SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI

FACULTY OF INTERDISCIPLINARY STUDIES
Subject-Education

STRUCTURE AND SYLLABUS

as per NCTE Guidelines for award of degree
of

Bachelor of Education (B.Ed.)

Choice Based Credit System (CBCS)
TWO YEARS
CBCS-SEMESTER PATTERN PROGRAM

***w.e.f.* Academic Year: 2026-27**
Semester I and II- 2026-27
Semester III and IV-2027-28
And
Subject to revise from time to time

SANT GADGE BABA AMRAVATI UNIVERSITY, AMRAVATI
Part-A

FACULTY: INTER-DISCIPLINARY STUDIES
PROGRAMME: BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)

POs:

1. To classify the central concepts, tools of inquiry and structures of the disciplines of Education in general and teacher education in particular.

2. To provide learning experiences to make subject matter meaningful at secondary level.

3. To demonstrate how children learn and develop, how they differ in their approaches to learning.

4. To create learning opportunities that benefit diverse learners and learning contexts.

5. To develop the skills of student teachers to plan learning experiences in and outside the classroom that are based on learners' existing proficiency, interests, experiences and knowledge, and enable them to understand how students come to view, develop, learn and make sense of subject matter contained in the curriculum.

6. To develop the capacity among student teachers to use knowledge of effective verbal, non-verbal and media communication techniques to foster active enquiry, collaboration and supportive interaction in the classroom.

7. To apply formal and informal assessment strategies to evaluate and ensure the continuous intellectual social, emotional and physical development of the learners.

8. To provide student teachers self-identity as a 'teacher' through school-based learning experiences and reflective practices that continually evaluate the effects of their choices and actions.

9. To change the behavior, attitude and values of teacher trainees so that they transform into responsible and accountable agents of change in the society, in the perspective of local, national and global concerns and issues vital for human survival, progress and development.

10. To provide a rich programme of curricular and extra-curricular activities for student teachers for all round development of their personalities as a teacher also those of the students whom they teach.

PSOs:
At the end of the course students will be able to,
1. Illustrate the central concepts, tools of inquiry and structures of the teacher education in particular.

2. Comprehend Language across the curriculum, Reading and reflecting on Texts, Drama and Art in Education, developing Communication Skills and observation of school activities by school internship.

3. Analyze the individual differences among students, measuring the attainment, evaluating progress, and assessing learning abilities, guidance and counseling programmes, educational technology, ICT and lesson planning.

4. Develop teaching skills in Schools; inculcate the real experiences of classroom teaching and online teaching by using ICT and its different tools and software.

Employability Potential of the B.Ed. Program:

Bachelor of Education (B.Ed.) is a degree for those individuals who are interested in making a career in school teaching. This course has now been made compulsory for teachers at both private and government schools across India. This course trains candidates so that they can be good teachers and impart their knowledge to the students. Teaching is a noble profession that allows you to shape the future through consistent engagement with bright, young minds. A teacher's job is very demanding, and they have to use a wide range of skills to perform their job well. Knowing what skills and qualities make a good teacher can help you prepare for this career

Followings are the skills and competencies that are required among the student trainee:

1. Communication skill

2. Organizational skill

3. Critical thinking skill

4. Leadership skill

5. Time management skill

6. Detailed knowledge of subject

7. Knowledge of latest technologies.

- **Career opportunities after B.Ed**

Bachelors of Education (B.Ed.) is one of the most sought-after courses in India with lakhs of aspirants taking admission every year. One of the reasons for the popularity of the B.Ed. course is unending employment opportunities. Teachers are required constantly in various schools across the country. With new schools coming up every year and old teachers are being required, B.Ed. offers a good scope. The demand for jobs in the government sector is high among B.Ed. graduates. For instance, almost 13 lakh candidates appear for CTET exam every year to gain eligibility for teaching in schools. CTET qualifiers apply for teaching jobs in central government schools, Kendriya Vidyalayas etc. B.Ed. aspirants must note that it is the mandatory qualification for taking school teaching jobs. Candidates with B.Ed. degree can also apply for Elementary School teaching jobs, as per the revise NCTE rules. "After B.Ed., you can apply for the Teacher Eligibility Test conducted by CBSE or various state governments. "Even though there are a lot of jobs in the private sector, the demand for government jobs in the field of Teaching is always high. The followings are the career opportunities after completing your B.Ed. course.

1. Teacher of Central Government School like Navodaya, Kendriya Vidyalayas etc: Through Central Teaching Eligibility Test (CTET)/ Recruitment exam conducted by the respective authority

2. SA (School Assistant), PGT (Post Graduate Teacher): Based on the marks scored by candidates in the Teacher Recruitment Test (TRT) conducted by various state governments.

3. Primary School Teacher/ Elementary School Teacher: Based on the marks scored by candidates in the Teacher Recruitment Test (TRT) conducted by various state governments.

4. School Principal: Based on the teaching experience

5. Private tuition teacher: The candidates who do not want to pursue a teaching career in government sectors can also go for job opportunities in private sector. They can also go for teaching jobs in coaching institutes or private tuitions.

6. Counsellor: The candidates can also go for a job as a Counsellor where they can help the students with general academic issues. They can also help the candidates choose the preferred educational option based on their capabilities and goals.

7. Educational Administrator: An Educational Administrator is similar to HR incorporates whose responsibilities is to manage the overall administration of a school. The candidates will have to oversee the different managerial activities such as managing budget, school administrational work, hiring teachers, etc.

8. Higher Education (M.Ed.,M.Phil.) The candidates can also go for higher education after completing a degree in B. Ed. The list of higher education options which the candidates can choose is given below:

i. Masters of Education (M.Ed.) The candidate must have pursued a UG degree in B.Ed. or an equivalent with a 55% aggregate

ii. Post- Graduation

The Candidate can pursue PG in any stream of his / her interest.
After completing a Bachelor's degree in Education, the candidates have the option of either going for higher studies or directly applying for a job. Whether they should go for higher studies or a job completely depends upon the preference of the candidate. If the candidate wishes to get into the teaching profession right away, he/she can directly apply for job interviews/ appear for teacher recruitment exams. However, if the candidate wishes to get more expertise in the field and get a high paying job, he/she can go for higher education. On the other hand, the candidates who wish to pursue their career as a professor or researcher can go for a Doctorate degree in Education after completing a Master's degree.

1) Eligibility for Admission:
(a) A candidate should have passed the Bachelor's Degree/Master Degree in Sciences, Social Sciences/Humanities/Commerce of Sant Gadge Baba Amravati University or of any other university recognized by University Grants Commission (UGC) with at least marks decided by the State of Maharashtra and NCTE time to time.

OR

(b) Bachelor in Engineering or Technology with specialization in Science and Mathematics of any recognized university with at least marks decided by the state of Maharashtra and NCTE time to time. She/he should have offered at least one school subject at the first and/or second-degree level as principal or subsidiary or allied or optional subject. (School subject means the subject included in the syllabus of Secondary/Higher secondary level in the Maharashtra State).
(c)The reservation and relaxation of 5 % marks will be given to the candidates belonging to S.C./ S.T. / V.J.N.T./ OBC/PWD/SBC and other notified categories as per the Maharashtra State Government Rules.

2) Admission Procedure:
Admission to the eligible candidates shall be made on merit 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 and Sant Gadge Baba Amravati University from time to time.

3) Scheme of Examination (Duration of Semester and Term-End-Examination, ATKT, Marks Carry forward, Reappearances):
A) The B.Ed. programme shall be of duration of two academic years, which can be completed in a maximum of three years from the date of admission to the programme.
B) Duration of the Semester and the Term End Examination: -

Table No. 01

Name of Examination	Main Examination	Supplementary Examination
B.Ed. Semester I	I	II, III and IV
B.Ed. Semester II	II	I, III and IV
B.Ed. Semester III	III	I, II and IV
B.Ed. Semester IV	IV	I, II and III

4) The University should conduct the first semester examination on the 101st day after the completion of 100 days of academic work (excluding all holidays) from the date on which admissions are closed by the Central Admission Committee.

5) Examinations of Semester I Semester, II Semester, III Semester and IV Semester will be conducted by the University and conducted separately in the light of NCTE ACT, 1993 (73 of 1993) the National Council for Teacher Education, - amend the National Council for Teacher Education (Recognition Norms and Procedure) Regulations (NCTE Notification- 2014) at the end of each semester.

6) A candidate shall enrolment/register for the first semester examination.

7) If enrolment/registration is not possible owing to shortage of attendance beyond condonation limit/rules prescribed OR belated Joining Or on medical ground. Such candidates are not permitted to proceed to the next semester. Such candidates shall redo the semester in the subsequent term of that semester as a regular student. However, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester

8) Medium of Instruction:
Medium of Instruction at the B.Ed. course will be English or Marathi, or Hindi

9) Medium of Answer:
The candidate appearing for the B .Ed. examination will have the option of answering all papers either in Marathi, English or Hindi. This option can be exercised course wise and not section wise or question wise. The medium of answering the paper for course in 'Pedagogy of school subjects' (language course) will be in the concerned language only.

10) Duration and Intake:
The B.Ed. programme shall be of two years duration that is four semesters which can be completed in a maximum of three years from the date of admission to the programme. An examinee that does not pass or fail to present himself/herself at the B.Ed. course from first semester to fourth semester examination in six consecutive examinations inclusive of the first shall not be allowed to continue the B.Ed. course. It includes engagement with the field of 16 weeks and 4 weeks of school engagement spread across the year.

As per letter no. NCTE-Leg1011/59/2023-Legal Section-NRC/120899, dated 16/08/2023 of Under Secretary, Regulation the Chairperson, NCTE ., in exercise of power conferred by Clause 12 of the NCTE Regulations 2014, the Chairperson NCTE relaxed the clause "Duration " mentioned in the Norms & Standards of all teacher education programme/s laid down in the NCTE Regulations 2014, as amended from time to time by increasing the following:

" The eligible candidates shall be entitled to avail the Maternity Leave / Child Care Leave as per guidelines issued by the UGC/State/UT Government /affiliating body concerned. The duration of the programme shall be enhanced accordingly in respect of the eligible candidates who shall avail the leave Maternity Leave / Child Care Leave "

उपरोक्त NCTE च्या पत्रात नमूद बाब, पूर्वलक्षी प्रभावाने म्हणजे दिनांक १६/०८/२०२३ पासून लागू राहील, म्हणजेच, १६/०८/२०२३ नंतर बी.एड्. व एम.एड्. अभ्यासक्रमाला नियमित प्रवेशित होणाऱ्या विद्यार्थिनीला सदर अतिरिक्त संधीचा लाभ घेता येईल. अभ्यास मंडळ कडून खालील बाबींची सुद्धा शिफारस करण्यात आली.

1. या तरतुदीचा लाभ घेऊ ईच्छिणारी विद्यार्थिनी ही महाविद्यालयात नियमित प्रवेशित असावी.
2. सदर विद्यार्थिनीने प्रसूतीबाबत नोंदणीकृत वैद्यकीय व्यावसायिकाचे (रजिस्टर्ड मेडिकल प्रक्टिशनर) मूळ वैद्यकीय प्रमाणपत्र महाविद्यालयात सादर करावे.
3. गरोदर असल्याबाबत गैरहजरीचा अर्ज महाविद्यालयात सादर करावा.
4. गरोदर कालावधीचे दवाखान्यात दाखल / डिस्चार्ज कार्ड महाविद्यालयात सादर करावे.
5. वरील दस्तऐवज पात्र विद्यार्थिनीने दाखल केल्याची खात्री पटल्याबाबत महाविद्यालयाच्या प्राचार्यांचे शिफारस पत्र.
6. तसेच प्रसूती व चाईल्ड केअर लिव्ह बाबत शासनाने वेळोवेळी निर्गमित शासन निर्णयानुसार महाविद्यालयाच्या प्राचार्यांनी कार्यवाही करावी.

11) 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 broad inter related curricular areas:-
- **Core Courses - (CC) /Perspective in Education**
- **Curriculum and Pedagogic Studies (CPS)**
- **Discipline Specific Elective Courses (DSEC)**
- **Skill Enhancement Course (SEC)**
- **Enhancing Professional Capacities (EPC)/Ability Enhancement Courses (AEC)**
- **Internship (I) and**
- **Field work (FW)**

All the curricular areas include theoretical inputs along with the practical work from an interdisciplinary perspective.

12) Working Days:
The institution shall work for minimum of thirty-six hours in a week during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

13) Attendance:
Every candidate must have minimum 80% attendance in theory courses and sessional Work and 90% attendance in field attachment. Every candidate should have to complete all the practical work to the satisfaction of the Head/Principal. He/She should have obtained such certificate from the Head/Principal of the institute and copy of the same to be submitted to the university by the institution on behalf of the examinee.

14) Examination Fees:
As per the Sant Gadge Baba Amravati University / Maharashtra Govt. Rules.

15) Scheme of Evaluation:
A) For theory paper examination; there will be 20 % internal marks (skill enhancement module) and 80 % of marks for examination conducted by University.
B) 80% marks for University examination means theory paper.
C) 20% marks for internal assessment (S.E.M.) of core courses by the University Department/College/Institued assessment for sessional/practicum work, etc. mentioned in syllabus.
D) The institution shall have to preserve the record of the internal/S.E.M. submitted by each student for consecutive three calendar years from the date of his/her admission in the B.Ed. course.
E) The Final lesson and its Viva-voce examination will have both internal and external examiner.
F) The marks will be converted in grades and credits and finally CGPA.
G) To pass the examination a candidate must obtain at least 50% of marks in practical/internal and 40% of marks in university examination (Theory Papers) of each course/head separately in all four semesters and aggregate of 50% marks in all.
H) A maximum of three years from the date of admission to the programme is allowed for programme completion.
I) The marks of each semester examination for the B.Ed. Course (Theory and S.E.M.) will be converted into grades.

J) Full carry on will be given because as per NCTE Regulation-2014, a candidate has to complete B.Ed. course in three years from the date of admission to the programme.

16) Pattern of Question Paper:
There are four theory papers having weightage of 80 marks and eleven theory papers having weightage of 40 marks.
A) For question paper of 80 marks: (20 MCQ + 60 Theory)
i) The syllabus of each semester has been divided into Five units. There will be Four MCQ on each unit, five long and five short question answer based on each unit to be attempted by candidates
ii.) 20 Questions shall be MCQ type Question One marks each MCQ five long answer type Questions (8 marks each Questions) and five questions shall be of short answer type (4 marks each) and shall have equal weightage.
iii) For every long answer or short answer question type there will be alternative choice from the same unit. However, there will be no internal choice in a question.
iv) Division of marks between M.C.Q., long answer and short answer type question will be in the ratio of 20, 40 and 20.
v) The duration of theory paper of 80 marks shall be of 3 hours

B) For question paper of 40 marks: (08 Marks MCQ+ 32 Marks Theory)
i) The Syllabus has been divided into four units. There will be two MCQ type questions on each unit, four long answers question type (05 Marks each Question) and four short answer question type (03 Marks each question).
ii) M.C.Q, Question shall be compulsory
iii) For every long answer or short answer question there will be alternative choice from the same unit. How ever there will be no internal choice in a question.
iv) Division of marks between MCQ, long answer and short answer type question will be in the ratio of 8, 20 and 12.
v) The duration of theory paper of 40 marks shall be 2 hours.

17) Grading System:
After adding the internal marks (maximum 20%) to external marks (maximum 80%), the marks secured by a student from maximum 100 will be converted into a letter grade. The grade points are the numerical equivalent of letter grade assigned to a student in the ten points scale as given below

Table-02

Range of Marks obtained out of 100 or Equivalent Fraction	Letter Grade	Grade Point	Description
90-100	A+	10	Outstanding
80-89	A	9	Excellent
70-79	B+	8	Very Good
60-69	B	7	Good
55-59	C+	6	Fair
50-54	C	5	Average
Less than 50	F	0	Dropped or fail

18) Calculation of Semester Grade Point Average (SGPA):

a. Performance in a semester will be expressed as Semester Grade Point Average (SGPA).
b. Cumulative performance of all the semesters together will reflect performance in the whole programme and it will be known as Cumulative Grade Point Average (CGPA). Thus, CGPA is the real indicators of a student's performance.
c. The formula for calculation of SGPA and CGPA is given below:
   SGPA = $\sum C_i G_i / \sum C_i$
   CGPA = $(\sum\sum C_{ni} G_{ni}) / (\sum\sum C_{ni})$
   Were
   C_i - number of credits for the ith course,
   G_i- grade point obtained in the ith course,
   C_{ni} - number of credits of the ith course of the nth semester,
   G_{ni} - grade points of the ith course of the nth semester

Computation of SGPA and CGPA:
The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

i. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e
   SGPA $(S_i) = \Sigma (C_i \times G_i) / \Sigma C_i$
   Where, Ci is the number of credits of the ith course and G_i is the grade point scored by the student in the ith course.
ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.
   CGPA $= \Sigma (C_i \times S_i) / \Sigma C_i$
   where S_i is the SGPA of the ith semester and C_i is the total number of credits in that semester.
iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.
iv. The final Class for B.Ed. Degree shall be awarded on the basis of CGPA.

19) Award of Degree:
The degree shall be awarded to the students on the basis of CGPA (Cumulative Grade Point Average) of the four semesters' performance in the exams.

Final Result **Table-03**

CGPA	Division
8.00 or more	First class- Exemplary
7.50 and less than or equal to 7.99	First Class with distinction
6.00 and less than or equal to 7.49	First Class
5.50 and less than or equal to 5.99	Higher Second Class
5.00 and less than or equal to 5.49	Second Class
Less than 5	Dropped or fail

Credits and Marks:

01 Credit = 15 Hours for theory course
01 Credit = 30 Hours for practicum, internal and EPC

20) Provision of Ordinance No. 18 of 2001, relating to provide grace marks for passing in a Head of passing and improvement of Division (Higher Class) and getting Distinction in the subject and condonation of deficiency of marks in a subject in all the faculties prescribed by the Statue No. 18 and of Ordinance No. 10 relating to Exemptions and Compartments shall apply to the examinations under this ordinance.

21) As soon as possible after the examination, but within 45 days from the last date of examination, the Board of Examination shall publish a list of successful examinees arranged in two divisions. The names of successful examinees shall be arranged in order of merit as provided in the Examination of General Ordinance No. 6.

22) Notwithstanding anything to the contrary in this Direction, no person shall be admitted to an examination under this Direction, if he has already passed that examination or of this University or any other statutory University or an equivalent examination of any other Statutory University.

23) Successful examinees shall, payment of the prescribed fees, receive a Degree in the prescribed form, signed by the Vice-Chancellor.

24) Cumulative performance of a student in a given semester of the academic program. It shall display maximum, minimum and total marks of a course as per the scheme of teaching, learning and examination, evaluation as well as it will show the obtained: marks, credits, grade points, letter grade, SGPA, CGPA, percentage of total marks, class/division, incentive marks, remarks, result, exemptions and also other requisite information as prescribed.

25) The principal shall not forward the application from the admission to the Examination of a candidate under training who fails in the sessional work/ practical work such a candidate shall complete the sessional work in a subsequent year.

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Framework of B.Ed. (Two Year Course)
Semester – I, II, III and IV

- The university has adopted Choice Based Credit System (CBCS) and grading system along with continuous and comprehensive evaluation.
- The curriculum comprises following broader areas:
  - **Core Courses - (CC) /Perspective in Education**
  - **Curriculum and Pedagogic Studies (CPS)**
  - **Discipline Specific Elective Courses (DSEC)**
  - **Skill Enhancement Course (SEC)**
  - **Enhancing Professional Capacities (EPC)/Ability Enhancement Courses (AEC)**
  - **Internship (I) and**
  - **Field work (FW)**
- The course curriculum for I,II,III and IV Semester is of 2400 marks, 2480 hours of work (assuming period of 60 minutes), and 100 credit points divided over four semesters. I,II,III and IV Semester wise distribution of marks, credits, internal assessment marks and university mark is briefed in the following table:

Table-04

Semester I

Code	Title	Marks			Total Hours	Credits
		Internal (Skill Enhancement Module)	Theory	Total		
Core Course (CC)						
CC 101	Childhood and Growing Up	20	80	100	75	4
CC 102	Contemporary India and Education	20	80	100	75	4
Curriculum and Pedagogic Studies (CPS)						
CPS 103	Understanding Discipline &Subjects	10	40	50	45	2
Discipline Specific Elective Course (DSEC) (Any One)						
DSEC 104	Environmental Edu& Disaster Management	10	40	50	45	2
DSEC105	Women's Education	10	40	50	45	2
Enhancing Professional Capacities (EPC)/Ability Enhancement Courses (AEC)						
		Internal Practicum				
EPC 106	Critical Understanding of ICT	50	…	50	60	2
Skill Enhancement Course (SEC)/ Task Assignment and Practicum						
P 107	Enriching the Micro Teaching Skills: Workshop and Min. 5 Skill Lessons	75	…	75	90	3
P 108	Integrated Lessons	50	…	50	60	2
P 109	Teaching Aid's Workshop & Preparation	25	…	25	30	1
P 110	School Engagement (3Weeks)	50	…	50	90	3
P 111	Visit to Innovative Schools &Report writing	50	…	50	60	2
Total		**360**	**240**	**600**	**630**	**25**

Semester-II

Code	Title	Marks			Total Hours	Credits
		Internal (Skill Enhancement Module)	Theory	Total		
Core Course (CC)						
CC201	Learning & Teaching	20	80	100	75	4
CC202	Assessment for Learning	20	80	100	75	4
Curriculum and Pedagogic Studies (CPS)						
CPS203	Pedagogy of a School Subject One Part –I (English, Marathi,Hindi, Urdu, Biological Sci., Math's., Commerce)	10	40	50	45	2
CPS 204	Pedagogy of a School Subject Two Part-I (Physical Sc., Economics, Geography, History & Civics)	10	40	50	45	2
Discipline Specific Elective Course (DSEC) (Any One)						
DSEC205	Educational Technology	10	40	50	45	2
DSEC206	Peace Edu & Human Rights Education	10	40	50	45	2
Enhancing Professional Capacities (EPC)/Ability Enhancement Courses (AEC)						
		Internal Practicum				
EPC 207	Reading and Reflecting on Text	50	…	50	60	2

Skill Enhancement Course (SEC)/ Task Assignment and Practicum						
P 208	Academic Planning Workshop: Academic Planning (Year, Unit & Lesson Plan and unit test with blue print) Both methods.	50	…	50	60	2
P 209	School Engagement & Report writing (1 Week)	25	…	25	60	2
P 210	Internship (4 Weeks)	75	…	75	90	3
P 211	Social Work with Community Experience	50	…	50	60	2
Total		**320**	**280**	**600**	**615**	**25**

Semester III

Code	Title	Marks			Total Hours	Credits
		Internal (Skill Enhancement Module)	Theory	Total		
Core Course (CC)						
CC 301	Gender, School and Society	10	40	50	45	2
CC 302	Basics of Research in Education	10	40	50	45	2
Curriculum and Pedagogic Studies (CPS)						
CPS 303	Pedagogy of a School Subject One Part –II (English, Marathi,Hindi, Urdu, Biological Sci., Maths.,Commerce)	10	40	50	45	2
CPS 304	Pedagogy of a School SubjectTwo Part- II (Physical Sci., Economics, Geography, History & Civics)	10	40	50	45	2
Discipline Specific Elective Course (DSEC) (Any One)						
DSEC 305	School Administration and Management	10	40	50	45	2
DSEC 306	Indian Knowledge System	10	40	50	45	2
Enhancing Professional Capacities (EPC)/Ability Enhancement Courses (AEC)						
		Internal Practicum				
EPC 307	Understanding the Self	50	…	50	60	2
Skill Enhancement Course (SEC)/ Task Assignment and Practicum						
P 308	Internship (6 Week)	150	…	150	180	6
P 309	Workshop & Hands on Practices on Tools of Online learning & Assessment	50	…	50	90	3
P 310	Research Project (Action Research)	50	…	50	60	2
P 311	Yoga & Health Education	50	…	50	60	2
Total		**400**	**200**	**600**	**675**	**25**

Semester IV

Code	Title	Marks			Total Hours	Credits
		Internal (Skill Enhancement Module)	Theory	Total		
Core Course (CC)						
CC 401	Knowledge and Curriculum	10	40	50	45	2
Curriculum and Pedagogic Studies (CPS)						
CPS 402	Language Across the Curriculum	10	40	50	45	2
CPS 403	Creating an Inclusive Education	10	40	50	45	2
Discipline Specific Elective Course (DSEC) (Any One)						
DSEC 404	Career Information and Guidance and Counselling	10	40	50	45	2
DSEC 405	Value Education	10	40	50	45	2
Enhancing Professional Capacities (EPC)/Ability Enhancement Courses (AEC)						
		Internal Practicum				
EPC 406	Drama & Arts in Education	50	…	50	60	2
Skill Enhancement Course (SEC)/ Task Assignment and Practicum						
P 407	Internship (6 Week)	150	…	150	180	6
P 408	Final Lesson Exam and Viva Voce	**…**	100	100	120	4
P 409	Performing Arts (Cultural Activities)	50	…	50	60	2
Total		**300**	**300**	**600**	**560**	**25**

Table -05
Summary

Semester	Internal Marks	Theory Marks + Ext. Exam	Total Marks	Total Hours	Total Credits
Semester-I	360	240	600	630	25
Semester-II	320	280	600	615	25
Semester-III	400	200	600	675	25
Semester-IV	300	300	600	560	25
Total	**1380**	**1020**	**2400**	**2480**	**100**

Table-06
Minimum passing marks for each paper /subject / Internal/ Sessional work of B. Ed. Examination leading to theDegree of Bachelor of Education.

Course Code	Subjects	Internal Assessment (SEM)	Theory Max. Marks	Total	Internal Assessment (Min.Marks)	Theory Min Marks	Aggregate Pass Marks
Semester-I							
CC 101	Childhood and Growing Up	20	60 + 20 (MCQ) = 80	100	10	32	50
CC 102	Contemporary India and Education	20	60 + 20 (MCQ) = 80	100	10	32	50
CPS 103	Understanding Discipline & Subjects	10	32 + 8 (MCQ) = 40	50	05	16	25
DSEC104	Environmental Edu& Disaster Management	10	32 + 8 (MCQ) = 40	50	05	16	25
DSEC 105	Women's Education	10	32 + 8 (MCQ) = 40	50	05	16	25
EPC 106	Critical Understanding of ICT	50	…	50	…		25
P 107	Enriching the Micro Teaching Skills : Workshop and Min. 7 Skill Lessons	75	…	75	…		38
P 108	Integrated Lessons	50	…	50	…		25
P 109	Teaching Aid's Workshop & Preparation	25	…	25	…		13
P 110	School Engagement (2 Weeks)	50	…	50	…		25
P 111	Visit to Innovative Schools & Report writing	50	…	50	…		25
Semester-II							
CC201	Learning & Teaching	20	60 + 20 (MCQ) = 80	100	10	32	50
CC202	Assessment for Learning	20	60 + 20 (MCQ) = 80	100	10	32	50
CPS203	Pedagogy of a School Subject One Part–I [English, Marathi, Hindi, Urdu,Biological Sci., Maths., Commerce]	10	32 + 8 (MCQ) = 40	50	05	16	25
CPS 204	Pedagogy of a School Subject Two Part-I [Physical Sc., Economics, Geography, History & Civics]	10	32 + 8 (MCQ) = 40	50	05	16	25
DSEC205	Educational Technology	10	32 + 8 (MCQ) = 40	50	05	16	25
DSEC206	Peace Education & Human Rights Education	10	32 + 8 (MCQ) = 40	50	05	16	25
EPC 207	Reading and Reflecting on Text	50	…	50	…		25
P 208	Academic Planning Workshop: Academic Planning (Year, Unit & Lesson Plan and unit test with blue print) Both methods	50	…	50	…		25
P 209	School Engagement & Report writing (1 Week)	25	…	25	…		13
P 210	Internship (4 Weeks)	75	…	75	…		38
P 211	Social Work with Community Experience	50	…	50	…		25

Semester III							
CC 301	Gender, School and Society	10	32 + 8 (MCQ) = 40	50	05	16	25
CC 302	Basics of Research in Education	10	32 + 8 (MCQ) = 40	50	05	16	25
CPS 303	Pedagogy of a School Subject One Part –II [English, Marathi, Hindi, Urdu, Biological Sci., Maths., Commerce]	10	32 + 8 (MCQ) = 40	50	05	16	25
CPS 304	Pedagogy of a School Subject Two Part-II (Physical Sc., Economics, Geography, History & Civics)	10	32 + 8 (MCQ) = 40	50	05	16	25
DSEC 305	School Administration and Management	10	32 + 8 (MCQ) = 40	50	05	16	25
DSEC 306	Indian Knowledge System	10	32 + 8 (MCQ) = 40	50	05	16	25
EPC 307	Understanding the Self	50	…	50	…		25
P 308	Internship (6 Week)	150	…	150	…		75
P 309	Workshop & Hands on Practices on Tools of Online learning & Assessment	50	…	50	…		25
P 310	Research Project (Action Research)	50	…	50	…		25
P 311	Yoga & Health Education	50	…	50	…		25
Semester IV							
CC 401	Knowledge and Curriculum	20	60 + 20 (MCQ) = 80	100	10	32	50
CPS 402	Language Across the Curriculum	10	32 + 8 (MCQ) = 40	50	05	16	25
CPS 403	Creating an Inclusive Education	10	32 + 8 (MCQ) = 40	50	05	16	25
DSEC 404	Career Information and Guidance and Counseling	10	32 + 8 (MCQ) = 40	50	05	16	25
DSEC 405	Value Education	10	32 + 8 (MCQ) = 40	50	05	16	25
EPC 406	Drama & Arts in Education	50	…	50	…		25
P 407	Internship (6 Weeks)	150	…	150	…		75
P 408	Final Lesson Exam and Viva Voce	--	100	100	--	50	50
P 409	Performing Arts (Cultural Activities)	50	…	50	…		25

(B.Ed. Part - I) Semester – I	**Appendix A I**
(B.Ed. Part - I) Semester – II	**Appendix A II**
(B.Ed. Part - II) Semester – III	**Appendix A III**
(B.Ed. Part - I) Semester – IV	**Appendix A IV**

PART B
UG PROGRAMME PROGRAMME:
BACHELOR OF EDUCATION (B.ED - TWO YEAR COURSE)
SEMESTER I

Code of the Course/Subject	Title of the Course/Subject- Core Course-CC	Total Number of Periods
CC 101	**Childhood and Growing Up**	**75**
Credit:	**Hours:**	**Max. Marks:**
04	**75**	**100** ((Theory-60 + MCQS-20) + Internal-20))

COURSE OUTCOMES:

At the end of the course students will be able to,

- Classify the various stages of child development
- Analyze the growing process during various stages of child development.
- Evaluate the different socio-political realities construct different childhoods.
- Evaluate the developmental task of children of different stages of child development.
- Observed and interact with children from diverse socioeconomic and cultural backgrounds.
- Classify personality according to type and trait.

