Savitribai Phule Pune University, Pune

(Formerly University of Pune)

Faculty of Interdisciplinary Studies

Subject: Education

Revised Syllabus For

B.ED. TWO YEAR PROGRAMME

B.ED. First Year Semester I & II

Provisional Syllabus

Choice Based Credit System

Semester Pattern-2025

SAVITRIBAI PHULE PUNE UNIVERSITY, PUNE

(FORMERLY UNIVERSITY OF PUNE)

B.ED. TWO YEAR PROGRAMME

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Preamble

Bachelor of Education (B.Ed.) Programme of two year is a professional programme to prepare teachers for upper primary (Classes VI-VIII), secondary level (classes IX-X) and Higher secondary level (classes XI-XII). The programme is designed to prepare prospective quality teachers for the pedagogical and curriculum structuring of school education. B.Ed. 2-Year Programme will prepare teachers to be responsive and relevant to the learners' developmental needs and interests, corresponding to the different school stages.

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**).**

For Foreign Student-teachers the Maharashtra State Government rules will be applicable.

(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.

2. Admission procedure

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

laid down by the State Government of Maharashtra.

3. Eligibility Norms for appearing B.Ed. examination

Student-teacher teacher should have kept four semesters with at least 80 % 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 develop an understanding of the philosophical, sociological, and psychological foundations of education.
2. To acquaint Student-Teacher with childhood, adolescence, and learner diversity for effective teaching.
3. To foster awareness of Contemporary Indian Education, gender issues, and inclusive practices.
4. To cultivate competencies in planning, organizing, and evaluating teaching-learning processes.
5. To promote proficiency in pedagogy of school subjects and their disciplinary foundations.
6. To develop constructivist approaches to teaching through micro-teaching, simulation, and practice lessons.
7. To enhance digital teaching skills, ICT integration, and online learning strategies.
8. To inculcate professional ethics, values, and reflective practices in teaching.
9. To develop ability in designing, implementing, and evaluating assessment tools for Student-teacher learning.

10. To promote critical and reflective reading, writing, and communication skills.

11. To enable teachers to integrate Indian Knowledge Systems (IKS) and cultural perspectives in education.

12. To foster research aptitude through small-scale educational research and project work.

13. To prepare Student-teacher for school-based internships, blending theory with practice.

14. To develop skills in community engagement, outreach, and social responsibility.

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

16. To promote appreciation for drama, art, and aesthetics in education.

17. To build capacities for educational event management, leadership, and school management.

18. To provide exposure to innovative, advanced, and digital pedagogies.

19. To prepare teachers for NEP 2020 reforms and evolving demands of school education.

20. To empower prospective teachers with lifelong learning skills, adaptability, and global competencies.

Programme Learning Outcomes (POs):

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

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

2. Analyze childhood, adolescence, and learner diversity for designing effective teaching-learning strategies.

3. Demonstrate awareness of contemporary issues in Indian education, gender sensitivity, and inclusive practices.

4. Design, organize, and evaluate teaching-learning processes systematically.

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

6. Use constructivist approaches, micro-teaching, and simulated practice for professional development.

7. Integrate ICT tools, digital resources, and online learning strategies into pedagogy.

8. Practice professional ethics, values, and reflective teaching for continuous improvement.

9. Construct, implement, and evaluate assessment tools for enhancing student learning outcomes.

10. Develop critical and reflective reading, writing, and communication skills for academic

and professional growth.

11. Integrate Indian Knowledge Systems (IKS) and cultural perspectives into curriculum and pedagogy.

12. Undertake small-scale educational research and apply findings to classroom practice.

13. Participate in school-based internships and blend theoretical knowledge with practical experience.

14. Engage in community outreach, social service, and contribute to social responsibility.

15. Adopt yoga, health, and wellness practices for physical, mental, and emotional well-being.

16. Appreciate and incorporate drama, art, and aesthetics into the teaching-learning process.

17. Demonstrate leadership, teamwork, and event management skills in educational contexts.

18. Apply innovative, advanced, and digital pedagogies for effective teaching.

19. Align teaching practices with NEP 2020 reforms and respond to evolving demands of school education.

20. Pursue lifelong learning, adaptability, and global competencies for professional excellence.

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.
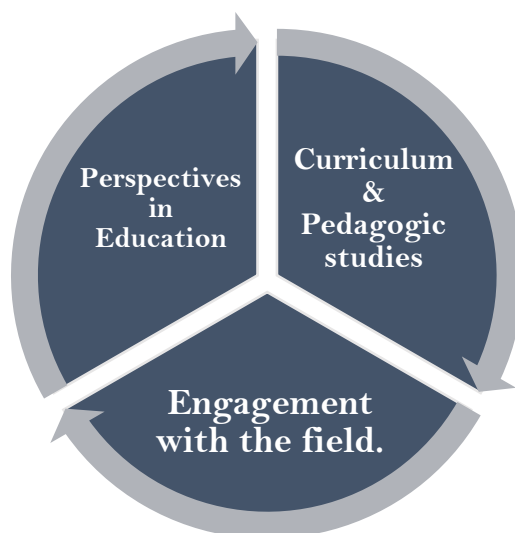
Semester I

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 & 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 program

1. B.Ed. program consist of 4 semesters over two academic years.
2. The entire program is of 96 credits 24 credits per semester.
3. The weightage for internal and external will be of 30% and 70% respectively.
4. For one credit Student-teacher- 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 assessment 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.

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. Following is the suggestive list for the same.

A) 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

B) 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,

Activities for Internal 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 & 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.

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 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	$80 \leq$ Marks ≤ 100	10	O (Outstanding)
2	$70 \leq$ Marks ≤ 79	09	A+ (Excellent)
3	$60 \leq$ Marks ≤ 69	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	P (Pass)
8	Marks < 40	00	F (Fail)
9	Nil	00	Ab (Absent)

Grades	Proposed Norms
O: Outstanding	**Outstanding Analysis of the topic, (80% and above)**

	Accurate knowledge of the primary material, wide range of reading, logical development of ideas, originality in approaching the subject, neat and systematic organization of content, elegant and lucid style.
A+: Excellent	**Excellent Analysis of the topic, (70 to79%)** Accurate knowledge of the primary material, acquaintance with seminal publications, logical development of ideas, Neat and systematic organization of content, effective and clear expression.
A: Very Good	**Very Good analysis and treatment of the topic (60 to 69%)** Almost Accurate knowledge of the primary material, acquaintance with seminal publication, logical development of ideas, fair and systematic organization of content, effective and clear expression.
B+: Good	**Good analysis and treatment of the topic (55 to59%)** Basic knowledge of the primary material, logical development of ideas, neat and systematic organization of content, effective and clear expression.
B: Above Average	**Some important points covered (50 to 54%)** Basic knowledge of the primary material, logical development of ideas, neat and systematic organization of content, good language or expression.
C: Average	**Some points discussed (45 to49%)** Basic knowledge of the primary material, some organization, acceptable language or expression.
P: Pass	**Any two of the above (40 to44%)** Basic knowledge of the primary material, logical development of ideas, Neat and systematic organization of content, good language or expression;
F: Fail	**None of the above (00 to39%)**

B.Ed. Examination Rules:

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. Assessment shall consist of Continuous Comprehensive Evaluation and Term End Examination (TEE) with 30% internal and 70% external weightage for all theory courses.

3. The CCE towards 30% marks will be a continuous activity including course related

practical and at least one written test must be conducted in addition to one CCE activity from the given list.

4. For all practical courses of all semesters, assessment shall consist of CCE of complete weightage i.e. 100%.

5. 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.

6. It is mandatory to declare the score in by all the Student-teachers in notice board teachers on the course and the principal.

7. To pass a Student-teacher has to obtain 40% marks taken together of CCE and TEE with the minimum of 40% in each of these separately.

8. A Student-teacher will have to obtain minimum aggregate of 40% marks in each of the course to be counted for the minimum number of credits required for the completion of the program.

9. 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

10. 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".

10 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, only in a year in which the course is conducted, irrespective of the previous score in CCE.

Otherwise, the Student-teacher may appear only for TEE in that course in any of the following/forthcoming year, provided that the Student-teacher has scored at least 40% of the total 100% in CCE.

10 c) In case of 9 (b), 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)

10 d) In the case of 9 (b), the number of attempts (excluding registered for first time) available to register/reappear for the course would be 3(three) only, subject to

9 (c).

10 e) In an exceptional case, if there are sufficient number of Student-teachers who wish to register for a course for CCE and TEE both in which they have failed, then such a course can be conducted in the immediate following term only, in addition to the courses conducted in that term. However, there cannot be more than two such courses at a time in that year.

11) 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.

12) A Student-teacher cannot register for second year, if she/he fails to complete 40% credits of the total credits expected to be ordinarily completed within One semester.

13) There shall be a revaluation of the answer scripts of TEE as per Ordinance No.134 A & B, but not of CCE.

14) 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.

15) 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	**M.C.Qs** *(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 over the period of entire academic year, the university will appoint an external committee of three members which will include a chairman and two members for second and fourth semester. The committee will take review of the entire internal work done by the Student-teacher teacher for both the semesters of the every academic year through the 'Portfolio' maintained by the Student-teacher teacher. On the basis of work done, committee will conduct the viva of each Student-teacher and will give the marks out of 50 (fifty). These marks will be considered as external head of marks and will be submitted to the university.

- **Assessment and Grade Point Average**
  1. The system of evaluation will be as follows: Each CCE and TEE will be evaluated in terms of marks. The marks for CCE and TEE will be added to convert into a grade and later a 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 (subject to 10).

4. Marks/Grade/Grade Point w.e.f. Academic Year 2025-26 will be (10 Point Scale):
   Remarks: There will be no grade point below 4 as pass standard is 40%.

5. Final Grade w.e.f. the AY 2015-16 (10 Point Scale) (Reference- Circular No.117/2020 of Savitribai Phule Pune university, Pune):

Grade Point Average	Grade
09.50 – 10.00	O
08.25 – 09.50	A+
06.75 – 08.25	A
05.75 – 06.75	B+
05.25– 05.75	B
04.75-05.25	C
04.00-04.75	D

Formula:

$$\text{Weighted GPA} = \frac{\text{The sum of (units of credits X grade points)}}{\text{Total number of credits of the course}}$$

Remark: a) B+ is equivalent to 55% marks and B is equivalent to 50% marks.

b) There will be no grade below P (other than F and Ab) as passing standard is 40% or GPA 4.00 and above.

6. If the GPA is higher than the indicated upper limit in the three decimal digit, then higher final grade will be awarded.

7. There will be only final compilation and GPA (Final) level done at the University. While declaring the result, the existing relevant ordinances are applicable. There is also a provision for verification and revaluation, subject to the rules applicable at that time.

8. For grade improvement for two- y e a r program, Student-teacher will have to reappear for TEE only in the courses comprising a minimum of 20 credits. These courses will be from the parent college only in which the Student-teacher has earned the credits. A Student-teacher can opt for the Grade Improvement Program only after the declaration of earning minimum number of credits and completion of the B.Ed. Program (subject to B.Ed. Exam Rules 10) within the period of two years from the completion of

program.

9. The formula for GPA will be based on Weighted Average. The final GPA will not be printed unless a Student-teacher earns a minimum number of credits out of the total credits.

10. One credit is equivalent to 25 marks for evaluation purpose.

Modus Operandi of Evaluation under Credit System- 2 years programs

1. Each regular Student-teacher will normally appear for all the 100% i.e. 24 credits in a semester (96 credits for the 2 years program) out of the minimum number of credits required to obtain a degree.

2. A Student-teacher who wishes to register to the second year should have gained at least 40% credits out of the total number of credits offered in the first year (two semesters).

3. Evaluation of each credit will be in two parts, namely CCE and TEE.

4. A course may be of 1 or 2 or 4 credits.

5. The evaluation of a course means the evaluation of total number of credits of that course. As such, all the credits taken together of a particular course will be evaluated in two parts CCE and TEE.

6. Weightage for CCE (Practical Component) would be 62% and for TEE (Theory Component) would be 38%. A course will be evaluated in the form of 30 marks for CCE and 70 marks for TEE.

7. A Student-teacher will gain all the credits of a course after having obtained minimum 40 marks from CCE (minimum 12 out of 30) and TEE (minimum 28 out of 70) taken together and will get the respective grade and grade points in the respective course. Otherwise, a Student-teacher will get grade F (Fail) in that respective course and will not gain any credits or grade points towards that course.

8. CCE: The teacher would evaluate a Student-teacher towards a course through interaction throughout the semester which would include one or more (but not less than 3 including compulsory written test/s) out of the mechanisms given in this structure with their maximum weightage out of 30 marks. This essentially enables the teacher to get positive feedback about a Student-teacher's overall understanding/ability and in nutshell enhances the teaching-learning process.

A teacher may propose any other mean towards CCE (other than written test) that may suit for a particular course and implement only after the approval of Internal Evaluation Committee of the College.

9. If a Student-teacher could not attend the CCE written test due to some unavoidable reasons then the teacher may consider a request for retest in writing with furnishing the reason of absence.

10. If a Student-teacher fails to gain the credits of any course (declared F grade in that course) then the Student-teacher can reattempt the course with CCE (if the course is conducted in that year) and TEE both or with TEE only. In the subsequent TEEs (maximum two such attempts) within a period of 4 years from the date of admission to the programme. (subject to Examination Rules 10)

11. In case a Student-teacher fails to earn the minimum number of credits required for obtaining a degree within the stipulated period of 4 years then such a Student-teacher will be considered to have made an 'INCOMPLETE EXIT' and in such a case the Student-teacher can seek a fresh admission as per the admission rules prevailing at that time.

12. The policies and procedures determined by the Savitribai Phule Pune University from time to time will be followed for the conduct of examinations and declaration of the result of a candidate.

13. If a Student-teacher obtains grade F in a course then such a course will not be taken into account for calculating GPA and overall grade. In fact, all the courses in which a Student-teacher has passed will be taken into account for calculating the GPA and overall grade.

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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. Understand the fundamental concepts of growth and development with a focus on adolescence.

2. Recognize and appreciate individual differences among learners and their implications for classroom teaching.

3. Develop awareness about diverse learning needs, styles, and identities in multicultural and inclusive classrooms.

4. Examine the political, social, cultural, and technological factors shaping childhood and growing up in contemporary society.

5. Acquire the necessary pedagogical strategies to address learner diversity and foster holistic development.

6. Reflect on emerging issues in childhood and adolescence, including mental health, digital influence, and social identity.

Course Learning Outcomes (CLOs):

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

1. Explain the interrelationship between heredity, environment, and social heredity, and evaluate their significance in shaping the teaching-learning process.

2. Differentiate between growth, development, and maturation, and describe the key principles governing human growth and development.

3. Analyse the physical, mental, emotional, moral, and social aspects of adolescence and infer their educational implications for teachers, parents, and schools.

4. Demonstrate understanding of adolescent brain development and neuroplasticity, and discuss how this knowledge informs effective teaching strategies.

5. Interpret the physiological and biological basis of gender identity development and design inclusive practices for classroom management and instruction.

6. Identify the meaning, nature, and causes of individual differences, and reflect on their impact on learner development and classroom diversity.

7. Classify types of individual differences such as intelligence, emotional intelligence, socio-economic status, and personality traits, and assess their relevance in educational contexts.

8. Apply differentiated instruction strategies and develop approaches for managing classroom climate and addressing teacher biases effectively.

9. Compare visual, auditory, and kinaesthetic learning styles and evaluate Gardner's theory of multiple intelligences for planning learner-centred activities.

10. Critically analyse Erikson's psycho-social stages and Kohlberg's moral development theory, and use them to support developmentally appropriate pedagogy.

11. Evaluate how political, social, and cultural dimensions influence the nature of childhood across different geographical and community settings.

12. Address emerging issues such as mental health challenges, screen dependency, and media influence, and propose strategies for promoting healthy and balanced development.

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

1.1. **Heredity and environment, social heredity** - meaning, nature, importance in teaching learning process

1.2. **Growth, Maturation and Development of the learner:**
   - Principles of growth and development
   - Differences between growth and development

1.3 **Relationship between development and learning**
   - Stages of Growth and Development
   - Adolescence stage: (Physical, mental, emotional, moral and social aspects)

1.4 **Facilitating holistic development:** Implications for education (school, teacher, parents) w.r.t. to adolescence stage.

1.5 **Understanding Growth and Development:** Brain development and neuroplasticity in adolescence.

1.6 **Physiological and Biological basis:** Gender identity development and its implications for teachers.

UNIT 2: Education and Individual Differences   Credit- 1

2.1 Understanding the Nature and Scope of Individual Differences-
   - Meaning, nature, individual differences.
   - Causes of individual differences: Heredity, environment, culture, and education.

2.2 Types of Individual differences-I: Age, sex, intelligence, multiple intelligences, emotional intelligence,

2.3 Types of Individual differences-II: Socio economic background, interests, introvert and extrovert.

2.4 Dimensions of Individual Differences

- Cognitive: Intelligence, learning styles, memory, attention.
- Social: Peer relations, communication styles.

2.5 Implications for learning to facilitate holistic development.

2.6 Managing Learner Diversity in Classroom

- Teaching strategies for differentiated instruction.
- Classroom climate and teacher bias management.

UNIT 3: Education and Learner Diversity in Classroom   **Credit- 1**

3.1 Diversity in learning styles:

- Meaning and concept of learning styles
- Types of learning styles (Visual, Auditory and Kinaesthetic)

3.2 Howard Gardner's Contribution: Multiple Intelligences Theory - Implications for learning

3.3 I) Psycho-social and Moral Development: Erik Erikson's stages of psycho-social development

3.4 II) Psycho-social and Moral Development: Kohlberg's stages of moral development

3.5 Diversity due to multiculturalism:

- Meaning and concept of multiculturalism,
- Differences in learners arising due to multiculturalism
- Role of the teacher in a multicultural classroom

3.6 Learner Diversity in Classroom-

- Teaching strategies for differentiated instruction.
- Classroom climate and teacher bias management.

UNIT 4: Contemporary Childhood and Emerging Issues   **Credit- 1**

4.1 Concept of Contemporary Childhood

- Changing nature of childhood in urban, rural, tribal settings.
- Influence of economic disparity and migration on childhood experiences.

4.2 Emerging Challenges in Childhood and Adolescence

- Mental health issues (anxiety, depression, behavioural disorders)
- Bullying, cyberbullying and peer pressure

4.3 Impact of Technology and Digital Culture

- Digital childhood and screen dependency.
- Gaming, social media, and identity development.
- Role of ed-tech in learning and development.

4.4 **Meaning and Implications of Political and social Dimensions on childhood and growing up:**

- Political Dimensions: Democratic, Dictatorship, Communism and Socialism – features of the governments and its general policies on education
- Implications of the political dimensions on childhood and growing up.

4.5 **Meaning and Implications of Culture Dimensions on childhood and growing up:**

- Cultural dimensions: Social values, customs, traditions, cultural institutions
- Implications of cultural dimensions on childhood and growing up.

4.6 **Impact of Media on childhood and growing up:**

- Types of Mass Media: Print, Electronic and social media
- Implications of Mass Media on childhood and growing up.

Practical: (Any one from the given list)

1. Reflection Journal on Childhood Experiences: Connect personal experiences with theoretical understanding of childhood and adolescence.

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

3. Administer a simple learning style inventory (e.g., VAK – Visual, Auditory, Kinaesthetic) to peers or students and Analyse results and discuss how learning environments can be adapted.

4. Interview a teacher or caregiver of a child with a disability (e.g., visual impairment, ADHD, autism). And prepare a case study highlighting the child's background, challenges, strengths, and educational interventions.

Assessment: (Course related practical, CCE activity, Written Exam., University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

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3. गायकवाड, मु. रा. (2021). शैक्षणिक मानसशास्त्र (8 वी आवृत्ती). नंदिनी पब्लिकेशन.

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BED102 Contemporary Indian Education, Gender and Society

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

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Course Objectives:

To enable the student teacher to:

1. To develop an understanding of the meaning, aims, and sociological foundations of education in contemporary Indian society.

2. To analyze the nature of Indian society and examine how different types and modes of education (formal, informal, distance) function within it.

3. To critically explore the concept of social change and evaluate the transformative role of education in Indian cultural and societal contexts.

4. To gain conceptual clarity on gender and transgender identities, and understand the role of education in addressing gender inequalities in schools and society.

5. To understand and evaluate current educational issues and policies, including NEP 2020 and RTE Act 2009, in the context of sustainable development, globalization, and equity.

6. To appreciate the contributions of Indian educational thinkers in shaping inclusive, equitable, and socially just educational practices.

Course Learning Outcomes (CLOs):

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

1. Explain the meaning, aims, and importance of education in contemporary Indian society.

2. Analyze the role of various social institutions and agencies (family, peer group, state, media) in the educational process.

3. Distinguish between formal, non-formal, informal, distance, and open learning modes, and evaluate their relevance in modern India.

