

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

**Semester II**

Sr. No.	Area	Hours	Marks			credits
			Internal Exam.	External Exam.	Total	
<b>Area A) Foundations of Education</b>						
A3	Contemporary issues and concerns in secondary Education	40	40	60	100	4
A4	Classroom Organization and Management	40	40	60	100	4
<b>Area B -Pedagogical Knowledge</b>						
B3	Assessment and Evaluation	40	40	60	100	4
B4	Learning Resources	40	40	60	100	4
<b>Area C- School Subjects</b>						
C3	Pedagogical content Knowledge CCM- I	40	40	60	100	4
C4	Pedagogical content Knowledge CCM- II	40	40	60	100	4
	Total	240	240	360	600	24
<b>Area D School Based Experiences (Internal)</b>						
	Initiatory school Experiences Prepare report of each activity separately, under supervision and guidance of teacher educator					
	Practice Teaching – Each school subject 10x2= 20 lessons	150			100	6
A3	Conduct the survey and prepare the report on USE or UEE	50	20		20	2
A4	Prepare a SWOT analysis of any school	50	20		20	2
B3	Construction and Administration of Achievement Test	50	20		20	2
B4	Preparation of power point presentation on lesson plan for secondary level	50	20		20	2
C3 & C4	Practical related with C 3 and C4	50	10+10=20		10+10=20	2
	Internship- Conduct the following activities.	110	50		50	4
	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- <ul style="list-style-type: none"> <li>• Roles and responsibilities of schools.</li> <li>• Internal arrangements for coordinated functioning-time table,</li> <li>• Work allocation,</li> <li>• Differential responsibilities,</li> <li>• Planning and coordination procedures</li> <li>• External liaison – with parents, community, authorities.</li> </ul>			
<b>Area E</b>	University Annual Practice lesson Exam One lesson of each school subject- 2 lessons	50	100	6
	University Exam.	50		
	<b>Total</b>	<b>700</b>	<b>950</b>	<b>50</b>

**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.
- 6) The student teacher develops self identity as a teacher through school based experiences and reflective practices that continually evaluate the effects of his/her choices and actions
- 7) 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 Governmentor 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 b 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 CCM-1	2	-	-
Workshop on CCM-2	2	-	-
Total	40	Total	40

**Note: University will provide the approved format for all the practical and report writing.**  
**Annexures-1 Sem 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.**

## Course A3: Contemporary Concerns and Issues in Secondary Education

### Objective

1. Understand the importance of universalization of secondary education and the constitutional provisions for realizing it.
2. Examine the issues and concerns related to universalisation of secondary education.
3. Analyze the strategies used for realization UEE and the outcomes of their implementation.
4. Realize the need and importance of equity and equality in education and the constitutional provisions for it.
5. Identify the various causes for inequality in schooling.
6. Realize the importance of Right to Education and the provisions made for realizing it.
7. Understand the importance of indicators, standards and strategies for enhancement of quality in secondary schools.

### Unit-1: Universalization of Secondary Education

- i. Constitutional provisions
- ii. Policies and programmes for realizing the constitutional obligations
- iii. Right to education and its implications for universalization of secondary education (USE)
- iv. Impact of realizing the UEE on secondary education: access, enrolment, participation and achievement; status of USE
- v. USE: issues and concerns
- vi. Strategies for realization of targets

### Unit-2: Equity & Equality in Education

- i. Meaning of Equality of Educational Opportunities, provision and outcomes; constitutional provisions for ensuring equity
- ii. Nature and forms of inequality including dominant and minor groups, gender  
Inequality in schooling: public-private schools; Rural-urban-tribal schools, and differential school systems – schools for education of the challenged
- iii. Quality education, Indicators of quality.
- iv. Enhancement of quality in Secondary Schools.

### Unit-3: Peace Education

- i. Peace as a dynamic Social Reality
- ii. Relevance of Peace: national and international contexts
- iii. Dangers to Social Security: terrorism, war, natural calamities and impact on quality of life  
Peace context: conditions for promotion of peace, UNESCO's concerns on Peace and Understanding
- iv. Role of education in promotion of peace: implications for pedagogy
- v. Teacher's role in promoting peace

## Unit-4: Education for Conservation of Environment

- i. Concept, nature and need of conservation of environment.
- ii. Need and activities for sensitizing learners towards concerns of environmental conservation
- iii. Integration of environmental concerns in curriculum
- iv. Role of teacher in promoting conservation

### Sessional Activities

Prepare and submit the report on policies on USE or UEE

### References

- Anand, C.L. et.al. (1983). *Teacher and Education in Emerging Indian Society*, NCERT, New Delhi.
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- Govt. of India (1986). *National Policy on Education*, Min. of HRD, New Delhi.
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- NCERT (1986). *School Education in India – Present Status and Future Needs*, New Delhi.
- Ozial, A.O. ‘*Hand Book of School Administration and Management*’, London, Macmillan.
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- *National Policy on Education*. 1986. Ministry of HRD, Department of Education, New Delhi.
- *Seventh All India School Education Survey*, NCERT: New Delhi. 2002
- UNDP. *Human Development Reports*. New Delhi. Oxford: Oxford University Press.
- UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report*. Paris.
- Varghese, N.V. (1995). *School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala*. In Kuldip Kumar (Ed.) *School effectiveness and learning achievement at primary stage: International perspectives*. NCERT. New Delhi.
- UNESCO’s report on Education for sustainable development.
- Ministry of Law and Justice (2009) *Right to Education*. Govt of India
- Govt of India (1992) *Report of Core group on value orientation to education*, Planning commission
- Arvind Kumar (2003). *Environmental challenges of the 21st century*, APH Publishing corporation, New Delhi

## Course A4- Classroom Organization and Management

### Objectives

To enable students to

1. Understand importance of classroom management
2. Describe approaches to classroom management

3. Understand ways of preventing problems in managing a classroom
4. List physical resources and describe how to maintain them
5. Explain the role of teachers and the principal in ensuring a vibrant school climate

### **Unit 1 Classroom Organisation**

- i. Meaning of classroom organization – purposes, Concept of a smart classroom.
- ii. Display area and chalk board – other facilities such as OHP and Multimedia in a classroom.
- iii. Characteristics of School climate – conducive, learner friendly, inclusive, vibrant.
- iv. Relation between school policy and school climate

### **Unit 2 School Environment-**

- i. School as an institution with an environment of its own.
- ii. Leadership style of the headmaster and its influence on teacher role performance.
- iii. Visualize the requirements- procure, maintain and replenish with support of authorities.
- iv. Teacher self assessment and accountability – importance of feedback.
- v. Factors affecting school environment - goodwill, acceptance, belongingness, openness, orderliness, Team work and transparency and access, both among teaches and between teachers and students.

