

4-YEAR INTEGRATED TEACHER EDUCATION PROGRAMME

LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (LOCF)

As per NEP-2020

w.e.f. Academic Session 2025-26

SYLLABUS

ITEP (SECONDARY STAGE)

(Foundation of Education & AEC/VAC)

B.A. B.Ed, B.Sc. B.Ed & B.Com. B.Ed

(IIIrd & IVth Semester)



KURUKSHETRA UNIVERSITY

KURUKSHETRA

(Established by the State Legislature Act XII of 1956)

A++ Grade NAAC ACCREDITED

SEMESTER-III

SEMESTER-III

Part A–Introduction			
Subject	Foundation of Education		
Semester	III		
Name of the Course	Philosophical & Sociological Perspectives of Education –I		
Course Code	B24-ITP-301		
Course Type	CC-A3		
Course Learning Outcomes (CLOs):	<p>After completion of this course, student teachers will be able to:</p> <ol style="list-style-type: none"> 1. Describe the Indian & Western perspectives of education. 2. Understand the Bhartiya School & Western School of thoughts and their implications for educational practices. 3. Discuss the educational philosophies of Bhartiya & Western thinkers. 4. Analyse the significance of Indian traditional values and its impact on education and Understand the NEP 2020 with special reference to 21st century. 		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3	1	4
Max. Marks: 100 Internal Assessment Marks: 30 End Term Exam Marks: 70		Time:03 Hours	

Part B-Contents of the Course		
Instructions for Paper-Setter		
<p>Paper setter will set nine questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory. Q.No 1 will have short answer type Questions selected from the entire syllabus. Two questions will be set from each of the four unit, out of which the student will be required to attempt one question from each unit. All questions will carry equal marks.</p>		
Unit	Topics	Contact Hours
I	Education and Philosophy Education: An Introduction Meaning of Education (Indian and Western perspective) Aims of Education. Agencies of Education. Types of Education. Concept of Philosophy. Relationship of Education and Philosophy. Branches of Philosophy and their educational implications: Metaphysics, Epistemology, Axiology.	15
II.	Philosophical Schools and Education A. Conceptual Clarity of the following schools of thoughts with their implications for educational practices: Bharatiya: Samakhya, Yoga, Nyaya, Vaisheshika, Mimansa, Vedanta Western: Idealism, Naturalism, Pragmatism, Progressivism.	15
III.	Educational Thinkers Deliberations on aims, process and educational institutions developed on thoughts of following thinkers and practitioners: Bharatiya: Sri Aurobindo Ghosh, Gurudev Rabindra Nath Tagore, J. Krishnamurti, Mahatma Gandhi, Gijubhai Badheka. Western: J. Rousse, Maria Montessori, Friedrich Froebel, John Dewey.	15

IV.	Value Education Conceptual Clarity, Significance and Types of Values. Indian Traditional Values. Guru-Shishya-Parampara and Educational Values. Convocation message in Taittiriya Upanishad. NEP, 2020 and Values with special reference to 21st Century.	15
<p>Suggestive Practicum/ Activities</p> <p>Individual/group assignments/tasks in various forms like writing small paragraphs/brief notes, conceptualizations on specific terms etc.</p> <p>Institutional visits in small groups in coordination to institutions related to different thinker/s and preparation of a report followed by individual/group presentation.</p> <p>Sharing of student experiences (in groups) related to readings on great thinkers help them to reshape their concept and enable them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in form of a group report.</p> <p>Identification and reporting of Indian perspective related to educational aims, student-teacher characteristics, methods, evaluation procedure, convocation etc. based on critical study of life and thoughts of thinkers.</p> <p>Suggestive Mode of Transaction</p> <p>The course content transaction will include the following:</p> <p>Organized lectures using variety of media.</p> <p>Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, engagement of in reading of primary or secondary sources of literature (Original texts, reference books etc.) related to different aspects of life and education of Great Educators, case studies, short term project work etc.</p> <p>Critically examining their experiences to carve out their world and life view and further analyse them from philosophical point of view to reshape their perspective. They will engage prospective teachers in the development of comparative educational charts related to vision, aims, process, institution etc. They will also lead to reading-based interactions and critical reflections related to process and significance of entry/admission rituals, convocation system etc.</p>		
Suggested Evaluation Methods		
Internal Assessment: Class Participation: 05Marks Seminar/presentation/assignment/quiz/activitiesetc.:10Marks Mid-Term Exam: 15Marks		End Term Examination:70Marks
Part C-Learning Resources		

- > Philosophical and Sociological Foundation of Education (N.R.Swaroop Saxena)
English Medium & Hindi Medium.
- > Philosophical and Sociological Basis of Education (M.S.Sachdeva & K.K.Sharma).
- > Theory & Principles of Education (J.C.Aggarwal).
- > Psychological, Philosophical and Sociological Foundations of Education
(J.C.Aggarwal)

SEMESTER –III

Part A–Introduction			
Subject	Stage Specific Content cum Pedagogy (SSCP)		
Semester	III		
Name of the Course	Basic of Pedagogy Course at Secondary Stage		
Course Code	B24-ITP-302		
Course Type	SSCP		
Course Learning Outcomes (CLOs):	<p>After completion of this course, student teachers will be able to:</p> <ol style="list-style-type: none"> 1. build comprehensive understanding of secondary stage learners and develop skills to observe and recognize the unique capabilities and strengths of secondary stage learner, 2. discuss the necessary knowledge and skills to implement effective teaching -learning strategies and create enriching and inclusive learning environments to foster values-based education, 3. develop a deeper understanding of various pedagogical approaches, their impact on learners and determine the knowledge to make informed decisions about instructional practices. 4. explain the crucial role of pedagogy in facilitating effective learning experiences for students and outline knowledge and skills necessary for continuous professional development. 		
Credits	Theory	Tutorial	Total
	3	1	4
Contact Hours	3	1	4
Max. Marks: 100 Internal Assessment Marks: 30 End Term Exam Marks:70		Time:03 Hours	

Part B-Contents of the Course		
Instructions for Paper-Setter		
<p>Paper setter will set nine questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory. Q.No 1 will have short answer type Questions selected from the entire syllabus. Two questions will be set from each of the four unit, out of which the student will be required to attempt one question from each unit. All questions will carry equal marks.</p>		
Unit	Topics	Contact Hours
I	<p>Understanding Secondary Stage Learners</p> <p>Thought processes and cognitive skills of learners.</p> <p>Psychological and social orientations of learners.</p> <p>Social and academic lives of learners.</p> <p>Conflicts and challenges of secondary learners.</p> <p>Observing the Unique capabilities of a child.</p>	15
II.	<p>Strategies of Teaching and Learning</p> <p>Concept, characteristics and functions of teaching.</p> <p>Teaching strategies: Brain storming, Simulation, Role playing and Gaming.</p> <p>Concept of Learning.</p> <p>Learning Strategies: Cooperative learning, collaborative learning, peer tutoring.</p>	15
III.	<p>Pedagogical Approaches</p> <p>Pedagogical approaches: constructivist approach; collaborative approach; reflective approach; Behaviouristic approach, inquiry- based approach.</p> <p>Types of pedagogy: social pedagogy; critical pedagogy; culturally responsive pedagogy; Socratic pedagogy in inclusive setup.</p> <p>Role of pedagogy in effective learning.</p>	15

IV.	<p>Continuous Professional Development of Teacher Meaning and need, professional and ethical competencies of a teacher and need for updating content and pedagogical competencies to develop their professional competencies.</p> <p>Professional development activities: seminars, conferences, orientation programmes, workshops, online and offline courses, competitions, publications, development of teaching portfolio, capacity building programmes, and teacher exchange programmes.</p> <p>Development of professional competencies to deal with gender issues, equity and inclusion, ethical issues, environmental issues, human health and well-being, population, human rights.</p>	15
<p>Suggestive Practicum/ Activities Analyse NEP 2020 with reference to pedagogical aspects of the concerned subject. Analyse and reflect on the qualities of an ‘Innovative Teacher’ in Context of National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM). Participate in a workshop or seminar to explore the concept of Continuous Professional Development (CPD), its significance in lifelong learning and prepare a write up on the findings. Develop teaching learning strategies to address the needs of diverse learners in context of gender, equity and inclusion and prepare a PowerPoint presentation. Raise awareness on the ethical and social challenges in education through field trip and create an e-portfolio. Any other project assigned by HEI.</p> <p>Suggestive Mode of Transaction Lecture cum discussion, project-based method, problem solving method, experiential learning, art integrated learning, sports integrated learning, ICT integrated learning, interactive methods such as group discussions, peer tutoring, workshops, observations, and presentations.</p>		
Suggested Evaluation Methods		
<p>Internal Assessment: Class Participation: 05Marks Seminar/presentation/assignment/quiz/activities etc.:10Marks Mid-Term Exam: 15Marks</p>		<p>End Term Examination:70Marks</p>
Part C-Learning Resources		

Shikshan aur adhigam ke adharbhoot tatva (Ramashankar Shukla, B.S.Dagar & Anil Shukla)

Learning & Teaching (M.S.Sachdeva, K.K.Sharma & Supninder Kaur)

Learning & Teaching (S.K.Mangal)

National Education Policy 2020, MoE, Government of India (English and Hindi)

National Steering Committee for National Curriculum Frameworks, (2023). Draft

National Curriculum Framework for School Education.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

