



Kavikulaguru Kalidas Sanskrit University

University established by State Government of Maharashtra and UGC Recognized u/s 2f and 12

Ramtek Office : Administrative Building, Mauda Road, Ramtek - 441106, Dist.Nagpur

Nagpur Office : 05th Floor, NIT Commercial Complex, Near Morabhavan, Sitabuldi, Nagpur 44001



The Gurukul Tradition

B.Ed. Course

Choice Based Credit System (CBCS Pattern)

Course Curriculum (Syllabus)

Approved by the Academic Council Meeting No. 02/2015, Dt. 25.06.2015, Item no. 58.

(Onwards 2015-2016)

Name of the Course	B.Ed
Name of the Faculty	Faculty of Sanskrit Education Ancient and Modern Science
Examination Type	Semester
Course Duration	02 years (04 Semesters)
Total Credits	80
Eligibility	Any Graduate and Post – Graduate 50% for open 45% for Categories (see detail in syllabus)

Year	Internal		Theory		Other		Total		Credits	Remarks
	Max	Passing	Max	Passing	Max	Passing	Max	Passing		
First Year (Sem I & II)	360	165	440	198			800	363	40	Dissertation
Second Year (Sem III & IV)	400	183	400	180			800	363	40	
Final Total	760	349	840	376			1600	726	80	

Curriculum Charges : (NET copy Rs. 30/-)

(Print Copy Rs. 7/- per page)

Name of the Course	7.5.2 - B.Ed. (Bachelor of Education)
Name of the Faculty	Faculty of Sanskrit Education, Ancient and Modern Sciences
Examination Type	Semester & Credit
Course Duration	02 years (04 Semesters)
Total Credits	80
Eligibility	Any Graduate and Post – Graduate 50% for open 45% for Categories (see detail in syllabus)

Paper Code	Paper Title	Internal (Pr/Desr /Niva/Oral/ Test/Sessional etc.) A		Theory B		Other C		Subject Total (in case of joint passing) A+B+C		No. Credits (if Credit System is applicable)
		Max	Passing	Max	Passing	Max	Passing	Max	Passing	
First Year - Semester I										
BED1-I-01	Childhood and Growing Up	20	09	80	36			100	45	05
BED1-I-02	Contemporary India and Education	20	09	80	36			100	45	05
BED1-I-03	School Administrative and Management	10	05	40	18			50	23	2.1/2
BED1-I04	Sanskrit Education	10	05	40	18			50	23	2.1/2
EPC 1&2	Reflecting on text and Art in Education	100	45	----	----					05
First Year - Sem-II										
BED1-II-05	Learning and Teaching	20	09	80	36			100	45	05
BED1-II-06	Sanskrit Education	10	05	40	18			50	23	2.5
BED1-II-07	Electives & CBCS (any one) 1. ICT 2. Guidance and Counseling 3. Value Education	10	05	40	18			50	23	2.5
BED1-II-08 M-1	Sanskrit Method	10	05	40	18			50	23	2.5
	School Internship	100	45	-----	-----					05
	Final Lesson	50	23							2.5
First Year Total		360	165	440	198			800	363	40

Second Year - Semester III										
BED2-III-09	Knowledge and Curriculum	20	09	80	36			100	45	05
BED1-III-08 (M.1&M.2)	Pedagogy of a school subjects (any two) 1. Marathi Method. 2. Hindi Method. 3. English Method. 4. Science Method. 5.Home-Science Method 6. Commerce Method. 7. History Method. 8. Geography Method 9. Civics Method 10. Economics Method. 11.Mathematics Method. 12. Music Method	10	05	40	18			50	23	2.5
		10	05	40	18			50	23	2.5
School Intrenship		100	45	--	---					05
Final Lesson	Two Methods	100	46	--	---					05
Second Year - Semester IV										
BED2-IV-10	Gender, school and Society Inclusive Education	20	09	80	36			100	45	05
BED2-IV-11	Assessment of Learning	20	09	80	36			100	45	05
BED2-IV-12	History of Ancient Indian Sciences (Interdisciplinary Approach)	10	05	40	18			50	23	2.5
BED2-IV-13	Electives (any one) 1. Environment Education 2. Health Education. 3. Action Research	10	05	40	18			50	23	2.5
EPC 3&4	Understanding self & ICT	100	45	----	---	100	45			05
Second Year Total		400	183	400	180			800	363	44
Final Total		760		840	640			1600	726	80

Faculty of Sanskrit Education, Ancient and Modern Science

Program - B. Ed. Education

Eligibility - B.Ed.

Medium - Sanskrit, Marathi, Hindi, English

Duration - 2 yrs. (Four Semesters)

Total Marks - 1600 (First Year - Semester I =400& Semester II =400,

Second Year - Semester III =400 & Semester IV =400)

Credit Points - Total 80 credits for B.Ed.. Program. 5 Credits for per course. Credit is construed as corresponding to approximately 30 to 40 learning hours..

Marks & Credits Distribution

SEMESTER I			
Course I	Childhood Growing UP	100 Marks	5 Credits
	Theory	80 Marks	4 Credits
	Internal Assessment	20 Marks	1 Credits
Course II	Contemporary India and Education	100 Marks	5 Credits
	Theory	80 Marks	4 Credits
	Internal Assessment	20 Marks	1 Credits
Course III	School Administration and Management	50 Marks	2.5 Credits
	Theory	40 Marks	4 Credits
	Internal Assessment	10 Marks	1/2 Credits
Course IV	Sanskrit Education	50 Marks	2.5 Credits
	Theory	40 Marks	4 Credits
	Internal Assessment	10 Marks	1/2 Credits
EPC 1&2	Reflecting on text and Art in education	100 Marks	5 Credits
SEMESTER II			
Course V	Learning and teaching	100 Marks	5 Credits
	Theory	80 Marks	4 Credits
	Internal Assessment	20 Marks	1 Credits
Course VI	Sanskrit Education	50 Marks	2.5 Credits
	Theory	40 Marks	4 Credits
	Internal Assessment	10 Marks	1/2 Credits
Course VII	Electives & CBCS (any one) 1. ICT 2. Guidance and Counseling 3. Value Education	50 Marks	2.5 Credits
	Theory	40 Marks	4 Credits
	Internal Assessment	10 Marks	1/2 Credits
Course VIII	Sanskrit Method	50 Marks	2.5 Credits
	Theory	40 Marks	4 Credits
	Internal Assessment	10 Marks	1/2 Credits
School Internship	Practical	100 Marks	5 Credit
Final Lesson M .1		50 Marks	2.5 Credits

SEMESTER III			
Course IX	Knowledge and Curriculum	100 Marks	5 Credits
	Theory	80 Marks	4 Credits
	Internal Assessment	20 Marks	1 Credits
Course VIII M. 2 &M. 3	Pedagogy of a school subjects (any two) 1. Marathi Method. 2. Hindi Method. 3. English Method. 4. Science Method. 5. Home-Science Method 6. Commerce Method. 7. History Method. 8. Geography Method 9. Civics Method 10. Economics Method. 11. Mathematics Method. 12. Music Method	100 Marks	5 Credits
	Theory	80 Marks	4 Credits
	Internal Assessment	20 Marks	1 Credits
School Internship	Practical	100 Marks	5 Credit
Final Lesson M .2 &M. 3	Any two	100 Marks	5 Credits
SEMESTER IV			
Course X	Gender, school and Society Inclusive Education	100 Marks	5 Credits
	Theory	80 Marks	4 Credits
	Internal Assessment	20 Marks	1 Credits
Course XI	Assessment of Learning	100 Marks	5 Credits
	Theory	80 Marks	4 Credits
	Internal Assessment	20 Marks	1 Credits
Course XII	History of Ancient Indian Sciences(Interdisciplinary Approach)	50 Marks	2.5 Credits
	Theory	40 Marks	4 Credits
	Internal Assessment	10 Marks	1/2 Credits
Course XIII	Electives (any one) 1. Environment Education 2. Health Education. 3. Action Research	50 Marks	2.5 Credits
	Theory	40 Marks	4 Credits
	Internal Assessment	10 Marks	1/2 Credits
EPC 3&4	Understanding the self and ICT	100 marks	05 credit

Syllabus Details

B. Ed. SEMESTER -I

Course I	- Childhood and Growing Up	100 Marks
Module I	- Agencies for development of childhood	20 Marks
Module II	- Education and socio – culture Context	20 Marks
Module III	- Growth and development	20 Marks
Module IV	- Personality, Mental health and Adjustment	20 Marks
Internal Assessment	-	20 Marks
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Course II	- Contemporary India and Education	100 Marks
Module I	- Diversity, Inequality and Marginalization in society	20 marks
Module II	- Pre- Independence Period of Indian Education	20 marks
Module III	- Post - Independence Period of Indian Education	20 marks
Module IV	- Democracy and Constitution Provision of Education	20 Marks
Internal Assessment	-	20 mark
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Course III	- Development of School Management	50 Marks
Module I	- School Management, administration and Organization	10 marks
Module II	- Human and Physical Resources development of school	10 marks
Module III	- Information system and Management of school	10 marks
Module- IV	- Student Issues, Health services and Institutional Planning	10 marks
Internal Assessment	-	10 Marks
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Course IV	- Sanskrit Education	50 Marks
Module I	- Vidwat padhati, Artha padhati of neetisatak	10 marks
Module II	- Sujan padhati , Mansoriya of Neetisatak	10 marks
Module III	- Gita ch.16	10 marks
Module IV	- Sanskrit Grammer (Vibhakti)	10 marks
Internal Assessment	-	10 Marks

B. Ed. SEMESTER -II

Course V.	- Learning and Teaching	100 Marks
Module I	- Learning process and Transfer of learning	20 Marks
Module II	- Motivation of the learner	20 Marks
Module III	- Learning Experience and teaching process	20 Marks
Module IV	- Phase of teaching	20 Marks
Internal Assessment	-	20 Marks

Course VI	- Sanskrit Education	50 Marks
Module I	- Gita Ch.2nd	10 marks
Module II	- Yoga suktavali samadhipada, sadhanapada	20 marks
Module III	- Sanskrit Grammer (Vibhakti)	10 marks
Internal Assessment	-	10 Marks

Course VII E-I	- I CT	50 Marks
Module I	- Fundamental of Computer	10 marks
Module II	-Computer Organization Hardware & Software	10 marks
Module III	- Introduction of Windows	10 marks
Module- IV	- Computer application in learning	10 marks
Internal Assessment	-	10 Marks

Course VII E-II	- Guidance and Counseling	50 Marks
Module I	- Fundamentals of Guidance and Counseling	10 marks
Module II	- Vocational & Educational Guidance	10 marks
Module III	- Personal Associated with guidance and Counseling	10 marks
Module- IV	- Guidance and counseling for Children with special needs	10 marks
Internal Assessment	-	10 Marks

Course VII E-III	- Value Education	50 Marks
Module I	- Introduction to value education	10 marks
Module II	- Sources of value education	10 marks
Module III	- Role of social agencies in value education	10 marks
Module- IV	- Approaches of Value education on secondary education	10 marks
Internal Assessment	-	10 Marks

Course VIII Method – I-	Sanskrit Method	50 Marks
Module I	- Introduction to Sanskrit in school curriculum	10 marks
Module II	- Various methods and techniques of Sanskrit subject	10 marks
Module III	- curriculum construction and teaching aids	10 marks
Module- IV	- planning and construction of unit test.	10 marks
Internal Assessment	-	10 Marks

B.Ed. SEMESTER – III

Course IX. - Knowledge and Curriculum	100 Marks
Module I - Introduction to curriculum	20 Marks
Module II - Curriculum with reference to various school of Philosophy	20 Marks
Module III – Designing Curriculum school experience levels	20 Marks
Module IV - Democracy and curriculum	20 Marks
Internal Assessment -	20 Marks
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Course VIII Method – II &III - Marathi Method	50 Marks
Module I - Introduction to Marathi subject in school curriculum	10 marks
Module II - Various methods and techniques of Marathi subject	10 marks
Module III - curriculum construction and teaching aids	10 marks
Module- IV – planning and construction of unit test.	10 marks
Internal Assessment –	10 Marks
Course VIII Method – II &III - Hindi Method	50 Marks
Module I - Introduction to Hindi subject in school curriculum	10 marks
Module II - Various methods and techniques of Hindi subject	10 marks
Module III - curriculum construction and teaching aids	10 marks
Module- IV – planning and construction of unit test.	10 marks
Internal Assessment –	10 Marks
Course VIII Method – II &III - English Method	50 Marks
Module I - Introduction to English subject in school curriculum	10 marks
Module II - Various methods and techniques of English subject	10 marks
Module III - curriculum construction and teaching aids	10 marks
Module- IV – planning and construction of unit test.	10 marks
Internal Assessment –	10 Marks
Course VIII Method – II &III - Science Method	50 Marks
Module I - Introduction to Science subject in school curriculum	10 marks
Module II - Various methods and techniques of Science subject	10 marks
Module III - curriculum construction and teaching aids	10 marks
Module- IV – planning and construction of unit test.	10 marks
Internal Assessment –	10 Marks
Course VIII Method – II &III – Home- Science Method	50 Marks
Module I - Introduction to Hindi Home-Science in school curriculum	10 marks
Module II - Various methods and techniques of Home-science subject	10 marks
Module III - curriculum construction and teaching aids	10 marks
Module- IV – planning and construction of unit test.	10 marks
Internal Assessment –	10 Marks
Course VIII Method – II &III - Commerce Method	50 Marks
Module I - Introduction to Commerce subject in school curriculum	10 marks
Module II - Various methods and techniques of Commerce subject	10 marks
Module III - curriculum construction and teaching aids	10 marks
Module- IV – planning and construction of unit test.	10 marks
Internal Assessment –	10 Marks

Course VIII	Method – II &III - History Method	50 Marks
Module I	- Introduction to History subject in school curriculum	10 marks
Module II	- Various methods and techniques of history subject	10 marks
Module III	- curriculum construction and teaching aids	10 marks
Module- IV	– planning and construction of unit test.	10 marks
Internal Assessment –		10 Marks
Course VIII	Method – II &III - Geography Method	50 Marks
Module I	- Introduction to Geography subject in school curriculum	10 marks
Module II	- Various methods and techniques of Geography subject	10 marks
Module III	- curriculum construction and teaching aids	10 marks
Module- IV	– planning and construction of unit test.	10 marks
Internal Assessment –		10 Marks
Course VIII	Method – II &III - Civics Method	50 Marks
Module I	- Introduction to Civics subject in school curriculum	10 marks
Module II	- Various methods and techniques of Civics subject	10 marks
Module III	- curriculum construction and teaching aids	10 marks
Module- IV	– planning and construction of unit test.	10 marks
Internal Assessment –		10 Marks
Course VIII	Method – II &III - Economics Method	50 Marks
Module I	- Introduction to Economics subject in school curriculum	10 marks
Module II	- Various methods and techniques of Economics subject	10 marks
Module III	- curriculum construction and teaching aids	10 marks
Module- IV	– planning and construction of unit test.	10 marks
Internal Assessment –		10 Marks
Course VIII	Method – II &III – Mathematics Method	50 Marks
Module I	- Introduction to Mathematics subject in school curriculum	10 marks
Module II	- Various methods and techniques of Mathematics subject	10 marks
Module III	- curriculum construction and teaching aids	10 marks
Module- IV	– planning and construction of unit test.	10 marks
Internal Assessment –		10 Marks
Course VIII	Method – II &II Music Method	50 Marks
Module I	- Introduction to Music subject in school curriculum	10 marks
Module II	- Various methods and techniques of Music subject	10 marks
Module III	- curriculum construction and teaching aids	10 marks
Module- IV	– planning and construction of unit test.	10 marks
Internal Assessment –		10 Marks

B. Ed. SEMESTER -IV

Course X.-Gender, School, Society and Inclusive Education	100 marks
Module I - Introduction to gender and sex	20 Marks
Module II - Gender and Education	20 Marks
Module III – introduction to Inclusive education	20 Marks
Module IV - Different abled children in Inclusive Education	20 Marks
Internal Assessment -	20 Marks
Course XI.- Assessment for Learning	100 marks
Module I - Measurement, Assessment and Evaluation	20 Marks
Module II - Tools of Measurement, Assessment and Evaluation	20 Marks
Module III – Criteria of Assessment and Evaluation tools	20 Marks
Module IV - Interpreting test scores and feedback	20 Marks
Internal Assessment -	20 Marks
Course XII History of ancient Indian Sciences	50 Marks
Module I - Ancient Indian Agriculture	10 marks
Module II - Ancient Indian Architecture	10 marks
Module III - Ancient Indian Astronomy	10 marks
Module- IV – Ancient Indian Health- Sciences	10 marks
Internal Assessment –	10 Marks
Course VII E-II - Guidance and Counseling	50 Marks
Module I - Fundamentals of Guidance and Counseling	10 marks
Module II - Vocational & Educational Guidance	10 marks
Module III - Personal Associated with guidance and Counseling	10 marks
Module- IV – Guidance and counseling for Children with special needs	10 marks
Internal Assessment –	10 Marks
Course XIII E-I- Environmental Science-	50 Marks
Module I - Biodiversity	10 marks
Module II - introduction to Environment Education	10 marks
Module III - Causes and effects of environmental.	10 marks
Module- IV – Environment awareness	10 marks
Internal Assessment –	
Course XIII E-II- Health- Education	50 Marks
Module I - Introduction to health education	10 marks
Module II - Learn good health habits	10 marks
Module III - Food and Nutrition	10 marks
Module- IV – Exercise and yoga	10 marks
Internal Assessment –	
Course XIII E-III - Action Research	50 Marks
Module I - Introduction to Action Research.	10 marks
Module II - Process of Action Research	10 marks
Module III - Tools and Techniques of Action research	10 marks
Module- IV – Action research report.	10 marks
Internal Assessment –	

**KAVI KULAGURU KALIDAS SANSKRIT UNIVERSITY,
RAMTEK.**



(CHOICE BASED CREDIT SYSTEM)

SYLLABUS FOR TWO YEAR B.Ed. COURSE

FIRST YEAR (SEMESTER- I)

2015 – 16

B.Ed. Course

U. G Course in Education

Two Year Duration (Four Semester)

As per the notification vide letter no F-51-4/2014/NCTE / N &S dated 10th December 2014 it is mandatory to start two year B.Ed. course (Four Semester) as prescribed by N.C.T.E and guidelines of State Govt.

A meeting of Board of studies (B O S) in Faculty of Education , Kavikulaguru Kalidas Sanskrit University was held on 30th December 2014 to discuss about the outline of curriculum prescribed by NCTE.

The Hon. Members thoroughly discussed prepared and unanimously finalized the model of curriculum taking into consideration the guidelines of NCTE, as per the needs of the region and practically applicable in the B O S meeting held on 16.06.2015

The BOS of faculty of Education, KKSU, Ramtek has accepted the new syllabus for two year B.Ed. programme from 2015-16 onward.

