

B.Ed.

Prospectus No.2012161

संत गाडगे बाबा अमरावती विद्यापीठ

SANT GADGE BABA AMRAVATI UNIVERSITY

शिक्षण विद्याशाखा

(Faculty of Education)

अभ्यासक्रमिका

शिक्षण स्नातक परीक्षा, २०१२

PROSPECTUS

OF

The Examination for the Degree of

Bachelor of Education, 2012



2011

(Visit us at www.sgbau.ac.in)

Price Rs. 10/-

PUBLISHED BY
Dineshkumar Joshi
Registrar
Sant Gadge Baba
Amravati University,
Amravati 444 - 602

© "या अभ्यासक्रमिकेतील (Prospectus) कोणताही भाग संत गाडगे बाबा अमरावती विद्यापीठाच्या पूर्वानुमती शिवाय कोणासही पुनर्मुद्रित किंवा प्रकाशित करता येणार नाही ."

© "No part of this prospectus can be reprinted or published without specific permission of Sant Gadge Baba Amravati University. "

SANT GADGE BABA AMRAVATI UNIVERSITY
SPECIAL NOTE FOR INFORMATION OF THE STUDENTS

(1) Notwithstanding anything to the contrary, it is notified for general information and guidance of all concerned that a person, who has passed the qualifying examination and is eligible for admission only to the corresponding next higher examination as an ex-student or an external candidate, shall be examined in accordance with the syllabus of such next higher examination in force at the time of such examination in such subjects, papers or combination of papers in which students from University Departments or Colleges are to be examined by the University.

(2) Be it known to all the students desirous to take examination/s for which this prospectus has been prescribed should, if found necessary for any other information regarding examinations etc. refer the University Ordinance Booklet the various conditions/provisions pertaining to examinations as prescribed in the following Ordinances-

| | |
|-----------------------|---|
| Ordinance No.1 | : Enrolment of Students. |
| Ordinance No.2 | : Admission of Students. |
| Ordinance No. 4 | : National Cadet Corps. |
| Ordinance No. 6 | : Examination in General (relevant extracts) |
| Ordinance No. 18/2001 | : An Ordinance to provide grace marks for passing in a Head of passing and Improvement of Division (Higher Class) and getting Distinction in the subject and condonation of defficiency of marks in a subject in all the faculties prescribed by the Statute NO.18, Ordinance 2001. |
| Ordinance No.9 | : Conduct of Examinations (relevant extracts) |
| Ordinance No.10 | : Providing for Exemptions and Compartments. |
| Ordinance No.19 | : Admission of Candidates to Degrees. |
| Ordinance No.109 | : Recording of a change of name of a University Student in the records of the University. |

Ordinance No.6 of 2008 : For improvement of Division/Grade.

Ordinance No.19/2001 : An Ordinance for Central Assessment Programme, Scheme of Evaluation and Moderation of answerbooks and preparation of results of the examinations, conducted by the University, Ordinance 2001.

Registrar
Sant Gadge Baba Amravati University

PATTERN OF QUESTION PAPER ON THE UNIT SYSTEM.

The Pattern of question paper as per unit system will be broadly based on the following pattern.

1. Syllabi have been divided into different numbers of units for Paper I to VII.
2. Question either long answer type or short answer type comprising of both types will be set on all the units contained in Paper I to VII.
3. In all five questions will be set. There be no overall choice. Provided, internal choice will be given within the unit itself.

**SANT GADGE BABA AMRAVATI UNIVERSITY
FACULTY OF EDUCATION**

Ordinance No.152

Examination Leading to the Degree of शिक्षण स्नातक

(Bachelor of Education)

1. The Examination leading to the Degree of शिक्षण स्नातक (Bachelor of Education) shall be held annually at such places and on such dates as may be appointed by the Academic Council.
Provided that the examination shall also be held in October-November of every academic year only for the theory part of the examination, subject to there being a minimum of ten candidates for admission to the examination.
2. Subject to his compliance with the provisions of this Ordinance and of other Ordinance in force from time to time, An applicant for admission to the Examination shall have-
 - (i) been admitted to the स्नातक (Bachelor's) Degree of the University or a Degree of any other Statutory University recognised as equivalent thereto; and
 - (ii) Prosecuted, in an affiliated College, a regular course of study for a period of not less than one academic year.
3. Without prejudice to the other provision of Ordinance No.6 relating to the Examinations in General, the provisions of Paragraphs 5,8,10 and 32 of the said Ordinance shall apply to every collegiate Candidate.
4. The fee for the examination shall be as prescribed by Ordinance No.12.
5. The scheme of Examination shall be governed by Regulation.
6.
 - (i) The scope of the subjects shall be as indicated in the syllabi.
 - (ii) The medium of instruction for all the examinations in the Faculty of Education shall be marathi, Hindi or English and question paper shall be set in Marathi,Hindi or English. Translations of the papers shall be provided in the other two languages also other than in which the paper is set.
7. Successful examinees shall be classified according to the Cumulative Grade Point Average as shown in the Regulation.
8.
 - (i) Subject to his compliance with the provisions of this Ordinance and of other Ordinances in force from time to time,

a teacher candidate offering an additional subject in 'Special Methods' Paper at the examination shall work under the guidance of a recognised teacher as indicated in the Regulation.

Explanation: A recognised teacher, is one who fulfils the conditions laid down for a teacher in B.Ed.College for that Purposes.

- (ii) The examination fee in the additional subject shall be half of the fee for the whole examination.

Provided that, a teacher candidate, if he so desires, may attend regular course of theory assignment and practical work in the subject along with the observation of lessons under the guidance of recognised teacher on the staff of a B.Ed.College of the District in which he serves, for a period of six weeks. In such cases also the conditions of assignments, observation lessons and practice teaching lessons shall be the same as prescribed in the preceding paragraph; Provided further, that on his passing the examination in an additional subject as prescribed a Certificate of having passed the B.Ed. examination in an additional subject shall be granted to him.

9. The Principal shall not forward the application form for admission to the Examination of a candidate under training who fails in the sessional work such a candidate shall complete the sessional work in a subsequent year.
10. An examinee failing in the examination but securing in any paper/practical part not less than the minimum Prescribed percentage of aggregate marks for passing in that paper/practical part shall be exempted at his option from appearing in that paper/Practical/Part at subsequent examination.
11.
 - (i) An examinee failing in an examination can seek readmission to the examination on payment of the prescribed fees.
 - (ii) On being successful he shall be awarded Division as per the Regulation taking into account the marks obtained by him and the marks for the exempted paper/practical/part.
12. Provisions of Ordinance No.7-A relating to the Condonation of Deficiency of Marks for Passing an Examination shall apply to the examination under this Ordinance.

13. (i) As soon as possible after the examination but not later than 30th June next following, in case of annual examination, the Executive Council shall publish a list of successful examinees arranged in three Divisions. The names of examinees passing the examination as a whole in the minimum prescribed period and obtaining the prescribed number of places in the First or Second Division shall be arranged in Order of Merit as provided in the Examination in General Ordinance No.6.
- (ii) The Executive Council shall also, as soon as possible after the examination, publish the result of examination held in October-November.
14. Except for duration of the session, all provisions of this Ordinance shall apply to a candidate taking a short term course as they apply to a candidate taking the examination under regular course.
15. Notwithstanding anything to the contrary in this Ordinance, no person shall be admitted to this examination, if he has already passed this examination or an equivalent examination, of any other Statutory University.
16. An examinee successful at the examination shall on payment of the prescribed fees, receive a Degree in the Prescribed form, Signed by the Vice-Chancellor.

DIRECTION

No. : 6/2010

Date:5/5/2010

Subject : Examination leading to the Degree of शिक्षण स्नातक (Bachelor of Education)

Whereas, Regulation No. 1 of 1987 in respect of Examination leading to the Degree of शिक्षण स्नातक (Bachelor of Education) Regulation, 1986 is in existence in the University,

AND

Whereas, the Academic Council in its meeting held on 20.2.2010 vide item No. 16(7A)R-1(iii) has accepted to make amendments in Appendix-A regarding Scheme of Examination for the Degree of शिक्षण स्नातक (Bachelor of Education); which is appended to Regulation No. 1 of 1987,

AND

Whereas, amendments are to be made in the Regulation No. 1 of 1987,

AND

Whereas, the Academic Council in its meeting held on 20.2.2010 vide item No. 16(7A)R-1(iii) has resolved to refer the matter to Ordinance Committee for amending the respective Regulation,

AND

Whereas, the matter regarding making of amendments in existing Regulation is likely to take some time,

AND

Whereas, amendments to be made in the existing Regulation are to be implemented from the Academic Session 2010-2011 and the syllabus of Degree of शिक्षण स्नातक (Bachelor of Education) has to be made available for the Academic Session 2010-2011,

Now, therefore, I, Prof. Dr. Kamal Singh, Vice-Chancellor of Sant Gadge Baba Amravati University, Amravati in exercise of powers conferred upon me under sub section (8) of Section 14 of the Maharashtra Universities Act, 1994, do hereby direct as under :-

1. This Direction may be called, "Examination leading to the Degree of शिक्षण स्नातक (Bachelor of Education) Direction, 2010".
2. This Direction shall come into force from the date of its issuance.
3. In Appendix-A, appended with the Regulation in respect of Examination leading to the Degree of शिक्षण स्नातक (Bachelor of Education) i.e. Regulation No. 1 of 1987,
 - (i) The marks allotted "50" for Community Work under the heading "Field-based Experiences total marks=300" shall be the "30".
 - (ii) Below the sentence "Ten marks to each term examination.- 20" which is appearing under the title "Terminal Examinations (Two):", the portion "Practical ICT supported learning - 20 (As per list given in theory paper IV)" be added.

Amravati.

Date : 01/5/2010

Sd/-

(Kamal Singh)
Vice-Chancellor

* Regulation No.1 of 1987

**Examination leading to the Degree of शिक्षण स्नातक
(Bachelor of Education)**

Whereas it is expedient to make a Regulation in respect of Examination leading to the Degree of (शिक्षण स्नातक) (Bachelor of Education) for the purposes hereinafter, appearing the Executive Council is hereby pleased to make the following Regulation.

1. This Regulation may be called Examination leading to the Degree of (शिक्षण स्नातक) (Bachelor of Education) Regulation 1986.
2. This Regulation shall come into force w.e.f. Academic Session 1991.
3. The Scheme of Examination leading to the Degree of (शिक्षण स्नातक) (Bachelor of Education) regular course shall be as provided under Appendix-A appended with this Regulation.

Appendix-A

**Scheme of Examination for the Degree of शिक्षण स्नातक
(Bachelor of Education)**

| PART-I | | |
|--|-----|---------------|
| A] Theory Papers [Core subjects] | | |
| Papers | No. | Marks |
| Core Papers | | |
| Paper I : Teacher in Emerging Indian Society. | | |
| Paper II : Educational Psychology | | |
| Paper III : Development of Educational System in India. | 4 | 100 x 4 = 400 |
| Paper IV : Essentials of Educational Technology and Management | | |
| B] Optional Papers | | |
| Paper V & VI : | | |
| Any two school subjects to be studied as method papers. These will be based on the two main subjects or the main and one of the ancillary subjects offered in postgraduation which should be the same as in graduation except in the case of those who have offered the fundamental subjects like Philosophy, Sociology, Psychology or | 2 | 100 x 2 = 200 |

* Amended vide Regulation No.15 of 1990, 5 of 1998, 51 of 1998, 14 of 2004, 6 of 2005 and 11 of 2009..

| | | |
|---|---|---------------|
| M.A. Education. [School Teaching Subjects] | | |
| C] Special Paper (Any One) | 1 | 100 x 1 = 100 |
| 1. Elementary Education. 2. Population Education. 3. Environmental Education. 4. Alternative Education. 5. Educational Administration and Management. 6. Physical Education. 7. Educational and mental measurement. 8. Career information in career guidance. 9. Value Education. 10. Computer Education and Information Technology. | | |
| | | 700 |
| PART-II | | |
| Annual Lesson Examination | | |
| a) Annual lesson examination of the two methodology subjects offered by the candidate in paper to be conducted by University by appointing the panels of examiners. | 2 | 40 x 2 = 80 |
| b) Viva-voce of Practical work | | 10 x 2 = 20 |
| | | 100 |
| PART-III | | |
| Field- based Experience including Practice Teaching. | | 300 |
| PART-IV | | |
| Co-curricular Activities including physical & health education and work experience (to be internally evaluated) | | 100 |
| Total | | 1200 |

Duration : One Academic Year.

Minimum Passing Marks for each Paper/Subject of B.Ed.

In order to pass the B.Ed, examination, an examinee shall pass separately in all the four parts as per conditions given below-

1. He shall obtain not less than 33% marks in each of the seven written papers & not less than 40% of the aggregate marks in Part I. Theory examination as a whole.

- 2 He shall obtain not less than 50% marks separately in part II, III and IV.
3. Successful examinees obtaining 60% or more marks in the aggregate in all four parts, Theory, Field based experiences, Annual lesson exam. & Co-curricular activities taken together shall be placed in first division; those obtaining less than 60% but not less than 50% in second division & all other successful examinees obtaining less than 50% but not less than 40% in the third division.

PART III: FIELD - BASED EXPERIENCES

I. PRACTICE TEACHING:

- a. Practice teaching will be organized on two or three days per week through a cycle of "Practice - Feedback - Practice" or as per the need of the college and availability of the practice teaching schools; leading to near mastery of various teaching skills.
- b. Observation by peers.
- c. Community work with special focus on educating dropouts, non-starters and adult illiterates @ 3 to 5 individuals to be educated by each B.Ed. trainee.

II. INTERNSHIP:

During internship period, the student will have to complete 10 lessons of two methods (5 lessons of each method) under the supervision of the college.

Apart from teaching practice experience in school, the trainee-teacher should function as a regular teacher in a school (i.e. taking attendance, participating in staff meetings, preparing "written work" e.g. notices, examination papers, letters to parents, maintenance of school records etc. Preparation of Unit plans-2 (One for each subject), Unit test-2 (One for each subject).

Field-based Experiences total marks = 300

Classroom Teaching: 130

- a) 10 lessons of each method carrying
5 marks for each lesson, (20 lessons x 5 marks = 100 Marks)
- b) 5 micro-teaching lessons (5 skills) of each method carrying
3 marks for each lesson
(10 micro-teaching lessons x 3 marks =30 Marks)

Internship: 70

Observation: 30

- i) During practice teaching, the student will have to observe 10 lessons of each method carrying 1 mark for each lesson for observation (20 lessons x 1mark = 20 Marks).

- ii) Observation of 10 micro-teaching lessons.
(5 lessons of each method; 10 micro teaching lessons x 1mark = 10 Marks).

Community Work: 50

The community work will be based on the following activities.

- a) Social Work,
- b) Socio-economic survey,
- c) Cultural activity,
- d) Awareness about health education,
- e) Arranging lectures of eminent persons.
- f) Hygiene awareness.
- g) Adult education.

These programmes will be related to elective papers.

Terminal Examinations (Two) :

Ten marks to each term examination. 20

**Part IV: Co-curricular Activities including
Physical & Health Education and Work Experience
(to be Internally Evaluated)**

Internal Assessment Total Marks = 100:

The following scheme of internal assessment is suggested: Each theory paper will consist of two internal assignments of which one may be short (theory-oriented) and the other more detailed and application - oriented. These would take care of theoretical aspects of the papers as well as the application of the knowledge in real work situation.

- | | |
|--|-------------|
| 1] Assignments (Two) | 20 |
| i) Weekly written work based on 7 theory papers. - | (10 Marks) |
| ii) Application based 7 assignments during internship on 7 theory papers. | (10 Marks) |
| 2] Scholar's achievement record or case study record. | 05 |
| 3] School study record (Record prepared during internship). | 05 |
| 4] Audio- Visual record. (Report of the Audio- Visual aids used during practice teaching programme). | 05 |
| 5] SUPW/ Work experience: | 05 |
| The activity of work -experience /SUP W will be related to school level syllabus prescribed by secondary school board. (Only one activity). Marks will be allotted after submission of record of the activity. | |

- | | |
|--|-------------|
| 6] Co-curricular activities: | 40 |
| In co-curricular activities following activities should be performed. | |
| a) Literary Activities: | (15 Marks) |
| Debate, Celebration of days, symposia, Essay competitions, quiz contest, elocution etc. | |
| b) Cultural activities: | (15 Marks) |
| Dance, Drama, stage demonstration, songs, group songs, vocal instrumental etc. | |
| c) Games and Sport: | (10 Marks) |
| Sports, field events etc. | |
| a. Academic Activities. | |
| b. Cultural activities. | |
| c. Intellectual activities. | |
| d. Personality development programmes. | |
| e. Games. | |
| 7] Psychological experiments: | 20 |
| Any 04 Psychological experiments (as per list given in theory paper-II) , each experiment carry 5 marks. | |

Scheme for Additional B.Ed. in Method Papers for the Teacher Candidate is as follows :

A teacher candidate offering an additional subject in special methods paper at the examination shall work under the guidance of a recognised teacher as indicated below:

- (A) Theory Part: A Teacher Candidate shall complete four assignments in that subject under the guidance of a recognised teacher of a college of Education. These assignments shall be approved by the Principal of a college of education of the district in which he serves and which is affiliated to the university.
- (B) He shall observe under the guidance of his teacher not less than 15 lessons in that subject conducted by a trained teacher in a recognised secondary school.
- (C) Practice teaching part: The teacher candidate shall take 10 lessons in recognised secondary school & 5 Micro lessons in that subject and shall submit these lesson plans to the Principal for his approval.
- (D) Internal Assignment in that subject : The internal assessment of the teacher candidate shall be submitted to the Registrar by his Guide as per rules relating to the Examination.
- (E) The Principal shall certify (About the fulfilment of the above conditions by the teacher candidate) that conditions mentioned in (A) to (D) have been compiled with by the teacher candidate.

The Scheme of marks obtainable for sessional work during the course of the training to be assessed by the Principal for a teacher candidate offering an additional subject in special methods shall be as follows:

- | | |
|--------------------------------|-----------|
| (I) Theory | 100 Marks |
| (II) Annual Lesson Examination | 50 Marks |

| | | |
|--------------------|---|------------------|
| (III) | Internal Assessment | 130 Marks |
| | A) Practice Teaching Lessons | |
| | I) Micro Teaching (5 Skills) - 3 Marks Each. | (15 Marks) |
| | II) Global Lesson - 10 5 Marks Each. | (50 Marks) |
| | B) Observations - | |
| | I) Micro Teaching Lessons (5) | (05 Marks) |
| | II) Global Lessons - (10) 2 Marks Each Lesson. | (20 Marks) |
| | C) Assignments - (4) | (20 Marks) |
| | 2 Based on Theory & 2 Based on Application (5 Marks Each) | |
| | D) Term Examinations - 2 | (20 Marks) |
| | (10 Marks Each) | |
| Total Marks | | 280 Marks |

For Passing the Examination the candidate shall have obtained not less than 40% in Theory & Not less than 50% in Annual Lesson Examination and Internal Assessment, Separately.

