

NORTH MAHARASHTRA UNIVERSITY, JALGAON
('A' Grade by NAAC in 3rd cycle)



Faculty of Education

B.Ed.

(Two Year Degree Course)

Semester and Credit System

SYLLABUS

W.E.F. June 2015-16 (I and II Semester)

W.E.F. June 2016-17 (III and IV Semester)

2015-16

North Maharashtra University, Jalgaon
Syllabus for B.Ed. Two years as per NCTE regulation 2014
Semester I wef. 2015-16

Sr. No.	Area	Hours	Marks			Credits
			Int. Exam.	Ext. Exam.	Total	
A - Perspectives in Education						
A1	Childhood and Growing Up	50	40	60	100	4
A2	Contemporary India and Education	50	40	60	100	4
A3	Language across the Curriculum	50	40	60	100	4
B - Curriculum and Pedagogic Studies		0	0	0	0	0
B1	Pedagogy of a School Subject-I	50	40	60	100	4
B2	Pedagogy of a School Subject-II	50	40	60	100	4
C - Engagement with the Field/Enhancing Professional Capacities		0	0	0	0	0
EPC 1	Various tools, techniques and skills of teaching	45	0	50	50	2
EPC 2	Reading and Reflecting on Texts	45	50	0	50	2
EPC 3	Microteaching & observation of isolated skills and simulated lessons Total 5 lessons for each CCM (Teach+ Re teach= 1 lesson)& 4 Integrated lesson(each CCM 2)	110	50	0	50	2
D – Practical		0	0	0	0	0
A1	Case study of any one student from Std. V to XII	30	20	0	20	1

A2	Prepare & submit term paper on any Education Commission in India	30	20	0	20	1
A3	Prepare the script on folk dialects in your region.	30	20	0	20	1
B1	Prepare Year plan, unit plan , unit test and blue print on any unit on CCM I from Std. V to XII	30	20	0	20	1
B2	Prepare Year plan, unit plan , unit test and blue print on any unit on CCM II from Std. V to XII	30	20	0	20	1
	Total	600	400	350	750	31

North Maharashtra University, Jalgaon
Syllabus for B.Ed. Two years as per NCTE regulation 2014
Semester II wef. 2015-16

Sr. No.	Area	Hours	Marks			Credits
			Int. Exam.	Ext. Exam	Total	
A - Perspectives in Education						
A4	Learning and Teaching	50	40	60	100	4
A5	Assessment for Learning	50	40	60	100	4
A6	Knowledge and Curriculum	50	40	60	100	4
B - Curriculum and Pedagogic Studies		0	0	0	0	0
B3	Pedagogy of a School Subject-I	50	40	60	100	4
B4	Pedagogy of a School Subject-II	50	40	60	100	4
C - Engagement with the Field/Enhancing Professional Capacities		0	0	0	0	0
EPC 4	Drama and Art in Education	40	0	50	50	2
EPC 5	Practice Teaching & observation for School lessons(8) of CCM I	80	50	0	50	2
EPC 6	Practice Teaching & observation for School lessons(8) of CCM II	80	50	0	50	2
D – Practical		0	0	0	0	0
A4	Psychological Expt. (Five)	30	20	0	20	1

A5	Prepare the report on result of I st term examination of school	30	20	0	20	1
A6	Prepare the term paper on various dimensions of the curriculum and their relationship with the aims of education based on Indian Educationalist.	30	20	0	20	1
B3	Prepare Teaching Aid on any unit on CCM I from Std. V to XII	30	20	0	20	1
B4	Prepare Teaching Aid on any unit on CCM I from Std. V to XII	30	20	0	20	1
	Total	600	400	350	750	31

North Maharashtra University, Jalgaon
Syllabus for B.Ed. Two years as per NCTE regulation 2014
Semester III wef. 2016-17

Sr. No.	Area	Hours	Marks			Credits
			Int. Exam.	Ext. Exam	Total	
C - Engagement with the Field/Enhancing Professional Capacities		0	0	0	0	0
EPC 7	Applied paper on Internship	40	0	50	50	2
D – Practical		0	0	0	0	0
EPC (A)	Internship Programme for 15 weeks.	560	250	0	250	8
EPC (B)	Final Lesson Examination 2 Lessons (1 lesson of Each School Subject)	0	0	100	100	2
Total		600	250	150	400	12

North Maharashtra University, Jalgaon
Syllabus for B.Ed. Two years as per NCTE regulation 2014
Semester IV wef. 2016-17

Sr. No.	Area	Hours	Marks			Credits
			Int. Exam	Ext. Exam	Total	
A - Perspectives in Education						
A 7	Genders, School and Society	50	40	60	100	4
A 8	Inclusive Education	50	40	60	100	4
A 9	Educational Guidance and Counseling	50	40	60	100	4
B - Curriculum and Pedagogic Studies		0	0	0	0	0
B5	Teaching Methodologies	50	40	60	100	4
C - Engagement with the Field/Enhancing Professional Capacities		0	0	0	0	0
EPC 8	Critical Understanding of ICT	45	0	50	50	2
EPC 9	Understanding the Self	45	50	0	50	2
EPC 10	Education for Peace	45	50	0	50	2
D – Practical		0	0	0	0	0
A7	Conduct survey and prepare report on Gender sensitization among 20 families	50	25	0	25	1
A8	Prepare a case study report on a disabled learner.	50	25	0	25	1
A9	Prepare a term paper on various components of Guidance and Counseling.	50	25	0	25	1
B5	Prepare the lesson note on any lesson unit by using the multimedia tools for teaching for Std. V to XII	50	25	0	25	1
Total		535	360	290	650	26

Semester	Hours	Int. Marks	Ext. Marks	Total	Credits
I	600	300	450	750	31
II	600	300	450	750	31
III	600	250	150	400	12
IV	535	360	290	650	26
	2335	1210	1340	2550	100

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.

Eligibility for Admission:

Candidate should have passed the Bachelor's Degree of this university or a university recognized by UGC 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.) Rules for admission framed by NCTE, Govt. of Maharashtra and University will be applicable from time to time.

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 and 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.

Examination Process:

A) The examination of B.Ed. degree will consist of four semesters. External Examination in theory courses of 60 marks as per syllabus, which will be conducted by the University at the end of each semester. Practical and Internal Assessment will be conducted by the college for 40 marks as per syllabus.

B) Allotment and distribution of marks:

The B.Ed. Examination will be of 2550 marks and details are as per syllabus for all semester.

Marks	Grade	Grade Points
75 to 100	O	6
65 to 74	A	5
55 to 64	B	4
50 to 54	C	3
49 & less	F	0

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 of the B.Ed. course will have the option of all papers and practical either in English or in Marathi.

Duration: The B.Ed programme shall be of duration of two academic years which can be completed in a maximum of three years from the date of admission to the programme.

Working Days:

- a) There shall be at list two hundred working days each year exclusive of the period of examination and admission.
- b) The minimum attendance of student-teacher shall have to be 80 % for all course work, practicum and 90 % of school Internship.

Standard of Passing:

To pass the examination a candidate must obtain at least 50% marks in Internal and external examination of each course. **The candidate will have to pass minimum 7 papers in sem I and Sem II in area A and B for ATKT.** The marks will be converted in grades and credits and finally C.G.P.A. will be displayed on the marks statement. There will be no more difference for internal and external marks with valid difference of 20 % in each course.

Sem I

Annexure-1 EPC-2

Prepare a self - handwritten report within 2000-2500 words on book reviewed by you on Education thinker's autography or biography or policy documents on Education.

Annexure-2 EPC 3 (30 Marks)

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

Each student has to conduct two lessons per skill as per syllabus. 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 a lesson with applying any four activities.

b) Mode of conducting Micro lessons

Teach and re-teach session of micro lessons shall be conducted on one and the same peer groups. Feedback shall be given immediately in critique session.

c) Integration Lessons (20 Marks):

After completion of 10 micro lesson on various skills, the student teacher has to conduct 4 Integrated lessons for 15 to 20 minutes each followed by critique Session.

North Maharashtra University, Jalgaon
Syllabus for B.Ed. Two years as per NCTE regulation 2014
Semester I wef. 2015-16

Sr. No.	Area	Hours	Marks			Credits
			Int. Exam.	Ext. Exam.	Total	
A - Perspectives in Education						
A1	Childhood and Growing Up	50	40	60	100	4
A2	Contemporary India and Education	50	40	60	100	4
A3	Language across the Curriculum	50	40	60	100	4
B - Curriculum and Pedagogic Studies		0	0	0	0	0
B1	Pedagogy of a School Subject-I	50	40	60	100	4
B2	Pedagogy of a School Subject-II	50	40	60	100	4
C - Engagement with the Field/Enhancing Professional Capacities		0	0	0	0	0
EPC 1	Various tools, techniques and skills of teaching	45	0	50	50	2
EPC 2	Reading and Reflecting on Texts	45	50	0	50	2
EPC 3	Microteaching & observation of isolated skills and simulated lessons Total 5 lessons for each CCM (Teach+ Re teach= 1 lesson)& 4 Integrated lesson(each CCM 2)	110	50	0	50	2
D – Practical		0	0	0	0	0
A1	Case study of any one student from Std. V to XII	30	20	0	20	1

A2	Prepare & submit term paper on any Education Commission in India	30	20	0	20	1
A3	Prepare the script on folk dialects in your region.	30	20	0	20	1
B1	Prepare Year plan, unit plan , unit test and blue print on any unit on CCM I from Std. V to XII	30	20	0	20	1
B2	Prepare Year plan, unit plan , unit test and blue print on any unit on CCM II from Std. V to XII	30	20	0	20	1
	Total	600	400	350	750	31

Semester I

Course A 1: Childhood and Growing Up

Objectives-

1. To enable student-teacher to understand the various stages of child development.
2. To enable student-teacher to understand the growing process during various stages of child development.
3. To enable student-teacher to understand the learning process during various stages of child.
4. To enable student-teacher to understand the different socio-political realities construct different childhoods.
5. To enable student-teacher to develop understanding about children of different age groups, through close observation and interaction with children from diverse socioeconomic and cultural backgrounds

Unit-1 Introduction to childhood

- a) concept of childhood
- b) Stages of Child development
- c) Relation of childhood with family, neighborhood, Schools and community.
- d) Characteristics of childhood, child development and adolescence.

