

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



Smt. Kishoritai Bhoyar
Principal
Smt. Kishoritai Bhoyar
Adhyapak Mahavidyalaya
Kamptee.

Sadaphal
Athee. 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 The earlier notification (Recognition, Norms and Procedure) Regulation, 2009 (NCTE) has been repealed.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 Naggur 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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Asst. Hse. Chairman
B.C.S. Education

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Smt. Kishoritai Bhojar
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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 practical 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



S.S. Jagtap

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

$$CGPA = \frac{(SGPA)_I \times (Cr)_I + (SGPA)_II \times (Cr)_II + (SGPA)_III \times (Cr)_III + (SGPA)_IV \times (Cr)_IV}{(Cr)_I + (Cr)_II + (Cr)_III + (Cr)_IV} \quad (2)$$

Where:

(SGPA) I = SGPA of I Semester

(Cr) I = Total Credits for I Semester

(SGPA) II = SGPA of II Semester

(Cr) II = Total Credits for II Semester

(SGPA) III = SGPA of III Semester

(Cr) III = 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

- 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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S. S. Jagtap

Principal

Smt. Kishoritai Bhoyar
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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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Smt. Kishoritai Bhojar
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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 व्याख्या c. Illustrating with examples उदाहरणों के साथ प्रदर्शित करना d. Questioning and probing प्रश्न पूछना एवं उत्तरों का प्रश्न e. Writing of behavioral objectives व्यवहारिक उद्देश्य लेखना f. Lesson planning & Unit planning पाठ्यक्रम एवं अध्याय योजना बनाना g. Stimulus variation उत्प्रेरण - परिवर्तन h. Reinforcement and feedback प्रशंसा एवं प्रतिक्रिया i. Use of teaching aids including Black board writing सामग्री का प्रयोग करना जिसमें सहायक तालिकाएं भी शामिल हैं j. Sketching and drawing चित्रण एवं चित्र बनाना k. Closure से समाप्त 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 listed by The University department/ College. a. Swami Vivekanand b. Mahatma Gandhi c. Anandabai d. Rabindra Nath Tagore e. Rashtrasant Tukadoji Maharaj f. Krishna Murthi g. Madan Mohan Malviya h. Acharya Narendra Dev. i. Rajshri Shahu Maharaj j. Gyaneshwar Maharaj k. Dr B.R. Ambedkar l. Mahatma Jyotiba Phule m. Vinoba Bhave n. Vir Savarkar o. Gulab Maharaj p. Sarna th Ramdas-Dasbodh	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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Sant. Kishoritai Bhoyar
Adhyapak Mahavidyalaya
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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
	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 अवधि-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/ extramural 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 later Semester Break (ISB) of four Week (30 days) duration.
- Total Credit for Semester-II is 24. (Theory 14 + EPC 06 + Internship 04)



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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. Intern 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 } 25 1</p> <p>e. Excursion, Study hours 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)

Adapted



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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:

निम्नलिखित समूहों में से किसी दो विषयों का चयन करना है। एक समूह से एक ही विषय का चयन करना है तथा विद्यार्थी ने वह विषय माध्यमिक / उच्च माध्यमिक स्तर/ 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 45 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. Chaudhary
Vice-Chancellor,

Nagpur
Dated :

Sudaphat

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SS Jyotep
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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-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.



S. Jagtap
S. Jagtap
Principal
Smt. Kishoritai Bhojar
Achiyapak Mahavidyalaya
Kamptee.

B.Ed.

Fourth Semester

Course C-401 – Contemporary Indian Education

Credit-04

Marks 100

Learning outcomes

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

1. Analyse the role of various committees and commissions in the shaping of contemporary Indian Education.
2. Explain the background of the present educational problems and their dimensions in a proper perspective.
3. Reflect on the possible effective measures to address the educational problems at the various levels of education.
4. Develop a critical perspective for revisiting various problem-ridden educational exposures.

