



GONDWANA UNIVERSITY GADCHIROLI

Ordinance NO. 4 OF 2017.

EXAMINATION LEADING TO THE DEGREE OF BACHELOR OF EDUCATION (B.Ed.) IN THE FACULTY OF EDUCATION, Ordinance, 2017.

Whereas it is expedient to provide an Ordinance in respect of Examination Leading to the Degree of Bachelor of Education, in the Faculty of Education, for the purposes hereinafter appearing the Management Council is hereby Pleased to make the following ordinance :-

1. This Ordinance may called “Examination leading to the Degree of Bachelor of Education (B.Ed.) Ordinance, 2017.”
2. This Ordinance shall come into force with effect from the date of its making by the Management Council.
3. The Examination leading to the Degree of Bachelor of Education shall be held annually at such places and on such dates as may be fixed by the Academic council. Provided that the examination shall also be held in October /November of every academic year, only for the theory part of the examination, subject to minimum of ten candidates for admission to the examination.
4. Subject to his compliance with the provisions of this Ordinance and other Ordinance in force from time to time, an applicant for admission to the examination shall have-
 - (i) Passed the Bachelor Degree examination of the University or a degree of any other statutory University recognized and equivalent thereto, and
 - (ii) Prosecuted in an affiliated college or conducted college of university a regular course of study for a period of not less than one academic year.
5. The fees for the examination, shall be prescribed by the University from time to time and whenever any change is made in the fees prescribed for as examination that shall be notified through a Notification for information of the examinees concerned.
6. The medium of instruction shall be as followed in the college.
7.
 - a) There shall be two Final lessons (one for each method). Each lesson shall carry 50 marks.
 - b) All the lessons taken by the students in the allotted school must be certified by the Headmaster / Supervisor of the school/ Teacher of concerned School/college.

8. Eligibility for Admission :

(a) Any Graduate from science /Commerce/Home Science/Agriculture/Computer Science/Arts/InformationTechnology/Social Sciences/Environment Science/Social Work (B.S.W.)/Rural Services or Engineering faculty or any faculty who has completed three years degree course and/or Post-graduation in any school subject/Higher Secondary School subject from any statutory non-agricultural university/Agricultural University, Open University or Deemed University are eligible for admission to B.Ed. Course, Provided he/she obtains minimum percentage of marks at graduation/post-graduation as prescribed by the competent authorities. Relaxation of percentage for backward classes will be applicable as per rules.

The candidate can choose any compulsory or optional subject studied at graduation or post graduation, as ‘first method’ for the purpose of admission. The principal of the concerned college will allot subject of second method as per suitability of the candidate and availability of that method in the college. The candidate should have studied that subject at S.S.C/H.S.S.C/Graduate/additional graduate /post graduate level.

- (b) The allotted methods should be in accordance with the subjects of the candidate offered at S.S.C/H.S.S.C/Graduate/Additional graduate level/post graduate level. For example Graduate from Information Technology, Environment Science, Computer Science and Agriculture may be allotted Physics/Chemistry/Biology/mathematics and candidates from social work may be allotted Marathi/English/Economics methods.

(i) Selection Procedure :

Admission to the eligible candidate will be given as per the selection procedure laid down by the Government of Maharashtra from time to time.

(ii) Eligibility Norms for appearing at B.Ed. Examination :

A student shall attend 80 percent of the lectures delivered in each subject for the examination and also in practical work. A deficiency of attendance at lectures or practical's to the extent of 15% may be condoned by the Principal on being satisfied that the same deficiency in attendance was due to circumstances beyond the control of the student. In no case, the deficiency above 15% Shall be condoned. The Principal shall submit to the Registrar/COE two weeks before the commencement of the University Examination, a list of students whose deficiency is condoned by him.

(iii) Casual Admission :

If a candidate fails in practical examination and/or have not completed any essential part of the continuous Internal Assessment can take casual admission to B.Ed. Course in order to complete the remaining work.

(iv) Fee Structure For Casual admission :

The student taking casual admission will pay Rs. 10,000/- (Rs. Ten Thousand) to the concerned colleges towards fees for guidance, supervision and practical's.

9. Evaluation :

A candidate appearing for B.Ed, examination will be evaluated as per The Scheme of Examination appended with this ordinance as Appendix-A

- a) The examination shall consist of three parts namely :**
(Refer Appendix-B appended with this ordinance)

- i) Part-I** Theory 600 marks total 06 papers
(A) - core subjects - Four Papers
(B) - Methodology of teaching special subject - One Paper
(2 methods, 50 Marks for each Method)
(C)- Elective subject - One Paper

- ii) Part-II** Practical Examination _ 100 Marks (Two final lessons of 50 marks each)

- iii) Part-III** Continuous Internal Assessment _ 400 Marks

Internal assessment will be done by the college. For the assessment, the college will give grades and will submit it to the University. The University will include the grades in the final assessment format.

b) The system of Grading will be as follows:

75% & above-	‘O’ Grade
60% to 74%	- ‘A’ Grade
50% to 59%	- ‘B’ Grade
below 50%	- Fail

10. Medium of Instruction :

- i) Owing to the three language formula in the state, the candidate appearing for B.Ed. examination may opt Marathi/Hindi/English language for answering theory papers.
- ii) The Examination for Part-I (Theory) will be taken after two terms fulfilling attendance at the college of Education and completing all practical work as prescribed in syllabus.
- iii) A candidate for the Examination in Part-I, II, III or all part must apply to the Registrar/COE on or before the date prescribed by the University every year.
- iv) Those students who have opted English medium, shall give the examination in English medium only but the students who have opted Marathi or Hindi medium can give the examination in any medium ie. English, Marathi

or Hindi. The medium of examination, written in the examination form, shall be mentioned in the mark sheet of the candidate.

11. Norms for passing B.Ed. Examination :

- (i) The examinee must obtain not less than 40% marks in each of the Six papers and not less than 45% marks of aggregate in the part one as a whole. If the candidate fails to obtain 45 % marks in an aggregate, then for the exemption in each theory paper he/she must obtain 45% marks separately.
- (ii) The examinee shall obtain not less than 50% marks in each of the lessons of the practical examination consisting of two lessons in subjects offered for paper V of part-I.
- (iii) The examinee shall obtain not less than 50% marks in aggregate of part-III (Continuous internal assessment) as a whole.
- (iv) The candidate obtaining 75 % or more marks in Part-I and Part-II and Grade ‘O’ in Part-III then the candidate shall be declared pass with “ Distinction”. The candidate obtaining 60% or more marks in Part-I and Part-II shall be declared pass in “First Division”. The Candidate obtaining 45% and above marks shall be declared pass in the "Second Division". The candidate obtaining less than 45 % marks in Part-I &Part-II shall be declared as fail. The marks obtained in

part-III of examination shall not be counted for awarding division.

- (v) To pass the examination, the candidate must obtained atleast 50% Marks in all heads of Part-III.
- (vi) The candidate who has obtained minimum 45% or more marks in part-I or 50% marks in any Lead of passing of part-II & III examination, but failed the examination, shall be eligible for exemption in such head/heads. Candidate claiming exemption will not be eligible for First Division or Merit list.
- (vii) The performance in Part-III i.e. Continuous Internal assessment, shall be judged by sessional work during the course of training. Internal assessment of the examinees shall be submitted to the Asstt. Registrar (Professional Exam.), at least one week prior to the date of commencement of the theory examination in tabulated form showing obtained marks under different Heads, by the principal of the college.
- (viii) The Principal shall not forward the application form for admission to the examination of a candidate, who fails to complete or absent himself /herself in the sessional work.
- (ix) An examinee failing in Part-II of the examination shall be eligible to appear at the annual examination as an ex-student. He /She shall be examined in practical of two lessons. On being successful he/she shall be awarded division as per rules on the basis of his fresh marks in the practical examination and the marks obtained by him/her in Part I & II.
- (x) An examinee failing in a theory paper of Part-I shall be permitted to appear in the same paper at a subsequent examination as an ex-student. On being successful, he/she shall be awarded division as per the rules.
- (xi) An examinee failing in Part-I & II shall be eligible to reappear at the examination as per rules. On being successful, he/she shall be awarded division as per rules, taking into consideration the marks obtained by him/her as mentioned earlier.

- (xii) Provisions of Ordinance No. 3 of 2007 relating to the award of grace marks, (maximum 10 marks for passing an examination or securing higher division/class and for securing distinction in subject (s)) as updated from time to time, shall apply to the examination under this ordinance.
- (xiii) As soon as possible after the examination but not later than 30th of June, next following, in the case of the annual examination, the University shall publish a list of successful examinees arranged in two divisions. The names of examinees passing examination as a whole in the minimum prescribed period and obtaining the prescribed numbers of places in the first or Second division shall be arranged in Order of Merit as provided in examinations in general, ordinance.
- (xiv) Notwithstanding any to the contrary in this ordinance no person shall be admitted to this examination, if he/she has already passed the examination or an equivalent examination of this University or of any other Statutory University.
- (xv) An examinee successful at the examination shall, on payment of prescribed fees, receive a degree in the prescribed form signed by the Vice-Chancellor of the University.

12. Record to be kept by the Students :

- (i) Diary of daily attendance, work and participation in activities.
- (ii) Lesson notes of micro-lessons, integrated lessons, classroom lessons & simulated micro-lesson plan along with remarks of observed lessons.
- (iii) Detailed reports of observed lessons.
- (iv) Reports of practical work in connection with theory papers, and
- (v) all the activities of internal programs of the college.

13. General Objectives of the B.Ed. Course

To Enable the Students Teacher :

- (i) To act as agents of modernization and Social change.
- (ii) To become competent and committed professionals, willing to perform the identified tasks,
- (iii) To enable him/her to acquire and use competencies and skills needed for becoming an effective teacher,

- (iv) To enable him/her to become sensitive about emerging issues such as environment pollution, Population explosion, gender equality, legal literacy, human rights, right to education, right to information etc.
- (v) To inculcate rational thinking and scientific temper among the students,
- (vi) To promote capabilities for inculcating national values,
- (vii) To get the trainees acquainted with basic computer skills and advancements in the field of IT.

14. B.Ed. in Additional Special Methodology Subject :

1. Subject to the compliance with the provisions of this ordinance and the other ordinance in force from time to time, any candidate can offer for an additional subject in special methods paper at the examination: provided he/she has passed the Post Graduate examination in that particular subject.

Rules of passing shall be the same as applicable to main examination.

15. Marking System for B.Ed. (Additional Special Methodology Subject) :

1. **Theory part :** A candidate shall complete 10 Assignments in the subject. These assignments shall be approved by the Principal of the College Institution.
2. **Practice Teaching :** A candidate shall take 20 lessons out of which 10 will be global (general) and 06 will be Micro based on teaching skills and 04 lessons shall be computer assisted lessons in the subject in a recognized school or a higher secondary school and shall submit the lessons to the Principal/ Headmaster for his/her approval.
3. A candidate shall observe 10 lessons in the offered subject.
4. **Internal Assessment :** The Internal Assessment of the candidate shall be submitted to the Registrar/COE through the Principal of the college.

16. Practical Examination :

A candidate shall appear as a private candidate in that additional method through the Principal of the concerned college.

DISTRIBUTION OF MARKS :

1. Theory - 50 Marks
2. Practical - 50 Marks
3. Internal assessment (to be assessed by the Principal in the following manner) :

(i)	10 Assignments	—————	20 Marks
(ii)	Practice Teaching and Observation	—————	10 Marks
(iii)	A Model or a Book Project	—————	10 Marks
(iv)	Chart or a Map	—————	10 Marks

The examination fee in the additional method shall be the same as applicable to the B.Ed Examination. Provided that on his passing the examination in an additional method prescribed, a certificate of having passed the B.Ed. examination in an additional method shall be given to him/her.

(STATEMENT OF OBJECT & REASONS)

It was necessary to restructure the scheme of B.Ed. Examination in the light of the guidelines received from the U.G.C./State Government/Director Higher Education, Maharashtra State, Pune. For this purpose, Direction No.102 of 2012 was issued by the Vice-Chancellor. It is necessary to covert the said Direction in to an Ordinance hence this Draft Ordinance is prepared

While implementing the provisions of this directives, no financial implications are involved at the Government as well as university level as of now or in future and the same is in consonance with the orders of the State Government and Guidelines of the University Grants Commission.

Structure of the B.Ed. (One year) Course Examination

Part I- Theory Papers	Maximum Marks	Minimum Pass. Marks
A) Core papers (Four compulsory papers)		
I) Education in Emerging Indian Society	100	40
II) Development of Learner and teaching learning process	100	40
III) Essentials of Educational Technology and Evaluation	100	40
IV) Development of educational system in India & Foundation of school practices	100	40
B) Optional paper Paper-V:- Methods of teaching special subject any two from the following methods (50 marks for each method) 1) Marathi 2) English 3) Hindi 4) Sanskrit 5) Pali 6) Urdu 7) History 8) Geography 9) Civics 10) Economics 11) Commerce 12) Chemistry 13) Physics 14) Biology 15) Mathematics 16) Home – Science 17) Music A- (Method) B- (Method)	50 x 2=100 50 } 100 50 }	40 40
C) paper VI: Elective paper (any one) 1) Population education 2) Environmental education 3) Alternative education 4) Educational Administration & management 5) Career information in career guidance 6) value education	100	40
Part – I Total	600	270

Part II- Theory Papers	Maximum Marks	Minimum Pass. Marks
Practical Examination in two methods offered for paper-V of 50 marks each		
a) Practical A (Method I)	50	25
b) Practical B- (Method II)	50	25
Part II Total	100	50
Part III		
Internal Assessment (Grading system) continuous Internal Assessment		
a) FIELD BASED EXPERIENCE (200marks)	400	
b) ASSIGNMENT (70 marks)	Grade	
c) COMMUNITY WORK (SUPW) (50 marks)	Grade	
d) CO-CURRICULAR ACTIVITIES (80 marks)	Grade	
GRADING SYSTEM	75% Above- 'O' 60% to 74%- 'A' 50% to 59%- 'B' Below 50%- 'Fail'	

APPENDIX - A

Scheme of Examination and Teaching for the Degree of Bachelor of Education (B.Ed)

<u>Part – I Theory Papers</u>		
Papers	No.	Marks
Core Papers Paper I : Education in Emerging Indian Society. Paper II : Development of learner and Teaching-Learning Process Paper III : Essentials of Educational Technology and Evaluation Paper IV : Development of Educational System in India & Foundation of school practices	4	100 x 4 = 400
<u>Optional Papers</u> Paper V : Methods of Teaching Special Subject any two from the following methods. (50 marks for each methods) 1. Marathi 2. English 3. Hindi 4. Sanskrit 5. Pali 6. Urdu 7. History 8. Geography 9. Civics 10. Economics 11. Commerce 12. Chemistry 13. Physics 14. Biology 15. Mathematics 16. Home Science 17. Music.	1	50 x 2= 100
Paper-VI: Elective Paper (Any One) 1) Population Education. 2) Environmental Education 3) Alternative Education 4) Educational Administration and Management 5) Career information in career guidance. 6) Value Education	1	100 x 1=100
Part -II Practical Examination in two methods offered for paper - V of 50 marks each		50x2=100
Total		700
Part - III Continuous Internal Assessment (Grading System)		400 Marks

Duration : One Academic Year.

