

Sr.No.

27

New Course

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॥ अंतरी पेढू ढानज्धीत ॥

**NORTH MAHARASHTRA UNIVERSITY
JALGAON - 425 001**

SYLLABUS FOR

**BACHELOR OF EDUCATION
(General)**

NORTH MAHARASHTRA UNIVERSITY, JALGAON

Syllabus for Bachelor of Education (Gen.)

TOTAL MARKS 1100 : Clock Hours for Instruction in a Year 1200

Area	Courses	Marks	Marks weightage %	Clock hours assigned for Instruction	Time weightage %
<u>PART - I</u>					
A) Pedagogical Theory	1) Teacher & Education in Emerging Indian Society	100	9.09	80	6.67
	2) Psychology of Learning & Teaching	100	9.09	80	6.67
	3) Foundations of School Practices & Special Fields of Education	100	9.09	80	6.67
	4) Content-cum-Methodology of School Subjects-I	100	9.09	80	6.67
	5) Content-cum-Methodology of School Subjects-II	100	9.09	80	6.66
TOTAL UNDER AREA-A		500	45.45	400	33.34
<u>PART - II</u>					
B) Test and Tutorials	1) Test - 2	50	4.54	50	4.17
	2) Tutorials - 10	50	4.55	50	4.16
TOTAL UNDER AREA-B		100	9.09	100	8.33
C) Core Training Programme	1) Training Programme :				
	a) Micro Lessons-16	50	4.55	125	10.42
	b) Integration Lessons	20	1.82	75	6.25
	c) School Practice Lesson 8 in each subjects-16	80	7.27	250	20.83
	2) Practical Work related to Theory Papers working with the Community	200	18.18	150	12.50
	3) Working with the Community :				
	a) S.U.P.W.	20	1.82	40	3.33
	b) Social Service	20	1.82	40	3.33
	c) Organisation and Participation in Cultural Activities	10	0.91	20	1.67
TOTAL UNDER AREA-C		400	36.37	700	58.33
D) Practical Examination	Final Examination for School Lessons	100	9.09	--	--
TOTAL UNDER AREA-D		100	9.09	--	--
GRAND TOTAL A+B+C+D :		1100	100.00	1200	100.00

NORTH MAHARASHTRA UNIVERSITY, JALGAON

B.ED. COURSE (GENERAL)

(In force from : May, 1992)

Title:

Title of the degree shall be bachelor of Education.

Course Requirements:

A candidate for Degree of Bachelor of Education must be a graduate of this University (from 1995) or of a University recognised by this University, in any faculty and, in addition, must after graduation have

I) kept two terms (the first and the second) of lectures on the pedagogical Theory and practice of Education in a college affiliated to this University for the purpose of B.Ed. Degree, and

II) Completed a Course of Practical Work, extending over two terms to the satisfaction of the head of the institution in which a candidate is studying, consisting of -

- a) Attendance of Demonstration and Discussion lessons inclusive of Micro Lessons.
- b) Observation of teaching as follows; Every student shall observe-
 - i) Micro Lesson-16 (4 in each skill)
 - ii) Integration Lessons-4 (2 in each Method Subject)
 - iii) Class Room Lessons-16.
- c) Training programme: Every Student shall conduct-

i) Micro Lessons-16 (4 in each skills)
N.B.: Each Micro lesson shall comprise of-

- a) either teach or reteach of 5 to 7 minutes
- b) critique of 10 to 15 minutes.

ii) Integration Lessons-4 (2 in each Method)
N.B.: Either teach or reteach of 15 to 20 minutes and critique of 20 minutes)

iii) School practice Lessons and critique of 20 minutes for each lesson.

- a) 16 lessons in total are to be distributed over standards V to X'th in any recognised school selected by the Principal as cooperating schools with the approval of the Executive Council of this University.
- b) As far as possible lessons shall be distributed equally between two method subjects, but not less than 6 lessons in any one subject.

- c) Students with post graduate degree (at least-second class) may be allowed to give 6 lessons in their specialised subject on Standard XI and XII out of 16 class room teaching lessons provided there in provision of teaching that method at B.Ed. Level.

Course Examination :

- 1) The examination of B.Ed. degree will consist of two parts;

Part-I - External examination in theory courses (Area A)

Part-II - Internal Assessment and practical Examination

- 1) Internal Assessment of Theory of Courses (Area B)
- 2) practical work, S.S., S.U-P.W and Co-curricular activities (Area C)
- 3) External Examination-Final Lessons (Area D)

B) Allotment and Distribution of Marks:

The B.Ed. examination will be of 1100 Marks. They are to be distributed under the four areas as under :

Area-A: Written external examination will consist of five theory papers each of three hours duration and 10 marks Total Marks 500 Marks.

Area-B : Internal Assessment of Theory Courses
 1) Tests 50 Marks! 100 Marks
 2) Tutorial 10 marks!

Area-C : Internal Assessment :
 1) Core Training programme:
 a) Micro lessons-16 50 Marks! 100 Marks.
 b) Integration Lessons-4 20 Marks!
 c) Practice lessons-16 80 Marks!
 2) practical work related to theory papers 200 Marks.
 3) Working with the community- 50 Marks.
 a) S.U.P.W. 20 Marks!
 b) S.S. 20 Marks!
 c) participation and orga-10 Marks!
 nisation of Co-curricular activities

Area-D : External examination Annual Lessons one in each method carrying 50 marks each 100 Marks.

Total Marks 1100

Medium of Instruction :

The medium of instruction at the B.Ed. course will be Marathi or English. However the medium of instruction for the courses content cum methodology in English, Hindi and Urdu will respectively be English, Hindi and Urdu.

The candidates appearing for the B.Ed. Examination will have the option of answering all papers of part-I either in English or in Marathi provided that

The option is exercised paper wise only and not section wise. Answers to some of the papers may be given in Marathi and some in English.

The examination for part-I may be taken after two terms attendance at the College of Education and completing all the practical work prescribed.

A candidate appearing for the examination in part-I or part-II or in both, must apply to the Registrar by the date prescribed by the University each year with the certificate that/he/she has attended the college for two terms and completed the practical work prescribed in the course, from the head of the institution in which he/she has received training.

Part-I : External Written Examination of Theory Course:

Candidate admitted will be examined in the following courses : 500 Marks.

- 1) Teacher & Education in the Emerging Indian Society
- 2) Psychology of Learning & Teaching
- 3) Foundations of school practices and special fields of Education
- 4) Content-cum-Methodology of school subject-II

Part-II : Practicum Internal Assessment of Theory Courses: candidate will be assessed in-

- 1) a) Tutorials in theory courses 10. 50 Marks
b) Tests (Not less than two) 50 Marks.
- 2) Internal assessment of prescribed practical work
a) Micro lessons 16 (4 in each skill) 50 Marks
b) Integration lessons two in each method offered under Courses IV & V 20 Marks.
c) School practice lessons eight in each method offered under Course IV & V 80 Marks.
- 3) practical work related to theory papers as specified under the syllabus of each theory course of part-I 200 Marks.

4) Working with the community : 50 Marks

- a) S.U.P.W. 20 Marks
- b) S.S. 20 Marks

c) Organisation and participation 10 Marks
in co-curricular activities

5) External Examination Annual Lessons : 100 Marks.
The candidate will be examined in two lessons of each of the school subjects offered by the candidate under course IV and V. Each lesson will carry 50 marks

Each candidate will be required to maintain following records:

- a) A record book showing his/her participation and organisation in various college activities and his/her reactions on the same.
- b) A journal containing lesson notes with criticism there upon.
- c) A detailed record of practical work carried out under each course in part-I
- d) Record of his/her observations of lesson, Micro, integration and school practice lessons.
- e) A record of S.S. and S.U.P.W.

Standard of passing :

To pass the examination a candidate must obtain at least 50% marks in each head under two parts.

- Theory : Part-I : I) I to V Courses.
Part-II: VI) Tests and Tutorials
VII) Core Training programme
a) Micro lessons
b) Integration
c) School practice lessons
VIII) practical work related to theory papers.
IX) Working with the community:
a) Socially Useful productive works
b) Social Science
c) Organisation and Participation of co-curricular activities
X) Annual Lessons.

Such of the candidates who appeared for part-I and II at one and the same time and obtained 65 % marks in each part and at least 70 % marks in aggregate shall be declared to have passed the examination in First Class with Distinction.

Out of the remaining successful candidates who obtained at least 55 % marks in each part and at least 60 % marks in aggregate shall be declared to have passed the examination in First Class.

Out of the remaining successful candidates who have obtained at least 50 % in each part and in aggregate shall be declared to have passed in Second Class.

There will be no pass class.

All the remaining candidates shall be declared to have failed.

To pass the whole examination a candidate must pass all the two parts separately and also in the two heads of passing.

The candidates who have obtained minimum 50 % or more marks in any heads of passing but failed in the examination shall be eligible to claim exemption in such head/heads. Candidates claiming exemption will not be eligible for First Class with Distinction and position in the merit list.

B.Ed. Course Detailed Syllabi :

The B.Ed.(General) Course is divided into two main parts.

(1) Part-I-Theory (2) Part-II- Practicum. The second part is again divided into three sub areas. Totally there are four areas.

Part-I : Theory Courses (Area-A)

Part-II : Tests and Tutorials (Area-B)

Internal Assessment (Area-C)

- a) Core Training programme
- b) Practical work related to theory papers.
- c) Working with the community.

- Annual Lessons (Area D)

Area-A : Five Theory papers of 100 marks each.

Area-B : 1) Test- At least two tests shall be conducted during the year in theory course. Marks out of 50 are to be given for these tests.

2) Tutorials- Students are expected to write at least 10 tutorials two in each of the theory courses. marks out of 50 are to be given for tutorials.

Area-C : Training programme & practical work and working with the community.

(a) Training programme.

1. Micro - Lessons :-

The programme comprises of practicing four skills of teaching from the following list :-

- (1) Stimulus variation.
- (2) Clarity explanation.
- (3) Questioning.
- (4) Re-inforcement.
- (5) Narration.
- (6) Demonstration.
- (7) Black board writing.
- (8) Lesson planning.
- (9) Set induction.
- (10) Closure.

Four lessons per skill are to be given by the student teacher, that is he/she has to conduct 16 micro-lessons in all.

Mode of conducting Micro lessons : Teach and reteach session of Micro lessons shall be conducted on two different peer groups. Opportunity for feed back shall be given immediately after teach and critique session. Teach and reteach sessions shall not be conducted on one and the same group.

Integration Lesson :-

After mastering 4 skills the student teacher has to give 4 lessons, each lesson of 15 to 20 minutes in integration of skills followed by critique session of 15 to 20 minutes. Teach and reteach session shall be conducted on two different peer groups.

(b) School practice lessons :-

Each student teacher shall have to give 16 school practice lessons, as far as possible, equally distributed between the two method subjects offered (but not less than 6 lessons in any one subject). These lessons are to be conducted on the school classes from standard V to X. However those who want to specialise for higher Secondary classes may give not more than 6 lessons on XI & XII.

Marks out of 80 are to be assigned for this work.

(c) Practical work related to Theory papers.

Course related practical work is given under each course. 200 marks are assigned to this work.

(d) Working with the Community :

Objectives :- To enable the student teacher.

- (i) To verify and validate the theoretical knowledge with the help of actual experience in the work situation in the community. (A community can be the population of a school, a college or a locality.)

- (ii) To develop awareness about the problems of the community.
- (iii) To develop sensitivity and right attitudes towards the problems of the community.
- (iv) To develop an ability to analyse these problems.
- (v) To develop an ability to evolve solutions to these problems with the help of members of the community.
- (vi) To develop an ability to implement these solution with the help of the community.
- (vii) To develop an ability to evaluate the programme of implementation and to modify it wherever necessary.

Organisation of the programmes :-

The work situations, through which the student - teacher will have an opportunity to validate and verify theoretical knowledge, will be connected with the following two types of activity areas :

- (A) Social Service, and
- (B) Socially Useful Productive Work.

A student - teacher will participate in any one activity from each of the following :-

- | A type | B type |
|---|-----------------------------------|
| (i) Adult Education Programme. | (i) Book Binding. |
| (ii) School Health Service. | (ii) Tailoring. |
| (iii) Cultural Activities. | (iii) Carpentry. |
| (iv) Sports Activities. | (iv) Frame work. |
| (v) City/Village Development programme. | (v) Knitting. |
| (vi) Family planning programme. | (vi) Kitchen gardening. |
| (vii) Civil Defence | (vii) Repairing Electric gadgets. |

(College can modify these suggestive lists, according to the local requirement and availability of resource persons. However a prior permission from the University will be necessary)

The programmes will be divided into four phases.

- (i) Identification of the work situations.
- (ii) Preparation of the student teacher for the work information about the purpose, his role (leader, member or follower), his participation, the schedule of work etc.
- (iii) Stimulation for developing skills, necessary for his role and for those of the other participants.
- (iv) Follow-up by free and frank discussions with the student teachers about their experiences, relating them to the national goals and pedagogical theories.

Mode of operation :

Every College will have to take decisions, of their own, regarding actual implementation of the programme. However, to bring in some commonality, a few examples are cited on the following pages. They may be helpful in providing guidelines without sacrificing the principle of flexibility.

