Savitribai Phule Pune University, Pune

(Formerly University of Pune)

Faculty of Interdisciplinary Studies

Subject: Education

Revised Syllabus For

B.Ed. Two Year Programme

Choice Based Credit System-2025 (Semester Pattern)

First Year (Semester I and II)

From Academic Year 2025-26

Savitribai Phule Pune University, Pune

(Formerly University of Pune)

B.Ed. Two Year Programme

Choice Based Credit System-2025 (Semester Pattern)

Preamble

The Bachelor of Education (B.Ed.) is a two-year professional programme designed to prepare prospective teachers for upper primary (Classes VI–VIII), secondary (Classes IX–X), and higher secondary education (Classes XI–XII). The programme aims to develop competent, reflective, and ethically grounded teachers who can effectively address learners' developmental needs, interests and diverse learning contexts across different school stages.

It emphasizes strong pedagogical foundations, curriculum understanding, and the ability to design meaningful learning experiences aligned with contemporary educational expectations.

This syllabus has been prepared in accordance with the NCTE Regulations, 2014, and subsequent amendments.

1. Eligibility for Admission

(a) A candidate should have passed the Bachelor's Degree/Master Degree in Sciences, Social Sciences/Humanities/Commerce of Savitribai Phule Pune University or of any other recognized university with at least 50 % marks. Or Bachelor in Engineering / Technology with specialization in Science and Mathematics of any recognized university with at least 55 % marks.

S/he should have offered at least one school subject at the first and/or second-degree level as a principal or subsidiary or allied or optional subject. (School subject means the subject included in the syllabus of Secondary/Higher secondary level of State/ Central Education Board in India**).**

(b) The reservation and relaxation of 5 % marks will be given to the candidates belonging to S.C./ S.T./ V.J.N.T./ O.B.C./P.W.D. and other notified categories as per the Maharashtra State Government Rules. Reservation for admission will be according to the rules of government of Maharashtra.

For foreign students, the Maharashtra state government rules will be applicable.

2. Admission procedure

Admission to the eligible candidates shall be made on the basis of marks obtained in the qualifying examination and in the entrance examination MH-CET or as per the selection

procedure laid down by the State Government of Maharashtra.

3. Eligibility Norms for appearing B.Ed. examination

Student-teacher should have kept four semesters with at least 75 % attendance in the sessions (for all the four semesters) conducted in the college in which s/he has taken admission. S/he should have completed all the practical and other work expected in the syllabus up to the satisfaction. S/he should have obtained such a certificate for four semesters from the Principal of the college. Unless and until s/he obtains such a certificate, s/he will not be allowed to appear for university examination.

4. Medium of Instruction

Medium of Instruction at the B.Ed. course will be Marathi or English. The candidate appearing for the B.Ed. examination will have the option of answering all papers either in English or Marathi. This option can be exercised course wise and not section wise or question wise.

The medium of answering the paper for course BED103: Understanding Disciplines and School Subjects, BED104: Pedagogy of School Subjects and BED303: Understanding Disciplines and Pedagogy of School Subject (for language course) will be in the concerned language / English/ Marathi.

5. General objectives of the B. Ed. Programme

To enable the student teacher:

1. To understand the philosophical, sociological, psychological, and cultural foundations of education.
2. To develop insight into childhood, adolescence, learner development, and learner diversity.
3. To gain awareness of contemporary issues in Indian education, including gender, equality, inclusion, and social justice.
4. To understand the structure, policies, reforms, and challenges of Indian school education, including NEP 2020.
5. To attain proficiency in the pedagogy of school subjects and their disciplinary foundations.
6. To apply constructivist approaches in lesson planning, teaching, and evaluation.
7. To integrate Indian Knowledge Systems (IKS), cultural perspectives, and local contexts into pedagogy.
8. To develop the ability to design and use effective assessment tools to enhance student learning.
9. To build essential teaching competencies through micro-teaching, integration, simulation, and digital teaching skills.

10. To demonstrate effective classroom teaching through practice lessons and school-based internship programmes.

11. To develop professional readiness through observation, reflective teaching, and participation in school activities.

12. To strengthen critical, analytical, and reflective reading and writing skills.

13. To cultivate research aptitude through educational research projects and field-based studies.

14. To engage in community outreach, social responsibility activities, and democratic participation.

15. To develop physical, mental, and emotional well-being through Yoga, Health, and Wellness Education.

16. To appreciate and integrate drama, art, and aesthetics for enriching the teaching-learning process.

17. To demonstrate leadership, teamwork, event management abilities, and readiness for the teaching profession.

18. To acquire digital literacy, ICT competencies, and familiarity with online learning environments.

19. To cultivate lifelong learning skills, adaptability, and global competencies.

20. To emerge as reflective, ethical, and committed teachers aligned with NEP 2020 reforms and future needs of school education.

Programme Learning Outcomes (POs):

After completion of B.Ed. Programme, the student-teacher will be able to:

1. Explain and apply the philosophical, sociological, and psychological foundations of education.

2. Analyze stages of childhood and adolescence and address learner diversity in classroom settings.

3. Demonstrate sensitivity to gender issues, inclusivity, social justice, and contemporary educational concerns.

4. Interpret educational policies, structure, reforms, and the implications of NEP 2020.

5. Apply subject-specific pedagogy and disciplinary knowledge for effective teaching.

6. Use constructivist approaches, innovative methods, and reflective practices in lesson planning and teaching.

7. Integrate Indian Knowledge Systems (IKS), local culture, and contextual learning resources.

8. Design, implement, and evaluate assessment strategies to support student learning outcomes.

9. Demonstrate teaching skills through micro-teaching, peer teaching, and digital teaching practices.

10. Deliver effective classroom teaching during practice lessons and school internships.

11. Engage in reflective teaching, classroom observation, and professional readiness activities.

12. Exhibit critical and reflective reading, writing, and communication skills.

13. Undertake small-scale educational research and apply findings in classroom contexts.

14. Participate actively in community engagement and outreach programmes.

15. Adopt yoga, health, and wellness practices for personal well-being and classroom integration.

16. Incorporate drama, art, and aesthetics to enrich student learning experiences.

17. Demonstrate leadership, teamwork, and event management competencies in educational settings.

18. Use ICT tools, digital platforms, and online learning resources effectively in teaching.

19. Pursue lifelong learning, professional development, and global competencies.

20. Apply innovative pedagogies aligned with NEP 2020 to meet future educational demands.

6. Curricular Areas of the Teacher Training Programme.

The programme structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. It comprises of three board inter-related curricular areas: - I. Perspectives in Education

II. Curriculum and Pedagogic studies

III. Engagement with the field.

All the curricular areas include theoretical inputs along with the practical work from an inter-disciplinary perspective.
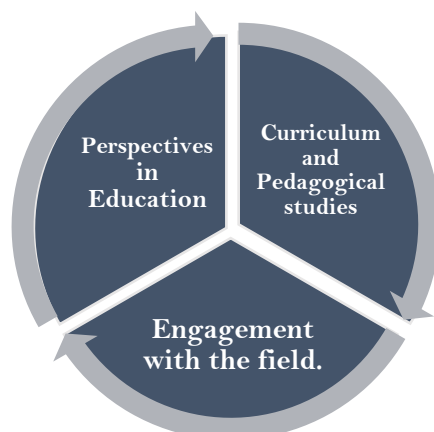
Structure of B.Ed. Two Year Programme
Semester I

Course Category	Course Code	Course Title	Credits	Hours	Marks (I + E)
Perspectives of Education – Core Courses	BED101	Childhood and Growing up	4	60	100 (30+ 70)
	BED102	Contemporary Indian Education, Gender and Society	4	60	100 (30+ 70)
Specialized Courses- Optional Courses	BED103	Understanding Disciplines and School Subjects (any two from the given list)	4 (2+2)	60	100 (30+ 70)
	BED104	Pedagogy of School Subjects (two subjects from the list as in BED103)	4 (2+2)	60	100 (30+ 70)
Practicing for Constructivist Teaching Learning	BED105	Teaching Competency- I: A) Micro Teaching, Integration and Simulation Lessons B) Digital Teaching Skills	2 (1+1)	30	50 (50+0)
Enhancing Professional Capacities	BED106	A) Planning for Teaching and Evaluation B) Reading and Reflecting on Texts	2 (1+1)	30	50 (50+0)
	BED107	A) Yoga Education B) Health and Wellness Education	2 (1+1)	30	50 (50+0)
	BED108	A) Understanding of Self B) Portfolio development	2 (1+1)	30	50 (50+0)
		Total	**24**	**360**	**600**

Semester II

Course Category	Course Code	Course Title	Credits	Hours	Marks (I + E)
Perspectives of Education – Core Courses	BED201	Learning and Teaching	4	60	100 (30+ 70)
	BED202	Assessment and Evaluation for Learning	4	60	100 (30+ 70)
	BED203	Indian Knowledge Systems in Education	4	60	100 (30+ 70)
Practicing for Constructivist Teaching Learning	BED204	Teaching Competency -II: Practice Lessons	2	30	50 (50+0)
	BED205	Teaching Competency -III: Introduction to Internship (4 Weeks)	2	30	50 (50+0)
Enhancing Professional Capacities	BED206	A) Educational Event Management B) Digital Initiatives for Education	2 (1+1)	30	50 (50+0)
	BED207	Application of ICT and Digital Learning	2	30	50 (50+0)
	BED208	A) Community Engagement B) Outreach Activities	2 (1+1)	30	50 (50+0)
	BED209	Portfolio and Viva	2	30	50 (0+50)
		Total	**24**	**360**	**600**

Semester III

Course Category	Course Code	Course Title	Credits	Hours	Marks (I + E)
Perspectives of Education – Core Courses	BED301	Advanced, Innovative and Digital Pedagogy	4	60	100 (30+ 70)
	BED302	Quality and Management of School Education	4	60	100 (30+ 70)
Specialized Courses- Optional Courses	BED303	Understanding disciplines and Pedagogy of School Subject (Any one subject other than opted under BED103)	4	60	100 (30+ 70)
Practicing for Constructivist Teaching Learning	BED304	Teaching Competency-IV: Practice Lessons	2	30	50 (50+0)
	BED305	Teaching Competency-V: Internship (8 Weeks)	4	60	100 (100+0)
Enhancing Professional Capacities	BED306	Educational Research Project	2	30	50 (50+0)
	BED307	A) Positive Behaviour Support in Education B) Mentoring in Education	2 (1+1)	30	50 (50+0)
	BED308	A) Student-teacher Support and Progression: Preparation for Teaching Profession and Entrance Exams B) Portfolio Management	2 (1+1)	30	50 (50+0)
		Total	**24**	**360**	**600**

Semester IV

Course Category	Course Code	Course Title	Credits	Hours	Marks (I + E)
Perspectives of Education – Core Courses	BED401	Knowledge and Curriculum, Language Across Curriculum	4	60	100 (30+ 70)
	BED402	School and Inclusive School	4	60	100 (30+ 70)
Specialized Courses- Optional Courses	BED403	Elective (Any one from the list)	4	60	100 (30+ 70)
Practicing for Constructivist Teaching Learning	BED404	Teaching Competency VI: Internship (8 weeks)	4	60	100 (100+ 0)
Enhancing Professional Capacities	BED405	Drama and Art in Education	2	30	50 (50+0)
	BED406	Understanding National Education Policy 2020: School Education	2	30	50 (50+0)
	BED407	Open Course	2	30	50 (50+0)
	BED408	Portfolio and Viva	2	30	50 (0+50)
		Semester Total	**24**	**360**	**600**
		Final Total	**96**	**1440**	**2400**

General instructions for the programme:

1. B.Ed. program consists of 4 semesters over two academic years.

2. The entire program is of 96 credits, 24 credits per semester. One credit is equivalent to 25 marks for evaluation purpose. The B.Ed. program carries 2400 marks with each semester comprising 600 marks.

3. The weightage for internal and external will be of 30% and 70% respectively.

4. For one credit Student-teacher interaction will be of 15 clock hours.

5. Procedure for internal evaluation will be continuous and comprehensive evaluation procedures.

6. To pass, Student-teacher shall have to get minimum 40% of the marks in each head of passing in internal and external head separately.

7. Marks given for all the internal work and the external examination, will be converted into grades and final grade sheets and transcripts will have only grades and Grade Point Average.

8. The syllabus of all the semester is divided into four categories: Perspectives of Education – Core Courses, Specialized Courses- Optional Courses, Practicing for Constructivist Teaching Learning and Enhancing Professional Capacities.

9. For course BED103 student teacher will select two subjects as a method subjects. Out of which one should be the subject in which admission is taken.

10. For the course BED104 student teacher has to select two subjects which ever she or he opted in the course BED103.

11. For selecting the subject as a third method subject from the list given under the course BED 303, select appropriate subject other than the subject selected in the course BED103.

12. Select any one subject given in the list as an elective course BED403.

13. Under the courses BED 108-B, BED 209, BED308- B and BED408, student teacher has to develop, manage and showcase the portfolio according to the guidelines given. S/he has to produce and present the whole internal work through physical and digital mode and face the Viva in front of the university committee.

14. Pedagogical Approaches and Modes of Transaction: For daily teaching- learning transaction of theory and practical courses, it is expected to use appropriate pedagogical approaches and modes of transaction related to the objectives and content of the course.

The suggestive list of pedagogical approaches and modes of transaction is given in the table:

Pedagogical Approaches and Modes of Transaction for theory courses

Pedagogical Approaches	Modes of Transaction
Constructivism	Lecture-cum-discussion
Collaborative Learning	Group discussions
Experiential Learning	Field visits and school observations
Inquiry-Based Learning	Seminars and Student-teacher presentations
Reflective Teaching	Reflective journaling and portfolios
Competency-Based Learning	Microteaching and peer teaching
Activity-Based Learning	Workshops and hands-on activities
Problem-Based Learning	Project-based activities
Blended Learning	Audio-visual, discussion etc.
Inclusive Education	Role play and simulations
Critical Pedagogy	Case studies
Technology-Integrated Pedagogy	Use of ICT tools and simulations
Value-Based Pedagogy	Community engagement and outreach
Differentiated Instruction	Assignments and self-study

A) Pedagogical Approaches and Modes of Transaction for Practical courses

Pedagogical Approaches	Modes of Transaction
Experiential Learning,	Workshops, School Field Experience
Value-Based Pedagogy	Field activities
Activity-Based Learning	Project-Based Learning

Rules for Internal and External Evaluation:

Internal Evaluation:

For Continuous Comprehensive Evaluation (CCE) of all the theory courses, 30% of weightage of the total weightage of the course is given.

For first semester, BED 101 to BED 102, second semester BED 201 to BED 203, third semester BED 301 to BED 303 and for fourth semester BED 401 to BED 403 under continuous assessment, three activities should be organized during the semester. Out of the three activities first activity should be the course related practical, second activity as a written examination and third activity will be any one activity from the given list:

1. Multiple Choice Questions

2. Presentations (PPTs)

3. Field Visits

4. Individual/collaborative Projects

5. Seminars

6. Group Discussion / Panel Discussion

7. Tutorials

For internal evaluation of the courses BED 103 and BED 104, two activities should be conducted. First activity will be course related practical and second will be written examination.

For remaining all the courses of all semesters, the prescribed activities are compulsory as per syllabus.

External Evaluation

1. The concerned teacher is responsible for conduct and evaluation towards Continuous Comprehensive Evaluation (CCE) and shall announce at the beginning of the course about the mechanism under which CCE would take place. However, the term end examination (TEE) shall cover the entire syllabus prescribed for the course.

2. It is mandatory for a teacher to hand over the assessed CCE answer sheet to the respective Student-teacher before the commencement of a term end examination.

3. It is mandatory to display the scores of all the student-teachers on the notice board signed by Course in-charge and the Principal.

4. If a student-teacher misses an internal assessment examination, he / she will have second chance with the endorsement of Principal in consultation with the concern teacher. Such a second chance shall not be the right of the student-teacher

5. a) If Student-teacher is declared as "Pass" in a course (Grade other than F), then he/she cannot choose/reappear that course unless appearing under "CLASS/GRADE IMPROVEMENT" for TEE only. CCE is not available for a course in which the student-teacher has been declared as "PASS".

   b) If Student-teacher is declared as "FAIL" (Grade F) in a course, then the student-teacher is allowed to choose such a course, with CCE and TEE both, irrespective of the previous score in CCE. Otherwise, the Student-teacher is allowed to appear only for TEE in that course in any of the following/forthcoming semester.

   c) The maximum duration available to register/reappear for a course will be as follows: 2 years B.Ed. Program – Up to 4 (four) years (i.e., if a student-teacher is registered/admitted for first year in 2025-26, then the student-teacher is allowed to register/reappear up to year

(2028-29)

d) In the case of 5(b), the number of attempts (excluding registered for first time) available to register/reappear for the course would be 3(three).

6. The student-teacher will be finally declared as failed if the minimum numbers of credits are not earned within a total period of four years from the time of admission, after which, such a student-teacher will have to seek fresh admission as per the admission rules prevailing at that time.

7. A Student-teacher cannot register for second year, if she/he fails to complete 50% credits of the total credits expected to be ordinarily completed within one semester. However, Student-teacher must acquire all credits of the courses BED105, BED204 and BED205 in the corresponding semester.

8. There shall be a revaluation of the answer scripts only for TEE as per Ordinance No.134 A and B.

9. While marks will be given for all examinations, they will be converted into grades. The semester end grade sheets will be generated by using marks and grades and the final grade sheets and transcripts shall have grade points average and total percentage of marks (up to two decimal points). The final grade sheet will also indicate the name of College/ Teacher Education Institute to which the student-teacher is registered.

10. External assessment of the student-teachers will be carried out through examination conducted by the university. The Question Paper pattern for theory of Perspectives of Education – Core Courses and Specialized Courses- Optional Courses will be as given below:

Question Paper pattern for theory of Perspectives of Education – Core Courses and Specialized Courses- Optional Courses (BED303 and BED403)
Maximum Marks: 70

Q. No.	Type of Question	Items	Marks
1	M. C. Qs _(Minimum 2 and Maximum 3 on each Unit)_	10	10 (1 X10)
2 OR 2	LAQ- On unit No.1	1	10
	LAQ- On unit No.1	1	
3 OR 3	LAQ- On unit No.2	1	10
	LAQ- On unit No.2	1	
4 OR 4	LAQ- On unit No.3	1	10
	LAQ- On unit No.3	1	
5 OR 5	LAQ- On unit No.4	1	10
	LAQ- On unit No.4	1	
6	SAQ (One from each Unit)	4	20 (5X4)
		Total	**70**

Question Paper pattern for theory of Specialized Courses- Optional Courses (BED 103 and BED 104)

Maximum Marks: 35

Q. No.	Type of Question	Items	Marks
1	MCQs *(Minimum 2 and Maximum 3 on each Unit)*	5	5 (1X5)
2 OR 2	LAQ- On unit No.1	1	10
	LAQ- On unit No.1	1	
3 OR 3	LAQ- On unit No.2	1	10
	LAQ- On unit No.2	1	
4	SAQ *(One from each Unit)*	2	10 (5X2)
		Total	**35**

For assessing overall performance of the student-teacher at the end of second and forth semester, the university will appoint two external examiners particularly for each college and college will appoint two internal examiners (for the division of 50 students) for evaluation of portfolio and Viva.

The committee will take review of the entire internal work done by the student-teacher through the 'Portfolio' maintained. On the basis of work done, committee will conduct the viva of each Student-teacher and will give the marks. Total marks for Portfolio and Viva will be Consolidated out of 50. These marks will be considered as external head of marks and will be submitted to the university.

Grading System

The College will do internal assessment. For the internal assessment, according to the guidelines and norms given through syllabus, the college will assess the internal work of the student-teachers. The internal marks will be submitted to the university. The University will convert these marks into the grades. The grading system will be subject to Grade conversion table as follows (Reference- Circular No.117/2020 of Savitribai Phule Pune university, Pune):

GRADING SYSTEM

Sr. No	% of Max. Marks	Grade Point	Grade Letter
1	$90 \leq$ Marks ≤ 100	10	O (Outstanding)
2	$75 \leq$ Marks ≤ 89	09	A+ (Excellent)
3	$60 \leq$ Marks ≤ 74	08	A (Very Good)
4	$55 \leq$ Marks ≤ 59	07	B+ (Good)
5	$50 \leq$ Marks ≤ 54	06	B (Above Average)
6	$45 \leq$ Marks ≤ 49	05	C (Average)
7	$40 \leq$ Marks ≤ 44	04	D (Pass)

8	Marks < 40	0	F (Fail)
9	Nil	0	Ab (Absent)
10	--	0	FX (Detained, Repeat the Course)
11	--	0	IC (Incomplete Course- Absent for Exam but continue for then course
12	--	0	AC (Audit Course Completed)
13	--	--	ACN (Audit Course Not Completed)

<u>Assessment and Grade Point Average</u>

1. The system of evaluation will be as follows: Each CCE and TEE will be evaluated in terms of marks. The marks from CCE and TEE are combined to determine a final grade, which is then used to calculate the grade point average. There is no grade independently for CCE or TEE.

2. Result of a Student-teacher will be declared for each semester after the TEE only.

3. The student-teacher will get a Grade Sheet with total grades earned and a Grade Point Average, after earning the minimum number of credits towards the completion of the B.Ed. program.

4. The passing standard is 40%; therefore, no grade point below **4** will be awarded. Final Grade w.e.f. the Academic Year 2025-26 (10 Point Scale) (Reference- Circular No.117/2020 of Savitribai Phule Pune university, Pune):

Grade Point Average	Grade
09.50 and above	O (Outstanding)
08.25 or more but less than 09.50	A+ (Excellent)
06.75 or more but less than 08.25	A (Very Good)
05.75 or more but less than 06.75	B+ (Good)
05.25 or more but less than 05.75	B (Above Average)
04.75 or more but less than 05.25	C (Average)
04.00 or more but less than 04.75	D (Pass)

5. The University will prepare only the final compilation and Final GPA. While declaring results, the existing relevant ordinances will apply.

6. Provisions for verification and revaluation will also be applicable as per the rules in force at that time.

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SEMESTER I

BED101 CHILDHOOD AND GROWING UP

Credits:04   **Hours: 60**   **Marks (Int.30+Ext.70): 100**

Course Objectives:

To enable the student teacher to:

1. To understand the principles of growth, development, and holistic development of learners, including biological, cognitive, emotional, social, and moral aspects.
2. To identify, analyze, and address individual differences among learners to promote inclusive and learner-centered teaching.
3. To apply theories of learning styles, multiple intelligences, psycho-social, and moral development to classroom teaching.
4. To examine contemporary challenges affecting childhood and adolescence, including digital influence, multicultural diversity, socio-political, and cultural factors, to support learners' well-being and development.

Course Learning Outcomes (CLOs):

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

1. Explain the role of heredity, environment, and social influences in shaping learners' growth and development.
2. Describe stages of growth from infancy to adolescence and identify characteristics of each stage.
3. Apply the concept of holistic development in classroom practices, involving school, teachers, and parents.
4. Recognize and address gender identity, promoting equality and inclusion in teaching-learning environments.
5. Analyze causes, types, and dimensions of individual differences to design differentiated teaching strategies.
6. Utilize learning styles, multiple intelligences, and psycho-social and moral development theories to enhance student engagement and learning outcomes.
7. Promote inclusion and multicultural harmony in the classroom by adopting appropriate teaching strategies.

8. Identify contemporary challenges such as mental health issues, technology influence, media exposure, and socio-political factors, and implement supportive interventions for learners.

UNIT 1: Growth and Development of the Learner   **Credit- 1**

1.1 **Heredity and Environment:** Meaning and importance of heredity and environment in shaping a child, Concept of social heredity, Educational importance in teaching and learning.

1.2 **Growth and Development:** Meaning and principles of growth and development, Difference between growth and development, Relation between development and learning.

1.3 **Stages of Growth and Development:** Stages from infancy to adolescence, Features of adolescence - (physical, mental, emotional, moral, and social aspects)

1.4 **Holistic Development and Role of School:** Concept and Importance of Holistic development of the learner, Role of school, teacher, and parents in helping adolescents grow holistically.

1.5 **Brain Development and Learning:** Brain development, Brain development during adolescence, Concept of neuroplasticity and how the brain learns new skills, Implications for classroom learning and teaching.

1.6 **Gender Identity and Education:** Meaning and development of gender identity among children and adolescents, Difference between sex and gender, Role of teachers in ensuring gender equality and creating an inclusive classroom environment.

UNIT 2: Education and Individual Differences   **Credit- 1**

2.1 **Nature and Scope of Individual Differences:** Meaning and importance of individual differences, Influence of heredity, environment, culture, and education on learners.

2.2 **Causes of Individual Differences:** Causes of differences among learners: age, sex, intelligence, multiple intelligences, emotional intelligence, socio-economic background, and interests, Impact of these causes on learning and classroom performance.

2.3 **Types of Individual Differences:** Personality and behavioral variations such as: Introvert–Extrovert, Active–Passive, Thinker–Feeler,

2.4 **Dimensions of Individual Differences**: **Physical:** health, height, strength, and appearance; **Cognitive:** intelligence, memory, and learning ability; **Social:** relationships, cooperation, and communication skills

2.5 **Implications for Learning to facilitate holistic development:** Understanding learners' differences to improve teaching for holistic development of learner.

2.6 **Managing Learner Diversity:** Differentiated teaching strategies for diverse learners, Creating a positive, inclusive, and bias-free classroom environment.

UNIT 3: Learner Diversity in the Classroom Credit- 1

3.1 **Learning Styles:** Meaning and importance of learning styles, Types of learning styles: Visual, Auditory, and Kinesthetic, Teaching strategies to address all learning styles in the classroom.

3.2 **Multiple Intelligences Theory (Howard Gardner):** Different kinds of intelligence: linguistic, logical-mathematical, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic, Application of this theory in teaching- learning.

3.3 **Psycho-Social Development (Erik Erikson):** Stages of personality and social development, Identity and role confusion during adolescence, Teacher's role in supporting emotional and social development.

3.4 **Moral Development (Lawrence Kohlberg):** Stages of moral development; Ways to develop moral thinking in children through classroom discussion.

3.5 **Multicultural diversity in the classroom:** Meaning and concept of multiculturalism, Influence of language, religion, and culture on diversity among learners, Role of teacher in multicultural classroom.

3.6 **Promoting Inclusion in the Classroom:** Teaching strategies for students with diverse abilities and backgrounds, Ensuring equality and respect for all learners.

UNIT 4: Contemporary Childhood and Emerging Issues Credit- 1

4.1 **Understanding Contemporary Childhood:** Meaning of "modern childhood", Changing experiences of children in rural, urban, and tribal areas, Effects of poverty, migration, and social change.

4.2 **Emerging Challenges in Childhood and Adolescence:** Common issues: stress, anxiety, depression, behavioural problems; Peer pressure, bullying, and cyberbullying. Teacher's role in supporting mental health.

4.3 **Technology and Digital culture:** Use and misuse of digital devices and the internet. Screen time, gaming, and social media. Role of educational technology (EdTech) in learning.

4.4 **Political and Social Influences on Childhood:** Types of government: democracy, socialism, and dictatorship, Influence of policies and political decisions on education and the growth of children.

4.5 **Cultural Influences on Childhood:** Importance of traditions, customs, and values. Role of cultural institutions and Indian Knowledge Systems (IKS) in development.

4.6 **Media and Its Impact on Childhood:** Types of media: print, electronic, and social; Positive and negative effects of media on children; Role of teachers in developing media awareness.

Practical: (Any one from the given list)

1. Adolescent Holistic Development Plan – Prepare a one-page plan suggesting activities to support physical, emotional, cognitive, social, and moral growth of adolescents in the classroom.

