

Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon
Syllabus for B.Ed. Two years Annul Pattern (CBCS) as per NCTE regulation 2014
First Year wef. 2019-20

CB CS	Sr. No.	Area	Hours		Marks			Cre dits
		A - Perspectives in Education	Teaching	Learnin g	Int. Exa m	Ext. Exam	Total	
CC	PE1	Learning , Teaching in Childhood and Growing Up	85	40	20	80	100	4
CC	PE2	Education in Contemporary India and Genders, School, Society	85	40	20	80	100	4
CC	PE3	Language across the Curriculum- Knowledge and Curriculum	85	40	20	80	100	4
CC	PE4	Health, Yoga and Physical Education	85	40	20	80	100	4
		B - Curriculum and Pedagogic Studies	0	0	0	0	0	0
DSE	CPS1	Curriculum and Pedagogic Studies School Subject-I	85	40	20	80	100	4
DSE	CPS2	Curriculum and Pedagogic Studies School Subject-II	85	40	20	80	100	4
		C - Engagement with the Field/Enhancing Professional Capacities	0	0	0	0	0	0
AEC	EPC 1	Various tools, techniques and skills of teaching	40	20	0	50	50	2
AEC	EPC 2	Life Skills Education or Disaster Management	40	20	0	50	50	2
AEC	EPC 3	Reading and Reflecting on Texts or Parenting Education	40	20	50	0	50	2
AEC	EPC 4	Environmental Studies or School Management	40	20	50	0	50	2
SEC	EPC 5	Microteaching & observation of isolated skills and simulated lessons Total 6 lessons for each CPS (Teach+ Re teach= 1 lesson)	110	200	80	0	80	4
		D - Field Based Activities	0	0	0	0	0	0
SEC	PE1	Case study of any one student from Std. V to XII or Psychological Experiment (any Five)	40	20	20	0	20	2
SEC	PE2	Prepare and submit term paper on any Education Commission in India	40	20	20	0	20	2

SEC	PE3	Prepare the script on folk dialects in your region or Prepare the term paper on various dimensions of the curriculum and their relationship with the aims of education based on Indian Educationalist.	40	20	20	0	20	2
SEC	PE4	Prepare the report on - Organisation of games and sports tournaments or . Learning and performing of basic yogic activities, asanas and pranayam, Kriyas and Meditation	40	20	20	0	20	2
SEC	CPS1	Prepare Year plan, unit plan , unit test and blue print on any unit on CPS I from Std. I to VII	40	20	20	0	20	2
SEC	CPS 2	Prepare Year plan, unit plan , unit test and blue print on any unit on CPS II from Std. I to VII	40	20	20	0	20	2
		Total	1020	640	420	580	1000	48

CB CS	Sr. No.	Area			Mar ks			Cre dits
		A - Perspectives in Education	Teachi ng Hours	learn ing hours	Int. Exam	Ext. Exam	Total	
CC	PE5	Guidance , Counseling and Inclusive Education	85	40	20	80	100	4
CC	PE6	Assesement and Evaluation in School Education	85	40	20	80	100	4
		B - Curriculum and Pedagogic Studies	0	0	0	0	0	0
DSE	CPS3	Curriculum and Pedagogic Studies School Subject-I	85	40	20	80	100	4
DSE	CPS4	Curriculum and Pedagogic Studies School Subject-II	85	40	20	80	100	4
		C - Engagement with the Field/Enhancing Professional Capacities	0	0	0	0	0	0
AEC	EPC 6	Applied paper on Internship	40	40	0	50	50	2
AEC	EPC 7	Drama and Art in Education or Critical Understanding of ICT	40	40	50	0	50	2
SEC	EPC 8	Practice Teaching & observation for School lessons(8) of CPS 1, CPS 2 and 8 lessons for CPS 3 and CPS 4	150	300	100	0	100	4
SEC	EPC 9	Internship Programme for 15 weeks in secondary school	540	135	220	0	220	8
		D - Field Based Activities	0	0	0	0	0	0
	PE5	Visit a nearby special, inclusive and regular school. Make observations in terms of time table, teaching learning activities, infrastructure, child to child interaction and Parental support or Prepare a case study report on a disabled learner.	40	40	20	0	20	2

	PE6	Prepare a term paper on various components of Guidance and Counseling or Prepare the report on visit of five parents of students studying in school.	40	40	20	0	20	2
	CPS3	Prepare Teaching Aid on any unit of CPS 3	40	40	20	0	20	2
	CPS 4	Prepare Annual Teaching Plan, Unit plan and Unit test with blue print on any unit of CPS 4	40	40	20	0	20	2
SEC	UPE	Annual one Lesson of each CPS for Std. V to X University Exam.	45	45	0	100	100	2
ok		Total	1315	880	530	470	1000	42

Year	Teaching Hours	learning hours	Int. Marks	Ext. Marks	Total	Credits
I	1020	640	420	580	1000	48
II	1315	880	530	470	1000	42
Total	2335	1520	950	1050	2000	90

Title: Title of the degree shall be Bachelor of Education. (B.Ed)

Objectives

The curriculum is designed to achieve the following general objectives of the B. Ed. Programme

- 1) The student teacher understands the central concepts, tools of inquiry, and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
- 2) The student teacher understands how children learn and develop, how they differ in their approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts
- 3) The student teacher plans learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors; and an understanding of how students come to view, develop and make sense of subject matter contained in the learning experiences
- 4) The student teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 5) The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner, and reflective practices that continually evaluate the effects of his/her choices and actions
- 6) The student teacher understands content cum methodology and adopts it in teaching.

Eligibility for Admission:

Candidate should have passed the Bachelor's Degree of this university or a university recognized by UGC in any faculty with at least 50% marks for general category and 45 % for reserved category as per rules of University and government, and should have offered at least one school subject at the first and / or second degree level as principal or subsidiary of allied or optional subject. (School subjects means the subject included in the syllabus of secondary and higher secondary level in the Maharashtra State.) Rules for admission framed by NCTE, Govt. of Maharashtra and University will be applicable from time to time.

Selection Procedure:

Admission to the eligible candidates will be given as per the selection procedure laid down by the State Government or University from time to time.

Allotments of Teaching Methodology in School Subjects:

Every Candidate has to choose any one subject from CPS 1 and CPS 2 for first year by allotted CET Cell and CPS 3 and CPS 4 for second year.

- a) CPS1 and CPS3 include Marathi, Hindi, English, Sanskrit, Urdu, Maths.
- b) CPS2 and CPS4 include History, Geography, Science, Commerce, Economics,

Norms for appearing at B.Ed. Examination:

Student teachers should have kept two terms with at least 80% attendance of theory periods in college. He should have completed all the internal practical work to the satisfaction of

the principal and he should have obtained such certificate from the principal of the college. Unless and until he obtains such a certificate he will not be allowed to appear for university examination.

Examination Process:

A) The examination of B.Ed. degree will consist of two years. External Examination in theory courses of 80 marks as per syllabus, which will be conducted by the University at the end of each year. Practical and Internal Assessment will be conducted by the college for 20 marks as per syllabus.

B) Allotment and distribution of marks:

The B.Ed. Examination will be of 2000 marks and details are as per syllabus and changes will be applicable as per university decision in future.

Marks	Grade	Grade Points
90 – 100	A+	10
80 – 89	A	9
70 – 79	B+	8
60 – 69	B	7
55 – 59	C+	6
50 – 54	C	5
49 & Less	F	0

Medium of Instruction:

The medium of instruction at the B.Ed. course will be Marathi or English. However the medium of instruction for the courses content cum methodology in English, Hindi and Urdu will respectively be English, Hindi and Urdu. The candidate of the B.Ed. course will have the option of all papers and practical either in English or in Marathi.

Duration: The B.Ed programme shall be of duration of two academic years which can be completed in a maximum of three years from the date of admission to the programme.

Working Days:

- There shall be at least two hundred working days each year exclusive of the period of examination and admission.
- The minimum attendance of student-teacher shall have to be 80 % for all course work, practicum and 90 % of school Internship.

Standard of Passing:

To pass the examination a candidate must obtain at least 50% marks in Internal and external examination of each course. The marks will be converted in grades and credits and finally C.G.P.A. will be displayed on the marks statement. There will be no more difference for internal and external marks with valid difference of 20 % in each course. **The candidate will be eligible to get admission in second year as per carry on basis.**

Twenty Internal Marks will be divided into two sub heads ie. 10 marks for Tutorials and 10 marks for Priliminery examinations conducted by college as per academic calendar of the KBCNMU, Jalgaon.

CC-PE1: Learning, Teaching in Childhood and Growing Up

Objectives-

1. to enable student-teacher to understand the various stages of child development.
2. to enable student-teacher to understand the growing process during various stages of child development.
3. to enable student-teacher to understand the learning process during various stages of child.
4. to enable student-teacher to understand the different socio-political realities construct different childhoods.
5. to enable student-teacher to develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds.
6. to develop an understanding about the impact/influence of socio cultural context in shaping human development, especially with respect to the Indian context;
7. to develop an understanding of dimensions and stages of human development and developmental tasks
8. to understand the range of cognitive capacities among learners.
9. to understand the nature and kinds of learning
10. to gain an understanding of different theoretical perspectives on learning
11. to appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers.

Unit-1 Introduction to childhood

- a) concept of childhood
- b) sociological and perspectives of childhood
- c) Stages of Child development
- d) Relation of childhood with family, neighborhood, Schools and community.
- e) Growing up with media
- f) Characteristics of childhood, child development and adolescence.

Unit-2 Theories and factor on child development

- a) Theories for child development, childhoods and adolescence in urban slum, tribal and social backward family.
- b) Impact of urbanization and economic change on child development.
- c) Impact of life skill education on childhood development.
- d) Impact of school on child development

Unit-3 Teaching and learning process during child development

- a) The pedagogy for child development.
- b) Various methods of learning for different stages of child development.
- c) Tools and methods of Evaluation for childhood education.
- d) Role of media and ICT for child development.

- e) Role of teacher in different learning environment settings

Unit-4 Areas of child development.

- a) Cognitive development of child in different stages of development
 - b) Affective development of child in different stages of development
 - c) Psychomotor development of child in different stages of development
 - d) Impact of natural and social environment on child in different stages of development**
-

Unit-5 Nature of the Learner: Child and Adolescent

- i. Learner as a developing individual; stages of development
- ii. Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language; their interrelationships
- iii. Developmental tasks of childhood and adolescence and their implications
- iv. Factors influencing development such as heredity, nutrition, child-rearing practices, siblings and peers

Unit 6 Understanding Differences between Learners

- i. Differences between individual learners
- ii. multiple intelligence, learning style,
- iii. Self-concept, Self esteem, Attitude, Aptitude, Interest and Personality
- iv. Understanding differently abled learners: slow learners and dyslexic learners

Unit 7 Understanding Learning

- i. Nature of learning: learning as a process and learning as an outcome
- ii. Types of learning: factual, associations, conceptual, procedural, generalizations, principles and rules.
- iii. Theoretical positions of the types of learning
- iv. Relevance and applicability of various learning theories for different kinds of learning situations

Unit 8 Learning Theories and approaches

- i) Piaget's cognitive development theory
- ii) Sternberg's information processing theory
- iii) Gardner's multiple intelligences
- iv) Kohlberg's moral development
- v) Roger's Social – constructivism
- vi) Erickson's psycho-social development

Practical: Case study of any one student from Std. V to XII
or

Psychological Experiment (any Five)

- i. Attention
- ii. Perception
- iii. Memory
- iv. Mental work and fatigue
- v. free Association
- vi. Imagination
- vii. Concept formation
- viii. Intelligence

References

1. Mangal S.K.- Essentials of Educational Psychology
2. Bhatnagar Suresh- Advanced Educational Psychology
3. Dash M.B.- Special Education
4. Mathur S.S.- Educational Psychology
5. Shrivastva D.N.- General Psychology
6. Chaube S.P. – Child Psychology
7. Mahesh Bhargava- Exceptional Children
8. B. Kuppuswami- Communication and Social Development in India
9. Khandai Hemant, Khan, Jain- Moral Education
10. Walia J.S. – Educational Technology
11. Walia J.S.- The Learner
12. Dash, B.N. (2004), Theories of Education & Education in the Emerging Indian Society. New Delhi: Dominant Publishers and Distributors.

References-

1. Mishra, A. (2007). Everyday life in a slum in Delhi. In D. K. Behera (Ed.), *Childhoods in South Asia*. New Delhi: Pearson Education India.
2. Parry, J. (2005). Changing childhoods in Industrial Chattisgarh. In R. Chopra & P. Jeffery (Eds.), *Educational regimes in contemporary India*. Sage.
3. Saraswathi, T.S. (1999). Adult-child continuity in India: Is adolescence a myth or an emerging reality? In T.S. Saraswathi (Ed.), *Culture, socialization and human development: Theory, research and applications in India*. New Delhi: Sage.
4. Sharma, N. (2003). *Understanding adolescence*. NBT India.

CC-PE2: Education in Contemporary India and Gender School Society

Objectives-

1. To enable student-teacher to understand the Diversity in Society and the implications for Education.
2. To enable student-teacher to understand the Inequality in Society and the implications for Education.
3. To enable student-teacher to understand the Marginalization in Society and the implications for Education.
4. To enable student-teacher to understand Policy frameworks for Public Education in India
5. To enable student-teacher to engage with studies on Indian society and education.
6. understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period
7. learn about gender issues in school, curriculum, textual materials across disciplines,

- pedagogical processes and its intersection with class, caste, religion and region; and
8. Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

Unit-1 Education and National Development

- a) Concept and causes of social diversity
- b) Levels of diversity- individual, regions, languages, religions, castes and tribes.
- c) Challenges for universal education.
- d) Impact of Social diversity on national development.

Unit-2 Provisions for Education in Constitution of India

- a) Preamble of the constitution.
- b) Fundamental Rights and Duties of Citizens.
- c) Constitutional values- freedom, justice, equality and fraternity.
- d) Impact of constitutional values on Education in Contemporary India

Unit-3 Educational Policies and School Education

- a) Kothari Commission 1966 with reference to school education
- b) National policy on Education 1992 in reference to. school education
- c) National Knowledge Corporation with reference to school education in India
- d) Vision of Teacher Education in India quality and regulatory perspective with reference to Hon. Justice J.S.Verma.
- e) Educational Structure in Contemporary India and related Bodies NCERT, UGC, NCTE, NAAC, QCI, SCERT, DIET's.

Unit-4 Universalization of Education in India.

- a) Education and Right to education 2009 in India
- b) Education and Sarva shiksha Abhiyan in India
- c) Impact of Liberalization, Privatization and Globalization on School Education in India.
- d) Issues in School Education in India.

Unit 5: GENDER ISSUES: KEY CONCEPTS

- i. Gender, sex, sexuality, patriarchy, masculinity and feminism
- ii. Gender bias, gender stereotyping, and empowerment
- iii. Equity and equality in relation with caste, class, religion, ethnicity, disability and region.
- iv. Historical backdrop: Some landmarks from social reform movements in India.

Unit 6; Nature of Indian society

- i) Indian social structure and its nature
- ii) Inter-relationship among the structures (Caste, class, family, religion, pluralism)
- iii) Problems of Indian society-Gender equality , upholding democratic principles, linguistic diversity, regional diversity.
- iv) Role of Education for National development

Unit 7: Gender Issues In Curriculum

- i. Gender, culture and institution: Intersection of class, caste, religion and region.
- ii. Construction of gender in curriculum framework since Independence: An analysis

- iii. Gender and the hidden curriculum
- iv. Gender in text and context (textbooks' inter-sectionalist with other disciplines, classroom processes, including pedagogy)
- v. Teacher as an agent of change.
- vi. Life skills and sexuality.

Unit 8: GENDER, SEXUALITY, SEXUAL HARASSMENT AND ABUSE

- i. Linkages and differences between reproductive rights and sexual rights
- ii. Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)
- iii. Sites of conflict: Social and emotional.
- iv. Reasons of sexual harassment in family, neighbourhood and other formal and informal institutions.
- v. Agencies perpetuating violence: Family, school, work place and media (print and electronic)
- vi. Institutions redressing sexual harassment and abuse.

Practical: Prepare and submit term paper on any Education Commission in India.

References-

1. Batra, P. (2005). Voice and agency of teachers: Missing link in national curriculum framework 2005. *Economic and Political Weekly*, 4347–4356.
2. De, A., Khera, R., Samson, M., & Shiva Kumar, A.K. (2011). *PROBE revisited: A report on elementary education in India*. New Delhi: Oxford University Press.
3. Ghosh, S.C. (2007). *History of education in India*. Rawat Publications.
4. GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
5. Govinda, R. (2011). *Who goes to school?: Exploring exclusion in Indian education*. Oxford University Press
6. Govinda, R., & Josephine, Y. (2004). *Para teachers in India: A review*. New Delhi: National Institute of Educational Planning and Administration.
7. Hindustani Talimi Sangh. (1938). *Basic national education: Report of the Zakir Hussain committee*. Sagaon, Wardha: Hindustani Talimi Sangh.
8. Ilaiah, K. (1996). *Why I am not a hindu: A sudra critique of hindutva philosophy, culture and political economy*. Samya Publications.
9. Kumar, K. (2004). *What is worth teaching? (3rd ed.)*. Orient Blackswan.
10. Kumar, K. (2013). *Politics of education in colonial India*. India: Routledge.
11. Naik, J.P. (1982). *The education commission and after*. APH Publishing.
12. Naik, J.P., & Nurullah, S. (1974). *A students' history of education in India (1800-1973)*. Macmillan.
13. NCERT. (2006a). *Position paper-National focus group on education with special needs*
14. (NCF 2005). New Delhi: NCERT.
15. NCERT. (2006b). *Position paper-National focus group on gender issues in the curriculum (NCF 2005)*. NCERT.
16. NCERT. (2006c). *Position paper-National focus group on problems of scheduled*

- caste and scheduled tribe children (NCF 2005). New Delhi: NCERT.
17. NCERT. (2006d). Position paper-National focus group on teaching of Indian language
 18. (NCF 2005). New Delhi: NCERT.
 19. Pathak, A. (2013). Social implications of schooling: Knowledge, pedagogy and consciousness. Aakar Books.
 20. Raina, V. (2010). FAQs on the right to free and compulsory education act 2009. Bharat Gyan Vigyan Samiti, UNICEF.
 21. Scrase, T.J. (2002). Globalisation and the cultural politics of educational change: The controversy over teaching of English in West Bengal. *International Review of Education*, 48(5), 361–375
 22. Zastoupil, L., & Moir, M. (1999). The great Indian education debate: Documents relating to the Orientalist-Anglicist controversy, 1781-1843. Psychology Press.
 23. Menon, N. (2012). Seeing like a feminist. India: Penguin.
 24. Nirantar. (2010). Textbook regimes: A feminist critique of nation and identity. New Delhi.

CC-PE3 -Language across the Curriculum- Knowledge and Curriculum

Objectives-

1. To enable student-teacher to understand the background of the student's language.
2. To understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.
3. To understand the nature of reading comprehension in the content areas.
4. To enable student-teacher to understand the relation between language and literacy In India.
5. To enable student-teacher to develop competence in analyzing current school practices and coming up with appropriate alternatives.
6. The course will also help student-teachers to identify various dimensions of the curriculum and their relationship with the aims of education
7. To understand the epistemological and social bases of education
8. The student will enable to take decisions about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual underpinnings that inform it.
9. The student will enable the social bases of education will be examined by situating it in the context of society, culture and modernity.
10. The student will enable to know that what the role of the state in the curriculum is.

Unit 1- Introduction of Language across the Curriculum

- a) Concept of Language across the Curriculum
- b) Skills of Language- (LSWRC)
- c) Language and literacy background of students.

- d) Influence of language on classroom interactions

Unit 2-

Laungage and Learning

- i) language learning-from the mother tounge to other tounges- skill acquired in mother tounge
- ii) laungage and learning- the responsibilities of the subject teacher
- iii) Complimentaryity of laungage skills and subject knowledge
- iv) Impact of Language diversity in classroom .

Unit 3; Laungage and society

- i) Regional variations
- ii) Caste dialects
- iii) The standard dialects
- iv) Personal faactores leading to variability-sex differences, age.

Unit 4- Significance of language in Education.

- i. Significance of language in reading and writing.
- ii. Strategies for reading the text
- iii. Strategies for writing text
- iv. Importance of language in summarizing the text.

Unit 5- Introduction to Curriculum

- i. Concept, nature and characteristics of Curriculum
- ii. Epistemological basis of education explained by M. Gandhi
- iii. Epistemological basis of education explained Rabindranath Tagore.
- iv. Relationship between the curriculum framework and syllabus

Unit 6- Understaanding the Knowledge

- i. Concept and nature of knowledge
- ii. Sources of Knowledge
- iii. Process of knowing
- iv. Distinctions between knowledge and 'information

Unit 7 Curriculum: Meaning and its Dimention

- i. Meaing of curriculum- difference between curriculum framework, curriculum, syllabus and text books
- ii. Types of curriculum
- iii. Approaches to curriculum
- iv. Curriculum and the role of teachers.
- v. Curriculum implimentation in Schools.

Unit 8 - Teaching ,listening Across the Curriculum

- i. Importance of listening

- ii. Listening and other language skills
- iii. Need for Modeling good listening behavior
- iv. kinds of listening

Practical:

Prepare the script on folk dialects in your region

or

Prepare the term paper on various dimensions of the curriculum and their relationship with the aims of education based on Indian Educationalist

References:

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A.
2. Siegrühn, & P. Plüddemann (Eds.), Multilingual education for South Africa (pp. 3–7). Heinemann Educational Books.
3. Anderson, R.C. (1984). Role of the reader's schema in comprehension, learning and memory. In R.C. Anderson, J. Osborn, & R.J. Tierney (Eds.), Learning to read in American schools: Basal readers and content texts. Psychology Press.
4. Tagore, R. (2003). Civilization and progress. In Crisis in civilization and other essays. New Delhi: Rupa & co.
5. Sabyasachi, B. (1997). The Mahatma and the poet: Letters and debates between Gandhi and Tagore. National Book Trust.
6. Plato. (2009). Reason and persuasion: Three dialogues (Chapter 6). In J. Holbo (Ed.), Meno: Reason, persuasion and virtue. Pearson.
7. Apple, M.W., & Beane, J.A. (2006). Democratic schools: Lessons in powerfuleducation.Eklavya. Retrieved from <http://www.arvindguptatoys.com/>
8. Parekh, B.C. (2000). Rethinking multiculturalism: Cultural diversity and political theory (pp. 213-230). Palgrave.
9. Krishnamurti, J. (1992). Education and world peace. In Social responsibility.Krishnamurti Foundation.
10. Kumar, K. (2004). What is worth teaching? (3rd ed.). Orient Blackswan.