### **Unit 3 Classroom Management**

- i. Classroom management – concept, need, approaches and Time management.
- ii. Roles of students in a classroom – leader, follower and non participant.
- iii. Role of a teacher in classroom management – relationship between leadership styles of a teacher and classroom discipline.
- iv. Managing behavior problems in a classroom – Preventative, Supportive and Corrective.
- v. Establishment of routines, rules and procedures, Punishment and its legal implications – the rights of a child.

### **Unit 4 Mechanisms for coordinated functioning in school**

- i. Planning: annual and long term; annual school calendar, Day to day schedules- time table, notifications, and announcements.
- ii. Monitoring for coordinated functioning: allotment, autonomy and accountability (internal and external).
- iii. Staff Meetings: forum for sharing, review and further planning Regular, documentation of events and activities.
- iv. Approaches to professional development of teachers in a school.
- v. Mechanisms to promote and hinder school-community and teacher-parent relationship.

### **Practical Work**

Prepare a SWOT analysis of any school according to following points.

- i. Physical infrastructure
- ii. Academic facilities
- iii. Human resources
- iv. Organization and management
- v. Community participation
- vi. Best practices Or  
Comparative and Critical evaluation in different school's classroom.

### **References**

Alka, Kalra (1977) Efficient School Management and Role of Principals, APH Publishing Corporation, New Delhi.

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- Campbell, R F., Corbally, J E and Nystrand, R O (1983) Introduction to Educational Administration, (6th ed), Allyn and Bacon, Inc., Boston
- Blumberg, A & Greenfield, w (1986) The effective principal, Allyn & Bacon, London.
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- Gupta, S K and Gupta S (1991) Educational Administration and Management, Manorama Prakashan, Indore.
- Khan, M S (1990) Educational Administration, Asia, Publishing House, New Delhi.
- Marsh, C. (2000). Handbook for Beginning Teachers. Second Edition. Pearson Education: Australia.
- Naik, J P (1970) Institutional Planning, Asia Institute for Educational Planning and Administration, New Delhi.
- Sushi, T et al (1980) Approaches to school management, London : Harper & Row.
- Vashist, Savita (Ed)(1998) Encyclopedia of School Education and Management, New Delhi, Kamal Publishing House.

### **B3- Assessment and Evaluation**

#### **Objectives**

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

#### **Unit 1: Perspectives on Assessment and Evaluation**

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

#### **Unit 2: Assessment of Learning**

- i. Dimensions of learning: cognitive, affective and performance
- ii. Assessment of cognitive learning: Concept
- iii. Assessment of affective learning: Concept
- iv. Assessment of Performance: Concept
- v. Grading: Concept, Types and Application: indicators for grading; CBSE and State evolved indicators
- vi. Meta-cognition and development – need for continuous, formative and diagnostic assessment



- vii. Assignments Developing Performance Tasks (Subject Specific)
- viii. Assessment of Group Processes - Collaborative/Cooperative Learning and Social skills
- ix. Self, Peer and Teacher Assessments

### **Unit 3: Planning, Construction, Implementation and Reporting of assessment**

- i. Differentiation between instructional, learning and assessment objectives Need for integrated objectives.
- ii. Nature and form of assessment - oral tests and written tests; open book examination; weightage to content, objectives, allocation of time; Preparation of a blue print
- iii. Guidelines for construction and administration of test
- iv. Analysis and Interpretation of Students' Performance  
Processing test performance: calculation of percentages; central tendency measures; graphical representations; and interpreting performance Variability – Concept of Variability & It's Measures , (Rank, Quartile deviation, and Standard deviation )  
Concept , Types of correlation & Computation of Spearman's Rho
- v. Role of Feedback in Improving Learning,
- vi. Use of Feedback for teachers' self-improvement

### **Unit 4: Issues, Concerns and Trends in Assessment and Evaluation**

- i. Existing Practices: Unit tests, half- yearly and annual examinations, semester system, Board examinations and Entrance tests,
- ii. Use of question bank
- iii. Issues and Problems: Marking Vs Grading, Non-detention policy, Objectivity Vs Subjectivity,
- iv. Policy perspectives on examinations and evaluation: NCF2005
- v. Trends in assessment and evaluation: Online examination, Computer-based examination.

Practical work-

Construction and Administration of Achievement Test

### **References**

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3. Burke, K., Fogarty, R., & Belgrad, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Corwin.
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5. Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.
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7. Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.
8. Natrajan V. and Kulshreshta SP(1983). Assessing non-Scholastic Aspects-Learners Behaviour, New Dlehi: Association of Indian Universities.

**B4: Learning Resources****Objectives:****To enable the student teacher to...**

- I. understand teaching as a process of communication and be aware of various resources available for making it effective
- II. Prepare and use appropriate instructional material for effective classroom transaction
- III. Design and develop an ICT integrated learning resource
- IV. Critically reflect on the suitability of learning resources planned in teaching-learning
- V. Organize learning with active participation of learners- individually and in groups

**Unit 1: Learning, Communication and Experience**

- i. Learning as a social cultural process
- ii. Learning group as a resource for learning – understanding dynamics of a group
- iii. Concept, components and types of communication, Classroom communication – an analysis of its facilitative and Inhibitive nature
- iv. Role of media in communication process, teaching as interpersonal communication, a reflection on the factors of communication affecting learning and learner
- v. Communicating through learning experiences – nature and role in effectiveness of teaching-learning.
- vi. Learning resources and the nature of experiences provided by them – extent of
- vii. Concreteness and directness of experiences provided through different media.

The nature of teacher student communication: verbal and non verbal

**Unit 2: Learning Resources for Classroom Teaching**

- i. Meaning, purpose, steps in development, guidelines for use, and criteria of judging quality of the following resources
- ii. Print Resources: resources for communicating verbal experiences - text book, work book, case study and self instructional material
- iii. Audio Resources: resources for communicating audio experiences - educational radio broadcast and audio programmes – an analysis of their formats, strengths and limitations
- iv. Visual Resources: Resources for communicating visual experiences –
- v. Non projected visual Resources: graph, map chart, poster, models and material – nature of experiences provided by them, their making and possibilities of using them as learning resources
- vi. Projected Visual Resources: still visuals – slide, transparency and film-strip, moving visuals – film, video and animation Media selection, utilization and integration into teaching and learning.
- vii. Learning resources for different pedagogies: a classification of learning resources based on teaching objectives.

