

North Maharashtra University, Jalgaon
Syllabus B.Ed.2013-14

Semester I

Sr. No.	Area	Hours	Marks			Credits
			Internal Exam.	External Exam.	Total	
Area A) Foundations of Education						
A1	Education and Development	40	40	60	100	4
A2	Education an Evolutionary Perspective	40	40	60	100	4
Area B) Pedagogical Knowledge						
B1	Learner and Learning	40	40	60	100	4
B2	Teaching: Approaches, Strategies	40	40	60	100	4
Area C) School Subjects						
C1	Pedagogical content Knowledge CCM- I	40	40	60	100	4
C2	Pedagogical content Knowledge CCM- II	40	40	60	100	4
	Total	240	240	360	600	24
Area D) School Based Experiences (Internal)						
	Simulated Teaching- Each School subject 5+5=10 2+2= 4 lessons	110			80 20	4
A1	Workshop on life skill (UNESCO -10 skills)	50	20		20	2
A2	Workshop on use of ICT (Word, Excel, PPTs, Internet)	50	20		20	2
B1	Case Study of a disabled learner (Blind, Mentally retarded, Hearing impaired, Phy. handicapped,)	50	20		20	2
B2	Psy. Expt. (5)	50	20		20	2
C1	Workshop on Pedagogical analysis on school subjects CCM-I	50	10		10	2
C2	Workshop on Pedagogical analysis on school subjects CCM-II	50	10		10	2
	University Exam	50			--	
	Total	700			800	40

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

Objectives

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

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

Elegibility for Admission :

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

Selection Procedure :

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

Norms for appearing at B.Ed. Examination :

Student teachers should have kept two terms with at least 80% attendance of theory periods in college. He should have completed all the practical work to the satisfaction of the principal. He should have obtained such certificate from the principal of the college. Unless and until he obtains such a certificate he will not be allowed to appear for University examination.

Course Examination :

A) The examination of B.Ed. degree will consist of two semesters.

External Examination in theory courses 60marks in each course.(Total 360 marks) which will be conducted by the University at the end of semester.

Practical and Internal Assessment for 40 marks in each course (total marks 240) which will be conducted by the college.

B) Allotment and distribution of marks:

The B.Ed. Examination will be of 1750 marks. I semester is for 800 marks and semester II is for 950 marks.

Medium of Instruction :

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

Standard of Passing :

To pass the examination a candidate must obtain at least 50% marks in Internal and external examination of each course /head. The marks will be converted in grades and credits and finally CGPA will be displayed on the marks statement. There will be ceiling for internal and external marks with valid difference of 15 % in each course/head.

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

Sem I		Sem II	
Course	Credits	Course	Credits
A1	4	A3	4
A2	4	A4	4
B1	4	B3	4
B2	4	B4	4
C1	4	C3	4
C2	4	C4	4
Simulated Teaching	4	Practice Teaching	6
Workshop on life skill	2	Internship-	4
Workshop on use of ICT	2	University Annual Practice lesson Exam	6
Case Study of a disabled learner	2	-	-
Psy. Expt	2	-	-
Workshop on	2	-	-

CCM-1			
Workshop on CCM-2	2	-	-
Total	40	Total	40

.Note: University will provide the approved format for all the practical and report writing.

Annexures- Sem I

Training Programmes

a) Micro Lessons :

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

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

Two lessons per skill are to be given by the student teacher i.e. he/she has to conduct 10 micro-lessons. For the teaching Communicative Language Teaching, the following actions are recommended:

- i) Eliciting
- ii) Pair work/Group work
- iii) Using English
- iv) Communicative activities
- v) Using Visuals.

The student teacher has to conduct lessons of any four activities.

b) Mode of conducting Micro lessons :

Teach and re-teach session of micro lessons shall be conducted on two different peer groups. Opportunity for feedback shall be given immediately after teach in critique sessions. Teach and re-teach sessions shall not be conducted on one and the same group.

c) Integration Lessons:

After mastering 4 skills, the student teacher has to give 4 lessons each of 15 to 20 minutes in integration of skills followed by critique Session of 15 to 20 minutes.

Annexures-2 Sem I

Area D) School Based Experiences (Internal)

Simulated Teaching- Each School subject 5+5=10

2+2= 4 lessons

Workshop on life skill (UNESCO -10 skills)

Workshop on use of ICT (Word, Excel, PPTs, Internet)

Case Study of a disabled learner (Blind, Mentally retarded, Hearing impaired, Phy. handicapped,)

Psy. Expt. (5)

Workshop on Pedagogical analysis on school subjects CCM-I

Workshop on Pedagogical analysis on school subjects CCM-II

Area D School Based Experiences (Internal)

Initiatory school Experiences

Prepare report of each activity separately, under supervision and guidance of teacher educator

Practice Teaching – Each school subject 10x2= 20 lessons

Conduct the survey and prepare the report on USE or UEE

Interrelation with stake holders - (Parent or Schools)

Construction and Administration of Achievement Test

Workshop on development of teaching material on any one

Internship-

Conduct the following activities.

Preparation of self learning model

Participation in school activities

Organization of curricular activities

Organization of co-curricular activities

Interaction with school human resources

Administration and application of diagnosis test or psychological test

Prepare internship report on following points. school as organized Endeavour-

- Roles and responsibilities of schools.
- Internal arrangements for coordinated functioning-time table,
- Work allocation,
- Differential responsibilities,
- Planning and coordination procedures
- External liaison – with parents, community, authorities.

Note: University will provide the approved format for all the practical and report writing.

North Maharashtra University, Jalgaon. B.Ed. Semester I

Area A- Foundations of Education

Course A1 - Education and Development

Objectives

1 To understand the relationship between education and individual and national

development.

- 2 To examine the influences of political and policy decisions on Education and its aims, Content and procedures.
- 3 To understand that education derives from socio cultural contexts, its relevance and critical reflection.
4. To understand the influence of education on quality of life.
- 5 To analyze the social context of education and its bearing upon school system.
- 6 To examine the changing emphasis on Education in the context of globalization, Liberalization and privatization.

Unit 1: Education for National Development

- i. National Development - Meaning, Scope and different view points.
- ii. Indicators of National Development – Education Commission 1964-66, Planning Commission, World Bank, NPE-1986, National Knowledge Commission.
- iii. Education for Sustainable Development (ESD) – Aims, Area, Role of Education, Brundtland Commission 1987, UNESCO.
- iv. Role of SSA (Sarva Shiksha Abhiyan) in the development of School Education in India .
- v. The perspective of education for national development in the NCF-2005.

Unit 2: Emerging Interface between Political Process & Education

- i. Education as a key area of public policy- relevance, essentiality.
- ii. The National and State Education Policies : Relationship between constitutional provisions and educational policies- Right to Education.
- iii. Implementation of an educational policy- action plans and programme guidelines as tools for implementation, State and Centrally Sponsored Schemes of Education.
- iv. Financial supplementation: grant-in-aid and developmental grants for implementing educational policy-the role of planning commission.

Unit 3: Education and Economic Development

- i. Education for economic development- its meaning and nature
- ii. Education as development of human resource: Education for Employability – academic concerns in education
- iii. Quality of life as an outcome of education
- iv. Education as an investment - unit cost

Unit 4: Education for socio –Cultural Development

- i. Education for development of individual capabilities, the proactive participation in the socio-economic-cultural context
- ii. Education and development of life skills: preparation of individuals for the 21st century
- iii. Education as an instrument of social change
- iv. Socio-cultural influences on the aims and organization of education
- v. Social acceptability of educational policy and practice
- vi. Emerging trends in society and their repercussions on education.

Practical Work

1. Prepare the report of the workshop on life skills conducted by college.
2. Preparation of report on the state and centrally sponsored schemes of education.

