



**FAZLANI AISHABAI & HAJI ABDUL LATIF CHARITABLE TRUST'S
AISHABAI COLLEGE OF EDUCATION**

(Affiliated to S.N.D.T. Women's University)

Address: Municipal School Building, J. J Hospital Compound, Gate no. 14, Byculla,
Mumbai – 400008.

2.4. Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

- 1.Organizing Learning (lesson plan)**
- 2.Developing Teaching Competencies**
- 3.Assessment of Learning**
- 4.Technology Use and Integration**
- 5.Organizing Field Visits**
- 6.Conducting Outreach/ Out of Classroom Activities**
- 7.Community Engagement**
- 8.Facilitating Inclusive Education**
- 9.Preparing Individualized Educational Plan (IEP)**

Reports of activities with video graphic support wherever possible

Report of the activities organised in college

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

1. Organising Learning

Students learn to prepare and present lessons in each methodology. Various approaches and strategies of writing the lesson plans are taught to the students by the methodology lectures. Students are given practice in writing Digital Lesson plans- integrating PPT's, Videos, Simulations, Online applications etc.; Innovative Lesson plans such as 5 E model, concept mapping, integrating Drama/Role play, Value Integrated Teaching and Learning lesson plans. Students write the lesson plans and get approved by the methodology lecturers before going to schools.

Organizing learning at Aishabai College of Education for practice teaching lessons using innovative methods and technologies can create a dynamic and engaging environment for student teachers. Here's a strategic approach to achieve this:

1. Flipped Classroom Model

- **Pre-lesson Preparation:** Encourage students to study materials, watch videos, or engage with interactive content prior to class.
- **In-class Activities:** Focus on discussion, collaboration, problem-solving, and practical application of the learned concepts.
- **Technology Tools:** Use platforms like Google Classroom.

2. Project-Based Learning (PBL)

- **Real-world Problem Solving:** Engage student teachers in projects that require them to apply theoretical knowledge to real-world teaching problems.
- **Collaboration Tools:** Utilize tools like Trello or Asana for managing group projects and milestones.
- **Presentation Technologies:** Encourage the use of PowerPoint, Prezi, or Google Slides to present their findings.

3. Interactive Whiteboards and Smart Classrooms

- **Visual Engagement:** Equip classrooms with smartboards or interactive whiteboards for dynamic and engaging teaching.
- **Software Integration:** Use software like Promethean or SMART Notebook to integrate multimedia content, quizzes, and student responses into lessons.

4) **Constructivist Approach:** Students prepare lessons using 5E's .

5) Collaborative techniques: Students plans lessons using different collaborative techniques or group activity

Syllabus Copy - Sample

Module 2: Planning of teaching English Language

Objectives: After learning this module the student teacher will be able to ---

- understand the aims of English Language Education at school level
- plan for developing four Basic Skills of English Language through English teaching
- write instructional objectives of teaching of a topic
- establish correlation of English with other school subjects and life situations
- design learning experiences for achieving various objectives of English learning

Contents:

1. Objectives of Teaching English at upper primary and secondary school level as given by State Curriculum (3)
2. Importance and characteristics of good planning(2)
3. Identifying and designing teaching-learning experiences; Organizing activities, making groups, planning ICT applications in learning English (4)
4. Planning for organizing various curricular activities, such as debate, discussion, role play, elocution, quiz, language games, mock interviews, cross word puzzles, drama, poster making on issues related to English language (3)
5. Planning for organizing events such as poetry recitation, literary meet, English cultural program, Teachers' Day English exhibition etc. (3)

Module 2: Planning of teaching Mathematics (Credit 1, Hours 15, Marks 25)

Objectives: After learning this module the student teacher will be able to-

- explain importance and characteristics of planning
- plan for teaching major concepts, principles and theories of Mathematics at school level
- design and implement co-curricular activities for Mathematics learning

Content:

1. Importance and characteristics of good planning (1)
2. Planning for designing learning experiences, activities and developing instructional material for teaching following content:(12)

