Curriculum Framework

Bachelor of Education (Two year)

(Based on NCFTE & NEP 2020)

શિક્ષણને સમર્પિત દશક

Indian Institute of Teacher Education

Curriculum Framework
Bachelor of Education (2- Year)
From AY 2020-21

Indian Institute of Teacher Education
(State Public University established by Govt. of Gujarat)

Curriculum Framework Bachelor of Education (2-Year) 2020

From the Desk of Vice-Chancellor….

Dear All,

Any curricula at any level should be based on what objectives or goals the educator or educational institution is trying to achieve in regard to students. A course of study for a class that teaches a student how to touch-type should be very different from one that teaches students to write a novel or a poem or even the results of a science experiment.

Therefore, a curriculum is of the utmost importance, as it mandates, among other things, how teachers and students will spend their time—in a lab? in clinical practice? in creating? in listening to lectures? It also clearly shows what a class, a department, a school, or an institution values, what these entities see as their mission, and what each expects its graduates to achieve. A curriculum should be the map to the essentials in any course of study, from the classroom level to the institutional level.

The success of any curriculum, then, should be judged on the basis of whether it achieves its objective. It's a test of how well an educational institution (or an individual teacher) defines and understands those objectives. It's a measure of how well an educational institution (or individual teacher) maps out a way for a student to find his or her way to success as defined by those objectives.

Curriculum consists of continuous chain of activities needed to translate educational goals into concrete activities, materials and observable change in behaviour. A lesson plan for example is a curriculum used by the teacher in the classroom. It answers the questions, "What do I want my students to know? How can I engage them in a series of activities that will maximize their chances of knowing? How can I measure what they have learned from the activities?"

Hence, for a society to achieve its educational goals, it needs a curriculum that is functional and relevant to its needs. Through the management of the curriculum, making use of the given resources in the best possible way. Developing policies to bring improvements in the whole system one can move towards a more promising future.

The curriculum sets the basis of any academic institution, without it, the institution would be a lost cause. As the syllabus would be commonly applied to the affiliated institutes across the state of Gujarat, we have concrete objectives of the system to apply. We have a defined set of aims and objectives for the syllabus that we have planned for our students. That's how we aim to move toward a better academic future for our nation.

It is a matter of great privilege and happiness writing to confirm the unveil of the latest curriculum of one and only university in the state of Gujarat dedicated to teacher education, Indian Institute of Teacher Education, Gandhinagar. We are glad to acknowledge that the latest curriculum has taken due care of the objectives and goals as set by NCFTE 2009 and guiding principles of NEP 2020. I also take the opportunity of appreciating the efforts put in by the teaching faculty of Centre of Education, IITE, Gandhinagar, Members of Board of Studies and Members of Acedemic Council for bringing a concrete neo-curriculum to the effect and application.

Date: 15th Sept., 2020

Gandhinagar   **Dr. Harshad A. Patel**

Curriculum Framework for
B.Ed. Course (2-Year)
in force from
Academic Year 2020-21

Curriculum Framework

Semesters		Sem 1			Sem 2			Sem 3			Sem 4			Total		
NCFTE-2009	Titles of the Paper/Subject	Papers	Credit	Total Cr	Papers	Credit	Total Cr	Papers	Credit	Total Cr	Papers	Credit	Total Cr	Papers	Credit	Total Cr
Area A: Foundations of Education																
Learner Studies	Psychology of Learner	1	3	3			0			0			0	1	3	3
	Learning & Teaching			0	1	3	3			0			0	1	3	3
Contemporary Studies	Teacher & Learner in Society			0			0			0	1	3	3	1	3	3
	Gender, School and Society			0			0			0	1	3	3	1	3	3
Educational Studies	Perspective in Education	1	3	3			0			0			0	1	3	3
	Developing the Self			0	1	3	3			0			0	1	3	3
	Total Area A	2	6	6	2	6	6	0	0	0	2	6	6	6	18	18
Area B: Curriculum and Pedagogy																
Curriculum Stuies	Curriculum Development Principles	1	3	3			0			0			0	1	3	3
	Knowledge and Curriculum			0	1	3	3			0			0	1	3	3
	Inclusive Education			0			0	1	3	3			0	1	3	3
	ICT in Curriculum			0			0	1	3	3			0	1	3	3
Language Proficiency and Curriculum	Gujarati Language	1	3	3			0			0			0	1	3	3
	English Language			0	1	3	3			0			0	1	3	3
	Hindi Language			0			0	1	3	3			0	1	3	3
	Classical Sanskrit			0			0			0	1	3	3	1	3	3
	Language across the curriculum			0			0	1	3	3			0	1	3	3
Pedagogical Studies	General Pedagogy for Maths and Science (O)	1	3	3			0			0			0	1	3	3
	General Pedagogy for Languages, Social Sciences and Commerce (O)	1	3	3			0			0			0	1	3	3
	Pedagogy of Teaching Method 1			0	1	3	3			0			0	1	3	3
	Pedagogy of Teaching Method 2			0	1	3	3			0			0	1	3	3
	Advance Pedagogy			0			0			0	1	3	3	1	3	3
Assessment & Evaluation Studies	Assessment and Evaluation in Learning			0			0	1	3	3			0	1	3	3
Enhancing Professional Capabilities (Tool Courses)	Reflective Reading	1	1	1			0			0			0	1	1	1
	Art in Education	1	1	1			0			0			0	1	1	1
	Environment Education/ Yoga in Education/ Edu. Management			0			0			0	1	1	1	1	1	1
	Educational Statistics / Guidance and Counselling / Value Education			0			0			0	1	1	1	1	1	1
	Total Area B	5	11	11	4	12	12	5	15	15	4	8	8	18	46	46
Area C: School Internship																
School Intetrnship	Pre-practice Teaching (Micro-Simulation)	1	5	5			0			0			0	1	5	5
	Practice Teaching			0	1	4	4			0			0	1	4	4
	Block Teaching			0			0			0	1	4	4	1	4	4
	Internship			0			0	1	7	7	1	4	4	2	11	11
	Total Area C	1	5	5	1	4	4	1	7	7	2	8	8	5	24	24
	Total	8	22	22	7	22	22	6	22	22	8	22	22	29	88	88

From the desk of Vice Chancellor ....

Contents:

Semester wise Distribution of Credits and Marks

	Semester	Hours	Credit	Internal	External	Total
Theory	I	225	15	150	350	500
EPC	I	60	2	30	70	100
SI	I	150	5	200	00	200
		435	**22**	**380**	**420**	**800**
Theory	II	270	18	180	420	600
EPC	II	0	0	0	0	0
SI	II	120	4	100	00	100
		390	**22**	**380**	**420**	**700**
Theory	III	225	15	150	350	500
EPC	III	0	0	0	0	0
SI	III	210	7	200	00	200
		435	**22**	**350**	**350**	**700**
Theory	IV	180	12	120	280	400
EPC	IV	60	2	30	70	100
SI	IV	240	8	200	100	300
		480	22	350	450	800
	Total	**1740**	**88**	**1360**	**1640**	**3000**

AE : Assessment and Evaluation

LS   : Learner Studies

ES   : Educational Studies

CuS : Curriculum Studies

CoS : Contemporary Studies

LPC : Language Proficiency and Curriculum

PS   : Pedagogical Studies

Semester I

	Hours	Credit	Internal	External	Total
Theory	225	15	150	350	500
EPC	60	2	30	70	100
SI	150	5	200	-	200
	435	**22**	**380**	**420**	**800**

S.No.	Code	Subject Name	T/P	Hrs	Credit	Int	Ext	Total
1	LS 1	Psychology of Learner	T	45	3	30	70	100
2	ES 1	Perspectives in Education	T	45	3	30	70	100
3	CuS 1	Curriculum Development Principles	T	45	3	30	70	100
4	LPC 1	Gujarati Language	T/P	45	3	30	70	100
5	PS 1 - O1/O2	General Pedagogy For Mathematics and Science **or** General Pedagogy for Languages, Social Sciences and Commerce	T	45	3	30	70	100
6	EPC 1	Reflective Reading	P	30	1	15	35	50
7	EPC 2	Art in Education	P	30	1	15	35	50
8	SI 1	Pre-practice Teaching (Micro-Simulation, School Exposure)	P	150	5	200	-	200
		Total		**435**	**22**	**380**	**420**	**800**

Semester II

	Hours	Credit	Internal	External	Total
Theory	270	18	180	420	600
EPC	0	0	0	0	0
SI	120	4	100	0	100
	390	**22**	**380**	**420**	**700**

Sr. No.	Code	Subject Name	T/P	Hours	Credit	Internal	External	Total
1	LS 2	Learning and Teaching	T	45	3	30	70	100
2	ES 2	Developing the Self	T	45	3	30	70	100
3	CuS 2	Knowledge and Curriculum	T	45	3	30	70	100
4	LPC 2	English Language	T/P	45	3	30	70	100
5		Optional Paper (Two Methods to be selected from the given Subjects) Pedagogy of Gujarati, Pedagogy of Hindi, Pedagogy of English-L2, Pedagogy of English-L1 , Pedagogy of Sanskrit , Pedagogy of Mathematics, Pedagogy of Science, Pedagogy of Social Science, Pedagogy of Accountancy, Pedagogy of Commerce, Pedagogy of Economics.						
6	PS 2	Pedagogy Teaching Method 1	T	45	3	30	70	100
7	PS 3	Pedagogy Teaching Method 2	T	45	3	30	70	100
8	SI 2	Practice Teaching	P	120	4	100	00	100
		Total		**390**	**22**	**380**	**420**	**700**

Semester III

	Hours	Credit	Internal	External	Total
Theory	225	15	150	350	500
EPC	0	0	0	0	0
SI	210	7	200	00	200
	435	**22**	**350**	**350**	**700**

Sr. No.	Code	Subject Name	T/P	Hours	Credit	Internal	External	Total
1	CuS 3	Inclusive Education	T	45	3	30	70	100
2	CuS 4	ICT in Curriculum	T	45	3	30	70	100
3	LPC 3	Hindi Language	T/P	45	3	30	70	100
4	LPC 4	Language Across Curriculum	T	45	3	30	70	100
5	AE 1	Assessment and Evaluation in Learning	T	45	3	30	70	100
6	SI 3	Internship	P	210	7	200	00	200
		Total		**435**	**22**	**350**	**350**	**700**

Semester IV

	Hours	Credit	Internal	External	Total
Theory	180	12	120	280	400
EPC	60	2	30	70	100
SI	240	8	200	100	300
	480	**22**	**350**	**450**	**800**

Sr. No.	Code	Subject Name	T/P	Hours	Credit	Int	Ext	Total
1	CoS 1	Teacher and Learner in Society	T	45	3	30	70	100
2	CoS 2	Gender, School and Society	T	45	3	30	70	100
3	LPC 5	Classical Sanskrit	T/P	45	3	30	70	100
4	PS 4	Advanced Pedagogy	T	45	3	30	70	100
5	EPC 3	Optional Paper (Any one) Environment Education Yoga in Education Educational Management	P	30	1	15	35	50
6	EPC 4	Optional Paper (Any one) Educational Statistics Guidance and Counselling Value Education	P	30	1	15	35	50
7	SI 4	Block Teaching & Internship	P	240	8	200	100	300
		Total		**480**	**22**	**350**	**450**	**800**

Semester I

Semester I

	Hours	Credit	Internal	External	Total
Theory	225	15	150	350	500
EPC	60	2	30	70	100
SI	150	5	200	-	200
	435	**22**	**380**	**420**	**800**

S.No.	Code	Subject Name	T/P	Hrs	Credit	Int	Ext	Total
1	LS 1	Psychology of Learner	T	45	3	30	70	100
2	ES 1	Perspectives in Education	T	45	3	30	70	100
3	CuS 1	Curriculum Development Principles	T	45	3	30	70	100
4	LPC 1	Gujarati Language	T/P	45	3	30	70	100
5	PS 1 - O1/O2	General Pedagogy For Mathematics and Science **or** General Pedagogy for Languages, Social Sciences and Commerce	T	45	3	30	70	100
6	EPC 1	Reflective Reading	P	30	1	15	35	50
7	EPC 2	Art in Education	P	30	1	15	35	50
8	SI 1	Pre-practice Teaching (Micro-Simulation, School Exposure)	P	150	5	200	-	200
		Total		**435**	**22**	**380**	**420**	**800**

Sem	LS 1: Psychology of Learner	Compulsory
I		**Marks : 70 + 30**

Objectives
To enable the prospective teachers:
- to develop insight about Educational Psychology and the stages of human growth and development.
- to understand different theories of Development and its implication in real classroom scenario.
- to understand and imply theories of Intelligence, Personality and Creativity.
- to understand Mental Health and Adjustment.