References

- Agrawal, J.C. & Agrawal S.P. (1992). Role of UNESCO in Educational, Vikas Publishing House, Delhi.7
- Anand, C.L. et.al. (1983). Teacher and Education in Emerging in Indian Society, NCERT, New Delhi.
- Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.
- Govt. of India (1992). Programme of Action (NPE). Min of HRD.
- Mukherji, S.M., (1966). History of Education in India, Acharya Book Depot, Baroda.
- Naik, J.P. & Syed, N., (1974). A Student's History of Education in India, MacMillan, New Delhi.
- NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.
- Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
- Ministry of Education. '*Education Commission "Kothari Commission"*'. 1964-1966. Education and National Development. Ministry of Education, Government of India 1966.
- *Learning without Burden*, Report of the National Advisory Committee. Education Act. Ministry of HRD, Department of Education, October, 2004.
- *National Policy on Education. 1986*. Ministry of HRD, Department of Education, New Delhi.
- Seventh All India School Education Survey, NCERT: New Delhi. 2002
- UNDPA. *Human Development Reports*. New Delhi. Oxford: Oxford University Press.
- UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report*. Paris.
- World Bank, (2004). *Reaching The Child: An Integrated Approach to Child Development*. Oxford University Press, Delhi.

Course A2: Education: An Evolutionary Perspective Objectives

The student teachers will be able to

1. analyze and understand educational concepts, their premises and contexts that are unique to education.
2. understand and appreciate the nature and the purpose of education, their practical ramifications in the school context.
3. analyze the philosophical reflections and educational thoughts of great Educational thinkers
4. understand the nature of knowledge in Education and its contribution to status of education as a discipline and interdisciplinary in nature
5. inquire into the roles of teacher, school and the community in the changing perspectives of pedagogy
6. appreciate the historical development of education as a system and its evolving structures
7. examine the concerns and issues related to education system
8. understand the importance of systemic reforms in achieving quality education

Unit -1: Education as an evolving concept

- i. Meaning of education: ancient to present- education as an organized, institutionalized, activity
- ii. Concepts in education and their changing connotations: school, teacher, learner,
- iii. Shifts in process of education: Knowledge giving, didactic and constructivist interpretations

- iv. Expansion in modes of education: face-to-face to distant modes of education: individualized and group based
- v. Difference between information, knowledge and opinion

Unit-2: Aims of education

- i. Aims of Education- ancient, Medieval and present period in India
- ii. Changing aims of Education in the context of globalization
- iii. Sources of Aims of Education: Educational aims as derived from the Constitution of India and society.
- iv. Ideas of educational thinkers such as Gandhi, Tagore, Dewey, Krishnamurthy and Friere.
- v. Reflection of aims of education in the present network of schools.

Unit-3: Learning Environment: the changing scenario

- i. Concept, nature and factors of learning environment.
- ii. Changing role of teacher, learner participation, knowledge emphasis, learning resources and physical space
- iii. Shift in pedagogy: Knowledge focused to teacher focused to learner focused to learning environment
- iv. Shift in learning environments: Unimodel to multi-mediated, school based to community linked, and real to virtual learning environments.
- v. The open-distance learning environment

Unit- 4: Systems & structures in school education

- i. Education as a system: meaning and nature
- ii. Differentiation of educational structures: stage wise as per state and central government with reference to NCF 2005
- iii. Predominant concerns of the education system– co ordination, quality assurance and feasibility
- iv. Systemic reforms in education: meaning and need. Demands from the secondary education
- v. Evolution of educational network in India.

Practical Work

- 1) Student teachers are required to study at least one educationalist and discuss in groups and prepare a term paper or write appreciation within 1000 words in handwritten and submit to the concern teacher educator.

Name of the Educationalists: Mahatma Fule, Maharshi Karve, Swami Vivekanand, Rabindranath Tagore, Mahatma Gandhi, Dr. Babnasaheb Ambedkar, J. Krishnamurthy, Dr. S. Radhakrishnan, Aristotle, Pluto, John Dewey, Shri Madhukarrao Chaudhari, Smt. Chitra Naik, Anutai Wagh.

References

Cole Luella, A History of Education: Socrates to Montessori, Holt, Rinehart & Winston, New York, 1950.

Power, Edmund, J., Main Currents in the History of Education, McGraw Hill Book Co. Inc., New York, 1962.

Lakshmi, T.K.S. and M.S.Yadav, "Education: Its Evolving Characteristics", in New Frontiers in Education, Vol. XXII, No.4, Oct-Dec., 1992

Butchvarov, P. (1970), *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.

Chomsky, N (1986). *Knowledge of Language*, Prager, New York.

Datta, D.M. (1972). *Six ways of Knowing*. Calcutta University Press, Calcutta.

Dewey, John. 'My Pedagogic Creed', in D.J. Flinders and S.J. Thorton(eds.) *The Curriculum Studies Reader*, Routledge: New York, 1997.

Dewey, John (1997) *Experience and Education*, Touchstone, New York

Dewey, John (1956). *The Child and the Curriculum and School and Society*, University of Chicago Press, Chicago, Illinois, U.S.A.

Keddie, N.(1971) : *Classroom Knowledge*, in. M.F.D Young.

Krishna Murthy, J. (1947) *On Education*, Orient Longman, New Delhi.

Kumar Krishna (1996). *Learning From Conflict*, Orient Longman, New Delhi.

Peters, R.S. *The Concept of Education*, Routledge, UK, 1967.

Margaret, K.T. *The open Classroom*, Orient Longman: New Delhi, 1999.

Hirst. Paul, Knowledge and curriculum

Prema Clarke (2001). *Teaching & Learning: The Culture of pedagogy*, Sage Publication, New Delhi.

P.H. Phenix,(1964). *Realms of Meaning*. MacGraw-Hill, New York.

Steven H. Cahn (1970). *The Philosophical Foundation of Education*, Harper & Row Publishers, New York.

B1-Learner and Learning

Objectives

Student teachers will be able to;

1. To Develop an understanding about the impact/influence of socio cultural context in shaping human development, especially with respect to the Indian context;
2. To Develop an understanding of dimensions and stages of human development and developmental tasks
3. To Understand the range of cognitive capacities among learners.
4. To understand the nature and kinds of learning
5. To Gain an understanding of different theoretical perspectives on learning
6. To Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers.

Unit 1 Nature of the Learner: Child and Adolescent

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

Unit 2 Understanding Differences between Learners

- i. Differences between individual learners: multiple intelligence, learning style, self-concept, self esteem, attitude, aptitude, interest, and personality
- ii. Understanding differently abled learners: slow learners and dyslexic learners

Unit 3 Understanding Learning

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

Unit 4 Factors Influencing Learning

- i. Biological and hereditary factors influencing learning
- ii. Factors related to the subject matter content and learning material
- iii. Factors related to the method of learning
- iv. Attention, motivation and readiness as factors influencing scholastic learning

References

1. Mangal S.K.- Essentials of Educational Psychology
2. Bhatnagar Suresh- Advanced Educational Psychology
3. Dash M.B.- Special Education
4. Mathur S.S.- Educational Psychology
5. Shrivastva D.N.- General Psychology
6. Chaube S.P. – Child Psychology
7. Mahesh Bhargava- Exceptional Children
8. B. Kuppuswami- Communication and Social Development in India
9. Khandai Hemant, Khan, Jain- Moral Education
10. Walia J.S. – Educational Technology
11. Walia J.S.- The Learner

B2 - Teaching: Approaches and Strategies

Objectives:

To enable the student teacher

- i. On completion of the course the student teacher will be able to demonstrate his/her understanding of the role of a teacher at different phases of instruction
- ii. Write instructional objectives teaching of a topic
- iii. Demonstrate his/her understanding of different skills and their role in effective teaching
- iv. Use instructional skills effectively

