

(A1) Education in Emerging Indian Society

Objectives :

1. To develop an understanding of the relationship between philosophy and education.
2. To develop an understanding of the influence of different educational philosophies of India.
3. To develop an understanding of the contribution of Indian and western philosopher.
4. To create an awareness of the goals and provisions in the Indian constitution.
5. To develop an awareness of professional ethics and multi-faceted role of the teacher.

Unit 1 : *Concept of Education*

- 1.1 Meaning and characteristics of Education.
- 1.2 Scope of Education
- 1.3 Meaning of Philosophy.
- 1.4 Functions of Education.
- 1.5 Formal, Informal and Non formal Education.

Unit 2 : *Impact of Philosophy on Education*

- 2.1 Education during Vedic, Islamic and British period. (with reference to philosophy, aims, curriculum, methodology, discipline and role of teacher).
- 2.2 Educational contribution of Indian and western thinkers
 - a) Mahatma Gandhi
 - b) Rabindranath Tagore
 - c) Jean J. Rousseau
 - d) John Dewey
 - e) Lokmanya Tilak

Unit 3 : *Aspects of Education*

- 3.1 Liberal and Vocational Education.
- 3.2 Education for Character Formation.
- 3.3 Education for Democratic Citizenship.

Unit 4 : *Aims of Education*

- 4.1 National Goals of education as stated in Indian constitution.
- 4.2 National policy on education 1986 and 1992.
- 4.3 National Education curriculum frame work - 2005.

Unit 5 : *Teacher for New Times*

- 5.1 Role of teacher in the age of globalization.
- 5.2 Development of 21st century skills

Practical :

Comparative study of any two educational thinkers – One Indian and One Western

Reference Books

1. Principles of education – R. M. Marathe
2. Teacher and Education in Emerging Indian Society – NCERT
3. Education Sociology – Francic – Francic Brown
4. Sociological Approach to Education – S. S. Mathur
5. Human values & Education – S. P. Ruhela
6. Educational Philosophy & Sociology – Waila
7. Educational Theories & Modern Trends – G. N. Graind & R. P. Sharma.
8. Human Values in Education – Gupta N.
9. Future studies, National Psychological Corporation agra – Passi B. K. and Sahool P. K.
10. Future Shock, Batam Books, New York – Toffler Ealvin (1971)
11. Future classrooms in India, Vikas Publishing House, New Delhi – Singh R. P. (1966)

(A2)-Psychology of Development of the Learner

Objectives :

To enable the trainee teacher

1. To get acquainted with the meaning, nature and scope of Educational Psychology.
2. To understand growth and development of the adolescent learner and the influence of heredity and environment.
3. To understand the concept of personality and mental health.
4. To understand the higher mental processes.
5. To understand concepts of Intelligence, I.Q. Creativity and Memory.

Unit 1 : *Educational Psychology*

- 1.1 Meaning nature and use of Educational Psychology to the teacher.
- 1.2 Methods of study of Psychology.
 - a) Introspection Method
 - b) Observation Method
 - c) Experimental Method
 - d) Case - Study Method

Unit 2 : *Growth and Development of the Learner.*

- 2.1 Concept and principles of growth and development.
- 2.2 Influence of heredity and environment on growth and development.
- 2.3 Developmental characteristics of adolescents with respect to physical, cognitive, emotional, social and moral aspects.
- 2.4 Role of the school and teachers in the growth and development of adolescents.

Unit 3 : *Personality and Mental Health*

- 3.1 Concept of Personality, Self concept.
- 3.2 Mental health and hygiene - Concept.
- 3.3 Maladjustment – concept, causes, types of conflicts, defense mechanisms.
- 3.4 Role of the school to ensure good mental health of the students.

Unit 4 : *Higher Mental Processes*

- 4.1 Sensation, perception, imagination, concept formation, mind mapping - concepts
- 4.2 Thinking - types, factors of thinking.
- 4.3 Reasoning, Problem solving - concepts.

Unit 5 : *Intelligence, Creativity, Memory.*

- 5.1 Intelligence - Meaning, types
- 5.2 Intelligence and Intelligence Quotient
 - a) Intelligence Quotient - Concept, distribution of Intelligence, Constancy of IQ.
 - b) Intelligence tests- uses, precautions when interpreting IQ scores.
- 5.3 Creativity - Concept, processes, role of the teacher in fostering creativity.
- 5.4 Memory - Concept, processes and types.
- 5.5 Ways to enhance retention, recall and recognition.

Practical :

Case study of one maladjusted child.