**Unit 3 : Resources for Promoting Self Learning and Learning to Learn Skills**

- i. Principles and steps for designing self-learning material
- ii. Ways and means of promoting self-learning: organization, computer Assisted Instruction, personalized system of instruction, self-paced activity, learning activity packages, learning centers, modular instruction, and Programmed instruction.
- iii. Learning to learn skills – an analysis and teacher's role in promoting them

**Unit4: Technology-enhanced Learning Resources**

- i. ICT and Multimedia as technology-enhanced communication devices in teaching-learning: a comparative review of various learning resources
- ii. Interactive white board – its features and advantages
- iii. Computer as a learning resource for presentation, documentation, word processing,
- iv. Animation and other visual presentation options on a computer.
- v. Internet as an Information Resource.
- vi. Emerging Internet trends and technologies for facilitating learning.

- vii. Designing and Developing Technology-enhanced Learning Material  
viii. Changing roles and competencies of a teacher in technology enhanced learning

### **Practical Work:**

1. Preparation power point presentation on lesson plan for secondary level.

### **References**

1. D. Jonassen (Ed). (1996) Handbook of research in educational communications and technology. Scholastics Press.
2. Savery, J. and Duffy, Thomas M.(1995) Problem based learning: An instructional model and its constructivist framework. Educational Technology, 35, 31-38.
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<http://www.bedfordstmartins.com/online/citex.html>
10. Wikipedia – online encyclopedia website - <http://www.wikipedia.org/>
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### **आशययुक्त अध्यापन पध्दती - मराठी**

#### **उद्दिष्टे :**

१. प्रशिा ार्धीना मातृभाषेच्या अध्यापनाचे नियोजन आािा मूल्यमापन समजून घेे यास मदत रीेे.
२. प्रशिा ार्धीना माध्यमि व उच्च माध्यमि स्तरावरील मराठी साहित्यातील ाद्य / पद्य वाडमय प्र ारांची स्थूल ओळ ा रून देेे.
३. प्रशिा ार्धीना मातृभाषेच्या अध्यापनाची सद्यस्थिती व त्यापुढील आढाने पेल यास समर्थ बनविेे.
४. प्रशिा ार्धीना मातृभाषेच्या शिा ाचा व्यावसायि वि ास व व्यावसायि वि ासासाठी विविध उप, मांची माहिती समजून घेे यास मदत रीेे.
५. प्रशिा ार्धीना प्रार्त्या ा ार्याद्वारे ृ तीप्रव ाता निर्मा ा र यास मदत रीेे.

#### **घट ां ०१ : नियोजन आािा मूल्यमापन**

- i. पाठनियोजन, घट नियोजन, वार्षिा नियोजन, संविधान तक्ता, घट ाचा ाी - सं ल्पना व महत्त्व.
- ii. सातत्यपू ा सर्व ष मूल्यमापन - आ ारित आािा सं लित मूल्यमापन - सं ल्पना, स्वरुप व आवश्य ता.
- iii. प्रश्नपेढी - स्वरुप आािा फायदे
- iv. परी ांचे प्र ार - ले ाी, तोंडी व प्रार्त्या ा

#### **घट ां ०२ : मातृभाषा मराठीची सद्यःस्थिती व आढाने**

- i. मातृभाषा मराठीची सद्यःस्थिती
- ii. आढाने -
- iii. मातृभाषा मराठीच्या जतन आािा संवर्धनासाठी प्रयत्न ङ
- iv. मातृभाषेच्या संवर्धनासाठी ार्यरत असलेल्या वाडमयीन संस्था - ाज्य मराठी वि ास संस्था, मराठी विश्व षे परिषद मराठी साहित्य परिषद, मराठी नाट्य परिषद, वाडमयीन नियत ालिेे

#### **घट ां ०३ : मातृभाषा शिा ाचा व्यावसायि वि ास**

- i. मातृभाषा शिा ाची ाु वैशिष्टे
- ii. मातृभाषा शिा ाच्या व्यावसायि वि ासाची आवश्य ता
- iii. शिा ाचा व्यावसायि वि ासासाठी उप, म
- iv. सेवांत ित प्रशिा ाची सं ल्पना, स्वरुप, त्याचे मातृभाषा शिा ाच्या दृष्टिेे ानातून महत्त्व.

#### **घट ां ०४ : मराठी साहित्यातील वाडमय प्र ारांची स्थूल ओळ ा**

- i. इद्य अध्यापनाचो हेतू.
- ii. इद्य साहित्य प्रार - बरार, चरित्र, आत्मचरित्र, प्रवासवर्णन, था, निबंध (ललित
- iii. आर्णवैचारिक), शब्दचित्र, न-नाट्य, नाट्यवर्णन,
- iv. पद्य अध्यापनाचो हेतू, पद्य साहित्य प्रार - अर्णव, ओवी, छंद, जानपदगीत, भावगीत, नाट्यगीत, लोकीत, शाहरीगीत, सुनित, मुक्तछंद व नवगीत.
- v. इद्य-पद्य वाङ्मयातील फरक

### प्रात्यर्णवार्णव :

१. घट न्योजन, घटचाचणी, संविधानतक्ता.
२. इ. ५ वी ते १२ वी मराठीच्या पाठ्यपुस्तकातील णेत्याही णेत्या उपघटवार शैर्णव साधन.

### स्वाध्याय- णेत्या णेत्या

### संदर्भग्रंथ :

१. रंदी र सुरेश, मंरुळ र मीना. (२००५). मराठी आशय अध्यापन पध्दती, लेह्यापूर: फडें प्रारण.
२. णुडले म. बा. (१९९७). मराठीचे अध्यापन, णेत्या: श्रीविद्या प्रारण.
३. घोरमोडे ले. (२००८). मराठी अध्यापन पध्दती, नापूर: विद्या प्रारण.
४. जोशी अनंत. (१९९९). आशययुक्त अध्यापन पध्दती, नाशऱ्या: य.च.म. मुक्त विद्यापीठ.
५. दाते सुषमा, ( ) आशययुक्त अध्यापन पध्दती - मराठी,
६. डां णेत्या चंद्रु मार. (१९६२). मातृभाषेचे अध्यापन, णेत्या: चंद्रप्रभा प्रारण.
७. पवार ना. ऱ्या. (२००५). मातृभाषा मराठीचे आशययुक्त अध्यापन, णेत्या: नूतन प्रारण.
८. पाटील, दि.हे., रा णेत्या, श.रा. (१९८९). मराठी अध्यापन व अध्ययन (आशयासहीत अध्यापन पध्दती), नापूर: सुविचार प्रारण मंडळ.
९. पाटील लीला. (१९७६) आजचे अध्यापन, णेत्या: श्रीविद्या प्रारण.
१०. णु न सा. ष्यं. चौधरी, प्र. श्रा., (२००७). मराठीचे अध्यापन (आशयासह), जळगाव: वंशेश प्रारण.
११. सातत्यपूरु सर्वा ष मूल्यमापन शऱ्या मादरिशऱ्या, (२०१०). महाराष्ट्र शासन.

