

B.Ed. SYLLABUS

Rashtra Sant Tukadoji Maharaj
Nagpur University, Nagpur

CBCS : Bachelor of Education
(B.Ed.) CURRICULUM
(For Two Years)

Direction, Regulations
CBCS B.Ed. Curriculum
Semester - I to IV

With Effect From:- 2022-2023



Sssaytop
Principal
Smt. Kishoritai Bhojar
Adhyapak Mahavidyalaya
Kamptee.

Sadaphal
Abho. Chairman
BOS Education

Direction No.---of 2022

Direction issued under section 12(8) of the Maharashtra Public Universities Act, 2016, relating to Bachelor of Education, first to last semester in Choice based Credit System CBCS Semester Pattern for the award of Degree of Bachelor of Education (Two years degree course), Full Time in the Faculty of Education.

Whereas, the Maharashtra Public Universities Act 2016 (VI of 2017) (wherein after Act VI of 2017) has come into force with effect from 1st March, 2017, repealing the Maharashtra University Act 1994.

AND

Whereas, the National Council for Teacher Education (NCTE) vide its notification no.51-1/2014 dated 28/11/2014, issued (Recognition, Norms and Procedure) Regulation, 2014. The earlier notification (Recognition, Norms and Procedure) Regulation, 2009 (NCTE) has been repealed.

AND

WHEREAS, National Council of Teacher Education (NCTE) notification No. 51-1/2014 dated 28/11/2014 accepted by the Maharashtra State and the RTM Nagpur University and came into the force from 28/11/2014.

AND

Whereas, the Dean of the Faculty of Education has concurred with the recommendations of the Board of Studies in Education in the Faculty of Education on 25th August 2015.

AND

Whereas, the Board of Studies in Education and faculty of Education at its meeting held on 25th August 2015, have decided to make amendments related to B. Ed. first to last semester, in Credit based Semester Pattern for award of degree of Bachelor of Education (Two years degree course), of Full time in the Faculty of Education.

AND

Whereas, Direction No. 17 of 2015 was issued by the university for regulating the B.Ed. Course from the academic session 2015-17 on 8th September 2015. The new scheme of examination as per semester pattern CBS was implemented from the academic session 2015-17 for B.Ed. 1st year and onwards.

AND

Whereas, Direction No. 39 of 2016 in respect of Direction regarding Credit based system semester pattern scheme and examination leading to B.Ed. first to last semester in Credit based system semester pattern CBS in the faculty of Education of Rashtrasant Tukadoji Maharaj Nagpur is in existence in the university which was issued by then acting Vice-Chancellor on 15/06/2016.

AND

Whereas, Direction No. 39 of 2016 was amended on 15/03/2017 vide Direction No. 6 of 2017 issued under provision of sub section 8 of section 12 of the Maharashtra Public University Act 2016.

AND

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Whereas, provision for allowing to keep term in the next higher class is made in the above said direction under clause ii of para 10 of the said Direction No. 39 of 2016,

AND

Whereas, original ordinance No. 10 in the respect of providing for exemption and compartment is in existence in the university and provision under 5th proviso of sub para (1) of para 2 is made for allowing to keep term in the next higher class of B.Ed. course is made in the said ordinance is applicable to the Direction No. 39 of 2016.

AND

Whereas, Direction No. 42 of 2019 in respect of Direction regarding Credit based system semester pattern scheme and examination leading to B.Ed. first to last semester in Credit based system semester pattern CBS in the faculty of Education of Rashtrasant Tukadoji Maharaj Nagpur is in existence in the university which was issued by the Vice-Chancellor on 30/09/2019.

AND

Whereas, under section 12 (8) of the act VI of 2017 every direction shall expire after the period of six months from the date of its issuance and therefore Direction No. 39 of 2016 and amendment to Direction No. 39 of 2016 (B.Ed.) Direction No. 6 of 2017, Direction no 42 of 2019 issued under provision of section of sub section (8) of section 12 of the Maharashtra Public Universities Act, 2016 has expired and extinguish after expiry of six months from the date of coming into force of the act VI of 2017.

AND

Whereas, Direction No. 42 of 2019 issued under provision of section of sub section (8) of section 12 of the Maharashtra Public Universities Act, 2016 could not be converted into the ordinance within the stipulated period of time. As per NEP 2020 it is mandatory to incorporate its provision.

AND

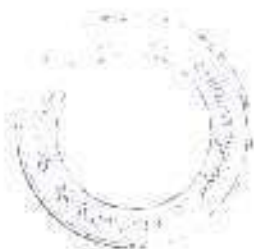
Whereas, the Faculty of Interdisciplinary Studies has consented to the direction for the award of B.Ed. degree in its meeting held on 13/6/2022. This Direction shall come into force from the date of its issuance.

AND

Whereas, it is expedient to issue a new Direction incorporating the provision of the Direction No. 42 of 2019 (Since expired) issued under provision of section of sub section (8) of section 12 of the Maharashtra Public Universities Act, 2016 (Since expired) for regulating the Bachelor of Education Course in the university

Now, therefore, I, Dr. Subhash Choudhary Vice-chancellor of Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur in exercise of powers conferred upon me under sub section (8) of section 12 of the Maharashtra Public Universities Act, 2016, do hereby issue the following Direction pertaining to the amendment as made for B.Ed., first to last semester in Choice based Credit system Semester Pattern for award of B.Ed. Degree in the Faculty of interdisciplinary studies.

1. This Direction shall be called "Direction regarding Credit based Semester Pattern Scheme and Examination leading to B.Ed., first to last semester in Choice Based Credit System CBCS Semester Pattern in the Faculty of Education, Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur.
2. Subject to the compliance with the provisions of this Direction and any other Ordinance which is in force from time to time shall be applicable.



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1. DURATION OF COURSE

The B.Ed. programme has been designed on the basis of the approved structure under the NCTE Recognition Norms and Procedures, 2014.

The B.Ed. programme shall be of duration of two academic years spread over four semesters which can be completed in a maximum of three years from the date of admission to the program.

2. WORKING DAYS

- There shall be at least two hundred working days each year exclusive of the period of examination and admission. The days shall be counted from last day of admission. Or in accordance with any other norms as per policy of the NCTE/state Govt./University whichever is applicable.
- The minimum attendance of student-teachers shall have to be 80% for all course work and practicum and 90% for school internship. Every candidate should have to complete all the practical work to the satisfaction of the Head/Principal. He/She should have obtained such certificate from the Head/Principal of the institute and copy of the same to be submitted to the university by the institution on behalf of the examinee.