SYLLABUS

Prescribed for

The Examination for the Degree of Bachelor of Education (B.Ed.)

B.Ed. Course: First Professional Course in Education.

Since there are different categories of teachers teaching in schools or intermediate college, it is recommended that teachers, teaching classes upto 12th class, whether in a school or in a intermediate college should essentially obtain a B.Ed. degree before they can be appointed as panel teachers.

B.ED. COURSES

PAPER - I: TEACHER IN EMERGING INDIAN SOCIETY

COURSE OBJECTIVES:

1. To enable the students - teacher understand.
2. about the relationship between Philosophy and Education and implications of philosophy on education.
3. the importance and role of education in the progress of Indian society.
4. the contribution of great educators to the field of education.
5. the need to study education in a sociological perspective. The process of social change and socialisation to promote the development of a sense of commitment to the teaching profession and social welfare.
6. their role in the creation of a new social order in the country and learn about various social welfare opportunities in which they can participate helpfully.
7. the means and measures towards the promotion of National integration and protection of human rights.

COURSE CONTENTS:

It consists of five units, each unit attempting to realise objectives.

UNIT I:-

- a) Education: Meaning ,nature and scope, objectives of education in relation to time and space and its relation with philosophy.
- b) Major philosophical systems and thinkers- their impact on education
 - 1) Idealism - Plato & Socrates
 - 2) Naturalism - Rousseau & Rabinra Nath Tagore
 - 3) Realism - Aristotle
 - 4) Pragmatism - Dewey
- c) Indian school of philosophy- 1)Vedic2) Buddhism,3) Islam 4) Jainism

with special reference to the concept of knowledge, reality and values and their educational implication.

UNIT-II:

Educational thinkers and their contribution in developing principles of education.

1. Frobel: the play way method
2. Montessori: the didactic apparatus
3. Pestalozzi
4. M.K. Gandhi: basic tenets of basic education
5. Dr. Panjabrao Deshmukh
6. Mahatma Jyotiba Phule
7. Rajarshi Chhatrapati Shahu Maharaj
8. Swami Vivekananda: Man making education
9. Shri Aurobindo: Integral education, its basic premises; stage of development.

UNIT-III:

- a) Meaning of sociology and educational sociology
- b) Meaning and nature of educational sociology and sociology of education.
- c) Education and democracy.
- d) Indian constitution and its directive principles related to education.
- e) Education and secularism.
- f) Economic planning and meaning of five year plans related to education.

UNIT-IV:

- A] Sociological basis of education- Relationship between individual to individual and individual to society in terms of norms given by the existing social order.
- a) Education as liberal and utilitarian.
 - b) Education as a tool of economic development
 - c) Education as an agent of social change
 - d) Education and Human Resource Development (concept of HRD, Education and objectives of HRD)
 - e) Education as a means of national welfare through immediate welfare of the society.
- B] Education and National Integration.
- a) Concept, need and importance of National Integration.
 - b) Education for National Integration.
 - c) Role of teacher and educational institution in achieving National Integration through democratic interaction.
 - d) Contribution of culture heritage and different religions (Hinduism, Buddhism, Sikhism, Islam, Christianity and Jainism) to enhance National Integration.
 - e) Philosophy of celebration of Indian festivals.

UNIT-V:

Meaning of new social order.

- a) Programmes for removal of illiteracy.
- b) Objectives of NAEP.
- c) Education for deprived classes castes, tribes, disabled Gender, Minorities.
- d) achieving learning society-distance education.
- e) Green and clean society and poverty less society through planning the population and available resources.
- f) State's and nations various educational programmes like N.S.S., N.C.C., Scout, Guide.

Books recommended as reference books :-

- 1] The Philosophical and Sociological Foundation of Education - S.P.Chaube & A. Chaube.
- 2] Education in the Emerging Indian Society - H.S.Yadav & S. Yadav.
- 3] Gandhi And Tagore - V.S. Mathur.
- 4] Anand, C.L.et al (1983), The Teacher and Education in Emerging Indian Society, New Delhi: N.C.E.R.T.
- 5] Avinashilingam, T.S. (1988), Educational Philosophy of Swami Vivekanand, Madras : Shri Ram Krishna Math Printing Press.
- 6] Brown, Francis J. (1954), Educational Sociology, New York: Prentice Hall.
- 7] Cook, L.A. & E.E., (1960), A Sociological Approach to Education, 3rd ed., (London: McGraw Hill).
- 8] Gore, M.S., (1982), Education and Modernisation in India, Jaipur: Jaipur Publication.
- 9] Gupta, Giri Raj. (1976), Family and Social Change in Modern India, Delhi: Vikas Publishing House.
- 10] Havighurst, Robert & Neugearten, Bemice L., (1975), Society and Education, Boston: Allyn & Bacon.
- 11] Ivoo, Morrish, (1978), The Sociology of Education: An Introduction, London: George Allen & Unwin.
- 12] Kamat, A.R. (1985), Education and Social Change in India, Bombay: Somaiya Publication.
- 13] Kuppaswamy, (1968), Some aspects of social change in India, Sterling Publication, Delhi.
- 14] Mathur, S.S. (1973), A Sociological Approach to Indian Education, Agra : Vinod Pustak Mandir.
- 15] Mohanty J., (1982), Indian Education in the emerging Society, New Delhi: Sterling.
- 16] Musgrove, E., (1976), The Family, Education and society, London : Routledge Kegan Paul.
- 17] Ottaway (1964), Introduction to Sociology of Education, 2nd rev.ed., London: Routledge & Kegan paul.

- 18] Salmatullah, (1979), Education in the Social Context, New Delhi: N.C.E.R.T.
- 19] Scimeeca, Joseph A., (1980), Education and Society, London: Holt Rimehart and Winston.
- 20] Shukla, Sureshchandra Krishnakumar, (1985), Sociological Prospective in Education: A Reader, Delhi: Chankaya Publication.
- 21] Choudhary U.S., (1986), Issues and Advances in Education, Ajanta Publishing House.
- २२] भारतीय समाजक्रांति की विचारधारा और उसके प्रवर्तक - महात्मा फुले, डॉ.बाबासाहेब आंबेडकर, डॉ. पंजाबराव देशमुख- प्रा.ना.ग.पवार.
- २३] उदयोन्मुख भारतीय समाजातील शिक्षण - प्रा.ना.ग.पवार. (नूतन प्रकाशन, पुणे).
- २४] काही महापुरुष - डॉ.वा.गो.डहाके. (अजय प्रकाशन, अकोट).
- २५] शिक्षण क्षेत्रातील विचारवंत - भारतीय व पाश्चिमात्य - प्रा. ना. ग. पवार.
- २६] भारतीय शिक्षणातील आधुनिक विचारप्रवाह - प्रा.ना.ग.पवार. (नूतन प्रकाशन, पुणे).
- २७] अनौपचारिक आणि निरंतर शिक्षण - प्रा.अनिल सोमवंशी. (बोके प्रकाशन, अमरावती).
- २८] स्त्री शिक्षणाची वाटचाल - प्रा. अनिल सोमवंशी. (बोके प्रकाशन, अमरावती).
- २९] अकोलकर, ग.वि. (१९७३), शैक्षणिक तत्वज्ञानाची रुपरेषा, श्री.विद्या प्रकाशन, पुणे.
- ३०] अकोलकर, ग.वि. (१९७३), शैक्षणिक समाजशास्त्राची रुपरेषा, श्री.विद्या प्रकाशन, पुणे.
- ३१] अकोलकर, ग.वि. (१९७९), गांधीजींचे शिक्षणविषयक विचार, चिरंजीव ग्रंथ प्रकाशन, पुणे.
- ३२] अविनाशलिंगम, टी.एस. (१९८५), ए. शिक्षण- स्वामी विवेकानंद, नागपूर मठ, नागपूर.
- ३३] कामत, अ.रा., भारतीय शिक्षणाची वाटचाल, लोकमाड्मय गृह प्रायव्हेट लिमिटेड, मुंबई.
- ३४] कुंडले म.बा., (१९७३), शैक्षणिक तत्वज्ञान व शैक्षणिक समाजशास्त्र भूमिका, नूतन प्रकाशन, पुणे.
- ३५] बापट, प्र.ग. (१९८७), भारतीय समाजातील शिक्षण व शिक्षक, साहित्य सेवा प्रकाशन, औरंगाबाद.
- ३६] भंडारी, पी.बी. (१९७९), शैक्षणिक समाजशास्त्र, रावीळ पब्लिकेशन, सातारा.
- ३७] 'उदयोन्मुख भारतीय समाजातील शिक्षण' - डॉ. शशी वंजारी व डॉ. वसुधा देव - प्रकाशक - विसा बुक्स, नागपूर.

PAPER II: EDUCATIONAL PSYCHOLOGY

COURSE OBJECTIVES:

To enable trainee teachers to

1. acquire knowledge and understanding of stages of human developmental and development tasks with special reference to adolescents learners.
2. develop understanding of process of children learning in the context of various theories of learning.
3. understand intelligence, motivation and various types of exceptional children.
4. develop skills for effective teaching learning process and use of psychological tests.

UNIT-I:

Nature of psychology and learners:

- a) Psychology and educational psychology: Its meaning, nature. Methods (Introspection, Observation, Experimental, Case- study) and scope; functions of educational psychology.
- b) Nature of growth and development, Stages of human development- childhood and adolescence its characteristics and developmental tasks.
- c) Adolescence in Indian context - characteristics and problems of adolescents; their needs and aspirations.
- d) Guiding and counseling adolescents and its applications for solving the problems of adolescents.

UNIT-II:

Learning and Motivation

- a) Meaning and nature of learning; learning theories-Thorndike, Pavlove,Skinner,Gagne and school of psychology-Behaviouristics, Information processing.
- b) Factors influencing learning and teaching process; learner related; teacher related; process related and content related and learning curves.
- c) Motivation- nature, types; techniques of enhancing learners motivation; Maslow's Humanistic theory.

UNIT-III:

Intelligence

- a) Meaning, Nature and characteristics of intelligence & its development,
- b) Theories of intelligence; two factor theory (Spearman), Multifactor Theory: PMA (Thurston) and SI Model-(Guilford), Piaget's theory, Gardener's multiple intelligence theory.

- c) Measuring intelligence- verbal, non- verbal and performance tests (one representative of group test and individual test of each).
- d) Concept of emotional intelligence and its application in class-room and its measuring.

UNIT-IV:

Exceptional Children and Guidance:

- a) Concept of exceptional children- types – Gifted children, Mentally retired, Learning disabled, Physically handicapped and characteristics of each type including children with learning disabilities.
- b) Concept of Individual differences nature and importance accommodating individual differences in the classroom.
- c) Learner centered techniques for teaching exceptional children.
- d) Meaning of guidance- rational for guidance services, concept of counseling- directed and non directed counseling.
- e) Career guidance services; career information center; career conferences

UNIT-V:

Personality and Mental Health

- a) Concept of personality- definition, meaning and nature, development of personality. Role of teacher in the development of student's personality.
- b) Theories of personality-i) Type theory – Sheldon and Carl Jung, ii) Trait theory- Allport and Cattell.
- c) Mental health- Concept, factors of influencing mental health, importance, need of mental health
- d) Adjustment and defense mechanism.
- e) Concept of Stress, Stress management.

PRACTICUM

1. List of Experiments (Any four, five marks each) 20 Marks

- i) Mental fatigue
- ii) Learning curves
- iii) Personality test- any two
- iv) Division of attention
- v) Measuring intelligence
- vi) Interest Inventory

2. Case study- exceptional child and suggesting how to provide for this particular child education.

Books recommended as reference books :-

- 1] Advanced Educational Psychology - S.K.mangal. Prentice Hall of India Pvt.Ltd., New Delhi -1999.
- 2] Advanced Educational Psychology - S.Dandpani. Anmol Publication Pvt.Ltd., New Delhi - 2000.
- 3] Essentials of Educational Psychology - J.C.Agarwar.

- 4] Advanced Educational Psychology - S.S.Chauhan.
- 5] Modern Psychology in the New Education - S.P.Chaube.
- 6] Educational Psychology and Guidance - R.N. Safaya & B.D.Bhatia.
- 7] Bower, G. M., (1986), The Psychology of Learning and Motivation, Academic Press.
- 8] Crow and Crow, (1963), Educational Psychology, Eurasia, New Delhi.
- 9] Dandekar, W. N., (1970), Fundamentals of Experimental Psychology, 3rd ed.Moghe Prakashan, Kolhapur.
- 10] Dandekar W. N., (1981), Psychological Foundations of Education, Ed.2, MacMilan Company, Delhi.
- 11] Gage, N.L. & Becline, D.C., (1975), Educational Psychology, Rand N.C. Nally College, Chicago.
- 12] Kuppaswamy, Advance Educational Psychology.
- 13] Mathur S.S.(1975), Educational Psychology, Agra: Vinod Pustak Mandir.
- 14] Rastogi, K. G., Educational Psychology, C.I.E. Delhi University, Meerut : Rastogi Publication.
- 15] Travers, John F., (1970), Fundamentals of Educational Psychology, Pennsylvania, International Text-book Co.
- १६] उच्चतर शिक्षण मनोविज्ञान - डॉ.रामनाथ शर्मा. डॉ.रचना शर्मा हटबांटीक पब्लिशर्स आणि डिस्ट्रीब्युटर्स, बी-२, विशाल एनक्लेव, नई दिल्ली - ११००२७.
- १७] आफळे, रा.रा., बापट, भा.वं., (१९७३), शिक्षणाचे मानसशास्त्रीय अधिष्ठान, श्री.विद्या प्रकाशन , पुणे.
- १८] कुलकर्णी, के.व्ही. (१९७७), शैक्षणिक मानसशास्त्र, श्री.विद्या प्रकाशन, पुणे.
- १९] खरात, आ.पां., (१९७४), प्रगत शैक्षणिक मानसशास्त्र, श्री.विद्या प्रकाशन, पुणे.
- २०] गोगटे, श्री.ब., शैक्षणिक मानसशास्त्र, श्री.विद्या प्रकाशन , पुणे.
- २१] जगताप, ह.ना., शैक्षणिक मानसशास्त्र, श्री.विद्या प्रकाशन , पुणे.
- २२] दांडेकर, वा.ना., (१९७०), प्रायोगिक व शैक्षणिक मानसशास्त्र, मोघे प्रकाशन, कोल्हापूर.
- २३] पारसनीस, न.रा. (१९८७), प्रगत शैक्षणिक मानसशास्त्र, नूतन प्रकाशन, पुणे.
- २४] पंडित, र.वि., (१९६७), सामाजिक मानसशास्त्र प्रवेश, विद्या प्रकाशन, नागपूर.
- २५] बनारसे, एस.जे.(१९७०), प्रायोगिक मानसशास्त्र, व्हीनस प्रकाशन, पुणे.
- २६] हरोरीकर, लक्ष्मण बळवंत, (१९६८), शिक्षणाचे मानसशास्त्र, ओरिएन्ट लॉगमन्स, मुंबई.

PAPER III : DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA**COURSE OBJECTIVES :**

To enable student teacher to

1. understand that development of education is influenced by socio-political forces of the time;
2. Acquire knowledge of characteristics features of ancient, medieval and British system of education in India and of their strengths and limitations;
3. Understand the contribution of various major committees and commissions on education set up from time to time;
4. Appreciate the developments in Indian education the post-independence era.

COURSE CONTENTS :**UNIT-I:**

Education in India during

- i) ancient period-
 - a) Vedic,
 - b) Buddhist
- ii) Medieval periods -Muslim period with reference to following points:
 - a) concept of education, aims and ideals,
 - b) curriculum
 - c) methods of teaching
 - d) examination
 - e) teacher pupil relationship
 - f) women education
 - g) educational centers

UNIT-II:

1. Pre-independence era
 - a) Macaulay's minutes and Bentinck's resolution of 1835.
 - i) Charter act of 1813
 - ii) Lord Macaulay's minutes of the Indian education and its contribution.
 - iii) Adam's report and its recommendations.
 - b) Wood's Dispatch- 1854.
 - i) recommendations
 - ii) merits and demerits
 - c) Lord Curzon's educational policy.
 - d) Growth of National consciousness. National education movement.

UNIT-III:

1. Recommendations of Indian Education commissions- 1882, its influence on the subsequent development of education
2. Essential features of Sadler Commission Report-1917.
3. Wardha scheme of education-1937 : with reference to
 - characteristics,
 - objectives,
 - principles,
 - curriculum,
 - merits and demerits

UNIT-IV:

- a) Recommendations of following commissions about Secondary and Higher education, Women's education and teacher education.
 - i) Radhakrishnan Commission-1948.
 - ii) Secondary Education Commission (1952-53).
 - iii) Indian Education Commission (1964-66)
 - iv) National Policy of Education (1986).
 - v) Revised National Policy- 1992.
- b) In brief recommendations of commissions and committees up to 2006.

UNIT-V:

- A) Institutions and Agencies at state and National level and their functions:
 - i) National Council of Educational Research and Training (NCERT),
 - ii) State Council of Educational Research and Training (SCERT),
 - iii) National Council of Teacher Education (NCTE),
 - iv) University Grants Commission (UGC),
 - v) Central Board of Secondary Education (CBSE),
 - vi) Secondary School Certificate (SSC) & Higher Secondary Certificate(HSC) Board, and
 - vii) District Institute of Educational Training (DIET).
- B) Study of secondary school code and education act 1997 with references to :
 - i) Recruitment ii) Service conditions
 - iii) Discipline iv) Conduct v) Finance
- C) New Trends in Education:
 - a) Human Rights Education: Concept & Need.
 - Distance Education- Concept , need, different media, Open University, functions of Indira Gandhi National Open University (IGNOU) & Yeshvantrao Chavhan Maharashtra Open University (YCMOU).

Books recommended as reference books :-

- 1] Report of the New Education Policy - 1986, 1992.

- 2] Selection from Educational Records - Naik.
- 3] Educational documents in India.
By B.D.Bhat & J.C.Agrawal - Arya book depot, Karol bagh, New Delhi 5.
- 4] History of Indian Education - Chaube S.P., Vinod Pustak Mandir, Agra 2.
- 5] History of Indian Education - By. B.C.Ray, Prakash Kendra, Lucknow 7.
- 6] History of Indian Education -Rawat D.L, Ramprasad and Sons, Agra 3.
- ७] भारतातील शैक्षणिक आयोग व समित्या - मिनल भरवणे. नूतन प्रकाशन, पुणे.
- ८] भारतीय शिक्षा का संक्षिप्त इतिहास - वशिधर सिंह. भूदेवशास्त्री, गयाप्रसाद अँड सन्स, आग्रा.
- ९] शिक्षणाचा इतिहास - भाग I, II, III. प्रा.सौ.गीता गद्रे, प्रा.ल.रा.गद्रे, नुतन प्रकाशन, पुणे.
- १०] भारतीय शिक्षणाचे बहुजनीकरण - आस्कर, आस्कर, नुतन प्रकाशन, पुणे.
- ११] भारतीय शिक्षा का इतिहास - जौहरी बी.पी.पाठक, पी.डी.विनोद पुस्तक मंदिर, आगरा.
- १२] भारतीय शिक्षा आयोग - त्यागी व पाठक.

