

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		
<p>Internal Assessment:</p> <p>Class Participation: 05Marks</p> <p>Seminar/presentation/assignment/quiz/activitiesetc.:10Marks</p> <p>Mid-Term Exam: 15Marks</p>		<p>End Term Examination:70Marks</p>
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</p> <p>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</p> <p>Analyse NEP 2020 with reference to pedagogical aspects of the concerned subject.</p> <p>Analyse and reflect on the qualities of an ‘Innovative Teacher’ in Context of National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM).</p> <p>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.</p> <p>Develop teaching learning strategies to address the needs of diverse learners in context of gender, equity and inclusion and prepare a PowerPoint presentation.</p> <p>Raise awareness on the ethical and social challenges in education through field trip and create an e-portfolio.</p> <p>Any other project assigned by HEI.</p> <p>Suggestive Mode of Transaction</p> <p>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>		
<p align="center">Suggested Evaluation Methods</p>		
<p>Internal Assessment:</p> <p>Class Participation: 05Marks</p> <p>Seminar/presentation/assignment/quiz/activities etc.:10Marks</p> <p>Mid-Term Exam: 15Marks</p>		<p>End Term Examination:70Marks</p>
<p align="center">Part C-Learning Resources</p>		

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</p> <p>Micro-Teaching: Meaning, Importance, Micro-Teaching Cycle, Phases of Teaching, Micro-Teaching Skills:</p> <ul style="list-style-type: none"> 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 	15

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

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>सीखने के परिणाम : इस पाठ्यक्रम के पूरा होने के बाद, छात्र शिक्षक सक्षम होंगे :</p> <ul style="list-style-type: none"> • माध्यमिक स्तर पर भाषा शिक्षण के लक्ष्य और उद्देश्यों की रूपरेखा तैयार करें, • भाषा के मूल्यों को पहचानना और अन्य विषयों के साथ जोड़ना, • भारतीय संदर्भ में माध्यमिक स्तर पर भाषा शिक्षण के तरीकों, दृष्टिकोण और सामग्रियों पर चर्चा करें, परिवेश की भाषा विविधता का मूल्यांकन करें ।		
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>(i) पेपर सेटर कुल सात प्रश्न सेट करेगा, जिनमें से छात्रों को पांच प्रश्न हल करने होंगे।</p> <p>(ii) प्र० क्रमांक 1 अनिवार्य होगा ।</p> <p>(iii) दोनों इकाइयों में से प्रत्येक से तीन प्रश्न निर्धारित किए जाएंगे, जिनमें से छात्र को प्रत्येक इकाई से दो प्रश्न का उत्तर देना होगा । सभी प्रश्नों के अंक समान होंगे ।</p>		
Unit	Topics	Contact Hours
I	<p>भाषा की प्रकृति, दायरा और ऐतिहासिक परिप्रेक्ष्य</p> <ol style="list-style-type: none"> भाषा की प्रकृति, दायरा और महत्त्व; भाषा की भाषाई विशेषताएं । भाषा के कार्य, भाषा सीखना और भाषा अर्जन। भाषा का ऐतिहासिक परिप्रेक्ष्य और राष्ट्रीय परिदृश्य में स्कूली पाठ्यक्रम में भाषा का स्थान। भाषा के मूल्य: कार्यक्षमता, प्रवाह, सुसंगतता । भाषा सिखाने के लक्ष्य और उद्देश्य अन्य स्कूली विषयों के साथ भाषा का संबंध । उद्देश्यों का वर्गीकरण और व्यवहारात्मक दृष्टि से अनुद्देशात्मक उद्देश्यों को लिखना । 	15
II.	<p>भाषा के शैक्षणिक पहलू</p> <ol style="list-style-type: none"> भाषा कौशल विकसित करने की रणनीतियाँ : सुनना, बोलना, पढ़ना और लिखना । भाषा शिक्षण के तरीके और दृष्टिकोण : आगमनात्मक निगमनात्मक, व्याख्यान-सह-प्रदर्शन, व्याकरण-सह-अनुवाद विधि, प्रत्यक्ष विधि, द्विभाषी विधि, समस्या-समाधान, मस्तिष्क तूफान, भाषा खेल, भूमिका निभाना और नाटकीयता, 	15
<p>सुझावात्मक अभ्यास (कोई एक)</p> <p>2 अपने पड़ोस की किसी एक भाषा पर एक रिपोर्ट तैयार करें जिसमें इस बात पर ध्यान दिया जाए कि वह कैसे विकसित हुई है ।</p>		

