

## Bachelor of Education (Two Year Course)

### SEMESTER III

#### CC: Core Course

### CC 301: Gender, School and Society

**Credits: 2**

**Hours: (45)**

**Marks: 50 (40+10)**

**Course Outcomes-**

*At the end of course students will be able to,*

- Acquaint basic understanding and familiarity with key concepts–gender, gender bias, gender stereotype, gender parity, equity and equality.
- Analyze gender issues in educational contexts; curriculum, textual materials across disciplines, pedagogical process and its intersection with class, caste, religion, and region.
- Describes gender discrimination in the construction and dissemination of knowledge
- Acquaint a critical perspective on the ways in which education maintains and legitimates gender relations in society.
- Explore the complex relationship of gender and education and understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

Unit	Content	Periods
<b>Unit I</b>	<p><b>Gender Issues: Key Concepts</b></p> <p>A. In this Unit the students will develop an understanding of some key concepts and terms and relate them with their context in understanding the power relations Gender, Sex, Sexuality, Patriarchy, Masculinity, and Feminism/s: liberal, socialist, and radical</p> <ul style="list-style-type: none"> <li>• Gender bias, Gender stereotyping, Gender parity</li> <li>• Gender hierarchy</li> <li>• Teacher as an agent of change</li> <li>• Feminist movement</li> </ul>	<b>11</b>
<b>Unit II</b>	<p><b>Learning of Gender Roles</b></p> <p>A. Meaning of socialization.</p> <p>B. Learning of gender roles in cross-cultural perspectives.</p> <p>C. Formation of Gender Identities and Socialization Practices in:</p> <ul style="list-style-type: none"> <li>• Family</li> <li>• Schools</li> <li>• Other formal and informal organization.</li> </ul>	<b>11</b>
<b>Unit III</b>	<p><b>Gender and Law</b></p> <p>A. Introduction to laws related to women (Rape, Dowry, Remarriage, Divorce, Property inheritance, Trafficking).</p> <p>B. Women’s reservation bill 2008 – history and current status</p> <p>C. Protection to women under the constitution of India.</p> <p>D. Laws Related to Women’s Rights:</p> <ol style="list-style-type: none"> <li>i. PC PNDT (Pre Conception and Pre Natal Diagnostic Techniques Act 1994),</li> <li>ii. Female feticide, domestic violence act 2005,</li> <li>iii. Sexual harassment at work place (Prevention Prohibition and Redressal, Act 2013),</li> <li>iv. The Indecent Representation of women prohibition Act 1986</li> <li>v. Cybercrime against women under IT act 2000.</li> </ol>	<b>12</b>
<b>Unit IV</b>	<p><b>Gender and Education</b></p> <p>A. Schooling of Girls Issues of equity, inequalities and resistances (issues of access, retention and exclusion in relation to caste, tribe, religion and region, disability).</p> <p>B. Instrumentalist approach to women education- Application in the Indian Context Gender and Subject choices.</p>	<b>11</b>

	<p>C. Role of schools, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity</p> <p>D. Rashtrasant Tukadoji Maharaj's: Educational thoughts, Life education, Upliftment of women, Social change, and Gramonnati (rural development).</p>	
	<p><b>MODE OF TRANSACTION:</b></p> <ul style="list-style-type: none"> <li>• Teachers should incorporate discussions, projects, documentaries, movies and fields based projects</li> <li>• Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be used</li> <li>• Dialogue and discussions has to be the key for the transaction of this course</li> <li>• Individual and group presentations of issues and concerns raised in assignments</li> </ul>	
	<p><b>SESSIONAL WORK: Marks:10 (5+5)</b></p> <p>** One Assignment on any topic from the above units (<b>Marks: 05</b>)</p> <p>** The students may undertake any one of the following activities and present the report (<b>Marks: 05</b>)</p> <ol style="list-style-type: none"> <li>1. A study of data about girls from scheduled castes and tribes, minorities and rural backgrounds from different sources such as, enrollment in school and university at different levels, results of Grade X and Grade XII examinations and enrollment in different programmes in higher education.</li> <li>2. Critical analysis of educational policies/dominant narratives for instrumentalist approach to women education with special reference to India.</li> <li>3. Study of laws related to women and submits brief report on it.</li> </ol>	

### References:

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- Batliwala, Srilatha.(1993). Empowerment of Women in South Asia: Concepts and Practices.
- Bhasin, Kamla.(2000). Understanding Gender. New Delhi: Kali for Women.
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- Chanana, Karuna(ed.). (1988). Socialisation, Education and Women: Explorations in Gender Identity. New Delhi: Orient Longman.
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- Kathleen, Weiler. (1988). Women Teaching for Change: Gender, Class, and Power. New York: Bergin Garvey.
- Kumar, K. (1986). Growing Up Male. Seminar, No. 318, February 1986.
- NCERT (2006). 3.2 Position paper, National Focus Group on Gender Issues in Education. New Delhi: NCERT.
- Ramachandran, Vimala. (2004). Gender and Social Equity in Education: Hierarchies of Access. New Delhi: Sage.
- Rashtrasant Tukdoji Maharaj. Gramgeeta

- पिंजरकर सुलभा के. (२०१६) : 'समकालीन भारतीय शिक्षण- लिंग, शाळा आणि समाज', अमरावती: नभ प्रकाशन
- बिहाडे संगिता (२०१८) : 'लिंगभाव, समाज आणि शिक्षण', अमरावती : नभ प्रकाशन

### CC 302: Basic of Research in Education

Credits: 2

Hours: (45)

Marks: 50 (40+10)

#### Course Outcomes-

At the end of course students will be able to,

- Interpret the relation between scientific thinking and research
- Acquaint with different types of researches in education
- Describes basics of Research and Action research
- Discuss the process of action research
- Acquaint the nature and scope of Action Research
- Describes the components of action research plan
- Analyze distinguish between quantitative and qualitative data analysis in Action Research
- Describes the features of a good action research report

Unit	Content	Periods
Unit I	<b>Scientific Thanking and Concept of Research</b> A. Sources of knowledge: Inductive, Deductive and Scientific Thanking B. Research : Meaning, Nature and Characteristics C. Educational Research: Meaning, Nature, Characteristics and Need D. Approaches of Educational Research: Qualitative and Quantitative – Concept and need	11
Unit II	<b>Types of Research and Action Research</b> A. Types of Research in Education: i. <b>Fundamental:</b> Meaning, Characteristics and Limitations ii. <b>Applied :</b> Meaning, Characteristics and Limitations iii. <b>Action Research:</b> Historical Background Meaning, Characteristics and Limitations B. Action Research: Steps and Format C. Types of Action Research: Individual and Collaborative D. Features of a good Action Research	11
Unit III	<b>Methods and Tools for data collection in Research</b> A. Methods of Educational Research : i) Historical, ii) Descriptive and iii) Experimental - Meaning, Purpose, and limitations B. Tools For Data Collection : Characteristics, uses and limitation <ul style="list-style-type: none"> <li>• Questionnaire – (open and close ended)</li> <li>• Audio – Video Recording</li> <li>• Interviews – Structured and Unstructured</li> <li>• Observation – Participant and Non- Participant</li> </ul> C. Hypothesis: Meaning, Characteristics and Types D. Assumptions: Meaning and Characteristics and Limitations	11
Unit IV	<b>Sampling, Designing and Data Analysis of Research</b> A. Population and Sampling in Educational Research: Concept, Types of Sampling Technique B. Designing the Research Plan (research question, need, significance, aims and objectives, research title , research design, schedule and budget) C. Analysis of Data :	12

	<ul style="list-style-type: none"> <li>Quantitative – Percentage, Mean, Correlation and Graphical Representation (uses and limitations)</li> <li>Qualitative – uses, characteristics and limitations</li> </ul> <p>D. Action Research Report writing</p>	
	<p><b>MODE OF TRANSACTION:</b> The course content transaction will include the following:</p> <ul style="list-style-type: none"> <li>Planned lectures infused with multimedia /power-point presentations.</li> <li>Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.</li> </ul>	
	<p><b>SESSIONAL WORK: Marks:10 (5+5)</b> ** One Assignment on any topic from the above units (<b>Marks:05</b>) ** The students may undertake any one of the following activities and present the report (<b>Marks:05</b>)</p> <ol style="list-style-type: none"> <li>Visit at least five school, locate at least ten problems on which action research can be taken</li> <li>Prepare one Action Research Proposal under the guidance of supervisor.</li> <li>Prepare one questionnaire/interview schedule/rating scale related to collection of data for problem from school level.</li> <li>Review of Five research report of action researches completed by Researcher or school teacher</li> </ol>	

#### References:

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- Best John W. , Research in Education
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- Usha Rao – Action Research
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- Lulla B. P. , Essentials of Educational Research
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- पाटील गीता आणि अंबाडकर नीलिमा, (२०१४ ), शैक्षणिक संशोधन पद्धती, नागपूर: श्री.मंगेश प्रकाशन
- खोब्रागडे हर्शानंद आणि डामरे गोकुळ. (२०१४), सुलभ शैक्षणिक संशोधन पद्धती, अमरावती : सुगम प्रकाशन

### ***CPS 303: Curriculum and Pedagogy of School Subject One (PART II)***

#### **CPS 303(A): ENGLISH -PART- II**

**Credits: 2**

**Hours: (45)**

**Marks: 50 (40+10)**

#### **Course Outcomes-**

*At the end of course students will be able to,*

- Explain the learning resources in English language at Secondary and higher secondary stage.
- Describe the language skills and activities for developing the language skills..

