SNDT Women's University, Mumbai

Faculty of Interdisciplinary Studies

Syllabus

Bachelor of Education Program

Credit based Curriculum

w.e.f. AY:2025-2026

Structure of Two-year B.Ed. Program (Revised Yearly Program From 2025-26)

Faculty name: Education,

Program Name: Bachelor of Education (B. Ed.) **Total credit: 88**

(**Two Years, 4 Semester Program W.E. From Academic year 2025-26)**

First Semester					
Course Code	**Title of the Courses**	Cr	Internal	External	Total Marks
Perspectives in Education					
1101	Childhood and Growing Up	4	50	50	100
1102	Contemporary India and Education	4	50	50	100
1103	Critical understanding of ICT	4	50	50	100
Pedagogic Studies: Subject Education (First Method must be selected from group A and second method from Group B) Fifty marks each (25 Marks for Theory 25 Marks for Practical))		4	50	50	100

Group A		**Group B**	
Course Code	**Title of the Courses**	**Course Code**	**Title of the Courses**
1201	English Language Education	1209	Book Keeping and Accountancy Education
1202	Gujarati Language Education	1210	Economics Education
1203	Hindi Language Education	1211	Geography Education
1204	Marathi Language Education	1212	History Education
1205	Sanskrit Language Education	1213	Social Science Education
1206	Urdu Language Education	1214	Science and Technology Education
1207	Mathematics Education	1215	Music Education
1208	Commerce Education		

Course Code	**Title of the Courses**	Cr	Internal	External	Total Marks
1301	**EPC1:** Skill Development Program I. Micro-teaching II. Integration Lesson	2	50		50
1302	**EPC2:** Teaching -learning Competency Reading and Reflecting on Texts II. Preparation for constructivist teaching learning	2	25 25		50
1303	**EPC3**: Understanding ICT and Its Application	2	50		50

		TOTAL (Theory +Practical)	**22**	**350**	**200**	**550**

Second Semester						
Course Code		**Title of the Courses**	Cr	Internal	External	Total Marks
2104		Learning and Teaching (TH+PR)	4	50	50	100
2105		Language across curriculum (TH+PR)	4	50	50	100
2106		Assessment for Learning (TH+PR)	4	50	50	100
Pedagogic Studies: Subject Education (Firs Method must be selected from group A and second method from Group B) Fifty marks each (25 Marks for Theory 25 Marks for Practical)			4	50	50	100

Group A		**Group B**	
Course Code	**Title of the Courses**	**Course Code**	**Title of the Courses**
2201	English Language Education	2209	Book Keeping and Accountancy Education
2202	Gujarati Language Education	2210	Economics Education
2203	Hindi Language Education	2211	Geography Education
2204	Marathi Language Education	2212	History Education
2205	Sanskrit Language Education	2213	Social Science Education
2206	Urdu Language Education	2214	Science and Technology Education
2207	Mathematics Education	2215	Music Education
2208	Commerce Education		

Enhancing Professional Capacities

Course Code	**Title of the Courses**	Cr	Internal	External	Total Marks
2304	EPC4: Understanding the Self	2	50		50
2305	EPC5: Drama and Art in Education	2	50		50
Engagement with Field					
1401	EWF 1: School Exposure (1Weeks)	2	50		50
	TOTAL (Theory +Practical)	**22**	**350**	**200**	**550**

Third Semester					
Course Code	**Title of the Courses**	Cr	Internal	External	Total Marks
Perspectives in Education					
3107	Knowledge and Curriculum	4	50	50	100
3108	Creating an Inclusive School	4	50	50	100
3109	Gender, School and Society	4	50	50	100

Course Code	**Optional Course**	**Cr**	**Internal**	**External**	**Total Marks**
3501	Peace Education	4	50	50	100
3502	Guidance and Counselling	4	50	50	100
3503	Sustainable Development	4	50	50	100
3504	Human Rights Education	4	50	50	100
Engagement with Field					
3402	**EWF 2:** Practice Teaching: 6 Lesson (6 Lessons observed by Teacher Educator) and Internship 4 Weeks)	4	60 & 40	- -	100
3403	**EWF 3:** Community Service camp / NSS	2	50		50
TOTAL (Theory +Practical)		**22**	**350**	**200**	**550**

Fourth Semester					
4404	**EWF 4:** Practice Teaching :10 Lessons (6 Lessons observed by Teacher Educator 2 Peer +2 School Teacher) and Internship (15 Weeks)	16	100 & 300		400
4405	**EPC 6:** Action Research	2	50		50
4407	**EPC 7:** Portfolio	2	50	-	50
	SWAYAM/CHETNA(OEC)	2	50	-	50
	TOTAL	**22**	**550**		**550**

Note:
Optional Courses in third semester: Peace Education/ Guidance and Counselling/ Sustainable development/ Human Right Education can be selected by students from other faculty in choice-based system.

1. Introduction

The Bachelor of Education (B.Ed.) programme is a professional teacher education programme of two academic years. It aims to prepare competent, reflective, and ethically grounded teachers capable of facilitating learning in diverse school contexts.
Student-teachers must choose **only one Method subject from each group**, as prescribed by the institution.

2. Key Definitions under the Credit-Based System

2.1 B.Ed. Programme

The B.Ed. programme comprises **fourteen theory courses** (including Method papers) and an extensive practicum component. These courses are meaningfully linked to develop excellence in pedagogical practice and prepare student-teachers to become effective school teachers. Successful completion leads to the award of the degree **Bachelor of Education (B.Ed.)**.

2.2 Course

A course is an independent and coherent unit within the programme. Each course consists of academic modules designed to fulfil specific objectives that contribute to the larger goals of the programme.

2.3 Credit Point

Credits represent the expected academic work required from a student-teacher. Learning hours include activities such as lectures, discussions, reading, assignments, practicum work, school lessons, internship, material preparation, case study, and action research.

- **Each theory course = 4 credits**
- **1 credit (theory) = 15 hours**
- **1 credit (practicum) = 30 hours**

Practical work linked with theory is considered as classwork.

3. Programme Objectives

At the end of the B.Ed. programme, student-teachers will be able to:

1. Use sociological concepts to understand diverse communities, learners, and schools.
2. Apply knowledge of human development in planning appropriate learning experiences.
3. Demonstrate pedagogical skills required in the multiple roles of a teacher.
4. Analyse issues related to diversity, inequality, and marginalisation in Indian society and their educational implications.
5. Apply constructivist and cooperative learning approaches.
6. Analyse curriculum, policy contexts, and their relationship with learning.
7. Integrate cultures and policies that support inclusive schools.
8. Integrate ICT in the teaching-learning process.
9. Use drama and art to support learner personality development.
10. Establish linkages among gender, school, and society.
11. Demonstrate awareness of emerging trends in education.

12. Develop a professional attitude and commitment to teaching.

4. Title of the Programme

The degree awarded upon successful completion is **Bachelor of Education (B.Ed.)**.

5. Eligibility for Admission

Eligibility is governed by:

- Government of Maharashtra norms
- SNDT Women's University regulations
- NCTE norms

Reservation and relaxation for SC/ST/OBC/PWD and other categories will follow Government rules.

6. Selection Procedure

Admission shall be based on:

- Admission rules prescribed by Government of Maharashtra/SNDT Women's University/NCTE
- **CET(Common Entrance Test)** by GOM for candidates seeking admission in Maharashtra and by the university for candidates other than Maharashtra

7. Duration

The B.Ed. programme extends over **two academic years**, comprising **two semesters per year**.

8. Working Days and Attendance

8.1 Working Days

- Each academic year shall have **210 working days**, excluding admission and examination periods.
- Minimum **36 hours per week** of physical presence is mandatory.

8.2 Attendance Requirements

- Minimum **80% attendance** for all coursework and practicum
- Minimum **90% attendance** for school internship
- Principal may condone up to **10%** absence with valid reasons and documentation

9. Medium of Instruction

The medium of instruction may be **Marathi, Hindi, English, or Gujarati**.

For Method subjects, instruction shall be in the language of the subject (Marathi/Hindi/English/Gujarati/Urdu).

10. Medium of Examination

Examinations may be written in **Marathi, Hindi, English, or Gujarati**, irrespective of the medium of instruction. The same medium must be used for both theory and practical work.

11. Examination Eligibility Criteria

A student-teacher shall not be permitted to appear for the Semester Examination if:

- Internal assessment requirements are incomplete.
- Attendance is below the prescribed minimum.

12. Rules for Re-Appearance

1. A student failing a course after **two attempts** must re-enrol for the entire programme.
2. The B.Ed. degree must be completed within **three years** from the initial year of admission.
3. When syllabus revision occurs, question papers of the old syllabus will be set for **four semester subsequent examinations**.
4. After this period, the student must appear for examinations under the revised syllabus.

13. Completion of Internal Work

- All internal practicum work must be completed as per the syllabus requirements.
- Students with sanctioned medical absence must complete pending work as rescheduled.
- Principals must submit internal Work for moderation to the Board of Examinations prior to the commencement of semester examination (Theory).

14. Passing Rules

- Minimum **40% marks** are required in each head of passing (theory and practical).
- Theory and Practical must be passed **separately**.
- **Practical work is subject to moderation by a university-appointed moderator.**

15. Re-evaluation Policy

Students may apply (with prescribed fees) for:

- Verification of marks
- Photocopy of answer sheet
- Re-evaluation of answer sheet

16. Promotion Rules

- Promotion from **First Year to Second Year is automatic**.

- Students with **40% or more backlog** (failure/absence in four or more courses) will **not be eligible** for admission to Second Year.

17. Exemption Policy

- Candidates scoring **50% or more** in any head of passing but failing overall may claim exemption in that head.
- Such candidates will **not** be eligible for First Class with Distinction or Merit positions.

18. Classification of Results

Class	Percentage
First Class with Distinction	70% and above
First Class	60% and above
Second Class	50% to below 60%
Pass Class	40% to below 50%

19. Scheme of Evaluation

Evaluation consists of:

1. **Internal Assessment**
   - Continuous evaluation
   - Participation in practicum and course activities
   - Assignments and tasks linked to the credit system
2. **External Assessment**
   - University examinations for theory and practical.

   Internal and external evaluations shall be conducted separately as per university rules.

First Semester

Course Code	Title of the Courses	Cr	Internal	External	Total Marks
Code 1101	Childhood and Growing Up	4	50	50	100

Course Outcomes (COs)

By the end of the course, student-teachers will be able to:

CO1. Differentiate between growth and development across childhood and adolescence.

CO2. Analyze physical, cognitive, emotional, moral, and social dimensions of development.

CO3. Recognize learner diversity and individual differences.

CO4. Explore psychological and socio-cultural factors affecting learning.

CO5. Organize inclusive, learner-centered classroom practices.

CO6. Develop practical skills to observe and support learner development.

Module 1: Learner as a Developing Individual

Learning Outcomes (LOs)

After completing this module, the student-teacher will be able to:

LO1. Explain the concept and principles of growth and development.

LO2. Describe the stages of human development from infancy to adolescence.

LO3. Analyze the process of brain development and its influence on learning.

LO4. Interpret the role of neuroscience in designing developmentally appropriate learning experiences.

LO5. Establish the interrelationship between development and learning.

LO6. Evaluate the changing roles of the learner as an imitator, thinker, knowledge worker, and performer.

LO7. Apply the principles of holistic education in teaching practices, in line with the whole-child approach.

Content:

- Concept and principles of growth and development
- Stages: Infancy to post-adolescence (focus on later childhood and adolescence)
- Brain development and its impact on learning
- Neuroscience and developmentally appropriate learning
- Relationship between development and learning
- Roles of learner: Imitator, Thinker, Knowledge worker, Performer
- Holistic implications for teaching (whole-child approach)

Module 2: Dimensions of Development

Learning Outcomes (LOs)

After completing this module, the student-teacher will be able to:

LO1. Describe the key characteristics and interrelationship of physical, motor, cognitive, emotional, and moral development.

LO2. Explain Erickson's psychosocial theory with emphasis on the later stages of development.

LO3. Compare and contrast Piaget's and Vygotsky's cognitive development theories.

LO4. Illustrate the stages of moral development proposed by Kohlberg and analyze its relevance in school settings.

LO5. Examine the concept of Social-Emotional Learning (SEL) and justify its importance in fostering holistic development.

LO6. Apply developmental theories to design inclusive, age-appropriate, and developmentally responsive learning environments.

Content:

- Physical, motor, cognitive, emotional, and moral development
- Erickson's psychosocial theory (focus on later stages)
- Piaget's and Vygotsky's cognitive theories
- Kohlberg's moral development stages
- Social-emotional learning (SEL) and its relevance in NEP 2020
- Educational implications for inclusive and age-appropriate instruction

Module 3: Catering to Differences in Development

Learning Outcomes (LOs)

After completing this module, the student-teacher will be able to:

LO1. Explain the concept of individual differences and its implications in the teaching-learning process.

LO2. Analyze the influence of socio-cultural factors on learners' educational experiences and outcomes.

LO3. Apply the theory of Multiple Intelligence in catering to diverse learners in the classroom.

LO4. Describe the role of Emotional Intelligence in personal and academic success.

LO5. Identify various learning styles and adapt instructional strategies to suit different learning styles.

LO6. Plan strategies to address the specific needs of diverse learners, including slow learners, gifted, physically challenged learners, and those with dyslexia, hearing, or visual impairments.

LO7. Promote an inclusive, equitable, and supportive classroom environment that respects and accommodates individual learner differences.

Content:

- Individual differences: nature, causes, implications
- Socio-cultural factors: family, gender, language, ethnicity
- Multiple intelligences (Gardner), Emotional intelligence
- Learning styles (VAK)
- Inclusive education: understanding and addressing needs of:
  Slow learners, physically challenged, gifted, dyslexic, hearing/visually impaired

Module 4: Learner Characteristics and Learning Roles

Learning Outcomes (LOs)

After completing this module, the student-teacher will be able to:

LO1. Explain the impact of attention, interest, motivation, and aptitude on the learning process.

LO2. Analyze the relevance of Maslow's hierarchy of needs in fostering achievement motivation among learners.

LO3. Examine the development of personality, self-concept, and identity formation during adolescence.

LO4. Identify the causes of adjustment and maladjustment in adolescents, including common concerns such as anxiety, aggression, and low academic performance.

LO5. Promote leadership development and provide co-curricular opportunities that support the holistic growth and development of all learners.

Content:

- Psychological characteristics affecting learning: attention, interest, motivation, aptitude
- Maslow's hierarchy of needs, achievement motivation
- Personality, self-concept, and identity formation
- Adjustment and maladjustment: causes and concerns in adolescence
- Role of teachers in helping learners with anxiety, aggression, delinquency, low achievement
- Leadership development and co-curricular opportunities for growth

Assignments & Practicum

1.Case Study of a child (physical, cognitive, or emotional development) (10)

2.Observation of a child at home/school setting using a development checklist, (10)

3.Prepare and implement one inclusive classroom activity. (10)

4. Create a learner profile for multiple intelligences or learning styles (5)

5. Conduct a peer teaching session on emotional or moral development (5)

6. Reflective Journal on classroom diversity or learner adjustment strategies (5)

7. Prepare a role-play or skit on adolescent issues or maladjustment (5)

References and additional resources:

English Reference Books (APA Style)

- Aggarwal, J. C. (2022). Essentials of Educational Technology: Teaching Learning Innovations in Education. Vikas Publishing House.
- Sharma, R. A. (2021). Educational Technology and ICT. R. Lall Book Depot.
- Kumar, N. (2020). ICT in Education. Shipra Publications.
- UNESCO. (2011). ICT Competency Framework for Teachers. Paris: UNESCO.
- Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A Framework for Integrating Technology in Teacher Knowledge. Teachers College Record, 108(6), 1017–1054.
- Ministry of Education, Govt. of India. (2020). National Education Policy 2020. https://www.education.gov.in
- Ministry of Education, Govt. of India. (2022). ICT Initiatives in School Education. https://diksha.gov.in/resources

Marathi Reference Books (APA Style)

- पाटील, डी. जी. (2019). शैक्षणिक तंत्रज्ञान आणि आयसीटी. पुणे: नूतन प्रकाशन.
- जाधव, संजय. (2021). शिक्षण व नवतंत्रज्ञान. मुंबई: विद्या पब्लिकेशन.
- गायकवाड, एम. बी. (2022). NEP 2020 आणि शिक्षकांचे डिजिटल परिवर्तन. कोल्हापूर: ज्ञानदीप पब्लिकेशन.
- पवार, एस. बी. (2020). शिक्षक आणि आधुनिक तंत्रज्ञान. सातारा: उत्कर्ष पब्लिकेशन.
- राष्ट्रशिक्षा मंत्रालय. (2023). डिजिटल शिक्षण उपक्रम भारत सरकार. दिल्ली: भारत सरकार प्रकाशन.

Course Code	Title of the Courses	Cr	Internal	External	Total Marks
1102	**Contemporary India and Education**	**4**	**50**	**50**	**100**

Course Outcomes (COs)

By the end of the course, learners will be able to:

CO1. Examine education as an instrument for social change and transformation.

CO2. Understand the philosophical and sociological foundations of the Indian education system.

CO3. Analyze the impact of social structures, policies, and ideologies on schooling in India.

CO4. Critically evaluate current issues and concerns in contemporary Indian education.

CO5. Engage in reflective, participatory practices to explore challenges and innovations in Indian schooling.

Module 1: Implementing System of Education to Reform Society

Learning Outcomes (LOs)

After completing this module, the student-teacher will be able to:

LO1. Explain the role of education as a catalyst for social change and nation-building, with reference to constitutional provisions such as Article 21A and the RTE Act, 2009.

LO2. Analyze the role of education in promoting equity, justice, and empowerment, especially in the context of NEP 2020.

LO3. Evaluate the contribution of education in fostering democratic citizenship and achieving Sustainable Development Goals (SDGs).

Contents:

1. Education as a tool for social change and nation-building
2. Constitutional provisions for education (RTE Act 2009, Article 21A)
3. Role of education in achieving equity, justice, and empowerment (with NEP 2020 emphasis)
4. Education and democratic citizenship
5. Education and Sustainable Development Goals (SDGs)

Module 2: Understanding System of Education with Philosophical Perspectives

Learning Outcomes (LOs)

After completing this module, the student-teacher will be able to:

LO1. Describe major Indian philosophical traditions—Vedanta, Buddhism, and Jainism—and interpret their implications for education.

LO2. Critically examine the educational contributions of key Indian thinkers such as Gandhi, Tagore, Vivekananda, and J. Krishnamurti.

LO3. Explain the significance of value-based education and analyze NEP 2020's perspectives on ethics, human values, and well-being.

LO4. Evaluate the role of education in nurturing holistic, creative individuals.

Contents:

1. Major Indian philosophical traditions and their educational implications: Vedanta, Buddhism, Jainism
2. Contributions of Indian thinkers: Gandhi, Tagore, Vivekananda, J. Krishnamurti
3. Value-based education: NEP 2020 perspectives on ethics, human values, and well-being

4. Role of education in developing holistic and creative individuals

Module 3: Understanding System of Education with Social Perspectives
Learning Outcomes (LOs)
After completing this module, the student-teacher will be able to:
LO1. Establish the relationship between society, culture, and education.
LO2. Identify various forms of social stratification and their implications for education.
LO3. Explain the impact of globalization, privatization, and technology on educational practices and policies.
LO4. Analyze NEP 2020's focus on multilingualism, local knowledge, and community engagement in education.
Contents:
1. Relationship between society, culture, and education
2. Social stratification and education: caste, class, gender, and religion
3. Challenges of inclusion, equity, and diversity in Indian education
4. Impact of globalization, privatization, and technology on education
5. NEP 2020's emphasis on multilingualism, local knowledge, and community participation

Module 4: Contemporary Indian Schooling: Concerns and Issues
Learning Outcomes (LOs)
After completing this module, the student-teacher will be able to:
LO1. Identify key issues related to access, retention, and quality in elementary and secondary education in India.
LO2. Examine the changing roles of teachers, the challenges they face, and the importance of their continuous professional development.
LO3. Assess the impact of the digital divide on education and suggest strategies for ensuring equitable access to technology.
LO4. Explain the significance of inclusive education and analyze issues related to school safety and student mental health.
LO5. Interpret the NEP 2020 recommendations for school restructuring and foundational literacy.
Contents:
1. Access, retention, and quality issues in elementary and secondary education
2. Teacher roles, challenges, and professional development
3. Examination reforms, rote learning, and curriculum overload
4. Digital divide and equitable access to technology
5. Inclusive education, school safety, and mental health
6. NEP 2020 recommendations for school restructuring and foundational literacy

Assignments & Practical Work
1. Report on the Role of Education in Community Transformation (10 Marks)
    - Select a locality (rural/urban/slum/tribal) where educational initiatives have influenced social change.
    - Conduct field work: interact with stakeholders (teachers, NGOs, Panchayat, community), document facilities, literacy levels, and enrolment trends.
    - Prepare report with sections: Introduction, Methodology, Findings & Analysis, Role of Education, Conclusion & Reflections, References, and (optional) Photographs.
2. Reflective Journal on School Visits/Community Interactions (5 Marks)

3. Presentation on Indian Educationist's Philosophy (10 Marks)
    - Study the thoughts of Gandhi/Tagore/Vivekananda/J. Krishnamurti and present with educational implications.
4. School Survey on Dropout, Gender, Inclusion (10 Marks)
    - Collect data (online/offline), analyze issues, and prepare a report.
5. Inclusive Classroom Plan (5 Marks)
    - Design strategies to handle diversity (language, caste, gender, etc.).
6. Policy Brief Report on NEP 2020 Component (10 Marks)
    - Choose a component (ECCE, Foundational Literacy, etc.), analyze strengths/limitations, and present insights in 3–5 minutes.

References & Resources

- Aggarwal, J.C. (2022). *Theory and Principles of Education.* Vikas Publishing House.
- Nayak, A.K., & Rao, V.K. (2014). *Philosophical and Sociological Foundations of Education.* APH Publishing.
- Sharma, R.A. (2015). *Foundations in Education.* R. Lall Book Depot.
- Pathak, R.P. (2013). *Philosophical and Sociological Principles of Education.* Pearson Education.
- Kumar, K. (2007). *The Child's Language and the Teacher.* National Book Trust.
- Ministry of Education (2020). *National Education Policy 2020.* Government of India. Link
- Right of Children to Free and Compulsory Education (RTE) Act, 2009. Government of India.
- NCERT (2005). *National Curriculum Framework (NCF).*Link

Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
1103	**Critical Understanding of ICT**	**4**	**50**	**50**	**100**

Course Outcomes (COs)
By the end of the course, student-teachers will be able to:
CO1. Develop a critical understanding of ICT in education.
CO2. Use digital tools and resources to enhance teaching, learning, and assessment.
CO3. Discuss the ethical, legal, and safe use of ICT in education.
CO4. Develop ICT-integrated pedagogical practices.
CO5. Analyse the changing roles of teachers in the digital age.

Module 1: Understanding and Executing ICT Education
Learning Outcomes (LOs)
After completing this module, the student-teacher will be able to:

LO1. Define the concept, importance, and historical development of ICT in education.
LO2. Describe the role of ICT in transforming society, governance, and education.
LO3. Identify key ICT competencies required for teachers as per NEP 2020 and NCF for Teacher Education (NCFTE).
LO4. Explore and evaluate national digital initiatives such as Digital India, SWAYAM, NISHTHA, PM eVidya, and DIKSHA.
LO5. Demonstrate understanding of how ICT platforms support teaching-learning, professional development, and educational inclusion.

Content:

1. Meaning, importance, and evolution of ICT in education
2. ICT in transforming society, governance, and education
3. ICT skills for teachers (NEP 2020 & NCFTE)
4. National initiatives: Digital India, SWAYAM, NISHTHA, PM eVidya, DIKSHA

Module 2: Understanding ICT in Education
Learning Outcomes (LOs)
After completing this module, the student-teacher will be able to:

LO1. Identify and explain ICT tools such as multimedia, smart boards, and Learning Management Systems (LMS).
LO2. Explore Open Educational Resources (OERs), MOOCs, e-books, and digital repositories for teaching and learning.
LO3. Demonstrate awareness of cyber safety, digital well-being, and data privacy.
LO4. Apply strategies for inclusive education using ICT and assistive technologies.
LO5. Design ICT-integrated classroom activities ensuring accessibility, safety, and student engagement.

Content:

1. ICT tools: multimedia, smart classrooms, LMS
2. MOOCs, e-books, and digital repositories
3. Cyber safety, digital well-being, data privacy
4. Accessibility & inclusion through ICT

Module 3: Applying ICT to Enhance Teaching, Learning & Evaluation
Learning Outcomes (LOs) – ICT in Education

After completing this module, the student-teacher will be able to:
LO1. Develop ICT-based lesson plans using the TPACK framework.
LO2. Use ICT tools for formative and summative assessment, including quizzes, rubrics, and portfolios.
LO3. Apply collaborative and feedback tools such as Google Classroom, Padlet, and Kahoot to enhance student engagement.
LO4. Reflect on the value and limitations of ICT in pedagogy.
Content:

1. ICT-based lesson planning & digital content creation
2. ICT in assessments: quizzes, rubrics, portfolios
3. ICT & pedagogy integration (TPACK framework)
4. Tools for collaboration & feedback

Module 4: ICT & Changing Roles of the Teacher
Learning Outcomes (LOs)
After completing this module, the student-teacher will be able to:
LO1. Describe the teacher as a facilitator, content creator, mentor, and tech integrator.
LO2. Utilize digital platforms for Continuous Professional Development (CPD).
LO3. Explain the potential of AI, AR, VR, and simulations in education.
LO4. Demonstrate understanding of digital citizenship in learning environments.
LO5. Reflect on the teacher's role as a digital role model.
Content:

1. Teacher as facilitator, content creator, mentor, integrator
2. CPD using digital platforms
3. Emerging tech in education: AI, AR, VR, simulations
4. Digital citizenship & teacher as role model

Assignments & Practicum (Consolidated)
Module 1 Related Activities

1. Exploring National Digital Platforms (Group/Individual | 6 Marks)
   - Explore one platform (SWAYAM/NISHTHA/PM eVidya/DIKSHA) and prepare a 4–5 slide presentation/infographic.
2. Poster on ICT in Education: Then & Now (Group/Individual | 6 Marks)
   - Comparison of traditional vs ICT-based education + mention of national initiatives & teacher's role (NEP 2020).

Module 2 Related Activities

3. Poster on Safe & Responsible Use of Technology (Group/Individual | 6 Marks)
   - Include cyber safety rules, digital well-being tips, and positive digital behavior.
4. Comparative Chart of ICT Tools (Group/Individual | 6 Marks)
   - Chart/mind map comparing 4 ICT tools (purpose, features, strengths, limitations).

Module 3 Related Activities

5. Designing a Digital Lesson Plan (Individual | 6 Marks)
   - Lesson plan using TPACK framework with at least 2 ICT tools.
6. Digital Quiz or Rubric (Individual | 7 Marks)
   - Create a Google Form/Kahoot quiz OR design an online rubric with objectives & evaluation criteria.

Module 4 Related Activities

7. Teacher as Digital Content Creator (Individual | 6 Marks)

- Prepare a 3–5 min micro-teaching video with digital tools & resources.

8. Awareness Campaign on Digital Citizenship (Individual | 7 Marks)
    - Design a school campaign with any two supporting materials (poster, handout, slogan board, short video).

References and additional resources:

English Reference Books (APA Style)

1. Aggarwal, J. C. (2022). *Essentials of Educational Technology: Teaching Learning Innovations in Education*. Vikas Publishing House.
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2. **जाधव, संजय.** (2021). ***शिक्षण व नवतंत्रज्ञान.*** **मुंबई: विद्या पब्लिकेशन.**
3. **गायकवाड, एम. बी.** (2022). *NEP 2020* ***आणि शिक्षकांचे डिजिटल परिवर्तन.*** **कोल्हापूर: ज्ञानदीप पब्लिकेशन.**
4. **पवार, एस. बी.** (2020). ***शिक्षक आणि आधुनिक तंत्रज्ञान.*** **सातारा: उत्कर्ष पब्लिकेशन.**
5. **राष्ट्रशिक्षा मंत्रालय.** (2023). ***डिजिटल शिक्षण उपक्रम भारत सरकार.*** **दिल्ली: भारत सरकार प्रकाशन.**

Course Code	Title of the Courses	Cr	Inter nal	External	Theory+ Practical
1201	**English Language Education**	**2**	**25**	**25**	**50**

Course Outcomes (COs)

By the end of the course, student-teachers will be able to:

CLO1: Explain the significance of the English language in the Indian Knowledge System and describe the structure and features of the English language.

CLO2: Describe the objectives and principles (psychological, linguistic, and pedagogical) of teaching English at the secondary and higher secondary levels.

CLO3: Demonstrate the ability to develop the four communicative skills in English language teaching: Listening, Speaking, Reading, and Writing.

CLO4: Apply various teaching methods, strategies, and the communicicative approach for effective English language teaching.

CLO5: Design and implement annual plans, unit plans, and lesson plans using pedagogical analysis for English language education.

Module 1: Understanding Curriculum and Aims of teaching English Language (Marks:12)

Learning Outcomes (LOs)

After completing this module, the student-teacher will be able to:

LO1. Explain the importance of English as a global and link language in the Indian context.

LO2. Analyse the structure of the English language, including phonetics, grammar, and stylistic devices.

LO3. State the objectives of teaching English at the Secondary and Higher Secondary levels.

LO4. Apply psychological, linguistic, and pedagogical principles for teaching English.

Content:

1. English Language Teaching.
2. English as a global and national link language. (Importance of English Language in Present Globalized World)
3. Structure of English Language as a Subject discipline: (Language as a System) Various components and subsystems (Phonetics of English Language, Stress and Intonation, Parts of Speech, Tense, Voice, Direct- Indirect speech, Punctuation, Word Formation, Figures of Speech, Characteristics of prose, poetry and drama)
4. Principles of Teaching English (Psychological, Linguistic and Pedagogical)
5. Objectives of teaching English at Secondary and Higher Secondary Stage.

Module: 2: Planning of Teaching English (Marks: 13)

Learning Outcomes (LOs)

After completing this module, the student-teacher will be able to:

LO1. Demonstrate competency in teaching the four communicative skills (Listening, Speaking, Reading, Writing).

LO2. Select and apply appropriate traditional and modern approaches for different language teaching contexts.
LO3. Prepare annual, unit, and lesson plans using pedagogical analysis.
LO4. Use effective strategies like storytelling, dramatization, scaffolding, and group work.