SEMESTER –III

Part A–Introduction			
Subject	Stage Specific Content cum Pedagogy (SSCP)		
Semester	III		
Name of the Course	Pedagogical & Class-Management Skills		
Course Code	B24-ITP-303		
Course Type	AEC/VAC		
Course Learning Outcomes (CLOs):	<p>After completion of this course, student teachers will be able to:</p> <ol style="list-style-type: none"> 1. develop an understanding of the concept of Micro-Teaching, Micro-Teaching Cycle & Phases of Teaching and attain the knowledge of various Micro-Teaching Skills and practice of Pedagogical Skills. 2. develop an understanding of Lesson Plan Formats, Mega Lesson, Simulated Lessons & Criticism Lessons. & prepare & deliver different Pedagogy lessons in simulation. 3. develop an understanding of the concept, need, scope and functions of school management and School Records & develop an understanding of different components of human and material resources of the school. 4. develop an understanding of the concept, need and importance, types and principles of time-table construction & develop an understanding of Co-curricular Activities: Meaning, Importance, Types & Principles of organising Co-curricular activities. 		
Credits	Theory	Practical	Total
	2	2	4
Contact Hours	2	4	6
Max. Marks: 100 Theory-50: Internal Assessment Marks-15 End Term Exam-35 Practical-50 : Internal Assessment-15 End Term Exam-35		Time: Theory-1.5 Hours Practical- 3 Hours	

Part B-Contents of the Course		
Instructions for Paper-Setter		
<p>Paper setter will set seven questions in all, out of which students will be required to attempt three questions. Q. No 1 will be compulsory. Q.No 1 will have 2 short answer type Questions selected from the entire syllabus. Three questions will be set from each of the two units, out of which the student will be required to attempt two questions from each unit. All questions will carry equal marks.</p>		
Unit	Topics	Contact Hours
I	<p>Skill Developing Technologies Micro-Teaching: Meaning, Importance, Micro-Teaching Cycle, Phases of Teaching, Micro-Teaching Skills: i) Skill of Introducing the lesson ii) Skill of Probing Questioning iii) Skill of Explaining iv) Skill of Illustration with examples v) Skill of Narration vi) Skill of Chalkboard writing vii) Skill of Stimulus variation viii) Skill of classroom Management ix) Skill of Developing Teaching Learning Materials (TLMs) x) Skill of Reinforcement</p>	15

II.	<p>School/ Class Management Skills</p> <p>Concept of School Management</p> <p>Management of Human Resources: Qualities & Responsibilities of a Headmaster and a teacher.</p> <p>Management of Physical Resources: Characteristics & maintenance of Classrooms & School Building.</p> <p>Maintenance of School Records :Need & Importance and Types of School Records.</p> <p>Time-Table: Concept, Need & Importance, Types & Principles of Construction of School Time-Table.</p> <p>Co-curricular Activities: Meaning, Importance, Types & Principles of organising Co-curricular activities</p>	15
Practical		
	<p>i) Pedagogic Practices</p> <p>Micro Lesson Plans: 10</p> <p>Demonstration Lesson Plans</p> <p>Mega Lesson Plan / Discussion: 2 (each)</p> <p>Simulated Lessons: 4 (2 each)</p> <p>Criticism Lessons: 2 (1 each)</p> <p>ii) Prepare a report on any one of the School records</p> <p>iii) Construction of School Time-Table, Class Time-Table & Teacher Time-Table.</p> <p>iv) Organization of Co-curricular activities, morning assembly, Debates, Declamation & Symposia, Bal-sabha, Celebration of National days etc. and prepare a report on it.</p> <p>v) Prepare Teaching aids & learning materials in respective pedagogies. (Total-5 including Charts, flashcards, working Models, PowerPoint Presentation, Videos etc.)</p>	60
Suggested Evaluation Methods		
<p>Internal Assessment: Theory (15)</p> <p>Class Participation: 04</p> <p>Seminar/presentation/assignment/quiz/activitiesetc.: 04</p> <p>Mid-Term Exam: 07</p> <p>Internal Assessment: Practical (15)</p> <p>Class Participation: 05</p> <p>Seminar/Demonstration/Viva-voce/Lab records etc.: 10</p> <p>Mid-Term Exam: NA</p>		<p>End Term Examination:</p> <p>Theory-Written exam: 35</p> <p>Practical: Demonstration and Viva-voce: 35</p>
Part C-Learning Resources		

Shikshan aur adhigam ke adharbhoot tatva (Ramashankar Shukla, B.S.Dagar & Anil Shukla)

Learning & Teaching (M.S.Sachdeva, K.K.Sharma & Supninder Kaur)

Learning & Teaching (S.K.Mangal)

National Education Policy 2020, MoE, Government of India (English and Hindi)

National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

SEMESTER-IV

SEMESTER –IV

Part A–Introduction			
Subject	Foundation of Education		
Semester	IV		
Name of the Course	Assessment and Evaluation		
Course Code	B24-ITP-401		
Course Type	CC-A4		
Course Learning Outcomes (CLOs):	<p>After completion of this course, student teachers will be able to:</p> <ol style="list-style-type: none"> 1. Understand the concept of assessment and evaluation and discuss different forms of assessment to monitor students' learning level. 2. Familiarize with different approaches, tools and techniques to evaluate students' performance. 3. Visualize the role of feedback to parents, teachers and students about their performance relative to the expected learning outcomes. 4. Design the progress card of students based on school-based assessment to make it a holistic, 360-degree, multidimensional report that reflects the progress as well as the performance of learners in different dimensions of scholastic and non-scholastic areas. 		
Credits	Theory	Tutorial	Total
	2	---	2
Contact Hours	2	---	2
Max. Marks: 50 Internal Assessment Marks:15 End Term Exam Marks: 35		Time:1.5 Hours	

Part B-Contents of the Course		
Instructions for Paper-Setter		
<p>Paper setter will set seven questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory. Q.No 1 will have short answer type Questions selected from the entire syllabus. Three questions will be set from each of the two units, out of which the student will be required to attempt two questions from each unit. All questions will carry equal marks.</p>		
Unit	Topics	Contact Hours
I	<p>Assessment and Education Assessment and Evaluation Meaning and significance of assessment and evaluation in educational field. Conceptual Clarity and purpose of Measurement, Assessment, Examination, Appraisal and Evaluation in Education. Taxonomy of Objectives (Revised in 2001) and Implications. Forms of Assessment Formative, Summative, Diagnostic, Prognostic, Quantitative and Qualitative. Internal and External assessment. Authentic Assessment; Online Assessment. Assessing Higher Order Thinking Abilities: Problem solving, critical thinking, creative thinking, communication skills, judgement and decision making, ethical and moral reasoning.</p>	15

II.	<p>Assessment Process, Tools Analysis and Interpretation</p> <p>Approaches to assess and evaluate student performance: CCE, Closed/Open-book tests; Assignments; observation of practical skills; project reports; oral presentations; viva-voce interviews; computerized adaptive testing etc.</p> <p>Tools and Techniques: Observation schedule, rating scale, check list, anecdotal records, Socio-metric techniques, Self-assessment and Peer Assessment.</p> <p>Analysis and Interpretation: Analysis of students' performance and scores (credit and grading), 360-degree progress reports, cumulative records and their uses, portfolios, Rubrics, qualitative reporting as descriptive indicators in report-cards.</p> <p>Role of feedback to stakeholders (students, parents, teachers) and to improve teaching learning process.</p>	15
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Suggestive Practicum/ Activities

Constructing a unit test using table of specifications.

Construction of any one of the tools (rating scale, check list, observation schedule, etc.) and administering it to group of students or using it to observe the school and classroom environment and interpreting it.

Analysis of question papers of various Boards.

Analysis of report cards - State and Central (CBSE)

Preparing format of 360-degree report Card.

Reviewing Assessment Discussions in NPE (2020).

Planning and organizing student's portfolio.

Writing a report on the evaluation and learner practice of school education.

Suggestive Mode of Transaction

The course content transaction will include the following:

Planned lectures infused with multimedia /power-point presentations.

Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.

Hands on experience of engaging with diverse communities, children, and schools.

Suggested Evaluation Methods

Internal Assessment:

Class Participation: 04 Marks

Seminar/presentation/assignment/quiz/activities etc.:04 Marks

Mid-Term Exam: 07 Marks

End Term

Examination:

35 Marks

Part C-Learning Resources

-> Assessment for Learning (Inder Dev Singh Nandra)

-> Assessment for Learning (S.K.Mangal & Uma Mangal)

-> Measurement and Evaluation (Bhatnagar)

*Teachers may suggest books/readings as per the need of the learners and learning content.