Unit 1: Educational Psychology & Growth and Development
1.1 Psychology: Concept; Educational Psychology: Concept, Scope and Significance
1.2 Growth, Development & Maturity: Concept, Principles and Factors affecting Growth and Development
1.3 Stages of Human Development: Characteristics and Educational Implications
1.4 Adolescence: Concept, Characteristics, Challenges and Educational Implications

Unit 2: Developmental Theories: Concept, Stages and Characteristics
2.1 Piaget's Cognitive Development Theory
2.2 Vygotsky's Theory of Cognitive Development
2.3 Kohlberg's Moral Development Theory
2.4 Erickson's Theory of Psycho-Socio Development

Unit 3: Intelligence, Personality and Creativity
3.1 Individual Difference: Concept, areas of Individual Differences, Educational Implications
3.2 Intelligence: Concept and theories (Two factor theory, Guilford's SOI) Measurement of Intelligence and its Educational implications
3.3 Personality: Concept, Factors, Types of Personality (Introvert, Extrovert).
3.4 Creativity: Concept, difference between creativity and intelligence, Techniques of fostering creativity

Unit 4: Mental Health and Adjustment
4.1 Mental Health: Concept, Factors affecting Mental Health, Concept of Mental Hygiene
4.2 Adjustment: Concept, Characteristics and Maladjustment
4.3 Defence Mechanisms: Types and Implications
4.4. Group Dynamics: Concept & Implications, Sociometry.
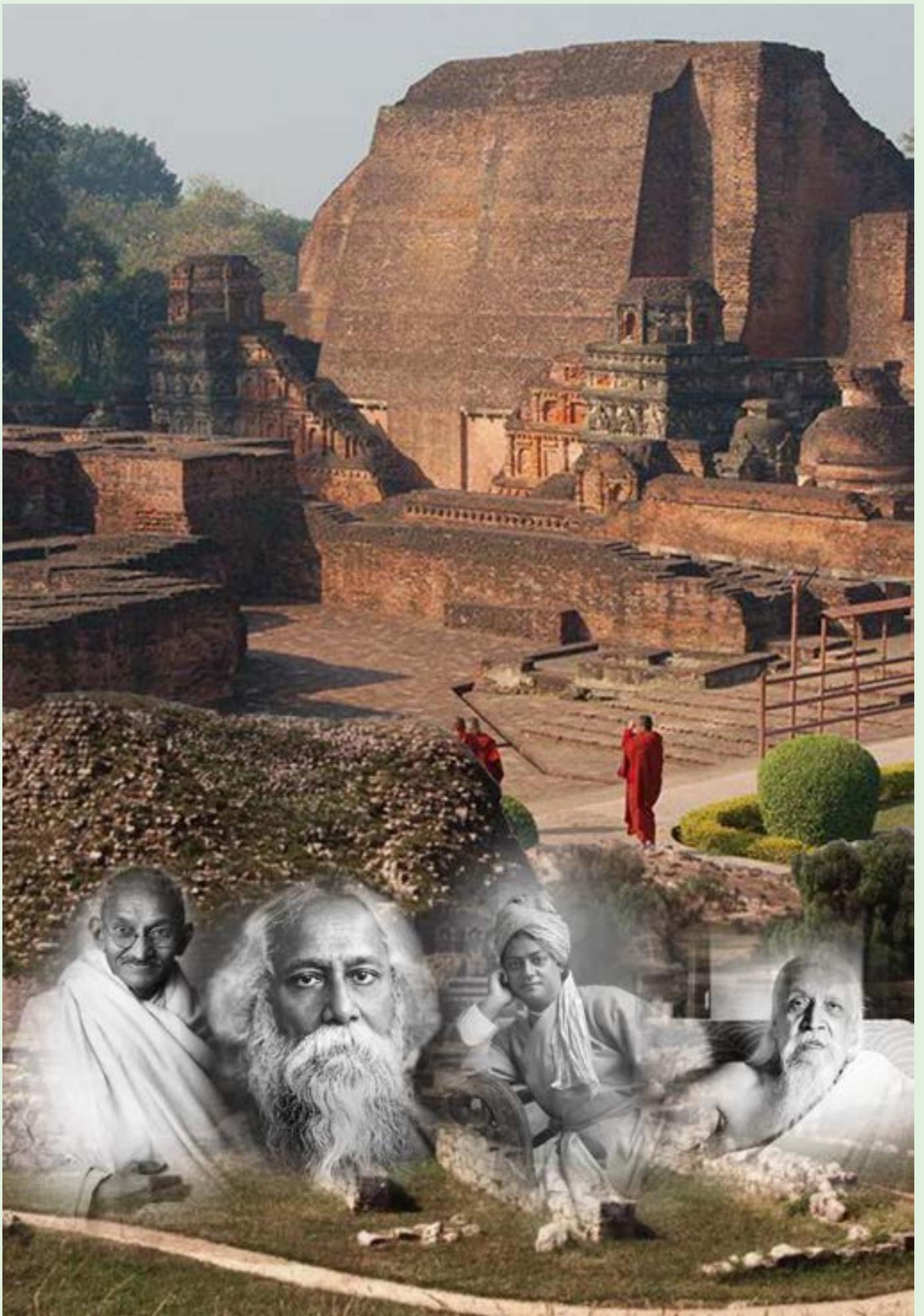
Sem **I**	**ES 1 Perspectives in Education**	**Compulsory** **Marks : 70 + 30**

Objectives

To enable the prospective teachers:
- to understand the Education as a System in India and Education envisioned by Indian Thinkers.
- to understand the importance of Development of Education System.
- to understand the policies implemented in Post-independance Era.
- to appreciate the futuristic National Polices being introduced.

Unit 1: Education
1.1   Concept of Philosophy and Education; Significance of Education
1.2   Types of Education: Formal, Informal, Non-formal
1.3   Education perceived by Gandhiji, Vivekanand, Rabindranath Tagore, Maharshi Aurbindo
1.4   Ancient Educational Institutions: Takshashila, Nalanda and Valabhi

Unit 2: Education in India
2.1   Education in Ancient India: Vedic System of Education
2.2   Efforts of strengthening Education System through Math, Mandir, Pathshala and Madressa
2.3   Reformation through Education in Indian Societies: Raja Rammonan Ray, Dayanand Sarswati, Thiruvalluvar, Sant Gyaneshwar
2.4   Wardha Scheme of Basic Education (Nai Talim)

Unit 3: Education in Post Independent India
3.1   Radhakrishna Commission, Secondary Education Commission
3.2   Kothari Commission
3.3   National Policy on Education 1986, Programme of Action 1992
3.4   RTE Act 2009

Unit 4: National Education Policy 2020
4.1   Restructuring School Education: 5 + 3 + 3 + 4 and Early Childhood Care and Education
4.2   School Curriculum and Pedagogy
4.3   Teacher
4.4   Promotion of Indian Languages, Art and Culture; Online and Digital Education
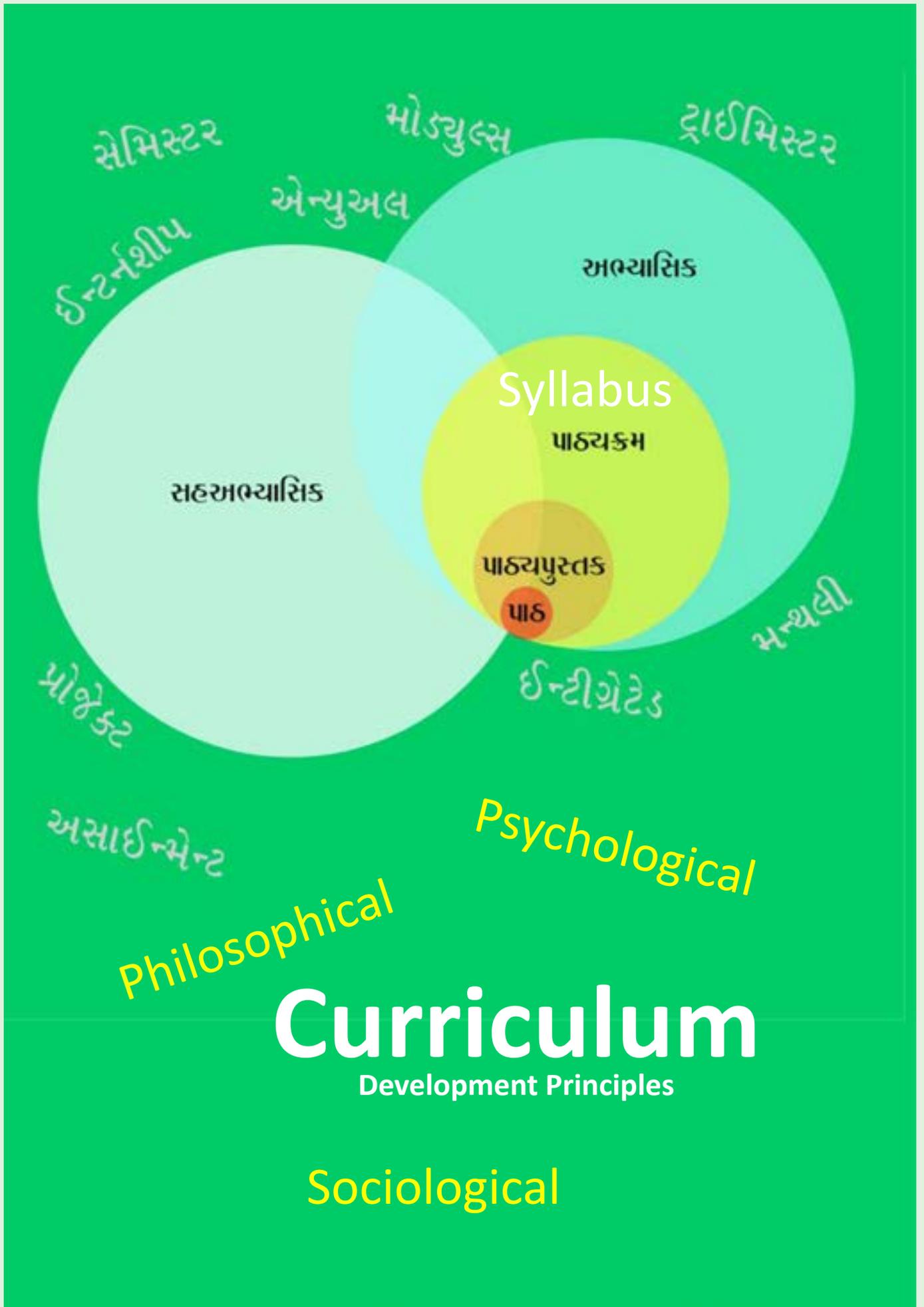
Sem		Compulsory
I	**CuS 1: Curriculum Development Principles**	**Marks : 70 + 30**