- a. B.Ed. programme shall be of one academic year duration with two terms.

Working days :

- b. There shall be at least 180 working days exclusive of period of examination and admission etc.
- c. A working day shall be of a minimum of 6 hours in a six day week during which physical presence in the institution of teachers and student-teachers is necessary to ensure their availability for individual counseling, guidance, dialogues and consultation as and when needed.

PRACTICE TEACHING :

- a. Practice teaching will be organized on two or three days per week through a cycle of "Practice Feedback Practice" or as per the need of the college and availability of the practice teaching schools; leading to acquire mastery of various teaching skills. Total 40 lessons (30 lessons = 15 of each method + 06 simulated lessons 03 of each method + 04 Computer assisted lesson plans 02 of each method)
- b. Observation by peers and teachers.

WEIGHTAGE :

Marks Part I - Theory: (University Examination)

Core Subjects - 400 Marks

Methods (2) - 100 Marks

Elective (1) - 100 Marks

Part II - Practical Examination(Final Lessons) : 100 Marks (50 for each method)

Part III - Continuous Internal Assessment : 400 Marks (Grade is allotted)

a) Field based experiences (200 Marks)

- a. 15 Lessons of each method carrying 2 marks for each lesson (60 Marks),
- b. 5 Microteaching lessons (5 skills) of each method (20 Marks)
- 01 Simulated Micro Lessons of each method (20 Marks)
- Two Computer assisted lesson plan (01 of each method) (20 Marks)
- c. Workshop in content cum methodology (20 Marks)
(One lesson of each method)
- d. Observation.

- During practice teaching, the student will have to (20 Marks)
Observe 10 lessons of each method.
- e) Psychology Experiments (5 Experiments) (20 Marks)
- f) Terminal Examinations (Two) (20 Marks)
Ten marks to each examination.
- b) Assignments : (70 Marks)**
- i) Weekly written work based on 06 theory papers (total 5 for each theory paper)
- c) Community Work: (50 Marks)**
- i) The community work will be based on the following aspects covered by arranging an educational tour (one-day Camp) Community work with special focus on educating dropouts, non-starters and adult illiterates @ 3 to 5 individuals to be educated by each B.Ed. Trainee.
- ii) a. Social Work
b. Hygiene awareness
c. Arranging lectures of eminent persons
d. Adult education.
e. Scientific Attitude
- iii) S.U.P.W./ Work experience (One activity)

The activity of work-experience / SUPW will be related to school level syllabus prescribed by Secondary School Board, (only one activity). Marks will be allotted after submission of record of the activity.
- d) Co-curricular activities (80 Marks)**
In co-curricular activities following activities should be performed.
- i) Literary Activities : 10 Marks
Debate, Celebration of day, symposia, Essay
Competitions, quiz contest, elocution etc.

ii) Cultural activities: 20 Marks

Dance, Drama, Stage demonstration, songs,,

Group songs, vocal, instrumental etc.

iii) Games and Sports: 10 Marks

Sports, field events etc.

iv) Academic Activities (chart and models based on the method subject) :

20 MarksIntellectual activities / Seminar

v) Punctuality : 20 Marks

SYLLABUS FOR B.ED. COURSE

PAPER – I : EDUCATION IN EMERGING INDIAN SOCIETY

COURSE OBJECTIVES :

To enable the students teacher understand :

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

SECTION : I

COURSE CONTENTS :

Unit – I

EDUCATION

- a)
 - i) Meaning and Nature of Education
 - ii) Objectives of education in relation to the time and place
 - iii) Concept and meaning of educational Philosophy.
 - iv) Relationship between Philosophy and Education.

UNIT – II

- a) Education in Indian context with specific reference to -
 - i) Swami Vivekanand : Man making Education
 - ii) Shri. Aurobindo : Integrate Education it basic premices

- and stages of development
- iii) Mahatma Gandhi : Basic Tenets of Basic Education
 - iv) Rashtrasant Tukdoji Maharaj : Educational values through Gramgeeta
 - v) Sant Gadge Maharaj : Social Renunciation (lekt izcks/ku)
 - vi) Dr. Baasaheb Ambedkar : Education of depressed classes
 - vii) Karmaveer Bhaurao Patil : Education for self-reliance (Waves and inspirations with the stark realities of life).
 - viii) Chhatrapati Shau Maharaj : Education of Shudras/Education for social democracy.
- b) Education in the Western context with special reference to Pestalozzi, & Russell. Their impact on educational thought in term of progressive trends in education.

UNIT – III

Major Philosophical System – Their Salient features and their impact on education

- i) Idealism with reference to Plato, Socrates and Advaita Philosophy.
- ii) Realism with reference to Aristotle and Jainism.
- iii) Naturalism with reference to Rousseau and Ravindranath Tagore.
- iv) Humanism with reference to Buddhism.
- v) Pragmatism with reference to Dewey instrumentatism and experimentalism.

UNIT – IV

CURRICULUM

- i) Meaning of curriculum
- ii) Principles of curriculum construction
- iii) Types of curriculum

SECTION - II

UNIT : V

- i) Knowledge about the Indian constitution, its directive principles, various articles related to education.
- ii) Meaning of secularism, social goals, democracy and socialistic pattern of society.

UNIT : VI

- i) Sociological basic of education, relationship between individual to individual, individual to society in terms to norms given by the existing social order.
- ii) Education as liberal and utilitarian.
- iii) Education as an agent of social change.
- iv) Education as a means of national welfare through the welfare of the society.
- v) Education and human resource development.

UNIT : VII

Role of Teacher in Emerging Indian Society :

- a) Professional concern of a Teacher with reference to the core elements of national curriculum.
- b) Professional development of a teacher, knowing the self, students, institution and community.
- c) Role of teacher in promoting equality, secularism, social justices, democracy, national integration and international understanding.
- d) Philosophy of celebration of Indian Festivals.

UNIT : VIII

AGENCIES OF EDUCATION

- a) **School :** A formal agency of education, its functions, relationship between school and society, school as an instrument of social change as community development center.
- b) **Family :** An informal agency of education, its role in education the child, various functions, of family, family as a social changing pattern of society, its impact on education and child.
- c) Non-formal agencies of Education :
 - i) Mass media-press, films, radio, T.V. literature
 - ii) Other-social, cultural, religious and political organizations.

PRACTICUM :

A case study of one of the following thinkers with a view to studying their contribution to prevalent educational practices.

- 1) Swami Vivekanand
- 2) Shri. Aurobindo
- 3) Mahatma Gandhi
- 4) Rashtrasant Tukdoji Maharaj
- 5) Sant Gadge Maharaj
- 6) Dr. B. R. Ambedkar

पेपर १ ला

BOOKS RECOMMENDED AS REFERENCE BOOKS

- 1) The Philosophical and Sociological Foundation of Education – S.P. Chaube & A. Chaube.
- 2) Education in the Emerging Indian Society – H.S. Yadav & S. Yadav.
- 3) Mathur, S. S. (1973), A Sociological Approach to Indian Education, Agra : Vinid Pustak Mandir.
- 4) Mohanty J., (1982), Indian Education in the emerging Society, New Delhi; : Sterling
- 5) Ottaway (1964), Introduction to Sociology of Education, 2nd rev. ed., London : Routledge & Kegan Paul
- 6) Shukla, Sureshchandra Krishnakukawr, (1985), Sociological Prospective in Education : A Reader, Delhi; Chankaya Publication.
- 7) उदयोन्मुख भारतीय समाजातील शिक्षण — प्रा. ना. ग. पवार (नूतन प्रकाशन पुणे)
- 8) शिक्षण क्षेत्रातील विचारवंत — भारतीय व पश्चिमात्य — प्रा. ना. ग. पवार
- 9) भारतीय शिक्षणातील आधुनिक विचारप्रवार— प्रा. ना. ग. पवार (नूतन प्रकाशन पुणे)
- 10) अकोलकर, वि. (१९७३), शैक्षणिक तत्वज्ञानाची रूपरेशा, श्री विद्या प्रकाशन,
- 11) अकोलकर, वि. (१९७३), शैक्षणिक समाजशास्त्राची रूपरेशा, श्री विद्या प्रकाशन, पुणे
- 12) अकोलकर, वि. (१९७९), गांधीजींचे शिक्षणविषयक विचार, चिरंजीव प्रकाशन, पुणे
- 13) कुंडले, म. बा. (१९७३), शैक्षणिक तत्वज्ञान समाजशास्त्र भूमिका, नूतन प्रकाशन, पुणे
- 14) बापट, प्र. ग. (१९८७), भारतीय समाजातील शिक्षण व शिक्षक, साहित्य सेवा प्रकाशन, औरंगाबाद
- 15) उदयोन्मुख भारतीय समाजातील शिक्षण व शिक्षक — डॉ. हिरा अहेर
- 16) उदयोन्मुख भारतीय समाजातील शिक्षण व शिक्षक — डॉ. सौ. प्रतिभा सुधीर पेंडके, प्रा. आंळदकर, जयकुमार झा.
- 17) भारतीय समाजातील शिक्षण — डॉ. करंदीकर, सुरेश
- 18) शिक्षण आणि समाज — डॉ. करंदीकर, सुरेश, फडके प्रकाशन, कोल्हापूर
- 19) शैक्षणिक तत्वज्ञान व शैक्षणिक समाजशास्त्र — डॉ. कुंडले, म.बा., विद्या प्रकाशन
- 20) उदयोन्मुख भारतीय समाजातील शिक्षण — प्रा. पवार ना.ग. नूतन प्रकाशन, पुणे
- 21) शैक्षणिक तत्वज्ञान — धातुरकर य.ज., व्हीनस प्रकाशन, पुणे
- 22) शिक्षा की दार्शनिक एवं शास्त्रीय पृष्ठभूमी — डॉ. पाण्डेय रामशकल, विनोद पुस्तक मंदिर, आगरा
- 23) शिक्षा दर्शन— डॉ. जायस्वाल, सीताराम, प्रकाशन केंद्र, सीतायू रोड लखनऊ
- 24) शिक्षा के सिध्दांत — पाठक पी. डी. डॉ. त्यागीणी एस. डी. विनोद पुस्तक मंदिर, आगरा
- 25) विश्व के श्रेष्ठ — शास्त्री — डॉ. पाण्डेय, रामशकल, विनोद पुस्तक मंदिर, आगरा
- 26) विश्व के महान शिक्षाशास्त्र — गुप्त, रामबाबू, समाज विज्ञान प्रकाशन, कानपूर
- 27) भारतीय शिक्षा का समाजशास्त्र — रूहेला सत्यपाल
- 28) उदयोन्मुख भारतीय शिक्षा के आयाम — डॉ. रामगोपाल सोनी
- 29) उदयोन्मुख भारतीय समाजातील शिक्षण—डॉ. सौ. प्रतिभा सुधीर पेंडके, श्री.मंगेश प्रकाशन नागपूर
- 30) भारतरत्न डॉ. बाबासाहेब आंबेडकरांचे शैक्षणिक चिंतन —डॉ. संजय बरडे,डॉ. जी.एस. पाराशर, संदेश प्रकाशन दिल्ली
- 31) शिक्षणाची तात्विक आणि समाजशास्त्रीय भूमिका—डॉ. सौ. प्रतिभा सुधीर पेंडके, विद्या प्रकाशन,नागपूर
- 32) जागतिक शिक्षण तज्ज्ञ —डॉ. सौ. प्रतिभा सुधीर पेंडके, विद्या प्रकाशन,नागपूर

PAPER – II

DEVELOPMENT OF LEARNER AND TEACHING

– LEARNING PROCESS

COURSE OBJECTIVES :

To enable trainee teacher to

- 1) Acquire knowledge and understanding of stages of human development and development tasks with special reference to adolescent learners.
- 2) Develop understanding of process of learning in the context of various learning theories.
- 3) Understand intelligence, motivation and various types of exceptional children.
- 4) Develop skills for effective teaching-learning process and use of psychological tests.

SECTION : I

UNIT : I

Nature of Psychology and Learners

Psychology :- Its meaning, nature, methods (introspection, observation and experimental method), scope and functions of educational psychology.

UNIT : II

Development of the learner

- a) Stages of human development and their specific characteristics.
- b) **Adolescence :** Characteristics and problems. Guiding and counseling

UNIT : III

Learning

- a) Nature of learning, learning theories – Trial and error, conditioning (classical and operant) and insight.
- b) Factors influencing learning; Transfer of training – Definition and their types. Factors affecting transfer.
- c) Memory and forgetting. Its meaning, steps and educational importance.

UNIT : IV

Motivation

- a) Concept of Motivation, types of Motivation
- b) Importance of motivation in class-room
- c) Maslow's hierarchy of needs.

SECTION : II

UNIT : V

Intelligence :

- 1)
 - a) Definition and characteristics of intelligence.
 - b) Meaning and Nature of Emotional Intelligence and its importance for teacher and student.
- 2)
 - a) Theories of intelligence-two factor theory, multifactor theories.
 - b) Guilford's theory of intelligence (S.I. Model) and its educational implication.
- 3) Measuring intelligence-verbal, nonverbal and performance tests.
- 4) Creativity : Its Meaning, definition characteristics and its educational importance.

UNIT : VI

Exceptional Children (Special education – Inclusive education)

- 1) Individual difference – Nature of importance
- 2) Concept of exceptional children-types and characteristics; children with learning disabilities, teachers role in dealing with exceptional children.

UNIT : VII

Personality and Mental Health

- 1) Personality-definition, meaning and nature, development of personality, Test.
- 2) Classification of personality (Trait and Type theory)
- 3) Mental health-concept, factors influencing mental health, importance and need of mental health.
- 4) Defense Mechanism

UNIT : VIII

GUIDANCE & COUNSELING

- a) Meaning of Guidance-rationale for guidance services, concept of counseling, directed and non-directed counseling.
- b) Organization of school guidance services, use of community resources for school guidance services.

PRACTICALS :

Observing the behaviour of an early, mid adolescent and describing her/his, characteristics and problems.

OR

A case study of an exceptional child and suggesting how to provide education to this particular child.

Administering and interpreting the results of a test of intelligence.

Psychological experiments on learning and transfer of training, any three.