The members of B O S have decided to make the amendments as and when required as per the guidelines of N C T E and K K SU, Ramtek.

Two year B.Ed. C B C S Course in Details

1. Title of the course: Bachelor of Education (B.Ed.)

2. Duration of the Course: Two Years divided into four semesters such as Semester- I, II, III & IV.

3. General Objective of the B.Ed. Course

1. To develop critical awareness about the social realities among the students.
2. To develop managerial and organizational skills among the students.
3. To promote capabilities for inculcating National values and goals as mentioned in the constitution of India.
4. To prepare competent and committed professional willing to perform the identified tasks.
5. To prepare sensitive student-teacher about emerging issues such as environment, population, gender equality, legal literacy etc.
6. To acquaint students with the role of teacher in nation development.
7. To enable students to understand the procedures of advanced pedagogy and evaluation procedures.
8. To make students realize the importance of focusing on the learning of the student rather than teaching.

4. Eligibility for Admission:

- i. A candidate should have passed any Bachelor's Degree/ Master Degree of Kavikulaguru Kalidas Sanskrit University or any other recognized university of Maharashtra or other State University of India.
- ii. The candidate of Open category and other State category should have obtained at least 50% marks in B.A. M.A. or in an any equivalent degree
- iii. The candidate of SC/ST/ OBC / VJNT /SBC and any other reservation categories should have obtained 45% marks in B.A. M.A. or in an any equivalent degree.
- iii. A candidate should have qualified CET (Common Entrance Test) for B.Ed. each current academic year which is conducted by M K CL and Govt. of Maharashtra.

5. Selection Procedure: Admission will be given to the eligible candidates as per the decision of Centralized Admission Committee purely on merit and reservation basis laid down by Kavikulaguru Kalidas Sanskrit University, Ramtek, as per the rules of Govt. of Maharashtra .

6. Medium of Instruction: The medium of instruction at the B.Ed. course will be Marathi. The Candidate appearing for B.Ed. examination will have the option of answering all paper in Sanskrit/Marathi/English and Hindi provided that the option is exercised by the University.

7. Eligibility Norms for appearing for B.Ed. examination:

- i. The candidate should have at least 80% attendance in each semester.
- ii. The candidate should complete all the practical and other work expected in the syllabus to the satisfaction of college and as well as University.

8 . Structure of B.Ed. Course: The B.Ed. course is divided in three components like-

- a. Theory
- b. Practical and EP C (Enhancing Professional Capacities.)
- c. School Internship and Final practical exam.

9. Marks and learning load as per credits:

1. Learning load per credit = 16 clock hours.
2. Each credit = 20 marks.
3. Each theory paper will comprise of 80 marks (4 credits) and practical of 20 marks (1 credit).

10. Evaluation Process:

1. Theory- The University will conduct the theory examination at the end of each semester.

2. Practical work - The college will conduct practical work as per the syllabus in each and every semester for all subjects prescribed in the syllabus and submit the internal marks to the university before theory examination of each semester in the prescribed format given by the University.

3. E P C – The college shall get completed all the work related with E PC I, II and III, IV and shall keep the record of each student which will be evaluated by external examiner at the end of semester I and IV.

4. School Internship- A student- teacher will complete his/her school internship in both the semesters v.g - II and III. He/ She shall work as regular teacher and participate in all the activities, including planning, teaching, and assessment. After completion of the school internship the student teacher should get a certificate from Head-master/Principals of concerned schools stating satisfactory completion of internship and submit this in the University through concerned college and then only internship marks will be mentioned in her/his mark sheet.

5. Final lesson- The college will organize the final lesson (Practical exam.) during the School Internship period as per the schedule given by the University .The final lessons in semester-II for Sanskrit methodology (M-1) and semester- III for other two school subjects (M-2 & M-3) and other activities in internship program will be evaluated by external examiner appointed and authorized by the University.

11 . Norms for passing B.Ed. examination.

1.To pass the examination of B.Ed. the student must obtain at least 45% marks in each head both theory (36 out of 80) (18 out of 40) and practical (09 out of 20) (4.5 =05 out of 10).

2. The student must obtain at least 45% each in E P C Paper , School Internship and final lesson .

12. Choice Based Credit System (C B C S)

1. A non- B.Ed. students can elect one subject as C B C S in semester- II (course-07) and Semester- IV (course- 13) as per the prescribed syllabus.

Semester wise Distribution of the Courses

Semester-I

Sr. No	Course	Subject	Credit	Teaching Hours Per week	Marks Theory +
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				Theory	Practical	Practical
01	C- 1	Childhood and Growing Up	5	04	03	80+20=100
02	C- 2	Contemporary India and Education	5	04	03	80+20=100
03	C-3	School Administration and Management	2.5	2	2	40+10=50
04	C- 4	Sanskrit Education	2.5	2	2	40+10=50
05	C-EP C-1 & 2	Reflecting on texts, and Art in Education	5	-----	14	--- + 100
			20	12	24	240+160 =400

Semester-II

Sr. No	Course	Subject	Credit	Teaching Hours Per week		Marks Theory + Practical
				Theory	Practical	
01	C-5	Learning and Teaching	5	04	03	80+20=100
2	C-6	Sanskrit Education	2.5	02	02	40+10=50
2	C-7	Elective and CB CS Subject (Elect any one of the Following) 1. Information Communication Technology (ICT) 2. Guidance and Counseling. 3. Value Education.	2.5	02	02	40+10=50
03	C-8(M-1)	Sanskrit Method	2.5	02	02	40+10=50
04		School Internship	5	-----	08 weeks	100
05		Final Practical Examination (Sanskrit Method)	2.5			50
			20	10	09	200+50+100+50=400

Semester-III

Sr. No	Course	Subject	Credit	Teaching Hours Per week	Marks Theory. + Practical.
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				Theory	Practical	
1.	C- 9	Knowledge and Curriculum	5	04	02	80+20=100
02	Course 8 (M. 2 & M. 3)	Pedagogy of a School Subject- I &II (Select any two of the Following) 1. Marathi Method. 2. Hindi Method. 3. English Method. 4. Science Method. 5. Home-Science Method 6. Commerce Method. 7. History Method. 8. Geography Method 9. Civics Method 10. Economics Method. 11. Mathematics Method. 12. Music Method	2.5	02	02	40+10=50
			2.5	02	02	40+10=50
03		School Internship	05	12 Week		100
04		Final Practical Examination (School subject two)	2.5 +2.5 =5			50+50 = 100
			20	08	6	160+40+100+ 100=400

Semester-IV

Sr. No	Course	Subject	Credit	Teaching Hours Per week		Marks Theory. + Practical.
				Theory	Practical	
01	C- 10	Gender, School and Society and Inclusive Education	5	4	3	80+20=100
02	C-11	Assessment for Learning	5	4	3	80+20=100
03	C-12	History of Ancient Indian Sciences (Interdisciplinary Approach)	2.5	2	2	40+10=50
04	C- 13	Elective and CB CS Subject (Elect any one of the Following) 1. Environment Education 2. Health Education. 3. Action Research.	2.5	2	2	40+10=50
05	C E P C – 3 &4	Understanding the Self and Critical Understanding of I C T	5		14	100
			20	12	22	240+160 =400

Details of Credit and Marks Semester wise

Sr. No	Semester	Credit	Marks
01	Semester -I	20	400
02	Semester -II	20	400
03	Semester -III	20	400
04	Semester -IV	20	400
05	(Four Semester)	80	1600

Course 1

Childhood and Growing Up

Objectives:

Marks: 80+20=100

1. To enable him/her to understand the role of school, family, Society, Community and other non-formal agencies of education in the spread of education.
2. To enable him/her to know the Education and Socio-cultural Context.
3. To develop an understanding of different dimensions and stages of human development
4. To help him/her to know and appreciate psychological needs and problems of Adolescences.
5. To help him/her to understand the concepts and importance of mental health and adjustment.

Unit-I: Agencies for development of childhood.

20 (1 Credit)

1. **Family-** Meaning and definition of family, Importance of family in the education of the child. Role of family for development of childhood.
2. **School-** Meaning and definition of School, Importance of school in the education of the child. Role of School for development of childhood.
3. **Society-** Meaning and definition of Society, Importance of society in the education of the child. Role of Society for development of childhood.
4. **Community-** Meaning and definition of Community, Importance of community in the education of the child. Role of Community for development of childhood.

Unit-II: Education and Socio-cultural Context

20 (1 Credit)

1. Education as an instrument of social change-influence of education on society, family and their practices.
2. Socio-cultural influences on the aims and organization of education.
3. Social acceptability of educational policy and practice
4. Emerging trends in societies and their repercussion on education: globalization and internationalization of education
5. Role of education in resolving cultural conflict and cultural lag
6. Role of Family, School, Society and Community in socialization process of a child.

Unit-III: Growth and Development

20(1 Credit)

1. Meaning and Concept of growth and development.
2. Different stages of growth and development.
 - a. Infancy- characteristics, role of parents.
 - b. Pre- childhood & Post- childhood- Characteristics, Problems, role of teacher in solving them.
 - c. Adolescence - Meaning & characteristics of adolescence.
3. All round development of a child with special reference to different domains of development e.g.-
 - a. Physical and Motor development.
 - b. Mental development/Cognitive development
 - c. Emotional development.
 - d. Moral development.

Unit- IV: Personality, Mental health and Adjustment

20 (1 Credit)

- a. Personality- definition, meaning and nature of development of personality.

Types of personality, Theories of Personality- i. Cattell's Factorial theory ii. Allport's Individual theory, iii. Sigmund Freud's Psycho- analytic theory.
- b. Adjustment- Meaning, need and importance of adjustment.

Maladjustment- concept & its effect. Defence Mechanism
- c. Mental health- Concept, factors influencing on mental health.

Important and need of mental health. Role of education in mental health.

Practical

20(1 Credit)

1. Seminar and Assignment

Reference Books:

1. एन.आर स्वरूप सक्सेना, शिखा चतुर्वेदी 2008 उदीयमान भारतीय समाजमें शिक्षक, आर लाल बुकडेपो शिमला.
2. डॉ प्रतिभा सुधीर पेंडके 2008 उदयोन्मुख भारतीय समाजातील शिक्षक, श्रीमंगेश प्रकाशन, नागपूर
3. डॉ. सुरेश करंदीकर, व मीना मंगरूळकर 2005 उदयोन्मुख भारतीय समाजातील शिक्षण, फडके प्रकाशन कोल्हापूर
4. म.बा.कुंडले 1996 शैक्षणिक तत्वज्ञान व शै. समाजशास्त्र , श्री. विद्याप्रकाशन

5. डॉ. अरविंद दुनाखे 2007 प्रगत शैक्षणिक तत्वज्ञान, नित्यनुतन प्रकाशन , पुणे
6. डॉ. अरविंद दुनाखे व लीना देशपांडे 2009 प्रगत शैक्षणिक समाजशास्त्र नित्यनुतन प्रकाशन, पुणे
7. Bruner R F (1978) *Psychology applied to teaching*, Boston: Houghton Mifflin.
8. Gagne R.M. (1985) 'The conditions of learning and theory of instruction' IV edition
New York, Holt, Rinehart and Winston.
9. Lindgren H. C. (1980) 'Educational psychology in the classroom, New York, Oxford University Press.
10. Patricia A. Alexander, Phillip H Winne (2006) Hand Book of Educational Psychology.
11. Wool folk A .E. (2009) Educational psychology 11th edition prentice hall publications.
12. Dandapani S. Advanced educational psychology, Anmol Publications (2005).
13. Chauhan S.S. Advanced Educational psychology. Vikas Publishing House, Pvt Ltd.,
14. Mangal S.K. Advanced Educational Psychology. Prentice Hall of India, New Delhi.
15. Goleman, Daniel, emotional intelligence, New York.
16. Chintamani kar, Exceptional children, sterling publications.
17. Skinner C E, Educational psychology (1984) New Delhi, prentice hall.
18. Panda B N Advanced educational psychology, discovery publish

Course 2

Contemporary India and Education

Objective:**Marks: 80+20=100**

1. To understand that development of education is influenced by socio-political forces of the time;
2. To understand the contribution of various major committees and commissions on Education set up from time to time;
3. To appreciate the developments in Indian education in the pre and post-independence era.
4. To understand Constitutional Provision of Education.

Unit-I Diversity, Inequality and Marginalization in Society and the implications for Education **20 (1 Credit)****a. Diversity-** Meaning and Concept of Social diversity.

Factors affecting diversity – Individual, regions, languages, religions, castes, tribes etc.

b. Inequality- Meaning and Concept of Inequality.

Causes and effects of inequality – Individual, regions, languages, religions, castes, tribes etc.

c. Marginalization- Meaning and Concept of Marginalization.

Causes and effects of Marginalization – Individual, regions, languages, religions, castes, tribes etc.

Unit-II: Pre-Independence Period of Indian education.**20 (1 Credit)**

1. Macaulay's Minutes
2. Woods Dispatch 1854
3. The Indian Education Commission 1882(Hunter Commission)
4. Curzen Policy, Indian University Commissions 1902 and National Education Movement.
5. Wardha Scheme of Education 1937

Unit-III: Post- Independence Period of Indian education.**20 (1 Credit)****Various educational policies & their recommendation**

1. Radhakrishnan Commission -1948-49
2. Mudhaliar Commission 1952-53
3. Kothari Commission-1964-66
4. National policy on Education 1986
5. Ram murthy Commission -1992

6. UNESCO Commission-2005

7. Knowledge Commission -2006

Unit-IV: Democracy and Constitutional Provision of Education. 20 (1 Credit)

1. Meaning and Basic principles of democracy- Freedom, Justice, Equality, Fraternity

2. Values of democracy, Democracy in Education. Democracy and teacher,

3. Features of the Constitution of India

a. Preamble b. Fundamental Right c. Duties of Citizens

d. Directive principles of State policies

e. Right of children to Compulsory Education act 2009 (RTE-2009)

Practical 20 (1/2 Credit)

1. Seminar and Assignment

Reference Books:

1. UNESCO's Report on Education for Sustainable Development, Paris, UNESCO.

2. Ministry of Law and Justice, Right to Education Act (2009), Govt. of India, New Delhi

3. UNESCO (2004). Education for All. The Quality Imperative FA Global Monitoring Report.

4. Bhandari, Vishnu, B. (2003). Education for Sustainable Development in Nepal Institute for Global Environment Strategies, Japan.

5. Swain, Sanjay, K. (1998). Trends and Issues in Indian Education, Kalyani Publishers, Kolkata.

6. Aggarwal, J. C. and Gupta, S. Secondary Education: History, Problems and Management, Sipra Publication, New Delhi.

7. Agarwal, J. C. (2005). Recent Development and Change in Education, Sipra Publication, New Delhi.

8. Mukhopadhyaya, Marmar (2007). Education in India: Dynamic of Development, New Delhi, Sipra. 14

9. Sharma, R.N. : History and Problems of Education in India, Surjeet Publications, Delhi.

10. Bhatnagar, S. : History & Problem of Indian Education, R. Lall Book Depot, Meerut.

11. Ministry of Human Resource: National Policy of Education, 1986 Development

12. Sharma & Sharma: Secondary Education and Teacher

13. Chaubey, S.P : History of Indian Education, Vinod Pustak Mandir, Agra.
14. Mukherji S. N. : Education in India Today & Tomorrow, Vinod Pustak Mandir, Agra.

Course - 3

Development of School Management

Objectives:**Marks: 40+10=50**

1. To understand the concept of Management.
2. To acquire knowledge regarding the concept and process of Human Resource Management in School.
3. To get acquainted with the essential infrastructural resources for quality management.
4. To know the factors contributing to good School Management.
5. To know the qualities, duties and responsibilities of the personal involved in School Management.
6. To provide knowledge about Event Management

Unit I - School Management, administration and Organization. 10(1/2 Credit)

1. Concept of school management, school administration and school organization.
2. Difference between school management, school administration and school organization.
3. Characteristics of good management and Democratic approach with respect to:
I. Planning (Growth and development) II. Execution III. Direction IV. Co-ordination V. Evaluation

Unit II Human and Physical Resources Development of Schools 10(1/2 Credit)**A) Human Resources**

1. **Head Master** – Required qualifications, his powers, duties and responsibilities.
2. Qualities of a good Head- Master.
3. Relation of H.M with school management, Department of Education, School staff (teaching and non-teaching) students, parents and community.
4. Maintenance of service book and Ledger.
5. **Teacher**- Required qualifications, qualities (professional and other), duties and responsibilities.
6. Relation of teacher with Head master, teachers, students, non-teaching staff, community, Teacher association.
7. **Students** – Duties and responsibilities of student towards school, home, community, Nation, and students parliament.

B. Physical Resources

1. **School building** – Design L Type, H Type, E Type, Single and multi-storied,

2. Sanitary arrangement - water supply, electricity, garden,

3. School furniture- quality- design, suitability, electricity, ventilation, Black- Board, Charts, Models.

4. Special rooms - Laboratory (Computer lab, Language Lab, Psychology Lab) Library, Reading Room ,Workshop Hall, Museum, Auditorium, Recreation Hall, Display Room (Charts, Models), Projector Room.

Unit III Information system and Management of school.

10(1/2 Credit)

A. Student information System: Meaning, scope, Need, importance, teachers role .

1. Meaning and Function of Management.

b.. Types of Management

1. Class-room Management System

2. School accounting and financial management system

3. School website.

4. Hostel management system

5. Event Management system: Nature of Daily activity, co-curricular activities, National functions, celebration of days, Social gathering, Annual day, fair, cultural and literary activities

6. Games and sports Management system

7. Scouts & Guides, N.S.S, N. C.C. participation of school in state and national level, Tournaments, schemes and programs.

UNIT IV Student Issues, Health service and Institutional Planning

10(1/2 Credit)

a. Student Issues- 1. School Discipline 2. Reward and punishment

b. Health service- 1. Medical checkup and follow-up 2. Personal and social hygiene

3. First aid

c. Support Service- 1. Guidance and counseling center.

d. Institutional Planning- 1. Time- Table 2 .Academic calendar 3. Educational Tour 4. Various Types of school records, Cultural activities.