Unit-2 Theories and factor on child development

- a) Theories for child development, childhoods and adolescence in urban slum, tribal and dalit family.
- b) Impact of urbanization and economic change on child development.
- c) Impact of media on child development.
- d) Impact of school on child development

Unit-3 Teaching and learning process during child development

- a) The pedagogy for child development.
- b) Various methods of learning for different stages of child development.
- c) Tools and methods of Evaluation for childhood education.
- d) Role of media and ICT for child development.

Unit-4 Areas of child development.

- a) Cognitive development of child in different stages of development
- b) Affective development of child in different stages of development
- c) Psychomotor development of child in different stages of development
- d) Impact of natural and social environment on child in different stages of development

References-

1. Mishra, A. (2007). Everyday life in a slum in Delhi. In D. K. Behera (Ed.), *Childhoods in South Asia*. New Delhi: Pearson Education India.
2. Parry, J. (2005). Changing childhoods in Industrial Chattisgarh. In R. Chopra & P. Jeffery (Eds.), *Educational regimes in contemporary India*. Sage.
3. Saraswathi, T.S. (1999). Adult-child continuity in India: Is adolescence a myth or an emerging reality? In T.S. Saraswathi (Ed.), *Culture, socialization and human development: Theory, research and applications in India*. New Delhi: Sage.
4. Sharma, N. (2003). *Understanding adolescence*. NBT India.
5. Dr. Gauri Patil And Yuvraj Patil, Adhyayankarta ani Adhyayan, Vyankatesh Prakashan, Jalgaon.
6. Dr. Vinod Patil, Dipak Patil. Adhyayankarta ani Adhyayan, Atharva Prakashan, Jalgaon.
7. Dr. S.D.Bhangale, Adhyayankarta ani Adhyayan, PRashant Prakashan, Jalgaon.

Course A 2- Contemporary India and Education

Objectives-

1. To enable student-teacher to understand the **Diversity in Society and the implications for Education.**
2. To enable student-teacher to understand the **Inequality in Society and the implications for Education.**
3. To enable student-teacher to understand the **Marginalization in Society and the implications for Education.**
4. To enable student-teacher to understand Policy frameworks for Public Education in India
5. To enable student-teacher to **engage with studies on Indian society and education.**

Unit-1 Education and National Development

- a) **Concept and causes of social diversity**
- b) Levels of diversity- **individual, regions, languages, religions, castes and tribes.**
- c) **Challenges for universal education.**
- d) **Impact of Social diversity on national development.**

Unit-2 Provisions for Education in Constitution of India

- a) Preamble of the constitution.
- b) Fundamental Rights and Duties of Citizens.
- c) Constitutional values- freedom, justice, equality and fraternity.
- d) Impact of constitutional values on Education in Contemporary India

Unit-3 Educational Policies and School Education

- a) Kothari Commission 1966 with reference to school education
- b) National policy on Education 1992 in reference to. school education
- c) National Knowledge Corporation with reference to school education in India
- d) Vision of Teacher Education in India quality and regulatory perspective with reference to Hon. Justice J.S.Verma.

Unit-4 Universalization of Education in India.

- a) Education and Right to education 2009 in India
- b) Education and Sarva shiksha Abhiyan in India
- c) Impact of Liberalization, Privatization and Globalization on School Education in India.
- d) Issues in School Education in India.

References-

1. Batra, P. (2005). Voice and agency of teachers: Missing link in national curriculum framework 2005. *Economic and Political Weekly*, 4347–4356.
2. De, A., Khera, R., Samson, M., & Shiva Kumar, A.K. (2011). *PROBE revisited: A report on elementary education in India*. New Delhi: Oxford University Press.
3. Ghosh, S.C. (2007). *History of education in India*. Rawat Publications.
4. GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
5. S.D.Bhangale., Sangita Mahajan, Madhyamik Shikshanatil Samkalin Samasya, Prashant Publication, Jalgaon
6. Bhukan S.T. , Suryawanshi Pratibha, Madhyamik Shikshanatil Samkalin Sandharbha ani Samasya, Vyankatesh Publication, Jalgaon
7. S.D.Bhangale., Sangita Mahajan, Shikashan ani Vikas, Prashant Publication, Jalgaon
8. More Manda, Patil Gauri, Shikashan ani Vikas, Vyankatesh Publication, Jalgaon
9. Patil Vinod, Dahivelkar Vijayshri, Patil Dipak, Shikshan ani Vikas, Ahtarva Publication, Jalgaon
10. Patil Vinod, Dahivelkar Vijayshri, Patil Dipak, Shikshan: Drushtikon , Ahtarva Publication, Jalgaon

11. Bhukan S.T., Joshi Kanchan, Shikshan: Vikasatmak Drushtikon , Vikasatmak Publication, Jalgaon
12. Bhangale S.D, Wankhede Anita, Mahajan Sangita, Shikshan Utkrantiwadi Drushtikon, Prashant Publication, Jalgaon
13. Govinda, R. (2011). *Who goes to school?: Exploring exclusion in Indian education*.Oxford University Press
14. Govinda, R., & Josephine, Y. (2004). *Para teachers in India: A review*. New Delhi: National Institute of Educational Planning and Administration.
15. Hindustani Talimi Sangh. (1938). *Basic national education: Report of the Zakir Hussain committee*. Sagaon, Wardha: Hindustani Talimi Sangh.
16. Ilaiah, K. (1996). *Why I am not a hindu: A sudra critique of hindutva philosophy, culture and political economy*. Samya Publications.
17. Kumar, K. (2004). *What is worth teaching?* (3rd ed.). Orient Blackswan.
18. Kumar, K. (2013). *Politics of education in colonial India*. India: Routledge.
19. Naik, J.P. (1982). *The education commission and after*. APH Publishing.
20. Naik, J.P., & Nurullah, S. (1974). *A students' history of education in India (1800-1973)*. Macmillan.
21. NCERT. (2006a). *Position paper-National focus group on education with special needs*
22. (NCF 2005). New Delhi: NCERT.
23. NCERT. (2006b). *Position paper-National focus group on gender issues in the curriculum (NCF 2005)*. NCERT.
24. NCERT. (2006c). *Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005)*. New Delhi: NCERT.
25. NCERT. (2006d). *Position paper-National focus group on teaching of Indian language*
26. (NCF 2005). New Delhi: NCERT.
27. Pathak, A. (2013). *Social implications of schooling: Knowledge, pedagogy and consciousness*. Aakar Books.
28. Raina, V. (2010). *FAQs on the right to free and compulsory education act 2009*. Bharat Gyan Vigyan Samiti, UNICEF.
29. Scrase, T.J. (2002). Globalisation and the cultural politics of educational change: The controversy over teaching of English in West Bengal. *International Review of Education*, 48(5), 361–375
30. Zastoupil, L., & Moir, M. (1999). *The great Indian education debate: Documents relating to the Orientalist-Anglicist controversy, 1781-1843*. Psychology Press.

Course A3-Language across the Curriculum

Objectives-

1. To enable student-teacher to understand the background of the student's language.
2. To understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.
3. To understand the nature of reading comprehension in the content areas.
4. To enable student-teacher to understand the relation between language and literacy In India.
5. To enable student-teacher to develop competence in analyzing current school practices and coming up with appropriate alternatives.

Unit 1- Introduction of Language across the Curriculum

- a) Concept of Language across the Curriculum
- b) Skills of Language- (LSWRC)
- c) Language and literacy background of students.
- d) Influence of language on classroom interactions

Unit 2- School and language

- a) Impact of language on learning of student
- b) Deficit theory and Discontinuity theory
- c) Impact of Language diversity in classroom
- d) Power of dynamics of standard language.

Unit 3- Language Teacher

- a) Role and responsibilities of language teacher.
- b) Educational Programs for development of Language proficiency of student.
- c) Impact of media to improve the Language proficiency of student.
- d) Impact of school environment on development Multilanguage among student.

Unit 4- Significance of language in Education.

- a) Significance of language in reading and writing.

- b) Strategies for reading the text
- c) Strategies for writing text
- d) Importance of language in summarizing the text.

References-

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Siegrühn, & P. Plüddemann (Eds.), *Multilingual education for South Africa* (pp. 3–7). Heinemann Educational Books.
2. Anderson, R.C. (1984). Role of the reader's schema in comprehension, learning and memory. In R.C. Anderson, J. Osborn, & R.J. Tierney (Eds.), *Learning to read in American schools: Basal readers and content texts*. Psychology Press.