Unit 1 Understanding Teaching & Pre-active Phase of Teaching

- i. Teaching as a planned activity – elements of planning
- ii. Assumptions underlying teaching and their influence on the planning for teaching
- iii. Proficiency in teaching: meaning and place of awareness, skills, competencies and Commitment
- iv. The general and subject related skills and competencies required in teaching
- v. An analysis of teacher roles and functions in the pre-active phase – visualizing; decision-making on outcomes, preparing and organization
- vi. Visualizing: the learner and learner readiness characteristics, the subject matter content and their interlinkages, the learning resources, approaches/strategies
- vii. Decision-making on instructional approaches and strategies: Expository or Inquiry,
- viii. Individualized or Small Group or Whole Class – Skills required for learner engagement in the context of the strategy decided,
- ix. Preparing for instruction: identifying and selecting available learning resources or developing required learning resource
- x. Preparation of a Plan: Unit Plan and Lesson Plan

UNIT 2: Interactive Phase of Teaching – Strategies of Teaching

- i. An analysis of teacher roles and functions in the interactive phase - facilitating and managing learning;
- ii. Approach to teaching: Presentation-discussion-demonstration,

- iii. Advance Organizer Model
- iv. Inquiry Strategy as approach to teaching thinking skills and construction of knowledge: Inductive Thinking, Concept Formation,
- v. Problem Based Learning, Project Based Learning,

UNIT 3: Interactive Phase of Teaching – Approaches and Skills of Teaching

- i. Approaches to Organizing Learning –
- ii. Approaches to Individualized Instruction: Computer Managed Instruction, Programmed Instruction, and Concept of Learning Activity Packages; Approaches to Small Group and Whole Group Instruction: Cooperative and Collaborative approaches to learning, Brain storming, Role Play and Dramatization, Group Discussion, Simulation and Games, Debate, Quiz and Seminar
- iii. Instructional Skills: Structuring, Soliciting and Reacting, Verbal and Non verbal, Feedback and Reinforcement, Discourse, Demonstration and Modeling

UNIT 4: Post-active Phase of Teaching

- i. An analysis of teacher roles and functions in the post-active phase: evaluation of pupil learning, evaluation and generating feedback on all three phases of teaching .
- ii. Using learner achievement as a feedback for evaluating teacher's teaching effectiveness
- iii. Reflection on appropriateness and sufficiency of planning and implementation activities of a teacher
- iv. Reflection and appraisal for professional development in teaching: self-reflection, observation and feedback by peers,
- v. Analysis of teaching using media, appraisal by students .

Practical Work :

1. Study of instructional practices with reference to use of classroom skills
2. Classification of instructional objectives of a lesson under domains and levels

References :

1. Bloom, B S., Englehart M D, Furst E J, Hill W H and Khrathwohl, D R (1956, 1964) Taxonomy of Educational Objective Handbook 1, Cognitive Domain, Handbook 2, Affective Domain, Longman London
2. Buch, M B and Santharam M R (1972) Communication in Classroom, CASE, Faculty of Ed. & Psy. M S Univ. Baroda
3. Davis, Irork (1971) The Management of Learning, Mc Graw Hill, London
4. Jangira N K and Ajit Singh (1982) Core Teaching Skills: The Microteaching Approach, NCERT, New Delhi
5. Nagpure, V. (1992) Teacher Education at Secondary Level, Himalaya Publishing House, Ramdoot', Dr Balerao Marg, Girgaon, Bombay 400 004
6. Passi, B K (1976) Becoming better teacher Micro-teaching, Approach, Sahity Mudranalaya, Aahmedabad
7. Sharma, R A (1983) Technology of Teaching; International Publishing House, Meerut
8. Kumar, K L (1996) Educational Technology; New Age International (P) Ltd Publishers, New Delhi
9. Singh, L C Microteaching: Theory and Practical, National Psychological Corporation, Agra

आशययुक्त अध्यापन पध्दती - मराठी

उद्दिष्टे :

१. प्रशिक्षणार्थींना मातृभाषा मराठीचे स्वरूप, महत्त्व आणि उद्दिष्टे समजून घेण्यास मदत करणे.
२. प्रशिक्षणार्थींना आशययुक्त अध्यापन पध्दतीची संकल्पना समजून घेण्यास मदत करणे.

३. प्रशिक्षणार्थींना मातृभाषेच्या अध्यापनाची तंत्रे, पध्दती आणि प्रतिमाने समजून घेण्यास मदत करणे.
४. प्रशिक्षणार्थींना मातृभाषेच्या व्याकरण अध्यापनाची संकल्पना समजून घेण्यास मदत करणे.
५. प्रशिक्षणार्थींना प्रात्यक्षिक कार्याद्वारे कृतीप्रवणता निर्माण करण्यास मदत करणे.

घटक क्रमांक ०१ : मातृभाषा मराठीचे स्वरूप आणि उद्दिष्टे :

- i. मातृभाषा मराठीचे स्वरूप
- ii. मातृभाषा मराठीची गरज आणि महत्त्व
- iii. मातृभाषेचे सर्वसामान्य उद्दिष्टे - वाङ्मयीन
- iv. मातृभाषा अध्यापनाचे उद्दिष्टे
(अ) भाषिक उद्दिष्टे (कौशल्ये) (ब) वर्गाध्यापनाची उद्दिष्टे

घटक क्रमांक ०२ : आशययुक्त अध्यापनाची संकल्पना :

- i. आशययुक्त अध्यापन पध्दतीची संकल्पना, स्वरूप, महत्त्व.
- ii. आशय विश्लेषणाची संकल्पना - घटक, गरज, वैशिष्ट्ये
- iii. आशय विश्लेषणाची संरचना
- iv. मातृभाषेच्या चांगल्या पाठ्यपुस्तकाचे निकष
- v. पाठ्यक्रम, अभ्यासक्रम - स्वरूप व महत्त्व.
- vi. अभ्यासक्रमाचे प्रकार

घटक क्रमांक ०३ : मातृभाषेच्या अध्यापनाची तंत्रे, पध्दती आणि प्रतिमाने

- i. मातृभाषा अध्यापनाची तंत्रे - नाट्यीकरण, पर्यवेक्षित, स्वयंअध्ययन, भूमिका पालन, बुद्धिमंथन, कथाकथन, प्रश्नोत्तर व मुलाखत.
- ii. मातृभाषा अध्यापनाच्या पध्दती - आस्वादात्मक, कथन, सर्वसमावेशक, प्रवास वर्णन, संभाषण, परिसंवाद व व्याख्यान.
- iii. अध्यापनाची प्रतिमाने - सृजनशील प्रतिमान, उद्गमन प्रतिमान
- iv. गाभाघटक, जीवन कौशल्ये आणि मूल्ये - संकल्पना (महाराष्ट्र शासनाने शालेय शिक्षणात अंतर्भूत केलेले १० गाभाघटक, जीवन कौशल्ये व मूल्ये)
- v. मराठीचा इतर विषयांशी समवाय - हिंदी, इंग्रजी, इतिहास, विज्ञान आणि संगणक

घटक क्रमांक ०४ : व्याकरण

- i. व्याकरणाचे कार्यात्मक स्वरूप.
- ii. शब्दविचार, लिंग, वचन, विभक्ती, काळ, संधी व समास
- iii. काव्यगुण, शब्दालंकार, वाक्प्रचार व म्हणी.
- iv. शब्दसिध्दी, शब्दशक्ती, अर्थालंकार, रस व वृत्ते.
- v. निबंध लेखन, कल्पनाविस्तार, पत्रलेखन आणि सारांश लेखन

प्रात्यक्षिक कार्य : आशययुक्त अध्यापन पध्दतीची आशय विश्लेषण संरचना.