Practical:

10 (1/2 Credit)

1. Assignment.

Recommended books :

- 1) डॉ किरण नागतोडे, (2006), शालेय व्यवस्थापन शैक्षणिक संरचना आणि आधुनिक विचार प्रवाह, नागपूर, विद्या प्रकाशन
- 2) डॉ. अरविंद दुनाखे 1998 शैक्षणिक व व्यावसायिक मार्गदर्शन आणि समुपदेशन, पुणे, नुतन प्रकाशन
- 3) डॉ सौ. अर्चना अलोणी, (2006) शैक्षणिक तंत्राविज्ञान व व्यवस्थापन नागपूर, पिंपळापूरे अँड कंपनी
- 4) प्रा. एस.डी ताम्हणकर, (1995), शैक्षणिक प्रशासन व नियोजन पुणे, नुतन प्रकाशन
- 5) डॉ. गुरुप्रसाद कक्कड, डॉ. शशी गायकवाड 2006 शालेय प्रशासन व प्रबंधन, नागपूर, विद्या प्रकाशन
- 6) डॉ. अरविंद दुनाखे, (1998), शालेय व्यवस्थापन, प्रशासन व संघटन, पुणे, नुतन प्रकाशन
- 7) डॉ एम.एल जाधव, प्रा आर.आर. माने,(2002), शालेय व्यवस्थापन , कोल्हापूर, फडके प्रकाशन.
- 8) प्रा.विनया रणसिंग / प्रा.भाग्यश्री रहाटे, (2007), भारतीय शिक्षणपद्धतीचा विकास आणि शालेय व्यवहाराचे अधिष्ठान, नागपूर, श्री मंगेश प्रकाशन.
- 9) प्रा.डॉ आ.वि. कापरे, (2009), शैक्षणिक व्यवस्थापन, कोल्हापूर, फडके प्रकाशन
- 10)शशी सरवदे, (2008), शैक्षणिक मार्गदर्शन आणि समुपदेशन, पुणे, डायमंड प्रकाश
- 11) प्रा.ना.ग.पवार, (2007), भारतातील शिक्षणपद्धतीचा विकास, पुणे, नित्यनुतन प्रकाशन.
- 12) डॉ. न.रा. पारसनीस, (1995), भारतातील शैक्षणिक नियोजन, पुणे, नुतन प्रकाशन
- 13)डॉ ललिता चंद्रात्रे (जोशी), (2008) भारतीय शिक्षण इतिहास आणि विकास, नांदेड, आदित्य पब्लिकेशन.
- 14)) डॉ. अरविंद दुनाखे, डॉ. हेमलता पारसनीस, (2009), प्रगत शैक्षणिक व्यवस्थापन, प्रशासन व वित्तव्यवहार, पुणे, नित्यनुतन प्रकाशन
- 15) एस.पी सुखिया, (1997), विद्यालय प्रशासन संगठन एवं स्वास्थ्य शिक्षा, आगरा, विनोद पुस्तक मंदिर.
- 16) श्रीमती एस.पी सुखिया, (2009), विद्यालय प्रशासन संगठन एवं स्वास्थ्य शिक्षा, आगरा, अग्रवाल पब्लिकेशन
- 17) Namita Roy choudhary, 2001, Management in Education New Delhi, A.P.H Publishing Corporation.
- 18) Dr. G. Aruna Mohan, 2012, Understanding the learner and classroom management, Hyderabad, Neelkamal publication.
- 19) Hassen Taj, 2001 , School management, and administration, Agra, H.P.Bhargava Book house.
- 20) Raj Singh, 2005, School Organization and Administration, New-Delhi, Commonwealth Publishers.

Sanskrit Education

Objectives:

Marks: 40+10=50

1. To enable the student teacher to corelate Sanskrit subject with other subjects of B.Ed. curriculum..
- 2.To help him to know the various branches of Sanskrit literature.
- 3.To enable him to know the concept of value Education from Geeta and Neettsataka.

Unit I - Neetishataka of Bhartruhari.

10(1/2 Credit)

- 1) Vidwat Paddhati (Vidya) 2) Artha Paddhati

Unit II - Neetishataka of Bhartuhari

10 (1/2 Credit)

- 1) Sujan Paddhati 2) Mansoriya Padhati.

Unit III- Bhagvad Gita

10(1/2 Credit)

- a) Characteristic of Daiwi and Asurisampati Adhyay 16 th – 1 to 24 shloks

Unit IV- Sanskrit Grammer

10(1/2Credit)

Karaka Prakranam (I,II,III, & IV Vibhakti) of Laghusidhantkaum.

Practical:

10(1/2 Credit)

1. Assignment.

Reference Books:-

- 1) डॉ गोपाल शर्मा 1997 नितीशतकम हंसा प्रकाशन चांदपोल बाजार जयपुर
- 2) डॉ.गंडासागराय 2006 नितीशतकम चौखंबा पब्लिशर्स, वारानसी
- 3) डॉ श्रीकृष्णमणि त्रिपाठी 2009 नितीशमकम चौखंबा पब्लिशिंग हाऊस नवी दिल्ली
- 4) डॉ राजेश्वर मिश्रा, 2004 नितीशतकम, अक्षयवट प्रकाशन इलाहबाद
- 6) श्री धरानन्दशास्त्री 1977 लघुसिध्दांत कौमुदी मोतीलाल बनारसीदास वारानसी
- 7) प. ईश्वरचंद 2007 लघुसिध्दांत कौमुदी संस्कृत ग्रंथागार दिल्ली
- 8) डॉ हेमा गोखले 2011 नितीशतकम क.क.संस्कृत विद्यापीठ रामटेक
- 9) स्वामी श्री सनातन देवजी महाराज – श्रीमद भगवदगिता– चौखंबा संस्कृत संस्थान
10. श्री.विश्वास मंडलिक–2009, अष्टांग योगदर्शन योगचैतन्य, प्रकाशन विभाग, नाशिक–05
- 11) सम्पादक– जगदिश शास्त्री – 2008 पातंजल योगदर्शन– ईस्टर्न बुक लिंकर्स दिल्ली

Enhancing Professional Capacities (EPC -1&2)

Reflecting on texts and Art in Education

(It is Purely Practical works)

Objectives:

Marks-100

1. To develop the enhancing Professional Capacities of the student.
2. To understand various skills of micro teaching.
3. To develop the knowledge about evaluation of Novel and Content analysis.
4. To develop skill to preparing craft.

Programs

1. Micro teaching - The student teacher will deliver / practice 15 micro lessons (each method five micro lesson) on five skills given as below-

40 (2 .Credit)

- i. Introduction skill.
- ii. Explanation skill.
- iii. Question skill.
- iv. Stimulation Variation skill.
- v. Black board writing skill.

2. Bridge- lesson

10 (1/2 Credit)

After practicing five skills in micro teaching, student – teacher will deliver / practice one bridge- lesson for each method.

3. Review of Autobiography. (any one)

20 (1. Credit)

1. Fire of Wings – Dr. A. P. J Abdul Kalam.
2. Discovery of India. – Pt. Jawahar Nehur.
3. Majhi Janmathep – V. D. Sawarkar.
4. The story of my experiments with truth.- M.K.Gandhi.
5. Playing it my way – Sachin Tendulkar.
6. Biography of Swami Vivekananda – Published by Velour Math, Kalkata.

4. Preparation of Craft (any two)**20 (1. Credit)**

- i. Painting ii. Book binding. iii. Envelop Making iv. Poster Making. v. Candle Making.
vi. Fancy goods Making. vii. Toy Making viii. Chalk Making ix. Clay Modeling.

5. Exhibition of Craft**10 (1/2 Credit)**

1. The college will Organize the exhibition for craft work done by student-teacher.



**KAVI KULAGURU KALIDAS SANSKRIT UNIVERSITY,
RAMTEK.**



(CHOICE BASED CREDIT SYSTEM)

SYLLABUS FOR TWO YEAR B.Ed. COURSE

FIRST YEAR (SEMESTER – II)

2015 – 16

B.Ed. Course

U. G Course in Education

Two Year Duration (Four Semester)

As per the notification vide letter no F-51-4/2014/NCTE / N &S dated 10th December 2014 it is mandatory to start two year B.Ed. course (Four Semester) as prescribed by N.C.T.E and guidelines of State Govt.

A meeting of Board of studies (B O S) in Faculty of Education , Kavikulaguru Kalidas Sanskrit University was held on 30th December 2014 to discuss about the outline of curriculum prescribed by NCTE.

The Hon. Members thoroughly discussed prepared and unanimously finalized the model of curriculum taking into consideration the guidelines of NCTE, as per the needs of the region and practically applicable in the B O S meeting held on 16.06.2015

The BOS of faculty of Education, KKSU, Ramtek has accepted the new syllabus for two year B.Ed. programme from 2015-16 onward.

The members of B O S have decided to make the amendments as and when required as per the guidelines of N C T E and K K S U, Ramtek.

Two year B.Ed. C B C S Course in Details

1. Title of the course: Bachelor of Education (B.Ed.)

2. Duration of the Course: Two Years divided into four semesters such as Semester- I, II, III & IV.

3. General Objective of the B.Ed. Course

1. To develop critical awareness about the social realities among the students.
2. To develop managerial and organizational skills among the students.
3. To promote capabilities for inculcating National values and goals as mentioned in the constitution of India.
4. To prepare competent and committed professional willing to perform the identified tasks.
5. To prepare sensitive student-teacher about emerging issues such as environment, population, gender equality, legal literacy etc.
6. To acquaint students with the role of teacher in nation development.
7. To enable students to understand the procedures of advanced pedagogy and evaluation procedures.
8. To make students realize the importance of focusing on the learning of the student rather than teaching.

4. Eligibility for Admission:

- i. A candidate should have passed any Bachelor's Degree/ Master Degree of Kavikulaguru Kalidas Sanskrit University or any other recognized university of Maharashtra or other State University of India.
- ii. The candidate of Open category and other State category should have obtained at least 50% marks in B.A. M.A. or in an any equivalent degree
- iii. The candidate of SC/ST/ OBC / VJNT /SBC and any other reservation categories should have obtained 45% marks in B.A. M.A. or in an any equivalent degree.
- iii. A candidate should have qualified CET (Common Entrance Test) for B.Ed. each current academic year which is conducted by M K CL and Govt. of Maharashtra.

5. Selection Procedure: Admission will be given to the eligible candidates as per the decision of Centralized Admission Committee purely on merit and reservation basis laid

down by Kavikulaguru Kalidas Sanskrit University, Ramtek, as per the rules of Govt. of Maharashtra .

6. Medium of Instruction: The medium of instruction at the B.Ed. course will be Marathi. The Candidate appearing for B.Ed. examination will have the option of answering all paper in Sanskrit/Marathi/English and Hindi provided that the option is exercised by the University.

7. Eligibility Norms for appearing for B.Ed. examination:

- i. The candidate should have at least 80% attendance in each semester.
- ii. The candidate should complete all the practical and other work expected in the syllabus to the satisfaction of college and as well as University.

8 . Structure of B.Ed. Course: The B.Ed. course is divided in three components like-

- a. Theory
- b. Practical and EP C (Enhancing Professional Capacities.)
- c. School Internship and Final practical exam.

9. Marks and learning load as per credits:

1. Learning load per credit = 16 clock hours.
2. Each credit = 20 marks.
3. Each theory paper will comprise of 80 marks (4 credits) and practical of 20 marks (1 credit).

10. Evaluation Process:

1. Theory- The University will conduct the theory examination at the end of each semester.

2. Practical work - The college will conduct practical work as per the syllabus in each and every semester for all subjects prescribed in the syllabus and submit the internal marks to the university before theory examination of each semester in the prescribed format given by the University.

3. E P C – The college shall get completed all the work related with E PC I, II and III, IV and shall keep the record of each student which will be evaluated by external examiner at the end of semester I and IV.

4. School Internship- A student- teacher will complete his/her school internship in both the semesters v.g - II and III. He/ She shall work as regular teacher and participate in all the

activities, including planning, teaching, and assessment. After completion of the school internship the student teacher should get a certificate from Head-master/Principals of concerned schools stating satisfactory completion of internship and submit this in the University through concerned college and then only internship marks will be mentioned in her/his mark sheet.

5. Final lesson- The college will organize the final lesson (Practical exam.) during the School Internship period as per the schedule given by the University .The final lessons in semester-II for Sanskrit methodology (M-1) and semester- III for other two school subjects (M-2 & M-3) and other activities in internship program will be evaluated by external examiner appointed and authorized by the University.

11 . Norms for passing B.Ed. examination.

- 1.To pass the examination of B.Ed. the student must obtain at least 45% marks in each head both theory (36 out of 80) (18 out of 40) and practical (09 out of 20) (4.5 =05 out of 10).
2. The student must obtain at least 45% each in E P C Paper , School Internship and final lesson .

12. Choice Based Credit System (C B C S)

1. A non- B.Ed. students can elect one subject as C B C S in semester- II (course-07) and Semester- IV (course- 13) as per the prescribed syllabus.

Semester wise Distribution of the Courses

Semester-I

Sr. No	Course	Subject	Credit	Teaching Hours Per week		Marks Theory + Practical
				Theory	Practical	
01	C- 1	Childhood and Growing Up	5	04	03	80+20=100
02	C- 2	Contemporary India and Education	5	04	03	80+20=100
03	C-3	School Administration and Management	2.5	2	2	40+10=50
04	C- 4	Sanskrit Education	2.5	2	2	40+10=50
05	C-EP C-1 & 2	Reflecting on texts, and Art in Education	5	-----	14	--- + 100
			20	12	24	240+160 =400

Semester-II

Sr. No	Course	Subject	Credit	Teaching Hours Per week		Marks Theory + Practical
				Theory	Practical	
01	C-5	Learning and Teaching	5	04	03	80+20=100
2	C-6	Sanskrit Education	2.5	02	02	40+10=50
2	C-7	Elective and CB CS Subject (Elect any one of the following) 1. Information Communication Technology (IC T) 2. Guidance and Counseling. 3. Value Education.	2.5	02	02	40+10=50
03	C-8(M-1)	Sanskrit Method	2.5	02	02	40+10=50
04		School Internship	5	-----	08 weeks	100
05		Final Practical Examination (Sanskrit Method)	2.5			50
			20	10	09	200+50+100+50=400

Semester-III

Sr. No	Course	Subject	Credit	Teaching Hours Per week		Marks Theory. + Practical.
				Theory	Practical	
1.	C- 9	Knowledge and Curriculum	5	04	02	80+20=100
02	Course 8 (M. 2 & M. 3)	Pedagogy of a School Subject-I &II (Select any two of the Following) 1. Marathi Method. 2. Hindi Method. 3. English Method. 4. Science Method. 5. Home-Science Method 6. Commerce Method. 7. History Method. 8. Geography Method 9. Civics Method 10. Economics Method. 11. Mathematics Method. 12. Music Method	2.5	02	02	40+10=50
			2.5	02	02	40+10=50
03		School Internship	05	12 Week		100
04		Final Practical Examination (School subject two)	2.5 +2.5 =5			50+50 = 100
			20	08	6	160+40+100+ 100=400

Semester-IV

Sr. No	Course	Subject	Credit	Teaching Hours Per week		Mark Theory. + Practical.
				Theory	Practical	
01	C- 10	Gender, School and Society and Inclusive Education	5	4	3	80+20=100
02	C-11	Assessment for Learning	5	4	3	80+20=100
03	C-12	History of Ancient Indian Sciences (Interdisciplinary Approach)	2.5	2	2	40+10=50
04	C- 13	Elective and CB CS Subject (Elect any one of the following) 1. Environment Education 2. Health Education. 3. Action Research.	2.5	2	2	40+10=50
05	C E P C – 3&4	Understanding the Self and Critical Understanding of I C T	5		14	100
			20	12	22	240+160 =400

Details of Credit and Marks Semester wise

Sr. No	Semester	Credit	Marks
01	Semester -I	20	400
02	Semester -II	20	400
03	Semester -III	20	400
04	Semester -IV	20	400
05	(Four Semester)	80	1600

Course- 5

Learning and Teaching

Objectives:

Marks: 80+20=100

1. To understand significance and use of psychology in teaching learning process.
2. To know importance of motivation for learner.
3. To understand about pre-active phase, Inter active phase and post active phase of teaching.

Unit-: I Learning Process & Transfer of Learning

20 (1 Credit)

- a. Learning- its nature and types.
- b. Laws of learning.
- c. Theories of Learning- Trial and error, Classical conditioning, Operant conditioning, Insight learning .
- d. Measurement of Learning, Learning Curve.
- e. Transfer of Learning- definition and their types.
- f. Factors influencing learning.

.Unit-II: Motivation of the learner

20 (1 Credit)

- a. Concept of motivation, Types of motivation
- b. Importance of motivation in class room.
- c. Maslow's hierarchy of needs.
- d. Factors affecting- maturation, attention, interest and fatigue
- e. Memory & Forgetting- meaning, Importance, methods& characteristics of a good n Memory.

Unit-III: Learning Experiences & Teaching Process

20 (1 Credit)

- a. Concept of learning experiences, Characteristics of good learning experiences.
- b. Types and sources of learning experiences, various situations and activities through which they can be provided.
- c. Nature of teaching process, its relationship with the learning process
- d. General principles and maxims of teaching.

Unit-IV Phase of teaching

20 (1 Credit)

1. Pre-active Phase of teaching

- a. Taxonomy of Educational objectives for classroom instructions.
- b. Preparation of Year plan, lesson plan and unit plan.

2. Interactive Phase of teaching

Approaches for organizing learning. Various methods and techniques of teaching

- a. lecture cum demonstration, project method, heuristic method, inductive and deductive method.
- b. Techniques: Computer managed instruction, Programmed instruction & learning, Brain storming, group discussion, diagnostic and remedial approach, supervised study, seminar

3. Post active Phase of teaching

Evaluation Process.- Tools of evaluation, types of evaluation

- 1. Types of examination- Written, Oral, Practical and online examination, Characteristics their merits and demerits.
- 2. Qualitative Techniques of Evaluation – their merits and demerits..
- 3. Observation Techniques- Check list, Rating Scales, Anecdotal Records.
- 4. Self observation Techniques- Interviews, Interest Inventory, Personality Inventory.