Content:

1. Communicative Skills of English Language: Listening, Speaking, Reading and Writing.
2. Competencies and Learning outcomes in English language Education.
3. Methods, Approaches and Strategies of Teaching English. (Traditional and modern methods: Grammar-Translation, Direct Method, Dr. West Method, Communicative Approach, Inductive-deductive approach, Task-Based Learning, Constructivist Approach 7 "Es", Total Physical Response (TPR). Structural approach. Techniques: storytelling, dramatization, group work, Scaffolding. Functional approach of teaching English.
4. Concept and Process of Pedagogical Analysis in English language learning and teaching.
5. Concept of Annual Plan, Unit Plan and Lesson Plan

Practical and Assignment (25 Marks)

1. Teacher Interview (5 Marks) – Interview a secondary school English teacher about challenges and practices.
2. Textbook Analysis (5 Marks) – Evaluate a secondary school English textbook with NEP alignment.
3. Resource Development Workshop (5 Marks) – Create 2 teaching aids (charts/flashcards/digital PPTs).
4. Preparation of Unit Plan (5 Marks) – Prepare and present one detailed Unit plan of one Unit

Competency-Based Activity Design (5 Marks)- Select **two competencies** (e.g., Listening, Speaking, Reading, Writing, Grammar/Vocabulary, Critical Thinking, Digital Literacy). Submit a brief report (3–4 pages) with both activity plans and a short reflection.

References and additional resources:

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Bose, K. (1979). *Teaching of English: A modern approach*. Doaba House.
Gurav, H. K. (2007). *Teaching aspects of English language*. Nutan Prakashan.
Jain, R. K. (1982). *The essentials of English teaching*. Vinod Pustak Mandir.
Pawar, N. G. (n.d.). *Teaching English language*. Nutan Prakashan.
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Sharma, R. A. (2004). *Fundamentals of teaching English*. Surya Publication.
Sharma, T. R., & Bhargava, R. (2005). *Modern teaching aids*. T. R. Bhargava Book House.
Suryavanshi, G. H. (n.d.). *Content-cum-methodology: English*. Suryavanshi Prakashan.
Takpir, D. (2008). *English language education*. Nitya Nutan Prakashan.
Tickoo, M. L. (2003). *Teaching and learning English: A source book for teachers and teacher trainers*. Orient Longman.

Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
1202	ગુજરાતી શિક્ષણ	**2**	**25**	**25**	**50**

મોડ્યુલ ૧ : અભ્યાસક્રમ અને ગુજરાતી વિષયના હેતુઓની સમજણ

કુલ સમય : ૮ કલાક (થિયરી)

હેતુઓ (Learning Outcomes – LOs)

આ મોડ્યુલ પૂર્ણ કર્યા પછી વિદ્યાર્થી-શિક્ષક નીચેના કુશળતા વિકસાવશે:

- LO1. ગુજરાતી ભાષાના સ્વભાવ અને તેની વિવિધ શાખાઓની સમજણ મેળવવી.
- LO2. ગુજરાતી શિક્ષણના હેતુઓ અને મૂલ્યોનું વિશ્લેષણ કરવું.
- LO3. બ્લૂમ તથા એન્ડરસનના Taxonomy આધારે શિક્ષણ હેતુઓ રચી શકવું.
- LO4. રાજ્યના અભ્યાસક્રમમાં દર્શાવેલા હેતુઓનું અર્થઘટન કરવું.
- LO5. ગુજરાતી વિષયનો અન્ય વિષયો સાથે સંબંધ સ્થાપી શકવું.
- LO6. અભ્યાસક્રમ રચનાના આધુનિક ધોરણો અને નીતિઓ (જેમ કે NEP 2020) ઓળખી શકવું.

વિષયવસ્તુ

1. ગુજરાતી ભાષાનું સ્વરૂપ અને વ્યાપકતા (૨ કલાક)
    - અર્થ, લાક્ષણિકતાઓ અને મહત્વ
    - શાખાઓ : સાહિત્ય, ભાષાશાસ્ત્ર, વ્યાકરણ, શૈક્ષણિક ભાષા
2. ગુજરાતી શિક્ષણના હેતુઓ (૧ કલાક)
    - ભાષાત્મક અભિવ્યક્તિનો વિકાસ
    - સંવેદનશીલતા અને માનવીય મૂલ્યોનો સ્વીકાર
    - સ્થાનિક અને સાંસ્કૃતિક સંદર્ભ સાથેનો સંબંધ
3. શિક્ષણ હેતુઓ અને અભ્યાસ પરિણામો (૨ કલાક)

    - બ્લૂમ અને એન્ડરસનનું Taxonomy
    - રાજ્ય બોર્ડ ધોરણ ૧૧/૧૨ના અભ્યાસ પરિણામોના આધારે ઉદ્દેશો લખવાનો અભ્યાસ
4. અભ્યાસક્રમ વિકાસ : સિદ્ધાંતો અને પ્રવૃત્તિઓ (૧.૫ કલાક)
    - અભ્યાસક્રમ રચનાના મૂળભૂત સિદ્ધાંતો
    - NEP 2020ના પરિપ્રેક્ષ્યમાં : હુનર વિકાસ, સ્થાનિક અનુકૂલન, અનુભવો આધારિત અભ્યાસ
5. અન્ય વિષયો સાથે ગુજરાતી ભાષાના સંબંધો (૧.૫ કલાક)
    - ઈતિહાસ, નાટ્યકલા, ICT, સમાજશાસ્ત્ર સાથે સંબંધ
    - વાસ્તવિક જીવનમાં ભાષાનું મહત્વ

મોડ્યુલ ૨ : ગુજરાતી શિક્ષણ માટે આયોજન

કુલ સમય : ૮ કલાક (થિયરી)

હેતુઓ (Learning Outcomes – LOs)

આ મોડ્યુલ પૂર્ણ કર્યા પછી વિદ્યાર્થી-શિક્ષક નીચેના કુશળતા વિકસાવશે:

- LO1. શિક્ષણ આયોજનના પ્રકારો અને તેનું મહત્વ સમજવું.
- LO2. વર્ષયોજના, યુનિટ યોજના અને પાઠયોજના તૈયાર કરી શકવું.
- LO3. ઉત્તમ શિક્ષણયોજનાના લક્ષણો ઓળખી શકવું.
- LO4. સહઅભ્યાસક્રમ પ્રવૃત્તિઓનું આયોજન કરી શકવું.
- LO5. શાળાખાતીય પ્રવૃત્તિઓ દ્વારા ભાષાગત અને સાંસ્કૃતિક જાગૃતિ લાવી શકવી.

વિષયવિસ્તાર

1. આયોજનના પ્રકારો (૩ કલાક)
    - વર્ષયોજના, યુનિટ યોજના, પાઠયોજના
    - દરેક યોજનાના ઘટકો અને માળખું
    - રાજ્ય બોર્ડના અભ્યાસક્રમ સાથે સંકલન
2. ઉત્કૃષ્ટ આયોજનના લક્ષણો (૧ કલાક)
    - સ્પષ્ટતા, લવચીકતા, ઉદ્દેશો સાથે સંકલન
    - વિદ્યાર્થી-કેન્દ્રિત અભિગમ
    - NEP 2020ના અનુસંધાનમાં
3. ગુજરાતી આધારિત પ્રવૃત્તિઓનું આયોજન (૨ કલાક)
    - ભાષા ક્લબ, પુસ્તક પ્રદર્શન, કવિ સંમેલન
    - ભાષા અભ્યાસમાં પ્રવૃત્તિઓનો સમાવેશ
4. સહઅભ્યાસક્રમ પ્રવૃત્તિઓ (૨ કલાક)
    - ભાષા ક્વિઝ, પોસ્ટર નિર્માણ, પાત્રાવાચન, વ્યાખ્યાન, "માતૃભાષા દિવસ"
    - NEP મુજબ સર્વાંગી વિકાસ માટેની પ્રવૃત્તિઓ

વહીવટી કાર્ય (Practical Work) – મોડ્યુલ ૧ (૭ કલાક – ૧૨ ગુણ)

1. અભ્યાસક્રમ વિશ્લેષણ (૨ કલાક – ૩ ગુણ)
    - રાજ્ય બોર્ડ ધોરણ ૧૧/૧૨ના ગુજરાતી અભ્યાસક્રમની સમીક્ષા
2. શિક્ષણ ઉદ્દેશો લખવાનો અભ્યાસ (૧.૫ કલાક – ૨ ગુણ)
    - કોઈ એક પાઠ્ય વિષય પરથી ૫ સ્પષ્ટ ઉદ્દેશો લખવા
3. વિષય રજૂઆત – ગુજરાતી ભાષાનું સ્વરૂપ (૧ કલાક – ૨ ગુણ)
    - સમૂહ પ્રવૃત્તિ દ્વારા ઉદાહરણ સાથે લેખિત/મૌખિક રજૂઆત
4. વિષય સંયોજન પ્રોજેક્ટ (૧.૫ કલાક – ૩ ગુણ)
    - ગુજરાતી અને અન્ય વિષયો વચ્ચેનો સંબંધ દર્શાવતો રિપોર્ટ/ઇન્ફોગ્રાફ
5. વિચાર વિમર્શ પુસ્તકિકા (૧ કલાક – ૨ ગુણ)
    - શીખેલી બાબતો અંગે અંગત ચિંતન

વહીવટી કાર્ય (Practical Work) – મોડ્યુલ ૨ (૭ કલાક – ૧૩ ગુણ)

1. વર્ષયોજના તૈયાર કરવી (૧.૫ કલાક – ૩ ગુણ)
    - ધોરણ ૧૧ અથવા ૧૨ માટે ગુજરાતી વિષય
2. યૂનિટ યોજના (૧.૫ કલાક – ૩ ગુણ)
    - વિષય : "નાટક", "નિબંધ" અથવા "પાત્રાવાચન"
3. પાઠયોજના તૈયાર કરવી (૨ કલાક – ૪ ગુણ)
    - વિદ્યાર્થી-કેન્દ્રિત અભિગમ સાથે પાઠયોજના
4. સહઅભ્યાસક્રમ પ્રવૃત્તિનું આયોજન (૨ કલાક – ૩ ગુણ)
    - ભાષાકીય, સાંસ્કૃતિક અથવા સર્જનાત્મક પ્રવૃત્તિનું આયોજન

પાઠયોજના (૧ કલાક – ૩ ગુણ)

- પ્રવૃત્તિ આધારિત અભિગમ

સહઅભ્યાસક્રમ પ્રવૃત્તિનું આયોજન (૧.૫ કલાક – ૨ ગુણ)

- ઉદાહરણરૂપ: ભાષા દિવસ, પાત્રાવાચન, પોસ્ટર સ્પર્ધા, ક્વિઝ વગેરે

વિચારવિમર્શ રિપોર્ટ (૧.૫ કલાક – ૨ ગુણ)

સંદર્ભ પુસ્તકો (ગુજરાતી સાહિત્ય અને શિક્ષણ વિષયક)

1. દેસાઈ, પી. (2018). *ગુજરાતી ભાષા શાસ્ત્રનો ઈતિહાસ*. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
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3. જોશી, આર. આર. (2017). *અભ્યાસક્રમ અને અધ્યાપન યોજનાઓ*. અમદાવાદ: નવભારત પ્રકાશન.
4. નાયક, એસ. બી. (2020). *શિક્ષણમાં સહઅભ્યાસક્રમ પ્રવૃત્તિઓનું મહત્વ*. સુરત: નર્મદા પ્રકાશન.
5. રાવલ, વી. કે. (2019). *નવી શિક્ષણ નીતિ અને ભાષા શિક્ષણ*. વડોદરા: ગુજરાત વિદ્યાપીઠ.

6. Ministry of Education. (2020). *National Education Policy 2020 (NEP 2020)*. New Delhi: Government of India. https://www.education.gov.in

Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
1203	हिंदी भाषा शिक्षण	2	25	25	50

Course Outcomes:

CO 1: विद्यार्थी शिक्षक हिंदी भाषा का स्वरूप, संरचना एवं शिक्षण उद्देश्यों को स्पष्ट रूप से समझ सकेगा।

CO 2: विद्यार्थी शिक्षक हिंदी भाषा पाठ्यक्रम, पाठ्यपुस्तक एवं शिक्षण योजनाओं का निर्माण और विश्लेषण कर सकेगा।

CO 3: विद्यार्थी शिक्षक हिंदी भाषा अध्यापन में नये विचारों, ICT साधनों एवं राष्ट्रीय शिक्षा नीति 2020 के प्रावधानों का उपयोग कर सकेगा।

CO 4: विद्यार्थी शिक्षक सहशालेय उपक्रमों एवं नवोन्मेषी गतिविधियों के माध्यम से विद्यार्थियों में हिंदी भाषा के प्रति रुचि और सृजनात्मकता विकसित कर सकेगा।

CO 5: विद्यार्थी शिक्षक हिंदी भाषा शिक्षण को सामाजिक, सांस्कृतिक एवं जीवन मूल्यों से जोड़कर **विद्यार्थियों में संवेदनशीलता और उत्तरदायित्व विकसित कर सकेगा।सैद्धांतिक विषयवस्तु.**

मॉड्यूल 1: "पाठ्यक्रम और हिंदी विषय के उद्देश्यों की समझ"

Learning Outcomes (LOs)

अधिगम उद्देश्यों (Learning Outcomes - LOs)

LO1. विद्यार्थी-शिक्षक हिंदी भाषा के स्वरूप (आदिकाल, मध्यकाल, आधुनिक काल) तथा उसकी संरचना (गद्य, पद्य और व्याकरण) की गहन समझ विकसित करेगा।

LO2. विद्यार्थी-शिक्षक उच्च प्राथमिक एवं उच्च माध्यमिक स्तर पर हिंदी भाषा अध्यापन के उद्देश्यों की पहचान और व्याख्या करने में सक्षम होगा।

LO3. विद्यार्थी-शिक्षक ब्लूम एवं एंडरसन की उद्देश्यों की श्रेणीबद्ध रचना को स्पष्ट रूप से समझेगा और उसके आधार पर शैक्षणिक उद्देश्यों का लेखन कर सकेगा।

LO4. विद्यार्थी-शिक्षक हिंदी भाषा पाठ्यक्रम के निर्माण में प्रयुक्त मूलभूत तत्वों तथा नवीन विचारों (NEP 2020, ICT, कौशल विकास) को समझेगा और उनका विश्लेषण कर सकेगा।

LO5. विद्यार्थी-शिक्षक हिंदी भाषा का अन्य विषयों के साथ सहसंबंध स्थापित करने और अंतर्विषयक दृष्टिकोण को अपनाने में सक्षम होगा।

हिंदी भाषा का स्वरूप एवं संरचना (२ तासिका)

- आदिकाल, मध्यकाल, आधुनिक काल
- गद्य की रचना
- पद्य की रचना
- व्याकरण की रचना

- अध्यापन के उद्देश्य (१ तासिका)
  - व्यवसायिक मूल्य का विकास
  - समस्या निराकरण हेतु मूल्य विकास
  - नीतिगत मूल्य निर्माण एवं सुचारु जीवन पद्धति का विकास
- ब्लूम एवं एंडरसन के उद्देश्यों की श्रेणीबद्ध रचना तथा लेखन क्षमता विकास (२ तासिका)
- हिंदी भाषा पाठ्यक्रम का विकास : तत्व एवं नये विचार प्रवाह (१.५ तासिका)
  - पाठ्यक्रम निर्माण के मूलभूत तत्व

- राष्ट्रीय शिक्षा नीति **2020 :** स्व-अनुभव अधिगम, कौशल विकास, स्थानीय संदर्भ का एकात्मिकरण
- नये विचार प्रवाह, तंत्रज्ञान की एकात्मता, व्यावसायिक उद्दोजकता विकास, बहुअनुशासनिक दृष्टिकोण

🎬 हिंदी भाषा का अन्य विषयों से सहसंबंध (१.५ तासिका)

मॉड्यूल 2: हिंदी भाषा अध्ययन का नियोजनउद्देश्य

Learning Outcomes (LOs)

इस अध्ययन के उपरांत विद्यार्थी-शिक्षक:

LO1. हिंदी भाषा शिक्षण में शैक्षणिक नियोजन की संकल्पना, आवश्यकता और महत्व को समझ सकेगा।

LO2. वार्षिक, इकाई तथा पाठ योजना जैसे नियोजन के प्रकारों की पहचान कर सकेगा और उन्हें व्यवहार में लागू कर सकेगा।

LO3. प्रभावी पाठ योजना की विशेषताओं का विश्लेषण कर सकेगा तथा NEP 2020 की भूमिका को समझ सकेगा।

LO4. हिंदी विषय से संबंधित गतिविधियों (क्लब, प्रदर्शनी, व्यावसायिक मेला आदि) का नियोजन एवं आयोजन कर सकेगा।

LO5. सहशालेय उपक्रमों (चर्चा, पोस्टर निर्माण, भूमिका-अभिनय, हिंदी दिवस आदि) के माध्यम से छात्रों की भाषा-कौशल और सामाजिक संवेदनशीलता का विकास कर सकेगा।

सैद्धांतिक विषयवस्तु

१. नियोजन की संकल्पना और प्रकार (३ तासिका)

- हिंदी भाषा शिक्षा में शैक्षणिक नियोजन का अर्थ एवं महत्व
- नियोजन के प्रकार :
    - वार्षिक नियोजन
    - इकाई नियोजन
    - पाठ नियोजन

२. पाठ योजना की विशेषताएँ (१ तासिका)

- प्रभावी नियोजन की विशेषताएँ
- प्रभावी कक्षा नियोजन की भूमिका

३. हिंदी विषय की गतिविधियों का आयोजन (२ तासिका)

- व्यवहारिक अधिगम एवं अवसरों का नियोजन
- हिंदी भाषा क्लब
- हिंदी प्रदर्शनी का नियोजन
- व्यावसायिक मेले का नियोजन
- इन गतिविधियों को वार्षिक दिनदर्शिका में समाविष्ट करना ताकि विद्यार्थियों में हिंदी भाषा के प्रति रुचि निर्माण हो सके।

४. हिंदी भाषा विकास हेतु सहशालेय उपक्रमों का आयोजन (२ तासिका)

- कार्यक्रमों की योजना एवं आयोजन (चर्चा, पोस्टर, चार्ट, भूमिका-अभिनय, पज़ल आदि)
- हिंदी दिवस का आयोजन
- छात्रों का सहभाग, आत्मचिंतन एवं सामुदायिक प्रासंगिकता

- श्रवण, वाचन, लेखन और अभिव्यक्ति का प्रोत्साहन

  राष्ट्रीय शिक्षा नीति २०२० की समग्र एवं बहुआयामी शिक्षा दृष्टि

प्रायोगिक कार्य

१. पाठ्यपुस्तक का चिकित्सक परीक्षण (३ अंक, २ तासिका)

कक्षा ८ से १२ की किसी पाठ्यपुस्तक का चिकित्सक परीक्षण कीजिए। इसमें निम्न आधारों पर समीक्षा की जानी है -

- शैक्षणिक मूल्य
- मूलभूत घटक
- जीवन कौशल (Life Skills)
- संवैधानिक मूल्य (Constitutional Values)
- राष्ट्रीय शिक्षा नीति 2020 से संगति

२. पाठ्यपुस्तक के पाठों पर उद्देश्य निर्माण (२ अंक, १ तासिका)

हिंदी की पाठ्यपुस्तक में से किसी एक पाठ का चयन करिए और उस पर आधारित **पाँच शैक्षणिक उद्देश्यों** को लिखिए।

३. PPT प्रस्तुतीकरण (२ अंक, १ तासिका)

हिंदी की पाठ्यपुस्तक के किसी एक पाठ पर **PowerPoint Presentation (5-7 मिनट)** तैयार कीजिए। प्रस्तुति में निम्न शामिल होना चाहिए -

- पाठ का संक्षिप्त परिचय
- शिक्षण उद्देश्य
- चित्र/वीडियो/ऑडियो सामग्री
- गतिविधि/प्रश्नोत्तर

४. संस्थान भेंट एवं रिपोर्ट लेखन (३ अंक, २ तासिका)

किसी एक शैक्षणिक/सामाजिक संस्था (विद्यालय, पुस्तकालय, भाषा केन्द्र, साहित्यिक मंडल आदि) की भेंट कीजिए और उस पर **रिपोर्ट लेखन कार्य** कीजिए।

रिपोर्ट में शामिल हो -

- संस्था का परिचय
- प्रमुख गतिविधियाँ
- हिंदी भाषा शिक्षा से जुड़ा योगदान
- व्यक्तिगत अवलोकन और निष्कर्ष

५. पत्र-पत्रिका वाचन एवं सारांश प्रस्तुति (२ अंक, १ तासिका)

हिंदी की किसी **पत्रिका/पत्र** का चयन करिए, उसका वाचन कीजिए और उसका **संक्षिप्त सारांश** तैयार कर समूह में मौखिक रूप से प्रस्तुत कीजिए।

प्रायोगिककार्य

1. वार्षिक, इकाई एवं पाठ योजना का नमूना तैयार कीजिए। (३ अंक)
2. हिंदी भाषा क्लब या हिंदी प्रदर्शनी की योजना बनाइए और उसका रिपोर्ट लेखन कीजिए। (२ अंक)

3. किसी एक सहशालेय उपक्रम (हिंदी दिवस, भूमिका-अभिनय, पोस्टर, पज़ल आदि) का आयोजन कीजिए और उसका प्रस्तुतीकरण कीजिए। (३ अंक)
4. राष्ट्रीय शिक्षा नीति २०२० के संदर्भ में हिंदी भाषा अध्ययन के लिए एक अभिनव गतिविधि (Innovative Activity) डिज़ाइन कीजिए। (२ अंक)

किसी विद्यालय में जाकर विद्यार्थियों की हिंदी भाषा गतिविधियों का अवलोकन कीजिए और उसका संक्षिप्त रिपोर्ट प्रस्तुत कीजिए। (३ अंक)

ग्रंथसूची

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- तिवारी, सुरेश (2015). *हिंदी शिक्षण में नये आयाम*. वाराणसी: राधाकृष्ण प्रकाशन।
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अतिरिक्त संसाधन Additional Resources

1. **NCERT पाठ्यपुस्तकें (कक्षा 6-12):**
    - भाषा और साहित्य शिक्षण के लिए आधारभूत एवं उन्नत स्तर की सामग्री।
2. **UGC e-Pathshala (https://epgp.inflibnet.ac.in/):**
    - भाषा शिक्षा, शिक्षण पद्धति, एवं **ICT** एकीकरण पर मॉड्यूल।
3. **SWAYAM / SWAYAM PRABHA (https://swayam.gov.in/):**
    - भाषा शिक्षण एवं शिक्षा नीति से संबंधित **MOOCs**।
4. **National Digital Library of India (NDLI):**
    - हिंदी भाषा, साहित्य और शिक्षण विधियों पर मुफ्त डिजिटल संसाधन।
5. **JSTOR / Google Scholar:**
    - हिंदी भाषा शिक्षण, पाठ्यक्रम विकास और **Bloom's Taxonomy** पर शोध लेख।
6. **YouTube Channels (शैक्षिक):**
    - **NCERT Official Channel**
    - **NIOS (National Institute of Open Schooling)** - भाषा शिक्षण से संबंधित व्याख्यान।

Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
1204	मराठी भाषा शिक्षण-१	**2**	**25**	**25**	**50**

एकूण गुण- ५० (२५ गुण आकारिक मूल्यमापन व २५ गुण साकारिक मूल्यमापन)

कोर्स उद्दिष्टे

मराठी भाषेचे स्वरूप, सद्यस्थिती आणि तिच्यासमोरील आव्हाने यांची जाण विकसित करणे.

मातृभाषा मराठीचे मानवी जीवनातील स्थान व महत्व समजावून देणे.

मराठी भाषा विषयाच्या अध्यापनाची ध्येये आणि उद्दिष्टे समजावून देणे.

माध्यमिक स्तरावरील मराठी भाषा विषयाच्या अभ्यासक्रमाचे स्वरूप, व्यप्ती आणि वैशिष्ट्ये समजावून देणे.

मराठी भाषेच्या अध्यापनाची बदलती संकल्पना व तत्वे स्पष्ट करणे.

मराठी भाषेचे प्रभावी अध्ययन अध्याप करण्यासाठी विविध अध्यापन पद्धती, तंत्रे यांची समज विकसित करणे.

अध्ययन निष्पत्ती (Learning Outcomes)

या अभ्यासक्रमाचा यशस्वी अभ्यास केल्यानंतर विद्यार्थी -

CO 1. मराठी भाषेचे स्वरूप, सद्यस्थिती व आव्हाने यांचे विश्लेषण करू शकतील.

CO 2. मातृभाषा मराठीचे मानवी जीवनातील स्थान व महत्व यावर चिकित्सक दृष्टीकोन मांडू शकतील.

CO 3. मराठी भाषा विषयाच्या अध्यापनाची ध्येये व उद्दिष्टे प्रत्यक्ष अध्यापन प्रक्रियेशी जोडून अध्यापनाचे नियोजन करू शकतील.

CO 4. माध्यमिक स्तरावरील मराठी भाषा विषयाचा अभ्यासक्रम याची रचना, व्याप्ती व वैशिष्ट्ये स्पष्ट करू शकतील.

CO 5. भाषा अध्यापनाची बदलती संकल्पना व तत्त्वे प्रत्यक्ष अध्यापन कार्यामध्ये वापरून पाठ घेतील.

CO 6. विविध अध्यापन पद्धती व तंत्रांचा प्रभावी उपयोग करून विद्यार्थीकेंद्रित अध्यापन करू शकतील.

CO7. नवोन्मेषी पद्धती (ICT, प्रकल्प, जिगसॉ, फ्लिप्ड क्लासरूम) वापरून अध्यापन अधिक आकर्षक व परिणामकारक करू शकतील.

मॉड्युल1 :मराठी भाषेचे स्वरूप आणि मराठी भाषा शिक्षणाचे ध्येय व उद्दिष्टे

अध्ययन निष्पत्ती (LOs):

LO1. मराठी भाषेचे स्वरूप ओळखून त्यातील फरक स्पष्ट करू शकतील.

LO2. मराठी भाषेची सद्यस्थिती व आव्हाने यांचे विश्लेषण करू शकतील.

LO3. मातृ भाषा मराठीचे मानवी जीवनातील स्थान समजावून सांगू शकतील.

LO4. त्रिभाषा सूत्र, राष्ट्रीय शैक्षणिक धोरण 2020 आणि महाराष्ट्र राज्य अभ्यासक्रम आराखडा 2024 मधील भाषा शिक्षण तत्त्वे स्पष्ट करू शकतील.

LO5. मराठी भाषा शिक्षणाची ध्येये व उद्दिष्टे अध्यापन प्रक्रियेत उपयोग करू शकतील.

LO6. माध्यमिक स्तरावरील मराठी विषयाचा अभ्यासक्रम समजून घेऊन त्याची वैशिष्ट्ये सांगू शकतील.

मराठी भाषेचे स्वरूप आणि मराठी भाषा शिक्षणाचे ध्येय व उद्दिष्टे

1.1 **मराठी भाषेचे स्वरूप** – अभिजात भाषा, प्रमाण भाषा, बोली भाषा

1.2 **मराठी भाषेची सध्यस्थिती व आव्हाने** – दैनंदिन व्यवहार, शिक्षण, साहित्य, माध्यमे, आर्थिक व व्यवसायिक क्षेत्रे, कायदा व न्यायव्यवस्था आणि शासन प्रशासन

1.3 **मातृभाषा मराठीचे मानवी जीवनातील स्थान व महत्त्व** – दैनंदिन जीवन, ज्ञानप्राप्ती, संस्कृती संवर्धन व संक्रमण, व्यक्तिमत्वाचा सर्वांगीण विकास

1.4 **त्रिभाषा सूत्र** – मातृभाषेतून शिक्षणाविषयी राष्ट्रीय शैक्षणिक धोरण 2020 ची भूमिका आणि महाराष्ट्र राज्य अभ्यासक्रम आराखडा (शालेय शिक्षण 2024) मधील भाषा शिक्षणाविषयी तत्त्वे व मार्गदर्शन

1.5 **मराठी भाषा शिक्षणाची ध्येये, उद्दिष्टे आणि क्षमता** – मौखिक व भाषिक साक्षरता, प्रभावी संभाषण कौशल्य, साहित्यिक व सर्जनशील क्षमता, सांस्कृतिक स्वीकृती व सहभाग, संवेदनशीलता व नैतिकतेचा विकास, व्यक्तीचा सर्वांगीण विकास

1.6 **माध्यमिक स्तरावरील मराठी भाषा विषयाचा अभ्यासक्रम** – तत्त्वे आणि सध्याच्या अभ्यासक्रमाची वैशिष्ट्ये

मॉड्युल2 : मराठी भाषा विषयाचे अध्ययन-अध्यापन

अध्ययन निष्पत्ती (LOs):

LO 1. वार्षिक नियोजन, घटक नियोजन, पाठ नियोजन आणि अभ्यासानुवर्ती उपक्रमांचे नियोजन तयार करू शकतील.

LO 2. मराठी भाषा विषयाच्या अध्यापनाची तत्त्वे यांच्या आधारावर उचित अध्यापन पद्धती व तंत्राची निवड करून पाठाचे नियोजन करतो.