<p>3 भाषा के मूल्यों की गणना करें और एक लेख तैयार करें।</p> <p>4 भाषा विकास के संदर्भ में एनईपी 2020 की सिफारिशों पर एक लेख लिखें ।</p> <p>5 माध्यमिक स्तर पर भाषा की प्रासंगिक संसाधन सामग्री तैयार करें ।</p> <p>6 भाषा सिखाने के लिए विभिन्न शैक्षणिक गतिविधियों पर एक रिपोर्ट तैयार करें ।</p> <p>एचईआई द्वारा सौंपा गया कोई अन्य प्रोजेक्ट ।</p> <p>लेन-देन का सुझावात्मक तरीका</p> <p>व्याख्यान-सह-चर्चा, परियोजना-आधारित विधि, समस्या-समाधान विधि अनुभवात्मक शिक्षा, पूछताछ दृष्टिकोण, आईसीटी एकीकृत शिक्षा, समूह चर्चा, सहकर्मि शिक्षण, कार्यशालाएं, अवलोकन और प्रस्तुतियाँ जैसे इंटरैक्टिव तरीके ।</p>	
<p align="center">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 align="center">End Term Examination :35 Marks</p>
<p align="center">Part C-Learning Resources</p>	
<p align="center">मूल्यांकन का सुझावात्मक तरीका</p> <p>लिखित परीक्षा, कक्षा प्रस्तुतियाँ, सेमिनार, असाइनमेंट, प्रैक्टिकम, सेशनल और टर्मिनल सेमेस्टर परीक्षाएँ (यूजीसी मानदंडों के अनुसार) ।</p> <p>सुझावात्मक पठन सामग्री</p> <ul style="list-style-type: none"> स्कूली शिक्षा के लिए राष्ट्रीय पाठ्यचर्या की रूपरेखा, भारत सरकार । राष्ट्रीय शिक्षा नीति 2020 (एनईपी 2020) । भारत सरकार । (अंग्रेजी/हिन्दी) । राष्ट्रीय शिक्षा नीति (1992 में किए गए संशोधनों के साथ) । मानव संसाधन विकास मंत्रालय : नई दिल्ली निःशुल्क और अनिवार्य बच्चों की शिक्षा का अधिकार अधिनियम-2009, भारत का राजपत्र, 2009 । 	

शिक्षक शिक्षार्थियों की आवश्यकता और सीखने की सामग्री के अनुसार किताबें/पढ़ने का सुझाव भी दे सकते हैं ।

