



"A" Re-accredited NAAC
(2014) with CGPA-3.16

SHIVAJI UNIVERSITY, KOLHAPUR

SYLLABUS

FOR

TWO –YEAR BACHELOR OF EDUCATION

(B.Ed. DEGREE COURSE)

As per NCTE regulation 2014

CHOICE BASED CREDIT SYSTEM

(WITH EFFECT FROM THE ACADEMIC YEAR 2015-16)

Subject to the Modifications that will be made from time to time

First Year

Semester –II								
Course	B.Ed. Courses	Hours		Credit	Exam Hours	Marks		
						Internal (sessional)	External (Theory)	Total
	Perspective In Education – Theory	Inst. Hrs	Learning Hrs					
4	Learning and Teaching	60	00	04	3	30	70	100
5a	Knowledge and Curriculum Part –I	30	00	02	02	15	35	50
	Curriculum & Pedagogical Studies							
6a –I	Pedagogy of School Subject One Part- I	30	00	02	02	15	35	50
6a –II	Pedagogy of School Subject Two Part- I	30	00	02	02	15	35	50
7	Assessment for Learning	60	00	04	3	30	70	100
	Enhancement in Professional Capacities(EPC)							
EPC -2	Drama & Art in Education	15	30	02	–	50	00	50
	Practicum							
B-1	School Engagement and visit to innovative centres of Pedagogy and Learning	36	00	01	–	25	00	25
B-2	Field Engagement	36	15	01	–	25	00	25
B-3	Internship	108	00	04	–	100	00	100
B-4	Diagnostic test on Content knowledge & Remedial Programme	36	30	–	–	–	–	–
B-5	Internal Examination (Semester IInd Assignment Internal Viva + Semester IInd External Examination)							
B-5.1	Semester IInd Internal Assignment	12	10	02	–	10	00	10
B-5.2	Semester IInd Internal Viva	12	20		–	30	00	30
B-5.3	Semester IInd End Internal Examination	24	30		–	10	00	10
Total		489	+135	24	12	355	245	600

Second Year

Semester –III								
Course	B.Ed. Courses	Hours		Credit	Exam Hours	Marks		
						Internal (sessional)	External (Theory)	Total
	Curriculum & Pedagogical Studies	Inst. Hrs	Learning Hrs					
6b -I	Pedagogy of School Subject One Part –II	30	00	02	02	15	35	50
6b -II	Pedagogy of School Subject Two Part –II	30	00	02	02	15	35	50
	Practicum							
C-1	School Internship	396	00	13	--	325	00	325
C-2	Health & Physical Education Workshop	24	00	01	--	25	00	25
C-3	Psychological Testing Workshop	24	00	01	--	25	00	25
C-4	Action Research Workshop	24	36	02	--	50	00	50
C-5	Workshop on constructivist Approach to Teaching	36	00	01	--	25	00	25
C-6	Internal Examination (Semester IIIrd Assignment Internal Viva + Semester IIIrd External Examination)							
C-6.1	Semester IIIrd Internal Assignment	06	10	02	--	10	00	10
C-6.2	Semester IIIrd Internal Viva	12	20		--	30	00	30
C-6.3	Semester IIIrd End Internal Examination	12	30		--	10	00	10
Total		594	+96	24	04	530	70	600

Second Year

Semester –IV								
Course	B.Ed. Courses	Hours		Credit	Exam Hours	Marks		
						Internal (sessional)	External (Theory)	Total
	Perspectives In Education – Theory	Inst. Hrs	Learning Hrs					
8	Gender, School & Society	30	00	02	02	15	35	50
5b	Knowledge & Curriculum Part II	30	00	02	02	15	35	50
9	Creating an inclusive School	30	00	02	02	15	35	50
	Curriculum & Pedagogical Studies							
10	Optional Course (Any One) *	30	00	02	02	15	35	50
	Enhancement in Professional Capacities(EPC)							
EPC 3	Critical Understanding of ICT	15	30	02	02	50	00	50
EPC 4	Understanding the Self	15	30	02	02	50	00	50
	Practicum							
D-1	Educational Tour	36	48	02	--	50	00	50
D-2	Project related to community Experience	36	84	04	--	100	00	100
D-3	Workshop on Models of Teaching	24	24	01	--	25	00	25
D-4	Annual Lesson Examination	36	30	02	--	50	00	50
D-5	General Orientation of Student Teacher	24	0	01	--	25	00	25
D-6	Internal Examination (Semester IVth Assignment Internal Viva + Semester IVth External Examination)							
D-6.1	Semester IVth Internal Assignment	06	10	02	--	10	00	10
D-6.2	Semester IVth Internal Viva	12	20		--	30	00	30
D-6.3	Semester IVth End Internal Examination	18	30		--	10	00	10
Total		342	+306	24	12	460	140	600

+ Additional hours for Self learning .

अभ्यासकम 6- अ-1 शालेय विषयाचे अध्यापन शास्त्र :

मराठी - भाग-1

संपर्क तास : आठवड्यात 02	एकूण गुण : 50
श्रेयांक : 02	बाह्य मूल्यांकन : 35
	अंतर्गत मूल्यांकन : 15

उद्दिष्टे

प्रशिक्षणार्थींना

- २ मराठी भाषेचे वरूप, अभ्यासकमातील स्थान व महत्त्व समजून घेण्यास मदत करणे
- २ मराठी भाषा अध्यापनाची ध्येये व उद्दिष्टे यांचे आकलन होण्यास मदत करणे
- ४ भाषिक कौशल्यांचे आकलन होण्यास मदत करणे
- ४ शालेय स्तरावरील मराठी भाषेच्या पुनर्रचित अभ्यासकमाचे स्वरूप समजण्यास मदत करणे
- ५ मराठीच्या अध्यापनासाठी विविध तंत्रे, पध्दती यांचा वापर करण्यास सक्षम करणे
- ६ ज्ञानरचनावादनुसार मराठीचे अध्यापन करण्यास मदत करणे
- ७ मराठी भाषेच्या विविध उपांगांच्या अध्यापनाची प्रक्रिया समजण्यास मदत करणे

घटक 1 मराठी भाषेचे स्वरूप, स्थान आणि महत्त्व

0६ गुण 8 तास

- अ) मराठी भाषेचे स्वरूप व वैशिष्ट्ये
- ब) त्रिभाषा सूत्र व मराठी भाषेचे शालेय अभ्यासकमातील स्थान
- क) शालेय स्तरावर मराठी भाषा शिक्षणाची गरज व महत्त्व
- ड) मराठी भाषेचा अंतर्गत सहसंबंध व अन्य शालेय विषयांशी सहसंबंध

घटक 2 मराठी भाषा अध्यापनाची ध्येये व उद्दिष्टे

0६ गुण 8 तास

- अ) मराठी भाषा अध्यापनाची ध्येये व उच्च प्राथमिक व माध्यमिक स्तरावरील उद्दिष्टे (भाषिक व वाङ्मयीन)
- ब) वर्ग अध्यापनाची उद्दिष्टे व स्पष्टीकरणे
- क) मराठी भाषेच्या पुनर्रचित अभ्यासकमाची तत्त्वे, स्वरूप व उद्दिष्टे
- ड) भाषिक कौशल्ये - श्रवण, भाषण, वाचन, लेखन, संभाषण - प्रत्येक कौशल्याचे महत्त्व, उद्दिष्टे व कौशल्य विकासासाठी उपक्रम

घटक 3 मराठी अध्यापनाची सूत्रे, तंत्रे, पध्दती

0६ गुण 7 तास

- अ) अध्यापनाची सूत्रे - विशिष्टाकडून सामान्याकडे, मूर्ताकडून अमूर्ताकडे इ.
- ब) अध्यापनाची तंत्रे - प्रश्नोत्तर, भूमिकाभिनय, स्पष्टीकरण, गटकार्य, चर्चा, पर्यवेक्षित अध्ययन
- क) अध्यापन पध्दती - व्याख्यान, चर्चा, नाट्यीकरण, कथाकथन, कथन, उद्गामी-अवगामी
- ड) ज्ञानरचनावाद - मराठी अध्यापनात ज्ञानरचनावाद, पारंपारिक अध्यापन पध्दती आणि ज्ञानरचनावादी अध्यापन पध्दती यातील फरक

घटक 4 मराठी भाषेच्या विविध उपांगांचे अध्यापन

0८ गुण 7 तास

- अ) गद्य - उद्दिष्टे, प्रकार, अध्यापनाच्या पध्दती
- ब) पद्य - उद्दिष्टे, प्रकार, अध्यापनाच्या पध्दती
- क) व्याकरण - उद्दिष्टे, प्रकार, अध्यापनाच्या पध्दती
- ड) रचना - उद्दिष्टे, प्रकार, अध्यापनाच्या पाय-या

पुढीलपैकी कोणतेही एक

- 1) माध्यमिक स्तरावरील कोणत्याही एका पाठ्यपुस्तकाच्या आधारे मराठी विषयाचा अंतर्गत व अन्य शालेय विषयांशी असणारा सहसंबंध शोधून अहवाल तयार करणे
- 2) शालेय विद्यार्थ्यांच्या कोणत्याही एका मराठी भाषिक कौशल्यातील उणीवा शोधून त्याकौशल्याच्या विकासासाठी उपक्रम तयार करणे
- 3) नाविन्यपूर्ण अध्ययन अध्यापन करणा-या शाळेस भेट देउन तेथील अध्ययन अध्यापन प्रक्रियेचे निरीक्षण करून अहवाल लिहिणे
- 4) घटक कं.4 वर परिसंवाद आयोजित करून अहवाल लिहिणे
- 5) उच्च माध्यमिक स्तरावरील विद्यार्थ्यांच्या मराठी भाषेच्या अध्ययनावर अन्य भाषांचा होणारा परिणाम यावर किमान पाच विद्यार्थ्यांची मुलाखत घेउन अहवाल तयार करणे

संदर्भ ग्रंथ

1. कुंडले,म.बा. (1९74), मराठी अध्यापन, पुणे : श्रीविद्या प्रकाशन
2. पाटील, लीला (1९९4), मराठीचे अध्यापन आणि मूल्यमापन, पुणे : व्हीनस प्रकाशन
3. करंदीकर, सुरेश (1९९8), मराठी अध्यापन पद्धती, कोल्हापूर : फडके प्रकाशन
4. दुनाखे, अरविंद (2000), मराठीचे अध्यापन, पुणे : नूतन प्रकाशन
5. पिचड, नलिनी, बरकले रामदास (2005), मातृभाषा मराठीचे अध्यापनशास्त्रीय विश्लेषण, नाशिक: इनसाइट प्रकाशन
6. वास्कर, पुष्पा आनंद (200६), भाषाशिक्षण, पुणे : नित्यनूतन प्रकाशन
7. भालेराव, सुभाष (200६), उद्याच्या शिक्षकांसाठी मराठी शिक्षण, नाशिक : इनसाइट प्रकाशन
८. फाटक म.वि. (1९61), मराठी कवितेचे अध्यापन, पुणे : मॉडर्न बुक डेपो प्रकाशन
९. देशमुख,संगीता (2007), मातृभाषा मराठी अध्यापन पद्धती, औरंगाबाद:साहित्य सेवा प्रकाशन
- 10.राष्ट्रीय अभ्यासक्रम आराखडा (2005), पान नं 37 ते 3९
- 11.कुलकर्णी कृ. पा. मराठी भाषा उगम व विकास, पुणे : मॉडर्न बुक डेपो
- 12.खिरे उषा व इतर (2000), वाचन व लेखन कौशल्य, नाशिक : य.च.म.मुक्त विद्यापीठ
- 13.पानसे रमेश, (2012), रचनावादी शिक्षण, प्रात्यपाठशाळा मंडळ
- 14.बाम जयश्री व कोल्हटकर शीला, (2013), मैत्री ज्ञानरचनावादाशी, निराली प्रकाशन, पुणे
- 15.वाळिंबे गो. रा. (1९९4), सुगम मराठी व्याकरण, पुणे : नूतन प्रकाशन
- 16.कुंडले म. बा. (200८) अध्यापन शास्त्र आणि पद्धती, पुणे : व्हीनस प्रकाशन

COURSE 6a - I :शालेय स्तर पर हिंदी भाषा का अध्यापन शास्त्रीय ज्ञान

हिंदी भाग - १

तासिका - प्रति सप्ताह -२

क्रेडिट - २

कुल अंक - ५०

बाह्य मूल्यांकन - ३५

आंतरिक मूल्यांकन - १५

पाठ्यक्रम के उद्देश्य -

छात्राध्यापक को :-

1. हिंदी भाषा का अर्थ एवं स्वरूप, हिंदी भाषा का माध्यमिक पाठ्यक्रम में स्थान आदि समझाना।
2. शालेय स्तर पर हिंदी अध्ययन - अध्यापन के उद्देश एवं भाषिक कौशलों से परिचय कराना।
3. हिंदी भाषा शिक्षा के सूत्र, तथा प्रणालियों, प्रयुक्तियों का परिचय कराना।
4. हिंदी भाषा शिक्षा में ज्ञानरचनावादी अध्ययन-अध्यापन का आकलन करने में सक्षम बनाना।
5. हिंदी भाषा शिक्षा की विविध विधाओं के अध्यापन के उद्देश एवं अध्यापन प्रणालियों की जानकारी देना।

इकाई - 1- हिंदी भाषा का स्वरूप, स्थान एवं महत्व।

अंक -09 कालांश - 08

- क. भाषा का अर्थ एवं स्वरूप।
भाषा - अर्थ एवं विशेषताएँ, हिंदी भाषा के रूप : मातृभाषा, राजभाषा, संपर्क भाषा, राष्ट्र भाषा एवं आंतरराष्ट्रीय भाषा।
- ख. महाराष्ट्र के शालेय पाठ्यक्रम में त्रिभाषा सूत्र के अनुसार हिंदी भाषा का स्थान एवं त्रिभाषा सूत्र का महत्व।
- घ. छात्र के जीवन में सामाजिक, भावनिक एवं बौद्धिक विकास हेतु भाषा का महत्व।
- ङ. समवाय (अनुबंध) का स्वरूप, प्रकार तथा हिंदी भाषा का अन्य शालेय विषयों के साथ समवाय।

इकाई -2 - हिंदी भाषा शिक्षा के उद्देश्य एवं भाषिक कौशल।

अंक-08

कालांश - 06

- क. प्राथमिक एवं माध्यमिक स्तर पर द्वितीय भाषा के रूप में हिंदी अध्ययन - अध्यापन के उद्देश।
- ख. कक्षा अध्यापन के उद्देश्य एवं उनके स्पष्टीकरण।
- ग. हिंदी भाषा शिक्षा के व्यापक उद्देश्य-राष्ट्रीय, सांस्कृतिक, भाषिक, साहित्यिक तथा व्यवहारिक उद्देश्य।
- घ. भाषिक कौशल का अध्ययन-अध्यापन : श्रवण, भाषण, वाचन, लेखन, कौशल का अर्थ, स्वरूप एवं कौशल विकास के लिए आवश्यक उपाय।

इकाई - 3- हिंदी भाषा शिक्षा के सूत्र, अध्यापन प्रणालियाँ एवं प्रयुक्तियाँ ।

अंक-09

कालांश -08

- क. अध्यापन सूत्र - ज्ञात ते अज्ञात की ओर, मूर्त से अमूर्त की ओर, विशिष्ट से सामान्य की ओर इत्यादी।
- ख. अध्यापन प्रणालियाँ : संभाषण प्रणाली, नाटकीकरण प्रणाली, चर्चा प्रणाली, संप्रेषण प्रणाली, डॉ. मायकेल वेट प्रणाली (वाचन विधि)
- ग. ज्ञानरचनात्मक दृष्टि से अध्ययन अध्यापन (ज्ञानरचनावादी अध्ययन अध्यापन का स्वरूप-संकल्पना)
- घ. अध्यापन प्रयुक्तियाँ - प्रश्न, विवरण, कथाकथन, स्वाध्याय, अनुवाद, गृहकार्य।

इकाई - 4- हिंदी भाषा की विविध विधाओं का अध्यापन।

अंक-09

कालांश -08

- क. गद्य अध्यापन : उद्देश, गद्य अध्यापन की सीढ़ियाँ।
- ख. पद्य अध्यापन : उद्देश, पद्य अध्यापन की प्रणालियाँ।

ग. व्याकरण अध्यापन : उद्देश, अध्यापन प्रणालियाँ (आगमन-निगमन)।

घ. रचना अध्यापन : उद्देश, अध्यापन प्रणालियाँ।

परियोजना कार्य (Sessional Work) निम्नलिखित में से कोई एक।

15

1. कक्षा पाँचवीं से दसवीं तक के किसी एक पाठ्यपुस्तक का अन्य शालेय विषयों से समवाय का रिपोर्ट प्रस्तुत कीजिए।
2. द्वितीय भाषा के रूप में हिंदी का अध्ययन करते समय छात्रों में होनेवाली गलतियों (लेखन, वाचन एवं संभाषण में) की सूची तैयार कीजिए एवं उन गलतियों को दूर करने के लिए विकासात्मक कार्यक्रम तैयार कीजिए। (किसी 5 छात्रों के लिए)।
3. प्रयोगशील अध्ययन-अध्यापन करने वाले किसी एक पाठशाला में वहाँ चलने वाली अध्ययन-अध्यापन प्रक्रिया का निरीक्षण कर के रिपोर्ट तैयार कीजिए।
4. इकाई -4 के किसी एक उपघटक (उपइकाई) पर सेमिनार प्रस्तुत कीजिए एवं उसका रिपोर्ट तैयार कीजिए।
5. अपने आस-पास के पाँच स्कूलों का दौरा कर यह जानकारी प्राप्त करते हुए एक रिपोर्ट तैयार कीजिए कि त्रिभाषा सूत्र की क्या स्थिति है?