Unit-1- Scenario of Education

- A. The scenario of present Indian Education in terms of quantitative and qualitative dimensions with reference to general schooling and vocational education .
- B. Quality concerns for the educational institutions: Quality parameters and their observance

Unit-2- Feature of school level Education in India

- A. Educational systems at the primary and elementary levels of education: Issues of access and retention: Interventions used to address them: SSA (Sarva Shiksha Abhiyan) and universalization of enrolment: Hindrances in reaching the targets.
- B. Educational systems at secondary and senior secondary level of education: The Vocationalization of secondary level education: problems & measures to address them

Unit-3- Centrally sponsored Intervention & other Institutions for school Education

- A. The Institutions created centrally to address the issues related to access, equality, equity and quality: Navodaya and Central school systems and NIOS (National Institute of Open Schooling) -their purpose and contributions to school education.
- B. Interventions introduced with a view to ensure equality of educational opportunity and Rights to education: Facetments in this regard and their observance: Issues and challenges.

Unit-4- Teacher preparation at the school level

- A. Teacher Education Institutions at the primary, elementary and secondary level education: Role of regulatory bodies like the NCTE and the function of Accreditation agencies.
- B. The Education Commissions & Committees in the post independence period: their salient recommendations & the extent of implementation
 - Secondary Education Commission (1953)
 - Education Commission (1964)
 - New Education Policy (1986) and its revisions (1992)
 - The Curriculum Framework (2005)
 - National Education Policy (2020)

Transactional strategies

The course will be transacted on the basis of important excerpts drawn from various education commissions in original and the discussions conducted on:

- Selected Readings of these from Education commissions' Reports
- Various current issues in education.

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Smt. Kishoritai Bhoyar
Adhyapak Mahavidyalaya
Kamptee.

- Reflective seminars/symposia.
- Critical/Creative presentations on selected themes relating to various levels of school education.

Reference Books-

- Naik, J. P. : The Education Commission and after APH Publishing (1982).
- Kheva, De A. & Sanson, M. & Kumar Shiva, A.K. : PROBE revisited : A report on elementary education in India, Oxford university press, New Delhi GOI (2011).
- Mudaliar, L.S. : Report of the secondary education commission (1953)
- GOI : Report of the education commission : Education and National Development ministry of education, New Delhi (1966).
- GOI : National Policy of Education (1986).
- GOI : National Policy on Education (As modified in 1992) (1998).
- NCERT : National Curriculum Framework (2005).
- Vaishnav ,R.&Bhoyar, M.: Urban Deprived Children under Sarva Shiksha Abhiyan - A research Monograph ,Sandesh Prakashan, New Delhi 2013
- Vaishnav,R. &Patil, P. : Apang Samaveshit Shikshan ani Sava Shiksha Abhiyan, Sandesh Prakashan, New Delhi 2015

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Principal
Smt. Kishoritai Bhoyar
Adhyapak Mahavidyalaya
Kamptee.

Learning Outcomes:

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

1. Relate the issues of gender in school and social practices in a correct perspective.
2. Identify the gender related discriminatory practices in educational context.
3. Explain the classroom situations having potential for gender based discrimination.
4. Indicate the stand taken in policy documents in respect of gender, education and society.

Unit-1- Conceptual Concerns

- A. The Indian perspective on gender and its implications for education.
- B. School as an agency: Differentiating it from other agencies of socialization such as family, hobby club, community and Activity Centers. Their role in developing knowledge, attitude and skills.

Unit-2- Social System and the gender bias

- A. Nature and characteristics of Indian society Issues related to plurality in terms of Caste, Creed and Economic disparities.
- B. Specific Areas in social system with reference to rural and urban habitat which encourage gender bias: Measures to neutralize their negative effects.

Unit-3- School and gender bias

- A. Co-education schools - Their strengths and weaknesses in the Indian Context.
- B. Curriculum and teaching transactions: vulnerable areas for gender discrimination.

Unit-4- Interventions and measures for minimizing inequalities based on gender

- A. The girl child in the Indian Society, measures to provide discrimination free school system; Incentives for the education of girls.
- B. The policy observations of a few selected Education Commissions on the education of girls: The extent to which they could be implemented.

Transactional strategies –

- Readings and reflections on selected documents on education of women.
- Case presentations followed by discussions.
- Discussions/Seminars on themes having national relevance for education of women.
- Assignments in the form of Compositions and Creative writings highlighting the predicaments of the girl child in India.

Reference Books-

- Nirantar : Textbook regimes: A feminist Critique of nation and identity, New Delhi. (2010)
- Menon, N. : Seeing like a feminist India : Penguin (2012)
- Bhatt, H. : The diary of a school teacher, An Azim Premji University publication, New Delhi. Batta, P : Voice & Agency of teachers.
- Pandey, K.P. : Perspectives in Social Foundation of Education. (2010)
- Kishwaha, Madhu : Gender aur Shiksha, Ganga Sharan & Grand Sons, Varanasi.