- Analyze the linguistic system in English.
- To make familiar with the role of English teacher & importance of professional growth in teaching of English.
- Explain the different areas and agencies for professional development.
- Analyses critically the present syllabus, text-book in the state of Maharashtra

<b>Unit</b>	<b>Content</b>	<b>Periods</b>
<b>Unit V</b>	<b>Language Skills</b> A. Language skills: Concept, Meaning, Need and Importance B. Categorization of Language skills <ul style="list-style-type: none"> <li>• Reading skill</li> <li>• Speaking skill</li> <li>• Listening skills</li> <li>• Writing skill</li> </ul> C. Linguistic System: Basic concept in phonology, morphology, syntax and semantics; Discourse	<b>12</b>
<b>Unit VI</b>	<b>Learning Resources and learning Experiences</b> A. Learning resources: Concept, need and importance B. Traditional (Handbook, Workbooks) and Technological based learning resources: Concept, Meaning , Importance and merits and demerits C. Learning Experiences: Concept, Classification and source D. Teaching Materials: Audio, Visual, Audio Visual and use of ICT	<b>11</b>
<b>Unit VII</b>	<b>Curriculum, syllabus and Text Book</b> A. Curriculum : Concept, Nature and Principal B. Construction and types of Curriculum C. Syllabus: Concept, Nature and Principal of Developing syllabus D. English Language Text Book: Concept. Characteristics and Critical study of a text book of English language	<b>11</b>
<b>Unit VIII</b>	<b>Language Teacher</b> A. Qualities of effective English teacher, disposition and attitude. B. Importance of in-service training programs for Professional Growth of English teacher: i) Conferences ii) Seminars iii) Workshops C. Importance of agencies for Professional growth of language teacher: i) NCERT ii) SCERT iii) NCTE iv)DIET D. English Teacher association: Need and its functions	<b>11</b>
	<b>MODE OF TRANSACTION:</b> The course content transaction will include the following: <ul style="list-style-type: none"> <li>• Planned lectures infused with multimedia /power-point presentations.</li> <li>• Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.</li> </ul>	
	<b>SESSIONAL WORK: Marks:10 (5+5)</b> <b>** One Assignment on any topic from the above units (Marks:05)</b> <b>** The students may undertake any one of the following activities and present the report (Marks:05)</b> <ul style="list-style-type: none"> <li>• Development of ICT based Lesson plan on any class of secondary level.</li> <li>• Development of appropriate teaching learning materials for teaching different contents of English language</li> <li>• Critical study of text book for any one standard of Secondary schools</li> </ul>	

### References:

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- Pandey, K.P. Teaching of English in India, Varanasi: Vishwavidyalaya Prakashan, Varanasi.
- Structural Approach to Teaching of English - B.D. Shrivastav
- Teaching of English - A Modern Approach, Bose F.L
- Teaching of English - G.L. Gadre
- Teaching of English - P.K. Gupta, Anil Gandhi, and S.S. Bhatnagar
- Teaching of English as second Language - Allen H.B.
- The essentials of English Teaching - R.K. Jain
- The technique of Language teaching, Bose F.L

### CPS 303 (B) : MARATHI PART – II

Credits : 2

Hours : (45)

Marks :50 (40+10)

### अध्ययन निष्पत्ती:

*पाठ्यक्रमाच्या अभ्यासानंतर विद्यार्थी पुढील कार्य करण्यास सक्षम बनतील.*

- माध्यमिक व उच्च माध्यमिक स्तरावर मराठी भाषा अध्यापना करिता असलेले विविध अध्यापन स्रोत सांगू शकतील .
- मराठी भाषा अध्यापना करिता भाषा कौशल्याचा अर्थ व महत्व समजून सांगू शकतील .
- मराठी भाषा एक विद्याशाखा म्हणून समजून सांगू शकतील .
- मराठी भाषा अध्यापनात मराठी भाषा शिक्षकाची भूमिका विशद करतील .
- मराठी भाषा शिक्षकाच्या व्यवसायिक वृद्धी करिता असणाऱ्या विविध कार्यवाहिनी व संस्थांचे महत्व आणि कार्य समजून सांगू शकतील .

- मराठी भाषेचे पाठ्यक्रम व पाठ्यपुस्तकाचे चिकित्सक विश्लेषण करू शकतील.

घटक	आशय	तासिका
घटक ५	<p><b>भाषा कौशल्य</b></p> <p>अ) भाषा कौशल्य : संकल्पना , अर्थ, गरज आणि महत्व</p> <p>ब) भाषा कौशल्याचे प्रकार:</p> <ul style="list-style-type: none"> <li>• वाचन कौशल्य</li> <li>• भाषण कौशल्य</li> <li>• श्रवण कौशल्य</li> <li>• लेखन कौशल्य</li> </ul> <p>क) भाषा प्रणाली : मुलभूत संकल्पना - उच्चारशास्त्र, शब्दरचना शास्त्र, वाक्यरचना नियम, शब्दार्थ, संभाषण</p>	१२
घटक ६	<p><b>अध्ययन स्रोत आणि अध्ययन अनुभव</b></p> <p>अ) अध्ययन स्रोत : अर्थ, संकल्पना, गरज आणि महत्व</p> <p>ब) अध्ययन स्रोत प्रकार : पारंपारिक अध्ययन स्रोत ( हस्तपुस्तिका व कार्यपुस्तिका ) आणि तंत्रज्ञानावर आधारित अध्ययन स्रोत : संकल्पना, अर्थ, महत्व आणि गुण व दोष</p> <p>क) मराठी भाषा अध्यापन साठी अध्ययन अनुभव : संकल्पना, वर्गीकरण आणि स्रोत</p> <p>ड) मराठी भाषा अध्यापन साठी अध्यापनांची साधने: श्राव्य, श्राव्य, दृकश्राव्य आणि माहिती तंत्रज्ञानाचा उपयोग</p>	११
घटक ७	<p><b>अभ्यासक्रम, पाठ्यक्रम आणि पाठ्यपुस्तक</b></p> <p>अ) अभ्यासक्रम : संकल्पना, स्वरूप आणि तत्वे</p> <p>ब) मराठी भाषा अभ्यासक्रम संरचना आणि प्रकार</p> <p>क) मराठी भाषा पाठ्यक्रम: संकल्पना, स्वरूप आणि पाठ्यक्रम विकसनाची तत्वे</p> <p>ड) मराठी भाषा पाठ्यपुस्तक: संकल्पना, वैशिष्ट्य आणि मराठी भाषा पाठ्यपुस्तकाचे चिकित्सक विश्लेषण</p>	११
घटक ८	<p><b>मराठी भाषा शिक्षक</b></p> <p>अ) मराठी भाषा शिक्षकाची गुण वैशिष्ट्य आणि पात्रता</p> <p>ब) मराठी भाषा शिक्षकाच्या व्यावसायिक वृद्धीसाठी सेवांतर्गत प्रशिक्षणाचे महत्व:</p> <p>i) परिषद ii) परीसंवाद iii) कार्यशाळा</p> <p>क) मराठी भाषा शिक्षकाच्या व्यावसायिक वृद्धी साठी संस्थांचे महत्व : i) एन.सी.ई.आर.टी ii) एस.सी.आर.टी.ई. iii) एन.सी.टी.ई. iv) जिल्हा शिक्षण प्रशिक्षण संस्था</p> <p>ड) मराठी भाषा शिक्षक संघटना : संकल्पना, गरज आणि कार्य</p>	११
	<p><b>MODE OF TRANSACTION:</b></p> <p>The course content transaction will include the following:</p> <ul style="list-style-type: none"> <li>• Planned lectures infused with multimedia /power-point</li> </ul>	

	<p>presentations.</p> <ul style="list-style-type: none"> <li>• Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.</li> </ul>	
	<p><b>प्रात्यक्षिक सत्रिय कार्य: गुण: १० (५+५)</b></p> <p>** वरील कोणत्याही एका घटकावर आधारित स्वाध्याय (गुण : ०५)</p> <p>** विद्यार्थ्यांनी खालील पैकी कोणतेही एक उपक्रम पूर्ण करून त्याचा अहवाल सादर करावा. (गुण: ०५)</p> <p>१. माध्यमिक स्तरावरील कोणत्याही एका वर्गाच्या एका घटका वर आय. सी. टी.आधारित पाठ टाचण तयार करा.</p> <p>२. मराठी भाषेच्या आशयानुरूप सुयोग्य अध्ययन अध्यापन साधन तयार करा.</p> <p>३. माध्यमिक शाळेच्या कोणत्याही एका वर्गाच्या मराठी भाषा पाठ्यपुस्तकाचे चिकित्सक परीक्षण करा</p>	

