

Faculty of Education

Syllabus Bachelor of Education Program

Credit based Curriculum w.e.f. batch 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, Semester Program W.E. From Academic year 2025-26)

,	ster	First Semester				
Course Code	Course No	Title of the Courses	Cr	Internal	External	Total Marks
Perspectives in Education						
1101	1	Childhood and Growing Up	4	50	50	100
1102	2	Contemporary India and Education	4	50	50	100
1103	3	Critical understanding of ICT	4	50	50	100
		Subject Education (Any Two) Theory and 25 Practical)	4	50	50	100

Course Code	Course No	Title of the Courses	Course Code	Course No	Title of the Courses
1201	6:1	English Language Education	1209	6:9	Book Keeping and Accountancy Education
1202	6:2	Gujarati Language Education	1210	6:10	Economics Education
1203	6:3	Hindi Language Education	1211	6:11	Geography Education
1204	6:4	Marathi Language Education	1212	6:12	History Education
1205	6:5	Sanskrit Language Education	1213	6:13	Social Science Education
1206	6:6	Urdu Language Education	1214	6:14	Science and Technology Education
1207	6:7	Mathematics Education	1215	6:15	Music Education
1208	6:8	Commerce Education			

Course Code	Course No	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 I.Reading and Reflecting on Texts I.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	Course No	Title of the Courses	Cr	Internal	External	Total Marks			
2104	4.	Learning and Teaching	4	50	50	100			
2105	5.	Language across curriculum	4	50	50	100			
2106	6	Assessment for Learning	4	50	50	100			
Pedagogic Studies: Subject Education (Any Two) Fifty marks each (25 Theory 25 Practical)				50	50	100			

Course Code	Course No	Title of the Courses	Course Code	Course No	Title of the Courses
2201	6:1	English Language Education	2209	6:9	Book Keeping and Accountancy Education
2202	6:2	Gujarati Language Education	2210	6:10	Economics Education
2203	6:3	Hindi Language Education	2211	6:11	Geography Education
2204	6:4	Marathi Language Education	2212	6:12	History Education
2205	6:5	Sanskrit Language Education	2213	6:13	Social Science Education
2206	6:6	Urdu Language Education	2214	6:14	Science and Technology Education
2207	6:7	Mathematics Education	2215	6:15	Music Education
2208	6:8	Commerce Education			

	Third Semester								
Course Code	Course No	Title of the Courses	Cr	Internal	External	Total Marks			
Perspectiv	Perspectives in Education								
3107	7	Knowledge and Curriculum	4	50	50	100			
3108	8	Creating an Inclusive School	4	50	50	100			
3109	9	Gender, School and Society	4	50	50	100			

Course Code	Course No	Optional Course	Cr	Internal	External	Total Marks
3501	10:1:	Peace Education	4	50	50	100
3502	10:2:	Guidance and Counselling	4	50	50	100
3503	10:3:	Sustainable Development	4	50	50	100
3504	10:4:	Human Rights Education	4	50	50	100
Engageme	ent with Fi	eld				
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 (Theory +Practical)	22	550		550

Note:

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

Course Code	Cours e No	Title of the Courses	Cr	Inter nal	Extern al	Total Marks
Code 1101	1	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

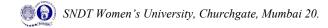
Learning Outcomes (LOs)

Learners 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 NEP 2020's 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 (NEP: whole-child approach)



Module 2: Dimensions of Development

Learning Outcomes (LOs)

Learners 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 as advocated by the NEP 2020.
- **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)

Learners 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)

Learners 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:

- Case Study of a child (physical, cognitive, or emotional development) (10)
 Observation of a child at home/school setting using a development checklist (10)
 Prepare and implement one inclusive classroom activity (10)
 Create a learner profile for multiple intelligences or learning styles (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. म्ंबई: विद्या पब्लिकेशन.

गायकवाड, एम. बी. (2022). NEP 2020 आणि शिक्षकांचे डिजिटल परिवर्तन. कोल्हापूर: ज्ञानदीप पब्लिकेशन.

पवार, एस. बी. (2020). शिक्षक आणि आध्निक तंत्रज्ञान. सातारा: उत्कर्ष पब्लिकेशन.

राष्ट्रशिक्षा मंत्रालय. (2023). डिजिटल शिक्षण उपक्रम भारत सरकार. दिल्ली: भारत सरकार प्रकाशन.

Course Code	Title of the Courses	Cr	Inter nal	Extern al	Theory+ Practical
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)

Learners 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)

Learners 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:

- 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)

By the end of this module, learners 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)

Learners will be able to:

- **LO1.** Identify and analyze 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)
 - o 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)
 - o Design strategies to handle diversity (language, caste, gender, etc.).
- 6. Policy Brief Report on NEP 2020 Component (10 Marks)
 - o 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
- 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
- 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	Inter nal	Extern al	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)

Learners 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)

Learners 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

On completion of 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)

By the end of the module, learners 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

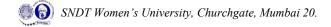
- 1. Exploring National Digital Platforms (Group/Individual | 6 Marks)
 - Explore one platform (SWAYAM/NISHTHA/PM eVidya/DIKSHA) and prepare a 4–5 slide presentation/infographic.
- 2. Poster on ICT in Education: Then & Now (Group/Individual | 6 Marks)
 - Comparison of traditional vs ICT-based education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



o 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.
- 2. Sharma, R. A. (2021). Educational Technology and ICT. R. Lall Book Depot.
- 3. Kumar, N. (2020). *ICT in Education*. Shipra Publications.
- 4. UNESCO. (2011). ICT Competency Framework for Teachers. Paris: UNESCO.
- 5. 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.
- 6. Ministry of Education, Govt. of India. (2020). *National Education Policy 2020*. https://www.education.gov.in
- 7. Ministry of Education, Govt. of India. (2022). *ICT Initiatives in School Education*. https://diksha.gov.in/resources