Books recommended as reference books :

- 1) Advance Educational Psychology – S. S. Chauhan.
- 2) Modern Psychology in New Education – S.P. Chaube
- 3) Dandekar, W. N. (1970) fundamental of Experimental Psychology, 3rd ed. Mogher Prakshan, Kolhapur.
- 4) Dandekar, W. N. (1981) Psychological foundation of Education Ed. 2, Mac Milan Company, Delhi.
- 5) Kuppaswamy, Advance Educational Psychology.
- 6) Mathur S. S. (1975), Educational Psychology, Agra, Vinod Pustak Mandir
- 7) Rastogi, K. G. Educational Psychology, C.I.E.Delhi University, Meerut, Rastogi Publication.
- 8) उच्चतर शिक्षण मनोविज्ञान — डॉ. रामनाथ शर्मा, डॉ. रचना शर्मा, हटबांटीक पब्लिशर्स आणि डिस्ट्रीब्युटर्स, बी. २, विषाल एनक्लेव , नई दिल्ली— 110027
- 9) आफळे, रा.रा. बापट, भा.वं. (१९७३) शिक्षणाचे मानसशास्त्रीय अधिष्ठान श्री. विद्या प्रकाशन, पुणे
- 10) कुलकर्णी, के. व्ही. (१९७७) शैक्षणिक मानसशास्त्र श्री विद्या प्रकाशन, पुणे
- 11) खरात, आ. पा. (१९७४), प्रगत शैक्षणिक मानसशास्त्र, श्री. विद्या प्रकाशन, पुणे
- 12) गोगटे, श्री. ब. शैक्षणिक मानसशास्त्र, श्री. विद्या प्रकाशन, पुणे
- 13) जगताप ह.ना. शैक्षणिक मानसशास्त्र, श्री. विद्या प्रकाशन, पुणे
- 14) दांडेकर वा.ना. (१९७७), प्रायोगिक व शैक्षणिक मानसशास्त्र मोघे प्रकाशन, कोल्हापूर
- 15) पारसनीस, न.रा. (१९७७) प्रगत शैक्षणिक मानसशास्त्र, नूतन प्रकाशन, पुणे
- 16) पंडित र.वि. (१९६७) सामाजिक मानसशास्त्र, श्री विद्या प्रकाशन, पुणे.
- 17) बनारसे, एस. जे. (१९७०) प्रायोगिक मानसशास्त्र, व्हीनस प्रकाशन, पुणे
- 18) हरोरीकर, लक्ष्मण बळवंत (१९६८) शिक्षकाचे मानसशास्त्र ओरिएन्ट लॉगमन्स, मुंबई
- 19) भाटिया, हंसराज — शिक्षा मे मनोविज्ञान, राजस्थान हिंदी ग्रंथ अकादमी, जयपूर, १९८२

- 20) डॉ. सुरेश करंदीकर — शैक्षणिक मानसशास्त्र
- 21) डॉ. चौबे, एस.पी. शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर आगरा, १९९०
- 22) डॉ. तिवारी, गोविंद — शैक्षणिक मनोवैज्ञानिक अनुसंधान के मुलाधार विनोद पुस्तक मंदिर आगरा, १९८५
- 23) करकरे, षं. ग. — शैक्षणिक श्री विद्या प्रकाशन, शनिवार पेठ पुणे १९८२
- 24) आवळे रा. रा. — शिक्षणाचे मानसशास्त्रीय अधिष्ठान, श्री विद्या प्रकाशन, शनिवार पेठ पुणे, १९७८
- 25) आळंदकर, विजयकुमार झा— अभिनव शैक्षणिक मानसशास्त्र श्री. लेखन वाचन भांडार लक्ष्मी रस्ता, पुणे १९७५
- 26) गोगटे, श्री. ब. — शिक्षण विषयक मानसशास्त्र, कॉन्टिनेन्टल, पुणे

PAPER – III

ESSENTIALS OF EDUCATIONAL TECHNOLOGY AND EVALUATION

OBJECTIVES :

To enable the student teacher –

- 1) To create awareness about the use of Educational Technology and appreciate its need in present educational system.
- 2) To develop skill in utilizing internet.
- 3) To get acquainted with types of communication, modes of communication for teaching and learning.
- 4) To develop the competency of use of models of teaching.
- 5) To understand the theory of evaluation and measurement.
- 6) To understand quantitative and qualitative techniques tools of evaluation.
- 7) To develop the skill in preparing, administering and interpreting achievement test.
- 8) To develop the skill necessary to compute important statistical estimates and interpret the test scores by applying them.

SECTION : I

UNIT : I Educational Technology

- a) Concept of educational technology, distinction between hardware and software technologies. Their role in modern educational practice.
- b) Hardware technologies : Important accessories and their application – OHP, slide projector, film strip projector, LCD projector, audio video recording instrument, TV, computers, New technology.

UNIT : II

- a) Communication : Concept, nature, factors in communication process, types & modes of communication.
- b) Use of strategies like teleconferencing, videoconferencing, educational games, ETV, e-mail and Internet.

UNIT : III Application of computer and multimedia in education

- a) Use of computers and multimedia in teaching-learning process.
- b) Use of computers for examination.
- c) Effects of use of computer in Education – on students, teachers and process of education.
- d) Computer aided instruction.
- e) Computer assisted instruction (CAI) lesson planning.
- f) Advance computer assisted instruction.

UNIT : IV

- a) Action Research : Meaning, scope, need and use of action research for solving day-to-day problems of teacher and school.
- b) Models of Teaching : Concept and application.
 - i) Concept attainment model
 - ii) Inquiry training model
- c) Micro teaching : Concept and meaning, elementary knowledge about the following skills – (i) Introduction, (ii) Questioning, (iii) Explanation, (iv) Stimulus variation (v) Black-board writing.
- d) Simulated microteaching, team teaching, programmed instruction, language laboratory.

SECTION : II

UNIT : V – Theory of Evaluation

- e) Learning experiences : Concept, type, characteristics of good learning experiences, centers, merits and limitation.
- f) Dr. Bloom's Taxonomy of instructional objectives and specifications of these objectives with regards to classroom teaching.
- g) Concept of measurement and evaluation.

UNIT : VI – Tools and Techniques of evaluation

a) Quantitative Technique and tools :

- i) Types of Examination : Written, oral, practical and online examinations their merits & demerits and measures of improvement including grading system.
- ii) Types of Questions : Long answer, short answer, objective and their merits and demerits.

b) Qualitative Technique and Tools :

- i) Observation – Checklist, rating scale, anecdotal record, cumulative records.
- ii) Introspective – Interview
- iii) Projective – Completion, drawing
- iv) Sociometry – Nominative, guess who?
- v) Use of these tools for internal assessment and maintaining the cumulative record card.
- vi) New trends in evaluation-grading & semester pattern, question bank.

c) Types of Test :

- i) Achievement Test, Aptitude Test, Criterion reference test, Norm reference test, Diagnostic Test & remedial Teaching.
- ii) Characteristic of good measuring instrument and factors affecting them validity, reliability, objectively, usability, difficulty level discriminating power and adequacy.

UNIT : VII

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

- a) Tabulation of data, graphical representation of score, Histogram, Frequency Polygon, Frequency curve.
- b) Measures of central tendency – Mean, Median, Mode.
- c) Measures of variability – Range, Average deviation, Quartile deviation, Standard deviation.
- d) Percentile and Percentile Rank.

- e) Normal probability curve. Its properties and uses, skew ness, kurtosis, its evaluation implication, (Numerical problems are not expected).
- f) Coefficient of correlation (Rank difference method) its educational implication.
- g) Standard scores.

PRACTICAL

Any one of the following practical

- i) Prepare five transparencies or OHP sheet of lesson.
- ii) Prepare a lesson using computer software.
- iii) Prepare a programme of programme instruction on any topic.
- iv) Administration of attitude or interest test.
- v) Evaluative report of student at its various examination.

Book recommended as reference books :

- 1) Introduction of Educational Technology – K. Sampat and others.
- 2) Micro-Teaching-Allen and Ryan.
- 3) Micro teaching-Passy and Kulshrestha.
- 4) A hand book of programmed learning – I.A. P. L. publication
- 5) A text book fo programmed learning – S. S. Chauhansterling.
- 6) Multi Media Technology & Application – HILLMAN, David (1998)
- 7) Computer fundamentals – Nagpal, D. P. (2001)
- 8) Computer today – Sanders, Donald H. (1998)
- 9) Internet with Web page / Web site Design Bible – Underdhal, Brain & Underdahl Keith (2000)
- 10) Measurement in Educational Psychology – Garett.
- 11) Hand Book of Dr. Bloom's Taxonomy.
- 12) Educational Evaluation – W. N. Dandekar
- 13) Educational Technology – Dr. Mohanty.
- 14) प्रगत शैक्षणिक तंत्रज्ञान — डॉ. ह. ना. जगताप, नूतन प्रकाशन, पुणे
- 15) सूक्ष्म अध्यापन — श्री. अ. न. जोशी
- 16) महाराष्ट्र सूक्ष्म अध्यापन कौशल्ये मालिका क्र. १ ते ९ — संपादक डॉ. अ. न. जोशी, य. च. म. मुक्त विद्यापीठ
- 17) सूक्ष्म अध्यापन — श्री वाशीकर
- 18) क्रमान्वित अध्ययन — श्री. भोसले व श्री. शेंडे
- 19) अध्यापनाची प्रतीमाने — श्रीमती वासंती फडके
- 20) प्रगत शैक्षणिक तंत्रज्ञान — सूमन ओक
- 21) शैक्षणिक तंत्रज्ञान — राव उशा, महाराष्ट्र राज्य विद्यापीठ मंडळ, नागपूर
- 22) शिक्षणातील आधुनिक विचार प्रवाह — जगताप ह. ना. नूतन प्रकाशन पुणे — ३०
- 23) परिक्षा पध्दतीतील क्रांती — प्रा. बिरकर, प्रा. गद्रे प्र. यु, प्रा. सामंत द. मो. — श्री लेखन वाचन भांडार, पुणे १९७९
- 24) शैक्षणिक मूल्यमापन व संख्याशास्त्र — वा.ना. दांडेकर, विद्या प्रकाशन, पुणे १९८५
- 25) मूल्यमापन आणि संख्याशास्त्र — डॉ. भा. गो. बापट, व्हीनस प्रकाशन, पुणे १९७३
- 26) सुलभ शैक्षणिक संख्याशास्त्र — डॉ. के. म. भांडारकर, नूतन प्रकाशन, पुणे — २००४
- 27) सुबोध संख्याशास्त्र — डॉ. ना. के. उपासनी, प्रा.के.व्ही. कुलकर्णी, विद्या प्रकाशन, पुणे — १९७६
- 28) शिक्षा तकनीकी — डॉ. शर्मा, आर, ए. लायन बुक डेपो मेरठ — १९८२
- 29) शिक्षा मे प्रारंभिक सांख्यिकी — डॉ.के.जी. शर्मा — रस्तोगी पब्लिकेशन, मेरठ
- 30) शिक्षा कला — शिक्षा तकनीक एवं नवीन पध्दति — डॉ. माथूर एस., विनोद पुस्तक मंदीर आगरा — १९८३
- 31) शैक्षणिक मनोवैज्ञानिक प्रयोग एवं सरल सांख्यिकी — डॉ. कु. बिस्ट, आभारानी — लक्ष्मीनारायण अग्रवाल प्रकाशन आगरा — १९८४

32) शिक्षा और मनोविज्ञान मे सांख्यिकी — डॉ. पांडेय, कामताप्रसाद — दुआबा हाऊस, नई सडक दिल्ली — १९८५

PAPER – IV

DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA & FOUNDATION OF SCHOOL PRACTICES

COURSE OBJECTIVES :

To enable student teacher to;

- 1) Understand that development of Education influenced by Socio-Political forces of the time;
- 2) Acquire knowledge of characteristics feature of ancient, medieval and British system of Education in India and of their strengths and limitations.
- 3) Understand the contribution of various major committees and commissions of Education set up from time to time.
- 4) Appreciation of the developments of Indian educational pre and post Independence era;
- 5) Know the various agencies available for professional growth of teacher.
- 6) Know the relevant parts of the school code and Secondary Education Act. 1977
- 7) Know the modern trends in Indian Education.
- 8) To know the present structure and curriculum and secondary and higher secondary education in Maharashtra.

SECTION : I

COURSE CONTENT :

UNIT : I

a) Education in India during

(a) Vedic (b) Buddhist (c) Medieval periods

- 1) Concept-Aims-ideals
- 2) Curriculum
- 3) Methods of teaching
- 4) Examination
- 5) Teacher-pupil relationship
- 6) Women's education
- 7) Educational centers
- 8) Merits and demerits

b) Pre-Independence Era :

Meaculay's minutes and Benticke's resolution

- i) Charter act of 1813
- ii) Early efforts of Europeans in the field of Education in India

- iii) Lord mecaulay's minutes of the Indian Education
 - iv) Contribution of lord meculay's minutes to Indian education
- Wood's Dispatch 1854 – (i) Recommendations (ii) Merits and Demerits

Lord Curzon's Educational policy

- i) Simla Education Conference 1901
- ii) IndianUniversity Education Committee 1902
- iii) IndianUniversity Act 1904

UNIT : II

History of Secondary & Higher Secondary Education in Post Independence ear :
Recommendations of Commission –

- i) Mudliaar Commission – 1952 – 53
- ii) Kothari Commission – 1964-66
- iii) National Policy of Education – 1986

UNIT : III

Right to Information Act 2005

- i) What is mean by Right to information
- ii) Objectives
- iii) General Nature of act
- iv) Characteristics
- v) Need
- vi) Working pattern of Right to Information
- vii) Application Format
- viii) Nature of implementation

UNIT : IV

Issues and problems of existing secondary education in India

- i) Problem of deterioration of quality.
- ii) Problem of crowded classes
- iii) Subject backwardness of students
- iv) Problems of enrolment at urban and rural areas
- v) Problems of school discipline
- vi) Problems of deprived classes – SC, ST, OBC, Minorities & Physically Handicapped.

SECTION : II

UNIT : V

- a) Administrative set up related to Secondary & Higher Secondary Education in Maharashtra.
 - i) Duties and Functions of District Education Officer of Secondary & Higher Secondary Education.
 - ii) Structure, duties & functions of directorate of education – Maharashtra.
 - iii) Role of State Government in Policy making.

UNIT : VI

- b) Institutions and Agencies at State & National level and their function.
 - i) NCERT (National Council for Educational Research & Training)
 - ii) SCERT (State Council for Educational Research & Training)
 - iii) NCTE (National Council for Teacher Education)
 - iv) CBSE (Central Board of Secondary Education)
 - v) SSC & HSC Board (Secondary & Higher Secondary Board)
 - vi) DIET (District Institute of Education & Training)
 - vii) Maharashtra State Bureau of Text Book Production & Curriculum Research)
- c) Study of Secondary school code and Education Act. 1997 with reference to -
 - i) Recruitment
 - ii) Service condition
 - iii) Discipline
 - iv) Conduct
 - v) Finance

UNIT : VII

Planning of Physical Resources

- i) School Building
- ii) Class rooms and Special rooms.
- iii) Laboratory, Library, Workshop, Museum, Auditorium, Playground, Garden.
- iv) Sanitary arrangement.
- v) School Furniture.
- vi) School records & their maintenance
- vii) Time table

UNIT : VIII

New Trends in Education

- a) Art Education : Concept of Art Education its importance in life, objectives and teachers role in Art Education.

- b) SUPW : Socially useful productive work (SUPW) – Concept, need and uses
- c) Distance Education : Concept, Need, Different Media, Open University, Functions of IGNOU & YCMOU.

