

B.Ed. SYLLABUS

Rashtra Sant Tukadoji Maharaj  
Nagpur University, Nagpur

CBCS : Bachelor of Education  
(B.Ed.) CURRICULUM  
(For Two Years)

Direction, Regulations  
CBCS B.Ed. Curriculum  
Semester - I to IV

With Effect From:- 2022-2023



*S. Kishoritai Bhoyar*

Principal

Smt. Kishoritai Bhoyar  
Adhyapak Mahavidyalaya  
Kamptee.

*S. S. Phal*

Athor Chairman  
BOS Education

**Direction No.--of 2022**

Direction Issued under section 12(8) of the Maharashtra Public Universities Act, 2016, relating to Bachelor of Education, first to last semester in Choice based Credit System CBCS Semester Pattern for the award of Degree of Bachelor of Education (Two years degree course), Full Time in the Faculty of Education.

Whereas, the Maharashtra Public Universities Act 2016 (VI of 2017) (wherein after Act VI of 2017) has come into force with effect from 1<sup>st</sup> March, 2017, repealing the Maharashtra University Act 1994.

**AND**

Whereas, the National Council for Teacher Education (NCTE) vide its notification no.51-I/2014 dated 28/11/2014, issued (Recognition, Norms and Procedure) Regulation, 2014. The earlier notification (Recognition, Norms and Procedure) Regulation, 2009 (NCTE) has been repealed.

**AND**

WHEREAS, National Council of Teacher Education (NCTE) notification No. 51-I/2014 dated 28/11/2014 accepted by the Maharashtra State and the RTM Nagpur University and came into the force from 28/11/2014.

**AND**

Whereas, the Dean of the Faculty of Education has concurred with the recommendations of the Board of Studies in Education in the Faculty of Education on 25<sup>th</sup> August 2015.

**AND**

Whereas, the Board of Studies in Education and faculty of Education at its meeting held on 25<sup>th</sup> August 2015, have decided to make amendments related to B. Ed. first to last semester, in Credit based Semester Pattern for award of degree of Bachelor of Education (Two years degree course), of Full time in the Faculty of Education.

**AND**

Whereas, Direction No. 17 of 2015 was issued by the university for regulating the B.Ed. Course from the academic session 2015-17 on 8<sup>th</sup> September 2015. The new scheme of examination as per semester pattern CBS was implemented from the academic session 2015-17 for B.Ed. 1<sup>st</sup> year and onwards.

**AND**

Whereas, Direction No. 39 of 2016 in respect of Direction regarding Credit based system semester pattern scheme and examination leading to B.Ed. first to last semester in Credit based system semester pattern CBS in the faculty of Education of Rashtrasant Tukadoji Maharaj Nagpur is in existence in the university which was issued by then acting Vice-Chancellor on 15/06/2016.

**AND**

Whereas, Direction No. 39 of 2016 was amended on 15/03/2017 vide Direction No. 6 of 2017 issued under provision of sub-section 8 of section 12 of the Maharashtra Public University Act 2016.

**AND**

*Sadaphal*  
Dr. Ujjwala Sadaphal  
Ad Hoc Chairman  
B.O.S. Education



*S. S. Jagtap*  
Principal  
Smt. Kishoribai Bhojar  
Adhyapak Mahavidyalaya  
Kamptee.

Whereas, provision for allowing to keep term in the next higher class is made in the above said direction under clause ii of para 10 of the said Direction No. 39 of 2016.

AND

Whereas, original ordinance No. 10 in the respect of providing for exemption and compartment is in existence in the university and provision under 5<sup>th</sup> proviso of sub para (1) of para 2 is made for allowing to keep term in the next higher class of B.Ed. course is made in the said ordinance is applicable to the Direction No. 39 of 2016.

AND

Whereas, Direction No. 42 of 2019 in respect of Direction regarding Credit based system semester pattern scheme and examination leading to B.Ed. first to last semester in Credit based system semester pattern CBS in the faculty of Education of Rashtrasant Tukadoji Maharaj Nagpur is in existence in the university which was issued by the Vice-Chancellor on 30/09/2019.

AND

Whereas, under section 12 (8) of the act VI of 2017 every direction shall expire after the period of six months from the date of its issuance and therefore Direction No. 39 of 2016 and amendment to Direction No. 39 of 2016 (B.Ed.) Direction No. 6 of 2017, Direction no 42 of 2019 issued under provision of section of sub section (8) of section 12 of the Maharashtra Public Universities Act, 2016 has expired and extinguish after expiry of six months from the date of coming into force of the act VI of 2017.

AND

Whereas, Direction No. 42 of 2019 issued under provision of section of sub section (8) of section 12 of the Maharashtra Public Universities Act, 2016 could not be converted into the ordinance within the stipulated period of time. As per NEP 2020 it is mandatory to incorporate its provision.

AND

Whereas, the Faculty of Interdisciplinary Studies has consented to the direction for the award of B.Ed. degree in its meeting held on 13/6/2022. This Direction shall come into force from the date of its issuance.

AND

Whereas, it is expedient to issue a new Direction incorporating the provision of the Direction No. 42 of 2019 (Since expired) issued under provision of section of sub section (8) of section 12 of the Maharashtra Public Universities Act, 2016 (Since expired) for regulating the Bachelor of Education Course in the university.

Now, therefore, I, Dr. Subhash Choudhary Vice-chancellor of Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur in exercise of powers conferred upon me under sub section (8) of section 12 of the Maharashtra Public Universities Act, 2016, do hereby issue the following Direction pertaining to the amendment as made for B.Ed., first to last semester in Choice based Credit system Semester Pattern for award of B.Ed. Degree in the Faculty of interdisciplinary studies.

1. This Direction shall be called "Direction regarding Credit based Semester Pattern Scheme and Examination leading to B.Ed., first to last semester in Choice Based Credit System CBCS Semester Pattern in the Faculty of Education, Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur.
2. Subject to the compliance with the provisions of this Direction and any other Ordinance which is in force from time to time shall be applicable.



*Smt. Kishoribai Bhoyar*

Principal

Smt. Kishoribai Bhoyar  
Adhyapak Mahavidyalaya  
Kamptee.

*Subhash Choudhary*

## 1. DURATION OF COURSE

The B.Ed. programme has been designed on the basis of the approved structure under the NCTE Recognition Norms and Procedures, 2014.

The B.Ed. programme shall be of duration of two academic years spread over four semesters which can be completed in a maximum of three years from the date of admission to the program.

## 2. WORKING DAYS

- There shall be at least two hundred working days each year exclusive of the period of examination and admission. The days shall be counted from last day of admission. Or in accordance with any other norms as per policy of the NCTE/state Govt./University whichever is applicable.
- The minimum attendance of student-teachers shall have to be 80% for all course work and practicum and 90% for school internship. Every candidate should have to complete all the practical work to the satisfaction of the Head/Principal. He/She should have obtained such certificate from the Head/Principal of the institute and copy of the same to be submitted to the university by the institution on behalf of the examinee.

## 3. ELIGIBILITY

- Candidates with at least fifty percent mark (50%) either in the Bachelor's Degree and /or in the Master's Degree in Science/Social Science/Humanity, Bachelor's in Engineering or Technology with Specialization in Science and Mathematics with fifty five percent marks (55%) or any other qualification equivalent thereto, are eligible for admission to the programme.
- The reservation and relaxation of SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/State Government, whichever is applicable.
- The admitted candidate shall be allotted method subject by the principal of the concerned college. The allotted methods should be in accordance with the subjects of the candidate offered at S.S.C./H.S.S.C./Graduate/Additional graduate level/post graduate level. For example Graduate from Information Technology, Environment Science, Computer Science and Agriculture may be allotted Science (Physics/Chemistry/Biology/Mathematics) and candidates from Social Work may be allotted Marathi/English/Economics methods.

## 4. ADMISSION PROCEDURE

- Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or in accordance with any other procedure as per the policy of the State Government/University.
- Fees of the B.Ed. program will be collected annually for first year in the beginning of I semester (i.e. at the time of admission) and for II year in the beginning of III semester.



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Principal

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## 5. EXAMINATION

- a. B.Ed. is a full time regular course for two academic years spread in 4 semesters.  
B.Ed. students can answer in English or in Marathi or in Hindi medium. If the Student has not completed theory courses, practicum and school internship he/she will not be allowed to appear in the B.Ed. examination.
  - b. In the theory **First division with Distinction** would be awarded to those students who have secured **75% or more**, **First division** would be awarded to those students who have secured **60% to 74.94%**, **Higher Second division** to those who have secured **55% to 59.94%** and **Second division** to those getting a minimum of **50% to 54.94%** in total and at least **50%** marks in each theory course separately.
  - c. In practicum **First division with Distinction** would be awarded to those students who have secured **75% or more**, **First division** to those students who have secured **60% to 74.94%**, **Higher Second division** to those who have secured **55% to 59.94%** and **Second division** to those getting a minimum of **50% to 54.94%** in total and at least **50%** marks in each theory course separately.
  - d. The division in theory and practicum will be indicated separately towards the end of the fourth semester by aggregating the scores (credits) earned in the preceding three semesters and by adding the same to the scores of the fourth semester.
  - e. In the first and second semester for the assessment of practicum the board of examiners will consist of two members - one member from within/or outside the university and second member from the concerned college in accordance with seniority through rotation and who will act as coordinator.
  - f. In the third/fourth semester during internship assessment of teaching competencies/skills will be carried out by a board of examiners, consisting of three members one being an external member from University other than Rashtrasant Tukadoji Maharaj Nagpur University, one member from within the university but not from the same college where evaluation is conducted and third member from the concerned college in accordance with seniority through rotation and who will act as coordinator.
  - g. The examiners for both theory and practicum of B.Ed. programme shall be appointed from a panel of examiners prepared by The Board of Studies in Education. In no circumstance the departure from this practice will be permitted.
  - h. In case of inflated markings in theory and practicum reported, the competent authority of the university shall have the right to review the same with the help of experts duly appointed for the purpose.
  - i. The marks of each semester examination for the B. Ed. Course (Theory and Sessional Work) will be converted into grades.
- b. **Grading System:**



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The marks secured by a student from maximum 100 will be converted into a letter grade. The grade points are the numerical equivalent of letter grade assigned to a student in the 07 points scale as given below in Table 01,

Table 01

| Range of Marks obtained out of 100 or Equivalent Fraction | Letter Grade | Grade Point | Description     |
|---|--------------|-------------|-----------------|
| 90-100  | A+           | 10          | Outstanding     |
| 80-89   | A            | 9           | Excellent       |
| 70-79   | B+           | 8           | Very Good       |
| 60-69   | B            | 7           | Good            |
| 55-59   | C+           | 6           | Fair            |
| 50-54   | C            | 5           | Average         |
| Less than 50  | F            | 0           | Dropped or Fail |

7. Calculation of Semester Grade Point Average (SGPA):

- Performance in a semester will be expressed as Semester Grade Point Average (SGPA).
- Cumulative performance of all the semesters together will reflect performance in the whole programme and it will be known as Cumulative Grade Point Average (CGPA). Thus CGPA is the real indicators of a student's performance.

The formula for calculation of SGPA and CGPA is given below:

- The marks will be allotted in all examinations which will include college assessment marks and the total marks for each Theory / Practical shall be converted into Grades as per Table No.1
- SGPA shall be calculated based on Grade Points corresponding to percentage of marks as given in Table No. 01 and the Credits allotted to respective Theory / Practical shown in the scheme for respective semester.
- SGPA shall be computed for every semester as per formulae (1) and CGPA shall be computed only in IV semester.

$$SGPA = \frac{C_1 \times G_1 + C_2 \times G_2 + \dots + C_n \times G_n}{C_1 + C_2 + \dots + C_n} \quad (1)$$

Where:

- C = Credit of individual Theory / Practical
- G = Corresponding Grade Point obtained in the respective Theory / Practical.
- n = Number of subject heads in a given semester



*Signature*  
*Dadaphal*

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

$$CGPA = \frac{(SGPA)_I \times (Cr)_I + (SGPA)_{II} \times (Cr)_{II} + (SGPA)_{III} \times (Cr)_{III} + (SGPA)_{IV} \times (Cr)_{IV}}{(Cr)_I + (Cr)_{II} + (Cr)_{III} + (Cr)_{IV}} \quad (2)$$

Where:

- (SGPA)<sub>I</sub> = SGPA of I Semester  
(Cr)<sub>I</sub> = Total Credits for I Semester  
(SGPA)<sub>II</sub> = SGPA of II Semester  
(Cr)<sub>II</sub> = Total Credits for II Semester  
(SGPA)<sub>III</sub> = SGPA of III Semester  
(Cr)<sub>III</sub> = Total Credits for III Semester  
(SGPA)<sub>IV</sub> = SGPA of IV Semester  
(Cr)<sub>IV</sub> = Total Credits for IV Semester

SGPA = Semester Grade Point Average

CGPA = Cumulative Grade Point Average

- i. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.
- ii. CGPA equal to 8.25 and above shall be considered as equivalent to First Class with distinction and CGPA equal to 6.75 to less than 8.25 shall be considered as First Class and so on... as mentioned in table 02
- iii. The cumulative grade point average will be calculated as the average of the SGPA of the four semesters, as shown above.

#### 8. STANDARD OF PASSING

- i. To pass the final examinations of First Semester, a student is required to pass separately in each of the theory and practical Courses. The student has to get at least 50% marks in each course and 50% marks in aggregate.
- ii. Promotion of the student from semester 1 to 2, 2 to 3, 3 to 4 shall be as per the provision of Ordinance No. 10 of university.
- iii. The student has to score 50% in each course and 50% in Aggregate to pass the exam of each semester.
- iv. The class of passing and grade obtained in examinations will be given by combining the marks obtained by the students in all the end semester final examinations (Semester I to IV) held by the university.
- v. No class will be awarded in the mark sheet of semester I to III examination; however, SGPA shall be calculated for the same.
- vi. CGPA will be calculated after clearing all the courses of semester I to IV and the grades/class shall be awarded on the basis of following table. In case of CGPA is less than 5.75 the candidate has to reappear in 4<sup>th</sup> semester examination in all the subjects.

