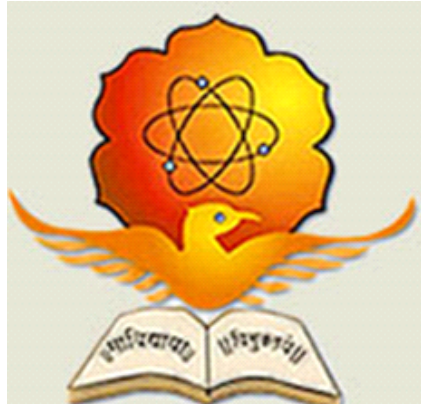


SWAMI RAMANAND TEERTH MARATHWADA

UNIVERSITY, NANDED



STRUCTURE AND SYLLABUS

For award of degree of

Bachelor of Education (B.Ed.)

To be introduced from June- 2010 onwards

And

Subject to revise from time to time

June-2012

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1. Introduction :

Swami Ramanand Teerth Marathwada University, Nanded is revising curriculum of B.Ed. course under the Faculty of Education from June- 2010. Course structure and syllabus for this is formed with following objectives.

2. The General Objectives of B.Ed. Course :

1. To promote capabilities for inculcating national values and goals as mentioned in the constitution of India.
2. To act as agents of modernization and social change.
3. To promote social cohesion, international understanding and protection of human rights and rights of the child.
4. To become competent and committed professionals willing to perform the identified tasks.
5. To use competencies and skills needed for becoming an effective teacher.
6. To be sensitive student teacher about emerging issues such as environment, Population, gender equality, legal literacy etc.
7. To inculcate rational thinking and scientific temper among the students.
8. To develop critical awareness about the social realities among the students.
9. To use managerial and organizational skills.



3. Eligibility for Admission :

- a. A candidate, who has passed the Bachelor's Degree/Master Degree of this University or any other University recognized as equivalent there to shall be eligible for admission to the course, provided he/she has secured at least 50% of the marks in the theory part. In the case of SC/ST students this percentage of marks shall be at least 45% as per Government Rules.
- b. Provisional admission of candidates shall be given based on the criteria and the guidelines issued by the university or recognised Admission Committee and Government in this respect from time to time
- c. The reservations will be given as per the policy and guidelines prescribed by University and government, subject to revision by the university from time to time.
- d. At the final stage of admission student- teachers must submit an undertaking regarding regular attendance and practical work.



4. Duration of the Course

The course for the B.Ed. Degree in Regular shall be of one academic year. The required minimum working days for teaching –learning will be as per the norms of NCTE and given by University. The Terms and vacations of the course shall be as prescribed by the University from time to time.

5. Eligibility for appearing B.Ed. examination

1. Student- teachers must be present 80 % for theory classes and practical work.
2. The powers of conformance are given to Principal for 20 % attendance.
3. Student –teachers should complete all practical and other work assigned in each part of syllabus.
4. Student-teachers have to obtain completion certificate of theory & practical work from the principal/ Head of Institute.
5. Unless and until he/she obtains such a certificate, he/she will not be allowed to appear in the university examination.

6. Medium of Instruction & Examination:

- a. Medium of Instruction: - The medium of instruction for this course will be Marathi, English or Urdu. Concerned college can make arrangement and is permitted to do so by the University.
- b. Medium of Examination:-The medium of the Examination shall be Marathi, English or Urdu.



7. Course Structure & Evaluation Pattern :

PART I : THEORY PAPERS

Head	Particulars	Marks (Theory+ Practical)	Total Marks
Core Papers	Paper I	80 + 20	100
	Paper II	80 + 20	100
	Paper III	80 + 20	100
Elective Papers (Section A will be compulsory candidate can opt any one paper from section B)	Paper IV	80 + 20	100
	Paper V (SectionA and B)	A(40+10) + B(40+10)	100
School Subject Teaching Methodology – Papers	Paper VI-I	50	50
	Paper VI- II	50	50
Total		500+100	600



PART II : FINAL LESSONS

Head	Particulars	Marks	Total Marks
Final Lesson of school subject teaching methodology	Method- 1	25	25
	Method -2	25	25
Total		50	50

PART III : PRACTICE TEACHING

Sr. No.	Head	Particulars	Marks	Total Marks
A	Microteaching	List of skills is provided	5 * 6	30
B	Integrated Lesson method having integration of minimum three skills excluding Set Induction	One lesson for each	5*2	10
C	Simulated lessons further.	Areas are mentioned	5*4	20
D	Practice lesson (20 lessons)	10 lessons of method-I 10 lessons of method-II	5*10 5*10	100
E	Lesson Observation	8 lessons of method -I + 8 lessons of method –II + 4 lessons of other methods	1*20	20
	Total		180	180



PART IV : INTERNSHIP PROGRAM

Head	Particulars	Marks	Total Marks
Content cum Methodology lessons (2 lessons)	1 lesson of method-I	5*1	10
	1 lesson of method-II	5*1	
Block Teaching for each method (3+1)	5 lessons + 1 test	5*4	20
School related activities.	Activities like Planning, administration, Examination, cultural events, sports & games, record keeping and maintenance	40	40
Total		70	70

PART V: A) WORKSHOPS

Head	Particulars	Marks	Total Marks
Teaching aids workshop	Preparation of audio-visual aids.	10	10
Lesson Plan Workshop	Two days workshop related to School Subject teaching methodology I & II.	10	10
Educational Evaluation Workshop	Preparation of annual plan, unit plan, unit test with blue print.	20	20
Content cum Methodology (CCM) workshop	Orientation about CCM , training of Analysis of content and preparation of lesson plan	30	30
Total			70



PART V : B) PSYCHOLOGICAL EXPERIMENTS

The candidate should perform following experiments and maintain a journal for the same.

Marks 20

1. Letter Digit Substitution (Learning Curve)
2. Work & Fatigue
3. Types of Imagery
4. Division of Attention
5. Concept formation

PART V: C) WORKSHOPS

(This part is not considered for marking head like PART V: A)

Head	Particulars
Computer Assisted Instruction (CAI)	This workshop is related to practicum of core paper IV.
Workshop.	Preparation of Slide show with power point presentation for each method
Demonstration Lesson	Method Master will give demonstration of concerned school subject.
Models of Teaching	Models related to concerned method



PART VI: INTERNAL EXAMINATION

Head	Particulars	Marks	Total Marks
Content test (Content test must be conducted of each method related to VIII & IX standard)	1 test for school subject teaching methodology –I	10	20
	1 test for school subject teaching methodology –II	10	
Weekly Assignment	2 Assignment for each theory papers	Each paper for 10 marks 10 * 6 papers	60
Pre-Annual exam		Each paper for 10 marks 10* 6 papers	60
Total			140



PART VIII : COCURRICULAR ACTIVITIES

Head	Particulars	Marks	Total Marks
Socially useful Productive work (SUPW)	List of Activities is provided further.	15	15
Social Services provided further.	List of Activities is	15	15
Physical Education provided further.	List of Activities is	15	15
Health Education provided further.	List of Activities is	10	10
Cultural activities provided further.	List of Activities is	15	15
Total		70	70

The detail description of above parts is given below.

Part I : Theory Papers

- A** - University written Examination: 06 theory papers of 500 marks.
- B** - Practicum: Practicum of 100 marks will be assigned by committee headed by principal of concern colleges.
- C** - Teaching Hours: Each paper requires 60 hrs excluding practicum and internal work.

Part II : Final Lessons

Two final lessons (one of each method) to be examined by internal and external examiner as per university schedule (25 marks each method).



Part III : Practice Teaching

Internal Assessment of practicum

A) Micro-Teaching

Microteaching program will be conducted by college as a basis of practice teaching and will include minimum any 06 skills form the following list. Theoretical information of remaining 4 skills will be given by teachers.

1. Set Induction
2. Questioning
3. Stimulus Variation
4. Explanation
5. Black Board Writing
6. Use of audio-visual aids
7. Reinforcement
8. Demonstration
9. Narration
10. Illustration & Examples

The teachers will instruct the theory of skill and will present demonstration of the skill. A detail discussion on the theory and demonstration of Microteaching skill is expected among the teachers and student-teachers before the student - teachers start teaching-reteaching cycle of microteaching.



B) Integrated Lessons :

Minimum three micro teaching skills to be integrated excluding Set Induction for each integrated lesson.

Student- teacher has to practice minimum one lesson for each school subject teaching methodology. Integrated lesson will be conducted in the college on peer group.

C) Simulated Lessons :

Each student will conduct minimum 20 minutes lesson of any one method on peer group on following area given below.

- i) Traditional methods
- ii) Team Teaching
- iii) Models of Teaching
- iv) Technology based lesson

D) Practice Lessons :

Student –teacher will practice these lessons in actual classroom situation. In all minimum 10 lessons for each school subject teaching methodology are essential.



Part IV : Internship Program

Internship program of 10-14 days will include following:

- 1) Content cum Methodology based lessons of each teaching method
- 2) Block Teaching for each method (3+1): All five lessons and one test will be conducted by the student teacher.
- 3) School related Activities like Planning, administration, Examination, cultural events, sports & games, record keeping and maintenance.

Part V : Workshops

College will conduct following workshops as a part of training.

A) This type of workshop will have Weight age of 65 marks.

- 1) Teaching aid workshop (2 days)
- 2) Lesson plan workshop (5 days)
- 3) Evaluation workshop (3 days)
- 4) Content cum Methodology workshop (2 days)



B) This type of workshop will not give weightage in marking but it is mandatory part of the course.

- 1 Computer Assisted Instruction 2 day's workshop related with core paper IV.
- 2 Demonstration lesson workshop (2 days workshop related to methodology)
- 3 Models of Teaching (2 days)

Part VI : Internal Examination

This part will include content test of school subject teaching methodology, weekly assignments and Pre-Annual exam (140 marks).

Part VII : Co-curricular Activities

These activities are just like guidelines for colleges. Each Student-Teacher has to accomplish every kind of activities mandatorily. The lists of expected activities related to this part are given below.



Social Useful Productive Work (SUPW): (any two)

- | | |
|-------------------------|------------------------|
| 1. Pot culture | 2. Photography |
| 3. Computer Application | 4. Embroidery |
| 5. Book binding | 6. Paper work |
| 7. Card board | 8. Interior decoration |
| 9. Toy & Doll making | 10. Clay work etc. |

Social Services : (any two)

1. Literacy Programs
2. Free coaching to below average students
3. Educational Guidance programs for parents, students, slow learners etc.
4. Adaptation and Development of any school
5. Tree plantation
6. Social awareness programs
7. Participation in Disaster management etc.

Physical Education :

1. Indoor games (any one)
2. Outdoor games (any one)



Health Education: (any two)

1. Eradication of AIDS
2. Eradication of Leprosy
3. Blood Donation camp
4. Eradication of Polio
5. Eradication of Addiction etc

Cultural Activities: (any two)

1. Elocution & debate
2. Drama
3. Music
4. Performing Arts- Folk dance and other traditional dance, playing musical instruments
5. Folk Arts
6. Fine Arts like painting, sculpture , Collage
7. Annual Gathering etc.



Over all structure of parts of course and marks is as follows :

Sr. No.	Part No.	Part Title	Marks
1	I	Theory Papers (Theory + Practicum)	500 + 100
2	II	Final Lessons	50
3	III	Practice Teaching	180
4	IV	Internship Program	70
5	V	Workshops & Psychological Experiment	90 (70+20)
6	VII	Internal Examinations	140
7	VIII	Co curricular Activities	70
		Total	1200

Scheme of Examination :

The examination for the degree of B.Ed. course shall be by both External & Internal modes. External exam and internal assessment shall include above said parts and will be arranged as per the rules of University.



8. **Standard of passing :**

Part - I : Theory Paper I to VI (500 marks) and Practicum related to paper I to VI (100)

Written examination of 500 marks will be conducted by university and 100 marks will be assigned by committee headed by principal of Concern College.

To pass the examination, candidate must obtain at least 40 % marks in each paper.

- a. **Core papers :** Minimum 32 marks in each Theory paper and minimum 8 marks in practicum related to 4 core papers i.e. $32+8 = 40$
- b. **Elective papers:** Minimum 16 marks in theory paper of each section and 4 marks in practicum of each section i.e. Section A ($16+4 = 20$) + Section B ($16+4=20$) .
- c. **School subject teaching Methodology – Papers :** Minimum 20 marks in paper of each method, i.e. Method-I (20) + Method-II (20). (Minimum 16 marks in theory paper of each section and 4 marks in practicum of each section i.e. Section A ($16+4 = 20$) + Section B ($16+4=20$))
- d. **Aggregate 45% under the part - I of theory papers – I to VI.**



Part II : Final Lessons (50 marks) :

There will be two lessons of each method. The candidate must secure minimum 40 % marks in each method. i.e. Method-I (10 marks) + Method-II (10 marks).

Part III to VIII

The grade system is used for part III to VII and grading will be as follows.

Sr. No.	Range of Marks	Grade
1	75 % and above	O
2	65 % and above but below 74.99 %	A
3	55% and above but below 64.99 %	B
4	45 % and above but below 54.99 %	C
5	Below 44.99 %	D

For passing, the candidate must secure minimum 'C' grade in this part.

9. Award of Class :

A. Such of the candidate who appeared for part I to part VII at one and the same time and obtained minimum 65% marks in part I + part II and having minimum 'A' grade in part III to part VII will be declared as **'First class with Distinction'**.