PRACTICUM

Any one of the following :

- a) Comparative study of vedic, Buddhist and medieval periods educational system in India.
- b) Comparative study of Indian Education Commission (1964-66) and National Education Policy (1986-1992)
- c) Comparative study of the following Agencies
 - 1) N.C.E.R.T. & S.C.E.R.T.
 - 2) C.B.S.E. & State Board

पेपर ४ था

Books recommended as reference books :

- 1) Report of the New Education Policy (1986-92)
- 2) Selection from Educational Records – Naik
- 3) Educational documents in India by B. D. Bhat & J. C. Agrawal – Arya Book Depot, Karol Bag., New Delhi – 5
- 4) History of Indian Education – By Choube S. P., Vinod Pustak Mandir, Agra – 2
- 5) History of Indian Education – By B. C. Ray, Prakash Kendra, Lucknow – 7
- 6) History of Indian Education – Rawat D. L., Ramprasaad & Soon, Agra – 3
- 7) Education – Issues & Challenges by Ahuwallia
- 8) Development and Planning of Modern Education, J. C. Agrawal
- 9) History of Indian Education and its contemporary problems with special reference to National Development by S. D. Khanna, Lamba, Saxena & Murthy.
- 10) Studies in Teacher Education – R. P. Singh, Dhanpatrai & Co. New Delhi.
- 11) शिक्षणाचा इतिहास भाग – प्रा. सौ. गद्रे, प्रा. ल. रा. गद्रे, नूतन प्रकाशन, पुणे
- 12) प्राचीन काळातील शिक्षण, देशपांडे के. ना., नूतन प्रकाशन, पुणे,
- 13) मध्ययुगीन शिक्षणाचा इतिहास, देशपांडे के.ना. नूतन प्रकाशन, पुणे
- 14) भारतीय शिक्षणप्रणालीची वाटचाल, कामत अ. रा.
- 15) भारतीय शिक्षण संरचना व कार्यपध्दती डॉ. ल. मा. शिवणेकर
- 16) शैक्षणिक प्रश्न व महाराष्ट्रातील शिक्षण विकास – भा.गो. बापट
- 17) भारतीय शिक्षा का इतिहास, मिश्र, आचार्य, विनोद पुस्तक मंदिर, आगरा दुर्गाषंकर
- 18) भारतीय शिक्षा का इतिहास, जोहरी बी.पी. पाठक, पी.डी. विनोद पुस्तक मंदिर आगरा
- 19) भारतीय शिक्षा आयोग – त्यागी व पाठक
- 20) शिक्षकाची आचारसंहिता (स्कुल कोड) (१९७७)
- 21) भारतीय शिक्षणपध्दतीचा विकास—डॉ. सौ. प्रतिभा सुधीर पेंडके,श्री. मंगेश प्रकाशन,नागपूर
- 22) भारतीय शिक्षणपध्दतीचा विकास आणि शालेय प्रक्रियेचे अधिष्ठान—डॉ. सौ. प्रतिभा सुधीर पेंडके,श्री. मंगेश प्रकाशन,नागपूर

PAPER – V

Methodology of teaching Special Subject (Any two of the following)

MARATHI

OBJECTIVES :

- 1) To help the student teacher to understand the role of mother tongue in the education of the child in this individual and social life.
- 2) To enable the student teacher to develop literary aptitude and power of expression.
- 3) To help the student teacher to understand the use of Techniques of evaluation in mother tongue.
- 4) To help the student-teacher in diagnosing pupil's difficulties and defects in acquiring language skills and to suggest remedies.

Unit – I :

- a) Place and importance of the subjects a mother-tongue (a first language) in the school curriculum.
- b) Correlation between Marathi and other school subjects-Sanskrit, English/Hindi; Social Sciences and other science subjects.

Unit – II :

- a) Aims and objectives and their specifications.
- b) Objectives as given in the syllabus of Maharashtra State Board of Secondary and Higher Secondary Education.

Unit – III : Study of the following methods with reference to the contents at secondary level

- a) Various methods of teaching the subject :
 - i) Prose-for detailed reading and rapid reading.
 - ii) Poetry, Grammar, Composition, Unseen passage, letter Writing, Story development with given points.
- b) Various techniques in teaching of Marathi as a First Language :
 - 1) Narration
 - 2) Explanation
 - 3) Questioning
 - 4) Illustration
 - 5) Dramatization
 - 6) Assignments
 - 7) Discussion
 - 8) Supervised study

Unit – IV :

- a) Study of prescribed courses from Secondary and Higher Secondary classes in the subject with special reference to the principles of curriculum construction.
- b) Criteria of a good Text-book of the subject. A critical study of the text-book of the subject with respect to the above criteria.
- c) Teacher's Hand book-need and contents.

Unit – V :

- a) Instructional aids in the subject. Their use in classroom teaching-Pictures, Charts, Flannel Board, Flash Cards, Filmstrips, slides, Tape recorder, Languaphone, Folding cards, Radio, Television.
Use of dictionary and other reference books
- b) Student's workbooks-need and contents.

Unit – VI :

- a) Preparation of Annual plan, a unit plan and daily lesson plan.
- b) Problems and difficulties in teaching of the subject.
 - i) Impact of Colloquial language.
 - ii) Effect of family background.

Unit – VII :

Tools of Evaluation-their preparation and uses :

- a) Construction of Unit Test, Blue Print.
- b) Other tools-interviews Questionnaires, Checklist, Rating scale, Socialised procedures.

Unit – VIII :

- a) The subject Teacher-Qualifications. Essential qualities. Professional growth.
- b) Subject teacher Association. Need and programmes.

Unit – IX :

- a) Co-curricular activities. Organisation of co-curricular activities with special reference to teaching of Marathi.
- b) The subject Room of Marathi-its importance. Need and necessary equipments.

Unit – X :

- a) Diagnostic and Remedial teaching.
- b) Language skills (Listening, Speaking, Reading and Writing) importance and development of these skills.
- c) Various-Govt. and voluntary agencies for development of Marathi Language in Maharashtra.

Practical / Assignment :

- 1) Prepare / Develop Blue Print
- 2) Prepare / Develop Unit Test
- 3) Prepare / Develop CAI (two lessons)
- 4) Book Project.

Books Recommended : मराठी अध्ययन पध्दती

- 1) अकोलकर व पाटणकर : मराठीचे अध्यापन
- 2) डांगे चंद्रकुमार : मातृभाषेचे अध्यापन
- 3) साठे द. य. : मराठी भाषेचे अध्यापन
- 4) पाटील लीला : मराठी भाषेचे अध्यापन
- 5) डॉ. म.बा. कुंडले : मराठी भाषेचे अध्यापन

HINDI

OBJECTIVES :

- 1) To enable the student teacher to understand the role of Hindi as National Language in the Indian life and culture.
- 2) To enable him to develop the literary interest and power of expression.
- 3) To enable him to understand the role of Hindi as National Language promoting National integration.
- 4) To help him in diagnosing pupil's difficulties and defects in acquiring the language skills and to suggest remedies.
- 5) छात्राध्यापकांको हिंदी शिक्षण पध्दतियों एवं मुल्याकन पध्दतियों का ज्ञान समुचित ज्ञात देना जिसके आधारपर वे भाषाशिक्षण के उदेश्यों की प्राप्ती मे सफल हो सके.

Unit – I :

- a) Importance and place of Hindi in school curriculum.
- b) Correlation of Hindi with other school subjects.

Unit – II :

- a) Aims and objectives of teaching Hindi visa-a-vis, the objectives mentioned in the syllabus of Maharashtra State Board of Secondary and Higher Secondary Education.
- b) Objectives of teaching Hindi and their specifications.

Unit – III : Study of the following methods with reference to the contents at secondary level

- a) Methods of teaching prose, poetry, grammar, story Drama, Composition, etc.
- b) Techniques of teaching Hindi.

Unit – IV :

- a) Study of prescribed courses in Hindi for Secondary and Higher Secondary classes with reference to the principles of curriculum construction.
- b) Criteria of a good text book of Hindi.
- c) Critical study of text-book of the subject with reference to these criteria.

Unit – V :

- a) Instructional aids and their use in teaching the subject.

- b) Teacher's Handbook, student's work-need and contents.

Unit – VI :

- a) Preparation of Annual plan, unit plan and Daily lesson plan.
b) Problems and difficulties in teaching of Hindi.

Unit – VII :

- a) Preparation and use of unit test in Hindi
b) Other tools of evaluation

Unit – VIII :

- a) Qualifications and essential qualifications of a Hindi teacher. His professional growth.
b) Hindi teacher's Associations-need and programmes.

Unit – IX :

- a) Co-curricular activities for Hindi. Their importance, need and organization of these activities.
b) Hindi room-need, importance & essential equipment.

Unit – X :

- a) Diagnostic and remedial methods of teaching Hindi.
b) Contribution on of the following literary persons in spreading and development of Hindi Language
1) Premchand 2) Mahadevi Varma 3) Maithili of Sharan Gupta
4) Makhanlal Chaturvedi (ii) Contribution of various institutions

Practical / Assignment (Any one of the following) :

- 1) Prepare / Develop Blue Print
2) Prepare / Develop Unit Test
3) Prepare / Develop CAI (two lessons)
4) Book Project

Books Recommended :

- 1) मुखर्जी, रीधरनाथ : राष्ट्रभाषा कि शिक्षा
2) त्रिपाठी, करुणापती : भाषा शिक्षण
3) योगेंद्रजित : हिंदी भाषा शिक्षण
4) सिंग, सावित्री : राष्ट्र भाषा का अध्ययन (महाराष्ट्र भाषा सभा, पुणे)
5) सिंग, सावित्री : हिंदी शिक्षण
6) डॉ. रामधुकल पाण्डेय : शिक्षा के मुलसिध्दांत

7) डॉ. रामशुक्ल पाण्डेय : हिंदी शिक्षण

ENGLISH

OBJECTIVES :

- 1) To enable the student-teacher to understand
 - a) The present position of English in India in general and in Secondary Schools in particular.
 - b) To aims and objectives off teaching English as a Foreign Language.
- 2) To develop in the student-teacher the skills required for effective teaching of English in the Secondary Schools.
- 3) To develop among the student-teacher favourable attitude towards the subject.
- 4) To help him to understand and use the techniques of evaluation in English language.

UNIT – I :

- a) Place and importance of the subject as a foreign language in the school curriculum.
- b) Correlation between the different branches of the subject i.e. prose, poetry, composition and grammar.

UNIT – II :

- a) Aims and objectives of teaching the subject as a second language.
- b) Class-room objectives to teaching the subject and the specification. English as a skill subject developing language skill listening with comprehension, Speaking, Reading and writing.
- c) Objectives of the subject as given in the syllabus of Maharashtra State Board of Secondary and Higher Secondary Education.

UNIT – III : Study of the following methods with reference to the contents at secondary level.

- a) Various methods of teaching the subject as a second language.
 - (1) Grammar – Translation method
 - (2) Dr. West’s Method
 - (3) The Direct Method,
 - (4) The Structural Approach
 - (5) The Bilingual Approach, Teaching of prose, Poetry, Guided composition, letter writing.
- b) Various useful techniques in the teaching of English as a Second language :
 - (1) Narration
 - (2) Illustrations
 - (3) Explanation
 - (4) Dramatization
 - (5) Questioning
 - (6) Drilling

UNIT – IV :

- a) Study of the prescribed course from secondary and Higher Secondary classes in the subject with special reference to principle to curriculum construction.
- b) Criteria of a good Text-Book of the subject
A critical study of the text books of the subject with, respect to the above criteria.
- c) Teacher's hand book-need and contents.

UNIT – V :

- a) Institutional aids in the subject. Their use in the classroom teaching picture, charts. Flannel-board, Flash cards, Floding cars, Film strips, Record player, Tape-recorder, Radio, T.V., Dictionary.

UNIT – VI :

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

UNIT – VII :

Tools of Evaluation their preparation and use :

- a) Construction of a unit Test in the subject.
- b) Other tools-oral examinations, check list, Rating/scale.

UNIT – VIII :

- a) The subject teacher-qualification, essential qualities professional growth.
- b) Subject teacher Association need and progrmmes.

UNIT – IX :

- a) Co-curricular activities in the subject-importance, Need suggested activities.
(1) Class-magazine (2) Collection of proverbs (3) Idioms poems
(4) Language games (5) Recitation
- b) The subject room of English-its importance, Need and necessary equipment.

UNIT – X :

- a) Diagnostic and remedial teaching in the subject.
- b) Characteristics of English language. Principles of language learning and teaching.

Practical / Assignment (Any one of the following) :

- 1) Prepare / Develop Blue Print
- 2) Prepare / Develop Unit Test
- 3) Prepare / Develop CAI (Two lessons)
- 4) Book Project

Books Recommended :

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

Reference Book :

- 1) Essential of English Teaching : R. K. Jain.

PALI

OBJECTIVES :

- 1) To enable the student-teacher to understand the place of Pali as a source-language of culture.
- 2) To enable the student teacher to understand the objectives of studying Pali in secondary and Higher Secondary School.
- 3) To develop the basic skills related with the subject.
- 4) To acquaint him with various methods and approaches of teaching Pali in Secondary and HigherSecondary School.
- 5) To develop in him adequate skill in the use of various teaching aids in Pali.
- 6) To help him in diagnosing pupil's difficulties and out-comings in achievement of language skills and suggest remedies.
- 7) To help him to understand and use the techniques of evaluation in Pali.
- 8) To develop among the student-teacher positive attitude towards the subject.

UNIT – I :

- a) Place and importance of Pali in school curriculum.
- b) Correlation of Pali with other School subjects.
- c) Role of Pali in International integration.

UNIT – II :

- a) Aims and objectives of teaching Pali with particular reference to the objectives given in the syllabus of Maharashtra Board of Secondary and Higher Secondary Education.
- b) Class room objectives and specifications of teaching Pali.

UNIT – III : Study of the following methods with reference to the contents at secondary level :

- a) Various methods of teaching the subject :
 - 1) Grammar and translation method
 - 2) Source Method
 - 3) The Bilingual Approach
 - 4) Project
 - 5) Problem solving
- b) Various techniques in the teaching of subject :
 - (1) Narration (2) Illustration (3) Dramatization (4) Question answer

(5) Inductive and Deductive technique of Teaching Grammar.

UNIT – IV :

- a) Critical analysis of the prescribed textbook for secondary and Higher Secondary classes on the basic of
 - i) Criteria of good text-book
 - ii) Principles of curriculum construction
- b) Content analysis of any two topic / unit based on facts concepts, principles and moral.

UNIT – V :

- a) Importance, preparation and use of instructional aids in teaching of Pali – Pictures, charts, OHP transparencies, Filmstrips, slides, tape recorder, Computer assisted instruction, Programmed learning material, model.
- b) Use of dictionary and other reference books, use of internet.
- c) Need and importance of students of student's work-books Teacher's hand-books.

UNIT – VI :

- a) Preparation of :
 - (i) Annual Plan
 - (ii) Unit Plan
 - (iii) Lesson Plan in Pali
- b) Problem and difficulties in the teaching of Pali.

UNIT – VII :

Tools of evaluation – Preparation of uses :

- a) Construction of unit test in Pali
- b) Other tools – Interview questionnaires, checklist, rating scale, socialized produces, achievement test, different types of questions – Essay type, short answer and objective types, kinds of objective type test, internal assessment.