Area B Working with the Community

Activity	Objectives	Work-situations	Procedure	Evaluation of students performance
Area-A type City/Village Development programme.	To enable student-teacher (i) to understand needs, aspirations and problems of the weaker section of the community. (ii) to understand the efforts being done by Govt./Voluntary institutions to help the weaker sections (iii) to organize programmes for the development of these people. (iv) Co-ordinate educational and developmental programme.	(i) Conducting surveys (a) the local community (b) The agencies working for the development of community. (ii) Running of the following type of agencies of development: a) study centre for the school going children. b) Adult Education centre. c) Non-formal Edn. centre. d) Primary Health Service Centre. e) Local Library. f) Cultural Activities centre. g) Sports Centre. h) Co-operative stores, etc	(i) Training the student teacher in the techniques of conducting surveys and preparing reports. (ii) Actual conduct of the surveys and preparation of the report. (iii) discussions of teacher educators and student teachers regarding the latter's participation in the programmes of the development agencies. (iv) Training of the student teacher through simulation and role playing. (v) Evaluation of the total programme through discussions, questionnaire technique etc	(i) Rating done by the supervising teacher educators. (ii) Sociometric technique (iii) self evaluation by the student teacher

Activity	Objective	Work-situations	Procedure	Evaluation of students performance.
Area-B type Any activity	To enable student teachers (i) to sort out the most useful types of the productive work for the community. (ii) to observe the workers at work. (iii) to learn some of their skills. (iv) to understand the life style of the concerned workers.	It is expected that the programme should be a continuous one. As such the first phase will be conduct of the possible programme. The next three phases will concentrate the implementation part only. (i) Analysing the data collected through surveys. (ii) visits to the work places and houses of the workers. (iii) Apprenticeship under a skilled worker.	Analysis and interpretation of data regarding types of productive work going on the community. (i) Observation and interviews of the workers. (ii) Training of student teacher in some of the skills of the selected type of work. (iii) Discussions of student teachers with teachers educators regarding the life style of the workers.	Through a) Attitude through informal observations by the teacher educator during visit to work places and discussions held in the college. b) Skills-as reflected in the illustrative products.

(d) Organization and participation of Co-curricular activities.

Students are to Organize and participate in various Co-curricular activities. The programme carries 10 marks.

AREA-D : Final Lessons.

The student must submit to practical test of two full period lessons in recognized Schools. The subjects of these lessons will be the two School subjects selected by the student under course IV & V in part I.

The two final lessons carry 100 marks (50 marks for each lesson in each subject).

NORTH MAHARASHTRA UNIVERSITY, JALGAON
B.Ed. (General Course Syllabus)
Teacher and Education In Emerging Indian Society
Course-I

Objectives :

To enable the student teacher to

- 1) understand general nature of Indian Society past, present and emerging.
- 2) comprehend meaning and goals of education.
- 3) grasp the concept of social change and also the role of education in bringing about the social change.
- 4) understand the inter-relationship between the goals of life and goals of education.
- 5) acquaint him with the agencies of education and aspects of education.
- 6) appreciate the problems relating to the education of the disadvantaged groups of Indian Society.
- 7) adopt teaching as a profession and also to grasp the role of teacher in shaping the emerging Indian Society.
- 8) develop favourable attitude towards teaching profession and to develop awareness for the need of code of conduct.
- 9) appreciate contribution of Indian Educationalist to education.
- 10) understand and evaluate the aspirations of pupils and parents.
- 11) Identify the job satisfactions of school Teachers.

UNIT-1 : EDUCATION

- a) Meaning of Education : etymological and comprehensive from Indian and Western point of view
- b) Education as a means of human resource development.
- c) Goals of Education : 1) In ancient India, 2) Colonial India
- 3) Modern India - with special reference to Kothari Commission and.

UNIT-2 : INDIAN SOCIETY

- a) Nature of ancient Indian society, varnas, Ashramas, Rinas: Four fold goals of life-Castes. Sub castes and their post colonial effects, on Indian education

- b) Present society : Nature of the present Indian Society various unifying and divisive forces influencing this present society- social economic, political, religious, linguistic and regional.
- c) Emerging Indian Society : Nature of emerging Indian Society nature of the desirable future society envisaged in the preamble of the Indian constitution.

UNITS-3 : SOCIAL CHANGE

- a) Meaning of social change
- b) Factors influencing social change
- c) Role of Education in promoting desired social change.
- d) Inter dependence of Education and Social change with special reference to 21st Century.

UNITS-4 : SCHOOL AND COMMUNITY

- a) School as a social institution as a formal agency of education and its role and functions.
- b) Interdependence of school and Community -school as a Community Development Centre, school as a social Institution.
- c) Social and other informal agencies: family, peer groups, reference group, cultural organisations and Mass media.

UNITS-5 : NEW DIMENSIONS OF EDUCATION IN EMERGING INDIAN SOCIETY

Concept Nature and need of

- 1) Non-formal Education
- 2) Life long Education
- 3) Value Education
- 4) Education for democratic citizenship
- 5) Education for National Integration
- 6) Education for International understanding and peace.
- 7) Distance Education.

UNITS-6 : EQUALIZATION OF EDUCATIONAL OPPORTUNITY :

Meaning of equalization of educational opportunity and measures to promote equality of educational opportunity among the following socially & economically deprived Groups

- 1) Scheduled Castes,
- 2) Scheduled Tribes,
- 3) Women economically disadvantaged Groups (EBC)

UNITS-8 : TEACHING AS A PROFESSION

- a) Nature of a teaching profession
- b) Its difference from other profession.
- c) professional development of teachers.
- d) Need and nature Ethics for teaching profession and code of conduct

PRACTICAL WORK

- 1) The practical work will be of two types :

Contribution of one of the aminent Indian Educationalist with reference to the following points: Philosophy of life, aims of education, values, educational experiments, curriculum, methodology teacher pupil relationship, impact of his ideology on present system of education and critical evaluation, Swami Vivekanand, Rabindranath Tagor, Mahatma Gandhi, Mahatma Jyotiba Phule and Dr. Babasaheb Ambedkar.

And

- 2) Study of the aspirations of five pupils std. X or of five parents of pupils in secondary schools and a short report thereon.

OR

- 2) Study of the job satisfaction of five secondary school teachers (having at least five years teaching experience) and short report thereon.

- 2) Study of the Achievement motivation

LIST OF RECOMMENDED BOOKS AND REFERENCES :

- 1) The teacher and Education in Emerging Indian Society, N.C.E.R.T. (1983)
- 2) Education in India Today and Tommorrow S.N.Mukherji.
- 3) Principles and Methods of Teaching-Bhatia and Bhatia, Dobha House, Delhi.
- 4) Educational Sociology, Frames Brown, Asia publishing house, Bombay.
- 5) Sociological Approach to Education- S.S. Mathur
- 6) Report of the Education Commission (1964-66) : Education and National Development, Govt. of India Press, 1966
- 7) Teacher and Education in Indian Society- S.K. Murty
- 8) Education in the emerging Indian Society- D. Brahmsa.

- 9) Teacher and Education in Emerging Indian Society-Anand, Ruhela and panda
- 10) वैश्वशैक्षणिक तत्त्वज्ञान व वैश्वशैक्षणिक समाजशास्त्र - ए. वा. कुंडले.
- 11) वैश्वशैक्षणिक समाजशास्त्र - प. ब. भंडारी, रायपिप्रा प्रमाण, सातारा.
- 12) वैश्वशैक्षणिक समाजशास्त्र - नार्डक - नवरे.
- 13) उदयोन्मुख भारतीय समाजाचे शिक्षण आणि शिक्षक - प्रा. प्र. वृ. वीरकर
- 14) उदयोन्मुख भारतीय समाजातील शिक्षण आणि शिक्षक - डॉ. वि. हे. पाटील व डॉ. म. आ. बांबरे
- 15) उदयोन्मुख भारतीय समाज शिक्षण व शिक्षक - प्रा. रा. वि. गाजरे व प्रा. ज्योती प्रहंत
- 16) शिक्षण, समाज आणि शिक्षक - डॉ. प्र. शा. चौधरी

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PSYCHOLOGY OF LEARNING AND TEACHING

Course - II

Objectives :

A course in psychology of Learning and Teaching will help the trainee teacher to

- 1) understand the process of learning conditions for learning, types of learning and methods of learning
- 2) design learning situations to enable his/her learner to use various styles of learning.
- 3) understand different mental processes and their educational importance.
- 4) understand different mental abilities like intelligence attitude aptitude, creativity etc.
- 5) comprehend the process of development of the learner ingeneral; and that of later children and adolencene stage in particulary with its various dimensions and factors affecting them.
- 6) understand the concepts of personality, integrated personally, self concept and mental hygine.
- 7) understand the nature of individual difference among children.
- 8) Choose and use appropriate psychological tests while giving educational guidance to his/her students.
- 9) understand classroom group structure and group dynamics as well as that of the school
- 10) Apply the knowledge of principles and techniques to facilitate learning and development of his/her students.

SECTION-I

UNIT-1 : NEED AND ASPECTS OF PSYCHOLOGY OF LEARNING & TEACHING

- 1) Need and Aspects :
 - a) Nature (from trainee teacher's point of view)
 - b) Need and Aspects - Learner, Learning process and learning situations.
- 2) Contribution of theory and practice of education
- 3) Methods of study- (Learner's behavior): Observation, Interview Sociometry, Experiment, Case study.

SECTION-II

UNIT-7 : NATURE AND PROCESS OF LEARNING

1) Concept of learning

- a) The term applied with wide range of phenomenon
- b) By product of an organism to satisfy needs
- c) Comparatively permanent change in behavior as a result of reinforcement and practice.
- d) Three elements in the learning process-learner (Learner - Stimuli-response)
- e) Learning differs from maturation, performance and temporary changes by fatigue/alcohol etc.

2) Level and methods of learning :

- a) Three levels -
 - i) Associatives
 - ii) Conceptualisation
 - iii) Creative
- b) Methods of learning-i) observation and limitation
ii) trial-error-association (Thorndike 3 laws)
iii) Conditioning-classical and operant
iv) Insight
- c) Gagne's type of learning (six types)

Chains-Discrimination-Concrete Concept-Defined Concept
Rules-Higher order rules

3) Factors affecting the learning :

Related to-Individual Conditions-

Maturation age, sex
behaviour experience,
intelligence etc.

Task Conditions

Length of material
difficulty level of
material, meaning
faithness

Method conditions

Practice knowledge of
result etc.

4) Motivation and Learning

- a) Concept of motivation (Intrinsic and Extrinsic) and functions of motivation
- b) Motivational factors-
 - arousal
 - expectancy
 - incentives
 - punishment
- c) Maslow's hierarchy
- d) Techniques for classroom motivation

UNIT-8 : DIFFERENT MENTAL PROCESS

- 1) Concept of Attention-
 - a) Types and characteristics of attention,
 - b) Meaning of sensation and perception,
 - c) Principles of perceptual organisation (Gestalt view, figure background)
 - 2) Conceptualisation (Concept Formation)
 - a) Process of concept formation
 - b) Types of concepts (Conjunctive, Disjunctive, relational)
 - c) Concept attainment process with reference to CAM (concept attainment model)
 - 3) Thinking and Creativity :
 - a) Process of thinking
 - b) Instruments of thinking (Percepts, Images, Concepts, Symbols, formula)
 - c) Types of thinking-Perceptual-Imaginative
- Inductive- reductive (Convergent-divergence)
- d) Creativity-General and Scientific, Its Nourishment
 - e) Relation of imagination and creativity.

UNIT-9 : REMEMBERING AND FORGETTING & TRANSFER OF LEARNING

- 1) Remembering and Forgetting-
 - a) Process of memory-4 stages (Registration, Retention, Recall, Recognition)
 - b) Long Term/Short Term Memory
 - c) Methods of memorisation
 - d) Meaning of forgetting
 - e) Cause of forgetting (Time, Disuse, Interference, motivated forgetting, severe injury, guiltiness, shame)
- 2) Transfer of Learning :
 - a) Meaning of transfer
 - b) Types of transfer + ve and - ve
 - c) Facilitative conditions methods of transfer (Formal discipline theory, Identical elements theory, Generalisation Theory)
 - d) Educational Implications of transfer.

UNIT-10 : PROCESS OF TEACHING

- 1) Concept of teaching -
 - i) Attempt to effect certain desired changes in the behavior of the learner and teaching as a complex process (Skinner's view),
 - ii) Management of instruction.
- 2) Process of teaching
 - i) Basic Teaching Model Instructional Inter Performance Objective Behavior Process Assessment
 - ii) Teaching as transmission of knowledge - (giving facts and information before students think themselves)
 - iii) Teaching knowledge as a 'structure' (teaching the process of inquiry or discovery)
 - iv) Teaching as a process of interpersonal warm relationship

PRACTICAL WORK - I

- 1) Ten psychological Experiments (20 marks each)
- 2) writing educational implications of any two (Remained Psy. Experiments) with reference to a chosen unit from special methods offered.
- 3) Survey of a group (i.e. Class) with the reference to learning needs, problems and behavioural peculiarities.

Experiments : 10

		Apparatus
1. Learning	To study the process of learning by trial of error	Mirror, star pattern stop watch
2. Fatigue	To study the effect of fatigue (Continuout mental work)	Multiplication test sheet, stop watch
3. Attention	To study the effect of division of attention on work efficiency of the subject.	Letter cancellation sheets, stop watch
4. Perception	To study the principles of organization of stimulus.	Figures for perception
5. Concept formation	To study the process of concept formation	A pack of cards with different figures & words stop watch
6. Memory	To find out the effect of meaning on retention	A list of nonsense syllables, A list of meaning words.
7. Imagination	To determine the tertility of the subjects imagination	A set of whipple cards stop watch

- a) Constructive Imagination
- b) Attention (division and span)
- c) Association of Ideas
- d) Constrained Association
- e) Forgetting-Interference.