- B.** Out of the remaining successful candidate who obtained at least 60% marks in part I + Part II and having minimum B grade in part III to part VII will be declared as 'First Class'.
- C.** Out of the remaining successful candidates who have obtained at least 45% in part I + part II and having minimum 'C' grade in part III to part VII will be declared to have passed in 'Second class' .
- D.** There will be no pass class for regular students. The remaining candidates shall be declared failed.
- 1) If the candidate have not obtained minimum average 45% marks in part I.
 - 2) If the candidate have not obtained minimum 40% marks in each paper of part I and part II.
 - 3) If the candidates have not obtained minimum 'C' grade in part III to part VII separately.

10. Improvement of class:

Persons who have completed B.Ed. course in any class & who appear for the same examination in the same subjects in order to improve their class to secure higher Class shall be allowed to do so as per the provisions of the following rules :

1. The concession to re-appear will be available only to the holders of the B.Ed. degree of this University.



2. Persons holding B.Ed. degree of this University passed in any class & desirous of reappearing for the same examination for improvement of class shall be given two chances to do so within a period of three years from his/her first passing the said examination in any class.

3. The students reappearing in examination for improvement of class will be required to appear for a minimum of 2 theory papers at a time.

4. A candidate passing any of the graduate examination above under these rules shall not be eligible to receive any prize, scholarship etc. instituted by the University & he/she shall also not be entitled to a merit certificate from the University. If a candidate is unable to get a higher class under this scheme, his/her previous performance in the corresponding examination shall hold good.



DETAIL SYLLABUS

CORE PAPER



PAPER I

PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION

Course Objectives -

To enable the trainee teacher to- Understand

1. about the relationship between Philosophy and Education
2. the western schools of philosophy
3. principles of curriculum construction
4. the concept of Liberalization, privatization and Globalization & The role of Teacher in LPG
5. the meaning of sociology and educational sociology & provisions of education mentioned in the Indian Constitution
6. the concept of social change & the role of education in social change
7. role of teacher in national integration and International Understanding
8. the various agencies of Education, their functions, relation and impact on education
9. the role of education in new society

COURSE CONTENTS -

UNIT I EDUCATION AND PHILOSOPHY

- 1.1 Education: Meaning, Nature, Scope and types (formal, Informal and non formal)
- 1.2 Education: Characteristics & Aims
- 1.3 Philosophy: Meaning
- 1.4 Relation between Education and Philosophy



UNIT II

WESTERN SCHOOLS OF EDUCATIONAL PHILOSOPHY

- 2.1 Idealism
- 2.2 Naturalism
- 2.3 Pragmatism

With respect to Origin, pioneers, and their impact on aims of Education, curriculum, teaching methodology & role of teacher

UNIT III

CURRICULUM

- 3.1 Meaning of curriculum
- 3.2 Principles of curriculum construction
- 3.3 Types and approaches of curriculum
- 3.4 Curriculum and core areas
- 3.5 Constructivist approach

UNIT IV

EDUCATION FOR NEW TIMES

- 1.1 Meaning and Nature of Liberalization, privatization and Globalization
- 1.2 Functions of Education in Liberalization, privatization and Globalization
- 1.3 Teacher in twenty first century with reference to Communication skills and command over technology



UNIT V
EDUCATION AND SOCIOLOGY

- 5.1 Meaning of sociology
- 5.2 Meaning and nature of educational sociology and sociology of education.
- 5.3 Importance of Education in democracy.
- 5.4 Indian constitution: Preamble, Articles and Directive principles related to Education

UNIT VI
EDUCATION AND SOCIAL CHANGE

- 6.1 Meaning and factors of social change
- 6.2 Role of teacher in social change
- 6.3 knowledge society, education for peace, education for green and clean society
- 6.4 Education for minority and deprived classes
- 6.5 Education for Economical development
- 6.6 Education for Women Empowerment

UNIT VII
**EDUCATION FOR NATIONAL INTIGRATION
AND INTERNATIONAL UNDERSTANDING**

- 7.1 National integration: concept, need & impotence
- 7.2 Contribution of cultural heritage and major festivals in various religions in national integration
- 7.3 Hurdles in National Integration
- 7.4 International understanding: concept, need & importance
- 7.5 Role of teacher in national integration and International Understanding



UNIT-VIII

EDUCATION IN NEW SOCIETY & AGENCIES OF EDUCATION

- 8.1 Family,peer Group,schools,
- 8.2 Mass communication media
(with reference to their role, function & impact)
- 8.3 Concept of new society: Knowledge
- 8.4 Information Technology Society & Education
- 8.5 Need of environmental education and current problems

Practicum

The evaluation committee constituted by principal of concerned College will assess the submission of any two practicals and allow the students to present any one of their choice with the help of OHP/ LCD with viva-voce from the list given below.

Besides enlisted projects in syllabus, faculty have choice to give other innovative projects related to syllabus.

1. Contribution of any one thinker to Education. (Mahatma Gandhi, Rabindranth Tagore, Mahatma Phule, Anutai Wagh, Swami Chinmayananda, Russoue, John Dewey, Montessory, Paulo freuri and Gramshi)
2. Comparative study of Indian and Western schools of Philosophy
3. A report of the study of an impact of the state's new programme i.e. Mid Day meal on the education of the children, dropout etc.
4. Study of role of activities/ events celebrated in society/ religion related to National Integration and International Understanding.





Recommended Reference Books :

१. बुब्रेकर जॉन एस. अनुवादक अकोलकर ग.वि. (१९७१), आधुनिक शिक्षणाचे तत्त्वज्ञान, श्रीविद्या प्रकाशन, शनिवार पेठ, पुणे.
२. कुंडले म. बा. (२०००), शैक्षणिक तत्त्वज्ञान व शैक्षणिक समाजशास्त्र
३. भंडारी प. व. (१९६८), शैक्षणिक समाजशास्त्र प्रथमावृत्ती सातारा, राबिला पब्लिकेशन
४. मेहेंदळे य. श्री., समाजशास्त्राची मूलतत्त्वे, महेंद्र प्रकाशन, नारायण पेठ, पुणे.
५. पारसनीस न. रा., शिक्षणाची तात्त्विक व समाजशास्त्रीय भूमिका, नूतन प्रकाशन, पुणे.
६. दिक्षित श्रीनिवास (१९७५), भारतीय तत्त्वज्ञान, सुविचार प्रकाशन मंडळ, नागपूर.
७. जोशी गजानन (१९९४), भारतीय तत्त्वज्ञानाचा इतिहास, खंड १ ते ६, मराठी तत्त्वज्ञान महाकोष मंडळ, पुणे.
८. ढेरे अमर, पाटील धनराज आणि पवार चंद्रशेखर, (संपा) (२००६), पर्यावरणाचे बदलते अंतरंग, आक्षवंद प्रकाशन, अकलूज.
९. जोशी प्रमोद, कळलावे महेश, (२००९), शिक्षणातील नवप्रवर्तने, आदित्य पब्लिकेशन्स, नांदेड.
१०. रा. वि. महंत ज्योती, उदयोन्मुख भारतीय समाजातील शिक्षण व शिक्षक
११. पवार ना. ग, उदयोन्मुख भारतीय समाज शिक्षण व शिक्षक
११. अकोलकर ग. वि., शैक्षणिक तत्त्वज्ञानाची रूपरेषा
१२. धारूरकर य.ज., शैक्षणिक तत्त्वज्ञान
१३. गोरे बाबासाहेब, खुरपे गोरोबा, (२०११), शिक्षणाचे तात्त्विक व समाजशास्त्रीय अधिष्ठान, ज्योतीचंद्र पब्लिकेशन्स प्रा. लि. लातूर.
१४. गोरे बाबासाहेब, खुरपे गोरोबा, (२०१२), शैक्षणिक विचारवंतांचे शिक्षणातील योगदान, अरुणा प्रकाशन, लातूर.
15. Altekhar, (1975). Education in Ancient India (7thEd.). Varanasi : Monohar Prakashan.
16. Ambedkar ,B.R., (1956). Goutam Buddha and His Dhamma. Delhi : Government Press.
17. Bhatia, B.D., (1970). Theory and Principles of Education (11th Ed). New Delhi : Doaba House.
18. Bron., F. J., (1970). Educational Sociology. New Delhi : Prentice Hall, Inc.
19. Brubacher, J.S., (1969). Modern Philosophies of Education. New York : Mc Graw Hill Co. Inc.
20. Carley Michel and Christie Ian, (2005). Managing Sustainable Development London : Earthscan Publications .
21. Chaube., S.P., (1981). Chaube Akhilesh : Philisophical and Sociological Foundations of Education. (The record line onwards of reference should be after 5 space of the justified of each reference). Agra : Vinod Pustak Mandir.



Paper – II

PSYCHOLOGICAL FOUNDATION OF EDUCATION

Course objectives -

To enable the trainee teacher to- Understand

1. Meaning and nature of psychology & its Methods Of study
2. Concept of growth & Development, characteristics of developmental stages
3. Meaning, nature and characteristics of Learning, Learning theories,
4. Mental Processes related to Learning
5. Identification of children with special needs and understanding their learning characteristics.
6. Concept of teaching & Interaction in classroom
7. Concept, Nature, Theories & Measurement of Intelligence.
8. Concept of personality & Role of teacher in developing balanced, integrated personality of the student

COURSE CONTENTS -

UNIT - I

NATURE OF PSYCHOLOGY OF LEARNER

- 1.1 Meaning and nature of psychology, branches (child, social, abnormal, industrial, education)
- 1.2 Educational psychology- Meaning, scope, limitations and use of educational psychology to the teacher
- 1.3 Methods of studying Educational Psychology
 - a. Introspection
 - b. Observation
 - c. Experimental
 - d. Case Study



UNIT II GROWTH AND DEVELOPMENT

- 2.1 Growth and Development: Concept, Characteristics, Difference
- 2.2 Stages of development
 - a. General characteristics of infancy
 - b. Characteristics of childhood and adolescence period with
Reference to –
 - i) Physical and motor development
 - ii) Cognitive Development
 - iii) Emotional and aesthetic development
 - iv) Moral and social development
- 2.3 factors influencing growth and development

UNIT – III LEARNING THEORIES AND PROCESS

- 3.1 Learning Process: Meaning, nature and characteristics, Learning curve.
- 3.2 Learning theories –
 - a) Thorndike
 - b) Pavlov
 - c) Skinner
 - d) Maslow
- 3.3 Factors affecting learning and teaching process related to
 - a) Learner
 - b) Teacher
 - c) Process
 - d) Content
 - e) Social
- 3.4 Transfer of learning – Meaning & types and Educational importance.



UNIT – IV

MENTAL PROCESSES RELATED TO LEARNING

- 4.1 Attention –meaning, nature, types and features
- 4.2 Sensation and perception – concept, Gestalt View, Concept formation
- 4.3 Motivation – Concept, types, importance and Maslow's hierarchy of needs.
- 4.4 Memory and forgetting – Concept, factors of memory, characteristics of good Memory, importance in learning
- 4.5 Thinking Process –concept and importance, types and tools

UNIT –V

INDIVIDUAL DIFFERENCE AND EXCEPTIONAL CHILDREN

- 5.1 Individual difference - meaning nature and causes
- 5.2 Types and Characteristics of Exceptional children including Learning disabilities
- 5.3 Learner centred teaching techniques for exceptional children
- 5.4 Guidance and counselling: Concept, types and techniques of Guidance and counselling

UNIT VI

PSYCHOLOGY OF TEACHING

- 6.1 Teaching - concept, levels of teaching
- 6.2 Teacher-student, student-student interaction. (Cooperative & collaborative learning)
- 6.3 Creation and organization of favourable school climate for Teacher's job satisfaction
- 6.4 Teacher behaviour & classroom achievement, Teachers' effectiveness



UNIT VII INTELLIGENCE

- 7.1 Concept and Nature of Intelligence.
- 7.2 Theories of Intelligence (Spearman's Two Factor Theory, Theory of SI model by J.P. Gilford, Gardner's Theory of Multiple Intelligence)
- 7.3 Emotional Intelligence - concept, nature, Concept of EQ and educational importance.

UNIT VIII PERSONALITY

- 8.1 Concept of personality – definition, meaning, nature and types.
- 8.2 Factors influencing development of personality- genetic and environmental.
- 8.3 Role of teacher in the development personality of student
- 8.4 i) Theories of personality –
 - a) Alport
 - b) Sigmand Freud,
 - c) Rogersii) Types and Traits - Theories of personality

Practicum

The evaluation committee constituted by principal of concerned College will assess the submission of any two practicals and allow the students to present any one of their choice with the help of OHP/ LCD with viva-voce from the list given below.

Besides enlisted projects in syllabus, faculty have choice to give other innovative projects related to syllabus.

1. One Psychological test should be administred by student-teachers in any school.



2. One Psychological experiment should be administered by student-teacher by in any school from the list given in Part V (B).
3. Conduct Case studies of a adolescencent boy and girl and evaluate it with theoretical charecteristics of adolescence stage
4. A study of an eminent Psychologist with respect to their contribution to educational processes.
5. A study of any one School of Psychology with respect to their contribution to educational processes.

