

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



S. Jagtap
Principal
Smt. Kishoribai Bhoyar
Adhyapak Mahavidyalaya
Kamptee.

Sadaphal
Athor 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 The earlier notification (Recognition, Norms and Procedure) Regulation, 2009 (NCTE) has been repealed.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 CBS 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.
- j. **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 formulae 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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84. The CGPA shall be calculated based on SGPA of I to IV semester taken together as per formulae (2)

$$CGPA = \frac{(SGPA)_i \times (Cr)_i + (SGPA)_u \times (Cr)_u + (SGPA)_m \times (Cr)_m + (SGPA)_{iv} \times (Cr)_{iv}}{(Cr)_i + (Cr)_u + (Cr)_m + (Cr)_{iv}} \quad (2)$$

Where:

- (SGPA) _i = SGPA of I Semester
(Cr) _i = Total Credits for I Semester
(SGPA) _u = SGPA of II Semester
(Cr) _u = Total Credits for II Semester
(SGPA) _m = SGPA of III Semester
(Cr) _m = Total Credits for III Semester
(SGPA) _{iv} = SGPA of IV Semester
(Cr) _{iv} = Total Credits for IV Semester

SGPA = Semester Grade Point Average
CGPA = Cumulative Grade Point Average

- The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.
- 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
- 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

- 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.
- 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.
- The student has to score 50% in each course and 50% in Aggregate to pass the exam of each semester.
- 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.
- No class will be awarded in the mark sheet of semester I to III examination; however, SGPA shall be calculated for the same.
- 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
	Care 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 समस्या b. Explanation व्याख्या c. Illustrating with examples परिभाषण उदाहरण प्रयोग d. Questioning and probing प्रश्नोत्तर एवं चोखनी प्रश्न e. Writing of behavioral objectives व्यवहारिक उद्देश्य लेखन f. Lesson planning & Unit planning प्रबंधन एवं अधिष्ठाता योजना लेखन g. Stimulus variation उत्तरदायक - परिवर्तन h. Reinforcement and feedback प्रतिक्रिया एवं प्रोत्साहन i. Use of teaching aids including Black board writing शैक्षणिक साधन सहित काला बोर्ड लिखने का प्रयोग j. Sketching and drawing रेखांकन एवं चित्र चित्रण k. Closure समाप्ति (At least eight skills are compulsory) कम से कम आठ कौशल अनिवार्य	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 d. Mahatma Gandhi e. Aurobindo d. Rabindra Nath Tagore f. Krishna Murti g. Madan Mohan Malviya h. Acharya Narendra Dev i. Rajprishi Shahu Maharaj j. Gyaneshwar Maharaj k. Dr. B.R. Ambedkar l. Mahatma Jyotiba Phule m. Vinoba Bhave n. Vir Sawarkar o. Gulab Maharaj p. Samarth Ramdas-Dastbodh	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
Practicum (EPC)	Course Title : Practicum/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 (प्रशिक्षण)	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 150 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	Nat Talim and Community Engagement Project	50	2
Internship - 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</p> <p>e. Excursion, Study tours etc. as part of the school programme. 10 } 25 1</p> <p>f. Community interactions including teacher-parent meetings and visits to specific community centres. 15</p> <p>g. Final Lesson (One for each subject of minimum 35 minutes duration) 50 x 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;

विभाषित दो समूहों में से दो-दो दो विषयों का चयन करना है। एक समूह से एक-एक विषय का चयन करना है। इस विनियमन अंत विषय मानसिक / उच्च माध्यमिक स्नातक / स्नातकोत्तर स्तर पर अध्ययन किया जा

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. Choudhury
Vice-Chancellor,

Nagpur
Dated :

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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 initiate 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-structures 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.



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B.Ed,
Second Semester
Course C201 - Environmental Education and Sustainable Development
Credit-02 **Marks 50**

Learning Outcomes:

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

1. Understand concepts concerning various aspects of the Education for sustainable development.
2. Know the meaning of Environment, its different dimensions, pollution and the role of teacher in its prevention.
3. Understand the importance of Environment in traditional Indian society.
4. Understand the aim of Environmental education, its importance, factors affecting it and the expectations of teacher training institutes related to Environmental education.
5. Use different strategies to make the Environmental education effective.
6. Identify the role of teachers in solving the problems related to Environmental education.
7. To assess the role of Indian values in Environmental management and education.