UNIT – VIII :

- a) Pali Teacher association – essential qualities and their professional growth.
- b) Paili Teacher association – Need and programmes to the undertaken.

UNIT – IX :

- a) Co-curricular activities in the subject; importance, need and activates.

- b) Language laboratories – Need, importance organization and essential equipment.
- c) Language skills (Listening, speaking Reading and Writing). Importance and development of these skills.

UNIT – X :

- a) Diagnostic and remedial teaching in Pali
- b) Value oriented teaching
- c) Contribution of the following literary person in spreading and development of Pali literature
 - (i) Acharya Buddhaghosh, Acharya Buddhatta, Acharya Dhammapal, Acharya Nagsen, Bhadant Anand Kaushallyayan, Acharya Katyayan and Moggalyan.

Practical Work in Pali (Any Two)

- i) Preparation of annual plan for one class.
- ii) Preparation of unit plan on any one unit.
- iii) Construction of unit test with blue print, its administration, analysis of the result and suggesting remedial measures.
- iv) Preparation of one instructional material for the teaching of Pali (CAI)
- v) To enlist the problems concerned with the teaching of Pali and to prepare on action research project plan to solve the problem.
- vi) A critical study of a text-book with reference to syllabus of Pali (as per the Board).
- vii) Content analysis of any two topic / unit based on facts concepts, principles and moral.

Reference book :

- 1) ‘Pali Sahitya Ka Itihas’, Hindu Shitya Sammelan, Prayag : Upadhyay Bharatsingh.
- 2) ‘Pali Hindi Kosh’, Dr. Bhadant Anand Koushallyayan.

SANSKRIT

Objective :

- 1) To enable the student-teacher to understand the place of Sanskrit as a source-language of all the Indian languages and language of culture.
- 2) To enable him to understand different methods and approaches of teaching Sanskrit in the secondary school.
- 3) To help him in developing adequate skills in the use of various audio visual aids useful in the teaching of Sanskrit.
- 4) To help him in diagnosing pupil's difficulties and out comings in achievement of language skills and suggest remedies.
- 5) To help him to understand and use the techniques of evaluation in Sanskrit.

UNIT – I :

- a) Place of the subject in the schools curriculum in importance of the subject and Cultural, Historical, Practical, Technological etc.
- b) Correlation of the subject with other school subjects and disciplines.

UNIT – II :

- a) Aims and objectives of teaching the subject.
- b) Objectives of teaching the subject and their specification.
- c) Objectives of teaching the subject as per syllabus of Maharashtra Board of Secondary and Higher Secondary Education.

UNIT – III : Study of the following methods with reference to the content at secondary level :

- a) Various methods of teaching the subject; brief acquaintance with the following Historical methods :
 - 1) Gurukul Method
 - 2) Pathshala Method
 - 3) Dr. Bhandarkar Method
 - 4) Grammar and Translation Method
 - 5) P.I.
- b) Various models, methods and techniques in teaching the subject.
 - 1) Direct method

- 2) Structural approach as applied to Sanskrit.
- 3) Inductive technique of teaching grammar
- 4) Models of teaching as applicable to some topics in Sanskrit.

UNIT – IV :

- a) Study of the prescribed courses of Secondary and Higher Secondary classes in the subject with reference to principles of curriculum construction.
- b) Criteria of a good text books of the subject. Critical study of the text book of the subject with respect to the above criteria. Teacher's hand-book-need and contents.

UNIT – V :

- a) Instructional aids in the subject. Their uses in the classroom teaching in order to make the teaching of Sanskrit popular.
- b) Work-books-need and contents.

UNIT – VI :

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

UNIT – VII :

Tools of Evaluation – Preparation and uses :

- a) Construction of Unit tests in the subject and Blue Print.
- b) Other tools.

UNIT – VIII :

The subject Teacher :

- a) Qualifications and essential, professional growth.
- b) Subject teacher association : Need and programmes.

UNIT – IX :

- a) Co-curricular activities in the subject, Importance, Need and activities.
- b) The subject Laboratory : Its importance, Need, Necessary equipments

UNIT – X :

- a) Diagnostic and remedial teaching in the subject.
- b) Value-oriented teaching

Practical Assignment (Any one of the following) :

- 1) Prepare / Develop Blue Print
- 2) Prepare / Develop unit Test
- 3) Prepare / Develop CAI (two lessons)
- 4) Book project

Preference Books :

- 1) Dr. Ramsakal Pandey : Sanskrit Sikhana.
- 2) संस्कृत अध्यापन पध्दती— डॉ. प्रतिभा सुधीर पेंडके, श्री मंगेश प्रकाशन नागपूर

ECONOMICS

OBJECTIVES :

- 1) To acquaint the student teacher with the objectives of teaching Economics.
- 2) To help him understand basic concept, ideas and principles in Economics.
- 3) To help him in applying the knowledge of economics while teaching in a classroom.
- 4) To help him developing necessary skills in the preparation; and use of teaching aids.
- 5) To acquaint him with the various methods of teaching Economics.
- 6) To help in developing competence in the use of various tools of evaluation.
- 7) To help him in appreciating the significance and role of the subject in life.

UNIT – I :

- a) The place and importance of Economics in the Secondary and HigherSchools curriculum.
- b) Correlation of Economics with other subject : Its need and importance correlation between Economics and History, Economics and Geography, Economics and Civica, Economics and Commerce, Economics and agriculture, Economics and Psychology.

UNIT – II :

- a) Aims and objectives of Teaching Economics :
 - 1) National objectives of Education as per National Educations Policy 1986.
 - 2) Objectives of Economics as per Maharashtra Boards syllabus.
- b) Objectives of teaching Economics.

UNIT – III : Study of the following methods with reference to the contents at secondary level

- a) Various methods of teaching Economics :
 - (1) Lecture Method
 - (2) Inductive and Deductive Method
 - (3) Project Method
 - (4) Problems Solving Method
 - (5) Survey Methods
 - (6) text-book Method
 - (7) Demonstration Method
 - (8) Question-answer
 - (9) Supervised study
 - (10) Discussion Method
 - (11) Case Study

- b) Use of various techniques in the teaching of Economics :
- | | | |
|---------------------|---------------|------------------|
| (1) Question-Answer | (2) Narration | (3) Observation |
| (4) Clarification | (5) Exercise | (6) Self study |
| (7) Story-telling | (8) Drill | (9) Illustration |
| (10) Dramatization | | |

UNIT – IV :

- a) Study of the prescribed courses of Secondary and Higher Secondary classes in Economics with reference to curriculum contribution.
- b) Critical study of Text-book of Economics with respect to the above criteria. Criteria of a good text-book of Economics.

UNIT – V :

- a) Instructional aids in Economics importance and use Maps, Charts, Tables, Chalk Board, Models, Pictures, Graphs, Diagrams, Films, Filmstrips, Radio, T.V.

UNIT – VI :

- a) Preparing annual plan, unit, and Daily lesson plan in economic.
- b) Problems and difficulties in the teaching of Economics in Secondary and Higher secondary Schools.
- c)

UNIT – VII :

- a) Construction of a unit-test in Economics
- b) Other tools of evaluation-preparation and writing scale Anecdotal record, interview.

UNIT – VIII :

- a) Teachers of Economics – Qualifications, Essential qualities.
- b) Their professional growth, Teacher associations need and programme.

UNIT – IX :

- a) Co-curricular activities connected with economics importance, and organization of these activities (1) Planning forum, (2) Excursion, (3) Economics study circle, (4) Samchayika, (5) Students consumer stories.
- b) Economics room and museum, its important, need and essential equipments.

UNIT – X :

- a) Diagnostic and remedial teaching in Economics.
- b) Study of some economics (1) Adam Smith, (2) Marshal, (3) Rabbins, (4) Kautilya

Practical / Assignment (Any one of the following) :

- 1) Prepare / Develop Blue Print
- 2) Prepare / Develop Unit test
- 3) Prepare / Develop CAI (two lessons)
- 4) Book Project.

Books Recommended :

- 1) B. S. Kanwar : Teaching of Economics.
- 2) Binning & Other : Organising Social Studies in Secondary School (McGraw Hill)
- 3) Assistant Master's Association : The teaching of Economics in Secondary School (Cambridge University Press, 1971).
- 4) H.S.C. syllabus of M.S. Board of Secondary Education in Shivaji Nagar (Poona) 10.

HOME SCIENCE

OBJECTIVES :

- 1) To enable the student-teacher to understand the place of the Home Science in the Secondary school syllabus.
- 2) Familiarize the students with laboratories in various area of Home Science.
- 3) The make him to understand different methods of learning Home Science.
- 4) To develop adequate skills in the use of various teaching aids in Home Science.

Unit – I :

- a) Place and importance of Home-Science in School curriculum.
- b) Co-relation of Home-Science with other school subjects such as History, Geography, Civics, Economics, Maths and General Science.

UNIT – II :

- a) Aims and objectives to teaching Home-Science such as Utilitarian aims, the intellectual aims, the social aims, the national aim and practical aim, to develop good work habits to develop democratic citizenship creation of proper altitude.
- b) Class room objectives and their specifications of Home-Science such as knowledge, Understanding, Application of knowledge skill, attitude, Personality trait, Interest, Appreciation.

UNIT – III : Study of the following methods with reference to the contents at secondary level :

- a) Various method of teaching Home-Science-Demonstration method, Laboratory Method, Problem-solving and project method, field trips, Lecture method, Heuristics method, group work.
- b) Various useful techniques in teaching Home-Science. Observation and imitation, Oral and written, Drill Review and supervised study, Self study including programmed instruction, Team teaching, Micro teaching.

UNIT – IV :

- a) Study of the prescribed courses from Secondary and Higher Secondary classes in Home-Science with references to principles of curriculum such as child centeredness elasticity and variety, community centeredness, integration and unit approach, creativity, conservation, activity Principle of forward look. Recent trends in curriculum construction.
- b) Critical study of Text-book of Home-Science with respect of criteria of good test books of Home-Science.
- c) Student's work books, teachers hand outs, its need and contents.

UNIT – V :

- a) Instructional aids in Home-Science such as picture, display boards, photographs, Charts, Diagrams, Graphs, Posters, Flash cards, Cartoons, Specimen, Television, Slides, Models, Radio, Film strips, Projector, Other instructional material, its importance and their use in class room.
- b) Students teaching work books, teaching handbooks, its need and contains.

UNIT – VI :

- a) Preparing annual plan, Unit plan, Lesson plan in Home-Science.
- b) Problems and difficulties in the teaching of Home-Science.

UNIT – VII :

- a) Construction of a unit test in Home-Science.
- b) Preparation and use of various tools of evaluation in Home-Science.

UNIT – VIII :

- a) Subject teacher-qualifications, essential professional growth, subject teacher associations, need and importance.
- b)

UNIT – IX :

- a) Co-curricular activities in Home-Science
 - 1) Fair and Exhibition
 - 2) Home-Science committee
 - 3) Home-work
 - 4) Field trips and excursions, its importance and need organization of these activities.
- b) Subject Room/Labs-its importance and need of essential equipment.

UNIT – X :

- a) Diagnostic and remedial teaching in Home-Science.
- b) Inculcating values through teaching of Home-Science.

Practical / Assignment (Any one of the following)

- 1) Prepare / Develop Blue Print

- 2) Prepare / Develop Unit Test
- 3) Prepare / Develop CAI (two lessons)
- 4) Book Project.

Books Recommended :

- 1) Alkinson Elizabeth – Teaching of Domestic Science.
- 2) DEPSE – Teaching Home Science in Secondary schools (N.C.E.R.T.)
- 3) Smt. G. P. Sheti, Smit. D. P. Sar – Home Science.

MUSIC

OBJECTIVES :

- 1) To enable the student-teachers to understand the place of Music in the secondary school curriculum.
- 2) To make him understand different methods of learning music.
- 3) To develop adequate skills in the use of various teaching aids in Music.
- 4) To help the student teachers in diagnosing pupils difficulties and defects in achievement of music skills.
- 5) To help the student-teacher to understand the technique of evolution in music.
- 6) To enable the student teacher to organize and supervise music related, activities.
- 7) To develop a board understanding and attitude towards the role of music in social, economic, cultural and technological life.

UNIT – I :

- a) Development of music as an independent subject.
- b) Contribution of eminent musicians for this development.

UNIT – II :

- a) The place and scope of music in Secondary School curriculum.
- b) Importance of music in Secondary Schools and its relation with other subject.
- c) Objective of teaching music at Secondary levels.

UNIT – III : Study of the following methods with reference to the contents at secondary level

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- a) Various methods of teaching music for theory of Indian Music, Lecture, Demonstration, Discussion, Projectors etc.
- b) Practical Demonstration, Drill method.

UNIT – IV :

- a) Learning experiences through different agencies of education, formal and informal.
- b) Preparation of instructional material for teaching music.

- c) Teaching aids and devices : Model charts, Films / Strips, Radio, T.V., Tape Recorder, Magazines.
- d) Setting up of a music room with necessary equipment.

UNIT – V :

Preparation of Annual plan the unit plan and daily lesson plan.

UNIT – VI :

- a) Preparation and criteria of framing syllabus for music.
- b) Criteria of a good text book in music and study of present text book, work books and reference books.

UNIT – VII :

- a) Evaluation procedures – diagnostic and remedial teaching. Test procedures, Knowledge of achievement test and unit tests.

UNIT – VIII :

- c) Construction of a unit test in Music.
- d) Preparation and use of various tools of evaluation in Music.

UNIT – IX :

- a) Co-curricular activities useful in the teaching of music.
- b) Importance and practice of different types of songs.
National songs, Folk songs, Prayers, Marching songs.

UNIT – X :

Qualities of a good music teacher, his professional Equipments the place of voice culture etc. for his professional growth.

Practical / Assignment (Any one of the following)

- 1) Prepare / Develop Blue Print
- 2) Prepare / Develop Unit Test
- 3) Prepare / Develop CAI (two lessons)
- 4) Book Project

Book Recommended :

- 1) G. E. Ranade : Hindustani Music.
- 2) P. Samba Moorthy : The Teaching of Music
- 3) Scottish Education Deptt. : Music in Secondary School
- 4) UNESCO : Music in Education
- 5) Indian New Delhi : Music Journal
- 6) Basic Concept in Music Education : 57th year book of the National Society for the study of Education, U.S.A.

COMMERCE

Objective :

- 1) To acquaint the student teacher with the objectives of teaching commerce.
- 2) To help him understand basic concepts, ideas and principles in commerce.
- 3) To help him in applying the knowledge of commerce, while teaching.
- 4) To help him in developing necessary skills in the preparation of aids, use of teaching aids.
- 5) To acquaint him with the various methods of teaching commerce.
- 6) To help him in developing the competence in the use of various tool of evaluation.
- 7) To help him appreciating the significance and role of the subject.

UNIT – I :

- a) Place and importance of commerce in the Secondary and HigherSecondary School curriculum.
- b) Correlation of commerce with other school subjects.

