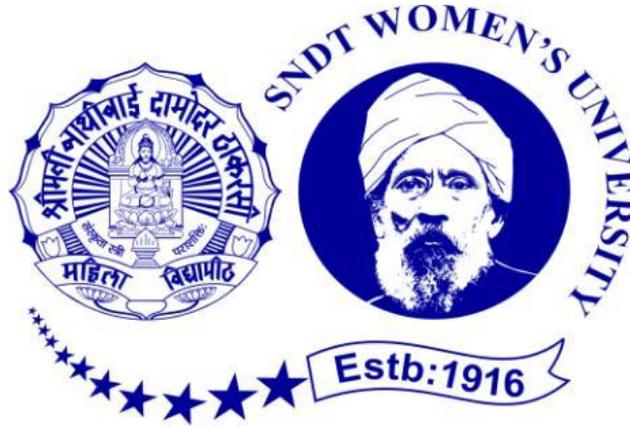


# **SNDT Women's University, Mumbai-20**



**Faculty of Education**

**Syllabus**

**Bachelor of Education Program**

**Credit based Curriculum**

**w.e.f. batch 2025-2026**



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

Faculty name: Education,

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

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

<b>First Semester</b>						
<b>Course Code</b>	<b>Course No</b>	<b>Title of the Courses</b>	<b>Cr</b>	<b>Internal</b>	<b>External</b>	<b>Total Marks</b>
<b>Perspectives in Education</b>						
1101	1	Childhood and Growing Up	4	50	50	100
1102	2	Contemporary India and Education	4	50	50	100
1103	3	Critical understanding of ICT	4	50	50	100
<b>Pedagogic Studies: Subject Education (Any Two) Fifty marks each (25 Theory and 25 Practical)</b>			4	50	50	100

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

<b>Course Code</b>	<b>Course No</b>	<b>Title of the Courses</b>	<b>Cr</b>	<b>Internal</b>	<b>External</b>	<b>Total Marks</b>
1301	EPC1	Skill Development Program I. Micro-teaching II. Integration Lesson	2	50		50
1302	EPC2	Teaching -learning Competency I. Reading and Reflecting on Texts I. Preparation for constructivist teaching-learning	2	25 25		50
1303	EPC3	Understanding ICT and Its Application	2	50		50
		<b>TOTAL (Theory +Practical)</b>	<b>22</b>	<b>350</b>	<b>200</b>	<b>550</b>



Second Semester						
Course Code	Course No	Title of the Courses	Cr	Internal	External	Total Marks
<b>Perspectives in Education</b>						
2104	4.	Learning and Teaching	4	50	50	100
2105	5.	Language across curriculum	4	50	50	100
2106	6	Assessment for Learning	4	50	50	100
<b>Pedagogic Studies: Subject Education (Any Two) Fifty marks each (25 Theory 25 Practical)</b>			4	50	50	100

Course Code	Course No	Title of the Courses	Course Code	Course No	Title of the Courses	
2201	6:1	English Language Education	2209	6:9	Book Keeping and Accountancy Education	
2202	6:2	Gujarati Language Education	2210	6:10	Economics Education	
2203	6:3	Hindi Language Education	2211	6:11	Geography Education	
2204	6:4	Marathi Language Education	2212	6:12	History Education	
2205	6:5	Sanskrit Language Education	2213	6:13	Social Science Education	
2206	6:6	Urdu Language Education	2214	6:14	Science and Technology Education	
2207	6:7	Mathematics Education	2215	6:15	Music Education	
2208	6:8	Commerce Education				
<b>Enhancing Professional Capacities</b>						
Course Code	Course No	Title of the Courses	Cr	Internal	External	Total Marks
2304	EPC 4	Understanding the Self	2	50		50
2305	EPC 5	Drama and Art in Education	2	50		50
<b>Engagement with Field</b>						
1401	EFW 1	School Exposure (1Weeks)	2	50		50
		<b>TOTAL (Theory +Practical)</b>	<b>22</b>	<b>350</b>	<b>200</b>	<b>550</b>



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

Course Code	Course No	Optional Course	Cr	Internal	External	Total Marks
3501	10:1	Peace Education	4	50	50	100
3502	10:2	Guidance and Counselling	4	50	50	100
3503	10:3	Sustainable Development	4	50	50	100
3504	10:4	Human Rights Education	4	50	50	100
<b>Engagement with Field</b>						
3402	EFW 2	Practice Teaching: 6 Lesson (6 Lessons observed by Teacher Educator) and Internship 4 Weeks)	4	60 & 40	-	100
3403	EFW 3	Community Service camp / NSS	2	50		50
<b>TOTAL (Theory +Practical)</b>			<b>22</b>	<b>350</b>	<b>200</b>	<b>550</b>

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

**Note:**

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



Course Code	Course No	Title of the Courses	Cr	Internal	External	Total Marks
Code 1101	1	Childhood and Growing Up	4	50	50	100

### Course Outcomes (COs)

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

- CO1.** Differentiate between growth and development across childhood and adolescence.
- CO2.** Analyze physical, cognitive, emotional, moral, and social dimensions of development.
- CO3.** Recognize learner diversity and individual differences.
- CO4.** Explore psychological and socio-cultural factors affecting learning.
- CO5.** Organize inclusive, learner-centered classroom practices.
- CO6.** Develop practical skills to observe and support learner development.

### Module 1: Learner as a Developing Individual

#### Learning Outcomes (LOs)

Learners will be able to:

- LO1.** Explain the concept and principles of growth and development.
- LO2.** Describe the stages of human development from infancy to adolescence.
- LO3.** Analyze the process of brain development and its influence on learning.
- LO4.** Interpret the role of neuroscience in designing developmentally appropriate learning experiences.
- LO5.** Establish the interrelationship between development and learning.
- LO6.** Evaluate the changing roles of the learner as an imitator, thinker, knowledge worker, and performer.
- LO7.** Apply the principles of holistic education in teaching practices, in line with the whole-child approach.

#### Content:

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



## **Module 2: Dimensions of Development**

### **Learning Outcomes (LOs)**

Learners will be able to:

- LO1.** Describe the key characteristics and interrelationship of physical, motor, cognitive, emotional, and moral development.
- LO2.** Explain Erickson's psychosocial theory with emphasis on the later stages of development.
- LO3.** Compare and contrast Piaget's and Vygotsky's cognitive development theories.
- LO4.** Illustrate the stages of moral development proposed by Kohlberg and analyze its relevance in school settings.
- LO5.** Examine the concept of Social-Emotional Learning (SEL) and justify its importance in fostering holistic development.
- LO6.** Apply developmental theories to design inclusive, age-appropriate, and developmentally responsive learning environments.

### **Content:**

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

## **Module 3: Catering to Differences in Development**

### **Learning Outcomes (LOs)**

Learners will be able to:

- LO1.** Explain the concept of individual differences and its implications in the teaching-learning process.
- LO2.** Analyze the influence of socio-cultural factors on learners' educational experiences and outcomes.
- LO3.** Apply the theory of Multiple Intelligence in catering to diverse learners in the classroom.
- LO4.** Describe the role of Emotional Intelligence in personal and academic success.
- LO5.** Identify various learning styles and adapt instructional strategies to suit different learning styles.
- LO6.** Plan strategies to address the specific needs of diverse learners, including slow learners, gifted, physically challenged learners, and those with dyslexia, hearing, or visual impairments.
- LO7.** Promote an inclusive, equitable, and supportive classroom environment that respects and accommodates individual learner differences.



## Content:

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

## Module 4: Learner Characteristics and Learning Roles

### Learning Outcomes (LOs)

Learners will be able to:

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

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

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

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

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

### Content:

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

## Assignments & Practicum

1. Case Study of a child (physical, cognitive, or emotional development)(10)
2. Observation of a child at home/school setting using a development checklist,(10)
3. Prepare and implement one inclusive classroom activity.(10)
4. Create a learner profile for multiple intelligences or learning styles (5)
5. Conduct a peer teaching session on emotional or moral development (5)
6. Reflective Journal on classroom diversity or learner adjustment strategies (5)
7. Prepare a role-play or skit on adolescent issues or maladjustment (5)

---

## References and additional resources:

### English Reference Books (APA Style)

- Aggarwal, J. C. (2022). Essentials of Educational Technology: Teaching Learning Innovations in Education. Vikas Publishing House.



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

### **Marathi Reference Books (APA Style)**

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



Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
1102	Contemporary India and Education	4	50	50	100

### Course Outcomes (COs)

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

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

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

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

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

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

### Module 1: Implementing System of Education to Reform Society

#### Learning Outcomes (LOs)

Learners will be able to:

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

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

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

#### Contents:

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

### Module 2: Understanding System of Education with Philosophical Perspectives

#### Learning Outcomes (LOs)

Learners will be able to:

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

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

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

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

#### Contents:

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



### **Module 3: Understanding System of Education with Social Perspectives**

#### **Learning Outcomes (LOs)**

By the end of this module, learners will be able to:

- LO1.** Establish the relationship between society, culture, and education.
- LO2.** Identify various forms of social stratification and their implications for education.
- LO3.** Explain the impact of globalization, privatization, and technology on educational practices and policies.
- LO4.** Analyze NEP 2020's focus on multilingualism, local knowledge, and community engagement in education.