Select any one unit from each method of teaching and write down the educational implications of any two given below:

----- PRACTICAL WORK -II

8. Suggestion To determine the suggestibility of the subject. A set of questions (some of them suggestive) A stop watch.
9. Intelligence To find out the I.Q. of subjects with the help of verbal Intelligence test, stop watch group verbal Intelligence test.
10. Imagery To study and compare the vividness of audiovisual imagery of the subject. A list of stimulus words with audio-source modality and a list of stimulus words with visual source modality.

REFERENCE BOOKS :

Author	Title	Publication
1. Chooles Galloway	Psychology for learning & teaching	McGraw Hill Company (1976)
2. H.J.Klausmier & William Goodwin	Learning Human Abilities	Harper International Edwin 4 th Edn,1971
3. Wilson Robeck & Michel	Psychological Foundations of learning and Teaching	McGraw Hill Group 1969
4. Goodwin & Klausmier	Facilitating student Learning (an Introduction to Ednl. Psychology.	Harper & Row Pub. Newyork London (1975)
5. R.C.Shrinetholl Norman A Shrinetholl	Educational Psychology for Development Approach	Addison Wesley Publishing Co. (1974)
6. Hilgard Atkison & Atkinson	Introduction to Psychology	Harcourt Brace Jovanovich Inc. New York 16 th Ed (1975)
7. Joel R. Davitz & Samuel Ball	Psychology of the Educational process	McGraw Hill Co.(1970)
8. John P. Decarcco	The Psychology of Learning and Instruction	Prentice Hall, India (1971)
9. Murlidhar Dash	Educational Psychology	Deep& Deep, Pub. New Delhi (1988)
10. Dr.N.R. Parasnis	Pragat Shaikshanik Manasshastra	Nutan Prakashan, Pune
11. Walia	Foundations of Education Psychology	Paul Publishers Jalandhar
12. Bhatia	Textbook of Educational Psychology	MacMillan Co. India.
13. W.N.Dandekar	Fundamentals of Experimental Psychology	Kolhapur
14. H.N. Jagtap	Shaikshanik Va Prayogik Manasshastra	Nutan Prakashan, Pune
15. Aphale & Bapat	Shikshanache Manasshastriya Adhishthan	Shrividya Prakashan Pune
16. K.V. Kulkarni	Shaikshanik Manasshastra.	Shrividya Prakashan, Pune
17. Bigge & Hunt	Psychological foundation of Education	Harper & Row Publishers, Newyork
18. W.N.Dandekar	Shaikshanik Va Prarogik Manasshastra.	Moghe Prakashan, Kolhapur
19. P.L. Nankar	Subodh Shaikshanik Manasshastra	Nutan Prakashan, Pune-30

FOUNDATION OF SCHOOL PRACTICES AND SPECIAL FIELDS OF EDUCATION

Course-III

Objectives :

- 1) To acquaint the pupil teacher with the processes of teaching and communication in the school
- 2) To acquaint him with organization and administration of different activities in the school.
- 3) To familiarize him with some problems of secondary and higher secondary education.
- 4) To help him understand instructional technology
- 5) To develop in him skills for computing important statistical estimates employed in the analysis of test scores.
- 6) To explain to him the importance of discipline and student welfare activities.
- 7) To acquaint him with some special fields of education.

SECTION-I

UNIT-1 : TEACHING-COMMUNICATION

- a) Teaching nature of teaching process, principles and maxims of teaching.
- b) Communication- i) nature, process, ii) verbal and non-verbal communication, iii) Channels and modes of communication.
- c) Core teaching skills-introducing a lesson, questioning stimulates variation, explaining, B.B. Writing.

UNIT-2 : ORGANIZATION, MANAGEMENT AND ADMINISTRATION

- a) Concept, nature and difference among organization, management, administration.
- b) School Discipline -New concept, different ways of maintaining discipline.
- c) Types of student's welfare activities, organization of activities.

UNIT-3 : PROBLEMS OF SECONDARY & HIGHER SECONDARY EDUCATION

- a) Administration of large classes
- b) Three language formula
- c) Location of higher secondary classes
- d) Diversification and vocationalization of course

UNIT-4 : ADMINISTRATIVE MACHINERY FOR SECONDARY & HIGHER
SECONDARY EDUCATION IN MAHARASHTRA STATE

- a) Ministry of Education
- b) Directorate of Education
- c) Maharashtra State Board of Secondary and Higher Secondary Education
- d) Secondary School Code
- e) Teachers organizations. (so far concerned with the functions of the teacher)

UNIT-5 : EVALUATION

- a) The concept of evaluation, significance of evaluation procedure in the educational process.
- b) Three aspects of educational evaluation -
 - i) educational objectives,
 - ii) learning experiences,
 - iii) tools of evaluation

SECTION-II

UNIT-6 : STATISTICAL METHODS AS TOOLS OF REPORTING

- a) Measures of central tendency-mean, median, mode.
- b) Measures of variability, Range, Quartile Deviation and Standard deviation.
- c) Co-efficient of correlation
- d) Standard scores, Z-scores, and T-scores.
- e) Percentiles and percentile rank

UNIT-7 : INSTRUCTIONAL TECHNOLOGY

- a) Concept of instructional technology
- b) Scope and importance of teaching technology, A.V. Aids as means of teaching technology.

UNIT-8 : POPULATION EDUCATION

- a) Need and importance of population education.
- b) Concept and nature of population education
- c) Population education at secondary school level.

UNIT-9 : ADULT EDUCATION

- a) Need and importance of adult education
- b) Adult education campaign in India
- c) Development of adult education in Maharashtra.

UNIT-10 : ACTION RESEARCH

- a) Meaning, Scope and importance of action research
- b) Identification of problems in School and class room
- c) Solving a specific problems through action Research

PRACTICAL WORK

Any Two of the following :

- 1) Each one teach one -Project (Adult Education)
- 2) Case study of a School plant.
- 3) Study of ten families in relation to population awareness and a report thereon
- 4) Preparation of two improvised Teaching Aids.

LIST OF BOOKS RECOMMENDED :

- 1) Teaching practice - Problems and Perspective- E.Stones and S. Morris.
- 2) Encounter in the Class Room-Elizabeth Hunter.
- 3) The Principles and Methods of Teaching-Bhatia & Bhatia
- 4) Methods & Techniques of Teaching-S.K. Kocher
- 5) Evaluation in Schools- W.N. Dandekar
- 6) School Organization- Kocher
- 7) A Cenlisa Course in Methods of Teaching-Dilbagh Singh Gupta.
- 8) Adult Education in the Seventies-Indian Adult Education Association
- 9) Adult Education for Rural People : Indian Adult Education Association
- 10) Research in Education- John W, Best
- 11) Educational Technology- Dr. C.N. Yeole

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- 12) अध्यापन शास्त्र व पद्धती - डॉ. म. ला. कुंडले.
- 13) वैश्वशिक्षण मूल्यमापन - वा. ना. दांडेकर.
- 14) वैश्वशिक्षण संस्था व वैश्वशिक्षण प्रशासन - डॉ. रु. गो. घोडरी.
- 15) शास्य वैश्वशिक्षण अधिष्ठाता - वीरकर
- 16) वैश्वशिक्षण संख्याशास्त्र - भराठी, जोशी
- 17) लोकसंख्याशास्त्र - सौ. सुमती कुलकर्णी व सौ. तारा कानेटकर
- 18) लोकसंख्या शिक्षण - अडिरे-गोदाई.
- 19) शास्य पद्धतीचे अधिष्ठाता - भास्कर, बलणे, नानकर, पुराणिक.
- 20) वैश्वशिक्षण संशोधनाची प्रकृती - पुणे-उमाठे.

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बोरसे/*

उद्दिष्टे

- १] मातृभाषेचे महत्त्व स्पष्टून घेण्यास प्रशिक्षणाध्यापनास मदत करणे.
- २] मराठी मातृभाषेची जणवटपूर्ण व विविध विभागात स्पष्टून घेण्यास प्रशिक्षणाध्यापनास साहाय्य करणे.
- ३] मराठी मातृभाषा स्पष्टून घेण्याची उद्दिष्टे स्पष्टून घेण्यास प्रशिक्षणाध्यापनास मदत करणे.
- ४] मराठी मातृभाषेचे माध्यमिक शिक्षणातील स्थान, अभ्यासक्रम आणि प्रचलित पाठ्यपुस्तके यांची माहिती देण्यास त्यांचा सूक्ष्म अभ्यास करण्यास प्रशिक्षणाध्यापनास प्रवृत्त करणे.
- ५] माध्यमिक शाळात मराठी मातृभाषेचे अध्यापन करण्यास आवश्यक जोगण्याचा विकास प्रशिक्षणाध्यापनास करणे.
- ६] मराठी मातृभाषेबद्दल आणि अध्यापनाबद्दल प्रशिक्षणाध्यापनास अभिवृत्ती निर्माण करणे.
- ७] मराठीतील विविध गद्य आणि पद्य वाङ्मयप्रकारांचा आणि लेखक-कवींचा स्थूल परिचय करून घेण्यास प्रशिक्षणाध्यापनास उत्तेजन देणे.
- ८] मराठी अध्यापन परिणामकारक व गुणवत्तीयपणे करण्यास प्रशिक्षणाध्यापनास तयारी करणे.

विभाग पहिला.

मातृभाषेचे महत्त्व आणि मराठी भाषेचे स्वरूप.

अ] मातृभाषेचे सर्वांगीण महत्त्व.

मातृभाषा मराठीचे माध्यमिक शिक्षणातील स्थान.

आ] मराठी भाषेचे स्वरूप - १] मराठीचे जणवटपूर्ण २] मराठीचे कालिक भेद ३] मराठीचे प्रांतिक भेद ४] प्राणशब्द आणि बोलीभाषा [हा सर्व स्थूल अभ्यास स्पष्टून घ्यावा.]

इ] मातृभाषा स्पष्टून मराठीच्या अध्यापनाची उद्दिष्टे.

- १] व्यापक उद्दिष्टे २] आर्थिक जोगण्याचा विकास ३] सर्व अध्यापनाची उद्दिष्टे आणि स्पष्टीकरणे.

ई] १] माध्यमिक शाळांतील मराठी मातृभाषेचा अभ्यासक्रम. २] पाठ्यपुस्तकांच्या निकषांचा परिचय आणि प्रचलित मराठी मातृभाषेच्या पाठ्यपुस्तकांचा समीक्षात्मक अभ्यास. फक्त १ वी ते १२ वीचे प्रचलित पाठ्यपुस्तके.

विभाग दुसरा .

गमाभूत आज्ञा आणि अध्यापन पद्धती.

अ] गद्य. १] अयत्ता ५ वी ते १२ वी च्या मराठी मातृभाषेच्या पाठ्यपुस्तकात आलेल्या गद्य वाङ्मयप्रकारांची स्थूल ओळख, चरित्र, आत्मचरित्र कथा, लघुनिबंध, वैचारिक निबंध, प्रवासवर्णन, समीक्षा, नाटक, कादंबरी, एकांकिका, नाट्यछटा, बखर.

२] गद्य अध्यापनाचे हेतू.

विविध वाङ्मयप्रकारांच्या अध्यापनाची दिशा.

८] आ] पद्य.

- १] इयत्ता ५ वी ते १२ वी च्या मराठी मातृभाषेच्या पाठ्यपुस्तकात आलेल्या काव्यप्रकारांची स्थूल ओळख. भाकणित, लोहणीत, ज्ञानपदगीत, मुक्तछंद, तुनीत, संतकाव्य, पंडिताकाव्य, शाहिराकाव्य, स्वल्प व वैशिष्ट्ये.
- २] कवितेच्या अध्यापनाचे हेतू.
मध्ययुगीन [संतांचे] पंडितांचे आणि शाहिरांचे मराठी कविता आणि आधुनिक कवितेचे अध्यापन.
कवितेच्या पाठांतराचे महत्त्व.

इ] व्याकरण.

- १] १] वर्णविचार २] शब्दविचार ३] वाक्यविचार ४] शब्द सिध्दी ५] गद्य व पद्य यातील फरक. -

इयत्ता १० वी पर्यंतच्या अध्यासक्रमातील आक्षरणवृत्ते - भ्रुंगप्रयात, वसंततिलका, शिखरिणी, गालीनी, पृथ्वी, भंडारांता, शार्दूल, संद्वारणला, -
मात्रावृत्ते - आर्या, दिंडी, पादाकुलक, नवधू, छंद - अक्षेप, ओवी, मुक्तछंद, अलंकार - शब्दालंकार - अनुप्रास, यमक, स्वेच्छ, अर्थालंकार - उपमा, उत्प्रेक्षा, अपहृती, चेतनगुणोक्ती, स्वभावोक्ती, अन्योक्ती, व्यतिरेक, अनन्वय, अतिशयोक्ती, दृष्टांत, अर्थान्तरन्यास, स्मक, वाकप्रचार आणि म्हणी.
६] शब्दभक्ती, रस आणि काव्यगुणांचा परिचय.

- २] व्याकरणाच्या अध्यापनाचे हेतू.
व्याकरणाचे साहित्यिक व कार्यात्मक स्वल्प.
व्याकरणाच्या अध्यापनाच्या पद्धती : अवग्रासी व उद्ग्रासी.

ई] लेखन.