### संदर्भ:

- आकोलकर पाटणकर. - मराठीचे अध्यापन
- डांगे चंद्रकुमार. - मातृभाषेचे अध्यापन
- साठे द. त्र्यं .- मराठी भाषेचे अध्यापन
- पाटील लीला. - मातृभाषेचे अध्यापन
- कुंडले म. बा - मराठीचे अध्यापन

## CPS 303 (C): HINDI PART - II

Credits : 2

Hours : (45)

Marks : 50 (40+10)

### अध्ययन निष्पत्ती:

इस पाठ्यक्रम के अध्ययन के बाद छात्र निम्न कार्य करने में सक्षम होंगे ।

- माध्यमिक तथा उच्च माध्यमिक स्तरपर हिंदी भाषा अध्यापन के स्रोत को समझा सकेंगे ।
- हिंदी भाषा अध्यापन हेतू भाषा कौशल के अर्थ एवं महत्व को समझा सकेंगे ।
- हिंदी भाषा को एक विद्यासंकाय कि दृष्टीकोन से विश्लेषित कर सकेंगे ।
- हिंदी भाषा अध्यापन में हिंदी भाषा शिक्षक कि भूमिका को वर्णन कर सकेंगे ।
- हिंदी भाषा शिक्षक के व्यावसायिक वृद्धीहेतू विभिन्न शैक्षिक संस्था के महत्व एवं कार्य को समझा सकेंगे ।
- हिंदी भाषा पाठ्यक्रम तथा पाठ्यपुस्तक का चिकित्सक परीक्षण कर सकेंगे ।

इकाई	आशय सामग्री	तासिका
इकाई ५	<p><b>भाषा कौशल</b></p> <p>अ) भाषा कौशल : संकल्पना, अर्थ, आवश्यकता एवं महत्व</p> <p>ब) भाषा कौशल के प्रकार :</p> <ul style="list-style-type: none"> <li>• वाचन कौशल</li> <li>• भाषण कौशल</li> <li>• श्रवण कौशल</li> <li>• लेखन कौशल</li> </ul> <p>क) भाषा प्रणाली : मुलभूत संकल्पना - उच्चारशास्त्र, शब्दरचना शास्त्र, वाक्यरचना नियम,</p>	१२

	शब्दार्थ, संभाषण	
इकाई ६	<p><b>अध्ययन स्रोत एवं अध्ययन अनुभव</b></p> <p>अ) अध्ययन स्रोत : संकल्पना, अर्थ, आवश्यकता एवं महत्व</p> <p>ब) पारंपारिक अध्ययन स्रोत (हस्तपुस्तिका तथा कार्यपुस्तिका) एवं तंत्रविज्ञान पर आधारित अध्ययन स्रोत: संकल्पना अर्थ, महत्व तथा गुण-दोष</p> <p>क) हिंदी भाषा अध्यापन हेतु अध्ययन अनुभव : संकल्पना, प्रकार एवं स्रोत</p> <p>ड) हिंदी भाषा अध्यापन हेतु अध्यापन के साधन : श्राव्य, श्राव्य, दृकश्राव्य तथा सूचना तंत्रविज्ञान का उपयोग</p>	११
इकाई ७	<p><b>अभ्यासक्रम, पाठ्यक्रम तथा पाठ्यपुस्तक</b></p> <p>अ) अभ्यासक्रम : अर्थ, स्वरूप एवं तत्व</p> <p>ब) अभ्यासक्रम संरचना एवं प्रकार</p> <p>क) पाठ्यक्रम: संकल्पना, स्वरूप एवं पाठ्यक्रम विकास के तत्व</p> <p>ड) हिंदी भाषा पाठ्यपुस्तक : संकल्पना, विशेषताएं और हिंदी पाठ्यपुस्तक का चिकित्सक परीक्षण</p>	११
इकाई ८	<p><b>हिंदी भाषा शिक्षक</b></p> <p>अ) हिंदी भाषा शिक्षक कि विशेषताएं तथा योग्यता</p> <p>ब) हिंदी भाषा शिक्षक के व्यावसायिक वृद्धि हेतु सेवांतर्गत प्रशिक्षण का महत्व :</p> <p>i) सम्मेलन ii) परीसंवाद iii) कार्यशाला</p> <p>क) हिंदी भाषा शिक्षक के व्यावसायिक वृद्धि हेतु संस्थाओं का महत्व: i) एन.सी.ई.आर.टी. ii) एस.सी.ई.आर.टी. iii) एन.सी.टी.ई iv) जिला शिक्षण व प्रशिक्षण संस्था</p> <p>ड) हिंदी भाषा शिक्षक संघटना : संकल्पना, आवश्यकता और कार्य</p>	११
	<p><b>MODE OF TRANSACTION:</b></p> <p>The course content transaction will include the following:</p> <ul style="list-style-type: none"> <li>Planned lectures infused with multimedia /power-point presentations.</li> <li>Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.</li> </ul>	
	<p><b>परियोजना सत्रिय कार्य: अंक : १० (५ +५)</b></p> <p>** उपरोक्त किसी एक इकाई पर आधारित स्वाध्याय ( अंक: ०५)</p> <p>** छात्रो द्वारा निम्नलिखित में से किसी एक विषय पर कार्य को पूर्ण कर रिपोर्ट प्रस्तुत कीजिये। (अंक: ०५)</p> <p>१. माध्यमिक स्तर के किसी एक कक्षा के हिन्दी भाषा के किसी एक इकाई पर आय. सी. टी.आधारित पाठ नियोजन तयार कीजिये।</p> <p>२. हिन्दी भाषा के आशय के अनुसार सुयोग्य अध्ययन अध्यापन साधन तयार कीजिये।</p> <p>३. माध्यमिक स्तर के किसी एक कक्षा के हिन्दी भाषा पाठ्यपुस्तक का चिकित्सक परीक्षण कीजिये।</p>	

**संदर्भ:**

- जीत योगेंद्र .- हिंदी भाषा शिक्षण
- मुखर्जी श्रीधरनाथ - राजभाषा.
- त्रिपाठी, करुणापती - भाषा शिक्षण

- سینگ، ساویتری - ہندی شیکھن
- سینگ، ساویتری - راجبھاشا کا اڈھڈڈڈڈ (مھاراشٹر سبھا ڈوے)

### CPS 303 (D): URDU PART-II

Credits: 2

Hours: (45)

Marks: 50 (40+10)

#### Course Objectives-

#### مقاصد:

- \* ثانوی، اعلیٰ ثانوی سطح پر اردو تدریس کی حکمت عملی کو سمجھنا۔
- \* زبان دانی کے اصول، طریقہ کار کو اردو تدریس کے ذریعے سمجھنا۔
- \* اردو زبان کے لسانی رویے اور مہارتوں کی اہمیت و نظریے کو سمجھنا۔
- \* اردو زبان کے نظم و ضبط کو سمجھنا۔
- \* اردو زبان کے معلم کا کردار و پیشہ وارانہ ترقی کی مختلف تنظیمیں۔

Periods	Content	Unit
11	<b>زبان کی مہارتیں :-</b> (الف) زبان کی مہارتوں کی تدریسی ضرورت و اہمیت۔ (ب) زبان کی مہارت کے پہلو (۱) سننا (۲) بولنا (۳) پڑھنا (۴) لکھنا۔ (ج) زبان کا تدریسی نظام : صوتیات، زبان کی ساخت، نحو (قاعدہ) معنوی زبان اور گفتگو کا بنیادی نظریہ۔	Unit V
11	<b>علمی حکمت کے عملی ذرائع اور علمی تجربات :-</b> (الف) علمی حکمت کے ذرائع : نظریے، ضرورت اور اہمیت۔ (ب) راویتی علمی حکمت (درسی کتاب، مشقی بیاض) تکنیکی بنیاد کے عملی ذرائع، فائدے و نقصانات۔ (ج) علمی تجربات : نظریے، ضرورت، درجہ بندی اور ذریعے۔ (د) تدریسی مواد : بصری، بصری و سمعی وسائل اور ICT کا استعمال۔	Unit VI
12	<b>نصابی خاکہ، نصاب اور درسی کتاب</b> (الف) نصابی خاکہ (Curriculum): نظریہ ساخت اور اصول۔ (ب) نصابی خاکہ سازی کے عناصر و اقسام (ج) نصاب (Syllabus): نصاب سازی کا نظریہ، ساخت اور اصول۔ (د) معیاری اردو کی درسی کتاب کی خصوصیت و تنقیدی جائزہ۔	Unit VII
11	<b>زبان کا معلم :-</b> (الف) قابل معلم کی موثر خصوصیات، مزاج و رویہ۔ (ب) پیشہ وارانہ ترقی کے لئے دوران ملازمت معلم کے تربیتی پروگرام کی اہمیت۔ کانفرنس، سمینار، ورک شاپ وغیرہ (ج) معلم کی پیشہ وارانہ ترقی کی تربیتی تنظیمیں، DIET, SCERT, NCERT (د) اردو معلم کی تنظیم۔	Unit VIII
	<b>مشقی کام :-</b> * مندرجہ بالا اکائیوں میں کسی ایک عنوان پر تفویضی کام۔ [ 05 ] * مندرجہ ذیل اقوام میں سے کسی ایک کو مکمل کیجیے۔ [ 05 ] • مختلف نقطہ نظر سے ICT (آئی سی ٹی) کی بنیاد پر سبق کی منصوبہ بندی کیجیے۔ • اردو زبان کے مختلف مواد پر مبنی موثر تدریسی عملی و سائل تیار کیجیے۔ • ثانوی سطح کی اردو درسی کتاب کا تنقیدی جائزہ لکھیے۔	