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; 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: Class Participation: 04Marks 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 Curriculum Framework for School Education, Government of India 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 style="text-align: center;">ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ</p> <p>ਇਸ ਕੋਰਸ ਨੂੰ ਪੂਰਾ ਕਰਨ ਤੋਂ ਬਾਅਦ, ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕ ਇਹ ਕਰਨ ਦੇ ਯੋਗ ਹੋਣਗੇ :</p> <ul style="list-style-type: none"> ➤ ਸੈਕੰਡਰੀ ਪੱਧਰ 'ਤੇ ਭਾਸ਼ਾ ਸਿਖਾਉਣ ਦੇ ਉਦੇਸ਼ਾਂ ਅਤੇ ਉਦੇਸ਼ਾਂ ਦੀ ਰੂਪਰੇਖਾ, ➤ ਭਾਸ਼ਾ ਦੇ ਮੁੱਲ ਨੂੰ ਪਛਾਣਦੇ ਹੋਏ ਅਤੇ ਇਸ ਨੂੰ ਹੋਰ ਵਿਸ਼ਿਆਂ ਨਾਲ ਜੋੜਦੇ ਹੋਏ, ➤ ਭਾਰਤੀ ਸੰਦਰਭ ਵਿੱਚ ਸੈਕੰਡਰੀ ਪੱਧਰ 'ਤੇ ਭਾਸ਼ਾ ਸਿਖਾਉਣ ਦੇ ਤਰੀਕਿਆਂ, ਪਹੁੰਚਾਂ ਅਤੇ ਸਮੱਗਰੀ ਦੀ ਚਰਚਾ ਕਰੋ, ➤ ਵਾਤਾਵਰਣ ਦੀ ਭਾਸ਼ਾ ਵਿਭਿੰਨਤਾ ਦਾ ਮੁਲਾਂਕਣ ਕਰੋ । 		
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>		
<p>I. ਪੇਪਰ ਸੈਟਰ ਕੁੱਲ ਪੰਜ ਸਵਾਲ ਸੈੱਟ ਕਰੇਗਾ, ਜਿਨ੍ਹਾਂ ਵਿੱਚੋਂ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਤਿੰਨ ਸਵਾਲ ਹੱਲ ਕਰਨੇ ਪੈਣਗੇ ।</p> <p>II. ਪੇਪਰ ਰੋਲ ਨੰਬਰ 1 ਲਾਜ਼ਮੀ ਹੋਵੇਗਾ ਅਤੇ 7 ਅੰਕਾਂ ਦਾ ਹੋਵੇਗਾ। ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ 3.5 ਅੰਕਾਂ ਦੇ ਦੋ ਛੋਟੇ ਉੱਤਰ ਵਾਲੇ ਪ੍ਰਸ਼ਨ ਚੁਣੇ ਜਾਣਗੇ।</p> <p>III. ਹਰੇਕ ਦੋ ਯੂਨਿਟਾਂ ਵਿੱਚੋਂ ਦੋ ਲੰਬੇ ਉੱਤਰੀ ਪ੍ਰਸ਼ਨ ਸੈੱਟ ਕੀਤੇ ਜਾਣਗੇ, ਜਿਨ੍ਹਾਂ ਵਿੱਚੋਂ ਵਿਦਿਆਰਥੀ ਨੂੰ ਹਰੇਕ ਯੂਨਿਟ ਵਿੱਚੋਂ ਇੱਕ ਪ੍ਰਸ਼ਨ ਦਾ ਉੱਤਰ ਦੇਣਾ ਹੋਵੇਗਾ। ਲੰਬੇ ਉੱਤਰ ਵਾਲੇ ਪ੍ਰਸ਼ਨ 1.4 ਅੰਕਾਂ ਦੇ ਹੋਣਗੇ।</p>		
Unit	Topics	Contact Hours
I	<p>ਯੂਨਿਟ-ਆਈ</p> <p>ਭਾਸ਼ਾ ਦੀ ਕੁਦਰਤ, ਦਾਇਰੇ ਅਤੇ ਇਤਿਹਾਸਕ ਪਰਿਪੇਖ</p> <p>A. ਭਾਸ਼ਾ ਦਾ ਸੁਭਾਅ, ਦਾਇਰਾ ਅਤੇ ਮਹੱਤਵ; ਭਾਸ਼ਾ ਦੀਆਂ ਭਾਸ਼ਾਈ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ।</p> <p>B. ਭਾਸ਼ਾ, ਭਾਸ਼ਾ ਸਿੱਖਣ ਅਤੇ ਭਾਸ਼ਾ ਪ੍ਰਧਾਤੀ ਦੇ ਕਾਰਜ ।</p> <p>C. ਰਾਸ਼ਟਰੀ ਅਤੇ ਅੰਤਰਰਾਸ਼ਟਰੀ ਸੰਦਰਭ ਵਿੱਚ ਸਕੂਲੀ ਪਾਠਕ੍ਰਮ ਵਿੱਚ ਭਾਸ਼ਾ ਅਤੇ ਭਾਸ਼ਾ ਦੇ ਸਥਾਨ ਦਾ ਇਤਿਹਾਸਕ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ।</p> <p>D. ਭਾਸ਼ਾ ਦੇ ਮੁੱਲ; ਕਾਰਜਸ਼ੀਲਤਾ, ਰਵਾਨਗੀ, ਤਾਲਮੇਲ ।</p> <p>E. ਭਾਸ਼ਾ ਸਿਖਾਉਣ ਦੇ ਟੀਚੇ ਅਤੇ ਉਦੇਸ਼ ।</p> <p>F. ਦੂਜੇ ਸਕੂਲੀ ਵਿਸ਼ਿਆਂ ਨਾਲ ਭਾਸ਼ਾ ਦਾ ਸਬੰਧ ।</p> <p>G. ਵਿਵਹਾਰਕ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਤੋਂ ਉਦੇਸ਼ਾਂ ਦਾ ਵਰਗੀਕਰਨ ਅਤੇ ਨਿਰਦੇਸ਼ਕ ਉਦੇਸ਼ਾਂ ਨੂੰ ਲਿਖਣਾ ।</p>	15
II.	<p>ਯੂਨਿਟ – II</p> <p>ਭਾਸ਼ਾ ਦੇ ਵਿਦਿਅਕ ਪਹਿਲੂ</p> <p>A. ਭਾਸ਼ਾ ਦੇ ਹੁਨਰ ਨੂੰ ਵਿਕਸਤ ਕਰਨ ਲਈ ਰਣਨੀਤੀਆਂ : ਸੁਣਨਾ, ਬੋਲਣਾ, ਪੜ੍ਹਨਾ ਅਤੇ ਲਿਖਣਾ ।</p> <p>B. ਭਾਸ਼ਾ ਸਿਖਾਉਣ ਦੇ ਤਰੀਕੇ ਅਤੇ ਪਹੁੰਚ; ਪ੍ਰੋਰਣਾਤਮਕ ਕਟੌਤੀ, ਲੈਕਚਰ-ਕਮ-ਪ੍ਰਦਰਸ਼ਨ, ਵਿਆਕਰਨ-ਕਮ-ਅਨੁਵਾਦ ਵਿਧੀ, ਸਿੱਧੀ ਵਿਧੀ, ਦੋਭਾਸ਼ੀ ਵਿਧੀ, ਸਮੱਸਿਆ-ਹੱਲ, ਦਿਮਾਗੀ ਤੂਫਾਨ,</p> <p>ਭਾਸ਼ਾ ਦੀਆਂ ਖੇਡਾਂ, ਭੂਮਿਕਾ ਨਿਭਾਉਣਾ ਅਤੇ ਨਾਟਕੀਕਰਨ,</p>	15

Suggestive Practicum/ Activities

ਸੁਝਾਅ ਦੇਣ ਵਾਲੀ ਕਸਰਤ (ਕੋਵੀ ਵੀ)

1. ਆਪਦੇ ਅੰਦ-ਗੁਆਂਦ ਵਿੱਚ ਇੱਕ ਭਾਸ਼ਾ ਬਾਰੇ ਇੱਕ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰੋ, ਨੋਟ ਕਰੋ ਕਿ ਇਹ ਕਿਵੇਂ ਵਿਕਸਿਤ ਹੋਈ ਹੈ ।
2. ਭਾਸ਼ਾ ਦੇ ਮੁੱਲਾਂ ਦੀ ਗਣਨਾ ਕਰੋ ਅਤੇ ਇੱਕ ਲੇਖ ਤਿਆਰ ਕਰੋ ।
3. ਭਾਸ਼ਾ ਦੇ ਵਿਕਾਸ ਦੇ ਸੰਦਰਭ ਵਿੱਚ NEP 2020 ਦੀਆਂ ਸਿਫਾਰਸ਼ਾਂ 'ਤੇ ਇੱਕ ਲੇਖ ਲਿਖੋ ।
4. ਸੈਕੰਡਰੀ ਪੱਧਰ 'ਤੇ ਸੰਬੰਧਿਤ ਭਾਸ਼ਾ ਸਰੋਤ ਸਮੱਗਰੀ ਤਿਆਰ ਕਰੋ ।
5. ਭਾਸ਼ਾ ਸਿਖਾਉਣ ਲਈ ਵੱਖ-ਵੱਖ ਵਿਦਿਅਕ ਗਤੀਵਿਧੀਆਂ ਬਾਰੇ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰੋ ।
6. HEI ਦੁਆਰਾ ਨਿਰਧਾਰਤ ਕੋਈ ਹੋਰ ਪ੍ਰੋਜੈਕਟ ।