स्वाध्याय- एकुण दोन

संदर्भग्रंथ :

०१. करंदीकर सुरेश, मंगरूळकर मीना.(२००५). मराठी आशय अध्यापन पध्दती, कोल्हापूर: फडके प्रकाशन.
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०३. घोरमोडे कला. (२००८). मराठी अध्यापन पध्दती, नागपूर: विद्या प्रकाशन.
०४. जोशी अनंत. (१९९९). आशययुक्त अध्यापन पध्दती, नाशिक: य.च.म. मुक्त विद्यापीठ.
०५. दाते सुषमा, () आशययुक्त अध्यापन पध्दती - मराठी,
०६. डांगे चंद्रकुमार.(१९६२). मातृभाषेचे अध्यापन, पुणे: चंद्रप्रभा प्रकाशन.
०७. पवार ना.ग. (२००५). मातृभाषा मराठीचे आशययुक्त अध्यापन, पुणे: नूतन प्रकाशन.
०८. पाटील, दि.हे., राणे, श.रा.(१९८९). मराठी अध्यापन व अध्ययन (आशयासहीत अध्यापन पध्दती), नागपूर: सुविचार प्रकाशन मंडळ.

०९. पाटील लीला.(१९७६) आजचे अध्यापन, पुणे: श्रीविद्या प्रकाशन.
 १०. भुकन सा.त्र्यं. चौधरी, प्र. श्रा., (२००७). मराठीचे अध्यापन(आशयासह), जळगाव: व्यंकटेश प्रकाशन.
 ११. सातत्यपूर्ण सर्वकष मूल्यमापन शिक्षक मार्गदर्शिका, (२०१०).महाराष्ट्र शासन.

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आशययुक्त अध्यापन पध्दती - हिंदी

हिंदी अध्यापन के उद्देश :

- छात्राध्यापकों में हिंदी भाषा में व्यवहार करनेकी क्षमता का विकास करना.
- छात्राध्यापकों को द्वितीय भाषा के रूपमें हिंदी शिक्षण के उद्देश तथा अपेक्षित योग्यताओंसे परिचित कराना (श्रवण, भाषण, वाचन, लेखन).
- आशययुक्त अध्यापन पध्दती हिंदी की संरचना समझने में मदद करना.
- छात्र अध्यापको कों हिंदी भाषा सिखने की प्रक्रिया तथा भाषा शिक्षण के सिध्दांतसे परिचित कराना.
- छात्र अध्यापको कों हिंदी भाषा अध्यापन की पध्दती से परिचित कराना.

ईकाई नं. १ : भाषा का स्वरूप

- भाषा की परिभाषा और भाषा के लक्षण
- भाषा के प्रमुख अंग और कार्य
- भाषा के प्रकार - मातृभाषा, राजभाषा, राष्ट्रभाषा, अन्य भाषा
- राष्ट्रभाषा के रूप में हिंदी का महत्त्व
- भाषा शिक्षण का अर्थ - श्रवण, भाषण, वाचन, लेखन
- भाषा शिक्षण के उद्देश
- द्वितीय भाषा के रूप में हिंदी शिक्षण के उद्देश

ईकाई नं. २ : आशययुक्त अध्यापन पध्दतीकी संकल्पना

- संरचना
- आशय विश्लेषण का अर्थ और सोपान
- पाठ्यपुस्तक का मूल्यांकन
- मुलगामी ईकाई (गाभा घटक) मूल्य
- जीवन कौशल्यों का परिचय

ईकाई नं. ३ : द्वितीय भाषा शिक्षण की विधियाँ और तंत्र

- हिंदी अध्यापन की पध्दती -
व्याकरण अनुवाद प्रणाली, प्रत्यक्ष प्रणाली, गठन प्रणाली
- तंत्र - नाट्यीकरण, कथा-कथन, वार्तालाप की शिक्षा
- अध्यापन प्रतिमान - संकल्पना प्राप्ती प्रतिमान, सर्जनात्मक प्रतिमान, उद्गमन प्रतिमान
- हिंदी भाषा का अन्य विषयों से समवाय

५. अन्य भाषा शिक्षण के सिद्धांत
६. वाचन शिक्षण की विधियाँ

ईकाई नं. ४ : नियोजन तथा मूल्यांकन

१. पाठनियोजन, ईकाई नियोजन और वार्षिक नियोजन
२. हिंदी शिक्षण में मूल्यांकन के लिए उपयुक्त साधन
३. ईकाई कसौटी
४. नैदानिक एवं उपचारात्मक साधन

प्रात्यक्षिक कार्य

१. आशय विश्लेषण
 २. ईकाई नियोजन, ईकाई कसौटी

संदर्भ:

१. तिवारी भोलााथ, भाषा विज्ञान
२. सिंह सावित्री, हिंदी शिक्षण
३. पंडित ब.बि, हिंदी अध्यापपद्धती, पुणे : तूताप्रकाशा
४. पठाण सिमा, हिंदी विषय ज्ञान, पुणे : तूताप्रकाशा
५. बोंबे बा.स., हिंदी अध्यापापद्धती, पुणे : तूताप्रकाशा
६. कुळकर्णी केणी, हिंदी अध्यापापद्धती, पुणे : व्हीसप्रकाशा
७. केणी, संगोराम, हिंदी अध्यापापद्धती
८. मुखर्जी श्रीधराथ, हिंदी अध्यापा
९. वास्कर पुष्पा, हिंदी आशय के साथ अध्यापा पद्धती
१०. रस्तोगी, शर्मा, हिंदी शैक्षिक व्याकरण भाग १,२
११. भाई योगेंद्रजीत, द्वितीय भाषा के रूपमें हिंदी की शिक्षा
१२. दुाखे अरविंद, हिंदी अध्यापापद्धती, पुणे : तूताप्रकाशा
१३. साठे ग.ा., राष्ट्रभाषा का अध्यापा
१४. शर्मा लक्ष्मीारायण, भाषा १,२ की शिक्षण विधियाँ और पाठ नियोजन
१५. भंगाळे शैलजा, हिंदी विषय ज्ञान
१६. पांडेय रामशकल, हिंदी अध्यापा
१७. चतुर्वेदी राजेश्वर प्रसाद, हिंदी व्याकरण