Course 4 and 5 B1 and B2- Pedagogy of School Subject-

आशययुक्त अध्यापन पध्दती - मराठी

उद्दिष्टे :

१. प्रशिक्षणार्थीना मातृभाषा मराठीचे स्वरूप, महत्त्व आणि उद्दिष्टे समजून घेण्यास मदत करणे.
२. प्रशिक्षणार्थीना आशययुक्त अध्यापन पध्दतीची संकल्पना समजून घेण्यास मदत करणे.
३. प्रशिक्षणार्थीना मातृभाषेच्या अध्यापनाची तंत्रे, पध्दती आणि प्रतिमाने समजून घेण्यास मदत करणे.
४. प्रशिक्षणार्थीना मातृभाषेच्या व्याकरण अध्यापनाची संकल्पना समजून घेण्यास मदत करणे.
५. प्रशिक्षणार्थीना 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 - वाडमयीन
- 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, मंगरुळकर मीना.(२००५). मराठी आशय अध्यापन पध्दती,कोल्हापूर:फडके प्रकाशन.
०२. कुंडले म. बा. (१९९७). मराठीचे अध्यापन,पुणे:श्रीविद्या प्रकाशन.
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 पद्धती),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.
१२. Pawar Jagruti, Khandalkar, Chavan Swati, Marathi Ashayyukta Adhaypan Padhati, Prahant Publication, Jalgaon.
१३. Bhukan S.T., Deore H.Y, Ahire S.A. Surwanshi Pratibha, Marathi Ashayyukta Adhaypan Padhati,Vyankatesh Prakashan, Jalgaon.

---०००---

आशययुक्त अध्यापन पध्दती - हिंदी

हिंदी अध्यापन के उद्देश :

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

ईकाई नं. १ : भाषा का स्वरूप

१. भाषा की परिभाषा और भाषा के लक्षण
२. भाषा के प्रमुख अंग और कार्य
३. भाषा के प्रकार - मातृभाषा, राजभाषा, राष्ट्रभाषा, अन्य भाषा
४. राष्ट्रभाषा के रूप में हिंदी का महत्त्व
५. भाषा शिक्षण का अर्थ - श्रवण, भाषण, वाचन, लेखन
६. भाषा शिक्षण के उद्देश
७. द्वितीय भाषा के रूप में हिंदी शिक्षण के उद्देश

ईकाई नं. २ : आशययुक्त अध्यापन पद्धतीकी संकल्पना

१. संरचना
२. आशय विश्लेषण का अर्थ और सोपान
३. पाठ्यपुस्तक का मूल्यांकन
४. मुलगामी ईकाई (गाभा घटक) मूल्य
५. जीवन कौशल्याँ का परिचय

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

१. हिंदी अध्यापन की पद्धती -
व्याकरण अनुवाद प्रणाली, प्रत्यक्ष प्रणाली, गठन प्रणाली
२. तंत्र - नाट्यीकरण, कथा-कथन, वार्तालाप की शिक्षा
३. अध्यापन प्रतिमान - संकल्पना प्राप्ती प्रतिमान, सर्जनात्मक प्रतिमान, उद्गमन प्रतिमान
४. हिंदी भाषा का अन्य विषयों से समवाय
५. अन्य भाषा शिक्षण के सिध्दांत
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 विज्ञा
२. सिंह सावित्री, हिंदी शिक्षण
३. पंडित ब.बि, हिंदी अध्यापपध्दती, पुणे : तूताप्रकाशा
४. पठाण असिमा, हिंदी विषय ज्ञा,पुणे : तूताप्रकाशा
५. बोंबे बा.स., हिंदी अध्यापापध्दती, पुणे : तूताप्रकाशा
६. कुळकर्णी केणी, हिंदी अध्यापापध्दती, पुणे : व्हीसप्रकाशा
७. केणी, संगोराम, हिंदी अध्यापापध्दती
८. मुखर्जी श्रीधराथ, हिंदी अध्यापा
९. वास्कर पुष्पा, हिंदी आशय के साथ अध्यापा पध्दती
१०. रस्तोगी, शर्मा, हिंदी शैक्षिक व्याकरण भाग १,२
११. भाई योगेंद्रजीत, द्वितीय भाषा के रुपमे हिंदी की शिक्षा
१२. दुाखे अरविंद, हिंदी अध्यापापध्दती, पुणे : तूताप्रकाशा
१३. साठे ग.ा.,राष्ट्रभाषा का अध्यापा
१४. शर्मा लक्ष्मीारायण, भाषा १,२ की शिक्षण विधीयाँ और पाठ तियोजा
१५. भंगाळे शैलजा, हिंदी विषय ज्ञा
१६. पांडेय रामशकल, हिंदी अध्यापा
१७. चतुर्वेदी राजेश्वर प्रसाद, हिंदी व्याकरण
१८. Bhangale S.D. Hindi Ahayayukta Adhapan Padhati, Prashant Publication, Jalgaon.
१९. Patil Vinod, Patil Dipak, Hindi Ahayayukta Adhapan Padhati, Ahtarva Publication, Jalgaon.

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 - वाड्मयीन
- 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, वैशिष्टे
- २.३ आशय विश्लेषणाची संरचना
- २.४ संस्कृत भाषेच्या चांगल्या पाठ्यपुस्तकाचे निकष
- २.५ पाठ्यक्रम 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 स्वरूप
 - 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 विश्लेषण 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 aqşam.

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-mafhum aur ahemiyat.

2.2 Madri zaban ki khususiyat.

2.3 Sanwi madaris me urdu zaban ki tadrise 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 tadrise kutub-Tankid-o-tajziya.

3.5 Maiyari darsi kitab urdu zaban ki khususiyat.

3.6 Zaayed az nisab sargarmiyān.

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) Rubai 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

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. 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. Surwanshi D.A., Teaching of English, Nutan Prakashan, Pune.
5. Mahajan Sangita, Content cum Methodology- English, Prashjan Publication, Jalgaon.
6. More Lata Methods and Techniques of English Teaching, Pimpalpure Prakashan, Nagpur.
7. Geeta Nagraj, English language teaching approaches and methods.
8. Harris D., 1976, Teaching English as a second language.
9. J.Sethi and D.V.Jindal, 2006, A Handbook of Pronunciation of English Words – New Delhi : Prentice –Hall of India Private Limited.
10. J.Sethi and P.V.Dhamija, 2008, A Course in Phonetics and Spoken English – New Delhi : Prentice Hall of India Private Limited.
11. Johnson K & Keith Morrow, 1983, Communication in the class room Applications and methods for communicative approach, Longmans.
12. Kute M.P., Pandit B.B., Suryawanshi D.A., Communicative language teaching in English, Pune : Nutan Prakashan.
13. Syllabus of Std. V to Std. XII.
14. Teacher's handbooks / manuals.

Content cum methodology- History

Objectives-

To enable the trainee-teacher to-

1. To understand the concept, nature and scope of History.
2. To understand various sources of History.
3. To understand the objectives of teaching and Instructional Objectives of History.
4. To understand the concept and nature of Content-Cum-Methodology of History.
5. To understand the nature of various methods, techniques and models of teaching History.
6. To understand interdisciplinary approach of History with other school subjects.
7. To 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. तवारी सी.म., इतिहास अध्यापन पध्दती : पुणे, नूतन प्रकाशन.
5. भंगाळे शैलजा, आशययुत अध्यापन पध्दती - इतिहास
६. दुनाखे अरविंद, २००७, इतिहासाचे आशययुत अध्यापा,पुणे, नित्यनूतन प्रकाशन.
७. देशपांडे प्र.न. अर्वाचीन भारताचा इतिहास.
८. देशपांडे स्वाती, २००७, इतिहास अध्यापन पध्दती, नागपूर, विद्या प्रकाशन.
९. पवार जयसिंगराव, भारताचा इतिहास.
१०. पवार जयसिंगराव हिंदूस्थान या स्वातंत्र्य चळवळीचा इतिहास : पुणे, निाली प्रकाशन.
११. मोरे लता, इतिहास अध्यापन पध्दती, नागपूर : पिंपळापूरे अॅण्ड कं. पब्लिशर्स.
१२. रणसुरे विलास, २००५, इतिहास आशययुOEt अध्यापापध्दती आणि इतिहासाचेअध्यापाशास्त्रीय विश्लेषण, मिरज : संघमित्रा प्रकाशा.
१३. लांडगे ाा, भालेराव उषा, सपकाळे शरद, इतिहास आशयवृध्दी.
१४. वैद्य सुमा,गाचा इतिहास.
१५. शहा जी.बी., प्राचीन ारताचा राजकीय आणि सांस्कृतिक इतिहास, जळगांव : प्रशांत पब्लिकेशन.
१६. शिंदे ज्ञाद व, टोपकर रेखा, इतिहासाचे आशययुOEt अध्यापा.
१७. सप्रे गिलीमा, पाटील प्रीती, २००२, अध्यापाची प्रतिमो, कोल्हापूर : फडके प्रकाशन.
१८. 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. Rane Ashok R. Ashayayukta Ahyapan padhati- Geography, Vyankatesh Prakashan, Jalgaon.
10. Chaudhari Vandana S. Ashayayukta Ahyapan padhati- Geography, Prashant Prakashan, Jalgaon
9. भूगोलाचे अध्यापन - डॉ. द. बा. पोंक्षे
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 आशययुOEत अध्यापा पध्दती - मूलभूत -डॉ.कविता साळुंके य.च.म.मु.विद्यापीठ, ग्वासिक
२. आशययुत अध्यापा पध्दती - (गणित) - य.च.म.मु.विद्यापीठ, ग्वासिक
३. गणिताचे अध्यापा प्रा.रा.गो.कुंटे य.च.म.मु.विद्यापीठ, ग्वासिक
४. शैक्षणिक तंत्रविज्ञा व मूल्यमापाची मूलतत्त्वे - 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.
८. Dhande Pingala, Ashayyukta Adhyapan padhati- Maths., Prashant Publication, Jalgaon
९. Patil Liladhar, Ashayyukta Adhyapan padhati- Maths., Vyanktesh Publication, Jalgaon
10. The Teaching of Mathematics-- Sidhu K.B. Sterling publication, New Delhi.
11. The Teaching of Mathematics--Sudhir Kumar, Anmol Prakashan, New Delhi.
12. The Teaching of Mathematics--Aggrawal S.M.
13. The Teaching of Mathematics in the new education--Aiyangar N.K. Universal publication, New Delhi.
14. 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 Bond 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.
5. Dhande Pingala, Ashayyukta Adhyapan padhati- Science, Prashant Publication, Jalgaon
6. बोंदार्डे कैलास, बोंदार्डे अश्वि, कदम चारुदत्त (२००४) शास्त्र अध्यापा पध्दती व आशययुOEत अध्यापा.पुणे : तूता प्रकाशा.
७. हकीम प्रभाकर (२००३) विज्ञााचे आशययुOEत अध्यापा,पुणे : तूताप्रकाशा.
८. महाले संजीवी(२००५) अध्यापाप्रतिमोआणि अध्ययाशैली, औरंगाबाद : युगिकपब्लिकेशा.
९. फडके वासंती (१९८८) अध्यापाची प्रतिमो,पुणे : तूताप्रकाशा.
१०. जोशी आंत(२००८) आशययुOEत अध्यापापध्दतीचा पूर्विचार, मुंबई : ओरिएट लॉगमा प्ओIOय्Oव्हेट 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. XI & XII