2. Select one topic from your selected school subject. Visualize the learner diversities that may exist in the classroom (learning styles, abilities, or interests) and design three learning activities for the same topic to suit different types of learners. Write a report.

3. Learning Styles Survey and Report – Conduct a survey of 10 learners to identify VAK preferences, analyze results, and suggest classroom teaching strategies for each style.

4. Maintain a 3–5-day media diary of a child's screen time (TV, Computer, Laptop, smartphone, and internet) and interview the child or parent to understand media preferences. Write a report.

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10. फडणीस, वि. (२०२०). शिक्षणाचे मानसशास्त्र. श्री साई प्रकाशन.

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BED102 Contemporary Indian Education, Gender and Society

Credits:04   **Hours: 60**   **Marks (Int.30+Ext.70): 100**

Course Objectives:

To enable the student teacher to:

1. To enable student-teachers to understand the nature, aims, and sociological foundations of education within the context of contemporary Indian society.

2. To develop awareness of education as an instrument of social change, equity, and sustainable development in a pluralistic society.

3. To sensitize student-teachers toward gender issues, challenges, and transformative practices for achieving equality and inclusion in education.

4. To familiarize student-teachers with national educational policies, acts, and the ideas of eminent Indian thinkers influencing contemporary education.

Course Learning Outcomes (CLOs):

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

1. Explain the meaning, aims, and functions of education in Indian society and analyze its role as a socializing and transformative force.

2. Describe the nature, diversity, and values of Indian society, emphasizing the educational implications of unity, democracy, secularism, and pluralism.

3. Differentiate between various forms of education—formal, non-formal, informal, distance, and open—and evaluate their relevance in addressing learners' needs.

4. Analyze the reciprocal relationship between education and social change, identifying both the enabling and limiting factors that influence social transformation.

5. Examine gender-related barriers in education and propose inclusive and equitable teaching strategies to promote gender sensitivity and equality.

6. Interpret the major educational policies and legislations such as the RTE Act 2009 and NEP 2020 and assess their impact on access, quality, and equity.

7. Reflect on the contributions of Indian educational thinkers—Vivekananda, Tagore, Ambedkar, Phule, and others—in promoting humanistic and socially just education.

8. Apply principles of sustainability, ethical responsibility, and gender equality in teaching-learning processes to contribute toward an inclusive and equitable society.

UNIT- 1 Education in Contemporary Indian Society   **Credit- 1**

1.1 **Concept of Education** – Meaning, definition, and aims of education in contemporary Indian society; foundation of sociology of education.

1.2 **Nature of Indian Society** – Diversity, unity, secularism, democracy, pluralism, and social structure.

1.3 **Types of Education** – Formal, Non-formal, Informal, Distance, and Open education.

1.4 **Agencies of Education** – Family, peer group, reference group, school, community, state, NGOs, and social media/online groups.

1.5 **Role of Education in addressing Contemporary Issues** – Education for social justice, environmental awareness, digital literacy, and human values.

1.6 **Social Mobility in Indian Society** – Nature, factors, and implications; education as a means of inclusive mobility.

UNIT -2 Education and Social Change   **Credit- 1**

2.1 **Concept of Social Change** – Meaning, definition, factors, and types of social change.

2.2 **Social Changes in India** – Transformation of social change through education.

2.3 **Social Change and Indian Culture** – Impact of social change on Indian culture.

2.4 **Obstacles in Social Change** – Casteism, poverty, gender discrimination, illiteracy, superstition, and resistance to innovation.

2.5 **Role and Limitations of Education in Social Change** – Role of education in promoting social transformation; integration of ethical and sustainable perspectives from Indian Knowledge Systems for balanced social development.

2.6 **Benefits of Social Change to Family, Society, and Nation** – Positive impact of social change on progress and development.

UNIT -3 Gender and Education in India: Trends, Barriers and Transformative Practices
Credit- 1

3.1 **Concept of Gender** – Meaning, definition, and difference between gender and sex.

3.2 **Concept of Transgender** – Meaning, definition, and place of transgender persons in society and educational institutions.

3.3 **Education of Transgender** – Present status, policies, and schemes for welfare and inclusion.

3.4 **Gender and Schooling: Barriers to Gender Equality** – Gender bias in textbooks, teacher behaviour, enrolment, dropout, classroom participation, social attitudes, early marriage, child labour, domestic responsibilities, and sexual abuse.

3.5 **Role of Education in Promoting Gender Equality** – Curriculum reforms, teacher training, inclusive practices, and pedagogical strategies for gender sensitization

3.6 **Provisions for Gender Equality** – Constitutional provisions (Articles 14, 15, 16), laws (POCSO, RTE), and policies for welfare.

UNIT -4 Contemporary Issues, Policies and Gender Sensitization Through Education.

Credit- 1

4.1 **Equalization of Educational Opportunities** – Equity in education, inclusive education, access, and retention.

4.2 **Sustainable Development and Education** – Role of education in achieving Sustainable Development Goals (SDGs), environmental and civic responsibility, indigenous practices for environmental balance and sustainability.

4.3 **Liberalization, Privatization, and Globalization (LPG)** – Impact of LPG policies on the education sector in India.

4.4 **Acts and Policies:**

a) Right to Education Act, 2009 – Salient features, implementation, and challenges.

b) National Education Policy 2020 – Objectives, features, and implications for equity, inclusion, and integration of IKS in school education.

4.5 **Indian Educational Thinkers:**

a) Swami Vivekananda – Character-building, man-making education.

b) Rabindranath Tagore – Freedom in learning, naturalism.

c) Dr. Babasaheb Ambedkar – Education as a means for social justice.

d) J. P. Naik – Education for equality and democracy.

e) Mahatma Jyotirao Phule and Savitribai Phule – Women's education and anti-caste reforms.

4.6 **Role of Teachers in Gender Sensitization** – Teacher as facilitator, reflective practitioner, and promoter of inclusive values.

Practical: (Any one from the given list)

1. Conduct a local survey to identify the role of formal / informal or non-formal educational agencies (e.g., family, NGOs, schools, social media groups) in shaping learners' values and learning experiences.

2. Analyze a case study of social reform movements in India (e.g., Beti Bachao Beti Padhao, digital literacy mission etc.) and evaluate how education contributed to the social transformation.

3. Organize a role-play activity depicting various classroom scenarios that highlight gender bias and discrimination.

4. In groups, review a major educational policy (e.g., NEP 2020 or RTE Act) and analyze its provisions related to gender equality or social justice.

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2. बोकसे,एन. एम. शिक्षणमधील तत्त्वज्ञान. नागपूर: विद्यापीठ प्रकाशन.

3. सुळे, बी. एम.. शैक्षणिक तत्त्वज्ञान व शैक्षणिक समाजशास्त्र. मुंबई: फडके प्रकाशन.

4. कांदिरकर,शं. भारतीय समाजातील शिक्षण. औरंगाबाद: श्री पब्लिकेशन्स.

5. माणगावे, एन. एन. शिक्षणातील नवविचारधारा. कोल्हापूर: समर्थ पब्लिकेशन.

6. भालेराव, वि. व गवाणे, रा. समकालीन भारतीय समाज, संस्कृती आणि शिक्षण. नाशिक: ईश्वरी पब्लिकेशन्स.

7. कदम, प्रा. पी., and कदम, प्र. समकालीन भारतीय समाजामधील शिक्षण व शिक्षक. कोल्हापूर: विद्या बुक्स.

8. देशमुख,एस. एस. मूल्यशिक्षणातील शिक्षणमधील समाजशास्त्र. पुणे: प्रेरणा प्रकाशन.

9. फडतरे, एन. बी. शैक्षणिक समाजशास्त्र. सातारा: ज्ञानदीप प्रकाशन.

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Specialized Courses- Optional Courses
BED103 Understanding Disciplines and School Subjects
(Any two from the given list)

Credits:04   **Hours: 60**   **Marks (Int.30+Ext.70): 100**

For course BED103– Understanding Disciplines and School Subjects, student teacher will select any two subjects from the following list.

List of the School subjects for BED103

BED103-01	Marathi	BED103-06	History
BED103-02	Hindi	BED103-07	Geography
BED103-03	English	BED103-08	General Science
BED103-04	Sanskrit	BED103-09	Mathematics
BED103-05	Urdu	BED103-10	Commerce

The scope of content for BED103- 'Understanding Disciplines and School Subject' will be the syllabus of that subject up to the secondary level of state board, Maharashtra.

BED103-01: Understanding Disciplines and School Subjects – Marathi

Credits:2   **Hours:30**   **(Int. 15+ Ext. 35): 50 Marks**

उद्दिष्टे (Course Objectives)

विद्यार्थी-शिक्षकांनी

१. भाषाशास्त्राचे स्वरूप, घटक आणि भाषेचे व्यक्ती व समाज विकासातील महत्व समजावून देणे.

२. वर्णविचार, शब्दविचार, वाक्यविचार या भाषिक संकल्पनांचा सखोल अभ्यास करून व्याकरणिक पायाभूत क्षमता विकसित करणे.

३. साहित्यिक रस, वृत्त, छंद, अलंकार यांच्या माध्यमातून साहित्य-अनुभूती व सृजनशीलता वाढविणे.

४. उपयोजित मराठीतील वाचन, लेखन, शुद्धलेखन व प्रस्तुतीकरण कौशल्ये विकसित करून प्रत्यक्ष अध्यापनासाठी आवश्यक भाषिक कौशल्ये बळकट करणे.

अध्ययन निष्पत्ती Course Learning Outcomes (CLOs)

विद्यार्थी-शिक्षकांनी अभ्यासक्रम पूर्ण केल्यानंतर

1. भाषाशास्त्राचे मूलभूत घटक, त्यांचे शैक्षणिक महत्व आणि मराठी अभ्यासक्रमातील स्थान स्पष्ट करू शकतील.

2. व्याकरणिक संकल्पनांचा (वर्ण–शब्द–वाक्य विचार) प्रभावी वापर करून बरोबर, शुद्ध व अर्थपूर्ण वाक्यरचना करू शकतील.

3. रस, वृत्त, छंद व विविध अलंकारांचे अर्थ, प्रकार व उदाहरणांसह सर्जनशील उपयोग करू शकतील.

4. उपयोजित मराठीतील लेखन प्रकार (पत्र, वृत्त, अहवाल, सारांश, भाषांतर इ.) प्रभावीपणे निर्माण करून सादर करू शकतील आणि ५वी–१२वी मराठी अभ्यासक्रमाचे अध्यापनक्षम विश्लेषण करू शकतील.

घटक – १ : भाषाशास्त्राचे स्वरूप व भाषिक मूलभूत संकल्पना   (१ श्रेयांक)

१.१ भाषेचे महत्व व उद्दिष्टे – व्यक्ती विकास व समाज विकासातील भाषेचे महत्व

१.२ वर्णविचार- वर्णमाला (संदर्भ- महाराष्ट्र शासन, महाराष्ट्र साहित्य परिषद).

१.३ शब्दविचार – शब्दांच्या जाती, विभक्ती, कारकार्थ.

१.४ वाक्यविचार – प्रकार व प्रयोग – वाक्याचे प्रकार (अर्थानुसार, विधानानुसार), काळ व प्रकार, वाक्यप्रयोग.

१.५ शब्दरचना – घटक व प्रक्रिया– स्त्रीलिंग-पुल्लिंग शब्द, उपसर्ग-प्रत्यययुक्त शब्द, संधी व समास प्रकार.

१.६ शुद्धलेखन विषयक नियम: शुद्धलेखनाचे मूलभूत नियम व दैनंदिन उपयोग.

घटक – २: साहित्यिक अलंकार, छंद व उपयोजित मराठी   (१ श्रेयांक)

२.१ रस व वृत्त– रसाची परिभाषा व प्रकार, अक्षरगणवृत्त (इंद्रवज्रा, उपेन्द्रवज्रा व भुजंगप्रयात इ.), मात्रावृत्त (आर्या, पादालुतल, दिंडी व नववधू इ.).

२.२ छंद प्रकार— ओवी (ज्ञानेश्वरी, मुक्तेश्वरी,एकनाथी), अभंग, लावणी, पोवाडा, मुक्तछंद व एकांकिका.

२.३ अलंकार — महत्व व प्रकार— यमक, अनुप्रास, उपमा, उत्प्रेक्षा, रूपक, अतिशयोक्ती इ. (उदाहरणांसह).

२.४ गद्य व उपयोजित लेखन— औपचारिक पत्र, वृत्तलेखन, आत्मचरित्र, सूचना लेखन, भाषांतर, अहवाल लेखन.

२.५ सृजनात्मक लेखन व प्रस्तुतीकरण — वृत्त लेखन, पटकथा लेखन, सारांश लेखन, अभिप्राय लेखन, सूत्रसंचालन, सादरीकरण, कोषवाङ्मय,

२.६ भाषाशास्त्र व उपयोजित मराठीचा एकात्म दृष्टिकोन — ५ वी ते १२ वी अभ्यासक्रमातील मराठीचे अध्ययन व भाषिक कौशल्ये.

प्रात्यक्षिक कार्य — (खालीलपैकी कोणतेही एक प्रात्यक्षिक निवडावे.)

१. व्याकरणातील कोणत्याही एका घटकावर पोस्टर तयार करून सादरीकरण करून अहवाल तयार करणे

२. व्याकरणातील कोणत्याही घटकावर संकल्पना चित्र / वेब डायग्राम तयार करून सादरीकरण करून अहवाल तयार करणे.

३. मराठीतील एका साहित्यिकाची मुलाखत घेऊन त्याचा अहवाल तयार करणे.

४. कोणत्याही एका घटकावर आधारित PPT सादरीकरण तयार करून अहवाल तयार करणे.

संदर्भ पुस्तके —

१. सुगम मराठी व्याकरण — गो. रा. वाळिंबे

२. मराठी व्याकरणाची मूलतत्त्वे — ग.त. केळकर

३. वृत्त व अलंकार — प. न. जोशी

४. मराठी व्याकरण — प्रा. मुरकुटे, नाशिक

५. मराठी व्याकरण — प्रा. डॉ. के. पी. शहा

६. साहित्य साधना — मा. का. देशपांडे

७. चितळे, डॉ. श्री. रा. — रचनाविचार आणि व्याकरण प्रकाशक: राजहंस प्रकाशन, पुणे

८. गोडबोले, डॉ. अच्युत — मराठीचे व्याकरण आणि स्वरूप, प्रकाशक: सखी प्रकाशन, मुंबई

९. फडके, डॉ. उषा सुभाष — वृत्त, अलंकार आणि काव्यशास्त्र, प्रकाशक: विद्या बुक्स, औरंगाबाद

१०. पाध्ये, डॉ. प्रभाकर — मराठी भाषेचे व्याकरण आणि उपयोग, प्रकाशक: लोकवाङ्मय गृह, मुंबई

११. वाळुंजकर, डॉ. म. रा. — मराठी भाषा आणि व्याकरण, प्रकाशक: स्पेक्ट्रम पब्लिकेशन, पुणे

१२. शहा, प्रा. डॉ. के. पी. — मराठी व्याकरण, प्रकाशक: जजब पब्लिकेशन, कोल्हापूर

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BED103-02: Understanding Disciplines and School Subjects – Hindi

Credits:2   **Hours:30**   **(Int. 15+ Ext. 35): 50 Marks**

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पाठ्य उद्देश्य Course Objectives

1. विद्यार्थियों में हिंदी भाषा के व्याकरणिक तत्वों (वर्ण, शब्द, वाक्य, समास, संधि, अलंकार, छंद, रस) का आधारभूत व व्यावहारिक ज्ञान विकसित करना।

2. विभिन्न रचनात्मक लेखन कौशलों (पत्र, निबंध, कथा, वृतांत, विज्ञापन) का अभ्यास कराना तथा अभिव्यक्ति क्षमता को सुदृढ़ करना।

3. हिंदी साहित्य के इतिहास के प्रमुख कालखंडों (आदिकाल, मध्यकाल, आधुनिक काल) की विशेषताओं तथा साहित्यिक प्रवृत्तियों को समझाना।

4. प्रमुख साहित्यकारों की रचनाओं, साहित्यिक योगदान और सांस्कृतिक प्रभाव से विद्यार्थियों को परिचित कराकर संवेदनशील साहित्यिक दृष्टि विकसित करना।

सीखने के प्रतिफल – Course Learning Outcomes (CLOs)

पाठ्यक्रम को सुचारू ढंग से पूरा करने के.बाद छात्र-अध्यापक

1. व्याकरणिक इकाइयों (वर्ण, शब्दभेद, वाक्य, लिंग, वचन, समास, संधि) को परिभाषा व उदाहरण सहित स्पष्ट कर सकेंगे तथा उनका प्रयोग कर सकेंगे।

2. रचनात्मक एवं उपयोजित लेखन कौशलों (पत्र, निबंध, कथा, विज्ञापन, वृतांत) का प्रभावी रूप से उपयोग कर सकेंगे।

3. हिंदी साहित्य के कालखंडोकी (आदिकाल, मध्यकाल, आधुनिक काल) साहित्यिक प्रवृत्तियों, रूप, विषयवस्तु और प्रभाव विश्लेषण कर सकेंगे।

4. प्रमुख साहित्यकारों (कबीर, सूर, तुलसी, मीरा, प्रसाद, महादेवी वर्मा आदि) की रचनाओं की विशेषताएँ, शैली और साहित्यिक योगदान को व्यवस्थित रूप से प्रस्तुत कर सकेंगे।

इकाई – १: हिंदी भाषा एवं रचना   (१ क्रेडीट)

१.१ **वर्ण विचार:** वर्णमाला, लिपि, वर्णों का उच्चारण व वर्गीकरण, स्वराघात, वर्तनी के नियम (देवनागरी लिपि तथा हिंदी वर्तनी का मानकीकरण, केंद्रीय हिंदी निर्देशालय)

१.२ **शब्द विचार:** शब्दभेद: संज्ञा, सर्वनाम, विशेषण, क्रिया। ; अव्यय: क्रियाविशेषण, संबंधसूचक, समुच्चयबोधक, विस्मयादिबोधक।

१.३ **व्युत्पत्ति एवं शब्दरचना:** उपसर्ग, प्रत्यय, समास, संधि।

१.४ **वाक्य विचार:** वाक्य के भेद, लिंग, वचन, कारक, विरामचिह्न।

१.५ **छंद, रस और अलंकार:** छंदों के प्रकार, रस की परिभाषा एवं प्रकार, अलंकारों के प्रमुख प्रकार।

१.६ **रचना कौशल:** पत्र लेखन, निबंध लेखन, कथा लेखन, वृतांत लेखन, विज्ञापन लेखन।

इकाई – २: हिंदी साहित्य का इतिहास एवं साहित्यकार   (१ क्रेडीट)

२.१ **आदिकाल:** स्वरूप, विशेषताएँ और प्रभाव।

२.२ **मध्यकाल (पूर्व-मध्यकाल और उत्तर-मध्यकाल):** स्वरूप, विशेषताएँ और प्रभाव।

२.३ **आधुनिक काल:** स्वरूप, विशेषताएँ और प्रभाव।

२.४ **प्रमुख साहित्यकार – I:** अमीर खुसरो, चंदबरदाई, कबीर।

२.५ **प्रमुख साहित्यकार – II:** तुलसीदास, सूरदास, मीराबाई।

२.६ **प्रमुख साहित्यकार – III:** जयशंकर प्रसाद, महादेवी वर्मा।

प्रात्यक्षिक कार्य (Practical Work – Any One)

१. व्याकरण (जैसे - लिंग, वचन, कारक, काल) आधारित 3–5 मिनट का शिक्षण वीडियो या ऑडियो पॉडकास्ट प्रतिवेदन (रिपोर्ट) के साथ तैयार करें।

२. हिंदी में एक मौलिक लघु कहानी का लेखन करना।

३. हिंदी साहित्य के किसी एक काल (आदिकाल/मध्यकाल/आधुनिक काल) का विशेष अध्ययन कर समूह-प्रतिवेदन (रिपोर्ट) तैयार करना।

४. हिंदी साहित्यकारके जीवन और साहित्यिक योगदान पर आधारित विस्तृत प्रतिवेदन (रिपोर्ट) तैयार करना।

संदर्भ ग्रंथ –

१. हिन्दी व्याकरण – कामताप्रसाद गुरू

२. आधुनिक हिन्दी व्याकरण और रचना – डॉ. वासुदेवनंदन प्रसाद

३. हिन्दी साहित्य का इतिहास – आ. रामचंद्र शुक्ल

४. साहित्य विवेचन – क्षेमचंद्र 'सुमन'

५. हिन्दी साहित्य का इतिहास – डॉ. नगेंद्र

६. हिन्दी भाषा विज्ञान – डॉ. भोलानाथ तिवारी

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BED103-03: Understanding Disciplines and School Subjects – English

Credits:2 **Hours:30** **(Int. 15+ Ext. 35): 50 Marks**

Course Objectives

To enable the student teacher:

1. To understand the fundamental elements of English phonetics, including phonemes, syllables, vowels, consonants, stress, and intonation.
2. To acquire knowledge of grammar rules and apply them effectively in sentence construction and communication.
3. To develop the ability to apply English language skills in various forms of functional and creative writing such as letters, reports, stories, essays, and emails.
4. To cultivate skills in note-making, summarizing, diagrammatic representation, and other functional English tasks required for academic purposes.

Course Learning Outcomes (CLOs)

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

1. Identify and explain English phonemes, vowels, consonants, syllables, and intonation patterns.
2. Apply grammar rules (tenses, voice, direct–indirect speech, sentence transformation, etc.) accurately in contextual situations.
3. Construct structured written compositions such as letters, reports, dialogues, essays, stories, blogs, and emails.
4. Prepare functional English tasks including note-making, summaries, tree/web/pie diagrams, and advertisements.

UNIT – 1: Phonetics and Grammar Credit- 1

A) Phonetics

   I. Phonemes, syllables, and words

   II. Vowels, diphthongs, and consonants

   III Semantics

   IV. Intonation – stress, accent, intonation patterns

B) Grammar

   V. Parts of speech, punctuation, kinds of sentences

   VI. Tense and transformation of sentences – direct and indirect speech, voice, degree, remove 'too', question tag, etc. (from Std. V–X textbooks)

UNIT – 2: Application and Functional English   **Credit- 1**

   A) Application of Language

      I. Letters – formal and informal

      II. Report writing

      III. Dialogue writing

      IV. Essay writing

      V. Story writing

      VI. Email writing

      VII. Blog Writing

   B) Functional English

      VI. Note-making and note-taking, summary writing, preparation of tree/web/pie

         diagrams, advertisement writing

Practical: (Any one from the given list)

1. Prepare a project report on any topic related to English language learning.

2. Develop and present a short Story in English.

3. Prepare/ Draw tree diagrams/web diagrams/pie charts based on any five lessons from Std. V–X textbooks.

4. Conduct and document a dialogue writing activity in a peer group/classroom situation.

References:

1. Allen, H.B. – Teaching of English as Second Language

2. Bose, F.L. – Teaching of English – A Modern Approach

3. Bose, F.L. – The Technique of Language Teaching

4. Gadre, G.L. – Teaching of English

5. Gupta, P.K.; Gandhi, Anil; Bhatnagar, S.S. – Teaching of English

6. Jain, R.K. – The Essentials of English Teaching

7. Kudchedkar, S. – English Language Teaching in India

8. Labo, Robert – Language Testing

9. Patil and Vaze – Content Cum Methodology of English

10. Shrivastav, B.D. – Structural Approach to Teaching of English

11. Suryawanshi, Dr. C.H. – Content Cum Methodology of English

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BED103-04: Understanding Disciplines and School Subjects - Sanskrit

Credits:2   **Hours:30**   **(Int. 15+ Ext. 35): 50 Marks**

उद्दिष्टानि **Course Objectives**

१. विद्यार्थि–शिक्षकाणां कृते संस्कृतभाषायाः वर्ण-विचार, शब्द-विचार, वाक्य-विचार इत्यादि मूलभूत-व्याकरणज्ञानस्य अवगाहनं करणम्।

२. धातुरूप, शब्दरूप, सर्वनामरूप इत्यादीनां नियमित-अभ्यासेन संस्कृत-व्याकरणे दक्षताविकसनम्।

३. संधि–समास इत्येतयोः नियमज्ञानं सुदृढं कृत्वा तयोः प्रयोगात्मकबोधस्य वृद्धिं करणम्।

४. संस्कृते वाक्यरचना, प्रयोगभेदाः (कर्तृवाच्य, कर्मवाच्य, भावेप्रयोगः) च सुव्यवस्थितरूपेण उपयोजयितुं प्रशिक्षणं दातुम्।

अभ्यासक्रम-अध्ययन-फ़लितानि | **Course Learning Outcomes (CLOs)**

अध्ययनसमाप्तेः अनन्तरं छात्रा: —

१. संस्कृतवर्णानाम् उच्चारणस्थानानि, प्रकारान् च यथायोग्यं निरूपयितुं तथा स्पष्टतया उपस्थापयितुं शक्नुवन्ति।

२. धातुरूप–शब्दरूप–सर्वनामरूप इत्यादीनि प्रयुज्य व्याकरणशुद्धं संस्कृतवाक्यरचनम् कर्तुं समर्थाः भवन्ति।

३. संधि–समासयोः प्रकारान्, तेषां नियमान्, उदाहरणानि च विश्लेषयितुं तथा प्रयोगे स्थापयितुं शक्नुवन्ति।

४. संस्कृतवाक्यपरिवर्तनम्, कर्तृ-कर्म-भावे प्रयोगाः, तथा संस्कृतसाहित्यस्य वैदिक–लौकिक–दार्शनिक स्वरूपम् इत्यादीनि स्पष्टतया विवेचितुं शक्नुवन्ति।

संस्कृतशिक्षणम् |

घटक क्र. १ अ — वर्ण-शब्दविचार: |

वर्णविचार: |

वर्णानाम् उच्चारणस्थानानि | वर्णप्रकारा: |

धातु-शब्दविचार: |

धातुरूपाणि |

शब्दरूपाणि |

सर्वनामरूपाणि |

घटक क्र. १ ब) वाक्यविचार: |

वाक्य प्रयोगा: - वाक्य परिवर्तनम् —

कर्तुवाच्यम् - रचना, उदाहरणानि |

कर्मवाच्यम्- रचना, उदाहरणानि |

भावेप्रयोगश्च - रचना, उदाहरणानि |

कारकविचार: - षड्-कारकाणि | षष्ठी - विभक्ति - प्रयोग: |

घटक क्र. २ अ) संधिसमासपरिचय: |

संधि-प्रकारा: - नियमा: तथा तेषाम् उदाहरणानि च |

समासा: — अव्ययीभाव-समास:, तत्पुरुष-समास:, द्वंद्व-समास:, बहुव्रीहि-समास: - नियमा: तथा तेषाम् उदाहरणानि च |

घटक क्र. २ ब) वाक्यरचना तथा संस्कृतसाहित्यम् ।

संस्कृते विशेषणानि, अर्थ:, प्रकारा: तथा च उदाहरणानि ।

त्वान्त-ल्यबन्त-तुमन्त-वाक्यरचना तथा च उदाहरणानि ।

सतिसप्तमी-वाक्यरचना तथा च उदाहरणानि ।

संस्कृतसाहित्यपरिचय: ग्रन्था; तेषां रचनाकारा: - वैदिकसाहित्यं, लौकिकसाहित्यं, दार्शनिकसाहित्यम् ।