CC-PE 4 : Health, Yoga and Physical Education

Objectives

The course will enable the student teachers to

1. understand the concept of holistic health, its various dimensions and determinants
2. develop positive attitude towards health physical education and yoga as individual;
3. sensitise, motivate and help them to acquire the skills for physical fitness, learn correctpostural habits and activities for its development;
4. create interest for the practice of yogasanas and meditations;

5. Understand various policies and programmes related to health, physical education and yoga; and help them to understand the process of assessment of health and physical fitness.

Unit 1: Health Education

- i) Concept of health, importance, dimensions and determinants of health;
- ii) Health needs of children and adolescents, including differently-abled children
- iii) Understanding of the body system—skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones,
- iv) Common health problems and diseases—its causes, prevention and cure, immunization and first aid.
- v) Impact of Physical activities, games, sports and yoga on different body systems.

Unit 2: Diseases and food Nutrition

- i) Communicable and non-communicable diseases
- ii) Reproductive and sexual health, hygiene, RTI, STI, HIV/AIDS, responsible sexual behaviour, measures to prevent disease transmission;
- iii) Harmful effects of self-medication and patient's rights.
- iv) Food and nutrition, food habits, timing of food, nutrients and their functions,
- v) seasonal foods and festivals, preservation of food value during cooking,
- vi) indigenous and modern ways to preserve food, shift in food practices and its globalisation, practices related to food hygiene,
- vii) Malnutrition, including obesity, food and waterborne and deficiency diseases and prevention.

Unit 3: Physical Education

- i) Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities
- ii) Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports and Health.
- iii) Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health
- iv) Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sport-personship.

Unit 4: Health Services, Safety and Security

- i) Role of institutions (school and family), health services,
- ii) policies and major health and physical education-related programmes, blood banks,
- iii) Role of media.
- iv) Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.
- v) Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment

Unit 5: Yoga

- i) Concept, need and importance of yoga,

- ii) History of yoga
- iii) Yogasanas- Standing, Sitting, Prone and Supine positions
- iv) Kriyas and Pranayams,

Unit 6: Meditation and Ashtang Yoga

- i) Concept, need and importance of Meditation
- ii) History of Meditation
- iii) Do's & Don't of yogic practices.
- iv) Role of yogasanas for prevention of common diseases
- v) Learning and performing of basic yogic activities, asanas and pranayam, Kriyas and Meditation.

Unit 7: Fundamental Sports Skills

- i) Activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition
- ii) Basics of track and field (100 mts., 200 mts., long jump, shot put, 4 × 50 mts. relay)
- iii) Gymnastics
- iv) individual game
- v) Organisation of games and sports tournaments

Unit 8: Guidance and counselling

- i) Interactive discussions, group-work, sharing of experiences,
- ii) organizing various activities,
- iii) aspects of health-related issues
- iv) Organising school health check-ups, referral, practical classes of first aid.
- v) Projects and assignments for individual learners as well as for group work and their record of activities.
- vi) Guiding them in the organisation of games and sports and demonstration of yogic activities.

Practical: Prepare the report on - Organisation of games and sports tournaments
or

Learning and performing of basic yogic activities, asanas and pranayam, Kriyas and Meditation

References:

- i) Bette J., Logsdon & Others. 1977. "Physical Education for Children: A Focus on the Teaching Process", Lea & Febiger, Philadelphia.
- ii) Deborah A. Wuest, Charles A. Bucher. 2006. 15th edition. "Foundation of Physical Education Exercise Science and Sports", Tata McGraw Hill, Pvt. Ltd., New Delhi
- iii) Gharote M.L. 2004. Applied Yoga, Kaivalyadhama S.M.Y.M. Samiti, Lonvala.
- iv) Jack H. Wilmore, David L. Costill, W. Larry Kenney. 2011. 5th edition. "Physiology of Sports and Exercise", Human Kinetics Publication
- v) John E. Nixon, Ann E. Jewett. 1980. "An Introduction to Physical Education, Thomson Learning 9th edition, London.

- vi) M.M. Gore. 2007. "Anatomy and Physiology of Yogic Practices" Motilal Banarsi Dass, New Delhi.
- vii) MDNIY. 2010. "Yoga Teachers Manual for School Teachers", New Delhi
- viii) Morarji Desai National Institute of Yoga, —Pranayama, New Delhi
- ix) Morarji Desai National Institute of Yoga, —Yogasana, New Delhi
- x) NCERT. 2013. Training and resource materials on Adolescence Education, NCERT, New Delhi (This material is also available on www.aeparc.org, www.ncert.nic.in)
- xi) NCERT. 2014. Population Education: Source Material, New Delhi
- xii) NCERT. 2015. Yoga: A Healthy Way of Living, Secondary Stage, New Delhi
- xiii) NCERT (2015). Yoga: A Healthy Way of Living, Upper Primary Stage, New Delhi.
- xiv) NCTE. 2015. Yoga Education-Bachelor of Education Programme, New Delhi.
- xv) Swami Satyanand Saraswati. 2013. "Asana Pranayama Mudra Bandha", Bihar School of Yoga, Munger.

CPS 1&2 Curriculum and Pedagogic Studies - मराठी

उद्दिष्टे----

१. प्रशिक्षणाथ्यांना आशययुक्त अध्यापन पद्धतीची संकल्पना व संरचना समजून घेण्यास मदत करणे.
२. प्रशिक्षणाथ्यांना मातृभाषेचे स्वरूप, महत्त्व, अध्यापनाची उद्दिष्टे समजून घेण्यास मदत करणे.
३. प्रशिक्षणाथ्यांना मराठीच्या निम्नस्तरावर अध्यापन करण्यासाठी उपयुक्त असणाऱ्या अध्यापन पद्धती तंत्रे व प्रतिमाने यांचा परिचय करून देणे.
४. प्रशिक्षणाथ्यांना निम्नस्तरावरील पाठ्यपुस्तकांमधील गद्य आणि पद्य वाङ्मय प्रकाराची स्थूल ओळख करून देणे.
५. प्रशिक्षणाथ्यांना निम्नस्तरावरील व्याकरण अध्यापनाचे महत्त्व समजून घेण्यास मदत करणे.
६. प्रशिक्षणाथ्यांना मातृभाषा मराठीच्या अध्यापनाचे नियोजन, मूल्यमापन करता यावे यासाठी सक्षम बनविणे
७. प्रशिक्षणाथ्यांना मातृभाषा शिक्षकाचे महत्त्व आणि आवश्यक कौशल्ये समजून घेण्यास मदत करणे.
८. प्रशिक्षणाथ्यांना लेखन, मातृभाषा मराठीची सद्यस्थितीतील आव्हाने पेलण्यासाठी सक्षम बनविणे

घटक १ आशययुक्त अध्यापन संकल्पना आणि स्वरूप

- १.१ आशययुक्त अध्यापन पद्धतीची पूर्वपिठिका
- १.२ आशययुक्त अध्यापन पद्धतीची महत्त्व आणि गरज
- १.३ आशययुक्त अध्यापन पद्धतीचा अर्थ व संकल्पना
- १.४ आशययुक्त अध्यापन पद्धतीची वैशिष्ट्ये
- १.५ मातृभाषा मराठीची संरचना

घटक २ मातृभाषा मराठीचे स्वरूप आणि उद्दिष्टे

- २.१ मातृभाषा मराठीचे स्वरूप, गरज आणि महत्त्व
- २.२ मातृभाषा मराठीचे प्राथमिक शिक्षणातील स्थान-
- २.३ अभ्यासक्रम, पाठ्यक्रम, पाठ्यपुस्तक- अर्थ व स्वरूप
- २.४ मातृभाषा मराठीची सर्वसामान्य व वाङ्मयीन उद्दिष्ट्ये
- २.५ मातृभाषा अध्यापनाची उद्दिष्ट्ये
 - अ) भाषिक उद्दिष्ट्ये (कौशल्ये)
 - ब) वर्ग अध्यापनाची उद्दिष्ट्ये (निम्नस्तरावरील आणि उच्चस्तरीय)

घटक ३ मराठीच्या निम्नस्तरावरील अध्ययापन पद्धती, तंत्रे

- ३.१ मातृभाषा अध्ययापनाच्या पद्धती- कथन पद्धती, चर्चा पद्धती, परिसंवाद पद्धती, सर्वसमावेशकपद्धती, अवगामी-उद्गामी पद्धती
- ३.२ मातृभाषा अध्ययापनाची तंत्रे- नाट्यीकरण, पर्यवेक्षित अभ्यास, भूमिकापालन, बुद्धिमंथन, कथाकथन, प्रश्नोत्तर
- ३.३ समवाय संकल्पना- मराठीचा इतर विषयांशी समवाय- हिंदी, इंग्रजी, इतिहास, भूगोल, विज्ञान, गणित, संगणक
- ३.४ मातृभाषेच्या चांगल्या पाठ्यपुस्तकाचे अंतर्गत निकष
- ३.५ मातृभाषेच्या चांगल्या पाठ्यपुस्तकाचे बाह्य निकष

घटक ४ गद्य, पद्य वाङ्मय प्रकाराची स्थूल ओळख (निम्नस्तरीय)

- ४.१ निम्नस्तरीय गद्य अध्ययापनाचे हेतू
- ४.२ गद्य साहित्य प्रकार- चरित्र, आत्मचरित्र, प्रवासवर्णन, कथा, नाटक, एकांकिका, आत्मवृत्त, नाट्यछटा .
- ४.३ निम्नस्तरीय पद्य अध्ययापनाचे हेतू
- ४.४ पद्य साहित्य प्रकार- अभंग , संतकाव्य, भावगीत, लोकगीत, शाहिरीकाव्य,
- ४.५ गद्य आणि पद्य यातील फरक

घटक ५ व्याकरण

- ५.१ व्याकरण म्हणजे काय? व्याकरणाचे कार्यात्मक स्वरूप
- ५.२ व्याकरण अध्ययापनाचे हेतू
- ५.३ शब्दविचार व प्रकार, लिंग, वचन, विभक्ती, काळ, संधी, समास,
- ५.४ वाक्प्रचार व म्हणी,
- ५.५ निबंध लेखन, कल्पनाविस्तार, पत्रलेखन (संकल्पना, गरज, अध्यापन, प्रकार)

घटक ६ नियोजन आणि मूल्यमापन

- ६. १ पाठनियोजन, घटकनियोजन, वार्षिक नियोजन (संकल्पना आणि महत्त्व संविधान तक्ता, घटक चाचणी)
- ६. २.सातत्यपूर्ण सर्वकष मूल्यमापन - आकारित आणि संकलित मूल्यमापन- संकल्पना, स्वरूप व महत्त्व
- ६.३.प्रश्नपेढीचे स्वरूप आणि गुणदोष
- ६.४.परीक्षांचे प्रकार आणि गुणदोष
- ६.५ मातृभाषा अध्ययापनासाठी आधुनिक शैक्षणिक साधने आणि त्यांचा वापर

घटक ७ मातृभाषा शिक्षक

- ७.१. मातृभाषा शिक्षकाची अर्हता
- ७.२ मातृभाषा मराठीच्या अध्यापकाची पूर्वतयारी
- ७.३. मातृभाषा शिक्षकाची गुणवैशिष्ट्ये
- ७.४ मूल्य रुजविण्यात मातृभाषा शिक्षकाची भूमिका
- ७.५ मातृभाषा शिक्षकाचे वेगळेपण

घटक ८ लेखन आणि मातृभाषा मराठीची सद्यस्थिती व आव्हाने

- ८.१ शुद्धलेखनाचे नियम/प्रमाण लेखनाचे नियम- (मसापचे लेखनविषयक नियम)
- ८.२ लेखन प्रकार (अनुलेखन आणि श्रुतलेखन- संकल्पना आणि महत्त्व)
- ८.३ मुद्रिताची तपासणी
- ८.४ नैदानिक कसोट्या व उपचारात्मक अध्यापन
- ८.५ मातृभाषा मराठी समोरील आव्हाने

प्रात्यक्षिक कार्य - खालील पैकी कोणतेही एक

१. घटकनियोजन घटक चाचणी आणि संविधान तक्ता तयार करणे

किंवा

२. निम्नस्तरवरील (इ. ५वी ते ८ वी स्तरावरील) कोणत्याही एका इत्तेच्चा पाठपुस्तकाचे आशयविश्लेषण करा

संदर्भ ग्रंथ

१. अकोलकर, पाटणकर (१९७०), मराठीचे अध्यापन, पुणे : व्हीनस प्रकाशन.
२. करंदीकर सुरेश , मंगरुळकर मीना , (२००५), मराठी आशय अध्यापन पद्धती, पुणे : नूतन प्रकाशन.
३. कुलकर्णी , कृ. पां., () मराठी भाषा उद्गम आणि विकास,
४. चौधरी प्र. श्रा., (२०११), मराठीचे अध्यापन, जळगाव : व्यंकटेश प्रकाशन.
५. पवार ना.ग. (२००१), मातृभाषा मराठीचे आशययुक्त अध्यापन, पुणे : नूतन प्रकाशन.
६. फाटक, (१९६१) मराठी कवितेचे, पुणे : मॉडर्न बुक डेपो. प्रकाशन.
७. भानगावकर सुलभा , दाते सुषमा, (२००८) मराठीचे अध्यापन, नागपुर : पिंपळपुरे अँड कं. पब्लिशर्स प्रकाशन.
८. भुक्न सा.त्र्यं., चौधरी, प्र. श्रा. (२०११), मराठीचे अध्यापन, जळगाव : व्यंकटेश प्रकाशन.
९. भुक्न, देवरे, अहिरे, सूर्यवंशी, (२०१४) आशययुक्त अध्यापन पद्धती-मराठी, जळगाव : व्यंकटेश प्रकाशन.
१०. वाशीकर, शं.श्री., (१९८५) मराठीचे अध्यापन, पुणे : नूतन प्रकाशन.
११. वाळंबे मो. रा., (१९८१) सुगम मराठी व्याकरण, पुणे : नितीन प्रकाशन.
१२. शेख यास्मिन () मराठी लेखन मार्गदर्शिका

CPS 1&2 Curriculum and Pedagogic Studies - Hindi

हिंदी अध्यापन के उद्देश :

१. आशययुक्त अध्यापन पद्धती हिंदी की संकल्पना एवं संरचना समझने में मदद करना.
२. छात्राध्यापकों में आशयानुसार अध्यापन पद्धती का प्रयोग करने की क्षमता विकसित करना.
३. छात्र अध्यापकों को हिंदी भाषा सिखने की प्रक्रिया तथा भाषा शिक्षण के सिद्धांत से परिचित कराना.
४. छात्र अध्यापकों को हिंदी भाषा अध्यापन को पद्धती से परिचित कराना.
५. छात्राध्यापकों में हिंदी भाषा में व्यवहार करने की क्षमता का विकास करना.
६. छात्राध्यापकों को प्रथम और द्वितीय भाषा के रूप में हिंदी शिक्षण के उद्देश तथा अपेक्षित योग्यताओं से परिचित कराना (उच्चारण, श्रवण, भाषण, वाचन, लेखन)
७. छात्राध्यापकों को हिंदी अध्यापन के पाठ्योपयोगी साधन प्रयुक्त करने में सक्षम बनाना.
८. छात्राध्यापकों में हिंदी अध्यापन का नियोजन करने की क्षमता विकसित करना.

ईकाई नं. १ : आशययुक्त अध्यापन पद्धती की संकल्पना

१. आशययुक्त अध्यापन पद्धती की संकल्पना , हिंदी भाषा की संरचना
२. आशय विश्लेषण का अर्थ और सोपान
३. अध्यापनशास्त्रीय आशयज्ञान की संकल्पना एवं स्वप्न.
४. मुलगामी ईकाई (गाभा घटक) मूल्य
५. जीवन कौशलों का परिचय

ईकाई नं. २ : हिंदी भाषा का स्वस्म

१. भाषा की परिभाषा और स्वस्म
२. भाषा के लक्षण
३. भाषा के प्रमुख अंग और कार्य
४. भाषा के प्रकार - मातृभाषा, राजभाषा, राष्ट्रभाषा, अन्य भाषा
५. राजभाषा और राष्ट्रभाषा के स्म में हिंदी का महत्व

ईकाई नं. ३ : हिंदी भाषा शिक्षण

१. भाषा शिक्षण का अर्थ
२. भाषा कौशल- (उच्चारण, श्रवण, भाषण, वाचन, लेखन)
३. वाचन शिक्षण की विधियाँ
४. भाषा शिक्षण के उद्देश
५. प्रथम , द्वितीय भाषा के स्म में हिंदी शिक्षण के उद्देश

ईकाई नं ४ भाषा अध्यापन पद्धती

१. नाटयीकरण,
- २ कथा-कथन,
- ३ वार्तालाप (संभाषण)
- ४ चर्चा
- ५ नाटयीकरण, कथा-कथन, वार्तालाप (संभाषण) चर्चा के अनुसार पाठ नियोजन

ईकाई नं ५ : गद्य शिक्षण

१. गद्य का अर्थ, उद्देश एवं महत्व
२. गद्य के अंतर्गत विविध साहित्यिक विधाओं का परिचय
३. गद्य अध्यापन के अंतर्गत विविध साहित्यिक विधाओं के उद्देश,
४. निबंध, कहानी, एकांकिका का अध्यापन
५. गद्य शिक्षण का पाठ नियोजन

ईकाई नं ६ : पद्य शिक्षण

१. पद्य का अर्थ, महत्व एवं उद्देश
२. पद्य अध्यापन के अंतर्गत विविध साहित्यिक विधाएँ
३. पद्य शिक्षण की विधियाँ
४. पद्य शिक्षण का पाठ नियोजन
५. गद्य और पद्य में अंतर

ईकाई नं ७: हिंदी अध्यापन में आवश्यक साधन

१. हिंदी शिक्षण मे दृकश्राव्य साधनों का महत्व, प्रकार एवं स्वस्म
२. अध्ययन अनुभूती - अर्थ, महत्व
३. प्रत्यक्ष अप्रत्यक्ष अध्ययन अनुभूती, मौखिक-लिखित अभिव्यक्ती
४. हिंदी शिक्षक के आवश्यक गुण
५. हिंदी शिक्षक का व्यावसायिक विकास

ईकाई नं. ८ : हिंदी अध्यापन में नियोजन

१. नियोजन का अर्थ, उद्देश
२. पाठनियोजन
३. ईकाई नियोजन
४. वार्षिक नियोजन
५. अध्यापक के लिए नियोजन की उपयुक्तता

प्रात्यक्षिक कार्य

ईकाई नियोजन अथवा आशय विश्लेषण

संदर्भसूची

१. तिवारी भोलानाथ, भाषा विज्ञान
२. सिंह सावित्री, हिंदी शिक्षण
३. पंडित ब. ब. हिंदी अध्यापनपद्धती पुणे : नु तन प्रकाशन
४. पठाण सिमा, हिंदी विषय ज्ञान पुणे: नु तन प्रकाशन
५. बोंबे बा. स., हिंदी अध्यापनपद्धती, पुणे : नु त न प्रकाशन
६. कुळकर्णी केणी, हिंदी अध्यापनपद्धती, पुणे : व्हीनस प्रकाशन
७. केणी, संगोराम, हिंदी अध्यापनपद्धती
८. मुखर्जी श्रीधरन अथ, हिंदी अध्यापन
९. वास्कर पुष्पा, हिंदी आशय के साथ अध्यापनपद्धती
१०. भंगाळे शैलजा, हिंदी आशययुक्त अध्यापन पद्धती, प्रशांत पब्लिकेशन, जळगाव.
११. पांडेय रामशकल, हिंदी अध्यापन
१२. चतुर्वेदी राजेश्वर प्रसाद, हिंदी व्याकरण
१३. रस्तोगी, शर्मा, हिंदी शैक्षिक व्याकरण भाग १,२
१४. भाई योगेंद्रजीत, द्वितीय भाषा के समर्थ हिंदी की शिक्षा
१५. दुनाखे अरविंद, हिंदी अध्यापनपद्धती, पुणे : नुतन प्रकाशन
१६. साठे ग न. राष्ट्रभाषा का अध्यापन
१७. शर्मा लक्ष्मीनारायण, भाषा १,२ की शिक्षण विधियाँ और पाठ नियोजन
१८. Patil Vinod, Patil Dipak, Hindi Ahayayukta Adhapan Pandhati, Ahtarva Publication, Jalgaon.

CPS 1&2 Curriculum and Pedagogic Studies - English

Objectives:-

To enable the teacher trainee to –

1. Understand the role and importance of English Language in India and in education
2. Understand the concept, nature and importance of content-cum-methodology in English.
3. Understand the approaches, methods and objectives of teaching and learning of English as a second and third language of secondary and higher secondary.
4. Acquaint her/him with planning and testing in the teaching of English
5. Acquaint her/him with the methodology and techniques of communicative language teaching.
6. Acquaint her /him with the essential aspect of English grammar and usage.