The degree shall be awarded to the students on the basis of CGPA (Cumulative Grade Point Average) of the four semesters' performance in the exams as give in Table 2

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Principal

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Table 02

| CGPA                            | Division                     |
|---------------------------------|------------------------------|
| 8.25 or more                    | First Class with distinction |
| 6.75 or more but less than 8.25 | First Class                  |
| 6.25 or more but less than 6.75 | Higher second Class          |
| 5.75 or more but less than 6.25 | Second Class                 |
| Less than 5.75                  | Dropped or Fail              |

Equivalent percentage calculation shall be based on the following formula:

$$\text{Equivalent \%} = (\text{CGPA} - 0.75) \times 10$$

9. Credits and Marks

- 01 Credit = 25 Marks
- 01 Credit = 15 Hours for theory course
- 01 Credit = 30 Hours for EPC / 45 Hours for Internship

For the supervision of teaching practices, community work and practical examination partial allowance and reimbursement of expenditure for travel etc will be allowed on the basis of the rates, approved by the Vice Chancellor for university department and Management authority designated for college as prescribed by the University.

For university department finance officer will provide the required amount to the Head of Department at least a week in advance for this provision in the departmental budget shall be made by the Head of the department every year.

Fees of the B.Ed. program will be collected annually for first year in the beginning of I semester and for II year in the beginning of III semester.

10. The B.Ed. programme consisting of Theory Courses, Practicum and School Internship.

- a. Theory courses comprise perspective courses and courses in curriculum and pedagogy studies.
- b. In the practicum the focus is on engagement with the field. In the school internship the focus is on sustained engagement with learners and the school including engagement in continuous and comprehensive evaluation, school based innovative practices and community based interaction.
- c. There will be theory courses of 1350marks (54Credits) and Practicum comprising of EPC (Enhancing Professional Competencies) of 500marks (20Credits) and Internship I & II of 350 marks (14 Credits) spread over a period of two years in four semesters.
- d. If student leaves the course after passing semester 1 examination he/she shall be awarded 6 months Certificate in School Teaching (CST) whereas on leaving the course after passing semester 1 and semester 2 examination all subject he/she shall be awarded Diploma in School and Community Services (DSCS). If student leaves the course after passing semester 1, semester 2 and semester 3 examination in all subjects he/she shall be awarded Advance Diploma in School Pedagogy (ADSP) based on the concern teaching methods he or she opted.

The year wise and semester wise distribution of theory, practicum & internship programme with the weightage in terms of marks (credits) are indicated in the following plan.

The following is the outline of the courses and its layout Year / Semester wise.



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**First Year प्रथम वर्ष**  
**First Semester प्रथम सेमेस्टर**

| Course Code                             | Course Title : Theory  | Marks      | Credits   |
|---|--|------------|-----------|
| <b>Core courses</b>                     |  |            |           |
| C101                                    | Perspectives in Sociological and Philosophical bases of Education  | 100        | 4         |
| C102                                    | Perspectives in Psychology of Teaching, Learning and Development   | 100        | 4         |
| C103                                    | Knowledge and Curriculum   | 50         | 2         |
| C104                                    | Educational Technology and its application   | 50         | 2         |
| E105                                    | Elective Course (any one of the following papers)  | 50         | 2         |
|   | A. Human Rights and Peace Education<br>B. Women Education<br>C. Population and Family life Education<br>D. Any other course from SWAYAM of similar credits   |            |           |
| <b>Total</b>                            |  | <b>350</b> | <b>14</b> |
| <b>Course Title : Practicum/Project</b> |  |            |           |
| EPC 1                                   | Practice in core teaching skills<br>a. Set Induction प्रवेश<br>b. Explanation व्याख्यान<br>c. Illustrating with examples उदाहरणों के साथ प्रदर्शन<br>d. Questioning and probing प्रश्नोत्तर एवं खोजपूर्ण प्रश्न<br>e. Writing of behavioral objectives प्रवर्तन के लक्ष्य लेखन<br>f. Lesson planning & Unit planning पाठ्यक्रम एवं अधीति योजना तैयार करना<br>g. Stimulus variation उत्तेजन परिवर्तन<br>h. Reinforcement and feedback प्रशंसा एवं सुझाव<br>i. Use of teaching aids including Black board writing<br>शैक्षणिक साधनों का उपयोग सहित काल पत्रिका का प्रयोग<br>j. Sketching and drawing चित्रण एवं चित्र तैयार करना<br>k. Closure समाप्ति<br>(At least eight skills are compulsory) कम से कम आठ कौशल अनिवार्य होंगे | 50         | 2         |
| EPC 2                                   | Reading and Reflection of any two of the texts of Indian Educators as opted by The University department/ College.<br>a. Swami Vivekanand                      b. Mahatma Gandhi<br>c. Aurobindo                                      d. Rabindra Nath Tagore<br>e. Rashtrasant Tukadoji Maharaj        f. Krishna Murti<br>g. Madan Mohan Malviya                      h. Acharya Narendra Dev<br>i. Rujirishi Shahu Maharaj                      j. Gyaneshwar Maharaj<br>k. Dr B.R. Ambedkar                              l. Mahatma Jyotiba Phule<br>m. Vinoba Bhave                                      n. Vir Savarkar<br>o. Gulab Maharaj                                      p. Sankar Ramdas-Dasbodh                | 50         | 2         |
| EPC 3                                   | Drama and Art in Education   | 50         | 2         |
| <b>Total</b>                            |  | <b>150</b> | <b>6</b>  |

**Note:**

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 210 hours and total credit for theory is 14 (For Theory 1 hour is assigned per week per credit)
- Total EPC is of 52 days (total minimum hours for EPC is 120 hours for 06 credits. (For practical 2 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of four Week (30 days) duration,
- Total Credit for Semester-I is 20. (Theory 14+EPC 06)



*Smt. Kishorita Bhojar*  
Principal  
Smt. Kishorita Bhojar  
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**Second Semester**  
**द्वितीय सेमेस्टर**

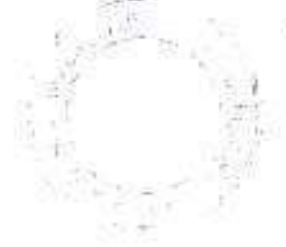
| Course Code                        | Course Title : Theory   | Marks      | Credits   |
|------------------------------------|---|------------|-----------|
|                                    | <b>Core courses</b>   |            |           |
| C201                               | Environmental Education and Sustainable Development   | 50         | 2         |
| C202                               | Assessment of Learning  | 100        | 4         |
| C203                               | Action Research in Education  | 50         | 2         |
| C204                               | Inclusive Education   | 50         | 2         |
| C205                               | Gandhian Philosophy, Nai Talim and Community Engagement methodology   | 50         | 2         |
| E206                               | Elective Paper (any one of the following papers)  | 50         | 2         |
|                                    | A Life Skill Education  |            |           |
|                                    | B Historical Perspectives of Education  |            |           |
|                                    | C Indian Knowledge System   |            |           |
|                                    | D Any other course from SWAYAM of Similar credits   |            |           |
|                                    | <b>Total</b>  | <b>350</b> | <b>14</b> |
| <b>Practicum (EPC)</b>             | <b>Course Title : Practicum/Project</b>   |            |           |
| EPC 1                              | Personality development with emphasis on – Understanding the self / Communication skill including Language Use and improvement of speech.   | 50         | 2         |
| EPC 2                              | Designing of assessment tools for achievement in school related subject and administration of psychological tests and experiments with a brief report there on.   | 50         | 2         |
| EPC 3                              | Intelligent use of ICT and development of power point presentation, CAI or PLM module including improvisation of teaching aids and gadgets.   | 50         | 2         |
| Internship<br>1 वर्ष का<br>अनुभव-1 | In the Internship for first year of 4 Weeks following activities/ assignments will have to be undertaken.   |            |           |
|                                    | a. School Visit: Two days for every School : primary / upper primary and secondary and senior secondary level schools. (One Week)   | 25         | 1         |
|                                    | b. Observation: Observation of class room teaching. Classroom and School sites including library, lab and sports/ extracurricular programmes within the school with preparation of school profile as an outcome. (One Week) | 25         | 1         |
|                                    | c. Skill development through simulated and micro teaching sessions. (One Week)  | 25         | 1         |
|                                    | d. Improving of teaching aids / exhibits / gadgets for use in school. (One Week)  | 25         | 1         |
|                                    | <b>Total</b>  | <b>250</b> | <b>10</b> |

**Note:**

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 180 hours and total credit for theory is 14 (For Theory 1 hour is assigned per week per credit)
- Total EPC and internship is of 52 days (total minimum hours for EPC is 120 hours) for 06 credits. (For EPC 2 hours are assigned per week per credit.) Internship (total minimum hours for Internship is 120 hours) for 04 credits (For Internship 3 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of four Week (30 days) duration.
- Total Credit for Semester-II is 24. (Theory 14 + EPC 06 + Internship 04)

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Second Year द्वितीय वर्ष  
Third Semester तृतीय सेमेस्टर

| Course Code     | Course Title : Theory  | Marks | Credits |
|-----------------|--|-------|---------|
| Theory course   | Core Courses   |       |         |
| C301            | Pedagogy of School Subject - 1   | 100   | 4       |
| C302            | Pedagogy of School Subject - 2   | 100   | 4       |
| C303            | Physical Education   | 50    | 2       |
| C304            | Fine Arts Education  | 50    | 2       |
|                 | Total  | 300   | 12      |
|                 | Course Title : Practicum/Project   |       |         |
| EPC I           | Nai Jalim and Community Engagement Project   | 50    | 2       |
| Internship - II | In the Internship for second year of 16 weeks, following activities/ assignments will have to be undertaken.   |       |         |
|                 | <p>a. A. The B.Ed. trainee will be attached to primary/upper primary level schools for (Four Weeks), to secondary level schools for (Ten Weeks) and to senior secondary schools for (Two Weeks). The purpose of the internship programme is to integrate theoretical knowledge of courses in perspectives and pedagogy with engagement in various sites such as the school, the classroom, the community and the learner and thereby ensuring a holistic development of teaching competencies and skills needed for an effective teacher professional of 21st century global world.</p> <p>B. The activities undertaken during this programme of school attachment will comprise of</p> <p>a. Observing teaching sessions of school teachers. 25 1</p> <p>b. Teaching 40 lessons (Supervised by B.Ed. faculty). 50 2</p> <p>c. Participation in school chores such as prayers, assembly, organization of Co-Curricular activities. 25 1</p> <p>d. Library and lab management (in cases of trainees having to work with laboratories). 15</p> <p>e. Excursion, Study tours etc. as part of the school programme. 10 } 25 1</p> <p>f. Community interactions including teacher-parent meetings and visits to specific community centres. 15</p> <p>g. Final Lesson (One for each subject of minimum 35 minutes duration) 50 + 50 100 4</p> |       |         |
|                 | Total  | 300   | 12      |

Note: (50 each) Final teaching lesson - two (one each method)

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 120 hours and total credit for theory is 12 (For Theory 1 hour is assigned per week per credit)
- Total EPC and internship is of 52 days (total minimum hours for EPC is 60 hours) for 02 credits. (For EPC 2 hours are assigned per week per credit.) Internship (total minimum hours for Internship is 300 hours and \*360 Hours for Exam) for 10 credits (For Internship 3 hours is assigned per week per credit.)
- For Inter Semester Break (ISB) of four Week (30 days) duration.
- Total Credit for Semester-III is 24. (Theory 12+EPC 02+ Internship II 10)

*Adhyapak*

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*Smt. Kishoribai Bhojar*  
Principal  
Smt. Kishoribai Bhojar  
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**Pedagogy of School Subjects – Course Code 301 and 302**

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

द्वि-तिसरित्तर संदर्भ में दो वि-सी दो विषयों का चयन करना है। एक संदर्भ से एक-ही विषय का चयन करना है तथा विचारितने वह विषय भाषागतिक / वन्य भाषागतिक रनातक / रनातकीतर शर पर चयनन किया ही

| Group A Language     | Group B Social science | Group C Science       | Group D Science and Social Science | Group E other Subjects   |
|----------------------|------------------------|-----------------------|------------------------------------|--------------------------|
| 1. Hindi teaching    | 1. History teaching    | 1. Physics teaching   | 1. Biology teaching                | 1. Home Science teaching |
| 2. Marathi teaching  | 2. Economics teaching  | 2. Chemistry teaching | 2. Mathematics teaching            | 2. Commerce teaching     |
| 3. Sanskrit teaching | --                     | --                    | 3. Geography teaching              | 3. Music teaching        |
| 4. English teaching  | --                     | --                    | --                                 | 4. Civics teaching       |
| 5. Pali teaching     | --                     | --                    | --                                 | --                       |
| 6. Urdu teaching     | --                     | --                    | --                                 | --                       |

**Fourth Semester**  
चतुर्थ सेमेस्टर

| Course Code | Course Title : Theory   | Marks | Credits |
|-------------|---|-------|---------|
| C-401       | Contemporary Indian Education   | 100   | 4       |
| C402        | Gender, School and Society  | 50    | 2       |
| C403        | School Management and Leadership  | 100   | 4       |
| E404        | Elective courses (Any one of the following )  | 100   | 4       |
|             | A. Guidance and counselling in school<br>B. Value education and moral ethics<br>C. History of Indian Education.<br>D. Any other course from SWAYAM of similar credits |       |         |
|             | Total Theory  | 350   | 14      |
|             | <b>Course Title : Practicum/Project</b>   |       |         |
| EPC-1       | Classroom/School/Community based research projects and implementation   | 50    | 2       |
| EPC-2       | Scouting and Guiding - Under the guidance of an authorized trainer with certification.  | 50    | 2       |
| EPC-3       | Yoga Education - Under the guidance of a formally trained yoga expert with certification from the concerned institution.  | 50    | 2       |
|             | Total   | 150   | 6       |

**Note:**

- Total workload for theory is approximately 48 working days. Total minimum hours for theory is 210 hours and total credit for theory is 14 (For Theory 1 hour is assigned per week per credit)
- Total EPC is of 52 days (total minimum hours for EPC is 120 hours) for 06 credits. (For EPC 4 hours are assigned per week per credit.)
- For Inter Semester Break (ISB) of four Week (30 days) duration
- Total Credit for Semester-IV is 20. (Theory 14 + EPC 06)

**11. Repealed:** the Direction No. 42 of 2019 which is existing at present is hereby repealed with immediate effect.



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Principal

Smt. Kishorilal Bhoyar  
Adhyapak Mahavidyalaya  
Kamptee.