Unit	Content	Periods
Unit I	**Growth and Development:** A. Psychology and Educational Psychology: Concept, Nature and scope. B. Concept and Meaning of childhood C. Growth and development of learner: i) Difference between growth & development, ii) Principles of growth and development iii) Characteristics of development process. iv) Developmental influences: Heredity, socio-economic and cultural Environment, (meaning and significance) D) Methods of Studying learners' behaviors: i) Introspection ii) Observation iii) Experimental iv) Case-Study E) Developmental tasks of childhood and adolescence and their implications F) Stages of Development in Indian Context: Characteristic, problems, their needs and aspirations.	**15**
Unit II	**Theories for child development:** A. Theories for child development: i. Piaget's cognitive development theory ii. Erickson's psycho-social development B. Cognitive development: Childhood and adolescent stages of development. C. Affective development: Childhood and adolescent stages of development. D. Psychomotor development: Childhood and adolescent stages of development. E. Relation of childhood with family, neighborhood, schools and community.	**15**
Unit III	**Areas of child development** A. Childhoods and adolescence in urban, rural, slum, tribal and dalit family. B. Impact of urbanization and economic change on child development. C. Impact of natural and social environment: Childhood and adolescent stages of development. D. Impact of Media on child development E. Impact of School on child development	**15**
Unit IV	**Personality and Mental Health:** A. Concept of personality- meaning and nature, development of personality, role of teacher in the Development of student's personality. B. Theories of personality: a. Type theory – Carl Jung b. Trait theory – Cattel c. Psychoanalytical Theories: Freud d. Humanistic School: Carl Rogers C. Mental Health: Concept, factors of influencing mental health D. Adjustment and Defense mechanism: E. Concept of Stress, stress management, role of school & teacher in stress management.	**15**
Unit V	**Intelligence and Creativity:** A. Intelligence: Concept, Nature and its Characteristics. B. Theories of intelligence: a. Two factor theory (Spearman), b. Multifactor Theory; PMA (Thurston) c. SI Model- (Guilford), d. Gardener's multiple intelligence theory. C. Measurement of Intelligence: Verbal and Non-Verbal. D. Emotional intelligence: Concept and its application in class- room. E. Creativity: Concept and Importance	**15**

MODE OF TRANSACTION: The course content transaction will include the following: • Planned lectures infused with multimedia /power-point presentations. • Panel interactions, seminars, group discussions, cooperative teaching and team teaching, Selection of most favorable and suitable mode.
SESSIONAL WORK: Marks: 20 (10+10) 1. Two Assignment on any topic from the above units **(Marks: 5+5)** 2. Observe the various age group children in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain. **(Marks: 10)** **OR** 2. Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing school teachers.

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- कुलकर्णी के.व्ही.(१९७७), शैक्षणिक मानसशास्त्र,श्री.विद्या प्रकाशन,पुणे
- खरात आ.पा(१९७४),प्रगत शैक्षणिक मानसशास्त्र,श्री.विद्या प्रकाशन,पुणे
- दांडेकर वा.ना.(१९७०), प्रायोगिक व शैक्षणिक मानसशास्त्र,मोघे प्रकाशन,कोल्हापूर
- पारसणीस न.रा.(१९८७), प्रगत शैक्षणिक मानसशास्त्र,नूतन प्रकाशन,पुणे
- पाटील सुहासकुमार रुपराव व खान दरशखा अन्दलीब, नैतिक बुद्धी, बीड, हर्षवर्धन पब्लिकेशन
- पाटील सुहासकुमार रुपराव, नटाचे सादरीकरण आणि भावनिक बुद्धिमत्ता, अमरावती, आधार पब्लिकेशन
- डामरे गोकुल व खोब्रागडे.(२०१७), बाल्यावस्था वाढ व विकास, ग्रॅव्हिटी पब्लीकेशन ,अकोला
- अंबाडकर नीलिमा दे. व पाटील गीतादेवी ग. (२०२३), बाल्यावस्था आणि वाढते वय, अमरावती, ज्ञानपथ पब्लिकेशन
- चोधरी प्राची राहुल आणि पाटील सुहासकुमार रुपराव, अभ्यासविषयी सवयी,अभिरुची आणि मानसिक क्षमता,सोलापूर, लुलू कॉम, पब्लिकेशन

Code of the Course/Subject	Title of the Course/Subject- Core Course - CC	Total Number of Periods
CC 102	**Contemporary India and Education**	**75**
Credit:	**Hours:**	**Max. Marks:**
04	**75**	**100** ((Theory-60 + MCQS-20) + Internal-20))

COURSE OUT COMES:

At the end of the course students will be able to,

- Explain the contemporary nature of development of educational system of India.
- Illustrate the diversity in society and its implications for Education.
- Analyze the inequality in society and its implications for education.
- Interpret the constitutional provision its implications for Education.
- Develop policy frameworks for public education in India
- Compare the contribution of various major committees and commissions on education setup from time to time.

Unit	Content	Periods
Unit I	**Understanding the Contemporary Indian Society** A. Relationship between education & society B. Educational goal of Indian society C. Concept of social diversity and its causes. D. Levels of diversity- individual, regions, languages, religions, castes and tribes. E. Challenges of diversity for universal education. F. Impact of social diversity on national development	**15**
Unit II	**Equity and Equality in Education** A. Concept of equity and equality of educational opportunities, provisions and outcomes. B. Social equity and education o Within county: Between region, social class, caste, gender and religious groups o Among these nations, rich, poor, developed and developing	**15**

	C. Constitutional provisions for ensuring equity. D. Nature and forms of inequality including dominant and minor groups. E. Gender inequality in schooling: public private schools, rural-urban-tribal schools, and differential school systems.	
Unit III	**Constitutional Provisions for Education in India** A. Features of the constitution of India for education. B. Preamble, directive principles of the state policies and fundamental right and duties. C. Constitutional values- freedom, justice, equality and fraternity. D. Impact of constitutional values on education in contemporary India.	**15**
Unit IV	**Development of education in India with reference to:** A. Overview of Education reform in the pre-independence period: • Macaulay Minutes, • Woods Dispatch, • Basic Education Policy B. Education in post-independence period: (*with special reference to secondary education and teacher education)* • Mudliyar Commission-1952 • Education Commission-1964 • National Policy on Education-1986 • NPE modified version-1992 C. Learning without burden-1993; knowledge Commission: it's overview D. National Education Policy-2019: *(Recommendation for School Education and Teacher Education)*	**15**
Unit V	**Policy framework for Development of education in India** A. Sarva Shiksha Abhiyan (SSA): Objectives and responsibility B. Rashtriya Madhyamik Shiksha Abhiyan (RMSA): Objectives and responsibility. C. RUSA in the context of liberalization & globalization. D. RTE 2009 - its concept, need, and responsibility. E. Justice Varma Commission 2012: major recommendation for teacher Education F. Pandit Madanmohan Malviya National Mission on Teacher and Teaching (PMMMNMTT): Objectives and features	**15**

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Panel interactions, seminars, group discussions, cooperative teaching and team teaching, Selection of most favorable and suitable mode.

SESSIONAL WORK: Marks: 20 (10+10)

1) Two Assignment on any topic from the above units (Marks: 5+5)
2) The students may undertake any one of the following activities and present the report (Marks: 10)
   i. A survey & analysis of educational problems of a locality
   ii. Critical study & report of educational commission, committees etc. like Kothari Commission, NPE1986, NPE2019
   iii. Report on Provisions of Sarva Shiksha Abhiyan (SSA) or RMSA & its implementation

References:

- Bhattacharya, S. (2006). Sociological Foundation Of Education: Atlantic Publishers. New Delhi
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- खडसे संजय, समकालीन भारतातील शिक्षण, अमरावती, नभ प्रकाशन

Code of the Course/Subject	Title of the Course/Subject- Curriculum and Pedagogic Studies-CPS	Total Number of Periods
CPS 103	**Understanding Disciplines and Subjects**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of the course students will be able to,

- Acquaint with the nature and role of disciplinary knowledge in the school curriculum
- Illustrate the paradigm shift in the nature of disciplines
- Describes the nature of science and mathematics his behavior in Disciplines
- Analyze the notion of the disciplinary doctrine
- Summarize social sciences as a discipline

Unit	Content	Periods
Unit I	**Discipline and Subject** A. Education as Inter-disciplinary Field of Study B. Nature and Characteristics of a Discipline C. Emergence of Various Disciplines from Education D. Convergence of Various Disciplines into Education E. Interrelation and Interdependence amongst Various School Subjects	**11**
Unit II	**Science & Mathematics as a Subject and Discipline** A. Nature and History of science & Mathematics B. Science & Mathematics as Inter-disciplinary Field of Study C. Place of science & Mathematics in School Curriculum D. Science & Mathematics in Day-to-day life E. Relationship of science & Mathematics with Other Subjects	**11**
Unit III	**Language as a Subject and Discipline** A. Language as Inter-disciplinary Field of Study B. Centrality of language in education C. Language in the school curriculum; aims issues and debates D. Policy issues and language at school E. Language as a Medium of Communication	**12**
Unit IV	**Social Science as a Subject and Discipline** A. Social Science as Inter-disciplinary Field of Study B. Nature and Philosophy of Social Science C. Social Science as an Area of Study D. Need of Studying Social Science through Interdisciplinary Perspectives E. Place and Relevance of Social Science in School Curriculum	**11**

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Panel interactions, seminars, group discussions, cooperative teaching and team teaching, Selection of most favorable and suitable mode.

SESSIONAL WORK Marks: 10 (05+05)

1. One Assignment on any topic from the above units **(Marks: 5)**
2. Textbook Review: Read one of the textbooks of language/social science/Science (as per your teaching methodology subjects textbooks) prepared by NCERT/State Board for the secondary level and write a brief and concise textbook review of the same. **(Marks: 5)**

References:

- Binning A.C. & Binning A.H.: Teaching Social Studies in Secondary Schools, New Yorks, McGraw Hill & Co.
- Position papers published by NCERT (2006) in respective subjects
- Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpat rai publishing comp
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- सिंग वाय.जी आणि गावंडे अमित.,विद्याशाखा आणि विषयाचे आकलन, अमरावती, नभ प्रकाशन

Code of the Course/Subject	Title of the Course/Subject- *Discipline Specific Elective Course (Any One)*	Total Number of Periods
DSEC 104	**Environmental Education & Disaster Management**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of the course students will be able to,

- Analyze the importance of Environmental Education.
- Discuss the concept of Environmental Pollution and its Control.
- Demonstrate the Knowledge of Health and Safety.
- Acquaint with general concept of Disaster Management.
- Role of National and International agencies in Disaster Management
- Describes the role of education in disaster Management.

Unit	Content	Periods
Unit I	**Environmental Education** A. Concept of Environment Education B. Nature & Scope of Environment Education C. Objectives, need, importance & scope of Environmental Education. D. Importance of Environment Education Balance of Environment E. Characteristics of Environmental Education Teacher and his / her role in Integration of Environmental Education with school subjects.	**11**
Unit II	**Environmental Pollution and Health Safety** A. Introduction of environmental Pollution B. Types of Pollution – Radioactive pollution. Solid waste Pollution, C. Air pollution, water pollution., Causes of Pollution D. Advances in Pollution control Technology E. Diseases through pollution, Management to control Diseases, Environmental Health & Human Society.	**11**
Unit III	**Disaster Management** A. Disaster concept & Types B. Disaster Management cycle., Acts & legal aspects about Disaster C. Natural; Disasters and their Management; Earthquake, Volcano, D. Cyclones, Flood and Draught; their causes, effects and management E. Awareness development for Disaster Management and Training at F. Various levels of education: primary, secondary, and Higher Secondary	**12**
Unit IV	**Rescue From Disaster & Relief for Disaster** A. Forming & Deploying of Rescue Teams: B. Organizing Activities at zero Security, Disposal of Dead & Records Casualty, Evacuation Records C. Rescues from Disaster a) Principles Governing Rescue b) Rescue Process D. Reliefs for Disaster a) Preparatory Phase of Relief b) Planning Immediate Relief D. Role of National and International agencies in Disaster Management	**11**

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Panel interactions, seminars, group discussions, cooperative teaching and team teaching, Selection of most favorable and suitable mode.

SESSIONAL WORK: Marks: 10 (5+5)

1. One Assignment on any topic from the above units (Marks:05)
2. The students may undertake any one of the following activities and present the report (Marks:05)
   i. Study of local environmental problems such as water, air, land & noise Pollution and submit the report
   ii. A critical study of acts and legal aspects about disaster
   iii. A visit to sanctuary, valleys, sea- shores & it's report.

References :

- Ashthana Vandanna, (1992). The Politics of Environment. New Delhi: Ashish Publishing, Houses, Punjabi Bagh
- Deshpande, Chudiwale, Joshi & Lad(2006): Environmental Studies: Pimpalapure & Co. Publishers, Nagpur
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- पर्यावरण शिक्षण- डॉ.के.एम.भांडारकर,पुणे:नूतन प्रकाशन
- पर्यावरण शास्त्र परिचय- डॉ.जयकुमार मगर,नागपुर:विद्या प्रकाशन
- पर्यावरण भूगोल- डॉ.सुभाषचंद्र सारंग- नागपुर:विद्या प्रकाश

Code of the Course/Subject	Title of the Course/Subject- *Discipline Specific Elective Course (Any One)*	Total Number of Periods
DSEC 105	**Women's Education**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of the course students will be able to,

- Analyze the present status of Women in India
- Acquaint with status, problems and issues of Girls education in India
- Describes the constitutional provision and scheme for Women Development
- Interpret the Role and function of NGO'S for women development
- Summarize the concept of Women's Empowerment
- Discuss the contribution of eminent person in women's education
- Explain the contribution of various educational thinkers in women's education
- Analyze the role of women in Globalization

Unit	Content	Periods
Unit I	**Women Education in India** A. Women education: meaning, concept and characteristics B. Historical perspective of Women's Education in India Early, Colonia and Modern Periods C. Importance, need of women education D. Women's education: Objectives, Significance and Scope of education for girls and women	**11**
Unit II	**Commission, schemes and constitutional provision of Women Education** A. National and state women commission B. Human rights and woman development C. Role and function of NGO's for woman D. Central and state sponsored schemes on girls' education	**11**
Unit III	**Women's Empowerment** A. Concept need and importance of women's Empowerment B. Barriers of women's empowerment C. Women's Empowerment through education **D.** Role of school, society and teacher for Empowerment of woman	**12**
Unit IV	**Problems and Remedies** A. Domestic, social, economic, health, political, educational, security problem of Women B. Contribution in women education • Panjabrao Deshmukh , • Maharshi Karve, • Mahatma phule. • Savitribai phule, • Anutai wagh, • Tarabai Modak, C. Present status of women education a brief account growth of women education D. Role of women in Globalization Environment, population control	**11**

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Panel interactions, seminars, group discussions, cooperative teaching and team teaching, Selection of most favorable and suitable mode.

SESSIONAL WORK: Marks: 10 (5+5)

1. One Assignment on any topic from the above units **(Marks: 05)**
2. The students may undertake any one of the following activities and present the report **(Marks:05)**
   i. To visit Women and Child development center and write a report.
   ii. Write a report on any one-woman social worker.

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- M.K.Roy: Violence against Women
- P.A Reddy: Problems of Widows in India
- Kumar Raj: Women and Marriage
- Sushma & Srivastava: Women and Family Welfare

Code of the Course/Subject	Title of the Course/Subject- *Enhancing Professional Capacities (EPC)*	Total Number of Periods
EPC 106	**Critical Understanding the ICT**	**60**
Credit:	**Hours:**	**Max. Internal Marks:**
02	**60**	**50**

COURSE OUT COMES:

At the end of the course students will be able to,

- Develop an understanding of the concept of ICT and its components.
- Adopt ICT in the classrooms in line with educational aims and principle.
- Analyze ICTs along three broad strands; teaching- learning, administrative and academic support systems thereby integrate technology tools for teaching learning, material development, developing collaborative networks for sharing and learning.
- Discuss the evolution and impact of ICTs on society and in the education system.
- Evaluate the advantages and disadvantages of the internet, the new 'virtual world'.
- Access available resources, review resources created by peers, collaborate to create their own digital teaching-learning resources.

Unit	Content	Periods
Unit I	**Introduction uses of ICT in Education** ▪ ICT and its components. ▪ Types of ICTs commonly used in education. ▪ Using radio and TV broadcasting in education. ▪ Teleconferencing and its educational uses. ▪ Smart classes. ▪ Using ICTs to help expand access to education. ▪ Using ICTs to help improve the quality of education. ▪ Using ICTs to help transform the learning environment into one that is Learner-centered. ▪ Influence of ICT in shaping and enhancing learning ▪ Using computers and the Internet for teaching and learning. ▪ E-learning and blended learning. ▪ Using computers and the Internet in distance education: open and distance learning.	**25**
Unit II	**Education and ICT in the Indian Context** ▪ Viability of ICT-enhanced learning. ▪ Equity of access and cost issues related to ICTs enhanced educational projects. ▪ Key Challenges in Integrating ICTs in Education ▪ Implications of ICT-enhanced education for educational policy and planning. ▪ RMSA: ICT Initiatives and policies ▪ National Mission through Education of ICT: Mission document ▪ Infrastructure-related challenges in ICT-enhanced education. ▪ Challenges with respect to capacity-building in ICT-enhanced education	**25**
Unit III	**ICT in Administration, Examination, Evaluation** ▪ Overview of Application Software ▪ Overview of Online provisions: admission learning and evaluation: hardware ▪ and software requirements ▪ Advantages over conventional system.	**10**

ICT practice in the laboratory

Session	Theme	Assignment
1	Functional knowledge of operating computers–on/off. Parts of computer hardware and their assembly. Taking care of the machine.	Write a brief report on the various essentials (with configurations that you recommend) and their assembly in a computer.
2	Overview of the MS Office Suite: Office ribbon and layout of tabs, Unique features of software for word processing, Multimedia presentation software, Spread sheet	Describe the Office layout and the Office ribbon with its constituent tabs in each of the application software you came across. Mention the common and unique tabs of each.
3	MS Word (2007 and above) exploring the basic features and shortcut keys	Describe the essential features of MS Word
4	MS Word (2007 and above) enhancing a document	Describe how you proceeded to enhance your document, which features of MS Word did you use.
5	MS Word (2007 and above) mail merge	Describe how you proceeded to use mail merge to send letters to parents of students in your school.
6	MS PowerPoint (2007 and above) exploring the basic features and shortcut keys	Describe the essential features of MS power point.
7	MS PowerPoint (2007 and above) creating a presentation using Slide master	Develop a 10-slide presentation using slide master with your initial as logo on the top right corner.
8	MS PowerPoint (2007 and above) Adding animations, transitions, motion paths and hyperlinks	Develop a 10-slide power point ensuring that at least two are interconnected with hyperlinks and incorporate.
9	MS Excel (2007 and above) exploring the basic features and shortcut	keys Describe the essential features of MS Excel.
10	MS Excel (2007 and above) creating reports, attendance records, fee records, using simple formulae	Create a spread sheet to represent a mock register and using formulae prepare an attendance record, fee record and progress report for a class of 20-25 students.

11	MS Excel (2007 and above) sorting, filtering and using conditional formulae, drawing charts and graphics	Using the data in the excel spread sheet practice sorting, filtering and using conditional formulae, and create different views of the same data. Prepare graphical representations of the data.
12	Effective browsing of the internet for discerning and selecting relevant information. Downloading relevant material	Give a brief report describe how you browsed, searched and downloaded relevant material for your e lesson.
13	Survey of educational sites based in India	Give a brief report on the educational sites you visited/visit frequently and describe how they are helpful to you.
14	Working together on google docs, google sheets and google slides	Collaborate on with your partner and create a new / work on an existing document, presentation and spread sheet in which both can edit. Write a detailed report of the procedure
15	Creating blog & web pages	Explore the internet and find how to create blogs and websites of your own for free. Write a report as to how you have developed your blog/ website, its main features and theme and what kind of response you are getting from your readers/ followers/viewers.
16	Creating a CAI lesson for self-learning using multi media.	Develop a Computer Assisted lesson using multimedia and get feedback from the students you administer it upon. Write a detailed report.

SESSIONAL WORK: Marks: 50 (32 + 18)

1) Assignment: 16 Assignment questions on each theme mentioned above **(Marks: 16 x 2 = 32)**

2) The students may undertake any Two of the following activities and present the report **(Marks:09 x 2 = 18)**

1. Preparation of a word document such as letter, bio-data/ CV/ resume, application, report, question paper, etc.
2. Preparation of an evaluation tool / Feedback form for online registration/feedback
3. Word / Excel file preparation on students' profile in any school / college class.
4. Preparation of a power point presentation using online and offline references on a school topic
5. Email registration and sending / receiving Email with attachment. (Submit the Hard Copy)

Code of the Course/Subject	**Title of the Course/Subject-** ***SEC: Skill Enhancement Course*** ***(Task Assignment and Practicum)*** (Laboratory / Practical/Practicum/Hands on/Activity)	**Total Number of Periods**
P-107	**Enriching the Micro Teaching Skills**	**90**
Credit:	**Hours:**	**Max. Internal Marks:**
03	**90**	**75**

COURSE OUT COMES:

At the end of the course students will be able to,

- Discuss the concept of Micro teaching and its skills.
- Adopt Micro teaching skills in the classrooms in line of to develop self-teaching skills.
- Interpret the cycle the Micro teaching skills.
- Describe the advantages of the micro teaching skills.
- Apply the different skills of micro teaching in to our day-to-day teaching.

A	**Micro teaching Workshop:** Marks calculated out of 25 on the basis of active participation and attendance of Student teachers.	**Marks 25**
B	**Micro teaching and Observation:** **(5 skills - 10 lessons in teach- re teach mode) Marks 50:10 marks of each skill** Student teachers will present 10 micro-lessons. For these lessons, they will select any five teaching skills from the list given below. They will complete the cycle of two lessons i.e. 'teach-re-teach' for each skill. Marks calculated out of 50 are to be given for the micro teaching lessons. **List of Teaching Skills** 1. Set Induction 2. Questioning 3. Stimulus Variation 4. Explanation 5. Black Board Writing 6. Use of audio-visual aids 7. Reinforcement 8. Demonstration 9. Narration 10. Illustration & Examples	**Marks 50**

The Evaluation Structure is as follows: (Total: 75 Marks)

Sr.No	**Evaluation Criteria**	**Marks**
1	Active participation and attendance in workshop	25
2	5 Skills Teaching and observation (Each Skill of teaching 5 Marks)	25
3	5 Skills Re -Teaching and observation (Each Skill of re-teaching 5 Marks)	25
	Total	**75**

Code of the Course/Subject	Title of the Course/Subject- *SEC: Skill Enhancement Course* *(Task Assignment and Practicum)* (Laboratory /Practical/Practicum/Hands on/Activity)	Total Number of Periods
P-108	**Integrated and Simulation lessons**	**60**
Credit:	**Hours:**	**Max. Internal Marks:**
02	**60**	**50**

COURSE OUT COMES:

At the end of the course students will be able to,

- Illustrate concept of integrated lessons.
- Adopt Micro teaching skills in the classrooms in line of to Integration the micro teaching skills.
- To develop the lesson plan of integrated lessons.
- To describe the advantages of integrated lessons.
- To adopt different skills of micro teaching in to our day-to-day teaching.

A	**Integrated lessons** Integration of teaching skills: (5 lessons- each lesson 10 Marks) after practicing 5 skills in micro-teaching, student teacher will present five lessons on both method of minimum 20 / 30 minutes duration. All 5 micro teaching skills to be integrated for each integrated lesson. Integrated lesson will be conducted in the college on peer group. Marks calculated out of 50 are to be given for the 5 integration lessons.	**Marks 50**

The Evaluation Structure is as follows: (Total: 50 Marks)

Sr.No	Evaluation Criteria	Marks
1	Planning of Integrated lesson plan	15
2	Presentation of integrated lesson	20
3	Use of teaching aids	10
4	Observation of integrated lesson	05
	Total	**20**

Code of the Course/Subject	Title of the Course/Subject- *SEC: Skill Enhancement Course* *(Task Assignment and Practicum)* (Laboratory /Practical/Practicum/Hands on/Activity)	Total Number of Periods
P-109	**Teaching Aid's Workshop and Preparation**	**30**
Credit:	**Hours:**	**Max. Internal Marks:**
01	**30**	**25**

COURSE OUT COMES:

At the end of the course students will be able to,

- Analyze the concept of learning experiences.
- Adopt different teaching aids in the classrooms for to give better learning experiences.
- Develop and use the various teaching aids as per our school subject and content.
- Summarize the advantages of use of teaching aids in class room teaching and learning process.
- Enhance the learning experience through use various teaching aid.

A	**Teaching Aid's Workshop and Preparation:** The institution shall arrange the workshop on teaching Aid to enable student teacher to prepare requisite teaching aid and submit the report of workshop with prepared teaching aid's of both pedagogy subjects.	**Marks 25**

The Evaluation Structure is as follows: (Total: 25 Marks)

Sr.No	Evaluation Criteria	Marks
1	Active participation in workshop	05
2	Prepared 2 Teaching Aids with Report writing and submission	20
	Total	**25**

Code of the Course/Subject	Title of the Course/Subject- *SEC: Skill Enhancement Course* *(Task Assignment and Practicum)* (Laboratory / Practical/Practicum/Hands on/Activity)	Total Number of Periods
P-108	**School Engagement (3Week)**	**90**
Credit:	**Hours:**	**Max. Internal Marks:**
03	**90**	**50**

COURSE OUT COMES:

At the end of the course students will be able to,

- Analyze the dimensions of school.
- Execute the school safety.
- Adopt classroom management practices.
- Analyze the different aspect of classroom environment.
- Perform the role of teacher as an effective manager and leader.