UNIT – II :

- a) Aims and objectives of teaching commerce.
- b) Objectives of teaching commercial subjects and their specification as per boards syllabus for Secondary and HigherSecondary Schools.

UNIT – III : Study of the following methods with reference to the contents at secondary level

-

- a) Various Methods Teaching commerce
 - (1) Text-book
 - (2) Inductive deductive
 - (3) Lecture
 - (4) Demonstration
 - (5) Laboratory
 - (6) Question Answer
 - (7) Discussion
 - (8) Case Study
 - (9) Project
 - (10) Supervised study
 - (11) Assignment
 - (12) Problem-solving

- b) Various useful techniques used in the teaching of commerce
- | | | |
|------------------|-------------------|-------------------|
| (1) Narration | (2) Story telling | (3) Drill |
| (4) Illustration | (5) Demonstration | (6) Observation |
| (7) Self study | (8) Exercise | (9) Clarification |

UNIT – IV :

- a) Aids of teaching commerce : Model pictures, Map Sketches, Graphs, Diagrams, Charts, Tables, Chalk-Boards, Newspapers, Journals and Periodicals, Radio, T.V., tape Recorder, Over head Projector, Film strip projector and Epidiascope. Their importance and use in classroom teaching.
- b) Work books of commerce teachers, hand books, its need and contents.

UNIT – V :

- a) Study of the prescribed course of commerce for Secondary and Higher Secondary classes from Std. IX to XII with reference to Principles of curriculum.
- b) Criteria for construction of a good textbook of commerce. Critical study of the text book of commerce.

UNIT – VI :

- a) Preparing annual plan. Unit plan and lesson plan for teaching commerce and Higher Secondary Classes.
- b) Problems and difficulties in teaching of commercial subject in Secondary and HigherSecondary School.

UNIT – VII :

- a) Construction of a Unit-text in commercial subjects for secondary and Higher Secondary Classes.
- b) Achievement test, Different types of questions-Essay type, short answer and objective types, kinds of objective types test, Internal Assessment, Preparation of text times.

UNIT – VIII :

- a) Teacher of commerce-Qualification, Qualities of a good commerce teacher and professional growth.

- b) Subject teacher association for commerce, their need and programmes.

UNIT – IX :

- a) Teaching of commerce and co-curricular activities how to plan the activities. Importance and need of curriculum activities in school and out side school.
- b) Subject from of commerce. Its importance and equipment, Library references, maps and charts.

UNIT – X :

- a) Diagnostic and remedial teaching in commercial subjects for secondary and Higher Secondary Classes.
- b) Practical work and field work, Review of practical and experimental work surveys.

Practical / Assignment (Any one of the following)

- 1) Prepare / Develop Blue Print
- 2) Prepare / Develop Unit Test
- 3) Prepare / Develop CAI (two lessons)
- 4) Book Project

BIOLOGY

OBJECTIVES :

- 1) To enable the student-teacher to understand the objectives of studying Biology in Secondary & Higher Secondary Schools.
- 2) To acquaint him with various methods and techniques of teaching Biology.
- 3) To develop in him adequate skills in the use of various teaching aids and evaluative tools.
- 4) To develop in him adequate skills in the use of various teaching aids and evaluative tools.
- 5) To develop in him skill of planning lessons in Biology.

UNIT – I :

- a) Aims and objectives of Biology in the school curriculum.
- b) Correlation of Biology with other school subject.

UNIT – II :

- a) Aims and objectives of the teaching Biology.
- b) Classroom objectives of teaching Biology with reference to the objectives given in the syllabus of the Maharashtra Board.

UNIT – III : Study of the following methods with reference to the contents at secondary level -

- a) Various Methods of Teaching :
 - (1) Lecture
 - (2) Lecture-cum-demonstration
 - (3) Laboratory
 - (4) Problem solving and project method
 - (5) Heuristic method
 - (6) Field trips.
- b) Various useful techniques in teaching biology :

- (1) Oral and written drill (2) Team teaching (3) Trial and error
(4) Observation (5) Self study including programme instruction and group work
(6) Group discussion (7) Action research

UNIT – IV :

- a) Study of the prescribed courses in Biology of secondary and higher secondary classes of the Maharashtra Board with reference to the principles of curriculum.
b) Criteria of a good book, critical study of the text book prescribed for secondary and Higher Secondary classes. Teacher hand-book for Biology teachers, its need and contents.

UNIT – V :

- a) Instructional aids in Biology teaching, Method of :
(1) Collection and preservation of specimens
(2) Preparation of temporary and permanent mounts,
(3) Preparation of charts and models.
Black board, bulletin board, flannel board, magnetic board, graphs slides and film strips.
Use of 16 mm projector, epidiascope, overhead projector, film-strips, tape recorder, T.V., and Radio.
b) Need of work-books for students in Biology and its contents.

UNIT – VI :

- a) Preparation of annual plan, unit plan, daily lesson plan.
b) Major problems and difficulties faced while teaching Biology and their remedies.

UNIT – VII :

Preparation and use of tools of evaluation in Biology :

- e) Construction of a unit test in Biology.
f) Preparation and use of various tools of evaluation in Biology.

UNIT – VIII :

- a) Biology teacher-his requisite qualifications, qualities, professional growth.
b) Subject teacher associations-need, importance, programmes undertaken.

UNIT – IX :

- a) Co-curricular activities in Biology-their need, importance and organization.
- b) Biology laboratories-need, importance, organization, essential equipments.

UNIT – X :

- a) Diagnostic and remedial teaching in Biology.
- b) Different skills involved in Biology learning, creation of interest in Biology.

Practical / Assignment (Any one of the following)

- 1) Prepare / Develop Blue Print
- 2) Prepare / Develop Unit Test
- 3) Prepare / Develop CAI (two lessons)
- 4) Book Project

Reference Books :

- 1) Shailendra Bhushan – (Biology Education)जिवनविज्ञानशिक्षण
- 2) Methodology of teaching Science : Mrs. Devayani Shinde, Urban Art Publication Divn, Hyderabad.
- 3) R. A. Sharma : Teaching of Science.

GEOGRAPHY

OBJECTIVES :

- 1) To help the student teacher in understanding the objectives of teaching Geography in Secondary and Higher Secondary Schools.
- 2) To help him in developing adequate skills in preparation and use of educational aids for teaching Geography.
- 3) To help him to acquire proficiency in using various methods of teaching Geography.
- 4) To help him in promoting National Integration and International understanding.

UNIT – I :

- a) Place and importance of Geography in School curriculum.
- b) Correlation of Geography with other subjects Geography and Mother tongue. Geography and Mathematics, Geography and History, Geography and Science, Geography and civics.

UNIT – II :

- a) Aims and objectives of teaching Geography.
- b) Objectives teaching Geography with their specifications.

UNIT – III : Study of the following methods with reference to the contents at secondary level

-

- a) Methods of Teaching Geography
 - (1) Lecture Method
 - (2) Observation Method
 - (3) Excursion Method
 - (4) Laboratory Method
 - (5) Project Method
 - (6) Regional Method
- b) Some techniques in teaching Geography :
 - (1) Microteaching
 - (2) Programmed learning
 - (3) Environmental approach
 - (4) Team teaching
 - (5) Models of teaching
 - (6) Population Education

UNIT – IV :

- a) Preparation and criteria of framing syllabus in Geography at Secondary and Higher Secondary levels.
- b) Critical study of a geography Text-book.
- c) Criteria of good Text-book Geography.

UNIT – V :

- a) Audio-visual aids used in Geography-Models, Charts, Maps, Diagrams, Film Strips.
- b) Slides, Radio, Epidiascope, Graphs, Picture, Overhead Project, T.V.
- c) Preparation and importance of instructional material

UNIT – VI :

- a) Preparation of annual plan, unit plan, lesson plan.
- b) Problems and difficulties in teaching Geography.

UNIT – VII :

- a) Construction of unit test
- b) Evaluation and testing procedures in the teaching of geography use of Achievement tests and unit tests.

UNIT – VIII :

- a) Qualities and qualifications of a good geography teacher, his professional growth. Geography Teacher Associations.

UNIT – IX :

- a) Co-curricular activities in Geography-importance, need and organization of these activities.
- b) Geography room and museum, necessary equipments.

UNIT – X :

- a) Diagnostic and remedial teaching-it's meaning and importance.
- b) Areas in the subject to be decided to inculcate values through class-room teaching.

Practical / Assignment (Any one of the following)

- 1) Prepare / Develop Blue Print
- 2) Prepare / Develop Unit Test
- 3) Prepare / Develop CAI (two lessons)
- 4) Book Project

Reference books :

- 1) Machee, E. A. : Suggestion for the teaching of Geography in India-(Oxford University Press, Bombay, 1944)
- 2) M. Nazir : Suggestions for the teaching of Geography (Eastern Traders Lahor 1945)

CIVICS

OBJECTIVES :

- 1) To help of student teacher in developing civics consciousness, sense of a patriotism, national integrity and international understanding.
- 2) To help him in developing spirit of Democracy and social co-existence.
- 3) To acquaint him with various methods of teaching civics.
- 4) To help him to use proper teaching aids and evaluative tools.

UNIT – I :

- a) Place and importance of the subject in the school curriculum.
- b) Correlation of the subject with the following school subjects.
(1) History (2) Geography (3) Commerce
(4) Psychology (5) Anthropology (6) Sociology

UNIT – II :

- a) Aims and objectives of teaching civics.
- b) Objectives ;of teaching civics and their specifications.

UNIT – III : Study of the following methods with reference to the contents at secondary level

–

- a) Study of various methods of teaching civics :
(1) Lecture Method (2) Project Method (3) Problem Rolling
(4) Dalton Plan (5) Methods of socialized relation
(6) Survey Method
- b) Various techniques in the teaching of civics :
(1) Questioning (2) Test-book approach (3) Formalization
(4) Role-playing (5) Observation

UNIT – IV :

- a) Study of the prescribed courses in the subject of Secondary and Higher Secondary classes with reference to the Principles of curriculum construction.
- b) 1) Criteria of a good book of the subject.
2) Critical study of text book with reference to the above criteria.

UNIT – V :

- a) Preparing annual plan, Unit plan and lesson plan.
- b) Problem and difficulties in the teaching of civics.

UNIT – VI :

- a) Instructional aids in the subject and their use and importance in classroom teaching.
- b) Student's workbooks teacher's hand outs-its need and content.

UNIT – VII :

- a) Construction of unit test in civics.
- b) Other tools of evaluation – preparation and use.

UNIT – VIII :

- a) Subject teacher-his qualifications, essential qualities and his professional growth.
- b) Subject-teacher associations their need and programmes.

UNIT – IX :

- a) Co-curricular activities in the subject-their need, importance and organization.
- b) Subject room-its importance and essential equipments.

UNIT – X :

- a) Diagnostic and remedial teaching.
- b) Bloom's views regarding Mastery Learning.
- c) Areas to be decided in civics for value oriented teaching, the class room

Practical / Assignment (Any one of the following)

- 1) Prepare / Develop Blue Print

- 2) Prepare / Develop Unit Test
- 3) Prepare / Develop CAI (two lessons)
- 4) Book Project

Reference books :

- 1) सौ. निर्मला पाटील — नागरिकशास्त्राचे अध्यापन
- 2) सत्संगी — नागरिकशास्त्र शिक्षण
- 3) त्यागी— नागरिकशास्त्र एवं अध्ययन की शिक्षा

CHEMISTRY

OBJECTIVES :

- 1) To make the student teacher familiar with the objectives of teaching Chemistry.
- 2) To enable him to analyze the syllabus in Chemistry.
- 3) To enable him to use various methods and techniques of teaching Chemistry effectively and efficiently.
- 4) To develop in him adequate skills in the preparation and use of suitable teaching aids in Chemistry.
- 5) To help him organize co-curricular activities in Chemistry.
- 6) To enable him to prepare and use appropriate tools of evaluation in Chemistry.
- 7) To enable him to interpret the results of various tools in Chemistry.

UNIT – I :

- a) Place and importance of Chemistry in the School curriculum.
- b) Correlation of Chemistry with other school subjects and the environment.

UNIT – II :

- a) Aims and objectives of teaching chemistry with particular reference to the objectives given in the syllabus of the Maharashtra Board.
- b) Class room objectives and specifications of teaching chemistry.

UNIT – III : Study of the following methods with reference to the contents at secondary level

–

- a) Various methods of teaching Chemistry
 - (1) Lecture (2) Demonstration (3) Laboratory
 - (4) Heuristic (5) Project (6) Analytical & Synthetic
 - (7) Inductive and Deductive (8) Problem solving or assignment

- b) Various useful techniques in teaching Chemistry

UNIT – IV :

- a) Study of the prescribed courses in Chemistry for secondary and Higher-Secondary of Maharashtra Board with reference to principles of curriculum.
- b) Criteria of a good text book, critical study of the text books prescribed for Secondary and Higher Secondary classes.

UNIT – V :

- a) Instructional aids in chemistry. Their importance and use in day-to-day classroom teaching.
- b) Need and contents of work-book for students, teachers hand-books and laboratory manual in chemistry

UNIT – VI :

- a) Preparation of :
(1) Annual plan (2) Unit plan (3) Lesson plan in chemistry
- b) Problems and difficulties in day-to-day teaching of chemistry.

UNIT – VII :

- a) Construction of a unit test in Chemistry
- b) Preparation and use of various tools of evaluation in Chemistry.

UNIT – VIII :

- a) Science teacher-his requisite qualifications, qualities, professional growth.
- b) Science teachers associations-their need and programme undertaken.

UNIT – IX :

- a) Co-curricular activities in Chemistry-their need, importance and organization.
- b) Chemistry laboratories-need, importance, organization, essential equipment.

UNIT – X :

- a) Diagnostic and remedial teaching in Chemistry.
- b) Contribution of the following scientists in the development of Chemistry.

Boyle, Mendeleef, Avogadro, Madam Curie

Practical / Assignment (Any one of the following)

- 1) Prepare / Develop Blue Print
- 2) Prepare / Develop Unit Test
- 3) Prepare / Develop CAI (two lessons)
- 4) Book Project

Reference books :

- 1) Methodology of Teaching Science : Mrs. Devyani Shinde, urban Art Publication, Divn-Hyderabad.

MATHEMATICS

OBJECTIVES :

To enable the pupil teachers :

- 1) To understand and appreciate the importance and place of Mathematics in the school curriculum.
- 2) To understand the aims and objectives of teaching mathematics at the secondary and higher secondary levels.
- 3) To comprehend the objectives along with their specifications.
- 4) To understand acquire skills in the use of different methods of teaching mathematics.
- 5) To understand the various methods of teaching mathematics.
- 6) To develop the ability to analyse the course content with reference to the objectives and their specification.
- 7) To understand the criteria of a good text book in Maths and enable them to evaluate the text books in the subject.
- 8) To develop adequate skills in the preparation of various instructional material in the subject.
- 9) To construct the various tools of evaluation in consonance with objectives.
- 10) To develops skill in the use of various tools of evaluation and interpretation of the obtained results.
- 11) To understand the role of co-curricular activities in teaching of the subject.
- 12) To develop a positive attitude in the organization of these with reference to the objectives.
- 13) To develops a positive attitude, towards the acquirement of essential qualities of a good mathematics teacher.
- 14) To appreciate the contribution of eminent mathematicians.
- 15) To understand the ways to initiate amongst their students a feeling of respect towards the work of these eminent luminaries.