Reference Books

- 1. Elementary Educational Psychology – J.C. Aggarwal
- 2. Educational Psychology – D. Bhatia
- 3. Educational Psychology – S. S. Mathur
- 4. Educational Psychology – S. K. Mangal
- 5. Educational Psychology – Stella Reynolds
- 6. Psychological Foundations of Education – N. K. Dutt
- 7. Fundamentals of Experimental Psychology – W. N. Dandelar
- 8. Educational Psychology – A. K. Nayak
- 9. Educational Psychology – B. Upadhya
- 10. Psychology of Learning and development – J. C. Aggarwal
- 11. Basic ideas in educational Psychology – J. C. Aggarwal
- 12. Textbook of Educational Psychology – Y. Sharma
- 13. Critical Educational Psychology – J. Ysseldyke
- 14. Psychological Foundations of Education – I. Thomarasseri
- 15. Educational Psychology – P. Bhatt
- 16. Child development and process of learning – J. C. Aggarwal
- 17. Education and children with special needs – S. Hegarty
- 18. Advanced Educational Psychology – B. Upadhya and Y. Singh
- 19. Educational Psychology – M. H. Siddiquie
- 20. Educational Psychology – P. Sharma

21. Textbook of Educational Psychology – Y. Sharma
22. Critical Educational Psychology – J. Ysseldyke
23. Educational Psychology – P. Bhatt
24. Child development and process of learning – J.C. Aggarwal
25. Education and children with special needs – S. Hegarty
26. Advanced Educational Psychology – B. Upadhya and Y. Singh
27. Psychological Foundations of Education – Prem Prakash
28. Adolescent at school – Versnon Mallinson
29. Children's Education and Maturation Process – Pushpa Agarwal
30. Advanced Educational Psychology – B. Kuppusamy
31. Educational Psychology – S.S. Mathur
32. A Text book of Educational Psychology – R.N. Dash and N.A. Dash
33. Psychological Foundation of Education – W.N. Dandekar
34. Educational Psychology – Tara Chand
35. Educational Guidance and Counseling – B.D. Damnal
36. Psychological Foundations of Education – Prem Prakash
37. Advanced Educational Psychology – S. K. Mangal
38. Adolescent at school – Versnon Mallinson
39. Children's Education and Maturation Process – Pushpa Agarwal
40. Advanced Educational Psychology – B. Kuppusamy
41. Psychological Foundations of Education – W. N. Dandekar
42. Educational Psychology – Tara Chand

(A3)-Educational Evaluation and Statistics

Objectives :

To enable the trainee - teacher.

1. To understand the concept of Educational Evaluation.
2. To understand the role of educational objectives and learning experiences in teaching – learning process.
3. To develop skill of educational planning.
4. To understand the role and use of Statistics in Educational Evaluation.
5. To understand the importance of use of both quantitative and qualitative techniques of Educational Evaluation.

Unit 1 : *Theory of Evaluation*

- 1.1 Concept of Measurement and Evaluation.
- 1.2 Taxonomy of educational objectives.
- 1.3 Specifications of educational objectives and criteria to write specifications.

1.4 Learning Experiences.

Unit 2 : *Planning in Teaching*

2.1 Year Plan

2.2 Unit Plan

2.3 Lesson Plan

Unit 3 : *Tools of Evaluation*

3.1 Characteristics of measuring tools.

3.2 Quantitative tools of Evaluation - Written, Oral and Practical Examinations.

3.3 Qualitative tools of Evaluation - Checklist, Rating Scale and Anecdotal Records.

Unit 4 : *Interpretation of Scores*

4.1 Introduction to statistical terms.

4.2 Tabulation of data.

4.3 Calculation and interpretation of Mean, Median and Mode.

4.4 Calculation and interpretation of Range, Quartile Deviation and Standard Deviation.

4.5 Percentile and Percentile Ranks.

4.6 Normal Probability Curve - Concept and Properties

Unit 5 : *New Trends in Evaluation*

5.1 On-Line Examinations.

5.2 Examination on-demand.

5.3 Credit System.

5.4 Open book Examination.

Practical :

Analysis of given set of data.

Reference Books

1. Research Methodology & Statistical techniques - R.C. Manocha
2. Educational testing and Measurement - Tom Kubisyn
3. Statistics in Psychology and Education - S.K. Mangal
4. Constructing classroom examinations - D. George
5. Perspectives of Educational evaluation – V.K. Rao
6. Evaluation in schools – W.N. Dandekar
7. Techniques of measurement and evaluation - Raj Singh
8. Introduction to educational research, statistics in educational research – I Thamarasseri
9. Statistics in educational research - R.P. Pathak

(B1)-Information and Communication Technology in Education

Objectives :

To enable Trainee Teacher –

1. Develop an understanding of the concept and types of ICT.
2. Develop an understanding of the Psychological bases of using support media in ICT.
3. Get acquainted with process of communication and enhance the skill of communication.
4. Get familiar with various methods of teaching.
5. Develop an understanding of the process of technology mediated communication.

Unit 1 : *Concept of Information and Communication Technology*

- 1.1 Concept (meaning, definition and characteristics of) of ICT in Education.
- 1.2 Advantages and limitations of ICT.
- 1.3 Different types of ICT (Telephone, TV, Radio, Computer)
- 1.4 Educational Technology - Meaning and Importance

Unit 2 : *Psychological Bases of using Support Media in ICT*

- 2.1 Edgar Dale's Cone of Experience.
- 2.2 Multi-Sensory Instruction.