3. ELIGIBILITY

- Candidates with at least fifty percent mark (50%) either in the Bachelor's Degree and/or in the Master's Degree in Science/Social Science/Humanity, Bachelor's in Engineering or Technology with Specialization in Science and Mathematics with fifty five percent marks (55%) or any other qualification equivalent thereto, are eligible for admission to the programme.
- The reservation and relaxation of SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/State Government, whichever is applicable.
- The admitted candidate shall be allotted method subject by the principal of the concerned college. The allotted methods should be in accordance with the subjects of the candidate offered at S.S.C/H.S.S.C/Graduate/Additional graduate level/post graduate level. For example Graduate from Information Technology, Environment Science, Computer Science and Agriculture may be allotted Science (Physics/Chemistry/Biology/Mathematics) and candidates from Social Work may be allotted Marathi/English/Economics methods.

4. ADMISSION PROCEDURE

- Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or in accordance with any other procedure as per the policy of the State Government/University.
- Fees of the B.Ed program will be collected annually for first year in the beginning of I semester (i.e. at the time of admission) and for II year in the beginning of III semester.

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5. **EXAMINATION**

- a. B.Ed. is a full time regular course for two academic years spread in 4 semesters.
B.Ed. students can answer in English or in Marathi or in Hindi medium. If the Student has not completed theory courses, practicum and school internship he/she will not be allowed to appear in the B.Ed. examination
- b. In the theory **First division with Distinction** would be awarded to those students who have secured **75% or more**, **First division** would be awarded to those students who have secured 60% to 74.94%, **Higher Second division** to those who have secured 55% to 59.94% and **Second division** to those getting a minimum of 50% to 54.94% in total and at least 50% marks in each theory course separately.
- c. In practicum **First division with Distinction** would be awarded to those students who have secured **75% or more**, **First division** to those students who have secured 60% to 74.94%, **Higher Second division** to those who have secured 55% to 59.94% and **Second division** to those getting a minimum of 50% to 54.94% in total and at least 50% marks in each theory course separately.
- d. The division in theory and practicum will be indicated separately towards the end of the fourth semester by aggregating the scores (credits) earned in the preceding three semesters and by adding the same to the scores of the fourth semester.
- e. In the first and second semester for the assessment of practicum the board of examiners will consist of two members - one member from within/or outside the university and second member from the concerned college in accordance with seniority through rotation and who will act as coordinator.
- f. In the third/fourth semester during internship assessment of teaching competencies/skills will be carried out by a board of examiners, consisting of three members one being an external member from University other than Rashtrasant Tukadoji Maharaj Nagpur University, one member from within the university but not from the same college where evaluation is conducted and third member from the concerned college in accordance with seniority through rotation and who will act as coordinator.
- g. The examiners for both theory and practicum of B.Ed. programme shall be appointed from a panel of examiners prepared by The Board of Studies in Education. In no circumstance the departure from this practice will be permitted.
- h. In case of inflated markings in theory and practicum reported, the competent authority of the university shall have the right to review the same with the help of experts duly appointed for the purpose.
- i. The marks of each semester examination for the B. Ed. Course (Theory and Sessional Work) will be converted into grades.
6. **Grading System:**

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The marks secured by a student from maximum 100 will be converted into a letter grade. The grade points are the numerical equivalent of letter grade assigned to a student in the 07 points scale as given below in Table 01,

Table 01

Range of Marks obtained out of 100 or Equivalent Fraction	Letter Grade	Grade Point	Description
90-100	A+	10	Outstanding
80-89	A	9	Excellent
70-79	B+	8	Very Good
60-69	B	7	Good
55-59	C+	6	Fair
50-54	C	5	Average
Less than 50	F	0	Dropped or Fail

7. Calculation of Semester Grade Point Average (SGPA):

- Performance in a semester will be expressed as Semester Grade Point Average (SGPA).
- Cumulative performance of all the semesters together will reflect performance in the whole programme and it will be known as Cumulative Grade Point Average (CGPA). Thus CGPA is the real indicators of a student's performance.

The formula for calculation of SGPA and CGPA is given below:

- The marks will be allotted in all examinations which will include college assessment marks and the total marks for each Theory / Practical shall be converted into Grades as per Table No.1
- SGPA shall be calculated based on Grade Points corresponding to percentage of marks as given in Table No. 01 and the Credits allotted to respective Theory / Practical shown in the scheme for respective semester.
- SGPA shall be computed for every semester as per formulae (1) and CGPA shall be computed only in IV semester.

$$SGPA = \frac{C_1 \times G_1 + C_2 \times G_2 + \dots + C_n \times G_n}{C_1 + C_2 + \dots + C_n} \quad (1)$$

Where:

C = Credit of individual Theory / Practical

G = Corresponding Grade Point obtained in the respective Theory / Practical.

n = Number of subject heads in a given semester



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04 The CGPA shall be calculated based on SGPA of I to IV semester taken together as per formulae (2)

$$CGPA = \frac{(SGPA)_1 \times (Cr)_1 + (SGPA)_2 \times (Cr)_2 + (SGPA)_3 \times (Cr)_3 + (SGPA)_4 \times (Cr)_4}{(Cr)_1 + (Cr)_2 + (Cr)_3 + (Cr)_4} \quad (2)$$

Where:

- (SGPA)₁ - SGPA of I Semester
(Cr)₁ - Total Credits for I Semester
(SGPA)₂ - SGPA of II Semester
(Cr)₂ - Total Credits for II Semester
(SGPA)₃ - SGPA of III Semester
(Cr)₃ - Total Credits for III Semester
(SGPA)₄ - SGPA of IV Semester
(Cr)₄ - Total Credits for IV Semester

SGPA = Semester Grade Point Average

CGPA = Cumulative Grade Point Average

- i. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.
- ii. CGPA equal to 8.25 and above shall be considered as equivalent to First Class with distinction and CGPA equal to 6.75 to less than 8.25 shall be considered as First Class and so on.... as mentioned in table 02
- iii. The cumulative grade point average will be calculated as the average of the SGPA of the four semesters as shown above.

8. STANDARD OF PASSING

- i. To pass the final examinations of First Semester, a student is required to pass separately in each of the theory and practical Courses. The student has to get at least 50% marks in each course and 50% marks in aggregate.
- ii. Promotion of the student from semester 1 to 2, 2 to 3, 3 to 4 shall be as per the provision of Ordinance No. 10 of university.
- iii. The student has to score 50% in each course and 50% in Aggregate to pass the exam of each semester.
- iv. The class of passing and grade obtained in examinations will be given by combining the marks obtained by the students in all the end semester final examinations (Semester I to IV) held by the university.
- v. No class will be awarded in the mark sheet of semester I to III examination; however, SGPA shall be calculated for the same.
- vi. CGPA will be calculated after clearing all the courses of semester I to IV and the grades/class shall be awarded on the basis of following table. In case of CGPA is less than 5.75 the candidate has to reappear in 4th semester examination in all the subjects.