PAPER IV : ESSENTIALS OF EDUCATIONAL TECHNOLOGY AND MANAGEMENT

Element of Educational Technology and Management

COURSE OBJECTIVES:

1. To obtain a total perspectives of the role of technologies in modern educational practices.
2. To equip the student teacher with the various technological applications available to him/her for improving instructional practices.
3. To help the teacher to obtain a total gender of his role of scientific management in education.
4. To provide the teacher the skills required for effective instructional and institutional management.
5. To develop the professional skills required for guiding pupils in the three intial areas educational penal and victual.

COURSE CONTENTS :

UNIT-I:

- a) Teaching process – Meaning, principles and maxims of teaching.
- b) Educational technology- Concept, approaches and objectives, distinction between hardware and software technologies. Their role of modern educational practices.
Hardware technologies: Important accessories and their application- Over Head Projector (OHP), Still and Movie Projectors, Liquid Crystal Display (LCD) Projector, Audio-Video recording instruments; TV Computers , New technologies like internet ,e-mail, e-learning.

UNIT-II:

- a) Communication – Concept , nature, factors in communication process, types and modes of communication.
- b) Use of strategies like teleconferencing , Video conferencing, CAI, language laboratory.
- c) Psychological uses for use of modern technologies- cone of experience(Edger Dale), multisensary instruction-advantages.
Programmed instruction- Meaning and principles developing programmed instructional material: linear, branching programmes, tryouts and validations, importance and limitations of programme instruction

UNIT-III:

- a) Action research – Meaning , scope , need & use of action research for solving day to day problems of teachers and schools.
- b) Models of teaching – Concept and application.
i) Concept attainment model. ii) Inquiry training model.
- c) Micro teaching – Concept and meaning, elementary knowledge about the following skills :
i) Introduction.
ii) Questioning
iii) Explanation
iv) Stimulus variation
v) Black-board writing

UNIT-IV:

- a) Meaning of management in education- Managing men resources and materials. Implications for educational initiations.
- b) Managing curriculum, managing co-curriculum, managing school discipline, and managing physical resources.
- c) Developing performance profiles of institutions.
- d) Evaluation institutional performance- Methods used – pupil evaluation, teacher evaluation, evaluation of institutional performance.
- e) Methods of teacher evaluations- use of pupil rating, peer rating, supervisor rating, community rating- ratings used for institutional improvement.

- f) Accountability in school education-methods used for assessing accountability.
- g) Student's evaluation-tools of evaluation: quantitative and qualitative

UNIT-V :

Scoring the test and interpreting the test scores with the help of the following statistical procedures:

- a) Tabulation of data, graphical representation, scores, histogram, frequency polygon, frequency curve.
- b) Measures of central tendency- mean, median, mode (computation is expected)
- c) Measures of variability- range, quartile deviation, mean deviation and standard deviation (computation is not expected)
- d) Percentile and percentile ranks(computation is not expected)
- e) Normal probability curve- its properties and uses, skew ness, kurtosis, its educational implications(computation is not expected)
- f) Standard scores- Z-score, T-score(computation is expected)

Practical

Practical ICT supported learning

Marks : 20

- 1) ICT supported project learning.
Judicious use of Technology.
Use of ICT as productivity tools.
Use of ICT for communication,
Research
- 2) Prepare a digital portfolio on ICT supported project based learning as per the method based topic.
* Developing the Unit plan.
* Locating resources using internet and CD's
* Creating students presentation
* Creating student support and teacher support material
* Developing plans for implementation.

Books recommended as reference books :-

- 1] Educational, Vocational Guidance and Counselling - J.C. Agarwal (Darba House, Delhi).
- 2] Educational and Vocational guidance in secondary schools - S.K. Kocchhar. (Sterling Publication Pvt. Ltd.)
- 3] Introduction of Educational Technology - K. Sampat and others.
- 4] Management of Education - Mathur B.L.
- 5] Reading in Educational Technology - B. Anandrao and S. Ravishankar.
- 6] Micro-Teaching- Allen and Ryan.
- 7] Instruction of Education - Madhuri R. Shah.

- 8] MICRO Teaching - L.C. Sing.
- 9] Fundamental of guidance-Zhertzer B and Stone Sc Houghton Mifflin Co. Boston 1976.
- 10] Principles of guidance and pupil personnel work - Jones. A.J.Mc.Graw Hill, New York.
- 11] Micro teaching- Passy and Kulshreshtha.
- 12] Educational Administration planning supervision financing - S.D.Khanna, V.K.Saxena etc. Dauba House Book Sellers and publishers 1988 Nai Sarak Delhi- 110006.
- 13] A hand book of programmed learning- I.A.P.L. publication.
- 14] A text book of programmed learning - S.S.chauhansterling.
- 15] Guidance and career development - Mc Millan publishing & Co., New York.
- 16] Role of Responsibility of teacher - U.G.C.
- 17] Educational Technology - Dr.Mohanty.
- १८] व्यावसायिक मार्गदर्शन आणि सल्ला कार्य (मिलिद प्रकाशन, औरंगाबाद) श्री.मा.पत्की.
- १९] शिक्षण व व्यावसायिक मार्गदर्शन - पु.रा. पारनेरकर. निळकंठ प्रकाशन, पुणे.
- २०] शैक्षणिक आणि व्यावसायिक मार्गदर्शन - भो.ह. पिंपळखरे. विद्यार्थीगृह प्रकाशन, पुणे.
- २१] प्रगत शैक्षणिक तंत्रज्ञान - डॉ.ह.ना.जगताप, नूतन प्रकाशन, पुणे.
- २२] सुक्ष्म अध्यापन - डॉ.अ.न.जोशी.
- २३] महाराष्ट्र सुक्ष्म अध्यापन कौशल्ये मालिका क्र. १ ते ९ - संपादक डॉ.अ.न.जोशी, य.च.म.मुक्त विद्यापीठ, नाशिक.
- २४] सुक्ष्म अध्यापन - श्री.वाशीकर.
- २५] क्रमान्वित अध्ययन - श्री.भोसले व श्री.शेंडे.
- २६] अध्यापनाची प्रतिमाने - श्रीमती वासंती फडके.
- २७] प्रगत शैक्षणिक तंत्रज्ञान - सुमन ओक.
- २८] शैक्षणिक तंत्रविज्ञान - राव उषा, महाराष्ट्र राज्य विद्यापीठ ग्रंथ निर्मिती मंडळ, नागपूर.
- २९] शिक्षणातील आधुनिक विचार प्रवाह - जगताप ह.ना.नूतन प्रकाशन, पुणे-३०.
- ३०] शालेय संघटन - सागर खंडगावे.
- ३१] शालेय प्रशासन - सुरेश करंदीकर.
- ३२] सुक्ष्म अध्यापन एक अध्यापन तंत्र - डॉ.ज्योती पावडे/ सौ.वर्षा पाठक/सौ.सीमा मुळे, published by Vidya Prakashan, Nagpur.

PAPER V & VI : METHODS OF TEACHING

Visualizing the voluminous content of presentation of methodology of teaching subject wise, methodology of teaching has been enumerated area wise instead of dealing with each subject separately. Two school subjects from the following, studied at degree level.

- A. Methodology of teaching Physical/Biological Science.
- B. Methodology of teaching Social Sciences.
- C. Methodology of Teaching Mathematics.
- D. Methodology of Teaching languages as mother tongue and as Second Language.
- E. Commerce.
- F. Home Science.

Bifurcation of Method Papers of B.Ed. Course as Paper V and Paper VI shall be as follows

| Method Papers (Paper V) | Method Papers (Paper VI) |
|----------------------------|-----------------------------|
| 1. English | 1. History |
| 2. Marathi | 2. Civics |
| 3. Hindi | 3. Economics |
| 4. Urdu | 4. Geography |
| 5. Mathematics | 5. Chemistry |
| 6. Commerce | 6. Physics |
| 7. Biology | 7. Home Science |
| 8. Sanskrit | |

**A. METHODS OF TEACHING : PHYSICAL SCIENCE/BIO SCIENCE.
(Physics / Chemistry / Biology)**

COURSE OBJECTIVES:

Student teacher to have the ability to

1. Develop a broad understanding of the principles and procedures used in modern science education.
2. Develop their essential skills for practicing modern science Education.
3. Develop their skills necessary for preparing international accessories.
4. Prepare acceptance lesson models which lay down this procedures to the adopted for preparing designs of lessons.
5. Manage introductory activity in such a way that the vast majority of the learners attain most of the objectives.

COURSE CONTENTS:**PHYSICS****UNIT – I:**

- a) Place and importance of the subject physics in school curriculum.
- b) Correlation of the subject physics with other school subjects.
- c) Aims and objectives of teaching physics as given in the Maharashtra state board of secondary and higher secondary education syllabus.
- d) Class-room objectives and their specifications of teaching the subject physics.
- e) Bloom's taxonomy of educational objectives, learning experiences for achieving specified behavioral outcomes.
- f) Globalization and Physics; Professions in the area of Physics.

UNIT – II:

- a) Various methods of teaching physics:
1) Lecture; 2) Demonstration; 3) Laboratory; 4) Heuristic; 5) Project; 6) Analytical and Synthetic, 7) Inductive and deductive, and 8) Problem solving.
- b) Models of Teaching:
1) Inquiry training model, 2) Concept attainment model, and 3) Advanced organizer model.
- c) Innovations in teaching Physics:
1) Micro-teaching, 2) Programmed – learning, 3) Team – teaching, 4) Computer assisted teaching and 5) Seminar.

UNIT – III:

- a) Co-curricular activities in Physics: its need, importance and organization – i) Field trip, ii) Science club, iii) Science museums, iv) Science fair.
- b) Physics laboratory: need, importance, organization, essential equipment.
- c) Teaching aids: concept, importance and use of blackboard, charts, models, slides, film strips, OHP, TV, LCD -projector.
- d) Concept of virtual learning centre.
- e) Physics Teacher: essential good qualities, professional growth, and physics teacher's association.

UNIT - IV:

- a) Preparation of lesson, unit and year plan in physics, content analysis, pedagogical analysis and identification of important concepts.
- b) Principles and approaches of curriculum construction - i) Concentric, ii) topical and iii) integrated.
- c) Criteria of a good text – book, critical study of the text-book of physics with reference to above criteria.
- d) Need and contents of teacher's – hand book, students work-book in physics

UNIT - V :

- Construction of a unit-test along with blue print.
- Preparation and use of other tools of evaluation in physics.
- Diagnostic and remedial teaching in physics.
- Contribution of eminent scientists in the development of the subject physics – Archimedes, Gallilio, Newton, Raman, and Homi Bhabha.

CHEMISTRY**UNIT – I :**

- Place and importance of the subject chemistry in school curriculum.
- Correlation of the subject chemistry with other school subjects.
- Aims and objectives of teaching chemistry as given in the Maharashtra state board of secondary and higher secondary education syllabus.
- Class-room objectives and their specifications of teaching the subject chemistry.
- Bloom’s taxonomy of educational objectives, learning experiences for achieving specified behavioral outcomes.
- Globalization and Chemistry; Professions in the area of Chemistry.

UNIT – II :

- Various methods of teaching chemistry:
 - Lecture; 2) Demonstration; 3) Laboratory; 4) Heuristic; 5) Project; 6) Analytical and Synthetic, 7) Inductive and deductive, and 8) Problem solving.
- Models of Teaching Chemistry:
 - Inquiry training model, 2) Concept attainment model, and 3) Advanced organizer model.
- Innovations in teaching Chemistry:
 - Micro-teaching, 2) Programmed – learning, 3) Team – teaching, 4) Computer assisted teaching and 5) Seminar.

UNIT – III :

- Co-curricular activities in chemistry : its need, importance and organization – i) Field trip, ii) Science club, iii) Science museums, iv) Science fair.
- Chemistry laboratory: need, importance, organization, essential equipment.
- Teaching aids: concept, importance and use of blackboard, charts, models, slides, film strips, OHP, TV, LCD -projector.
- Concept of virtual class room.
- Chemistry Teacher: essential good qualities, professional growth, chemistry teacher’s association.

UNIT -IV :

- Preparation of lesson, unit and year plan in chemistry, content analysis, pedagogical analysis and identification of important concepts.

- Principles and approaches of curriculum construction - i) Concentric, ii) topical and iii) integrated.
- Criteria of a good text – book, critical study of the text-book of chemistry with reference to above criteria.
- Need and contents of teacher’s – hand book, students work-book in chemistry.

UNIT - V :

- Construction of a unit-test along with blue print.
- Preparation and use of other tools of evaluation in chemistry.
- Diagnostic and remedial teaching in chemistry.
- Contribution of eminent scientists in the development of the subject chemistry-Boyle, Rutherford, Mendelief, Madam Curie, Prfulchandra Ray.

BIOLOGY**UNIT – I :**

- Place and importance of the subject biology in school curriculum.
- Correlation of the subject biology with other school subjects.
- Aims and objectives of teaching biology as given in the Maharashtra state board of secondary and higher secondary education syllabus.
- Class-room objectives and their specifications of teaching the subject. biology
- Bloom’s taxonomy of educational objectives, learning experiences for achieving specified behavioral outcomes.
- Globalization and biology; Professions in the area of Biology.

UNIT – II :

- Various methods of teaching Biology:
 - Lecture; 2) Demonstration; 3) Laboratory; 4) Heuristic; 5) Project; 6) Analytical and Synthetic, 7) Inductive and deductive, and 8) Problem solving.
- Models of Teaching Biology:
 - Inquiry training model, 2) Concept attainment model, and 3) Advanced organizer model.
- Innovations in teaching Biology:
 - Micro-teaching, 2) Programmed – learning, 3) Team – teaching, 4) Computer assisted teaching and 5) Seminar

UNIT – III :

- Co-curricular activities in Biology : its need, importance and organization – i) Field trip, ii) Science club, iii) Science museums, iv) Science fair.
- Biology laboratory: need, importance, organization, essential equipment.
- Teaching aids: concept, importance and use of blackboard, charts, models, slides, film strips, OHP, TV, LCD –projector.
- Concept of virtual class room.

- e) Biology Teacher: essential good qualities, professional growth, biology teacher's association.

UNIT-IV :

- a) Preparation of lesson, unit and year plan in biology, content analysis, pedagogical analysis and identification of important concepts.
 b) Principles and approaches of curriculum construction - i) Concentric, ii) topical and iii) integrated.
 c) Criteria of a good text – book, critical study of the text-book of biology with reference to above criteria.
 d) Need and contents of teacher's – hand book, students work-book in biology.

UNIT-V :

- a) Construction of a unit-test along with blue print.
 b) Preparation and use of other tools of evaluation in biology.
 c) Diagnostic and remedial teaching in chemistry.
 d) Contribution of eminent scientists in the development of the subject biology – Darwin, Mendel, Louis Pasteur, Hargovind Khurana, and J. C. Bose.

Books recommended as reference books :-

- 1] Teaching Science in today's secondary school-Walter A-Thuber, prentice Hall of India (Pvt.Ltd.), New Delhi.
- 2] The teaching of Science in secondary school science master's Association.
- 3] The teaching of physics and chemistry in India-Ghanshamadas.
- 4] Source book of science - UNESCO.
- 5] Teaching of science- Sharma & Sharma.
- 6] Teaching of science-T.S.Nagpal.
- 7] Teaching of general science in Topical secondary school - H.N. Sunders. (UNESCO).
- 8] शास्त्र अध्यापन पध्दती - प्रा.कदम, प्रा.बोंदाडे, नूतन प्रकाशन, पुणे.
- ९] शास्त्र आशययुक्त अध्यापन पध्दती - प्रा.चारुदत्त कदम व प्रा.कै.मु.बोंदाडे - नूतन प्रकाशन, पुणे.
- १०] शास्त्राचे अध्यापन - ज.रा.गद्रे
- ११] शैक्षणिक मुल्यमापन व संख्याशास्त्र - वा.ना.दांडेकर
- १२] "पाठ नियोजन" शेटकर, जोशी - मृण्मयी प्रकाशन, औरंगाबाद, जुलै-२०००
- १३] "पाठ नियोजन" जोशी अ.न., सुरवसे म.पं., पाटील बं.दा., य.च.म.मुक्त विद्यापीठ, नाशिक (२००२).
- १४] शास्त्र कसे शिकवावे - मो.प्र.सोहनी

- १५) शास्त्राचे अध्यापन - अनारसे, दिघे, पाटनकर
 १६) शिक्षक हस्तपुस्तिका - महाराष्ट्र राज्य पाठ्यपुस्तक मंडळ
 १७) शास्त्र अध्यापन - प्रभाकर हकीम

B. METHODS OF TEACHING : SOCIAL SCIENCES

(History, Civics, Economics, Geography)

COURSE OBJECTIVES :

To enable the pupil teacher to :

1. Appreciate the need for learning History, Geography, Civics, Sociology and Economics either as separate disciplines or as any integrated discipline.
2. Develop knowledge about the basic principles governing the construction of a social science.
3. Develop the classroom skills needed for teaching of social science/ social studies either as a separate or as an integrated discipline using modern methodology.
4. Acquire the completed to plan for instruction.
5. Develop the ability to organise co-curricular activities and community resources for promoting social science/social studies learning.
6. Acquire the ability to develop instructional support materials.

COURSE CONTENTS :

HISTORY METHOD

UNIT-I :

- a) Concept, place and importance of History subject in school curriculum.
 b) Co-relation of History to Civics, Geography, Economics, Science.
 c) Objectives of teaching History.
 d) Classroom objectives and their specifications of teaching History at secondary level.

UNIT-II :

- a) Various methods of teaching History – i) Lecture method, ii) Source method, iii) Project method, and iv) Lecture cum discussion.
 b) Teaching techniques in History- i) Questioning, ii) Explanation, iii) Dramatization, and iv) Narration.
 c) Models of teaching History- i) Concept attainment model, ii) Advanced organization model, and iii) Role playing model.

UNIT-III :

- a) New trends in curriculum construction: Meaning of curriculum, principles of designing history curriculum, criteria of good curriculum.
 i) Concentric method

- ii) Spiral method
- iii) Unit method
- iv) Chronological method
- v) Integration method
- b) Text book of History:
 - i) Meaning of text book;
 - ii) Difference between book and text book, merits and demerits of text book, Criteria of a good text book, Critical study of recent text book of History at secondary and higher secondary level, Teacher's hand books and students work book.