शिक्षकप्रशिक्षार्थिनां संस्कृत-अभ्यासाय उपक्रमा: । क: अपि एक: कर्तव्य: ।

१. *प्राचीनसंस्कृतग्रन्थविषये पोस्टर-निर्माणम्*

- उद्देश्य:: प्राचीनसंस्कृतग्रन्थेषु ज्ञानवृद्धि:।
- निर्देशा:
    - ➤ कोऽपि प्राचीन: प्रसिद्ध: संस्कृतग्रन्थ: चयनीय: (यथा – ऋग्वेद:, भगवद्गीता, नाट्यशास्त्रम्, मेघदूतम्)।
    - ➤ पोस्टररूपेण प्रस्तुते: निर्माणं कर्तव्यम्, यत्र निम्नलिखितवस्तूनि स्यु:—
        - ग्रन्थनाम, कर्ता च
        - रचनाकाल:
        - मुख्यविषय:
        - भाषाशैली च महत्त्वम्
        - दृश्यचिह्नानि (पाण्डुलिप्या: चित्राणि, कलाचित्राणि च)
    - ➤ कक्षायां संक्षेपेण प्रस्तुति:।
- **मूल्यांकनम्- विषयसम्बद्धता, रचनात्मकता, स्पष्टता, प्रस्तुति-शैली।**

२. *आधुनिकसंस्कृतविदुषां विषये माहिती-संग्रह: ।*

- उद्देश्य:: आधुनिकसंस्कृतसेवकानां परिचय:।
- निर्देशा::
    - ➤ कोऽपि समकालीन: संस्कृतविद्वान् चयन्य:।
    - ➤ लिखितरूपेण विवरणम् संग्रहीतव्यम्—
        - जीवनवृत्तान्त:
        - संस्कृतसेवाया: विवरणम्
        - पुरस्कारा:, सम्माना: च
        - प्रसिद्धग्रन्था:
    - ➤ लघु-प्रस्तुति: अपि दातव्या।
- **मूल्यांकनम्- सूचनासंग्रहणकौशलम्, भाषिकसौष्ठवम्, प्रस्तुति-शैली।**

३. *संस्कृतव्याकरणविषये पॉवरपॉइण्ट्-प्रस्तुति:*

- उद्देश्य:: व्याकरणविषयकं स्पष्टबोध:।

- निर्देशाः:

  - कोऽपि व्याकरणविषयः चयनीयः (यथा – सन्धि, समासः, विभक्तयः, धातुरूपाणि, कारकाणि)।

  - स्लाइड्स्रूपेण प्रस्तुतिः निर्मीयताम्—

    - परिभाषाः, सूत्राणि च

    - उदाहरणानि

    - सारण्यः, तालिकाः, श्लोकाः

    - अध्यापनोपयुक्तविवरणम्

  - सूक्ष्मशिक्षणे वा समुहप्रस्तुतिः।

- **मूल्यांकनम्- विषयबोधः, दिग्दर्शनम्, भाषाशुद्धता, प्रस्तुति-कौशलम्।**

४. संस्कृतपाठशालायाः दर्शनम् (भ्रमणम्) ।

- **उद्देश्यः: पारम्परिकाध्ययनपद्धतेः अवगमः।**

- **निर्देशाः:**

  - काचित् पारम्परिकसंस्कृतपाठशाला वा गुरुकुलं द्रष्टव्यं।

  - शिक्षकैः सह संवादः, अध्ययनप्रणालीनिरीक्षणम् अपि च कर्तव्यम्।

  - निम्नलिखितवस्तूनि लेखनीयानि—

    - पाठशालायाः विवरणम्

    - अध्यापनपद्धतिः (श्रवणम्, पठणम्, मननम्, चर्चाः)

    - दिनचर्या, वातावरणं च

  - **प्रतिवेदनरूपेण लेखनम् यथासम्भवम् चित्रैः सह।**

- **मूल्यांकनम्- निरीक्षणकौशलम्, विवरणशुद्धता, भावबोधः।**

Reference: -

संस्कृत-पाठ्यपुस्तकानि, NCERT, SCERT

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BED103-05: Understanding Disciplines and School Subjects – Urdu

Credits:2　　　　　　　**Hours:30**　　　　　**(Int. 15+ Ext. 35): 50 Marks**

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کورس کے مقاصد (Course Objectives)

یہ کورس طالب علم اساتذہ کو مندرجہ ذیل اہداف کے حصول میں مدد فراہم کرے گا

1. اسکول کے مضمون کے طور پر اردو کی نوعیت، دائرہ کار اور ساخت کو سمجھنا۔

2. اردو گرامر، لغت اور اس کے استعمال میں مہارت حاصل کرنا۔

3. مضمون نویسی، خط نویسی، کہانی اور پیرا فریزنگ کے ذریعے تخلیقی اظہار کی صلاحیت کو اضافہ کرنا۔

4. مختلف تاریخی ادوار میں اردو ادب کی ترقی کے بارے میں بصیرت حاصل کرنا۔

5. جماعت پنجم تا　　ہشتم (Std. VI–XII) میں شامل مختلف اردو کے اصناف کے کردار کی پہچان کرنا۔

6. اردو کے نامور ادیبوں اور شعراء کی تخلیقات اور خدمات کا شعور حاصل کرنا۔

Course Learning Outcomes (CLOs)

اس کورس کی تکمیل کے بعد، طالب علم اساتذہ اس قابل ہوں گے کہ:

1. اردو بولنے، پڑھنے اور لکھنے میں بنیادی مہارتوں کا مظاہرہ کریں۔

2. اردو گرامر کے اصولوں کو مؤثر طریقے سے تحریری اور زبانی رابطے میں استعمال کریں۔

3. مضمون، خط، کہانی، خلاصہ اور پیرایہ نویسی کو واضح انداز میں تحریر کریں۔

4. قدیم، وسطیٰ اور جدید دور میں اردو ادب کی ترقی کا تجزیہ کریں۔

5. اردو کے مختلف اصناف سخن اور اردو نصاب میں اُن کی اہمیت کا تجزیہ کریں

6. تجویز کردہ شاعروں اور ادیبوں کی ادبی خدمات کا جائزہ لیں۔

یونٹ اول　(UNIT – I)　گرامر اور تحریر　(Credit 1)

(الف) گرامر　(A) Grammar

I۔ الفاظ، حروف تہجی، حروف صدائے، اور محاورات کی تشکیل

II۔ اسماء، صفات، ضمیر، ظروف، عدد، حالت، جنس، زمانہ

III۔ جملوں کی اقسام (ساخت اور معنی کے اعتبار سے)

IV۔ تشبیہات و استعارے اور اُن کی اسلوبی خصوصیات

V۔ جملے کا تغیر اور سادہ کامل تعمیرات

VI۔ اسکول کی اردو نصابی کتابوں میں گرامر کا اطلاق (چھٹی سے بارہویں جماعت تک)

(ب) ترکیب و تالیف کی مشق   (B) Practice in Composition

مضمون نویسی، خط نویسی، کہانی نویسی، تلخیص نویسی، پیرافریز(مندرجہ بالا یونٹ اول گرامر کے ششم کے مطابق)

یونٹ دوم   (UNIT – II)   اردو ادب اور اس کی ترقی (Credit 1)

I۔ قدیم اردو ادب – ماخذ، موضوعات، مصنفین

II۔ عہد وسطی کا اردو ادب– خصوصیات اور اثرات

III۔ جدید اردو ادب – رجحانات، موضوعات، اثرات

IV۔ ادبی اصناف کا بنیادی علم (غزل، نظم، مثنوی، مرثیہ، وغیرہ)

V۔ نامور شاعروں اور ادیبوں کی خدمات (جیسا کہ Std. VI-XII میں تجویز کیا گیا ہے)

VI۔ عصری نصاب اور اقدار میں اردو ادب کی مطابقت

عملی کام (مندرجہ ذیل میں سے کوئی ایک)

Practical Work (Any one of the following)

1۔ اسکول کے طلباء کے لیے اردو گرامر کے کسی بھی موضوع پر سیکھنے کا مواد/ ورک شیٹ تیار کریں۔

2۔ تخلیقی تحریری سرگرمی (مضمون/خط/کہانی) منعقد کریں اور اس پراپنے خیالات اور تاثرات کا اظہار کریں۔

3۔ جماعت 6 سے 12 تک کے نصاب میں شامل کسی ایک شاعر یا ادیب کا مطالعہ کریں اور اس پر ایک رپورٹ تیار کریں

4۔ شاعروں/ادیبوں کی معلومات جمع کریں اور انہیں تاریخی ادوار (قدیم، وسطی، جدید) کے مطابق درجہ بندی کر کے پیش کریں۔

REFERENCES:

Tadress-e-Urdu- Akhtar Sheerani

Tadress-e- Urdu-NCPUL (National Council for Promotion of Urdu Language.

Tadress-e- Urdu- Moinuddin

Tadress-e-Urdu- Najmus-Sehar.

BED-103-06: Understanding Disciplines and School Subjects – History

Credits:2   **Hours:30**   **(Int.15 + Ext.35): 50 Marks**

Course Objectives

To enable the student teacher:

1. To understand the nature, meaning, scope, and significance of History as an academic discipline.

2. To develop knowledge of historical sources, historiography, and major ancient civilizations and periods of Indian history.

3. To analyse the role of Indian rulers, reformers, and social–political movements in shaping society.

4. To cultivate understanding of India's freedom struggle and the historical development of Maharashtra, promoting critical reflection on the relevance of History in contemporary nation-building.

Course Learning Outcomes (CLOs)

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

1. Define History, classify historical sources, and explain the concept of historiography with suitable examples.

2. Describe and compare ancient civilizations and historical periods (Harappan, Vedic, Maurya, Ashoka, Mughal) in terms of geographical, cultural, political, and social aspects.

3. Critically evaluate the contributions of Chhatrapati Shivaji, the Maratha Empire, and major reform movements, especially in Maharashtra.

4. Analyze the British era, major freedom movements, India's independence, and explain the historical background of the foundation of Maharashtra state.

UNIT-1 Understanding History and Ancient Indian Civilization   **Credit 1**

1.1   What is History?

1.2   Sources of History

1.3   Concept of Historiography

1.4   Brief Introduction of Ancient Civilizations - Harappan civilization, Vedic civilization,

1.5   Brief Introduction of - Maurya Period, Ashoka Period and Mughal period – Main Features of the period in the context of its geographical Extent, Rulers, Culture, Art, Religion, Political structure and nature of governance

1.6 Cultural and Trade interaction of India with the World

UNIT -2 India's Freedom Journey Credit 1

2.1 Chhatrapati Shivaji – The People's King

2.2 Swaraj to British Era -the brief journey of Maratha Empire

2.3 British Era – Brief journey from East India company to British Rule, Freedom Struggle of 1857, Lokmanya Tilak Period, Mahatma Gandhi Period, Non-Cooperative Movement, Civil Disobedient Movement, Arm Revolution Movement

2.4 Social and Religious Reformers in India, Struggle for Equality with special reference of Maharashtra

2.5 India Gains Independence and Fulfilment of Independence

2.6 Brief History of Foundation of Maharashtra State

Practical: (Any one from the given list)

1. Poster Presentation on Ancient Indian

2. Field Visit Report on any Historical Place

3. Seminar with Power point on any aspect of Indian Freedom Movement

4. Preparation of 7 to 10 minutes video on Any fort of Chhatrapati Shivaji Maharaj.

References

The text books and the reference books which are prescribed by the Maharashtra State Board of Secondary and Higher Secondary Education are recommended for study.

BED 103-07: Understanding Disciplines and School Subjects – Geography

Credits:2   **Hours:30**   **(Int.15+ Ext.35): 50 Marks**

Course Objectives

To enable the student teacher:

1. To develop an understanding of the basic concepts of physical geography, including the solar system, earth's motions, atmosphere, lithosphere, hydrosphere, and associated natural processes.

2. To explain various natural phenomena and landform-forming processes, such as earthquakes, volcanoes, folds, faults, erosion, and deposition.

3. To understand the fundamental concepts of human geography, including settlements, population dynamics, occupations, biosphere, and pollution.

4. To apply practical geographical skills such as map-reading, interpreting physical and human features, conducting field visits, and using basic geographical instruments effectively.

Course Learning Outcomes (CLOs)

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

1. Describe the physical structure of the Earth and explain atmospheric and climatic elements, including temperature, pressure, winds, rainfall, tides, and salinity.

2. Analyze major natural processes—such as earthquakes, volcanoes, erosion, and deposition—and identify the resulting landforms.

3. Interpret patterns of human settlements, population distribution, occupations, and evaluate the impact of pollution on the biosphere.

4. Demonstrate competence in practical geography, including map interpretation, field visit reporting, and the use of instruments like barometer, thermometer, wind vane, rain gauge, and seismograph.

UNIT- 1: The Earth and Physical Geography   Credit- 1

2.1 The Earth

- Solar System – Components
- Motions of Earth – Rotation and Revolution
- Eclipses – Solar and Lunar (concepts, subtypes, effects, prejudices)
- Graticule – Latitude and Longitude (concept and importance)

- Interior of Earth – Layers

2.2 Atmosphere

- Structure of Atmosphere

- Climate – Concept and factors affecting climate

2.3 Air Elements

- Air Temperature – Definition, factors, temperature zones

- Air Pressure – Definition, factors, pressure belts on Earth

- Wind – Definition, global and local winds

- Rainfall – Meaning, forms, types (convectional, orographic, cyclonic), distribution factors

2.4 Lithosphere

- Meaning of Lithosphere

- Movements of Earth's crust:
  - Rapid – Earthquakes and Volcanoes (causes, effects, zones)
  - Slow – Fold and Fault (meaning, examples)

2.5 Landforms

- Mountains, Plateaus, Plains – Definitions and types

- Agents of erosion:
  - Running water
  - Wind
  - Sea waves
  - Glacier
- Landforms created by these agents

2.6 Hydrosphere

- Waterbodies: Ocean, sea, bay, gulf, strait, creek, river, lake

- Tides – Meaning, causes, effects

- Salinity – Definition, factors affecting salinity

UNIT-2: Human, Regional and Practical Geography   **Credit- 1**

2.1 Human Settlements

- Concept

- Types – Rural and Urban

- Factors affecting settlement

2.2 Population

- Meaning of population

- Birth rate and Death rate

- Causes and effects of population explosion

- Factors affecting density of population

2.3 Occupation

- Meaning of occupation

- Classification – Primary, Secondary, Tertiary, Quaternary

2.4 Biosphere and Pollution

- Concept and composition of biosphere

- Structure of food chain

- Pollution:

  • Meaning

  • Types

  • Causes and Effects

  • Control measures

2.5 Regional Geography

- Introduction to the Continents

- India: Location, physiographic features, climate, natural resources, human life

- Maharashtra: Location, physiographic features, climate, natural resources, human life

2.6 Practical Geography

- Maps: Concept, elements, types (Physical, Political, Thematic, Outline)

- Field Visit and Report Writing – meaning, guidelines

- Geographical Instruments – Thermometer, Wind vane, Barometer, Rain gauge, Seismograph, Light meter

Practical: (Any one from the given list)

1. Preparation of a geographical instrument or model.

2. A visit to a geographical place and writing a report.

3. Preparation of e-content on any geographical concept (video, V-log, animation, gamification, etc.).

4. Preparation of a thematic map or chart (e.g., rainfall, population, soil, or occupation distribution).

Reference:

1. Chandan, P., and Puri, M. Regional development.

2. Doniwal, H. K. Population of geography. Authors Press.

3. Frederick, K. L., Tarbuck, E. J., and Tasa, D. The atmosphere: An introduction to meteorology.

4. Husain, M. (2022). Geography of India (9th ed.). McGraw Hill Education (India) Private Limited.

5. Husain, M. Human geography. Rawat Publications.

6. Husain, M. Models in geography. Rawat Publications.

7. Joshi, B. R., and Kaji, S. D. Principles of general geography.

8. Khullar, D. R. (2020). India: A comprehensive geography (10th ed.). Kalyani Publishers.

9. NCERT. (2018). Fundamentals of physical geography: Textbook in geography for class XI. National Council of Educational Research and Training.

10. NCERT. (2019). Contemporary India – I: Textbook in geography for class IX. National Council of Educational Research and Training.

11. NCERT. (2020). Practical work in geography – Part I: Textbook for class XI. National Council of Educational Research and Training.

12. NCERT. (2021). India: People and economy: Textbook in geography for class XII. National Council of Educational Research and Training.

13. Oxford University Press. Dictionary of geography. Oxford University Press.

14. Sawadi, A. B. Physical geography.

15. Siddhartha, K. (2007). Understanding India's geography. Kitab Mahal.

16. Siddhartha, K. Ecology and environment. Kisalaya Publications.

17. Singh, R. L. (2011). Practical geography. Sharada Pustak Bhawan.

18. Singh, R. L., and Singh, R. P. B. (2002). Elements of practical geography. Kalyani Publishers.

19. Singh, S. (2013). Physical geography. Prayag Pustak Bhawan.

20. Singh, S. Geomorphology.

21. State Board of Maharashtra and NCERT. Geography/social science textbooks from Std. 6 to Std. 12. Maharashtra State Bureau of Textbook Production and Curriculum Research and National Council of Educational Research and Training.

22. Minshull, R. Regional geography: Theory and practice. Aldine Transaction.

BED103-08: Understanding Disciplines and School Subjects - General Science

Credits:2 **Hours:30** **(Int.15+ Ext.35): 50 Marks**

Course Objectives

To enable the student teacher:

1. To understand of fundamental concepts in life science and chemistry relevant to school education.

2. To explore the applications of biological and chemical concepts in classroom teaching and real-life contexts.

3. To develop knowledge of fundamental concepts in physics and environmental science for school-level teaching.

4. To cultivate skills to integrate environmental and physical science concepts into classroom instruction and everyday life.

Course Learning Outcomes (CLOs)

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

1. Explain key concepts in cell biology, genetics, plant and animal diversity, human organ systems, and basic chemistry, and relate them to school teaching.

2. Apply life science and chemistry knowledge to design classroom activities, experiments, and real-life problem-solving examples.

3. Demonstrate understanding of motion, energy, force, heat, light, electricity, magnetism, waves, biodiversity, microorganisms, and environmental conservation.

4. Design and implement classroom demonstrations, experiments, and activities that promote conceptual understanding and environmental awareness among students.

UNIT– 1 Life on Earth and Chemistry in School Science **Credit- 1**

A) Life Science in School Science

1.1 Cell: The Unit of Life – Understanding cell structure, functions, and significance.

1.2 Genetic Basis of Inheritance – Concepts of heredity and genetics, and their applications in teaching.

1.3 Plant and Animal Life – Diversity of plants and animals, their characteristics, and classification.

1.4 Human Organ Systems – Overview of major human organ systems and their functions.

B) Chemistry in School Science

1.5 Chemistry of Carbon Compounds – Hydrocarbons **–** Structure, types, and basic reactions of hydrocarbons.

1.6 Metals, Non-Metals, and Chemical Reactions **–** Properties, reactions, and applications of metals and non-metals.

UNIT – 2 Physics and Environmental Science in School Science **Credit- 1**

A) Physics in School Science

2.1 Motion, Energy, and Force – Concepts of motion, work, energy, and force, with classroom applications.

2.2 Heat and Light – Principles of heat transfer, reflection, refraction, and properties of light.

2.3 Electric Current, Magnetism, Sound and Wave – Understanding electricity, circuits, magnetic effects, wave properties, and sound propagation.

B) Environmental Science in School Science

2.4 Biodiversity and Ecosystem – Ecological concepts, diversity of life, and interdependence in ecosystems.

2.5 Microorganisms – Types, characteristics, and role of microorganisms in the environment.

2.6 Environmental Conservation and Sustainability – Concept, need and Importance, Waste management, vermicomposting, and conservation of natural resources.

Practical: (Any one from the given list)

1. Construct and develop a concept map on any unit or topic from the text book.

2. Visit to a Science Laboratory and writing a report

3. Biodiversity Survey: Conduct a survey of local plants and animals in a garden or park; prepare a chart and report.

4. Energy Conservation Project: Conduct a small-scale audit of electricity/water usage in the college or home and suggest conservation methods and write a report.

References:

Text books published by Maharashtra State Bureau of Textbook production and curriculum research, Pune and Maharashtra state board of secondary and higher secondary education, Pune.

BED103-09: Understanding Disciplines and School Subjects – Mathematics

Credits:2	**Hours:30**	**(Int.15+ Ext.35): 50 Marks**

Course Objectives

To enable the student teacher:

1. To develop a conceptual understanding of number systems, arithmetic operations, and basic algebraic structures.
2. To aapply arithmetic and algebraic knowledge to solve real-life and classroom problems.
3. To uunderstand fundamental concepts of geometry, measurement, statistics, and applied mathematics.
4. To use mathematical reasoning to analyze and solve real-world problems.

Course Learning Outcomes (CLOs)

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

1. Perform operations with various types of numbers and solve algebraic expressions and equations accurately.
2. Relate historical developments in mathematics, including Indian contributions, to contemporary number systems and problem-solving.
3. Apply geometric, mensuration, and statistical concepts to solve problems and interpret data effectively.
4. Utilize mathematics for practical applications in daily life, financial contexts, and environmental or social problem-solving.

UNIT-1: Foundations of Arithmetic and Algebra   **Credit- 1**

1.1 Number Systems and Operations

- Natural, whole, integers, rational, irrational and real numbers.
- Operations: addition, subtraction, multiplication, division, and use of brackets.
- Evolution of Numbers and Place Value in Indian Tradition (IKS Connection) – Origin and development of Indian numerals, Concept of zero and place value system, Contributions of Āryabhaṭa, Brahmagupta, and Bhāskarāchārya

1.2 Powers, Roots and Exponents

- Laws of indices, exponents
- Squares, cubes, square roots, cube roots, and their applications in problem solving.

1.3 Applications of Arithmetic in Daily Life

- Ratio, proportion and variation (direct, inverse).

- Unitary method, percentages, time–speed–distance, and commercial mathematics.

1.4 Introduction to Algebra

- Use of symbols and letters to represent numbers and relations.

- Algebraic expressions and operations on them. (addition, subtraction, multiplication, division)

1.5 Polynomials and Identities

- Concept of polynomials, factors and multiples, standard identities, verification and applications.

1.6 Equations

- Linear equations in one and two variables, quadratic equations, and their graphical interpretation.

UNIT-2: Geometry, Measurement and Applied Mathematics   Credit- 1

2.1 Basic Geometrical Concepts and Indian Contributions

- Points, lines, angles, pairs of angles, triangles and quadrilaterals – properties and types.

- Contributions of ancient Indian mathematicians to geometry (Sulba Sutras, temple geometry).

2.2 Triangles, Circles and Coordinate Geometry

- Congruence and similarity of triangles, theorems and applications.

- Circle: concepts, chords, tangents, circumference, area, and simple theorems.

- Introduction to coordinate geometry and plotting of points.

2.3 Quadrilaterals and Geometrical Constructions

- Properties and theorems of parallelogram, rhombus, rectangle, square, trapezium.

- Geometric constructions

2.4 Mensuration and Spatial Understanding

- Area, perimeter and volume of 2D and 3D figures.

- Surface area–volume relations and applications in real life.

2.5 Statistics and Data Handling

- Collection, organization and graphical representation of data.

- Measures of central tendency (mean, median, mode) and variability; interpretation of graphs.

2.6 Applied Mathematics in Everyday Contexts

- Profit–loss, simple and compound interest, discount, commission, taxation, and financial literacy.

- Use of mathematical modeling for environmental and social contexts (NEP 2020 emphasis).

Practical: (Any one from the given list)

1. Investigatory Project/ Model: Create a mathematical model to explore a concept, theorem, or real-life application of mathematics.

2. Visit to Mathematics Institute: Observe and write report on teaching-learning practices, resources, and research activities in a mathematics-focused institute or center.

3. Contributions of Indian Mathematicians: Prepare a report or presentation highlighting the work of notable Indian mathematicians and their impact on mathematical knowledge and education. (Āryabhaṭa, Brahmagupta, Bhāskarāchārya etc.)

4. Geometry in Indian Architecture: Prepare a presentation or model linking Sulba Sutras, Mandala designs, or temple geometry to basic geometrical shapes and properties.

References:

Text books published by Maharashtra State Bureau of Textbook production and curriculum research, Pune and Maharashtra state board of secondary and higher secondary education, Pune.

BED103-10: Understanding Disciplines and School Subjects – Commerce

Credits:2   **Hours:30**   **(Int.15+ Ext.35): 50 Marks**

Course Objectives

To enable the student teacher:

1. To develop an understanding of the fundamental concepts of Commerce, including trade, retail forms, business organisations, marketing, and management.

2. To explain the structure and functioning of various business organisations such as sole proprietorship, Joint Hindu Family, co-operatives, and companies.

3. To uunderstand key marketing concepts, including marketing mix, physical distribution, and promotional strategies.

4. To recognize and apply principles of management and relate them to classroom teaching and commercial activities.

Course Learning Outcomes (CLOs)

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

1. Describe and distinguish various types of trade, retail systems, and business organisations, highlighting their features, merits, and limitations.

2. Analyse marketing concepts and apply elements of the marketing mix to real and classroom-based examples.

3. Explain management concepts, principles, levels, and functions, and relate them to business and educational contexts.

4. Apply pedagogical and practical approaches, including projects, ICT tools, case studies, and lesson planning, to make Commerce teaching more effective and experiential.

UNIT-1: Basics of Commerce   **Credit- 1**

1.1 Internal Trade – Meaning and Types: Wholesale Trade; Retail Trade

1.2 Types of Retail Trade: Itinerant retailers; Fixed shops

1.3 Large Scale Retail Trade: Departmental stores; Supermarkets: Chain stores

1.4 Forms of Business Organization – Sole Proprietorship: Features, merits, limitations

1.5 Forms of Business Organization – Joint Hindu Family and Co-operative Societies: Characteristics, advantages, limitations

1.6 Forms of Business Organization – Company: Concept, types, features, merits, demerits

UNIT-2: Marketing and Management   **Credit- 1**

2.1 Marketing – Concept and Scope: Meaning, Functions, Role

2.2 Elements of Marketing Mix: Product, Price, Place, Promotion

2.3 Physical Distribution and Promotion Strategies

2.4 Nature and Significance of Management: Concept, Objectives, Importance

2.5 Levels and Principles of Management

2.6 Functions of Management

Practical: (Any one from the given list)

1. A Report of an interview of a wholesaler/ retailer.

2. A Report on a visit to a mall/ marketplace.

3. A PowerPoint presentation on any *Make in India* company.

4. Case study analysis of a successful Indian entrepreneur/start-up.

References

Organization of commerce and management- XI std Text Book
Organization of Commerce and management – XII std Text Book

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BED104 PEDAGOGY OF THE SCHOOL SUBJECT

(Two subjects from the list as in 103)

Credits:04   **Hours: 60**   **Marks (Int.30+Ext.70): 100**

For the course **BED104– Pedagogy of School Subjects,** the student teacher will select two subjects which s/he has offered for course **BED103** from the following list.

List of the School Subjects for BED104

BED104-01	Marathi	**BED104-06**	History
BED104-02	Hindi	**BED104-07**	Geography
BED104-03	English	**BED104-08**	General Science
BED104-04	Sanskrit	**BED104-09**	Mathematics
BED104-05	Urdu	**BED104-10**	Commerce

BED104- 01: PEDAGOGY OF THE SCHOOL SUBJECT- MARATHI

Credits:2   **Hours:30**   **(Int.15+ Ext.35): 50 Marks**

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पाठ्यक्रमाची उद्दिष्टे Course Objectives

विद्यार्थी-शिक्षक या अभ्यासक्रमाच्या अध्ययनातून खालील उद्दिष्टे साध्य करतील

१. मराठी विषयाचे स्वरूप, व्याप्ती, स्थान आणि शैक्षणिक महत्त्व समजून घेणे.

२. गद्य, पद्य, व्याकरण व रचना या घटकांच्या अध्यापनासाठी योग्य पद्धती व तंत्रांचा अभ्यास करणे.