7. Acquaint proficiency in the communicative use of English.
8. Acquaint her/him with varied learning resources
9. Acquaint her/him with the teaching Profession
10. Make aware regarding the grammar items

Unit -1 Nature of Language

- i. Definition
- ii. Characteristics of Language
- iii. Principles of Language Learning
- iv. Place of English
 - a) In India with special reference to three language formula
 - b) In Maharashtra state
 - c) In present school curriculum
- v Need and importance of English Language
- vi Halliday's seven basic functions of language
- vii General Objectives of teaching English
- viii Instructional Objectives of Teaching English

Unit 2- Content-cum-Methodology

- i. Historical Perspective of Content-cum-Methodology
- ii. Meaning, Concept, Nature, Structure of Content-cum- Methodology
- iii. Scope of Content-cum-Methodology
- iv. Content analysis
- v. Objectives of Content-cum-Methodology
- vi. Need and Importance of Content-cum-Methodology
- vii. Plan and procedures
- viii. Implementation of Content-cum-Methodology

Unit 3 Developing skills in CLT (Communicative Language Teaching)

- i. Listening skill- Nature, Types-focused, casual procedures and techniques to develop listening skill.
- ii. Speaking skill- Nature, process of teaching speaking skill. Procedures and techniques to develop speaking skills.
- iii. Reading skill- Nature, types of reading skill, loud reading, silent reading, intensive reading and extensive reading
- iv. Styles of Reading- 1) skimming 2) scanning
- v. Procedures and techniques to develop reading skill.
- vi. Writing skill- nature, types of writing: copying, dictation, conversation, guided /free composition
- vii. Procedures and techniques to develop writing skill
- viii. Communicative skill / talking skill
- ix. Nature of skill integration in communicative skills.
- x. Procedures and techniques to develop communicative skills.

Unit- 4 Approaches, Methods and Techniques of Teaching and Learning of English

- i. Meaning and concept of Approach, Method and technique.
- ii. Difference between approach and method

- iii. **Various methods evolved for teaching English-** Grammar translation method, direct method, Bilingual method, Dr. West's new method, Eclectic method. (With reference to its Nature, Principles, Application, Merits and Demerits)
- iv. **Various Approaches evolved for teaching-** Structural Approach, Communicative Approach, Constructivist Approach and Total Physical Response Approach (TPR) (With reference to its Nature, Principles, application, Merits and Demerits)
- v. **Techniques /Devices** -Note- Making and Note-taking, pair work, group work, Storytelling, Narration, dramatization and Brainstorming etc.
- vi. **Support services-** Language Laboratory, audio visual aids, Computer and web services.

Unit -5 Planning and Evaluation

- i. Types of Planning- Planning- annual Plan, Unit Plan, and lesson plan(with Meaning, framework, and merits)
- ii. Construction of Unit Test- Blue Print
- iii. Types of Exams- Oral, Written and Practical.
- iv. Continuous comprehensive Evaluation System (CCE) – Concept, nature, types and implementation.

Unit -6 Grammar and Usage

- i. Phonetics- The sounds of English-Vowels, Diphthongs and Consonants
- ii. Word Stress
- iii. Intonations
- iv. Kinds of Sentences- Declarative sentence, Imperative Sentence, Interrogative Sentence, and Exclamatory Sentence.
- v. Types of Sentences- Simple Sentence, Complex Sentence, and Compound Sentence.
- vi. Parts of Speech - Noun, Pronoun, Verb, Adverb, Adjective, Preposition, conjunction, interjection.
- vii. Application of Punctuations.
- viii. Auxiliaries and Modals

Unit -7 Teaching as a Profession

- i. Concept and Nature of Teaching profession
- ii. Difference between Occupation and Profession
- iii. Essential competencies of English Teacher
- iv. Characteristics of good English teacher
- v. Concept of in-service, pre-service teacher training programmes.
- vi. Training institutions for professional development of the English teacher with special reference to its nature, structure objectives and functions. DCE, SIEM, and TEAFLU
- vii. English Teacher Association-Nature and its role in professional development.

Unit-8 Learning Resources

- i. **Print Resources: Resources** for communicating verbal experiences: - Textbook, workbook, magazines, newspaper, encyclopedia and instructional Material.
- ii. **Audio-visual aids: a) Audio Resources:** Meaning, purpose -educational radio broadcast, tape recorder, Language Laboratory. **b) Non-projected visual Resources:** meaning, purpose – Graph, map, poster, charts,

pictures cartoons, diagrams, globes, puppets and models. c) **Projected Visual Resources:** Television, computer with LCD Projector, Film strips, movies, Videos, and animation.

- iii. **Innovative Resources:** Library as a learning resource, E-resources- (Blogs, e-books, social networking sites, Computer assisted language learning-CALL) Language Laboratory, for ELT and ELL.
- iv. Advantages and disadvantages of Audio-visual aids.

Practicum

Prepare Year plan, unit plan , unit test and blue print on any unit on CPS II from Std. I to VII

Recommended Books:

1. Byrne D., 1976 , Teaching Oral English : Longman
2. Geeta Nagraj, (1996), English language Teaching, Hyderabad: Orient Longman.
3. D.S.Moruskar, (2003), Content-cum –Methodology in English, Gargoti: Abhimanyu Publishers and Distributors
4. Harris D., (1976), Teaching English as a Second Language
5. J.Sethi and D.V.Jindal,(2006), A Handbook of pronunciation of English Words, New Delhi: Prentice Hall of India Private Limited.
6. J.Sethi and P.V.Dhamija, (2008), A Course in Phonetics and spoken English, New Delhi: Prentice Hall of India Private Limited.
7. Johnson K & Keith Morrow,(1983), Communications in the Classroom Applications and Methods for Communicative Approach.
8. Kute M.P., Pandit B.B. Suryawanshi D.A., (1999), Communicative Language Teaching in English, Pune: Nutan Prakashan
9. Kripa K.Gautam, (1988), English Language Teaching, New Delhi: Herman Publishing House
10. More Lata, S,(2008), Methods and Techniques of English Teaching Nagpur: Pimpalpure & Co. Publishers
11. Leech and Svartivick, (1974), A Communicative Grammar of English : Longman
12. Littlewoods W., (1983), Communicative language Teaching : CUP
13. Richards J & T.S. Rodgers, (1995), Approaches and Methods in Language Teaching : CUP
14. Teachers Manuals published time to time

CPS 1&2 Curriculum and Pedagogic Studies - Sanskrit

उद्दिष्टे :

- १) प्रशिक्षणार्थ्यांना आशययुक्त अध्यापन पद्धतीची संकल्पना व संरचना घेण्यास मदत करणे.
- २) प्रशिक्षणार्थ्यांना संस्कृत भाषेचे स्वरूप, महत्त्व, अध्यापनाची उद्दिष्टे समजून घेण्यास मदत करणे.
- ३) प्रशिक्षणार्थ्यांना संस्कृत भाषा अध्यापन पद्धती व तंत्रे यांचा परिचय करून देणे.
- ४) प्रशिक्षणार्थ्यांना निम्नसतरावरील पाठ्यपुस्तकातील गद्य - पद्य वाङ्मय प्रकारची ओळख करून देणे.
- ५) प्रशिक्षणार्थ्यांना पाठ्यपुस्तकातील व्याकरण अध्यापनाची ओळख करून देणे.

- ६) प्रशिक्षणार्थ्यांना संस्कृत भाषेच्या अध्यापनाचे नियोजन व मूल्यमापन करण्यास सक्षम करणे.
- ७) प्रशिक्षणार्थ्यांना संस्कृत भाषा शिक्षकास आवश्यक कौशल्याची ओळख करून देणे.
- ८) प्रशिक्षणार्थ्यांना संस्कृत वाचन-लेखन-सम्भाषण विकास करण्यास प्रेरीत करणे. व संस्कृत भाषेची सद्यःस्थिती व आव्हाने पेलण्यास सक्षम बनविणे.

घटक १ आशययुक्त अध्यापन संकल्पना व स्वरूप

- १.१ आशययुक्त अध्यापन पद्धती पार्श्वभूमी
- १.२ आशययुक्त अध्यापन पद्धतीचे महत्त्व व आवश्यकता
- १.३ आशययुक्त अध्यापन पद्धतीचा अर्थ व स्वरूप
- १.४ आशययुक्त अध्यापन पद्धतीची वैशिष्ट्ये
- १.५ संस्कृत भाषेची संरचना

घटक २ संस्कृत भाषेचे स्वरूप व उद्दिष्टे

- २.१ संस्कृत भाषेचे माध्यमिक शिक्षणातील स्थान व महत्त्व
- २.२ संस्कृत भाषेचे भारतीय जीवनातील स्थान
- २.३ अभ्यासक्रम-पाठयक्रम-पाठ्यपुस्तक अर्थ व स्वरूप (इ.८वी चा महाराष्ट्र स्टेट बोर्ड अभ्यासक्रम)
- २.४ संस्कृत भाषेची सर्वसामान्य व वाङ्मयीन उद्दिष्टे
- २.५ संस्कृत अध्यापनाची १. भाषिक २. वर्ग अध्यापनाची उद्दिष्टे

घटक ३ संस्कृत अध्यापन पद्धती व तंत्रे

- ३.१ संस्कृत अध्यापन पद्धती - कृतियुक्त, उद्गामी, अवगामी, संवाद सर्वसमावेशक पद्धती, खण्डान्वय, दण्डान्वय
- ३.२ संस्कृत अध्यापनाची तंत्रे - कथा-नाटय-प्रश्नोत्तर स्वयंअध्ययन
- ३.३ संस्कृत भाषेचा इतर विषयांशी समवाय (मराठी, हिंदी, इतिहास, इंग्रजी, भूगोल, विज्ञान, संगणक)
- ३.४ चांगल्या पाठ्यपुस्तकाचे निकष. अ. अंतर्गत ब. बाह्य
- ३.५ प्रचलित पाठ्यपुस्तकाचे समीक्षण

घटक ४ संस्कृत गद्य - पद्य वाङ्मय प्रकाराची स्थूल ओळख

- ४.१ गद्य अध्यापनाचा हेतू-अवबोधन, शब्दज्ञान, पृथक्करण, उपयोजन
- ४.२ गद्य साहित्य - कथा - नाटक - चरित्र - वर्णन - संवाद - चित्रवर्णन
- ४.३ पद्य अध्यापनाचा हेतू - अवबोधन, शब्दज्ञान, पृथक्करण, अन्वय
- ४.४ पद्य साहित्य प्रकार - सुभाषिते, काव्ये, गीत, स्तोत्र, अमरकोष
- ४.५ गद्य - पद्य अध्यापनातील मूलभूत फरक

घटक ५ व्याकरण

- ५.१ संस्कृत व्याकरणाचे कार्यात्मक स्वरूप
- ५.२ संस्कृत व्याकरण अध्यापनाचा हेतू - महत्त्व
- ५.३ लिपी, वर्णाक्षरे, स्वर, व्यंजने, लिंग, वचन, विभक्ति, अव्यये
- ५.४ वाक्यरचना - दशलकार, अव्यये, उपसर्ग, ककार प्रश्न, संख्या
- ५.५ संधी प्रकार

घटक ६ नियोजन व मूल्यमापन

- ६.१ पाठनियोजन, घटक नियोजन, वार्षिक नियोजन इ. ची संकल्पना व आवश्यकता, संविधान तक्ता, घटक चाचणी
- ६.२ मूल्यमापन संकल्पनेचा अर्थ व स्वरूप
- ६.३ कृतिपत्रिका व प्रश्नपेढी - स्वरूप गुणदोष
- ६.४ परीक्षा प्रकार - गुणदोष
- ६.५ संस्कृत भाषा अध्यापनासाठी विविध आधुनिक शैक्षणिक साधने व त्यांचा वापर (दृक्श्राव्य माध्यम)

घटक ७ संस्कृत भाषा शिक्षक

- ७.१ संस्कृत अध्यापन, संकल्पना
- ७.२ संस्कृत भाषा अध्यापकाची भूमिका व जबाबदारी
- ७.३ संस्कृत भाषा अध्यापकाचे व्यक्तिमत्व
- ७.४ संस्कृत भाषा अध्यापनाची पूर्वतयारी
- ७.५ संस्कृत भाषा अध्यापकाचे वेगळेपण

घटक ८ वाचन - लेखन - सम्भाषण विकास व संस्कृतची सद्यः स्थिती व आव्हाने

- ८.१ शुद्धोच्चारणेचे महत्त्व, वर्ण (अक्षर) उच्चार पद्धती, उच्चारस्थाने, उच्चारतील दोष
- ८.२ शुद्धलेखन, सुभाषित लेखन, अन्वयलेखन, वृत्तलेखन
- ८.३ २१ व्या युगात संस्कृतची सद्यःस्थिती
- ८.४ आधुनिक युगात संस्कृत भाषेसाठी आव्हाने
- ८.५ संस्कृत भाषा विद्यार्थ्यांसाठी नैदानिक कसोट्या व उपचारात्मक अध्यापन

प्रात्यक्षिक कार्य :

घटक नियोजन , घटक चाचणी व संविधान तक्ता तयार करणे.

संदर्भ ग्रंथ :

- १) पेंडके प्रतिभा (२०१७) संस्कृत अध्यापन पद्धती - मंगेश प्रकाशन, नागपूर.
- २) जोशी प्र.शं. (२००३) सुगम संस्कृत व्याकरण - नितीन प्रकाशन, पुणे.
- ३) आशययुक्त अध्यापन पद्धती (२००९) यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक

- ४) श्री पाण्डे रामशकलजी (२००५) संस्कृत शिक्षण - विनोद पुस्तक मंदिर - आग्रा
- ५) शब्दधातुरुपावली - नवनीत प्रकाशन
- ६) आमोद इ. ८ वी पाठ्यपुस्तक (२०१७) महाराष्ट्र पाठ्यपुस्तक मंडल पुणे.
- ७) रुचिरा इ. ८ वी पाठ्यपुस्तक (२०१७) सी.बी.एस. ई बोर्ड, आय.सी.एस.ई.बोर्ड, दिल्ली.
- ८) Text books for std. V to XII published by Textbook Buero of Maharashtra.

CPS 1&2 Curriculum and Pedagogic Studies - Urdu

Objective:-

- I) To understand the concept and nature of Content Cum Methodology.
- II) To understand the role of Mother tongue in Education and the Place of the Urdu as a Mother Tongue at State and National Level.
- III) To acquaint with the Curriculum of Urdu as a Mother Tongue in Secondary School level. extra curriculum activities.
- IV) To understand the Knowledge of Teaching in Urdu Prose.
- V) To understand the Knowledge of Teaching in Urdu Poetry.
- VI) To understand the Structure of Urdu Language with the help of Grammar.
- VII) To acquaint the Knowledge with the help of Composition.
- VIII) To acquaint the Knowledge of Quality of Urdu Teacher.

Unit No 1 Important of Language

- i. Content cum Methodology – concept, meaning and Nature.
- ii. Types of language.
- iii. origion and purpose of language.
- iv. Important of Urdu in day to day life.
- v. Origion and linguistic-co-relation of Urdu with other language like- Hindi, Marathi, Arabic, Persian.

Unit No 2:-Place of Urdu as a Mother tongue

- i. Concept, nature and importance of Urdu language
- ii. Qualities of Mother tongue.
- iii. Objectives of teaching and learning Urdu level.
- iv. Important of Urdu in School at the State and National level according to three language formula.
- v. Status of Urdu in constitution and recommendation commission for Urdu skill in language (four skill .L, S, R, W)

Unit No 3 Curriculum of Urdu Language

- i. Concept and nature of curriculum.
- ii. Need and important of curriculum.
- iii. Rules and designing of curriculum.
- iv. Important feature of standard text book and language
- v. Extra curriculum activities.

Unit No 4 Teaching and learning of Urdu Prose

- i. Meaning of prose.
- ii. Elementary knowledge of different forms of prose. Short story, Navel, Composition, Biography, Travel, Longue, Drama,
- iii. Objective of learning and teaching of prose.
- iv. Method of teaching and learning of prose

I) Activity based teaching method

II) Co - operative learning teaching method.

III) Collaborative teaching method.

IV) Inductive method.

V) Deductive method.

Unit No 5 Teaching and learning of Urdu Poetry

- i. Meaning of poetry.
- ii. Elementary knowledge of different forms of poetry – Hamd – Naat – Gazal – Qaseeda – Gazal Rubai
- iii. Objective of teaching and poetry.
- iv. Method of teaching learning of poetry.

I) Lafzi method

II) Tashrihi method.

III) Translation method.

IV) Explanation method.

Unit 6 Teaching of Grammer

- i. Concept and meaning of grammer.
- ii. Elementary knowledge of the elements of grammer
- iii. Hijja.
- iv. Bayan, Muhaverat, Zarbul Misal.
- v. Lafz ke Aqsam.
- vi. objectives of teaching grammer.
- vii. Method of teaching grammer.

Unit 7 Teaching of concepts of models.

- i. Meaning, importance and objectives of models.
- ii. Concept attainment model.
- iii. Creativity model.
- iv. Inductive model.
- v. Prepare the lesson plan with the help of models.

Unit No 8 Urdu teachers Qualities

- i. Qualities of Urdu teacher.
- ii. Qualities of good Urdu teacher.
- iii. Role of Urdu teacher to inculcate the values.
- iv. Teacher as a community of learner.
- v. Important of teachers handbook, Hobby book, Work book in teaching Urdu.

Practicum

Prepare Year plan, unit plan , unit test and blue print on any unit on CPS II from Std. I to VII

CPS 1&2 Curriculum and Pedagogic Studies - History

Objectives-

- 1) To enable the trainee teacher to Understand the Concept nature and scope of History
- 2) To enable the trainee teacher to Understand the objectives and its application.
- 3) To understand the Various teaching Methods related to Lower level
- 4) To understand the ancient and medieval history of India
- 5) To understand the Modern History of world
- 6) To understand the activity based work
- 7) To understand the Planning and Evaluation

Unit 1 Introduction of History

- i. Etymological meaning and nature of History
- ii. Various definitions of History and modern concept History.
- iii. Scope and Importance of History
- iv. Various sources of History
- v. Types of History -Study the following points
- vi. (Meaning ,nature ,merits and demerits)

Unit 2 Objectives of Teaching History

- i. General objectives teaching
- ii. Objectives of teaching History at Primary Level
- iii. Instructional objectives
- iv. Interdisciplinary approach History with other school Subject Language, Geography, Science and ICT

Unit 3 Teaching Methods and Technique of History

- i. Story telling method
- ii. Source Method
- iii. Dramatization technique
- iv. Report writing technique (Preparing report of local History)

Unit 4 Teaching method of History at higher level

- i. Lecture Methods
- ii. Discussion Method
- iii. Project Method

Unit 5 Ancient History of India

- i. Evolution of Man
- ii. Civilization –Harappa, Greek
- iii. Vedic Period –Jainism and Buddhism
- iv. Dynasties- Gupta and Mourya

Unit 6 Medieval History of India

- i. Rise and falls of Maratha empire (1500 -1818)
- ii. Rise and falls of Mughal empire (1500 -1750)

- iii. Religious and cultural awaking -Sects-Varkari , Shaiva, Sufi and Sikh

Unit 7 Medieval History of Europe

- i. Feudalism in Europe
- ii. Reformation Movement in Europe
- iii. Renaissance

Unit 8 Planning and Evaluation

- i. Concept of Planning – Year plan, Unit plan and Lesson plan
- ii. Unit test Preparation
- iii. Question Bank
- iv. Evaluations – Types of Evaluation ,Continuous and Comprehensive evaluation

Practicum

Prepare Year plan, unit plan , unit test and blue print on any unit on CPS II from Std. I to VII

Reference

1. Agrawal J. C., Teaching of History A Practical Approach ,New Delhi Vikas Publishing House.
2. Agrawal J.C., Teaching of History – A Practical Approach, New Delhi :Vikas Publishing House Pvt. Ltd.
3. Arora A.K. Teaching of History
4. Arora A.K., Teaching of History.
5. Kochar S.K., Teaching of History, New Delhi :Steling Publishers.
6. Kocher S.K. Teaching of History ,New Delhi :Sterling Publishing.
7. Text books for std. V to XII published by Textbook Buero of Maharashtra.
8. पवार जयसिंगराव हिंदूस्थान या स्वातंत्र्य चळवळीचा इतिहास : पुणे, निराली प्रकाशन.
9. पवार जयसिंगराव, भारताचा इतिहास.
10. पाचवी ते आठवीची क्रमिक पाठ्यपुस्तके.
11. मोरे लता, इतिहास अध्यापन पद्धती, नागपूर छ पिंपळापूरे अँडकं. पब्लिशर्स.
12. रणसुरे विलास, 2005, इतिहास आशययुक्त अध्यापन पद्धती आणि इतिहासाचे अध्यापनशास्त्री विश्लेषण, मिरज : संघमित्रा प्रकाशन.
13. शहा जी.बी., प्राचीन भारताचा राजकीय आणि सांस्कृतिक इतिहास, जळगांव : प्रशांत पब्लिकेशन.
14. घाटे वि.द., इतिहास शास्त्र व कला.
15. दुनाखे अरविंद, 2007, इतिहासाचे आशययुक्त अध्यापन, पुणे, नित्यनूतन प्रकाशन.
16. देशपांडे प्र.न. अर्वाचीन भारताचा इतिहास.
17. देशपांडे स्वाती, 2007, इतिहास अध्यापन पद्धती, नागपूर, विद्या प्रकाशन.
18. लांडगे ना.ना. भालेराव उषा, सपकाळे शरद, इतिहास आशयवृद्धी.
19. तिवारी सी.म., इतिहास अध्यापन पद्धती : पुणे, नूतन प्रकाशन.
20. वैद्य सु.मा. जगाचा इतिहास.
21. सप्रे निलीमा, पाटील प्रीती, 2002 अध्यापनाची प्रतिमा, कोल्हापूर : फडके प्रकाशन.
22. शिंदे ज्ञा.द. व टोपकर रेखा, इतिहासाचे आशययुक्त अध्यापन.