UNIT – IV :

- a) Teaching Plan:
 - i) Need and importance of planning
 - ii) Year and Unit Plan,
 - iii) Micro Teaching – a) Introduction skill, b) Explanation skill, c) Questioning skill, d) Black board writing skill, e) Stimulus variation skill.
 - iv) Lesson Plan.
- b) Modern tools / Instructional aids of History teaching:
 - i) Need and importance of teaching aids,
 - ii) Types of teaching aids: concept, importance and use of blackboard, charts, maps, models, slides, film strips, OHP, TV, LCD -projector.
 - iii) Concept of virtual learning centre.
- c) Evaluation:
 - i) Meaning of evaluation
 - ii) Tools and techniques of evaluation
 - iii) Unit test
 - iv) Achievement test
 - v) Diagnostic test
 - vi) Remedial teaching

UNIT – V :

Co-curricular activities:

- i) Types of Co-curricular activities
- ii) Need and importance of Co-curricular activities
- iii) Planning and preparation of Co-curricular activities
- iv) Co-curricular activities in History subject-field trip / visit, History club, Exhibition, Celebration of National Days.
- v) Subject room: need and importance of History subject room and equipments.
- vi) Subject teacher: Good qualities, Professional development, Subject teachers' association.

GEOGRAPHY METHOD**UNIT-I:**

- a. Meaning, concept and nature of Geography subject.
- b. Place and importance of Geography in school curriculum.
- c. Co-relation of Geography with other school subjects such as History, Civics, Economics, Maths, Science.
- d. Aims and objectives of teaching Geography at secondary and higher secondary level.
- e. Classroom objectives and their specifications of teaching Geography at different levels.

UNIT - II :

- a. Various methods of teaching Geography:
 - i) Discussion methods, ii) Observation method, iii) Excursion method, iv) Laboratory method, v) Project method, vi) Supervised method
- b. Models of teaching related to Geography:
 - i) Concept attainment model
 - ii) Memory model
 - iii) Enquiry model

UNIT III:

- a. Meaning of curriculum
- b. Principles of designing Geography curriculum, recent trends in curriculum construction.
- c. Critical study of text book of Geography with respect to criteria of a good text books of Geography.
- d. Students work books, teacher hand books its need and contains.

UNIT-IV:

- a. Purpose of evaluation in Geography, Construction of Unit test, other tools of evaluation- preparation and their use. Diagnostic and remedial teaching in Geography.
- b. Preparation of lesson, unit and year plan micro-teaching lesson plans for developing various skills.
- c. Instructional aids in Geography such as Charts, Maps, Globe, Symbol, Diagrams, Slides, TV, Models, and their use in classroom, LCD projector.
- d. Virtual Learning Centre (VLC)

UNIT-V:

- a. Co-curricular activities in Geography: its need, importance and organization- 1) Geography club, 2) Field trip, 3) Geography exhibition and fair.
- b. Subject Room-its importance and equipments.
- c. Subject teacher: essential qualities, professional growth, subject teacher association's- need and importance.

CIVICS METHOD**UNIT-I:**

- a. Concept, place and importance of Civics subject in school curriculum.
- b. Co-relation of Civics to History, Geography, Economics, Science.
- c. Objectives of teaching Civics.
- d. Classroom objectives and their specifications of teaching History at secondary level.

UNIT-II:

- a. Various methods of teaching Civics– i) Lecture method, ii) Project method, and iii) Lecture cum discussion.
- b. Teaching techniques in Civics- i) Questioning, ii) Explanation, iii) Drill, iv) Narration and Observation.
- c. Models of teaching Civics- i) Enquiry training model, ii) Advanced organization model, iii) Role playing model and iv) Social stimulation model.

UNIT-III:

- a. New trends in curriculum construction: Meaning of curriculum, principles of designing Civics curriculum, Criteria of good curriculum.
- b. Text book of Civics:
 - i) Meaning of text book;
 - ii) Difference between book and text book, merits and demerits of text book, Criteria of a good text book, Critical study of recent text book of Civics at secondary and higher secondary level, Teacher's hand books and students work book.

UNIT-IV:

- a. Teaching Plan:
 - i) Need and importance of planning
 - ii) Year and Unit Plan,
 - iii) Micro Teaching – a) Introduction skill, b) Explanation skill, c) Questioning skill, d) Black board writing skill, e) Stimulus variation skill.
 - iv) Lesson Plan.
- b. Modern tools / Instructional aids of Civics teaching:
 - i) Need and importance of teaching aids,
 - ii) Types of teaching aids: concept, importance and use of blackboard, charts, models, slides, film strips, OHP, TV, LCD - projector.
 - iii) Concept of virtual learning centre.
- c. Evaluation:
 - i) Meaning of evaluation
 - ii) Tools and techniques of evaluation
 - iii) Unit test
 - iv) Achievement test
 - v) Diagnostic test

UNIT-V:

Co-curricular activities:

- i) Types of Co-curricular activities
- ii) Need and importance of Co-curricular activities
- iii) Planning and preparation of Co-curricular activities
- iv) Co-curricular activities in Civics subject-field trip / visit, Civics club, Exhibition, Celebration of National and International Days.
- v) Subject room – need and importance of Civics subject room and equipments.
- vi) Subject teacher: Essential qualities, Professional development and Subject teacher association: need and importance.

ECONOMICS METHOD**UNIT-I:**

- a. Meaning, concept and nature of Economics subject.
- b. Need and importance of Economics in school curriculum.
- c. Co-relation of Economics with other school subjects such as History, Civics, Geography, Mathematics, Science.
- d. Aims and objectives of teaching Economics at secondary and higher secondary level.
- e. Classroom objectives and their specifications of teaching Economics at different levels.

UNIT-II:

- a. Various methods of teaching Economics:
 - i) Discussion methods, ii) Observation method, iii) Excursion method, iv) Supervised method, v) Project method, vi) Inductive and Deductive.
- b. Models of teaching related to Economics:
 - i) Concept attainment model ii) Memory model iii) Enquiry model.

UNIT-III:

- a. Meaning of curriculum
- b. Principles of designing Economics curriculum, Recent trends in curriculum construction.
- c. Critical study of text book of Economics with respect to criteria of a good text books of Economics.
- d. Students work books, teacher hand books its need and contents.

UNIT-IV:

- a. Purpose of evaluation in Economics.
- b. Construction of Unit test, other tools of evaluation- preparation and their use.
- c. Diagnostic and remedial teaching in Economics.
- d. Preparation of lesson, unit and year plan micro-teaching lesson plans for developing various skills.
- e. Instructional aids in Economics such as Charts, Maps, Diagrams, Slides, TV, Models, and their use in classroom, LCD projector.

f. Virtual Learning Centre (VLC)

UNIT-V:

- Co-curricular activities in Economics: its need, importance and organization- 1) Economics club, 2) Field trip, 3) Economics exhibition and fair.
- Subject Room-its importance and equipments.
- Subject teacher: essential qualities, professional growth and Subject teachers' association: need and importance.

Books recommended as reference books:-

HISTORY METHODS:

- The teaching of history : V.P.Ghale.
- Teaching of History : Nirmal Yadav.
- Teaching of history : B.D.Shaida & Saheb singh.
- The teaching of history : S.K.Koachar.
- धारुरकर य.ज. व पारसनिस न.रा. (१९७१) - इतिहासाचे अध्यापन, व्हीनिस प्रकाशन, पुणे.
- ब.भा.निरंतर - इतिहासाचे अध्यापन, मॉडर्न बुक, पुणे.
- श्री.मा.पत्की - इतिहासाचे अध्यापन.
- कृ.द.बेदरकर - इतिहासाचे अध्यापनाच्या दिशा, निळकंठ प्रकाशन, पुणे.
- जोशी अ.ज. , सुरवसे म.पं., पाटील ब.दा. - पाठ नियोजन, य.च.म.मू.वि., नाशिक.
- इतिहास शास्त्र आणि कला - वि.द. घाटे.
- प्रा.व.ग.हाजीरनीस - इतिहासाचे अध्यापन, एक दृष्टीकोन.
- सिं.ह.तिवारी - इतिहासाचे अध्यापन, नूतन प्रकाशन, पुणे.
- शेटकर, जोशी - पाठ नियोजन, मृण्मयी प्रकाशन, औरंगाबाद.
- घाटे, वि.द. (१९५८), इतिहासाचे अध्यापन, देशमुख प्रकाशन, २२ कसबा, पुणे -२.
- दुनाखे अरविंद, (२०००), इतिहासाचे अध्यापन, नूतन प्रकाशन, पुणे.
- चितळे शं.दा. (१९७१), इतिहास कसा शिकवावा, विद्यार्थीगृह, पुणे.
- तिवारी सी.म. (१९८७), इतिहास अध्यापन पध्दती, नूतन प्रकाशन, पुणे.
- महंत ज्योति, (१९९८), इतिहास नागरिकशास्त्र विषयज्ञान व अध्यापन पध्दती, नूतन प्रकाशन, पुणे.
- ठिगळे, एस.एस. (१९७१), इतिहास कसा शिकावा व शिकवावा, सुहास प्रकाशन, अहमदनगर.

- पत्की, श्रीनिवास, (१९८०), इतिहास अध्यापन पध्दती व तंत्र, मिलिद प्रकाशन, औरंगाबाद.
- वि.पा.बोकील (१९५७), इतिहासाचे शिक्षण , चिजशाळा प्रेस, पुणे.
- हाजीरनीस ब.ग. (१९८९), इतिहास शिक्षण, विनोद पुस्तक मंदिर, आगरा.
- Ballard M., (1979), New Movement in the study Teaching of History, Temple Smith, London.
- Kochhar S.K. (1966), Teaching of History, Sterling Publishers Private Limited.
- N.C.E.R.T. (1970), Teaching History in Secondary Schools Publisher, Delhi.
- Singh D.R., (1959), The Teaching of History and Civics Jallandar, University Publications.
- Vajreswari R., (1973), Handbook of History Teachers Allied Publishers, Bombay.

CIVICS METHOD

- सौ.निर्मला पाटील - नागरिकशास्त्राचे अध्यापन
- सत्संगी - नागरिकशास्त्र शिक्षण
- त्यागी - नागरिकशास्त्र एवं अध्यापन की शिक्षा

GEOGRAPHY METHOD:

- Shaida B.D., Sharma J.C. - Teaching of Geography, Dhanpat Rai & Sons, Delhi.
- Mukherji S.P. - Geography and Education, Jiwan Jyoti prakashan, Darjeeling.
- Varma O.P. & Vedanayagan E.G.-Geography Teaching, sterling publishers, Jallander.
- Arora K.I. - Teaching of Geography, Prakash Brothers, Ludhiyana.
- Barnard - Principles and practice for Geography Teaching, University tutorials Press, London.
- Pary H.K.-Becoming Better Teacher-Micro Teaching Approach, Sahitya Mudranalaya, Ahmadabad.
- Britain, Department of Education and Science, (1972), New Thinking in School Geography, Her Majesty's stationery office, London.
- Bitain mistry of Education, (1960), Geography and Education, Her Majesty's stationery office, London.
- Faizgrive (U.L.P.): Geography in School.
- Gopail G.R. (1973), The Teacher of Geography , MacMillon Education Ltd., London.
- Hall, David, (1976), Geography and the teacher, George Allen and

Unwin Ltd., London.

- 12] Macnee, E.A., (1951), The teaching of Geography, Geoggyiey Cambridge, Bombay.
- 13] Morrin, John W., (1968), Methods of Geographic Instruction, Blaisdell Publishing co., Massachusetts.
- 14] UNESCO, (1965), Source Book for Geography Teaching , Longmans, Green and Co., London.
- 15] Varma, O.P.(1975), Geography Teaching, Sterling publishers, New Delhi.
- १६] बापट बी.जी., (१९६९), भूगोल अध्ययन आणि अध्यापन, व्हीनस प्रकाशन, पुणे.
- १७] पाटणकर ना.वि. (१९५४), भूगोलाचे अध्यापन, मॉडर्न बुक डेपो, पुणे.
- १८] पोंक्षे व.बा., भूगोल अध्यापन पध्दती, नूतन प्रकाशन, पुणे.
- १९] सौ.सांगले शैलजा, दृष्टिक्षेपात स्पेशल मेथड भूगोल, नूतन प्रकाशन, पुणे.
- २०] मिश्रा आत्मानंद - भूगोल शिक्षण पध्दती.
- २१] सिंग हरनारायण - भूगोल शिक्षण (विनोद पुस्तक भंडार, आगरा).
- २२] शाह चंद्रकांत - भूगोल शिक्षण के सिध्दांत और प्रयोग (किताब महल, अलाहाबाद, १९५०).

ECONOMICSMETHOD:

- 1] Bining A.C. and Bining D.H. , (1952), Teaching of Social studies in Secondary schools, McGraw Hill Book Company, New York.
- 2] Faculty of Education, M.S.University, Baroda : Teaching of Economics.
- 3] Kunwar B.S., (1970), Teaching of Economics, Ludhiana Prakash Brothers, Ludhiana.
- 4] Rai B.C., (1972), Method teaching of Economics, Aminabad, Prakashan Kendra, Aminabad.
- ५] डाहाके वा.गो., अर्थशास्त्र अध्यापन, आजंटा प्रकाशन, अकोला.
- ६] गाजरे-पुराणिक (१९७६), अर्थशास्त्र अध्यापन पध्दती, नूतन प्रकाशन, पुणे.
- ७] त्यागी गुरुशरणदास (हिंदी), (१९९०), अर्थशास्त्र शिक्षण, विनोद पुस्तक मंदिर, आग्रा.
- ८] पांडेय कांता प्रसाद (हिंदी), अर्थशास्त्र शिक्षण.
- ९] पाटील गीतादेवी, अर्थशास्त्र अध्यापन पध्दती.
- १०] माहोरे वा.ना., अर्थशास्त्राचे अध्यापन , प्रभा प्रकाशन, अमरावती.
- ११] सक्सेना, चंद्रकांत (हिंदी), अर्थशास्त्र शिक्षण.
- १२] शर्मा महेंद्रपाल (हिंदी), अर्थशास्त्र शिक्षण, मेरठ.
- १३] शास्त्री यु.पी., अर्थशास्त्राचे अध्यापन, लेखन वाचन भांडार, पुणे.

C. METHODS OF TEACHING : MATHEMATICS.

COURSE OBJECTIVES :

To enable the pupil teacher to :

1. Understand and appreciate the uses and significance of mathematics in daily life;
2. Learn successfully various approaches of teaching mathematics and to use them judiciously;
3. Know the methods of planning instructin for the classroom.
4. Prepare curricular activities and organize the library and book in it as per the needs.
5. Appreciate and organize activities to develop aesthetics of mathematics.
6. Obtain feedback both about teaching as well as student's learning.

COURSE CONTENTS :

UNIT – I:

- a) Meaning and nature of Mathematics, History of Mathematics.
- b) Classroom objectives and specifications of teaching Mathematics.
- c) Place and importance of Mathematics in School curriculum and correlation of Mathematics with other school subjects.
- d) Contributions of Mathematicians with reference to Bhaskaracharya, Aryabhata, Ramanujan and Euclid, Pythagorus and Rene – descarte.

UNIT – II:

- a) Various methods of teaching Mathematics: i) Inductive and Deductive; ii) Analytical and Synthetic, iii) Heuristic, iv) Project and v) Laboratory.
- b) Various techniques for teaching Mathematics: i) Oral, ii) Written, iii) Drill, iv) Assignment, v) Review, vi) Supervised study and vii) Programmed learning.
- c) Models of teaching Mathematics: i) Concept attainment model, ii) Enquiry training model, and iii) Inductive thinking model

UNIT- III:

- a) Meaning, importance and proforma of i) Year plan, ii) Unit plan, and iii) Lesson plan.
- b) Developing low cost improvised teaching aids relevant to local ethos; skill in maintaining and using blackboard, models, charts, TV, films, VCR, OHP, and LCD projector in teaching Mathematics.
- c) Concept of virtual class room.
- d) Pedagogical analysis in to facts, concepts, principles, formula, laws, technical terms etc.
- e) Content cum methodology – Concept and nature.

UNIT-IV :

- Meaning of curriculum and syllabus- difference between curriculum and syllabus, principles of curriculum construction.
- Methods of developing the substitutes materials prescribed for completing the syllabi.
- Need and importance of organization Mathematics club and Mathematics' teacher association.
- Mathematics Laboratory – Nature and importance.
- Mathematics teacher – His/her qualifications, essential good qualities, and professional growth.

UNIT-V :

- Mathematical games for recreation viz. i) Quiz, ii) Puzzles, iii) Magic squares and word search.
- Short cuts methods of basic operations like addition, subtraction, multiplication and division in Vedic Mathematics (any five).
- Qualities of a good textbook in mathematics.
- Evaluation in Mathematics: i) Meaning, importance and construction of unit test; ii) Preparation and use of various tools of evaluation in terms of cognitive, affective and psychomotor behavioral developments; iii) Need, importance and use of diagnostic and remedial teaching in Mathematics.

Books recommended as reference books :-

- Aggarwal S. M. (1990), A Course teaching of modern mathematics, Dhanpat Raj & sons.
- Bruce Joyca/Marsha Well (1985): Models of Teaching -Prentice Hall of India, Private Limited, New Delhi.
- Manual S.K.(1990) Teaching of Mathematics, Prakash brothers Educational Publishers, Ludhiyana.
- Sidho K.P.(1995), The teaching of mathematics sterling Publishers Private Limited, New Delhi - 110 016.
- ओक अ.वा., सत्यवती राउळ (१९९१), गणित स्वरूपअध्ययन-अध्यापन, नूतन प्रकाशन, पुणे.
- आपटे मोहन (१९९३), गणिताच्या पाउलखुणा, अश्वमेघ प्रकाशन, डोंबिवली.
- बापट भा.गो., कुलकर्णी वि.ना., गणित अध्ययन आणि अध्यापन, व्हीनस प्रकाशन, पुणे.
- भिताडे विनायक, जगताप ह.ना., बॉदार्डे कैलास (१९९३), आशययुक्त अध्यापन पध्दती, आशय प्रकाशन, सोलापूर.
- देशमुख व.पा. (१९७२), गणिताचे अध्यापन, मॉडर्न बुक डेपो प्रकाशन, पुणे.
- जगताप ह.ना., (१९९१), प्रगत शैक्षणिक तंत्रविज्ञान, नूतन प्रकाशन, पुणे.

- जगताप ह.ना. (१९९१), गणित अध्यापन पध्दती, नूतन प्रकाशन पुणे.
- गणित क्रमिक पुस्तके ५ वी ते ९ वी, महाराष्ट्र राज्य पाठ्य पुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, पुणे.