Unit-1

- A. Environmental pollution: meaning and kinds, Environmental education: meaning, Factors influencing environmental education, Different resources and methods of Environmental education, Environmental degradation.
- B. Role of Teacher and Teachers training institutions in development of environmental Education awareness. Role of mass communication in propagation of environmental education.

Unit-2

- A. Meaning of Sustainable development, Economic growth and sustainable consumption. Role of individual in conservation of natural resources: water, energy and food.
- B. Traditional knowledge and biodiversity conservation, Deforestation in the context of tribal life, Sustainable use of forest produces, Sustainable agriculture by Biological control, Environmental conservation in the globalized world.

Unit-3

- A. Strategies for making the environmental education effective— lecture, discussion, project, simulation & simulation; games, problem solving, enquiry & field work and their uses and limitations.
- B. environmental education programmes: Evaluation and conduction. Role of action research in solving Environmental problems during the programmes.

Unit-4

- A. Environmental management and community: meaning of environmental management, effects and evaluation
- B. Role of Indian values in environmental education.

Practical work-

1. Collection of Statements and ideas related to Environment and its Conservation from Indian literature.
 2. Construction of Project based on Environmental Education/ Pollution Control.
- Transactional strategies-**

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The course will be transacted through interactive lecture, discussions, problem solving enquiry and field work for making the environmental education effective.

Reference Books-

Chitrahiani, T.K. : Environmental Education, Authors Press, Delhi.

Goyal, M.K. : Essential Environment, RSA International, Agra.

Nagi, G.K. : et al. Noise Pollution, Common Wealth Publisher, New Delhi, 1999.

Pandey, G.N. : Environment Management Vikas Publishing House Pvt, 1997.

Raj, Shafiqi : Teaching of Environmental Education, I.V.Y Publication, New Delhi.

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Reference Books-

- Anastasi, A. : Psychological Testing, The Mc Millan Company, New York.
- Asthana, Bipin: Measurement and Evaluation in Psychology and Education, Vinod
- Pastak Maudr, Agni.
- Bloom, B.S. : Taxonomy of Educational objectives, Hand Book I : Cognitive domain, David McKay Company, New York.
- Ebel, R.L. : Measuring Educational Achievement, Englewood cliffs, N.J. : Prentice Hall Inc.
- Freeman, F.S. - Theory and Practice of Psychological Testing, New York : Holt Rinehart and Winston.
- Garrett, H.E. : Statistics in Psychology and Education, Bombay: Vakils, Fesser and Simons Pvt. Ltd.
- Gronlund, N.E. : Measurement & Evaluation in Teaching, The Mc Millan Company, New York.
- Guilford, J.P. : Psychometric Methods, New York, Mc Graw Hill.
- Pandey, K.P. : Shaikshik Mapan tatha mulyankan : Vishwavidyalaya Prakashan, Varanasi (2007)
- Harper, Edwin, A. & Harper Erika S.: Preparing objective examinations: A handbook for teachers, students and examiners : Prentice hall of India, PVT. Limited, New Delhi (1992)
- Thorndike, F.L. & Hager, J.P. : Measurement & Evaluation in Psychology and Education, John Wiley and Sons, Inc. New York.
- Vaishnav R. Continuous And Comprehensive Evaluation System in the Schools of Nagpur City (Research Monograph), Sandesh Prakashan New Delhi, 2014
- डॉ. के.के. शेंकराव . (२००६), शैक्षणिक तंत्रवैज्ञान व मूल्यांकनाची भुक्तान्ते, विद्या प्रकाशन, नागपूर

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Learning outcomes

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

1. Explain the meaning and importance of action research with reference to Indian schools.
2. Use various steps involved in action research in a school.
3. Design and implement school based action research project.
4. Use Action research strategy for improving school practices.