३. मराठी पाठ्यपुस्तक, आशय, गाभा घटक, मूल्ये व जीवनकौशल्ये यांचे विश्लेषण करण्याची क्षमता विकसित करणे.

४. पारंपरिक व तंत्रज्ञानाधारित अध्ययन-संसाधनांचा प्रभावी वापर करून मराठी अध्यापन अधिक परिणामकारक करण्यासाठी आवश्यक शिक्षक-कौशल्ये आत्मसात करणे.

अध्ययन निष्पत्ती Course Learning Outcomes (CLOs)

विद्यार्थी-शिक्षक अभ्यासक्रम पूर्ण झाल्यानंतर हे करू शकतील

१. मराठी विषयाचे स्थान, स्वरूप, उद्दिष्टे आणि इतर विषयांशी असलेला समवाय स्पष्टपणे सांगू शकतील.

२. गद्य, पद्य, व्याकरण व रचना अध्यापनासाठी योग्य पद्धती आणि तंत्र वापरून प्रभावी अध्यापन सादर करू शकतील.

३. मराठी पाठ्यपुस्तक, घटक-विश्लेषण व आशय-विश्लेषण करून गाभा घटक, मूल्ये व जीवनकौशल्ये ओळखू कतील.

४. मराठी अध्यापनातील अडचणी ओळखून योग्य उपाययोजना, अध्यापन-संसाधने व तंत्रज्ञानाचा योग्य वापर करता येईल.

घटक – १ : मराठी विषयाचे स्वरूप व शिक्षणपद्धती   (१ श्रेयांक)

१.१ मराठी विषयाचे स्वरूप व व्याप्ती

१.२ शालेय अभ्यासक्रमात मराठीचे स्थान

१.३ माध्यमिक स्तरावर मराठी शिक्षणाची उद्दिष्टे

१.४ मराठी विषयाचा इतर शालेय विषयांशी समवाय

१.५ मराठी अध्ययन-अध्यापना संबंधी समस्या

१.६ मराठी विषयाच्या अध्यापन पद्धती

- गद्य अध्यापन पद्धती

- पद्य अध्यापन पद्धती

- व्याकरण अध्यापन पद्धती

- रचना अध्यापन पद्धती

घटक – २ : मराठी विषयाचे विश्लेषण, संसाधने व शिक्षकाची भूमिका   (१ श्रेयांक)

२.१ मराठी विषयाची संरचना, पाठ्यक्रम व अभ्यासक्रम

२.२ गाभा घटक, मूल्ये व जीवनकौशल्ये

२.३ पाठ्यपुस्तक विश्लेषण व आशय विश्लेषण

२.४ अध्ययन -संसाधनांची संकल्पना, गरज, महत्त्व व प्रकार

२.५ अध्ययन -संसाधने

- पारंपरिक संसाधने

- तंत्रज्ञानाधारित संसाधने

२.६ मराठी शिक्षकाची गुणवैशिष्ट्ये भूमिका व जबाबदाऱ्या

प्रात्यक्षिक कार्य :- कोणतेही एक

१.   मराठी पाठ्यपुस्तकाचे सविस्तर विश्लेषण – मराठी पाठ्यपुस्तकातील गद्य/पद्य/व्याकरण घटकांचा शैक्षणिक व
     जीवनमूल्यांच्या दृष्टीने अभ्यास करून अहवाल तयार करणे.

२.   शैक्षणिक साधने (Teaching Aids) किंवा पोस्टर निर्मिती – मराठी विषयाचे अध्यापन अधिक परिणामकारक
     होण्यासाठी स्व-निर्मित चार्ट, फ्लॅशकार्ड, किंवा पोस्टर तयार करून पाठात उपयोग करून अहवाल तयार करणे.

३.   सादरीकरण (PowerPoint / डिजिटल माध्यमातून) – मराठी विषयातील एखाद्या घटकावर (उदा. व्याकरण, गद्य
     वा पद्य) PPT सादरीकरण तयार करून अहवाल तयार करणे.

४.   समूहचर्चा (Group Discussion) – "मराठी अध्ययन-अध्यापन संबंधी समस्या
     व उपाय" किंवा "मराठी विषय व जीवनमूल्ये" अशा शैक्षणिक विषयावर समूहचर्चा आयोजित करून निष्कर्ष
     काढून अहवाल तयार करणे.

References

१.   आहेर मी. ल. (२००८) मातृभाषा मराठीचे आशययुक्त अध्यापन, पुणे : नित्यनूतन प्रकाशन.

२.   बामणे ल. वि. (२०१४) मराठी आशययुक्त अध्यापन पद्धती, कोल्हापूर : फडके प्रकाशन.

३.   बिडकर, के. सी. (२०१३) *इयत्ता ५ वी ते १० वी मधील मराठी अध्यापन.* नागपूर: सूर्योदय प्रकाशन.

४.   भोसले, एस. ए. (२०१६). *भाषा शिक्षणातील नव्या दिशा.* कोल्हापूर: शुभम प्रकाशन.

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६.   घोरपडे क. (२००८) मराठी अध्यापन पद्धती, नागपूर : विद्या प्रकाशन.

७.   दुनाखे अं. (२००५) मराठीचे आशययुक्त अध्यापन, पुणे : नित्यनूतन प्रकाशन.

८. पवार ना ग. (२००५) मातृभाषा मराठीचे आशययुक्त अध्यापन, नित्यनूतन प्रकाशन.

९. पवार, यू. जी. (२०१६). माध्यमिक शाळांतील मराठी अध्यापनाच्या समस्या व उपाय. पुणे: प्रेरणा प्रकाशन.

१०. पिचड न. आणि बरकले रा. (२००५) मातृभाषा मराठीचे अध्यापनशास्त्रीय विश्लेषण, नाशिक प्रकाशन.

११. रणसुरे वि. (२००८) मराठी शिक्षण व आशययुक्त अध्यापन, मिरज : संघमित्रा प्रकाशन.

१२. वाळंबे मो. (२००५) सुगम मराठी व्याकरण लेखन, पुणे : नितीन प्रकाशन.

BED104- 02: PEDAGOGY OF THE SCHOOL SUBJECT- HINDI

Credits:2   **Hours:30**   **(Int.15+ Ext.35): 50 Marks**
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पाठ्यक्रम उद्देश्य Course Objectives

छात्र अध्यापक को

१. हिंदी विषय के स्वरूप, परिधि, महत्व तथा विद्यालयीन पाठ्यचर्या में उसके स्थान को समझाना।

२. गद्य, पद्य, व्याकरण, रचना, पठन—लेखन आदि घटकों के अध्यापन हेतु उपयुक्त शिक्षण-पद्धतियों से परिचित कराना।

३. हिंदी पाठ्यचर्या, पाठ्यक्रम, पाठ्यपुस्तक एवं विषयवस्तु का शैक्षणिक विश्लेषण करने की क्षमता विकसित कराना।

४. पारंपरिक एवं डिजिटल शिक्षण-संसाधनों के उपयोग तथा हिंदी शिक्षक की अपेक्षित भूमिका को समझकर कक्षाक्षमता बढ़ाना।

पाठ्यक्रम अधिगम प्रतिफल Course Learning Outcomes (CLOs)

पाठ्यक्रम को सुचारू ढंग से संपन्न करने के बाद छात्र अध्यापक

१. हिंदी विषय के स्वरूप, परिधि और विद्यालयीन पाठ्यक्रम में उसके स्थान की प्रभावी व्याख्या कर सकेंगे।

२. गद्य, पद्य, व्याकरण, रचना तथा पठन—लेखन शिक्षण की विविध विधियों का समुचित चयन और प्रयोग कर सकेंगे।

३. हिंदी विषय से संबंधित समस्याओं की पहचान कर सकेंगे और उनके समाधान हेतु शैक्षणिक उपाय व रणनीतियाँ प्रस्तुत कर सकेंगे।

४. हिंदी पाठ्यक्रम, पाठ्यपुस्तक, गाभा तत्व, मूल्य व जीवन-कौशल का विश्लेषण कर सकेंगे तथा शिक्षण-संसाधनों का प्रभावी उपयोग कर पाएँगे।

इकाई – १ : हिंदी विषय का स्वरूप एवं शिक्षण-पद्धतियाँ   (क्रेडिट – १)

१.१ हिंदी विषय का स्वरूप एवं महत्व

- हिंदी विषय की प्रकृति और परिधि।

- विद्यालयीन पाठ्यचर्या में हिंदी का स्थान।

१.२ हिंदी शिक्षण के उद्देश्य

- विद्यालयीन स्तर पर हिंदी शिक्षण के उद्देश्यों की व्याख्या।

१.३ हिंदी विषय का अन्य विषयों से संबंध एवं समस्याएँ

- हिंदी विषय का अन्य विषयों से संबंध।

- हिंदी विषय से संबंधित प्रमुख समस्याएँ।

१.४ गद्य एवं पद्य शिक्षण की विधियाँ

- गद्य (प्रोज़) शिक्षण की विधियाँ।

- पद्य (काव्य) शिक्षण की विधियाँ।

१.५ व्याकरण एवं रचना शिक्षण की विधियाँ

- व्याकरण शिक्षण की विधियाँ।

- रचना (लेखन) शिक्षण की विधियाँ।

१.६ पठन एवं लेखन शिक्षण की विधियाँ

- पठन (रीडिंग) शिक्षण की विधियाँ।

- लेखन (राइटिंग) शिक्षण की विधियाँ।

इकाई – २ : हिंदी विषय का विश्लेषण एवं शिक्षण-संसाधन   (क्रेडिट – १)

२.१ हिंदी विषय की संरचना

- हिंदी विषय की रूपरेखा एवं संगठन।

२.२ पाठ्यचर्या एवं पाठ्यक्रम

- हिंदी पाठ्यचर्या एवं पाठ्यक्रम की विशेषताएँ।

२.३ मूल्य एवं जीवन-कौशल

- हिंदी विषय में निहित मूल्य एवं जीवन-कौशल।

- हिंदी पाठ्यपुस्तक का विश्लेषण एवं विषयवस्तु विश्लेषण।

२.४ शिक्षण-संसाधनों की संकल्पना एवं महत्व

- शिक्षण-संसाधनों की संकल्पना।

- आवश्यकता एवं महत्व।

२.५ पारंपरिक एवं प्रौद्योगिकी-आधारित संसाधन

- पुस्तकालय, श्यामपट, मुद्रित सामग्री इत्यादि।

- ई-लर्निंग, डिजिटल टूल्स, ऐप्स आदि।

२.६ हिंदी प्रयोगशाला एवं हिंदी शिक्षक की भूमिका

- हिंदी प्रयोगशाला का महत्व।

- हिंदी शिक्षक के गुण एवं कक्षा में उनकी भूमिका।

प्रात्यक्षिक कार्य (नीचे दिए हुए में से केवल १)

१. पाठ्यपुस्तक विश्लेषण (समूह गतिविधि के रूप में) – चुने हुए पाठ का शैक्षिक, भाषाई और मूल्यपरक विश्लेषण कर प्रतिवेदन (रिपोर्ट) तैयार करना।

२. शैक्षिक सहायक साधनों/पोस्टर का निर्माण और प्रस्तुतीकरण – स्वयं निर्मित शैक्षिक सहायक साधन या पोस्टर तैयार कर कक्षा में प्रयोग कर प्रतिवेदन (रिपोर्ट) तैयार करना।

३. शैक्षिक क्षेत्र में अध्ययन भ्रमण एवं भाषा प्रयोगशाला का अवलोकन रिपोर्ट – विद्यालय, भाषा प्रयोगशाला या किसी शैक्षिक संस्थान में अध्ययन भ्रमण कर अवलोकन रिपोर्ट तैयार करना।

४. समूह चर्चा एवं जीवन-कौशल समाकलन – विद्यार्थियों को समूहों में विभाजित कर किसी विषय पर चर्चा आयोजित करना तथा जीवन-कौशल से उसका संबंध स्पष्ट कर प्रतिवेदन (रिपोर्ट) तैयार करना।

References

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BED104- 03: PEDAGOGY OF THE SCHOOL SUBJECT- ENGLISH

Credits:2   **Hours:30**   **(Int.15+ Ext.35): 50 Marks**

Course Objectives:

To enable the student teacher

1. To explain the nature, scope, and educational role of English in secondary and higher secondary schooling.
2. To analyze the structure, curriculum, and syllabus of English, including its interdisciplinary connections and role in multilingual classrooms.
3. To identify and apply aims and objectives of English education at different school stages, incorporating life skills and values.
4. To employ effective pedagogical approaches, teaching methods, and techniques to develop language and literature skills.

Course Learning Outcomes (CLOs)

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

1. Describe the functional, cultural, and literary roles of English in education and society.
2. Examine English textbooks and learning resources to identify objectives, values, and curricular content.
3. Design classroom activities integrating Indian literatures, folk tales, proverbs, and culturally relevant texts.
4. Implement strategies for developing listening, speaking, reading, and writing skills, and evaluate their effectiveness using appropriate assessment tools.

UNIT- 1: Nature and Analysis of the Subject English   Credit- 1

1.1 Nature and scope of English as a school subject. - Functional, cultural, and literary roles of English in education and society.

1.2 Place and Importance of English in secondary education and higher secondary education. - Role of English in the Three-Language Formula and multilingual classrooms.

1.3 General aims and instructional objectives of teaching English in schools. - Specific learning objectives for the secondary and higher secondary stages.

1.4 Structure of English as a language subject (language and literature components). - Relationship among curriculum, syllabus and textbooks; textbook analysis and content analysis.

1.5 Interdisciplinary connections between English and Social Sciences, Science, Mathematics.
- Integration of English for holistic learning and communication skills.

1.6 Incorporation of Indian literatures, local stories, multilingual resources, and culturally relevant texts in English teaching. - Inculcation of core elements, values, and life skills through English teaching.

UNIT-2: Pedagogical Approaches, Learning Resources, and Assessment   Credit- 1

2.1 Pedagogical Approaches of Teaching English - Communicative Approach, Structural Approach, and Constructivist Approach (5E models).

2.2 Methods of Teaching English- Grammar-Translation Method and Direct Method.

2.3 Techniques and Strategies in English Teaching - Active learning techniques: storytelling, dramatization, Discussion, group work, pair work, role-play.

Creative classroom activities: language and vocabulary games. Integrating Indian Knowledge Systems - folk tales, proverbs, and regional idioms to enrich language learning.

2.4 Learning Resources for English Language Teaching

Traditional Resources: Textbooks, library materials, reference books, print media.

Technology-based Resources: Language laboratories, e-books, blogs, AI-enabled language learning apps, podcasts, and digital storytelling tools.

2.5 Development of Language Skills

Listening: Nature, purpose, and process of listening.

Types - Intensive and Extensive Listening; activities for comprehension and note-taking.

Speaking: Pronunciation, Intonation, Pauses, Stress, Fluency, and Vocabulary.

Techniques - dialogues, oral presentations and peer interaction.

Reading: Nature, stages, and process of reading; Types: Intensive and extensive reading; Styles: Skimming, scanning, and detailed reading.

Writing: Nature and forms of writing - guided, controlled, and free composition; copying, dictation, and translation

2.6 Assessment and Professional Competencies of the English Teacher

Assessment of Language Learning: Continuous and Comprehensive Evaluation (CCE), formative and summative evaluation.

Tools and Techniques: Oral assessment, Rubrics and Portfolios.

Qualities of an effective English teacher; Role of English teacher as a facilitator

Practical: (Any one from the given list)

1. Textbook Analysis: Analyze a prescribed English textbook (secondary/higher secondary)

2. Critical Analysis of AI Apps for English Language Learning.

3. Review and Paper Presentation on any Novel/Drama of an Indian Writer
4. Write a report regarding Challenges of English teaching based on an interview of an English teacher of a secondary/higher secondary school.

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15. Geetha, Nagaraj (1996) English Language Teaching approach, method, techniques, orient Longman Ltd.
16. Chaudhary, N.R.: Teaching English in Indian Schools. New Delhi: H.. Publishing Corporation.
17. Content Cum Methodology of English - Dr. C.H. Surywanshi
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19. NCERT: Reading in Language and Language Teaching Book I, Publication div. NCERT, New Delhi.
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BED104- 04: Pedagogy of The School Subject- Sanskrit

Credits:2   **Hours:30**   **(Int.15+ Ext.35): 50 Marks**

Course Objectives:

To enable the student teacher:

1. To develop an understanding of the nature, scope, aims, and educational relevance of Sanskrit as a classical and modern Indian language and its role in Indian culture, literature, and knowledge systems.

2. To familiarize student-teachers with the curriculum, syllabus, and textbook structure of Sanskrit at various school levels and to enable them to analyze content based on learning outcomes.

3. To enable student-teachers to apply appropriate pedagogical approaches, teaching strategies, and resources - including ICT tools - for effective teaching of Sanskrit language skills, grammar, and literature.

4. To prepare student-teachers to design meaningful learning experiences and assessments and to participate actively in co-curricular activities while developing professional competencies as Sanskrit educators.

Course Learning Outcomes (CLOs):

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

1. Explain the foundational principles, aims, curriculum structure, and core components of Sanskrit education at different school stages.

2. Use a variety of pedagogical approaches, strategies, and ICT tools to teach Sanskrit effectively, focusing on language skills, grammar, and literature in context.

3. Analyze textbooks, lesson content, and Sanskrit literary materials for their linguistic, cultural, value-based, and learning outcome alignment.

4. Design and implement assessments, classroom activities, and co-curricular events that support joyful, inclusive, and competency-based learning of Sanskrit.

UNIT-1: Foundations, Aims and Curriculum of Sanskrit Education   Credit- 1

1.1 Nature, Scope, and Role of Sanskrit: Meaning, nature and scope of Sanskrit as a classical and modern Indian language; Status and role of Sanskrit as a classical and living Indian language, Linguistic, cultural, literary, philosophical, and educational roles of Sanskrit.

1.2 Aims and Objectives of Sanskrit Teaching: General and specific objectives at upper-primary, secondary and higher-secondary stages; Stage-wise instructional objectives at Middle, Secondary, and Higher Secondary levels

1.3 Curriculum, Syllabus, and Textbook Analysis: Relationship among curriculum, syllabus, and textbooks, Grade-wise content organization; textbook and content analysis based on learning outcomes.

1.4 Core Language Components in Sanskrit: Teaching of varṇamālā, pronunciation, sandhi, samāsa, subhāṣitāni, basic grammar and vocabulary.

1.5 Sanskrit Literature and Value Education: – Teaching prose, poetry, simple śhlokas, stories, dialogues, and plays; Integration of values, cultural literacy, and ethical learning through Sanskrit literature.

1.6 Sanskrit and Indian Knowledge Systems (IKS): Role of Sanskrit as the foundation of IKS (Jyotiṣa, Gaṇita, Ayurveda, Vedānta, Yoga); Local and traditional knowledge sources; using IKS-based examples in classroom teaching.

UNIT-2: Pedagogical Approaches, Resources, and Assessment in Sanskrit.   Credit- 1

2.1 Methods and Approaches of Teaching Sanskrit: Communicative approach, structural approach, Grammar-based approach, direct method, translation method; Modern and constructivist approaches: communicative, activity-based, task-based, story-based, Oral-Sanskrit movement, drama, role-play, shloka-with-meaning, theatre-in-education

2.2 Techniques and Strategies for Classroom Teaching: Storytelling (kathā), śhloka recitation, chanting, role-play, dramatization, dialogue practice; Use of mnemonics, drills, group work, pair work, choral reading.

2.3 Development of Language Skills: Listening: chants, storytelling, audio resources; Speaking: dialogues, short speeches, classroom Sanskrit, pair-work, games; Reading: prose, poetry, drama, interpretation and appreciation of verses; Writing: letter, copy-writing, guided writing, creative writing, functional writing

2.4 Learning Resources and ICT Integration: Traditional resources: charts, flashcards, models, story cards, posters, folk songs; Digital tools: Sanskrit learning apps, audio-visual resources, e-texts, virtual recitation, multimedia presentations.

2.5 Co-curricular and Cultural Activities for Sanskrit: Sanskrit day celebration, Sanskrit club, recitation competitions, slogan writing, dramatization, shloka chanting events; Field visits to temples, cultural institutions, or centers promoting Sanskrit and IKS.

2.6 Assessment and Teacher Professional Development: Formative and summative assessment: oral tests, dictation, recitation with meaning, reading aloud, translation,

comprehension tests, portfolios, rubrics; Continuous professional development and role of Sanskrit teacher as facilitator.

Practical: (Any one from the given list)

1. Textbook analysis of Sanskrit textbook of secondary education.
2. Preparation of Teaching aids/posters based on curriculum of secondary education.
3. Group Discussion on issues in Sanskrit education.
4. PowerPoint presentation based on curriculum of secondary education.

References:

1. Apte D.G.Dongre.P.R.(1960) teaching of sanskrit in secondary school, acharya book Depot. Baroda.
2. Bokil V.P., Parasnis N.R. (1956) New approach to Sanskrit, Chitrashala press, Pune.
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7. जोशी अनंत (१९९९), आशययुक्त अध्ययन पद्धती, यशवंतराव चव्हाण मुक्त विद्यापीठ, नाशिक.
8. प्रा.सौ.फाटक माणिक (२००३), आशयसह अध्ययन पद्धती-संस्कृत, प्रकाशक: ओमप्रकाश सिय्या, धुळे.
9. डॉ. भिंताडे, डॉ. जगताप, डॉ. बोंडाई केलास (२०२१), आशययुक्त अध्ययन पद्धती, आशय प्रकाशन, सोलापूर.
10. डॉ. भोळे कुंता (१९९६), संस्कृत अध्यापन, प्रकाशन: श्री.बी.के. पवार, नाशिक.
11. डॉ. मिश्र प्रभाकर (१९७३), संस्कृत शिक्षण, हरियाणा अकादमी, चंदीगड.
12. डॉ. पांडेय रामशंकर (१९९५), संस्कृत शिक्षण, विनोद पुस्तक मंदिर, आग्रा.

BED104- 05: Pedagogy of The School Subject- Urdu

Credits:2   **Hours:30**   **(Int.15+ Ext.35): 50 Marks**

مقاصد (Objectives)

1. اسکول کے نصاب میں اردو کی نوعیت، دائرہ کار اور مقام کو بطور مضمون سمجھنا۔
2. ثانوی سطح پر اردو پڑھانے کے مقاصد اور تعلیم میں درپیش چیلنجوں کی نشاندہی کرنا۔
3. نثر، شاعری، گرامر، تحریر، مطالعہ اور لکھائی کی تدریس کے لئے تدریسی علم اور مہارتیں حاصل کرنا۔
4. اردو مضمون کی ساخت کو سمجھنا اور اس کے نصاب، ذیلی نصاب(Syllabus) اور بنیادی اقدار کا تجزیہ کرنا۔
5. اردو زبان کی نصابی کتاب اور مواد کے تجزیہ کی مہارت پیدا کرنا۔
6. روایتی اور ٹیکنالوجی پر مبنی سیکھنے کے وسائل کو مؤثر طریقے سے پہچاننا اور ان کا استعمال کرنا اور اردو معلم کے پیشہ ورانہ کردار کو سمجھنا۔

Course Learning Outcomes (CLOs)

1. زیر تربیت معلم اردو کو بطور ایک مضمون نصاب میں شامل کرنے کی اہمیت اور اس کے بین المضامینی تعلقات کو واضح کر سکے گا۔
2. زیر تربیت معلم اُردو زبان و ادب کے مختلف اصناف کی تدریس کے لیے مختلف تدریسی طریقے بروئے کار لا سکے گا۔
3. زیر تربیت معلم اردو کی تعلیم سے متعلق مسائل کا تجزیہ کر کے موزوں حل تجویز کر نے کے قابل ہوگا۔
4. زیر تربیت معلم اردو نصاب، نصابی کتاب، تعلیمی اقدار اور زندگی کی مہارتوں سے متعلق مواد کا تنقیدی تجزیہ کر سکیں گے۔
5. زیر تربیت معلم اردو لیبارٹریز اور ڈیجیٹل ٹولز سمیت سیکھنے کے مناسب وسائل کا انتخاب اور استعمال کرنے کے قابل ہوگا۔
6. زیر تربیت معلم اردو زبان کے معلم کے خصوصی اوصاف اور کردار کا عملی مظاہرہ کر نے کے قابل ہوگا۔

یونٹ اول   (UNIT – I)   اُردو مضمون کی فطرت/ نوعیت اور تدریسی حکمتِ عملیاں Credit 1

1.1 اُردو مضمون کی فطرت/ نوعیت
*اُردو کی فطرت/ نوعیت، دائرہٴ کار اور تعلیمی نصاب میں اس کا مقام

1.2 اُردو کے تدریسی مقاصد
*ثانوی سطح پر اُردو کی تدریس کے اغراض و مقاصد

1.3 اردو کا دیگر مضامین کے ساتھ ارتباط/تعلق
*اردو زبان کا سماجی علوم،دیگر زبانیں اور دیگر درسی مضامین کے ساتھ ارتباط/تعلق

1.4 اردو درس و تدریس کے مسائل
*اسکولوں میں اردو کی درس و تدریس کے مسائل اور چیلنجز

1.5 اردو کی تدریسی حکمتِ عملیاں/تدریسی طریقہ کار
* نثر اور شاعری کے تدریسی طریقہ کار
*گرامر اور کمپوزیشن کے تدریسی طریقہ کار

1.6 اردو زبان کی مہارتوں کی تدریسی تراکیب

* مطالعہ (Reading) اور تحریر (Writing) کی تدریسی تکنیکیں اور طریقہ کار

یونٹ دوم (UNIT – II) اردو مضمون کا تجزیہ، تدریسی وسائل اور معلم کا کردار (Credit 1)

2.1 اردو مضمون کی ساخت
* بطور اردو مضمون - تنظیم اور اس کے اجزاء

2.2 اردو نصاب، بنیادی اقدار، اور زندگی کی مہارتیں
* اردو کا نصاب اور ذیلی نصاب
* ثانوی سطح پر اردو کے بنیادی عناصر، اقدار اور زندگی کی مہارتیں

2.3 درسی کتاب اور مواد کا تجزیہ
* اردو درسی کتاب کا تنقیدی جائزہ
* درسی مواد کا انتخاب اور تشکیل و تنظیم

2.4 تصور، ضرورت اور اہمیت برائے تعلیمی وسائل
* اردو لیبارٹری، تدریسی وسائل اور تعلیمی مواد

2.5 تعلیمی وسائل کی اقسام
* روایتی وسائل (لائبریری، بلیک بورڈ، پرنٹ میڈیا)
* ٹیکنالوجی پر مبنی وسائل (سمعی و بصری وسائل، ڈیجیٹل وسائل، تعلیمی ایپس)

2.6 بطور اردو معلم ۔اوصاف و کردار
* بطور اردو معلم پیشہ ورانہ اور ذاتی مہارتیں/ خوبیاں
* اُردو معلم کا کردار: جماعت کے اندر اور جماعت سے باہر

عملی کام (مندرجہ ذیل میں سے کوئی ایک)

Practical: (Any one from the given list)

1۔ درسی کتاب کا تجریہ
2۔تدریسی وسائل کی تیاری
3۔پاور پوائنٹ پریزنٹیشن
4۔ فیلڈ وزٹ(مطالعاتی دورہ)، لینگویج لیبارٹری کا دورہ
5۔ گروہی مباحثہ

References:

1. Moinuddin, (1997), Urdu Zuban ki Tarbeat

2. Maulvi, Abul Hag (2001) Chand hamsafar

3. Moinnddin, (1998) Urdu Kaise Padahein.

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6. Mirza, Khalil Ahmed Baig "Urdu Zuban Ki Tarikh" 2007, Aligardh,Education Book House.