12. As soon as possible after the examination, the board of examination shall publish a list of successful examinee and the degree shall be awarded on the basis of First to Fourth semester taken together and Degree of Bachelor of Education to be awarded to the student.
13. I further direct that the aforesaid Direction shall come into force from the date of issuance and shall remain in force till the relevant Ordinance comes into force in accordance with the provisions of Maharashtra Public Universities Act, 2016 and the relevant provisions published by this Direction shall be repealed from the existing Directions.

Sd/

Dr. Subhash R. Chaudhary  
Vice-Chancellor,

Nagpur  
Dated :

*Subhash R. Chaudhary*



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**PROGRAMME SPECIFIC OUTCOMES FOR  
BACHELOR OF EDUCATION (B.ED.)**

On completion of the B.Ed. course, following core competencies will develop among the students:

- PSO-1 Gain a grasp of major philosophical options available in the field of education and initiate them into contemporary educational discourse in the context of national concerns and issues of access and quality in education.
- PSO-2 Develop an insight among students into modern theories of learning and development and also to develop creative solutions to day to day educational problems.
- PSO-3 Describe the emerging nature of educational theories by making linkages between the theoretical understanding and practices and/or field experiences.
- PSO-4 Initiate contemporary educational discourse in the context of national concerns and issues of access and quality in education.
- PSO-5 Appreciate research that would help to enhance efficiency, effectiveness, quality and excellence in the system of school education.
- PSO-6 Develop the ability to articulate thoughts and ideas effectively using oral and written communication, and to present information and explanations in a well-structured and logical manner.
- PSO-7 Develop the ability to work and learn independently and in groups, identify appropriate resources required for a project.
- PSO-8 Develop the scientific reasoning to identify and define the problem, generating alternative solutions, evaluating and selecting the best alternative and implementing the selected solution.
- PSO-9 Motivate and empower students for undertaking research to theorize about education as also to develop creative solutions to day to day school problems.
- PSO-10 Utilize appropriate technology and multimedia in education, use a range of resources including ICT to develop efficiency in teaching learning strategies.
- PSO-11 Develop the Ability to work and learn independently and effectively. Investigate problems and find creative solution. Exploring solutions of non familiar problems.
- PSO-12 Understand and appreciate various social, cultural and ideological perspectives on education in a multicultural and multilingual Indian society.
- PSO-13 Develop values that are honoring diversity and ensuring inclusion by treating everybody with respect and dignity, showing sensitivity to gender, respect to cultural and religious differences.
- PSO-14 Ability to influence motivates and enables others. Listen and understand the thoughts, ideas and concerns of others and communicate clearly.
- PSO-15 Develops a positive attitude to learning and enhances understanding of the world around and improves our quality of life.

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*Syngta*  
Principal

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Adhyapak Mahavidyalaya  
Kamptee.

B.Ed

Third Semester

Pedagogy of School Subjects Course Code C301 and C302

Credit-04 Marks 100

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

The admitted candidate shall be allotted method subject by the principal of the concerned college. The allotted methods should be in accordance with the subjects of the candidate offered at S.S.C/H.S.S.C/Graduate/Additional graduate level/post graduate level. For example - Graduate from Information Technology, Environment Science, Computer Science and Agriculture may be allotted Science (Physics/Chemistry/Biology/mathematics) and candidates from social work may be allotted Marathi/English/Economics methods.

| Group A Language     | Group B Social science | Group C Science       | Group D Science and Social Science | Group E other Subjects   |
|----------------------|------------------------|-----------------------|------------------------------------|--------------------------|
| 1. Hindi teaching    | 1. History teaching    | 1. Physics teaching   | 1. Biology teaching                | 1. Home Science teaching |
| 2. Marathi teaching  | 2. Economics teaching  | 2. Chemistry teaching | 2. Mathematics teaching            | 2. Commerce teaching     |
| 3. Sanskrit teaching | --                     | --                    | 3. Geography teaching              | 3. Music teaching        |
| 4. English teaching  | --                     | --                    | --                                 | 4. Civics teaching       |
| 5. Pali teaching     | --                     | --                    | --                                 | --                       |
| 6. Urdu teaching     | --                     | --                    | --                                 | --                       |

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*Smt. Kishorital Bhojar*  
Principal  
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Kamptee.

**C301and C302 :Pedagogy of School Subject**

**C301-A: ENGLISH**

**Learning outcomes-**

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

1. Discuss the importance of teaching English in India
2. Justify the place of English language in school curriculum.
3. Describe the aims and objectives of teaching English language at Secondary and higher secondary stage.
4. Familiar with different methods and approaches of teaching English
5. Apply various skills of teaching.
6. Design effective evaluation strategy for evaluating various language competencies of English language.

**Unit-I: Introduction of English Education**

- A. English language – Nature Perspective;
- B. Functional, Cultural and Literary roles
- C. Objectives of English teaching.
- D. Three language formula.
- E. The place & importance of English language in school curriculum
- F. Formulation of General and Specific Objectives

**Unit-II: Methods and Planning the Teaching of English**

- A. Teaching Learning methods of language.
  - Translation Method
  - Direct Method
  - Bilingual Method
  - Dr. West's New method
  - The Substitution Method
- B. Approaches of teaching English-
  - Structural Approach
  - Communicative Approach
- C. Meaning of planning, importance of planning
- D. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan
- E. Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing achiever.
- F. Co-curricular activities in the subject-importance need and organisation

**Unit-III: Evaluation and Subject Analysis**

- A. Construction of Unit test.
- B. CCE, its procedure, assessment formats (FA, SA) and practices for English learning in schools.
- C. CCE based reporting (scholastic and co-scholastic) and role of the English teacher in developing linkages amongst child, school, English curriculum and community. Concept of PSA (Problem Solving ability) and OTBA (open Text based assessment)
- D. Curriculum and syllabus – concept and types
- E. Content Analysis and text Book Analysis



*S. Singh*  
*Sardar Singh*



#### Unit-IV: Learning Resources

- A. Concept, need and importance of learning resources
- B. Traditional learning resources; their merits and demerits (Handbook, Workbooks)
- C. Technological based learning resources; their merits and demerits.
- D. Aspects of Linguistic Behaviour: Language as a rule-governed behavior and linguistic variability; Pronunciation-linguistic diversity, its impact on English, pedagogical implication.

#### Unit-V: Language Skills

- A. Need and importance of study skills
- B. Categorization of Language skills
  - Reading skill
  - Speaking skill
  - Listening skills
  - Writing skill
- C. Linguistic System; Basic concept in phonology, morphology, syntax and semantics; Discourse

#### Unit-VI: Language Teacher

- A. Qualities of effective English teacher, disposition and attitude.
- B. Importance of in-service training programs/ Conferences/ Seminars/ Workshops for Professional Growth of English teacher
- C. Importance of agencies for Professional growth of language teacher: NCERT, SCERT, DIET

#### MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favourable and suitable mode.

#### SESSIONAL WORK:

\* Test: best one out of two unit tests

\* Assignment: Anytwo of the following:

- Development of Power point based Lesson plan on different approaches
- OR
- Development of instructional materials ICT Based: linear, branching and authentic Programming
- AND
- Development of appropriate teaching learning materials for teaching different contents of English language
  - Collection of theme based essays, poems, plays, source materials
  - Assignments and their presentation on prescribed topics
  - Constructing objective based test items of different types

References:

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Principal

Smt. Kishorita Bhoyar  
Adhyapak Mahavidyalaya  
Kamptee.

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Principal

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- Bista, A.R.: Teaching of English. Agra: Vinod Pustak Mandir
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Kamoteo.

## C-301A: MARATHI

### Learning outcomes-

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

1. Describe the importance of teaching Marathi in India.
2. Justify the place of Marathi language in school curriculum.
3. Discuss the aims and objectives of teaching Marathi language at Secondary and higher secondary stage.
4. Use different methods and approaches of teaching Marathi.
5. Apply various skills of Marathi language.
6. Select appropriate teaching strategy for teaching of Marathi language.
7. Design effective evaluation strategy for evaluating various language competencies of Marathi language.

### Unit-I: Introduction of Marathi Education

- A. Marathi language - Nature Perspective.
- B. Functional, Cultural and Literary roles.
- C. Objectives of Marathi teaching.
- D. Three language formula.
- E. The place & importance of Marathi language in school curriculum.
- F. Formulation of General and Specific Objectives.

### Unit-II: Methods and Planning The Teaching Of Marathi

- A. Teaching Learning methods of Marathi language.
- B. Techniques of teaching of Marathi language.
- C. Meaning of planning, importance of planning.
- D. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan.
- E. Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing achiever.
- F. Co-curricular activities in the subject-importance need and organisation.

### Unit-III: Evaluation and Subject Analysis

- A. Construction of Unit test.
- B. CCE, its procedure, assessment formats (FA, SA) and practices for Marathi learning in schools.
- C. CCE based reporting (scholastic and co-scholastic) and role of the Marathi teacher in developing linkages amongst child, school, Marathi curriculum and community. Concept of PSA (Problem Solving ability) and OTBA (open Text based assessment).
- D. Curriculum and syllabus - concept and types.
- E. Content Analysis and text Book Analysis.

### Unit-IV: Learning Resources

- A. Concept, need and importance of learning resources.
- B. Traditional learning resources; their merits and demerits (Handbook, Workbooks).
- C. Technological based learning resources; their merits and demerits.
- D. Aspects of Linguistic Behaviour: Language as a rule-governed behavior and linguistic variability; Pronunciation - linguistic diversity, its impact on Marathi, pedagogical implication.

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Principal  
Smt. Kishorital Bhoyar  
Adhyapak Mahavidyalaya  
Kamptee.

#### Unit-V: Language Skills

- A. Need and importance of study skills
- B. Categorization of Language skills
  - Reading skill
  - Speaking skill
  - Listening skills
  - Writing skill
- C. Linguistic System: Basic concept in phonology, morphology, syntax and semantics; Discourse

#### Unit-VI: Language Teacher

- A. Qualities of effective Marathi teacher, disposition and attitude.
- B. Importance of in-service training programs/ Conferences/ Seminars/ Workshops for Professional Growth of Marathi teacher
- C. Importance of agencies for Professional growth of language teacher: NCERT, SCERT, DIET

#### MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favourable and suitable mode.

#### SESSIONAL WORK:

\* Test: best one out of two unit tests

\* Assignment: Anytwo of the following:

\* Development of Power point based Lesson plan on different approaches:

OR

- Development of instructional materials ICT Based: Linear, branching and authentic Programming

AND

- Development of appropriate teaching learning materials for teaching different contents of Marathi language
- Collection of theme based essays, poems, plays, source materials.
- Assignments and their presentation on prescribed topics
- Constructing objective based test items of different types

#### References:

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या सुत्रलेख या -मराठीचेअध्यायन

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*Smt. Kishorital Bhoyar*  
Principal  
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Kamptee.

## C-301 A : HINDI

### Learning outcomes-

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

1. Describe the importance of teaching Hindi in India
2. Justify the place of Hindi language in school curriculum.
3. Discuss the aims and objectives of teaching Hindi language at Secondary and higher secondary stage.
4. Use different methods and approaches of teaching Hindi
5. Apply various skills of Hindi language.
6. Select appropriate teaching strategy for teaching of Hindi language.
7. Analyse text book of Hindi language.
8. Design effective evaluation strategy for evaluating various language competencies of Hindi language

### Unit-I: Introduction of Hindi Education

- A. Hindi language - Nature Perspective.
- B. Functional, Cultural, Literary roles and its role in national integration.
- C. Objectives of Hindi teaching.
- D. Three language formula.
- E. The place & importance of Hindi language in school curriculum
- F. Formulation of General and Specific Objectives

### Unit-II: Methods and Planning the Teaching of Hindi

- A. Teaching Learning methods of Hindi language.
- B. Techniques of teaching of Hindi language
- C. Meaning of planning, importance of planning
- D. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan
- E. Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing achiever.
- F. Co-curricular activities in the subject-importance need and organisation.

### Unit-III: Evaluation and Subject Analysis

- A. Construction of Unit test.
- B. CCE, its procedure, assessment formats (FA, SA) and practices for Hindi learning in schools.
- C. CCE based reporting (scholastic and co-scholastic) and role of the Hindi teacher in developing linkages amongst child, school, Hindi curriculum and community. Concept of PSA (Problem Solving ability) and OTEA (open Text based assessment)
- D. Curriculum and syllabus - concept and types
- E. Content Analysis and text Book Analysis

### Unit-IV: Learning Resources

- A. Concept, need and importance of learning resources
- B. Traditional learning resources; their merits and demerits (Handbook, Workbooks)
- C. Technological based learning resources; their merits and demerits.
- D. Aspects of Linguistic Behaviour: Language as a rule-governed behavior and linguistic



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variability; Pronunciation linguistic diversity, its impact on Hindi, pedagogical implication.