SEMESTER –IV

Part A–Introduction			
Subject	Foundation of Education		
Semester	IV		
Name of the Course	Inclusive Education		
Course Code	B24-ITP-402		
Course Type	CC-A5		
Course Learning Outcomes (CLOs):	<p>After completion of this course, student teachers will be able to:</p> <ol style="list-style-type: none"> 1. explain the concept of impairment disability and inclusive education. 2. Explain and understand the legal provisions and policy perspectives of inclusive education. 3. understand the concept of exceptionality and psychosocial educational needs of exceptional children 4. familiarize with innovative practices in education of the children with diversities. 		
Credits	Theory	Tutorial	Total
	2	---	2
Contact Hours	2	---	2
Max. Marks: 50 Internal Assessment Marks: 15 End Term Exam Marks: 35		Time: 1.5 Hours	

Part B-Contents of the Course		
Instructions for Paper-Setter		
<p>Paper setter will set seven questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory. Q.No 1 will have short answer type Questions selected from the entire syllabus. Three questions will be set from each of the two units, out of which the student will be required to attempt two questions from each unit. All questions will carry equal marks.</p>		
Unit	Topics	Contact Hours
I	<p>Inclusion and Education</p> <p>terms and phrases associated with inclusive education</p> <p>impairment disability and handicap</p> <p>concept meaning and need of inclusive education</p> <p>shifting to segregation to inclusion</p> <p>barriers to inclusive education</p> <p>models of inclusion</p> <p>Legal and policy perspectives</p> <p>UNCRPD2006</p> <p>National Trust Act 1999</p> <p>RPWD 2016</p> <p>NEP 2020</p>	15

II.	<p>Children with disabilities and their pedagogical issues concept of exceptionality and CWSN Visual impairment hearing impairment mentally retardation learning disability locomotor disability cerebral palsy and multiple disabilities concept of marginalisation and educational needs of children belonging to marginalized group practices and support system for inclusive setup School readiness (in terms of educational opportunities, infrastructure, learning activities, teaching learning material, assistive devices and assessment Strategies) for inclusive classroom. teaching learning strategies: Peer tutoring, social learning, multisensory teaching and cooperative learning. Individualize education program (IEP) and use of emerging Technology.</p>	15
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Suggestive Practicum/ Activities

Developing a checklist for identifying the various needs of children with disabilities.

Visiting schools of different categories and talking to parents, teachers, and Children with and without disabilities and listing the problems faced by these children and the families at the local level in gaining access to education.

Analyzing RPWD Act 2016 and list its implications for CWD in inclusive settings.

Outlining the problems faced by children with Visual Disabilities while learning mathematics and EVS.

Giving a few exemplary adaptations based on the secondary Level textbooks.

Outlining the problems faced by children with hearing impairments while learning language.

Give a few exemplar adaptations based on the secondary level textbooks.

Students work in small groups of 10 or so to prepare a street play highlighting the meaning and provisions of inclusive education.

Analyzing the Context of NPE 2020 in the light of Inclusive Education.

Suggestive Mode of Transaction

The course content transaction will include the following:

Planned lectures infused with multimedia /power-point presentations.

Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.

Hands on experience of engaging with diverse communities, children, and schools.

Suggested Evaluation Methods	
Internal Assessment: Class Participation: 04Marks Seminar/presentation/assignment/quiz/activities.: 04 Marks Mid-Term Exam: 07Marks	End Term Examination: Written Examination: 35

Part C-Learning Resources	
<ul style="list-style-type: none"> -> Creating an Inclusive School (Jaswant K.Virk & Santosh) -> Creating an Inclusive School (S.K.Mangal & Shubhra Mangal) -> Fundamentals of Special Education (R.A.Sharma) -> Crating an Incusive School (S.K.Mangal & Uma Mangal) <p>*Teachers may suggest books/readings as per the need of the learners and learning content.</p>	

SEMESTER –IV

Part A– Introduction			
Subject	Stage Specific Content cum Pedagogy (SSCP)		
Semester	IV		
Name of the Course	Content cum Pedagogy of Hindi at Secondary Stage –(Part-I)		
Course Code	B24-ITP-403		
Course Type	SSCP		
Course Learning Outcomes (CLOs):	<p>lh[kus ds ifj.kke % bl ikB~;Øe ds iwjk gksus ds ckn] Nk= f'k{k d l{ke gksaxs %</p> <ul style="list-style-type: none"> • ek;/fed Lrj ij Hkk"kk f'k{k.k ds y{; vkSj mn~ns';ksa dh :ijs[kk rS;kj djsa] • Hkk"kk ds ewY;ksa dks igpkuuk vkSj vU; fo"k;ksa ds lkFk tksM+uk] • Hkkjrh; lanHkZ esa ek;/fed Lrj ij Hkk"kk f'k{k.k ds rjhdksa] n`f"Vdks.k vkSj lkefxz;ksa ij ppkZ djsa] <p>ifjos'k dh Hkk"kk fofo/krk dk ewY;kadu djsa A</p>		
Credits	Theory	Tutorial	Total
	2	-	2
Contact Hours	2	-	2
Max. Marks: 50 Internal Assessment Marks:15 End Term Exam Marks: 35		Time: 1.5 Hours	

Part B-Contents of the Course		
<u>Instructions for Paper-Setter</u>		
<p>¼i½ isij lsVj dqy lkr iz'u lsV djsxk] ftuesa ls Nk=ksa dks ikap iz'u gy djus gksaxsA</p> <p>¼ii½ izñ Øekad 1 vfuok;Z gksxk A</p> <p>¼iii½ nksuksa bdkb;ksa esa ls izR;sd ls rhu iz'u fu/kkZfjr fd, tk,axsa] ftuesa ls Nk= dks izR;sd bdkbZ ls nks iz'u dk mÙkj nsuk gksxk A IHkh iz'uksa ds vad leku gksaxs A</p>		
Unit	Topics	Contact Hours
I	<p>Hkk"kk dh izÑfr] nk;jk vkSj ,sfrgkfld ifjizs{;</p> <p>1- Hkk"kk dh izÑfr] nk;jk vkSj egÙo(Hkk"kk dh Hkk"kkbZ fo'ks"krk,a A</p> <p>2- Hkk"kk ds dk;Z] Hkk"kk lh[kuk vkSj Hkk"kk vtZuA</p> <p>3- Hkk"kk dk ,sfrgkfld ifjizs{; vkSj jk"Vªh; ifjn`; esa Ldwyh ikB;Øe esa Hkk"kk dk LFkkuA</p> <p>4- Hkk"kk ds ewY;% dk;Z{kerk] izokg] lqlaxrrk A</p> <p>5- Hkk"kk fl[kkus ds y{; vkSj mn~ns';</p> <p>6- vU; Ldwyh fo"k;ksa ds lkFk Hkk"kk dk laca/k A</p> <p>7- mn~ns';ksa dk oxhZdj.k vkSj O;ogkjRed n`f"V ls vuqns'kkRed mn~ns';ksa dks fy[kuk A</p>	15
II.	<p>Hkk"kk ds 'kS{kf.kd igyw</p> <p>1- Hkk"kk dkS'ky fodflr djus dh j.kuhfr;kj % lquuk] cksyuk] i<+uk vkSj fy[kuk A</p> <p>2- Hkk"kk f'k{k.k ds rjhds vkSj n`f"Vdks.k % vkxeukRed fuxeukRed] O;k[;ku&lg&izn'kZu] O;kdj.k&lg&vuqokn fof/k] izR;{k fof/k] f}Hkk"kh fof/k]</p>	15

	leL;k&lek/kku] efLr"d rwQku] Hkk"kk [ksy] Hkwfedk fuHkkuk vkSj ukVdh;rk]	
<p align="center">lq>kokRed vH;kl %dksbZ ,d½</p> <p>2 vius iM+ksl dh fdLh ,d Hkk"kk ij ,d fjiksVZ rS;kj djsa ftlesa bl ckr ij /;ku fn;k tk, fd og dsIs fodflr gqbZ gSa A</p> <p>3 Hkk"kk ds ewY;ksa dh x.kuk djsa vkSj ,d ys[k rS;kj djsaA</p> <p>4 Hkk"kk fodkl ds lanHkZ esa ,ubZih 2020 dh flQkfj'kksa ij ,d ys[k fy[ksa A</p> <p>5 ek;/fed Lrj ij Hkk"kk dh izklafxd lalk/ku lkexzh rS;kj djsa A</p> <p>6 Hkk"kk fl[kkus ds fy, fofHkUu 'kS{kf.kd xfrfof/k;ksa ij ,d fjiksVZ rS;kj djsa A</p> <p align="center">,pbZvkbZ }kjk lksaik x;k dksbZ vU; izkstsDV A</p> <p align="center">ysu&nsu dk lq>kokRed rjhdk</p> <p>O;k[;ku&lg&ppkZ] ifj;kstuk&vk/kkfjr fof/k] leL;k&lek/kku fof/k vuqHkokRed f'k{kk] iwNrK n`f"Vdks.k] vkbZlhVh ,dhÑr f'k{kk] lewg ppkZ] lgdehZ f'k{k.k] dk;Z'kkyk,a] voyksdu vkSj izLrqfr;ki tSlS baVjSfDVo rjhds A</p>		
Suggested Evaluation Methods		
<p>Internal Assessment:</p> <ul style="list-style-type: none"> Class Participation: 04Marks Seminar/presentation/assignment/quiz/activitiesetc.:04 Marks Mid-Term Exam: 07Marks 		<p align="center">End Term Examination :35 Marks</p>
Part C-Learning Resources		
<p align="center">ewY;kadu dk lq>kokRed rjhdk</p> <p>fyf[kr ijh{kk] d{kk izLrqfr;ki] lsfeukj] vlkbuesaV] izSfDVde] ls'kuy vkSj VfeZuy lsesLVj ijh{kk,i ¼;wthlh ekunaMksa ds vuqlkj½ A</p> <p>lq>kokRed iBu lkexzh</p> <ul style="list-style-type: none"> Ldwyh f'k{kk ds fy, jk"Vªh; ikB;p;kZ dh :ijs[kk] Hkkjr ljdkj A 		