#### **Contents:**

1. Relationship between society, culture, and education
2. Social stratification and education: caste, class, gender, and religion
3. Challenges of inclusion, equity, and diversity in Indian education
4. Impact of globalization, privatization, and technology on education
5. NEP 2020's emphasis on multilingualism, local knowledge, and community participation

### **Module 4: Contemporary Indian Schooling: Concerns and Issues**

#### **Learning Outcomes (LOs)**

Learners will be able to:

- LO1.** Identify key issues related to access, retention, and quality in elementary and secondary education in India.
- LO2.** Examine the changing roles of teachers, the challenges they face, and the importance of their continuous professional development.
- LO3.** Assess the impact of the digital divide on education and suggest strategies for ensuring equitable access to technology.
- LO4.** Explain the significance of inclusive education and analyze issues related to school safety and student mental health.
- LO5.** Interpret the NEP 2020 recommendations for school restructuring and foundational literacy.

#### **Contents:**

1. Access, retention, and quality issues in elementary and secondary education
2. Teacher roles, challenges, and professional development
3. Examination reforms, rote learning, and curriculum overload
4. Digital divide and equitable access to technology
5. Inclusive education, school safety, and mental health
6. NEP 2020 recommendations for school restructuring and foundational literacy

#### **Assignments & Practical Work**

1. Report on the Role of Education in Community Transformation (10 Marks)
  - Select a locality (rural/urban/slum/tribal) where educational initiatives have influenced social change.
  - Conduct field work: interact with stakeholders (teachers, NGOs, Panchayat, community), document facilities, literacy levels, and enrolment trends.
  - Prepare report with sections: Introduction, Methodology, Findings & Analysis, Role of Education, Conclusion & Reflections, References, and (optional) Photographs.
2. Reflective Journal on School Visits/Community Interactions (5 Marks)
3. Presentation on Indian Educationist's Philosophy (10 Marks)
  - Study the thoughts of Gandhi/Tagore/Vivekananda/J. Krishnamurti and present with educational implications.



4. School Survey on Dropout, Gender, Inclusion (10 Marks)
    - Collect data (online/offline), analyze issues, and prepare a report.
  5. Inclusive Classroom Plan (5 Marks)
    - Design strategies to handle diversity (language, caste, gender, etc.).
  6. Policy Brief Report on NEP 2020 Component (10 Marks)
    - Choose a component (ECCE, Foundational Literacy, etc.), analyze strengths/limitations, and present insights in 3–5 minutes.
- 

### References & Resources

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



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

### Course Outcomes (COs)

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

- CO1.** Develop a critical understanding of ICT in education.
- CO2.** Use digital tools and resources to enhance teaching, learning, and assessment.
- CO3.** Discuss the ethical, legal, and safe use of ICT in education.
- CO4.** Develop ICT-integrated pedagogical practices.
- CO5.** Analyse the changing roles of teachers in the digital age.

### Module 1: Understanding and Executing ICT Education

#### Learning Outcomes (LOs)

Learners will be able to:

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

**Content:**

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

### Module 2: Understanding ICT in Education

#### Learning Outcomes (LOs)

Learners will be able to:

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

**Content:**

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

### Module 3: Applying ICT to Enhance Teaching, Learning & Evaluation

#### Learning Outcomes (LOs) – ICT in Education

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



**LO1.** Develop ICT-based lesson plans using the TPACK framework.

**LO2.** Use ICT tools for formative and summative assessment, including quizzes, rubrics, and portfolios.

**LO3.** Apply collaborative and feedback tools such as Google Classroom, Padlet, and Kahoot to enhance student engagement.

**LO4.** Reflect on the value and limitations of ICT in pedagogy.

**Content:**

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

## **Module 4: ICT & Changing Roles of the Teacher**

### **Learning Outcomes (LOs)**

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

**LO1.** Describe the teacher as a facilitator, content creator, mentor, and tech integrator.

**LO2.** Utilize digital platforms for Continuous Professional Development (CPD).

**LO3.** Explain the potential of AI, AR, VR, and simulations in education.

**LO4.** Demonstrate understanding of digital citizenship in learning environments.

**LO5.** Reflect on the teacher's role as a digital role model.

Content:

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

### **Assignments & Practicum (Consolidated)**

#### **Module 1 Related Activities**

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

#### **Module 2 Related Activities**

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

#### **Module 3 Related Activities**

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

#### **Module 4 Related Activities**

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



- Prepare a 3–5 min micro-teaching video with digital tools & resources.
- 8. Awareness Campaign on Digital Citizenship (Individual | 7 Marks)
  - Design a school campaign with any two supporting materials (poster, handout, slogan board, short video).

### References and additional resources:

#### English Reference Books (APA Style)

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

#### Marathi Reference Books (APA Style)

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



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

### Course Outcomes (COs) –

**CO1.** Explain the concept, purpose, and significance of micro-teaching in teacher training and professional development.

**CO2.** Plan and deliver micro-lessons focusing on specific teaching skills such as set induction, questioning, and explanation.

**CO3.** Apply teach–re-teach cycles and peer/teacher feedback to improve pedagogical skills and lesson effectiveness.

**CO4.** Design and implement integrated lessons combining multiple teaching skills, learner-centered strategies, and appropriate teaching-learning materials.

**CO5.** Reflect critically on their teaching performance to identify strengths, areas for improvement, and strategies for professional growth.

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

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

The skills may include **questioning, explanation, set induction, and conducting group activities**. Each **teach–re-teach cycle** carries **10 marks**, making a total of **60 marks**, which will be **converted to 25 marks** for final assessment.

### Learning Outcomes (LOs)

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

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

### Module Contents:

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

### Assignment and Practical

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



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

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

**Learning Outcomes (LOs)**

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

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

**Contents:**

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

**Assignment and Practical**

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

**Rubric for Assessing Integrated Teaching Skills Practice Lesson**

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



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

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

**Scoring & Interpretation:**

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



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

### Course Outcomes (COs)

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

- CO1.** Apply strategies of reading for comprehension.
- CO2.** Write coherent and relevant answers based on a given text.
- CO3.** Express and justify personal interpretations or perspectives.
- CO4.** Engage in collaborative discussion and reflect on multiple viewpoints.
- CO5.** Use media and internet tools effectively to explore educational content.
- CO6.** Identify key concepts and summarize main ideas clearly and concisely.
- CO7.** Express and communicate summaries effectively in peer group discussions.

### I: Reading and Reflecting on Text (25 Marks)

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

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

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



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

#### **Learning Outcomes**

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

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

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

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

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

#### **Learning Outcomes**

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

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

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

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

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

#### **Learning Outcomes**

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

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



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

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

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

##### **Learning Outcomes**

L-1: The student teacher locates and selects relevant information from multiple sources such as books, journals, and online media.

L-2: The student teacher organizes and summarizes the gathered information in a coherent and concise manner.

L-3: The student teacher presents the summarized content confidently and effectively during group discussions or presentations.

For this the student teachers should work in groups divided according to their subjects. The student teachers would make a choice of a specific topic in their subject area which they could search from a set of available reference books/ journals/periodicals/websites/enrichment books. The focus of this activity is learning of effective processes of searching relevant material and its presentation. Student teachers are supposed to present in small group the summary of the topic searched by using Chalk board/charts/ overhead projector/slides/demonstration.

#### **5. Reading and Reflecting (5 Marks)**

##### **Learning Outcomes**

L-1: The student teacher summarizes the main ideas and key points of the given content accurately and coherently.

L-2: The student teacher provides critical and reflective insights, demonstrating deeper understanding and analysis of the content.

L-3: The student teacher connects personal experiences and practical examples with the content to enhance interpretation and relevance.

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



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

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

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

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

- 1. Promoting interactions:** The student teacher has to plan and conduct a lesson using interactions between student-teacher, student-student and student-media/material on the topic relevant to the subject.
  - Introduction by teacher
  - Scope for teacher-student interaction using questions/demonstrations
  - Scope for student-student interactions using activity sheets/pair and share/games/simulations/ role play
  - Use of Media/material to promote interactions
- 2. Conducting group discussion/group problem solving:** The student teacher has to plan and conduct a discussion/problem solving on the topic relevant to the subject.
  - Introduction by teacher
  - Making groups and assigning topics for discussion/problem solving, assigning roles to the students
  - Supervision during discussion/problem solving
  - Presentations by students
  - Summarizing points discussed and Concluding remarks by teacher
- 3. Providing scope for self-expression and thinking:** The student teacher has to select a suitable topic, plan and conduct lesson using higher order questioning/ use of concept attainment model/ Use of inductive thinking model/ inquiry training model /activity of categorizing, problem solving/ brain storming and/ or providing opportunity for preparing slogans/poems/posters/writing stories or narrations/ participating in role plays
  - Introduction by teacher



- Assigning topics for brain storming/preparing slogans/poems/posters/writing stories or narrations/ participating in role plays OR providing examples for concept attainment/inductive thinking OR presenting discrepant event for inquiry
  - discussion/problem solving, assigning roles to the students
  - Presentations by students
  - Summarizing points discussed and Concluding remarks by teacher
- 4. Promoting self-learning:** The student teacher has to prepare/select self-learning material under the guidance of teacher educator. The student teacher has to promote self-learning through use of printed self-learning material/reading passages in textbook with set of questions/slide presentation/activity sheets/conducting experiments /completing worksheet with the help of observation of pictures, specimens, charts, maps etc
- Brief introduction and assignment of activity and material required by student teacher
  - Self-learning by students with the help of printed self-learning material/ slide presentation/activity sheets/ conducting experiments /observation of pictures, specimens, charts, maps etc./reading passages in textbook with set of questions
  - Quick feedback about comprehension through quiz/questions/activity sheet/concept mapping by students
- 5. Facilitating understanding:** The student teacher has to make efforts to facilitate understanding of new/complex content through Explanation/Demonstration/ presenting audio-visual aids.
- Brief introduction
  - Explanation through examples/Conducting demonstration/explanation through audio-visual aids
  - Quick checking of understanding through activity sheet/quiz/questions/concept maps



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

- **Course Outcomes (COs):**

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

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

#### **Learning Outcomes (LOs)**

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

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

#### **Nature of the Practical**

In the age of information, with the support of technology the information is easily available on one click. However, all the information available on the websites is not authentic so while taking the information one must be very cautious. This particular practical will give an opportunity to teacher trainees to explore educational websites and analyze its content. Students are expected to review the information provided on website, also they are expected to present their analytical viewpoints.

