



Syllabus for Third Semester
Bachelor of Education Program

Credit based Curriculum
w.e.f. batch 2025-2026

1. Introduction

The Bachelor of Education (B.Ed.) programme is a professional teacher education programme of two academic years. It aims to prepare competent, reflective, and ethically grounded teachers capable of facilitating learning in diverse school contexts. Student-teachers must choose **only one Method subject from each group**, as prescribed by the institution.

2. Key Definitions under the Credit-Based System

2.1 B.Ed. Programme

The B.Ed. programme comprises **fourteen theory courses** (including Method papers) and an extensive practicum component. These courses are meaningfully linked to develop excellence in pedagogical practice and prepare student-teachers to become effective school teachers. Successful completion leads to the award of the degree **Bachelor of Education (B.Ed.)**.

2.2 Course

A course is an independent and coherent unit within the programme. Each course consists of academic modules designed to fulfil specific objectives that contribute to the larger goals of the programme.

2.3 Credit Point

Credits represent the expected academic work required from a student-teacher. Learning hours include activities such as lectures, discussions, reading, assignments, practicum work, school lessons, internship, material preparation, case study, and action research.

- **Each theory course = 4 credits**
- **1 credit (theory) = 15 hours**
- **1 credit (practicum) = 30 hours**

Practical work linked with theory is considered as classwork.

3. Programme Objectives

At the end of the B.Ed. programme, student-teachers will be able to:

1. Use sociological concepts to understand diverse communities, learners, and schools.
2. Apply knowledge of human development in planning appropriate learning experiences.
3. Demonstrate pedagogical skills required in the multiple roles of a teacher.
4. Understand issues related to diversity, inequality, and marginalisation in Indian society and their educational implications.
5. Apply constructivist and cooperative learning approaches.
6. Analyse curriculum, policy contexts, and their relationship with learning.
7. Understand cultures and policies that support inclusive schools.
8. Integrate ICT in the teaching-learning process.
9. Use drama and art to support learner personality development.
10. Understand linkages among gender, school, and society.
11. Demonstrate awareness of emerging trends in education.
12. Develop a professional attitude and commitment to teaching.

4. Title of the Programme

The degree awarded upon successful completion is **Bachelor of Education (B.Ed.)**.

5. Eligibility for Admission

Eligibility is governed by:

- Government of Maharashtra norms
- SNDT Women's University regulations
- NCTE norms

Reservation and relaxation for SC/ST/OBC/PWD and other categories will follow Government rules.

6. Selection Procedure

Admission shall be based on:

- Admission rules prescribed by Government of Maharashtra/SNDT Women's University/NCTE
- **CET (Common Entrance Test)** for candidates seeking admission in Maharashtra

7. Duration

The B.Ed. programme extends over **two academic years**, comprising **two semesters per year**.

8. Working Days and Attendance

8.1 Working Days

- Each academic year shall have **210 working days**, excluding admission and examination periods.
- Minimum **36 hours per week** of physical presence is mandatory.

8.2 Attendance Requirements

- Minimum **80% attendance** for all coursework and practicum
- Minimum **90% attendance** for school internship
- Principal may condone up to **10%** absence with valid reasons and documentation

9. Medium of Instruction

The medium of instruction may be **Marathi, Hindi, English, or Gujarati**. For Method subjects, instruction shall be in the language of the subject (Marathi/Hindi/English/Gujarati/Urdu).

10. Medium of Examination

Examinations may be written in **Marathi, Hindi, English, or Gujarati**, irrespective of the medium of instruction. The same medium must be used for both theory and practical work.

11. Examination Eligibility Criteria

A student-teacher shall not be permitted to appear for the Semester Examination if:

- Internal assessment requirements are incomplete.
- Attendance is below the prescribed minimum.

12. Rules for Re-Appearence

1. A student failing a course after **three attempts** must re-enrol for the entire programme.
2. The B.Ed. degree must be completed within **three years** from the initial year of admission.
3. When syllabus revision occurs, question papers of the old syllabus will be set for **four semester subsequent examinations**.
4. After this period, the student must appear for examinations under the revised syllabus.

13. Completion of Internal Work

- All internal practicum work must be completed as per the syllabus requirements.
- Students with sanctioned medical absence must complete pending work as rescheduled.
- Principals must submit internal Work for moderation to the Board of Examinations prior to the commencement of semester examination (Theory).

14. Passing Rules

- Minimum **40% marks** are required in each head of passing (theory and practical).
- Theory and Practical must be passed **separately**.
- Practical work is subject to **moderation** by a University-appointed moderator.

15. Re-evaluation Policy

Students may apply (with prescribed fees) for:

- Verification of marks
- Photocopy of answer sheet
- Re-evaluation of answer sheet

16. Promotion Rules

- Promotion from **First Year to Second Year is automatic**.
- Students with **40% or more backlog** (failure/absence in four or more courses) will not be eligible for admission to Second Year.

17. Exemption Policy

- Candidates scoring **50% or more** in any head of passing but failing overall may claim exemption in that head.
- Such candidates will **not** be eligible for First Class with Distinction or Merit positions.

18. Classification of Results

Class	Percentage
First Class with Distinction	70% and above
First Class	60% and above
Second Class	50% to below 60%
Pass Class	40% to below 50%

19. Scheme of Evaluation

Evaluation consists of:

1. **Internal Assessment**
 - Continuous evaluation
 - Participation in practicum and course activities
 - Assignments and tasks linked to the credit system
2. **External Assessment**
 - University examinations for theory and practical.

Internal and external evaluations shall be conducted separately as per university rules.

The paper Pattern for 4 credit course (50 marks)

Que 1: Answer any one of the following (10 Marks)

- a) The school management wishes to design policy on in-service teachers training programme so that every teacher should get opportunity to participate and financial support too. Discuss the policy making cycle for the same.
- b) Discuss the socio-cultural context of Indian society and its reflections in designing NEP-2020 with suitable example.

Que 2: Answer any one of the following (10 Marks)

- a)
- b)

Que 3: Answer any one of the following (10 Marks)

- a)
- b)

Que 4: Answer any one of the following (10 Marks)

- a)
- b)

Que 5 : Write short note on any two (10 marks)

- a)
- b)
- c)
- d)

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)

First Semester						
Course Code	Course No	Title of the Courses	Cr	Internal	External	Total Marks
Perspectives in Education						
1101	1	Childhood and Growing Up	4	50	50	100
1102	2	Contemporary India and Education	4	50	50	100
1103	3	Critical understanding of ICT	4	50	50	100
Pedagogic Studies: Subject Education (Any Two) Fifty marks each (25 Theory and 25 Practical)			4	50	50	100
1201	6:1	English Language Education	1209	6:9	Book Keeping and Accountancy Education	
1202	6:2	Gujarati Language Education	1210	6:10	Economics Education	
1203	6:3	Hindi Language Education	1211	6:11	Geography Education	
1204	6:4	Marathi Language Education	1212	6:12	History Education	
1205	6:5	Sanskrit Language Education	1213	6:13	Social Science Education	
1206	6:6	Urdu Language Education	1214	6:14	Science and Technology Education	
1207	6:7	Mathematics Education	1215	6:15	Music Education	
1208	6:8	Commerce Education				
Course Code	Course No	Title of the Courses	Cr	Internal	External	Total Marks
1301	EPC1	Skill Development Program I. Micro-teaching II. Integration Lesson	2	50		50
1302	EPC2	Teaching -learning Competency I. Reading and Reflecting on Texts II. Preparation for constructivist teaching-learning	2	25 25		50
1303	EPC3	Understanding ICT and Its Application	2	50		50

		TOTAL (Theory +Practical)	22	350	200	550
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Second Semester							
Course Code	Course No	Title of the Courses		Cr	Internal	External	Total Marks
2104	4.	Learning and Teaching		4	50	50	100
2105	5.	Language across curriculum		4	50	50	100
2106	6	Assessment for Learning		4	50	50	100
Pedagogic Studies: Subject Education (Any Two) Fifty marks each (25 Theory 25 Practical)				4	50	50	100
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					
Enhancing Professional Capacities							
Course Code	Course No	Title of the Courses		Cr	Internal	External	Total Marks
2304	EPC4	Understanding the Self		2	50		50
2305	EPC5	Drama and Art in Education		2	50		50
Engagement with Field							
2401	EWF 1	School Exposure (1Weeks)		2	50		50
		TOTAL (Theory +Practical)		22	350	200	550