संदर्भ ग्रंथ सूची

1. माटिया एम.एस.और नारंग सी.एस. आधुनिक हिंदी शिक्षण विधियाँ प्रकाश ब्रदर्स लुधियाना।
2. भाई योगेन्द्रजीत (1991) हिंदी भाषा शिक्षण, विनोद पुस्तक मंदिर रांगेय राघवमार्ग, आगरा।
3. गोरे बलभीम राज (1985) हिंदी अध्ययन : स्वरूप एवं समस्याएं संचयन प्रकाशन, कानपुर
4. केशव प्रसाद (1989) हिंदी शिक्षण, धनपतराय एण्ड सन्स दिल्ली
5. केणी सज्जन राय और कुलकर्णी हरिकृष्ण (1964) हिंदी अध्यापन पद्धति विनस प्रकाशन पुणे।
6. लहरी राजेंद्रप्रसाद (1966) हिंदी शिक्षण राम प्रसाद एण्ड सन्स, आगरा।
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9. पंडितयं बि. (1991) हिंदी अध्यापन, नूतन प्रकाशन, सदाशिवपेठ पुणे।
10. साठे ग.न. (1962) राष्ट्र भाषा का अध्यापन, महाराष्ट्र राष्ट्र भाषा सभा प्रकाशन, पुणे।
11. सिंहसावित्री (1986) हिंदी शिक्षण मेरठ इंटरनेशनल पब्लिशिंग हाऊस मेरठ।
12. वास्कर आनंद और वास्कर पुष्पा (1993) हिंदी आशययुक्त अध्यापन पद्धति, मेहता पब्लिशिंग हाऊस पुणे।
13. वास्कर पुष्पा आनंद (2002) शिक्षण प्रशिक्षण और हिंदी अध्यापन, नित्य नूतन प्रकाशन, पुणे।
14. वास्कर आनंद वास्कर पुष्पा (2009) भाषा शिक्षण L1L2 नित्य नूतन प्रकाशन पुणे।
15. तिवारी भोलानाथ (1988) हिंदी भाषा शिक्षण साहित्य सहकार, नई दिल्ली।

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COURSE 6a - I : PEDAGOGY OF SCHOOL SUBJECT

ENGLISH PART- I

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35
	Internal Assessment: 15

Course Objectives:

After completion of the course the student teachers will be able to --

1. develop an understanding of the nature of English language.
2. understand the place and importance of English in the present set up.
3. understand the aims and objectives of teaching English at upper primary and secondary schools in India.
4. develop activities and tasks for the acquisition of language skills.
5. identify devices, methods, approaches and support services for teaching English at upper primary and secondary levels.
6. understand constructivist approach to language teaching and learning.
7. understand about the teaching of prose, poetry, grammar and composition.

UNIT I - NATURE, PLACE AND IMPORTANCE OF ENGLISH LANGUAGE -

(09 marks, 8 hrs)

- a. **Nature of English Language:** Nature of language, , linguistic diversity and its impact on English
- b. **Linguistic System:** Meaning of linguistic system, concept of phonology and morphology, supra segmental features of English language: stress, intonation, pronunciation, rhymes and rhythm, Sentence analysis
- c. **Place:** Place of English in the present school curriculum
- d. **Importance:** Importance of English in the multilingual society

UNIT II - AIMS AND OBJECTIVES OF TEACHING ENGLISH (09 marks, 8 hrs)

- a. **Aims and Objectives:** Aims and general objectives of teaching English
- b. **Classroom Objectives:** Classroom Objectives and its specifications
- c. **Recent Curricular Reforms- NCERT and SCERT:** Rational, objectives, principles and nature of English language

- d. Development of language Skills:** Listening, Speaking, Reading, writing, Communication and Study skills – Their meaning and resources for developing these skills

UNIT III - PEDAGOGICAL ASPECTS OF TEACHING ENGLISH (09 marks, 7 hrs)

- a. Methods:** Direct method, Bilingual method and Suggestopedia method
- b. Approaches:** Structural Approach, Communicative Approach, Constructivist Approach and Total Physical Response Approach (TPR)
- c. Devices:** Pair work, group work, discussion, story telling
- d. Support Services:** Language laboratory, audio visual aids, computer and web resources for ELT and ELL

UNIT IV - ASPECTS OF TEACHING ENGLISH (08 marks, 7 hrs)

- a. Pros:** Objectives, ways of introducing vocabulary, and phases for teaching prose
- b. Poetry:** Objectives, and phases for teaching poetry
- c. Grammar:** Objectives, Types (Functional, Formal), Methods (Inductive, Deductive) of teaching grammar and phases of teaching grammar
- d. Composition:** Objectives, Types of Composition (Guided, Free and Creative), and phases for teaching composition

Sessional work : Any one of the following

15 marks

1. Select any one sub unit of any English textbook at secondary level and analyse the Supra segmental features of English language: stress, intonation, pronunciation, (Phonetic transcription) and Sentence analysis
2. Study and make its report on linguistic diversity of students (at least five students) and its impact on their learning English
3. Identify students the poor acquisition of language skills from any one class at secondary level – listening, speaking, reading, writing and communication and prepare activities for enhancing these skills
4. Do a comparative study of positive features and weaknesses of different approaches to English language teaching
5. Conduct seminar on aspects of teaching English—prose, poetry, grammar, and composition

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- Methods & Techniques, Orient Longman Ltd.

COURSE 6a -I PEDAGOGY OF SCHOOL SUBJECT

SANSKRIT PART - I

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35
Total Instructional Hours : 30	Internal Assessment: 15

Course objectives :-

- **After completion of the course the student teachers will be able to –**

- 1) understand the nature of sanskrit language and its place and importance in the present set up.
- 2) understand the aims and objectives of teaching sanskrit at upper primary and secondary schools in india.
- 3) select methods, maxims and techniques of sanskrit teaching.
- 4) select proper methods of introducing new words.
- 5) understand about the teaching of prose, poetry, grammar and composition.

Unit 1 - Nature, Place and Importance of Sanskrit Language (09 Marks, 8hrs)

- a) nature – mother of indian language, living language, classical language, sanskrit literature.
- b) views of various commissions and committees specifically about sanskrit.
- c) place – place of sanskrit in the present school curriculum.
- d) importance – cultural, heritage, spiritual and religious, language of computer, scientific importance, publicity and spread in foreign countries.

Unit 2 – Aims and Objectives of Teaching Sanskrit (09 Marks, 8hrs)

- a) basic aims and objectives of teaching Sanskrit language.
- b) aims and objectives of teaching sanskrit.
- c) instructional objectives and their specifications.
- d) objectives of sanskrit as given in the present curriculum at the upper primary and secondary level.

Unit 3 – Pedagogical Aspects of Teaching Sanskrit (09 Marks, 7 hrs)

- a) methods of teaching sanskrit – direct method, eclectic method.
- b) methods of introducing new words.
- c) maxims of language teaching – known to unknowns, concrete to abstract, simple to complex, inductive to deductive.
- d) techniques – discussion, interview, team teaching.

Unit 4 – Aspects of Teaching Sanskrit**(08 Marks, 7 hrs)**

- prose – aims and objectives, content analysis, methods – vishleshnatmak.
- poetry – aims and objectives, content analysis, methods – translation, analytic, synthetic comparative.
- grammar – aims and objectives, content analysis, steps of grammar lesson methods – inductive, deductive, structural approach.
- composition – meaning, aims, types of composition.

Sessional Work : Any one of the following**(15 marks)**

- identify students the poor acquisition of language skills from any one class at secondary level – listening, speaking, reading, writing and communication and prepare activities for enhancing these skills.
- do a comparative study of positive features and weaknesses of different methods in sanskrit language teaching.
- conduct seminar on aspects of teaching sanskrit – prose, poetry, grammar and composition.
- review of research articles.
- Conduct a seminar on unit four and writes its report

References –

- | | |
|---------------------------------------|--|
| • संस्कृत शिक्षण | - डॉ. रघुपनाथ सफाया |
| • संस्कृत शिक्षण | - राधेश्याम गाडे |
| • संस्कृत शिक्षण | - डॉ. रामशकल पाण्डेय |
| • संस्कृत शिक्षण | - डॉ. प्रभा शर्मा |
| • संस्कृत शिक्षण | - डॉ. पुष्पासोढी , संजय दत्ता |
| • संस्कृत शिक्षण | - प्रो.रमेशचंद्र शास्त्री, रामचंद्र शास्त्री |
| • संस्कृत अध्यापन पद्धती | - डॉ. प्रतिभा सुधीर पेंढके |
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| • संस्कृत शिक्षण | - डॉ. प्रभाशंकर मिश्र |
| • The Teaching of Sanskrit | - R.N. Safaya |
| • A New Approach to Sanskrit | - Dr. Bokil Parasnis |
| • Modern Methods of Teaching Sanskrit | - Bela Rani Sharma |

COURSE 6a - I Pedagogy of School Subject Science Part- I

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35
Total Instructional Hours : 30	Internal Assessment: 15

Course Objectives: To enable the student teacher to;

1. develop insight on the meaning, nature & scope of science for determining aims & strategy of teaching-learning.
2. appreciate that science is a dynamic & expanding body of knowledge.
3. understand the aims & objective of teaching science at secondary school.
4. understand the various instructional strategies & their use in teaching science.
5. develop the ability to formulate instructional objectives in term of behavioral out comes for teaching secondary school science.
6. develop the ability to plan & design various type of lesson in science.

Unit - 1 Foundations of science

(07 marks,6hrs)

- a) Meaning, nature, scope & important of science as subjects
- b) Contribution of scientists Indian: C.V.Raman, SirJagdish Chandra Bose, HomiBhabha
- c) From abroad: Albert Einstein, Isaac Newton and MadamCurie
- d) Correlations: concept, importance & types

Unit - 2: Aims, objectives & curriculum reforms of science

(07 marks,6 hrs)

- a) Aims & general objectives of science teaching .
- b) Anderson's revised Blooms taxonomy of objectives.
- c) Instructional objectives and their specifications.
- d) Objectives of teaching Science as prescribed in secondary Education of Maharashtra state.
- e) Development of Skills
 1. demonstration skills
 2. observation skills
 3. Drawing interpreting figures & charts

Unit - 3 Facilitating learning science.

(14 marks,12hrs)

- a) maxims of teaching science .
- b) method of teaching science: Demonstration, experimental, project, heuristic.
- c) Preparation of lesson episodes based on Five E model – engage, explore, express, expand,

- d) evaluate
- e) applications of models of teaching in classroom - inductive thinking model concept attainment
- f) Model, Advance organizer model.

Unit – 4 Instructional approaches of Science

(07 marks,6 hrs)

- a) Questioning- Open Ended Questions (HOT Questions)
- b) Assignment
- c) Programmed Instruction
- d) Demonstration
- e) Modular Instruction
- f) Computer Assisted Instruction (CAI)
- g) Collaborative/Co-operative learning Strategies- Learning together, Jigsaw technique

SESSIONAL WORK:

(15 Marks)

Each student-teacher is required to complete sessional work on any one of the following:

1. Interview of an experienced Science teacher
2. Preparation of five lesson plans on any topic from the Science texts of Secondary School following the 5E models.
3. Case study of a gifted/ talented or an unsuccessful learner in the class
4. Write a script for an e-content of any concept in Science
5. Survey of Science laboratory in school.

References :

- Bhatnagar, A.B. Bhatnagar, S.S. (2005), Teaching of Science, Meerut: R. Lall Book Depot.
- Brucejoyce/Marsha Weil (1985), Models of Teaching, Prentice Hall of India Pvt. Ltd. New Delhi.
- Das, R.C. (1985), Science Teaching in schools, New Delhi: Sterling Publishers Pvt. Ltd.
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- Kulshreshtha. S.P. (2005), Teaching of Physical Science, Meerut: R. Lall Book Depot.
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- Mohan, Radha (1995), Innovative Science Teaching for Physical Science, Teachers, New Delhi: Prentice Hall of India Pvt. Ltd.
- Nanda, V.K. (1998), Teaching of General Science in Elementary School, New Delhi, Anmol Publication.

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COURSE 6a -I Pedagogy of School Subject

Commerce Part –I

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35
Total Instructional Hours : 30	Internal Assessment: 15

Course Objectives- To enable the student teacher to -

1. understand the characteristics and development of commerce, appreciate the role of commerce in the development of modern society.
2. understand the aims and objectives of teaching commerce is Higher secondary level.
3. understand the current issues and continuous development in commerce .
4. understands the techniques and devices of teaching of commerce .
5. develop the skill of using various methods of teaching of commerce.
6. prepare and use appropriate teaching instructions materials.

UNIT – I : Nature , Place and importance of commerce (09 Marks,8 hrs)

- a) Nature of commerce – Meaning and dimensions of commerce, concept nature and scope.
- b) Place and importance of commerce Education in Higher secondary school curriculum.
- c) History of commerce with special emphasis on Indian Commerce Education.
- d) Co-relation – Concept and type, correlation of Commerce subjects and within the subject.
- e) Importance of commerce in Daily life.

UNIT – II : Aims and Objectives teaching commerce (09 Marks, 8hrs)

- a) Aims and general objectives of teaching commerce in Higher secondary schools.
- b) Instructional objectives teaching Commerce with their specifications.
- c) Objectives of the subject as given in the present Higher Secondary School curriculum.
- d) Curriculum reforms in Higher secondary school Commerce – National and state level reforms

UNIT – III : Pedagogical aspects of teaching commerce (09 Marks, 10 hrs)

- a) Methods of teaching commerce-lecture method, Textbook method, project Method, problem solving method, Discussion method, Inductive –deductive method, survey method.
- b) Techniques and devices of teaching commerce- question/answer, narration, assignment, illustration, explanation, supervised study etc.
- c) Instructional material and devices- Models , pictures , maps, graphs, diagrams, charts, tables, boards, news papers, journals, periodicals, radio, T.V. computer, internet, L.C.D. etc.
- d) Support system – Co-operative stores, school bank, exhibition, forum, visits and excursion, seminar, cottage industry, school magazine etc.
- e) Commerce Resource Room - Need and enrichment.

UNIT – IV : Aspects of teaching commerce (08 Marks, 4 hrs)

- a) Liberalization, Privatization, Globalization Modernization, Universilization (with reference to Commerce Education)
- b) Impact on Commerce to Environment Education
- c) Sustainable development and Commerce.
- d) Concept of Electronic Commerce.
- e) Use of computer in Commerce Teaching.

SESSISONAL WORK : (Any one out of five) (15 Marks)

1. To prepare a report on the visit of co-operative stores, school Bank.
2. Write a script for an e-content of any concept in commerce.
3. Conduct seminar on any aspects of teaching of commerce.
4. Prepare the instructional objectives and learning outcomes for Commerce Education.
5. Planning and implementation of designing learning activities appropriate strategies, selecting /preparing learning resources assessment techniques and tools etc.

References -

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COURSE 6a -II Pedagogy of School Subject

MATHEMATICS Part- I

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35
Total Instructional Hours : 30	Internal Assessment: 15

Objectives: To enable the student teachers to

1. understand the meaning, nature & importance , characteristics and development of Mathematics.
2. understand and appreciate the role of mathematics in the development of modern society.
3. identify different types of correlation of Mathematics
4. familiarize with the revised version of Bloom's taxonomy of educational objectives
5. understand the aims & objectives of teaching Mathematics at secondary school.
6. understand the various instructional strategies and their use in teaching Mathematics.
7. understand various mathematical skills
8. develop the ability to write proper instructional objectives and their specifications for teaching secondary school Mathematics.
9. develop the ability to plan & design various types of lesson in Mathematics.
10. familiarize with various techniques useful for individualizing Mathematics instruction.

Unit - 1 Foundations of Mathematics

(06 Hrs, 7 Marks)

- a) Meaning, Nature, importance and Characteristics of Mathematics
- b) Historical development of Notation & Number system, Fundamental branches of Mathematics.
- c) Contribution of Mathematicians- Ramanujan, Aryabhatta, Bhaskaracharya, Pythagoras, Euclid, Rene Descartes
- d) Correlation – Concept, Types and importance.

Unit-2 Aims, objectives and curriculum reforms of Mathematics (06 Hrs, 7 Marks)

- a) Aims and general objectives of Mathematics learning/teaching.

- b) Anderson's revised Blooms taxonomy of objectives.
- c) Instructional objectives and their specifications.
- d) Objectives of teaching Mathematics as prescribed in secondary Education of Maharashtra state.
- e) Development of skills – (i) Computational skill—Importance and techniques of developing accuracy and speed.(ii) Geometrical skills—use of Mathematical instruments, freehand drawing of geometrical shapes, drawing of patterns etc.(iii) Drawing and interpreting graphs and charts

Unit – 3 Facilitating learning mathematics (12 Hrs, 14 Marks)

- a) Maxims of teaching Mathematics
- b) Procedure, Merits and demerits of following Methods of teaching Mathematics
 - Inductive - Deductive
 - Analysis - Synthesis
 - Laboratory
 - Heuristic
 - Problem Solving
 - Project
- c) Preparation of lesson episodes based on Five E model – engage, explore, express, expand, evaluate
- d) Application of Models of teaching in classroom: Concept attainment model , Advance organizer model and Inductive Thinking Model

Unit – 4 Instructional approaches of Mathematics (06 Hrs, 7 Marks)

- a) Questioning- Open Ended Questions (HOT Questions)
- b) Assignment
- c) Drill
- d) Oral work
- e) Programmed Instruction
- f) Modular Instruction
- g) Computer Assisted Instruction (CAI)
- h) Collaborative/Co-operative learning Strategies- Learning together, Jigsaw technique

SESSIONAL WORK: (15 Marks)

Each student-teacher is required to complete sessional work on any one of the following:

1. Interview of an experienced mathematics teacher.
2. Preparation of five lesson plans on any topic from the Mathematics texts of Secondary School following the 5E models.
3. Case study of a gifted/ talented or an unsuccessful learner in the class
4. Write a script for an e-content of any concept in Mathematics.
5. Survey of Mathematics laboratory in school.

List of Recommended Books-

- Aggarwal S.M.(1990), A Course teaching of modern Mathematics, Dhanpat Raj & Sons New Delhi.
- Brucece joyce/Marsha Weil (1985), Models of Teaching, Prentice Hall of India Pvt.Ltd. New Delhi.
- Mangal S.K.(1990), Teaching of Mathemartics, Prakash Brothers Educational Publishers, Ludhiyana.
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- बापट भा.गो.कुलकर्णी वि.ना.गणित अध्ययन आणि अध्यापन, खीनस प्रकाशन,पुणे.
- डॉ. पौक्षे, डॉ. मखिजा - गणित अध्यापन. नूतन प्रकाशन,पुणे.
- डा.चव्हाण - गणिताचे अध्यापनशास्त्रीय विश्लेषण. इनसाइट प्रकाशन, नाशिक
- बोंदार्डे- गणित आशययुक्त अध्यापन. प्हके प्रकाशन, कोल्हापूर.
- भिताडे, जगताप , बोंदार्डे (१९९३), आशययुक्त अध्यापन पद्धती, आशय प्रकाशन, सोलापूर.
- जगताप ह.ना. (१९९१), गणित अध्यापन पद्धती ,नूतन प्रकाशन,पुणे.
- गणित क्रमिक पुस्तके ५ वी ते ९ वी महाराष्ट्र राज्य पाठ्य पुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, (बालभारती),पुणे.
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- हकीम, प्रभाकर (२००६) , गणित आशययुक्त अध्यापन, पुणे : नित्यनूतन प्रकाशन.
- डॉ.बुटे शांतायाम व मोरे सिमा - गणित आशययुक्त अध्यापन पद्धती, सुनंदा प्रकाशन, अकोला.
- डॉ.अनिलकुमार , गणित शिक्षण रजत प्रकाशन न्यू दिल्ली

COURSE 6a-II PEDAGOGY OF SCHOOL SUBJECT

HISTORY PART- I

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35
Total Instructional Hours : 30	Internal Assessment: 15

Course Objectives: After completion of the course the student teachers will be able to –

1. know the meaning & nature of history.
2. correlate history with other subject.
3. understand the aims and objectives of teaching history at secondary school level.
4. understand the objectives of teaching history.
5. develop the ability to write the proper instructional objective and their specifications for teaching history at secondary school level.
6. be acquainted with methods for teaching history.
7. acquainted with professional development of teacher of the history.