Objectives

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To enable the prospective teachers:
- to understand Concept and Principles of Curriculum.
- to develop an understanding of Types and Approaches to Curriculum.
- to understand various foundations of Curriculum
- to comprehend the process of Curriculum Development

Unit 1: Curriculum: Concept & Principles
1.1   Concept of Syllabus & Curriculum
1.2   Aims and Characteristics of Curriculum
1.3   Difference: Curriculum Framework, Curriculum, Syllabus and Text-book
1.4   Principles of Curriculum Development

Unit 2: Types & Approaches of Curriculum
2.1   Types of Curriculum: Subject Centered, Student Centered, Objective Centered, Experience Centered and Integrated Curriculum
2.2   Concept of Overt (Explicit), Hidden (Implicit) and Null
2.3   Approaches to Curriculum: Behavioural- Rational Approach, System-Managerial Approach, Intellectual-Academic Approach, Humanistic-Aesthetic Approach
2.4   Determinants of Curriculum: Societal Diversity, Political and Economic Factors, Professional Organisation, Environment and Institutional Consideration

Unit 3: Foundations of Curriculum Development
3.1   Source of Curriculum Design: State, Science, Society, Moral Doctrine, Knowledge, Learner
3.2   Philosophical Foundations of Curriculum Development
3.3   Psychological Foundations of Curriculum Development
3.4   Sociological Foundation of Curriculum Development

Unit 4: Process of Curriculum Development
4.1   Establishing Philosophy and Need Assessment
4.2   Formation of Goals and Objectives
4.3   Selection and Organisation of Content & Learning Experiences
4.4   Evaluation of Curriculum
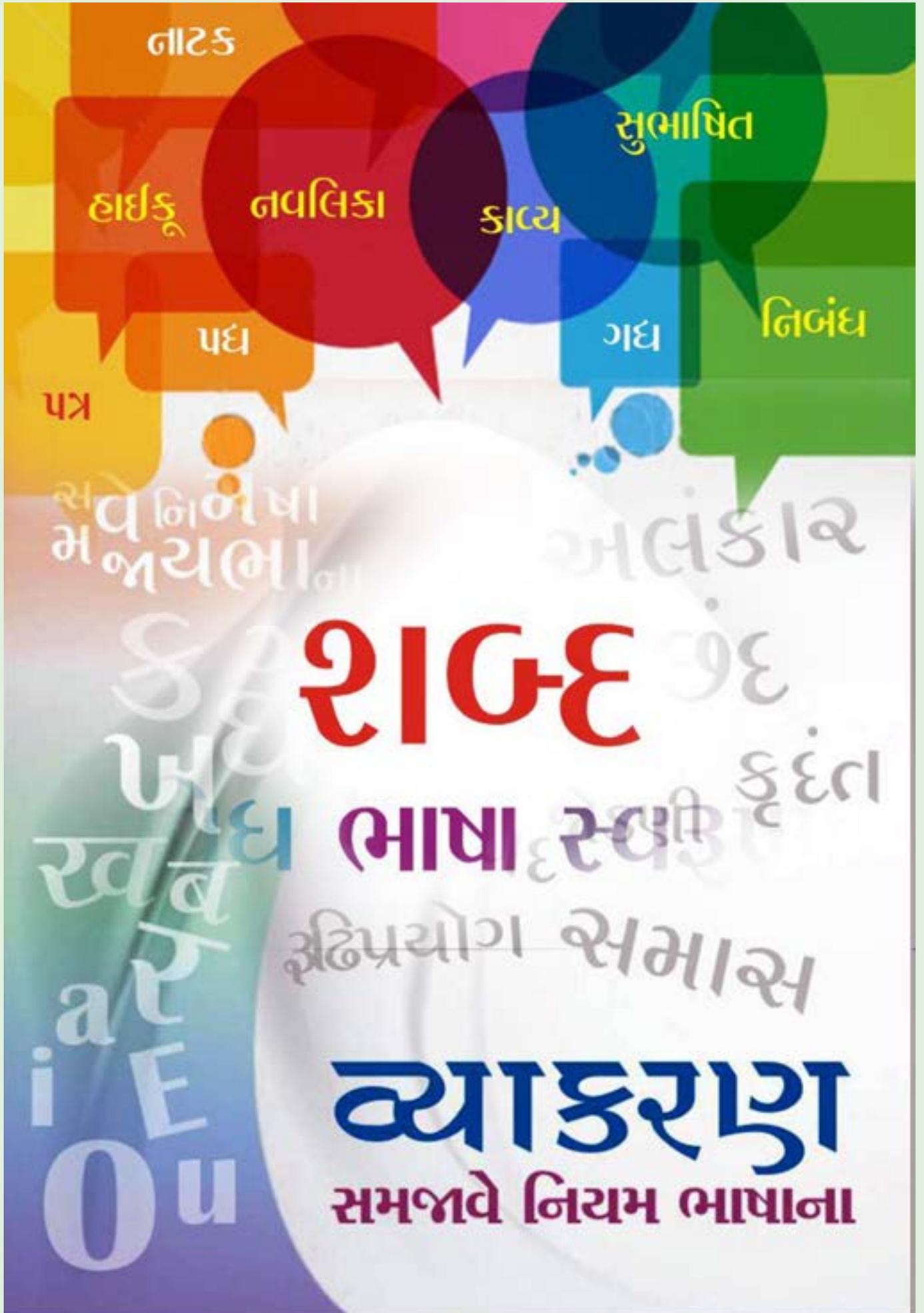
Sem		
I	**LPC 1: Gujarati Language**	**Compulsory** Marks : 70 + 30

હેતુ :   23

- પ્રશિક્ષણાર્થીઓ ગુજરાતી ભાષાનો ધ્વનિવિચાર જાણે, સમાનાર્થી અને વિરુદ્ધાર્થી શબ્દોની આગવી અર્થછાયા સમજે.
- પ્રશિક્ષણાર્થીઓ સંક્ષેપીકરણની પ્રક્રિયા સમજે અને પોતાના અભ્યાસમાં તેનો ઉપયોગ કરતા શીખે.
- પ્રશિક્ષણાર્થીઓ વિચાર-વિસ્તાર કરતા થાય.
- પ્રશિક્ષણાર્થીઓ નિબંધલેખન સમજે અને વિવિધ પ્રકારના નિબંધ લખી શકે. વિદ્યાર્થીઓ ગદ્યના સ્વરૂપોથી પરિચિત થાય અને એક પ્રકારના ગદ્યનું બીજા પ્રકારના ગદ્યમાં રૂપાંતર કરી શકે તેમજ લેખનમાં ઉપયોગ કરી શકે.
- પ્રશિક્ષણાર્થીઓ અહેવાલ લેખન કરી શકે, વિદ્યાર્થીઓ ઉદ્ઘોષક અને સભાસંચાલકની કામગીરી સમજે અને સભાસંચાલન કરવા પ્રેરાય.
- પ્રશિક્ષણાર્થીઓ ગદ્ય-પદ્યના રસસ્થાનો સમજી સમીક્ષા કરે.

Unit 1: ધ્વનિવિચાર, સમાનાર્થી શબ્દો, વિરુદ્ધાર્થી શબ્દો

  1.1 ધ્વનિ, વાગ્અવયવો, ઘોષ – અઘોષ, અલ્પપ્રાણ – મહાપ્રાણ ,

  1.2 સ્વર, વ્યંજન, અનુનાસિકો (ઉચ્ચારણ પ્રક્રિયા)

  1.3 સમાનાર્થી શબ્દો અને તેની આગવી અર્થછાયા

  1.4 વિરુદ્ધાર્થી શબ્દો અને તેની આગવી અર્થછાયા

Unit 2: સંક્ષેપીકરણ, વિચાર-વિસ્તાર

  2.1 સંક્ષેપીકરણ અને સારલેખનનો ભેદ

  2.2 શબ્દસમૂહ માટે એક શબ્દ શોધી લખવા, રૂઢિપ્રયોગ, કહેવત મૂકી શકાય તેમ હોય તે શોધવા, વાક્યોને કેવી રીતે ભેગા કરી સંક્ષેપ કરવો તેની સમજ

  2.3 વિચાર એટલે શું?, કાવ્ય પંક્તિ/વાક્યનો કેન્દ્રવર્તી વિચાર ગ્રહણ કરવો,

  2.4 વિચારનો વિસ્તાર, ઉદાહરણ, અવતરણનું મહત્ત્વ

Unit 3 : નિબંધ લેખન, ગદ્ય રૂપાંતર

  3.1 વિષયને અનુરૂપ મુદ્દા નક્કી કરવા,મુદ્દાનો ક્રમ નક્કી કરવો

  3.2 અવતરણોનું મહત્ત્વ,પ્રસ્તાવના અને ઉપસંહારનું લેખન, વિષય અનુરૂપ ગદ્યની પસંદગી

  3.3 વાદાત્મક ગદ્ય, ભાવાત્મક ગદ્ય

  3.4 વિવરણાત્મક ગદ્ય, વર્ણનાત્મક ગદ્ય

Unit 4: અહેવાલ લેખન, સભાસંચાલન, ગદ્ય- પદ્ય સમીક્ષા

  4.1 અહેવાલ લેખન

  4.2 ઉદ્ઘોષક અને સભાસંચાલકની ભૂમિકા

  4.3 કાવ્યના રસસ્થાનોની સમજ

  4.4 પ્રશ્નોની સમજ, જવાબ અને જવાબની ભાષા

Sem I	PS 1 O1 :	General Pedagogy for Mathematics and Science	Optional Marks : 70 + 30

Objectives

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To enable the prospective teachers:

- to comprehend the concepts of faculty and discipline and knowledge as a whole.
- to appreciate values and recognize correlation.
- to understand pedagogical perspectives.
- to develop skills of microteaching, simulation lesson.