The degree shall be awarded to the students on the basis of CGPA (Cumulative Grade Point Average) of the four semesters' performance in the exams as give in Table 2

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Table 02

CGPA	Division
8.25 or more	First Class with distinction
6.75 or more but less than 8.25	First Class
6.25 or more but less than 6.75	Higher second Class
5.75 or more but less than 6.25	Second Class
Less than 5.75	Dropped or Fail

Equivalent percentage calculation shall be based on the following formula:

$$\text{Equivalent \%} = (\text{CGPA} - 0.75) \times 10$$

9. Credits and Marks

- 01 Credit = 25 Marks
- 01 Credit = 15 Hours for theory course
- 01 Credit = 30 Hours for EPC / 45 Hours for Internship

For the supervision of teaching practices, community work and practical examination partial allowance and reimbursement of expenditure for travel etc will be allowed on the basis of the rates, approved by the Vice Chancellor for university department and Management authority designated for college as prescribed by the University.

For university department finance officer will provide the required amount to the Head of Department at least a week in advance for this provision in the departmental budget shall be made by the Head of the department every year.

Fees of the B.Ed program will be collected annually for first year in the beginning of I semester and for II year in the beginning of III semester.

10. The B.Ed. programme consisting of Theory Courses, Practicum and School Internship.

- a. Theory courses comprise perspective courses and courses in curriculum and pedagogy studies.
- b. In the practicum the focus is on engagement with the field. In the school internship the focus is on sustained engagement with learners and the school including engagement in continuous and comprehensive evaluation, school based innovative practices and community based interaction.
- c. There will be theory courses of 1350marks (54Credits) and Practicum comprising of EPC (Enhancing Professional Competencies) of 500marks (20Credits) and Internship I & II of 350 marks (14 Credits) spread over a period of two years in four semesters.
- d. If student leaves the course after passing semester 1 examination he/she shall be awarded 6 months Certificate in School Teaching (CST) whereas on leaving the course after passing semester 1 and semester 2 examination all subject he/she shall be awarded Diploma in School and Community Services (DSCS). If student leaves the course after passing semester 1, semester 2 and semester 3 examination in all subjects he/she shall be awarded Advance Diploma in School Pedagogy (ADSP) based on the concern teaching methods he or she opted.

The year wise and semester wise distribution of theory, practicum & internship programme with the weightage in terms of marks (credits) are indicated in the following plan.

The following is the outline of the courses and its layout Year / Semester wise.




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**First Year प्रथम वर्ष
First Semester प्रथम सेमेस्टर**

Course Code	Course Title : Theory	Marks	Credits
Core courses			
C101	Perspectives in Sociological and Philosophical bases of Education	100	4
C102	Perspectives in Psychology of Teaching, Learning and Development	100	4
C103	Knowledge and Curriculum	50	2
C 104	Educational Technology and its application	50	2
E105	Elective Course (any one of the following papers)	50	2
	A. Human Rights and Peace Education B. Women Education C. Population and Family life Education D. Any other course from SWAYAM of similar credits		
Total		350	14
Course Title : Practicum/Project			
EPC 1	Practice in core teaching skills a. Set Induction प्रवेश b. Explanation व्याख्यान c. Illustrating with examples उदाहरण देकर समझाना d. Questioning and probing प्रश्नोत्तर का प्रयोग करना e. Writing of behavioral objectives व्यवहारिक लक्ष्य लिखना f. Lesson planning & Unit planning पाठ्यक्रम का संशोधित करना g. Stimulus variation उत्प्रेरण - परिष्कार h. Reinforcement and feedback प्रशंसा का प्रयोग i. Use of teaching aids including Black board writing स्वच्छता सेटिंग सहित शिक्षण सहायक साधनों का प्रयोग j. Sketching and drawing चित्रण का प्रयोग करना k. Closure बंद करना (At least eight skills are compulsory) कम से कम आठ कौशल अनिवार्य होंगे	50	2
EPC 2	Reading and Reflection of any two of the texts of Indian Educators as opted by The University department/ College: a. Swami Vivekanand b. Mahatma Gandhi c. Anandibai d. Rabindra Nath Tagore e. Rashtrasant Tukadoji Maharaj f. Krishna Murti g. Mahan Moolan Malviya h. Acharya Narendra Dev i. Rajeshi Shahu Maharaj j. Gyaneshwar Maharaj k. Dr. B.R. Ambedkar l. Mahatma Jyotiba Phule m. Vinoba Bhave n. Vir Savarkar o. Gulab Maharaj p. Samarth Ramdas-Dashbodh	50	2
EPC 3	Drama and Art in Education	50	2
Total		150	6

Note:

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 210 hours and total credit for theory is 14 (For Theory 1 hour is assigned per week per credit)
- Total EPC is of 52 days (total minimum hours for EPC is 120 hours for 06 credits. (For practical 2 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of four Week (30 days) duration.
- Total Credit for Semester-I is 20. (Theory 14+EPC 06)

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Second Semester
द्वितीय सेमेस्टर

Course Code	Course Title : Theory	Marks	Credits
	Core courses		
C201	Environmental Education and Sustainable Development	50	2
C202	Assessment of Learning	100	4
C203	Action Research in Education	50	2
C204	Inclusive Education	50	2
C205	Gandhian Philosophy, Nai Talim and Community Engagement methodology	50	2
E206	Elective Paper (any one of the following papers)	50	2
A	Life Skill Education		
B	Historical Perspectives of Education		
C	Indian Knowledge System		
D	Any other course from SWAYAM of Similar credits		
	Total	350	14
Practical (EPC)	Course Title : Practising Project		
EPC 1	Personality development with emphasis on – Understanding the self; Communication skill including Language Use and improvement of speech.	50	2
EPC 2	Designing of assessment tools for achievement in school related subject and administration of psychological tests and experiments with a brief report there on.	50	2
EPC 3	Intelligent use of ICT and development of power point presentation, CAI or PLM module including improvisation of teaching aids and gadgets.	50	2
Internship (सहायक-1)	In the Internship for first year of 4 Weeks following activities/ assignments will have to be undertaken.		
	a. School Visit: Two days for every School; primary / upper primary and secondary and senior secondary level schools. (One Week)	25	1
	b. Observation: Observation of class room teaching, Classroom and School sites including library, lab and sports / extracurricular programmes within the school with preparation of school profile as an outcome. (One Week)	25	1
	c. Skill development through simulated and micro teaching sessions. (One Week)	25	1
	d. Improvising of teaching aids / exhibits / gadgets for use in school. (One Week)	25	1
	Total	250	10

Note:

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 180 hours and total credit for theory is 14 (For Theory 1 hour is assigned per week per credit)
- Total EPC and internship is of 52 days (total minimum hours for EPC is 120 hours) for 06 credits. (For EPC 2 hours are assigned per-week per credit.) Internship (total minimum hours for Internship is 120 hours) for 04 credits (For Internship 3 hours is assigned per-week per credit.)
- For Inter Semester Break (ISB) of four Week (30 days) duration.
- Total Credit for Semester-II is 24 (Theory 14 +EPC 06 +Internship 104)

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Second Year द्वितीय वर्ष
Third Semester तृतीय सेमेस्टर

Course Code	Course Title : Theory	Marks	Credits
	Core Courses		
C301	Pedagogy of School Subject - 1	100	4
C302	Pedagogy of School Subject - 2	100	4
C303	Physical Education	50	2
C304	Fine Arts Education	50	2
	Total	300	12
	Course Title : Practicum/Project		
EPC I	Nai Talim and Community Engagement Project	50	2
Internship प्र - II Praxis तद्विषय-II	In the Internship for second year of 16 weeks, following activities/ assignments will have to be undertaken.		
	<p>a. A. The B.Ed. trainee will be attached to primary/upper primary level schools for (Four Weeks), to secondary level schools for (Ten Weeks) and to senior secondary schools for (Two Weeks). The purpose of the internship programme is to integrate theoretical knowledge of courses in perspectives and pedagogy with engagement in various sites such as the school, the classroom, the community and the learner and thereby ensuring a holistic development of teaching competencies and skills needed for an effective teacher professional of 21st century global world.</p> <p>B. The activities undertaken during this programme of school attachment will comprise of</p> <p>a. Observing teaching sessions of school teachers. 25 1</p> <p>b. Teaching 40 lessons (Supervised by B.Ed. faculty). 50 2</p> <p>c. Participation in school chores such as prayers, assembly, organization of Co-Curricular activities. 25 1</p> <p>d. Library and lab management (in cases of trainees having to work with laboratories). 15 }-25 1</p> <p>e. Excursion, Study tours etc. as part of the school programme. 10</p> <p>f. Community interactions including teacher-parent meetings and visits to specific community centres. 15 }-25 1</p> <p>g. Final Lesson (One for each subject of minimum 35 minutes duration) 50 + 50 100 4</p>		
	Total	300	12

Note: (50 each) Final teaching lesson – two (one each method)

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 120 hours and total credit for theory is 12 (For Theory 1 hour is assigned per week per credit)
- Total EPC and internship is of 52 days (total minimum hours for EPC is 60 hours) for 02 credits. (For EPC 2 hours are assigned per week per credit.) Internship (total minimum hours for Internship is 300 hours and *360 Hours for Exam) for 10 credits (For Internship 3 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of four Week (30 days) duration.
- Total Credit for Semester-III is 24. (Theory 12 + EPC 02 + Internship 10)

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Pedagogy of School Subjects – Course Code 301 and 302

Pedagogy of two school subject have to be selected from the following groups one subject from each group to the condition that He/she must have studied the subject at secondary / higher secondary / graduation/ post graduation level:

दो-दो विषयों में से किसी दो विषयों का चयन करना है। एक वर्ग से एक ही विषय का चयन करना है तथा विद्यार्थीने वह विषय माध्यमिक / उच्च माध्यमिक स्तरांक / स्नातकोत्तर स्तर पर अध्ययन किया हो।

Group A Language	Group B Social science	Group C Science	Group D Science and Social Science	Group E other Subjects
1. Hindi teaching	1. History teaching	1. Physics teaching	1. Biology teaching	1. Home Science teaching
2. Marathi teaching	2. Economics teaching	2. Chemistry teaching	2. Mathematics teaching	2. Commerce teaching
3. Sanskrit teaching	--	--	3. Geography teaching	3. Music teaching
4. English teaching	--	--	--	4. Civics teaching
5. Pali teaching	--	--	--	--
6. Urdu teaching	--	--	--	--

**Fourth Semester
चतुर्थ सेमेस्टर**

Course Code	Course Title : Theory	Marks	Credits
C-401	Contemporary Indian Education	100	4
C402	Gender, School and Society	50	2
C403	School Management and Leadership	100	4
E404	Elective courses (Any one of the following -)	100	4
	A. Guidance and counselling in school B. Value education and moral ethics C. History of Indian Education. D. Any other course from SWAYAM of similar credits		
	Total Theory	350	14
	Course Title : Practicum/Project		
EPC-1	Classroom/School/Community- based research projects and implementation	50	2
EPC-2	Scouting and Guiding – Under the guidance of an authorized trainer with certification.	50	2
EPC-3	Yoga Education – Under the guidance of a formally trained yoga expert with certification from the concerned institution.	50	2
	Total	150	6

Note:

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 210 hours and total credit for theory is 14 (For Theory 1 hour is assigned per week per credit)
- Total EPC is of 52 days (total minimum hours for EPC is 120 hours) for 06 credits. (For EPC 4 hours are assigned per week per credit.)
- For Inter Semester Break (ISB) of four Week (30 days) duration.
- Total Credit for Semester-IV is 20.(Theory 14 +EPC 06)

11. Repealed: the Direction No. 42 of 2019 which is existing at present is hereby repealed with immediate effect.



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12. As soon as possible after the examination, the board of examination shall publish a list of successful examinee and the degree shall be awarded on the basis of First to Fourth semester taken together and Degree of Bachelor of Education to be awarded to the student.
13. I further direct that the aforesaid Direction shall come into force from the date of issuance and shall remain in force till the relevant Ordinance comes into force in accordance with the provisions of Maharashtra Public Universities Act, 2016 and the relevant provisions published by this Direction shall be repealed from the existing Directions.

Sd/

Dr. Subhash R. Choudhary
Vice-Chancellor,

Nagpur
Dated :

Sudaphal

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**PROGRAMME SPECIFIC OUTCOMES FOR
BACHELOR OF EDUCATION (B.ED.)**

On completion of the B.Ed. course, following core competencies will develop among the students:

PSO-1 Gain a grasp of major philosophical options available in the field of education and infuse them into contemporary educational discourse in the context of national concerns and issues of access and quality in education.

PSO-2 Develop an insight among students into modern theories of learning and development and also to develop creative solutions to day to day educational problems.

PSO-3 Describe the emerging nature of educational theories by making linkages between the theoretical understanding and practices and/or field experiences.

PSO-4 Initiate contemporary educational discourse in the context of national concerns and issues of access and quality in education.

PSO-5 Appreciate research that would help to enhance efficiency, effectiveness, quality and excellence in the system of school education.

PSO-6 Develop the ability to articulate thoughts and ideas effectively using oral and written communication, and to present information and explanations in a well-structured and logical manner.

PSO-7 Develop the ability to work and learn independently and in groups, identify appropriate resources required for a project.