#### Unit-V: Language Skills

- A. Need and importance of study skills
- B. Categorization of Language skills
  - Reading skill
  - Speaking skill
  - Listening skills
  - Writing skill
- C. Linguistic System: Basic concept in phonology, morphology, syntax and semantics; Discourse

#### Unit-VI: Language Teacher

- A. Qualities of effective Hindi teacher, disposition and attitude.
- B. Importance of in-service training programs/ Conferences/ Seminars/ Workshops for Professional Growth of Hindi teacher.
- C. Importance of agencies for Professional growth of language teacher: NCERT, SCERT, DIET

#### MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favourable and suitable mode.

#### SESSIONAL WORK:

\* Test: best one out of two unit tests

\* Assignment: Any two of the following:

\* Development of Power point based Lesson plan on different approaches

OR

- Development of instructional materials ICT Based: Linear, branching and authentic Programming

AND

- Development of appropriate teaching learning materials for teaching different contents of Hindi language
- Collection of theme based essays, poems, plays, source materials
- Assignments and their presentation on prescribed topics
- Constructing objective based test items of different types

#### References:

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सिंग, सावित्री-हिंदीशिक्षण

सिंग, सावित्री-राष्ट्रभाषाकाअध्ययन (महाराष्ट्रसमाप्णे)



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*SSingh*

SCERT, Maharashtra  
Active

### C-301 A: Sanskrit

#### Learning outcomes :

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

1. Describe the place of Sanskrit as a source language of all the Indian Languages and language of culture.
2. Discuss different methods and approaches of teaching Sanskrit in Secondary school.
3. Develop adequate skill in the use of various audio visual aids, useful in the teaching of Sanskrit.
4. Diagnose pupils difficulties and short comings in achievement of language skills and suggest remedies.
5. Use the techniques of evaluation in Sanskrit.

#### Unit - I:

- a. Place of the subject in school curriculum; An importance of the subject and cultural, historical, practical, technological etc.
- b. Co- relation of subject with other school subjects and disciplines.
- c. Aims and objectives of teaching the subject.
- d. Objectives of teaching the subject and their specifications.
- e. Objectives of teaching the subject as per syllabus of Maharashtra Board of Secondary & Higher Secondary Education.

#### Unit- II :

Study of following methods with reference to the contents at secondary level.

- a. Various methods of teaching the subject, brief acquaintance with the following historical methods :
  - i. Gurukul methods.
  - ii. Pathshala methods
  - iii. Dr. Bhandarkar Method
  - iv. Grammar and translation Method
  - v. P.T.
- b. Various models, methods and techniques in the teaching of subject.
  1. Direct method.
  2. Structural approaches applied to Sanskrit
  3. Inductive techniques of teaching grammar
  4. Models of Teaching as applicable to some topics in Sanskrit.

#### Unit - III:

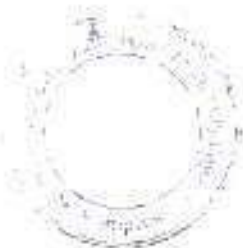
- a. Study of the prescribed courses of Secondary and higher secondary classes in the subject with reference to principles of curriculum construction.
- b. Criteria of a good text books of the subject. Critical study of the text book of the subject with respect to the above criteria. Teachers hand book - need and contents.

#### Unit - IV:

- a. Instructional aids in the subject. Their uses in classroom teaching in order to make the teaching of Sanskrit popular.
- b. Workbooks, need and contents
- c. Preparing an annual plan, Unit Plan, and daily by lesson plan
- d. Problem and difficulties in the teaching of subjects.

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Adhyapak Mahavidyalaya  
Kamptee.



**Unit - V:**

**Tools of evaluation- preparation and uses.**

- Construction of unit test in the subject and blue print.
- Other tools.
- Qualifications and essential qualities, professional; growth.
- Subject teacher association: need and programme.

**Unit- VI:**

- Co-curricular activities in the subject, importance, need and activities.
- The subject laboratories, its importance, needs, necessary equipments.
- Diagnostic and remedial teaching in the subject.
- Value oriented teaching.

**MODE OF TRANSACTION**

The course content transaction will include the following:

- Planned lectures infused with multimedia / power-point presentations.
- Small group discussion, panel interactions, seminars, group discussion, cooperative teaching and team teaching, selection of most favourable and suitable mode.

**Sessional Work in Sanskrit (Any Two)**

- Prepare / develop Blue print.
- Prepare / develop unit test.
- Prepare / develop CAI (Two lessons)
- Book Project.

**Reference Books :**

- Dr. Ramshankar Pandey : Sanskrit Shiksha
- Dr. Mrs. Pratibha Sudhir Pendke : Sanskrit Adhyapan

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Principal  
Smt. Kishorital Bhoyar  
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Kampoora.

## C-301 A: Pali

### Learning outcomes :

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

1. Describe the place of Pali as a source language of culture ,
2. Discuss the objectives of studying Pali in Secondary & Higher Secondary school.  
Develop the basic skills related with the subject.
3. Practice various methods and approaches of teaching Pali in Secondary & Higher Secondary school.
4. Develop adequate skills for development and use of various teaching aids in Pali.
5. Diagnose learner's difficulties and shortcomings in achievement of language skills and suggest remedies.
6. Use various techniques of evaluation of Pali language ability.
7. Develop interest and positive attitude towards the subject.

### Unit - I:

- a. Place and importance of Pali in school curriculum.
- b. Co- relation of Pali with other school subjects.
- c. Role of Pali in international intigration
- d. Aims and objectives of teaching Pali with particular reference to the objectives given in syllabus of Maharashtra Board of Secondary & Higher Secondary Education.
- e. Classroom objectives and specifications of teaching pali.

### Unit -II:

Study of following methods with reference to the contents at secondary level.

- a. Various methods of teaching the subject ;
- b. Grammar and translation methods.
- c. Source methods.
- d. The bilingual approach
- e. Project
- f. Problem solving.
- g. Various techniques in the teaching of subject.  
i. Narration. II. Illustration. III. Dramatisation. Iv. Question answers. v. Inductive and deductive technique of teaching grammar.

### Unit - III :

- a. Critical analysis of the prescribed text book for Secondary & Higher Secondary classes on the basis of - i. Criteria of good textbooks ii. Principles of curriculum construction.
- b. Content analysis of any two topic/ unit based on facts , concepts , principles and morals

### Unit - IV :

- a. Importance , preparation and use of instructional aids in teaching of Pali.  
Pictures charts OHP transparencies , film strips, slides , tape recorder , computer assisted instructions, program learning material, model.
- b. Use of dictionary and other reference books , use of internet
- c. Needs and importance of students workbooks, teachers handbook

### Unit V:

- a. Preparation of i. Annual plan ii. Unit plan iii. Lesson plan
- b. Problems and difficulties in the teaching of Pali.



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**Tools of evaluation : preparation and uses.**

- Construction of unit test in Pali.
- Other tools
- Interview, Questionnaire, checklist , rating scale, socialized procedures , achievement test , different type of questions – essay type, short answer and objective type. Kinds of objective type test , internal assessment .
- Pali teacher association essential qualities and their professional growth.
- B. Pali teacher association – need and programmes to be undertaken.

**Unit- VI:**

- Co-curricular activities in the subject, importance, need and activities .
- Language laboratories – need , importance organisation and essential equipment
- Language skills – listening , speaking, reading and writing. Importance and development of these skills.
- Diagnostic and remedial teaching in Pali .
- Value oriented teaching.
- Contribution of the following literary person in spreading and development of Pali literature.
- Acarya Buddhaghosh, AcaryaBaddhadatta,AcaryaDhammapal, AcaryaNagsen, Acarya Katyayan , and Moggalayan, BhadantAnandKaushallyayan.

**MODE OF TRANSACTION**

The course content transaction will include the following:

- Planned lectures infused with multimedia / power-point presentations.
- Small group discussion, panel interactions, seminars, group discussion, cooperative teaching and team teaching. selection of most favourable and suitable mode.

**Sessional Work in Pali (Any Two)**

- Preparation of annual plan for one class
- Preparation of unit plan of any one unit.
- Construction of unit test with blue print, its administration, analysis of the result and suggesting remedial measures.
- Preparation of one instructional material for teaching of Pali(CAI)
- To enlist the problems concerned with teaching of Pali and to prepare an action research project plan to solve the problem.
- A critical study of the textbook with reference to syllabus of Pali.(As per the Board).
- Content analysis of any two topics / unit based of fact concepts, principles and morals.

**Reference Books :**

- "PaliSahityaKalitibus", Hindi SahityaSammelan, Prayag :UpadhyayaBhamtsingh.
- "Pali Hindi Kosh" Dr.BhadantAnandKaushallyayan.
- PaliAdhyapanPaddhati"Dr. MaltiBodele

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## C-301 A: URDU

### Learning outcomes :

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

1. Discuss the importance of teaching Urdu in India
2. Justify the place of Urdu language in school curriculum.
3. Describe the aims and objectives of teaching Urdu language at Secondary and higher secondary stage.
4. Explain different methods and approaches of teaching Urdu
5. Use various skills of Urdu language.
6. Select appropriate teaching strategy for teaching of Urdu language.
7. Evaluate the text book of Urdu language.
8. Develop skills in preparation and use of different audio visual aids for teaching of Urdu language
9. Use various techniques of evaluation of Urdu language competency.

### Unit-I: Introduction of Urdu Education

- A. Urdu language – Nature Perspective
- B. Functional, Cultural, Literacy roles and its role in national integration.
- C. Objectives of Urdu teaching.
- D. The place & importance of Urdu language in school curriculum
- E. Formulation of General and Specific Objectives
- F. Eminent personalities in Urdu: Maulvi Abdul Haq, Munshi Prem Chand, Mirza Ghalib, Dr. Iqbal, M. Abulkalam Azad.

### Unit-II: Methods and Planning the Teaching Of Urdu

- A. Teaching Learning methods of Urdu language.
- B. Techniques of teaching of Urdu language.
- C. Meaning of planning, importance of planning
- D. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan
- E. Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing achiever.
- F. Co-curricular activities in the subject-importance, need and organisation.

### Unit-III: Evaluation and Subject Analysis

- A. Construction of Unit test.
- B. CCE, its procedure, assessment formats (FA, SA) and practices for urdu learning in schools.
- C. CCE based reporting (scholastic and co-scholastic) and role of the Urdu teacher in developing linkages amongst child, school, Urdu curriculum and community. Concept of PSA (Problem Solving ability) and OTBA (open Text based assessment)
- D. Curriculum and syllabus – concept and types
- E. Content Analysis and text Book Analysis

### Unit-IV: Learning Resources

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- A. Concept, need and importance of learning resources
- B. Traditional learning resources; their merits and demerits (Handbook, Workbooks)
- C. Technological based learning resources; their merits and demerits.
- D. Aspects of Linguistic Behaviour: Language as a rule-governed behavior and linguistic variability; Pronunciation linguistic diversity, its impact on Urdu, pedagogical implication.

#### Unit-V: Language Skills

- A. Need and importance of study skills
- B. Categorization of Language skills
  - Reading skill
  - Speaking skill
  - Listening skills
  - Writing skill
- C. Linguistic System: Basic concept in phonology, morphology, syntax and semantics; Discourse.

#### Unit-VI: Language Teacher

- A. Qualities of effective Urdu teacher, disposition and attitude.
- B. Importance of in-service training programs/ Conferences/ Seminars/ Workshops for Professional Growth of Urdu teacher.
- C. Importance of agencies for Professional growth of language teacher: NCERT, SCERT, DIET.

#### MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favourable and suitable mode.

#### SESSIONAL WORK:

- \* Test: best one out of two unit tests
- \* Assignment: Anytwoof the following:
  - Development of Power point based Lesson plan on different approaches

OR

  - Development of instructional materials ICT Based: Linear, branching and authentic Programming

AND

  - Development of appropriate teaching learning materials for teaching different contents of Urdu language
  - Collection of theme based essays, poems, plays, source materials
  - Assignments and their presentation on prescribed topics
  - Constructing objective based test items of different types

#### References:

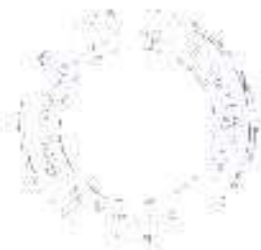
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- Abul Gaffar Madhohi Urdu Sikhane Ka Jamia Tareeqa.
- Ahmad Hussain, Tadrees Urdu
- Ahsan Siddiqui, Fune Taleem.
- Dr. Jameel Urdu Atab Ki Tareeqah.
- Dr. Mohd. Ikrom Khan, Mashqai Tadrees Kyon Aur Kaise- Maktabe Jamia Malia, Delhi.
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- Meimuddin, Tadrees-i-Urdu -, (For B.Ed).
- Meimuddin, Hum Urdu Kaise Padhaen - Maktaba Jamia, Delhi.
- Muulvi Saleem Urdu Kaise Padhaen - Charan Book Depot, Delhi.
- Padhane Ka Moza-Murid Wasi N.C.E.R.T., New Delhi.
- Salamatajallah. Ham Kaise Padhaen -

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## C301/C302 D: SCIENCE AND SOCIAL SCIENCES

### C301/C302 D: BIOLOGY

#### Learning outcomes :

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

1. Discuss the Place and importance of Biological science in teaching and curriculum.
2. Describe concepts and principles of Biological Science.
3. Select appropriate methods to teach Biological Science.
4. Explain the concepts, Approaches, Strategies and Techniques of teaching biological science.
5. Acquire adequate skills required for effective teaching of Biological Science at secondary and higher secondary level.
6. Develop the skills in preparation and use of different audio visual aids which are useful in the teaching of Biological Science.
7. Prepare teaching plan, unit plan, annual plan for teaching Biological sciences.
8. Organise different co-curricular activities for teaching Biological sciences.