CPS 1&2 Curriculum and Pedagogic Studies - Geography

Objectives-

1. To understand the nature & structure of Geography
2. To understand the CCM for Teaching of Geography
3. To develop adequate skills in using educational tools in Geography.
4. To develop the various basic concept in Teaching of Geography.
5. To understand the various concepts, facts, terms in teaching of Geography.
6. To identify the various issues in teaching of Geography and enable to suggest suitable activities
7. To overcome the concern issues.
8. To develop Professional Qualities among Geography Teacher by using ICT in Teaching Learning

Unit No. 1: Content cum Methodology

- i. concept ,nature and Scope of C. C. M
- ii. .Need and importance of C. C. M
- iii. Steps of the C. C. M.
- iv.. Structure of C.C.M Consistency between curriculum, syllabus and textbook.
- v. Importance of core elements and values in C.C.M
- vi. Meaning and nature of content analysis.
- vii. Factors of content analysis
- viii . Content enrichment of Geography
- ix. Pedagogical analysis of Geography
- x. Knowledge representations of Geography –Meaning, Type and use of Knowledge Representations, General Principal

Unit No. 2 : Introduction for Teaching of Geography

- i. Meaning and Nature of Geography.
- ii. Need and importance of teaching of Geography.
- iii. General objectives for teaching of Geography.
- iv. Objectives of teaching of Geography at higher primary level (V to VI)
- v. Objectives of teaching of Geography at secondary and higher secondary level (IX to XII)
- vi. Nature of syllabus – linear, concentric, topic wise.

Unit No. 3: Tools & Techniques of Teaching Geography

- i) Teaching Aides
 - a) Non projected aids: maps, charts, atlas, pictures, globes, graphs, models, specimen, black-boards.
 - b) Projected aids: OHP, projector, T.V., slides, etc. meteorological instruments, computer, Multimedia & internet.
 - c) Books : Text book, reference books, Teacher hand book, Journals, News paper.
 - d) Geography room.
- ii) Techniques - observation, Questioning , Loca; Geography, Map reading

Unit No. 4: Teaching of Geography

- i. Maxims of teaching of Geography.-(Simple to complex, known to unknown , concrete to abstract, particular to general)
- ii. Correlation between teaching of Geography & School subject (History, Science, Marathi)
- iii Text Book analysis/ Testing

Unit No. 5: Basic concepts in Geography

- i. Concepts in Astronomy – universe, solar system, latitude and longitude,
- ii. Local Time and standard time, International Date Line, solar Eclipse,
- iii. Lunar Eclipse
- iii. Basic concepts in physical Geography – structure of Earth, continent
- v. Basic concept in oceanography – sea water, salinity of sea water,
- vi. t sunami, Ocean current, Islands

Unit No. 6: Claimatology

- i. Pressure belts, winds and their types
- ii. Temperature & humidity
- iii. Rains and their types
- iv. Rainfall distribution in the world
- v. cloudburst

Unit No 7: Issues and Activities in Geography

- i. Pollution.
- ii. Environmental act degradation
- iii. Drought
- iv. Flood
- v. Population Explosion
- vi. Terrorism
- vii. Urbanization
- viii. Deforesting
- ix. Various organizations of Geography

Unit No 8: ICT in Geography Teacher

- i. ICT Meaning, Nature
- ii. Importance of ICT Teaching of Geography
- iii. Application of ICT Teaching of Geography

Practicum

Prepare Year plan, unit plan , unit test and blue print on any unit on CPS II from Std. I to VII

References-

1. All Geography text books that are sanctioned by the department of education Maharashtra state for std. V to XII.

2. Principles of General Geography- Kazi and Joshi.
3. A background of physical geography by George p. Kellaway.
4. Physical geography- P. Lake
5. India and Pakistan - Sapte and Learmonth
6. Geography in school- Fairgrive
7. Teaching of geography- Rao M. S.
8. Hand of suggestion in testing of Geography [UNESCO]
9. Rane Ashok, Ashayyukt Adhyapan Padhati – Bhugol – Vyanktesh Prakashan, Jalgaon.
10. Chaudhari Vandana Satish , Ashayyukt Adhyapan Padhati – Bhugol- Part I &II, Prashant Publication . Jalgaon.
10. Teacher Handbook of Geography(V to XII)
11. Text books for std. V to XII published by Textbook Buero of Maharashtra.

CPS 1&2 Curriculum and Pedagogic Studies : Science

Objectives :

1. To understand the meaning, nature and importance of science.
2. To understand the concept of content cum Methodology of teaching Science
3. To understand general and instructional objectives of teaching science
4. To develop adequate skill using various methods and techniques and approaches of teaching science.
5. To understand the curriculum and syllabus of science at secondary level.
6. To develop adequate skills in preparing year plan, unit plan, lesson plan in science
7. To develop adequate skills in preparing audio-visual aids and improvised apparatus useful in science
8. To understand the Facilities & Equipments for science Teaching
9. To understand Core Content of General Science.

Unit 1 – Meaning, Nature and Importance of Science

- i. Meaning & Nature of science
- ii. Importance of science
- iii. Correlation of science within branches of science & different school subjects.
- iv. Values of teaching science

Unit 2 – Content cum methodology in teaching science

- i. Concept of content cum methodology
- ii. Need of C.C. M. in teaching science
- iii. Structure of C.C. M. of science subject
- iv. Concept of pedagogical analysis ,Content analysis and knowledge Representation.

Unit 3 – Objectives of teaching Science

- i. General objectives of science at various levels

- ii. Instructional objectives of science as per Bloom's Taxonomy
- iii. Meaning Nature of objective specifications.
- iv. Merits of objective specifications.

Unit 4 – Methods , Techniques & Approaches of teaching science

- i. Demonstration Method.
- ii. Inductive Deductive method
- iii. Project Method..
- iv. Problem solving technique and Constructive approach.

Unit 5 – Curriculum & Planning of science teaching

- i. Concept & types of curriculum (MSCERT, NCERT & CBSE)
- ii. Concept of syllabus and Methods of construction of science syllabus (Concentric & Topic wise)
- iii. Criteria of Good science Text Book.
- iv. Planning –Year plan, Unit plan, daily lesson plan.

Unit 6 – Facilities & Equipments for science Teaching

- i. Printed devices - Work book , Teachers Hand book, Science Magazines & Journals.
- ii. Teaching aids - Projected & Non projected aids.
- iii. Science Fair
- iv. Science Club

Unit 7 : Core Content of General Science.

- i. World of living things around us, Energy flow in Ecosystem , Our Environment, Water cycle
- ii. Physical and Chemical changes of matter , Different concepts of atom, isotopes and isobars, General properties of Acids, Bases and Salts
- iii. In the world of Stars
- iv. Disaster Management

Unit 8 : Advanced concepts of Science.

- i. Food – Sources, Components, Nutrition, Metabolism in Plants and Animals- Photosynthesis, Human digestive System
- ii. Kinds of Materials, Conservation and Multiplication of Plants and Animals
- iii. Moving things- Travel and Transport, Force, Friction, Pressure, Sound,
- iv. Electric current, Circuits, Magnets
- v. Natural Phenomena- Rain, Thunder, lightning and Natural Resources- Water, Air, Waste - Issues and Management , Pollution – Types and Remedies

Practical: Prepare Year plan, unit plan , unit test and blue print on any unit on CPS II from Std. I to VII

Reference Books;

- 1 Sapkale Arati (2006):Aashayukt adhyapan padhati Science,Vyankatesh Prakashan , Jalgaon.
- 2 Kadam ,Bondarde: Ashvi , Kadam Charudatta (2004) Shastra adhyapan padhati ,Nutan Prakashan , Pune
- 3 Hakim Prabhakar (2003) Vidnyanache Ashayyukta Adhyapan , Pune Nutan Prakashan
- 4 Phadake Vasanti (1988) Adhyapachi Pratima , Pune , Nutan Prakashan.
- 5 Joshi S.R. (2005) Teaching of Science . New Delhi : A.P.H. Publishing Corporation
- 6 Yadav . M.S. (1992) Teaching of Sceince. New Delhi : Anmol Publication Pvt. Ltd/
- 7 Siddiqui M.H. (2005) Teaching of Science . New Delhi : A.P.H. Publishing
- 8 Sharma R.C. (2003)Modern Science Teaching : New Delhi : Dhanpat R
- 9 Text books for std. V to XII published by Textbook Buero of Maharashtra.

CPS 1&2 Curriculum and Pedagogic Studies: Mathematics

Objectives:

After completion of the course, student-teacher should be able :

1. To understand the concept and nature of content-cum-methodology.
2. To develop insight into the meaning, nature, scope and objectives of Mathematics.
3. To develop ability to adopt the teaching learning methods, techniques and models in teaching mathematics.
4. To develop the ability to plan and design various types of lessons in Mathematics and it's evaluation.
5. Prepare the prospective Mathematics teachers as facilitators for effective learning of Mathematics.
6. To understand basic concepts in Arithmetic and develop ability to apply these concepts in daily life.
7. To generate awareness and appreciation about algebraic thinking.
8. To develop understanding geometrical concepts and select appropriate method or technique to teach them.

Unit 1: Concept and nature of content-cum-methodology

- 8.1 Background of content-cum-methodology
- 8.2 Need and importance of content-cum-methodology
- 8.3 Meaning and concept of content-cum-methodology
- 8.4 Characteristics of content-cum-methodology
- 8.5 Structure of Mathematics

Unit 2: Nature of Mathematics and objectives

- 2.1 Nature, Scope, Need and Importance of Mathematics
- 2.2 Place of Mathematics in school curriculum
- 2.3 Correlation of Mathematics with other school subjects
- 2.4 General objectives of teaching Mathematics in primary education
- 2.5 Objectives and it's specifications related to class teaching

Unit 3: Teaching-Learning of Mathematics at Upper Primary Level

- 3.1 Approaches of Teaching Mathematics : Activity Based Learning, Constructivist approach

- 3.2 Methods of Teaching Mathematics : Demonstration, Inductive – Deductive, cooperative learning method
- 3.3 Techniques of Teaching Mathematics: Drill and Practice, Questioning, supervised study
- 3.4 Models of Teaching Mathematics: Concept of Models of Teaching, Concept Attainment Model, Mastery learning model
- 3.5 Problems in Teaching- Learning of Mathematics

Unit 4: Planning for Teaching-Learning and Evaluation in Mathematics

Meaning, Importance and Format of-

- 4.1 Year Planning
- 4.2 Unit Planning
- 4.3 Lesson Planning : Types of Lesson Planning – Herbartian Lesson Plan, Constructivist 5 E (Engage, Explore, Explain, Elaborate, Evaluation) Model of Lesson Planning
- 4.4 Evaluation in Mathematics: Construction of Unit Test along with Blue Print
- 4.5 Diagnostic Test and Remedial Teaching in Mathematics

Unit 5: Mathematics Teacher

- 5.1 Qualification of Mathematics teacher
- 5.2 Qualities of a good Mathematics teacher
- 5.3 Role of Mathematics teacher to inculcate the values
- 5.4 Teacher as a community of Learners
- 5.5 Importance of Teacher's Handbook in Teaching Mathematics

Unit 6: Teaching of Practical Arithmetic and Statistics at Upper Primary Level (Std. VIth to VIIITh)

- 6.1 Number Systems : Natural Numbers, Whole Numbers, Integers Rational & Irrational Numbers, square, Square roots and Cube roots
- 6.2 Divisibility Tests, Highest Common Factor (HCF) & Lowest Common Multiple (LCM)
- 6.3 Ratio and Proportion & Variation
- 6.4 Percentage, Partnership, Profit and Loss
- 6.5 Simple and compound Interest and Discount
- 6.6 Basic concepts in Statistics, Bar Graphs

Unit 7: Teaching of Algebra at Upper Primary Level (Std. VIth to VIIITh)

- 7.1 Equations in a single variable
- 7.2 Formulae for squares and factors of algebraic expressions
- 7.3 Expansion formulae
- 7.4 Factorization of algebraic expressions
- 7.5 Division of Polynomials

Unit 8: Teaching of Geometry at Upper Primary Level (Std. VIth to VIIITh)

- 8.1 Basic concepts : line, line segment, ray, plane, parallel lines, Polygons, Congruence, Symmetry
- 8.2 Definition of Angle, Types of angles
- 8.3 Definition of Triangle, Types of Triangles
- 8.4 Definition of quadrilateral and Types of quadrilateral
- 8.5 Geometrical Constructions : To construct a triangle-sides and angles.
- 8.6 Area: Parallelogram, Rhombus, Trapezium, Triangle
Volume of cube, cuboid, surface area & volume cylinder

Practical Work : Any one of the following-

1. Prepare one lesson plan on any one topic from the Mathematics textbook of secondary school following the 5 E Model.
2. Prepare unit plan on any one unit from the Mathematics Textbook of Secondary School.

Reference Books:**English Reference Books:**

1. Aggrawal, S.M. *Teaching of Modern Mathematics*. New Delhi : Dhanpat Rai Publishing Co.
2. Aiyangar, N.K. (1964). *The Teaching of Mathematics in the new education*. New Delhi : A Universal publication.
3. Sidhu, K.B. (1974). *The Teaching of Mathematics*. New Delhi: Sterling Sterling Pub. (p). Ltd.
4. Singh, C. and Rohatagy, R.P. (2005). *Teaching of Mathematics*. New Delhi: Dominant Publishers and Distributors.
5. Stella, R. (2004). *Modern Methods And Techniques of Teaching*. Delhi: Dominant Publishers And Distributors.
6. Sudhir, Kumar. (1997). *The Teaching of Mathematics*. New Delhi: Anmol Publication. PVT. LTD.
7. Suneetha, E.; Rao, R. S. and Rao, D. K. (2004). *Methods of Teaching of Mathematics*. New Delhi: Discovery Publishing House.
8. *Content Cum Methodology of Teaching Mathematics for B.Ed. student* N.C.E.R.T. New Delhi.

Hindi Reference Books:

1. Kulshreshtha, A.K. (1998). *Teaching of Mathematics*. Meratha: R. Lal. Book Depo.
2. Bhatnagar, C. and Shrivastav, G.(2006). *Ganit Shikshan*. Jaipur: Granth Vikas.

Marathi Reference Books:

1. Dhande, Pingala. (2013). *Ashayyukta Adhyapan Paddhati- Mathematics (Part-1and Part 2)*. Jalgaon: Prashant Publication.
2. Patil, L.A. (2014). *Ashayyukta Adhyapan padhati- Maths*. Jalgaon : Vyanktesh Publication.
3. Sapkale, Aarati. (2007). *Ganit Adhyapan padhati*. Nagpur : Pimpalpure and Comp. Publishers.

Web References:

1. <https://www.scribd.com/.../5e-math-8-lesson-plan-9-..>
2. wikieducator.org/5E_Lesson_Plan_in_Mathematics
3. [http:// cart.ebalbharati.in/BalBooks/ebook.aspx](http://cart.ebalbharati.in/BalBooks/ebook.aspx)

CPS 1&2 Curriculum and Pedagogic Studies: Commerce**Objectives :** To enable the trainee

1. To understand the meaning, nature and structure of commerce.
2. To understand the concept of content cum methodology for teaching of commerce.
3. To develop effective and Models of teaching of commerce.
4. To understand the various concept, facts in teaching of commerce.
5. To prepare report on the workshop conducted for CCM.
6. To develop the ability for preparing annual plan, Unit plan, Lesson plan and techniques of education system in teaching of commerce.

7. To identify the various issues in teaching commerce and enable to suggest suitable activities to overcome the concern issues.
8. To develop suitable qualities of commerce teacher for professional development.
9. To prepare report on the workshop conducted for Unit plan, Unit test.

Unit No. 1 – Introduction for teaching of commerce.

1. Meaning and nature of commerce.
2. Need and Importance of Teaching of Commerce.
3. General Objectives of teaching commerce.
4. Objectives of teaching commerce at Secondary and Higher secondary level.

Unit No. 2 – Content Cum Methodology

1. Meaning and Concept of C.C.M.
2. Scope of C.C.M.
3. Structure of C.C.M.
4. Importance of core elements and value in C.C.M.
5. Meaning and Nature of content analysis factors of content analysis.

Unit No. 3 – Teaching of Commerce

1. Maxims of teaching of commerce.
2. Techniques of teaching of commerce.
3. Interdisciplinary approach of commerce with other subject-Mathematics, Geography, History etc.
4. Methods of teaching commerce.
 - i. Single Commodity analysis method.
 - ii. Lecture Method.
 - iii. Discussion Method.
 - iv. Problem Solving Method.
 - v. Historical Method.
 - vi. Role Playing Method.
 - vii. Inductive deductive Method.

Unit No. 4 – Issues and Activities in Commerce.

1. Development of commerce.
2. Commerce education in rural area.
3. Activities in Commerce.
 - i. Student book Bank, cooperative society saving Bank, visit & tours.
 - ii. Commerce Club.

Unit No. 5 – Basic concept in Commerce.

1. Trade and commerce.
2. Advertising.
3. Insurance.
4. Banks.
5. Co-operative society.
6. Marketing and Transport.

7. E-commerce.

Unit No. 6 – Commerce Subject & It's Structure.

1. Place of commerce in school curriculum.
2. Importance of commerce in daily life.
3. Co-relation concept, importance of Type.
4. Analysis of syllabus of one standard.
5. Characteristics of good commerce text book.

Unit No. 7- Commerce Teacher.

1. Qualities of a commerce teacher.
2. Need of professional development of commerce teacher.
3. Need and Importance of in service teacher training of commerce.
4. Commerce Room.

Unit No. 8 – Planning and Evaluation.

1. Concept, need and importance of teaching commerce.
2. Annual plan, Unit plan, lesson plan.
3. Construction of Unit test blue print.
4. Development of Question Bank.

Practical – Conduct a survey and prepare on any issues in commerce.

or

Workshop for CCM of any unit for std. XI & XII.

Reference Books :

1. All commerce Text Book sanctioned by the Govt. of Education, M.S. for 11 & 12 Std.
2. Teaching of commerce – Lulla.
3. Wanjia Adhyapak Paddhati – Gajare, Nankar.
4. Content cum Methodology – Dr. Anant Joshi.
5. Vanijaya Shikshan – Udayvir Saxena, Agra.

CPS 1&2: Curriculum and Pedagogic Studies: Economics

Objectives:

Student's teacher will be able to:

- 1) Understand the meaning, nature, scope and significant of Economies.
- 2) Understand the basic concept in Economics.
- 3) Understand the basic problems of Indian economy and Place of Economics subject in the present School curriculum
- 4) Understand the Relationship between academic disciplines and Economics subject
- 5) Understand the basic of Economics teaching
- 6) Understand the Critical Analysis of Economics text book.
- 7) Understand the nature of Curriculum of Economics
- 8) Understand the Learning Recourses for Economics
- 9) To use various learning resource in Economics teaching

Unit-I Economics subject and Its Correlation

- i. Meaning, Definition and Nature of Economics

- ii. Scope of Economics
- iii. Significances of Economics subjects in present era
- iv. Correlation of Economics with other Subject

Unit-III Basic concept in Economics

- i. Basic Concept of Economics: a) Human Wants b) Resources c) Utility d) Value e) Price f) Demand and Supply
- ii. Various concepts of Micro economics : forms of market, factors of production etc.
- iii. Macro Economics- concept
- iv. Concept of National Income, Money, Commercial Banking, Central Banking, Budget etc

Unit-III Understating Economics Subject

- i. Structure of the subject economics
- ii. Place of Economics subject in the present School curriculum
- iii. Major challenges before Indian Economics: i) Population ii) Poverty iii) unemployment iv) Terrorism vi) Hording vii) Black Magic vii) Deterioration and its economics effect

Unit-IV Introduction to Economics

- i. Economics for the Beginners: When to teach and What to teach?
- ii. Relationship between academic disciplines and Economics subject
- iii. Brief study of economics thought as reflected in economics theories

Unit- V Basic of Economics Teaching

- i. Aims and Objectives of teaching Economics at Secondary and Higher Secondary school level
- ii. Instructional objectives of teaching Economics
- iii. Values of teaching Economics : Global Citizenship, Enternuerpship, Consumerism

Unit- VI Text book of Economics

- i. Economics textbook- Characteristics and Critical Analysis
- ii. Importance of textbook in teaching Economics
- iii. Essentials of a good text book evaluation
- iv. Curriculum, syllabus and text book of economics

Unit- VII Curriculum of Economics

- i. Curriculum of Economics - Characteristics and Critical Analysis
- ii. Critical appraisal of Economics curriculum at Secondary and Higher Secondary stage.
- iii. Principle of selecting and organizing subject matter
- iv. Modern curriculum of Economics

Unit- VIII Learning Recourses for Economics

- i. Concept , need and importance of Learning Resources
- ii. Traditional Learning resources Vs Technology based Learning resources
- iii. Technology based learning resources : types, merits and demerits.
- iv. Uses of Teacher Hand book and Students work book in Economics.

Practical: : Prepare Year plan, unit plan , unit test and blue print on any unit on CPS II from Std. I to VII

References:

- i. Aggarwal J.C: Teaching Of Economics, A Practical Approach”, Vinod Pustak Mandir. Agra-
- ii. Mustafa M, 2005,” Teaching of Economics New Trends and Challenges’ Deep & Deep Publications Pvt. Ltd F-159, Rajouri Garden, New Delhi-110027.
- iii. N.R. Saxena : Teaching of Economics, R Lall Book Depot, Meerut
- iv. Natarajan S. 1993, “Introduction to Economics of education”, sterling publications Private Limited.
- v. Siddiqui M.H: Teaching of economics, APH Publications Corporation.
- vi. Sindhu H.S.: Teaching of economics, Tandon Publications, Books Market, Ludhiana-141008.
- vii. Yadav Amita, 1999, “Teaching of Economics” Anmol Publications Pvt. Ltd., New Delhi.

Course –EPC-1 – Various tools, techniques and skills of Teaching

Objectives-

1. To enable student-teacher to understand the various tools of teaching.
2. To enable student-teacher to understand the various techniques of teaching.
3. To enable student-teacher to understand the various skills of teaching.
4. To enable student-teacher to understand the various skills of micro teaching.
5. To enable student-teacher to understand the various skills of ICT for teaching.

Unit 1

- a) Concept, meaning and nature of micro-teaching.
- b) Need of Micro-teaching.
- c) Importance of Micro teaching.
- d) Micro-teaching cycle.

Unit 2

- a) Concept, meaning and nature of Integrated teaching.
- b) Need of Integrated teaching.
- c) Importance of Integrated teaching
- d) Lesson Plan for Integrated teaching

Unit 3

- a) Concept, meaning and nature of tools for teaching.
- b) Need of tools teaching.
- c) Importance of tools for teaching.
- d) ICT as a tool

Unit 4

- a) Concept, meaning and nature of techniques for teaching.