Marathi Reference Books (APA Style)

- 1. पाटील, डी. जी. (2019). शैक्षणिक तंत्रज्ञान आणि आय सी टी. पुणे: नूतन प्रकाशन.
- 2. जाधव, संजय. (2021). शिक्षण व नवतंत्रज्ञान. मूंबई: विदया पब्लिकेशन.
- 3. गायकवाड, एम. बी. (2022). NEP 2020 आणि शिक्षकांचे डिजिटल परिवर्तन. कोल्हापूर: ज्ञानदीप पब्लिकेशन.
- 4. पवार, एस. बी. (2020). शिक्षक आणि आध्निक तंत्रज्ञान. सातारा: उत्कर्ष पब्लिकेशन.
- 5. राष्ट्शिक्षा मंत्रालय. (2023). *डिजिटल शिक्षण उपक्रम भारत सरकार*. दिल्ली: भारत सरकार प्रकाशन.

Course Code	Title of the Courses Enhancing Professional Competency	Cr	Inter nal	Extern al	Theory+ Practical
1301	EPC 1: Skill Development Program	2	25	25	50

Course Outcomes (COs)

After completing this course, student-teachers 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: Micro-teaching

Credits: 1

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:

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

Assignment:

- 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

Credits: 1

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.



Module 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:

- 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.
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.	explanations	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.
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	Title of the Courses	Cr	Inter	Extern	Theory+
Code	Competency		nal	al	Practical
1302	EPC 2- Teaching Learning Competency Enhancing Professional	2	25	25	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.

Module 1: Reading and Reflecting on Text

Credits: 1

Learning Outcomes (LOs)

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

- **LO1.** Apply strategies of reading for comprehension.
- LO2. Write coherent and relevant answers based on the text.
- LO3. Express and justify personal interpretations or perspectives.
- LO4. Engage in collaborative discussion and reflect on multiple viewpoints.

Activities / Contents:

- Activity 1: Reading for Comprehension and Reflective Response
 - Select one reading passage (500–800 words) relevant to the studentteachers' subject discipline, such as:
 - An article from an educational journal
 - A short biography of an educational thinker or reformer
 - A reflective piece on education policy or practice (NEP 2020 themes encouraged)
 - A text from subject-specific literature
 - Provide 5-7 comprehension questions focusing on:
 - Factual recall
 - Interpretation
 - Vocabulary in context
 - Opinion-based response
 - Facilitate small group discussions (3–4 members) where each group:
 - Shares individual interpretations
 - Identifies main ideas collectively
 - Discusses diverse perspectives
 - Each student rewrites the summary/main points in their own words, integrating group reflections and their own viewpoint.

Module 2: Media Viewing / Website Observation and Summary Presentation Credits: 1

Learning Outcomes (LOs)

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

• LO1. Use media and internet tools effectively to explore educational content.

- LO2. Identify key concepts and summarize main ideas clearly and concisely.
- **LO3.** Express and communicate the summary effectively to peers in group discussion.

Activities / Contents:

- Activity 2: Media Viewing / Website Observation and Summary Presentation
 - Selection of Media/Website:
 - Watch an educational program (e.g., DIKSHA, NCERT YouTube, National Geographic, TED-Ed) OR
 - Visit an informative website (e.g., UNESCO, NROER, academic blogs, subject-specific portals).
 - Content must relate to the student-teacher's subject (Science, Math, Languages, Social Science, etc.).

Note-taking During Viewing/Reading:

- Record major concepts, themes, or issues presented.
- Note statistics, examples, or case studies used.
- Capture key terms or frameworks relevant to their subject.

Summary Writing (200–250 words):

- Title of the media/program/site.
- Brief context of the content.
- Main points covered.
- Reflections or personal insights.

Oral Presentation (3–5 minutes):

- Present the summary in subject-specific groups.
- Encourage peer questions and discussions.
- Focus on clarity, articulation, and relevance to teaching-learning.

EPC 3: Learning to use Computer in Education (Computer Project)

(Credits: 2, hours: 60, marks: 50)

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.

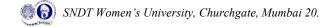
Nature of the Practical

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

Practical No 3: Reflection on OER (Marks 15) Objectives / 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

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

Module 1: 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 to teaching English.

Content:

- 1. English Language Teaching (ELT) in NEP 2020.
- 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 (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 Component (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.

Cours e Code	Title of the Courses	Cr	Inter nal	Extern al	Theory+ Practical
1203	ગુજરાતીશિક્ષણ	2	25	25	50

મોડ્યુલ૧: અભ્યાસક્રમઅનેગુજરાતીવિષયનાહેતુઓનીસમજણ

કલસમય:૮કલાક (થિયરી)

હેતુઓ (Objectives / Learning Outcomes – LOs)

આ મોડયુલના અભ્યાસ પછી, વિદ્યાર્થી-શિક્ષક નીયેના કશળતા વિકસિત કરશે:

- **LO1.** ગુજરાતી ભાષાના સ્વભાવ અને શાખાઓની સમજ.
- **LO2.** ગુજરાતી શિક્ષણના હેતુઓ અને મુલ્યોની ઊંડી સમજ.
- LO3. બ્લૂમ તથા એન્ડરસનના શ્રેણીકરણ આધારે શિક્ષણ હેતુઓ લખી શકવું.
- LO4. રાજ્યના અભ્યાસક્રમના હેતુઓનું વિશ્લેષણ અને અર્થઘટન.
- LO5. ગુજરાતી વિષયના અન્ય વિષયો સાથે સંબંધ સ્થાપી શકવું.
- LO6. અભ્યાસક્રમ રચનાના આધુનિક ધોરણો અને નીતિઓની ઓળખ.