- jk"V^ah; f'k{kk uhfr 2020 ¼,ubZih 2020½ A Hkkjr ljdkj A ¼vaxzsth@fgUnh½ A
- jk"V^ah; f'k{kk uhfr ¼1992 esa fd, x, la'kks/kuksa ds lkFk½ A ekuo lalk/ku fodkl ea=ky; % ubZ fnYyh
- fu%'kqYd vkSj vfuok;Z cPpksa dh f'k{kk dk vf/kdkj vf/kfu;e&2009] Hkkjr dk jkti=] 2009 A
f'k{kd f'k{kkfFkZ;ksa dh vko';drk vkSj lh[kus dh lkexzh ds vuqlkj
fdrkcsa@i<+us dk lq>ko Hkh ns ldrs gSa A

SEMESTER –IV

Part A–Introduction			
Subject	Stage Specific Content-cum-Pedagogy (SSCP)		
Semester	IV		
Name of the Course	Content cum Pedagogy of English at Secondary Stage – (Part-I)		
Course Code	B24-ITP-404		
Course Type	SSCP		
Course Learning Outcomes (CLOs):	After completion of this course, student teachers will be able to: <ol style="list-style-type: none"> 1. Outline the aims and objectives of teaching Language at the secondary level, 2. Identify and relate values of the Language with other disciplines, 3. Discuss methods, approaches, and materials for teaching Language at the secondary stage in the Indian context, 4. Appraise the Language diversity of the surroundings. 		
Credits	Theory	Tutorial	Total
	2	---	2
Contact Hours	2	---	2
Max. Marks: 50 Internal Assessment Marks: 15 End Term Exam Marks: 35		Time: 1.5 Hours	

Part B-Contents of the Course		
Instructions for Paper-Setter		
<p>Paper setter will set seven questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory. Q.No 1 will have short answer type Questions selected from the entire syllabus. Three questions will be set from each of the two units, out of which the student will be required to attempt two questions from each unit. All questions will carry equal marks.</p>		
Unit	Topics	Contact Hours
I	<p>Nature, Scope, and Historical Perspective of Language</p> <p>Nature, scope, and importance of the Language;</p> <p>Linguistic features of the Language.</p> <p>Functions of Language, Language learning, and Language acquisition.</p> <p>Historical perspective of the language and place of the language in school curriculum at the National and International scenario.</p> <p>Values of Language: functionality, fluency, coherence.</p> <p>Aims and objectives of teaching the Language.</p> <p>Relationship of the Language with other school subjects.</p> <p>Taxonomy of objectives and writing Instructional objectives in behavioural terms.</p>	15
II.	<p>Pedagogical Aspects of Language</p> <p>Strategies for developing Language skills: Listening, Speaking, Reading and Writing.</p> <p>Methods and Approaches of teaching Language : inductive deductive, lecture-cum- demonstration, grammar-cum-translation method, direct method, bilingual method, problem-solving, Brain storming, language games, role play and dramatization</p>	15

<p style="text-align: center;">Suggestive Practicum/ Activities</p> <p>Prepare a report on any one language of your neighborhood focusing on how it has evolved.</p> <p>Enumerate values of the Language and prepare a write up.</p> <p>Write an article on the recommendations of NEP 2020 in context to Language development.</p> <p>Prepare relevant resource materials of the Language at the secondary level.</p> <p>Prepare a report on various pedagogical activities to teach the Language.</p> <p>Any other project assigned by the HEI</p>	
<p style="text-align: center;">Suggested Evaluation Methods</p>	
<p>Internal Assessment:</p> <p>Class Participation: 04Marks</p> <p>Seminar/presentation/assignment/quiz/activitiesetc.:04 Marks</p> <p>Mid-Term Exam: 07 Marks</p>	<p>End Term Examination</p> <p>Written exam: 35</p>
<p style="text-align: center;">Part C-Learning Resources</p> <p>National Curriculum Framework for School Education, Government of India</p> <p>National Education Policy 2020 (NEP 2020). Government of India. (English/Hindi).</p> <p>National Policy on Education (With Modifications Undertaken in 1992). Ministry of Human Resource Development, New Delhi.</p> <p>The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.</p>	
<p>Teachers may suggest books/readings as per the need of the learners and learning content.</p>	

SEMESTER –IV

Part A–Introduction			
Subject	Stage Specific Content-cum-Pedagogy (SSCP)		
Semester	IV		
Name of the Course	Content cum Pedagogy of Punjabi at Secondary Stage – (Part-I)		
Course Code	B24-ITP-405		
Course Type	SSCP		
Course Learning Outcomes (CLOs):	<p>f;ZyD d/ Bshi/</p> <p>fJ; e&#39;o; ~ g{ok eoB s&#39;_ pknd, ftfdnkoEh nfXnkge fJj eoB d/ :&#39;r j&#39;Dr/ L</p> <p>□ ;?ezvoh gZXo #s/ GkFk f;ykT[D d/ T[d/FK ns/ T[d/FK dh o{go/yk,</p> <p>□ GkFk d/ w[Zb ~ gSkDd/ j&#39;J/ ns/ fJ; ~ j&#39;o ftfFnK Bkb i&#39;Vd/ j&#39;J/,</p> <p>□ Gkosh ;zdoG ftZu ;?ezvoh gZXo #s/ GkFk f;ykT[D d/ sohfenK, gj[zuK ns/ ;wZroh dh uouk eo&#39;;</p> <p>□ tksktoD dh GkFk ftfGzBsk dk w[bKeD eo&#39;;</p>		
Credits	Theory	Tutorial	Total
	2	---	2
Contact Hours	2	---	2
Max. Marks: 50 Internal Assessment Marks:15 End Term Exam Marks: 35		Time: 1.5 Hours	

PartB-Contents of the Course		
<u>Instructions for Paper-Setter</u>		
I.	g/go ;?No e[Zb gzi ;tkb ;?ZN eo/rk, fiBQK ftZu'_ ftfdnkoEhnK ~ fszB ;tkb jZb eoB/ g?Dr/ .	
II.	g/go o'b Bzpo 1 bk}wh j't/rk ns/ 7 nzeK dk j't/rk. g{o/ f;b/p; ftZu'_ 3H5 nzeK d/ d' S'N/ T[Zso tkb/ gqFB u[D/ ikDr/.	
III.	jo/e d' :{fBNK ftZu'_ d' bzp/ T[Zsoh gqFB ;?N ehs/ ikDr/, fiBQK ftZu'_ ftfdnkoEh ~ jo/e :{fBN ftZu'_ fJZe gqFB dk T[Zso d/Dk j't/rk. bzp/ T[Zso tkb/ gqFB 1H4 nzeK d/ j'Dr/.	
Unit	Topics	Contact Hours
I	<p style="text-align: center;">:{fBN-nkJh</p> <p>GkFk dh e[dos, dkfJo/ ns/ fJfsjk;e gfog/y</p> <p>A. GkFk dk ;[Gkn, dkfJok ns/ wjZstl GkFk dhnK GkFkJh ftF/FsktK .</p> <p>B. GkFk, GkFk f;ZyD ns/ GkFk gqgksh d/ ekoi .</p> <p>C. okFNoh ns/ nzsookFNoh ;zdoG ftZu' ;e{bh gkmeqw ftZu GkFk ns/ GkFk d/ ;EkB dk fJfsjk;e fdqFNhe'D .</p> <p>D. GkFk d/ w[Zbl ekoiFhbsk, otkBrh, skbw/b .</p> <p>E. GkFk f;ykT[D d/ Nhu/ ns/ T[d/F .</p> <p>F. d{i/ ;e{bh ftfFnK Bkb GkFk dk ;pzX .</p> <p>G. fttjkoe fdqFNhe'D s'_ T[d/FK dk torheoB ns/ fBod/Fe T[d/FK ~ fbyDk .</p>	15
II.	<p style="text-align: center;">:{fBN – II</p> <p style="text-align: center;">GkFk d/ ftf dne gfjb{</p> <p>A. GkFk d/ j[Bo ~ fte;s eoB bJh oDBhshnK L ;[DBk, p'bDk, gVQBk ns/ fbyDk .</p> <p>B. GkFk f;ykT[D d/ sohe/ ns/ gj[zul gq/oDkswe eN"sh, b?euo-ew-gqdoFB, ftnkeoB-ew-nB[tkd ftXh, f;ZXh ftXh, d'GkFh ftXh, ;wZf;nk-jZb, fdwkrh s{ckB,</p>	15

	GkFk dhNk y/vK, G{fwek fBGkT[Dk ns/ BkNeheoB,	
<p style="text-align: center;">Suggestive Practicum/ Activities</p> <p style="text-align: center;">:[Mkn d/D tkbh e;os (e'th th)</p> <p>1H nkgd/ nKY-r[nKY ftZu fJZe GkFk pko/ fJZe fog'oN fsnko eo', B'N eo' fe fJj fet/_ ftef;s j'Jh j? .</p> <p>2H GkFk d/ w[ZbK dh rDBk eo' ns/ fJZe b/y fsnko eo' .</p> <p>3H GkFk d/ ftek; d/ ;zdoG ftZu NEP 2020 dhNk f;\ko;K #s/ fJZe b/y fby' .</p> <p>4H ;?ezvoh gZXo #s/ ;zpzfXs GkFk ;o's ;wZroh fsnko eo' .</p> <p>5H GkFk f;ykT[D bJh tZy-tZy ftf dne rshftXhnK pko/ fog'oN fsnko eo' .</p> <p>6H HEI d[nkok fBoXkos e'Jh j'o gq'i?eN .</p> <p style="text-align: center;">b?D-d/D dk ;[Mkn d/D tkbk sohek</p> <p>fJzNon?efNt ftXhnK fit/_ b?euo-ew-uouk, gq'i?eN-nXkf os ftXh, ;wZf;nK-jZb-eoB dk sohek, nB[Gth f;ybkJh, g[ZSfrZS gj[zu, nkJh;hNh J/ehfeqs f;ybkJh, ;w{j uouktK, ghno Nhfuzr, toeFkgK, fBohyD ns/ gq;s[shnK .</p>		

Suggested Evaluation Methods		
Internal Assessment:		
• Class Participation:	04Marks	End Term Examination: 35 Marks
• Seminar/presentation/assignment/quiz/activitiesetc.:	04 Marks	
• Mid-Term Exam:	07Marks	

Part C-Learning Resources

;[MkJh rJh ohfvzr ;wZroh

- ;e{b f;Zfynk bJh okFNoh gkmeqw co/wtoe, Gkos ;oeko
- okFNoh f;Zfynk Bhsh 2020 (NEP 2020) . Gkos ;oeko (nzro/}h\$ fjzdh).
- f;Zfynk #s/ okFNoh Bhsh (1992 ftZu ehshnK ;/XK d/ Bkb). wB[Zyh Fo's ftek; wzsokbkl Bth_ fdZbh .
- pZfunk dk w[cs ns/ bk}wh f;Zfynk dk nfXeko n?eN 2009, Gkos dk r}N, 2009.
nfXnkge f;fynkoEhnK ns/ f;ZyD dh ;wZroh dh b'V nB[;ko feskpK\$gVQB dk ;[Mkn th d/ ;ed/ jB.