3. Real Numbers, Sets, Algebraic Expressions, Linear and Quadratic Equations, Ratio, Proportion and Variation, Probability, Statistics and Graph, Triangles-properties, Circle, Similarity, Quadrilaterals, Coordinate Geometry, Trigonometry and contribution of Indian Mathematicians (Any three).
4. Planning for organizing various co-curricular activities such as quiz, drama, poster making on units related to Mathematics; Mathematics Day celebration. (2)

Module 2: Planning of teaching Commerce

Objectives: After learning this module the student teacher will be able to-

- explain the types , importance and characteristics of planning
- design co-curricular activities for Commerce learning

Contents:

1. Meaning of year plan ,unit plan and individual lesson plan (2)
2. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan (3)
3. Importance and characteristics of good planning (2)
4. Organizing social activities such as business club, exhibitions, business fair for development of commercial attitude and popularizing Commerce education (5)
5. Planning for organizing various co-curricular activities such as debate, drama, poster making on issues related to (business) Commerce, Day celebrations such as Business Women’s Day on September 22nd, etc(3)

Module 2: Planning of teaching Economics

Objectives: After learning this module the student teacher will be able to-

- explain the types , importance and characteristics of planning
- design co-curricular activities for Economics learning

Contents:

1. Meaning of year plan, unit plan and individual lesson plan (2)
2. Types of planning (i) year plan (ii) unit plan (iii) individual lesson plan (3)
3. Importance and characteristics of good planning (2)
4. Organizing social activities such as business club, exhibitions, business fair for development of commercial attitude and popularizing Economics education (5)
5. Planning for organizing various co-curricular activities such as debate, drama, poster making on issues related to Economics. (3)

Module 2: Planning of teaching Geography (Credit 1, Hours 15, Marks 25)

Objectives: After learning this module the student teacher will be able to-

- explain importance and characteristics of planning
- plan for teaching major concepts, principles and theories of Geography at school level
- design co-curricular activities for Geography

Contents

1. Importance and characteristics of good planning(1)
2. Planning for designing learning experiences, field visits, activities and developing instructional material for teaching following content:(8) Major Concepts, principles and theories in Geography curriculum at Secondary School level: location (Grid system of latitudes and longitudes),Differentiating between sites (location) and situation (place), Time, Globe (Equator, Tropic of Cancer and the Tropic of Capricorn), Solar system, Human occupation, Ecosystem, Continent drift theory. Contribution of eminent scientists such as Humbolt, Carl Ritter,and Vidal de La Bluche .
3. Identifying and designing teaching-learning experiences; Planning field visits(Market, Sea shore life, Botanical garden, World trade center, Green house ,National Park, Poly house ,Industry, Sanctuary, valley, Crop Cultivation, Planetarium, River etc.); Organizing activities, laboratory experiences, making groups, planning ICT applications in learning geography(3)
4. Planning for organizing various curricular activities, such as debate, discussion, drama, poster making on issues related to geography. Organizing events on specific day such as Earth Day, Consumer day, Environment Day, Population day, Geography Day etc (2)
5. Planning and organizing field experiences, Geography club, Geography exhibition (1)

Module 2: Planning of teaching Science and Technology (Credit 1, Hours 15, Marks 25)

Objectives: After learning this module the student teacher will be able to-

- explain importance and characteristics of planning
- plan for teaching major concepts, principles and theories of Science and Technology at school level
- design co-curricular activities for Science learning

Contents

1. Importance and characteristics of good planning(1)
2. Planning for designing learning experiences, field visits, activities and developing instructional material for teaching following content:(12) Properties and states of matter, structure of atom, Plant and animal cells, classification of plants and animals, diseases and their prevention, kinematic equations, modern periodic table, Electricity, lenses and mirrors, life

processes, life cycle, Origin of life and evolution, Heat, Electricity, Magnetism, Light, Contribution of eminent scientists such as Isaac Newton, Dalton, Neils Bohr, Darwin, J. C. Bose, C. V. Raman, Albert Einstein, etc.

3. Planning for organizing various co-curricular activities such as debate, drama, poster making on issues related to science/biology, Day celebrations such as Science Day, Earth Day, Environment Day, etc(2)

2. Developing Teaching Competencies

Before the actual teaching practice in schools, students are required to practise specific skills in a scale down process called Micro teaching before their peer group. Orientation and demonstration on specific individual teaching skills is given by the methodology lecturers and the students demonstrate the same until they gain mastery over it. Skills such as Introduction of the topic, Questioning Skill, skill of probing questions, skill of explanation, problem solving skill, Blackboard usage, skill of stimulus variation, skill of reinforcement, skill of closure are practised by the students. Once they gain mastery in each of these skills. Feedback is given by the teacher educator as well as peers to improve the student's skill set.