आशययुक्त अध्यापन पध्दती संस्कृत

- **उद्दिष्टे :**
 - १) प्रशिक्षणार्थीना संस्कृत भाषेचे स्वरुप, महत्व आणि उद्दिष्टे समजून घेण्यास मदत करणे.
 - २) प्रशिक्षणार्थीना आशययुक्त अध्यापन पध्दतीची संकल्पना समजून घेण्यास मदत करणे.
 - ३) प्रशिक्षणार्थीना संस्कृत भाषेच्या अध्यापनाची तंत्रे, पध्दती आणि प्रतिमाने समजून घेण्यास मदत करणे.
 - ४) प्रशिक्षणार्थीना संस्कृत भाषेच्या व्याकरण अध्यापनाची संकल्पना समजून घेण्यास मदत करणे.
 - ५) प्रशिक्षणार्थीना प्रात्यक्षिक कार्याद्वारे कृतीप्रवण करणे.
- **घटक क्रमांक १ : संस्कृत भाषेचे स्वरुप व उद्दिष्टे**
 - १.१ संस्कृत भाषेचे स्वरुप
 - १.२ संस्कृत भाषेचे महत्व
 - १.३ संस्कृत भाषेची सर्वसामान्य उद्दिष्टे - वाङ्मयीन
 - १.४ संस्कृत अध्यापनाची उद्दिष्टे
 १. भाषिक उद्दिष्टे (कौशल्ये)
 २. वर्गाध्यायनाची उद्दिष्टे
- **घटक क्रमांक २ : आशययुक्त अध्यायनाची संकल्पना**
 - २.१ आशययुक्त अध्यापनाची संकल्पना स्वरुप, महत्व
 - २.२ आशय विश्लेषणाची संकल्पना, घटक, वैशिष्ट्ये
 - २.३ आशय विश्लेषणाची संरचना
 - २.४ संस्कृत भाषेच्या चांगल्या पाठयपुस्तकाचे निकष
 - २.५ पाठयक्रम अभ्यासक्रम - स्वरुप - महत्व
 - २.६ अभ्यासक्रमाचे स्वरुप
- **घटक क्रमांक ३ : संस्कृत अध्यापनाची तंत्रे,पध्दती आणि प्रतिमाने**
 - ३.१ संस्कृत भाषा अध्यापनाची तंत्रे- नाटयीकरण,कथाकथन, प्रश्नोत्तर, स्वयंअध्ययन.
 - ३.२ संस्कृत अध्यापनाच्या पध्दती- कथन,प्रश्नोत्तर,खण्डान्वय, दण्डान्वय,अद्गामी, व्याख्यान.
 - ३.३ गाभाघटक , जीवन कौशल्ये आणि मूल्ये (महाराष्ट्र शासन प्रमाणित)
 - ३.४ अध्यायनाची प्रतिमाने - सृजनशील प्रतिमान, उद्गमन प्रतिमान
 - ३.५ संस्कृत भाषेचा इतर विषयांशी समवाय (हिंदी, इंग्रजी, मराठी, इतिहास, विज्ञान, संगणक)
- **घटक क्रमांक ४ : व्याकरण**
 - ४.१ व्याकरणाचे कार्यात्मक स्वरुप
 - ४.२ लिपी, वर्णाक्षरे, स्वर, व्यंजन, उच्चारण स्थाने शुद्धोच्चारणाचे महत्व

- ४.३ शब्दविचार - लिंग, वचन, विभक्ती, काळ, अर्थ, संधी, समान
- ४.४ वाक्ययचना, शब्दक्रम, नाम, सर्वनाम, क्रियापद
- ४.५ उपसर्ग, धातूसाधिते, प्रयोग
- ४.६ ताद्धित, कृदन्त, वृत्त
- ४.७ इ.८ वी ते १२ वी वर्गाच्या पाठ्यपुस्तकातील सुभाषिते, पाठान्तर, सार्थ भाषान्तर, स्पष्टीकरण
- ४.८ संस्कृत भाषेत निबन्धलेखन, पत्रलेखन

● **प्रात्यक्षिक कार्य** : आशययुक्त अध्यापन पध्दतीची आशय विश्लेषण् संरचना

● **संदर्भग्रंथ** :

- १) डॉ. प्रतिभा पेंडके - संस्कृत अध्यापन पध्दती - मंगेश प्रकाशन, नागपूर.
- २) श्री. जोशी प्र.शं - सुगम संस्कृत व्याकरण - नितीन प्रकाशन , पूणे.
- ३) सौ. प्रतिभा साठे - सुबोध संस्कृत व्याकरण - नितीन प्रकाशन, पूणे.
- ४) आशययुक्त अध्यापन पध्दती - संस्कृत - यशवंतराव चव्हाण मुक्त विद्यापीठ, नासिक.
- ५) शब्दधातुरुपावली (८ वी ते १० वी) नवनीत प्रकाशन.
- ६) रामशकलजी पाण्डे - संस्कृत शिक्षण - विनोद पुस्तक प्रकाशन , आग्रा.

Content cum Methodology- Urdu wad-e-Talim aur Tarique-e-Tadrees.

Maquasid:-

- 1) Urdu ki tadrees ko moassar banane ke live zer-e-tarbivat moailim ko zaban ki bunvadi malumaat se aagah karna.
- 2) Maadri zaban me taalim ki ahemiyat aur bahaisiyat madri zaban urdu riyasati aur qaumi sateh par mukam se wakif karna.
- 3) Sanwi madans mai urdu zabandani nisab aur zaaid sargermiyo se wakif karna
- 4) Sanwi madaris mai nazm nasra ke aksam se mutarif karana aur in aksam ki tadreesi, makasid aur tadrisi tariko se wakif karna.

Zaban, madri zaban aur urdu nisab.

Unit-1: Zaban ki ahemiyat aur afadiat.

- 1.1 Mawad- par- Mabni Tarika - e - Tadrees - Ahrniyat, Noiyyat, aur Tasavvur
- 1.2 Zaban ke mani aur mafahum.
- 1.3 Zaban ke aqsam.
- 1.4 Zaban ke amel aur makasid,
- 1.5 Rozmarra zindagi me zaban ki ahemiyat.
- 1.6 Urdu zaban ka agaz-o-irtequa aur digar zabano se is ka Lisani taallauqe.
(Hindi, Marathi, Arabi, Farsi).

Unit-2: Bahaisiyat madri zaban urdu ka mukam

- 2.1 Madri zaban ke maani-o-rnafhum our ahemiyat.
- 2.2 Madri zaban ki khususiyat.
- 2.3 Sanwi madaris me urdu zaban ki tadrir ke agraz-o-makasid.
- 2.4 Sahe Lisani Formula ke taheer kaumi aur riyasati saieh ke sanwi madaris me urdu ka mukam.
- 2.5 Sanwi madaris me bahaisiyat madri zaban urdu ahlag-o-tarseeL
- 2.6 Urdu ke mutallique talirni commission ki sifarshat aur dasiur-e-Hind me maukuf.
- 2.7 Zaban ki maharate.
 - i- Sunna ii- Bolna iii- Likhna iv- Padhna.

Unit-3: Urdu ka Nisab.

- 3.1 Nisab ke maani-o-mafhoom.
- 3.2 Nisab ki ahemiyat.
- 3.3 Tadwin-e-Nisab ke usul.
- 3.4 Urdu ka Nisab aur tadriri kutub-Tankid-o-tajziya.
- 3.5 Maiyari darsi kitab urdu zaban ki khususiyat.
- 3.6 Zaayed az nisab sargarmiyan.

Unit-4: Tadrees-e-Nasra, Tadrees-e-Nazma.

- 4.1 Nasra ke maani
- 4.2 Aksam-e-nasra ki bunyadi maiumat.
 - i) Kahani ii) Afsana iii) Novel iv) Inshaiya v) Sa\vanah-e-hayat vi) Safarnama vii) Tanz-omazah viii) Khutut ix) Dastaan x) Dararna
- 4.3 Nazma ke maani.
- 4.4 Nazma ke aksam ki bunyaadi malumaat.
 - i) Hamda ii) Masnawi iii)Qaseeda iv)Naat v) Rubaai vi) Gazal vii) Qita viii) Marsiya ix)Nazm-e-moarra x) Shar-e-ashob xi) Wasukht
- 4.5 Nazma ki tadrisee makasid
- 4.7 Nazma ki mukhtaiif aksam ka tarik-e-tadrees.

Amali Kaam:

- 1) Urdu mawad-e-talim aur Tarique -e -Tadrees, ka tajziuva aur banawat.

Assignment : Kul do.**Reference Books:-**

- 1) Urdu zaban ki tadrees.: Moinuddin
- 2) Urdu Asnaf ki tadrees: Omkar ko! & Ma shood siraj .
- 3) Hum Urdu kaise padhye : Moinuddin.
- 4) Hum Kaise padhay e: Dr. Salamatullah

English- Content-Cum-Methodology {Communicative language Teaching}**Objectives:-****To enable the teacher trainee to -**

1. understand the role and importance of English language in India and in education.
2. understand the concept, nature and importance of content cum Methodology in English.
3. understand the approaches, methods and objectives of teaching and learning of English as second and third language of secondary and higher secondary stage.
4. acquaint himself/ herself with planning and testing in the teaching of English.
5. acquaint himself / herself with the methodology and techniques of communicative language teaching.
6. acquaint himself/herself with the essential aspect of English grammar and usage.