#### Unit I: Biological Science Curriculum

- A. Place and importance of the subject Biological sciences in school curriculum.
- B. Aims and objectives of teaching Biological sciences as given in the Maharashtra state board of secondary and higher secondary education syllabus.
- C. Class-room objectives and their specifications of teaching the Biological sciences.
- D. Bloom's taxonomy of educational objectives, learning experiences for achieving specified behavioral outcomes.
- E. Globalization and Biological sciences; Professions in the area of biological sciences.
- F. Contribution of eminent scientists in the development of the Biological sciences Darwin, Mendel, Louis Pasteur, Hargovind Khurana, and J. C. Bose.

#### Unit – II: Pedagogy of Biological Science Teaching

- A. Concepts of Approaches Strategies and Techniques:
  - Inductive-Deductive
  - Constructivist Approach
- B. Various methods of teaching of Biological sciences:
  - 1) Laboratory; 2) Heuristic; 3) Project;
  - 4) Analytical and Synthetic; 5) Problem solving.
- C. Strategies:
  - 1) Giving examples accompanied by a reason, comparing and contrasting, giving counter examples, discovering or exploring various options for solving the problems, formulation of conjecture and generalizations through several illustrations home assignment, self study, supervised study.
  - 2) Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing achiever.

#### Unit – III: Curriculum Transaction

- A. Teaching of Biological Sciences: Concept and Principle
- B. Preparation of Year plan, unit plan and lesson plan
- C. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Secondary Board for biological science.

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#### Unit-IV: Co-curricular activities and Teaching Aids

- A. Co-curricular activities in Biological sciences: its need, importance and organization  
i) Field trip, ii) Science club, iii) Science museums, iv) Science fair.
- B. Biological sciences laboratory: need, importance, organization, essential equipment.
- C. Teaching aids: concept, importance and use of blackboard, charts, models, slides, film strips, OHP, TV, LCD - projector.

#### Unit-V: Text Book and Biological Science Teacher

- A. Criteria of a good text - book, critical study of the text-book of Biological Science.
- B. Need and contents of teacher's - hand book, students work-book in biological sciences
- C. Biological science Teacher: essential good qualities, professional growth, and biological science teachers association. Qualities, professional growth
- D. Position paper on "Teaching of science" by NCERT (2006)

#### Unit-VI: Assessment of learner

- A. Purpose of Biological Science evaluation. Assessment based Evaluation in Biological Science.
- B. Construction of a unit-test along with blue print.
- C. Preparation and use of other tools of evaluation in Biological sciences.
- D. Diagnostic and remedial teaching in Biological sciences
- E. CCE, its procedure, assessment formats (FA, SA) and practices for Biological Science learning in schools.
- F. CCE based reporting (scholastic and co-scholastic) and role of the Biological Science teacher in developing linkages amongst child, school, Biological Science curriculum and community. Concept of PSA (Problem Solving ability) and OTBA (open Text based assessment)

#### MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favourable and suitable mode.

#### SESSIONAL WORK:

\* Test: best one out of two unit tests

\* Assignment: Anytwo of the following:

- Development of Power point based Lesson plan on different approaches

OR

- Development of instructional materials ICT Based: Linear, branching and mathematical Programming

AND

- Development of appropriate teaching learning materials for teaching different contents.
- Collection of source materials
- Assignments and their presentation on prescribed topics.
- Constructing objective based test items of different types.

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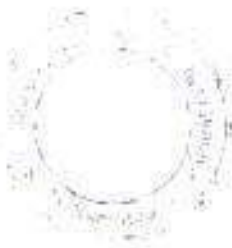




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- हवीनप्रमाकर:शास्त्रअध्यापन

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## C301/C302D: MATHEMATICS

### Learning outcomes:

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

1. Discover the Place and importance of Mathematics in teaching and curriculum.
2. Analyse the concepts and principles of Mathematics and select appropriate methods to teach Mathematics.
3. Verify the concepts, Approaches, Strategies and Techniques.
4. Illustrate the planning of teaching mathematics.

### Unit-I: Mathematics Curriculum

- A. Place and importance of the subject Mathematics in school curriculum.
- B. Aims and objectives of teaching Mathematics as given in the Maharashtra state board of secondary and higher secondary education syllabus.
- C. Class-room objectives and their specifications of teaching the Mathematics.
- D. Bloom's taxonomy of educational objectives, learning experiences for achieving specified behavioral outcomes.
- E. Globalization and Mathematics; Professions in the area of Mathematics.
- F. Contribution of eminent scientists in the development of the Mathematics  
Bhaskaracharya, Aryabhata, Ramanujan, Shakuntala Devi and Euclid, Pythagorus and Rene Descarte.

### Unit-II: Pedagogy of Mathematics Teaching

- A. Concepts of Approaches Strategies and Techniques:
  - Inductive-Deductive
  - Constructivist Approach
- B. Various methods of teaching of Mathematics:  
1) Laboratory; 2) Heuristic; 3) Project;  
4) Analytical and Synthetic 5) Problem solving.
- C. Strategies:
  - a. Giving examples accompanied by a reason, comparing and contrasting, giving counter examples, problem posing and solving, discovering or exploring various options for solving the problems, formulation of conjecture and generalizations through several illustrations oral work, written work, drill work, home assignment, self-study, supervised study.
  - b. Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing achiever.

### Unit-III: Curriculum Transaction

- A. Teaching of Mathematic: Concept and principle and vedic maths
- B. Preparation of Year plan, unit plan and lesson plan
- C. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Secondary Board for Mathematics.

### Unit-IV: Co-curricular activities and Teaching Aids

- A. Co-curricular activities in Mathematics: its need, importance and organization –  
i) Field trip, ii) Science club, iii) Science museums, iv) Science fair.
- B. Mathematics laboratory: need, importance, organization, essential equipment.
- C. Teaching aids: concept, importance and use of blackboard, charts, models, slides, film strips, OHP, TV, LCD-projector.

### Unit-V: Text Book and Mathematics Teacher



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- A. Criteria of a good text book, critical study of the text book of Mathematics.
- B. Need and contents of teacher's – hand book, students work-book in Mathematics
- C. Mathematics Teacher: essential good qualities, professional growth, and Mathematics teachers association.
- D. Position paper on "Teaching of Mathematics" by NCIERT (2036)

**Unit-VI: Assessment of learner**

- A. Purpose of Mathematics evaluation. Assessment based evaluation in Mathematics.
- B. Construction of a unit test along with blue print.
- C. Preparation and use of other tools of evaluation in Mathematics
- D. Diagnostic and remedial teaching in Mathematics.
- E. CCE: its procedure, assessment formats (FA, SA) and practices for Mathematics learning in schools.
- F. CCE based reporting (scholastic and co-scholastic) and role of the Mathematics teacher in developing linkages amongst child, school, Mathematics curriculum and community, Concept of PSA (Problem Solving ability) and OIBA ( open Text based assessment)

**MODE OF TRANSACTION:**

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favourable and suitable mode.

**SESSIONAL WORK:**

\* Test: best one out of two unit tests

\* Assignment: Anytwo of the following:

- Development of Power point based Lesson plan on different approaches
- OR
- Development of instructional materials ICT Based: Linear, branching and mathletic Programming
- AND
- Students will visit the school organize a mathematics exhibition and poster presentation of scientific concepts.
- Students will visit the school and identify various components in mathematics laboratory and other related activities
- Preparation of Teaching aids: Preparation of low cost and no cost learning teaching aids on any topic.
- Identification of problems and conduct action research.

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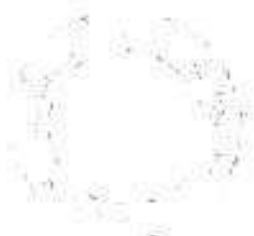
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## C301/C302 D:GEOGRAPHY

### Learning outcomes

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

1. Recognize the nature and structure of Geography.
2. List the objectives of teaching Geography at Secondary schools.
3. Justify the importance of teaching Geography at the secondary School level.
4. Choose the methods, and approaches for organizing Geography curriculum.
5. Generate skills to organize Geography curriculum.
6. Explain the need for different types of planning needed in the Geography instruction.
7. Discover the various evaluation techniques in Geography.

### Unit-I: Geography Subject & its Correlation with other subjects

- A. Meaning, Nature and Importance of Geography as a subject
- B. Scope of Geography in School curriculum
- C. Objectives of teaching Geography at secondary stage.
- D. Correlation - Concept, Importance
- E. Correlation of Geography subject with other school subjects.

### Unit-II: Methods and Planning The Teaching of Geography

- A. Teaching methods of Geography.
- B. Techniques of teaching of Geography
- C. Meaning of planning, importance of planning
- D. Types of planning. (i) year plan (ii) unit plan (iii) individual lesson plan
- E. Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing deliver.

### Unit-III: Evaluation and Subject Analysis

- A. Construction of Unit test.
- B. CCE, its procedure, assessment formats (FA, SA) and practices for Geography learning in schools.
- C. CCE based reporting (scholastic and co-scholastic) and role of the Geography teacher in developing linkages amongst child, school, Geography curriculum and community. Concept of PSA (Problem Solving ability) and OTBA (open Text based assessment)
- D. Curriculum and syllabus - concept and types
- E. Content Analysis and text Book Analysis

### Unit-IV: Co-curricular activities and Teaching Aids

- A. Co-curricular activities in Geography: its need, importance and organization -
- B. Field Trip: Importance, procedure & Role of Teacher
- C. Teaching aids: concept, importance and use of blackboard, charts, models, slides, film strips, OHP, TV, LCD projector.

### Unit-V: Learning Resources

- A. Concept, need and importance of learning resources
- B. Technological based learning resources: their merits and demerits
- C. Criteria of a good text - book, critical study of the text-book of Geography.
- D. Need, contents, merits and demerits of teacher's hand book, students work-book in Geography
- E. Position paper on "Teaching of social science" by NCERT (2006)



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#### Unit-VI: Geography Teacher

- A. Qualities of effective Geography teacher, disposition and attitude.
- B. Importance of in-service training programs/ Conferences/ Seminars/ Workshops for Professional Growth of Geography teacher
- C. Importance of agencies for Professional growth of Geography teacher: NCERT, SCERT, etc.

#### MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode

#### SESSIONAL WORK:

\* Test: best one out of two unit tests

\* Assignment: Anytwo of the following:

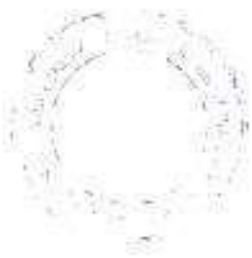
- Development of Power point based Lesson plan on different approaches  
OR
- Development of instructional materials ICT Based: Linear, branching and arithmetic Programming  
AND
- Students will analyze Geography text books of different boards like Maharashtra state board and CBSE boards.
- Students will analyze the content organization in the Geography curriculum.
- Students will do the content analysis and write the general and specific objectives for different contents.
- Students will prepare lesson plans using different approaches and methods of teaching.
- Students will prepare plans for Geography laboratory, field trips and other activities.

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## C301/C302 C: PHYSICS

### Learning outcomes

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

1. Recognise the Place and importance of Physical Sciences in teaching and curriculum.
2. Associate concepts and principles of Physical Sciences and select appropriate methods to teach Physical Sciences.
3. Discuss concepts, Approaches, Strategies and Techniques.
4. Organise planning of teaching Physical Sciences.

### Unit I: Physical Science Curriculum

- A. Place and importance of the subject Physical Science in school curriculum.
- B. Aims and objectives of teaching Sciences as given in the Maharashtra state board of secondary and higher secondary education syllabus.
- C. Class-room objectives and their specifications of teaching the Physical sciences.
- D. Bloom's taxonomy of educational objectives, learning experiences for achieving specified behavioral outcomes.
- E. Globalization and Physical sciences; Professions in the area of Physical science.
- F. Contribution of eminent scientists in the development of the Physical Science Archimedes, Galileo, Newton, Raman, and Homi Bhabha, Boyle, Rutherford, Mendelief, Madam Curie, Prafulchandra Ray.

### Unit II: Pedagogy of Physical Science Teaching

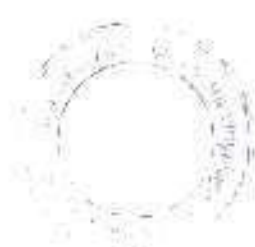
- A. Concepts of Approaches Strategies and Techniques:
  - Inductive-Deductive
  - Constructivist Approach
- B. Various methods of teaching of Physical Science sciences:
  - 1) Laboratory
  - 2) Heuristic
  - 3) Project
  - 4) Analytical and Synthetic
  - 5) Problem solving.
- C. Strategies:
  - Giving examples accompanied by a reason, comparing and contrasting, giving counter-examples, discovering or exploring various options for solving the problems, formulation of conjecture and generalizations through several illustrations home-assignment, self study, supervised study.
  - Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing believer.

### Unit-III: Curriculum Transaction

- A. Teaching of Physical Science: Concept and Principle
- B. Preparation of Year plan, unit plan and lesson plan
- C. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Secondary Board for Physical Sciences.

### Unit-IV: Co-curricular activities and Teaching Aids

- A. Co-curricular activities in Physical sciences: Its need, importance and organization
  - i) Field trip, ii) Science club, iii) Science museums, iv) Science fair.
- B. Physical sciences laboratory: need, importance, organization, essential equipment.
- C. Teaching aids: concept, importance and use of blackboard, charts, models, slides, film strips, OHP, TV, LCD -projector.