Recommended Reference Books :

१. आळंदकर जयकुमार, अभिनव शैक्षणिक मानसशास्त्र,
२. कुलकर्णी के. व्ही., शैक्षणिक मानसशास्त्र,
३. नानकर प्र. ल., सुबोध शैक्षणिक मानसशास्त्र,
४. पारसनीस न. रा., प्रगत शैक्षणिक मानसशास्त्र,
५. खरात अ. पा., प्रगत शैक्षणिक मानसशास्त्र,
६. दांडेकर वा. ना., शैक्षणिक व प्रायोगिक मानसशास्त्र,
७. आफळे रा. रा., बापट भा.वे., शिक्षणाचे मानसशास्त्रीय अधिष्ठान,
८. जगताप ह. ना., शैक्षणिक व प्रायोगिक मानसशास्त्र,
९. करकरे, शैक्षणिक मानसशास्त्र,
१०. अकोलकर ग. वि., शैक्षणिक मनोविज्ञान,
११. बेळे, कुमठेकर व इतर, शिक्षणाचे मानसशास्त्रीय यथार्थदर्शन भाग-१,
१२. बेळे, कुमठेकर व इतर, शिक्षणाचे मानसशास्त्रीय यथार्थदर्शन भाग-२,
१३. जोशी देवेंद्र, सदावर्ते उज्ज्वला (२००८), शैक्षणिक मानसशास्त्र, आदित्य पब्लिकेशन्स, नांदेड.
१४. शिराढोणकर प्रतिभा, शिक्षक क्षमता, मृण्मयी प्रकाशन, औरंगाबाद.
१५. लाहोरकर बालाजी, (२००५), अध्ययन अध्यापनाचे मानसशास्त्र, विश्व प्रकाशन, औरंगाबाद.
१६. म्हस्के विशाखा, (२०१२), शैक्षणिक मानसशास्त्र, निर्मल प्रकाशन, नांदेड.
17. Allport, G.W, (1960). Personality: A psychological Interpretation .New York: Henry Holt and Company .
18. Anastasia, Anne (1982). Psychological Testing NewYork: Mc Millan Publishing Company.
19. Baron, Robert A, (2003). Psychological (3rd ed). New Delhi, 110092 : Prentice Hall of India.



20. Baron, Robert A, (2003). Social psychology (10th ed). New Delhi : Prentice Hall of India
21. Berk,Laura E, (2003). Child Development (6th ed). New Delhi : Prentice Hall of India.
22. Benjamin, W.B., (1985). Hand book of Human Intelligence:Theories, Measurement and Application John, London : Wiley of Sons Inc. Beveridge, WIB, (1980). Seeds of Creativity London : Heinemann Educational Book Ltd.
23. Chauhan, S.S., (1983). Psychology of Adolescence. New Delhi: Allied Publication.
24. Dandapani, S.,(2000). Textbook of Educational Psychology. New Delhi: Anmol Publications Pvt. Ltd., 434/4B, Ansari road, Daryaganj, 110092. Devas, R.P., Jaya N. (1984). A Text Book on Child Development. Bombay :McMillan India Ltd.
25. Fisher, Ronald j. (1982). Social Psychology, An Applied Approach. New York : St. Martins Press.
26. Hilgad, E.R. And Bower, G.H., (1977). Theories of Learning. New Delhi :Prentice Hall of India Ltd.
27. Jangira, N.K., etal (1991). Functional Assessment Guide. New Delhi : NCERT.
28. Kuppuswami, B. (1967). An Introduction to Social Psychology. Bombay : AsiaPublishing House.
29. Martin, garry and Pear, Joseph (2003) .Behaviour modification : what it is and How to do it (7th Ed.). New Delhi: Prentice Hall of India . 110 092.
30. Joshi, Devendra , Sadavarte Ujwala & Lahorkar Balaji (2008) - Educational Psychology: The Great Psychologists, Aditya Publication, Nanded.



Paper –III

INDIAN EDUCATION SYSTEM AND MANAGEMENT

Course objectives -

To enable the trainee teacher to -

1. understand the pre-independence education in India
2. the historical development and present status of secondary education in India the Concept of Management
3. understand about the special education in India
4. management - Meaning & infrastructure facilities for quality education
5. the leadership qualities of Human Resources & Institutional Planning, types of management & their importance for excellence
6. get acquainted with administrative setup of education
7. get aware about various issues & problems of secondary education
8. development of professionalism & work culture attitude in teachers

COURSE CONTENTS -

UNIT- I INDIAN EDUCATION SYSTEM

- 1.1 Education System in Vedic, Buddhism & Muslim Period - With special reference to -Objectives, Curriculum, Methods, Merits & demerits
- 1.2 Charter act of 1813 - Contraversy between Anglicists & Classicists
- 1.3 Macaulay's minutes of 1835. (With reference to recommendations, merits and demerits)
- 1.4 Wood's Dispatch- 1854. (With reference to Recommendations, merits and demerits)



- 1.5 Sergeant report of 1944
- 1.6 University Commission 1948 - Recommendations

UNIT-II SECONDARY EDUCATION IN INDIA

- 2.1 Secondary Education with reference to concept, aim, pattern, curriculum, medium, teacher training, women education and examination reform
 - a. Mudliar commission
 - b. Kothari commission
 - c. National Education Policy 1986, revised NPE 1990
 - d. Program of action 1992- Rammurti commission
 - e. UNESCO commission on education 1993-96

UNIT- III SPECIAL EDUCATION

- 3.1 Education for physically handicap children
- 3.2 Adult Education.
- 3.3 Women Education
- 3.4 Types of School: Nayoday, Sainik, Public & School related in hilly area. Open & Closed types of School, Granted & Nongranted Schools



UNIT-IV

INTRODUCTION TO MANAGEMENT AND MANAGERIAL PRACTICES

- 4.1 Concept, Characteristics , Process & Functions of Management
- 4.2 Elements of School Management: Plannig, Organisation, Control & Co-ordination
- 4.3 Human Resources:
Functions & qualities of
 - i) Teacher
 - ii) Asst. Head Master / Supervisor
 - iii) Headmaster
- 4.4 School Plant: Building, Classroom, Furniture, Library, Laboratory, Play ground, Electricity & Water Supply

UNIT-V

LEADERSHIP

- 5.1 Concept OF Leadership
- 5.2 Styles f Leadership
- 5.3 Qualities of Leadership

UNIT - VI

MANAGEMENT OF SCHOOLS

- 6.1 Approaches OF Management: Concept, Meaning, Importance of various Types
- 6.2 Areas of Management-Time, Classroom, Co-ordination, Co-curricular, Disaster etc



- 6.3 Various departments in schools
- 6.4 Participation of students, parents & alumni Associations
- 6.5 Official records & registers

UNIT- VII ADMINISTRATIVE SETUP

- 7.1 Functions of Central And State Government
- 7.2 Functions of HSC & SSC Boards
- 7.3 Functions at District Level
- 7.4 Supportive agencies at International, National, State & District Level

UNIT – VIII MANAGEMENT OF VARIOUS ISSUES & PROBLEMS IN SECONDARY & HIGHER SECONDARY

- 8.1 Wastage & stagnation
- 8.2 Crowded Classes,
- 8.3 Dropouts
- 8.4 Enrolment in Urban & Enrolment Rural area
- 8.5 Discipline problem in school
- 8.6 Vocationalization of Education
- 8.7 Contract base appointment of teachers (shikshan sevak)
- 8.8 Qualitative improvement



Practicum

The evaluation committee constituted by principal of concerned College will assess the submission of any two practicals and allow the students to present any one of their choice with the help of OHP/ LCD with viva-voce from the list given below.

Besides enlisted projects in syllabus, faculty have choice to give other innovative projects related to syllabus.

1. Visit to a secondary school and preparation of school profiles
2. A comparative study of Indian secondary setup with that of UK/ USA/ JAPAN/ CHINA.
3. Comparative study of Indian commission (Kothari commission 1964 – 66 and NEP)
4. AN INTERIOR WITH HEADMASTER, 2 TEACHER , 5 STUDENTS and report on problems related to education
5. Comparative study of residential and non residential schools
6. Preparation of proposal for the establishment of secondary or higher secondary schools under CBSC / Z.P. / MUNICIPAL CORPORATION.

Recommended Reference Books :

१. मद्रे गीता, मद्रे ल.रा., भारतीय शिक्षणाचा इतिहास, भाग १ ते ३.
२. पाटील लीला आणि वि.म. कुलकर्णी, आजचे शिक्षण आजच्या समस्या,
३. नरवणे मिनल, भारतीय शिक्षणाचे आयोग व समिती,
४. पारसनीस न. रा., शिक्षणाची तात्त्विक व समाजशास्त्रीय भूमिका,
५. पाठक वि.अ., भारतीय शिक्षण और उनकी समस्याएं, विनोद प्रकाशन, आग्रा.
६. आचार्य दुर्गाशंकर मिश्र, भारतीय शिक्षा का इतिहास, विनोद प्रकाशन, आग्रा.
७. कामत अ. रा., भारतीय शिक्षणाची वाटचाल,
८. शिक्षण आयोग (१९६४-६६)चा अहवाल : समाज प्रबोधन संस्था, पुणे.
९. जोशी देवेंद्र, सदावर्ते उज्ज्वला आणि इनामदार विवेक, (२००८), भारतीय शिक्षण प्रणालीचा विकास, आदित्य पब्लिकेशन्स, नांदेड.



१०. चंद्रात्रे ललिता, भारतीय शिक्षण इतिहास आणि विकास, आदित्य पब्लिकेशन्स, नांदेड.
११. गाभा घटक परिचय - म.रा. पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, पुणे.
११. शालेय व्यवस्थापन, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक.
१२. वाघ रा. ए., शालेय आर्थिक व्यवस्थापन, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक.
१३. कुलकर्णी पी. जी., मुख्याध्यापक - एक प्रशासक, नितीन प्रकाशन, पुणे.
१४. अकोलकर ग. वि. व पाटणकर ना. वि, शालेय व्यवस्थापन आणि प्रशासन, पुणे.
१५. दुनाखे अरविंद, प्रगत शैक्षणिक व्यवस्थापन, प्रशासन व वित्तव्यवहार, नित्यनूतन प्रकाशन, पुणे.
16. Bhatnagar R. P. & Agarwal V. (1986), Educational Administration, International Publishing House, New Delhi.
17. Bhatt B. D. & Sharma S. D. (1992), Educational Administration, Kanishka Pub. House Booklinks Corporation, Narayanguda, Hyderabad.
18. Chalam K. S. (1993), Educational Policy for Human Resources Development, Deep & Deep Publishers.
19. Chaturvedi R. N. (1989), The Administration of Higher Education in India, Printwell Publishers, Jaipur.
20. Goel S. L. (2005), Management in Education, APH Publishing Corporation, New Delhi.
21. Goel S. L. & Goel Aruna (1974), Educational Policy & Administration, Deep & Deep Publication.
22. Jha Jyotsna, Saxena KBC & Baxi C. V. (2001), Management Process in Elementary Education, A Study of Existing Practices in Selected State in India, New Delhi, The European Commission.
23. Mathur S. P. (2001), Financial Administration and Management. The Indian Publications, India.



Paper – IV

TECHNOLOGICAL FOUNDATIONS OF EDUCATION

Course objectives-

To enable the trainee teacher to-

1. Equip the student teacher with the various technological applications available to him/her for improving instructional practices
2. Understand the meaning, nature and scope of ICT in Education.
3. Get acquainted with structure, Hardware & Software of computer.
4. Understand the changes that occur due to ICT in Education.
5. Prepare student to select the appropriate communication facilities through Internet.
6. Understand the legal & Ethical issues related to internet & student safety.
7. Understand ICT supported teaching learning strategies.
8. Get acquainted with e-learning & development in ICT.
9. Understand Meaning & Nature of instructional system and strategies

COURSE CONTENTS :

UNIT - I EDUCATIONAL TECHNOLOGY

- 1.1 Concept, approaches and objectives, distinction between hardware and software technologies. Their role of modern educational practices.
- 1.2 Hardware technologies: Important accessories and their application- Over Head Projector (OHP), Still and Movie Projectors, Liquid Crystal Display (LCD) Projector, Audio-Video recording instruments; TV



UNIT – II

INFORMATION & COMMUNICATION TECHNOLOGY IN EDUCATION

- 2.1 Concept, Importance, Meaning & Nature of Information & Communication Technology
- 2.2 Need of Information & Communication Technology in Education
- 2.3 Scope of ICT in Education
 - a) Teaching Learning Process
 - b) Publication
 - c) Evaluation
 - d) Research
 - e) Administration
- 2.4 Paradigm shift in Education due to ICT content, with special reference to Curriculum, Role of Teacher, Methods of Teaching, Classroom Environment, Evaluation procedure, Educational management.
- 2.5 Challenges in integrating Information & Communication Technology in school education.

UNIT - III

INTRODUCTION TO COMPUTER

- 3.1 Computer - Definition & structure
- 3.2 Hardware -
 - i) Input devices - Key Board, Mouse, Scanner, Microphone, Digital camera.
 - ii) Output devices - Monitor, Printer, Speaker, Screen image projector
 - iii) Storage devices - Hard Disk, CD & DVD, Mass Storage Device (Pen drive)



3.3 Software

- i) Operating System - Concept and function.
- ii) Application Software (It uses in Education)
 - a) Word Processors
 - b) PowerPoint Presentation
 - c) Spread sheet,
 - d) Database Management
- iii) Viruses & its Management

UNIT - IV INTRANET AND INTERNET

- 4.1 Concept, need & importance
- 4.2 Facilities available for Communication - E-mail, chat, online conferencing, (Audio-video), e-Library, websites, Blog, wiki. , Internet forum, News Groups.
- 4.3 Search Engines - Concept and uses.
- 4.4 Legal & Ethical issues - copyright, Hacking Netiquettes
- 4.5 Student safety on the Net.