Third Semester						
Course Code	Course No	Title of the Courses	Cr	Internal	External	Total Marks
Perspectives in Education						
3107	7	Knowledge and Curriculum	4	50	50	100
3108	8	Creating an Inclusive School	4	50	50	100
3109	9	Gender, School and Society	4	50	50	100
Course Code	Course No	Optional Course	4	50	50	100
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
Engagement with Field						
3402	EWF 2	Practice Teaching: 6 Lesson (6 Lessons observed by Teacher Educator) and Internship 4 Weeks)	4	60 & 40	-	100
3403	EWF 3	Community Service camp/NSS	2	50		50
		TOTAL (Theory +Practical)	22	350	200	550
Fourth Semester						
4404	EWF 4	Practice Teaching :10 Lessons (6 Lessons observed by Teacher Educator 2 Peer +2 School Teacher) and Internship (15 Weeks)	16	100 & 300		400
4405	EPC6	Action Research	2	50		50
4407	EPC7	Portfolio	2	50	-	50
		SWAYAM/CHETNA(OEC)	2	50	-	50
		TOTAL (Theory +Practical)	22	550		550

Note:

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

Course Code	Title of the Courses	Cr	Internal	External	Total Marks
3107	Knowledge and Curriculum	4	50	50	100

Course Outcomes	After completing the course, student teachers will be able to: CO1. Explain epistemological foundations and processes of knowledge construction. CO2. Analyse social, cultural, and constitutional bases of education. CO3. Examine curriculum design, development, and reforms in the Indian context. CO4. Apply principles of curriculum transaction and assessment in classroom practices. CO5. Integrate ICT, inclusive practices, Indian Knowledge Systems (IKS), and SDGs in teaching-learning. CO6. Explain, analyze, and apply Panchkosha-based holistic development in curriculum design. CO7. Critically evaluate curriculum and suggest improvements based on contemporary needs.
Module 1	Epistemological and Psychological Foundations of Knowledge:
Learning Outcomes	Student teachers will be able to: LO1. Explain the concept and nature of epistemology. LO2. Understand types and sources of knowledge. LO3. Relate epistemology with classroom practices. LO4. Analyse contributions of educational thinkers.
Content	• Concept and meaning of Epistemology. • Types of knowledge: factual, conceptual, procedural, metacognitive. • Sources of knowledge: perception, inference, intuition, reflection. • Difference between Knowledge and Information. • Process of knowledge construction: observation, hypothesis, concept formation, theory building. • Types of knowledge in Indian philosophy—Yathārtha, Mithyā, Saṃśaya, Pratyakṣa, Anumāna, Śabda, and Tarka—and their implications for teaching-learning. • Constructivism, experiential learning, reflective thinking. • Contribution of educational thinkers: ◦ Indian: Mahatma Gandhi, Rabindranath Tagore, Swami Vivekananda, Jiddu Krishnamurti

	○ Western: John Dewey, Paulo Freire, Jean Piaget, Lev Vygotsky • Brain-based learning and cognitive perspectives.
Module 2	Social, Cultural and Policy Context of Education:
Learning Outcomes	Student teachers will be able to: L01. Explain the relationship between education and society. L02. Analyse constitutional values and cultural diversity. L03. Examine contemporary trends in education. L04. Relate Panchkosha to classroom practices. L05. Integrate IKS and SDGs in curriculum.
Content	• Education in a knowledge society and global context. • Culture, diversity, equity, and inclusion. • Constitutional values: justice, equality, liberty, fraternity and educational implications. • Educational implications of nationalism, secularism, multiculturalism, multilingualism. • Indian Knowledge Systems (IKS): concept, importance, integration in curriculum • Sustainable Development Goals (SDGs): ○ Concept of sustainable development. ○ SDG 4 (Quality Education) and classroom implications. • Emerging trends: digital learning, blended learning, online education. • Role of ICT in teaching-learning and assessment. • Life skills and 21st-century skills.
Module 3	Curriculum Design, Development and Reforms:
Learning Outcomes	Student teachers will be able to: L01. Explain the concept and structure of curriculum. L02. Analyse approaches to curriculum development. L03. Discuss curriculum reforms and agencies. L04. Evaluate curriculum in contemporary context.
Content	• Concept, nature, and types of curriculums: formal, hidden, null, enacted • Relationship among curriculum, syllabus, and textbook • Determinants of curriculum development • Approaches to curriculum design: ○ Learner-centred ○ Competency-based ○ Outcome-based education (OBE) ○ Constructivist approach. • Process of curriculum development • Curriculum reforms: NEP 2020, NCF for School Education: 2023 • Role of agencies: NCERT, SCERT, Boards,

	Textbook Bureau for Curriculum Development. • Panchkosha-based holistic and its implications for curriculum design in the context of NCF 2023.”
Module 4	Curriculum Transaction, Assessment and Innovation:
Learning Outcomes	Student teachers will be able to: LO1.Apply effective curriculum transaction strategies. LO2.Develop appropriate learning resources. LO3.Design assessment aligned with learning outcomes. LO4.Evaluate and innovate curriculum practices.
Content	• Curriculum transaction: planning, contextualization, inclusive practices. • Teacher’s role: facilitator, innovator, reflective practitioner. • Learning resources: textbooks, ICT tools, OER, community resources. • Inclusive education and curriculum adaptation. • Assessment: formative, summative, competency-based. • Alternative assessment: rubrics, portfolios, peer assessment. • Curriculum evaluation and feedback mechanisms. • Innovation: experiential learning, skill-based education, vocational integration.
Assignments (50 Marks)	Assignment 1 (Module 1) – 10 Marks Prepare a reflective report on how constructivist approaches can be applied in classroom teaching with examples. Assignment 2 (Module 2) – 10 Marks Analyse and demonstrate how constitutional values and multiculturalism, as reflected in the Constitution of India, can be integrated into school subjects through examples and classroom scenarios. Assignment 3 (Module 3) – 15 Marks Critically analyse the curriculum of a secondary school subject in the context of NEP 2020 and competency-based education. Assignment 4 (Module 4) – 15 Marks Design a lesson/unit plan incorporating: • ICT tools • Inclusive strategies • Competency-based assessment
References	Bruner, J. (1960). <i>The Process of Education</i>. Harvard University Press. Dewey, J. (1938). <i>Experience and Education</i>. Macmillan. Freire, P. (1970). <i>Pedagogy of the Oppressed</i>. Continuum Government of India. (2020). <i>National Education Policy</i>

	2020. New Delhi: Ministry of Education. National Council of Educational Research and Training. (2005). <i>National Curriculum Framework 2005</i>. New Delhi: NCERT. Noddings, N. (2013). <i>Education and Democracy in the 21st Century</i>. Teachers College Press. Ornstein, A. C., & Hunkins, F. P. (2018). <i>Curriculum: Foundations, Principles, and Issues</i> (7th ed.). Pearson. Taba, H. (1962). <i>Curriculum Development: Theory and Practice</i>. Harcourt Brace. Tyler, R. W. (1949). <i>Basic Principles of Curriculum and Instruction</i>. University of Chicago Press. Vygotsky, L. S. (1978). <i>Mind in Society</i>. Harvard University Press.
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Course Code	Title of the Courses	Cr	Internal	External	Total Marks
3108	Creating an Inclusive School	4	50	50	100

Course Outcomes	After completing this course, student teachers will be able to: CO1: Explain the concept, principles, historical development, and policy perspectives of inclusive education. CO2: Analyse national and international policies, legal provisions, and institutional frameworks supporting inclusive education. CO3: Identify and understand different types of learner diversity, disabilities, and their educational needs. CO4: Develop skills to prepare inclusive school environments with appropriate infrastructure, support services, and community participation. CO5: Design and implement inclusive teaching strategies, including IEP, curriculum adaptation, and classroom practices. CO6: Apply learner-friendly assessment methods, assistive technologies, and flexible evaluation techniques for diverse learners.
Module 1	Concept and Policy Perspectives of Inclusive Education
Learning Outcomes	Student teachers will be able to: LO1. Explain the meaning, concept, and principles of inclusive education. LO2. Describe the historical development of inclusive education. LO3. Differentiate between special, integrated, and inclusive education. LO4. Define and differentiate impairment, disability, and handicap. LO5. Analyse national and international policies related to

	inclusive education. LO6. Explain the role of institutions and NGOs in promoting inclusion.
Content	• Concept and Principles of Inclusive Education. • Historical Background of Inclusive Education. • Rehabilitation Council of India (RCI). • Institutes for the Empowerment of Persons with Disabilities. • Policy frameworks related to CWSN and Inclusive Education. a. International: Salamanca Statement (1994) b. Biwako Millennium Framework (BMF) c. UNCRPD (2006), d. Right to Education (RTE) Act, 2009 (and 2012 Amendment) e. Rights of Persons with Disabilities Act, 2016 f. National Education Policy (NEP) 2020 • Contribution of NGOs in Inclusive Education. • Concession and Facilities to diverse learners.
Module 2	Understanding Diversity and Special Needs
Learning Outcomes	Student teachers will be able to: LO1. Identify different types of learner diversity and disabilities. LO2. Explain causes and characteristics of learners with special needs. LO3. Describe educational needs of children with diverse abilities. LO4. Differentiate between various learning disabilities. LO5. Suggest basic strategies to support learners with special needs.
Content	• Dealing Learners with Physical Diversities: Visual, Hearing, Locomotor, Multiple disabilities. • Dealing Learners with Intellectual diversities: Gifted, and Creative learners. • Learning Disabilities: Dyslexia, Dyscalculia, Dysgraphia. • Dealing with Autistic Child: Symptoms & Strategies. • Dealing with Socially and Emotionally deprived learners.
Module 3	Preparing Schools for Inclusion
Learning Outcomes	Student teachers will be able to: LO1. Describe the features of an inclusive school environment. LO2. Identify infrastructure and accessibility requirements.