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

Course –EPC-1 – Various tools, techniques and skills of Teaching

Objectives-

- 1. To enable student-teacher to understand the various tools of teaching.
- 2. To enable student-teacher to understand the various techniques of teaching.
- 3. To enable student-teacher to understand the various skills of teaching.

4. To enable student-teacher to understand the various skills of micro teaching.
5. To enable student-teacher to understand the various skills of ICT for teaching.

Unit 1. Micro Teaching

- a) Concept, meaning and nature of micro-teaching.
- b) Need of Micro-teaching.
- c) Importance of Micro teaching.
- d) Micro-teaching cycle.

Unit 2. Integrated teaching

- a) Concept, meaning and nature of Integrated teaching.
- b) Need of Integrated teaching.
- c) Importance of Integrated teaching
- d) Lesson Plan for Integrated teaching

Unit 3. Tools for teaching

- a) Concept, meaning and nature of tools for teaching.
- b) Need of tools teaching.
- c) Importance of tools for teaching.
- d) ICT as a tool

Unit 4. Techniques for teaching.

- a) Concept, meaning and nature of techniques for teaching.
- b) Need of techniques teaching.
- c) Importance of techniques for teaching.
- d) Difference between techniques and tools.

Course –EPC-2 - Reading and Reflecting on Texts-

Prepare a self - handwritten report within 2000-2500 words on book reviewed by you on Education thinker's autobiography or biography or policy documents on Education.

Course –EPC-3- Microteaching & observation of isolated skills and simulated lessons Total 5 lessons for each CCM (Teach+ Re teach= 1 lesson)

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

Each student has to conduct two lessons per skill as per syllabus. 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 a lesson with applying any four activities.

b) Mode of conducting Micro lessons (30 Marks)

Teach and re-teach session of micro lessons shall be conducted on one and the same peer groups. Feedback shall be given immediately in critique session.

c) Integration Lessons (20 Marks)

After completion of 10 micro lesson on various skills, the student teacher has to conduct 4 Integrated lessons for 15 to 20 minutes each followed by critique Session.

North Maharashtra University, Jalgaon
Syllabus for B.Ed. Two years as per NCTE regulation 2015
Semester II wef. 2015-16

Sr. No.	Area	Hours	Marks			Credits
			Int. Exam.	Ext. Exam	Total	
A - Perspectives in Education						
A4	Learning and Teaching	50	40	60	100	4
A5	Assessment for Learning	50	40	60	100	4
A6	Knowledge and Curriculum	50	40	60	100	4
B - Curriculum and Pedagogic Studies		0	0	0	0	0
B3	Pedagogy of School Subject-I	50	40	60	100	4
B4	Pedagogy of School Subject-II	50	40	60	100	4
C - Engagement with the Field/Enhancing Professional Capacities		0	0	0	0	0
EPC 4	Drama and Art in Education	40	0	50	50	2
EPC 5	Practice Teaching & observation for School lessons(8) of CCM I	80	50	0	50	2
EPC 6	Practice Teaching & observation for School lessons(8) of CCM II	80	50	0	50	2
D – Practical		0	0	0	0	0
A4	Psychological Expt. (Five)	30	20	0	20	1
A5	Prepare the report on result of I st term examination of school	30	20	0	20	1

A6	Prepare the term paper on various dimensions of the curriculum and their relationship with the aims of education based on Indian Educationalist.	30	20	0	20	1
B3	Prepare Teaching Aid on any unit on CCM I from Std. V to XII	30	20	0	20	1
B4	Prepare Teaching Aid on any unit on CCM I from Std. V to XII	30	20	0	20	1
	Total	600	400	350	750	31

Course A 4 - Learning and Teaching

Objectives

Student teachers will be able to;

1. develop an understanding about the impact/influence of socio cultural context in shaping human development, especially with respect to the Indian context;
2. develop an understanding of dimensions and stages of human development and developmental tasks
3. understand the range of cognitive capacities among learners.
4. understand the nature and kinds of learning
5. gain an understanding of different theoretical perspectives on learning
6. 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

Practical Work

List of Psychological Experiments					
Sr. No	Title	Object	Apparatus	Dandekar [English] Expt. No./Page No.	Dandekar [Marathi] Expt. No./Page No.
1.	Learning	To study the process of learning by the trial and error method	Star And Mirror apparatus	17/166	9/475
2	Concept Formation	To study the process of Concept formation	Different sets of pictures	22/173	27/514
3	Perception	To study the changes in perception due to factors of selection.	Different Figures	9/152	2/460
4	Rote and Logical Memory	To find out the effect of meaning on retention	Lists of different types of words	11/154	15/492
5	Free Association	To study the word responses of stimulus	List of stimulus words	2/140	24/510

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. Chavan Swati, Dhake Sunita, Adhaypan Upagam va TAntre, Prashant Publication, Jalgaon.
8. Gauri Patil, More Manda, Adhapan Karyaniti ani Tantre, Vanktesh Prakashan, Jalgaon.
9. Patil Vinod,(Editor) Adhaypan ani Upagam Karyaniti, Ahtarva Prakashan, Jalgaon.
10. Mahesh Bhargava- Exceptional Children
11. B. Kuppuswami- Communication and Social Development in India
12. Khandai Hemant, Khan, Jain- Moral Education
13. Walia J.S. – Educational Technology
14. Walia J.S.- The Learner

Course A 5 Assessment for Learning

Objectives

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

Unit 1: 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
- v. Processing test performance: calculation of percentages; central tendency measures; graphical representations; and interpreting performance
- vi. Role of Feedback in Improving Learning,
- vii. 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.

References

1. Branford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
2. Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin.
3. Burke, K., Fogarty, R., & Belgrade, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Corwin.
4. Carr, J.F., & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Alexandria, VA: Association for Supervision and Curriculum, Development.
5. Bhangale S.D. ,Dhande Pingala, Mulyanirdharan ani Mulyamapan, Prashant Publication, Jalgaon.
6. Patil Gauri , Patil Rekha, Mulyanirdharan ani Mulyamapan,Vyanktesh Publication, Jalgaon.
7. Danielson, C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.
8. Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin.
9. Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.
10. Natrajan V.and Kulshreshta SP(1983). Assessing non-Scholastic Aspects-Learners Behaviour, New Dlehi: Association of Indian Universities.

Course A 6- Knowledge and Curriculum-

Objectives

1. The course will also help student-teachers to identify various dimensions of the curriculum and their relationship with the aims of education
2. To understand the epistemological and social bases of education
3. The student will enable to take decisions about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual underpinnings that inform it.
4. The student will enable the social bases of education will be examined by situating it in the context of society, culture and modernity.
5. The student will enable to know that what the role of the state in the curriculum is.

Unit no 1- Introduction to Curriculum

- i. Concept, nature and characteristics of Curriculum
- ii. Epistemological basis of education explained by M. Gandhi
- iii. Epistemological basis of education explained Rabindranath Tagore.
- iv. Relationship between the curriculum framework and syllabus

Unit no 2- Enterprise of Education

- i. Distinctions between 'knowledge' and 'skill
- ii. Distinctions between 'teaching' and 'training
- iii. Distinctions between 'knowledge' and 'information
- iv. Distinctions between 'reason' and 'belief'.

Unit no 3- Dimensions of Curriculum

- i. Concepts of nationalism
- ii. Concepts of universalism and secularism
- iii. Their interrelationship with education with special reference to Tagore and Krishnamurti.

iv. Multiculturalism' and democratic education.

