


Metrics ID	Metrics Deviation
2.3.6	Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

1. Organizing Learning:-

Jijamata Education College is providing a congenial learning environment to students by catering different learning abilities of the students. It designs learning opportunities as per the curriculum offered by the affiliated Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon. Various kinds of learning experiences viz. whole class learning, small group learning, peer-group learning etc. are given to students depending on their needs analyzed by the respective teacher. These activities are an integral part of the curriculum and carried over the whole session. The learning activities include reading, writing, speaking, drawing, discussions, presentation by individual students or in a group. Performing, role play etc.. The students are the centre point of the teaching-learning process. The focus is given to improve student's ability to inquiry, scientific temper, linguistic skills for effective speaking & writing, expression etc. Here peer-group learning plays an important role in enhancing the competencies and skills in students. Teachers work as a guide and facilitator. plan innovative activities and motivate students to participate in these activities, and monitor their progress too. Students' role is not only limited to participation, but they are the observers in the activities and provide feedback for improvement. In such a way analyzing and judging capacities are also developed in students. To cater the needs of Hindi and English medium students, teachers deliver lectures bilingual and provide content in both Hindi and English languages

As above subject, Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

Attachment:-


 Co-ordinator
 J.J.S.'s College of Education
 Nandurbar (MH)

1. Photograph related students.
2. Covering Letter.


 IOAC
 Co-ordinator
 J.J.S.'s College of Education
 Nandurbar (MH)




 PRINCIPAL
 Jijamata Education Society's
 College of Education (B.Ed.)
 Nandurbar (Dist-Nandurbar)







QR Code

QR Code

QR Code







विज्ञानान्ना विद्यायास्तस्मै भवतिविद्यात्म्यं नैरुक्तं
गुरुपैरिति सा हादि



Shot on OnePlus
Powered by Dual Camera



विषय - गणित

- 1) बचत
- 2) गुंतवणूक

आ. 1 खाशेलाचे वार्षिक
 इतना 6,40,000
 विद्याभ्या इतना 2000 रु.
 वार्षिक इतना 20% साठवत
 असतो.
 प्रत्येक वर्षी 500 रु.
 तर वार्षिकीचे खर्चा किती
 रुपये काढतो.

वित्तिय नियोजन

उत्तर :-
 विद्याभ्या
 उपात्पाका
 हावून विद्ये
 उरवाही
 = 4,8

विषय- गणित

1- 9 वी

प्र. ७ रजामसंवाचे कर्षि-यंत्रियोजना

इसल 6,40,000

विस्थापना इत्यादी

कार्ये, इसल 2

अमली.

तत्कालीन

वर्षांत

नामने काढ

$$2 = 24,000$$

$$\text{इसली } 500 \times 12 = 6000$$

$$24,000 + 6000$$



The sovereignty of scriptures of all religions must come to an end if we want to have a united integrated modern India.

Dr. B.R. Ambedkar



जिजामाता शिक्षण संस्थेचे,
शिक्षणशास्त्र महाविद्यालय
नंदुरबार.

वाघोदा रोड, नंदुरबार. ४२५ ४९२ फोन २३०९६९



वार्षिक पाठ टियण वही

वर्ष २०२ -२०२

छात्र अध्यापकाचे नांव : पटेल सिती यशवंत

हजेरी क्रमांक

अध्यापन पध्दती

: गणित

परिक्षा क्रमांक

विद्यार्थी कृती	फलक कार्य / शैक्षणिक साधने
विद्यार्थी श्रवण करतात	केन्द्रीय प्रवृत्तीचे परिमाणे
	i) मध्यमान (Mean)
	ii) मध्यक (Median)
	iii) बहुलक (Mode)
	* मध्यमान काढण्याची
	पद्धती

पाठाच्या पायऱ्या	पाठ्य मुद्दे	शिक्षक कृती
प्रस्तुती	संज्ञा - केंद्रीय प्रवृत्तीचे परिमाणे संकल्पना - केंद्रीय प्रवृत्ती म्हणजे सामग्रीतील सर्व प्राप्तांकांची विंगीष्ट प्राप्तांकांमधील केंद्रीय होण्याची प्रवृत्ती होय	विद्यार्थी मित्रांनो आपण संख्याशास्त्राच्या काही घटकांचा अभ्यास केला आहे आज संख्याशास्त्राचा उपयोग दैनंदिन जीवनात नेहमी होतो.
हेतुकथन		तर आज केंद्रीय प्रवृत्तीचे परिमाणे यामधील मह्यमान या विषयी अधिक माहिती मिळवू
विषय विवेचन	विद्यार्थ्यांना मिळालेल्या प्राप्तांच्या पारंपारीता विभाजन लक्षावरून किती गुण मिळालेले जास्त गुण मिळवणारे विद्यार्थी किती हे अभ्यास या केंद्रीय प्रवृत्तीचे परिमाणाचे अंशदांन करता येतो सर्व प्राप्तांकांची बेरीज मह्यमान = $\frac{\text{सर्व प्राप्तांकांची बेरीज}}{N}$	मह्यमान म्हणजे काय ? शिक्षक मह्यमानाचा उदाहरणाचा कोडवणुक करतात.
	प्राप्तांक = 15 + 18 + 22 + 17 + 6 + 8 + 11 + 8 + 10 10 मह्यमान = $\frac{140}{10} = 14$	
	$N = 10$ $n = \text{मह्यमान}, \Sigma x = \text{प्राप्तांकांची बेरीज}$	