For the analysis of a website students should consider following aspects.

Catalogue organization and page layout.

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



11. Usability, relevance and authenticity of the information provided on the website.
12. Quality of Images and videos provided on the website.
13. Opinion of the student on the basis of overall impact of the website.
14. Use of website for the visitors.

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

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

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

### **Nature of the Practical**

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

1. Title slide including Name of the topic, name of student-teacher/s, and target group.
2. After title slide, one slide should contain the learning objectives of the topic
3. The topic selected should be presented through a series of at least 15 slides. The multimedia presentation should contain at least one of the following elements:
  - A. Images/photographs/graphs/ maps/ as per requirement of the topic
  - B. Video or movie clip
  - C. Animation
  - D. Sound (this could be a voice-over, background music or sound clips)
  - E. Content presentation slides should be followed by quiz/ questions for quick check of comprehension of target group
  - F. Last slide should contain references in the form of books/sites etc.

## **Practical No 3: Reflection on OER (Marks 15)**

### **Objectives / Learning Outcomes (LOs)**

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

- LO1.** Search different Open Educational Resources (OER).
- LO2.** Categorize various Open Educational Resources.
- LO3.** Access openly licensed documents and media useful for teaching, learning, assessment, and research purposes.
- LO4.** Reflect on any one selected OER.

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

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



- Critical analysis of OER



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

### **Module 1: Understanding Curriculum and Aims of teaching English Language**

**(Marks:12)**

#### **Learning Outcomes (LOs)**

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

- LO1.** Explain the importance of English as a global and link language in the Indian context.
- LO2.** Analyse the structure of the English language, including phonetics, grammar, and stylistic devices.
- LO3.** State the objectives of teaching English at the Secondary and Higher Secondary levels.
- LO4.** Apply psychological, linguistic, and pedagogical principles for teaching English.

#### **Content:**

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

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

#### **Learning Outcomes (LOs)**

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

- LO1.** Demonstrate competency in teaching the four communicative skills (Listening, Speaking, Reading, Writing).
- LO2.** Select and apply appropriate traditional and modern approaches for different language teaching contexts.
- LO3.** Prepare annual, unit, and lesson plans using pedagogical analysis.
- LO4.** Use effective strategies like storytelling, dramatization, scaffolding, and group work.

#### **Content:**

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



### **Practical and Assignment (25 Marks)**

1. Teacher Interview (5 Marks) – Interview a secondary school English teacher about challenges and practices.
  2. Textbook Analysis (5 Marks) – Evaluate a secondary school English textbook with NEP alignment.
  3. Resource Development Workshop (5 Marks) – Create 2 teaching aids (charts/flashcards/digital PPTs).
  4. Preparation of Unit Plan (5 Marks) – Prepare and present one detailed Unit plan of one Unit
- Competency-Based Activity Design (5 Marks)- Select **two competencies** (e.g., Listening, Speaking, Reading, Writing, Grammar/Vocabulary, Critical Thinking, Digital Literacy). Submit a brief report (3–4 pages) with both activity plans and a short reflection.
- 

### **References and additional resources:**

- Gupta, P.K., Gandhi, Anil & Bhatnagar, S.S. *Teaching of English*.
- Bose, F.L. *Teaching of English – A Modern Approach*.
- Bose, F.L. *The Technique of Language Teaching*.
- Allen, H.B. *Teaching of English as a Second Language*.
- Robert, Labo. *Language Testing*.
- Jain, R.K. *The Essentials of English Teaching*.
- Gadre, G.L. *Teaching of English*.
- Shrivastav, B.D. *Structural Approach to Teaching of English*.
- Kudchedkar, S. *English Language Teaching in India*.
- Suryanshu, C.H. *Content-Cum-Methodology of English*.
- Patil & Shaikh Mowla. *Techniques of Teaching English*.
- Pandey, K. & Amita. *Teaching of English in India*.
- Nasr, Raja T. *Teaching & Learning English*.
- Vallabi, J.E. *Teaching of English*.
- Bose, Kshanika. *Teaching of English*.
- Kohli, A.L. *Techniques of Teaching English*.
- Halbe, Malati M. *Methodology of English Teaching*.
- Bisht, Abha Rani. *Teaching English in India*.
- Bhatia, K.T. *Teaching of English in India*.
- Sharma, T.R. & Bhargava, Rajshree. *Modern Teaching Aids*.



- Sharma, R.A. *Fundamentals of Teaching English*.
- Tickoo, M.L. *Teaching and Learning English: A Source Book for Teacher and Teacher Trainers*.
- Yadav, R.N.S. *Teaching of English*.
- Pawar, N.G. *Teaching English Language*.
- Pawar, N.G. *Theory and Practices of Teaching English Language*.
- Gurav, H.K. *Teaching Aspects of English Language*.
- Suryavanshi, G.H. *Content-Cum-Methodology – English*.
- Yardi, V.V. *Teaching English in India*.
- Takpir, Dattatraya. *English Language Education*.
- Ambekar, Shivaji. *The Teaching of English Language*.



Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
1203	ગુજરાતી શિક્ષણ	2	25	25	50

મોડ્યુલ ૧ : અભ્યાસક્રમ અને ગુજરાતી વિષયના હેતુઓની સમજણ

કુલ સમય : ૮ કલાક (થિયરી)

હેતુઓ (Learning Outcomes – LOs)

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

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

વિષયવસ્તુ

1. ગુજરાતી ભાષાનું સ્વરૂપ અને વ્યાપકતા (૨ કલાક)
  - અર્થ, લાક્ષણિકતાઓ અને મહત્વ
  - શાખાઓ : સાહિત્ય, ભાષાશાસ્ત્ર, વ્યાકરણ, શૈક્ષણિક ભાષા
2. ગુજરાતી શિક્ષણના હેતુઓ (૧ કલાક)
  - ભાષાત્મક અભિવ્યક્તિનો વિકાસ
  - સંવેદનશીલતા અને માનવીય મૂલ્યોનો સ્વીકાર
  - સ્થાનિક અને સાંસ્કૃતિક સંદર્ભ સાથેનો સંબંધ
3. શિક્ષણ હેતુઓ અને અભ્યાસ પરિણામો (૨ કલાક)
  - બ્લૂમ અને એન્ડરસનનું Taxonomy
  - રાજ્ય બોર્ડ ધોરણ ૧૧/૧૨ના અભ્યાસ પરિણામોના આધારે ઉદ્દેશો લખવાનો અભ્યાસ
4. અભ્યાસક્રમ વિકાસ : સિદ્ધાંતો અને પ્રવૃત્તિઓ (૧.૫ કલાક)
  - અભ્યાસક્રમ રચનાના મૂળભૂત સિદ્ધાંતો
  - NEP 2020ના પરિપ્રેક્ષ્યમાં : હુનર વિકાસ, સ્થાનિક અનુકૂલન, અનુભવો આધારિત અભ્યાસ
5. અન્ય વિષયો સાથે ગુજરાતી ભાષાના સંબંધો (૧.૫ કલાક)
  - ઈતિહાસ, નાટ્યકલા, ICT, સમાજશાસ્ત્ર સાથે સંબંધ
  - વાસ્તવિક જીવનમાં ભાષાનું મહત્વ



મોડ્યુલ ૨ : ગુજરાતી શિક્ષણ માટે આયોજન

કુલ સમય : ૮ કલાક (થિયરી)

હેતુઓ (Learning Outcomes – LOs)

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

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

વિષયવિસ્તાર

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

---

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

1. અભ્યાસક્રમ વિશ્લેષણ (૨ કલાક – ૩ ગુણ)
  - રાજ્ય બોર્ડ ધોરણ ૧૧/૧૨ના ગુજરાતી અભ્યાસક્રમની સમીક્ષા
2. શિક્ષણ ઉદ્દેશો લખવાનો અભ્યાસ (૧.૫ કલાક – ૨ ગુણ)
  - કોઈ એક પાઠ્ય વિષય પરથી ૫ સ્પષ્ટ ઉદ્દેશો લખવા
3. વિષય રજૂઆત – ગુજરાતી ભાષાનું સ્વરૂપ (૧ કલાક – ૨ ગુણ)
  - સમૂહ પ્રવૃત્તિ દ્વારા ઉદાહરણ સાથે લેખિત/મૌખિક રજૂઆત



4. વિષય સંયોજન પ્રોજેક્ટ (૧.૫ કલાક – ૩ ગુણ)
  - ગુજરાતી અને અન્ય વિષયો વચ્ચેનો સંબંધ દર્શાવતો રિપોર્ટ/ઇન્ફોગ્રાફ
5. વિચાર વિમર્શ પુસ્તકિકા (૧ કલાક – ૨ ગુણ)
  - શીખેલી બાબતો અંગે અંગત ચિંતન

---

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

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

પાઠયોજના (૧ કલાક – ૩ ગુણ)

- પ્રવૃત્તિ આધારિત અભિગમ

સહઅભ્યાસક્રમ પ્રવૃત્તિનું આયોજન (૧.૫ કલાક – ૨ ગુણ)