#### حوالہ جاتی کتب :-

- "اردو کیسے پڑھائے" مولوی سلیم، چمن بک ڈپو، دہلی۔
- "مشقی تدریس کیوں اور کیسے" ڈاکٹر اکرام خان، مکتب جامعہ ملیہ، دہلی۔
- "ہم اردو کیسے پڑھائے" معین الدین، مکتب جامعہ ملیہ، دہلی۔

• "تدریسِ اردو" معین الدین ، مکتب جامعہ ملیہ، دہلی۔  
• "پڑھانے کا مزاج" منیر واسی ، NCERT، نئی دہلی۔

## CPS 303 (E): BIOLOGICAL SCIENCE PART-II

**Credits: 2**

**Hours: (45)**

**Marks: 50 (40+10)**

### Course Outcomes-

*At the end of course students will be able to,*

- Describe the need and importance of co curricular activities in Biological Sciences.
- Explain the basic element of Text Book of Biological Sciences.
- Describe the Qualities and professional growth of Biological science Teacher.
- Develop and application of appropriate evaluation techniques in Biological Science.
- Adopt continuous comprehensive evaluation techniques in Biological Science.

Unit	Content	Periods
<b>Unit-V</b>	<b>Learning Resources and learning Experiences</b> A. Learning resources: Concept, need and importance B. Traditional (Handbook, Workbooks) and Technological based learning resources: Concept, Importance and merits and demerits C. learning Experiences : Concept, Classification and source D. Teaching Aids : Audio, Visual, and Audio Visual E. Advance use of ICT in teaching Biological Science : i) Web Based learning ii) Collaborative Learning	11
<b>Unit VI</b>	<b>Curriculum, syllabus and Text Book</b> A. Curriculum :Concept, Nature and Principal B. Construction and types of Curriculum C. Syllabus: Concept, Nature and Principal of Developing syllabus D. Biological Sciences Text Book: Characteristics and Critical study of a text book of Biological Sciences	11
<b>Unit VII</b>	<b>Co-curricular activities for Biological Science</b> A. Co-curricular activities in Biological sciences: Concept, need, importance B. Organization Co-curricular activities in Biological sciences: i) Field trip ii) Biological Science club, iii) Biological Science museums, iv) Biological Science fair. C. Biological sciences laboratory: need, importance, organization, D. Biological sciences laboratory: Essential equipment, Layout of Science lab, and safety and precautionary measures	12
<b>Unit VIII</b>	<b>Biological Science Teacher and Professional growth</b> A. Qualities of effective Biological sciences teacher, disposition and attitude. B. Importance of in-service training programs Professional Growth of Biological sciences i) Conferences ii) Seminars iii) Workshops C. Importance of agencies for Professional growth of Biological sciences: i) NCERT ii) SCERT iii) NCTE iv) DIET D. Biological sciences Teacher association: Concept, Need & Functions E. Roll of Biological Science Teacher in developing scientific awareness among the students	11
	<b>MODE OF TRANSACTION:</b> The course content transaction will include the following: <ul style="list-style-type: none"> <li>• Planned lectures infused with multimedia /power-point presentations.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.</li> </ul>	
	<p><b>SESSIONAL WORK: Marks:10(5+5)</b></p> <p><b>** One Assignment on any topic from the above units (Marks:05)</b></p> <p><b>** The students may undertake any one of the following activities and present the report (Marks:05)</b></p> <ol style="list-style-type: none"> <li>1. Development of ICT based Lesson plan on any class of secondary level.</li> <li>2. Critical Analysis of 8<sup>th</sup> or 9<sup>th</sup> class Textbook of Biological Science.</li> <li>3. Students will visit the school and identify various components in science laboratory and other related activities</li> <li>4. Preparation of Teaching aids: Preparation of low cost and no cost learning teaching aids on any topic.</li> </ol>	

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- सोहनी मो. प्र. : शास्त्र अध्यापन
- अनारसे, दिघे, पाटणकर: शास्त्र अध्यापन

- हकीम प्रभाकर: शास्त्र अध्यापन

## CPS 303 (F): MATHEMATICS PART-II

**Credits: 2**

**Hours: (45)**

**Marks: 50 (40+10)**

### Course Outcomes-

*At the end of course students will be able to,*

- Describe the need and importance of co curricular activities in Mathematics.
- Explain the basic element of Text Book of Mathematics..
- Describe the Qualities and professional growth of Mathematics Teacher.
- Develop and application of appropriate evaluation techniques in Mathematics.
- Analyze continuous comprehensive evaluation techniques in Mathematic.

Unit	Content	Periods
<b>Unit V</b>	<b>Learning Resources and learning Experiences</b> A. Learning resources: Concept, need and importance B. Traditional (Handbook, Workbooks) and Technological based learning resources: Concept, Importance and merits and demerits C. learning Experiences : Concept, Classification and source F. Teaching Aids : Audio, Visual, and Audio Visual D. Advance use of ICT in teaching Mathematics : i) Web Based learning ii) Collaborative Learning	11
<b>Unit VI</b>	<b>Curriculum syllabus and Text Book</b> A. Curriculum : Concept, Nature and Principal B. Construction and types of Curriculum C. Syllabus: Nature and Principal of Developing syllabus D. Mathematics Text Book: Characteristics and Critical study of a text book of Mathematic	11
<b>Unit VII</b>	<b>Co-curricular activities for Mathematics</b> A. Co-curricular activities in Mathematics: Concept, need, importance B. Organization Co-curricular activities in Mathematics: i) Field trip, ii) Mathematics club, iii) Mathematics museums, iv) Mathematics fair. C. Mathematics laboratory: need, importance, organization, D. Mathematics laboratory: Essential equipment, Layout of Science lab, and safety and precautionary measures	12
<b>Unit VIII</b>	<b>Mathematics Teacher and Professional growth</b> A. Qualities of effective Mathematics teacher, disposition and attitude. B. Importance of in-service training programs for Professional Growth of Mathematics i) Conferences ii) Seminars iii) Workshops C. Importance of agencies for Professional growth of Mathematics: i) NCERT ii) SCERT iii) NCTE iv) DIET D. Mathematics Teacher association: Concept, Need & significance E. Roll of Mathematics Teacher in developing scientific awareness among the students	11
	<b>MODE OF TRANSACTION:</b> The course content transaction will include the following: <ul style="list-style-type: none"> <li>• Planned lectures infused with multimedia/power-point presentations.</li> <li>• Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.</li> </ul>	
	<b>SESSIONAL WORK: Marks:10(5+5)</b> <b>** One Assignment on any topic from the above units (Marks:05)</b>	

	<p><b>** The students may undertake any one of the following activities and present the report (Marks:05)</b></p> <ol style="list-style-type: none"> <li>1. Development of ICT based Lesson plan on any class of secondary level.</li> <li>2. Critical Analysis of 8<sup>th</sup> or 9<sup>th</sup> class Textbook of Biological Science.</li> <li>3. Students will visit the school and identify various components in science laboratory and other related activities</li> <li>4. Preparation of Teaching aids: Preparation of low cost and no cost learning teaching aids on any topic.</li> </ol>	
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### CPS 303 (G) : COMMERCE PART-II

**Credits: 2**

**Hours: (45)**

**Marks: 50 (40+10)**

**Course Outcomes-**

*At the end of course students will be able to,*

- Describe the need and importance of co curricular activities in commerce.
- Explain the basic element of Text Book of commerce.
- Describe the Qualities and professional growth of commerce Teacher.
- Develop and application of appropriate evaluation techniques in commerce.
- Analyze continuous comprehensive evaluation techniques in commerce.
- Describe the learning resources in teaching of commerce