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### आशययुक्त अध्यापन पध्दती - हिंदी

#### हिंदी अध्यापन णेत्या उद्देश :

१. छात्र अध्यापणेतु णेत्या विभिन्न प्रार णेत्या पाठन्योजन णेत्या प्रमु ऱ्या सोपानु णेत्या से परिचित राना.
२. छात्र अध्यापणेतु णेत्या विभिन्न अध्यापन पध्दतीं णेत्या विशेषतां समझ र आशय णेत्या अनुसार उचित अध्यापन पध्दती चयन रने में स ऱ्याम बनाना.
३. छात्र अध्यापणेतु णेत्या न्योजन तथा मूल्यां न रने में स ऱ्याम बनाना.
४. छात्र अध्यापणेतु में हिंदी साहित्य णेत्या प्रती रुची निर्मा ऱ्या राना.
५. छात्र अध्यापणेतु में हिंदी भाषा से संबंधित विभिन्न उप, मों ऱ्या आयोजन रने णेत्या ऱ्याता ऱ्या वि ऱ्यास राना.

#### ई ऱ्या नं. १ : व्वा र ऱ्या शऱ्या

१. हिंदी मान वर्तनी और मान णेत्या णेत्या
२. विराम चिन्ह, ध्वनी विचार
३. शब्द णेत्या परिभाषा एवं प्रार - स्रोत णेत्या आधारपर
४. शब्दसिध्दी - उपसर्, प्रत्यय, समास, संधी
५. शब्दभेद - वि णेत्या री और अवि णेत्या री
६. वाक्य - परिभाषा और प्रार (अर्थ और रचना णेत्या आधारपर)
७. व्वा र ऱ्या ऱ्या अर्थ, महत्त्व और उद्देश

८. व्याकरण की विधियाँ
९. व्याकरण के मार्गदर्शक तत्व

### ई ई नं. २ : अ और पद्य शिक्षा

१. अ महत्त्व
२. पद्य महत्त्व
३. अ अध्यापन - अंतर्गत विविध साहित्य विधाओं के उद्देश, निबंध, हानी, एपिग्राफ
४. पद्य शिक्षा के उद्देश
५. अ शिक्षा पाठनियोजन
६. पद्य शिक्षा की विधियाँ और पाठनियोजन

### ई ई नं. ३ : रचना शिक्षा

१. निबंध लेखन
२. हानी लेखन
३. पत्र लेखन
४. लघुना विस्तार
५. रचना से तात्पर्य
६. रचना शिक्षा के उद्देश
७. रचना शिक्षा की विधियाँ
८. रचना प्रारंभ
९. रचना रीति संशोधन

### ई ई नं. ४ : शिक्षा - व्यावसायिक विकास

१. हिंदी अध्यापन के लिए विशेष गुण
२. हिंदी अध्यापन की समस्याएँ
३. पाठ्यपुस्तक - महत्त्व, आदर्श पाठ्यपुस्तक की विशेषताएँ
४. हिंदी शिक्षा में दृष्ट श्राव्य साधनों का महत्त्व, स्वरूप एवं प्रारंभ
५. हिंदी भाषा विकास के लिए आवश्यक उपकरण - विविध स्पर्धाएँ, भाषा लेखन, नियत काल, दिनविशेष, सरस्वती यात्राएँ, प्रदर्शनी, आदि.

### प्राथमिक रीति

१. ई ई नियोजन, ई ई सोटी
२. भाषा विकास के लिए उपकरण और जीवन शैल्य के लिए प्रारंभ

### संदर्भसूची

१. तिवारी भोलाभाय, भाषा विज्ञान
२. सिंह सावित्री, हिंदी शिक्षा
३. पंडित ब.बि., हिंदी अध्यापपद्धति, पुणे: जूताप्रकाश
४. पठाणसिमा, हिंदी विषय विज्ञान, पुणे: जूताप्रकाश
५. बोंबे बा.स., हिंदी अध्यापपद्धति, पुणे: जूताप्रकाश
६. कुठरिणी, हिंदी अध्यापपद्धति, पुणे: व्हीसप्रकाश

७. े गी, सं गोराम, हिंदी अध्यापापध्दती
८. मु र्जी श्रीधराथ, हिंदी अध्यापा
९. वास् र पुष्पा, हिंदी आशय े साथ अध्यापा पध्दती
१०. रस्तो गी, शर्मा, हिंदी शैी आ व्या र आ भा आ १,२
११. भाई यो ेद्रजीत, द्वितीय भाषा े रुपमे हिंदी ी शि आ
१२. दुा े अरविंद, हिंदी अध्यापापध्दती, पु े : तूताप्र आशा
१३. साठे I.T., राष्ट्रभाषा आ अध्यापा
१४. शर्मा ल मीाराय आ, भाषा १,२ ी शि आ आ विधीयाँ और पाठ गियोजा
१५. भं आळे शैलजा, हिंदी विषय ज्ञा
१६. पांडेय रामश ल, हिंदी अध्यापा
१७. चतुर्वेदी राजेश्वर प्रसाद, हिंदी व्या र आ

### **Content-Cum-Methodology- English- {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. Acquaint himself/ herself with planning and testing in the teaching of English.
3. Acquaint him / her with the methodology and techniques of communicative language teaching.
4. Acquaint him/her with the essential aspect of English grammar and usage.
5. Acquaint himself / herself with the new trends in English Language Teaching.
6. Acquaint himself / herself with the teaching profession and training institutions in English Language Teaching.
7. Be well conversant with the prescribed syllabus in English for std. V to XII.
8. Acquaint proficiency in the communicative use of English.