DJ METHODS OF TEACHING LANGUAGES :-**(1) ENGLISH****OBJECTIVES :-**

- To enable the student-teacher to understand-
 - The present position of English in India in general and in Secondary Schools in particular.
 - The aims and objectives of Teaching English a Foreign Language.
- To develop in the student-teacher the skills requires for effective teaching of English in the Secondary Schools.
- To develop among the student-teacher favorable attitude towards the subject.
- To help him to understand and use the techniques of evaluation in English language.

UNIT-I:

- Aims and objectives of teaching the subject as second Language.
- Class-room objectives of teaching the subject and the specifications English as a skill subject-Developing language skill-listening will comprehension, speaking, reading and writing.
- Activities for developing language skills – speaking, listening, reading and writing.
- Place and importance of the subject as a foreign language in the school curriculum.
- Correlation between the different branches of the subject i.e. Prose, Poetry, Composition and Grammar.

UNIT-II:

- Various methods of teaching the subject as a second language-
 - Grammar- translation method.
 - The Direct Method
 - The Structural Approach
 - The Bi-lingual Approach
 - The communicative Approach
- Various useful techniques in the teaching of English as a Second Language – Narration, Illustrations, Explanation, Dramatization Questioning, Drilling.
- Models of teaching: i) Advanced organizer model, ii) Role playing model, and iii) Concept attainment model.

UNIT-III:

- Instructional aids in the subject, their use in the class room teaching:

Pictures, charts, flannel board, flash cards, folding cards, film-strips, record player, Tape-recorder, Radio, T.V., Dictionary, LCD projector

- b) Students Workbooks-need and contents.
- c) Teacher's hand books-need and contents.
- d) Preparing an annual plan, a unit plan and lesson plan in the subject.
- e) Problems the difficulties in the teaching of the subject.

UNIT-IV :

Tools of Evaluation their preparation and use:

- a) Construction of a Unit test in the subject.
- b) Other tools & techniques -Oral examinations, Check list, Rating scale and Sociometric technique.
- c) The subject teachers' qualification, essential good qualities, professional growth.
- d) Subject teacher Association-need, importance and programme.

UNIT-V :

- a) Co-curricular activities in the subject-importance need, suggest activities-
 - i) Languages games
 - ii) Recitation
 - iii) Group discussion
 - iv) Interview facing
 - v) Elocution
- b) The subject room of English its importance, need and necessary equipment.
- c) Diagnostic and remedial teaching in the subject

Books Recommended :-

- 1] French, F.G. Teaching of English Abroad, Vols I, II & III.
- 2] Gatenby, E. V.: English as a Foreign Language Advice to Non- English Teacher.
- 3] Varma M & V.S. Mathur: Studies in the Teaching of English in India.
- 4] Mehta R.L.: Teaching of English in India.
- 5] Thompson & Wyatt: Teaching of English in India.
- 6] Allen: Living English Structure.
- 7] French: English in Tables.
- 8] Somaratne, W.R.P.: Aids and Tests in the Teaching of English as a Second Language.

(2) MARATHI

OBJECTIVES :-

1. To help the student-teacher to understand the role of Mother-tongue in the Education of the child in his individual and social life.
2. To enable the student-teacher to develop the literary aptitude and the power expression.

3. To help the student-teacher to understand and use of Techniques of evaluation Mother-tongue.
4. To help the student-teacher in diagnosing pupil's difficulties and defects achievements of language skills and suggest remedies.

UNIT-I :

Place and Importance of Subject:

- a. Need and importance of Marathi language in present scenario.
- b. Place and importance of the subject as a mother tongue in the school curriculum.
- c. Correlation between Marathi and other school subjects- Sanskrit, English, Hindi, Social Sciences, other Sciences subjects.
- d. Aims and objectives of the teaching subject as a first Language. Classroom objectives and their specifications.
- e. Objectives as given in the Maharashtra State Board of Secondary and Higher Secondary Education's syllabus.

UNIT-II :

Methods and Techniques:

A) Various methods and techniques in teaching Marathi:

- a. Prose- i) Lecture, ii) Narration, iii) Explanation, iv) Questioning, v) Illustration, vi) Dramatization, vii) Assignments, viii) Discussion, ix) Supervised study.
- b. Poetry – appreciation,
- c. Grammar – inductive and deductive,
- d. Composition,
- e. Unseen Passage,
- f. Letter writing,
- g. Summary writing,
- h. Story development.

B) Models of teaching related to Marathi subject.

UNIT-III :

Criteria of a Good Text Book and Instructional Aids:

- a. Criteria of a good Text-book of the subject. A Critical study of the text-books of the subject with reference to the principles of the curriculum.
- b. Teacher's Handbooks: need and contents.
- c. Instructional aids in the subject-Their use in the Classroom teaching- Pictures, Charts, Flannel board, Flash cards, Filmstrip, Slides, Tape recorder, Ligna phone, Folding cards, Radio, Television. Use of Dictionary and other reference books.
- d. Student workbooks: need and contents.

UNIT-IV :

Planning and Tools:

- a. Preparing an annual plan, a Unit plan, and a lesson plan in the subject.
- b. Problems and difficulties in die teaching of the subject. Impact of

- Colloginal Language, Effect of family back ground.
- Tools of Evaluation – Their preparation and use –
 - Construction of a Unit test on the subject.
 - Other tools-interviews, questionnaire, Checklist, Rating Scale, Sociometric techniques.
 - Curricular Activities –(i) Languages Games, ii) Magazines iii) Bhendyas, Debate, Symposium (iv) Wall papers (v) dramatization, (vi) Recitation (vii) Hand writing (viii) Dictation (ix) Programmes for creativity.
 - The subject room of Marathi – its importance, need and essential equipments.
 - Languages Laboratory

UNIT-V:**Subject Teacher:**

- Subject Teacher-Qualification, essential good qualities, and professional growth.
- Subject teacher Association – need and programmes.
- Diagnostic and remedial teaching in the subject.
- Language skills (listening, speaking, reading, writing), Importance & development of these skills.
- Various Govt. and Voluntary agencies for the development of Marathi language in Maharashtra.
- Akhil Bharatiya Marathi Sahitya Sammelan

Books for Reference :-

- | | | |
|----------------------|---|-----------------------|
| १) आकोलकर व पाटनकर | - | मराठीचे अध्यापन. |
| २) डांगे चंद्रकुमार | - | मातृभाषेचे अध्यापन. |
| ३) साठे द.ज्यं. | - | मराठी भाषेचे अध्यापन. |
| ४) पाटील, लीला | - | मातृभाषेचे अध्यापन. |
| ५) प्रा.म.बा. कुंडले | - | मराठीचे अध्यापन. |

(3) HINDI**OBJECTIVES :-**

- To enable the student-teacher to understand the role of Hindi as National Language in the Indian Life and culture.
- To enable the student-teacher to develop the literacy interest and the power of expression.
- To enable the student-teacher to understand the role of Hindi as National Language to promote National Integration.
- To help the student -teacher diagnosing pupil's difficulties and defects achievements of language skills and suggest remedies.

UNIT-I

- Importance and place of Rashtrabhasha Hindi in School Curriculum.
- Correlation of subject Hindi with other school subjects (Marathi,

Sanskrit, English, Science, Social Science, Environmental Science & Mathematics)

- Aims and objectives of the teaching Hindi Vis-a-vis, the objectives mentioned in the syllabus of Hindi of Maharashtra State Board Secondary and Higher Secondary Education.
- Classroom objectives of the teaching Hindi and their specifications.

UNIT-II

- Approaches of Hindi teaching (Natural approach, Grammar-Translation approach, Conversation approach, Dr. West method approach, Structure approach).
- Methods and techniques of teaching Hindi (Narration, Questioning, Explanation, Dramatization, Assignment, Discussion, Supervised study).
- Models of teaching: Role plays model, advanced organizer model and Inductive thinking model.

UNIT-III

- Study of the prescribed courses in Hindi for Secondary and Higher Secondary classes with special reference to principle of curriculum construction.
- Criteria of a good Text-book of Hindi. A critical study of the text-books of the subject with respect to this criteria.
- Instructional aids in the subject- Their uses in the classroom teaching (Pictures, Charts, Flannel board, Flash cards, Folding cards, Filmstrip, Slides, Tape recorder, Radio, Television, OHP, LCD Projector, VLC) and Use of Dictionary and other reference books.
- Teachers Hand book, Students work book-need and contents.

UNIT-IV

- Preparation of lesson plan, unit plan and annual plan in Hindi.
- Problems and difficulties in teaching of Hindi.
- Preparation and use of unit test in Hindi.
- Other tools of evaluation- Preparation and use in teaching of Hindi.
- Qualification and qualities essential for a Hindi teacher for professional growth.
- Hindi teacher's associations- need and programmes.

UNIT-V

- Co-curricular activities for Hindi (Language games, Magazines, Kavya-Sammelan, Debate, Symposium, Wall-papers, Dramatization, Recitation, Programmes for Creativity). Their importance, need and organisation of these activities.
- Hindi Room-need, importance and essentials equipment.
- Diagnostic and remedial teaching in Hindi.
- Contribution of the following literary persons in spread and development of Hindi language (Life sketch and their relevant books)
 - Premchand,

2. Mahadevi Verma
3. Maithelisharan Gupta
4. Makhanlal Chaturvedi

- e) The following institutions contribution in Hindi
1. Nagri Pracharini Sabha, Kashi.
 2. Hindi Rashtrabhasha Prachar Samiti, Wardha.
 3. Maharashtra Rashtrabhasha Sabha, Pune
 4. Hindi Vishva Vidyalaya, Bambai.

PRACTICAL WORK:

- a) Preparing one unit plan
- b) Construction of one Unit test.
- c) Preparing one teaching aid. viz, Chart, Picture, model film strip etc.

Books recommended for reference :-

- | | | |
|-----------------------|---|--|
| १) योगेंद्र जीत | - | हिंदी भाषा शिक्षण. |
| २) मुखर्जी श्रीधरनाथ | - | राष्ट्रभाषा की शिक्षा. |
| ३) त्रिपाठी, करुणापती | - | भाषा शिक्षणी. |
| ४) सिंग, सावित्री | - | हिंदी शिक्षण. |
| ५) सिंग सावित्री | - | राष्ट्रभाषा का अध्ययन. (महाराष्ट्र राष्ट्रभाषा सभा, पुणे.). |

(4) SANSKRIT

OBJECTIVES:-

1. To enable the student-teacher to understand the place of Sanskrit as a source-Language in the Indian languages and language of culture.
2. To enable the student-teacher to Different methods and approaches of teaching Sanskrit in the Secondary School.
3. To introduce the student-teacher to different methods and approaches of teaching Sanskrit in the Secondary School.
4. To develop adequate skills in the use of various audio- visual aids useful in the teaching of Sanskrit.
5. To help the student-teacher to understand and use the techniques of evaluation in Sanskrit.

UNIT I:-

- a) Place of the subject in School curriculum and importance of the subject-cultural, historical, practical, Technological etc.
- b) Correlation of the subject with other school subjects.

UNIT II:-

- a) Aims and objectives of the teaching the subject.
- b) Classroom objectives of teaching the subject and their specifications.
- c) Objectives of teaching the subject as per Maharashtra State board

of Secondary and Higher Secondary Education's Syllabus.

UNIT III:-

- a) Various methods of teaching the subject -
Brief Acquaintance of Historical Methods.
(i) Gurukul Method. (ii) pathshalla Method (iii) Dr.Bhandarkar Method. (iv) grammer and Translation method.
- b) Various models, useful methods and techniques in teaching the subject -
(i)Direct method (ii) Structural approach as applied to Sanskrit. (iii) Inductive technique of teaching grammer. (iv) Models and teaching applicable to some topic in sanskrit.

UNIT IV:-

- a) Study of the prescribed courses from Secondary to Higher Secondary classes in the subject with speical reference to principles of curriculum construction.
- b) Criteria of a good Text-book of the subject.
- c) Critical study of the text-books of the subject with respect to the above criteria.

UNIT V:-

- a) Instructional aids in the subject. Their uses in the class room teaching to make teaching of sanskrit popular.
- b) Work-books-need and contents.

UNIT VI:-

- a) Preparing an-annual plan, a unit plan and lesson plan in the subject.
- b) Problems and difficulties in teaching of subject.

UNIT VII:-

- Tools of Evaluation - preparation and use.
- a) Construction of a Unit Tests in the subject.
 - b) Other tools.

UNIT VIII:-

- The subject Teacher.
- a) Qualification and essential qualities. Professional growth.
 - b) Subject-teacher's Associations need and programmes.

UNIT IX:-

- a) Co-curricular activities in the subject-Importance need and activities.
- b) The subject Room/Laboratory, its importance, need and necessary equipment.

UNIT X:-

- a) Diagnostic and remedial teaching in the subject.
- b) Area to be decided for value oriented teaching in the classroom.

PRACTICAL WORK :-

1. Construction of a unit plan.
2. Construction of a Unit test.
3. Preparation of one teaching aid. (Chart, map graph/ model).
4. Collection of / सुभाषितम् , useful in life.
5. Study of the language from technical and scientific content, point of view.

(5) URDU**OBJECTIVES :-**

1. To enable the pupil-teacher to understand the role of Urdu as Mother tongue while educating the child.
2. To help the pupil-teacher to systematise, synthesize and give a proper directives in utilising the knowledge.
3. To enable the pupil-teacher to develop the power of expression and habit of acquiring higher references.
4. To help the pupil-teacher to envisage the methods of teaching and techniques of evaluation to correlate with classroom teaching of Urdu.
5. To identify the difficult areas of URDU Language to suggest remedial programme and enhance appreciation of Urdu literature.

UNIT I:-

- a) Place Importance of Urdu as Mother tongue (literary Cultural and functional) Secondary School in Maharashtra.
- b) Correlation of Urdu Language with other Secondary School Subjects.
- c) Aim & Objective of Urdu teaching as a first Language.
- d) Classroom objective of Urdu teaching and their specification as per Maharashtra State Educational board.

اکٹائی نصیر!

(الف) اہم اور اہمیت میں جانوئی ساری پر بحیثیت ماوری زبان ، اردو زبان کی اہمیت و مقام

(ب) (اوپنی ہندسی دہائی)

(ج) اردو زبان کا جانوئی ساری کی اسکول کے دیگر مضامین سے تعلق

(د) بحیثیت ماوری زبان اردو تدریس کے مقاصد و ہدف

(د) اہم اور اہمیت کے تعلق پر اردو کے مطابق جماعت میں اردو تدریس کے مقاصد اور ان کی خصوصیات

UNIT II:-

- a) Developing skill of Urdu Language. Listening, Speaking, Reading and Writing.
- b) Maxims of Urdu Teaching.
- c) Methods and technique of Urdu teaching.

- i) Methods, Lecture Methods, Direct Methods, Inductive, deductive Methods, Demonstration Methods, Discussion Methods, Question, Answer Methods, Explanation Methods, Assignment, Literary, Competition, Supervised Study, Project and Heuristic Methods.
- ii) Techniques: Narration, Story telling, Oral and written drill, illustration dramatization, Observation, Examination.
- d) Importance of Audio visual aids and various types of A/V aids. Text Book, Black Board, Charts, Models, Pictures, News Papers, Journals and Periodicals, Dictionary, reference Book, and other literary material, Radio, Tape recorder, T.V., Telephone, Mobile, Over Head Projector, (OHP), Films Projector, L.C.D. Projector, C.D., D.V.D., Computer and Internet.

اکٹائی نصیر!

(الف) اردو زبان کی اہمیت کے لئے معاون مہارتیں۔ سنتا، بولتا، پڑھتا، اور لکھتا

(ب) اردو تدریس کے گز یا سنا بیٹے

(ج) اردو تدریس کے مختلف طریقے اور ان

اردو تدریس کے طریقے:

یاہی طریقے، خطاب کا طریقہ، استقرائی و استخراجی طریقے، توجیح و انہماک کا طریقہ، سوال و جوابات

کا طریقہ، بات چیت کا طریقہ، تخریج یا مشاہدات کا طریقہ، تکرار کا طریقہ، اور مقابلے کا طریقہ

تجزیاتی کا طریقہ، مخصوص ہندی و خود کار طریقہ

اردو تدریس کے اُن:

یاہی کہانی سنانا، زبان اور تحریری مشق، مطالعہ، ڈرامے، مشاہدہ اور امتحانات

(د) تدریس و مسائل کی اہمیت و تلفظ قسم کے سنی و امری تدریس و مسائل، ہندی کتاب، جنت، یاد، اختیارات،

مہارتیں، ہندی، لغت، املائی کتب، دیگر ادبی مواد، ریڈیو، ٹیپ، ڈیکارڈ، ٹیلی ویژن، ٹیلی فون، موبائل،

ٹورہ، ریڈیو، جیکٹور، فلم، ویڈیو، جیکٹور، بی وی ڈی، وی ڈی، ٹی وی، ڈی وی ڈی، کمپیوٹر، انٹرنیٹ، وغیرہ

UNIT III:-

- a) Criteria of good Urdu Text Book, Critical study of Urdu Text Book, Prescribed syllabi for secondary and Higher Secondary school with reference to above criteria.
- b) Utility of Urdu Teacher Hand Book and Importance of Students work book and hobby book.
- c) Characteristics & Qualities of an ideal Urdu Teacher.
- d) Importance and activities of Urdu Teacher Association, Urdu Student Association, Urdu room, Laboratory and various Urdu Academics, Institutes, and Urdu University.

اکائی نمبر ۳

- (الف) اردو کی معیاری درسی کتاب کا خاکہ ثانوی داخلہ ثانوی سطح پر اردو کی درسی کتاب کا تنقیدی جائزہ مندرجہ بالا خاکے کے مطابق
- (ب) اردو معلم کی درسی کتاب کی افادیت، طلباء کی عملی عیاض و مشکلات کی عیاض کی اہمیت
- (ج) اسلامی اردو معلم کی خوبیاں اور خصوصیات
- (د) فروغ اردو روزانہ کی مختلف ششوں کی اہمیت و سرگرمیاں
- بیسے معلم کی عظیم عظیمی کا حکم، اردو کا کردار، تجربہ گاہ، اردو کا ادبی، اردو معلمین، اردو بچوں کی

UNITIV:-

- Micro Teaching and various skill of micro teaching.
- Preparation of lesson plan, Unit plan and annual plan in Urdu Subjects.
- Tools and Techniques of evaluation Unit Test. (with blue print) questionnaire interviews, checklist, rating scale, socialized produce.
- Diagnostic and Remedial teaching of Urdu Subject.