PSO-8 Develop the scientific reasoning to identify and define the problem, generating alternative solutions, evaluating and selecting the best alternative and implementing the selected solution.

PSO-9 Motivate and empower students for undertaking research to theorize about education as also to develop creative solutions to day to day school problems.

PSO-10 Utilize appropriate technology and multimedia in education, use a range of resources including ICT to develop efficiency in teaching learning strategies.

PSO-11 Develop the Ability to work and learn independently and effectively. Investigate problems and find creative solution. Exploring solutions of non familiar problems.

PSO-12 Understand and appreciate various social, cultural and ideological perspectives on education in a multicultural and multilingual Indian society.

PSO-13 Develop values that are honoring diversity and ensuring inclusion by treating everybody with respect and dignity, showing sensitivity to gender, respect to cultural and religious differences.

PSO-14 Ability to influence motivates and enables others. Listen and understand the thoughts, ideas and concerns of others and communicate clearly.

PSO-15 Develops a positive attitude to learning and enhances understanding of the world around and improves our quality of life.



Kishorbai

Smt. Kishorbai

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B.Ed.
First Semester

Course C101 - Perspective in Sociological and Philosophical bases of Education
Credit-04

Marks 100

Learning Outcomes-

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

- Explain the educational implications underlying the thoughts of great thinkers.
- Analyze the concepts of education and teaching.
- Make a distinction among different schools of Educational Philosophy and their teaching implication.
- Analyze the role of different agencies for social change, different dimensions of social change and factors affecting social change.
- Discuss the role of education in economic development and the need of educational planning.
- Explain the role of education in national integration, international understanding, human values and human rights.

Unit-1-

- A. Education & Philosophy- Meaning, Relation, Different forms of education and new approach to philosophy; Branches of Philosophy- Metaphysics, Epistemology and Axiology and their Educational implications.
- B. Indian Philosophy and Education: Upanishadic Educational Philosophy; Importance, Nature and its relevance, Importance of Buddhist Educational Philosophy- Nature and Educational Implications.

Unit-2-

- A. Reflections on various schools of Educational Philosophy Idealism, Naturalism, Realism and Pragmatism in terms of Aims of education, curriculum, teaching methods and student-teacher relationship.
- B. Indian and Western Educational Philosophers- Arvind Ghosh, J. Krishnamurthy Mahatma Gandhi, Rousseau and John Dewey, Radhakrishnan, Rashtrasant Tukadoji Maharaj; Important implications for designing an effective educational system of Education.

Unit-3-

- A. Education and Contemporary Indian society: Education as a factor of social change, Role of family, school and community in social change, Social system and education, meaning of social system, functional and structural sub-systems, role of education in social system.
- B. National integration and international understanding- meaning, aim, role of education, Human rights: Meaning, Aim, Relevance and implications Development of democracy and role of education, Fundamental Rights and Fundamental Duties in the constitution and role of education in realization of these.

Unit-4-

- A. Educational planning and Economic development- Meaning of educational planning, Role of educational planning. The new planning policy in India ; Economic development; meaning, aims, role of education in economic development ; concept of education as human investment and educational implications.

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- B. Culture and Education- meaning, difference between civilization and culture, role of teaching in re-establishing culture. Value- meaning, Indian values and role of teacher in instilling Indian Values.

Transactional strategies

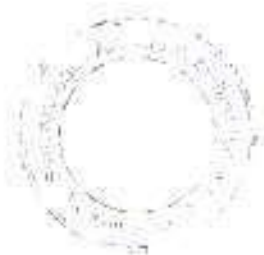
The course will be transacted through discussions based on cases, interactive lectures, group discussions, quizzes and at least four assignments on each of the four units.

Reference Books-

1. Chaube, S.P. & Chaube, Akalesh: Philosophical and Sociological Foundation of Education, Vinod Publication, Agra.
2. Pandey, K.P. : Perspectives in Social Foundations of Education. Vishwavidyalaya Prakashan, Varanasi.
3. Pandey, R.S. : Education in emerging Indian Society, Vinod Publication, Agra.
4. Sharma, R.N. : Philosophy and Sociology of Education, Surjeet Publication.
5. Vaidhyan, Joy : Reflections on the Philosophy of Education, N.C.E.R.T.
6. Maharaj, S. & Parasher, G. S. Sawarkar Sahitya Shaikshanik Tatwagyan, New bismah Kitabghar, New Delhi
7. Makade, S. & Parasher, G. S. Rashtrasant Tukadoji Maharajanche Shaikshanik mulya, Sandesh prakashan New Delhi
8. Bharme, A. & Parasher, G. S. Acharya Vinoba Bhave Shaikshanik Chintan New bismah Kitabghar, New Delhi
9. Kadi, S. & Parasher, G. S. Gulab Maharaj Yanche shaikshanik Tatwagyan New bismah Kitabghar, New Delhi
10. Barde, S. & Parasher, G. S. Bharat Ratna Dr. Baba Saheb Ambedkar shaikshanik chintan, New bismah Kitabghar, New Delhi
11. Lokare, S. & Parasher, G. S. Dasbodhache shaikshanik tatwagyan va Jeevan mulya, New bismah Kitabghar, New Delhi
12. Kazi, S. & Parasher G.S. Muslim Samaj mein Stri shiksha, Sandesh Prakashan, new Delhi

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Learning Outcomes-

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

1. Comprehend the meaning, scope and the relevance of Educational Psychology.
2. Explain and understand the intellectual, social and emotional changes that occur during different developmental stages.
3. Make a difference between various stages and levels of teaching.
4. Differentiate between the focus of concern in the different theories of learning.
5. Work out the implications of the concept of intelligence, its different theories.
6. Analyze the concepts of personality & adjustment.
7. Explain the different categories of mentally retarded children and their educational implications.

Unit-1-

- A. Psychology of teaching: meaning, scope, Indian & Western concept and its relevance from the point of view of teachers, Stages in teaching: Preactive, Interactive & Postactive, Levels in teaching: memory level, understanding level and reflective level.
- B. Psychology of development: meaning of development, difference between development & growth, characteristics related to cognitive, social and emotional development during childhood & adolescence and their educational implications.

Unit-2-

- A. Psychology of learning: meaning, factors affecting learning, transfer of learning: meaning, types and its educational implications, Motivation: meaning, various techniques for motivating the students.
- B. Theories of learning: Classical, Operant, Gestalt and Cognitive theory of Piaget and Bruner, Main features and their educational implications.

Unit-3-

- A. Psychology of intelligence: meaning, concept, theories of intelligence: cognitive, associative and intuitive, IQ, EQ and SQ: their implications for organizing teaching-learning processes. Use of intelligence tests and its limitations. Indian concept of intelligence.
- B. Psychology of Adjustment: meaning, process of adjustment, characteristics of a well-adjusted person. Stress: concept, Mental health, Defence mechanism and its educational implications for teacher & learner. Ensuring wellness life style: determinants of wellness and scales to measure wellness life style.