UNIT – I :

- a) Place and importance of Mathematics in the school curriculum.
- b) Correlation of mathematics with other school subjects, Environment and population education

UNIT – II :

- a) Aims and objectives of teaching Mathematics with specification vis-à-vis objectives as per the syllabus of Maharashtra State Board of Secondary and Higher Secondary Education.
- b) Class-room objectives of teaching Mathematics and their specifications.

UNIT – III : Study of the following methods with reference to the contents at secondary level

-

- a) Various methods of teaching mathematics :
 - (1) Lecture (2) Inductive and Deductive (3) Analytic and synthetic
 - (4) Problem solving or Assignment method (5) Laboratory method
 - (6) Heuristic (7) Project
- b) Various useful techniques in the techniques of maths e.g.
 - (1) Oral work and Written drill (2) Supervised study (3) Self-study
 - (4) Group work (5) Review (6) Revision etc.

UNIT – IV :

- a) Study of the prescribed courses in maths. (as per State Board) at the Secondary and Higher Secondary classes with reference to principles of curriculum construction. Content analysis into facts , concepts, principles, formula technical terms, etc.
- b) Criteria of good text-book : Critical study of the text-books of Maths, with reference to these criteria.

UNIT – V :

- a) Importance, preparation and use of instruction aids in the teaching of mathematics.
- b) Need and contents of students work-books, teacher’s hand-book and laboratory Manuals in Maths.

UNIT – VI :

- a) Preparation of :
 - (1) Annual plan (2) Unit plan (3) Lesson plan in maths
- b) Problems and difficulties in day to day teaching of mathematics.

UNIT – VII :

- a) Construction of a unit test in maths.
- b) Preparation and use of various tools of evaluation in mathematics.

UNIT – VIII :

- a) Mathematics teacher-his qualifications, essential qualities, professional growth.
- b) Mathematics Teacher Association – Need and programmes to undertaken.

UNIT – IX :

- a) Co-curricular activities in the teaching of Mathematics their need, importance and organization, maths club and importance, need, organization and programmes to be undertaken.
- b) Mathematics room-need, importance, organization and essential equipment.

UNIT – X :

- a) Diagnostic and remedial teaching in Mathematics-need importance and use.
- b) Construction of some eminent mathematicians in the development of Maths, Newton, Enghid, Pythagoras, Descartes, Gauss, Aryabhata, Brahmagupta, Bhaskarachary, Ramanujan.

Practical work in Mathematics :

- 1) Preparation of annual plan for one class.
- 2) Preparation of unit plan on anyone unit of anyone class.
- 3) Construction of unit test, its administration, analysis of the result and suggesting remedial measures.
- 4) Preparation of one instructional material for the teaching of maths.
- 5) To enlist the problems concerned with the teaching of maths and to prepare on action research project plan to solve the problem.
- 6) A critical study of a text-book with reference to syllabus of maths. (as per the Board).
- 7) A critical study of the contribution of one mathematician in the development of mathematics/Book Project on Mathematician.

Practical / Assignment (Any one of the following)

- 1) Prepare / Develop Blue Print
- 2) Prepare / Develop Unit Test
- 3) Prepare / Develop CAI (two lessons)
- 4) Book Project

Books for study and reference :

- 1) UNESCO Publication : New Trends in Mathematics Teaching, ICMI Report, 1966
- 2) Shah. D. A. : Principle of Teaching Mathematics by Orient Longman, Green Publication.
- 3) Siddy, K. S. : Teaching Mathematics by Sterling Publication, Delhi.
- 4) Jyengar : Teaching of Mathematics.

HISTORY

OBJECTIVES :

- 1) To develop in student teacher the ability to present the subject matter in proper prespective.
- 2) To help him in developing a broader and progressive outlook.
- 3) To help him in imbibing the sprit of national integration and international understanding.
- 4) To help him in using teaching acids and evaluative tools.
- 5) To acquaint him with different ways of presenting historical knowledge to pupils.

UNIT – I :

- a) Place and importance of the subject in the school curriculum.
- b) Correlation of History with the following school subject :
(1) Civics, (2) Geography (3) Psychology (4) Sociology

UNIT – II :

- a) Aims and objectives to teaching the subject vis-à-vis objectives as per Boards syllabus.
- b) Objectives of teaching history and their specifications.

UNIT – III : Study of the following methods with reference to the contents at secondary level

–

- a) Study of various methods or teaching the subject
 - (1) Lecture Method (2) Project Method (3) Problem Solving
 - (4) Source Method (5) Methods of socialized recitation
 - (6) Text-book Method (7) Dalton plan, (8) Survey Method
- b) Various techniques of teaching the subject :
 - (1) Questioning (2) Dramatization (3) Story telling

(4) Role playing

(5) Home work

UNIT – IV :

- a) Study of the prescribed courses in the subject of Secondary and Higher secondary classes with reference to the principles of curriculum construction.
- b) (1) Criteria of a good text-book of history
(2) Critical study of the text-book with reference to the above criteria

UNIT – V :

- a) Instructional aids (Projected and non-projected) and their use and importance in teaching.
- b) Student's work books and teacher's handbook-their need and contents.

UNIT – VI :

- a) Preparing annual plan, Unit plan and Lesson plan.
- b) Problems and difficulties in teaching history

UNIT – VII :

- a) Construction of a unit test
- b) Other tools of evaluation, preparation and their use.

UNIT – VIII :

- a) Subject teacher-his qualifications, essential qualities and his professional growth.
- b) Subject teacher associations-their need and programmes.

UNIT – IX :

- a) Co-curricular activities in the subject-their need, importance and organization.
- b) History room, its importance and equipments.

UNIT – X :

- a) Diagnostic and remedial teaching in the subject
- b) Areas in the subject to be decided to inculcate values through class-room teaching
- c) Methods of organization of contents.
 - (1) Concentric and chronological
 - (2) Culture speech theory
 - (3) Topical
 - (4) Patch history

Practical / Assignment (Any one of the following)

- 1) Prepare / Develop Blue Print
- 2) Prepare / Develop Unit Test
- 3) Prepare / Develop CAI (two lessons)
- 4) Book Project

Book for History :

- 1) Ghate, V. D. : Teaching of History.

PHYSICS

OBJECTIVES :

- 1) To make the student teacher familiar with the objectives of teaching physics.
- 2) To enable him to analyze the syllabus in Physics.
- 3) To enable him to use various methods and techniques of teaching physics effectively and efficiently.
- 4) To develop in him adequate skills in the preparation and use of suitable teaching aids in physics.
- 5) To help him organize co-curricular activities in physics.
- 6) To enable him to prepare and use appropriate tools of evaluation in physics.
- 7) To enable him to interpret the results of various tools in physics.

UNIT – I :

- a) Place and importance of the physics in the school curriculum.
- b) Correlation of physics with the other school subject and the environment.

UNIT – II :

- a) Aims and objectives to teaching physics with particular reference to the objectives given in the syllabus of the Maharashtra Boards.
- b) Class room objectives and specifications of teaching physics.

UNIT – III : Study of the following methods with reference to the contents at secondary level

- a) Various methods of teaching physics :
 - (1) Lecture Method
 - (2) Demonstration
 - (3) Laboratory
 - (4) Heuristic
 - (5) Project
 - (6) Analytical and synthetic
 - (7) Inductive and deductive
 - (8) Problem or assignment method

- b) Various useful techniques of teaching physics.

UNIT – IV :

- a) Study of the prescribed courses in physics for secondary and Higher Secondary classes of Maharashtra Board with reference to the principles of curriculum.
- b) Criteria of a good text-book, critical study of the text-book prescribed for secondary and higher secondary classes.

UNIT – V :

- a) Instructional aids in physics. Their importance and use in day-to-day classroom teaching.
- b) Need and contents of work-books for students, teacher's hand book and laboratory manuals in physics.

UNIT – VI :

- a) Preparation of :
(1) Annual plan (2) Unit plan (3) Lesson plan in physics
- b) Problems and difficulties in day-to-day teaching of physics.

UNIT – VII :

- a) Construction of a unit test in physics.
- b) Preparation and use of various tools of evaluation in physics.

UNIT – VIII :

- a) Science teacher-his requisite qualifications, qualities, professional growth.
- b) Science teacher associations-their need and programmes undertaken.

UNIT – IX :

- a) Co-curricular activities in the physics-their need, importance and organization.
- b) Physics laboratories-need, importance, organization, essential equipments.

UNIT – X :

- a) Diagnostic and remedial teaching in physics.
- b) Contribution of the following scientists in the development of physics : Archimedes, Raman, Bhabha, Galileo.

Practical / Assignment (Any one of the following)

- 1) Prepare / Develop Blue Print
- 2) Prepare / Develop Unit Test
- 3) Prepare / Develop CAI (two lessons)
- 4) Book Project

SPECIAL METHOD

URDU

OBJECTIVES :

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

UNIT – I :

- a) Place & importance of URDU as Mother tongue in Secondary Schools in Maharashtra.
- b) Co-relation of Urdu with other subjects in the curriculum of secondary schools.
- c) Secularistic nature and role of Urdu in National integration.

UNIT – II : Study of the following methods with reference to the contents at secondary level

-

Some aspect teaching – learning process of Urdu language with special reference to learning skills and teaching strategies

A) Reading :

Loud, silent, intensive & extensive, including rapid reading, rhythmic and metro-nomic, recitation, comprehension, poems, dialogue

B) Reading :

Pronunciation drill, linguaphone, Audio tapes, identification of voice, Mushaira, dialogue.

C) Writing :

Handwriting (Kitabat), Dictation, Spelling drill etc. various types of compositions, guided essay, development of story, parallel picture and free composition, letter writing, summary writing etc.

D) Grammar :

Importance, type of grammar formal and functional methods of teaching : inductive & deductive.

UNIT – III :

- a) Aims and objectives of teaching Urdu as first language.
- b) Classroom objectives (instructional) and their specifications with special reference to objectives given in the syllabus of Maharashtra State Board of Secondary and Higher secondary Education.

UNIT – IV :

Methods and techniques in the teaching of Urdu : Direct method & structural approach, Oral and written drill, lecturing, Discussion, Narration, Explanation, Questioning, Illustration, dramatization, Assignment, Supervised study literary competition, project and Heuristic.

UNIT – V :

- a) Lesson plan various types, objective based; typical lesson plan its preparation, utility and feasibility in class-room criteria and situations.
- b) Unit plan and annual plan in Urdu subject.
- c) Tools & Techniques of evaluation in Urdu teaching preparation and use of evaluation tools like construction of unit test (with blue-print) other tools of evaluation-interviews, questionnaire, checklist, rating scale, socialized procedures.

UNIT – VI :

- a) Critical study of prescribed syllabus for Secondary & Higher Secondary Schools, Criteria of good text-book of Urdu.
- b) Utility of Teacher's hand book, and importance of work book.
- c) Hobby book – importance & content, Aqwal-e-Zarreen, prose segments of high utility & gratitude, couplets (Ashar) of good Aesthetics, Photographs of authors, poets and literary figures.

UNIT – VII : Importance and Utility of -

- a) Various instructional aids.
- b) Dictionary, reference books and other literary materials.
- c) Audio-visual aids with special reference to computer T.V. & V.C.R.

UNIT – VIII :

- a) Characteristics and Qualities of an Ideal Urdu teacher
- b) Urdu Teacher Association
- c) Students Urdu Association; its importance & activities
- d) Urdu room its importance and establishment
- e) Information of Urdu academies, Associations and institutes of high gratitude's in India.

UNIT – IX : Co-curricular Activities -

- a) Arranging various programmes like symposia, Seminars Musharia celebrations.
- b) Competitions like – language games, debates, hand writings, dictations, recitation.
- c) Preparing and producing : Hand written wall paper, collection book, album, magazine

UNIT – X :

- a) Diagnostic and remedial teaching of Urdu.
- b) Contribution of Urdu of –
 - 1) Maulvi Abdul Haque
 - 2) Maulana Altaf Hussain Hali
 - 3) Sir Sayyed Ahmed Khan
 - 4) Munshi Premchand
 - 5) Ismat Chughtai

PRACTICAL WORK :

- 1) Preparation of unit plan, unit test, teaching aids.
- 2) Hobby book – collection of Ashar, pieces of prose, Aqwal-e-Zarreen

- 3) A critical essay (not less than five pages) on any one aspect of thoughts of Dr. Lqbal OR Ghalib-Ka-Andazebayan OR Urdu Adab Mein Tanz-o-Mazha/Khutoot Navisi OR Maulana Abdul Kalam Azad.

BOOKS RECOMMENDED :

- 1) Urdu Kaise Padhaen – Maulvi Saleem, Chaman Book Depot, Delhi
- 2) Ham Kaise Padhaen – Salamatullah
- 3) Mashqui Tadvees Kyon our Kaise – Dr. Mohd. Ikram Khan, Maktaba Jamia Milia, Delhi
- 4) Taleem Dene Ka Fun – Monohar Sahaje
- 5) Tadrees Urdu – Ahmad Hussain
- 6) Urdu Adab Ki Tareekh – Dr. Jameel Educational Book House, Alighah.
- 7) Urdu Sikhane Ka Jamia Tareqa – Abdul Gaffar Madholi
- 8) Fune Taleem – Ahsam Siddiqui
- 9) Hum Urdu Kaise Padhaen – Moinuddin, Maktaba Jamia, Delhi
- 10) Tadrees –E-Urdu-Moinddin, (for B.Ed)
- 11) Padhane Ka Maza – Muriel Wasi – N.C.E.R.T., New Delhi.

ELECTIVE COURSE :

1) POPULATION EDUCATION

COURSE OBJECTIVES :

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

COURSE CONTENTS :

UNIT – I :

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

UNIT – II :

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

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

UNIT – III :

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

Effect of unchecked growth of population on natural resources and environment. Population and literacy campaigns in India.

UNIT – IV :

Population education in schools : Scope of population education in schools. Integration of population education with the general school curriculum.

UNIT – V :

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

Use of mass-media : Newspapers, Radio, television, A. Y. Aids.

UNIT – VI :

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

Working with community to build awareness.