ਲੈਣ-ਦੇਣ ਦਾ ਸੁਝਾਅ ਦੇਣ ਵਾਲਾ ਤਰੀਕਾ

ਇੰਟਰਐਕਟਿਵ ਵਿਧੀਆਂ ਜਿਵੇਂ ਲੈਕਚਰ-ਕਮ-ਚਰਚਾ, ਪ੍ਰੋਜੈਕਟ-ਅਧਾਰਿਤ ਵਿਧੀ, ਸਮੱਸਿਆਂ-ਹੱਲ-ਕਰਨ ਦਾ ਤਰੀਕਾ, ਅਨੁਭਵੀ ਸਿਖਲਾਈ, ਪੁੱਛਗਿੱਛ ਪਹੁੰਚ, ਆਈਸੀਟੀ ਏਕੀਕ੍ਰਿਤ ਸਿਖਲਾਈ, ਸਮੂਹ ਚਰਚਾਵਾਂ, ਪੀਅਰ ਟੀਚਿੰਗ, ਵਰਕਸ਼ਾਪਾਂ, ਨਿਰੀਖਣ ਅਤੇ ਪ੍ਰਸਤੁਤੀਆਂ ।

Suggested Evaluation Methods

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

ਸੁਝਾਈ ਗਈ ਰੀਡਿੰਗ ਸਮੱਗਰੀ

- ਸਕੂਲ ਸਿੱਖਿਆ ਲਈ ਰਾਸ਼ਟਰੀ ਪਾਠਕ੍ਰਮ ਫਰੇਮਵਰਕ, ਭਾਰਤ ਸਰਕਾਰ
- ਰਾਸ਼ਟਰੀ ਸਿੱਖਿਆ ਨੀਤੀ 2020 (NEP 2020) । ਭਾਰਤ ਸਰਕਾਰ (ਅੰਗਰੇਜ਼ੀ/ਹਿੰਦੀ)।
- ਸਿੱਖਿਆ 'ਤੇ ਰਾਸ਼ਟਰੀ ਨੀਤੀ (1992 ਵਿੱਚ ਕੀਤੀਆਂ ਸੇਧਾਂ ਦੇ ਨਾਲ)। ਮਨੁੱਖੀ ਸਰੋਤ ਵਿਕਾਸ ਮੰਤਰਾਲਾ; ਨਵੀਂ ਦਿੱਲੀ ।
- ਬੱਚਿਆਂ ਦਾ ਮੁਫਤ ਅਤੇ ਲਾਜ਼ਮੀ ਸਿੱਖਿਆ ਦਾ ਅਧਿਕਾਰ ਐਕਟ 2009, ਭਾਰਤ ਦਾ ਗਜ਼ਟ, 2009।

ਅਧਿਆਪਕ ਸਿੱਖਿਆਰਥੀਆਂ ਅਤੇ ਸਿੱਖਣ ਦੀ ਸਮੱਗਰੀ ਦੀ ਲੋੜ ਅਨੁਸਾਰ ਕਿਤਾਬਾਂ/ਪੜ੍ਹਨ ਦਾ ਸੁਝਾਅ ਵੀ ਦੇ ਸਕਦੇ ਹਨ।

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;">शिक्षणपरिणाम</p> <p>अस्य पाठ्यक्रमस्य समाप्तेः अनन्तरं छात्रशिक्षकाः</p> <ul style="list-style-type: none"> • माध्यमिकस्तरस्य भाषाशिक्षणस्य उद्देश्यं च रेखांकयति, • भाषायाः मूल्यानि अन्यविषयैः सह धिनोति, सम्बद्धं च कुर्वन्ति, • भारतीयसन्दर्भे माध्यमिकपदे भाषाशिक्षणस्य पद्धतीना, दृष्टिकोणाना, सामग्रीना च चर्चा, • परिवेशस्य भाषावैविध्यस्य मूल्याङ्कनं कुर्वन्तु । 		
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. पेपर सेटर : सर्वेषु पञ्च प्रश्नान् सेट् करिष्यति, येषु छात्राणां त्रयः प्रश्नाः प्रवासः करणीयः भविष्यति ।</p> <p>2. Q. No. 1 अनिवार्य भविष्यति, 7 अंक च वहति । सम्पूर्णपाठ्यक्रमात् चयनितव्यौ लघु-उत्तरप्रकारस्य प्रश्नद्वयं 3.5 अंकरस्य प्रत्येकं भविष्यति ।</p> <p>3- द्वयोः एककयोः प्रत्येकस्मात् दीर्घ उत्तरप्रकारस्य प्रश्नद्वयं सेट् भविष्यति, यस्मात् छात्रः प्रत्येकं एककात् एकं प्रश्नं प्रयतितुं प्रवृत्तः भविष्यति । दीर्घात्तरप्रकारस्य प्रश्नाः प्रत्येकं 14 अंक वहन्ति।</p>		
a	Topics	Contact Hours
I	<p>भाषायाः प्रकृतिः, व्याप्तिः, ऐतिहासिकदृष्टिकोणः च</p> <ol style="list-style-type: none"> भाषायाः प्रकृतिः, व्याप्तिः, महत्त्वं चः भाषायाः भाषिक- विशेषताः। भाषा, भाषा शिक्षण, भाषा अधिग्रहण च कार्याणि। राष्ट्रीय-अन्तर्राष्ट्रीय-परिदृश्ये विद्यालयस्य पाठ्यक्रमे भाषायाः ऐतिहासिकदृष्टिकोणः, भाषायाः स्थानं च । भाषायाः मूल्यानि : कार्यक्षमता, प्रवाहशीलता, सुसंगतता। भाषाशिक्षणस्य उद्देश्यं उद्देश्यं च । अन्यैः विद्यालयविषयैः सह भाषायाः सम्बन्धः । उद्देश्यवर्गीकरणं लेखनम् च व्यवहारदृष्ट्या निर्देशात्मक उद्देश्यम् । 	15
II.	<p>भाषा के शिक्षाशास्त्रीय पक्ष</p> <ol style="list-style-type: none"> भाषाकौशलस्य विकासाय रणनीतयः, श्रवणं, वक्तुं, पठनं, लेखनं च । शिक्षणस्य पद्धतयः, दृष्टिकोण च भाषा : आगमनात्मकं निगमनात्मकं, व्याख्यान-सह-प्रदर्शनं व्याकरण-सह- अनुवाद-विधि, प्रत्यक्ष-विधि, द्विभाषिक-विधि: 	15