- Unit-1-** Meaning of fundamental, applied and action research, difference between traditional(fundamental and applied) research and action research.
- Unit-2-** Action research for improving class room and school based programmes : Illustrative example in specific areas for use of action research interventions in teaching, learning, co-scholastic areas and organizational climate of a school.
- Unit-3-** Procedure of designing action research: Selection of problem, Formulation of action hypotheses and developing a suitable design for testing of such hypotheses, Evaluation of action research and their use.
- Unit-4-** Developing school based projects for action research; Format of a project and its implementation, Determining intervention based effects in terms of pre-post comparison: Precautions needed, Formulating an action research based report for the benefit of other practitioners.

Transactional strategies -

The course will be transacted in a projected mode. Each student teacher will be required to develop a short action research project individually and in groups under the guidance of faculty members of the concerned teacher education department. The projects may be based on school/classroom/community related problems in the areas of teaching/learning/evaluation and environmental management.

Reference Books-

- Best, John W. : Research in Education, Prentice Hall, Inc.
- Corey, Stephen M. : Action Research to Improve School Practices, Bureau of Publication, Teachers College, Columbia University, New York.
- Kerlinger, Fred N. : Foundation of Behavioural Research, Surjeet Publication, 7 K, Kolhapur Road Kamala Nagar, Delhi.
- Pandey, K.P. & Anita : Shiksha me Kriyatmak Anushandhan, Vinod Pustak Mandir, Agra.
- Pandey, K.P. : Fundamentals of Educational Research, Vishwavidyalaya Prakashan, Varanasi.
- Tuckman, Bruce W. : Conducting Educational Research, Harcourt Bruce Jovanovich, Inc.
- Pandey, K.P. & Anita : Action Research for teachers: Capacity Building Project: Sponsored by World Bank (L.P)

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Learning outcomes

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

1. Analyse the negative effects of the practices of exclusion.
2. Practice the values of inclusive education.
3. Organize the various practices and programmes at the school level to suit the requirements of inclusive education.
4. Promote a culture of inclusive education in the classroom interactions.

Unit-1- Inclusive education

- A. Meaning, Concept and need of inclusive education in the present context.
- B. Identifying the policies & practices which hinder inclusive approach.

Unit-2- Domains of Inclusive education

- A. Social, Economic and Gender discrimination.
- B. Ability and Disability domain based Educational practices and discrimination.

Unit-3- Instruments of Inclusive Education

- A. Policies and programmes at school level to promote inclusion and prevent exclusion.
- B. Curriculum and teaching strategies to create an inclusive school.

Unit-4- Evaluation practices related to Inclusive Education

- A. Areas of evaluation and assessment policies which hinder inclusive education.
- B. Evolving a framework of policies for management of education at school level from the perspectives of inclusiveness in areas such as physical/mental/social handicaps and educational disabilities.

Transactional strategies –

- Using Case methods to highlight the events of exclusion.
- Discussions on causes of exclusion and measures to mitigate their effect.
- Brainstorming sessions on promoting a culture of inclusive practices at school level.
- Reflective readings on excerpts from documents such as that of UNESCO.

Reference Books-

- Ladsen, Billings, G. - Towards a theory of culturally relevant pedagogy - American Educational Research Journal (1995).
- UNESCO : Policy guidelines on inclusion in education (2009)
- Parekh, B.C. : Rethinking multiculturalism; Cultural Diversity & political theory; Palgrave (2000)
- Vaishnav, R. & Bhojar, M.: Urban Deprived Children under Sarva Shiksha Abhiyan - A research Monograph, Sandesh Prakashan, New Delhi 2013
- Vaishnav, R. & Patil, P. : Apang Samaveshit Shikshan ani Sarva Shiksha Abhiyan, Sandesh Prakashan, New Delhi 2015
- Vaishnav, R. & Bhojade, K. Teaching Strategies for Attention Deficit Hyper Activity Disorder, Scholas Press, Germany 2014



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- Govinda, R. : Who Goes to School? Exploring exclusion in Indian Education, Oxford University Press (2011).
- Vaishnav, R. & Gawalpanchi, R. Teaching Strategies for Mathematical Learning Disability, Scholas Press, Germany 2015
- Rana, B. & Parasher G.S. : Effect of Inclusive education on children with special needs-A study, Jolly Reprographics, New Delhi 2009
- Vaishnav, R. & Bhagat, V. : Learning of Written Language and Hearing Impairment, LAP Lambert Academic Publishing Deutschland, Germany 2013
- Patlak, A. : Social Implications of schooling: knowledge, pedagogy and consciousness. Aakar Books (2013)
- Nambissan, G.B. : Exclusion and discrimination in schools, Indian Institute of Dalit Studies & UNICEF (2009)