मराठी भाषाशिक्षण : अध्यापन नियोजन व पद्धती

2.1 **प्रथम भाषा मराठीच्या अध्यापनाचे नियोजन**

- वार्षिक नियोजन
- घटक नियोजन
- पाठ नियोजन
- अभ्यासानुवर्ती उपक्रमांचे नियोजन

2.2 **मराठी भाषा विषयाच्या अध्यापनाची तत्त्वे**

- समवाय
- अनुभवाधिष्ठितता
- विद्यार्थी केंद्रितता
- मूल्याधिष्ठितता
- आनंददायीपणा
- सर्जनशीलता केंद्री दृष्टिकोन
- ग्रंथाधिष्ठित व संदर्भाधिष्ठित दृष्टिकोन
- तंत्रविज्ञानाचे एकात्मिकीकरण (अर्थ, स्वरूप, गरज व महत्त्व)

2.3 **अध्ययन-अध्यापन पद्धती** (स्वरूप, वापराचे टप्पे, गुण व मर्यादा)

- व्याख्यान पद्धत
- कथन पद्धत

- चर्चा पद्धत
- प्रश्नोत्तर पद्धत
- नाट्यीकरण
- भूमिकाभिनय
- प्रकल्प कार्य
- कार्यशाळा

अंतर्गत मूल्यांकनासाठी काम

1. अभ्यास अहवाल - मराठी भाषेच्या कोणत्याही एका क्षेत्रातील (बँकिंग, माध्यमे, शिक्षण इत्यादी) सध्यस्थितीचा प्रत्यक्ष भेट देऊन अभ्यास करा व पुराव्यासह अहवाल सादर करा. *(५ गुण)*
2. पेपर प्रेझेंटेशन - भाषा शिक्षण व शिक्षणातील मातृभाषेचे स्थान या संदर्भात स्वातंत्र्यानंतर विविध शैक्षणिक आयोग व धोरणांनी घेतलेल्या भूमिकेचा चिकित्सक आढावा घेऊन पेपर सादर करा. *(५ गुण)*
3. गट सादरीकरण - *मातृभाषा मराठीचे मानवी जीवनातील स्थान* या विषयावर नाट्यरूप सादरीकरण करा. *(५ गुण)*
4. नियोजन कार्य - कोणत्याही एका इयत्तेच्या मराठी विषय अध्यापनासाठी वार्षिक व घटक नियोजन तयार करा. *(५ गुण)*
5. नाविन्यपूर्ण पद्धतीचा वापर - कोणत्याही एका नाविन्यपूर्ण अध्ययन-अध्यापन पद्धतीचा वापर करून अध्यापनाचे नियोजन करा. *(५ गुण)*

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७. अकोलकर ग. वि. पाटणकर ना. वि. २००८

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Course Code	Title of the Courses	Cr	Inter nal	External	Theory+ Practical
1206	Urdu Education	2	25	25	50

Course Outcomes (CLOs)

CLO1: Explain the significance of the Urdu language in the Indian Knowledge System and describe the structure and features of the Urdu language.

CLO2: Describe the objectives and principles (psychological, linguistic, and pedagogical) of teaching Urdu at the secondary and higher secondary levels.

CLO3: Demonstrate the ability to develop the four communicative skills in Urdu language teaching: Listening, Speaking, Reading, and Writing.

CLO4: Apply various teaching methods, strategies, and the communicicative approach for effective Urdu language teaching.

CLO5: Design and implement annual plans, unit plans, and lesson plans using pedagogical analysis for Urdu language education.

Module 1: Understanding and executing Urdu language Education (Marks:12)

Learning Outcomes (LOs)

After completing this module, the student-teacher will be able to:

LO1. Explain the importance of Urdu Language in Indian Knowledge system

LO2. Analyse the structure of the Urdu language,

LO3. State the objectives of teaching Urdu langauage at the Secondary and Higher Secondary levels.

LO4. Explain the principles of Urdu language teaching

Lo5. Demonstrate competencies in teaching the core communication skills (Listening, Speaking, Reading, Writing)

Content:

1. Importance of Urdu language in Indian Knowledge System.

2 Structure of Urdu language Elements of content analysis, , Prose, Poetry

3. Principles of Teaching Urdu (Psychological, Linguistic and Pedagogical)

4. Objectives of teaching Urdu language at Secondary and Higher Secondary Stage.

Module: 2: Planning and executing Urdu Language education (Marks: 13)

Learning Outcomes (LOs) After completing this module, the student-teacher will be able to:

LO1. Demonstrate competency in teaching the four communicative skills (Listening, Speaking, Reading, Writing).

LO2. Apply various methods and strategies of Urdu language teaching.

LO3. Prepare annual, unit, and lesson plans using pedagogical analysis.

LO4. Understand importance of communicative approach in teaching Urdu language

Content:

1. Communicative Skills of Urdu Language: Listening, Speaking, Reading and Writing.

2. Group instructional strategies: cooperative and collaborative approaches , Brain storming, Role play, Dramatization, group discussion , stimulation, Games and quizzes

3. Concept of Annual Plan, Unit Plan and Lesson Plan

4. Importance of Communicative Approach in Urdu Language Education.

Practical and Assignment (25 Marks)

1. Prepare an activity plan for enhancing any one skill Listening, Speaking, Reading and Writing**)(5 marks)**

2. Textbook Analysis (10 Marks) – Evaluate a secondary school English textbook with NEP alignment.

3. Prepare a roleplay script on a any social issue (5 Marks)

4. Prepare a power point presentation for any one topic from grammar of urdu language script should be in Urdu language (5 Marks)

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Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
1207	**Mathematics Education**	**2**	**25**	**25**	**50**

Module 1: Understanding Curriculum and Aims of Mathematics
Total Hours: 8 (Theory)
Learning Outcomes
After completing this module, the student-teacher will be able to:
- **LO1.** Explain the nature and branches of Mathematics.
- **LO2.** Explain the educational aims and values of Mathematics as a subject.

LO3. Write instructional objectives based on Bloom's and Anderson's taxonomy.
LO4. Analyze and interpret curriculum objectives from state syllabi.
LO5. Establish meaningful connections between Mathematics and other disciplines.
LO6. Recognize key trends and principles in Mathematics curriculum development.

Content:

1. **Nature and Scope of Mathematics** (2 hours)
- Meaning, characteristics, and significance of Mathematics
- Major branches: Arithmetic, Algebra, Geometry, Statistics, Trigonometry

0. **Aims and Objectives of Mathematics Education** (1 hour)
- To develop logical and analytical thinking among students for problem-solving and decision-making.
- To cultivate a positive attitude towards mathematics by making it meaningful, relevant, and engaging.
- To prepare learners for real-life applications of mathematical concepts in everyday and professional contexts.
- Enhancing problem-solving and decision-making through real-life applications
- Inculcate importance of Mathematics in daily life and for development of Nation .

0. **Instructional Objectives and Learning Outcomes** (2 hours)
- Hierarchy of learning objectives: Bloom's Taxonomy and Anderson's Revised Version
- Writing performance-based learning objectives
- Reference to state board (11th–12th) curriculum outcomes

0. **Curriculum Development: Principles and Trends** (1.5 hours)
- Fundamental principles of curriculum design
- NEP 2020 directives: Experiential learning, skill development, integration with local context

0. Current trends: Experiential, Activity-Based & Play-Based Learning, Integration of ICT, Integration with Indian Knowledge Systems & History of Maths, Early Foundational Numeracy Mission

0. **Interdisciplinary Linkages of Mathematics** (1.5 hours)
- Correlation of Mathematics with Science. Commerce, Economics, ICT, and Social Sciences, Drawing
- Real-life applications: Mathematics in everyday decision-making

Module 2: Planning of Teaching Mathematics
Total Hours: 8 (Theory)
Objectives / Learning Outcomes
After completing this module, the student-teacher will be able to:
LO1. Explain the need and importance of planning in teaching Mathematics.
LO2. Prepare year plans, unit plans, and lesson plans.
LO3. Describe the characteristics of effective planning.
LO4. Design and organize co-curricular activities for Mathematics learning.
LO5. Promote commercial attitude through school-based events and activities.

Content

1. **Concept and Types of Planning***(3 Hours)*
- Meaning and significance of academic planning in Mathematics education
- Types of plans:
  - **Year Plan**: Long-term instructional overview
  - **Unit Plan**: Thematic teaching approach for a unit

        - **Lesson Plan**: Daily classroom planning with objectives and methodology
    - Format and essential components of each plan
    - Linkage with learning outcomes as per state curriculum
2. **Characteristics of Good Planning** *(1 Hour)*
    - Qualities of an effective plan: clarity, flexibility, alignment with learning objectives, learner-centeredness
    - Role of planning in effective classroom management and NEP 2020 focus on experiential and competency-based education
3. **Organizing Mathematics-Based Activities** *(2 Hours)*
    - Purpose and educational value of practical learning opportunities
    - Types of activities:
        - **Mathematics Club**
        - **Mathematics Exhibitions**
        - **Mathematics Fair**
    - Integration of these activities into the academic calendar to foster interest and to develop scientific attitude about Mathematics
4. **Co-Curricular Activities for Mathematics Learning** *(2 Hours)*
    - Planning and conducting events like:
        - **Debates**, **Poster-making**, **Role Plays**, **Mathematics Quizzes, Lecture series of Mathematicians, Workshop on Vedic Mathematics**
        - Organization of National Mathematics Day (**Dec 22**)
    - Emphasis on student participation, reflection, and community relevance
    - Alignment with NEP's vision of holistic and multidisciplinary education

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Practical Work (7 Hours – 12 Marks)

1. **Content Mapping from State Curriculum (Time:** 2 hours **Marks:** 3)
    - Activity: Student-teachers will analyze the current Secondary (Preferably 9th/10th but can analyse 8th std too) Mathematics syllabus prescribed by the State Board.
2. **Writing Instructional Objectives (Time:** 1.5 hours **Marks:** 2)
    - Activity: Based on any one topic from the Mathematics syllabus, write at least **5 instructional objectives .**
3. **Concept Presentation on 'Nature and Structure of Mathematics'(Time:** 1 hour **Marks:** 2)
    - Activity: In small groups, prepare a short (5–7 min) oral or visual presentation explaining the **branches of Mathematics** with real-life examples.
4. **Correlation Project** (**Time:** 1.5 hours **Marks:** 3)
    - Activity: Prepare a mini-report or infographic showing how Mathematics links with other subjects like Maths, ICT, or Economics.
5. **Reflection Journal (Time:** 1 hour **Marks:** 2)
    - Activity: Maintain a reflection journal summarizing insights from theory sessions and practical tasks.

Practical Work Plan (7 Hours – 13Marks)

1. **Preparation of a Year Plan for Mathematics (1.5 Hours – 3 Marks)**
   Activity: Prepare a year plan for Std. IX or X based on the state board Mathematics syllabus.
2. **Development of a Unit Plan (1.5 Hours – 3 Marks)**
   Activity: Create a unit plan for any one topic (e.g., Types of Triangles or 'Quadrilateral')

3. **Designing a Lesson Plan (1 Hour – 3 Marks)**
   Activity: Prepare a detailed lesson plan using constructivist or activity-based approach.
4. **Organization of a Mathematics-based Co-curricular Activity (1.5 Hours – 2 Marks)**
   Activity: Plan any one:
   - Mathematics quiz
   - Mathematics Day celebration
   - Poster-making on any topic Mathematics.
0. **Reflection Report on Co-curricular Planning (1.5 Hours – 2 Marks)**
   Activity: Write a short reflection/report (300–400 words) on how co-curricular activities support Mathematics learning.

English References

1. Aggarwal, J. C. (2022). *Essentials of Educational Technology: Teaching Learning Innovations in Education*. New Delhi: Vikas Publishing House.
2. Bansilal, S., & Naidoo, P. (2019). *Mathematics Education: Research, Practice and Development*. South Africa: University of KwaZulu-Natal Press.
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1. पाटील, डी. जी. (2020). *शालेय गणित शिक्षण: तत्त्वे व पद्धती*. पुणे: नूतन प्रकाशन.
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5. शिक्षण मंत्रालय, भारत सरकार. (2020). *राष्ट्रीय शैक्षणिक धोरण २०२०*. दिल्ली: भारत सरकार प्रकाशन.
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7. राष्ट्रीय ओपन एज्युकेशनल रिसोर्सेसरि पॉझिटरी (NROER) –https://nroer.gov.in

Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
1208	Commerce Education	2	25	25	50

Course Outcomes:
CO1. Understand the nature, objectives, and significance of commerce education and explain its relevance in academic and professional contexts.
CO2. Apply basic principles of accounting, finance, and business management in practical classroom and real-world scenarios.
CO3. Analyze contemporary economic and commercial issues and develop strategies for effective teaching of commerce concepts.
CO4. Design and implement innovative teaching-learning activities, projects, and assessments to enhance students' understanding of commerce subjects.

Module 1: Understanding Curriculum and Aims of Commerce
Total Hours: 8 (Theory)
Learning Outcomes
After completing this module, the student-teacher will be able to:

- **LO1.** Explain the nature and branches of Commerce.
- **LO2.** Explain the educational aims and values of Commerce as a subject.
- **LO3.** Write instructional objectives based on Bloom's and Anderson's taxonomy.
- **LO4**. Analyze and interpret curriculum objectives from state syllabi.
- **LO5**. Establish meaningful connections between Commerce and other disciplines.
- **LO6**. Recognize key trends and principles in Commerce curriculum development**.**

Content Outline

1. **Nature and Scope of Commerce (2 hours)**
    - Meaning, characteristics, and significance of Commerce
    - Major branches: Trade, Transport, Distribution, Finance, Insurance, Storage, Publicity
0. **Aims and Objectives of Commerce Education (1 hour)**
    - Developing a commercial mindset
    - Enhancing problem-solving and decision-making through real-life applications
    - Building economic and ethical awareness in learners
0. **Instructional Objectives and Learning Outcomes (2 hours)**
    - Hierarchy of learning objectives: Bloom's Taxonomy and Anderson's Revised Version
    - Writing performance-based learning objectives
    - Reference to state board (11th–12th) curriculum outcomes
0. **Curriculum Development: Principles and Trends (1.5 hours)**
    - Fundamental principles of curriculum design
    - NEP 2020 directives: Experiential learning, skill development, integration with local context
    - Current trends: Integration of ICT, entrepreneurship, and multidisciplinary approach
0. **Interdisciplinary Linkages of Commerce (1.5 hours)**
    - Correlation of Commerce with Economics, Mathematics, ICT, and Social Sciences
    - Real-life applications: Commerce in everyday decision-making

Module 2: Planning of Teaching Commerce
Total Hours: 8 (Theory)
Objectives / Learning Outcomes
After completing this module, the student-teacher will be able to:

- **LO1.** Explain the need and importance of planning in teaching Commerce.
- **LO2.** Prepare year plans, unit plans, and lesson plans.
- **LO3.** Understand the characteristics of effective planning.
- **LO4.** Design and organize co-curricular activities for Commerce learning.
- **LO5.** Promote commercial attitude through school-based events and activ**ities**.

Content
1. Concept and Types of Planning *(3 Hours)*

- Meaning and significance of academic planning in Commerce education
- Types of plans:
    - **Year Plan**: Long-term instructional overview
    - **Unit Plan**: Thematic teaching approach for a unit
    - **Lesson Plan**: Daily classroom planning with objectives and methodology
- Format and essential components of each plan
- Linkage with learning outcomes as per state curriculum

2. Characteristics of Good Planning *(1 Hour)*

- Qualities of an effective plan: clarity, flexibility, alignment with learning objectives, learner-centeredness
- Role of planning in effective classroom management and NEP 2020 focus on experiential and competency-based education

3. Organizing Commerce-Based Activities *(2 Hours)*

- Purpose and educational value of practical learning opportunities
- Types of activities:
    - **Business Club**
    - **Commerce Exhibitions**
    - **Business Fairs**
- Integration of these activities into the academic calendar to foster entrepreneurial and commercial awareness

4. Co-Curricular Activities for Commerce Learning *(2 Hours)*

- Planning and conducting events like:
    - Debates, Poster-making, Role Plays, Commerce Quizzes
    - Observance of special days (e.g., Business Women's Day – Sept 22)
- Emphasis on student participation, reflection, and community relevance
- Alignment with NEP's vision of holistic and multidisciplinary education

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Practical Work (7 Hours – 12 Marks)
1. Content Mapping from State Curriculum (Time: 2 hours Marks: 3)
    - Activity: Student-teachers will analyze the current Higher Secondary (11th/12th) Commerce syllabus prescribed by the State Board.
2. Writing Instructional Objectives (Time: 1.5 hours Marks: 2)
    - Activity: Based on any one topic from the Commerce syllabus, write at least 5 instructional objectives
3. Concept Presentation on 'Nature and Structure of Commerce'(Time: 1 hour Marks: 2)
    - Activity: In small groups, prepare a short (5–7 min) oral or visual presentation explaining the branches of Commerce with real-life examples.

4. Correlation Project (**Time:** 1.5 hours **Marks:** 3)

- Activity: Prepare a mini-report or infographic showing how Commerce links with other subjects like Maths, ICT, or Economics.

5. Reflection Journal (Time: 1 hour **Marks:** 2)

- Activity: Maintain a reflection journal summarizing insights from theory sessions and practical tasks.

Practical Work Plan (7 Hours – 13Marks)

1. **Preparation of a Year Plan for Commerce (1.5 Hours – 3 Marks)**
   Activity: Prepare a year plan for Std. XI or XII based on the state board Commerce syllabus.
2. **Development of a Unit Plan (1.5 Hours – 3 Marks)**
   Activity: Create a unit plan for any one topic (e.g., 'Business Environment' or 'Banking').
3. **Designing a Lesson Plan (1 Hour – 3 Marks)**
   Activity: Prepare a detailed lesson plan using constructivist or activity-based approach.
4. **Organization of a Commerce-based Co-curricular Activity (1.5 Hours – 2 Marks)**
   Activity: Plan any one:
   - Commerce quiz
   - Business Day celebration
   - Poster-making on financial literacy.

0. **Reflection Report on Co-curricular Planning (1.5 Hours – 2 Marks)**
   Activity: Write a short reflection/report (300–400 words) on how co-curricular activities support Commerce learning.

English Reference Books

1. Aggarwal, J. C. (2001). *Teaching of commerce*. Vikas Publishing House.
2. Mittal, R. K., & Gupta, R. (2015). *Commerce education*. Kalyani Publishers.
3. Sharma, R. P. (2008). *Teaching of commerce and accountancy*. Surya Publications.
4. Jhingan, M. L. (2014). *Essentials of commerce education*. Vrinda Publications.
5. Bhatia, K. K., & Bhatia, B. D. (2009). *Methods of teaching commerce*. Kalyani Publishers.
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५. जाधव, स. (२०२१). नवीन शैक्षणिक धोरण 2020 आणि शिक्षक शिक्षण. सृजन प्रकाशन.

Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
1209	Book Keeping and Accountancy	2	25	25	50

Course Outcomes (COs)

CO1. Understand the nature, structure, and branches of Book Keeping and Accountancy and explain their relevance in academic and real-life contexts.

CO2. Analyze and articulate the aims of Book Keeping and Accountancy education, including the development of commercial attitude and problem-solving skills.

CO3. Formulate clear instructional objectives for teaching various topics using Bloom's and Anderson's taxonomy.

CO4. Design and implement effective lesson plans, unit plans, and year plans in alignment with state curriculum and curriculum development principles.

CO5. Plan and organize co-curricular and extracurricular activities (such as business clubs, exhibitions, debates, and thematic days) to enhance learning and correlate commerce concepts with other subjects and everyday life.

Module 1: Understanding Curriculum and Aims of Book Keeping and Accountancy

Objectives / Learning Outcomes

After studying this module, the student-teacher will be able to:

- **LO1.** Explain the nature and structure of Book Keeping and Accountancy.
- **LO2.** Understand the aims of Book Keeping and Accountancy education.
- **LO3**. Write instructional objectives for teaching various topics.
- **LO4.** Establish correlation of Book Keeping and Accountancy with other school subjects and everyday life.

Content:

1. Nature and structure: Characteristics and functions of Book Keeping and Accountancy. (1 hour)
2. Branches of Book Keeping and Accountancy: Book-Keeping, Accounting, Cost Accounting. (1 hour)
3. Aims of teaching the subject; development of commercial attitude, relevance to society, and solving daily-life problems. (2 hours)
4. Objectives at Higher Secondary level: As per the state curriculum. (1 hour)
5. Bloom's and Anderson's taxonomy of instructional objectives. (1½ hours)
6. General principles of curriculum development. (1 hour)
7. Correlation of Book Keeping and Accountancy with other subjects and life experiences. (½ hour)

Module 2: Planning of Teaching Book Keeping and Accountancy

Objectives / Learning Outcomes

After studying this module, the student-teacher will be able to:

- **LO1.** Explain the types, importance, and characteristics of planning in Accountancy teaching.
- **LO2.** Design relevant co-curricular activities for teaching Book Keeping and Accountancy.

Content :

1. Concept of planning: Year plan, unit plan, and lesson plan. (2 hours)
2. Types of planning: (i) Year plan (ii) Unit plan (iii) Individual lesson plan. (3 hours)
3. Importance and characteristics of good planning. (1 hour)
4. Planning and organizing co-curricular activities: business clubs, commerce exhibitions, poster making, debates, Business Women's Day, etc. (2 hours)

Practical Work (7 Hours – 12 Marks)

1. Content Mapping from State Curriculum (Time: 2 hours Marks: 3)
   - Activity: Student-teachers will analyze the current Higher Secondary (11th/12th) Commerce syllabus prescribed by the State Board.
2. Writing Instructional Objectives (Time: 1.5 hours Marks: 2)
   - Activity: Based on any one topic from the Commerce syllabus, write at least 5 instructional objectives
3. Concept Presentation on 'Nature and Structure of Commerce'(Time: 1 hour Marks: 2)
   - Activity: In small groups, prepare a short (5–7 min) oral or visual presentation explaining the branches of Commerce with real-life examples.
4. Correlation Project (Time: 1.5 hours Marks: 3)
   - Activity: Prepare a mini-report or infographic showing how Commerce links with other subjects like Maths, ICT, or Economics.
5. Reflection Journal (Time: 1 hour Marks: 2)
   - Activity: Maintain a reflection journal summarizing insights from theory sessions and practical tasks.

Practical Work Plan (7 Hours – 13Marks)

5. Preparation of a Year Plan for Commerce (1.5 Hours – 3 Marks)
   Activity: Prepare a year plan for Std. XI or XII based on the state board Commerce syllabus.
6. Development of a Unit Plan (1.5 Hours – 3 Marks)
   Activity: Create a unit plan for any one topic (e.g., 'Business Environment' or 'Banking').
7. Designing a Lesson Plan (1 Hour – 3 Marks)
   Activity: Prepare a detailed lesson plan using constructivist or activity-based approach.
8. Organization of a Commerce-based Co-curricular Activity (1.5 Hours – 2 Marks)
   Activity: Plan any one:
   - Commerce quiz
   - Business Day celebration
   - Poster-making on financial literacy.

1. Reflection Report on Co-curricular Planning (1.5 Hours – 2 Marks)
   Activity: Write a short reflection/report (300–400 words) on how co-curricular activities support Commerce learning.

English References

1. Aggarwal, J. C. (2009). *Teaching of Commerce: A Practical Approach*. New Delhi: Vikas Publishing House.
2. Bhatia, K. K., & Bhatia, B. D. (2010). *Methods of Teaching Commerce*. Ludhiana: Kalyani Publishers.
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1. कुंभारे, अ. (2018). *बुककीपिंग व अकौंटसी अध्यापन पद्धती*. नागपूर: विदर्भ बुक हाऊस.
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Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
1210	Economics Education	2	25	25	50

Course Outcomes (COs):

CO1: Explain the nature, structure, aims and objectives of Economics education and establish its correlation with other subjects and life.

CO2: Develop and implement Year Plans, Unit Plans, Lesson Plans and organize co-curricular activities for effective teaching of Economics.

CO3: Apply appropriate methods, models, strategies and resources to facilitate self-learning, cooperative learning and meaningful construction of knowledge in Economics.

CO4: Design and use evaluation tools for assessing student learning, apply principles of CCE, and plan for professional growth and action research in Economics.

Module 1: Understanding Curriculum and Aims of Economics

Learning Outcomes (LOs) – Module 1

LO1: Explain the nature, characteristics, and functions of Economics.

LO2: Analyze the aims of teaching Economics with reference to developing commercial attitude, relating Economics to society, and solving everyday problems.

LO3: Interpret the objectives of teaching Economics at Higher Secondary level as given in the State Curriculum.

LO4: Establish the correlation of Economics with other school subjects and real-life situations.

Content:

1. Nature and Structure of Economics: Characteristics and functions (2)
2. Aims of teaching Economics (3)
    - Developing commercial attitude
    - Relating Economics education to society
    - Solving problems of everyday life
3. Objectives at Higher Secondary level as given by State Curriculum (1)
4. Correlation of Economics with other school subjects and life (1)

Module 2: Planning of Teaching Economics

Learning Outcomes (LOs) – Module 2: Planning of Teaching Economics

LO1: Explain the meaning and purpose of year plan, unit plan, and individual lesson plan.

LO2: Differentiate among the types of planning – year plan, unit plan, and lesson plan.

LO3: Analyze the importance and characteristics of good planning in Economics teaching.

LO4: Design and organize co-curricular activities (e.g., debates, fairs, exhibitions) to enhance learning of Economics.

Content:

1. Meaning of year plan, unit plan, individual lesson plan (2)
2. Types of planning: Year, Unit, Lesson Plan (2)
3. Importance and characteristics of good planning (1)
4. Planning and organizing co-curricular activities for Economics (2)

Practical:

The practical work in **Economics Education** will consist of **10 activities**, distributed over **15 hours** and carrying **25 marks**.

1. Student-teachers will prepare a chart on the characteristics and functions of Economics (1.5 hours, 2 marks).
2. They will write the aims and instructional objectives of teaching a selected Economics topic (1.5 hours, 2 marks).
3. They will prepare a comparative table of objectives as given in the State Curriculum and in Bloom/Anderson's hierarchy (1.5 hours, 2 marks).
4. They will develop correlation lesson notes linking Economics with other subjects such as Mathematics, Geography, or Commerce (1.5 hours, 2 marks).
5. They will prepare a reflective note on *"How aims of Economics education can be realized in daily life"* (1.5 hours, 2 marks).

Practical:

1. They will prepare a **sample Year Plan** for Std. XI or XII Economics (1.5 hours, 3 marks).
2. They will develop a **Unit Plan** on a selected chapter (1.5 hours, 3 marks).
3. They will prepare a **detailed Lesson Plan** with clear instructional objectives (1.5 hours, 3 marks).
4. They will design a **plan for a co-curricular activity** such as a debate, poster competition, or drama on an Economics-related issue (1.5 hours, 3 marks).
5. Finally, they will **organize a mock event**, such as a Business Club activity or Economics Fair (1.5 hours, 3 marks).

   In total, these **10 activities** will account for **15 practical hours** and will be assessed for **25 marks**.

References

English References

1. Aggarwal, J. C. (2010). *Teaching of Economics: A Practical Approach.* New Delhi: Vikas Publishing House.
2. Gupta, R. P. (2007). *Teaching of Economics.* New Delhi: Shipra Publications.
3. Bhatia, S. K., & Bhatia, A. (2009). *Teaching and Learning of Economics.* New Delhi: Surya Publications.
4. Khan, M. S. (2012). *Teaching of Economics.* New Delhi: Ashish Publishing House.
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Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
1211	Geography Education	2	25	25	50

Course Outcomes (COs)
CO1. Understand the nature, structure, and branches of Geography, including Physical, Human, and Regional Geography, and explain their significance in education and society.
CO2. Analyze and articulate the aims, objectives, and values of Geography education, including cultural, intellectual, environmental, and citizenship dimensions.
CO3. Formulate clear instructional objectives for teaching Geography topics using Bloom's and Anderson's taxonomy.
CO4. Establish interdisciplinary correlations between Geography and other subjects such as History, Science, Economics, ICT, and Arts, and integrate these connections in teaching.
CO5. Design and implement effective Geography learning experiences, including field visits, co-curricular activities, club activities, exhibitions, and the use of ICT tools and teaching aids to promote experiential and activity-based learning.

Module 1: Understanding Curriculum and Aims of Geography
Objectives / Learning Outcomes
After completing this module, the student-teacher will be able to:
- **LO1.** Define the nature and structure of Geography.
- **LO2.** Understand the aims, objectives, and values of Geography education.
- **LO3.** Write instructional objectives using Bloom's/Anderson's taxonomy.
- **LO4.** Establish interdisciplinary correlations between Geography and other school subjects.

Content:
1. **Meaning, Nature and Scope of Geography** *(5 hrs)*
   – Definition, characteristics, significance, interdisciplinary nature
2. **Structure and Branches of Geography** *(2 hrs)*
   – Physical, Human, and Regional Geography – meaning and importance
3. **Aims and Objectives of Geography Education** *(2 hrs)*
   – Cultural, intellectual, environmental, and citizenship aims
4. **Instructional Objectives of Geography Education** (*2 hrs)*
   – Based on Bloom's and Anderson's Taxonomy, Geography curriculum-based examples
5. **Interdisciplinary Linkages** *(3 hrs)*
   – Geography with History, Science, Economics, ICT, Arts, and other subjects

Module 2: Planning of Teaching Geography
Credits: 1 | **Theory Hours:** 15 |
Marks:
Objectives / Learning Outcomes
After completing this module, the student-teacher will be able to:
- **LO1.** Explain basic concepts of Geography.
- **LO2.** Design meaningful learning experiences, including field visits and co-curricular activities.
- **LO3.** Integrate ICT tools, models, and maps effectively in teaching.

- **LO4.** Promote activity-based and experiential learning through Geography clubs and exhibitions.

Content:

1. **Planning for Learning Experiences, Field Visits, and Teaching Materials***(8 hrs)*
    - **Key Content Areas from Secondary Geography:**
      - Grid system of latitude & longitude, Site vs Situation
      - Time zones, Solar system, Globe
      - Ecosystem, Human Occupation, Continental Drift

      Planning for Resources:
      - Models, globes, maps, diagrams
      - Activity-based worksheets, project work, visual aids
    0. **Identifying and Designing Teaching-Learning Experiences***(3 hrs)*
    - Planning and organizing field visits to:
      - Markets, sea shores, gardens, greenhouses, national parks, industries, rivers
    - Use of ICT Tools:
      - Google Earth, digital maps, weather apps
0. **Planning Co-Curricular Activities in Geography***(2 hrs)*
    - Activities:
      ▫ Debate, quiz, drama, poster-making, model exhibitions
    - Observance of Important Days:
      ▫ Earth Day, Environment Day, Population Day, Geography Day
0. **Organizing Field Experiences, Geography Clubs, and Exhibitions** *(1 hr)*
    - Formation and functioning of Geography Club
    - Conducting exhibitions with student models, inviting experts

Practical Work (7 hours, 13 marks.)

The practical component for Geography consists of 3 activities spread over 7 hours and carrying 13 marks:

1. Prepare a pictorial chart showing the meaning, importance, and examples of Physical, Human, and regional branches of Geography – 3 hours, 5 marks.
2. Select any one topic from the Higher Secondary Geography syllabus and write 5 instructional objectives using Bloom's or Anderson's taxonomy – 2 hours, 4 marks.
3. Prepare a presentation on interdisciplinary linkages with subjects like History, Science, Economics, ICT, Art, and other subjects – 2 hours, 4 marks.

Practical Work (8 Hours 12 marks.)