Unit 1: Values and Corelation of Mathematics and Science

1.1   Concept of Faculty and Discipline with Reference to Mathematics and Science

1.2   Scope of Science and Mathematics; Values - Disciplinarian, Cultural and Utilitarian

1.3   Corelation: i) Mathematics: with its branches and Social Sciences

ii) Science: with its branches and Social Sciences

iii) Mathematics and Science

1.4   Mathematics and Science in School Curriculum and day to day life: Need and Importance

Unit 2: Pedagogical Perspectives

2.1   Teaching: Concept and Principles

2.2   Maxims of Teaching

2.3   Concept & Examples: Techniques, Methods, Devices, Approaches and Models of teaching

2.4   Concept: Aims, Objectives and Learning Outcomes in Mathematics and Science

Unit 3: Methods of Teaching Mathematics and Science

3.1   Inductive - Deductive, Demonstration

3.2   Comparison, Logical Approach

3.3   Analysis -Synthesis, Experiment Method

3.4   Project, Exhibition

Unit 4: Microteaching, Simulation

4.1   Microteaching: Concept, Steps, and Merits

4.2   Microteaching Skills: Set Induction, Probing Questions, Fluency in Questioning, Explanation, Illustration with Example,

4.3   Microteaching Skills: Board work, Stimulus Variation, Reinforcement, Use of Teaching Aids

4.4   Simulation: Concept, and Characteristics and Steps
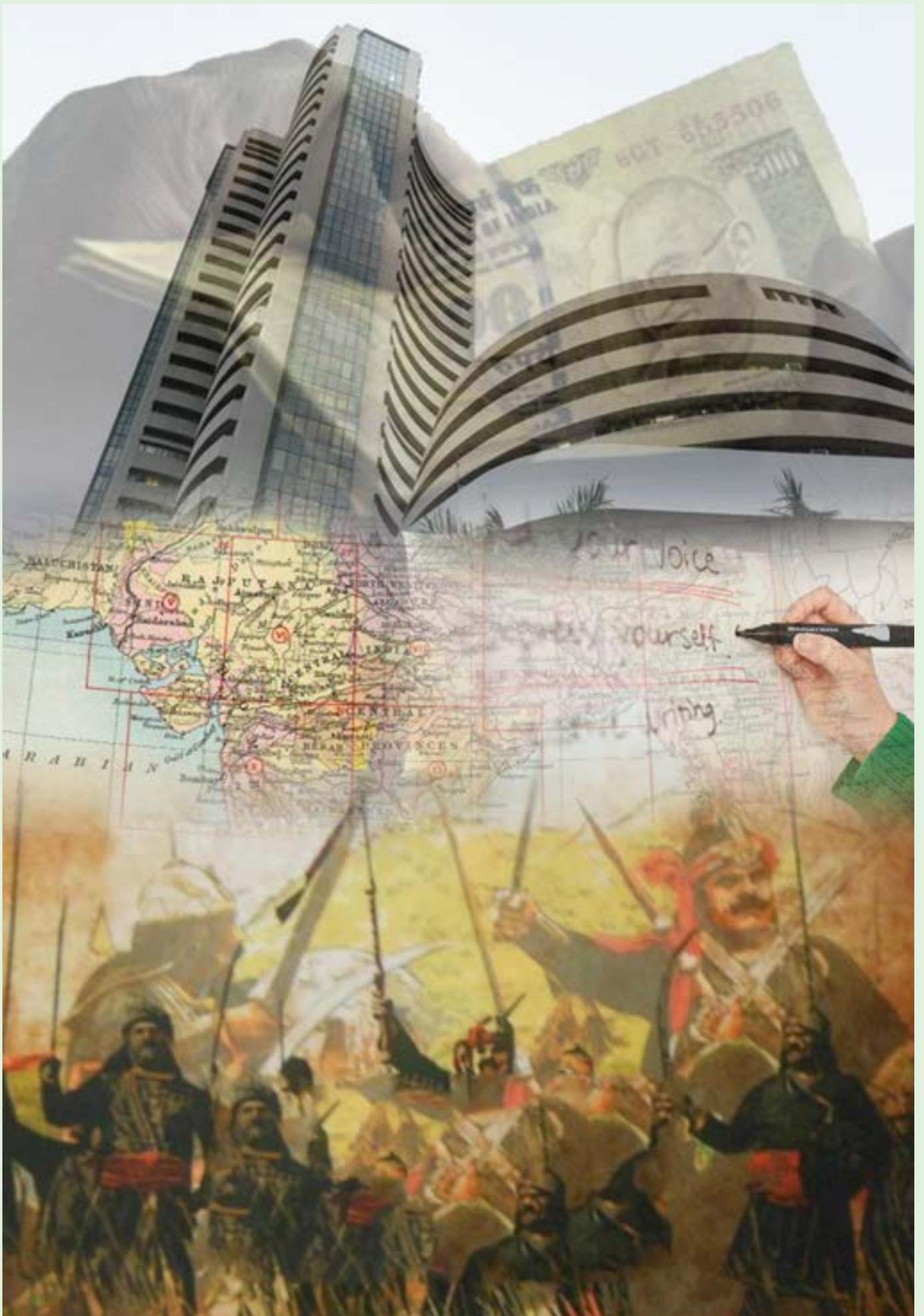
Sem I	PS1 O2 :	**General Pedagogy for Languages, Social Sciences & Commerce**	Optional Marks : 70 + 30

Objectives

To enable the prospective teachers:
- to comprehend the concepts of faculty and discipline and knowledge as a whole.
- to appreciate values and recognize correlation.
- to understand pedagogical perspectives.
- to develop skills of microteaching, simulation lesson.

Unit 1: Values and Corelation among Languages, Social Sciences and Commerce
1.1 Concept of faculty and discipline with reference to Languages, Social Sciences and Commerce
1.2 Scope of Languages, Social Sciences and Commerce, Values - Aesthetic, Cultural and Utilitarian
1.3 Correlation among Languages, Social Sciences,Commerce, Mathematics and Science
1.4 Languages, Social Sciences and Commerce in school curriculum and day to day life: Need and Importance

Unit 2: Pedagogical Perspectives
2.1 Teaching: Concept and Principles
2.2 Maxims of Teaching
2.3 Concept & Examples: Techniques, Methods, Devices, Approaches and Models of teaching
2.4 Concept: Aims, Objectives and Learning Outcomes in languages, Social Science and Commerce

Unit 3: Methods of Teaching Languages, Social Science and Commerce
3.1 Inductive-Deductive, Comparison
3.2 Translation, Story Telling
3.3 Narration cum disCuSsion, Demonstration, Project
3.4 Analysis-Synthesis, Source Method (Aadhar)

Unit 4: Microteaching, Simulation
4.1 Microteaching: Concept, Steps, and Merits
4.2 Microteaching Skills: Set Induction, Probing Questions, Fluency in Questioning, Explanation, Illustration with Example,
4.3 Microteaching Skills: Board work, Stimulus Variation, Reinforcement, Use of Teaching Aids
4.4 Simulation: Concept, and Characteristics and Steps

Sem	EPC 1: Reflective Reading	Compulsory
I		**Marks : 35 + 15**

Objectives

To enable the prospective teachers:

- to identify and relate to the context and diversity exhibited in the text book.
- develop skill of interpretation and reflection in relation with the text.
- to relate to the purpose of conducting various microteaching, curricular and co-curricular activities.
- to develop skills and ability to reflect in action and on action.

Section A : Context And Diversity In Text

(This section foCuS on developing the reading and comprehending ability of the teacher trainee with reference to text and develop skills for verbally, visually kinesthetically reflecting on the same.)

1.1 Conceptual Understanding: Text, Diversity, Context, Comprehension, Reading Strategies

1.2 Davis's nine potential component skills of comprehension

1.Word meanings 2. Word meanings in context 3. Follow passage organization 4. Main thought 5. Answer specific text-based questions 6. Text-based questions with paraphrase 7. Draw inferences about content 8. Literary devices 9. Author's purpose.

1.3 Reading Strategies-Previewing, Skimming, Scanning, Inferring, Reflecting, Predicting, Paraphrasing and Expansion of ideas

Section B : Reflections On Curricuular Practices

(This section foCuS on providing opportunities of reflection to teacher trainee with reference to curricular practices and school internship activities and develop skills for verbally, visually kinesthetically reflecting on the same.)

2.1 Conceptual Understanding: Reflective learning, Reflective Diary, stages of reflection

2.2 Reflection in action, reflection on action –Donald Schon

Activities for Section A :

1. Select a text (at least a lesson of 4-5 pages) from the text book of your choice. Identify the context, diversity and values inherent in the text. State the authors purpose of the text and Reflect upon your understanding for the same.

2. Select a text (at least a lesson of 4-5 pages) from the text book of your choice. Paraphrase the text and redesign the pages of the text in creative ways.

3. Narrate a story with true events (a current news piece from newspaper related to current events or any incidence can be selected). Re-telling the account - in one 's own words/ reflect your views / allow different viewpoints to be presented. from different points of view (taking turns in a smaller group)

4. Select a text from school text book which describes an event /case study/narration etc. Identify the cultural/social/gender relations prevalent during the describe period and present it in audio/visual/ audio-visual form other than the text.

5. Select an event based text from school text book and elaborate on the history before the events listed in the book. Identify the cultural/gender/social biases/thoughts/ideas inherent during the given period. Present it in audio/visual/audio-visual form other than the text.
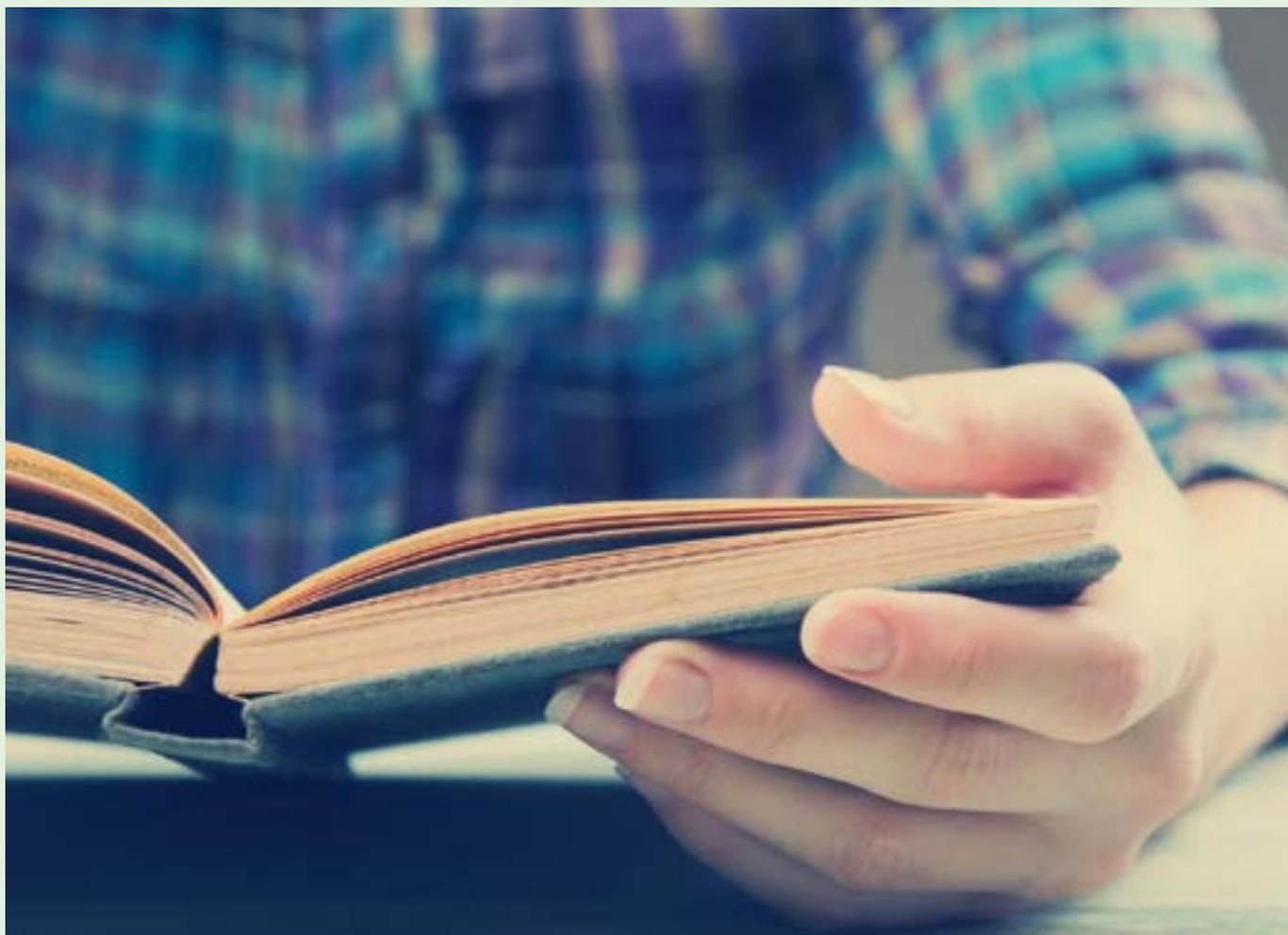
Activities for Section B :

1. Select a text analyses the structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations (guided working in pairs)

2. Reflect upon your experiences that helped you in transforming the theory taught to you and practice that you adopted related with microteaching skills.