7. acquaint proficiency in the communicative use of English.

Unit - 1 - Nature of language

- i. Definition
- ii. Characteristics of language.
- iii. Principles of language learning.
- iv. Place of English.
- v. In India with special reference to three language formula.
- vi. In Maharashtra state.
- vii. In present school curriculum.
- viii. Need and Importance of English Language.
- ix. Holliday's seven basic functions of language.
- x. General objectives of Teaching English.
- xi. Instructional objectives of Teaching English.

Unit 2 – Content-Cum-Methodology

- i. Historical perspective of Content-Cum-Methodology
- ii. Meaning, Concept, Nature and Structure of Content - Cum - Methodology.
- iii. Scope of Content-Cum-Methodology
- iv. Content Analysis.
- v. Objectives of Content-Cum-Methodology.
- vi. Need and Importance of Content-Cum-Methodology
- vii. Plan and Procedure.
- viii. Implementation of Content-Cum-Methodology.

Unit – 3 : Approaches and methods of teaching and learning of English

- i. Class room materials, procedures and techniques.
- ii. Teaching aids - audio, visuals, audio- visuals.
- iii. Language laboratory.
- iv. Dramatization.
- v. Projects.
- vi. Reference skill.
- vii. Concept of method and approach.
- viii. Difference between method and approach.
- ix. Various methods for teaching English. {Historical perspective only }.
- x. Various approaches evolved for teaching English. {Historical perspective only }

Unit - 4 Developing skills in CLT {communicative language teaching }

- i. Listening skill –Nature, Types- focused, casual, Procedures and techniques to develop listening skill.
- ii. Speaking skill – Nature, Process of teaching speaking skill. Procedures and techniques to develop speaking skill.
- iii. Reading skill – Nature, Types of reading skill: Loud reading, silent reading, intensive reading and extensive reading.
- iv. styles of reading skills- 1)skimming 2) scanning
- v. Procedures and techniques to develop reading skill.
- vi. Writing skill – Nature, Types of writing : copying, dictation, conversation, guided / free composition.
- vii. Procedures and techniques to developing writing skill.

- viii. Communicative skill / Talking skill -
- ix. Nature of skill integration in communicative skill.
- x. Procedures and techniques to develop communicative skills.

Practicum- Workshop on content-cum-methodology.

References:

1. Byrne D., 1976; Teaching oral English. Longmans.
2. Chaudhari P.S., Teaching of English, Jalgaon : Vyankatesh Prakashan.
3. D.S.Moruskar, 2003, Content-Cum-Methodology in English, Gargoti :Abhimanyu Publishers, Distributors.
4. Geetha Nagraj, English language teaching approaches and methods.
5. Harris D., 1976, Teaching English as a second language.
6. J.Sethi and D.V.Jindal, 2006, A Handbook of Pronunciation of English Words – New Delhi : Prentice –Hall of India Private Limited.
7. J.Sethi and P.V.Dhamija, 2008, A Course in Phonetics and Spoken English – New Delhi : Prentice Hall of India Private Limited.
8. Johnson K & Keith Morrow, 1983, Communication in the class room Applications and methods for communicative approach, Longmans.
9. Kute M.P., Pandit B.B., Suryawanshi D.A., Communicative language teaching in English, Pune : Nutan Prakashan.
- 10.Kripa K. Gautam, 1988, English language teaching - Critical Study of methods and approaches - New Delhi. : Herman Publishing House.
11. Morey Lata S., 2008, Methods and Techniques of English Teaching. Nagpur :Pimpalpure & Co. Publishers.
12. Leech and Svartivick, 1974, A communicative grammar of English, Longman.
13. Littlewood W., 1983, Communicative language teaching, CUP.
14. Richards J & T.S. Rodgers, 1995, Approaches and methods in language teaching,CUP.
15. Randolph Quirk and Sidney Greenabum, A University grammar of English, Longman.
16. Sardana, Kamla. 1972, A fresh look at errors in English, Classical publishing Company.
17. Sachdev M.S., A new approach to teaching of English in India, Ludiyana : Prakash Brothers.
18. Syllabus of Std. V to Std. XII.
19. Teacher's handbooks / manuals.

Content cum methodology- History

Objectives-

To enable the trainee-teacher to-

1. understand the concept, nature and scope of History.
2. understand various sources of History.
3. understand the objectives of teaching and Instructional Objectives of History.
4. understand the concept and nature of Content-Cum-Methodology of History.
5. understand the nature of various methods, techniques and models of teaching History.
6. understand interdisciplinary approach of History with other school subjects.
7. develop interest in History.

UNIT NO 1: INTRODUCTION AND COMPREHENSIVE STUDY OF HISTORY

- i. Concept and nature of History.
- ii. Scope and Importance of History.
- iii. Various sources of History.

- iv. Objectives of teaching History
- v. General objectives of History at secondary and higher secondary level.
- vi. Instructional objectives.
- vii. Core elements, values and life skills in curriculum.
- viii. Types of History -Study the following points
 - a. Meaning, nature, merits and demerits.
 - b. Techniques of preparing report of local History

UNIT NO 2: CONTENT-CUM-METHODOLOGY – HISTORY

- i. Meaning and concept of Content-Cum-Methodology.
- ii. Scope of Content-Cum-Methodology.
- iii. Structure of Content-Cum-Methodology.
- iv. Consistency between curriculum, syllabus and textbook.
- v. Importance of core elements and values in Content-Cum-Methodology.
- vi. Meaning and nature of content analysis.
- vii. Factors of content analysis
- viii. Content enrichment of History.
- ix. Knowledge representations of History.
- x. Pedagogical analysis of History.

UNIT NO. 3 : TEACHING OF HISTORY

- i. Teaching Methods of History.
 - a. Lecture method.
 - b. Discussion Method.
 - c. Source method.
 - d. Project method.
 - e. Story-telling method.
- ii. Techniques and models of teaching History.
 - a. Dramatization Technique.
 - b. Jurisprudential model, Classroom Meeting,
 - c. Advanced Organizer Model.
- iii. Interdisciplinary approach of History with other school subjects – language, Geography, Science, ICT.

UNIT NO. 4 : ANCIENT AND MEDIEVAL HISTORY

- i. Evolution of man
- ii. Civilization- Harappa civilization, Greek civilization, Egypt civilization,
- iii. Vedic period- Jainism and Buddhism.
- iv. Dynasties – Mourya and Gupta
- v. Rise and fall of Maratha empire(1500-1818)
- vi. Rise and fall of Mughal empire (1500-1750) Religious and cultural awakening (Sects-Varkary, Shaiva, Sufi and Sikh)
- vii. Feudalism in Europe
- viii. Reformation movement in Europe
- ix. Renaissance.