વિષયવસ્તુ:

1. ગુજરાતીભાષાનુંસ્વરુપઅનેવ્યાપકતા (રકલાક)

- અર્થ, લાક્ષણિકતાઓઅનેમહત્વ
- શાખાઓ: સાહિત્ય, ભાષાશાસ્ત્ર, વ્યાકરણ, શૈક્ષણિકભાષા

ગુજરાતીશિક્ષણનાહેતુઓ (૧કલાક)

- ભાષાત્મકઅભિવ્યક્તિનુંવિકાસ
- સંવેદનશીલતાઅનેમાનવીયમૂલ્યોનોસ્વીકાર
- સ્થાનિકઅનેસાંસ્કૃતિકસંદર્ભસાથેસંબંધ

શિક્ષણહેતુઓઅનેઅભ્યાસપરિણામો (રકલાક)

- બ્લૂમઅનેએન્ડરસનના Taxonomy
- State Boardનાધોરણ૧૧/૧૨નાઅભ્યાસપરિણામોનેઆધારભૂતઉદ્દેશોલખવાનોઅભ્યાસ

અભ્યાસક્રમવિકાસ: સિદ્ધાંતોઅનેપ્રવૃત્તિઓ (૧.૫કલાક)

- અભ્યાસક્રમરયનાનામૂળભૂતસિધ્દાંતો
- NEP 2020નુંપરિપ્રેક્ષ્ય હનરવિકાસ, સ્થાનિકઅનુકુલન, અનુભવોઆધારિતઅભ્યાસ

અન્યવિષયોસાથેગુજરાતીભાષાનાસંબંધો (૧.૫કલાક)

- ઈતિહાસ, નાટ્યકલા, ICT, સમાજશાસ્ત્રસાથેસંબંધસ્થાપન
- વાસ્તવિકજીવનમાંભાષાનુંમહત્વ

મોડ્યુલર: ગુજરાતીશિક્ષણમાટેઆયોજન :(કુલસમય:૮કલાક (થિયરી)

હેતુઓ (Learning Outcomes – LOs)

આમોડ્યુલનાઅભ્યાસપછી, વિદ્યાર્થી-શિક્ષકનીયેનાકુશળતાવિકસિતકરશે:

- LO1.શિક્ષણ આયોજનના પ્રકારોઅનેતેનું મહત્વસ મજવું.
- LO2.વર્ષયોજના, યુનિટયોજનાઅનેપાઠયોજનાતૈયારકરોશકવું.
- LO3.ગુણવત્તાવાળીશિક્ષણયોજનાકેવીહોવીજોઈએતેઓળખવું.
- **LO4.**સંહઅભ્યાસક્રમપ્રવૃત્તિઓનીરયનાઅનેઆયોજનશીખવું.
- LO5.શાળાખાતીયપ્રવૃત્તિઓદ્વારાભાષાગતઅનેસાંસ્કૃતિકજાગૃતિલાવવી.

વિષયવિસ્તાર:

- 1. આયોજનનાપ્રકારો (૩કલાક)
 - વર્ષયોજના, યુનિટયોજના, પાઠયોજના
 - દરેકયોજનામાટેનાઘટકોઅનેમાળખું
 - રાજ્યબોર્ડનાઅભ્યાસક્રમસાથેલિક

ઉત્કૃષ્ટઆયોજનનાલક્ષણો (૧કલાક)

- સ્પષ્ટતા, લવયીકતા, ઉદ્દેશોનાંસાથેસંકલન, વિદ્યાર્થી-કેન્દ્રિતઅભિગમ
- NEP 2020નેઅનુલક્ષીને

ગુજરાતીઆધારિતપ્રવૃત્તિઓનુંઆયોજન (રકલાક)

- ભાષાક્લબ, પુસ્તકપ્રદર્શન, કવિસંમેલન
- ભાષાઅભ્યાસમાંપ્રવૃત્તિઓનોસમાવેશ

સહઅભ્યાસક્રમપ્રવૃત્તિઓ (રકલાક)

- ભાષાક્વિઝ, પોસ્ટરનિર્માણ, પાત્રાવાયન, વ્યાખ્યાન, "માતૃભાષાદિવસ"
- NEP મુજબસર્વાંગીશિક્ષણતરફદોરીજનારઅભિગમ

વહીવટીકાર્ય (Practical Work) – ૭કલાક (૧૨ગુણ)

- 1. અભ્યાસક્રમવિશ્લેષણ (૨કલાક ૩ગુણ)
 - રાજ્યબોર્ડનાધોરણ૧૧/૧૨નાગુજરાતીઅભ્યાસક્રમનીસમીક્ષા

શિક્ષણઉદ્દેશોલખવાનોઅભ્યાસ (૧.૫કલાક – ૨ગુણ)

• કોઈએકપર્ંં્યવિષયપરથીપસ્પષ્ટઉદ્દેશોલખવા

વિષયરજૂઆત – ગુજરાતીભાષાનુંસ્વરુપ (૧કલાક – ૨ગુણ)

• સમૂહપ્રવૃતિદ્વારાઉદાહરણસાથેલેખિત/મૌખિકરજૂઆત

વિષયસંયોજનપ્રોજેક્ટ (૧.૫કલાક – ૩ગુણ)

• ભાષાઅનેઅન્યવિષયોવય્યેનોસંબંધદર્શાવતોરિપોર્ટ/ઇન્કોગ્રાક

વિયારવિમર્શપુસ્તકિકા (૧કલાક – ૨ગુણ)

• શીખેલીબાબતોઅંગેઅંગતચિંતન

વહીવટીકાર્ય (Practical Work) – ૭કલાક (૧૩ગુણ)

