख्यानाचे आयोजन करावे. शैक्षणिक साधन बनविणा-या तज्ज्ञ व्यक्तींचे मार्गदर्शन प्रात्यक्षिक कार्यासाठी ठेवावे. कार्यशाळेसाठी आवश्यक साहित्याचे नियोजन अगोदरच केलेले हवे.

शैक्षणिक साधन निर्मितीसाठी शालेय विषयाची पाठ्यपुस्तके, कागद, रंग, फेव्हीकॉल, कात्री, थर्मिकॉल, कार्डशीट, स्केचपेन इत्यादी साहित्य विद्यार्थी संख्येनुसारच हवे.

शैक्षणिक साधननिर्मिती कार्यशाळेतील तात्विक भागावरील व्याख्यानानंतरच गटवार प्रात्यक्षिक कामाचे नियोजन हवे. शक्यतो अध्यापन पद्धतीवर गट विभागणी करून प्रत्येक अध्यापकाने शालेय स्तरावरील निवडलेल्या दोन विषयाची दोन शैक्षणिक साधने तयार ठरावीत. शैक्षणिक साधने तयार करताना दृक-श्राव्य साधनांचे विविध प्रकारानुसार विविध प्रकारची साधने तयार करावीत. छात्राध्यापकांची विषय, इयत्ता, आशयानुरूप विविध साधने तयार करण्यासाठी प्रयत्न करावेत.

अहवालात तयार केलेल्या शैक्षणिक साधनांचा हेतू, महत्व व उपयुक्तता व तयार करण्याची प्रक्रिया थोडक्यात लिहावी.

मूल्यमापन-

शैक्षणिक साधननिर्मिती कृतीसत्रातील छात्राध्यापकांचा सहभाग तसेच तयार केलेल्या दोन शैक्षणिक साधनांचा दर्जा ठरवून २५ गुणांपैकी मूल्यमापन करावे.

शैक्षणिक साधन-१- १० गुण

शैक्षणिक साधन - २-१० गुण

अहवाल - ०५ गुण

Appendix B-04: Educational Tour

शैक्षणिक सहल

क्रेडिट – १

गुण- २५

कालावधी : ४० तास

उद्दिष्टे : छात्राध्यापकास....

१. शैक्षणिक सहलीच्या नियोजनाची सवय लावणे.
२. शैक्षणिक सहलीमध्ये सहभाग घेणे.
३. शैक्षणिक सहलीचा आनंद घेणे.
४. शैक्षणिक सहलीची यशस्वीता / अडचणींची नोंद घेण्याची सवय लावणे.
५. अहवाल लेखनाची सवय लावणे.
६. शैक्षणिक सहलीच्या सहाय्याने सर्जनशीलता विकसित करणे.

नियोजन:

महाविद्यालयातील एका शिक्षकास जबाबदारी देऊन शैक्षणिक सहलीचे नियोजन, आयोजन व कार्यवाही करण्यासंबंधी व्याख्यान द्यावेत. शैक्षणिक सहलीची तात्विक, सामाजिक माहिती, गरज, शैक्षणिक महत्व, आयोजनात येणा-या अडचणी व कार्यवाहीत येणा-या अडचणी संबंधीत विद्यार्थी शिक्षकामध्ये चर्चा करावी.

शैक्षणिक सहल वस्तुसंग्राहलय, ऐतिहासिक ठिकाणी व निसर्गाच्या सानिध्यात कमीतकमी एका दिवसाची असावी. शैक्षणिक सहलीतील स्थळाची आठवणी व प्रसंगाची नोंद करावी. प्रवास वर्णन लिहिण्यासाठी विद्यार्थीशिक्षकांना डायरी देण्यात यावी. विद्यार्थीशिक्षकांना अहवाल लिहिण्यास सांगावे. त्या अहवालाचे मूल्यमान महाविद्यालयातच करावे.

गुणदान: २५ गुण

नियोजनासाठी – – ५ गुण

कार्यवाही,सहभागासाठी – १५गुण

अहवाल लेखनासाठी – ५ गुण

Appendix B-05: Creativity & Personality Development

सर्जनशीलता व व्यक्तिमत्व विकास

क्रेडिट -१

गुण- २५

कालावधी : ४० तास

उद्दिष्टे: छात्राध्यापकास

१. संप्रेषण कौशल्ये विकसित करण्यास मदत करणे.
२. दैनंदिन देशातील व आंतरराष्ट्रीय स्तरावरील घडामोडींवर व त्याचे मूल्यमापन करण्यास मदत करणे.
३. महाविद्यालयामध्ये होणाऱ्या कार्यक्रमांचा अहवाल तयार करण्यास व त्याचे मूल्यमापन करण्यास मदत करणे.
४. स्वतःच्या गुणदर्शनास वाव देणे.
५. भिक्तीपत्रके, निबंध, काव्य, वक्तृत्व इ. कलांमध्ये भाग घेण्याची संधी उपलब्ध करून देणे.
६. सर्जनशीलतेवर आधारित कार्यक्रम उपक्रम करण्यास मदत करणे. ७. अवांतर वाचन करण्यास व त्यावर चर्चा करण्यास मदत करणे.