Unit-4-

- A. Psychology of personality: meaning, its Indian and Western conceptualizations: development of personality, measurement of personality.
- B. Psychology of exceptional children: creative, gifted, slow learner and mentally retarded children their characteristics and implications for providing education.

Practical work-

- A. Case study of an exceptional child and submission of a report thereon.
- B. Preparation of two write ups / presentation on any two recent developments in the field of psychology.
- C. Conduct of psychology Experiments

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Discussions based on case studies, observations of classroom and school related participation of specific cases, modular presentations, administration and use of psychological tests of intelligence, creativity, personality, adjustment and wellness life style scales, Interactive seminars and buzzsessions.

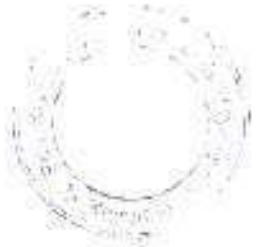
Reference Books-

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- Hurlock, E.C : Psychological development a life span approach, Tata Mc Graw Hill's, 5th edition 1983.
- Kunda, C.L. : Educational Psychology, Sterling Publication, 1983.
- Misra, K.S. : Emotional Intelligence: Concept Measurement and Research, Associate for Education Studies, Allahabad, 2007.
- Pandey, K.P. : Advanced Educational Psychology, Viswavidyalaya Prakashan 2007.
- Sharma, N. : Understanding Adolescence, NIT, India 2003.
- Urade, K, Parasher G.S. & Choulhan J.G. : Bioelectro Magnetic of Human Behaviour, Kitabi Dunia, New Delhi
- Vaishnav, R & Mehta, R. : Academic anxiety and parental Aspiration in Adolescents IAP Lambert Academic Publishing Deutschland, Germany 2013
- Vaishnav, R & Khare, K. : Kishor Awastha me Akramakta Parivar Evam Vidyalay ki Bhannika, Sandesh Prakashan New Delhi
- Vaishnav, R & Khebragade, S. : Bal Gunhegan (Jvenile delinquency) Sandesh Prakashan, New Delhi
- Vaishnav, R & Shrivastar, A : Juvenile Diabetes and Cognitive performance of Students, Lambert Academic Publishing Deutschland, Germany 2013
- Vaishnav, R & Jagtap, A : Shikshank Sampadnala Prbhavit karnare Ghatak, Sandesh Prakashan New Delhi
- Dandapani, S. (2001). *A textbook of Advanced Educational Psychology*. New Delhi: Anmol Publications.
- Dandekar W. N., (1981), *Psychological Foundations of Education*, Ed.2, MacMillan Company, Delhi.
- Dandekar, W. N., (1970), *Fundamentals of Experimental Psychology*, 3rd ed. Moghe Prakashan, Kollhapur.
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- Gage, N.L. & Hecline, D.C., (1975), *Educational Psychology*, Rand N.C. Nally College, Chicago.

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- Kuppiswamy, Advance Educational Psychology.
- Mangal S.K. Advanced Educational Psychology -Prentice Hall of India Pvt.Ltd., New Delhi -1999.
- Mathur S.S.(1975), Educational Psychology, Agra: Vinod Pustak Mandir.
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- Travers, John F., (1970), Fundamentals of Educational Psychology, Pennsylvania, International Text-book Co.
- अष्टके, रा. रा. वासुदे, भा. ऋ. (१९७३), शैक्षणिक मानसशास्त्र श्री विद्या प्रकाशन पुणे.
- मुलकर्णी, के. व्ही. (१९७७), शैक्षणिक मानसशास्त्र श्री विद्या प्रकाशन, पुणे.
- उपाध्याय, जी. पा. (१९७४) प्रगत शैक्षणिक मानसशास्त्र श्री. विद्या प्रकाशन पुणे.
- गोमटे श्री. व. शैक्षणिक मानसशास्त्र, श्री. विद्या प्रकाशन पुणे.
- शंकर, वा. ना. (१९७०). प्रायोगिक व शैक्षणिक मानसशास्त्र, मेघे प्रकाशन, कोल्हापूर.
- पारसणीस, न.रा. (१९९७). प्रगत शैक्षणिक मानसशास्त्र, नूतन प्रकाशन, पुणे.

Trudaphel

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Learning Outcomes-

After taking this course, the student will be able to:

- Explain and understand the epistemological basis of education.
- Analyse the basis of 'knowledge' and 'information' processing contexts in teaching and learning.
- Differentiate between content and process in educational contexts.
- Plan instructional designs keeping in view the various levels of knowledge.

Unit-1- Epistemological Concerns

- A. Knowledge and Information: Meaning and difference between knowledge and information and their implications for teaching and learning in schools.
- B. Process of knowledge creation: Western and Indian views- Inter disciplinary perspectives.

Unit-2- Approaches and Designs of Curriculum development

- A. Relating curriculum to knowledge development: various approaches to curriculum design -behaviorist, cognitivist and constructivist perspectives.
- B. Developing a curriculum for a specific stage/ structure and constraints in developing a structure.

Unit-3- Curriculum transaction

- A. Maxims and Principles of Teaching, Direct and Indirect curriculum transactional strategies, difference between the two, Focus on a few-selected strategies such as interactive discussions, team teaching, inquiry training, experiential learning and brain storming etc.
- B. Determinants of effective curriculum transaction.
 - The teacher
 - The learner
 - The school
 - The community

Unit-4- Curriculum for catering Learner Diversity

- A. Learner need- diversity in terms of sociological perspectives: Addressing the diversities in a school-related site.
- B. Issues of congruence between need of learners and the content & process: stressed through the curriculum.

Transactional strategies

The course will be transacted with the help of multiple pedagogic procedures such as :

- Interactive discussions including group discussions.
- Brainstorming sessions
- School visit based reflective discussions
- Projects – individual & group based.

Reference Books-

- Botic, Gary D. Effective teaching methods Research Based Practice: Pearson 7th edition, 2012
- Allin, Ornstein C. Teaching: Theory into Practice: Allyn & Bacon, 1995.
- Pandey, K.P. :Shiksha Bywaha ki Technology : Vishwavidyalaya Prakashan, 2010 .
- Kumar, K. :What is worth Teaching? (3rd edition) orient Blackswan (2004)

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- Holt, J.: How children fail (Rev.ed.) Penguin, 1964.
- Vaishnav R. and Parshet G.S. :computer aided instructional design in education, Kitabi Dunya, New Delhi (2010)
- Vaishnav, R. : Learner Controlled Instruction, Lambert Academic Publishing Deutschland, Germany 2013

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Learning Outcomes-

After taking this course, the student will be able to

1. Describe the concept of Educational Technology and its linkage with modern technological devices.
2. Plan and organize T-L systems effectively with Educational Technology Support.
3. Adapt the Educational Technology approach for optimizing learning outcomes.
4. Design and conduct teaching lessons based on different models of teaching.
5. Develop modules based on computer assisted teaching.