4. Describe the concept, types, and features of social change in the context of Indian society.

4. Assess how education acts as a catalyst in bringing about social transformation and cultural change.

5. Identify the key obstacles to social change and critically evaluate the role of education in overcoming them.

6. Define gender and transgender identities, and differentiate between gender and biological sex in educational contexts.

7. Examine the barriers to gender equality in schooling, including textbook bias, early marriage, child labor, and teacher behavior.

8. Apply gender-sensitive pedagogical strategies and evaluate policies and constitutional provisions (e.g., RTE, POCSO) supporting inclusion.

10. Critically analyze key contemporary issues in Indian education such as equity, inclusion, and the impact of LPG reforms.

11. Interpret and evaluate the National Education Policy 2020 and Right to Education Act 2009 in terms of their objectives, implementation, and challenges.

12. Reflect on the contributions of Indian educationists (e.g., Vivekananda, Tagore, Ambedkar, Phule) in promoting education for social justice and equality.

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

1.1 Concept of Education: - Meaning, definition, aims of education in contemporary Indian society. Foundation of sociology of education.

1.2 Nature of Indian society.

1.3 Types: - Formal, Non-formal and Informal, Distance and Open.

1.4 Agencies of Education: - Family, peer group, reference group, School community, state, NGO, social media's online groups.

1.5 Role of education in addressing contemporary issues.

1.6 Social Mobility in Indian Society: - Nature, Factors, and Implications

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

2.1 Concept of social change: - Meaning, Definition, factors and types.

2.2 Social changes in India; Transformation of Social change through education.

2.3 Social changes & Indian Culture; Impact of Social change on Indian Culture.

2.4 Obstacles in social change.

2.5 Roles and limitations of education in social change.

2.6 Benefits of social change to family, society, nation.

Unit-3 Gender & Education in India: Trends, Barriers & Transformative Practices

       Credit- 1

3.1 **Concept of Gender: -** Meaning, Definition, difference between Gender and sex.

3.2 **Concept of transgender: -** Meaning, Definition, place of transgender in the society and education institute.

3.3 **Education of transgender: -** Present status, policies, scheme for welfare.

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

3.5 **Role of Education in promoting Gender equality:** Curriculum reforms, teacher training, inclusive practices. Teaching Strategies for Gender Sensitization: Pedagogical approaches, activities for promoting equality, use of case study.

3.6 **Provisions for Gender Equality:** Constitutional provisions (Articles 14, 15, 16), Laws (POCSO, RTE), Women's rights & policies for welfare.

Unit-4 Contemporary Issues, Policies & 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 SDGs, environmental and civic responsibility

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

4.4 **Policies:** a) Right to Education Act, 2009: Salient features, implementation, challenges.

b) National Education Policy2020: Objectives, features, implications.

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 Phule & Savitribai Phule – Women's education, Anti-caste reforms.

4.6 **Role of Teachers in Gender Sensitization**

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.

Assessment: (Course related practical, CCE activity, Written Exam., University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

References:

English:

1. Aggarwal, J. C. (2010). *Theory and principles of education* (12th ed.). Vikas Publishing House.
2. Bhatia, K. K., & Bhatia, B. D. (1992). *The philosophical and sociological foundations of education*. Doaba House.
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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., & 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. Out of these, two subjects one subject must be the subject in which admission is given.

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.

BED103-01: Understanding Disciplines and School Subjects – Marathi

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

उद्दिष्टे (**Course Objectives**)

विद्यार्थी-शिक्षकांनी

१. व्यक्ती व समाज विकासातील भाषाशास्त्राचे महत्व समजून घेणे.

२. भाषाशास्त्रातील मूलभूत घटकांचा सखोल अभ्यास करणे.

३. वाचन, लेखन, श्रवण व भाषण या अभिव्यक्ती कौशल्यांचा विकास करणे.

४. अलंकार, रस, वृत्त, छंद यांच्या माध्यमातून साहित्य संवेदनशीलता विकसित करणे.

५. उपयोजित मराठी लेखन व सृजनशीलता आत्मसात करणे.

६. मराठी अभ्यासक्रम (५ वी ते १२ वी) यातील एकात्म दृष्टिकोन समजून घेणे.

अध्ययन निष्पत्ती Course Learning Outcomes (CLOs)

<u>विद्यार्थी-शिक्षकांनी अभ्यासक्रम पूर्ण केल्यानंतर</u>

१. भाषाशास्त्राचे स्वरूप, महत्व व अभ्यासक्रमातील स्थान स्पष्ट करू शकतील.

२. वर्णविचार, शब्दविचार व वाक्यविचाराचा वापर करून व्याकरणिक जाण विकसित करू शकतील.

३. रस, वृत्त, छंद व अलंकार समजून त्यांचा सर्जनशील वापर करू शकतील.

४. शुद्धलेखन व उपयोजित लेखनातील विविध प्रकार प्रभावीपणे सादर करू शकतील.

५. मराठी साहित्य व भाषाशास्त्रातून जीवनमूल्ये व कौशल्ये आत्मसात करू शकतील.

६. अध्यापनासाठी मराठी अभ्यासक्रमाचे विश्लेषण करून योग्य अध्यापन तंत्र वापरू 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 (महाराष्ट्र शासन, महाराष्ट्र साहित्य परिषद).

१.३ शब्दविचार – शब्दांच्या जाती, विभक्ती, कारककार्य.

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, समास व 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, भुजंगप्रयात इ.), मात्रावृत्त (आर्या, पादालुतल, दिंडी 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, कोषवाड्मय,

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 सराव पाठात उपयोग करून अहवाल तयार करणे/सादरीकरण तयार करून अहवाल तयार करणे.

२. व्याकरणातील कोणत्याही एका घटकावर आधारित PPT सादरीकरण तयार करून अहवाल तयार करणे.

३. व्याकरणातील कोणत्याही घटकावर संकल्पना चित्रे/web diagram **तयार** करून त्यांचा सराव पाठात उपयोग करून अहवाल तयार करणे.

४. एका मराठीतील साहित्यिकाची मुलाखतीचा व्हिडिओ तयार करून त्याचा अहवाल तयार करणे.

Assessment: (Course related practical, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

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 – पा. मूकुटे, नाशिक

५. मराठी व्याकरण – प्रा. डॉ. के. पी. शहा, जजब पब्लिकेशन, कोल्हापूर

६. साहित्य साधना – मा. का. देशपांडे

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

८. देशपांडे, मा. का. – साहित्य साधना प्रकाशक: (माहिती उपलब्ध नाही)

९. गोडबोले, डॉ. अच्युत – मराठीचे व्याकरण आणि स्वरूप, प्रकाशक: सखी प्रकाशन, मुंबई

१०. जोशी, प. न. – वृत्त व अलंकार, प्रकाशक: (माहिती उपलब्ध नाही)

११. केळकर, ग. त. – मराठी व्याकरणाची मूलतत्त्वे, प्रकाशक: (माहिती उपलब्ध नाही)

१२. फडके, डॉ. उषा सुभाष – वृत्त, अलंकार आणि काव्यशास्त्र, प्रकाशक: विद्या बुक्स, औरंगाबाद

१३. पाध्ये, डॉ. प्रभाकर – मराठी भाषेचे व्याकरण आणि उपयोग, प्रकाशक: लोकवाङ्मय गृह, मुंबई

१४. मूकुटे, पा. – मराठी व्याकरण, प्रकाशक: (नाशिक – प्रकाशकाचे संपूर्ण नाव उपलब्ध नाही)

१५. वाळिंबे, गो. रा. – सुगम मराठी व्याकरण, प्रकाशक: (माहिती उपलब्ध नाही)

१६. वाळुंजकर, डॉ. म. रा. – मराठी भाषा आणि व्याकरण, प्रकाशक: स्पेक्ट्रम पब्लिकेशन, पुणे

१७. 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

हिंदी भाषा के व्याकरणिक इकाई (वर्ण, शब्द, वाक्य, रस, छंद, अलंकार) का ज्ञान विकसित करना।

१. विद्यार्थी-शिक्षकों में हिंदी के विभिन्न रचनात्मक लेखन कौशलों का विकास करना।

२. हिंदी साहित्य के इतिहास की प्रमुख कालखंडीय विशेषताओं एवं प्रवृत्तियों को समझना।

३. हिंदी के प्रमुख साहित्यकारों के साहित्य कृतियों और साहित्यिक योगदान से परिचित कराना।

४. हिंदी भाषा एवं साहित्य के अध्ययन द्वारा जीवन मूल्यों और संवेदनाओं को आत्मसात कराना।

५. अध्यापन-प्रशिक्षण में हिंदी भाषा एवं साहित्य की प्रासंगिकता को स्थापित करना।

सीखने के प्रतिफल – Course Learning Outcomes (CLOs)

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

१. व्याकरणिक तत्वों (वर्ण, शब्द, वाक्य, लिंग, वचन) को परिभाषित व उदाहरण सहित स्पष्ट कर सकेंगे।

२. पत्र, निबंध, कथा, वृतांत और विज्ञापन जैसे लेखन कौशलों को अभ्यास/प्रयोजन में ला सकेंगे।

३. आदिकाल, मध्यकाल और आधुनिक काल की साहित्यिक प्रवृत्तियों व प्रभावों का विश्लेषण कर सकेंगे।

४. प्रमुख साहित्यकारों (कबीर, तुलसी, सूर, मीरा, प्रसाद, महादेवी वर्मा आदि) की साहित्यिक विशेषताओं को प्रस्तुत कर सकेंगे।

५. साहित्यिक अध्ययन से जीवन मूल्यों, सांस्कृतिक चेतना और रचनात्मकता को आत्मसात कर सकेंगे।

६. हिंदी भाषा और साहित्य के शिक्षण हेतु उपयुक्त सामग्री, पद्धतियाँ और संसाधन चुनने की क्षमता विकसित करेंगे।

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 निदेशालय)

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. किसी एक कक्षा की हिंदी पाठ्यपुस्तक का विश्लेषण कर प्रतिवेदन (रिपोर्ट) तैयार करना।

२. प्रमुख हिंदी साहित्यकार पर साहित्यिक परिचय कार्यक्रम आयोजित करना और प्रस्तुति व प्रतिवेदन (रिपोर्ट) तैयार करना।

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

४. छात्रों के साथ रचनात्मक लेखन गतिविधि (पत्र/निबंध/कथा/वृत्तांत/विज्ञापन) कर उसका संकलन व प्रतिवेदन (रिपोर्ट) तैयार करना।

Assessment: (Course related practical, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

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 to:

1. Understand the fundamental concepts of phonetics, semantics, and intonation in English.
2. Acquire knowledge of grammar and its application in communication.
3. Develop the ability to transform sentences and apply grammar rules in contextual situations.
4. Apply English language skills in functional and creative writing.
5. Analyze and practice different forms of written communication such as reports, letters, stories, and essays.
6. Cultivate skills in note-making, summarizing, and diagrammatic representation for academic purposes.

Course Learning Outcomes (CLOs)

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

1. Identify and explain phonemes, syllables, vowels, consonants, and intonation patterns in English.
2. Demonstrate proficiency in grammar by applying rules of tense, voice, direct-indirect speech, and sentence transformation.
3. Construct well-structured formal and informal letters, reports, dialogues, essays, and stories.
4. Prepare functional English tasks like note-making, summaries, advertisements, and diagrammatic representations.
5. Critically analyze English textbooks (Std. V to X) for grammar-based transformations.
6. Design and implement creative activities to improve learners' English communication skills.

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 & 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

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 one original short story in English.
3. Create three 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.

Assessment: (Course related practical, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

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**

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उद्दिष्टानि **Course Objectives**

१. संस्कृतभाषायाः ध्वनिविचार-शब्दविचार-वाक्यविचाराणां अवगाहनम्।

२. धातुरूपाणां, शब्दरूपाणां, सर्वनामरूपाणां च अभ्यासेन व्याकरणिकदक्षतायाः विकसनम्।

३. संधि-समासादीनां नियमज्ञानं प्रयोगात्मकबोधेन सह दृढं करणम्।

४. संस्कृतवाक्यरचनायां (कर्तृवाच्यम्, कर्मवाच्यम्, भावेप्रयोगः) प्रवीणतायाः स्थापनम्।

५. संस्कृतसाहित्यस्य वैदिकम्, लौकिकम्, दार्शनिकम् इति स्वरूपे परिचयकरणम् ।

६. आधुनिकशिक्षणोपक्रमैः संस्कृताभ्यासं अधिकं आकर्षकं प्रायोगिकं च करणम्।

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

अध्ययनसमाप्तेः अन्तरं छात्राः —

१. संस्कृतवर्णानाम् उच्चारणस्थानानि, प्रकारान् च स्पष्टतया निरूपयितुं शक्नुवन्ति।

२. धातुरूपाणि, शब्दरूपाणि, सर्वनामरूपाणि च प्रयोज्य व्याकरणिक-शुद्धतया वाक्यानि रचयितुं शक्नुवन्ति।

३. वाक्यपरिवर्तनम् यथासमयम् उपयोजयितुं समर्थाः भवन्ति।

४. संधि-समासयोः प्रकारान् नियमैः सह उदाहरणैः विवेचितुं, शक्नुवन्ति।

५. संस्कृतसाहित्यस्य वैशिष्ट्यं स्पष्टीकर्तुं समर्थाः भवन्ति।

६. पारम्परिकपद्धत्या तथा आधुनिकपद्धत्या आत्मविश्वासेन संस्कृतशिक्षणम् आचरितुं शक्नुवन्ति।

संस्कृतशिक्षणम् |

घटक क्र. १ अ – वर्ण-शब्दविचारः |

वर्णविचारः |

वर्णानाम् उच्चारणस्थानानि | वर्णप्रकाराः |

धातु-शब्दविचारः |

धातुरूपाणि |

शब्दरूपाणि |

सर्वनामरूपाणि |

घटक क्र. १ ब) वाक्यविचारः |

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
       - दृश्यचिह्वानि (पाण्डुलिप्या: चित्राणि, कलाचित्राणि च)

➤ कक्षायां संक्षेपेण प्रस्तुतिः।

● मूल्यांकनम्- विषयसम्बद्धता, रचनात्मकता, स्पष्टता, प्रस्तुति-शैली।

२. *आधुनिकसंस्कृतविदुषां विषये माहिती-संग्रहः* |

● उद्देश्यः: आधुनिकसंस्कृतसेवकानां परिचयः।

● निर्देशाः:

➤ कोऽपि समकालीनः संस्कृतविद्वान् चयन्यः।

➤ लिखितरूपेण विवरणम् संग्रहीतव्यम्—

▪ जीवनवृत्तान्तः

▪ संस्कृतसेवायाः विवरणम्

▪ पुरस्काराः, सम्मानाः च

▪ प्रसिद्धग्रन्थाः

➤ लघु-प्रस्तुतिः अपि दातव्या।

● मूल्यांकनम्- सूचनासंग्रहणकौशलम्, भाषिकसौष्ठवम्, प्रस्तुति-शैली।

३. *संस्कृतव्याकरणविषये पॉवरपॉइण्ट्-प्रस्तुतिः*

● उद्देश्यः: व्याकरणविषयकं स्पष्टबोधः।

● 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।

- निर्देशा:**:**

  ➢ कश्चित् 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।

Assessment: (Course related practical, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

Reference: -

संस्कृत-पाठ्यपुस्तकानि, **NCERT, SCERT**

BED103-05: Understanding Disciplines and School Subjects – Urdu

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

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، وسطی 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۔

Assessment: (Course related practical, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

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.

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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. Develop an understanding of the nature, meaning, and scope of History as a discipline.

2. Familiarize student-teachers with sources of History and historiographical traditions.

3. Enable comprehension of ancient Indian civilizations and historical periods, highlighting their cultural, political, and social dimensions.

4. Analyze the role of rulers, reformers, and movements in shaping Indian society.

5. Cultivate appreciation for India's freedom struggle, its leaders, and regional contributions (with focus on Maharashtra).

6. Encourage critical reflection on the relevance of History in contemporary education and nation-building.

Course Learning Outcomes (CLOs)

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

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

2. Describe and compare ancient civilizations (Harappan, Vedic) and historical periods (Maurya, Ashoka, Mughal) in terms of geography, culture, politics, religion, and governance.

3. Critically evaluate the contributions of Chhatrapati Shivaji and the Maratha Empire in the socio-political context of India.

4. Analyze the British colonial period, freedom movements, and contributions of leaders like Tilak, Gandhi, and revolutionaries.

5. Summarize the social and religious reform movements, with special reference to Maharashtra, and their impact on equality and social change.

6. Explain the process of India's independence and narrate the historical background of the foundation of Maharashtra state.

Unit-1   **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   **Credit 1**

2.1 Chhatrapati Shivaji – The People's Kind

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.

Assessment: (Course related practical, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

References

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

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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 to:

1. Understand the fundamental concepts of the Earth, solar system, and physical geography.

2. Explain the structure, processes, and effects of natural phenomena such as earthquakes, volcanoes, tides, and salinity.

3. Analyze landforms and changes caused by natural agents like rivers, winds, glaciers, and sea waves.

4. Explore components of human geography including settlements, population, occupations, biosphere, and pollution.

5. Examine regional geography with reference to continents, India, and Maharashtra.

6. Apply practical skills in map reading, field visits, and the use of geographical instruments for interpretation of data.

Course Learning Outcomes (CLOs)

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

1. Describe the solar system, motions of earth, eclipses, graticule system, and structure of the earth.

2. Explain climatic elements such as temperature, pressure, winds, and rainfall, and analyze their effects on life and environment.

3. Analyze earthquakes, volcanoes, folds, faults, and landforms created by erosion and deposition.

4. Interpret population distribution, settlements, occupations, and evaluate the impact of pollution on the biosphere.

5. Compare physical and human features of continents, India, and Maharashtra.

6. Demonstrate skills in fieldwork, report writing, map reading, and the use of geographical instruments.

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

2.4 Lithosphere

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

2.5 Landforms

- Mountains, Plateaus, Plains – Definitions & 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 & Urban
- Factors affecting settlement

2.2 Population

- Meaning of population
- Birth rate & 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 & 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 & 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,

5. population, soil, or occupation distribution).

Assessment: (Course related practical, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

Reference:

1. Chandan, P., & Puri, M. (n.d.). Regional development. [Publisher not mentioned].

2. Doniwal, H. K. (n.d.). Population of geography. Authors Press.

3. Frederick, K. L., Tarbuck, E. J., & Tasa, D. (n.d.). The atmosphere: An introduction to meteorology. [Publisher not mentioned].

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

5. Husain, M. (n.d.). Human geography. Rawat Publications.

6. Husain, M. (n.d.). Models in geography. Rawat Publications.

7. Joshi, B. R., & Kaji, S. D. (n.d.). Principles of general geography. [Publisher not mentioned].

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. (n.d.). Dictionary of geography. Oxford University Press.

14. Sawadi, A. B. (n.d.). Physical geography. [Publisher not mentioned].

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

16. Siddhartha, K. (n.d.). Ecology and environment. Kisalaya Publications.

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

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

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

20. Singh, S. (n.d.). Geomorphology. [Publisher not mentioned].

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

22. Minshull, R. (n.d.). Regional geography: Theory and practice. Aldine Transaction.

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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. Understand the nature, scope, and significance of General Science as a school subject.

2. Analyse the structure, content, and pedagogical organization of science textbooks at the secondary level.

3. Gain a clear understanding of the fundamental concepts in Physics, Chemistry, and Biology.

4. Familiarize themselves with key scientific facts, terms, laws, theories, and principles across various branches of science.

5. Develop the ability to relate scientific concepts to everyday life, environment, and technology.

6. Cultivate a scientific attitude and inquiry-oriented approach for effective teaching and learning of General Science.

Course Learning Outcomes (CLOs)

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

1. Explain the interdisciplinary nature and educational value of General Science in the school curriculum.

2. Critically evaluate science textbooks with respect to accuracy, learner suitability, and teaching effectiveness.

3. Demonstrate conceptual understanding of matter, energy, life processes, and natural phenomena.

4. Apply relevant laws, principles, and scientific methods of Physics, Chemistry, and Biology in teaching and practical life.

5. Integrate science with environment, society, and technology, promoting relevance in classroom teaching.

6. Exhibit a scientific attitude, curiosity, and problem-solving skills while engaging learners in science learning.

Unit – 1   **Credit- 1**

   A) Life on Earth

       i) Cell: The Unit of Life

ii) Genetic Basis of inheritance

iii) Plant and Animal Life

iv) Organ System (only humans)

B) Concepts of Chemistry

i) Chemistry of Carbon Compounds – Hydrocarbons

ii) Metals and Non-metals

iii) Chemical Reactions and Chemical Equations

Unit – 2   **Credit- 1**

A) Concepts in Physics

i) Motion, Energy and Force

ii) Heat and Light

iii) Electric Current and Magnetism

iv) Sound and Wave

B) Environmental Science

i) Biodiversity and Ecosystem

ii) Microorganism

iii) Striving for a better environment – Waste Management, Vermicompost pit

iv) Conservation of Resources

Practical: (Any one from the given list)

1. Textbook Analysis (General Science)
2. Visit to a Science Laboratory and writing a report
3. Investigatory Project/ Model with report
4. Design any one Scientific concept by using AI and write a reflection report on it.