पाठाच्या पायऱ्या	पाठ्य मुद्दे	शिक्षक कृती
	मध्यमान काढण्यासाठी 4 पद्धतींचा वापर केला जातो	
	i) मुठे प्राप्तांक / सरळ पद्धती	मध्यमान काढण्याचा चार पद्धती स्पष्ट करतात
	ii) वारंवारिता वितरणामध्ये	वर्गांतर मध्ये उच्चतर
	iii) वारंवारिता विभाजन	लक्षणी
	iv) वारंवारिता विभाजन दिले असता मध्यमान काढण्याची पद्धत	सुग्राची वापर करून उदा सोडविले
	v) मुठे प्राप्तांक दिले असता खालील सुग्राचा उपयोग मध्यमान व सर्व प्राप्तांकांची बेरीज	
	सुग्रा प्राप्तांक संख्या	
	$M = \frac{\sum x}{N}$	
	8) प्राप्तांक विभाजन	
	उदा. x 15 14 13 12 11 10 9 8 7 6	
	f 1 2 3 7 9 7 5 2 2 2	
	प्राप्तांक वारंवारिता (f) गुणकार (x)	
	15 01 15	
	14 02 28	
	13 05 65	
	12 07 84	
	11 09 99	
	10 07 70	
	09 04 36	
	08 01 8	
	07 02 14	
	06 02 12	
	सुग्रा N = 40, $\sum fx = 431$	
	कृती - रकाना / मध्ये प्राप्तांक लिहिलेले	
	रकाना 2 मध्ये वारंवारिता लिहिलेले	
	रकाना 3 मध्ये प्राप्तांक वारंवारिता थापणूक करावी	
	$m = \frac{\sum fx}{N}$ या सुग्राचा उपयोग	
	$m = \frac{\sum fx}{N} = \frac{431}{40}$	
	$m = 10.78$	
	संकुलन	i) मध्यमानची व्याख्या सांगता ii) मध्यमानची सुग्रा सांगता
	उपयोजन	ii) $10 + 8 + 4 + 3 + 2 =$ मध्यमान काढा
	गटवार	सोडवा मुठे प्राप्तांक दिले असताना मध्यमान काढा 9 40, 32, 63, 88, 64, 40, 39

विद्यार्थी कृती	फलक कार्य / शैक्षणिक साधने
<p>विद्यार्थी लक्षपुर्ण गणितीय प्रक्रीया समजुन घेतात</p>	
<p>प्राप्तांक विभाजन तक्र्यावरून मध्यमानचे उदाहरण समजावुन घेतात</p>	

फलक लेखन

दिनांक

पाठाचे शीर्षक - सांख्यिकी

* केंद्रीय प्रवृत्तीचे परिमाणे

i) मध्यमान (mean)	उदा -
ii) मध्यांक (median)	
iii) बहुलक (mode)	$\frac{15+18+22+17+6+8+11+8+10}{10}$

* मध्यमान काढण्याची पद्धती
 * वर्गीकृत वारंवारता वितरण

$$= m = \frac{\sum X}{N} = \frac{140}{10}$$

i) सरल पद्धती
 ii) गृहीत मध्य पद्धती
 सोडवा $m = 14$

X	10	9	8	7	6	5	4	3	2	1
F	1	0	4	4	9	12	7	9	2	2

निरीक्षण

- * प्रसावना चांगली
- * विद्यार्थी सहभाग चांगला
- * विषय - विषयानुसार चांगले
- * उदाहरण सोडवण्याची पद्धत चांगली

मार्गदर्शकाची सही

अंतर्गत परीक्षकाची सही

बाह्य परीक्षकाची सही

दिनांक :

दिनांक :

दिनांक : 04/08/2023



06/10/2023 10:15



06/10/2023 10:15



06/10/2023 10:15



06/10/2023 10:13



06/10/2023 10:15



06/10/2023 10:15



राष्ट्र सेवा योजन
सर्वोत्तम

06/10/2023 10:17



06/10/2023 10:13



06/10/2023 10:05



06/10/2023 10:05

जिज्जामता शिक्षण संस्थेचे,
शिक्षणशास्त्र महाविद्यालय, नंदुरबार.

सराठ पाठ टाचण

संस्थेचा नांव : लोकमान्य टिळक विद्यालय, नंदुरबार शै.वर्ष : 2022-23
 शिक्षार्थी शिक्षकाचे नांव : ज्योतन हिरालाल वाघमोस पेल नं. 03
 विषय : मराठी इयत्ता : ६ वी
 घटक : , गद्य दिनांक : / / 202
 उपघटक : नोच आणि चारा पाठ क्र. 03
 शी.साधने :
 पूर्वज्ञान : खिळाघर्षा विविध पक्षांविषयी काही प्रमाणात
 माहिती आहे

पाठ्यांश पृथक्करण

पाठ्यांशे पक्षांविषयी विशेष माहिती, सुगुण पक्षाने वर्णन, पक्षाची चोच, चोचची चोच, पक्षाची जाती या बद्दल माहिती दिलेली आहे.

भाषा घटक -	मुख्य -
उद्दिष्टे व स्पष्टीकरण	
ज्ञान -	① खिळाघर्षा विविध पक्षांविषयी माहिती सांगतो. ② खिळाघर्षा विविध पक्षांने गवे सांगतो.
आकलन -	① खिळाघर्षा काही शब्दांना अर्थ विचार करून सांगतो.
उपयोजन -	① खिळाघर्षा वेगवेगळ्या पक्षातील फरक सांगतो. ② खिळाघर्षा नवीन शब्दांना आपल्या वाक्यात उपभोग करतो.
कौशल्य -	① खिळाघर्षा आपल्या परिसरातील विविध पक्षांनी माहिती मिळवितो.

