

**North Maharashtra University, Jalgaon.**

**Broad Structure of the B.Ed.(General) Course  
(In force from the academic year 2008-09 )**

<b>Area</b>	<b>Courses</b>	<b>Marks</b>	<b>Clock Hours</b>
<b>A</b>	<b><u>Pedagogical Theory</u></b>		
	<b><u>Paper – I</u></b> Teacher and Education in the Emerging Indian Society	<b>100</b>	<b>80</b>
	<b><u>Paper - II</u></b> Psychology of Teaching and Learning	<b>100</b>	<b>80</b>
	<b><u>Paper - III</u></b> Foundation of School Practices and Special Fields of Education	<b>100</b>	<b>80</b>
	<b><u>Paper - IV</u></b> Information and Communication Technology and Research	<b>100</b>	<b>80</b>
	<b><u>Paper - V</u></b> Content Cum Methodology of School Subjects - I	<b>100</b>	<b>80</b>
	<b><u>Paper - VI</u></b> Content Cum Methodology of School Subjects - II	<b>100</b>	<b>80</b>
	<b>Total under Area A</b>	<b>600</b>	<b>480</b>
	<b>Practical</b>		
<b>B</b>	<b><u>Test and Tutorials</u></b>		
	<b>1. Test - 2</b>	<b>50</b>	<b>50</b>
	<b>2. Tutorials - 12</b>	<b>50</b>	<b>50</b>
	<b>Total Under Area B</b>	<b>100</b>	<b>100</b>

Area	Courses	Marks	Clock Hours
<b>C</b>	<b><u>D) Core Training Programme</u></b> a) Micro Lessons No. 16 b) Integration Lessons No. 04 c) School Practice Lessons 10 in each method of school subject Total Lessons = 20	50 20 80	125 75 250
	<b><u>D) Practical Work related to theory papers</u></b> Paper - II Paper - IV Paper - V & VI	25 25 25+25	25 25 50
	<b><u>III) Working with the Community</u></b> a) S.U.P.W. b) Social Service c) Co-curricular Activities	20 20 10	25 25 20
	<b><u>IV) Internship</u></b>	50	100
	<b>Total Under Area C</b>	350	750
<b>D</b>	Computer Examination	50	--
	<b>Total under Area D</b>	50	
	<b>Total Grand Area = A + B + C + D</b>	1100	1300

**Details about Practicals :**

1. Paper - II Practical - Psychology Experiment Total : Five
2. Paper - IV Practical will be related to computer:- Ten
3. Paper – V & VI
  - i) CCM Workshop (Three days)
  - ii) Preparation and Administration of unit plan test, Blue print

Any one practical for each method

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**North Maharashtra University, Jalgaon.**  
**B. Ed. (General) Revised Course**

**Title :** Title of the degree shall be Bachelor of Education.

**Elegibility for Admission :**

Candidate should have passed the Bachelor's Degree of this university (from 1995) or a university recognized by this university, in any faculty with at least 45% marks and should have offered at least one school subject at the first and / or second degree level as principal or subsidiary of allied or optional subject. (School subjects means the subject included in the syllabus of secondary and higher secondary level in the Maharashtra State.)

**Selection Procedure :**

Admission to the eligible candidates will be given as per the selection procedure laid down by the State Government from time to time.

**Norms for appearing at B.Ed. Examination :**

Student teachers should have kept two terms with at least 80% attendance of theory periods in college. He should have completed all the practical work to the satisfaction of the principal. He should have obtained such certificate from the principal of the college. Unless and until he obtains such a certificate he will not be allowed to appear for University examination.

**Practical Work and Compulsory Work :**

A) Attendance of Demonstration and Discussion lessons inclusive of Micro lessons.

B) Observation of teaching as follows -

Every student shall observe -

1. Micro-lessons 16 (4 in each skill)
2. Integration lessons 04 (2 in each method subject)
3. Class room lessons 20

C) Training Programme

Every student shall conduct -

1. Micro - lessons 16 (4 in each skill)

N.B. Each micro lesson shall comprise of -

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

2. Integration lessons 4 (2 in each method subject).

N.B. Teaching of 15 to 20 minutes and critique of 20 minutes.

3. School practice lessons at least 30 minutes and critique of 20 minutes for each lesson.
- a) 20 lessons in total are to be distributed over standards V to X in any recognized schools selected by the principal with approval of the Management Council of this University.
  - b) As far as possible lessons shall be distributed equally between two method subjects, but no less than 8 lesson in any one subject.
  - c) Students with Post Graduate Degree (at least second class) may be allowed to give 8 lessons in their specialized subject on Std. XI & XII out of 20 classroom teaching lessons provided there in provision of teaching that method at B. Ed. level.

**D) Internship :**

Every student should complete internship programme satisfactorily given in schedule.

**E) Computer Practical :**

Every student should complete computer practical and maintain a journal as given in practical of paper IV.

**F) Psychological Experiment :**

Every student should complete psychological experiments and maintain a journal as given under paper II.

**G) Practical Work related to paper V & VI :**

Every student should complete practical works related to Content-Cum-Methodology of school subjects.

**H) Working with Community :**

Every student should complete all the practical regarding working with community decided by the college.

**Course Examination :**

A) The examination of B.Ed. degree will consist of two parts.

Part - I : External Examination in theory courses 600 Marks

Part - II: Internal Assessment and Practical Examination (Area B, C & D) 500 Marks

**B) Allotment and distribution of marks :**

The B.Ed. Examination will be of 1200 marks. These marks distributed under the four areas as follows :

**Area - A:** Written external examination will consist of six theory papers each of three hours duration and 100 marks each. Total marks 600.

**Area - B** Internal Assessment of theory courses  
i) Tests - 2 : 50 marks  
ii) Tutorials - 2 : 50 marks  
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100 marks

**Area - C** Internal Assessment  
I) Core training programme  
a) Micro lessons No. 16 : 50 marks  
b) Integration lessons No. 04 : 20 marks  
c) Practice lessons No. 20 : 80 marks  
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150 marks  
II) Practical work related to theory papers : 100 marks  
III) Working with the community  
a) S.U.P.W. : 20 marks  
b) Social Service (Camp) : 20 marks  
c) Co-curricular Activities : 10 marks  
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50 marks  
**Area** Computer Examination : 50 marks  
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50 marks

**Total Marks 1100 marks**

**Medium of Instruction :**

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

The candidate appearing for the B.Ed. examination will have the option of answering all papers of Part - I either in English or in Marathi. Answers to some of the papers may be written in Marathi and same in English.

**Theory** : External written examination of theory courses 600 marks .  
Candidates admitted will be examined in the following courses.

1. Teacher and Education in the Emerging Indian Society
  2. Psychology of Teaching and Learning
  3. Foundation of School Practices and Special Fields of Education
  4. Informational and Communication Technology and Research
  5. \* Content cum methodology of school subjects - I
  6. \* Content cum methodology of school subjects - II
- \* The student must offer two school subjects out of following subjects i.e. Marathi, Hindi, English, Urdu, Sanskrit, History, Geography, Mathematics, Science, and Commerce.

**Practical** : Practical Internal Assessment of theory courses.  
Candidates will be assessed in -

**Area - B**

a) Tutorials in theory courses	12	50 marks
b) Tests (Not less than two)		50 marks

**Area - C**

I)	Core training Programme	150 marks
	a) Micro lessons No. 16	50 marks
	b) Integration lessons 4	20 marks
	c) School Practice Lessons 20	80 marks
	(at least 8 in each method subject)	

II)	Practical work related to theory papers	
	a) Paper I	20 marks
	b) Paper II	20 marks
	c) Paper IV	20 marks
	d) Paper V & VI	40 marks

III)	Working with the Community	
	a) S.U.P.W.	20 marks
	b) Social Service Camp	20 marks
	c) Co-curricular Activities	10 marks

IV)	Internship	50 marks
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**Area - D**

External Examination	50 marks
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b) Computer examination	50 marks
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The candidate will be examined by the external examiner assigned by university authority.

**Standard of Passing :**

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

**Heads :**

Theory	Area A	(I to VI) Courses
Practical	Area B	(VII) Tests and Tutorials
	Area C	(IX) Practical work related to theory papers.
		(X) Working with community
		(XI) Internship
	Area D	(XII) Computer Exam

Such of the candidate who appeared for Theory and Practical at one and the same time and obtained 70% marks in aggregate shall be declared to have passed the examination with First Class with Distinction.

Out of the remaining successful candidates who obtained 60% marks in aggregate shall be declared to have passed the examination in First Class.

Out of the remaining successful candidates who have obtained at least 50% marks in theory and practical in aggregate shall be declared passed in Second Class.

There will be no Pass Class.

All the remaining candidates shall be declared to have failed.

To pass the whole examination a candidate must pass Theory and Practical separately and also in the twelve heads of passing.

**A candidate who has passed the examination in theory and practical, minimum difference 15% is allowed in practical marks in relation to marks in theory, excess marks obtained in practical will be reduced.**

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

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## Schedule - I

### Training Programmes

#### **a) Micro Lessons :**

The programme comprises of practicing **four** skills of teaching from the following list.

- I. Stimulus Variations
- II. Explanation
- III. Questioning
- IV. Narration
- V. Demonstration
- VI. Black Board Writing
- VII. Lesson Planning
- VIII. Set Induction
- IX. Closure
- X. Use of ICT

Four lessons per skill are to be given by the student teacher i.e. he/she has to conduct 16 micro-lessons.

For the teaching Communicative Language Teaching, the following actions are recommended: -

- i) Eliciting
- ii) Pair work/Group work
- iii) Using English
- iv) Communicative activities
- v) Using Visuals.

The student teacher has to conduct lessons of any four activities.

#### **b) Mode of conducting Micro lessons :**

Teach and re-teach session of micro lessons shall be conducted on two different peer groups. Opportunity for feedback shall be given immediately after teach in critique sessions. Teach and re-teach sessions shall not be conducted on one and the same group.

#### **c) Integration Lessons:**

After mastering 4 skills, the student teacher has to give 4 lessons each of 15 to 20 minutes in integration of skills followed by critique session of 15 to 20 minutes.

**d) School Practice Lessons:**

Each student teacher shall have to give 20 practice lessons in school (not less than 8 lessons in any one subject). These lessons are to be conducted on the school classes from std. V to XII. However those who want to specialize for higher secondary classes may give not more than 8 lessons on XI & XII.

**Schedule – 2**  
**Working with community**

Every college will have to take decision of their own, regarding actual implementation of the programme. Guideline is given as under.

**Area – B Working with the Community:**

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

Activity	Objectives	Work-situations	Procedure	Evaluation of students performance
Area- B type any activity.	<p>To enable student teachers</p> <ul style="list-style-type: none"> <li>i) To sort out the most useful types of the productivity work for community.</li> <li>ii) To observe the workers at work</li> <li>iii) To learn some of their skills.</li> <li>iv) To understand the life style of the concerned workers.</li> </ul>	<p>It is expected that the programme should be a continuous one. As such the first phase will be conduct of the possible programme. The next three phases will concentrate the implementation part only.</p> <ul style="list-style-type: none"> <li>i) Analysing the data collected through surveys.</li> <li>ii) Visits to the work places and houses of the workers.</li> <li>iii) Apprenticeship under a skilled worker.</li> </ul>	<ul style="list-style-type: none"> <li>i) Analysis and interpretation of data regarding types of productive work going on the community.</li> <li>ii) Observation and interviews of the workers.</li> <li>iii) Training of student teacher in some of the skills of the selected type of work.</li> <li>iv) Discussions of student teachers with teacher's educator regarding the life style of the workers.</li> </ul>	<p>Through</p> <ul style="list-style-type: none"> <li>a) Attitude through informal observations by the teacher educator during visit to work places and discussions held in the college.</li> <li>b) Skills-as reflected in the illustrative products.</li> </ul>

### **Schedule – 3**

#### **Internship Programme**

Mastery of teaching is not enough to be a successful teacher. Teacher has to shoulder many responsibilities other than teaching. The pre-service training will be complete only if the trainee will be introduced and guided such responsibilities. So there is a need of inclusion of Internship in B.Ed. course. B.Ed. is a professional course, in order to become an effective teacher the trainee has to go under the able guidance of trained teacher in the school. The purpose of the programme is to prepare the trainee professionally competent.

#### **Objectives:**

1. The trainee will be able to communicate the information regarding duties of the teacher other than teaching.
2. The trainee will be able to plan and execute the work done by the teacher.
3. The trainee will be able to plan and organize the co-curricular activities.
4. The trainee will be able to make familiar with the qualities of a successful teacher.
5. The trainee will be able to prepare positive attitude towards teaching profession.

#### **Structure of the Internship Programme :**

#### **Place of Internship:**

Internship programme should be organized in the practicing school of the concerned college. The programme will be chalked out in consultation with the Head Masters of the concerned practising school. The college should send the students in groups. There will be no choice of school to the trainee.

#### **Time:**

The trainee should be made familiar with teaching skills internship should not be introduced prior to the implementation of practice lessons. The trainee should be sent to the school for internship only after the completion of Micro-teaching. Evaluation workshop and six practice lessons should be taken before Internship. Internship should be organized in the month of Nov./Dec./Jan. The college should plan in such a way that the groups of trainees should be sent for internship. If trainee fails to attend the Internship in planned schedule, he should be sent in the subsequent group.

**Period :**

Group teacher will be there with concerned group during Internship.

1. Plan the schedule before time.
2. Group teacher and group will convene the meeting with Head master and the Supervisor of the school.
3. The Head-master will communicate in the meeting about the school time-table, traditions of schools, school-discipline and nature of work to be done by the trainees.
4. The group-teacher will express the expected co-operation from the school e.g. The trainees should be given all experiences.
5. Teacher should guide the students.
6. Teachers are expected to observe three lessons of each student and give feedback suggestions.

**Work to be done during Internship :**

1. Practice teaching and lesson observation of the methods.
2. Preparation of unit plan and unit test.
3. Assessment of answer books and preparation of result.
4. Plan the schedule of practice lessons.  
Student should seek guidance from trained teachers having five years teaching experience who will observe their lessons.
5. Student teacher will observe three lessons of experienced teacher and maintain the record in observation diary. Take the signature of the concerned teacher in observation diary.
6. Take the attendance of the class ( 2 days)
7. Demonstrate at least two lessons of value education, work experience and social service.
8. Organize one of the following programmes for students of the school. e.g. Competition, variety entertainment programme, exhibition.
9. Assess at least one tutorial/ Home assignments of school student related with trainee's method.
10. Visit to the Library, Laboratory and Computer Lab of the school and see there the record of maintenance in the register.

**Plan of Action to be done during Internship :****No.of Days****Activity**

Day 1 st            Attend the morning assembly of the school.

- Observe a lesson of the school – teacher.  
Observe the school.  
Practice teaching, lesson observation.
- Day 2 nd Begin your class with a prayer, Attendance of students  
Practice teaching, lesson observation.  
Planning of cultural activity.
- Day 3 rd Practice teaching, lesson observation.  
Observe second lesson.  
Preparation of cultural activity.
- Day 4 th Administer a test to students.  
Practice teaching, lesson observation.  
Visit to the Lab/Lib.  
Preparation of outline for cultural activity.
- Day 5 th Prayer, Attendance.  
Practice teaching, lesson observation.  
Administration of Psychological Test.  
Starting of cultural activities.
- Day 6 th Prayer.  
Practice teaching, lesson observation.  
Vote of thanks to the Head-master, Supervisor, teacher for the co-operation for Internship.

**Cultural Activities :**

Celebrating days : Birth/Death anniversary, National festivals, Maths day, population day, Geography day, Environmental day.

Competitions : Elocution , Essay, Drawing, Handwriting, Fancy dress, Sports.