UNIT - I FOUNDATION OF HISTORY

(09 Marks, 8hrs)

- a) Concept, meaning and kinds of History.
- b) Types of historical resources – Primary and Secondary Resources.
- c) Correlation of history with other subjects.
- d) The Place and importance of History in school curriculum and in human life.

UNIT - II AIMS, OBJECTIVES AND VALUES OF TEACHING HISTORY

(09 Marks, 7 hrs)

- a) Aims and General objectives of Teaching History
- b) Objectives of teaching history as prescribed at Secondary level of Education.
- c) Instructional objectives and their specifications.
- d) Values of Teaching History

UNIT- III PEDAGOGY OF TEACHING HISTORY

(09 Marks, 8 hrs)

- a) Maxims of Teaching.
- b) Methods – Narration, Story-telling, Source, Lecture, Discussion, Project, Dramatization.
- c) Strategies – Team-teaching, Supervised study, Computed aided teaching, cooperative learning strategies.
- d) Models of Teaching – Role playing model, Concept attainment model, Enquiry training model.

UNIT – IV LEARNING AND TEACHING RESOURCES IN HISTORY

(08 Marks, 7 hrs)

- a) Print Media – News Papers, Books, Magazines.
- b) Visual and Audio Media – Maps, Models, Time-lines, Charts, Pictures, O.H.P., Radio and Tape-recorder.

- c) Multimedia – T.V., Computer, Mobile, Video-recorder, Internet etc.
d) History room and its importance, community resources.

Sessional work :

(15 marks)

Any one of the following

1. Prepare an instructional objectives and learning outcomes for history lesson.
2. Interview of an experienced History teacher.
3. Conduct a seminar/group discussion on any one topic.
4. Organize history club activities and write a report it.
5. Preparation of teaching aid on topic in history using multimedia.

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- बेडगे, अ.मु. (२००९). प्राथमिक शिक्षण अभ्यासक्रम इयत्ता ८ वी भाषा व सामाजिक शास्त्रे. पुणे : महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद.
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COURSE 6a - II Pedagogy of school subject Geography Part – I

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35
Total Instructional Hours : 30	Internal Assessment: 15

Course Objectives : To enable student –teachers

- 1) to know the meaning, nature of Geography.
- 2) to understand the place & importance of Geography in secondary school curriculum.
- 3) to correlate Geography within the subject & with other subjects.
- 4) to understand the psychological perspectives of constructivism in teaching – learning of Geography.
- 5) to understand the general objectives of teaching Geography according to National curriculum framework 2005, state curriculum framework - 2010
- 6) to understand the syllabus of Geography at school level according to the curriculum framework NCF 2005 & SCF 2010.
- 7) be acquainted with Teaching strategies & learning resources in Geography.
- 8) to understand the assessment of learning in Geography.

Unit – 1 : Nature, place & importance of the Geography. (09 marks , 8hrs)

- a) Concept, meaning, nature & scope of Geography.
- b) Modern concepts of Geography.
- c) The place & importance of Geography in school curriculum & in human life.
- d) Correlation of Geography within the subject & with other subjects.

Unit - 2 : Nature of Teaching Learning of Geography. (09 marks , 8 hrs)

- a) General objectives of teaching Geography according to NCF 2005 & SCF 2010.
- b) Instructional objectives of Geography.
- c) Psychological perspective of constructivism in teaching learning of Geography.

Unit – 3 : Learning Resources & Assessment of Learning in Geography.

(09 marks , 7 hrs)

- a) Physical Resources – boards, charts, graphs, pictures, maps, atlases, globes, models, specimens, photographs, different projectors slides, T. V. channels, meteorological instruments, computer, internet & use of social media from internet.
- b) Human-resources community as a learning centre, Experts in different fields.
- c) Assessment of Learning in Geography – concept of Evaluation, Tools of Evaluation.
- d) Concept of continuous comprehensive Evaluation, CCE tools for assessment of Geography.

Unit – 4 : Teaching strategies in Geography. (08 marks , 7 hrs)

- Methods : lecture, story observation, journey, regional methods.
- strategies : discussion, group discussion seminar, learning habits.
- Maxims of teaching
- Content – cum Methodology
- Concept, structure of the subject, curriculum & syllabus of the subject according to NCF 2005 & SCF 2010, textbook analysis, content analysis of the subject.
- contextual issues of learning in geography –latitudes & Longitudes, physical & human characteristic of places, human – Environment interaction, movements, regions (school syllabi of 6th to 10 & 11th & 12th std.)

Sessional work (any one of the Following)

(15 Marks)

- Power point presentation of any one unit of Geography related to school textbook / content (5 to 10th std.)
- To prepare subject structure of Geography & find out it's reflection in school syllabi.
- Seminar in graphical aspects related to school syllabi.
- To prepare one teaching aid of Geography.
- Analysis of any two Geographic concept in perspective of interdisciplinary approach (correlation of Geog. With other subjects)

References :

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- डॉ. मोहन खताळ, भूगोल आशययुक्त अध्यापन पद्धत, सुनंदा प्रकाशन अकोला.
- Aggrawal, (2000). Modern method of teaching Geography, New Delhi Swaup & sons

Websites :

- <http://www.curriculumonline.in>
- www.teachingideas.co.uk/geography.contents.com
- www.science.Nutitionalgeographic.com

COURSE 6a - II PEDAGOGY OF SCHOOL SUBJECT ECONOMICS PART-I

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35
Total Instructional Hours : 30	Internal Assessment: 15

Course Objectives:

1. Develop an understanding of the nature of Economics.
2. Understand the place and importance of Economic in the present set up.
3. Understands the aims and objectives of teaching Economics in secondary and higher secondary school.
4. Develop activities and tasks for the acquisition of Economics.
5. Identify devices, methods, approaches and support services for teaching Economics at Secondary and Higher Secondary school levels.
6. Understand constructivist approach to teaching and learning.
7. To develop interest in Field work Economics survey outdoor.

Unit I - NATURE, PLACE AND IMPORTANCE OF ECONOMICS (09 Marks, 8hrs)

- a) Concept and meaning of Economics
- b) Nature and scope of Economics.
- c) Place of Economics in secondary and higher school curriculum.
- d) Importance of Economics in daily life.

Unit II - Aims AND OBJECTIVES OF TEACHING ECONOMICS (09 Marks, 8hrs)

- a) Aims and objectives of Economics subject on secondary and higher secondary school level.
- b) General and specific aims and objectives of teaching Economics, Object and outcome in Economics lesson.
- c) Classroom Objectives: Classroom Objectives and its specification.
- d) Recent Curriculum Reforms- NCERT and SCERT : Rationale, objectives, principles and nature of Economics.

Unit III - PEDAGOGICAL ASPECTS OF TEACHING ECONOMICS

(09 Marks, 7 hrs)

- a) Methods: Lecture, Discussion, Project, Survey, Problem solving, Field Visit, Question-Answer method.
- b) Techniques : Questioning, Narration, Assignment, Observation, Demonstration, Drill.

- c) Devices: Instructional materials and devices – Pictures, Charts, Graphs, Films, Filmstrips, Slide Projector, O.H.P. Radio, T.V, Computer Multimedia sources, Different types of Boards Models etc.
- d) Support system- School band , Exhibition, Economics room, Visits, symposium and Economics club best out of waste, earn and learn etc.

Unit IV - ASPECTS OF TEACHING ECONOMICS

(08 Marks, 7 hrs)

- a) History of Economics (with Special Emphasis on Indian Economy)
- b) Difference between Economic growth and economic development- Sustainable Development.
- c) Economic planning poverty, food security, present price-rise.
- d) Economic reference and Globalization (discuss these developmental Issues with reference to India.)

Sessional work : Any one of the following

(15 Marks)

1. Select any one sub unit of any Economics textbook at secondary and Higher secondary level and analyses it.
2. Stating specific objectives of teaching items of knowledge and process reflecting goal of secondary and higher secondary economics.
3. Conduct seminar on any aspects of teaching of economics
4. To prepare a report on the visit of bank / Co-operative sector / Industry .
5. Write a script for an e- content of any concept in economics.

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- घाजरे, पुराणिक '१९७५' अर्थशास्त्र अध्यापन पद्धती, नुतन प्रकाशन, पुणे
- पाटील गीतादेवी, अर्थशास्त्र अध्यापन पद्धती
- पांडेय, कांता प्रसाद 'हिंदी' अर्थशास्त्र शिक्षण
- माहोरे, बा ना अर्थशास्त्र अध्यापन प्रभा प्रकाशन
- भार्मा, महेंद्रपाल, 'हिंदी' अर्थशास्त्र शिक्षण
- भारती, यु पी, अर्थशास्त्र अध्यापन लेखन वाचन भांडार, पुणे

SEMESTER III

6b -I Pedagogical of School Subject One Part –II

अभ्यासक 6-अ-1 शालेय विषयाचे अध्यापन शास्त्र :

मराठी – भाग-2

संपर्क तास : आठवड्यात 02
श्रेयांक : 02

एकूण गुण : 50
बाह्य मूल्यांकन : 35
अंतर्गत मूल्यांकन : 15

उद्दिष्टे

प्रशिक्षणार्थींना

- 1 आशय विश्लेषण ही संकल्पना समजून घेण्यास मदत करणे
- 2 मराठी भाषेचे अध्यापन करत असताना विविध अध्ययन स्रोतांचा वापर करण्यास मदत करणे
- 3 विद्यार्थ्यांना वार्षिक नियोजन, घटक नियोजन, पाठ नियोजन, घटक चाचणीचे नियोजन करण्यास सक्षम बनविणे
- 4 मूल्यमापनाच्या पद्धतींचे आकलन होण्यास मदत करणे
- 5 मराठी भाषेच्या अध्यापकाची गुणवैशिष्ट्ये समजण्यास मदत करणे
- 6 मराठी भाषेच्या अध्यापकासमोरील समस्या जाणून त्यावर उपाय शोधण्यास मदत करणे
- 7 मराठी विषयाच्या अध्यापकाची बदलती भूमिका जाणून घेण्यास सहाय्य करणे

घटक 5 अध्यापनशास्त्रीय विश्लेषण

अ) मराठी विषयाची संरचना

0६ गुण 7 तास

ब) आशय विश्लेषण – अर्थ, महत्त्व, घटक व अध्यापन पद्धतीची निवड

क) अभ्यासक, पाठ्यक व पाठ्यपुस्तक यातील संबंध

ड) चांगल्या पाठ्यपुस्तकाचे निकष

घटक 6 अध्ययनाचे स्रोत

0६ गुण 7 तास

अ) छापील स्रोत : कृमिक पुस्तके, कार्यपुस्तिका, हस्तपुस्तिका इ.

ब) अध्ययन अनुभव : प्रकार, स्वरूप व निकष

क) दृक्-श्राव्य साधने : दृक् साधने – प्रक्षेपित, अप्रक्षेपित साधने, श्राव्य साधने, दृक्-श्राव्य साधने

ड) नाविन्यपूर्ण स्रोत : भाषा प्रयोगशाळा, संगणक, इंटरनेट

घटक 7 नियोजन व मूल्यमापन

0६ गुण 8 तास

अ) नियोजन : वार्षिक नियोजन, घटक नियोजन, पाठ नियोजन, घटक चाचणी

- ब) मूल्यमापन : संकल्पना, प्रकार — आकारिक, साकारिक व सातत्यपूर्ण सर्वकष मूल्यमापन
 क) मूल्यमापनाची तंत्रे : मौखिक, लेखी, समवयस्क गटाकडून मूल्यमापन, स्वयंमूल्यमापन
 ड) नैदानिक चाचणी व उपचारात्मक अध्यापन

घटक ८ मराठी भाषेचा अध्यापक

०८ गुण ८ तास

- अ) अर्हता व गुणवैशिष्ट्ये : मराठी भाषेच्या अध्यापकाची अर्हता व गुणवैशिष्ट्ये
 ब) व्यावसायिक वाढ व विकास : शिक्षक संघटना व विषय संघटना — स्वरूप, गरज व कार्ये
 क) मराठीचे अध्यापन करताना येणा-या समस्या, समस्या निराकरणाच्या कार्यनीती
 ड) मराठी विषयाच्या शिक्षकाची बदलती भूमिका

प्रात्यक्षिक कार्य

पुढीलपैकी कोणतेही एक

15 गुण

- 1) एका उच्च प्राथमिक किंवा एका माध्यमिक स्तरावरील पाठ्यपुस्तकाचे निकषांवर आधारित परीक्षण करणे
- 2) दोन गद्य आणि एका पद्याचे आशयविश्लेषण करणे
- 3) भाषा प्रयोगशाळेला भेट देउन अहवाल तयार करणे
- 4) घटक चाचणीची रचना करून कार्यवाही करणे व अहवाल लिहिणे
- 5) मराठी विषयाच्या शिक्षकाची बदलती भूमिका यावर गटचर्चा करून अहवाल लिहिणे

संदर्भ ग्रंथ

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4. दुनाखे, अरविंद (2000), मराठीचे अध्यापन, पुणे : नूतन प्रकाशन
5. पिचड, नलिनी, बरकले रामदास (2005), मातृभाषा मराठीचे अध्यापनशास्त्रीय विश्लेषण, नाशिक: इनसाइट प्रकाशन
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7. मालेराय, सुभाष (200६), उद्याच्या शिक्षकांसाठी मराठी शिक्षण, नाशिक : इनसाइट प्रकाशन
८. देशमुख,संगीता (2007), मातृभाषा मराठी अध्यापन पद्धती, औरंगाबाद:साहित्य सेवा प्रकाशन
- 10.गवस, राजन (1९९5), मराठीचे आशययुक्त अध्यापन, पुणे : मेहता प्रकाशन
- 11.जोशी, अनंत (2006), आशययुक्त अध्यापन पद्धती, पुणे : नित्यनूतन प्रकाशन
- 12.करंदीकर सुरेश,मंगळूरकर मीना(2003), मराठी आशयअध्यापन पद्धती, पुणे: फडके प्रकाशन
- 13.भिताडे विनायक आणि इतर (2006), आशययुक्त अध्यापन पद्धती, पुणे: नित्यनूतन प्रकाशन
- 14.सातत्यपूर्ण सर्वकष मूल्यमापन, भाग 1 ते 4, पुणे : महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद
- 15.दांडेकर, वा. ना. (1९८६), शैक्षणिक मूल्यमापन व संख्याशास्त्र, पुणे : श्रीविद्या प्रकाशन
- 16.जगताप ह. ना. (2006), प्रगत शैक्षणिक तंत्रविज्ञान आणि माहिती तंत्रविज्ञान, पुणे: नित्य नूतन प्रकाशन

COURSE 6b - I Pedagogy of School Subject

Course 6 B1 - शालेय स्तर पर हिंदी भाषा का अध्यापन शास्त्रीय ज्ञान

भाग -2

कुल अंक - 50

कालांश - प्रति सप्ताह - 2

बाह्य मूल्यांकन - 35

क्रेडिट - 2

आंतरिक मूल्यांकन - 15

पाठ्यक्रम के उद्देश्य -

छात्राध्यापक को :-

1. शैक्षिक अनुभूतियों का परिचय कराना तथा मुद्रित सामग्री, दृश्य-श्राव्य सामग्री का विकसन एवं कक्षाध्यापन के दौरान प्रयोग करने में सक्षम बनाना।
2. हिंदी भाषा का अध्ययन शास्त्रीय विश्लेषण करने में सक्षम बनाना।
3. पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तक का परस्पर संबंध बताना एवं पाठ्यचर्या एवं पाठ्यक्रम निर्माण के तत्वों की जानकारी देना।
4. अच्छे पाठ्यपुस्तक के निकष के आधार पर माध्यमिक स्तर की किसी एक कक्षा के पाठ्यपुस्तक का आलोचनात्मक विश्लेषण करने में मदद करना।
5. शालेय नियोजन (वार्षिक, इकाई एवं पाठ नियोजन) समझकर, विविध नियोजन करने की क्षमता विकसित करना तथा इकाई जोड़ परीक्षा की रचना एवं कार्यवाही करने में सक्षम बनाना।
6. भाषा मूल्यांकन की प्रक्रिया से परिचित करना।
7. हिंदी अध्यापक की शैक्षिक योग्यता, विशेषताएँ एवं गतिशील भूमिका को समझना।
8. शिक्षालयों में हिंदी अध्यापन की चुनौतियों से अवगत करना एवं उन चुनौतियों का समाधान ढुँढ़ने के लिए प्रवृत्त करना।

इकाई - 5- शैक्षिक अनुभूतियों एवं सहायक सामग्री।

अंक -09 कालांश - 08

- क. शैक्षिक अनुभूतियों : अर्थ प्रकार (प्रत्यक्ष, अप्रत्यक्ष शैक्षिक अनुभूतियों), शैक्षिक अनुभूतियों के निकष।
- ख. सहायक सामग्री - दृश्य सामग्री - (प्रक्षेपित-अप्रक्षेपित) श्राव्य सामग्री, दृश्य-श्राव्य सामग्री।
- ग. मुद्रित सामग्री-किताब, कार्यपुस्तिका, अध्यापक हस्तपुस्तिका, समाचार पत्र, पत्रिकाएँ।
- घ. आधुनिक सामग्री (साधन) : भाषा प्रयोगशाला, संगणक, इंटरनेट।

इकाई — 6 — हिंदी भाषा का अध्यापन शास्त्रीय विश्लेषण। अंक-09 कालांश — 09

- क. हिंदी भाषा की संरचना : संकल्पना, विशेषताएँ, प्रकार एवं लाभ।
- ख. आशययुक्त अध्यापन पद्धति : संकल्पना, उद्देश एवं महत्व।
आशय — विश्लेषण— अर्थ, स्वरूप, प्रकार। आशय विश्लेषण के अंग। पाठ्यांश का आशय विश्लेषण एवं अध्यापन कार्यनीति का एकात्मिकरण।
- ग. पाठ्यचर्या, पाठ्यक्रम एवं पाठ्यपुस्तक का सहसंबंध — पाठ्यचर्या एवं पाठ्यक्रम निर्माण के तत्व।
- ड. पाठ्यपुस्तक : पाठ्यपुस्तक के निकष (विशेषताएँ), माध्यमिक स्तर के किसी एक कक्षा की पाठ्यपुस्तक का आलोचनात्मक विश्लेषण।

इकाई — 7— हिंदी भाषा का नियोजन एवं मूल्यांकन। अंक-09 कालांश —08

- क. हिंदी भाषा का नियोजन : वार्षिक नियोजन, इकाई नियोजन, पाठ नियोजन, इकाई जॉच परीक्षा (घटक कसौटी) रचना एवं कार्यवाही।
- ख. मूल्यांकन के प्रकार : आकारिक एवं संकलित, सतत और समग्र मूल्यांकन (CCE)
- ग. मूल्यांकन की तकनीकी (तंत्र)—मौखिक एवं लिखित परीक्षा, पोर्टफोलियो, खुली किताब परीक्षा (Open Book Examination)। सतत मूल्यांकन के साधन, स्वयं मूल्यांकन एवं समूह मूल्यांकन।
- घ. निदानात्मक परीक्षा एवं उपचारात्मक अध्यापन।