PRACTICAL WORK- C.C. M. Workshop (Compulsory)

REFERENCES

1. Agrawal J.C., Teaching of History – A Practical Approach, New Delhi : Vikas Publishing House Pvt. Ltd.
2. Arora A.K., Teaching of History.
3. Kochar S.K., Teaching of History, New Delhi : Sterling Publishers.
4. आठल्ये वि.भा, भारताचा इतिहास, नागपूर, अंशुल पब्लिकेशस.
5. ओतुरकर, महाजा, जगाचा इतिहास.
6. कोलारकर, अर्वाची भारताचा इतिहास.
7. ग्रोवर बी.एल., बेल्हेकर, आधुनिक भारताचा इतिहास - एक मूल्यांकन नयुदिल्ली, एस.चंदा प्रकाशन.
8. घाटे वि.द., इतिहास शास्त्र व कला.
9. तवारी सी.म., इतिहास अध्यापन पध्दती : पुणे, नूतन प्रकाशन.
१०. दुनाखे अरविंद, २००७, इतिहासाचे आशययुत अध्यापा, पुणे, नित्यनूतन प्रकाशन.
११. देशपांडे प्र.न. अर्वाचीन भारताचा इतिहास.
१२. देशपांडे स्वाती, २००७, इतिहास अध्यापन पध्दती, नागपूर, विद्या प्रकाशन.
१३. पवार जयसिंगराव, भारताचा इतिहास.
१४. पवार जयसिंगराव हिंदूस्थान या स्वातंत्र्य चळवळीचा इतिहास : पुणे, नियाली प्रकाशन.
१५. पाटील गितांजली, २००१, भूमिका पालन. अध्यापन प्रतिमान, कोल्हापूर : फडके प्रकाशन.
१६. पाटील नलिन, मोरे लता, २००८, नागरिकशास्त्र अध्यापन पध्दती. नागपूर : पिंपळापूरे अॅण्ड कं. पब्लिशर्स
१७. पारसीस न.रा., इतिहासाचे अध्यापन.
१८. फडके वासंती, १९८८, अध्यापनाची प्रतिमाने पुणे , नूतन प्रकाशन.
१९. भंगाळे शैलजा, आशययुत अध्यापन पध्दती - इतिहास.
२०. महाले संजीवनी, २००५, अध्यापन प्रतिमान आणि अध्यापन शैली.
२१. मोरे लता, इतिहास अध्यापन पध्दती, नागपूर : पिंपळापूरे अॅण्ड कं. पब्लिशर्स.
२२. रणसुरे विलास, २००५, इतिहास आशययुत अध्यापापध्दती आणि इतिहासाचे अध्यापाशास्त्रीय विश्लेषण, मिरज : संघमित्रा प्रकाशा.
२३. लांडगे ाा, भालेराव उषा, सपकाळे शरद, इतिहास आशयवृध्दी.
२४. वैद्य सुमा, गगाचा इतिहास.
२५. शहा जी.बी., प्राचीन भारताचा राजकीय आणि सांस्कृतिक इतिहास, जळगांव : प्रशांत पब्लिकेशन.
२६. शिंदे ज्ञाद व, टोपकर रेखा, इतिहासाचे आशययुत अध्यापा.
२७. सप्रे लिलीमा, पाटील प्रीती, २००२, अध्यापाची प्रतिमा, कोल्हापूर : फडके प्रकाशन.
२८. पाचवी ते बारावीची क्रमिक पाठ्यपुस्तके

Content cum Methodology – Geography

Objectives:-To enable the teacher trainee.

- 1 To understand the meaning nature and structure of geography.
- 2 To understand the concept of content cum Methodology for teaching of Geography.
- 3 To develop effective skills in using various methods, techniques and models of teaching of Geography.
- 4 To understand the various concepts, facts, terms in teaching of Geography.
- 5 To prepare report on the workshop conducted for C. C. M.

Unit No. 1 : Introduction for Teaching of Geography

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

Unit No. 2: Content cum Methodology

- i. Meaning and concept of C.C.M.
- ii. Scope of C. C. M.
- iii. Structure of C.C.M Consistency between curriculum, syllabus and textbook.
- iv. Importance of core elements and values in C.C.M
- v. Meaning and nature of content analysis.
- vi. Factors of content analysis
- vii. Content enrichment of Geography
- viii. Knowledge representations of Geography
- ix. Pedagogical analysis of Geography

Unit No. 3: Teaching of Geography

- i. Maxims of teaching of Geography.
- ii. Techniques of teaching of Geography
- iii. Methods of teaching of Geography
- iv. Excursion method, Journey method, demonstration Method, Experimental method, regional method, project method
- v. Models of teaching of Geography
- vi. Concept attainment Model Juries prudential model, Inquiry training model and advance organizer model.
- vii. Constructivism approach

Unit No. 4: Basic concepts in Geography

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

Practical: Workshop for C.C.M of any unit from std. V to XII.

REFERENCES:

1. All Geography text books that are sanctioned by the Department of education Maharashtra State for std V to XII.
2. Principals of general Geography- Kazi and Joshi
3. A Background of physical Geography by-Geogr p. Kellaway.
4. Physical Geography-P.Lake.
5. Geography in school-Fairgrive
6. Teaching of Geography-Rao M.S.
7. Hand of suggestion in testing of Geography (UNESCO)
8. Teacher Handbook of Geography(V to XII)
9. भूगोलाचे अध्यापन - डॉ. द. बा. पौक्षे
10. आशययुक्त अध्यापन पध्दती - डॉ. अशोक राणे
11. भूगोल अध्यापन पध्दती - प्रा. के. के. जाधव
12. प्राकृतिक भूविज्ञान - प्रा. सु. प्र. दाते व सौ. संजीवनी दाते
13. मानवी भूगोल - प्रा. ख.प्र. क्षीरसागर, प्रा. अ. वि. भागवत
14. पर्यटन भूगोल - डॉ. नागतोडे व प्रा. पारधी
15. भारताचा भूगोल - डॉ. जयकुमार मगर

Content cum Methodology — Mathematics

OBJECTIVES:-

To enable the teacher trainee to -

1. Understand the Meaning, History, Scope, and Methods of syllabus construction for the teaching purpose.
2. Understand the objectives of Mathematics for the teaching purpose.
3. Understand the Meaning, Steps and Importance of Content Cum Methodology of Mathematics for the teaching purpose.
4. Understand the characteristics of Ideal Mathematics text book.
5. Develop the adequate skills in using various methods, techniques, models and to correlate Mathematics within branches in Mathematics & other school subjects .
6. Make competent & skillful teacher of Mathematics.

Unit-1 Nature of Mathematics

- i. Meaning & History of Mathematics.
- ii. Scope and Place of Mathematics in school curriculum
 - a. Fundamental Subject b) compulsory subject c) optional subject.
 - b. Methods for syllabus construction of Mathematics
 - c. Concentric ii) Topical
- iii. Objective of teaching Mathematics.
 - a. Meaning of objective
 - b. General objective of teaching Mathematics.
 - c. Objectives of teaching Mathematics in class teaching.

Unit 2 – Concept and Nature of Content Cum Methodology

- i. Historical perspective of Content-Cum–Methodology
- ii. Meaning, Concept, Nature and Structure of Content-Cum–Methodology.
- iii. Scope of Content-Cum–Methodology.
- iv. Content Analysis.
- v. Objectives of Content-Cum–Methodology.
- vi. Need and Importance of Content-Cum–Methodology.
- vii. Plan and Procedure.
- viii. Implementation of Content-Cum–Methodology.

Unit-3) Methods and Techniques of Teaching of Mathematics.

- i. Methods of Teaching of Mathematics.
 - a) Inductive - deductive Method
 - b) Analytical - Synthetical Method
 - c) Experimental Method.
 - d) Project Method
- ii. Techniques of Teaching of Mathematics.
 - a) Programme Learning Technique.
 - b) Concept Attainment Model.
 - c) Advance Organizer Model.
- iii. Correlation – within branches in Mathematics
 - a) Arithmetic's
 - b) Algebra
 - c) Geometry

- iv. Correlation of Mathematics with other school subjects –
 - a) Science
 - b) Languages
 - c) Drawing
 - d) History
 - e) Geography

Unit-4: Core Content of Arithmetic's and Algebra.