- b) Need of techniques teaching.
- c) Importance of techniques for teaching.
- d) Difference between techniques and tools.

EPC - 2 Life skill Education or Disaster Management

Life Skills Education

Objectives:-

- 1. To develop communication competence in prospective teachers.
- 2. To equip them to face interview & Group Discussion.
- 3. To create an awareness on Ethics and Human Values.
- 4. To learn leadership qualities and practice them.

Unit 1. Life Skills Education

- a) Life Skills Education Meaning, Definitions, Nature and Concept
- b) Components of life skills Education
- c) Need & Importance of Life Skills Education for students.
- d) Scope of Life Skills Education

Unit 2. Understanding Life Skills

- a) The Ten core Life Skills as laid down by (WHO) World Health Organization
- b) Methods for imparting Life Skills Education
- c) Assessment of Life Skill Education
- d) The role of family and school in Life Skills Education

Unit 3. Interpersonal relationships

- a) Relationship with your family and Peers.
- b) The Quest- Setting Goals for self
- c) Importance of Interpersonal relationship
- d) Role of family to strengthen Interpersonal relationship

Unit 4. Controlling on Emotions and Stress

- a) Coping with emotions and stress
- b) Communication and Inter- Personal Skills
- c) Self Awareness and Empathy
- d) Challenges in managing stress

Practicum:

- 1. Find out the life skills in school text book of std V to VIII and submit their report.
- 1. Conduct the survey on ten families and find the various life skills followed by them, submit the report on it.

Ref:

- 1. Life skill education and CCE. Central Board of Secondary Education. New Delhi.
- 2. Life skill in India, Central Square foundation (2016)
- 3. Life skill and life long learning. UNICEF, 2013

Disaster Management

Objectives:

1. To Understand the concept of Disaster and Disaster Management
2. To Get acquainted with manifesting the mitigation
3. To Understand rescue from Disaster and Relief for Disaster
4. To know Government Policies about Disaster Management

Unit 1. Introduction of Disaster Management

- a. Meaning & concept of Disaster Management
- b. Need and Importance of Disaster Management.
- c. Types of Disaster
Natural –Earthquake, Flood, Drought

Manmade – Accident, Terrorism, Fire causes & effects.
- d. Steps of Disaster Management (Three)

UNIT – 2 Disaster Preparedness of Community Level

- a Disaster preparedness – Individual
- b Disaster preparedness - Society
- c Place of Work – Public residential & commercial places
- d The resource availability working out requirement of disaster teams.

UNIT – 3 Disaster Risk Reductions

- a Disaster Risk Reduction in school & colleges.
- b Agencies for disasters management at state & national level
- c Teachers Role in Disaster Management.
- d Role of community in Disaster Management.

UNIT – 4 Prevention Of Disaster Management

- a Preventive Disaster Management
- b Long term activities for Disaster Management
- c Role of school in Disaster Management.
- d State and Central Government policies for Disaster Management.

Practical

- 1) Prepare report on any one natural calamities in world
- 2) Prepare report on any one manmade calamities in world

Reference :

1. Colonel(Retd) P.P.Marathe ‘Concepts and Practices in Disaster Managment’ (Pune; Diamond Publications 2006)
2. Rajdeep Dasqupta ‘Disaster management and Rehabilitation’ (New Delhi; Mittal Publications 2007)
3. Kamal Taori ‘Disaster Management through Panchayat Raj’ (New Delhi; Concept Publishing Company 2005)

EPC-3 - Reading and Reflecting on Texts- or Parenting Education

Reading and Reflecting on Texts

Prepare a self - handwritten report within 2000-2500 words on book reviewed by you on Education thinker's autobiography or biography or policy documents on Education.

Parenting Education

Objectives

1. A general understanding on parenting education
2. To Understand the meaning, nature and concept of parenting education.
3. To understand the parental involvement in school .
4. To The role of parenting education

Unit 1. Parenting Education

- a) Parenting Education Meaning, Definitions, Nature, & Scope
- b) goals of parenting Education
- c) Approaches of parenting education
- d) Need & Importance of parenting Education

Unit 2 The role of Parental involvement in school

- a) Individual parenting education
- b) Role of Parents and other Partners in Parenting.
- c) Influence of Peers, school and electronic media on parenting
- d) Parent Teacher Associations in India

Unit 3 The role of parents & responsibilities of parenting education

- a) Role and responsibilities of parents in 21st Century
- b) Parent Child Interactions in joint and Nuclear family in India
- c) Various Styles of parenting
- d) Parenting education for Exceptional children.

Unit 4 New trends in Parenting Educations.

- a) Involvement of parents in child development
- b) Strategy for parenting education
- c) Parenting education in India
- d) Economical & Socio-cultural status of parents on child development

Practical: Conduct the survey of 20 parents regarding the parenting awareness among them and submit the report.

Reference Book

1. Gupta Sangeetha (2006). *The Joy of Parenting*, Unicorn Books, New Delhi
2. Elias, M., Clabby, J. & Friedlander, S. (2000). Emotionally intelligent

parenting. Crown Publishing.

- 3.. Hildebrand, V. (2000). Parenting: Rewards and responsibilities. New York, NY:Glencoe McGraw-Hill

4 Simpson, A. R. (1997). The role of the mass media in parenting education. Boston: Harvard, Center for Health Communication

Websites:

1. [www.http://parentingbytrialanderror.com](http://parentingbytrialanderror.com)
2. [www.http://goodparenting.com](http://goodparenting.com)
3. [www.http://parentingwebsites.org](http://parentingwebsites.org)

EPC- 4 Environmental Studies or School Management

Environmental Studies:

Unit 1: Introduction to environmental studies and Ecosystem

- i. Multidisciplinary nature of environmental studies;
- ii. Components of environment – atmosphere, hydrosphere, lithosphere and biosphere.
- iii. Scope and importance;
- iv. Concept of sustainability and sustainable development.
- v. What is an ecosystem?
- vi. Structure and function of ecosystem;
- vii. Food chain, food web and ecological succession.

Unit 3: Natural Resources: Renewable and Non-renewable Resources

- i. Land Resources and land use change;
- ii. Land degradation, Soil erosion and desertification.
- iii. Deforestation: Causes and impacts due to mining, dam building on environment,
- iv. Water: Use and over-exploitation of surface and ground water,
- v. floods, and droughts,
- vi. Energy resources: Renewable and non-renewable energy sources,
- vii. use of alternate energy sources,
- viii. growing energy needs,

Unit 4: Environmental Pollution

- i. Environmental pollution : types, causes, effects and controls;
- ii. Air, water, soil, chemical and noise pollution
- iii. Solid waste management:
- iv. Control measures of urban and industrial waste. Pollution

Unit 5: Human Communities and the Environment

- i. Human population and growth, its Impacts on environment,
- ii. Resettlement and rehabilitation of project affected persons; case studies.
- iii. Disaster management: floods, earthquakes, Cyclones and landslides.
- iv. Environmental Movements: Chipko, Silent valley, Bishnios of Rajasthan.

Practical:

- i. Visit to river/forest/flora/fauna, etc and prepare the documents on environmental assets
- ii. Visit to a local polluted site – Urban/Rural/Industrial/Agricultural.

References:

1. Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
4. Gleick, P.H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J. Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. Science, 339: 36-37.
7. McCully, P. 1996. Rivers no more: the environmental effects of dams (pp. 29-64). Zed Books.
8. McNeil, John R. 2000. Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum, E.P., Odum, h.T. & Andrews, J. 1971. Fundamentals of Ecology. Philadelphia: Saunders.
10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. Environmental and Pollution Science. Academic Press.
11. Rao, M.N. & Datta, A.K. 1987. Waste Water Treatment. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. Environment. 8th edition. John Wiley & Sons.
13. Rosencranz, A., Divan, S., & Noble, M.L. 2001. Environmental law and policy in India. Tripathi 1992.
14. Sengupta, R. 2003. Ecology and economics: An approach to sustainable development. OUP.
15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley & Sons.
17. Thapar, V. 1998. Land of the Tiger: A Natural History of the Indian Subcontinent.
18. Warren, C.E. 1971. Biology and Water Pollution Control. WB Saunders.
19. Wilson, E.O. 2006. The Creation: An appeal to save life on earth. New York: Norton.
20. World Commission on environment and Development. 1987. Our Common Future. Oxford Uni. Press.
21. www.nacwc.nic.in
22. www.opcw.org

EPC 4- School Management**Objectives;**

1. To enable the students about Educational Management.
2. Enable the students about role of head master and teacher in school management.
3. Enable the student to develop the leadership for school management.
4. Enable the students about professional development and assessment of teacher.

Unit: Introduction to School Management.

- a. Meaning and concept of School Management.
- b. Objectives of School Management.
- c. Scope of school management.
- d. System of School Management

Unit 2; Role of Head Master and teacher in School Management

- a. Role of Management Council in school management
- b. Role of Head Master in school management
- c. Role of Teacher in school management
- d. Role of Parents and alumni in school management.

Unit 3: Leadership and School Management

- a. Need of leadership in school management.
- b. Leadership styles for school management
- c. Leadership of Headmaster in school management
- d. Leadership of teacher in school management.

Unit 4: Professional Development and Assessment of Teacher

- a. Meaning and nature of professional development of teacher.
- b. Objectives and scope for professional development of teacher
- c. Need and importance of assessment of teacher.
- d. New Dimension for teacher in school management.

Practicum:

1. Survey of any one School regarding School Management and submit the report
2. Survey of any one school regarding Physical facilities and learning resources in school and submit the report.

References: Shaikshanic Vyavasthapan- Nava Drushticon, Yashwantrao Chavan Maharashtra Open University, Nasik, (DSM) Nashik.

EPC 5 : Micro-teaching & observation of Micro Teaaching skills and Simulated lessons Total 6 lessons for each CPS (Teach+ Re teach= 1 lesson)

The programme comprises of practicing six skills of teaching from the following list.

- I. Stimulus Variations
- II. Explanation
- III. Questioning
- IV. Narration
- V. Demonstration
- VI. Black Board Writing
- VII. Lesson Planning
- VIII. Set Induction
- IX. Closure
- X. Use of ICT

Each student has to conduct two lessons per skill as per syllabus. I.e. he/she has to conduct 10 micro-lessons. For the teaching Communicative Language Teaching, the following actions are recommended:

- i. Eliciting
- ii. Pair work/Group work

- iii. Using English
- iv. Communicative activities
- v. Using Visuals.

The student teacher has to conduct a lesson with applying any four activities.

b) Mode of conducting Micro lessons:

Teach and re-teach session of micro lessons shall be conducted on one and the same peer groups. Feedback shall be given immediately in critique session.

c) Integration Lessons

After completion of 12 micro lesson on various skills, the student teacher has to conduct 4 Integrated lessons for 15 to 20 minutes each followed by critique Session.

.....

CB CS	Sr. No.	Area			Mar ks			Cre dits
		A - Perspectives in Education	Teachi ng Hours	learni ng hours	Int. Exam	Ext. Exam	Total	
CC	PE5	Guidance , Counseling and Inclusive Education	85	40	20	80	100	4
CC	PE6	Assesement and Evaluation in School Education	85	40	20	80	100	4
		B - Curriculum and Pedagogic Studies	0	0	0	0	0	0
DSE	CPS3	Curriculum and Pedagogic Studies School Subject-I	85	40	20	80	100	4
DSE	CPS4	Curriculum and Pedagogic Studies School Subject-II	85	40	20	80	100	4
		C - Engagement with the Field/Enhancing Professional Capacities	0	0	0	0	0	0
AEC	EPC 6	Applied paper on Internship	40	40	0	50	50	2
AEC	EPC 7	Drama and Art in Education or Critical Understanding of ICT	40	40	50	0	50	2
SEC	EPC 8	Practice Teaching & observation for School lessons(8) of CPS 1, CPS 2 and 8 lessons for CPS 3 and CPS 4	150	300	100	0	100	4
SEC	EPC 9	Internship Programme for 15 weeks in secondary school	540	135	220	0	220	8
		D - Field Based Activities	0	0	0	0	0	0
	PE5	Visit a nearby special, inclusive and regular school. Make observations in terms of time table, teaching learning activities, infrastructure, child to child interaction and Parental support or Prepare a case study report on a disabled learner.	40	40	20	0	20	2

	PE6	Prepare a term paper on various components of Guidance and Counseling or Prepare the report on visit of five parents of students studying in school.	40	40	20	0	20	2
	CPS3	Prepare Teaching Aid on any unit of CPS 3	40	40	20	0	20	2
	CPS 4	Prepare Annual Teaching Plan, Unit plan and Unit test with blue print on any unit of CPS 4	40	40	20	0	20	2
SEC	UPE	Annual one Lesson of each CPS for Std. V to X University Exam.	45	45	0	100	100	2
		Total	1315	880	530	470	1000	42

Year	Teaching Hours	learning hours	Int. Marks	Ext. Marks	Total	Credits
I	1020	640	420	580	1000	48
II	1315	880	530	470	1000	42
Total	2335	1520	950	1050	2000	90

PE 5: Guidance, Counseling and Inclusive Education

Objectives

The students will be able to:

1. Understand the meaning, nature and scope of guidance and group guidance.
2. Analyze the relationship between guidance and counseling
3. Recognize the different areas of counseling, Understand the various stages involved in the process of counseling, appreciate the importance of counseling relationship.
4. Understand the resources required and their optimum use in managing a school guidance programme.
5. Understand the global and national commitments towards the education of children with diverse needs.
6. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
7. Analyze special education, integrated education, mainstream and inclusive education practices,
8. Identify and utilize existing resources for promoting inclusive practice
9. Identifying and utilizing existing support services for promoting inclusive practice,

Unit 1: Understanding Educational and Career Guidance

- i. Meaning , Need of Guidance
- ii. Objectives of Career Guidance: self-understanding, self-discover, self-reliance, self-direction, self-actualization.
- iii. Scope of Career Guidance programme, process and factors affecting career development.
- iv. Career development needs of the students

Unit2: Essential Services in Educational Guidance Programme

- i. Types of guidance services: orientation, information, counseling, placement, Follow-up, and research & evaluation.
- ii. School guidance committee: constitution, roles and functions.
- iii. Place of guidance in school curriculum
- iv. Role of principal and teachers in school guidance programmes.

Unit 3: Understanding Counseling

- i. Meaning, nature and scope of counseling.
- ii. Objectives of counseling: resolution of problems, modification of behavior, promotion of mental health.
- iii. Relationship between guidance and counseling.
- iv. Stages and techniques of the counseling process.

Unit 4: Types and Guidance and Counseling

- i. Types of Guidance : Educational, Vocational and Career
- ii. Uses of group process in counseling
- iii. Areas of counseling: family counseling, parental counseling, adolescent counseling, counseling of girls, counseling of children belonging to special groups
- iv. Peer counseling: Its concept and the relevance to the Indian situation

Unit 5- Introduction to Inclusive Education

- i. Concept and characteristics of inclusive Education.
- ii. Objectives and scope of Inclusive Education.
- iii. Advantages of inclusive Education for the Individual and society.
- iv. Difference between special education, integrated education and inclusive education.
- v. Recommendations of education Commissions and Committees on Inclusive Education.
- vi. National and International initiatives for inclusive education.

Unit 6-Teacher Preparation for Inclusive Education

- i. Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- ii. Roles, responsibilities and professional ethics teacher in Inclusive education.
- iii. N.C.F 2005 and NCFTE 2009 curriculum for teacher preparation and transaction modes.
- iv. Basic techniques and tools of inclusive evaluation of cognitive and non cognitive outcome.
- v. Role of different national and international agencies (institutions, universities) in promoting inclusive education.
- vi. Recent trends of research in Inclusive Education.
- vii. Supportive Services for inclusion and research.

Unit 7- Children with Diverse Needs and Utilization of Resources

- i. Definition and characteristics of children with sensory (hearing, visual and physically challenged) social and emotional problems - scholastic backwardness, underachievement , slow learners, children with special health problems, environmental.
- ii. Role of teachers working in inclusive School and resource for teacher in developing academic skills.
- iii. Role of technology for meeting diverse needs of learners.
- iv. Types of services approaches, strategies, personnel involved and their specific roles and responsibilities.
- v. Identifying the required resources for children with varied special needs.

Unit 8 -Socially Disadvantaged Children in India: Status and Provisions

- i. Meaning of socially disadvantaged children,
- ii. Socially disadvantaged section in India-the scheduled castes, scheduled tribes, educationally backward minorities and slum children.
- iii. Provisions in the Constitution of India for social group equity and education of socially disadvantaged sections.
- iv. National Policy on Education (1986), POA, 1992 and National Curriculum Framework, 2005.
- v. Achievement of socially disadvantages children

Practical: Prepare a term paper on various components of Guidance and Counseling

Reference

1. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
2. Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house* 23 Daryaganj, New Delhi 110002.
3. Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
4. Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
5. Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N.C. E R T Publication.
6. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E.Mysore Chudhary, B. (1992): *Tribal Transformation in India*. Vol.-V, New Delhi.
7. Jain, S.C. (2005): *Education and socio-economic development*. Concept publishing house, New Delhi.
8. Kagan T.S. (2000) *Worldwide Diversity and Human Rights*. Orient Longman Pvt Ltd, New Delhi.
9. Ogbu, J.U. (1978): *Minorities, education and caste*. Academic Press, New York.
10. Reissman, F. (1962): *The Culturally deprived child*. Harper and Row Publishers, New Delhi.
11. Sadavich, A.R. (2007): *Sociology of Education*. Routledge, New York.
12. Government of India (1986). *National Policy on Education*, Department of Education, New Delhi.
13. Government of India (1992). *Programme of Action*, MHRD, Department of Education, New Delhi.
14. NCERT (2005). *National Curriculum Framework*, New Delhi.
15. NCERT (2006). *National Focus Group Report on Education of SCs and STs*, New Delhi.
16. Shaikshanic Vyavasthapan- Nava Drushticon, Yashwantrao Chavan Maharashtra Open University, Nasik, (DSM) Nashik.

PE 6: Assessment and Evaluation in School Education

Objectives

1. To understand the different dimensions of learning and the related assessment procedures, tools and techniques.
2. To Develop assessment tasks and tools to assess learners performance, Analyze, manage, and interpret assessment data
3. To Analyze the reporting procedures of learners performance in schools
4. To Develop indicators to assess learners performance on different types of tasks
5. To Examine the issues and concerns of assessment and evaluation practices in schools
6. To Understand the policy perspectives on examinations and evaluation and their implementation practices
7. To Traces the technology bases assessment practices and other trends at the international level

Unit 1: Concept and Purpose of Evaluation

- i. Basic Concepts- Mesearment, Assessment and Evaluation
- ii. Relation ship among Mesearment, Assessment and Evaluation

- iii. Teaching learning process in school and Evaluation
- iv. Other terms- Appraisal, Tests and Examinations

Unit 2: Perspectives on Assessment and Evaluation

- i. Meaning of Assessment, , Appraisal, and Evaluation and their interrelationships
- ii. Principles of assessment and evaluation,
- iii. Behaviourist, Cognitivist and Constructivist Perspectives
- iv. Purposes of Assessment:
- v. Classification of assessment:
- vi. Need for continuous and comprehensive assessment

School based assessment; Continuous and comprehensive Evaluation

Unit 3: Assessment of Learning

- i. Dimensions of learning: cognitive, affective and performance
- ii. Assessment of cognitive learning: Concept
- iii. Assessment of affective learning: Concept
- iv. Assessment of Performance: Concept
- v. Grading: Concept, Types and Application: indicators for grading; CBSE and State evolved indicators
- vi. Meta-cognition and development – need for continuous, formative and diagnostic assessment
- vii. Assignments Developing Performance Tasks (Subject Specific)
- viii. Assessment of Group Processes - Collaborative/Cooperative Learning and Social skills
- ix. Self, Peer and Teacher Assessments

Unit 4: Techniques and Tools of Evaluation:

A) Techniques

- i. Concept of Test
- ii. Self report techniques
- iii. Assignments
- iv. Observation Techniques
- v. Peer Assessment
- vi. Project work
- vii. Debates.
- viii. School Club Activities

B) Group Assessment

- i. Co-operative learning and social skills
- ii. Seminar and reports as a assessment techniques

Unit 5: Tests for Evaluation in Schools

- i. **Commonly used test-**
 - a. Achievement test,
 - b. Aptitude test,
 - c. Achievement test verses aptitude test,
 - d. Performance based achievement test
- ii. **Diagnostic tests and remedial activities**
 - a. Diagnostic tests
 - b. Remedial activities
- iii. **Question Bank and oral test:**
 - a. Nature, need and importance of Question Bank
 - b. Nature, need and importance of Oral Test

Unit 6: Teacher Made Achievement Test

- i. Concept and purpose of Teacher Made Assessment Test
- ii. Types of Teacher Assessment Test- Objective type items and Essay type items
- iii. Construction of Teacher Made Assessment Test – Identifying instructional objectives, making the design, preparing blue print, writing the test item, making schemes
- iv. Administration of Teacher Made Assessment Test
- v. Classroom Assessment

Unit 7: Planning, Construction, Implementation and Reporting of assessment

- i. Differentiation between instructional, learning and assessment
- ii. Nature and form of assessment - oral tests and written tests,
- iii. Open book examination
- iv. Guidelines for construction and administration of test
- v. Analysis and Interpretation of Students' Performance
- vi. Processing of performance test : calculation of percentages, central tendency measures, graphical representations, and interpreting performance
- vii. Role of Feedback in Improving teaching and Learning

Unit 8: Reforms in Assessment and Evaluation

- i. Policy perspectives on examinations and evaluation reflected in NCF 2010
- ii. Comprehensive and continuous Evaluation
- iii. Preparation and use of question bank
- iv. Use of Grading Assessment and Evaluation
- v. Application of Percentile for Merit list
- vi. Online examination

References

1. Branford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
2. Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin.
3. Burke, K., Fogarty, R., & Belgrade, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Corwin.
4. Carr, J.F., & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Alexandria, VA: Association for Supervision and Curriculum Development.
5. Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.
6. Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin.
7. Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA: Corwin.
8. Natrajan V. and Kulshreshtha SP (1983). Assessing non-Scholastic Aspects-Learners Behaviour, New Delhi: Association of Indian Universities.