Unit no 4- Reflections of Curriculum on

- i. Textbook
- ii. Children's literature
- iii. Teachers' handbook
- iv. Reference Book

References:

1. Tagore, R. (2003). Civilization and progress. In *Crisis in civilization and other essays*. New Delhi: Rupa & co.
2. Sabyasachi, B. (1997). *The Mahatma and the poet: Letters and debates between Gandhi and Tagore*. National Book Trust.
3. Plato. (2009). Reason and persuasion: Three dialogues (Chapter 6). In J. Holbo (Ed.), *Meno: Reason, persuasion and virtue*. Pearson.
4. Apple, M.W., & Beane, J.A. (2006). *Democratic schools: Lessons in powerful education*. Eklavya. Retrieved from <http://www.arvindguptatoys.com/>
5. Parekh, B.C. (2000). *Rethinking multiculturalism: Cultural diversity and political theory* (pp. 213-230). Palgrave.
6. Krishnamurti, J. (1992). Education and world peace. In *Social responsibility*. Krishnamurti Foundation.
7. Kumar, K. (2004). *What is worth teaching?* (3rd ed.). Orient Blackswan.

Content cum Methodology- B3 and B4

आशययुक्त अध्यापन पध्दती - मराठी

उद्दिष्टे :

१. प्रशिक्षणार्थीना मातृभाषेच्या अध्यापनाचे नियोजन आणि मूल्यमापन समजून घेण्यास मदत करणे.
२. प्रशिक्षणार्थीना माध्यमिक व उच्च माध्यमिक स्तरावरील मराठी साहित्यातील गद्य / पद्य वाङ्मय प्रकारांची स्थूल ओळख करून देणे.
३. प्रशिक्षणार्थीना मातृभाषेच्या अध्यापनाची सद्यस्थिती व त्यापुढील आव्हाने पेलण्यास समर्थ बनविणे.
४. प्रशिक्षणार्थीना मातृभाषेच्या शिक्षकाचा व्यावसायिक विकास व व्यावसायिक विकासासाठी विविध उपक्रमांची माहिती समजून घेण्यास मदत करणे.
५. प्रशिक्षणार्थीना प्रात्यक्षिक कार्याद्वारे कृतीप्रवणता निर्माण करण्यास मदत करणे.

घटक क्रमांक ०१ : नियोजन आणि मूल्यमापन

- i. पाठनियोजन, घटकनियोजन, वार्षिक नियोजन, संविधान तक्ता, घटक चाचणी - संकल्पना व महत्त्व.
- ii. सातत्यपूर्ण सर्वकष मूल्यमापन - आकारित आणि संकलित मूल्यमापन - संकल्पना, स्वरूप व आवश्यकता.
- iii. प्रश्नपेढी - स्वरूप आणि फायदे
- iv. परीक्षांचे प्रकार - लेखी, तोंडी व प्रात्यक्षिक

घटक क्रमांक ०२ : मातृभाषा मराठीची सद्यःस्थिती व आव्हाने

- i. मातृभाषा मराठीची सद्यःस्थिती
- ii. आव्हाने -
- iii. मातृभाषा मराठीच्या जतन आणि संवर्धनासाठी प्रयत्न -
- iv. मातृभाषेच्या संवर्धनासाठी कार्यरत असलेल्या वाङ्मयीन संस्था - राज्य मराठी विकास संस्था, मराठी विश्वकोष परिषद मराठी साहित्य परिषद, मराठी नाट्य परिषद, वाङ्मयीन नियतकालिके

घटक क्रमांक ०३ : मातृभाषा शिक्षकाचा व्यावसायिक विकास

- मातृभाषा शिक्षकाची गुणवैशिष्ट्ये
- मातृभाषा शिक्षकाच्या व्यावसायिक विकासाची आवश्यकता
- शिक्षकाचा व्यावसायिक विकासासाठी उपक्रम
- सेवांतर्गत प्रशिक्षणाची संकल्पना, स्वरूप, त्याचे मातृभाषा शिक्षकाच्या दृष्टिकोनातून महत्त्व.

घटक क्रमांक ०४ : मराठी साहित्यातील वाङ्मय प्रकारांची स्थूल ओळख

- गद्य अध्यापनाचे हेतू.
- गद्य साहित्य प्रकार - बखर, चरित्र, आत्मचरित्र, प्रवासवर्णन, कथा, निबंध (ललित
- आणि वैचारिक), शब्दचित्र, न-नाट्य, नाटक व एकांकिका,
- पद्य अध्यापनाचे हेतू, पद्य साहित्य प्रकार - अभंग, ओवी, छंद, जानपदगीत, भावगीत, नाट्यगीत, लोकगीत, शाहिरी काव्य, सुनित, मुक्तछंद व नवकाव्य.
- गद्य-पद्य वाङ्मयातील फरक

प्रात्यक्षिक कार्य :

- घटक नियोजन, घटक चाचणी, संविधान तक्ता.
- इ. ५ वी ते १२ वी मराठीच्या पाठ्यपुस्तकातील कोणत्याही एका उपघटकावर शैक्षणिक साधन.

स्वाध्याय- एकुण दोन

संदर्भग्रंथ :

- करंदीकर सुरेश, मंगरुळकर मीना.(२००५). मराठी आशय अध्यापन पध्दती, कोल्हापूर: फडके प्रकाशन.
- कुंडले म. बा. (१९९७). मराठीचे अध्यापन, पुणे: श्रीविद्या प्रकाशन.
- घोरमोडे कला. (२००८). मराठी अध्यापन पध्दती, नागपूर: विद्या प्रकाशन.
- जोशी अनंत. (१९९९). आशययुक्त अध्यापन पध्दती, नाशिक: य.च.म. मुक्त विद्यापीठ.
- दाते सुषमा, () आशययुक्त अध्यापन पध्दती - मराठी,
- डांगे चंद्रकुमार.(१९६२). मातृभाषेचे अध्यापन, पुणे: चंद्रप्रभा प्रकाशन.
- पवार ना.ग. (२००५). मातृभाषा मराठीचे आशययुक्त अध्यापन, पुणे: नूतन प्रकाशन.
- पाटील, दि.हे., राणे, श.रा.(१९८९). मराठी अध्यापन व अध्ययन (आशयासहीत अध्यापन पद्धती), नागपूर: सुविचार प्रकाशन मंडळ.
- पाटील लीला.(१९७६) आजचे अध्यापन, पुणे: श्रीविद्या प्रकाशन.
- भुवन सा.त्र्यं. चौधरी, प्र. श्रा., (२००७). मराठीचे अध्यापन(आशयासह), जळगाव: व्यंकटेश प्रकाशन.
- सातत्यपूर्ण सर्वकष मूल्यमापन शिक्षक मार्गदर्शिका, (२०१०). महाराष्ट्र शासन.
- Pawar Jagruti, Khandalkar, Chavan Swati, Marathi Ashayyukta Adhaypan Padhati, Prahant Publication, Jalgaon.
- Bhukan S.T., Deore H.Y, Ahire S.A. Surwanshi Pratibha, Marathi Ashayyukta Adhaypan Padhati, Vyankatesh Prakashan, Jalgaon.

---०००---

आशययुक्त अध्यापन पध्दती - हिंदी

हिंदी अध्यापन के उद्देश:

- छात्र अध्यापको कों विभिन्न प्रकार के पाठनियोजन के प्रमुख सोपानों से परिचित कराना.
- छात्र अध्यापकों को विभिन्न अध्यापन पध्दतियों की विशेषताएँ समझकर आशय के अनुसार उचित अध्यापन पध्दती चयन करने में सक्षम बनाना.
- छात्र अध्यापकों को नियोजन तथा मूल्यांकन करने में सक्षम बनाना.

४. छात्र अध्यापकों में हिंदी साहित्य के प्रती रुची निर्माण करना.
५. छात्र अध्यापकों में हिंदी भाषा से संबंधित विभिन्न उपक्रमों का आयोजन करने की क्षमता का विकास करना.

ईकाई नं. १: व्याकरण शिक्षण

१. हिंदी मानक वर्तनी और मानक गिनती
२. विराम चिन्ह, ध्वनी विचार
३. शब्द की परिभाषा एवं प्रकार - स्रोत के आधारपर
४. शब्दसिद्धि - उपसर्ग, प्रत्यय, समास, संधी
५. शब्दभेद - विकारी और अविकारी
६. वाक्य - परिभाषा और प्रकार (अर्थ और रचना के आधारपर)
७. व्याकरण का अर्थ, महत्त्व और उद्देश
८. व्याकरण शिक्षण की विधियाँ
९. व्याकरण शिक्षण के मार्गदर्शक तत्त्व

ईकाई नं. २ : गद्य और पद्य शिक्षण

१. गद्य का महत्त्व
२. पद्य का महत्त्व
३. गद्य अध्यापन के -अंतर्गत विविध साहित्यिक विधाओं के उद्देश, निबंध, कहानी, एकांकिका
४. पद्य शिक्षण के उद्देश
५. गद्य शिक्षण का पाठ नियोजन
६. पद्य शिक्षण की विधियाँ और पाठनियोजन

ईकाई नं. ३: रचना शिक्षण

१. निबंध लेखन
२. कहानी लेखन
३. पत्र लेखन
४. कल्पना विस्तार
५. रचना से तात्पर्य
६. रचना शिक्षण के उद्देश
७. रचना शिक्षण की विधियाँ
८. रचना के प्रकार
९. रचना कार्य का संशोधन

ईकाई नं. ४ : शिक्षक - व्यावसायिक विकास

१. हिंदी अध्यापक के लिए विशेष गुण
२. हिंदी अध्यापन की समस्याएँ
३. पाठ्यपुस्तक - महत्त्व, आदर्श पाठ्यपुस्तक की विशेषताएँ
४. हिंदी शिक्षण में दृक्श्राव्य साधनों का महत्त्व, स्वरूप एवं प्रकार
५. हिंदी भाषा विकास के लिए आवश्यक उपक्रम - विविध स्पर्धाएँ, भाषा के खेल, नियतकालिक, दिनविशेष, सरस्वती यात्राएँ, प्रदर्शनी, आदि.