3. Select an event related to microteaching and reflect upon the experiences of preparing and presenting the skill and the process of thinking at the time of teaching.

4. Select an event related to any curricular or co- curricular activity in which you have participated. List down the sequence of the events and elaborate at least one / two events during the process which might have weakened / strengthen/ changed changed your thoughts/ attitudes.

5. Researching and select an article of your choice. Research on the chain of events and develop a journal related to the event.

Note: **Trainees will select one activity from each unit for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.**

Sem	EPC 2: Art in Education	Compulsory
I		**Marks : 35 + 15**
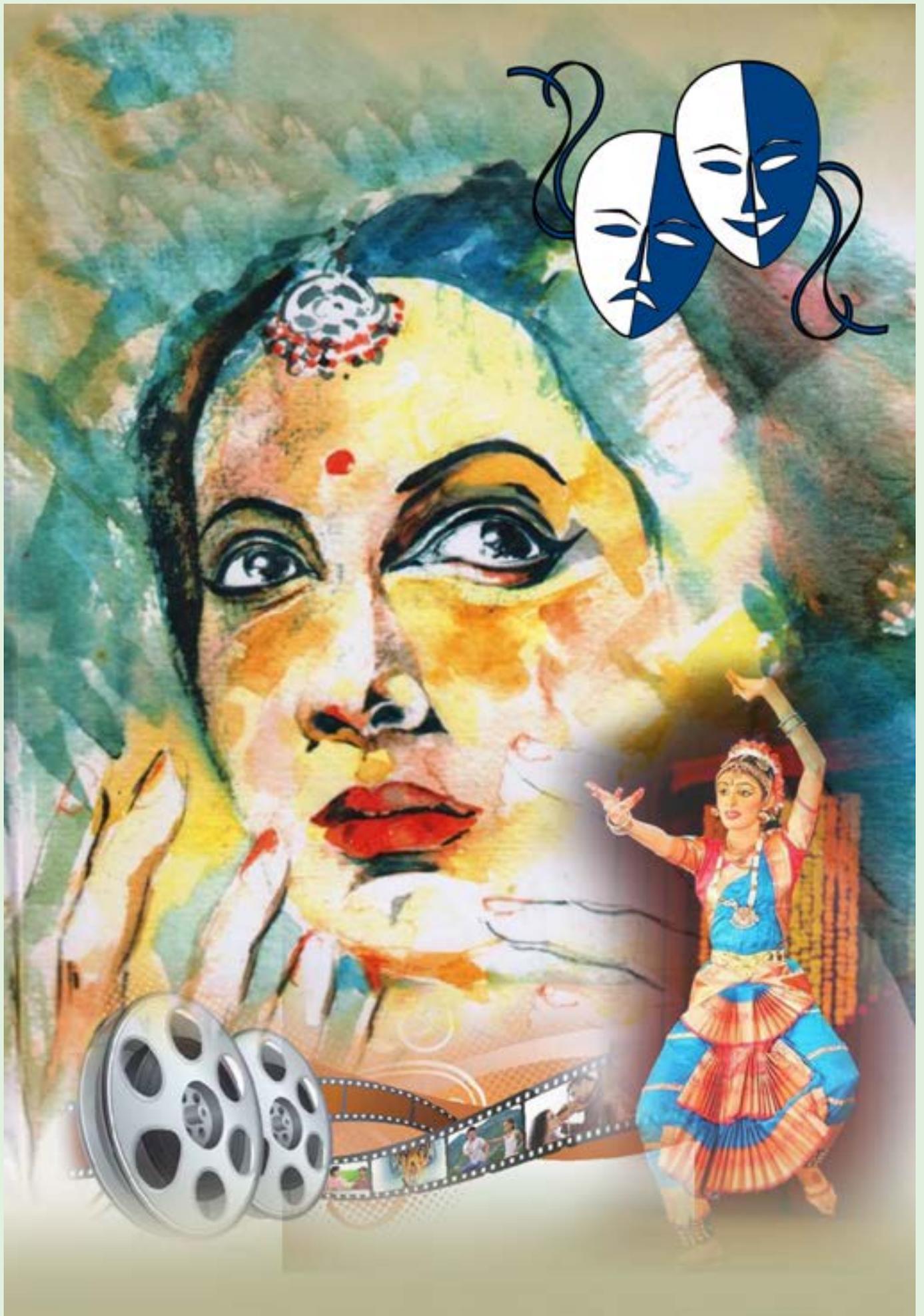
Objectives
To enable the prospective teachers:
- to identify and relate to the components related to music, fine arts, dance and drama inherent in the school curriculum.
- to develop skills of identifying and appreciating values related to music, fine arts, dance and drama in the school textbooks.
- to relate the textbooks to the purpose of conducting various celebrations in the form of curricular and co-curricular activities through the various forms of art.
- to develop skills and abilities to identify art in the curriculum and relate it to the day-to-day teaching and learning and lifelong learning.

Section A : Music and Fine Arts in Education (Conceptual Understanding)
1.1   Fine Arts : Elements (Line, form, tone, shape, color, texture) and its various expressions (Drawing, Painting, Poster Making, Collage, Rangoli, Clay Modeling etc.)
1.2   Music (Sanskrit Hymns, Shlokas, Stotras, Prayers, Patriotic Songs, Folk Songs, Light Vocals)

Section B : Dance and Drama in Education (Conceptual Understanding)
2.1   Dance: Taal, Laya, Matra, Sam, Tali, Khali and Avartan with example of different Taals. Writing of Taals, Folk, Traditional and Regional Dances, Classical dance forms
2.2   Drama : Theatre, Mono Acting, Mimicry, Skit, One Act Play, Mime, Dialogues and Dialogue Delivery

Activity of Section A
Music
1. Select a text from your textbooks and identify any Sanskrit Hymns, Shloks, Stotra, Prayers, Patriotic Songs, Folk Songs, Light Vocal with which you can present the content or the text in a better way. Prepare a report with guidelines for the teacher showing the process.
2. Select a concept or text from your textbook. Develop Sanskrit Hymns/ Shloks/ Stotra / Prayer/ Patriotic Song / small poems for teaching the concept. Prepare a detailed report.
3. Find out a text or a topic related to any folk song pertaining to any region. Learn how to perform it in the classroom for the better understanding of the topic. How will you relate it and explain it? Prepare a detailed report.
4. Find out a song related to Bhakti Sangeet of India pertaining to any religion that is related to one or more topics of any textbooks. Learn to sing it appropriately in the classroom and relate it to disCuSs your topic. Prepare a detailed report
5. Can music be used to teach science and mathematics? If yes, how? Find out the ways and sources. Prepare or create your own poem, song or instrumental tune and perform before your teacher educators and teacher trainees. Prepare a detailed report of the project.

Fine Arts
1. Select a concept or topic from the school textbooks and prepare a drawing or painting. Prepare an outline of how to use that in the teaching of that topic in the class. Perform it and Prepare a report.
2. Select a concept or topic related to raising social awareness regarding any social or national or global issue from the school textbooks and prepare a poster. Prepare an outline of how to use that in the teaching of that topic in the class. Perform it and Prepare a report.

3. How can we use Clay Modeling, Paper Modeling and other crafts to teach any topic or concept of Mathematics, science or even languages and Social Sciences? Select a topic or a concept from any textbook and Prepare a Model to teach that topic or concept through any type of modeling. Prepare a report.
4. Select a unit of any textbook where more than one characters or concepts are disCuSsed and they are inter-related as well. Prepare a collage containing all these characters or concepts on a single drawing sheet. Show how can it be used in the classroom. Prepare a report.
5. Study the school text and make a list of at least 10 two dimensional images and 10 three dimensional images. Can you prepare better two dimensional and three dimensional images related to that topic in the textbook? If yes, show how and prepare it. Prepare a report of its use in the classroom.

Activity of Section B
Dance
1. Study the tribal and regional dances and identify how they can be used to teach a concept to the learner. Prepare a detailed report and presentation. Make presentation in your class.
2. Study the Classical Dance of an artist (Watch his/her videos available on internet) and identify how they can be used to teach a concept to the learner. Prepare a detailed report and presentation.
3. Select a text from your school textbooks and list out various aspects of dance forms angles, moves, culture etc. that are available in the school text. Prepare a report and presentation.
4. Perform a folk dance (in group) that is related to any of the textbooks of school education   and that can help the learners of that standard to understand that unit. Prepare a report.
5. Select a concept of your choice and prepare a nritya naatika of atleast 10-15 minutes to explain the concept. Prepare a report.

Drama
1. Select a concept from your text book and present the concept in the form of a full length play of at least 40 minutes. Prepare a script and a report.
2. Select a topic of creating awareness / current event from your textbooks and prepare an awareness campaign using mime/street play. Prepare a report.
3. Select a character from any textbook of languages or social sciences. Prepare and perform mono acting exhibiting that character. Prepare a report.
4. Study the various Rasas of Natyashastra given by Bharat. Find out various dialogues given in the language textbooks. Find out which dialogues are related to which Rasas? Perform those dialogues without reading and learn to produce that Rasa through the art of dialogue delivery or Role play (individually or in group). Prepare a report.
5. Find out good dialogues from movies that teaches a particular value to all of us. Perform that individually or in group on the stage. Prepare a report.

Note: Trainees will select one activity from each unit for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.

Sem	SI 1 : Pre Practice Teaching	Compulsory
I		**Marks : 200**

Objectives

To enable the prospective teachers:

- to understand the concept of microteaching skills and simulation
- to develop the proficiency in application of microteaching skills
- to develop the proficiency in delivering simulation lessons
- to develop the ability to use online medium and give lessons through online mode.
- to be exposed to school environment and gain multiple experiences

Type of Activity	Credit	Hrs.	Lessons			Marks		
			M 1	M 2	Total	Int.	Ext.	Total
Micro Lesson	1.5	45	3	3	6	60	-	
Observation			6	6	12			
Simulation (Face to Face)	2.5	75	3	3	6	60	-	100
Observation			3	3	6			
Simulation (Digital)			2	2	4	40	-	
Observation			2	2	4			
School Exposure	1.0	30	Report writing & Reflective journal			20	-	40
			Film Review and Reflective writing			20	-	
	5.0	**150**	**Total**			**200**	**-**	**200**

List of Microteaching Skills (Any six skills should be selected out of the following skills.)

1. Fluency in Questioning
2. Explanation
3. Illusration with Example
4. Probing Questions
5. Board work
6. Skill of assessment
7. Set Induction
8. Reinforcement
9. Stimulus Variation
10. Use of Teaching Aids
11. Skill of Nonverbal cues

List of Simulation Methods (Any six Methods should be selected out of the following Methods.)