Variety entertainment programme : Group dance, group songs, one act play, street play etc.

Quiz : Prepare questions related to all subjects

**A Specimen of result sheet for test :**

School \_\_\_\_\_

Std. \_\_\_\_\_ Div. \_\_\_\_\_ Subject \_\_\_\_\_

Teaching topic:

Sr.No.	Name of the Student	Question wise marks	Total Marks
1.			
2.			
3.			

4.			
5.			

Students passed –

Students failed –

Students absent –

Mean of the group –

Signature

**Report Writing :**

- It includes the live experiences in the school, school, plant, facilities and difficulties.
- Attach a sheet of programmes took under value Education. Social service, work experience.
- It includes a school programme starting assembly till end. E.g. prayer student – teacher relationship. Attach a test result. Submit the report after/before a week of Internship.

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# North Maharashtra University, Jalgaon.

## Syllabus of B.Ed. Course

### Paper I

#### TEACHR AND EDUCATION IN EMERGING INDIAN SOCIETY

##### Objectives -

- To enable student teacher to -
1. Understand nature of Indian Society, Past, Present and emerging.
  2. Understand meaning and goals of education
  3. Understand the inter-relation between the goals of life and goals of education.
  4. Understand the Concept of Social Change and role of education in bringing out the Social Change.
  5. Acquaint with the agencies of education and their role.
  6. Appreciate Contribution of Indian and Western educationists.
  7. Understand the Problems relating to education of the disadvantaged group of Indian Society.
  8. Acquaint with the Social aspects of education.
  9. Understand the nature of teaching profession and the role of teacher in shaping the emerging Indian Society.
  10. Understand the Concept and need of total quality management and role of teacher as a leader.

##### **Unit 1 : EDUCATION**

- a) Meaning and Concept of education from Indian and Western point of view.
- b) Goals of education with Special references to i) Mudaliyar Commission, ii) Kothari Commission, iii) National Policy on Education 1986, iv) Revised National Policy on 1992.

##### **Unit 2 : INDIAN SOCIETY**

- a) Nature of Ancient Indian Society -  
Varnas, Ashramas, Rinas, Four fold goals of life.
- b) Goals of Education in Colonial India.
- c) Present Indian Society - Nature, various Divisive and Unifying forces influencing this present Indian Society (Social, Economical, Political, Religious, Linguistic and Regional)
- d) Nature of Indian Society envisaged in the preamble of Indian Constitution.
- e) Nature of Emerging Indian Society 2000 onwards.

### **Unit 3 Education for Social Change**

- a) Concept of Social Change
- b) Role of education in promoting desired Social Change
- c) Factors influencing Social Change

### **Unit 4 School and Community**

- a) School as a Social institution as a formal agency of education and its functions.
- b) Inter dependence of School and Community- School as community development centre in Urban and Rural Society.
- c) Social and other informal agencies - family, peer groups, reference group, Cultural Organization and Mass Media

### **Unit 5 Role of Educational Thinkers in Social Change.**

- a) Western thinkers - 1. Rousseau 2. John Dwey
- b) Indian thinkers – 1. Mahatma Jyotiba Fule  
2. Mahatma Gandhi

### **Unit 6 Social Aspects of Education**

- a) Importance of Women's Education and provisions for women's education.
- b) Equalization of Educational Opportunities (need and provisions)
- c) Value Education (Concept, need, ways)
- d) Education for National Integration
- e) Education for Modernization and Globalization.

### **Unit 7 Teacher and Teaching Profession**

- a) Characteristics of a good teacher
- b) Developing abilities to face coming challenges and manage Stress.
- c) Nature of Teaching Profession
- d) Ethics and Code of Conduct for a teacher
- e) Changing Role of Teacher in 21st Century

### **Unit 8 Total Quality Management**

- a) Concept and Need of Total Quality Management.
- b) SWOT analysis for Personal Development
- c) Characteristics of TQM

## Recommended Books and References

1. The teacher and education in Emerging Indian Society, NCERT (1983)
2. Teacher and education in Indian Society - J.C.Arawal.
3. Education in Ancient India - Altekar A.S.
4. Education in the Emerging Indian Society - Brahrua Kigraj.Bana
5. Philosophical and sociological bases of education -Bhatia K.K. & Narang C.L.
6. Education and Human Resource Development - Rao V.K.R.V., Asia Publishing house, 1966
7. Education in Emergency Indian society - J.P. Naik
8. Formal, non formal education - J.P.Naik
9. Sociological Approach to Education - S.S. Mathur
- 10.Human values and education - S.P. Ruhela
- 11.Educational philosophy and sociology - J.S. Walia
- 12.Future Studies - B.K. Passi & Sahoo
- 13.Future class rooms in India - R.P. Singh - Vikas Publishing house.
- 14.Îãõãããã¥ã†ãŠ Ìã!Ìã—ãã¶ã ,ãããã¥ã Ôã½ãããã•ã†ãŠ Ôã½ããã•ãÌããÖã - ½ã.°ã.†ãìãŠ;Ëñ
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- 16.,ã¼ããñ¶½ãìÖã ¼ããÀìããè¾ã Ôã½ããã•ããƆã ããÌããã¥ã Ìã ããÌããã†ãŠ - ãù.¹ãããèË ããª.Öñ ãù.çãããªãÀñ ½ã.,ãã.
- 17.,ã¼ããñ¶½ãìÖã ¼ããÀìããè¾ã Ôã½ããã•ããƆã ããÌããã¥ã Ìã ããÌããã†ãŠ - ¼ããØã 1 Ìã 2-Øããã•ãÀñ ,ããÀ.ÌÖãè. •¾ããñ!ããè ½ãÖãÌã
- 18.,ã¼ããñ¶½ãìÖã ¼ããÀìããè¾ã Ôã½ããã•ããƆã ããÌããã¥ã Ìã ããÌããã†ãŠ - ãù.¹ãÆ.Ñãã. Ɔããõ£ãÀãè



- b) Experiment method
- c) Case-Study

## **Unit-2 :- Development of Learner**

- 2.1- Concept and General Characteristics of Development
- 2.2- Characteristics of Later Childhood and Adolescence period with reference to -
  - a) Physical development
  - b) Cognitive development
  - c) Emotional development
  - d) Moral and Social development
- 2.3 Educational Importance of Later Childhood & Adolescence
- 2.4 Guidance and Counselling to Adolescent

## **Unit 3 :- The Learner as an Individual**

- 3.1 Concept of Personality.
- 3.2 Factors influencing development of Personality (Genetic and Environmental)
- 3.3 Characteristics of Integrated Personality
- 3.4 Individual Differences - meaning and causes.
- 3.6 Maladjustment among Learners - meaning, nature and causes.
- 3.7 Stress Management - concept, causes, types & management

## **Unit 4 :- Learners with Special Needs**

- 4.1 Needs, Problems and Suggestions to-
  - a) Physically Disabled Child (Orthopedic and Sensory)
  - b) Mentally Retarded Child
  - c) Learning Disabled child
  - d) Gifted Child
- 4.2 Juvenile Delinquency - meaning, nature, causes and preventive measures.

## **Unit - 5 :- Intelligence**

- 5.1 Concept of Intelligence.
- 5.2 Theories of Intelligence (Spearman's Two Factor Theory, Theory of J.P. Guilford, Gardners Theory of Multiple Intelligence)
- 5.3 Measurement of Intelligence and Educational Importance of measuring Intelligence.
- 5.4 Emotional Intelligence - concept , nature, development of E.Q. and educational importance.

## **Unit -6 :- Group and Classroom as Group**

- 6.1 Meaning and Characteristics of Group
- 6.2 Causes of Group Formation
- 6.3 Concept of Group Dynamic
- 6.4 Classroom as Group - Characteristics
- 6.5 Meaning of Leadership and Characteristics of a good Leader

## **Unit 7 :-Learning and Teaching.**

- 7.1 Learning - concept, nature and characteristics of Learning Process
- 7.2 General Principles of Learning Methods (Trial and Error, Conditioning, Insight learning)
- 7.3 Gagne's Theory of Learning.
- 7.4 Factors influencing Learning - related to learner
- 7.5 Measurement of Learning - Learning Curve, Plateau stage, Educational Importance of Learning Curve
- 7.6 Transfer of Learning - meaning, types and educational importance.
- 7.7 Teaching - concept, Glaser's Basic Teaching Model.

## **Unit-8 Mental Process Related to Learning**

- 8.1 Attention -
  - a) Meaning, nature types and characteristics
  - b) Factors affecting learning (Internal & External)
- 8.2 Sensation and Perception -
  - a) Meaning and process.
  - b) Principles of perceptual formation (including Gestalt view)
- 8.3 Concept Formation -
  - a) Meaning and Process.
  - b) Educational Importance
- 8.4 Thinking -
  - a) Meaning, characteristics
  - b) Types of Thinking.
- 8.5 Memory-
  - a) Meaning and process of memory
  - b) Forgetting - Meaning and causes of Forgetting.
- 8.6 Motivation –
  - a) Concept and types
  - b) Maslow's Hierarchy of needs.
  - c) Techniques of enhancing Learner's motivation in classroom.
- 8.7 Creativity -
  - a) Meaning and nature.
  - b) Stages involved in creativity.
  - c) Nourishment of Creativity.

## PRACTICAL WORK -C-II

### \*Experiments in Psychology :

- a) At least **five experiments** and **one psychological test** should be performed from the following list.
- b) A journal is to be maintained by each Student.
- c) Experiment batch should not be more than 20 students.
- d) The psychological test should be administered by the Student-teacher during the internship programme.
- e) Each experiment should be valued out of 30 marks.

### \* Distribution of Marks :-

- i) Aim, procedure and observations - 7 marks
- ii) Introspection and Conclusion marks - 8 marks
- iii) Educational implications marks -15marks

### \* List of Experiments –

#### **A] Compulsory :**

Sr. No.	Topic	Aim	Apparatus
1.	Learning process (and Transfer of Learning)	a] To Study the process of learning by trial and error method. b] To Study possibility of bilateral transfer of learning	Dr. Gopal Swami's Start pattern, Stop-watch, bell.
2.	Concept Formation	To Study the process of Concept Formation	Sets of Cards with different figures Stop Watch.

#### **B] Optional (Any Three):**

1.	Fatigue	To Study the effect of fatigue by contineous mental work.	Mulitplication test Sheet, Stop watch, bell.
2.	Suggestion	To determine Suggestibility index	A Sufficiently large picture, A set of questions [Some of them should be

			Suggestive]
3.	Imagination	To Study the constructive imagination	Cards containing nouns and verbs, stop watch.
4.	Imagery	To study the process of imagery	list of various words as per type of imagery

### C] Psychological Test :

Sr. No.	Topic	Aim	Apparatus
5.	Measurement of Intelligence.	To Study the natural phenomenon of intelligence	Standardized test with necessary apparatus and manual.

### Recommended Books and References

- 1 Deccaco John P, The psychology of learning and instructions , Prentice Hall India, 1971.
- 2 Dash Murlidhar, Educational psychology,Deep and Deep publishers,Delhi, 1988.
- 3 Emotional Intelligence, Dyanial Goleman.
- 4 Counselling and Guidance - Rao.
- 5 Walia, Foundations of Educational psychology, Paul publishers, Jallunder.
- 6 Rastogi K.G,Educational psychology, Rastogi publications,Meerut Ed. 1st 1983.
- 7 Galloway William and Klausmier H.J.Facilite Student learning , Harper and Row publication, New York, London 1975.
- 8 Chauhan S.S., Advanced Educational psychology, Vikas publishing House Pvt. Ltd., New Delhi.
- 9 Howard Gardner, (1985), Frames of Mind, New York: Basic Book Inc.Publisher.

10 Sigmand Fraud, Joseph Breuer, Studies in hysteria, Shreejee Book, New Delhi.

11 Sigmand Fraud, A general introduction into psycho analysis, Washington Square press, New York.

12  $\frac{1}{2}$ ãñŠ.İÖæè. †àiŠß†ãŠ¥ãæè, Îãõàããä¥ã†ãŠ  
½ãñ¶ãÖãîããÖ"ã, Ñããèããîã²ãã 1ãÆ†ãŠãîã¶ã, 1ãì¥ãñ.

13 ìãã.¶ãã ºããîñ†ãŠÀ, Îãõàããä¥ã†ãŠ ìã  
1ãÆã¼ããñãäØã†ãŠ ½ãñ¶ãÖãîããÖ"ã, Ñããèããîã²ãã  
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½ãñ¶ãÖãîããÖ"ã, ã¶ã½ããñË 1ãÆ†ãŠãîã¶ã, 1ãì¥ãñ

15 †ãŠÀªãè†ãŠÀ ÖãîÀñîã, Îãõàããä¥ã†ãŠ  
½ãñ¶ãÖãîããÖ"ã, 1ãŠî†ãñŠ 1ãÆ†ãŠãîã¶ã, 1ãì¥ãñ.

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½ãñ¶ãÖãîããÖ"ã ,ããã£ãÓÿã¶ã, ¶ãîìã¶ã 1ãÆ†ãŠãîã¶ã,  
1ãì¥ãñ.

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### Paper III

## FOUNDATIONS OF SCHOOL PRACTICES AND SPECIAL FIELDS OF EDUCATION

### Objectives:

To enable the pupil teacher-

1. To acquaint with the process of teaching and communication in the school.
2. To acquaint with organization and administration of different activities in school.
3. To familiarize with some problems of secondary and higher secondary education.

- 4.To develop skills for computing important statistical measures and their application in school situation.
- 5.To explain the importance of discipline and student welfare activities.
6. To acquaint with special fields of education. i.e. Population Education, Adult Education, Environment Education, Health Education.
- 7.To acquaint with various agencies and institutions any national and state level concerned with higher education.

### **Unit -1 Teaching Process and Techniques**

- a) Concept, Scope and Nature
- b) Principles of Teaching and Maxims of Teaching
- c) Communication - Concept, Nature, Process, Modes, Channels

### **Unit – 2 Evaluation**

- a) Concept, Principles and Educational Importance
- b) Aspects of Evaluation Process
  - i) Educational Objectives
  - ii) Learning Experiences
  - iii) Tools of Evaluation
- c) Tools of Evaluation - Qualitative & Quantitative

### **Unit – 3 School Management, Organization and Administration**

- a) Concept, Nature and Difference.
- b) Purpose & Types of Administration.
- c) Modern School Discipline - Concept, Nature and Ways to maintain Discipline

### **Unit - 4 Administrative Machinery for Secondary & Higher Secondary in Maharashtra State**

- a) Structures of School Education, Ministry, Secretary, Directorate, District
- b) M.S. Board of Secondary and Higher Secondary Education
- c) M.S. Bureau of Text Book Construction & Research
- d) Secondary School Code

### **Unit - 5 Statistical Measures**

- a) Fundamental Concepts
- b) Measures of Central Tendency
- c) Measure of Variability
- d) Coefficient of Co-relation
- e) Percentile & Percentile Rank

f) Standard Score - Z score and T-score

**Unit - 6 Educational Institutions at the State & National level**

- a) S.C.E.R.T.
- b) N.C.E.R.T.
- c) C.B.S.E.
- d) N.C.T.E.

**Unit -7 Secondary & Higher Secondary Education**

- a) With reference to Curriculum, Language & Vocational Education and Recommendation:
  - i) Mudliar Commission
  - ii) Kothari Commission
  - iii) N.P.E. of 1986 & 1992
- b) Problem & Evaluation
  - i) Crowded Classes
  - ii) Distortion in Qualitative Development

**Unit - 8 Special Fields of Education**

- a) Concept, Need & Teaching through various school subjects:
  - i) Environment Education
  - ii) Population Education
  - iii) Health Education
  - iv) Education for Human Rights
  - v) New Trends in Education - Personality Development & Disaster Management.