7. Salim, Abdullah "Urdu Kaise Padhaen" 2007, Aligardh Education Book House.

8. Khan, Md. Sharif "Taleem Aur Uske Usul" 2005, Aligardh, Education Book House.

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12. Jameel Jalbi "Tarikh-e-Adab Urdu" 2001 Delhi Educational PublishingHouse.

13. Noorul Hasan Naqvi "Tarikhe Urdu Adab" 2001 Aligardh, Education Book House.

14. Afzal Hussain "Fun-e-Talim-o-Tarbiyat" 1999, New Delhi Markazi Maktabe Islami Publisher.

15. Md. Ikkramuddin "Talim-o-Taalum" 1993, New Delhi Maktab Jamia, Limited.

16. Md. Ikramuddin "Mashquee Tadriess Kyon Aur Kaise" 1989, NewDelhi Maktab Jamia, Limited

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BED104- 06: Pedagogy of The School Subject- History

Credits:2   **Hours:30**   **(Int.15+ Ext.35): 50 Marks**

Course Objectives

To enable the student teacher:

1. To understand the nature, scope, and educational significance of History and its place in the higher secondary curriculum.

2. To examine various types of History and the objectives of teaching History at the higher secondary level.

3. To explore and apply suitable pedagogical approaches such as storytelling, narration, dramatization, discussion, source method, project work, and educational journeys.

4. To analyze the structure of History, curriculum construction methods, textbook content, and the need for appropriate learning resources and teacher competencies.

Course Learning Outcomes (CLOs):

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

1. Explain the nature, scope, significance, and types of History and justify its relevance in the school curriculum.

2. Apply suitable pedagogical approaches (storytelling, discussion, source method, project, journey method) for effective History teaching.

3. Critically analyze the curriculum, syllabus, and History textbooks, identifying values, skills, and pedagogical strengths or gaps.

4. Select and utilize traditional and digital learning resources effectively and demonstrate the essential qualities of an ideal History teacher.

UNIT-1. Nature of the Subject: History and Pedagogical Approaches for the Subject History   **Credit- 1**

1.1 Nature and scope of the Subject History

1.2 Place of the Subject history in the Higher Secondary School curriculum

1.3 Types of History

1.4 Objectives of teaching the subject history at the Higher Secondary school level

1.5 Correlation with other subjects.

1.6 Pedagogical Approaches for the Subject History

   a) Storytelling   b) Narration   C) Dramatization   D)   e) Discussion   f) Source

   g) Project   h) Journey

UNIT-2: Analysis of the Subject History and Learning Resources for the Subject History **Credit- 1**

2.1 Structure of the Subject History: Organization, scope, and framework of History as a school subject.

2.2 Curriculum and Syllabus in History

– Concept of curriculum and syllabus.

– Methods of curriculum construction: a) Concentric; b) Chronological; c) Periodic d) Regressive

2.3 Core Elements, Values, and Life Skills: Integration of national values, constitutional principles, and life skills through History teaching.

2.4 Textbook and Content Analysis: Critical evaluation of History textbooks with reference to accuracy, sequencing, and pedagogy.

2.5 Concept, Need, and Importance of Learning Resources: Significance of learning resources for effective History teaching.

2.6 Types of Learning Resources and Teacher's Role

– Traditional and technology-based resources.

– Qualities and professional role of an ideal History teacher.

Practical: (Any one from the given list)

1. Collaborative Textbook Analysis Activity – Select a History lesson, analyze its content, methodology, and value integration in groups, and present findings.

2. Interview of an Experienced History Teacher

3. Conduct a Group Discussion on any topic from the following units:

   Unit 1 – History and Educational Approaches to the Subject History

   Unit 2 – Analysis of the Subject History and Learning Resources for the Subject History.

4. Prepare and present a PPT on any topic from the units

   Unit-1 - History and Educational Approaches to Subject History

   Unit 2 - Analysis of Subject History and Learning Resources for Subject History.

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11. पारसनीस, ना. य. *इतिहासाचे अध्यापन. .*

12. पतकी, श्री. मा. *इतिहास अध्यापन पद्धती व तंत्र.*

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14. रणसुरे, वि. *इतिहासाचे आशययुक्त अध्यापन.*

15. पाटील, सं. *इतिहास शिक्षण – एक आधुनिक दृष्टिकोन. .*

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17. करंदीकर, सु., आणि मंगळळकर, मी. *इतिहास आशय अध्यापन पद्धती.*

18. देशपांडे, स्वा. *इतिहास अध्यापन पद्धती.*

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BED104- 07: Pedagogy of The School Subject- Geography

Credits:2 **Hours:30** **(Int.15+ Ext.35): 50 Marks**

Course Objectives

To enable the student teacher:

1. To understand the meaning, nature, scope, and core concepts of Geography and recognize its importance in everyday life and environmental awareness.

2. To examine the place of Geography in the school curriculum from upper primary to higher secondary levels and formulate appropriate instructional objectives.

3. To explore and apply diverse pedagogical approaches such as regional, excursion, project, field visit, and experimental methods for effective Geography teaching.

4. To analyze the structure of Geography, curriculum types, textbook content, core values, life skills, and the role of traditional and digital learning resources.

Course Learning Outcomes (CLOs)

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

1. Explain the meaning, nature, scope, and educational significance of Geography and justify its role in the school curriculum.

2. Formulate level-appropriate objectives for teaching Geography and demonstrate understanding of its interdisciplinary linkages.

3. Apply suitable pedagogical approaches (regional, project, excursion, field visit, lecture-cum-discussion, experimental method) for designing effective geography lessons and activities.

4. Critically evaluate the curriculum, syllabus, and Geography textbooks, identify embedded values and life skills, and effectively use learning resources to enhance classroom teaching.

UNIT–1: Nature and Pedagogical Approaches for the Subject Geography **Credit – 1**

1.1 Meaning, Nature, Scope and Concepts of Geography: Definitions, scope, and fundamental concepts of Geography.

1.2 Place of Geography in the Curriculum: Geography at the upper primary, secondary, and higher secondary levels.

1.3 Objectives of Teaching Geography: Aims and objectives of teaching Geography at the secondary and higher secondary school levels.

1.4 Importance of Local Geography: Role of local geographical study in developing spatial understanding.

1.5 Correlation of Geography with Other School Subjects: Interdisciplinary linkages of Geography with sciences, social sciences, and mathematics.

1.6 Pedagogical Approaches for Teaching Geography: Regional Method, Journey Method, Excursion Method, Project Method, Comparative Method, Lecture-cum-Discussion Method, Question-Answer Method, Object Method, Field Visit, Experimental Method.

UNIT–2: Analysis of the Subject Geography and Learning Resources   Credit – 1

2.1 Structure of the Subject Geography: Organization and scope of Geography as a school subject.

2.2 Curriculum and Syllabus in Geography: Concept, types, and framework of curriculum and syllabus.

2.3 Core Elements, Values and Life Skills: Educational values and life skills integrated through Geography teaching.

2.4 Textbook and Content Analysis: Evaluation of Geography textbooks and unit-wise content analysis.

2.5 Concept, Need and Importance of Learning Resources: Role and significance of learning resources in effective Geography teaching.

2.6 Types of Learning Resources and Teacher's Role: Traditional and technology-based resources.; Qualities of an ideal Geography teacher.

Practical: (Any one from the given list)

1. Textbook analysis of any one textbook of Geography Subject from Std. 5th to 12th

2. Preparation and presentation of a poster/Chart of Subject Structure of Geography

3. Preparing a lesson plan any one pedagogical approach mentioned in the Unit 1.6 Pedagogical Approaches for Teaching Geography

4. Writing a report on a review of any one AI tool for Geography

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2. Singh R. P. (2004), Teaching of Geography, R. Lall Book Depot., Meerut.

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BED104- 08: Pedagogy of The School Subject- Science

Credits:2   **Hours:30**   **(Int.15+ Ext.35): 50 Marks**

Course Objectives

To enable the student teacher:

1. To understand the nature, scope, and place of general science in the secondary and higher secondary curriculum.

2. To examine the interdisciplinary correlation of science with other school subjects and within scientific disciplines.

3. To analyse the curriculum, syllabus, textbook structure, and core scientific values essential for science education.

4. To explore and apply various pedagogical approaches, including the 5E model, experimental method, and project-based learning, along with effective use of science laboratories and learning resources.

Course Learning Outcomes (CLOs)

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

1. Explain the nature, scope, educational significance, and curriculum position of general science at different levels of schooling.

2. Evaluate the curriculum, syllabus, and textbooks by identifying core elements, scientific values, and life skills embedded in science content.

3. Apply suitable science-teaching pedagogies (lecture–demonstration, experimental, project, and 5E model) and design engaging classroom activities.

4. Demonstrate the ability to plan, organize, and maintain a science laboratory, and effectively use learning resources and co-curricular supports like science clubs, fairs, and field trips.

UNIT–1. Nature of general science   **Credit- 1**

1.1 Nature, scope and place of general science at secondary and higher secondary level.

1.2 Correlation of Science with other subjects and within science.

1.3 Objectives of teaching general science at secondary and higher secondary levels.

1.4 Curriculum and syllabus of general science at secondary and higher secondary level.

1.5 Relation between curriculum, syllabus, and textbook

1.6 Core elements, values, and life Skills.

UNIT– 2 Pedagogical approaches and resources of general science   **Credit- 1**

2.1 a) Methods of teaching: lecture–demonstration, Experimental, and project

b) Model: 5 E Learning Model

2.2 Planning, organizing and maintaining a general science laboratory.

2.3 Learning resources in general science.

2.4 Support system- Objectives and Functions of Science Club, Science Fare, field trips, Botanical Garden, Museum and Aquarium

2.5 Competencies for learning of science at secondary level (Refer-NCFSE – National Curriculum for School Education))

2.6 Competencies required for a general science teacher.

Practical: (Any one from the given list)

1. Collaborative Textbook Analysis – Select a science textbook of any one class, analyze its structure, values, and pedagogical aspects in groups, and prepare a presentation/report.

2. Interview and Reflection Activity – Conduct an interview with an experienced science teacher about their teaching methods, challenges, and innovations; prepare a reflective report based on the discussion.

3. Organization of a Science Exhibition – Plan and organize a small science exhibition (models, charts, experiments), present exhibits, and prepare a detailed report of the process and outcomes.

4. Field Visit with Reflective Report – Visit a science-related place (laboratory, industry, botanical garden, or science center), observe and record key learnings, and prepare a reflective report linking it with classroom teaching.

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2. Das, R.C. (1985), Science teaching in Schools, New Delhi: Sterling publishers Pvt.Ltd.

3. Nanda, V.K. (1998) Teaching of General Science in Elementary School, New Delhi, Anmol Publication,

4. Sharma, R.C. (1985) Modern Science Teaching.

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6. Shinde D.P. (1984), Methodology of teaching Science Nagpur: Urban Arts Publication.

7. Sood, J.K. (2006) Teaching of Science. Agra: Vinod Pustak Mandir.

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BED104- 09: Pedagogy of The School Subject- Mathematics

Credits:2   **Hours:30**   **(Int.15+ Ext.35): 50 Marks**

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Course Objectives

To enable the student teacher:

1. To develop an understanding of the nature, scope, and importance of mathematics, its curriculum, and learner-centered teaching strategies.

2. To explore the integration of Indian Knowledge Systems (IKS) and Vedic mathematics in classroom teaching.

3. To familiarize student-teachers with pedagogical approaches, teaching methods, lesson planning, and mathematics learning resources, including ICT tools.

4. To develop competencies in assessment, remedial teaching, and continuous professional development for mathematics teachers.

Course Learning Outcomes (CLOs)

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

1. Analyze mathematics curriculum, syllabus, and textbooks across different stages and address learner diversity effectively.

2. Incorporate IKS-based methods and Vedic mathematics to enhance conceptual understanding and contextual relevance.

3. Plan and implement mathematics lessons using activity-based, problem-based, and collaborative learning approaches.

4. Utilize mathematics laboratories, low-cost teaching aids, digital tools, and assessment strategies effectively to support learning and professional growth.

UNIT–1. Understanding Mathematics, the Learner, and Curriculum   Credit- 1

1.1 Meaning, Nature, Scope, and Importance of Mathematics

1.2 Aims and Objectives of Mathematics Education at secondary and higher secondary level.

1.3 Relationship among Curriculum, Syllabus, and Textbooks; Overview of Mathematics Syllabus at Different Stages (5+3+3+4)

1.4 Mathematics Textbook Analysis and Content Analysis

1.5 Learning Mathematics – Constructivist View; Addressing Mathematics Fear and Anxiety.

1.6 Integrating Indian Knowledge Systems (IKS) in Mathematics Teaching, Vedic Mathematics

UNIT– 2. Pedagogical Approaches, Teaching Resources, and Assessment   Credit- 1

2.1 Methods of Teaching Mathematics – Demonstration, Inductive-Deductive, Analytic-

Synthetic, Heuristic, and Project Method

2.2 Pedagogical Approaches for Teaching Mathematics – Activity-Based Learning (ABL), Problem-Based Learning, and Collaborative Learning

2.3 Lesson Planning in Mathematics – Indian Panchapadi Approach, and IKS-Integrated Lesson Planning

2.4 Mathematics Learning Resources – Mathematics Laboratory, Teaching Aids, Use of ICT in Mathematics Teaching

2.5 Assessment in Mathematics – Formative, Summative, and Diagnostic Assessment; Achievement and Diagnostic Tests; Remedial Teaching

2.6 Professional Competencies and Continuous Professional Development of Mathematics Teachers

Practical: (Any one from the given list)

1. Content Analysis of a Mathematics Unit: Select a unit from mathematics textbook and analyze its conceptual structure, sequence, examples, exercises, and alignment with curriculum objectives.

2. Lesson Planning Using Indian Panchapadi Approach: Prepare a lesson plan for one mathematics unit following the Indian Panchapadi approach, including objectives, content, teaching steps, and evaluation strategies.

3. IKS-Integrated Lesson Planning: Prepare a lesson plan for one mathematics unit incorporating Indian Knowledge Systems (Vedic Mathematics, or culturally relevant examples).

4. Diagnostic test and planning for Remedial teaching: Design a diagnostic test for a selected mathematics topic, analyze probable potential errors, and prepare remedial teaching plan for learners facing difficulties.

References

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3. Teaching Mathematics Successfully – Marlow Ediger, D.B. Rao
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10. डॉ. बोन्दार्डे – गणित आशाययुक्त अध्यापन पद्धती

11. डॉ. प्रभाकर हकीम – गणिताचे आशाययुक्त अध्यापन

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8. डॉ. पोंक्षे. डॉ मखिजा – गणित अध्यापन

BED104- 10: Pedagogy of the School Subject- Commerce

Credits:2   **Hours:30**   **(Int.15+ Ext.35): 50 Marks**

Course Objectives

To enable the student teacher:

1. To develop an understanding of the nature, scope, and relevance of Commerce education in the modern socio-economic context.

2. To enable student-teachers to identify and apply appropriate pedagogical approaches and methods for effective Commerce teaching.

3. To promote awareness of interdisciplinary linkages and the integration of Indian business traditions and entrepreneurial values in Commerce education.

4. To build professional competencies, reflective practices, and skills for continuous professional development as a Commerce teacher.

Course Learning Outcomes (CLOs)

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

1. Explain the concept, scope, and importance of Commerce education and its application in everyday life.

2. Design and implement effective teaching strategies using modern and experiential learning approaches in Commerce.

3. Integrate Indian Knowledge Systems, local business practices, and mathematical principles into Commerce teaching.

4. Demonstrate professional skills, reflective attitudes, and ethical values necessary for effective and lifelong learning as a Commerce educator.

UNIT–1. Nature and Scope of Commerce Education   Credit- 1

1.1 Concept, nature, scope and dimensions of Commerce as school subject; Relevance of Commerce Education in contemporary society and economy.

1.2 Place and Importance of Commerce in the Higher Secondary School Curriculum; Commerce education as preparation for vocational and higher studies; Application of Commerce in Daily Life.

1.3 General Aims and specific instructional objectives of teaching Commerce; Development of entrepreneurial, financial, and business literacy skills among students.

1.4 Concept and types of correlation; Correlation of Commerce with Economics, Mathematics, Accountancy, ICT, and Social Sciences; Integration within various

branches of Commerce for holistic learning.

1.5 Application of basic mathematical principles (percentage, profit and loss, interest, ratio, and proportion) in Commerce teaching and learning.

1.6 Evolution of Commerce education with special reference to India; Incorporation of Indian business traditions, local trade systems, and entrepreneurship inspired by IKS.

UNIT–2: Pedagogical Approaches and Learning Resources in Commerce Education

Credit- 1

2.1 Structure of the Commerce Subject- Framework and organization of Commerce as a school subject.

2.2 Curriculum and Syllabus of Commerce Meaning, types, and scope of curriculum and syllabus of Commerce subject, Textbook; Textbook analysis and Content analysis

2.3 Methods and Approaches of Teaching Commerce- Lecture method, Project method, Problem-solving, and Survey methods; Experiential and activity-based approaches teaching commerce.

2.4 Support Systems in Commerce Education; Co-operative stores, school banks, exhibitions, commerce forums, and visits.

2.5 Tools and techniques for evaluation in Commerce;
Continuous and comprehensive evaluation, rubrics, and performance-based assessment.

2.6 Essential professional qualities, skills and roles of effective Commerce teacher; Continuous Professional Development.

Practical: (Any one from the given list)

1. Visit to a financial institution, industry, or cooperative enterprise and write a report.

2. Prepare a Commerce Teaching Aid (chart, model, or digital presentation) on any one topic.

3. Analyse a prescribed text-book of Commerce.

4. Analyse a selected unit from a Commerce textbook.

References

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7. रामपाल सिंह वाणिज्य शिक्षण विनोद पुस्तक मंदिर आग्रा

8. सक्सेना उदयवीर वाणिज्य शिक्षण विनोद पुस्तक मंदिर आग्रा

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Practicing for constructivist teaching learning

BED105 Teaching Competency–I

A) Micro Teaching, Integration and simulation Lessons

B) Digital Teaching Skills

Credits:2   **Hours:30**   **(Int.50+ Ext.00): 50 Marks**

BED105 A) Micro Teaching, Integration and simulation Lessons

(Credit 1; 15 hours; 25 Marks)

Course Summary

This course equips student-teachers with the knowledge and skills to develop, practice, and integrate essential teaching techniques through micro-teaching, integration, and simulation lessons. Emphasizing experiential learning, it provides opportunities to plan, deliver, and reflect on short lessons, gradually enhancing confidence and competence in classroom instruction. Student-teachers learn to master individual skills, effectively blend multiple skills, and apply them in realistic classroom situations, fostering professional teaching expertise.

Course Objectives

The course aims to enable student-teachers:

1. To understand the concept, purpose, and processes of micro-teaching for developing specific teaching skills.

2. To plan and prepare structured lesson plans for micro-teaching, integration, and simulation lessons using suitable teaching aids.

3. To practise and refine selected individual teaching skills through systematic teach–feedback–reteach cycles.

4. To apply integrated teaching skills in simulated classroom situations to enhance instructional effectiveness and classroom management.

Course Learning Outcomes (CLOs)

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

1. Demonstrate proficiency in at least six micro-teaching skills by planning and delivering focused 5–10-minute lessons.

2. Design and execute integration lessons that effectively blend multiple teaching skills in a cohesive and interactive manner.

3. Conduct simulation lessons with confidence, showing the ability to manage realistic classroom situations and apply pedagogical strategies appropriately.

4. Reflect critically on their teaching performance by identifying strengths, challenges, and areas for improvement based on peer and faculty feedback.

Course Content

1. Micro-Teaching Lessons (6 skills; 12 lessons)

- Select Six Skills from the following list of ten skills:

  Set Induction, Illustration, Questioning, Stimulus Variation, Reinforcement,

  Narration, Reading, Blackboard Work, Demonstration and Closure.

- Plan and conduct teach and reteach lessons for each selected skill. (Total 12 lessons)

2. Integration Lessons (4 lessons; 20 minutes each)

Plan and conduct four integration lessons.

Combine multiple practiced skills into a cohesive teaching session.

3. Simulation Lessons (2 lessons; 30 minutes each)

Each student-teacher conducts two simulation lessons (one for each chosen school subjects)

The Marks of Micro-teaching (25), Integration lessons (25) and Simulation lessons (25), total 75 marks will be consolidated out of 25 marks.

Guidelines for Lesson Plans and Conducting Lessons

1. Micro-Teaching Lessons

Purpose: Develop proficiency in individual teaching skills.

Lesson Plan Guidelines:

- Topic: Clearly state the content.

- Objectives: Specify measurable learning outcomes.

- Selected Skill: Indicate the specific micro-teaching skill (e.g., Questioning, Set Induction).

- Duration: 5–10 minutes.

- Teaching Aids: Blackboard, charts, demonstration tools, etc.

- Steps of Teaching: Introduction → Presentation → Interaction → Closure

- Reflection/Feedback: Note strengths, challenges, and areas for improvement.

- Practice each skill in a **teach → feedback → reteach cycle**.

- Focus on **one skill per lesson**.

Conduct Guidelines:

- Preparation: Understand the skill, prepare the lesson plan, and gather teaching aids.

- Lesson Delivery: Follow teaching steps, maintain clarity, pace, and effective communication.
- Feedback and Reflection: Receive structured feedback and incorporate it in re-teaching.

2. Integration Lessons

Purpose: Combine multiple teaching skills into a cohesive lesson.

Lesson Plan Guidelines:

- Topic and Objectives: Clearly state content and measurable outcomes.
- Selected Skills: Integrate 4 - 6 practiced micro-teaching skills.
- Duration: 20 minutes.
- Teaching Aids: Include all necessary materials.
- Steps of Teaching: Introduction → Presentation → Interaction → → Closure
- Reflection/Feedback: Document skill integration, student engagement, and improvement areas.
- Ensure **natural and effective blending** of skills.
- Use faculty and peer feedback for refinement.

Conduct Guidelines:

- Preparation: Identify and integrate multiple skills; prepare the lesson plan and teaching aids.
- Lesson Delivery: Maintain smooth transitions, encourage student participation, and engagement.
- Feedback and Reflection: Obtain feedback and document reflections for improvement.

3. Simulation Lessons

Purpose: Apply teaching skills in realistic classroom scenarios and develop problem-solving abilities.

Lesson Plan Guidelines:

- Topic and Objectives
- Duration: 30 minutes.
- Teaching Aids: Charts, Lab materials, Models, Specimen etc.
- Steps of Teaching: Introduction → Lesson Delivery → Interaction → Assessment → Closure
- Reflection/Feedback: Document teaching performance, classroom management, learner engagement, and improvement areas.

Conduct Guidelines:

- Preparation: Understand the scenario, prepare the lesson plan, and arrange teaching aids.

- Lesson Delivery: Simulate realistic classroom situations, manage interactions effectively.

  Feedback and Reflection: Receive feedback, reflect on performance, and document lessons learned.

BED105 B) Digital Teaching Skills

(Credit 1; 15 hours; 25 Marks)

Course Summary

This course enables B.Ed. student-teachers to develop, practice, and apply essential digital teaching skills through planning and conducting four digital lessons – two in synchronous (live) mode and two in asynchronous (recorded) mode – across two chosen school subjects. The course emphasizes experiential learning, integrating digital tools, multimedia resources, interactive strategies, and professional digital etiquette to enhance teaching and learning. Student-teachers learn to design structured digital lesson plans, deliver engaging online lessons, manage digital platforms effectively, and assess student understanding using innovative digital techniques, preparing them to be competent 21st-century educators.

Course Objectives

To enable the student teacher:

1. To develop competency in designing and preparing structured digital lesson plans with clear objectives, content, teaching methods, and appropriate digital tools.

2. To apply digital tools and multimedia effectively to enhance teaching, learning, and student engagement in both live and recorded lessons.

3. To conduct synchronous and asynchronous digital lessons using interactive strategies, digital platforms, and collaborative tools to facilitate effective learning.

4. To demonstrate professional digital etiquette, technical readiness, and platform management skills while reflecting on feedback to improve digital teaching practices.

Learning Outcomes

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

1. Prepare well-structured digital lesson plans for synchronous and asynchronous modes, integrating appropriate digital tools and multimedia.

2. Deliver live online lessons and record self-paced lessons effectively using digital platforms, maintaining clarity, engagement, and pacing.

3. Apply interactive strategies, assessments, and collaborative tools to facilitate active learner participation and understanding.

4. Demonstrate professional digital etiquette, manage technical aspects of digital platforms, and incorporate feedback to enhance teaching performance.

Course Content

- **Plan and Conduct of Digital Lessons (4 Lessons)**
  Student-teachers will plan and conduct four digital lessons – two in **Synchronous (live) mode** and two in **Asynchronous (recorded) mode** – across two chosen school subjects. The purpose of these digital lessons is to develop, practice, and apply the following digital teaching skills:
  - **Digital Lesson Planning,**
  - **Online Platform Operation and Management,**
  - **Multimedia Integration,**
  - **Video Recording and Editing,**
  - **Interactive Digital Tools,**
  - **Digital Assessment and Feedback,**
  - **Digital Content Curation,**
  - **Technical Readiness and Troubleshooting,**
  - **Digital Communication and Collaboration,**
  - **Professional Digital Etiquette.**
- Marks for the four digital lessons (2 synchronous + 2 asynchronous) will be consolidated to 25 marks**.**

1. Digital Lessons - Synchronous Mode – Live Lessons (2 Lessons; 10–15 min each)

   1. Prepare digital lesson plans including objectives, content, teaching methods, and digital tools.

   2. Conduct live online lessons using platforms such as Zoom, Google Meet, or Microsoft Teams etc.

   3. Apply the above digital teaching skills.

2. Digital Lessons- Asynchronous Mode – Recorded Lessons (2 Lessons; 10–15 min each)

   1. Prepare digital lesson plans including objectives, content, teaching methods, digital tools, and assessment activities.

2. Record self-paced lessons using slides, videos, or screencasts.

3. Apply the above digital teaching skills.

Guidelines for Digital Lessons

1. **Preparation of Digital Lesson Plan**

For each digital lesson, student-teachers shall prepare a structured lesson plan (Initial in word format and Final in PDF format) that includes the following:

a) Basic Details

1. **Subject and Topic:**

2. **Duration:** Each lesson should be of 10–15 minutes**.**

3. **Mode:** Specify the mode of delivery – Synchronous (live online) or Asynchronous (recorded/self-paced).

b) Objectives and Learning Outcomes

1. State clear and measurable learning objectives aligned with the curriculum.

2. Define expected learning outcomes indicating what learners should know or do after the lesson.

c) Selected Digital Tools and Resources

Use appropriate tools and platforms to enhance the teaching-   learning process:

- **Presentation Tools:** PowerPoint, Canva, Prezi.
- **Multimedia Resources:** Relevant images, charts, animations, and short videos (1–2 minutes).
- **Interactive Tools:** Mentimeter, Kahoot, Google Forms, Padlet, or chat-based questions.
- **Collaborative Boards:** Jamboard, Miro, or Whiteboard (for interaction and visualization).
- **Recording Tools:** Screencast, OBS Studio, Zoom recording, or mobile video recording tools.

d) Steps of Digital Teaching

1. **Introduction:** Begin with a short warm-up or question to activate prior knowledge and motivate learners.

2. **Presentation / Delivery:** Explain the core content using multimedia, examples, and clear narration.

3. **Interaction:**

> - For Synchronous Lessons: Use polls, chat questions, breakout rooms, or collaborative whiteboards.
> - For Asynchronous Lessons: Integrate embedded quizzes, prompts, or discussion questions within the video.