Unit	Content	Periods
<b>Unit V</b>	<b>Learning Resources and learning Experiences</b> A. Learning resources: Concept, need and importance B. Traditional (Handbook, Workbooks) and Technological based learning resources: Concept, Importance and merits and demerits C. learning Experiences : Concept, Classification and source G. Teaching Aids : Audio, Visual, Audio Visual and use of ICT	11
<b>Unit VI</b>	<b>Curriculum syllabus and Text Book</b> A. Curriculum : Nature and Principal B. Construction of Commerce Curriculum C. Syllabus: Nature and Principal of Developing syllabus D. Commerce Text Book: Characteristics and Critical study of a text book of Commerce	11
<b>Unit VII</b>	<b>Co-curricular activities for Commerce</b> A. Co-curricular activities in Commerce: Concept, need, importance B. Organization Co-curricular activities in Commerce: i) Industrial tour iii) Commerce Fair iii) Service Sector Visit and Roll of Teacher in Organization Co-curricular activities in Commerce C. Subject room of Commerce : Need, Importance, Essential Equipment D. Problems and difficulties in teaching of commerce subjects in secondary and higher secondary schools	11
<b>Unit VIII</b>	<b>Commerce Teacher and Professional growth</b> A. Qualities of effective Commerce teacher, disposition and attitude. B. Importance of in-service training programs/ Conferences/ Seminars/ Workshops for Professional Growth of Commerce C. Importance of agencies for Professional growth of Commerce: NCERT, SCERT, NCTE	12

	D. Commerce Teacher association: Concept, Need & significance E. Roll of Commerce Teacher in developing scientific awareness among the students	
	<b>MODE OF TRANSACTION:</b> The course content transaction will include the following: <ul style="list-style-type: none"> <li>Planned lectures infused with multimedia /power-point presentations.</li> <li>Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.</li> </ul>	
	<b>SESSIONAL WORK: Marks:10 (5+5)</b> ** One Assignment on any topic from the above units ( <b>Marks:05</b> ) ** The students may undertake any one of the following activities and present the report ( <b>Marks:05</b> ) <ol style="list-style-type: none"> <li>Development of ICT based Lesson plan on any class of Secondary and Higher Secondary Level.</li> <li>Critical Analysis of 11<sup>th</sup> or 12<sup>th</sup> class Textbook of Commerce.</li> <li>Organize a field trip for commerce teacher in consultation with school teacher.</li> <li>Organize some commercial activities in schools or in your college and prepare a report on the same.</li> </ol>	

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***CPS 304: Curriculum and Pedagogy of School Subject Two  
(PART II)***

**CPS 304 (A) : PHYSICAL SCIENCE PART- II**

**Credits: 2****Hours: (45)****Marks: 50 (40+10)****Course Outcomes-***At the end of course students will be able to,*

- Describe the need and importance of co curricular activities in Physical Sciences.
- Explain the basic element of Text Book of Physical Sciences.
- Describe the Qualities and professional growth of Physical Sciences Teacher.
- Develop and application of appropriate evaluation techniques in Physical Sciences.
- Analyze continuous comprehensive evaluation techniques in Physical Sciences.

Unit	Content	Periods
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<b>Unit V</b>	<b>Learning Resources and learning Experiences</b> A. Learning resources: Concept, need and importance B. Traditional (Handbook, Workbooks) and Technological based learning resources: Concept, Importance and merits and demerits C. learning Experiences : Concept, Classification and source H. Teaching Aids : Audio, Visual, and Audio Visual D. Advance use of ICT in teaching Physical Science : i) Web Based learning ii) Collaborative Learning	<b>11</b>
<b>Unit VI</b>	<b>Curriculum syllabus and Text Book</b> A. Curriculum :Concept, Nature and Principal B. Construction and types of Curriculum C. Syllabus: Concept, Nature and Principal of Developing syllabus D. Physical Science Text Book : Characteristics and Critical study of a text book of Physical Science	<b>11</b>
<b>Unit VII</b>	<b>Co-curricular activities for Physical Science</b> A. Co-curricular activities in Physical Sciences : Concept, need, importance B. Organization Co-curricular activities in Physical Sciences: i) Field trip, ii) Physical Science club, iii) Physical Science museums, iv) Physical Science fair. C. Physical Science laboratory: need, importance, organization D. Physical Science laboratory: Essential equipment, Layout of Science lab, and safety and precautionary measure	<b>12</b>
<b>Unit VIII</b>	<b>Physical Science Teacher and Professional growth</b> A. Qualities of effective Physical Science teacher, disposition and attitude. B. Importance of in-service training programs for Professional Growth of Physical Science i) Conferences ii) Seminars iii) Workshops C. Importance of agencies for Professional growth of Physical Science : i) NCERT ii) SCERT iii) NCTE iv) DIET D. Physical Science Teacher association: Concept, Need & significance E. Roll of Physical Science Teacher in developing scientific awareness among the students	<b>11</b>
	<b>MODE OF TRANSACTION:</b> The course content transaction will include the following: <ul style="list-style-type: none"> <li>• Planned lectures infused with multimedia /power-point presentations.</li> <li>• Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.</li> </ul>	
	<b>SESSIONAL WORK: Marks:10(5+5)</b> ** One Assignment on any topic from the above units ( <b>Marks:05</b> ) ** The students may undertake any one of the following activities and present the report ( <b>Marks:05</b> ) <ol style="list-style-type: none"> <li>1. Development of ICT based Lesson plan on any class of secondary level.</li> <li>2. Critical Analysis of 8<sup>th</sup> or 9<sup>th</sup> class Textbook of Physical Science.</li> <li>3. Students will visit the school and identify various components in science laboratory and other related activities</li> <li>4. Students will visit the school organize a science exhibition and poster presentation of scientific concepts.</li> </ol>	

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### **CPS 304 (B) : ECONOMICS PART-II**

**Credits: 2**

**Hours: (45)**

**Marks: 50(40+10)**

#### **Course Outcomes-**

*At the end of course students will be able to,*

- Describe the need and importance of co curricular activities in Economics.
- Explain the basic element of Text Book of Economics.
- Describe the Qualities and professional growth of Economics Teacher.
- Develop and application of appropriate evaluation techniques in Economics.
- Analyze continuous comprehensive evaluation techniques in Economics.
- Describe the learning resources in teaching of Economics.

Unit	Content	Periods
Unit V	<b>Learning Resources and learning Experiences</b> A. Learning resources: Concept, need and importance B. Traditional (Handbook, Workbooks) and Technological based learning resources: Concept, Importance and merits and demerits C. learning Experiences : Concept, Classification and source I. Teaching Aids : Audio, Visual, and Audio Visual and use of ICT	11
Unit VI	<b>Curriculum, syllabus and Text Book</b> A. Curriculum : Nature and Principal B. Construction of Economics Curriculum C. Syllabus: Concept, Nature and Principal of Developing syllabus D. Economics Text Book : Characteristics and Critical study of a text book of Economics	11
Unit VII	<b>Co-curricular activities for Economics</b> A. Co-curricular activities in Economics: Concept, need, importance B. Organization Co-curricular activities in Economics : i) Field Trip, ii) Economics Club, iii) Economics exhibition iv) Economics fair C. Subject room of Economics : need, importance, Essential equipment D. Problems and difficulties in teaching of Economics subjects in secondary and higher secondary schools	12
Unit VIII	<b>Economics Teacher and Professional growth</b> 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: NCERT, SCERT, DIET, NCTE D. Economics Teacher association: Concept, Need & significance	11
	<b>MODE OF TRANSACTION:</b> The course content transaction will include the following: <ul style="list-style-type: none"> <li>• Planned lectures infused with multimedia /power-point presentations.</li> <li>• Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.</li> </ul>	
	<b>SESSIONAL WORK: Marks:10(5+5)</b> ** One Assignment on any topic from the above units ( <b>Marks:05</b> ) ** The students may undertake any one of the following activities and present the report ( <b>Marks:05</b> ) <ol style="list-style-type: none"> <li>1. Development of ICT based Lesson plan on any class of secondary level.</li> <li>2. Students will analyze Economics text books of any boards like Maharashtra state board and CBSE boards.</li> <li>3. Preparation of different list of Community Resources which can be used for teaching of Economics</li> </ol>	

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### **CPS 304 (C) : GEOGRAPHY PART-II**

**Credits: 2**

**Hours: (45)**

**Marks: 50 (40+10)\**

**Course Outcomes-**

*At the end of course students will be able to,*

- Describe the need and importance of co curricular activities in Geography.
- Explain the basic element of Text Book of Geography.
- Describe the Qualities and professional growth of Geography Teacher.
- Develop and application of appropriate evaluation techniques in Geography.
- Analyze continuous comprehensive evaluation techniques in Geography.
- Describe the learning resources in teaching of Geography.