	L03. Explain the role of support services in inclusive education. L04. Maintain proper documentation and records. L05. Use ICT and assistive technologies effectively. L06. Collaborate with parents, community, and external agencies.
Content	• School Readiness: Infrastructure, accessibility, management support. • Support Services: Special educators, therapists, counsellors. • Documentation: Record keeping and reporting. • Technology in Inclusion: ICT tools and assistive devices. • Community and Parental Involvement: Role of parents and peers.
Module 4	Inclusive Practices in Classroom
Learning Outcomes	Student teachers will be able to: L01. Assess learners to identify individual needs. L02. Plan inclusive lesson strategies and classroom management. L03. Discuss the importance of Individual Education Plans (IEP). L04. Apply inclusive teaching methods in classroom situations. L05. Use learner-friendly and flexible evaluation techniques. L06. Apply motivational strategies for diverse learners.
Content	• Assessment of Learners: Identifying needs and learner profiles. • Classroom Management: Inclusive environment and organization. • Concept need and Importance of IEP for CWSN. • Instructional Strategies: Cooperative learning, Peer tutoring and Multisensory teaching, team teaching, Buddy System. • Evaluation: Formative and Learner friendly assessment and use of Observation technique. • Use of Token Economy for evaluation and motivation.
Assignments (50 Marks)	1. Inclusive School Survey Report (15 Marks) • Visit an inclusive school • Study infrastructure, teaching methods, and evaluation • Prepare report with suggestions 2. Case Study of a Child with Special Needs (15 Marks) • Study one child • Identify needs, problems, and challenges • Suggest strategies and prepare report

	3. TLM Development and Use (10 Marks) • Prepare inclusive teaching-learning material • Use in classroom/simulation • Report effectiveness 4. Inclusive Lesson Plan and Teaching Activity (10 Marks) • Prepare lesson plan using inclusive strategies • Conduct/simulate teaching • Submit lesson plan with reflection
References	Alur, M., & Bach, M. (2010). <i>The journey for inclusive education in the Indian sub-continent</i>. Routledge, London. Armstrong, A. C., Armstrong, D., & Spandagou, I. (2010). <i>Inclusive education: International policy and practice</i>. Sage Publications, London. Ghosh, S. K. (2003). <i>Inclusive education: The Indian context</i>. Progressive Publishers, New Delhi. Jangira, N. K. (1995). <i>Rethinking teacher education for inclusive education</i>. NCERT, New Delhi. Mittler, P. (2000). <i>Working towards inclusive education</i>. David Fulton Publishers, London. Rao, U. (2017). <i>Inclusive education</i>. Himalaya Publishing House, Mumbai. Singh, J. D. (2016). <i>Inclusive education in India: Concept, need and challenges</i>. Kanishka Publishers, New Delhi. देशमुख, अंजली. (2018). <i>विशेष गरजांच्या मुलांचे शिक्षण</i>. डायमंड पब्लिकेशन, पुणे. गुप्ता, एस. के. (2018). <i>समावेशी शिक्षा का परिचय</i>. राधा पब्लिकेशन, नई दिल्ली. कुलकर्णी, वैशाली. (2017). <i>अपंग मुलांचे शिक्षण</i>. के'सागर प्रकाशन, पुणे. मिश्रा, उषा. (2016). <i>विशेष आवश्यकता वाले बच्चों की शिक्षा</i>. ए.पी.एच. पब्लिशिंग, नई दिल्ली. पाटील, सुभाष. (2016). <i>समावेशक शिक्षण</i>. निराली प्रकाशन, पुणे. शर्मा, रामनाथ. (2015). <i>समावेशी शिक्षा</i>. विनोद पुस्तक मंदिर, मेरठ. शिंदे, मंगला. (2015). <i>समावेशक शिक्षण: तत्त्वे व व्यवहार</i>. फडके प्रकाशन, पुणे. सिंह, आर. पी. (2012). <i>विशेष एवं समावेशी शिक्षा</i>. अग्रवाल पब्लिकेशन,

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Course Code	Title of the Course	Credits	Internal	External	Total
3109	Gender, School and Society	4	50	50	100

Course Outcomes	After completing this course, student teachers will be able to: CLO1. Explain the concepts of gender, sex, sexuality, equity, equality, inclusion, diversity, and social justice in the Indian context. CLO2. Critically analyse the social construction of gender through family, school, media, religion, language, and culture. CLO3. Examine gender issues in education with reference to the Indian Constitution, national education policies, and legal frameworks. CLO4. Develop gender-sensitive pedagogical practices and classroom management strategies that promote equity and inclusion. CLO5. Evaluate the role of educational institutions in reducing gender discrimination and promoting social transformation. CLO6. Design school-based interventions and community engagement programmes that foster gender equality and inclusive education.
Module 1	Understanding Gender: Concepts and Perspectives
Learning Outcomes	Student teachers will be able to: L01. Differentiate between sex and gender. L02. Explain gender identity, gender expression, stereotypes and socialisation. L03. Describe major theoretical perspectives on gender. L04. Analyse gender as a social construct. L05. Explain intersectionality in relation to caste, class, disability, region and religion. L06. Appreciate diversity and inclusion from an educational perspective.
Content	• Concept of Sex and Gender • Gender Identity and Gender Roles • Gender Socialisation: Family, School and Community

	- Feminist Perspectives: Liberal, Radical, Socialist and Indian Feminism - Intersectionality: Gender, Caste, Class, Disability and Tribal Communities - Gender Equality as a Constitutional Value
Module 2	Gender and Education in India
Learning Outcomes	Student teachers will be able to: L01. Explain historical developments in women's education in India. L02. Analyse gender disparities in access, participation and achievement. L03. Interpret constitutional provisions promoting gender equality. L04. Examine educational policies from a gender perspective. L05. Evaluate government initiatives for girls' education. L06. Critically reflect on gender bias in educational institutions.
Content	- Historical Development of Women's Education in India - Constitutional Provisions: - Equality before Law - Right to Education - Fundamental Rights - Directive Principles - NEP 2020 and Gender Inclusion Fund - Government Initiatives: - Beti Bachao Beti Padhao - Samagra Shiksha - Kasturba Gandhi Balika Vidyalaya - PM POSHAN - Gender Gap in Schooling - School Dropout among Girls Education of Marginalised Communities
Module 3	Gender, Curriculum and School
Learning Outcomes	Student teachers will be able to: L01. Identify gender stereotypes in curriculum and textbooks. L02. Analyse hidden curriculum in schools. L03. Evaluate classroom practices from a gender perspective. L04. Develop inclusive teaching-learning strategies. L05. Integrate gender-sensitive pedagogy. L06. Promote equitable participation in classrooms.
Content	- Gender Bias in Curriculum - Hidden Curriculum - Textbook Analysis - Classroom Interaction and Gender - Gender-sensitive Pedagogy

	• Inclusive Classroom Environment • Teacher as an Agent of Social Change • Role of ICT in Promoting Gender Equity
Module 4	Gender, Society and Educational Transformation
Learning Outcomes	Student teachers will be able to: L01. Examine contemporary gender issues affecting education. L02. Analyse media representations of gender. L03. Evaluate legal safeguards for women and children. L04. Design awareness programmes for schools. L05. Develop community engagement strategies. L06. Promote gender justice through education.
Content	• Gender Violence and School Safety • POCSO Act and Child Protection • Sexual Harassment Prevention • Digital Citizenship and Cyber Safety • Media Literacy and Gender Representation • Gender Audit of Schools • Community Participation • SDG 4 and SDG 5 • Best Practices in Gender Inclusive Schools
Assignments	1. Using appropriate tools (check list, rating scales, schedules etc) conduct Gender Audit of a School and present it (10 Marks) Observe infrastructure, classroom interaction, leadership opportunities and institutional practices. 2. Textbook Analysis (10 Marks) Critically analyse school textbooks for gender stereotypes and suggest improvements. 3. Field Visit & Community Survey (15 Marks) Visit a nearby village, urban locality, or slum area and conduct a community survey to understand the educational status of girls residing. Collect information from 4-5 individuals in the same area to study their understanding of gender-related issues in education and prepare a report. 4. Seminar / Project Presentation (15 Marks) Topics may include: Give the presentation on any one topic listed ○ Women in Indian Education ○ NEP 2020 and Gender Inclusion ○ Inclusive Classrooms ○ Gender and Media ○ Digital Safety ○ Constitutional Values and Gender Equality
References	Ambedkar, B. R. (1936/2014). <i>Annihilation of caste</i> .