Assessment: (Course related practical, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

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.

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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. Understand the nature, scope, and educational significance of Mathematics at the secondary school level.
2. Analyse the structure, sequencing, and pedagogy of Mathematics textbooks and curriculum.
3. Develop a sound understanding of fundamental concepts and operations in Arithmetic, Algebra, and Geometry.
4. Apply mathematical concepts, terms, and principles in real-life contexts and classroom teaching.
5. Foster skills of logical reasoning, problem-solving, and abstract thinking through Mathematics.
6. Cultivate a positive attitude and appreciation towards Mathematics as a discipline of precision and creativity.

Course Learning Outcomes (CLOs)

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

1. Explain the educational value, interdisciplinary role, and applications of Mathematics in daily life.
2. Critically evaluate Mathematics textbooks for accuracy, clarity, progression, and learner appropriateness.
3. Demonstrate understanding of core concepts and problem-solving techniques in Arithmetic, Algebra, and Geometry.
4. Use mathematical knowledge and methods to solve real-world problems and promote logical reasoning.
5. Integrate Mathematics with other subjects and life situations, enhancing relevance in learning.
6. Design and implement innovative teaching-learning strategies to develop students' interest and confidence in Mathematics.

Unit-1: Arithmetic and Algebra   **Credit- 1**

VI.   Arithmetic – Numbers and Operations

- Natural, whole, integers, rational, irrational, real numbers
- Operations: addition, subtraction, multiplication, division
- Use of brackets

II. Arithmetic – Powers and Roots

- Indices, squares, square roots, cubes, cube roots

VI.   Arithmetic – Applications

- Unitary method
- Variation: direct and inverse
- Ratio and proportion

VI.   Algebra – Basics of Algebra

- Use of letters in place of numbers
- Algebraic expressions: addition, subtraction, multiplication, division

VI.   Algebra – Polynomials and Identities

- Factors and multiples of polynomials
- Identities

VI. Algebra – Equations

- Equations with one variable
- Linear equations in two variables
- Quadratic equations

Unit 2: Geometry and Applied Mathematics   **Credit- 1**

VI.   Geometry – Basic Concepts

- Points, lines, angles, pairs of angles
- Triangles and quadrilaterals: types & properties

II. Geometry – Triangles and Circles

- Congruence and similarity of triangles
- Circle: concepts, circumference, area, theorems

VI.   Geometry – Quadrilaterals and Constructions

- Properties of quadrilaterals
- Theorems on quadrilaterals
- Geometric constructions

VI.   Applied Mathematics – Daily Life Applications

- Profit and loss
- Percentages

- Simple and compound interest
- Discount and commission

VI.   Applied Mathematics – Statistics
- Measures of central tendency and variability
- Graphical representation

VI. Applied Mathematics – Mensuration and Co-ordinate Geometry
- Area and volume of different figures
- Basics of co-ordinate geometry

Practical: (Any one from the given list)

1. Investigatory Project / Model
2. Visiting a Mathematics Institute
3. Contribution of Indian Mathematicians
4. Mathematical Game or Puzzle Design for Classroom Use (newly added)

Assessment: (Course related practical, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

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.

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BED-103-10: Understanding Disciplines and School Subjects – Commerce

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

Course Objectives

To enable the student teacher to:

1. Understand the nature, scope, and significance of Commerce at the higher secondary level.

2. Gain knowledge of internal trade, forms of business organization, marketing, and management principles.

3. Explore and apply pedagogical approaches and strategies for teaching Commerce effectively.

4. Identify and develop competencies of a Commerce teacher in planning and implementation.

5. Utilize appropriate resources, activities, and projects for effective Commerce teaching-learning.

6. Relate Commerce education to real-life situations and contemporary business practices.

Course Learning Outcomes (CLOs)

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

1. Explain fundamental concepts of trade, business organizations, marketing, and management.

2. Analyse the importance and scope of Commerce education at the higher secondary level.

3. Apply appropriate methods and teaching techniques in Commerce classrooms.

4. Demonstrate the ability to integrate teaching-learning resources such as case studies, projects, and ICT tools.

5. Develop lesson plans and activities fostering students' commercial awareness.

6. Conduct field-based and experiential learning activities to connect classroom teaching with real business practices.

Unit 1: Basics of Commerce   Credit- 1

  VI.   Internal Trade – Meaning and Types

- Wholesale Trade
- Retail Trade

II. Types of Retail Trade

- Itinerant retailers
- Fixed shops

VI. Large Scale Retail Trade

- Departmental stores
- Supermarkets
- Chain stores

VI. Forms of Business Organisation – Sole Proprietorship

- Features, merits, limitations

VI. Forms of Business Organisation – Joint Hindu Family & Co-operative Societies

- Characteristics, advantages, limitations

VI. Forms of Business Organisation – Company

- Concept, types, features, merits, demerits

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

VI. Marketing – Concept and Scope

- Meaning, Functions, Role

II. Elements of Marketing Mix

- Product, Price, Place, Promotion

VI. Physical Distribution and Promotion Strategies

VI. Nature and Significance of Management

- Concept, Objectives, Importance

VI. Levels and Principles of Management

VI. 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.

Assessment: (Course related practical, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

References

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

BED104 PEDAGOGY OF THE SCHOOL SUBJECT

(Two subjects from the list as in 103)

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

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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

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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 शिक्षकांनी

१.   शालेय शिक्षणातील मराठी विषयाचे स्वरूप, व्याप्ती व उद्दिष्टे समजून घेणे.

२.   मराठी विषयाचा इतर शालेय विषयांशी असलेला समवाय तपासणे.

३.   गद्य, पद्य, व्याकरण व रचना शिक्षण यासाठी योग्य अध्यापन पद्धतींचा अवलंब करणे.

४.   शालेय विषय म्हणून मराठीचे स्वरूप, अभ्यासक्रम व पाठ्यक्रम यांचा अभ्यास करणे.

५.   पाठ्यपुस्तक व आशय विश्लेषण करून त्यातील तत्थ्य, नवीन शब्द,संकल्पना, व गाभा घटक, मूल्ये, जीवनकौशल्ये ओळखणे.

६.   प्रभावी मराठी शिक्षकाची भूमिका व जबाबदाऱ्या समजून घेणे तसेच पारंपरिक व तंत्रज्ञानाधारित अध्यापन साधनांचा वापर करणे.

अध्ययन निष्पत्ती **Course Learning Outcomes (CLOs)**

विद्यार्थी-शिक्षक अभ्यासक्रम पूर्ण झाल्यानंतर हे करू शकतील

१.   शालेय अभ्यासक्रमात मराठी विषयाचे स्थान व महत्त्व स्पष्ट करतो.

२.   गद्य, पद्य, व्याकरण व रचना यांसारख्या घटकांच्या परिणामकारक अध्यापनासाठी योग्य पद्धती निवड करून उपयोग करतो.

३.   मराठी अध्ययन -अध्यापनातील अडचणींचे विश्लेषण करून योग्य शैक्षणिक उपाय सुचवतो.

४.   मराठी पाठ्यपुस्तक, घटक व आशय विश्लेषण करतो.

५.   पारंपरिक व तंत्रज्ञानाधारित अध्ययन -संसाधनांचा योग्य वापर करतो.

६.   एक कुशल मराठी शिक्षक म्हणून आवश्यक व्यावसायिक भूमिका व जबाबदाऱ्या प्रदर्शित करतो.

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

१.   मराठी विषयाचे स्वरूप व व्याप्ती

२.   शालेय अभ्यासक्रमात मराठीचे स्थान

३. माध्यमिक स्तरावर मराठी शिक्षणाची उद्दिष्टे

४. मराठी विषयाचा इतर शालेय विषयांशी समवाय

५. मराठी अध्ययन-अध्यापना संबंधी समस्या

६. मराठी विषयाच्या शिक्षण पद्धती

- गद्य शिक्षण पद्धती

- पद्य शिक्षण पद्धती

- व्याकरण शिक्षण पद्धती

- रचना शिक्षण पद्धती

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

१. मराठी विषयाची रचना, पाठ्यचर्या व अभ्यासक्रम

२. मूलभूत घटक, मूल्ये व जीवनकौशल्ये

३. पाठ्यपुस्तक विश्लेषण व आशय विश्लेषण

४. अध्ययन -संसाधनांची संकल्पना, गरज, महत्त्व व प्रकार

५. अध्ययन -संसाधने

- पारंपरिक संसाधने

- तंत्रज्ञानाधारित संसाधने

६. मराठी शिक्षकाच्या 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) वा 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.

Assessment: (Course related practical, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

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.

५. करंदीकर सु. (१९६६) मराठी आशययुक्त अध्यापन पद्धती, कोल्हापूर : फडके प्रकाशन.

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.

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BED104- 02: PEDAGOGY OF THE SCHOOL SUBJECT- HINDI

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

पाठ्यक्रम उद्देश्य Course Objectives

छात्र अध्यापक को

१. हिंदी विषय स्वरूप और परिधि को समझना तथा विद्यालयीन पाठ्यक्रम में उसके महत्व को जानना ।

२. माध्यमिक स्तर पर हिंदी विषय के उद्देश्यों से परिचित कराना।

३. गद्य, पद्य, व्याकरण, रचना, के शिक्षण हेतु विभिन्न शिक्षण-पद्धतियों के प्रयोग में दक्षता विकसित करना।

४. हिंदी विषय की संरचना, पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक विश्लेषण की समझ विकसित करना।

५. हिंदी विषय में अंतर्निहित मूलभूत तत्वों, मूल्यों और जीवन-कौशलों का अन्वेषण करना।

६. पारंपरिक और प्रौद्योगिकी-आधारित शिक्षण-संसाधनों का परिचय एवं मूल्यांकन करना तथा हिंदी शिक्षक की भूमिका को समझना।

पाठ्यक्रम अधिगम प्रतिफल Course Learning Outcomes (CLOs)

पाठ्यक्रम को सुचारू ढंग से संपन्न करने के बाद छात्र अध्यापक

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

२. हिंदी विषय की विभिन्न विधियों का आलोचनात्मक विश्लेषण कर सकेंगे तथा उपयुक्त विधियों का प्रयोग कर सकेंगे।

३. हिंदी विषय से जुड़ी चुनौतियों की पहचान कर सकेंगे और उनके समाधान हेतु प्रभावी रणनीतियाँ सुझा सकेंगे।

४. हिंदी विषय के पाठ्यचर्या,पाठ्यक्रम, और पाठ्यपुस्तक का विश्लेषण कर सकेंगे।

५. हिंदी विषय के माध्यम से जीवन-कौशल और मूल्यों को आत्मसात कर सकेंगे।

६. उपयुक्त पारंपरिक एवं डिजिटल शिक्षण-संसाधनों का चयन और प्रयोग कर सकेंगे तथा हिंदी शिक्षक की व्यावसायिक भूमिका के प्रति सजग हो सकेंगे।

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

(क्रेडिट – १)

   I. हिंदी विषय का स्वरूप एवं महत्व

- हिंदी विषय की प्रकृति और परिधि।
- विद्यालयीन पाठ्यचर्या में हिंदी का स्थान।

II. हिंदी शिक्षण के उद्देश्य

- विद्यालयीन स्तर पर हिंदी शिक्षण के उद्देश्यों की व्याख्या।

III. हिंदी विषय का अन्य विषयों से संबंध एवं समस्याएँ

- हिंदी विषय का अन्य विषयों से संबंध।

- हिंदी विषय से संबंधित प्रमुख समस्याएँ।

IV. गद्य एवं पद्य शिक्षण की विधियाँ

- गद्य (प्रोज़) शिक्षण की विधियाँ।

- पद्य (काव्य) शिक्षण की विधियाँ।

V. व्याकरण एवं रचना शिक्षण की विधियाँ

- व्याकरण शिक्षण की विधियाँ।

- रचना (लेखन) शिक्षण की विधियाँ।

VI. 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)

I. हिंदी विषय की संरचना

- हिंदी विषय की रूपरेखा एवं संगठन।

II. पाठ्यचर्या एवं पाठ्यक्रम

- हिंदी पाठ्यचर्या एवं पाठ्यक्रम की विशेषताएँ।

III. मूल्य एवं जीवन-कौशल

- हिंदी विषय में निहित मूल्य एवं जीवन-कौशल।

- हिंदी पाठ्यपुस्तक का विश्लेषण एवं विषयवस्तु विश्लेषण।

IV. शिक्षण-संसाधनों की संकल्पना एवं महत्व

- शिक्षण-संसाधनों की संकल्पना।

- आवश्यकता एवं महत्व।

V. पारंपरिक एवं प्रौद्योगिकी-आधारित संसाधन

- पुस्तकालय, श्यामपट, मुद्रित सामग्री इत्यादि।
- ई-लर्निंग, डिजिटल टूल्स, ऐप्स आदि।

VI. 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।

Assessment: (Course related practical, Written Exam, University Exam)
Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

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२. चौधरी, चंद्र शेखर (2005), हिंदी शिक्षण, नितिन प्रकाशन, पुणे

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४. सुधा तिवारी (2005), हिंदी शिक्षण पद्धति, प्रकाश ब्रदर्स पब्लिकेशन्स, लुधियाना

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७. वाडकर आनंद, वाडकर पूजा (2008) शिक्षक प्रशिक्षणासाठी हिंदी शिक्षण, मेहता प्रकाशन, पुणे

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९. वाडकर आनंद, वाडकर पूजा (2006) शिक्षक प्रशिक्षण आणि हिंदी अध्ययन, मेहता प्रकाशन, पुणे

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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. Describe the nature, scope, and structure of English as a school subject.
2. Discuss the functional, cultural, and literary significance of English in the Indian multilingual context, with emphasis on the three-language formula.
3. Examine the place and role of English in Maharashtra and the present school curriculum.
4. Formulate appropriate aims and objectives for teaching English at secondary and higher secondary school levels.
5. Analyze the correlation of English with other subjects, and apply relevant maxims of teaching.
6. Evaluate the English curriculum, syllabus, textbook, and content-cum-methodology in terms of core values, life skills, and subject relevance.

Course Learning Outcomes (CLOs)

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

1. Explain the comprehensive nature, scope, and structural components of English as an academic discipline at the school level.
2. Interpret the socio-cultural and linguistic roles of English in India and Maharashtra, concerning policy frameworks like the three-language formula.
3. Assess the current positioning and integration of English within the school curriculum and suggest relevant improvements.
4. Design effective and level-appropriate objectives for teaching English based on curriculum standards and learner needs.
5. Apply interdisciplinary teaching techniques by correlating English with other school subjects using educational principles and maxims.
6. Critically analyze the English syllabus and textbooks using pedagogical frameworks, and identify ways to embed core elements, life skills, and value education through content.

Unit 1: Nature and Analysis of the Subject English   **Credit- 1**

I. Nature, Scope, and Functional Role of English

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

II. Place of English in School Curriculum

- Importance of English in Secondary and Higher Secondary education.
- Position of English with respect to the Three-Language Formula.

III. Aims and Objectives of Teaching English

- General aims of teaching English.
- Specific objectives at Secondary and Higher Secondary levels.

IV. Correlation of English with Other Subjects

- English and Social Sciences.
- English and Science/Mathematics.
- English and Arts/Humanities.

V. Structure and Curriculum of English

- Structure of English as a subject.
- Curriculum and syllabus: concepts, types, textbook analysis, content analysis.

VI. Core Elements, Values, and Life Skills

- Core elements and core values reflected in English teaching.
- Development of life skills at Secondary and Higher Secondary levels.

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

I. Pedagogical Approaches of Teaching English

- Communicative Approach, Structural Approach, Constructivist Approach (7E's).

II. Methods of Teaching English

- Direct Method, Grammar Translation Method, Inductive–Deductive Method.

III. Techniques of Teaching English

- Dramatization, storytelling, language games, vocabulary games, group work, pair work.

IV. Learning Resources for English

- Traditional resources: library, textbooks.
- Technology-based resources: language laboratory, blogs, AI English apps.

V. Language Skills Development

- Listening: nature, process, techniques.

- Speaking: process of teaching & developing skills.
- Reading: nature, types, styles, process.
- Writing: types, copying, dictation, guided and free composition.

VI. Assessment and Teacher's Role

- Evaluation of English language learning.
- Essential qualities of an English teacher.
- Role of the English teacher in the classroom.

Practical: (Any one from the given list)

1. Textbook Analysis
2. Review and paper presentation on any Novel/Drama of an Indian writer
3. Write a report regarding problems of English teaching based on an interview of an English teacher of a secondary/higher secondary school.
4. Critical analysis of Apps of AI for English language learning.

Assessment: (Course related practical, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

References:

1. Bose, Kshanika(nd) Teaching of English
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18. Content Cum Methodology of English - Patil and Vaze

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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, and educational significance of Sanskrit, and examine its place in the school curriculum.

2. To explore the aims and objectives of teaching Sanskrit at the secondary level and its interdisciplinary relationship with other subjects.

3. To identify key challenges in Sanskrit education and propose appropriate pedagogical and institutional solutions.

4. To equip student-teachers with effective pedagogical approaches for teaching prose, subhashit, grammar, composition, reading, and writing.

5. To enable critical analysis of the Sanskrit curriculum, syllabus, and textbooks with a focus on core values, life skills, and instructional design.

6. To develop competency in identifying, selecting, and using traditional and technology-based learning resources, including understanding the role of the Sanskrit teacher and the Sanskrit laboratory.

Course Learning Outcomes (CLOs):

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

1. Explain the nature, scope, and relevance of Sanskrit in the school curriculum, and analyze its objectives in relation to learners' developmental needs.

2. Identify and address pedagogical challenges in Sanskrit education, proposing appropriate solutions to enhance teaching effectiveness.

3. Demonstrate proficiency in diverse methods for teaching prose, subhashit, grammar, composition, as well as reading and writing in Sanskrit.

4. Design and implement learner-cantered, age-appropriate instructional strategies for various components of Sanskrit.

5. Critically analyze the curriculum, syllabus, and textbooks, incorporating core values, life skills, and effective content planning into their teaching.

6. Effectively select and use traditional and digital learning resources, utilize the Sanskrit laboratory, and exhibit professional qualities essential for a competent Sanskrit teacher.

Unit 1: Nature and Pedagogical Approaches for the Subject Sanskrit   Credit- 1

   A. Nature and scope of the subject: Sanskrit

     1. Nature and scope of the subject: Sanskrit, Place of Sanskrit in the school curriculum.

     2. Objectives of teaching Sanskrit at the secondary level.

     3. Relation of the subject Sanskrit with other subjects, Problems. related to Sanskrit education.

   B. Pedagogical Approaches for the Subject Sanskrit.

     1. Methods of Prose and Subhashit teaching.

     2. Methods of Grammar and Composition Teaching.

     3. Methods of Reading and Methods of Writing.

Unit 2 : Analysis of the subject Sanskrit and Learning Resources for the subject Sanskrit.   Credit- 1

   A. Analysis of the subject Sanskrit

     1. Structure of the Subject Sanskrit.

     2. Curriculum and Syllabus, Core elements, values, and life skills.

     3. Analysis of the textbook, Content analysis.

   B. Learning Resources for the subject Sanskrit.

     1. Concept, Need, and importance of learning resources, Sanskrit laboratory

     2. Traditional and Technology-based learning resources

     3. Teacher of the subject Sanskrit- Qualities and Role.

Practical: (Any one from the given list)

   1. Textbook analysis

   2. Preparation of Teaching aids/posters

   3. Group Discussion

   4. PowerPoint presentation

Assessment: (Course related practical, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

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.

3. Chaturvedi sitaram (1990) sanskrit shikshan paddhati, Nandkishor, Banaras.

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6. जोशी मो.अं. (१९६६), संस्कृत भाषेचे अध्यापन, मोरेश्वर प्रकाशन, पुणे.

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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.

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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

I۔ اُردو مضمون کی فطرت/ نوعیت
*اُردو کی فطرت/ نوعیت، دائرۂ کار اور تعلیمی نصاب میں اس کا مقام

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

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

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

V۔اردو کی تدریسی حکمتِ عملیاں/تدریسی طریقہ کار
*نثر اور شاعری کے تدریسی طریقہ کار

* گرامر اور کمپوزیشن کے تدریسی طریقہ کار

VI. 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)

I. اردو مضمون کی ساخت

* بطور اردو مضمون ۔ تنظیم اور اس کے اجزاء

II. 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

III. درسی کتاب اور مواد کا تجزیہ

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

IV. تصور، ضرورت اور اہمیت برائے تعلیمی وسائل

* اردو لیبارٹری، تدریسی وسائل اور تعلیمی مواد

V. تعلیمی وسائل کی اقسام

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

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

Assessment: (Course related practical, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

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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 importance of History as a school subject.