Unit 3 : *Process of Communication*

- 3.1 Communication
 - a) Meaning
 - b) Types-Verbal, Non-Verbal
 - c) Elements and Cycle / Process of Communication.
 - d) Principles
 - e) Barriers
- 3.2 Effective classroom communication.

Unit 4 : *Methods of Teaching*

- 4.1 Large Group
 - a) Team Teaching
 - b) Seminar
- 4.2 Small Group
 - a) Brainstorming
 - b) Co-operative Learning
- 4.3 Individualized
 - a) Programmed Learning - Linear and Branching

Unit 5 : *Technology Mediated Communication*

- 5.1 E-learning - Concept (Meaning, Nature)
- 5.2 Teleconferencing.
- 5.3 Computer Aided Instruction. (Concept, characteristics, types merits, limitations)

- 5.4 Use and importance of resources - Chat, World Wide Web, E-mail.
- 5.5 Role of the teacher in Technology mediated communication.

Practical :

Generate information from Internet on any one unit and prepare a lesson plan based on the information.

References Book

- 1) Essentials of Educational Technology-Innovations in Teaching-Learning – J.C. Aggarwal.
- 2) Educational Technology-Management and Planning Dr. Y.K. Singh, Dr. T.K. Sharma, Dr. Brijesh Upadhyya.
- 3) Elementary Education Technology – J.C. Aggarwal, S. Gupta.
- 4) Fundamental aspects of Educational Technology – Yogendra R. Sharma
- 5) ICT in Education- Ismail Thamarasseri
- 6) Essentials of Educational Technology and Management – R.A. Sharma
- 7) ICT for Teacher Education – Santosh Vallikad.

(B2)-Environment Education

Objectives :

- To enable the trainee teacher -
1. To understand the concept of Environment Education.
 2. To get acquainted with various environmental issues.
 3. To understand need of education for sustainable development.
 4. To know aspects of teaching of Environment Education.
 5. To get acquainted with various environmental movements and projects in India.

Unit 1 : *Environment Education*

- 1.1 Environment : Concept.
- 1.2 Environmental Education : Meaning, Objectives, Principles and Significance.
- 1.3 History of Environmental Education

Unit 2 : *Environmental Issues*

- 2.1 Environmental issues and remedial measures
 - a) Climate change
 - b) Depletion
 - c) Loss of biodiversity.
- 2.2 Pollution - Concept, types, and solutions.
- 2.3 Impact of Environmental pollution on physical, psychological, social and economic life of an individual.

Unit 3 : *Education for Sustainable Development*

- 3.1 Education for Sustainable Development - Meaning, Need.
- 3.2 Sustainable Environmental Management Practices.
 - a) Rain Water Harvesting.
 - b) Solid Waste Management.
 - c) E-waste Management
 - d) Mangroves Management

Unit 4 : *Teaching of Environmental Education*

- 4.1 Co-relation of Environmental Education with school subjects.
- 4.2 Integrating Environmental Education through co-curricular activities.

Unit 5 : *Environmental Movements and Projects in India.*

- 5.1 Movements
 - a) Chipko Movement
 - b) Water shade Management Programme (Ralegan Siddhi)
 - c) Narmada Bachao Andolan
- 5.2 Projects
 - a) Tiger Projects
 - b) Ganga Action Plan

Practical :

A study of environment friendly educational institute.

References Book

- 1. Environmental studies - Chand publication, R.A. Sharma.
- 2. The Hindu - survey of the Environment
- 3. Education for the Environmental concerns - A.B. Saxena
- 4. Environmental Education - Deb, Sikdar and Agarwal.
- 5. Environmental Education - V Krishnamachayulu
- 6. Environmental Education – K Purushotham and D Narasimha Reddy

Content-Cum-Methodology in School Subjects

Objectives:

To enable the trainee teacher-

- 1) To know the nature of the subject
- 2) To know the concept and nature of Content-Cum-Methodology.
- 3) To identify and explain the interrelationship between core elements, core values and textual content.
- 4) To understand the importance and utility of various teaching aids in teaching learning process.

(C1) English

Unit 1 : *The Role of English Language*

- 1.1 Importance of English.
- 1.2 Functional, cultural, literary roles of English.
- 1.3 Place of English in school curriculum.
- 1.4 Sub systems, skills and forms of expression for communication in English
- 1.5 Correlation of English.

Unit 2 : *Content-Cum-Methodology in teaching of English - A*

- 2.1 Content-Cum-Methodology - Concept and nature.
- 2.2 Content-Cum-Methodology - Importance.
- 2.3 Content-Cum-Methodology - Objectives.
- 2.4 Content-Cum-Methodology - Steps for implementation
- 2.5 Structure of English as a subject - Definition, importance and diagram.
- 2.6 Objectives of teaching - learning of English as first, second and third language.