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C205-Gandhian philosophy, Nai Talim and Community Engagement Methodology

Credit -02

Marks: 50

Background

There is an attempt to skill young people all across the nation. It is realized that the work execution skills and manual skills are found wanting in the younger generations. The teachers increasingly work in rural or urban schools need to be groomed to handle the expectations of the communities which send their wards to the schools. Hence curriculum inputs designed to equip trainee teachers or students of teacher education programs to engage with the rural communities' to involve in physical work and transaction of curriculum covering aspects of physical work forms an important input in teacher education curriculum. This compulsory course will bridge the gap between the expectations and actual practices of teachers in rural or urban. It is felt important, in the context of National Curricular Framework for Teacher Education 2009 as well as National Curriculum Framework 2005, focusing on construction of knowledge, there is a need to integrate the two important aspects viz., living and learning.

The local community engagement of perspective teacher is essential as the students of teacher education are to be equipped with required skills to engage meaningfully for learning skills required for professionalization of teacher education and make it locally relevant. This process will help them to develop empathy and compassion leading to commitment to local community life. Hence, this course would make the B Ed education contextual and effective within the local community setting with due consideration for social and economic relationships. The teachers transacting the curriculum need to contextualize the subject matter and empathize with the learning context of students in their local community.

Learning Outcomes:

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

1. Describe the social, economic, political and cultural framework of the local education needs
2. Address the challenges with suitable responses for the identified local education issues
3. Engage in the capacity building for management of the school-local community education which helps teachers to train the students to get involved in local occupations, trades, professions.
4. Use dialogue method of community engagement.
5. Reconstruct and devise suitable pedagogy as per the local requirement and Promotes reflective practices.
6. Extends gender & social equity in occupations without any stereotyping.
7. Helps in revamping the curriculum with indigenous methods for self-reliance.

Unit-I: Gandhian Philosophy, Nai Talim as engaged learning and its relevance, Community Engagement Methodology.

- A. Gandhiji's ideas on Education Basic tenets of Nai Talim, Contemporary relevance of Nai Talim, Work Education, Experiential Learning and community engagement vis-a-vis National Curriculum Framework(NCF 2005),NCFTE 2010 and RTE 2009.



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B. Theory of Community Engagement; School, Family and Community Partnership, Government Programs for Education Development Literacy, Gender and Generations in Learning.

Unit-II: Model Village: Best practices in Community Engagement, Methods and Strategies

- A. Rational of Community Engagement
Community Engagement-Methods Home-School Relations.
School Management Committees (SMCs) ways and strategies for effective community involvement in school management, school improvement and school effectiveness.
- B. Roles and responsibilities of Teachers and Head Masters for community and parent engagement in school matters.
Engaged Transaction of Rural Teachers in State, National and International levels, Teachers as Community Resource Persons.

Unit-III: Nai Talim Education for Character Building and for life and through life and its reflection in curriculum and pedagogical practices.

- A. Humanistic Approach to Education, Education for citizenship, Character Building Values and Ethics.
Connecting knowledge to life outside the school.
- B. Relevance of curriculum content to the lives of children sensitization of students on global issues i.e., resource and technology availability, inequity, poverty, climate change, global warming, value crisis, food and energy crisis.
Education in nonviolent school/classroom environment, implication of above issues on curriculum and pedagogy.

Unit-IV: Nai Talim Traditional, Intellectual and Constructivist approaches to Models to Education and learning.

- A. Models of Gandhi, Tagore and Shyama Prasad Mukherji, Rousseau, John Dewey.
Models of Education, Approaches to learning-Constructivism, Paulo Freire Critical Pedagogy and Dialogic Method, Vygotsky Social Construction and Gramsci Organic Intellectual Approaches.
- B. Praxis, Characteristics, Advantages and Disadvantages, Intellectual Approach for Practicing Community Engagement and Social Change.