Unit-1-

- A. Educational Technology: Concept and Development, Hardware, Software and system approach, role of media in instruction, ICT (Information and Communication Technology) and its application for learning outcomes.
- B. Behaviorist and Constructivist perspectives for development and design of ET.

Unit-2-

- A. Basic teaching model and Models of teaching - Concept, Features, Families and implications for classroom, Advance Organizer Model, Concept Attainment Model, Inquiry Framing Model, Jurisprudential Inquiry Model
- B. Behaviour modification techniques: Simulation, micro teaching and sensitivity training

Unit-3-

- A. Communication: Components of a communication process in teaching, effective communication in the classroom, Instructional communication: communication models.
- B. Planning, organizing, monitoring and controlling in T-L systems, Instructional objective, Designing of Instructional media : Developing unit plans, lessonplans and exercises to optimise learning outcomes.

Unit-4-

- A. ET Approach: Programmed Instructional Approach, Personalised systems of Instruction, Use of Televised teaching and learning.
- B. Use of Computer in teaching: computer assisted teaching and learning, computer literacy and computer programming, developing modules for computer-aided learning, Word processing, internet accessing and use of Edu-sat, Virtual classroom, e-learning, New developments in computer-assisted learning and teaching.

Transactional strategies

The course will be transacted with the help of diverse strategies/methods such as : modular presentations, power-point presentations involving intelligent use of ICT, programmed instructional material and projects prescribed individually and in groups.

Reference Books-

- Bhartiagar, R.P : Educational Technology and Management, Jaya Publication, Meerut.
- Chauhan, S.S. : Innovations in Teaching-Learning Process.
- Pandey, K.P. : Modern Concepts of Teaching Behaviour, Vishwavidyalaya Prakashan, Varanasi.
- Vaishnav, R. & Parashar G.S. : Computer Aided Instructional Design in Education, Kitabji
- Duniya New Delhi (2010)
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- Sharma, R.A. : Technological Foundation of Education, R Lal Publication, Meerut

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- Varma, M. : Educational Technology, Neel Kant Publication, New Delhi.
- MIBED : National Policy on Information & Communication technology in school Education GOI (2012).
- येदेंकर शेरराम . (२००६), शैक्षणिक तंत्रविज्ञान व मूल्यांकनाची मुलाखते, विद्या प्रकाशन, नागपूर

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Course E105 - A - Human Rights and Peace Education

Credit-02

Marks -50

Learning Outcomes:

After completion of the course the student will be able to:

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

Unit-1 Human Rights

A Human Rights – concept, meaning and definition

Human Right Education – meaning, significance, need of Human Right Education,
pedagogy for Human Right Education,

Human Rights Act, 1993,

Human Rights Commission- National and State level

B Child Rights - Concept, Need and Importance of Child Rights

Commission for Protection of Child Rights Act 2005

Protection of Children from Sexual Offences Act 2012

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

A Rights of women and children in the context of Social status from International and National perspective,

Human Rights of Aged and Disabled, The Minorities and Human Rights

B Status of SC/ST and Other Indigenous People in the Indian Scenario

Human rights of economically disadvantaged

Understanding social justice in local context, its implications for beliefs, attitudes, and values and school / social practices and conflict resolution at all levels

Unit 3 Understanding peace as a dynamic social reality

A Awareness of relevance of peace, Concept, need & approaches to peace education

Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life

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

Unit - 4 Education for peace

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

Rethinking authority relations from democratic perspective. Promoting dialoguing and developing capabilities for decision-making ,

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

Compassion, love and caring, mindfulness in all transaction of avoid hurt, humiliation,

Degrading over academic , personal , social and culture matters. On-evaluative orientation empathetic founding academic and discipline problems

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Practical:

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

References

- Aurora, G. L. 1995: *Child Centred Education—For Learning Without Burden*. Gurugram: Krishna Publishing Co.
- Bauer, J.R. and Daniel A. Bell. 1999. *East Asian Challenges For Human Rights*. Cambridge, MA: Cambridge University Press.
- Dev, Arjun et al. 1996. *Human Rights—A Source Book*. New Delhi: NCERT
- Educational Innovation and Information (EIE). 1999.
- *A Curricular Framework for Peace Education*. Geneva: IBE.
- *Encyclopedia of Human Rights*. 1992. London: Taylor and Francis Inc.
- Joshi, M. Rama. 1997. *Human Rights and Indian Values*. New Delhi: NCTE.
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- National Council for Teacher Education (NCTE). 1999. *Human Rights and Indian Values*. Vols. I and II, Self Learning Module. New Delhi: NCTE.
- National Council of Educational Research and Training. 1988. *National Curriculum for Elementary and Secondary Education: A Framework*. New Delhi: NCERT.
- Saxena, K.P.C. (ed.). 1994. *Human Rights—Perspective and Challenges*. New Delhi: Lancer Books.
- Subramanian, S. 1999. *Human Rights: International Challenges*. *National Curriculum Framework For School Education—A Discussion Document* Vol. I. New Delhi: NCERT
- UNESCO: (1994) UNESCO's culture of peace programme (Leaflet).

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Learning Outcomes:

After completion of the course the student will be able to:

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

UNIT: 1 Introduction to Women Education

- A. Women Education- Need, importance, objectives
- B. Causes, advantages of women education, Problem related to Women Education.

UNIT: 2 History of Women Education

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

UNIT: 3 Contribution of thinkers for women education

1. Raja Ram Mohan Roy
2. Maharshi Dhondo Keshav Karve
3. Tarabai Shinde
4. Mahatma Phule
5. Savitribai Phale
6. Dr. Babasaheb Ambedkar

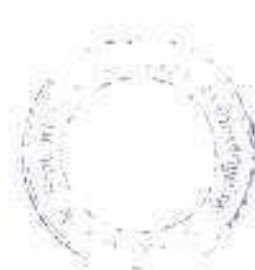
UNIT: 4 Provisions for Women Education

- A. Constitutional Provisions and Government Strategies-Article - 14, 15 (3), 39 (9) -42
Government Planning-National Plan Action, N.P.E., NHP 1983, NCW 1990, Various educational commissions on women education
- B. Programmes for the betterment of women education, Current issues in women education and women empowerment,

Practical

1. Analysis of any one programme for the betterment of women education.
2. Collect the information about constitutional provisions regarding women education.
3. Contribution of any one thinker for women education(excluding the thinkers given in Unit-3)
4. Conduct any one of the following activities and prepare a report for the same.
 - a. Role Play
 - b. Group Discussion
 - c. Poster Preparation
 - d. Conducting street play

Mode of Transaction



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- Lecture
- Seminar
- Group Discussion
- Panel Discussion

References

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

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Course: E105 - C - Population and Family life Education

Credit-02

Marks -50

Learning Outcomes:

After completion of the course the student will be able to:

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

UNIT 1. Population Education-World and Indian Population

- A. Concept, Objectives, need, importance and scope of population education, Scope, Characteristics of World population
B. Scope, Structure, Characteristics of Indian population, Population instability in India.