4. **Assessment / Activity: Check understanding using online quizzes, short tasks, or reflective questions.**

5. **Closure / Recapitulation: Summarize key points, share main takeaways, and guide learners for follow-up or self-study.**

<u>Note: Take printouts of all four digital lesson plans and attach them to the Lesson Notebook/File.</u>

2. **Conduct of Digital Lessons**

   a) Implementation

   - Conduct **two synchronous (live)** and **two asynchronous (recorded)** digital lessons.
   - Use online teaching platforms such as **Google Meet, Zoom, or Microsoft Teams** for live sessions and **Google Classroom, LMS, or shared drive** for recorded lessons.

   b) Execution Guidelines

   1. Ensure **clarity, engagement, and appropriate pacing** throughout the lesson.
   2. Maintain **professional digital etiquette** – clear speech, proper background, suitable attire, and time management.
   3. Use **interactive and collaborative strategies** to involve learners and maintain interest.
   4. Incorporate **peer and faculty feedback** for improving future lessons.
   5. Ensure **audio-visual clarity and accessibility** of all materials shared.

3. **General Guidelines for Digital Lessons**

   1. **Technical Readiness:**
      - Test all devices, internet connectivity, microphones, and presentation files in advance.
      - Keep backup plans for technical issues (alternate devices or recorded copies).
   2. **Collaboration and Feedback:**
      - Work collaboratively with peers for co-planning and reviewing lessons.

- Seek and integrate **structured feedback** from peers and faculty for improvement.

3. **Inclusivity and Accessibility:**
- Use simple language, captions, and visuals to support diverse learners.
- Ensure materials are accessible to learners with varied learning needs and digital access.

4. **Professionalism and Ethics:**
- Follow digital etiquette (punctuality, respect, clarity).
- Uphold **data privacy**, avoid unauthorized sharing, and cite digital sources appropriately.
- Model ethical and responsible technology use in all interactions.

5. **Reflection and Continuous Improvement:**
- Reflect on each digital lesson to identify strengths, challenges, and areas of growth.

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BED106

A) Planning For Teaching and Evaluation

B) Reading and Reflection on Text.

Credits:2   **Hours:30**   **(Int.50+ Ext.00): 50 Marks**

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BED106 A) Planning for Teaching and Evaluation

(Credit 1; 15 hours; 25 Marks)

Course Summary

This course aims to develop the competencies of student-teachers in planning, organizing, and evaluating classroom instruction effectively. It emphasizes the interrelationship between teaching and evaluation through hands-on activities such as content analysis, lesson planning, preparation of teaching aids, and construction of achievement tests. Workshops of 2–3 hours each are organized to provide experiential learning.

Course Objectives (COs)

To enable the student teacher:

1. To understand the concept, need, and importance of planning for teaching and evaluation in the teaching-learning process.

2. To analyze content from school subjects and formulate appropriate instructional objectives and learning outcomes.

3. To prepare lesson plans and teaching aids suitable for classroom teaching.

4. To construct evaluation tools such as achievement tests based on principles of test construction.

Course Learning Outcomes (CLOs)

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

1. Demonstrate the ability to analyze content and identify appropriate instructional objectives and outcomes.

2. Prepare a detailed lesson plan with suitable methods, activities, and evaluation techniques.

3. Prepare relevant teaching aids that enhance classroom learning.

4. Construct an achievement test for assessing students' learning in school subjects.

Course content

BED106 A: Planning for Teaching and Evaluation

Content Analysis and objective formulation: Analyze the content of one unit from any one of the selected school subjects.

1. **Lesson Plan Writing:** Prepare a detailed lesson plan for any one of the selected school subjects.

2. **Teaching Aids Preparation:** Develop one teaching aid related to any one of the selected school subjects.

3. **Evaluation Tool Construction:** Construct an achievement test based on one unit of any one of the selected school subjects.

Guidelines for implementation

Organize workshops on Planning for Teaching and Evaluation and explain following points and conduct four activities.

1. **Content Analysis and Objectives formulation**

   Content Analysis – Meaning, importance, categories of content (As per selected school subjects) and steps for analyzing content

   Instructional Objectives and learning outcomes - Meaning, importance, Introduction to Bloom's Taxonomy of Educational Objectives and general guidelines for writing of instructional objectives and learning outcomes.

   Activity 1 - Analyze the content of one unit from any one of the selected school subjects.

2. **Lesson Plan Writing**

   Lesson Plan – Meaning, importance, and components of lesson plan- Unit/ Subunit, Aim of the lesson, previous knowledge, Teaching aids, Instructional objectives, Teaching method, Introduction, Statement of aim, Presentation, Teacher learning activities, evaluation (Recapitulation, Application) and Assignment.

   Activity 2 - Prepare a detailed lesson plan for the unit selected for activity 1

   Teaching Aids Preparation

   Teaching Aids: Concept, importance, Types- Visual aids, Audio aids, Audio-Visual Aids and Digital/ ICT based aids

   Activity 3 - Develop one teaching aid related to lesson plan prepared for Activity 2.

3. **Evaluation tool construction**

   Evaluation – Meaning, importance and types of Evaluation- Formative, Summative

   Evaluation Tools- Achievement Tests, Observation Schedule, Rating Scale, Checklists and Rubrics

   Construction of Achievement Test - Principles of test construction, Types of test items: objective, short answer, and essay type.

Activity 4 - <u>Construct an achievement test based on the selected unit from above Activities.</u>

Submit content analysis, Lesson Plan, Teaching Aids and Achievement Test. Final total marks will be consolidated out of 25

BED106 B) Reading and Reflecting on Texts
(Credit 1; 15 hours; 25 Marks)

<u>Course Summary</u>

This course is designed to develop student-teachers' abilities to read, analyze, and reflect critically on various types of texts. The course integrates theoretical orientation, hands-on activities, and report writing to foster comprehension, critical thinking, creativity, and collaborative learning. Student-teachers engage with texts of their choice, analyze and reflect on them using diverse modes such as summaries, stories, dialogues, concept maps, and flowcharts, and document their learning through individual reports.

<u>Course Objectives</u>

To enable the student teacher:

1. To understand the meaning, types, and key features of texts and their role in learning.
2. To apply reading strategies to comprehend and analyze texts effectively.
3. To engage in reflective practices and reproduce knowledge in diverse formats.
4. To develop critical thinking, creativity, and collaborative skills through group activities and individual reflection.

<u>Course Learning Outcomes</u>

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

1. Demonstrate comprehension of selected texts through analysis and reflection.
2. Critically reflect on the orientation and activity sessions, connecting insights to educational practice.
3. Reproduce knowledge from texts in multiple forms, such as summaries, stories, dialogues, and concept maps.
4. Prepare an individual report that documents understanding, reflection, and the educational implications of the activity.

Course Content

1. Orientation

Student-teachers will be introduced to the theoretical foundations of reading and reflecting on texts through lectures, symposiums, or panel discussions. The orientation will cover:

- Text: Meaning, types, and key features.
- Reading Strategies: Techniques to improve comprehension.
- Reflection Strategies: Methods for critical engagement with texts.
- Reproduction of Texts: Various modes such as summaries, stories, dialogues, concept maps, mind maps, and flowcharts.

2. Activity

To provide hands-on experience in reading, reflecting, and reproducing knowledge following procedure will be followed.

1. **Selection of text:** Select a meaningful text of 5-8 pages from textbook, reference books or any other relevant document.

2. **Reading and Analysis:** Understanding content, identifying main ideas, themes, and arguments.

3. **Reflection and Knowledge Reproduction:**
   Predictions and anticipations, Note-making and summarization, Critiques and evaluation, Retelling as story, dialogue, or play, Concept maps, mind maps, flowcharts etc.

4. **Group Collaboration:** Conduct the activity in small groups. Analyse the text individually.

5. **Presentation:** Students will share reflections and give insights during group discussions in the class.

Guidelines for Implementation

- Orient the students with a theoretical foundation on types of texts, reading strategies, analysis, and reflection methods.
- Students should work in small groups for collaborative learning, but each student must submit an individual written report.
- Groups should select a text of 5–8 pages based on their choice.
- After reading, students should analyze, process, and reflect on the text using an appropriate mode of reflection.
- Activities should provide hands-on experience in reading, reflecting, and knowledge reproduction.

- The course encourages creativity, critical thinking, and multiple modes of knowledge representation.
- Each student must prepare a report documenting the orientation session and the activity conducted.

3. Report Writing

Each student's report should include:

1. Introduction to the orientation session and objectives of the practical.
2. Summary of the orientation including significance and topics covered.
3. Reflection on the orientation session.
4. Selection and description of the text/e-text used.
5. Reading and reflection process applied to the text.
6. Details of the activity session.
7. Group discussion and presentation outcomes.
8. Mode used for reflecting on the text and personal reflections.
9. Educational implications of the reading and reflection activity.

Marks for this course will be consolidated out of 25

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Enhancing Professional Capacities (EPC)
BED107
A) Yoga Education
B) Health and Wellness Education

Credits:2   **Hours:30**   **(Int.50+ Ext.00): 50 Marks**

BED107 A) Yoga Education
(Credit 1; 15 hours; 25 Marks)

Course Summary:

This course introduces student-teachers to the foundations of Yoga and its relevance in education. It focuses on developing physical fitness, breath awareness, concentration, and stress management through simple yogic practices. Through guided activities such as mobility exercises, basic āsanas, prāṇāyāma, relaxation, and mindfulness, student-teachers cultivate discipline and personal well-being. The course also emphasizes safe practice, regularity, and reflective journaling to help future teachers apply Yoga for creating a calm, positive, and healthy classroom environment.

Course Objectives

To enable the student teacher:

1. To understand the meaning, purpose, and educational value of Yoga.
2. To develop physical, mental, and emotional well-being through foundational yogic practices.
3. To cultivate discipline, concentration, mindfulness, and healthy lifestyle habits.
4. To apply basic Yoga practices safely and effectively for personal and professional stress management.

Course Learning Outcomes (CLOs)

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

1. Explain the role of Yoga in promoting physical, mental, and emotional well-being.
2. Demonstrate selected āsanas, prāṇāyāma, relaxation, and mindfulness practices with correct form and awareness.
3. Apply yogic values such as discipline, breath awareness, and calmness in their daily and professional life.
4. Use simple Yoga activities as tools for stress management and for enhancing classroom well-being.

<u>**Course Content**</u>

   I. Orientation to Yoga Education

   II. Yoga Activities

I. Orientation to Yoga Education

- Introduction to the meaning and purpose of Yoga in daily life and teaching.
- Importance of Yoga for posture, breath control, concentration, and stress management.
- Overview of daily/weekly Yoga activities: mobility exercises, basic āsanas, prāṇāyāma, relaxation, and mindfulness.
- Emphasis on safety, correct alignment, and practicing within one's limits.
- Explanation of the Physical Test: focus on posture, balance, breath awareness, and mindful performance, not perfection.
- Encouragement to maintain regular practice and use Yoga for personal well-being and classroom application.

II. Yoga Activities

- Mobility drills – wrist, finger, neck, and shoulder movements.
- Standing stability – Warrior poses, controlled bends, balance postures.
- Concentration practices – Trāṭaka and Tree Pose.
- Breath and vocal practices – Bhrāmarī and Siṃhāsana.
- Full-body stretching – Sūrya Namaskār and gentle flow sequences.
- Core, hip and spine work – Nāvāsana, plank, hip-openers, Cat–Cow.
- Relaxation and restorative poses – Child's Pose, Viparīta Karaṇī, Śavāsana.

Guidelines for Yoga Activities

Daily or weekly Yoga activities may be conducted by the college to build gradual competence, confidence, and consistency among student-teachers. Activities may include:

1. Wrist and finger mobility flow to enhance hand strength and flexibility for writing/board work.
2. Neck-release sequences such as gentle head rolls to reduce study-related strain.
3. Shoulder-opening practices (Gomukhasana arms, Eagle arms) to relieve upper back tightness.
4. Standing sequences focusing on knee stability (Warrior poses, controlled bends).
5. Concentration-building practices like Trāṭaka (candle gazing) and balancing poses (Tree Pose).
6. Vocal cord relaxation using Siṃhāsana (Lion's Pose) and Bhrāmarī Prāṇāyāma.

7. Full-body active stretching inspired by Sūrya Namaskār for flexibility and energy.

8. Relaxation-oriented sequences combining forward folds, gentle twists, and supported Child's Pose.

9. Core-strengthening flow using Nāvāsana and plank variations.

10. Hip-opening practices (Pigeon Pose, Baddha Koṇāsana) to release tension.

11. Spinal mobility series (Cat–Cow, seated twists) for vertebral health.

12. Restorative inversion using Viparīta Karaṇī (Legs-Up-the-Wall).

13. Grounding practices with mindful breathing and balancing postures.

14. Chest-opening and mild backbends to improve posture.

15. Guided full-body relaxation ending in deep Śavāsana.

Evaluation: Physical Test based on Yoga

The Yoga physical test evaluates the overall development of the student-teacher's practice. Rather than focusing only on flexibility, it assesses stability, posture, breath awareness, alignment, confidence, and mindful performance.

The purpose is not to judge perfection, but to observe the student's growth in establishing a safe, steady, and conscious personal yoga practice.

Guidelines for Implementation of Physical test on Yoga:

- The test must be conducted under the supervision of a trained Yoga teacher in the presence of a teacher-educator.

- A calm, quiet, and clean space must be arranged.

- Students should receive prior notice of the test schedule to prepare physically and mentally.

- Focus on correct form, balance, breathing, and safety rather than ability to perform advanced poses.

- Select a uniform set of basic āsanas suitable for all; variations permitted for those with health conditions.

- Each student is observed and scored while performing the practices.

- Provide each student one positive feedback point and one specific suggestion for improvement.

Report Writing

This report is a key part of the Yoga Education course. It is not just a diary of what students did; it is a reflective journal where they connect their personal yoga practice with their future role as a teacher. The main goal is for students to show how they can use yoga as a tool for their own well-being and for creating a better classroom environment.

Guidelines for Report Writing:

- Reports should focus on personal growth, self-observation, and meaningful reflection.
- A clear template should be provided, mentioning all required sections (e.g., practice details, learning, challenges, impact on daily life, and relevance for teaching).
- Students must reflect on feelings, changes noticed, and lessons learned, not merely describe poses.
- Encourage students to connect Yoga with teaching-learning, including how they will use small practices in classroom.
- Journals should be checked periodically and feedback provided.
- Evaluation should focus on the quality of reflection and practical application rather than perfection or physical ability.

Evaluation Scheme (25 Marks)

Sr. No.	Component	Marks
1	Physical Test based on Yoga	10
2	Report of Daily/Weekly Activities with Evidence	15
	Total	**25**

BED107 B) Health and Wellness Education
(Credit 1; 15 hours; 25 Marks)

Course Summary

This course introduces student-teachers to the foundations of health and wellness through conceptual orientation and hands-on activities. It focuses on physical, mental, and emotional well-being, nutritious living, hygiene practices, stress management, first aid skills, and the role of teachers in promoting school health. Through daily and weekly wellness activities such as surveys, workshops, demonstrations, and reflective documentation, student-teachers develop personal health habits and learn to integrate wellness principles into classroom and school environments. The course aims to build future educators who model healthy behaviours and contribute to a positive, safe, and health-supportive learning climate.

Course Objectives

To enable the student teacher:

1. To understand the basic concepts, dimensions, and significance of health and wellness in personal and professional life.
2. To develop awareness of physical, mental, and emotional well-being through theory, demonstrations, and guided practice.
3. To acquire essential knowledge and skills related to nutrition, hygiene, first aid, stress management, and school health programmes.
4. To engage in reflective practices that relate personal wellness habits to effective classroom teaching and school health promotion.

Course Learning Outcomes (CLOs)

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

1. Describe key concepts of physical, mental, and emotional health and explain their relevance to school and classroom contexts.
2. Create and follow a personal wellness plan that incorporates daily and weekly health-enhancing practices.
3. Demonstrate basic competencies in first aid, stress management techniques, and wellness-based classroom activities.
4. Reflect critically on health and wellness activities and apply these insights to promote well-being in school settings.

Course content

I. Orientation to Health and Wellness Education

II. Health and Wellness Activities

I. Orientation to Health and Wellness Education

This component provides an overview of key concepts through short lectures, demonstrations, and discussions.

1. **Physical Health:** Meaning and elements of physical well-being; Basics of nutrition, hygiene, exercise, and fitness; Introduction to first aid and common school emergencies

2. **Mental and Emotional Health:** Understanding emotional well-being and self-regulation; Stress, anxiety, and simple coping strategies; Basic relaxation and breathing techniques; importance of resilience

3. **School Health Education:** Teacher's role in school health promotion, Key features of school health programmes; Cleanliness, safety and hygiene activities; Integrating wellness themes in teaching and creating a supportive classroom climate

II. Health and Wellness Activities

Student-teachers complete classroom, field-based, and self-directed activities.

Suggested Activities (Any five activities from the following list)

1. **Personal Wellness Plan:** Students design their own daily/weekly health improvement plan focusing on food, sleep, exercise, digital usage, and emotional well-being.

2. **School Health Survey:** Conduct a simple survey in practicum schools on hygiene practices, nutrition habits, or common health issues among students.

3. **Nutrition Awareness Project:** Prepare balanced diet charts suitable for children, adolescents, and teachers.

4. **Poster Making / Exhibition:** Create visual displays on themes such as hygiene, nutrition, exercise, emotional well-being, or mental health.

5. **Stress Management Workshop:** Organize or participate in workshops featuring relaxation techniques, breathing exercises, music therapy, or mindfulness activities.

6. **First Aid Demonstration:** Practice handling basic injuries, bleeding, fainting, and other common school emergencies safely and effectively.

7. **Cleanliness Drive:** Conduct "Swachhata Abhiyan" or hygiene awareness activities in schools to promote clean and healthy surroundings.

8. **Wellness-integrated Lesson Plan:** Prepare a subject-specific lesson plan that meaningfully incorporates a health or wellness component.

9. **Guest Lecture / Expert Talk:** Invite a doctor, dietician, counsellor, or yoga instructor for an interactive awareness session.

10. **School Wellness Club Activity:** Plan and participate in activities such as sports, debates, healthy cooking demonstrations, or wellness competitions as part of a school wellness club.

Evaluation: Well-being Test (MCQ Test)

The theory component will be taught using a blended method combining interactive lectures, discussions, multimedia, and guided reading. An MCQ-based test will assess conceptual understanding.

Guidelines:

- Deliver theory using interactive lectures, case studies, videos, and group discussions.
- Provide self-study material with guiding questions.
- Conduct an MCQ test to measure theoretical knowledge objectively.
- Maintain records of schedules, test papers, evaluation sheets, and marks with faculty supervision.
- Marks consolidated out of 10.

Report Writing

The report helps student-teachers connect their personal wellness practices with their professional role as educators. Its purpose is meaningful insight and application rather than simple activity listing.

Guidelines for Report Writing:

- The report should focus on learning, personal insight, and growth, not just descriptions of activities.
- A clear template should be provided, including: orientation summary, activities undertaken, evidence, reflections, and application to teaching.
- Students should write about: what they learned, the challenges faced, changes they experienced, and how these practices support classroom wellness.
- The report must include details of daily/weekly activities with photographs, charts, checklists, or other evidence.
- Faculty should check journals regularly and provide timely feedback.
- Evaluation will prioritize reflection, understanding, and application, not perfection of activities.
- Marks for the report will be consolidated out of 15.

Evaluation Scheme (25 Marks)

Sr. No.	Component	Marks
1	Test on Health and Wellness Education (MCQ)	10
2	Report with Evidences	15
	Total	**25**

Final consolidation of marks for BED107 will be out of 50.

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Enhancing Professional Capacities (EPC)
BED108
A) Understanding of Self
B) Portfolio Development

Credits:2 **Hours:30** **(Int.50+ Ext.00): 50 Marks**

BED108 A) Understanding of Self
(Credit 1; 15 hours; 25 Marks)

Course Summary

This course aims to help student-teachers understand and develop their personal and professional identity. It introduces the concept, nature, and dimensions of self, emphasizing self-awareness, self-esteem, and self-development. The course enables learners to analyze their professional self through SWOT analysis. Through individual and group activities, student-teachers will explore their strengths, values, and beliefs that influence their professional growth and teaching effectiveness.

Course Objectives

To enable the student teacher:

1. To understand the concept, nature, and dimensions of self-including physical, emotional, social, and spiritual aspects.
2. To develop self-awareness, self-esteem, and self-concept essential for personal and professional identity formation.
3. To analyze their professional self through understanding the components of the professional self—knowledge, skills, attitude, and values.
4. To conduct and interpret a SWOT analysis for identifying strengths, weaknesses, opportunities, and threats related to professional growth.

Course Learning Outcomes (CLOs)

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

1. Explain the various dimensions of the self and their role in shaping personal and professional identity.
2. Demonstrate improved self-awareness by identifying their beliefs, values, strengths, limitations, and developmental needs.
3. Prepare and analyze a professional SWOT analysis to reflect on internal capabilities and external factors influencing teaching effectiveness.

4. Formulate strategies for self-development by utilizing strengths and opportunities and addressing weaknesses and threats for continuous professional growth.

Course Content

A. Orientation

1. Concept, Nature, and Dimensions of Self – Physical, emotional, social, and spiritual aspects of self.

2. Meaning and importance of self-Concept, Self-esteem, and Self-awareness, and Self-development

3. Professional Self – Meaning and Components of Professional Self - Knowledge, Skills, Attitude, and Values,

4. SWOT Analysis for professional Self - Concept of professional Self, SWOT analysis and its relevance to professional development.

B. Activity

SWOT Analysis for Professional Self: Identify strengths, weaknesses, opportunities, and threats in teaching and professional growth and Suggest strategies to use strengths and opportunities and address weaknesses and threats.

Activity will be evaluated out of 25 Marks.

Activity: SWOT Analysis for Professional Self

Steps to conduct the activity:

1. **Introduction (5 min)** – Teacher Briefly explains the concept of SWOT analysis and its relevance to professional development.

2. **Individual Work (15–20 min)** – Students fill out their SWOT analysis chart:

SWOT Analysis chart (Quadrant) for Professional Self	
Strengths (Internal)	**Weaknesses (Internal)**
What skills, knowledge, and personal qualities make you a good future teacher? What are your achievements? **Your Response:**	Which areas do you need to improve in terms of teaching skills, knowledge, or personal traits? What challenges do you face personally? **Your Response:**
Opportunities (External)	**Threats (External)**
What external factors can help you grow professionally (mentors, courses, workshops, technology)? Are there trends in education you can benefit from? **Your Response:**	What external obstacles or challenges may hinder your professional growth (competition, limited resources, personal constraints)? **Your Response:**

3. **Group Discussion (10 min)** – Students discuss their SWOT in small groups to gain insights.

4. **Conclusion (5 min)** – Summarize key learning points; Write strategies to use your strengths - opportunities **and** address weaknesses - threats for your professional growth.

5. Suggest strategies to use strengths and opportunities and address weaknesses and threats.

6. Report Writing

Content of Report

1. **Introduction**

   • Background of the activity.

   • Purpose of conducting SWOT analysis in professional development.

2. **SWOT Analysis Chart**: Fill in the four quadrants:

   • **Strengths** – Skills, knowledge, personal qualities, achievements.

   • **Weaknesses** – Areas for improvement, challenges faced.

   • **Opportunities** – External factors that support growth (workshops, courses, mentors).

   • **Threats** – Challenges or obstacles (competition, resource limitations, personal constraints).

3. **Strategies for Professional Growth**

   • Suggest ways to use strengths and opportunities.

   • Suggest ways to address weaknesses and threats.

4. **Insights Gained**

   • Summarize key learning about yourself as a teacher.

   • How the activity helped you understand your professional self.

5. **Conclusion:** Personal takeaway and plans for applying learning in your teaching career.

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BED108 B) Portfolio development
(Credit 1; 15 hours; 25 Marks)

Course Summary

This course enables student-teachers to design and develop professional portfolios that showcase their learning, growth, and teaching competencies. It introduces the concept and types of physical and digital portfolios, guiding them to create e-Portfolios using tools like Google Sites, WordPress, or Canva. Emphasizing reflection, organization, and ethical use of digital artefacts, the course helps student-teachers compile evidence from practicum and coursework. The final portfolio highlights their professional identity as reflective and digitally skilled educators aligned with NEP 2020.

Course Objectives

To enable the student teacher:

1. To enable student-teachers to understand the concept, purpose, and types of portfolios and their significance in teacher education.
2. To develop competencies in planning, designing, and creating physical and digital portfolios using suitable platforms and tools.
3. To foster the ability to select, organize, and present evidence of teaching-learning experiences and professional growth in alignment with teacher education standards.
4. To cultivate skills of reflective writing, ethical documentation, and professional presentation through portfolio creation and showcasing.

Course Learning Outcomes (CLOs)

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

1. Explain the concept, nature, and importance of portfolio and e-portfolio in documenting professional learning and teacher identity.
2. Create a comprehensive physical and digital portfolio that systematically presents evidence of academic, pedagogical, and professional achievements.
3. Demonstrate the ability to use digital tools for e-Portfolio development while adhering to ethical standards of data use, consent, and copyright.
4. Reflect critically on their learning experiences, teaching competencies, and professional growth through well-structured reflective notes and portfolio presentations.

Course content

Conduct orientation and activity of Portfolio development

Part I: Orientation to Portfolio Development

1. **Introduction to Portfolio**
   a. Concept, meaning, and definitions of Portfolio.
   b. Types of Portfolios: Physical and e-Portfolio- concept and differences.
   c. Student-Teacher's Portfolio: Concept and components, Importance of Portfolio in teacher education.

2. **e -Portfolio Development Process**
   A. **Platforms / Tools** for creation of e- Portfolio**:** Google Sites, WordPress, Mahara, OneNote, Canva, and LMS templates, Behance.
   B. **Steps of Portfolio Development:**
      1) Planning: Setting professional goals and identifying standards.
      2) Collection: Gathering artefacts (lesson plans, student work samples, digital lessons, reflections).
      3) Selection and Organization: Choosing relevant evidence that demonstrates growth.
      4) Reflection: Connecting evidence to learning outcomes and competencies.
      5) Presentation, Revision and Sharing: Designing digital portfolio pages and demonstrating professional capabilities.
   C. **Ethical considerations:** consent, confidentiality of student data, copyright of digital artefacts.

3: **Components of Physical and e-Portfolio**
   1. **Personal Profile:** Biographical data, teaching philosophy, vision, and goals.
   2. **Academic and Professional Records:** Qualifications, workshops, seminars, internships, certificates.
   3. **Reflective Notes:** Self-analysis of strengths, challenges, and improvements.
   4. **Professional Growth Evidence:** Research participation, innovation, outreach, and achievements.
   5. **Records of Enhancing Professional Capacities (EPCs):** ICT, Communication, Understanding Self, Reading and Reflecting on Texts.
   6. **Course-Specific Records:** Core Courses and Specialization Courses. Internal Assessment (CCE, Practical and Written test).
   7. **Constructivist Teaching-Learning Records:** Microteaching, Integration and Simulation Lessons, Digital Teaching Skills, Practice Teaching, Internship.
   8. **Teaching-Learning Materials:** Lesson plans, TLMs, ICT-based lessons, multimedia resources.

9. **Appendices:** Scanned documents, photos, videos, certificates, evidence of participation in institutional and outreach activities.

10. **Documents for physical portfolio:** All Physical Documents related to Semester – I (From BED 101 to BED 108)

Part II: Portfolio Development

1. Portfolio Creation

- Prepare a Physical Portfolio File (cover page, index, labeled sections).
- Create a Digital Portfolio (e-Portfolio) using selected tools/platforms.

2. Organizing Evidence

- Insert lesson plans, ICT assignments, reflections, activity reports, and documentation of practicum.
- Upload scanned certificates, photos, and digital teaching artefacts.

3. Reflection Writing

- Write short reflective notes for each section explaining learning experiences, challenges, and improvements.