#### **Unit – 1 Planning and Evaluation**

- i. Planning – Annual Plan, Unit Plan and Lesson Plan.
- ii. Construction of unit test – blue print.
- iii. Types of Exams –written, oral and practical.
- iv. Continuous comprehensive evaluation system - concept, nature. types, implementation

#### **Unit –2 Grammar and usage**

- i. Phonology of English
- ii. Types of Grammar: a) Descriptive b) Prescriptive.
- iii. Methods of teaching grammar – a) Inductive b) Deductive
- iv. Kinds of sentences - Declarative, Imperative, Interrogative, Exclamatory.
- v. Types of sentences - simple, complex, compound.
- vi. Parts of speech - Noun, pronoun, verb, adverb, adjective, preposition, conjunctions, Auxiliaries – kinds
- vii. Determiners – functions
- viii. Reported speech
- ix. Clauses and its functions
- x. Transformation - Degree, voice, either-or, neither- nor, remove too, so- that, hardly - when, if-not, unless, no sooner - than, as soon as, Affirmative, Negative,
- xi. Exclamatory, Interrogative, Question tag.
- xii. Figures of speech - simile, metaphor, personification, apostrophe, hyperbole, climax, anti-climax, transferred epithet.

#### **Unit – 3 New Trends in English Language Teaching**

- i. Various issues in English language teaching.

- ii. On going activities in English language teaching.
- iii. Professional organizations working in English language teaching.

#### **Unit – 4 Teaching as a Profession**

- i. Concept, Nature of teaching profession.
- ii. Difference between occupation and profession
- iii. Characteristics of good English teacher.
- iv. Essential Competencies of English teacher.
- v. Concept of in-service teacher training.
- vi. Various Training Institutions in English language teaching with special reference to nature, structure, objectives and function- D.C.E., S.I.E.M, T.E.A.F.L.U.

#### **Practicum**

(Any one of the following)

1. Planning – annual plan, unit plan, construction of the unit test, blue print.
2. Evaluation of the text book

#### **Recommended Books**

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:AbhimanyuPublishers,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 – NewDelhi : 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 inEnglish, Pune : Nutan Prakashan.
10. Kripa K. Gautam, 1988, English language teaching - Critical Study of methodsand 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 publishingCompany.
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.

## आध्यापक अद्यापन पध्दती संस्ृत

- उद्दिष्टे :

- १) प्रशि ा र्थीना नलडुनलके व डूलुडडलडनलके सुवरुड व डहलुव सडडून डे डलस डदत र डे.
- २) प्रशि ा र्थीना संस्ृत त ढुव व डुड अडुडलडनलके हेतू सडडून डे डलस डदत र डे.
- ३) प्रशि ा र्थीना संस्ृत त डलषेकी सडुस्थलती व संस्ृत त डलषेसडुरील अडुडने सडडून डे डलस डदत र डे.
- ॡ) प्रशि ा र्थीना संस्ृत त डलषल शल ा डुडल वुडलवलसलडुी वल िसलकी आडुशुडकुतल सडडून डे डलस डदत र डे.
- ॡ) प्रशि ा र्थीना डुरलतुडल िरुडलडुडलरे तूतीडुरव ा र डे.

- घट ा डलं १ : नलडुन व डूलुडडलडन

- १.१ डलठनलडुन, घट नलडुन, वलरुषल नलडुन, संवलडन तकुतल, घट डलक डी - सं लुडनल व डहलुव
- १.२ सलततुडडु रलसुर्व ष डूलुडडलडन - आ िरलत व सं ललत डूलुडडलडन सं लुडनल, सुवरुड व आडुशुड तल
- १.३ डुरशुनडेढी - सुवरुड व डलडडे
- १.ॡ डुरी ांके डुरलर - ले डी, तूंडी, डुरलतुडल ि

- घट ा डलं २ : संस्ृत त ढुव व डुड अडुडलडनलके हेतू

- २.१ ढुव सलहलतुड - थल, नलट , व नल, डहलतीडर, डरलतुर
- २.२ ढुव अडुडलडनलकुडल डधुदती
- २.३ डुड सलहलतुड - सुडलषलते, डुवुड, डीत, सुतुरतुर, व नल
- २.ॡ डुड अडुडलडनलकुडल डधुदती

- घट ा डलं ३ : संस्ृत त डलषेकी सडुःस्थलती व आडुडने

- ३.१ संस्ृत तडलषल सडुः स्थलती व आडुडने
- ३.२ संस्ृत त डलषेके डीवनलतील सुथलन व डहलुव
- ३.३ डलरतीड संस्ृत तीत संस्ृत तके डुड डलडन
- ३.ॡ आडुडनल िळलत संस्ृत तडलषल डतन व संवडुधन डलसलठी डुड ड
- ३.ॡ संस्ृत त डलषल संवडुधनलसलठी डुरडरत असलेलुडल वलवलध संसुथल व डुरसलर सलहलतुड

- घट ा डलं ॡ : संस्ृत त डलषल शल ा डुडल वुडलवलसलडुी वल िस

- ॡ.१ संस्ृत त डलषल शल ा डुडल वुडलवलसलडुी वल िस
- ॡ.२ संस्ृत त डलषल शल ा डुडल वुडलवलसलडुी वल िसलकी आडुशुड तल
- ॡ.३ शल ा डुडल वुडलवलसलडुी वल िसलसलठी डुड ड

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• **प्रात्यङ्गिक कार्य :**

- अ) १. घट नियोजन, घट चाचणी, संविधान तक्ता  
 २ इ. ८ वी ते १२ वी संस्कृत पाठ्यपुस्तक मधील लेखांची एक उपघट आवरी साधन  
 ब) २. **स्वाध्याय** - एक दोन

**संदर्भ ग्रंथ :**

- १) डॉ. प्रतिभा पेंडे - संस्कृत अध्यापन पध्दती - मंगेश प्रकाशन, नागपूर.
- २) श्री. जोशी प्र.शं - सुमम संस्कृत व्याख्या - नितीन प्रकाशन, पुणे.
- ३) सौ. प्रतिभा साठे - सुबोध संस्कृत व्याख्या - नितीन प्रकाशन, पुणे.
- ४) आशययुक्त अध्यापन पध्दती - संस्कृत - यशवंतराव चव्हाळ मुक्त विद्यापीठ, नासिक.
- ५) शब्दधातुरुपावली (८ वी ते १० वी) नवनीत प्रकाशन.
- ६) रामशंकर लजी पांडे - संस्कृत शिक्षण - विनोद पुस्तक मंदिर, आग्रा.