Syllabus - Microteaching

EPC 1:Skill Development Program

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

Orientation and demonstrations of the microteaching skills will be given by lecturers. Lesson planning and teach-re-teach cycles of five microteaching skills per subject should be conducted. Any five microteaching skills should be practiced such as Chalk board writing, questioning, explanation, reading, stimulus variation, demonstration, use of audio-visual aids, set induction, closure, conducting group work etc Each teach re- teach cycle carries ten marks. Total marks are to be converted out of 25 marks.

Integration lessons (Credit 1, Hours 30, Total 25 marks)

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

3. Assessment of Learning

Regular assessment is carried out to understand the learning levels of the students. Internal Assignments, Engagements and formative assessments in the classroom help the teachers to provide appropriate feedback & individualised educational plan to the students. Students are also assessed on their active participation in various classroom as well as other activities organised in the college. Semester exams provide assessment of learning of both practical as well as theoretical knowledge of the students.

Structure of Two-year B.Ed. Program (Revised Yearly Program From 2020-22)

Faculty name: Education,
Program Name: Bachelor of Education
(B.Ed.) (**Two Years, Yearly Program W.E.
From batch 2020-22**)

First Year

Course Code	Course No	Title of the Courses	Total Hours	Cr	Internal	External	Total Marks
Perspectives in Education							
1001	1	Childhood and Growing Up	60	4	25	75	100
1002	2	Contemporary India and Education	60	4	25	75	100
1003	3	Critical understanding of ICT	60	4	25	75	100
1004	4.	Learning and Teaching	60	4	25	75	100
1005	5.	Language across curriculum	60	4	25	75	100
Pedagogic Studies							
6:Subject Education I			60	4	25	75	100
1101	6:1	English Language Education					
1102	6:2	Gujarati Language Education					
1103	6:3	Hindi Language Education					
1104	6:4	Marathi Language Education					

1105	6:5	Sanskrit Language Education					
1106	6:6	Urdu Language Education					
1107	6:7	Mathematics Education					
1108	6:8	Commerce Education					
7: Subject Education II			60	4	25	75	100
1109	7:1	Book Keeping and Accountancy Education					
1110	7:2	Economics Education					
1111	7:3	Geography Education					
1112	7:4	History Education					
1113	7:5	Social Science Education					
1114	7:6	Science and Technology Education					
1115	7:7	Music Education					

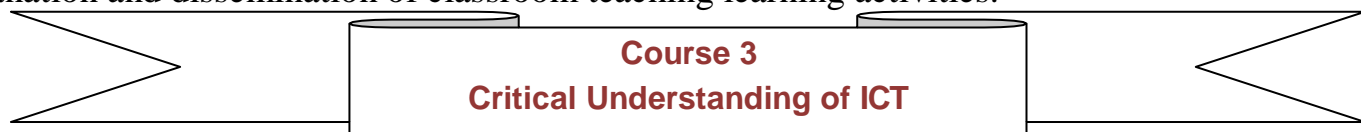
Course Code	Course No	Title of the Courses	Total Hours	Cr	Internal	External	Total Marks
Enhancing Professional Capacities							
	EPC1	Skill Development Program 4. Micro-teaching 5. Integration Lesson	60	2	25 25		50
	EPC2	Teaching -learning Competency 8. Reading and Reflecting on Texts 9. Preparation for constructivist teaching-learning	60	2	25 25		50
	EPC3	Learning to use computer	60	2	50	-	50
	EPC 4	Understanding the Self	60	2	50	-	50
	EPC 5	Drama and Art in Education	60	2	50	-	50
Engagement with Field							
	EWF 1	Practice Teaching (4 Lessons)	60	2	50	- -	50
TOTAL (Theory +Practical)			780	40	475	525	1000