	Navayana. Bem, S. L. (1993). <i>The lenses of gender: Transforming the debate on sexual inequality</i>. Yale University Press. Butler, J. (1990). <i>Gender trouble: Feminism and the subversion of identity</i>. Routledge. Freire, P. (1970). <i>Pedagogy of the oppressed</i>. Continuum. Hooks, b. (1994). <i>Teaching to transgress: Education as the practice of freedom</i>. Routledge. Kabeer, N. (2003). <i>Gender mainstreaming in poverty eradication and the Millennium Development Goals: A handbook for policy-makers and other stakeholders</i>. Commonwealth Secretariat. Ministry of Education. (2020). <i>National education policy 2020</i>. Government of India. National Council of Educational Research and Training. (2006). <i>Gender issues in education</i>. NCERT. National Council for Teacher Education. (2009). <i>National curriculum framework for teacher education: Towards preparing professional and humane teacher</i>. NCTE. Phule, J. (2002). <i>Selected writings of Jotirao Phule</i> (G. P. Deshpande, Ed.). LeftWord Books. (Original works published in the 19th century) Phule, S. (2018). <i>Selected writings of Savitribai Phule</i> (R. Kumar, Ed.). Speaking Tiger. (One commonly used edition)
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Course Code	Title of the Course	Cr	Internal	External	Total Marks
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3010	Peace Education	4	50	50	100
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Course Outcomes	After completing this course, student teachers will be able to CO1. Explain the concept of Peace and Peace Education CO2. Explain the types of peace CO3. Discuss the philosophical, sociological & psychological basis of peace Education CO4. Describe the Constitutional values and provisions promoting peace CO5. Explain Historical background of peace education CO6. Discuss recommendations of peace Education in NCF 2005
Module 1	Understanding Peace as A Dynamic Social Reality
Learning Outcomes	Student teachers will be able to: LO1. Elaborate concept of peace and peace education LO2. Explain types of Peace LO3. Discuss the philosophical, sociological & psychological basis of peace Education LO4. Elaborate Constitutional values and provisions promoting peace LO5. Explain Historical background of peace education LO6. Discuss recommendations of peace Education in NCF 2005 LO7. Explain the Role of teacher and qualities of teacher as a peace educator
Content	• Concept, definition, meaning of peace and peace education • Aims and principles of Peace Education • Views regarding peace in Vedic –Upanishadic, Buddhist, Jain, Islamic, Christianity and Zen philosophy • Constitutional values promoting peace: Justice, equality, freedom, secularism, respect for differences and ecological resources that ensure peace in society • Thoughts on peace of Mahatma Gandhi, Rabindranath Tagore, Nelson Mandela Martin Luther King and Dalai lama, J. Krishnamurti • Recommendations regarding peace education in National Curriculum • Framework 2005
Module 2	Conflicts and Need for Peace Education
Learning Outcomes	Student teachers will be able to: LO1. Explain the concept of conflict LO2. Compare the nature and types of conflicts in the world and in India

	LO3. Explain the consequences of conflicts LO4. Explain the need and importance of peace
Content	• Nature and types of conflicts in world: Racial conflicts, religious conflicts, conflicts • Over natural resources, Conflicts over human rights, Terrorism, Imperialism. • Nature and types of conflicts in India: Religion, regionalism, language, • Multiculturalism, border issues, casteism, gender disparities, economic, disparities • Rural -urban disparities, power politics corruption. • Nature and reasons of violence • Consequences of conflicts: Loss of life, Loss of resources, physical injuries, mental Understanding. Need and importance of peace education
Module 3	Organizational Efforts for Peace Education
Learning Outcomes	Student teachers will be able to: LO1. Elaborate recommendations of International and National Organizations LO2. Discuss efforts done by NGOs and informal institutions for establishing Peace LO3. Inculcate core elements given by NPE (1986) LO4. Explain the role of teacher and qualities of teacher as a peace educator
Content	• Organizational efforts for establishing peace: WHO, UNESCO, UNICEF, WPHO • International Institute of Peace Education, International Human Rights • Commission, Human Rights Commission in India • Efforts for establishing peace: Non-Government Organization • Efforts for establishing peace: Role of family, community, media and school • Role of teacher and qualities of teacher as a peace educator
Module 4	Inculcating Peace through Education
Learning Outcomes	Student teachers will be able to: LO1. Develop self-awareness of students LO2. Apply the techniques of making connections LO3. Inculcating Peace Education through curriculum transaction LO4. Organize learning experiences for developing Peace

Content	• Developing understanding about peace in students through study of • Constitutional values, organizing cultural program, cultural exchange Program, youth festival • Importance of developing- self-awareness, empathy and interpersonal relation in students • Teaching students to apply knowledge through organizing exhibitions coping • With emotions and stress, effectively communicate, manage disaster through • Techniques of yoga, meditation and vipassana for peaceful life • Inculcating Peace Education through curriculum transaction ○ Awareness of the epistemic connection of subject content with peace values, e.g. Language (effective communication), Science (objectivity, flexibility) Social Science (democratic ethos, Constitutional values, and multi-culturalism, conflicts, violence and war links with challenges to regional and local conflicts), Maths (precision) ○ Using textbook contents for highlighting core elements, values of peace, particularly anti- peace messages indirect or hidden Humanistic approach to evaluation.
Assignments	1) Organization of an exhibition OR conduct a session for peace awareness and ways of establishing peace for school students and write a brief report & submit (Marks 10) 2) Preparing and presenting Role plays to enact situations on the themes related to causes of conflict, consequences and ways to establish and write a brief report along with evidences. (Marks 15) 3) Preparation of collages from newspapers or making posters etc. to highlight issues and challenges to peace or positive response to them. (Marks 15) 4) (Group activity) Conduct a Peace Campaign in a school or community (4-5 students) The campaign should focus on one of the themes related to Peace Education such as : Anti-bullying, Respect for diversity, Human rights, Communal harmony etc The campaign activities can be peace walk, peace rally, discussions on the documentary, poster making/essay/ quiz competition etc. and submit report with evidences (10 Marks)
References	Alder, A.(2001).<i>The Practice and Theory of Individual Psychology</i>. New York: Harcourt Brace Jovanovich.

	Aggarwal.J.C,(2005).Education For Environment And Human Rights. Delhi;Shipra publication. Boulding, E. (2000) Cultures of peace. The hidden side of history. New York; Syracuse University Press. Boulding, Elise, (1998) Building a global civic culture: Education for an Interdependent World, New York: Teachers College Press Brady, L. (2006) <i>Collaborative Learning in Action. A Feminist Perspective</i>, New York: pergamon Press. Chakraborty, S. K. (1999). <i>Values & Ethics for Organization: Theory & Practice</i>. New Delhi: Oxford University Press. Charles, Ian Harris (2010), <i>Teaching peace since the dawn of Republic</i>, books not bombs University of Wisconsin Cronkite, L. (2000) <i>Development Education: Making Connections North & South</i>. In Goldstein, Tara & Selby, David (eds). <i>Weaving Connections: Educating for Peace, Social & Environmental Justice</i>. Toronto: Sumach. Dhand, H (2000): <i>Teaching Human Rights-A Handbook For Teacher Educators</i>-Bhopal: Asian Institute Of Human Right Education Drew, Naomi, (1995)<i>Learning the Skills of Peacemaking: A K-6 Activity Guide on Resolving Conflict, Communicating, Cooperating</i>, Fawnskin :Jalmar Press. Fisk, Larry & John Schulenburg, (2000). <i>Patterns of Conflict: Paths to Peace</i>, Canada: Broadview Press. Forcey, Linda Rennie & Ian Murray Harris, (1999).<i>Peace building for Adolescents strategies for Educators and Community Leaders</i>, New York: Peter Lang Publishing. Goleman, Denial (2007). "Social Intelligence" Arrow Books London Gavial, Salomon, Bruch novo (2002), " <i>Peace education; the concept, principles and practice around the world</i>. psychology press USA Gracious Thomas (2005) <i>Life skills Education and curriculum</i>. Shipra publication shakarpur. Harris, I. and Mary Lee (2003) <i>Peace Education</i>, 2nded. Jefferson, N. C. Mcfarland Laura finely (2011), <i>Building a peaceful society</i>, creative integration of peace education. Barry University. Rao Usha (2012): <i>Education For Peace</i>,Himalaya Publishing House Mumbai 400004. Rebecca L (2011), <i>Understanding Peace Cultures</i>. Oxford, Alabama A & M University Selvi V. A & Charles K,(2012) "Peace and Value Education" New Delhi, Neel Kamal Publications
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	PVT Limited UNESCO, (1996), <i>"Learning the treasure within report to UNESCO of the International Commission on Education for the Twenty First Century"</i> ; Paris UNESCO
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Course Code	Title of the Course	Cr	Internal	External	Total Marks
3011	Guidance and Counselling	4	50	50	100