Transactional Strategies:

- Panel Discussion on Gandhiji's ideas on Education and its relevance in present day context.
- Case study of school on Community Engagement and conduct of SMCs and meetings.
- Field Visit, Test book review to find out relevance if topics to the life of the children- Report, PPT on global issues and steps to address, Lecture, Panel Discussion.
- Field Visit and observation of Nai Talim Schools, Mentoring and Collaborating, Panel Discussion with students on Models and approaches, their status in the present school.

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- Dialogue and Interaction, Reading on NCF 2005, NCFTE 2010 and RTE 2009, Demonstration and Practice, PPT presentations.

References Books:

- Gandhi M. K. ,Village Swanaj, Navajivan Mudranalaya, Ahmedabad - India,© Navajivan Trust, 1962
- Gandhi, M. K., 1909: Hind Swanaj, Navanet Prakashan
- Kumarappa, J C., 1957: Economy of Permanence, Navanet Prakashan,, Ahmedabad, Gujarat, India, 1957
- Naik, J P (1982) The Education Commission and after. New Delhi, Allied Publishers Private Ltd.
- Patse Ramesh (2007) Nai Talim (History of Gandhian Educational Experiments in Marathi), Diamond Publications, Pune, India (in Marathi)
- Prahlad, C K., Krishna M. S., 2008: The New Age of Innovation: Driving Co-created Values through Global Networks; Me Graw Hill Publications.
- Mass Movement for Creating Quality School Education for All; PCFS Publications.
- Yunus, Muhammad, 2003: Creating World without Poverty: Social Business and Future of Capitalism, Public Affairs Publication.



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Course E.206: A: Life Skill Education

Credits-02 Marks-50

Learning Outcomes:

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

1. To familiarize student-teachers in the theoretical foundations of Life Skills Education
2. To prepare student-teachers in training methodologies and enable students to apply LifeSkills in various spheres
3. To develop professionals in Life Skills Education and enhance the ability to contribute as youth workers specialized in the area of Life Skills Education.
4. To foster the spirit of social responsibility in students and enhance social and Emotional well being

UNIT-1 Concept, Need and Sense

A. Life Skills: Concept, need and importance of Life Skills: Life Skills Education: Concept, need and importance for teachers. Life Skills, Livelihood Skills and Survival Skills.

B. Core Life Skills prescribed by World Health Organization. Classification of Life Skills, Key Issues and Concerns of Adolescent students in emerging Indian context, Role of Community and Parenting to Support Life Skill Education.

UNIT-2 Evaluating and Methods Enhancing the Life Skills

A. Methods and Strategies for Developing Life Skills: Classroom Discussions, Brainstorming and Role play, Demonstration and Guided Practice, Audio and Visual activities, Small Groups discussions followed by a presentation of group reports, Educational Games and Simulation, Case Studies, Storytelling, Debates, Decision making and mapping.

B. Resource Material Development for Life Skills, Assessment of life Skills: Immediate, Short term and long Term.

UNIT-3 Thinking Skills

A. Introduction to various thinking skills; Self Awareness, Problem Solving, Decision Making, Critical thinking and Creative thinking, Development and Assessment of thinking skills.

B. Social Skills-Introduction to various Social skills; Communication skill, Interpersonal Skill and Empathy. Development and Assessment of Social skills.

UNIT-IV

A. Negotiation Skills-Introduction to various Negotiation skills; Coping with Stress, Managing Emotions, Conflict Resolution and Consensus Building.

B. Development and Assessment of Negotiation skills.

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References

1. CBSE (2013). Teacher's Manual on Life Skills. Class VII, Delhi : CBSE
2. Cai, C., Life Skills: A facilitator's Guide for Teenagers. Nepal: UNICEF.
3. Debra McGregor, (2007), Developing Thinking; Developing Learning - A guide to thinking skills in education. Open University Press, New York, USA
4. Hogg A. Michael and Cooper Joel, (2007). Social Psychology, Sage Publications India Pvt. Ltd., New Delhi.
5. Nair V. Rajatnan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
6. Prakash B. (Ed). (2003). Adolescence and life skills Common Wealth Youth Program, Asian Center, Common wealth Secretariat, New Delhi: Tata McGraw Hill.
7. RGNID, (2005). Facilitators Manual on Enhancing Life Skills. Tamil Nadu Family Health International, NACO.
8. Stella Cottrell, (2005). Critical Thinking Skills; Developing Effective Analysis and Argument, Palgrave Macmillan Ltd., New York
9. UNESCO (2005). Quality Education and Life Skills: Dnrkar Goals, UNESCO, Paris.
10. USAID (2007). Life Skills Education tool kit for Orphans and vulnerable children in India