School Engagement: Student teachers shall visit practice teaching school, observe the school system and prepare the report on the following task (Dimensions, School Safety and Classroom Management).	**Marks 50**
1	**School Dimensions:** **Physical Dimensions: school Infrastructure** A. Appearance of the school building and its classrooms. B. School size and ratio of students to teachers. C. Order and organization of classrooms in the school. D. Availability of resources; • School premise and playground • Library/laboratory • Sanitary/ Drinking water/cafeteria • Transport and other facilities
2	**Social Dimensions:** i. Quality of interpersonal relationships between and among students, teachers, ii. Administrators, and staff; involvement of parents. iii. Equitable and fair treatment of students, teachers, staff and guardians. iv. Degree of competition and social comparison between students. v. Degree to which teachers, students and staff contribute to decision-making at the school.
3	**Academic Dimensions:** i. Quality of instruction; ii. Teacher expectations for student achievement; and iii. Monitoring student progress and promptly reporting results to students and parents. iv. School Timetable and calendar
4	**School Safety:** • General responsibilities of school staff • Student rowdies: Bullying, Ganging, Ragging and Harassment (mental, sexual etc.) Policies, Rules, Regulations and precautions to be observed by Schools Emergency Alert Systems and Standard Official Procedures (SOP) for i. Fire in school ii. Terrorist attack/ Bomb threat/intruder / hostage iii. Assaults / Fights/Student Unrest/Stampede iv. Severe storm/Earthquake v. Hazardous materials / chemical spills vi. Weapons vii. Suicide attempt/suicide death / serious injury
5	**Understanding Classroom Management** **A. Meaning, Concept and Aspects of classroom Environment:** i. Physical: general classroom environment, lighting, ventilation, seating arrangements. ii. Social: authoritative, authoritarian, permissive and dismissive, teaching behavior. iii. Emotional: the teacher taught bond, the team spirit, the dignity of self. iv. Democratic Classroom environment: characteristics and strategies for creating a Positive and democratic environment. **B. Expectations, Rules, Consequences, Routines and Procedures;** i. Communicating and discussing Expectations and rules ii. Establishing and implementing Routines and Procedures iii. Getting students to cooperate: Making them accountable iv. Maintenance of student's records and strategies for motivation. **C. Communication in the Classroom** i. Speaking skills: Descriptive v/s judgmental language ii. Listening skills: Being approachable, listening to Students iii. Verbal and Nonverbal communications iv. Classroom Management Mistakes to be avoided. **D. Teacher as an effective manager and Leader:** i. Standards for Classroom conduct ii. Proactive discipline and Assertive Discipline. iii. Understanding positive approaches to discipline and handling Discipline problems; iv. Bullying and Power struggles in the classroom v. Reminders, warning, notes, referrals, Involving parents, Suspension.
And will continue with the P-209 (School Engagement- 1 Week) in the Semester II	

Code of the Course/Subject	Title of the Course/Subject- *SEC: Skill Enhancement Course* *(Task Assignment and Practicum)* (Laboratory /Practical/Practicum/Hands on/Activity)	Total Number of Periods
P-111	**Visit to Innovative/Special Schools &Report writing**	**60**
Credit:	**Hours:**	**Max. Internal Marks:**
02	**60**	**50**

COURSE OUT COMES:

At the end of the course students will be able to,

- Evaluate innovative/special school functions and role , by observation, interview and field visit methods of enquiry
- To observe the community involvement module of the school.
- To critically analyze various theorists' work and policy documents in the light of alternate education.

Visit to Innovative/Special Schools &Report writing: Student teachers shall visit Innovative/Special Schools of local level, district level or state level. Observe the Innovative/Special school system under the guidance of teacher educators of college and prepare the report with the evidence of Photographs and submit to the college.	**Marks 50**

The Evaluation Structure is as follows: (Total: 50 Marks)

Sr.No	Evaluation Criteria	Marks
1	Planning of Visit	10
2	Active Participation	20
3	Report writing and submission	20
	Total	**50**

SEMESTER II

Code of the Course/Subject	Title of the Course/Subject- Core Course - CC	Total Number of Periods
CC 201	**Learning and Teaching**	75
Credit:	**Hours:**	**Max. Marks:**
04	75	100 ((Theory-60 + MCQS-20) + Internal-20))

COURSE OUT COMES:

At the end of the course students will be able to,

- Categorize the nature and kinds of learning.
- Assess the cognitive capacities among learners.
- Analyze theories of learning as conceptualized within psychology and cognitive science.
- Formulate construction of knowledge.
- By the completed study of this course teacher trainees will realize Teaching as a Complex Activity.
- Analyze the Modalities of Teaching and Instruction.

Unit	Content	Periods
Unit I	**Understanding Learning:** A. Nature of learning: learning as a process and learning as an outcome B. Types of learning: Factual, Associations, Conceptual, Procedural, Generalizations, Principles and Rules. C. Factors influencing learning and teaching process; • Learner related • Teacher related • Process related • Content related	15
Unit II	**Learning in 'Constructivist' Perspective** A. Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'. B. Social-constructivist perspective a. Bruner and Ausubel's perspective) b. Applications of Vygotky's ideas in teaching. C. Understanding processes that facilitate 'construction of knowledge': • Experiential learning and reflection, • Social mediation, • Cognitive negotiability situated learning • Cognitive apprenticeship, • Meta-cognition. D. New learning paradigm: Self-regulated learning and cooperative learning	15
Unit III	**Theoretical Perspective on Learning** A. Trial and Error: Thorndike B. Learning by Conditioning: Pavlove C. Learning by Insight: Gestalt D. Hierarchy of learning types and conditions: Gagne Above theories in context with: i. Concepts, principles, Relevance and applicability of each perspective and their applicability in different learning situations. ii. Role of learner in various learning situations. iii. Role of teacher in teaching-learning situations: • Transmitter of knowledge, • Model, • Facilitator, • Negotiator, • Co - learner	15
Unit IV	**Understanding Teaching** A. Meaning, nature, characteristics, assumptions and principles of teaching. B. Levels of teaching C. Teaching as a planned activity D. Factors affecting teaching.	15
Unit V	**Modalities of Teaching and Instruction** A. Teacher controlled Instruction i. Concept and associated skills ii. Lecture iii. Demonstration iv. Team Teaching v. Activity based B. Learner Controlled Instruction • Concept and associated skills • Self-Learning. C. Programmed Instruction • Personalized System of Instruction	15

	• Computer Assisted Instruction • Project work D. Group controlled Instruction i. Concept and associated skills ii. Group Interactive sessions iii. Brain Storming iv. Cooperative learning v. Group Projects	

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Panel interactions, seminars, group discussions, cooperative teaching and team teaching, Selection of most favorable and suitable mode.

SESSIONAL WORK: 20 (10+10)

1. Two Assignment on any topic from the above units: **(Marks: 10)**
2. The students may undertake any one of the following activities and present the report **(Marks: 10)**
   i. Interact with peers and few teachers. Discuss whether teaching is a profession and prepare a report on the basis of their perception.
   ii. Interact with few teachers in a nearby school and discuss with them the relevance of training they received with respect to the classroom teaching.

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- अंबाडकर नीलिमा आणि पाटील गीतादेवी (२०२१),अध्ययन आणि अध्यापन, नागपूर, मंगेश प्रकाशन

Code of the Course/Subject	Title of the Course/Subject- Core Course-CC	Total Number of Periods
CC 202	**Assessment For Learning**	**75**
Credit:	**Hours:**	**Max. Marks:**
04	**75**	**100** ((Theory-60 + MCQS-20) + Internal-20))

COURSE OUT COMES:

At the end of the course students will be able to,

- Analyze basic scientific notions and practices in educational assessment.
- Adopt different types of assessment and their methods and tools.
- Interpret the result of educational assessment and for keeping records of students and institution.
- Evaluate current issues of assessment in education system.
- Tabulate and interpret from the raw score using statistical technique

Unit	Content	Periods
Unit I	**Process of Educational Evaluation and Assessment** A. Concept: Measurement, Assessment and Evaluation in Education – and its Relationship B. Distinction between Assessment of Learning, Assessment for Learning, Assessment as learning C. Taxonomy of instructional objectives (Revised Blooms Taxonomy and R.H.Dave) and its importance. D. Principles of Evaluation, Educational objectives and learning outcomes. E. Criteria for selection of a good learning experiences and Types of Learning experience F. Relationship between educational objectives, learning experiences, content and evaluation. G. Characteristics of the evaluation - comprehensive and continuous	**15**
Unit II	**Characteristics of Instruments of Evaluation** A. Types of Assessment- i. Diagnostic assessment ii. Formative assessment and its methods. iii. Summative assessment and its methods. iv. Norm referenced Assessment v. Criterion referenced Assessment B. Qualities of a test- Reliability, Validity, Objectivity, Norms, Discriminating Power and Usability of a test	**15**

	C. Evaluation Techniques and Tools: • Observation Technique: Rating Scale and Check List • Self-Reporting Technique: Interview and Questionnaire • Projective Technique: Socio matrix technique and Sentence Completion Test D. Quantitative Tools of Evaluation: • Construction of achievement test with special reference to Content, Objectives and Types of Questions (Blue Print)	
Unit III	**Elementary Statistics in Educational Evaluation I** A. Statistical measures to interpret the test scores: Meaning and uses B. Scale of Measurement: Types, Meaning and Example C. Tabulation of data and Graphical representation of scores: • Histogram, • Frequency Polygon • Ogive. D. Measures of central tendency: • Mean, • Median and • Mode E. Measures of variability- • Quartile Deviation • Standard Deviation.	**15**
Unit IV	**Elementary Statistics in Educational Evaluation II** A. Percentile and percentile ranks. B. Normal probability curve: its properties and skewness, kurtosis, C. Standard Scores: Z-score, T-scores. D. Correlation: Meaning, Types of correlation, coefficient of correlation rank difference method for measuring coefficient of correlation and interpretation.	**15**
Unit V	**Assessment for Learning** A. Significance of assessment for learning Self-assessment and peer assessment Ethical Principles of Assessment B. Records used in Assessment: • Profiles: Meaning, Steps involved and criteria for developing and maintaining a comprehensive learner profile. • Evaluation rubric: Meaning, Construction and Uses • Cumulative records: Meaning, Significance C. Examination Reforms: • Continuous and Comprehensive Evaluation (CCE) • Choice Based Credit System (CBCS) • Open Book Based Examination • Online Examination • Online Assessment tools	**15**

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Panel interactions, seminars, group discussions, cooperative teaching and team teaching, Selection of most favorable and suitable mode.

SESSIONAL WORK: 20 (10+10)

1. Two Assignment on any topic from the above units **(Marks:5+5)**
2. The students may undertake any one of the following activities and present the report **(Marks:10)**
   i. Find out the central tendency, variability and interpreted the results of an achievement test score of School subjects - according to pedagogy subject.
   ii. School visits followed by evaluation practices (CCE, Open Book examination, online teaching and evaluation) in schools
   (Interview of class teacher).

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Code of the Course/Subject	Title of the Course/Subject- **Curriculum and Pedagogic of School Subject One (PART-I)**	Total Number of Periods
CPS 203 (A)	**English – Part I**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of the course students will be able to,

- Explain the importance of teaching English in India.
- Justify the place of English language in school curriculum.
- Describe the aims and objectives of teaching English language at Secondary and higher secondary stage.
- Analyze the objectives of English and three language formula
- Adopt different methods and approaches of teaching English.
- Design effective Annual, Unit and Lesson plans for English language.
- Design effective evaluation strategy for evaluating various language competencies of English language.

Unit	Content	Periods
Unit I	**Introduction of English Education** A. English language – Nature Perspective. B. Functional, Cultural and Literary roles C. Objectives of English teaching. D. Three language formula. E. The place & importance of English language in school curriculum F. Formulation of General and Specific Objectives of subject English	**11**
Unit II	**Teaching strategies of English subject** A. Teaching Learning methods of language. • Translation Method • Direct Method • Bilingual Method • Dr. West's New method B. Approaches of teaching English- • Structural Approach • Communicative Approach C. Models of Teaching: • Concept attainment model • Advance organizer model D. Maxims of teaching	**12**
Unit III	**Planning the Teaching of English** A. Teaching planning: Meaning, Need & Importance B. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan C. Lesson Plan-prose lesson plan, poetry lesson plan, Composition lesson and Grammar lesson plan. D. Co-curricular activities in the subject-importance need and organization	**11**
Unit IV	**Evaluation and Subject Analysis** A. Evaluation: Meaning and concept B. Unit test: Concept, Construction, Answer key and Scoring scheme. C. Continuous and Comprehensive evaluation (CCE) in English. D. Diagnostic and Remedial Teaching for English language	**11**

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Panel interactions, seminars, group discussions, cooperative teaching and team teaching, Selection of most favorable and suitable mode.

SESSIONAL WORK Marks: 10 (05+05)

1. One Assignment on any topic from the above units **(Marks: 05)**
2. The students may undertake any one of the following activities and present the report **(Marks: 05)**
   i. Prepare the instructional objectives and learning outcomes for English Education
   ii. Organize one visit to English department for knowing and observing innovative practices and write expert on it.
   iii. Write a report regarding problems of English teaching based on an interview with an English teacher of a secondary school.

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Code of the Course/Subject	Title of the Course/Subject- **Curriculum and Pedagogic of School Subject One (PART-I)**	Total Number of Periods
CPS 203 (B)	**Marathi – Part I**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

या पाठ्यक्रमाच्या अभ्यासानंतर विद्यार्थी पुढील कार्य करण्यास सक्षम बनतील.

- शिक्षक प्रशिक्षणार्थी भारतातील मराठी भाषा अध्यापनाचे महत्व सांगू शकतील.
- शिक्षक प्रशिक्षणार्थी शालेय अभ्यासक्रमात मराठी भाषेचे स्थान समजून सांगू शकतील.
- शिक्षक प्रशिक्षणार्थी माध्यमिक व उच्च माध्यमिक स्तरावर मराठी अध्यापनाची ध्येये आणि उद्दिष्टे यांची तुलना करू शकतील.
- शिक्षक प्रशिक्षणार्थी मराठी अध्यापनाची विविध अध्यापन पद्धती व प्रयुक्त्या समजून त्यांचा मराठी अध्यापना उपयोग करू शकतील.
- शिक्षक प्रशिक्षणार्थी मराठी अध्यापनासाठी अध्यापन नियोजन चा अर्थ व प्रकार त्यानुसार अध्यापन नियोजन करू शकतील.
- शिक्षक प्रशिक्षणार्थी मराठी भाषा अध्यापनाची योग्य अध्यापन रचना तयार करू शकतील.
- शिक्षक प्रशिक्षणार्थी मराठी भाषेच्या मुल्यांकनासाठी प्रभावी मूल्यमापन तंत्र विकसित करून त्याचा उपयोग करतील.

घटक	पाठ्य आशय	तासिका
घटक- I	**मराठी भाषेची ओळख** अ) मराठी भाषा: स्वरूप व व्याप्ती ब) मराठी भाषेची कार्यात्मक,सांस्कृतिक व साहित्यिक भूमिका क) त्रिभाषा सूत्र ड) शालेय अभ्यासक्रमात मराठी भाषेचे स्थान आणि महत्व फ) मराठी भाषेची सामान्य व विशिष्ठ उद्धीष्टांची रचना	**११**
घटक- II	**मराठी भाषा अध्यापनाची पद्धती, तंत्रे व सूत्रे** अ) मराठी भाषा अध्यापनाच्या पद्धती ● चर्चा पद्धती ● कथन पद्धती ● व्याख्यान पद्धती ● प्रकल्प पद्धती ब) मराठी भाषा अध्यापनाचे दृष्टीकोन ● संरचनात्मक दृष्टीकोन (Structural Approach) ● संभाषणात्मक दृष्टीकोन (Communicative Approach) क) मराठी भाषा अध्यापनाची प्रतिमाने ● संकल्पना प्रतिमान ● अग्रत संघटन प्रतिमान ड) मराठी भाषा अध्यापनाची सूत्रे	**१२**
घटक- III	**मराठी भाषा अध्यापनाचे नियोजन** अ) अध्यापनाचे नियोजन : अर्थ, गरज आणि महत्व ब) अध्यापनाचे नियोजनाचे प्रकार : १) वार्षिक नियोजन २) घटक नियोजन ३) पाठ नियोजन क) पाठ नियोजन : गद्य पाठाचे नियोजन, पद्य पाठाचे नियोजन, व्याकरण पाठाचे नियोज, रचनात्मक पाठ्याशांचे नियोजन ड) मराठी भाषा अभ्यास पूरक उपक्रम: महत्व, गरज आणि नियोजन	**११**
घटक- IV	**मूल्यमापन आणि विषय विश्लेषण** अ) मूल्यमापन : अर्थ आणि संकल्पना ब) घटक चाचणी : संकल्पना, संरचना, उत्तरसूची व गुणदान योजना क) मराठी भाषा अध्यापनात सतत व सर्वकष मूल्यमापन (CCE) ड) मराठी भाषेकरिता निदानात्मक आणि उपचारात्मक अध्यापन	**११**

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Panel interactions, seminars, group discussions, cooperative teaching and team teaching, Selection of most favorable and suitable mode.

प्रात्यशिक सत्रिय कार्य: गुण:१० (०५+०५)

१) वरील कोणत्याही एका घटकावर आधारित स्वाध्याय **(गुण:०५)**

२) विद्यार्थ्यानी खालील पैकी कोणतेही एक उपक्रम पूर्ण करून त्याचा अहवाल सादर करावा. **(गुण:०५)**

१. मराठी भाषा शिक्षणासाठी अनुदेशनात्मक उद्दिष्टे आणि अध्ययन निष्पती तयार करा.

२. मराठी भाषा विभागला भेट देऊन मराठी भाषा अध्यापना साठी उपयोगात आणल्या जात असलेल्या नावीन्यपूर्ण पद्धती जाणून आणि निरीक्षण करून त्यावर अहवाल तयार करून सादर करा.

३. माध्यमिक स्तर च्या मराठी भाषा शिक्षकाची मुलाखत घेऊन मराठी भाषा अध्यापनात येणाऱ्या अडचणी जाणून त्यावर उपचारारात्मक अहवाल तयार करून सादर करा.

संदर्भ:

- आकोलकर पाटणकर. – मराठी चे अध्यापन
- डागं चंद्र कुमार. - मातृभाषेचे अध्यापन
- साठे द.त्र्यं- मराठी भाषेचे अध्यापन
- पाटील लीला. - मातृभाषेचे अध्यापन
- प्रा. कुंडले म. बा - मराठीचे अध्यापन
- डामरे गोकुल व खोब्रागडे हर्षानंद, (२०२२),मराठी भाषा अध्यापन पध्दती, अकोला, ग्रॅव्हिटी पब्लीकेशन

Code of the Course/Subject	Title of the Course/Subject- Curriculum and Pedagogic of School Subject One (PART-I)	Total Number of Periods
CPS 203 (C)	**Hindi – Part I**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

- इस पाठ्यक्रम को पढने के बाद छात्र निम्न कार्य करणे में सक्षम होंगे।
- छात्र प्रशिक्षणार्थी भारत में हिंदी भाषा पढाणे के महत्व को समजा सकेगे।
- छात्र प्रशिक्षणार्थी स्कूल पाठ्यक्रम में हिंदी भाषा के स्थान को समजाने में सक्षम होंगे।
- छात्र प्रशिक्षणार्थी माध्यमिक और उच्च माध्यमिक स्तर पर हिंदी शिक्षण के लक्ष्यों और उद्देश्यों की तुलना कर सकेगे।
- छात्र प्रशिक्षणार्थी प्रशिक्षु हिंदी शिक्षण के विभिन्न शिक्षण विधियों और अनुप्रयोगों को समझना और मराठी शिक्षण में उनका उपयोग कर सकेगे।
- छात्र प्रशिक्षणार्थी हिंदी शिक्षण के लिए शिक्षण योजना के अर्थ और प्रकार के अनुसार शिक्षण योजना बना सकेगे।
- छात्र प्रशिक्षणार्थी हिंदी भाषा शिक्षण की उपयुक्त शिक्षण संरचना तैयार कर सकेगे।
- छात्र प्रशिक्षणार्थी हिंदी भाषा के आकलन के लिए प्रभावी मूल्यांकन तकनीकों का उपयोग करेंगे।

इकाई	पाठ्य आशय	तासिका
इकाई- I	**हिंदी भाषा का परिचय** अ) हिंदी भाषा : स्वरूप तथा व्याप्ती ब) हिंदी भाषा की कार्यात्मक, सांस्कृतिक भूमिका तथा राष्ट्रीय एकात्मता में हिंदी भाषा की भूमिका क) हिंदी भाषा अध्यापन के ध्येय तथा उद्देश ड) त्रिभाषा सुत्र इ) विद्यालय पाठ्यक्रम में हिंदी भाषा का स्थान एवं महत्व फ) हिंदी भाषा के सामान्य तथा विशिष्ट उद्देशो की रचना	**११**
इकाई- II	**हिंदी भाषा अध्यापन की प्रणालियां, तंत्र तथा सूत्र** अ) हिंदी भाषा अध्यापन की प्रणालियां : • व्याकरण अनुवाद प्रणाली • उद् गामी तथा अवगामी प्रणाली • गठन प्रणाली • कथन प्रणाली ब) हिंदी भाषा अध्यापन के दृष्टीकोन • संरचनात्मक दृष्टीकोन (Structural Approach) • संभाषणात्मक दृष्टीकोन (Communicative Approach) क) हिंदी भाषा अध्यापन के प्रतिमान • संकल्पना प्राप्ती प्रतिमान • अग्रत संघटन प्रतिमान ड) हिंदी भाषा अध्यापन के प्रतिमान के सूत्र	**१२**

इकाई- III	**हिंदी भाषा अध्यापन नियोजन** अ) अध्यापन नियोजन : अर्थ, आवश्यकता एवं महत्व ब) अध्यापन नियोजन के प्रकार : १) वार्षिक नियोजन २) इकाई नियोजन ३) पाठ नियोजन क) पाठ नियोजन : गद्य पाठ नियोजन, पद्य पाठ नियोजन , व्याकरण पाठ नियोजन, रचनात्मक पाठ्यांश पाठ नियोजन ड) हिंदी भाषा अभ्यासकपूरक उपक्रम : महत्व, आवश्यकता एवं नियोजन	**११**
इकाई-IV	**मुल्यांकन तथा विषय विश्लेषण** अ) मुल्यांकन : अर्थ तथा संकल्पना ब) इकाई जांच: संकल्पना, रचना, उत्तरसूची तथा गुणदान योजना क) हिंदी भाषा अध्यापन में सतत एवं सर्वकष मुल्यांकन (CCE) ड) हिंदी भाषा हेतू निदनात्मक तथा उपचारात्मक अध्यापन	**११**

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Panel interactions, seminars, group discussions, cooperative teaching and team teaching, Selection of most favorable and suitable mode.

परियोजना सत्रिय कार्य: अंक :१० (०५+०५)

१) उपरोक्त किसी एक ईकाइ पर आधारित स्वाध्याय **(अंक:०५)**

२) छात्रो द्वारा निम्नलिखित मैं से किसी एक विषय पर परियोजना सत्रिय कार्य को पूर्ण कर रिपोर्ट प्रस्तुत कीजिये। **(अंक:०५)**

१. हिन्दी भाषा अध्यापन हेतु अनुदेशनात्मक उद्देश तथा अध्ययन निष्पती लिखिए।

२. माध्यमिक स्तर के हिन्दी भाषा अध्यापक का साक्षात्कार लेकर हिन्दी भाषा अध्यापन मैं आने वाली कठनायियों को जानकर उपचारारात्मक रिपोर्ट प्रस्तुत कीजिये।

३.अपने आसपास के पाँच पाठशालाओ का दौरा कीजिये और त्रिभाषा सूत्र की स्थिति जानकार उसपर आधारित रिपोर्ट तयार कर प्रस्तुत कीजिये

संदर्भ:

- जीत योगन्द्र .- हिंदी भाषा शिक्षण
- मुखर्जी श्रीधरनाथ - राजभाषा .
- त्रिपाठी, करुणापती - भाषा शिक्षण
- सिंग, सावित्री - हिंदी शिक्षण
- सिंग, सावित्री - राजभाषा का अध्ययन (महाराष्ट्र सभा पुणे)

Code of the Course/Subject	Title of the Course/Subject- Curriculum and Pedagogic of School Subject One (PART-I)	Total Number of Periods
CPS 203 (D)	**Urdu – Part I**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

زیرِ تربیت معلم/معلمات اس قابل ہو جائے گے کہ

*بھارت میں اردو پڑھانے کی اہمیت کو سمجھیں۔

*اسکولی نصاب میں اردو زبان کا مقام وجواز پیش کر سکے۔

*ثانوی(Secondary)اوراعلیٰ ثانوی (Secondary Higher) سطح پر اردو زبان کی تعلیم کے اغراض ومقاصد کو سمجھیں۔

*اردو پڑھانے کے مختلف طریقوں اور طرزِ رسایوں/ نظریوں سے واقف ہوں۔

*اردو زبان کی مختلف مہارتوں کو سمجھیں۔

*اردو زبان کی تعلیم کے لیے مناسب تدریسی حکمت عملی کا انتخاب کریں۔

*اردو زبان کی نصابی کتاب کو سمجھیں۔

*اردو زبان کی مختلف لسانی مہارتوں کا جائزہ لینے کے لیے مؤثر تشخیصی حکمت عملی وضع کریں۔

Periods	Content	Unit
11	**اکائی-1:اردو زبان کا تعارف** الف۔ اردو زبان کا ارتقاء ، ساخت و تعلیمی وسعت ۔ ب۔ اردو زبان کی علمی ، تہذیبی و ثقافتی اہمیت، ادبی افادیت اور قومی یکجہتی میں کردار۔ ج۔ اردو زبان میں سہ لسانی ضابطہ ۔ د: اردو زبان کا تدریسی نصاب میں مقام و اہمیت۔ و: اردو زبان کے عام و خاص مقاصد ، جماعت کے تدریسی مقاصد ۔ س: اردو زبان کی ادبی شخصیات: مولوی عبدالحق، مرزا غالب ، مولانا حالی، سرسید احمد خان ،پریم چند ، ڈاکٹر اقبال، مولانا ابوالکلام آزاد۔	1

2	**اکائی-2 : اردو زبان کے تدریسی طریقے و ضابطے -** الف: اردو مضمون کی تدریسی حکمت عملی - *بحث ومباحثہ کا طریقہ - *کہانی کا طریقہ- *خطاب کا طریقہ- *منصوبہ بندی کا طریقہ- ب :اردو کا تدریسی نظریہ - *تخلیقی نظریہ- (Structural Approach) مواصلاتی نظریہ -(Constrictive Approach) *قواعد ترجمہ کا طریقہ -(Grammar Translation Method) *استقرائی و استخراجی طریقہ -(Inductive Deductive Method) *تشکیلی طریقہ(Formation Method) - ●براہ راست طریقہ-(Direct Method) ●دولسانی طریقہ-(Bilingual Method) ج- اردو تدریس کے نمونے (ماڈل) Models *تصوراتی حصول کا نمونہ-(Concept Attainment Model) ●پیشروتنظیماتی نمونہ- (Advance Organizer Model) ●د- تدریسی ضابطے(Teaching Maxim)	12
3	**اکائی-:3 : اردو تدریس میں تعلیمی منصوبہ بندی-(Teaching Planning)** الف : اردو تعلیمی منصوبہ بندی کی ضرورت واہمیت- ب- منصوبہ بندی کی اقسام: سالانہ منصوبہ بندی، اکائی منصوبہ بندی، سبق کی منصوبہ بندی ج- نثر سبق کی منصوبہ بندی ، نظم سبق کی منصوبہ بندی، تخلیقی منصوبہ بندی اور گرام کی منصوبہ بندی - د- اردو مضمون میں ہم نصابی/معاون نصابی سرگرمیوں کی اہمیت ، ضرورت اور ترتیب-	11
4	**اکائی-:4: قدر تعین اور تعلیمی تجزیہ** الف: جانچ (قدر تعین) کے معنی ضرورت و اہمیت - ب- اکائی کی پیمائش : تصوّر ، تشکیل ، کلیدی جوابات ، نمبرات کا طریقہ - ج- اردو تدریس میں مسلسل ہمہ جہت قدر پیمائش ، جانچ(CCE) - د- اردو تدریس میں تشخیص و علاج کا طریقہ-	11

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Panel interactions, seminars, group discussions, cooperative teaching and team teaching, Selection of most favorable and suitable mode.

مندرجہ بالا اکائیوں سے کسی بھی موضوع پر ایک تفویض-**Assignment (:05Marks)**

*طلباء درج ذیل میں سے کوئی ایک سرگرمی کر سکتے ہیں اور رپورٹ پیش کر سکتے ہیں-**(:05Marks)**

*اردو تعلیم کے لیے تدریسی مقاصد اور اکتسابی نتائج تیار کریں-

*اردو تدریس کے جدید طریقوں کو جاننے اور مشاہدہ کرنے کے لیے اردو اسکول کا ایک دورہ کریں اور اس پر ماہر و تجربکار معلیم کی تجویز کا خالصہ لکھیں-

*ثانوی اسکول میں اردو زبان کے استاد سے ملاقات کی بنیاد پر اردو تدریس کے مسائل کے بارے میں ایک رپورٹ لکھیں-

کورس کامواد/مصادرالتخریج/حوالہ جات

●ڈاکٹر مشتاق احمد شاہ
اردو تدریس، ۲۰۰۹ امراوتی اشہر پبلیشر -
●احسم صدیقی : فنِ تعلیم
●ڈاکٹر جمیل : اردو ادب کی تاریخ دہلی ، مکتب جامعہ ملیہ-
●ڈاکٹر محمد اکرام خان: مشقی تدریس کیوں اور کیسے- دہلی ، مکتب جامعہ ملیہ-
●معین الدین : ہم اردو کیسے پڑھیں، دہلی- مکتب جامعہ ملیہ-
●مولوی سلیم : اردو کیسے پڑھیں ، دہلی ، چمن بک ڈپو -
●منیر وسی، پڑھنے کا مزح- NCERT نئی دہلی
●سلامت اللہ : ہم کیسے پڑھی، دہلی -مکتب جامعہ ملیہ

Code of the Course/Subject	Title of the Course/Subject- **Curriculum and Pedagogic of School Subject One (PART-I)**	Total Number of Periods
CPS 203 (E)	**Biological Science – Part I**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of the course students will be able to

- Explain the Place and importance of biological science in teaching and curriculum.
- Define the concepts and principles of Biological Science and select appropriate methods to teach Biological Science.
- To illustrate the concepts, Approaches, Strategies and Techniques in teaching of Biological Science
- To implement the planning of teaching of biological sciences.
- To adopt various evaluation tools for assessment of biological sciences.