- i. Set Theory –
 - a. Concept of Set
 - b. Types of Set - Empty Set, Singleton Set, Finite ,Infinite Set,
 - c. Concept - Sub Set , Universal Set.
- ii. Operation on Sets- Intersection of Sets, Union of Sets, Complement of Set.
- iii. Statistics –
 - a. Fundamental Concept
 - b. Central tendency
 - c. Variability
- iv. Equations –
 - a. Linear Equation
 - b. Quadratic Equation
 - c. Simultaneous Equation.
- v. Solution of simultaneous equation by Graph
- vi. Sequence - A.P. & G.P. sequences, nth term of sequence.
- vii. Sum upto n terms of sequence.
- viii. Indices (Laws & Problems) Logarithms,
- ix. Surds:-Operation on surds :
- x. Addition and Subtraction of Surds
 - a. Rationalization of Surds.
 - b. Binomial Expression of a Quadratic Surd.

Practical Work – Workshop on CCM.

References:

१. आ.अ.प.गाभाघटक,मुल्ये डॉ.किशोर चव्हाण आशययुOEt अध्यापा पध्दती - मूलभूत -डॉ.कविता साळुंके य.च.म.मु.विद्यापीठ, गसिक
२. आशययुOEt अध्यापा पध्दती - (गणित) - य.च.म.मु.विद्यापीठ, गसिक
३. गणिताचे अध्यापा प्रा.रा.गो.कुंटे य.च.म.मु.विद्यापीठ, गसिक
४. शैक्षणिक तंत्रविज्ञा व मूल्यमापाची मूलतत्वे - डॉ.शेखराम येळेकर
५. गणित अध्यापा पध्दती - डॉ.आरती सपकाळे
६. सातत्यपूर्ण सर्वकष मूल्यमापा शिक्षक मार्गदर्शिका -म.रा.शै.सं.प्र.प.पुणे ३०
७. गणिताचे अध्यापा शास्त्रीय विश्लेषण -डॉ.किशोर चव्हाण.
8. The Teaching of Mathematics-- Sidhu K.B. Sterling publication, New Delhi.
9. The Teaching of Mathematics--Sudhir Kumar,Anmol Prakashan,New Delhi.
10. The Teaching of Mathematics--Aggrawal S.M.
11. The Teaching of Mathematics in the new education--Aiyangar N.K. Universal publication,New Delhi.
12. Content Cum Methodology of Teaching Mathematics for B.Ed. student N.C.E.R.T.New Delhi

CONTENT-CUM-METHODOLOGY—SCIENCE

Objectives: To enable the pupil-teacher to-

1. understand the nature, objectives, values of importance of Content- Cum-Methodology – Science.
2. understand concept of Content-Cum-Methodology, Curriculum and syllabus of Science.
3. understand general and instructional objectives of teaching Science.
4. develop adequate strategies of teaching science.
5. develop adequate skills in preparation of year plan, unit plan, lesson plan and construction of unit test.
6. acquaint with the use of devices and support system of teaching science.
7. understand the core content of Physics, Chemistry, Biology, Science and Technology.
8. acquaint characteristics, role and professional development of science teacher.

UNIT NO. 1: INTRODUCTION FOR TEACHING OF SCIENCE

- i. Nature, Need and Importance of Science
- ii. General and Instructional objectives of teaching Science
- iii. Values of teaching Science
- iv. Correlation of Science

UNIT NO. 2 : CONTENT CUM METHODOLOGY

- i. Meaning and concept of Content-Cum-Methodology.
- ii. Scope of Content-Cum-Methodology.
- iii. Structure of Content-Cum-Methodology.
- iv. Consistency between curriculum, syllabus and textbook.
- v. Importance of core elements and values in Content-Cum-Methodology.
- vi. Meaning and nature of content analysis.
- vii. Factors of content analysis
- viii. Content enrichment of Science.
- ix. Knowledge representations of Science.
- x. Pedagogical analysis of Science.

UNIT NO. 3 : TEACHING STRATEGIES OF SCIENCE AND TECHNOLOGY

- i. Techniques of teaching Science and Technology – Seminar, Workshops, Panel Discussion.
- ii. Models of Teaching Science – Concept attainment model, advanced organizer model, jurisprudential model.
- iii. Methods of Teaching Science and Technology – Demonstration,
- iv. Laboratory, Project, Heuristic, Field trip.

UNIT NO.4 : BASIC CONCEPT IN GENERAL SCIENCE, SCIENCE AND TECHNOLOGY OF STD. V TO XII.

- i. Measurement
- ii. Motion
- iii. Energy
- iv. Light
- v. Magnetism
- vi. Periodicity
- vii. Atomic Structure
- viii. Chemical Bound and Chemical Reaction
- ix. Methods of Purification of Substance

Practical: Content-Cum-Methodology Workshop

REFERENCES

1. Joshi S.R.(2005) Teaching of Science. New Delhi : A.P.H. Publishing Corporation.
2. Yadav M.S. (1992) Teaching of Science. New Delhi : Anmol Publication Pvt. Ltd.
3. Siddiqui M.H. (2005) Teaching of Science. New Delhi : A.P.H. Publishing
4. Sharma R.C. (2003) Modern Science Teaching. New Delhi : Dhanpat Rai Publishing Company (P) Ltd.
05. बॉदार्डे कैलास, बॉदार्डे अश्वि, कदम चारुदत्त (२००४) शास्त्र अध्यापा पध्दती व आशययुOEत अध्यापा.पुणे : तूता प्रकाशा.
०६. हकीम प्रभाकर (२००३) विज्ञााचे आशययुOEत अध्यापा,पुणे : तूताप्रकाशा.
०७. महाले संजीवी(२००५) अध्यापाप्रतिमोआणि अध्ययाशैली, औरंगाबाद : युकिपब्लिकेशा.
०८. फडके वासंती (१९८८) अध्यापाची प्रतिमो,पुणे : तूताप्रकाशा.
०९. जोशी आंत(२००८) आशययुOEत अध्यापापध्दतीचा पूर्वाचार, मुंबई : ओरिएट लॉगमा पओIOवOव्हेट लिमिटेड.

Content Cum Methodology Commerce

Objectives : To enable the teacher trainee.

1. To understand the meaning nature and structure of commerce.
2. To understand the concept of content cum methodology for teaching of commerce.
3. To develop effective and Models of teaching of commerce.
4. To understand the various concept, facts in teaching of commerce.
5. To prepare report on the workshop conducted for c.c.m.

Unit No.1 – Introduction for teaching of commerce.

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

Unit No.2 – Content Cum Methodology

1. Meaning and concept of C.C.M.
2. Scope of C.C.M.
3. Structure of c.c.m. consistency between curriculum, syllabus and text book.
4. Importance of core elements and value in c.c.m.
5. Meaning and nature of content analysis factors of content analysis.

Unit No.3 – Teaching of commerce

1. Maxims of teaching of commerce
2. Techniques of teaching of commerce
3. Interdisciplinary approach of commerce with other subject-Mathematics, Geography, History Ict.
4. Methods of Teach commerce.
 - i. Single Commodity analysis method
 - ii. Lecture Method
 - iii. Discussion method
 - iv. Problem solving method
 - v. Historical method
 - vi. Role playing method
 - vii. Inductive deductive method
5. Teaching aids in teaching of commerce – Nature importance and classification.

Unit No.4 – Issues and activities in commerce.

1. Development of commerce
2. Commerce education in rural area.
3. Activities in commerce

- a) Student book Bank, cooperative society, student saving Bank, visit & tours.
- b) Commerce club.

Practical – workshop for ccm of any unit for std. 11 & 12

Tutorial – two

Reference Books –

- 1) All commerce text book sanctioned by the Govt. of Education, M.S. for 11 & 12 Std.
- 2) Teaching of commerce – Lulla
- 3) Waniya Adhyapan Paddhati – Principal Gajare, Principal Nankar
- 4) Content cum Methodology – Dr. Anant Joshi
- 5) Vaniya Shikshan – Udayvir Saxena, Agra