Unit	Content	Periods
<b>Unit V</b>	<b>Learning Resources and learning Experiences</b> A. Learning resources: Concept, need and importance B. Traditional (Handbook, Workbooks) and Technological based learning resources: Concept, Importance and merits and demerits C. learning Experiences : Concept, Classification and source J. Teaching Aids : Audio, Visual, and Audio Visual and use of ICT	<b>11</b>
<b>Unit VI</b>	<b>Curriculum syllabus and Text Book</b> A. Curriculum : Nature and Principal	<b>11</b>

	<p>B. Construction of Geography Curriculum  C. Syllabus: Concept, Nature and Principal of Developing syllabus  D. Geography Text Book : Characteristics and Critical study of a text book of Geography</p>	
<b>Unit VII</b>	<p><b>Co-curricular activities for Geography</b>  A. Co-curricular activities in Geography: Concept, need, importance  B. Organization Co-curricular activities in Geography : i) Field Trip, ii) Geography Club, iii) Geography exhibition iv) Geography fair  C. Subject room of Geography : need, importance, Essential equipment  D. Problems and difficulties in teaching of Geography subjects in secondary and higher secondary schools</p>	<b>12</b>
<b>Unit VIII</b>	<p><b>Geography Teacher and Professional growth</b>  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 : NCERT, SCERT, DIET, NCTE  D. Geography Teacher association: Concept, Need &amp; significance</p>	<b>11</b>
	<p><b>MODE OF TRANSACTION:</b>  The course content transaction will include the following:</p> <ul style="list-style-type: none"> <li>• Planned lectures infused with multimedia /power-point presentations.</li> <li>• Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.</li> </ul>	
	<p><b>SESSIONAL WORK: Marks:10(5+5)</b>  ** One Assignment on any topic from the above units (<b>Marks:05</b>)  ** The students may undertake any one of the following activities and present the report (<b>Marks:05</b>)</p> <ol style="list-style-type: none"> <li>1. Development of ICT based Lesson plan on any class of secondary level.</li> <li>2. Students will analyze Geography text books of any boards like Maharashtra state board and CBSE boards.</li> <li>3. Preparation of Teaching aids: Preparation of low cost and no cost learning teaching aids on any topic.</li> </ol>	

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### CPS 304 (D) : HISTORY PART-II

**Credits: 2**

**Hours: (45)**

**Marks: 50 (40+10)**

**Course Outcomes-**

*At the end of course students will be able to,*

- Describe the need and importance of co curricular activities in History.
- Explain the basic element of Text Book of History.
- Describe the Qualities and professional growth of History Teacher.
- Develop and application of appropriate evaluation techniques in History.
- Analyze continuous comprehensive evaluation techniques in History.
- Describe the learning resources in teaching of History.

Unit	Content	Periods
Unit V	<b>Learning Resources and learning Experiences</b> A. Learning resources: Concept, need and importance B. Traditional (Handbook, Workbooks) and Technological based learning resources: Concept, Importance and merits and demerits C. learning Experiences : Concept, Classification and source K. Teaching Aids : Audio, Visual, and Audio Visual and use of ICT	<b>11</b>
Unit VI	<b>Curriculum syllabus and Text Book</b> A. Curriculum : Nature and Principal B. Construction of History Curriculum C. Syllabus: Concept, Nature and Principal of Developing syllabus D. History Text Book : Characteristics and Critical study of a text book of History	<b>11</b>
Unit VII	<b>Co-curricular activities for History</b> A. Co-curricular activities in History: Concept, need, importance B. Organization Co-curricular activities in History : i) Field Trip, ii) History Club iii) History exhibition iv) History fair, Celebration of National Days C. Subject room of History : need, importance, Essential equipment D. Problems and difficulties in teaching of History subjects in secondary and higher secondary schools	<b>12</b>
Unit VIII	<b>History Teacher and Professional growth</b> 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 : i) NCERT ii) SCERT iii) DIET iv) NCTE D. History Teacher association: Concept, Need & significance	<b>11</b>
	<b>MODE OF TRANSACTION:</b> The course content transaction will include the following: <ul style="list-style-type: none"> <li>• Planned lectures infused with multimedia /power-point presentations.</li> <li>• Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.</li> </ul>	

	<p><b>SESSIONAL WORK: Marks:10 (5+5)</b>  <b>** One Assignment on any topic from the above units (Marks:05)</b>  <b>** The students may undertake any one of the following activities and present the report (Marks: 05)</b></p> <ol style="list-style-type: none"> <li>1. Development of ICT based Lesson plan on any class of secondary level.</li> <li>2. Students will analyze History text books of any boards like Maharashtra state board and CBSE boards.</li> <li>3. Preparation of Teaching aids: Preparation of low cost and no cost learning teaching aids on any topic</li> </ol>	
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- ठगळे एस. एस. (१९७१) – इतिहास कसा शिकावा व कसा शिकवावा; अहमदनगर: सुहास प्रकाशन

**CPS 304 (E) : CIVICS PART- II**

**Credits: 2**

**Hours: (45)**

**Marks: 50 (40+10)**

**Course Outcomes-**

*At the end of course students will be able to,*

- Describe the need and importance of co curricular activities in Civics.
- Explain the basic element of Text Book of Civics.
- Describe the Qualities and professional growth of Civics Teacher.
- Develop and application of appropriate evaluation techniques in Civics.
- Analyze continuous comprehensive evaluation techniques in Civics.
- Describe the learning resources in teaching of Civics.

Unit	Content	Periods
Unit V	<p><b>Learning Resources and learning Experiences</b></p> <p>A. Learning resources: Concept, need and importance</p> <p>B. Traditional (Handbook, Workbooks) and Technological based</p>	11

	<p>learning resources: Concept, Importance and merits and demerits</p> <p>C. learning Experiences : Concept, Classification and source</p> <p>L. Teaching Aids : Audio, Visual, and Audio Visual and use of ICT</p>	
<b>Unit VI</b>	<p><b>Curriculum syllabus and Text Book</b></p> <p>A. Curriculum : Nature and Principal</p> <p>B. Construction of Civics Curriculum</p> <p>C. Syllabus: Concept, Nature and Principal of Developing syllabus</p> <p>D. Civics Text Book : Characteristics and Critical study of a text book of Civics</p>	<b>11</b>
<b>Unit VII</b>	<p><b>Co-curricular activities for Civics</b></p> <p>A. Co-curricular activities in Civics: Concept, need, importance</p> <p>B. Organization Co-curricular activities in Civics : i) Field Trip, ii) Civics Club, iii) Civics exhibition iv) Civics fair and Celebration of National and International Days</p> <p>C. Subject room of Civics : need, importance, Essential equipment</p> <p>D. Problems and difficulties in teaching of Civics subjects in secondary and higher secondary school</p>	<b>12</b>
<b>Unit VIII</b>	<p><b>Civics Teacher and Professional growth</b></p> <p>A. Qualities of effective Civics teacher, disposition and attitude.</p> <p>B. Importance of in-service training programs for Professional Growth of Civics Teacher : i) Conferences ii) Seminars iii) Workshops</p> <p>C. Importance of agencies for Professional growth of Civics: i) NCERT ii) SCERT iii) NCTE iv) DIET</p> <p>D. Civics Teacher association: Concept, Need &amp; significance</p>	<b>11</b>
	<p><b>MODE OF TRANSACTION:</b></p> <p>The course content transaction will include the following:</p> <ul style="list-style-type: none"> <li>• Planned lectures infused with multimedia /power-point presentations.</li> <li>• Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.</li> </ul>	
	<p><b>SESSIONAL WORK: Marks:10(5+5)</b></p> <p>** One Assignment on any topic from the above units (<b>Marks:05</b>)</p> <p>** The students may undertake any one of the following activities and present the report (<b>Marks:05</b>)</p> <ol style="list-style-type: none"> <li>1. Development of ICT based Lesson plan on any class of secondary level.</li> <li>2. Students will analyze Civics text books of any boards like Maharashtra state board and CBSE boards.</li> <li>3. Preparation of Teaching aids: Preparation of low cost and no cost learning teaching aids on any topic.</li> </ol>	

**References:**

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- त्यागी- नागरिकशास्त्र एवं अध्यापन की शिक्ष

***DSEC: Discipline Specific Elective Course (Any One)***

**DSEC 305: School Management and Administration**

**Credits: 2**

**Hours: (45)**

**Marks: 50 (40+10)**

**Course Outcomes-**

*At the end of course students will be able to,*

- Explain the students to understand meaning, nature, scope, functions and principles of Educational Administration and Management
- Describe the role of various agencies in educational Administration in India.
- Develop an understanding among the students about various components of school management.
- Acquaint the different designs of school building.
- Explain the leadership qualities and accountability to be maintained by the different school personnel like headmaster, teacher etc.
- Analyze the concept of supervision and finance in the field of education.
- Explain the structure, Powers and functions of various bodies concerned with at District, State and National Level.