1. Inductive Deductive
2. Demonstration
3. Experiment
4. Story Telling
5. Structural Approach
6. Direct
7. CLT Approch
8. Source Method
9. Translation
10. Project
11. Analysis Synthesis
12. Logical Approach
13. Comparative
14. Narration cum DisCuSsion
15. Bilingual
16. Paraphrasing (Khandanvya)
17. Regional Method
18. Questioning Method
19. Exhibition

Minimum Two different Apps should be used by the trainee for Online Simulation Lessons

1. Zoom App
2. Microsoft Team
3. Google Meet
4. Cisco WebEx
5. Any other Online Platform

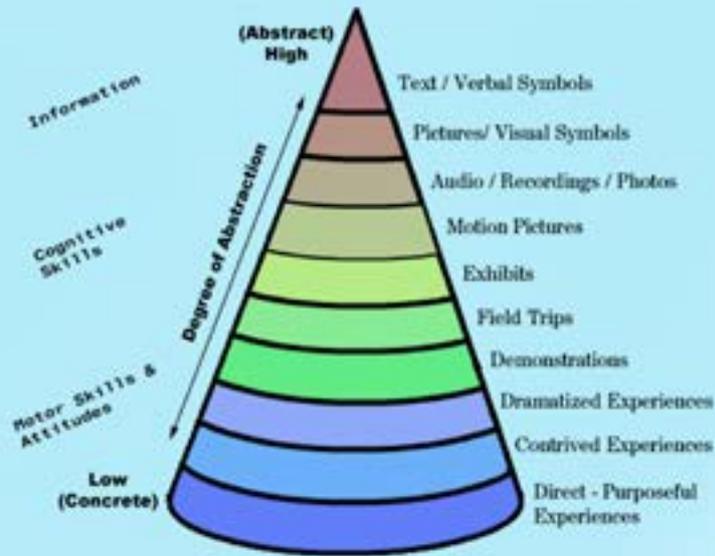## Minimum One Educational Movie should be selected for Film review

1. Not one less
2. Chalk and Duster
3. English Vinglish
4. Bhaag Milkha Bhaag
5. Social Network
6. Mohenjo Daro
7. 127 Hours
8. Aankhon Dekhi
9. Madam Geeta Rani
10. Sur
11. Queen
12. Zindagi Na Milegi Dobara
13. Bumm Bumm Bole
14. Three Idiots
15. Hindi Medium
16. Lage raho munnabhai
17. Drishyam
18. BubbleGum
19. Chillar Party
20. The Ultimate Gift
21. Roll No. 21
22. Angrezi Medium
23. Dangal
24. Mary kom
25. Rock On!!
26. Iqbal
27. Hicchki
28. Nil Battey sanatta
29. I am Kalam
30. Chak De India
31. Blue Umbrella
32. Mission Mangal
33. Bhul Bhulaiya
34. Ship of Theseus
35. Lilkee
36. The Karate Kid
37. Faltu
38. Black
39. Pathshala

Semester II

Semester II

	Hours	Credit	Internal	External	Total
Theory	270	18	180	420	600
EPC	0	0	0	0	0
SI	120	4	100	0	100
	390	**22**	**380**	**420**	**700**

Sr. No.	Code	Subject Name	T/P	Hours	Credit	Internal	External	Total
1	LS 2	Learning and Teaching	T	45	3	30	70	100
2	ES 2	Developing the Self	T	45	3	30	70	100
3	CuS 2	Knowledge and Curriculum	T	45	3	30	70	100
4	LPC 2	English Language	T/P	45	3	30	70	100
5		Optional Paper (Two Methods to be selected from the given Subjects) Pedagogy of Gujarati, Pedagogy of Hindi, Pedagogy of English-L2, Pedagogy of English-L1 , Pedagogy of Sanskrit , Pedagogy of Mathematics, Pedagogy of Science, Pedagogy of Social Science, Pedagogy of Accountancy, Pedagogy of Commerce, Pedagogy of Economics.						
6	PS 2	Pedagogy Teaching Method 1	T	45	3	30	70	100
7	PS 3	Pedagogy Teaching Method 2	T	45	3	30	70	100
8	SI 2	Practice Teaching	P	120	4	100	00	100
		Total		**390**	**22**	**380**	**420**	**700**

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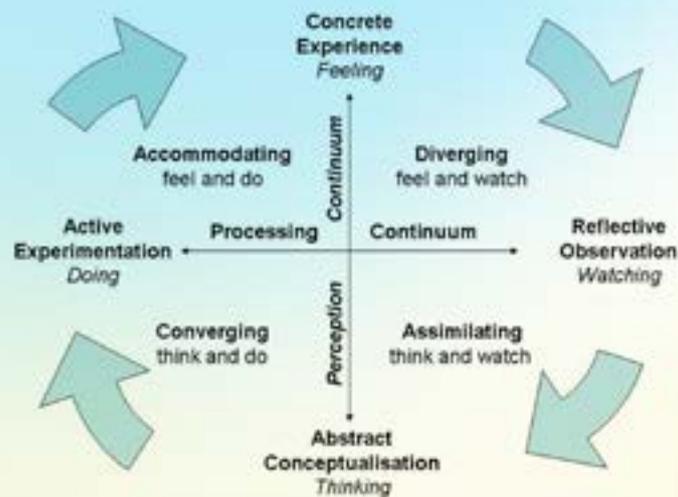
Sem II	LS 2: Learning and Teaching	Compulsory Marks : 70 + 30

Objectives

   To enable the prospective teachers:
- to understand the concept and nature of learning.
- to comprehend the theories of learning with reference to concepts and implications.
- to understand concept of teaching and use of various teaching method
- to understand models of teaching and programmed learning

Unit 1: Learning: Concept and Nature
   1.1   Concept and Nature of Learning, Factors affecting learning
   1.2   Motivation: Concept, Need, Theory (Abraham Maslow and McClelland)
   1.3   Transfer of learning: Concept, types, factors affecting transfer of learning
   1.4   Learning style: Concept and Classification by Kolb's, Edger Dale's Cone of Experience

**Unit 2: Theories of Learning (Concepts and Implications)**
   2.1   Classical Conditioning theory
   2.2   Operant Conditioning theory
   2.3   Learning by trial and error
   2.4   Gestalt theory (Insight learning)

Unit 3: Teaching and Role of Teacher
   3.1   Concept and Nature of Teaching, Teaching as a Profession
   3.2   Phases of Teaching: Planning, Execution and Reflection
   3.3   Levels of Teaching: Memory Level(Herbartian), Understanding Level(Morrison), Reflective Level(Hunt)
   3.4   Role of a Teacher: As a Model, Facilitator, Nagotiator, Co-Learner, Reflective Practioner and Classroom Researcher

Unit 4: Models of Teaching and Programmed Learning
   4.1   Models of Teaching: Concept, Characteristics, Elements
   4.2   Concept attainment Model
   4.3   Advance Organizer Model
   4.4   Programmed Learning: Concept, Principles, Types, Steps of Development
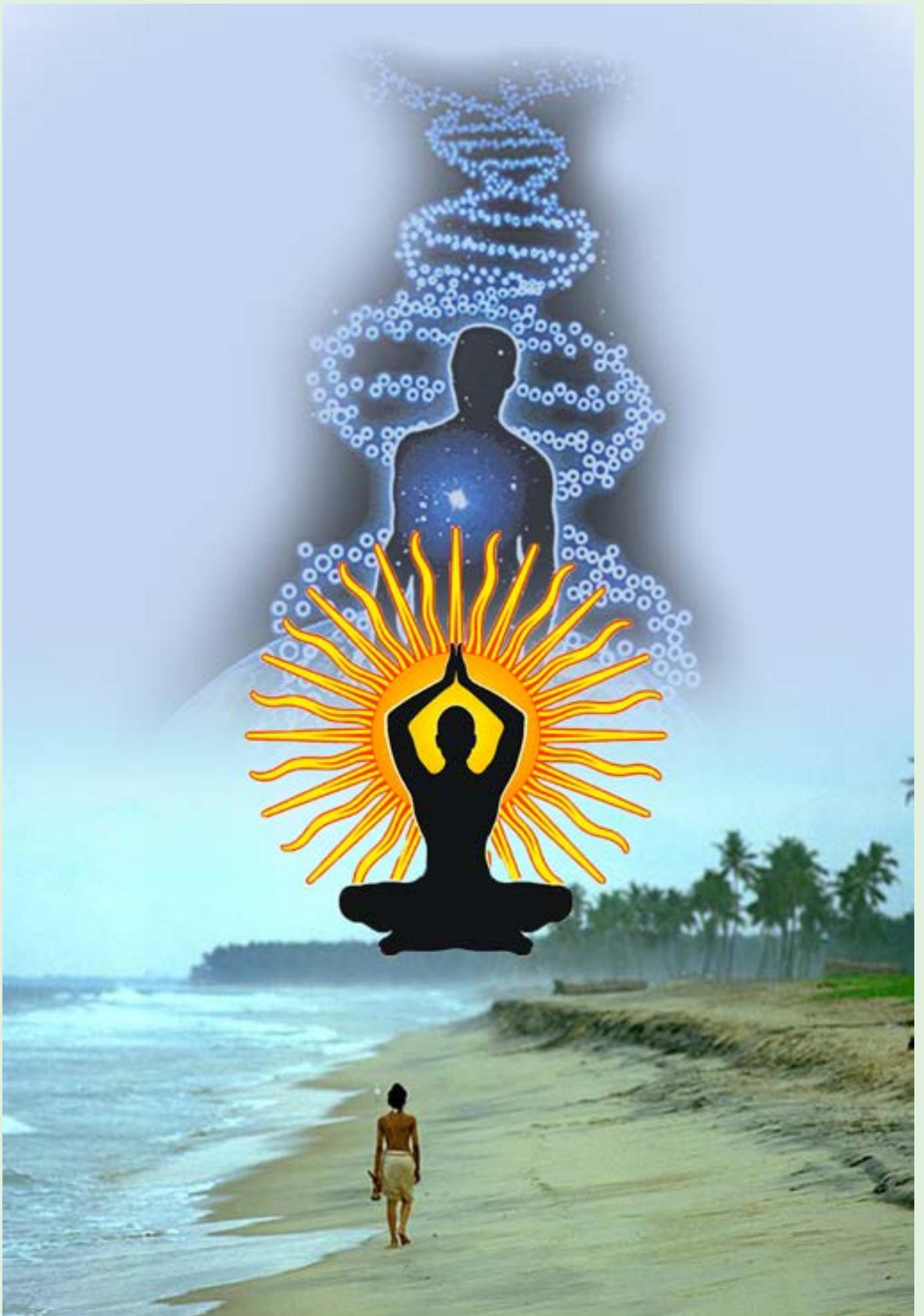
Sem **II**	**ES 2: Developing the Self**	**Compulsory** Marks : 70 + 30

Objectives:

To enable the prospective teachers:

- to develop critical understanding of concept of self and self-identity.
- to analyze the role of socialization in development of self.
- to analyze the role of spiritualism in development of self
- to critically disCuSs and analyses the role of teacher, books, films and case studies on development of self

Unit 1: Self and Self Identity

 1.1   Concept of Self and Self-identity

 1.2   Indian Concept of Self with reference to Satva, Rajas and Tamas Guna

 1.3   Constituent of Panch Kosh

 1.4   Components of Self – Attitude, Beliefs, Values

Unit 2: Development of Social Self

 2.1 Concept of Social Self & Cultural Self

 2.2 Agencies that shape the Self: Family, School and Community

 2.3 Stereotypes and Prejudices: Concept and role of Gender, Caste, Language and Religion in Developing Self

 2.4 Crisis of Self-identity in the era of Internet and Skills of enhancing self

Unit 3: Development of Spiritual Self

 3.1 Concept of Spiritual Self, Spiritualism and Integral Humanity

 3.2 Process of Self-awareness, Self-observation, Introspection and Austerity

 3.3 Concept of Sthitpragya (Bhagwad Geeta Ch-2)

 3.4 Yoga as a tool for Integration of Individual and Universal Self (Ashtang Yog)

Unit 4: Developing Self through Books, Case Studies, Films

 4.1   Books: Kon (Labhshankar Thakar), Gora (Ravindranath Tagore), Potani Olakh (Bababhai Patel)

 4.2 Case Study: J. Krishnamurthy, Ramkrishna Paramhans

 4.3 Films: Adi Shankracharya, Reva, Mystic India

 4.4 Role of a Teacher(Guru) in Developing the Self

Sem **II**	**CuS 2: Knowledge and Curriculum**	**Compulsory** **Marks : 70 + 30**

Objectives

To enable the prospective teachers:

- to describe meanings of knowledge.
- to understand abstract nature of knowledge.
- to identify different facets of knowledge.
- to classify knowledge into different forms and identify different ways of knowing.