Second Year

Course Code	Course No	Title of the Courses	Total Hours	Cr	Internal	External	Total Marks
Perspectives in Education							
2008	8	Assessment for Learning	60	4	25	75	100
2009	9	Knowledge and Curriculum	60	4	25	75	100
2010	10	Creating an Inclusive School	60	4	25	75	100
2011	11	Gender, School and Society	60	4	25	75	100
Course Code	Course No	Optional Course	60	4	25	75	100
2013	12:1:	Peace Education					
2014	12:2:	Guidance and Counselling					
2015	12:3:	Sustainable Development					
2016	12:4:	Human Rights Education					
Enhancing Professional Capacities							
	EPC6	Research Project	60	2	50	-	50
	EPC 7	Portfolio	60	2	50	-	50
Engagement with Field							
	EWF 2	Practice Teaching (12 Lessons) and Internship (20 Weeks)	480	16	400	-	400
		TOTAL (Theory +Practical)	900	40	625	375	1000

4. Technology Use and Integration

Students are given exposure and practice for integrating technology into the teaching learning process. The faculty themselves use technology in terms of presentations, explanation and dissemination of classroom teaching learning activities.



100 marks, 4 credits, Hours: 60 for theory excluding hours to be spent by student teachers for completing assignments

Note: Figures in the bracket show hours for curriculum transaction

Objectives: The student teacher will be able to-

- describe the changing pattern of education due to ICT.
- explain the challenges in integrating ICT in school education
- explain the software and its uses in Education
- apply the ICT strategies in Teaching Learning process

Module 1: Understanding and Executing ICT Education (Credit 1, Hours 15, Marks 25)

Objectives: After learning this module the student teacher will be able to-

- explain the Technological revolution & its impact on society.
- state the development of Educational technology.
- elaborate the concept, importance, meaning & nature of ICT.
- explain the Need of Information & Communication Technology.
- describe the changing pattern of education due to ICT.
- explain the challenges in integrating ICT in school education.
- use of the online facilities available for Communication

Content

1. Technological Revolution & its impact on society(1)
2. Development of Educational technology & shift from teacher centered to learner centered Education (2).
3. Concept, Importance, Meaning & Nature of Information & Communication Technology (2)
4. Need of Information & Communication Technology in Education (1)

5. Scope of ICT in Education: a) Teaching Learning Process b) Publications c) Evaluation d) Research e) Administration (3)
6. Challenges in integrating Information & Communication Technology in school education. (2)
7. Facilities available for Communication - E-mail, chat, online Audio-video conferencing, e-Library, websites. Google Applications (such as Google doc, Google Drive, map, alert, talk, translate, image, groups, calendar, drive) (4)

Module - 2: Understanding ICT in Education (Credit 1, Hours 15, Marks 25)

Objectives: After learning this module the student teacher will be able to

- explain the meaning and characteristics of Computer.
- operate various hardware devices.
- explain the software and its uses in Education.

Content:

1. Computer - Definition ,Characteristics & Types of Computer – Speed, Storage, Accuracy, Versatile, Automation, Diligence (3)
2. Hardware and uses.-(6)
 - Input devices - Key Board, Mouse, Scanner, Microphone, Digital camera.
 - Output devices - Monitor, Printer, Speaker, Screen image projector
 - Storage devices - Hard Disk, CD & DVD, Mass Storage Device (Pen drive)
 - ICT Tools-Touch screen, Personal Digital Assistants (PDA),Bar Code Readers, LCD Projectors, Game Pads and Joy Sticks.
3. Software's and its uses in Education. (6)
 - Operating System - Concept and function.
 - Application Software
 - Word Processors
 - Presentation software
 - Data management -Spread sheet
 - Content access software –Media Player,
 - Media development software-Image Editing Software

Module 3: Applying ICT to Enhance Teaching Learning Process & Evaluation (Credit 1, Hours 15, Marks 25)

Objectives: After learning this module the student teacher will be able to -

- analyze the teaching-learning as a communication process.
- apply the ICT strategies in Teaching Learning process.
- use of ICT in Teaching Learning
- explain the concept, need & uses of internet and intranet
- explain the advantage and disadvantage of social networking