इकाई — 8— हिंदी अध्यापक। अंक-08 कालांश —05

- क. हिंदी अध्यापक की शैक्षिक योग्यताएँ एवं विशेषताएँ।
- ख. व्यावसायिक विकास : व्यावसायिक विकास में अध्यापक संघटन की भूमिका एवं कार्य, व्यावसायिक विकास हेतु आवश्यक उपक्रम।
- ग. हिंदी अध्ययन — अध्यापन में निर्माण होनेवाली समस्याएँ एवं उनके निराकरण के लिए सुझाव।
- घ. बदलते परिप्रेक्ष्य में हिंदी अध्यापक की भूमिका—अभिभावक, समाज, एवं, सहयोगियों के संदर्भ में।

परियोजना कार्य (Sessional Work) निम्नलिखित में से कोई एक। अंक-15

1. किसी एक पाठशाला का दौरा कर के हिंदी भाषा अध्यापन में संगणक का प्रयोग किस प्रकार से किया जाता है, इसका एक रिपोर्ट तैयार कीजिए।
2. किन्हीं तीन घटकों का विस्तृत आशय विश्लेषण कीजिए।
3. कक्षा पाँच से दस तक किसी एक पाठ्यपुस्तक का उसके विशेषताओं के आधारपर परीक्षण कीजिए।
4. किसी इकाई पर आधारित इकाई जॉच परीक्षा तैयार करके एवं उसका क्रियान्वयन कर के रिपोर्ट तैयार कीजिए।

5. हिंदी भाषा के अध्यापक की बदलती भूमिका पर गुटचर्चा कर के रिपोर्ट प्रस्तुत कीजिए।

संदर्भ ग्रंथ सूची

1. भाटिया एम.एस.और नारंग सी.एस. आधुनिक हिंदी शिक्षण विधियाँ प्रकाश ब्रदर्स लुधियाना।
2. भाई योगेन्द्रजीत (1991) हिंदी भाषा शिक्षण, विनोद पुस्तक मंदिर रांगेय राघवमार्ग, आगरा।
3. गोरे बलभीम राज (1985) हिंदी अध्ययन : स्वरूप एवं समस्याएं संचयन प्रकाशन, कानपुर
4. केशव प्रसाद (1989) हिंदी शिक्षण, धनपतराय एण्ड सन्स दिल्ली
5. केणी सज्जन राय और कुलकर्णी हरिकृष्ण (1964) हिंदी अध्यापन पद्धति विनस प्रकाशन पुणे।
6. लहरी राजेंद्रप्रसाद (1966) हिंदी शिक्षण राम प्रसाद एण्ड सन्स, आगरा।
7. मुखर्जी श्रीधरनाथ (1965) राष्ट्र भाषा की शिक्षा आचार्य बुक डेपो बडौदा।
8. पाण्डेराय शकल (1991) हिंदी शिक्षण, मुद्रणालय आगरा।
9. पंडितव. बि. (1991) हिंदी अध्यापन, नूतन प्रकाशन, सदाशिवपेठ पुणे।
10. साठे ग.नं. (1962) राष्ट्र भाषा का अध्यापन, महाराष्ट्र राष्ट्र भाषा समा प्रकाशन, पुणे।
11. सिंहसावित्री (1986) हिंदी शिक्षण मेरठ इंटरनेशनल पब्लिशिंग हाऊस मेरठ।
12. वास्कर आनंद और वास्कर पुष्पा (1993) हिंदी आशययुक्त अध्यापन पद्धती, मेहता पब्लिशिंग हाऊस पुणे.
13. वास्कर पुष्पा आनंद (2002) शिक्षण प्रशिक्षण और हिंदी अध्यापन, नित्य नूतन प्रकाशन, पुणे
14. वास्कर आनंद वास्कर पुष्पा (2009) भाषा शिक्षण L1L2 नित्य नूतन प्रकाशन पुणे।
15. तिवारी मोलानाथ (1988) हिंदी भाषा शिक्षण साहित्य सहकार. नई दिल्ली।

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COURSE 6b -I PEDAGOGY OF SCHOOL SUBJECT

ENGLISH PART- II

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35
	Internal Assessment: 15

Course Objectives: After completion of the course the student teachers will be able to –

1. develop and use of learning resources in the classroom both print and audio visual resources and computer and web resources .
2. understand the pedagogical analysis of English language and content.
3. develop an insight into the symbiotic relationship between curriculum, syllabus and textbooks.
4. understand the steps of year plan, unit plan, lesson plans, and unit plan.
5. understand the process of language assessment.
6. understand the qualities and qualifications and changing role of an English teacher.
7. understands the problems faced by the teachers in teaching English in Indian schools.

UNIT V - LEARNING RESOURCES

(09 Marks, 8 hrs)

- a) Print resources: Resources for communicating verbal experiences: textbook, workbook, and instructional material
- b) Learning experiences: types, nature, criteria of good learning experiences
- c) Audio Visual Aids: *Audio Resources:* meaning, purpose, Educational radio broadcast, Tape recorder *Visual Resources:* meaning, purpose, *Non- projected visual resources:* - graph, map, poster, models and materials, *Projected visual resources:* - still visuals – slides, transparencies, film strips. Moving visuals – film, video, animation.
- d) Innovative Resources: Language laboratory, computer and web resources for ELT and ELL

UNIT VI - PEDAGOGICAL ANALYSIS

(09 Marks, 8 hrs)

- a) Structure: Structure of English language
- b) Content Analysis: Meaning ,components of content analysis, and selection of teaching strategies
- c) Curriculum, Syllabus and Textbook: Understanding the relationship between curriculum, syllabus and textbook
- d) Textbook: Criteria of Good textbook and critical analysis of any standard textbook at secondary level

UNIT VII - PLANNING AND EVALUATION**(09 Marks, 7 hrs)**

- a) Planning: Year plan, unit plan, lesson plan (Difference between conventional and constructivist lesson plan), and unit test
- b) Types of Evaluation: Formative, summative and continuous comprehensive evaluation (CCE)
- c) Techniques of Evaluation: oral, written, portfolio, cloze test, self evaluation and peer evaluation
- d) Testing: Diagnostic test and remedial teaching

UNIT VIII - ENGLISH TEACHER**(08 Marks, 7hrs)**

- a) Qualification and Qualities: Essential qualifications and qualities of an English teacher
- b) Professional growth and Development: Professional organizations, professional growth and development of English teacher
- c) Problems: Problems faced by the teacher in teaching English in Indian schools and suggestions for improvement
- d) Role of the Teacher: Changing role of English teacher in terms of students, parents, society and with colleagues

Sessional work : Any one of the following**(15 marks)**

1. Select any two units of English textbook at secondary level and Prepare innovative resources for ELT and ELL.
2. Write a report on current practices of assessment and evaluation at upper primary stage.
3. Take a review of the methods for measuring portfolio performance of students.
4. Prepare one conventional lesson plan and one on constructivist lesson plan (on the same unit) and comparative study of its effectiveness on students' classroom performance.
5. Take interview of five students having special needs and their parents keeping in mind the following points
 - a. Family and social background
 - b. Financial position
 - c. Expectations from the school and society
 - d. Academic achievement of the students
 - e. Barriers in their learning etc.

References :

- Bhatia K. K. (1996) New Techniques of Teaching English as a Foreign Language, Jalandhar, New academic Publishers.
- Bose Kshanka (1979) Teaching of English a Modern approach, New Delhi, Dhoba House

- Baruah T. C. (1984) The English Teachers Handbook, New Delhi, Sterling Publishers Ltd.
- Bansibihari Pandit, Kute Meena& Suryavansi D.((1999) Communicative language Teaching in English , Pune , Nutan Prakashan
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- Gurav H. K. (2007) Teaching Aspects of English Language,
- Jessa M. (2005) Efficient English Teaching New Delhi, APH Publishing Co.
- Kohli B. L. Sharma R.K. Sastri T. R. Sengupta P. V. (1987) Teaching of English made Easy, New Delhi Dhoba House
- Kaushik D. P. (2010) Teaching of English, Agra, Agrawal Publishers
- Mahajan Sangita (2014) Content Cum Methodology- English – II Jalgaon, Prashant Publications.
- Jessa M. (2005) Efficient English Teaching New Delhi, APH Publishing Co.
- Pawar N. G. Theory and Practice of Teaching English language, Pune Nutan Prakashan

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COURSE 6 b - I : PEDAGOGY OF SCHOOL SUBJECT

SANSKRIT PART II

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35
Total Instructional Hours : 30	Internal Assessment: 15

COURSSE OBJECTIVES :- After completion of the course the student teacher will be able to -

- 1) develop and use of learning resources in the classroom both audio visual resources and computer resources.
- 2) understand the pedagogical analysis of sanskrit language and content.
- 3) prepare the various types of planning for sanskrit language,
- 4) identify difficulties in language learning and provide suitable remedial instruction.
- 5) acquainted with qualities and professional growth of sanskrit teacher and to help them in acquiring the same.

UNIT V – Learning resources and learning experiences in sanskrit (09 Marks, 8 hrs)

- a) learning experiences – types, criteria of good learning experiences.
- b) audio – visual aids -

audio resources : meaning, purpose, educational radio, tape recorder.

visual resources : meaning, purpose, non projected

visual resources – pictures, charts, diagrams, models, poster.

projected visual resources – still visuals - slides, transparencies, filmstrips.

moving visuals – film, animation.

c) computer assisted language learning.

d) language laboratory.

UNIT VI – Pedagogical Analysis

(09 marks, 8 hrs)

a) structure – structure of sanskrit language.

b) content analysis – meaning, components of content analysis, and selection of teaching strategies.

c) curriculum, syllabus and textbook – understanding the relationship between curriculum, syllabus and textbook.

d) textbook – criteria of good textbook and critical analysis of any standard textbook at secondary level.

UNIT VII – Planing and Evaluation

(09 marks, 7 hrs)

a) year plan, unit plan, lesson plan.

b) construction and administration of unit test.

c) formative and summative evaluation.

d) diagnostic test and remedial teaching.

UNIT VIII – Sanskrit Teacher

(08 marks, 7 hrs)

a) qualities of a sanskrit teacher.

b) professional growth and development of teacher.

c) research mindedness.

d) commitment of sanskrit teacher.

Sessional work : (any one of the following)

(15 marks)

1) identification of teaching learning difficulties and remedial strategies for any one student for sanskrit language teaching.

2) select any two units of sanskrit textbook at secondary level and prepare innovative resources.

3) take an interview of experienced sanskrit teacher and write a report on it.

4) write a report on current practices of assessment and evaluation at upper primary stage.

5) Prepare one conventional lesson plan and one on constructivist lesson plan (on the same unit) and comparative study of its effectiveness on students classroom performance.

References –

- | | |
|---------------------------------------|--|
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| • संस्कृत शिक्षण | - राधेश्याम गाडे |
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| • संस्कृत शिक्षण | - डॉ. पुष्पासोढी , संजय दत्ता |
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| • संस्कृत अध्यापन पद्धती | - डॉ. प्रतिभा सुधीर पेंडके |
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| • संस्कृत शिक्षण | - डॉ. प्रभाशंकर मिश्र |
| • The Teaching of Sanskrit | - R.N. Safaya |
| • A New Approach to Sanskrit | - Dr. Bokil Parasnis |
| • Modern Methods of Teaching Sanskrit | - Bela Rani Sharma |

COURSE 6b - I : Pedagogy of School Subject

Science Part- II

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35
Total Instructional Hours : 30	Internal Assessment: 15

Course Objectives: To enable the student's teacher to

1. Understand the pedagogical analysis of science.
2. Understand the need, importance & stages of planning of science.
3. Understand the various instructional approaches & their application in teaching science .
4. Understand the application of appropriate evaluation techniques in science .
5. Understanding preparation & use of diagnostic test & organize remedial teaching.
6. Acquaint the qualities professional growth of science teacher& help them in acquiring the same.
7. Acquire the knowledge of the content or science operating at the secondary school level according to teaching process.
8. Become a competent science teacher a teacher of all science.

Unit V: Resource materials for teaching and learning Science (10 marks, 8 hrs)

- a) Modern trends in curriculum construction -
- b) Principles of Curriculum organisation – Topical and Spiral, Logical and

Psychological, Concentric and Spiral, Correlation

- c) Curriculum Reforms in school Science - National and state level reforms- NCERT & SCERT
- d) Analysis of syllabus for one standard
- e) Text book – need and importance, qualities of good Science text book, critical analysis of the existing Science text book in secondary schools of Maharashtra
- f) Teachers hand books – need and importance
- g) Work books – need and importance
- h) Science Club – Objectives, Suggested activities, organization – Science exhibition, science tour.
- i) Science Laboratory – Importance, Physical Infrastructure and Materials Planning and organising laboratory activities.

Unit – VI: Pedagogical Knowledge analysis of Secondary School Science (10 marks, 9 hrs)

In order to explain the different pedagogical aspects of teaching Science, the following topics in Science which are presently taught at secondary school level are included. (As and when there are changes in topics to be taught in Science at school level, the corresponding changes in topics should be made)

Activity on each unit includes –

- 1) Content analysis ;
- 2) Identification of the concepts hierarchically ;
- 3) Specification of instructional objectives in behavioral terms ;
- 4) Suggesting teaching strategies;
- 5) Selection of teaching aids with note on their preparation and mode of use ;
- 6) Design demonstration procedure and / or experiments ;
- 7) Suggest investigatory or observation based questions ;
- 8) Identifying the misconceptions and appropriate remedial strategies
 - a) Concept of pedagogic content knowledge (PCK)
 - b) Structure of Science as a subject
 - c) **Content : teaching of physical science:** Magnetism energy, Motion, properties of matter, Electricity,

Teaching of Life Science: land & animal cell, ecosystem, human health, Technology & human life, digestive& respiratory system, Grain production & management, Plant tissues, reproduction organism, microorganism.

Teaching of physical sciences: Atomic bonding, Metals & Non Metals, Optics: Reflection and Refraction. Introduction to nanotechnology.

Unit –VII : Assessment of & for science learning (7 marks, 6 hrs)

- a) Year planning
- b) Unit Plan
- c) Year plan
- d) Unit plan
- e) **Construction of Unit test** – design, blue print; Item construction; marking scheme, question wise analysis.
- f) **Construction of Science question paper** - including general instruction, multiple choice questions, very short answer, short answer and long answer questions. with nature of options and overall coverage, and marking scheme
- g) **Construction and use of diagnostic test in science** – steps; preparation of diagnostic chart (error analysis table), identification of difficulties and remedial teaching
- h) **Comprehensive & Continuous Evaluation-**

Unit – VIII Professional development of Science teacher (08 marks, 7hrs)

- a) **Qualities-** General, personal, Specific
- b) **Teacher Competencies and roles** - Contextual, Conceptual, Curricular, Content, Learning material, Evaluation, Management, Parental contact, Society contact, Facilitator, Scaffolder, Mentor, Social Engineer, Reflective Practitioner and Co-operation
- c) **Professional growth of teacher-** seminars, workshops, conferences, projects, in-service training
- d) **Reference material in teaching Science** - Encyclopedia, Magazines, Reference books, Teachers Handbook, Students workbook.

SESSIONAL WORK:

(15 Marks)

Each student-teacher is required to complete sessional work on any one of the following:

1. Preparation of a unit test on any topic by developing Blue Print and the test items conforming to the blue print.
2. Diagnosis of learner difficulty in Science and preparation of remedial exercises
3. Analysis of syllabus and Evaluation of Textbook.
4. Prepare a workbook on a specific unit in science.
5. Visit to science fair, science city and Institute and write a report.

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- Bhatnagar, A.B. Bhatnagar, S.S. (2005), Teaching of Science, Meerut: R. Lall Book Depot.
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- Kumar, Amit (1995), Teaching of Physical Science, New Delhi: Anmol Publications Pvt. Ltd.
- Kulshreshtha. S.P. (2005), Teaching of Physical Science, Meerut: R. Lall Book Depot.
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- Mohan, Radha (1995), Innovative Science Teaching for Physical Science, Teachers, New Delhi: Prentice Hall of India Pvt. Ltd.
- Nanda, V.K. (1998), Teaching of General Science in Elementary School, New Delhi, Anmol Publication.

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COURSE 6b - I : Pedagogy of School Subject**Commerce Part –II**

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35
Total Instructional Hours : 30	Internal Assessment: 15

Course Objective – To enable the student teacher to

1. develop and use of learning resources in the classrooms both print and audiovisual resources and computer, web resources.
2. understand the pedagogical analysis of commerce.
3. develop and insight into the symbolic relationship between curriculum , syllabus and text book.
4. understand the steps of year plan ,unit plan, lesson plan.
5. Understand the qualities and qualification and changing role of commerce teacher.

Unit V- Learning resources.**(09 Marks, 8 hrs)**

- a) Print resources – resources for communicating verbal experiences textbook, workbook and instructional material.
- b) Learning experiences – types,nature,criteria of good learning experiences.

- c) Audio visual aids- audio resources, meaning ,purpose, educational video conferring , visual resources – meaning, purpose,non projected visual resources- graphs, map,poster,models and materials.Projected visual resources- still visual- slides,transperiences,film strips,moving visual-film video animation.
- d) Innovative resources- Computer, internet resources,LCD,etc.

Unit VI - Pedagogical analysis of commerce.

(09 Marks, 8hrs)

- a) Concept, objectives, steps and importance of pedagogical analysis.
- b) Distinction between pedagogic analysis and methodology of teaching.
- c) Structure of Commerce.
- d) content analysis – Concept and process.
- e) Curriculum – concept, nature, principles of curriculum construction.
- f) Relation between curriculum and syllabus.
- g) Analysis of commerce syllabus for XI & XII Standards.
- h) Criteria of good textbooks and critical analysis.
- i) Content - cum – methodology approach.

Unit VII : Planning and evaluation

(09 marks, 10 hrs)

- a) Planning–Year plan, unit plan, lesson plan. (Objective based IT based, constructivism)
- b) Evaluation – Evaluation procedures used in commerce teaching diagnostics testing and remedial instruction in teaching of commerce.
- c) Construction of unit test, design and blue print, marking scheme, model question paper with answer sheet.
- d) Comprehensive and continuous evaluation

Unit VIII – Commerce teacher

(8Marks, 4hrs)

- a) Qualification and qualities of commerce teacher – General, personal, specific.
- b) Professional training and growth of commerce teacher.
- c) Commerce teacher organization and its contribution in professional development of the teacher.
- d) Competencies – Contextual, conceptual, curricular, content learning material, Evaluation management, parental context, society contact and co-operation.

Sessisonal Work (Any one out of five)

(15 Marks)

1. Designing learning activities appropriate strategies selecting preparing learning resources.
2. Prepare a work book on a specific unit in commerce practicum.
3. Planning and construction of unit test in commerce.

4. Conduct a seminar on the changing role of the commerce teacher.
5. Analysis of a unit in commerce text book to identify the concept principle and processes.

References -

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- गोयल, मधुकर लता, **वाणिज्य शिक्षण संदीप** प्रकाशन, रोहटक.
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- सक्सेना, उदयवीर, (१९९०) **वाणिज्य शिक्षण**, विनोद पुस्तक मंदिर, आग्रा.