SEMESTER –IV

Part A– Introduction			
Subject	Stage Specific Content-cum-Pedagogy (SSCP)		
Semester	IV		
Name of the Course	Content cum Pedagogy of Sanskrit at Secondary Stage (Part-I)		
Course Code	B24-ITP-406		
Course Type	SSCP		
Course Learning Outcomes (CLOs):	<p style="text-align: center;">f'k{k.kifj.kke</p> <p>vL; ikB;ØeL; lekIrs% vuUrja Nk=f'k{kdk%</p> <ul style="list-style-type: none"> • ek;/fedLrjL; Hkk"kkf'k{k.kL; mn~ns';a p js[kkad;fr] • Hkk"kk;k% ewY;kfu vU;fo"k;S% lg f/kuksfr] lEc)a p dQoZfUr] • Hkkjrh;lUnHksZ ek;/fedins Hkk"kkf'k{k.kL; i)rhuk] n`f"Vdks.kkuk] lkexzhuk p ppkZ] • ifjos'kl; Hkk"kkoSfo/;L; ewY;k³~dua dQoZUrQ A 		
Credits	Theor y	Tutori al	Tot al
	2	---	2
Contact Hours	2	---	2
Max. Marks: 50 Internal Assessment Marks:15 End Term Exam Marks: 35		Time: 1.5 Hours	

Part B-Contents of the Course		
<u>Instructions for Paper-Setter</u>		
<p>1- isij lsVj % losZ"kq ixp izJku~ lsV~ dfj";fr] ;s"kq Nk=kk.kka =;% iz'uk% izokl% dj.kh;% Hkfo";fr A</p> <p>2- Q. No. 1 vfuok;Z Hkfo";fr] 7 vad p ogfr A lEiw.kZikB;Øekr~ p;furO;kS y?kq&mÙkjizdkjL; izJ};a 3-5 vadjL; izR;sda Hkfo";fr A</p> <p>3- };ks% ,dd;ks% izR;sdLekr~ nh?kZ mÙkjizdkjL; izJ};a lsV~ Hkfo";fr] ;Lekr~ Nk=% izR;sda ,ddkr~ ,da izJa iz;frrq izo`Ùk% Hkfo";fr A nh?kksZÙkjizdkjL; iz'uk% izR;sda 14 vad ogfUrA</p>		
a	Topics	Contact Hours
I	<p>Hkk"kk;k% izÑfr%] O;kflr%] ,sfrgkfldn`f"Vdks.k% p</p> <p>1- Hkk"kk;k% izÑfr%] O;kflr%] egÙoa p% Hkk"kk;k% Hkkf"kd& fo'ks"krk%A</p> <p>2- Hkk"kk] Hkk"kk f'k{k.k] Hkk"kk vf/kxzg.k p dk;kZf.kA</p> <p>3- jk"Vªh;&vUrjkZ"Vªh;&ifjn``;s fo ky;L; ikB;Øes Hkk"kk;k% ,sfrgkfldn`f"Vdks.k%] Hkk"kk;k% LFkkua p A</p> <p>4- Hkk"kk;k% ewY;kfu % dk;Z{kerk] izokg'khyrk] lqlaxrrkA</p> <p>5- Hkk"kkf'k{k.kL; mís';a mís';a p A</p> <p>6- vU;S% fo ky;fo"k;S% lg Hkk"kk;k% lEcU/k% A</p> <p>7- mís';oxhZdj.ka ys[kue~ p O;ogkjin``V;k funsZ'kkReda mís';e~ A</p>	15
II.	<p>Hkk"kk ds f'k{kk'kkL=h; i{k</p> <p>1- Hkk"kkdkS'kyL; fodklk; j.kuhr;%] Jo.ka] oäqa] iBua] ys[kua p A</p> <p>2- f'k{k.kL; i)r;%] n`f"Vdks.k p Hkk"kk % vkxeukReda fuxeukReda] O;k[;ku&lg&izn'kZua O;kdj.k&lg&</p>	15

	<p>vuqokn&fof/k] izR;{k&fof/k]</p> <p>f}Hkkf"kd&fof/k% leL;k& fujkdj.ka</p> <p>efLr"d&fo{ksi Hkk"kk&ØhMk]</p> <p>Hkwfedk&fuokZg% rFkk ukVdh;dj.k]</p>	
<p>Iq>kokRed %vH;kl ¼Any One½</p> <p>1- Hkor% lehiLFkL; dL;kfi ,dL;k% Hkk"kk;k% fo"k;s izfrosnua ITthdjksrq ;r~ rL;k% fodkl% dFka tkr% bfr dsUnzhÑR; A</p> <p>2- Hkk"kk;k% ewY;kfu x.kf;Rok ,da ys[kua ITthdjksrq A</p> <p>3- Hkk"kkfodklL; lUnHksZ NEP 2020 bR;L; vuq'kalkuke~ fo"k;s ys[kua fy[kUrq A</p> <p>4- ek;/fedLrjL;k Hkk"kk;k% izklafxdkfu lalk/kulkexzhf.k ITthdjksrq A</p> <p>5- Hkk"kkf'k{k.kkFk± fofo/kf'k{k.kfØ;k.kka izfrosnua ITthdjksrq A</p> <p>6- mPpf'k{kky;su fu;qäk vU;% dks·fi ifj;kstuk A</p> <p>O;ogkjL; Iq>kokRed% izdkj%</p> <p>O;k[;ku&lg&ppkZ] ifj;kstuk&vk/kkfjr&fof/k] leL;k&fujkdj.k fof/k% vuqHkokRed&f'k{k.ke~] ftKklk&n`f"Vdks.k] lwpuk&izkS ksfxdh& ,dhÑr&f'k{k.ke~] lewgpkkZ] lgdehZ&V;w'ku&iznkue~] dk;Z'kkyk% voyksdua] izLrqfr% p bR;knhfu vUrjfØ;k'khy&fo/k;% A</p>		
<p>Suggested Evaluation Methods</p>		
<p>Internal Assessment:</p> <ul style="list-style-type: none"> Class Participation: 04Marks Seminar/presentation/assignment/quiz/activitiesetc.: 04 Marks Mid-Term Exam: 07Marks 		<p>End Term Examination: 35 Marks</p>

Part C-Learning Resources

Iq>kokRed iBulkexzh

- fo|ky;f'k{kk gsrq jk"V^ah; ikB;Øe :ijs[kk] Hkkjr ljdkj A
- jk"V^ah; f'k{kk uhfr 2020 ¼NEP 2020½ HkjrloZdkj% A ¼vaxzsth@ fgUnh½ A
- f'k{kkfo"k;s jk"V^ah; uhfr% ¼1992 res o"ksZ ifjorZuS% lg½ A ekuo lalk/ku fodkl eU=ky;% ubZ fnYyh A
- ckykuke~ fu%'kqYd&vfuok;Z&f'k{kk&vf/kdkj% vf/kfu;e&2009] , xtV vkWQ bf.M;k] 2009
- f'k{kdk.kka vko';drkuqlkja f'k{k.klkexzh p iqLrdkfu@ikBkfu vfi lwpkZ;srqa 'kDuqofUr A

SEMESTER –IV

Part A–Introduction			
Subject	Stage Specific Content-cum-Pedagogy (SSCP)		
Semester	IV		
Name of the Course	Content cum Pedagogy of Mathematics at Secondary Stage – (Part-I)		
Course Code	B24-ITP-407		
Course Type	SSCP		
Course Learning Outcomes (CLOs):	<p>After completion of this course, student teachers will be able to:</p> <ol style="list-style-type: none"> 1. Explain the nature of Mathematics as an important subject for human development, 2. Classify the aims and objectives of teaching Mathematics, 3. Formulate objectives based on learning outcomes for Mathematics teaching, 4. Select and demonstrate various methods and techniques of teaching Mathematics 		
Credits	Theory	Tutorial	Total
	2	---	2
Contact Hours	2	---	2
Max. Marks: 50 Internal Assessment Marks:15 End Term Exam Marks: 35		Time: 1.5 Hours	