UNIT- V MODERN TEACHING/LEARNING STRATEGIES

(With reference to concept, nature, scope and its applications in education)

- 5.1 CAL - Computer Assisted Learning
- 5.2 PBL - Project Based Learning
- 5.3 Collaborative Learning
- 5.4 E - Learning - Concept & Nature
- 5.5 Virtual Classroom



UNIT -VI THE SYSTEMS APPROACH TO EDUCATION

- 6.1 System – Meaning and Characteristics
- 6.2 The system approach - Concept and Principles
- 6.3 Distinction between education, instruction and Training
- 6.4 Application of systems approach to education

UNIT - VII INSTRUCTIONAL SYSTEM

- 7.1 Meaning and Nature of Instructional system
- 7.2 Need Importance & uses of instructional system
- 7.3 Components of Instructional system
- 7.4 Analysis of Instructional system
- 7.5 Principles of selecting of Technology for instructional System

UNIT - VIII APPLICATION AND TECHNOLOGY FOR INSTRUCTIONAL SYSTEM

- 8.1 Application of Instructional System
- 8.2 Developing self instructional material – steps only
- 8.3 Developing computer Assisted instruction program concept and steps
- 8.4 Instruction strategies: Self Instruction, Programmed Instruction



Practicum

The below given practical's will be conducted as per modules of INTEL-teach Pre-Service Curriculum

1. Developing the unit plan
2. Locating resources for unit portfolios
3. Creating student multimedia presentation and evaluation tools
4. Creating student and teacher support material and implementation plan.
5. Using sprayed sheet in the classroom.

Recommended Reference Books :

१. जगताप ह. ना., शैक्षणिक तंत्रविज्ञान, नूतन प्रकाशन, पुणे.
२. शेवतेकर शारदा, शैक्षणिक तंत्रविज्ञान,
३. सारंग शैला, (२००८), सूक्ष्म अध्यापन, कुसुम प्रकाशन, नांदेड.
४. येवले सिमा, भोसले रमा, शैक्षणिक तंत्रविज्ञान, फडके प्रकाशन, कोल्हापूर.
५. दुनाखे अरविंद, शैक्षणिक तंत्रविज्ञान,
6. Intel Teach Pre Service Curriculum- Expedite Manual and CD
7. Alexis, Leon & others (1999). Fundamentals of Information Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
8. Babola, Danial T. (1998). Microsoft World. New Delhi: Prentice Hall of India Pvt. Ltd.
9. Basandra, Suresh K. (2001). Computers Today. New Delhi : Galgotia Publishers Pvt. Ltd.
10. Bharihoke, Deepak (2000). Fundamental of Information Technology. New Delhi : Pentagon Press.
11. Bloom, R. S., (1974). Taxonomy of Educational Objectives : New Delhi. Mckay co., Inc.
12. Chauhan, S. S., (1983). Innovations in Teaching Learning Process: New Delhi .Vikas Publishing House Pvt. Ltd..
13. Das, B. C., (2000). Educational Technology: Cuttack. Kalyani Publications.
14. Honcok, A, (1977). Planning for Educational Mass Media : New York. Lougman Group Ltd.
15. Jain, Madhulika & others (2000). Information Technology Concepts. New Delhi : BPB Publications.
16. Kovalchick, Anna and Dawson, Kara (2005). Encyclopedia of Education and Technology: New Delhi. Vol 1 and 2 Pantagon Press.



:: सूचना ::

पेपर क्र. ५-अ अनिवार्य आहे.



Paper V

EDUCATIONAL EVALUATION, ACTION RESEARCH & ELECTIVES

Section –A (Compulsory)

EDUCATIONAL EVALUATION & ACTION RESEARCH

Course objectives:

To enable the trainee teacher to-

1. Understand the Concept of Measurement, assessment and Evaluation
2. Understand the Tools, Techniques of Evaluation & New Trends in Evaluation
3. understand the concept & types of psychological tests
4. Learn & Use the Statistical Methods and understand the Interpretation of scores
5. Use information related to action research for solving day to day problems of teachers and schools

COURSE CONTENTS :

UNIT - I EDUCATIONAL EVALUATION

- 1.1 Concept of Measurement, assessment and Evaluation
- 1.2 Principles and Aspects of Evaluation
- 1.3 Meaning, Importance and difference among Measurement, assessment and Evaluation
- 1.4 Taxonomy of instructional objectives
- 1.5 Evaluation Approach: Formative –Summative , Qualitative – Quantitative, Continuous remedial evaluation



UNIT - II

TOOLS, TECHNIQUES OF EVALUATION

- 2.1 Characteristics of good measuring instruments and factors affecting them.
- 2.2 Tools of evaluation -
 - a) Quantitative – Written, Oral and Practical
 - b) Qualitative – Observation, Rating Scale, Checklist Projective & Sociometry techniques
- 2.3 Use of these tools for internal assessment & maintaining cumulative record.
- 2.4 Achievement tests: Construction of standardized Achievement tests.

UNIT - III

PSYCHOLOGICAL TESTS

- 3.1 Psychological Tests- concept, nature and introduction of standardised tests
- 3.2 Measurement of Intelligence- Binnet test, concept of I.Q., Individual and group tests
- 3.3 Assessment of personality: Interview, self report, inventories, rating scale, projective techniques etc.
- 3.4 Aptitude Test – concept, Nature and Importance and types

UNIT -IV

BASICS OF EDUCATIONAL STATISTICS

- 4.1 Need and Importance of Educational Statistics
- 4.2 Tabulation and Graphical representation of data



UNIT- V ACTION RESEARCH

- 5.1 Action Research- Meaning, nature, scope, Uses and limitation
- 5.2 Areas of Action Research
- 5.3 Design of Action Research
- 5.4 Tools in Action Research
- 5.5 Report Writing

Practicum

Any one of the following

1. A critical study of any single standard text book in context with taxonomy of instructional objectives and learning outcomes.
2. Preparation of cumulative record any standard in Internship program.
3. Collect scores of 30 students along with their names and statistically analyze it.
4. Preparation & presentation of Action Research Proposal.

Recommended Reference Books :

१. उपासनी ना.के., कुलकर्णी के. व्ही., शैक्षणिक मूल्यमापनासाठी सुबोध संख्याशास्त्र, विद्या प्रकाशन, पुणे.
२. उपासनी, जोशी व. श., मूल्यमापन तंत्र आणि यंत्र,
३. कदम चा. प., शैक्षणिक संख्याशास्त्र,
४. दांडेकर वा. ना., शैक्षणिक मूल्यमापन व संख्याशास्त्र,
५. कुलकर्णी के.वि., शैक्षणिक मूल्यमापन व संख्याशास्त्र,



६. कुलकर्णी के. व्ही., सुबोध संख्याशास्त्र,
७. म्हस्के टी. एस., शैक्षणिक संख्याशास्त्र,
८. भांडारकर के. एम., सुबोध संख्याशास्त्र,
९. जोशी देवेंद्र आणि सदावर्ते उज्ज्वला (२००७), शैक्षणिक संशोधन आणि संख्याशास्त्र, आदित्य पब्लिकेशन्स, नांदेड.
१०. इनामदार विवेक गंगाधर आणि गायकवाड साहेब चांदोबा (२०१२), शैक्षणिक संख्याशास्त्र, लक्ष्मी पब्लिकेशन, सोलापूर.
११. उमाठे, मुळे, शैक्षणिक संशोधन पद्धती,
१२. कायंदे, पाटील, सामाजिक संशोधन पद्धती,
१३. बापट भा. गो., शैक्षणिक संशोधन,
१४. भिंताडे वि. रा., शैक्षणिक संशोधन पद्धती,
15. Evaluation in Schools- W. N. Dandekar
16. Statistics in Education and Psychology- H.E. Garret



ELECTIVES

:: सूचना ::

पेपर क्र. ५-अ अनिवार्य असून

**पेपर क्र. ५-ब अंतर्गत पुढील पैकी
एक ऐच्छिक विषय निवडावा.**

1. CAREER INFORMATION & CAREER GUIDANCE
2. ENVIRONMENTAL EDUCATION & DISASTER MANAGEMENT
3. HEALTH, PHYSICAL EDUCATION AND YOGA
4. EDUCATIONAL RESEARCH
5. EDUCATIONAL STATISTICS



Section –B

Electives (Any one of the Following)

(Elective -1)

CAREER INFORMATION & CAREER GUIDANCE

Course Objectives:

To enable the student teacher to-

1. To develop an understanding of Career and career information.
2. To understand the sources, collection & Dissemination of career information.
3. To understand the concept, types of guidance.
4. To understand the need, techniques and types of counselling.
5. To understand various guidance services and roles of different guidance
6. To understand the guidance programmer activities at different levels.
7. To understand in importance of career guidance.
8. To understand factors affecting career-choice and nature of personal social information.
9. To make them aware of information about education and training opportunities at various levels.
10. To develop the skills for organizing various guidance programmers.



COURSE CONTENT :

UNIT - I CAREER, CAREER INFORMATION

- A) Meaning, nature, importance and aims of career information.
- B) Career information components.
- C) Sources, collection filing and Dissemination on of career information.

UNIT - II GUIDANCE AND COUNSELLING

- A) Meaning, concept of guidance, Assumptions importance.
- B) Types of Guidance.
- C) Counselling, need techniques, Types, Counsellor.

UNIT - III GUIDANCE SERVICES AND GUIDANCE PROGRAMMER

- A) Guidance services.
- B) Guidance personal.
- C) Guidance programmer. Its content, Essential Activities
- D) Guidance programmer at Different levels.



UNIT - IV CAREER GUIDANCE

- A) Aims and importance of career Guidance.
- B) Actors affecting Career Choice and Career Adjustment

UNIT – V PERSONAL SOCIAL INFORMATION

- A) Career guidance and personal social information.
- B) Information about education and training opportunities of primary, secondary and higher secondary level.

Practicum

(Any one of the following)

1. Preparing a file/collection with classification of occupational information applicable to secondary or higher secondary stage.
2. Arranging exhibition to disseminate career information and write a report.
3. Visit to the places of career information and writing a report.
4. Organizing and administering any one psychological test and analyzing and interpreting the data.
5. Preparing a career talk.



Recommended Reference Books :

१. दुनाखे अरविंद, शैक्षणिक व व्यावसायिक मार्गदर्शन आणि समुपदेशन, नित्यनूतन प्रकाशन, पुणे.
२. गुळवणी मेघा, शैक्षणिक मार्गदर्शन व समुपदेशन, नित्यनूतन प्रकाशन, पुणे.
३. जोशी देवेंद्र, सदावर्ते उज्ज्वला (२००८), शैक्षणिक मानसशास्त्र, आदित्य पब्लिकेशन्स, नांदेड.
४. कुलकर्णी के. व्ही., शैक्षणिक मानसशास्त्र,
५. नानकर प्र. ल., सुबोध शैक्षणिक मानसशास्त्र,
६. पारसनीस न. रा., प्रगत शैक्षणिक मानसशास्त्र,
७. खरात अ. पा., प्रगत शैक्षणिक मानसशास्त्र,
८. दांडेकर वा. ना., शैक्षणिक व प्रायोगिक मानसशास्त्र,
९. आफळे रा. रा., बापट भा.वे., शिक्षणाचे मानसशास्त्रीय अधिष्ठान,
10. Agarwal J. C. (1985). Educational Vocational Guidance Counseling, New Delhi : Dogba House.
11. Chibber S.K. (1999) .Guidance & Counseling ,New Delhi 11002:Common wealth Publishers .
12. Kocher S. K. (1989). Guidance & Counseling in Colleges & Universities, New Delhi : Sterling Publishers Pvt. Ltd.
13. Nelson Richard (1972). Guidance & Counseling in the Elementary School, United States of America : Library of Congress.



Paper - V (B) [Elective -2]

ENVIRONMENTAL EDUCATION & DISASTER MANAGEMENT

Course Objectives:

To enable the student-teacher to:

1. To understand the importance of Environmental Education
2. To understand Environmental pollution & its control.
3. To acquaint the knowledge about Health & Safety.
4. To understand General concept of Disaster Management.
5. To know Acts & legal aspects about Disaster Management.
6. To understand Disaster Preparedness.
7. To acquaint with manifesting the mitigation.
8. To understand Rescue from Disaster.
9. To Understand Relief for Disaster.

COURSE CONTENT

UNIT I INTRODUCTION

- 1.1 Concept of Environmental Education.
- 1.2 Nature & Scope of Environmental Education.
- 1.3 Importance of Environmental Education.
- 1.4 Balance of Environment



UNIT II ENVIRONMENTAL POLLUTION

- 2.1 Introduction of environmental Pollution.
- 2.2 Types of Pollution – Radio active pollution. Sol id waste Pollution, Air pollution, water pollution.
- 2.3 Causes of Pollution.
- 2.4 Advances in Pollution control Technology.

UNIT III ENVIRONMENTAL HEALTH AND SAFETY

- 3.1 Concept of safety, health and environment
- 3.2 Diseases through pollution.
- 3.3 Management to control diseases.
- 3.4 Environmental Health & Human Society.