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

**Maquasid:-**

- 1) Darsi kutub ka tankidi tajziva karne ka rujhan paida karna.
- 2) Taleemi aur tadreesi mansuba bandi ke mukhtaiif tariko se agah karna.
- 3) Paimaishi qadra ke mukhtaiif tariko aur wasaail se roshnas karna.
- 4) Darsi kitab ka tajziyajnonsuba bandi aur aa/maish ko amali taur par tayar karne ki maharat paida karna.
- 5) Sanwi Madaris me kawaid, khutut aur insha se mutarif karana aur inke tadreesi makasid aur tadrisi tariko se wakif karna.

**Unit-1: Tadrise-Qawaid.**

- 1.1 Qaw'aid ke mani-o-mafhum.
- 1.2 Oswald ke ajza ki bunyadi malumat.
  - 1) Ilm-e-Hija 2) Ilm-e-Sarf 3) ilm-e-Tslahu 4) Um-e-bayan
  - 5) Maharerat-o-zarbulmisal 6) Ramuz-o-aukaf 7) Lafz-ke aksam
- 1.3 Qawaid ki tadrise ke makasid.
- 1.4 Qawaid ka tarika-e-tadrees.

**Unit-2: Tadrees insha-o-khutut**

- 2.1 Insha-o-khutut.
 

Maani- aksain- ahemiyat- khususiyat.
- 2.2 Insha-o-khutut ka tarika-e-tadrees
- 2.3 Insha-o-khutut ki tadrees ke makasid.
- 2.4 Insha-o-khutut taheerir ke usul-o-tarika -e- jaanch.

**Unit-3: Tadrees ke imdadi vasaile.**

- 3.1 Imdadi vasaile ke aksaam.
- 3.2 Tadrees me imdadi vasaile ki zarurat aur ahemiyat.

3.3 Tadrees me imdadi wasail ka istemal-o i waid.

#### **Unit-4: Mansuba bandi, Paimaish-e-kadra**

- 4.1 Mansuba bandi ki zaruratahemiyat aur darja bandi.
- 4.2 Salaana mansuba bandi ki zarurat ahemiyat aur marahil.
- 4.3 Ikai mansuba bandi ki zarurat ahemiyat tayari ke ahem nukat.
- 4.4 Sabak ki mansuba bandi ki zarurat aur ahemiyat, aur mansuba sabak ke akdamat.
- 4.5 Paimaish-e-kadra ke maani-o-mafhum, ahemiyat aur janch ke tarike
- 4.6 Paimaish-e-kadar ke wasaeel.
- 4.7 Azmaish ki khususiyat, aksam aur ahemiyat.
- 4.8 Azmaish ki tayyari ke marahil.

#### **Amali Kaam:**

- 1) Salaana-o-ikai mansuba bandi, Azmaishi pare ha, blue print ke saath tayar karna,
- 2) Jamat 5 se 12 urdu kitaab me se koi ek taalimi wasai! banana.

**Assignment: Kul do.**

#### **Reference Book:-**

- 1) Qawaid - e- urdu : Maulvi Abdul Haque.
- 2) Urdu Composition & Grammar: Sabt Hasan K.izvi.
- 3) Mazmoon Nigari- Akhlaque Ahmed Dahaliv.
- 4) Adabi Asnaf: Dr. Gyan Chand Jain

## **Content –cum-Methodology- History**

### **Objectives-**

To enable the trainee-teacher-

1. understand interdisciplinary approach of History with other school subjects.
2. develop the skill of planning.
3. understand new trends of evaluation in relation to History.
4. understand civic sense of democracy.
5. develop interest in History

### **Unit No 1: PLANNING AND EVALUATION**

- i.** Year plan, unit plan and lesson and its importance
- ii.** Preparation of blue print
- iii.** Construction of unit test, question bank.
- iv.** Evaluation- Types of Exam.(Continuous and comprehensive evaluation)

### **UNIT NO.2 : MODERN HISTORY**

- i. Economic, social and religious consequences of British Rule in India
- ii. Indian freedom movement 1857-1947
- iii. Social reform movement in India.
- iv. Industrial Revolution
- v. Political Revolution
  - a) American revolution
  - b) French revolution
  - c) Russian revolution
- vi. First and Second World War

- vii. World peace movement
- viii. Preamble, Fundamental Rights and Duties.
- ix. Election Process.
- x.

### UNIT NO. 3 : VARIOUS ISSUES IN TEACHING OF HISTORY

- i. Visit for History Museum.
- ii. Various activities for the preservation of Historical places.

### UNIT NO. 4 : TEACHING AS A PROFESSION

- i. Concept and Nature
- ii. Definition of professional and occupation
- iii. Competencies of History teacher
- iv. Characteristics of good History teacher
- v. Professional characteristics of History teacher
- vi. History room

### PRACTICAL WORK

Any one of the following:

1. Unit plan, Unit test
2. Report on local History

### REFERENCES

1. Agrawal J.C., Teaching of History – A Practical Approach, New Delhi : Vikas Publishing House
2. Arora A.K., Teaching of History.
3. Kochar S.K., Teaching of History, New Delhi : Sterling Publishers.
4. आठल्ये वि.भा, भारताचा इतिहास, नापूर, अंशुल पब्लिंशस.
5. ओतुर र, महाजा, जगाचा इतिहास.
6. गेलार र, अर्वाचीन भारताचा इतिहास.
7. ग्रोवर बी.एल., बेल्हे र, आधुनिक भारताचा इतिहास - ए मूल्यां न नयुदिल्ली, एस.चंदा प्रेशन.
8. घाटे वि.द., इतिहास शास्त्र वला.
9. तवारी सी.म., इतिहास अध्यापन पध्दती : पुणे, नूतन प्रेशन.
10. दुना गे अरविंद, २००७, इतिहासाचे आशययुत अध्यापा, पुणे, नित्यनूतन प्रेशन.
11. देशपांडे प्र.न. अर्वाचीन भारताचा इतिहास.
12. देशपांडे स्वाती, २००७, इतिहास अध्यापन पध्दती, नापूर, विद्या प्रेशन.
13. पवार जयसिं राव, भारताचा इतिहास.
14. पवार जयसिं राव हिंदूस्थान या स्वातंत्र्य चळवळीचा इतिहास : पुणे, निाली प्रेशन.
15. पाटील गितांजली, २००१, भूमि गालन. अध्यापन प्रतिमान, गेल्हापूर : फडें प्रेशन.
16. पाटील नलिन, मोरे लता, २००८, नागि शास्त्र अध्यापन पध्दती. नापूर : पिंपळापूरे अॅड. पब्लिशर्स
17. पारसीस न.रा., इतिहासाचे अध्यापन.
18. फडें वासंती, १९८८, अध्यापनाची प्रतिमाने पुणे, नूतन प्रेशन.
19. भंगळे शैलजा, आशययुत अध्यापन पध्दती - इतिहास.
20. महाले संजीवनी, २००५, अध्यापन प्रतिमान आणि अध्यापन शैली.
21. मोरे लता, इतिहास अध्यापन पध्दती, नापूर : पिंपळापूरे अॅड. पब्लिशर्स.
22. रासुरे विलास, २००५, इतिहास आशययुत अध्यापापध्दती आणि इतिहासाचे अध्यापाशास्त्रीय विश्लेषण, मिरज : संघमित्रा प्रेशन.
23. लांडगे गंगा, भालेराव उषा, सपगळे शरद, इतिहास आशयवृध्दी.
24. वैद्य सुमा, गगाचा इतिहास.
25. शहा जी.बी., प्राचीन भारताचा राजीय आणि सांस्कृतिक इतिहास, जळगांव : प्रशांत पब्लिंशस.

26. शिंदे ज्ञाद व, टोप र रे ा, इतिहासाचे आशययुOEत अध्यापा.  
 27. सप्रे िलीमा, पाटील प्रीती, २००२, अध्यापाची प्रतिमो, लेहापूर : फडे प्र ाशन.  
 28. पाचवी ते बारावीची ा मि पाठ्यपुस्त

## Content cum Methodology – Geography

### Objectives:-To enable the teacher trainee.

1. To develop the ability for preparing annual plan, unit plan, lesson plan and techniques of Evaluation system in teaching of Geography.
2. To understand the various concepts, facts, terms in teaching of Geography.
3. To identify the various issues in teaching of Geography and enable to suggest suitable activities to overcome the concern issues.
4. To develop suitable qualities of Geography teacher for professional development.
5. To prepare report on the workshop conducted for Unit plan and unit test.

### Unit No. 1: Planning and Evaluation

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

### Unit No.2: Issues and Activities in Geography

- i. Pollution.
- ii. Environmental act degradation
- iii. Drought
- iv. flood
- v. Population Explosion
- vi. Terrorism
- vii. Urbanization
- viii. Deforesting
- ix. Various organizations of Geography

### Unit No 3: Advance concepts in Geography –

- i. Advance concepts in climatology – Atmosphere and climate, Global warming, Green house effect, winds Rainfall, cloudburst.
- ii. Advance concepts in Regional Geography – Natural regions, Natural region of India, Neighboring country's of India – Israel, Saudi Arabia, Maleshiya, Japan, Shrilanka
- iii. Advance concepts in Human Geography – Environment, Population and settlement, pollution ,
- iv. Industries , trade and transportation in India ,
- v. Tourism of India , trekking,
- vi. Renewable and non-renewable Energy.

### Unit No.4: Geography Teacher

- i. Qualities of a Geography teacher
- ii. Need of professional development of Geography teacher
- iii. Need and Importance of in-services teacher training of Geography.

### PRACTICUM –

1. Workshop for teaching material development.
2. Conduct a survey and prepare a report on any issues in Geography

### 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- Hkwxksy/kps v/;kiu & MKW- n- ck- ikas/ks
- 10- vk'k';qDr v/;kiu i/nrh & MKW- v'kksd jk.ks
- 11- Hkwxksy v/;kiu i/nrh & izk- ds- ds- tk/ko
- 12- izkd'frd HkwoKku & izk- lq- iz- nkrs o lks- lathouh nkrs
- 13- ekuoh Hkwxksy & izk- [k-iz- {khj}lkxj] izk- v- fo- Hkkxor
- 14- i;ZVu Hkwxksy & MKW- ukxrksMs o izk- ikj/kh
- 15- Hkkjrkpk Hkwxksy & MKW- t;dqekj exj

## Content cum Methodology — Mathematics

### OBJECTIVES:-

#### To enable the teacher trainee to -

1. Develop the adequate skills in using various methods, techniques, models and to correlate Mathematics within branches in Mathematics & other school subjects .
2. Develop the adequate skills in preparing various plans for teaching of Mathematics
3. Develop Mathematics outlook for the teaching purpose.
4. Make competent & skillful teacher of Mathematics.

### UNIT – 1 Planning and Evaluation

- i. Meaning and importance of
  - a. Lesson Plan
  - b. Unit Plan

- c. Year Plan
- d. Unit Test
- ii. Evaluation-Formative and Summative, Continuous Comprehensive Evaluation
- iii. Question Bank
- iv. Examination – Written, oral and Practical

## Unit-2: Core content of Geometry.

- i. Concept –
  - a. Line
  - b. Segment
  - c. Ray
  - d. Plane
  - e. Parallel line,
  - f. Polygon
  - g. Circle.
- ii. Types of Angles
- iii. Types of Triangle,
- iv. Types of Quadrilateral
- v. Congruency Test of Triangles
- vi. Similarity test of Triangles.
- vii. Area of Various two dimensional diagram
  - a. Triangle
  - b. Quadrilateral
  - c. Circle
  - d. Solid Figures and Mensuration –
- viii. Total Surface area and Volume :- Problems, Volume of Sphere
- ix. Trigonometry –
  - a. Six Trigonometric Ratio,
  - b. Trigonometric identities
  - c. Elementary Problems on Height and distance. Solution of
- x. Simple trigonometric equation
- xi. Plane co-ordinate geometry.
  - a. Cartesian co-ordinate Geometry.
  - b. Distance Formula
  - c. Section Formula
  - d. Mid -point Formula
- xii. Geometric Construction. -
  - a. Construction of quadrilateral
  - b. Construction of Triangle(iii)
- xiii. To draw a circumcircle of triangle
- xiv. To draw a incircle of a triangle.
- xv. Theorems -
- xvi. **Theorems of Triangles**
  - a. The sum of the measures of the angles of a triangle is 180°
  - b. Theorem of isosceles triangle
  - c. Theorem of Pythagoras.
- xvii. **Theorems on Quadrilaterals**
  - a. The opposite sides of a parallelogram are congruent
  - b. The diagonal of parallelogram bisect each other

- c. Diagonals of a rectangle are congruent
- xviii. **Theorems on circle**
- The perpendicular drawn from the centre of a circle to a chord bisects the chord.
  - The segment joining the midpoint of a chord and the centre of the circle is perpendicular to the chord.
  - The opposite angles of a cyclic quadrilateral are supplementary.