2. To analyze the relevance of History in the higher secondary curriculum and explore different types of History.

3. To examine and apply various pedagogical approaches such as storytelling, dramatization, discussion, and journey methods for effective History teaching.

4. To examine the structure of History and understand curriculum design principles, including syllabus types and curriculum construction methods.

5. To conduct textbook and content analysis with reference to core elements, values, and life skills.

6. To evaluate the concept and role of various learning resources and identify the professional qualities of an ideal History teacher.

Course Learning Outcomes (CLOs):

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

1. Explain the nature, scope, and significance of History and differentiate among various types such as political, social, economic, and cultural history.

2. Analyze the objectives of teaching History at the higher secondary level and its correlation with other school subjects.

3. Design and implement lesson plans using suitable pedagogical approaches like narration, source method, project work, and educational journeys to enhance student engagement.

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

5. Compare various curriculum construction methods (concentric, chronological, periodic, regressive) and assess their suitability for different contexts.

6. Evaluate traditional and digital learning resources, and reflect on the personal and professional attributes of an effective History teacher.

Unit- 1. Nature of the Subject: History & 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. Creation and Demonstration of Teaching Aids/Posters – Design charts, maps, timelines, or posters, and demonstrate how they can be used in actual classroom teaching.

3. Group Discussion on Historical Issues and Life Skills – Organize a structured discussion on a chosen historical theme (e.g., "Freedom Movement and its relevance today") highlighting life skills and values.

4. Field Visit and Reflective Report – Visit a historical site, museum, or memorial, observe critically, and prepare a reflective report linking it with classroom teaching.

Assessment: (Course related practical, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

References

1. Agrawal J.C., Teaching of History – A Practical Approach, New Delhi: Vikas Publishing House Pvt.Ltd.

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17. करंदीकर, सु., आणि मंगळळकर, मी. *इतिहास आशय 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, and scope of Geography, and recognize its significance in everyday life and its role in developing spatial awareness and environmental sensitivity.

2. To evaluate the place of Geography in the upper primary to higher secondary curriculum, and formulate instructional objectives suited to different educational stages.

3. To explore and apply diverse pedagogical approaches in Geography, such as regional, excursion, project, and field methods, to design effective and engaging geography lessons.

4. To analyze the structure of Geography as a school subject, and understand various curriculum and syllabus construction types (e.g., concentric, thematic, regional).

5. To perform textbook and content analysis, identifying core elements, embedded values, and life skills within the Geography curriculum.

6. To assess and integrate appropriate learning resources, both traditional and technology-based, and identify the key qualities of an effective Geography teacher.

Course Learning Outcomes (CLOs)

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

1. Explain the meaning, nature, scope, and various concepts of Geography, and evaluate its significance in the school curriculum from upper primary to higher secondary levels.

2. Formulate appropriate objectives for teaching Geography at the secondary and higher secondary levels, demonstrating an understanding of its correlation with other subjects and local relevance.

3. Compare and apply diverse pedagogical approaches (e.g., regional, excursion, field visit, and project methods) by designing sample lesson plans or classroom activities suited to different learning contexts.

4. Analyze the structure of Geography as a discipline, including curriculum types, core elements, values, and life skills, and apply this knowledge to evaluate textbook content critically.

5. Identify and evaluate various learning resources, including traditional and technology-based tools, by designing or recommending suitable materials for enhancing classroom teaching.

6. Demonstrate an understanding of the qualities of an ideal Geography teacher by preparing reflective tasks such as a textbook analysis, content analysis, or a report on the native place's geographical features.

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. Collaborative Textbook Analysis – Select one Geography textbook (any standard), analyze its objectives, values, and methodology in small groups, and present findings.

2. Content Mapping of a Geography Unit – Take one unit, prepare a content map (concept chart/flow diagram), and evaluate its teaching-learning potential.

3. Survey and Report on Local Geographical Features – Collect field data (landforms, resources, climate, transport, occupations, etc.) of the native place and prepare a systematic report.

4. Design and Use of Geography Teaching Aid – Prepare a teaching aid (map, chart, model, globe, digital resource) and demonstrate its application in classroom teaching.

Assessment: (Course related practical, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

References

1. Agarwal, D.D. (2000), Modern Method of Teaching Geography, Sarup & Sons Publisher, New Delhi.

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

3. UNESCO (1965), Source Book of Teaching Geography, Thomson Press, New Delhi.

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8. दुनाखे अरविंद, २०००, इतिहासाचे अध्यापन, नूतन प्रकाशन, पुणे.

9. तिवारी एस. एम. १९९९, इतिहास अध्यापन पध्दती, नूतन प्रकाशन पुणे.

10. ओडेयार, सुशिला १९९४, आशययुक्त अध्यापन पध्दती, इतिहास, मेहता पब्लिकेशन, पुणे.

11. वाजे एस. आर., २००२, इतिहासाचे अध्यापनशास्त्रीय विश्लेषन, आदित्य प्रकाशन, नाशिक

12. शिवाजी विद्यापीठ, कोल्हापूर १९९५, इतिहास अध्यापन पध्दती, शिवाजी विद्यापीठ, कोल्हापूर.

13. शिंदे ज्ञानदेव आणि टोपकर रेखा, २००९, इतिहासाचे आशययुक्त अध्यापन, नित्यनूतन प्रकाशन पुणे.

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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. Understand the nature, scope, and place of general science at the secondary and higher secondary level.
2. Analyze the interdisciplinary correlation of general science with other subjects.
3. Examine the relationship among curriculum, syllabus, and textbook in general science education.
4. Understand various teaching methods and models, especially the 5E model in science instruction.
5. Identify and utilize learning resources and support systems in teaching general science.
6. Develop an understanding of the organization and management of a science laboratory and the competencies of a science teacher.

Course Learning Outcomes (CLOs)

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

1. Explain the nature, scope, and significance of teaching general science at different educational levels.
2. Evaluate the curriculum, syllabus, and textbooks with reference to scientific values, core elements, and life skills.
3. Illustrate the correlation of science with other disciplines and its integration in school education
4. Apply suitable pedagogical approaches such as project-based learning, experimental methods, and the 5E model in science classrooms.
5. Design and manage a functional science lab while following appropriate safety protocols.
6. Demonstrate the use of co-curricular resources like science clubs, fairs, and field trips in enhancing science education.

Unit- 1. Nature of general science   **Credit- 1**

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

1.2 Correlation of Science with other subjects and within science.

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

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

1.5 Textbook, Relation between curriculum, syllabus, and textbook

1.6 Core elements, values, and life Skills.

Unit- 2 Pedagogical approaches & resources of general science   **Credit- 1**

1.1 a) Methods of teaching: lecture–demonstration, Experimental, & 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- 1) Science Club: Objectives and Functions, Science

Fare, field trips, Botanical Garden, Museum, Aquarium

2.5 The Science Laboratory-Need and organizing design and equipment and safety

precautionary measures

2.6 Competencies of 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.

Assessment: (Course related practical, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

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1. Bhatnagar, A.B. Bhatnagar, S.S.(2005) .Teaching of science Meerut : R.Lall Book Depot.

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

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10. हकीम प्रभाकर (२००१), विज्ञानाचे आशययुक्त अध्यापन, नूतन प्रकाशन, पुणे.

11. बोदाडें अश्विन. (२००५), शास्त्र अध्यापन पध्दती, नूतन प्रकाशन, पुणे

12. सोहनी जी. पी. (१९८६), शास्त्र कसे शिकवावे, निलकंठ प्रकाशन, पुणे.

BED104- 09: Pedagogy of The School Subject- Mathematics

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

Course Objectives

To enable the student teacher:

1. To understand the nature, scope & importance of mathematics at the secondary & higher secondary level.

2. To analyze the textbook & content of mathematics at the secondary & higher secondary level.

3. To implement methods & models of teaching learning of mathematics.

4. To acquire the competencies of a mathematics teacher

5. To familiarize facts, terms, concepts, laws & principles in mathematics.

6. To analyze the structure of the Mathematics Subject

Course Learning Outcomes (CLOs)

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

1. Understand the nature, scope, and importance of mathematics at the secondary and higher secondary level.

2. Analyze the curriculum, syllabus, and textbooks used for mathematics teaching at these levels.

3. Demonstrate knowledge of methods and models of teaching-learning in mathematics.

4. Acquire essential competencies required to be an effective mathematics teacher.

5. Familiarize themselves with important facts, terms, concepts, laws, and principles in mathematics.

6. Plan and utilize appropriate pedagogical approaches and learning resources.

Unit- 1. Nature of Mathematics　　　　　　　　　　　　　　　　　　Credit- 1

1.1 Meaning, nature and scope of Mathematics

1.2 Various concepts of Mathematics

1.3 Place of the Mathematics in the school curriculum.

1.4 Objectives of teaching Mathematics at upper primary, Secondary and Higher Secondary level.

1.5 Co-relation: - Within the subject and with other school subject.

1.6 Problems of Mathematics Education

Unit- 2. Pedagogical Approaches and resources of Mathematics   **Credit- 1**

2.1 Methods of teaching Mathematics: -

    a) lecture, demonstration,

    b) Experimental,

    c) project, inductive, deductive method,

    d) Questioning.

2.2 Model: 5 E Learning Model

2.3 Curriculum and syllabus of mathematics

2.4 Text Book Analysis and Content Analysis

2.5 Competencies of a mathematics teacher.

Practical: (Any one from the given list)

1. Textbook Analysis – Analyze structure and content of a mathematics textbook.
2. Teacher Interview – Interview an experienced maths teacher and write a reflection.
3. Maths Exhibition – Organize/display models, puzzles, or charts and prepare a report.
4. Field Visit Report – Visit a place of mathematical application (bank, survey office, etc.) and write a report.

Assessment: (Course related practical, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

References

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2. Teaching of Arithmetic – S.K. Taygi
3. Teaching Mathematics Successfully – Marlow Ediger, D.B. Rao
4. The Teaching of Math – K.S.Sidhu
5. Mangal S. K.(1990), Teaching of Mathematics, Prakash Brothers Educational Publishers. Ludhiyana.
6. डॉ. चव्हाण — गणित आशययुक्त अध्यापन पद्धती
7. डॉ. ह. ना. जगताप — गणित आशययुक्त अध्यापन पद्धती
8. डॉ. पोंक्षे. डॉ मखिजा — गणित अध्यापन
9. डॉ. एस. बी. गागरे — गणित विषय ज्ञान

10. डॉ. बोन्दार्डे – गणित आशययुक्त अध्यापन पद्धती

11. डॉ. प्रभाकर हकीम – गणिताचे आशययुक्त अध्यापन

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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. Understand the characteristics and development of commerce, appreciate the role of commerce in the development of modern society.
2. Understand the aims and objectives of teaching commerce at is Higher secondary level.
3. Understand the current issues and continuous development in commerce.
4. Understands the techniques and devices of teaching of commerce.
5. Develop the skill of using various methods of teaching of commerce.
6. Prepare and use appropriate teaching instruction materials.

Course Learning Outcomes (CLOs)

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

1. Understand the nature, scope, and importance of Commerce at the higher secondary level.
2. Analyze the curriculum, syllabus, and textbooks used for Commerce teaching at these levels.
3. Demonstrate knowledge of methods and models of teaching-learning in Commerce.
4. Acquire essential competencies required to be an effective Commerce teacher.
5. Familiarize themselves with important facts, terms, concepts, laws, and principles in Commerce.
6. Plan and utilize appropriate pedagogical approaches and learning resources.

Unit- 1. Nature of Commerce   Credit- 1

1.1 Nature of commerce – Meaning and dimensions of commerce, concept nature and scope.

1.2 Various concepts of Mathematics

1.3 Place and importance of commerce Education in Higher secondary school curriculum.

1.4 History of commerce with special emphasis on Indian Commerce Education

1.5 Co-relation – Concept and type, correlation of Commerce subjects and within the subject.

1.6 Importance of commerce in Daily life.

Unit–2: Pedagogical Approaches and Resources of Commerce   **Credit- 1**

2.1 Structure of the Commerce Subject

– Organization and framework of Commerce as a school subject.

2.2 Curriculum and Syllabus of Commerce

– Concept, types, and scope of curriculum and syllabus in Commerce education.

2.3 Methods of Teaching Commerce

– Lecture Method, Textbook Method, Project Method, Problem-Solving Method,
Discussion Method, Inductive–Deductive Method, Survey Method.

2.4 Support Systems in Commerce Education

– Co-operative Stores, School Bank, Exhibition, Forum, Visits and Excursions,
Seminar, Cottage Industry, School Magazine, etc.

2.5 Textbook and Content Analysis

– Evaluation of textbooks, selection and grading of content, analysis of teaching-
learning material.

2.6 Competencies of a Commerce Teacher

– Essential professional skills, qualities, and roles of an effective Commerce teacher.

Practical: (Any one from the given list)

1. To prepare a report on the visit of the co-operative stores, school Bank.
2. Write a script for an e-content of any concept in commerce.
3. Conduct seminars on any aspects of teaching of commerce.
4. Analysis of a unit in a commerce textbook to identify the concept principles and processes.

Assessment: (Course related practical, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

References

1. Agarawal, J.C.,(1996), Teaching of Commerce a practical Approach, Vikas Publishing House (P) Ltd., New Delhi
2. Dr.Y.K.Singh(2005) Teaching of Commerce, A.P.H. Publishing corporation New Delhi. Dr.T.Shankar Methods of Teaching Commerce (2007) CRESCENT Publishing corporation

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5. गाजरे नानकर वाणिज्य अध्यापन पद्धती नूतन प्रकाशन पुणे

6. गोयल मधुकर लता वाणिज्य शिक्षण संदीप प्रकाशन रोहटक

7. रामपाल सिंह वाणिज्य शिक्षण विनोद पुस्तक मंदिर आग्रा

8. सक्सेना उदयवीर वाणिज्य शिक्षण विनोद पुस्तक मंदिर आग्रा

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Practicing for constructive teaching learning

BED105 Teaching Competency–I

A) Micro Teaching, Integration & simulation Lessons
B) Digital Teaching Skills

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

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BED105 A) Micro Teaching, Integration & simulation Lessons
(Credit 1; 15 hours; 25 Marks)

Course Objectives

The course aims to enable student-teachers to:

1. Develop mastery in applying specific teaching skills through micro-teaching practice.
2. Gain confidence in classroom delivery using set induction, questioning, closure, reinforcement, etc.
3. Cultivate the ability to use integration of multiple teaching skills in a natural classroom flow.
4. Enhance effectiveness of lesson delivery through structured planning, teaching, and re-teaching.
5. Strengthen classroom communication using narration, illustration, and blackboard work.
6. Build reflective teaching practices through feedback and self-analysis.

Course Learning Outcomes (CLOs)

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

1. Demonstrate proficiency in six selected micro-teaching skills through teach–reteach cycles.
2. Deliver classroom lessons confidently using effective set induction, questioning, and closure techniques.
3. Integrate multiple teaching skills in four lessons of 20 minutes duration.
4. Apply reinforcement and stimulus variation to improve student participation.
5. Use narration, illustration, and blackboard work to strengthen clarity of concepts.

6. Evaluate their own and peers' teaching performances and apply feedback for improvement.

Course Summary

This course provides student-teachers with opportunities to practice and master selected teaching skills through micro-teaching cycles. It also enables them to integrate these skills effectively in full lessons, thus bridging the gap between theory and practice.

Course Content

A) Micro-Teaching, Integration and Simulation Lessons (Credit I; 16 hours; 25 Marks)

- **Micro-teaching Practice:** 6 skills selected from the given list, 12 lessons (teach–reteach cycle).
- **Micro Teaching Skills List:** Set Induction, Demonstration, Stimulus Variation, Reinforcement, Narration, Blackboard Work, Questioning, Closure, Illustration, Reading.
- **Integration Lessons:** 4 lessons (20 minutes each), combining multiple practiced skills into holistic teaching practice.

Guidelines for Implementation

- Student-teachers should first understand the purpose and process of each skill before practice.
- Each skill must be practiced in two cycles (teach → feedback → reteach).
- Integration lessons should demonstrate a natural and effective combination of multiple skills.
- Faculty should provide structured feedback after each cycle to improve performance.

The course should be implemented through a step-wise practical approach. Student-teachers will first practice micro-teaching skills individually using the teach–reteach cycle with peer and faculty feedback. Integration lessons will follow, where multiple skills are blended into cohesive classroom teaching.

Guidelines for Lesson Plans

A) (Micro & Integration Lessons):

- Clearly specify: topic, objectives, selected skill(s), teaching aids, steps of teaching (introduction–presentation–interaction–closure).
- Each micro-lesson plan must focus on one skill only, while integration lesson plans should demonstrate the blending of multiple skills which are practiced.
- A reflective note should be added at the end of each lesson plan on what went well and what needs improvement.

Lesson plans should clearly state objectives, chosen skill(s), teaching-learning activities, use of aids (blackboard, demonstration material, etc.), and reinforcement strategies. Integration lessons should combine multiple skills effectively within a 20-minute classroom lesson.

Simulation lessons (2 lessons)

Each student teacher will conduct two simulation lessons of minimum 30 minutes duration. Marks calculated out of 25 are to be given for simulation Lessons. Any type of lessons excluding traditional lessons.

The total marks for microteaching integration and simulation lessons are to be calculated out of 25.

BED105 B) Digital Teaching Skills

(Credit 1; 15 hours; 25 Marks)

Course Objectives

The course aims to:

1. Develop competency in using digital tools (Word, Google Docs, PPT, Canva, Forms, etc.) for lesson preparation, presentation, and assessment.

2. Train student-teachers to design, conduct, and reflect upon short digital lessons using synchronous online platforms.

3. Foster collaborative digital practices through participation in Google Classroom, shared document editing, and group activities.

4. Enhance creativity in preparing digital teaching-learning resources such as infographics, quizzes, posters, and micro-teaching videos.

5. Strengthen skills of online engagement, communication, and interaction with learners through innovative digital strategies.

6. Enable student-teachers to critically reflect on their own digital teaching practices and integrate peer feedback for continuous improvement.

Learning Outcomes

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

1. Create, format, and share digital lesson summaries, resources, and teaching aids effectively using multiple digital platforms.
2. Plan and conduct two digital lessons in different school subjects using ICT tools, maintaining proper lesson structure and time management.
3. Collaborate with peers in digital environments (Google Docs, Classroom, online platforms) for co-creation and resource sharing.
4. Demonstrate skills in designing and delivering engaging digital content through PPTs, infographics, videos, and online quizzes.
5. Apply interactive digital strategies (polls, quizzes, whiteboards, chat, breakout discussions) to enhance learner participation.
6. Reflect on their digital teaching performance, assess peer feedback, and identify strategies for improving future online teaching practices.

   I. Practicing Digital Teaching Skills (10 Activities = 200 marks)

   Each student should perform following activities for practicing digital teaching skills-

   II. Conduct of two digital lessons

   Each student should conduct two digital lessons one for each school subject selected by student-teacher (100X 2= 200 marks)

Total marks out of 400 are consolidated out of 25 marks

   I. Practicing Digital Teaching Skills (10 Activities = 200 marks)

   Each student should perform following activities for practicing digital teaching skills-

   1. Create and Format Lesson Summary (MS Word / Google Docs)

   - Prepare a lesson summary of any school subject.
   - Use headings, bullet points, tables, and insert at least one image**.**

   2. Convert File into PDF and Share Online

- Convert the above lesson summary into PDF.

- Upload it to Google Drive and share the link with peers (with proper access settings).

3. **Join Google Classroom & Participate**

- Join a Google Classroom created by the teacher.

- Submit an assignment, and post a comment in the class discussion.

4. **Collaborative Google Doc Editing**

- In groups, co-create a Google Doc

- Practice commenting, suggesting, and editing together.

5. **Design a Digital Teaching Resource (PPT/Canva Poster)**

- Create a PowerPoint Presentation or Canva Poster on a chosen school subject.

- Add text, visuals, and transitions/animations.

6. **Micro-teaching Video Recording (2–3 minutes)**

- Record a short teaching video on any topic using a phone/laptop.

- Upload it to Google Drive/YouTube (unlisted) and share with peers.

7. **Infographic Creation**

- Use Canva/Piktochart to design an infographic

8. **Search and Share OER**

- Explore platforms like DIKSHA, NROER, SWAYAM, NCERT e-resources.

- Share one useful Open Educational Resource with the group.

9. **Mini Live Session (3 minutes)**

- Conduct a short synchronous session on Zoom/Google Meet.

- Share screen (PPT/lesson material) and interact with peers.

10. **Create a Google Form Quiz**

- Prepare a quiz with 5 MCQs + 2 short-answer questions.