**Recommended Books and References**

1. Bhatia and Bhatia , Principales and Methods of Teaching
2. S.K.Kocher, Methods and Techniques of Teaching.
3. J.C.Agrwal, Principales and Methods of Teaching
4. W.N.D andekar, Evaluation of Schools
5. Kochar , School Organization
6. Rita Sharma, Adult Education

7. Saffaya ,Current problems in education.
8. Kundu, Adult Education
9. SeemaYeole, Educational Technology.
10. Usha Sharma Educational Technology.
11. Agrawal J.C., Educational Technology.
12. ተሰጠው ስለሚገኙት ችግሮች ለማግለጫ ስለሚያስፈልጉት ማረጋገጫ
13. ለሌሎች ስለሚገኙት ችግሮች ለማግለጫ ስለሚያስፈልጉት ማረጋገጫ
14. ለሌሎች ስለሚገኙት ችግሮች ለማግለጫ ስለሚያስፈልጉት ማረጋገጫ
15. ለሌሎች ስለሚገኙት ችግሮች ለማግለጫ ስለሚያስፈልጉት ማረጋገጫ
16. ለሌሎች ስለሚገኙት ችግሮች ለማግለጫ ስለሚያስፈልጉት ማረጋገጫ
17. ለሌሎች ስለሚገኙት ችግሮች ለማግለጫ ስለሚያስፈልጉት ማረጋገጫ
18. ተሰጠው ስለሚገኙት ችግሮች ለማግለጫ ስለሚያስፈልጉት ማረጋገጫ
19. ለሌሎች ስለሚገኙት ችግሮች ለማግለጫ ስለሚያስፈልጉት ማረጋገጫ
20. ለሌሎች ስለሚገኙት ችግሮች ለማግለጫ ስለሚያስፈልጉት ማረጋገጫ

**Paper - IV**  
**INFORMATION COMMUNICATION TECHNOLOGY &**  
**RESEARCH**

## **Objectives :**

### **To enable pupil teacher -**

1. To acquaint teacher trainees with different parts of computer system and their functions.
2. To develop vocabulary of information communication teaching (ICT) among teacher trainees.
3. To develop proficiency in handling of office tools & various software tools among teacher trainees.
4. To create awareness among teacher trainees about ICT related to Internet.
5. To aware teacher trainee about use of proper research method for solving a particular educational problem.
6. To motivate the teacher-trainee how to solve their own problem at school level.
7. To motivate the teacher-trainee to solve problem with the help of action research.
8. To realize importance action research.
9. To help to understand educational technology.
10. To help to understand educational technology and information and communication technology in education.
11. To obtain total perspectives of the role of technologies in Modern Educational Practicals.

## **UNIT : 1 Fundamentals of Computer**

- 1.1 History of Computer,
- 1.2 Definition of Computer,
- 1.3 Generation of Computer - First, Second, Third, Fourth.
- 1.4 Types of Computer- Mini, Micro, Mainframe, Super.
- 1.5 Block diagram of Computer and its function
- 1.6 Peripheral, devices - Floppy Drive, CD drive
- 1.7 Input devices - Keyboard, Mouse, Webcam, Joystick, Touch screen, Light pen, Pen drive.
- 1.8 Output devices - Monitor, Printer - Dot Matrix , Inkjet, Laser, Scanner, Fax, Multifunctional User.
- 1.9 Storage Devices - Floppy, CD, DVD
- 1.10 Meaning of following terminology :  
RAM, Desktop, Icon, Windows, Recycle Bin, Clicking, Dragging, Dialog Box, Dropping, Graphical User Interface.
- 1.11 Operating System : Application Software, System Software, Concept of Hardware, Networking Functioning, Various Operating systems - DOS, Windows, UNIX.
- 1.12 Virus and its Management.

## **UNIT : 2 ESSENTIALS OF SOFTWARE TOOLS**

- 2.1. Use of windows, Concept of file and folders
- 2.2. MSPaint Features - General and Special
- 2.3. M.S. Word Features - General and Special
- 2.4. M.S. Excel Features - General and Special
- 2.5. M.S. Powerpoint Features - General and Special

## **UNIT : 3 ONLINE EDUCATION**

- 3.1 Concept of Internet and its Use
- 3.2 E-Learning - Meaning, concept, merits and demerits
- 3.3 Different modes of E-Learning
- 3.4 Tele-Conference (internet mode)
- 3.5 Video-Conference (internet mode)
- 3.6 Virtual Classroom
- 3.7 Concept and need of On-line Courses

## **UNIT : 4 APPLICATION OF COMPUTER AND MULTIMEDIA IN EDUCATION**

- 4.1 Use of computers and multimedia in teaching-learning process
- 4.2 Use of computers for examination
- 4.3 Use of computer in Education to - students, teachers and process of Education
- 4.4 Computer aided instruction
- 4.5 Computer assisted instruction (Lesson Planning)
- 4.6 Advance Computer assisted instruction

## **Unit : 5 EDUCATIONAL TECHNOLOGY**

- 5.1 Concept, Meaning and Nature of following:
  - a) Technology in Education
  - b) Technology of Education
  - c) Educational Technology
- 5.2 Educational Technology Approaches and their Application in Learning and Teaching
  - a) Instruction Approach
  - b) Behavioural Approach
  - c) Difference between Hardware and Software
  - d) Use of Educational Technology in Teaching and Learning

## **UNIT:6 INFORMATION & COMMUNICATION TECHNOLOGY.**

- 6.1 Concept, Nature, Scope, Need and Importance Information and Communication Technology

- 6.2 Uses of ICT in Teaching and Learning
- 6.3 Innovations in Educational Technology

### **UNIT: 7 EDUCATIONAL RESEARCH**

- 7.1 Concept of research
- 7.2 Types of research
  - a) Historical research - Concept, steps and importance
  - b) Survey - Concept types and importance.
  - c) Experimental - concept, steps, various experimental designs.(Single & Equal )
  - d) Qualitative research-concept and difference between qualitative & quantitative research

### **UNIT: 8 ACTION RESEARCH**

- 8.1 Meaning scope and importance of action research
- 8.1 Characteristics of action research & various fields of action research
- 8.2 Steps of action research.

## **AREA D - PRACTICAL WORK**

**Note – Students should save all the practical performed by himself in CD/Floppy)**

1. Use of Paint to prepare various diagrams for practice teaching
2. Use of Paint to prepare Block Diagram of computer
3. Use of MS Word to prepare Personal Profile
4. Use of MS Word to prepare Article using various features
5. Use of MS Excel to prepare Mark sheet with Graph ( Min. 10 students)
6. Use of MS Excel for Statistical Analysis on any topic e.g. Monthly Attendance Report
7. Use of MS PowerPoint to prepare Lecture Note with using Paint
8. Use of MS PowerPoint to prepare Lecture note on any topic with using Hyperlink
9. Internet Surfing for educational sites (Min. 10)
- 10.E-Mail

## **Recommended Books and References**

1. Advanced Microsoft Office 2000 – Flynn, Meredin and Rudkosky, Neetha H. (2000), New Delhi B.P. B.
2. Excel for Windows' 95 – Instant Reference – HERGERT, Douglas A. (1992), SYBEX INCORPORATED
3. Multimedia Technology and Applications – HILLMAN, David (1998), New York: Delmar Publishers
4. Windows 98 for Dummies – RATHBONE, Andy: IDG Books Worldwide
5. Computer Fundamentals – NAGPAL D.P. (2001) – New Delhi: Wheeler Publishing
6. Computer Primer – RAJRAMAN, Ed.2, New Delhi: Prentice Hall of India Pvt. Ltd.
7. Windows for Dummies – RATHBONE, Andy, Delhi: Pustak Mahal,
8. Computers Today. SANDERS, Donald H. (1988), New York, McGraw Hill Book Co.
9. Computer Fundamentals – Concepts, Systems and Applications, SINHA, P.K. (1992), New Delhi, BPD Publications.
10. Internet with Web Page/Web site Design Bible – UNDERDAHL, Brian and UNDERDAL, Keith (2000), New Delhi, IDG Books India Pvt. Ltd.
11. lax.kd ifjp; : izk- uanfd'kksj nk;ek] fon;k izdk'ku] ukxiwj-
12. jkT; mn;kps] lax.kdkps : fnid f'kdkjiwjdj] dkWUVhusavy izdk'ku] iw.ks-
13. ljLorh dkWEiqVj dkslZ : laiknd - lks-es?kuk dgyd.khZ] ljLorh xzaFk HkkaMkj] iq.ks-
14. d dkWEiqVjpk - jfoanz nslkbZ] jktgal izdk'ku] iq.ks-
15. dkWEiqVjpk okVkM;k - 'kf'kdka xktjs] furhu izdk'ku] iq.ks-
16. ukSVl Qkwj dkWEiqVj dkslZ - eks?ks] QMds] Vol. III,IV,IX, lezkV izdk'ku] eqacbZ-
17. baVjusV ,d dYio`{k - ys- eksgu vkiVs] jktgal izdk'ku] iq.ks-
18. csfld dkWEiqVj dkslZ - QMds] eks?ks] lezkV izdk'ku] eqacbZ-
19. Training Guide – Microsoft Office – 2000, BPB Publication, Delhi.
20. M.S Office Manual – Dr. A.M. Malhotra, Bright Currier, Delhi.

21. MS-CIT – Book – Marathi & English
22. Best J.W. & Kahan – Research in Education, Percentile Hall, New Delhi.
23. Sukhia, Maharotra – Elements of Education.
24. Corely – Action Research.
25. Kulkarni S.k. – Educational Technology.
26. eqGs] mekBs – `kS{kf.kd la'kks/ku
27. ikjluhl – `kS{kf.kd la'kks/ku
28. c-fc-iaMhr – d`rh la'kks/ku
29. egkjk"V jkT; `kS- vuq- ifj"kn – d`rh la'kks/ku-
30. ikB; iqLrd eaMG iq.ks – d`rh la'kks/ku-
31. lhkek ;soys – `kS{kf.kd ra=foKku-
32. g-uk- txrki – `kS{kf.kd ra=foKku-

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## **COURSE V AND VI CONTENT CUM METHODOLOGY OF SCHOOL SUBJECTS**

Teacher trainee should select any two school subject for course V and VI. These school subjects are Marathi (CM-1), Hindi (CM2), English (CM3), Urdu (CM4), Sanskrit (CM5), Geography (CM6), History (CM7), Mathematics (CM8), Science (CM9), and Commerce (CM10).

### **Practical Work (Area – D for All CM)**

One Practical is to be completed by Student Teacher on first School Subject and one on second school subject from the following, which is assessed by the College as internal work.

1. To prepare content analysis on your school subject for any one standard V to XII as following
  - a) Meaning & Nature of CCM
  - b) Need & Importance of CCM
  - c) Steps of CCM
  - d) Curriculum, Syllabus & Textbook
  - e) Principles of Designing Curriculum
  - f) Approaches of Curriculum
2. To prepare and administer Unit Plan and Unit Test and submit **the report**

## AaSayayau@ta AQyaapana paQdtal à marazi

{i\_YTo : à

1. AaSayayau@ta AQyaapanaaMcal saMklpanaa samajaUna GaoNyaasa pa`iSaXaNaaqal-Mnaa madta krNao.
2. maataRBaaYaocao mahtva samajaUna GaoNyaasa pa`iSaXaNaaqal-Mnaa madta krNao.
3. marazi maataRBaaYaa mhNaUna AQyaapanaacal {i\_YTo samajaUna GaoNyaasa madta krNao.
4. maaQyaimak AaiNa {cca maaQyaimak staravarlla marazi maataRBaaYaocao AByaasak`ma inaiScatalcal tatvao samajaUna GaoNyaasa pa`iSaXaNaaqal-Mnaa madta krNao.
5. maaQyaimak AaiNa {cca maaQyaimak staravarlla marazi maataRBaaYaocao AQyaapana krNyaasa AavaSyak kaOSalyaaMcaa ivakasa krNao.
6. maataRBaaYaocyaa AQyaapanaasaazi {payau@ta zrNaa%yaa AQyaapana paQdtal AaiNa taM~ao yaaMcaa paircaya kr}na doNao.
7. maaQyaimak AaiNa {cca maaQyaimak staravarlla marazi AByaasak`maatalla gaV vaaEmaya pa`karaMcal sqaUla AaoLKa kr}na doNao.
8. maaQyaimak AaiNa {cca maaQyaimak staravarlla marazi AByaasak`maatalla paV vaaEmaya pa`karaMcal sqaUla AaoLKa kr}na doNao.
9. maataRBaaYaocao AQyaapana pairNaamakark haoNyaasaazi pa`iSaXaNaaqal-Mnaa saXama krNao.
10. AiBavya>I, SauQdlaoKana, saja-naSalla laoKana yaaba\_lacal jaaNalva inamaa-Na krNao.
11. marazlcyaa AQyaapanaacao inayaojana AaiNa maUlyamaapana pa`iSaXaNaaqal-Mnaa krtaa yaavao yaasaazi saXama banaivaNao.

### ivaBaaga à A

**GaTk 1 : AaSayayau@ta AQyaapana paQdtal saMklpanaa va svar}pa**

- 1.1. paaSvaBaUmal, saMklpanaa, svar}pa
- 1.2. maataRBaaYaocao sqaana va savaa-MgaiNa mahtva
- 1.3. maataRBaaYaocaa Anya ivaYayaaMSal samavaaya (saMskRta, [Mga`jal, ihMdl, [itahasa, BaUgaaola, iva&aana, gaiNata va saMgaNak)
- 1.4. maataRBaaYaocal saMrcanaa

**GaTk 2 : maataRBaaYaocyaa AQyaapanaacal {i\_YTo**

2.1 BaaiYak kaOSalyaaMcaa ivakasa (Ea`vaNa, BaaYaNa, vaacana, laoKana)

2.2 vyaapak ó vaaÈmayalna {i\_YTo (saahtyaacal AavaD, Baavanaa ivakasa, ivacaarSa>Icaa ivakasa, saaOMdya-ga`hNa Xamataa vaaZivaNao, saja-naSallataa, vya>Imatva ivakasa, rsaasvaad)

2.3 vaga- AQyaapanaacal {i\_Yto AaiNa spaYTIkrNao

**GaTk 3 : maataRBaaYaocaa AByaasak`ma**

3.1 maaQyaimak AaiNa {cca maaQyaimak staravarlla maataRBaaYaa AByaasak`maacal tatvao.

3.2 AByaasak`ma, paazyak`ma, paazyapaustak Aqa- va svar}pa

3.3 AaSaya ivaSlaoYaNaacal saMklpanaa, garja va {i\_YTo

3.4 caaMgalyaa paazyapaustakacao inakYa

**GaTk 4 : marazi AQyaapanaacyaa ivaivaQa paQdtal va taM~ao**

4.1 paQdtal à vyaaKyaana paQdtal, kqana paQdtal, pairsaMvaad paQdtal, saMBaaYaNa paQdtal.

4.2 taM~ao pa`Sna taM~a, paya-vaoiXata AByaasa taM~a, naaTyalkrNa taM~a, bauQdlmaMqana taM~a, saaMiGak AByaasa taM~a,

**ivaBaaga à ba****GaTk 5 :**

5.1 gaV vaaÈmaya AQyaapanaacal saMklpanaa va hotaU. [yattaa 5val tao 12val paya-Mtacyaa AByaasak`maatalla gaV vaaÈmaya pa`karacal sqaUla AaoLKa.

5.2 gaV vaaÈmaya pa`kar à Sabdica~a, AatmavaRtta, Aatmacair~a, laGauinabaMQa, lailata inabaMQa, vaOcaairk gaV, pa`vaasavaNa-na, naaTk, naaTyaCTa, baKar, ekaMikka, cair~a.