- १] शुद्धलेखन विषयक नियम - अनुलेखन व धृतलेखन.
- २] इयत्ता १० वी पर्यंतच्या अध्यासक्रमातील विविध लेखन प्रकार उदा० निबंध, लेखन, छल्पना विस्तार, पत्रलेखन, आठलन - अर्थगूढण, सारांशलेखन.
- ३] विविध प्रकारच्या लेखनाच्या अध्यापनाची ठळक वैशिष्ट्ये.
- ४] लेखनातील चूका, सुधारणा आणि तपासणी.

उ] शैक्षणिक साहित्य.

- १] मराठीच्या अध्यापनासाठी आधुनिक साधने आणि तंत्रे.
- २] मराठीचा अध्यापक.

विभाग तिसरा.

नियोजन व मूल्यमापन

- १] नियोजन - वार्षिक नियोजन, घटक नियोजन, पाठाचे नियोजन,
- २] चाचणी - प्रश्नांचे प्रकार, त्यांची वैशिष्ट्ये व अर्थादा.
- ३] मूल्यमापनाची इतर साधने.
- ४] नैदानिक करोट्या आणि उपचारासंबंधी अध्यापन.

विभाग चवथा.

प्रात्यक्षिक कार्य.

- १] घटक नियोजन व घटक चाचणी तयार करणे.
- २] संविधान तक्ता तयार करून विविध प्रकारचे प्रश्न असलेली १०० गुणांची प्राविण्य कशोटी तयार करणे.

संदर्भ पुस्तके :-

- पराठीचे अध्यापन - अजोकर, पाटणकर.
प्रातृभाषेचे अध्यापन - चंद्रशेखर डांगे.
पराठीचे अध्यापन - ग. ना. कुंडले.
पराठीचे अध्यापन व मुख्यापन - लीला पाटील.
पराठी भाषा:उद्गम आणि विकास - कृ. पा. कुलकर्णी.
प्राचीन पराठी वाङ्. भाषाचा इतिहास - अ. ना. देशपांडे.
अर्वाचीन पराठी वाङ्. भाषाचा इतिहास - अ. ना. देशपांडे.
प्रतिभा साधना - ना. सी. फडके.
सुगम पराठी व्याकरण लेख - ए. ना. पांडे.
साहित्य साधना - ग. ना. देशपांडे.
साहित्यविचार - भालचंद्र खाडकर, ओ. विठ्ठल.

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बोरसे/*

विषयज्ञान - सहित अध्यापन पद्धति - हिंदी

उद्देश :-

- १] छात्राध्यापकों में हिंदी भाषा की दक्षता उत्पन्न करना ।
- २] छात्राध्यापकों में हिंदी भाषा में व्यक्तित्व करने की क्षमता का [श्रवण, भाषण, वाचन, लेखन] विकास करना ।
- ३] छात्राध्यापकों को द्वितीय भाषा के रूप में हिंदी शिक्षण के उद्देश्यों एवं अपेक्षित योग्यताओं से परिचित कराना ।
- ४] छात्राध्यापकों को भाषा-अधिगम प्रक्रिया तथा भाषा शिक्षण के प्रमुख सिद्धान्तों एवं विधियों से परिचित कराना ।
- ५] छात्राध्यापकों को विविध प्रकार के पाठनियोजन के प्रमुख सोपानों से परिचित कराना ।
- ६] छात्राध्यापकों में विविध प्रकार के पाठनियोजन करने की क्षमता का विकास करना ।
- ७] छात्राध्यापकों को उक्षा ५ वीं से १२ वीं तक के पाठ्यक्रम से परिचित कराना ।
- ८] छात्राध्यापकों की भाषा - मूल्यांकन एवं भाषा परीक्षण की प्रक्रिया से परिचित कराना ।
- ९] छात्राध्यापकों में भाषा - मूल्यांकन एवं भाषा परीक्षण करने की क्षमता का विकास करना ।
- १०] छात्राध्यापकों में हिंदी भाषा एवं हिंदी अध्यापन के प्रति रुचि निर्माण करना ।

विषयज्ञान सहित अध्यापन पद्धति - हिंदी

AREA-A.

[विभाग-अ]

UNIT-1 [इकाई १] - भाषा का स्वरूप एवं प्रकार.

- १.१ भाषा की परिभाषा.
- १.२ भाषा के प्रमुख लक्षण.
- १.३ भाषा के प्रमुख अंग
- १.४ भाषा के प्रकार
- १.४.१ मातृभाषा.
- १.४.२ अन्यभाषा.
- १.४.३ राष्ट्रभाषा हिंदी
- १.४.४ राजभाषा हिंदी और भारतीय संविधान

UNIT-2 [इकाई २] - भाषा - शिक्षण के उद्देश्य.

- २.१ भाषा शिक्षण का अर्थ.
- २.२ अन्यभाषा शिक्षण के उद्देश्य.
- २.३ भारत की राष्ट्रीय भाषा नीति एवं त्रिभाषा सूत्र.
- २.४ द्वितीय भाषा के रूप में हिंदी - शिक्षण के माध्यम एवं विशिष्ट उद्देश्य.

UNIT-3 [इकाई ३] -अन्यभाषा शिक्षण के प्रमुख सिद्धान्त.

- ३.१ लेखन से पहले भाषण.
- ३.२ आधारभूत शब्दों का अभ्यास.
- ३.३ भाषा सिखाकर, भाषा के बारे में नहीं.

- 3.8 अनुसूचित वाक्य - लॉचों का अभ्यास
- 3.9 वार्तालाप की प्रमुखता
- 3.10 मानक उच्चारण पर बल.
- 3.11 अभ्यास की प्रधानता.
- 3.12 सिमित शब्दात्मकता का ध्यान.
- 3.13 पठित भाषा का लेखन.
- 3.14 भाषा व्यवहार को प्रधानता.
- 3.15 उपयुक्त गति में शुद्ध अभिव्यक्ति.
- 3.16 समस्याओं का समाधान.
- 3.17 अन्यभाषा-संस्कृति में प्रति अनुकूल अभिवृत्ति.

AREA- B.

विभाग -ब

UNIT-4: [इकाई-4] भाषा - लौकिक - वाचन, भाषण, वाचन.

- 4.1 स्वस्म.
- 4.2 महत्त्व एवं उद्देश्य.

UNIT-5. [इकाई 5] - भाषा - लौकिक - भाषण.

- 5.1 वक्तव्य, भाषण एवं वाचन शिक्षण की विधियाँ.
- 5.2 पाठनियोजन.

UNIT-6. [इकाई 6] रचना - विचार

- 6.1 पूर्ति-अभ्यास
- 6.2 वार्तालाप.
- 6.3 कहानी-लेखन.
- 6.4 पत्र-लेखन.
- 6.5 सार-लेखन.
- 6.6 अर्थ ग्रहण.
- 6.7 निबंध-लेखन
- 6.8 भाषणों के प्रारम्भ.
- 6.9 कल्पना-विस्तार
- 6.10 अनुवाद.

UNIT-7. [इकाई 7] रचना - शिक्षण

- 7.1 रचना - शिक्षण से तात्पर्य.
- 7.2 रचना - शिक्षण के उद्देश्य.
- 7.3 रचना - शिक्षण की विधियाँ.
- 7.4 पाठनियोजन.

UNIT-8- [इकाई 8] वाक्य - विचार

- 8.1 वाक्य का स्वस्म [परिभाषा, पदक्रम, अभिव्यक्ति, निर्माण]
- 8.2 वाक्य के प्रकार.

UNIT-9. [इकाई 9] शब्द - विचार.

- 9.1 शब्द की परिभाषा.
- 9.2 शब्द के प्रकार [लौकिक : आधारपर, रचना के आधारपर, एवं अर्थ के आधारपर]
- 9.3 शब्द-सिध्दी - [उत्पत्ति, प्रत्यय, समास, संधि]

१.४ मानक हिंदी वर्तनी तथा चिरासचिन्ह.

१.५ सामान्य त्रुटियाँ तथा त्रुटिविश्लेषण.

१.६ मुद्राचरे एवं कटावते [कक्षा ५ वीं से १२ वीं तक कि पाठ्यपुस्तकों में प्रयुक्त]

१.७ शब्द-भेद

१.७.१ संज्ञा एवं सर्वनाम-परिभाषा, प्रकार, लिंग, वचन एवं कारक व्यवस्था.

१.७.२ विशेषण - परिभाषा, प्रकार एवं प्रयोग.

१.७.३ क्रिया-परिभाषा, प्रकार, प्रयोग.

१.७.४ अव्यय - परिभाषा, प्रकार, प्रयोग.

UNIT-11

[इकाई ११] व्याकरण - शिक्षण.

[इकाई १०] ध्वनिविचार.

११.१ व्याकरण का अर्थ

१०.१ ध्वनियों का वर्गीकरण.

११.२ व्याकरण का महत्व.

१०.२ स्वरों एवं व्यंजनों का उच्चारण.

११.३ व्याकरण शिक्षण की विधियाँ.

१०.३ अक्षर, ब्रह्माधत्त, अनुत्तान, विवृति.

११.४ व्याकरण- शिक्षण के शैक्षणिक तत्त्व.

११.५ पाठनियोजन.

UNIT-12

[इकाई १२] गद्य-पद्य

कक्षा ५ वीं से १२ वीं तक की हिंदी की प्रचलित पाठ्यपुस्तकों में जिन साहित्यिकों की रचनाओं का चयन हुआ है, उनका तथा उनकी रचनाओं का सामान्य परिचय. [केवल स्वाध्याय के लिए। लिखित परीक्षा के लिए नहीं]

UNIT-13

[इकाई १३] गद्य- शिक्षण.

१३.१ गद्य से तात्पर्य.

१३.२ गद्य-शिक्षण के उद्देश्य.

१३.३ गद्य- शिक्षण की विधियाँ.

१३.४ पाठनियोजन.

UNIT-14

[इकाई १४] पद्य - शिक्षण.

१४.१ पद्य से तात्पर्य.

१४.२ पद्य-शिक्षण के उद्देश्य.

१४.३ पद्य-शिक्षण की विधियाँ.

१४.४ पाठ-नियोजन.

UNIT-15

[इकाई १५] द्वितीय भाषा-शिक्षण की विधियाँ.

१५.१ व्याकरण-अनुवाद विधि.

१५.२ प्रत्यक्ष-विधि.

१५.३ वाचन विधि [डॉ. वेस्ट विधि.]

१५.४ मौखिक वार्तालाप विधि.

१५.६ अन्य भाषा - शिक्षण की उपयुक्त विधि.

UNIT-16 [इकाई १६] निधोजन तथा मूल्यांकन.

- १६.१ वार्षिक-निधोजन
- १६.२ इकाई - निधोजन
- १६.३ भाषा - कौशल - कसौटी
- १६.४ इकाई कसौटी
- १६.५ भाषा - उपलब्धि कसौटी

UNIT-17 [इकाई १७] हिंदी - शिक्षण में सहाय्यक सामग्री.

- १७.१ पाठ्यपुस्तक - [गद्यत्व, परीक्षण]
- १७.२ दृक-श्रव्य शैक्षणिक साधन. [प्रकार, स्वयं, प्रहृत्त्व, प्रयोग]
- १७.३ उपक्रम [स्पर्धा, भाषा के खेल, नियतकालिक, सरस्वती प्रदर्शनी, दिन-विशेष आदि]

प्रात्यक्षिक कार्य.

१] १६.३, १६.४, एवं १६.५ का एक एक नमूना तैयार करना।

अथवा

२] इकाई - निधोजन करना।

३] कम से कम २०० शब्दों से लिखित सामग्री का त्रुटिविश्लेषण करना।

सहाय्यक ग्रंथ-सूची .

१] तिलारी ओलानाथ और कै. जयचंद्र भाटिया [१९८३]

हिंदी भाषा शिक्षण - साहित्य सहकार.

२] शर्मा लक्ष्मीनारायण [१९८८]

भाषा १, २ की शिक्षण विधि: और पाठनिधोजन - विनोद.

३] श्रीजास्तव रवीन्द्र [१९७९]

भाषा-शिक्षण-पैठणिकन.

- 4) Allen E. and Rebecca valette (1977)
Class -room Techniques, Foreign Languages & English as a
second Language- HBJ.
- 5) Haddow A (1925)
on the Teaching of Poetry - Blackie & Sons.
- 6) Lado R. (1974)
Language Teaching, A Scientific Approach- TMH.
- 7) Mackey W.F. (1976)
Language Teaching Analysis - Longman.
- 8) Raimes A (1983)
Techniques in Teaching Writing -OUP.
- 9) Rivers W (1972)
Teaching Foreign Language Skills -UCP.
- 10) Rivers W.H. & Thompson, R. (1977)
A practical Guide to the Teaching of English as a second or
Foreign Language - OUP.
- 11) Valette E (1977)
Modern Language Testing, A Handbook - HBJ.
- 12) Valette R.M. and Disick R.S. (1973)
Modern Language performance Objectives & Individualization
H.B.J.
- 13) Widdowson H.G. (1971)
Language Teaching Texts - OUP.
- 14) Wilkins D. (1972)
Linguistics in Language - Teaching - Arnold.