शिक्षक कृती	विद्यार्थी कृती	उपयोग
<p>उपयोजन :</p> <p>विद्यार्थींच्या पदत्रांकडे पाहण्याचा दृष्टीकोन बदलला. नविनपूर्ण शैली मिळाली.</p>		
<p>समारोप :</p>		
<p>स्वाध्याय :</p> <p>आपल्या आजूबाजूला असलेल्या विविध पदत्रांची शैली मिळा.</p>		

फलक लेखन

<p>उ. ४वी</p> <p>विषय भरती</p>	<p>न्योन धागी चारा</p>
<p>डब्ल्यूशानि</p> <p>वारकाईने</p> <p>दागिना</p> <p>उत्क्रांती</p> <p>शोचान</p>	<p>आ शिकानी तिची डब्ल्यूशानि न्योन, तेच रात, तेच ठेठ घने का म्ळने भाटे.</p>

सूचना / अभिप्राय : *कर्मठतायाने रेवाते ।*

जिजाभाता शिक्षण संस्थेचे,
शिक्षणशास्त्र महाविद्यालय, नंदुरवार.

सराठ पाठ राखण

शाळेचे नांव : Abhinav Highschool Nandurbar शी.वर्ष : 2022-23
शिक्याची शिक्षणवर्षे नांव : Vasavi Sanjeevani Atmakam रोल नं. 53
विषय : English इयत्ता : 9th
घटक : Composition दिनांक : 02/01/2023
उपघटक : Nature पाठ क्र. 1
शी.साधने : Example of daily life (दैनिक उदाहरण)
पुर्वज्ञान : students have known already

पाठ्यांश पृथ्वःकरण

या कवितेमध्ये तुलना करव्याचे शिकविले आहे. तुलना म्हणजे एका वस्तूची तुलना दुसऱ्या वस्तू बरोबर करणे मग ते त्याचे गुण किंवा स्वरूप असो ते कवितेमधून समजते.

भाषा घटक -	मुल्ये -
उद्दिष्टे व स्पष्टीकरण	
ज्ञान - तुलना कसे करावे हे ज्ञान प्राप्त होते	
आकलन - शब्दाचे आकलन करतात.	
उपयोजन - काहीतरी नवीन शोभून काढतात.	
कौशल्य - students equiped/ acquired comparative knowledge.	

विषय पंक्ति	विश्लेषण पंक्ति	उपलक्षण	विषय पंक्ति	विश्लेषण पंक्ति	उपलक्षण
<p>बोध: Good Afternoon!</p> <p>Today we will learn very general subject that is comparison. We always compare our life with other qualities, skills and strength or weakness etc. for ex.</p> <p>1) My elder brother good than small brother.</p> <p>2) He is intelligent but his brother is dumb.</p>	<p>उत्साहपूर्ण प्रेरणा</p>	<p>Awakening of previous knowledge</p>	<p>In the fourth line, 'Sour as a lemon', 'sweet as jam'. Here the poet declares between taste of lemon and jam. We everyone know about that taste. Lemon is sour and jam is sweet.</p> <p>"Dry as the desert, wet as the sea".</p> <p>Here the poet compare between two places desert has minute clay. It is always drought.</p>	<p>listen and reading loudly</p>	
<p>श्रवण: सुनना सबसे काम व करीबत।</p>	<p>समझना खोजना</p>				
<p>विषय विवरण:</p> <p>At the beginning of the poem, the anonymous poet described the poem as comparative method. The poet compare space ship with snail within its qualities such as spaceship runs fast but snail runs slowly.</p> <p>In the second line big as a dinosaur small as a nail. In the above line the poet emphasizes on the size of animals. Dinosaur is big comparatively nail is small.</p>			<p>बोध:</p> <p>Here students should acquire the knowledge of comparison. How the poet imagine in his/her poem.</p>	<p>Acquiring information</p>	

शिक्षक कृती	विद्यार्थी कृती	उपकीर्तनाय
<p>उपयोजन: We should composed a poem on the comparisons activity is happened among students</p>		
<p>समावेश: We learn comparison. Its nature, quality and Imagination of the poet.</p>	Acquiring knowledge	
<p>समाधान: Make your life comparative with other & note the point</p>	Activity	

फलक लेखन

Sub-English Unit - comparison subunit - comparison	
1) comparison	5) dinosaur
2) space ship	6) tunnel
3) snail	7) day time noon
4) poem	8) qualities

सूचना / अभिप्राय :

Conducted the lesson effectively
had good introduction to all warm-up activities

P.B. writing was neat & clear

दिनांक / / 202

[Signature]
निरीक्षक प्राध्यापकाची सही



कवयित्री बहिणाबाई चौधरी उत्तर महाराष्ट्र विद्यापीठ, जळगाव .

जिजामाता शिक्षणशास्त्र महाविद्यालय, नंदुरबार .

पाठ टाचण

शैक्षणिक वर्ष :- २०१९ -२०२०

सत्र :- चौथे

विषय :- अध्यापन पध्दती .

ध्वनीतरंग

- नाव :- मोरे दिपक तुकाराम
- हजेरि क्रमांक :- 22
- विषय :- समान्य विज्ञाण
- वर्ग :- इयत्ता 9 वी
- घटक :- ध्वनिचा अभ्यास
- उपघटक :- ध्वनितरंग

• उद्दिष्टे

स्पष्टीकरण

- ज्ञान:-
 - १) विद्यार्थी ध्वनी विषयी माहिती सांगतो.
 - २) विद्यार्थी ध्वनी म्हणजे काय सांगतो.
- आकलन:-
 - १) विद्यार्थी ध्वनीतरंग म्हणजे हे समजून घेतो.
- उपयोजन:-
 - १) विद्यार्थी विविधमाध्यम किंवा वस्तू यांचा ध्वनीतरंग मध्ये कसा उपयोग होतो हे सांगतो.