Course Outcomes	After completing this course, student teachers will be able to: CO1. Explain concepts, principles, and scope of guidance and counselling CO2. Apply counselling skills to address learner needs CO3. Analyze learners' academic, socio-emotional, and behavioural concerns using appropriate observation and diagnostic techniques. CO4. Use tools and techniques for guidance and assessment CO5. Justify the selection of appropriate counselling approaches/ skills/tools/techniques for specific student cases, drawing on theoretical and practical considerations. CO6. Design school guidance programmes integrating ICT and inclusion
Module 1	Foundations of Guidance and Counselling
Learning Outcomes	Student teachers will be able to: LO1. Explain the meaning, scope, and need of guidance and counselling in school education LO2. Differentiate between guidance, counselling, and mentoring in educational contexts LO3. Illustrate the principles and types of guidance with suitable examples LO4. Interpret the role and responsibilities of a teacher as a counsellor in 21st-century classrooms LO5. Apply basic communication skills (listening, rapport building) in simulated interactions
Content	• Meaning, scope, and need of guidance and counselling in 21st-century schooling • Relationship and difference between guidance and counselling • Foundations of guidance and counselling: Philosophical, psychological and socio-cultural • Basic principles and process of guidance and Counselling • Type of Guidance: Educational, Vocational and Personal Guidance with special reference to secondary and higher secondary level ,Teacher as counsellor: roles, boundaries, ethics • Introduction to basic counselling skills (rapport, listening)
Module 2	Understanding Learners (Diagnostic & Analysis Focus)
Learning Outcomes	Student teachers will be able to: LO1. Explain the nature of learner diversity and individual differences

	L02. Identify academic, socio-emotional, and behavioural problems in learners L03. Analyze learner data using observation and other diagnostic tools L04. Interpret causes of learner difficulties based on case evidence L05. Apply inclusive strategies to address diverse learner needs
Content	• Learner diversity(cognitive, socio-emotional, cultural) • Common school concerns (anxiety, peer pressure, learning gaps) • Tools (only diagnostic tools) for information collection for Guidance and Counselling: Quantitative tools- Tests to measure Intelligence, Aptitude, Interest, Attitude inventory and Personality; Qualitative tools-Anecdotal Records, questionnaire, socio-metric technique, checklist, rating scale, Interview, Case study, Diary. • Basics of inclusive guidance (Meaning, principles and Core practices for Inclusive guidance)
Module 3	Counselling Approaches, Skills, and Tools
Learning Outcomes	Student teachers will be able to: L01.Describe major counselling approaches (directive, non-directive, eclectic) L02. Apply core counselling skills (empathy, questioning, paraphrasing) in simulated sessions L03. Use appropriate tools (interview, checklist, rating scale) for guidance purposes L04. Analyze the suitability of counselling approaches in different learner situations L05. Justify the selection of specific counselling approaches, skills, and tools for given cases
Content	• Process of Counselling: Relationship building, problem assessment, goal setting, counselling intervention, evaluation • Counselling Approaches: Theoretical (Behaviourist, Cognitive and Humanistic) & Practical styles(directive, non-directive, eclectic) • Core skills: empathy, questioning, paraphrasing • Counselling tools (intervention focus) • Counselling for Adolescent Issues: Bullying, Relationship with Peer and Parents, Handling puberty issues, Addiction [substance abuse, technology-induced social networking], Suicide, Academic Stress, • Counselling for Digital well-being & cyber risks • Digital tools in counselling • Boundaries of the teacher-counsellor
Module 4	Guidance Programme Design & Outcomes

Learning Outcomes	Student teachers will be able to: LO1. Explain the components of a comprehensive school guidance programme LO2. Analyze existing school guidance practices for effectiveness and inclusivity LO3. Evaluate career guidance strategies for different learner groups LO4. Design a school guidance programme integrating ICT and inclusive practices LO5. Develop a career guidance plan addressing learners' needs and future readiness
Content	• Components of school guidance programmes • Career information: Meaning, Need, importance of career information • Sources of career information • Career guidance in the context of life skills such as stress, Elaboration) • Mental health and well-being frameworks • Disseminations of information through: Career talks, Exhibition, Class talks by subject teacher, bulletin boards, visits, online search • Career guidance in emerging fields (AI, skills, entrepreneurship) • ICT tools (apps, online counselling platforms)
Assignments	1. Write a reflective essay (800–1,000 words) on the "<i>Evolving Role of a Teacher as Counsellor in the 21st Century</i>" The essay should Integrate relevant educational and counselling theories along with classroom realities of 21st century schools and critically examine the role of a teacher has evolved to include counselling responsibilities in contemporary schools.(7 Marks) 2. Working in groups of 4–5, analyse one complex student case provided by the instructor. Using the evidence given (e.g., case details, teacher observations, academic records, attendance, and interview excerpts), identify the root cause(s) of the learner's problem rather than the symptoms. Present your analysis using a case analysis framework that includes: (i) presenting problem, (ii) evidence, (iii) contributing factors, (iv) root cause(s), and (v) recommended counselling approach, counselling style, and intervention strategies. Present your findings in a group presentation.(7marks) 3. Case Study: Collect relevant information (with informed consent) about the learner using observation, informal interaction etc and prepare profile with following points and prepare a report (7 marks) Basic background (age, grade, family/school context) • Academic performance

	• Social, emotional, and behavioural characteristics 4. Identify one or two major concerns/issues affecting the learner (e.g., learning difficulties, low motivation, absenteeism, peer relationship problems, emotional concerns, behavioural issues). Based on the information gathered, analyse its possible causes and impact on the learner's academic, social, and emotional development. Prepare a counselling plan with appropriate justification and submit the report. (7 marks) 5. Visit a secondary/higher secondary school to interact with one school teacher/school counsellor. Conduct a brief interview (with informed consent) using 8–10 simple questions related to adolescent issues and counselling needs. Prepare report on the related issues, counselling needs and strategies undertaken by the teacher/ counsellor (7 marks) 6. Conduct a needs assessment by interacting with one school student (Classes IX–XII) through a brief interview or questionnaire. Based on the information collected, prepare a Career Guidance Plan by identifying the learner's educational interests, career aspirations, strengths, and career-related concerns (7 marks) 7. (Group assignment). Student form groups of 4–6 members, design and organise a Career Exhibition for secondary or higher secondary school students. Each group should select a career theme (e.g., STEM Careers, Healthcare, Commerce and Management, Humanities and Social Sciences, Creative Arts and Design, Defence Services, Entrepreneurship, Vocational Careers, Emerging Careers, or Government Services). Based on theme, collect information of careers and each group need to present information in the career exhibition. (8 marks)
References	Bengalee, M (1984) Guidance & Counseling; Mumbai: Seth publishers Ltd. Chauhan, S.S. (2006) Principal and Technique of Guidance. New Delhi: Vikas Publications. Dunakhe,A(2011)Shaikshnik v VyavsayikMargdarshn&SamupdehanPune:Nityanuanprakashan. Gupta, S. (2006) Career and Counseling Education Delhi: kalpaz. Kochhar, S.K. (2006). Education and Vocational Guidance in Secondary Schools.NewDelhi: sterling. Publisher's Private Limited Madhunkar Indira, (2005), Guidance and Counseling,Authorpress,New Delhi. Naik,D (2007) Fundamentals of Guidance and Counseling. New Delhi:Adhyanan, publishers and distributors.

Course Code	Title of the Courses	Cr	Internal	External	Total Marks
3503	Sustainable Development	4	50	50	100

Course Outcomes	After completing this course, student teachers will be able to: CO1: Incorporate the principles of SDGs to model sustainable lifestyles. CO2: Apply IKS and modern pedagogical tools to create engaging ESD content. CO3: Design interdisciplinary learning strategies into the curriculum CO4: Collaborate with community stakeholders for local environmental problem-solving.
Module 1	Concept of Sustainable Development
Learning Outcomes	Student teachers will be able to: LO1. Define the concept, Importance of Sustainable development. LO2. Describe the role of Education in SDG LO3. Relate Human development with Nature
Content	• Concept of eco-system, Human Development and eco logical balance • Origin and Development of the Concept of Sustainable development: UNO's Stockholm conference on Human environment (1972); UNESCO-UNEP International Environmental Education program(1975); Brundt and Commission (1985); Rio Summit/Earth Summit (1992); World Summit (2002) • Concept and Dimensions of Sustainable development: Sustainable development, environmental sustainability, economic sustainability, , agricultural sustainable development and sustainable fishery, energy sustainability, sustainable transport, sustainable architect, environmental politics, social and cultural sustainability • The 5 Ps of SDGs: People, Planet, Prosperity, Peace, and Partnership. • The 17 SDGs: Interconnectivity and the specific role of Education (SDG 4).
Module 2	Indian Perspectives & Environmental Ethics
Learning Outcomes	Student teachers will be able to: LO1. Describe natural resources and their relationship with Human Development LO2. Evaluate how traditional knowledge can be integrated into modern environmental education. LO3. Show positive attitude towards Biodiversity LO4. Realize the Environmental challenges in India