Objectives :

To enable the pupil-teacher:

- 1) to equip himself with essential teaching skills and to practice those skills to become an effective teacher of English.
- 2) to acquire proficiency in the use of basic skills in English as L2 and L3.
- 3) to acquaint himself with essential aspects of English grammar, usage and composition, prose and poetry.
- 4) to be well conversant with the prescribed syllabi in English (L2 and L3) for Std V to Std XII, and to develop critical attitude towards the same.
- 5) to acquire the knowledge of
 - a) present position of English language Teaching programme (E L T) in Indian schools,
 - b) objectives of ELT at higher and higher secondary stages.
 - c) effective means, techniques, approaches and methods to realise the objectives.
- 6) to acquire skills in planning, teaching and evaluation in English language.
- 7) to acquire positive attitude towards English as a foreign languages.

PLACE OF E L T PROGRAMME IN CURRICULUM

Area A :

1.
 - a) Place of English in School Curriculum and its position in school levels.
 - b) Role of English as a link language and library language.
- 2 Objectives of teaching and learning English at primary, Secondary and Higher Secondary stage.
- 3 Textbooks in English :
 - a) Characteristics of a good text book in English.
 - b) Importance of text book in English.
 - c) Critical study of Text book in English from Std. V to Std. X.

METHODS AND CORE CONTENTS :

Area B :

4. Methods and approaches of teaching and learning of English .

- a) Grammar Translation Method.
- b) Dr. Michel west, New Method.
- c) Direct Method
- d) Structural Approach
- e) Bilingual Method

5. Devices of Teaching and Learning of English.

- a) i) Dramatization ii) Story telling iii) Language games
- b) Drilling devices and fixing devices :
- i) Substitution Tables, ii) Dictation, iii) Programmed Learning , iv) Teacher's handbooks, v) Supplementary readers.

- c) Audio-visual Aids, Improvised Aids and Language Laboratory.

6. Aspects of Teaching and Learning of English.

- a) i) Prose, ii) Poetry, iii) Grammar : Formal and functional
- iv) Composition-its various forms : Guided, free, letters
- b) Methods and devices used for teaching prose, poetry, grammar and composition.

CORE CONTENTS :

7. Phonetic : Sound system of English :

- i) Vowels and diphthongs,
- ii) consonants and consonant clusters,
- iii) Stress : Word and Sentence,
- iv) Intonation.

8. Language Skills :

- a) Listening : Its importance, Learning situations to develop listening skill/

- b) Speaking : i) Pronunciation, ii) spelling and speech sound, iii) Conversational skills, iv) Social norms in conversation.

- c) Reading : i) Mechanics of reading, ii) Types of reading: silent and loud reading, iii) Purposes and importance of reading, iv) Ways and means to develop reading skills.
- d) Writing : i) Mechanics of writing, ii) Handwriting characteristics of good handwriting, iii) Punctuation, iv) Correction of students written work, v) Ways and means to develop writing skills.

9. GRAMMAR AND USAGE :

- 1) Parts of speech, ii) Tenses : Their uses, Tense and time, sequence of tenses, iii) Sentence : Types of sentences, iv) Word order, v) Concord, vi) Basic sentence patterns, vii) Question Tags, viii) Reported speech, ix) Phrases and Idiom (occurring in text books from V to XII. x) Clauses and Clause Analysis, xi) Transformation xii) Vocabulary-controlled vocabulary, ways for introducing vocabulary items. xiii) Words used in different context.

Area C:

PLANNING AND EVALUATION :

- 10. a) Planning : i) Year's planning, ii) Unit planning iii) Lesson planning, objective based lesson planning, (iv) planning different types of lessons.
- 11) a) Testing in English :
 - i) Language based Testing,
 - ii) Content based Testing.
 - iii) Diagnostic Testing.
- b) Remedial Teaching : Its importance in different in different areas of ELT Programme.

PRACTICAL WORK

1. Preparation of a

- i) Language based Test
- ii) Content based Test
- iii) Unit Test

OR

Preparation of Unit plan and unit test

2) error Analysis of written work- (Minimum 200 words)

Reference books.

- 1) A practical English Grammar for foreign students A.J. Thomson and A.V. Martinet.
- 2) The teaching of English spelling H.R. Bhatia.
- 3) Teaching English as a second language Harold B. Allen.
- 4) English Grammar and Composition - Reuben and Paralkar.
- 5) Teaching of English in India - R.S. Saraf "
- 6) The teaching of English in free India - D.S. Gordon.
- 7) Living English speech - W.S. Allen.
- 8) Guide to patterns and usage in English- A.S. Hornby
- 9) The Teaching of English as a second language-I. Morrie.
- 10) Aids and tests in teaching of English as a second language W.R.P. Somaratne
- 11) A handbook of English Grammar -R.W. Zandvoort.
- 12) Talks to teachers of English in India- Gaiind and Sharma
- 13) A comprehensive English Grammar for foreign students- C.E. Eckersley and J.M. Eckersley.
- 14) Teaching of English as a foreign language - Menon and Patel.
- 15) The teaching of English Abroad - I, II, III, - F.G. French.
- 16) Teaching English - Frisby
- 17) Structural approach to the teaching of English - B.D. Shrivastav
- 18) English as a foreign language - Gatenby
- 19) High School English Grammar and composition - P.C. Wren and M. Marti.
- 20) Living English structure - W. Stannard Allen.
- 21) Better English Pronunciation - J.D.O. Connor.
- 22) A practical English Grammar - A.J. Thomsen. and A.V. Martinet
- 23) Teaching of English in Secondary Schools. By G.W. Gadre.
- 24) Teaching of English by Yadnik.

Objectives :

To help the pupil teacher

- 1) To understand the nature of history
- 2) To Understand the meaning of history.
- 3) To understand the modern concept of history
- 4) To understand the scope of history.
- 5) To understand the purpose and place of history at the secondary level.
- 6) To understand the aims and objectives of teaching history.
- 7) To decide and write instructional objectives (with specifications) of history.
- 8) To evaluate critically the text books of history
- 9) To understand and study the curriculum of history at secondary level.
- 10) To understand nature of various methods of teaching history.
- 11) To study the methods critically.
- 12) To develop adequate skill in selecting and using various methods of different units.
- 13) To develop adequate skills in selecting and using proper instructional material in history.
- 14) To develop extra activities for developing interest in history.
- 15) To understand the concept of evaluation in relation in history.
- 16) To prepare and use various tools of evaluation in history.
- 17) To develop the niceties in the teaching of history
- 18) To fulfil national objectives like National Integration through the teaching of history.
- 19) To develop favourable attitude towards history.

Area A: Nature and importance of History :

1. 1.1) Meaning of History

i) Various definitions ii) Etimological meaning

- 1.2) Modern concept of History.
- 1.3) Scope of History, Types of History.
- 1.4) Interrelationship of History with other subjects,
- 1.5) Purpose and place of History in the secondary curriculum.

2. Objectives of teaching the subject

- 2.1) General objectives of teaching History at secondary level as prescribed state Govt.
- 2.2) Instructional objectives-How to decide instructional objectives of a particular unit and how to write their specifications.

3. Critical study of the present text books, with special reference to the syllabi.

Note : This area may be covered by doing practical work.

Area-B : Core content with respective methodology

This area should be divided into three parts as :

- B-1 Study of different methods.
- B-2 Study of teaching aids.
- B-3 Core content with related methodology.
- B-4 Other activities (supporting interest and study of history)

1. Methods : Verbal-

- a) Story telling, Dramatization, Discussion, Lecture.
- b) Source Method c) Problem Method d) Project Method
- e) Text-book Method.

Note : These methods should be studied from the following points:

- i) Meaning, ii) Principles
- ii) Characteristics iv) Limitations,
- v) Advantage or Merits.

2. Study of the nature of the instructional material and teaching aids and use of them.

- | | |
|------|---|
| Type | a) Booklets, source books, text-books, historical source books. |
| | b) Dioramas, models, charts, puppets, maps, mobiles, pictures. |
| | c) Films, film strips, slides. |
| | d) Time-line. |

3. Core content with related methodology

3.1 a) European invasion

- b) Rise and fall of British Rule of India
- c) Freedom movement in detail-freedom fighters-main characters in all the streams- i) Rastriya Sabha ii) Terrorists, iii) Others.
- d) Social reform movement in India-Solid Reformers - Raja Ram Mohan Roy, Jyotiba Fule, Nanyamurti Ranade, Swami Vivekanand, Dayanand Saraswati.

3.2 Rise and fall of Maratha Empire

Chhatrapati Shivaji, Sambhaji, Rajaram, Tarabai, Shahu Maharaj, Pratapsingh.

Peshwas - Bajirao-I, Madhavrao-I, Bajirao-II, Sardars - Nana Fadanvis, Sindhias, Holkars, Rango Bapuji, Rani Laxmibai

3.3 Dynasties :

- a) Chandragupta Maurya, Samudragupta, Ashok, Harshwardhan, Prithviraj Chavan, Krishnadevaray, Ramdevray, Akabar, Shahajahan.
- b) Protels-Gautam Buddhas, Mahaviras.
- c) Foreign Invadors Alexander, Mahamed of Gazani.
- d) Foreign Visitors-H Huan-Tsang, Fahein.

- 3.4 a) The Indus valley Civilization.
b) Aryan Invasion.

- 3.5 a) The advent of Europeans and struggle for power in India.
b) Economic, Social, Religious, consequences of British Rule in India.
c) India's Freedom struggle-Ways and means.
d) Ideology of Gandhiji.
e) India's foreign policy.
f) World peace movement.

- 3.6 Religious and cultural awakening in Medieval India -
Sects : Varkari, Shaiva, Sufi, Sikh, Mutul Influence.

- 3.7 Religions and religious movement in Ancient India-Vedic
Jainism, Buddhism.

- 3.8 a) Political Revolutions-America, France, Russia.
b) Industrial Revolution and its effect on the world.
c) Rise of Democracy in England
d) Unification of European countries-Germany, Italy.
e) Two world Wars-League of Nations, UND.
f) Cold War.

- 3.9 Democracy, Socialism, Communism, Facism, Nazism,
Internationalism.

- 3.10 a) The rise of new religions-Christanity, Islam.
b) Discovery of new lands and its impact.
c) Renaissance in Europe.
d) The religious and social movement in Europe, New
outlook towards knowledge and arts.
e) Protestantism.

Area-C : Planning and Evaluation.

- 1) Planning-Year plan, Unit plan, Lessonplan.
- 2) Testing-Types of testing items, their characteristics and limitations.

Area-D : Practical Work :

- 1) Preparation of unit plan and unit test.
- 2) Preparation of an achievement test for 100 marks (with various test items) with blue print.
- 3) Reviewed of text of History (Any one class form Std. V to X)

Note : Any two of the above.

संदर्भ पुस्तकांचे नांव :-

- १] इतिहासाचे अध्यापन, प्रा. गं. भा. निरंतर, गार्डन बुक डेपो प्रकाशन, १९६३
- २] इतिहास करा गिलावा व शिकवावा, श्री. स. ठिंगळे, १९६१.
- ३] इतिहास अध्यापन पद्धती रद ह्यूटोकोन, व. ग. हजीरनीस, नुतन प्रकाशन, पुणे १९८९.
- ४] इतिहास अध्यापन पद्धती, सी. स. तिवारी, नुतन प्रकाशन, पुणे, १९८७
- ५] इतिहासाचे अध्यापन, न. रा. पारसनीस, य. ज. धारुकर, विजय, प्र. पुणे, १९८१
- ६] इतिहास शास्त्र आणि कला, वि. द. घाटे.
- ७] इतिहासाचे अध्यापन पद्धती तंत्र, श्री. स. पत्की, मिलींद प्रकाशन, पुणे, १९८०.
- ८] इतिहास आशय वृद्धी, प्रा. सी. ग. तिवारी. ९] इयत्ता ५ वी ते १२ वीची-
- 10) A hand Book for History Teachers, R. Vajreswari, Allted Publishers, 1966.
- 11) Teaching of History, S.K. Kochhar, Steriling Publishers, 1984.
- 12) Teaching of History, A.K. Arora.

Content-Cum-Methodology : Geography

Objectives :

To help the pupil teachers

1. To understand the nature and structure of Geography.
2. To understand the curriculum and syllabus of Geography at Secondary level.
3. To understand the aims and objectives (with specifications) of teaching Geography.
4. To develop adequate skills in using various methods of teaching Geography.
5. To develop adequate skills in using educational aids in Geography.
6. To develop adequate skill in preparing year plan, unit plan, lesson plan, question items and unit test in Geography.
7. To understand the facts, terms, concepts and principles of Geography.
8. To apply facts, terms, concepts and principles of Geography.
9. To develop ability for self study, analysis, problem solving, critical thinking & evaluation.
10. To understand the concept of evaluation and the use of various evaluation tools in Geography.
11. To promote value of National integration & international understanding.
12. To develop desirable attitude and appreciate contribution of Geography to life.

SYLLABUS :

Area A

1. Meaning & Nature of Geography.
 - 1.1 Various concepts and definitions of Geography.
 - 1.2 Scope of Geography and its interrelationship with other sub.
 - 1.3 Place of Geography in the school curriculum.
 - 1.4 Nature of Syllabus Linear, Concentric & topical.
 - 1.5 Critical study of the text books in light of the syllabus.

2. Aims and objectives of teaching and their Specifications.
 - 2.1 Broad objectives
 - 2.2 Instructional objectives and their specifications.

Area B

1. Methods & Techniques of teaching Geography.

1.1 Methods -

Story Telling, Journey, Excursion, object, Demonstration, Experimental Heuristic, Regional Lecture project method.

Note : These methods are to be studied from the following points of view.