- Share it with peers and collect responses.

II. Conduct of two digital lessons

Each student should conduct two digital lessons one for each school subject selected by student-teacher (100X 2= 200 marks)

1. General Instructions

- Each student-teacher must plan and conduct two online lessons (10-12 minutes each) in two different school subjects.
- The lessons will be delivered synchronously using online platforms like Google Meet, Zoom, or MS Teams etc**.**
- Peers will act as students; one faculty member will observe and evaluate.
- Time must be strictly maintained (10-12 minutes per lesson).

2. Pre-Lesson Preparation

a. Digital Lesson Plan: Prepare a digital lesson plan with the following sections:

1) Subject and Topic:
2) Class:
3) Previous knowledge:
4) Objectives and specifications
5) Teaching-Learning Materials (Digital Tools):
6) Teaching Steps: Introduction, Aim, Presentation
7) Assessment/Evaluation Strategy (Recapitulation- Application- Assignment)

(A lesson plan template can be provided for uniformity.)

b. Digital Tools to be Used

PPT/Canva/Prezi, Images, charts, or short YouTube video clips (1–2 min)Polls (Mentimeter/Kahoot), Google Forms, Chat questions, Whiteboard (Jamboard, Miro, Zoom Whiteboard) etc.

c. Technical Setup

- Test internet connection, mic, and camera before class.
- Arrange good lighting and quiet background.
- Keep slides/videos ready for screen sharing.
- Share the meeting link with participants in advance.
- Have a backup plan (saved recording, offline PDF, or WhatsApp sharing in case of technical issues).

3. Actual Conduction of lesson:

Conduct a digital lesson of 10-12 minutes duration on peer group members.

[1] **Set the Stage (1–2 min)**

- Greet students warmly.
- Check audio/video clarity.
- Start with a hook (question, picture, poll, riddle).

- State topic, objectives, and duration.

[2] **Deliver Content (5–6 min)**

- Share screen/PPT/whiteboard.
- Present key points with visuals/flowcharts.
- Use multimedia support (images, short video, infographic).
- Keep slides simple (bullet points).
- Explain step-by-step in easy language.
- Highlight keywords for note-making.

[3] **Engage Students (Throughout)**

- Ask quick questions (chat, poll, verbal).
- Use interactive tools (annotations, whiteboard).
- Allow student responses/examples.
- Maintain eye contact with camera.
- Use voice modulation and pauses.

[4] **Check Understanding (2–3 min)**

- Ask recall/MCQ/rapid-fire questions.
- Relate to students' daily life.
- Clarify doubts briefly.
- Summarize in 3–4 points.

[5] **Conclude & Assign (1–2 min)**

- Recap key points.
- Invite one student to summarize.
- Assign small digital task/quiz/reflective note.
- Collect quick feedback (chat response).
- Thank students and close session.

4**. Post-Lesson Activities**

- Share Materials: Upload your PPT/Canva, lesson notes, or summary PDF to Google Classroom/Drive.
- Collect Feedback: Use a simple Google Form (2–3 questions) for peer feedback.
- Self-Reflection: Record your own performance in 200 words (strengths, areas of improvement).
- Peer Evaluation: Each peer may give short comments on clarity, presentation style, and engagement.

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 Objectives (COs)

Student-teachers will be able to:

1. Understand the concept, need, and importance of planning and prepare annual, unit, and lesson plans systematically.

2. Analyze subject content and develop content maps and concept maps for effective classroom organization.

3. Formulate clear and measurable instructional objectives using Bloom's Taxonomy across cognitive, affective, and psychomotor domains.

4. Write lesson plans by integrating objectives, content, methods, learning activities, and evaluation criteria.

5. Apply appropriate tools and techniques of formative and summative evaluation in the teaching-learning process.

6. Construct unit tests and frame learning outcomes that are aligned with instructional objectives and assessment practices.

Course Learning Outcomes (CLOs)

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

1. Explain the importance, characteristics, and components of annual, unit, and lesson plans.

2. Analyze curriculum content systematically and prepare content/concept maps for classroom application.

3. Formulate clear and measurable instructional objectives across cognitive, affective, and psychomotor domains.

4. Develop and present a well-structured lesson plan demonstrating integration of teaching-learning and evaluation components.

5. Differentiate between formative and summative evaluation and apply appropriate techniques in teaching-learning contexts.

6. Construct any one formative evaluation tool with a variety of test items and prepare learning outcomes that can be effectively assessed.

Course Summary

This course equips student-teachers with skills in planning and evaluation for effective teaching. It focuses on annual, unit, and lesson planning, content analysis, content mapping, and formulation of instructional objectives. It also introduces lesson plan writing, formative and summative evaluation, unit test construction, and writing measurable learning outcomes, ensuring proper linkage between teaching and assessment.

Course content

I) Planning for Teaching

1. Annual Plan, Unit Plan, Lesson Plan- Concept, need, and importance of planning, Characteristics and components of annual, unit, and lesson plans.

2. Content Analysis and Content Mapping- Meaning and purpose of content analysis, Steps in analyzing content for teaching, Concept mapping: process, benefits, and classroom application.

3. Formulation of Objectives- Importance of instructional objectives in teaching-learning, Bloom's Taxonomy of Educational Objectives, Writing measurable objectives.

4. Lesson Plan Writing- Elements of a lesson plan: objectives, content, methods, learning activities, and evaluation, Criteria of a good lesson plan.

5. Prepare one lesson plan

II) Planning for Evaluation

1. Evaluation – Formative and Summative- Concept, need, and importance of evaluation, Formative and summative evaluation: meaning, purpose, techniques, and examples.

2. Construction of Unit Test (Summative Evaluation Tools) - Principles of test construction, Types of test items: objective, short answer, and essay type.

3. Learning Outcomes for Evaluation- Concept and importance of learning outcomes, linking objectives with learning outcomes, Writing learning outcomes across domains

4. Prepare any one formative tool.

Guidelines for Implementation

- Organise an introductory lecture on the significance of planning and evaluation in teaching–learning.
- Introduce Bloom's Taxonomy and explain its role in setting objectives and outcomes.
- Conduct interactive workshops and discussions on content analysis, content mapping, and framing objectives.
- Organize practice sessions for developing lesson plans.
- Ask each student-teacher to prepare one lesson plan and design one unit test in their subject.
- Integrate the prepared lesson plan and unit test into actual classroom practice during practice teaching.

Guidelines for Report Writing

Each student-teacher should prepare a structured handwritten report that includes the following sections:

- **Title Page** – Course title, student-teacher's name, roll number, subject, college name, academic year.
- **Index** – Page-wise index of report sections.
- **Introduction** – Purpose of the course and significance of planning and evaluation in teaching.
- **Objectives of the Report** – Clearly state what the report aims to achieve.
- **Methodology/Process** – Explain how activities were conducted (lesson plan preparation, content analysis, any one formative tool construction, etc.).
- **Details of Activities** – Step-by-step documentation of all practical work.
- **Conclusion** – Summary of key takeaways and importance of planning and evaluation in professional growth.
- **Appendices** – Attach completed lesson plan and unit test constructed.

The course will be evaluated out of 100 marks which will be consolidated into 25 marks

BED106 B) Reading and Reflecting on Texts
(Credit 1; 15 hours; 25 Marks)

Course Summary

This course provides opportunities for student-teachers to engage with different forms of texts and e-texts, including academic, literary, and policy-related materials. Through orientation, workshops, and group activities, participants will learn how to read with understanding, reflect critically, and reproduce knowledge in multiple written and creative forms. The course emphasizes individual reflection as well as collaborative learning to strengthen reading, writing, and critical thinking skills.

Course Objectives

To enable the student teacher:

1. To gain exposure to a wide variety of texts and e-texts of different types.
2. To gead and reflect interactively on texts both individually and in groups.
3. To develop skills to reproduce the read text in multiple forms of writing.
4. To enhance comprehension, interpretation, and analytical skills through reflective reading.
5. To build the capacity to generate conjectures, justifications, interpretations, arguments, and critiques.
6. To cultivate creativity and clarity in expression through alternative forms such as dialogues, stories, and visual representations.

Course Learning Outcomes

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

1. Demonstrate familiarity with diverse textual forms and their features.
2. Engage actively with texts through reading, reflecting, and interactive discussion.
3. Reproduce textual understanding through writing in varied forms.
4. Critically analyze, justify, and argue ideas drawn from texts.
5. Express reflections creatively using stories, dialogues, monologues, plays, or visual organizers.
6. Prepare structured reports that reflect comprehension, analysis, and originality.

Course Content

A) Orientation and Activities

1. **Orientation:** Theoretical background through symposium, lectures, or panel discussions on types of texts, their features, reading and reflection strategies, and reproducing texts in one's own words.

2. **Activities:** Workshops for reading and reflecting on varied texts and reproducing them in forms such as predictions, notes, summaries, critiques, retelling as stories, dialogues, plays, concept maps, mind maps, and flowcharts. Group collaboration is encouraged for interactive learning.

B) Reporting:

Preparation of reports on orientation and activity sessions, and individual written reflection on one text not used in group activities.

Guidelines for Implementation

The course should be conducted in two parts: orientation and activities. Orientation will provide a theoretical foundation on textual analysis, while activities will offer hands-on experience in reading and reflecting. Students must work in groups for collaborative learning but also produce an individual written assignment. The course encourages creativity, critical thinking, and varied forms of knowledge reproduction.

Guidelines for Report Writing

Each student must prepare a practicum report based on orientation and activity sessions. Reports should reflect understanding of the sessions, critical reflection, and originality. Individual reports on a self-selected text must demonstrate comprehension, interpretation, and reproduction in writing.

Format of Report Writing

Orientation Session

1. Introduction to the session
2. Objectives of the orientation
3. Description of topics covered
4. Reflection on learning from the session
5. Key points summarized
6. Critical analysis of the discussion
7. Personal interpretation and insights
8. Conclusion with self- learning outcomes
9. Opinion
10. Overall impression

Activities Session

1. Introduction to the activity session
2. Objectives of the activity
3. Description of texts/e-texts used
4. Group process and interaction
5. Reflection on reading and reproducing exercises
6. Creative reproduction (story, dialogue, map, etc.)
7. Critical comments on activity effectiveness
8. Conclusion with self-learning outcomes
9. Opinion
10. Overall impression

Assessment (50 Marks Total)

A) Report of orientation and activity sessions: 25 marks

B) Individual reading, reflection, and written reproduction of one text: 25 marks

Assessment of A+ B (25+25=50) calculates 50 marks will be converted to 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 part introduces student-teachers to the philosophy, meaning, and scope of Yoga in life and education. It emphasizes physical, mental, and spiritual well-being through asanas, pranayama, and meditation. Practical training and daily practice logs help develop discipline, mindfulness, and stress management. Yoga activities are integrated into lesson planning, classroom practices, and community initiatives. The focus is on using Yoga as a tool for holistic health and enhancing student well-being.

Course Objectives

1. To understand the philosophy, meaning, and scope of Yoga in life and education.
2. To develop physical, mental, and spiritual well-being through yogic practices.
3. To provide practical training in asanas, pranayama, and meditation.
4. To enable student-teachers to integrate Yoga into school curriculum and classroom practices.
5. To cultivate values of discipline, concentration, and mindfulness.
6. To promote awareness of Yoga as a tool for stress management and holistic health.

Course Learning Outcomes (CLOs)

Student Teacher will enable to:

1. Explain the philosophy and educational significance of Yoga.
2. Demonstrate understanding of Yoga's role in physical, mental, and spiritual development.
3. Perform selected asanas, pranayama, and meditation techniques effectively.
4. Integrate Yoga practices into lesson planning and co-curricular school activities.
5. Apply yogic values of discipline, concentration, and mindfulness in personal and professional life.
6. Use Yoga as a practical tool for stress management and promoting holistic well-being.

Guidelines for Implementation

Distribution of the marks will be as follows:

Sr. No.	Particulars	Marks
I.	Theory about Yoga Education	05
II.	Daily/weekly activities	10
III.	Physical test based on yoga	05
IV.	Report writing	05
Total		**25**

Unit-wise Syllabus

1. **Introduction to Yoga:** Meaning, philosophy, and objectives of Yoga; Role of Yoga in education and life.

2. **Yogic Practices:** Asanas (postures), Pranayama (breathing techniques), Dhyana (meditation).

3. **Yoga for Holistic Development:** Physical fitness, mental well-being, spiritual growth.

4. **Yoga in School Education:** Integration of Yoga in school curriculum, classroom practices, and co-curricular activities.

Yoga Education – Suggested Activities

1. Daily Practice Log – Students maintain a weekly diary of asanas, pranayama, and meditation.

2. Surya Namaskar Challenge – Organize 21-day Surya Namaskar practice for habit formation.

3. Peer Teaching – Each student-teacher conducts a short yoga session for peers.

4. Yoga Demonstration in Schools – Conduct yoga classes during internship in schools.

5. Meditation & Mindfulness Practice – Guided sessions for stress management.

6. Poster/Chart Preparation – Create teaching aids on benefits of yoga for classrooms.

7. Yoga Day Celebration – Plan and implement International Yoga Day activities in schools.

8. Case Study Writing – Document how regular yoga practice impacts concentration/discipline.

9. Yoga and Lesson Planning – Integrate yoga-based relaxation/mindfulness techniques into lesson plans.

10. Community Engagement – Organize a yoga awareness drive for parents/local community.

Guidelines for Journal/ Report Writing

Part A: Yoga Education – Report Guidelines

1. **Introduction**
   - Meaning, philosophy, and importance of Yoga in education
   - Objectives of undertaking Yoga practice

2. **Daily/Weekly Practice Log**
   - Record of Asanas, Pranayama, and Meditation performed
   - Duration, frequency, and sequence followed

3. **Reflections on Practice**
   - Physical changes noticed (flexibility, strength, stamina)
   - Mental/emotional effects (concentration, calmness, stress relief)
   - Challenges faced and strategies to overcome them

4. **Peer/School Activities**
   - Report on Yoga demonstration/peer teaching in class or schools
   - Details of International Yoga Day / community activities conducted

5. **Integration into Education**
   - Lesson plans showing use of Yoga (e.g., mindfulness before class, relaxation breaks)
   - Use of Yoga in classroom management and student well-being

6. **Case Study/Observation**
   - Observation of impact of Yoga practices on a small group (students/peers)
   - Short case documentation with outcomes

7. **Summary & Conclusion**
   - Overall learning from Yoga practice
   - Suggestions for integrating Yoga in schools

8. **Annexures**
   - Photographs of activities (optional)
   - Charts/posters prepared

BED107 B) Health and Wellness Education

(Credit 1; 15 hours; 25 Marks)

Course Objectives

1. To understand the concept, dimensions, and importance of health and wellness.
2. To develop awareness about nutrition, hygiene, exercise, and preventive healthcare.
3. To provide knowledge and practice of first aid and basic health skills.
4. To enable student-teachers to integrate health and wellness themes into classroom teaching.
5. To cultivate positive attitudes towards emotional well-being and stress management.
6. To prepare student-teachers to design and implement school health programmes and community initiatives.

Course Learning Outcomes (CLOs)

Student Teacher will enable to:

1. Explain the concept, dimensions, and significance of health and wellness in education.
2. Demonstrate knowledge of nutrition, hygiene, and exercise for healthy living.
3. Perform and apply basic health practices including first aid in school settings.
4. Develop lesson plans and co-curricular activities incorporating health and wellness themes.
5. Apply strategies for emotional well-being, stress management, and resilience.
6. Design and implement school-based or community health programmes for promoting holistic wellness.

Guidelines for Implementation

Distribution of the marks will be as follows:

Sr. No.	Particulars	Marks
I	Theory about Health and Wellness Education	05
II	Daily/weekly activities	10
III	Activity (Any one from the given list) based on Health and Wellness Education	05
IV	Report writing	05
	Total	**25**

Unit-wise Syllabus

1. **Health and Wellness:** Concept, dimensions, and importance in education.

2. **Physical Health:** Nutrition, hygiene, exercise, first aid.

3. **Mental Health:** Emotional well-being, stress management, coping skills.

4. **School Health Education:** Role of teachers, school health programmes, health promotion activities.

Health & Wellness Education – Suggested Activities

1. **Personal Wellness Plan** – Students prepare and follow their own health and wellness plan.

2. **School Health Survey** – Conduct a simple health/hygiene survey in practicum schools.

3. **Nutrition Awareness Project** – Prepare balanced diet charts for different age groups.

4. **Poster Making/Exhibition** – On hygiene, nutrition, exercise, or mental health themes.

5. **Stress Management Workshop** – Organize relaxation, breathing, or music therapy sessions.

6. **First Aid Demonstration** – Practice handling common school emergencies.

7. **Cleanliness Drive** – Conduct "Swachhata Abhiyan" or hygiene awareness campaigns in schools.

8. **Health-based Lesson Plan** – Prepare subject-wise lesson plans integrating wellness themes.

9. **Guest Lecture/Expert Talk** – Invite a doctor, dietician, or counsellor for interactive sessions.

10. **School Wellness Club Activity** – Form groups to plan wellness-promoting activities (sports, debates, healthy cooking demos).

Guidelines for Journal/ Report Writing

Part B: Health & Wellness Education – Report Guidelines

1. **Introduction**
   - Concept, dimensions, and importance of health and wellness
   - Objectives of report work

2. **Personal Wellness Plan**
   - Self-assessment of current lifestyle (diet, exercise, stress levels)
   - Wellness goals and action steps taken
   - Reflections on changes noticed during the course

3. **School-Based Activities**
   - Report on health surveys, awareness campaigns, or cleanliness drives conducted
   - Details of guest lectures/expert sessions attended

4. **Nutrition & Physical Health**
   - Balanced diet charts prepared for different age groups
   - Activities promoting hygiene and exercise
   - First aid practices demonstrated/learnt

5. **Mental Health & Stress Management**
   - Workshops attended on emotional well-being, coping skills, or meditation
   - Reflections on strategies applied personally or in classroom context

6. **Integration into Education**
   - Lesson plans showing how health/wellness themes can be embedded in teaching
   - Sample activities for school health programmes

7. **Community Engagement**
   - Participation in wellness clubs, outreach programmes, or health awareness campaigns
   - Reflection on impact and student-teacher role

8. **Summary & Conclusion**
   - Key insights about promoting holistic wellness among students
   - Recommendations for sustainable wellness practices in schools

9. **Annexures**
   - Posters, charts, photographs of events
   - Sample lesson plans or survey questionnaires

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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

The course Understanding of Self (1 Credit, 16 Hours, 25 Marks) is designed to enable student-teachers to reflect on their identity, values, emotions, strengths, and areas for growth. It aims to develop self-awareness, self-confidence, and a positive attitude essential for both personal and professional growth as teachers. The course emphasizes building self-concept, self-esteem, life skills, and an integrated personality through orientation sessions, group-based activities such as SWOT analysis, discussions, debates, and creative tasks, followed by reporting and reflective diary writing. Assessment is based on participation, report writing, and reflection, with a focus on fostering continuous self-exploration and holistic development.

Course Objectives

To enable the student teacher:

1. To develop self-awareness among student-teachers regarding their identity, strengths, and areas for growth.

2. To foster emotional intelligence, values, and positive attitudes necessary for personal and professional life.

3. To encourage reflective practices for enhancing self-confidence and self-expression.

4. To enable student-teachers to systematically document their academic, practical, and co-curricular achievements.

5. To promote the use of portfolios as a tool for self-evaluation, professional development, and continuous learning.

6. To prepare student-teachers to integrate personal growth with professional competencies in teaching.

Course Learning Outcomes (CLOs)

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

1. Reflect critically on their self-identity, emotions, values, and interpersonal relationships.
2. Apply self-awareness strategies (SWOT, reflection exercises) to enhance self-confidence and growth.
3. Demonstrate the ability to manage emotions and stress through reflective and practical activities.
4. Develop and maintain a systematic portfolio with records of assignments, practical work, exams, and reflections.
5. Showcase achievements, creative work, and professional competencies through portfolio presentation.
6. Evaluate personal and professional development using the portfolio as a reflective and assessment tool.

Course Content

A) Orientation and Activities

1. Orientation sessions: -

Theoretical inputs through lectures, symposiums, or panel discussions on: *(Any 2 to be selected)*

(at least 2 Orientation have to be organized)

- Self-concept and self-esteem
- Personality development
- Life skills and self-awareness
- Resume/Bio-data/CV writing

2. Activities (*Any 2 to be selected)* (at least 2 activities have to be organized)

- SWOT analysis
- Group discussions / Interviews
- Debates / Skits / Case studies
- Life stories, films, songs, or speeches
- Creative tasks: painting, drawing, craft.