- ઉદાહરણરૂપે: ભાષા દિવસ, પાત્રાવાયન, પોસ્ટર સ્પર્ધા, ક્વિઝ વગેરે

વિચારવિમર્શ રિપોર્ટ (૧.૫ કલાક – ૨ ગુણ)

---

સંદર્ભ પુસ્તકો (ગુજરાતી સાહિત્ય અને શિક્ષણ વિષયક)

1. દેસાઈ, પી. (2018). *ગુજરાતી ભાષા શાસ્ત્રનો ઇતિહાસ*. અમદાવાદ: યુનિવર્સિટી ગ્રંથનિર્માણ બોર્ડ.
2. પટેલ, આર. જી. (2021). *શાળા શિક્ષણમાં ભાષા વિકાસ પદ્ધતિઓ*. રાજકોટ: ગુણવન્ત પ્રકાશન.
3. જોશી, આર. આર. (2017). *અભ્યાસક્રમ અને અધ્યાપન યોજનાઓ*. અમદાવાદ: નવભારત પ્રકાશન.
4. નાયક, એસ. બી. (2020). *શિક્ષણમાં સહઅભ્યાસક્રમ પ્રવૃત્તિઓનું મહત્વ*. સુરત: નર્મદા પ્રકાશન.
5. રાવલ, વી. કે. (2019). *નવી શિક્ષણ નીતિ અને ભાષા શિક્ષણ*. વડોદરા: ગુજરાત વિદ્યાપીઠ.
6. Ministry of Education. (2020). *National Education Policy 2020 (NEP 2020)*. New Delhi: **Government of India**. <https://www.education.gov.in>



Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
1202	हिंदी भाषा शिक्षण	2	25	25	50

**Course Outcomes:**

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

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

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

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

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

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

**Learning Outcomes (LOs)**

**अधिगम उद्देश्यों (Learning Outcomes - LOs)**

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

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

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

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

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

**हिंदी भाषा का स्वरूप एवं संरचना (२ तासिका)**

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

**□ अध्यापन के उद्देश्य (१ तासिका)**

- व्यवसायिक मूल्य का विकास
- समस्या निराकरण हेतु मूल्य विकास
- नीतिगत मूल्य निर्माण एवं सुचारु जीवन पद्धति का विकास

**□ ब्लूम एवं एंडरसन के उद्देश्यों की श्रेणीबद्ध रचना तथा लेखन क्षमता विकास (२ तासिका)**

**□ हिंदी भाषा पाठ्यक्रम का विकास : तत्व एवं नये विचार प्रवाह (१.५ तासिका)**

- पाठ्यक्रम निर्माण के मूलभूत तत्व



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

#### □ हिंदी भाषा का अन्य विषयों से सहसंबंध (१.५ तासिका)

#### माँड्यूल 2: हिंदी भाषा अध्ययन का नियोजनउद्देश्य

#### Learning Outcomes (LOs)

#### इस अध्ययन के उपरांत विद्यार्थी-शिक्षक:

- LO1. हिंदी भाषा शिक्षण में शैक्षणिक नियोजन की संकल्पना, आवश्यकता और महत्व को समझ सकेगा।
- LO2. वार्षिक, इकाई तथा पाठ योजना जैसे नियोजन के प्रकारों की पहचान कर सकेगा और उन्हें व्यवहार में लागू कर सकेगा।
- LO3. प्रभावी पाठ योजना की विशेषताओं का विश्लेषण कर सकेगा तथा NEP 2020 की भूमिका को समझ सकेगा।
- LO4. हिंदी विषय से संबंधित गतिविधियों (क्लब, प्रदर्शनी, व्यावसायिक मेला आदि) का नियोजन एवं आयोजन कर सकेगा।
- LO5. सहशालेय उपक्रमों (चर्चा, पोस्टर निर्माण, भूमिका-अभिनय, हिंदी दिवस आदि) के माध्यम से छात्रों की भाषा-कौशल और सामाजिक संवेदनशीलता का विकास कर सकेगा।

#### सैद्धांतिक विषयवस्तु

#### १. नियोजन की संकल्पना और प्रकार (३ तासिका)

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

#### २. पाठ योजना की विशेषताएँ (१ तासिका)

- प्रभावी नियोजन की विशेषताएँ
- प्रभावी कक्षा नियोजन की भूमिका

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

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

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

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



राष्ट्रीय शिक्षा नीति २०२० की समग्र एवं बहुआयामी शिक्षा दृष्टि

### प्रायोगिक कार्य

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

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

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

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

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

#### ३. PPT प्रस्तुतीकरण (२ अंक, १ तासिका)

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

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

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

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

रिपोर्ट में शामिल हो -

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

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

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

### प्रायोगिककार्य

1. वार्षिक, इकाई एवं पाठ योजना का नमूना तैयार कीजिए। (३ अंक)
2. हिंदी भाषा क्लब या हिंदी प्रदर्शनी की योजना बनाइए और उसका रिपोर्ट लेखन कीजिए। (२ अंक)
3. किसी एक सहशालेय उपक्रम (हिंदी दिवस, भूमिका-अभिनय, पोस्टर, पज़ल आदि) का आयोजन कीजिए और उसका प्रस्तुतीकरण कीजिए। (३ अंक)



4. राष्ट्रीय शिक्षा नीति २०२० के संदर्भ में हिंदी भाषा अध्ययन के लिए एक अभिनव गतिविधि (Innovative Activity) डिज़ाइन कीजिए। (२ अंक)

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

### ग्रंथसूची

#### References and additional resources:

- आचार्य, शांति स्वरूप (2012). *हिंदी भाषा शिक्षण*. दिल्ली: प्रकाशन विभाग।
- अग्रवाल, रामजी लाल (2015). *भाषा शिक्षा और शिक्षण शास्त्र*. नई दिल्ली: शारदा पब्लिशिंग।
- पांडेय, रामनाथ (2017). *हिंदी शिक्षण विधियां*. वाराणसी: भारतीय विद्या प्रकाशन।
- मिश्र, सुरेश चंद्र (2014). *हिंदी भाषा और साहित्य का इतिहास*. प्रयागराज: लोकभारती प्रकाशन।
- वर्मा, कृष्णकुमार (2018). *हिंदी भाषा शिक्षण और मूल्य शिक्षा*. मुंबई: हेमलता पब्लिशिंग।
- शर्मा, रामनारायण (2010). *हिंदी शिक्षण के सिद्धांत और प्रयोग*. जयपुर: राजस्थान हिंदी ग्रंथ अकादमी।
- सिंह, भगवानदास (2013). *हिंदी भाषा का शिक्षण*. दिल्ली: विश्वविद्यालय प्रकाशन।
- जोशी, ललितकुमार (2016). *आधुनिक हिंदी शिक्षण पद्धति*. भोपाल: मधुर प्रकाशन।
- चौधरी, नरेश (2011). *हिंदी भाषा अध्यापन*. दिल्ली: वाणी प्रकाशन।
- गुप्ता, मनोहरलाल (2012). *भाषा शिक्षण: सिद्धांत और व्यवहार*. लखनऊ: लक्ष्मी नारायण प्रकाशन।
- वाजपेयी, हरिशंकर (2014). *हिंदी भाषा शिक्षा: स्वरूप और परिप्रेक्ष्य*. प्रयागराज: साहित्य भवन।
- तिवारी, सुरेश (2015). *हिंदी शिक्षण में नये आयाम*. वाराणसी: राधाकृष्ण प्रकाशन।
- पाण्डेय, धर्मराज (2017). *हिंदी शिक्षण एवं मूल्यांकन*. दिल्ली: विवेकानंद पब्लिशिंग।
- झा, लक्ष्मीनारायण (2018). *भाषा शिक्षा और अधिगम की प्रक्रिया*. पटना: बिहार हिंदी ग्रंथ अकादमी।
- त्रिपाठी, सत्येंद्र (2013). *हिंदी भाषा और आधुनिक शिक्षण शास्त्र*. वाराणसी: भारती प्रकाशन।
- सक्सेना, आर.एन. (2016). *भाषा शिक्षण और पाठ्यक्रम विकास*. आगरा: विनोद पुस्तक मन्दिर।
- चतुर्वेदी, महेंद्र (2019). *हिंदी भाषा शिक्षण में अनुसंधान प्रवृत्तियाँ*. भोपाल: मधुर प्रकाशन।
- वाजपेयी, अर्चना (2018). *हिंदी शिक्षा में ICT का प्रयोग*. दिल्ली: पियर्सन इंडिया।
- सिंह, मधुसूदन (2015). *हिंदी भाषा और साहित्य शिक्षण की आधुनिक विधियाँ*. लखनऊ: भारतीय विद्या प्रकाशन।
- ठाकुर, रमेशचंद्र (2020). *हिंदी भाषा शिक्षा और राष्ट्रीय शिक्षा नीति 2020*. मुंबई: साहित्यिक अकादमी।

#### अतिरिक्त संसाधन Additional Resources

##### 1. NCERT पाठ्यपुस्तकें (कक्षा 6-12):

- भाषा और साहित्य शिक्षण के लिए आधारभूत एवं उन्नत स्तर की सामग्री।

##### 2. UGC e-Pathshala (<https://epgp.inflibnet.ac.in/>):

- भाषा शिक्षा, शिक्षण पद्धति, एवं ICT एकीकरण पर मॉड्यूल।

##### 3. SWAYAM / SWAYAM PRABHA (<https://swayam.gov.in/>):



- भाषा शिक्षण एवं शिक्षा नीति से संबंधित **MOOCs**।

**4. National Digital Library of India (NDLI):**

- हिंदी भाषा, साहित्य और शिक्षण विधियों पर मुफ्त डिजिटल संसाधन।

**5. JSTOR / Google Scholar:**

- हिंदी भाषा शिक्षण, पाठ्यक्रम विकास और **Bloom's Taxonomy** पर शोध लेख।

**6. YouTube Channels (शैक्षिक):**

- **NCERT Official Channel**
- **NIOS (National Institute of Open Schooling)** - भाषा शिक्षण से संबंधित व्याख्यान।



Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
12014	मराठी भाषा शिक्षण-१	2	25	25	50

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

कोर्स उद्दिष्टे

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

मातृभाषा मराठीचे मानवी जीवनातील स्थान व महत्व समजावून देणे.