Practical :

20 (1 Credit)

I. Seminar and Assignment

Reference Books:

- 1. Patricia A. Alexander, Phillip H Winne (2006) Hand Book of Educational Psychology.
- 2. Wool folk A .E. (2009) Educational psychology 11th edition prentice hall publications.
- 3. Dandapani S. Advanced educational psychology, Anmol Publications (2005).
- 4. Chauhan S.S. Advanced Educational psychology. Vikas Publishing House, Pvt Ltd.,
- 5. Mangal S.K. Advanced Educational Psychology. Prentice Hall of India, New Delhi.
- 6. Goleman, Daniel, emotional intelligence, New York.
- 7. Chintamani kar, Exceptional children, sterling publications.
- 8. Skinner C E, Educational psychology (1984) New Delhi, prentice hall.
- 9. Panda B N Advanced educational psychology, discovery publish

10. Dr .A. R Sharma (2007) Education Technology- Agra, Vinod Pustak mandir
11. Dr .A. R Sharma (2005) Education Technology- Agra, Vinod Pustak mandir
12. Anuradha (2005) Modern Educational Technology, New Delhi, Commonwealth Publication
13. R.A. Shrama (2005), Essential of Education Technic & Management,Surya Publication.
14. Sunita Joshi/ Abha Shrma (2006)Micro-Teaching Delhi- Author Press
15. Y.K.Singh/ Miss Archness Shrma(2010)-Micro Teaching- Delhi-A.P.H Publishing Corporation.
16. डॉ. ह.ना. जगताप(2006) प्रगत शैक्षणिक तंत्रा विज्ञान आणि माहिती तंत्र विज्ञान
17. सुमन ओक(1984)शै तंत्र विज्ञान— मुंबई , श्री विद्या प्रकाशन
18. डॉ. सौ निलिमा सप्रे.(2002) अध्यापनाची प्रतिमाने— कोल्हापूर, फडके प्रकाशन
19. प्रा. शं.श्री काशीकर (1987)— सुक्ष्म अध्यापन — पुणे — नुतन प्रकाशन
20. प्रा. विनया रणसिंग/ डॉ प्रविण मोहिते—(2008) शैक्षणिक तंत्रविज्ञान, मुल्यमापन प्रक्रिया आणि संख्याशास्त्र
21. डॉ एस.एस माथुर (2008)— शिक्षा तकनिकी — आग्रा—विनोद पुस्तक मंदिर
22. डॉ अर्चना अलोणी (2006)शैक्षणिक तंत्रविज्ञान आणि व्यवस्थापन— नागपूर— पिंपळापुरे प्रकाशन

Course - 6

Sanskrit Education

Objectives:

Marks: 40+10=50

1. To develop spiritual knowledge of student through Bhagawatgita.
2. To Know about Astangyoga for balanced personality.
3. To understand basic knowledge of Sanskrit grammar.

Unit-I Bhagawatgeeta.

10 (1/2 Credit)

1. Second chapter (shankhy yoga Adhaya) –1 to 72 shlokas

Unit II - Concept of Manas According to yoga.

20 (1. Credit)

- a) Samadhipad – Yogasuktavali – Pradnyabharti Dr. S.B. Warnekar
- b) Sadhanpad – Yogasuktavali - Pradnyabharti Dr.S.B. Warnekar

Unit III- Sanskrit Grammar

10 (1/2 Credit)

1. Karaka Prakranam (V,VI,&VII Vibhakti) of Laghusidhantkaumudi

Practical:

10 (1/2 Credit)

1. Assignment

Reference Books:

- 1) श्री धरानन्द शास्त्री 1977 लघुसिद्धांत कौमुदी मोतीलाल बनारसीदास वारानसी
- 2) प. ईश्वरचंद 2007 लघुसिद्धांत कौमुदी संस्कृत ग्रंथागार दिल्ली
- 3) डॉ हेमा गोखले 2011 नितिशतकम क.क.संस्कृत विद्यापीठ रामटेक
- 4) आचार्यरघुनाथ शास्त्री 2010 लघुसिद्धांत कौमुदी चौखंबा सुरभारती प्रकाशन, वाराणसी-01
- 5) महादेव दामोदर साठे व डॉ श्रीपाद लक्ष्मण आठलेकर लघुसिद्धांत कौमुदी-श्रीविणा दिक्षित, कार्यवाह पुणे
- 6) डॉ. पु.वी. करंबेलकर-1989- पातांजल यांगसूत्र – कैवल्यधाम लोणावला
- 7) डॉ सिध्देश्वरशास्त्री चित्राव- पातांजल योगसुत्र भारतीय चरित्रकोश मंडल पुणे -4
- 8) जगदिशशास्त्री – 2008, पातांजल योगशास्त्र ईस्टर्न बुक लिंकर्स
- 9) स्वामी श्री सनातन देवजी महाराज – श्रीमद भगवदगिता- चौखंबा संस्कृत संस्थान
- 10) नानाभाई सदानंदजी रेळे, 2007 पातांजल योगदर्शन – राजेश प्रकाशन,भिरह सोसायटी,एनआय टी पुणे.
- 11) श्री.विश्वास मंडलिक-2009, अष्टांग योगदर्शन योगचैतन्य, प्रकाशन विभाग, नाशिक-05

Course 7

Information Communication Technology

Objectives:

Marks: 40+10=50

1. To understand meaning, components, functions of computer & computer system.
2. To develop skills handling computer and using MS-Word, MS-Excel and MS-Power Point.
3. To develop competency among teacher trainees to use Online and off line electronic.
4. To understand the use of computers through school curriculum.
5. To acquaint teacher trainees with different parts of Computer system and their function.

Unit-I Fundamental of Computer.

10 (1/2 credit)

1. Meaning and Characteristics and Fundamentals of Computer.
2. Concept of data Process and Information.
3. Principle, parts of Computer and their Functions.
4. Block diagram, Generation, Classification of Computer.
5. Based on size and capacity (Micro, Mini, Mainframe and super computers)
6. Based on working principle (Digital, Analogue and Hybrid Computer)

Unit-II Computer Organization – Hardware and Software.

10 (1/2 Credit)

1. Hardware & Software- Meaning and Differences.
2. Hardware devices:
 - A) Input devices: Keyboard, Mouse, Scanner, Camera, Mike and digital pen.
 - B) Output devices: Monitor, Printer, Speaker.
 - C) Memory devices : RAM, ROM, hard disk, Compact disk, DVD, Pen drive.
3. Software Tools: Operating System: Function of operating system.

Types operating system : Single user and multi user. Application software.
4. Computer Virus and its prevention.

Unit-III Introduction of Windows:

10 (1/2 Credit)

Introduction of Windows, Features of Windows, Graphic user Interface, Screen to start, Shutdown Computer, Creating Folder and Short cut Icons. Saving, Copying and deleting files, loading software, Use of Note pad and Paint Brush.

Unit-IV Computer application in Learning.**10 (1/2 credit)**

1. M S Word- concept features and advantages.(Word Processor)
2. M S Excel- concept features and advantages.(Spread Sheets)
- 3 MS Power Point – concept features and advantages. (Slide preparation and Presentation),
4. Internet: Meaning, Equipments needed, types of Internet connections, Services.
5. E-mail: Creating E-mail ID, Checking and sending mails, chatting.
6. LAN, WAN, 2 G, 3 G, and Wi-Fi their use in learning.
7. Computer Assisted Learning (CAL): Concept, Characteristics, merits and demerits.
8. Uses of Mobile learning.
9. I Pod, I Pad, I Phone and Android: Its features & uses in learning.
10. Challenges in integrating I C T in Education.

Practical.**10 (1/2 Credit)****1. Assignment.****References Book:**

1. Flynn, Meredith and Rout koshiky, Nita: Advanced Microsoft Office 2000. New Delhi: PB Publications, 2000.
- 2.Hillman, David: Multimedia Technology and Applications. New York: Delmar Publishers, 1998.
- 3.Nagpal, D.P.: Computer Course. New Delhi: Wheeler Publishing, 2001.
- 4.Rajaraman, V.: Fundamentals of Computers. New Delhi: Prentice Hall of India Pvt. Ltd., 1997.
- 5.Rathbone, Andy: Windows for Dummies. Delhi: Pustak Mahal, 1993.
6. Ray, John: Special Edition Using Microsoft TCP / IP. New Delhi: Prentice Hall of India Pvt. Ltd., 1997.
- 7.Sansanwal, D.N.: Information Technology and Higher Education. UNIVERSITY NEWS, Vol. 38, No. 46, 2000, pp 1-6.
- 8.Sinha, P.K.: Computer Fundamentals: Concepts, Systems, and Applications. New Delhi: BPB Publications, 1992.

Guidance and Counseling

Objectives:

Marks-40+10=50

1. To understand the concept of guidance and counseling.
2. To understand Principles and Problems of different types of guidance and counseling.
3. To make students aware of the importance of guidance and counseling for promoting better adjustment in life.
4. To help students in selecting their subject for future study.
5. To assess the strength and learning difficulties of student.

Content

Unit-I Fundamentals of Guidance and Counseling.

10 (1/2 credit)

1. Nature and Need of Guidance and Counseling with special reference to modern Indian Society.
2. Aim & Principles of Guidance and Counseling.
3. Scope of guidance – Educational, Vocational and Personal, Group dynamics and group guidance.
4. Methods of Counseling: Directive, Non-Directive, Eclectic.

Unit-II Vocational & Educational Guidance.

10 (1/2 credit)

1. Meaning and definition of Educational and Vocational Guidance and their need at Secondary stage.
2. Development of study habits, study of different occupation, job description, collecting and disseminating occupational information.

Unit-III Personnel Associated with Guidance and Counseling.

10(1/2 credit)

1. School Counselor; Psychologist, Social worker, Rehabilitation worker, Carrere master/Guidance Teacher.
2. Teacher as guidance worker; Organizing guidance and counseling services in Secondary School.

Unit –IV Guidance and Counseling for Children with Special Needs.

10 (1/2 credit)

1. Meaning , definition and Characteristics of Exceptional children.
2. Classification of Exceptional Children. Gifted Children, Backward Children and Disabilities.

Problems and needs.

1. Guidance of the gifted and creative student.
2. Guidance of under achiever and first generation learners.
3. Role of the teacher in helping children with Special needs.

Practical

10 (1/2 credit)

1. Assignment.

Reference Books:

1. Bengalee, M.S: Guidance and Counselling, Bombay, Seth Publishers, 1984.
2. Bhatnagar, A and Gupta, N: Guidance and Counselling Vol-I- A theoretical Prespective, New Delhi: Vikash Publishing House.
3. Bhatnagar, A and Gupta, N: Guidance and Counselling Vol-II- A theoretical Prespective, New Delhi: Vikash Publishing House.
4. Crow, L and Crow, A: Introduction to guidance, New Delhi: Eurasia-1962
5. Jaiswal, S.R.: Guidance and Counselling, Lucknow Prakashan
6. Kochhar, S.K: Guidance and Counselling, New Delhi: Sterling Publishers, 1984.
7. Nayak, A.K: Guidance and Counselling, New Delhi: APH Publishing Corporation-1997.
8. Shrama R.A: Fundamentals of Guidance and Counselling, Meerut, R. Lallbook Depot, 2001.
9. Singh Raj: Educational Vocational guidance, New Delhi: Common Wealth Publishers, 1994.
10. Taneja V.R: First Course in Guidance and Counselling, Chandigarh; Mohindra Capital, 1972.

Course - 7

Value Education

Objectives:

Marks-40+10= 50

1. To understand the concept of value Education.
2. To get and insight into the strategies of inculcation of value among children.
3. To develop awareness about the different agencies working in the sphere of value education.
4. To develop skills and techniques needed to teach value education.
5. To give reasons for role of the teacher in value education.

Unit-I Introduction to values Education .

10(½ credit)

1. Concept, Nature and significance of Values .
1. Meaning and importance of value education.
3. Classification of values: Personal and Social, Intrinsic and instrumental.
4. Different types of values – Intellectual, Social, Spiritual, Aesthetic and Economic.
5. Basic human values- Truth, Beauty, Goodness, Love, Peace, Non-Violence.
6. Contemporary Values – Scientific Temper, Intellectual Honesty, Social service and Protection of Environment.

Unit-II Sources of Value Education.

10(½ credit)

1. **Sources of value education-** Autobiography and biography of great people, preambles, Vedas, Bhagavad gita, Shloks, Poems, Newspaper, Clipping, Episodes from real life, Documents etc.
2. Role of teacher in value education.

Unit-III Role of social agencies in value education.

10(½ credit)

1. Family 2. Religion. 3. Educational Institutions .4. Communities. 5. Mass Media.
6. Information and communication technology.

Unit-IV Approaches of Value Education on Secondary Education.

10(½ credit)

1. **Direct Approach:** Meaning and Strategies- Sharing reflections on songs, scripture passages, parables, stories, case study, role play, photo language.
2. **Indirect Approach:** Meaning and strategies- Identification of plug points in school subject for value education.

3. Incidental Approach: Meaning and ways, Identification and use of incidental situation to highlight values- Deliberate and unplanned.

4. Problems interfering at global level: Parochialism, Regionalism, Fanaticism.

Practicum.

10(½ credit)

1. Assignment.

.Reference Books:

1. Aurora G.L (1995) Child Centred Education for learning without Burden, Gurgaon: Krishna Publishing Co.

2 Jyoti Prakash and Teckchandani, Vinod(2008) Value Education Jaipur, University Book House(P)Ltd.

3.Kohlberg, L(1963) A Moral Development and Identification in Human Welfare.

4.Singh, Y.K&Ruchikanath(2005)Value Education, Delhi, APH Publishing Co.

5. Fundamental duties of citizen Govt. of India, New Delhi; Ministry of Human Resource development.

6.Human Rights and Indian Value(vol 1&2),(1999) New Delhi, NCTE.

Course- 8 (M-1)

METHODOLOGY OF TEACHING SANSKRIT

Objectives:

Marks-40+10=50

1. To enable the student to know the place and importance of Sanskrit Subject in school curriculum.
2. To help student teacher to correlate Sanskrit subject with other school subjects.
3. To help him to understand different methods and approaches of teaching Sanskrit in the secondary school.
4. To enable him to develop adequate skills in the use of various audio- visual aids useful in Teaching of Sanskrit.

Unit –I Introduction to Sanskrit subject in school curriculum

10(1/2 Credit)

- a. Importance and place of the Sanskrit subject in the school curriculum-Cultural, Historical, Practical and Technological.
- b. General aims and objectives of teaching the subject.
- c. Instructional Objectives of teaching the subject and their specifications.
- d. Objectives of teaching the subject as per syllabus of Maharashtra Board of Secondary and Higher Secondary Education.
- e. Correlation of the Sanskrit subject with other school subjects.

Unit – II Methods and Techniques of teaching the subject

10 (1/2 Credit)

- a. Historical Methods :- Gurukul Method (ii) Dr. Bhandarkar Method.
- b. Various Methods, Models and Techniques in teaching the subject
Direct Method (ii) Structural Approach as applied to Sanskrit (iii) Inductive Technique of teaching grammar. (4) Models of teaching as applicable to some topics in Sanskrit.

Unit III

10 (1/2 Credit)

1. Curriculum – concept & Principles of curriculum construction.
2. Criteria of a good text book and critical study of the text book of language prescribed for secondary schools
3. Subject teacher – Essential qualities of a language teacher
4. Their uses in the classroom teaching in order to make the teaching of Sanskrit Effective.

5. Co-curricular activities in the subject. Importance, Needs and Activities.

Unit VI Planning and Construction of unit test

10 (1/2 Credit)

a. Planning – Need and Importance, Various types of planning

1) Annual Plan 2) Unit Plan 3) Lesson Plan

b. Various steps in construction of unit test, Blue print.

Practical:

10 (1/2 Credit)

1. Tutorial.

Recommended Books:-

1 संस्कृत अध्यापनपद्धती डॉ. सौ. प्रतिभापेंडके, मंगेशप्रकाशन, नागपूर

2 संस्कृतशिक्षण डॉ. रामशकलपांडे, विनोदपुस्तकमंदीर, आगरा

3 संस्कृत अध्यापनपद्धती श्रीमतीकुंदाभोसले, बालाजीबंगलोगंगापूररोड, नाशिक

4 संस्कृतशिक्षणविध श्रीविजय नारायण चौबे, उ.प्रहिन्दीसंस्थान, हिन्दीग्रंथअॅकेडमी लखनऊ

5 संस्कृत अध्यापनपद्धती डॉ. शिवदासजाधव, प्रा. कुळकर्णी, फडकेप्रकाशन, कोल्हापूर

6. Sanskrit Shikshan Dr. Shri Ramshakal Pandey Vinod PustakMandir, Agra.

7. SanskritAdhyapan Paddhati Smt. KundaBhosaleBalaji Bungalow Gangapur Road, Nasik

8. Sanskrit Shikshan vidhi Shri Vijay Narayan Choube Uttar Prakesh Hindi Sansthan Hindi Granth Academy Prabhag RajarshiPurushottam Das Tandon Hindi

9. Bhavan, Mahatma Gandhi Raod, Lucknow.

School Internship

Objectives:

Marks: 100

1. To get an opportunity to observe the teaching of experienced teacher.
2. To work under the guidance of experienced teacher.
3. To know which types of records are maintained in the school and how they are prepared.
4. To participate in co- curricular activities organized in the schools.
5. To Participate in assessment work done in the school.
6. To have feel of total experience of teaching in the school.

During the school internship, a student – teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interaction with school teachers, community members and children. Before teaching in a class room, the student teacher will observe the school and class rooms to understand the school in totality. **The first internship program in semester- II for eight week.**

Programs School Internship Period.

Sr. No	Programs	Items	Marks
01	School Activities	1. Attend prayer and Paripatha. 2. Interaction with H. M/Principal, Teachers, Students and Non teaching staff. 3. Preparation time table. 4. Observation of lesson of school teachers(any two) 5. Observation of records and registers maintained by the office. 6. Information regarding Parent- teacher association. 7. Provision for Slow learners. 8. Activities for gifted student. 9. Community related work 10 Activities for professional growth.	20 (1. Credit)
02	Practice teaching and Lesson Observation	1. Five practice teaching lesson of Sanskrit Methodology (M-1) 2. Five lessons observation	30 (1.5 Credit)

03.	Organize Cultural Events/Competitions for Students. (Any one)	1. Dance 2. Drama 3. one act play 4 . Song (group or Individual) 5. Fancy Dress and any other activities related with culture.	10 (1/2 Credit)
04	Organize Literary Events/ Competitions for Students (Any one)	1. Elocution 2. Debate 3. Quiz 4. Essay Writing 5. Story telling 6. Poem Recitation. 7. Extempo.	10 (1/2 Credit)
5.	Organize Sports Events/ Competitions for Students (Any one)	1. Athletics- i. Running 100,200,400 & 800 meters. ii. Jumping- High Jump, Long jump, Triple Jump iii. Throw- Shot put, Discus , Javelin. 2. Kho- Kho 3. Volleyball 4. Chess 5. carom etc.	10 (1/2 Credit)
6.	Visit and Study the Library/Lab With Students	Visit to library /Lab with student and discussion with them about various literature, books and lab equipments.	10 (1/2 Credit)
7.	Celebrate the Indian festival and Birthday, Death anniversary of Mahapurusha/Eminent Personalities. in internship period	A Student teacher should Celebrate the Indian festivals , Birth and Death anniversaries of Mahapurusha / Eminent Personalities during internship period.	10 (1/2 Credit)

Note: After completion of school internship a student - teacher shall submit record of each activity to college it will be evaluated by external examiner.