4. Submission, Presentation and Showcasing

- Submit Physical Portfolio File and e-Portfolio Link/PDF
- Present the portfolio (physical + digital) before peers/mentors
- Highlight reflective growth, professional competencies and achievements.

Structure of Physical and e - Portfolio

I. Physical Portfolio- Structure

1. Cover Page and Index: Include your name, roll number, course, college, and academic year, Table of contents with page numbers for easy navigation.

2. Personal Profile: Biographical information, Teaching philosophy, vision, and professional goals

3. Academic and Professional Records: Certificates, mark sheets, workshops, seminars, and internship documents

4. Reflective Notes: Reflections on learning experiences, strengths, challenges, and improvements

5. Professional Growth Evidence: Research work, innovations, community outreach, achievements

6. Enhancing Professional Capacities (EPC) Records: Evidence from EPC courses: ICT, Communication, Understanding Self, Reading and Reflecting on Texts.

7. Course-Specific Records: Assignments, lesson plans, CCE and internal assessment reports from BED 101 to BED 108.

8. Constructivist Teaching-Learning Records: Microteaching, integrated lessons, simulation lessons, digital teaching activities, and internship records.

9. Teaching-Learning Materials (TLMs): Charts, models, PowerPoints, ICT-based lessons, and multimedia resources

10. Appendices: Photos, certificates, event participation documents, evidence of institutional and outreach activities

11. Physical Documents: Any other supporting documents related to Semester I coursework

Physical portfolio should be handwritten except for digital activities like digital lesson plans etc.

II. e-Portfolio (Digital Portfolio) - Structure

1. Home Page / Introduction: Profile photo, brief bio-data, teaching philosophy, and welcome note

2. About Me Section: Vision statement, professional goals, resume, and contact information

3. Academic and Professional Records: Scanned copies of qualifications, certificates, workshops, and seminars

4. Teaching Practice Section: Lesson plans, microteaching videos, integration and simulation lessons, and internship reflections

5. EPC and Course Work: Digital artefacts and reflections from EPC courses and core coursework

6. Digital Teaching Skills: Uploaded videos, multimedia lessons, and online teaching samples

7. Professional Growth and Achievements: Evidence of research, innovation, outreach programs, and awards

8. Reflection Section: Reflective notes analyzing learning experiences, challenges, and improvements

9. Gallery / Media Section: Photos, videos, and participation in institutional and outreach activities

10. Appendices and Downloads: Links to digital resources, certificates, and downloadable PDFs

The marks will be consolidated to 25.

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SEMESTER II

BED201 Learning and Teaching

Credits:04   **Hours: 60**   **Marks (Int.30+Ext.70): 100**

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Course Objective:

To enable the student teacher:

1. To explain the nature, characteristics, and processes of learning and teaching.
2. To analyze and apply behavioral, cognitive, constructivist, and Indian perspectives of learning in classroom contexts.
3. To design and implement effective teaching strategies, lesson plans, and teaching models for diverse learners.
4. To develop reflective and professional teaching practices aligned with NEP 2020, inclusive pedagogy, and continuous professional growth.

Course Learning Outcomes (CLOs):

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

1. Define and differentiate key concepts of learning, motivation, and teaching processes.
2. Identify factors affecting learning and apply strategies to enhance learner engagement.
3. Demonstrate knowledge of cognitive, affective, and psychomotor domains in lesson planning.
4. Apply behavioral, cognitive, constructivist, and Indian learning theories in classroom teaching.
5. Design and implement lesson plans, annual plans, and Panchapadi-based teaching sequences.
6. Integrate teaching methods, strategies, models, and technology to create effective learning experiences.
7. Apply inclusive teaching strategies to address multilingual, multicultural, and diverse learning needs.
8. Reflect on teaching practices and develop a professional growth plan to enhance pedagogical competence and lifelong learning.

UNIT- 1: Foundations of Learning   Credit 1

1.1 **Understanding Learning:** Meaning, nature, and characteristics of learning; Factors affecting learning - Individual and environmental factors

1.2 **Learning Processes and Motivation:** Learning Processes- Attention, Perception,

Memory, Thinking; Motivation - Intrinsic and extrinsic motivation; role of interest, goals, and feedback.

1.3 **Domains and Approaches to Learning:** Cognitive, Affective, Psychomotor domains; Rote vs. Meaningful Learning.

1.4 **Behavioral Learning Theories:** Concept and Educational implications of following theories: Classical Conditioning (Pavlov), Operant Conditioning (Skinner), Connectionism (Thorndike)

1.5 **Social and Cognitive Learning Theories**: Concept and Educational implications of following theories: Social / Observational Learning Theory (Bandura)**,** Cognitive Learning Theories **-** Piaget, Bruner, Ausubel

1.6 **Indian Perspectives of Learning:** Sri Aurobindo – Integral education and fivefold development; Jiddu Krishnamurti – Learning through awareness and observation.

UNIT- 2: Learning Strategies and Classroom Management   **Credit 1**

2.1 **Modes of Learning and Transfer:** Formal, Non-Formal, Informal; Learning Curve; Transfer of Learning – concept, types and educational implications.

2.2 **Constructivist Approaches to Learning:** Concept and importance of Constructivism; Cognitive Constructivism (Piaget) and Social Constructivism (Vygotsky); Implications for teaching and learning.

2.3 **Constructivist Classroom:** Constructivist Learning- Concept and principles; Features of a constructivist classroom; Constructivist Strategies – Concept mapping and mind mapping

2.4 **Multimodal Learning:** Dual Coding Theory (Paivio) - Concepts, educational implications; Multimedia Learning (Mayer) – Concepts, educational implications

2.5 **Innovative Learning Approaches:** Brain-Based Learning – Concept, principles, educational implications; Microlearning – Concept, skills and educational implications

2.6 **Creating a Conducive Learning Environment:** Learning environment, Classroom management, Discipline and Motivation to learners for effective learning

UNIT- 3: Foundation, Strategies and Models of teaching   **Credit 1**

3.1 **Concept and process of Teaching:** Meaning, Definitions and characteristics of Teaching; Phases of Teaching – Pre-active, Interactive, and Post-active; Relationship between Teaching and Learning**;** Maxims, Principles, and Levels of Teaching

3.2 **Methods, and Strategies of Teaching: Methods of Teaching –** Lecture, Discussion, Demonstration, Project, Problem-Solving, Discovery Method; **Strategies of Teaching -** Cooperative Learning, Collaborative Learning, Activity-Based Learning

3.3 **Pedagogical approaches:** Experiential and Inquiry-Based Learning; Multidisciplinary and Integrated Learning; Competency-Based and Outcome-Oriented Teaching; Value-Based and Holistic Education

3.4 **Models of Teaching:** Concept, features and classroom implications of: Concept Attainment, Advance Organizer, Inquiry Training and Jurisprudential Inquiry Model

3.5 **Team teaching and Pedagogical innovations:** Concept, characteristics and importance of Team teaching; Pedagogical innovations: Blended Learning, Flipped Classroom

3.6 **Planning for Teaching:** Concept and importance of annual plan, unit plan, and lesson plan, Panchapadi **(**Indian framework for lesson planning)

UNIT- 4: Pedagogical Shifts and Professional Development in Teaching   Credit 1

4.1 **Teaching in the Context of NEP 2020:** Pedagogical shifts proposed by NEP 2020; Integration of technology, multidisciplinary approaches, and holistic learning

4.2 **Effective Teaching for Diverse Learners:** Inclusion and equity in teaching; Handling diversity – Multilingual and multicultural classrooms; Strategies to engage all learners effectively

4.3 **Pedagogy, Andragogy, Heutagogy and Reflective teaching:** Comparative perspective; Reflective teaching- Meaning, importance, and tools of reflection (teaching journals, peer feedback and portfolios)

4.4 **School Internship and Experiential Learning:** School Internship- concept, characteristics and Importance; Planning and implementation - Hands-on teaching experience, observation, and mentoring

4.5 **Teacher Qualities and Competencies:** Qualities of Teacher, Competencies and commitments of teacher; Role of teacher as facilitator, guide, and co-learner

4.6 **Professional Development of Teachers:** Continuous professional development (CPD); Professional learning communities, in-service training, mentoring

Practical: (Any one from the given list)

1. Conduct two psychological experiments (1) Span of attention, (2) Learning curve
2. Conduct two psychological experiments (1) Memory (2) Transfer of learning
3. Prepare Panchapadi-based lesson plan for any one unit/ subunit of school subject

4. Prepare a personal professional growth plan including CPD activities and lifelong learning goals; present and discuss with peers.

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BED202 Assessment and Evaluation for Learning

Credits:04   **Hours: 60**   **Marks (Int.30+Ext.70): 100**

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Course Objectives:

To enable the student teacher:

1. To develop an understanding of the concepts of measurement, assessment, and evaluation and their interrelationship in the teaching-learning process.

2. To enable student-teachers to construct, administer, and interpret achievement tests using appropriate tools and techniques.

3. To equip student-teachers with the skills required to use qualitative, quantitative, and digital assessment tools effectively.

4. To develop competency in computing and interpreting basic statistical measures for analysing student performance.

Course Learning Outcomes (CLOs):

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

1. Differentiate between measurement, assessment, and evaluation and explain their roles in the teaching-learning process.

2. Formulate educational objectives and learning outcomes using Revised Bloom's Taxonomy and psychomotor domain taxonomy.

3. Select and use appropriate qualitative, quantitative, and digital assessment techniques for various learning situations.

4. Construct and administer achievement tests, diagnostic tests, oral tests, and questionnaires based on standard procedures.

5. Prepare and use evaluation tools such as checklists, rating scales, rubrics, portfolios, and cumulative records.

6. Apply statistical measures such as mean, median, mode, quartile deviation, and standard deviation to interpret learner performance.

7. Interpret percentiles, percentile ranks, correlation coefficients, and graphical data representations (histogram, frequency polygon, pie chart).

8. Analyse and critique modern examination reforms such as CCE, CBCS, online exams, on-demand exams, and computer-based assessments in the context of NEP 2020.

UNIT- 1: Concept and Process of Evaluation   Credit 1

   1.1   Measurement, Assessment and Evaluation in Education – Concept and Relationship and Principles of Assessment and Evaluation

1.2 Educational objectives and learning outcomes: Significance in teaching learning process, criteria for writing the same.

1.3 Taxonomy of instructional objectives (Revised Blooms Taxonomy and R. H. Dave by Anderson and its importance)

1.4 Types of learning experiences, criteria for selection of a learning experiences

1.5 Relationship between educational objectives, learning experiences, content and evaluation

1.6 NEP 2020 and Evaluation: Key Highlights and Major Shifts

UNIT- 2: Evaluation Techniques and Tools   **Credit- 1**

2.1 Characteristics of measuring tools: Validity, Reliability, Objectivity, Usability, Adequacy and Discrimination Power (Concepts and Factors Affecting them)

2.2 Evaluation Techniques and Tools:

Types of Evaluation Techniques: Qualitative and Quantitative

Meaning and significance of following Evaluation Techniques in the process of evaluation.

Concept, Nature, characteristics, uses, advantages and limitations of the following tools.

(a) Observation Technique: Check List, Rating Scale

(b) Self Reporting Technique: Interview and Questionnaire

(c) Projective Technique: Sentence Completion Test

(d) Sociometric Technique: Sociogram and Guess Who?

(e) Examination Techniques: (a) Achievement test: Construction with special reference to Content area, Objectives and Types of Questions (Blue Print),

(b) Diagnostic Test, (c) Oral Test and Practical Test

2.3 Competency based Assessment Project and Portfolio assessment (Concept, Nature and Uses)

2.4 Digital assessment tools

2.5 Problems and Precautions in using Qualitative, Quantitative and Digital techniques and tools.

2.6 PARAKH – Performance Assessment, Review and Analysis of Knowledge for Holistic Development

UNIT- 3: Assessment for Learning   **Credit- 1**

3.1 Objectives and need and Significance of Assessment

3.2 Formative and Summative Assessment: Meaning, nature, characteristics and uses, advantages and limitations

- Assessment of Learning in cognitive, affective and psychomotor domain.
- Self-assessment and peer assessment (Concept and Uses)

3.3 Records used in Assessment:

a) Evaluation rubric: Meaning, Type and Uses

b) Cumulative records: Meaning and Uses

c) Portfolio: Concept Nature and Types

d) Holistic Progress Card: Meaning and Uses

3.4 Examination Reforms:

Concept, nature, characteristics, uses, advantages and limitations of:

a. Continuous and Comprehensive Evaluation (CCE)

b. Choice Based Credit System (CBCS)

c. Online Examination

d. On demand Exam

e. Computer based Exam

UNIT- 4:   Interpreting Test Scores   **Credit- 1**

1.1 Measures of Central Tendency: Mean, Median, Mode (Meaning, Computation, Characteristics, and Uses)

1.2 Measures of Variability: Range, Quartile Deviation, Standard Deviation (Meaning, Computation, Characteristics, and Uses)

1.3 Percentile and Percentile Rank (Meaning, Characteristics, and Uses)

1.4 Co-efficient of correlation by Spearman's Rank Difference method (Meaning, Computation, Characteristics, and Uses)

1.5 Graphical representation of data: Histogram, Frequency polygon and Pie Chart (Concept, characteristics and uses only)

1.6 Normal Probability Curve: Concept, Properties and Uses

Skewness and Kurtosis: Meaning, Causes of formation, measures for overcoming these.

Practical: (Any one from the given list)

1. Develop an achievement / Diagnostic test with its Blue Print, Answer Key and Marks Distribution.

2. Develop an assessment tool for - School level according to school Subjects (by using Digital tools)

3. Develop an Evaluation Rubric for any two topics at secondary level for Formative Assessment

4. Report on Data Analysis and interpretation (select two quantitative data set and analyze and interpret it by using Statistical tools and graphical Representation)

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BED203 Indian Knowledge Systems in Education

Credits:04   **Hours: 60**   **Marks (Int.30+Ext.70): 100**

Course Objectives:

To enable the student teacher:

1. To understand the foundational concepts, philosophy, and sources of the Indian Knowledge System (IKS) and its relevance to contemporary education.

2. To develop the ability to integrate IKS principles, values, and pedagogical practices into school subjects and classroom processes.

3. To appreciate India's cultural, scientific, literary, and spiritual heritage and apply it meaningfully for holistic learner development.

4. To develop reflective and ethical teaching competencies inspired by IKS, including self-awareness, value-based teaching, and nation-building roles.

Course Learning Outcomes (CLOs):

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

1. Explain the concept, philosophy, significance, and sources of the Indian Knowledge System and differentiate Indian and Western views of knowledge.

2. Analyse the educational and psychological relevance of the Pañchakosha framework and apply it for holistic learner development.

3. Integrate key domains of IKS—philosophical, scientific, literary, cultural, and wellness—into school curricula and pedagogy.

4. Design lesson plans, classroom activities, and school routines (assemblies, festivals, co-curricular events) that reflect IKS values and practices.

5. Apply Panchapadi and other traditional teaching approaches such as storytelling, questioning, and experiential learning in classroom instruction.

6. Demonstrate the ability to inculcate life skills, values, and ethical behaviour in learners using IKS-based strategies and traditional wisdom.

7. Develop teaching-learning materials, digital resources, and holistic assessment practices informed by IKS, including observation, reflection, and peer evaluation.

8. Reflect on their role as teachers and nation-builders by practising self-study, self-reflection, and value-based conduct rooted in IKS principles.

UNIT- 1: Foundations of The Indian Knowledge System (IKS)   **Credit 1**

1.1 Indian Knowledge System (IKS): Concept, Definition, meaning, and philosophy of IKS; key features and foundations of Indian thought; comparison between Indian and Western views of knowledge.

1.2 Significance and Sources of IKS — Importance of IKS in contemporary education and nation-building; Primary and secondary sources such as the Vedas, Upanishads, oral traditions, folk knowledge, and community practices.

1.3 IKS and National Education Policy (NEP) 2020 — NEP provisions supporting IKS: value-based education, multilingualism, art integration, environmental awareness, and holistic learning.

1.4 Pañchakosha Framework — Concept of the five sheaths (Annamaya, Prānamaya, Manomaya, Vijñānamaya, Ānandamaya) from the *Taittiriya Upanishad*; their educational and psychological significance.

1.5 Pañchakosha and Learner Development — Application of Pañchakosha for physical, emotional, intellectual, and spiritual growth of students.

1.6 Integrating Pañchakosha into Teaching–Learning — Classroom strategies and activities for implementing Pañchakosha-based holistic and inclusive education.

UNIT-2: Key Domains of Indian Knowledge System (IKS) in School Education Credit 1

2.1 Philosophical and Spiritual Domain — Insights from Vedas, Upanishads, Bhagavad Gita, Buddhist and Jain thought for developing self-knowledge, harmony, and ethical living.

2.2 Language, Literature, and Moral Domain — Teachings of Adi Shankaracharya, Kabir, Guru Nanak Dev Ji, Sant Dnyaneshwar, Sant Tukaram, and Swami Vivekananda; promoting values through literature and local languages.

2.3 Science and Mathematics Domain — Ancient Indian contributions to mathematics, astronomy, architecture, metallurgy, and environmental science; examples for integration in school subjects.

2.4 Health and Wellness Domain — Basic principles of Ayurveda, Yoga, and mindfulness for maintaining physical and mental well-being.

2.5 Culture and Arts Domain — Educational importance of Arthashastra, Natya Shastra, folk traditions, and storytelling; connecting students with cultural roots through arts and heritage.

2.6 Pedagogy and Values in Indian Tradition Traditional teaching methods like storytelling, questioning and experiential learning. Gurukul practices - Agama, Swadhyay, Pravachan, Vyavahar and and value- based learning; Ethics and discipline in Indian education.

UNIT- 3: Application of IKS in School Education   **Credit 1**

3.1 Integration of IKS in School Subjects — Infusing IKS perspectives in Mathematics, Science, Language, and Social Science; designing contextual lesson plans.

3.2 Integration in School Routine — Incorporating IKS through morning assemblies, festivals, co-curricular and extra-curricular activities.

3.3 Inculcation of Life Skills and Values through IKS — Developing cooperation, problem-solving, empathy, and environmental sensitivity through traditional practices.

3.4 Panchapadi Approach in Lesson Planning — Applying the five-step Indian teaching approach for effective classroom instruction.

3.5 Project Work on IKS Integration — Creating school-based projects or lesson plans linking modern pedagogy with traditional wisdom.

3.6 Challenges and Opportunities — Understanding the current issues, challenges, and opportunities in promoting IKS in modern school education.

UNIT- 4: Indian Knowledge System (IKS) for the Holistic Development of the Teacher

Credit 1

4.1 Guru–Shishya Parampara and the Ethos of Teaching — Teacher as a moral guide and transmitter of knowledge in the Indian tradition.

4.2 Shishyāgraṇī – Nurturing Future Teachers — Developing leadership and mentoring skills inspired by Indian Knowledge traditions.

4.3 IKS and Resource Development — Designing teaching-learning materials, digital resources, and classroom activities based on IKS.

4.4 Assessment Practices in IKS-informed Classrooms — Using holistic assessment methods like – Observation, reflection and peer feedback. Focus on samskara (impression) and anubhava (experience)for overall development of the students.

4.5 Teacher's Role in Nation-Building through IKS Values: Teacher as a nation-builder guided by IKS values. Promote seva (service), satya (truth), ahimsa (non-violence), and sahajata (simplicity) in education.

4.6 Self-Reflection and Inner Growth through IKS: Practice swadhyaya (self-study) and atma-vichar (self-reflection) for personal growth. Reflection on teaching as a spiritual and moral journey inspired by Indian traditions.

Practical: (Any one from the given list)

1. IKS-Integrated Lesson Plan- Develop a lesson plan in any school subject (Mathematics, Science, Social Science, or Language) that meaningfully integrates concepts from Indian Knowledge Systems such as local culture, folklore, or traditional wisdom.

2. Prepare a lesson plan applying the traditional five-step Panchapadi teaching model for effective classroom teaching.

3. Design a creative teaching aid (poster, flashcards, story script, or activity) inspired by IKS concepts like the Panchakosha model, community practices, or ecological balance.

4. Plan and document a small project for school students focusing on local heritage, traditional art, environmental protection, or social responsibility through IKS perspective.

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Practicing for Constructivist Teaching Learning

BED204 Teaching Competency-II:

Practice Lessons (6 Lessons)

Credits:02   **Hours: 30**   **Marks (Int.50+Ext.00): 50**

Course Summary

The course Practice Lessons is designed to develop the teaching competencies of student-teachers through supervised classroom practice. Each student-teacher will deliver six lessons across two school subjects, primarily in secondary classes. The course emphasizes effective lesson planning, execution using diverse teaching-learning strategies, inclusive practices, use of ICT and local resources, and reflective teaching. Peer observation, mentor feedback, and portfolio maintenance are integral to the course, ensuring continuous professional growth and reflective practice.

Course Objectives

To enable the student teacher:

1. Plan and prepare structured lessons aligned with curriculum objectives and learner competencies, integrating appropriate resources, teaching strategies, and assessment methods.

2. Demonstrate effective teaching skills in classroom management, learner engagement, clear communication, and inclusive practices.

3. Implement assessment strategies during lessons to monitor learning and provide constructive feedback for continuous improvement.

4. Engage in reflective practice using mentor feedback, peer observation, and self-evaluation to enhance professional growth.

Course Learning Outcomes (CLOs)

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

1. Deliver six well-planned lessons across two school subjects, demonstrating versatility and competency in teaching.

2. Use a variety of teaching-learning strategies and appropriate resources to engage learners effectively in both secondary and higher secondary classrooms.

3. Apply inclusive and differentiated teaching methods to meet the diverse needs of learners.

4. Maintain a portfolio documenting lesson plans, observations, feedback, and self-evaluation to support ongoing professional development.

Guidelines for Implementation

1. Number of Lessons

- Each student-teacher will deliver 6 classroom lessons.
- Lessons should ideally be distributed equally across two school subjects opted under BED103, with a minimum of 2 lessons per subject.
- Lessons should primarily be conducted in secondary classes (Std VI to X).
- Where feasible, lessons should cover different topics within the subject, demonstrating the teacher's versatility.

2. Lesson Planning and Preparation

- Each lesson must be accompanied by a detailed lesson plan including:
  - ✓ Learning objectives aligned with the curriculum and competencies.
  - ✓ Content outline and sequence.
  - ✓ Teaching-learning methods and strategies (Including strategies for learners with diverse needs) and assessment strategies.
  - ✓ Use of resources: textbooks, ICT tools, teaching aids, hands-on materials, or local/contextual resources.

3. Execution of Lessons:

Student-teachers must demonstrate -

- Effective classroom management and learner engagement; Clear communication of content; Integration of teaching skills; Inclusive teaching practices.
- Student-teachers should use a variety of teaching-learning strategies, and appropriate resources and Teaching- Learning materials.

4. Support and Supervision:

Mentor teachers/teacher educators will guide for lesson planning, observe the lessons and provide feedback on planning, execution, and assessment.

5. Peer observation:

Each student-teacher will observe 6 lessons of their peers (3 lessons per subject). Observers should focus on lesson planning, teaching strategies, learner engagement, classroom management, inclusivity, assessment, and communication, taking structured notes without disrupting the class. After the lesson, constructive feedback highlighting strengths and areas for improvement should be shared with the observed peer, guided by a mentor teacher.

- **Marks will be consolidated out of 50.**

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BED205 Teaching Competency-III:

Introduction to Internship (4 Weeks)

Credits:02　　　　　**Hours: 30**　　　　　**Marks (Int.50+Ext.00): 50**

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Course Summary

This course provides a structured introduction to the internship program for student-teachers, focusing on bridging theoretical knowledge with practical school experiences. It enables them to understand school functioning, observe experienced teachers, plan and conduct lessons, and participate in co-curricular and evaluation-related activities. Through observation, engagement, reflection, and feedback, student-teachers develop essential professional competencies and teaching skills. The internship aims to promote holistic development, reflective practice, and professional ethics among future teachers.

Course Objectives

To enable the student teacher:
1. To orient student-teachers towards the aims, structure, and expectations of the school internship program.
2. To enable them to understand the functioning, organization, and resources of schools through observation and interaction.
3. To develop lesson planning, teaching, and classroom management skills under mentor supervision.
4. To promote reflective practice, professional ethics, and self-assessment through reflective writing and presentation.

Course Learning Outcomes (CLOs)

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

1. Describe the vision, mission, and functioning of a school and prepare a detailed School Profile Report.
2. Demonstrate basic teaching competencies by planning and conducting lessons under guidance.
3. Participate effectively in co-curricular, extracurricular, and evaluation-related activities of the school.
4. Reflect critically on teaching experiences and professional growth through reflective writing and presentation.

Guidelines for Implementation:

Course Content:

The course is organized into three distinct phases of internship:

Phase I – Pre-Internship (Orientation and Understanding the School),

Phase II – Internship on Field/ School (Observation, Lesson Planning, and Engagement)

Phase III – Post-Internship (Reflection and Presentation).

Each phase provides systematic opportunities for student-teachers to observe, participate, and reflect on real classroom and school experiences.

Phase I – Pre-Internship (Orientation and Understanding the School)

1. Orientation by the college about purpose, structure and ethical dimensions of internship.

2. Study of the school's vision, mission, organization, infrastructure (classrooms, laboratories, library, playground, and facilities), and human resources (headmaster, teachers, administrative and support staff).

3. Interaction with school staff and observation of daily school functioning.

4. Preparation of the **School Profile Report** and records related to daily attendance and timetable

   Expected Submission: School Profile Report

Phase II – Internship on Field/ School (Observation, Lesson Planning, and Engagement)

1. Observation of four classroom lessons of experienced teachers (preferably in both selected school subjects).

2. Preparation of two lesson plans (one per method subject) under mentor supervision and conduct of the same.

3. Participation in one co-curricular and one extracurricular activity such as quiz, cultural program, sports, or day celebrations.

4. Assistance in evaluation-related work such as checking notebooks, preparing question papers, and supporting assessment tasks.

   Expected Submissions: Report based on Experienced Teacher's Lesson Observation, Two Lesson Plans and Conduct of Lessons, Report on Co-curricular and Extracurricular Activity, Report on Assistance in Evaluation Work

Phase III – Post-Internship (Reflection and Presentation)

1. Writing a Reflective Essay summarizing internship experiences and professional learning.

2. Collection of feedback from two school mentor teachers.

3. Presentation or seminar highlighting key observations, experiences, and reflections from the internship.

Expected Submissions: Reflective Essay, Feedback Forms, and Presentation Summary (Individual or Group)

Format of School Profile Report

1. **Basic Information:** Include following details:

   - Name and Address of School
   - Type of Management, Year of Establishment, Affiliated Board
   - Medium of Instruction, Classes Conducted, School Timings
   - Total Strength (Boys/Girls), Name of the Principal or Headmaster

2. **Vision, Mission and Objectives**: Mention the vision and mission statements of the school. Describe its goals, values, and focus on holistic development.

3. **Infrastructure and Facilities**: Describe classrooms, staffroom, library, labs, playground, and other facilities. Mention available teaching-learning materials and ICT use.

4. **Human Resources**: Provide details of staff such as Principal, Teachers and support staff in brief tabular form.

5. **School Activities and Practices**: Report nature of assembly, co-curricular and extracurricular activities, evaluation methods, and PTA involvement.

6. **Student Community**: Describe the students' background, inclusivity, discipline and relationships within the school.

7. **Innovative and Best Practices:** Mention special projects, clubs, digital initiatives or social outreach programs.

8. **Personal Reflection:** Reflect on your learning about school organization, inspiring aspects and suggestions for improvement.