UNIT IV DISASTER – GENERAL & DISASTER PREPAREDNESS & MANIFESTING THE MITIGATION

- 4.1 Definition & Types of disaster.
- 4.2 Causes of different disasters & their effects.
- 4.3 Disaster Management cycle.
- 4.4 Acts & legal aspects about Disaster



- 4.5 Disaster Preparedness at community level
- a) Individual.
 - b) Society or a group of independent houses.
 - d) A place of work :
 - i. Educational Institutes
 - ii. Religious Places
 - iii. Government organizations
- 4.6 Manifesting the Mitigation: Matching the resource, work out, and requirement of Medical Teams, Establishing a control centre

UNIT V
RESCUE FROM DISASTER & RELIEF FOR DISASTER

- 5.1 Forming & Deploying of Rescue Teams: Organizing Activities at Ground zero Security, Disposal of Dead & Records Casualty, Evacuation Records
- 5.2 Rescue from Disaster
- a) Principles Governing Rescue
 - b) Rescue Process.
- 5.3 Reliefs for Disaster
- a) Preparatory Phase of Relief.
 - b) Planning Immediate Relief
 - c) Execution of Relief Survey Aspects

Practicum

1. Report of disaster management in any place of work
2. preparation and presentation of any one type of pollution
3. A critical study of acts and legal aspects about disaster
4. A critical study of Environmental Health and safety measures



Recommended Reference Books :

१. सारंग सुभाषचंद्र (१९९९), पर्यावरण भूगोल, विद्या प्रकाशन, नागपूर.
२. जोशी देवेन्द्र, सदावर्ते उज्ज्वला (२००८), पर्यावरण शिक्षण, आदित्य पब्लिकेशन्स, नांदेड.
३. भांडारकर के. एम., पर्यावरण शिक्षण, नूतन प्रकाशन, पुणे.
४. कुलकर्णी डी. आर., पर्यावरण शिक्षण, विद्या प्रकाशन, नागपूर.
5. Ashthana Vandanna, (1992). The Politics of Environment. New Delhi : Ashish Publishing, Houses, Punjabi Bagh.
6. Datta Amol K., (2000). Introduction to Environmental Science & Engineering. New Delhi
7. Deshpande, Chudiwale, Joshi & Lad(2006): Environmental Studies: Pimpalpure & Co. Publishers, Nagpur
8. Dhaliwal, G.S., & Ralhan, P.K., (1995). Fundamentals Of Environmental Science. New Delhi : Kalyani Publishers, Daryaganj.
9. Dayani, S. N., (1993). Management of Environmental Hazards. New Delhi : 110 014. Vikas Publishing House, Pvt. Ltd. 576, Masjid Road, Jangpurea.
10. Bharti Kumar (2004) : Environmental Education: Dominant Publishers & Distributers
11. Iyer, Gopal (1996). Sustainable Development Ecological & Socio-cultural Dimension. New Delhi : Vikas Publishing House Ltd.
12. James, George (1999). Ethical Perspectives on Environmental Issues in India. New Delhi- 100 002 : APH Publishing, Corporation, 5 Ansari Road, Darya Gunj,
13. Karpagam, M. (1999). Environmental Economics. Sterling Publisher Pvt. Ltd.
14. Kumar, Arun (1999). Environmental Problems Protection & Control. (Vol.1 & 2). New Delhi : Anmol Publication Ltd. Daryaganj.
15. Mehta ,Cheten Singh (1997). Environmental Protection & the Law. New Trivedy, R.K. (1996) . Handbook of Environmental Laws, Acts, Rules Guidances,
16. ompliance & Standards (Vol. 1 & 2). Karad : Enviro Media, 2nd Floor, Rohan Heights P.B. No. 90, - 415 110 (India).
17. NCERT, (2000). National Curriculum Framework 2000. New Delhi : NCERT Press.
18. NCTE, (2005). Environmental Education Curriculum Frame working for Teachers & Teacher Education. New Delhi: NCERT Press.



Paper - V (B) [Elective -3]

HEALTH, PHYSICAL EDUCATION AND YOGA

Course Objectives :

1. To introduce the student teacher with the concept of holistic health.
2. To enable them to understand the various dimensions & determinants of health.
3. To acquaint them to school health program and its importance.
4. To enable them to understand the need & importance of Physical Education.
5. To acquaint them to allied areas in Physical Education.
6. To sensitize the student teacher towards physical fitness & its importance.

COURSE CONTENT:

UNIT - I HEALTH

- 1.1 Introduction, Definition and Meaning of health
- 1.2 Dimensions of health
- 1.3 Determinants of health
- 1.4 Importance of balanced diet
- 1.5 School health programme and role of teacher in development of health



UNIT - II PHYSICAL EDUCATION

- 2.1 Introduction, Definition and Meaning of physical education
- 2.2 Objectives of physical education
- 2.3 Scope of physical education & allied areas in Physical Education
- 2.4 Need and importance of physical education in different levels of School
- 2.5 Introduction, Definition and Meaning of physical education

UNIT- III PHYSICAL FITNESS

- 3.1 Definition, Meaning, Types and factors of physical fitness
- 3.2 Factors affecting physical fitness
- 3.3 Benefits Physical Fitness

UNIT –IV IMPORTANCE & ASSESSMENT

- 4.1 Importance of Physical Activities At School Level
- 4.2 Assessment of Physical Fitness



UNIT –V YOGA

- 5.1 Introduction, Meaning and mis-concepts of Yoga
- 5.2 Ashtang Yoga (8 stages of Yoga)
- 5.3 Types of Yoga
- 5.4 Importance of Yogasanas, Pranayama and Shudhikriya
- 5.5 Importance of Meditation in school

Practicum

- 1. Assessment of health related physical fitness (H.R.P.F.)
 - a. Body composition: Body Mass Index (B.M.I.) and Waist Hip Ratio (W.H.R.)
 - b. Cardio-respiratory endurance
 - c. Muscular strength and edurance
 - d. Flexibility
- 2. Yogasana, Pranayama and Shudhi kriya (As suggested in standard 9th and 10th S.S.C. Board syllabus)



Recommended Reference Books:

१. अय्यंगर बी. के. (२००४), योगदिपिका, ओरिएण्टल अँड लॉगमन, मुंबई.
२. निंबाळकर सदाशिव, (१९८८), आरोग्यासाठी योग, योगविद्या निकेतन, मुंबई.
३. मंडलिक विश्वास, योगपरिचय, योगविद्याधाम, नाशिक.
४. सोनवणे संजीव, (२००८), शारीरिक शिक्षण, (डी.एड.), निराली प्रकाशन, पुणे.
५. कांगणे सोपान, (२००७), शारीरिक शिक्षण, (डी.एड.), फडके प्रकाशन, कोल्हापूर.
6. Dr. Ajmer Singh (2003) Essentials of Physical Education Ludhiana: Kalyani Publihsers.
7. Daryl Syedentop (1994) Introduction of Physical Education, fitness and sports (2nd Ed) London: Mayfield Publishing Company.
8. Dr. A.K. Uppal & Dr. G.P. Gautam (2004) Physical Education and Health Delhi: Fiends Publisher.
9. Dr. Sopan Kanganre & Dr. Sanjeev Sonawane (2007) Physical Education (D.Ed.) Pune: Nirali Publication.



Paper - V (B) [Elective -4]

EDUCATIONAL RESEARCH

Course Objectives :

To enable the student

1. To understand the concept of research and educational research.
2. To understand the types and methods of educational research.
3. To understand the steps involved in educational research.
4. To understand the use of different tools and techniques in educational research.
5. Use the library, Internet services and other sources of knowledge for educational research purposes.
6. To understand the nature of issues and problems faced by the state system of education and to find out the remedies to solve them.
7. To understand the role and use of statistics in educational research.
8. To understand the different steps involved in the preparation of proposal & to prepare it.

COURSE CONTENT

UNIT – I INTRODUCTION TO EDUCATIONAL

RESEARCH

- 1.1 Research - Concept and Definitions
- 1.2 Educational research - Concept, Need, Characteristics
- 1.3 Areas of Educational research
- 1.4 Types of Educational research



UNIT – II

METHODS AND TOOLS OF EDUCATIONAL RESEARCH

- 2.1 Historical – Nature and Steps
- 2.2 Survey - Nature and Steps
- 2.3 Experimental – Nature, Characteristics and Steps, Research designs
- 2.4 Tools & techniques – Observation, Questionnaire , Interview, Rating Scale and Achievement test

UNIT –III

POPULATION, SAMPLING AND HYPOTHESIS

- 3.1 Population and Sampling - Concept and Need
- 3.2 Methods of sampling, Characteristics of good sample
- 3.3 Hypothesis - Concept and Need
- 3.4 Various forms of hypothesis

UNIT IV

PROPOSAL PREPARATION

- 4.1 Selection of research problem
- 4.2 Preparation of bibliography
- 4.3 Steps of proposal writing
- 4.4 Data Analysis tools



UNIT V REPORT WRITING

- 5.1 Purpose and function of Research Report
- 5.2 Sections of Research Report and Chapterization
- 5.3 Reference writing style
- 5.4 Evaluation of Research Report

Practicum

1. Preparation and submission / Presentation of a research proposal

Recommended Reference Books :

१. उमाठे, मुळे, शैक्षणिक संशोधन पद्धती,
२. कायंदे, पाटील, सामाजिक संशोधन पद्धती,
३. बापट भा. गो., शैक्षणिक संशोधन,
४. भिंताडे वि. रा., शैक्षणिक संशोधन पद्धती,
५. जोशी देवेन्द्र आणि सदावर्ते उज्ज्वला (२००७), शैक्षणिक संशोधन आणि संख्याशास्त्र, आदित्य पब्लिकेशन्स, नांदेड.
6. Best & Kann, Research in Education,
7. Sharma R. C., Research Methodology in Education.



Paper - V [ELECTIVE -5]

EDUCATIONAL STATISTICS

COURSE OBJECTIVES :

1. To acquaint the student teacher with the basic concepts of Educational Statistics
2. To enable the student teacher to interpret the Educational data.
3. To enable the student to understand about various techniques of Educational Statistics

COURSE CONTENTS :

**UNIT - I
BASICS OF EDUCATIONAL STATISTICS**

- 1.1 Need & importance of Educational Statistics
- 1.2 Discrete and continuous series.
- 1.3 Tabulation of Data
- 1.4 Graphical Presentation Histogram, Frequency Polygon.

**UNIT- II
MEASURES OF CENTRAL TENDENCY**

- 2.1 Meaning, Characteristics and problems
 - a. Mean,
 - b. Median
 - c. Mode.



UNIT III MEASURES OF VARIABILITY

- 3.1 Meaning, characteristics and problems
- 3.2 Range
- 3.3 Quartile deviation
- 3.4 Average deviation
- 3.5 Standard deviation

UNIT IV CORRELATION

- 4.1 Meaning, Types of correlation
- 4.2 Coefficient of Correlation-Spearman's Rank difference Method

UNIT V INTERPRETAION OF STANDARD SCORES

- 5.1 Meaning, Types & Problems
 - a. Z score
 - b. T score



Practicum

Any one of the following

- i) Administration of test on school students and apply statistical techniques on the score of test.
- ii) Determination of correlation coefficient between any two variables

Recommended Reference Books :

१. उपासनी ना.के., कुलकर्णी के. व्ही., शैक्षणिक मूल्यमापनासाठी सुबोध संख्याशास्त्र, विद्या प्रकाशन, पुणे.
२. उपासनी, जोशी व. श., मूल्यमापन तंत्र आणि यंत्र,
३. कदम चा. प., शैक्षणिक संख्याशास्त्र,
४. दांडेकर वा. ना., शैक्षणिक मूल्यमापन व संख्याशास्त्र,
५. कुलकर्णी के.वि., शैक्षणिक मूल्यमापन व संख्याशास्त्र,
६. कुलकर्णी के. व्ही., सुबोध संख्याशास्त्र,
७. म्हस्के टी. एस., शैक्षणिक संख्याशास्त्र,
८. भांडारकर के. एम., सुबोध संख्याशास्त्र,
९. जोशी देवेंद्र आणि सदावर्ते उज्ज्वला (२००७), शैक्षणिक संशोधन आणि संख्याशास्त्र, आदित्य पब्लिकेशन्स, नांदेड.
10. Garrett Henry E. - Statistic in Education and Psychology Psychological Testing and Statistical Methods (1987)



Paper - VI

School Subject - Teaching Methodology

खालीलपैकी 'अ' गटातील एक आणि 'ब' गटातील एक अध्यापन पद्धती छात्राध्यापकांनी त्यांनी पदवी स्तरावर अभ्यासलेल्या विषयावर अनुसरून निवडावी.

अ-गट	ब-गट
* मराठी अध्यापन पद्धती	* इतिहास अध्यापन पद्धती
* हिन्दी अध्यापन पद्धती	* भूगोल अध्यापन पद्धती
* इंग्रजी अध्यापन पद्धती	* वाणिज्य अध्यापन पद्धती
* विज्ञान अध्यापन पद्धती	* गणित अध्यापन पद्धती
	* अर्थशास्त्र अध्यापन पद्धती

अपवादात्मक परिस्थितीत महाविद्यालयातील उपलब्धतेनुसार प्राचार्य एक विषय नेमून देतील.