मराठी भाषा विषयाच्या अध्यापनाची ध्येये आणि उद्दिष्टे समजावून देणे.

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

मराठी भाषेच्या अध्यापनाची बदलती संकल्पना व तत्वे स्पष्ट करणे.

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

अध्ययन निष्पत्ती (Learning Outcomes)

या अभ्यासक्रमाचा यशस्वी अभ्यास केल्यानंतर विद्यार्थी -

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

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

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

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

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

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

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

**मॉड्यूल 1 :मराठी भाषेचे स्वरूप आणि मराठी भाषा शिक्षणाचे ध्येय व उद्दिष्टे**

**अध्ययन निष्पत्ती (LOs):**

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

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

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

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

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

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



## मराठी भाषेचे स्वरूप आणि मराठी भाषा शिक्षणाचे ध्येय व उद्दिष्टे

- 1.1 मराठी भाषेचे स्वरूप – अभिजात भाषा, प्रमाण भाषा, बोली भाषा
- 1.2 मराठी भाषेची सध्यस्थिती व आव्हाने – दैनंदिन व्यवहार, शिक्षण, साहित्य, माध्यमे, आर्थिक व व्यवसायिक क्षेत्रे, कायदा व न्यायव्यवस्था आणि शासन प्रशासन
- 1.3 मातृभाषा मराठीचे मानवी जीवनातील स्थान व महत्त्व – दैनंदिन जीवन, ज्ञानप्राप्ती, संस्कृती संवर्धन व संक्रमण, व्यक्तिमत्त्वाचा सर्वांगीण विकास
- 1.4 त्रिभाषा सूत्र – मातृभाषेतून शिक्षणाविषयी राष्ट्रीय शैक्षणिक धोरण 2020 ची भूमिका आणि महाराष्ट्र राज्य अभ्यासक्रम आराखडा (शालेय शिक्षण 2024) मधील भाषा शिक्षणाविषयी तत्त्वे व मार्गदर्शन
- 1.5 मराठी भाषा शिक्षणाची ध्येये, उद्दिष्टे आणि क्षमता – मौखिक व भाषिक साक्षरता, प्रभावी संभाषण कौशल्य, साहित्यिक व सर्जनशील क्षमता, सांस्कृतिक स्वीकृती व सहभाग, संवेदनशीलता व नैतिकतेचा विकास, व्यक्तीचा सर्वांगीण विकास
- 1.6 माध्यमिक स्तरावरील मराठी भाषा विषयाचा अभ्यासक्रम – तत्त्वे आणि सध्याच्या अभ्यासक्रमाची वैशिष्ट्ये

### मॉड्युल 2 : मराठी भाषा विषयाचे अध्ययन-अध्यापन

#### अध्ययन निष्पत्ती (LOs):

- LO 1. वार्षिक नियोजन, घटक नियोजन, पाठ नियोजन आणि अभ्यासानुवर्ती उपक्रमांचे नियोजन तयार करू शकतील.
- LO 2. मराठी भाषा विषयाच्या अध्यापनाची तत्त्वे यांच्या आधारावर उचित अध्यापन पद्धती व तंत्राची निवड करून पाठाचे नियोजन करतो.

#### मराठी भाषाशिक्षण : अध्यापन नियोजन व पद्धती

##### 2.1 प्रथम भाषा मराठीच्या अध्यापनाचे नियोजन

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

##### 2.2 मराठी भाषा विषयाच्या अध्यापनाची तत्त्वे

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

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

- व्याख्यान पद्धत
- कथन पद्धत



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

### अंतर्गत मूल्यांकनासाठी काम

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

संदर्भ ग्रंथ:

१. अकोलकर ग.वी., पाटणकर ना.वि. (१९७७). &#39;मराठीचे अध्यापन&#39;. व्हिनस प्रकाशन, पुणे.
२. करंदीकर सुरेश (१९७१). &#39;मातृभाषा अध्यापन पद्धती&#39;. सु.रा. नीलकंठ प्रकाशन, पुणे.
३. करंदीकर, मंगरूळकर मीना २०१० &#39;मराठीचे आशययुक्त अध्यापन पद्धती&#39;, फरके प्रकाशन, कोल्हापूर.
४. कुंडल म.बा. १९९९ &#39;मराठीचे अध्यापन&#39; श्री चिया प्रकाशन, नागपूर.
५. जांशी अनंत, १९९९ &#39;आशययुक्त अध्यापन पद्धती&#39;, यशवंतराव चव्हाण महाराष्ट्र मुक्त विद्यापीठ, नाशिक.
६. पिचड नलिनी, बरकले रामदास २००९ &#39;मातृभाषा मराठीचे अध्यापन शास्त्रीय विश्लेषण&#39;, तेजश्री प्रकाशन, नाशिक.
७. अकोलकर ग. वि. पाटणकर ना. वि. २००८
८. वाकिय मो. रा. २०११ &#39;सुगम मराठी व्याकरण संयन&#39;, नितीन प्रकाशन, पुणे.
९. कुमारभारती इ. ९वी. २०१२ महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ, पुणे.
१०. कुमारभारती इ. १०वी २०१३ महाराष्ट्र राज्य माध्यमिक व उच्च माध्यमिक शिक्षण मंडळ, पुणे.



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

### Module 1: Understanding Curriculum and Aims of Mathematics

**Total Hours:** 8 (Theory)

#### Objectives / Learning Outcomes

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

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

#### Content:

1. **Nature and Scope of Mathematics** (2 hours)
  - Meaning, characteristics, and significance of Mathematics
  - Major branches: Arithmetic, Algebra, Geometry, Statistics, Trigonometry
2. **Aims and Objectives of Mathematics Education** (1 hour)
  - To develop logical and analytical thinking among students for problem-solving and decision-making.
  - To cultivate a positive attitude towards mathematics by making it meaningful, relevant, and engaging.
  - To prepare learners for real-life applications of mathematical concepts in everyday and professional contexts.
  - Enhancing problem-solving and decision-making through real-life applications
  - Inculcate importance of Mathematics in daily life and for development of Nation .
3. **Instructional Objectives and Learning Outcomes** (2 hours)
  - Hierarchy of learning objectives: Bloom's Taxonomy and Anderson's Revised Version
  - Writing performance-based learning objectives
  - Reference to state board (11th–12th) curriculum outcomes
4. **Curriculum Development: Principles and Trends** (1.5 hours)
  - Fundamental principles of curriculum design
  - NEP 2020 directives: Experiential learning, skill development, integration with local context
5. Current trends: Experiential, Activity-Based & Play-Based Learning, Integration of ICT, Integration with Indian Knowledge Systems & History of Maths, Early Foundational Numeracy Mission
6. **Interdisciplinary Linkages of Mathematics** (1.5 hours)
  - Correlation of Mathematics with Science. Commerce, Economics, ICT, and Social Sciences, Drawing
  - Real-life applications: Mathematics in everyday decision-making

### Module 2: Planning of Teaching Mathematics

**Total Hours:** 8 (Theory)

#### Objectives / Learning Outcomes

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

- LO1.** Explain the need and importance of planning in teaching Mathematics.



- L02.** Prepare year plans, unit plans, and lesson plans.
- L03.** Describe the characteristics of effective planning.
- L04.** Design and organize co-curricular activities for Mathematics learning.
- L05.** Promote commercial attitude through school-based events and activities.

## Content

### 1. Concept and Types of Planning (3 Hours)

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

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

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

### 3. Organizing Mathematics-Based Activities (2 Hours)

- Purpose and educational value of practical learning opportunities
- Types of activities:
  - **Mathematics Club**
  - **Mathematics Exhibitions**
  - **Mathematics Fair**
- Integration of these activities into the academic calendar to foster interest and to develop scientific attitude about Mathematics

### 4. Co-Curricular Activities for Mathematics Learning (2 Hours)

- Planning and conducting events like:
  - **Debates, Poster-making, Role Plays, Mathematics Quizzes, Lecture series of Mathematicians, Workshop on Vedic Mathematics**
  - Organization of National Mathematics Day (**Dec 22**)
- Emphasis on student participation, reflection, and community relevance
- Alignment with NEP's vision of holistic and multidisciplinary education

## Practical Work (7 Hours – 12 Marks)

### 1. Content Mapping from State Curriculum (Time: 2 hours Marks: 3)

- Activity: Student-teachers will analyze the current Secondary (Preferably 9th/10<sup>th</sup> but can analyse 8<sup>th</sup> std too) Mathematics syllabus prescribed by the State Board.

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

- Activity: Based on any one topic from the Mathematics syllabus, write at least **5 instructional objectives**.

### 3. Concept Presentation on 'Nature and Structure of Mathematics' (Time: 1 hour Marks: 2)

- Activity: In small groups, prepare a short (5–7 min) oral or visual presentation explaining the **branches of Mathematics** with real-life examples.