Unit	Content	Periods
Unit-I	**Biological Science Curriculum** A. Place and importance of the subject Biological sciences in school curriculum. B. Aims and objectives of teaching Biological sciences as given in the Maharashtra state board of secondary and higher secondary education syllabus. C. Class-room objectives and their specifications of teaching the Biological sciences. D. Bloom's taxonomy of educational objectives, learning experiences for achieving specified behavioral outcomes	**11**
Unit-II	**Pedagogy of Biological Science Teaching** A. Concepts of Approaches Strategies and Techniques: • Inductive-Deductive • Constructivist Approach B. Various methods of teaching of Biological sciences: 1) Laboratory; 2) Heuristic; 3) Project; 4) Analytical and Synthetic 5) Problem solving. C. Models of Teaching – Concept and use in teaching Biological Science. • Concept attainment, • Inquiry Training Model D. Maxims of Biological Science teaching	**12**
Unit-III	**Planning the Teaching of Biological science** A. Teaching planning: Meaning, Need & Importance B. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan C. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Secondary Board for biological science. D. Contribution of eminent scientists in the development of the Biological sciences Darwin, Mendel, Louis Pasteur, Hargovind Khurana, J. C. Bose.	**11**
Unit-IV	**Evaluation of & for science learning** A. Evaluation: Meaning and concept B. Unit test: Concept, Construction, Answer key and Scoring scheme. C. Continuous and Comprehensive evaluation (CCE) in Biological science. D. Diagnostic test and remedial teaching, relationship between diagnostic test and remedial teaching.	**11**

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Panel interactions, seminars, group discussions, cooperative teaching and team teaching, Selection of most favorable and suitable mode.

SESSIONAL WORK: Marks:10 (05+05)

1) One Assignment on any topic from the above units (Marks:05)

2) The students may undertake any one of the following activities and present the report (Marks:05)

i. Prepare the instructional objectives and learning outcomes for Biological science Education.

ii. Diagnosis of learner difficulty in Biological science and preparation of remedial exercises

iii. Write a report regarding problems of Biological science teaching based on an interview with a Biological science teacher of a secondary school.

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- गद्रे, ज. रा. : शास्त्र अध्यापन
- सोहनी मो. प्र. : शास्त्र अध्यापन
- अनारसे, दिघे, पाटणकर: शास्त्र अध्यापन
- हकीम प्रभाकर: शास्त्र अध्यापन

Code of the Course/Subject	Title of the Course/Subject- **Curriculum and Pedagogic of School Subject One (PART-I)**	Total Number of Periods
CPS 203 (F)	**Mathematics – Part I**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of the course students will be able to

- Explain the Place and importance of Mathematics in teaching and curriculum.
- Define the concepts and principles of Mathematics and select appropriate methods to teach Mathematics.
- Interpret concepts, Approaches, Strategies and Techniques in teaching of Mathematics.
- Execute planning of teaching of Mathematics.
- Adopt various evaluation tools for assessment of Mathematics.

Unit	Content	Periods
Unit-I	**Mathematics Curriculum** A. Place and importance of the subject Mathematics in school curriculum. B. Aims and objectives of teaching Mathematics as given in the Maharashtra state board of secondary and higher secondary education syllabus. C. Class-room objectives and their specifications of teaching the Mathematics. D. Bloom's taxonomy of educational objectives, learning experiences for achieving specified behavioral outcomes.	**11**
Unit-II	**Pedagogy of Mathematics Teaching** A. Concepts of Approaches Strategies and Techniques: • Inductive-Deductive • Constructivist Approach B. Various methods of teaching of Mathematics: 1) Laboratory; 2) Heuristic; 3) Project; 4) Analytical and Synthetic 5) Problem Solving. C. Models of Teaching – Concept and use in teaching Science. • Concept attainment, • Inductive thinking D. Maxims of Mathematics teaching	**12**
Unit-III	**Planning the Teaching of Mathematics** A. Teaching planning: Meaning, Need & Importance B. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan C. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Secondary Board for Mathematics D. Contribution of eminent scientists in the development of the mathematics Bhaskaracharya, Aryabhatta, Ramanujan, Shakuntala Devi and Euclid, Pythagorus and Rene– descarte	**11**
Unit-IV	**Evaluation of & for Mathematics learning** A. Evaluation: Meaning and concept B. Unit test: Concept, Construction, Answer key and Scoring scheme. C. Continuous and Comprehensive evaluation (CCE) in Mathematics. D. Diagnostic test and remedial teaching, relationship between diagnostic test and remedial teaching	**11**

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Panel interactions, seminars, group discussions, cooperative teaching and team teaching, Selection of most favorable and suitable mode.

SESSIONAL WORK: Marks:10 (05+05) 1) One Assignment on any topic from the above units (**Marks:05)** 2) The students may undertake any one of the following activities and present the report **(Marks:05)** i. Prepare the instructional objectives and learning outcomes for Mathematics Education. ii. Diagnosis of learner difficulty in Mathematics and preparation of remedial exercises **iii.** Write a report regarding problems of Mathematics teaching based on an interview with a Mathematics teacher of a secondary school.

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Code of the Course/Subject	Title of the Course/Subject- **Curriculum and Pedagogic of School Subject One (PART-I)**	Total Number of Periods
CPS 203 (G)	**Commerce – Part I**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of the course students will be able to

- Illustrate commerce subject and its correlation with other subjects.
- Interpret different types of planning for teaching Commerce.
- Adopt different methods for teaching of Commerce.
- Implement different techniques in teaching of commerce.
- Describe the importance of evaluation commerce.

Unit	Content	Periods
Unit-I	**Commerce Subject & its Correlation with other subjects** A. Meaning, Nature and Importance of Commerce as a subject B. Scope of Commerce in School curriculum C. Objectives of teaching Commerce at higher secondary stage. D. Correlation - Concept, Importance & Types E. Correlation of Commerce subject with other school subjects.	**11**

Unit-II	**Pedagogy of Commerce Teaching** A. Concepts of Approaches Strategies and Techniques: • Inductive-Deductive • Constructivist Approach B. Various methods of teaching of Commerce: 1) Discussion method; 2) Survey method; 3) Project; 4) Supervised method C. Models of Teaching – Concept and use in teaching Commerce • Concept attainment, • Inquiry Training Model D. Maxims of Science teaching	**12**
Unit-III	**Planning the Teaching of Commerce** A. Teaching planning: Meaning, Need & Importance B. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan C. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Higher Secondary Board for Commerce D. Co-curricular activities in the Commerce: importance, need and organization	**11**
Unit-IV	**Evaluation and Subject Analysis** A. Evaluation: Meaning and concept B. Unit test: Concept, Construction, Answer key and Scoring scheme. C. Continuous and Comprehensive evaluation (CCE) in Commerce. D. Curriculum and syllabus – concept and types E. Content Analysis and text Book Analysis	**11**

MODE OF TRANSACTION:
The course content transaction will include the following:
Planned lectures infused with multimedia /power-point presentations.
Panel interactions, seminars, group discussions, cooperative teaching and team teaching, Selection of most favorable and suitable mode.

SESSIONAL WORK: Marks:10 (05+05)
1) One Assignment on any topic from the above units **(Marks:05)**
2) The students may undertake any one of the following activities and present the report **(Marks:05)**
i. Prepare the instructional objectives and learning outcomes for Commerce Education.
ii. Analysis of a unit in commerce text book to identify the concept principle and processes
iii. Write a report regarding problems of Commerce teaching based on an interview with an Commerce teacher of a Higher secondary school.

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- गाजरे,नानकर - वार्णिज्य अध्यापन पद्धती, पुणे: नूतन प्रकाशन.
- गोयल एम. एल. - वार्णिज्य शिक्षण, रोहतक: संदीप प्रकाशन
- सिंह राजपाल - वार्णिज्य शिक्षण, आग्रा: विनोद पुस्तक भंडार

Code of the Course/Subject	Title of the Course/Subject- Curriculum and Pedagogic of School Subject Two (PART-I)	Total Number of Periods
CPS 204 (A)	**Physical Science – Part I**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:
At the end of the course students will be able to
- Explain the Place and importance of Physical Sciences in teaching and curriculum.
- Summarize the concepts and principles of Physical sciences and adopt appropriate methods to teach Physical sciences.
- Illustrate the concepts, Approaches, Strategies and Techniques in teaching of Physical sciences.
- Determine the planning of teaching of Physical sciences.
- Adopt various evaluation tools for assessment of Physical sciences.

Unit	Content	Periods
Unit-I	**Physical Science Curriculum** A. Place and importance of the subject Physical Science in school curriculum. B. Aims and objectives of teaching Sciences as given in the Maharashtra state board of secondary and higher secondary education syllabus. C. Class-room objectives and their specifications of teaching the Physical sciences.	**11**

	D. Bloom's taxonomy of educational objectives, learning experiences for achieving specified behavioral outcomes.	
Unit-II	**Pedagogy of Physical Science Teaching** A. Concepts of Approaches Strategies and Techniques: • Inductive-Deductive • Constructivist Approach B. Various methods of teaching of Physical sciences: 1) Laboratory; 2) Heuristic; 3) Project; 4) Analytical and Synthetic 5) Problem solving. C. Models of Teaching – Concept and use in teaching Physical Science. • Concept attainment, • Inquiry Training Model D. Maxims of Physical Science teaching	**12**
Unit-III	**Planning the Teaching of Physical Science** A. Teaching planning: Meaning, Need & Importance B. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan C. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Secondary Board for Physical Science D. Contribution of eminent scientists in the development of the Physical Science Archemedes, Gallilio, Newton, Raman, and Homi Bhabha. Boyle, Rutherford, Mendelief, Madam Qurie, Prafulchandra Ray.	**11**
Unit-IV	**Evaluation of & for Physical Science learning** A. Evaluation: Meaning and concept B. Unit test: Concept, Construction, Answer key and Scoring scheme. C. Continuous and Comprehensive evaluation (CCE) in Physical Science. D. Diagnostic test and remedial teaching, relationship between diagnostic test and remedial teaching	**11**

MODE OF TRANSACTION:
The course content transaction will include the following:
Planned lectures infused with multimedia /power-point presentations.
Panel interactions, seminars, group discussions, cooperative teaching and team teaching, Selection of most favorable and suitable mode.

SESSIONAL WORK: Marks:10 (05+05)
1) One Assignment on any topic from the above units **(Marks:05)**
2) The students may undertake any one of the following activities and present the report **(Marks:05)**
i. Prepare the instructional objectives and learning outcomes for Physical Science Education.
ii. Diagnosis of learner difficulty in Physical Science and preparation of remedial exercises
iii. Write a report regarding problems of Physical Science teaching based on an interview with a Physical Science teacher of a higher secondary school.

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Code of the Course/Subject	Title of the Course/Subject- **Curriculum and Pedagogic of School Subject Two (PART-I)**	Total Number of Periods
CPS 204 (B)	**Economics – Part I**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of the course students will be able to

- Illustrate Economics subject and its correlation with other subjects.
- Adopt different types of planning for teaching Economics.
- Implement different methods for teaching of Economics.
- Implement different techniques in teaching of Economics.
- Describe the importance of evaluation Economics.

Unit	Content	Periods
Unit-I	**Economics Subject & its Correlation with other subjects** A. Meaning, Nature and Importance of Economics as a subject B. Scope of Economics in School curriculum C. Objectives of teaching Economics at secondary stage. D. Correlation - Concept, Importance E. Correlation of Economics subject with other school subject	**11**
Unit-II	**Pedagogy of Economics Teaching** A. Concepts of Approaches Strategies and Techniques: • Inductive-Deductive • Constructivist Approach B. Various methods of teaching of Economics: 1) Discussion 2) Observation 3) Project; 4) Excursion 5) Supervised Method C. Models of Teaching – Concept and use in teaching Economics. • Concept attainment, • Inquiry Training Model D. Maxims of Economics teaching	**12**
Unit-III	**Planning the Teaching of Economics** A. Teaching planning: Meaning, Need & Importance B. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan C. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Secondary Board for Economics D. Co-curricular activities in the Economics: importance, need and organization	**11**
Unit-IV	**Evaluation and Subject Analysis** A. Evaluation: Meaning and concept B. Unit test: Concept, Construction, Answer key and Scoring scheme. C. Continuous and Comprehensive evaluation (CCE) in Economics. D. Curriculum and syllabus – concept and types E. Content Analysis and text Book Analysis	**11**

MODE OF TRANSACTION:

The course content transaction will include the following:

Planned lectures infused with multimedia /power-point presentations.

Panel interactions, seminars, group discussions, cooperative teaching and team teaching, Selection of most favorable and suitable mode.

SESSIONAL WORK: Marks:10 (05+05)

1) One Assignment on any topic from the above units **(Marks:05)**

2) The students may undertake any one of the following activities and present the report **(Marks:05)**

i. Prepare the instructional objectives and learning outcomes for Economics Education.

ii. Select any one sub unit of any Economics textbook at secondary and higher secondary level and analyses it.

iii. Write a report on current practices of assessment and evaluation at secondary and Higher secondary stage for subject of economics.

References:

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- Mustafa M, 2005," Teaching of Economics New Trends and Challenges' Deep & Deep Publications Pvt. Ltd F-159, Rajouri Garden, New Delhi-110027.
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Code of the Course/Subject	Title of the Course/Subject- **Curriculum and Pedagogic of School Subject Two (PART-I)**	Total Number of Periods
CPS 204 (C)	**Geography – Part I**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of the course students will be able to

- Explain the nature and structure of Geography.
- Describe the objectives of teaching Geography at Secondary schools.
- Explain the importance of teaching Geography at the secondary School level.
- Analyze the methods, and approaches for organizing Geography curriculum.
- Develop the skills to organize Geography curriculum.
- Identify the need used different types of planning needed in the geography teaching.
- Develop the various evaluation techniques in Geography.

Unit	Content	Periods
Unit-I	**Geography Subject & its Correlation with other subjects** **A.** Meaning, Nature and Importance of Geography as a subject B. Scope of Geography in School curriculum C. Objectives of teaching Geography at secondary stage. D. Correlation - Concept, Importance E. Correlation of Geography subject with other school subjects.	**11**
Unit-II	**Pedagogy of Geography Teaching** A. Concepts of Approaches Strategies and Techniques: • Inductive-Deductive • Constructivist Approach B. Various methods of teaching of Geography: 1) Laboratory 2) Observation 3) Project; 4) Excursion 5) Supervised Method C. Models of Teaching – Concept and use in teaching Geography. • Concept attainment, • Inquiry Training Model D. Maxims of Geography teaching	**12**
Unit-III	**Planning the Teaching of Geography** A. Teaching planning: Meaning, Need & Importance B. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan C. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Secondary Board for Geography D. Co-curricular activities in the Geography: importance, need and organization	**11**
Unit-IV	**Evaluation and Subject Analysis** A. Evaluation: Meaning and concept B. Unit test: Concept, Construction, Answer key and Scoring scheme. C. Continuous and Comprehensive evaluation (CCE) in Geography. D. Curriculum and syllabus – concept and types E. Content Analysis and text Book Analysis	**11**

MODE OF TRANSACTION:

The course content transaction will include the following:

Planned lectures infused with multimedia /power-point presentations.

Panel interactions, seminars, group discussions, cooperative teaching and team teaching, Selection of most favorable and suitable mode.

SESSIONAL WORK: Marks:10 (05+05)

1) One Assignment on any topic from the above units **(Marks:05)**

2) The students may undertake any one of the following activities and present the report **(Marks:05)**

i. Prepare the instructional objectives and learning outcomes for Geography Education.

ii. To prepare subject structure of Geography & find out it's reflection in school syllabi

iii. Write a report on current practices of assessment and evaluation at secondary and Higher secondary stage for subject of Geography.

References:

- Shaida B.D., Sharma J.C. - Teaching of Geography, Dhanpat Rai & Sons, Delhi.
- Mukherji S.P. - Geography and Education, Jiwan Jyoti prakashan, Darjeeling.
- Varma O.P. & Vedanayagan E.G.-Geography Teaching, sterling publishers, Jallander.
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- Macnee, E.A., (1951), The teaching of Geography, Geoggiey Cambridge, Bombay.
- Morrin, John W., (1968), Methods of Geographic Instruction, Blaisdell Publishing co.,Massachusetts.
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- पोंक्षे व. बा., भूगोल अध्यापन पद्धती, पुणे: नूतन प्रकाशन
- सांगले शैलजा, दुर्ष्टीक्षेपात स्पेशल मेथड भूगोल, पुणे: नूतन प्रकाशन
- अंबाडकर नीलिमा (२०१६).भूगोल अध्यापन शास्त्र.नागपूर: श्रीमंगेश प्रकाशन

Code of the Course/Subject	Title of the Course/Subject- **Curriculum and Pedagogic of School Subject Two (PART-I)**	Total Number of Periods
CPS 204 (D)	**History – Part I**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of the course students will be able to

- Explain the nature and structure of History.
- Describe the objectives of teaching History at Secondary schools.
- Interpret the importance of teaching History at the secondary School level.
- Analyze the methods, and approaches for organizing History curriculum.
- Develop the skills to organize History curriculum.
- Evaluate the need used different types of planning needed in the History teaching.
- Implement the various evaluation techniques in History.

Unit	Content	Periods
Unit-I	**History Subject & its Correlation with other subjects** **A.** Meaning, Nature and Importance of History as a subject B. Scope of History in School curriculum C. Objectives of teaching History at secondary stage. D. Correlation - Concept, Importance E. Correlation of History subject with other school subjects.	**11**
Unit-II	**Pedagogy of History Teaching** A. Concepts of Approaches Strategies and Techniques: • Inductive-Deductive • Constructivist Approach B. Various methods of teaching of History: 1) Source 2) Observation 3) Project; 4) Discussion 5) Lecture Method C. Models of Teaching – Concept and use in teaching History. • Concept attainment, • Inquiry Training Model D. Maxims of History teaching	**12**
Unit-III	**Planning the Teaching of History** E. Teaching planning: Meaning, Need & Importance F. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan G. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Secondary Board for History H. Co-curricular activities in the History: importance, need and organization	**11**
Unit-IV	**Evaluation and Subject Analysis** F. Evaluation: Meaning and concept G. Unit test: Concept, Construction, Answer key and Scoring scheme. H. Continuous and Comprehensive evaluation (CCE) in History. I. Curriculum and syllabus – concept and types J. Content Analysis and text Book Analysis	**11**

MODE OF TRANSACTION:

The course content transaction will include the following:

Planned lectures infused with multimedia /power-point presentations.

Panel interactions, seminars, group discussions, cooperative teaching and team teaching, Selection of most favorable and suitable mode.

SESSIONAL WORK: Marks:10 (05+05)

1) One Assignment on any topic from the above units **(Marks:05)**

2) The students may undertake any one of the following activities and present the report **(Marks:05)**

i. Prepare the instructional objectives and learning outcomes for History Education.
ii. To prepare subject structure of History & find out it's reflection in school syllabi
iii. Write a report on current practices of assessment and evaluation at secondary and Higher secondary stage for subject of History.

References:

- Ballard M., (1979), New Movement in the study Teaching of History, Temple Smith, London.
- Kochhar S.K. (1966), Teaching of History, Sterling Publishers Private Limited.
- N.C.E.R.T. (1970), Teaching History in Secondary Schools Publisher, Delhi.
- Singh D.R., (1959), The Teaching of History and Civics Jallandar, University Publications.
- The teaching of History: V.P.Ghale.

- Teaching of History: Nirmal Yadav.
- Teaching of History: B.D.Shaida & Saheb singh.
- The teaching of History: S.K.Koachar.
- Vajreswari R., (1973), Handbook of History Teachers Allied Publishers, Bombay.
- निरंतर ब. भा. - इतिहासाचे अध्यापण, पुणे: मोर्डेन बुक डेपो.
- पत्की मा. श्री.- इतिहासाचे अध्यापण
- बेदरकर कृ. द.- इतिहासाचे अध्यापणच्या दिशा, पुणे: निळकंठ प्रकाशन
- घाटे वि.द.- इतिहासाचे अध्यापण
- तिवारी सिं. ह. (१९८७)- इतिहासाचे अध्यापण, पुणे: नूतन प्रकाशन
- घाटे वि.द.(१९५८)- इतिहासाचे अध्यापण, पुणे: देशमुख प्रकाशन
- दुनाखे अरविंद (२०००)- इतिहासाचे अध्यापण, पुणे नूतन प्रकाशन
- पत्की मा.श्री.(१९८०)- इतिहासाचे अध्यापण व तत्र,औरंगाबाद: मिलिंद प्रकाशन
- ठगळे एस. एस. (१९७१) - इतिहास कसा शिकावा व कसा शिकवावा, अहमदनगर: सुहास प्रकाशन
- डामरे गोकुल व शेंडे मंगेश.(२०२३), इतिहास अध्यापन पध्दती,अकोला, ग्रॅव्हिटी पब्लीकेशन

Code of the Course/Subject	Title of the Course/Subject- **Curriculum and Pedagogic of School Subject Two (PART-I)**	Total Number of Periods
CPS 204 (E)	**Civics – Part I**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of the course students will be able to

- Explain the nature and structure of Civics.
- Describe the objectives of teaching Civics at Secondary schools.
- Analyze the importance of teaching Civics at the secondary School level.
- Implement the methods, and approaches for organizing Civics curriculum.
- Adopt skills to organize Civics curriculum.
- Develop the various evaluation techniques in Civics.

Unit	Content	Periods
Unit-I	**Civics Subject & its Correlation with other subjects** A. Meaning, Nature and Importance of Civics as a subject B. Scope of Civics in School curriculum C. Objectives of teaching Civics at secondary stage. D. Correlation - Concept, Importance **E.** Correlation of Civics subject with other school subjects.	**11**
Unit-II	**Pedagogy of Civics Teaching** A. Concepts of Approaches Strategies and Techniques: • Inductive-Deductive • Constructivist Approach B. Various methods of teaching of History: 1) Lecture 2) Discussion 3) Project; 4) Excursion 5) Supervised Method C. Models of Teaching – Concept and use in teaching History. • Concept attainment, • Inquiry Training Model D. Maxims of History teaching	**12**
Unit-III	**Planning the Teaching of Civics** I. Teaching planning: Meaning, Need & Importance J. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan K. Selecting appropriate strategies related to various topics included in secondary classes of the Maharashtra Secondary Board for Civics L. Co-curricular activities in the Civics: importance, need and organization	**11**
Unit-IV	**Evaluation and Subject Analysis** K. Evaluation: Meaning and concept L. Unit test: Concept, Construction, Answer key and Scoring scheme. M. Continuous and Comprehensive evaluation (CCE) in Civics. N. Curriculum and syllabus – concept and types O. Content Analysis and text Book Analysis	**11**

MODE OF TRANSACTION:

The course content transaction will include the following:

Planned lectures infused with multimedia /power-point presentations.

Panel interactions, seminars, group discussions, cooperative teaching and team teaching, Selection of most favorable and suitable mode.

SESSIONAL WORK: Marks:10 (05+05)

1) One Assignment on any topic from the above units **(Marks:05)**

2) The students may undertake any one of the following activities and present the report **(Marks:05)**

i. Prepare the instructional objectives and learning outcomes for Civics Education.

ii.	To prepare subject structure of Civics & find out it's reflection in school syllabi
iii.	Write a report on current practices of assessment and evaluation at secondary and Higher secondary stage for subject of Civics.

References:

- Aggarwal, J.C. : Teaching of political services and civics, Viskas Publishing House Pvt. Ltd. New Delhi (1983)
- Khanna S.D., Sexena: Teaching of Civics, Boaba Publishing V.R. Lamba, T.P. and House, New Delhi,(1982)
- Yadav, Nirmal : Teaching of civics and political science, Anmol Publishing Pvt. Ltd., New Delhi (1994)
- Rai, B.C. : Method Teaching of Civics, Prakashan Kendra, Lucknow (1990)
- Tyagi, Gurudas: Teaching of Civics, Agrawal Publications, Jyoti Block, Agra-2 (2012)
- Sharma RA : Teaching of Social Science, R. Lall Book Depot, Meerut, 2007
- Singh, Yogendra K: Nagarikshastra Shikshan, APH Publishing Co., ND, 2004
- निर्मला पाटील-नागरिकशास्त्र अध्यापन
- सस्तंगी- नागरिकशास्त्र शिक्षण
- त्यागी- नागरिकशास्त्र एवं अध्यापन की शिक्षा

Code of the Course/Subject	Title of the Course/Subject- *Discipline Specific Elective Course (Any One)*	Total Number of Periods
DSEC 205	**Educational Technology**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of the course students will be able to,

- Explain the meaning, scope and development of Educational Technology
- Define the role of E.T. teacher as a change agent.
- Describe the meaning, scope, models and types of communication.
- Explain the system approach in instruction and the modes of instruction.
- Classify the resource for an instruction system.
- Analyze the management of resource and define the use of multimedia in teaching process

Unit	Content	Periods
Unit I	**Education Technology:** **A.** Education Technology : Concept, nature and scope B. Educational Technology: Need, significance and objective C. Essential characteristics of Education Technology teacher. D. Role of Education Technology teacher	**11**
Unit II	**Communications Process:** A. Communication: Concept, nature and scope of B. Communication: Types and their uses. C. Instructional communication: Communication models D. Components of a communication process in teaching E. Ensuring effective communication in the classroom with the help of Education Technology	**12**
Unit III	**Approach of Education Technology:** A. Behaviorist and Constructivist perspectives for development and design of Education Technology. B. Programmed Instructional Approach, C. Brain Storming Approach D. Personalized systems of Instruction	**11**
Unit IV	**Resources and Management (Hardware's and Software's) for an Instructional System** A. Classification of instructional material • Visual: Hardware's and Software of OHP, Slide & film projector, charts, Maps, models. • Audio : Hardware's and software of radio, tape recorder • Audio-Visual : Hardware's and Software of T.V., D.V.D., L.C.D.,video conferencing B. Management of Resource : Selection, preparation, planning, execution and Evaluation C. Layout of ICT and Computer lab and its importance	**11**

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Panel interactions, seminars, group discussions, cooperative teaching and team teaching, Selection of most favorable and suitable mode.

SESSIONAL WORK: Marks: 10 (5+5)

1. One Assignment on any topic from the above units **(Marks: 05)**
2. The students may undertake any one of the following activities and present the report **(Marks:05)**

i. Prepare transparency /film slide / PPT on any topic of method subject and reports on its.
ii. Selected any from Method Subject topic and prepare programmed learning programme and write are report on it
iii. Select any topic of method subject from VIII to XII Class and write transcript from radio lesson or T.V. relay lesson.

References:

- Anand B and other (1982) Reading in E.T., Himalaya Publishing House: Bombay
- Brown J.W. (1983) Instructional Technology : Media and Methods, Newyork, Mc grew Hill
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- Pandey, K.P. : Modern Concepts of Teaching Behaviour, Vishwavidyalaya Prakashan, Varanasi.
- Vaishnav ,R. & Parasher G.S. : Computer Aided Instructional Design in Education, Kitabi Duniya, New Delhi (2010)
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- Sharma, R.A. : Technological Foundation of Education, R.Lal Publication, Meerut.
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- MHRD : National Policy on Information & Communication technology in school Education GOI (2012).

Code of the Course/Subject	Title of the Course/Subject- *Discipline Specific Elective Course (Any One)*	Total Number of Periods
DSEC 206	**Peace Education and Human Rights Education**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of the course students will be able to,

- Explain the concept, importance and need of Peace.
- Identify the areas of Peace Education
- Explain the need of Peace education in present context.
- Apply the values, attitudes and skills required for Peace Education.
- Adopt Methodology for Peace Education
- Recognize the importance of peace education in national development.
- Explain the concept, importance and need of human rights.
- Analyze the substantive knowledge of policies concerning Human Rights Education, Prevailing trends in the field of Human Rights. Identify potential roles for oneself in the promotion of Human Rights Education.