- 1. વર્ષયોજનાતૈયારકરવી (૧.૫કલાક ૩ગણ)
 - ધોરણ૧૧અથવા૧૨માટેગુજરાતીવિષય

યૂનિટયોજના (૧.૫કલાક – ૩ગુણ)



• વિષય: "નાટક", "નિબંધ", અથવા "પાત્રાવાયન"

પાઠયોજના (૧કલાક – ૩ગુણ)

• પ્રવૃત્તિઆધારિતઅભિગમ

એકસહઅભ્યાસક્રમપ્રવૃત્તિનુંઆયોજન (૧.૫કલાક – ૨ગુણ)

• ભાષાદિવસ, પાત્રાવાયન, પોસ્ટર, ક્વિઝવગેરે

વિયારવિમર્શરિપોર્ટ (૧.૫કલાક – ૨ગુણ)

ગુજરાતીસાહિત્યઅનેશિક્ષણવિષયકસંદર્ભ):

- 1. દેસાઈ, પી. (૨૦૧૮). *ગુજરાતી ભાષા શાસ્ત્રનો ઈતિહાસ*. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
- 2. પટેલ, આર. જી. (૨૦૨૧). *શાળા શિક્ષણ માં ભાષા વિકાસ પદ્ધતિઓ*. રાજકોટ: ગુણવન્ત પ્રકાશન.
- 3. જોશી, ખાર. ખાર. (૨૦૧૭). *અભ્યાસક્રમઅને અધ્યાપન યોજનાઓ*. અમદાવાદ: નવભારત પ્રકાશન.
- 4. નાયક, એસ. બી. (૨૦૨૦). *શિક્ષણમાંસહ અભ્યાસક્રમ પ્રવૃત્તિઓનું મહત્વ*. સુરત: નર્મદાપ્રકાશન.
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- 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	Inter nal	Extern al	Theory+ Practical
1202	Hindi Bhasha Shikshan	2	25	25	50

मॉड्यूल 1: पाठ्यक्रम की समझ, हिन्दी भाषा की प्रकृति एवं उद्देश्योंका अध्ययन उद्देश्य (Objectives)

इस मॉड्यूल का अध्ययन करने के पश्चात विद्यार्थी-शिक्षक सक्षम होंगे-

- LO1. हिन्दी भाषा की प्रकृति, संरचना और विशेषताओं को समझने में।
- LO2. हिन्दी शिक्षण के उद्देश्य स्पष्ट रूप से व्याख्यायित करने में।
- LO3. शिक्षण के उददेश्यों की रचना करने में।
- LO4. पाठ्यक्रम विकास के सिद्धांतों का विश्लेषण करने में।
- LO5. हिन्दी विषय का अन्य विषयों और जीवन से संबंध स्थापित करने में।

सैद्धांतिकविषयवस्तु (8 घंटे)

- 1. हिन्दी भाषा का अर्थ, प्रकृति, संरचना और महत्त्व। (2 घंटे)
- माध्यमिकस्तरपर हिन्दी शिक्षण के उद्देश्य (राज्य पाठ्यक्रम और एनसीएफ 2005 के अनुसार)।
 (2 घंटे)
- 3. शिक्षण उद्देश्योंके निर्धारण हेत् ब्लूम एवं एंडरसन की श्रेणियाँ। (1 घंटा)
- पाठ्यक्रम विकास के सिद्धांत और वर्तमान हिन्दी पाठ्यक्रम तथा पाठ्य पुस्तकों का विश्लेषण।
 (2 घंटे)
- 5. हिन्दी का अन्य विषयों एवं दैनिक जीवनसे संबंध। (1 घंटा)

मॉड्यूल 2: हिन्दी भाषा शिक्षण की योजना एवं क्रियान्वयन उद्देश्य (Objectives)

इस मॉड्यूल का अध्ययन करने के पश्चात विद्यार्थी-शिक्षक सक्षम होंगे-

- LO1. हिन्दी शिक्षण में योजना की आवश्यकता एवं महत्त्व समझने में।
- LO2. वर्ष योजना, इकाई योजना एवं पाठ योजना का निर्माण करने में।
- LO3. हिन्दी शिक्षण में सह-पाठ्यक्रमीय गतिविधियों का नियोजन करने में। सैद्धांतिकविषयवस्त् (8 घंटे)
 - 1. योजना का अर्थ, आवश्यकता और प्रकार: वर्ष योजना, इकाई योजना एवं पाठयोजना। (2 घंटे)
 - 2. प्रभावी शिक्षण योजना की विशेषताएँ। (1 घंटा)
 - 3. हिन्दी शिक्षण में कहानी, नाट्य, कविता पाठ जैसी रणनीतियों का प्रयोग। (2 घंटे)
 - 4. हिन्दी दिवस, वाद-विवाद, निबंध लेखन, कवितापाठ आदिसह-पाठ्यक्रमीय गतिविधियों की योजना। (2 घंटे)
 - हिन्दी शिक्षण में आईसीटी, श्रव्य-दृश्यसामग्री का प्रयोग। (1 घंटा)

प्रायोगिक कार्य (7 घंटे, 12 अंक)

- गतिविधि: हिन्दी शिक्षण के उद्देश्यों का चार्ट बनाना। (2 घंटे)
- कार्य: दो भिन्न कक्षाओं की हिन्दीपा ठ्य पुस्तकों का तुलनात्मक विश्लेषण। (2 घंटे)
- प्रस्तुति: परियोजना के माध्यमसे हिन्दी का अन्य विषयोंसे संबंध दिखाना। (1 घंटा)