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COURSE 6b - II Pedagogy of School Subject

MATHEMATICS Part- II

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35
Total Instructional Hours : 30	Internal Assessment: 15

Objectives: To enable the student teachers to

1. understand the modern trends in curriculum construction
2. familiarise with the principles of Curriculum organisation, approaches to mathematics curriculum and curriculum study groups
3. make the student teachers understand the need and importance of community based resources in the present scenario
4. understand the man made resources in the present context
5. make the student teachers familiar with the possibilities of the resource materials in the present context
6. acquire the knowledge of the content of Mathematics operating at the secondary school level according to teaching process.
7. understand the pedagogical knowledge analysis of Mathematics.
8. understand the need, importance & stages of planning instruction in Mathematics.
9. understand the application of appropriate evaluation techniques in Mathematics.
10. understanding preparation & use of diagnostic test and organize remedial teaching.
11. acquaint the qualities & professional growth of Mathematics teacher and help them in acquiring the same.
12. understand the various instructional approaches and their application in teaching Mathematics.
13. prepare and evaluate instructional materials in Mathematics.

Unit V: Resource materials for teaching and learning mathematics (09 hrs, 10 Marks)

- a) Modern trends in curriculum construction -
- b) **Principles of Curriculum organisation** – Topical and Spiral, Logical and Psychological, Concentric and Spiral, Correlation
- c) **Curriculum Reforms in school Mathematics**- National and state level reforms- NCERT & SCERT
- d) Analysis of syllabus for one standard
- e) **Text book** – need and importance, qualities of good mathematics text book, critical analysis of the existing mathematics text book in secondary schools of Maharashtra
- f) **Teachers hand books** – need and importance
- g) **Work books** – need and importance
- h) **Mathematics Club** – Objectives, Suggested activities, organisation.
- i) **Mathematics Laboratory** – Importance, Physical Infrastructure and Materials Planning and organising laboratory activities.

Unit – VI: Pedagogical Knowledge analysis of Secondary School Mathematics

(09 hrs, 10 Marks)

In order to explain the different pedagogical aspects of teaching mathematics, the following topics in mathematics which are presently taught at secondary school level are included. (As and when there are changes in topics to be taught in Mathematics at school level, the corresponding changes in topics should be made)

Activity on each unit includes –

- 9) Content analysis ;
- 10) Identification of the concepts hierarchically ;
- 11) Specification of instructional objectives in behavioral terms ;
- 12) Suggesting teaching strategies;
- 13) Selection of teaching aids with note on their preparation and mode of use ;
- 14) Design demonstration procedure and / or experiments ;
- 15) Suggest investigatory or observation based questions ;

16) Identifying the misconceptions and appropriate remedial strategies

- a. Concept of pedagogic content knowledge (PCK)
- b. Structure of Mathematics as a subject
- c. **Arithmetic:** Profit, Loss, Percentage, Ratio and Proportion.
- d. **Algebra:** Sets, Real numbers, algebraic Expressions, Graphs, linear equations, Quadratic equations, Arithmetic Progression (A. P.), Probability.
- e. **Geometry:** Lines, Angles, Triangles, Congruency, similarity, Geometric Constructions, Circle, Quadrilateral, Co-ordinate Geometry, Mensuration, Straight lines of two-dimensional Geometry.
- f. **Trigonometry:** Trigonometric ratios, Simple Identities, and solution of simple trigonometric equations.
- g. **statistics**

Unit – VII Assessment of & for Mathematics learning (07 Hrs, 9 Marks)

- a) Year plan
- b) Unit plan
- c) **Construction of Unit test** – design, blue print; Item construction; marking scheme, question wise analysis.
- d) **Construction of Mathematics question paper** - including general instruction, multiple choice questions, very short answer, short answer and long answer questions. with nature of options and overall coverage, and marking scheme
- e) **Construction and use of diagnostic test in mathematics** – steps; preparation of diagnostic chart (error analysis table), identification of difficulties and remedial teaching
- f) **Comprehensive & Continuous Evaluation.**

Unit – VIII Professional development of Mathematics teacher (05 Hrs, 6 Marks)

- a) **Qualities-** General, personal, Specific
- b) **Teacher Competencies and roles** - Contextual, Conceptual, Curricular, Content, Learning material, Evaluation, Management, Parental contact, Society contact, Facilitator, Scaffolder, Mentor, Social Engineer, Reflective Practitioner and Co-operation

8.1 Professional growth of teacher- seminars, workshops, conferences, projects, in-service training

8.2 Reference material in teaching Mathematics- Encyclopedia, Magazines, Reference books, Teachers Handbook, Students workbook.

SESSIONAL WORK:

(15 Marks)

Each student-teacher is required to complete sessional work on any one of the following:

6. Preparation of a unit test on any topic by developing Blue Print and the test items conforming to the blue print.
7. Diagnosis of learner difficulty in Mathematics and preparation of remedial exercises
8. Analysis of syllabus and Evaluation of Textbook.
9. Prepare a workbook on a specific unit in Mathematics.
10. Conduct a seminar on the changing role of Mathematics teacher.

List of Recommended Books-

- Aggarwal S.M.(1990), A Course teaching of modern Mathematics, Dhanpat Raj & Sons Delhi.
- Brucece joyce/Marsha Weil (1985), Models of Teaching, Prentice Hall of India Pvt.Ltd.Delhi.
- Mangal S.K.(1990), Teaching of Mathemartics, Prakash Brothers Educational Publishers. Ludhiyana.
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- डॉ.चव्हाण - गणिताचे अध्यापनशास्त्रीय विश्लेषण. इनसाइट प्रकाशन, नाशिक
- बोंदाडे- गणित आशययुक्त अध्यापन. पद्दके प्रकाशन, कोल्हापूर.
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- डॉ.बुटे शांताराम व मोरे सिमा - गणित आशययुक्त अध्यापन पद्धती, सुनंदा प्रकाशन, अकोला.
- डॉ.अनिलकुमार , गणित शिक्षण रजत प्रकाशन न्यूदिल्ली

COURSE 6b – II : PEDAGOGY OF SCHOOL SUBJECT HISTORY PART- II

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35
Total Instructional Hours : 30	Internal Assessment: 15

Course Objectives:

After completion of the course the student teachers will be able to –

1. be acquainted with teaching learning resources for teaching history.
2. understand the assessment of learning in history.
3. develop the ability to plan and design various types of lesson in history.
4. acquainted with contextual issues of learning in historical context.
5. understand the pedagogical analysis of history.

UNIT – V PLANNING AND ASSESSMENT OF HISTORY (10 marks,9 hrs)

- a) Year plan, Unit plan and Unit test.
- b) Lesson Plan – General (objective based), I.T. based, Constructivist.
- c) Diagnostic test and Remedial Teaching.
- d) Comprehensive and Continuous Evaluation.

UNIT – VI CONTEXTUAL ISSUES OF LEARNING HISTORY (5 Marks,6hrs)

- a) 5th to 8th std. textbook content.
- b) 9th to 10th std textbook content.

UNIT – VII PEDAGOGICAL ANALYSIS OF HISTORY (10 Marks,8hrs)

- a) Concept, Objectives and importance of Pedagogical analysis.
- b) Content-cum methodology approach.
- c) Content analysis.
- d) Critical analysis of textbook.

UNIT – VIII PROFESSIONAL DEVELOPMENT OF HISTORY TEACHER

(10 Marks,7hrs)

- a) Qualities of History Teachers.
- b) Professional growth of history teachers.
- c) History Teachers Organization- its contribution in professional development.
- d) Challenges faced by the history teacher in present day context.

Sessional work :Any one of the following**(15 Marks)**

1. Planning and construction of Year Plan Unit Plan and Unit test in history.
2. Report writing on visit to historical place.
3. A critical study of history text book.
4. Write a script for an e-content of concept in history.
5. Analysis of content on one unit.

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COURSE 6b – II : Pedagogy of School Subject

Geography Part- II

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35
Total Instructional Hours : 30	Internal Assessment: 15

Course Objective : To enable student teacher to-

- 1) be acquainted with Teaching strategies & learning resources in Geography.
- 2) to understand the assessment of learning in Geography.
- 3) to understand the construction approach in teaching learning of Geography.
- 4) be acquainted with research & development in teaching-learning of Geography.
- 5) be acquainted with professional development of Geography teacher.
- 6) to acquire basic knowledge & skills in Geography

Unit – 5 : Teaching strategies in Geography. (9 marks, 8hrs)

- a) Methods : Project, laboratory, comparative.
- b) Strategies - projects, field work supervised study co-operative & collaborative study teaching strategies.
- c) Models of Teaching-Concept, meaning, classification of the models, use of concept attainment, advance organizer & Inquiry training model.

Unit – 6 : Learning Resource & Assessment of learning in Geography. (9 marks, 8hrs)

- a) Learning resources – support system Geography club, Geography fair, exhibition, museum, excursive, local geographical area, observation of the sky.
- b) Geography Lab – Importance & utilization/
- c) Assessment of Learning in Geography-Year plan, unit plan, unit test , blue print, marking scheme, diagnostic approach & remedial teaching in Geography,
- d) Open book test-Nature & implementation

Unit – 7 : Research & Development in teaching-learning of Geography (9 marks, 7 hrs)

- a) Contribution of scientist in Geography- Alexander von Humboldt, Carl Ritter, Friedrich Ratzel, Vidal de La Bluche.
- b) Action Research – different areas of action research in Geography.
- c) GIS & GPS Techniques in Geography-Introduction of GIS & GPS its meaning, nature & importance in geography.
- d) Introduction of Geographical institutes – State, National & international level.

Unit – 8 : Professional Development of Geography teacher (8 marks, 7 hrs)

- a) Qualification & qualities of Geography teacher.
- b) Professional growth of Geography teacher, Geography teacher organization & its contribution of professional development.
- c) Developing skills in Geography & Geography teaching - map reading & interpreting Geographical information, study the Environmental degradation of local area & its preservation methods, study any disaster in local or global levels.
- d) Innovative practices in teaching Geography.

Sessional work (Any One)

(15 Marks)

1. Design two learning Activity as a Geography club.
2. Prepare two lesson plan of constructivist approach in Geography.
3. Prepare action research proposal in Geography.
4. Report writing on to visit Geographical place.
5. Prepare one unit year plan and one unit test in Geography.

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- गोरे, सुशील व उलभगत, चंद्रकांत (२००९), भूगोल आशययुक्त अध्यापन, नित्यनूतन प्रकाशन, पुणे-२
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- पाटील, ओजस्विनी (२००८), भूगोल अध्यापन पद्धती, विद्या प्रकाशन, नागपूर.
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- Aggrawal, (2000). Modern method of teaching Geography, New Delhi Swaup & sons

Websites :

- 1) <http://www.curriculumonline.in>
- 2) www.teachingideas.co.uk/geography.contents.com
- 3) [www.science. Nutionalgeographic.com](http://www.science.Nutitionalgeographic.com)

COURSE 6 b – II: PEDAGOGY OF SCHOOL SUBJECT

ECONOMICS PART-II

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35
Total Instructional Hours : 30	Internal Assessment: 15

Course Objectives: After completion of the course the student teachers will be able to-

1. develop and use of learning resources in the classroom both print and audio visual resources and computer and web resources.
2. Understand the pedagogical analysis of Economics and content.
3. Develop an insight into the symbiotic relationship between curriculum, syllabus and textbooks.
4. Understand the steps of year plan, unit plan, lesson plans, and unit plan.
5. Understand the process of economics assessment.
6. Understand the qualities and qualifications and changing role of an economics teacher.
7. Understands the problems faced by the teachers in teaching Economics in Indian schools.

UNIT V - LEARNING RESOURCES

(09 Marks.08hrs)

- a) Print resources: Resources for communicating verbal experiences : textbook, workbook, and instructional material.
- b) Learning experiences: types nature, criteria of good learning experiences.
- c) Audio visual Aids: Audio Resources: meaning, purpose, Educational radio broadcast, Tape recorder visual Resources: meaning, purpose. Non- Projected visual resources: graph, map , poster, models and materials, Projected visual resources: - still visuals – slides, transparencies, film strips moving visuals – film, video animation
- d) Innovative Resources: Computer and web resources for economics.

UNIT VI - PEDAGOGICAL ANALYSIS

(09 Marks, 08 hrs)

- a) Structure: Structure of Economics.
- b) Content Analysis: Meaning, components of content analysis, and selection of teaching strategies.
- c) Curriculum, Syllabus and Textbook: Understanding the relationship between curriculum, syllabus and textbook.
- d) Textbook: Criteria of Good textbook and critical analysis of any standard textbook at secondary level.

UNIT VII - PLANNING AND EVALUATION**(09 Marks, 07hrs)**

- a) Planning: Year plan, unit plan, lesson plan (Difference between conventional and constructivist lesson plan) and unit test.
- b) Types of Evaluation : Formative, summative and continuous comprehensive evaluation (CCE)
- c) Techniques of evaluation: oral, written, portfolio, close test self evaluation and peer evaluation.
- d) Testing : Diagnostic test and remedial teaching.

UNIT VIII - ECONOMICS TEACHER**(08 Marks, 07hrs)**

- a) Qualification and Qualities: Essential qualifications and qualities of an Economics teacher.
- b) Professional growth and Development : Professional organizations, professional growth and development of Economics teacher.
- c) Problems: Problems faced by the teacher in teaching Economics in Indian schools and suggestions for improvement.
- d) Role of the Teacher: Changing role of Economics teacher in terms of students, parents, society and with colleagues.

SESSIONAL WORK : Any one of the following.**(15 Marks)**

- 1. Select any two units of Economics textbook at secondary and Higher secondary level and Prepare innovative resources for ILT and ELL.
- 2. Write a report on current practices of assessment and evaluation at secondary and Higher secondary stage.
- 3. Take a review of the methods for measuring portfolio performance of students.
- 4. Prepare one conational lesson plan and one on constructivist lesson plan (on the same unit) comparative study of its effectiveness on students classroom performance.
- 5. Take interview of five students having special needs and their parents keeping it mind the following points.
 - a. Family and social background.
 - b. Financial position.
 - c. Expectations from the school and society.
 - d. Academic achievement of the students.
 - e. Barriers in their learning etc.

References :

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- Rai. B.C (1972) Teaching of Economics, Ahmedabad Prakashan Kendra, Ahmedabad.
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- घाजर, पुराणिक (१९७५) अर्थशास्त्र अध्यापन पद्धती, नुतन प्रकाशन, पुणे
- पाटील गीतादेवी, अर्थशास्त्र अध्यापन पद्धती
- पांडेय, कांता प्रसाद (हिंदी) अर्थशास्त्र शिक्षण
- माहोरे, बा^० ना^० अर्थशास्त्र अध्यापन प्रभा प्रकाशन
- भार्मा, महेंद्रपाल, (हिंदी) अर्थशास्त्र शिक्षण
- भारती, यु पी, अर्थशास्त्र अध्यापन लेखन वाचन भांडार, पुणे

अभ्यासक्रम : 10 ऐच्छिक अभ्यासक्रम

उच्च माध्यमिक स्तरावरील शालेय विषयाचे अध्यापनशास्त्र : मराठी

संपर्क तास : आठवड्यात 02

श्रेयांक : 02

एकूण गुण : 50

बाह्य मूल्यांकन : 35

अंतर्गत मूल्यांकन : 15

उद्दिष्टे

छात्राध्यापकांना

1. मराठी भाषेच्या उपयोजित रूपाचे आकलन होण्यास मदत करणे.
2. मराठी भाषेच्या सर्जनशील उपयोजनासाठी सक्षम बनविणे.
3. उच्च माध्यमिक स्तरावरील मराठी अध्यापनाची उद्दिष्टे, मराठीच्या उपांगांचे अध्यापन व अभ्यासक्रमाची वैशिष्ट्ये समजून घेण्यास मदत करणे.
4. उच्च माध्यमिक स्तरासाठी मराठी अध्यापनाच्या पद्धती, अध्ययन अध्यापनातील नवप्रवाह समजून घेण्यास मदत करणे.
5. अध्यापनाची प्रतिमाने व अध्ययनाचे नाविन्यपूर्ण स्रोत जाणून घेण्यास मदत करणे.
6. अभ्यासक्रम आणि पाठ्यक्रम रचनेच्या स्वरूपाविषयी आकलन होण्यास मदत करणे.
7. मराठीच्या विविध उपांगांच्या पाठटाचणांचे नियोजन करण्यास सक्षम बनवणे.
8. मूल्यनिर्धारणाच्या प्रक्रियेचे आकलन होण्यास मदत करणे.

घटक 1 मराठी भाषेचे उपयोजन

0६ गुण 8 तास

- अ) भाषा एक माध्यम : संप्रेषणाचे, साहित्याचे
- ब) मराठी भाषेचे व्यावहारिक उपयोजन : दैनंदिन व्यवहारात तसेच प्रशासकीय कामकाज, वृत्तपत्रे, मुलाखत, आकाशवाणी, संगणक, माहिती तंत्रज्ञान इ. क्षेत्रात
- क) मराठी भाषेचे वाङ्मयीन उपयोजन : लोकसाहित्य, काव्य, कादंबरी, कथा इ.
- ड) मराठी भाषेच्या उपयोजनाची सर्जनशील रूपे : साहित्य, रसग्रहण, संवादलेखन, वृत्तलेखन, जाहिरात, सूत्रसंचालन, सादरीकरण इ.

घटक 2 मराठी भाषा अध्यापनाची उद्दिष्टे, भाषिक कौशल्ये आणि अभ्यासक्रम

0६ गुण 8 तास

- अ) उद्दिष्टे : मराठी अध्यापनाची उच्च माध्यमिक स्तरावरील उद्दिष्टे
- ब) भाषिक कौशल्ये : श्रवण, भाषण, वाचन, लेखन, संभाषण, कौशल्य विकासासाठी उच्च माध्यमिक स्तरावर उपक्रम
- क) मराठीच्या विविध उपांगांचे अध्यापन : गद्य, पद्य, व्याकरण, रचना
- ड) अभ्यासक्रम : मराठी विषयाच्या उच्च माध्यमिक स्तरावरील अभ्यासक्रमाची वैशिष्ट्ये

घटक 3 मराठी अध्यापनाचे अध्यापनशास्त्रीय घटक

0६ गुण 7 तास

- अ) अध्यापन पद्धती : व्याख्यान, बुद्धिमंथन, परिसंवाद, पथकचर्चा, गटचर्चा
- ब) अध्ययन अध्यापनातील नवप्रवाह : टोपली पद्धती (इन बास्केट टेक्निक), सहकार्यात्मक अध्ययन - गटकार्य, थिक पेअर शेअर, जिगसॉ मेथड इ.
- क) अध्यापनाची प्रतिमाने - अग्रत संघटक, भूमिका पालन, सर्जनात्मक विकास प्रतिमान (संयुक्तिक असंयुक्तिक प्रतिमान)
- ड) अध्ययनाचे नाविन्यपूर्ण स्रोत : भ्रमणध्वनी, संगणक, महाजाल, सामाजिक संपर्कासाठी संकेतस्थाने - फेसबुक, ट्विटर, व्हॉट्सअप इ.