Unit	Content	Periods
Unit I	**Understanding Peace and Peace Education** A. Peace : Meaning and Types B. Peace Education: Concept and Need C. Constitutional values with reference to fundamental rights and their Importance for social harmony D. Integration of Peace Education in school Curriculum E. Contributions of Mahatma Gandhi, Swami Vivekananda, Krishanamurthy and Aurobindo in Peace Building.	**11**
Unit II	**Transacting Peace Education** A. Becoming peace teacher-acquisition of knowledge, values and attitudes B. Integration of Peace Education through curricular and co-curricular activities C. Role of mass media in Peace Education D. Programmes for Promoting Peace Education – UNESCO E. Life Skills required for Peace Education (WHO)	**11**
Unit III	**Conceptualizing Human Rights and Human Rights Education:** A. Rights and Human Rights – Introduction, concept - at International and national context. B. Types of Human Rights – Natural, positive, Negative, legal. C. Human Right Education – meaning, significance, and need D. Human Rights perspective in curriculum E. Human Rights perspective in teaching-learning Processes F. Methods of Human Rights Research and Human Rights as pedagogy	**11**
Unit IV	**Issues, Movements and Promotion of Human Rights** A. Critical review of Democracy with reference to Human rights B. Revisiting of Indian constitution with reference to Human Rights C. Critical review of Human Right in globalized world D. Debates in the Human Rights discourse: Universal versus Relativism, Legal versus Ethical demands, Rights versus Human rights, Collective versus Individual rights, West versus Rest	**12**

	E. Understanding Human Rights of Children, Women, Minorities, Dalits, Differently able and LGBT. F. Role of Government, Non-Government Organizations, Education, family and self in promotion of Human Rights.	

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Panel interactions, seminars, group discussions, cooperative teaching and team teaching, Selection of most favorable and suitable mode.

SESSIONAL WORK: Marks: 10 (5+5)

1. One Assignment on any topic from the above units **(Marks: 05)**
2. The students may undertake any one of the following activities and present the report **(Marks:05)**
   i. Developing and action plan for peace in school/college and local community/Poster presentation.
   ii. Awareness Camp to promote Human Rights Education
   iii. Policy analysis regarding Child/Women/Differently able rights-report writing and submitting it .

References:

- Education or Peace, Dr.Usha Rao (Himalya Publishing House ,First Edition, 2012) Striving For Peace ,Ram Punyani (Two Enterprises)
- Non-violence and Peace Education , (Volume I), Dr. Ravindra Kumar , Mrs.Megha Arora (Shridhar University,2013)
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- Dr. Kiruba Charles & V. Arul Selvi ,Peace and Value Education. (Neelkamal Publications Pvt Ltd , New Delhi, First Edition ,2012)
- Bajpai, Asha(2010) Child Rights in India: Law, Policy and Practice, Oxford University Press: New Delhi.
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- Gopalan, S.B. (1998) India and Human Rights, New Delhi, Lok Sabha Secretariat.
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- Kumar, Sandeep (2012) Human Rights and Pedagogy, Discovery publishing House: Delhi.
- Macwan, Martin (2006), Dalit Rights, New Delhi, NHRC.
- सबनीस - मानवी मानवी हक्क संरक्षण
- माथुर कृ. - स्वातंत्र्योत्तर भारत मे मानवाधिकार
- श्री रजनीश - मुलभूत मानवीय अधिकार
- निमखेडकर हर्षवर्धन - मानव अधिकार आणि त्यांचे उद्देश

Code of the Course/Subject	Title of the Course/Subject- *Enhancing Professional Capacities (EPC)*	Total Number of Periods
EPC 207	**Reading and Reflecting on Text**	**60**
Credit:	**Hours:**	**Max. Internal Marks:**
02	**60**	**50**

COURSE OUT COMES:

At the end of the course students will be able to,

- Develop the ability of making meaning from the selected text(s)
- Illustrate the texts by making connections by self-observations, experiences, and opinions and critically reflecting through thoughtful and persistent inquiry.
- Demonstrate skill, arising out of interrogation of own assumptions and knowledge to deepen text analysis and focusing assessment of the text.
- Develop the ability of reflective writings in different form

About the Course:

This course will serve as a foundation to enable B.Ed. students to read and respond variety of texts in different ways and also learn to think together, depending on the text and the purposes of reading. The course will enable prospective teachers to reflect on selected readings through identification of its purpose, addressing its relevance for self, society, nation and globe at large. The learners would also come out with their concrete reflections of texts in different forms like annotations, critical appreciation, poster, collage, oral presentation, debate, panel discussion, charts, reflective writing etc.

Course Out line:

- ❖ **Students will be asked to visit library and select text (any one) of following nature like:**
- Biographies/autobiographies of great personalities of different fields
- A literary creation (novel/drama/poem/essay etc.) of national and international repute
- Renowned books on sociological, philosophical, psychological issues and on current sociopolitical scenario of education
- Self-authored books of renowned social, educational and political thinker

- **Based on their readings students will be asked to: Assess the Text(s):**
- What is the main point? How is it developed? Identify the purpose, impact and/or theoretical framework of the text.
- What ideas stood out to me? Why? Were they new or in opposition to existing scholarship?
- How the text related understanding of my life, my society and context?
- How it broadened my thinking and expanded my mental horizons?

Students will be asked to select text (any one) of contemporary society of different forms like:

- Collection of newspaper cuttings focusing selected social, educational, political and economic issues
- Collection of articles from any renowned periodical (Outlook/India Today/Economic and
- Political Weekly/Business Today/Journals of Education/Organizer – weekly etc.) focusing selected social, educational, political and economic issues
- Watching CNN, BBC documentaries on issues of current and historical socio-political scenario and develop a text based on its presentation Based on their readings students will be asked to:

Make Connections:

- How does this text help me to better understand this topic or explore this field of study/discipline?
- How does this text reinforce my existing ideas or assumptions? How does this text challenge my existing ideas or assumptions?
- How is/was the social, educational, political and economic scenario making its critical analysis.

Read, reflect and think critically about the text you selected:

- Write a personal response that shows you have spent time reading and reflecting.
- Summaries the main ideas in a single short paragraph. Ask yourself 'What is the meaning for me?'
- Identify aspects you agree and disagree with. Explain why.
- Find literature that critiques the text. Explain how.

Students will be performing the tasks mentioned above by giving different reflections in forms of:

- Making an oral presentation
- Organizing a debate, discussion based on their reading
- Preparation of a poster
- Making a collage
- Displaying appropriate texts/graphic on bulletin board
- Addressing morning assembly during their internship in schools
- Making a power point presentation on selected topic
- Submission of written articles/assignments
- Writing maintaining reflective journals

Evaluation:

Students will be evaluated based on the concrete reflections s/he has provided; proper record file of their reflections will be submitted which will be the criteria of their evaluation. Reflections of different forms will be stressed and it will not merely be limited to submission of written assignment.

Sr.No	Evaluation Criteria	Marks
1	Knowledge of Reflective Writing	10
2	Content of Reflective writing	10
3	Presentation Performance	05
4	Use of ICT for Presentation	05
5	Submission / Examination	20
	Total	**50**

Suggested Readings:

The list of books here are only exemplars, students may explore and read the text of their choice possessing reasonable literary worth.

- Abraham Lincoln's Letter To His Son's Teacher...
- Carnegie, D. - How to Win Friends and Influence People.
- Chakravarty, Uma (2007). Pandita Ramabai- A life and a time. Critical quest: New Delhi
- Coelho, Paulo - The alchemist
- Cultural Heritage – Dr. S. Radhakrishnan
- Ilaiah, K. (2012). Why I am not a Hindu – A shudra critique of hindutva philosophy, culture and political economy. Samya: Kolkata
- My experiments with the truth – Autobiography of Mahatma Gandhi
- Novels of Munshi Premchand
- Periodicals Like – Outlook, India Today, Economic and Political Weekly, Business Today, Journals of Education, Organiser – weekly
- Ramchandrab Guha - India after Gandhi
- Skand Gupta – The history of Banaras Hindu University
- The Beautiful Tree: A Personal Journey Into How The World's Poorest People Are Educating
- Themselves Hardcover – by James Tooley
- The Little Prince – Antain de Saint – Exupery
- Tolstoy, Leo – The death of Evan Illich
- Woolf, V. (1945). A room of one's own. Penguin Books: London
- नंदननीलकेणी -उभरते भारत की तस्वीर
- एप्पल, एम. और बिन, जे. ए. (2007). लोकतांत्रिक विदयालय कक्षा से सीखे सबक. (अनुवाद) स्वयंप्रकाश भोपाल: एकलव्य प्रकाशन
- वर्जीनियावुल्फ़ (2011). अपना एक कमरा (अनुवाद). माइकेलमोज़ेज़, वाणी प्रकाशन: न्यू दिल्ली
- कलाम अब्दुल (2012). टर्निंग पाइंटस (Turning Points)

Code of the Course/Subject	Title of the Course/Subject- ***SEC: Skill Enhancement Course (Task Assignment and Practicum)*** (Laboratory /Practical/Practicum/Hands on/Activity)	Total Number of Periods
P-208	**Academic Planning Workshop (Academic Planning: Annual Plan, Unit Plan, Lesson Plan and Unit Test)**	**60**
Credit:	**Hours:**	**Max. Internal Marks:**
02	**60**	**50**

COURSE OUT COMES:

At the end of the course students will be able to,

- Explain the concept of educational evaluation.
- Define the concept of Annual Plan, Unit Plan, Lesson Plan and Unit Test according to teaching pedagogy subject.
- Analyze the aspect of Annual Plan, Unit Plan, Lesson Plan and Unit Test according to teaching pedagogy subject.
- Prepare Annual Plan of teaching pedagogy subjects.
- Develop Unit Plan of teaching pedagogy subjects.
- Prepare Lesson Plan of teaching pedagogy subjects.
- Prepare Unit Test of teaching pedagogy subjects.
- Implement Unit test in class room.
- Explain the concept of Learning Experiences and types of learning experiences.

❖ **Workshop Schedule:** **Marks 50**

- **Pre essential theoretical part for workshop :** Arrange theoretical lectures on concept of Evaluation, Objectives and specification, Learning Experiences, Evaluation Tools, Annual Plan, Unit Plan, Lesson Plan and Unit Test
- **Essential instruction materials for workshop :** School curriculum, school text book, reference books on concept of evaluation, teacher hand book, printed teaching plan formats etc.
- **Content, planning and evaluation of workshop:** Planning: Evaluation related content is in every teaching methodology subject and must to teach all content in this workshop; institute organize minimum one week workshop and teach concept of Evaluation, Objectives and speciation, Learning Experiences, Evaluation Tools, Annual Plan, Unit Plan, Lesson Plan and Unit Test. after teach theoretical aspect of all concept students teachers prepared all practical in method subject group.

The Evaluation Structure is as follows: (Total: 50 Marks)

Sr.No	Evaluation Criteria	Marks
1	Active Participation in workshop	10
2	Preparation of Annual Plan (Both Method)	06
3	Preparation of Unit Plan (Both Method)	06
4	Preparation of Lesson Plan (Both Method)	09
5	Preparation of Unit Test (Both Method)	09
6	Submission of workshop practical report	10
	Total	**50**

Code of the Course/Subject	Title of the Course/Subject- ***SEC: Skill Enhancement Course (Task Assignment and Practicum)*** (Laboratory /Practical/Practicum/Hands on/Activity)	Total Number of Periods
P-209	**School Engagement (1Week)**	**60**
Credit:	**Hours:**	**Max. Internal Marks:**
02	**60**	**50**

COURSE OUT COMES:

At the end of the course students will be able to,

- Analyze the dimensions of school.
- Illustrate the concept of the school safety.
- Adopt the classroom management.
- Analyze the different aspect of classroom environment.
- Evaluate the role of teacher as an effective manager and leader.

Student teachers will visit practice teaching school. Observe the school system and prepare the report on the task and assignment of the same accordingly.

Marks calculated out of 50 are to be given for the report and the observations their in.

(And will continue as mentioned in P-110 of Semester I)

Code of the Course/Subject	Title of the Course/Subject- *SEC: Skill Enhancement Course (Task Assignment and Practicum)* (Laboratory /Practical/Practicum/Hands on/Activity)	Total Number of Periods
P-210	**Internship (4 Week)**	**90**
Credit:	**Hours:**	**Max. Internal Marks:**
03	**90**	**75**

COURSE OUT COMES:

At the end of the course students will be able to,

- Develop lesson plans and do the teaching in class room As per prepared lesson plan.
- Implement a plan of evaluation for the unit taught.
- Identify the various types of records are prepared and maintained in the school.
- Organize co-curricular and extracurricular activities in the school.
- Observe, give feedback and reflect on the lessons given by peers

Internship:

The detailed activities under total Internship Programme (Semester II+III+IV having 15 credits) to be completed in three semesters (16 weeks) of weightage 375 marks as follow:

It is expected that student teachers are exposed to a variety of approaches for teaching, observation of children in multiple socio-cultural environments and involve themselves in reflective thinking. It is also expected that student teachers engage themselves in Continue Comprehensive Evaluation (CCE) through planning of formative and summative evaluation. The activities should be planned in such a way so as to facilitate mentoring, supervising and assessing the student teachers mutually by the teacher educators and school teachers

During the internship of 16 weeks in three semesters the student teacher will complete the following activities:

(a) Lessons (Minimum 15 Lessons of each pedagogy subject) 120 Marks (30 lessons x 4 marks)

All though during Internship the student teacher has to work as a full-time teacher, She/he shall have to complete at least 15 lessons of each pedagogical subject. She/he shall select units from the school subject in consultation with the school teacher and faculty. She/He will prepare the lesson plan for those units. She/He will teach units under the guidance and observation of the school teacher and teacher educator. The same shall be repeated for other school subject. These lessons shall be engaged preferably at upper primary, secondary and higher secondary level.

(b) Unit Plan and Unit Test – Marks 50 (25+25)

The student teacher will prepare a Unit Plan providing for formative (for each lesson plan) and summative evaluation (unit test after completion of the unit) for both the above selected units. She/He will develop and conduct a unit test. She/He will also prepare a blue print and model answer and marking scheme for the developed unit test. The same shall be repeated for other subject education.

(c) Report on Records maintained by the school: 50 Marks (5 x 10 Marks)

This activity is to enable the student teacher to understand the administrative aspects of school life. It will help him/her to realize the need of maintaining the records and their importance in the smooth functioning of the school. The student teacher shall write a report on any 5 records prepared and maintained by the school.

(d) Organization of Co-curricular and Extracurricular Activities: 50 Marks

To enhance the organizational and managerial skills the student teacher will participate in the organization of the co-curricular and extracurricular activities arranged regularly during the internship period in the school. S/He has to maintain a detailed record of the same. It is expected that s/he shall reflect and write about these experiences. It will help her/him in understanding and addressing her/his Professional identity as a teacher.

(e) Observation of Peers: 60 Marks (30 x 2 Marks)

Peer learning is an important and integral part of learning process of an individual. It will assist in boosting the confidence of the student teachers. In this activity the student teacher shall observe 15 lessons of each pedagogy, reflect and give feedback to her/his peers on the lessons conducted. (30 lessons)

f) Other School Activities/Programmes 45 Marks (3 x 15 Marks)

To get an experience of the school working the student teacher shall complete any three activities from those given below. S/He shall write a report and enlist the process outcomes of the same.

- Develop an academic calendar for the various activities to be organized in the school under the guidance of the school teacher.
- Information regarding Parent teacher association.
- Professional organization of teachers
- Practices of inclusion.
- Provision for slow learners.
- Activities for gifted students.
- Community related work.
- Activities for professional growth of teaching and non-teaching staff.
- Any other innovative/special practices adopted by the school.

And will continues with P-308 of Semester III and P-407 of Semester IV

Code of the Course/Subject	Title of the Course/Subject- ***SEC: Skill Enhancement Course*** ***(Task Assignment and Practicum)*** (Laboratory /Practical/Practicum/Hands on/Activity)	Total Number of Periods
P-211	**Social Work with Community Experience**	**60**
Credit:	**Hours:**	**Max. Internal Marks:**
02	**60**	**50**

COURSE OUT COMES:

At the end of the course students will be able to,

- Develop skill of partnership and co-operation within the community sector.
- Provide opportunity to students to do community work as a means of achieving social change that will contribute to the creation of a more just, sustainable and equal society.
- Create awareness among people about various problems in a community, in motivating people for betterment of humanity and eradication of social evils.

❖ **Transaction:**

Orientation about the program and Pupil teachers to adopt any one of the following:

- Slum area
- Village
- Orphanage
- Old age home
- River, Pond etc
- The work will involve
- Making people aware of cleanliness/ social evils/ health issues/ environment/ traffic rules/Pulse polio campaigns/ other Government Campaigns
- Cleanliness drive/ literacy program/ service at old age homes and/or orphanages. Engaging people in vocational trades.

❖ **Preparation of extensive written report with evidence of Photographs**

- Clearly depicting the impact of the work, with pictures/ data of before and after and during community work.
- Feedback and autograph from beneficiaries
- Own experience and personal impact on oneself.
- Marks will be based on contribution in community work and presentation of the report.

The Evaluation Structure is as follows: (Total: 50 Marks)

Sr.No	Evaluation Criteria	Marks
1	Active adoption and planning of Visit	10
2	Active participation and contribution in community work	20
3	Report writing with photographs and submission	20
	Total	**50**

SEMESTER III

Code of the Course/Subject	Title of the Course/Subject- Core Course	Total Number of Periods
CC 301	**Gender, School and Society**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of the course students will be able to,

- Acquaint basic understanding and familiarity with key concepts–gender, gender bias, gender stereotype, gender parity, equity and equality.
- Analyze gender issues in educational contexts; curriculum, textual materials across disciplines, pedagogical process and its intersection with class, caste, religion, and region.
- Describes gender discrimination in the construction and dissemination of knowledge
- Acquaint a critical perspective on the ways in which education maintains and legitimates gender relations in society.
- Explore the complex relationship of gender and education and understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

Unit	Content	Periods
Unit I	**Gender Issues: Key Concepts** A. In this Unit the students will develop an understanding of some key concepts and terms and relate them with their context in understanding the power relations Gender, Sex, Sexuality, Patriarchy, Masculinity, and Feminism/s: liberal, socialist, and radical • Gender bias, Gender stereotyping, Gender parity • Gender hierarchy • Teacher as an agent of change • Feminist movement	**11**
Unit II	**Learning of Gender Roles** A. Meaning of socialization. B. Learning of gender roles in cross-cultural perspectives. C. Formation of Gender Identities and Socialization Practices in: • Family • Schools • Other formal and informal organization.	**11**
Unit III	**Gender and Law** A. Introduction to laws related to women (Rape, Dowry, Remarriage, Divorce, Property inheritance, Trafficking). B. Women's reservation bill 2008 – history and current status C. Protection to women under the constitution of India. D. Laws Related to Women's Rights: i. PC PNDT (Pre Conception and Pre Natal Diagnostic Techniques Act 1994), ii. Female feticide, domestic violence act 2005, iii. Sexual harassment at work place (Prevention Prohibition and Redressel, Act 2013), iv. The Indecent Representation of women prohibition Act 1986 v. Cybercrime against women under IT act 2000.	**12**
Unit IV	**Gender and Education** A. Schooling of Girls Issues of equity, inequalities and resistances (issues of access, retention and exclusion in relation to caste, tribe, religion and region, disability). B. Instrumentalist approach to women education- Application in the Indian Context Gender and Subject choices. C. Role of schools, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity D. Rashtrasant Tukadoji Maharaj's: Educational thoughts, Life education, Upliftment of women, social change, and Gramonnati (rural development).	**11**

MODE OF TRANSACTION:

- Teachers should incorporate discussions, projects, documentaries, movies and fields-based projects
- Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be used
- Dialogue and discussions have to be the key for the transaction of this course Individual and group presentations of issues and concerns raised in assignments

SESSIONAL WORK: Marks:10 (5+5)

1) One Assignment on any topic from the above units **(Marks: 05)**

2) The students may undertake any one of the following activities and present the report **(Marks: 05)**

i. A study of data about girls from scheduled castes and tribes, minorities and rural backgrounds from different sources such as, enrollment in school and university at different levels, results of Grade X and Grade XII examinations and enrollment in different programmes in higher education.

ii. Critical analysis of educational policies/dominant narratives for instrumentalist approach to women education with special reference to India.

iii. Study of laws related to women and submits brief report on it.

References:

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- Bhasin, Kamla.(2004). Exploring Masculinity. New Delhi: Women Unlimited.
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- Chanana, Karuna(ed.). (1988). Socialisation, Education and Women: Explorations in Gender Identity. New Delhi: Orient Longman.
- Gould, S. J. (1981). The Mismeasure of Man. London: Penguin Books.
- Govinda, R. (ed.). (2002). India Education Report: A Profile of Basic Education. New Delhi: Oxford University Press.
- Kathleen, Weiler. (1988). Women Teaching for Change: Gender, Class, and Power. New York: Bergin Garvey.
- Kumar, K. (1986). Growing Up Male. Seminar, No. 318, February 1986.
- NCERT (2006). 3.2 Position paper, National Focus Group on Gender Issues in Education. New Delhi: NCERT.
- Ramachandran, Vimala. (2004). Gender and Social Equity in Education: Hierarchies of Access. New Delhi: Sage.
- Rashtrasant Tukdoji Maharaj. Gramgeeta
- पिंजरकर सुलभा के. (२०१६): 'समकालीन भारतीय शिक्षण- लिंग,शाळा आणि समाज', अमरावती: नभ प्रकाशन
- बिहाडे संगिता (२०१८): 'लिंगभाव, समाज आणि शिक्षण', अमरावती : नभ प्रकाशन

Code of the Course/Subject	Title of the Course/Subject- Core Course	Total Number of Periods
CC 302	**Basic of Research in Education**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of the course students will be able to,

- Interpret the relation between scientific thinking and research
- Acquaint with different types of researches in education
- Describes basics of Research and Action research
- Discuss the process of action research
- Acquaint the nature and scope of Action Research
- Describes the components of action research plan
- Analyze distinguish between quantitative and qualitative data analysis in Action Research
- Describes the features of a good action research report

Unit	Content	Periods
Unit V	**Scientific Thanking and Concept of Research** A. Sources of knowledge: Inductive, Deductive and Scientific Method B. Research: Meaning, Nature and Characteristics C. Educational Research: Meaning, Nature, Characteristics and Need D. Approaches of Educational Research: Qualitative and Quantities – Concept and need	**11**
Unit VI	**Types of Research and Action Research** A. Types of Research in Education: i. **Fundamental:** Meaning, Characteristics and Limitations ii. **Applied:** Meaning, Characteristics and Limitations iii. **Action Research:** Historical Background Meaning, Characteristics and Limitations B. Action Research: Steps and Format C. Types of Action Research: Individual and Collaborative D. Features of a good Action Research	**11**
Unit VII	**Methods and Tools for data collection in Research** A. Methods of Educational Research i) Historical, ii) Descriptive and iii) Experimental - Meaning, Purpose, and limitations B. Tools For Data Collection: Characteristics, uses and limitation • Questionnaire – (open and close ended) • Audio – Video Recording • Interviews – Structured and Unstructured • Observation – Participant and Non- Participant C. Hypothesis: Meaning, Characteristics and Types D. Assumptions: Meaning and Characteristics and Limitations	**11**
Unit VII	**Sampling, Designing and Data Analysis of Research** A. Population and Sampling in Educational Research: Concept, Types of Sampling Technique B. Designing the Research Plan (research question, need, significance, aims and objectives, research title, research design, schedule and budget)	**12**

	C. Analysis of Data: • Quantitative – Percentage, Mean, Correlation and Graphical Representation (uses and limitations) • Qualitative – uses, characteristics and limitations D. Action Research Report writing	

MODE OF TRANSACTION:
The course content transaction will include the following:
- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.

SESSIONAL WORK: Marks:10 (5+5)
1) One Assignment on any topic from the above units **(Marks:05)**
2) The students may undertake any one of the following activities and present the report **(Marks:05)**
Visit at least five school, locate at least ten problems on which action research can be taken
i. Prepare one Action Research Proposal under the guidance of supervisor.
ii. Prepare one questionnaire/interview schedule/rating scale related to collection of data for problem from school level.
iii. Review of Five research report of action researches completed by Researcher or school teacher

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- पाटील गीता आणि अंबाडकर नीलिमा, (२०१४), शैक्षणिक संशोधन पद्धती, नागपूर: श्री.मंगेश प्रकाशन
- खोब्रागडे हर्षानंद आणि डामरे गोकुल. (२०१४), सुलभ शैक्षणिक संशोधन पद्धती, अमरावती : सुगम प्रकाशन
- पंडित बन्सी बिहारी आणि महाले संजीवनी राजेश, (२०१५), संशोधन: गुणात्मक आणि मिश्र पद्धती, औरंगाबाद, युनिक पब्लिकेशन
- क्षत्रिय किशोर व डामरे गोकुल,(२०२३), शिक्षणातील संशोधन, अकोला, ग्रॅव्हिटी पब्लिकेशन.

Code of the Course/Subject	Title of the Course/Subject- Curriculum and Pedagogy of School Subject One - PART-II	Total Number of Periods
CPS 303 (A)	**English-Part-II**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:
At the end of the course students will be able to,
- Explain the learning resources in English language at Secondary and higher secondary stage.
- Describe the language skills and activities for developing the language skills..
- Analyze the linguistic system in English.
- To make familiar with the role of English teacher & importance of professional growth in teaching of English.
- Explain the different areas and agencies for professional development.
- Analyses critically the present syllabus, text-book in the state of Maharashtra

Unit	Content	Periods
Unit V	**Language Skills** A. Language skills: Concept, Meaning, Need and Importance B. Categorization of Language skills • Reading skill • Speaking skill • Listening skills • Writing skill C. Linguistic System: Basic concept in phonology, morphology, syntax and semantics; Discourse	**12**
Unit VI	**Learning Resources and learning Experiences** A. Learning resources: Concept, need and importance B. Traditional (Handbook, Workbooks) and Technological based learning resources: Concept, Meaning , Importance and merits and demerits C. Learning Experiences: Concept, Classification and source D. Teaching Materials: Audio, Audio Visual and use of ICT	**11**
Unit VII	**Curriculum, syllabus and Text Book** A. Curriculum: Concept, Nature and Principal B. Construction and types of Curriculums C. Syllabus: Concept, Nature and Principal of Developing syllabus	**11**

	D. English Language Text Book: Concept. Characteristics and Critical study of a text book of English language	
Unit VIII	**Language Teacher** A. Qualities of effective English teacher, disposition and attitude. B. Importance of in-service training programs for Professional Growth of English teacher: i) Conferences ii) Seminars iii) Workshops C. Importance of agencies for Professional growth of language teacher: i) NCERT ii) SCERT iii) NCTE iv) DIET D. English Teacher association: Need and its functions	**11**

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.

SESSIONAL WORK: Marks:10 (5+5)

1) One Assignment on any topic from the above units **(Marks:05)**

2) The students may undertake any one of the following activities and present the report **(Marks:05)**

i. Development of ICT based Lesson plan on any class of secondary level.

ii. Development of appropriate teaching learning materials for teaching different contents of English language

iii. Critical study of text book for any one standard of Secondary schools

References:

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- English Language Teaching in India - Kudchedkar S.
- Jain, R.K.: Essentials of English Teaching. Agra: Vinod Pustak Mandir, Agra.
- Kohli, A.L.: Teaching English. New Delhi: Dhanpat Rai and Sons.
- NCERT: Reading in Language and Language Teaching Book I, Publication div. NCERT, New Delhi.
- Pandey, K.P. Teaching of English in India, Varanasi: Vishwavidyalaya Prakashan, Varanasi.
- Structural Approach to Teaching of English - B.D. Shrivastav
- Teaching of English - A Modern Approach, Bose F.L
- Teaching of English - G.L. Gadre
- Teaching of English - P.K. Gupta, Anil Gandhi, and S.S. Bhatnagar
- The essentials of English Teaching - R.K. Jain
- The technique of Language teaching, Bose F.L

Code of the Course/Subject	Title of the Course/Subject- Curriculum and Pedagogy of School Subject One - PART-II	Total Number of Periods
CPS 303 (B)	**Marathi-Part-II**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

या पाठ्यक्रमाच्या अभ्यासानंतर विद्यार्थी पुढील कार्य करण्यास सक्षम बनतील.

- माध्यमिक व उच्च माध्यमिक स्तरावर मराठी भाषा अध्यापना करिता असलेले विविध अध्यापन स्त्रोत सांगू शकतील. ú
- मराठी भाषा अध्यापना करिता भाषा कौशल्याचा अर्थ व महत्व समजून सांगू शकतील.
- मराठी भाषा एक विद्याशाखा म्हणून समजून सांगू शकतील.
- मराठी भाषा अध्यापनात मराठी भाषा शिक्षकाची भूमिका विशद करतील.
- मराठी भाषा शिक्षकाच्या व्यवसायिक वृद्धी करिता असणाऱ्या विविध कार्यवाहिनी व संस्थाचे महत्व आणि कार्य समजून सांगू शकतील.
- मराठी भाषेचे पाठ्यक्रम व पाठ्यपुस्तकाचे चिकित्सक विश्लेषण करू शकतील.