**KAVI KULA GURU KALIDAS SANSKRIT UNIVERSITY,
RAMTEK.**



(CHOICE BASED CREDIT SYSTEM)

SYLLABUS FOR TWO YEAR B.Ed. COURSE

SECOND YEAR (SEMESTER - III)

2015 – 16

B.Ed. Course

U. G Course in Education

Two Year Duration (Four Semester)

As per the notification vide letter no F-51-4/2014/NCTE / N &S dated 10th December 2014 it is mandatory to start two year B.Ed. course (Four Semester) as prescribed by N.C.T.E and guidelines of State Govt.

A meeting of Board of studies (B O S) in Faculty of Education , Kavikulaguru Kalidas Sanskrit University was held on 30th December 2014 to discuss about the outline of curriculum prescribed by NCTE.

The Hon. Members thoroughly discussed prepared and unanimously finalized the model of curriculum taking into consideration the guidelines of NCTE, as per the needs of the region and practically applicable in the B O S meeting held on 16.06.2015

The BOS of faculty of Education, KKSU, Ramtek has accepted the new syllabus for two year B.Ed. programme from 2015-16 onward.

The members of B O S have decided to make the amendments as and when required as per the guidelines of N C T E and K K S U, Ramtek.

Two year B.Ed. C B C S Course in Details

1. Title of the course: Bachelor of Education (B.Ed.)

2. Duration of the Course: Two Years divided into four semesters such as Semester- I, II, III & IV.

3. General Objective of the B.Ed. Course

1. To develop critical awareness about the social realities among the students.
2. To develop managerial and organizational skills among the students.
3. To promote capabilities for inculcating National values and goals as mentioned in the constitution of India.
4. To prepare competent and committed professional willing to perform the identified tasks.
5. To prepare sensitive student-teacher about emerging issues such as environment, population, gender equality, legal literacy etc.
6. To acquaint students with the role of teacher in nation development.
7. To enable students to understand the procedures of advanced pedagogy and evaluation procedures.
8. To make students realize the importance of focusing on the learning of the student rather than teaching.

4. Eligibility for Admission:

- i. A candidate should have passed any Bachelor's Degree/ Master Degree of Kavikulaguru Kalidas Sanskrit University or any other recognized university of Maharashtra or other State University of India.
- ii. The candidate of Open category and other State category should have obtained at least 50% marks in B.A. M.A. or in an any equivalent degree
- iii. The candidate of SC/ST/ OBC / VJNT /SBC and any other reservation categories should have obtained 45% marks in B.A. M.A. or in an any equivalent degree.
- iii. A candidate should have qualified CET (Common Entrance Test) for B.Ed. each current academic year which is conducted by M K CL and Govt. of Maharashtra.

5. Selection Procedure: Admission will be given to the eligible candidates as per the decision of Centralized Admission Committee purely on merit and reservation basis laid

down by Kavikulaguru Kalidas Sanskrit University, Ramtek, as per the rules of Govt. of Maharashtra .

6. Medium of Instruction: The medium of instruction at the B.Ed. course will be Marathi. The Candidate appearing for B.Ed. examination will have the option of answering all paper in Sanskrit/Marathi/English and Hindi provided that the option is exercised by the University.

7. Eligibility Norms for appearing for B.Ed. examination:

- i. The candidate should have at least 80% attendance in each semester.
- ii. The candidate should complete all the practical and other work expected in the syllabus to the satisfaction of college and as well as University.

8 . Structure of B.Ed. Course: The B.Ed. course is divided in three components like-

- a. Theory
- b. Practical and EP C (Enhancing Professional Capacities.)
- c. School Internship and Final practical exam.

9. Marks and learning load as per credits:

1. Learning load per credit = 16 clock hours.
2. Each credit = 20 marks.
3. Each theory paper will comprise of 80 marks (4 credits) and practical of 20 marks (1 credit).

10. Evaluation Process:

1. Theory- The University will conduct the theory examination at the end of each semester.

2. Practical work - The college will conduct practical work as per the syllabus in each and every semester for all subjects prescribed in the syllabus and submit the internal marks to the university before theory examination of each semester in the prescribed format given by the University.

3. E P C – The college shall get completed all the work related with E PC I, II and III, IV and shall keep the record of each student which will be evaluated by external examiner at the end of semester I and IV.

4. School Internship- A student- teacher will complete his/her school internship in both the semesters v.g - II and III. He/ She shall work as regular teacher and participate in all the

activities, including planning, teaching, and assessment. After completion of the school internship the student teacher should get a certificate from Head-master/Principals of concerned schools stating satisfactory completion of internship and submit this in the University through concerned college and then only internship marks will be mentioned in her/his mark sheet.

5. Final lesson- The college will organize the final lesson (Practical exam.) during the School Internship period as per the schedule given by the University .The final lessons in semester-II for Sanskrit methodology (M-1) and semester- III for other two school subjects (M-2 & M-3) and other activities in internship program will be evaluated by external examiner appointed and authorized by the University.

11 . Norms for passing B.Ed. examination.

- 1.To pass the examination of B.Ed. the student must obtain at least 45% marks in each head both theory (36 out of 80) (18 out of 40) and practical (09 out of 20) (4.5 =05 out of 10).
2. The student must obtain at least 45% each in E P C Paper , School Internship and final lesson .

12. Choice Based Credit System (C B C S)

1. A non- B.Ed. students can elect one subject as C B C S in semester- II (course-07) and Semester- IV (course- 13) as per the prescribed syllabus.

Semester wise Distribution of the Courses

Semester-I

Sr. No	Course	Subject	Credit	Teaching Hours Per week		Marks Theory + Practical
				Theory	Practical	
01	C- 1	Childhood and Growing Up	5	04	03	80+20=100
02	C- 2	Contemporary India and Education	5	04	03	80+20=100
03	C-3	School Administration and Management	2.5	2	2	40+10=50
04	C- 4	Sanskrit Education	2.5	2	2	40+10=50
05	C-EP C-1 & 2	Reflecting on texts, and Art in Education	5	-----	14	--- + 100
			20	12	24	240+160 =400

Semester-II

Sr. No	Course	Subject	Credit	Teaching Hours Per week		Marks Theory + Practical
				Theory	Practical	
01	C-5	Learning and Teaching	5	04	03	80+20=100
2	C-6	Sanskrit Education	2.5	02	02	40+10=50
2	C-7	Electives and CB CS Subjects (Elect any one of the following) 1. Information Communication Technology (ICT) 2. Guidance and Counseling. 3. Value Education.	2.5	02	02	40+10=50
03	C-8(M-1)	Sanskrit Method	2.5	02	02	40+10=50
04		School Internship	5	-----	08 weeks	100
05		Final Practical Examination (Sanskrit Method)	2.5			50
			20	10	09	200+50+100+50=400

Semester-III

Sr. No	Course	Subject	Credit	Teaching Hours Per week		Marks Theory. + Practical.
				Theory	Practical	
1.	C- 9	Knowledge and Curriculum	5	04	02	80+20=100
02	Course 8 (M. 2 & M. 3)	Pedagogy of a School Subject- I &II (Select any two of the Following) 1. Marathi Method. 2. Hindi Method. 3. English Method. 4. Science Method. 5. Home-Science Method 6. Commerce Method. 7. History Method. 8. Geography Method 9. Civics Method 10. Economics Method. 11. Mathematics Method. 12. Music Method	2.5	02	02	40+10=50
			2.5	02	02	40+10=50
03		School Internship	05	12 Week		100
04		Final Practical Examination (School subject two)	2.5 +2.5 =5			50+50 = 100
			20	08	6	160+40+100+ 100=400

Semester-IV

Sr. No	Course	Subject	Credit	Teaching Hours Per week		Mark Theory. + Practical.
				Theory	Practical	
01	C- 10	Gender, School and Society and Inclusive Education	5	4	3	80+20=100
02	C-11	Assessment for Learning	5	4	3	80+20=100
03	C-12	History of Ancient Indian Sciences (Interdisciplinary Approach)	2.5	2	2	40+10=50
04	C- 13	Electives and CB CS Subjects (Elect any one of the following) 1. Environment Education 2. Health Education. 3. Action Research.	2.5	2	2	40+10=50
05	C E P C – 3&4	Understanding the Self and Critical Understanding of I C T	5		14	100
			20	12	22	240+160 =400

Details of Credit and Marks Semester wise

Sr. No	Semester	Credit	Marks
01	Semester -I	20	400
02	Semester -II	20	400
03	Semester -III	20	400
04	Semester -IV	20	400
05	(Four Semester)	80	1600

Course- XI

Knowledge and Curriculum

Objectives:

Marks 80+20=100

1. To understand meaning, nature and Scope of curriculum.
2. To understand Curriculum with reference to various schools of philosophy and thinkers.
3. To know about curriculum designing and various approaches of curriculum construction at different level.
4. To understand democracy and curriculum.

Content

Unit-I Introduction to curriculum.

20 (1. Credit)

1. Meaning, Nature and Scope of Curriculum.
2. Need of Curriculum Construction.
3. Salient features of National curriculum framework-2005&2009
4. Approaches of curriculum Construction- Philosophical, Sociological and Psychological.

Unit-II a. Curriculum with reference to Various Schools of Philosophy. 20 (1. Credit)

1. Idealism 2. Realism 3. Naturalism 4. Pragmatism

b. Curriculum with reference to Various Thinkers.

1. Tagore. 2. Gandhi. 3. Dewey. 4. Plato. 5. Mahatma Jyotiba Fule.

Unit-III Designing Curriculum school experiences levels of curriculum. 20 (1. Credit)

1. Curriculum framework –Principles of curriculum development highlight of NCF-2005
2. Approaches types and methodology of curriculum construction at different stages Primary, Secondary, Higher Secondary and higher education.
3. Assessment and evaluation of curriculum transition at different stages.
4. Use of Curriculum Materials.
5. Interdisciplinary approach in designing curriculum.

Unit- IV Democracy and curriculum.

20 (1. Credit)

1. Democracy of curriculum.
2. Democracy of curriculum transaction.
3. Role of students and teacher in curriculum transition.
4. Impact of democratic curriculum on student and society.

5. Value based curriculum Construction.

Practical:

20 (1. Credit)

1. Seminar and Assignment.

Reference Books:

1. Dewey, J. (1916/1977): *Democracy and Education: An introduction to the Philosophy of Education*. New York: Macmillan.
2. Palmer, Joy A, (2001). *Fifty Modern Thinkers on Education: From Piaget to the Present Day*. London. USA: Routledge Flamer.
3. NCTE(2009) National Curriculum Framework for Teacher Education, New Delhi.
4. NCERT (2005). *National Curriculum Framework*, New Delhi.
5. MHRD, Gov. of India (1992), *National Policy on Education* (revised). New Delhi.
6. Naik, J. P. (1975) *Equality, Quality and Quantity: The Elusive Triangle of Indian Education*. Bombay: Allied Publications.
7. Peters, R.S. (ed), (1975). *The Philosophy of Education*. London: Oxford University Press.
8. Peters, R. S. (1967). *The Concept of Education*. United Kingdom: Routledge.
9. Beyer, L.E. (Ed.) (1996). *Creating Democratic Classrooms: The Struggle to Integrate Theory and Practice*. New York: Teachers College Press.
10. Banrs, J. A. (1996). *Cultural Diversity and Education: Foundations Curriculum and Teaching* 4th ed.). Boston: Alynand Becon.
11. Butchvarov,P. (1970). *The Concept of Knowledge*. Evanston: Illinois North Western University Press.
12. Wall, Edmund (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.
13. Winch, C. (1st edition). (1996). *Key Concepts in the Philosophy of Education*. London: Routledge.
14. Winch, C. (1986). *Philosophy of Human Learning*. London: Routledge

Course-8(M.1&M.2)

1. METHODOLOGY OF TEACHING MARATHI

Objectives:**Marks: 40+10=50**

1. To enable the student teacher to understand the place, importance, objectives and co-relation of teaching Marathi.
2. To help him/her to understand different methods and techniques in teaching of Marathi.
3. To study prescribed course and text book of Marathi language.
4. To enable him/her to understand the importance of co-curricular activities teaching of Marathi.
5. To help him/her to understand and use the techniques of evaluation.

Unit I Introduction to Marathi subject in school curriculum.**10 (1/2 Credit)**

- a. Place and importance of Marathi in the school Curriculum.
- b. Objectives of teaching Marathi.
 1. General Objectives.
 2. Classroom objectives and their specification
- c. Correlation of Marathi with other school subjects.

Unit: II Various Methods and Techniques of teaching Marathi.**10 (1/2 Credit)**

- a. Different methods of teaching prose, teaching poetry, grammar and composition and rapid reading of Marathi languages. Direct method. Lecture method. Dialectic Method.
- b. Various devices/techniques of teaching Marathi.
 - 1) Storytelling 2) Dramatization 3) Language Games 4) Inductive and Deductive method 5) Guided Composition 6) Letter writing 7) Narrative and Dialogue
 8. Diagnostic and remedial approach.

Unit: III**10 (1/2 Credit)**

- a. Curriculum – Concept , Types & Principles of curriculum construction
- b. Criteria of a good text book and critical study of the text book of Marathi prescribed for secondary schools.
- c. Subject teacher – Essential Qualities of a Marathi teacher
- d. Co-Curricular activities with special reference to teaching of Marathi, their Need, importance and organization.
- e. The subject room , Language Laboratory and its importance.
- f. Audio- Visual Aids – Types, importance & Utility in classroom teaching.

Unit IV Planning and Construction of unit test.**10 (1/2 Credit)**

Planning – Need and Importance, Various types of planning

1) Annual Plan 2) Unit Plan 3) Lesson Plan

b) Various steps in construction of unit test, Blue print.

Practical:

10 (1/2 Credit)

1. Tutorial.

Reference Books:-

1. प्रा. ना.ग पवार 2008 मातृभाषा मीरठीचे आशयसुक्त अध्यापन, नित्यनुतन प्रकाशन पुणे,
2. म.बा.कुंडले 1997 मराठीचे अध्यापन, श्रीविद्या प्रकाशन, पुणे,
3. डॉ. अ.र दुनाखे 2000 मराठीचे अध्यापन, नूतन प्रकाशन, पुणे
4. डॉ. सुरेश करंदीकर 2003/ डॉ मीना मंगळकर मराठी आशय अध्यापन पद्धती, फडके प्रकाशन कोल्हापूर,
5. प्रा.सौ कल्याणी इंदूरकर 2007 मराठीचे अध्यापन, श्री मंगेश प्रकाशन, नागपूर.
6. डॉ अरविंद दुनाखे 2007 मराठीचे आशययुक्त अध्यापन , नित्यनुतन प्रकाशन पुणे.
7. Akolkar and Patankar : Marathi Adhyapan Paddhati

2. METHODOLOGY OF TEACHING HINDI

Objectives

Marks: 40+10=50

1. To understand the importance and place of Hindi in School curriculum.
2. To enable the student teacher to understand the role, objectives and co-relation of Hindi language with other school subject.
3. To help him/her to understand different methods and techniques in teaching of Hindi language.
4. To study prescribed course and text book.
5. To enable him/her to understand the importance of co-curricular activities and Language Lab.
6. To understand planning and organization of teaching Hindi.

Unit -I Introduction to Hindi subject in school curriculum. 10 (1/2 Credit)

- a. Place and importance of Hindi languages in the school Curriculum.
- b. Objectives of teaching Languages
 - i. General Objectives
 - ii. Classroom objectives and their specifications.
- c. Correlation of Hindi language with other school subjects.

Unit- II Various Methods and Techniques of teaching Hindi. 10 (1/2 Credit)

- a) Different methods of teaching prose, teaching poetry, grammar and composition and rapid reading of Hindi languages.

Methods- Lecture method, inductive& Deductive methods, Integration of content and methods.

- b) Various devices/techniques of teaching Hindi 1) Storytelling 2) Dramatization 3) Language Games 4) Guided Composition 5) Letter writing 6) Narrative and Dialogue 7. Diagnostic and remedial approach.

Unit – III 10 (1/2 Credit)

- a. Curriculum – Concept & principles of curriculum construction
- b. Criteria of a good text book and critical study of the text book of language prescribed for secondary school
- .c. Subject teacher – Essential qualities of a Hindi teacher
- d. Co-Curricular activities with special reference to teaching of language, their Need importance and organization.
- e. The subject room - Language Laboratory and its importance.
- f. Audio- Visual Aids - Types, Importance and Utility in classroom teaching

Unit IV Planning and Construction of unit test 10 (1/2 Credit)

a. Planning – Need and Importance, Various types of planning

1) Annual Plan 2) Unit Plan 3) Lesson Plan

b. Various steps in construction of unit test, Blue print.

Practical:

10 (1/2 Credit)

1. Tutorial.

Reference Books:-

1. डॉ सज्जनराम केणी, हरीकृष्ण कुलकर्णी 1992 हिन्दी अध्यापन पद्धती व्हिनस प्रकाशन, पुणे

2 डॉ अरविंद दुनाखे डॉ अंशुमती दुनाखे 2007 द्वितीय भाषा हिन्दी आशयुक्त अध्यापन, नित्यनूतन प्रकाशन, पुणे

3 डॉ खेमराज शर्मा, डॉ ब्रजराज शर्मा हिंदी शिक्षण अग्रवाल प्रकाशन, आगरा

4 डॉ रामशकल पांडे हिंदी शिक्षण विनोद प्रकाशन, आगरा

3. METHODOLOGY OF TEACHING ENGLISH

Objectives:

Marks: 40+10=50

1. To acquire knowledge of the nature, structure, and components of English language.
2. To develop an awareness and concern for listening speaking, reading and writing skills.
3. To enable the student teacher to understand the place, importance, objectives and co-relation of English language.
4. To help him/her to understand different methods and techniques in teaching of English.
5. To design lesson plans for the teaching of Prose and Poetry composition and use them in classroom teaching
6. To enable him/her to understand the importance of co-curricular activities teaching of English.

Unit I Introduction to English subject in school curriculum. 10 (1/2 Credit)

- a. Place and importance of teaching of English in the school Curriculum.
- b. Objectives of teaching of English
 - i. General Objectives
 - ii. Classroom objectives and their specification
- c. Correlation of English languages with other school subjects.

Unit II Various Methods and Techniques of teaching English. 10 (1/2 Credit)

- A) Different methods of teaching prose, teaching poetry, grammar and composition and rapid reading of English languages.
Direct Method, Translation Method, Eclectic Method and Communicative approach.
- B) Various devices/techniques of teaching English languages
 - 1) Storytelling 2) Dramatization 3) Language Games 4) Inductive and Deductive method 5) Guided Composition 6) Letter writing 7) Narrative and Dialogue
 8. Diagnostic and remedial approach.