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#### Unit-V: Text Book and Physical Science Teacher

- A. Criteria of a good text – book, critical study of the text-book of Physical science
- B. Need and contents of teacher's – hand book, students work-book in Physical sciences
- C. Physical science Teacher: essential good qualities, professional growth, and Physical science teachers association.
- D. Position paper on "Teaching of science" by NCERT (2006).

#### Unit-VI: Assessment of learner

- A. Purpose of Physical Science evaluation, Assessment based Evaluation in Physical Science
- B. Construction of a unit-test along with blue print.
- C. Preparation and use of other tools of evaluation in Physical sciences.
- D. Diagnostic and remedial teaching in Physical sciences
- E. CCE, its procedure, assessment formats (FA, SA) and practices for Physical Science learning in schools.
- F. CCE based reporting (scholastic and co-scholastic) and role of the Physical Science teacher in developing linkages amongst child, school, Physical Science curriculum and community. Concept of PSA (Problem Solving ability) and OTBA (open Text based assessment)

#### MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favourable and suitable mode.

#### SESSIONAL WORK:

\* Test: best one out of two unit tests

\* Assignment: Any two of the following:

- Development of Power point based Lesson plan on different approaches
- OR
- Development of instructional materials ICT Based: Linear, branching and arithmetic Programming
- AND
- Development of appropriate teaching learning materials for teaching different contents.
  - Collection of source materials
  - Assignments and their presentation on prescribed topics.
  - Constructing objective based test items of different types.

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## C301/C302 C: Chemistry

### Learning outcomes

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

1. Familiar with the objectives of teaching Chemistry.
2. Analyse the syllabus in Chemistry.
3. Assess various methods and techniques of teaching Chemistry effectively and efficiently.
4. Identify adequate skills in the preparation and use of suitable teaching aids in Chemistry.
5. Organise co-curricular activities in Chemistry.
6. Select, prepare and use appropriate tools of evaluation in Chemistry.
7. Interpret the results of various tools in Chemistry.

### Unit - I

- a. Place and importance of Chemistry in the school curriculum.
- b. Correlation of Chemistry with other school subjects and the environment.
- c. Aims and objectives of teaching Chemistry with particular reference to the objectives given in the syllabus of the Maharashtra Board.
- d. Class room objectives and specifications of teaching Chemistry.

### Unit - II

- a. Various methods of teaching Chemistry.  
1. Lecture, 2. Demonstration, 3. Laboratory, 4. Heuristic, 5. Project, 6. Analytical and Synthetic, 7. Inductive and Deductive, 8. Problem solving or assignment.
- b. Various useful techniques in teaching Chemistry.

### Unit - III

- a. Study of the prescribed courses in Chemistry for Secondary and Higher Secondary of Maharashtra Board with reference to principles of curriculum.
- b. Criteria of a good text book, critical study of the text books prescribed for secondary and higher secondary classes.

### Unit - IV

- a. Instructional aids in Chemistry. Their importance and use in day-to-day classroom teaching.
- b. Need and contents of work-book for students, teachers hand-books and laboratory manual in Chemistry.

### Unit - V

- a. Preparation of: 1. Annual plan, 2. Unit Plan, 3 Lesson plan of Chemistry.
- b. Problems and difficulties in day-to-day teaching of chemistry.
- c. Construction of unit test in Chemistry.
- d. Preparation and use of various tools of evaluation in Chemistry.

### Unit - VI

- a. Science teacher - his requisite qualifications, qualities, professional growth.
- b. Science teachers association-their need and programme undertaken.
- c. Co-curricular activities in Chemistry-their need, importance and organisation.
- d. Chemistry laboratories - need, importance, organisation, essential equipment.

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- e. Diagnostic and remedial teaching in Chemistry.
- f. Contribution of the following scientists in the development of Chemistry. Boyle, Mendeleev, Avogadro, Madam Curie.

#### MODE OF TRANSACTION

The course content transaction will include the following:

- Planned lectures infused with multimedia / power-point presentations.
- Small group discussion, panel interactions, seminars, group discussion, cooperative teaching and learn-teaching, selection of most favourable and suitable mode.

#### SESSIONAL WORK

- Prepare / Develop Blue Print
- Prepare / Develop Unit Test
- Prepare / Develop CAI (two lessons)
- Book Project

#### REFERENCE BOOK

1. Methodology and Teaching Science: Mrs. Devyani Shinde, Urban Art Publication, Divn Hyderabad.
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## C301/C302 B:ECONOMICS

### Learning outcomes

- After taking this course, the student will be able to:
1. Relate economics subject and its correlation with other subjects.
  2. Interpret different types of planning for teaching
  3. Summarise the importance of content analysis
  4. Classify different methods for teaching of Economics
  5. Demonstrate different techniques in teaching of Economics
  6. Perform evaluation technique in Economics

### Unit-I: Economics Subject & its Correlation with other subjects

- A. Meaning, Nature and Importance of Economics as a subject
- B. Scope of Economics in School curriculum
- C. Objectives of teaching Economics at secondary stage.
- D. Correlation - Concept, Importance
- E. Correlation of Economics subject with other school subjects.

### Unit-II: Methods and Planning The Teaching of Economics

- A. Teaching methods of Economics.
- B. Techniques of teaching of Economics
- C. Meaning of planning, importance of planning
- D. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan
- E. Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing achiever.

### Unit-III: Evaluation and Subject Analysis

- A. Construction of Unit test.
- B. CCE, its procedure, assessment formats (FA, SA) and practices for Economics learning in schools.
- C. CCE based reporting (scholastic and co-scholastic) and role of the Economics teacher in developing linkages amongst child, school, Economic curriculum and community. Concept of PSA (Problem Solving ability) and OTBA ( open Text based assessment)
- D. Curriculum and syllabus - concept and types
- E. Content Analysis and text Book Analysis

### Unit-IV: Co-curricular activities and Teaching Aids

- A. Co-curricular activities in Economics: its need, importance and organization -
- B. Field Trip: Importance, procedure & Role of Teacher
- C. Teaching aids: concept, importance and use of blackboard, charts, models, slides, film strips, OHP, TV, LCD -projector.

### Unit-V: LEARNING RESOURCES

- A. Concept, need and importance of learning resources
- B. Technological based learning resources; their merits and demerits.
- C. Criteria of a good text - book, critical study of the text-book of Economics.
- D. Need, contents, merits and demerits of teacher's - hand book, students work-book in Economics
- E. Position paper on "Teaching of Social science" by NCERT (2006)



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#### UNIT-VI: ECONOMICSTEACHER

- A. Qualities of effective Economics teacher, disposition and attitude.
- B. Importance of in-service training programs/ Conferences/ Seminars/ Workshops for Professional Growth of Economics teacher
- C. Importance of agencies for Professional growth of Economics teacher: NCTE, SCERT, etc.

#### MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favourable and suitable mode.

#### SESSIONAL WORK:

\* Test: best one out of two unit tests

\* Assignment: Any two of the following.

- Development of Power point based Lesson plan on different approaches

OR

- Development of instructional materials ICT Based: Linear, branching and mathetic Programming

AND

- Group work on the preparation of lesson plans in Economics
- Group work on content Analysis.
- Preparation on different types of Assignment in Economics
- Conducting Seminar in Economics Class.
- Preparation of different list of Community Resources which can be used for teaching of Economics
- Critical Analysis of Economics Text Book.
- Conducting sample surveys
- Preparation of Blue Print and Question Paper in Economics subject

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## C301/C302 B: HISTORY

### Learning outcomes

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

1. Judge the nature and structure of History.
2. Identify the objectives of teaching History at Secondary schools.
3. Point out importance of teaching History at the secondary School level.
4. Compare methods, and approaches for organizing History curriculum.
5. Analyses skills to organize History curriculum.
6. Discuss the need for different types of planning needed in the History instruction.
7. Criticize various evaluation techniques in History.

### Unit-I: History Subject & its Correlation with other subjects

- A. Meaning, Nature and Importance of History as a subject
- B. Scope of History in School curriculum
- C. Objectives of teaching History at secondary stage.
- D. Correlation - Concept, Importance
- E. Correlation of History subject with other school subjects.

### Unit-II: Methods and Planning the Teaching of History

- A. Teaching methods of History.
- B. Techniques of teaching of History
- C. Meaning of planning, importance of planning
- D. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan
- E. Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing achiever.

### Unit-III: Evaluation and Subject Analysis

- A. Construction of Unit test.
- B. CCE, its procedure, assessment formats (PA, SA) and practices for History learning in schools.
- C. CCE based reporting (scholastic and co-scholastic) and role of the History teacher in developing linkages amongst child, school, history curriculum and community. Concept of PSA (Problem Solving ability) and OTBA (open Text based assessment)
- D. Curriculum and syllabus – concept and types
- E. Content Analysis and text Book Analysis.

### Unit-IV: Co-curricular activities and Teaching Aids

- A. Co-curricular activities in History: its need, importance and organization -
- B. Field Trip: Importance, procedure & Role of teacher
- C. Teaching aids: concept, importance and use of blackboard, charts, models, slides, film strips, OHP, TV, LCD-projector.

### Unit -V: Learning Resources

- A. Concept, need and importance of learning resources
- B. Technological based learning resources; their merits and demerits.
- C. Criteria of a good text book, critical study of the text-book of History.
- D. Need, contents, merits and demerits of teacher's - hand book, students work-book in History

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- E. Position paper on "Teaching of social science" by NCERT (2006)

**Unit-VI: History Teacher**

- A. Qualities of effective History teacher, disposition and attitude.  
B. Importance of in-service training programs/ Conferences/ Seminars/ Workshops for Professional Growth of History teacher  
C. Importance of agencies for Professional growth of History teacher. NCERT, SCERT, etc.

**MODE OF TRANSACTION:**

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team-teaching, selection of most favourable and suitable mode.

**SESSIONAL WORK:**

\* Test: best one out of two unit tests

\* Assignment: Anytwo of the following:

- Development of Power point based Lesson plan on different approaches

(OR)

- Development of instructional materials ICT Based: Linear, branching and pathetic Programming

AND

- Students will analyze History text books of different boards like Maharashtra state board and CBSE boards.
- Students will analyze the content organization in the History curriculum.
- Students will do the content analysis and write the general and specific objectives for different contents.
- Students will prepare lesson plans using different approaches and methods of teaching.
- Students will prepare plans for History field trips and other activities.

**References:**

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- मल्कीमा श्री - इतिहासाचे अध्यापन
- वेदरकरकृ. द. - इतिहासाचे अध्यापनाच्या दिशा पुणे: निळकंठ प्रकाशन
- घाटे वि. द. - इतिहासशास्त्र आणि कला
- शिवारीति. ह. (१९८७) - इतिहासाचे अध्यापन, पुणे: नूतन प्रकाशन

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- घाटेवि.द. (१९५८) - इतिहासाचे अध्यापन, पुणे: देशमुखप्रकाशन
- दुनाखेअखिलेद (२०००) - इतिहासाचे अध्यापन, पुणे: नूतनप्रकाशन
- पत्कीमा श्री (१९८०) - इतिहासाचे अध्यापन पद्धतीवत्तव; औरंगाबाद: मिलिंदप्रकाशन
- ठिगळेएस. एस. (१९७१) - इतिहासकसाशिकवाचा, अहमदनगर: सुहासप्रकाशन

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C301/C302 E: MUSIC

**Learning outcomes**

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

1. Identify the place of Music in the Secondary School curriculum.
2. Interpret different methods of learning music.
3. Choose adequate skills in the use of various teaching aids in Music.
4. Discover difficulties and defects in achievement of Music skills.
5. Choose the technique of evolution in Music.
6. Organize and supervise music related, activities.
7. Discuss the role of music in social, economic, cultural, technological life.

**Unit-I**

- a. Development of music as an independent subject.
- b. Contribution of eminent musicians for this development.
- c. The place and scope of music in Secondary School curriculum.
- d. Importance of music in Secondary Schools and its relation with other subject.
- e. Objective of teaching music at Secondary levels.

**Unit-II**

**Study of the following methods with reference to the contents at secondary level-**

- a) Various methods of teaching music for theory of Indian Music, Lecture, Demonstration, Discussion, Projects etc.
- b) Practical Demonstration, Drill method.

**Unit-III**

- a) Learning experiences through different agencies of education, formal and informal.
- b) Preparation of instructional material for teaching music.
- c) Teaching aids and devices : Model charts, Films/Strips, Radio, T.V., Tape Recorder, Magazines.
- d) Setting up of a music room with necessary equipment.

**Unit-IV**

**Preparation of Annual plan the unit plan and daily lesson plan**

- a) Preparation and criteria of framing syllabus for music.
- b) Criteria of a good text book in music and study of present text book, Work books and reference books.
- c) Evaluation procedures-diagnostic and remedial teaching, Test procedures, Knowledge of achievement test and unit tests.

**Unit-V**

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- a) Co-curricular activities useful in the teaching of music
- b) Importance and practice of different types of songs.  
National songs, Folk songs, Prayers, Marching Songs.

#### Unit-VI

Qualities of a good music teacher, His professional Equipments the place of voice culture; etc. for his professional growth.

*Practical / Assignment (Any one of the following)*

- 1) Prepare / Develop Blue Print
- 2) Prepare / Develop Unit Test
- 3) Prepare / Develop CAI (two lessons)
- 4) Book Project.

#### Book recommended :

1. G. E. Ramde : Hindustani Music.
2. P. Samba Moorthy : the Teaching of Music
3. Scottish Education Dept. : Music in Secondary School
4. UNESCO: Music in Education.
5. Indian New Delhi : Music Journal.
6. Basic Concepts in Music Education : 57<sup>th</sup> Year Book of the National Society for the Study of Education, U.S.A.