The practical component for Geography spans **8 hours** and can be assessed for a total of **12 marks**. It consists of three activities:

1. **Prepare a Content Enrichment Booklet** on 10 Geographical Concept Areas from the Secondary Geography textbook or create a report on the contributions of geographers and their works – **4 hours, 5 marks**.
2. **Prepare a detailed plan for a field visit** to a geographical site such as a riverbank, industry, or national park, including educational objectives, day-wise itinerary, safety measures, syllabus linkage, and expected learning outcomes. After the visit, write a report including student observations, photographs, and reflections – **2 hours, 4 marks**.
3. **Design and simulate a Geography-related co-curricular event**, such as a subject-related day celebration, model/poster exhibition, quiz, drama, or expert talk session. The submission should include an event plan, objectives, roles and

responsibilities, resource requirements, timeline, and a brief report or photos – 2 hours, 3 marks.

References – Geography Education (English & Marathi)

English References

1. Bhatia, M. R. (2020). *Teaching of Geography*. New Delhi: Arya Book Depot.
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11. Ahmad, S. (2018). *Fieldwork and Map Skills in Geography Education*. Jaipur: Pointer Publishers.
12. DIKSHA Portal, Ministry of Education, Govt. of India – https://diksha.gov.in
13. National Repository of Open Educational Resources (NROER) – https://nroer.gov.in
14. Journal of Geography in Higher Education – Routledge
15. International Research in Geographical and Environmental Education (IRGEE) – Taylor & Francis

Marathi References

1. गायकवाड, एम. बी. (2021). *भूगोल शिक्षण: तत्त्वे व पद्धती*. पुणे: ज्ञानदीप प्रकाशन.
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4. राष्ट्रीय शैक्षणिक संशोधन आणि प्रशिक्षण परिषद (NCERT). (2021). *माध्यमिक शाळेतील भूगोल पाठ्यपुस्तक मालिके*. नवी दिल्ली: NCERT.
5. शिक्षण मंत्रालय, भारत सरकार. (2020). *राष्ट्रीय शैक्षणिक धोरण२०२०*. दिल्ली: भारत सरकार प्रकाशन.
6. डिजिटल शिक्षण संसाधने: DIKSHA पोर्टल–https://diksha.gov.in
7. राष्ट्रीय ओपन एज्युकेशनल रिसोर्सेसरि पॉझिटरी (NROER) –https://nroer.gov.in

Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
1212	**History Education**	**2**	**25**	**25**	**50**

Course Outcomes (COs)

CO1. Explain the basic concepts of History, including its nature, scope, structure, and academic importance.

CO2. Describe the aims and objectives of History education for cultural, intellectual, and civic development.

CO3. Develop instructional objectives and teaching plans (year, unit, and lesson plans) using Bloom's or Anderson's taxonomy.

CO4. Design engaging learning experiences with field visits, projects, historical resources, and effective teaching strategies.

CO5. Use ICT tools and digital resources, such as virtual tours, documentaries, and archives, to enhance teaching and learning.

CO6. Plan and organize co-curricular activities and History Club events like heritage walks, exhibitions, dramatizations, and quizzes.

Module 1: Understanding Curriculum and Aims of History

Learning Outcomes (LOs)

After completing this module, the student-teacher will be able to:

LO1. Explain the nature, scope, and structure of Indian and World History, and differentiate between political, social, economic, and cultural history.

LO2. Analyze the relevance of history education in developing critical thinking, scientific attitude, and international understanding in students.

LO3. Establish interdisciplinary linkages between History and other subjects like Geography, Political Science, Economics, ICT, and the Arts.

LO4. Construct instructional objectives using Bloom's and Anderson's Revised Taxonomy across cognitive, affective, and psychomotor domains.

Contents (15 hours):

1. **Nature and Scope of History** (7 hrs)
    - Concepts and structure of Indian History (Ancient to Modern), basics of World History
    - Objectives of teaching History at the Higher Secondary level
2. **Aims and Objectives of History Education** (3 hrs)
    - Developing critical thinking, international understanding, scientific attitude and temper
    - Understanding historical processes of knowledge exploration
    - Correlation of History with languages, Political Science, and Social Sciences
    - Relating past–present–future and solving everyday problems

3. **Interdisciplinary Linkages of History** (2 hrs)

- Correlation with Languages, Geography, Mathematics, Science, Economics, Arts

4. **Instructional Objectives and Learning Outcomes** (3 hrs)
    - Hierarchy of objectives: Bloom's Taxonomy and Anderson's Revised Taxonomy
    - Writing performance-based learning objectives

Module 2: Planning of Teaching History

Learning Outcomes (LOs)

After completing this module, the student-teacher will be able to:

LO1. Plan field visits and activity-based History lessons using relevant resources.

LO2. Use ICT tools like virtual museums and digital archives in teaching.

LO3. Organize co-curricular activities such as debates, dramatizations, and exhibitions.

LO4. Facilitate History Clubs and events to promote experiential and reflective learning.

Contents (15 hours):

1. **Planning for Learning Experiences and Teaching Resources** (7 hrs)
    - Year Plan, Unit Plan, Lesson Plan
    - Pedagogical Approaches: storytelling/narration, discussion, lecture, project, dramatization, role play, source method
    - Teaching Aids: Oral, Oral-Visual, Visual
2. **Use of ICT and Digital Tools in Teaching History** (3 hrs)
    - Digital archives, museums, documentaries, Google Arts & Culture
    - Interactive whiteboards, digital storytelling tools
3. **Planning Co-Curricular Activities** (3 hrs)
    - Debates, poster-making, role plays, drama, quizzes, games
    - Observance of National/International days (Constitution Day, Independence Day, Republic Day, Human Rights Day, Peace Day, etc.)
    - Organizing History exhibitions
4. **Organizing Field Experiences and History Clubs** (2 hrs)
    - Visits: Museums, forts, historical sites
    - History Club formation and activities (exhibitions, fairs, inviting historians/resource persons)

Assignments & Practicum

Module 1

1. Critically examine the nature and scope of History as a subject and discuss the importance of teaching Indian and World History at the Higher Secondary Level. *(8 Marks)*
2. Explore and explain the interdisciplinary nature of History teaching with suitable examples. *(4 Marks)*

Module 2

1. Organize a history exhibition (group work) and prepare a report including: planning, execution, feedback, and reflections. *(8 Marks)*
2. Write a report on a visit to a historical site/museum/heritage place. *(5 Marks)*

References & Additional Resources

1. Ballard, Martin, Maurice (1999). *New Movements in the Study and Teaching of History*. Temple Smith Ltd., London.
2. Kochar, S. K. (1996). *Teaching of History*. Sterling Publishers.
3. Ghose, K. D. (1996). *Creative Teaching of History*. Oxford University Press.
4. Mays, Pamela (1994). *Why Teach History?* University of London Press.
5. NCERT (1992). *Teaching History in Secondary Schools*. Delhi.
6. Raina, V. K. (1992). *The Realities of Teaching History*. NCERT, Delhi.
7. Vajreshwari, R. A. (1999). *A Handbook for History Teachers*. Allied Publishers, Bombay.
8. Association of Assistant Masters in Secondary Schools (1983). *The Teaching of History*. Cambridge University Press.
9. Arora, K. L. (2000). *Teaching of History*. Prakashan Brothers, Ludhiana.
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13. Wadhwa, Shalini (2014). *Modern Methods of Teaching History*. Sarup and Sons, New Delhi.
14. Aggarwal, J. C. (1983). *Teaching of History*. Vikas Publishing House.
15. Choudhary, K. P. (1975). *The Effective Teaching of History in India*. New Delhi.

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Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
1213	Social Science Education	2	25	25	50

Course Outcomes (COs)

CO1. Explain the meaning, nature, and structure of Social Science and its relevance in school education.

CO2. Understand the aims and objectives of Social Science education, including cultural, intellectual, citizenship, and environmental aspects.

CO3. Plan for value integration in Social Science teaching and design instructional objectives using Bloom's or Anderson's taxonomy.

CO4. Analyze and evaluate existing Social Science curricula and textbooks in the light of NCF 2005 and principles of curriculum development.

CO5. Establish interdisciplinary correlations of Social Science with other school subjects and everyday life.

CO6. Design effective teaching plans, field visits, ICT-based learning, co-curricular activities, and exhibitions to promote experiential and activity-based learning.

Module 1: Understanding Curriculum, Nature, and Aims of Social Science
Credit: 1 | Total Hours: 15 (Theory: 8 + Practical: 7) | Marks: 25
Objectives / Learning Outcomes

After completing this module, the student-teacher will be able to:

- **LO1.** Explain the meaning, definition, nature, and structure of Social Science.
- **LO2.** Understand the aims of Social Science education.
- **LO3.** Plan for value integration in Social Science teaching.
- **LO4.** Write instructional objectives for teaching topics.
- **LO5.** Analyze existing Social Science curricula in the light of NCF 2005 and principles of curriculum development.
- **LO6.** Establish correlation of Social Science with other school subjects.

Content:

1. Meaning, definition, and nature of Social Science (1 hour)
2. Structure of Social Science: Physical, Human, and regional branches – concepts, features, importance (1 hour)
3. Aims of Social Science education: Cultural, Intellectual, Citizenship aims; linking education with environment (natural, human, artifacts) (1 hour)
4. Values in Social Science: Educational, Ecological, Social, Cultural, Physical development, and Recreational values (1 hour)
5. Objectives at upper primary and secondary level as given in the state curriculum (1 hour)
6. Determining objectives using Bloom and Anderson's hierarchy (1 hour)
7. Curriculum development principles and NCF 2005 expectations; trends in Social Science curriculum; analysis of current state curriculum and textbooks (2 hours)
8. Correlation of Social Science with other school subjects and life (1 hour)

Module 2: Planning for Teaching Social Science
Credit: 1 | Total Hours: 15 (Theory: 8 + Practical: 7) | Marks: 25

Objectives / Learning Outcomes

After completing this module, the student-teacher will be able to:

- **LO1.** Explain the importance and characteristics of teaching plans.
- **LO2.** Plan for teaching major concepts, principles, and theories in Social Science.
- **LO3.** Design co-curricular activities for teaching Social Science.
- **LO4.** Plan field visits, ICT-based learning, and exhibitions.

Content:

1. Importance and characteristics of effective planning (1 hour)
2. Types of planning: Year plan, Unit plan, Lesson plan – meaning and components (2 hours)
3. Major concepts and theories in school Social Science curriculum: Location, Site & Situation, Solar System, Human Occupation, Ecosystem, Continental Drift Theory, Contribution of Humboldt (2 hours)
4. Planning field visits: Market, River, Industry, National Park, Planetarium, etc. (1 hour)
5. Designing ICT-based learning experiences for Social Science (1 hour)
6. Planning and organizing co-curricular activities: Poster making, Debate, Social Science Day, Environment Day, etc. (1 hour)

Practical Work (7 Hours, 12 Marks):

The practical component for Social Science consists of **7 activities** spread over **7 hours** and carrying **12 marks**:

1. Prepare a chart on the branches of Social Science – 1 hour, 2 marks.
2. Analyze the state curriculum and textbooks in light of NCF 2005 – 1 hour, 2 marks.
3. Frame instructional objectives for any Social Science topic using Bloom's taxonomy – 1 hour, 2 marks.
4. Design an activity plan integrating values in Social Science – 1 hour, 2 marks.
5. Create a correlation chart showing Social Science links with two other subjects – 1 hour, 1 mark.
6. Prepare a comparative curriculum report (State vs NCF 2005) – 1 hour, 1 mark.
7. Group presentation: Objectives and values in Social Science education – 1 hour, 2 marks.

Total: 7 hours, 12 marks.

The practical component for Social Science is designed for 7 hours and carries 12 marks, encompassing seven activities:

1. Prepare a year plan, unit plan, and lesson plan (one each) – 1 hour, 2 marks.
2. Design a plan for a Social Science field visit and write a reflective report – 1 hour, 2 marks.
3. Create a PowerPoint or video for ICT-based teaching of a Social Science topic – 1 hour, 2 marks.
4. Design an activity plan for Social Science Day or Environment Day – 1 hour, 2 marks.
5. Create a year plan for a Social Science club – 1 hour, 1 mark.
6. Write a teaching-learning experience plan using Bloom's taxonomy levels – 1 hour, 1 mark.
7. Prepare a script for a co-curricular event (poster, skit, or debate) on a Social Science issue – 1 hour, 2 marks.

Total: 7 hours, 12 marks.

References

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2. Arora, P. (2012). *Exploring the science of society: Teaching social science in schools*. Pearson Education.
3. Bining, A. C., & Bining, D. H. (1952). *Teaching the social studies in secondary schools*. McGraw-Hill.
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7. Pathak, R. P. (2012). *Teaching of social studies* (2nd ed.). Pearson Education.
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9. Waghmare, Y. R. (2000). *Adhunik Samajshastra Shikshan Padhati* (in Marathi). Vidya Prakashan Mandir.

UNESCO. (2015). *Rethinking education: Towards a global common good?* United Nations Educational, Scientific and Cultural Organization.
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Course Code	Title of the Course	Cr	Internal	External	Theory+ Practical
1214	**Science and Technology Education**	**2**	**25**	**25**	**50**

Course Outcomes (COs)

CO1. Explain the nature, scope, and structure of Science and Technology and its major branches, including Physics, Chemistry, Biology, Earth Science, and emerging interdisciplinary fields.

CO2. Describe the educational aims and values of Science and Technology, including development of logical thinking, problem-solving skills, and scientific attitude.

CO3. Formulate instructional objectives and learning outcomes for Science and Technology topics using Bloom's or Anderson's taxonomy.

CO4. Analyze and interpret secondary school Science and Technology curricula in light of NEP 2020, curriculum principles, and experiential learning trends.

CO5. Design effective teaching plans (year, unit, and lesson plans) and organize co-curricular and club activities, exhibitions, and field visits to promote activity-based and experiential learning.

CO6. Establish interdisciplinary linkages between Science and Technology and other subjects such as Geography, Mathematics, and Economics through projects, concept mapping, and correlation activities.

Module 1: Understanding Curriculum and Aims of Science and Technology
Total Hours: 8 (Theory)

Objectives / Learning Outcomes

After completing this module, the student-teacher will be able to:

- **LO1.** Explain the nature and structure of science.
- **LO2.** Explain the educational aims and values of Science and Technology as a subject.
- **LO3.** Write instructional objectives based on Bloom's and Anderson's taxonomy.
- **LO4.** Analyze and interpret curriculum objectives of Science and Technology at the secondary school level.
- **LO5.** Establish correlation between Science & Technology and other school subjects.
- **LO6.** Critically analyze the school Science curriculum in light of NEP 2020.

Content:

1. **Nature and Scope of Science and Technology** (2 hours)
    - Meaning, characteristics, and significance of Science and Technology
    - Major branches: Physics, Chemistry, Biology, Environmental Science, Earth Science, Astronomy, Zoology, Botany, Microbiology, Genetics, Biotechnology, Materials Science, Agricultural Science, Computer Science, Food Science and Technology etc.
0. **Aims and Objectives of Science and Technology** (1 hour)
    - To develop logical and analytical thinking among students
    - To prepare learners for real-life applications of Science and Technology concepts in everyday and professional contexts.

- Enhancing problem-solving and decision-making through real-life applications
- Inculcate importance of Science and Technology in daily life and for development of Nation
- To cultivate a scientific attitude among students

0. **Instructional Objectives and Learning Outcomes** (2 hours)
    - Hierarchy of learning objectives: Bloom's Taxonomy and Anderson's Revised Version
    - Writing performance-based learning objectives for Science and Technology education at secondary school level
0. **Curriculum Development: Principles and Trends** (1.5 hours)
    - Fundamental principles of curriculum development
    - NEP 2020 directives: Experiential learning, skill development, integration with local context
0. **Current trends:** Experiential, Activity-Based & Play-Based Learning, Integration of ICT, Integration with Indian Knowledge Systems
1. **Interdisciplinary Linkages of Science and Technology** (1.5 hours)
    - Correlation of Science and Technology with other school subjects

Module 2: Planning of Teaching Science and Technology
Total Hours: 8 (Theory)
Objectives / Learning Outcomes
After completing this module, the student-teacher will be able to:

- **LO1.** Explain the need and importance of planning in teaching Science and Technology.
- **LO2.** Prepare year plans, unit plans, and lesson plans.
- **LO3.** Explain the characteristics of effective planning.
- **LO4.** Design and organize co-curricular activities for Science and Technology learning.

Content:
1. Meaning and significance of academic planning in Science and Technology
Characteristics of Good Planning:
Qualities of an effective plan: clarity, flexibility, alignment with learning objectives, alignment with learners' need
Role of planning in effective classroom management

- Types of plans:
    - **Year Plan**: Long-term instructional overview
    - **Unit Plan**: Thematic teaching approach for a unit
    - **Lesson Plan**: Daily classroom planning with objectives and methodology

3. Organizing Activities for Science and Technology (*2 Hours)*

- Types of activities:
    - Science and Technology Club
    - Science and Technology Exhibitions
    - Science and Technology Fair
- Integration of these activities into the academic calendar to foster interest and to develop scientific attitude about Science and Technology

4. Co-Curricular Activities for Science and Technology Learning *(2 Hours)*

- Planning and conducting events like:
    - Debates, Poster-making, Role Plays, Science Quizzes, Field visits, Science Exhibition, Drama etc

- Organization of National Science Day (February 28)

Practical Work (7 Hours – 12 Marks)

1. Content Mapping from State Curriculum (Time: 2 hours **Marks:** 4)

- Activity: Student-teachers will analyze the current Secondary (Preferably 9th/10th) Science and Technology syllabus prescribed by the State Board.

2. Writing Instructional Objectives (Time: 1.5 hours **Marks:** 2)

- Activity: Based on any one topic from the Science and Technology syllabus, write at least 5 instructional objectives.

3. Preparation of Concept map (**Time:** 1 hour **Marks:** 3)

- Concept Mapping- Create a concept map showing the structure of science (facts → concepts → principles → laws → theories).
- **4. Correlation Project** (**Time:** 1.5 hours **Marks:** 3)

Activity: Prepare a mini-report or infographic showing how Science and Technology links with other subjects like Geography, Mathematics, and Economics etc.

Practical Work Plan (7 Hours – 13Marks)

1. **Preparation of a Year Plan for** Science and Technology (**1.5 Hours – 3 Marks)**
   Activity: Prepare a year plan for Std. IX or X based on the state board science & Technology syllabus.
2. **Development of a Unit Plan (1.5 Hours – 3 Marks)**
   Activity: Create a unit plan for any one topic
3. **Designing a Lesson Plan (1 Hour – 3 Marks)**
   Activity: Prepare a detailed lesson plan using constructivist or activity-based approach.
4. **Organization of a Science and Technology-based Co-curricular Activity (1.5 Hours – 2 Marks)**
   Activity: Plan any one:
   - Science and Technology quiz
   - Science and Technology Day celebration
   - Poster-making on any topic Science and Technology.

0. **Reflection Report on Co-curricular Planning (1.5 Hours – 2 Marks)**
   Activity: Write a short reflection/report (300–400 words) on how co-curricular activities support Science and Technology learning.

References:

- Aggarval, S. M. (2010). Teaching of Modern Science and Technology, Dhanpat Rai Publishing Company, New Delhi.
- Best John W, J. Kahn, Research in Education, Prentice Hall India Pvt. Ltd., New Delhi
- Bhalwankar, A.G., Modi K. J., Rawool S. (Editors) Pathways in Science and Technology Education, S.N.D.T. University, Mumbai.
- Chadha B. N. and Agarval S. M., Teaching of Science and Technology (for secondary School teachers), Dhanpatrai and Sons, Jullundur.
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- Phadake Vasanti, Adyapanachi Pratimane, Nutan Prakashan, Pune.

Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
1215	Music Education	2	25	25	50

एकुण गुण ५० (२५ गुण आकारित मुल्यमापन व २५ गुण सकारीत मुल्यमापन)

कोर्स उद्दिष्ट्ये :

*संगीत शिक्षणाचे स्वरूप व संरचना यांचे विवरण करता येईल.

*संगीत शिक्षणाचे ध्येय आणि उद्दिष्ट्ये स्पष्ट करता येईल.

*संगीत शिक्षणातून मूल्ये रुजविण्यासाठी योजना तयार करता येतील.

*संगीत शिक्षणाची संकल्पना स्पष्ट करता येईल.

*संगीत अध्यापनाची उद्दिष्ये लिहिता येतील.

*संगीत शिक्षणातील बदलत्या संकल्पनेची (theory and practical)तत्वे आणि उध्दिष्टये स्पष्ट करता येतील.

*संगीत अध्ययन आणि अध्यापनातील विविध अध्यापन पद्धती तंत्रे याची समज विकसित करता येतील.

Course Outcomes (COs)

By the end of the course, student-teachers will be able to:

CO1. संगीत विषयाचे स्वरूप आव्हाने आणि विश्लेषण करू शकतील.

CO2. संगीत विषयाचा इतिहास कालानुरूप बदलणारे स्वरूप समजू शकतील.

CO3. संगीत विषयाचे ध्येये उद्दीष्टे प्रत्यक्ष अध्यापनाशी जोडून अध्यापनाचे नियोजन करू शकतील.

CO4. संगीत विषयातील रचना, व्यक्ती आणि वैशिष्ट्ये स्पष्ट करू शकतील.

CO5. संगीत विषयातील कालानुरूप होणारे बदल, लय, सूर, स्वर, राग व ताल संकल्पना अधिक स्पष्ट करू शकतील.

C06. आधुनिक काळातील बदलत्या अध्यापन शैलीनुसार विविध तंत्र, शैली यांचा वापर अध्यापनात करण्यात समर्थ होतील.

CO7. Recording video शैक्षणिक **films** यांचा उपयोग करून अध्यापन पाठ घेईल .

Module 1:

Learning Outcomes (LOs)

Learners will be able to:

LO1. संगीत शिक्षणाचा विकास, स्वरूप आणि संरचना

LO2. संगीत शिक्षणाचे ध्येय व उद्दीष्टे

LO3. संगीत शिक्षणाची संकल्पना स्पष्ट करता येईल

LO4. संगीत अध्यापनाची उद्दीष्ट्ये लिहिता येतील

LO5. संगीत शिक्षणातून मूल्ये रुजविण्यासाठी योजना तयार करता येतील

LO6. संगीत व इतर शालेय विषय यांच्यात समावाय करून पाठ व अध्यापनाचे नियोजन करता येईल.

Content:

१.१ संगीत शिक्षणाचे स्वरूप आणि संरचना:

संगीत शिक्षणाचे स्वरूप आणि संरचना , इतिहास , बदलती संकल्पना आणि वैशिष्ट्ये.

१.२ संगीत शिक्षणाची ध्येये:

भारतीय सांस्कृतिक कलेची जपवणूक, चैतन्य, एकाग्रता आणि इतर विषय अध्ययनातील रुचिता वाढ विध्यार्थ्यांच्या भावनिक व मानसिक स्तरात वाढ, विध्यार्थ्यांच्या कलात्मकेत वाढ, संगीत शिक्षणातील तज्ञता, संगीत शिक्षणाची उद्दीष्टे.

१.३ संगीत शिक्षणातील मानवी जीवनातील ज्ञान व महत्त्व:

शालेय जीवनातील विविध स्तरावर, ज्ञान (क्रियात्मक व शास्त्र)

कौशल्य क्षमता (आशय संदर्भीय, व्यावहारिक संक्रमणात्मक , शैक्षणिक साधत तयार करणे व्यवस्थापन आणि मूल्यमापन.

१.४ मूल्ये आणि संगीत शिक्षण:

सौंदर्यात्मक, मन:शांती आणि एकाग्रता, एकात्मता, धर्मनिरपेक्षता , समता, जीवनाबद्दलची सकारात्मकता.

Module 2:

Learning Outcomes (LOs)

Learners will be able to:

LO1. शालेय स्तरावरील संगीत शिक्षणातीलॊ प्रमुख संकल्पना आणि तत्त्वे यांच्या अध्यापनाचे नियोजन करता येईल.

LO2. संगीत शिक्षणातील व्याप्ती स्पष्ट करता येतील.

LO3. संगीत अध्यापन नियोजनाचे महत्त्व आणि वैशिष्ट्य सांगता येईल.

LO4. शालेय स्तरावरील संगीत शिक्षणाकरता सहशालेय कृती आराखडा तयार करता येईल.

Content:

२.१ शालेय स्तरावरील संगीत अभ्यासक्रमातील प्रमुख संकल्पना

- शास्त्रीय उपशास्त्रीय व सुगम संगीताची ओळख
- क्रियात्मक आणि शास्त्राचा अभ्यास
- विविध तालांची माहिती
- वाद्य वर्गीकरण
- लोकगीतप्रकर

२.२ संगीत विषयाची व्याप्ती:

दैनंदिन सामाजिक संस्कृतीक , राष्ट्रीय, आध्यात्मिक.

२.३ संगीत अध्ययन व अध्यापनाचे नियोजन:

- संगीत विषयाचे पाठ- ज्ञानात्मक (आशय आधारित)
- कौशल्यात्मक (प्रात्यक्षिक पाठ)
- चांगल्या अध्ययन, अध्यापन नियोजनाचे महत्त्व आणि वैशिष्ट्ये - स्वतः सर्व गीतप्रकर गाण्यास व शिकविण्यास सक्षम असणे .
- रियाज, ओंकार साधनेने गळ्याची कार्यक्षमता वाढविणे.
- वाद्ये सुरात लावणे,इलेक्ट्रॉनिक वाद्यांचा वापर यामध्ये विद्यार्थ्यांना सक्षम बनवणे.
- स्वतः शास्त्रीय व सुगम संगीतातील अध्ययना बरोबरच संगीत अध्यापनाच्या वेगवेगळ्या शैलींचा वापर करणे.

अंतर्गत मूल्यांकन [२५ गुण]

1.शास्त्रीय आणि सुगम संगीतातील प्रसिद्ध गायक, संगीतकार, कलाकार यांच्या शैलीची ओळख आणि उदाहरणे.
[५ गुण]

2.विविध मैफल, कार्यशाळा, चर्चासत्र यांना थेट भेट याचे प्रत्यक्ष अनुभव किंवा त्याचे अहवाल लेखन.[५ गुण]

3.खोडकर मुलांच्या वर्गात संगीत शिक्षक या नात्याने , कोणकोणत्या सांगीतिक उपक्रमांचे आयोजन कराल त्याचे अहवाल लेखन. [५ गुण]

4.शास्त्रीय संगीतातील एखादा राग शिकवुन त्याचे सादरीकरण.[५ गुण]

5.सुगम संगीतातील विविध गीतप्रकारांची माहिती लिहुन त्याचे सादरीकरण.[५गुण]

Course Code	Title of the Course Enhancing Professional Competency	Cr	Internal	Practical
1301	EPC 1: Skill Development Program	2	50	50

Course Outcomes (COs) –

CO1. Explain the concept, purpose, and significance of micro-teaching in teacher training and professional development.
CO2. Plan and deliver micro-lessons focusing on specific teaching skills such as set induction, questioning, and explanation.
CO3. Apply teach–re-teach cycles and peer/teacher feedback to improve pedagogical skills and lesson effectiveness.
CO4. Design and implement integrated lessons combining multiple teaching skills, learner-cantered strategies, and appropriate teaching-learning materials.
CO5. Reflect critically on their teaching performance to identify strengths, areas for improvement, and strategies for professional growth.

Module 1: Micro teaching (Credit 1, Hours 30, Total 25 marks)

Orientation and demonstrations of various microteaching skills will be provided by the lecturers. The student teachers will prepare lesson plans and conduct **teach–re-teach cycles** for **three selected microteaching skills** using **both teaching method**.

The skills may include **questioning, explanation, set induction, and conducting group activities**. Each **teach–re-teach cycle** carries 1**0 marks**, making a total of **60 marks**, which will be **converted to 25 marks** for final assessment.

Learning Outcomes (LOs)
On completion of this module, learners will be able to:

- **LO1.** Explain the concept and purpose of microteaching.
- **LO2.** Demonstrate competency in planning and delivering micro-lessons focusing on specific teaching skills such as set induction, questioning, and explanation.
- **LO3.** Engage in teach–re-teach cycles to improve pedagogical practices.
- **LO4.** Apply pedagogical knowledge to effectively structure lesson content.
- **LO5.** Reflect critically on their own teaching practices to identify strengths, areas for improvement, and strategies for professional growth.

Module Contents:

- Preparation of lesson plans focusing on specific skills (set induction, questioning, explanation).
- Demonstration of lessons in microteaching sessions.

Assignment and Practical

- Select a unit from a school subject and prepare lesson plans for each skill (set induction, questioning, explanation).
- Demonstrate the skill, incorporate peer/teacher feedback, and re-demonstrate the revised skill.

Module 2: Integration Lesson: Two lessons using **both teaching methods (Credit 1, Hours 30, Total 25 marks)**

- Purpose of these lessons is to give practice of using various skills of teaching in an integrated way. Student teachers will be given orientation of integrating various microteaching skills such as Chalk board writing, questioning, explanation, reading, stimulus variation, demonstration, use of audio-visual aids, set induction, closure, conducting group work etc. Demonstrations of integration of the skills by teacher educators will be followed by feedback discussion by student teachers. Then the student teachers are supposed to plan and conduct one lesson from each of subject education chosen.

Learning Outcomes (LOs)

On completion of this module, learners will be able to:

- **LO1.** Plan and deliver a lesson integrating multiple teaching skills (e.g., set induction, questioning, explanation, reinforcement, classroom management).
- **LO2.** Select appropriate teaching-learning materials and methods.
- **LO3.** Create an engaging and learner-centered classroom environment.
- **LO4.** Use appropriate formative assessment techniques during instruction.
- **LO5.** Reflect on teaching performance to identify strengths and areas for improvement in lesson planning, execution, and classroom interaction.

Contents:

- Selection of content from school textbooks.
- Preparation of lesson plans integrating multiple microteaching skills.
- Exhibition of integrated lessons in a simulated classroom environment.

Assignment and Practical

- Prepare an integrated lesson plan in a selected school subject.
- Demonstrate the integrated lesson in a simulated environment.

Rubric for Assessing Integrated Teaching Skills Practice Lesson

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Lesson Planning & Organization	Lesson plan is detailed, coherent, and appropriately structured. Clear learning objectives, appropriate teaching methods, and logical flow.	Mostly well-structured with minor gaps in objectives or flow.	Basic structure present but lacks clarity in objectives or sequencing.	Incomplete or poorly organized; unclear objectives or no structure.
Integration of Teaching Skills *(Set induction, questioning, explanation, demonstration, group work)*	Seamless and appropriate integration of all microteaching skills. Skills reinforce each other and enhance student engagement.	Most skills are integrated effectively with minor lapses.	Some skills are used, but integration feels mechanical or incomplete.	Little or no integration; isolated use of skills without purpose.