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Enhancing Professional Capacities (EPC)

BED206

A) Educational Event Management

B) Digital Initiatives for Education

Credits:02   **Hours: 30**   **Marks (Int.50+Ext.0): 50**

BED206 A Educational Event Management

(Credit 1; 15 hours; 25 Marks)

Course Objectives

To enable the student teacher:

1. To understand the concept, need, and importance of educational events in school and college settings.

2. To develop skills in planning, organising, executing, and evaluating different types of educational events.

3. To demonstrate teamwork, leadership, communication, and coordination through event management activities.

4. To prepare, conduct, and report educational events using systematic planning, reflective practices, and feedback mechanisms.

Course Learning Outcomes

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

1. Explain different types of educational events and the basic process of event management.

2. Prepare event proposals, organise events systematically, and perform assigned functional roles effectively.

3. Work collaboratively in teams, showing coordination, responsibility, and problem-solving skills during event execution.

4. Prepare structured reports, reflect on the event process, and apply event management skills to real school settings.

Course Content

I. Orientation: Educational Event Management

1. Concept and Types of Educational Events

- Meaning, need and importance of educational events.

- Types: Academic (fairs, exhibitions), Cultural (annual day, drama, music), Sports and Health (sports day, yoga day), IKS-based (traditional games, heritage walks), Special Days (national and educational days), Professional Activities (seminars, workshops, conferences).

2. Event Management Process

- Principles: Participation, inclusiveness, safety, eco-friendly approach, cultural respect, cost-effectiveness.
- Stakeholders: Principal, teachers, student-teachers, parents, alumni, community members.
- **Phases of Implementing an Event**
    o Planning Phase: Event proposal, objectives, budgeting, resources, logistics, task distribution, permissions, scheduling, publicity.
    o Execution Phase: Roles and responsibilities, coordination, communication, problem-solving.
    o Evaluation and Reporting: Feedback collection, report writing, reflection, suggestions for improvement.

II. Activity: Organizing an Educational Event

Each student-teacher must actively participate in the organisation of one educational event conducted in the college. As a part of this activity, every student-teacher is expected to take up at least one meaningful functional role and contribute to the smooth execution of the event.

Student-Teacher Responsibilities

To complete this activity successfully, each student-teacher should:

- Select an appropriate educational event**,** such as an exhibition, workshop, day celebration, cultural programme etc.
- Prepare a simple event proposal for the selected event.
- Form or join committees for planning, logistics, publicity, discipline and evaluation as required.
- Participate in the planning and organisation of the event by helping prepare a clear event plan that includes objectives, schedule, assigned roles, materials and required resources.

- Undertake at least one functional role, such as programme anchoring, registration and hospitality, publicity and communication, stage management, documentation and report writing, or feedback collection and analysis etc.
- Conduct the event in a coordinated and systematic manner, ensuring smooth execution and active participation of all members.
- Observe and reflect on the entire process, noting teamwork, challenges faced, participant engagement and learning outcomes.
- Prepare a well-organised event report based on the planning, execution and reflections for documentation and assessment.

Guidelines for Educational Event Management Report

1. Cover Page

- Begin the report with a proper cover page.
- Mention the Title of the Event**.**
- Write the Date, Time and Venue clearly.
- List the Names of Organizers / Student-Teachers involved**.**
- Include the Course Name: BED 206 – Educational Event Management**.**

2. Introduction

- Provide a brief overview of the event.
- Explain the concept and importance of the educational event
- State the objectives of the event.
- Describe the relevance of the event in the educational context**,** especially its value for teaching–learning and teacher training.

3. Planning of the Event

- Describe the event planning process clearly.
- Explain how tasks were distributed among team members.
- Include detailed time schedule or timeline prepared for the event.
- Describe the budgeting and logistical arrangements made.
- List the materials and resources required and how they were arranged.

4. Roles and Responsibilities

- Mention the specific roles assigned to each team member.
- Describe your own role in planning or execution.
- Include responsibilities such as coordination, documentation, stage management, anchoring, discipline, hospitality etc.

5. Teamwork, Coordination and Preparation

- Explain how the team worked together.
- Mention any meetings, rehearsals or planning discussions.
- Highlight cooperation, communication and coordination among team members.

6. Execution of the Event

- Describe how the event was conducted on the actual day.
- Explain the sequence of activities carried out.
- Mention the participation of students, teachers and stakeholders.
- Describe the management and use of resources.
- Comment on the smooth conduct of the programme or explain how problems were handled.
- Chronological Description - Present a clear step-by-step account of the event.
- Describe how the event progressed from beginning to end.
- Highlight key moments or important activities.

7. Conclusion

- Summarize your overall experience of the event.
- Explain the educational significance of such events for teacher trainees.
- Describe what you learned by organising the event.
- Reflect on skills developed (leadership, communication, responsibility, creativity, teamwork).
- Explain how this experience will help in future teaching roles.
- Suggest how similar events can be organised in schools.
- Mention possible use of such events in assemblies, co-curricular activities or classroom programmes.

8. Annexures

- Attach all documentary evidence related to the event.
- Include the programme schedule / event brochure.
- Add invitation cards, certificates or banners (if any).
- Attach photographs showing different stages of the event.
- Include sample feedback forms or questionnaires.
- Attach teaching-learning materials, charts or displays used during the event.
- Ensure all annexures are labelled clearly and arranged in order.

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BED206 B Digital Initiatives for Education
(Credit 1; 15 hours; 25 Marks)
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Course Summary

This course introduces student-teachers to major National and State-level digital initiatives that promote technology integration, online learning, and teacher professional development in school education. It provides conceptual understanding and hands-on exposure to various platforms launched by the Government of India and the Government of Maharashtra, such as DIKSHA, ePathshala, PM eVIDYA, SWAYAM PRABHA, NISHTHA, MahaDIKSHA, e-Balbharati, SARAL Portal, and others. The course emphasizes exploration, analysis, and reflective understanding of digital tools for effective teaching-learning and institutional improvement.

Course Objectives

To enable the student teacher:

1. To understand the concept, purpose, and scope of digital initiatives in school education at the national and state levels.
2. To identify and describe the implementing agencies, key features, and educational uses of various digital platforms.
3. To analyze the role of digital initiatives in enhancing teaching-learning, assessment, and teacher capacity building.
4. To develop the ability to critically explore, compare, and reflect on digital platforms to integrate them into educational practice.

Course Learning Outcomes (CLOs)

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

1. Explain the meaning, objectives, and functioning of major national and Maharashtra state digital initiatives.
2. Analyze digital platforms in terms of their accessibility, user interface, and educational application.
3. Prepare an analytical and comparative report on selected national and state digital platforms.
4. Demonstrate reflective understanding of digital transformation and its contribution to inclusive, quality education.

Course content

   I. Orientation on National and State Digital Initiatives in Education

  II. Activity: Exploration and Analysis of Digital Educational Platforms

I. Orientation on National and State Digital Initiatives in Education

Introduce student-teachers to major **digital initiatives** launched by the **Government of India** and the **Government of Maharashtra** to promote technology-enabled learning, teacher professional development, and school improvement. The session should focus on understanding the meaning, objectives, implementing agencies, key features, and educational uses of these initiatives.

    a. National Digital Initiatives: DIKSHA, ePathshala, SWAYAM PRABHA, PM eVIDYA, NISHTHA, NROER and PARAKH **(**Meaning, Objectives, Implementing Agencies, Important Features, and educational use of each initiative)

    b. Maharashtra State Digital Initiatives: MahaDIKSHA, e-Balbharati, SARAL Portal, Samarth Vidyalaya Project, MahaTeacher Portal, Samiksha Portal and Shala Siddhi **(**Meaning, Objectives, Implementing Agencies, Important Features, and educational use of each initiative)

II. Activity: Exploration and Analysis of Digital Educational Platforms

Select one National Digital Initiative and one Maharashtra State Digital Initiative; explore both platforms in terms of their meaning, objectives, implementing agencies, key features, and educational uses. Prepare a handwritten report on the two platforms, highlighting their contribution to teaching-learning, teacher professional development, and school education improvement.

Guidelines for Report Writing

Activity: Exploration and Analysis of Digital Educational Platforms

Objective:

- To explore and analyze one National Digital Initiative and one Maharashtra State Digital Initiative in education,

- To find their objectives, implementing agencies, key features and educational applications.

- To understand their contribution to teaching-learning, teacher development and school improvement.

Structure and Format of the Report:

1. **Introduction**
   - Briefly describe the importance of digital initiatives in education.
   - Mention the emphasis of NEP 2020 and NCFSE 2023 on digital learning and technology integration.

2. **Analysis of Selected Platforms**

   A. National Digital Initiative

   (Select one: DIKSHA, ePathshala, SWAYAM PRABHA, PM eVIDYA, NISHTHA, NROER, or PARAKH) Include:
   - Meaning and Overview
   - Objectives of the platform
   - Implementing Agencies (MoE, NCERT, CIET, NIEPA, etc.)
   - Key Features (design, accessibility, content type, target users)
   - Educational Uses (application in teaching-learning, teacher training, assessment, or resource sharing)

   B. Maharashtra State Digital Initiative

   (Select one: MahaDIKSHA, e-Balbharati, SARAL Portal, Samarth Vidyalaya Project, MahaTeacher Portal, Samiksha Portal, or Shala Siddhi) Include:
   - Meaning and Overview
   - Objectives of the initiative
   - Implementing Agencies (MSCERT, School Education Department, Balbharati, NIEPA, etc.)
   - Key Features (language accessibility, user interface, content relevance)
   - Educational Uses (benefits to students, teachers, and schools)

3. **Comparative Analysis**
   - Present a comparison between the two platforms in tabular or descriptive form.
   - Compare aspects such as:
     - Vision and objectives
     - Implementing bodies
     - Accessibility and user reach
     - Relevance for teachers and learners
     - Impact on school education
   - Provide a brief commentary on similarities, differences, and scope for improvement.

4. Observations and Reflections

- Reflect on learning experience from exploring both platforms.
- Discuss how such platforms can be integrated into classroom teaching and teacher development.
- Mention insights about digital inclusion and educational transformation.

5. Web Links: List official platform websites and resources used.

Final marks will be converted to 25.

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BED207 Application of ICT and Digital Learning

Credits:02   **Hours: 30**   **Marks (Int.50+Ext.0): 50**

Course Summary

This course emphasizes hands-on engagement with digital resources, assessment platforms, online safety practices, MOOCs, and the integration of Indian Knowledge Systems (IKS) into school subjects. By combining orientation sessions with practical activities, the course develops competencies in digital literacy, 21st-century skills, ethical technology use, and innovative pedagogy. Students will design digital newsletters, quizzes, awareness materials, MOOC analyses, and IKS-based digital presentations, preparing them to implement technology-enhanced learning in diverse classroom contexts.

Course Objectives

To enable the student teacher:

1. To understand the transformative role of ICT in teaching and learning and develop digital literacy and 21st-century skills.

2. To utilize digital assessment tools to design, implement, and evaluate formative assessments effectively.

3. To apply principles of digital citizenship, online safety, and ethical use of technology in educational settings.

4. To integrate digital platforms, MOOCs, and Indian Knowledge System (IKS) concepts into teaching-learning practices for innovation and cultural relevance.

Course Learning Outcomes (CLOs)

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

1. Search, evaluate, and compile credible educational websites and OERs, and present them effectively through a digital newsletter.

2. Design and implement digital quizzes and formative assessments using platforms such as Google Forms, Quizizz, or Kahoot, ensuring meaningful feedback for learning.

3. Develop digital materials promoting online safety, ethical use of technology, and awareness of cyber citizenship.

4. Analyze MOOCs and create digital content integrating IKS concepts, applying innovative approaches to culturally relevant and technology-enhanced teaching.

Course content

    I. Orientation sessions

    II. Practical activities

Take each orientation session immediately followed by practical activity

I. Orientation Sessions

1. ICT and Digital Resources in Teaching: Transformative role of ICT in teaching; digital literacy and 21st-century skills; evolving teacher roles; evaluating and compiling credible digital resources; creating a digital newsletter for classroom use.

2. Digital Assessment Tools and Formative Evaluation: Hands-on orientation to digital quiz platforms such as Google Forms, Quizizz, and Kahoot, emphasizing feedback and assessment for learning.

3. Digital Citizenship and Online Safety: Awareness session on cyber safety, responsible online behavior, copyright, and digital ethics in education.

4. MOOCs and Online Learning Platforms: Introduction to national and international MOOC platforms such as SWAYAM, DIKSHA, NPTEL, and Coursera. Discussion on course structure, pedagogy, and learner engagement.

5. Integrating Indian Knowledge Systems (IKS) through Digital Media: Exploration of strategies to integrate IKS concepts into school subjects using digital storytelling, videos, and presentations to promote cultural awareness and innovation.

II. Practical Activities

1. Searching, evaluating, and compiling authentic educational websites and OERs (Output: Prepare a digital newsletter that includes a compiled list of 10–15 verified educational websites and OERs with brief comments on their relevance and applicability for classroom use.)

2. Creating a digital quiz or formative assessment using platforms like Google Forms or Kahoot. (Output: A functional digital quiz with a minimum of 10 questions, answer key, and link for classroom use.)

3. Preparing a digital safety awareness poster or short video promoting responsible online behavior. (Output: A digital poster, infographic, or 2–3-minute awareness video demonstrating cyber safety principles and digital citizenship.)

4. Analyzing an existing MOOC from platforms such as SWAYAM, NPTEL, or Coursera. (Output: An analytical report reviewing course design, pedagogy, learner engagement, and applicability to teacher education.)

5. Creating a video that integrates Indian Knowledge System (IKS) concepts into a school subject. (Output: A 5–7 slide presentation or short educational video integrating IKS concepts within a selected school subject.)

   Marks will be converted to 50

BED208

A) Community engagement
B) Outreach activities

| Credits:02 | Hours: 30 | Marks (Int.50+Ext.0): 50 |

BED208 A Community engagement
(Credit 1; 15 hours; 25 Marks)

Course Summary:

B.Ed. 208A – Community Engagement is designed to introduce student-teachers to the principles and practice of engaging with local communities. Through orientation sessions and hands-on activities, students develop skills in planning, implementing, and reflecting on community-based initiatives. The course emphasizes collaboration with stakeholders, ethical engagement, and linking community experiences to teaching practice. Student-teachers will complete one activity, collect evidence, maintain reflective journals, and prepare a structured report highlighting planning, implementation, learning outcomes, and educational impact.

Course Objectives

To enable the student teacher:

1. To develop awareness of the importance and scope of community engagement in teacher education.
2. To enable student-teachers to plan, implement, and manage community-based educational activities.
3. To enhance skills in collaboration, communication, and ethical engagement with diverse stakeholders.
4. To link practical community experiences to teaching practice and professional growth.

Course Learning Outcomes (CLOs)

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

1. Demonstrate understanding of community engagement and its relevance to teaching.
2. Plan and execute a community-focused activity involving active participation of stakeholders.
3. Reflect on personal learning, challenges faced, and skills developed during community engagement.
4. Prepare a structured report documenting activity planning, implementation, evidence, and educational significance.

<u>**Guidelines for Implementation**</u>

Course Content:

1. Orientation (2–3 Hours)

2. Community Engagement Activity (10–12 Hours)

1. Orientation Session

Introduce student-teachers to the concept of community engagement, its relevance to teaching, and prepare them for hands-on activities.

Session Component	Details
1. Introduction to Community Engagement	Interactive lecture and discussion on meaning, scope, and importance of community engagement in teacher education. Explain difference between Community Engagement (Community-Focused) and Outreach Activities (Education-Focused)**.**
2. Understanding Local Context and Stakeholders	Mapping the local community, identifying stakeholders (parents, elders, local bodies, NGOs), understanding social, cultural, and environmental features. Focus on inclusion, diversity, and marginalized groups.
3. Ethical Guidelines and Reflection	Discussion on ethical engagement: consent, respecting culture, safety, documentation. Introduce reflective journaling for community engagement.
4. Activity Planning Workshop	Groups of 10–15 student-teachers plan one community engagement activity: define objectives, assign roles, decide timeline/resources. Mentor reviews and approves plan.
5. Documentation and Evidence Guidelines	Guidance on maintaining photos, feedback, attendance, handouts, and journals. Instructions for preparing a structured report including reflections and learning outcomes.

2. Community Engagement Activity and report writing

Implementation Guidelines:

- Every student-teacher will participate in **one group-based community engagement activity** chosen from the suggested list.

- Each group must select a **different community engagement activity** from the list.

- Engage actively with the community; involve stakeholders meaningfully.

- Collect evidence (photos, reports, feedback).

- Maintain reflection notes.

- Prepare final report: plan, activity details, evidence and reflections.

List of Suggested Community Engagement Activities (Select One)

	Activity	In Collaboration with
1	Health awareness camps / Health rallies	PHCs, NGOs
2	Women's Self-Help Group education and training	SHGs, NGOs
3	School–Community Health Club	Parents, PHCs
4	Village Education Forum – discussions with parents, teachers, elders	Parents, Teachers, Elders
5	Digital Literacy Drive – training parents and elders	IT Volunteers, NGOs
6	Community-Led Clean School Campaign	School staff, Panchayat
7	Awareness campaigns – Environmental, AIDS, Water, Energy, Gender Sensitivity etc.	NGOs,
8	Skill-sharing workshops by local artisans and farmers	Local Artisans, Farmers
9	Village sanitation and hygiene drives	Panchayat, NGOs
10	Tree plantation and environmental care programs	Forest Dept, NGOs
11	Nutrition awareness sessions for mothers / School Nutrition Garden Project	School staff, PHC
12	Participatory Action Research – research on community educational issues	Community members, Schools
13	Local Art and Culture Integration – cultural events with community	Community members, Artists
14	Community Environmental Awareness Campaign	Panchayat, NGOs, School staff
15	Library and Reading Promotion in Community	School staff, Local Volunteers, Libraries

Report Writing

1. **Cover Page** – Name, Roll No., Group Members, Activity Title, Place/Partner, Date, Mentor Name

2. **Introduction** – Purpose of the activity, link to teacher education, learning outcomes

3. **Objectives** – 2–5 main objectives of the activity

4. **Planning and Preparation** – Group planning, roles, steps taken

5. **Implementation** – Activities carried out, individual role, community participation

6. **Challenges** – Problems faced and solutions

7. **Evidence** – Photos, attendance, feedback, handouts, charts, videos (with permission)

8. **Reflection and Learning** – Skills gained, learning about the community, connection to teaching

9. **Conclusion** – Overall experience, impact, personal growth

10. **Educational Importance** – Contribution to learning or teaching

   Marks will be given out of 25.

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BED208 B Outreach activities

(Credit 1; 15 hours; 25 Marks)

Course Summary:

B.Ed. 208B – Outreach Activities introduces student-teachers to education-focused initiatives in schools and communities. The course includes orientation sessions and practical implementation of one selected outreach activity. Student-teachers engage with students, teachers, and other stakeholders to promote learning, awareness, and skill development. Emphasis is given to ethical engagement, documentation, reflection, and linking practical experiences to teaching practice. Students maintain journals, collect evidence, and prepare structured reports capturing planning, implementation, reflections, and educational outcomes.

Course Objectives

To enable the student teacher:

1. To develop awareness of the purpose and scope of outreach activities in education.
2. To enable student-teachers to plan, implement, and manage education-focused activities in schools and communities.
3. To enhance skills in collaboration, communication, and ethical interaction with students, teachers, and stakeholders.
4. To connect practical outreach experiences with teaching practice and professional growth.

Course Learning Outcomes (CLOs)

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

1. Demonstrate understanding of outreach activities and their relevance to teaching and learning.
2. Plan and carry out an education-focused activity involving active participation of students, school staff, and other stakeholders.
3. Reflect on personal learning, challenges faced, and skills developed during outreach activities.
4. Prepare a structured report documenting planning, implementation, evidence, reflections, and educational significance.

Course Content:

1. Orientation Session (2–3 Hours)
2. Outreach Activity (8–10 Hours)

1. Orientation Session

Introduce student-teachers to Outreach Activities, their importance in education and prepare them for hands-on implementation.

Session Components:

Session Component	Details
Introduction to Outreach Activities	Interactive lecture on meaning, scope, and importance of outreach in schools and communities. Difference between outreach (education-focused) and community engagement (community-focused).
Understanding Local Context and Stakeholders	Mapping schools, students, teachers, parents, and NGOs; understanding academic, social, and cultural features.
Ethical Guidelines and Reflection	Discuss ethical engagement: consent, safety, respect for school rules, proper documentation; introduction to reflective journaling.
Activity Planning Workshop	Groups of 10–15 student-teachers select one outreach activity. Define objectives, assign roles, plan resources, and timeline. Mentor reviews plan before implementation.
Documentation and Evidence Guidelines	Guidance on collecting photos, feedback, attendance, and materials. Introduce structured report preparation with reflections, observations, and outcomes.

2. Outreach Activity and report writing

Implementation Guidelines:

- Every student-teacher will participate in one group Outreach activity chosen from the suggested list.
- Each group must select a different Outreach activity from the list.
- Engage actively with students and school stakeholders.
- Collect evidence (photos, reports, feedback).
- Maintain reflection notes.
- Prepare final report: plan, activity details, evidence and reflections.

List of Suggested Outreach Activities (Select one)

Activity	In Collaboration with
Remedial teaching	Schools, Teachers
Reading clubs for school children	Libraries, School staff
Quiz / Elocution / Essay competitions	Teachers, Schools
STEM experiments using local materials	Science teachers
Computer literacy sessions	IT Volunteers, Schools

Street plays (Pathnatya) on social issues	Student-teachers, NGOs
Poster / chart exhibitions on hygiene, nutrition, digital safety	Teachers, NGOs
Distribution of educational materials	Schools, NGOs
First aid demonstrations	Schools, PHCs
Storytelling and rhymes sessions	Teachers, Volunteers
Art and craft workshops	Teachers, Local Artists
Career guidance sessions	Career Experts, NGOs
Sports and physical education days / Community Sports Day	PE Teachers, Community
Swachh Bharat Abhiyan – Cleanliness Drive	Schools, Panchayat, NGOs
Environmental Awareness Walk / Nature Trail with Students	School Staff, Local NGOs

Report Writing

1. **Cover Page** – Name, Roll No., Group Members, Activity Title, School/Partner, Date, Mentor Name

2. **Introduction** – Activity purpose, connection to teaching, expected learning

3. **Objectives** – 2–5 key objectives

4. **Planning and Preparation** – Activity plan, individual role, group roles, preparation steps

5. **Implementation** – Activities carried out, role, participation of students and staff

6. **Challenges** – Problems and solutions

7. **Evidence** – Photos, attendance, feedback, handouts, charts, videos (with permission)

8. **Reflection and Learning** – Skills gained, understanding of students, link to teaching

9. **Conclusion** – Overall experience, impact, personal and professional growth

10. **Educational Importance** – Contribution to learning or teaching

Marks will be converted to 25.

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BED209 Portfolio and Viva

Credits:02   **Hours: 30**   **Marks (Int.00+Ext.50): 50**

Course Summary

BED 209 focuses on developing the student-teacher's ability to prepare, organize, and present a professional portfolio demonstrating learning across Semesters I and II. The course includes consolidation of physical and digital portfolios, integration of academic work, practicum experiences, professional development records, and reflective writing. Student-teachers update their Semester I portfolio, add Semester II evidence, write reflections, and prepare an e-Portfolio. The viva assesses their ability to articulate their learning, connect theory with practice, showcase research and practicum work, and demonstrate professional readiness. This course strengthens reflective skills, documentation abilities, communication, and overall professional identity as a teacher.

Course Objectives

To enable the student teacher:

1. To develop the ability to prepare, organize, and consolidate physical and digital portfolios effectively.

2. To integrate academic work, practicum experiences, EPC activities, and research evidence from Semesters I and II.

3. To enhance reflective thinking by documenting learning experiences, challenges, and professional growth.

4. To prepare student-teachers for the viva through clear presentation, professional communication, and theory–practice linkage.

Course Learning Outcomes (CLOs)

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

1. Compile and present a well-structured physical and digital portfolio demonstrating academic, practicum, and professional-growth evidence.

2. Reflect meaningfully on teaching-learning experiences, challenges, and improvements across the internship and practicum.

3. Connect theoretical knowledge with classroom experiences, research tasks, and practicum activities in the viva.

4. Demonstrate effective oral communication, confidence, critical thinking, and professional readiness during portfolio presentation and viva.

Part A: Orientation and Activity – 1 Credit

I. Orientation regarding consolidation of the Portfolio:

1. **Understanding and Consolidation of Portfolio:**

   - Understand the concept, purpose, and role of the portfolio in Semester II.

   - Integrate portfolio of Semester I with Semester II for consolidation of the academic, research and practicum experiences. More focus should be given on the activities of Semester II.

   - Follow guidelines for including Semester II coursework, research assignments, and practical activities.

   - Modify the Portfolio and e-Portfolio to reflect Semester II learning outcomes and competencies.

2. **Components of Physical and e-Portfolio**

   - Personal Information and Teaching/Research Philosophy

   - Academic and Professional Information (qualifications, certificates, workshops, etc.)

   - Reflective Note (experiences, strengths, challenges, improvements)

   - Professional Growth Evidence (research progress, publications, workshops, achievements)

   - Records of Enhancing Professional Capacities (Educational Event Management, Digital Initiatives for Education, Application of ICT and Digital Learning, Community Engagement and Outreach Activities)

   - Records related to theory courses (Practicals, CCE, Internal Examinations)

   - Records of Practice Lessons and Internship

   - Appendices – scanned documents, certificates, photos, videos, and digital evidence

   - Hard copy of Semester I portfolio with signatures of two Teacher Educator

   - All physical documents related to Semester II (BED 201 to BED 208)

   - E- portfolio will contain special evidences like short video clips, screenshots, sample pdf /s, audio clips, photographs etc.

II. Activity – Portfolio Consolidation

1. **Portfolio Updating**

   - Update physical portfolio with cover page, index, and section-wise arrangement.

   - Update e-Portfolio (Google Sites, WordPress, or PPT-to-PDF).

2. **Organize Evidence as per Semester II**

   - Insert Records related to theory courses (Practicals, CCE, Internal Examinations), Practice Lessons and Internship and EPC (Educational Event Management, Digital Initiatives for Education, Application of ICT and Digital Learning, Community Engagement and Outreach Activities)

   - Upload scanned documents, certificates, photos, videos, and other digital evidence.

3. **Reflection Writing**

   - Write reflective note for each portfolio section, documenting learning experiences, challenges, and improvements.

4. **Submission of Portfolio**

   - Physical Portfolio (file format)

   - e-Portfolio link or PDF (digital format)

5. **Showcasing**

   - Present both physical and digital portfolios to external examiners.

   - Highlight reflective growth, professional competencies, research skills and achievements.

Evaluation:

Portfolio will be evaluated by internal and external examiners for 25 marks.

Part B: Viva – 1 Credit

Objectives of Viva

1. Evaluate ability to organize and present portfolio evidence.
2. Test understanding of core, research, and practicum experiences from Semesters II.
3. Assess quality of reflections, self-evaluation, and goal setting.
4. Enhance oral communication, confidence, and critical thinking.
5. Strengthen professional preparedness for teacher education and research practice.

Nature of Viva

- The Viva of student-teachers will be based on work done during the semester and records submitted in physical Portfolio as well as e-Portfolio.

- Assesses integration of theory, research, and practice, reflective ability, and professional readiness.

- Provides an opportunity to present achievements, practicum evidence, research outcomes, reflections, and professional growth to external examiners.

Guidelines for Student-Teachers

- Be familiar with portfolio contents; focus on reflection rather than memorization.
- Prepare for an oral presentation regarding portfolio and research evidence.
- Provide clear, concise, and reflective responses.
- Relate practicum and research experiences with theoretical concepts.
- Be honest about challenges and explain strategies used to overcome them.

Viva will be conducted by internal and external examiners for 25 marks.

Total Marks for BED 209: Portfolio (25) + Viva (25) = 50 marks

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