Unit 3 : *Content-Cum-Methodology in teaching of English - B*

- 3.1 Curriculum - Concept, principles of curriculum construction, types of curriculum construction.
- 3.2 Syllabus - Concept
- 3.3 Correspondence and relationship between curriculum, syllabus and textbook.
- 3.4 Criteria for preparation of a good English textbook and textbook evaluation.
- 3.5 Content analysis - Concept, importance.
- 3.6 Objectives of teaching - learning of English content-linguistic items, textual contents and communication skills.

Unit 4 : *Core elements and Core values*

- 4.1 Core Elements
 1. History of India's Freedom Movement
 2. Constitutional Obligations
 3. Content Essential to Nurture National Identity
 4. India's Common Cultural Heritage
 5. Egalitarianism, Democracy and Secularism
 6. Equality of Sexes

7. Protection of Environment
8. Removal of Social Barriers
9. Observance of Small Family Norms
10. Inculcation of Scientific Temper

4.2 Core Values

1. Patriotism
2. National Integrity
3. Tolerance towards all Religions
4. Gender Equality
5. Dignity for Labour
6. Scientific Attitude
7. Modesty
8. Sensitivity
9. Punctuality
10. Neatness

Unit 5 : Teaching Aids

- 5.1 Importance of Teaching Aids.
- 5.2 Types of Teaching Aids.
- 5.3 Language Laboratory.

Practical Work :

Subject related practical

Reference Books

1. Content-cum-Methodology of English - Waje S.R.
2. Methods of teaching English - Wakankar K.
3. Models of teaching English - Jouce Bruce
4. Teaching of English - Quirk Randoph
5. Teaching of English - Panihrahi S.S.
6. Teaching of English language - Sharma P.
7. Teaching of English - Sharma K.(ed.)
8. Teaching of English - Tarafder S.K.
9. Teaching of English in India - Gautam G.J.
10. Principles, methods and techniques - Agarwal J.C.
11. New approach to teaching English in India - Sachedeva M.S.
12. Theory and Practice of teaching English language - Pawar N.G.
13. Teaching of English a Modern Approach - Bose F.L.
14. The techniques of language teaching - Billows F.L.
15. Teaching of English as a second language – Allen H.B.
16. Language Testing - Labo Robert
17. The essentials of English Teaching - R.K. Jain
18. Teaching of English - G.L. Gadre
19. Structural Approach to Teaching of English - B.D. Shrivastav

(C2) मराठी

घटक १ : मराठी भाषा-भूमिका आणि स्वरूप

- १.१ मराठीचे महत्त्व
- १.२ मराठी-भाषा, मातृभाषा, राज्यभाषा.
- १.३ मराठी अध्यापनाचे महत्त्व व अभ्यासक्रमातील सद्यःस्थिती.
- १.४ मराठी-भाषिक विकास ते अभिव्यक्ती आणि नवनिर्मिती.
- १.५ मराठी भाषेचा अन्य विषयांशी समवाय.

घटक २ : मराठी अध्यापनासाठी आशययुक्त अध्यापन पध्दती - अ

- २.१ आशययुक्त अध्यापन पध्दती - संकल्पना आणि स्वरूप
- २.२ आशययुक्त अध्यापन पध्दती - महत्त्व
- २.३ आशययुक्त अध्यापन पध्दती - उद्दिष्टये
- २.४ आशययुक्त अध्यापन पध्दती - उपयोजनासाठी पाय-या
- २.५ मराठी विषयाची संरचना - व्याख्या, महत्त्व आणि संरचना
- २.६ मराठी अध्ययन - अध्यापनासाठी प्रथम, द्वितीय व तृतीय भाषेची उद्दिष्टये.

घटक ३ : मराठी अध्यापनासाठी आशययुक्त अध्यापन पध्दती - ब

- ३.१ अभ्यासक्रम - संकल्पना, अभ्यासक्रम निमितीची तत्त्वे, प्रकार.
- ३.२ पाठयक्रम - संकल्पना
- ३.३ अभ्यासक्रम, पाठयक्रम आणि पाठयपुस्तक यातील सहसंबंध.
- ३.४ चांगल्या मराठी पाठयपुस्तक निर्मितीचे निकष आणि पाठयपुस्तकाचे मूल्यमापन
- ३.५ आशय विश्लेषण - संकल्पना आणि महत्त्व.