CPS 3&4: Curriculum and Pedagogic Studies: मराठी

उद्दिष्टे----

१. प्रशिक्षणार्थ्यांना माध्यमिक स्तरावरील मातृभाषेचा अभ्यासक्रम समजून घेण्यास मदत करणे.
२. प्रशिक्षणार्थ्यांना माध्यमिक स्तरावरील मराठीचे अध्यापन समजून घेण्यास मदत करणे.

३. प्रशिक्षणार्थ्यांना माध्यमिक स्तरावरील अध्ययापन तंत्रे, पद्धती, व प्रतिमाने यांचा परिचय करून देणे.
४. प्रशिक्षणार्थ्यांना माध्यमिक आणि उच्च माध्यमिक स्तरावरील गद्य आणि पद्य वाङ्मय प्रकाराची स्थूल ओळख करून देणे.
५. प्रशिक्षणार्थ्यांना व्याकरण अध्यापनाचे महत्त्व समजून घेण्यास मदत करणे.
६. प्रशिक्षणार्थ्यांना मातृभाषा शिक्षकाचा व्यावसायिक विकासाचे महत्त्व समजून घेण्यास मदत करणे.
७. प्रशिक्षणार्थ्यांना उपयोजित मराठीचे महत्त्व समजावून घेण्यास मदत करणे.
८. प्रशिक्षणार्थ्यांना बोलीभाषेचे महत्त्व व वाङ्मयीन संस्था समजावून घेण्यास मदत करणे.

घटक १ माध्यमिक स्तरावरील मातृभाषेचा अभ्यासक्रम

- १.१ मातृभाषा शिक्षणाची उद्दिष्टे
- १.२ अभ्यासक्रमाची तत्त्वे
- १.३ अभ्यासक्रमाचे प्रकार
- १.४ चांगल्या अभ्यासक्रमाची वैशिष्ट्ये
- १.५ अभ्यासपुरक आणि अभ्यासेत्तर उपक्रम

घटक २ माध्यमिक स्तरावरील मराठीचे अध्यापन

- २.१ गद्याचे अध्यापन स्वरूप आणि वैशिष्ट्ये
- २.२ काव्याचे अध्यापन स्वरूप आणि वैशिष्ट्ये
- २.३ व्याकरणाचे अध्यापन स्वरूप आणि वैशिष्ट्ये
- २.४ पाठाचे पृथक्करण- उद्दिष्टे आणि स्पष्टिकरणे (उच्चस्तरीय)
- २.५ अध्ययापन पद्धती आणि अध्ययन अनुभव

घटक ३ मातृभाषा अध्ययापनाची तंत्रे, पद्धती व प्रतिमाने

- ३.१ मातृभाषा अध्ययापनाची तंत्रे- स्वयंम-अध्ययन, मुलाखत, क्रमान्वित अध्ययन, स्वाध्याय.
- ३.२ मातृभाषा अध्ययापनाच्या पद्धती- व्याख्यान पद्धती, संभाषण पद्धती, तौलनिक पद्धती, ग्रंथालय पद्धती
- ३.३ अध्ययापनाची प्रतिमाने- सृजनशील प्रतिमाने, उद्गमन प्रतिमाने, संकल्पना प्रतिमाने, पृच्छा प्रतिमान
- ३.४ गाभा घटक, जीवनकौशल्ये आणि मूल्ये- संकल्पना-(महाराष्ट्र शासनाने शिक्षणात अंतर्भूत केलेले)
- ३.५. मातृभाषा आध्यापनात माहिती संप्रेषण तंत्रविज्ञान (ICT) चा उपयोग

घटक ४ उच्चस्तरीय गद्य,पद्य वाङ्मय प्रकाराची स्थूल ओळख

- ४.१ विविध वाङ्मय प्रकाराच्या अध्यापनाची दिशा
- ४.२ गद्य साहित्य प्रकार- बखर, निबंध (ललित आणि वैचारिक) शब्दचित्र, कादंबरी, व्यक्तिचित्र, आत्मकथन

४.३ विद्यार्थ्यांना काव्याची गोडी लावण्यासाठी विविध शैक्षणिक उपक्रम.

४.४ पद्य साहित्य प्रकार- पंडीतीकाव्य, जानपदगीत, सुनित, लावणी, मुक्तछंद

४.५ काव्य पाठांतराचे महत्त्व

घटक ०५ व्याकरण

५.१ अ. शब्दालंकार- अनुप्रास, यमक, श्लेष

ब. अर्थालंकार - अपहृती, व्यतिरेक, रूपक, उत्प्रेक्षा

५.२ अ. अक्षरगणवृत्त - भुजंगप्रयात, शार्दूलविक्रीडीत, वसंततिलका आणि मंदारमाला

ब. मात्रावृत्त दिंडी, पादाकुलक, आर्या नववधू

५.३ . छंद आणि मुक्तछंद

५.४ शब्दसिद्धी, काव्यगुण, , शब्दशक्ती

५.५, रस आणि रसांचे मुख्य प्रकार

घटक ०६ उपयोजित मराठी

६. १ दैनंदिनी लेखन

६. २. अहवाल लेखन

६.३ सारंश लेखन व आकलन

६.४ बातमी लेखन आणि जाहिरात लेखन

६.५ संगणकाची भाषा

घटक ०७ मातृभाषा शिक्षकाचा व्यावसायिक विकास

७.१ व्यावसायिक विकासाचा अर्थ, स्वरूप

७.२. व्यावसायिक विकासाची गरज आणि महत्त्व

७. ३. मातृभाषेच्या व्यावसायिक विकासासाठी उपक्रम

७.४. सेवांतर्गत प्रशिक्षणाची संकल्पना व शिक्षकांसाठी त्याचे महत्त्व.

७.५ . मराठी शिक्षकांची संघटना, भूमिका आणि महत्त्व

घटक ०८ बोलींचा परिचय व वाङ्मयीन संस्था

१.१ बोली भाषा अर्थ, संकल्पना

१.२ बोली भाषा आणि प्रमाण भाषा यातील फरक

- १.३ महाराष्ट्रातील बोली- चंदगडी बोली, हळबी बोली, वऱ्हाडी बोली, बंजाराबोली, झाडीबोली, मालवणीबोली, अहिराणीबोली, तावडीबोली, लेवागणबोली.
- १.४ मातृभाषा संवर्धनासाठी असलेल्या वाडमयीन संस्था व वाडमयी नियतकालिके
- १.५ मराठीच्या अध्यापनासाठी विविध संकेतस्थळांचा उपयोग

प्रात्यक्षिक कार्य -

Prepare improvised teaching aid on any unit of the std. V to X

संदर्भ ग्रंथ

१. अकोलकर, पाटणकर(१९७०), मराठीचे अध्यापन, पुणे : व्हीनस प्रकाशन.
२. करंदीकर सुरेश , मंगरुळकर मीना , (२००५), मराठी आशय अध्यापन पद्धती, पुणे : नूतन प्रकाशन.
३. कुलकर्णी , कृ. पां., () मराठी भाषा उद्गम आणि विकास,
४. चौधरी प्र. श्रा.,(२०११), मराठीचे अध्यापन, जळगाव : व्यंकटेश प्रकाशन.
५. पवार ना.ग. (२००१), मातृभाषा मराठीचे आशययुक्त अध्यापन- पुणे : नूतन प्रकाशन.
६. फाटक,(१९६१) मराठी कवितेचे, पुणे : मॉडर्न बुक डेपो.प्रकाशन.
७. भानगावकरसुलभा , दाते सुषमा,(२००८) मराठीचे अध्यापन, नागपुर : पिंपळपुरे अँड कं. पब्लिशर्स प्रकाशन.
८. भुक्न सा.त्र्यं., चौधरी,प्र. श्रा. (२०११), मराठीचे अध्यापन, जळगाव : व्यंकटेश प्रकाशन.
९. भुक्न, देवरे, अहिरे, सूर्यवंशी,(२०१४) आशययुक्त अध्यापन पद्धती-मराठी, जळगाव : व्यंकटेश प्रकाशन.
१०. वाशीकर, शं.श्री., (१९८५) मराठीचे अध्यापन, पुणे : नूतन प्रकाशन.
११. वाळंबे मो. रा.,(१९८१) सुगम मराठी व्याकरण, पुणे : नितीन प्रकाशन.
१२. शेख यास्मिन () मराठी लेखन मार्गदर्शिका

CPS 3&4 Curriculum and Pedagogic Studies: Hindi

हिंदी अध्यापन के उद्देश :

१. आशययुक्त अध्यापन पद्धती हिंदी की अध्यापन पद्धती समझने में मदद करना.
२. छात्राध्यापकों में आशयानुसार अध्यापन पद्धती का प्रयोग करने की क्षमता विकसित करना.
३. छात्र अध्यापकों को हिंदी भाषा सिखने की प्रक्रिया तथा भाषा शिक्षण के सिद्धांतसे परिचित कराना.
४. छात्र अध्यापकों को हिंदी भाषा अध्यापन को पद्धती से परिचित कराना.
५. छात्राध्यापकों में हिंदी भाषा में व्यवहार करनेकी क्षमता का विकास करना.
६. छात्राध्यापकों को हिंदी शिक्षण के अध्यापन प्रतिमान परिचित कराना
७. छात्राध्यापकों को हिंदी अध्ययन- अध्यापन के आवश्यक उपक्रम प्रयुक्त करने में सक्षम बनाना.
८. छात्राध्यापकों में हिंदी अध्ययन -अध्यापन का मूल्यमापन करने की क्षमता विकसित करना.

ईकाई नं १ भाषा शिक्षण की विधियाँ

१. अन्य भाषा शिक्षण के सिद्धांत
२. अन्य भाषा अध्यापन की प्रणालियाँ
३. व्याकरण अनुवाद प्रणाली,
४. प्रत्यक्ष प्रणाली,
५. गठन प्रणाली

ईकाई नं २ भाषा अध्यापन प्रतिमान

१. अध्यापन प्रतिमान अर्थ, महत्व और उद्देश
२. संकल्पना प्राप्ति प्रतिमान,
३. सर्जनात्मक प्रतिमान,
४. उद्गमन प्रतिमान
५. अध्यापन प्रतिमान के अनुसार पाठ नियोजन

ईकाई नं ३: व्याकरण परिचय

१. शब्द की परिभाषा एवं प्रकार - अर्थ और स्रोत के आधारपर,
२. शब्दसिद्धि - उपसर्ग, प्रत्यय, समास, संधी
३. शब्दभेद - विकारी और अविकारी
४. वाक्य - परिभाषा और प्रकार (अर्थ और रचना के आधारपर)
५. काल परिभाषा एवं प्रकार

ईकाई नं ४: व्याकरण शिक्षण

१. व्याकरण का अर्थ
२. व्याकरण का महत्व और उद्देश
३. व्याकरण शिक्षण की विधियाँ,
४. व्याकरण शिक्षण का पाठ नियोजन
५. व्याकरण शिक्षण के मार्गदर्शक तत्व

ईकाई नं ५ : रचना परिचय

१. रचना से तात्पर्य
२. रचना के प्रकार
३. निबंध लेखन,
४. कहानी लेखन,
५. पत्र लेखन, कल्पना विस्तार

ईकाई नं ६ : रचना शिक्षण

१. रचना शिक्षण के उद्देश
२. रचना शिक्षण की विधियाँ
३. रचना कार्य का संशोधन
४. रचना का पाठ नियोजन
५. प्राथमिक, माध्यमिक, उच्च माध्यमिक स्तर पर रचना शिक्षण का उपयोग

ईकाई नं ७: हिंदी अध्यापन में आवश्यक उपक्रम

१. हिंदी भाषा विकास के लिए आवश्यक उपक्रम- महत्व और उद्देश
२. विविध स्पर्धाएँ, भाषा के खेल, नियतकालिक, सरस्वती यात्राएँ, प्रदर्शनी, दिनविशेष
३. हिंदी भाषा विकास के लिए कार्य करने वाली राष्ट्रीय संस्थाएँ
४. नियतकालिक, सरस्वती यात्राएँ, प्रदर्शनी, दिनविशेष
५. हिंदी अध्यापन में सूचना एवं संचार प्रौद्योगिकी का उपयोग
६. भाषा प्रयोगशाला का स्वयं एव उपयोग
- ७.

ईकाई नं ८: हिंदी अध्यापन में मूल्यांकन

१. हिंदी शिक्षण में मूल्यांकन के लिए उपयुक्त साधन
२. नैदानिक एवं उपचारात्मक अध्यापन
३. ईकाई कसोटी और त्रुटीविश्लेषण
४. पाठ्यपुस्तक का मूल्यांकन, महत्व, आदर्श पाठ्य पुस्तक की विशेषताएँ
५. हिंदी अध्यापन में निर्माण होनेवाली समस्याएँ

प्रात्यक्षिक कार्य

Prepare improvised teaching aid on any unit of the std. V to X

संदर्भसूची

१. तिवारी भोलानाथ, भाषा विज्ञान
२. सिंह सावित्री, हिंदी शिक्षण
३. पंडित ब. ब. हिंदी अध्यापनपद्धती पुणे : नु तन प्रकाशन
४. पठाण सिमा, हिंदी विषय ज्ञा पुणे: नु तन प्रकाशन ।
५. बोंबे बा. स., हिंदी अध्यापनपद्धती, पुणे : नु त न प्रकाशन
६. कुळकर्णी केणी, हिंदी अध्यापनपद्धती, पुणे : व्हीन सप्रकाशन
७. केणी, संगोराम, हिंदी अध्यापनपद्धती
८. मुखर्जी श्रीधरन अथ, हिंदी अध्यापन
९. वास्कर पुष्पा, हिंदी आशय के साथ अध्यापनपद्धती
१०. भंगाळे शैलजा, हिंदी आशययुक्त अध्यापन पद्धती, प्रशांत पब्लीकेशन, जळगाव.
११. पांडेय रामशकल, हिंदी अध्यापन
१२. चतुर्वेदी राजेश्वर प्रसाद, हिंदी व्याकरण
१३. रस्तोगी, शर्मा, हिंदी शैक्षिक व्याकरण भाग १,२
१४. भाई योगेंद्रजीत, द्वितीय भाषा के समें हिंदी की शिक्षा
१५. दुनाखे अरविंद, हिंदी अध्यापनपद्धती, पुणे : नुतन प्रकाशन
१६. साठे ग न. राष्ट्रभाषा का अध्यापन
१७. शर्मा लक्ष्मीनारायण, भाषा १,२ की शिक्षण विधीयाँ और पाठ नियोजन
१८. Patil Vinod, Patil Dipak, Hindi Ahayayukta Adhapan Pandhati, Ahtarva Publication, Jalgaon.

CPS 3&4 : Curriculum and Pedagogic Studies English

Objectives:-

To enable the teacher trainee to –

11. Understand the aspects of English Language
12. Understand the acquisition of second language
13. Acquaint her/him with grammar items
14. Acquaint her/him with the application of functional language.
15. Acquaint her /him with the concept of teaching language through literature
16. Acquaint her/him with the constructivism in ELT
17. Familiar with Curricular, co-curricular extra-curricular activities
18. Understand the role of movie in language development.

Unit -1 Aspects of English Language

- i. **Prose-** Meaning of prose, Objectives of teaching prose, Types of prose- Novel, Story, Autobiography, Biography, Composition, essay, Drama and play, Teaching of prose, Steps in teaching prose, Methods of teaching prose
- ii. **Poetry-** Definition of poetry, objectives of teaching poetry, Types of poetry, Steps in the teaching of poetry, Methods of teaching poetry and Advantages of teaching poetry
- iii. **Grammar-**Meaning of grammar, Objectives of Teaching Grammar, Types of Grammar, Methods of teaching grammar, and merits of teaching grammar.
- iv. **Composition-** Meaning of Composition, objectives of teaching Composition, types of composition, Principles of teaching Composition and merits of teaching composition.

Unit -2 Acquisition of Second Language

- i. Language acquisition: Meaning and Concept
- ii. Meaning of Second language acquisition
- iii. Language acquisition vs. language learning
- iv. Second language acquisition theories : a) Acculturation Theory b) Contrastive Theory c) Identity theory d) Monitor Theory e) Classroom implications of the theory
- v. The factors that influence the acquisition of a second language
- vi. Oral communication development through acquisition activities
- vii. The five stages of second language acquisition
- viii. The Role of the First Language in Second Language Acquisition

Unit -3 Grammar Content Enrichment

- i. Articles
Clauses and its Functions
- ii. Determiners –Functions
- iii. Reported Speech
- iv. Transformation- Degree, Voice, either-or, neither-nor, Remove “too”, so-that, hardly-when, if-not, unless, no sooner-than, as soon as, affirmative, negative.
- v. Exclamatory, Interrogative and question tag
- vi. Figures of Speech – Simile, Metaphor, personification, Apostrophe, hyperbole, Antithesis, Irony, Pun, Transferred epithet, Climax.

Unit-4 Application of Functional English Language

- i. Letter writing
- ii. Essay writing
- iii. Report writing
- iv. Dialogue writing
- v. Story writing
- vi. Writing summary

Unit -5 Teaching Language through Literature

- i. Teaching Language through literature
- ii. Literature in ELT

- iii. Challenges to be faced when using literature in the Classroom
Usage of Literary Texts in ELT
- iv. Teaching Literature: why and what?
- v. Reasons for Using Literary Texts in Second Language Classes
- vi. Literature as a Model for Writing
- vii. Benefits of Different Genres of Literature to Language

Unit-6 From Theory to Practice: Constructivism in ELT

- i. Constructivism: Meaning and Concept
- ii. Two Approaches to Constructivism: a) Cognitive Constructivism b) Social Constructivism
- iii. Understanding the Theory of Constructivism from an Instructional Design perspective
- iv. Constructivist Instructional Design Models
Implications of Constructivism for ELT Pedagogy
- v. Suggestions for Teaching with the Constructivist Learning Theory
- vi. Constructivist Activities in the ELT Classroom
- vii. Limitations of Constructivism

Unit-7 Curricular, Co-curricular and Extra-curricular Activities for English Language Development

- i. Meaning and concept of Curricular, Co-curricular and Extra-curricular Activities.
- ii. Need and importance of Curricular, Co-curricular and Extra-curricular Activities
- iii. CCE Programmes /Activities to develop various Skills in English (Listening, Speaking, Reading, Writing and Communication)
- iv. Integration of activities for the personality development
- v. Need and importance of Curricular, Co-curricular and Extra-curricular Activities

Unit-8 Teaching English Language through Movies

- i. Relation Between Movies and ELT / ELL
- ii. **Criteria of Selection of the Movies** : Previewed and Selected Carefully, Density of the Language, Similarity between the Aims and Objectives of the Movies and Textbook, Proficiency level of the Students and Comprehensibility of the Movie, Enough Visual support, Delivery of Speech, Linking the movie with Syllabus.
For instance – Criteria of the Movies selection: a) Documentaries b) Historic Narratives c) Historical Drama d) Educational Films e) Social issues films f) Drama g) Mystery and Suspense h) Animated Films i) Humoristic Films
j) Cartoons.
- iii. The Effects of Movies on English Language Learning
- iv. Role of Movies in Language Skill Development (LSRWC)
- v. Vocabulary Enrichment through Movies
- vi. Merits and Demerits of using movies in teaching of English as a second language.

Practicum: Prepare Improvised Teaching Aid on any unit of CPS 3 & 4

Recommended Books:

1. Shaikh Mowla, & M.Prabhakar Rao, B.B.Sarojini, (2013), Methods of Teaching English, New Delhi: Neel Kamal Publications PVT.LTD.
2. Geeta Rai, 2008, Teaching of English, Meerut : R.Lala Book Depot
3. Patil & Vaze, Content cum-Methodology
4. Gurav H.K., (2007), Teaching Aspects of English Language
5. Bose Kshanika, (1979), Teaching of English a Modern Approach, New Delhi: Dhoba House
6. Pawar N.G., (1995), Theory and Practice of Teaching English, Pune: Nutan Prakashan
7. Kohli B.L.,(1987), Teaching of English made Easy, New Delhi: Dhoba House
8. J.D.O' Conner , (2009), Better English Pronunciation, UK: Cambridge University Press
9. Bhatia K.K., (1996), New techniques of Teaching English as a Foreign language, Jalandhar: New Academic Publishers.
10. <https://epgp.inflibnet.ac.in>

CPS 3&4 Curriculum and Pedagogic Studies: Sanskrit

उद्दिष्टे :

- १) प्रशिक्षणार्थ्यांना माध्यमिक स्तरावरील संस्कृत भाषेचा अभ्यासक्रम समजून घेण्यास मदत करणे.
- २) प्रशिक्षणार्थ्यांना माध्यमिक स्तरावरील संस्कृत भाषेचे अध्यापन समजून घेण्यास मदत करणे.
- ३) प्रशिक्षणार्थ्यांना अध्यापन तंत्रे, पद्धती व प्रतिमाने यांचा परिचय करून देणे.
- ४) प्रशिक्षणार्थ्यांना गद्य - पद्य संस्कृत साहित्याचा परिचय करून देणे.
- ५) प्रशिक्षणार्थ्यांना व्याकरण अध्यापनाचे महत्त्व समजून घेण्यास मदत करणे.
- ६) प्रशिक्षणार्थ्यांना संस्कृत भाषेचे उपयोजित कौशल्य समजून घेण्यास मदत करणे.
- ७) प्रशिक्षणार्थ्यांना संस्कृत शिक्षकाच्या व्यावसायिक विकासाचे महत्त्व समजून घेण्यास मदत करणे.
- ८) प्रशिक्षणार्थ्यांना संस्कृत भाषा जतन व संवर्धनाचे महत्त्व समजून घेण्यास मदत करणे.