	समस्या- निराकरणं मस्तिष्क-विक्षेप भाषा-क्रीडा, भूमिका-निर्वाहः तथा नाटकीयकरण,	
<p style="text-align: center;">सुझावात्मक :अभ्यास (Any One)</p> <ol style="list-style-type: none"> 1. भवतः समीपस्थस्य कस्यापि एकस्याः भाषायाः विषये प्रतिवेदनं सज्जीकरोतु यत् तस्याः विकासः कथं जातः इति केन्द्रीकृत्य । 2. भाषायाः मूल्यानि गणयित्वा एकं लेखनं सज्जीकरोतु । 3. भाषाविकासस्य सन्दर्भे NEP 2020 इत्यस्य अनुशंसानाम् विषये लेखनं लिखन्तु । 4. माध्यमिकस्तरस्या भाषायाः प्रासंगिकानि संसाधनसामग्रीणि सज्जीकरोतु । 5. भाषाशिक्षणार्थं विविधशिक्षणक्रियाणां प्रतिवेदनं सज्जीकरोतु । 6. उच्चशिक्षालयेन नियुक्ता अन्यः कोऽपि परियोजना । <p style="text-align: center;">व्यवहारस्य सुझावात्मकः प्रकारः</p> <p>व्याख्यान-सह-चर्चा, परियोजना-आधारित-विधि, समस्या-निराकरण विधिः अनुभवात्मक-शिक्षणम्, जिज्ञासा-दृष्टिकोण, सूचना-प्रौद्योगिकी- एकीकृत-शिक्षणम्, समूहचर्चा, सहकर्मि-ट्यूशन-प्रदानम्, कार्यशालाः अवलोकनं, प्रस्तुतिः च इत्यादीनि अन्तरक्रियाशील-विधयः ।</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 style="text-align: center;">End Term Examination: 35 Marks</p>

Part C-Learning Resources

सुझावात्मक पठनसामग्री

- विद्यालयशिक्षा हेतु राष्ट्रीय पाठ्यक्रम रूपरेखा, भारत सरकार ।
- राष्ट्रीय शिक्षा नीति 2020 (NEP 2020) भारतसर्वकार: । (अंग्रेजी/ हिन्दी) ।
- शिक्षाविषये राष्ट्रीय नीति: (1992 तमे वर्षे परिवर्तनैः सह) । मानव संसाधन विकास मन्त्रालय: नई दिल्ली ।
- बालानाम् निःशुल्क-अनिवार्य-शिक्षा-अधिकार: अधिनियम-2009, ए गजट ऑफ इण्डिया, 2009
- शिक्षकाणां आवश्यकतानुसारं शिक्षणसामग्री च पुस्तकानि/पाठानि अपि सूर्चायेतुं शक्नुवन्ति ।

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):	<p>After completion of this course, student teachers will be able to:</p> <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>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>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 style="text-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>		
Suggested Evaluation Methods		
<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>
Part C-Learning Resources		
<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. Create an interactive multimedia presentation, including videos, animations, and simulations, to explain complex Computer Science concepts. Identify the challenges and benefits of implementing CAI in educational settings and prepare a report. 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 (2019). Computer Science: Textbook for class XI – XII. 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):	After completion of this course, student teacher will be able to: <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: 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>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):	<p>After completion of this course, student teachers will be able to:</p> <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 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 HEL.</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.	