प्रात्यक्षिक कार्य

१. ईकाई नियोजन, ईकाई कसोटी
२. भाषा विकास के लिए उपक्रम और जीवन कौशल्य के लिए प्रकल्प

संदर्भसूची

१. तिवारी भोलााथ, भाषा विज्ञा
२. सिंह सावित्री, हिंदी शिक्षण
३. पंडित ब.बि, हिंदी अध्यापपध्दती, पुणे : तूताप्रकाशा
४. पठाण िसमा, हिंदी विषय ज्ञा,पुणे : तूताप्रकाशा
५. बोंबे बा.स., हिंदी अध्यापापध्दती, पुणे : तूताप्रकाशा
७. कुळकर्णी केणी, हिंदी अध्यापापध्दती, पुणे : व्हीसप्रकाशा
८. केणी, संगोराम, हिंदी अध्यापापध्दती
९. मुखर्जी श्रीधराथ, हिंदी अध्यापा
१०. वास्कर पुष्पा, हिंदी आशय के साथ अध्यापा पध्दती
११. भंगाळे शैलजा, हिंदी विषय ज्ञा
१२. पांडेय रामशकल, हिंदी अध्यापा
१३. चतुर्वेदी राजेश्वर प्रसाद, हिंदी व्याकरण

आशययुक्त अध्यापन पध्दती संस्कृत

● उद्दिष्टे :

- १) प्रशिक्षणार्थीना नियोजनाचे व मूल्यमापनाचे स्वरुप व महत्व समजून घेण्यास मदत करणे.
- २) प्रशिक्षणार्थीना संस्कृत गद्य व पद्य अध्यापनाचे हेतू समजून घेण्यास मदत करणे.
- ३) प्रशिक्षणार्थीना संस्कृत भाषेची सद्यस्थिती व संस्कृत भाषेसमोरील अव्हाने समजून घेण्यास मदत करणे.
- ४) प्रशिक्षणार्थीना संस्कृत भाषा शिक्षकाच्या व्यावासायीक विकासाची आवश्यकता समजून घेण्यास मदत करणे.
- ५) प्रशिक्षणार्थीना प्रात्यक्षिक कार्याद्वारे कृतीप्रवण करणे.

● घटक क्रमांक १ : नियोजन व मूल्यमापन

- १.१ पाठनियोजन, घटक नियोजन, वार्षिक नियोजन, संविधान तक्ता, घटक चाचणी - संकल्पना व महत्व
- १.२ सातत्यपूर्ण सर्वकष मूल्यमापन - आकारित व संकलित मूल्यमापन संकल्पना, स्वरुप व आवश्यकता
- १.३ प्रश्नपेढी - स्वरुप व फायदे
- १.४ परीक्षांचे प्रकार - लेखी, तोंडी, प्रात्यक्षिक

● घटक क्रमांक २ : संस्कृत गद्य व पद्य अध्यापनाचा हेतू

- २.१ गद्य साहित्य - कथा, नाटक, वर्णन, महितीपर, चरित्र
- २.२ गद्य अध्यापनाच्या पध्दती
- २.३ पद्य साहित्य - सुभाषिते, काव्य, गीत, स्त्रोत्र, वर्णन
- २.४ पद्य अध्यापनाच्या पध्दती

● घटक क्रमांक ३ : संस्कृत भाषेची सद्यःस्थिती व आव्हाने

- ३.१ संस्कृतभाषा सद्यः स्थिती व आव्हाने
- ३.२ संस्कृत भाषेचे जीवनातील स्थान व महत्व
- ३.३ भारतीय संस्कृतीत संस्कृतचे योगदान
- ३.४ आधुनिक काळात संस्कृतभाषा जतन व संवर्धन यासाठी उपक्रम
- ३.५ संस्कृत भाषा संवर्धनासाठी कार्यरत असलेल्या विविध संस्था व प्रसार साहित्य

● घटक क्रमांक ४ : संस्कृत भाषा शिक्षकाचा व्यावसायिक विकास

- ४.१ संस्कृत भाषा शिक्षकाची गुण वैशिष्ट्ये
- ४.२ संस्कृत भाषा शिक्षकाच्या व्यावसायिक विकासाची आवश्यकता
- ४.३ शिक्षकाच्या व्यावसायिक विकासासाठी उपक्रम

● प्रात्यक्षिक कार्य :

१. घटक नियोजन, घटक चाचणी, संविधान तक्ता
२. इ. ८ वी ते १२ वी संस्कृत पाठ्यपुस्तकातील कोणत्याही एका उपघटकावर शैक्षणिक साधन

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 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 wasail ki zarurat aar 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 Dahaliy.
- 4) Adabi Asnaf: Dr. Gyan Chand Jain

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.
02. 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. Morey Lata S., 2008, Methods and Techniques of English Teaching. Nagpur :Pimpalpure & Co. Publishers.
8. Surwanshi D.A., Teaching of English, Nutan Prakashan, Pune.
9. Mahajan Sangita, Content cum Methodology- English, Prashjan Publication, Jalgaon.
10. More Lata Methods and Techniques of English Teaching, Pimpalpure Prakashan, Nagpur.
11. Leech and Svartivick, 1974, A communicative grammar of English, Longman.
12. Littlewood W., 1983, Communicative language teaching, CUP.
१०. Richards J & T.S. Rodgers, 1995, Approaches and methods in language teaching, CUP.
११. Randolph Quirk and Sidney Greenabum, A University grammar of English, Longman.
१२. Sardana, Kamla. 1972, A fresh look at errors in English, Classical publishing Company.
१३. Sachdev M.S., A new approach to teaching of English in India, Ludiyana :Prakash Brothers.
१४. Syllabus of Std. V to Std. XII.
१५. Teacher's handbooks / manuals.

Content –cum-Methodology- History

Objectives-

To enable the trainee-teacher to -

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.

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,नागपूर, अंशुल पब्लिकेशस.
5. ओतुरकर, महाजा,जगाचा इतिहास.
6. कोलारकर, अर्वाची भारताचा इतिहास.
7. ग्रोवर बी.एल., बेल्लेकर, 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. पवार जयसिंगराव हिंदूस्थान या स्वातंत्र्य चळवळीचा इतिहास : पुणे, निाली प्रकाशन.
१२. पाटील गितांजली, २००१, भूमिका पालन.अध्यापन प्रतिमान,कोल्हापूर : फडके प्रकाशन.

१३. पाटील नलिन, मोरे लता, २००८, नागरिकशास्त्र अध्यापन पध्दती. नागपूर : पिंपळापूरे अॅण्ड कं. पब्लिशर्स
 १४. पारसीस न.रा., इतिहासाचे अध्यापन.
 १५. फडके वासंती, १९८८, अध्यापनाची प्रतिमाने पुणे ,नूतन प्रकाशन.
 १६. भंगाळे शैलजा, आशययुत अध्यापन पध्दती - इतिहास.
 १७. महाले संजीवनी, २००५, अध्यापन प्रतिमान आणि अध्यापन शैली.
 १८. मोरे लता, इतिहास अध्यापन पध्दती, नागपूर : पिंपळापूरे अॅण्ड कं. पब्लिशर्स.
 १९. पाचवी ते बारावीची क्रमिक पाठ्यपुस्तके

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. Rane Ashok, Ashayyukt Adhyapan Padhati – Bhugol – Vyanktesh Prakashan, Jalgaon.
4. A Background of physical Geography by-Georgr p. Kellaway.
5. Physical Geography-P.Lake.
6. Geography in school-Fairgrive
7. Teaching of Geography-Rao M.S.
8. Hand of suggestion in testing of Geography (UNESCO)
9. Teacher Handbook of Geography(V to XII)

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 Menstruation –
- 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
- xiii. To draw a cirum circle of triangle
- xiv. To draw a encircle of a triangle.
- xv. Theorems -
- xvi. Theorems of Triangles
 - a. The sum of the measures of the angels of a triangle is 1800
 - 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
 - a. The perpendicular drawn from the centre of a circle to accord bisects the chord.
 - b. The segment joining the midpoint of a chord and the centre of the circles perpendicular to the chord.
 - c. The opposite angles of a cyclic quadrilateral are supplementary.

Unit-3 Activities and Organizations of Mathematics Teacher

- i. Diagnostic Test
- ii. Remedial Teaching
- iii. Mathematics Club
- iv. Use of Computer in Mathematics
- v. Mathematics Laboratory

Unit-4: Mathematics Teacher

- i. Qualities of a teacher
- ii. Professional development of a teacher
- iii. In-service training of a teacher
- iv. Contributions of Indian Mathematicians
 - a. Aryabhatta
 - b. Bhaskaracharya
 - c. Ramanujan

Practical Work – Any one

1. Preparation of unit plan ,Unit test and blue Print
2. Teaching Aids

References:

१. आ.अ.प.गाभाघटक ,मुल्ये डॉ.किशोर चव्हाण आशययुOEt अध्यापा पध्दती - मूलभूत -डॉ.कविता साळुंके य.च.म.मु.विद्यापीठ, वासिक
२. आशययुOEt अध्यापा पध्दती - (गणित) - य.च.म.मु.विद्यापीठ, वासिक
३. गणिताचे अध्यापा प्रा.रा.गो.कुंटे य.च.म.मु.विद्यापीठ, वासिक
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. 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 any 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.
05. बोंदार्डे कैलास, बोंदार्डे 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 पूर्विचार, मुंबई : ओरिएट लॉगमा प्OIOयOव्हेट लिमिटेड.