Content

1. Viewing teaching-learning as a communication process. (4)
 - Development of communication skills & ICT skills (Information acquisition and
 - information dissemination skills) to enhance learning
 - On demand examination, online examination.
2. Use of ICT in Teaching Learning – (6)
 - CAL - Computer Assisted Learning
 - Virtual Classroom through EDUSAT
 - M learning (ML)
 - Learning through: Educational Websites, e-books, Teacher Tubes & You Tubes.
3. Concept, need & uses of internet (1)
 - Search Engines - Concept and uses. (1)
 - Learning through: Blogs, Tweepers, WhatsApp , Teacher Tub & Face Book. Advantage and disadvantage of Social Networking like Face Book, Tweepers. (3)

Module 4: ICT & Changing Roles of Teacher (15) (Credit 1, Hours 15, Marks 25)

Objectives: After learning this module the student teacher will be able to-

- explain the role of teacher and student in teaching, evaluation, educational management, Classroom Environment & Infrastructure
- comply with the changing role of teacher due to ICT

Content

1. Paradigm shift in Education due to ICT content, with special reference to Curriculum, Role of Teacher, Role of student

,Methods of Teaching, Classroom Environment & Infrastructure ,
Evaluation procedure, Educational management.(4)

2. Role of teacher in following (11)

- Cyber Law, Morals & Ethical issues - copyright, Plagiarism, Hacking, (1)
- Computer Technology and Security- Computer Viruses, Theft of Information(1)
- Student safety on the Net. (1)
- Facilitator of learning, (1)
- e-content developer, (1)
- e-tutor (1)
- Manager of learning activities, (1)
- Mediator between learner & web resources (1)
- Evaluator (1)
- Researcher (2)

Assignments (Marks 25)

1. With the use of online survey tool (Survey Monkey,Online Forms by Google,Kwik Surveys) collect information about an educational problem and write a report.(15 Marks)
2. Visit Educational web sites, online videos and writing comment on usefulness related to a topic of interest and send comments by email to teacher educator and team leader student teacher. (10 Marks)

6. Organising field trips

As part of Internship, students visit different schools under different managements and organisations to get hands-on experience in understanding the functioning of the institutions and also observe the best practices followed by them. Visit to Special schools provides insight of inclusiveness in educational settings.

7. Conducting outreach activities

Various classrooms outreach programmes are organised for the development of all the three domains of the student. Workshops and awareness programmes are organized.

1. World Environment Day
2. International Yoga Day
3. Skill development workshop
4. Medical Camp
5. Cyber Security Awareness Program
6. World Mental health day
7. Rally on Vyasankmukti
8. World Human Right's Day
9. Cancer Awareness Day
10. Azadi Ka Amrut Mahotsav
11. World Doctor's Day
12. Self Defence workshop
13. Alcohol free world
14. khadi Mahotsav
15. Weninar on 21st Century Skill
16. Webinar Investor Awareness program
17. Workshop on Story telling
18. Medical Awareness for women Vitamin D
19. Expert talk on Nutrition and diet.

8. Community Engagement

Community surveys are conducted to identify the status and needs of the society. Students visit identified communities and conduct action research in those areas. They organise various activities such as clean and Green, awareness programs, distribution of basic amenities to the needy, role plays and skits to bring awareness on various social issues etc. for the benefit of the community.

1. Yusuf Meher Ali
2. Meri Maati Mer Desh
3. Swaach Bharat Abhiyan
4. Swaach hi seva campaign
5. Electoral process
6. Food Distribution at JJ Hospital

10. Facilitating Inclusive Education

Every year for 6 days the students visit inclusive schools. They are trained to make teaching aids for special childrens. The schools where the students visit are:

1. Gilderlane school.
2. Special children school, parel
3. Special children school, Govandi

4. Special children school, chembur

11. Preparing Individualised Educational Plan

Students are assessed at the entry level on their readiness for the professional course. Various activities are organised as part of the course work in theory and practicum. Students are assessed on various criteria and provided with individualised study plans based on their needs and levels. Mentors as well as methodology lecturers guide them as per their learning styles by providing them with suitable learning resources. Student's portfolios are created to have a continuous comprehensive understanding of the students performance in theory as well as practicum. Revision/Remedial classes are held for slow learners whereas advanced learners are assigned various curricular and co-curricular tasks to assist the lectures and peer group.