Part B-Contents of the Course		
Instructions for Paper-Setter		
<p>Paper setter will set seven questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory. Q.No 1 will have short answer type Questions selected from the entire syllabus. Three questions will be set from each of the two units, out of which the student will be required to attempt two questions from each unit. All questions will carry equal marks.</p>		
Unit	Topics	Contact Hours
I	<p>Nature, Scope and Historical Perspective of Mathematics</p> <p>Meaning, nature and scope of Mathematics.</p> <p>Contribution of Indian mathematician with special reference to Bhaskaracharya, Aryabhatta and Ramanujam.</p> <p>Linkages of Mathematics with other school subjects</p> <p>Inculcation of values through teaching of Mathematics.</p> <p>Aims and objectives of teaching Mathematics at secondary stage.</p> <p>Taxonomy of objectives and writing instructional objectives in behavioural terms.</p>	15
II.	<p>Pedagogical Aspects of Mathematics</p> <p>Methods of teaching mathematics:</p> <p>Lecture- cum – demonstration method</p> <p>Problem-solving.</p> <p>Project method.</p> <p>Inductive- deductive.</p> <p>Analytic- synthetic.</p> <p>Techniques of Teaching mathematics:</p> <p>Oral work</p> <p>Written work</p> <p>Drill work</p> <p>Home work</p> <p>Self study</p> <p>Group study</p> <p>Supervised study</p> <p>Concept mapping.</p>	15

<p style="text-align: center;">Suggestive Practicum/ Activities</p> <p>Prepare a collage/ biographic sketch on the contribution of Indian mathematician. Formulate objectives based on learning outcomes and experiential learning for any one unit of secondary Mathematics. Develop strategy to connect any three topics for value inculcation in teaching of Mathematics. Analyse the content of one chapter of Mathematics textbook and develop concept maps at secondary stage. Any other project assigned by HEI.</p>	
<p style="text-align: center;">Suggested Evaluation Methods</p>	
<p>Internal Assessment: Class Participation:04 Marks Seminar/presentation/assignment/quiz/activitiesetc.:04 Marks Mid-Term Exam:07 Marks</p>	<p>End Term Examination Written exam: 35</p>
<p style="text-align: center;">Part C-Learning Resources</p>	
<p>MESE 001(2003) Teaching and Learning Mathematics. IGNOU series NCERT Publications: Pedagogy of Mathematics (Code-13074)</p> <p>*Teachers may also suggest books/readings as per the need of the learners and learning content.</p>	

SEMESTER –IV

Part A–Introduction			
Subject	Stage Specific Content-cum-Pedagogy (SSCP)		
Semester	IV		
Name of the Course	Content cum Pedagogy of Physical Sciences at Secondary Stage – (Part -I)		
Course Code	B24-ITP-408		
Course Type	SSCP		
Course Learning Outcomes (CLOs):	After completion of this course, student teachers will be able to: <ol style="list-style-type: none"> 1. explain nature, scope and values of Physical Sciences, 2. illustrate aims and objectives of teaching Physical Sciences for sustainable development of society, 3. summarize the historical/policies perspective of Physical Sciences, 4. categorize approaches and methods of teaching learning Physical Sciences. 		
Credits	Theory	Tutorial	Total
	2	---	2
Contact Hours	2	---	2
Max. Marks: 50 Internal Assessment Marks:15 End Term Exam Marks: 35		Time: 1.5 Hours	

Part B-Contents of the Course		
Instructions for Paper-Setter		
<p>Paper setter will set seven questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory. Q.No 1 will have short answer type Questions selected from the entire syllabus. Three questions will be set from each of the two units, out of which the student will be required to attempt two questions from each unit. All questions will carry equal marks.</p>		
Unit	Topics	Contact Hours
I	<p>Nature, Scope and Historical Perspective of Physical Sciences</p> <p>Nature, scope, and values of Physical Sciences.</p> <p>Historical perspective of Physical Sciences and Contributions of Indian scientists in the field of Physics and Chemistry.</p> <p>Physical Sciences in the service of human welfare- Agriculture, Medicine, Industry and Conservation of environment.</p> <p>Correlation of physical science with other school subjects.</p> <p>Aims and objectives of teaching Physical Sciences.</p> <p>Bloom's Taxonomy of Instructional objectives.</p>	15
II.	<p>Pedagogical Aspects of Physical Sciences</p> <p>Implication of various approaches - inductive deductive, constructivist, experiential learning, interdisciplinary and multidisciplinary approaches in Physical Sciences.</p> <p>Methods of teaching learning Physical Sciences: lecture cum demonstration, discussion, problem-solving, laboratory, project based, experimentation, concept-mapping, collaborative and cooperative learning.</p>	15

<p style="text-align: center;">Suggestive Practicum/ Activities</p> <p>Explore contributions of Indian scientists in the development of Physical Sciences and make presentations on historical development of Physical Sciences. Analyse recommendations of policies/commissions in context of Physical Sciences. Develop concept maps on different concepts of Physical Sciences. Demonstrate different pedagogical approaches and strategies for transacting concepts of Physical Sciences. Prepare write-ups on the teaching of science using interdisciplinary and multidisciplinary approaches as recommended in NEP 2020. Any other project assigned by HEI.</p>	
<p style="text-align: center;">Suggested Evaluation Methods</p>	
<p>Internal Assessment: Class Participation:04 Marks Seminar/presentation/assignment/quiz/activitiesetc.:04 Marks Mid-Term Exam:07 Marks</p>	<p>End Term Examination Written exam: 35</p>
<p style="text-align: center;">Part C-Learning Resources</p>	
<p>National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks. National Education Policy 2020, MoE, Government of India National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education. NCERT, Textbooks of Physical Sciences at Secondary Stage.</p> <p>*Teachers may suggest books/readings as per the need of the learners and learning content.</p>	

SEMESTER –IV

Part A–Introduction			
Subject	Stage Specific Content-cum-Pedagogy (SSCP)		
Semester	IV		
Name of the Course	Content cum Pedagogy of Biological Sciences at Secondary Stage –(Part -I)		
Course Code	B24-ITP-409		
Course Type	SSCP		
Course Learning Outcomes (CLOs):	<p>After completion of this course, Student teachers will be able to:</p> <ol style="list-style-type: none"> 1. explain nature, scope, importance and historical perspective of Biological Sciences, 2. illustrate aims and objectives of teaching 3. Biological Sciences for sustainable development of society, 4. categorize approaches and methods of teaching learning Biological Sciences, 5. apply appropriate method/s in teaching concepts of Biological Sciences. 		
Credits	Theory	Tutorial	Total
	2	---	2
Contact Hours	2	---	2
Max. Marks: 50 Internal Assessment Marks:15 End Term Exam Marks: 35		Time: 1.5 Hours	

Part B-Contents of the Course		
Instructions for Paper-Setter		
<p>Paper setter will set seven questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory. Q.No 1 will have short answer type Questions selected from the entire syllabus. Three questions will be set from each of the two units, out of which the student will be required to attempt two questions from each unit. All questions will carry equal marks.</p>		
Unit	Topics	Contact Hours
I	<p>Nature, Scope and Historical Perspective of Biological Sciences</p> <p>Nature, scope, and values of Biological Sciences.</p> <p>Historical perspective of Biological Sciences and Contributions of Indian scientists in the field of Botany and Zoology.</p> <p>Biological Sciences in the service of human welfare- Agriculture, Medicine, Industry and Conservation of environment.</p> <p>Correlation of Biological science with other school subjects.</p> <p>Aims and objectives of teaching Biological Sciences.</p> <p>Bloom's Taxonomy of Instructional objectives.</p>	15

II.	<p>Pedagogical Aspects of Biological Sciences Implication of various approaches – inductive deductive, constructivist, experiential, blended learning, interdisciplinary and multidisciplinary approaches, stimulating the spirit of investigation and enquiry.</p> <p>Methods of teaching learning Biological Sciences: lecture cum demonstration, discussion, problem-solving, laboratory, project based, experimentation, concept-mapping, collaborative and cooperative learning, stem and steam concept.</p>	15
<p align="center">Suggestive Practicum/ Activities</p> <p>Analyse and prepare a report on pedagogy of Biological Sciences with reference to NEP 2020.</p> <p>Prepare a write up on ancient Indian contributions and practices in Ayurveda/Herbal medicines.</p> <p>Develop concept maps on different concepts of Biological Sciences.</p> <p>Any other project assigned by HEI.</p>		
<p align="center">Suggested Evaluation Methods</p>		
<p>Internal Assessment: Class Participation:04 Marks Seminar/presentation/assignment/quiz/activitiesetc.:04 Marks Mid-Term Exam:07 Marks</p>		<p>End Term Examination Written exam: 35</p>
<p align="center">Part C-Learning Resources</p>		
<p>National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks. National Education Policy 2020, MoE, Government of India.</p> <p>National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.</p> <p>NCERT, Textbooks of Biological Sciences at Secondary Stage.</p> <p>*Teachers may suggest books/readings as per the need of the learners and learning content.</p>		

SEMESTER –IV

Part A–Introduction			
Subject	Stage Specific Content-cum-Pedagogy (SSCP)		
Semester	IV		
Name of the Course	Content cum Pedagogy of Computer Science at Secondary Stage – (Part-I)		
Course Code	B24-ITP-410		
Course Type	SSCP		
Course Learning Outcomes (CLOs):	<p>After completion of this course, student teachers will be able to:</p> <ol style="list-style-type: none"> 1. Identify the nature, scope, and Importance of Computer Science, 2. Explain aims and objectives of teaching Computer Science, 3. Demonstrate the practical, social, disciplinary, and cultural values of teaching learning Computer Science, 4. Analyze different methods of teaching Computer Science. 		
Credits	Theory	Tutorial	Total
	2	---	2
Contact Hours	2	---	2
Max. Marks: 50 Internal Assessment Marks:15 End Term Exam Marks: 35		Time: 1.5 Hours	