Paper - VI (Teaching Methodology)

मराठी अध्यापन पद्धती

उद्दिष्टे :

१. प्रशिक्षणार्थ्यांना प्रथम भाषा मराठीचे स्वरूप, व्याकरण समजण्यास मदत करणे.
२. शालेय अभ्यासक्रमातील मराठी भाषेचे स्थान, महत्त्व, ध्येय, व्याप्ती व उद्दिष्टे समजण्यास मदत करणे.
३. प्रशिक्षणार्थ्यांना प्रथम भाषा मराठीच्या अध्ययन-अध्यापनाचे महत्त्व आणि स्थान समजण्यास मदत करणे.
४. मराठीच्या यशस्वी व परिणामकारक अध्यापनासाठी विविध पद्धती आणि तंत्रांची माहिती प्रशिक्षणार्थ्यांना घेण्यास मदत करणे.
५. उपलब्ध शैक्षणिक साहित्याच्या व क्लृप्त्यांच्या परिणामकारक वापराचे कौशल्य विकसित करणे.
६. मूल्यमापनाच्या विविध तंत्रांच्या संपादनासाठी मराठीच्या अध्यापकास मदत करणे.
७. आशययुक्त अध्यापन पद्धतीच्या वापराची क्षमता विकसित करणे.
८. अध्यापकाच्या अध्यापन शास्त्रीय ज्ञानास अद्ययावत करणे.



प्रकरण - १

प्रथम भाषा मराठीचे स्वरूप, व्याप्ती, स्थान व मूलभूत आशय

- १.१ वृत्त, अलंकार, रस, विभक्ती (व्याख्या आणि प्रकार)
- १.२ प्रथम भाषा मराठीचे स्वरूप : उगम, वैशिष्ट्ये सद्यःस्थिती
- १.३ व्याप्ती व स्थान
- १.४ प्रथम भाषा मराठीच्या अध्यापनाची ध्येये व उद्दिष्टे
 - अ. सर्वसामान्य उद्दिष्टे
 - ब. भाषिक उद्दिष्टे
 - क. वाङ्मयीन उद्दिष्टे
 - ड. वर्गाध्यापनाची उद्दिष्टे - ज्ञान, आकलन, उपयोजन, कौशल्य, रसग्रहण, अभिरूची, संस्कार

प्रकरण - २

प्रथम भाषा मराठीच्या अध्यापनाच्या कार्यवाही, पद्धती व तंत्रे

- २.१ अध्यापन कार्यवाही - अध्यापनाची तत्त्वे, सूत्रे, तंत्रे, क्लृप्त्या
- २.२ मराठी अध्यापनाच्या पद्धती - व्याख्यान, कथन, उद्गामी व अवगामी, नाट्यीकरण
- २.३ संरचनात्मक पद्धती - प्रकल्प पद्धती, सांघिक अध्यापन इ.
- २.४ तंत्रे - क्रमन्वित अध्ययन, भूमिका अभिनय, पर्यवेक्षित अध्ययन
- २.५ मराठीच्या अध्यापनासाठीचे अध्यापन शास्त्रीय तत्त्वे
- २.६ आंतरविद्याशाखीय दृष्टीकोन



२.७ अध्यापन शास्त्रीय नवसंशोधने

१. महाराष्ट्र शासनाने निर्धारित केलेले गाभा घटक
२. महाराष्ट्र शासनाने शालेय अभ्यासक्रमात समाविष्ट केलेली मूल्ये.
३. अभिरूप अध्यापन

प्रकरण ३
आशययुक्त अध्यापन पद्धती

- ३.१ मराठी विषयाची संरचना
- ३.२ आशय विश्लेषण - स्वरूप, पायऱ्या, महत्त्व
- ३.३ पाठ्यक्रमाचे विश्लेषण, पाठ्यपुस्तकाचे विश्लेषण आणि मूल्यमापन
- ३.४ आशययुक्त अध्यापन पद्धतीनुरूप पाठ-टाचण

प्रकरण ४
मराठी अध्यापनाची सहाय्यभूत साधने व प्रणाली

- ४.१ सहाय्यभूत साधने - फलक, चित्रे, तक्ते, ध्वनिमुद्रित व्हिडीओ, भाषा संगणक, इंटरनेट, कात्रणे, टेपरेकॉर्डर व ध्वनीफिती तरंगचित्रे
- ४.२ सहाय्यभूत प्रणाली - अभ्यासपूरक व अभ्यासानुवर्ती कार्यक्रम
- ४.३ भाषा प्रयोगशाळा



प्रकरण ५ नियोजन व मूल्यमापन

- ५.१ नियोजन - वार्षिक घटक, पाठ
- ५.२ मूल्यमापनाचे स्वरूप व प्रक्रिया
- अ. श्रवण
- ब. संभाषण
- क. वाचन
- ड. लेखन
- ५.३ घटक चाचणी - स्वरूप, आराखडा, पायऱ्या, संविधान तक्ता
- ५.४ मूल्यमापनातील नवप्रवाह
- अ. प्रश्नपेढी
- ब. श्रेणी पद्धती
- क. ऑनलाईन परीक्षा
- ड. मुक्तपुस्तक परीक्षा
- इ. श्रेयांक पद्धती
- फ. निदानात्मक चाचणी व उपचारात्मक दृष्टिकोन



प्रकरण ६

प्रथम भाषा मराठीचा अध्यापक व त्याचा व्यावसायिक विकास / उत्कर्ष

- ६.१ शिक्षक - संकल्पना, व्यावसायिक पात्रता व क्षमता
- ६.२ अध्यापकाची गुणवैशिष्ट्ये
- ६.३ सेवांतर्गत व सेवापूर्व प्रशिक्षण योजना
- ६.४ मराठी विषय शिक्षक संघटना, स्वरूप व त्याच्या व्यावसायिक विकासातील भूमिका

संदर्भ सूची :

१. अकोलकर ग. वि., पाटणकर ना. वि. (१९७७), मराठीचे अध्यापन, व्हीनस प्रकाशन, पुणे.
२. करंदीकर सुरेश (१९९६), मराठीचे अध्यापन पद्धती, फडके प्रकाशन, कोल्हापूर.
३. कुंडले म. बा., मराठीचे अध्यापन, श्रीविद्या प्रकाशन, पुणे.
४. पाटील लीला, मराठीचे अध्यापन व मूल्यमापन, व्हीनस प्रकाशन, पुणे.
५. राजन गवस, मराठीचे आशययुक्त अध्यापन, पुणे.
६. करकर भा.ग., देशमुख बळवंत, मातृभाषेचे अध्यापन, नलिनी प्रकाशन, पुणे.
७. कदम चा.प., चौधरी, शैक्षणिक मूल्यमापन प्रक्रिया, नूतन प्रकाशन, पुणे.
८. डांगे चंद्रकुमार, (१९५३) मातृभाषेचे अध्यापन, चित्रशाळा प्रेस, पुणे.
९. फाटक म. वि. (१९५१), मराठी कवितेचे अध्यापन, मॉडर्न बुक डेपो, पुणे.
१०. सुरेशचंद्र च.वि. करंदीकर सु. रा., (१९७१) मातृभाषा अध्यापन पद्धती, निलकंठ प्रकाशन, पुणे.
११. वाळिंबे मो. रा., सुगम मराठी व्याकरण लेखन,
१२. केळकर ग.ह., मराठी व्याकरणाची मूलतत्त्वे,
१३. मुरकुटे, मराठी व्याकरण,
१४. जोशी अनंत, आशययुक्त अध्यापन,
१५. य.च.म.मु.वि., मराठी अध्यापन - क्रमिक पुस्तिका, य.च.म.मु.वि., नाशिक.
१६. शेटकर गणेश, जोशी शोभना (२००५), पाठ नियोजन, मृण्मयी प्रकाशन, औरंगाबाद.
१७. जोशी शोभना, (२००६), वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन, मृण्मयी प्रकाशन, औरंगाबाद.
१८. जोशी शोभना, शिराढोणकर मेघना, (२००७), संगणक सहाय्यित अनुदेशन व अध्ययन, मृण्मयी प्रकाशन, औरंगाबाद.



Paper - VI (Teaching Methodology)

हिन्दी अध्यापन पद्धती

उद्दिष्टे :

१. प्रशिक्षणार्थी हिन्दी भाषा अध्ययन-अध्यापन का महत्त्व एवं स्थान समझने के लिए साह्य करना.
२. स्वरूप एवं उसकी विशेषताओं की सफलतापूर्वक उपयोग करने के लिए साह्य करना.
३. हिन्दी भाषा के प्रभावशाली एवम् सफल अध्यापन हेतू विविध पद्धतियाँ एवं तंत्रों पर प्रभूत्व प्राप्त करने के लिए साह्य करना.
४. हिन्दी अध्यापन के लिए नियोजन क्षमता का विकास करना.
५. हिन्दी अध्यापन के ज्ञात एवं क्षमता का विकास करना.
६. मूल्यमापन के विभिन्न तकनिकोंका प्रयोग करने के लिए सक्षम करना.
७. हिन्दी भाषा के लिए आशययुक्त अध्यापन पद्धती का प्रयोग करने के लिए सक्षम करना.
८. हिन्दी भाषा के मूलगामी आशय से परिचित करना.



प्रकरण १ हिन्दी भाषा का स्वरूप, व्याप्ती, एवं स्थान

- १.१ हिन्दी भाषा के तत्त्व, देवनागरी लिपी और विशेषता
- १.२ ध्वनीरचना, रूपविज्ञान, वाक्यरचना
- १.३ हिन्दी भाषा का रूप, बोली भाषा, मातृभाषा, प्रादेशिक भाषा, राष्ट्रभाषा के रूप में हिन्दी भाषा का स्थान, हिन्दी, भाषा अर्थ एवं महत्त्व, व्याप्ती
- १.४ हिन्दी भाषा शिक्षा के उद्देश
राष्ट्रीय, सांस्कृतिक, साहित्यिक, व्यावहारिक एवं सामान्य
- १.५ महाराष्ट्र राज्य पाठ्यशाला पाठ्यक्रम में हिन्दी शिक्षा के उद्देश
कक्षा ५ से १२ वी तक.

प्रकरण २ हिन्दी भाषा की अध्यापन प्रणालियाँ

- २.१ उद्गामी तथा अवगामी प्रणाली
- २.२ व्याकरण तथा अनुवाद प्रणाली
- २.३ समन्वयात्मक प्रणाली
- २.४ गठन विधी
- २.५ संभाषण प्रणाली प्रतिमान, संकल्पना प्राप्ती प्रतिमान, सृजनात्मक विकास प्रतिमान
- २.६ अभ्यासेत्तर गतीविधियाँ
- २.७ श्रवण, भाषण, लेखन, पठन के अनुसार



प्रकरण ३ आशययुक्त अध्यापन पद्धती

- ३.१ आशययुक्त अध्यापन संकल्पना एवं महत्त्व
- ३.२ माध्यमिक शाला अभ्यासक्रम में दिए गए गद्य-पद्य का आशय के अनुसार विश्लेषण
- ३.३ हिन्दी पाठ्यक्रम का विकास
- ३.४ हिन्दी पाठ्यपुस्तक का परिक्षण तथा विश्लेषण

प्रकरण ४ हिन्दी अध्यापन में शिक्षा साधन

- ४.१ शिक्षा सहाय्यक साधनों का महत्त्व
- ४.२ शिक्षा सहाय्यक साधनों के प्रकार
- ४.३ हिन्दी अध्यापन में शिक्षा साधनों का उचित प्रयोग
- ४.४ भाषा प्रयोगशाला का उपयोग

प्रकरण ५ नियोजन एवं मूल्यांकन

- ५.१ नियोजन कसोटी - वार्षिक, घटक, पाठ
 - ५.२ मूल्यांकन - स्वरूप तथा प्रक्रिया
- अ. श्रवण



- ब. संभाषण
- क. वाचन
- ड. लेखन
- ५.३ घटक कसोटी - स्वरूप, रचना, पदानुक्रम, संविधान तत्ता
- ५.४ मूल्यांकन के नवप्रवाह
 - अ. प्रश्नपेढी
 - ब. श्रेणी पद्धती
 - क. ऑनलाईन परीक्षा
 - ड. मुक्तपुस्तक
 - इ. श्रेयांक पद्धती
- फ. नैदानिक कसोटी और उपचारात्मक दृष्टीकोन

प्रकरण ६

हिन्दी भाषा अध्यापक भूमिका और जिम्मेदारी

- ६.१ हिन्दी भाषा अध्यापक की विशेषताएँ तथा पात्रता
- ६.२ हिन्दी अध्यापक की व्यावसायिक पात्रता बढाने के लिए आयोजित कार्यक्रम, संगोष्ठी, चर्चासत्र, कार्यशाला
- ६.३ हिन्दी प्रचार और विकास में विविध संस्थाओं का योगदान
- ६.४ नागरी प्रचारणी सभा, काशी
- ६.५ केंद्रिय सचिवालय हिन्दी परिषद, दिल्ली



- ६.६ केंद्रिय संस्थान, आग्रा
- ६.७ महाराष्ट्र राष्ट्र सभा, पुणे
- ६.८ राष्ट्रभाषा प्रचार समिती, वर्धा

संदर्भ ग्रंथ

१. कुलकर्णी स. सा., हिन्दी की अध्यापन पद्धती
२. चतुर्वेदी सिताराम, भाषा की शिक्षा
३. साठे ग. ला., हिन्दी भाषा का अध्ययन
४. भाई योगेन्द्रजित, हिन्दी भाषा शिक्षण
५. शेटकर गणेश, जोशी शोभना (२००५), पाठ नियोजन, मृण्मयी प्रकाशन, औरंगाबाद.
६. जोशी शोभना, (२००६), वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन, मृण्मयी प्रकाशन, औरंगाबाद.
७. जोशी शोभना, शिराढोणकर मेघना, (२००७), संगणक सहाय्यित अनुदेशन व अध्ययन, मृण्मयी प्रकाशन, औरंगाबाद.