- असाइनमेंट: किसी विषयपर ब्लूमकी श्रेणी के अनुसार शिक्षण उद्देश्यों का लेखन। (2 घंटे) प्रायोगिककार्य (7 घंटे, 12 अंक)
 - कार्य: एक वर्ष योजना और हिन्दी गद्य/पद्य पर पाठयोजना बनाना। (2 घंटे)
 - गतिविधि: कविता पाठय भूमिका निर्वाह की गतिविधि का आयोजन और रिपोर्ट लेखन। (2 घंटे)
 - प्रदर्शन: हिन्दी शिक्षण में श्रव्य-दृश्यसामग्री का प्रयोगकर प्रस्तुति देना। (1 घंटा)
 - असाइनमेंट: हिन्दी व्याकरण विषयपर पावरपॉइंट प्रस्तुति तैयार करना। (2 घंटे)

ग्रंथसूची

- 1. अग्रवाल, जे.सी. (2010). Teaching of Hindi: A Practical Approach. विकास पब्लिशिंग हाउस।
- 2. शर्मा, आर.ए. (2008). *हिन्दी शिक्षण विधि*. आर.लाल ब्क डिपो।
- 3. मिश्रा, एस.एन. (2012). अधिगम और शिक्षण. विनोद प्स्तक मंदिर।
- 4. यादव, एन. (2011). *हिन्दी भाषा शिक्षण*. राधा पब्लिशिंग हाउस।
- 5. एनसीईआरटी. (2005). राष्ट्रीय पाठ्यचर्या रूप रेखा 2005. नई दिल्ली: एनसीईआरटी।
- 6. भारत सरकार. (2020). राष्ट्रीय शिक्षा नीति 2020. शिक्षा मंत्रालय।

Course Code	Title of the Courses	Cr	Inter nal	Extern al	Theory+ Practical
12014	मराठी भाषा शिक्षण-१	2	25	25	50

कोर्स उद्दिष्टे (Course Outcomes - COs) संख्यात्मक स्वरूपात प्ढीलप्रमाणे मांडली जाऊ शकतात:

- CO1. मराठी भाषेचे स्वरूप, सद्यस्थिती आणि तिच्यासमोरील आव्हाने यांचे विश्लेषण करू शकणे.
- CO2. मातृभाषा मराठीचे मानवी जीवनातील स्थान व महत्व समजून चिकित्सक दृष्टिकोन मांडू शकणे.
- CO3. मराठी भाषा विषयाच्या अध्यापनाची ध्येये आणि उद्दिष्टे प्रत्यक्ष अध्यापन प्रक्रियेशी जोडून समजावून सांगणे.
- CO4. माध्यमिक स्तरावरील मराठी भाषा विषयाचा अभ्यासक्रम, त्याची रचना, व्याप्ती व वैशिष्ट्ये स्पष्ट करू शकणे.
- CO5. भाषा अध्यापनाची बदलती संकल्पना व तत्त्वे प्रत्यक्ष अध्यापन कार्यात वापरू शकणे.
- CO6. विविध अध्यापन पद्धती व तंत्रांचा प्रभावी उपयोग करून विद्यार्थीकेंद्रित अध्यापन करू शकणे.
- CO7. ICT, प्रकल्प, जिगसॉ, फ्लिप्ड क्लासरूम यांसारख्या नवोन्मेषी पद्धती वापरून अध्यापन अधिक आकर्षक व परिणामकारक बनवणे.

अध्ययन निष्पत्ती (Learning Outcomes - COs)

या अभ्यासक्रमाचा यशस्वी अभ्यास केल्यानंतर विदयार्थी-

- CO1.मराठी भाषेचे स्वरूप, सद्यस्थिती व आव्हाने यांचे विश्लेषण करू शकतील.
- CO2.मातृभाषा मराठीचे मानवी जीवनातील स्थान व महत्व यावर चिकित्सक दृष्टीकोन मांडू शकतील.
- CO3.मराठी भाषा विषयाच्या अध्यापनाची ध्येये व उद्दिष्टे प्रत्यक्ष अध्यापनप्र क्रियेशी जोडून अध्यापनाचे नियोजन करू शकतील.
- CO4.माध्यमिक स्तरावरील मराठी भाषा विषयाचा अभ्यासक्रमयाची रचना, व्याप्ती व वैशिष्ट्ये स्पष्ट करू शकतील.
- CO5.भाषा अध्यापनाची बदलती संकल्पना व तत्त्वे प्रत्यक्ष अध्यापन कार्यामध्ये वापरून पाठ घेतील.
- CO6.विविध अध्यापन पद्धती व तंत्रांचा प्रभावी उपयोग करून विद्यार्थी केंद्रित अध्यापन करू शकतील.
- **CO7.** ICT, प्रकल्प, जिगसॉ, फ्लिप्ड क्लासरूम अशा नवोन्मेषी पद्धती 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 सांग् शकतील.

सामग्री (Content):

- 1.1 मराठी भाषेचे स्वरूप-अभिजात भाषा, प्रमाण भाषा, बोली भाषा
- 1.2 मराठी भाषेची सद्यस्थिती व आव्हाने-दैनंदिन व्यवहार, शिक्षण, साहित्य, माध्यमे, आर्थिक व व्यवसायिक क्षेत्रे, कायदा व न्यायव्यवस्था, शासन-प्रशासन
- 1.3 मातृभाषा मराठीचे स्थान व महत्त्व-दैनंदिन जीवन, ज्ञानप्राप्ती, संस्कृती संवर्धन, व्यक्तिमत्व विकास
- 1.4 त्रिभाषासूत्र-मातृभाषेत्न शिक्षणावरील NEP 2020 व महाराष्ट्र राज्य अभ्यासक्रम 2024 मधील मार्गदर्शन
- 1.5 मराठी भाषा शिक्षणाची ध्येये, उद्दिष्टे व क्षमता-मौखिक/भाषिक साक्षरता, प्रभावी संभाषण, साहित्यिक व सर्जनशील क्षमता, सांस्कृतिक स्वीकृती, संवेदनशीलता व नैतिकतेचा विकास
- 1.6 माध्यमिक स्तरावरील मराठी विषयाचा अभ्यासक्रम-तत्त्वे व सध्याच्या अभ्यासक्रमाची वैशिष्ट्ये