PRACTICUM :

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

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

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

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

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

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

Books recommended as reference books :

- 1) Agrawala, S. N. (1972), India's Population Problems, New Delhi, Tata Mcgraw Hill Publishing Co.
- 2) Anantapadmanabhan, S. N. and Chandra R (1976), Population Education, New Delhi, N.C.E.R.T.
- 3) Bhan R. K. (1972), A hand book for teacher on population Education for secondary school stage, New Delhi, Path finder 1972
- 4) Jain, S. P. (1976) , Indian Population and Development, New Delhi, N.C.E.R.T.
- 5) Lulla, B.P., (1974), Concept of population education, Bombay Teacher Training college publication.
- 6) Mehta, T. S., (1973), Teaching Units on population, New Delhi, N.C.E.R.T.
- 7) Mitra, Ashok and others, eds. (1974), population in India's Development (1947-2000) : New Delhi Vikas Publication.
- 8) Pandya and other (eds) (1974), A source book of population Education, New Delhi, N.C.E.R.T.
- 9) Rao, Y. K., Population Education, New Delhi – 110002-APH Publishing Corporation, 5 Ansari Road, Darya Ganj – 2001
- 10) Yadva Saroj-Population Education perspective, New Delhi – 110005, Shri Publishing House, 10149, Katra Chhaja Pandit Model Bastti (1988)
- 11) Sharma R. C. Population Resources, Environment and quality of life – New Delhi – 110005, Dhanpat Rai and Sons 1982, Nai Sarak (1988)
- 12) अनौपचारिक आणि निरंतर शिक्षण – प्रा. अनिल सोमवंशी, बोके प्रकाशन, अमरावती
- 13) लोकसंख्या शिक्षण – नवी दिशा– डॉ. शांताराम गोवर्धन बुटे, सुनंदा प्रकाशन, अकोला
- 14) स्त्री शिक्षणाची वाटचाल – प्रा. अनिल सोमवंशी, बोके प्रकाशन, अमरावती
- 15) अहिरे, बा. ग्रं. बोर्दाई के. मु. (१९९९) – लोकसंख्या शिक्षण, नुतन प्रकाशन, पुणे
- 16) घारपुरे, दंडारे, लोकसंख्या शिक्षण – किल्लोस्कर प्रकाशन– पुणे
- 17) कानिटकर, कुलकर्णी (१९७९) – लोकसंख्या शिक्षण, नुतन प्रकाशन– पुणे

2) ELECTIVE COURSE : ENVIRONMENTAL EDUCATION

COURSE OBJECTIVES :

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

COURSE CONTENTS :

UNIT – I :

Environment : meaning, scope and nature of environmental education.
Types of environmental pollution.

UNIT – II :

Causes and effects of environmental hazard, global and local : environmental pollution and its remedies.

Green house effect – an impending catastrophe.

Ozone layer depletion – environmental threat, acid rain, pillar melting, rise of sea level and their implications.

UNIT – III :

Salient features of environmental awareness through education : programmes of environmental education for secondary school children.

Programmes of environmental education for attitude changes among the children.

UNIT – IV :

Biodiversity : Conservation of genetic diversity. An important environment priority learning to live in harmony with nature.

UNIT – V :

Role of school in environmental conservation and sustainable development.

PRACTICUM :

To submit a report after surveying a typically degraded area and to suggest necessary remedial measures with latest statistical data. The area of this project is to include anyone of the following topics :

- a) Noise pollution
- b) Water pollution
- c) Air pollution
- d) Deforestation
- e) Role of the pollution control boards.
- f) Role of voluntary organizations.

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

Books recommended as reference books :

- 1) Abbasi S. A. (1988), Environmental Pollution & its control Cogent international P. G. 340, Pondecherry.
- 2) Arunkumar, (1999), Environmental Problems and control (Vol. I, II), Anmol Publications Pvt. Ltd., New Delhi.
- 3) Deshbandhu (1999), Environmental Education, Indian Environmental Society, New Delhi.
- 4) Dhaliwal G. S., Sangh G. S. and Pathan P. K. (1996), Fundamentals of Environmental Science, Kalyani Publishers, New Delhi.
- 5) Henvietta Feck, (1981), Introduction of Nutrition to Macmillon Publisher & Company New York.
- 6) Ramesh Bhanta, Dr. Bhaskara Rao Digmurti, Environmental Education, Problems and prospects.
- 7) Vovarikar Vasant, (1972), Science, Population and development, Unmsh communication, Jayadev Nagar, Pune.
- 8) Gupta N. L., Gujar R. K. (1993), sustainable development, volume I, Rawat Publications, New Delhi.
- 9) Kelyvn Jones and Graham Moon, Health, Disease and society.
- 10) Comboj N. S., (1999), Control of noise pollution, Deep and Deep Publications, New Delhi.
- 11) Milibrath Lester W., (1996), Learning to think and act environmentally while there still time, concept publishing co., New Delhi.

- 12) Singh, K. N., Singh, D. N., Population Growth, Environment and Development Issues impacts and responses.
- 13) Sinha, Rajiv K., (1977), Environmental Crisis and Human at risk INA, Shri. Publishers Hawa Surak Jaipur.
- 14) Kailash Thakur, (1997), Environmental Protection, Law and Policy in India and Deep & Deep Publications, New Delhi
- 15) Trivedi R. K., (1996), Handbook of Environmental Laws, Acts, Rules, guidelines complinances and standards Vol. II, Enviro Media IInd floor, RohanHeights, Karad.
- 16) Yeole, Cirna (1998), Environmental Education, Deptt. of Education, ShivajiUniv., Kolhapur.
- 17) Sharma R. C., Environmental Education, Metropolitan Book Company Pvt. Ltd., New Delhi (1986)
- 18) Saxena A. B., Environmental Education, National Psychological Corporation, Agra.
- 19) Saxena M. M., Environmental Analysis, Water, Soil and air, Agro Botanical Publishers, Bikaner.
- 20) N.C.E.R.T. Environmental Education and N.C.E.R.T., NCERT : New Delhi (1981).
- 21) Hodges, Laurent, Environmental Pollution, Halt Rinchart and Winston IMC, New York (1973)
- 22) Kohli V. K., Kohli Vikas, Environmental Pollution and management, Vikas Publishers, Ambala City, 1995
- 23) Divan, Parasec editor, environmental protection, problems-policy, administration and law-Deep and Deep Publications, New Delhi (1987)
- 24) Doraiswarni S., Environmental Education in curricula of Indian Schools, School science Vol. 8 No. 3
- 25) Sharma Gautam, Environment, man and Nature, Reliance publishing house, New Delhi (1989)
- 26) पर्यावरण शिक्षण — डॉ. के.एम. भांडारकर, नुतन प्रकाशन पुणे
- 27) पर्यावरण शास्त्र परिचय — डॉ. जयकुमार मगर — विद्या प्रकाशन, नागपूर
- 28) पर्यावरण भूगोल — डॉ. सुभाश सारंग — विद्या प्रकाशन, नागपूर
- 29) पर्यावरण भूगोल— डॉ. सुभाश सारंग— विद्या प्रकाशन, नागपूर

3) ELECTIVE COURSE : ALTERNATIVE EDUCATION

COURSE OBJECTIVES :

- 1) To develop in the student teacher an understanding of the need, working, concepts, objectives and scope of non-formal and adult education.
- 2) To help student teacher to appreciate the importance of providing life-long education to learners of all age groups at all levels according to their needs, aptitudes and convenience. To develop in the student teacher an awareness of the significance of freedom, flexibility and openness in learning system.
- 3) To enable the student teacher to understand the need for offering parallel, alternative and less costly mode of education for removal of illiteracy, the need of democratization and universalisation of education in India.
- 4) To acquaint the student teacher with the use of multidimensional and multisource education for schooled, semi schooled and unschooled learners.

- 5) To promote the new cult of “learning society” believing in self-development, self enrichment and advancement in “Act of Living” through imparting adult education.

COURSE CONTENTS :

UNIT – I :

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

Philosophical base of NFE

Aims and objective if NFE.

UNIT – II :

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

Approaches and methods of NFE

Teachers of NFE. Aids-audio & visual

UNIT – III :

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

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

UNIT – IV :

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

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

Tools of learning

Teachers of AE-Need for training

Evaluation process in A.E.

Contents of AE : Content of AE; functional learning

UNIT – V :

Adult education in Indian context : Adult education in India – an instrument for social regenerative and cultural transformation.

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

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

Role of governmental agencies in promoting A.E.

PRACTICUM :

To prepare (i) a project on or (ii) to conduct a survey of the non-formal/adult education centres in the locality. The written report should be around 700 words.

Books recommended as reference books :

- 1) Ansari N. A. (1990), Adult Education in India (New Delhi, S. Chand and Company Ltd.) Ch. 7
- 2) Dutta S. C., (1986), History of Adult Education in India, (New Delhi : Indian Adult Education Association in India) Ch. 10 & 11
- 3) Dutta, S. C., and Friesen J. K. (1985) University Adults Education; Indian Adult Education Association, 17-B, Indraprastha Estate, New Delhi 110002
- 4) Indian (1978) Ministry of Education and Social Welfare : National Adult Education Programme (New Delhi : Ministry of Education and Social Welfare).
- 5) Kunda C. L. (1986) Adult Education, Principles, Practice and Problems (New Delhi : Sterling Publication) Part 6.
- 6) Mohanti J. (1991), Adult and Non-formal education.
- 7) National Policy on education 1986 (New Delhi : Ministry of Human Resource Development).
- 8) Saxena, J. C. and Sachedeva, J. L. (1986), Role of Adult Education and Mass Media for Civil, Indian Adult Education Association 17-B, Indra Prastha Estate, New Delhi-110002.
- 9) Shah S. Y. (Editor) (1989) A source Book on Adult Education (New Delhi : Directorate of Adult Education Govt. of India) Ch. 6
- 10) Sharma Indra Prabha (1985), Adult Education in India (New Delhi : NOB Publishers Distributors) PP 142- 145.

- 11) Sachdeva, J. L. & Vohra Asha & Mohsini, S. R. (1983), Towards a comprehensive Adult Education programme, Indian Adult Education Association, 17-B Indraprastha Estate, New Delhi-110002.
- 12) आस्वले म. श. (१९८३) अनौपचारिक शिक्षण पध्दती व मूल्यमापन (पुणे : इंडियन इन्स्टिट्यूट ऑफ एज्युकेशन)
- 13) इंडियन इन्स्टिट्यूट ऑफ एज्युकेशन (१९७९) राष्ट्रीय प्रौढ शिक्षण कार्यक्रम (पुणे : आय.आ.ई)
- 14) गोगटे श्री.बी. (१९८४) प्रौढ शिक्षण कार्यक्रमातील देखरेख व मूल्यमापन (पुणे : इंडियन इन्स्टिट्यूट ऑफ एज्युकेशन)
- 15) बोबे बा. सं. (१९८९) प्रौढ शिक्षण, अनौपचारिक शिक्षण व निरंतर शिक्षण (पुणे : नुतन प्रकाशन)
- 16) डॉ. चंद्रकुमार (१९८०), राष्ट्रीय प्रौढ शिक्षण (पुणे : नुतन प्रकाशन) प्रकरण २ रे
- 17) नाईक ज. पा. (१९७९) अनौपचारिक शिक्षण का व कसे? (पुणे : इंडियन इन्स्टिट्यूट ऑफ एज्युकेशन)
- 18) नाईक ज. पा. अनौपचारिक शिक्षण का व कसे? (पुणे : इंडियन इन्स्टिट्यूट ऑफ एज्युकेशन)
- 19) मिनीस्ट्री ऑफ एज्युकेशन (१९८६), राष्ट्रीय शैक्षणिक धोरण (नवी दिल्ली : मिनीस्ट्री ऑफ एज्युकेशन)
- 20) राष्ट्रीय शैक्षणिक धोरण (१९८६), शैक्षणिक आव्हानाकडून कृतिकार्यक्रमाकडे (पुणे महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद)
- 21) विभुते भालबा (१९९०), प्रौढ शिक्षण योजना यंत्रणा आणि कार्यवाही (कोल्हापूर : प्रियदर्शी प्रकाशन)
- 22) विभुते भालबा : उज्वल उद्यासाठी साक्षरता अभियान (पुणे : मेहता प्रकाशन)
- 23) विभुते भालबा : सर्वासाठी साक्षरता (कोल्हापूर : प्रचार प्रकाशन)
- 24) विभुते भालबा : ज्ञान ज्योती (कोल्हापूर : प्रियदर्शी प्रकाशन)
- 25) संचालक अनौपचारिक प्रौढ शिक्षण साधन केंद्र (१९७८) प्रौढ शिक्षण कार्यकर्त्यांचे प्रशिक्षण (पुणे : इंडियन इन्स्टिट्यूट ऑफ एज्युकेशन)

4) ELECTIVE COURSE :

EDUCATIONAL ADMINISTRATION & MANAGEMENT

COURSE OBJECTIVES :

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

COURSE CONTENTS :

UNIT – I :

Conceptual framework : Concept of educational administration.

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

Nature, objectives and scope of educational administration.

UNIT – II :

Role and functions of headmaster/teacher, basic functions of administration –planning, organization directing and controlling.

Maintenance of discipline, control management.

Co-ordination and growth development.

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

Scope of educational supervision.

Types of supervision.

Providing guidance; leadership function

Crisis in management

Decision making

UNIT – III :

Communication in Educational administration; Role of communication in effective management and administration.

Methods of communication

Barriers of communication in educational administration

Overcoming barriers to communication and effective communication in educational administration.

UNIT – IV :

Management of Schools : Role of headmaster in planning of school activities, approaches to management manpower approach, cost benefit approach, social demand approach, social justice approach.

Involvement of other functionaries and agencies in the preparation of a plan.

Delegation of authority and accountability.

Role of the headmaster in monitoring, supervision and evaluation

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

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

Staff development programmes.

Role of teachers in school management and administration.

UNIT – V :

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

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

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

Functions of the board secondary education in controlling secondary schools.

Problems of secondary school administration in government schools.

PRACTICUM :

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

Books recommended as reference books :

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

5) ELECTIVE COURSE : CAREER INFORMATION IN CAREER GUIDANCE

COURSE OBJECTIVES :

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

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

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

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

COURSE CONTENTS :

UNIT – I :

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

UNIT – II :

Aims to study career information at different school levels.

UNIT – III :

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

UNIT – IV :

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

UNIT – V :

Personal-social information at every school level.

UNIT – VI :

Setting up of a career resources center, its major importance.

Books recommended as reference books :

- 1) Hoppock R. (1976), Occupational Information : where to get and how to use it in counseling and teaching, New York, MC-Graw Hill.
- 2) Principles of guidance and pupil personal work by Jone A. J. McGrow Hill, New Yourk.
- 3) Fundamentals of guidance – by Shertzer B., and Stone S. C. Houghton Mifflin Col. Boston 1976.

6) ELECTIVE COURSE : VALUE EDUCATION**COURSE OBJECTIVES :**

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

COURSE CONTENTS :**UNIT – I :**

- a) Historical background of Human values from Vedic to British period and with reference to Indian commissions and committees.
- b) Concept, nature and source of values Biological, Psychological, Social, Ethical and ecological determinants of Values, their bearing on education.

UNIT – II :

Classification of values into various types, material, moral Spiritual, social, aesthetic & national values.

UNIT – III :

Difference between positive and negative values-material, social, economic, moral and religious evils. How can education overcome these negative values.

UNIT – IV :

Theories of value development and models of teaching Human Values.

UNIT – V :

Value education thorough curriculum and co-curricular activities for personality development and evaluation embedded values.

PRACTICAL WORK :

Minimum two lessons on value based education.

Books recommended as reference books :

- 1) Value education – B. K. Passi, P. Singh National Psychological Corporation, 4/230, Kacheri Ghat, Agra. 28, 2004, India.
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