### Unit-3 Activities and Organizations of Mathematics Teacher

- Diagnostic Test
- Remedial Teaching
- Mathematics Club
- Use of Computer in Mathematics
- Mathematics Laboratory

### Unit-4: Mathematics Teacher

- Qualities of a teacher
- Professional development of a teacher
- In-service training of a teacher
- Contributions of Indian Mathematicians
  - Aryabhatta
  - Bhaskaracharya
  - Ramanujan

### Practical Work – Any one

- Preparation of unit plan, Unit test and blue Print
- Teaching Aids

### References:

- आ.अ.प. पाठ्यक्रम, मूल्ये डॉ. फि शोर चव्हा । आशययुOEत अध्यापा पध्दती - मूलभूत -डॉ. विता साळुं य.च.म.मु.विद्यापीठ, गसि
- आशययुOEत अध्यापा पध्दती - ( गि तत ) - य.च.म.मु.विद्यापीठ, गसि
- गि तताचे अध्यापा प्रा.रा. गो.ुंटे य.च.म.मु.विद्यापीठ, गसि
- शै गि त तंत्रविज्ञा व मूल्यमापाची मूलतत्वे - डॉ.शे राम येळे र
- गि तत अध्यापा पध्दती - डॉ.आरती सप ाळे
- सातत्यपूर् ि सर्व ष मूल्यमापा शि गि मा दिशि गि -म.रा.शै.सं.प्र.प,पु े ३०
- गि तताचे अध्यापा शास्त्रीय विश्लेष गि -डॉ.फि शोर चव्हा गि.
- The Teaching of Mathematics-- Sidhu K.B. Sterling publication, New Delhi.
- The Teaching of Mathematics--Sudhir Kumar, Anmol Prakashan, New Delhi.
- The Teaching of Mathematics--Aggrawal S.M.
- The Teaching of Mathematics in the new education--Aiyangar N.K. Universal publication, New Delhi.
- 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-

- develop adequate skills in preparation of year plan, unit plan, lesson plan and construction of unit test.

2. acquaint with the use of devices and support system of teaching science.
3. understand the core content of Physics, Chemistry, Biology, Science and Technology.
4. acquaint characteristics, role and professional development of science teacher.

### **UNIT NO. 1 : PLANNING AND EVALUATION**

- i. Planning – year plan, unit plan and lesson plan.
- ii. Construction of unit test – blue print, designing, editing, answer and scoring key.
- iii. Types of examinations – Written, Oral and Practical.
- iv. Continuous and comprehensive evaluation.
- v. Diagnostic Test and Remedial Teaching.
- vi. Development of Question bank.

### **Unit No 2: DEVICES AND SUPPORT SYSTEM OF TEACHING SCIENCE AND TECHNOLOGY**

- i. Printed devices – text book, hand book, work book and magazines.
- ii. Teaching aids – projective and non-projective.
- iii. Science laboratory – need importance, use, structure and maintenance.
- iv. Non formal approaches – science fair, science club.
- v. Resources of science teaching – offline and online resources.

### **UNIT NO. 3 : BASIC CONCEPT (CONTENT) OF GENERAL SCIENCE, SCIENCE AND TECHNOLOGY OF STD. V TO XII.**

- i. Classification of Plants and Animals
- ii. Ecosystem
- iii. Concept of Food Chain
- iv. Environmental Pollution
- v. Organization of Organisms
- vi. Natural Resources and its Preservation
- vii. Reproduction
- viii. Human Diseases and Disorder
- ix. Technology and Human Life.

### **UNIT NO. 4 : SCIENCE TEACHER**

- i. Characteristics of science teacher.
- ii. Role of science teacher
- iii. Professional development of science teacher

### **PRACTICUM ON AN ONE**

1. Construction of Unit Test, Unit Plan and Blue Print.
2. Activity based practical.

### **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.
5. गोंदार्डे ळैलास, बोंदार्डे अश्वि, दम चारुदत्त (२००४) शास्त्र अध्यापा पध्दती व आशययुOEत अध्यापा.पु ढे : तूता प्र ळाशा.
6. ह ढीम प्रभा र (२००३) विज्ञााचे आशययुOEत अध्यापा,पु ढे : तूताप्र ळाशा.



7. महाले संजीवी(२००५) अध्यापाप्रतिमोर्गा अध्ययाशैली, औरंगाबाद : युगि पब्लिशिंग.
8. फडें वासंती (१९८८) अध्यापाची प्रतिमो, पुणे : ज्ञानप्रकाश.
9. जोशी आंत(२००८) आशययुक्त अध्यापापध्दतीचा पूर्वचार, मुंबई : ओरिएंट ब्लू प्रिंटिंग एंड पब्लिशिंग लिमिटेड.

## Content Cum Methods Commerce

### Objectives :

1. To develop the ability for preparing annual plan, Unit Plan, lesson plan and techniques of education system in teaching of commerce.
2. To identify the various issues in teaching commerce and enable to suggest suitable activities to overcome the concern issues.
3. To develop suitable qualities of commerce teacher for professional development.
4. To prepare report on the workshop conducted for unit plan, Unit test.

### Unit No. 1 – Planning and Evaluation

1. Concept, need and importance of teaching commerce.
2. Annual plan, Unit plan, lesson plan
3. Construction of Unit test blue print
4. Development of question Bank

### Unit No.2 - Commerce Subject & Its structure

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

### Unit No.3 – Commerce Teacher

1. Qualities of a commerce teacher
2. Need of professional development of commerce teacher
3. Need and Importance of in service teacher training of commerce
4. Commerce room.

### Unit No.4 – Basic concept in commerce

1. Trade and commerce
2. Advertising
3. Insurance
4. Banks
5. Co-operative society
6. Marketing and transport

### Practical – Any one

- 1) workshop for teaching Material development.
- 2) Conduct a survey and prepare on any issues in commerce

### 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. Wanjya Adhyapak Paddhati – Principal Gajare, Principal Nankar
4. Content cum Methodology – Dr. Anant Joshi
5. Wanjya Shikshan – Udayvir Saxena, Agra