B) Reporting & Reflection

- Report of orientation and activities
- Reflective diary on self as person and teacher

Guidelines for Implementation

- Conduct the course in small groups (12-14 students) to ensure active participation.
- Encourage sharing of personal experiences, peer discussions, and collaborative learning.
- Ensure balance between theoretical orientation (knowledge-based) and practical activities (experience-based).
- Flexibility may be allowed in selecting topics and activities as per local needs and available resources (with University approval).
- Continuous guidance should be provided by the teacher educator for reflection and report preparation.

Guidelines for Report Writing

Each student will prepare a practicum based on a brief report covering orientation, activities sessions along with self-reflections.

Format of Report of Orientation

1. Introduction: Purpose and overview of the course.
2. Objectives of the Practicum
3. Rationale / Need of Understanding of self
4. Course Orientation: Summary of topics covered, key learnings of session
5. Orientation Sessions Report: Description of selected orientation, personal involvement, group interaction.
6. Reflection Diary:
   - Understanding of self as a person (values, emotions, strengths, areas for growth).
   - Understanding of self as a teacher (professional role, confidence, attitude).
   - SWOT analysis and personal insights.
   - Learning outcomes and impact on personality development.
7. Conduction/actively participated Photography/illustration
8. Opinion
9. Future directions for self-improvement.
10. Overall experience

Assessment (25 Marks):

Sr. No.	Particulars	Marks
I	Participation in Orientation	10
II	Report writing	10
III	Reflective diary	05
Total		**25**

Format of Report of Activities

1. Introduction – Purpose and importance of "Understanding of Self."

2. Objectives of the Practicum

3. Rationale / Need of selected activities

4. Activities Conducted – Brief description of activities (self-introduction, SWOT analysis, reflection exercises, etc.).

5. Personal Reflections – Insights gained, changes in perception, challenges faced.

6. Learning Outcomes – Key skills, attitudes, and awareness developed.

7. Conduction/actively participated Photography/illustration

8. Opinion

9. Future directions for self-improvement.

10. Overall experience and

Assessment (25 Marks):

- Participation in activities – 10 Marks
- Report writing – 10 Marks
- Reflective diary – 5 Marks

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BED108 B) Portfolio development
(Credit 1; 15 hours; 25 Marks)

Course Summary

This course familiarizes student-teachers with portfolio and e-portfolio development as tools for reflection, assessment, and professional growth. It emphasizes systematic collection and presentation of academic, practicum, and co-curricular evidence. Through documenting lesson planning, teaching-learning activities, assessment records, professional development, and reflective notes, student-teachers develop ICT skills, reflective habits, and teaching competencies essential for assessment, viva, and future careers.

Course Objectives

To enable the student teacher:

1. To understand the concept, purpose, and significance of portfolio and e-portfolio in teacher education.
2. To explore the types of portfolios and their role in professional documentation and growth.
3. To familiarize with the process of portfolio development – planning, collection, organization, reflection, presentation, and revision.
4. To compile records and evidence of teaching-learning activities, practicum, and professional development.
5. To develop skills in reflection, self-evaluation, and professional goal setting.
6. To prepare and present a physical and digital portfolio to demonstrate teaching competencies and continuous professional growth.

Course Learning Outcomes (CLOs)

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

1. Explain the concept, need, and importance of portfolio and e-portfolio.
2. Identify and differentiate between types of portfolios (physical, digital, developmental, reflective, showcase).
3. Apply the steps of portfolio development in compiling and organizing evidence of Semester I activities.
4. Prepare a student-teacher's portfolio including lesson plans, assessment records, ICT-based tasks, EPC activities, and reflective notes.

5. Write reflective journals and self-evaluations demonstrating personal and professional growth.

6. Present a systematic, creative, and professional portfolio in both physical and e-format for assessment and viva.

Course content

This course is divided into two parts:

I. **Orientation to Portfolio development** and

II. **Activity**. - **Development of Portfolio**

I: Orientation – Portfolio Development

1. **Introduction to Portfolio**

    *   Concept, meaning, and definition of portfolio and e-portfolio.
    *   Types: Physical and e-Portfolio; differences between them.
    *   Student-Teacher's Portfolio: concept, purpose, and components.
    *   Purpose and importance of e-Portfolio in teacher education.
    *   e-Portfolio in the context of NEP 2020: concept, need, and significance.

2. **e-Portfolio Development**

    *   Platforms/Tools for creation: Google Sites, WordPress, Canva, PPT/PDF, Mahara.
    *   Process of development: Planning → Collection → Selection → Organization → Reflection → Documentation → Presentation → Revision.

3. **Components of Physical and e-Portfolio**

    1) Personal Information & Teaching Philosophy.
    2) Academic & Professional Information (qualifications, certificates, workshops).
    3) Reflective Notes (experiences, strengths, challenges, improvements).
    4) Professional Growth Evidence (research, workshops, achievements).
    5) Conclusion & Future Goals.
    6) Records of Enhancing Professional Capacities.
    7) Records of Core & Specialized Courses – Practicals, CCE, Internal Examinations.
    8) Records of Constructivist Teaching-Learning (Microteaching, Integration & Simulation, Digital Teaching Skills, Practice Teaching, Internship).
        Lesson Plans, Teaching-Learning Materials, Digital Lessons, ICT Integration.
    9) Appendices (sample scanned documents, photos, videos, certificates of related activities).
    10) All Physical Documents related to Semester

4. **Presentation and showcasing of e-Portfolio**

- Organizing systematically with clarity and coherence.
- Using multimedia and ICT tools for effective presentation.
- Demonstrating reflective growth and professional competencies.

Part II: Activity – Portfolio Development

1. **Portfolio Creation**
   - Prepare a physical portfolio file with cover page and index.
   - Create a basic e-Portfolio (Google Sites / WordPress / PPT-to-PDF).

2. **Organize Evidence**
   - Insert lesson plans, ICT assignments, reflections, and activity reports.
   - Upload scanned certificates, photos, and digital content.

3. **Reflection Writing**
   - Write reflective notes for each section (learning, challenges, improvements).

4. **Submission of Portfolio-** Submit both:
   - Physical Portfolio (file format).
   - e-Portfolio link or PDF (digital format).

5. **Showcasing**
   - Present the portfolio (physical + digital) before peers/mentors.
   - Highlight reflective growth, professional competencies, and achievements.

Guidelines for Portfolio Development

For Teacher Educators

1. Orientation: Explain the concept, purpose, and types of portfolios with examples.
2. Integration: Link portfolio work with other B.Ed. courses (lesson planning, ICT, EPCs, reflective journals).
3. Format: Provide a standard portfolio template (cover page, index, sections, appendices).
4. Reflection: Emphasize reflective writing over mere documentation.
5. Digital Skills: Encourage parallel e-portfolio preparation using Google Sites, WordPress, Canva, or PPT-to-PDF.
6. Review: Conduct periodic checks, give feedback, and organize peer-review sessions.
7. Assessment: Use appropriate tool of evaluation focusing on completeness, reflection, organization, and creativity.

For Student-Teachers

1. Purpose: Treat the portfolio as evidence of your professional journey and growth.
2. Planning: Outline the structure in advance (physical + e-portfolio).

3. Core Components: Include lesson plans, TLMs, ICT-based tasks, assessment records, EPC activity reports, reflections.

4. Organization: Arrange systematically with titles, subsections, neat layout.

5. Reflection: Write about strengths, challenges, improvements, and future goals.

6. Professionalism: Use formal language, maintain originality, ensure confidentiality.

7. Regular Updates: Add evidence and reflections weekly, not at the last moment.

8. Presentation: Be confident in showcasing your portfolio during assessment/viva.

9. Show all the records in both Physical (file format) and e-Portfolio link or PDF (digital format).

The course will be evaluated out of **100 marks (Internal evaluation),** which will be consolidated to **25 marks**.

SEMESTER II

BED201 LEARNING AND TEACHING

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

Course Objective:

To enable the student teacher:

1. To develop an in-depth understanding of various learning theories and their practical implications in teaching.

2. To explore the role of individual differences and cultural perspectives in the learning process, including Indian philosophers' contributions.

3. To analyze classroom management strategies that promotes a positive and inclusive learning environment.

4. To examine foundational principles of teaching including teaching skills, planning, and technology integration.

5. To understand effective teaching strategies through principles, models, and maxims of teaching.

6. To appreciate teaching as a profession and the role of continuous professional development in line with NEP 2020.

Course Learning Outcomes (CLOs):

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

1. Demonstrate a clear understanding of the meaning, process, and nature of learning by identifying various learning theories from both Western and Indian perspectives.

2. Compare multiple psychological theories of learning such as classical conditioning, operant conditioning, cognitive, and observational learning, and relate them to real classroom behavior and instruction.

3. Recognize diverse learner preferences (visual, auditory, kinesthetic, reading/writing) and adapt teaching strategies accordingly for inclusive classroom practice.

4. Distinguish between different types of learning contexts – formal, informal, and non-formal – and describe how each influences instructional approaches.

5. Explain the educational philosophies of Indian thinkers like Sri Aurobindo, Krishnamurti, and D.S. Kothari and relate their views to modern classroom practices.

6. Apply key ideas from constructivist theories, including cognitive and social constructivism, to classroom planning and management, with an emphasis on concept and mind mapping.

7. Design learning environments that support brain-based and micro-learning strategies to foster active and sustained engagement among students.

8. Organize and manage diverse classroom settings effectively by addressing multilingualism, inclusive practices, and the needs of children with special needs.

9. Articulate a personal teaching philosophy grounded in sound pedagogical principles and reflective of effective and ethical teaching practices.

10. Develop and apply micro-teaching skills and integrate digital tools and strategies in planning annual, unit, and lesson plans suited for 21st-century classrooms.

11. Identify and respond to students' learning difficulties through diagnostic testing and by preparing targeted remedial strategies that improve academic outcomes.

12. Evaluate various teaching models and methods, including team and reflective teaching, and participate in ongoing professional development in alignment with NEP 2020 guidelines

Unit 1: Learning Theories and Instructional Strategies   **Credit 1**

1.1   Understanding of learning: - A) Meaning and Nature of learning B) Process of learning

1.2   Psychological perspective: - Classical conditioning, Operant conditioning Learning through observation and imitation, Cognitive learning.

1.3   Factors affecting learning: - Individual Environmental, Maturation, Motivation, Intelligence Memory, Imagination, Interest, Attention, Fatigue.

1.4   Ways of learning Based on intent or context: - Formal learning, informal learning, non-formal learning,

- Learning curve.
- Transfer of learning: - concepts and types.
- Implication for teaching.

1.5   Traditional theories of learning by: -

- Thorndike 2. Pavlov 3. Skinner 4. Kohler
- Implications of these theories for teaching.

1.6   Indian perspectives of learning: -

- Sri Aurobindo: - Integral education and fivefold development.
- Jiddu Krishnamurti :- Learning through awareness.

- D.S. Kothari: - learning for national development.

Unit2: Learning Environment and Classroom Management   **Credit 1**

2.1   Dual coding theory: Pavio

Implications of the theory for learning. Role of teacher and role of learner.

2.2   Theory of Constructivism: -

- Cognitive Constructivism (concept and features)
- Social Constructivism (concept and features)
- Concept mapping and Mind mapping
- Characteristics of a Constructivist classroom.

2.3   Implications of Constructivism for teaching.

2.4   A) Brain based learning

       B) Micro learning Strategies and skills.

2.5   Creating a conducive learning environment in classroom management.

2.6   Handling diversity in the classroom: -Multilingual, Multicultural diverse needs.

Unit 3: Foundation of Teaching   **Credit 1**

3.1   Concept of the teaching: -Meaning, Definition of teaching.

3.2   Teaching as a Process.

- Principles and practices of teaching.
- Effective teaching strategies.
- Use of technology in the teaching.

3.3   Micro teaching skills: -Meaning, definitions and practices.

3.4   Technology based Teaching: -Needs and importance of Annual plan, Unit plan, Lesson plan, Digital lesson plan.

3.5   Reflective Teaching and Professional Development:

- Meaning and importance of reflective teaching
- Tools for reflection (teaching journal, peer feedback)
- Continuous professional development

3.6   Integration of NEP 2020 in Teaching Practices:

- Key features relevant to school teaching
- Emphasis on experiential, holistic, and multidisciplinary learning
- Teacher autonomy and accountability

Unit 4: Effective Teaching and Teacher Development in the context of NEP 2020

      Credit 1

4.1 Concept of Effective Teaching: -Meaning and definitions, criteria of effective teaching with learner's understanding levels.

4.2 Perspectives of teaching: - A) Maxims of teaching B) Principles of teaching

4.3 Models of teaching: - Concepts, features, families and implications for the classroom.
- Advance Organizer Model.
- Concept Attainment Model.
- Inquiry Training Model.
- Jurisprudential Inquiry Model.

4.4 Types of Teaching: -
- Team teaching - Concept and implications for teaching.
- Interactive Teaching: Concept and implications for teaching.

4.5 Teaching as a noble profession.

4.6 Professional development program for teacher (NEP 2020 Requirement)

Practical: (Any one from the given list)

1. Conduct a classroom experiment to demonstrate a traditional learning theory, documenting the process, student responses, and teaching reflections.

2. Design a constructivist classroom plan using a concept or mind map, detailing layout, resources, teacher role, and inclusive strategies.

3. Design and Implementation of Micro-learning Strategies for Targeted Skill Development and write a report. Suggested Formats: Micro Video Lesson (2–5 minutes explaining a concept), Interactive Quiz, Digital Flashcards Explainer Slides, One-Minute Teaching Talk (live or recorded)

4. Design and Implementation of Models of Teaching Based Digital Lesson Plan for Effective Learning.

Assessment: (Course related practical, CCE activity, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

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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 understand the Concept and process of evaluation.
2. To develop the skill in preparing, administering and interpreting the achievement test.
3. To understand and use different techniques and tools of evaluation for learning.
4. To comprehend the process of assessment for learning.
5. To develop skills necessary to compute basic statistical measures to assess the learning.
6. To comprehend the new trends in Evaluation.

Course Learning Outcomes (CLOs):

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

1. Differentiate between measurement, assessment, and evaluation in education, and explain their interrelationships in the teaching-learning process.
2. Construct educational objectives and learning outcomes, and align them with appropriate instructional strategies and evaluation methods.
3. Apply Revised Bloom's Taxonomy and R. H. Dave's taxonomy to formulate instructional objectives across cognitive, affective, and psychomotor domains.
4. Explain the key characteristics of educational measuring tools.
5. Demonstrate the use of appropriate evaluation tools and techniques.
6. Construct, apply, and critically assess various quantitative and qualitative assessment tools.
7. Explain the objectives and need for assessment, the significance of assessment for learning, and differentiate between the assessment of cognitive, affective, and performance domains of learning.
8. Apply self-assessment and peer-assessment strategies effectively and develop and maintain assessment records such as learner profiles, rubrics, and cumulative records based on their structure, purpose, and usage.
9. Critically examine recent reforms in educational assessment, including CCE, CBCS, open book exams, online assessments, and on-demand exams, and assess their implications for teaching and learning processes.

10. Explain and apply measures of central tendency (mean, median, mode) and measures of variability (quartile deviation, standard deviation) to interpret assessment data effectively.

11. Interpret and utilize percentile ranks and Spearman's rank correlation coefficient to analyse student performance and relationships between assessment variables.

12. Construct and interpret graphical representations of data (histogram, frequency polygon) and explain the concept, properties, and uses of the normal probability curve in educational assessment.

Unit 1: Concept and Process of Evaluation   **Credit 1**

1.1   Measurement, Assessment and Evaluation in Education – Concept & 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 & 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

4.1 Measures of Central Tendency: Mean, Median, Mode (Meaning, Computation, Characteristics, and Uses)

4.2 Measures of Variability: Range, Quartile Deviation, Standard Deviation (Meaning, Computation, Characteristics, and Uses)

4.3 Percentile and Percentile Rank (Meaning, Characteristics, and Uses)

4.4 Co-efficient of correlation by Spearman's Rank Difference method (Meaning, Computation, Characteristics, and Uses)

4.5 Graphical representation of data: Histogram, Frequency polygon and Pie Chart (Concept, characteristics and uses only)

4.6 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 a Portfolio / Profile / Evaluation Rubric 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)

Assessment: (Course related practical, CCE activity, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

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BED203 INDIAN KNOWLEDGE SYSTEMS IN EDUCATION

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

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Course Objectives:

To enable the student teacher:

1. To understand the foundational concepts, meaning, and significance of Indian Knowledge Systems (IKS).

2. To explore the various dimensions of IKS including philosophical, spiritual, scientific, literary, ecological, and sociological.

3. To analyse the relevance and integration of IKS perspectives in contemporary education.

4. To apply IKS principles in the context of secondary and higher secondary education, including curriculum and school practices.

5. To appreciate the holistic nature of IKS in teacher development, pedagogy, and assessment.

6. To promote value-based, ethical, and culturally rooted education in alignment with IKS traditions.

Course Learning Outcomes (CLOs):

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

1. Define the meaning, core principles, and philosophical foundations of the Indian Knowledge System (IKS), highlighting its unique indigenous worldview.

2. Analyse the significance of IKS in the context of NEP 2020 and explain how traditional knowledge systems contribute to contemporary education and nation-building.

3. Apply the Panchakosha framework in educational settings to promote the holistic development of learners and create strategies for integrating it into classroom pedagogy.

4. Summarize philosophical and spiritual teachings from the Vedas, Upanishads, Bhagavad Gita, and Buddhist–Jain texts, and relate them to personal and social development.

5. Evaluate the literary and moral teachings of Indian saints and explore the cultural and artistic knowledge traditions that foster ethical and value-based education.

6. Identify scientific, mathematical, health, and pedagogical knowledge in Indian traditions and propose ways to incorporate them into school curriculum and classroom practices.

7. Demonstrate integration of IKS-based concepts into academic subjects and life skills to create meaningful and contextually relevant learning experiences.

8. Design school routines, co-curricular activities, and value education programs that reflect IKS practices and promote community participation.

9. Develop IKS-based project ideas and critically examine the role of schools in preserving, promoting, and overcoming challenges in integrating IKS.

10. Critically reflect on the Guru–Shishya tradition and the concept of *Shishyāgraṇī* to understand the teacher's ethical role and leadership responsibility.

11. Design contextual teaching-learning resources and assessment tools rooted in IKS to support experiential, value-oriented learning in classrooms.

12. Engage in personal reflection and experiential learning through IKS frameworks to enhance professional identity, social commitment, and lifelong learning.

Unit 1: Foundations of The Indian Knowledge System (IKS)   **Credit 1**

1.1 Indian Knowledge System (IKS): Conceptual Understanding: Definition, meaning, and philosophical basis of IKS; core principles, key features, and unique perspectives of indigenous knowledge traditions.

1.2 Significance and Sources of IKS: Need for revisiting IKS in contemporary education; importance in nation-building; primary and secondary sources including oral traditions, texts, practices, and community knowledge.

1.3 Indian Knowledge System and National Education Policy 2020: Alignment of NEP 2020 with IKS principles; policy initiatives promoting traditional knowledge and value-based education.

1.4 Panchakosha Framework: Concept and Educational Significance: Overview of the five sheaths (koshas) as per Taittiriya Upanishad; their relevance to human development and ancient Indian psychology.

1.5 Panchakosha and Holistic Development of the student: Application of the Panchakosha model in addressing physical, mental, emotional, intellectual, and spiritual dimensions of student development.

1.6 Integrating Panchakosha into the Teaching-Learning Process: Strategies for embedding Panchakosha-based pedagogy into school curriculum and classroom practices for fostering holistic education.

Unit 2: Key Domains of Indian Knowledge System (IKS) in School Education   **Credit 1**

2.1 Philosophical and Spiritual domain: Basic concepts from the Vedas, Upanishads, Bhagavad Gita, Buddhist, and Jain texts that promote self-knowledge, discipline, and harmony.

2.2 Language, Literature, and Moral domain: Teachings of Indian saints like Adi Shankaracharya, Kabir, Guru Nanak Dev Ji, Sant Dnyaneshwar, Sant Tukaram, and Swami Vivekananda that promote unity, values, and wisdom through poetry and local languages.

2.3 Science and Mathematics domain: Ancient Indian knowledge in astronomy, Vedic mathematics, and early technologies that can support innovative and practical learning.

2.4 Health and Wellness domain: Concepts from Ayurveda (*Charaka Samhita*, *Sushruta Samhita*), Yoga, and holistic health practices that support physical and mental well-being in education.

2.5 Culture and Arts domain: Learning from Arthashastra, Natya Shastra, folk traditions, oral storytelling, festivals, and local community knowledge to connect students with their heritage.

2.6 Pedagogy and Values in Indian Tradition: Traditional teaching methods like storytelling, questioning, Gurukul practices-Agama, Swadhyay, Pravachan, Vyavahar, and value-based learning. Focus on ethics, respect, and experiential learning in classrooms.

Unit 3: Application of IKS in School Education **Credit 1**

3.1 Integration of IKS in school subjects: Mathematics, Science, Language, Social science

3.2 Integration of IKS in school routine: morning assembly, co-curricular and extra-curricular activities such as festivals and day celebration.