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Principal
Smt. Kishoribai Bhoyar
Adhyapak Mahavidyalaya
Kaimptee.

Course C403- School Management and Leadership

Credit-04

Marks 100

Learning Outcomes:

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

1. Understand the process of planning, organizing, controlling and evaluating aspects of managerial concerns in school education and their implications.
2. Develop competencies in using the results of SWOT analysis for better management of classroom and school system.
3. Acquire appropriate skills and competencies for exhibiting effective transactional and transformational leadership attributes.

Unit-1- Conceptual basis of school management

- A. Basic management functions: planning, organizing, leading, motivating and controlling and their implications for effective school management.
- B. Using management functions for an effective classroom management in schools.

Unit-2- Needed Competencies for better school management and leadership

- A. Needed skills for conducting strength, weakness, opportunity and threat (SWOT) analysis for improving school management.
- B. Role and functions of Headmaster and Teacher, leadership: functions, Characteristics, principles of leadership, decision making
- C. Need and importance of school time-table, principles of constructing time table.

Unit-3 – Total Quality Management approach for Schools

- A. The concept of TQM and the scope for its application in school management.
- B. Human resource development in schools, School building

Unit-4 – Control and Evaluation mechanisms for better school system.

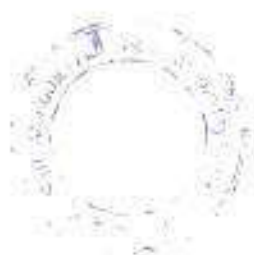
- A. The system of evaluation: accreditation and quality assurance: Institutions created to watch quality concerns in school : organizational climate and ethos- ensuring positive ambience within a school.
- B. Improving the present system of inspection and supervision in schools: Participatory management and issues of accountability in school transactions.
- C. Educational Administration: The administration structure in the field of education in the state

Transactional strategies –

- Case based study of exemplary practices in school management.
- Visits to schools with records of best practices.
- Developing case profiles of effective classrooms / schools.

Reference Books-

- Bhatia, K.K. & Singh, Jaswant : Principles and practice of school management, Tandon publications bookmarket, Luckhiana.
- Bhatnagar, R.P. & Agrawal, Vidya : Educational administration, Supervision, Planning & financing, Surya publication, Meerut.
- Koontz, Harold & Weirich, Heinz : Essential of management an international perspective, Tata Mc Graw-Hill Publishing Company Limited, New Delhi



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Principal

Smt. Kishoribai Bhojar
Adhyapak Mahavidyalaya
Kamptee.

- Sindhu, Kulbir Singh :School organization and administration, Sterling Publishing Private Limited, New Delhi.
- Varshney, G.K. : Organisation and Management, S. Chand and Company LTD., New Delhi.
- Jivode, P. & Vaishnav, R. Maharashtra Vidyapeethache Shaileshank Yugdan, Sanshodh Prakashan, New Delhi 2014

Kishorita



Kishorita
Principal
Smt. Kishorita Bhoir
Adhyapak Mahavidyalaya
Kamptee.

Learning Outcomes:

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

1. Plan and organize guidance programmes in schools.
2. Conduct counselling sessions in school situation.
3. Use appropriate tools & technique for guidance & counselling sessions.

Unit-1-

- A. Guidance: concept, need, objectives, scope and status of guidance in Indian context.
- B. Principles and basic assumptions of guidance, various theories of guidance, modern trends and problems of Guidance in Indian context.

Unit-2-

- A. Kinds of guidance: educational, vocational and personal.
- B. Needs of guidance for special children, Learning Disabled LD : ongoing efforts in this field.

Unit-3-

- A. Counselling: meaning, conceptual similarities and differences between guidance and counselling, relevance of counselling in present context, organization of guidance and counselling services in schools.
- B. Techniques of counselling: directive, non-directive and eclectic counselling: objectives, steps, characteristics and educational implications.

Unit-4-

- A. Evaluation techniques used in guidance: standardized and non-standardized tests, interview, observation, case study, autobiographical description, their merits and demerits.
- B. Formation of cumulative records - step and importance.

Transactional Strategies:

The course will be transacted mainly through practical work such as the following :

- Preparing the cumulative record of any two students by collecting data through case study method.
- Conducting a counselling session based on the problem of two students by using appropriate counselling technique and preparation of report thereon.