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

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

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



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

### Practical Work Plan (7 Hours – 13Marks)

- 1. Preparation of a Year Plan for Mathematics (1.5 Hours – 3 Marks)**  
Activity: Prepare a year plan for Std. IX or X based on the state board Mathematics syllabus.
- 2. Development of a Unit Plan (1.5 Hours – 3 Marks)**  
Activity: Create a unit plan for any one topic (e.g., Types of Triangles or 'Quadrilateral')
- 3. Designing a Lesson Plan (1 Hour – 3 Marks)**  
Activity: Prepare a detailed lesson plan using constructivist or activity-based approach.
- 4. Organization of a Mathematics-based Co-curricular Activity (1.5 Hours – 2 Marks)**  
Activity: Plan any one:
  - Mathematics quiz
  - Mathematics Day celebration
  - Poster-making on any topic Mathematics.
- 5. Reflection Report on Co-curricular Planning (1.5 Hours – 2 Marks)**  
Activity: Write a short reflection/report (300–400 words) on how co-curricular activities support Mathematics learning.

---

### English References

1. Aggarwal, J. C. (2022). *Essentials of Educational Technology: Teaching Learning Innovations in Education*. New Delhi: Vikas Publishing House.
2. Bansilal, S., & Naidoo, P. (2019). *Mathematics Education: Research, Practice and Development*. South Africa: University of KwaZulu-Natal Press.
3. Gupta, S. P. (2020). *Teaching of Mathematics*. New Delhi: Arya Book Depot.
4. NCERT. (2021). *Secondary School Mathematics Textbooks (Class IX–XII)*. New Delhi: NCERT.
5. NCERT. (2021). *Teaching of Mathematics*. New Delhi: NCERT Curriculum Development Series.
6. NCERT. (2005). *National Curriculum Framework (NCF 2005)*. New Delhi: NCERT.
7. Ministry of Education, Govt. of India. (2020). *National Education Policy 2020*. New Delhi: Government of India.
8. Sharma, R. K. (2018). *Methods of Teaching Mathematics*. Ludhiana: Kalyani Publishers.
9. Singh, R., & Chauhan, S. (2019). *Mathematics Curriculum and Pedagogy: Principles and Practices*. New Delhi: Routledge India.
10. Vashishta, M. (2017). *Practical Guide for Teaching Mathematics in Schools*. New Delhi: Sterling Publishers.
11. DIKSHA Portal, Ministry of Education, Govt. of India – <https://diksha.gov.in>
12. National Repository of Open Educational Resources (NROER) – <https://nroer.gov.in>

### Marathi References

1. पाटील, डी. जी. (2020). *शालेय गणित शिक्षण: तत्वे व पद्धती*. पुणे: नूतन प्रकाशन.
2. देशमुख, एस. आर. (2019). *गणित शिक्षणातील कार्यप्रणाली आणि अनुभवाधारित शिक्षण*. मुंबई: विद्याप्रकाशन.



3. कुलकर्णी, एम. बी. (2021). *गणिताचे शिक्षण व अभ्यासक्रम विकास*. पुणे: ज्ञानदीप प्रकाशन.
4. राष्ट्रीय शैक्षणिक संशोधन आणि प्रशिक्षण परिषद (NCERT). (2021). *माध्यमिक शाळेतील गणित पाठ्यपुस्तक मालिका*. नवीदिल्ली: NCERT.
5. शिक्षण मंत्रालय, भारत सरकार. (2020). *राष्ट्रीय शैक्षणिक धोरण २०२०*. दिल्ली: भारत सरकार प्रकाशन.
6. डिजिटल शिक्षण संसाधने: DIKSHA पोर्टल-<https://diksha.gov.in>
7. राष्ट्रीय ओपन एज्युकेशनल रिसोर्सेसरि पॉझिटरी (NROER) -<https://nroer.gov.in>



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

### Course Outcomes:

**CO1.** Understand the nature, objectives, and significance of commerce education and explain its relevance in academic and professional contexts.

**CO2.** Apply basic principles of accounting, finance, and business management in practical classroom and real-world scenarios.

**CO3.** Analyze contemporary economic and commercial issues and develop strategies for effective teaching of commerce concepts.

**CO4.** Design and implement innovative teaching-learning activities, projects, and assessments to enhance students' understanding of commerce subjects.

### Module 1: Understanding Curriculum and Aims of Commerce

**Total Hours:** 8 (Theory)

Objectives / Learning Outcomes

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

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

### Content Outline

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



## Module 2: Planning of Teaching Commerce

**Total Hours:** 8 (Theory)

### Objectives / Learning Outcomes

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

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

### Content

#### 1. Concept and Types of Planning (3 Hours)

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

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

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

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

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

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

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

---

### Practical Work (7 Hours – 12 Marks)

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



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

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

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

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

#### Practical Work Plan (7 Hours – 13Marks)

##### 1. Preparation of a Year Plan for Commerce (1.5 Hours – 3 Marks)

Activity: Prepare a year plan for Std. XI or XII based on the state board Commerce syllabus.

##### 2. Development of a Unit Plan (1.5 Hours – 3 Marks)

Activity: Create a unit plan for any one topic (e.g., 'Business Environment' or 'Banking').

##### 3. Designing a Lesson Plan (1 Hour – 3 Marks)

Activity: Prepare a detailed lesson plan using constructivist or activity-based approach.

##### 4. Organization of a Commerce-based Co-curricular Activity (1.5 Hours – 2 Marks)

Activity: Plan any one:

- Commerce quiz
- Business Day celebration
- Poster-making on financial literacy.

##### 5. Reflection Report on Co-curricular Planning (1.5 Hours – 2 Marks)

Activity: Write a short reflection/report (300–400 words) on how co-curricular activities support Commerce learning.

---

#### English Reference Books

1. Aggarwal, J. C. (2001). *Teaching of commerce*. Vikas Publishing House.
2. Mittal, R. K., & Gupta, R. (2015). *Commerce education*. Kalyani Publishers.
3. Sharma, R. P. (2008). *Teaching of commerce and accountancy*. Surya Publications.
4. Jhingan, M. L. (2014). *Essentials of commerce education*. Vrinda Publications.
5. Bhatia, K. K., & Bhatia, B. D. (2009). *Methods of teaching commerce*. Kalyani Publishers.
6. Aggarwal, J. C. (2008). *Curriculum and instruction*. Shipra Publications.

#### Marathi Reference Books

१. कुंभारे, अ. (२०१६). वाणिज्य शिक्षण पद्धती. ज्ञानमंदिरप्रकाशन.
२. पाटील, र. स. (२०१९). शिक्षण शास्त्रातील Bloom Taxonomy. प्रसाद प्रकाशन.
३. गायकवाड, म. ब. (२०२१). वाणिज्य शिक्षण व अध्यापनतंत्र. विद्यापीठ प्रकाशन.
४. गुरव, उ. (२०१८). शालेय अभ्यासक्रम व अध्यापन नियोजन. अमेय प्रकाशन.
५. जाधव, स. (२०२१). नवीन शैक्षणिक धोरण २०२० आणि शिक्षक शिक्षण. सृजन प्रकाशन.



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

### Course Outcomes (COs)

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

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

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

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

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

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

#### Objectives / Learning Outcomes

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

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

#### Content:

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

### Module 2: Planning of Teaching Book Keeping and Accountancy

#### Objectives / Learning Outcomes

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



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

**Content :**

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

**Practical Work (7 Hours – 12 Marks)**

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

**Practical Work Plan (7 Hours – 13Marks)**

5. Preparation of a Year Plan for Commerce (1.5 Hours – 3 Marks)  
Activity: Prepare a year plan for Std. XI or XII based on the state board Commerce syllabus.
6. Development of a Unit Plan (1.5 Hours – 3 Marks)  
Activity: Create a unit plan for any one topic (e.g., 'Business Environment' or 'Banking').
7. Designing a Lesson Plan (1 Hour – 3 Marks)  
Activity: Prepare a detailed lesson plan using constructivist or activity-based approach.
8. Organization of a Commerce-based Co-curricular Activity (1.5 Hours – 2 Marks)  
Activity: Plan any one:
  - Commerce quiz
  - Business Day celebration
  - Poster-making on financial literacy.
6. Reflection Report on Co-curricular Planning (1.5 Hours – 2 Marks)  
Activity: Write a short reflection/report (300–400 words) on how co-curricular activities support Commerce learning.

**English References**

1. Aggarwal, J. C. (2009). *Teaching of Commerce: A Practical Approach*. New Delhi: Vikas Publishing House.



2. Bhatia, K. K., & Bhatia, B. D. (2010). *Methods of Teaching Commerce*. Ludhiana: Kalyani Publishers.
3. Mittal, R. K., & Gupta, R. (2006). *Commerce Education*. New Delhi: Radha Publications.
4. Sharma, R. P. (2007). *Teaching of Commerce and Accountancy*. New Delhi: Surya Publications.
5. Jhingan, M. L. (2012). *Essentials of Commerce Education*. New Delhi: Vrinda Publications.
6. Aggarwal, J. C. (2008). *Curriculum Development and Instruction*. New Delhi: Shipra Publications.