3.3 Inculcation of life skills through IKS

3.4 Practices of IKS for value education

3.5 IKS based projects for School education. Integrating IKS approaches in lesson planning.

3.6 Role of Indian schools for preserving and promoting IKS and challenges in integrating IKS.

Unit 4: Indian Knowledge System (IKS) for the Holistic Development of the Teacher

Credit 1

4.1 Guru–Shishya Tradition and the Ethos of Teaching: Exploration of the Guru–Shishya Parampara with focus on the teacher as a moral exemplar; understanding the professional roles, responsibilities, and ethical conduct of the teacher in the Indian context.

4.2 Shishyāgraṇī: Nurturing future teachers from among learners: Conceptual understanding of leadership development in students; identifying and mentoring emerging teachers within the learner community through IKS-inspired practices.

4.3 IKS and Resource Development: Design and development of contextual teaching-learning resources grounded in IKS frameworks.

4.4 Assessment Practices in IKS-Informed Classrooms: Critical examination of indigenous assessment methods, formative feedback, holistic evaluation, and alternative assessment tools informed by Indian epistemologies.

4.5 Teacher's Commitment to Social Responsibility and Nation-Building: Understanding the teacher's role in fostering social cohesion, cultural continuity, and contributing to national development through value-oriented education.

4.6 Critical Reflections and Personal Growth through IKS Engagement: Reflective practices to derive insights from experiential learning with IKS; fostering self-awareness, professional identity, and continuous growth as an educator.

Practical: (Any one from the given list)

1. Develop a subject-specific lesson plan (any subject) incorporating a concept from IKS (e.g., use of nature metaphors in teaching science or ethics from the Gita in value education).

2. Design one teaching-learning aid (poster, flashcard set, storytelling script, or activity plan) using IKS concepts (e.g., Panchakosha model, local folklore, seasonal rhythms).

3. Create a short module integrating values from Indian texts (e.g., Bhagavad Gita or Dnyaneshwari) that promote national integration.

4. Design a project for school students rooted in IKS that supports local heritage, environment, or social equity.

Assessment: (Course related practical, CCE activity, Written Exam, University Exam)

Select appropriate Pedagogical Approaches and Modes of Transaction for the course from the list given in the syllabus.

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English:

1. Raman, V. V. (2001). *Science and Indian tradition: When Einstein met Tagore*. *Zygon®, 36*(3), 507–519. https://doi.org/10.1111/0591-2385.00382

2. Nair, R. G. (2016). *Indian Knowledge Systems: A Conceptual Framework*. New Delhi: IGNCA.

3. Mukherjee, R. (2019). *Integrating Indian traditional knowledge in school curriculum: An imperative. Educational Quest: An International Journal of Education and Applied Social Sciences, 10*(3), 191–197. https://doi.org/10.30954/2230-7311.03.2019.3

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5. NCERT. (2021). *Indian Knowledge Systems (IKS): Curriculum Sourcing Manual for School Education*. New Delhi: National Council of Educational Research and Training.

6. Rao, S. R. (2005). *Indian heritage and culture*. New Delhi: Bharatiya Vidya Bhavan.

7. Kak, S. (2003). *The nature of ancient Indian knowledge. Indian Journal of History of Science, 38*(1), 1–20.

8. Nadkarni, M. V. (2016). *The Bharatiya way to knowledge: An outline of Indian epistemology. Journal of Human Values, 22*(1), 25–38. https://doi.org/10.1177/0971685815618572

9. Balasubramanian, R. (Ed.). (2001). *History of science, philosophy and culture in Indian civilization: Volume II Part 2 — Philosophy of science, philosophy and culture in historical perspective*. New Delhi: Centre for Studies in Civilizations.

10. Ministry of Education, Government of India. (2021). *Introduction to Indian Knowledge System: Concepts and Applications*. New Delhi: AICTE. *(Official foundational text introducing key concepts of IKS under NEP 2020.)*

Marathi:

1. देशपांडे, पी. बी. (2012). *भारतीय तत्त्वज्ञानाचा इतिहास*. पुणे: पॉप्युलर प्रकाशन.

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(Marathi translation of the official text introducing IKS under NEP 2020.)

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<u>Practicing for Constructivist Teaching Learning</u>

BED204 TEACHING COMPETENCY-II:
PRACTICE LESSONS (6 Lessons)

Credits:02   **Hours: 30**   **Marks (Int.50+Ext.00): 50**

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<u>Course Objectives</u>

To enable the student teacher:

1. To Plan and organize effective lesson plans in alignment with curriculum, learning outcomes, and students' needs.

2. To Apply suitable teaching methods, strategies, and resources: deliver subject content in a meaningful and learner-cantered way.

3. To Develop classroom management and communication skills: ensure an interactive, disciplined, and inclusive learning environment.

4. To Use assessment tools (oral, written, rubrics, observation): evaluate learners' progress and provide constructive feedback.

5. To Integrate teaching-learning materials (TLMs) and ICT tools: make lessons more engaging, innovative, and effective.

6. To Demonstrate reflective and professional practices: by analysing teaching performance, adapting for diverse learners, and upholding ethics and values of the teaching profession.

<u>Course Learning Outcomes (CLOs)</u>

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

1. Design and present structured lesson plans aligned with curriculum and specific learning outcomes.

2. Implement learner-cantered teaching strategies using appropriate methods and resources in classroom situations.

3. Demonstrate classroom management and communication skills to create an interactive and inclusive learning environment.

4. Apply a variety of assessment tools to measure student learning and provide meaningful feedback.

5. Utilize TLMs and ICT effectively to enhance teaching-learning processes and student engagement.

6. Reflect on teaching practices to improve performance, adapt for diverse learners, and maintain professional ethics.

Guidelines for Implementation

1. Each student teacher will give 6 class-room lessons as far as possible equally distributed in the two school subjects but not less than 2 lessons per school subject.

2. These lessons are to be given in the secondary school i.e. Std VI to X. However, those who want to specialize for higher secondary classes may give not more than three lessons at the higher secondary level.

3. Marks calculated out of 50 are to be given to these practice lessons.

Guidelines for Journal/ Lesson Note/ Report Writing –

A lesson note is a systematic record of what a teacher intends to teach in a particular lesson. It serves as a roadmap for effective teaching and learning Teacher educators and student teachers may refer below points for preparing Lesson Note by using Herbart's "Panchpadi".

1. General Information

2. Instructional Objectives (Learning Outcomes)

3. Instructional Materials / Teaching Aids

4. Entry Behaviour / Previous Knowledge

5. Introduction (Set Induction)

6. Lesson Presentation (Main Body)

7. Evaluation / Assessment

8. Conclusion

9. Assignment / Homework

Assessment through Rubrics- (Criteria for Assessment)

With following 10 criteria, you can build a comprehensive rubric for classroom assessment that covers knowledge, skills, participation, and values.

- Understanding of Content – Accuracy and depth of subject knowledge.
- Application of Knowledge/Skills – Ability to use knowledge in solving problems or completing tasks.
- Participation & Engagement – Involvement in discussions, activities, and teamwork.
- Critical Thinking & Problem-Solving – Ability to analyse, evaluate, and create solutions.
- Creativity & Innovation – Originality and imagination in responses or work.

- Communication Skills – Clarity, confidence, and organization of ideas (oral/written).

- Collaboration/Teamwork – Ability to work respectfully and effectively with peers.

- Use of Resources/Tools – Effective use of textbooks, ICT, or other learning aids.

- Completion of Tasks/Assignments – Accuracy, timeliness, and effort shown.

- Attitude & Responsibility – Punctuality, discipline, willingness to learn, and accountability.

References

English:

1. Arends, R. I. (2014). *Learning to teach* (10th ed.). McGraw-Hill Education.
2. Borich, G. D. (2019). *Effective teaching methods: Research-based practice* (9th ed.). Pearson.
3. Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). Pearson Education.
4. Killen, R. (2016). *Effective teaching strategies: Lessons from research and practice* (7th ed.). Cengage Learning.
5. Richards, J. C., & Bohlke, D. (2011). *Creating effective language lessons*. Cambridge University Press.

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1. ढगे, एस. बी. (2020). *शिक्षण व मूल्यांकन तंत्र*. नागपूर: विद्या प्रकाशन.
2. गांगुर्डे, डी. एन. (2019). *शैक्षणिक मूल्यमापन*. पुणे: नूतन प्रकाशन.
3. कांबळे, एस. एस. (2021). *शैक्षणिक उद्दिष्टे व ब्लूम्स वर्गीकरण*. कोल्हापूर: सूरज प्रकाशन.
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BED205 TEACHING COMPETENCY-III: INTRODUCTION TO INTERNSHIP (4 Weeks)

Credits:02   **Hours: 30**   **Marks (Int.50+Ext.00): 50**

Course Objectives

To enable the student teacher:

1. To get an opportunity to observe and analyze the teaching methods, strategies, and classroom management practices of experienced school teachers.

2. To develop well-structured lesson plans under the guidance of school teachers, aligning them with curriculum requirements and students' learning needs.

3. To observe, record, and understand the organization of co-curricular and extracurricular activities conducted in the school.

4. To assist the school teacher in daily academic and administrative responsibilities, thereby gaining practical exposure to the teacher's role.

5. To conduct lessons independently in real classroom situations by applying appropriate teaching methods, strategies, and teaching-learning materials (TLMs).

6. To cultivate reflective and professional practices by analyzing one's own experiences during observation, assistance, and teaching.

Course Learning Outcomes (CLOs)

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

1. Prepare and deliver structured lesson plans effectively in real classroom situations.

2. Apply pedagogical theories, methods, and strategies appropriately in school teaching practice.

3. Demonstrate classroom management and organizational skills to maintain a disciplined and learner-friendly environment.

4. Use teaching-learning materials (TLMs) and ICT tools to make lessons interactive and engaging.

5. Employ varied assessment techniques (oral, written, rubrics, observation) to evaluate student learning and provide feedback.

6. Reflect on teaching practices and interactions to improve performance while upholding professional ethics and values.

Guidelines for Implementation:

This course focuses on student teachers' Engagement with the field. The aim is to develop in the students perspectives about education, professional capacities, teacher sensibilities and skills. It also will help student teachers realize the necessity to cater to the diverse needs of the learner.

In the introduction to the Internship the student teacher will complete the following activities:

1. Observation of 4 lessons of experienced school teachers preferably two of each school subject.
2. Develop 4 lesson plans to cater to the diverse needs of the students preferably two of each school subject under the guidance of the school teacher.
3. Writing a report of the observed co-curricular and extracurricular activities organized in the school.
4. Writing an essay reflecting on the activities in which the student teacher has assisted the school teacher in his/her work.
5. Conduct of 2 lessons in the school classroom.

Marks calculated out of 50 are to be given to the Introduction to the Internship.

Note: Detailed planning of BED 205 will be done by the concerned Teacher Education Institute.

Guidelines for Journal/ Lesson Note/ Report Writing

A lesson note is a systematic record of what a teacher intends to teach in a particular lesson. It serves as a roadmap for effective teaching and learning. Teacher educators and student teachers may refer to the following points for preparing a Lesson Note by using Herbart's "Panchpadi".

1. General Information
2. Instructional Objectives (Learning Outcomes)
3. Instructional Materials / Teaching Aids
4. Entry Behaviour / Previous Knowledge
5. Introduction (Set Induction)
6. Lesson Presentation (Main Body)
7. Evaluation / Assessment
8. Conclusion
9. Assignment / Homework

Assessment through Rubrics- (Criteria for Assessment) Teacher Educator use following Criteria for Assessment:

A. Observation of Lessons

    1. Clarity of Note

    2. Completeness

    3. Focus on Objectives

    4. Teaching Methods Observed

    5. Learner Engagements

    6. Use of Teaching-Learning Materials (TLMs)/ICTs

    7. Classroom Management

    8. Assessment Practices Observed

    9. Reflective Insight

    10. Presentation of Report

B. Lesson Planning –

Student teachers may refer to the following points for preparing Lesson Note by using Herbart's "Panchpadi".

    1. General Information

    2. Instructional Objectives (Learning Outcomes)

    3. Instructional Materials / Teaching Aids

    4. Entry Behaviour / Previous Knowledge

    5. Introduction (Set Induction)

    6. Lesson Presentation (Main Body)

    7. Evaluation / Assessment

    8. Conclusion

    9. Assignment / Homework

C. Report on Co/Extra-Curricular Activities

    1. **Introduction & Context** – Clarity in describing the purpose, setting, and background of the activity.

    2. **Description of Activities** – Accuracy and completeness in reporting events and processes.

    3. **Organization & Structure** – Logical sequencing of ideas (beginning, middle, end).

    4. **Clarity of Expression** – Language, grammar, and presentation of the report.

    5. **Relevance to Educational Objectives** – Linking activities to learning outcomes or holistic development of learners.

6. **Participation & Involvement** – Clear mention of students', teachers', and community participation.

7. **Critical Reflection** – Analytical insight into effectiveness, challenges, and improvements.

8. **Inclusivity & Diversity** – Attention to participation of diverse learners (gender, ability, background).

9. **Use of Evidence/Examples** – Inclusion of observations, instances, or photographs (if allowed) to support the report.

10. **Conclusion & Recommendations** – Summary of outcomes and practical suggestions for future activities.

D. Reflective Essay –

1. **Clarity of Purpose** – Clearly states the aim and focus of the reflection.

2. **Connection to Experience** – Links personal teaching/assisting experiences with essay content.

3. **Depth of Reflection** – Goes beyond description to analyze strengths, weaknesses, and learning.

4. **Integration of Theory & Practice** – Connects classroom observations/teaching with pedagogical concepts.

5. **Critical Thinking** – Identifies challenges, alternatives, and possible improvements.

6. **Personal Insight** – Shows self-awareness and growth as a future teacher.

7. **Organization & Structure** – Well-sequenced essay with logical flow (intro–body–conclusion).

8. **Clarity of Expression** – Language, grammar, and overall readability.

9. **Use of Evidence/Examples** – Incorporates concrete experiences, incidents, or observations.

10. **Conclusion & Future Directions** – Summarizes learning and provides practical next steps for professional growth.

E. Lesson Delivery –

1. **Clarity of Objectives** – Communicates lesson aims clearly to students.

2. **Lesson Planning & Organization** – Follows a logical sequence, well-prepared structure.

3. **Content Knowledge** – Demonstrates subject mastery and accuracy.

4. **Teaching Methods & Strategies** – Uses appropriate, varied, and learner-centered methods.

5. **Classroom Management** – Maintains discipline, ensures smooth transitions, manages time effectively.

6. **Communication Skills** – Clear verbal/non-verbal communication, appropriate tone, language, and body language.

7. **Learner Engagement** – Encourages active participation, questioning, and interaction.

8. **Use of Teaching Aids/ICT** – Effective integration of TLMs, visuals, or digital tools.

9. **Assessment During Lesson** – Uses questioning, feedback, or other techniques to check understanding.

10. **Reflective & Professional Attitude** – Shows confidence, adaptability, inclusivity, and professional ethics.

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English:

1. Richards, J. C., & Farrell, T. S. C. (2011). *Practice teaching: A reflective approach*. Cambridge University Press.

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Marathi:

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2. ढगे, एस. बी. (2020). *शिक्षण व मूल्यांकन तंत्र*. नागपूर: विद्या प्रकाशन.

3. कांबळे, एस. एस. (2021). *शैक्षणिक उद्दिष्टे व ब्लूम्स वर्गीकरण*. कोल्हापूर: सूरज प्रकाशन.

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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**

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206 A) Educational Event Management

(Credit 1; 15 hours; 25 Marks)

Summary:

This course introduces the concept, scope, and importance of educational event management. It trains student-teachers in planning, organizing, executing, and reporting events. Activities include on-paper planning, team-based execution, and reflective reporting. Emphasis is placed on leadership, teamwork, communication, and problem-solving. Assessment covers theory, planning, execution, and report writing. The course builds confidence, creativity, and professional organizational skills.

Course Objectives

To enable the student teacher:
1. To understand the concept and significance of educational event management.
2. To develop skills required for planning, organizing, and conducting educational events.
3. To inculcate teamwork, leadership, and decision-making skills through event management activities.
4. To prepare student-teachers for real-life management of school/college-level programmes.
5. To encourage creativity, responsibility, and reflective practices in conducting events.
6. To understand evaluation and feedback mechanisms in educational event management.

Course Learning Outcomes (CLOs)

After completion of the course, student-teachers will be able to:
1. Explain the meaning, scope, and importance of educational event management.
2. Demonstrate the ability to plan and organize educational events systematically.
3. Work collaboratively in teams showing leadership and communication skills.
4. Design and execute small-scale events in school/college settings.

5. Apply reflective practices to evaluate the effectiveness of conducted events.

6. Develop creativity, confidence, and organizational skills for future professional roles.

Guidelines for Implementation

Distribution of the marks will be as follows:

Sr. No.	Particulars	Marks
I.	Theoretical perspective of educational event management	05
II.	On paper planning of an educational event	05
III.	Organizing, and conducting educational event	10
IV.	Report writing	05
Total		**25**

Unit-wise Syllabus

1. Conceptual Understanding – Introduction to educational event management: meaning, need, importance, and principles.

2. Planning Phase – Identification of event objectives, budgeting, logistics, task distribution, and scheduling.

3. Execution Phase – Roles and responsibilities of organizing team, communication, coordination, and problem-solving.

4. Evaluation & Reporting – Collecting feedback, preparing reports, reflecting on challenges, and suggesting improvements.

Guidelines for Journal/ Report Writing

1. Cover Page

- Title of the event
- Name of institution/college
- Date, time, and venue of the event
- Names of organizers/student-teachers involved
- Course details (BED206 – Educational Event Management)

2. Introduction

- Concept and significance of educational event management
- Objectives of the event
- Relevance of the event in educational context

3. Planning Phase

- Planning steps: task distribution, time schedule, budgeting, logistics

- Roles and responsibilities assigned to team members
- Expected outcomes of the event

4. Execution Phase

- Chronological description of the event (step-by-step)
- Details of activities conducted, resource use, participation, coordination
- Problems faced during execution and strategies adopted to resolve them

5. Conclusion

- Summary of overall experience
- Educational significance of such events for teachers-in-training
- Practical applicability in future professional roles

6. Annexures

- Programme schedule / Event brochure
- Invitation cards, certificates, and banners (if any)
- Photographs of event activities
- Feedback forms/questionnaires (sample)
- Any teaching-learning materials or charts used

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206B) Digital Initiatives for Education

(Credit 1; 15 hours; 25 Marks)

Summary:

This course familiarizes student-teachers with digital learning and MOOCs. It covers platforms like SWAYAM, DIKSHA, NPTEL, Coursera, and edX. Activities include portal exploration, MOOC enrolment, and reflective reporting. Students compile evidence such as notes, screenshots, and certificates in portfolios. The focus is on digital literacy, reflective practice, and lifelong learning. The course prepares teachers to integrate technology into classroom teaching.

Course Objectives

To enable the student teacher:

1. To acquaint pre-service teachers with the concept, scope, and significance of digital learning and MOOCs in education.

2. To develop awareness about major Indian and global digital initiatives such as SWAYAM, DIKSHA, NPTEL, Coursera, and edX.

3. To provide hands-on experience in enrolling, navigating, and participating in MOOCs and other digital platforms.

4. To enable learners to analyse the pedagogical features, design, and effectiveness of MOOCs and digital initiatives.

5. To encourage integration of MOOCs and digital initiatives into classroom practices for enhancing teaching and learning.

6. To promote reflective practice and lifelong learning habits through the use of digital initiatives for continuous professional growth.

Course Learning Outcomes (CLOs)

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

1. Explain the concept of digital learning and the role of MOOCs in education.

2. Identify and compare major Indian and global digital initiatives in education such as SWAYAM, DIKSHA, Coursera, and edX.

3. Demonstrate the ability to register, navigate, and participate in MOOCs by engaging with at least one online module.

4. Evaluate the structure, pedagogical features, and learner support mechanisms of MOOCs across different platforms.

5. Design and propose ways of integrating MOOCs and digital initiatives into classroom teaching and professional practice.

6. Reflect critically on their own learning experiences with MOOCs to plan for lifelong professional growth.

Guidelines for Implementation

- Compile all activities in your Portfolio in the prescribed order.
- Attach screenshots, notes, reflections, and evaluations wherever required.
- Ensure neat presentation, proper labelling of activities, and timely submission for assessment.

Instructions for Hands-on Activities

Activity 1: Exploring Digital Initiatives (SWAYAM/NPTEL/DIKSHA)

- Visit one of the portals (SWAYAM, NPTEL, or DIKSHA).
- Explore the homepage, available courses/resources, registration/login process, and support features.