Unit III 10 (1/2 Credit)

- a. Curriculum – Concept & principles of curriculum construction

b. Criteria of a good text book of English and critical study of the text book of English language prescribed for secondary schools

c.. Subject teacher – Essential qualities of a English teacher

d. Co-Curricular activities with special reference to teaching of English , their Need importance and organization.

e. The subject room --- Language Laboratory and its important

f. Audio- Visual Aids - Types, Importance and Utility in classroom teaching

Unit IV Planning and Construction of unit test

10 (1/2 Credit)

a. Planning – Need and Importance, Various types of planning

1) Annual Plan 2) Unit Plan 3) Lesson Plan

b. Various steps in construction of unit test, Blue print.

Practical:

10 (1/2 Credit)

1. Tutorial.

Reference Books:-

1. A. L. Kohali & L. M. Sharma 2006 Techniques of Teaching English, Dhanpat Rai, Publishing co. Delhi.
2. B. D. Bhatt 1995 Modern Methods of Teaching , Kanishka Publishers, Delhi.
3. Dr. H K Gourav 2000 Teaching Aspects of English language, Nutan Prakashan, Pune.
4. Dr. R. A Sharma 2006 Teaching of English, R.Lall book depot, Meerut.
5. D. P. Kaushik 2010 Teaching of English, Agra, Agrawal Publication.
6. S. C Chaddha 2004 Teaching of English, Loyal book depot, Meerut.
7. N. Krishnaswamy & Lalita Krishnaswamy 2005 Teaching English, Macmillan India Limited. Chennai.
8. M. M Sarala & Dr. D. Rao 2006 Techniques of Teaching English, Sonali Publication, Delhi.
9. Harry Dhand 1990 Techniques of Teaching English, Ashish Publication House, Delhi

4. METHODOLOGY OF TEACHING SCIENCE

Objectives:

Marks: 40+10=50

1. To enable the teacher students to understand the place, importance and objectives of Science in school curriculum
2. To understand correlation of science with other school subjects.
3. To use different methods of teaching science effectively .
4. To organize co-curricular activities in science.
5. To construct a unit test in science.

Unit – I Introduction to Science subject in school curriculum. 10 (1/2 Credit)

- a. Nature, place and importance of science in school curriculum
- b. Objectives of teaching science
 - i) General Objectives,
 - ii) Classroom objectives with specifications.
- c. Correlation of science with other school subjects.

Unit – II Various Methods and Techniques of teaching Science. 10 (1/2 Credit)

- a) Various Methods of teaching science – Lecture, Demonstration, Lecture-cum Demonstration, Laboratory, Heuristic Method, Inductive & Deductive Method, Project Method, Observation Method, Problem Solving, Analytical and Synthetic.
- b) Various Techniques in teaching science- Team Teaching, Programmed Learning, Inquiry training model, Supervised Study, Diagnostic and remedial approach .

Unit- III 10 (1/2 Credit)

- a) Nature of science curriculum and principles of curriculum construction
- b) Textbook of science- Importance and utility of science textbook, Criteria for a good Science text book, critical study of a science text book prescribed for secondary school.
- c) Science Teacher – Qualities of a good science teacher, professional growth of Science Teacher, Teacher's Handbook, Science Teacher's Organization.
- d) Co-curricular activities in science education- Need, Importance and Organization of science Clubs, Science Fairs, Science Exhibition, Excursion, Field Visit, Scientific Discussion.
- e) Science Laboratory- Need, Importance and Organization, Essentials of an ideal Science Laboratory.
- f) Teaching Aids in Science-Types, Importance and Utility in classroom teaching.

Unit IV Planning and Construction of unit test**10 (1/2 Credit)**

Planning – Need and Importance, Various types of planning

1) Annual Plan 2) Unit Plan 3) Lesson Plan

b) Various steps in construction of unit test, Blue print.

Practical:**10 (1/2 Credit)****1. Tutorial.****Reference Books:**

- 1) डॉ. प्रभाकर हकीम, 2003 विज्ञानाचे आशययुक्त अध्यापन , नूतनप्रकाशन, पुणे
- 2) डॉ . जड, प्रा. देशपांडे, व प्रा.आहेर 1993 विज्ञान अध्यापन पद्धती एक अभ्यास, महाराष्ट्र विद्यापीठग्रंथनिर्मितीमंडळ, नागपूर
- 3) डॉ. के.यु घोरमोडे 2007, भौतिकशास्त्र अध्यापनपद्धती, श्रीमंगेशप्रकाशन, नागपूर
- 4) डॉ के.यु घोरमोडे 2007, रसायनशास्त्र अध्यापनपद्धती, श्रीमंगेशप्रकाशन, नागपूर
- 5) डॉ के.यु घोरमोडे 2007, जीवशास्त्र अध्यापनपद्धती, श्रीमंगेशप्रकाशन, नागपूर
- 6) R.C Sharma, C.S Shukla 2002, Modern Science Teaching, Dhanpat Rai Publishing Co, New Delhi
- 7) S. P Kulshreshtha, 2006 Teaching of Science, Surya publication , Meerut
- 8) Walia&Sharma ,2006 Teaching of Science Vinod Publication Ludhiana
- 9) B. C Rai 2005 Methods of Teaching of Science ,Prakashan Kendra Lucknow 12
- 10) Dr. C. S Sukhla 2003 Science Teaching, International Publishing House ,Meerut

5. METHODOLOGY OF TEACHING HOME -SCIENCE**Objectives:****Marks: 40+10=50**

1. To enable the teacher students to understand the place, importance and objectives of Home-Science in school curriculum.
2. To understand correlation of home-science with other school subjects.
3. To use different methods of teaching home-science effectively and efficiently.
4. To study the prescribed course in home-science.
5. To organize co-curricular activities in home- science.

Unit – I Introduction to Home-Science subject in school curriculum. 10 (1/2 Credit)

- a. Place and importance of home- science in school curriculum.
- b. Objective of teaching home- science
 - i) General Objectives
 - ii) Classroom objectives with their specifications.
- c. Correlation of home- science with other school subjects.

Unit – II Various Methods and Techniques of teaching Economics. 10 (1/2 Credit)

- a) Various Methods of teaching home- science – Lecture Method, Demonstration Method, Lecture cum Demonstration Method , Project Method, Problem Solving Method, Laboratory Method, Heuristic method, Dalton method.
- b) Various Techniques in teaching home science- Team Teaching, Supervised Study. Home management skills and Cooking skills. Diagnostic and remedial approach.

Unit- III 10 (1/2 Credit)

- a. Nature of science curriculum and principles of curriculum construction
- b. Textbook of home-science- Importance and utility of home-science textbook.
Criteria for a good home- science text book.
Critical study of a home-science text book prescribed for secondary school.
- c. Home-Science Teacher – Qualities of a good home- science teacher, professional growth of Home- science Teacher, Teacher's Handbook, Home-science Teacher's Organization.
- d. Co-curricular activities in home science- Need Importance and Organization.
- e. Home -science Laboratory- Need, Importance and Organization, Essentials of an ideal
- f. Home- science Laboratory.
Teaching Aids in home-science – Types , Importance and Utility in classroom teaching.

Unit IV Planning and Construction of unit test 10 (1/2 Credit)

Planning – Need and Importance, Various types of planning

1) Annual Plan 2) Unit Plan 3) Lesson Plan

b) Various steps in construction of unit test, Blue print.

Practical:

10 (1/2 Credit)

1. Tutorial.

Reference Books:

1. Das, R.R. and Ray, B.: Teaching of Home Science. New Delhi: Sterling Publishers Pvt. Ltd., 1983.
2. Dash, Nibedita: Teaching of Home Science. Domiant Publisher, New Delhi, 2004.
3. Devdas, R.P.: Teaching Home Science Schools. New Delhi: NCERT, 1969.
4. Fahmeeda, Begum: Modern Teaching of Home Science. Anmol Publication, New Delhi,
5. Fleat, H.: Towards Better Teaching of Home Science. London: The McMillan Company,
6. Hall, A. and Paolucci B.: Teaching Home Economics. New Delhi: Wiley Eastern Ltd.,

6. METHODOLOGY OF TEACHING COMMERCE

Objectives:

Marks: 40+10=50

1. To acquaint teacher student with meaning, place and importance of Commerce.

2. To understand the characteristics of Commerce and its role in the development of modern society.
3. To understand the Commercial implications of various theories of learning
4. To improve the understanding of the principles of curriculum construction and organization in Commerce
5. To understand the essential qualities of a Commerce teacher.

CONTENT

Unit- I Introduction to Commerce subject in school curriculum 10 (1/2 Credit)

- a) Place and importance of commerce in the school curriculum.
- b) Objectives of teaching commerce
 - i) General objectives
 - ii) Class room objectives and their specifications.
- c) Co-relation of the commerce subject with different school subjects.

Unit- II Various Methods and Techniques of teaching Commerce. 10 (1/2 Credit)

- a) Various methods of teaching Commerce – Inductive and Deductive Method, Lecture Method, Project Method, Problem Solving Method,
- b) Various Techniques / Devices of Teaching Commerce – Brain Storming, Group discussion, Diagnostic and remedial approach

Unit- III 10 (1/2 Credit)

- a. Criteria of Good Text-Book and critical study of the Text-Book prescribed for Secondary Schools.
- b. Various types of Curriculum and Principles of Curriculum Construction
- c. Subject teacher – Essential Qualities
- d. Co-Curricular activities in commerce a) fair, b) field visit, c) exhibition, d) Excursion e. magazine
- e. The subject room need and importance and necessary equipments
- f. Audio-visual aids – Types , Importance and Utility in classroom teaching.

Unit IV Planning and Construction of unit test 10 (1/2 Credit)

- a. Planning – Need and Importance, Various types of planning
 - 1) Annual Plan 2) Unit Plan 3) Lesson Plan

b. Various steps in construction of unit test, Blue print.

Practical:

10 (1/2 Credit)

1. Tutorial.

Reference Books:

- 1) उदयवीर सक्सेना, 1989, वाणिज्य शिक्षण, विनोद पुस्तक मंदिर, आगरा
2. J.C. Aggrawal, 2005, Teaching of commerce; A practical approach, New Delhi, Vikas publishing house Pvt. Ltd.
3. Dr. R.P. Singh, 2005, Teaching of commerce, Meerut, Surya Publication.

7. METHODOLOGY OF TEACHING HISTORY

Objectives:

Marks-40+10=50

1. To understand the place, importance and scope of history.

2. To develop an understanding of interrelationship between different areas, History, Geography, Civics and Economics the context of development of Nation and Society.
3. To develop understanding and skills using different strategies for teaching of history at school stage.
4. To develop understanding of various strategies and the need to involve students in various group activities to promote co- operative learning.

CONTENT

Unit- I Introduction to History subject in school curriculum 10 (1/2 Credit)

- c) Place and importance of history in the school curriculum.
- d) Objectives of teaching history
 - i) General objectives
 - ii) Class room objectives and their specifications.
- c) Co-relation of the history subject with different school subjects.

Unit- II Various Methods and Techniques of teaching History. 10 (1/2 Credit)

- a) Various methods of teaching history– Lecture Method, Project Method, Dalton Method, Source Method , Survey Method, Problem solving Method.
- b) Various Techniques / Devices of Teaching – Dramatization, Seminar, Symposium. Assignment Technique, Diagnostic and Remedial Approach.

Unit- III 10 (1/2 Credit)

- a) Various types of Curriculum and Principles of Curriculum Construction
- b) Criteria of Good Text-Book and critical study of the Text-Book prescribed For Secondary Schools.
- c) Subject teacher – Essential Qualities.
- d) Subject Teacher Association and Teacher's Hand-book
- e. Co-Curricular activities in History a) fair, b) field trip, c) exhibition,) Excursion
e. magazine
- f) The subject room need and its importance.
- g) Audio-visual aids – Types , Importance and Utility in classroom teaching

Unit IV Planning and Construction of unit test 10 (1/2 Credit)

Planning – Need and Importance, Various types of planning

1) Annual Plan 2) Unit Plan 3) Lesson Plan

b) Various steps in construction of unit test, Blue print.

Practical:

10 (1/2 Credit)

1. Tutorial.

Reference Books:-

1. डॉ. स्वाती देशपांडे 2007 इतिहास अध्यापन पद्धती विद्याप्रकाशन, नगपूर
2. डॉ. नीलकमल 2004 इतिहास शिक्षण, लायल बुक डिपो, मेरठ.
3. रामगोपाल सिंह 2006 इतिहास शिक्षण, बुक डिपो, मेरठ.
4. डॉ. सुरेश करंदीकर / डॉ मीना मंगरुळकर 2004 इतिहास आशय अध्यापन पद्धती, फडके प्रकाशन , कोल्हापूर,
5. भटनागर एवं सक्सेना 2004 इतिहास शिक्षण, लायल बुक डिपो, मेरठ.
6. गुरुसरनदास त्यागी इतिहास शिक्षण, विनोद पुस्तक मन्दिर, आगरा.
7. R. P. Singh 2006 Teaching of History R. Lall Book Depot, Meerut.

8. METHODOLOGY OF TEACHING GEOGRAPHY

Objectives:

Marks-40+10=50

1. To understand the meaning, nature, scope, aims and objectives of teaching Geography.
2. To understand the relationship of Geography with other school subjects.

3. To develop understanding and skills using different strategies for teaching Geography at school stage.
4. To understand the different approaches and methods of teaching Geography.
5. To acquire the Knowledge of innovative techniques and views on latest development

CONTENT

Unit- I Introduction to Geography subject in school curriculum 10 (1/2 Credit)

- a. Meaning, Nature, Scope of Geography.
- b. Aims and Objectives of teaching Geography in school as an integral part of general education.
- c. Place and importance of geography in the school curriculum.
- d. Objectives of teaching geography
 - i) General objectives
 - ii) Class room objectives and their specifications.
- e. Co-relation of the subject with different school subjects.

Unit- II Various Methods and Techniques of teaching Geography. 10 (1/2 Credit)

- a) Various methods of teaching Geography – Observation Method, Comparative Method, Assignment Method, Field visit, Lecture Method, Demonstration Method, Project Method, Dalton Method, Laboratory Method.
- b) Various Techniques / Devices of Teaching – Dramatization, Questioning, Seminar, Symposium. Assignment Technique, Diagnostic and Remedial Approach, Map Reading / Graph Reading

Unit- III 10 (1/2 Credit)

- a) Various types of Curriculum and Principles of Curriculum Construction
- b) Criteria of Good Text-Book and critical study of the Text-Book prescribed for Secondary Schools
- c) Subject teacher – Essential Qualities.
- d) Subject Teacher Association and Teacher's Hand-book.
- e) Co-Curricular activities in geography a) field trip b) exhibition, c) Excursion d. magazine
- f) The subject room need and importance and necessary equipments.
- g) Audio-visual aids – Types , Importance and Utility in classroom teaching

Unit IV Planning and Construction of unit test**10 (1/2 Credit)**

Planning – Need and Importance, Various types of planning

1) Annual Plan 2) Unit Plan 3) Lesson Plan

b) Various steps in construction of unit test, Blue print.

Practical:**10 (1/2 Credit)****1. Tutorial.****Refefence Books:-**

1. प्रा.सौ. ओजस्विनी पाटिल 2008 भूगोल अध्यापन पद्धती विद्या प्रकाशन नागपूर
2. दिनेशचंद्र भारद्वाज 1995 भूगोल शिक्षण विनोद पुस्तक मन्दिर आगरा
3. डॉ. एच.एन सिंह भूगोल शिक्षण विनोद पुस्तक मन्दिर आगरा
4. डॉ. द.बा. पोंक्षे 2007 भूगोलाचे अध्यापन नित्य नूतन प्रकाशन पुणे
5. B.C. Rai 2006 Method Teaching of Geography, Lacknow, Prakashan Kendra.
6. R.P. Singh Teaching of Geography, Merrut, R. Lall Book Depot.

9. METHODOLOGY OF TEACHING CIVICS**Objectives:****Marks-40+10=50**

1. To develop understanding of various objectives of teaching Civics at Secondary Level.
2. To understand and adopt proper methods and techniques of teaching various topics of

Civics.

3. To develop and use appropriate Educational Technology and low cost teaching materials.

4 . To develop brotherhood and integrity among students.

CONTENT

Unit- I Introduction to Civics subject in school curriculum 10 (1/2 Credit)

a. Place, Need and importance of civics in the school curriculum.

b. Objectives of teaching civics

i) General objectives

ii) Class room objectives and their specifications.

c. Co-relation of the subject with different school subjects.

Unit- II Various Methods and Techniques of teaching Civics 10 (1/2 Credit)

a) Various methods of teaching civics – Lecture Method, Project Method, Role Play Method. Observation Method.

b) Various Techniques / Devices of Teaching Civics– Supervised Study. Brain storming, discussion. Simulation. Diagnostic and Remedial Approach

Unit- III 10 (1/2 Credit)

a) Various types of Curriculum and Principles of Curriculum Construction

b) Criteria of Good Text-Book and critical study of the Text-Book prescribed For Secondary Schools.

c) Subject teacher – Essential Qualities

d) Subject Teacher Association and Teacher's Hand-book.

e) Co-Curricular activities in Civics a) fair, b) field trip, c) exhibition,

d) Excursion e) magazine

f) The subject room need and importance and necessary equipments

g) Audio-visual aids – Types , Importance and Utility in classroom teaching

Unit IV Planning and Construction of unit test 10 (1/2 Credit)

Planning – Need and Importance, Various types of planning

1) Annual Plan 2) Unit Plan 3) Lesson Plan

b) Various steps in construction of unit test, Blue print.

Practical:

10 (1/2 Credit)

1. Tutorial.

Reference Books:-

1. प्रा. ओजस्विनी पाटील 2007 नागरिकशास्त्र अध्यापन पद्धती, विद्या प्रकाशन, नागपूर
2. आर. एम्. गोखले 1970 नागरिकशास्त्र अध्यापन पद्धती, विद्या प्रकाशन, नागपूर
3. श्रीमती संध्या मुकर्जी नागरिकशास्त्र शिक्षण प्रकाशन केंद्र लखनऊ.
4. Saxena B. K Mishra & Mohanty 2005 Teaching of Civics, Surya Publication, Merrut.

10. METHODOLOGY OF TEACHING ECONOMICS

Objectives:

Marks-40+10=50

1. To understand the place, importance and objectives of teaching Economics.

2. To understand the relationship of Economics with other school subjects
4. To develop understanding and skills using different strategies for teaching Economics. at school stage.
3. To develop understanding of various strategies and the need to involve students in various group activities to promote co- operative learning.
4. To understand the different approaches and methods of teaching Economics. .
5. To acquire the Knowledge of innovative techniques and views on latest development

CONTENT

Unit- I Introduction to Economics subject in school curriculum 10 (1/2 Credit)

- a. Place and importance of Economics in the school curriculum.
- b. Objectives of teaching Economics
 - i) General objectives
 - ii) Class room objectives and their specifications.
- c) Co-relation of the subject with different school subjects.