घटक	आशय	तासिका
घटक ५	**भाषा कौशल्य** : अ) भाषा कौशल्य : संकल्पना ,अर्थ, गरज आणि महत्व ब) भाषा कौशल्याचे प्रकार: ● वाचन कौशल्य ● भाषण कौशल्य ● श्रवण कौशल्य ● लेखन कौशल्य क) भाषा प्रणाली :मुलभूत संकल्पना –उच्चारशास्त्र, शब्दरचना शास्त्र, वाक्यरचना नियम, शब्दार्थ, संभाषण	**१२**
घटक ६	**अध्ययन स्त्रोत आणि अध्ययन अनुभव:** अ) अध्ययन स्त्रोत : अर्थ, संकल्पना,गरज आणि महत्व ब) अध्ययन स्त्रोत प्रकार : पारंपारिक अध्ययन स्त्रोत (हस्तपुस्तिका व कार्यपुस्तिका) आणि तंत्रज्ञानावर आधारित अध्ययन स्त्रोत : संकल्पना, अर्थ, महत्व आणि गुण व दोष क) मराठी भाषा अध्यापन साठी अध्ययन अनुभव : संकल्पना, वर्गीकरण आणि स्त्रोत ड) मराठी भाषा अध्यापन साठी अध्यापनांची साधने: श्राव्य,दृकश्राव्य आणि माहिती तंत्रज्ञानाचा उपयोग	**११**

घटक ७	**अभ्यासक्रम, पाठ्यक्रम आणि पाठ्यपुस्तक :** अ) अभ्यासक्रम : संकल्पना, स्वरूप आणि तत्वे ब) मराठी भाषा अभ्यासक्रम संरचना आणि प्रकार क) मराठी भाषा पाठ्यक्रम: संकल्पना,स्वरूप आणि पाठ्यक्रम विकसनाची तत्वे ड) मराठी भाषा पाठ्यपुस्तक:संकल्पना, वैशिष्ट्य आणि मराठी भाषा पाठ्यपुस्तकाचे चिकीत्सक विश्लेषण	११
घटक ८	**मराठी भाषा शिक्षक :** अ) मराठी भाषा शिक्षकाची गुण वैशिष्ट्य आणि पात्रता ब) मराठी भाषा शिक्षकाच्या व्यावसायिक वृद्धीसाठी सेवांतर्गत प्रशिक्षणाचे महत्व: i) परिषद ii) परीसंवाद iii) कार्यशाळा क) मराठी भाषा शिक्षकाच्या व्यावसायिक वृद्धी साठी संस्थाचे महत्व : i) एन.सी.ई.आर.टी ii) एस.सी.आर.टी.ई. iii) एन.सी.टी.ई. iv) जिल्हा शिक्षण प्रशिक्षण संस्था ड) मराठी भाषा शिक्षक संघटना : संकल्पना, गरज आणि कार्य	११

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.

प्रात्यक्षिक सत्रिय कार्य: गुण:१० (५+५)

१) वरील कोणत्याही एका घटकावर आधारित स्वाध्याय **(गुण : ०५)**

२) विद्यार्थ्यांनी खालील पैकी कोणतेही एक उपक्रम पूर्ण करून त्याचा अहवाल सादर करावा. **(गुण:०५)**

i. माध्यमिक स्तरावरील कोणत्याही एका वर्गाच्या एका घटका वर आय. सी. टी.आधारित पाठ टाचण तयार करा.

ii. मराठी भाषेच्या आशयानुरूप सुयोग्य अध्ययन अध्यापन साधन तयार करा.

iii. माध्यमिक शाळेच्या कोणत्याही एका वर्गाच्या मराठी भाषा पाठ्यपुस्तकाचे चिकीत्सक परीक्षण करा

संदर्भ:

- आकोलकर पाटणकर. - मराठीचे अध्यापन
- डांगे चंद्रकुमार. - मातृभाषेचे अध्यापन
- साठे द. त्र्यं .- मराठी भाषेचे अध्यापन
- पाटील लीला. - मातृभाषेचे अध्यापन
- कुंडले म. बा - मराठीचे अध्यापन

Code of the Course/Subject	Title of the Course/Subject- Curriculum and Pedagogy of School Subject One - PART-II	Total Number of Periods
CPS 303 (C)	**Hindi-Part-II**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

इस पाठ्यक्रम के अध्ययन के बाद छात्र निम्न कार्य करने में सक्षम होंगे |

- माध्यमिक तथा उच्च माध्यमिक स्तरपर हिंदी भाषा अध्यापन के स्त्रोत को समझा सकेंगे |
- हिंदी भाषा अध्यापन हेतू भाषा कौशल के अर्थ एवं महत्व को समझा सकेंगे |
- हिंदी भाषा को एक विद्यासंकाय कि दृष्टीकोन से विश्लेषित कर सकेंगे |
- हिंदी भाषा अध्यापन में हिंदी भाषा शिक्षक कि भूमिका को वर्णन कर सकेंगे |
- हिंदी भाषा शिक्षक के व्यावसायिक वृद्धीहेतू विभिन्न शैक्षिक संस्था के महत्व एवं कार्य को समझा सकेंगे |
- हिंदी भाषा पाठ्यक्रम तथा पाठ्यपुस्तक का चिकित्सक परीक्षण कर सकेंगे |

इकाई	आशय सामग्री	तासिका
इकाई ५	**भाषा कौशल** अ) भाषा कौशल : संकल्पना, अर्थ, आवश्यकता एवं महत्व ब) भाषा कौशल के प्रकार : • वाचन कौशल • भाषण कौशल • श्रवण कौशल • लेखन कौशल क) भाषा प्रणाली :मुलभूत संकल्पना – उच्चारशास्त्र, शब्दरचना शास्त्र, वाक्यरचना नियम, शब्दार्थ, संभाषण	१२
इकाई ६	**अध्ययन स्त्रोत एवं अध्ययन अनुभव** अ) अध्ययन स्त्रोत : संकल्पना,अर्थ, आवश्यकता एवं महत्व ब) पारंपारिक अध्ययन स्त्रोत (हस्तपुस्तिका तथा कार्यपुस्तिका) एवं तंत्रविज्ञान पर आधारित अध्ययन स्त्रोत: संकल्पना अर्थ,महत्व तथा गुण-दोष	११

	क) हिंदी भाषा अध्यापन हेतू अध्ययन अनुभव : संकल्पना, प्रकार एवं स्त्रोत ड) हिंदी भाषा अध्यापन हेतू अध्यापन के साधन : श्राव्य, दृकश्राव्य तथा सूचना तंत्रविज्ञान का उपयोग	
इकाई ७	**अभ्यासक्रम, पाठ्यक्रम तथा पाठ्यपुस्तक** अ) अभ्यासक्रम : अर्थ,स्वरूप एवं तत्व ब) अभ्यासक्रम संरचना एवं प्रकार क) पाठ्यक्रम: संकल्पना,स्वरूप एवं पाठ्यक्रम विकास के तत्व ड) हिंदी भाषा पाठ्यपुस्तक : संकल्पना, विशेषताएं और हिंदी पाठ्यपुस्तक का चिकित्सक परिक्षण	११
इकाई ८	**हिंदी भाषा शिक्षक** अ) हिंदी भाषा शिक्षक कि विशेषताएं तथा योग्यता ब) हिंदी भाषा शिक्षक के व्यावसायिक वृद्धी हेतू सेवांतर्गत प्रशिक्षण का महत्व : i) संम्मेलन ii) परीसंवाद iii) कार्यशाला क) हिंदी भाषा शिक्षक के व्यावसायिक वृद्धी हेतू संस्थाओं का महत्व: i) एन.सी.ई.आर.टी. ii) एस.सी.ई.आर.टी. iii) एन.सी.टी.ई iv) जिला शिक्षण व प्रशिक्षण संस्था ड) हिंदी भाषा शिक्षक संघटना : संकल्पना, आवश्यकता और कार्य	११

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia / power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.

परियोजना सत्रिय कार्य: अंक :१० (५ +५)

१) उपरोक्त किसी एक ईकाइ पर आधारित स्वाध्याय **(अंक: ०५)**

२) छात्रो द्वारा निम्नलिखित मैं से किसी एक विषय पर कार्य को पूर्ण कर रिपोर्ट प्रस्तुत कीजिये। **(अंक: ०५)**

i. माध्यमिक स्तर के किसी एक कक्षा के हिन्दी भाषा के किसी एक इकाई पर आय. सी. टी.आधारित पाठ नियोजन तयार कीजिये।

ii. हिन्दी भाषा के आशय के अनुसार सुयोग्य अध्ययन अध्यापन साधन तयार कीजिये।

iii. माध्यमिक स्तर के किसी एक कक्षा के हिन्दी भाषा पाठ्यपुस्तक का चिकित्सक परीक्षण कीजिये।

संदर्भ:

- जीत योगेंद्र .- हिंदी भाषा शिक्षण
- मुखर्जी श्रीधरनाथ – राजभाषा.
- त्रिपाठी, करुणापती - भाषा शिक्षण
- सिंग, सावित्री - हिंदी शिक्षण
- सिंग, सावित्री - राजभाषा का अध्ययन (महाराष्ट्र सभा पुणे)

Code of the Course/Subject	Title of the Course/Subject- Curriculum and Pedagogy of School Subject One - PART-II	Total Number of Periods
CPS 303 (D)	**Urdu-Part-II**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

کورس کے نتائج:(COURSE OUTCOMES)

اس نصاب کے مطالعہ کے بعد طلبہ درج ذیل کام کرنے کے قابل ہوں گے:

•ثانوی اور اعلیٰ ثانوی سطح پر اردو زبان کی تدریس کے مختلف ذرائع کو سمجھ سکیں گے۔

*اردو زبان کی تدریس کے لیے لسانی مہارتوں کے مفہوم، ضرورت اور اہمیت کو سمجھ سکیں گے۔

*اردو زبان کے مختلف تدریسی طریقوں کا تجزیہ کر سکیں گے۔

*اردو زبان کی تدریس میں معلم کے کردار کی وضاحت کر سکیں گے۔

*اردو زبان کے استاد کی پیشہ ورانہ ترقی میں مختلف تعلیمی اداروں کی اہمیت اور کردار کو سمجھ سکیں گے۔

*اردو زبان کے نصاب اور درسی کتاب کا تنقیدی جائزہ لے سکیں گے۔۔

Periods	Content	Unit
11	یونٹ 5: لسانی مہارتیں۔(Language Skills) مدت: ۱۲ الف) لسانی مہارت: نوعیت، معنی، ضرورت اور اہمیت ب) لسانی مہارتوں کی اقسام: سماعت کی مہارت۔ بولنے یا اظہارِ خیال کی مہارت۔	**Unit V**

	مطالعہ کی مہارت۔ تحریر کی مہارت۔ ج)لسانی نظام: بنیادی نوعیت، صوتیاتی علم، الفاظ سازی، قواعد، جملہ سازی کے اصول، ذخیرۂ الفاظ، ذرائع ابلاغ۔	
Unit VI	**یونٹ 6: مطالعہ کے ذرائع اور مطالعہ کا تجربہ** مدت: ۱۲ الف)مطالعہ کے ذرائع: تصور، معنی، ضرورت اور اہمیت ب)روایتی مطالعہ کے ذرائع (درسی کتاب اور ضمنی کتابیں) اور ٹیکنالوجی پر مبنی مطالعہ کے ذرائع: تصور، معنی اور اقسام، خامیاں و خوبیاں۔ ج)اردو زبان کی تدریس کے لیے مطالعہ کا تجربہ: تصور، اقسام اور ذرائع د)اردو زبان کی تدریس کے لیے مطالعہ کے وسائل: لغت، لسانی ٹیکنولوجی، انسائیکلوپیڈیا اور (Information Technology) اطلاعاتی طرزیات کا استعمال۔ سمعی، بصری و سمعی بصری وسائل۔	**11**
Unit VII	**یونٹ 7: نصاب، نصاب سازی اور درسی کتاب۔** مدت: ۱۲ الف)نصاب: معنی، نوعیت اور عناصر۔ ب)نصاب کی حصلہ ۔ اور اقسام ج)نصاب: تصور، نوعیت اور نصاب کی تیاری کے عناصر۔ د)اردو زبان کی درسی کتاب: تصور، خصوصیات اور درسی کتاب کا تنقیدی جائزہ۔	**12**
Unit VIII	**یونٹ 8: اردو زبان کا معلم۔** مدت: ۱۲ الف)اردو زبان کے معلم کی خصوصیات اور اہلیت ب)اردو زبان کے معلم کی پیشہ ورانہ ترقی کے لیے تربیت کی اہمیت: (1 سیمینار Seminars . (2ورکشاپ Workshops . (3کانفرنس Conference . ج)اردو زبان کے استاد کی پیشہ ورانہ ترقی کے لیے ادارے: این۔سی۔ای۔آر۔ٹی NCERT ایس۔سی۔ای۔آر۔ٹی SCERT این۔سی۔ٹی۔ای NCTE . ضلعی تعلیمی و تربیتی ادارہ DIET . د)تربیت کی نوعیت: تصور، ضرورت اور کردار۔	**11**

طریقۂ تدریس:(MODE OF TRANSACTION)

کورس کی تدریس میں درج ذیل طریقے شامل ہوں گے:

منصوبہ بند لیکچرز، جن میں ملٹی میڈیا/پاور پوائنٹ پریزنٹیشنز شامل ہوں گی۔

چھوٹے گروپ مباحثے، مباحثے، سیمینار، گروپ ڈسکشن، باہمی تدریس اور ٹیم ٹیچنگ، نیز مناسب اور مؤثر طریقۂ تدریس کا انتخاب۔

مشقی کام:۔

پروجیکٹ پر مبنی عملی کام: کل نمبر: 10(5+5)

- مذکورہ کسی ایک یونٹ پر مبنی خود مطالعہ، تفوضی سوال۔(Assignments)

(نمبر:5)

طلبہ مندرجہ ذیل میں سے کسی ایک موضوع پر مکمل رپورٹ تیار کریں۔

(نمبر:5)

(1)ثانوی سطح کی کسی ایک جماعت کے لیے کسی ایک موضوع پر ICT پر مبنی سبق کا منصوبہ تیار کریں۔

(2)اردو زبان کی تدریس کے لیے کسی ایک ذریعہ کے مطابق مطالعہ کے تجربے کا اہتمام کریں۔
(3)ثانوی سطح کی کسی ایک جماعت کی اردو زبان کی درسی
کتاب کا تنقیدی جائزہ لیں

حوالہ جاتی کتب(References) :

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•مولوی سلیم ،اردو کیسے پڑھائیں ۔ دہلی، چمن بک ڈپو ۔

*معین الدین ، ہم اردو کیسے پڑھیں ۔ دہلی مکتب جامعہ ملیہ۔

*منیر واسی ، پڑھانے کا مزح، نیو دہلی ، .NCERT

Code of the Course/Subject	Title of the Course/Subject- Curriculum and Pedagogy of School Subject One - PART-II	Total Number of Periods
CPS 303 (E)	**Biological Science-Part-II**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of course students will be able to,

- Describe the need and importance of co-curricular activities in Biological Sciences.
- Explain the basic element of Text Book of Biological Sciences.
- Describe the Qualities and professional growth of biological science Teacher.
- Develop and application of appropriate evaluation techniques in Biological Science.
- Adopt continuous comprehensive evaluation techniques in Biological Science.

Unit	Content	Periods
Unit-V	**Learning Resources and learning Experiences** A. Learning resources: Concept, need and importance B. Traditional (Handbook, Workbooks) and Technological based learning resources: Concept, Importance and merits and demerits C. learning Experiences: Concept, Classification and source D. Teaching Aids : Audio and Audio Visual E. Advance use of ICT in teaching Biological Science: i) Web Based learning ii) Collaborative Learning	**11**
Unit VI	**Curriculum, syllabus and Text Book** A. Curriculum: Concept, Nature and Principal B. Construction and types of Curriculum C. Syllabus: Concept, Nature and Principal of Developing syllabus D. Biological Sciences Text Book: Characteristics and Critical study of a text book of Biological Sciences	**11**
Unit VII	**Co-curricular activities for Biological Science** A. Co-curricular activities in Biological sciences: Concept, need, importance B. Organization Co-curricular activities in Biological sciences: i) Field trip ii) Biological Science club, iii) Biological Science museums, iv) Biological Science fair. C. Biological sciences laboratory: need, importance, organization, D. Biological sciences laboratory: Essential equipment, Layout of Science lab, and safety and precautionary measures	**12**
Unit VIII	**Biological Science Teacher and Professional growth** A. Qualities of effective Biological sciences teacher, disposition and attitude. B. Importance of in-service training programs Professional Growth of Biological sciences i) Conferences ii) Seminars iii) Workshops C. Importance of agencies for Professional growth of Biological sciences: i) NCERT ii) SCERT iii) NCTE iv) DIET D. Biological sciences Teacher association: Concept, Need & Functions E. Roll of Biological Science Teacher in developing scientific awareness among the students	**11**

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.

SESSIONAL WORK: Marks:10(5+5) 1) One Assignment on any topic from the above units **(Marks:05)** 2) The students may undertake any one of the following activities and present the report **(Marks:05)** i. Development of ICT based Lesson plan on any class of secondary level. ii. Critical Analysis of 8th or 9th class Textbook of Biological Science. iii. Students will visit the school and identify various components in science laboratory and other related activities iv. Preparation of Teaching aids: Preparation of low cost and no cost learning teaching aids on any topic.

References:

- Agrwal D.D.: Modern Methods of Teaching Biology, New Delhi: Sorup and Sons, 2002
- Mangal S. K.: Teaching of science, New Delhi: Arya Book Depot, 1992.
- Nanda V.K.: Science Education Today, New Delhi: Anmol Publications Pvt. Ltd.
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- सोहनी मो. प्र. : शास्त्र अध्यापन
- अनारसे, दिघे, पाटणकर: शास्त्र अध्यापन
- हकीम प्रभाकर: शास्त्र अध्यापन

Code of the Course/Subject	Title of the Course/Subject- Curriculum and Pedagogy of School Subject One - PART-II	Total Number of Periods
CPS 303 (F)	**Mathematics-Part-II**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of course students will be able to,

- Describe the need and importance of co-curricular activities in Mathematics.
- Explain the basic element of Text Book of Mathematics.
- Describe the Qualities and professional growth of Mathematics Teacher.
- Develop and application of appropriate evaluation techniques in Mathematics.
- Analyze continuous comprehensive evaluation techniques in Mathematic

Unit	Content	Periods
Unit V	**Learning Resources and learning Experiences** A. Learning resources: Concept, need and importance B. Traditional (Handbook, Workbooks) and Technological based learning resources: Concept, Importance and merits and demerits C. learning Experiences : Concept, Classification and source D. Teaching Aids : Audio and Audio Visual E. Advance use of ICT in teaching Mathematics : i) Web Based learning ii) Collaborative Learning	**11**
Unit VI	**Curriculum syllabus and Text Book** A. Curriculum : Concept, Nature and Principal B. Construction and types of Curriculum C. Syllabus: Nature and Principal of Developing syllabus D. Mathematics Text Book: Characteristics and Critical study of a text book of Mathematic	**11**
Unit VII	**Co-curricular activities for Mathematics** A. Co-curricular activities in Mathematics: Concept, need, importance B. Organization Co-curricular activities in Mathematics: i) Field trip, ii) Mathematics club, iii) Mathematics museums, iv) Mathematics fair. C. Mathematics laboratory: need, importance, organization, D. Mathematics laboratory: Essential equipment, Layout of Science lab, and safety and precautionary measures	**12**

Unit VIII	**Mathematics Teacher and Professional growth** A. Qualities of effective Mathematics teacher, disposition and attitude. B. Importance of in-service training programs for Professional Growth of Mathematics i) Conferences ii) Seminars iii) Workshops C. Importance of agencies for Professional growth of Mathematics: i)NCERT ii) SCERT iii) NCTE iv) DIET D. Mathematics Teacher association: Concept, Need & significance E. Roll of Mathematics Teacher in developing scientific awareness among the students	**11**

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia/power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.

SESSIONAL WORK: Marks:10(5+5)

1) One Assignment on any topic from the above units **(Marks:05)**

2) The students may undertake any one of the following activities and present the report **(Marks:05)**

i. Development of ICT based Lesson plan on any class of secondary level.

ii. Critical Analysis of 8th or 9th class Textbook of Biological Science.

iii. Students will visit the school and identify various components in science laboratory and other related activities

iv. Preparation of Teaching aids: Preparation of low cost and no cost learning teaching aids on any topic.

References:

- Ediger, M., and Rao, B. (2000). Teaching Mathematics successfully. New Delhi: Discovery Publishing House.
- Kapur, S.K. (2005). Learn and Teach Vedic Mathematics, Lotus Publication.
- Kothari, R. G., and Shelat, P. H. (2011). Mathematical weaknesses among secondary school students. Germany: VDM Verlag Publishers.
- National curriculum framework (2005). New Delhi: NCERT.
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- Pandya, B. (2007). Teaching of Mathematics. Agra: Radha Prakashan Mandir.
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- Ravat, M. S., and Agrawal, M. (1986). Ganit Shikshan. Agra: Vinod Pustak Amandir.
- Rechard Copelard(1975). How Children Learn Maths: Teaching Implications of Piaget's Research, Macmillan: New York.
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Code of the Course/Subject	Title of the Course/Subject- Curriculum and Pedagogy of School Subject One - PART-II	Total Number of Periods
CPS 303 (G)	**Commerce-Part-II**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of course students will be able to,

- Describe the need and importance of co-curricular activities in commerce.
- Explain the basic element of Text Book of commerce.
- Describe the Qualities and professional growth of commerce Teacher.
- Develop and application of appropriate evaluation techniques in commerce.
- Analyze continuous comprehensive evaluation techniques in commerce.
- Describe the learning resources in teaching of commerce

Unit	Content	Periods
Unit V	**Learning Resources and learning Experiences** A. Learning resources: Concept, need and importance B. Traditional (Handbook, Workbooks) and Technological based learning resources: Concept, Importance and merits and demerits C. learning Experiences : Concept, Classification and source D. Teaching Aids : Audio, Audio Visual and use of ICT	**11**

Unit VI	**Curriculum syllabus and Text Book** A. Curriculum : Nature and Principal B. Construction of Commerce Curriculum C. Syllabus: Nature and Principal of Developing syllabus D. Commerce Text Book: Characteristics and Critical study of a text book of Commerce	**11**
Unit VII	**Co-curricular activities for Commerce** A. Co-curricular activities in Commerce: Concept, need, importance B. Organization Co-curricular activities in Commerce: i) Industrial tour ii) Commerce Fair iii) Service Sector Visit and Roll of Teacher in Organization Co-curricular activities in Commerce C. Subject room of Commerce: Need, Importance, Essential Equipment D. Problems and difficulties in teaching of commerce subjects in secondary and higher secondary schools	**11**
Unit VIII	**Commerce Teacher and Professional growth** A. Qualities of effective Commerce teacher, disposition and attitude. B. Importance of in-service training programs/ Conferences/ Seminars/ Workshops for Professional Growth of Commerce C. Importance of agencies for Professional growth of Commerce: NCERT, SCERT, NCTE D. Commerce Teacher association: Concept, Need & significance E. Roll of Commerce Teacher in developing scientific awareness among the students	**12**

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.

SESSIONAL WORK: Marks:10 (5+5)

1) One Assignment on any topic from the above units **(Marks:05)**

2) The students may undertake any one of the following activities and present the report **(Marks:05)**

i. Development of ICT based Lesson plan on any class of Secondary and Higher Secondary Level.
ii. Critical Analysis of 11th or 12th class Textbook of Commerce.
iii. Organize a field trip for commerce teacher in consultation with school teacher.
iv. Organize some commercial activities in schools or in your college and prepare a report on the same.

References:

- Aggarwal, J.C. (2010). Teaching of Commerce: Vikas Publications house Pvt. Ltd New Delhi
- Bhaskara Rao, Digumarti, (2004) Methods of Teaching Commerce: Discovery Publishing House, New Delhi.
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- Seema Rao., (2004). Teaching of Commerce: Anmol Publications Pvt. Ltd., New Delhi.
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- गोयल एम. एल. - वाणिज्य शिक्षण, रोहतक: संदीप प्रकाशन
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Code of the Course/Subject	Title of the Course/Subject- Curriculum and Pedagogy of School Subject Two - PART-II	Total Number of Periods
CPS 304 (A)	**Physical Science -Part-II**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of course students will be able to,

- Describe the need and importance of co-curricular activities in Physical Sciences.
- Explain the basic element of Text Book of Physical Sciences.
- Describe the Qualities and professional growth of Physical Sciences Teacher.
- Develop and application of appropriate evaluation techniques in Physical Sciences.
- Analyze continuous comprehensive evaluation techniques in Physical Sciences.

Unit	Content	Periods
Unit V	**Learning Resources and learning Experiences** A. Learning resources: Concept, need and importance B. Traditional (Handbook, Workbooks) and Technological based learning resources: Concept, Importance and merits and demerits C. learning Experiences : Concept, Classification and source D. Teaching Aids : Audio and Audio Visual E. Advance use of ICT in teaching Physical Science : i) Web Based learning ii) Collaborative Learning	**11**
Unit VI	**Curriculum syllabus and Text Book** A. Curriculum :Concept, Nature and Principal B. Construction and types of Curriculum C. Syllabus: Concept, Nature and Principal of Developing syllabus D. Physical Science Text Book : Characteristics and Critical study of a text book of Physical Science	**11**
Unit VII	**Co-curricular activities for Physical Science** A. Co-curricular activities in Physical Sciences : Concept, need, importance B. Organization Co-curricular activities in Physical Sciences: i) Field trip, ii) Physical Science club, iii) Physical Science museums, iv) Physical Science fair. C. Physical Science laboratory: need, importance, organization D. Physical Science laboratory: Essential equipment, Layout of Science lab, and safety and precautionary measure	**12**
Unit VIII	**Physical Science Teacher and Professional growth** A. Qualities of effective Physical Science teacher, disposition and attitude. B. Importance of in-service training programs for Professional Growth of Physical Science i) Conferences ii) Seminars iii) Workshops C. Importance of agencies for Professional growth of Physical Science : i) NCERT ii) SCERT iii) NCTE iv) DIET D. Physical Science Teacher association: Concept, Need & significance E. Roll of Physical Science Teacher in developing scientific awareness among the students	**11**

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.

SESSIONAL WORK: Marks:10(5+5)

1) One Assignment on any topic from the above units **(Marks:05)**

2) The students may undertake any one of the following activities and present the report **(Marks:05)**

i. Development of ICT based Lesson plan on any class of secondary level.
ii. Critical Analysis of 8th or 9th class Textbook of Physical Science.
iii. Students will visit the school and identify various components in science laboratory and other related activities
iv. Students will visit the school organize a science exhibition and poster presentation of scientific concepts.

References:

- Agarkar, S. C. (2005). An Introductory Course on School Science Education. Mumbai: HBCSE, TIFR.
- Bhat, B.D. and Sharma, S.R. (1993). Methods of Science Teaching. New Delhi: Kanishka Publishing House.
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- हकीम प्रभाकर: शास्त्र अध्यापन

Code of the Course/Subject	Title of the Course/Subject- Curriculum and Pedagogy of School Subject Two - PART-II	Total Number of Periods
CPS 304 (B)	**Economics -Part-II**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of course students will be able to,

- Describe the need and importance of co-curricular activities in Economics.
- Explain the basic element of Text Book of Economics.
- Describe the Qualities and professional growth of Economics Teacher.
- Develop and application of appropriate evaluation techniques in Economics.
- Analyze continuous comprehensive evaluation techniques in Economics.
- Describe the learning resources in teaching of Economics.

Unit	Content	Periods
Unit V	**Learning Resources and learning Experiences** A. Learning resources: Concept, need and importance B. Traditional (Handbook, Workbooks) and Technological based learning resources: Concept, Importance and merits and demerits C. learning Experiences: Concept, Classification and source D. Teaching Aids: Audio, Audio Visual and use of ICT	**11**
Unit VI	**Curriculum, syllabus and Text Book** A. Curriculum: Nature and Principal B. Construction of Economics Curriculum C. Syllabus: Concept, Nature and Principal of Developing syllabus D. Economics Text Book : Characteristics and Critical study of a text book of Economics	**11**
Unit VII	**Co-curricular activities for Economics** A. Co-curricular activities in Economics: Concept, need, importance B. Organization Co-curricular activities in Economics : i) Field Trip, ii) Economics Club, iii) Economics exhibition iv) Economics fair C. Subject room of Economics: need, importance, Essential equipment D. Problems and difficulties in teaching of Economics subjects in secondary and higher secondary schools	**12**
Unit VIII	**Economics Teacher and Professional growth** A. Qualities of effective Economics teacher, disposition and attitude. B. Importance of in-service training programs/ Conferences/ Seminars/ Workshops for Professional Growth of Economics Teacher C. Importance of agencies for Professional growth of Economics: i) NCERT, ii) SCERT, iii) DIET, iv) NCTE D. Economics Teacher association: Concept, Need & significance	**11**

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.