اکائی نمبر ۳

- (الف) خورد و تدریس کی اہمیت اور اس کی مختلف مہارتیں
- (ب) اردو معلموں کے سبق کی منصوبہ بندی، اکائی منصوبہ بندی، سالانہ منصوبہ بندی کی تیاری
- (ج) جانچ کے مختلف طریقے، پینٹ ٹیسٹ (دستوری یا بنیادی خاکہ کے ساتھ) سوالنامہ،
- ملاقات، جانچ فورسٹ، اور جب بندی کی جانچ، اشتراکی یا قومی طریقے کار
- (د) اردو تدریس میں تشخص و علاج کا طریقہ

UNITV:-

- Co-curricular activities, arriving various programme like symposia, Seminars, Mushaira.
- Various competition, Language game, debates, hand writings, class hand magazine, wall papers, albums.
- Contribution of Urdu Authors
Maulvi Abdul Haque, Maulana Altaf Husain Hali, Sir Syed Ahmed, Khan, Munshi Prem Chand, Kirishna Chand, Dr. Zakir Husain, Maulana Abdul Kalam Azad.
- Role and Importance of Urdu in National integration.

اکائی نمبر ۵

- (الف) اندامی سرگرمیاں، مختلف جلسوں کا اہتمام جیسے مجلس مذاکرہ، مباحثہ، مشاعرہ
- (ب) مطالعے، زبان کی تھیل، بحث و مباحثہ، خوشنوی، جماعتی و قومی، کتابچہ، دیواری تصاویر، ایلم
- (ج) اردو کے ادبی کردار:
- مولوی عبدالحق، مولانا الطاف حسین حالی، سرسید احمد خان، شبلی پریم چند، کرشن چندر، ڈاکٹر ذاکر حسین، مولانا ابوالکلام آزاد
- (د) قومی یکجہتی قائم کرنے میں اردو زبان کا کردار

PRACTICAL WORK :-

- Preparation of unit plan, unit test, teaching aids.
- Hobby book collection of Ashar, peices of prose, Aqwal-e- zarreen.
- A critical essay (not less than five pages) on any one aspect of thoughts of Dr.Iqbal OR Chalib-ka-Andazebayan OR Urdu Adab Mein Tanz -o-Mazah/Khutoot Navisi OR Maulana Abdul Kalam Azad.

Reference Books :

- Mushtaque Ahmed Shah "Urdu Tadrees" 2009, Amravati, Ashhar Publishers.
- Mirza Khalil Ahmed Baig "Urdu Zuban Ki Tarikh" 2007, Aligardh, Education Book House.
- Salim Abdullah "Urdu Kaise Padhaen" 2007, Aligardh Education Book House.
- Md. Sharif Khan "Taleem Aur Uske Usul" 2005, Aligardh, Education Book House.
- Moinuddin "Hum Urdu Kaise Padhaen" 2004, New Delhi, Maktab Jamia, Limited.
- Md. Akhtar Siddique Tadrise Ammozishi Hiqmat-e-Amliyat" 2004, New Delhi Maktab Jamia, Limited.
- Salamat Ullah "Hum Kaise Padhaen" 2002, New Delhi Maktab Jamia, Limited.
- Jameel Jalbi "Tarikh-e-Adab Urdu" 2001 Delhi Educational Publishing House.
- Noorul Hasan Naqvi "Tarikhe Urdu Adab" 2001 Aligardh, Education Book House.
- Afzal Hussain "Fun-e-Talim-o-Tarbiyat" 1999, New Delhi Markazi Maktabe Islami Publisher.
- Md. Ikramuddin "Talim-o-Taalum" 1993, New Delhi Maktab Jamia, Limited.
- Md. Ikramuddin "Mashquee Tadriss Kyon Aur Kaise" 1989, New Delhi Maktab Jamia, Limited.

E. METHODS OF TEACHING :-**COMMERCE****OBJECTIVES :-**

1. To acquaint the student teachers with the objectives of teaching commerce.
2. To understand basic concepts, ideas and principles in commercial subjects.
3. To apply the knowledge while teaching in a class room.
4. To develop necessary skills in the preparation and use of teaching aids.
5. To initiate the students teacher to the various methods of commerce.
6. To develop the comperance n the use of various tools of evaluation.
7. To appreciate the significance and role of the subject (i.e.commerce) in life.

UNIT-I:

- a) Meaning, concept and nature of Commerce subject.
- b) Place and importance of Commerce in secondary school curriculum.
- c) Co-relation of Commerce with other school subjects and commercial subjects.
- d) Aims and objectives of teaching Commerce and the objectives mentioned in Boards secondary and Higher secondary syllabus.
- e) Classroom objectives of teaching Commerce subjects i.e. knowledge, understanding, applications, skill, appreciation, interest and their specifications as per the Boards syllabus for the secondary and higher secondary schools.

UNIT-II:

- a) Study of the prescribed courses of Commerce of secondary and higher secondary classes from standard XI to XII with reference to the principles of curriculum.
- b) Criteria for the construction of good text book of Commerce.
- c) Critical study of the text books of Commerce subjects of secondary and higher secondary classes.
- d) Various methods of teaching Economics:
 - i) Discussion methods, ii) Lecture method, iii) Demonstration, iv) Question-answer method, v) Project method, vi) Inductive and Deductive, and vii) Supervised study.
- e) Various useful techniques used in teaching Commerce: i) Drill, ii) Illustration, iii) Dramatization, iv) Observation, and v) Examination.

UNIT-III:

- a) Planning- Annual plan, Unit plan, Lesson plan for teaching Commercial subjects in secondary and higher secondary classes.
- b) Importance and use of following teaching aids in the class room: i) Models, ii) Pictures, iii) Maps, iv) Sketches, v) Graphs, vi) Diagrams,

vii) Charts, viii) Tables, ix) Black boards of various types, x) News papers, xi) Periodicals, xii) Radio, xiii) T.V., xiv) Tape recorder, xv) OHP, xvi) Film projector, xvii) Epidiascope, xviii) VCR / VCP, and xix) LCD projector.

- c) Virtual Learning Centre (VLC)
- d) The need and contents of students' workbook and teachers' handbook of Commerce subject.

UNIT-IV:

- a) Various tools and techniques of evaluation: i) Test, ii) Interviews, iii) Questionnaire, iv) Check list, v) Rating scale, and vii) Internal assessment.
- b) Kinds of test: i) Written test, ii) Oral test, iii) Practical / Performance test, iv) Mixed type test, and v) Achievement test.
- c) Types of questions: i) Essay type, ii) Short answered type, and iii) Objective type.
- d) Preparation of Unit test with Blue print.
- e) Diagnostic and remedial teaching.

UNIT-V:

- a) Teaching of Commerce and Co-curricular activities and how to plan activities in school and outside schools.
- b) Problems and difficulties in teaching of Commerce subjects in secondary and higher secondary schools.
- c) Subject room of Commerce, its importance and equipments.
- d) Subject teacher- his essential good qualities, professional growth.
- e) Subject teacher association's need and importance

Reference Books :-

- १) सक्सेना, उदयगीर - वाणिज्य शिक्षण.
- २) सिंग, इक्बाल बहादूर - वाणिज्य का अध्ययन.
- ३) गाजरे, नानकर, वाणिज्य अध्यापन पध्दती - नूतन प्रकाशन, पुणे.
- ४) गोयल मधुर लता, वाणिज्य शिक्षण- संदिप प्रकाशन, रोहतक, हरियाणा.
- ५) राजपाल सिंह (हिंदी), वाणिज्य शिक्षण - विनोद पुस्तक मंदिर, आग्रा.
- 6) Aggarwal J.C., Teacing of commerce, a practical approach.
- 7) Boynton, Lewis D., (1970), Teaching Business Subjects, The Modern Approach, MacDonald and Evans, London.
- 8) Khan M.S., Commerce Education.
- 9) Lulla, Teaching of commerce, faculty of education, M.S.Uni, Baroda.
- 10) Russon, Alliedn and Wanous, S.J., (1960), Philosophy and Psychology of Teaching Type writing, South Western Publishing Co., Clincinnati.

- 11) Sing, M.N. , (1978), Methods and Techniques of teaching commerce subjects, 3rd ed., McGraw Hill Book Company, New York.
- 12) Tonne and Nanassy, (1978), Principles of Business Education, 4th Ed., McGraw Hill Book Company, New York.
- 13) Tonne , Popham, Freeman, (1978), Methods of teaching business subjects, 3rd. Ed., McGraw Hill Book Company, New York.

(F) METHOD OF TEACHING :-

HOME SCIENCE

OBJECTIVES:-

1. To enable the student-teacher to understand the place of Home Science in the Secondary School Syllabus.
2. To familiarize the students with laboratories in various areas of Home Science.
3. To make him to understand different methods of learning Home Science.
4. To develop adequate skills in the use of various teaching aids in Home Science.

UNIT-I:

- a. **Place and importance** of Home-Science in School curriculum.
- b. **Co-relation** in Home-Science with other school subjects such as History, Geography, Civics, Economics, Maths and General Science.
- c. **Aims and objective** of teaching. Home science such as the utilitarian aim. Social aim, the National aim, and Practical aim develop good work habits to develop democratic citizenship creation of proper attitude.
- d. **Class room objectives** and their specifications of Home Science such as knowledge, Understanding, Application of knowledge skill. Attitude. Personal trait. Interest Appreciation.

UNIT-II:

- a) **Various methods of teaching home science**
Demonstration method, Laboratory method, Problem solving, Project method, Lecture method, Heuristic method, Group work.
- b) **Various useful techniques in the teaching of home science**
Observation and limitation, Oral and written, Drill review, Supervised study, Program instruction, Team teaching, Micro teaching.

UNIT-III:

- a) **Instructional aids in home science such as**
Picture, Display boards, Photographs, Charts, Diagram, Graphs, Posters Flash card, Cartoon, Specimen, Television, Slides, Model, Radio, Film strip projector, Other instructional material and its importance and their use in class room.

- b) Home science laboratory, its importance and need of essential equipments.

UNIT-IV:

- a) **Home science teacher**, essential qualities, professional growth, subject teacher associations need and importance.
- b) **Student** work books, **Teachers** hand book, its need and contains
- c) **Problems** and difficulties in the teacher of home science.
- d) **Preparation** of annual plan, unit plan and lesson plan.
- e) Construction of unit test
- f) **Tools of evaluation** paper and pencil test, practical test, check list, oral test, rating, scale, observation, record, short answer and objective type test, Achievement test, diagnostic test.

UNIT-V:

- a) **Recent** trends in curriculum construction.
- b) **Principles** of curriculum construction.
- c) **Critical** study of text book of home science with respect to criteria of a good text books, of home science.
- d) **Co curricular activities** in home science
 - I.) Fair and exhibition.
 - II.) Home science committee.
 - III) Field trips and excursions, its importance and need of organizations of these activities.
 - IV.) Seminars, competitions.

Books recommended as reference books :-

- 1] Atkinson Elizabeth : Teaching of Domestic Science.
- 2] DEPSE : Teaching Home Science in Secondary Schools (N.C.E.R.T.)
- 3] गृहविज्ञान शिक्षण : श्रीमती जी.पी.शेरी, श्रीमती डी.पी.सरन

PAPER VII : ELECTIVE SUBJECT

One elective subject to be decided by considering the following:

1. All electives must be contributing for extra capability of delivering the goods.
2. All electives should have equal difficulty level.
3. All electives should be unique in native without being covered in any other area (of paper of B.Ed.)
4. All electives should have full bearing over the latest developments of the contemporary world.

ELECTIVE COURSE : ELEMENTARY EDUCATION

COURSE OBJECTIVES :

1. To develop in the student teacher an understanding of the role and

development of Elementary Education in India.

2. To develop in the student teacher proper understanding of various components of the NPE 1986 and review of NPE 1992 relating to elementary education.
3. To acquaint the student teacher with the recent changes in curriculum structuring and the modes of curriculum transactions.
4. To help to develop an appropriate teacher competencies on the part of the student teacher.
5. To acquaint in student teacher with emerging trends and practices in Elementary Education.

COURSE CONTENTS:

UNIT I:-

Introduction to elementary education : the genesis of elementary education.

A brief history of elementary education (EE) with special reference to the area of its operation, Constitutional provisions, Elementary education act, of the area.

Related concepts and target groups of elementary education (EE).

The learning needs of pupils.

UNIT II:-

National policy on education 1986 and the revised policy of 1992 with reference to elementary education.

Role of panchayats and local bodies in E.E.

Role of the state government, in E.E.

Role of non-government organisations, in E.E.

Trend of commercialization of EE, remedies.

UNIT III:-

Curriculum: structure of the curriculum at EE level.

Curriculum transaction: Activity based, experience centred, learner centred, play-way joyful learning.

Curriculum adjustment and adaptation to special needs of :

- a) Visually, auditory and orthopedically handicapped.
 - b) first generation learners and culturally deprived learners and remote rural areas and slum areas; and
 - c) girls.
- “Education for all” and required variation in the curriculum.

UNIT IV:-

Acquisition of basic skills required for teaching at elementary stage.

Special qualities of an elementary school teacher (EST).

Need for orientation and refresher courses for EST;

Developing competencies related to working with parents and community;

Role of basic training centres, normal schools, and DIET's in providing training to EST.

Preparation of teachers for implementing “Education for all”.

UNIT V:-

Minimum level of learning (MLL)

School Readiness.

Early Childhood Care and Education (ECCE).

Continuous Comprehensive Evaluation at Elementary level.

District Primary Education Programme (DPEP).

Multi-grade teaching in elementary schools.

Teacher's commitment

Use of modern technologies and media.

PRACTICUM

1. Conducting original studies of the effectiveness of the implementation of Operation Blackboard Scheme/Nutrition Programme in a locality.
2. Study of any problem connected with the introduction of English at the elementary level of education.
3. A survey of the availability of text books in elementary schools in a locality.
4. Study of any other problem relating to elementary education with the approval of the teacher-educator.
5. Analysis of text books.

Books recommended as reference books :-

- १) प्राथमिक शिक्षणाच्या समस्या - वासुदेव कारनिक व मधुसुदन गोखले
- २) शैक्षणिक प्रश्न आणि महाराष्ट्रातील शिक्षण व विकास - भा.गो.बापट
- ३) शैक्षणिक समस्यांचा इतिहास - जॉन एस. बुब्रेकर
- ४) आधुनिक शिक्षणाच्या समस्या उपाय आणि नियोजन - मा.गा.माळी
- ५) शैक्षणिक प्रश्न, पुनर्रचना आणि राष्ट्रविकास - एम.जी.माळी
- ६) आजचे शिक्षण, आजच्या समस्या - पाटील व कुलकर्णी
- ७) राष्ट्रीय शैक्षणिक धोरण १९८६

- ८) भारतीय शिक्षणातील विचार प्रवाह - ना.ग.पवार
 ९) ग्रामिण शिक्षण आणि ग्रामिण विकास - सुरवसे म.प.
 १०) आजचे अध्यापन - लीला पाटील

ELECTIVE COURSE : POPULATION EDUCATION

COURSE OBJECTIVE :

1. To develop in the student teacher an understanding of the concept, need and importance of population education.
2. To enable the students to understand various terminology connected with population studies and factors responsible for population growth.
3. To develop an awareness in the subject teacher of the implications of population growth on various aspects of social functioning.
4. To help student teacher to understand the effect of unchecked growth of population on the depletion of natural resources from the environment.
5. To help student teacher to appreciate the role of population education as an educational intervention for upgrading the quality of social functioning.

COURSE CONTENTS :

UNIT I:-

Introduction : Nature and scope of population education : meaning, concept need, scope, importance and objectives.

UNIT II:-

Population dynamics : distribution and density population composition : Age, sex, rural, urban, literacy - all India.

Factors affecting population growth : fertility mortality and migration (mobility).

UNIT III:-

Population and quality of Life: Population in relation to : socio-economic development, health status, nutrition health services and education.

Effect of unchecked growth of population on natural resources and environment.

Population and literacy campaigns in India.

UNIT IV :-

Population education in Schools : Scope of population education in schools.

Integration of population education with the general school curriculum.

UNIT V:-

Methods and approaches : Inquiry approach, observation, self-study, discussions, assignments.

Use of mass-media : Newspapers, Radio, Television, A.V.Aids.

UNIT VI:-

Role of teachers : Teacher role in creating awareness of the consequences of population problems, inculcating new values and attitudes leading to modification of student behaviour.

Working with community to build awareness.

PRACTICUM

Content analysis of existing secondary level text book to identify the components of population education included in it.

Survey of population situation of any locality inhabited by disadvantaged section of society.

Survey of population situation in a select locality to understand its population dynamics with comments on what is observed.

Survey of the population of student's families (of any class of a school) and analysis of the results.

Drawing out a plan for creating community awareness about social evils such as superstitions, early marriage etc. (any one evil).

Critical reporting of community work in select localities in selected sectors like mother care, child care, health and cleanliness etc.

Collection and analysis of data from available sources, problems of accommodation in schools/hospital/transport in a select locality.

Books recommended as reference books :-

- 1] Agarwala, S.N. (1972), India's Population Problems, New Delhi, Tata McGraw Hill Publishing Co.
- 2] Anantapadmanabhan, S. N. and Chandra R. (1976), Population Education, New Delhi, N.C.E.R.T.
- 3] Bhan R.K. (1972), A hand book for teacher on Population Education for secondary school stage, New Delhi, Path finder 1972.
- 4] Jain, S.P., (1976), Indian Population and Development, New Delhi, N.C.E.R.T.
- 5] Lulla, B.P., (1974), Concept of population education, Bombay Teacher Training college publication.

- 6] Mehta.T.S., (1973), Teaching Units on Population, New Delhi, N.C.E.R.T.
- 7] Mitra, Ashok and others, eds. (1974) , Population in India's Development (1947-2000): New Delhi Vikas Publication.
- 8] Pandya and other (eds.)(1974), A source book of Population Education , New Delhi, N.C.E.R.T.
- 9] Rao V.K., Population Education, New Delhi- 110002- APH Publishing Corporation - 5. Ansari Road, Darya Ganj - 2001.
- 10] Yadav Saroj- Population Education perspective, New Delhi- 110005, Shri Publishing House, 10149, Katra Chhaja Pandit Model Basti. (1988)
- 11] Sharma R.C. Population Resources, Environment and quality of life- New Delhi- 110005, Dhanpat. Rai and Sons 1982, Nai Sarak (1988).
- १२) अनौपचारिक आणि निरंतर शिक्षण - प्रा. अनिल सोमवंशी, बोके प्रकाशन, अमरावती.
- १३) लोकसंख्या शिक्षण - नवी दिशा - डॉ.शांताराम गोवर्धन बुटे, सुनंदा प्रकाशन, अकोला.
- १४) स्त्री शिक्षणाची वाटचाल - प्रा.अनिल सोमवंशी - बोके प्रकाशन, अमरावती.
- १५) अहिरे, बा.ग्रं., बोंदार्डे कै.मु. (१९९९)- लोकसंख्या शिक्षण, नूतन प्रकाशन , पुणे.
- १६) धारपुरे , दंडारे, लोकसंख्या शिक्षण - किलोस्कर प्रकाशन, पुणे.
- १७) कानिटकर, कुलकर्णी (१९७९) - लोकसंख्या शास्त्र - श्रीविद्या प्रकाशन, पुणे.
- १८) नागपुरे, व.रा., जपे, दि.कृ. (१९९०) - लोकसंख्या शिक्षण, नूतन प्रकाशन, पुणे.