**GaTk 6 :**

6.1 paV vaaÈmaya AQyaapanaacal saMklpanaa va hotaU.

6.2 paV vaaÈmaya pa`kar à saMtakavya, paMtakavya, Saaihrl kavya, Baavagalta, laaokgalta, saunalta, mau>CMd, naaTyagalta.

## **GaTk 7 : vyaakrNa**

- 7.1 Sabdivacaar à ivakarI, AivakarI Sabd  
7.2 vaa@yaivacaar à vaa@yaaMcao r}paaMtar,  
vaa@yapaRqqakrNa, vyaakrNa caalaivaNao.  
7.3 SabdisaQdl à tatsama, tad\Baava, parBaaIYak ,  
{pasaga-ta GaiTta, pa`tyaya GaiTta,  
saamaaijak Sabd, samaasa, AByasta Sabd.  
7.4 gaV AaiNa paVatalla frk.  
7.5 AXargaNavaR<ao à BaujaMgapa`yaata,  
vasaMtaitalaka, iSaKarNal, paRqval, maMdarmaalaa  
7.6 maa~aavaR<ao à Aayaa-, idMDI, navavaQaU  
7.7 CMd à ABaMga, Aaoval  
7.8 AlaMkar à SabdalaMkar :à Anaupa`asa,  
yamak , SlaoYa,  
Aqaa-laMkar :à {pamaa, {tpa`oXaa,  
svaBaavaao>I, caotanagauNaao>I, r}pak  
7.9 SabdSa>I à AimaQaa, laXaNaa, vyaMjanaa.  
7.10 rsa AaiNa kavyagauNa.  
7.11 vaa@pa`caar, mhNal  
7.12 vyaakrNaacao AQyaapanaacao hotau AaiNa  
AavaSyaktaa.  
7.13 vyaakrNaacao kayaa-tmak svar}pa AaiNa AQyaapana  
paQdtal.

## **GaTk 8 : maataRBaaYaocaa AQyaapak**

- 8.1 maataRBaaYaocaa AQyaapakacao gauNa.  
8.2 maataRBaaYaa AQyaapanaacal saaQanao  
8.2 maataRBaaYaocyaa AQyaapanaata hstapauistakocao  
mahtva.

## **GaTk 9 : laoKana**

- 9.1 SauQdlaoKanaacao inayama (masaapacao SauQd  
laoKana ivaYayak inayama)  
9.2 AnaulaoKana, Ea`RtalaoKana  
9.3 inabaMQalaoKana, klpanaaivastaar, pa~alaoKana,  
rsaga`hNa, saaraMSalaoKana, jaaihrata laoKana

## **ivaBaaga à k**

## **GaTk 10 : maataRBaaYaocyaa AQyaapanaacao inayaaojana va maUlyamaapana.**

- 10.1 vaaiYa-k inayaaojana, GaTk inayaaojana, paaz  
inayaaojana.  
10.2 BaaYaa pa`yaaogaSaaLa garja va mahtva.

10.3 naOdainak ksaaOTyaa va {pacaaratmak Aqyaapak.  
**ivaBaaga à D**

**pa`atyaiXak kaya- :à**

- 1) AaSaya ivaSlaoYaNa (5val tao 12val cyaa marazlcyaa kaoNatyaahl eka paazyak`maacao)
- 2) GaTk inayaaojana, GaTk caacaNal, saMivaQaana ta@taa.

**saMdBa- paustak saUcal :à**

1. marazl AQyaapana paQdtal àDa^.sauroSa krMdlkr, fDko pa`kaSana, pauNao.
2. marazlcao AQyaapana àDa^. ma.baa.kuMDlao, Ea`livaVa pa`kaSana, pauNao.
3. maataRBaaYaocao AQyaapana àpa`a.caMd`kumaar DaMgao
4. marazlcao AQyaapana va maUlyamaapanaàlallaa paaTlla, Ea`livaVa pa`kaSana, pauNao.
5. marazlcaa {d\gama va ivakasa àkR. paaM. kulakNal-
6. saaihtya saaQanaa àmaa. ka. doSapaaMDo
7. marazl : AQyaapana va AQyayana àid. ho. paaTlla, Sa. ra. raNao
8. marazlcao AaSyaayau@ta AQyaapana àDa^. pa`. Ea`a. caaOQarl, vyaMkToSa pa`kaSana, jaLgaava.
10. maataRBaaYaa marazlcao AQyaapana Saas~alya ivaSlaoYaNa àDa^.nailanal ipacaD, Da^. ramadasa barklao. taojasal pa`kaSana, naaiSak.

**,ããlã<sup>3</sup>/<sub>4</sub>ã<sup>3</sup>/<sub>4</sub>ãițã<lã ,ã£<sup>3</sup>/<sub>4</sub>ãã<sup>1</sup>ã¶ã <sup>1</sup>ã£<sup>a</sup>!ããè -  
ããÖâ<sup>a</sup>ãè**

**ããlã<sup>1</sup>/<sub>4</sub>ããØã ,ã**

**fțãŠãfÃ ¶ãã.1 - ,ããlã<sup>3</sup>/<sub>4</sub>ã<sup>3</sup>/<sub>4</sub>ãițã<lã ,ã£<sup>3</sup>/<sub>4</sub>ãã<sup>1</sup>ã¶ã <sup>1</sup>ã£<sup>a</sup>!ããè**

1.1 ÓããțãŠÊ<sup>1</sup>ã¶ãã, ½ãÖ||lã

**fÃțãŠãfÃ ¶ãã.2 - ¼ããÓãã țãŠã ÔlãÁ<sup>1</sup>ã țlããá <sup>1</sup>ãÆțãŠãÀ**

2.1 ¼ããÓãã țãŠãè <sup>1</sup>ãÀãè¼ããÓãã

2.2 ¼ããÓãã țãñŠ <sup>1</sup>ãÆ½ãiOEã Èãã¶ã / ããlãlãñÓãlããțú

2.3 ¼ããÓãã țãñŠ <sup>1</sup>ãÆ½ãiOEã ,ããØã

- 2.4  $\frac{1}{4}$ ããÓãã      †ãñŠ      1ãÆ†ãŠãÀ -  
 $\frac{1}{2}$ ããlãð $\frac{1}{4}$ ããÓãã,Àã•ã $\frac{1}{4}$ ããÓãã,ÀãÓ›È $\frac{1}{4}$ ããÓãã,,ã¶ $\frac{3}{4}$ ã  
 $\frac{1}{4}$ ããÓãã ,ãããã<sup>a</sup>
- 2.5 ÀãÓ›È $\frac{1}{4}$ ããÓãã †ãñŠ Á1ã  $\frac{1}{2}$ ãò ääÖ¶ãè †ãŠã  $\frac{1}{2}$ ãÖlãlã  
2.6  $\frac{1}{4}$ ããÓãã äãlããã¥ã †ãñŠ „-ñl $\frac{3}{4}$ ã  
2.7  $\frac{1}{4}$ ããÓãã äãlããã¥ã †ãŠã ,ã©ãÃ  
2.8 äãlãããè $\frac{3}{4}$ ã  $\frac{1}{4}$ ããÓãã †ãñŠ Á1ã  $\frac{1}{2}$ ãò  $\frac{1}{2}$ ãã£ $\frac{3}{4}$ ããã $\frac{1}{2}$ ã†ãŠ  
lã©ãã „pã  $\frac{1}{2}$ ãã£ $\frac{3}{4}$ ããã $\frac{1}{2}$ ã†ãŠ ÔlãÁ1ãÀ ääÖ¶ãè äãlããã¥ã  
†ãñŠ „-ñlã

**fÃ†ãŠãfÃ ¶ãã.-3 ,ã¶ $\frac{3}{4}$ ã  $\frac{1}{4}$ ããÓãã äãlããã¥ã †ãñŠ  
1ãÆ $\frac{1}{2}$ ãìœã äãÖã£ããlã lã©ãã  $\frac{1}{4}$ ããÓãã †ãŠãõlãÈ äãlããã¥ã**

- 3.1 Èñœã¶ã Õãñ 1ãÖÈñ  $\frac{1}{4}$ ããÓãã¥ã  
3.2 ,ãã£ããÁ $\frac{1}{4}$ ãlã Õãúpããñ †ãŠã ,ã $\frac{1}{4}$  $\frac{3}{4}$ ããÕã  
3.3  $\frac{1}{4}$ ããÓãã äãÖãœããf†,  $\frac{1}{4}$ ããÓãã †ãñŠ °ããÃñ  $\frac{1}{2}$ ããñ  
¶ãÖãè  
3.4 ,ã¶ãìÔlãÀãè $\frac{3}{4}$ ã lãã†ã $\langle$  $\frac{3}{4}$ ã Ôããúpããñ †ãŠã ,ã $\frac{1}{4}$  $\frac{3}{4}$ ããÕã  
3.5 lããlããÃÈã1ã †ãŠãè 1ãÆ $\frac{1}{2}$ ãìœãlãã  
3.6  $\frac{1}{2}$ ãã¶ã†ãŠ „pããÀã¥ã 1ãÀ °ãÈ  
3.7 ,ã $\frac{1}{4}$  $\frac{3}{4}$ ããÕã †ãŠãè 1ãÆ£ãã¶ãlãã  
3.8 Ôããèãã $\frac{1}{2}$ ãlã lã<sup>oa</sup>ãlãÈãè †ãŠã pã $\frac{3}{4}$ ã¶ã  
3.9 1ãããÿlã  $\frac{1}{4}$ ããÓãã †ãŠã Èñœã¶ã  
3.10  $\frac{1}{4}$ ããÓãã l $\frac{3}{4}$ ãlãÖãÀ †ãŠãñ 1ãÆ£ãã¶ãlãã  
3.11 „1ã $\frac{3}{4}$ ãlã†ã $\langle$ ã Øãããlã  $\frac{1}{2}$ ãò lãlã<sup>a</sup> ,ããã $\frac{1}{4}$ ãl $\frac{3}{4}$ ã†ã $\langle$ ããè  
3.12 Ôã $\frac{1}{2}$ ãÖ $\frac{3}{4}$ ãã,ããò †ãŠã Ôã $\frac{1}{2}$ ãã£ãã¶ã  
3.13 ,ã¶ $\frac{3}{4}$ ã  $\frac{1}{4}$ ããÓãã- ÔããÔ†ãðŠlããè †ãñŠ 1ãÆããlã  
,ã¶ãlãlãŠÈ ,ããã $\frac{1}{4}$ ãl $\frac{3}{4}$ ã†ã $\langle$ ããè  
3.14 Ñãlãã¥ã †ãŠãõlãÈ äãlããã¥ã - ÔlãÁ1ã„,-ñlã †lãã  $\frac{1}{2}$ ãÖlãlã  
3.15  $\frac{1}{4}$ ããÓãã¥ã †ãŠãõlãÈ äãlããã¥ã - ÔlãÁ1ã„,-ñlã †lãã  
 $\frac{1}{2}$ ãÖlãlã  
3.16 lããpã¶ã †ãŠãõlãÈ äãlããã¥ã - ÔlãÁ1ã„,-ñlã †lãã  
 $\frac{1}{2}$ ãÖlãlã ,ããõÀ äãlããã£ã $\frac{3}{4}$ ããú

**ããlã $\frac{1}{4}$ ããØã °ã**

**fṭāšāfĀ ṯāā -4 Àḡāṯāā āāīāāā¥ā**

- 4.1 Àḡāṯāā āāīāḡāā
- 4.2 1āīāāīāĀ ,ā¼¾āāŌā
- 4.3 ĩāāīāāĀĒā1ā
- 4.4 ṭāšŌāṯāāè-ĒñŌĒāṯā
- 4.5 1ā"āĒñŌĒāṯā
- 4.6 ŌāāĀĒñŌĒāṯā
- 4.7 ,ā©āĀŌāĒŌ¥ā
- 4.8 āāṯā°āā£ā ĒñŌĒāṯā
- 4.9 ṭāšĒ1āṯāā āāīāŌīāāÀ
- 4.10 ,āṯāīīāā<sup>a</sup>
- 4.11 Àḡāṯāā āāīāāā¥ā ṭāñš „-ñīā
- 4.12 Àḡāṯāā Ōāñ ĩāā1ā¾āĀ
- 4.13 Àḡāṯāā āāīāāā¥ā āāṭāš āāīāāā£ā¾āāú -
- 1āāŸāāṯā¾āāñ•āṯā
- 4.14 Àḡāṯāā ṭāñš 1āĒṭāšāÀ
- 4.15 Àḡāṯāā ṭāš¾āĀ ṭāšā Ōāāīāāñ£āṯā

**fṭāšāfĀ ṯāā-5 ĩ¾āāṭāšĀ¥ā āāīāāā¥ā**

- 5.1 ĩā<sup>oa</sup> ṭāšāè 1āāā¼āāŌāā ṯīāā 1āĒṭāšāÀ-  
Àḡāṯāā,Ō"āāñīā ,āāŌÀ ,ā©āĀ ṭāñš ,āā£āāĀ1āÀ
- 5.2 ĩā<sup>oa</sup> āāŌā£āè -  
„1āŌāŌāĀ,1āĒĪ¾ā¾ā,Ōā½āāŌā,Ōāāāā£ā
- 5.3 ĩā<sup>oa</sup> ¼āñ<sup>a</sup> :- āāīāṭāšāĀāè -Ōāā—  
āā,ŌāīāĀṯāā½ā,āāīāīāñŌā¥ā,āā%āš¾āā  
,āāīāṭāšāĀāè -  
āā%āš¾āāāāīāīāñŌā¥ā,Ōāā°āā£āŌāīḡāṭāš,Ōā½āīḡāḡā¾ā  
°āāñ£āṭāš āāīāŌ½ā¾āāā<sup>ao</sup>āāñ£āṭāš
- 5.4 āāĒāŌā,ĩāḡāṯā,ṭāšāĒ,ṭāšāÀṭāš
- 5.5 ĩāāṭā¾ā -1āāā¼āāŌāā ,āāŌÀ 1āĒṭāšāÀ (,ā©āĀ  
,āāŌÀ Àḡāṯāā ṭāñš ,āā£āāĀ1āÀ)
- 5.6 ½āāṯāṭāš āāŌṯāè ĩāīāĀṯāāè ,āāŌÀ ½āāṯāṭāš  
āāŌāṯāīāè
- 5.7 āāīāĀ½āāāḡāŌñ ,āāŌÀ ĒīāṯāāèāāīāḡāāÀ -  
„ḡāāĀ¥ā ,āīā¾āīāāò ṭāñš ,āā£āāĀ1āÀ
- 5.8 ½āīŌāīāÀò ,āāŌÀ ṭāšŌāīāīāò (ṭāšāā 5īāāè Ōāñ  
12īāāè ĩāṭāš ṭāšāè 1āāŸ¾ā1āīŌṭāšāñ ½āò 1āĒ¾āīṭāīā )

- 5.9 Ì¼ãã†ãŠÀ¥ã †ãŠã ,ã©ãÃ ,ããõÀ ½ãÖ||ã
- 5.10 Ì¼ãã†ãŠÀ¥ã äãlãàã¥ã †ãŠãè äãlããä£ã¼ããú
- 5.11 Ì¼ãã†ãŠÀ¥ã äãlãàã¥ã †ãñŠ ½ããØãÃªlãÃ†ãŠ lã||ã
- 5.12 Óãã½ãã¶¼ã "ãìãã»¼ããú †lãâ "ãì»ãè äãlãlÊñÓã¥ã

**f†ãŠãfÃ ¶ãã. -6 Øã²ã äãlãàã¥ã**

- 6.1 Øã²ãÓãñ lãã!¹ã¼ãÃ
- 6.2 Øã²ã äãlãàã¥ã †ãñŠ „-ñlã
- 6.3 Øã²ã äãlãàã¥ã äã†ãŠ äãlããä£ã¼ããú