Unit 1:Epistemology and Basics of Knowledge

    1.1 Epistemology: Meaning and Concept

    1.2 Knowledge: Meaning, Concept, Nature, Scope and Characteristics

    1.3 Sources and Types of Knowledge

    1.4 Distinction between: Knowledge and Information, Knowledge and Belief, Knowledge and Skill, Local and Universal; Concrete and Abstract; Theoretical and Practical; Contextual and Textual; School and out of School Knowledge

Unit 2:Process of Knowledge

    2.1 Components of Knowledge Process

    2.2 Approaches to Acquiring Knowledge

    2.3 Process of Knowing and Knowledge: The Indian Way

    2.4 Process of Construction of Knowledge and Factors involved in Construction of Knowledge

Unit 3:Translating Knowledge to Curriculum

    3.1 Knowledge as a Foundation of Curriculum and Knowledge Activation through Curriculum

    3.2 Infusing Knowledge Processes in Curriculum Development

    3.3 The responsibility of selection and Legitimacy of inclusion of knowledge in School Curriculum

    3.4 Evaluating Knowledge Potential in Curriculum

Unit 4:Issues and Trends in Knowledge and Curriculum

    4.1 Dimensions of Curriculum Design: Articulation, Balance, Continuity, Scope Sequence, Integration

    4.2 Curriculum Planning – Concept and Levels

    4.3 Autonomy in Curriculum Development – Meaning and Effect

    4.4 Benchmarking in Curriculum – Concept and Importance

Sem		Compulsory
II	**LPC 2 : English Language**	**Marks : 70 + 30**

Objectives

To enable the prospective teachers:

- to understand the definition, process and types of communication along with the concept and characteristics of effective communication
- to understand the various modes of communication and to learn to communicate effectively through those modes in the day-to-day professional life
- to understand the various components, types and techniques of the listening and speaking skills in English and to apply them in the day-to-day academic and professional activities
- to understand the various components, types and techniques of the reading and writing skills in English and to apply them in the day-to-day academic and professional activities

Unit 1: Introduction to Communication Skills

1.1   Definition of Communication
1.2   Process of Communication
1.3   Non-verbal communication in Classroom
1.4   Effective Communication : Characteristics and Barriers

Unit 2: Modes of Communication

2.1   Email Writing Skills
2.2   Presentation Skills
2.3   Communication (English) in Social Media : Academic Concerns
2.4   Communication in Group DisCuSsion, Personal interview

Unit 3: Listening and Speaking Skills

3.1   Types of Listening, Effective Listening Skills & Barriers to effective listening, Characteristics of a good listener
3.2   Listening to high quality speeches and songs in English and Note taking
3.3   Speaking Skills in English : Pronunciation skills, Stress and Intonation
3.4   Speaking Skills in English : Classroom Interaction, Post-prayer Talks, Meetings, Deliver Lectures/Speeches, Compering

Unit 4: Reading and Writing Skills

4.1   Concept, Types and Purposes of Reading; Increasing Reading Speed and Barriers to Reading Speed
4.2   Intensive and Extensive Reading; SQ3R,
4.3   Punctuation Marks, Cohesion, Coherence
4.4   Writing Formal Introductions, Agenda and Minutes of the Meetings, Reports, Notices and Announcements

Sem II	PS2/PS3: Pedagogy of Gujarati	Optional Marks : 70 + 30

હેતુઓ :

- પ્રશિક્ષણાર્થીઓ ભાષાના અર્થ, સ્વરૂપ, મહત્ત્વથી પરિચિત થાય તેમજ ભાષા શિક્ષણના સામાન્ય હેતુઓ અને વિશિષ્ટ હેતુઓ જાણે.
- પ્રશિક્ષણાર્થીઓ પાઠ આયોજન અને એકમ આયોજનની સમજ કેળવે
- પ્રશિક્ષણાર્થીઓ ભાષા શિક્ષણમાં ઉપયોગી તમામ પ્રકારની અધ્યયન-અધ્યાપન સામગ્રીથી પરિચિત થઈ તેનો વર્ગમાં ઉપયોગ કરતા શીખે.
- પ્રશિક્ષણાર્થીઓ માતૃભાષા પાઠ્યપુસ્તકનું મૂલ્યાંકન કરે તેમજ ગુજરાતી ભાષા શિક્ષણમાં ઉપયોગી સહઅભ્યાસ પ્રવૃત્તિઓથી પરિચિત થાય.

Unit 1: ગુજરાતી ભાષા શિક્ષણના હેતુઓ
- 1.1   ગુજરાતી ભાષાનો અર્થ અને સ્વરૂપ (પરિભાષા, લાક્ષણિકતા, ઘટકો, સ્વરૂપ)
- 1.2   ગુજરાતી ભાષા શિક્ષણનું મહત્ત્વ (શિક્ષણના માધ્યમ તરીકે, પ્રત્યાયનના વાહન તરીકે, અન્ય વિષયોનો પાયો)
- 1.3   બ્લુમ ટેક્સોનોમી અનુસાર ગુજરાતી ભાષા શિક્ષણના શૈક્ષણિક હેતુઓનુ વર્ગીકરણ
- 1.4   ગુજરાતી ભાષા શિક્ષણના સામાન્ય હેતુઓ અને વિશિષ્ટ હેતુઓ

Unit 2: પાઠ આયોજન અને એકમ આયોજન
- 2.1   પાઠ આયોજન : સંકલ્પના, સોપાનો અને ફાયદા
- 2.2   આદર્શ પાઠ આયોજનની લાક્ષણિકતાઓ
- 2.3   એકમ આયોજન: સંકલ્પના, સોપાનો,ફાયદા
- 2.4   ગુજરાતી ભાષા શિક્ષણની પ્રયુક્તિઓ : કાવ્યપઠન, કાવ્યગાન, સંદર્ભકથન, નાટ્યકરણ, મૂખરવાચન

Unit 3: ભાષા શિક્ષણમાં અધ્યયન-અધ્યાપન સામગ્રી
- 3.1   શૈક્ષણિક સાધનો: સંકલ્પના, વર્ગીકરણ,મહત્વ અને ઉપયોગ
- 3.2   શ્રવણ, કથન, વાચન, લેખન કૌશલ્યોના વિકાસ માટેની પ્રવૃત્તિઓ
- 3.3   ભાષા શિક્ષણમાં ઉપયોગી સંદર્ભ સાહિત્ય, શબ્દકોશ, વિશ્વકોષ, સોફ્ટવેર, મોબાઇલ એપ્લિકેશન અને બીજા સંસાધનો
- 3.4   ભાષાખંડ અને ભાષા પ્રયોગશાળા: સંકલ્પના અને મહત્વ

Unit 4: અભ્યાસક્રમ અને પાઠ્યપુસ્તક
- 4.1   પાઠ્યપુસ્તકની લાક્ષણિકતાઓ,મહત્વ અને મૂલ્યાંકન
- 4.2   શિક્ષક હાથપોથી: સંકલ્પના, લાક્ષણિકતાઓ અને મહત્વ
- 4.3   ગુજરાતી ભાષા શિક્ષણમાં ઉપયોગી સહઅભ્યાસ પ્રવૃત્તિઓ
- 4.4   ગુજરાતી ભાષા શિક્ષણમાં નિદાન અને ઉપચાર

<table>
<tr><td>Sem
II</td><td>**PS2/PS3: Pedagogy of Hindi**</td><td>Optional
Marks : 70 + 30</td></tr>
</table>

उद्देश्य

- प्रशिक्षणार्थी भाषा का महत्व, सिद्धांत एवम् उद्देश्यों का ज्ञान प्राप्त करें।
- प्रशिक्षणार्थी पाठ योजना और इकाई पाठ योजना का अध्ययन करें।
- प्रशिक्षणार्थी भाषाकीय कौशल का विकास एवम् मूल्यांकन का अध्ययन करें।
- प्रशिक्षणार्थी पाठ्यक्रम और पाठ्यसामग्री का निर्माण और प्रक्रिया की जानकारी प्राप्त करें।

Unit1: हिन्दी भाषा शिक्षा का महत्व, सिद्धांत एवं उद्देश्य

1.1 हिन्दी भाषा के लक्षण एवम् महत्व
1.2 हिन्दी राष्ट्रभाषा का उत्तरदायित्व एवं उद्देश्य
1.3 ब्लूम टेक्षोनोमी के आधार पर हिन्दी भाषा शिक्षा के उद्देश्य का निर्धारण
1.4 हिन्दी भाषा शिक्षा पाठ योजना के सामान्य और विशिष्ट उद्देश्य, (इंस्ट्रक्शनल) अनुदेशात्मक उद्देश्य

Unit 2: भाषा शिक्षण में पाठ योजना और इकाई पाठ का प्रारूप, शिक्षण विधियां एवम् सहायक सामग्री

2.1 पाठ योजना संकल्पना, सोपान और महत्व, आदर्श पाठ योजना के मानदंड
2.2 इकाई योजना संकल्पना, सोपान और महत्व, आदर्श इकाई योजना के मानदंड, अधिगम योजना के संरचनावादी मॉडल
2.3 हिन्दी शिक्षा की विधियां: अनुकरण विधि, गीत अभिनय विधि, गठन विधि, नाटक विधि (गद्य, पद्य एवम् व्याकरण के अनुसार विधि का उचित रूप से प्रयोग के संदर्भ में)
2.4 शैक्षिक साधन: अर्थ, उपयोगिता एवम् ध्यान में रखने योग्य आवश्यक सूचनाएं (हिन्दी साहित्य के संदर्भ ग्रंथ, पत्रिका, वेबसाइट, ब्लॉग, शब्दकोष)

Unit 3: हिन्दी भाषाकीय कौशल का विकास एवम् मूल्यांकन

3.1 श्रवण कौशल की संकल्पना, महत्त्व, उपयोगिता, दोष, कारण और सुधार की प्रवृत्तियां
3.2 कथन कौशल की संकल्पना, महत्त्व, उपयोगिता, दोष, कारण और सुधार की प्रवृत्तियां
3.3 वाचन कौशल की संकल्पना, महत्त्व, उपयोगिता, दोष, कारण और सुधार की प्रवृत्तियां
3.4 लेखन कौशल की संकल्पना, महत्त्व, उपयोगिता, दोष, कारण और सुधार की प्रवृत्तियां