- a) Meaning, Principles and Characteristic of these methods with reference to the students at various standards.
 - b) Their limitations.
2. Techniques of teaching Geography. observation, Questioning, Map-reading. Local Geography and correlation.
3. 1. Teaching Aids.
 - a) Maps, Charts, Atlas, Pictures, Globes, Graphs Models, Specimens, Slides.
 - b) Black boards Text books.
 - c) Epidiascope, Projector, T.V. meteorological instrument
 - d) Reference books Teachers Hand book News Papers.
 2. Geography Room:

4. 1. Core content of Geography.

(to be Studied with reference to different methods techniques and teaching aids for teaching Geographical facts, terms, concepts & Principles to students of different standards)

2. Astronomical Geography.
 - a) Solar system. Its origine. Components of the solar system.
 - b) The Earth. Shape & Size : Motions of the Earth. Rotation and Revolution & their effects. Latitudes and Longitudes. Longitude & time-local time, Standard time International Date line
 - c) The Moon & its motions. Phases of the moon. Eclips. Tides & their effects on human life.

METHODOLOGY :

For Lower classes.

Story telling, Journey, Demonstration, Experiments.
Techniques : Observation, question answer, Glob reading. Home Geography. Working Models. Pictures diagramme. To prepare Models to explain the concepts.

METHODOLOGY FOR HIGHER CLASSES (VIII to X th)

Lecture method, Demonstration Experimental project method.
Techniques - observation, question answer.

Local Geography-

Workable models to be prepared and used.

3. Physical Geography .

- a) Structure of the Earth, Interior and Exterior. Continents & oceans & their distribution.
- b) Major Land formation.
 - 1. Rocks.
- a) Volcano-cause and effects formation of Igneous Rocks.
- b) Weathering-Denudation & Deposition. Formation of sedimentary Rocks.
- c) Slow crustal vertical and Horizontal movements and their effects. Earthquakes, metamorphic Rocks.
- d) Work & River
- e) Ground water.

Methodology : Lower Classes.

Demonstration. Excursion, Project method.
Techniques : observation. Local Geography.

4. Oceanography .

- a) Atmosphere & climate.
- b) Pressure Belts, winds & their types.
- c) Temperature & Humidity.
- d) Rains and their types.
- e) Rainfall distribution in the world.

METHODOLOGY : For Lower classes.

Story telling, Journey, Excursion, Experimental, Heuristic, Project method.

Techniques - Observation, question answer local Geography.
Preparation of charts.

Higher Classes :

Lecture Method, Heuristic, Experimental project.

Techniques - observation, Map & Diagram reading.
reading meteorological instruments and drawing
conclusion.

6. Regional Geography.

- a) concept of Natural regions.
- b) Human life in the world.
following natural regions to be studied.
 - 1. Equatorial region. 2. Taiga 3. Stepps & Prairies.
 - 4. Savana 5. Hot Desert. 6. Monsoon 7. Mediterranean.
 - 8. Tundra.
- c) Natural region - India.
- d) Our neighbouring countries - Pakistan, Bangladesh.
Burma, Shrilanka, Japan.

Methodology : Lower Classes.

Story telling, Journey, object method. Excursion.
Techniques - Local Geog. observation, Map-reading.
Higher classes-
Regional method, Lecture Method. project method.

7. Human Geography.

- 1. Man & his environment.
- 2. Man's Basic needs & his environment.
- 3. Industry.
- 4. Trade.
- 5. Settlement.
- 6. Transportation.

Methods for Lower classes :

Journey Method, Story method, Excursion.

Techniques - observation . Local Geography, Map reading.
Higher Classes - Lecture method, Huristic method, Project method.
techniques- study of local Geography., Map reading, observation.

8. Practical work.

Maximum and Minimum Thermometer reading and record
keeping. Rain Gage, map reading.

Area C :

1. Planning for Teaching Geography.

- a) Year Plan i) Unit plan ii) Lesson. Plans-Various types.

2. Testing.

- a) Tools of evaluation.
- b) Written test & Unit test in Geography.
- c) Practical Examinations in Geography
- d) Diagnostic tests in Geography.

Area D : Practical work for internal Assessment.

1. Preparation of unit plan & Unit test.
2. preparation of an achievement test for 100 marks 5 with different test items.
3. Review of one Geography text book. (standard V to X).

N.B. Any Two from above.

Reference Books

- a) All Geog. text books that are sanctioned by the Dept. of Education, Maharashtra State for std. V to XII.
- b) Principles of General Geog. Kazi & Joshi.
2. A background of physical Geog. by George P. Kellaway.
3. Physical Geography By - P. Lake.
4. India & Pakistan By - Sapte & Learmonth.
- c) 1. Geography in School. By Fairgrive.
2. Handbook of suggestion on Teaching of Geog. (UNESCO)
3. भूगोलाचे अध्यापन - प्रा. पाटणकर.
4. भूगोल अध्ययन व अध्यापन - डॉ. भा. गो. बापट.
5. भूगोल अध्यापन पद्धती - प्रा. डॉ. द. बा. पोक्षे.
- ड] १. प्राकृतिक भूगोल गो. द. तावडे.
२. प्राकृतिक आपत्तज्ञान - प्रा. दाते. प्रा. सौ. दाते व शिंदे.
३. आशिया - प्रा. दाते व प्रा. सौ. दाते.
४. भूगोलाची मूलतत्वे - डॉ. वाघ व वर्तक.

Content-Cum-Methodology : Mathematics

Objectives :

To help the pupil teacher

- 1) To understand the nature, importance and scope of Mathematics.

- 2) To understand the curriculum and syllabus of Mathematics at secondary level.

- 3) To understand the general and instructional objectives of teaching Mathematics.

- 4) To develop adequate skills in using various methods and techniques of teaching Mathematics.

- 5) To develop adequate skills in preparing year plan, unit plan, lesson plan, question items and unit test in Mathematics.

- 6) To develop adequate skills in preparing audio-visual aids and improvised aids useful in Mathematics.

- 7) To organise co-curricular activities in Mathematics.

- 8) To correlate Mathematics with life with other school subjects and within branches in Mathematics.

- 9) To understand Algebraic and Geometric core content in Mathematics.

- 10) To develop Mathematical outlook.

- 11) To appreciate the contribution of Mathematics in human life.

Area A : Nature, Importance and Place of the subject :

1. Nature Importance and Place of Mathematics.

- 1.1 Nature of Mathematics :

- a) Mathematics as a structured knowledge i.e. Abstract forms, structures, generalisations, Axioms.

- b) Mathematics as a way of thinking.

- c) Mathematics as a special language.

- 1.2 Importance of Mathematics :

- a) Scope of Mathematics in school curriculum.

- b) Values of teaching Mathematics

- i) Practical, ii) Disciplinary, iii) Cultural

- c) Correlation with branches, with other school subjects, with life

- 1.3
 - a) Place of Mathematics in School curriculum.
 - b) Nature of syllabus in Mathematics cyclic, topic, concentric.
 - c) Critical study of text books and syllabus in Maharashtra State (Mathematics).
2. Objectives of Teaching Mathematics:
 - 2.1 Objectives of teaching Mathematics (general)
 - 2.2 Instructional objectives with specifications as per Bloom's Taxonomy and Evaluation workshop (1965)

Area B : Methods and Techniques of Teaching Subject
(Core content in unit 6 is to be used)
3. Methods and Techniques of Teaching Mathematics
 - 3.1 Methods of teaching Mathematics
 - a) Inductive-Deductive Method
 - b) Analytic Synthetic Method
 - c) Heuristic Method
 - d) Experimental Method (Special for Practical Geometry)
 - 3.2 Techniques of Teaching Mathematics
 - a) Question-Answer
 - b) Problem-Solving
 - c) Programmed Learning
 - d) Concept Attainment Model
 - e) Inquiry Training Model.
4. Facilities and equipment for teaching of Mathematics
 - 4.1 Mathematics Club
 - 4.2 Audio-visual aids and improvised aids useful in Mathematics.
 - 4.3 Reference Books, Teacher's Handbooks.
5. Mathematics Teacher-His attitude outlook, creativity and Nature.
6. Core content of Mathematics :
 - 6.1
 - a) Set Theory (Std.VIII) Concept of a set, empty set, single -ton finite and infinite set, subset, union and intersection of sets, Venn Diagrams.
 - b) Set of Nos. and properties (Std.IX) N,W,I,Q,R and graphs on number line properties-closure, commutative, associative and distributive.

6.2 Equations (Std.X)

- a) Linear equations, b) Quadratic equations,
- c) Simultaneous equations and graphs.

6.3 Polynomials (Std.X)

- a) Algebraic expressions, b) L.C.M. and H.C.F.
- c) Factorization, d) Rational Expressions.

6.4 a) Ratio, proportion and variation (Std.XI)

- b) Partnership, Percentage (Std.X)

6.5 Sequence and series (Std.XI) Concept and sum of in terms of Arithmetic and Geometric sequences and series.

6.6 a) Indices-Laws and examples (Std.X)

- b) Logarithms-Laws and examples (Std.XI)

6.7 Geometrical Concepts (Std.VIII)

- a) Point, line, segment, ray, angle, plane, parallel lines, triangle, quadrilateral, polygon, circle, betweenness, congruency of triangles.
- b) Types of Angles, c) types of triangles, d) Types of quadrilateral.

6.8 Theorems :

- a) Theorems on triangles : 1) Pythagorus Theorem(X)
 - 2) Adjacent angles to the base of isosceles triangles are congruent (Std.IX)
 - 3) Converse of Theorem (2) (Std. IX)
 - 4) The sum of the lengths of the two sides of a triangle is always greater than the length of the third side (Std. IX)
- b) Theorems on Circles (Std.X)
 - 1) The segment joining the centre of a circle and a midpoint of a chord is perpendicular to the chord of a circle.
 - 2) Converse of Theorem (2)
 - 3) Opposite angles of a cyclic.
 - 4) Quadrilateral are supplementary angles.
- c) Theorems on similarity (Std.X)
 - 1) The area of two triangles are proportional to the product of base and corresponding height.
 - 2) If a line parallel to one side of a triangle bisects to two different points of another two sides then that line bisects in proportion.

6.9 Solid figures and measurement problems on areas and volumes (Std.X)

6.10 Geometric constructions (Only Std. X)

6.11 Trigonometry (Std.X)

- a) Six trigonometric ratios
- b) Problems on height and distance
- c) Trigonometric ratios for angles 30°, 45°, 60°
- d) Simple identities.

6.12 Plane Co-ordinate Geometry (Std.X and XI)

- a) Cartesian Co-ordinate system.
- b) Distance formula
- c) Section formula
- d) Concept of a locus.

Note : While teaching methods core content in unit 6 is to be used in Discussion.

Area C : Planning for teaching Evaluation in Mathematics

7. Planning and Evaluation

- 7.1 Planning, year plan, unit plan and daily lesson plan.
- 7.2 Tools of Evaluation-written tests unit tests, achievement tests diagnostic tests in Mathematics.
- 7.3 Remedial teaching in Mathematics.
- 7.4 Oral work in Mathematics.

Area D : Practical work for Internal Assessment (Any Two)

- 1) Preparation of unit plan and unit test.
- 2) Preparation of an achievement test (100 marks) with a blue print.
- 3) Review of one Mathematics Text-book (Any from Std. V to XII).

BOOKS RECOMMENDED

- 1) गणिताचे अध्यापन - द. पां. देशमुख, मॉडर्न बुक डेपो प्रकाशन, पुणे ३०.
- 2) गणित कसे शिकवावे - ल. रा. गट्टे, ठोळक प्रकाशन, पुणे २
- 3) गणित अध्यापन पद्धती - ड. ना. जगताप, नूतन प्रकाशन, पुणे ३०
- 4) गणित अध्यापन आणि अध्यापन - नापट, कुळकर्णी, ज्योतिष प्रकाशन, पुणे ३०.
- 5) अध्यापनाची प्रक्रिया - कासरी फडके, नूतन प्रकाशन, पुणे ३०.
- 6) महाराष्ट्र शासनाची मंजूर पाठ्यपुस्तके [V to XII]
- 7) The teaching of Mathematics in the New Education- N.K. Aiyangar., The Universal Book and stationery Co. 16, Netaji Subhash Marg, P.B. 1092, Delhi 6.
- 8) The teaching of Mathematics - K.B. Sidhu. Sterling Publishers(P) Ltd. 3640, Morigate, Delhi 6.
- 9) Teaching of Modern Mathematics- Dr. S. Packiam. Doaba House, 1688, Naisarak, Delhi 110006.
- 10) Teaching of Mathematics- Chadha & Agrawal , Dhampat Rai & Sons, Jullundar and Delhi.
- 11) Mathematics Education - C.V. Bhimasankaram ,Book Field centre Research wing, P.B. 7228, Bombay 400071.
- 12) Content -cum - Methodology of teaching: Mathematics NCERT Publication.

Objective :

Area A : Nature and Importance of subject.

1. Nature of subject & its importance.

1.1 a) science as structured knowledge.

b) Science as inquiry process.

c) Science as a way of learning.

d) Science as a process and product.

1.2 Importance of the subject.

a) Scope of science in School curriculum.

b) Values of teaching Science.

c) Correlation (Indifferent branches of Science and with other School subject.

1.3 a) Place of Science in School curriculum.

b) Nature of Science Syllabus (concentric topic wise)

c) Critical study of present syllabus.

d) Critical study of text book in light of syllabus.

2. Objective of teaching science.

2.1 Objectives of teaching Science. (General)

2.2 Instructional objectives with specifications (as per Bloom's taxonomy)

Area B : Methods and techniques of teaching Science

3. 1. Methods of teaching science.

a) Laboratory b) Demonstration c) Project.

d) Heuristic e) Historical f) Field trip.