पाठाच्या पायऱ्या / पाठमुद्दे

- प्रस्तावना :-
विद्यार्थ्यांना
- हेतुकथन :-
- विषय विवेचन:-
निर्माण
व
दोलन
- .

शिक्षककृती / विद्यार्थीकृती

शिक्षक वर्गात प्रवेश करतात , प्रश्न विचारतात व स्पष्टीकरण देतात.
ध्वनी म्हणजे काय हे माहित आहे हे पडताळून पाहतात.

तर मुलांनो आज आपण ध्वनीचा अभ्यास या घटकातील ध्वनीतरंग ह्या
उपघटकाविषयी अधिक माहिती मिळवणार आहोत.

ध्वनी ही एक प्रकारची उर्जा असून ती आपल्या कानात ऐकण्याची संवेदना
करते. ही उर्जा तरंगाच्या स्वरूपात असते. ध्वनीप्रसारनासाठी माध्यमाची
आवश्यकता असते. ध्वनी तरंगमुळे माध्यमात संपीडन (अधिक घनतेचे क्षेत्र)
विरलन (कमी घनतेचे क्षेत्र) यांची शृंखला निर्माण होते. माध्यमांच्या कणांचे
आपल्या मध्य स्थितिच्या आजुबाजुस तरंग प्रसरणाच्या समांतर दिशेने होते.
अशा तरंगांना अनुतरंग(*longitudinal waves*) म्हणतात.

• पाठाच्या पायऱ्या / पाठमुद्दे

शिक्षककृती / विध्यार्थीकृती

• विषय विवेचन:-

याउलट पाण्यात खडा टाकल्याने निर्माण होणारे तरंगात पाण्याचे कण वर खली दोलन करतात. हे दोलन तरंग प्रसारणाच्या दिशेने लंबवत असतात, त्यास अवतरंग

(*Transverse wave*)असे म्हणतात. ध्वनीतरंगाची तरंगलांबी (*Wavelength*) (लम्डा)

ह्या ग्रीक अक्षराचने दाखवतात. वरंवारिता (*Frequency*)हि μ (म्यु) ह्या ग्रीक

अक्षराचने

दाखवतात. तसेच आयाम (*Amplitude*)हा A ने दर्शवला जातो.

माध्यमातील एखाद्या

बिंदुपाशी घनतेचे एक आवर्तन पुर्ण होण्यास लागणा-या कालावधीस

तरंगकाल (*Period*)

म्हणतात. तरंगकाल हा ' T ' या अक्षरानेदर्शवतात. वरंवारितेच्या

मुल्यावरून ध्वनीचे

स्वरमान (*Pitch*) म्हणजेच उच्चनीचता ठरते तर आयामाचे

मुल्य ध्वनीचीमहत्ता म्हणजेच

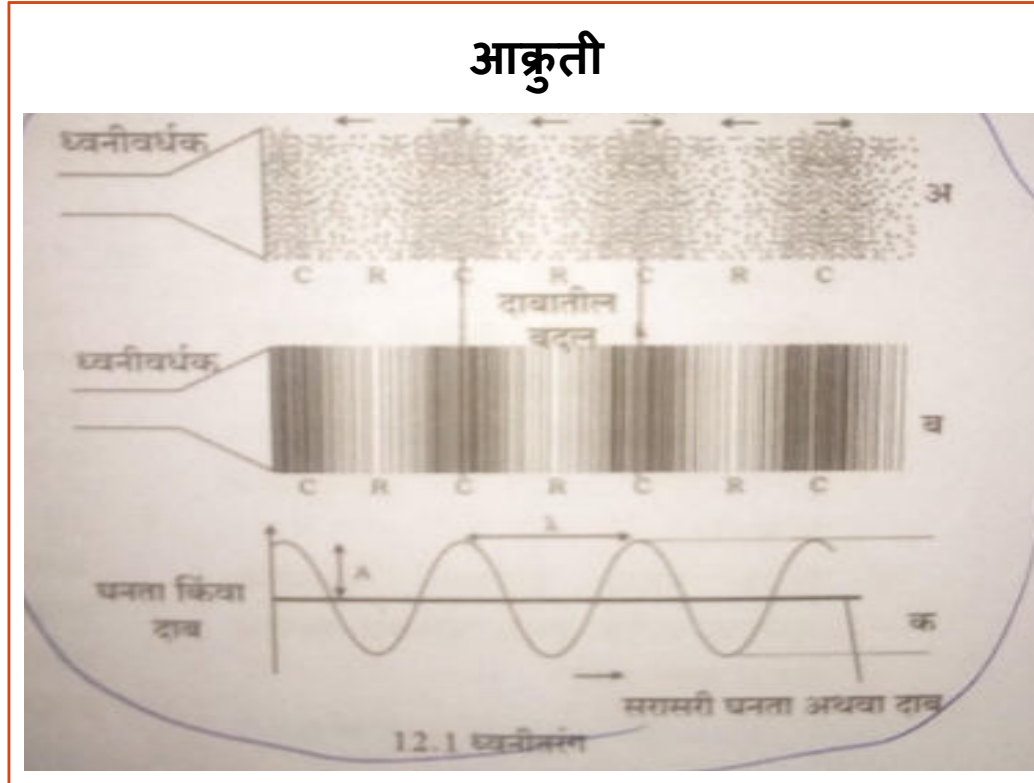
तीव्रता ठरवते.

फलक लेखन

- विषय:- सामान्य विज्ञान
- घटक:- ध्वनीचा अभ्यास
- उपघटक:- ध्वनीतरंग .

- ध्वनीतरंग:-

आकृती



**THANK
YOU**

Reports

Reports Of Various Days Celebration, Cultural Literary And Co-Curricular Activities Organized In The Institution. Session (2018-19)

- 1) Event:- Social Community Camp Total Number of Participant:- 50
Date:- 09/03/2023.
Venue:- At/Post- Waghoda Tal/Dist- Nandurbar.
Mode:- Offline.