घटक 4 अध्यापनशास्त्रीय विश्लेषण, नियोजन, मूल्यनिर्धारण

०६ गुण 7 तास

अ) अभ्यासक्रम आणि पाठ्यक्रम रचनेचे स्वरूप

ब) उच्च माध्यमिक स्तरावरील पाठ्यपुस्तकाचे चिकित्सक परीक्षण

क) मराठीच्या विविध उपांगांच्या अध्यापनासाठी पाठ-टाचणांचे नियोजन

ड) मूल्यनिर्धारण : संकल्पना, गट मूल्यमापन, मुक्त प्रश्न इ.

प्रात्यक्षिक कार्य

15

पुढीलपैकी कोणतेही एक

1. पुढीलपैकी कोणत्याही एका विषयावर सादरीकरणाचा नमुना तयार करून तो समवयस्क गटात सादर करा. एखादे नवीन उत्पादन बाजारात आणण्यासाठी सादरीकरण, शिक्षणसंस्थेत नवीन अभ्यासक्रम सुरू करायचे आहेत त्याचे सादरीकरण, एखादी सामाजिक/पर्यावरणीय समस्या व त्यावरील उपाय लोकांना पटवून देण्यासाठी सादरीकरण

2. गद्य, पद्य, व्याकरण व रचना या उपांगांच्या अध्यापनासाठी प्रत्येकी एक पाठटाचण तयार करा (उच्च माध्यमिक स्तरासाठी)

3. लेखनातील सर्जनशीलतेच्या विकासासाठी उपक्रम तयार करा

4. उच्च माध्यमिक स्तरासाठी सर्जनात्मक विकास प्रतिमानाचे टाचण तयार करून समवयस्क गटात त्यानुसार अध्यापन करा

5. उच्च माध्यमिक स्तरावरील विद्यार्थ्यांमध्ये कोणत्याही एका भाषिक कौशल्याच्या विकासासाठी उपक्रम तयार करा संदर्भ ग्रंथ

1. नशिलाबादकर, ल.रा. व्यवहार उपयोगी मराठी, कोल्हापूर : फडके प्रकाशन

2. कुंडले, म. बा. (1९६1), सर्जनशीलता, पुणे : नूतन प्रकाशन

3. तापकीर दत्तात्रय (2010), सृजनशीलता, पुणे : नित्यनूतन प्रकाशन

4. कुंडले म. बा. (200८), अध्यापन शास्त्र आणि पद्धती, पुणे : व्हीनस प्रकाशन

5. फडके वासंती (1९८८), अध्यापनाची प्रतिमाने, पुणे : नूतन प्रकाशन

6. खिरे उषा व इतर (2000), वाचन व लेखन कौशल्य, नाशिक : य.च.म.मुक्त विद्यापीठ

7. पिचड, नलिनी, बरकले रामदास (2005), मातृभाषा मराठीचे अध्यापनशास्त्रीय विश्लेषण, नाशिक: इनसाइट प्रकाशन

८. जोशी, अनंत (2006), आशययुक्त अध्यापन पद्धती, पुणे : नित्यनूतन प्रकाशन

९. वास्कर, पुष्पा आनंद (200६), भाषाशिक्षण, पुणे : नित्यनूतन प्रकाशन

10. पाटील वि. वि. (2013), अध्यापन उपागम व कार्यनीती, धुळे : अर्धव पब्लिकेशन

11. जगताप ह. ना. (200६), प्रगत शैक्षणिक तंत्रविज्ञान आणि माहिती तंत्रविज्ञान, पुणे: नित्य नूतन प्रकाशन

12. येवले सीमा (2007), शैक्षणिक तंत्रविज्ञान आणि माहिती तंत्रविज्ञान, पुणे: नित्य नूतन प्रकाशन

अभ्यासक्रम-10 वैकल्पिक अभ्यासक्रम

उच्च माध्यमिक स्तर पर शालेय विषय का अध्यापनशास्त्र : हिंदी

कुल अंक - 50

कालांश - प्रति सप्ताह - 2

बाह्य मूल्यांकन - 35

क्रेडिट - 2

आंतरिक मूल्यांकन - 15

पाठ्यक्रम के उद्देश्य -

छात्राध्यापक को :-

1. हिंदी भाषा का स्वरूप एवं स्थिती को समझाने में मदद करना।
2. उच्च माध्यमिक स्तर पर हिंदी भाषा शिक्षा के उद्देश्य, कौशल, विद्यार्थी एवं पाठ्यचर्या समझने में सक्षम बनाना।
3. दैनिक जीवन हिंदी भाषा के व्यावहारिक पक्ष को समझते हुए व्यवहार में सक्षम बनाना।
4. उच्च माध्यमिक स्तर पर हिंदी अध्यापन की विविध पद्धतियों, सहायक सामग्री एवं मूल्यांकन प्रक्रिया से परिचित कराना।

इकाई - 1- हिंदी भाषा का स्वरूप एवं स्थिति।

अंक -09

- क. भाषा विज्ञान अनुसार भाषा का स्वरूप एवं विशेषताएँ। कालांश - 05
- ख. हिंदी भाषा की स्थिति : स्वतंत्रता के पहले और स्वतंत्रता के बाद हिंदी भाषा के विविध रूप : राजभाषा, प्रादेशिक भाषा, संपर्क भाषा, राष्ट्रभाषा और आंतरराष्ट्रीय भाषा के रूप में हिंदी की स्थिती।
- ग. उच्च माध्यमिक स्तर पर हिंदी भाषा शिक्षा की जरूरत।
- घ. संविधान और शिक्षा समितियों के रिपोर्ट में हिंदी भाषा की स्थिति- भाषाओं की स्थिती (धारा 343-351, 350); कोठारी कमिशन; राष्ट्रीय शिक्षा नीति (1986) पी.ओ.ए.1992 राष्ट्रीय पाठ्यचर्या - 2005।

इकाई -2 - हिंदी भाषा शिक्षा के उद्देश्य, माषिक कौशल विद्यार्थी एवं पाठ्यचर्या।

अंक-09 कालांश - 09

- क. उच्च माध्यमिक स्तर पर हिंदी भाषा शिक्षा सामान्य उद्देश्य।
- ख. माषिक कौशल- श्रवण, भाषण, वाचने तथा लेखन कौशल के उद्देश्य एवं उनके विकास के लिए उपक्रम।
- ग. हिंदी की विविध विद्यार्थी - गद्य, पद्य, व्याकरण एवं रचना शिक्षण के उद्देश्य।
- घ. पाठ्यचर्या - उच्च माध्यमिक स्तर पर हिंदी विषय की पाठ्यचर्या की विशेषताएँ।

इकाई - 3- व्यावहारिक हिंदी

अंक-09 कालांश -08

- क. हिंदी की पारिभाषिक शब्दावली - सरकारी तथा अर्धसरकारी कार्यालयों में प्रयुक्त शब्द (बैंक, वाणिज्य, विज्ञान आदि क्षेत्रों से संबंधित)
- ख. अनुवाद - स्वरूप, प्रकार तथा प्रक्रिया।
- ग. विज्ञापन - स्वरूप, आवश्यकता एवं प्रकार, विज्ञापन का प्रारूप।
- घ. पत्राचार - सरकारी एवं व्यवसायिक पत्र।

इकाई - 4- हिंदी अध्यापन की पद्धतियाँ, सहायक सामग्री एवं मूल्यांकन। अंक-09 कालांश -08

- क. अध्यापन पद्धती : व्याख्यान, बुद्धीमंथन, सेमिनार, गुटचर्चा।
- ख. आधुनिक पद्धतियाँ: इन बास्केट टेक्निक, थिंक पेअर शेअर, जिगशॉ पद्धती।
- ग. आधुनिक अध्यापन सामग्री- संगणक, इंटरनेट, मोबाईल।

- घ. मूल्यांकन – संकल्पना, मूल्यांकन, प्रश्नों का स्वरूप – सृजनात्मक चिंतन एवं कल्पना समूह शक्ति बढ़ाने वाले प्रश्न, खुले प्रश्न, बहुविकल्पनी प्रश्न।

परियोजना कार्य (Sessional Work) निम्नलिखित में से कोई एक। अंक 15

1. उच्च माध्यमिक स्तर पर किसी एक भाषिक कौशल विकास के लिए उपक्रम तैयार कीजिए।
2. संविधान में भारतीय भाषाओं संबंधी अनुसंधान तथा राष्ट्रीय शिक्षा नीति (1986) पी.ओ.ए.द्वारा संस्तुत भाषा संबंधी सिफारिशों पर एक रिपोर्ट तैयार कीजिए।
3. सरकारी एवं अर्धसरकारी (बैंक, वाणिज्य, विधि, विज्ञान, कृषि इत्यादी) कार्यालयों में प्रयुक्त होनेवाले 50-50 शब्दों का हिंदी एवं अंग्रेजी में सूची तैयार कीजिए तथा सरकारी एवं व्यवसायिक पत्रों के चार-चार नमूने तैयार कीजिए।
4. उच्च माध्यमिक स्तर पर किसी एक घटक के आशय ज्ञान वृद्धि के लिए आधुनिक सहायक सामग्री प्रयोग कर के रिपोर्ट तैयार कीजिए।
5. उच्च माध्यमिक स्तर पर मूल्यांकन की मौजूदा (वर्तमान) प्रक्रिया पर विस्तृत रिपोर्ट तैयार कीजिए।

संदर्भ ग्रंथ सूची

1. भाटिया एम.एस.और नारंग सी.एस. आधुनिक हिंदी शिक्षण विधियाँ प्रकाश ब्रदर्स लुधियाना।
2. भाई योगेन्द्रजीत (1991) हिंदी भाषा शिक्षण, विनोद पुस्तक मंदिर रांगेय राघवमार्ग, आगरा।
3. गोरे बलमीन राज (1985) हिंदी अध्ययन : स्वरूप एवं समस्याएं संचयन प्रकाशन, कानपुर
4. केशव प्रसाद (1989) हिंदी शिक्षण, धनपतराय एण्ड सन्स दिल्ली
5. केणी सज्जन राय और कुलकर्णी हरिकृष्ण (1984) हिंदी अध्यापन पद्धति किनस प्रकाशन पुणे।
6. लहरी राजेंद्रप्रसाद (1966) हिंदी शिक्षण राम प्रसाद एण्ड सन्स, आगरा।
7. मुखर्जी श्रीधरनाथ (1965) राष्ट्र भाषा की शिक्षा आचार्य बुक डेपो बडौदा।
8. पाण्डेराय शकल (1991) हिंदी शिक्षण, मुद्रणालय आगरा।
9. पंडितारव. बि. (1991) हिंदी अध्यापन, नूतन प्रकाशन, सदाशिवपेठ पुणे।
10. साठे ग.नं. (1962) राष्ट्र भाषा का अध्यापन, महाराष्ट्र राष्ट्र भाषा सभा प्रकाशन, पुणे।
11. सिंहसावित्री (1986) हिंदी शिक्षण मेरठ इंटरनेशनल पब्लिशिंग हाऊस मेरठ।
12. वास्कर आनंद और वास्कर पुष्पा (1993) हिंदी आशययुक्त अध्यापन पद्धती, मेहता पब्लिशिंग हाऊस पुणे।
13. वास्कर पुष्पा आनंद (2002) शिक्षण प्रशिक्षण और हिंदी अध्यापन, नित्य नूतन प्रकाशन, पुणे
14. वास्कर आनंद वास्कर पुष्पा (2009) भाषा शिक्षण L1-L2 नित्य नूतन प्रकाशन पुणे।
15. तिवारी भोलानाथ (1988) हिंदी भाषा शिक्षण साहित्य सहकार, नई दिल्ली।
16. 11 वी, 12 वी, पाठ्यपुस्तक
17. अभ्यासक्रम – उच्च माध्यमिक मंडळ, पुणे।

COURSE: 10 OPTIONAL COURSE
PEDAGOGY OF SCHOOL SUBJECT AT HIGHER SECONDARY
LEVEL: ENGLISH

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35

Course Objectives:

After completion of the course the student teachers will be able to –

1. develop an understanding of the nature and role of English language.
2. understand the objectives and aspects of teaching English at senior secondary stage.
3. acquaint with the skills in English literary forms.
4. identify, methods, approaches, models of teaching and support services for teaching English at senior secondary stage.
5. understand the scope and nature of curriculum and syllabus construction.
6. understand the process of assessment at senior secondary stage.

UNIT I NATURE AND ROLE OF ENGLISH LANGUAGE (09 Marks, 8hrs)

- a) Nature and characteristics of English language, organization of sounds, the structure of sentences, and principles of linguistics
- b) Pedagogic implications of the contribution of linguistic to the teaching- learning of English language, language functions and use
- c) Language policy and language teaching, language and gender, language and society
- d) Role of English in senior secondary curriculum, features of new curriculum, Language as means of communication

UNIT II OBJECTIVES AND ASPECTS OF TEACHING (09 Marks, 8hrs)

- a) General objectives of teaching English at senior secondary level: Listening, Speaking, reading, Writing, and communication, Specific objectives of teaching English
- b) Creative forms of English language: plot building, poetic diction, dialogue writing, description, and vocabulary style
- c) Teaching of different forms of English language and literature: prose, poetry, drama, grammar, and composition
- d) Skills in English literary forms: Skills—note making, note taking, and transferring information from non verbal to verbal and verbal to non verbal

UNIT III PEDAGOGICAL ASPECTS OF TEACHING ENGLISH

(09 Marks, 7hrs)

- a) Methods: Situational method
- b) Approaches: Interactive approach. Communicative approach
- c) Models of teaching: Concept Attainment Model, Inductive thinking Model, Role Playing Model
- d) Support Services: Use of mobile, computer and internet in teaching- learning English, Social networking: face book, twitter, libibo, student circle network, and whatsapp for ELT and ELL

UNIT IV PEDAGOGICAL ANALYSIS, PLANNING AND ASSESSMENT

(08 Marks, 7 hrs)

- a) Scope and nature of curriculum and syllabus construction
- b) Critical analysis of any standard textbook at senior secondary stage
- c) Planning: Lesson plans on various aspects of English language teaching
- d) Assessment: Group evaluation, Topology of questions- activities and tasks (open ended questions), Reflective—problem solving, and critical thinking

SESSIONAL WORK - Any one of the following

(15 Marks)

- 1. Take review of language policy in India (post independence) and critically study its implementation and outcomes.
- 2. Design programme for developing creativity in plot building, poetic diction, dialogue writing, description, and vocabulary style.
- 3. Prepare activities for Teaching skills—note making, note taking, and transferring information from non verbal to verbal and verbal to non verbal.
- 4. Select any two units from any standard at senior secondary stage and enrich the content by using support services.
- 5. Write a report on current practices of assessment and evaluation at senior secondary stage.

REFERENCES

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- Bansal R. K. An outline of General Phonetics, Oxford University Press.
- Bhatia K. K. (1996) New Techniques of Teaching English as a Foreign Language, Jalandhar, New Academic Publishers
- Bose k. (2005) Teaching of English A Modern Approach. Delhi: Doba House

- Brumfit C. J. The Communicative Approach to Teaching of English, London, Oxford University press
- Bansibihari Pandit, Kute Meena & Suryavansi D. ((1999) Communicative language Teaching in English , Pune , Nutan Prakashan
- David Nunan Language teaching Methodology< Prentice Hall of India Ltd.
- Gadre G. L. (1989) Teaching English in Secondary Schools, Pune, Unmesh Prakashan
- Gadre G. L. (1989) Teaching English in Secondary schools, Pune, Unmesh prakashan
- George Yule (2006) The study of language , Cambridge University press
- Gurav H. K. (2007) Teaching Aspects of English Language, Pune, Nutan Prakashan
- Jessa M. (2005) Efficient English Teaching New Delhi, APH Publishing Co.
- Krashan S. D. , Second language acquisition and second language learning, Pregman press Ltd
- Pahuja N.P. (2006) Teaching of English, New Delhi: Anmol Publication Pvt. Ltd.
- Rao K.V.(editor),(2011) Methods of Teaching English, Hyderabad: Neelkamal Publication Pvt.Ltd.
- Vallabi J. E. (2012) Teaching of English Principles and Practices, Hyderabad: Neelkamal Publication Pvt.Ltd.
- Venkateswaran S. (2007) Principles of Teaching English, Noida, Vikas publishing House Pvt. Ltd.
- Wakankar Kamalakar & Tapkeer D.(2008) Methods of Teaching English
- Methods & Techniques, Orient Longman Ltd.

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COURSE 10 – Optional Course
PEDGOGY OF SCHOOL SUBJECT AT HIGHER SECONDARY
LEVEL – SANSKRIT

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35

Course Objectives :- after completion of the course the student teachers will be able to –

- 1) develop an understanding of the nature and role of sanskrit language.
- 2) understand the objectives and aspects of teaching sanskrit at senior secondary stage.
- 3) understand and develop the language skills.
- 4) understand the nature of curriculum and syllabus construction.
- 5) understand the process of assessment at senior secondary stage.

UNIT I – NATURE AND ROLE OF SANSKRIT LANGUAGE (09 Marks,8hrs)

- a) sanskrit as an ancient language.
- b) developmental period of sanskrit language.
- c) contribution in sanskrit of eminent writers – panini, kalidas, patanjali.
- d) correlation with other subjects.

UNIT II – OBJECTIVES AND ASPECTS OF TEACHING SANSKRIT (09 Marks,8 hrs)

- a) general and specific objectives of teaching sanskrit at senior secondary level.
- b) translation – importance, types of translation exercises.
- c) tradition of sanskrit grammar learning and teaching, characteristics of sanskrit grammar.
- d) nature of sanskrit prose and poetry.

UNIT III – PEDAGOGICAL ASPECTS OF TEACHING SANSKRIT (09 Marks, 7hrs)

- a) listening and speaking – pronunciation, expression, phonetic stress, intonation.
- b) reading – types, methods.
- c) writing – activities to develop writing.
- d) communication – activities to develop communication.

UNIT – IV PEDAGOGICAL ANALYSIS, PLANNING AND ASSESSMENT (08 Marks, 7 hrs)

- a) nature and principles of curriculum and syllabus construction.
- b) critical analysis of any standard textbook at senior secondary stage.
- c) planning : lesson plans on various aspects of sanskrit language teaching.
- d) assessment

SESSIONAL WORK (any one of the following)**(15 Marks)**

- 1) seminar on any one sanskrit writer.
- 2) critical study of any sanskrit prose or poetry.
- 3) prepare activities for teaching skills.
- 4) select any two units from any standard at senior secondary stage and enrich the content by using support services.