Content cum Methodology- 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** – 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. Wanjia Adhyapak Paddhati – Gajare, Nankar
4. Content cum Methodology – Dr. Anant Joshi
5. Wanjia Shikshan – Udayvir Saxena, Agra

EPC- 4 Drama and Art in Education

Objectives-

1. To enable student-teacher to understand the relationship between the head, heart and hand with reference to education.
2. To enable student-teacher to understand the significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities.
3. To enable student-teacher to understand the multiple perspectives.
4. To enable student-teacher to understand to think about significant developments within diverse social contexts

Unit no 1- Introduction to Drama and Art

- i. Concept and nature of Drama & Art
- ii. Importance of Drama in school curriculum
- iii. **Significant role of art, music and drama in education.**
- iv. Drama as a tool for children's creativity and aesthetic sensibilities

Unit no 2- Drama as a Teaching Tool

- i. Drama as a art of teaching
- ii. Drama for perception, reflection and expression.
- iii. Drama the best tool for a community change
- iv. Drama as a approach in teaching of languages.
- v. Drama as a approach in teaching of Social sciences.
- vi. Drama as a approach in teaching of Arts and Music.

Unit -3 Appreciation of Arts

- i. Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education.
- ii. What is the difference between Education in Arts and Arts in Education.
- iii. Identification of different performing Art forms and artists ; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose)

Unit -4 Knowledge of Indian Craft Traditions and its relevance in education

- i. Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose)
- ii. Indian festivals and its artistic significance

References-

1. John, B., Yogin, C., & Chawla, R. (2007). *Playing for real: Using drama in the classroom.* Macmillan
2. NCERT. (2005). *National curriculum framework.* NCERT.
3. Heathcote, D., & Bolton, G. (1994). *Drama for learning: Dorothy Heathcote's mantle of*

- the expert approach to education*. Portsmouth, NH: Heinemann Press.
4. Armstrong, M. (1980). The practice of art and the growth of understanding. In *Closely observed children: The diary of a primary classroom* (pp. 131–170). Writers & Readers.
 5. Davis, J.H. (2008). *Why our schools need the arts*. New York: Teachers College Press
 6. Carini, P.F. (2001). Valuing the immeasurable. In *Starting strong: A different look at children, schools, and standards* (pp. 165–181). New York: Teachers College Press.

EPC-5 Practice Teaching using various teaching methods, models of teaching, techniques, ICT, & observation of 8 lessons maintaining observation dairy for School lessons (8) of CCM I

EPC-6 Practice Teaching using various teaching methods, models of teaching, techniques, ICT, & observation of 8 lessons maintaining observation dairy for School lessons (8) of CCM II

North Maharashtra University, Jalgaon
Syllabus for B.Ed. Two years as per NCTE regulation 2014
Semester III wef. 2016-17

Sr. No.	Area	Hours	Marks			Credits
			Int. Exam.	Ext. Exam	Total	
C - Engagement with the Field/Enhancing Professional Capacities		0	0	0	0	0
EPC 7	Applied paper on Internship	40	0	50	50	2
D – Practical		0	0	0	0	0
EPC (A)	Internship Programme for 15 weeks.	560	250	0	250	8
EPC (B)	Final Lesson Examination 2 Lessons (1 lesson of Each School Subject)	0	0	100	100	2
Total		600	250	150	400	12

EPC-7 Applied paper on Internship-

Objectives:

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

Unit no 1- Introduction to Internship

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

Unit no 2- Functions of School

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

Unit no 3- Teacher as a facilitator

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

Unit no 4- Educational Research

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

References:

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

EPC (A) - School Internship-

(Internship Programme for 15 weeks in recognized secondary school approved by University.)

Internship Programme should be conducted as per following..

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

EPC (B) - Final Lesson Examination

2 Lessons (1 lesson of Each School Subject)

North Maharashtra University, Jalgaon
Syllabus for B.Ed. Two years as per NCTE regulation 2014
Semester IV wef. 2016-17

Sr. No.	Area	Hours	Marks			Credits
			Int. Exam.	Ext. Exam	Total	
A - Perspectives in Education						
A 7	Genders, School and Society	50	40	60	100	4
A 8	Inclusive Education	50	40	60	100	4
A 9	Educational Guidance and Counseling	50	40	60	100	4
B - Curriculum and Pedagogic Studies		0	0	0	0	0
B5	Teaching Methodologies	50	40	60	100	4
C - Engagement with the Field/Enhancing Professional Capacities		0	0	0	0	0
EPC 8	Critical Understanding of ICT	45	0	50	50	2
EPC 9	Understanding the Self	45	50	0	50	2
EPC 10	Education for Peace	45	50	0	50	2
D – Practical		0	0	0	0	0
A7	Conduct survey and prepare report on Gender sensitization among 20 families	50	25	0	25	1
A8	Prepare a case study report on a disabled learner.	50	25	0	25	1
A9	Prepare a term paper on various components of Guidance and Counseling.	50	25	0	25	1
B5	Prepare the lesson note on any lesson unit by using the multimedia tools for teaching for Std. V to XII	50	25	0	25	1
Total		535	360	290	650	26

A 7- Genders, School and Society

Objectives-

This course will enable the students to

1. develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
2. understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period;
3. learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
4. Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

UNIT 1: GENDER ISSUES: KEY CONCEPTS

- i. Gender, sex, sexuality, patriarchy, masculinity and feminism
- ii. Gender bias, gender stereotyping, and empowerment
- iii. Equity and equality in relation with caste, class, religion, ethnicity, disability and region.
- iv. Historical backdrop: Some landmarks from social reform movements in India.

UNIT 2 : GENDER, POWER AND EDUCATION

- i. Theories on Gender and Education: Application in the Indian Context
 - Socialisation theory
 - Gender difference
 - Structural theory
 - Deconstructive theory
- ii. Gender Identities and Socialisation Practices in:
 - Family
 - Schools
 - Other formal and informal organisation.
- iii. Schooling of Girls:
 - Inequalities and resistances (issues of access, retention and exclusion).

UNIT 3: GENDER ISSUES IN CURRICULUM

- i. Gender, culture and institution: Intersection of class, caste, religion and region.
- ii. Construction of gender in curriculum framework since Independence: An analysis
- iii. Gender and the hidden curriculum
- iv. Gender in text and context (textbooks' inter-sectionalist with other disciplines, classroom processes, including pedagogy)
- v. Teacher as an agent of change.
- vi. Life skills and sexuality.

UNIT 4: GENDER, SEXUALITY, SEXUAL HARASSMENT AND ABUSE

- i. Linkages and differences between reproductive rights and sexual rights
- ii. Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)
- iii. Sites of conflict: Social and emotional.
- iv. Reasons of sexual harassment in family, neighbourhood and other formal and informal institutions.
- v. Agencies perpetuating violence: Family, school, work place and media (print and electronic)
- vi. Institutions redressing sexual harassment and abuse.

References-

1. Menon, N. (2012). *Seeing like a feminist*. India: Penguin.
2. Nirantar. (2010). *Textbook regimes: A feminist critique of nation and identity*. New

A8- Inclusive Education

Objectives

The students will be able to:

1. Understand the global and national commitments towards the education of children with diverse needs.
2. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
3. Analyze special education, integrated education, mainstream and inclusive education practices,
4. Identify and utilize existing resources for promoting inclusive practice.
5. Identifying and utilizing existing support services for promoting inclusive practice,

Unit I- Introduction to Inclusive Education

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

Unit II -Teacher Preparation for Inclusive Education

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

Unit III- Children with Diverse Needs and Utilization of Resources

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

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

- i. Meaning of socially disadvantaged children,
- ii. Socially disadvantaged section in India-the scheduled castes, scheduled tribes,

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

Reference

1. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
2. Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002*.
3. Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*,Gurgaon, Old Subjimandi, Academic Press.
4. Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
5. Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N.C. E R T Publication.
6. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E.Mysore Chudhary, B. (1992):*Tribal Transformation in India*. Vol.-V, New Delhi.
7. Jain, S.C. (2005): *Education and socio-economic development*. Concept publishing house, New Delhi.
8. Kagan T.S. (2000) *Woeworldwide Diversity and Human Rights*. Orient Longman Pvt Ltd, New Delhi.
9. Ogbu, J.U. (1978): *Minorities, education and caste*. Academic Press, New York.
10. Reissman, F. (1962): *The Culturally deprived child*. Harper and Raw Publishers, New Delhi.
11. Sadavinich, A.R. (2007): *Sociology of Education*. Routledge, New York.
12. Government of India (1986). *National Policy on Education*, Department of Education, New Delhi.
13. Government of India (1992). *Programme of Action*, MHRD, Department of Education, New Delhi.
14. NCERT (2005). *National Curriculum Framework*, New Delhi.
15. NCERT (2006). *National Focus Group Report on Education of SCs and Sts*, New Delhi.

A 9 Educational Guidance and Counseling

Objectives:

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

1. Understand the meaning, nature and scope of guidance and group guidance.
2. Analyze the relationship between guidance and counseling
3. Recognize the different areas of counseling, Understand the various stages involved in the process of counseling, appreciate the importance of counseling relationship.
4. Understand the resources required and their optimum use in managing a school guidance programme.

Unit I: Understanding Educational and Career Guidance

- i. Meaning , Need of Guidance
- ii. Objectives of Career Guidance: self-understanding, self-discover, self-reliance, self-

direction, self-actualization.