2. Techniques of teaching Science.

a) Question- Answer. b) Problem solving.

b) Discussion. d) Observation.

e) Collection. f) Dissection.

g) Programmed learning. h) Advanced organiser model.

i) Concept attainment model j) Inquiry training model.

Note: These methods and models are to be studied from the following points of view meaning, principles and characteristics, limitation and educational importance with reference to student at various standards.

4. Facilities and equipment for Science Teaching.
 - 4.1 Science laboratory.
 - 4.2 Science museum, Science fair, Science club, school garden.
 - 4.3 Audio-Visual aids and Improvised apparatus.
 - 4.4 Reference books, Teacher's hand book, News papers, Magazines etc.
5. Science Teacher- His attitude, out look, creativity and nature.
6. Core content of Science.
 - 1) Physics.
 - 1.1 Measurement - Length, area, volume, time, units fundamental and desired.
 - 1.2 Motion - Laws of motion, types of motion linear & Rotational.
 - 1.3 Work and energy
 - 1.4 Light - Sources, characteristics of light reflection and Refraction.
 - 1.5 Sound
 - 1.6 Magnetism
 - 1.7 Electricity - Static and current.
 - 1.8 Electronics - Basic concepts.
 2. Chemistry.
 - 2.1 Periodicity and periodic table
 - 2.2 Properties of matter - Physical & Chemical.
 - 2.3 Atom structure - Electronic configuration Atomic number Atomic weight, concept of Isotopes, Radio activity.
 - 2.4 Chemical bonds, Chemical reactions & Chemical equilibrium.
 - 2.5 Methods of purification of substance.
 - 2.6 Mole concept gram - atomic wt. and gram, molecular weight, Jowsation.
 - 2.7 Oxidation and Reduction.
 - 2.8 Study of elements S,P,Cl,Na,Mg,Zn,Hg,Fe.
 - 2.9 Introduction to organic Chemistry. Characteristics of organic compounds, Nomenclature of organic compounds. Saturated and unsaturated hydrocarbons.

3. Biology.

- 3.1 Living things characteristics of living things, Preservation of living things.
- 3.2 Ecosystem.
- 3.3 Cell and its structure -DNA, RNA, Genes, Chromosomes, Cell - Division - Mitosis.
- 3.4 Classification - plants and animals.
- 3.5 Study of plants and their parts like root, stem, leaf, flower.
- 3.6 Life Histories of Mucor, Spirogyra and Datura.
- 3.7 Systems in Human body digestive, respiratory, circulatory, reproductive.
- 3.8 Life histories of Ameoba, earth worm frog.

Methodology for lower classes.
Demonstration, Laboratory.

Techniques - Question-Answer, Observation, collection, A.V. aids Concept attainment model, For Higher Classes.

Demonstration, Laboratory, Heuristic, Project.
Techniques - question and Answer, A.V. aids.
Advanced Organizer model, Inquiry training model.

4. Practical work in Science.

- 4.1 Importance, Organizer, Precautions and Evaluation.
Area C planning for teaching and Evaluation in Science.

7.

1. Planning, year plan, unit plan, and daily lesson plan.
2. Tools of Evaluation - Written test, Unit tests, achievement tests, diagnostic tests.
3. Practical examination in Science.

Area D : Practical work for internal assessment.

- 1) Preparation of unit plan & unit test.
- 2) Preparation of an achievement test for 100 marks with a blue print.
- 3) Review of one science text book. (Std. V to X th)
(any two from above)

Reference Books.

- 1) Teaching of science in Secondary schools NCERT Feb, 82.
- 2) Teaching of science - Sharma & Sharma.
- 3) Teaching of science - Kohli.
- ४] शास्त्राचे अध्यापन - कर्कर - चौधरी. ५] पहाराष्ट. ग्रेट सेकंडरी आणि हायर सेकंडरी सर्टिफिकेट बोर्ड पुणे यांनी तयार केलेले ८ वी ते १२ वी पर्यंतची सायन्सची पाठ्य पुस्तके.

Objectives :

- 1) To help the student teacher to acquire proficiencies in speaking, reading and writing urdu with a view to making his teaching urdu effective.
- 2) To help the student teacher to understand the role of Mother tongue in the Education of the child in his individual and social life.
- 3) To enable the pupil teacher to acquaint himself with essential aspect of Urdu Grammar, Usage, composition, different forms of prose and poetry and different methods of teaching of these aspects.
- 4) To enable the student teacher to understand the scope of the syllabi in Urdu prescribed for standard V to XII and to develop critical attitude towards the same.
- 5) To help the student teacher to acquire skills in planning teaching and evaluation in Urdu Language.
- 6) To enable the student teacher to acquire the knowledge the effective means, techniques, apparatus and Methods to realize the objectives.
- 7) To enable the pupil teacher to acquire positive attitude towards Urdu and its teaching.

Area A : Importance of Urdu as Mother tongue

1. Importance of Urdu as Mother tongue and its place in secondary Schools.
2. Aims and objectives of teaching Urdu as Mother tongue in Secondary and higher secondary schools.
3. syllabus of Urdu as Mother tongue in Secondary Schools in Maharashtra State and a critical study of present text books (from V to XII standard).
4. Origin of Urdu Language - Relation of Urdu with other Language viz (Hindi, Marathi Persian and Arabic).
5. Characteristics of Urdu Language.
6. Qualities of a good Urdu teacher.

Area B : Core content and methods of teaching.

Elementary knowledge of a different forms of proze included in the Urdu text books (from V to XII) viz-1. Short stories (Afsana) Novel, Drama, Essay (Mazmoon Iushaiya) Biography (Sawane) Humour and satire (Tauz.D. Mizha) Letters (Khootoot), Autobiography (Khud Nawisht Savane) Trave logue (Safar Nama) Pensketch (Khaka Nigari)

2. Methods of teaching Prose.
3. Elementary of knowledge of different forms of Poetry included in Urdu text books (from Std. V to XII) viz-1, Mashvi 2. Qasida 3. Marsiya 4. Nazm 5. Rubai 6. Nazm-e-marra (Blank verse) 7. Nazam-e-Azad (Free verse) 8. Ghazal.

4. Methods of teaching Poetry.

5. Grammar

1. Formation of words (Prefixes sabqe) suffixes(Lahequ).
2. Nouns, Pronouns, Adjectives, Verbs and their kinds.
3. Tenses (zamane)
4. Cases (Halate, Failee, Halat-e-Mafooli, Halate Exafi)
5. Numbers (Wahed-Jama)
6. Opposite Words (Mutazad Alfaaz)
7. Gender - (Tazkeer, Taanis)
8. Idioms and proverbs arising out-of the Text books.
9. Kinds of sentences (simple,Compound,Complex).
10. Figures of Speech
 - a) Simili (Tashbhi), b) Methapher (isteara), c) Talmeeh
 - d) Tajnees-e-Taam and Nagise) Mubalegha, f)Husne taleel,
 - g) Maratun Nazeer h) Tajahule Arefana i)Tazad j)Ehaam.
11. Metere and scansion (Bahreen and Tagti)
 - i) Bahe - Mutagarib (Mussamin Saalim)
 - ii) Bahe - Hajaz (Mussamia Saalim)
12. Punctuation Marks (Ramooze Aukaaf)
13. Methods of teaching Grammar.

6. Composition :

1. Correct spelling and pronunciation : (Sehali Imla-o-Tallaffuz)
2. Recommendation of Urdu Imla Committee of Taraqui-e- Urdu board.
3. Maxims of good handwriting.
4. Language mistakes, correction and assessment.
5. Different types of composition :
Essay - writing, Letter writing, precis writing, Expansion of ideas, Para - Phrase, Comprehension Story Writing.
6. Methods of teaching composition.
7. Teaching Aids : Pictures, Charts, Film Strips models, Projector, Radio, I.V. Lingua phone etc.

Area C : Planning And Evaluation

- 1) Preparation of Yearly plan, Unit Plan, Lesson Plan in the subject.
- 2) Different types of question and construction of unit test.
- 3) Other tools of Evaluation : Interview, Questioners, Check list Rating Scale.
- 4) Diagnostic Tests and Remedial teaching for different areas.

Area D : Practical Work (Any Two of the following)

1. To prepare a year plan, Unit plan and Unit Test with Blue print.
2. To prepare Achievement Test of 100 marks with different types of questions.
3. a critical study of any one of the Text books from V to XII.

REFERENCE BOOK :

1. Gawaaid -- e -- Urdu -- Mauli Abdul Haq
2. Ham kaise Padheen -- Dr. Salamatullah
3. Darse -- Balaghat -- Tariq --e-- Urdu Board Delhi
4. Ham urdu Kaise padhaeen -- Moinuddin
5. Imla Nama -- Gopichand Narang
6. Mazmoon Nigavi -- Akhloq Ahmad Delhvi
7. Urdu Zaban ki Tadrees -- Moinuddin
8. Ashfe Adabka Inteqa -- Mohd. Shafi Murtuza
9. Teaching of Mother tongue -- W.N. Ryburu
10. Fane -- Shaeri -- Akhlaq Ahmad Delhvi
11. Urdu Gawaaid (V to VII) -- Bal Bharti poona
12. Schate Alfaaz -- Badrula Hasan
13. Urdu Zabaan ki Tashkeel -- Dr. Mirza Khalil Beg
14. Sarf-o-Nahav-- Maulvi Abdual Haq
15. Tadrees-e-Urdu -- Dr. Farmaan Falhipuri.
16. Aamoonzgar Tadrees Urdu Number -- Dr. Akbar Rehmani
17. Urdu Zaban ka Inteqa -- Dr. Shaukal Sabzwari
18. Addbi Asnaf -- Dr. Gyan Chand Jain.
19. Urdu Kaise Padhaeen -- Moulvi Saleem.

आश्यासह अध्यापन पद्धती : संस्कृत

उद्दिष्टे :

- १] विद्यार्थी शिक्षकांना संस्कृत भाषेचे सर्व दृष्टीने महत्त्व समजून घेण्यास मदत करणे.
- २] विद्यार्थी शिक्षकांच्या ठिकाणी आधिक कौशल्याचा [श्रवण, भाषण, पाठन, लेखी] विकास करणे.
- ३] विद्यार्थी शिक्षकांना साध्यासह तसेच उच्च साध्यासह स्तरावरील संस्कृत अध्यापनाची उद्दिष्टे परिचित करून देणे.
- ४] विद्यार्थी शिक्षकांना संस्कृत भाषा-^{शिक्षण} प्रमुख सिद्धान्त आणि संस्कृत अध्यापनाच्या विविध पद्धती यांचा परिचय करून देऊन चांगल्या संस्कृत शिक्षकाची पातळा त्यांच्या ठिकाणी घेण्यास मदत करणे.
- ५] विद्यार्थी शिक्षकांना वयत्ता ८ वी ते १२ वी पर्यंतचा संस्कृतचा अभ्यासक्रम अवगत होण्यास मदत करणे.
- ६] विद्यार्थी शिक्षकांना विविध प्रकारचे नियोजन करण्यास मदत करणे.
- ७] विद्यार्थी शिक्षकांच्या ठिकाणी मूलपाठन आणि परीक्षण करण्याची क्षमता निर्माण करणे.
- ८] विद्यार्थी शिक्षकांना संस्कृत भाषेबद्दल अभिरुची निर्माण करणे.

विभाग : अ.

१. संस्कृत भाषेचे महत्त्व :

- १.१ भारतीय जीवनात संस्कृतचे स्थान.
- १.२ भारतीय संस्कृतीत संस्कृतचे स्थान.
- १.३ भारतीय भाषांच्या : संबंधित संस्कृतचे महत्त्व.
- १.४ संस्कृतचे वाङ्मयीन महत्त्व.
- १.५ आधुनिक काळात संस्कृतचे महत्त्व.

२. संस्कृत अध्यापनाची उद्दिष्टे :

- २.१ संस्कृतमधून सोप्या भाषेत बोललेले साजणे.
- २.२ संस्कृतमधून लहान लहान वाक्ये बोलता येणे.
- २.३ सोप्या प्रश्नांची उत्तरे संस्कृतमधून देता येणे.
- २.४ सोप्या संस्कृतमधील उत्तरे शुद्धोच्चारणासह वाचता येणे.
- २.५ संस्कृत उता-वाचे यातून समान्तर [भाषांतर] करता येणे.
- २.६ संस्कृत सुभाषिते शुद्धोच्चारणासह व अर्थपूर्णतेने म्हणता येणे.
- २.७ संस्कृत उता-यातील/सुभाषितातील कथनांचे स्पष्टीकरण, यातून भाषेत करता येणे.
- २.८ सुभाषितांचे पाठान्तर करता येणे.
- २.९ त्या त्या वर्गासाठी असलेली शब्दरूपे, धातुरूपे, समास, संधी, वाक्यरचना, विशिष्टीविचार इ. व्याकरणविषयक सर्व बाबी आत्मसात करता येणे.

२.१० संसूत भाषेच्या दृष्टीने वापरासाठी पडत जाणता येण.

२. ११ संस्कृत भोवद्वय अविरल नी निर्याण वरुण.