SESSIONAL WORK: Marks:10(5+5)

1) One Assignment on any topic from the above units **(Marks:05)**

2) The students may undertake any one of the following activities and present the report **(Marks:05)**

i. Development of ICT based Lesson plan on any class of secondary level.
ii. Students will analyze Economics text books of any boards like Maharashtra state board and CBSE boards.
iii. Preparation of different list of Community Resources which can be used for teaching of Economics

References:

- Aggarwal J.C: Teaching of Economics, A Practical Approach" Vinod Pustak Mandir. Agra-2..
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Code of the Course/Subject	Title of the Course/Subject- Curriculum and Pedagogy of School Subject Two - PART-II	Total Number of Periods
CPS 304 (C)	**Geography -Part-II**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of course students will be able to,

- Describe the need and importance of co-curricular activities in Geography.
- Explain the basic element of Text Book of Geography.
- Describe the Qualities and professional growth of Geography Teacher.
- Develop and application of appropriate evaluation techniques in Geography.
- Analyze continuous comprehensive evaluation techniques in Geography.
- Describe the learning resources in teaching of Geography

Unit	Content	Periods
Unit V	**Learning Resources and learning Experiences** A. Learning resources: Concept, need and importance B. Traditional (Handbook, Workbooks) and Technological based learning resources: Concept, Importance and merits and demerits C. learning Experiences : Concept, Classification and source D. Teaching Aids : Audio, Audio Visual and use of ICT	**11**
Unit VI	**Curriculum syllabus and Text Book** A. Curriculum : Nature and Principal B. Construction of Geography Curriculum C. Syllabus: Concept, Nature and Principal of Developing syllabus D. Geography Text Book : Characteristics and Critical study of a text book of Geography	**11**
Unit VII	**Co-curricular activities for Geography** A. Co-curricular activities in Geography: Concept, need, importance B. Organization Co-curricular activities in Geography : i) Field Trip, ii) Geography Club, iii) Geography exhibition iv) Geography fair C. Subject room of Geography : need, importance, Essential equipment D. Problems and difficulties in teaching of Geography subjects in secondary and higher secondary schools	**12**
Unit VIII	**Geography Teacher and Professional growth** A. Qualities of effective Geography teacher, disposition and attitude. B. Importance of in-service training programs/ Conferences/ Seminars/ Workshops for Professional Growth of Geography Teacher C. Importance of agencies for Professional growth of Geography : i) NCERT, ii)SCERT, iii) DIET, iv) NCTE D. Geography Teacher association: Concept, Need & significance	**11**

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.

SESSIONAL WORK: Marks:10(5+5)
1) One Assignment on any topic from the above units **(Marks:05)**
2) The students may undertake any one of the following activities and present the report **(Marks:05)**
   i. Development of ICT based Lesson plan on any class of secondary level.
   ii. Students will analyze Geography text books of any boards like Maharashtra state board and CBSE boards.
   iii. Preparation of Teaching aids: Preparation of low cost and no cost learning teaching aids on any topic.

References:

- Shaida B.D., Sharma J.C. - Teaching of Geography, Dhanpat Rai & Sons, Delhi.
- Mukherji S.P. - Geography and Education, Jiwan Jyoti prakashan, Darjeeling.
- Varma O.P. & Vedanayagan E.G.-Geography Teaching, sterling publishers, Jallander.
- Arora K.I. - Teaching of Geography, Prakash Brothers, Ludhiyana.
- Pary H.K.-Becoming Better Teacher-Micro Teaching Approach, Sahitya Mudranalaya, Ahmadabad.
- Varma, O.P.(1975), Geography Teaching, Sterling publishers, New Delhi.
- बापट बि. जी. (१९६९), भूगोल अध्ययन आणि अध्यापन पुणे: व्हीनस प्रकाशन
- पाटणकर, ना.वि.(१९५४), भूगोलचे अध्यापन पुणे: मोर्डन बुक डेपो.
- पोंक्षे व. बा., भूगोल अध्यापन पद्धती, पुणे: नूतन प्रकाशन
- सांगळे शैलजा, दुर्ष्टीक्षेपात स्पेशल मेथड भूगोल, पुणे: नूतन प्रकाशन
- मिश्रा आत्मानंद - भूगोल शास्त्र पद्धती
- अंबाडकर नीलिमा (२०१६).भूगोल अध्यापन शास्त्र, नागपूर: श्रीमंगेश प्रकाशन

Code of the Course/Subject	Title of the Course/Subject- Curriculum and Pedagogy of School Subject Two - PART-II	Total Number of Periods
CPS 304 (D)	**History -Part-II**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:
At the end of course students will be able to,
- Describe the need and importance of co-curricular activities in History.
- Explain the basic element of Text Book of History.
- Describe the Qualities and professional growth of History Teacher.
- Develop and application of appropriate evaluation techniques in History.
- Analyze continuous comprehensive evaluation techniques in History.
- Describe the learning resources in teaching of History.

Unit	Content	Periods
Unit V	**Learning Resources and learning Experiences** A. Learning resources: Concept, need and importance B. Traditional (Handbook, Workbooks) and Technological based learning resources: Concept, Importance and merits and demerits C. learning Experiences : Concept, Classification and source D. Teaching Aids : Audio, Audio Visual and use of ICT	**11**
Unit VI	**Curriculum syllabus and Text Book** A. Curriculum : Nature and Principal B. Construction of History Curriculum C. Syllabus: Concept, Nature and Principal of Developing syllabus D. History Text Book : Characteristics and Critical study of a text book of History	**11**
Unit VII	**Co-curricular activities for History** A. Co-curricular activities in History: Concept, need, importance B. Organization Co-curricular activities in History : i) Field Trip, ii) History Club iii) History exhibition iv) History fair, Celebration of National Days C. Subject room of History : need, importance, Essential equipment D. Problems and difficulties in teaching of History subjects in secondary and higher secondary schools	**12**
Unit VIII	**History Teacher and Professional growth** A. Qualities of effective History teacher, disposition and attitude. B. Importance of in-service training programs/ Conferences/ Seminars/ Workshops for Professional Growth of History Teacher C. Importance of agencies for Professional growth of History : i) NCERT ii) SCERT iii) DIET iv) NCTE D. History Teacher association: Concept, Need & significance	**11**

MODE OF TRANSACTION:
The course content transaction will include the following:
- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.

SESSIONAL WORK: Marks:10 (5+5)
1) One Assignment on any topic from the above units **(Marks:05)**
2) The students may undertake any one of the following activities and present the report **(Marks: 05)**
   i. Development of ICT based Lesson plan on any class of secondary level.
   ii. Students will analyze History text books of any boards like Maharashtra state board and CBSE boards.
   iii. Preparation of Teaching aids: Preparation of low cost and no cost learning teaching aids on any topic

References:

- Kochhar S.K. (1966), Teaching of History, Sterling Publishers Private Limited.
- N.C.E.R.T. (1970), Teaching History in Secondary Schools Publisher, Delhi.
- Singh D.R., (1959), The Teaching of History and Civics Jallandar, University Publications.
- Teaching of History: Nirmal Yadav.
- निरंतर ब. भा. - इतिहासाचे अध्यापन, पुणे: मोर्डेन बुक डेपो.
- पत्की मा. श्री.- इतिहासाचे अध्यापन
- बेदरकर कृ. द.- इतिहासाचे अध्यापनाच्या दिशा, पुणे: निळकंठ प्रकाशन
- तिवारी सिं. ह. (१९८७)- इतिहासाचे अध्यापन, पुणे: नूतन प्रकाशन
- दुनाखे अरविंद (२०००)- इतिहासाचे अध्यापन, पुणे नूतन प्रकाशन
- पत्की मा.श्री.(१९८०)- इतिहासाचे अध्यापन व तत्र,औरंगाबाद: मिलिंद प्रकाशन
- ठगळे एस. एस. (१९७१) - इतिहास कसा शिकावा व कसा शिकवावा; अहमदनगर: सुहास प्रकाशन

Code of the Course/Subject	Title of the Course/Subject- Curriculum and Pedagogy of School Subject Two - PART-II	Total Number of Periods
CPS 304 (E)	**Civics -Part-II**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:
At the end of course students will be able to,
- Describe the need and importance of co-curricular activities in Civics.
- Explain the basic element of Text Book of Civics.
- Describe the Qualities and professional growth of Civics Teacher.
- Develop and application of appropriate evaluation techniques in Civics.
- Analyze continuous comprehensive evaluation techniques in Civics.
- Describe the learning resources in teaching of Civics.

Unit	Content	Periods
Unit V	**Learning Resources and learning Experiences** A. Learning resources: Concept, need and importance B. Traditional (Handbook, Workbooks) and Technological based learning resources: Concept, Importance and merits and demerits C. learning Experiences: Concept, Classification and source D. Teaching Aids : Audio, Audio Visual and use of ICT	**11**
Unit VI	**Curriculum syllabus and Text Book** A. Curriculum: Nature and Principal B. Construction of Civics Curriculum C. Syllabus: Concept, Nature and Principal of Developing syllabus D. Civics Text Book : Characteristics and Critical study of a text book of Civics	**11**
Unit VII	**Co-curricular activities for Civics** A. Co-curricular activities in Civics: Concept, need, importance B. Organization Co-curricular activities in Civics : i) Field Trip, ii) Civics Club, iii) Civics exhibition iv) Civics fair and Celebration of National and International Days C. Subject room of Civics : need, importance, Essential equipment D. Problems and difficulties in teaching of Civics subjects in secondary and higher secondary school	**12**
Unit VIII	**Civics Teacher and Professional growth** A. Qualities of effective Civics teacher, disposition and attitude. B. Importance of in-service training programs for Professional Growth of Civics Teacher: i) Conferences ii) Seminars iii) Workshops C. Importance of agencies for Professional growth of Civics: i) NCERT ii) SCERT iii) NCTE iv) DIET D. Civics Teacher association: Concept, Need & significance	**11**

MODE OF TRANSACTION:
The course content transaction will include the following:
- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.

SESSIONAL WORK: Marks:10(5+5) 1) One Assignment on any topic from the above units **(Marks:05)** 2) The students may undertake any one of the following activities and present the report **(Marks:05)** i. Development of ICT based Lesson plan on any class of secondary level. ii. Students will analyze Civics text books of any boards like Maharashtra state board and CBSE boards. iii. Preparation of Teaching aids: Preparation of low cost and no cost learning teaching aids on any topic.

References:

- Aggarwal, N. N., et. al. (1978), Principles of Political Science, 6 th Edition. New Delhi: Ram Chand & Co.
- Ambrose, A. and Mial, A. (1968), Childrenís Social Learning, New York: Association for supervision and Curriculum Development. ·
- Dhanija Neelam (1993), Multimedia Approaches in Teaching Social Studies, New Delhi: Harmen Publishing House. Dwarka, New Delhi 125
- Kochhar, S. K. (1963), The Teaching of Social Studies, Delhi: University Publishers.
- Wesley, F. B. (1950), Teaching social Studies in High School, Boston: D.C., Health & Co.
- Buch, M. B. (1969), Improving Instruction in Civics, New Delhi: NCERT.
- निर्मला पाटील-नागरिकशास्त्र अध्यापन
- सस्तंगी- नागरिकशास्त्र शिक्षण
- त्यागी- नागरिकशास्त्र एवं अध्यापन की शिक्षा

Code of the Course/Subject	Title of the Course/Subject- Discipline Specific Elective Course (Any One)	Total Number of Periods
DSEC 305	**School Management and Administration**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of course students will be able to,

- Explain the students to understand meaning, nature, scope, functions and principles of Educational Administration and Management
- Describe the role of various agencies in educational Administration in India.
- Develop an understanding among the students about various components of school management.
- Acquaint the different designs of school building.
- Explain the leadership qualities and accountability to be maintained by the different school personnel like headmaster, teacher etc.
- Analyze the concept of supervision and finance in the field of education.
- Explain the structure, Powers and functions of various bodies concerned with at District, State and National Level.

Unit	Content	Periods
Unit I	**Management in Education:** A. Management: Concepts and Elements of Management B. Educational management: Concept, nature and types. C. Institutional Planning: Concept, need, objectives and process. D. School Management: Concept, Objective and nature	**10**
Unit II	**School Plant and Management of School** A. School Plant − Location, site, building, playground, garden. B. Physical facilities − Classrooms, Furniture, Library, Laboratory, Museum, Auditorium C. Planning and administration of annual work, time−table. D. Maintenance of records and registers − General register, Attendance register, (Catalogue) fee register, muster, dead stock register, Accession register, Purchase register, Scholarships & free ships, Annual results. E. Head master and Teacher: Role, Responsibilities and functions in School Management	**12**
Unit III	**Educational Administration in India** A. Educational administration: Meaning, definitions, scope and functions B. Educational Administration in India: Characteristics and Guiding principles. C. Role of following agencies in the educational administration in India: • Central Government: Ministry of Human Resource Development • State Government: Ministry of Education, Director of Education • Local Authorities: Zill Parishad, Municipal Corporation D. Secondary School Code and Secondary Education Act: Main features	**12**
Unit IV	**Managerial Bodies Related to Education (Structure Powers and Functions)** A. At International Levels: UNESCO, UNICEF B. At National Levels: NCERT, NIEPA, CBSE C. At State Level: SCERT, Maharashtra State Board of Secondary and Higher Secondary, State Board of Text Book production and Curriculum Research D. At District level: DIET	**11**

MODE OF TRANSACTION: The course content transaction will include the following: • Planned lectures infused with multimedia /power-point presentations. • Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.
SESSIONAL WORK: Marks:10(5+5) 1) One Assignment on any topic from the above units **(Marks:05)** 2) The students may undertake any one of the following activities and present the report **(Marks:05)** i. A comparative case study of a Government and Private school to identify their management practices and strengths. ii. Visit to any school for observing its administrative units and their functioning systems. iii. Interview of any school principal/teachers on administrative principles and their observance in school and related problems

References:

- Adolph and Turner Harold, E. *Supervision for change & Innovation*. Houghton Miffin Company.
- Agarwal, J.C. *School Administration*. Delhi: Arya Book Depot.
- Bhatnagar and Verma. *Educational Supervision*. Meerut: International Pub. House.
- Kimbrough, S.Ralph, Michall & Nunnery. *Educational Administration.* New York: Mc Millan Company.
- Kimprough, R.B. and Nuunery, M.Y. :*Educaitonal Administration*: An Introduction.
- N.Y.: MacMillan Publishing Co. Inc.
- Maleya, K.C. *Shiksha Prashaasan and Paryaveshana*. Bhopal: Madhya Pradesh Granth Academy.
- Mehta, D. *Shaikshik Prabandhan*. New Delhi: PHI Learning Pvt. Ltd.
- Mukerji, S.N.*Administration of Educational Planning and Finance*. Baroda: Acharya Book Depot.
- Newman and summer. *The process of Management: Concept, Behavior and Practice*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Owens, Robert G.: Organizational Behavior in Schools.N.J.: Prentice Hall Inc., Englewood Cliffs.
- Robin Stepher P. *Organizational Behaviour*. Prentice Hall Pub. Pvt. Ltd.
- Safaya, R.N. and Shida,B.D. School Administration and Organization. Delhi: Dhuapat Rai and Sons.
- Simon, Herbart A. *Administrative Behaviour*. New York: McMillan Company.
- Safaya R. N. and Shaida B.D. School rashasan and Sangthan. Delhi: Dhunpat Rai and Sons.

Code of the Course/Subject	Title of the Course/Subject- Discipline Specific Elective Course (Any One)	Total Number of Periods
DSEC 306	**Indian Knowledge System**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of course students will be able to,

- Explain the importance of IKS in the light of NEP 2020.
- Illustrate the Indian Knowledge System and Indian Scholars, Indian Literature
- Analyze Pedagogical Approaches rooted in the Indian knowledge system.
- Apply Indian Knowledge System in Teaching

Unit	Content	Periods
Unit I	**Foundations of Indian Knowledge System in Education** A. Introduction to the National Education Policy (NEP) 2020 and its key features B. Introduction of IKS : Definition, Concept and Scope and its importance C. Understanding the historical and philosophical foundations of the Indian knowledge system D. Indian Knowledge System in ancient India and in modern India	11
Unit II	**Indian Knowledge System and Indian Scholars, Indian Literature** A. Philosophy and Literature (Maharishi Vyas, Panini) B. Mathematics and Astronomy (Aryabhatta, Bhashkaracharya) C. Medicine and Yoga (Charak, Maharishi) D. Sahitya (Vedas, Puran and Upnishad) E. Shastra (Nyaya, vyakarana)	12
Unit III	**Pedagogical Approaches in Indian Education** A. Analysis of pedagogical approaches rooted in the Indian knowledge system B. Study of traditional Indian teaching methods like Gurukula and Ashram systems C. Understanding the role of storytelling, experiential learning, and oral traditions in Indian education D. Integration of arts, music, dance, and yoga in the teaching-learning process	11
Unit IV	**Application of Indian Knowledge System in Teaching** A. Integrating Indian knowledge system concepts into subject-specific teaching practices B. Developing lesson plans and instructional materials based on the Indian knowledge system C. Exploring the role of values, ethics, and character building in Indian education D. Practicum experiences in schools to apply and reflect upon Indian knowledge system-based teaching methods.	11

MODE OF TRANSACTION:
The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.

SESSIONAL WORK: Marks: 10 (05+05)
1) Assignment on any one topic from the above units: **(Marks: 5)**
2) The Students May Undertake any one of the following Activities and Present the Report **(Marks :05)**

i. Report on the various Gurukul education systems currently in operation in India
ii. Developing lesson plans or instructional materials based on the Indian knowledge system
iii. Report on any one Indian Scholars, Indian Literature in the point of view of IKS

References:

- Acharya Shreyas Charudatta Kurhekar, 2024, Indian Knowledge System Introduction & Prospects, H.V.P. Mandal Publicatin, Amravati
- Amit Jha, 2024, Traditional Knowledge System In India, Atlantic Publisher.
- Mahadevan et al, 2024, Introduction to Indian Knowledge System: Concepts and Application. PHI Learning.
- Bhag Chand Chauhan,2023, Textbook on The Knowledge System of Bhārata, Garuda Prakashan,
- Dharampal Classics Series, Rashtrotthana Sahitya, Bengaluru, 2021.
- Dharampal, Indian Science and Technology in the Eighteenth Century: Some Contemporary
- Dr. Ravindra Singh Rana et al, 2023, Indian Knowledge System of Materials in Science and Technology, Walnut Publication.
- Dr. Shripad Dattatrya Kulkarni, 1998 History of Science, Arts & Technology, Bhishma Prakashan, Mumbai
- National Council of Educational Research and Training (2000). National Curriculum Framework for School Education – 2000, NCERT, New Delhi.
- National Council of Educational Research and Training (2005). National Curriculum Framework for School Education – 2005, published at Publication Division by the Secretary, NCERT, Sri Aurobindo Marg, New Delhi.
- National Education Policy 2020, MHRD, GOI

Code of the Course/Subject	Title of the Course/Subject- *Enhancing Professional Capacities (EPC)*	Total Number of Periods
EPC 307	**Understanding the Self**	**60**
Credit:	**Hours:**	**Max. Internal Marks:**
02	**60**	**50**

COURSE OUT COMES:
At the end of the course students will be able to,

- Develop understanding of student-teachers about themselves –the development of the self as a person and as a teacher
- Develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth
- Develop social relational sensitivity and effective communication skills, including the ability to listen and observe
- Develop a holistic and integrated understanding of the human being and personality
- Build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths, Inculcation of Self Reflection

About the Course:
The aim of this course is to develop understanding of student teacher about the development of the self as a person and as a teacher through continuous reflection. The course will enable the student teacher to develop a holistic and integrated understanding of one self and her/his personality. Personality development workshop should be conducted and following aspects can be included: -

COURSE OUTLINE:

- Developing a concept of 'self'
- Understanding oneself as others see them
- Understanding one's emotions:
    - Happiness
    - Anger
    - Disgust
- Earning to exercise self-control and self-restraint
- Inculcating strategies for tolerance and handling uncouth behavior and condescending attitudes of people around us.
- Understanding One's strengths and Weaknesses
- Understanding one's Values and Priorities
- Analyzing oneself, accepting oneself as one is.
- Being Wise, being fair, being sensitive, and Overcoming peer pressure.

MODE OF TRANSACTION:
The course will be transacted in Workshop mode wherein there will be 15 sessions which are to be completed and turned in during the next session. These sessions shall entail: small group discussions, group discussions, sharing of experiences (with a single partner, in a small group, or with the whole group), games, deliberating on case studies, Video shows and discussions thereafter, screening of films and subsequent discussions, sharing of thoughts, feelings, dilemmas and fears etc. Transaction shall require two hours per week on a single day (30 hours) with students divided in groups of not more than 25, under supervision of two to four teachers per group. Each session will involve:
1. Orientation about the session and its theme & expectations from students.
2. Group formation (different groups are to be formed every time).
3. Activity/ discussion.

4. Assignment (collection of assignment of the previous session and explanation of assignment of the current session) and briefing about any particular aspect of the forthcoming session. At the beginning of every session two students would be identified to write the summary of the class and present the summary in about five to ten minutes at the beginning of the next session.

Workshop Session:

Session	Theme
1	**Ice breakers and Introductions of members.** ASSIGNMENT: write about any two people of the group who impressed you most/ touched you/ inspired you most (Max 150 words each)
2	**WHO AM I?** Understanding the concept of 'SELF' ASSIGNMENT: Describe your own understanding of what is 'Self'.
3	**UNDERSTANDING MYSELF** My goals, desires and feelings; my expectations from my family ASSIGNMENT: Reflect and describe your own action/ behavior in this context. Make a list of people that you are grateful to and why?
4	**MY PERSONALITY:** Partners Exercise: Each partner to be supplied with two sets of JOHARI WINDOW hand out: Discover your personality characteristic/ type: 1. The Open/Receptive 2. The Blabber mouth 3. The Pumper 4. The Hermit **ASSIGNMENT**: Describe your partner's personality
5	**HAPPINESS** What makes you Happy? **ASSIGNMENT**: 1. Recall your experiences and identify the situations that made you happy. 2. Observe yourself throughout any one day and see what proportion of the day you felt happy. Are the causes of these states dependent on the outside factors or the Internal states? Evaluate any two instances of the day in details.
6	**ANGER:** Deliberate in a small group on: **What situations/reasons anger/annoy me? What thoughts predominate my mind when in rage? How do I react?** **Activity:** Recall your experiences and identify the situations that made you angry. Make a list. **Is anger a sign of power or helplessness?** **Do I suppress or express my anger? Do I ever regret?** **How do I control my anger?** **ASSIGNMENT:** Recall your (or of a person you know closely) feelings/reactions after an unpleasant expression of anger.
7	**MY PRIORITIES AND VALUES** In a small group discuss and answer the following: Activities: ➢ What meaning and importance do these have for you? Arrange them in order of importance and explain why? Success, Recognition, Fame, Happiness, Affluence.. ➢ What would you rather be beautiful/ rich/ wise/ fair/ compassionate? Explain why? **ASSIGNMENT:** Write a brief reflective report on this experience.
8	**STRENGTHS** Deliberate in a small group upon the question **What are my Strengths? What can I do to enhance them?** **ASSIGNMENT:** Write a paragraph: describing your strengths. How does it affect people around you?
9	**WEAKNESS** Deliberate in a small group upon the question **What are my Weaknesses? What can I do to overcome them?** **What are my Fears/ anxieties? How can I overpower these?** **ASSIGNMENT:** Do people in your environment think differently about you or all think in the same way about you? Include opinions of your acquaintances and Family.
10	**CONDESCENDING ATTITUDE** **Individual Activity:** Answer the question to yourself and discuss in a group: **Do you feel the need to boast? Why? Why not? Are you at peace with yourself?** **ASSIGNMENT:** Observe people around you? Listen to their conversations. How much of I, ME, MY MYSELF, statements do you hear? How do others respond to that? Write a brief report.
11	**SELF CONTROL** Individual Activity: Write in point's answers to the following: **What type of People / characteristics of people you detest most? How do you handle them outwardly?** **Inwardly?** **ASSIGNMENT:** Observe people around you? Analyses your own feelings. How did you exercise self-control in handling them? Write a brief report
12	**SELF ANALYSIS** **Individual Activity:** Answer the question to yourself and discuss in a group: **Do I like myself? Should others like me? Why? Or why not?** **ASSIGNMENT:** Write a brief report on your; self-analysis.

13	**SELF CONFIDENCE & PEER/SOCIAL PRESSURE** **Individual Activity:** Answer the question to yourself and discuss in a group: ➢ How do you rate your physical appearance? ➢ Is it a problem for you that you are not as handsome/ good looking/ Beautiful as you would have liked to be? ➢ Do you look at yourself based on others perception of you? ➢ Is material/money important in your self-esteem? **ASSIGNMENT**: Identify your goals and desires. How far is your peer group responsible for these?
14	**FEEDBACK: How has this course helped you in self-exploration?**

ASSESSMENT:

Students will be assessed and given marks out of 50. Of which 20 marks will be for the Oral examination of individual students in front of a panel of teachers and 30 marks will be for the Participation and Regularity. Each assignment must be turned in on the next scheduled session. The assignments not submitted in time will not be taken. Assignments will be evaluated on the basis of their quality and genuineness.\

Suggested Readings:

- Berne, Eric. 1962, Games People Play: The psychology of human relationships, Carmel, California.
- Bly, Robert. W. Time Management: Make Every Second Count. Jaico Publishing House. India.
- Covey, Stephen. R. 1989, The 7 Habits of Highly Effective People: Powerful Lessons in Personal
- Elgin, Suzette. Haden.1997. How to disagree without being disagreeable. John Wiley &Sons, Inc. Professional, reference and Trade Group 605 Third Avenue, New York, N.Y. 10158-0012.
- Sharbuno, Jeanne. 52 Ways to Live Success. Jaico Publishing House. India
- Sullivan, Debra. R. 2006, Learning to Lead: Effective Leadership Skills for Teachers of Young Children (Redleaf Press Series) ISBN-10: 0131727907, 13: 9780131727908. Merrill Publishers.
- Singh, S.K. (2008). Becoming a teacher. Varanasi: Amrit Prakasha

Code of the Course/Subject	Title of the Course/Subject- ***SEC: Skill Enhancement Course*** ***(Task Assignment and Practicum)*** (Laboratory /Practical/Practicum/Hands on/Activity)	Total Number of Periods
P-308	**Internship (6 Week)**	**180**
Credit:	**Hours:**	**Max. Internal Marks:**
06	**180**	**150**
As mentioned, & in continuation with P- 210 of Semester II and shall continue with P-407 of Semester IV		

Code of the Course/Subject	Title of the Course/Subject- ***SEC: Skill Enhancement Course*** ***(Task Assignment and Practicum)*** (Laboratory /Practical/Practicum/Hands on/Activity)	Total Number of Periods
P-309	**Tools of Online Learning & Assessment**	**60**
Credit:	**Hours:**	**Max. Internal Marks:**
02	**60**	**50**

Course Outcomes-

At the end of course students will be able to,

- Explain the importance of online learning and teaching in day to day life.
- Develop an understanding of the concept of online teaching and assessment tools and its components.
- Describe the various tools of online teaching and assessment.
- Develop the skills of use online teaching and assessment tools in the classrooms.
- Adopt the using of online and offline resources for their individual learning.
- Analyze the evolution and impact of online learning and teaching on society and in the education system.
- Construct the knowledge of ICT based online learning and teaching tools and become a lifelong learner.

Mode of transaction: -

The course would be transacted through a workshop, hand on practical, and report mode. For this course institute invited the expert recourse person for the guidance of theoretical and hands on practical of online tools of teaching and learning and all student teachers are divided in 5 groups. Each faculty member takes up the responsibility of one group. In each group the student teacher completes the suggested course content in the workshop with hands on practice under the guidance of faculty member and expert resource person. Initially tell the student teachers about the course and give information of workshop themes and activities. Give the theme/activity wise time table to the student teachers so they can prepare for it.

(Note:- Plan this workshop before the start of Internship of III semester.)