- Prepare a brief note (1–2 pages) highlighting:
    1. Name of the portal and its purpose.
    2. Types of courses/resources available.
    3. Target users (teachers, students, professionals).
    4. Unique features (certification, language support, accessibility).

Activity 2: Enrolling in a Free MOOC

- Select a short free MOOC from SWAYAM, Coursera, or another platform.
- Complete the registration process and take a screenshot of successful enrolment.
- Attend at least 1–2 modules (videos, readings, or quizzes).
- Write a short reflection (200–250 words) on your learning experience, covering:
    1. Ease of access and navigation.
    2. Quality of content and presentation.
    3. Engagement (activities, quizzes, discussion forums).
    4. Usefulness for your professional development.

Activity 3: Reflective Report on MOOCs in Classroom Teaching

- Based on your exploration and experiences, prepare a reflective report (2–3 pages) on how MOOCs can supplement classroom teaching.
- Your reflection should include:
    1. Ways MOOCs can be used by teachers (lesson enrichment, flipped classroom, professional development).
    2. Benefits for students (self-paced learning, exposure to expert faculty, digital literacy).
    3. Challenges (internet access, motivation, digital divide).
    4. Your personal insights as a future teacher.

Guidelines for Journal/ Report Writing

i) Cover Page

- Title of the course (206B: Digital Initiatives for Education)
- Name of the student teacher
- Roll number
- Semester and Year

(iv) Index/Table of Contents

- List of activities, page numbers, and annexures.

(v) Introduction

- Brief overview of digital initiatives and MOOCs.
- Relevance of the course for student teachers.
- **Title of the Activity**
  - Mention the name/number (e.g., *Activity 1: Exploring Digital Initiatives*).
- **Objective of the Activity**
  - State in 2–3 lines why this activity was undertaken.
- **Procedure / Steps Followed**
  - Write the process you followed step by step (e.g., how you visited the portal, registered, or explored resources).
- **Observations / Findings**
  - Record the important points observed (features of the portal, types of resources, learning materials, support system).
- **Evidence**
  - Insert screenshots, notes, or any output as proof of completion.
  - Provide captions (e.g., *Screenshot 1: SWAYAM course homepage*).
- **Reflection / Learning Outcome**
  - Write a personal reflection in 1–2 paragraphs (200–250 words).
  - Mention:
  - What you learned.
  - How the activity is useful for you as a teacher.
  - Challenges faced and how you overcame them.

(vi) Conclusion

Overall understanding of digital initiatives and their role in teacher education.

(vii) Annexures

Screenshots, notes, certificates of completion, extra materials.

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BED207
Application of ICT and Digital Learning

Credits:02   **Hours: 30**   **Marks (Int.50+Ext.0): 50**

Course Objectives

To enable the student teacher:

1. To develop competency in using ICT tools for effective teaching–learning processes across different subjects.
2. To enhance skills in digital assessment and evaluation through the creation of online tests, rubrics, and e-portfolios.
3. To familiarize pre-service teachers with ICT-based administrative applications, such as record-keeping, timetable management, and reporting.
4. To cultivate abilities in classroom management using digital platforms, ensuring better collaboration, engagement, and monitoring.
5. To strengthen professional communication skills by using digital tools for interaction with students, parents, and stakeholders.
6. To promote reflective and innovative practices in digital pedagogy, encouraging teachers to critically analyse and integrate ICT in education.

Course Learning Outcomes (CLOs)

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

1. Demonstrate competency in using ICT tools to enhance teaching-learning processes across various subjects.
2. Create and implement digital assessments and evaluations using online tests, rubrics, and e-portfolios.
3. Apply ICT-based administrative applications for effective record-keeping, timetable management, and reporting.
4. Effectively manage classrooms using digital platforms to foster collaboration, engagement, and monitoring.
5. Utilize digital tools to strengthen professional communication with students, parents, and stakeholders.
6. Reflect on and innovate digital pedagogy practices, critically analyzing and integrating ICT in education to enhance learning outcomes.

Guidelines for Implementation:

Student teachers must use a range of digital technologies that are used in teaching, learning, assessment, administration, classroom management, and communication as part of this hands-on course on the application of ICT and digital learning. Every student teacher must complete the practical tasks given to them, either individually or in groups, create digital products (lesson plans, presentations, tests, reports, etc.), and keep accurate records of their work in a portfolio. Creativity, accuracy, and the proper pedagogical use of ICT technologies should be highlighted. The course assessment will include regular submission, peer sharing, and thoughtful observations on how well each tool functions within the classroom settings. Following is a list of activities that can be undertaken by the student teachers. Student teacher can complete any 10 activities from the list of activities given below. The list is tentative and can be modified as per local needs. (prior permission from university authority is needed if the practical activities outside the list are undertaken) Both the records- e- records (in appropriate file formats) and hard copies of the same. (Printouts/ handouts/ screenshots etc should be maintained as the proof of the practical work.)

Practical Activities for "Application of ICT and Digital Learning"

1. Digital Lesson Plan Preparation (MS PowerPoint / Google Slides / Canva)
   ➢ Prepare a multimedia-supported lesson plan integrating text, images, videos, and hyperlinks.
2. Creating Digital Storytelling (Animoto / Powtoon / Canva Video)
   ➢ Develop a short digital story to explain a concept in their subject (e.g., a science experiment, historical event).
3. Using Interactive Simulations (PhET, GeoGebra, Desmos, or Online Labs)
   ➢ Design an activity where students explore a concept using an online simulation.
4. Blended Learning Module (Google Classroom / Moodle)
   ➢ Prepare and Upload teaching materials (PPT, PDFs, videos) and design a blended lesson with online discussions and assignments.
5. Concept Mapping (Mind Meister / Coggle / XMind)
   ➢ Create a digital mind map of a unit to illustrate inter connected concepts.
6. Online Quiz/Test Creation (Google Forms / Kahoot / Quizizz)
   ➢ Design a formative assessment quiz and share with peers; analyse results with automated reports.
7. Digital Rubric Preparation (Rubistar / Google Sheets)

➤ Develop a rubric for assessing presentations or projects, and use it to evaluate peer work.

8. E-Portfolio Development (Google Sites / Mahara / Wix)

➤ Compile teaching materials, lesson reflections, and digital work samples into an e-portfolio for any one unit. .It should have at least 4-5 types of digital resources for any one unit of school subject.

9. Digital Timetable & Attendance Management (Excel / Google Sheets)

➤ Prepare an automated timetable and attendance register using spreadsheets with formulas.

10. Creating Student Data Records (MS Excel with Charts)

➤ Maintain a digital database of student performance and generate the result sheet that include simple functions as auto sum, percentage etc. prepare aga graphical presentation of the result.

11. Designing School Circulars & Certificates (MS Word / Canva / Publisher)

➤ Create professional-looking circulars, notices, or participation certificates for school events.

12. Using Learning Management Systems (Google Classroom / Edmodo)

➤ Create a mock classroom, upload resources, assign tasks, and monitor submissions.

13. Classroom Polling & Feedback (Mentimeter / Padlet / Slido)

➤ Conduct a live poll or feedback session on a classroom issue or topic.

14. Newsletter Creation (Canva / MS Publisher / Google Docs)

➤ Design a digital monthly class newsletter highlighting student activities, achievements, and announcements.

15. Professional Communication (Email & WhatsApp/Telegram Channels)

➤ Draft formal emails to parents and create a class communication group for information sharing.

(The list of tools given in the bracket is a suggestive list, student teachers can make use of any other latest technology tool for creating the document listed above.)

Guidelines for Journal/ Report Writing

1. Portfolio/Record Book: Each student must maintain a digital or physical record book/portfolio containing all practical activities completed during the course.

2. Activity Documentation: For every activity, include the title, objectives, tools/software used, procedure followed, and the final output (screenshots, links, or printouts).

3. Reflection Note: Add a brief reflection (4–5 sentences) after each activity, highlighting the learning experience and possible classroom applications.

4. Organization: Arrange activities in the order prescribed in the syllabus, with a proper index and page numbering for easy reference.

5. Presentation: Ensure neatness, clarity, and proper formatting in the record book; digital outputs should be well-labelled and dated.

6. Submission & Verification: Submit the completed record book/portfolio for periodic checking, and obtain the teacher's signature/remarks for each activity.

References

English:

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2. Roy, K., & Swargiary, K. (2023). *ICT revolutionizing education: A comprehensive study of information and communication technology in the Indian education system*. LAP Lambert Academic Publishing.
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BED208
A) Community engagement
B) Outreach activities

Credits:02   **Hours: 30**   **Marks (Int.50+Ext.0): 50**

208A) Community engagement

(Credit 1; 15 hours; 25 Marks)

Course Summary:

Community engagement means active participation of student-teachers with the local community to strengthen school–community linkages. It focuses on teamwork, collaboration, and creating meaningful partnerships with parents, elders, and organizations. Students plan, execute, and reflect on two activities with proper documentation and evidence. The goal is to develop sensitivity, leadership, and innovative practices that connect education with community life.

Course Objectives

To enable the student teacher:

1. To enable student-teachers to understand the concept and importance of community engagement in education.
2. To develop skills for planning, organizing, and participating in community-based activities.
3. To inculcate teamwork, collaboration, and reflective practices in engaging with communities.
4. To sensitize student-teachers towards social issues and community participation in schools.
5. To encourage creative initiatives for linking school with community life.
6. To prepare student-teachers for sustainable partnerships with community organizations.

Course Learning Outcomes (CLOs)

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

1. Explain the meaning, scope, and significance of community engagement in education.
2. Plan and organize activities that involve collaborative participation with communities.

3. Demonstrate teamwork, leadership, and communication skills while working with communities.

4. Reflect on personal experiences gained during community engagement activities.

5. Develop sensitivity towards local needs, resources, and cultural practices.

6. Design innovative activities to sustain school–community linkages.

<u>Guidelines for Implementation</u>

Each student-teacher has to complete two different community engagement activities (from the given list) in collaboration with local stakeholders. Before implementation, a brief plan with objectives, roles, and resources must be prepared and approved by the mentor. During execution, student-teachers should actively involve the community and maintain evidence such as photos, reports, or feedback. A final report must compile plans, activities, evidence, and reflections in a structured format.

Weightage: 1 Credit (25 Marks)

Distribution of the marks will be as follows:

Sr. No.	Particulars	Marks
I	Community engagement activity 1	10
II	Community engagement activity 2	10
III	Report writing	05
Total		**25**

Community engagement – Suggested Activities

1. **School–Community Health Club** – Student-teachers form a joint club with parents and local health workers to promote hygiene and nutrition.

2. **Participatory Yoga Sessions** – Conduct yoga workshops where both student-teachers and community members practice and share techniques.

3. **Community-Led Clean School Campaign** – Jointly plan and implement school cleanliness drives with local panchayat/NGOs.

4. **Village Education Forum** – Organize discussions with parents, teachers, and elders on improving school attendance and learning outcomes.

5. **Peer Learning Circles** – Involving local educated youth and student-teachers to co-teach remedial classes.

6. **Local Art & Culture Integration** – Invite community members to co-create cultural/educational events with student-teachers.

7. **School Nutrition Garden Project** – Community and students collaborate to grow vegetables for mid-day meals.

8. **Digital Literacy Drive** – Train parents and elders in basic digital tools with help from student-teachers.

9. **Community Sports/Wellness Day** – Students and community plan games, sports, and wellness checks together.

10. **Participatory Action Research** – Student-teachers conduct research on community educational issues **with** local input and feedback.

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208 B) Outreach activities

(Credit 1; 15 hours; 25 Marks)

Course Summary:

   Outreach activities are efforts by student-teachers to reach out beyond classrooms to raise awareness and serve society. It emphasizes social responsibility, empathy, and addressing educational and social issues in communities. Each student must conduct two outreach programmes, document them, and submit a structured report. The focus is on leadership, communication, and contributing positively to community development**.**

Course Objectives

To enable the student teacher:

1. To enable student-teachers to understand the role of outreach in education and society.

2. To develop skills in organizing outreach programmes for creating social awareness.

3. To promote social responsibility and commitment among student-teachers.

4. To encourage leadership and communication skills through outreach activities.

5. To cultivate sensitivity towards marginalized sections of society.

6. To prepare student-teachers for contributing positively to community development.

Course Learning Outcomes (CLOs)

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

1. Explain the concept, scope, and importance of outreach activities in education.

2. Identify and organize outreach programmes relevant to social issues and educational needs.

3. Demonstrate leadership, communication, and organizational skills during outreach activities.

4. Reflect on experiences of conducting outreach programmes in schools and communities.

5. Exhibit social responsibility, empathy, and awareness towards community challenges.

6. Prepare reports and suggest improvements for future outreach initiatives.

Guidelines for Implementation

Each student must actively participate in two outreach activities (from the given list) with evaluation based on involvement, initiative, and impact. The outreach activities should be planned in consultation with faculty mentors and must align with institutional and community needs to ensure relevance and meaningful engagement. Students are required to maintain documentation and evidence (photos, participation certificates, testimonials, etc.) for assessment purposes. A detailed report must be submitted individually by each student including objectives, process, outcomes, and personal learning. The final assessment will be done by the faculty in charge, considering quality of participation, community benefit, and reflective report writing**.**

Distribution of the marks will be as follows:

Sr. No.	Particulars	Marks
I	Outreach activity 1	10
II	Outreach activity 2	10
III	Report writing	05
Total		**25**

Outreach activity – Suggested Activities

1. **Cleanliness Drive** – Student-teachers organize "Swachhata Abhiyan" in schools or villages.

2. **Health Awareness Rally** – Rally on hygiene, sanitation, or balanced diet for children.

3. **Tree Plantation Campaign** – One-day drive for environmental awareness.

4. **Blood Donation Camp** – Organized in collaboration with hospitals.

5. **Poster/Chart Exhibition** – On nutrition, hygiene, digital safety, or mental health.

6. **Street Play (Nukkad Natak)** – Performed by student-teachers on topics like child marriage, girl education, or anti-addiction.

7. **Distribution of Educational Material** – Donating books, notebooks, or learning aids to underprivileged children.

8. **First Aid Demonstration** – One-time session for students and parents.

9. **Health Check-up Camp** – Organize with medical practitioners for school children.

10. **Awareness Campaign on Digital Safety** – Leaflets, short talks, or exhibitions conducted by student-teachers in community spaces.

<u>**Guidelines for Journal/ Report Writing**</u>

1. Cover Page

- Title of the report (Community Engagement / Outreach Activity).
- Name of the student-teacher, class, roll number, college name, and academic year.
- Date, time, and venue.

2. Introduction

- Define what the activity was (Community Engagement / Outreach).
- Mention its purpose and relevance in teacher education.

3. Objectives of the Activity

- List 3–5 specific objectives (e.g., to promote hygiene awareness, to strengthen school–community linkages, to develop social responsibility, etc.).

4. Planning Stage

- Brief description of planning process.
- Details of:
  - Roles and responsibilities of student-teachers.
  - Resources/materials required.

5. Implementation / Execution

- Step-by-step description of how the activity was carried out.
- Mention methods used (demonstration, rally, workshop, street play, discussion, etc.).
- Duration of the activity.
- Involvement of stakeholders (teachers, parents, NGOs, health workers, etc.).

6. Participation & Evidence

- Number of participants (community members, students, teachers, etc.).
- Attach photographs, posters, leaflets, samples of material prepared.
- Testimonials, certificates, or feedback (if available).

7. Conclusion

- Summarize the overall experience and key learning experiences.

8. Annexures

- Attach extra documents like survey forms, feedback forms, or invitation letters.
- Photographs of activities

- Charts/posters prepared

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English:

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Marathi:

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BED209
Portfolio and Viva

Credits:02   **Hours: 30**   **Marks (Int.00+Ext.50): 50**

Course Summary

The course Portfolio and Viva enables student-teachers to consolidate academic, practicum, and co-curricular experiences from Semesters I and II into a structured Portfolio and e-Portfolio. It integrates CCE activities, internal assessment records, and practicum evidence, while promoting reflective practice, systematic documentation, and professional communication. The viva-voce component develops confidence, critical analysis, and presentation skills, preparing student-teachers for professional readiness and lifelong reflective learning.

Course Objectives

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

1. Understand the concept, purpose, and significance of a portfolio and e-portfolio in teacher education.
2. Consolidate and integrate Semester I and Semester II academic, practicum, and co-curricular experiences.
3. Systematically document professional growth, reflections, and evidence of learning.
4. Develop reflective skills to critically evaluate personal strengths, challenges, and areas for improvement.
5. Enhance professional communication, presentation, and organizational skills.
6. Demonstrate preparedness for professional practice through the portfolio and viva process.

Course Learning Outcomes (CLOs)

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

1. Create and maintain a well-organized physical and digital portfolio.
2. Integrate learning from core, specialized, and practicum courses into a comprehensive portfolio.
3. Articulate professional growth, learning experiences, and reflections in written and oral form.

4. Present evidence of teaching competencies, constructivist practices, and enhanced professional capacities.

5. Respond confidently and reflectively during viva, connecting theory with classroom practice.

6. Identify personal learning gaps and set actionable professional goals for continuous development.

Course Content

Part A: Orientation and Activity – 1 Credit

Part B: Viva – 1 Credit

Part A: Orientation and Activity – 1 Credit

I. Orientation: Consolidation of the Portfolio

1. Consolidation of the Portfolio

- Understand the concept, purpose, and role of the portfolio in Semester II.
- Review the Semester I portfolio and identify gaps.
- Integrate Semester I portfolio with Semester II coursework and practicum.
- Follow guidelines for including Semester II academic and practical experiences.
- Modify the Portfolio and e-Portfolio in accordance with Semester II requirements.

2. Components of Physical and e-Portfolio

1) Personal Information & Teaching Philosophy
2) Academic & Professional Information (qualifications, certificates, workshops)
3) Reflective Notes (experiences, strengths, challenges, improvements)
4) Professional Growth Evidence (research, workshops, achievements)
5) Records of Enhancing Professional Capacities
6) Conclusion & Future Goals
7) Records of Core & Specialized Courses – Practicals, CCE, Internal Examinations (BED201, BED202, BED203)
8) Records of Constructivist Teaching – Practice Teaching and Internship (BED204, BED205)
9) Records of Enhancing Professional Capacities (BED206, BED207, BED208)
10) Appendices (sample scanned documents, photos, videos, certificates of related activities)
11) Hard copy of Semester I portfolio with signatures of two Teacher Educators and the Principal

12) All physical documents related to Semester II

II. Activity: Portfolio Consolidation

1. Portfolio Updating

- Update physical portfolio with cover page and index.
- Update e-Portfolio (Google Sites / WordPress / PPT-to-PDF).

2. Organize Evidence as per Semester II

- Insert lesson plans, ICT assignments, reflections, and activity reports.
- Upload scanned certificates, photos, and digital content.

3. Reflection Writing

- Write reflective notes including learning experiences, challenges, and improvements.

4. Submission of Portfolio

- Submit both:
  - Physical Portfolio (file format)
  - e-Portfolio link or PDF (digital format)

Evaluation: Portfolio will be externally evaluated out of **100 marks**, which will be consolidated to **25 marks**.

Part B: Viva   1 Credit

Nature of Viva

- Oral examination based on the student-teacher's Portfolio and e-Portfolio.
- Assesses integration of theory and practice, reflective ability, and professional readiness.
- Provides an opportunity to present achievements, practicum evidence, reflections, and professional growth to external examiners.

Objectives of Viva

1. Evaluate ability to organize and present portfolio evidence.
2. Test understanding of core and practicum experiences from Semesters I & II.
3. Assess quality of reflections, self-evaluation, and goal setting.
4. Enhance oral communication, confidence, and critical thinking.
5. Strengthen professional preparedness of student-teachers.

Guidelines for Student-Teachers

- Be familiar with portfolio contents; focus on reflection, not rote memorization.
- Prepare for oral presentation regarding portfolio.

- Provide clear, concise, and reflective answers.
- Relate practicum experiences with theoretical concepts (e.g., microteaching → teaching skills; internship → learning outcomes).
- Be honest about challenges and explain strategies used to overcome them.
- Maintain professional attitude, dress code, and communication etiquette.

Guidelines for Examiners

- Focus on reflection and integration rather than mere factual recall.
- Ask questions connecting theory, practicum, and classroom experiences.
- Encourage sharing of personal insights.
- Provide constructive feedback at the end of the viva.

Process of Viva

1. **Presentation (4-5 minutes per student)**
   - Self-introduction
   - Highlights of portfolio (core, specialized, practicum, EPC)
   - Key reflections and professional goals

2. **Question–Answer Session (4–5 minutes)**
   - Examiners ask 4–5 questions on portfolio evidence, reflections, and practicum experiences
   - Student-teacher responds with clarity and confidence

3. **Feedback & Evaluation**
   - Examiners provide feedback on strengths and areas for improvement

Evaluation: Viva will be externally evaluated out of **25 marks**.

Total Marks: Portfolio (25 marks) + Viva (25 marks) = **50 marks**

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