4-YEAR INTEGRATED TEACHER EDUCATION PROGRAMME

LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (LOCF)

As per NEP-2020

w.e.f. Academic Session 2025-26

SCHEME OF EXAMINATION

ITEP (SECONDARY STAGE)

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

INSTITUTE OF TEACHER TRAINING & RESEARCH, KUK
4-YEAR INTEGRATED TEACHER EDUCATION PROGRAMME (ITEP)
SCHEME OF EXAMINATION as per NEP-2020 w.e.f. Session 2025-26
B.A.B.Ed (ITEP-Secondary Stage) Semester-III

Type of Course	Course Code	Nomenclature Of Course	Total Credits	Theory	Practical/Tutorial	Contact Hours	Duration of Exam. (in Hours)	External	Internal	Total Marks
CC-A3	B24-ITP-301	Philosophical and Sociological Perspectives of Education-1	4	3	1	4	3	70	30	100
DC/ IDC: Continue with 3 Subjects chosen in Ist & 2nd Semester (CC-B3, CC-C3 and CC-D3)										
GROUP-I : SOCIAL STUDIES										
CC-B3,	B23-HIS-301	CC-3 as approved by respective UGBOS	4	3	1	4	3	70	30	100
CC-C3	B23-ECO-301	CC-3 as approved by respective UGBOS	4	3	1	4	3	70	30	100
CC-D3	B23-GEO-301	CC-3 as approved by respective UGBOS	4	3	----	3	3	50	20	100
		Practical		----	1	2	3	20	10	
	B23-POL-301	CC-3 as approved by respective UGBOS	4	3	1	4	3	70	30	100
GROUP-II: LANGUAGES										
	B23-HIN-301	CC-3 as approved by respective UGBOS	4	3	1	4	3	70	30	100
	B23-ENG-301	CC-3 as approved by respective UGBOS	4	3	1	4	3	70	30	100
	B23-SKT-301	CC-3 as approved by respective UGBOS	4	3	1	4	3	70	30	100
	B23-PNB-301	CC-3 as approved by respective UGBOS	4	3	1	4	3	70	30	100
GROUP-III-OTHER ARTS SUBJECTS										
	B23-BMI-301	CC-3 as approved by respective UGBOS	4	2	----	2	3	35	15	100
		Practical		----	2	4	6	35	15	
	B23-	CC-3 as approved by respective UGBOS		2	----	2	3	35	15	

	BMV-301	Practical	4	----	2	4	6	35	15	100
	B23-MAT-301	CC-3 as approved by respective UGBOS	4	3	----	3	3	50	20	100
		Practical		----	1	2	3	20	10	
	B23-HSC-301	CC-3 as approved by respective UGBOS	4	3	—	3	3	50	20	100
		Practical		—	1	2	4	20	10	
SSCP 4.4.1	B24-ITP-302	Basic pedagogy course at secondary stage	4	3	1	4	3	70	30	100
AEC/VAC										
AEC/VAC 5.11	B24-ITP-303	Pedagogical & Class-Management Skills	4	2	2	2	1.5	35	15	50
		Practical		2	4	4	3	35	15	50

*Syllabi of DC/IDC (CC-B3, CC-C3 and CC-D3) will be same as approved for Core Course of respective subject in UG Programmes.

INSTITUTE OF TEACHER TRAINING & RESEARCH, KUK
4-YEAR INTEGRATED TEACHER EDUCATION PROGRAMME (ITEP)

SCHEME OF EXAMINATION w.e.f. Session 2025-26

B.Sc.B.Ed (ITEP-Secondary Stage) Semester-III

Type of Course	Course Code	Nomenclature Of Course	Total Credits	Theor y	Practical/ Tutorial	Contact Hours	Duration of Exam. (in Hours)	External	Internal	Total Marks
CC-A3	B24-ITP-301	Philosophical and sociological perspectives of education-I	4	3	1	4	3	70	30	100
DC/ IDC: Continue with 3 Subjects chosen in Ist & 2nd Semester (CC-B3, CC-C3 and CC-D3)										
GROUP-I : PHYSICAL SCIENCES GROUP										
CC-B3, CC-C3 CC-D3	B23-PHY-301	CC-3 as approved by respective UGBOS	4	3	-----	3	3	50	20	100
		Practical		-----	1	2	3	20	10	
	B23-CHE-301	CC-3 as approved by respective UGBOS	4	3	-----	3	3	50	20	100
		Practical		-----	1	2	3	20	10	
	B23-CSE-301	CC-3 as approved by respective UGBOS	4	3	----	3	3	50	20	100
		Practical		----	1	2	3	20	10	
LIFE-SCIENCES GROUP (Syllabi of DC/IDC (CC-B3, CC-C3 and CC-D3) will be same as approved for Core Course of respective BOS)										
	B23-BOT-301	CC-3 as approved by respective UGBOS	4	3	----	3	3	50	20	100
		Practical		----	1	2	3	20	10	
	B23-ZOO-301	CC-3 as approved by respective UGBOS	4	3	----	3	3	50	20	100
		Practical		----	1	2	3	20	10	
		CC-3 as approved by respective UGBOS	4	3	----	3	3	50	20	

	B23-MAT-301	Practical		----	1	2	3	20	10	100
SSCP 4.4.1	B24-ITP-302	Basic pedagogy course at secondary stage	4	3	1	4	3	70	30	100
AEC/VAC										
AEC/VAC 5.11	B24-ITP-303	Pedagogical & Class-Management Skills	4	2	2	2	1.5	35	15	50
				2	4	4	3	35	15	50

*Syllabi of DC/IDC (CC-B3, CC-C3 and CC-D3) will be same as approved for Core Course of respective subject in UG Programmes.