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Set Induction	Strong and engaging introduction; effectively motivates and connects with students' prior knowledge.	Appropriate introduction, generally effective in setting the stage.	Basic attempt at introduction; limited engagement or relevance.	Weak or missing set induction.
Questioning Skill	Questions are varied, thought-provoking, and promote higher-order thinking. Motivate learner to answer, gives time to think and follow-up.	Mostly effective questions with some higher-order prompts.	Limited variety; mostly factual or closed questions.	Minimal or inappropriate use of questions.
Explanation Skill	Clear, coherent, and engaging explanations with relevant examples. Concepts are presented in simplified way	Generally clear explanations with minor lack of clarity or detail.	Basic explanations with limited examples or clarity.	Confusing or inaccurate explanations.
Demonstration Skill *(if applicable)*	Demonstration is accurate, visible, and enhances understanding. Actively involves learners.	Clear demonstration, but lacks full student engagement.	Demonstration attempted but lacks clarity or impact.	Ineffective or absent demonstration.
Group Work Facilitation	Well-planned, structured group activity. Clear roles, active monitoring, and effective wrap-up.	Group work is appropriate but may need better monitoring or structure.	Group activity attempted with limited structure or clarity.	Poorly planned or executed group work.
Communication & Interaction	Excellent verbal and non-verbal communication; confident, respectful, and interactive.	Good communication with minor issues in delivery or clarity.	Basic communication with limited interaction or confidence.	Poor communication; lacks engagement or clarity.
Use of Teaching Aids/Learning Resources	Effective, relevant, and innovative use of aids (e.g., charts, PPT, models). Supports understanding.	Teaching aids are relevant and used appropriately.	Limited or basic use of aids with minimal support to content.	No or ineffective use of teaching aids.
Time Management	All parts of the lesson completed within time. Well-paced and balanced.	Minor delays or rushed sections but overall, within limits.	Time management issues evident; parts of lesson omitted or rushed.	Poorly managed; large portions of the lesson incomplete.

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Self-Reflection & Responsiveness to Feedback	Reflects critically on performance; incorporates feedback proactively.	Some reflection; accepts and shows readiness to improve.	Limited reflection; needs prompting for feedback acceptance.	Resistant or unaware of feedback; no reflection shown.

Scoring & Interpretation:

- **36–40**: Outstanding Performance: Demonstrates mastery in integrating teaching skills.
- **31–35**: Very Good – Shows strong understanding and effective implementation.
- **21–30**: Satisfactory – Basic competency; improvement needed in some areas.
- **Below 20**: Needs Improvement – Requires significant support and development.

Course Code	Title of the Course	Cr	Internal	Practical
1302	EPC 2- Teaching Learning Competency Enhancing Professional Capacities	2	50	50

Course Outcomes (COs)
By the end of the course, student-teachers will be able to:
CO1. Apply strategies of reading for comprehension.
CO2. Write coherent and relevant answers based on a given text.
CO3. Express and justify personal interpretations or perspectives.
CO4. Engage in collaborative discussion and reflect on multiple viewpoints.
CO5. Use media and internet tools effectively to explore educational content.
CO6. Identify key concepts and summarize main ideas clearly and concisely.
CO7. Express and communicate summaries effectively in peer group discussions.

I: Reading and Reflecting on Text (25 Marks)

This practical work will serve as a foundation to enable B.Ed. students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purposes of reading. Responses may be personal or creative or critical or all of these together. Students will develop awareness to become conscious of their own thinking processes as they grapple with diverse texts. In other words, this practical work will enable student-teachers to enhance their capacities as readers and writers by becoming participants in the process of reading.

This practical will be conducted through workshop mode after the first week of admission before workshop of preparatory lessons. Orientation and demonstration will be given by teacher educators for each. The teacher educators have to select/prepare/suggest appropriate text material. This practical work offers opportunities to read a wide variety of texts, including empirical, conceptual, and historical work, policy documents, studies about schools, teaching, learning, and about different people 's experiences of all of these. It will also include narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc. to address different types of reading skills and strategies. This material also could be in the form of pictures, charts, graphs, maps, specimens and models suitable to the purpose of the activity.

The student teacher has to practice following five activities in any one method simultaneously. There is no specific time limit for completing each activity. Each activity carries 5 marks.

1. **Reading for comprehension and answering questions (5 marks)**

Learning Outcomes

L-1: The student teacher identifies the main ideas and supporting details in a given text, showing understanding of reading for comprehension.

L-2: The student teacher constructs accurate and well-structured answers based on the content of the text.

L-3: The student teacher expresses and justifies their own point of view in response to the text.

Teacher educators have to provide one selected text for reading which could include article, biographical writing or extract from book/ journal that are drawn from the subject areas of the student teachers. The student teachers are supposed to read the text and write answers of the comprehension questions given below the text. They are also supposed to describe the main points of the text in their own words/from different points of view (taking turns in a smaller group)

2. **Watching media/ Observation of a web site and preparation of summary (5 Marks)**

Learning Outcomes

L-1: The student teacher effectively uses media and internet resources to gather relevant information.

L-2: The student teacher summarizes the collected information coherently and accurately in written form.

L-3: The student teacher presents the summary confidently and clearly during group discussions**.**

Student teachers are supposed to watch a program on media or visit a site on internet and identify major concepts and ideas involved and make notes or one page summary and explain the gist of the text/topic to others in the subject group.

3. **Reading text and Participation in group discussions (5 marks)**

Learning Outcomes

L-1: The student teacher identifies and explains the central theme or issue presented in the discussion.

L-2: The student teacher articulates their own point of view logically and respectfully during group interaction.

L-3: The student teacher synthesizes key ideas and outcomes from the discussion into a clear and concise summary.

Student teachers will be given reading material and they have to participate in the group discussion. The topics may be related to subject area, or current educational or social issue. The student teachers are supposed to conduct discussion taking turns, participate in various responsibilities such as note taking, time keeping, motivating to speak, leading the discussion, summarizing and write a brief report of the discussion.

4. Searching material and Presentation before a group (5 marks)

Learning Outcomes

L-1: The student teacher locates and selects relevant information from multiple sources such as books, journals, and online media.
L-2: The student teacher organizes and summarizes the gathered information in a coherent and concise manner.
L-3: The student teacher presents the summarized content confidently and effectively during group discussions or presentations.
For this the student teachers should work in groups divided according to their subjects. The student teachers would make a choice of a specific topic in their subject area which they could search from a set of available reference books/ journals/periodicals/websites/enrichment books. The focus of this activity is learning of effective processes of searching relevant material and its presentation. Student teachers are supposed to present in small group the summary of the topic searched by using Chalk board/charts/ overhead projector/slides/demonstration.

5. Reading and Reflecting (5 Marks)

Learning Outcomes

L-1: The student teacher summarizes the main ideas and key points of the given content accurately and coherently.
L-2: The student teacher provides critical and reflective insights, demonstrating deeper understanding and analysis of the content.
L-3: The student teacher connects personal experiences and practical examples with the content to enhance interpretation and relevance.

The student teacher has to read a book/ article or/essay or /Research paper. The length of reading material should be at least 2000 words. She has to give oral presentation

including summary of content. She has to relate her experiences /thoughts/opinions to the content. She also has to give critical comments, reflective thoughts on the content.

II -Preparation for constructivist teaching-learning (25 Marks)

This practical will be conducted in a **workshop mode**. Orientation and demonstration sessions for each skill will be conducted by the teacher educators. The key skills to be developed include **promoting interactions, conducting group discussions or group problem-solving activities, providing opportunities for self-expression and critical thinking, promoting self-learning, and facilitating understanding**.

Under the guidance of teacher educators, student teachers will plan **preparatory lessons** and practice **five lessons** (each of **15–20 minutes duration**) using **any one teaching method**. Each lesson will carry **10 marks**, making a total of **50 marks** for any one subject, which will be **converted to 25 marks** for evaluation purposes.

1. **Promoting interactions**: The student teacher has to plan and conduct a lesson using interactions between student-teacher, student-student and student-media/material on the topic relevant to the subject.

   Introduction by teacher

   Scope for teacher-student interaction using questions/demonstrations

   Scope for student-student interactions using activity sheets/pair and share/games/simulations/ role play

   Use of Media/material to promote interactions

2. **Conducting group discussion/group problem solving**: The student teacher has to plan and conduct a discussion/problem solving on the topic relevant to the subject.

   Introduction by teacher

   Making groups and assigning topics for discussion/problem solving, assigning roles to the students

   Supervision during discussion/problem solving

   Presentations by students

   Summarizing points discussed and Concluding remarks by teacher

3. **Providing scope for self-expression and thinking**: The student teacher has to select a suitable topic, plan and conduct lesson using higher order questioning/ use of concept attainment model/ Use of inductive thinking model/ inquiry training model /activity of categorizing, problem solving/ brain storming and/ or providing opportunity for preparing slogans/poems/posters/writing stories or narrations/ participating in role plays

   Introduction by teacher

   Assigning topics for brain storming/preparing slogans/poems/posters/writing stories

   or narrations/ participating in role plays OR providing examples for concept attainment/inductive thinking OR presenting discrepant event for inquiry

   discussion/problem solving, assigning roles to the students

   Presentations by students

   Summarizing points discussed and Concluding remarks by teacher

4. **Promoting self-learning**: The student teacher has to prepare/select self-learning material under the guidance of teacher educator. The student teacher has to promote self-learning through use of printed self-learning material/reading passages in textbook with set of questions/slide presentation/activity sheets/conducting experiments /completing worksheet with the help of observation of pictures, specimens, charts, maps etc

   Brief introduction and assignment of activity and material required by student

   teacher

   Self-learning by students with the help of printed self-learning material/ slide

   presentation/activity sheets/ conducting experiments /observation of pictures, specimens, charts, maps etc./reading passages in textbook with set of questions

   Quick feedback about comprehension through quiz/questions/activity sheet/concept

   mapping by students

5. **Facilitating understanding:** The student teacher has to make efforts to facilitate understanding of new/complex content through Explanation/Demonstration/ presenting audio-visual aids.

Brief introduction

Explanation through examples/Conducting demonstration/explanation through audio-visual aids

Quick checking of understanding through activity sheet/quiz/questions/concept maps

Course Code	Title of the Course Competency	Cr	Internal	Practical
1303	**EPC 3: Understanding ICT and Its Application**	**2**	**50**	**50**

Course Outcomes (COs):

- After completing this course, the student teacher will be able to:
- CO1: Identify and effectively use various educational web resources for teaching and learning purposes.
- CO2: Evaluate the authenticity, reliability, and relevance of online educational information.
- CO3: Analyze and interpret different categories, sections, and features of educational websites.
- CO4: Develop and present analytical viewpoints on digital content and online educational materials.

Practical No 1: Review of an Educational Website (Marks 15)

Learning Outcomes (LOs)

After completing this practical, the student-teacher will be able to:

- **LO1.** Explore educational web resources.
- **LO2.** Decide the authenticity of the information provided on websites.
- **LO3.** Analyze various categories and sections given on websites.
- **LO4.** Present analytical viewpoints regarding the information provided on websites.

Nature of the Practical

In the age of information, with the support of technology the information is easily available on one click. However, all the information available on the websites is not

authentic so while taking the information one must be very cautious. This particular practical will give an opportunity to teacher trainees to explore educational websites and analyze its content. Students are expected to review the information provided on website, also they are expected to present their analytical viewpoints.
For the analysis of a website students should consider following aspects.
Catalogue organization and page layout.

1. Is the site design aesthetically appealing?
2. Are the colours used harmonious and logically related?
3. Are the colour choices visually accessible? (For example, high enough in contrast to assist the colour-blind and visually impaired in reading the site appropriately)
4. Is the design audience appropriate?
5. Does the website text convey essential information clearly and concisely?
6. Does the copywriting style suit the website 's purpose and speak 'to its target audience?
7. Is the contrast between text and its background colours sufficient to make reading easy on the eyes?
8. Is text broken into small, readable chunks and highlighted using headings, sub-headings, and emphasis features where appropriate to assist in skimming?
9. Within articles, are there links to more detailed explanations of subjects, or definitions of jargon terms?
10. Frequency of updating of the website.
11. Usability, relevance and authenticity of the information provided on the website.
12. Quality of Images and videos provided on the website.
13. Opinion of the student on the basis of overall impact of the website.
14. Use of website for the visitors.

Practical No 2: Preparation of Multimedia Presentation (Marks 20)

Objectives: After completing this practical the student teacher will be able to-

- Prepare multimedia presentation.
- Organize and analyze information for multimedia presentation.
- Select appropriate Media for effective transaction of information.
- Prepare multimedia presentation by considering learning styles of learners.

Nature of the Practical

In this practical student-teachers are expected to prepare multimedia presentation on any topic from their optional subjects.

1. Title slide including Name of the topic, name of student-teacher/s, and target group.
2. After title slide, one slide should contain the learning objectives of the topic
3. The topic selected should be presented through a series of at least 15 slides. The multimedia presentation should contain at least one of the following elements:

A. Images/photographs/graphs/ maps/ as per requirement of the topic
A. Video or movie clip
B. Animation
C. Sound (this could be a voice-over, background music or sound clips)
D. Content presentation slides should be followed by quiz/ questions for quick check of comprehension of target group
E. Last slide should contain references in the form of books/sites etc.

Practical No 3: Reflection on OER (Marks 15)
Learning Outcomes (LOs)
After completing this practical, the student-teacher will be able to:
LO1. Search different Open Educational Resources (OER).
LO2. Categorize various Open Educational Resources.
LO3. Access openly licensed documents and media useful for teaching, learning, assessment, and research purposes.
LO4. Reflect on any one selected OER.

This practical will help student-teachers to search different Open Educational Resources (OER). Through this practical it is expected that student-teachers should understand various categories of Open Educational Resources. This will help the student-teachers to access openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes. It is also expected that student-teachers should choose any one OER related to their school subjects and reflect on it. Each student-teacher should submit a report. The report should contain following points.

- Type of OER (Document/Presentation/Videos etc.)
- Relevance with school subject
- What new things I learnt from this OER?
- Effectiveness and usability of OER.How this OER will help me in teaching-learning process?
- What would I like to add in the OER.
- Critical analysis of OER

Second Semester

Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
2104	**Learning and Teaching**	**4**	**50**	**50**	**100**

Course Outcomes (COs)

By the end of the course, student-teachers will be able to:

- **CO1.** Explain the concept of learning and Teaching.
- **CO2.** Describe the types of knowledge and processes of knowing.
- **CO3.** Explain the process of knowing.
- **CO4.** Apply the stages of teaching.
- **CO5.** Develop insight into various roles of a teacher.
- **CO6.** Analysing the changing role of teachers in learning and teaching process.

Module 1: Module 1: Concept of learning and Teaching

Learning Outcomes (LOs)

After completing this practical, the student-teacher will be able to:

- **LO1.** Explain concept of learning.
- **LO2.** Explain types of knowledge and processes of knowing.
- **LO3.** Identify types of knowledge.
- **LO4.** Explain concept of Teaching.
- **LO5.** Identify the stages of teaching.
- **LO6.** Develop insight into various roles of a teacher.

Content:

1. Concept of learning: Meaning and process of learning, Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.
2. Types of knowledge: factual, conceptual, procedural, meta-cognitive
3. Processes of knowing: remembering, comprehending, analysing, evaluating, creating.
4. Process of creating knowledge representations as a means of communication, Ways/ modes of representing knowledge, concept mapping, designing diagrams such as: classification, hierarchy, structural charts, models, simulations.
5. Concept of teaching: Various definitions of teaching, teaching as complex activity, pre-active, interactive and post active stages of teaching.
6. Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner.

Module 2: Various views on human learning

Learning Outcomes (LOs)

After completing this practical, the student-teacher will be able to:

- **LO1.** Explain the concept and principles of various views of human learning.
- **LO2.** Compare the various views on human learning.
- **LO3.** Interpret the Relevance and applicability of various theories of learning for different kinds of learning situations.
- **LO4.** Describe the various changing roles of learner and teacher for planning of various learning situation.
- **LO5.** Apply the various roles of learner and teacher for planning of various learning situations.
- **LO6.** Evaluate the various roles of learner and teacher for of various learning situations.

Content:

1. Views on human learning with reference to
   (i) Concepts and principles of each view and their applicability in different learning situations.
   (ii) Relevance and applicability of various theories of learning for different kinds of learning situations.
   (iii) Role of learner and teacher in various learning situations .
2. Behaviourist (conditioning by Pavlov and Skinner in brief),
3. Cognitive (views of Bruner and Ausubel).
4. Information-processing view (Atkinson Shifrin).
5. Humanist (Carl Rogers).
6. Social-constructivist (Views of Piaget and Lev Vygotski.

Module 3: Various ways to facilitate learning

Learning Outcomes (LOs)

After completing this practical, the student-teacher will be able to:

- **LO1.** Explain the principles of constructivist and cooperative learning-teaching.
- **LO2.** Identify the learners to think inductively.
- **LO3.** Describe the learners to attainment concepts.
- **LO4.** Organize information logically for learners.
- **LO5.** Empathize with learners through role play.
- **LO6.** Organize learning experience through cooperative learning strategies.

Contents

1. Meaning and principles of constructivist and cooperative learning-teaching.
2. Assisting learners to think inductively based on Hilda Taba's approach to knowledge construction.
3. Assisting learners to attainment concepts based on Jerom Bruner's approach to knowledge construction.
4. Assisting learners to organize/ structure information logically using principles given by David Ausubels approach to meaningful verbal learning and knowledge construction.
5. Assisting learners to empathize with others using role play.

6. Using simulations and games.
7. Promoting learning in groups through cooperative learning strategies such as group discussions, pair and share, role play, games, group projects.

Module 4: Designing teaching to develop higher mental processes

Learning Outcomes (LOs)

After completing this practical, the student-teacher will be able to:

- **LO1.** Facilitate information processing.
- **LO2.** Organize learning experiences to develop reasoning and problem solving.
- **LO3.** Develop logical thinking skills.
- **LO4.** Develop self-learning skills.
- **LO5.** Organize learning experiences for developing Creative thinking.
- **LO6.** Apply psychological principles for obtaining positive transfer of learning.

Content:

1. Viewing learning as an information processing model of memory with respect to deep and surface learning. (Atkinson-Shiffrin approach) Environmental stimulation, attention and focusing, registration, perception and STM, coding and encoding, LTM, retrieval and rehearsing and meta cognition. Role of teacher in facilitating memorizing.
2. Developing logical thinking and Reasoning.
3. Developing self-learning skills.
4. Developing Problem solving through Problem based/ project based/ case based/ learning.
5. Developing Creative thinking: Meaning and nature of creativity; factors of creativity; Development of creativity through use of brain storming as given by Osborn, question checklist, Synectic technique by Gordon, Attribute listing, Lateral thinking and its development as given by De bono.
6. Efforts to be done while teaching for minimizing negative transfer and maximizing positive Transfer of learning.

Assignments & Practicum (50)

1. Planning a lesson for implementing cooperative learning techniques and writing a report. (10 Marks)
2. Planning a lesson in peer group to promote creative thinking and writing a report based on experiences obtained. (10 Marks).
3. Prepare and implement a role-play or skit on problem of in learning. (15 Marks)
4 Prepare and implement a one of the following for peer group activity and writing a report on: concept mappings, designing diagrams such as: classification, hierarchy, structural charts, models, simulations etc.(15 Marks)

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Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
2105	**Language across Curriculum**	**4**	**50**	**50**	**100**

Course Outcomes (COs)

By the end of the course, student-teachers will be able to:

- **CO1:** Explain the nature, systems, and functions of language, and analyse its role in communication, society, culture, and education.
- **CO2:** Demonstrate understanding of the processes of language acquisition, major theoretical contributions, brain functions, and factors influencing language learning.
- **CO3:** Evaluate the recommendations of NEP 2020, constitutional provisions, and language policies, and apply multilingual and mother-tongue–based approaches in classroom contexts.
- **CO4:** Apply language across the curriculum principles to enhance teaching–learning in all subjects including science, mathematics, and social sciences.
- **CO5:** Use a variety of pedagogical approaches—constructivist, communicative, interactive, cooperative, and task-based—to develop listening, speaking, reading, and writing skills.
- **CO6:** Design and implement effective language teaching strategies using debates, role play, dramatization, games, quizzes, and other creative techniques to enrich learners' language abilities.
- **CO7:** Integrate technological tools, web resources, blended learning, and flipped classroom strategies to support language learning and enhance student engagement.
- **CO8:** Use appropriate assessment tools—including checklists, rubrics, portfolios, diagnostic tests, and CCE—and plan remedial teaching to address diverse learners' needs and improve language proficiency.

Module 1: The Nature and Characteristics of Language

Learning Outcomes (LOs)

After completion of this module, the student-teacher will be able to:

- **LO1:** Explain the nature of language and its role as a means of communication.
- **LO2:** Describe the major systems and sub-systems of language such as phonology, morphology, syntax, semantics, and pragmatics.
- **LO3:** Demonstrate understanding of the four core language skills—listening, speaking, reading, and writing.
- **LO4:** Analyse how language functions within society and shapes social interactions.
- **LO5:** Discuss the relationship between language and culture in the process of identity formation.
- **LO6:** Explain the contribution of literature to language enrichment and cultural awareness.

- **LO7:** Justify the importance of multilingualism in education, with reference to NEP 2020.
- **LO8:** Identify the cognitive, emotional, and educational benefits of mother-tongue-based learning.
- **LO9:** Apply multilingual and mother-tongue–based strategies in classroom teaching-learning situations.
- **LO10:** Evaluate the influence of communication processes, language systems, and cultural factors on language learning.

Content:

1. Nature of Language and language as a means of communication.
2. Systems and Sub-systems of Language.
3. Various Skills of language.
4. Language and Society, language and Culture, Language and Literature
5. Importance of multilingualism in Education.
6. Importance of Mother tongue.

Module 2: Acquisition of Language

Learning Outcomes (LOs)

After completion of this module, the student-teacher will be able to:

- **LO1:** Explain the process of language acquisition and describe the different stages involved in it.
- **LO2:** Discuss the contributions of John Dewey, Jean Piaget, Lev Vygotsky, and Noam Chomsky to the understanding of language acquisition.
- **LO3:** Describe the major functions of the brain related to language acquisition and processing.
- **LO4:** Analyse the role of language in the process of socialization.
- **LO5:** Explain the relationship between language and different types of thinking such as creative, divergent, analytical, and critical thinking.
- **LO6:** Evaluate the impact of technological developments on the process of language acquisition.
- **LO7:** Identify common problems faced by learners in the language acquisition process.
- **LO8:** Apply theoretical perspectives to understand real-life language learning situations.
- **LO9:** Develop classroom strategies that support effective language acquisition based on cognitive and socio-cultural theories.
- **LO10:** Assess factors that facilitate or hinder language acquisition in diverse educational contexts.

Content:

1. Process of Language acquisition: Different stages in the acquisition of language
2. Contribution of John Dewey, Jean Piaget, Vygotsky, Noam Chomskey.
3. Functions of brain in language acquisition.
4. Role of language in socialization.

5. Language and thinking process: Creative thinking, divergent thinking, analytical thinking, critical thinking etc.
6. Importance of technological development on Language acquisition.
7. Problems in language acquisition process.

Module 3: Place and Importance of Language in School Curriculum.
Learning Outcomes (LOs)
After completion of this module, the student-teacher will be able to:

- **LO1:** Explain the major recommendations of NEP 2020 related to language education.
- **LO2:** Describe the constitutional provisions and language policies from Articles 343 to 351.
- **LO3:** Discuss the concept and significance of the Three-Language Formula in the Indian educational context.
- **LO4:** State the general objectives of teaching language at the school level.
- **LO5:** Analyse various initiatives for the promotion and preservation of Indian languages.
- **LO6:** Explain the importance of language in learning science, mathematics, social science, and other subjects.
- **LO7:** Describe the characteristics of effective communication in educational settings.
- **LO8:** Evaluate the role of policies and constitutional mandates in shaping language education practices.
- **LO9:** Apply principles of effective communication to classroom teaching and learning.
- **LO10:** Assess how multilingual policies and communication skills influence students' learning outcomes across subjects.

Content:
1. The Bullock Report with reference to the concept of language across the curriculum(*A Language for Life*, 1975)
2. NEP 2020 – Major Recommendations for Language.
3. Constitutional provisions and policies (Art 343 to 351)
4. Three language formula.
5. Objectives of teaching language.
6. Promotion of Indian Languages.
7. Importance of language in every subject education-Science/mathematics/social science.
8. Characteristics of Effective Communication.

Module 4: Enriching Language Proficiency
Learning Outcomes (LOs)
After completion of this module, the student-teacher will be able to:

- **LO1:** Demonstrate understanding of the basic language skills—listening, speaking, reading, and writing—and their application in classroom practice.

- **LO2:** Explain various pedagogical methods of language teaching, including aural-oral, structural, grammar-translation, direct method, interactive strategies, cooperative learning, and task-based language teaching.
- **LO3:** Apply principles of constructivist and communicative approaches to design meaningful language learning experiences.
- **LO4:** Use scaffolding techniques effectively to support learners' gradual mastery of language skills.
- **LO5:** Implement a variety of language teaching techniques such as debate, elocution, role play, mock conversation, dramatization, quizzes, puzzles, riddles, and language games.
- **LO6:** Integrate technological resources—web tools, apps, blended learning, hybrid learning, and flipped classroom strategies—to enhance language learning.
- **LO7:** Develop students' abilities in translation, appreciation of literature, and creative writing through appropriate tasks and activities.
- **LO8:** Facilitate practical usage of language in real-life situations such as conversations, introductions, vote of thanks, comparing, announcements, interviews, speeches, debates, emails, script writing, and report writing.
- **LO9:** Apply appropriate assessment techniques—checklists, rubrics, portfolios, anecdotal records, rating scales, projects, presentations, group work, discussions, and CCE—to evaluate language learning.
- **LO10:** Conduct diagnostic testing and implement remedial teaching strategies to address learners' language difficulties.

Content:

1. Development of basic skills of language: Listening, Speaking, Reading, Writing.
2. Pedagogy of language; various methods of teaching language. (aural-oral method, structural method, grammar translation method, direct method, grammar translation method, direct method, Interactive teaching and Cooperative learning, Task-Based Language Teaching)
3. Constructivist and Communicative approach for Language Learning.
4. Scaffolding as a Technique in Language Teaching.
5. Techniques of teaching for language. (Debate, elocution, role play, mock conversation, dramatization, quiz, cross word puzzles, riddles, language games.)
6. Technological resources for Language Learning: Web resources, applications etc. Blended Learning / Hybrid Learning, Flipped Classroom.
7. Developing art of translation, appreciation of literature and encouraging creative writing.
8. Practical Usage of language in daily life: Conversation, to make introduction, vote of thanks, compeering, announcements, interview (taking and giving), short speech, debate, email writing, script writing, report writing.
9. Assessment and Evaluation of Language Learning: (checklists, rubrics, portfolios, anecdotal records, rating scales, projects, presentations, group work, and class discussions, Continuous and Comprehensive Evaluation (CCE).
10. Diagnostic testing and Remedial Teaching.

Assignments & Practical Work (50 marks)

Assignment 1 – Concept Map on Nature & Systems of Language (Marks: 6)

Task: Prepare a detailed concept map showing:

1. Nature of Language
2. Systems & Sub-systems (phonology, morphology, syntax, semantics, pragmatics)
3. Relationship between language, society, culture, literature
4. Role of mother tongue & multilingualism

Assignment 2: Observe any two people (family members / neighbours / friends / shopkeepers / peer group) for 5–10 minutes and note: (Marks: 6)

1. Which languages they use in daily life (example: Marathi, Hindi, English).
2. In which situations they use each language (home, market, phone, school, work).
3. Write a short paragraph (8–10 sentences) explaining:
    - Why people use different languages
    - Any examples of switching between two languages (e.g., Hindi + English mix)
    - Why mother tongue is important, reflection of culture in language.

Assignment 3 – Comparative Chart of Language Acquisition Theorists (Marks: 6)

Task: Prepare a chart comparing the contributions of: Dewey, Piaget, Vygotsky, Chomsky

Highlight each theory's view of language acquisition.

Assignment 4 – Observation of Language Acquisition (Real-life Study) (Marks: 7)

Task: Observe a child and write a short report covering:

1. Stage of language acquisition
2. Interaction & social use
3. Evidences of thinking (creative/divergent/analytical/critical)
4. Any difficulties faced

Assignment 5 – Comprehension and Language Analysis of a Text (Marks: 7)

Title: Reading, Comprehension & Language Analysis of a Newspaper/Magazine Article or a Book

Task: Select one text of your choice:

- A newspaper article or
- A magazine article or
- A short extract from any book (fiction/non-fiction)

  (Students will select one newspaper/magazine article or a short book extract and complete a brief task where they)

1. Understand the text (write a short summary).
2. Analyse the language used—style, sentence patterns, vocabulary, cultural references, tone.
3. Reflect on what they learned about the use of language and how such texts can be used in teaching.

Assignment 6 – NEP 2020 + Language Policy Write-up (Marks: 6)

Task: Write 1–2 pages explaining:

1. Major NEP 2020 recommendations for language

2. Three-language formula
3. Explanation of *one* constitutional article (343–351)
4. Write a short article on "Why mother tongue is important for learning."

Assignment 7 – Pedagogy + Technology-Based Teaching Activity (Marks: 6)

Task: Create a 10-minuteteaching plan that uses:

1. One language teaching technique (debate, role play, dramatization, quiz, puzzle, game)
2. One technology tool (web app, video, LMS, blended, flipped learning)
   Include a short reflection on learning.

Assignment 8 – Assessment Tools + Remedial Plan (Marks: 6)

Task: Prepare:

1. One rubric (for speaking/writing)
2. One checklist (for reading/listening)
3. One-page remedial plan for learners facing language difficulty

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27.

Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
2106	**Assessment for Learning**	**4**	**50**	**50**	**100**

Course Outcomes (COs)

By the end of the course, student-teachers will be able to:

- **CO1.** Explain philosophical, psychological, and sociological foundations of educational assessment.
- **CO2.** Design and construct valid and reliable assessment tools for scholastic and co-scholastic areas.
- **CO3.** Apply formative and summative assessment strategies effectively in classroom situations.
- **CO4.** Interpret assessment data for diagnostic, remedial, and enrichment purposes.
- **CO5.** Use technology-enabled assessment tools in alignment with NEP 2020.
- **CO6.** Promote ethical, fair, and inclusive assessment practices.