कालावधी- प्रत्येक आठवड्यातील उपलब्धते नुसार एक तास.

प्रात्यक्षिकासाठी आवश्यक आधारप्रणाली: वृत्तपत्रे, मासिके, सांस्कृतिक कार्यक्रमासाठी लागणारे साहित्य इ.

प्रात्यक्षिकांचे नियोजन:

हे प्रात्यक्षिक वर्षभर सातत्याने चालू राहावे त्यासाठी वेळापत्रकात प्रत्येक शनिवारी एक तास (शक्यतो शेवटचा) ठेवावा. १२ ते १३ छात्राध्यापकांचा गट असावा आणि कार्यक्रम चक्राकार पध्दतीने आयोजित करावा.

या प्रात्यक्षिकांमध्ये खालील बाबींचा समावेश असावा.

१. स्वतःची माहिती देणे, ओळख करून देणे.
२. फलक लेखन - परिपाठ यांचे नियोजन करणे.
३. आठवड्यातील महत्त्वाच्या घटनांची वृत्तपत्रातील कात्रणे आणून चर्चा करणे.
४. महाविद्यालयामध्ये होणाऱ्या कार्यक्रमांचे नियोजन करणे, वृत्तांत लिहणे व कार्यक्रमाचे मूल्यमापन करणे.
५. महिन्यातून एकदा निबंध / वक्तृत्व / कविता लेखन व वाचन इ. स्पर्धांचे नियोजन करणे.
६. किमान २ पुस्तकांचे (क्रमिक पुस्तकांव्यतिरिक्त) वाचन करून चर्चा करणे.
७. सांस्कृतिक विविध गुणदर्शन कार्यक्रमाचे सादरीकरण करणे.
८. भिक्तीपत्रके तयार करणे.
९. राष्ट्रीय सण व उत्सव साजरे करणे.
१०. विविध राष्ट्रीय नेत्यांच्या जयंत्या व पुण्यतिथी साजरी करणे.

यापैकी परिपाठ फलकलेखन, स्पर्धा व सांस्कृतिक विविध गुणदर्शन या कार्यक्रमाची जबाबदारी १२-१३

छात्राध्यापकांच्या एका गटास द्यावी.

१. परिपाठ, स्पर्धा नियोजन / सहभाग, महाविद्यालयातील कार्यक्रम नियोजन - १० गुण
२. भिक्तीपत्रक, पुस्तक वाचन व चर्चा - ०५ गुण
३. विविध गुणदर्शन (नियोजन व सादरीकरण) - ०५ गुण
४. वर्षभरातील सहभागी कार्यक्रमाचे लेखन - ०५ गुण

Appendix B-06

Viva Voce

क्रेडिट - २

गुण-५०

कालावधी : २० तास

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

**Nature of Question Papers
(80 Marks)**

- Q.1) Multiple choice 10 questions----- (10)
- Q.2) A) Short Answer Type Question ----- (5)
 B) Short Answer Type Question----- (5)
- Q.3) A) Short Answer Type Question ----- (5)
 B) Short Answer Type Question----- (5)
- Q. 4) Answer the following questions (Any One) ----- (15)
 1)
 2)
- Q. 5) Answer the following questions (Any One) ----- (15)
 1)
 2)
- Q.6) Write Short notes on (Any Four) ----- (20)
 1)
 2)
 3)
 4)
 5)

- Notes:** Q.1 should have atleast 2 questions on each Unit 1, 2, 3 and 4.
 : Q.2 and Q.3 should have one question anywhere from each Unit 1, 2, 3 and 4.
 : Q. 4 and Q. 5 should have one question anywhere from each Unit 1, 2, 3 and 4.
 : Q. 6 should have atleast one shortnote on each Unit 1, 2, 3 and 4

**Nature of Question Papers
(40 Marks)**

- Q.1) Multiple choice 5 questions ----- (5)
- Q.2) A) Short Answer Type Question ----- (5)
 B) Short Answer Type Question----- (5)
- Q. 3) Answer the following questions (Any One) ----- (10)
- 1)
 2)
- Q.4) Write Short notes on (Any Three)----- (15)
- 1)
 2)
 3)
 4)

Notes: Q. 1 should have atleast 1 questions on each Unit 1, 2, 3 and 4.
 : Q.2 and Q.3 should have one question anywhere from each Unit 1, 2, 3 and 4.
 : Q. 4 should have atleast one shortnote on each Unit 1, 2, 3 and 4

END