Workshop Content:

Online teaching and assessment tools:

1) G-suit Applications:

a. LMS-Google-classroom: , concept, creation, practical uses, functions
b. Google Drive Google Doc, Google sheet, Google slides: concept, practical use, and functions
c. Google Form: concept, creation, practical use as a tool of assessment functions, certificate making
d. Google Site: concept, creation of own site

2) Tools for Brain Storming:

a. Jamboard,
b. Ideazboard
c. Concept Board

3) Assessment Tools:

a. Kahoot
b. Testmoz

4) Online Meeting apps: Creating meet, and its application for online teaching

a. Google meet,
b. ZOOM meet
c. Cisco Webex
d. Jio meet

Workshop Evaluation criteria: (Marks:50)

An internal objective type test (20 MCQ types question on above 4 categories) of 20 marks on the course Content**. (Marks:20)**

Presentation, Practical and report writing with soft copy submission **(Marks:30)**

Sr.No	Evaluation criteria	Marks
1	Active participation in the workshop	05
2	Presentation of at least 1 Practical in each of above 4 categories (5 marks of each presentation: 5×4 = 20 Marks)	20
3	Report writing and submission of Hard and Soft Copy	05
	Total	**30**

Code of the Course/Subject	Title of the Course/Subject- ***SEC: Skill Enhancement Course*** ***(Task Assignment and Practicum)*** (Laboratory /Practical/Practicum/Hands on/Activity)	Total Number of Periods
P-310	**Research Project**	**60**
Credit:	**Hours:**	**Max. Internal Marks:**
02	**60**	**50**

About the Course :

This course will enable the student teacher to know the basic research methodology, to identify the school-based research problem and to solve them scientifically. In the course student teacher will do the research and write the report using the following points: -

- Identification of an educational problem.
- Formulation of various solutions.
- Selection of the most probable solution
- Developing a tool for data collection
- Data collection
- Data analysis
- Reporting findings

Evaluation criteria:

The report shall be evaluated for 50 marks on the basis of above points.

Code of the Course/Subject	Title of the Course/Subject- ***SEC: Skill Enhancement Course*** ***(Task Assignment and Practicum)*** (Laboratory /Practical/Practicum/Hands on/Activity)	Total Number of Periods
P-311	**Yoga and Health Education**	**60**
Credit:	**Hours:**	**Max. Internal Marks:**
02	**60**	**50**

Course Outcomes:

At the end of course students will be able to,

- Explain the basic concepts of Yoga Education.
- Organized the various activities related to yoga education.
- Execute the rules, technique and skills of yoga.
- Describe the benefits of yoga education.
- Adopt and perform different Asanas and Pranayama.

Unit	Content
1	**Introduction to Yoga and Yogic Practices.** a. Yoga: meaning and initiation b. History of Development of Yoga c. Astanga Yoga or raja yoga d. The Streams of Yoga e. The Schools of Yoga: Raja Yoga and Hatha Yoga f. Yogic practices for healthy living g. Some select yogic practices
2	**Introduction to Yogic Texts** a. Historicity of yoga as a discipline b. Classification of yoga and yogic texts c. Understanding astanga Yoga of Patanjali d. Hatha yogic Practices

	e. Complementarily between patanjali Yoga and hatha Yoga f. Meditational processes in patanjali Yoga sutra.
3	**Yoga and Health** a. Need of yoga for positive health b. Role of mind in positive health as per ancient yogic literature c. Concept of health, healing and disease: yogic perspectives d. Potential cause of ill health e. Yogic principles of healthy living f. Integrated approach of yoga for management of health g. Stress management through yoga and yogic dietary considerations
SESSIONAL WORK: (Marks 50) 1. Internal Theory Examination 10 marks each unit (5 short answer type question on each unit, each question 2 marks) = 10 marks × 3 Units = 30 Marks 2. Internal Practical Examination = 20 Marks (Based on the above three unit's practical's to be organized)	

References:

- Anantharaman, T.R. (1996). Ancient Yoga and Modern Science. New Delhi: Mushiram Manoharlal Publishers Pvt. Ltd.
- Bhavanani, A.P. (2008). A Primer of Yoga Theory. Pondicherry: Dhivyananda Creations, Iyyanar Nagar.
- Bhogal, R.S. (2010). Yoga and Mental Health and beyond. Lonavala: Kaivalyadham SMYM Samiti.
- Goel, A. (2007). Yoga Education Philosophy and Practice, New Delhi: Deep and Deep Pub.
- Nath, S.P. (2005). Speaking of Yoga, New Delhi: Sterling Publishers.
- Yoga Education (2015) Bachelor of Education Programme. NCTE, New Delhi.
- Yoga explained - Bengal Lancer (No. 435) Chowkhamba Sanskrit Sansthan P.O. No: 1008, Varanasi

SEMESTER IV

Code of the Course/Subject	Title of the Course/Subject- Core Course-CC	Total Number of Periods
CC 401	**Knowledge and Curriculum**	**75**
Credit:	**Hours:**	**Max. Marks:**
04	**75**	**100** ((Theory-60 + MCQS-20) + Internal-20))

COURSE OUT COMES:

At the end of the course students will be able to,

- Classify terminology of epistemological and social bases of education
- Defline the of Concept of educational Sociology.
- Describe the concept of education in Sociological perspective.
- Apply the dimension of curriculum and process of making curriculum.
- Explain the concept and need of curriculum framework as well as Differentiating Curriculum and syllabus.
- Evaluate the process of curriculum construction.
- Adopt the process of assessment of curriculum

Unit	Content	Periods
Unit I	**Epistemological and Social Base of Education** A. Concept of Epistemology B. Process of Education: It's natural or social process C. Aims of Education: As derived from the Constitutions of India. D. Structures and forms of Knowledge. E. Ways of acquiring Knowledge.	**15**
Unit II	**Evolving Knowledge Base in Education** A. Knowledge: Meaning, Concept, emerging knowledge base in education. B. Difference between: • knowledge & information, • Knowledge & Skill, • Belief & Truth. C. Knowing Process: • Different ways of knowing process, • Construction of knowledge, • Role of knower in knowledge transmission & Constructions. D. Aspects of Knowledge: Different aspect of knowledge & Relationship such as, • Local & Universal, • Theoretical & Practical, • School & Out of School	**15**
Unit III	**Curriculum** **A.** Concept and need of Curriculum B. Determinants of curriculum construction • National priorities and ideology; • social-political-cultural-geographical-economic diversity; • International contexts. • Learner characteristic C. Curriculum visualized at different level: National Level, State Level, School Level, and Class Level & Related Issues.	**15**
Unit IV	**Curriculum Framework** A. Curriculum Framework: Concept and need B. Differentiating Curriculum Framework, Curriculum and syllabus, their significance in school educations. C. Aspects of Curriculum: NEP 2020 - Significance in Indian Context. D. Silent features and implication of NCF 2023 For School Education with special reference to school culture and process	**15**
Unit V	**Curriculum Construction its Assessment** A. Curriculum Preparation: Role of State, Teacher and students in preparation the curriculum B. Process of Curriculum construction: Aims and Objectives, Criteria for selecting knowledge and representing knowledge, organizing fundamental concept, selections and organization of learning situations. C. The ways of assessing the curriculum D. The market need and changes in curriculum E. Feedback from learner, teachers, community and administrator	**15**

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.

SESSIONAL WORK: Marks: 20 (10+10) **1)** Two Assignment on any topic from the above units **(Marks: 5+5)** 2) The students may undertake any one of the following activities and present the report **(Marks: 10)** i. Textbook analysis of any teaching methodology subject of class 8 to 12 ii. Evaluation and preparation of a report of existing any State, ICSE and CBSC curriculum at different level. iii. Compare the curriculum framework of NEP 1986 and NPE 2020 writing report on it

Reference:

- Aggrawal, J. C., & Gupta, S. (2005). *Curriculum Development.* New Delhi: Shipra Publisher.
- Balrara, M. (1999). *Principles of Curriculum Renewal*. New Delhi: Kanishka Publishers.
- Khan.M.I. and Nigam,B.K.(2007). Curriculum reform change and continuity. New Delhi; kanishka publication
- Kumari, S., and Srivastava, D. S. (2005). *Curriculum and Instruction*. New Delhi: Shipra Publishers.
- Nigam, B. K., & Khan, I. M. (1993). *Evaluation and research in Curriculum Construction*. New Delhi: Kaniska Publishers.
- Panday, M. (2007). Principles of Curriculum Development. New Delhi; Rajat publications
- Rajput, J. S. (2004). *Encyclopedia of Indian Education*. New Delhi: NCERT.
- Satyanarayan, P.V. (2004). *Curriculum development and management*. New Delhi: DPH.
- Sharma, R. (2002). *Modern methods of Curriculum Organisation*. Jaipur: Book Enclave.
- Sharma, S. R. (1999). *Issues in Curriculum Administration*. New Delhi: Pearl Publishing House.
- Srivastava, H. S. (2006). *Curriculum and methods of teaching*. New Delhi: Shipra Publishers.
- Tata, H. (1962). *Curriculum development theory & practice*. New York: Harcourt, Brace & World Inc.
- Yadav, Y.P. (2006). Fundamentals of Curriculum design. New Delhi; Shri Sai Printographers
- सामुद्रे संध्या, (२०१६), 'ज्ञान आणि अभ्यासक्रम', अमरावती, नभ प्रकाशन

Code of the Course/Subject	Title of the Course/Subject- Curriculum and Pedagogy of School Subject	Total Number of Periods
CPS 402	**Language Across the Curriculum**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of the course students will be able to,

- Explain the language background of students as first or second language users of the language used in teaching the subject.
- Describe the nature of classroom discourse and to know how oral and written language can be used in the classroom to ensure optimal learning of the subject area.
- Develop strategic for using oral language in the classroom in a manner that promotes learning in the subject area.
- Develop competence in analyzing current school practices and their impact on learning and to come up with appropriate alternatives to the current practices.
- Create sensitivity to the language diversity that exists in the classroom.
- Develop the skill of writing in specific content areas.
- Analyze the theoretical issues of multilinguistic classrooms

Unit	Content	Periods
Unit I	**Introduction of Language across the Curriculum:** **A. Introduction to Language across the curriculum Approach** • Meaning need and benefits of Language across the Curriculum Approach. • Respective roles of subject Teachers and language Teachers in Language across the curriculum Approach. • Language learning and learning through language general classroom language. • Functions of language in classroom learning. **B . Language Acquisition and language Learning** • Functions of language and its basic assumptions: Communicative, Receptive and Expressive, Language and society. First language, Multilingualism. Language Diversity in class room. • Language Across the Curriculum: Relationship of language and learning, Role of subject teacher.	**12**
Unit II	**Language Skill and Language across the Curriculum Approach:** **A. Listening and speaking is essential communicative skill** • Concept and importance of listening and speaking skill • Techniques and material for developing listening and speaking skill oral conversational and compositional skills **B. Reading and writing skill to learn and understand** • Concept, need and importance of reading and writing skill • Techniques and material for developing Reading and writing, Reading Mechanics, compositional writing. • Understand the meaning in reference to the context **C. Language learning from the mother tongue to other tongues- skill acquired in mother tongue.**	**12**

Unit III	**Language across the Curriculum in the Indian Context** A. Language as a determinant of Access. B. Language proficiency and students' attitude towards Learning and Schooling/dropouts C. Language/oral proficiency and critical thinking D. Issues in Multilingual Classrooms	**10**
Unit IV	**Strategies for Multilingual Classrooms** A. Role Plays and Discussions as tools for learning B. 'Questioning' to stimulate thought and to encourage and motivate to respond C. Preparing Subject/content-based exercises in reading, comprehension and usage. D. Sensitizing, Reflecting and Facilitating E. Understanding the learner and his/her language background F. Creating sensitivity to the language diversity	**11**

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.

SESSIONAL WORK: Marks:10(5+5)

1) One Assignment on any topic from the above units **(Marks:05)**

2) The students may undertake any one of the following activities and present the report **(Marks:05)**

i. Study the language related arrangements made in the schools of respective areas as medium or subject.

ii. Preparation of a report on language diversities of learners in a secondary grade with strategies to address the challenges.

iii. Make a list of at least 20 words in your mother tongue translate these words into different languages spoken in the islands including English. Study authentic literary and nonliterary texts.

SUGGESTED READINGS:

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Siegrühn, & P. Plüddemann (Eds.), *Multilingual education for South Africa* (pp. 3–7). Heinemann Educational Books. Retrievable from http://www.eklavya.in/pdfs/Sandarbh/Sandarbh_85/0105_Multilingualism_Ramakant%20Agnihotri.pdf
- Agnihotri. R.K. (2014): Multilinguality, Education and Harmony, International Journal of Multilingualism. DOI: 10.1080/14790718.2014.921181 pages 364-379 retrievable from
- Brown, Z.A., Hammond, O.W. & Onikama, D.L.(1997) Language Use at Home and School: A Synthesis of Research for Pacific Educators. Research Series.
- Eller, R.G. (1989). Johnny can't talk, either: The perpetuation of the deficit theory in classrooms. *The Reading Teacher*, 670–674.
- Fillion, B.,(1979) Language Across The Curriculum: Examining The Place Of Language In Our Schools. McGill Journal of Education.Vol 14, No. 001. retrievable from http://mje.mcgill.ca/article/viewFile/7253/5192
- International Journal of English and Literature retrievable from http://www.academicjournals.org/article/article1379690515_Israel%20and%20Dorcas.
- Israel, M. & Dorcas, Z.(2013). Educational implications of the deficit/deprivation hypothesis in L2 situations: A case of Zimbabwe Vol. 4(6), pp. 283-287, In
- Journal of Language Teaching and Research, Vol. 2, No. 2, pp. 359-363, March 2011.Academy Publishers. Retrievable from http://www.academypublisher.com/jltr/vol02/no02/jltr0202.pdf
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- MacSwan, J., & Rolstad, K. (2010). The role of language in theories of academic failure for linguistic Minorities, pp. 173-195. In J. Petrovic (ed.) International Perspectives on Bilingual Education: Policy, Practice, and Controversy. Carlotte, NC: Information Age Publishing. Retrievable from http://www.terpconnect.umd.edu/~rolstad/MacSwan%20&%20Rolstad%202010. pdf Retrievable from http://www.gpo.gov/fdsys/pkg/ERIC-ED465284/pdf/ERIC-ED465284.pdf
- Sinha, S. (2000). Acquiring literacy in schools. Seminar, 38–42. Retrievable from http://eledu.net/rrcusrn_data/Acquiring%20literacy%20in%20schools.pdf
- Thwaite, A., & Rivalland, J. (2009). How can analysis of classroom talk help teachers reflect on their practices? *Australian Journal of Language and Literacy, The*, *32*(1), 38.
- Vasanta, D.(2011) (Re)searching Multilingualism in India: A Critical Review of Concepts. Multilingualism in India JISHA 25 (2), 71-81 retrievable from http://ishaindia.org.in/vol25_2_7articles/JISHA2011%2025(2)%20Article%201.pdf
- Wang, H., 2011, An Exploration on Designing College English Listening Class.

Code of the Course/Subject	Title of the Course/Subject- Curriculum and Pedagogy of School Subject	Total Number of Periods
CPS 403	**Creating an Inclusive Education**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of the course students will be able to,

- Explain the Inclusive Education Concept and nature.
- Describe the learning disability and its types.
- Describe the Competencies need in Inclusive Education
- Develop awareness of learner towards inclusive education and its practices.
- Organized inclusive classroom.

Unit	Content	Periods
Unit I	**Inclusive Education concept and Nature.** A. Inclusive Education: Definition, characteristics, principles and need B. Difference between Special Education, Integrated Education and Inclusive Education **C.** Need for Inclusive Education in India D. Policies and legislations for Inclusive Education and Rehabilitation. E. National legislations for Inclusive Education. F. Inclusion in Education- a human right (Right to Access, Equality and Quality Education)	11
Unit II	**Learning Disability:** A. Concept and nature of learning disability B. Types of learning disability: Dyslexia, Dysgraphia, Dyscalculia: Concept, nature, characteristics. C. Mentally Retarded Children: Concept, characteristics, types, and their education D. Visually Impaired: Concept, types, their education and role of teacher. E. Hearing Impaired: Concept, classification, their education and role of teacher.	12
Unit III	**Inclusive School.** A. Infrastructural facilities for an Inclusive School. B. An ideal Inclusive School. C. Role of Inclusive schools in modern times. D. Inclusive classroom Management. E. Key element in building an inclusive school F. Need of creating an Inclusive School Culture G. Barriers to inclusion in school: Psycho-social, Infrastructural, Resource, H. Whole class-based instruction, Lack of participation	11
Unit IV	**Inclusive instructional strategies at school level and Teacher's role** **A.** Diagnosis and remedy for learning disabled children B. Remedial Teaching and team teaching, buddy systems, circle of friends, blended Learning C. Qualities of Inclusive Teacher D. Role of educators for facilitating Inclusive Education E. Training programmes for Inclusive Teacher	11

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.

SESSIONAL WORK: Marks:10(5+5)

1) One Assignment on any topic from the above units **(Marks:05)**

2) The students may undertake any one of the following activities and present the report **(Marks:05)**

i. Visit to an Inclusive School/ Special School and prepare a report.
ii. Prepare a report of recent developments done in the field of Inclusive education.
iii. A study of Inclusive School plant and compare with high excellent school.

References:

- Loreman, Deppeler and Harvey- Inclusive Education, Allwenand Unwin Australia.
- Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge Falmer, 2004.
- Mike Adams and sally Brown – Towards Inclusive Learning in Higher Education, Routledge, 2006.
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Code of the Course/Subject	Title of the Course/Subject- Discipline Specific Elective Course (Any One)	Total Number of Periods
DSEC 404	**Career Information, Guidance and Counselling**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of the course students will be able to,

- Develop an understanding of the need and importance of career information for the pupils.
- Describe their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils.
- Develop an understanding of how one's ability, interests and aptitudes are related to world of work.
- Explain the importance of developing the right attitudes and values at every stage of education.
- Analyze the relationship between guidance and Counseling
- Evaluate the need and importance currier guidance and counseling centers

Unit	Content	Periods
Unit I	**Understanding Guidance** E. Guidance: Meaning, concept and Need F. Guidance: Principles, Procedure and Role of school in Guidance. G. Types of guidance personal, individual, group Guidance H. Types of Guidance services; Orientation, Information, counseling, placement and research I. Techniques: Observation, Interview and socio-metric	11
Unit II	**Understanding Counselling** A. Counselling: Meaning, concept and Need B. Counselling: Principles, Process. C. Types: Directive, non –directive and Eclectic counselling. D. Qualities and role of a school counselor. E. Individual and Group counselling.	11
Unit III	**Counselling Process** A. Preparation for Counseling –Reading, Pre-Counselling interview, case history. B. Steps in process of Counselling. C. Variables affecting Counselling process. D. Counselling interview E. Techniques: Lectures, Discussion and Dramatics.	11
Unit IV	**Career Information** A. Career information: Sources, methods of collection, classification and filling-up of information and evaluation of the information. B. Information about education and training opportunities for primary, elementary and secondary levels of school. C. Personal-social information at every school level. D. Tools in guidance and counseling: Blanks, Cumulative Record Cards, Rating scale, Questionnaires.	12

MODE OF TRANSACTION:

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.

SESSIONAL WORK: Marks: 10 (05+05)

1) One Assignment on any topic from the above units **(Marks:05)**

2) The students may undertake any one of the following activities and present the report **(Marks:05)**

1. Test the Intelligence of IX class students by a Group test of Intelligence.
2. Test the creativity of secondary school students by a psychological test of creativity
3. Visit to Counselling centers in any local school and write a report.

References:

- Bhatia K.K. : Principles of Guidance and counseling. Kalyani Publication.
- David, A.: Guidance and Counselling. Com.W. Publication.
- Kochhar, S.K. : Educational and Vocational Guidance in secondary shells. Sterling Publication.
- Vaishnav, R.& Joseph, J.: Group Guidance for Adolescents, Scholars Press, Deutsland , Germany 2014
- घोरमोडे के.यु. आणि घोरमोडे कला,(२०१०), मार्गदर्शन आणि समुपदेशन, नागपूर, विद्या प्रकाशन
- दुनाखे अरविंद आणि देशपांडे लीना,(२०१०), शैक्षणिक व व्यावसायिक मार्गदर्शन आणि समुपदेशन, पुणे, नित्यनूतन प्रकाशन

Code of the Course/Subject	Title of the Course/Subject- Discipline Specific Elective Course (Any One)	Total Number of Periods
DSEC 405	**Value Education**	**45**
Credit:	**Hours:**	**Max. Marks:**
02	**45**	**50** ((Theory-32 + MCQS-08) + Internal-10))

COURSE OUT COMES:

At the end of the course students will be able to,

- Explain the concept, need, nature and sources of values.
- Describe the values included in school curriculum.
- Illustrate the different types of values and activities for inculcation of these values.
- Describe the need of Value Education to parents and their role in value education.
- Explain the need and importance of Value –Education and education.
- Interpret the nature of values, moral values, religious, moral and Human Values and training them Human Value to in docrination.
- Analyze the various intervention strategies for value education and conversion of value learning in to value education.

Unit	Content	Periods
Unit I	**Concept and nature of values and value education** A. Values: Concept, nature, Needs and importance of values in life B. Sources of values and various types of values. C. Value Education: Concept, need and importance in present educational scenario D. Human Values: Definition, concept, self-introspection – Self-esteem.	**11**
Unit II	**Value education in secondary school** A. Need of value education in secondary school curriculum. B. Value education and Curriculum C. Activities for development at behavioral changes. D. Role of the teacher in value education.	**11**
Unit III	**Value learning to Value Education.** A. Value learning outside the school-childrearing practices and Value learning. Value learning via imitation. Nature of society and Value learning media and value learning. B. Value learning inside the school; providing "form" and "Content to education". C. Value Education and curriculum; can value education be imparted through subject curriculum	**12**
Unit IV	**Role of the parents in value education.** A. Need of value education to parents. B. Role of parents in value education. C. Activities to involve parents in value education. D. Activities for environmental and scientific values for parents.	**11**
MODE OF TRANSACTION: The course content transaction will include the following: • Planned lectures infused with multimedia /power-point presentations. • Panel interactions, seminars, group discussions, cooperative teaching and team teaching, selection of most favorable and suitable mode.		
SESSIONAL WORK: Marks: 10 (05+05) 1) One Assignment on any topic from the above units **(Marks:05)** 2) The students may undertake any one of the following activities and present the report **(Marks:05)** 1. A Critical analysis of any text book of class VII/IX from the view point of value Education. 2. A Critical analysis of any one morning assembly in any practicing school. 3. Conducting sample surveys on conflicting situation towards humanity 4. Critical Analysis of human nature & human values.		

References:

- Passi, B.K., P. Singh. Value education- National Psychological Corporation. 4/230, Kacheri Ghat, Agra. 28, 2004. India.
- Kar, M.N. Value Education- A philosophical study. Association Publishers 296312. Kacha Bazar, Post Box. No. 56, Ambala Cantt., 1333001, India.
- Gawande, E.N. Value Oriented Education- Vision for better living. Sarup and Sons, New Delhi.
- Shrivastava R.P. - Value education through content areas. Jamia Millia Islamic Vigyan Bhavan and Hotel, Lemeridian, New Delhi - (1997).
- Gandhi K.L. - Value education, A study of public opinion, Published by Gyan publishing Houses; Ansari Road, New Delhi- (1993).
- Sarangi Radhashyam - Moral Education in School buses and implications published by Deep and Deep Publications, F.159, Rjouri Garden , New Delhi. (1994).
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- नैतिक शिक्षण प्रकल्प मूल्यमापन अहवाल,पुणे,म.रा.शै.सं.प्रकाशन परिषद
- शर्मा राजेंद्र (१९९९),नैतिक मूल्यशिक्षण,जयपुर: पुस्तक संसार
- गुप्ता नथूलाल (१९८७),मूल्य शिक्षा

Code of the Course/Subject	Title of the Course/Subject- *Enhancing Professional Capacities (EPC)*	Total Number of Periods
EPC 406	**Drama and Art in Education**	**60**
Credit:	**Hours:**	**Max. Internal Marks:**
02	**60**	**50**

COURSE OUT COMES:

At the end of the course students will be able to,

- Be oriented towards basic concept of Music, Drama, Fine Arts, Dance and other literary activities such as Elocution, Debate, Quiz etc.
- Develop understanding of local art forms, Music, Plays.
- Develop ability to organize various programs of music, drama and other literary activities like Quiz, Essay Writing, and Debate.
- Enhance the aesthetic sense by means of these activities.
- Appreciate performance done by others and give proper feedback.
- Explain the need of Music, Drama and other creative, co-scholastic activities in individual and social life.

Background of Course:

Transformational education involves reflection, introspection and action, with a deep relationship between the head, heart and hand. The National curricular Framework 2005(NCF) reminds us that the school curriculum must integrate various domains of knowledge, so that the curriculum encompasses all, and is not separated from the co-curricular or extra-curricular. This has significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities.

Learning is enhanced through drama in education (John, Yogin and Chawla 2007) which helps learners to extend their awareness through multiple perspectives to look at reality through fantasy and to predict everyday situations in order to cope with unpredictable unsettling experiences.

The course on drama and art in education also helps in understanding the self and as a form of self-expression for enhancing creativity. The components of fine art aim to develop aesthetic sensibilities in students-teachers and learn the use of art in teaching learning. (Prasad,1998)

Transactional strategies:

The entire course will be transacted in workshop mode. 10 hours will be devoted to sessions for conceptual orientation through discussion and demonstration. Remaining 50 hours will be devoted to Practice Sessions based on the performance and aptitude of the students involving performances, Attending Musical Programs / Plays / Dance Programs / musical record listening sessions etc.

Unit	Content
Unit I	A. Introduction: Meaning, Objectives and Significance of Music, Drama and other Creative, Co-scholastic Activities for an Individual. B. Importance of Music in Life, Types and Styles of Indian Music. C. Voice training, ear-training, correct posture of singing. D. Role of Drama as a form of self-expression.
Unit II	A. Introduction of Fine Arts, Its Types. B. Introduction of Dance (Indian Classical and Folk). C. Identifying interests of students through auditions, Dance-Step test and acting ability test.
Unit III	A. Introduction of Literary Activities B. Its types & styles

Activities

1. Musical Activities:

- Solo singing (Indian & western)
- Group singing (Indian & western)

2. Fine Arts:

- Sketching
- On the spot painting
- Photography
- Rangoli
- Mehendi
- Poster making

3. Dance:

- Solo Dance (Indian dance forms)
- Group Dance (folk and tribal dances)
- Creative Dance * Choreography

4. Literary Activities: (Marathi/Hindi/ English and Sanskrit)

- Essay writing *Poetry *Elocution *Debate *Quiz

5. Theatre:

- One Act Play
- Expressions
- Mime
- Mimicry
- Skit

Note: Students are expected to choose two from the above mentioned 5 groups of Activities.

Evaluation:

The students will be evaluated on the basis of

1. Planning and execution of at least two from the 5 groups of activities.
2. Report writing: Write a report to describe the two activities you have chosen in not less than 1000 words.

References:

- Dr. S. S. Awasthi : Sangeet Bodh
- Gauri Kuppaswami and M. Hariharan : Teaching of Music
- Vasant, Sangeet Visharad : Hathras Prakashan
- Ragini Devi, Dance Dialects of India Motilal Banarasidass Publishers, 1972
- Bharata Muni and Sriranga, The Natyashastra Munshiram Manoharlal Publishers, 1999
- Margaret S. Livingstone, Vision and Art, The Biology of seeing , David Hubel Published May
- पाटील सुहास (२०१८).नटाचे सादरीकरण आणि भावनिक बुद्धीमत्ता, अमरावती :आधार प्रकाशन

Code of the Course/Subject	Title of the Course/Subject- *SEC: Skill Enhancement Course* *(Task Assignment and Practicum)* (Laboratory /Practical/Practicum/Hands on/Activity)	Total Number of Periods
P-407	**Internship (6 Week)**	**180**
Credit:	**Hours:**	**Max. Internal Marks:**
06	**180**	**150**
As mentioned in P-210 of Semester II and in continuation with P-308 of Semester III		

Code of the Course/Subject	Title of the Course/Subject- *SEC: Skill Enhancement Course* *(Task Assignment and Practicum)* (Laboratory /Practical/Practicum/Hands on/Activity)	Total Number of Periods
P-408	**Final Lesson Exam and Viva Voce**	**120**
Credit:	**Hours:**	**Max. Internal Marks:**
04	**120**	**100**
Transactional strategies and Evaluation:		
A	Annual lesson examination of the two methodology subjects offered by the candidate in paper to be conducted by the University by appointing the panels of examiners incorporating internal and external examiner.	**60 (30+30) Marks**
B	Viva-voce	**20 (10+10) Marks**
C	Verification of records prepared by the student-teacher during Internship.	**20 (10+10) Marks**
Total		**100**

Code of the Course/Subject	Title of the Course/Subject- *SEC: Skill Enhancement Course* *(Task Assignment and Practicum)* (Laboratory /Practical/Practicum/Hands on/Activity)	Total Number of Periods
P-409	**Performing Arts (Cultural Activities)**	**90**
Credit:	**Hours:**	**Max. Internal Marks:**
03	**90**	**50**

Student teacher will have to Perform Cultural Activity viz. annual day celebration, gathering, farewell celebration, etc; and submit report.

Sr. No	Evaluation criteria	Marks
1	Active participation in annual day celebration, gathering, farewell celebration and other cultural activities etc	30
2	Report writing and submission of Hard and Soft Copy	20
	Total	**50**

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