Module 1 – Foundations of Educational Assessment (1 Credit)

Learning Outcomes (LOs)

After completion of this module, the student-teacher will be able to:

- **LO1.** Define measurement, assessment, evaluation, and examination.
- **LO2.** Explain the purposes and functions of assessment in education.
- **LO3.** Differentiate formative and summative assessment.
- **LO4.** Analyse the role of assessment in competency-based education.
- **LO5.** Describe continuous and comprehensive evaluation (CCE).
- **LO6.** Relate assessment practices to learner-cantered pedagogy.

Content:

1. Concept: measurement, assessment, evaluation
2. Need and importance of assessment
3. Formative vs Summative Assessment
4. Continuous and Comprehensive Evaluation (CCE)
5. Assessment in competency-based education
6. Assessment for learning, of learning, and as learning

Module 2 – Tools and Techniques of Assessment (1 Credit)

Learning Outcomes (LOs)

After completion of this module, the student-teacher will be able to:

- **LO1.** Construct different types of achievement tests.
- **LO2.** Prepare objective, short-answer, and essay-type questions.
- **LO3.** Develop a test blueprint (table of specifications).
- **LO4.** Apply scoring rubrics and marking schemes.
- **LO5.** Explain the concepts of validity, reliability, and objectivity.
- **LO6.** Evaluate learner performance using standardized and teacher-made tests.

Content:

1. Types of tests: diagnostic, achievement, aptitude
2. Preparation of blueprints
3. Types of test items: MCQ, SAQ, LAQ
4. Rubrics and marking schemes
5. Validity, reliability, objectivity, usability
6. Error in measurement and test standardization

Module 3 – Grading, Feedback and Data Interpretation (1 Credit)

Learning Outcomes (LOs)

After completion of this module, the student-teacher will be able to:

- **LO1.** Explain different grading systems (absolute, relative, criterion-referenced).
- **LO2.** Construct score distributions and simple statistical measures.
- **LO3.** Interpret test results using tables and graphs.
- **LO4.** Provide constructive feedback to learners.
- **LO5.** Use assessment data for remedial and enrichment instruction.
- **LO6.** Maintain cumulative records and portfolios.

Content:

1. Types of grading systems
2. Percentile ranks, mean, median, mode
3. Graphical representation of scores
4. Feedback techniques and reporting
5. Remedial and enrichment strategies
6. Cumulative records and learner portfolios

Module 4 – Contemporary Trends and Inclusive Assessment (1 Credit)

Learning Outcomes (LOs)

After completion of this module, the student-teacher will be able to:

- **LO1.** Analyse competency-based assessment practices under NEP 2020.
- **LO2.** Explain school-based assessment and project-based evaluation.
- **LO3.** Apply alternative assessment strategies such as portfolios and peer assessment.
- **LO4.** Use ICT tools for digital assessment.
- **LO5.** Identify ethical issues in assessment.
- **LO6.** Design inclusive assessment practices for diverse learners.

Content:

1. Assessment reforms under NEP 2020
2. School-Based Assessment (SBA)
3. Project-based and performance-based assessment
4. ICT in assessment: online quizzes, LMS, apps
5. Ethics in assessment and transparency
6. Inclusive assessment for CWSN and diverse learners

Assignments & Practical Work (Internal – 50 Marks)

1. Construction of an achievement test with blueprint (10 marks)
2. Preparation of rubric for a performance task (10 marks)
3. Case study on formative assessment implementation (10 marks)
4. Development of digital assessment tool (Google Form / LMS quiz) (10 marks)
5. Reflective journal on feedback and grading practices (10 marks)

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Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
2201	English Language Education	2	25	25	50

Course Outcomes (COs)

By the end of the course, student-teachers will be able to:

- **CO1:** Design and organize meaningful English language learning experiences using appropriate teaching-learning materials, literature, and creative writing tasks.
- **CO2:** Integrate ICT, multimedia, mobile applications, and AI-based tools effectively to enhance English language teaching and support diverse learners.
- **CO3:** Plan, conduct, and evaluate curricular and co-curricular activities such as debates, discussions, role plays, quizzes, and language games to promote active learning.
- **CO4:** Develop, administer, and interpret competency-based assessments, including blueprints, unit tests, rubrics, portfolios, and digital evaluations aligned with CCE principles.
- **CO5:** Create high-quality digital content (videos, blogs, e-modules, digital stories) to support effective teaching, assessment, and learner engagement in English.
- **CO6:** Reflect on teaching practices, use feedback for improvement, and engage in continuous professional development to enhance pedagogical and evaluative competencies.

Module: 1: Resources for English Language Learning

After completion of this module, the student-teacher will be able to:

- **LO1:** Plan and organize effective learning experiences in English using various teaching-learning materials.
- **LO2:** Teach prose, poetry, and drama with aesthetic and critical appreciation.
- **LO3:** Use ICT, multimedia, and digital tools to enhance English teaching.
- **LO4:** Develop learners' creative writing skills such as report writing, email writing, blogs, and essays.
- **LO5:** Organize curricular and co-curricular activities like debates, role plays, and language games.

Content:

1. Teaching-Learning material and learning organization of learning experiences for English Language.
2. Various e-resources for English language teaching. (Use ICT, digital tools, and multimedia for English teaching.)
3. Teaching of e-mail writing, Report writing, blog writing, creative writing,
4. Literature and Aesthetics: Learning-teaching of Prose, Poetry and Drama.

5. Planning for organizing various curricular activities, such as debate, discussion, role play. elocution, quiz, language games, cross word puzzles, drama, poster making.
6. AI-Integrated Language Learning (AILL) (Use of AI tools (Chat GPT, Grammarly, Quillbot, DeepL) for language practice, feedback, drafting, and creative tasks, training students to critically use AI for grammar checking, vocabulary building, and writing enhancement.
7. Use of Smartphone apps (Duo lingo, BBC Learning English, ELSA Speak, Kahoot, Quizlet etc.) for micro-learning. Digital Platforms for creating Crosswords, concept Maps, Quizzes and language games.

Module:2: Assessment and Evaluation for English Language Learning

After completion of this module, the student-teacher will be able to:

- **LO1:** Design and administer competency-based evaluation tools for English learning.
- **LO2:** Prepare blueprints, unit tests, worksheets and rubrics for assessing various skills of English.
- **LO3:** Apply principles of Continuous and Comprehensive Evaluation (CCE).
- **LO4:** Develop e-content for English teaching using innovative tools.
- **LO5:** Automated tools for evaluating pronunciation, fluency, grammar, coherence, and writing.
- **LO6:** Evaluating learners' collaboration, communication, creativity, critical thinking in language tasks.
- **LO7:** Integration of portfolio assessment, e-portfolios, digital storytelling, and peer-assessment.
- **LO7:** Recognize the importance of continuous professional development and plan for it.

Content:

1. Competency-based evaluation for English Language.
2. Concept of Continuous and Comprehensive Evaluation.
3. Tools of Evaluation for English language.
4. Preparation of Unit Test, Blue Print
5. Need and Avenues of Continuous Professional Development
6. Development of e-content for teaching-learning of English.

Assignments & Practicum (25 Marks)

1. Achievement Test & Blueprint (5 Marks) – Prepare and administer an achievement test in English with a blueprint.
2. E-Content Development (5 Marks) – Create a short digital module/video lesson/blog for teaching a specific English topic.
3. Reflective Journal (5 Marks) – Maintain a reflective journal of practice lessons with self-evaluation and peer feedback.
4. Innovative Practical (5 Marks) – *Digital Storytelling Project*: Prepare a digital story (Canva/PowerPoint/animation) to teach an English skill or theme.

5. Language Games Development (5 Marks) **-** Design 2 innovative language games (digital or physical) to build vocabulary or grammar skills. Demonstrate their use in a peer group.

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Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
2202	ગુજરાતી શિક્ષણ પદ્ધતિ **(**ગુજરાતી શિક્ષણ અભ્યાસક્રમ**)**	**2**	**25**	**25**	**50**

કુલ કલાકો: 15

મોડ્યુલ 1 – 8 કલાક | મોડ્યુલ 2 – 7 કલાક

કોર્સ આઉટકમ્સ **(COs)**

આ કોર્સ પૂર્ણ કર્યા પછી વિદ્યાર્થી–શિક્ષકો નીચેની હંસલ કરશે:

CO1: ગુજરાતી ભાષા શીખવા માટે માર્ગદર્શન સિદ્ધાંત અને વ્યૂહરચના પદ્ધતિનો ઉપયોગ કરો.

CO2: ICT, જૂથ આધારિત અભ્યાસ સમુદાયના સૂત્રોનો અર્થપૂર્ણ ઉપયોગ કરો.

CO3: ગુજરાતી વિષયોનું ક્રમિક અને સર્વગ્રાહી મૂલ્યાંકન કરવું.

CO4: સ્વ-ચિંતન, વ્યાવસાયિક વિકાસ અને ક્રિયા સંશોધન દ્વારા પાંચત્વ સુધારણા.

CO5: ભાષા કૌશલ્યોના વિકાસ માટે નવીન સર્જનાત્મક અને અનુભવી ડિઝાઇન તૈયાર કરો.

મોડ્યુલ **1:** ગુજરાતી શિક્ષણમાં અભ્યાસ સુગમ બનાવવો **(8** કલાક**)**

મોડ્યુલ 1 – લર્નિંગ આઉટકમ્સ (LOs)

આ મોડ્યુલ પૂર્ણ કર્યા પછી વિદ્યાર્થી–શિક્ષક:

LO1: વર્ણન, સમજૂતી અને નિદર્શનનો ઉપયોગ કરીને ભાષાઅભ્યાસ સુગમ બનાવવા.

LO2: એડવાન્સ ઓર્ગેનાઈઝર, સમસ્યાનું નિરાકરણ, પ્રોજેક્ટ આધારિત શિક્ષણ અને ક્ષેત્રીય પ્રવૃત્તિઓ દ્વારા વિચારશક્તિ અને જ્ઞાનરચનાનો વિકાસ.

LO3: મોબાઈલ/કોમ્પ્યુટર, વેબસાઈટ્સ, યુટ્યુબ, ઈ-કન્ટેન્ટ ઓનલાઈન લર્નિંગ દ્વારા સ્વ અભ્યાસ, નિષ્ણાતો આપી રહ્યા છે.

LO4: કો-ઓપરેટિવ અને કોલાબોરેટિવ લર્નિંગ, બ્રેઈનસ્ટોર્મિંગ, રોલ પ્લે, ડ્રામેટાઈઝેશન, ગ્રુપ ડિસ્કશન, સિમ્યુલેશન, ગેમ્સનો ઉપયોગ કરો.

LO5: ઓડિયો-વિઝ્યુઅલ એઇડ્સ, પાઠ્યપુસ્તક, સાહિત્ય, પુસ્તક પ્રાપ્ત, સાહિત્ય પરિસંવાદ, પ્રદર્શનો જેવા સમુદાય સોર્સનો ઉપયોગ કરી શકો છો.

મોડ્યુલ **1 –** વિષયવસ્તુ **(8** કલાક**)**

1. વર્ણન – સમજૂતી અને પ્રદર્શન દ્વારા ભાષા સમજવી – 1 કલાક

– વાક્ય, નિબંધ, વાર્તા, નવલકથા, પત્ર, લલિત સાહિત્ય વગેરે પાઠ્ય યોગ્ય

2. એડવાન્સ ઓર્ગેનાઈઝર, પ્રોબ્લેમ સોલ્વિંગ, PBL, ફિલ્ડ એક્ટિવિટીઝ – 3 કલાક

– ભાષા કૌશલ્યો: શ્રવણ, મૌખિક અભિવ્યક્તિ, વાંચન, લેખન

– કૌશલ્યોની સુરક્ષા અને મહત્વ

3. સ્વ અભ્યાસ સુગમ બનાવવાના બનાવો – 2 કલાક

– ઓનલાઈન સંસાધનો, ગુજરાતી બ્લોગ્સ, યુ ટ્યુબ લેક્ચર્સ

- પ્રવૃત્તિ શીટ્સ, વર્કશીટ્સ, હોમવર્ક

4. નાના જૂથ અને સંપૂર્ણ જૂથ તકનીકો – 1 કલાક

- મંથન, ચર્ચા

- રોલ પ્લે, ડ્રામા

- સિમ્યુલેશન અને ગેમ્સ

5. ગુજરાતી શિક્ષણમાં શીખવાના સંસાધનો – 1 કલાક

- ઓડિયો-વિઝ્યુઅલ એડ્સ

- સાહિત્ય ક્લબ, પુસ્તકાલયો, પુસ્તક મેળાઓ, પ્રદર્શનો

મોડ્યુલ **2:** વિદ્યાર્થી અભ્યાસનું મૂલ્યાંકન અને વ્યાવસાયિક વિકાસ **(7** કલાક**)**

મોડ્યુલ **2 –** લર્નિંગ આઉટકમ્સ **(LOs)**

મોડ્યુલ પૂર્ણ પૂર્ણ પછી વિદ્યાર્થી–શિક્ષક:

LO1: ક્રમિક અને સર્વગ્રાહી મૂલ્યાંકન (CCE), રચનાત્મક અને સમાપન મૂલ્યાંકન સંકલ્પનાઓ સમજાવો.

LO2: ગુજરાતી વિષયના ટેસ્ટ આઇટમ્સ (ઓપન એન્ડેડ અને સ્ટ્રક્ચર્ડ) તૈયારી કરી શકો છો.

LO3: વ્યાવસાયિક વિકાસ માટે માર્ગો (સેમીનાર, પરિષદ, ઓન સંસાધનો, જર્નલ, ફીલ્ડ વિઝિટ, પ્રતિસાદ) સંપૂર્ણપણે યોગ્ય.

LO4: ક્રિયા સંશોધન અથવા નાના સંશોધન દ્વારા ભાષા-અન્યાસની સ્તરનો અભ્યાસ કરવો.

મોડ્યુલ **2 –** વિષયવસ્તુ **(7** કલાક**)**

1. ક્રમિક અને સર્વગ્રાહી મૂલ્યાંકન – 3 કલાક

– મૂલ્યાંકન દેશ અને પ્રકાર

– ક્રમિક, સર્વરહી, રચનાત્મક સમાપન મૂલ્યાંકન

– મૌખિક અને લેખિત મૂલ્યાંકન

2. ટેસ્ટ આઇટમ બાંધકામ – 2 કલાક

– નિબંધાત્મક, સ્વાભાવિક ઉત્તરીય, વન-લાઇનર, ઉદ્દેશ્ય પ્રકારના પ્રશ્નો

– ગુણાંકન

3. ગુજરાતી માટે વ્યાવસાયિક વિકાસ – 1 કલાક

– સેમીનાર, પરિષદ

- ઓનલાઈન સંસાધનો, જર્નલ્સ

- સંસ્થાઓ સાથે સહયોગ

- ક્ષેત્રની મુલાકાતો

- સુધારણા માટેના સાધન તરીકે પ્રતિસાદ

4. સંશોધક તરીકે શિક્ષક – 1 કલાક

– ભાષા શીખવાની પ્રક્રિયા

- ગુજરાતી શિક્ષણમાં ક્રિયા સંશોધન

પ્રેક્ટિકલ વર્ક **/** અસાઇનમેન્ટ **(25** ગુણ

(5 અસાઇનમેન્ટ **× 5** ગુણ**)**

1. એડવાન્સ ઓર્ગેનાઈઝર / પ્રોબ્લેમ સોલ્વિંગ મોડલ – 5 ગુણ

2. ગુજરાતી વિષયના સ્વ અભ્યાસ માટે 2 પ્રવૃત્તિ શીટ્સ તૈયાર કરવી. – 5 ગુણ

3. ભૂમિકા ભજવે છે / વિચારમંથન / ચર્ચા / સિમ્યુલેશનમાંથી કોઈ એક પદ્ધતિનો ઉપયોગ કરીને રિફ્લેક્ટિવ રિપોર્ટ લખો. – 5 ગુણ

4. ગુજરાતી વિષયો માટે 10 ટેસ્ટ આઇટમ્સ (ઓપન-એન્ડેડ + સ્ટ્રક્ચર્ડ) તૈયાર કરવું. – 5 ગુણ

5. ગુજરાતી ભાષા શીખવી જુઓ કોઈ એક સમસ્યા સમર્થન 2 પાનાનું ક્રિયા સંશોધન દરખાસ્ત તૈયાર કરવી. – 5 ગુણ

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Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
2203	हिंदी भाषा शिक्षण	**2**	**25**	**25**	**50**

पाठ्यक्रम के परिणाम **(Course Outcomes – COs)**

पाठ्यक्रम पूर्ण करने के पश्चात छात्र-शिक्षक**:**

CO1: हिंदी भाषा अध्यापन की विभिन्न पद्धतियों एवं प्रतिमानों को समझ सकेंगे।
CO2: हिंदी भाषा सिखाने के आधुनिक मॉडल एवं संसाधनों का प्रभावी उपयोग कर सकेंगे।
CO3: मूल्यांकन की संकल्पना, प्रकार एवं सतत–सर्वग्राही मूल्यांकन को समझ सकेंगे।
CO4: पोर्टफोलियो आधारित मूल्यांकन को शिक्षण प्रक्रिया से जोड़ सकेंगे।
CO5: शिक्षक के व्यावसायिक विकास के विविध मार्गों को पहचानकर उनका प्रयोग कर सकेंगे।

मॉड्यूल **1**

हिंदी भाषा अध्यापन की पद्धतियाँ एवं प्रतिमान

सीखने के परिणाम **(Learning Outcomes – LOs)**

इस मॉड्यूल के अध्ययन के पश्चात छात्र-शिक्षक**:**

LO1: हिंदी भाषा अध्यापन की विभिन्न पद्धतियों की व्याख्या कर सकेंगे।
LO2: उपयुक्त अध्यापन प्रतिमान का चयन कर उनका प्रयोग कर सकेंगे।
LO3: भाषा शिक्षण में विभिन्न शैक्षणिक स्रोतों का प्रभावी उपयोग कर सकेंगे।
LO4: सहकार्यात्मक एवं सामूहिक अधिगम को कक्षा में लागू कर सकेंगे।

विषयवस्तु

1. हिंदी भाषा अध्यापन की पद्धतियाँ**:**
प्रश्न पद्धति, चर्चा पद्धति, व्याख्यान पद्धति तथा सहकार्यात्मक अध्यापन पद्धति।

2. हिंदी भाषा अध्यापन के प्रतिमान**:**
अग्रिम संगठन प्रतिमान, संकल्पनाप्राप्ति प्रतिमान, उद्गामी–अवगामी प्रतिमान तथा भूमिकापालन प्रतिमान।

3. हिंदी भाषा सिखाने के स्रोत**:**
ई-अध्ययन, संघीय अध्ययन, बुद्धिमंथन, पुस्तकालय, पत्रिकाएँ आदि।

मॉड्यूल **2**

मूल्यांकन एवं व्यावसायिक विकास

सीखने के परिणाम **(Learning Outcomes – LOs)**

इस मॉड्यूल के अध्ययन के पश्चात छात्र-शिक्षक:

LO1: मूल्यांकन की संकल्पना एवं प्रकारों को समझ सकेंगे।
LO2: सतत एवं सर्वग्राही मूल्यांकन को शिक्षण में लागू कर सकेंगे।
LO3: पोर्टफोलियो को मूल्यांकन उपकरण के रूप में विकसित कर सकेंगे।
LO4: व्यावसायिक विकास हेतु विभिन्न मंचों एवं संसाधनों का उपयोग कर सकेंगे।

विषयवस्तु

1. मूल्यांकन: संकल्पना, महत्व एवं उद्देश्य।
2. मूल्यांकन के प्रकार।
3. संकलनात्मक तथा विकासात्मक मूल्यांकन, सतत एवं सर्वग्राही मूल्यांकन तथा पोर्टफोलियो मूल्यांकन।
4. व्यावसायिक विकास के विविध मार्ग एवं उनका महत्व:

- (क) उद्बोधन एवं चर्चा सत्रों में सहभागिता
- (ख) संगणक एवं ऑनलाइन स्रोत
- (ग) अन्य शैक्षणिक संस्थाओं के साथ सहकार्य
- (घ) पुस्तकों, मासिक पत्रिकाओं एवं नियतकालिकों में योगदान
- (ङ) अनुसंधान कार्य

प्रायोगिक / परियोजना कार्य

छात्र-शिक्षक निम्नलिखित कार्य पूर्ण करेंगे:

1. अध्ययन हेतु दो अध्यापन–अधिगम सामग्री तैयार कर उनकी प्रदर्शनी का आयोजन। (10 अंक)
2. संगणक एवं ऑनलाइन स्रोतों का उपयोग कर ऑनलाइन प्रश्नपत्रिका का निर्माण। (10 अंक)
3. सामूहिक अध्यापन पद्धति / सहकार्यात्मक अध्यापन पद्धति / अध्यापन प्रतिमान के आधार पर पाठ–पत्रिका का निर्माण। (5 अंक)

संदर्भ ग्रंथ

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Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
2204	मराठी भाषा शिक्षण	2	25	25	50

कोर्स उद्दिष्टे

- मराठी भाषा विषयाच्या पाठ्यपुस्तकाची गरज, स्वरूप, महत्त्व व गुणवत्ता निकषांची सखोल समज निर्माण करणे.
- अभ्यासक्रम, पाठ्यक्रम व पाठ्यपुस्तक यांमधील परस्परसंबंध स्पष्ट करून विद्यार्थ्यांचे अध्ययन सुकर करण्यासाठी अध्यापकीय क्षमता विकसित करणे.
- मराठी भाषा अध्यापनासाठी विविध शैक्षणिक साधनांची निर्मिती, निवड व परिणामकारक वापर करण्याचे कौशल्य विकसित करणे.
- मराठी भाषा शिक्षण मंडळ, संदर्भसाहित्य व विविध वाङ्मयीन कलाकृती यांचा अध्यापनात योग्य वापर करण्याची समज विकसित करणे.
- क्षेत्रभेटी, अध्ययनपूरक उपक्रम व अनुभवाधारित शिक्षणाद्वारे मराठी भाषा शिक्षण अधिक अर्थपूर्ण बनविणे.
- सातत्यपूर्ण सर्वंकष मूल्यमापन व ज्ञानरचनावादी दृष्टिकोनानुसार मराठी भाषा विषयाच्या मूल्यमापन पद्धतींची ओळख करून देणे.
- मराठी भाषा शिक्षकाच्या व्यावसायिक भूमिकांची जाणीव करून देऊन सतत व्यावसायिक विकास व कृती संशोधनाची दृष्टी विकसित करणे.

अध्ययन निष्पत्ती **(Learning Outcomes)**

हा कोर्स यशस्वीरीत्या पूर्ण केल्यानंतर विद्यार्थी शिक्षक हे करू शकतील...

CLO 1. मराठी भाषा विषयाच्या पाठ्यपुस्तकाचे गुणवत्ता निकषांच्या आधारे चिकित्सक मूल्यमापन करणे;

CLO 2. अभ्यासक्रम, पाठ्यक्रम व पाठ्यपुस्तक यांमधील सहसंबंध लक्षात घेऊन अध्ययन सुकर करण्यासाठी योग्य त्या कृतीची अथवा साधनांची निवड करणे;

CLO 3. मराठी भाषा अध्यापनासाठी विविध शैक्षणिक साधनांची (अप्रक्षेपित, प्रक्षेपित व बहुमाध्यमाधारित) निर्मिती, निवड व परिणामकारक वापर करणे;

CLO 4. शब्दकोश, विश्वकोश, व्युत्पत्तीकोश, संस्कृतीकोश, संदर्भग्रंथ तसेच विविध वाङ्मयीन कलाकृतींचा अध्यापनात योग्य वापर करणे;

CLO 5. मराठी भाषा विषयासाठी क्षेत्रभेटी व अध्ययनपूरक उपक्रमांचे शैक्षणिकदृष्ट्या नियोजन व आयोजन करणे;

CLO 6. ज्ञानरचनावादी दृष्टिकोनानुसार मराठी भाषा विषयासाठी सातत्यपूर्ण सर्वंकष मूल्यमापनाची साधने निवडून किंवा विकसित करून त्यांचा वापर करणे;

CLO 7. मराठी भाषा शिक्षकाच्या व्यावसायिक भूमिका, जबाबदाऱ्या व व्यावसायिक विकासासाठी आवश्यक असलेल्या उपक्रमांचे महत्त्व स्पष्ट करणे.

स्वयंपूर्णांग: मराठी भाषा शिक्षणाच्या अध्ययनाचे सुलभीकरण (श्रेयांक-१, तासिका-१५)

अध्ययन निष्पत्ती: हे स्वयंपूर्णांग अभ्यासल्यानांतर विद्यार्थी शिक्षक हे करू शकेल...

LO १. प्रथम भाषा मराठी पाठ्यपुस्तकाची गरज, महत्व व उपयुक्तता सांगणे;

LO २. अभ्यासक्रम, पाठ्यक्रम व पाठ्यपुस्तक यांच्यातील सहसंबंध स्पष्ट करणे;

LO ३. पाठ्यपुस्तकाचे निकषांच्या आधारे मूल्यमापन करणे;

LO ४. मराठीच्या अध्यापनासाठी शैक्षणिक साधनाची निर्मिती/ निवड व त्यांचा प्रभावी वापर करणे;

LO ५. मराठी भाषा शिक्षण मंडळाची रचना, कार्य, स्वरूप, महत्त्व स्पष्ट करणे;

LO ६. मराठीच्या अध्यापनासाठी शब्दकोश, विश्वकोश, व्युत्पत्तीकोश, संस्कृतीकोश आणि विविध वाङ्मयीन कलाकृतींचा योग्य वापर करणे;

LO ७. मराठी भाषा विषयाच्या शिक्षणासाठी क्षेत्रभेटीचे आयोजन करणे.

१. १. मराठी भाषा विषयाचे पाठ्यपुस्तक- अर्थ, स्वरूप, उपयुक्तता, चांगल्या पाठयपुस्तकाचे निकष, अभ्यासक्रम- पाठयक्रम- पाठयपुस्तक यांच्यातील संबंध

१.२. मराठी भाषा विषयाच्या अध्यापनाची साधने- शैक्षणिक साधनाची निर्मीती अथवा निवड (अप्रक्षेपित साधने, प्रक्षेपित साधने, बहुमाध्यमाधारीत साधने) व त्याच्या वापरातील शिक्षकाची भूमिका

१.३. मराठी भाषा मंडळ- स्वरूप, रचना, कार्य, व्यवस्थापन आणि महत्त्व

१.४. संदर्भ ग्रंथ आणि शब्दकोश, विश्वकोश, व्युत्पत्तीकोश, संस्कृतीकोश- स्वरूप व वापर

१.५. विविध वाङ्मयीन कलाकृती- कादंबरी, कथा, ललित लेखन, काव्य, अभंग, ओवी, लोकगीते, भावगीते इत्यादी. स्वरूप, वापर आणि अभ्यासपूरक उपक्रम आयोजन

१.६. क्षेत्रभेट: ग्रंथालय, भाषा भवन, साहित्यिक स्मृतीस्थळे, प्रदर्शने.

२. स्वयंपूर्णांग: विद्यार्थ्यांच्या अध्ययनाचे मूल्यमापन आणि शिक्षकांचा व्यावसायिक विकास (श्रेयांक १, तासिका १५)

अध्ययन निष्पत्ती: हे स्वयंपूर्णांग अभ्यासल्यानांतर विद्यार्थी शिक्षक हे करू शकेल...

LO १. सातत्यपूर्ण सर्वंकष मूल्यमापनाची संकल्पना, ज्ञानरचनावादी दृष्टिकोनातून बदललेले स्वरूप व प्रक्रिया स्पष्ट करणे;

LO २. मराठीच्या आकारिक व साकारिक मूल्यमापनासाठी उपयुक्त साधनांची निवड करून वापर करणे;

LO ३. मराठीच्या आकारिक व साकारिक मूल्यमापनासाठी आवश्यक आणि उपयुक्त अश्या नवीन साधनांची निर्मिती करणे;
LO ४. मराठी भाषा शिक्षकाच्या जबाबदाऱ्याच्या अनुषंगाने आवश्यक गुण वैशिट्यांचे विश्लेषण करणे;
LO ५. मराठी भाषा अध्यापकांच्या व्यवसायिक विकासातील सेवांतर्गत प्रशिक्षण, मराठी भाषा अध्यापक संघटना, भाषाविषयक छंदमंडळ, साहित्यिक मेळावे व संमेलन इत्यादींचे स्थान व महत्व स्पष्ट करणे;
LO ६. मराठी भाषा विषयाच्या अध्यापनातील कृती संशोधनाचे महत्व स्पष्ट करणे.
२.१. मराठी भाषा विषयाचे सातत्यपूर्ण सर्वंकष मूल्यमापन- संकल्पना, स्वरूप, प्रकार, गरज, महत्त्व, साधने आणि तंत्रे
२.२. ज्ञानरचनावादी दृष्टिकोनातून मूल्यमापन प्रक्रिया
२.३. मराठी भाषा अध्यापक- भूमिका, कर्तव्ये, क्षमता, बांधिलकी, गुणवैशिष्ट्ये
२.४. मराठी भाषा अध्यापकाचा व्यावसायिक विकास- सेवांतर्गत प्रशिक्षण, मराठी भाषा अध्यापक संघटना, भाषाविषयक छंदमंडळ, साहित्यिक मेळावे व संमेलन
२.५. मराठी भाषा अध्यापन विषयक संशोधन, कृती संशोधन

अंतर्गत मूल्यांकनासाठी काम: १. माध्यमिक स्तरावरील कोणत्याही एका इयत्तेच्या मराठी विषयाच्या पाठयपुस्तकाचे चिकित्सक परीक्षण करा (५ गुण)

२. मराठी विषयाचे अध्ययन सुकर होण्यासाठी कोणत्याही दोन साधनांची निर्मिती करा (५ गुण)

३. मराठी भाषा विषयाच्या शिक्षणासाठी उपयुक्त ठिकाणाला भेट द्या व तुमच्या विद्यार्थ्यांना तेथे घेऊन जाण्यासाठी क्षेत्रभेटीचा नियोजन आराखडा तयार करा. (५ गुण)

४. मराठी विषयातील कोणत्याही कौशल्याचे किंवा क्षमतेचे मूल्यांकन करण्यासाठी त्याच्या मूल्यांकन रूब्रिकसह एक असाइनमेंट तयार करा (५ गुण)

५. भाषाविषयक छंद मंडळ, साहित्यिक मेळावा अथवा कवी संमेलन, साहित्य संमेलन यांच्यात सहभागीव्हा व विमर्शी चिंतनासह अहवाल सादर करा (५ गुण)

संदर्भ ग्रंथ:

१. अकोलकर ग.वी., पाटणकर ना.वि. (१९७७). 'मराठीचे अध्यापन'. व्हिनस प्रकाशन, पुणे.
२. करंदीकर सुरेश (१९७१). 'मातृभाषा अध्यापन पद्धती'. सु.रा. नीलकंठ प्रकाशन, पुणे.
३.करंदीकर, मंगरूळकर मीना २०१० 'मराठीचे आशययुक्त अध्यापन पट्धनी', फरके प्रकाशन, कोल्हापूर.
४. कुंडल म.बा. १९९९ 'मराठीचे अध्यापन' श्री चिया प्रकाशन, नागपूर.
५. जांशी अनंत, १९९९ 'आशययुक्त अध्यापन पट्धनी', यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक.
६. पिचड नलिनी, बरकले रामदास २००९ 'मातृभाषा मराठीचे अध्यापन शास्त्रीय विश्लेषण', तेजश्री प्रकाशन, नाशिक.
७. अकोलकर ग. वि. पाटणकर ना. वि. २००८
८. वाकिय मो. रा. २०११ 'सुगम मराठी व्याकरण संयन', नितीन प्रकाशन, पुणे.
९. कुमारभारती इ. ९वी. २०१२ महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ, पुणे.
१०. कुमारभारती इ. १०वी २०१३ महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ, पुणे.

Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
2206	Urdu Language Education	2	25	25	50

After successful completion of the course, the student-teacher will be able to:

CO1. Identify and use various resources for effective teaching and learning of Urdu language.

CO2. Develop, select, and utilize audio, visual, projected, and non-projected teaching aids to enhance Urdu language learning.

CO3. Organize language enrichment activities such as Urdu clubs, exhibitions, and fairs to promote interest in Urdu language and literature.

CO4. Understand the concepts of measurement and evaluation and explain their relationship in the context of Urdu language education.

CO5. Apply different evaluation techniques including formative, summative, and continuous comprehensive evaluation for assessing learners' progress.

CO6. Use various tools of evaluation such as tests, assignments, projects, portfolios, rubrics, and practical activities to assess Urdu language skills.

CO7. Analyze the role of feedback and remedial teaching in improving student learning and professional growth of teachers.

Module 1: Resources of Urdu language Education

Learning Outcomes (LOs)

After completing this module, the student-teacher will be able to:

LO1. Explain the concept, importance, and process of development and maintenance of an Urdu language laboratory.

LO2. After completion of this module, the student-teacher will be able to:

LO3. Select and use projected and non-projected visual resources such as PowerPoint slides, transparencies, films, video CDs, Encarta, boards, charts, graphs, maps, posters, models, and specimens for effective Urdu language teaching.

LO4. Plan and organize Urdu language enrichment activities such as establishing and operating an Urdu club, Urdu exhibitions, and Urdu fairs.

LO5. Demonstrate the role of a teacher in preparing, selecting, and effectively using various teaching-learning resources for Urdu language education.

Content:

1. Development and maintenance of Urdu language laboratory.
2. Use of audio enrichment resources (RADIO Audio cassette and audio programme)
3. Using Projected Non Projected Visual Resources:(power point slides, transparency, film, video CDs and Encarta, Different types of boards, graphs, maps, charts, posters, models, specimens and material)
4. Establishing and operating Urdu club, organizing Urdu exhibitions and Urdu fair
5. Role of teacher in preparing and using various resources

Module 2: Evaluation in Urdu language Education (Marks:13)

Learning Outcomes (LOs)

After completing this module, the student-teacher will be able to:

LO1. Explain the meaning of measurement and evaluation and describe the relationship between them in the context of language education.

LO2. Understand the concept and process of continuous and comprehensive evaluation, and differentiate between formative and summative evaluation from a constructivist perspective.

LO3. Describe the various purposes of evaluation such as prognostic (predictive), monitoring learning progress, providing feedback, promotion, placement, certification, grading, and diagnostic assessment.

LO4. Select and apply different tools and techniques of evaluation such as written, oral, and practical examinations, anecdotal records, projects, homework and assignments, participation in activities, worksheets, practical work, group discussions, portfolios, open-book tests, rubrics, and computer-based examinations.

LO5. Explain the importance of feedback and remedial teaching in improving learning outcomes, supporting learner development, and enhancing teachers' self-improvement.

Content:

1. Meaning of Measurement and Evaluation and their interrelationships
2. Continuous and comprehensive evaluation, formative and summative evaluation as constructivist Perspective
3. Purposes of evaluation: Prognostic(predictive), Monitoring of Learning, Providing Feedback, Promotion, Placement, Certification, Grading and Diagnostic
4. Tools of evaluation: Written, oral and practical examinations, anecdotal records, Projects, home work and Assignments, participation in activities, Work sheets, Practical work, group discussions, portfolio, open book test, Rubric, computer based examination
5. Role of Feedback and remedial teaching in Improving Learning, and Learners Development and Use of Feedback for teachers' self-improvement

Assignments & Practicum (25 Marks)

Achievement Test & Blueprint (5 Marks) – Prepare and administer an achievement test in Urdu with a blueprint.

E-Content Development (5 Marks) – Create a short digital module/video lesson/blog for teaching a specific Urdu topic.

Reflective Journal (5 Marks) – Maintain a reflective journal of practice lessons with self-evaluation and peer feedback.

Innovative Practical (5 Marks) – *Digital Storytelling Project*: Prepare a digital story (Canva/PowerPoint/animation) to teach an Urdu skill or theme.

Language Games Development (5 Marks) **-** Design 2 innovative language games (digital or physical) to build vocabulary or grammar skills. Demonstrate their use in a peer group.

References

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Central Institute of Indian Languages. (2012). *Pedagogy of Indian languages*. CIIL.
National Council for Promotion of Urdu Language. (2014). *Urdu zaban ki taleem aur tadrees*. NCPU

Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
2207	**Mathematics Education**	**2**	**25**	**25**	**50**

Course Outcome (COs)

By the end of the course, student-teachers will be able to:

- **CO1 :** Learners will be able to apply **constructivist** and innovative pedagogical approaches**,** such as Concept Attainment, Problem-Solving, and Project-Based Learning, to promote deeper mathematical thinking and knowledge construction.
- **CO2 :** Learners will demonstrate the ability to plan and implement cooperative and collaborative mathematical learning, using group work, teamwork, and shared problem-solving strategies.
- **CO3 :** Learners will effectively use mathematics learning resources, including math laboratory tools, digital resources, audio-visual aids, and community resources, to enhance experiential and context-based learning.
- **CO4 :** Learners will design and apply competency-based assessment tools aligned with NEP 2020, including rubrics, test items, portfolios, and formative assessment techniques for continuous feedback.
- **CO5 :** Learners will engage in professional development and mathematics promotion activities, participating in workshops, collaborative learning networks, reflective practices, and organizing math clubs, exhibitions, and celebrations.

Module 1: Innovative Approaches for Facilitating Mathematical Learning (8 Hours)

Learning Outcomes

After completing this module, student-teachers will be able to:

- **(LO1):** Apply models such as Concept Attainment, Problem Solving, and Project-Based Learning.
- **(LO2):** Use collaborative strategies for group problem-solving and peer learning.
- **(LO3):** Apply inductive–deductive and analysis–synthesis approaches effectively.
- **(LO4):** Plan and use Mathematics Laboratory and community-based resources to build real-life understanding.

Content

1. Promoting Thinking and Knowledge Construction (2hrs)
    - Concept Attainment Model (modern classroom application)
    - Problem-Solving Approach
    - Project-Based Learning (PBL) with real-life tasks
    - NEP 2020 Competency-Based Education (NEW)
2. Cooperative and Collaborative Mathematical Learning (2 hrs.)
    - Small-group and team-based learning
    - Collaborative problem-solving
3. Innovative Teaching Approaches in Mathematics (2 hrs.)
    - Inductive–deductive approach

- Analysis–synthesis method
- Activity-based learning
- Experiential and context-based learning aligned with NEP 2020

4. Learning Resources for Mathematics Teaching (2 hrs.)
   - Mathematics Laboratory: models, hands-on experiences
   - Audio-Visual Aids: videos, animations
   - Digital Resources: OER, digital manipulative
   - Community Resources: post office, bank, exhibitions,

Module 2: Assessment Practices and Professional Development in Mathematics

Credit: 1 Total Hours: 15

Learning Outcomes

After completing this module, the student teacher will be able to:

- **(LO1):** Use continuous, comprehensive and competency-based assessment techniques.
- **(LO1):** Prepare test items, rubrics and scoring criteria for Mathematics.
- **(LO1):** Conduct diagnostic, formative and summative assessments.
- **(LO1):** Organize events like Mathematics clubs, exhibitions and activities.
- **(LO1):** Maintain reflective notes and engage in professional improvement.

Content

1. Assessment Principles from NEP 2020 (1hrs)
   - Competency-based assessment
   - Holistic progress card
   - Formative assessment and continuous feedback
2. Construction of Test Items (2hrs)
   - Open-ended, short answer, long answer, diagram-based and real-life questions
   - Rubrics and scoring schemes
3. Tools and Techniques of Assessment (2 hrs.)
   - Worksheets and written tests
   - Observations and checklists
   - Portfolios
4. Professional Development of Mathematics Teachers (1hrs)

   Professional development through:
   - Online and blended learning platforms (SWAYAM, MOOCs)
   - Seminars, workshops and conferences
   - Collaboration with other schools/institutions
   - Reflective practices and self-evaluation

5. Mathematics Promotion Activities (2hrs)
   - Mathematics club
   - Mathematics exhibition/fair
   - Mathematics day celebrations

Assignments (7 Hours, 13 Marks)

1. Assignment 1 (2 hours, 5 marks)
   Prepare a detailed lesson plan for a secondary school Mathematics topic (any chapter of your choice—e.g., Algebra, Geometry, Statistics, Proportion, etc.) using the Concept Attainment Model
2. Assignment 3 (3 hours, 5 marks)
   Topic: Cooperative and Collaborative Learning
   Write a reflective narrative based on your understanding and experience of Cooperative and Collaborative Learning as part of the syllabus. (Reflection includes- understanding about Cooperative and Collaborative learning, your experiences during Activities/Workshop, observation about student behavior in groups, classroom application etc.)
3. Assignment 2(2 hours, 3 marks)
   Community-Based Mathematics Task
   Prepare 5 real-life mathematical problems from one setting:
   Post office / Bank / Market
   Include real-world numeracy aligned with NEP 2020.
4. Question Paper Design:(2 hours, 4 marks)
   - Prepare a competency-based question paper (any standard/any topic).
   - structured
   - open-ended
   - competency-based questions
5. Rubric Preparation:(2 hours, 4 marks)
   Develop a rubric for assessing a mathematics activity or project.
6. Mathematics Club/Exhibition/ Mathematics Day celebration Activity Plan: (3 hours, 4 marks)
   Prepare a plan for organizing a small mathematics awareness activity or exhibition.

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1. Aggarwal, J. C. (2022). Essentials of educational technology: Teaching learning innovations in education. Vikas Publishing House.
2. Bansilal, S., & Naidoo, P. (2019). Mathematics education: Research, practice and development. University of KwaZulu-Natal Press.
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8. Singh, R., & Chauhan, S. (2019). Mathematics curriculum and pedagogy: Principles and practices. Routledge India.
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11. National Repository of Open Educational Resources. (n.d.). NROERhttps://nroer.gov.in

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2. देशमुख, एस. आर. (2019). गणित शिक्षणातील कार्यपद्धती आणि अनुभवाधारित शिक्षण. विद्या प्रकाशन.
3. कुलकर्णी, एम. बी. (2021). गणिताचे शिक्षण व अभ्यासक्रम विकास. ज्ञानदीप प्रकाशन.
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6. DIKSHA. (n.d.). डिजिटल शिक्षण संसाधने. https://diksha.gov.in
7. NROER. (n.d.). राष्ट्रीय ओपन एज्युकेशनल रिसोर्सेस रिपॉझिटरी. https://nroer.gov.in

Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
2208	**Commerce Education**	**2**	**25**	**25**	**50**

Course Outcomes (COs)

After completing this course, student-teachers will be able to:

- **CO1:** Apply effective pedagogical strategies to facilitate learning in Commerce.
- **CO2:** Use ICT tools, group-based strategies, and community resources for meaningful teaching.
- **CO3:** Evaluate Commerce learning through appropriate tools and continuous assessment.
- **CO4:** Engage in reflective practice, professional development, and action research in Commerce.
- **CO5:** Design innovative learning experiences that promote thinking, problem solving, and self-study.

Module 1: Facilitating Learning of Commerce (8 Hours)

Learning Outcomes (LOs)

After completing Module 1, the student teacher will be able to:

- **LO1:** Use narration, explanation, and demonstration to enhance learners' understanding.
- **LO2:** Promote thinking and knowledge construction through the Advance Organizer Model, Problem Solving, Project-Based Learning, and Field Activities.
- **LO3:** Facilitate self-study using computers, Internet resources, websites, YouTube, e-Commerce tools, online learning, and activity sheets.
- **LO4:** Apply small-group and whole-group instruction strategies such as cooperative and collaborative learning, brainstorming, role play, dramatization, group discussion, simulation, games, and quizzes.
- **LO5:** Use learning resources including audio-visual aids and community resources such as industry, banks, business hubs, and exhibitions.

Content (8 Hours)

1. Using narration/explanation and demonstrations for facilitating understanding – 1 hour
2. Promoting thinking and construction of knowledge through using Advance Organizer Model, Problem Solving, Project Based Learning, organizing Field Activities – 3 hours
3. Facilitating learners for self-study through computers, Internet resources, Websites, YouTube, e-Commerce, online learning, activity sheets, homework/assignments – 2 hours

4. Using Small Group and Whole Group Instruction strategies through cooperative and collaborative approaches, brainstorming, role play, dramatization, group discussion, simulation, games, quizzes – 1 hour
5. Using learning resources for teaching Commerce: audio-visual aids; community resources such as industry, banks, business hubs, exhibitions – 1 hour

Module 2: Evaluating Student Learning and Professional Growth of Teacher (7 Hours)

Learning Outcomes (LOs)

After completing Module the student teacher will be able to:

- **LO1:** Explain the concept and importance of continuous and comprehensive evaluation, including formative and summative evaluation from a constructivist perspective.
- **LO2:** Construct test items (open-ended and structured) in Commerce and administer tests.
- **LO3:** Identify professional development opportunities such as seminars, conferences, online resources, collaboration with colleges/universities/industry, journals, reflective practices, industrial field visits, and use of feedback.
- **LO4:** Conduct research and action research related to learning Commerce.

Content (7 Hours)

1. Concept and importance of continuous and comprehensive evaluation, formative and summative evaluation as constructivist perspective – 3 hours
2. Construction of test items (open-ended and structured) in Commerce and administration of tests – 2 hours
3. Professional development for Commerce teachers: participation in seminars and conferences; use of computer and online resources; collaboration with colleges, universities and industry; books, journals and periodicals; reflective practices; industrial field visits; use of feedback – 1 hour
4. Teacher as a researcher: understanding how children learn Commerce through research and action research in Commerce – 1 hour

Practical work/Assignments (Total: 25 Marks)

(Five assignments of 5 marks each)

1. Prepare a lesson plan using the **Advance Organizer Model** or **Problem-Solving Method** for any Commerce topic. – 5 marks
2. Develop **two activity sheets** promoting self-study using online resources or e-Commerce examples. – 5 marks
3. Conduct any **one group-based strategy** (role play, brainstorming, simulation, or group discussion) in class and write a reflective report. – 5 marks
4. Construct a **test of 10 items** (open-ended and structured) for a selected Commerce unit. – 5 marks
5. Prepare a **2-page action research proposal** addressing a learning difficulty in Commerce. – 5 marks

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Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
2209	Book Keeping and Accountancy Education	2	25	25	50

Course Outcomes (COs)

After completing this course, student-teachers will be able to:

- **CO1:** Apply appropriate pedagogical strategies to facilitate learning of Book Keeping and Accountancy.
- **CO2:** Use ICT tools, demonstrations, numerical illustrations, and community resources for meaningful teaching of accounting concepts.
- **CO3:** Evaluate learning in Accountancy through appropriate tools, tests, and continuous assessment.
- **CO4:** Engage in reflective practice, professional development, and action research in Accountancy.
- **CO5:** Design innovative and practical learning experiences that promote analytical thinking, problem solving, and self-study among learners.

Module 1: Facilitating Learning of Book Keeping & Accountancy (8 Hours)

Learning Outcomes (LOs)

After completing Module 1, the student-teacher will be able to:

- **LO1:** Use narration, explanation, demonstration, and numerical examples for effective understanding of accounting concepts.
- **LO2:** Promote analytical thinking using Problem Solving Method, Advance Organizer Model, Project-Based Learning, and Field Activities such as visits to banks/business firms.
- **LO3:** Facilitate self-study using accounting software, computers, online resources, YouTube, e-ledgers, and activity sheets.
- **LO4:** Apply small-group and whole-group instructional strategies like collaborative learning, brainstorming, role play for business transactions, group discussion, and simulation of accounting scenarios.
- **LO5:** Use learning resources such as audio-visual aids, charts, ledger models, accounting software demos, and community resources (banks, CA offices, business firms).

Content (8 Hours)

1. Using narration/explanation and demonstrations for facilitating understanding of accounting concepts – *1 hour*
2. Promoting analytical thinking and knowledge construction through Advance Organizer Model, Problem Solving Method (journal entries, ledger posting, trial balance), Project Based Learning, and Field Activities – *3 hours*
3. Facilitating self-study through computers, Internet resources, Websites, YouTube, e-ledgers, accounting apps/software; developing and using activity sheets – *2 hours*

4. Small Group and Whole Group Instruction strategies: collaborative learning, brainstorming, role play (business transactions), group discussion, simulation of cash book, games, quizzes – *1 hour*
5. Using learning resources for teaching Book Keeping and Accountancy: audio-visual aids, charts, ledger models, accounting software demos; community resources such as banks, CA firms, business hubs – *1 hour*

Module 2: Evaluating Student Learning and Professional Growth of Teacher (7 Hours)

Learning Outcomes (LOs)

After completing Module 2, the student-teacher will be able to:

- **LO1:** Explain Continuous and Comprehensive Evaluation (CCE) and apply formative/summative evaluation in Accountancy.
- **LO2:** Construct test items (problem-based, structured, and open-ended) and administer tests effectively.
- **LO3:** Identify professional development opportunities—seminars, conferences, online courses (Tally/Excel), journals, reflective practices, collaboration with banks/CA firms, industrial visits, and using feedback.
- **LO4:** Conduct research and action research related to learning difficulties in Accountancy.

Content (7 Hours)

1. Concept and importance of CCE; formative and summative evaluation from a constructivist perspective – *3 hours*
2. Construction of test items (structured, numerical, practical problem-based, and open-ended) in Accountancy and administration of tests – *2 hours*
3. Professional development for Accountancy teachers: seminars, conferences, online courses, collaboration with schools/colleges/industry, journals, reflective practices, industrial visits; using feedback – *1 hour*
4. Teacher as a researcher: understanding how students learn Book Keeping and Accountancy; conducting action research on accounting learning difficulties – *1 hour*

Practical Work / Assignments (Total: 25 Marks)

(Five assignments – 5 marks each)

1. Prepare a lesson plan using the Problem-Solving Method or Advance Organizer Model for a topic in Book Keeping or Accountancy. – *5 marks*
2. Develop two activity sheets promoting self-study (e.g., journal entries, ledger posting, cash book, trial balance) using online resources or accounting software. – *5 marks*
3. Conduct one group-based strategy (brainstorming on errors, role play of business transactions, simulation of cash book, group discussion) and write a reflective report. – *5 marks*
4. Construct a test of 10 items (numerical, structured, and open-ended) for a selected unit of Accountancy. – *5 marks*

5. Prepare a 2-page action research proposal addressing a learning difficulty in Book Keeping and Accountancy (e.g., difficulty in posting ledger, solving depreciation problems, understanding partnership accounts). – *5 marks*

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Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
2210	**Economics Education**	**2**	**25**	**25**	**50**

Course Outcomes (COs)

After completing this course, student-teachers will be able to:

- **CO1:** Apply effective pedagogical strategies to facilitate learning in Economics.
- **CO2:** Use ICT tools, group-based strategies, and community resources for meaningful teaching.
- **CO3:** Evaluate Economics learning using appropriate assessment tools and continuous evaluation practices.
- **CO4:** Engage in reflective practice, professional development, and action research in Economics teaching.
- **CO5:** Design innovative learning experiences that promote thinking, problem solving, and self-directed learning in Economics.

Module 1: Facilitating Learning of Economics (8 Hours)

Learning Outcomes (LOs)

After completing Module 1, the student teacher will be able to:

- **LO1:** Use narration, explanation, and demonstration to develop learners' conceptual understanding in Economics.
- **LO2:** Promote higher-order thinking and knowledge construction through the Advance Organizer Model, Problem Solving, Project-Based Learning, and Field Activities.
- **LO3:** Facilitate self-learning through the use of computers, Internet resources, websites, YouTube, e-learning platforms, and structured activity sheets.
- **LO4:** Apply small-group and whole-group instructional strategies such as cooperative and collaborative learning, brainstorming, role play, dramatization, group discussion, simulation, games, and quizzes.
- **LO5:** Use appropriate learning resources including audio-visual aids and community resources such as financial institutions, industries, and exhibitions that support Economics learning.

Content (8 Hours)

1. Using narration/explanation and demonstrations for facilitating understanding – *1 hour*
2. Promoting thinking and construction of knowledge through Advance Organizer Model, Problem Solving, Project-Based Learning, and Field Activities – *3 hours*
3. Facilitating learners for self-study through computers, Internet resources, websites, YouTube, e-Commerce tools, online learning, activity sheets, and assignment tasks – *2 hours*
4. Using Small Group and Whole Group Instruction strategies: cooperative and collaborative learning, brainstorming, role play, dramatization, group discussion, simulation, games, and quizzes – *1 hour*

5. Using learning resources for teaching Economics: audio-visual aids; community resources such as industry, banks, business hubs, and exhibitions – *1 hour*

Module 2: Evaluating Student Learning and Professional Growth of the Teacher (7 Hours)

Learning Outcomes (LOs)

After completing Module the student teacher will be able to:

- **LO1:** Explain the concept and importance of Continuous and Comprehensive Evaluation (CCE) and the role of formative and summative evaluation from a constructivist perspective.
- **LO2:** Construct and administer test items (open-ended and structured) appropriate for Economics learning.
- **LO3:** Identify and engage in professional development opportunities such as seminars, conferences, online resources, collaboration with colleges/universities/industry, journal reading, reflective practice, and industrial field visits.
- **LO4:** Conduct classroom-based research and action research to understand and improve how students learn Economics.

Content (7 Hours)

1. Concept and importance of continuous and comprehensive evaluation; formative and summative evaluation as a constructivist approach – *3 hours*
2. Construction of test items (open-ended and structured) in Economics and administration of tests – *2 hours*
3. Professional development for Economics teachers: seminars, conferences, computer and online resources, collaboration with higher education institutions and industry, reading books and journals, reflective practices, industrial field visits, and use of feedback – *1 hour*
4. Teacher as a researcher: understanding how children learn Economics through research and action research in Economics – *1 hour*

Practical Work / Assignments (Total: 25 Marks)

(Five assignments of 5 marks each)

1. Prepare a detailed lesson plan using the Advance Organizer Model or Problem-Solving Method for any Economics topic. – *5 marks*
2. Develop two activity sheets promoting self-study using online resources or real-life Economics examples. – *5 marks*
3. Conduct one group-based instructional strategy (role play, brainstorming, simulation, or group discussion) in the classroom and prepare a reflective report. – *5 marks*
4. Construct a test of 10 items (open-ended and structured) for a selected Economics unit. – *5 marks*
5. Prepare a two-page action research proposal addressing a learning difficulty in Economics. – *5 marks*

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Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
2211	Geography Education	2	25	25	50

Course Outcomes (COs)

By the end of the course, student-teachers will be able to:

- **CO1:** Understand, analyze, and apply various Geography teaching methods, instructional models, and strategies to enhance classroom learning.
- **CO2:** Facilitate learner-cantered and self-directed learning by effectively integrating ICT, digital tools, online resources, and activity-based tasks.
- **CO3:** Develop skills for organizing and managing small-group and whole-group learning strategies such as cooperative learning, collaborative learning, brainstorming, dramatization, and team teaching.
- **CO4:** Apply appropriate assessment indicators for evaluating Geography learning, including observation records, field diaries, mapping skills, projects, portfolios, and collaborative learning assessment.
- **CO5:** Demonstrate professional growth through seminars, workshops, ICT tools, reflective practices, academic reading, and feedback mechanisms.
- **CO6:** Organize social and community-oriented activities such as exhibitions, Geography fairs, and awareness programs to promote scientific attitudes among students.
- **CO7:** Explain new trends in Geography—GIS, Remote Sensing, GPS, Drone Mapping, Digital Cartography, and Geospatial Technology.

Module 1 : Facilitating learning of Geography

Learning Outcomes (LOs):

After completing Module the student teacher will be able to:

- **(LO1):** Use different Geography teaching methods effectively (Project, Regional, Journey, Comparative).
- **(LO2):** Facilitate self-learning using digital tools, internet resources, and e-learning platforms.
- **(LO3):** Apply small-group and whole-group strategies for active learning.
- **(LO4):** Conduct brainstorming, role play, dramatization, and interactive activities.
- **(LO5):** Use games, quizzes, and team-teaching techniques to enhance classroom engagement.

Contents

1. **Teaching Methods and Instructional Models**
   - Project Method
   - Journey Method
   - Regional Method
   - Comparative Method
2. Facilitating Self-Learning in Geography
   - Use of computers and digital tools

- Accessing internet resources (websites, YouTube, Geography channels)
- E-learning and online platforms
- Activity sheets, homework, and assignments

3. Small Group and Whole Group Strategies
    - Cooperative & collaborative learning
    - Brainstorming, role play, dramatization
    - Group discussion, team teaching
    - Games, quizzes, and interactive learning

Module 2 : Evaluating student-learning and Professional growth of teacher
Learning Outcomes (LOs):
After completing this module, the student-teacher will be able to:

- **(LO1):**Apply indicators for Geography assessment such as observation records, field diaries, and mapping skills.
- **(LO2):**Use portfolio assessment, project work, and collaborative learning evaluation techniques.
- **(LO3):**Plan and engage in continuous professional development activities.
- **(LO4):**Integrate digital tools, seminars, workshops, and reflective practices for growth.
- **(LO5):** Organize Geography-related social activities and understand new trends like GIS, RS, GPS.

Contents

1. Framework & Indicators for Geography Assessment
    - Observation records, field diary, mapping skills
    - Portfolio assessment
    - Project work (lab-based and field-based)
    - Assessment of collaborative learning
    - Evaluation of experimental work
2. Professional Development of Geography Teachers
    - Participation in seminars, workshops, conferences
    - Use of digital tools, online platforms, and ICT
    - Academic collaborations
    - Reading books, journals, and periodicals
    - Reflective practices and field visits
    - Feedback from learners and colleagues

3. Organizing Social Activities
   - Exhibitions, Geography fairs
   - Activities promoting scientific attitude
   - Popularizing Geography education among students
4. Geography New Trends: GIS, Remote Sensing and add Others

Assignments

1. Prepare a Detailed Lesson Plan using any one method: Project Method / Journey Method / Regional Method / Comparative Method. (5 Marks)
   - ☐ Include: Learning objectives, teaching–learning materials, step-by-step procedure, student activities, assessment criteria, and teacher reflection.
   - ☐ Submit a short report (300–400 words) on how the selected method supports active Geography learning.
2. Explore Any One E-Resource Related to Geography (Google Earth, Geography websites, digital maps, learning apps, educational YouTube channels) and write a structured report including: (5 Marks)
   - ☐ Name and link of the e-resource
   - ☐ Key features and interface
   - ☐ Geographical topics supported
   - ☐ How it can be used for self-learning
   - ☐ Classroom applications
   - ☐ Advantages and limitations

3. Prepare a Short PPT (8–10 slides) on the following interactive instructional strategies:
   - ☐ Cooperative & collaborative learning (5 Marks)
   - ☐ Brainstorming
   - ☐ Role play / dramatization
   - ☐ Group discussion / team teaching
   - ☐ Games and quizzes
   - ☐ *Include: definitions, steps, examples, visuals, and benefits for Geography teaching.*
4. Organise a field visit and make an evaluation report by using indicators for Geography Assessment: (5 Marks)
   - Observation records
   - field diary
   - mapping skills
5. Write a self-reflective report on what professional abilities you want to develop in your journey and how you plan to develop them. (5 Marks)
   - My Current Strengths – Teaching skills, subject knowledge, ICT use.
   - Abilities to Develop – Assessment skills, digital pedagogy, research ability.
   - How I Will Develop – Workshops, online courses, reading, peer feedback.
   - Action Plan – Short-term and long-term goals for improvement.
   - Expected Outcome – Better teaching performance and professional growth.
   - Write a report on organizing social activities

     OR

Write a detailed report on any new trend in Geography (GIS / Remote Sensing / GPS / Drone Mapping / Digital Cartography) – any one.

References and additional resources:

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Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
2212	History Education	2	25	25	50

Course Outcomes (COs)

After completion of this course, the student-teacher will be able to:

CO1. Demonstrate understanding of the structure, curriculum, and core elements of History as a school subject.

CO2. Apply effective teaching methods and learning resources to facilitate meaningful History learning.

CO3. Critically analyze History textbooks and other learning materials for accuracy, sequencing, and pedagogy.

CO4. Assess student learning through continuous and comprehensive evaluation, projects, portfolios, and other assessment strategies.

CO5. Engage in professional development and reflective practices to enhance teaching effectiveness and support lifelong learning.

Module 1: Analysis of the Subject History and Learning Resources

Learning Outcomes (LOs)

After completing this module, the student-teacher will be able to:

LO1. Understand the organization, scope, and framework of History as a school subject.

LO2. Explain the concept of curriculum and syllabus, and apply different methods of curriculum construction (Concentric, Chronological, Periodic, Regressive).