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Course- E206-B: Historical Perspectives of Education

Credits-02

Marks-50

Learning Outcomes-

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

- Understand about basic characteristics of Indian Society during different periods
- Awareness about the developmental hierarchy and impact of history and polity on education.
- Understand about the constitutional ideals of protective discrimination and importance of social justice for modern Indian society.
- Acquaint the different educational plans and policies Awareness about the education in international perspectives.

Unit 1- Development of Indian Education System

- A brief history of pre and post independence education system.
- Development of education system in 21st century.

Unit 2- Democracy and Education

- Democracy: Meaning, Values, salient features of democracy and Education.
- Constitutional provisions for education in India
- Means and measures for promoting equality and equity for marginalized section of society

Unit 3- Changing Educational policy perspectives

- With reference to the focus on Liberalization, Privatization and Globalization (LPG)
- With reference to Sarva Shiksha Abhiyan (SSA), Rashtriya Uchchatar Shiksha Abhiyan (RUSA), Rashtriya Madhyamic Shiksha Abhiyan (RMSA), Public Private Partnership (PPP)

Unit 4- International Perspectives of Education

- Education in SAARC countries
- Education for International understanding
- Role of international agencies - UNDP, UNESCO, World Bank and UNICEF

Practical

Critical analysis of one of the policy document on Education- Brief report on implementation of latest any one policy.

REFERENCES

- Agarwal, J.C. (1958). Landmarks in the History of Modern Indian Education, New Delhi.
- Vikas Publishing House, Altekar, A.S. (2010). Education in Ancient India, Delhi: Isha Books.
- Basu, D.D. (2011). Introduction to the Constitution of India, Calcutta: Wadliwa.
- Mukherjee, R.K. (2011). Ancient Indian Education, New Delhi: Moti Lal Banarasi Das Publishers Pvt. Limited.
- Misra, S. K. and Pari, V. K. (updated available in the market).
- Indian Economy- Its Development: Experience, Delhi: Himalaya Publishing House.
- Report of NPE (1986), Government of India



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Credits-02

Course- E206- C: Indian Knowledge System

Marks-50

Learning Outcomes-

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

- Understand about Indian Knowledge Systems: Origin, Evolution and Ontological Approach
- Understand Indian Knowledge Approaches- Time, Language, Environment, Management Sciences of Life and Mind
- Self Exploration and Self Knowledge for Personal Effectiveness
- Associate the young Indian minds to their ancient knowledge systems, wisdom, culture and patterns of growth of personality in order to understand the environment around them.
- Help them in channelizing their mind in positive, valued and ethically rational activities.
- Understand and appreciate the rich heritage that resides in our traditions
- Inculcate an understanding of the mind/voice dynamic and its function in Indian knowledge systems
- Aware about Sanskrit Language and Literature Origins, Structure and Unique Characteristics and importance.
- Being primed for practices that will prepare one for the inner-journey to discover the Self
- Learn to appreciate the origin and development of Indian thought and practices from ancient to current times

Unit-1 Introduction to Indian Knowledge Systems

- A. Nature and Character of Knowledge Conception and Constitution of Knowledge in Indian Tradition, Models and Methods of Indian Knowledge Systems
- B. Nature and Conception of Reality, Means of Knowledge of Reality Uniqueness of Indian Ontology and Epistemology, Knowledge Maintenance and Renewal Mechanisms, The Oral Tradition

Unit-2 Indian Knowledge Approaches

- A. Sanskrit Language and Literature – Origins, Structure and Unique Characteristics of the Sanskrit Language, Sanskrit Metrics, Vāk and Mantra in Sanskrit Language, Sanskrit Literature – Vedic, Epic, Puranic, Poetics and Aesthetics
- B. Environment – Concept of Nature in Indian Tradition, Panchabhutas – Elements of Nature, Sacred Environment
- C. Time – Concept of Kala, Cycles of Time, Measurement of Time, Knowledge of Time Management

Unit-3 A brief introduction to Ancient Indian Philosophy

- A. Introduction to Upanishads, Ontology and Epistemology in Upanishadic Texts, Message of the Upanishads Vedant Philosophy and Essence of the *Bhagavad Gita*.
- B. Buddhist Philosophy: Panchshel, Four Noble Truths, Three *yanus*.
Jain Philosophy: A brief study of Saptabhangi-naya.