Content	• Natural resources and their relationship with human development: Sun, Soil, Water, Forests, Fuel, Minerals • IKS & Sustainability: Ancient Indian traditions of forest conservation (Sacred Groves), water harvesting, and the "Vasudhaiva Kutumbakam" philosophy. • Eco-Ethics: Developing a sense of responsibility toward biodiversity and resource conservation. • Current Environmental Challenges in India: Urbanization, waste management, and climate resilience.
Module 3	Education for sustainable development
Learning Outcomes	Student teachers will be able to: LO1. Design a framework of green Lesson Plan LO2. Evaluate how traditional knowledge can be integrated into modern environmental education. LO3. Explore various methods of teaching learning process
Content	Methods of Teaching: Project-Based Learning (PBL), experiential learning, and Field-based inquiry. • Designing "Green Classroom": Strategies (Math, Social-Science, Languages). • Role of value education and co-curricular activities in developing awareness • Views regarding Sustainable development in NCF 2005 to NCF 2023
Module 4	Behavioural Change & School-Community Action
Learning Outcomes	Student teachers will be able to: LO1. Design an action plan for your city eco system LO2. Apply 5 R principals in Day today life LO3. Design a Green school campus plan
Content	• Psychology of Pro-Environmental Behaviour : Moving from "Knowing" to "Doing." • Alternative energy sources: Solar energy, wind energy, nuclear energy, alternative fuels such as Biodiesel, Biogas , Gobar Gas • 5 R principals of waste management (Reduce, Reuse, Recycle, Replace, Reject) • The Teacher as an Eco-Leader: Role of Teacher in ESD

Assignments	1. Review a secondary textbook and identify existing "hidden" links to the 17 SDGs. (8 Marks) 2. Prepare a report on a local environmental success story (e.g., a "Seed Bank" or a local waste-segregation model in Pune). (5 marks) 3. Write your own views on current challenges in Your City (5 Marks) 4. Create one "Best out of waste" product or teaching aid (7marks) 5. Develop an instructional video on "Green Behavior" for secondary students. (8 Marks) 6. Design and execute a "Green Campus" initiative (Group activity) (e.g., setting up a compost pit, a terrace garden, or a plastic-free campaign).(10marks) 7. Plan one visit to Agro Tourism and write a report on it (7 marks)
References	Anasteaija Taisha, Farid (2010) Education for Sustainable Development, New Delhi: Sage Publications, Nayak, Goswamiand Chatterjee (2007), Economic reforms, Human welfare and sustainable development in India; New Delhi: New Century Publications Parasnis, Bahulikar(2005), Environment Education-A Mission; Pune: Vidyanand Prakashan Ravindranath, Rao Usha, Natrajan Bahskar (2000), Renewable Energyand Environment; New Delhi: Tata Mac Graw Hill Publishing Co. Ltd Sen R., Roy Chandra(1996), Sustainable Economic Development and Environment; New Delhi: Atlantic Publishers Shrivastav, Singh, (2002),Environmental Education, New Delhi: Anmol Publications Sundar I. (2006),Environment and Sustainable Development; New Delhi: APH Publishing Corporation Kumar Vijendra (2000), Modern methods of Teaching Environmental Education; New Delhi: Sanap and Sons https://www.greenofficemovement.org <i>Ramkrishnan P.S.(2023) Ecology and Sustainable Development;</i> https://educationforallinindia.com/wp-content/uploads/2020/12/National-Curriculum-Framework-2005-NCERT-English.pdf https://dsel.education.gov.in/sites/default/files/guidelines/ncf_2023.pdf

Course Code	Title of the Courses	Cr	Internal	External	Total Marks
3402	EWf-2: Practice Teaching and School Internship	4	100	-	100

- **Practice Teaching (6 Lessons observed by Teacher Educator): 60 Marks**
- **School Internship (4 Weeks): 40 Marks**

- EWF-2 is a field-based practicum designed to provide student-teachers with authentic school experiences. It enables them to integrate pedagogical knowledge with classroom practice and develop the professional competencies required for effective teaching. The course comprises two components: **Practice Teaching** and **School Internship**.
- During the internship, student-teachers actively engage in classroom support, preparation of teaching-learning resources, school administration, co-curricular activities, assessment practices, record maintenance, and reflective professional practices under the guidance of the Mentor Teacher and Teacher Educator

A. Practice Teaching (60 Marks)

Each student-teacher shall deliver **six lessons** in the school, which will be observed and evaluated by the Teacher Educator. The evaluation shall focus on lesson planning, classroom teaching, pedagogical skills, learner engagement, classroom management, assessment techniques, communication skills, use of TLM/ICT, and overall teaching effectiveness.

B. School Internship (40 Marks)

The student-teacher shall complete a **four-week school internship** under the supervision of the Mentor Teacher and Teacher Educator. During the internship, the student-teacher shall participate in classroom support, preparation of academic resources, school administration, examination work, co-curricular activities, community engagement, maintenance of records, preparation of an internship portfolio, reflective journal writing, and viva-voce.

Course Outcomes (COs)		After completing this course, student teachers will be able to: CO1. Plan, transact, and evaluate classroom teaching effectively by applying appropriate pedagogical approaches, teaching skills, and assessment strategies. CO2. Design and utilize learner-centred Teaching-Learning Materials (TLM), ICT-enabled resources, worksheets, and assessment tools to facilitate meaningful learning experiences. CO3. Demonstrate competence in classroom management, learner support, continuous assessment, school administration, and maintenance of academic and administrative records. CO4. Organize and actively participate in co-curricular, cultural, sports, environmental, community engagement, and school development activities while demonstrating leadership and teamwork. CO5. Exhibit professional ethics, effective communication, reflective practice, and lifelong learning by maintaining an internship portfolio, reflective journal, and incorporating mentor feedback for continuous professional development.
		Student teachers will be able to: LO1. Plan and deliver effective classroom lessons by applying appropriate pedagogical approaches, teaching skills, assessment techniques, and reflective practices. LO2. Develop and utilize Teaching-Learning Materials (TLM), ICT-enabled learning resources, worksheets, question papers, and other instructional materials to support student learning. LO3. Demonstrate competence in classroom management, learner support, school administration, assessment-related tasks, and maintenance of educational records. LO4. Organize and participate effectively in co-curricular, cultural, sports, environmental, community engagement, and school development activities. LO5. Demonstrate professional ethics, effective communication, teamwork, leadership, reflective practice, and continuous professional development through the internship portfolio, reflective journal, mentor feedback, and viva-voce.
EFW-2: School Internship (4 Weeks) – Suggested Activity Plan		
Week 1: Classroom Engagement		
1.	Classroom Management	Observe and assist the mentor teacher in maintaining classroom discipline and creating a positive learning environment.
2	Student Attendance	Maintain students’ attendance records regularly and submit the attendance register as evidence.

3.	Notebook Checking	Check students' classwork and homework notebooks, provide constructive feedback, and maintain records with supporting evidence.
4.	Remedial and Enrichment Support	Identify slow and advanced learners. Prepare and implement a remedial teaching plan. Conduct peer observation and document observations.
5.	Interaction with Mentor Teacher	Regularly consult the mentor teacher for academic guidance. Obtain verification and signatures on all completed internship activities and records.
Week 2: Academic Support		
1.	Preparation of Teaching-Learning Materials (TLM)	Design and prepare at least two teaching-learning materials (e.g., charts/posters/models) for classroom teaching
2.	ICT-enabled Learning Resources	Develop at least two PowerPoint presentations (PPTs) related to practice teaching lessons.
3.	Worksheets and Question Paper Preparation	Prepare: One blueprint for assessment One question paper using blue print prepared Two worksheets related to practice teaching lessons.
4.	Library and Laboratory Assistance	Assist in library and laboratory activities. Organize at least one activity to promote reading habits among students and submit a report.
Week 3: School Participation		
1.	Activity in Morning Assembly	Conduct the "Thought for the Day" or another assembly activity. Maintain records with photographs and attendance, wherever applicable.
2.	Cultural and Sports Activities	Assist in organizing cultural and sports programmes. Support student practice sessions. Submit a report with geo-tagged (GPS-enabled) photographs.
3.	School Club Activities	Organize or actively participate in one school club activity. Submit an activity report with supporting evidence.
4.	Environmental and Community Awareness Programmes	Organize or participate in awareness programmes such as Swachh Bharat, plantation drives, health awareness, or community outreach. Submit a report with geo-tagged photographs.
5.	Celebration of National and International Days	Organize or participate in programmes related to important national and international days. Submit reports with geo-tagged photographs.
Week 4: Professional Development		

1.	School Office & Examination Work	Assist in examination-related work, including invigilation, paper assessment, mark entry, and maintenance of assessment records.
2.	Record Maintenance	Study and maintain sample school records such as student leave records, teacher attendance/leave records, and other administrative documents as permitted by the school.
3.	Internship Portfolio	Prepare and compile a comprehensive internship portfolio containing all activities, reports, lesson-related documents, photographs, certificates, and evidence collected during the internship.
4.	Reflective Journal	Maintain a daily reflective journal documenting learning experiences, challenges faced, solutions adopted, and professional growth.
5.	Mentor Teacher Feedback	Obtain written feedback from the mentor teacher on overall performance and secure the mentor's signature on the feedback form.
6.	Viva-Voce	Appear for the viva-voce conducted by the Teacher Educator based on internship activities, portfolio, and reflective journal.