Part B-Contents of the Course		
Instructions for Paper-Setter		
<p>Paper setter will set seven questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory. Q.No 1 will have short answer type Questions selected from the entire syllabus. Three questions will be set from each of the two units, out of which the student will be required to attempt two questions from each unit. All questions will carry equal marks.</p>		
Unit	Topics	Contact Hours
I	<p>Nature and Scope</p> <p>Nature, scope and importance of Computer Science.</p> <p>Computer Science as an evolving discipline.</p> <p>Relationship of Computer Science with other school subjects and its place in school curriculum.</p> <p>Values of teaching Computer Science: practical, social, disciplinary, and cultural values.</p> <p>Aims and objectives of teaching Computer Science.</p> <p>Taxonomy of objectives and writing Instructional Objectives in behavioral terms.</p>	15
II.	<p>Pedagogical Aspects of Computer Science</p> <p>Methods of teaching the Computer Science:</p> <p>Lecture- cum- demonstration method.</p> <p>Laboratory method.</p> <p>Project method.</p> <p>Flipped classrooms.</p> <p>Computer Assisted Instructions (CAI).</p> <p>e- Learning.</p>	15

<p style="text-align: center;">Suggestive Practicum/ Activities</p> <p>Prepare a write-up on any two topics of Computer Science regarding their learning outcomes and competencies at Secondary Stage.</p> <p>Create an interactive multimedia presentation, including videos, animations, and simulations, to explain complex Computer Science concepts.</p> <p>Identify the challenges and benefits of implementing CAI in educational settings and prepare a report.</p> <p>Any other project assigned by HEI.</p>	
<p style="text-align: center;">Suggested Evaluation Methods</p>	
<p>Internal Assessment:</p> <p>Class Participation:04 Marks</p> <p>Seminar/presentation/assignment/quiz/activitiesetc.:04 Marks</p> <p>Mid-Term Exam:07 Marks</p>	<p>End Term Examination</p> <p>Written exam: 35</p>
<p style="text-align: center;">Part C-Learning Resources</p>	
<p>National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks. National Education Policy 2020, MoE, Government of India</p> <p>National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.</p> <p>NCERT (2019). Computer Science: Textbook for class XI – XII.</p> <p>NCERT (2019). Information and Communication Technology: A Textbook for Class IX - X.</p> <p>*Teachers may suggest books/readings as per the need of the learners and learning content.</p>	

SEMESTER –IV

Part A–Introduction			
Subject	Stage Specific Content-cum-Pedagogy (SSCP)		
Semester	IV		
Name of the Course	Content cum Pedagogy of Home Sciences at Secondary Stage – (Part -I)		
Course Code	B24-ITP-411		
Course Type	SSCP		
Course Learning Outcomes (CLOs):	<p>After completion of this course, Student teachers will be able to:</p> <ol style="list-style-type: none"> 1. explain nature, scope, importance and historical perspective of Home Sciences, 2. illustrate aims and objectives of teaching Home Sciences for sustainable development of society. 3. categorize approaches and methods of teaching learning Home Sciences, 4. apply appropriate method/s in teaching concepts of Home Sciences. 		
Credits	Theory	Tutorial	Total
	2	---	2
Contact Hours	2	---	2
Max. Marks: 50 Internal Assessment Marks:15 End Term Exam Marks: 35		Time: 1.5 Hours	

Part B-Contents of the Course		
Instructions for Paper-Setter		
<p>Paper setter will set seven questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory. Q. No 1 will have short answer type Questions selected from the entire syllabus. Three questions will be set from each of the two units, out of which the student will be required to attempt two questions from each unit. All questions will carry equal marks.</p>		
Unit	Topics	Contact Hours
I	<p>Nature, Scope and Historical Perspective of Home Sciences</p> <p>Nature, scope, and values of Home Sciences.</p> <p>Home Sciences in the service of human welfare- Agriculture, Medicine, Industry and Conservation of environment.</p> <p>Correlation of Home science with other school subjects.</p> <p>Aims and objectives of teaching Home Sciences.</p> <p>Bloom's Taxonomy of Instructional objectives.</p>	15
II.	<p>Pedagogical Aspects of Home Sciences</p> <p>Implication of various approaches – inductive deductive, constructivist, experiential, blended learning, interdisciplinary and multidisciplinary approaches, stimulating the spirit of investigation and enquiry.</p> <p>Methods of teaching learning Home Sciences: lecture cum demonstration, discussion, problem-solving, laboratory, project based, experimentation, concept-mapping, collaborative and cooperative learning, stem and steam concept.</p>	15

<p style="text-align: center;">Suggestive Practicum/ Activities</p> <p>Analyse and prepare a report on pedagogy of Home Sciences with reference to NEP 2020.</p> <p>Prepare a write up on ancient Indian contributions and practices in different types of Indian recipes.</p> <p>Develop concept maps on different concepts of Home Sciences.</p> <p>Any other project assigned by HEI.</p>	
<p style="text-align: center;">Suggested Evaluation Methods</p>	
<p>Internal Assessment:</p> <p>Class Participation:04 Marks</p> <p>Seminar/presentation/assignment/quiz/activitiesetc.:04 Marks</p> <p>Mid-Term Exam:07 Marks</p>	<p>End Term Examination Written exam: 35</p>
<p style="text-align: center;">Part C-Learning Resources</p>	
<p>National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks. National Education Policy 2020, MoE, Government of India.</p> <p>National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.</p> <p>NCERT, Textbooks of Home Sciences at Secondary Stage.</p> <p>*Teachers may also suggest books/readings as per the need of the learners and learning content.</p>	

SEMESTER –IV

Part A–Introduction			
Subject	Stage Specific Content-cum-Pedagogy (SSCP)		
Semester	IV		
Name of the Course	Content cum Pedagogy of Social Sciences at Secondary Stage – (Part -I)		
Course Code	B24-ITP-412		
Course Type	SSCP		
Course Learning Outcomes (CLOs):	<p>After completion of this course, student teacher will be able to:</p> <ol style="list-style-type: none"> 1. explain the nature and scope of Social Sciences, 2. elaborate the aims and objectives of the Social Sciences, 3. analyse the historical perspective and inherent values in Social Sciences, 4. apply approaches and strategies of teaching learning Social Sciences at the secondary stage. 		
Credits	Theory	Tutorial	Total
	2	---	2
Contact Hours	2	---	2
Max. Marks: 50 Internal Assessment Marks:15 End Term Exam Marks: 35		Time: 1.5 Hours	

Part B-Contents of the Course		
Instructions for Paper-Setter		
<p>Paper setter will set seven questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory. Q. No 1 will have short answer type Questions selected from the entire syllabus. Three questions will be set from each of the two units, out of which the student will be required to attempt two questions from each unit. All questions will carry equal marks.</p>		
Unit	Topics	Contact Hours
I	<p>Nature, Scope, and Historical Perspective of Social Sciences</p> <p>Meaning, Nature and scope of Social Sciences.</p> <p>Historical development of Social Sciences.</p> <p>Concept of Social Sciences and Social Studies.</p> <p>Relationship of social sciences with other subjects and within the subject.</p> <p>Values of teaching social sciences: Intellectual, utilitarian, moral, environmental and aesthetic.</p> <p>Aims and Objectives of teaching social science at secondary stage.</p> <p>Taxonomy of Objectives and writing Instructional objectives in behavioral terms.</p>	15
II.	<p>Pedagogical Aspects of Social Sciences</p> <p>Promoting thinking and construction of knowledge through Concept mapping, discovery method, project method, field visit, inductive and deductive method.</p> <p>Using small group and whole group instruction strategies through Co-operative and collaborative approach to learning, Brain storming, Role play and Dramatization, Group discussion and games.</p> <p>Approaches of organizing social sciences curriculum: Correlational, concentric, spiral and chronological.</p>	15

<p style="text-align: center;">Suggestive Practicum/ Activities</p> <p>Develop write-ups on the teaching of Social Sciences using interdisciplinary and multidisciplinary approaches as suggested in NEP 2020.</p> <p>Develop learning objectives and learning outcomes for the concepts of Social Sciences at the secondary stage.</p> <p>Design an excursion activity to transact concepts of Social Sciences.</p> <p>Prepare a detailed project on the curricular integration of skills, capacities, and values in Social Sciences.</p> <p>Demonstrate different pedagogical approaches and strategies for transacting concepts of Social Sciences</p> <p>Analyse the different recommendations of policies/commissions in context to Social Sciences.</p> <p>Critical appraisal of the existing curriculum of social sciences at secondary stage.</p> <p>Any other project assigned by HEI.</p>	
<p style="text-align: center;">Suggested Evaluation Methods</p>	
<p>Internal Assessment:</p> <p>Class Participation:04 Marks</p> <p>Seminar/presentation/assignment/quiz/activitiesetc.:04 Marks</p> <p>Mid-Term Exam:07 Marks</p>	<p>End Term Examination</p> <p>Written exam: 35</p>
<p style="text-align: center;">Part C-Learning Resources</p>	
<p>NCERT Textbooks of Social Sciences for Classes IX – XII</p> <p>Epistemology of Social Sciences, the scientific status, values and Institutionalization, Vol. XXXVI, UNESCO publications, (1984)</p> <p>National Policy on Education 1968, 1986 and 2020.</p> <p>*Teachers may also suggest books/readings as per the need of the learners and learning content.</p>	