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Unit-I Ancient Indian Sciences

- A. Ayurveda, Vastu-sastra and Vedic Mathematics
- B. Spirituality and Religion: Sarva-dharma-sambhav, Religious, Happiness and Good life.
- C. Contribution of Indian knowledge to humanity

References

1. Agrawal, Madan Mohan (ed.) 2001. *Six Systems of Indian Philosophy: Treatises of Six Systems of Indian Philosophy* with English translation, Translation, Transliteration, and Indices. Chakraborty Sanskrit Pratishthan, Varanasi.
2. Anand, Sri (ed.) 1997. *The Renaissance in India and other Essays*, Pondichery, Sri Aurobindo Ashram.
3. Dasgupta, P.V. (ed.), 1956. *2500 years of Buddhism*, Publication Division, Govt. of India, New Delhi.
4. Basham, A.L. (ed.) 1975. *A Cultural History of India*, New Delhi, Oxford University Press.
5. Bose, D.M., S. N. Sen and B.V. Subhatayappa (eds.) 1971. *Concise History of Science in India*, Indian National Science Academy, New Delhi.
6. Dalai Lama (ed.) 2017. *An Appeal to the World*, William Collins, Great Britain.
7. The Dalai Lama 2012. *Beyond Religion: Ethics for Whole World*, New Delhi, Harper Collins Publishers.
8. Iyengar, B. K. S. (ed.) 1993. *Lights on The Yoga Sutra of Patanjali*, HarperElement, London
9. Jan Westerhoff 2018. *The Golden Age of Indian Buddhist Philosophy, in the first Millennium CE* (The Oxford History of Philosophy), Oxford University Press.
10. Kapoor, Kapil, Avadesh Kr. Singh (eds.) 2005. *Indian Knowledge Systems* (Two Vols), IAS, Shimla.
11. Mookerji, Radhakumud (1960). *Ancient Indian Education: Brahmaic and Buddhist*, Delhi, Motilal Banarsidass.
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13. Radhakrishnan, S (1923). *Indian Philosophy* (Two Vols) Oxford University Press.
14. Jagadgur Sankaracharya Sri. Bharati Krishna Tirthaji, 2018. *Vedic Mathematics*, Motilal Banarsidass, Delhi.
15. Stevenson, S. 1970. *The Heart of Jainism*, Munshiram Manoharlal, New Delhi.
16. Lama Champa and Alka Chattopadhyaya, 1970. *Taranath's History of Buddhism in India*, Indian Institute of Advanced Study, Simla.
17. Linn, Thich Nhat. 2015. *Old Path Wins: Clouds*, Full Circle Publishing, New Delhi.
18. Bhattacharya, Tarapada, 1963. *The Canons of Indian Art or a Sketch of Vastusutra*, 2nd edn, Calcutta.
19. Datta, B, 1952. *The Science of the Solba*, Calcutta.

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Second Semester
Practicum (EPC)

28. EPC 1 Personality development with emphasis on -- Understanding the self /Communication skill including Language Use and improvement of speech.
29. EPC 2 Designing of assessment tools for achievement in school related subject and administration of psychological tests and any 5 Psychological experiments with a brief report there on.
- A Transfer of learning
 - B Memory
 - C Trial and error
 - D Work and fatigue
 - E TAT / Inkblot or any other experiment
 - F Span of attention

Internship 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 level schools. (One Week)
- b. **Observation:** Observation of class room teaching, Classroom and School sites including library, lab and sports / extramural programmes within the school with preparation of school profile as an outcome. (One Week)
- c. Skill development through simulated and micro teaching sessions. (One Week)
- d. Improvising of teaching aids / exhibits / gadgets for use in school. (One Week)

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