Assessment Rubric (40 Marks) for a B.Ed. Internship Activities

Assessment Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Marks
1. Classroom Engagement & Student Support	Performs all assigned classroom tasks independently with initiative, maintains proper documentation, and effectively supports students.	Performs most classroom tasks with minimal guidance and maintains adequate documentation.	Performs basic classroom tasks with regular guidance and limited documentation.	Performs limited tasks with inadequate participation and poor documentation.	8
2. Academic Resource Development (TLM, ICT, Worksheets, Blueprint & Question Paper)	Develops innovative, accurate, curriculum-aligned teaching-learning resources, worksheets, blueprint, and question paper of excellent quality.	Develops appropriate and curriculum-relevant resources with minor improvements required.	Develops adequate resources but lacks creativity, completeness, or alignment.	Resources are incomplete, inaccurate, or poorly prepared.	8
3. School Participation & Community	Actively plans, organizes, and participates in	Participates actively in school/community	Participates in limited activities with	Minimal participation with	8

Engagement	school and community activities with complete documentation and reflection.	activities with adequate documentation.	partial documentation.	inadequate or no documentation.	
4. School Administration & Record Maintenance	Completes all assigned administrative tasks accurately and maintains records systematically and neatly.	Completes most administrative tasks with minor errors and maintains records satisfactorily.	Completes assigned work with regular supervision and average record maintenance.	Administrative work is incomplete, inaccurate, or records are poorly maintained.	6
5. Internship Portfolio & Reflective Journal	Portfolio is comprehensive, well-organized, evidence-based, and demonstrates deep reflective practice.	Portfolio is complete, organized, and contains adequate reflection and evidence.	Portfolio is satisfactory but lacks sufficient reflection, organization, or supporting evidence.	Portfolio is incomplete, poorly organized, or lacks meaningful reflection.	6
6. Professional Conduct, Mentor Feedback & Viva-Voce	Demonstrates exemplary professional ethics, punctuality, communication skills, positive mentor feedback, and excellent viva performance.	Demonstrates good professional behaviour, satisfactory mentor feedback, and good viva performance.	Meets minimum professional expectations with average mentor feedback and viva performance.	Demonstrates unsatisfactory professional conduct, poor mentor feedback, or weak viva performance.	4
				Total	40

Course Code	Title of the Courses	Cr	Internal	External	Total Marks
EWf-3403	Community Engagement and National Service Scheme	2	50	-	50

Course Outcomes	After completing this course, student teachers will be able to: CO1. Understand socio-economic and educational issues in the community CO2. Develop the ability to engage and mobilize community participation CO3. Promote awareness about:
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	Importance of education Gender equality Health and wellness Environmental sustainability CO4.Identify and support non-literate individuals in becoming literate CO5.Develop leadership, teamwork, and social responsibility CO6.Build collaboration between the school and the community CO7.Address social issues like casteism, superstitions, and inequalities CO8.Appreciate local traditions, knowledge, and cultural practices	
Learning Outcomes	Student teachers will be able to: LO1.Identify community problems and suggest practical solutions LO2.Organize community-based activities (street plays, campaigns, etc.) LO3.Conduct surveys related to education, literacy, and health LO4.Promote school-community partnerships (PTA, mentoring) LO5.Demonstrate leadership and social responsibility LO6.Facilitate awareness programs on sustainability and education LO7.Support learners with academic difficulties LO8.Encourage lifelong learning in the community	
Structure of Activities: Phase 1: Preparation Stage (10 Marks) Student teachers must select any two activities from the above list. Each activity should be properly documented in a report format (objective, procedure, outcome). Active participation in the discussion/workshop is compulsory. Marks (5 per activity) will be awarded based on: Participation and involvement Quality of preparation (tools, planning) Report submission and clarity		
S.N.	Activity	Description
1	Orientation on Community Engagement	Orientation on Community Engagement
2	Discussion on Social Issues & Community Roles	Group discussion on issues such as education, gender, and health.
3	Community-Based Activity & Report Writing	Conduct activities like Cleanliness Drive, Beach Cleanup, Street Play, etc.
4	Survey Formats Preparation	Designing questionnaires for surveys
5	Interview Schedules	Preparing structured interview questions
Phase 2: Community Engagement (Days 1–7) (30 Marks) How to Complete Phase 2 & Marks Distribution Student teachers must select any five activities from different categories. Activities should be carried out during 7 days of field engagement in a		

village/community (NSS camp or independently selected village). - Each activity must include: - Planning and execution - Community participation - Documentation (photos, survey data, reports) - Marks (6 per activity) will be awarded based on: - Active participation and teamwork - Impact on community - Proper data collection and reporting - Creativity and initiative		
Sr. No.	Activity	Description
1	Participation in National Programs	- NSS (National Service Scheme) - New India Literacy Programme - Student mentoring initiatives
2	Survey-Based Activities	- Survey of school infrastructure - Attendance pattern survey - Parental awareness survey - Learning level assessment survey - Survey on digital access and usage - Survey of awareness about government schemes - Gender parity survey in education - Identification of children with special needs - Migration impact survey on education - Dropout re-enrolment tracking survey - Early childhood education survey - Community attitude towards schooling survey
3	Educational Support	- Literacy support for adults - Mentoring students with learning deficits - Guidance and counselling
4	Health & Social Awareness	- Health and wellness assessment of children - Awareness campaigns on hygiene and nutrition - First Aid training for youth
5	Environmental Awareness	- Awareness of sustainable development - Campaigns on environmental protection - Rainwater harvesting awareness
6	Community Mobilization Activities	- Street plays (Nukkad Natak) - Door-to-door campaigns - Prabhat Pheris
7	Cultural Interaction	- Visit local artisans and craftsperson's - Understand traditional skills and practices
Phase 3: Reflection & Reporting (10 Marks)		

Student teachers must complete any one activity from the above list.		
S N	Activity	Description
1	Presentation of field experiences	Sharing community work through PPT or oral presentation
2	Group discussions and reflection	Reflective discussion on learning and experiences
3	Submission of reports/projects	Detailed documentation of all activities
4	Prepare a short video or self-Reflection Video	Video-based reflection on community engagement

First Semester

Course Code	Title of the Courses	Cr	Internal	External	Total Marks
1205	Sanskrit Pedagogy	2	25	25	50

Course Outcomes	After completing this course, student teachers will be able to: CLO1: Explain the significance of the Sanskrit language in the Indian Knowledge System and describe its structure and features. CLO2: Describe the objectives and principles (psychological, linguistic, and pedagogical) of teaching Sanskrit at the secondary and higher secondary levels. CLO3: Demonstrate the ability to develop the four language skills in Sanskrit teaching: Listening (श्रवण), Speaking (वाचन/संभाषण), Reading (पठन), and Writing (लेखन). CLO4: Apply various teaching methods, strategies, and communicative approaches for effective Sanskrit teaching. CLO5: Design and implement annual plans, unit plans, and lesson plans using pedagogical analysis in Sanskrit education.
Module 1	Understanding Curriculum and Aims of Teaching Sanskrit Language
Learning Outcomes	Student teachers will be able to: L01: Explain the importance of Sanskrit as a classical and cultural language in the Indian context. L02: Analyse the structure of the Sanskrit language, including phonetics and grammar. L03: State the objectives of teaching Sanskrit at the secondary and higher secondary levels. L04: Apply psychological, linguistic, and pedagogical principles in teaching Sanskrit
Content	Sanskrit Language Teaching Nature and scope of Sanskrit teaching Role of Sanskrit in Indian Knowledge System Sanskrit as Classical and Cultural Language Importance in Indian heritage Role in philosophy, literature, and sciences Sanskrit in contemporary global context Structure of Sanskrit Language (Language as a System) Phonetics (Shiksha – pronunciation, varna system) Sandhi and Samasa Parts of Speech (Subanta, Tinganta) Karaka system Tense and Mood (Lakara) Basic syntax