घटक ४ : गाभा घटक आणि गाभा मूल्ये

- ४.१ गाभा घटक
 १. भारतीय स्वतंत्रता आंदोलनाचा इतिहास
 २. भारतीय संविधानात्मक जबाबदा-या
 ३. राष्ट्रीय अस्मिता जोपासण्यासाठी आवश्यक आशय
 ४. भारताचा सामाजिक सांस्कृतिक वारसा
 ५. समानतावाद, लोकशाही आणि धर्मनिरपेक्षता
 ६. स्त्री-पुरुष समानता
 ७. पर्यावरणाचे संरक्षण
 ८. सामाजिक अडसरांचे निर्मूलन
 ९. छोटे कुटुंब प्रमाणकाचे पालन
 १०. वैज्ञानिक मनोभावाची रुजवणूक
- ४.२ गाभा मूल्ये
 १. राष्ट्रभक्ती
 २. राष्ट्रीय एकात्मता
 ३. सर्वधर्म सहिष्णुता
 ४. स्त्री-पुरुष समानता
 ५. श्रमप्रतिष्ठा
 ६. वैज्ञानिक दृष्टीकोन
 ७. सौजन्यशीलता

८. संवेदनशीलता
९. वक्तशीरपणा
१०. नीटनेटकेपणा

घटक ५ : अध्यापनाची साधने

- ५.१ अध्यापन साधनांचे महत्त्व
- ५.२ अध्यापन साधनांचे प्रकार

प्रात्यक्षिक कार्य:

विषय संबंधित प्रात्यक्षिक

संदर्भसूची

१. आशययुक्त अध्यापन पध्दती - संपादक, डॉ.अनंत जोशी, १९९९
२. मातृभाषा मराठीचे अध्यापन - शास्त्रीय विश्लेषण - डॉ. नलिनी पिचड, डॉ.रामदास बरकले २००१
३. मराठीचे अध्यापन व अध्यायन - डॉ.दि.हे. पाटील, डॉ.श.रा.राणे
४. मराठीचे अध्यापन - अकोलकर, पाटणकर
५. मातृभाषेचे अध्यापन - चंद्रकुमार डांगे
६. मराठी कवितेचे अध्यापन - फाटक
७. मराठीचे अध्यापन - कुंडले

(C3) हिंदी

अध्याय १ : हिंदी भाषा, भूमिका व स्वरूप

- १.१ भाषा का प्रयोजन, उद्गम एवं विकास
- १.२ भाषा के रूप एवं उद्देश
१. बोली भाषा २. राजभाषा
३. मातृभाषा ४. राष्ट्रभाषा
५. प्रादेशिक भाषा
- १.३ भारत की भाषिक समस्याएँ, त्रिभाषा सूत्र
- १.४ अभ्यासक्रम में द्वितीय भाषा के रूप में हिंदी का स्थान
- १.५ हिंदी विषयका अन्य विषयों के साथ समवाय

अध्याय २ : हिंदी विषय की आशययुक्त अध्यापन पद्धती

- २.१ आशययुक्त अध्यापन पद्धती - संकल्पना एवं स्वरूप.
- २.२ आशययुक्त अध्यापन : महत्त्व
- २.३ आशययुक्त अध्यापन पद्धती - उद्देश्य
- २.४ आशययुक्त अध्यापन पद्धती - उपयोजन
- २.५ विषय संरचना - व्याख्या, महत्त्व एवं संरचना
- २.६ हिंदी अध्ययन - अध्यापन के प्रथम, द्वितीय व तृतीय भाषिक उद्देश

अध्याय ३ : आशययुक्त अध्यापन पद्धती

- ३.१ अभ्यासक्रम : संकल्पना, अभ्यासक्रम निर्मितीके तत्व एवं प्रकार
- ३.२ पाठ्यक्रम संकल्पना
- ३.३ अभ्यासक्रम, पाठ्यक्रम एवं पाठ्यपुस्तक में सहसंबंध
- ३.४ आदर्श हिंदी पाठ्यपुस्तक निर्माण के निकष एवं पाठ्यपुस्तक का मूल्यमापन
- ३.५ आशय विश्लेषण : संकल्पना एवं महत्त्व

अध्याय ४ : गाभा घटक एवं गाभा मूल्य

४.१ गाभा घटक

१. भारतीय स्वतंत्रता का इतिहास
२. संवैधानिक उत्तरदायित्व
३. राष्ट्रीयता का संवर्धन
४. भारत की समान सांस्कृतिक विरासत
५. स्मृता, लोकतंत्र, सर्वधर्म समभाव
६. स्त्री-पुरुष समानता
७. पर्यावरण का रक्षण
८. सामाजिक अंध विश्वासका निर्मूलन
९. परिवार कल्याण
१०. दृष्टीकोन का विकास

४.२ गाभा मूल्ये

१. राष्ट्रभक्ती
२. राष्ट्रीय एकात्मता
३. सर्वधर्म सहिष्णुता
४. स्त्री-पुरुष समानता
५. श्रमप्रतिष्ठा
६. वैज्ञानिक दृष्टीकोन
७. सौजन्यशीलता
८. संवेदनशीलता
९. समयनिष्ठा
१०. सुव्यवस्था