INSTITUTE OF TEACHER TRAINING & RESEARCH, KUK
4-YEAR INTEGRATED TEACHER EDUCATION PROGRAMME (ITEP)
SCHEME OF EXAMINATION w.e.f. Session 2025-26

B.Com.B.Ed (ITEP-Secondary Stage) Semester-III

Type of Course	Course Code	Nomenclature Of Course	Total Credits	Theor y	Practical/ Tutorial	Contact Hours	Duration of Exam. (in Hours)	Externa l	Internal	Total Marks
CC-A3	B24-ITP-301	Philosophical and sociological perspectives of education-I	4	3	1	4	3	70	30	100
DC/ IDC: 3 Major Commerce Subjects (Syllabi of DC/IDC (CC-B3, CC-C3 and CC-D3) will be same as approved for Core Course of respective BOS)										
CC-B3, CC-C3 CC-D3	B23-COM-301	CC-3 as approved by respective UGBOS	4	3	1	4	3	70	30	100
	B23-COM-302	CC-3 as approved by respective UGBOS	4	3	1	4	3	70	30	100
	B23-COM-303	CC-3 as approved by respective UGBOS	4	3	1	4	3	70	30	100
SSCP 4.4.1	B24-ITP-302	Basic pedagogy course at secondary stage	4	3	1	4	3	70	30	100
AEC/VAC										
AEC/VAC 5.11	B24-ITP-303	Pedagogical & Class-Management Skills	4	2	2	2	1.5	35	15	50
		Practical		2	4	4	3	35	15	50

*Syllabi of DC/IDC (CC-B3, CC-C3 and CC-D3) will be same as approved for Core Course of respective subject in

UG Programmes.

INSTITUTE OF TEACHER TRAINING & RESEARCH, KUK
4-YEAR INTEGRATED TEACHER EDUCATION PROGRAMME (ITEP)

SCHEME OF EXAMINATION w.e.f. Session 2025-26

B.A.B.Ed. (ITEP-Secondary Stage) Semester-IV

Type of Course	Course Code	Nomenclature Of Course	Total Credits	Theor y	Practical/ Tutorial	Contact Hours	Duratio n of Exam. (in Hours)	Externa l	Intern al	Total Marks
CC-A4	B24-ITP-401	Assessment and Evaluation	2	2	----	2	1.5	35	15	50
CC-A5	B24-ITP-402	Inclusive Education	2	2	----	2	1.5	35	15	50
DC/ IDC: Continue with 3 Subjects chosen in Ist & 2nd Semester (CC-B4, CC-C4 and CC-D4)										
GROUP-I : SOCIAL STUDIES										
CC-B4	B23-HIS-401	CC-4 as approved by respective UGBOS	4	3	1	4	3	70	30	100
CC-C4	B23-ECO-401	CC-4 as approved by respective UGBOS	4	3	1	4	3	70	30	100
CC-D4	B23-GEO-401	CC-4 as approved by respective UGBOS	4	3	----	3	3	50	20	100
		Practical		----	1	2	3	20	10	
	B23-POL-401	CC-4 as approved by respective UGBOS	4	3	1	4	3	70	30	100
GROUP-II: LANGUAGES										
	B23-HIN-401	CC-4 as approved by respective UGBOS	4	3	1	4	3	70	30	100
	B23-ENG-401	CC-4 as approved by respective UGBOS	4	3	1	4	3	70	30	100
	B23-SKT-401	CC-4 as approved by respective UGBOS	4	3	1	4	3	70	30	100
	B23-PNB-401	CC-4 as approved by respective UGBOS	4	3	1	4	3	70	30	100

GROUP-III-OTHER ARTS SUBJECTS										
	B23-BMI-401	CC-4 as approved by respective UGBOS	4	2	----	2	3	35	15	100
		Practical		----	2	4	6	35	15	
	B23-BMV-401	CC-4 as approved by respective UGBOS	4	2	----	2	3	35	15	100
		Practical		----	2	4	6	35	15	
	B23-MAT-401	CC-4 as approved by respective UGBOS	4	3	----	3	3	50	20	100
		Practical		----	1	2	3	20	10	
	B23-HSC-401	CC-4 as approved by respective UGBOS	4	3	—	3	3	50	20	100
		Practical		—	1	2	4	20	10	
SSCP 4.4.2 (Choose any 2)	B24-ITP-403	Content cum of Pedagogy of Hindi at secondary stage (Part-1)	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-404	Content cum of Pedagogy of English at secondary stage (Part-1)	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-405	Content cum of Pedagogy of Punjabi at secondary stage (Part-1)	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-406	Content cum of Pedagogy of Sanskrit at secondary stage (Part-1)	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-407	Content cum of Pedagogy of Mathematics at secondary stage (Part-1)	2	2	---	2	1.5 Hrs.	35	15	50

	B24-ITP-408	Content cum Pedagogy of Physical science at secondary stage (Part-1)	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-409	Content cum Pedagogy of Biological science at secondary stage (Part-1)	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-410	Content cum Pedagogy of Computer science at secondary stage (Part-1)	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-411	Content cum Pedagogy of Home science at secondary stage (Part-1)	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-412	Content cum Pedagogy of Social science at secondary stage (Part-1)	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-413	Content cum Pedagogy of Commerce at secondary stage (Part-1)	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-414	Content cum Pedagogy of Economics at secondary stage (Part-1)	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-415	Content cum Pedagogy of Music at secondary stage (Part-1)	2	2	---	2	1.5 Hrs.	35	15	50

*Syllabi of DC/IDC (CC-B4, CC-C4 and CC-D4) will be same as approved for Core Course of respective subject in UG Programmes.