Paper - VI (Teaching Methodology)

English Method

Objectives :

1. To know meaning and nature of English
2. To understand place and structure of English at secondary school level
3. Correlation of English with other subjects
4. Understand Planning and evaluation of English teaching
5. various methods and devices, maxims of English teaching
6. Develop adequate skills and qualities in teaching English

COURSE CONTENT :

UNIT I NATURE, SCOPE AND PLACE OF ENGLISH IN SCHOOL CURRICULUM

- 1.1 Types of Tense, part of speech, phonology
- 1.2 Place of English in secondary and higher secondary school curriculum
- 1.3 Values and core element of English subject
- 1.4 Objectives of English subject at secondary and higher secondary education
- 1.5 Correlation with other subject



UNIT II

TEACHING STRATEGIES OF ENGLISH SUBJECT

- 2.1 Teaching – concept and maxims of teaching
- 2.2 Methods and Approaches: Lecture, Direct method, Dr. West's New Method, Grammer Translation Method, The Structural Approach, The Communicative Approach
- 2.3 Techniques: Narration, Dramatization, Story Writing, Questioning, Illustration, Explanation.
- 2.4 Models of Teaching – Concept attainment model, Advanced Organizer Model, Inductive Thinking Model

UNIT III

CONTENT CUM METHODOLOGY (CCM)

- 3.1 Concept and Nature of CCM
- 3.2 Nature and structure of Subject
- 3.3 Analysis of Curriculum and Text Book
- 3.4 Analysis of Content Unit
- 3.5 Integration of content with method

UNIT IV

DEVICES AND SUPPORT SYSTEM OF TEACHING

- 4.1 Printed devices- text books, hand books, work book, periodical magazines etc.



- 4.2 Teaching Aids – Projective and Non Projective
- 4.3 Non formal Approaches – English Literature club & Subject Room
- 4.4 Language Laboratory –need, importance , uses and maintenance

UNIT V **PLANNING AND EVALUATION**

- 5.1 Planning- Year, Unit, Lesson
- 5.2 Nature & Procedure of Evaluation of
 - a. Auditory Comprehension
 - b. Speaking
 - c. Reading
 - d. Writing
 - e. Composition
- 5.3 Unit Test- Nature, Design, steps and blue print
- 5.4 New Trends In Evaluation
 - a. Question bank
 - b. Grading system
 - c. Online exam
 - d. Open Book exam
 - e. Credit system
 - f. Diagnostic test & remedial approach



UNIT VI SUBJECT TEACHER

- 6.1 Teacher –qualification and characteristics of English Teacher
- 6.2 Competency, Commitment and performance areas of teacher
- 6.3 Professional Development of English Teacher
- 6.4 Teacher Evaluation – Students, peer and authority

Recommended Reference Books :

1. Teaching of English - P.K. Gupta, anil Gandhi, & S.S. Bhatnagar Teaching of English - A Morden Approach, Bose F.L
2. The technique of Language teaching, Bose F.L Teaching of English as second Language - Allen H.B. Language Testing - Labo Robert
3. The essentials of English Teaching - R.K. Jain Teaching of English - G.L. Gadre
4. Structural Approach to Teaching of English - B.D. Shrivastav English Language Teaching in India - Kudchedkar S. Content Cum Methodology of English - Dr. C.H. Surywanshi Content Cum Methodology of English - Patil & Vaze
5. Theory and Practice of Teaching English Language- Pawar N.G. : Nutan Prakashan , Pune (1995)
6. Content cum Methodology of English – Waje S.R. & Patil Milind-Teaching English in India- Saraf R.S.- Vidya Prakashan , Pune (2007) English Language Teaching- Approaches, methods & Techniques – Geetha Nagaraj : Orient Longman Pvt. Ltd. (2006)
7. Teaching of English – Tiwari S.R. APH Publishing, Corporation, New Delhi –(2007)
8. Teaching of English – Pahuja N.P. – Anmol Publicati on Pvt. Ltd. New Delhi (2007)
9. Techniques of Teaching English – Kohli A.L. : Dahna pat Ray & Son's (1996)
१०. शेटकर गणेश, जोशी शोभना (२००५), पाठ नियोजन, मृण्मयी प्रकाशन, औरंगाबाद.
११. जोशी शोभना, (२००६), वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन, मृण्मयी प्रकाशन, औरंगाबाद.
१२. जोशी शोभना, शिराढोणकर मेघना, (२००७), संगणक सहाय्यित अनुदेशन व अध्ययन, मृण्मयी प्रकाशन, औरंगाबाद.



Paper - VI (Teaching Methodology)

SCIENCE METHODOLOGY OBJECTIVES

Objectives :

To let the trainee teachers

1. know meaning and nature of Science
2. understand place and structure of Science at secondary school level
3. understand the correlation of Science with other subjects
4. understand Planning and evaluation of Science teaching
5. study various methods, models and devices of Science teaching
6. develop adequate skills and qualities in teaching Science

COURSE CONTENT :

UNIT I NATURE, SCOPE AND PLACE OF SCIENCE IN SCHOOL CURRICULUM

- 1.1 Place of Science in secondary and higher secondary school curriculum
- 1.2 Importance of Science in Life
- 1.3 Values and core element of Science subject
- 1.4 Objectives of Science subject at secondary and higher secondary education
- 1.5 Correlation with other subject



UNIT II

TEACHING STRATEGIES OF SCIENCE SUBJECT

- 2.1 Teaching – concept and maxims of teaching**
- 2.2 Methods – Lecture, Demonstration, Experiment, Heuristic, project**
- 2.3 Models of Teaching – Concept attainment model, Advanced Organizer Model, Inquiry training model**

UNIT III

CONTENT CUM METHODOLOGY (CCM)

- 3.1 Concept and Nature of CCM**
- 3.2 Nature and structure of Subject**
- 3.3 Analysis of Curriculum and Text Book**
- 3.4 Analysis of Content Unit**
- 3.5 Integration of content with method**

UNIT IV

DEVICES AND SUPPORT SYSTEM OF TEACHING

- 4.1 Printed devices- text books, hand books, work book, periodical magazines,**
- 4.2 Teaching Aids – Projective and Non Projective**



- 4.3 Non formal Approaches – Science club, Science fair, Science Exhibition, field trip
- 4.4 Laboratory –need, importance , uses and maintenance

UNIT V PLANNING AND EVALUATION

- 5.1 Planning – Year, Unit and Lesson
- 5.2 Importance and Nature of evaluation in Science
- 5.3 Tools of Evaluation- written, practical and oral
- 5.4 Unit Test- designing, editing, answer key and scoring scheme
- 5.5 Diagnostic tests and remedial teaching

UNIT VI SUBJECT TEACHER

- 6.1 Characteristics of Science Teacher
- 6.2 Competency, Commitment and performance areas of teacher
- 6.3 Professional Development of Science Teacher
- 6.4 Teacher Evaluation – Students, peer and authority

Recommended Reference Books :

१. कदम आणि बोर्दार्ले, शास्त्र अध्यापन पद्धती, नूतन प्रकाशन, पुणे
२. प्रभाकर हक़िम, विज्ञानाचे अध्यापन,
३. सोहनी गो. प्र., शास्त्र अध्यापन,
४. अनारसे, दीघे, पाटणकर, शास्त्राचे अध्यापन,



५. जोशी अनंत, आशययुक्त अध्यापन पद्धती, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक.
६. जगताप ह. ना, बोंदार्डे कै.मु. आणि भिलांडे विनायक, आशययुक्त अध्यापन पद्धती,
७. जड, देशपांडे, आहेर, विज्ञान अध्यापन पद्धती - एक अभ्यास.
८. शेटकर गणेश, जोशी शोभना (२००५), पाठ नियोजन, मृण्मयी प्रकाशन, औरंगाबाद.
९. जोशी शोभना, (२००६), वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन, मृण्मयी प्रकाशन, औरंगाबाद.
१०. जोशी शोभना, शिराढोणकर मेघना, (२००७), संगणक सहाय्यित अनुदेशन व अध्ययन, मृण्मयी प्रकाशन, औरंगाबाद.
11. **Lahorkar Balaji, Ansari Farooque: Science Education, Insight Publication, Nasik, 2012**
12. **Kohli V.K.- Teaching of Science**
13. **Siddique & Siddique – Teaching of Science; Today & Tomorrow Shrama R. C. – Modern Science Teaching**
14. **Sharma & Sharma – Modern Science Teaching Leckompton-Instructional Techniques & Practise Yadav M.S. Teaching of Science**
15. **Patil V. N., Singh S. K. (2009) Teaching of Zoology, KSK Publishers & Distributors, New Delhi**



Paper - VI (Teaching Methodology)

MATHEMATICS METHODOLOGY

Objectives :

To let the trainee teachers -

1. know meaning and nature of Mathematics
2. understand place and structure of Mathematics at secondary school level.
3. Correlation of Mathematics with other subjects
4. Understand Planning and evaluation of Mathematics teaching
5. various methods and devices, maxims of Mathematics teaching
6. Develop adequate skills and qualities in teaching Mathematics

COURSE CONTENT :

UNIT I NATURE, SCOPE AND PLACE OF MATHEMATICS IN SCHOOL CURRICULUM

- 1.1 Place of Mathematics in secondary and higher secondary school curriculum
- 1.2 Importance of Mathematics in Life
- 1.3 Values and core element of Mathematics subject
- 1.4 Objectives of Mathematics subject at secondary and higher secondary education
- 1.5 Correlation with other subject



UNIT II

TEACHING STRATEGIES OF MATHEMATICS SUBJECT

- 2.1 Teaching – concept and maxims of teaching
- 2.2 Methods – Lecture, Inductive and Deductive, Project , Heuristic, Analytical and Synthesis method
- 2.3 Models of Teaching – Concept attainment model, Inductive Thinking Model, Advanced Organizer Model

UNIT III

CONTENT CUM METHODOLOGY (CCM)

- 3.1 Concept and Nature of CCM
- 3.2 Nature and structure of Subject
- 3.3 Analysis of Curriculum and Text Book
- 3.4 Analysis of Content Unit
- 3.5 Integration of content with method

UNIT IV

DEVICES AND SUPPORT SYSTEM OF TEACHING

- 4.1 Printed devices- tables, charts, text books, hand books, work book, periodical magazines etc.
- 4.2 Teaching Aids – Projective and Non Projective
- 4.3 Non formal Approaches – Maths club And Teacher Association



UNIT V PLANNING AND EVALUATION

- 5.1 Planning – Year, Unit and Lesson
- 5.2 Importance and Nature of evaluation in Mathematics
- 5.3 Tools of Evaluation- written and oral
- 5.4 Unit Test- designing, editing, answer key and scoring scheme
- 5.5 Diagnostic tests and remedial teaching

UNIT VI SUBJECT TEACHER

- 6.1 Characteristics of Mathematics Teacher
- 6.2 Competency, Commitment and performance areas of teacher
- 6.3 Professional Development of Mathematics Teacher
- 6.4 Teacher Evaluation – Students, peer and authority

Recommended Reference Books:

१. बापट आणि कुलकर्णी, गणित : अध्ययन आणि अध्यापन, व्हीनस प्रकाशन, पुणे.
२. देशमुख व. पा., (१९७२), गणिताचे अध्यापन, मॉडर्न बुक डेपो, पुणे.
३. जगताप ह. ना. (१९९६), गणित अध्यापन पद्धती, नूतन प्रकाशन, पुणे.
४. शेटकर गणेश, जोशी शोभना (२००५), पाठ नियोजन, मृण्मयी प्रकाशन, औरंगाबाद.
५. जोशी शोभना, (२००६), वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन, मृण्मयी प्रकाशन, औरंगाबाद.
६. जोशी शोभना, शिराढोणकर मेघना, (२००७), संगणक सहाय्यित अनुदेशन व अध्ययन, मृण्मयी प्रकाशन, औरंगाबाद.



7. Joshi Devendra, Inamdar Vivek & Lahorkar Balaji (2008) , Mathematics Methodology , Aditya Publication , Nanded
8. Lahorkar Balaji, Ansari Farooq, (2012), Methodology & History of Mathematics, Insight Publication, Nasik.
9. UNESCO publication: New Trends in Mathematics Teaching, ICML report 1966
10. Shah S.A. , Principles of Mathematics Teaching, Orient Longman Publishers
11. Siddhu K.S. : Teaching Mathematics, Sterling Publishers, New Delhi Cooney Butler, Wern F.L.(1965) : The Teaching of Secondary Mathematics
12. Agrawal S. I. (1977) : A course in Teaching of Modern Mathematics, Rai & Sons, New Delhi



Paper - VI (Teaching Methodology)

GEOGRAPHY METHODOLOGY

Objectives :

To let the trainee teachers know -

1. To know meaning and nature of Geography
2. understand place and structure of Geography at secondary school level
3. Correlation of Mathematics with other subjects
4. Understand Planning and evaluation of Geography teaching
5. various methods and devices, maxims of Geography teaching
6. Develop adequate skills and qualities in teaching Geography

COURSE CONTENT :

UNIT I NATURE, SCOPE AND PLACE OF GEOGRAPHY IN SCHOOL CURRICULUM

- 1.1 Place of Geography in secondary and higher secondary school curriculum
- 1.2 Importance of Geography in Life
- 1.3 Values and core element of Geography subject
- 1.4 Objectives of Geography subject at secondary and higher secondary education
- 1.5 Correlation with other subject-Literature, History, Science, Mathematics, Economics.