मॉड्युल2:मराठी भाषा विषयाचे अध्ययन-अध्यापन अध्ययन निष्पत्ती (LOs):

- LO1. वार्षिक, घटक, पाठनियोजन व अभ्यासान्वर्ती उपक्रमांचे नियोजन करू शकतील.
- LO2. मराठी विषयाच्या अध्यापन तत्त्वांन्सार योग्य पद्धती व तंत्राची निवड करून पाठ नियोजन करू शकतील.

सामग्री (Content):

- प्रथम भाषा मराठीचे नियोजन-वार्षिक, घटक, पाठ व अभ्यासान्वर्ती उपक्रमांचे नियोजन
- अध्यापनाची तत्त्वे-समवाय, अनुभवाधिष्ठितता, विद्यार्थी-केंद्रितता, मूल्याधिष्ठितता, आनंददायी, सर्जनशीलता-केंद्रितता, ग्रंथाधिष्ठित व संदर्भाधिष्ठितता, तंत्र विज्ञानाचे एकात्मिकीकरण (अर्थ, स्वरूप, गरज, महत्त्व)
- 2.3 अध्ययन-अध्यापन पद्धती-व्याख्यान, कथन, चर्चा, प्रश्नोत्तर, नाट्यीकरण, भूमिकाभिनय, प्रकल्प, कार्यशाळा (स्वरूप, टप्पे, गुण व मर्यादा)

अंतर्गत मूल्यांकनासाठी कार्य (Assignments) - 25 गुण

- 1. मराठी भाषेच्या कोणत्याही क्षेत्राची (बँकिंग, माध्यमे, शिक्षण इ.) प्रत्यक्ष भेट देऊन सध्यस्थितीचा अभ्यास करून प्राव्यासह अहवाल सादर करणे. (5 ग्ण)
- 2. पेपर प्रेझेंटेशन-स्वातंत्र्यानंतरच्या शैक्षणिक आयोग व धोरणांनी मातृभाषा शिक्षणाबाबत घेतलेल्या भ्मिका यावर चिकित्सक आढावा घेऊन पेपर सादर करणे. (5 गुण)
- 3. गट सादरीकरण- "मातृभाषा मराठीचे मानवी जीवनातील स्थान" या विषयावर नाट्यरूप सादरीकरण.
- 4. कोणत्याही एका इयतेसाठी मराठी विषयाचे वार्षिक व घटक नियोजन तयार करणे. (5 गुण)
- 5. नाविन्य पूर्णअध्ययन-अध्यापन पद्धतीचा वापर करून पाठाचे नियोजन तयार करणे. (5 गुण)



संदर्भ सूची-मराठी भाषा शिक्षण

- 1. आचरेकर, एम. जे. (2018). *मराठी भाषा शिक्षणाचे तत्त्व आणि पद्धती*. प्णे: विद्या प्रकाशन.
- 2. देशमुख, एस. आर. (2019). *मराठी शिक्षणातील नवीन संकल्पना व अध्यापन पद्धती*. मुंबई: विद्या प्रकाशन.
- 3. कुलकर्णी, एम. बी. (2020). *माध्यमिक शाळेतील मराठी शिक्षण व अभ्यासक्रम विकास*. पुणे: ज्ञानदीप प्रकाशन.
- 4. पाटील, डी. जी. (2021). *मराठी भाषा शिक्षण: अन्भवाधारित दृष्टिकोन*. प्णे: नूतन प्रकाशन.
- 5. शर्मा, आर. के. (2017). भाषा शिक्षणातील नवोन्मेषी पद्धती. म्ंबई: कालयनीप्र काशन.
- 6. राष्ट्रीय शैक्षणिक संशोधन आणि प्रशिक्षण परिषद (NCERT). (2021). *माध्यमिक शाळेतील मराठी* भाषा पाठ्य प्रस्तकमालिका. नवी दिल्ली: NCERT.
- 7. शिक्षण मंत्रालय, भारत सरकार. (2020). राष्ट्रीय शैक्षणिक धोरण 2020 (NEP 2020). नवी दिल्ली: भारत सरकारप्र काशन.
- 8. महाराष्ट्र राज्य शैक्षणिक अभ्यासक्रम मंडळ (MSBSHSE). (2024). *माध्यमिक शाळा मराठी अभ्यासक्रम आराखडा*. मुंबई: MSBSHSE.
- 9. DIKSHA पोर्टल, शिक्षण मंत्रालय, भारत सरकार-https://diksha.gov.in
- 10. राष्ट्रीय ओपन एज्युकेशनल रिसोर्सेसरिपॉझिटरी (NROER) https://nroer.gov.in

Course Code	Title of the Courses	Cr	Inter nal	Extern al	Theory+ Practical
1207	Mathematics Education	2	25	25	50

Module 1: Understanding Curriculum and Aims of Mathematics

Total Hours: 8 (Theory)

Objectives / 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 Outline

- 1. **Nature and Scope of Mathematics** (2 hours)
- Meaning, characteristics, and significance of Mathematics
- Major branches: Arithmetic, Algebra, Geometry, Statistics, Trigonometry
- Aims and Objectives of Mathematics Education (1 hour) 2.
- 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 • .
- 3. **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
- **Curriculum Development: Principles and Trends** (1.5 hours)
- Fundamental principles of curriculum design
- NEP 2020 directives: Experiential learning, skill development, integration with local context
- 5. Current trends: Experiential, Activity-Based & Play-Based Learning, Integration of ICT, Integration with Indian Knowledge Systems & History of Maths, Early Foundational Numeracy Mission
- **Interdisciplinary Linkages of Mathematics** (1.5 hours) 6.
- 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

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
- **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 Triangle 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.