Reference Books-

- Bhatia K.K. : Principles of Guidance and counseling. Kalyani Publication.
- David, A. : Guidance and Counselling. Com.W. Publication.
- Kochhar, S.K. : Educational and Vocational Guidance in secondary shells. Sterling Publication.
- Vaishnav, R.& Joseph, J.: Group Guidance for Adolescents, Scholars Press, Deustland , Germany 2014
- Vaishnav, R. & Bhatnagar, K. (Teaching Strategies for Attention Deficit Hyperactivity Disorder Scholars Press, Deustland , Germany 2014
- Pandey, K.P. : Educational and Vocational Guidance in India. Vishwavidyalaya Prakashan
- Rao, S.N. : Counselling and Guidance, Tata McGraw hill, New Delhi.
- Traxler, A. E. & North, R. I. : Techniques of Guidance, Harper and Row, New York.

Sadashil



S.S. Jagtap

Principal

Smt. Kishoribai Mahavidyalaya
Adhyapak Mahavidyalaya
Kamptee.

Course E404 - B-Value Education and Moral Ethics

Credit-04

Marks 100

Learning Outcomes:

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

1. Understand the value aspects of educational programmes and activities.
2. Appreciate the importance of value education at school level.
3. Develop an attitude favourable for imbuing moral ethics / Codes of conduct necessary for teaching profession.
4. Interpret the moral obligations implicit in the job of teaching.

Unit-1- Meaning and scope of value education

- A. Meaning of values: axiological basis of human values and their relevance for education.
- B. Classification of values in terms of individual and social need and their hierarchy.

Unit-2- Pedagogy of values

- A. Organizing instructional programmes in schools with focus on values specially human values.
- B. Strategies- direct and indirect for promotion of values in a school system.

Unit-3 - Ethical concerns in teaching profession

- A. Ethics of restraint, Ethics of virtue and Ethics of altruism: Context of education.
- B. Making moral and character education effective.

Unit-4 - Morality and teacher

- A. Moral ethics: concept and connotation: Importance of moral ethics in teaching profession
- B. Professional ethics and the teacher: Moral obligations in teaching profession specially in the global era.

Transactional strategies -

- Presentation of Cases and organizing discussions based on them.
- Visits to selected institutions in the community which play distinct role in value inculcation.
- Interactive sessions based on readings and reflections.

Reference Books-

- Goyal, R.P. : Value Education and Human Rights, Published by Mahaveer & Sons, New Delhi
- Muthuja, Babu & Usharani, R. & Arun, R. K. : Peace and Value Education, Centrum Press, New Delhi - 110002
- Reddy, Dayakara & Rao, Digamarti Bhaskara : Value oriented Education, Discovery Publishing House, New Delhi
- Thomas Kully, P.G. & George, M. : Human Rights and Value in Education , Discovery Publishing House PVT. LTD., New Delhi.
- Chouhan, S. & Parasher G.S.: Religious and Moral Education in Shakespear's Drama, Sandesh Prakashan, New Delhi.
- Kazi, N.& Parasher G.S.: Naitik Shiksha Islam ke Sandarbh mein, Sandesh Prakashan, New Delhi
- Kazi, S. & Parasher G.S. Muslim Samaj mein Stri shiksha, Sandesh Prakashan, New Delhi

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S.S. Singh

Principal

Smt. Kishori Bai Bhojar
Adhyapak Mahavidyalaya
Kamptee.

Credit-04

Course E404-C-IIistory of Indian Education

Marks 100

Learning Outcomes:

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

1. Explain the features of Ancient Indian Education.
2. Describe the development of elementary education in India and the main issues related to it.
3. Describe the development of Secondary education in India and its main issues.
4. Offer comments on various problems related to Indian Education System.

Unit-1-

- A. Ancient Indian Education: Vedic Education, Buddhist Education, Method of teaching, characteristics, teaching and learning centers.
- B. Development of Medieval Education: characteristics, methods of teaching and organization of teaching.
- C. British Education: Macaulay's Education plan, nature of education on the basis of Wood's educational dispatch, Their impact on programmes & policies in education.

Unit-2-

- A. Recommendations of different commissions in the development of Education.
 - University Education commission (1948)
 - Secondary Education commission (1953)
 - Education commission (1964)
- B. New Education Policy 1986 and recommendations relevant to present educational policies, recommendations of National Knowledge Commission - 2005.