**f†ãŠãfÃ ¶ãã. -7 ¹ã²ã äãlãàã¥ã**

- 7.1 ¹ã²ã Óãñ lãã!¹ã¼ãÃ
- 7.2 ¹ã²ã äãlãàã¥ã †ãñŠ „-ñlã
- 7.3 ¹ã²ã äãlãàã¥ã †ãŠãè äãlããä£ã¼ããú lã©ãã ¹ããÿ  
ãã¶¼ããñ•ã¶ã

**f†ãŠãfÃ ¶ãã.-8 äãlãàã¥ã ¼ããÓãã äãlãàã¥ã †ãŠãè  
äãlããä£ã¼ããú**

- 8.1 Ì¼ãã†ãŠÀ¥ã ,ã¶ãìlããª ¹ãÆ¥ããÈãè
- 8.2 ¹ãÆl¼ããã ¹ãÆ¥ããÈãè
- 8.3 lãñÖ» ¹ãÆ¥ããÈãè
- 8.4 Øãÿ¶ã ¹ãÆ¥ããÈãè
- 8.5 ,ã¶¼ã ¼ããÓãã äãlãàã¥ã †ãñŠ äãË† „¹ã¼ãì†ã«lã  
¹ãÆ¥ããÈãè

**f†ãŠãfÃ ¶ãã.-9 äãÖãªãè äãlãàã¥ã †ãñŠ äãË†  
,äãlãl¼ãã†ãŠ Óãã½ãØãÆãè**

- 9.1 äãÖãªãè äãlãàã¥ã ½ãñ Ò†ãŠ Ñããl¼ãã Óãã£ã¶ããò  
†ãŠã ½ãÖ||ã, ÓlãÁ¹ã, ¹ãÆ†ãŠãÀ †lãâ ¹ãÆ¼ããñØã
- 9.2 ¹ããÿ¼ãã¹ãìÓlã†ãŠ - ½ãÖ||ã,ããªlãÃ  
¹ããÿ¼ãã¹ãìÓlã†ãŠãñ †ãŠãè äãlãlãñÓãlãã†ú
- 9.3 äãÖ¶ããè ,ã£¼ãã¹ã†ãŠ †ãñŠ äãË† äãlãlãñÓã Øãì¥ã
- 9.4 äãÖ¶ããè ¼ããÓãã äãlã†ãŠãÓã †ãñŠ äãË†  
,äãlãl¼ãã†ãŠ „¹ã%ãã½ãã - äãlããä£ã Ó¹ã£ããÃ†ú, ¼ããÓãã  
†ãñŠ ÕãñË, äãÖ¶ããè †ãŠãè ¹ããÀããã†ú,  
ãã¶¼ããlã†ãŠãããË†ãŠ,ãã¶ããäãlãñÓã,ÓãÀÓlãlããè  
¼ããããã†ú, ¹ãÆªlãÃ¶ããè ,ããããª.

**ãäîä¼ããØã %ãŠ.- †ãŠ**

- f†ãŠãfÃ ¶ãã.10**    äã¶ã¾ããñ•ã¶ã ìã©ãã ½ãîÊ¾ããã†ãŠ¶ã
- 10.1 ¹ããÿ äã¶ã¾ããñ•ã¶ã ,f†ãŠãfÃ äã¶ã¾ããñ•ã¶ã ,ããõÀ ìããããÓãÃ†ãŠ äã¶ã¾ããñ•ã¶ã
- 10.2 äãÖ¶ããè äãîäãããã ½ãò ½ãîÊ¾ããã†ãŠ¶ã †ãñŠ äãË† „¹ã¾ãî†ãã Õãã£ã¶ã
- 10.3 f†ãŠãfÃ †ãŠÕããñãè
- 10.4 ¶ãõããã¶ã†ãŠ †ìãä „¹ãßããÀãî½ã†ãŠ ,ã£¾ãã¹ã¶ã

**ãäîä¼ããØã %ãŠ.- ¡**

**¹ãÆãî¾ããããã†ãŠ †ãŠã¾ãÃ**

**ØãÆã©ã Ôãîßããè**

1. ¼ããÓãã ääîä—äã¶ã- ¡ãù. ¼ããñÊã¶ãã©ã ääîäìããÀãè.
2. äãÖ¶ããè ääîäãããã - Ôãããäìãããè äãÕããÖ.
3. äãÖ¶ããè ,ã£¾ãã¹ã¶ã            ¹ã£ã¹ããè            (¶ãîìã¶ã  
¹ãÆ†ãŠãîã¶ã,¹ãîãñ)-¹ãããã¡ã  ã.ããã.
4. äãÖ¶ããè            ääîäÕã¾ã            —äã¶ã            (¶ãîìã¶ã  
¹ãÆ†ãŠãîã¶ã,¹ãîãñ) -¶ãããÕã½ãã ¹ãÿã¶ã
5. äãÖ¶ããè ì¾ãã†ãŠÀãã -Øã.Ë.ìããó.
6. äãÖ¶ããè ì¾ãã†ãŠÀãã - ©ãîãñ.
7. äãÖ¶ããè            ,ã£¾ãã¹ã¶ã            ¹ã£ã¹ããè(¶ãîìã¶ã  
¹ãÆ†ãŠãîã¶ã,¹ãîãñ) -ããòãñ  ãã.Õãã.
8. äãÖ¶ããè            ,ã£¾ãã¹ã¶ã            ¹ã£ã¹ããè            (ìÕãè¶ãÕã  
¹ãÆ†ãŠãîã¶ã,¹ãîãñ)- †ãñŠããè †ãîß†ãŠããè.
9. äãÖ¶ããè ,ã£¾ãã¹ã¶ã ¹ã£ã¹ããè-  
†ãñŠããè,ÕããØããñÀã½ã.
10. äãÖ¶ããè ,ã£¾ãã¹ã¶ã -Ñããè£ãÀ¶ãã©ã ½ãîËãããè
11. äãÖ¶ããè ,ääîä¾ã †ãñŠ Ôãã©ã ,ã£¾ãã¹ã¶ã ¹ã£ã¹ããè -  
ìããÕ†ãŠÀ ¹ãîÓ¹ãã.
12. äãÖ¶ããè ìãõããããã†ãŠ ì¾ãã†ãŠÀãã ¼ããØã 1,2 -  
À!ããñØããè,ìã½ããÃ.
13. ääîäããè¾ã ¼ããÓãã †ãñŠ Á¹ã½ãò äãÖ¶ããè †ãŠãè  
ääîäããã - ¼ããfÃ ¾ããñØãòããèìã

14. ääÖ¶äè ,ã£¼ää¹¶ã ¹ã£¹äè (¶ãî!ã¶ã  
¹ãÆ¶ãŠãîã¶ã,¹ãî¶ãñ)-¶ã¶ãÖEãñ ,ãÀääìääª
15. ÀãÓ·È¼ääÓää ¶ãŠã ,ã£¼ää¹¶ã - Ôääÿñ Øã.¶ã.
16. ¼ääÓää 1,2¶ãŠè äãîääã¶ã äãîã£ääè¼ääú ,ääõÀ  
¹ääÿ ää¶ã¼ääñ•ã¶ã -îã½ääÃ Èà½ääè¶ãääÀã¼ää¶ã.

# **English- Content cum Methodology**

## **Communicative language Teaching**

### **Objectives:-**

#### **To enable the pupil teacher -**

- 1) To understand the concept, nature and importance of content cum methodology in the teaching and learning in English.
- 2) To understand the role and importance of English language in India and in education.
- 3) To understand the objectives of teaching and learning of English as a second and third language of secondary and higher secondary stage.
- 4) To understand the concept and importance of communicative approach to the teaching and learning of English as a second and third language.
- 5) To acquaint himself / herself with the methodology and techniques of communicative language teaching.
- 6) To be well conversant with the prescribed syllabus in English for std. V and XII.
- 7) To acquaint himself/herself with the essential aspect of English grammar and usage.
- 8) To acquaint himself/ herself with planning and testing in the teaching of English.
- 9) To develop positive attitude towards English as a second and third language.
- 10) To acquaint proficiency in the communicative use of English.

### **Area - A**

#### **Unit 1 - Content Cum Methodology**

- 1.1. Concept and nature
- 1.2. Need and importance of Content - Cum - Methodology.

#### **Unit - 2 - Nature of language**

- 2.1. Definition
- 2.2. Characteristics of language.
- 2.3. Principles of language learning.
- 2.4. Place of English.
  - a) In India with special reference to three language formula.
  - b) In Maharashtra state.
  - c) In present school curriculum.
- 2.5. Halliday's seven basic functions of language.:-
  - a) Instrumental function : using language to get things done.
  - b) Regulatory function : using language to control the behavior of others.
  - c) Interactional Function : using language to create interaction with others.
  - d) Personal function : using language to express personal feelings and meanings.
  - e) Heuristic function : using language to learn and to discover.
  - f) Imaginative function : using language to create a world of imagination.
  - g) Representational function : using language to communicate information

## 2.6. Objectives of teaching and learning of English.

Concept, Types :

- a) General objectives.
- b) Instructional objectives.

writing instructional objectives, writing specification of the objectives.

[This is to be taken through the workshop of Content - Cum - Methodology.]

## **Area B - Approaches and methods of teaching and learning of English.**

### **Unit - 3.**

- 3.1. Concept of method and approach.
- 3.2. Difference between method and approach.
- 3.3. various methods for teaching English. {Historical perspective only }
- 3.4. various approaches evolved for teaching English. {Historical perspective only }

### **Unit - 4 - Communicative Approach to the teaching and learning of English.**

- 4.1. Concept.
- 4.2. Features.
- 4.3. Principles.
- 4.4. Role of learner and teacher.

### **Unit - 5. Developing skills in CLT {communicative language teaching }**

- 5.1. Listening skill -Nature  
Types- focused, casual, Procedures and techniques to develop listening skill.
- 5.2. Speaking skill - Nature  
- Process of teaching speaking skill.  
- Procedures and techniques to develop speaking skill.
- 5.3. Reading skill - Nature  
Types of reading skill : Loud reading, silent reading, intensive reading and extensive reading.  
styles of reading skills- 1)skimming 2) scanning  
Procedures and techniques to develop reading skill.
- 5.4. Writing skill - Nature  
Types of writing : copying, dictation, conversation, guided / free composition.  
Procedures and techniques to develop writing skill.
- 5.5. Communicative skill / Talking skill -  
Nature of skill integration in communicative skill.  
- Procedures and techniques to develop communicative skills.

### **Unit - 6 - Class room materials, procedures and techniques.**

- 6.1. Teaching aids - audio, visuals , audio- visuals.
- 6.2. Course books and teachers hand books / manuals.
- 6.3. Language laboratory.
- 6.4. Dictionary skills
- 6.5. Pair work and group work.
- 6.6. Role play.
- 6.7. Simulation
- 6.8. Dramatization

- 6.9. language games
- 6.10. Projects.

### **Unit -7 Phonology of English.**

- 7.1. Vowels.
- 7.2. Diphthongs.
- 7.3. Consonants.
- 7.4. Consonant clusters
- 7.5. Stress.
- 7.6. Intonation
- 7.7. BRP / IRP.
- 7.8. Rhyme / Rhythm.

### **Unit - 8 Grammar and usage - part I**

- 8.1. Types of Grammar : a) Descriptive  
b) Prescriptive
- 8.2. Methods of teaching grammar -
  - a) Inductive
  - b) Deductive
- 8.3. kinds of sentences - Declarative, Imperative, Interrogative, Exclamatory.  
- functions of sentences
- 8.4. Types of sentences - simple, complex, compound.
- 8.5. parts of speech - Noun, pronoun, verb, adverb, adjective, preposition, conjunctions,

### **Unit - 9 Grammar and usage - part II**

- 9.1. Auxiliaries - kinds
- 9.2. Determiners - functions
- 9.3. Reported speech
- 9.4. Clauses and its functions
- 9.5. Transformation - Degree, voice, either-or, neither- nor, remove too, so- that, hardly - when, if- not, unless, no sooner - than, as soon as, Affirmative, Negative, Exclamatory, Interrogative, Question tag.
- 9.6. Figures of speech - simile, metaphor, personification, apostrophe, hyperbole, climax, anti-climax, transferred epithet.

### **Area - C**

#### **Unit - 10 - Planning and Evaluation.**

- 10.1. Planning - year, unit, sub- unit.
- 10.2. Testing - communicative { skill based }, Traditional { content based }
- 10.3. Continuous comprehensive evaluation system - concept, nature, structure, implementation.
- 10.4. Error analysis - concept, types, sources
- 10.5. Diagnostic testing.
- 10.6. Remedial teaching .

### **Area - D - Practicum.**

### **Recommended Books**

1. Littlewood W. 1983 : Communicative language teaching CUP.
2. Richards J & T.S. Rodgers 1995 : Approaches and methods in language teaching : CUP
3. Johnson K & Keith Morrow, 1983 : Communication in the class room Applications and methods for communicative approach, Longmans.
4. Byrne D. 1976 : Teaching oral English : Longmans.
5. Harris D. 1976 : Teaching English as a second language.
6. Randolph Quirk and Sidney Greenabum : A University grammar of English : Longman.
7. Geetha Nagraj : English language teaching approaches, methods
8. Leech and Svartivick 1974-A communicative grammar of English-Longman.
9. Sardana, Kamla 1972 : A fresh look at errors in English-Classical publishing Compnay.
10. Teacher's handbooks.
11. Syllabus of Std. V to Std. XII
12. Communicative language teaching in English - Prof. Pandit B.B. Pincipal D.A. Suryawanshi, Prof. M.P. Kute, Nutan Prakashan, Pune
13. A new approach to teaching of English in India - M.S. Sachdev Prakash Brothers - Ludiyana.
14. Teaching of English Dr. P.S. Chaudhari, Vyankatesh Prakashan, Jalgaon
15. English language teaching - Critical Study of methods and approaches - Kripa K. Gautam, Herman Publishing House, New Delhi – 1988