5. 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.
- 3. Gupta, S. P. (2020). Teaching of Mathematics. New Delhi: Arya Book Depot.
- 4. NCERT. (2021). Secondary School Mathematics Textbooks (Class IX-XII). New Delhi: NCERT.
- 5. NCERT. (2021). *Teaching of Mathematics*. New Delhi: NCERT Curriculum Development Series.
- 6. NCERT. (2005). National Curriculum Framework (NCF 2005). New Delhi: NCERT.
- 7. Ministry of Education, Govt. of India. (2020). *National Education Policy 2020*. New Delhi: Government of India.
- 8. Sharma, R. K. (2018). *Methods of Teaching Mathematics*. Ludhiana: Kalyani Publishers.
- 9. Singh, R., & Chauhan, S. (2019). *Mathematics Curriculum and Pedagogy: Principles and Practices*. New Delhi: Routledge India.
- 10. Vashishta, M. (2017). *Practical Guide for Teaching Mathematics in Schools*. New Delhi: Sterling Publishers.
- 11. DIKSHA Portal, Ministry of Education, Govt. of India https://diksha.gov.in
- 12. National Repository of Open Educational Resources (NROER) https://nroer.gov.in

Marathi References

- 1. पाटील, डी. जी. (2020). शालेय गणित शिक्षण: तत्त्वे व पद्धती. पुणे: नूतन प्रकाशन.
- 2. देशमुख, एस. आर. (2019). गणित शिक्षणातील कार्यप्रणाली आणिअनुभवाधारित शिक्षण. मुंबई: विदयाप्रकाशन.

- 3. कुलकर्णी, एम. बी. (2021). *गणिताचे शिक्षण व अभ्यासक्रम विकास*. पुणे: ज्ञानदीप प्रकाशन.
- 4. राष्ट्रीय शैक्षणिक संशोधन आणि प्रशिक्षण परिषद (NCERT). (2021). माध्यमिक शाळेतील गणित *पाठ्यपुस्तक मालिका*. नवीदिल्ली: NCERT.
- 5. शिक्षण मंत्रालय, भारत सरकार. (2020). राष्ट्रीय शैक्षणिक धोरण २०२०. 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	Inter nal	Extern al	Theory+ Practical
1208	Commerce Education	2	25	25	50

Module 1: Understanding Curriculum and Aims of Commerce

Total Hours: 8 (Theory)

Objectives / 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

2. **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

3. **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

4. **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

5. **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 activities.

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

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

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.

 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.
- 5. 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.
- 6. Aggarwal, J. C. (2008). *Curriculum and instruction*. Shipra Publications. Marathi Reference Books
 - १. कंभारे, अ. (२०१६). वाणिज्य शिक्षण पदधती. ज्ञानमंदिरप्रकाशन.
 - २. पाटील, र. स. (२०१९). शिक्षण शास्त्रातील Bloom Taxonomy. प्रसाद प्रकाशन.
 - ३. गायकवाड,म.ब.(२०२१). वाणिज्य शिक्षण व अध्यापनतंत्र. विदयापीठ प्रकाशन.
 - ४. ग्रव, उ.(२०१८). शालेय अभ्यासक्रमव अध्यापन नियोजन. अमेय प्रकाशन.
 - ५. जाधव, स. (२०२१). नवीन शैक्षणिक धोरण 2020 आणि शिक्षक शिक्षण. सृजन प्रकाशन.

Course Code	Title of the Courses	Cr	Inter nal	Extern al	Theory+ Practical
1209	Book Keeping and Accountancy	2	25	25	50

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 (with hours in brackets):

- 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. (11/2 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 (with hours in brackets):

- 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

- Observation and Report Writing: Duration: 1 hour Marks: 2
- Development of Teaching Aid: Duration: 1 hour Marks: 2
- Preparation of Year Plan: Duration: 1½ hours Marks: 2
- **Preparation of Unit Plan:** Duration: 1½ hours Marks: 2
- Preparation of Individual Lesson Plan: Duration: 1 hour Marks: 2
- **Design of Co-curricular Activity:** Duration: 1 hour Marks: 2

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.
- 3. Mittal, R. K., & Gupta, R. (2006). *Commerce Education*. New Delhi: Radha Publications.
- 4. Sharma, R. P. (2007). *Teaching of Commerce and Accountancy*. New Delhi: Surya Publications.
- 5. Jhingan, M. L. (2012). *Essentials of Commerce Education*. New Delhi: Vrinda Publications.
- 6. Aggarwal, J. C. (2008). *Curriculum Development and Instruction*. New Delhi: Shipra Publications.

Marathi References (APA Style)

- 1. क्ंभारे, अ. (2018). ब्ककीपिंग व अकौंटसी अध्यापन पद्धती. नागपूर: विदर्भ बुक हाऊस.
- 2. गायकवाड, म. बी. (2020). *वाणिज्य शिक्षणव अध्यापन तंत्र*. प्णे: दीक्षित प्रकाशन.
- 3. पाटील, आर. एस. (2015). शिक्षण शास्त्रातील Bloom Taxonomy. कोल्हापूर: सावित्रीबाई फुले पब्लिकेशन.
- 4. ग्रव, उ. (2017). *शालेय अभ्यासक्रम व अध्यापन नियोजन*. म्ंबई: फडके प्रकाशन.
- 5. जाधव, सं. (2021). *नवीन शैक्षणिक धोरण 2020 आणि शिक्षक शिक्षण*. औरंगाबाद: दीक्षा पब्लिकेशन.