घटक १

माध्यमिक स्तरावरील संस्कृतचा अभ्यासक्रम

- १.१ माध्यमिक व उच्च माध्यमिक संस्कृत शिक्षणाची उद्दिष्टे
- १.२ संस्कृत भाषा अभ्यासक्रमाची तत्त्वे, स्वरूप
- १.३ इ ९ वी ते १२ वी महाराष्ट्र स्टेट बोर्ड व सी.बी.एस.ई, आय सी एस ई बोर्ड संस्कृत अभ्यासक्रम
- १.४ चांगल्या अभ्यासक्रमाची वैशिष्ट्ये
- १.५ अभ्यासपूरक व अभ्यासेतर नवीन उपक्रम

घटक २

संस्कृत भाषेचे माध्यमिक स्तरावरील अध्यापन

- २.१ गद्य अध्यापन स्वरूप - अवबोधन, शब्दज्ञान, पृथक्करण, उपयोजन

- २.२ पद्य अध्यापन स्वरूप - अवबोधन, शब्दज्ञान, पृथक्करण, अन्वयार्थ
- २.३ व्याकरण अध्यापन स्वरूप
- २.४ अध्यापनाच्या पद्धती १. गुरुकुल पद्धती २.भांडारकर पद्धती ३.प्रत्यक्ष पद्धती
- २.५ अध्यापन पद्धती व अध्ययन अनुभव यांची सांगड
- घटक ३** संस्कृत भाषा अध्यापन तंत्रे व प्रतिमाने
- ३.१ अध्यापनाची तंत्रे - स्वयंअध्ययन, कृतियुक्त अध्ययन
- ३.२ अध्यापनाची प्रतिमाने स्वरूप व वैशिष्ट्ये
- ३.३ अध्यापनाची प्रतिमाने संकल्पनाप्राप्ती प्रतिमाने, उद्गामी प्रतिमाने, स्मरणशक्ति प्रतिमाने, भूमिकापालन प्रतिमाने
- ३.४ संस्कृत भाषा अध्यापनाद्वारे गाभाघटक व जीवनमूल्ये विकसन
- ३.५ संस्कृत भाषा अध्यापनात (ICT) माहिती संप्रेषण तंत्रज्ञानाचा उपयोग
- घटक ४** गद्य - पद्य साहित्य परिचय
- ४.१ प्राचीन व अर्वाचीन संस्कृत साहित्याची ओळख
- ४.२ संस्कृत भाषेतील गद्य - पद्याचे वाङ्मय श्रेष्ठत्व
- ४.३ प्राचीन व अर्वाचीन विविध ज्ञानशाखा व संस्कृत यांचा परस्पर संबंध
- ४.४ आधुनिक काळात संस्कृत अध्ययनाची आवश्यकता
- ४.५ संगणकाच्या दृष्टीने संस्कृत भाषेचे महत्त्व
- घटक ५** व्याकरण व संस्कृत वाक्यरचना
- ५.१ व्याकरणाचे महत्त्व व वैशिष्ट्ये
- ५.२ व्याकरण शिक्षणाची उपयुक्तता
- ५.३ कारक विभक्ति, सति सप्तमी रचना, प्रयोजक रचना
- ५.४ वृत्त विचार, तद्धिते - कृदन्ते, धातुसाधिते
- ५.५ समास प्रकार, अनुवाद
- घटक ६** उपयोजित संस्कृत
- ६.१ कथापूर्ती, चित्रवर्णन, सुभाषित पाठांतर
- ६.२ अपठित गद्य - पद्य अनुवाद
- ६.३ संस्कृत रचनात्मक लेखन
- ६.४ सुभाषित पाठांतर व लेखन
- ६.५ निबन्धलेखन
- घटक ७** संस्कृत भाषा शिक्षकाचा व्यवसायिक विकास
- ७.१ संस्कृत भाषा शिक्षक हस्तपुस्तिका-कृतिपत्रिका उद्दिष्टे व स्वरूप

- ७.२ व्यावसायिक विकासाची गरज व महत्त्व
- ७.३ व्यावसायिक विकासासाठी विविध उपक्रम
- ७.४ संस्कृत शिक्षकांचे सेवांतर्गत प्रशिक्षण
- ७.५ संस्कृत भाषा शिक्षक संघटना

घटक ८ संस्कृत भाषा जतन व संवर्धन

- ८.१ संस्कृत भाषा जतन व संवर्धनाचे महत्त्व व आवश्यकता
- ८.२ संस्कृत भाषा जतन व संवर्धनासाठी विविध उपक्रम
- ८.३ संस्कृत भाषा प्रयोगशाळा
- ८.४ संस्कृत भाषा जतन व संवर्धनासाठी कार्यरत संस्था
- ८.५ संस्कृत भाषा जतन व संवर्धनासाठीचे प्रचार साहित्य संस्कृतमासिके, नियतकालिके, वार्तापत्र, वार्तावली

प्रात्यक्षिक कार्य : Prepare Improvised Teaching Aid on any unit of CPS 3 & 4

संदर्भ ग्रंथ :

- १) पेंडके प्रतिभा (२०१७) संस्कृत अध्यापन पद्धती - मंगेश प्रकाशन, नागपूर.
- २) जोशी प्र.शं. (२००३) सुगम संस्कृत व्याकरण - नितीन प्रकाशन, पुणे.
- ३) आशययुक्त अध्यापन पद्धती (२००९) यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक.
- ४) पाण्डे रामशकलजी (२००५) संस्कृत शिक्षण - विनोद पुस्तक मंदिर - आग्रा
- ५) शब्दधातुरुपावली - नवनीत प्रकाशन.
- ६) आमोद: इ. ९ वी, १० वी क्रमिक संस्कृत पाठ्यपुस्तक (२०१७), आल्हाद: इ. ११ वी, १२ वी क्रमिक संस्कृत पाठ्यपुस्तक (२०१८), इ. ९ वी ते १२ वी सी.बी.एस.ई, आय सी.एस.ई. बोर्ड क्रमिक पाठ्यपुस्तके.

CPS 3&4 Curriculum and Pedagogic Studies: Urdu

1. To know about the learning and teaching of Urdu language with the help of methods and techniques.
2. To understand the knowledge and method of teaching Urdu language poetry.
3. To acquaint the knowledge of teaching and profession.
4. To understand the knowledge of grammar in higher secondary level.
5. To know about the review of Urdu literature at higher secondary level.
6. To acquaint the students with the effective planning tools and different method of evaluation.
7. To Acquaint the knowledge of Composition and letter writing at the higher secondary level.
8. To know the knowledge of effectiveness the help of educational material.

Unit No 1: - Teaching and learning of Urdu language at higher secondary level.

- 1.1- Concept nature and meaning of Urdu (CCM)
- 1.2- Approaches of teaching Urdu prose.
(Activity based, ICT based, Constructive based)
- 1.3- Methods of teaching Urdu prose inductive, deductive, narration comprehensive T-M content cum methodology
- 1.4- Techniques of teaching order prose oral and written Drill illustration, observation, Examination, Dramatization
- 1.5- Core elements of Urdu language and values of Urdu language

Unit No 2 – Teaching and learning of Urdu poetry at higher secondary level.

- 2.1- Concept, Nature, and meaning of poetry in Urdu teaching
- 2.2- Approaches of teaching poetry.
- 2.3- Knowledge of different form of poetry.
Masnavi, Marsiya, Qaseeda, Rubai, Gazal, Qata, Nazm-e-Azaad, Nazm-e-moharra, Saher-e-Aasub
- 2.4- Objective of teaching poetry at higher secondary level.
- 2.5- Teaching method and techniques of poetry.

Unit No 3 Techniques as a profession

- 3.1- Concept, Meaning and nature of teaching profession.
- 3.2- Professional qualities of Urdu teacher
- 3.3- Difference between profession and occupation.
- 3.4- Characteristics of Urdu Teacher.

Unit No 4- Teaching and learning Grammar in Urdu at higher level IX to XII

- 4.1- Huruf-e-Nuhu.
- 4.2- Huruf-e-Rubat
- 4.3- Huruf -e-Ataf
- 4.4- Nuhu-e-Tarkibi,Urooz
- 4.5- Objectives of the teaching grammar.

Unit No 5- Review of Urdu Literature at higher level.

- 5.1- Review of text book in higher secondary level.
- 5.2- Contribution of writers in Urdu literature.
(Premchand, Krishnachand, Sadat Hasan Minto, Rajenda Singh Bedi, Asamat chugatai, Dr.Allama Iqbal, Dr. Zakir Husain, Maulana Abul Kalam Azad)
- 5.3- Qualities of Urdu Text book.

Unit No 6- Planning and evaluation

- 6.1- Concept, Need importance and classification of planning.
- 6.2- Importance of steps of year plan.
- 6.3- Need, importance, preparation of unit plan, unit test along with blue print.
- 6.4- Need, importance, and steps of lesson plan.
- 6.5- Tools and techniques of Evaluation.

Unit No 7- Teaching of Composition and letter

- 7.1 Letter and composition, nature, concept, types, importance
- 7.2- Objectives of teaching letter composition.
- 7.3- Method of teaching letter and composition.
- 7.4- Evaluation rules of writing letter and composition.

Unit No 8- Teaching Aids

- 8.1- Types of teaching aids.
- 8.2- Needs and importance of A.V aids in teaching
- 8.3- Advantage of A.V aids in teaching.
- 8.4- Concept, meaning of modern A.V aids.
- 8.5- Concept of language room.

Practical Work:- Prepare Improvised Teaching Aid on any unit of CPS 3 & 4

Reference Books

- 1. Urdu Zaban ki Tadress -Moinuddin
- 2. Urdu Insaf (Nazam-Nasar) Ki Tadress -Omkar Kol & Mashood Siraj
- 3. Qawaid-e-Urdu -Maulvi Abdul Haque
- 4. Ham Urdu Kaise Padhain -Moinuddin
- 5. Ham Kaise Padhain -Dr.Salamatullah
- 6. Urdu Composition & Grammer -Dr Salamatullah
- 7. Urdu Kaise Padhain -Maulvi Saleem
- 8. Teaching of Mother Tongue -W.N. Ryburn
- 9. Bharat ka Aayan. Gujaral Committee -Khalique Anjum
- Our Degar Committee ka Jayza
- 10. Adabi Asnaf -Dr Gyan Chand Jain
- 11. Tadres-e-Urdu -Sayyed Jalaluddin
- 12. Education Policy in India -J.C. Aggarwal
- 13. Manmoon Nigari -Akhlaque Ahmad dahelvi
- 14. Urdu Zaban Ka Irtequa -Dr Shaukat Sabzawari
- 15. Mashki Tadres kiyouin our Kaise -Dr Md. Akram Khan

CPS 3&4 Curriculum and Pedagogic Studies : History

Objectives

- 1. To understand the Comprehensive study of CCM
- 2. To understand the Aspects related to the Civics Sense
- 3. To Understand the use and preparation of teaching aids
- 4. To understand the various Issues related to History
- 5. To understand the Models of teaching aids and use
- 6. To understand the qualities of history teacher
- 7. To understand the Teaching as a Profession
- 8. To understand the modern History of India

9. To understand the modern History of World

Unit 1 Introduction and Comprehensive study of CCM History

- 1.1 Concept and nature of CCM
- 1.2 Structure of CCM
- 1.3 Factors of Content analysis
- 1.4 Co-relation between Syllabus, Curriculum and Textbook

Unit 2 Aspects Related to Civics sense and

- 2.1 Values in CCM History
- 2.2 Life Skills
- 2.3 Importance of Core elements in CCM
- 2.4 Pedagogical analysis of History

Unit 3 Use of Teaching Aids in teaching

- 3.1 Meaning and importance of teaching aids
- 3.2 Understand the nature and importance of teaching aids
I Charts II . Map III. Pictures IV. Models V .Films VI. VDO Clips
VII . LCD Projector)

Unit 4 Various Issues in related History

- 4.1 Importance of History Room
- 4.2 Importance of Museum
- 4.3 Activities to preserve Historical places
- 4.4 Planning of Field Visit

Unit 5 Models of teaching

- 5.1 Jurisprudential model
- 5.5 Classroom Meeting model
- 5.3 Advance organizer model

Unit 6 Teacher Qualities and Teaching as a profession

- 6.1 Characteristics of History Teacher
- 6.2 Importance of In-service training course (orientation and Seminars)
- 6.3 Competences of History Teacher
- 6.4 Professional Characteristics of History Teacher
- 6.5 Profession and occupation

Unit 7 Modern History of India

- 7.1 Economic, Societal and Religious Consequences of

British Empire

7.2 Indian Freedom Movement (1857 -1947)

7.3 India after Independence

7.4 Preamble, Fundamental Rights and Duties

7.5 Social Reform Movement in India

Unit 8 Modern History of World

8.1 Industrial revaluation

8.2 Political revolution- America, French, Russia

8.3 First and Second World War(Causes and Impacts)

8.4 World Peace Movement League of nation and UNO

Practical- Prepare Improvised Teaching Aid on any unit of CPS 3 & 4

Reference-

1. Agrawal J. C., Teachig of History A Practical Approach ,New Delhi Vikas Publishing House.
2. Arora A.K. Teachin of History
3. Kocher S.K. Teaching of History ,New Delhi :Sterling Publishing.
4. पवार जयसिंगराव, भारताचा इतिहास.
5. पवार जयसिंगराव, हिंदूस्थानच्या स्वातंत्र्य चळवळीचा इतिहास.
6. पारसनीस न.रा. , इतिहासाचे अध्यापन.
7. आठवी ते बारावीची क्रमिक पाठ्यपुस्तके.
8. पाटील गितांजली, 2001, भूमिका पालन, अध्यापन प्रतिमान, कोल्हापूर : फडके प्रकाशन.
9. पाटील नलिनी, मोरे लता, 2008 नागरिशास्त्र अध्यापन पध्दती. नागपूर :पिंपळापुरे अँडकं. पब्लिशर्स.
10. महाले संजीवनी, 2005, अध्यापन प्रतिमान आणि अध्यापन शैली.
11. मोरे लता, इतिहास अध्यापन पध्दती, नागपूर, पिंपळापुरे अँडकं. पब्लिशर्स.
12. रणसुरे विलास (2005) इतिहास आशययुक्त अध्यापन पध्दती आणि इतिहास अध्यापनशास्त्रीय विश्लेषण.
13. शहा जी.बी., प्राचीन भारताचा राजकीय आणि सांस्कृतिक इतिहास, जळगांव : प्रशांत पब्लिकेशन.
14. फडके वासंती, 1988, अध्यापनाची प्रतिमाने पुणे, नूतन प्रकाशन.
15. लांडगे ना.ना. भालेराव उषा, सपकाळे शरद, इतिहास आशयवृध्दी.
16. ओतुरकर, महाजन, जगाचा इतिहास.
17. आठल्ये वि.भा. भारताचा इतिहास, नागपूर, अंशुल पब्लिकेशन.
18. वैद्य सु.मा. जगाचा इतिहास.
19. भंगाळे, शैलजा, आशययुक्त अध्यापन पध्दती- इतिहास.
20. सप्रे निलीमा, पाटील प्रीती, 2002 अध्यापनाची प्रतिमा, कोल्हापूर : फडके प्रकाशन.
21. कोलारकर, अर्वाचीन भारताचा इतिहास.
22. ग्रोवर बी.एल., बेल्हेकर, आधुनिक भारताचा इतिहास - एक मूल्यांकन नविदिल्ली, एस.चंदा प्रकाशन.

CPS 3&4: Curriculum and Pedagogic Studies: Geography

Objectives- To enable the student teacher/ Teacher Trainee to-

9. To understand the nature & structure of Geography
10. To develop adequate skills in using various methods of teaching Geography.
11. To develop the ability for preparing annual plan, unit plan, lesson plan and techniques of Evaluation system in teaching of Geography.
12. To understand the various concepts, facts, terms in teaching of Geography.
13. To develop suitable qualities of Geography teacher for professional development.
14. To prepare report on the workshop conducted for Unit plan and unit test.
15. To Promote value of national integration and international understanding
16. To Develop desirable attitude and appreciate contribution of geography to life.

Unit No. 1: Planning and Evaluation

- i. Concept, Need and Importance of teaching Geography.
- ii. Annual plan, unit plan, lesson plan.-prepare various method used to lesson plan
- iii. Construction of unit test, blue print
- iv. Development of Question bank
- v. Type's of Examination – written, oral and Practical
- vi. Approach of continuous and comprehensive Evaluation

Unit No. 2: Teaching of Geography

- i. Methods of teaching of Geography - Excursion method, Journey method, demonstration Method, Experimental method, regional method, project method, field trip, co-operative learning.(meaning principle, characteristics & their merits & limitations)
- ii. Models of teaching of Geography- Concept attainment Model Juries prudential model, Inquiry training model and advance organizer model (meaning & steps)
- iii. Constructivism approach
- iv. Flips classroom

Unit No. 3: Geography Teacher

- i. Qualities of a Geography teacher
- ii. Need of professional development of Geography teacher
- iii. Need and Importance of in-services teacher training of Geography
- iv. Need and Importance of ICTE in Teaching of Geography
- v. Explores in geography – Columbs, Gailio, Copernikus, Francis Galton

Unit No. 4: Advance concepts in Geography –

- i. Advance concepts in climatology – Atmosphere and climate, Global warming, Green house effect, winds Rainfall, cloudburst.
- ii. Advance concepts in Regional Geography – Natural regions, Natural region of India,

- Neighboring country's of India – Israel, Saudi Arabia, Maldives, Japan, Sri Lanka
- iii. Advance concepts in Human Geography – Environment, Population and settlement, pollution
 - iv. Industries , trade and transportation in India ,
 - v. Tourism of India , trekking,
 - vi. Renewable and non-renewable Energy.

Unit No. 5: Nature of Earth:

- i. Structure of the earth- Interior and exterior, continent and ocean and their distribution
- ii. Major land formation
- iii. Types of Rocks
 - a) Volcano-causes and effects, formation of igneous rocks
 - b) weathering-denudation and deposition, formation of sedimentary rocks
 - c) Slow crustal – Vertical & Horizontal movements and their effects, earthquakes, metamorphic rocks

Unit No. 6: Water resources:

- i) work of running water, Ground water
- ii) Work glacier
- iii) Properties of sea water
- iv) Ocean currents and their effects, tsunami and its effects
- v) Island

Unit No. 7: Issues and Activities in Geography

- I. Environmental degradation
- II. Population explosion
- III. Terrorism
- IV. urbanization
- V. Deforestation
- VI. Various organisations of geography

Unit No 8: Teaching learning resources

- i) Field Visits
- ii) Surveys
- iii) Reports
- v) E-resources- computer /technology based online & offline resources.
(youtube, Wikipedia, educational blogs, websites , social media)

Practical: Prepare Improvised Teaching Aid on any unit of CPS 3 & 4

References-

- 1. All Geography text books that are sanctioned by the department of education Maharashtra state for std. V to XII.
- 2. Principles of General Geography- Kazi and Joshi.
- 3. A background of physical geography by George p. Kellaway.

4. Physical geography- P. Lake
5. India and Pakistan - Sapte and Learmonth
6. Geography in school- Fairgrive
7. Teaching of geography- Rao M. S.
8. Hand of suggestion in testing of Geography [UNESCO]
9. Rane Ashok, Ashayyukt Adhyapan Padhati – Bhugol – Vyanktesh Prakashan, Jalgaon.
10. Chaudhari Vandana Satish , Ashayyukt Adhyapan Padhati – Bhugol- Part I &II, Prashant Publication Jalgaon.
11. Teacher Handbook of Geography(V to XII)

CPS 3&4 : Curriculum and Pedagogic Studies - Mathematics

Objectives:

1. To understand the concept, need and importance, principles, characteristics of curriculum and recent trends of curriculum development.
2. To develop ability to adopt the teaching learning methods, techniques and models in teaching mathematics at higher level.
3. To develop ability to adopt the teaching learning methods, techniques and models in teaching mathematics.
4. To develop ability to identify learners strength and weaknesses, activities in Mathematics.
5. To understand continuous and comprehensive evaluation techniques in Mathematics.
6. To adopt appropriate strategies for professional development of the teacher to make them competent and skillful for effective teaching of Mathematics.
7. To understand basic concepts, laws and principles in Algebra.
8. To understand basic concepts, laws and principles in Geometry and Trigonometry.

Unit 1: Mathematics Curriculum at Secondary School Level

- i. Concept of curriculum, difference between syllabus and curriculum
- ii. Need and Importance of Mathematics in School Curriculum
- iii. Principles of formulating Mathematics curriculum
- iv. Characteristics of a good curriculum
- v. Recent Trends of Curriculum Development

Unit 2: Approaches, Methods and Models of teaching Mathematics

- i. Approaches of teaching Mathematics : Concept Mapping approach, Blended learning approach
- ii. Methods of teaching Mathematics : Analytic-Synthetic method,
- iii. Experimental Method, Heuristic method
- iv. Models of teaching Mathematics : Inquiry training model, Advanced organizer model
- v. Formulation of conjecture and generalizations through several illustrations
- vi. Concepts : core elements, life skills and values (Government of Maharashtra included in the education)

Unit 3: Learning Resources and ICT for Mathematics Teaching-Learning

- 3.1 Learning Resources: Definition, Types of Learning resources, Importance of Learning Resources
- 3.2 Selection of Learning Resources

3.3 Mathematics Laboratory (Concept & Importance) & Mathematics club (Concept, Importance & Activities)

3.4 Textbooks – Characteristics of a Mathematics textbook and its Critical Analysis

3.5 ICT as Learning Resource: Use of ICT in Learning and teaching of Mathematics

Unit 4: Mathematics for All

4.1 Identifying learners strength and weaknesses

4.2 Mathematics club

4.3 Mathematics contests, Quiz and Fairs

4.4 Supplementary text materials

4.5 Recreational activities : Games, puzzles and riddles in Mathematics

Unit 5: Assessment and Evaluation

5.1 Role of assessment in Mathematics

5.2 Concept of continuous and comprehensive evaluation in Mathematics

5.3 Formative assessment & Summative assessment

5.4 Tools and Techniques of Assessment of Learning Mathematics

5.5 Assessment of Learning of Mathematics in Children with Special Needs

Unit 6: Professional Development of Mathematics Teacher

6.1 Need and Importance of Professional Development for Mathematics teachers

6.2 Professional development programmes for Mathematics Teachers

6.3 SWOC analysis for mathematics teacher

6.4 Qualities of a good Mathematics teacher

6.5 Role of Mathematics teacher in 21st century

Unit 7: Core Content of Arithmetic's and Algebra

I. Set Theory –

a. Concept of Set

b. Types of Set - Empty Set, Singleton Set, Finite ,Infinite Set

c. Concept - Sub Set , Universal Set.