SEMESTER –IV

Part A–Introduction			
Subject	Stage Specific Content-cum-Pedagogy (SSCP)		
Semester	IV		
Name of the Course	Content cum Pedagogy of Commerce at Secondary Stage – (Part -I)		
Course Code	B24-ITP-413		
Course Type	SSCP		
Course Learning Outcomes (CLOs):	<p>After completion of this course, student teachers will be able to:</p> <ol style="list-style-type: none"> 1. explain the nature and scope of Commerce as an important subject for civil society and inculcate values through teaching of Commerce. 2. outline linkages between Commerce and other subjects, 3. classify the aims and objectives of teaching commerce, 4. examine pedagogical concerns of Commerce, and discuss various methods of teaching commerce 		
Credits	Theory	Tutorial	Total
	2	---	2
Contact Hours	2	---	2
Max. Marks: 50 Internal Assessment Marks:15 End Term Exam Marks: 35		Time: 1.5 Hours	

Part B-Contents of the Course		
Instructions for Paper-Setter		
<p>Paper setter will set seven questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory. Q.No 1 will have short answer type Questions selected from the entire syllabus. Three questions will be set from each of the two units, out of which the student will be required to attempt two questions from each unit. All questions will carry equal marks.</p>		
Unit	Topics	Contact Hours
I	<p>Nature and Scope of Commerce as a school subject</p> <p>Nature, scope and importance of Commerce as a school subject.</p> <p>Historical perspective of development of Commerce as a subject.</p> <p>Commerce, society and human and sustainable development.</p> <p>Values of teaching commerce as a school subject.</p> <p>Relationship of commerce within the subject: accountancy, business studies, management and finance; Relationship of commerce with other subjects: economics, law, mathematics, sociology, psychology and statistics.</p> <p>Aims and objectives of teaching Commerce at secondary stage.</p> <p>Taxonomy of objectives and writing instructional objectives in behavioral terms.</p>	15
II.	<p>Pedagogical Aspects of Commerce</p> <p>Methods of teaching learning commerce: Lecture cum discussion method, case study, Problem-solving, project method, seminar, e- learning.</p> <p>Experiential learning in Commerce – industry trips, real field experiences, role play.</p>	15

<p style="text-align: center;">Suggestive Practicum/ Activities</p> <p>Participate in the discussion (class level) on any recent development in the field of Commerce and prepare a report.</p> <p>Make a report on activities performed by any one company regarding its social responsibility.</p> <p>Prepare write-ups on the teaching of Commerce regarding their learning outcomes at secondary stage.</p> <p>Any other project assigned by HEI.</p>	
<p style="text-align: center;">Suggested Evaluation Methods</p>	
<p>Internal Assessment:</p> <p>Class Participation:04 Marks</p> <p>Seminar/presentation/assignment/quiz/activitiesetc.:04 Marks</p> <p>Mid-Term Exam:07 Marks</p>	<p>End Term Examination</p> <p>Written exam: 35</p>
<p style="text-align: center;">Part C-Learning Resources</p>	
<p>National Education Policy 2020, MoE, Government of India</p> <p>National Steering Committee for National Curriculum Frameworks, (2023).</p> <p>Draft National Curriculum Framework for School Education,</p> <p>NCERT Textbooks, Business Studies for Class XI and XII</p> <p>NCERT Textbooks, Accountancy for Class XI and XII</p> <p>*Teachers may also suggest books/readings as per the need of the learners and learning content.</p> <p>.</p>	

SEMESTER –IV

Part A–Introduction			
Subject	Stage Specific Content-cum-Pedagogy (SSCP)		
Semester	IV		
Name of the Course	Content cum Pedagogy of Economics at Secondary Stage – (Part -I)		
Course Code	B24-ITP-414		
Course Type	SSCP		
Course Learning Outcomes (CLOs):	<p>After completion of this course, student teachers will be able to:</p> <p>explain the nature and scope of Economics as an important subject for civil society and inculcate values through teaching of Economics.</p> <p>outline linkages between Economics and other subjects, classify the aims and objectives of teaching Economics, examine pedagogical concerns of Economics, and discuss various methods of teaching Economics.</p>		
Credits	Theory	Tutorial	Total
	2	---	2
Contact Hours	2	---	2
Max. Marks: 50 Internal Assessment Marks:15 End Term Exam Marks: 35		Time: 1.5 Hours	

Part B-Contents of the Course		
Instructions for Paper-Setter		
<p>Paper setter will set seven questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory. Q.No 1 will have short answer type Questions selected from the entire syllabus. Three questions will be set from each of the two units, out of which the student will be required to attempt two questions from each unit. All questions will carry equal marks.</p>		
Unit	Topics	Contact Hours
I	<p>Nature and Scope of Economics as a school subject</p> <p>Nature, scope and importance of Economics as a school subject.</p> <p>Values of teaching Economics as a school subject.</p> <p>Relationship of Economics with other subjects: Commerce, Law, Geography, Mathematics, Sociology and Statistics.</p> <p>Aims and objectives of teaching Economics at secondary stage.</p> <p>Taxonomy of objectives and writing instructional objectives in behavioral terms</p>	15
II.	<p>Pedagogical Aspects of Economics</p> <p>Methods of teaching learning Economics: Discussion method, Case study, Problem-solving, Project method, e- learning.</p> <p>Experiential learning in Economics – industry trips, real field experiences, simulation and role play.</p>	15

<p style="text-align: center;">Suggestive Practicum/ Activities</p> <p>Participate in the discussion (class level) on any recent development in the field of Economics and prepare a report. Prepare learning outcomes for any unit of Economics at secondary stage. Explore contributions of Indian experts in the development of Economics and make presentation on it. Any other project assigned by HEI.</p>	
<p style="text-align: center;">Suggested Evaluation Methods</p>	
<p>Internal Assessment: Class Participation:04 Marks Seminar/presentation/assignment/quiz/activitiesetc.:04 Marks Mid-Term Exam:07 Marks</p>	<p>End Term Examination Written exam: 35</p>
<p style="text-align: center;">Part C-Learning Resources</p>	
<p>National Education Policy 2020, MoE, Government of India National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education, NCERT Textbooks, Economics for Class XI and XII</p> <p>*Teachers may also suggest books/readings as per the need of the learners and learning content.</p> <p>.</p>	

SEMESTER –IV

Part A–Introduction			
Subject	Stage Specific Content-cum-Pedagogy (SSCP)		
Semester	IV		
Name of the Course	Content cum Pedagogy of Music at Secondary Stage – (Part -I)		
Course Code	B24-ITP-415		
Course Type	SSCP		
Course Learning Outcomes (CLOs):	After completion of this course, student teachers will be able to: <ol style="list-style-type: none"> 1. discuss the meaning, nature and history of music, 2. discuss significance of music education in school and its relationship with other school subjects, 3. outline aims, objectives and learning outcomes of teaching music at school level, 4. adapt various methods for teaching of music 		
Credits	Theory	Tutorial	Total
	2	---	2
Contact Hours	2	---	2
Max. Marks: 50 Internal Assessment Marks:15 End Term Exam Marks: 35		Time: 1.5 Hours	

Part B-Contents of the Course		
Instructions for Paper-Setter		
<p>Paper setter will set seven questions in all, out of which students will be required to attempt five questions. Q. No 1 will be compulsory. Q. No 1 will have short answer type Questions selected from the entire syllabus. Three questions will be set from each of the two units, out of which the student will be required to attempt two questions from each unit. All questions will carry equal marks.</p>		
Unit	Topics	Contact Hours
I	<p>Nature, Scope, and Historical Perspective of Music</p> <p>Meaning, Nature and scope of music.</p> <p>A brief history of Indian Music.</p> <p>Knowledge of Swar and Shruti.</p> <p>Relationship of music with other subjects.</p> <p>Inculcation of different values through teaching of music.</p> <p>Aims and Objectives of teaching music at secondary stage.</p> <p>Taxonomy of Objectives and writing Instructional objectives in behavioral terms.</p>	15
II.	<p>Pedagogical Aspects of Music</p> <p>Methods of teaching music: lecture cum demonstration, project based, assignments, artistic expression, exploration and creation, experimentation, collaborative and cooperative learning, peer learning, play way method, Heuristic method and Geet method.</p>	15
<p style="text-align: center;">Suggestive Practicum/ Activities</p> <p>Organize a workshop on how music forms can be integrated in teaching and learning of other school subjects and prepare a report.</p> <p>Analyse NEP 2020 with reference to emphasis on music.</p> <p>Write learning outcomes and competencies for two topics of music at Secondary Stage.</p> <p>Any other project assigned by HEI.</p> <p>Suggestive Mode of Transaction</p> <p>Lecture cum demonstration, Experimental method, Field-based experiences, Project method, Laboratory method, Hands on Activity, Problem solving method, Inquiry method, success stories, discussions, Self-study, Brainstorming and Experiential method.</p>		

Suggested Evaluation Methods	
Internal Assessment: Class Participation:04 Marks Seminar/presentation/assignment/quiz/activitiesetc.:04 Marks Mid-Term Exam:07 Marks	End Term Examination Written exam: 35
Part C-Learning Resources Draft National Curriculum Framework for School Education, National Education Policy 2020, MoE, Government of India National Steering Committee for National Curriculum Frameworks, (2023).	
*Teachers may also suggest books/readings as per the need of the learners and learning content.	