ELECTIVE COURSE : ENVIRONMENTAL EDUCATION

1. To enable the student teacher understand about the concept of environmental education.
2. To develop in the student teacher a sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.
3. To develop a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.
4. To develop reasonable understanding about the role of school and education in fostering the idea of learning to live in harmony with nature.
5. To enable the students to understand about the various measures available to conserve the environment for sustaining the development.

COURSE CONTENTS :

UNIT-I:

Environment Education and Awareness:

- a) Environment: Meaning, Scope & importance of Environment.

- b) Environment awareness through education:
- i) Progress of Environment Education for secondary school children.
 - ii) Progress of Environment Education for attitude change among the children.
- c) Environment awareness in India & Organizations.

UNIT-II:

Environmental Pollution & Environmental Hazard:

- a) Course, Effects & Control measures of
- i) Water Pollution,
 - ii) Noise/Sound Pollution,
 - iii) Air Pollution and
 - iv) Soil/Land Pollution.
- b) Course, Effects & Remedies of
- i) Floods,
 - ii) Land side
 - iii) Earthquake
 - iv) Storms

UNIT -III:

Natural Resources & Environmental Values:

- a) Natural sources- its meaning, need importance and types.
- b) Concept of environmental values and its importance.
- c) Global warming – its only concept.

UNIT -IV:

Ecosystem & Bio-diversity:

- a) Ecosystem- meaning, nature and scope.
- b) Cardinal principle of Eco-system.
- c) Biodiversity : Concepts, types, importance, conservation and
- d) Remedies

UNIT-V:

Social Issues and Environment:

- a) Concept of sustainable development and problem to energy.
- b) Chipko movement & Tiger project working for environmental awareness.
- c) Climate change & Global warming, Green House effect, Depletion of Ozone & courses & impact Acid Rain.
- d) National policies for protection of environment, Environment Protection -Act (1986)

PRACTICUM

To submit a report after surveying a typically degraded area and to suggest necessary remedial measures with latest statistical data.

The area of this project is to include any one of the following topics: Noise pollution; Water pollution; Air pollution; Deforestation; Role of the pollution control boards; Role of voluntary organizations.

The report on the practicum should be submitted to the college within the date specified by the college authority. The length of the report may be around 700 words.

Books recommended as reference books :-

- 1] Abbasi S.A.(1988), Environmental Pollution & Its control Congent International P.B.-340, Pondecherry.
- 2] Arunkumar,(1999), Environmental Problems and control (Vol.I , II), Anmol Publications Pvt.Ltd., New Delhi.
- 3] Deshbandhu (1999), Environmental Education, Indian Environmental Society, New Delhi.
- 4] Dhaliwal G.S., Sangh G.S. and Pathan P.K. (1996), Fundamentals of Environmentals Science, Kalyani Publishers, New Delhi.
- 5] Henvietta Feck, (1981), Introduction to Nutrition to Macmillon Publisher & Company, New York.
- 6] Ramesh Bhanta, Dr. Bhaskara Rao Digmurti, Environmental Education, Problems and prospects.
- 7] Govarikar Vasant, (1972), Science, Population and development, Unmesh Communication, Jayadev Nagar, Pune.
- 8] Gupta N.L., Gujar R.K., (1993), sustainable development, volume I, Rawat Publications, New Delhi.
- 9] Kelvyn Jones and Graham Moon, Health, Disease and society.
- 10] Comboj N.S., (1999), Control of noise pollution, Deep and Deep Publications, New Delhi.
- 11] Millbrath Lester W., (1996), Learning to think and act environmentally while there is still time , concept publishing co., New Delhi.
- 12] Singh, K.N., Singh, D.N., Popullation Growth, Environment and Development Issues, Impacts and responses.
- 13] Sinha, Rajiv K., (1977), Environmental Crisis and Human at risk. INA, Shri Publishers, Hawa Surak Jaipur.
- 14] Kailash Thakur, (1997), Environmental Protection, Law and Policy in India, Deep and Deep Publications, New Delhi.
- 15] Trivedi R.K., (1996), Handbook of Environmental Laws,Acts, Rules, Guidelines complicances and standards Vol.II, Enviro Media IInd floor, Rohan Heights, Karad.
- 16] Yeole, Cima (1998), Environmental Education, Deptt. of Education, Shivaji Uni., Kolhapur.
- 17] Sharma R.C., Environmental Education, Metropolitan Book Company Pvt.Ltd., New Delhi, (1986).

- 18] Saxena A.B., Environmental Education, National Psychological Corporation, Agra.
- 19] Saxena M.M., Environmental Analysis, Water, Soil and air, Agro Botnical Publishers, Bikaner.
- 20] N.C.E.R.T. Environmental Education and N.C.E.R.T., NCERT, New Delhi (1981).
- 21] Hodges, Laurent, Environmental Pollution, Halt Rinchart and Winston IMC, New York (1973).
- 22] Kohli V.K., Kohli Vikas, Environmental pollution and management , Vikas Publishers, Ambala City, 1995.
- 23] Divan, Parasec editor, environmental protection, Problems-policy, administration and law.- Deep and Deep publications,New Delhi. (1987).
- 24] Doraiswami S. , Environmental Education in curricula of Indian Schools, School science, Vol. 8 No. 3.
- 25] Sharma Gautam, Environment, man and Nature, Reliance publishing house, New Delhi (1989).
- २६] पर्यावरण शिक्षण - डॉ.के.एम. भांडारकर, नूतन प्रकाशन, पुणे.
- २७] पर्यावरण शास्त्र परिचय - डॉ. जयकुमार मगर - विद्या प्रकाशन, नागपूर.
- २८] पर्यावरण भूगोल - डॉ.सुभाषचंद्र सारंग - विद्या प्रकाशन, नागपूर.

**ELECTIVE COURSE : ALTERNATIVE EDUCATION
COURSE OBJECTIVES :**

1. To develop in the student teacher an understanding of the need, working, concepts, objectives, and scope of non-formal and adult education.
2. To help student teacher to appreciate the importance of providing life-long education to learners of all age groups at all levels according to their needs, aptitudes and convenience. To develop in the student teacher an awareness of the significance of freedom, flexibility and openness in learning system.
3. To enable the student teacher to understand the need for offering parallel, alternative and less costly mode of education for removal of illiteracy; the need of democratization and universalisation of education in India.
4. To acquaint the student teacher with the use of multidimensional and multisource education for schooled, semischooled and unschooled learners.
5. To promote the new cult of “learning society” believing in self-development, self-enrichment and advancement in the “Art of Living” through imparting adult education.

COURSE CONTENTS :**UNIT I:-**

Introduction to non-formal education (NFE): concept, nature and scope of non-formal education (NFE).

Philosophical bases of NFE.

Aims and objectives of NFE.

UNIT II:-

Types, agencies and approaches on NFE : types and agencies of NFE.

Approaches and methods of NFE.

Teachers of NFE.

Aids-audio & visual.

UNIT III:-

NFE in Indian context : Prospects of non-formal education in Indian context.

Need for monitoring, evaluation and research for effective implementation of NFE programmes.

UNIT IV :-

Introduction to adult education (AE): Meaning, scope and objectives of Adult Education (AE).

Adult learning procedures - factors and conditions, effects of age.

Tools of learning.

Teachers of AE - need for training.

Evaluation process in AE.

Contents of AE : Contents of AE; functional learning.

UNIT V :-

AE in India context : Adult education in India - an instrument for social regeneration and cultural transformation.

Functional literacy programmes - Role of National literacy mission, Total literacy Campaign in achieving the social aim of education for all.

Need for effective and constant monitoring, evaluation and research in A.E.

Role of governmental agencies in promoting AE.

PRACTICUM

To prepare (i) a project on or (ii) to conduct a survey of the non-

formal/adult education centers in the locality. The written report should be around 700 words.

Books recommended as reference books :-

- 1] Ansari N.A. (1990), Adult Education in India (New Delhi, S.Chand and Company Ltd.). Ch.7
- 2] Dutta S.C., (1986), History of Adult Education in India, (New Delhi: Indian Adult Education Association in India) Ch. 10 & 11.
- 3] Dutta, S.C. and Friesen J.K. (1985) University Adult Education, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi 110002.
- 4] India (1978) Ministry of Education and Social Welfare : National Adult Education Programme (New Delhi: Ministry of Education and social welfare).
- 5] Kunda C.L. (1986) Adult Education, Principles, Practice & problems (New Delhi: Sterling Publication) Part 6.
- 6] Mohanti J. (1991), Adult and Non-formal education.
- 7] National Policy on Education 1986 (New Delhi: Ministry of Human Resource Development).
- 8] Saxena, J.C. and Sachdeva, J.L. (1986), Role of Adult Education and Mass Media for civil, Indian Adult Education Association 17-B, Indra Prastha Estate, New Delhi- 110 002.
- 9] Shah S.V.(Editor) (1989) A Source Book on Adult Education (New Delhi: Directorate of Adult Education Govt. of India) Ch. 6.
- 10] Sharma Indra Prabha (1985), Adult Education in India (New Delhi: NBO Publishers Distributors) PP 142-145.
- 11] Sachdeva, J.L. & Vohra Asha & Mohsini, S.R. (1983), Towards a comprehensive Adult Education programme, Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi - 110 002.
- १२] आस्वले म.श. (१९८३) - अनौपचारिक शिक्षण पध्दती व मूल्यमापन (पुणे:इंडियन इन्स्टिट्यूट ऑफ एज्युकेशन).
- १३] इंडियन इन्स्टिट्यूट ऑफ एज्युकेशन (१९७९) राष्ट्रीय प्रौढ शिक्षण कार्यक्रम (पुणे : आय.आ.ई.).
- १४] गोगटे श्री.बी. (१९८४), प्रौढ शिक्षण कार्यक्रमातील देखरेख व मूल्यमापन (पुणे : इंडियन इन्स्टिट्यूट ऑफ एज्युकेशन).
- १५] बोबे बा.सं. (१९८९), प्रौढ शिक्षण, अनौपचारिक शिक्षण व निरंतर शिक्षण (पुणे : नूतन प्रकाशन).
- १६] डांगे चंद्रकुमार (१९८०), राष्ट्रीय प्रौढ शिक्षण (पुणे : नूतन प्रकाशन) प्रकरण २ रे.
- १७] नाईक ज.पा. (१९७८), अनौपचारिक शिक्षण का व कसे ? (पुणे : इंडियन इन्स्टिट्यूट ऑफ एज्युकेशन).

- १८) नाईक ज.पा. अनौपचारिक शिक्षण का व कसे ? (पुणे : इंडियन इन्स्टिट्यूट ऑफ एज्युकेशन).
- १९) मिनीस्ट्री ऑफ एज्युकेशन (१९८६), राष्ट्रीय शैक्षणिक धोरण (नवी दिल्ली : मिनीस्ट्री ऑफ एज्युकेशन).
- २०) राष्ट्रीय शैक्षणिक धोरण (१९८६), शैक्षणिक आव्हानाकडून कृत्तिकार्यक्रमांकडे (पुणे : महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद).
- २१) विभूते भालबा (१९९०) प्रौढ शिक्षण योजना यंजणा आणि कार्यवाही (कोल्हापूर : प्रियदर्शी प्रकाशन).
- २२) विभूते भालबा : उज्वल उद्यासाठी साक्षरता अभियान (पुणे : मेहता प्रकाशन).
- २३) विभूते भालबा : सर्वासाठी साक्षरता (कोल्हापूर : प्रचार प्रकाशन).
- २४) विभूते भालबा : ज्ञान ज्योती (कोल्हापूर : प्रियदर्शी प्रकाशन).
- २५) संचालक अनौपचारिक प्रौढ शिक्षण साधन केंद्र (१९७८) प्रौढ शिक्षण कार्यकर्त्यांचे प्रशिक्षण (पुणे : इंडियन इन्स्टिट्यूट ऑफ एज्युकेशन).

ELECTIVE COURSE : EDUCATIONAL ADMINISTRATION & MANAGEMENT

COURSE OBJECTIVES :

1. To acquaint the student teachers with the concept and concerns of educational administration.
2. To develop an understanding of the role of the headmaster and the teacher in school management.
3. To enable the students to understand to concept at importance of communication and its possible barriers in educational administration.
4. To enable the student teacher to critically analyse the administrative scenario in relation to the functioning of the other secondary schools of the area.
5. To acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation.

COURSE CONTENTS :

UNIT I:-

Conceptual framework : concept of educational administration.

Concept of educational management human beings as inputs, process and products inputs.

Nature, objectives and scope of educational administration.

UNIT II:-

Role and functions of headmaster/teacher : Basic functions of administration - planning, organising directing and controlling.

Maintenance of discipline, control management.

Co-ordination and growth development.

Supervision and inspection, defects in the present supervision and inspection.

Scope of educational supervision.

Types of supervision.

Providing guidance ; leadership function.

Crisis in management.

Decision making.

UNIT III:-

Communication in Educational Administration : Role of communication in effective management and administration.

Methods of communication.

Barriers of communication in educational administration.

Overcoming barriers to communication and effective communication in educational administration.

UNIT IV :-

Management of Schools : Role of headmaster in planning of school activities, approaches to management - manpower approach, cost benefit approach, social demand approach, social justice approach. Involvement of other functionaries and agencies in the preparation of a plan.

Delegation of authority and accountability.

Role of the headmaster in monitoring, supervision and evaluation.

Role of the headmaster in motivating the staff, in resolution of interpersonal conflicts.

Role of the headmaster in creating resources and managing financial matters.

Optimum use of available resources for growth and development of the school.

Staff development programmes.

Role of teachers in school management and administration.

UNIT V :-

Educational administration in the state: The administrative structure in the field of education in the state.

Control of school education in the state - a critical analysis.

Functions of the state government in relation to secondary and higher secondary schools.

Functions of the board of secondary education in controlling secondary schools.

Problems of secondary school administration in government schools.

PRACTICUM:

The student teacher is expected to conduct a study on any issue or problem relating to a school administration. The report should be in about 700 words.

Books recommended as reference books :-

- 1] Modern Approach to school organisation and Administration M.S. Sachdeva.
- 2] School organisation of Administration : Raghunath , Safaya & B.D. Saida.
- 3] Secondary school Administration - S.K.Koachar.
- 4] Organisation of school in India - W.N.Ryburn.
- 5] Trends in Education : B.R.Satija.
- 6] Educational Administration, Inspection planning and Financing in India - J.C.Agrawal.
- 7] Management of Education: Chaudhary N.R.
- 8] Educational Administration planning Supervision and Financing, By S.D.Khanna, V.K. Saxena, T.P., Lamba Delhi 110006. Doaba House, Bookseller and publishers 1638, Nai Sarak, New Delhi - 110006.
- ९] शैक्षणिक प्रशासन व नियोजन - श्री.दा.ब्राम्हणकर, नुतन प्रकाशन, पुणे.
- १०] आजचे शिक्षण आजच्या समस्या - सौ. लिला पाटील, श्री.व्ही.एम.कुळकर्णी.
- ११] भारतीय शिक्षणातील आधुनिक प्रवाह - प्रा. ना.ग.पवार, नुतन प्रकाशन, पुणे.

ELECTIVE COURSE : EDUCATIONAL AND MENTAL MEASUREMENT

COURSE OBJECTIVES :

1. To acquaint the student teacher with the basic scientific concepts and practices in educational and mental measurement.
2. To enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures.
3. To develop skills and competencies in the student teacher for the use of the techniques in the field.
4. To enable the student teacher to interpret the result of educational measurement.
5. To enable the student to understand about various educational and mental measurement tools.

COURSE CONTENTS :

UNIT-I:

- a) Meaning of measurement and evaluation.
- b) Concept, function and basic principle of evaluation.
- c) Techniques and tools of measurement of evaluation.
- d) Norm- reference and criterion reference measurement.

- e) Scales of measurement: nominal, ordinal, interval and ratio scales.
- f) Discrete and continuous variables.
- g) Qualities of a test – reliability, validity and Usability of a test; item analysis, procedures and item selection.

UNIT-II:

- a) Techniques of test conduct: Importance of establishment of rapport with the students.
- b) Arrangement the seats and distribution of questions for minimum pilgauge and copying.
- c) Techniques for avoiding guessing in answering.
- d) Achievement tests: Construction of standardized achievement tests.
- e) Difference between teacher made test and standardized tests.

UNIT-III:

- a) Organization and representation: Frequency distribution table, frequency polygone, histogram and Ogive.
- b) Concept, calculation, uses and interpretation of :
 - i) Measurement of central tendency – mean, median, mode and combined mean,
 - ii) Measurement of variability – range, quartile deviation, standard deviation and combined standard deviation.

UNIT-IV:

- a) Interpreting measurement : Properties of normal probability curve, standard score, skewness and kurtosis.
- b) Percentiles and percentile ranks.
- c) Meaning of Correlation; Types of Correlation, Co-efficient of correlation by Spearman's method.
- d) Interpreting co-efficient of correlation.

UNIT-V:

- a) Measurement of intelligent- concept of intelligent, Binet test, concept of I.Q.
- b) Individual and group tests of intelligence.
- c) Aptitudes and personality tests: use of aptitude tests -overview.
- d) Use of interest inventories.
- e) Assessment of personality: interview, self-report inventories, rating scale, projective techniques.
- f) New trends in evaluation viz. – grading, semester system, open book test, surprise test and continuous internal assessment.

PRACTICUM:

- i. Administration of a psychological test and interpretation of test results.
- ii. Determination of reliability or validity of any self made test.
- iii. Construction of a test battery with at least five types of test items id

trying out of the same on a class/group of students.