<b>Unit</b>	<b>Content</b>	<b>Periods</b>
Unit I	<b>Management in Education:</b> A. Management: Concepts and Elements of Management B. Educational management: Concept, nature and types. C. Institutional Planning: Concept, need, objectives and process. D. School Management: Concept, Objective and nature	10
Unit II	<b>School Plant and Management of School</b> A. School Plant – Location, site, building, playground, garden. B. Physical facilities – Classrooms , Furniture, Library, Laboratory, Museum, Auditorium C. Planning and administration of annual work, time–table. D. Maintenance of records and registers – General register, Attendance register, (Catalogue) fee register, muster, dead stock register, Accession register, Purchase register, Scholarships & free ships, Annual results. E. Head master and Teacher: Role, Responsibilities and functions in School Management	12
Unit III	<b>Educational Administration in India</b> A. Educational administration: Meaning, definitions, scope and functions  B. Educational Administration in India: Characteristics and Guiding principles. C. Role of following agencies in the educational administration in India:	12

	<ul style="list-style-type: none"> <li>• Central Government: Ministry of Human Resource Development</li> <li>• State Government: Ministry of Education, Director of Education</li> <li>• Local Authorities: Zilha Parishad, Municipal Corporation</li> </ul> <p>D. Secondary School Code and Secondary Education Act: Main features</p>	
Unit IV	<p><b>Managerial Bodies Related to Education (Structure Powers and Functions)</b></p> <p>A. At International Levels: UNESCO, UNICEF</p> <p>B. At National Levels: NCERT, NIEPA, CBSE</p> <p>C. At State Level: SCERT, Maharashtra State Board of Secondary and Higher Secondary, State Board of Text Book production and Curriculum Research</p> <p>D. At District level: DIET</p>	11
	<p><b>MODE OF TRANSACTION:</b></p> <p>The course content transaction will include the following:</p> <ul style="list-style-type: none"> <li>• Planned lectures infused with multimedia /power-point presentations.</li> <li>• Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.</li> </ul>	
	<p><b>SESSIONAL WORK: Marks:10(5+5)</b></p> <p>** One Assignment on any topic from the above units (<b>Marks:05</b>)</p> <p>** The students may undertake any one of the following activities and present the report (<b>Marks:05</b>)</p> <ol style="list-style-type: none"> <li>1. A comparative case study of a Government and Private school to identify their Management practices and strengths.</li> <li>2. Visit to any school for observing its administrative units and their functioning systems.</li> <li>3. Interview of any school principal/teachers on administrative principles and their observance in school and related problems</li> </ol>	

#### References:

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- Safaya, R.N. and Shida, B.D. *School Administration and Organization*. Delhi: Dhuapat Rai and Sons.
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### DSEC 306: Economics of Education

**Credits: 2**

**Hours: (45)**

**Marks: 50 (40+10)**

#### Course Outcomes-

*At the end of course students will be able to,*

- Explain the concept of Economics of Education and relation with Human Resource
- Describe the concept of Human Development Index and relation with Education
- Analyze the planning, financing and cost of education.
- Identify the link between the educational system and economic development.
- Develop an understanding of educational problems in the context of economic concepts. Theories and techniques.

Unit	Content	Periods
Unit I	<b>Introduction: Basic Concepts</b> A. Economics: Meaning, Nature and Scope B. Economics of Education: Meaning, Concept, Scope C. Education and its relation to Human Resource Development D. The relationship between education and the economic system.	11
Unit II	<b>Education and Economic Development</b> A. Education and Economic growth B. Education and National Development C. Education and the Distribution of Income D. Education, Population, Poverty and Employment	11
Unit III	<b>Education and human capital development:</b> A. The concept and measurement of Human Capital B. Education and human capital development C. Education and Human development Index. D. Place of India in Human Development Index	11
Unit IV	<b>Financing of Education:</b> A. Sources of finance for education: private, public, fees, donations, B. Endowments and grants; Grant-in- aid principles and practices with special reference to School and higher education. C. Government's role in financing education at different levels with special reference to School and higher education. D. Priorities within education in the various five year plans.	12
	<b>MODE OF TRANSACTION:</b> The course content transaction will include the following: <ul style="list-style-type: none"> <li>• Lectures, presentations, group discussions, analysis of budget and plan documents, workshops on policy planning with practitioners</li> <li>• Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.</li> </ul>	
	<b>SESSIONAL WORK: Marks:10 (5+5)</b> ** One Assignment on any topic from the above units ( <b>Marks: 05</b> ) ** The students may undertake any one of the following activities and present the report ( <b>Marks:05</b> ) 1. Review and analysis of budget and plan documents to make sense of allocations to education at national and state levels. 2. Debates and discussions on cost of education in public and	

	private sector 3. Presentation on Private and Social rates of return to education	
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### References:

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- Baxter C. And O’Leary, P. J. and Westoby A. (1977) Economics and Education Policy a Reader London Longman Group Ltd.
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- Johns R. I. & Morphet I: (1976) The Economics and financing of Education A system Approach New Jersey Prentice-Hall Inc.
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- Levin M. R. & Shank A (eds.) (1970) Educational Investment in an Urban Society: Costs, Benefits and Public Policy, New York Teachers College press
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- Mingat A. & Tan Hee-peng (1988) Analytical tools for sectoral work in Education Baltipore: the joins Hopkins University press.
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### ***EPC: Enhancing Professional Capacities***

#### **EPC 307: Understanding the Self**

**Credits: 2**

**Hours: ( 60 Internal)**

**Marks: 50**

The aim of this course is to develop understanding of student teacher about the development of the self as a person and as a teacher through continuous reflection. The course will enable the student teacher to develop a holistic and integrated understanding of one self and her/his personality.

Personality development workshop should be conducted and following aspects can be included:-

**Course Outcomes-**

*At the end of course students will be able to,*

- Develop understanding of student-teachers about themselves –the development of the self as a person and as a teacher
- Develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth
- Develop social relational sensitivity and effective communication skills, including the ability to listen and observe
- Develop a holistic and integrated understanding of the human being and personality
- Build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths, Inculcation of Self Reflection

**COURSE OUTLINE:**

- Developing a concept of ‘self’
- Understanding oneself as others see them
- Understanding one’s emotions:
  - Happiness
  - Anger
  - Disgust
- Earning to exercise self control and self restraint
- Inculcating strategies for tolerance and handling uncouth behavior and condescending attitudes of people around us.
- Understanding One’s strengths and Weaknesses
- Understanding one’s Values and Priorities
- Analyzing oneself, accepting oneself as one is.
- Being Wise, Being fair, being sensitive, and Overcoming peer pressure.

**MODE OF TRANSACTION:**

The course will be transacted in Workshop mode wherein there will be 15 sessions which are to be completed and turned in during the next session. These sessions shall entail: small group discussions, group discussions, sharing of experiences (with a single partner, in a small group, or with the whole group), games, deliberating on case studies, Video shows and discussions thereafter, screening of films and subsequent discussions, sharing of thoughts, feelings, dilemmas and fears etc. Transaction shall require two hours per week on a single day (30 hours) with students divided in groups of not more than 25, under supervision of two to four teachers per group. Each session will involve:

1. Orientation about the session and its theme & expectations from students.
2. Group formation (different groups are to be formed every time).
3. Activity/ discussion.
4. Assignment (collection of assignment of the previous session and explanation of assignment of the current session) and briefing about any particular aspect of the forthcoming session. At the beginning of every session two students would be identified to write the summary of the class and present the summary in about five to ten minutes at the beginning of the next session.

**Workshop Sessions:**

Session	Theme

1	<p><b>Ice breakers and Introductions of members.</b>  ASSIGNMENT: write about any two people of the group who impressed you most/  touched you/ inspired you most (Max 150 words each)</p>
2	<p><b>WHO AM I?</b>  Understanding the concept of ‘SELF’  ASSIGNMENT: Describe your own understanding of what is ‘Self’.</p>
3	<p><b>UNDERSTANDING MYSELF</b>  My goals, desires and feelings; my expectations from my family  ASSIGNMENT: Reflect and describe your own action/ behavior in this context. Make a list of people that you are grateful to and why?</p>
4	<p><b>MY PERSONALITY:</b>  Partners Exercise: Each partner to be supplied with two sets of JOHARI WINDOW  hand out: Discover your personality characteristic/ type:  1. The Open/Receptive  2. The Blabber mouth  3. The Pumper  4. The Hermit  ASSIGNMENT: Describe your partner’s personality</p>
5	<p><b>HAPPINESS</b>  What makes you Happy?  ASSIGNMENT:  1. Recall your experiences and identify the situations that made you happy.  2. Observe yourself throughout any one day and see what proportion of the day you felt happy. Are the causes of these states dependent on the outside factors or the Internal states? Evaluate any two instances of the day in details.</p>
6	<p><b>ANGER:</b>  Deliberate in a small group on:  <b>What situations/reasons anger/annoy me? What thoughts predominate my mind when in rage? How do I react?</b>  <b>Activity:</b> Recall your experiences and identify the situations that made you angry. Make a list.  <b>Is anger a sign of power or helplessness?</b>  <b>Do I suppress or express my anger? Do I ever regret?</b>  <b>How do I control my anger?</b>  ASSIGNMENT: Recall your (or of a person you know closely) feelings/reactions after an unpleasant expression of anger.</p>
7	<p><b>MY PRIORITIES AND VALUES</b>  In a small group discuss and answer the following:  Activities:  ➤ What meaning and importance do these have for you? Arrange them in order of importance and explain why? Success, Recognition, Fame, Happiness, Affluence.....  ➤ What would you rather be beautiful/ rich/ wise/ fair/ compassionate? Explain why?  ASSIGNMENT:  Write a brief reflective report on this experience.</p>
8	<p><b>STRENGTHS</b>  Deliberate in a small group upon the question  <b>What are my Strengths? What can I do to enhance them?</b>  ASSIGNMENT: Write a paragraph: describing your strengths. How does it affect people around you?</p>
9	<p><b>WEAKNESS</b></p>