The objective of this social work camp is to make student aware with the social problems and to encourage our student to take active participant in social in their life.

The prior permission had taken by the program head from the principal and local authorities of the selected place. Student did all preparation of cultural program and social awareness programs in the college. On this day our student took participant in the rally and presented pathnatya and gave slogan in the rally. Beside this our student cleaned the various spots in the village. Our student present various programme on the stage on social awareness and gave speeches before the villagers. By this social work camp our student become aware with the social problems and how people lived in the village. This social camp made them to think for the people who are in the darkness of illiteracy. Student rally felt motivated and learnt from this experiences.



Co-ordinator
J.E.S.'s College of Education
Nandurbar (MH)



Co-ordinator
J.E.S.'s College of Education
Nandurbar (MH)



PRINCIPAL
Jijamata Education Society's
College of Education (B.Ed.)
Nandurbar (C.E.T.-Nandurbar)

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

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

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

PE 5: Guidance, Counseling and Inclusive Education

Objectives

The students will be able to:

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

Unit 1: Understanding Educational and Career Guidance

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

Unit2: Essential Services in Educational Guidance Programme

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

Unit 3: Understanding Counseling

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

Unit 4: Types and Guidance and Counseling

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

Unit 5- Introduction to Inclusive Education

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

Unit 6-Teacher Preparation for Inclusive Education

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

Unit 7- Children with Diverse Needs and Utilization of Resources

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

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

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

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

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PE 6: Assessment and Evaluation in School Education

Objectives

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

Unit 1: Concept and Purpose of Evaluation

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

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

Unit 2: Perspectives on Assessment and Evaluation

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

Unit 3: Assessment of Learning

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

Unit 4: Techniques and Tools of Evaluation:

- A) Techniques**
 - i. Concept of Test
 - ii. Self report techniques
 - iii. Assignments
 - iv. Observation Techniques
 - v. Peer Assessment
 - vi. Project work
 - vii. Debates.
 - viii. School Club Activities
- B) Group Assessment**
 - i. Co-operative learning and social skills
 - ii. Seminar and reports as a assessment techniques

Unit 5: Tests for Evaluation in Schools

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

Unit 6: Teacher Made Achievement Test

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

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

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

Unit 8: Reforms in Assessment and Evaluation

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

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CPS 3&4: Curriculum and Pedagogic Studies: मराठी

उद्दिष्टे----

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

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

घटक १ माध्यमिक स्तरावरील मातृभाषेचा अभ्यासक्रम

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

घटक २ माध्यमिक स्तरावरील मराठीचे अध्यापन

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

घटक ३ मातृभाषा अध्ययापनाची तंत्रे, पद्धती व प्रतिमाने

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

घटक ४ उच्चस्तरीय गद्य,पद्य वाङ्मय प्रकाराची स्थूल ओळख

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

४.३ विद्यार्थ्यांना काव्याची गोडी लावण्यासाठी विविध शैक्षणिक उपक्रम.

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

४.५ काव्य पाठांतराचे महत्त्व

घटक ०५ व्याकरण

५.१ अ. शब्दालंकार- अनुप्रास, यमक, श्लेष

ब. अर्थालंकार -अपन्हती, व्यतिरेक, रूपक, उत्प्रेक्षा

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

ब. मात्रावृत्त दिंडी, पादाकुलक, आर्या नववधू

५.३ . छंद आणि मुक्तछंद

५.४ शब्दसिद्धी, काव्यगुण, , शब्दशक्ती

५.५, रस आणि रसांचे मुख्य प्रकार

घटक ०६ उपयोजित मराठी

६. १ दैनंदिनी लेखन

६. २. अहवाल लेखन

६.३ सारंश लेखन व आकलन

६.४ बातमी लेखन आणि जाहिरात लेखन

६.५ संगणकाची भाषा

घटक ०७ मातृभाषा शिक्षकाचा व्यावसायिक विकास

७.१ व्यावसायिक विकासाचा अर्थ, स्वरूप

७.२. व्यावसायिक विकासाची गरज आणि महत्त्व

७. ३. मातृभाषेच्या व्यावसायिक विकासासाठी उपक्रम

७.४. सेवांतर्गत प्रशिक्षणाची संकल्पना व शिक्षकांसाठी त्याचे महत्त्व.

७.५ . मराठी शिक्षकांची संघटना, भूमिका आणि महत्त्व

घटक ०८ बोलींचा परिचय व वाङ्मयीन संस्था

१.१ बोली भाषा अर्थ, संकल्पना

१.२ बोली भाषा आणि प्रमाण भाषा यातील फरक

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

प्रात्यक्षिक कार्य -

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

संदर्भ ग्रंथ

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

CPS 3&4 Curriculum and Pedagogic Studies: Hindi

हिंदी अध्यापन के उद्देश :

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

ईकाई नं १ भाषा शिक्षण की विधियाँ

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

ईकाई नं २ भाषा अध्यापन प्रतिमान

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

ईकाई नं ३: व्याकरण परिचय

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

ईकाई नं ४: व्याकरण शिक्षण

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

ईकाई नं ५ : रचना परिचय

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

ईकाई नं ६ : रचना शिक्षण

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

ईकाई नं ७: हिंदी अध्यापन में आवश्यक उपक्रम

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

ईकाई नं ८: हिंदी अध्यापन में मूल्यांकन

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

प्रात्यक्षिक कार्य

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

संदर्भसूची

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

CPS 3&4 : Curriculum and Pedagogic Studies English

Objectives:-

To enable the teacher trainee to –

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

Unit -1 Aspects of English Language

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

Unit -2 Acquisition of Second Language

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

Unit -3 Grammar Content Enrichment

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

Unit-4 Application of Functional English Language

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

Unit -5 Teaching Language through Literature

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

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

Unit-6 From Theory to Practice: Constructivism in ELT

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

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

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

Unit-8 Teaching English Language through Movies

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

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

Recommended Books:

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

CPS 3&4 Curriculum and Pedagogic Studies: Sanskrit

उद्दिष्टे :

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

घटक १

माध्यमिक स्तरावरील संस्कृतचा अभ्यासक्रम

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

घटक २

संस्कृत भाषेचे माध्यमिक स्तरावरील अध्यापन

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

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

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

घटक ८ संस्कृत भाषा जतन व संवर्धन

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

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

.संदर्भ ग्रंथ :

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

CPS 3&4 Curriculum and Pedagogic Studies: Urdu

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

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

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

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

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

Unit No 3 Techniques as a profession

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

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

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

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

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

Unit No 6- Planning and evaluation

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

Unit No 7- Teaching of Composition and letter

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

Unit No 8- Teaching Aids

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

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

Reference Books

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

CPS 3&4 Curriculum and Pedagogic Studies : History

Objectives

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

9. To understand the modern History of World

Unit 1 Introduction and Comprehensive study of CCM History

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

Unit 2 Aspects Related to Civics sense and

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

Unit 3 Use of Teaching Aids in teaching

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

Unit 4 Various Issues in related History

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

Unit 5 Models of teaching

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

Unit 6 Teacher Qualities and Teaching as a profession

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

Unit 7 Modern History of India

- 7.1 Economic, Societal and Religious Consequences of

British Empire

7.2 Indian Freedom Movement (1857 -1947)

7.3 India after Independence

7.4 Preamble, Fundamental Rights and Duties

7.5 Social Reform Movement in India

Unit 8 Modern History of World

8.1 Industrial revaluation

8.2 Political revolution- America, French, Russia

8.3 First and Second World War(Causes and Impacts)

8.4 World Peace Movement League of nation and UNO

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

Reference-

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

CPS 3&4: Curriculum and Pedagogic Studies: Geography

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

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

Unit No. 1: Planning and Evaluation

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

Unit No. 2: Teaching of Geography

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

Unit No. 3: Geography Teacher

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

Unit No. 4: Advance concepts in Geography –

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

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

Unit No. 5: Nature of Earth:

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

Unit No. 6: Water resources:

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

Unit No. 7: Issues and Activities in Geography

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

Unit No 8: Teaching learning resources

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

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

References-

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

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

CPS 3&4 : Curriculum and Pedagogic Studies - Mathematics

Objectives:

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

Unit 1: Mathematics Curriculum at Secondary School Level

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

Unit 2: Approaches, Methods and Models of teaching Mathematics

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

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

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

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

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

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

Unit 4: Mathematics for All

4.1 Identifying learners strength and weaknesses

4.2 Mathematics club

4.3 Mathematics contests, Quiz and Fairs

4.4 Supplementary text materials

4.5 Recreational activities : Games, puzzles and riddles in Mathematics

Unit 5: Assessment and Evaluation

5.1 Role of assessment in Mathematics

5.2 Concept of continuous and comprehensive evaluation in Mathematics

5.3 Formative assessment & Summative assessment

5.4 Tools and Techniques of Assessment of Learning Mathematics

5.5 Assessment of Learning of Mathematics in Children with Special Needs

Unit 6: Professional Development of Mathematics Teacher

6.1 Need and Importance of Professional Development for Mathematics teachers

6.2 Professional development programmes for Mathematics Teachers

6.3 SWOC analysis for mathematics teacher

6.4 Qualities of a good Mathematics teacher

6.5 Role of Mathematics teacher in 21st century

Unit 7: Core Content of Arithmetic's and Algebra

I. Set Theory –

a. Concept of Set

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

c. Concept - Sub Set , Universal Set.

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

III. Statistics –

a. Fundamental Concepts

b. Central tendency

c. Variability

IV. Equations –

a. Linear Equation

b. Quadratic Equation

c. Simultaneous Equation.

V. Solution of simultaneous equation by Graph

VI. Sequence - A.P. & G.P. sequences, nth term of sequence.

VII. Sum up to n terms of sequence

VIII. Indices (Laws & Problems), Logarithms

IX. Surds:-Operation on surds :

a. Addition and Subtraction of Surds

b. Rationalization of Surds

c. Binomial Expression of a Quadratic Surd

Unit 8: Core content of Geometry

Concepts –

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

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

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

Reference:

9. Aggrawal, S.M. *Teaching of Modern Mathematics*. New Delhi : Dhanpat Rai Publishing Co.
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11. Sidhu, K.B. (1974). *The Teaching of Mathematics*. New Delhi: Sterling Sterling Pub. (p). Ltd.
12. Singh, C. and Rohatagy, R.P. (2005). *Teaching of Mathematics*. New Delhi: Dominant Publishers and Distributors.
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17. Kulshreshtha, A.K. (1998). *Teaching of Mathematics*. Meratha: R. Lal. Book Depo.
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19. Dhande, Pingala. (2013). *Ashayyukta Adhyapan Paddhati- Mathematics (Part-1and Part 2)*. Jalgaon: Prashant Publication.
20. Patil, L.A. (2014). *Ashayyukta Adhyapan padhati- Maths*. Jalgaon : Vyanktesh Publication.
21. Sapkale, Aarati. (2007). *Ganit Adhyapan padhati*. Nagpur : Pimpalapure and Comp. Publishers.