**,ãäîã¼ããÔãÖ ,ã£¼ãã¹ã¶ã ¹ã£ªîããè -  
ÔãâÔ†ãðŠîã**

**„ãä-Ó›ñ**

1. ääîã²ãã©ããê ääîãàã†ãŠãÔã ÔãâÔ†ãðŠîã ¼ããÓãñÞãñ  
½ãÖîîîã Ôã½ã•ãäîãî¶ã ãñ¥ãñ.
2. ääîã²ãã©ããê ääîãàã†ãŠããÔã ÔãâÔ†ãðŠîã  
¼ããÓãñÞããè ,ãäîãî¼ã†ãŠîãã Ôã½ã•ãäîãî¶ã ãñ¥ãñ.
3. ÔãâÔ†ãðŠîã ¼ããÓãñîããèË ¹ãÆã©ããä½ã†ãŠ  
†ãŠãõîãË¼ããâÞããè ääîã²ãã©ããê ääîãàã†ãŠãâÞãã  
¹ããÄÞã¼ã Üãîîãî¶ã ,ãã¥ã¥ãñ
4. ääîã²ãã©ããê ääîãàã†ãŠããÔã ÔãâÔ†ãðŠîã  
¼ããÓãñîããèË ¹ãÆã©ããä½ã†ãŠ †ãŠãõîãË¼ããñ  
,ãäî½ãÔãäîã †ãŠÁ¶ã Üãñ¥¼ããÔã ½ãªîã †ãŠÀ¥ãñ.  
(Ñãîã¥ã,¼ããÓã¥ã,îãâÞã¶ã,ËñÖã¶ã)
5. ääîã²ãã©ããê ääîãàã†ãŠããÔã ½ãã£¼ããä½ã†ãŠ  
ÔîãÄäîãÄãèË ÔãâÔ†ãðŠîã ,ã£¼ãã¹ã¶ããÞ¼ãã  
„ãä-Ó›ãäîããè ¹ããÄÞã¼ã Üãîîãî¶ã ,ãã¥ã¥ãñ.
6. ääîã²ãã©ããê ääîãàã†ãŠãâÞãã „Þã ½ãã£¼ããä½ã†ãŠ  
ÔîãÄäîãÄãèË ÔãâÔ†ãðŠîã ,ã£¼ãã¹ã¶ããÞ¼ãã  
„ãä-Ó›ãäîããè ¹ããÄÞã¼ã Üãîîãî¶ã ,ãã¥ã¥ãñ.
7. ÔãâÔ†ãðŠîã ,ã£¼ãã¹ã¶ããÞ¼ãã ääîãääîã£ã  
¹ã£ªîããéÞãã ¹ããÄÞã¼ã †ãŠÁ¶ã ãñ¥ãñ.
8. f. 8îããè îñ 12îããè ¹ã¼ãÄîãÞãã ,ã¼¼ããÔã%ãŠ½ã  
,äîøäîã Öãñ¥¼ããÔã ½ãªîã †ãŠÀ¥ãñ.
9. ÔãâÔ†ãðŠîããÞ¼ãã ääîãääîã£ã ¹ããÿãä¶ã¼ããñ•ã¶ã  
¹ã£ªîããéîããè ¹ããÄÞã¼ã Üãîîãäîã¥ãñ.
10. ÔãâÔ†ãðŠîã ¼ããÓãã ,ã£¼ã¼ã¶ããÞãñ  
½ãäîË¼ã½ãã¹ã¶ã îã ¹ãÄãèàã¥ã ¼ããâÞããè àã½ãîãã  
ãã¶ã½ããÄ¥ã †ãŠÀ¥ãñ.
11. ÔãâÔ†ãðŠîã ¼ããÓãñÞã¼ãã ,ã¼¼ããÔããÞããè  
,ããã¼ãÁÞããè ääîã²ãã©¼ããÄÞã¼ãã ½ã¶ãäîã  
ääîã†ãŠããÔãîã †ãŠÀ¥ãñ.
12. ÔãâÔ†ãðŠîã ¼ããÓãã îã fîãÀ ¼ããÄîããè¼ãã  
¼ããÓãã ¼ããâÞãã îîË¶ãäî½ã†ãŠ ,ã¼¼ããÔã  
†ãŠÀ¥¼ããÔã ½ãªîã †ãŠÀ¥ãñ.

**ääîã¼ããøã- ,ã**

**Üā›țāŠ 1** ,āāīā¼āāŌāÖ ,ā£¼āā¹ā¶ā ¹ā£ªīāāè -

1.1 ŌīāÁ¹ā, ,āāīā¹¼āțāŠīāā īā ½āÖīīā

**Üā›țāŠ 2. ŌāâŌțāđŠīā ¼āāŌāñĤāñ ½āÖīīā**

2.1 ¼āāÀīāāè¾ā •āāèīā¶āāīāāèË ŌāâŌțāđŠīāĤāñ Ōāā¶āīā īā ½āÖīīā

2.2 ¼āāÀīāāè¾ā ŌāâŌțāđŠīāāèīā ŌāâŌțāđŠīā ¼āāŌāñĤāñ ¾āāñØāª¶ā

2.3 ¼āāÀīāāè¾ā ¼āāŌāā īā ŌāâŌțāđŠīā ¼āāŌāā ¾āāâĤāā ¹āÀŌ¹āÀ Ōāâªāâ£ā

2.4 ŌāâŌțāđŠīā ¼āāŌāñĤāñ īāā;á.½ā¾āāè¶ā ÑāñŌÿīā

2.5 ¹āÆāĤāāè¶ā īā ,āīāāĀĤāāè¶ā āāīāāāīā£ā ,ā¼¼āāŌāīāāŌÆāā īā ŌāâŌțāđŠīā ¾āāâĤāā ¹āÀŌ¹āÀ Ōāâªāâ£ā

2.6 ,āā£āīāā¶āțāŠ țāŠāĤāīā (21¼āā īāīāțāŠāīā ) ŌāâŌțāđŠīā ,ā£¼ā¾ā¶āāĤāāè ,āāīā¹¼āțāŠīāā īā

ŌāâØā¥āțāŠāĤāā ŌŌ›āèțāŠāñ¶āāīāī¶ā ŌāâŌțāđŠīāĤāñ ½āÖīīā.

**Üā›țāŠ 3. ŌāâŌțāđŠīā ¼āāŌāā ,ā£¼āā¹ā¶āāĤāāè „āā-Ō›ñ -**

3.1 ¹āÆāŌāā½āțāŠ „āā-Ō›ñ - (Ñāīā¥ā, ¼āāŌā¥ā, īāāĤāā īā ËñŌÆā¶ā )

3.2 īāā;á.½ā¾āāè¶ā āāțāâŠīāā ī¼āā¹āțāŠ „āā-Ō›ñ

3.3 ŌāâŌțāđŠīā ,ā£¼ā¾ā¶āāĤāāè īāØāāĀīāØāĀīā „āā-Ō›ñ (¹āāÿ ›āĤā¥āāīāāèË „āā-Ō›ñ )

**Üā›țāŠ 4. ŌāâŌțāđŠīā ¼āāŌāñĤāā**

,ā¼¼āāŌā%āŠ½ā -

(,ā) Øāā¼āā¼āīā ,āāīā¼ā īā ,ā£¼āā¹ā¶ā ¹ā£ªīāāè -

4.1 āāË¹āāè, īā¥āāĀāĀñ - ŌīāÀ, ī¼āā•ā¶āñ, „ĤāāÀ¥ā Ōāā¶āñ, ,ā¾āāñØ¾ā „ĤāāÀ¥āā½āīĤñ

Öãñ¥ããÀñ ,ã©ãÃ°ãªË, Îãì£ª „ƐƐããÀ¥ããƐãñ  
½ãÖììã.

4.2 ÎãªããÖã£ªãè - „,¹ãÖãØãÃ, ¹ãÆì¼ã¾ã,  
£ããìãìÖãããä£ãìãñ, ìããã®ìãñ, †ãðŠª¶ìãñ

4.3 ìãã†ã¼ãÀƐã¶ìãã - ÔìãÁ¹ã ìã ìãõããìãÓ¼ãñ -  
Îãªãã½ã

4.4 ¹ãÆ¼ããñ•ã†ãŠ ÀƐã¶ìãã,†ãŠ½ãÃãã¥ã ÀƐã¶ìãã,  
ÖãããìãÖã¹ìã½ããè ÀƐã¶ìãã

4.5 äãìã¼ã†ã¼ããè - „,¹ã¾ããñØã ìã ,ã©ãÃ

4.6 Öã½ãã¶ìãã©ããè ìã äãìãÁ£ªã©ããè ìãª

4.7 ¹ãÆ¼ããñØã

4.8 †ãŠãß ìã ,ã©ãÃ

4.9  $f^{\frac{3}{4}}$ ãììãã 8 ìãñ 12ìããè Ɛ¼ãã ìãØããÃÖããÝãè  
¾ãñ¥ããÀãè ¶ãã½ãñ- ÖãìãÃ¶ãã½ãñ Á¹ãããÖã£ªãè  
 $f^{\frac{3}{4}}$ ãììãã 8 ìãñ 12ìããè Ɛ¼ãã ìãØããÃÖããÝãè  
¾ãñ¥ããÀãè äãªãŠ¾ãã¹ãªñ ( £ããìãì )

$f^{\frac{3}{4}}$ ãììãã 8 ìãñ 12ìããè Ɛ¼ãã ìãØããÃÖããÝãè  
ËãØã¥ããÀãè Á¹ãñ ,ããñßÖãã¥ãñ.

4.10 Öã½ããÖã

4.11 Öãã£ããè

4.12 Öãì¼ããããÖãìãñ -  $f^{\frac{3}{4}}$ ãììãã 8 ìãñ 12 ìããè Ɛ¼ãã  
ìãØããÃÖããÝãèƐããè Öãì¼ããããÖãìãñ ¹ããÝã¶ìãÀ,  
Öãã©ãÃ ¼ããÖãã¶ìãÀ, Ö¹ãÓãè†ãŠÀ¥ã

4.13 Öããñ¾ãã ÖããÖ†ãðŠìã ¼ããÓãñìã ªÖã ,ããñßãèìã  
ÀƐã¶ìãã ËñÖã¶ìã

4.14 äãìãìãñÓããñ

(ª)½ãã£¾ãã½ã†ãŠ ìã „,ƐƐã ½ãã£¾ãã½ã†ãŠ

ÌããßñìããèË ÖããÖ†ãðŠìã ¼ããÓãñƐãã

,ã¼ããÖãªã½ã ÖìãÁ¹ã,ìãõããìãÓ¼ãñ,

„¥ããèìã ìã ½ã¾ããÃãã.

Üã¶ãŠ 5. ÖããÖ†ãðŠìãƐãñ ¹ããÝ¾ã¹ãìÖìã¶ãŠ

5.1 ,ããìãÃ ¹ããÝ¾ã¹ãìÖìã¶ãŠƐãñ äã¶ìã¶ãÓã

5.2 ¹ãÆƐãããËìã ¹ããÝ¾ã¹ãìÖìã¶ãŠƐãñ ¹ãÀãèàããã

ããìã¼ããØã - ªã

Üã¶ãŠ 6. ÖããÖ†ãðŠìã ,ã£¾ãã¹ã¶ããƐ¼ãã ¹ã£ªìããè

6.1 ¹ããÝìããßã ¹ã£ªìããè

6.2 ðã. ¼ãããããÀ†ãŠÀ ¹ã£ªìããè

6.3 1ãÆi¾ãã 1ã£ªãè

**Üã›țãŞ 7. ÔãâÔțãđŞiã Ì¾ããțãŞÀ¥ããPãñ ,ã£¾ãã1ã¶ã**

7.1 Ì¾ããțãŞÀ¥ããP¾ãã ,ã£¾ãã1ã¶ããPãñ ½ãÖiã

7.2 Ì¾ããțãŞÀ¥ããP¾ãã ,ã£¾ãã1ã¶ããPããè „ãä-Ó¾ãñ

7.3 Ì¾ããțãŞÀ¥ããP¾ãã ,ã£¾ãã1ã¶ã 1ã£ªãè

**Üã›țãŞ 8. ÔãâÔțãđŞiã Øã²ããPãñ ,ã£¾ãã1ã¶ã**

8.1 Øã²ããP¾ãã ,ã£¾ãã1ã¶ããPãñ ½ãÖiã

8.2 Øã²ããP¾ãã ,ã£¾ãã1ã¶ããPãñ Öñiãî

8.3 Øã²ããP¾ãã ,ã£¾ãã1ã¶ããP¾ãã 1ã£ªãè

**Üã›țãŞ 9. ÔãâÔțãđŞiã 1ã²ããPãñ ,ã£¾ãã1ã¶ã**

9.1 ÔãâÔțãđŞiã 1ã²ããP¾ãã ,ã£¾ãã1ã¶ããPãñ  
½ãÖiã

9.2 ÔãâÔțãđŞiã 1ã²ããP¾ãã ,ã£¾ãã1ã¶ããPããè Öñiãî

9.3 ÔãâÔțãđŞiã 1ã²ããP¾ãã ,ã£¾ãã1ã¶ã 1ã£ªãè

**ããìã¼ããØã - țãŞ**

**Üã›țãŞ 10.ãã¶ã¾ããñ•ã¶ã Ìã ½ãîÊ¾ã½ãã1ã¶ã**

10.1 1ããYãã¶ã¾ããñ•ã¶ã,Üã›țãŞ ãã¶ã¾ããñ•ã¶ã,  
Ôããããìã£ãã¶ã Ìãțããã,Üã›țãŞ PããPã¥ããè,  
ÌããããÓãÃțãŞ ãã¶ã¾ããñ•ã¶ã

10.2 ¼ããÓãã 1ãÆ¾ããñØãìããßã - ÔìãÁ1ã, „ãä-Óñ Ìã  
½ãÖiã

10.3 ÔãâÔțãđŞiã ,ã£¾ãã1ã¶ããÖããYãè „1ã¾ãìțããã  
Ìãõãããã¥ãțãŞ Ôãã£ã¶ãñ Ìã Ì¾ãããPãñ ½ãÖiã

10.4 ÔãâÔțãđŞiãPãã ,ã£¾ãã1ã¶ãŞ

10.5 ÔãâÔțãđŞiã ¼ããÓãã ,ããã¼ãÁPããèÔããYãè  
ããìãããìã£ã „1ã%ãŞ½ã

10.6 ¶ãõããã¶ãțãŞ țãŞÔããñ¾ãã Ìã „1ãPããÁã½ãțãŞ  
,ã£¾ãã1ã¶ã

**ããìã¼ããØã - ÿ 1ãÆã¾ãããããțãŞ țãŞã¾ãÃ**

**Ôãã¾ãÃ ÔãîPããè :-**

1) ããã1ãããYãè 0ãããîÃã½ã - ÔãâÔțãđŞiã  
Ì¾ããțãŞÀ¥ã½ãã - ããìã¶ããñª 1ãîÔìãțãŞ ½ããããªÀ,ããØãÀã

2) 1ãã¥;ñ¾ãÃ½ã ÌãțãŞË - ÔãâÔțãđŞiã ããìããã¥ã -  
ããìã¶ããñª 1ãîÔìãțãŞ ½ããããªÀ,ããØãÀã

- 3) Ôãÿñ 1ãÆãä!ã¼ãã - Ôã!°ããñ£ã ÔãâÔ†ãðŠ!ã  
 Ì¼ãã†ãŠÀ¥ã - äã¶ã!ããè¶ã 1ãÆ†ãŠã!ã¶ã,1ã!¥ãñ
- 4) •ãñ!ããè 1ãÆ.Îãâ - Ôã!Øã½ã ÔãâÔ†ãðŠ!ã  
 Ì¼ãã†ãŠÀ¥ã - äã¶ã!ããè¶ã 1ãÆ†ãŠã!ã¶ã,1ã!¥ãñ
- 5) jãù.1ãÆãä!ã¼ãã 1ãò!†ãñŠ - ÔãâÔ†ãðŠ!ã ,ã£¼ãã!ã¶ã  
 1ã£ª!ããè - Ñããè.½ãâØãñ!ã 1ãÆ†ãŠã!ã¶ã

## **Content cum Methodology - Urdu**

### **Objective:-**

#### **To enable the pupil teacher.**

- 1) To become familiar with the basic knowledge of Urdu to make the teaching of Urdu effective.
- 2) To understand the role of mother tongue in education and the place of the Urdu as a mother tongue at State and National level.
- 3) To acquaint with the curriculum of Urdu as mother tongue in Secondary school level extra curriculum activities.
- 4) To enable students to make critical analysis of the text.
- 5) To acquaint himself with essential aspects of Urdu, Prose, Poetry, Grammar, Composition and their different forms and different methods of the teaching of those aspects.
- 6) To acquaint the pupil teacher with different methods of the text.
- 7) To acquaint the students with the effective tools and different methods of evaluation.
- 8) To acquire skills in planning evaluation and analysis in Urdu language.

### **Area - A**

#### **Unit - 1: Important of Language.**

- 1.1 Content cum methodology - Concept, Nature of Language.
- 1.2 Type language.
- 1.3 Origin and purpose of language.
- 1.4 Important of Urdu in day today life.
- 1.5 Origin and linguistic co-relation of Urdu with other languages.  
Like Hindi, Marathi, Arabic, Persian.