References –

- | | | |
|---------------------------------------|---|--|
| • संस्कृत शिक्षण | - | डॉ. रघुनाथ सफाया |
| • संस्कृत शिक्षण | - | राधेश्याम गाडे |
| • संस्कृत शिक्षण | - | डॉ. रामशकल पाण्डेय |
| • संस्कृत शिक्षण | - | डॉ. प्रभा शर्मा |
| • संस्कृत शिक्षण | - | डॉ. पुष्पासोढी , संजय दत्ता |
| • संस्कृत शिक्षण | - | प्रो.रमेशचंद्र शास्त्री, रामचंद्र शास्त्री |
| • संस्कृत अध्यापन पद्धती | - | डॉ. प्रतिभा सुधीर पेंडके |
| • संस्कृत शिक्षण | - | डॉ. रघुनाथ सफाया |
| • संस्कृत शिक्षण | - | राधेश्याम शर्मा गौड |
| • संस्कृत शिक्षण | - | डॉ. प्रभाशंकर मिश्र |
| • The Teaching of Sanskrit | - | R.N. Safaya |
| • A New Approach to Sanskrit | - | Dr. Bokil Parasnisi |
| • Modern Methods of Teaching Sanskrit | - | Bela Rani Sharma |

COURSE 10 – Optional Course

Pedagogy Of School Subject At Higher Secondary Level

General Science

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35
Total Instructional Hours : 30	Internal Assessment: 15

Useful Strategies & Approaches Can be used for Instruction of each Unit :

Brain Storming , Co – operative & Collaborative learning, strategy, Role – playing, Simulation, Discussion (Panel, Group), Pair- share activity, Power Point Presentation, Meaningful Verbal Presentation, seminar, Projects.

Course Objectives :

To enable the student teachers to

1. Comprehend the aims & the objectives of teaching Science at Higher Secondary Level.
2. Acquaint with the various instructional Strategies and their use in teaching Science.
3. Develop the ability to plan & design various types of lesson / learning plan for Science .
4. Understand the various strategies useful for individualizing Science instruction.
5. Familiarize with the modern trends in curriculum construction.
6. Familiar with the availability of the resource materials in the present context.
7. Acquire the knowledge of the content of Science operating at the Higher Secondary Stage according to teaching process.
8. Understand the pedagogical content analysis of Science.
9. Appreciate Science as a medium of engagement of every student.
10. Stimulate curiosity creativity & inventiveness in science.
11. Inculcate the qualities & Professional growth of science teacher.

Unit I –Objective and Strategies of Teaching Science (9 marks, 8 hrs)

- 1.1 objectives of teaching Science as prescribed in Higher Secondary Education & Maharashtra State.
- 1.2 Procedure, merits & demerits of following strategies of teaching Science.

- Inductive – deductive
- Problem solving
- Heuristic
- Project
- Brain based learning
- Demonstration
- Laboratory
- Computer Assisted Instructor (CAI)
- Reflective & Logical thinking
- Open Ended Question (HOT Questions)

Unit– II Resource Material for teaching & learning Science (9 marks, 7 hrs)

- 2.1 Modern trends and principles of curriculum Organization, Topical and Spiral, Logical and Psychological, Concentric and Spiral, Correlation.
- 2.2 Curriculum Reforms in school Science – National and state level reforms – NCERT, SCERT and MSBSHE .
- 2.3 Analysis of syllabus for one standard.
- 2.4 Text Book – need & importance, qualities of good Science text book, critical analysis of the existing Science text book in Higher Secondary Schools of Maharashtra.
- 2.5 Websites, Educational CDs Needs & importance learning Modules.
- 2.6 Research Centers- Need, importance & function.
- 2.7 Science Club- Aims, Suggested Activities, Organization.

Unit III- Pedagogical Knowledge analysis of Higher Secondary School Science. (9 marks, 8 hrs)

The topics in Science that are taught at Higher Secondary level .

Physics - Force, Thermal Expansion , Magnetism, Refraction of Light.

Chemistry – Structure of Atom, Nature of Chemical Bond, Electrochemistry, Polymers.

Biology – Study of Animal tissue, Human Respiration, Photosynthesis, Circulation.

Activity on each unit includes –

1. Content Analysis
2. Concept Mapping
3. Identification of Effective teaching strategies.
4. Designing Instructional Strategies

5. Formations of HOT (Higher order thinking) questions.

6. Identifying the misconceptions & appropriate remedial Strategies.

**Unit IV- Assessment of Science learning and professional development of Science teacher
(8 marks, 7 hrs)**

4.1 Designing the achievement test blue print types of questions with nature of options and overall coverage and marking scheme.

4.2 Qualities of Science teacher - General, Personal Specific.

4.3 Teacher Competencies - contextual, conceptual, curriculum, content, Organization of learning material , Evaluation, Managerial, Parental Contact, Society Contact.

4.4 Roles of teacher – Facilitator, Scaffolder, mentor, Social Engineer, Reflective practitioner and Co – operative active partner

4.5 Professional growth of teacher – Seminars, Workshops, Conferences, Projects, in – service training, Subject teacher Organizations.

SESSIONAL WORK:

15 Marks

Each student teacher is required to complete assignments on any of the following.

1. Writing a report on current practices of assessment of evaluation at Higher Secondary Stage.
2. Seminar on content enrichment of any concept included in Higher Secondary level Science (Physics, chemistry, Biology) text book.
3. Conduct Discussion on the changing role of Science teacher.
4. Visit any Science Research center and write a report on it.
5. Preparation of Higher order Thinking question set for competitive exams (JEE, CET etc.) based on Higher Secondary Science syllabus.

List of Recommended Books –

1. Bhatnagar, A.B., Bhatnagar, S.S., (2005), Teaching of Science, Meerut : R Lall Book Depot.
2. Brucece, Joyce/Marsha Weil, (1985), Models of Teaching Prentice Hall of India Pvt.Ltd. New Delhi.
3. Das, R.C., (1985), Science Teaching in Schools, New Delhi: Sterling Publishers Pvt,Ltd.
4. Kohli, V.K. (1982), How to teach Science, Ambala: Vivek Publisher.
2. 5. Kuhlizyn, Com Berich, Gard D. (1987), Educational Testing & Measurement, London: Scott Foronuman and company.

3. Kumar, Amit (1995), Teaching of Physical Science, New Delhi :Ammol Publications Pvt. Ltd.
 4. Kulshreshtha, S.P. (2005), Teaching of Physical Sciences, Meerut: R. Lall Book Depot.
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 10. 13. Shinde, D.P. (1984) Methodology of Teaching Science, Nagpur : Urban Arts Publication.
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 14. Toma, Archana (2005), Teaching of Biology, New Delhi : Kalpaz Pulication.
 15. UNESCO, (1959), UNESCO soruce book for Science Teaching, Netherland, UNESCO Publication.
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COURSE 10 – Optional Course

Pedagogy of School Subject at Higher Secondary Level Commerce

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35
Total Instructional Hours : 30	Internal Assessment: 15

Course Objectives – To enable the student teacher to -

1. Understand the characteristics and development of commerce.
2. Understand the aims and objectives of teaching commerce.
3. Develop the ability to plan and design various types of lesson in commerce.
4. Understand the various instructional strategies and their use in teaching commerce.
5. Understand the pedagogical and analysis of commerce.
6. Understand the application of appropriate evaluation techniques in commerce.
7. Understand the various instructional approaches.

Unit – I Commerce Education :Introduction and background (09 Marks,5 hrs)

- a) Nature of commerce meaning and dimensions of commerce concept nature and scope.
- b) Place and importance of commerce education in Higher secondary school curriculum.
- c) History of commerce with special emphasis on Indian Commerce Education.

Unit – II – AIMS, OBJECTIVES AND CURRICULUM REFORMS OF COMMERCE

(09 Marks, 5 hrs)

- a) Aims and general objective of teaching commerce in Higher secondary
- b) Schools.
- c) Instructional objective teaching commerce with their specifications.
- d) Objectives of the subject as given in the present Higher Secondary School curriculum.
- e) Curriculum reforms in Higher Secondary School commerce- National and State level reforms.

Unit – III – STRATEGIES OF COMMERCE TEACHING AND PEDAGOGICAL ANALYSIS OF COMMERCE.

(09Marks, 10 hrs)

a) STRATEGIES OF COMMERCE TEACHING.

1. Maxims of teaching commerce.
2. Methods of teaching commerce- Lecture, textbook, project, problem solving, discussion, inductive-deductive, survey etc.

3. Techniques & devices of teaching commerce - question, answer, narration, assignment, illustration, explanation, supervised study.
4. Application of Models of teaching in classroom – concept attainment model, advance organized model and role playing model.

b) PEDAGOGICAL ANALYSIS OF COMMERCE.

1. Concept, objectives, steps and importance of pedagogical analysis.
2. Distinction between pedagogical analysis and methodology of teaching.
3. Structure of commerce.
4. Content analysis – concept and process.
5. Curriculum – concept, nature, principles of curriculum construction.
6. Relation between curriculum and syllabus.
7. Analysis of commerce syllabus std.XI & XII.
8. Criteria of good textbook and critical analysis.
9. Content - cum. methodology approach.

Unit – IV ASSESSMENT OF AND FOR COMMERCE, LEARNING, INSTRUCTIONAL APPROACHES OF COMMERCE (8 Marks, 10 hrs)

a) ASSESSMENT OF AND FOR COMMERCE.

1. Year plan, Unit plan, Lesson plan, Unit test (design and blue print).
2. Diagnostic test and remedial teaching.

b) INSTRUCTIONAL APPROACH OF COMMERCE.

1. Instructional materials and Aids- Models, pictures, maps, graphs, diagrams, charts, tables, boards newspapers journals, periodicals, radio, T.V. interment L.C.D etc.
2. Support system – Co-operative stores, school bank, exhibition, forum, visits and excursion, seminar etc.
3. Commerce Resource Room : Need And Enrichment

SESSIONAL WORK (Any one out of five)

(15Marks)

1. Planning and construction of unit test in commerce.
2. Prepare the instructional objectives and learning outcomes for commerce lesson.
3. Analysis of content of any unit.
4. Development of teaching aids on a topic in commerce and the procedure for using it.
5. To prepare the report on the visit of co-operative stores school bank

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- Dr. SATNAMSINGH (2007) **Modern methods of teaching commerce** Srishti Book distributors New Delhi.
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COURSE 10 – Optional Course
Pedagogy of School Subject at Higher Secondary Level
MATHEMATICS

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35
Total Instructional Hours : 30	Internal Assessment: 15

Expected Strategies and Approaches used for Instruction of each Unit:-

Group discussions, Seminars, Meaningful verbal presentation, Illustrations, Power point Presentations, Role play, Collaborative and Cooperative learning strategies etc.

Course Objectives: To enable the student teachers to

1. understand the aims & objectives of teaching Mathematics at Higher Secondary Stage.
2. understand the various instructional strategies and their use in teaching Mathematics.
3. develop the ability to plan & design various types of lesson for Mathematics.
4. familiarise with various techniques useful for individualising Mathematics instruction.
5. understand the modern trends in curriculum construction.
6. make the student teachers familiar with the possibilities of the resource materials in the present context.
7. acquire the knowledge of the content of Mathematics operating at the Higher Secondary Stage according to teaching process.
8. understand the pedagogical knowledge analysis of Mathematics.
9. acquaint the qualities & professional growth of Mathematics teacher and help them in acquiring the same.

Unit - I Objectives and strategies of Teaching Mathematics (08 hrs, 9 Marks)

- a) Objectives of teaching Mathematics as prescribed in Higher Secondary Education of Maharashtra state.
- b) Procedure, Merits and demerits of following strategies of teaching Mathematics

- Analysis - Synthesis
- Problem Solving
- Heuristic
- Project
- Laboratory
- Brain based learning
- Activity based Learning
- Computer Assisted Instruction (CAI)
- Reflective and Logical Thinking
- Open Ended Questions (HOT Questions)

Unit II : Resource materials for teaching and learning Mathematics (07 hrs, 9 Marks)

- a) **Modern trends and Principles of Curriculum organisation** – Topical and Spiral, Logical and Psychological, Concentric and Spiral, Correlation
- b) **Curriculum Reforms in school Mathematics**- National and state level reforms- NCERT, SCERT and MSBSHSE
- c) Analysis of syllabus for one standard
- d) **Text book** – need and importance, qualities of good mathematics text book, critical analysis of the existing mathematics text book in Higher secondary schools of Maharashtra
- e) Need and importance of websites, Educational CDs, Learning Modules
- f) **Mathematics Club** – Aims, Suggested activities, organisation.

Unit – III: Pedagogical Knowledge analysis of Higher Secondary School Mathematics

(08 hrs, 9 Marks)

In order to explain the different pedagogical aspects of teaching mathematics, the following topics in mathematics which are presently taught at Higher Secondary School level are included. (As and when there are changes in topics to be taught in Mathematics at Higher Secondary School level, the corresponding changes in topics should be made)

Activity on each unit includes –

- 1) Content analysis ;
- 2) Identification of the concepts hierarchically ;
- 3) Suggesting teaching strategies;
- 4) Identification of concepts for demonstration or experimental verification
- 5) Design demonstration procedure and / or experiments ;
- 6) Suggest investigatory or observation based questions ;
- 7) Identifying the misconceptions and appropriate remedial strategies
 1. Measurement of Angles, Straight Line- Pairs, Circle and Conics, Trigonometric Functions- Compound Angles, Line, Plane, three Dimensional Geometry
 2. Factorisation formulae, Linear Inequations, Sets, relations and Functions
 3. Vectors, Determinants, Metrics, Logarithms
 4. Complex Numbers, sequence and series, Permutation and Combination
 5. Mathematical Induction and binomial theorem
 6. **Calculus:** Locus, Limits, differentiation, Derivative, Integration
 7. Statistics, Probability, Mathematical Logic
 8. Continuity, Definite Integral
 9. Bernoulli trials and Binomial Distribution

Unit – IV Assessment of Mathematics learning and Professional development of Mathematics teacher **(07 Hrs. 8 Marks)**

- a) Year plan
- b) **Construction of Mathematics question paper** - including general instruction, multiple choice questions, very short answer, short answer and long answer questions, with nature of options and overall coverage, and marking scheme
- c) **Qualities-** General, personal, Specific

- d) **Teacher Competencies and roles** - Contextual, Conceptual, Curricular, Content, Learning material, Evaluation, Management, Parental contact, Society contact, Facilitator, Scaffolder, Mentor, Social Engineer, Reflective Practitioner and Co-operation
- e) **Professional growth of teacher**- seminars, workshops, conferences, projects, in-service training

SESSIONAL WORK:

(15 Marks)

Each student-teacher is required to complete assignments on any one of the following:

1. Write a report on current practices of assessment and evaluation at Higher Secondary Stage.
2. Review of research articles from journals on Mathematics education related to teaching and learning of Mathematics.
3. Case study of a gifted/ talented or an unsuccessful learner in the class
4. Write a script for an e-content of any concept in Mathematics.
5. Conduct a seminar on the changing role of Mathematics teacher.

List of Recommended Books-

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- डॉ.चव्हाण - गणिताचे अध्यापनशास्त्रीय विश्लेषण. इनसाइट प्रकाशन, नाशिक
- बोंदाई- गणित आशययुक्त अध्यापन. पट्टे प्रकाशन, बोंलहापुर.

- भिताडे, जगताप, बोर्दाडे (१९९३), आशययुक्त अध्यापन पद्धती, आशय प्रकाशन, सोलापूर.
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- गणित क्रमिक पुस्तके ५ वी ते ९ वी महाराष्ट्र राज्य पाठ्य पुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, (बालभारती), पुणे.
- चादव अजित, आशययुक्त अध्यापन पद्धती (गणित), (जून २००१), सन्नित्र प्रकाशन, कोल्हापूर.
- हकीम, प्रभाकर (२००६), गणित आशययुक्त अध्यापन, पुणे : नित्यनूतन प्रकाशन.
- डॉ. बुटे शांताराम व मोरे सिमा - गणित आशययुक्त अध्यापन पद्धती, सुनंदा प्रकाशन, अकोला.
- डॉ. अनिलकुमार, गणित शिक्षण रत्न प्रकाशन न्यूदिल्ली

COURSE 10 – Optional Course

PEDAGOGY OF SCHOOL SUBJECT AT HIGHER SECONDARY LEVEL: HISTORY

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35

Course Objectives – After completion of the course the student teachers will be able to –

1. understand the aims and General objectives of teaching history at higher secondary school level.
2. Develop the ability to write the proper instructional objectives and their specification.
3. to be acquainted with the methods and strategies for teaching history.
4. To be acquainted with historical research Procedure.
5. To understand the data collection methods in historical researches.
6. to understand the role of eminent historian in writing History.

UNIT – I AIMS AND OBJECTIVES OF TEACHING HISTORY (09 Marks 7hrs)

- a) Aims and General objectives of Teaching History
- b) Objectives of teaching history as prescribed at higher Secondary level .
- c) Instructional objectives and their specifications.
- d) Inculcation of Life Skills and values through history teaching.

UNIT – II PEDAGOGY OF TEACHING HISTORY (09 Marks, 8 hrs)

- a) Methods – Lecture, Discussion, Source.
- b) Strategies – Panel Discussion, Think Pair Share .
- c) Models – Advance Organizer, Judicial Enquiry
- d) Projects in History at Higher Secondary Level.

UNIT – III HISTORICAL RESEARCH (09 Marks 8 hrs)

- a) Historical Research – concept and steps
- b) Classification of Historical Resources – Ancient, Medieval, Modern.(with reference to primary and secondary resources)
- c) Data Collection Methods of Historical Research.

d) Qualities of History Researcher.

UNIT - IV Contribution of EMINENT HISTORIAN (08 Marks, 7 hrs)

- a) E. H. Carr.
- b) R.G. Collingwood
- c) R.C. Majumdar
- d) G.S. Sardesai.

Sessional work : Any one of the Following (15 Marks)

1. Analysis of Higher Secondary level History Text book based of Life Skills and values.
2. Prepare a project on current issues related to History.
3. Presentation of seminar/ Group discussion on any one topic.
4. Arrange an Interview of Freedom Fighter/ Family Member of Freedom Fighter/ Historian and write a report on it. (use video recording for interview.)
5. Arrange History club activities and write a report on it. (any two activities)

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- शिंदे, बापुसाहेब. (२००९). शिक्षक हस्तपुस्तिका इयत्ता ८ वी इतिहास नागरिकशास्त्र. इतिहास शिक्षक महामंडळ.

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COURSE 10 – Optional Course

Pedagogy of school subject at Higher secondary Level Geography

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35

Course Objectives

After completion of the course the student teachers will be able to.

1. Develop an understanding of the nature & role of Geography.
2. Understand the objectives & aspects of teaching at higher secondary stage.
3. Identify methods, strategies, models of teaching & support services for teaching Geography at higher secondary stage.
4. Understand the scope & nature of curriculum & syllabus construction.
5. Understand the process of assessment at higher secondary level.
6. Acquaint with the skills in Geography.

Unit-1) Nature & Role of Geography

(09 Marks, 8 hrs)

- a) Concept, meaning, nature & scope of Geography.
- b) Modern concepts of Geography.
- c) The place & importance of Geography in higher secondary curriculum & in human life.
- d) Role of Geography at higher secondary level.

Unit – 2) Objectives and pedagogical aspects of teaching geography. (09 Marks, 8 hrs)

- a-i) General objectives of teaching geography at higher secondary level according to NCF 2005 and SCF 2010.
- ii. Specific objective of teaching Geography.
- b) **Pedagogical aspects of teaching geography.**
 - i. **Methods-** observation, project laboratory.
 - ii. **Strategies-** discussion, group discussion, seminar, project, field work, supervised study, co-operative, collaborative teaching strategies.
 - iii. **Models of teaching-** concept attainment model, advance organizer model.
 - iv. **Support services-** use of mobile, computer and internet in teaching, learning geography.