Web References:

1. **S.Basu. 2018.** unit 9 professional development of mathematics teacher – eGyanKosh
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CPS 3&4: Curriculum and Pedagogic Studies: Science

Objectives:

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

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

Unit 1 – Methods, Techniques of Teaching Science

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

Unit 2 – Models of Teaching

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

Unit 3 – Facilities and equipments for science teaching

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

Unit 4 – Evaluation and Test

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

Unit 5 – Science Teacher

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

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

Unit 6: Core Content of Physics

1: Measurement of Physical Quantities

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

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

4: Oscillations, Waves , and Optics

Unit 7: Core Content of Chemistry

1 Periodic Classification of elements

2: Chemical bonds and Chemical equilibrium

3: Chemical reactions and Chemical equations

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

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

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

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

3: Natural Resources- Types and Conservation

4: Inside the Earth and Space Mission

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

Reference Books:

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

CPS 3&4 : Curriculum and Pedagogic Studies: Commerce

Objectives:

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

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

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

Unit No.2: Issues and activities in commerce.

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

Unit No. 3 – Curriculum and Textbook of commerce

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

Unit No. 4 - Core Content

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

Unit No. 5 – Methods of teaching commerce

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

Unit No 6 Evaluation

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

Unit No. 7 – Core content

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

Unit No. 8 – Tools and teaching of evaluation

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

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

Reference Books :

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

CPS 3&4 : Curriculum and Pedagogic Studies: Economics

Objectives

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

Unit-1 Essentials of Teaching Economics

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

Unit-2 Economics Teacher

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

Unit-3: Planning the teaching of Economics

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

Unit-4 Method and techniques of teaching Economics

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

Unit- 5 Co-Curricular activities for Economics

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

Unit- 6 Instructional Media for Economics

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

Unit- 7 Evaluation in learning outcomes

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

Unit- 8 New approaches in Economies

8.1 Use of E-Resources for teaching Economics

8.2 Use of E-Resources for Learning Economics

8.3 Development of Self-learning material for Economics

8.4 Use of Open text Based assessment (OTBA)

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

References:

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

EPC-6 Applied paper on Internship-

Objectives:

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

Unit no 1- Introduction to Internship

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

Unit no 2- Functions of School

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

Unit no 3- Teacher as a facilitator

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

Unit no 4- Educational Research

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

References:

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

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

Objectives:

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

Unit 1: Introduction to Concepts of Drama and Art

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

Unit 2: Application of Drama and Art in Education

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

Unit 3: Drama and Art for Pedagogy

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

Unit 4: Drama and Art for Social Intervention

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

Practical

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

Submission of a lesson plan is required.

Refernces:

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

EPC-7 Critical Understanding of ICT-

Objectives:

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

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

Unit no 1- Introduction to ICT

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

Unit no-2- ICT as a tool

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

Unit no -3: Use of ICT in teaching.

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

Unit no -4: Use of ICT in Learning.

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

Practical:

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

Reference Books

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

EPC 8:

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

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

Internship Programme should be conducted as per following..

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

Job Opportunities After completing (B. Ed.) course

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

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

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

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Activity Report
Department: Education (Faculty)

2019-20

IQAC Activity No.

1. Nature of Activity:- Social awareness Program on Aids Day
2. Date and Time:- 1st Dec. 2019
3. Venue:- Jijamata Education college Nandurbar and Waghoda locality.
4. Name of Participant:- Bel fist give all students.
5. Nature (Indoor/outdoor) outdoor
6. Support / Assistance:- coporator & social worker.

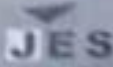
Brief of information about the activity (Criteria No.....)

7. Topic / Subject of the activity:- Social awareness program on AIDS.

8. Objectives
 - 1) To create awareness about AIDS.
 - 2) To give information about Aids and its impact on human being and society.
 - 3) To make our student aware with the social problem

9. Methodology
 - 1) To give important information about Aids to our student make various slogans to arrange a rally in a nearest slum area Waghoda for making people aware with the diseases.

10. Outcomes
 - 1) our student become aware with the diseases
 - 2) People of Bhagyachintan becomes aware about this disease
 - 3) our student get first hand experience with social problem of Bhagyachintan school.

 JES Jijamata Education Society's	COLLEGE OF EDUCATION Year of Establishment - 2008 (B.ed.) NANDURBAR.
	NOTE C-38 - WRC/5-6/102nd/2008/30597
FOUNDER PRESIDENT Late Dr. Diliprao More	PRESIDENT Prof. Shobhatal D. More
Ref. No. - JES/BED/	Date -

Activity Report
 Department: Education (Faculty)

IQAC Activity No.

1. Nature of Activity:- Rally on Swachha Bharat Abhiyan
2. Date and Time:- 2 October 2018
3. Venue:- Jijamata college of Education & Waghoda.
4. Name of Participant:- ALL student.
5. Nature (Indore/outdoor) Indoor and outdoor
6. Support / Assistance:- Principal and co-ordinator of Ward
Brief of information about the activity (Criteria No.....)
7. Topic / Subject of the activity:- Rally on Swachha Bharat Abhiyan
8. Objective) To create awareness among society towards sanitation and cleanliness 2) To create sensitivity about cleanliness among our students. 3) To create the will & communication among the student to make people aware about cleanliness.
9. Methodology) To prepare student to take active participation in Rashtriya Karyakram (Rally) 2) Organize student speeches in college 3) To celebrate the birth anniversary of Mahatma Gandhi and Lal Bahadur Shastri
10. Outcomes) People become aware about sanitation and cleanliness 2) Program develop the sensitivity about cleanliness among our student. 3) Our student become skillful in communication

JES COLLEGE OF EDUCATION
 Year of Establishment - 2008 (B.ed.)
 Jijamata Education Society's NANDURBAR.
 NCTE Code - WRC/5-B/102nd/2008/30537
 FOUNDER PRESIDENT Late Dr. Diliprao More PRESIDENT Smt. Shobhatai D. More
 Ref No - JES/BED/ Date -

Activity Report
 Department: Education (Faculty)

2018-19

IQAC Activity No.