Unit-3-

- A. Primary Education: Problem of Wastage and Stagnation, The intervention in respect of the Universalisation of Primary Education, Yashpal committee.
- B. Effectiveness of Programs run by informal and open schools, Burden in learning, Minimum Learning level, improvement in examination system.

Unit-4-

- A. Secondary Education: Historical perspective, Structure, Organization, General problems, Vocationalisation of Education, Economic problems, Examination Reforms up to secondary level.
- B. Study of problems related to equality of educational opportunities, religious and value education, women and adult Education.

Transactional Strategies:

The course will be transacted through practical work/ practical sessions such as:

- Preparation of educational quotes from Vedic and Buddhist literature.
- Collecting and writing down the information related to women of Vedic period.
- Collection of articles published in newspapers related to National Knowledge Commission and others.

Reference Books-

- Gupta Manju : Education in India. K.S.K.Publishers.
- Mukerji S.N. : Education in India: Today and Tomorrow. Vinod Pustak Mandir Agra.
- Ranga Rao, N.V.&Bhatia, K.K. : Teacher and Education in Emerging Indian Society. Vinod Publishers, Meerut.
- Mukherjee, R.K. : Education in Ancient India.
- Agnihotri, R.K. : Multilingualism as a classroom resource (1995)



S. Singh
S. Singh
Principal
Smt. Kishoritai Bhoyar
Aghyapak Mahavidyalaya
Kamptee.

Fourth Semester

Practicum (EPC)

4S -EPC 1 Classroom/School/Community based research projects and implementation.

4S- EPC 2 Scouting and Guiding – Under the guidance of an authorized trainer with certification.

4S- EPC 3 Yoga Education – Under the guidance of a formally trained yoga expert with certification from the concerned institution.

4S EPC3: Yoga Education

Learning Outcomes:

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

- Understand the basic concepts of Yoga.
- Understand the benefits of exercise, physical fitness and health related physical fitness.
- Understand and Perform different Asanas and Pranayama
- Understand the benefits of yoga for positive health

Unit-I: Introduction to Yoga and yogic practices

- Meaning, Aim, objectives and scope of yoga Education
- Historical development of yoga education
- Concept of Ashtang or Raj yoga Importance of yogic exercises
- Health related physical fitness and yogic practices

Unit-II: Introduction to Yogic texts

Understanding Ashtang Yoga of patanjali

Meditational practices in patanjali yoga

Role of mind in positive health

Yogic principle of healthy living

Integrated approach of yoga for management of health

Unit-III Yogic Asanas/Pranayama/ Meditation:

- Asanas (Technique and Benefits)
- Pranayama (Technique and Benefits)
- Kriya, Mudra

Concentration /Meditation:

- Various Techniques of Meditation: Om chanting, Tratak etc.
- YogNidra

Suryanamaskar: All steps

MODE OF TRANSACTION:

The entire course will be transacted through workshop and demonstration methods and through practice sessions.

S. S. D. Phadnis

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S. S. D. Phadnis

Principal
Smt. Kishoribai Bhoir
Adhyapak Mahavidyalaya
Kampton.

SESSIONAL WORK:

1. Organise and manage yoga classes during internship at schools.

References::

- Barrow and Megee, A Practical approach to measurement in physical education, Lea and Febiger.
- Encyclopaedia of Yoga (No. 416) - Dr. Ramlakshmi Rai Chowkhamba Sanskrit Sansthan P.O. No: 1008, Varanasi.
- Kamlesh and Singral, Methods in Physical Education, Tandon Publication, Ludhiana.
- Singh A. (2003). Essential of Physical Education, Ludhiana, Kalyani Publishers.
- Swami Satyanand Saraswati, Surya Nataskar, Yoga Publication Trust, Munger Bihar, India.
- Uppal A.K. and G.P. Gautam (2004). Physical Education and Health, Friends Publisher, New Delhi.
- Wuest and Bucher (1992). Foundation of Physical Education and Sports, 11th Edition, B.I. Publication Pvt. Ltd, New Delhi.
- Yoga explained - Bengal Lancer (No. 435) Chowkhamba Sanskrit Sansthan P.O. No: 1008, Varanasi.

S. Singh
Principal



S. Singh
Principal
Smt. Kishoribai Bhoyar
Adhyapak Mahavidyalaya -
Kamptee.