#### **Unit - 2: Place of Urdu as a mother tongue.**

- Concept, Nature and Importance of Urdu Language.
- Qualities of Mother Tongue.
- Objectives of teaching and Learning Urdu at Secondary Level.
- Importance of Urdu in Secondary school at the State and National level according to three language formula.
- Urdu as a means of communication in the secondary school.
- Status of Urdu in constitution and recommendation of commissions for Urdu.
- Skills in language.
  - 1) Listening skill
  - 2) Speaking skill
  - 3) Reading skill
  - 4) Writing skill.

#### **Unit - 3 Curriculum of Urdu**

- Concept of nature of curriculum.
- Need and importance of curriculum.
- Rules and designing of curriculum.
- Critical analysis - curriculum of Urdu and Text book.
- Important feature of standard Textbook and Urdu Language.
- Extra curriculum activities.
- Qualities of good Urdu teacher.

## Area - B

### **Unit- 4 Teaching of Prose.**

- 1.1 Meaning of Prose.
- 1.2 Elementary knowledge of different forms of prose.
  - 1) Short stories
  - 2) Afsana
  - 3) Novel
  - 4) Composition
  - 5) Biography
  - 6) Travel logue
  - 7) Satire
  - 8) Letters
  - 9) Ballad
  - 10) Drama.
- 1.3 Purpose of Teaching Prose.
- 1.4 Methods of Teaching of different types of Prose.

### **Unit- 5 Teaching of Poetry.**

- 2.1 Meaning of Poem.
- 2.2 Elementary Knowledge of different forms of poetry.
  - 1) Hamd
  - 2) Masnavi
  - 3) Qaseeda
  - 4) Naat
  - 5) Rubai
  - 6) Gazal
  - 7) Qata
  - 8) Nazm-e- Mohara (Blank Verse)
  - 9) Marsiya
  - 10) Shaher-e-Aashob
  - 11) Vasukht.
- 2.3 Objectives of Teaching Poetry.
- 2.4 Nature of Different Methods of Teaching Poetry.

### **Unit- 6 Teaching of Grammer.**

- 3.1 Concept and Meaning of Grammer.
- 3.2 Elementary Knowledge of the Elements of Grammer
  - 1) Elm-e-Hija
  - 2) Elm-e-Sarf
  - 3) Elm-e-Naho
  - 4) Elm-e-Bayaan
  - 5) Muhaverat vo Zarbulmisal
  - 6) Ramooz-o-Auquaf
  - 7) Kafz Ke Aqsam
- 3.3 Objectives of Teaching Grammer.
- 3.4 Method of Teaching Grammer.

### **Unit- 7 Teaching of Composition and Letter.**

- 4.1 Letter & Composition -Nature, Concept, Type, Importance.
- 4.2 Objectives of Teaching Letter & Composition.
- 4.3 Method of Teaching Letter & Composition.
- 4.4 Evaluation rules of Writing Letter & Composition.

### **Unit-8 Teaching Aids**

- 5.1 Types of Teaching Aids.
- 5.2 Need & Importance of A.V. Aids in Teaching.
- 5.3 Use & Advantage of A.V.Aids in Teaching.

## Area - C

### Unit- 9 Planning

- 1.1 Need, Importance & Classification of Planning.
- 1.2 Importance of Steps of Year Plan.
- 1.3 Need, Importance & Preparation of Unit Plan.
- 1.4 Need, Importance & Steps of Lesson Plan.

### Unit- 10 Evaluation

- 2.1 Concept, Nature, Meaning & Importance of Evaluation.
- 2.2 Tools of Evaluation.
- 2.3 Characteristics Types & Importance of Test.
- 2.4 Steps of Preparation of Unit Test.

## Area - D Practical Work

### Reference Books

1. Urdu Zaban Ki Tadress -Moinuddin
2. Urdu Isnaf (Nazam-Nasar) Ki Tadress -Omkar Kol & Mashood Siraj
3. Qawaid-e-Urdu - Maulvi Abdul Haque
4. Ham Urdu Kaise Padhain - Moinuddin
5. Ham Kaise Padhain - Dr. Salamatullah
6. Urdu Composition & Grammer - Sabt Hasan Rizvi
7. Urdu Kaise Padhain - Maulvi Saleem
8. Teaching of Mother Tongue - W.N. Ryburn
9. Bharat Ka Aayan. Gujaral Committee  
our Degar Committiyoun Ka Jayza - Khalique Anjum
10. Adabi Asnaf - Dr. Gyan Chand Jain
11. Tadres-e-Urdu - Sayyed Jalaluddin
12. Education Policy in India - J.C. Aggarwal
13. Manmoon Nigari - Akhlaque Ahmad Dahelvi
14. Urdu Zaban Ka Irtequa - Dr. Shaukat Sabzawari
15. Mashki Tadres Kiyoun our Kaise - Dr. Md. Akram Khan

## **Content Cum Methodology- GEOGRAPHY**

### **Objectives- To enable the student teacher-**

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

### **AREA- A**

#### **UNIT 1 Meaning nature and objectives of teaching geography.**

- 1.1 Concept & nature of content cum methodology.
- 1.2 Various concepts & definitions of geography & explores of geography.
- 1.3 Scope of geography and its correlations with other subjects.
- 1.4 Place of geography in school curriculum.
- 1.5 Nature of syllabus- linear, concentric, topic-wise.
- 1.6 General objectives
- 1.7 Instructional objectives and their specifications.

### **AREA - B**

#### **UNIT 2 Methods, techniques and teaching aids in Geography.**

##### 2.1 Teaching methods

- a) Story telling
- b) Journey Methods
- c) Excursion method
- d) Demonstration method
- e) Experimental method
- f) Regional method
- g) Project method

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

- 1) Meaning, principle, characteristics of these methods with reference to the students various standards.
- 2) Their limitations.

##### 2.2 Techniques of teaching Geography.

- a) Observation
- b) Questioning
- c) Local geography
- d) Map reading

- e) Correlation
- f) object teaching

### 2.3 Teaching aids

- a) Non projected aids: maps, charts, atlas, pictures, globes, graphs, models, specimen, black- boards.
- b) Projected aids: OHP, projector, T.V., slides, etc. meteorological instruments, computer, internet.
- c) Books : Text book, reference books, Teacher hand book, Journals, News paper.
- d) Geography room.
- e) Characteristics of geography teacher.

### **UNIT 3 Astronomy Geography**

- a) Solar system, its origin, components of solar system
- b) The Earth- shape and size, motion of the earth, rotation, revolution and their effects, latitude and longitude, longitude and local time, standard time, International date line.
- c) The moon and its motions, phases of the moon, eclipse, tides and their effects on human life

### **UNIT 4 Physical Geography**

- a) Structure of the earth- Interior and exterior, continent and ocean and their distribution
- b) Major land formation
- h) Rocks - a) volcano - causes and effect formation of igneous rocks.
  - b) Weathering - denudation and deposition, formation of sedimentary rocks.
- c) Slow crystal - Vertical and horizontal movements and their effects, earthquakes, metamorphic rocks
- d) work of running water
- e) Ground water
- f) Work of glacier

### **UNIT 5 Oceanography**

- a) Properties of sea water
- b) Ocean currents and their effects, tsunami and its effects
- c) Island

### **UNIT 6 Climatology**

- a) Atmosphere and climate- Global warming, ozone effect
- b) Pressure belts, winds and their types
- c) Temperature and humidity
- d) Rains and their types
- e) Rainfall distribution in the world

### **UNIT 7 Regional Geography**

- a) Concept of natural regions
- b) Natural regions of the world
- c) Natural regions of India- location, extension, physiography, climate
- d) Neighbor country of India - Asian countrys

### **UNIT 8 Human Geography**

- a) Man and his environment
- b) Pollution- Its types and effects and remedies

- c) Mans basic needs and its environment
- d) Industry
- e) Trade
- f) Settlement
- g) Transportation
- h) Tourism of India

**AREA C**

**UNIT 9 Planning and evaluation of Geography**

- a) Year plan
- b) Unit Plan
- c) Lesson plan- various types

**UNIT 10 Testing**

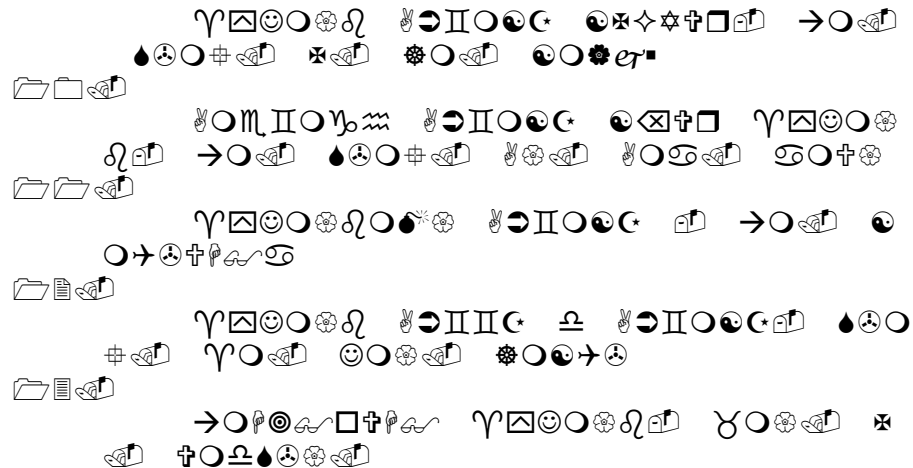
- a) Tools of evaluation
  - i) Written test
  - ii) Practical examination
  - iii) Achievement test
  - iv) Questionnaire
  - v) Rating scale

**AREA D**

- a) C.C.M. Workshop
- b) Field work an any one Geography feature of local geography
- c) Unit plan and unit test

**REFERENCES-**

1. All Geography text books that are sanctioned by the department of education Maharashtra state for std. V to XII.
2. Principles of General Geography- Kazi and Joshi.
3. A background of physical geography by George p. Kellaway.
4. Physical geography- P. Lake
5. India and Pakistan - Sapte and Learmonth
6. Geography in school- Fairgrive
7. Teaching of geography- Rao M. S.
8. Hand of suggestion in testing of Geography [UNESCO]
- 9.





## Content Cum Methodology- History

Objectives: To enable the pupil-teacher -

1. To understand the concept and nature of content-cum-methodology of History.
2. To understand the nature of History
3. To understand the meaning of History
4. To understand the modern concept of History.
5. To understand the scope of History.
6. To understand the purpose and place of History of secondary and higher secondary level.
7. To understand the aims and objectives of teaching History
8. To decide and write instructional objectives with their specifications
9. To evaluate critically the textbook of History
10. To understand and study the curriculum of History of Secondary and Higher Secondary level
11. To understand the nature of various methods of teaching History
12. To study the methods critically
13. To develop adequate skill in selecting and using various methods for different units
14. To develop adequate skill in selecting and using instructional material in History
15. To understand the concept of Evaluation in relation to History
16. To prepare and use various tools of evaluation in History
17. To fulfill national objectives like National Integration through teaching of History
18. To develop extra activity for developing interest in History

### AREA - A

#### Unit – 1 INTRODUCTION OF HISTORY

- 1.1 Concept, Nature and Importance of Content-cum-Methodology
- 1.2 Concept of History
  - g) Etymological Meaning of History
  - h) Various Definitions of History
  - i) Modern Concept of History
  - j) Nature and Scope of History
- 1.3 Types of History
- 1.4 Purpose and Place of History in Secondary and Higher Secondary Curriculum
- 1.5 Correlation of History with other subjects (Languages, Geography, Science, Mathematics, Drawing and Civics)

#### Unit – 2 METHODOLOGY OF TEACHING HISTORY

Objectives of teaching of History at

- a) Secondary and Higher Secondary level
- b) Instructional Objective

Construction of Curriculum of History

- a) Concentric Method
- b) Chronological Method
- c) Topical Method
- d) Periodic Method

### 2.3 Various Methods of Teaching of History

- a) Story Telling Method
- b) Lecture Method
- c) Discussion Method
- d) Source Method
- e) Project Method
- f) Dramatization

Note: These methods should be studied from the following points: i) Meaning, ii) Characteristics, iii) Advantages, iv) Limitations.

#### Teaching Aids

- a) Historical Source Books
- b) Audio Visual Aids
- c) History Room

#### History Teacher –

- a) Role and Characteristics of History Teacher
- b) Professional Development of History Teacher

#### Critical Examination of Textbook of History

## AREA – B

### **Unit – 3 Ancient History**

- 3.1 Evolution of Man
- 3.2 Civilization – Harappa, Arab, Greek and Egypt
- 3.3 Vedic Period – Jainism and Buddhism
- 3.4 Dynasties – Maury and Gupta

### **Unit – 4 Medieval History of India**

- 4.1 Rise and Fall of Great and Small Empire (800 to 1200)
- 4.2 Rise and Fall of Maratha Empire (1500 to 1818)
- 4.3 Rise and Fall of Mughal Empire (1500 to 1750)
- 4.4 Religious and Cultural Awakening (Sects – Varkari, Shaiva, Sufi and Sikh )

### **Unit – 5 Medieval History of Europe**

- 5.1 Feudalism in Europe
- 5.2 Reformation Movement in Europe
- 5.3 Renaissance

### **Unit – 6 Modern History of India**

- 6.1 The Advent of Europeans Struggle for power in India
- 6.2 Economic, Social and Religious consequences of British Rule in India
- 6.3 Indian Freedom Movement  
From – 1857 to 1920  
From – 1920 to 1947
- 6.4 India after Independence ( From 1947 to 1980)

### **Unit – 7 Modern History**

- 7.1 First World War
- 7.2 Second World War

- 7.3 World Peace Movements (League of Nations and UNO)
- 7.4 Political Revolutions – American, French and Russian
- 7.5 Industrial Revolution

**Unit – 8 Social Reform Movements in India**

- 8.1 Raja Rammohan Roy
- 8.2 Mahatma Jyotiba Fule
- 8.3 Swami Vivekananda
- 8.4 Dayananda Saraswati
- 8.5 Nyaymurthi Ranade

**Unit – 9**

- Rise of Democracy in England
- Socialism, Communism and Internationalism
- Discovery of New Lands and its Impact

**AREA – C**

**Unit – 10 Planning and Evaluation**

- Year Plan, Unit Plan and Lesson Plan
- Types of Test (Characteristics and Limitations)

**AREA – D**

PRACTICAL WORK:

**Reference and Recommended Books**

1. Kochar S.k.: Teaching of History, Sterling Publishers, New Delhi.
2. Arora A.K.: Teaching of History,
3. frokjh lh-e-% bfrgkl v;/kiu i/nrh] uqru izdk'ku] iq.ks-
4. ikjluhl u-jk-% bfrgklkps v;/kiu
5. ?kkVs fo-n-% bfrgkl 'kkL= o dyk]
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## **Content cum Methodology – Science**

### **Objectives: - To enable to student teacher,**

1. To understand the nature and important of content cum Methodology of teaching Science.
2. To understand the curriculum and syllabus of science at secondary level.
3. To understand general and instructional objectives of teaching science.
4. To develop adequate skill using various method and techniques of teaching science.
5. To develop adequate skills in preparing year plan, unit plan, lesson plan and evaluation in science.
6. To develop adequate skills in preparing audio-visual aids and improvised apparatus useful in science.
7. To organize co-curricular activities in science.
8. To understand the core content of physics, chemistry, biology.
9. To develop scientific attitude.

### **Unit- 1 Content cum Methodology in teaching of Science.**

- 1.1 Content cum Methodology – Concept and Nature.
- 1.2 Need and importance of content cum methodology in teaching learning science.

### **Unit 2 Meaning, Nature and Importance of Science.**

Science is a process and product.

Science is a structured knowledge.

Values of teaching science.