1. Nature of Activity:- Arranging Rally of National unity day
2. Date and Time:- 31-October 2018
3. Venue:- Jijamata college of Education and Waghoda locality
4. Name of Participant:- All student & ward member.
5. Nature (Indore/outdoor) indoor & outdoor.
6. Support / Assistance:- principal of college and social worker in Waghoda
- Brief of information about the activity (Criteria No.....)
7. Topic / Subject of the activity:-
 Arranging Rally of National unity day
8. Objectives 1) To create awareness in student about the National integrity.
 2) To make people about the National diversities.
 3) To make our student to become a messenger of National unity.
9. Methodology 1) To take permission of permission and local authorities
 2) Give pleasing and information about the rally and program.
 3) student give speech in the locality and in friendship school.
 4) student take active participation with school children in the rally.
10. Outcomes 1) student become aware about national integrity
 2) people become aware about national diversities.
 3) our student become good messenger of National unity.

Activity Report
Department: Education (Faculty)

2019-20

IQAC Activity No.

- | | |
|--|---|
| 1. | Nature of Activity:- Rally on Swachhcha Bharat Abhiyan - |
| 2. | Date and Time:- 02 Oct - 2019 |
| 3. | Venue:- Jijamata B.Ed College Nandurbar, |
| 4. | Name of Participant:- ALL student |
| 5. | Nature (Indoor/outdoor) indoor / outdoor. |
| 6. | Support / Assistance:- principal and co-operation |
| Brief of information about the activity (Criteria No.....) | |
| 7. | Topic / Subject of the activity:- Rally on swachh Bharat Abhiyan 2019 |

8. Objectives
- 1) To create awareness among communities towards sanitation and cleanliness.
 - 2) To create sensitivity about cleanliness among our student.
 - 3) To create the skill of communication among student to make people aware about cleanliness.

9. Methodology To prepare student to take active participation in Panchayat Heli (Rally) organise student speeches in college to celebrate organise student. The Birth Anniversary of Mahatma Gandhi and Dahanu

10. Outcomes
- 1) People become aware about sanitation and cleanliness
 - 2) The Program develops the sensitivity about cleanliness among our student
 - 3) Our student become skillful in communication.

Activity Report

Department: Education (Faculty)

2018-19

IQAC Activity No.

1. Nature of Activity:- Rally on National unity day
2. Date and Time:-
3. Venue :- Jijamata Bed college Nandurbar & Waghoda
4. Name of Participant:- ALL student
5. Nature (Indoor/outdoor) indoor & outdoor
6. Support / Assistance:- principal and social worker in Waghoda
Brief of information about the activity (Criteria No.....)
7. Topic / Subject of the activity:- Rally on National unity day.
8. Objectives 1) To create awareness in student about the National Integrity. 2) To make people aware about the national diversities. 3) To make our student to become a messenger of national unity
9. Methodology To Take permission of principal and local Authority give planning and information about the Rally and program. student give speeches in the locality student take active participation in the rally.
10. Outcomes 1) student become aware with national 2) people become aware with national diversities 3) our student become a good messengers of national unity

Activity Report

2018-19

Department: Education (Faculty)

IQAC Activity No.

1. Nature of Activity:- Social awareness programme on AIDS day.
2. Date and Time:- 01-12-2019
3. Venue:- Jijamata Bed college Nandurbar and internship school
4. Name of Participant:- ALL Student & Garipoli
5. Nature (Indore/outdoor) indoor & outdoor.
6. Support / Assistance:- internship school, Bhagyachintan school.

Brief of information about the activity (Criteria No... 53.)

7. Topic / Subject of the activity:- Social Awareness Program on Aids day To create awareness about causes and Precautions to Stop Aids.
8. Objectives 1) To create awareness about Aids. 2) To give information about Aids and its effect on human beings and society 3) To make our student aware with the social problems 4) To make our student to experts. Thousan poster
9. Methodology- give various important information to student about Aids by Lecture. To form group to make poster, exhibition in the college some picture present before the student of internship school. Dadasaheb Bhagyachintan school langud school student deliver the speech before school student
10. Outcomes our student become aware about this discuss 2) our student get an experiences about social problems 3) our student able to improve this skill to express. The problem through picture and poster.

20/10/20

Activity Report

Department: Education (Faculty)

IQAC Activity No.

- | | |
|----------------------------|---|
| 1. Nature of Activity:- | online discussion on soachin Bhubat Abhijan |
| 2. Date and Time:- | 2nd October 2020 |
| 3. Venue:- | online |
| 4. Name of Participant:- | 45 |
| 5. Nature (Indore/outdoor) | indoor |
| 6. Support / Assistance:- | google meet |

Brief of information about the activity (Criteria No.....)

- | | |
|--------------------------------------|---|
| 7. Topic / Subject of the activity:- | online discussion on soachin Bhubat Abhijan |
|--------------------------------------|---|

- | | |
|---------------|--|
| 8. Objectives | 1) To create awareness about sanitation and cleanliness around us.
2) To make student aware about cleanliness and covid |
|---------------|--|

- | | |
|----------------|--|
| 9. Methodology | 1) To give information about this program to student by sending message student take online participation in discussion student suggest different ideas about cleanliness. |
|----------------|--|

- | | |
|--------------|--|
| 10. Outcomes | student become aware with sanitation and cleanliness
2) student become aware with covid 19 and the relation between cleanliness and different diseases. |
|--------------|--|