Course Code	Title of the Courses	Cr	Inter nal	Extern al	Theory+ Practical
12011	Geography Education	2	25	25	50

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 Units

- 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, curriculum-based examples
- 5. **Interdisciplinary Linkages**(3 hrs)
 - Geography with History, Science, Economics, ICT, Arts, and Other subjects

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.** Learn basic learning concepts of Secondary 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 Units

- 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
- 2. 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
- 3. **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
- 4. **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)

- 1. Prepare a pictorial chart showing the meaning, importance, and examples of Physical, Human, and Regional branches of Geography. (3 Hour)
- 2. Select any one topic from the Higher Secondary Geography syllabus and write 5 instructional objectives using Bloom's or Anderson's taxonomy.(2 Hour)
- 3. Prepare a Presentation on interdisciplinary linkages with subjects like History, Science, Economics, ICT, and Art and Other subjects 2 Hour)

Practical Work (7 Hours)

- 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. (3 Hour)
- 2. Prepare a detailed plan for a field visit to a Geographical site such as a riverbank, industry, or national park. Your plan should include the following:
 - Educational objectives of the visit
 - Day-wise itinerary
 - Safety measures
 - Linkage with Geography syllabus
 - Expected learning outcomes

After the visit, write a report including student observations, photographs and your reflections. (2 Hours)

- 3. Design and simulate a Geography-related co-curricular event. Choose any one of the following activities: (2 Hour)
 - Day celebration related to Geography Subject
 - Model or poster Exhibition
 - Quiz, drama, or expert talk session

Your submission should include:

- Event plan and objective
- Roles and responsibilities
- Resource requirements and timeline
- Brief report or photos

References – Geography Education (English & Marathi) English References

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Marathi References

- 1. गायकवाड, एम. बी. (2021). *भूगोल शिक्षण: तत्त्वे व पद्धती*. प्णे: ज्ञानदीप प्रकाशन.
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- 4. राष्ट्रीय शैक्षणिक संशोधन आणि प्रशिक्षण परिषद (NCERT). (2021). माध्यमिक शाळेतील भूगोल पाठ्यप्रतक 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 एज्य्केशनल रिसोर्सेसरि पॉझिटरी (NROER) -https://nroer.gov.in

Cours e Code	Title of the Courses	Cr	Inter nal	Extern al	Theory+ Practical
1212	History Education	2	25	25	50

Course Outcomes (COs)

On completion of this course, the student-teacher will be able to:

- **CO1.** Explain the foundational concepts of History as a school subject, including its nature, scope, structure, and academic significance.
- **CO2.** Describe the aims and objectives of History education with reference to cultural, intellectual, and civic development at the secondary and higher secondary levels.
- **CO3.** Develop instructional objectives and teaching plans (year plan, unit plan, and lesson plan) aligned with the curriculum using Bloom's or Anderson's taxonomy.
- **CO4.** Design engaging and experiential learning experiences using field visits, project-based learning, historical resources, and appropriate teaching strategies.
- **CO5.** Integrate ICT tools and digital resources (such as virtual tours, documentaries, and digital archives) to enhance History teaching and student engagement.
- **CO6.** Plan and organize co-curricular activities and History Club events like heritage walks, exhibitions, dramatizations, and quizzes to foster reflective and student-led learning.

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
- o 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)

- o Year Plan, Unit Plan, Lesson Plan
- Pedagogical Approaches: storytelling/narration, discussion, lecture, project, dramatization, role play, source method
- o Teaching Aids: Oral, Oral-Visual, Visual

2. Use of ICT and Digital Tools in Teaching History (3 hrs)

- o Digital archives, museums, documentaries, Google Arts & Culture
- o Interactive whiteboards, digital storytelling tools

3. Planning Co-Curricular Activities (3 hrs)

- o 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

Module 1 Assignments:

- 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 Assignments:

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.
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- 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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- 11. Ghate, V. D. & Geoffrey, C. (1989). *Suggestions for the Teaching of History in India*. Oxford University Press.
- 12. Rai, B. C. (1981). Method Teaching of History. Prakashan Kendra, Lucknow.
- 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. 16–29. (Full list as provided in original text retained for comprehensive coverage).

Course Code	Title of the Courses	Cr	Inter nal	Extern al	Theory+ Practical
12013	Social Science Education	2	25	25	50

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.

Theory Content (8 Hours):

- 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.** Understand 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.

Theory Content (8 Hours):

- 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):

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

Practical Work (7 Hours, 12 Marks):

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

References

- 1. Aggarwal, J. C. (2005). *Teaching of social studies: A practical approach* (4th ed.). Vikas Publishing House.
- 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.
- 4. Kochhar, S. K. (2004). *Teaching of social studies* (4th ed.). Sterling Publishers Pvt. Ltd.
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- 9. Waghmare, Y. R. (2000). *Adhunik Samajshastra Shikshan Padhati* (in Marathi). Vidya Prakashan Mandir.

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Cours	Title of the Courses	Cr	Inter nal	Extern al	Theory+ Practical
1201	Science and Technology Education	2	25	25	50

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 Outline

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.

2. 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

3. **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

4. **Curriculum Development: Principles and Trends** (1.5 hours)

- Fundamental principles of curriculum development
- NEP 2020 directives: Experiential learning, skill development, integration with local context
- 6. **Current trends:** Experiential, Activity-Based & Play-Based Learning, Integration of ICT, Integration with Indian Knowledge Systems

7. 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)

- 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)

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.

5. 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.
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- Weir (Eds.), Curriculum, syllabus design and equity: A primer and model teaching. Yale University Press.
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