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## CP 301/302 E: HOME SCIENCE

### Learning outcomes

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

1. Explain the place of the Home Science in the Secondary School syllabus.
2. Familiarize the students with laboratories in various areas of Home Science
3. Point out different methods of learning Home Science.
4. Choose adequate skills in the use of various teaching aids in Home science

### Unit - I

- a. Place and importance of Home-Science in School Curriculum
- b. Co-relation of Home-science with other school subjects such as History, Geography, Civics, Economics, Maths and General Science.

### Unit - II

- a. Aims and objectives of teaching Home Science such as utilitarian aims, the intellectual aims, the social aims, the National aim and Practical aim, to develop good work habits to develop democratic citizenship creation of proper attitude.
- b. Class room objectives and their specifications of Home-Science such as knowledge, Understanding, Application of knowledge skill, attitude, Personality trait, interest, Appreciation.

### Unit - III Study of the following methods with reference to the contents at secondary test

- a. Various method of teaching Home-Science-Demonstration Method, Laboratory Method, Problem-solving and project method, field trips, Lecture method, Heuristics method, group work.
- b. Various useful techniques in teaching Home Science. Observation and imitation, Oral and written, Drill review and supervised study, Self Study including programmed instruction, team teaching, micro teaching.

### Unit - IV

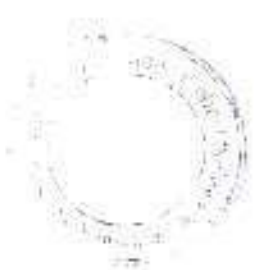
- a. Study of the prescribed courses from Secondary and Higher Secondary classes in Home Sciences with references to Principles of curriculum such as child centeredness, elasticity and variety, community centeredness, integration and unit approach, Creativity, Conservation, activity Principle of forward look. Recent Trends in curriculum construction.
- b. Critical study of Text book of Home Science with respect of criteria of good Text books of Home Science.
- c. Student's Work books, teachers hand outs, its need and content.

### Unit - V

- a. Instructional aids in Home Science such as picture, display boards, photographs, charts, diagrams, graphs, posters, flash cards, cartoons, specimen, television, slides, models, radio, film strip, projector, other instructional material, its importance and their use in class room.
- b. Students teaching work books, teaching handbooks, its need and contains
- c. Preparing Annual plan, unit plan, lesson plan in Home Science.
- d. Problems and difficulties in the teaching of Home Science.

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#### Unit VI

- a. Subject teacher qualifications, essential qualities, professional growth, subject teacher associations, need and importance.
- b. Co-curricular activities in Home-Science.
  1. Fair and exhibition.
  2. Home science committee
  3. Home work
  4. Field trips and excursions, its importance and need organisation of these activities.
- c. Subject rooms / labs – its importance and need of essential equipment.
- d. Diagnostic and remedial teaching in Home Science.
- e. Including values through teaching of Home Science.

#### MODE OF TRANSACTION

The course content transaction will include the following:

- Planned lectures infused with multimedia / power-point presentations.
- Small group discussion, panel interactions, seminars, group discussion, cooperative teaching and team teaching, selection of most favourable and suitable mode.

#### SESSIONAL WORK

- Prepare / Develop Blue Print
- Prepare / Develop Unit Test
- Prepare / Develop CAI (two lessons)
- Book Project

#### REFERENCE BOOK

1. Alkinson Elizabeth – Teaching of Domestic Science.
2. DEPSE-Teaching Home Science in Secondary schools (NCERT)
3. Vaishnav R. & Parashar G.S. : Computer Aided Instructional Design in Education, Kitabi Duniya, New Delhi (2010)
4. Vaishnav R. : Learner Controlled Instruction, Lambert Academic Publishing Deutschland, Germany 2013.

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C301/C302 E: COMMERCE

**Learning outcomes**

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

1. Explain commerce subject and its correlation with other subjects.
2. Aware about different types of planning for teaching
3. Demonstrate the different methods for teaching of Commerce
4. Compare different techniques in teaching of commerce
5. Summarize importance of evaluation commerce

**Unit-I: Commerce Subject & its Correlation with other subjects**

- A. Meaning, Nature and Importance of Commerce as a subject
- B. Scope of Commerce in School curriculum
- C. Objectives of teaching Commerce at higher secondary stage
- D. Correlation - Concept, Importance & Types
- E. Correlation of Commerce subject with other school subjects.

**Unit-II: Methods and Planning the Teaching Of Commerce**

- A. Teaching Learning methods of Commerce.
- B. Techniques of teaching of Commerce
- C. Meaning of planning, importance of planning
- D. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan
- F. Teaching Skill: Introduction, Explanation, Probing question, Stimulus Variation and Closing achiever.

**Unit-III: Evaluation and Subject Analysis**

- A. Purpose of commerce evaluation. Assessment based Evaluation in commerce
- B. Construction of Unit test.
- C. CCE: its procedure, assessment formats (PA, SA) and practices for Commerce learning in schools.
- D. CCE based reporting (scholastic and co-scholastic) and role of the Commerce teacher in developing linkages amongst child, school, Commerce curriculum and community. Concept of PSA (Problem Solving ability) and OTBA ( open Text based assessment)
- E. Curriculum and syllabus – concept and types

**Unit-IV: Co-curricular activities and Teaching Aids**

- A. Co-curricular activities in Commerce: its need, importance and organization
- B. Need, Importance, Activities and Role of teacher of Commerce Club
- C. Teaching aids: concept, importance and use of blackboard, charts, models, slides, film strips, OHP, TV, LCD -projector.

**Unit -V: Learning Resources**

- A. Concept, need and importance of learning resources
- B. Technological based learning resources; their merits and demerits.
- C. Criteria of a good text – book, critical study of the text-book of commerce.
- D. Need, contents, merits and demerits of teacher's – hand book, students work-book in commerce
- F. Commerce teachers association.

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#### Unit-VI: Commerce Teacher

- A. Qualities of effective Commerce teacher, disposition and attitude.
- B. Importance of in-service training programs/ Conferences/ Seminars/ Workshops for Professional Growth of Commerce teacher
- C. Importance of agencies for Professional growth of Commerce teacher: NCERT, SCERT, etc.

#### MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favourable and suitable mode.

#### SESSIONAL WORK:

\* Test: best one out of two unit tests

\* Assignment: Any two of the following:

- Development of Power point based Lesson plan on different approaches  
OR
- Development of instructional materials ICT Based: Linear, branching and mathematic Programming

AND

- Development of appropriate teaching learning materials for teaching different contents.
- Assignments and their presentation on prescribed topics.
- Constructing objective based test items of different types.
- Prepare a list of activities to be undertaken in commerce club
- Create a commerce club in higher secondary and implement some activities under it.
- Preparation of Blue Print and Question Paper in commerce subject.
- Organise some commercial activities in schools or in your department and prepare a report on the same.

#### References:

- Aggarwal, J.C.(2010). Teaching of Commerce: Vikas Publications house Pvt. Ltd New Delhi
- Bhaskara Rao, Digumarti, (2004) Methods of Teaching Commerce: Discovery Publishing House, New Delhi.
- Lulla B.P. (1990). Teaching Commerce in Secondary Schools: M.S.U., Baroda.
- P.C. Segwalkar & Sarlekar (2000): The structure of Commerce. Kitab Mahal, Allahabad
- Rao, S. Teaching Commerce in Multipurpose Secondary Schools.
- Rao, S. (1995). Teaching of Commerce, New Delhi: Publications Pvt. Ltd
- Seema Rao., (2004). Teaching of Commerce: Anmol Publications Pvt. Ltd., New Delhi.
- Umesh, rana A (2009). Methodology of Commerce Education: Tazdon Publications, New Delhi
- सभसेना, उदयगौर-वाणिज्यशिक्षण
- सिंग, इकवाल-वाणिज्यका अध्यापन
- गाजरे, जानकर-वाणिज्य अध्यापन पद्धती, पुणे: नूतन प्रकाशन.
- गोयल एम. एल. -वाणिज्य शिक्षण, सहायक: संदीप प्रकाशन
- सिंह राजपाल-वाणिज्य शिक्षण, आया: विनोदपुरतकमंदिर

C301/C302 E: CIVICS



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### Learning outcomes

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

1. Generate civic consciousness, sense of a patriotism, National integrity and International understanding.
2. Perform spirit of Democracy and social co-existence.
3. Discover the various methods of teaching civics.
4. Select proper teaching aids and evaluative tools.

### Unit - I

- a. Place and importance of the subject in the School Curriculum.
- b. Correlation of the subject with the following school subjects; 1. History, 2. Geography, 3. Commerce, 4. Psychology, 5. Anthropology, 6. Sociology.
- c. Aims and objectives of teaching civics.
- d. Objectives of teaching civics and their specifications.

### Unit - II Study of the following methods with reference to the contents at secondary level

- a. Study of various methods of teaching Civics : 1. Lecture methods, 2. Project method, 3. Problem solving, 4. Dalton plan, 5. Methods of socialised relation, 6. Survey method
- b. Various techniques in the teaching of Civics: 1. Questioning, 2. Text-book approach, 3. Formalization, 4. Role playing, 5. Observation.

### Unit - III

- a. Study of the prescribed courses in the subject of Secondary and Higher Secondary classes with reference to the Principles of curriculum construction.
- b. 1. Criteria of a good book of the subject.  
2. Critical study of text book with reference to the above criteria.

### Unit - IV

- a. Preparing annual plan, unit plan and lesson plan.
- b. Problem and difficulties in the teaching of Civics
- c. Instructional aids in the subject and their use and importance in classroom teaching.
- d. Students workbooks teachers hand out its need and content.

### Unit - V

- a. Construction of unit test in civics.
- b. Other tools of evaluation - preparation and use.
- c. Subject teacher-his qualifications, essential qualities and his professional growth.
- d. Subject teacher Associations their need and programmes.

### Unit - VI

- a. Co-curricular activities in the subject-their need, importance and organization.
- b. Subject room - its importance and essential equipments
- c. Diagnostic and remedial teaching.
- d. Bloom's views regarding Mastery Learning
- e. Areas to be decided in civics for value oriented teaching, the class room.

### MODE OF TRANSACTION

The course content transaction will include the following:



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- Planned lectures infused with multimedia / power-point presentations.
- Small group discussion, panel interactions, seminars, group discussion, cooperative teaching and team teaching, selection of most favourable and suitable mode.

#### SESSIONAL WORK

- Prepare / Develop Blue Print
- Prepare / Develop Unit Test
- Prepare / Develop CAI (two lessons)
- Book Project

#### REFERENCE BOOK

1. सौ निर्मलापाटिल -नागरिकशास्त्राचअध्यापन.
2. सतसंगी -नागरिकशास्त्रशिक्षण
3. त्यागी -नागरिकशास्त्रएवंअध्ययनकीशिक्षा.

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Third Semester  
Course C303 - Physical Education

Credit-02

Marks 50

**Learning Outcomes-**

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

1. Discuss the concept of holistic health, its various dimensions and determinants
2. Develop positive attitude towards health physical education and yoga as individual
3. Sensitize, motivate and help them to acquire the skills for physical fitness, learn correct postural
4. habits and activities for its development
5. Develop interest for the practice of Yogasanas and meditations
6. Describe various policies and program related to health, physical education and yoga
7. Describe the process of assessment of health and physical fitness.

**Unit 1: Health Education**

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
- 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, common health problems and diseases—its causes, prevention and care, immunization and first aid. Impact of Physical activities, games, sports and yoga on different body systems.

**Unit 2: Nutrition and Health Education**

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

**Unit 3: Physical Education**

- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities.
- Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports and Health.
- Games and sports – athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health
- Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sport-personship.
- Role of institutions (school and family), health services, policies and major health and physical education-related programmes, blood banks, role of media.
- Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages

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- Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment.

#### Unit 4: Yoga

- Concept, need and importance of yoga, History of yoga
- Yogasanas- Standing, Sitting, Prone and Supine positions ( 5 Asanas each)
- Kriyas and Pranayams, Meditation
- Do's & Don't of yogic practices.
- Role of Yogasanas for prevention of common diseases

Given the applied nature of the course, the content of two-year B.Ed. programme should consist of both theory and practical. It should focus more on experiential learning. The syllabus is designed to understand the holistic view of health, physical education and yoga in theory and practice. The syllabus should also focus on the role of teachers to be more compassionate with students.

#### Practicum

- Activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition (Fundamental Sports Skills ); Basics of track and field (100 mts, 200 mts., long jump, shot put, 4 × 50 mts. relay) Gymnastics; Any two-team games (Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball and Football) or individual game
- Organization of games and sports tournaments
- Learning and performing of basic yogic activities, asanas and pranayam, Kriyas and Meditation. Celebration of yoga day, yoga week.

#### Pedagogical Approach

The following methods may be adopted:

- Interactive discussions, group-work, sharing of experiences, organizing various activities, analyzing various topics by using various charts, photographs and other materials on aspects of health-related issues.
- Organizing school health check-ups, referral, practical classes of first aid.
- Projects and assignments for individual learners as well as for group work and their record of activities.
- Guiding them in the organization of games and sports and demonstration of yogic activities.