- iii. Scope of Career Guidance programme, process and factors affecting career development.
- iv. Career development needs of the students

Unit II: Essential Services in Educational Guidance Programme

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

Unit III: Understanding Counseling

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

Unit IV: Types and Guidance and Counseling

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

References :

1. Bhatnagar, Asha and Gupta, Nirmala (Eds)(1999), Guidance and Counselling, Vol.
2. A Theoretical Perspective, New Delhi: Vikas.
3. Bhatnagar, Asha and Gupta, Nirmala (Eds)(1999), Guidance and Counselling, Vol.
4. A Practical Approach, New Delhi: Vikas.
5. Cormier, L. & Hackney, H. (1987). The Professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall.
6. Bhangale S.D. Guidance and Counselling, Prashant Publication, Jalgaon.
7. Corey G. (1986), Theory and Practice of Counselling and Psychotherapy, 3rd E.

B5 - Teaching Methodologies

Objectives

1. To learn appropriate methods and techniques for teaching languages, social science, science and Mathematics.
2. To develop competency in teaching language, social science, science and Mathematics.
3. To acquire skills for developing instructional material for languages, social science science and Mathematics.
4. Demonstrate skills in planning, execution & evolution of languages, social science, science and Mathematics

5. Demonstrate skills in linking with languages, social science, science and Mathematics for holistic development.

Unit 1. Language Teaching

- i. Nature , aspects and objectives of language teaching
- ii. Methods and techniques of teaching Language- Structural, communicative, language experience, phonetics, multi sensory, translation, Direct, Grammar.
- iii. Activities of language teaching- language games, drill, competition, library, music, and role play

Unit 2. Teaching of Social Sciences

- i. 1 Concept, definitions, nature and scope of social sciences.
- ii. General objectives of teaching social sciences
- iii. Methods and Techniques of teaching social sciences- Lecture method, storytelling, source method, discussion, Dramatization
- iv. Need and Nature of modifications in content, material, curriculum and evaluation procedures for teaching social sciences as to students with special needs.

Unit 3 Teaching of Science

- i. 1 Concept, definitions and nature of science
- ii. 2 Scope and importance of science
- iii. 3 Objectives of teaching science
- iv. 4 Place of science in school curriculum
- v. 5 Organization of Facilities and Equipments of Science Teaching

Unit 4 Teaching of Mathematics

- i. Concept, definitions and nature of science & V Mathematics
- ii. Scope and importance of science & Mathematics
- iii. Objectives of teaching science & Mathematics
- iv. Place of science in school curriculum Mathematics
- v. Organization of Facilities and Equipments of Science Teaching & Mathematics

Reference Books

- 1) Bender R.,The conquest of deafness . Cleveland,OH Western Reserve University,1985.
- 2) Davis ,J.,(ED.) Our forgotten children Hard-of hearing pupils in the schools.Minneapolis National Support System Project 1977.
- 3) Davis ,H silverman , S.R., Hearing and deafness ,New York Holt,Rinehart & Winston ,1970.
- 4) Frisna, R.,(Ed.) A bicentennial monograph on hearing impairment Trends in the USA.The Volta Review ,1976(4).
- 5) Hart , B.O. Teaching reading to the deaf ,Washington, DC the Alexander Graham Bell Association for the Deaf.Inc.,1963.
- 6) Ling , D., Speech and the hearing-impaired child Theory and Practice.Washington, DC The Alexander Graham Bell Association for the Deaf. Inc.,1976.
- 7) Streng ,A.,Syntax ,Speech and hearing .New York Grunne and Stratton,1972.
- 8) Furth, H.G.,Thinking without language .Now York Free Press 1966 .
- 9) Brown R.A., a first language the early stages Cambridge M A. Harvard university press 1978.
- 10) Dale P. Language Development New York Holt Rinehart and Winston .
- 11) Templin M., Certain language skills in children . milleapolis university of minnesote press 1957.
- 12) Trantham C.,& Pederson , 3, Normal Language Development , Baltimore Williums and Wilkins co 1976

- 13) Byrne M. Shervenian C. Introduction to Communicative Disorders, New York Harper And rwo 1977
- 14) Emerick I , Hatten 3, Diagnosis and Evaluation in Speech Pathology, Englewood Cliffs, NJ Prentice Hall 1985
- 15) Travis E. (Ed) Handbook of Speech Pathology , Englewood Cliffs, NJ Prentice Hall 1971
- 16) Winib H, From Syllable to Conversation, Baltimore University Press 1975
- 17) Strak 3 , Reading Failure A Language Based Problem, Asha 1975
- 18) O'rourke, T: A Basic course in Mannual communication, Siller Spring MD , National Association for Deaf 1970
- 19) Sanders D.A. Aural Rehabilitation, Engrlwood Cliffs,NJ Prentice Hall 1971
- 20) Bhangale Shailaja, Ashaysahit Adhyapan paddhati: Itihas, Vankatesh Prakashan, Jalgaon.(1998)
- 21) Bhangale Shailaja, Hindi Ashayyukta Adhyapan paddhati, Vankatesh Prakashan, Jalgaon.(2009)
- 22) Chaudhari P.S., Bhukan S.T., Ashaysahit Adhyapan paddhati: Marathi, Vankatesh Prakashan, Jalgaon.(1998)
- 23) Rane Ashok, Ashaysahit Adhyapan paddhati:Bhugol, Vankatesh Prakashan, Jalgaon.(1998)
- 24) Mahajan K.M., Ashaysahit Adhyapan paddhati: Ganit, Vankatesh Prakashan, Jalgaon.(1998)
- 25) Chaudhari Prabhakar, Teaching of English, Vankatesh Prakashan, Jalgaon.(1998)

EPC-8 Critical Understanding of ICT-

Objectives:

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

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

Unit no 1- Introduction to ICT

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

Unit no-2- ICT as a tool

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

Unit no -3 Use of ICT in teaching.

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

Unit no -4 Use of ICT in Learning.

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

Reference Books

1. Shaikshanic Tantravidyan, H.N. jagtap
2. Bhukan S.T. ,Chaudhari Kanchan, Mahiti sampreshan Tanhtravidnyan ani sanshodhan, Vyankatesha Prakashan, Jalgaon.

3. M.S.C.I.T., MKCL, pune
4. Mahiti sampreshan Tanhtravidnyan, Dr. S.V. Shevatekar,
5. Shaikshanic Tantravidyan, Suman Oke.
6. Shaikshanic Tantravidyan, Prashant Patil,
7. Educational Techanology, Usha Rao.

EPC 9: Understanding the Self

Objectives:

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

1. To develop understanding of student-teachers about themselves.
2. To realize the development of the inner self and the professional identity of a teacher.
3. To enable student-teachers to develop a holistic and integrated understanding of the human self and personality.

Unit no- 1. Inner Self

- i. Concept and nature of Development of the inner self.
- ii. Use of effective communication skills in the process of understanding the self.
- iii. Professional identity of a teacher.

Unit no -2.Development of Self & Personality

- i. Development of holistic and integrated self and personality.
- ii. Factors affecting the self- political, historical, and social forces.
- iii. Ways for self development- Yoga,Movies,Poetry, Humor and aesthetic representations.

Unit no- 3. Activities

- i. School Activities for understanding the self.
- ii. Peer activities for understanding the self.
- iii. Activities in families for understanding the self.

Unit no -4. Self Analysis

- i. SWOC analysis for self understanding.
- ii. Know thyself.
- iii. The effect of beliefs and prejudices on understanding the self.

References:

1. Hall, C., & Hall, E. (2003). *Human relations in education*. Routledge.
2. Pantajali- Yogashastra
3. Kharat, Pragat Shaishanic Manasshastra.

EPC -10 Education for Peace

Objectives-

To enable the student teacher..

1. To understand the difference between peace and peace education.
2. To develop the harmony in social relationship across individuals and groups.
3. To promote peace-building capabilities among students.
4. To understand the importance of peace education in National and International human welfare.

UNIT 1: UNDERSTANDING PEACE AS A DYNAMIC SOCIAL REALITY

- i. Concept and nature of peace education.
- ii. Need and importance of peace education.
- iii. Approaches to peace education.
- iv. Challenges for peace education.

UNIT 2: Development of peace education.

- i. Understanding conflicts,
- ii. Underlying personal-social processes and mediation,
- iii. Transformation of conflict

UNIT 3: EMPOWERMENT OF SELF THROUGH CRITICAL SELF REFLECTION

- i. Understanding adequate self.
- ii. Distraction in peace education-Negative experiences generate stress, anger aggression.
- iii. Approaches for peace education-Yoga, meditation, stress management, positive physical health and attitudes

UNIT 4: Orienting Education for Peace Building

- i. Healthy discipline practices in and outside classroom
- ii. Symbols, activities and other structures in the school.
- iii. Experiences of different cultural identities, issues, challenges, conflicts in the neighbourhood, or country and global

Note: Prepare and present a term paper on various philosophies of peace, Mahatma Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Acharya Vinoba Bhave, Rabindranath Tagore, Gijubhai Badheka, The Dalai Lama, Sadhu Waswani, St. Mother Teresa in 2000 words.

References-

1. Peace education. NCERT, New Delhi.
2. Shaikshanic Tatwadnyan ani Shaikshanic samajshastra, M.B. Kundale.
3. National Curriculum framework 2005, NCERT, New Delhi.
4. Hannover B 1998, The development of self concept and interest.
5. Autobiography of Sadhu Waswani,
6. Autobiography of St. Mother Teresa
7. Marphy M.1999, The Physical and Psychological effects of Meditation.

Job Opportunities After completing (B. Ed .) course

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

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

-----*****-----