Unit- II Various Methods and Techniques of teaching Economics. 10 (1/2 Credit)

- a) Various methods of teaching Economics – Lecture Method, Inductive and Deductive Method, Discussion Method Project Method, Individualized Instruction
- b. Various Techniques / Devices of Teaching Seminar, Symposium. Assignment Technique, Diagnostic and Remedial Approach,

Unit- III 10 (1/2 Credit)

- a) Various types of Curriculum and Principles of Curriculum Construction
- b) Criteria of Good Text-Book and critical study of the Text-Book prescribed for Secondary Schools.
- c) Subject teacher – Essential Quality.
- d) Subject Teacher Association and Teacher's Hand-book.
- e) Co-Curricular activities in economics a) field trip b) exhibition, c) Excursion.
- d. magazine
- f) The subject room need and importance and necessary equipments

g) Audio-visual aids – Types, Importance and Utility in classroom teaching

Unit IV Planning and Construction of unit test

10 (1/2 Credit)

a. Planning – Need and Importance, Various types of planning

1) Annual Plan 2) Unit Plan 3) Lesson Plan

b. Various steps in construction of unit test, Blue print.

Practical:

10 (1/2 Credit)

1. Tutorial.

Reference Books:-

1. Yadav, Anita, Teaching of Economics, Anmol Publication Pvt., Delhi.
2. Majumder, Smritikana, Method of teaching Economics, Rita Publication.
3. Halder, Gourdas, Teaching Economics and Civics, Banerjee Publishers
4. Dhillon S; Chopra K. :Teaching Of Economics
5. K.G. Lumsden, (1970). *New Developments in the Teaching of Economics*, New Jersey; Prentice Hall
6. Knopf, K.A., *The Teaching of Elementary Economics*, New Delhi
7. Leinsden, K. A. (1967). *Micro Economics*, New Jersey; Prentice Hall
8. Lumsden A.F.A., *New Research in the Teaching of Economics*, Cambridge University Press.
9. Mustafa M, 2005, “Teaching of Economics New Trends and Challenges’ Deep & Deep Publications Pvt. Ltd F-159, Rajouri Garden, New Delhi-110027.
10. N R Saxena teaching of Economics , RLall Book Depot, Meerut
11. Natarajan S. 1993, “ Introduction to Economics of education”, sterling publications Private Limited.

11. METHODOLOGY OF TEACHING MATHEMATICS

Objectives:

Marks-40+10=50

1. To identify the concepts, definitions, propositions, axioms, generalizations, relations, structure problems etc. of the secondary school mathematics.
2. To understand the nature, structure, scope and relations with other disciplines.
3. To understand the aims and objectives of teaching mathematics.
4. To. Prepare the year plan, unit plan, activity oriented lesson plans for effective classroom.
5. To use different methods of teaching mathematics effectively and efficiently.
6. To organize co-curricular activities in mathematics.

Unit – I Introduction to Mathematic subject in school curriculum. 10 (1/2 Credit)

- a. Place and importance of mathematics in school curriculum
- b. Objectives of teaching Mathematics
 - i) General Objectives
 - ii) Classroom objectives with specifications
- c. Correlation of mathematics with other school subjects.

Unit – II Various Methods and Techniques of teaching Mathematics 10 (1/2 Credit)

- a) Various Methods of teaching mathematics– Inductive, Deductive, Analytic, Synthetic, Laboratory, Project method, Problem Solving Method, Heuristic method.
- b) Various Techniques in teaching mathematics - Concept Attainment Model, Inquiry Training Model, drill technique, Programmed learning, diagnostic and remedial Approach.

Unit- III 10 (1/2 Credit)

- a) Textbook of mathematics - Importance and utility of mathematics textbook, Criteria for a good mathematics text book, critical study of a mathematics text book prescribed for secondary school.
- b) Nature of mathematics curriculum and principles of curriculum construction
- c) Mathematics Teacher – Qualities of a good mathematics teacher, professional growth of Mathematics Teacher, Teacher's Handbook, mathematics Teacher's Organization.
- d) Co-curricular activities in mathematics education- Need Importance and Organization of mathematics Clubs, mathematics Fairs, Exhibition, Excursion, Field Visit.
- e) Mathematics Laboratory- Need, Importance and Organization, Essentials of an ideal

Mathematics Laboratory.

- f) Teaching Aids in mathematics - Types , Importance and Utility in classroom teaching
- g. Contribution of Eminent Indian Mathematicians for development of mathematics-
Aryabhata-I, Shrinivas Ramanujan, Bhaskaracharya

Unit IV Planning and Construction of unit test **10 (1/2 Credit)**

a. Planning – Need and Importance, Various types of planning

1) Annual Plan 2) Unit Plan 3) Lesson Plan

b. Various steps in construction of unit test, Blue print.

Practical: **10 (1/2 Credit)**

1. Tutorial.

Reference Books:

- 1) ए.के कुलश्रेष्ठ, 2006, गणित शिक्षणमेरठ, आरलालबुकडेपो.
2. Prof. B.C. Roy, 2006, the teaching of Mathematics, Luck now, Prakashan Kendra.
- 3)Kulbir Singh Sidhu, 2006, the teaching of Mathematics, New Delhi, Sterling Publisher Pvt. ltd.
- 4) S.J. Vijayakumar, D. Bhaskara Rao, 2012, Techniques of teaching Mathematics, New Delhi, Sonali Publication
- 5) Dr. A.K. Kulsheshta, 2006, Teaching of Mathematics, Meerut, Surya Publication
- 6) ICMI Report, 1966, New trends in mathematic teaching, UNESCO, Unesco Publication
- 7)K.S. Siddy, Teaching Mathematics, Delhi, Sterling Publisher Pvt. ltd.Science

12. METHODOLOGY OF TEACHING MUSIC

Objectives:

Marks: 40+10=50

- 1.To understand the meaning, nature, scope, aims and objectives of teaching Music.
2. To understand the relationship of Music with other school subjects
4. To develop understanding and skills using different strategies for teaching Music at school stage.
4. To understand the different approaches and methods of teaching Music.
5. To acquire the Knowledge of innovative techniques and views on latest development.

CONTENT

Unit I Introduction to Music subject in school curriculum 10 (1/2 Credit)

- a) Place, need and importance of music in school curriculum
- b) Objectives of teaching music – General objectives, Class-room objectives with specifications
- c) Correlation of music with other school subjects

Unit II Various Methods and Techniques of teaching Music. 10 (1/2 Credit)

- a. Various methods of teaching music- Inductive and deductive, Lecture, Demonstration, Practical Method, Project, Heuristic.
- b. Various Techniques of teaching music- Drill, Programmed learning, Diagnostic and Remedial Approach

Unit III 10 (1/2 Credit)

- a. Nature of Music curriculum and principles of curriculum construction.
- b. Importance and utility of Music textbook, Criteria for a good text book.
- c. Music teacher-Qualities of a good Music teacher, with knowledge of voice culture. Tal, Sur different types of songs- Prayer song, Folk song, National patriotic songs, professional growth of Music Teacher.
- d. Various Co-curricular activities in Music- their need importance and organization of music concerts, camps, lectures, Exhibitions etc.
- e. Music room – Need, importance, essential equipments and classification.
- f. Use of A. V. Aids in teaching of Music, Classification of Instruments. Types of instruments,- percussive and non percussive.

g. Contribution of Eminent Indian Musician for development of Music- Pt. Bhimsen Joshi, Pt. Hariprasad Chaurasiya, Pt. Ravishankar, Lata Mangeshkar.

Unit IV Planning and Construction of unit test.

10 (1/2 Credit)

Planning – Need and Importance, Various types of planning

1) Annual Plan 2) Unit Plan 3) Lesson Plan

b) Various steps in construction of unit test, Blue print.

Practical:

10 (1/2 Credit)

1. Tutorial.

Reference Books :-

1) डॉ अर्चना अलोनी, (2007), संगीत अध्यापन पद्धति, नागपूर, विद्याप्रकाशन-

2) डॉ शोभना शाह, (2006), संगीत शिक्षण, आगरा, विनोद पुस्तक मंदिर.

3) डॉ. अलकनंदा पलनीटकर, (2000), शास्त्रीय संगीत शिक्षा : समस्याएं एवं समाधान, बीना (मध्य प्रदेश), आदित्य पब्लिशर्स.

School Internship

Objectives:

Marks: 100

1. To get an opportunity to observe the teaching of experienced teacher.
2. To work under the guidance of experienced teacher.
3. To know which types of records are maintained in the school and how they are prepared.
4. To participate in co- curricular activities organized in the schools.
5. To Participate in assessment work done in the school.
6. To have feel of total experience of teaching in the school.

During the school internship, a student – teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interaction with school teacher, community member and children. Before teaching in a class room the student teacher will observe the school and class room to understand the school in totality. **The first internship in semester- III for Twelve week.**

Programs School Internship Period.

Sr. No	Programs	Items	Marks
01	School Activities	1. Attend prayer and Paripatha. 2. Interaction with H. M/Principal, Teacher, Student and Non teaching staff. 3. Preparation of time table. 4. Observation of lesson of school teacher	10 (1/2. Credit)
02	Practice teaching and Lesson Observation	1. Five practice teaching lessons for each method . (Any two School Subjects) 2. Five lessons observation each method.	50 (2.5 Credit)
03.	Organize Plantation/ Yogan/ Swachhta Program, Health checkup Program In School (Any two)	A student teacher shall organize during internship period.	10 (1/2 Credit)
04	Information about school record	1 .Preparation of the Salary Slip 2. Maintenance of the Ledger& General Register. 3. Drafting of a official letter	10 (1/2 Credit)

		4. Study of book T. C 5. Inward & Outward process of Letter received and dispatched.. 6. Study of Stock book. Format of other record related of school	
5.	Organize Social Services Programs for 10 days (Working with Community)	A student teacher shall select one village in group with 10 members and organize the social programs any two such as- 1. Adult Education Program 2. Health checkup camp. 3. Family Planning Program 4. Village development Program 5. Educational Awareness Program 6. Computer Awareness Program 7. Girl child save program. 8. Environmental program. 9. Digital India. 10. Shramsiddhi	10 (1/2 Credit)
6.	Celebrate the Indian festival and Birthday, Death anniversary of Mahapurusha/ Eminent Personalities in internship period	A Student teacher should Celebrate the Indian festivals and Birth and Death anniversaries of Mahapurusha during internship period.	10 (1/2 Credit)

Note: After completion of school internship a student- teacher shall submit record of each activity to college it will be evaluated by external examiner.

**KAVI KULA GURU KALIDAS SANSKRIT UNIVERSITY,
RAMTEK.**



(CHOICE BASED CREDIT SYSTEM)

SYLLABUS FOR TWO YEAR B.Ed. COURSE

SECOND YEAR (SEMESTER - IV)

2015 – 16

B.Ed. Course

U. G Course in Education

Two Year Duration (Four Semester)

As per the notification vide letter no F-51-4/2014/NCTE / N &S dated 10th December 2014 it is mandatory to start two year B.Ed. course (Four Semester) as prescribed by N.C.T.E and guidelines of State Govt.

A meeting of Board of studies (B O S) in Faculty of Education, Kavikulaguru Kalidas Sanskrit University was held on 30th December 2014 to discuss about the outline of curriculum prescribed by NCTE.

The Hon. Members thoroughly discussed prepared and unanimously finalized the model of curriculum taking into consideration the guidelines of NCTE, as per the needs of the region and practically applicable in the B O S meeting held on 16.06.2015

The BOS of faculty of Education, KKSU, Ramtek has accepted the new syllabus for two year B.Ed. programme from 2015-16 onward.

The members of B O S have decided to make the amendments as and when required as per the guidelines of N C T E and K K SU, Ramtek.

Two year B.Ed. C B C S Course in Details

1. Title of the course: Bachelor of Education (B.Ed.)

2. Duration of the Course: Two Years divided into four semesters such as Semester- I, II, III & IV.

3. General Objective of the B.Ed. Course

1. To develop critical awareness about the social realities among the students.
2. To develop managerial and organizational skills among the students.
3. To promote capabilities for inculcating National values and goals as mentioned in the constitution of India.
4. To prepare competent and committed professional willing to perform the identified tasks.
5. To prepare sensitive student-teacher about emerging issues such as environment, population, gender equality, legal literacy etc.
6. To acquaint students with the role of teacher in nation development.
7. To enable students to understand the procedures of advanced pedagogy and evaluation procedures.
8. To make students realize the importance of focusing on the learning of the student rather than teaching.

4. Eligibility for Admission:

- i. A candidate should have passed any Bachelor's Degree/ Master Degree of Kavikulaguru Kalidas Sanskrit University or any other recognized university of Maharashtra or other State University of India.
- ii. The candidate of Open category and other State category should have obtained at least 50% marks in B.A. M.A. or in an any equivalent degree
- iii. The candidate of SC/ST/ OBC / VJNT /SBC and any other reservation categories should have obtained 45% marks in B.A. M.A. or in an any equivalent degree.
- iii. A candidate should have qualified CET (Common Entrance Test) for B.Ed. each current academic year which is conducted by M K CL and Govt. of Maharashtra.

5. Selection Procedure: Admission will be given to the eligible candidates as per the decision of Centralized Admission Committee purely on merit and reservation basis laid

down by Kavikulaguru Kalidas Sanskrit University, Ramtek, as per the rules of Govt. of Maharashtra .

6. Medium of Instruction: The medium of instruction at the B.Ed. course will be Marathi. The Candidate appearing for B.Ed. examination will have the option of answering all paper in Sanskrit/Marathi/English and Hindi provided that the option is exercised by the University.

7. Eligibility Norms for appearing for B.Ed. examination:

- i. The candidate should have at least 80% attendance in each semester.
- ii. The candidate should complete all the practical and other work expected in the syllabus to the satisfaction of college and as well as University.

8 . Structure of B.Ed. Course: The B.Ed. course is divided in three components like-

- a. Theory
- b. Practical and EP C (Enhancing Professional Capacities.)
- c. School Internship and Final practical exam.

9. Marks and learning load as per credits:

1. Learning load per credit = 16 clock hours.
2. Each credit = 20 marks.
3. Each theory paper will comprise of 80 marks (4 credits) and practical of 20 marks (1 credit).

10. Evaluation Process:

1. Theory- The University will conduct the theory examination at the end of each semester.

2. Practical work - The college will conduct practical work as per the syllabus in each and every semester for all subjects prescribed in the syllabus and submit the internal marks to the university before theory examination of each semester in the prescribed format given by the University.

3. E P C – The college shall get completed all the work related with E PC I, II and III, IV and shall keep the record of each student which will be evaluated by external examiner at the end of semester I and IV.

4. School Internship- A student- teacher will complete his/her school internship in both the semesters v. g - II and III. He/ She shall work as regular teacher and participate in all the

activities, including planning, teaching, and assessment. After completion of the school internship the student teacher should get a certificate from Head-master/Principals of concerned schools stating satisfactory completion of internship and submit this in the University through concerned college and then only internship marks will be mentioned in her/his mark sheet.

5. Final lesson- The college will organize the final lesson (Practical exam.) during the School Internship period as per the schedule given by the University .The final lessons in semester-II for Sanskrit methodology (M-1) and semester- III for other two school subjects (M-2 & M-3) and other activities in internship program will be evaluated by external examiner appointed and authorized by the University.

11. Norms for passing B.Ed. examination.

1. To pass the examination of B.Ed. the student must obtain at least 45% marks in each head both theory (36 out of 80) (18 out of 40) and practical (09 out of 20) (4.5 =05 out of 10).
2. The student must obtain at least 45% each in E P C Paper , School Internship and final lesson .

12. Choice Based Credit System (C B C S)

1. A non- B.Ed. students can elect one subject as C B C S in semester- II (course-07) and Semester- IV (course- 13) as per the prescribed syllabus.

Semester wise Distribution of the Courses

Semester-I

Sr. No	Course	Subject	Credit	Teaching Hours Per week		Marks Theory + Practical
				Theory	Practical	
01	C- 1	Childhood and Growing Up	5	04	03	80+20=100
02	C- 2	Contemporary India and Education	5	04	03	80+20=100
03	C-3	School Administration and Management	2.5	2	2	40+10=50
04	C- 4	Sanskrit Education	2.5	2	2	40+10=50
05	C-EP C-1 & 2	Reflecting on texts, and Art in Education	5	-----	14	--- + 100
			20	12	24	240+160 =400

Semester-II

Sr. No	Course	Subject	Credit	Teaching Hours Per week		Marks Theory + Practical
				Theory	Practical	
01	C-5	Learning and Teaching	5	04	03	80+20=100
2	C-6	Sanskrit Education	2.5	02	02	40+10=50
2	C-7	Electives and CB CS Subjects (Elect any one of the following) 1. Information Communication Technology (I CT) 2. Guidance and Counseling. 3. Value Education.	2.5	02	02	40+10=50
03	C-8(M-1)	Sanskrit Method	2.5	02	02	40+10=50
04		School Internship	5	-----	08 weeks	100
05		Final Practical Examination (Sanskrit Method)	2.5			50
			20	10	09	200+50+100+50=400

Semester-III

Sr. No	Course	Subject	Credit	Teaching Hours Per week		Marks Theory. + Practical.
				Theory	Practical	
1.	C- 9	Knowledge and Curriculum	5	04	02	80+20=100
02	Course 8 (M. 2 & M. 3)	Pedagogy of a School Subject- I &II (Select any two of the Following) 1. Marathi Method. 2. Hindi Method. 3. English Method. 4. Science Method. 5. Home-Science Method 6. Commerce Method. 7. History Method. 8. Geography Method 9. Civics Method 10. Economics Method. 11. Mathematics Method. 12. Music Method	2.5	02	02	40+10=50
			2.5	02	02	40+10=50
03		School Internship	05	12 Week		100
04		Final Practical Examination (School subject two)	2.5 +2.5 =5			50+50 = 100
			20	08	6	160+40+100+ 100=400

Semester-IV

Sr. No	Course	Subject	Credit	Teaching Hours Per week		Mark Theory. + Practical.
				Theory	Practical	
01	C- 10	Gender, School and Society and Inclusive Education	5	4	3	80+20=100
02	C-11	Assessment for Learning	5	4	3	80+20=100
03	C-12	History of Ancient Indian Sciences (Interdisciplinary Approach)	2.5	2	2	40+10=50
04	C- 13	Electives and CB CS Subjects (Elect any one of the following) 1. Environment Education 2. Health Education. 3. Action Research.	2.5	2	2	40+10=50
05	C E P C – 3&4	Understanding the Self and Critical Understanding of I C T	5		14	100
			20	12	22	240+160 =400

Details of Credit and Marks Semester wise

Sr. No	Semester	Credit	Marks
01	Semester -I	20	400
02	Semester -II	20	400
03	Semester -III	20	400
04	Semester -IV	20	400
05	(Four Semester)	80	1600

Course- 10

Gender, School , Society and Inclusive Education

Objectives:

Mark: 80+20=100

1. To understand the basic terms concept used in gender studies.
2. To understand the gender discrimination in construction and dissemination of knowledge.
3. Trace the historical perspective of Inclusive Education.
4. Distinguish the concepts of Special Education, Integrated Education and Inclusive Education
5. Justify the need for Inclusive Education.