### **Marathi References (APA Style)**

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



Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
1210	Economics Education	2	25	25	50

### Course Outcomes (COs):

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

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

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

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

### Module 1: Understanding Curriculum and Aims of Economics

#### Learning Outcomes (LOs) – Module 1

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

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

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

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

#### Content:

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

### Module 2: Planning of Teaching Economics

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

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

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



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

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

**Content:**

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

**Practical:**

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

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

**Practical:**

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

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



## References

### English References

1. Aggarwal, J. C. (2010). *Teaching of Economics: A Practical Approach*. New Delhi: Vikas Publishing House.
2. Gupta, R. P. (2007). *Teaching of Economics*. New Delhi: Shipra Publications.
3. Bhatia, S. K., & Bhatia, A. (2009). *Teaching and Learning of Economics*. New Delhi: Surya Publications.
4. Khan, M. S. (2012). *Teaching of Economics*. New Delhi: Ashish Publishing House.
5. NCERT (2006 & later). *Position Paper on Teaching of Economics*. New Delhi: National Council of Educational Research and Training.
6. Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching, and Assessing*. New York: Longman.
7. Taneja, V. R. (2011). *Teaching of Economics*. New Delhi: Atlantic Publishers.

---

### Marathi References

1. कुलकर्णी, म. म. (2015). *अर्थशास्त्र शिकविण्याची पद्धतशास्त्र*. पुणे: नूतन प्रकाशन.
2. पाटील, वि. का. (2013). *अर्थशास्त्र शिक्षण*. कोल्हापूर: फडके प्रकाशन.
3. शिरोडकर, एस. जी. (2014). *अर्थशास्त्र अध्यापन*. पुणे: विद्याप्रकाशन.
4. पवार, रा. सा. (2012). *शिक्षणशास्त्र व अर्थशास्त्र शिकविण्याची कला*. मुंबई: प्रसाद प्रकाशन.
5. महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ. (नवीन अभ्यासक्रमानुसार प्रकाशित अर्थशास्त्राची पाठ्यपुस्तके - इयत्ता ११वी व १२वी). पुणे: बळवंत विद्या भवन.



Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
12011	Geography Education	2	25	25	50

### Course Outcomes (COs)

**CO1.** Understand the nature, structure, and branches of Geography, including Physical, Human, and Regional Geography, and explain their significance in education and society.

**CO2.** Analyze and articulate the aims, objectives, and values of Geography education, including cultural, intellectual, environmental, and citizenship dimensions.

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

**CO4.** Establish interdisciplinary correlations between Geography and other subjects such as History, Science, Economics, ICT, and Arts, and integrate these connections in teaching.

**CO5.** Design and implement effective Geography learning experiences, including field visits, co-curricular activities, club activities, exhibitions, and the use of ICT tools and teaching aids to promote experiential and activity-based learning.

### Module 1: Understanding Curriculum and Aims of Geography

#### Objectives / Learning Outcomes

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

- **LO1.** Define the nature and structure of Geography.
- **LO2.** Understand the aims, objectives, and values of Geography education.
- **LO3.** Write instructional objectives using Bloom's/Anderson's taxonomy.
- **LO4.** Establish interdisciplinary correlations between Geography and other school subjects.

#### Content:

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

### Module 2: Planning of Teaching Geography

**Credits:** 1 | **Theory Hours:** 15 |

**Marks:**

#### Objectives / Learning Outcomes

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

- **LO1.** Explain basic concepts of Geography.
- **LO2.** Design meaningful learning experiences, including field visits and co-curricular activities.
- **LO3.** Integrate ICT tools, models, and maps effectively in teaching.



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

**Content:**

1. **Planning for Learning Experiences, Field Visits, and Teaching Materials(8 hrs)**
  - **Key Content Areas from Secondary Geography:**
    - Grid system of latitude & longitude, Site vs Situation
    - Time zones, Solar system, Globe
    - Ecosystem, Human Occupation, Continental Drift
  - **Planning for Resources:**
    - Models, globes, maps, diagrams
    - Activity-based worksheets, project work, visual aids
2. **Identifying and Designing Teaching-Learning Experiences(3 hrs)**
  - Planning and organizing field visits to:
    - Markets, sea shores, gardens, greenhouses, national parks, industries, rivers
  - Use of ICT Tools:
    - Google Earth, digital maps, weather apps
3. **Planning Co-Curricular Activities in Geography(2 hrs)**
  - Activities:
    - Debate, quiz, drama, poster-making, model exhibitions
  - Observance of Important Days:
    - Earth Day, Environment Day, Population Day, Geography Day
4. **Organizing Field Experiences, Geography Clubs, and Exhibitions (1 hr)**
  - Formation and functioning of Geography Club
  - Conducting exhibitions with student models, inviting experts

**Practical Work (7 hours, 13 marks.)**

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

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

**Practical Work (8 Hours 12 marks.)**

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

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



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

---

## References – Geography Education (English & Marathi)

### English References

1. Bhatia, M. R. (2020). *Teaching of Geography*. New Delhi: Arya Book Depot.
2. Chand, J., & Thakur, R. (2019). *Methods of Teaching Geography*. New Delhi: Kalyani Publishers.
3. Dhar, S. (2018). *Geography for Teachers: Theory and Practice*. New Delhi: PHI Learning.
4. NCERT. (2021). *Secondary School Geography Textbook Series*. New Delhi: NCERT.
5. NCERT. (2021). *Teaching of Geography*. New Delhi: NCERT, Curriculum Development Series.
6. Aggarwal, J. C. (2022). *Essentials of Educational Technology: Teaching Learning Innovations in Education*. Vikas Publishing House.
7. NCERT. (2005). *National Curriculum Framework (NCF 2005)*. New Delhi: NCERT.
8. Ministry of Education, Govt. of India. (2020). *National Education Policy 2020*. New Delhi: Government of India.
9. Misra, R. P., & Srivastava, P. (2019). *Fundamentals of Geography*. New Delhi: Rastogi Publications.
10. Singh, G. (2017). *Teaching of Geography: Principles and Methods*. Ludhiana: Kalyani Publishers.
11. Ahmad, S. (2018). *Fieldwork and Map Skills in Geography Education*. Jaipur: Pointer Publishers.
12. DIKSHA Portal, Ministry of Education, Govt. of India – <https://diksha.gov.in>
13. National Repository of Open Educational Resources (NROER) – <https://nroer.gov.in>
14. Journal of Geography in Higher Education – Routledge
15. International Research in Geographical and Environmental Education (IRGEE) – Taylor & Francis

### Marathi References

1. गायकवाड, एम. बी. (2021). *भूगोल शिक्षण: तत्त्वे व पद्धती*. पुणे: ज्ञानदीप प्रकाशन.
2. पाटील, डी. जी. (2019). *शालेय भूगोल शिक्षण*. पुणे: नूतन प्रकाशन.
3. देशमुख, एस. आर. (2020). *भूगोल शिक्षणातील कार्य प्रणाली आणि अनुभवाधारित शिक्षण*. मुंबई: विद्या पब्लिकेशन.
4. राष्ट्रीय शैक्षणिक संशोधन आणि प्रशिक्षण परिषद (NCERT). (2021). *माध्यमिक शाळेतील भूगोल पाठ्यपुस्तक मालिके*. नवी दिल्ली: NCERT.
5. शिक्षण मंत्रालय, भारत सरकार. (2020). *राष्ट्रीय शैक्षणिक धोरण 2020*. दिल्ली: भारत सरकार प्रकाशन.
6. डिजिटल शिक्षण संसाधने: DIKSHA पोर्टल – <https://diksha.gov.in>
7. राष्ट्रीय ओपन एज्युकेशनल रिसोर्सेस रिपॉझिटरी (NROER) – <https://nroer.gov.in>



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

### Course Outcomes (COs)

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

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

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

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

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

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

### Module 1: Understanding Curriculum and Aims of History

#### Learning Outcomes (LOs)

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

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

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

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

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

#### Contents (15 hours):

##### 1. Nature and Scope of History (7 hrs)

- Concepts and structure of Indian History (Ancient to Modern), basics of World History
- Objectives of teaching History at the Higher Secondary level

##### 2. Aims and Objectives of History Education (3 hrs)

- Developing critical thinking, international understanding, scientific attitude and temper
- Understanding historical processes of knowledge exploration
- Correlation of History with languages, Political Science, and Social Sciences
- Relating past-present-future and solving everyday problems

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

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



#### **4. Instructional Objectives and Learning Outcomes (3 hrs)**

- Hierarchy of objectives: Bloom's Taxonomy and Anderson's Revised Taxonomy
- Writing performance-based learning objectives

### **Module 2: Planning of Teaching History**

#### **Learning Outcomes (LOs)**

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

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

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

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

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

#### **Contents (15 hours):**

##### **1. Planning for Learning Experiences and Teaching Resources (7 hrs)**

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

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

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

##### **3. Planning Co-Curricular Activities (3 hrs)**

- Debates, poster-making, role plays, drama, quizzes, games
- Observance of National/International days (Constitution Day, Independence Day, Republic Day, Human Rights Day, Peace Day, etc.)
- Organizing History exhibitions

##### **4. Organizing Field Experiences and History Clubs (2 hrs)**

- Visits: Museums, forts, historical sites
- History Club formation and activities (exhibitions, fairs, inviting historians/resource persons)

### **Assignments & Practicum**

#### **Module 1**

1. Critically examine the nature and scope of History as a subject and discuss the importance of teaching Indian and World History at the Higher Secondary Level. (8 Marks)

2. Explore and explain the interdisciplinary nature of History teaching with suitable examples. (4 Marks)

#### **Module 2**

1. Organize a history exhibition (group work) and prepare a report including: planning, execution, feedback, and reflections. (8 Marks)

2. Write a report on a visit to a historical site/museum/heritage place. (5 Marks)

---

### **References & Additional Resources**



1. Ballard, Martin, Maurice (1999). *New Movements in the Study and Teaching of History*. Temple Smith Ltd., London.
2. Kochar, S. K. (1996). *Teaching of History*. Sterling Publishers.
3. Ghose, K. D. (1996). *Creative Teaching of History*. Oxford University Press.
4. Mays, Pamela (1994). *Why Teach History?* University of London Press.
5. NCERT (1992). *Teaching History in Secondary Schools*. Delhi.
6. Raina, V. K. (1992). *The Realities of Teaching History*. NCERT, Delhi.
7. Vajreshwari, R. A. (1999). *A Handbook for History Teachers*. Allied Publishers, Bombay.
8. Association of Assistant Masters in Secondary Schools (1983). *The Teaching of History*. Cambridge University Press.
9. Arora, K. L. (2000). *Teaching of History*. Prakashan Brothers, Ludhiana.
10. Sheikh, B. A. & Wasani, S. G. (2000). *History: Its Theory and Method*. Macmillan India.
11. Ghate, V. D. & Geoffrey, C. (1989). *Suggestions for the Teaching of History in India*. Oxford University Press.
12. Rai, B. C. (1981). *Method Teaching of History*. Prakashan Kendra, Lucknow.
13. Wadhwa, Shalini (2014). *Modern Methods of Teaching History*. Sarup and Sons, New Delhi.
14. Aggarwal, J. C. (1983). *Teaching of History*. Vikas Publishing House.
15. Choudhary, K. P. (1975). *The Effective Teaching of History in India*. New Delhi.  
16–29. (Full list as provided in original text – retained for comprehensive coverage).



Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
12013	Social Science Education	2	25	25	50

### Course Outcomes (COs)

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

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

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

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

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

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

### Module 1: Understanding Curriculum, Nature, and Aims of Social Science

**Credit: 1 | Total Hours: 15 (Theory: 8 + Practical: 7) | Marks: 25**

#### Objectives / Learning Outcomes

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

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

#### Content:

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

### Module 2: Planning for Teaching Social Science

**Credit: 1 | Total Hours: 15 (Theory: 8 + Practical: 7) | Marks: 25**



## Objectives / Learning Outcomes

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

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

### **Content:**

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

### **Practical Work (7 Hours, 12 Marks):**

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

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

**Total:** 7 hours, 12 marks.

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

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

Total: 7 hours, 12 marks.



## References

1. Aggarwal, J. C. (2005). *Teaching of social studies: A practical approach* (4th ed.). Vikas Publishing House.
  2. Arora, P. (2012). *Exploring the science of society: Teaching social science in schools*. Pearson Education.
  3. Bining, A. C., & Bining, D. H. (1952). *Teaching the social studies in secondary schools*. McGraw-Hill.
  4. Kochhar, S. K. (2004). *Teaching of social studies* (4th ed.). Sterling Publishers Pvt. Ltd.
  5. NCERT. (2005). *National Curriculum Framework 2005*. National Council of Educational Research and Training. <https://ncert.nic.in/pdf/nc-framework/nf2005-english.pdf>
  6. NCERT. (2006). *Position Paper: National Focus Group on Teaching of Social Sciences*. National Council of Educational Research and Training. [https://ncert.nic.in/pdf/focus-group/social\\_science.pdf](https://ncert.nic.in/pdf/focus-group/social_science.pdf)
  7. Pathak, R. P. (2012). *Teaching of social studies* (2nd ed.). Pearson Education.
  8. Sharma, R. A. (2002). *Modern methods of teaching social studies*. R. Lall Book Depot.
  9. Waghmare, Y. R. (2000). *Adhunik Samajshastra Shikshan Padhati* (in Marathi). Vidya Prakashan Mandir.
- UNESCO. (2015). *Rethinking education: Towards a global common good?* United Nations Educational, Scientific and Cultural Organization. <https://unesdoc.unesco.org/ark:/48223/pf0000232555>



Course Code	Title of the Courses	Cr	Internal	External	Theory+ Practical
12014	Science and Technology Education	2	25	25	50

### Course Outcomes (COs)

- CO1.** Explain the nature, scope, and structure of Science and Technology and its major branches, including Physics, Chemistry, Biology, Earth Science, and emerging interdisciplinary fields.
- CO2.** Describe the educational aims and values of Science and Technology, including development of logical thinking, problem-solving skills, and scientific attitude.
- CO3.** Formulate instructional objectives and learning outcomes for Science and Technology topics using Bloom's or Anderson's taxonomy.
- CO4.** Analyze and interpret secondary school Science and Technology curricula in light of NEP 2020, curriculum principles, and experiential learning trends.
- CO5.** Design effective teaching plans (year, unit, and lesson plans) and organize co-curricular and club activities, exhibitions, and field visits to promote activity-based and experiential learning.
- CO6.** Establish interdisciplinary linkages between Science and Technology and other subjects such as Geography, Mathematics, and Economics through projects, concept mapping, and correlation activities.

### Module 1: Understanding Curriculum and Aims of Science and Technology

**Total Hours:** 8 (Theory)

#### Objectives / Learning Outcomes

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

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

#### Content:

1. **Nature and Scope of Science and Technology** (2 hours)
  - Meaning, characteristics, and significance of Science and Technology
  - Major branches: Physics, Chemistry, Biology, Environmental Science, Earth Science, Astronomy, Zoology, Botany, Microbiology, Genetics, Biotechnology, Materials Science, Agricultural Science, Computer Science, Food Science and Technology etc.
2. **Aims and Objectives of Science and Technology** (1 hour)
  - To develop logical and analytical thinking among students



- To prepare learners for real-life applications of Science and Technology concepts in everyday and professional contexts.
  - Enhancing problem-solving and decision-making through real-life applications
  - Inculcate importance of Science and Technology in daily life and for development of Nation
  - To cultivate a scientific attitude among students
3. **Instructional Objectives and Learning Outcomes** (2 hours)
- Hierarchy of learning objectives: Bloom's Taxonomy and Anderson's Revised Version
  - Writing performance-based learning objectives for Science and Technology education at secondary school level
4. **Curriculum Development: Principles and Trends** (1.5 hours)
- Fundamental principles of curriculum development
  - NEP 2020 directives: Experiential learning, skill development, integration with local context
6. **Current trends:** Experiential, Activity-Based & Play-Based Learning, Integration of ICT, Integration with Indian Knowledge Systems
7. **Interdisciplinary Linkages of Science and Technology** (1.5 hours)
- Correlation of Science and Technology with other school subjects

## **Module 2: Planning of Teaching Science and Technology**

**Total Hours:** 8 (Theory)

### **Objectives / Learning Outcomes**

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

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

### **Content:**

**1.** Meaning and significance of academic planning in Science and Technology

#### **Characteristics of Good Planning:**

Qualities of an effective plan: clarity, flexibility, alignment with learning objectives, alignment with learners' need

Role of planning in effective classroom management

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

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

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

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

- Planning and conducting events like:



- Debates, Poster-making, Role Plays, Science Quizzes, Field visits, Science Exhibition, Drama etc
- Organization of National Science Day (February 28)

### **Practical Work (7 Hours – 12 Marks)**

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

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

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

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

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

- Concept Mapping- Create a concept map showing the structure of science (facts → concepts → principles → laws → theories).

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

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

### **Practical Work Plan (7 Hours – 13Marks)**

#### **1. Preparation of a Year Plan for Science and Technology (1.5 Hours – 3 Marks)**

Activity: Prepare a year plan for Std. IX or X based on the state board science & Technology syllabus.

#### **2. Development of a Unit Plan (1.5 Hours – 3 Marks)**

Activity: Create a unit plan for any one topic

#### **3. Designing a Lesson Plan (1 Hour – 3 Marks)**

Activity: Prepare a detailed lesson plan using constructivist or activity-based approach.

#### **4. Organization of a Science and Technology-based Co-curricular Activity (1.5 Hours – 2 Marks)**

Activity: Plan any one:

- Science and Technology quiz
- Science and Technology Day celebration
- Poster-making on any topic Science and Technology.

#### **5. Reflection Report on Co-curricular Planning (1.5 Hours – 2 Marks)**

Activity: Write a short reflection/report (300–400 words) on how co-curricular activities support Science and Technology learning.

---

### **References:**

- Aggarval, S. M. (2010). Teaching of Modern Science and Technology, Dhanpat Rai Publishing Company, New Delhi.
- Best John W, J. Kahn, Research in Education, Prentice Hall India Pvt. Ltd., New Delhi
- Bhalwankar, A.G., Modi K. J., Rawool S. (Editors) Pathways in Science and Technology Education, S.N.D.T. University, Mumbai.
- Chadha B. N. and Agarval S. M., Teaching of Science and Technology (for secondary School teachers), Dhanpatrai and Sons, Jullundur.
- Deng, Z. (2013). School subjects and academic disciplines. In A. Luke, A. Woods, & K. Goodson, I.F., & Marsh, C.J. (2005). Studying school subjects: A guide. Routledge.
- James, A.Reddy, T.V., Techniques of Teaching Science and Technology, Neelkamal Publications, New Delhi.



- Mangal S. K. (1981). Teaching of Science and Technology, Prakash Brothers publishers, Ludhiana.
- Saksena R E. (1982). All India Seminar cum Workshop in Science and Technology Education, NCERT, Delhi.
- Siddhu K. S. (2010). The teaching of Science and Technology, Sterling Publishers, New Delhi.
- Sudhir K., Teaching of Science and Technology, Anmol Publications, New Delhi.
- Walbrg Herbert J., Geneva D. Haertel (Editor), The International Encyclopaedia of Educational Evaluation, Pergamon Press, Great Britain, 1990
- Weir (Eds.), Curriculum, syllabus design and equity: A primer and model teaching. Yale University Press.
- Phadake Vasanti, Adyapanachi Pratimane, Nutan Prakashan, Pune.