II. Operation on Sets- Intersection of Sets, Union of Sets, Complement of Set.

III. Statistics –

a. Fundamental Concepts

b. Central tendency

c. Variability

IV. Equations –

a. Linear Equation

b. Quadratic Equation

c. Simultaneous Equation.

V. Solution of simultaneous equation by Graph

VI. Sequence - A.P. & G.P. sequences, n^{th} term of sequence.

VII. Sum up to n terms of sequence

VIII. Indices (Laws & Problems), Logarithms

IX. Surds:-Operation on surds :

a. Addition and Subtraction of Surds

b. Rationalization of Surds

Unit 8: Core content of Geometry

Concepts –

- a. Line
- b. Segment
- c. Ray
- d. Plane
- e. Parallel line
- f. Polygon
- g. Circle.
- I. Types of Angles
- II. Types of Triangles
- III. Types of Quadrilateral
- IV. Congruency Test of Triangles
- V. Similarity test of Triangles.
- VI. Area of Various two dimensional diagram
 - a. Triangle
 - b. Quadrilateral
 - c. Circle
 - d. Solid Figures and Menstruation –
- VII. Total Surface area and Volume :- Problems, Volume of Sphere
- VIII. Trigonometry –
 - a. Six Trigonometric Ratio
 - b. Trigonometric identities
 - c. Problems on Height and distance
- IX. Solution of Simple trigonometric equation
- X. Plane co-ordinate geometry.
 - a. Cartesian co-ordinate Geometry
 - b. Distance Formula
 - c. Section Formula
 - d. Mid -point Formula
- XI. Geometric Construction. -
 - a. Construction of quadrilateral
 - b. Construction of Triangle
- XII. To draw the circumcircle of a triangle
- XIII. To construct the incircle of a triangle
- XIV. Theorems -
 - A. Theorems on Triangles
 - a. **Isosceles triangle theorem** : If two sides of a triangle are congruent then the angles opposite to them are congruent.
 - b. **Pythagoras theorem**: In a right angled triangle, the square of the hypotenuse is equal to the sum of the squares of remaining two sides.
 - B. Theorems on Quadrilaterals
 - a. Opposite sides and opposite angles of a parallelogram are congruent.
 - b. Diagonals of a rectangle are congruent
 - C. Theorems on circle

- a. The segment joining the midpoint of a chord and the centre of the circle is perpendicular to the chord.
- b. The opposite angles of a cyclic quadrilateral are supplementary.

Practical: Prepare Improvised Teaching Aid on any unit of CPS 3 & 4

Reference:

9. Aggrawal, S.M. *Teaching of Modern Mathematics*. New Delhi : Dhanpat Rai Publishing Co.
10. Aiyangar, N.K. (1964). *The Teaching of Mathematics in the new education*. New Delhi : A Universal publication.
11. Sidhu, K.B. (1974). *The Teaching of Mathematics*. New Delhi: Sterling Sterling Pub. (p). Ltd.
12. Singh, C. and Rohatagi, R.P. (2005). *Teaching of Mathematics*. New Delhi: Dominant Publishers and Distributors.
13. Stella, R. (2004). *Modern Methods And Techniques of Teaching*. Delhi: Dominant Publishers And Distributors.
14. Sudhir, Kumar. (1997). *The Teaching of Mathematics*. New Delhi: Anmol Publication. PVT. LTD.
15. Suneetha, E.; Rao, R. S. and Rao, D. K. (2004). *Methods of Teaching of Mathematics*. New Delhi: Discovery Publishing House.
16. *Content Cum Methodology of Teaching Mathematics for B.Ed. student N.C.E.R.T.* New Delhi.
17. Kulshreshtha, A.K. (1998). *Teaching of Mathematics*. Meertha: R. Lal. Book Depo.
18. Bhatnagar, C. and Shrivastav, G.(2006). *Ganit Shikshan*. Jaipur: Granth Vikas.
19. Dhande, Pingala. (2013). *Ashayyukta Adhyapan Paddhati- Mathematics (Part-1 and Part 2)*. Jalgaon: Prashant Publication.
20. Patil, L.A. (2014). *Ashayyukta Adhyapan padhati- Maths*. Jalgaon : Vyanktesh Publication.
21. Sapkale, Aarati. (2007). *Ganit Adhyapan padhati*. Nagpur : Pimpalpure and Comp. Publishers.

Web References:

1. **S.Basu. 2018.** unit 9 professional development of mathematics teacher – eGyanKosh
retrived from egyankosh.ac.in/bitstream/123456789/46791/1/Unit-9.pdf
2. [http:// cart.ebalbharati.in/BalBooks/ebook.aspx](http://cart.ebalbharati.in/BalBooks/ebook.aspx)

CPS 3&4: Curriculum and Pedagogic Studies: Science

Objectives:

1. To develop adequate skill using various method and techniques of teaching science
2. To develop adequate skill using various model of teaching of teaching science

3. To understand the Use of ICT, Facilities and equipments for science teaching
4. To develop adequate skills in preparing evaluation tool for science subject
5. To understand the qualities Special qualities and Professional development of good science teacher.
6. To understand Core Content of physics, chemistry, Biology, Environmental Science and Earth Science

Unit 1 – Methods, Techniques of Teaching Science

- 1) Laboratory Method.
- 2) Field trip Method.
- 3) Heuristic Method.
- 4) Programme Learning technique

Unit 2 – Models of Teaching

- 1) Concept & Classification of models of teaching
- 2) Concept attainment model
- 3) Advance Organizer model
- 4) Jurisprudential model

Unit 3 – Facilities and equipments for science teaching

- 1) Science Laboratory
- 2) Educational technology Laboratory.
- 3) Use of ICT in science teaching,
- 4) Advance ICT technology for students self learning

Unit 4 – Evaluation and Test

- 4) Concept of continuous comprehensive evaluation.
- 2) Types of exams – written, oral, practical
- 3) Construction of unit test & development of question bank
- 4) Diagnostic test & Remedial teaching

Unit 5 – Science Teacher

- 1) Essential Academic qualification for science teacher at various school level.
- 2) Special qualities of good science teacher.
- 3) Professional development of science teacher.

4) Role of Science teacher for environment awareness and sustainable development.

Unit 6: Core Content of Physics

1: Measurement of Physical Quantities

2: Motion- Concept, Types, Laws of Motion, Force and Gravitation

3: Heat and Light, Work and Energy. Current electricity and Electromagnetic Induction

4: Oscillations, Waves , and Optics

Unit 7: Core Content of Chemistry

1 Periodic Classification of elements

2: Chemical bonds and Chemical equilibrium

3: Chemical reactions and Chemical equations

4: Metals and Non-metals, Chemistry in everyday life

Unit 8: Core Content of Biology, Environmental Science and Earth Science

1: Cell, Cell organelles and Biochemistry of cell, Biotechnology and its applications

2: Genetics and Evolution, Heredity and Variation, Human Physiology

3: Natural Resources- Types and Conservation

4: Inside the Earth and Space Mission

Practical: Prepare Improvised Teaching Aid on any unit of CPS 3 & 4

Reference Books:

1. Sapkale Arati (2006): Aashayukt adhyapan padhati Science, Vyankatesh Prakashan, Jalgaon.
2. Kadam ,Bondarde: Ashvi , Kadam Charudatta (2004) Shastra adhyapan padhati Nutan Prakashan , Pune
3. Hakim Prabhakar (2003) Vidnyanache Ashayyukta Adhyapan , Pune Nutan Prakashan
4. Phadake Vasanti (1988) Adhyapachi Pratima, Pune, Nutan Prakashan.
5. Joshi S.R. (2005) Teaching of Science. New Delhi : A.P.H. Publishing Corporation
6. Yadav. M.S. (1992) Teaching of Sceince. New Delhi : Anmol Publication Pvt. Ltd/
7. Siddiqui M.H. (2005) Teaching of Science. New Delhi : A.P.H. Publishing
8. Sharma R.C. (2003)Modern Science Teaching : New Delhi : Dhanpat R
9. MSCERT, NCERT, CBSE Board's Text Books of class 9 to 12

CPS 3&4 : Curriculum and Pedagogic Studies: Commerce

Objectives:

1. To understand the meaning, nature and structure of commerce.
2. To understand the student place and commerce in school curriculum.
3. To understand the student curriculum of commerce at secondary level.
4. To understand the student core content of commerce.
5. To understand the student methods of teaching commerce.
6. To understand the aims of evaluation.
7. To understand the Trial Base Balance sheet.
8. To understand the student tools of evaluation.

Unit No. 1 – Commerce Subject & It's Structure.

1. Place of commerce in school curriculum.
2. Importance of commerce in daily life.
3. Co-relation concept, importance of Type.
4. Analysis of syllabus of one standard.

Unit No.2: Issues and activities in commerce.

1. Development of commerce.
2. Commerce education in rural area.
3. Student book Bank, cooperative society saving Bank
4. visit & tours, Commerce Club.

Unit No. 3 – Curriculum and Textbook of commerce

1. Curriculum of commerce in secondary
2. Structure of commerce
3. Textbook analysis
4. Criteria for good textbook

Unit No. 4 - Core Content

1. Trade and commerce
2. Advertisement
3. Insurance
4. Co-operative society
5. Transport
6. Banks

Unit No. 5 – Methods of teaching commerce

1. Meaning, characteristics, and importance
2. Discussion method
3. Project method
4. Inductive , deductive method
5. Survey method

Unit No 6 Evaluation

1. Aims of Evaluation
2. Difference between examination and evaluation
3. Essay type question, merits and demerits
4. Types of objective test, merits and demerits

Unit No. 7 – Core content

1. Trial Balance
2. Trade profit and loss A/C
3. Balance sheet
4. Scheme's in post office

Unit No. 8 – Tools and teaching of evaluation

1. Meaning, techniques, tools of evaluation
2. Unit test designing, answer key and scoring scheme
3. Diagnostic test
4. Remedial teaching , need and importance of remedial teaching

Practical – Prepare Improvised Teaching Aid on any unit of CPS 3 & 4

Reference Books :

1. All commerce Text Book sanctioned by the Govt. of Education, M.S. for 11 & 12 Std.
2. Teaching of commerce – Lulla.
3. Wanijya Adhyapak Paddhati – Gajare, Nankar.
4. Content cum Methodology – Dr. Anant Joshi.
5. Vanijaya Shikshan – Udayvir Saxena, Agra, Vinod pustak mandir , Agra
6. Dr. Y. K.Sing – Teaching of Commerce, APH Publishing House, New Delhi.

CPS 3&4 : Curriculum and Pedagogic Studies: Economics

Objectives

- 1) To understand the basic of teaching Economics
- 2) To apply the maxims and principles of Economics teaching
- 3) To implement the various methods of teaching Economics in the classroom
- 4) To develop an insight about qualities, challenges and professional development of a Economics teacher
- 5) To keep abreast of the innovative methods in Economics teaching
- 6) To understand the plan for effective instruction in the teaching Economics teaching
- 7) To understand the New approaches in Economies
- 8) To enable students to use evaluation technique in Economics
- 9) To understand the Instructional Media for Economics

Unit-1 Essentials of Teaching Economics

- 1.1 Maxims of Teaching Economics
- 1.2 Principles of teaching Economics
- 1.3 The Use of ICT In Economics teaching
- 1.4 Challenges of Teaching Economics

Unit-2 Economics Teacher

- 2.1 Qualities of effective Economics teacher
- 2.2 Competencies of Economics teacher
- 2.3 Professional Growth of economics teacher
- 2.4 Importance of in-service training programs for Economics teacher

Unit-3: Planning the teaching of Economics

- 3.1 Planning: Meaning, Need and Importance
- 3.2 Purpose of Planning
- 3.3 Types of Planning: 1) Year Plan 2) Unit Plan 3) Lesson Plan
- 3.4 Planning to Use of Internet in teaching and Learning

Unit-4 Method and techniques of teaching Economics

- 4.1 Teaching Method of Economics
- 4.2 Techniques of teaching Economics
- 4.3 Innovative Methods: Co-operative Learning, Constructivism
- 4.4 Use of Social Networking for Economics teaching & Learning

Unit- 5 Co-Curricular activities for Economics

- 5.1 Co-curricular activities in Economics: its need, importance
- 5.2 Principle of organizing co curricular activities
- 5.3 Field Trip: Importance and Procedure and Role of Teacher
- 5.4 Planning of co-curricular activates

Unit- 6 Instructional Media for Economics

- 6.1 Instructional Media: Concept and Importance
- 6.2 Types of Instructional Media
- 6.3 Use of Instructional Media in Economics teaching
- 6.4 Preparation of Instructional Media for Economics teaching

Unit- 7 Evaluation in learning outcomes

- 7.1 Preparation of test items and portfolios in Economics
- 7.2 Planning and preparation of achievement test in Economics
- 7.3 Continuous and Comprehensive evaluation (CCE)
- 7.4 Method of Assessment: Formative, Summative and Diagnostic

Unit- 8 New approaches in Economies

8.1 Use of E-Resources for teaching Economics

8.2 Use of E-Resources for Learning Economics

8.3 Development of Self-learning material for Economics

8.4 Use of Open text Based assessment (OTBA)

Practical: Prepare Improvised Teaching Aid on any unit of CPS 3 & 4

References:

- Aggarwal J.C: Teaching Of Economics, A Practical Approach” Vinod Pustak Mandir. Agra-2
- Bhatia & Bhatia 1994 “The Principles & Methods of Teaching” Doaba house, Delhi 110006.
- Gupta R.P. “ Teaching Methods” Vinod Pustak Mandir, Agra-2
- Joyce, B. & Weil, M: Models of Teaching. Prentice Hall Inc., New Jersey, 1979.
- Kanwar, B.S.: Teaching of Economics. Ludhiana: Educational Publishers, 1970.
- Mustafa M, 2005,” Teaching of Economics New Trends and Challenges’ Deep & Deep Publications Pvt. Ltd F-159, Rajouri Garden, New Delhi-110027.

EPC-6 Applied paper on Internship-

Objectives:

1. To enable the student teacher to understand the various functions of school.
2. To enable the student teacher to understand the various activities based on school functions.
3. To enable the student teacher to understand the various aspects of curriculum and its transaction.
4. To enable the student teacher to understand the various professional capacities, teacher dispositions, sensibilities and skills.
5. To enable the student teacher to understand the unit plans and maintaining reflective journals in school.

Unit no 1- Introduction to Internship

1. Meaning and concept of Internship
2. Characteristics of Internship
3. Planning and Implementation of Internship
4. Introduction to school

Unit no 2- Functions of School

1. Nature of School Infrastructure
2. Curricular and co-curricular activities in School
3. School and Community – nature and scope
4. Role and responsibilities of Head Master

Unit no 3- Teacher as a facilitator

1. Role of Teacher as a facilitator
2. Teaching as Profession
3. Changing role of teacher
4. Student-teacher relationship

Unit no 4- Educational Research

1. Meaning , nature and scope of Educational Research
2. Meaning , nature and scope of Action Research
3. Need and Importance of Research to teacher for professional development.
4. Proposal writing of Action Research

References:

1. Best & Khan, Research in Education, sage publication,
2. Kothari C.R. Research Methodology,
3. Curlinger - Research Methodology
4. Mule & Umathe, Elements of Educational Research.

EPC- 7: Drama and Art in Education or Critical Understanding of ICT-**Objectives:**

1. To have a practical experience with drama and art.
2. To be acquainted with the concepts thus enhancing their understanding of drama and art.
3. To be acquainted with aspects of theatre management.
4. To integrate drama and art in the school curriculum.
5. To develop their aesthetic sensibilities.
6. To elucidate the role of drama and art in self- realization of learners.
7. To develop understanding of the local culture through drama and art.

Unit 1: Introduction to Concepts of Drama and Art

- a) Forms of Drama and Art – Visual and Performing
- b) Elements of Drama and Art
- c) Understanding stagecraft and audience etiquettes - (set designing, costumes, props, lights, and special effects) and audience etiquettes
- d) Significant role of art, music and drama in education.

Unit 2: Application of Drama and Art in Education

- a) Functions of Drama and Art - Information, Instructive, Persuasive, Educative, Entertainment, Development
- b) Integration of Drama and Art in the school curriculum
- c) Developing aesthetic sensibility through Drama and Art
- d) Drama as a tool for children's creativity and aesthetic sensibilities

Unit 3: Drama and Art for Pedagogy

- a) Drama and Art for self-realization
- b) Drama and Art for children with special needs
- c) Drama and Art for creative expression
- d) Drama as a approach in teaching of languages and Social sciences

Unit 4: Drama and Art for Social Intervention

- a) Understanding social and environmental issues through drama and art
- b) Understanding local culture through drama and art
- c) Understanding global culture through drama and art
- d) Script writing, Street play, performing folk Arts

Practical

- 1) Develop and present a lesson using any one technique of Drama and Art using any Art form
- 2) Develop masks and puppets to teach any topic in their methods, present a lesson using it.

Submission of a lesson plan is required.

References:

- Akademi South Asian Dance, UK – <http://www.southasiandance.org.uk/>
- Andrewes, E.: A Manual for Drawing and Painting, Hazall Watson and Viney Ltd., 1978
- Carini, P.F. (2001). Valuing the immeasurable. In Starting strong: A different look at children, schools, and standards (pp. 165–181). New York: Teachers College Press, CCRT official website
- Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.
- Dodd, N. and Winifred, H. (1971/1980). Drama and Theatre in Education, London: Heinmann.
- Doshi, Saryu (Ed.), “Marg—A Magazine of the Arts – Trends and Transitions in Mumbai: Indian Marg Publications, Art” Vol. XXXVI No. 2, 1984.
- Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching the visual arts. New York, NY: Teachers College Press.
- Harriet, G. (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.
- John, B., Yogin, C., & Chawla, R. (2007). Playing for real: Using drama in the classroom. Macmillan. 29 | Page B . E d Credit Based Choice System
- Khokar, Mohan, Traditions of Indian Classical Dance, Delhi: Clarion Books, First ed., 1979., London, 1973
- Khanna, S. and NBT (1992). Joy of Making Indian Toys, Popular Science. New Delhi: NBT.
- McCaslin, N. (1987). Creative Drama in the Primary Grades. Vol. I and In the Intermediate Grades, Vol. II, New York/London: Longman.
- Mishra, A. (2004). Aaj bhi Khareinhai Talaab, Gandhi Peace Foundation, 5th Edition.
- Prasad, D. (1998). Art as the Basis of Education, NBT, New Delhi.
- Sahi, J. and Sahi, R. (2009). Learning Through Art, Eklavya.
- Shirley, G. (2000). Art, an A to Z guide. Franklin Watts: USA.
- Vaze, P. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai.
- Ward, A. (1993). Sound and Music. Franklin Watts: New York.

EPC-7 Critical Understanding of ICT-

Objectives:

On completion of this course the students will be able to:

1. Understand the meaning, nature and scope of ICT.
2. Recognize the different areas of ICT in teaching and learning.
3. Understand the resources required and their optimum use of ICT in school management.

Unit no 1- Introduction to ICT

- i. Concept and nature of ICT
- ii. Significance of ICT in Education
- iii. Use of ICT in Teaching and Learning

Unit no-2- ICT as a tool

- i. ICT for school Administration
- ii. ICT for educational Evaluation
- iii. ICT for Effective Communication

Unit no -3: Use of ICT in teaching.

- i. ICT enabled Teaching of Languages.
- ii. ICT enabled Teaching of Social Sciences
- iii. ICT enabled Teaching of Sciences and Maths.

Unit no -4: Use of ICT in Learning.

- i. ICT and collaborative learning
- ii. ICT and Peer learning
- iii. ICT and cooperative learning.

Practical:

Prepare Two lessons (one lesson on each method) based on ICT and present on peer group.

Reference Books

1. Shaikshanic Tantravidyan, H.N. Jagtap
2. Mahiti sampreshan Tanhtravidnyan ani sanshodhan, Dr. S.T Bhukan and Dr. Kanchan Chaudhari, Vyankatesha Prakashan, Jalgaon.
3. M.S.C.I.T., MKCL, pune
4. Mahiti sampreshan Tanhtravidnyan, Dr. S.V. Shevatekar,
5. Shaikshanic Tantravidyan, Suman Oke.
6. Shaikshanic Tantravidyan, Prashant Patil,
7. Educational Techanology, Usha Rao.

EPC 8:

School Lessons: Practice Teaching & observation for School lessons (8) each of CPS 3, CPS 4

EPC 9 - School Internship- (Internship Programme for 15 weeks in recognized secondary school approved by University.)

Internship Programme should be conducted as per following..

1. During the Internship, a student-teacher shall work as a regular teacher.
2. Participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children.
3. Student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organisation and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching–learning.
4. Identify the problem in teaching or school administration and conduct the Action Research, submit the action research report with mentor's guidance.
5. School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.
6. Internship in schools is to be done for a minimum duration of 15 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty.
7. Internship programme, there shall be space for extended discussions and presentations on different aspects of teaching experience.
8. Teaching and participating in school activities;
9. Recording observation of learners, analysis and reflection on teaching;
10. Developing and maintaining teaching-learning resources;
11. Prepare and submit a report on Internship programme.

Job Opportunities After completing (B. Ed.) course

The following government and non government job opportunities are available ...

1. Lecturer at D. Ed. College Lecturer and D. I. E. T.
2. Head Master at Schools.
3. Lecturer at Junior College
4. Principal at D.Ed. College
5. Project Fellow at S. C. E. R. T. (State Council of Educational Research and Training) and N. C. E. R. T. (National Council of Educational Research and Training)
6. Education Administrators
7. School counselors
8. Self-enrichment Teachers in Special Education
9. Teachers for Extension Officers (Education)
10. Cluster Head (Kendra Pramukh)

11. Director of School Education
12. Deputy Director of Education
13. Assistant Director of Education
14. Education Officers in Govt. and LSG.
15. Block Education Officer

-----*****-----