Books recommended as reference books :-

- 1] Constructing Evaluation Instrument - Longmans, Grees of Co., Inc.NY-18,
- 2] Statistics in psychology and Evaluation, Henry Garret.
- 3] Fundamentals of statistics - Thursten M.C. Grow Hill Book Company, London.
- 4] Measurement and Statistics in Education - Rawat D.S., Ramprasad and Sons, Agra-3.
- 5] Evaluation in school - Dandekar W.N., Vidya Prtakashan, Pune-30.
- 6] Educational measurement - Lindguise, America council of Education- Washington.
- ७) शैक्षणिक मूल्यमापन आणि संख्याशास्त्र - व.ना.दांडेकर - श्री.विद्या प्रकाशन, पुणे-३०.
- ८) शिक्षणातील परिक्षण आणि मापन - प्रा. सौ.पाठक, नुतन प्रकाशन, पुणे.
- ९) शैक्षणिक मूल्यमापन -वा.प.कदम, चौधरी, नुतन प्रकाशन, पुणे.
- १०) शैक्षणिक मूल्यमापनासाठी सुबोध संख्याशास्त्र - ना.के.उपासनी, के.व्ही.कुलकर्णी, विद्या प्रकाशन, पुणे.
- ११) मूल्यमापन तंत्र आणि मंत्र - डॉ.उपासनी, जोशी, वझे न.र., महाराष्ट्र, पुणे - ३०.
- १२) शैक्षणिक संख्याशास्त्र - मस्के टी.ए., प्रज्ञा प्रकाशन, संगमनेर.

ELECTIVE COURSE : PHYSICAL EDUCATION

COURSE OBJECTIVES :

To develop in student teacher :

1. The theoretical assumption behind the practice of modern physical education.
2. The states for organising the practice of physical education.
3. Activities required for evaluating attainments of physical education.
4. Activities required for organising physical education meets and events.

COURSE CONTENTS :

Physical education - its meaning and implications, aims and objectives. Foundations of physical education, concept of physical fitness recreation.

Physiological effects of exercise. Biophysical differences in boys and girls and their implications in physical education. Postural defects including remedial exercise including Asanas.

The significance of child's growth and development for the practice of physical education.

The interaction of health; physical education and physical fitness; concept of positive health;

Types of food and their relative efficacy; role of balance diet, dangers of the use of alcohol nicotine, narcotics and drugs.

The principles of programme building : organisation of physical education programme in secondary schools. Competitions - their role, values and limitations. Team and house system; classification of pupils for instructional and other purposes; preparation of fixtures. Organisation of annual athletic meet including laying out of a double bend tracks with provision of staggers.

Evaluation of student's performances in physical education programmes.

Problems in organising physical education programme in Indian schools.

PRACTICUM

To be decided by the investor in-charge and to be internally assessed.

Books recommended as reference books :-

- 1] Organisation, Administration and Recreation in Physical Education - Prakash Brothers - Ludhiana- 8.
- 2) जर्दे श्रीपाल, जर्दे सुनीता, शारीरिक शिक्षणाची तत्वे व स्वरूप, चंद्रमा प्रकाशन, कोल्हापूर.
- ३) जर्दे श्रीपाल, शारीरिक शिक्षणाचा इतिहास भाग १ व २, चंद्रमा प्रकाशन, कोल्हापूर.
- ४) पुरंदरे गो.ना. - शारीरिक शिक्षणाचा इतिहास, मॅजेस्टीक प्रकाशन, पुणे.
- ५) तिवारी शंकर, शारीरिक शिक्षणाचे संघटन व प्रकाशन, शारा प्रकाशन, नांदेड.
- ६) घोंगडे प्र.रा., शारीरिक शिक्षण अध्यापन पध्दती, श्री.विद्या प्रकाशन, पुणे.
- ७) माने विमल, शारीरिक शिक्षण अध्ययन व अध्यापन.
- ८) शिंदे स.के., शारीरिक शिक्षण अध्यापन पध्दती, अंबा प्रकाशन, कोल्हापूर.
- ९) सांगलीकर व्ही.एन., मैदानी खेळ, अंबा प्रकाशन, कोल्हापूर.
- १०) सांगलीकर व्ही.एन., सांघिक खेळ, अंबा प्रकाशन, कोल्हापूर.
- ११) जर्दे श्रीपाल, शेडगे राजाराम, फूटबॉल, चंद्रमा प्रकाशन, कोल्हापूर.
- १२) कानडे वि.क., शारीरिक शिक्षणाची अध्यापन पध्दती.
- १३) वखारकर वि.गो., शारीरिक शिक्षणाचे आयोजन, नियोजन व निरीक्षण.

ELECTIVE COURSE : CAREER INFORMATION IN CAREER GUIDANCE

COURSE OBJECTIVES :

To develop an understanding of the need and importance of career information for the pupils.

To identify their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils.

To develop an understanding of how one's ability, interests and aptitudes are related to world of work.

To know about the importance of developing the right attitudes and values at every stage of education.

COURSE CONTENTS :

UNIT I:-

Meaning of career and career information components of career information. Occupational information, information about education and opportunity and personal-social information.

UNIT II:-

Aims to study career information at different school levels.

UNIT III:-

Career information : Sources, methods of collection, classification and filling-up of information and evaluation of the information.

UNIT IV:-

Information about education and training opportunities for primary, elementary and secondary levels of school.

UNIT V:-

Personal-social information at every school level.

UNIT VI:-

Setting up of a Career Resource Centre, its major importance.

Books recommended as reference books :-

- 1] Hoppock, R. (1976), Occupational Information: where to get and how to use it in counselling and teaching. New York, Mc-Graw Hill.
- 2] Principles of guidance and pupil personnel work by Jone A.J. McGraw Hill, New York.
- 3] Fundamentals of guidance - by Shertzer B., and Stone S.C. Houghton Mifflin Co., Boston 1976.

ELECTIVE COURSE : VALUE EDUCATION

COURSE OBJECTIVES :

1. To understand the source of Human Values.
2. To understand the classification of values under different types.
3. To inculcate Human Values through teaching.
4. To understand and solve current problems through Human Values.
5. To structure value oriented curriculum in secondary education.

UNIT-I:

- a) Concept, need and importance of value education in present

educational scenario.

- b) Human Values: different aspects of different religions of India (Hindu, Buddhism, Jainism, Islam and Christian)

UNIT-II:

- a) Concept, nature and source of values: Biological, Psychological, Social, Ethical and Ecological determinants of values and their bearing on education.
- b) Classification of values into various types, material, moral spiritual, social, aesthetic & national values

UNIT-III:

- a) Difference between positive and negative values- material, social, economic, moral and religious evils. How can education overcome these negative values.
- b) Value conflicts: role of teachers and parents to overcome the value conflicts in students

UNIT-IV:

- a) Theories of value development:
 - i) Cognitive theory- Kohlberg;
 - ii) Psychoanalytical- Freud
 - iii) Behavioral- Bandura
- b) Models of teaching Human Values-
 - i) Scientific inquiry model,
 - ii) Value analysis model
 - iii) Role play model.

UNIT-V:

- a) Value education through curriculum and co-curricular activities for personality development.
- b) Assessment and evaluation of value maturity-
 - i) Observation,
 - ii) Rating scale,
 - iii) Sociometric technique.

PRACTICAL WORK

- a) Minimum two lessons on value based education.
- b) Criticize "paripath" of any school / college.

Books recommended as reference books :

- 1] Value education- B.K.Passi, P.Singh. National Psychological Corporation. 4/230, Kacheri Ghat, Agra. 28, 2004. India.
- 2] Value Education- A philosophical study. M.N.Kar, Association Publishers 296312. Kacha Bazar, Post Box. No. 56, Ambala Cantt., 1333001, India.
- 3] Value Oriented Education- Vision for better living. E.N.Gawande,

- Sarup and Sons, New Delhi.
- 4] Value Education- Changing perspectives. Mohit Chakrabarti, Anishka Publishers-Distributors, New Delhi.
 - 5] Human Values and Education. Sterling Publishers Pvt. Ltd., L. 10, Green Park Extension, New Delhi Edition 1986.
 - 6] Shrivastava R.P.- Value education through content areas. Jamia Millia Islamic Vigyan Bhavan and Hotel, Lemeridian, New Delhi - (1997).
 - 7] Gandhi K.L.- Value education, A study of public opinion, Published by Gyan publishing Houses; Ansari Road, New Delhi- (1993).
 - 8] Ruhela S.P.- Human Values and Education- Sterling publishers Pvt.Ltd., L-10, Green Park Extension, New Delhi.
 - 9] Sarangi Radhashyam - Moral Education in School buses and implications published by Deep and Deep Publications , F.159, Rjouri Garden , New Delhi. (1994).
 - 10] Sharma Gokulesh -(Forwarded by Justice Bhagwati P.N.) - "Human Rights and social justice"- Deep and Deep Publishers, F.159, Rajouri Garden, New Delhi. (1997).
 - 11] Govt. of India - Central advisory board of Education, Report of the religious Education, 1946, New Delhi. Manager of publication. (1947).
 - 12] Govt. of India - Ministry of Education, Report of the committee on Religious and moral Instruction (1959), New Delhi - (1964).
 - 13] Govt. of India - Report of the committee on Emotional Integration, New Delhi - (1962).
 - 14] Govt. of India - Ministry of Education, Report of the committee of the members of parliament on National Policy on Education. (1967).
 - 15] Goyal B.R.- Documents on social, moral spiritual values in Education, New Delhi - NCERT (1979).
 - 16] Rokeach Milton - The Nature of Human Values, New York- N. Y.Free Press (1973).
 - 17] Swadesh Mohan - Value Oriented Education, National Psychological corporation, Agra.
 - 18] G.N.Kaul - "Values and Education in Independent India"- The Associated publishers.
 - 19] "Right of the child" - World Declaration And Plan of Action From the world summit for childre, published India, for development of women and children, Govt. of India, (1991).
 - 20] Bajwa J.S. - Human Rights in India, Emplimentation and Raolation, Delhi - (1995).
 - 21] Mathur K.M. - Crime Human Right and Natural Security. Dnyan publishing house, New Delhi.
 - 22] B.P.Singh Sehgal, R.C. Hingorani - Human Rights in India.

- 23] V.R.Krishna Iyer - Human Rights.
- 24] Human Rights in Interantional Law - A.B.Kalaiah, Deep and Deep Publication, New Delhi.
- 25] Nagendra Singh S."Human Right and InternationalCo-operation" .- Chand Publication, New Delhi.
- 26] Dr. H. O.Agrawal - Human Right and Law Central Law publication, Alhabad.
- 27] Parekh P.H. - Human Rights year book, 1993 - Internatioanl Institution of Human Right Society, New Delhi.
- 28] Basu D.B. - Constitutional law of India - Eastern Law Publications, Lucknow.
- 29] Pilai Arunkumar - National Human Rights Commisssion of India, New Delhi.
- 30] Bhyrappa S.L. - Values in modern Indian Educational thoughts - New Delhi - NCERT (1968).
- ३१] मूल्यधिष्ठित शिक्षण प्रक्रीया व उपचार - प्राचार्य, एकनाथ गावंडे, सौ.वर्षा झोंबाडे, निर्मल प्रकाशन, भूमिपुत्र कॉलनी, अमरावती (२००१).
- ३२] गुप्ता नथ्युलाल - मूल्यशिक्षा - जयकृष्ण अग्रवाल, कृष्णा ब्रदर्स, महात्मा गांधी मार्ग, अजमेर. (प्रथम संस्करण - १९८७).
- ३३] शर्मा डॉ.राजेंद्र - 'नैतिक मूल्यशिक्षण '- पुस्तक संसार, जयपूर - प्रथम आवृत्ती- १९९९.
- ३४] मोहोड, प्रा.भास्कर ; बोके, सौ.संध्या - मूल्यशिक्षण -वार्षिक नियोजन (वर्ग ५ ते १०), बोके प्रकाशन, १९९७.
- ३५] एन.सी.इ.आर.टी. - ' नैतिक शिक्षण प्रकल्प'- मूल्यमापन अहवाल- महाराष्ट्र राज्य शैक्षणिक संशोधन प्रकाशन परिषद, पुणे.
- ३६] जोशी अरविंद सदाशिव - भारतीय नैतिक व आध्यात्मिक शिक्षण आवश्यकता आणि दिशा - चैतन्य प्रकाशन, मेहकर (१९७३).
- ३७] पाटील लीला - मूल्यशिक्षण विशेषांक- कोल्हापूर (१९८४).
- ३८] मानवी हक्क संरक्षण - अनुवाद:श्री.सबनीस.
- ३९] भारतीय राज्यघटना- ब्रोकन पिपल - अनुवादक - वामन निंबाळकर.
- ४०] सामाजिक समस्या - प्रा.रा.ज.लोहे - (१९८९).
- ४१] डॉ.कृष्णमोहन माथूर - स्वातंत्र्योत्तर भारतमें मानवाधिकार.
- ४२] अक्षेंद्रनाथ सारस्वत - सामाजिक न्याय, मानवाधिकार और पुलिस.
- ४३] श्री.रजनीश भगवान - मूलभूत मानवीय अधिकार.
- ४४] श्री.घ.सोहनी, प्र.ग.कॉलेज, नाशिक - मानवी हक्क (१९६८).
- ४५] अॅड. हर्षवर्धन निमखेडकर - मानव अधिकार आणि त्यांचे उद्देश.

**ELECTIVE : COMPUTER EDUCATION AND INFORMATION
TECHNOLOGY**

OBJECTIVES :-

- To enable the student-teacher to :
1. become aware of developments in computers and role of computers in Information Technology.
 2. Use computer hardware and software to produce educational documents.
 3. Use computers in the educational process.
 4. Use Internet for self-learning.
 5. Evaluate a ready-made software for school subject.
 6. Evaluate the use of computers in Education.

UNIT I :- AN INTRODUCTION TO COMPUTERS :

- a) Concept of computer and computer system and its characteristics and capabilities.
- b) History of Computer Development and special features of generations of Computers.
- c) Classification of Computers based on : size, purpose and type of data processed.
- d) Concepts of major elements in a computer system : Hardware - input - process - output (block diagram). Software - systems software and application software.
- e) Concept of Information Technology and the Role of Computers in Information Technology.

**UNIT II :- COMPUTER HARDWARE FUNCTIONS & APPLICATIONS
(Input, Process & Output Devices).**

- a) Input Devices - (i) Terminals and Dedicated Data Entry Systems and (ii) Direct Data Entry Devices. (iii) Voice Input Devices (iv) Pointing Devices.
- b) Storage Devices - (i) Primary Storage Devices (ii) Secondary Storage Devices.
- c) Central Processing Unit : (i) Control Unit (ii) Arithmetic/Logic Unit (iii) Memory Unit.
- d) Output Devices (i) Hard Copy Devices and (ii) soft Copy Devices.

UNIT III : COMPUTER SOFTWARE :

- a) Computer Software and its types.
- b) Types of Operating Systems.
- c) MS-DOS - Commands and Working with DOS.
- d) Compilers, Interpreter and Translators in brief.
- e) Programming Languages - Syntax, Semantics and Concept of Higher Level Languages : BASIC, FORTRAN, PASCAL, COBOL, LISP, C and LOGO (In brief).

UNIT IV :- APPLICATION SOFTWARE FOR EDUCATION :

- a) Features of Microsoft Windows - 95/98/2000 (or whichever is available)
- b) Features of M.S. - Office 97 (or whichever version of M.S.-Office is available).
- c) Ready made Package for teaching school subject.

UNIT V :- USE OF COMPUTERS AND MULTIMEDIA IN EDUCATION

- a) Use of Computers and Multimedia in teaching - learning process.
- b) Use of computers in Office Management.
- c) Use of computers for Examination.
- d) Internet-Genesis, Software and Hardware requirement for Internet, Surfing, Educational Websites, uses of Internet.
- e) Effects of use of Computers in Education - on students, teachers and process of Education.

PRACTICUM :

Any one of the following :

1. Preparation of an Educational Document with the help of ready made package.
2. Preparation and Presentation of Educational Slides with the help of MS-Power Point.
3. Preparation and use of any Computer Graphics in Education.
4. Preparation of report applying statistical analysis by Using MS-Excell.

Books recommended as reference books :-

- 1] Basandra, Suresh K., (1998), Computers Today, Galgotia Publications Pvt.Ltd., New Delhi.
- 2] Ahl, David, (1976), The Best of Creative Computing, Morristown, New Jersey, Creative Computing Press.
- 3] Ball Marion J., (1997), What is a computer ? Houghton Mifflin, New York.
- 4] Halasy D.S. Jr., (1973), What Makes A Computer Work ? Boston , Little Brown and Co.
- 5] Lewis Bruce, (1977), Meet The Computer, Dodd Mead, New York.
- 6] Rajaraman V and Rajaraman Dharma, (1991), Computer Primer, Prentice Hall of India Pvt. Ltd., New Delhi.
- 7] Daniel T. Bobola, (1998), Microsoft Word 97, Prentice Hall of India Pvt.Ltd., New Delhi.
- 8] Laura maery Gold and Dan Post, (1998), Microsoft Excel 97, Prentice Hall of India Pvt.Ltd.
- ९) शिक्षणातील माहिती तंत्रज्ञान - आल्लमप्रभू सा. रविकिर्ती- सागर एज्युकेशनल एंटरप्राईजेस, श्रीरामपूर.

INDEX
Syllabus Prescribed for
the Degree of Bachelor of Education (B.Ed.)
PROSPECTUS NO. 2012161

| Sr.No. | Subject | Page No. |
|-----------------|--|----------|
| 1. | Special Note for Information of the students. | 1 - 2 |
| 2. | Pattern of Question Paper on the Unit System | 2 |
| 3. | Ordinance No. 152 | 3 - 5 |
| 4. | Direction No. 6 of 2010 | 5-6 |
| 5. | Regulation No.1 of 1987 | 7 - 12 |
| SYLLABUS | | |
| 6. | Paper I : Teacher in Emerging Indian Society | 13-16 |
| 7. | Paper II : Educational Psychology | 17-19 |
| 8. | Paper III : Development of Educational System in India | 20-22 |
| 9. | Paper IV : Essentials of Educational Technology and Management | 22-25 |
| 10. | Paper V & VI : Methods of Teaching | 26 |
| | Bifurcation of Method Papers | 26 |
| A. | Methods of teaching : Physical Science/ Bio Science. (Physics/Chemistry/Biology) | 26-31 |
| B. | Methods of Teaching : Social Sciences (History, Civics, Economics, Geography) | 31-38 |
| C. | Methods of Teaching : Mathematics | 39-41 |
| D. | Methods of Teaching Languages | 41 |
| | (1) English | 41-42 |
| | (2) Marathi | 42-44 |
| | (3) Hindi | 44-46 |
| | (4) Sanskrit | 46-48 |
| | (5) Urdu | 48-51 |
| E. | Methods of Teaching : Commerce | 52-54 |
| F. | Method of Teaching : Home Science | 54-55 |
| 11. | Paper VII : Elective subject : | 55 |
| | (1) Elementary Education | 55-58 |
| | (2) Population Education | 58-60 |
| | (3) Environmental Education | 60-63 |
| | (4) Alternative Education | 63-66 |
| | (5) Educational Administration & Management | 66-68 |
| | (6) Educational And Mental Measurement | 68-70 |
| | (7) Physical Education | 70-71 |
| | (8) Career information in career guidance | 71-72 |
| | (9) Value Education | 72-75 |
| | (10) Computer Education and information Technology | 76-77 |