

Metric 1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

Clarification Asked-

1) Kindly provide Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum

Response-

1. University Syllabus copy showing duly approved list of optional /electives / pedagogy courses in the curriculum is attached. (Appendix-I)

Appendix-I

Electives

✓

Course E105 - A - Human Rights and Peace Education

Credit-02

Marks -50

Learning Outcomes:

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

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

Unit-1 Human Rights

A Human Rights – concept, meaning and definition

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

Human Rights Act, 1993,

Human Rights Commission- National and State level

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

Commission for Protection of Child Rights Act 2005

Protection of Children from Sexual Offences Act 2012

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

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

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

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

Human rights of economically disadvantaged

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

Unit 3 Understanding peace as a dynamic social reality

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

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

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

Unit – 4 Education for peace

A Challenging the traditional models of learning to constructivist approaches in teaching
Rethinking authority relations from democratic perspective: Promoting dialoguing and developing capabilities for decision-making ,

B Becoming peace teacher – acquisition of relevant knowledge, attitudes, values and skills.
Compassion, love and caring, mindfulness in all transaction of avoid hurt, humiliation, Degrading over academic , personal , social and culture matters. On-evaluative orientation empathetic founding academic and discipline problems

Sachin

Practical:

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

References

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

Sadaphal

Course E105 - C - Population and Family life Education

Credit-02

Marks -50

Learning Outcomes:

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

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

UNIT 1. Population Education-World and Indian Population

A. Concept, Objectives, need, importance and scope of population education, Scope, Characteristics of World population

B. Scope, Structure, Characteristics of Indian population, Population inability in India.

UNIT 2. Problems of Population

A. Problems of Population: Social, Economic, Educational, Urbanization, Environmental Problems, Effects on natural resources, health and standard of living.

B. Population Control:

a) Planning and Remedies

b) HRD and qualities of population in India.

UNIT 3. Family Life education and Areas

A. Concept, philosophy, goals and significance of FLE in the context of quality of life.

Value education as part of FLE programme, Objectives of family life education for various age groups.

B. Premarital preparation, marriage and married life. Planned parenthood, family relationships, communication in family. Home management aging and retirement, special focus on adolescent life skill training.

UNIT 4. Human Sexuality

A. Concept of sexual health, Sexually Transmitted Diseases, HIV AIDS, cause and implications to individuals and families.

B. Significance and objectives and content of sexual education for various age groups and target groups, Review of Government and NGO initiatives in sexuality education.

Practical

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

References

- Agrawal, S. N. (1972), India's population problems, New Delhi, Tata Mcgraw Hill Publishing co.
- Gupta, P. K. (2010), Population Education, R. Lal Book Depot, Meerut
- Mehta, T. S. (1973), Teaching Units on population, New Delhi, NCERT

Sadaphal

- Rao, Y. K. (2001), Population Education, APH Publishing Corporation, New Delhi
- Sharma, R. C.(1988) Environment and quality of life, Dhanpat Rai and Sons, New Delhi

Sadaphal

**First Semester
Practicum (EPC)**

IS-EPC 1 Practice in core teaching skills –

Learning outcomes

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

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

IS-EPC 1 Practice in core teaching skills –

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

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

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

Learning outcomes

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

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

Sadaphal

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

Dasbodhi

**New Addition Contemporary
Indian Education**

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 -

Sadaphal

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

Reference Books-

Chitrabhanu, 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, Shalini : Teaching of Environmental Education, I.V.Y Publication, New Delhi.

Badapthal

Course E206: A: Life Skill Education

Credits-02Marks-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 Scope

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.

Sadaphal

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. Rajasenan, (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. RGNIYD. (2008). 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: Darkar Goals, UNESCO, Paris.
10. USAID (2007), Life Skills Education tool kit for Orphans and vulnerable children in India

Sadaphal

Second Semester
Practicum (EPC)

- 2S- EPC1 Personality development with emphasis on -- Understanding the self /Communication skill including Language Use and improvement of speech.
- 2S- 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)

Sadaphal

Pedagogy

B.Ed.

Third Semester

Pedagogy of School Subjects – Course Code C301 and C302

Credit-04Marks 100

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

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.

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	--	--	--	--

Jadaphal

Optional Papers

Course E404-A-Guidance and Counselling in School

Credit-04

Marks 100

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, Deutsland , Germany 2014
- Vaishnav, R. & Bhujade ,K. :Teaching Strategies for Attention Deficit Hyperactivity Disorder Scholars Press, Deutsland , Germany 2014
- Pandey, K.P. : Educational and Vocational Guidance in India. Vishvavidyalaya Prakashan
- Rao, S.N. : Counselling and Guidance, Tata Mcgraw hill, New Delhi.
- Traxler, A. E. & North, R. I. : Techniques of Guidance, Harper and Raw, New York.

Sadaphal