Social networking : face book, twitter, libibo, student circle network, whatsapp for geography teaching and learning.

Unit 3) Pedagogical analysis, planning and assessment. (09 Marks, 7 hrs)

- Scope and nature of curriculum and syllabus construction.
- Studying the curriculum and syllabus of geography at higher secondary level according to NCF 2005 and SCF 2010.
- Critical analysis of any standard text book at higher secondary level.
- Planning- Lesson plans on various aspects of Geography teaching.
- Assessment process of Geography at higher secondary level.

Unit 4) Research and Development in teaching learning of Geography. (08 Marks, 7 hrs)

- GIS and GPS techniques in Geography, Remote sensing, Methods of surveying.
- Developing skills in Geography and Geography teaching.**
 - Observation, recording and interpretation of physical and social features and phenomena.
 - Reading and interpreting Geographical information through tables, figures, diagrams, photographs.
 - Map reading and interpreting using scale, direction, symbols, point, line and area.
- Professional development of Geography teacher.

Seasonal Work

(15)

A) Any one of the following

- Prepare activities for teaching skill- iii. Map reading and interpreting using scale, direction, symbols, point, line and area.
Reading and interpreting Geographical information through tables, figures, diagrams, photographs.
- Select any two unit for any standard at higher secondary level and enrich the content by using support services.
- Write a report on current practices of assessment and evaluation at higher secondary level.
- Take seminar on any Geographical content at higher secondary level.
- Write a report on the environmental degradation in local area with GIS and GPS techniques.

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- Aggrawal, (2000). Modern method of teaching Geography, New Delhi Swaup & sons
- **Websites :**
 - <http://www.curriculumonline.in>
 - www.teachingideas.co.uk/geography.contents.com
 - [www.science. Nutionalgeographic.com](http://www.science.Nutitionalgeographic.com)

COURSE 10 – Optional Course **Pedagogy of school subject at Higher secondary Level** **Economics**

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35
Total Instructional Hours : 30	Internal Assessment: 15

Objectives.

1. Acquires the knowledge of current higher secondary school syllabus of economics.
2. Understands the aims and objectives of teaching economics is higher secondary school.
3. Develop interest in economics subject among the pupils.
4. To understand the current issue and continuous development in economics.
5. Explain and understand the structure of economics.
6. Develop the ability to write proper instruction objectives and their specifications to teaching economics at Higher secondary school level.
7. Understand the pedagogical analysis of economics.

Unit No I. Introduction of Economics.

(09 Marks, 8 hrs)

- 1.1 Adam Smith, Marshall and Robbins definition, nature of economics.
- 1.2 Is economics an art or science.
- 1.3 Law of Demand and Supply, Factor abetting on demand and supply.
- 1.4 Price elasticity of demand- meaning, Types .
- 1.5 Law of diminishing marginal Utility.

Unit No. II Strategies of Development and population

(09 Marks, 8hrs)

- 2.1. Meaning and objectives of planning in India.
- 2.2 Achievements and limitations of Indian planning .
- 2.3 Causes of high population growth rate.
- 2.4 Effects of population.
- 2.5 Population policy Control for population growth.

Unit No III. National Income, Agriculture and Industrial economics

(8 Marks, 8 hrs)

(A) National Income.

1. Circular flow of income
2. Methods of calculation of national Income
3. Concept of GMP and GDP.

(B) Agriculture and industrial economics.

1. Problems of Indian Agriculture.
2. Green Revolution.
3. Classification of industries.
4. Importance of small-scale industries.

Unit No. IV. Objective , Method and Planning of Economics.

(9 Marks, 7 hrs)

- 5.1. General and specific aims and objectives of the teaching of economics.
- 5.2. Methods of teaching of economics, Problem solving, Lecture, Method, Project method, Inductive and Deductive method, Seminar.
- 5.3. Techniques of teaching of economics- Narration Questioning, Drill, Observation, Assignment.

SESSIONAL WORK.

(Any one out of four)

- 15 Marks

1. Conduct a seminar on the changing role of teacher.
2. Prepare a worksheet on analysis of National Income
3. To Prepare a report on Analysis of Indian population (1950 to 2015)
4. To Prepare a report on the visit of Agriculture or Industry.

List of Recommended Books.

1. Binning. A.C. Binning. DH. (1952) Teaching of social studies in secondary school, Mc Graw Hill Book Company, New York.

2. Faculty of Education, M.S.University, Baroda, Teaching of Economics
3. Kunwar, B.S. (1970) Teaching of Economics, Ludhiana Prakash Brothers Ludhiana.
4. Rai. B.C (1972) Teaching of Economics, Ahmedabad Prakashan Kendra, Ahmedabad.
5. S.P.Naik , Vipul Prakashan, Mumbai.
6. डहाके ,बा गा अर्थशास्त्र अध्यापन आजंठा प्रकाशन
7. घाजरे ,पुराणिक (१९७५) अर्थशास्त्र अध्यापन पध्दती नुतन प्रकाशन पुणे
8. पाटील गीतादेवी, अर्थशास्त्र अध्यापन पध्दती
9. पांडेय ,कांता प्रसाद (हिंदी) अर्थशास्त्र शिक्षण
- १० .माहोरे बा ना अर्थशास्त्र अध्यापन प्रभा प्रकाशन
- ११ .भार्मा महेंद्रपाल, (हिंदी) अर्थशास्त्र शिक्षण
- १२ .भारती, यु पी, अर्थशास्त्र अध्यापन लेखन वाचन भाषण

COURSE 10 – Optional Course

PEACE AND VALUE EDUCATION

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35
Total Learning Hours : 30	Internal Assessment: 15

Course Objectives: To enable student teacher to acquire knowledge, Attitudes, values, skills and competencies to:

1. Become aware of role of education in building peace as a dynamic social reality.
2. Understand and resolve conflicts within, and mediate others'.
3. Empower themselves and transcend barriers of identity.
4. Use pedagogical skills and strategies in and out of classroom for promoting peace at school level.
5. Act as agency to promote peace in the local community influencing school.
6. Comprehend the concept of peace education.
7. Recognize the importance of peace education in national development.
8. Know the pedagogy and evaluation for peace education.

UNIT 1. UNDERSTANDING PEACE AS A DYNAMIC SOCIAL REALITY

(10 Marks , 9 hrs)

- a) Awareness of relevance of peace.
- b) Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life. Awareness of choices in response to crises in personal, social and professional life
- c) Peace is a dynamic reality:-It involves acknowledgement and redressal of the concerns of various groups and reconciliation of the conflicts, if any. The individuals, groups and societies have needs and concerns which are urgent. There is need for and their fulfillment. Negative peace is repression of these, while fulfillment builds peace within individuals as well as, in the society
- d) Approaches to peace education
- e) Highlights of various philosophies of peace, of Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, Gijubhai Badhecha, The Dalai Lama, initiatives at National and International levels.

UNIT – 2 UNDERSTANDING CONFLICTS, UNDERLYING PERSONAL-SOCIAL PROCESSES AND MEDIATION, AND TRANSFORMATION OF CONFLICT

(8 Marks, 7 hrs)

- a) Nature of conflict – Incompatibility of needs, aspirations, desires and resulting conflicts at different levels in society: intrapersonal, interpersonal, organisational, interstate and global
- b) Understanding the role of social conditions and processes that sustain conflict: limited resources, poverty, political, economic, socio-cultural and ecological conditions, environmental resources viz., water, forests, energy, etc.
- c) Developing capabilities for mediation and conflict transformation
 - (i) Skills and strategies needed for conflict resolution
 - (ii) Listening to the conflicting parties
 - (iii) Awareness of own identity, cultural underpinning, and communication skills
 - (iv) Awareness of context of the conflict
 - (v) Commitment to mediate
 - (vi) Looking for alternative strategies and creative solutions to overcome/transform conflicts.

UNIT 3: EMPOWERMENT OF SELF THROUGH CRITICAL SELF REFLECTION

(7 Marks , 6 hrs)

- a) Awareness of the influence of social milieu on self
 - (i) Understanding adequate self as a product of positive experiences of caring, warmth and appreciation in the family, school, neighbourhood, etc. which promote healthy discipline, shunning violence
 - (ii) Negative experiences generate stress, anger aggression
 - (iii) Yoga, meditation, anger/stress management, as practices that restore positive physical health and attitudes
- b) Nurturing capabilities for critical self reflection; transcending past negative experiences, and developing skills of communication: listening to others, sharing feelings, descriptive non-judgemental feedback, empathising, trusting
- c) Increasing awareness of role of self in
 - (i) discipline, self management;
 - (ii) reducing prejudices, biases and stereotypes and building multicultural orientation;
 - (iii) nurturing ethical behaviour, positivity, non-violence, love and caring, compassion; and
 - (iv) habitual self reflection by using daily journal on experiences.

UNIT – 4 ORIENTING EDUCATION FOR PEACE BUILDING AND EVALUATION OF THE PEACE- BUILDING PROCESSES **(10 Marks, 8 hrs)**

Critical pedagogy of peace education

- a) Challenging the traditional models of learning to constructivist approaches in teaching
- b) Rethinking authority relations from democratic perspective: Promoting dialoging and developing capabilities for decision-making
- c) Understanding social justice in local context – its implications for beliefs, attitudes , and values and school / social practices and conflict resolution at all levels
- d) Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment , violence and conflicts at school level
- e) Compassion, love and caring, mindfulness in all transaction of avoid hurt , humiliation, degrading over academic, personal, social and culture matters. On- evaluative orientation empathetic founding academic and discipline problems.
- f) Becoming peace teacher – acquisition of relevant knowledge, attitudes, values and skills.
- g) Understanding importance of skills and strategies of assessment of the peace – building process in terms of attitudes, values, skills and strategies at school level – motivation and sustenance of efforts, sharing experiences towards peace building, reviewing strategies.
- h) Making assessment visible through objective indicators, planning and recording change in cultural ethos and individuals. Understanding motivation through sharing progress, influence of assessment
- i) Developing commitment and willingness for receiving feedback, and review of strategies.

Sessional Work : Any one of the following **(15 Marks)**

1. Experiential learning sessions on yoga, meditation, communication skills, conflicts, their resolution, media influence, cooperative competitive strategies, use of meditation, art, drama, nature to experience harmony
2. Reflective journal to record experiences of the day and reflections thereon during the training programme, sharing and discussing self-expression of change during the training
3. Visits to organisations connected with peace and intercultural harmony, and aesthetic appreciation to experience peace as reality submission of reports on experiences
4. Assignments on topics which require deep understanding and generating creative/alternative ideas to deal with issues and challenges to peace, few suggested topics and sharing in groups.

Few suggested topics for assignments are as follows:

- (i) Conflicts experienced at home/in family/ in society/ in school, etc.
- (ii) Experiences of handling conflicts in a creative manner

- (iii) Exploring possible strategies of resolving commonly experienced conflicts
- (iv) Healthy discipline among school children
- (v) Identifying challenges of peace in school and dealing with one such challenge
- (vi) Strategies of promoting healthy relationships on the job.
- (viii) Approaches to peace education – case studies of local and International
- (ix) Role plays to enact situations involving conflict, corporal punishment, discrimination, and domestic violence in day-to-day life
- (x) Films clips displaying concerns of peace, good intercultural relationships, environmental presentation and other key ideas and discussions thereon, like -Doha Debates, Sadako, etc.
- (xi) Preparation of collages from newspapers, etc. to highlight issues and challenges to peace or positive response to them
- (xii) Developing an action plan for peace in school and local community
- (xiii) Visiting websites on peace education to become familiar with National and International initiatives, approaches and strategies of peace, case studies of conflict in the region.

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- Kumar, M. (Ed). (1994). Non-violence, contempory issues and challenges. New Delhi: Gandhi peace foundation.
- Krishnamurti, J. (1992). Education and world peace. In *Social responsibility*. Krishnamurti Foundation.
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- UNESCO (2002). *Learning to Be: A Holistic and Integrated Approach to Value Education For Human Development*. Bangkok.
- Valson, T. (2006). *Living in Harmony: A Course on Peace and Value Education*. Oxford, New Delhi.

Journals :

- Journal of the Krishnamurti School. Krishnamurti Foundation of India, 124-126, Green Ways Road, RA Puram, Chennai-600028

COURSE 10 – Optional Course

GUIDANCE AND COUNSELING

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35
Total Instructional Hours : 30	Internal Assessment: 15

OBJECTIVES :

At the end of course, the student-teacher will be able to.

- 1) Understand concept, need, principles, objectives and bases of Guidance.
- 2) To describe the different services in the school guidance programme.
- 3) To acquire the skills necessary to administer and interpret standardized tools.
- 4) To know the qualities required for a good counselor.
- 5) Acquaint students to use techniques of Guidance and counseling.
- 6) To recognize the need of guidance and counseling in schools.

Unit I : Guidance

(07 Marks, 6hrs)

- 1) Meaning, concept, Nature and Need of Guidance.
- 2) Bases of guidance- philosophical, Sociological, Psychological and Educational.
- 3) Scope and significance of Guidance.
- 4) Objectives, Benefits and Limitations of Guidance.

Unit II :Types of Guidance

(08 Marks, 7hrs)

1. Personal guidance – meaning, concept, Need and programmes of personal guidance.
2. Educational guidance : meaning, concept, need and programmes of Educational Guidance.
3. Vocational Guidance : meaning, concept, Need and programmes of Vocational guidance.

Unit III :Counselling

(09 Marks, 8hrs)

- 1) Concept, Nature, Principle and Need for counseling.
- 2) Elements, characteristics, objectives and Benefits of counseling.
- 3) Approaches of counseling -Directive counseling, Non-Directive counseling, Eclectic counseling.
- 4) Counseling stages and process, counseling interview.
- 5) Characteristics of counsellor.

Unit IV : Guidance of students with special abilities,Tools and techniques in Guidance and Counseling, Group Guidance and Group counseling

(11 Marks, 9hrs)

- 1) Guidance for gifted students – Concept, Need, and Guidance programmes.
- 2) Guidance for intellectually challenged – concept, Need, Guidance.
- 3) Guidance for learning disabled students – Meaning, Need, Guidance.
- 4) Guidance for delinquency students – Concept, Characteristics, Need, Guidance.

- 5) Guidance for slow learner – Concept, Need, programme.
- 6) Tools and techniques in Guidance and Counseling:
 - i) Case study, Rating scale, Sociometry, Interview, Anecdotal Record, Questionnaire.
 - ii) Standardized tests – use and importance.
- 7) Group Guidance and Group counseling
 - i) Group Guidance – meaning, Definitions, objectives, Techniques, use.
 - ii) Group counseling – meaning, concept, stages, techniques and benefits

Sessional Work : (Any one of the following)

(15 Marks)

- 1) A visit to vocational guidance services in secondary or higher secondary schools.
- 2) Case study of a special student (any type) and prepare Report.
- 3) Assignments on any unit of syllabus.
- 4) Visit to any special school and report.
- 5) Report of present status of guidance and counseling services in India. Compared to other countries.

Reference :

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2. दुनाखेअरविंद, (2006) शैक्षणिक व व्यावसायिकमार्गदर्शनआणिसमुपदेशन, नित्यनुतनप्रकाशन, पुणे
3. पिंपळखरेमो. ह. (1971) शैक्षणिकआणिव्यावसायिकमार्गदर्शन, पुणेविद्यार्थीगृहप्रकाशन, पुणे
4. वझे अ. न. (1967) व्यवसाय मार्गदर्शन, सोमैय्या पब्लिकेशन्सप्रा. लि., मुंबई
5. पाटील महावीर व कांबळे योगेश्वर (2014) विशेषशिक्षण, पुस्तकदरबार, सांगली
6. Narayan R. Prem s. (2013) Counseling and guidance, McGraw Hill Education, new Delhi
7. Frochich C. P. (1958) Guidance service in schools, McGraw Hill Book company INC
8. Agrwal J. C. (1985) Educational Vocational Guidance Counseling, new Delhi
9. Chibber S. K. (1999) Guidance and Counseling, common wealth publishers, New Delhi
10. Kocher S.K. (1989) Guidance and Counseling in Colleges and universities: sterling Publishers pvt.ltd. New Delhi

COURSE 10– Optional Course ENVIRONMENTAL EDUCATION

Contact Hours: 02 Hours Per week	Total Marks: 50
Credit: 02	External Assessment: 35
Total Instructional Hours : 30	Internal Assessment: 15

Course Objectives : To enable the student teachers

- 1) to develop knowledge and to understand related basic concepts of environment
- 2) to acquaint with the environmental issues and their remedies
- 3) to develop knowledge and understanding about environmental education through the conferences on it
- 4) to acquaint with the objectives, different approaches and strategies of environmental education
- 5) to develop awareness about management of water, land, plants, animals
- 6) to understand different movements projects and biodiversity of environment

Unit I : Basic Concepts of Environment

(09 Marks, 8hrs)

- a) Environment : concept, meaning and importance
- b) Natural environment and it's correlation with economical, technological and cultural environment
- c) Ecosystem : meaning, concept and types. Food chains, food webs
- d) Sustainable Development : meaning, concept related to Brudtland Commission (1987) and UNESCO

Unit II : Environmental Issues

(09 Marks, 8hrs)

- a) Pollution : Air, Water, Soil, Noise – meaning, causes, effects on flora, fauna, human beings and remedies
- b) Global Warming, Ozone Depletion : meaning, causes, effects on flora, fauna, human beings and remedies
- c) Types of energy resources
- d) Individual contribution to reduce environmental issues

Unit III : Environmental Education

(09 Marks, 7 hrs)

- a) Environmental Education : meaning, concept, scope and importance
- b) Conferences of environmental education : Stockholm, Tbilisi, Thessaloniki (Grice), Moscow, India.
- c) Objectives of environmental education suggested by Tbilisi conference
- d) Approaches and strategies of environmental education :
Approaches – Interdisciplinary, Disciplinary, Integrated and Separate. Strategies – Project, Experiment, Observation, Games.

Unit IV : Management, Movements, Projects and Biodiversity (08 Marks, 7 hrs)

- a) Management of water, land, plants and animals
- b) Movements : Chipko Movement, Silent Valley
- c) Projects : Tiger Project, Elephant and Bison Project
- d) Biodiversity : concept and importance

Sessional Work : (Any one of the following) (15 Marks)

- 1) Study any one of the following ecosystems and write a report -
Forest, Sanctuary, Garden, Farm, River, Pond, Wetland, Old tree
- 2) Project work : environmental issues (any one as given in unit II a) into consideration of following points - causes, effects and remedies
- 3) Organize discussion session on individual contribution to reduce environmental issues
- 4) Prepare and conduct one integrated lesson plan on environmental education into the consideration of following points : content, methodology, evaluation, activity, message
- 5) Conduct awareness programme on environmental issues in terms of street play, exhibition, poster presentation, autobiography of Plants, animals etc (any one)

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