LO3. Integrate core elements, values, and life skills into History teaching to promote value-based education.

LO4. Critically analyze History textbooks for content accuracy, sequencing, and pedagogical effectiveness.

LO5. Identify and effectively use traditional and technology-based learning resources, while understanding the professional role and qualities of an ideal History teacher.

Contents (12 hours)

1 Structure of History (2 hour)

- Organization of History as a school subject
- Scope of History, Framework for teaching History

2 Curriculum and Syllabus (3 hour)

- Concept of curriculum and syllabus
- Methods of curriculum construction:
- Concentric
- Chronological
- Periodic
- Regressive

3 Core Elements, Values, and Life Skills (3 hour)

- Value Education, Relationship between values and core elements
- Main objectives of value education, Integration of national values, constitutional principles, and life skills through History teaching

4 Textbook and Content Analysis (2 hour)

- Critical evaluation of History textbooks
- Accuracy of content, Sequencing of topics, Pedagogical approach

5 Types of Learning Resources and Teacher's Role (2 hour)

- Traditional resources (books, charts, maps, museum visits)
- Technology-based resources (computers, online learning, audio-visual aids)
- Qualities of an ideal History teacher, Professional role of a history teacher

Module 2: Planning and Evaluation of History Teaching

Learning Outcomes (LOs)

After completing this module, the student-teacher will be able to:

LO1 - Develop skills in lesson planning by setting clear learning objectives, selecting appropriate content, and choosing effective teaching methods (storytelling, demonstrations, project-based learning).

LO2 - Identify and effectively utilize various teaching resources, including history rooms, museums, historical sites, primary, secondary, and online resources.

LO3 - Apply continuous and comprehensive evaluation (CCE) techniques through projects, portfolios, oral presentations, and group activities to assess student learning.

LO4 - Construct and administer open-ended and structured test items, evaluating both quantitative and qualitative skills, and assessing project work effectively.

LO5 - Evaluate non-exam-based skills using curricular and co-curricular activities, ensuring holistic assessment of learners.

Contents (13 hours)

1 Lesson Planning (3 hour)

- Setting learning objectives, Selecting content
- Choosing appropriate teaching methods (storytelling, demonstrations, project-based learning)

2 Teaching Resources (2 hour)

- History rooms, Museums and historical sites
- Primary Resources, Secondary Resources, Online Resources

3 Student Assessment (2 hour)

- Continuous and comprehensive evaluation (CCE)
- Project work, Portfolios, Oral presentations, Participation in group activities

4 Test Construction (3 hour)

- Preparing open-ended questions, Preparing structured questions
- Assessing quantitative skills, assessing qualitative skills, Evaluating projects effectively

5 Evaluating Non-Exam Skills (3 hour)

- Assessing skills not captured in formal exams
- Using curricular and co-curricular activities

Assignments

Module 1 Assignments:

1. Select any History textbook used in school. Critically analyze its content for accuracy, sequencing of topics, pedagogy, and integration of values and life skills. Submit a report summarizing your findings and suggestions. (8 Marks)
2. Identify traditional and technology-based learning resources available in your institution or community (books, charts, maps, museums, online tools). Prepare a report on how these resources can be used effectively in History teaching. (5 Marks)
3. Prepare a report on how these resources can support teaching History and develop student understanding. (4 Marks)
4. Prepare a detailed lesson plan for a history topic, including learning objectives, content selection, and teaching methods (storytelling, demonstration, project-based learning). Reflect on how the lesson promotes value education and life skills. (8 Marks)

Reference Book -

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23. Dudhe, Hon. Ra. (2003). Learning Transition. Pune : Maharashtra State Board of Secondary and Higher Secondary Education.
24. Dunakhe, R. (2000), The Teaching of History. Pune : Deshmukh Publications.
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28. Khade, S. G. (2004). Learning Transition. Pune: Maharashtra State Board of Secondary and Higher Secondary Education.
29. Karandikar, S. and Mangrulkar, M. (2008), History Intent Pedagogy. Kolhapur : Phadke Publications.

Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
2213	Social Science Education	2	25	25	50

Course Outcomes (COs)

After completion of this course, the student-teacher will be able to:

- **CO1 :** Learners will understand and apply constructivist principles of learning and teaching in Social Science, using models such as Concept Attainment, Guided Discovery, Project Method, Journey Method, and Comparative Method to promote thinking and knowledge construction.
- **CO2 :** Learners will demonstrate the ability to integrate technology and self-study tools—including computers, online resources, YouTube channels, activity sheets, and assignments—to facilitate independent learning in Social Science.
- **CO3 :** Learners will effectively plan and conduct cooperative and collaborative learning activities, such as brainstorming, role play, dramatization, group discussions, team teaching, games, and quizzes, for active engagement in Social Science classrooms.
- **CO4 :** Learners will develop and use various assessment tools and techniques—including CCE, formative and summative evaluation, portfolios, field diaries, mapping, project assessment, and test-item construction—to evaluate diverse learning outcomes in Social Science.
- **CO5 :** Learners will engage in professional growth and research-oriented practices, participating in seminars, field visits, collaborations, reflective practices, and action research, while organizing Social Science-related activities such as exhibitions and fairs to promote Social Science education.

Module 1: Facilitating learning of Social Science (13 Marks)

Learning Outcomes (LOs)

After completing Module the student teacher will be able to:

- **LO1 :** Learners will understand and explain the psychology of learning and constructivist approaches in Social Science teaching.
- **LO2 :** Learners will apply thinking and knowledge-construction strategies such as Concept Attainment, Guided Discovery, Project Method, Journey Method, Regional and Comparative Methods in Social Science learning contexts.
- **LO3 :** Learners will use digital tools and self-study resources—computers, websites, YouTube channels, activity sheets, and assignments—to promote independent learning in Social Science.
- **LO4 :** Learners will plan and implement small-group and whole-group instructional strategies, including cooperative and collaborative learning, brainstorming, role play, dramatization, group discussions, team teaching, games, and quizzes.

Content:

1. Perspective on the Psychology of learning & teaching of constructivism in Social Science (2)
2. Promoting thinking and construction of knowledge through using Concept Attainment, guided discovery, Project Method, Journey method, regional method, comparative method (5)
3. Facilitating learners for self-study through use of computers, Internet resources-Websites, YouTubes, Social Science Channel , online learning, using activity sheets, assigning homework/assignments (3)
4. Using Small Group and Whole Group Instruction strategies through Cooperative and Collaborative approaches to learning, Brain storming, Role Play and Dramatization, Group Discussion, team teaching, Games, Quiz (3)

Module 2: Evaluating student-learning and Professional growth of teacher (12 Marks)

Learning Outcomes (LOs)

After completion of this module, the student-teacher will be able to:

- **LO1 :** Learners will understand and explain the concept and significance of Continuous and Comprehensive Evaluation (CCE) and apply formative and summative evaluation from a constructivist perspective in Social Science.
- **LO2 :** Learners will develop and use **performance assessment tools** such as observation records, field diaries, mapping tasks, portfolios, project assessments, and criteria for evaluating collaborative and experimental work in Social Science.
- **LO3 :** Learners will be able to construct and administer varied test items—open-ended, structured, diagram-based, and activity-based—and evaluate learning outcomes not assessed through formal examinations.
- **LO4 :** Learners will engage in professional development activities, including seminars, conferences, online learning, collaborations, reflective practices, field visits, and using feedback from various sources to enhance teaching effectiveness.
- **LO5 :** Learners will understand and apply the role of a teacher as a researcher, conducting educational research and action research to analyze how students learn Social Science and improve pedagogical practices.
- **LO6 :** Learners will plan and organize Social Science-related activities such as exhibitions, fairs, and awareness events to promote scientific attitude and popularize Social Science education among students.

Content

1. Concept and importance of continuous and comprehensive evaluation, formative and summative evaluation as constructivist Perspective (2)
2. Developing framework and indicators for performance assessment in Social Science: Learner's record of observations; Field diary, Mapping, Portfolio;

Assessment of project work (both in the laboratory and in the field); assessment of participation in collaborative learning; Assessment of experimental work in Social Science (2)

3. Construction of test items (open-ended and structured) in Social Science and administration of tests (2ectives in Social Science not assessed in formal examination system and their evaluation through various curricular and co-curricular activities (1)
4. Professional development for Social Science teachers through (2)
   - Participation in seminar, conferences
   - Computer and online resources
   - Collaboration of school with colleges, universities and other institutions
   - Books, Journals and periodicals
   - Reflective practices of Social Science teachers
   - Field visits
   - Use of Feedback from learners, colleagues and self
5. Teacher as a researcher: Learning to understand how children learn Social Science through research, action research in Social Science. (2)
6. Organizing social activities such as exhibitions, Social Science fair for development of scientific attitude and popularizing Social Science education (1)

Assessment :

1. Constructivist Teaching in Social Science (10 Marks)
   Task: Prepare a detailed write-up (800–1000 words) explaining:
   The **psychology of learning** behind constructivism.
   How Social Science concepts can be taught using:
   - Concept Attainment Model
   - Guided Discovery
   - Project Method
   - Journey Method
   - Regional Method
   - Comparative Method

   Give two classroom examples from any Social Science subject (History/Geography/Civics/Economics) to show constructivist application.
2. Writing a report based on visit to any one place such as Agro tourism Places, Dairy Project, and, agriculture colleges/schools/university and writing a report including following points: planning and preparation, objectives, implication structure of Project, opinion And Feedback. (10 Marks)
3. Prepare one lesson note based on any one of Team Teaching/ Collaborative Learning/ Models of Teaching (5 Marks)

References

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20. Zeichner, K., & Liston, D. (2014). *Reflective teaching: An introduction*. Routledge.

Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
2214	Science and Technology Education	2	25	25	50

Course Outcomes (COs)

After completion of this course, the student-teacher will be able to:

- **CLO1:** Design and organize meaningful learning experiences using appropriate teaching-learning materials, models and methods.
- **CLO2:** Integrate ICT, multimedia, mobile applications, and AI-based tools effectively to enhance science teaching and support diverse learners.
- **CLO3:** Plan, conduct, and evaluate curricular and co-curricular activities such as debates, discussions, role plays, quizzes, and games to promote active learning.
- **CLO4:** Develop, administer, and interpret competency-based assessments, including blueprints, unit tests, rubrics, portfolios, and digital evaluations aligned with CCE principles.
- **CLO5:** Create digital content (videos, blogs, e-modules, digital stories) to support effective teaching, assessment, and learner engagement in learning process

.

Module 1 : Facilitating learning of Science and Technology

After completion of this module, the student-teacher will be able to:

- **LO1:** Use various methods and models of teaching
- **LO2:** Promote construction of knowledge
- **LO3:** Facilitate self learning of Science
- **LO4:** Promote cooperative learning
- **LO5:** Use various learning resources

Content:

1. Using narration/explanation and demonstrations for facilitating understanding.
2. Promoting thinking and construction of knowledge through Using Concept Attainment, Inductive Thinking, guided discovery, Problem solving, Project Based Learning, organizing experiments/laboratory activities.
3. Facilitating learners for self-study through use of computers, Internet resources-Websites,You Tubes, online learning, using activity sheets, assigning homework/assignments.
4. Using Small Group and Whole Group Instruction strategies through Cooperative and Collaborative approaches to learning, Brain storming, Role Play and Dramatization, Group Discussion, Simulation and Games, Quiz.
5. Using learning resources for teaching Science:
   - Science laboratory
   - Audio and Visual aids
   - Community resources such as botanical garden, museum, aquarium, zoo, exhibitions.

Module 2: Evaluating student-learning and Professional growth of teacher.

After learning this module the student teacher will be able to

- **LO1:** Explain concept of continuous and comprehensive evaluation
- **LO2:** Develop indicators for performance assessment in Science and Technology
- **LO3:** Construct various tools for formative and summative evaluation in Science and Technology
- **LO4:** Understand importance and ways to develop professionally
- **LO5:** Plan for an action research.

Content:

1. Concept and importance of continuous and comprehensive evaluation, formative and summative evaluation as constructivist Perspective
2. Developing framework and indicators for performance assessment in science: Learners record of observations; Field diary, herbarium and collection of materials; Oral presentation of learners work in biological science, Portfolio; Assessment of project work (both in the laboratory and in the field); assessment of participation in collaborative learning; Assessment of experimental work in science.
3. Construction of test items (open-ended and structured) in science and administration of tests.
4. Exploring aims and objectives in Science not assessed in formal examination system and their evaluation through various curricular and co-curricular activities.
5. Professional development for science teachers through
   - Participation in seminar, conferences
   - Computer and online resources
   - Collaboration of school with colleges, universities and other institutions
   - Books, Journals and periodicals
   - Reflective practices of Science teachers
   - Field visits
   - Use of Feedback from learners, colleagues and self
6. Teacher as a researcher: Learning to understand how children learn science through research, action research in science.
7. Organizing social activities such as science club, exhibitions, science fair for development of scientific attitude and popularizing science education.

Assignments & Practicum (25 Marks)

1. Design and implement a teaching strategy using the Concept Attainment Model for a topic in Science (10 Marks)

2. Design an ICT-enabled self-learning resource for any secondary school Science topic using online resources such as websites, educational videos, or simulations (5 Marks). The assignment should include:
   Topic and class
   Learning objectives
   Description of the ICT-based learning resource
   Role of the teacher in facilitating self-learning
3. Develop assessment indicators and rubrics for evaluating any one of the following (5 Marks)
   Project work /Experimental work/Participation in collaborative learning.
4. Prepare competency-based question paper (any standard/any topic).
   with structured, open-ended, competency-based questions (5 marks)

References

1. Collette Alfred, Chiappetta Eugene (1984), Science Instruction in the Middle and Secondary schools; Times Mirror/Mosby College Publishing, Toronto.
2. Das R.C. (1985), Science Teaching in School; Sterling Publishers, New Delhi.
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8. Venkataiah S. (2002), Science Education in 21st Century; New Delhi: Anmol Publications Pvt. Ltd.

Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
2215	Music Education	2	25	25	50

Course Learning Outcomes (CLO) खालीलप्रमाणे मांडता येतील:

CLO1: संगीत शिक्षणातील विविध अध्यापन पद्धतींचे सुलभीकरण करून प्रभावी अध्यापन करता येईल.

CLO2: सहकार्यात्मक व सहयोगात्मक अध्ययनाच्या माध्यमातून विद्यार्थ्यांच्या सहभागात्मक आणि सर्जनशील शिक्षण प्रक्रियेला चालना देता येईल.

CLO3: आधुनिक तंत्रज्ञान व विविध अध्ययन साधनांचा वापर करून संगीत विषयाचे स्वअध्ययन व सर्वांगीण अध्ययन विकसित करता येईल.

CLO4: सातत्यपूर्ण व सर्वंकष मूल्यमापनाची संकल्पना समजून संगीत शिक्षणासाठी योग्य मूल्यमापन साधने विकसित व वापरता येतील.

CLO5: संगीत शिक्षकाच्या व्यावसायिक विकासाचे महत्त्व समजून त्याची कर्तव्ये पार पाडताना कृती संशोधनाची योजना करता येईल.

Module 1: संगीत अध्ययनातील सुलभीकरण

Learning Outcomes (LOs)

Learners will be able to:

LO1.संगीत अध्ययनातील विविध पद्धतींचे सुलभीकरण करता येईल.

LO2. विविध अध्यापन पद्धतींचा वापर करता येईल.

LO3. सहकार्यात्मक आणि सहयोगात्मक अध्ययनातुन अध्यापन सुलभ होऊन,सहयोगात्मकता विकसित होईल.

LO4. आधुनिक तंत्रज्ञानाच्या वापरातुन स्वअध्ययन विकसित करता येईल.

LO5. संगीत शिक्षण अध्यापनासाठी अध्ययन साधनांचा/ स्रोतांचा वापर करून,विषयाचा चौफेर अभ्यास करता येईल.

Content:

3.1 संगीत रचना आणि त्यासंदर्भातील ज्ञान रचना यांच्या सुलभीकरणासाठी कथन,स्पष्टीकरण,आणि प्रायोगिक पद्धती चा उपयोग.

3.2 मार्गदर्शनावर आधारित शोध अध्यापन, प्रश्नोत्तर पद्धती,प्रकल्पाराधित अध्यापन.

3.3 आधुनिक माध्यमातुन स्व अध्ययन - संगणक, इंटरनेट .

3.4 सहकार्यात्मक आणि सहयोगात्मक अध्ययन.

3.5 संगीत अध्ययनासाठी विविध स्त्रोतांचा वापर [ओंकार साधना,श्वसन क्रिया,मानवी आवाज,सूर, ताल, वाद्ये, कलादालन,क्षेत्रभेट इ.

Module 2: अध्ययन कर्त्याचे अध्ययन मुल्यमापन आणि शिक्षकाचा व्यावसायिक विकास.

Learning Outcomes (LOs)

Learners will be able to:

LO1. सातत्य पूर्ण आणि सर्वंकष मूल्यमापनाची संकल्पना स्पष्ट करता येईल.

LO2. संगीत शिक्षणातील कार्यमान मूल्यांकनासाठी प्रमाणके/सूची/दर्शक/सूचक मापन साधन विकास करता येईल.

LO3. संगीत शिक्षणातील आकारीत आणि साकारीत मूल्यमापनासाठी विविध साधनांची मांडणी/रचना करता येईल.

LO4. संगीत शिक्षकाच्या व्यावसायिक विकासाचे महत्व आणि मार्गांचे आकलन होईल.

LO5. संगीत शिक्षकाची कर्तव्ये सांगता येतील आणि कृती संशोधन योजना करता येईल.

Content:

4.1.संगीत अध्यापनातील कार्यमान मूल्यांकनासाठी विध्यार्थी निरीक्षण नोंदी, तोंडी सादरीकरण, क्षेत्रकार्य प्रकल्प दर्शक सुची /प्रमाण सुची

4.2 विद्यार्थ्यांचे संगीतातील आकलन तपासण्यासाठी चाचणी रचना व प्रश्नांचे प्रकार इ.

4.3 संगीत शिक्षकाची वैशिष्टये/ कर्तव्ये.

4.4 संगीत शिक्षकाचा व्यावसायिक विकास.

4.5 संगीत शिक्षक - एक संशोधक

Assignments & Practical Work (25 marks)

1. संगीत चर्चासत्र /परिषद सहभाग व त्याचे अहवाल लेखन. **[** ५ गुण **]**

2. सांगीतिक साहित्याचे कालानुरूप अवलोकन **[**५ गुण **]**

3. सांगीतिक कार्यक्रमांचे आयोजन/नियोजन/सादरीकरण **[** ५ गुण **]**

4. विविध गायक संगीतकार यांच्या शैलीचा अभ्यास व उदाहरणासहित अहवाल सादरीकरण.

[१० गुण **]**

संदर्भ ग्रंथ

***** उप्पलवार बी.व्ही.रसवेध १९८७,औरंगाबाद , कैलास प्रकाशन

***** ठकार सुलभा , संगीत आणि सौंदर्यशास्त्र, १९८८, मिरज,अखिल भारतीय गांधर्व महाविद्यालय

***** नाईक श्रीपाद रामचंद्र , सांगीतिक मानसशास्त्र व संगीत शिक्षणाची आधुनिक पद्धती, १९८२, पुणे प्रकाशन-पुणे विद्यापीठ.

*****फाटक किरण, राग , २००५, मुंबई, संस्कार प्रकाशन

***** संगीताची मुलतत्वे

इंग्रजी

* Murthy P.Samba, The Teaching of Music

* National Curriculum Framework 2005, Delhi,N.C.E.R.T

*Ranade G.E., Hindustani Music

Course Code	Title of the Course	Cr	Internal	Practical
2304	**EPC 4 - Understanding the Self**	**2**	**50**	**50**

Understanding the Self

Course Outcomes (CLOs)

After completing this course, student-teachers will be able to:

- **CO1:** Students will be able to develop personal sensibilities, dispositions, and skills that support their own growth and enable them to facilitate the holistic development of their future learners.
- **CO2:** Students will demonstrate social-relational sensitivity and effective communication skills, including attentive listening, mindful observation, and empathetic interaction.
- **CO3:** Students will develop a holistic understanding of the human self and personality, exploring inner aspirations, emotions, and creativity through diverse expressive forms.
- **CO4:** Students will be able to build emotional resilience, manage interpersonal conflicts constructively, and work collaboratively by drawing upon collective strengths.
- **CO5:** Students will understand and appreciate the philosophy and practice of yoga, applying yogic principles and techniques to enhance well-being, harmony, and mind–body integration.

Learning Outcomes (LOs)

- **LO1:** Learners will be able to develop personal sensibilities, dispositions, and skills that support their own growth and help them guide the personal development of their future students.
- **LO2:** Learners will demonstrate social sensitivity and effective communication skills, including the ability to listen attentively and observe thoughtfully.
- **LO3:** Learners will develop a holistic and integrated understanding of the human self and personality through reflective and creative activities.
- **LO4:** Learners will be able to build resilience, manage conflicts positively, and work collaboratively by using collective strengths.
- **LO5:** Learners will understand and apply the philosophy and practice of yoga to enhance overall well-being, harmony, and balance in daily life.

This practical would be transacted through a workshop mode by more than one resource persons.

The practical will address aspects of development of the inner self and the professional identity of a teacher. As an individual in society one has different identities –

gender, relational, cultural – and it is important to address one‘s implicit beliefs, stereotypes and prejudices resulting from these identities. It is important for the student-teachers to be aware of their identities and the political, historical, and social forces that shape them.

The practical shall also focus on revisiting one‘s childhood experiences – influences, limitations and potentials – while empathizing with other childhoods, and also the childhood experiences of one's peers.

Methodologies for the transaction of the practical:

The following methodologies for the transaction of the course could be used in interactive sessions:

1. Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation. (10 Marks)
2. Watching a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds. (10 Marks)
3. Issues of contemporary adolescence/youth need to be taken up as student-teachers first need to understand themselves; and themselves in relation to their students and classroom situations. (10 Marks)
4. Different modes of expression can be used in each of the sessions (so that each of the students get a chance to express herself through any of the modes that they are comfortable in) and at the end of the year, the resource person and the coordinating faculty can reflect back on whether all modes of expression were included through the sessions of not. (10 Marks)
5. The exercise of developing reflective journals and providing regular feedback on those journals can also be used here. (10 Marks)

Suggested activities:

Sr. No.	Title of the activity	Learning outcomes	Kind of activities	Resources needed
1	Exploring the self- Values & self- image	-To be aware of one's potentials, -Able to identify one's strength and weakness -Know what one can do and can't do, -Able to evolve as person and able to develop the skills of self-awareness.	-Workshop on self-awareness, self-concept, self- image: Self-disclosure through Games, Story making, Dance, Art, Postures, Theatre etc. - Meditation workshop, - Yoga sessions, - Self-awareness diagnosis. -Transactional analysis on activities, - Reflections	- five different images or Objects for story making, - Johari window-Self-awareness diagnostic test.
2	Individual & collective self	-Team building, -Respecting others, -Group Task, -Sharing responsibility, -Addressing conflicts	Nature walk/ field visit, Simulation Exercise, Adventure, Collective art.	
3	Self-identity and formation of one 's self	-To examine what has affected, - Own sense of self and identity formation	Workshop on self-identity: - reading sharing and discussion books, - writing life stories, - sharing life turning points / incidents & using nonverbal expressions to can note deeper feelings - role play - SWOC analysis	- Case studies, - Biographies, stories - Film/drama/ documentary, on Human victories & defied, Social and educational issues.
4	Teacher as a reflective practitioner	-To identify a characteristics of a reflective practitioner -To examine ones effectiveness of a reflective practitioner to access one 's reflective teaching.	-Workshop on reflective practices, (Reflection in action on action & for action) -Introspection exercise to know one 's self as reflective practitioner creatively reflect one 's teaching-activity.	

5	Reflection on one ‘s development as a teacher.	-To develop holistic and integrated understanding of self as a teacher	-Write a reflective diary on their one ‘s development as a teacher & get feedback regularly from in charge teacher	Printed reflective diary.

Course Code	Title of the Course	Cr	Internal	Practical
2305	EPC 5 - Drama and Art in Education	2	50	50

Course Outcomes (COs)

After completing this course, student-teachers will be able to:

- **CO1.** Prepare script for dramatization and present involving school students
- **CO2.** Watch and appreciate movie/video program/drama
- **CO3.** Participate in a street play/ skit/drama/musical program/ dance to create awareness of social/ educational problems and remedies
- **CO4.** Organize an exhibition on a theme
- **CO5.** Demonstrate understanding of local cultural and art institutions by analyzing their activities and effectively documenting their contributions to society.

Learning Outcomes (LOs)

- **LO1.** Develop skills in creating and presenting educational scripts through dramatization.
- **LO2.** Enhance the ability to guide and engage school students in learning activities.
- **LO3.** Critically analyze and appreciate educational/social/cultural media content.
- **LO4.** Collaborate effectively with peers to organize thematic exhibitions.
- **LO5.** Reflect on experiences, gather feedback, and improve teaching and presentation practices.
- **LO6.** Develop the ability to observe, analyze, and report on the functioning and contributions of local cultural and art institutions

Activities:

1. **Creating a script for dramatization for content at school level and present it involving school students during internship program (10)**

An orientation about script writing will be given to the student teachers. Each student teacher will select content from her subject and prepare a script for teaching the content - through dramatization. The student teacher will orient and guide the school students about presentation of dramatization. She will submit the script as well as a brief report based on experiences, reflections and feedback.

2. **Watch a video Film/ Movie/Drama and write a report including appreciation (10)**

The student teacher has to select and watch a video Film/ Movie/Drama on any theme related to educational/social/cultural problems/innovations. The student teacher has to write a report based on the theme, justification of selecting the video Film/Movie/Drama, appreciation and reflections.

3. **Organizing an exhibition on a theme in collaboration with peers. (10).**

The activity will be conducted in a group. Student teachers will select a theme such presenting characteristics of any State in India or any nation or any specific culture.

They will prepare/collect material such as specimen, models, charts, posters, graphs, maps, artefacts, pictures, photographs, videos, songs and organize an exhibition for school students/peers and write a report including efforts done in preparation, organization of exhibition, experiences and feedback obtained.

4. Prepare and participate in a street play/skit/musical program/dance/puppet show (10)

The student teachers will complete this activity in a group. The student teachers will sit together, discuss and select a social/ educational problem/ life sketch of any great personality who has given significant contribution in development /educational or social reform. They will prepare a script for presentation through street play/ skit/ musical program/ dance/ puppet show. The group will perform it before class/school students/a group in society and write a report including efforts done in preparation, organization of exhibition, experiences and feedback obtained.

5. Visit the local drama institutions / cultural organizations / folk art institutions in your area and prepare a report based on their activities (10)

Identify nearby drama or cultural institutions, schedule visits, observe their programs and activities, interact with the staff or members, take notes, and prepare a report summarizing their work, programs, and your observations.

Course Code	Title of the Course	Cr	Internal	Practical
2401	EWF 1- School Exposure (1Weeks)	2	50	50

School Exposure

Engagement with Field (EWF 1) (Marks: 50)

After completing this course, student-teachers will be able to:

Course Outcomes (COs)

- **CO1:** Students will be able to understand the structure and functioning of different types of schools by observing Government, Private, Urban, Rural, and Special Category institutions.
- **CO2:** Students will be able to critically analyze school infrastructure, resources, classroom processes, and human resources using systematic observation guidelines.
- **CO3:** Students will develop the ability to prepare a comprehensive school profile, documenting curricular, co-curricular, and administrative aspects of the school.
- **CO4:** Students will be able to reflect on teaching–learning practices, identify strengths and challenges, and relate them to theoretical perspectives learned in the course.
- **CO5:** Students will be able to prepare and present a detailed field-exposure report based on their school visits, demonstrating analytical, observational, and presentation skills.

Learning Outcomes (LOs).

- **LO1:** Student teachers will be able to observe and understand the functioning of different types of schools (Government, Private, Urban, Rural, Special Category, Ashram Schools, and Schools for challenged learners).
- **LO2:** Student teachers will be able to analyze school infrastructure, resources, human workforce, classroom environment, and the organization of curricular and co-curricular activities.
- **LO3:** Student teachers will be able to prepare a comprehensive school profile based on systematic observation using the guidelines provided by the institute.
- **LO4:** Student teachers will develop the ability to critically reflect on teaching–learning processes through classroom observation and identify strengths and areas for improvement in school functioning.
- **LO5:** Student teachers will be able to prepare a detailed field-exposure report and effectively present their observations in a seminar/meeting at the institute.

Duration: 1 weeks

The School Exposure Programme shall be carried out during the Second semester in local/nearby school or schools. For this, the student teachers belonging to the state, where the Institution is located, may be placed in regional language medium schools; and the rest may be placed in other schools. Care must be taken to identify various

types of school such as Government, Private, Urban, Rural, and Specified category schools (e.g. KVs, JNVs, Sainik Schools), Ashram Schools, Schools for challenged learners.

A group of 10 to 12 student teachers may be placed in one school for the purpose. Efforts shall be made to provide exposure to as many types of schools as possible.

A student teacher (or a group of student teachers) needs to visit at least two types of schools: in the first week. A brief orientation programme can be arranged before sending the student teachers to schools to acquaint them with the objectives and modalities of such programme. During this programme, the student **teachers shall observe the school/classroom environments with reference to infrastructure, equipment's, teaching learning materials, functioning, human resources, organisation of various activities, etc.** and prepare a **profile** of the school to which they are attached. The institute shall develop detailed guidelines for school observation; and orient the student teachers to the process of school observation as well as to the use of guidelines. After completion of the field exposure programme, student teachers shall be required to develop a detailed report and share the same in a seminar/meeting at the Institute.

Sr. No.	Internal Assessment	Marks
1	Preparation profile of the school	25 Marks
2	Preparation and Presentation / sharing of the report	25 Marks
Total		50 Marks

The paper Pattern for 4 credit course (50 marks)

Que 1: Answer any one of the following (10 Marks)

a) The school management wishes to design policy on in-service teachers training programme so that every teacher should get opportunity to participate and financial support too. Discuss the policy making cycle for the same.

b) Discuss the socio-cultural context of Indian society and its reflections in designing NEP-2020with suitable example.

Que 2: Answer any one of the following (10 Marks)
a)
b)

Que 3: Answer any one of the following (10 Marks)
a)
b)

Que 4: Answer any one of the following (10 Marks)
a)
b)

Que 5 : Write short note on any two (10 marks)
a)
b)
c)
d)