अध्याय ५ : अध्यापन साधन

- ५.१ अध्यापन साधनोंका महत्त्व
- ५.२ अध्यापन साधनोंका विविध प्रकार

प्रात्यक्षिक कार्य:

विषय संबंधित प्रात्यक्षिक

संदर्भसूची

१. राष्ट्रभाषा की शिक्षा - डॉ. श्री.ना.मुखर्जी
२. हिंदी की अध्यापन पध्दती - केणी, कुलकर्णी
३. राष्ट्रभाषा का अध्यापन - ग.न.साठे
४. राष्ट्रभाषा कैसे पढाए - रा.तु.भगत

(C4) संस्कृत

घटक १ : संस्कृत भाषा - भूमिका आणि स्वरूप

- १.१ संस्कृतचे महत्त्व - सांस्कृतिक, ऐतिकासिक, व्यावहारिक पारिभाषिक
- १.२ संस्कृत अध्यापनाचे महत्त्व व अभ्यासक्रमातील सद्यस्थिती
- १.३ संस्कृत भाषिक विकास ते अभिव्यक्ती आणि नवनिर्मिती
- १.४ संस्कृत भाषेचा अन्य विषयांशी समवाय

घटक २ : संस्कृत अध्यापनासाठी आशययुक्त-अध्यापन पद्धती - अ

- २.१ आशययुक्त-अध्यापन-पद्धती - संकल्पना व स्वरूप.
- २.२ आशययुक्त-अध्यापन-पद्धती - महत्त्व
- २.३ आशययुक्त-अध्यापन-पद्धती - उद्दिष्टे
- २.४ आशययुक्त-अध्यापन-पद्धती - उपयोजनासाठी पाय-या
- २.५ संस्कृत विषयाची संरचना - व्याख्या, महत्त्व आणि संरचना
- २.६ संस्कृत अध्यापनासाठी उद्दिष्टे

घटक ३ : संस्कृत अध्यापनासाठी आशययुक्त-अध्यापन पद्धती - ब

- ३.१ अभ्यासक्रम - संकल्पना, अभ्यासक्रम निर्मितीची तत्वे व प्रकार
- ३.२ पाठ्यक्रम - संकल्पना
- ३.३ अभ्यासक्रम, पाठ्यक्रम आणि पाठ्यपुस्तक यातील सहसंबंध
- ३.४ चांगल्या संस्कृत पाठ्यपुस्तक निर्मितीचे निकष आणि पाठ्यपुस्तकाचे मूल्यमापन
- ३.५ आशय विश्लेषण - संकल्पना आणि महत्त्व

घटक ४ : गाभा घटक व गाभा मूल्ये

४.१ गाभा घटक

१. भारतीय स्वतंत्रता आंदोलनाचा इतिहास
२. भारतीय संविधानात्मक जबाबदा-या
३. राष्ट्रीय अस्मिता जोपासण्यासाठी आवश्यक आशय
४. भारताचा सामाजिक सांस्कृतिक वारसा
५. समानतावाद, लोकशाही आणि धर्मीनिरपेक्षता
६. स्त्री-पुरुष समानता
७. पर्यावरणाचे संरक्षण
८. सामाजिक अडसरांचे निर्मूलन
९. छोटे कुटुंब प्रमाणकाचे पालन
१०. वैज्ञानिक मनोभावाची रुजवणूक

४.२ गाभा मूल्ये

१. राष्ट्रभक्ती
२. राष्ट्रीय एकात्मता
३. सर्वधर्म सहिष्णुता
४. स्त्री-पुरुष समानता
५. श्रमप्रतिष्ठा
६. वैज्ञानिक दृष्टीकोन
७. सौजन्यशीलता

८. संवेदनशीलता
९. वक्तशीरपणा
१०. नीटनेटकेपणा

घटक ५ : अध्यापनाची साधने

- ५.१ अध्यापन साधनांचे महत्त्व
- ५.२ अध्यापन साधनांचे प्रकार
- ५.३ संस्कृत अध्यापनात अध्यापन साधने वापरताना घ्यावयाची दक्षता.

प्रात्यक्षिक कार्य:

विषय संबंधित प्रात्यक्षिक

संदर्भसूची

1. A new approach to Sanskrit – Bokil, Paranis
2. Teaching of Sanskrit – Apte, Dongare
3. Problem of Sanskrit Teaching - G.S.Huparikar
4. शैक्षणिक प्रविधि: Educational Technology – रमाकान्त मिश्र:

(C5) Science

Unit 1 : Science - As a Subject

- 1.1 Meaning and nature of Science - As a subject.
- 1.2 Importance of Science in daily life.
- 1.3 Place of Science in school curriculum.
- 1.4 Correlation - Concept, Types and Importance.

Unit 2 : Content - cum - Methodology in Teaching of Science

- 2.1 Content - cum - Methodology – Concept.
- 2.2 Objectives of Content - cum - Methodology.
- 2.3 Importance of Content - cum - Methodology.
- 2.4 Implementation of Content - cum - Methodology.
- 2.5 Structure of Science subject - It's characteristics and importance.
- 2.6 Objectives of teaching Science at Secondary and Higher Secondary Levels.