Place of science in school curriculum.

Nature of science syllabus- Concentric & Topic wise.

Correlation – In different branches of science and different school subjects.

### **Unit 3 Objectives of teaching science**

General objectives at secondary and higher secondary level.

Instructional objectives with specifications as per Bloom's Taxonomy.

### **Unit 4 Methods and Models of Teaching Science**

#### 4.1 Methods

- a) Demonstration
- b) Laboratory
- c) Project.
- d) Heuristic
- e) Field trip

#### 4.2 Models of Teaching Science

- a) Concept Attainment Model
- b) Advance Organizer Model
- c) Jurisprudential Model.

### **Unit 5 Facilities and Equipments of Science Teaching**

Science Laboratory

Science Fair and Science Club

Audio Visual Aids

Teachers Handbook, Bulletin

Use of ICT in Science Teaching

### **Unit 6 Science Teacher**

Role of Science Teacher

Characteristics of Science Teacher  
Professional Development of Science Teacher

**Unit 7 Core Content of Physics and Chemistry**

- 7.1 Measurement
- 7.2 Motion
- 7.3 Energy
- 7.4 Light
- 7.5 Magnetism
- 7.6 Periodicity
- 7.7 Atomic Structure
- 7.8 Chemical Bond and Chemical Reaction
- 7.9 Methods of Purification of Substance

**Unit 8 Core Content of Life Sciences**

- 8.1
  - a) Classification of Plants and Animals
  - b) Ecosystem
  - c) Concept of Food Chain
  - d) Environmental Pollution
- 8.2 Organization of Organisms
- 8.3
  - a) Natural Resources and its Preservation
  - b) Reproduction
- 8.4 Human Diseases and Disorder
- 8.5 Technology and Human Life

**AREA – C**

**Unit 9 Planning and Evaluation**

Lesson Plan, Unit Plan and Annual Plan  
Unit Test, Diagnostic Test and Remedial Teaching

**AREA – D**

**PRACTICAL WORK**

**Reference Books :**

1. Teaching of Physical Science – Anmol Publication, New Delhi. (1995)
2. Teaching of Science Today & Tomorrow – Siddiqui.
3. Modern Science Teaching – R. C. Sharma
4. Science Teaching – Y. K. Yadav
5. Science Teaching – Mangal
6. Science Teaching – Kohli
7. AaSayayau@ta AQyaapana paQdtal à Da^ . AnaMta jaoSal

8. iva&aanaacao AQyaapana à Da^ pa`Baakr hklma
  9. Saas~a Aqyaapana paQdtal à kdma, baaoMdaDo-
  10. iva&aana pauistaka à kpaalao, mau@ta ivaVapalz
  11. AQyaapana pa`itamaanao à vaasaMtal fDko
  12. Saalaoya paustako [.5val tao 12 val
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## Content Cum Methodology-- Mathematics

### OBJECTIVES

#### To enable the pupil Teacher

- 1) To understand the meaning, History, Nature, Importance and Scope of Mathematics for the Teaching purpose.
- 2) To understand the syllabus and curriculum of mathematics at secondary level for the teaching of Mathematics.
- 3) To understand the methods of syllabus construction and characteristics of good mathematics text book.
- 4) To understand the Objectives of teaching Mathematics.
- 5) To develop the adequate skills in using various methods and techniques of teaching Mathematics.
- 6) To develop the adequate skills in preparing year plan, unit plan, lesson plan and unit test in Mathematics.
- 7) To correlate mathematics within branches in Mathematics & other school subjects.
- 8) To develop Mathematics outlook for the teaching purpose.
- 9) To make competent & skillful teacher of Mathematics

#### Area -A

#### Unit1 :- Nature of Mathematics

- a) Meaning & History of Mathematics.
- b) Mathematics as a structured knowledge way of thinking (i.e. undefined concepts, sequential subject, patterns, axioms)
- c) Mathematics as a way of thinking (i.e. Analytical, Synthetical, Inductive & deductive thinking.
- d) Mathematics as a special language.

#### Unit 2 :- Importance of mathematics

- a) Values of teaching Mathematics  
i) practical ii) Disciplinary iii) Cultural.
- b) Co relation - within branches in mathematics other school subjects i.e. science languages, Drawing, History, Geography & Economics.

#### Unit 3:- Scope and methods for syllabus construction of Mathematics.

- a) Scope of Mathematics.
- b) Place of Mathematics in school curriculum i.e. fundamental subject, compulsory subject and optional subject.
- c) Methods for syllabus construction of Mathematics  
1) Concentric 2) Topical

- d) Characteristics of Ideal Mathematics text book ( internal & external features )

**Unit 4 : Objectives of Teaching Mathematics.**

- k) Meaning of objective
- b) General objective of teaching Mathematics. (at Primary, Secondary & Higher Secondary Level)
- c) Instructional objectives of teaching Mathematics in class teaching. ( Knowledge, Understanding, Application, Skill, Interest, Attitude, Appreciation and Individual development).
- d) Meaning of specification and its precaution.

**Area - B**

**Unit - 5 Methods of Teaching Mathematics.**

- a) Concept of content cum methodology.
- b) Methods of teaching Mathematics.
  - 1) Inductive - deductive Method
  - 2) Analytical - Synthetical Method
  - 3) Heuristic Method.
  - 4) Experimental Method.

**Unit - 6 Techniques of Teaching of Mathematics.**

- a) Problem solving technics
- b) Programme learning technics
- c) Concept attainment model.
- d) Advance Organizer Model.

**Area - C**

**Unit - 7 Planning and Evaluation**

- a) Meaning and importance of
  - 1) Lesson Plan
  - 2) Unit Plan
  - 3) Year Plan
- b) Diagnostics Test and Achievement Test
- c) Unit Test
- d) Remedial Teaching
- e) Oral Work in Mathematics
- f) Mathematics Club

**Unit -8 Core Content of Arithmetics and Algebra with respect to Methods & Technique.**

- a) Set Theory - Concept of Set, Empty Set, Singleton Set, Finite and Infinite Set, Sub Set Universal Set, Intersection of Sets, Union of Sets, Venn Diagram and Problems on Sets.
- b) Equations -
  - 1) Linear Equations
  - 2) Quadratic Equations
  - 3) Simultaneous Equations
  - 4) Solution of Simultaneous Equation by Graph
- c) Polynomial - Algebraic and Rational Expression, Factorization, H. C. F. & L.C.M

- d) Ratio Proportion and variations
- e) Sequence - A.P. & G.P. sequences,  $n^{\text{th}}$  term of sequence. Sum upto n terms of sequence.
- f) Indices ( Laws & Problems ) Logarithms,
- g) Probability ( Std. X )

**Unit - 9      Core content of Geometry with respective methods and techniques**

- a) Concept - Point, Line, Segment, Ray, angle, plane, parallel line, triangle, quadrilateral, polygon, circle, congruency, similarity, symmetry of diagrams.
- b) Types of Angles, Types of Triangle, Types of Quadrilateral, Congruency Test of Triangles, and similarity test of Triangles.
- c) Area Various two dimensional diagram i.e. triangle, quadrilateral, circle, and polygon,
- d) Solid Figures and maturation - Total Surface Area, Volume and problems
- e) Trigonometry - Six Trigonometric Ratio, Problems on Height and distance.
- f) Plane co-ordinate geometry.
  - 1) Cartesian co-ordinate Geometry.
  - 2) Distance Formula
  - 3) Section Formula
- g) **Geometric Construction.** -
  - 1) To divide a segment in to a given number of congruent segments
  - 2) To divide a segment in a given ratio
  - 3) Constructio of Triangle if its base, the sum of the other two sides and one of the best angles are given.
  - 4) To draw a circumcircle of a tiangle.
  - 5) To draw a inner circle of a triangle.
  - 6) To draw an angle bisector of a given angle.
  - 7) To draw a tangent to a circle passing through a point on the circle.
  - 8) To draw a tangent to a circle from a point outside the circle.
  - 9) Constructing quadrilaterals ( Std. VIII)
- h) **Theorems** -
  - (1) **Theorems of Triangles**
    - i) The sum of the measures of the angels of a triangel is 1800
    - ii) The measures of an exterior angle of a triangel is equal to the sum o fthe measures of the two remote interior angle.
    - iii) Theorem of isosceles triangle and its converse.
    - iv) Theorem of the midpoints of two sides of a triangle.
    - v) Basic Proportionality theorem (B.P.T.)
    - vi) Theorem of Pythagoras & its converse.
    - vii) Appollonious theorem.
  - (2) **Theorems on Quadrilaterals**
    - i) The diagonals of a parallelogram bisect each other.
    - ii) Diagonals of a rhombus are perpendicular bisectors of each other.

### (3) Theorems on circle

- i) The perpendicular from the centre of a circle to a chord bisects the chord.
- ii) Angle subtended by a semicircle is a right angle
- iii) The opposite angles of a cyclic quadrilateral are supplementary.

### Area - D Practical Work

Reference Book :-

- 1) JoUV AÜ`Z AmoU AÜ`m[Z --S>m°. amD\$ d S>m°.Am{H\$
- 2) JoUV AÜ`m[Z [ÖVr-- S>m°. ^m.Jm{. ]m[Q> d Hw\$bH\$Uu od.Zm. pihZg àH\$meZ,[wU{.
- 3) JoUV AÜ`m[Z [ÖVr -- S>m°.h.Zm.OJVm[, ZyVZ àH\$meZ [wU{.
- 4) JoUVmM{ AÜ`m[Z -- S>m°. [m{§j{ X.]m.AmoU \_molOm g\$`m{JbVm,ZyVZ àH\$meZ [wU{.
- 5) Ame`mgh AÜ`m[Z [ÖVr-- S>m°.H{\$.E\_2.\_hmOZ, ì`H\$Q>{e àH\$meZ OiJmd.
- 6) JoUV AÜ`m[Z [ÖVr -- S>m°. AmaVr g[H\$mi{, q[[im[wa{ [«H\$meZ ZmJ[ya .
- 7) JoUV AÜ`Z d AÜ`m[Z -- S>m°.hH\$r\_ à^mH\$a,ZyVZ [«H\$meZ [wU{.
- 8) AÜ`m[ZmMr àoV\_mZ{ --S>m°.dmg\$Vr \S>H{\$, ZyVZ àH\$meZ [wU{.
- 9) àJV eijoUH\$ V\$ìodkmZ -- S>m°.h.Zm.OJVm[, ZyVZ àH\$meZ [wU{.
- 10) Ame`w·V AÜ`m[Z [ÖVr JoUV -- g\$[mXZ S>m°.AZ\$V Om{er `M.\_.w.odUm[rR>,ZmoeH\$.
- 11) \_hmamîQ-> emgZmMr JoUV d ^yo\_VrMr [mR>ç[wñVH{\$ -B.5dr V{ 12dr [^aV
- 12) [mR>ç[wñVH\$ \_\$S>imÀ`m JoUV oejH\$ hñV[wpñVH\$m.
- 13) The Teaching of Mathematics-- Sidhu K.B.  
Sterling publication, New Delhi.
- 14) The Teaching of Mathematics--Sudhir Kumar,Anmol Prakashan,New Delhi.
- 15) The Teaching of Mathematics--Aggrawal S.M.
- 16) The Teaching of Mathematics in the new education--Aiyangar N.K.  
Universal publication,New Delhi.
- 17) Content Cum Methodology of Teaching Mathematics for B.Ed. student- N.C.E.R.T.New Delhi.

## **Content Cum Methodology - Commerce**

### **Objectives : To enable the pupil-teacher.**

1. To understand the concept and nature of commerce content cum methodology.
2. To understand the nature, importance and scope of commerce
3. To understand the aims and objectives of teaching commerce
4. To understand the curriculum and syllabus of commerce at secondary level.
5. To develop adequate skills in using various methods of teaching commerce.
6. To develop adequate skills in preparing year plan, unit plan, lesson plan, question items and unit test in commerce.
7. To develop ability or self study, analysis problem solving, critical thinking and evaluation.
8. To understand the concept of evaluation and use of various evaluation tools in commerce.
9. To promote value of national integration and international understanding.
10. To understand basic concepts, ideas and principles in commerce.
11. To develop desirable attitudes and appreciate contribution of commerce.

### **AREA - A**

#### **Unit -1 Content cum methodology in commerce teaching.**

- 1.1 Content cum methodology - concept and nature.
- 1.2 Importance of content cum methodology of commerce teaching.
- 1.3 Implementation of content cum methodology of teaching commerce.

#### **Unit -2 Commerce subject and its structure**

- 2.1 Meaning and scope of commerce.
- 2.2 Importance of commerce in daily life.
- 2.3 Place of Commerce in school curriculum.
- 2.4 Interrelationship of commerce with other subject.
- 2.5 Structure of commerce at school level.

#### **Unit -3 Teacher, text book and commerce club.**

- 3.1 Commerce teacher and his qualities
- 3.2 Characteristics of good commerce text book evaluation of commerce text book.
- 3.3 Commerce club-meaning, importance and different activities of commerce club.

#### **Unit - 4 Aims and objection of teaching commerce**

- 4.1 Aims (broad objectives)
- 4.2 Instructional objectives and thier specifications.

### **AREA - B**

#### **Unit - 5 Methods of teaching commerce**

- 5.1 Lecture method
- 5.2 Discussion method.

- 5.3 Inductive-deductive method.
- 5.4 Project method
- 5.5 Problem solving method.
- 5.6 Revision method.
- 5.7 Role play method
- 5.8 Singal commodity method
- 5.9 Historical approach method.

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

- a) meaning, principles, and characteristics of these methods with reference to the students at various standers.
- b) Their limitations.

**Unit - 6 Teaching aids**

- 6.1 Maps, charts, pictures, graphs, blackboard
- 6.2 Text book, reference book, teacher handbook
- 6.3 Epidiascope, projector, T. V., Film and film strips.
- 6.4 Visits and tours
- 6.5 Actual illustrations from the field of business.
- 6.6 Commercial news reported in newspapers.

Note - These teaching aids should be studies from the point of view of nature, important, merit and demerits.

**Unit - 7 Core content of commerce**

7.1 Trade and commerce

- a) Meaning, importance, and difference between trade and commerce.
- b) Evolution of money, primachine and machine age.
- c) Types of trade - retail and wholesale.
- d) Procedure of trade transaction.
- e) Role of mercantile agent.
- f) Modern commercial office.

**7.2 Commercial organization**

- a) Sole trade. b) Partnership. c) Co-operative societies d) Joint stock company.

**Unit - 8 Core content of commerce**

- 8.1 Marketing
- 8.2 Salesmanship and advertising.
- 8.3 Banking
- 8.4 Transport
- 8.5 Insurance

**AREA - C**

**Unit - 9 Planning for teaching commerce**

- 9.1 Year plan
- 9.2 Unit Plan
- 9.3 Lesson Plan

**Unit - 10      Testing**

- 10.1      Tools of evaluation.
- 10.2      Written and oral test in commerce.
- 10.3      Diagnostic test in commerce.

**AREA - D**

Practical work.

**Reference Books:**

1. Textbooks for std. 8<sup>th</sup> to 12<sup>th</sup> in Maharashtra.
  2. Methods of teaching commerce – Lullo B., M.S. University, Baroda.
  3. vaaiNajya iSaXaNa à {dyavalr sa@saonaa, ivanaaod paustak maMdlr, Aaga`a.
  4. vaaiNajya iSaXaNa à kRYNacaMd`isaMh jaOna, rajasqaana ihMdl ga`Mqa Akadmal.
  5. vaaiNajya AQyaapana paQdtal à pa`a.naanakr, pa`a.gaajaro, nautana pa`kaSana, pauNao.
  6. AaSAYAYAU@ta AQyaapana paQdtal à Da^.  
AnaMta jaaoSal
-