	<p>Deliberate in a small group upon the question  <b>What are my Weaknesses? What can I do to overcome them?</b>  <b>What are my Fears/ anxieties? How can I overpower these?</b>  <b>ASSIGNMENT:</b> Do people in your environment think differently about you or all think in the same way about you? Include opinions of your acquaintances and Family.</p>
10	<p><b>CONDESCENDING ATTITUDE</b>  <b>Individual Activity:</b> Answer the question to yourself and discuss in a group:  <b>Do you feel the need to boast? Why? Why not? Are you at peace with yourself?</b>  <b>ASSIGNMENT:</b> Observe people around you? Listen to their conversations. How much of I, ME, MY MYSELF, statements do you hear? How do others respond to that? Write a brief report.</p>
11	<p><b>SELF CONTROL</b>  <b>Individual Activity:</b> Write in point's answers to the following: <b>What type of People / characteristics of people you detest most? How do you handle them outwardly? Inwardly?</b>  <b>ASSIGNMENT:</b> Observe people around you? Analyses your own feelings. How did you exercise self control in handling them? Write a brief report</p>
12	<p><b>SELF ANALYSIS</b>  <b>Individual Activity:</b> Answer the question to yourself and discuss in a group:  <b>Do I like myself? Should others like me? Why? Or Why not?</b>  <b>ASSIGNMENT:</b> Write a brief report on your; self analysis.</p>
13	<p><b>SELF CONFIDENCE &amp; PEER/SOCIAL PRESSURE</b>  <b>Individual Activity:</b> Answer the question to yourself and discuss in a group:  ➤ How do you rate your physical appearance?  ➤ Is it a problem for you that you are not as handsome/ good looking/ Beautiful as you would have liked to be?  ➤ Do you look at yourself based on others perception of you?  ➤ Is material/money important in your self esteem?  <b>ASSIGNMENT:</b> Identify your goals and desires. How far is your peer group responsible for these?</p>
14	<p><b>FEEDBACK: How has this course helped you in self exploration?</b></p>

### ASSESSMENT:

Students will be assessed and given marks out of 50. Of which 20 marks will be for the Oral examination of individual students in front of a panel of teachers and 30 marks will be for the Participation and Regularity. Each assignment must be turned in on the next scheduled session. The assignments not submitted in time will not be taken. Assignments will be evaluated on the basis of their quality and genuineness.\

### Suggested Readings:

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- Bly, Robert. W. *Time Management: Make Every Second Count*. Jaico Publishing House. India.
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**SEC: Skill Enhancement Course**  
**(Task Assignment and Practicum)**

**P-308 :Intrenship**

**Credits: 06**

**Hours: (180 Internal)**

**Marks: 150**

As mentioned & in continuation with P- 210 of Semester II and shall continue with P-407 of Semester IV

**P-309 : Tools of Online learning & Assessment**

(Workshop & Hands on Practices )

**Credits: 03**

**Hours: (90 Internal)**

**Marks: 50**

**Course Outcomes-**

*At the end of course students will be able to,*

- Explain the importance of online learning and teaching in day to day life.
- Develop an understanding of the concept of online teaching and assessment tools and its components.
- Describe the various tools of online teaching and assessment.
- Develop the skills of use online teaching and assessment tools in the classrooms.
- Adopt the using of online and offline resources for their individual learning.
- Analyze the evolution and impact of online learning and teaching on society and in the education system.
- Construct the knowledge of ICT based online learning and teaching tools and become a lifelong learner.

❖ **Workshop Content:**

➤ **Online teaching and assessment tools:**

**1. G-suit Applications:**

- LMS-Google-classroom:** , concept, creation, practical uses, functions
- Google Drive Google Doc, Google sheet, Google slides:** concept, practical use, and functions
- Google Form:** concept, creation, practical use as a tool of assessment functions, certificate making
- Google Site:** concept, creation of own site

**2. Tools for Brain Storming:**

- Jamboard,
- Ideazboard
- Concept Board

**3. Assessment Tools:**

- Kahoot
- Testmoz

**4. Online Meeting apps:** Creating meet, and its application for online teaching

- Google meet,

- b. ZOOM meet
- c. Cisco Webex
- d. Jio meet

### Mode of transaction:-

The course would be transacted through a workshop, hand on practical, and report mode. For this course institute invited the expert recourse person for the guidance of theoretical and hands on practical of online tools of teaching and learning and all student teachers are divided in 5 groups. Each faculty member takes up the responsibility of one group. In each group the student teacher completes the suggested course content in the workshop with hands on practice under the guidance of faculty member and expert resource person. Initially tell the student teachers about the course and give information of workshop themes and activities. Give the theme/activity wise time table to the student teachers so they can prepare for it.

*(Note:- Plan this workshop before the start of Internship of III semester.)*

### Workshop Evaluation criteria: (Marks: 50)

\*\*An internal objective type test ( 20 MCQ types question on above 4 categories) of 20 marks on the course Content. (Marks:20)

\*\* Presentation, Practical and report writing with soft copy submission (Marks:30)

Sr.No	Evaluation criteria	Marks
1	Active participation in the workshop	05
2	Presentation of at least 1 Practical in each of above 4 categories (5 marks of each presentation : 5×4 = 20 Marks )	20
3	Report writing and submission of Hard and Soft Copy	05

### P-310: Research Project (Action Research)

**Credits: 02**

**Hours: (60 Internal)**

**Marks: 50**

This course will enable the student teacher to know the basic research methodology, to identify the school based research problem and to solve them scientifically. In the course student teacher will do the research and write the report using the following points:-

- Identification of an educational problem.
- Formulation of various solutions.
- Selection of the most probable solution
- Developing a tool for data collection
- Data collection
- Data analysis
- Reporting findings

### Evaluation criteria:

The report shall be evaluated for 50 marks on the basis of above points.

### P-311: Yoga and Health Education

**Credits: 02**

**Hours: (60 Internal)**

**Marks: 50**

### Course Outcomes-

*At the end of course students will be able to,*

- Explain the basic concepts of Yoga Education.
- Organized the various activities related to yoga education.
- Execute the rules, technique and skills of yoga.
- Describe the benefits of yoga education.
- Adopt and perform different Asanas and Pranayama.

### Unit 1: Introduction to Yoga and Yogic Practices.

- a) Yoga: meaning and initiation
- b) History of Development of Yoga
- c) Astanga Yoga or raja yoga
- d) The Streams of Yoga
- e) The Schools of Yoga: Raja Yoga and Hatha Yoga
- f) Yogic practices for healthy living
- g) Some select yogic practices

### **Unit 2: Introduction to Yogic Texts**

- a) Historicity of yoga as a discipline
- b) Classification of yoga and yogic texts
- c) Understanding astanga Yoga of Patanjali
- d) Hatha yogic Practices
- e) Complementarily between patanjali Yoga and hatha Yoga
- f) Meditational processes in patanjali Yoga sutra.

### **Unit 3: Yoga and Health**

- a) Need of yoga for positive health
- b) Role of mind in positive health as per ancient yogic literature
- c) Concept of health, healing and disease: yogic perspectives
- d) Potential cause of ill health
- e) Yogic principles of healthy living
- f) Integrated approach of yoga for management of health
- g) Stress management through yoga and yogic dietary considerations

### **SESSIONAL WORK: (Marks 50)**

1. Internal Theory Examination 10 marks each unit (5 short answer type question on each unit, each question 2 marks) = 10 marks × 3 Units = 30 Marks
2. Internal Practical Examination = 20 Marks (Based on the above three units practical's to be organized)

### **References:**

- Anantharaman, T.R. (1996). Ancient Yoga and Modern Science. New Delhi: Mushiram Manoharlal Publishers Pvt. Ltd.
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