Unit 3 : Pedagogical Analysis of Science Subject

- 3.1 Science Curriculum - Meaning, Determinants, Functions of Science curriculum, Principles of curriculum construction. Methods of curriculum construction - Concentric and Linear.
- 3.2 Science Syllabus - Meaning, Improvement in Science syllabus in India.
- 3.3 Relation between Science curriculum and syllabus.
- 3.4 Textbook Evaluation -
 - a) Relation between Syllabus and Textbook.
 - b) Characteristics and importance of a good Science textbook.
 - c) Evaluation of Science textbook.
- 3.5 Content Analysis.

Unit 4 : *Core elements, Core Values and Science content*

- 4.1 Core Elements :
 - 1. History of India's Freedom Movement
 - 2. Constitutional Obligations
 - 3. Content Essential to Nurture National Identity
 - 4. India's common cultural heritage
 - 5. Egalitarianism, Democracy and Secularism
 - 6. Equality of Sexes
 - 7. Protection of Environment
 - 8. Removal of social barriers
 - 9. Observance of small family norms
 - 10. Inculcation of Scientific Temper
- 4.2 Analysis of Science content according to the core elements.
- 4.3 Core Values
 - 1. Patriotism
 - 2. National Integrity
 - 3. Tolerance towards all religions
 - 4. Gender Equality
 - 5. Dignity for Labour
 - 6. Scientific Attitude
 - 7. Modesty
 - 8. Sensitivity
 - 9. Punctuality
 - 10. Neatness
- 4.4 Analysis of Science content according to the core values.

Unit 5 : *Teaching Aids*

- 5.1 Importance of Teaching aids.
- 5.2 Types of Teaching Aids.

Practical :

Subject related practical

Reference Books

1. Teaching of Science - Bandula, Sharma
2. Teaching of Science : Today and Tomorrow – N. N. Siddiqui
3. Teaching of Science – D.M. Dhamdhare
4. Science Education – V.K. Rao
5. Methods of teaching Science – V. Malhotra
6. Teaching of Science – U. Singh
7. Teaching of Science in classroom – B.R.Sen
8. Science of Education and education of Science – Y. Waghmare
9. Teaching of Science – B.M.Sharma
10. Teaching of Science for primary teaching – Rajinder Kaira
11. Teaching of Science – M.H.Siddiqui

(C6) Mathematics

Unit 1 : *Mathematics - as a subject*

- 1.1 Meaning and nature of Mathematics as a subject.
- 1.2 Place of Mathematics in school curriculum.
- 1.3 Importance of Mathematics in daily life.
- 1.4 Correlation - concept, importance and types.

Unit 2 : *Content - Cum - Methodology in teaching learning of Mathematics.*

- 2.1 Content - cum - Methodology – Concept and nature.
- 2.2 Content - cum - Methodology – Importance.
- 2.3 Content - cum - Methodology – Objectives.
- 2.4 Content - cum - Methodology – Steps for implementation.
- 2.5 Structure of Mathematics – Meaning, Importance and Diagram.
- 2.6 Objectives of teaching Mathematics at secondary and higher secondary level.

Unit 3 : *Pedagogical Analysis of Mathematics.*

- 3.1 Principles of curriculum construction.
- 3.2 Methods for construction of curriculum of Mathematics.
 - a) Concentric
 - b) Linear
 - c) Mixed
 - d) Unit
- 3.3 Objectives of teaching Mathematics and their specification.
- 3.4 Curriculum analysis.
- 3.5 Syllabus analysis.
- 3.6 Correspondence between curriculum, syllabus and textbook.
- 3.7 Characteristic of good Mathematics textbook and its analysis.
- 3.8 Content analysis.

Unit 4 : Core elements and core values

4.1 Core Elements

1. History of India's Freedom Movement
2. Constitutional Obligations
3. Content Essential to Nurture National Identity
4. India's common cultural heritage
5. Egalitarianism, Democracy and Secularism
6. Equality of Sexes
7. Protection of Environment
8. Removal of social barriers
9. Observance of small family norms
10. Inculcation of Scientific temper

4.2 Core Values

1. Patriotism
2. National Integrity
3. Tolerance towards all religions
4. Gender Equality
5. Dignity for Labour
6. Scientific Attitude
7. Modesty
8. Sensitivity
9. Punctuality
10. Neatness

Unit 5 : Teaching Aids

5.1 Importance of Teaching aids.

5.2 Types of Teaching aids.

- a) 2D - Charts, Boards (all types) Cutouts, Pictures, Graphs.
- b) 3D - Models, objects.
- c) Electronic Mode - Calculators, Internet.