#### Suggested Readings

- Bette J. Logsdon & Others, 1977. "Physical Education for Children: A Focus on the Teaching Process", Lea & Febiger, Philadelphia
- Deborah A. Wuest, Charles A. Bucher, 2006. 15th edition. "Foundation of Physical Education Exercise Science and Sports", Tata McGraw Hill, Pvt. Ltd., New Delhi
- Gharote M.L., 2004, Applied Yoga, Kaivalyadhama S.M.Y.M. Samiti, Lonavala.
- Jack H. Wilmore, David L. Costill, W. Larry Kenney 2011. 5th edition. "Physiology of Sports and Exercise", Human Kinetics Publication
- John E. Nixon, Ann E. Jewett, 1980. "An Introduction to Physical Education, Thomson Learning 9th edition, London.
- M.M. Gore, 2007 "Anatomy and Physiology of Yogic Practices" Motilal Banarsi Dass, New Delhi.
- MDNIY, 2010. "Yoga Teachers Manual for School Teachers", New Delhi
- Moriji Desai National Institute of Yoga, —Pranayama, New Delhi

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- Morarji Desai National Institute of Yoga, —Yogasana” . New Delhi
- NCERT. 2013. Training and resource materials on Adolescence Education, NCERT, New Delhi (This material is also available on [www.ncert.org](http://www.ncert.org), [www.ncert.nic.in](http://www.ncert.nic.in))
- NCERT. 2014. Population Education: Source Material, New Delhi
- NCERT. 2015. Yoga: A Healthy Way of Living, Secondary Stage, New Delhi
- NCERT (2015). Yoga: A Healthy Way of Living, Upper Primary Stage, New Delhi
- NCTE. 2015. Yoga Education-Bachelor of Education Programme, New Delhi.
- Swami Satyanand Saraswati. 2013. “Asana Pranayama Mudra Bandha”, Bihar School of Yoga, Munger.

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**Third Semester**  
**Course C304 – Fine Arts Education**

**Credit-02**

**Marks 50**

**Learning Outcomes-**

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

1. Identify the basics of different art forms and impact of Art forms on the human mind
2. Develop artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different art forms, through genuine exploration, experience and free expressions
3. Acquire skills for integrating different art forms across school curriculum for better learning and development.
4. Develop skills for integrating different Art forms across school curriculum at secondary level
5. Create awareness of the rich cultural heritage of the country.

**Unit 1**

- Concept and scope of visual arts
- Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.
- Exploration and experimentation with different methods of Visual Arts like Painting.
- block printing, collage, clay modeling, paper cutting and folding, etc. Paper framing and display of Art works.
- Application of Typography and Calligraphy in Communication Design : Educational Kits, Timetables, Menu Cards, Manuals, Activity books, Invitation Cards, Information Charts , Booklets and Directional maps

**Unit 2**

- Identification of different performing styles and its artists; dance, music, theatre, puppetry, etc.
- Various art form and performing arts classical or regional/ local, their historical background, their themes, costumes, expressions
- Social and linguistic context of each art form their integration with other subject areas either theoretically or in practice.

**Unit 3**

- Understanding Craft Traditions of India and its relevance in education. Traditional crafts as a pedagogy assimilating all sciences and social sciences.
- Knowledge of Indian Art - from earliest to the contemporary; Visual Arts , paintings, sculptures, architecture/monuments as sources and indicators to know the historical, political, social, scientific and technological development perspectives during different periods.
- Indian festivals and fairs, the traditions and their significance, the spirit of celebrations as a social phenomenon.

**Unit 4**

- Textbook analysis to find scope to integrate Art forms either in the text or activities or Exercises; Documentation of the processes of any one
- Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, Folk performances in the community, etc.

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- How does the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns.

#### Approach for Teaching / learning Process

• Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of Arts/See performances/Exhibitions/Art and Craft fairs/Localcraft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers may also be motivated to interpret art works/events etc. to enhance their aesthetic sensibility.

• Resource Centre for Arts and Crafts should house materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals which must be displayed for the purpose of reference and continuous

#### REFERENCE BOOKS:

- Methods and Materials of Painting of the Great School and Master. Sir Charles Lock Eastlake.
- The Beautiful In Indian Arts, Munshiram Manoharlal, New Delhi.
- Abhinaya Sadhana, K Narayan Kale.
- Drilekala- Multatve aani Aaswad, Jayprakash Jagtap.
- Prachin Bharatiya kala aani Jahirati, Dr. Mukta Devi P. Mohite.
- Bharatiya Kalecha Itihaas, Jayprakash Jagtap.

#### Books Suggested for Teachers:

- Indian Sculpture - Chintaman Kar.
- Exploring Sculpture - Jan Amdell Mills and Boon, London.
- The Technique of Sculpture - John W. Mills, P.T. Patsford Ltd., London.
- A History of Sculpture of the World - Sheldon Creey, Thames and Hudson, London.
- Form and Space - Edward Thorp, Thames and Hudson, London
- Sculpture and Ideas - Michael F. Andrews.
- Modern Sculpture - Jean Selz, Heinemann, London.
- Creative Carving ads. (Material techniques appreciation) - Dons Z. Meilach, Pritam Publishing in the format of Posters, magazine layout, illustration animation and television
- Bharat Ki Chittrakala (Hindi) - Rai Krishna Das

#### Books published by NBT

- Prin Nath Mago Contemporary Art in India: A perspective
- Jasleen Dhamija Indian folk Arts and Crafts
- Krishna Deva-Temples of North India
- K.R. Srinivasan Temples of South India
- Alokendra Nath Tagore Abhanindranath Tagore



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- Dinkar Kauslik Nandalal Bose
- Madhu Powle Festival of Colours
- Badri Naayun Find the Half Circles
- Ela Datta Lines and colours
- Discovering Indian Art Upinder Singh
- Mysteries of the Past; Archeological Sites in India
- Niranjan Ghoshal Name That Animal
- Devi Prasad Art: The Basis of Education
- Publications Division, Government of India
- Vidya Dabeja Looking Again at Indian Art
- Panorama of Indian Painting
- Buddhist Sculptures and Monuments
- A. Gosh Ajanta murals
- Z.A. Desai Mosques of India
- NCERT: Raja Ravi Varma (Hindi)
- Lalit Kala Monographs
  - Gaganendranath
  - Jamini Roy
  - Rabindranath
  - Amrith Sher Gill
  - D.P. Rai Chowdhury
  - Ram Kinker Baij
  - M. F. Hussain
  - K.K. Hebbar
  - N. S. Bendre
  - K.C. S. Panikkar
  - Dhanraj Bhagat
  - Anarnath Sehgal
  - P. V. Janakiram
  - Sankho Choudhuri

*Sankho Choudhuri*

*S.S. Jagtap*

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Third Semester  
Practicum (EPC)

3S-EPC 1: Nai Talim and Community Engagement Project

Credit-02

Marks: 50

**Background**

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

**Learning Outcomes:**

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

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

**Core Competency Development**

**Work based Community engagement:** Students develop an intellectual understanding of the local civic engagement sphere. Experience, coupled with critical reflection, provides opportunities for transforming their perspectives.

**Community-based action research:** Students learn to analyze local community and organizational problems and needs, and to develop creative solutions. Respect various occupations and professions internalizing and appreciating dignity of labor. Meeting people pursuing various livelihoods where they are working and pursuing the respective livelihoods. All learners have the capacity to excel.

**Social justice:** Students learn about social justice issues from local and global perspectives and develop a nuanced understanding of the history and political and cultural contexts of these issues. Educating ourselves and our community in order to understand power, privilege and to collectively envision and build a more equitable and just society. Appreciation of diversity and capacity to work with diverse constituents - Students consider their own and others' social and cultural group identities. Students develop interpersonal and intercultural competencies to work effectively with people from a broad range of backgrounds.

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**Respect for Diversity:** All people, including students, faculty, staff, and community members, have a wide range of social identities. Welcoming people of diverse backgrounds and perspectives prepares us for global citizenship.

**Leadership:** Students hone their skills in facilitating and working within teams. They learn and practice networking, conflict resolution, consensus-building, and negotiation skills, facilitating relationships and supporting local community-building processes

**Experience:** Experience, coupled with critical reflection, provides opportunities for transforming our perspectives. The Community Engagement Program is one step along the journey of lifelong learning.

**Dialogue:** Learning occurs through the exchange of ideas, active listening, and challenging assumptions.

**Assets-Based Perspective:** Actively seeking the strengths in people and in communities and working to develop those strengths. Pursuing positive changes in ourselves, our institutions, and our local communities.

**Art and Craft:** Promotion of entrepreneurship through learning of various aspects of different select local arts and crafts

### Characteristics

The following core characteristics form the basic framework of the local community based learning model. They are prime factors which are considered while developing the curriculum for local community engagement of students of teacher education.

- Mutual respect for teacher, student and community
- Creating a sense of community belongingness in the class room
- Ability of being warm, accessible, enthusiastic and caring
- Setting up a higher standard than the usual in community engagement
- Perennial love for learning the context
- Ability of being a skilled leader in engaging with the community
- Ability to shift gears as per the community response
- Collaboration with the counterparts on a continuous basis
- Ability to maintain professional decorum.

### Detailed Teaching /Learning Concepts:

- 1) Integrating work Education School Curriculum and Pedagogic Strategies, Activities and Nature of lessons to be included in Class-Specific syllabus and Text Books of both Language and Non-Language subjects-Agriculture and horticulture Operations, Gardening, Swachhta, Plantation, Nursery, School Garden, Composting, and Waste Management.
- 2) Experiential Learning, Establishing Village and Education Interest Groups/ Committees and Taking help of Self-Help Groups in Education: 1. Agricultural, Fruit, Poultry, Vegetable Produce Management and Marketing, 2. Waste Mapping, Cleanliness Drives and Composting, 3. Nursery Raising and Kitchen

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Gardening, 4. Water and Sanitation Facility Management, 5. Building/Road Planning, Maintenance and Construction.

- 3) PRA- Street, Sham, Village, social, Occupation and Resource Mapping school community relations-Venn diagrams school education and panchayat Raj implication of 73<sup>rd</sup> and 74<sup>th</sup> amendment for decentralized education management. Village level workers and their engagement in educational and Health matters.
- 4) Transect Walk, Community Service and its impact. School mentoring and facilitation. Documenting best practices in areas like Education, Storage and Marketing, Local Production and Provision of Services, Health, Agriculture, Nursery Raising as Plantation, Welfare, Waste Composting, Water Harvesting, Participation in Agricultural/Craft Operations in village.

#### Practicum Details:

During second and third semester students to be engaged in the Rural / Local community to take up the following activities and submit detailed report of activity conducted with photographs at the end of third semester.

1. Study of spatial distribution of various social and occupational groups in the village intensely participating in the learning of some task
2. Application of Participatory Learning and Action techniques of resource mapping and social mapping
3. Awareness program involving school community, development specialists and villagers in developing Village Development Plan.
4. Involving high school students in the activity and work based education programs in the neighbourhood selected villages.
5. Involving high school students in Community Project and Participatory Rural Appraisal, Land and Human Resource Mapping and Action Research with Community Organization.
6. On Field Learning: Nursery Raising and Kitchen Gardening as Plantation
7. On Field Learning: Waste Audit and Composting to learn the important aspects of resource conservation activity
8. On Field Learning: Water Audit and Budgeting with Water Harvesting to learn the important aspects of conservation activity
9. On Field Learning: Participation in Agricultural/Craft Operations in Village to learn the process components
10. Studying and participating in the capacity building programs with self-help groups and government officials for different
11. Vocations and learning necessary locally relevant learning skills.
12. Conducting field visit and field interaction with the help of school students of the village and Self Help Groups and Village Resources for the students.
13. Participating in orientation of school education committee members in the village with the help of village level officers.
14. Conducting and facilitating school-community workshops and health camps.
15. Studying and reporting the health concerns of the school-village, drainage system of the school-village and health habits of the school students-villagers to the concerned authorities.
16. Growing kitchen gardens
17. Participating and promoting vanamahotsavam with school-community participation a fest for creating awareness of trees and planting of saplings.



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18. Creating awareness on climatic changes and hazards with the help of students in the villages. And also inputs on how to address the same.
19. Visiting public places and farms for studying and participating in awareness programs relating to sanitation, water, soil fertility management, biomass energy and means of producing solar energy.
20. Promote adult literacy, awareness on various government programs.
21. Rapport building and connecting with community leaders for creation and maintenance of school facilities and programs.
22. Learning and participating in the trades and occupations of the parents in neighborhood, ensuring retention of suppliers for quality outcomes.

#### Transactional Strategies:

- PRA/PLA Methods, work experience, service camps, field visits, nature study and gardening.
- Case study of schools on community engagement and conduct of SMCs meeting.
- CAS and study of gram panchayat and implementation of 74<sup>th</sup> constitutional amendment.
- Community service and survey on literacy and out of school children.
- Panel discussion with students on approaches adopted in schools.
- Field mapping, interview and interaction with different people engaged in service and occupation. Study on Happiness, pleasure and violence in classroom.

#### Assessment:

This is a two credit course of one semester and comprises of two credits for practicum EPC with a maximum of fifty marks. It could be followed up with additional 30 days winter break internship on community engagement integrating work education and Nai Talim methodology. The grading plan could be continuous and periodical through checking of participation and involvement and for optimal outcomes. The emphasis is to be more on the practical orientation to the students.

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### Internship – II

In the Internship for second year of 16 weeks, following activities/ assignments will have to be undertaken.

- A. The B.Ed. trainee will be attached to primary/upper primary level schools for (Four Weeks), to secondary level schools for (Ten Weeks) and to senior secondary schools for (Two Weeks). The purpose of the internship programme is to integrate theoretical knowledge of courses in perspectives and pedagogy with engagement in various sites such as the school, the classroom, the community and the learner and thereby ensuring a holistic development of teaching competencies and skills needed for an effective teacher professional of 21<sup>st</sup> century global world.
- B. The activities undertaken during this programme of school attachment will comprise of:
- Observing teaching sessions of school teachers.
  - Teaching 40 lessons (Supervised by B.Ed. faculty).
  - Participation in school chores such as prayers, assembly, organization of co-curricular activities.
  - Library and lab management (in cases of trainees having to work with laboratories).
  - Excursion, Study tours etc. as part of the school programme.
  - Community interactions including teacher-parent meetings and visits to specific community centres.
  - Final lesson one each subject of minimum 35 minutes duration to be conducted in school's and observed by examiners.

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