Part -A

Unit-I: Introduction to Gender and Sex.

20 (1. Credit)

1. Meaning and concept of sex.
2. Meaning and concept of gender.
3. Difference between sex and gender.
4. Gender biases-
 1. Family,
 2. School- girl friendly school, co-education and single sex schooling.
 3. Society.

Unit-II Gender and Education.

20 (1. Credit)

1. Impact of gender inequality on girl's education.
2. Policies for gender equality.
3. Implementation of policies for gender equality through school and society.

Part-B

Unit-III Introduction to Inclusive Education.

20 (1. Credit)

1. Historical Perspective of Inclusive Education.
2. Concept of Inclusive Education, Integrated education and Special Education.
3. Need, Objectives & Scope of Inclusive Education.
4. Factors responsible for successful inclusion in the mainstream- future vision.
5. Role of functionaries (Teacher, Parents, Peers, Administrators, Community, NGO's , Government and Private Organization)

Unit-IV Differently abled children in Inclusive system.

20 (1. Credit)

1. Concept, Identification, Classification, Characteristics, causes, problems, prevention and educational provision for-

- i. Physically challenged. ii. Visually challenged. iii. Children with auditory challenged.
iv. Children with speech challenged. v. Mentally challenged. vi. Children with learning challenged.

Practical:

20 (1. Credit)

1. Seminar and Assignment

Books References:

1. Acker, S. (1994) Feminist theory and the study of gender and education; In S.
2. Acker, Gendered Education: Sociological Reflections on women, Teaching and Feminism, Buckingham: Open University Press.
3. Barks, O. (1971) *Sociology of Education Ed. 2* Landon: Batsford.
4. Kumar, K. (1991) *Political agenda of Education*, New Delhi: Sage.
5. Lips, Hilary M. (1989) *Sex and Gender an Introduction*, California:
6. Shokeshaft, Charol (1989). *Women in education administration*, New Bury Park: Sage
7. Crapo, H. (ed.) (1970) *Family, Class and education*, London: Longman
8. David, Mirrian, E. (1980) *State the Family and education*, London: Routledge and kegan Paul Desai, A.R.
09. Tyler, W. (1977) *The sociology of educational inequality*, London: Methuen.
10. Dhawan,M.L-2007'Education of Children with Special needs' Isha books.
11. Rajkumari.N.Alice- D.Rita Suguna Sundari 2006"Special Education" Discovery publication,New Delhi.
12. KarChintamani -1996'Exceptional Children' Sterling Publication Private Ltd.
13. Guha,Alok(1955)'Compliation of Reading in special Education' the Spastics Society of Tamil Nadu,Madras India.
14. Pandey R.S and Advaani L(1955)'Prespectives in Disability and Rehabilitation' New Delhi,Vikas Publication.
15. Dr. Reddy Likanandha- 2005 ' Education ofchildren with special needs' Discovery publishing House,New Delhi.

Course-11

Assessment of Learning

Objectives:

Marks: 80+20=100

1. To understand meaning and relationship between measurement, assessment and evaluation.
2. To develop skills of construction and use of different tools of evaluation.
3. To enable him to apply knowledge of basic statistics to process and interpret the data.
4. To understand the criteria of Measurement, Assessment and Evaluation tools.

UNIT I – Measurement, Assessment and Evaluation.

20 (1. Credit)

1. Meaning of Measurement, Assessment and Evaluation.
2. Relationship between Measurement, Assessment and Evaluation.
3. Purpose of Measurement, Assessment and Evaluation.
4. Problems and limitation of current evaluation system.

UNIT II– Tools Of Measurement, Assessment And Evaluation.

20 (1. Credit)

1. Quantitative tools – Test, Examination, Tutorial , Assignment
2. Qualitative tools - Observation , Introspection , Project, Check list, and Socio metric technique, Rating scale.
3. Concept of Continuous and Comprehensive Evaluation.
4. Formative and Summative Evaluation.
5. Grading.

UNIT III- Criteria of Assessment and Evaluation Tools.

20 (1. Credit)

1. Originality and initiative, Collaborative participation, Creativity, Flexibility, Reliability , Validity, Practicability.
2. Contexts of Assessment.
3. Assessment of class room and outside class room.
4. Assessment by self, by peer, by teacher.

UNIT IV - Interpreting Test Scores and Feedback

20 (1. Credit)

a. Statistical tools to interpret the test scores

1. Meaning, Characteristics and Uses of Statistics.
2. Measures of Central Tendency: Mean, Median, Mode
3. Measures of Variability: Quartile Deviation, Standard Deviation
4. Percentile and Percentile Rank
5. Co-efficient of correlation by Spearman's Rank Difference method and Pearson's Product Moment Method

6. Graphical representation of data : Histogram, Frequency polygon

7. Normal Probability Curve – Meaning and Characteristic.

b. Use of assessment for feedback:

1. Importance of Feedback in learning

2. Feed back to learner, Parents, teacher and school.

3. Types of Feedback: Oral and Written, Positive and Negative, Group and Individual and immediate

4. Feed back of assessment and evaluation for further learning.

Practical:

20 (1. Credit)

1. Seminar and Assignment.

References:

1. Dandekar W. N. - Evaluation in Schools

2. Garrett Henry E. - Statistic in Education and Psychology

3. Green, Jorgensen and Gerberas - Measurement and Evaluation in the secondary schools.

4. Measurement in Education and Psychology (1992)

5. Evaluation in Schools (3rd ed. 1986)

6. Rambhai Patel – Educational Evaluation

Course - 12

History of Ancient Indian Sciences

(Interdisciplinary Approach.)

Objectives:

Marks: 40+10=50

1. To understand ancient Indian Agriculture.
2. To know about ancient Indian Architecture.
3. To develop knowledge ancient Indian Astronomy.
4. To understand basic of ancient Indian Health-science

Unit I Ancient Indian Agriculture.

10 (1/2 Credit)

1. Krishi Mahatwam. 2.Rajayanam 3. Meghayanam 4.Bijasthapan Vidhi.
- 5.Bijaropan Vidhi.

Unit II Ancient Indian Architecture.

10 (1/2 Credit)

1. Introduction of Vashtu Shastra. 2. Bhoomi Lakshanam. 3.Bhoomi Parikshanam.
- 4.Bhoomi Plabatwavichara. 5. Disha dyanam.

Unit-III Ancient Indian Astronomy.

10 (1/2 Credit)

1. Navavidha kalamana – (Manadhaya of Suryasidhanta)
2. Popular Ancient Indian Astronomers
- i. Aryabhata ii. Varaha Mihira iii.Bhaskaracharya.

Unit IV- Ancient Indian Health Sciences

10 (1/2 Credit)

Vaidyakiya Subhasitam - i. Jal prakaran ii. Arnna prakaran iii.Ajirna Prakaran
iv.Vyayam Prakaran.

Practical -

10 (1/2 Credit)

1. Assignment

Reference Books:

1. Shri Dwarakaprashad Shasri - Krishi Parashar – Choukhamba Samskrit series office, Vanarashi.
2. Hari prashad Pandey – Vashtu Vimarsha – New Bhartya Book Corporation Anshri road, New Delhi.
- 3.Dinanatha Sahani – Aryabhat – Prabhat Prakashan 4/9 Ashaf Ali road New Delhi.
- 4 . Aryabhata – Surya Siddhant
5. Bhaskar Govinda Ghanekar – Vaidyakiya Subhasitam – Choukhamba Prakashan. Gopal Mandir Len. Vanarashi.

Course-13 (Elective)

Environmental Education

Objectives:

Marks: 40+10=50

- 1) To enable the student teacher to understand about the concept of environment education.
- 2) To develop in the student teacher a sense of awareness about the environment pollution, and possible hazards and its causes and remedies.
- 3) To develop a sense of responsibility towards conservation of environment diversity and Sustainable development.
- 4) To develop reasonable understanding about the role of school and education fostering. The idea of learning to live in harmony with nature.

Unit I Biodiversity

10 (1/2 Credit)

1. Conservation of genetic diversity. An important environment priority: learning to live in harmony with nature.

Unit II: Introduction to Environment Education.

10(1/2 credit)

1. Concept, Nature, Scope and Importance of Environment Education
2. Concept and types of Environmental pollution.
 - 1) Air Pollution 2) Water Pollution 3) Soil Pollution 4) Noise Pollution.
3. Causes and Effects of Environmental pollution.

Unit III

10 (1/2 credit)

1. Causes and effects of environmental hazard, global and local: Environmental pollution and its remedies.
2. Green house effect- and impending catastrophe.
3. Ozone layer depletion – environment threat, acid rain, glacier melting, rise of sea level and their implications.

Unit IV Environment awareness.

10 (1/2 credit)

1. Salient features of environment awareness through education. Programmes of environmental education for secondary school children, Environmental protection Act.- 1986
2. Role of school in environment conservation and sustainable development.

Practical

10 (1/2 credit)

1. Assignment

.Reference books :

1. Abbasi S.A. (1988), Environmental Pollution & Its Control Cogent International P.G. 340 Pondicherry.
2. Arunkumar (1991), Environmental problems and control (Vol. I. II) Anmol publications Pvt. Ltd. New Delhi.
3. Deshbandhu (1999), Environmental Education, Indian Environmental Society, New Delhi.

4. Dhakuwak G.S., Sangh G.S. and Pathan P.K (1996). Fundamental Environmental Science, Kalyani Publishers, New Delhi.
5. Ramesh Bhanta, Dr. Bhaskara Rao Digmurti, Environmental Education, Problems and prospects.
6. Comboj N.S. (1996) Learning to think and act environmentally while there still time concept publishing co. New Delhi.
7. Sing K.N. Sing, D.N. Population Growth, Environment and Development Issues impacts and responses.
8. Sinha, Rajij K. (1977) Environment Crisis and Human at risk. INA, Sheri. Publishers Hawa Surak Jaipur.
9. Kailash Thakur, (1977) Environmental Protection, Law and policy in India and Deep & Deep Publications New Delhi.
10. Yeole, Cirna (1986) Environmental Education, Deptt of Education.shiuvaji Uni, Kolhapur.
11. Sharma R.C. Environmental Education, Metropolitant Book Company PO. Ltd. New Delhi (1986).
12. N.C.E.R.T. Environmental Education and N.C.E.R.T. NCERT New Delhi (1981)
- 13 पर्यावरण शिक्षण — डॉ. के.एम भांडारकर , नुतन प्रकाशन, पुणे
- 14 पर्यावरण शास्त्र परिचय — डॉ. जयकुमार मगर — विद्या प्रकाशन, नागपूर
- 15 पर्यावरण भूगोल — डॉ. सुभाष सारंग — विद्या प्रकाशन, नागपूर

Course- 13(Elective)

Health Education

Objectives:

Marks: 40+10=50

1. To create awareness on different aspects of health and fitness.
2. To understand the nature of injuries and take care during emergencies and provide first aid.
3. To acquire knowledge of common communicable diseases.
4. To know about food and nutrition.

Unit-I Health Education

10 (1/2 credit)

1. Meaning, definition, aims and objectives of health education.
2. Scope and Importance of health education.
3. Health full school- Environment, Medical inspection.
4. First aid, Prevention and epidemics of injuries.

Unit-II Learn good health habits.

10 (1/2 credit)

1. Personal hygiene, communicable diseases- Cholera, Malaria, Diphtheria, Typhoid and AIDS.

UNIT-III Food and Nutrition.

10 (1/2 credit)

1. Types of food- Vegetarian and Non- Vegetarian.
2. Balanced diet- Meaning, Source, need and effect on health.
3. Carbohydrates – Proteins , Vitamins, Fat – Types, Needs and Sources.
4. Nutrition value of Food.
5. Effect on mal – nutrition on body.

UNIT- Exercise and Yoga

10 (1/2 credit)

1. Introduction and Meaning of Yoga
2. Ashtang Yoga (8 stages of Yoga)
- 4 Importance of Yogasanas and Pranayama
- 5 Importance of Meditation in school

PRACTICAL

10 (1/2 credit)

1. Assignment.

Reference Books:

1. Kilander, H.F., (1971). School Health Education, New York: Mac Millian Company
2. Manjul, J.U.S., (1965). School Swasthya Shiksha, Agra University: Universal Publisher
- 3 . Atwal&Kansal, (2003) A Textbook of Health, Physical Education and Sports, Jalandhar, A.P. Publisher.
- 4 . Kamlesh. M.L. & Sangral, M.S (1986) Methods in physical Education, Ludhiana : Prakash Brothers
6. Kaur, Manjeet,(2003) Health and Physical Education

Course – 13(Elective)

Action Research

Objectives:**Marks: 40 +10=50**

1. To enable the student to acquire the knowledge of concept types of research applied, basic, and Action Research.
2. To understand the meaning of Action Research.
3. To understand the area and steps of the action research.
4. To develop the ability to write an action research report.

UNIT I- Introduction to action research**10(1/2 Credit)**

a) Meaning, Need & Importance of Action Research.

b) Objectives of Action Research.

c) Difference between Fundamental and Action Research

c) Uses and Limitations of Action Research

UNIT II – Process of Action Research**10 (1/2 Credit)**

a) Areas of Action Research.

b) Steps of Action Research.

c) Action research proposal.

UNIT III- Tools and Techniques of Action Research**10 (1/2 Credit)**

a) Tools of action research.- i. Questionnaire ii. Rating Scale and Check List

b) Techniques of action research.

UNIT IV- Action Research Report.**10 (1/2 Credit)**

a) Need of writing report of Action Research.

b. Format of writing Action Research i. Preliminary ii. Main body iii. Reference.

b) Interpretation and reflection on results.

Practical**10 (1/2 credit)****1. Assignment.****References Books:**

1. Aggarwal, J C: Educational Research: an introduction
2. Carr, W And Kemmis s: Becoming Critical: Education, Knowledge and Action research
3. Cohen L And Manion: Research Methods in Education
4. Craig A. Mertler: Action Research – Teachers as Researchers in the Classroom

5. Creswell, J.W: Research Design: Qualitative, Quantitative, and Mixed Methods Appr.
6. David Coghlan& Teresa Brannick: Doing Action Research in your Organization
7. Elliot, J: Action Research for Educational Change
8. Jean McNiff and Jack Whitehead: Doing and Writing Action Research
09. Jean McNiff: Action Research: Principles and Practice
10. Manfred Max Bergman: Advances in Mixed Methods Research
11. McNiff, J. and Whitehead, J: All You Need To Know About Action Research
12. Reason, P. and Bradbury, H: The SAGE Handbook of Action Research: Participative Inquiry and Practice
13. Stringer,E: Action Research in Education
14. Sukhia S P: Elements of Educational Research

Course –EP C 3& 4

Critical Understanding of I C T and Understanding the Self

(It is purely practical work)

Objectives:

Marks-100

1. To develop the enhancing Professional Capacities of the student.
2. To develop skills handling computer.
3. To know about personality development programs.
4. To understand about skill development programs. .

Programs

A. Computer Programs (Practical)

50 (2.5 Credits)

1. Preparation letter format, Curriculum Vita, Question Paper format and School time .
2. Preparation Mark list, Result sheet. Graphical representation.
3. Preparation Power-Point presentation at least 15 slides related to their concern subject with inserting Picture, Video and animation effect.
4. Creating E-mail Id, Sending and receiving E-mail.
5. Download and saving information through internet with different file formats.

B. Personality development Programs

20 (1. Credit)

Organize the personality development **programs any two of the following**

1. Group Discussion. 2. Panel Discussion 3. Life Skill and any other Personality development Programs.

C. Skill development programs.

20 (1. Credit)

Organize the skill development **programs any two of the following**

1. Spoken Sanskrit Program. 2. Spoken English Program 3. Surya Namesake 4. Yogasan
5. Kritan 6. Pravachana and any other activities.

D. Film review

10(1/2 Credit)

1. A student – teacher shall do any one film review related with Educational, Social, Spiritual, Cultural and Value.

B. Ed. 2015-16 onward

Semester- I, II, III, & IV

Question Paper Patter

Duration- 3 Hours

Marks- 80

Instruction to Candidate.

1. Attempt any four questions.

2. All question carry equal Marks.

Q. 1. Long answer question. 20 Marks

Q. 2. Long answer question. 20 Marks

Q. 3. Long answer question 20 Marks

Q. 4. A. Short answer question 20 Marks

B. Short answer question

Or

A. Short answer question 20 Marks

B. Short answer question

Q. 5. Write short note on any two out of four (10 Marks each) 20 Marks

B. Ed. 2015-16 onward

Semester- I, II, III, & IV

Question Paper Patter

(All 40 Marks Compulsory Paper)

Duration- 1^{1/2} Hours

Marks- 40

Instruction to Candidate.

1. All questions are compulsory.

2. All question carry equal Marks.

Q. 1. Long answer question.

10 Marks

OR

Long answer question.

Q. 2. Long answer question.

10 Marks

OR

Long answer question.

Q. 3. Answer any two of the following

20 Marks

A. Short answer question

B. Short answer question

C. Short answer question

D. Short answer question

B. Ed. 2015-16 onward

Semester- I, II, III, & IV

Question Paper Patter for all Methods.

Duration- 1^{1/2} Hours

Marks- 40

Instruction to Candidate.

Q. 1. Long answer question.

12 Marks

OR

Long answer question.

Q. 2. Answer any two of the following

16 Marks

1. Short answer question

2. Short answer question

3. Short answer question

Q. Write short note on any two out of four

12 Marks

1.

2.

3.

4.

B. Ed. Semester- I

Sanskrit Question Paper Patter

Duration- 1^{1/2} Hours

Marks- 40

Q. 1. A. Translate any two out of four sloks.(Neetisatakam) 10 Marks

B. Explain any two out with reference to context out of four (Neetisatakam) 10 Marks

Q. 2. Long answer question. (gita) 10 Marks

Or

Long answer question

Q. 3. A. Explain any two sutras out of four 05 Marks

B. Explain any two Roopsiddhi out of four 05 Marks

B. Ed. Semester- II

Sanskrit Question Paper Patter

Duration- 1^{1/2} Hours Marks- 40

Q. 1. A. Long answer question (yoga suktavali) 10 Marks

Or

Long answer question

B. Write short notes any two out out of four (yoga suktavali) 10 Marks

Q. 2. Long answer question. (gita) 10 Marks

Or

Long answer question

Q. 3. A. Explain any two sutras out of four 05 Marks

B. Explain any two Roopsiddhi out of four 05 Marks