UNIT 2. Problems of Population

- A. Problems of Population: Social, Economic, Educational, Urbanization, Environmental Problems, Effects on natural resources, health and standard of living.
B. Population Control:
a) Planning and Remedies
b) HRD and qualities of population in India.

UNIT 3. Family Life education and Areas

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

UNIT 4. Human Sexuality

- A. Concept of sexual health, Sexually Transmitted Diseases, HIV/AIDS, cause and implications to individuals and families.
B. Significance and objectives and content of sexual education for various age groups and target groups, Review of Government and NGO initiatives in sexuality education.

Practical

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

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First Semester
Practicum (EPC)

IS-EPC 1 Practice in core teaching skills –

Learning outcomes

After taking this course, the student will be able to:

- Orient themselves in Theoretical aspects of Microteaching, Teaching Skills, and Integration of Teaching Skills.
- Develop competency among students teacher in Teaching Skills, Integration of Teaching Skills.
- Help student teacher in transferring the learnt skills in real classroom situation.

IS-EPC 1 Practice in core teaching skills –

- a. Set Induction
- b. Explanation
- c. Illustrating with examples
- d. Questioning and probing
- e. Writing of behavioural objectives
- f. Lesson planning & Unit planning
- g. Stimulus variation
- h. Reinforcement and feedback
- i. Use of teaching aids including Black board writing
- j. Sketching and drawing
- k. Closure

(At least eight skills are compulsory) Practice of prescribed Microteaching Skills (3 Lessons per Skill)

IS-EPC 2 Reading and Reflection of any two of the texts of Indian Educators as opted by The University department/ College.

Learning outcomes

After taking this course, the student will be able to:

- Empower in effective reading of a text with appropriate voice modulations, stress and speed.
- Read a narrative, poetic, prosaic, interactive, satirical, autobiographical text suitably, meaningfully and effectively.
- Develop interest for reading, listening, reflecting and sharing the meaning of the text.
- Develop capacity to analyze and summarize the ideas expressed in the text.
- Identify the assumptions underlying the text.
- Empower to grasp the import of the text, evaluate its contents and have their own views on the text.
- Gain confidence by overcoming the blush and nervousness associated with public speaking.
- Develop joy of reading good poetical, satirical, biopic, reflective and other kinds of text.
- Cultivate the habit of reading original works of great exponents of various disciplines.

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- a. Swami Vivekanand
- b. Mahatma Gandhi
- c. Aurobindo
- d. Rabindra Nath Tagore.
- e. Rashtrasant Tukadoji Maharaj
- f. Krishna Murti
- g. Madan Mohan Malviya
- h. Acharya Narendra Dev
- i. Rajrishi Shahu Maharaj
- j. Gyaneshwar Maharaj
- k. Dr B.R. Ambedkar
- l. Mahatma Jyotiba Phule
- m. Vinoba Bhave
- n. Vir Savarkar
- o. Gulab Maharaj
- p. Dadasaheb

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IS -EPC 3 : Drama and Art in Education

Background:

Transformational education involves reflection, introspection and action, with a deep relationship between the head, heart and hand. The National curricular Framework 2005(NCF) reminds us that the school curriculum must integrate various domains of knowledge, so that the curriculum encompasses all, and is not separated from the co-curricular or extra-curricular. This has significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities.

Learning is enhanced through drama in education (John, Yogin and Chawla 2007) which helps learners to extend their awareness through multiple perspectives to look at reality through fantasy and to predict everyday situations in order to cope with unpredictable unsettling experiences.

The course on drama and art in education also helps in understanding the self and as a form of self-expression for enhancing creativity. The components of fine art aim to develop aesthetic sensibilities in students-teachers and learn the use of art in teaching learning. (Prasad,1998).

Learning Outcomes--

After taking this course, the student will be able to:

- Oriented themselves towards basic concept of Music, Drama, Fine Arts, Dance and other literary activities such as Elocution, Debate, Quiz etc.
- Develop understanding of local art forms, Music, Plays.
- Develop ability to organize various programs of music, drama and other literary activities like Quiz, Essay Writing, and Debate.
- Enhance the aesthetic sense by means of these activities.
- Appreciate performance done by others and give proper feedback.
- Discuss the need of Music, Drama and other creative, co-scholastic activities in individual and social life.

Orientation Sessions:

Unit-I:

- Introduction, Meaning, Objectives and Significance of Music, Drama and other Creative, Co-scholastic Activities for an Individual.
- Importance of Music in Life, Types and Styles of Indian Music.
- Voice training, ear-training, correct posture of singing.
- Role of Drama as a form of self-expression.

Unit-II:

- Introduction of Fine Arts, its Types.
- Introduction of Dance (Indian Classical and Folk).
- Identifying interests of students through auditions, Dance-Step test and acting ability test.

Adopted



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Unit-III:

- Introduction of Literary Activities
- Its types & styles

Activities

1. Musical Activities:
 - Solo singing (Indian & western)
 - Group singing (Indian & western)
2. Fine Arts:
 - Sketching
 - On the spot painting
 - Photography
 - Rangoli
 - Mehendi
 - Poster making
3. Dance:
 - Solo Dance (Indian dance forms)
 - Group Dance (folk and tribal dances)
 - Creative Dance
 - Choreography
4. Literary Activities: (Hindi/ English and Sanskrit)
 - Essay writing
 - Poetry
 - Elocution
 - Debate
 - Quiz
5. Theatre:
 - One Act Play
 - Expressions
 - Mime
 - Mimicry
 - Skit

Note: Students are expected to choose **two** from the above mentioned **5** groups of activities.

Evaluation:

The students will be evaluated on the basis of

1. Planning and execution of at least two from the 5 groups of activities.
2. Report writing: Write a report to describe the two activities you have chosen in not less than 1000 words.

Transactional strategies:

The entire course will be transacted in **workshop mode**. 10 hours will be devoted to sessions for conceptual orientation through discussion and demonstration. Remaining 50 hours will be devoted to Practice Sessions based on the performance and aptitude of the students involving performances, Attending Musical Programs / Plays / Dance Programs / musical record listening sessions etc.

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