UNIT II

TEACHING STRATEGIES OF GEOGRAPHY SUBJECT

- 2.1 Teaching – concept and maxims of teaching
- 2.2 Teaching Methods – Lecture, Journey , Regional, Project, Discussion, Observation Method
- 2.3 Models of Teaching – Concept attainment model, Advanced Organizer Model, Inquiry Training Model

UNIT III

CONTENT CUM METHODOLOGY (CCM)

- 3.1 Concept and Nature of CCM
- 3.2 Nature and structure of Subject
- 3.3 Analysis of Curriculum and Text Book
- 3.4 Analysis of Content Unit
- 3.5 Integration of content with method

UNIT IV

DEVICES AND SUPPORT SYSTEM OF TEACHING

- 4.1 Printed devices- tables, charts, diagrams, text books, hand books, work book, periodical magazines,
- 4.2 Teaching Aids – Projective and Non Projective
- 4.3 Non formal Approaches – Subject club, museum, field visit
- 4.4 Laboratory –need, importance , uses and maintenance



UNIT V PLANNING AND EVALUATION

- 5.1 Planning – Year, Unit and Lesson
- 5.2 Importance and Nature of evaluation in Geography
- 5.3 Tools of Evaluation- written, practical and oral
- 5.4 Unit Test- designing, editing, answer key and scoring scheme
- 5.5 Diagnostic tests and remedial teaching

UNIT VI SUBJECT TEACHER

- 6.1 Characteristics of Geography Teacher
- 6.2 Competency, Commitment and performance areas of teacher
- 6.3 Professional Development of Geography Teacher
- 6.4 Teacher Evaluation – Students, peer and authority

Recommended Reference Books:

१. पाटणकर, भूगोलाचे अध्यापन, मॉडर्न बुक डेपो, पुणे.
२. बापट भा. गो., भूगोल अध्ययन आणि अध्यापन, विनस प्रकाशन, पुणे.
३. पोंक्षे द. बा., भूगोलाचे अध्यापन, नूतन प्रकाशन, पुणे.
४. सी. सांगले शैलजा, दृष्टिक्षेपात स्पेशल मेथड, नूतन प्रकाशन, पुणे.
५. शिंदे डी.बी. आणि पाटील बी. एम., भूगोल अध्यापन पद्धती, फडके प्रकाशन, कोल्हापूर.
६. शेटकर गणेश, जोशी शोभना (२००५), पाठ नियोजन, मृण्मयी प्रकाशन, औरंगाबाद.
७. जोशी शोभना, (२००६), वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन, मृण्मयी प्रकाशन, औरंगाबाद.
८. जोशी शोभना, शिराढोणकर मेघना, (२००७), संगणक सहाय्यित अनुदेशन व अध्ययन, मृण्मयी प्रकाशन, औरंगाबाद.
9. Varma O.P.- Geography Teaching, Sterling Publishers, New Delhi
10. Arora, K.L. Teaching of Geography, Prakash Brothers, Ludhiana
11. Mukharji S.P. Geography & Education, Jeevan Jyoti Prakashan, Darjiling
12. UNESCO Hand book of Suggestions on Teaching of Geography
13. Shaida B.D.& Sharma J.C. : Teaching of Geography, Dhanpari & Sons, New Delhi.



HISTORY METHODOLOGY

Objectives :

To let the trainee teachers -

1. know meaning and nature of History
2. understand place and structure of History at secondary school level
3. Correlation of History with other subjects
4. Understand Planning and evaluation of History teaching
5. study the various methods and devices, maxims of History teaching
6. Develop adequate skills and qualities in teaching History

COURSE CONTENT :

UNIT I NATURE, SCOPE AND PLACE OF HISTORY IN SCHOOL CURRICULUM

- 1.1 Place of History in secondary and higher secondary school curriculum
- 1.2 Importance of History in Life
- 1.3 Values and core element of History subject
- 1.4 Objectives of History subject at secondary and higher secondary education
- 1.5 Correlation with other subject- Literature, Geography,, Science, Mathmetics, Economics,Civics.



UNIT II

TEACHING STRATEGIES OF HISTORY SUBJECT

- 2.1 Teaching – concept and maxims of teaching
- 2.2 Methods – Lecture, Dramatization, Source, Narration, Project , journey
- 2.3 Models of Teaching – Concept Attainment Model, Role Playing Model, Inquiry Training Model

UNIT III

CONTENT CUM METHODOLOGY (CCM)

- 3.1 Concept and Nature of CCM
- 3.2 Nature and structure of Subject
- 3.3 Analysis of Curriculum and Text Book
- 3.4 Analysis of Content Unit
- 3.5 Integration of content with method

UNIT IV

DEVICES AND SUPPORT SYSTEM OF TEACHING

- 4.1 Printed devices- text books, hand books, work book, periodical magazines
- 4.2 Teaching Aids – Projective and Non Projective
- 4.3 Non formal Approaches – History club, museum, field visit, History Room



UNIT V PLANNING AND EVALUATION

- 5.1 Planning – Year, Unit and Lesson
- 5.2 Importance and Nature of evaluation in History
- 5.3 Tools of Evaluation- written and oral
- 5.4 Unit Test- designing, editing, answer key and scoring scheme
- 5.5 Diagnostic tests and remedial teaching

UNIT VI SUBJECT TEACHER

- 6.1 Characteristics of History Teacher
- 6.2 Competency, Commitment and performance areas of teacher
- 6.3 Professional Development of History Teacher
- 6.4 Teacher Evaluation – Students, peer and authority

Recommended Reference Books :

१. दत्तोपंत आपटे स्मारक मंडळ (१९४७), इतिहास शास्त्र व तत्त्वज्ञान, चित्रशाळा प्रेस, पुणे.
२. चितळे शं.दा. आणि मांडके म.वि. (१९७१), इतिहास कसा शिकवावा विद्यार्थी गृह प्रकाशन, पुणे.
३. तिवारी सी.म., इतिहास अध्यापन पद्धती,
४. घाटे वि. द., इतिहास शास्त्र आणि कला
५. पत्की श्री. गा., इतिहासाचे अध्यापन, मिलिंद प्रकाशन, पुणे.
६. पारसनीस न.रा., धारकर य.ज., इतिहासाचे अध्यापन, व्हिनस प्रकाशन, पुणे.
७. जोशी अनंत (संपा.)(१९९९), आशययुक्त अध्यापन पद्धती, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक.



८. शेटकर गणेश, जोशी शोभना (२००५), पाठ नियोजन, मृण्मयी प्रकाशन, औरंगाबाद.
९. जोशी शोभना, (२००६), वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन, मृण्मयी प्रकाशन, औरंगाबाद.
१०. जोशी शोभना, शिराढोणकर मेघना, (२००७), संगणक सहाय्यित अनुदेशन व अध्ययन, मृण्मयी प्रकाशन, औरंगाबाद.
11. Kochhar S. K. (1967) Teaching History, sterling Publishers , New Delhi Earl
12. S. y. (1956) : Theory and Practice of Social Science, Mc Millan Co. New Delhi
13. Yadav Nirmal (1994) Teaching of History , Cambridge Oxford University Press
14. R. Vajreshwari – Handbook for History Teachers
15. Ghate V.D. (1954) ; The Teaching of History, Ca\mbridge Oxford Uniuersity Press.



Paper - VI (Teaching Methodology)

ECONOMICS METHODOLOGY

Objectives :

To let the trainee teachers -

1. To know meaning and nature of Economics
2. understand place and structure of Economics at secondary school level
3. Correlation of Economics with other subjects
4. Understand Planning and evaluation of Economics teaching
5. various methods and devices, maxims of Economics teaching
6. develop adequate skills and qualities in teaching Economics

COURSE CONTENT :

**UNIT I
NATURE, SCOPE AND PLACE OF ECONOMICS
IN SCHOOL CURRICULUM**

- 1.1 Place of Economics in secondary and higher secondary school curriculum
- 1.2 Importance of Economics in Life
- 1.3 Values and core element of Economics subject
- 1.4 Objectives of Economics subject at secondary and higher secondary education
- 1.5 Correlation with other subject



UNIT II

TEACHING STRATEGIES OF ECONOMICS SUBJECT

- 2.1 Teaching – concept and maxims of teaching
- 2.2 Methods – Lecture, Discussion, Problem-Solving, Project, Inductive-Deductive
- 2.3 Models of Teaching – Concept attainment model, Advanced Organizer Model, Inquiry Training Model

UNIT III

CONTENT CUM METHODOLOGY (CCM)

- 3.1 Concept and Nature of CCM
- 3.2 Nature and structure of Subject
- 3.3 Analysis of Curriculum and Text Book
- 3.4 Analysis of Content Unit
- 3.5 Integration of content with method

UNIT IV

DEVICES AND SUPPORT SYSTEM OF TEACHING

- 4.1 Printed devices-tables, charts, diagrams, text books, hand books, work book, periodical magazines,
- 4.2 Teaching Aids – Projective and Non Projective
- 4.3 Non formal Approaches – Economics club, field visit (industries, Finance and Business Organization)



UNIT V PLANNING AND EVALUATION

- 5.1 Planning – Year, Unit and Lesson
- 5.2 Importance and Nature of evaluation in Economics
- 5.3 Tools of Evaluation- written, practical and oral
- 5.4 Unit Test- designing, editing, answer key and scoring scheme
- 5.5 Diagnostic tests and remedial teaching

UNIT VI SUBJECT TEACHER

- 6.1 Characteristics of Economics Teacher
- 6.2 Competency, Commitment and performance areas of teacher
- 6.3 Professional Development of Economics Teacher
- 6.4 Teacher Evaluation – Students, peer and authority

Recommended Reference Books :

१. गाजरे आणि पुराणिक, अर्थशास्त्र अध्यापन पद्धती,
२. जोशी अनंत, आशययुक्त अध्यापन,
३. शेटकर गणेश, जोशी शोभना (२००५), पाठ नियोजन, मृण्मयी प्रकाशन, औरंगाबाद.
४. जोशी शोभना, (२००६), वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन, मृण्मयी प्रकाशन, औरंगाबाद.
५. जोशी शोभना, शिराढोणकर मेघना, (२००७), संगणक सहाय्यित अनुदेशन व अध्ययन, मृण्मयी प्रकाशन, औरंगाबाद.
6. B.S. Kanwar (1973) : Teaching of Economics –Ludhiya na Prakash Brothers
7. Robinson K.- Extending Economics Education



Paper - VI (Teaching Methodology)

COMMERCE METHODOLOGY

Objectives :

Let the trainee teachers -

1. To know meaning and nature of Commerce
2. understand place and structure of Commerce at secondary school level
3. Correlation of Commerce with other subjects
4. Understand Planning and evaluation of Commerce teaching
5. various methods and devices, maxims of Commerce teaching
6. develop adequate skills and qualities in teaching Commerce

COURSE CONTENT :

UNIT I NATURE, SCOPE AND PLACE OF COMMERCE IN SCHOOL CURRICULUM

- 1.1 Place of Commerce in secondary and higher secondary school curriculum
- 1.2 Importance of Commerce in Life
- 1.3 Values and core element of Commerce subject
- 1.4 Objectives of Commerce subject at secondary and higher secondary education
- 1.5 Correlation with other subject



UNIT II

TEACHING STRATEGIES OF COMMERCE SUBJECT

- 2.1 Teaching – concept and maxims of teaching
- 2.2 Methods – Lecture, Discussion, Problem-Solving, Project, Inductive-Deductive.
- 2.3 Models of Teaching – Concept attainment model, Advanced Organizer Model, Inquiry training model

UNIT III

CONTENT CUM METHODOLOGY (CCM)

- 3.1 Concept and Nature of CCM
- 3.2 Nature and structure of Subject
- 3.3 Analysis of Curriculum and Text Book
- 3.4 Analysis of Content Unit
- 3.5 Integration of content with method

UNIT IV

DEVICES AND SUPPORT SYSTEM OF TEACHING

- 4.1 Printed devices- text books, hand books, work book, periodical magazines,
- 4.2 Teaching Aids – Projective and Non Projective
- 4.3 Non formal Approaches – Commerce club, field visit (industries, Finance and Business Organization)



UNIT V PLANNING AND EVALUATION

- 5.1 Planning – Year, Unit and Lesson
- 5.2 Importance and Nature of evaluation in Commerce
- 5.3 Tools of Evaluation- written and oral
- 5.4 Unit Test- designing, editing, answer key and scoring scheme
- 5.5 Diagnostic tests and remedial teaching

UNIT VI SUBJECT TEACHER

- 6.1 Characteristics of Commerce Teacher
- 6.2 Competency, Commitment and performance areas of teacher
- 6.3 Professional Development of Commerce Teacher
- 6.4 Teacher Evaluation – Students, peer and authority

Recommended Reference Books :

- १. गाजरे आणि मानकर, वाणिज्य अध्यापन पद्धती, नूतन प्रकाशन, पुणे.
- 2. Boynton Lewis : Teaching Business Subject – Modern Approach
- 3. Khan M.S.: The Teaching of Commerce, Steuling Publisher, New Delhi Lulla: Teaching of Commerce – M.S. university, Baroda
- 4. Tonne and Panassay: Principles of Business Subjects: Mc Graw Hills Book, New Delhi