३. ग्राध्यारिणः त उच्यते - साध्यमिह शालातील सध्याचा संस्कृतचा व्यासक्रम वैशिष्ट्ये , उणिवा, पर्यादा.
४. आभेच्या शब्दावनाची मूलतत्त्वे - रिधदांत - भाषिक तौपाये - त्याचे महत्त्व
५. संस्कृत पाठ्यपुस्तक - सांगल्या पाठ्यपुस्तकाचे निष्ठा , प्रचलित पाठ्यपुस्तक परीक्षण/रामेक्षण.
६. संस्कृत शिक्षण - वैशिष्ट्ये [सखोल ज्ञान, व्यापारंग , अध्यापन पैली, शुद्धीच्चारण, व्यक्तिगत्व ...]

विभाग : हा.

७. संस्कृतसाधनाच्या पद्धती :
- ७.१ पाठशाळा पद्धती [जुनी पद्धती]
 - ७.२ डॉ. आण्डारकर पद्धती [आध्यात्मिक पद्धती]
 - ७.३ नवी / प्रत्यक्ष पद्धती
८. व्याकरणारे महत्त्व आणि व्याकरण शिक्षणाच्या पद्धती

संस्कृतभाषा आणि प्राकृतभाषा यातील साम्य आणि फरक लक्षात घेता येईल.
दृष्टीने संस्कृत भाषेचा गूढ अर्थ -

- ८.१ लिपी, ल्पणारे - हस्तदीर्घ स्वर, कठोर-बुद्ध-अनुनासिक वांजने,
उच्चारण-स्थान [मौल्य, ताम्रव्या, ओष्ठव्या इ. इ.] -हस्त-दीर्घ
अनुस्वार यांच्या चुलीमुळे पोणारे अर्थप्रदान [बुद्ध उच्चारणाचे ण्हत्व]
८.२ शब्दशोधनी - उपसर्ग, प्रत्यय, धातुसाधिते, तथिदत्ते, वृद्धन्त
८.३ व्याकरणरचनेची वैशिष्ट्ये - शब्दार्थ
८.४ प्रवाजक व अर्थवि रचना, सतिस्तप्तयी रचना
८.५ निश्चयतीचे विशेष उपयोग
८.६ समाप्तार्थी व विस्तृतार्थी शब्द
८.७ इ. ८ ते १२ वी पर्यंत रेणारणी नारे, सर्वनामे- स्वशोधनी
" " " विद्यापदे [धातु] स्वशोधनी.
" " " से भाषणे [वागे, सर्वनामे; धातूंची]
" " " रथाः भोषणे, विग्रह करणे.
" " " येणाऱ्या अधिपुक्त शब्दांचा विग्रह करणे.
८.८ इ. ८ वी ते १२ पर्यंतच्या पाठ्यपुस्तकातील उपा-गाणि-भाषांतर
८.९ " " सुभाषितांचे स्पष्टीकरण.
८.१० गोण्या आणि बुद्ध संस्कृत भाषेत १० भोक्ता रचना लेखन

विभाग - क

- १] गारुड-नियोजन, घटक नियोजन, वार्षिक नियोजन
२] संस्थाध्यापनाशाली उपाय, वैचारिक साधने व त्याचि लक्ष्यवृद्धीशाली वा अन्य महत्त्व, उपयोग

३] संस्कृतासाठी उपयुक्त अभ्यासानुवर्ती उपक्रम -

अ] भाषान्तर स्पर्धा,

ब] पाठान्तर स्पर्धा.

क] भाषण स्पर्धा.

ड] वाचन स्पर्धा.

ह] अभिगतासंबंधी ह.

४] नैदानिक कसोट्या.

५] उपचारात्मक अध्ययन.

६] मूल्यापन-लेखी वाचणी, तोंडी वाचणी, वाचण्याचे स्वस्म व कार्यवाही.

७] संस्कृत भाषेबद्दल अभिरुचि निर्माण होण्यासाठी प्रेरणा, प्रोत्साहन उपक्रम.

[उदा- संस्कृतपद्धीत वातमाग रेकणे, बाह्यस्पर्धांमध्ये सहभाग इ.]

प्रात्यक्षिक कार्य

१] घटक नियोजन व घटक वाचणी तयार करणे.

२] संविधान तज्ज्ञा तयार करून विविध प्रकारचे प्रश्न-प्रकार असलेली १०० गुणांची प्राविण्य-कसोटी तयार करणे.

संदर्भ पुस्तके :-

१. त्रिपाठी बाबुराव [१९८१] : संस्कृत व्याकरण, विनोद पुस्तक, मंदिर, आगरा.

२. पाण्डेय रासशङ्कर [१९२३] : संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आगरा.

3. MaxMuller F. (1985) : The Sanskrit Grammar, Asian Publication Services, New Delhi.

4. Bokil V.P. and Parasnis B.N.R. (1956) : A New Approach to Sanskrit Chitrashala Prakashan, Pune.

5. Apte D.G. and Dongre P.K. (1960) : Teaching of Sanskrit in Secondary Schools, Acharya Book Depot, Baroda.

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NORHT MAHARASHTRA UNIVERSITY, JALGAON.
B.Ed (General and Physical) for June, 1992
Course IV/V (General) Course -V (B.Ed.Physical)
CONTENT -CUM -METHODOLOGY - ECONOMICS

Objectives

To help the pupil teachers to

- 1) Understand concepts, ideas and principles in Economics.
- 2) Apply the knowledge acquired to various situations
- 3) Take interest in the study of the subject and in producing relevant material
- 4) Appreciate the significance and role of the subject in life
- 5) Develop capacity for self study, analysis, and critical evolution.
- 6) Develop skills pertaining to the subject
- 7) To have knowledge of the objectives of teaching Economics in secondary Schools
- 8) To understand various methods of teaching Economics
- 9) To use various methods of teaching Economics
- 10) To select appropriate methods and techniques for teaching various units in Economics
- 11) To analyse the School-Syllabus of the subject in relation to applicability.
- 12) To make a critical study of the text-book of the subject
- 13) To develop competence in preparation and use of various teaching-aids and evaluation tools.

SYLLABUS

Area-A Meaning,

Unit-1.1 Nature and scope of Economics.

1.2 Place of Economics in life and in the curriculum of Secondary Schools.

1.3 Relation of Economics with other School subjects

Unit-2.1 Aims and objectives of teaching Economics in Secondary & higher Secondary Schools.

2.2 Specifications of instructional objectives.

2.3 Learning experiences in the teaching of economics.

2.4 Teaching aids for teaching Economics. (Types, nature, use)

2.5 Text-book of Economics.

Area B.

Unit-3.1 Different methods of teaching Economics. (Inductive-Deductive, Analysis-Synthesis, Lecture, Project, Problem-solving, Group Procedures, Units method, Text book method, Supervised Study method.)

3.2 Teaching of teaching Economics (Question-answer, narration, explanation, drill story-telling; dramatization; observation, assignment.)

Unit-4.1 Economics Problem-Definition, nature and scope. Wealth-Definition, Characteristics and classification.

4.2 Wants- Definition, Characteristics and Classification.

4.3 Factors of Production- Land, Labour, Capital, Enterprise.

Unit -5.

5.1 Currency.

5.2 Banking (Definition of bank, Types of banks, Their functions)

5.3 Characteristics of modern system of production. Types of production,

5.4 Small- Scale and large - Scale industries -with reference to Indian situation.

Unit -6

6.1 Standard of living, Factors influencing it, Family budget, Engels Law of diminishing marginal utility, Demand and supply.

6.2 Markets, Classification & Characteristics perfect, imperfect competition and monopoly, Pricing under these markets.

Unit -7

7.1 Population, Theory by Malthus, Optimum population.

7.2 Population problem in India, Factors influencing it.

Unit -8

- 8.1 Agriculture in India, Course of under development, Measures taken by Govt. of India to develop this sector
- 8.2 National income - meaning ,circular flow of national income Methods of Measuring National income of India (nature, causes & effect.)
- 8.3 Problem of Unemployment in India.

Unit -9

- 9.1 International Trades - meaning advantages & disadvantages,
- 9.2 National Trade,Free trade
- 9.3 Public Finance -
Meaning & Importance, Kinds of taxes, Canons of taxes, Direct & indirect taxes, Advantages & Dis-advantages, Public loan. Items of revenue & expenditure of union & State Govt. in India.
- 9.4 Meaning and objectives of planning in India.

Area C

Unit -

- 10.1 Planning - Year plan, Unit plan and Lesson plan in Economics.
- 10.2 Evaluation -Diagnostic test , Unit test, Use of various tools of evaluation i Economics,Use of various types of questions in Economics.

Area D

Practical work -
Any one of the following -

- i) Preparation of a unit test.
- ii) Critical Study of a text_book.

List of Books Recommended

- 1) Teaching of Economics.
(Faculty of Education,Baroda)
- 2) अर्थशास्त्र अध्यापन पद्धति - प्रा. वाजरे, प्रा. फुलाणि, नूतन प्रकाशन पुणे.
- 3) Economics - An Introductory Analysis
By D. S. Namjoshi
S.P.Malpure
A.G. Shetty.
- 4) Introduction to Indian Economics
By K.K. Dewett.
& J.D. Varma

- 5) भारतीय अर्थव्यवस्था - इरुद कोपरेकर, ल. प्र. गायकवाड.
- 6) आधुनिक अर्थशास्त्र - -" - -"
- 7) अर्थशास्त्राची स्मरेणा - प्रा. चि. र्थ, येवलेकर.
- 8) अर्थशास्त्र परिचय - प्रा. आर. एम. गोखले.
- 9) ह्यत्ता १ वी ते १२ वी साठी प्रचलित अर्थशास्त्राची पाठ्यपुस्तके.

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बोरसे/*

NORTH MAHARASHTRA UNIVERSITY, JALGAON

B.Ed. (General and Physical) (from June, 1992)

Course IV/VCourse

B.Ed. (General)

B.Ed. (Physical)

Content cum Methodology in Commerce.

Objectives

- To help the pupil teachers
- 1) To understand the nature, importance and scope of Commerce
 - 2) To understand the curriculum and Syllabus of commerce at Secondary level.
 - 3) To understand the aims and objectives of teaching Commerce.
 - 4) To develop adequate skills in using various methods of teaching Commerce
 - 5) To develop adequate skills in Preparing year plan, unit plan, lesson plan, question items and unit test in Commerce.
 - 6) To develop ability for self study, analysis problem solving, critical thinking & Evaluation.
 - 7) To understand the concept of Evaluation and the use of various evaluation tools in Commerce.
 - 8) To promote value of National integration and international understanding.
 - 9) To understand basic concepts, ideas and principles in Commerce.
 - 10) To develop desirable attitude and appreciate contribution of commerce to life.

Syllabus

- Area A (1) Meaning and Scope of Commerce
- 1.1 Concept and Definition of Commerce.
 - 1.2 Scope of Commerce and its inter relationship with other subjects.
 - 1.3 Place of Commerce in the School curriculum
 - 1.4 Syllabus of Commerce in educational frame work
 - 1.5 Critical study of the text books in light of the Syllabus.

A-2 Aims and objectives of teaching Commerce.

2.1 Broad Objectives (i.e. Aims)

2.2 Instructional Objectives and their specifications .

B.1 Methods & Techniques of teaching commerce

1.1 Methods.

- a) Inductive - Deductive method
- b) Analytic - Synthetic method
- c) Demonstration Method
- d) Revision Method
- e) Narration Method
- f) Dramatization Method.

1.2 Methods Specially useful for Commerce

- a) Single commodity analysis Method
- b) Historical approach method
- c) Occupational approach method
- d) Problem Solving approach method
- e) Applied economic Approach method

Note: The methods given in 1.1 and 1.2 are to be studied from the following points of view

- (a) Meaning Principles and Characteristics of there methods with reference to the students at various standards.
- (b) Their Limitation

Teaching aids

- a) Maps charts, Pictures, Graphs Black board
- b) Text book, Reference books, Teachers Hand book
- c) Epidioscope, Projector, T.V. film and filmstrips
- d) Visits and tours
- e) Actual illustrations from the field of business
- f) Commercial news reported in newspapers

Commerce club

Different activities should be encouraged in commerce club

Core Content of Commerce

I) Trade and Commerce

- a) Meaning and Importance and difference between trade and Commerce
- b) Evolution of money, pre-machines and machine age
- c) Types of trade i) Retail ii) Wholesale
- d) Procedure of a trade transaction
- e) Role of Mercantile agents
- f) Modern commercial Office.

II) Commercial Organisations

Sole trader, Partnership, Co-operative Societies, Joint stock company.

III) Marketing

IV) Salesmanship & Advertising

V) Banking

VI) Transport

VII) Insurance

Area C-1 Planning for teaching Commerce

a) Year plan, Unit plan, Lesson plan.

C-2 Testing

a) Tools of Evaluation

b) Written tests in Commerce

c) Diagnostic tests in Commerce

Area D Practical work for Internal Assessment (Any two)

1) Preparation of unit plan & unit test

2) Preparation of an achievement test of 100 marks with different items

3) Review of one Commerce text-book

References

- a) All Commerce text-books (Specially elements of Commerce) sanctioned by the Govt. of Education Maharashtra State for IX to XII
- b) Boynton L.D. Methods of teaching book keeping Cincinnati South Western Publishing Co. (1955)
- 2) Khan M.S. Commerce Education Sterling Publication Private Limited New Delhi (1982)
- 3) Lulla B.P. Methods of teaching Commerce. M.S. University, Baroda
- 4) Tonne H.A. Principles of Business Education McGraw Hill Gregg Division (1955)
- 5) Work book in Organization of Commerce for class XI NCERT Extension Service Dept. Regional College of Education, Bhopal
- 6) Udayavir Saksena. Wanijiya Shikshan, Vinod Pustak Mandir, Agra (1975)

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