	Alankara (Figures of Speech) Features of Prose (गद्य), Poetry (पद्य), and Drama (नाटक) Principles of Teaching Sanskrit Psychological principles Linguistic principles Pedagogical principles Child-centered and activity-based learning Objectives of Teaching Sanskrit Development of language skills Cultural and ethical values Understanding of classical texts Holistic personality development
Module 2	Planning of Teaching Sanskrit
Learning Outcomes	Student teachers will be able to: L01: Demonstrate competency in teaching four language skills in Sanskrit. L02: Select and apply appropriate traditional and modern teaching approaches. L03: Prepare annual, unit, and lesson plans using pedagogical analysis. L04: Use effective teaching strategies like storytelling, dramatization, and group work.
Content	Language Skills in Sanskrit Listening (श्रवण) Speaking (संभाषण) Reading (पठन) Writing (लेखन) Competencies and Learning Outcomes Language competencies Critical thinking and interpretation Cultural understanding Methods, Approaches, and Strategies of Teaching Sanskrit Traditional Methods: Grammar-Translation Method Direct Method Modern Approaches: Communicative Approach (संवादात्मकपद्धति) Inductive-Deductive Approach Task-Based Learning Constructivist Approach Structural and Functional Approach Techniques: Storytelling (कथन) Dramatization (नाट्यीकरण) Group Work Scaffolding Pedagogical Analysis

	Concept and process Content analysis of Sanskrit lessons Identification of teaching points Planning in Teaching Annual Plan Unit Plan Lesson Plan
Assignments (25 Marks)	Teacher Interview (5 Marks) Interview a Sanskrit teacher regarding classroom practices and challenges. Textbook Analysis (5 Marks) Analyse a secondary school Sanskrit textbook in alignment with NEP 2020. Resource Development Workshop (5 Marks) Prepare two teaching aids (charts, flashcards, or digital PPTs). Preparation of Unit Plan (5 Marks) Prepare and present one detailed unit plan. Competency-Based Activity Design (5 Marks) Select two competencies (e.g., reading, writing, grammar, critical thinking) and design activities with reflection.
References	Mittal, S. (2006). <i>Teaching Sanskrit (Sanskrit Shikshan)</i>. Jaipur: Navchetana Publications. Raja Ram Varma, K. (1965). <i>The teaching of Sanskrit</i>. Trivandrum: University of Kerala. Safaya, R. N. (1976). <i>Sanskrit teaching methods</i>. Jalandhar: Punjab Kitab Ghar. Sharma, C. L. N., & Singh, F. (2008). <i>Sanskrit teaching and new techniques</i>. Jaipur: Aditya Prakashan Sharma, C. K., & Vishwas, B. (2025). <i>CTET & TET Sanskrit bhasha aur shikshan shastra (Varg I-VIII)</i> (3rd ed.). McGraw Hill Education India. Shri Lal Bahadur Shastri National Sanskrit University. (2022). <i>Adhunik shiksha pathyakram</i> [Modern education curriculum]. Shri Lal Bahadur Shastri National Sanskrit University. Katariya, S. K. (2026). <i>Sanskrit shikshan vidhiyan: Teaching methods (Sanskrit)</i>. SKY Educare.

Second Semester

Course Code	Title of the Courses	Cr	Internal	External	Total Marks
2205	Sanskrit Pedagogy	2	25	25	50

Course Outcomes	After completing this course, student teachers will be able to: C01: Design and organize meaningful Sanskrit learning experiences using appropriate teaching-learning materials, classical texts, and creative language activities. C02: Integrate ICT, multimedia, mobile applications, and AI-based tools effectively to enhance Sanskrit teaching and support diverse learners. C03: Plan, conduct, and evaluate curricular and co-curricular activities such as recitation, role play, quizzes, debates, and language games in Sanskrit. C04: Develop and apply competency-based assessment tools, including blueprints, unit tests, rubrics, portfolios, and digital evaluation aligned with CCE. C05: Create digital content (audio recitations, e-modules, blogs, digital stories) to enhance Sanskrit teaching-learning processes. C06: Reflect on teaching practices, use feedback for improvement, and engage in continuous professional development.
Module 1	Resources for Sanskrit Language Learning
Learning Outcomes	Student teachers will be able to: L01: Plan and organize effective Sanskrit learning experiences using teaching-learning materials (TLMs). L02: Teach Sanskrit literature (गद्य, पद्य, नाटक) with aesthetic appreciation. L03: Use ICT, multimedia, and digital tools in Sanskrit teaching. L04: Develop learners' creative expression in Sanskrit (paragraph writing, simple composition, translation). L05: Organize curricular and co-curricular activities in Sanskrit.
Content	Teaching-Learning Materials (TLM) and Learning Design Charts, flashcards, models, audio-visual aids Activity-based learning design in Sanskrit E-Resources for Sanskrit Teaching Digital Sanskrit dictionaries Online platforms for Sanskrit learning Audio/video recitation tools ICT and Multimedia in Sanskrit Teaching Use of presentations, videos, and animations Digital storytelling in Sanskrit Interactive classroom tools Creative Language Development

	Simple composition (अनुच्छेदलेखन) Translation exercises Dialogue creation (संवादलेखन) Functional Sanskrit writing Literature and Aesthetics Teaching of Prose (गद्य), Poetry (पद्य), Drama (नाटक) Recitation (पाठ), appreciation, interpretation Curricular and Co-Curricular Activities Sanskrit recitation competitions Role play and dramatization Quiz and language games Elocution and storytelling AI-Integrated Sanskrit Learning (AILL) Use of AI tools such as ChatGPT, Grammarly, QuillBot for language support Vocabulary building and grammar practice using digital tools Mobile learning apps for micro-learning Creating crosswords, quizzes, and concept maps using digital platforms for learning
Module 2	Assessment and Evaluation for Sanskrit Language Learning
Learning Outcomes	Student teachers will be able to: LO1. Design competency-based evaluation tools for Sanskrit learning. LO2. Prepare blueprints, unit tests, worksheets, and rubrics. LO3. Apply Continuous and Comprehensive Evaluation (CCE). LO5. Use digital tools for assessing pronunciation, fluency, and writing. LO6. Evaluate learners' critical thinking, creativity, and communication. LO7. Use portfolios, peer assessment, and reflective practices.
Content	Competency-Based Evaluation in Sanskrit Learning outcomes-based assessment Skill-based evaluation (श्रवण, पठन, लेखन, संभाषण) Continuous and Comprehensive Evaluation (CCE) Concept and importance Formative and summative assessment Tools of Evaluation Unit tests and worksheets Rubrics and checklists Oral and written assessment Blueprint and Test Construction Designing question papers Weightage and marking scheme Digital Assessment Tools Automated tools for pronunciation and grammar

	evaluation Online quizzes and assessments (e.g., Duolingo, Kahoot!, Quizlet) as Assessment tool Digital Audio-visual material Development Digital modules and presentations Audio-visual teaching materials Professional Development Reflective teaching practices Continuous learning and skill enhancement
Assignments (25 Marks)	1. Achievement Test & Blueprint (5 Marks) Prepare and administer a Sanskrit achievement test with blueprint. 2. Digital A-V material Development (5 Marks) Create a digital lesson (video/PPT/blog) for a Sanskrit topic. 3. Reflective Journal (5 Marks) Maintain a journal with self-reflection and peer feedback. 4. Innovative Practical (5 Marks) Digital storytelling project (Sanskrit theme using PPT/Canva). 5. Language Games Development (5 Marks) Design two innovative Sanskrit language games (digital/physical).
References	Apte, G. G., & Dongre, P. K. (1967). <i>Teaching of Sanskrit in secondary schools</i>. Poona: Venus Prakashan. Bolil, V. P. (1956). <i>A new approach to teaching Sanskrit</i>. Dharwad: Karnatak University. Huparikar, G. R. (1964). <i>The problems of Sanskrit teaching</i>. Pune: Maharashtra Vidyapeeth Granth Nirmiti Mandal. Mittal, S. (2006). <i>Teaching Sanskrit (Sanskrit Shikshan)</i>. Jaipur: Navchetana Publications. Raja Ram Varma, K. (1965). <i>The teaching of Sanskrit</i>. Trivandrum: University of Kerala. Safaya, R. N. (1976). <i>Sanskrit teaching methods</i>. Jalandhar: Punjab Kitab Ghar. Sharma, C. L. N., & Singh, F. (2008). <i>Sanskrit teaching and new techniques</i>. Jaipur: Aditya Prakashan Sharma, C. K., & Vishwas, B. (2025). <i>CTET & TET Sanskrit bhasha aur shikshan shastra (Varg I-VIII)</i> (3rd ed.). McGraw Hill Education India. Shri Lal Bahadur Shastri National Sanskrit University. (2022). <i>Adhunik shiksha pathyakram</i> [Modern education curriculum]. Shri Lal Bahadur Shastri National Sanskrit University. Katariya, S. K. (2026). <i>Sanskrit shikshan vidhiyan: Teaching methods (Sanskrit)</i>. SKY Educare.