INSTITUTE OF TEACHER TRAINING & RESEARCH, KUK
4-YEAR INTEGRATED TEACHER EDUCATION PROGRAMME (ITEP)

SCHEME OF EXAMINATION w.e.f. Session 2025-26

B.Sc.B.Ed (ITEP-Secondary Stage) Semester-IV

Type of Course	Course Code	Nomenclature Of Course	Total Credits	Theory	Practical/ Tutorial	Contact Hours	Duration of Exam. (in Hours)	External	Internal	Total Marks
CC-A4	B24-ITP-401	Assessment and evaluation	2	2	----	2	1.5	35	15	50
CC-A5	B24-ITP-402	Inclusive education	2	2	----	2	1.5	35	15	50
DC/ IDC: Continue with 3 Subjects chosen in Ist & 2nd Semester (CC-B4, CC-C4 and CC-D4)										
GROUP-I : PHYSICAL SCIENCES GROUP (Syllabi of DC/IDC (CC-B4, CC-C4 and CC-D4) will be same as approved for Core Course of respective BOS)										
CC-B4	B23-PHY-401	CC-4 as approved by respective UGBOS	4	3	-----	3	3	50	20	70
CC-C4		Practical		----	1	3	3	20	10	30
CC-D4	B23-CHE-401	CC-3 as approved by respective UGBOS	4	3	-----	3	3	50	20	70
		Practical		----	1	3	3	20	10	30
	B23-CSE-401	CC-3 as approved by respective UGBOS	4	3	-----	3	3	50	20	70
		Practical		----	1	3	3	20	10	30
GROUP-II: LIFE SCIENCES GROUP										
	B23-BOT-401	CC-4 as approved by respective UGBOS	4	3	-----	3	3	50	20	70
		Practical		----	1	3	3	20	10	30
	B23-ZOO-401	CC-4 as approved by respective UGBOS	4	3	-----	3	3	50	20	70
		Practical		----	1	3	3	20	10	30
SSCP 4.4.2	B24-ITP-403	Content cum Pedagogy of Hindi at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50

(Choose any 2)	B24-ITP-404	Content cum Pedagogy of English at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-405	Content cum Pedagogy of Punjabi at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-406	Content cum Pedagogy of Sanskrit at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-407	Content cum Pedagogy of Mathematics at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-408	Content cum Pedagogy of Physical science at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-409	Content cum Pedagogy of Biological science at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-410	Content cum Pedagogy of Computer science at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-411	Content cum Pedagogy of Home science at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-412	Content cum Pedagogy of Social science at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-413	Content cum Pedagogy of Commerce at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-414	Content cum Pedagogy of Economics at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-415	Content cum Pedagogy of Music at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50

*Syllabi of DC/IDC (CC-B4, CC-C4 and CC-D4) will be same as approved for Core Course of respective subject in UG Programmes.

INSTITUTE OF TEACHER TRAINING & RESEARCH, KUK
4-YEAR INTEGRATED TEACHER EDUCATION PROGRAMME (ITEP)
SCHEME OF EXAMINATION w.e.f. Session 2025-26
B.Com.B.Ed. (ITEP-Secondary Stage) Semester-IV

Type of Course	Course Code	Nomenclature Of Course	Total Credits	Theor y	Practical/ Tutorial	Contact Hours	Duration of Exam. (in Hours)	External	Internal	Total Marks
CC-A4	B24-ITP-401	Assessment and Evaluation	2	2	----	2	1.5	35	15	50
CC-A5	B24-ITP-402	Inclusive Education	2	2	----	2	1.5	35	15	50
DC/ IDC: Continue with 3 Subjects chosen in Ist & 2nd Semester (CC-B4, CC-C4 and CC-D4)										
GROUP-COMMERCE GROUP (Syllabi of DC/IDC (CC-B4, CC-C4 and CC-D4) will be same as approved for Core Course of respective BOS)										
CC-B4	B23-COM-401	CC-4 as approved by respective UGBOS	4	3	1	4	3	70	30	100
CC-C4	B23-COM-402	CC-4 as approved by respective UGBOS	4	3	1	4	3	70	30	100
CC-D4	B23-COM-403	CC-4 as approved by respective UGBOS	4	3	1	4	3	70	30	100
SSCP 4.4.2	B24-ITP-403	Content cum Pedagogy of Hindi at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50
(Choose any 2)	B24-ITP-404	Content cum Pedagogy of English at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-405	Content cum Pedagogy of Punjabi at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-406	Content cum Pedagogy of Sanskrit at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-407	Content cum Pedagogy of Mathematics at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-408	Content cum Pedagogy of Physical science at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-409	Content cum Pedagogy of Biological science at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-410	Content cum Pedagogy of Computer science at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50

	B24-ITP-411	Content cum Pedagogy of Home science at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-412	Content cum Pedagogy of Social science at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-413	Content cum Pedagogy of Commerce at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-414	Content cum Pedagogy of Economics at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50
	B24-ITP-415	Content cum Pedagogy of Music at secondary stage	2	2	---	2	1.5 Hrs.	35	15	50

*Syllabi of DC/IDC (CC-B4, CC-C4 and CC-D4) will be same as approved for Core Course of respective subject in UG Programmes.