Practical:

Subject related practical

Reference Book

1. Teaching of Mathematics - S.D.Khanna
2. Teaching for Mathematics – Sidhu Kulbir Singh
3. Modern methods of teaching Mathematics – Deepak Dayal
4. Methods of teaching Mathematics – V. Malhotra
5. Teaching of Mathematics – C. Mattuvaekuzhall
6. Teaching of Mathematics in secondary school – D. P. Sankhala
7. Teaching aids in Mathematics – R. Fatima

8. Teaching of Mathematics – Russel John
9. Teaching of Mathematics : Modern Methods – S. Rani
10. Research in Teaching of Mathematics - S. Rani

(C7) History

Unit 1 : *History Subject*

- 1.1 Meaning and nature of History as a subject.
- 1.2 Place of History in school curriculum.
- 1.3 Importance of History in daily life.
- 1.4 Correlation - Concept, Importance, types.
- 1.5 Structure of History as a subject – Meaning, importance, and diagram.

Unit 2 : *Content-Cum-Methodology in Teaching Learning of History.*

- 2.1 Content-Cum-Methodology – Concept and nature.
- 2.2 Content-Cum-Methodology – Importance.
- 2.3 Objectives of content-cum-Methodology.
- 2.4 Implementation of Content-cum-Methodology in teaching learning of History.
- 2.5 Objectives of Teaching History at Secondary and Higher Secondary level.

Unit 3 : *Pedagogical Analysis of History*

- 3.1 Principles of Curriculum construction
- 3.2 Methods for construction of curriculum of History
 - i) Concentric
 - ii) Chronological
 - iii) Regressive
- 3.3 Objectives of teaching of History and their specification
- 3.4 Analysis of History curriculum (Std. VI – XII)
- 3.5 Analysis of Syllabus of one standard
- 3.6 Difference between curriculum and syllabus
- 3.7 Characteristic of good History text and its analysis.
- 3.8 Need of analysis of History content.
- 3.9 Content analysis of one unit.

Unit 4 : *Core elements and Core values*

- 4.1 Core Elements
 1. History of India's Freedom Movement
 2. Constitutional Obligations
 3. Content Essential to Nurture National Identity
 4. India's common cultural heritage

5. Egalitarianism, Democracy and Secularism
6. Equality of Sexes
7. Protection of Environment
8. Removal of social barriers
9. Observance of small family norms
10. Inculcation of Scientific temper

4.2 Core Values

1. Patriotism
2. National Integrity
3. Tolerance towards all religions
4. Gender Equality
5. Dignity for Labour
6. Scientific Attitude
7. Modesty
8. Sensitivity
9. Punctuality
10. Neatness

Practical:

Subject related practical

Reference Books

1. Teaching of History - V.D.Ghate
2. Teaching of History – S.V. Kochhar

(C8) Geography

Unit 1 : *Geography as a Subject*

- 1.1 Meaning and Scope of Geography.
- 1.2 Branches of Geography.
- 1.3 Correlation - Concept, importance and types
- 1.4 Concepts of Geography.
- 1.5 Objectives and importance of local Geography.
- 1.6 Importance and types of teaching aids for teaching Geography.
- 1.7 Teaching aids

Unit 2 : *Content - cum - Methodology*

- 2.1 Concept and nature of Content-cum-Methodology
- 2.2 Importance of Content - cum - Methodology.

- 2.3 Objectives of Content - cum - Methodology.
- 2.4 Steps for Implementation.
- 2.5 Structure of Geography

Unit 3 : *Analysis of Geography.*

- 3.1 Methods of curriculum construction of -
 - a) Concentric
 - b) Regional
 - c) Unit / Topical
 - d) Mixed
- 3.2 Objectives of Teaching Geography at Secondary and Higher Secondary level.
- 3.3 Analysis of Geography curriculum (Std. 6th to 12th)
- 3.4 Analysis of Syllabus.
- 3.5 Relationship between curriculum, syllabus and textbook.
- 3.6 Characteristics of good Geography textbook.
- 3.7 Content Analysis.

Unit 4 : *Core elements and Core values*

- 4.1 Core Elements
 - 1. History of India's Freedom Movement
 - 2. Constitutional Obligations
 - 3. Content Essential to Nurture National Identity
 - 4. India's common cultural heritage
 - 5. Egalitarianism, Democracy and Secularism
 - 6. Equality of Sexes
 - 7. Protection of Environment
 - 8. Removal of social barriers
 - 9. Observance of small family norms
 - 10. Inculcation of Scientific temper

- 4.2 Core Values
 - 1. Patriotism
 - 2. National Integrity
 - 3. Tolerance towards all religions
 - 4. Gender Equality
 - 5. Dignity for Labour
 - 6. Scientific Attitude
 - 7. Modesty
 - 8. Sensitivity
 - 9. Punctuality
 - 10. Neatness

Practical:

Subject related practical

Reference Book

1. Hand-book of suggestion on the teaching of Geography (UNESCO)
2. Geography in School - Fairgive.