Unit 4: हिन्दी भाषा में पाठ्य सामग्री एवम् निर्माण प्रक्रिया

4.1 शिक्षा के विभिन्न स्तर पर हिन्दी भाषा पाठ्यक्रम के हेतु
4.2 पाठ्यपुस्तक का महत्व, आदर्श पाठ्यपुस्तक की लाक्षणिकता और मूल्यांकन
4.3 टीचर्स हैंडबुक की संकल्पना, लाक्षणिकता और महत्त्व
4.4 सह पाठ्यक्रम गतिविधियां: भाषा प्रयोगशाला, भाषा मंडल, साहित्यिक भाषा संस्थान की मुलाक़ात

Sem **II**	**PS2/PS3: Pedagogy of English (L2)**	**Optional** **Marks : 70 + 30**

Objectives

To enable the prospective teachers:

- to understand the historical perspectives, Aims and Objectives of ELT (L2)
- to understand and analyse the methods and approaches in ELT (L2) and to apply them while preparing tasks and activities for teaching LSRW, Grammar and Vocabulary
- to explore the variety of Teaching Learning Materials (TLMs) and resources for ELT (L2) available online and to create need based TLM for English language learners
- to understand concept and types of assessment and evaluation in ELT (L2) and to apply that
- to prepare language tests and rubrics to assess LSRW skills, Grammar skills and Vocabulary skills

Unit 1 : Historical Perspectives, Aims, Instructional Objectives of ELT (L2)

1.1 History of ELT in India : Before and After Independence (A Brief Overview)
1.2 Concept of ESL, EFL, TESOL, ESP, EAP
1.3 Aims and Objectives of ELT at Primary, Secondary and Higher Secondary Level
1.4 Bloom's Taxonomy and ELT : Preparing Instructional Objectives

Unit 2 : Methods and Approaches in ELT (L2)

2.1 Grammar Translation Method, Direct Method, Structural Approach, Situational Approach, Audiolingual Method, Bilingual Approach to ELT (Concept and Characteristics)
2.2 Functional Approaches : CLT, CLL, TBLT, Post Method Era: Eclectic Method
2.3 Teaching of LSRW, Grammar, Vocabulary: Lesson Planning, Unit Lesson Planning, Preparing Tasks and Activities
2.4 Co-curricular Activities for ELT; Engish Club, Literary Club, Reading Club

Unit 3 : Teaching Learning Materials and Resources in ELT (L2)

3.1 Textbook Analysis : Criteria and its Application (analysis of any one textbook)
3.2 Evaluation of teaching-learning materials of ELT (Criteria and Evaluation of any one Online Material and any one Offline Material)
3.3 Authentic Materials and Online Resources for ELT
3.4 Preparation of TLM in ELT, Use of ICT tools for TLM

Unit 4 : Assessment and Evaluation in ELT (L2)

4.1 Study of existing English language question papers at various levels of school education in terms of objectives, blue print, techniques
4.2 Types of Questions, Types of Tests (Achievement, Diagnostic and Proficiency)
4.3 Using ICT tools for assessment
4.4 Assessment of LSRW, Grammar, Vocabulary : Preparing Tests

Sem II	PS 2/PS3: Pedagogy of English (L1)	Optional Marks : 70 + 30

Objectives

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To enable the prospective teachers:

- to understand the theories of First Language Acquisition and its relevance of teaching English (L1)
- to understand and analyse the methods and approaches in ELT (L1) and to apply them while preparing tasks and activities for teaching LSRW, Grammar and Vocabulary
- tounderstand the various techniques to teach the various genres of English Literature
- tounderstand and apply various concepts in Linguistics, Materials Development, Need Analysis, Lesson Planning and Unit Planning, Assessment and Evaluation with reference to ELT (L1) at various levels in School Education

Unit 1 : Theories of First Language Acquisition
- 1.1   Behavioural Approaches and its challenges
- 1.2   Nativist Approach and its challenges
- 1.3   Functional Approaches and its challenges
- 1.4   Issues in First Language Acquisition with Reference to English (L1); Error Analysis

Unit 2 : Methods and Approaches of Teaching English as the First Language
- 2.1   Aims and Objectives of Teaching English as First Language at various levels
- 2.2   Natural Language Processing (LSRW) and Preparing Tasks: BICS and CALP
- 2.3   Constructivist Approach and Preparing Tasks
- 2.4   Immersion Approach, TPR and Preparing Tasks

Unit 3 : Teaching English (L1) through English Literature
- 3.1   Literature as authantic materials
- 3.2   Teaching of Poetry and Drama
- 3.3   Teaching of Fiction and Short Story
- 3.4   Teaching of Essays

Unit 4 : Pedagogical Concerns in ELT (L1)
- 4.1   Linguistics and its Branches : Influence and Role in Learning English (L1)
- 4.2   Principles of Needs Analysis and Materials Production for LSRW skills in English (L1)
- 4.3   Lesson Planning, Unit Planning of Teaching English (L1) at Various Levels in School Education
- 4.4.   Assessment and Evaluation of LSRW, Grammar, Vocabulary in ELT (L1)

Sem		
II	**PS 2/PS3: Pedagogy of Sanskrit**	**Optional** **Marks : 70 + 30**

उद्देश्यानि –
संस्कृतशिक्षणार्थं भाविशिक्षकानां सामर्थ्यवर्धनार्थम् ।
• संस्कृतशिक्षणस्य लक्ष्य-उद्देश्यानां च अवगमनार्थम् ।
• पाठ-आयोजनस्य अवगमनार्थम् , विभागानुसारं पाठ-आयोजनस्य अवगमनार्थं च ।
• संस्कृते विद्यमानानां पठन-पाठनस्रोतसाम् अवगमनार्थम् ।
• संस्कृतपाठ्यक्रमस्य पाठ्यपुस्तकानां च अवगमनार्थम् ।
• भाषाया: मूलभूतकौशलानाम् अधिग्रहणार्थं ज्ञानप्राप्त्यर्थं च ।

Unit 1 संस्कृतशिक्षणस्य लक्ष्यानि उद्देश्यानि च ।
1.1   संस्कृतभाषाया: सांस्कृतिकं साहित्यिकं महत्त्वं वैशिष्ट्यं च ।
1.2   शैक्षणिक-उद्देश्यानां वर्गीकरणम् ।
1.3   सामान्य-उद्देश्यानि विशिष्ट-उद्देश्यानि च ।
1.4   संस्कृतशिक्षणस्य अनुदेशात्मक-उद्देश्यानि ।

Unit 2 पाठ-आयोजनम् , प्रकरणपाठ-आयोजनम् ।
2.1   पाठायोजनम्- संकल्पना, सोपानम् , लाभा: ।
2.2   गद्य-पद्य-व्याकरणपाठानाम् आयोजनम् ।
2.3   प्रकरणश: पाठायोजनम् – संकल्पना, सोपानम् , लाभा: ।
2.4   पद्धतय: प्रविधय: - पद्धतय: (प्रत्यक्षपाठनम्,भाण्डारकर)प्रविधय:(मौखिककार्यम् – गानम्, मंचनम् ,स्वत्वार्पणम्-Assignment)

Unit 3 संस्कृतशिक्षणस्य पठनपाठनस्रोतांसि ।
3.1   पाठ्योपकरणानि – संकल्पना, महत्त्वम्, उपयोगनियमा:चयनं च ।
3.2   पाठ्योपकरणानां वर्गीकरणम् , तात्कालिक-पाठ्योपकरणानि च ।
3.3   संस्कृताध्ययनार्थं विविधा:सन्दर्भा: - वर्तमानपत्राण, सामयिकानि, विश्वकोश:,सन्दर्भपुस्तकानि , तन्त्रांशा: (Apps,videos),
       जालपुटानि (websites)।
3.4   संस्कृत-प्रकोष्ठ:- आवश्यकता, महत्त्वम् , व्यवस्थापनम् , स्रोतांसि ।

Unit 4 संस्कृतपाठ्यक्रम:संस्कृतपाठ्यपुस्तकानि भाषाया: मूलभूतानि कौशलानि च ।
4.1   विविधस्तरे संस्कृतशिक्षणस्य उद्देश्यानि ।
4.2   संस्कृतपाठ्यपुस्तकानां वैशिष्ट्यं महत्त्वं मूल्यांकनं च ।
4.3   भाषाया: मूलभूतानि कौशलानि –श्रवणम्, भाषणम्,पठनम्,लेखनम् (मूलभूतकौशलाना अर्थ:महत्त्वम् तेषां विकासार्थं
       विविधप्रवृत्तय:च) ।
4.4   सह-अभ्यासिकप्रवृत्तय:,संस्कृतसम्भाषणम्, संस्कृतसमाचारश्रवणम्,श्रुतलेखनम्,प्रदर्शनी ।

Sem II	PS2/PS3: Pedagogy of Mathematics	Optional Marks : 70 + 30

Objectives

To enable the prospective teachers:
- to understand the aims and objectives of teaching Mathematics
- to understand Lesson Planning and Unit Lesson Planning
- to understand Teaching Learning Resources in Mathematics
- to understand Curriculum of Mathematics and Mathematics Textbook

Unit 1: Aims and Objectives of Mathematics
- 1.1 Concept of Mathematics and Elements of Mathematics: Axioms, Postulates, Propositions and Theorems
- 1.2 Taxonomy of Educational Objectives
- 1.3 General and specific Objectives
- 1.4 Instructional Objectives of Teaching Mathematics

Unit 2: Lesson planning and Unit Lesson Planning
- 2.1 Lesson planning : Concept, Steps and Advantages
- 2.2 Characteristics of Ideal lesson plan
- 2.3 Unit Lesson Planning: Concept, Steps and Advantages
- 2.4 Techniques: Oral work, Drill and review, Assignment, Brain-storming

Unit 3: Teaching Learning Resources in Mathematics
- 3.1 Teaching Aids: Concept, Importance, Principles of use and selection
- 3.2 Classification of Teaching Aids and Improvised teaching aids
- 3.3 Various Learning and Reference Resources in Mathematics: Journal and Magazine, Reference Books, Virtual lab, Apps, Documentaries and Movies of Mathematics and Mathematicians, Websites and Blogs
- 3.4 Mathematics Laboratory: Need, Importance, Use and Resources

Unit 4: Curriculum of Mathematics and Mathematics Textbook
- 4.1 Objectives of Mathematics Curriculum at Various level
- 4.2 Importance of Textbook, Characteristics of ideal textbook and Evaluation of Mathematics textbook.
- 4.3 Teacher Handbook: Concept, Characteristics and Importance
- 4.4 Co-curricular activities: Mathematics Club, Fair, Field Trip, Maths Olympiad

Sem **II**	**PS2/PS3: Pedagogy of Science**	**Optional** Marks : 70 + 30

Objectives

To enable the prospective teachers:
- to understand the aims and objectives of teaching Science
- to understand Lesson Planning and Unit Lesson Planning
- to understand Teaching Learning Resources in Science
- to understand Curriculum of Science and Science Textbook

Unit 1: Aims and Objectives of Teaching Science
1.1 Concept of Science and Elements of Science: Facts, Concept, Principles, Hypothesis, Generalization
1.2 Taxonomy of Educational Objectives
1.3 General and Specific Objectives
1.4 Instructional Objectives of Teaching Science

Unit 2: Lesson planning and Unit Lesson Planning
2.1 Lesson planning : Concept, Steps and Advantages
2.2 Characteristics of Ideal lesson plan
2.3 Unit Lesson Planning: Concept, Steps and Advantages
2.4 Techniques: Oral work, Drill and review, Assignment, Brain-storming, Play-way

Unit 3: Teaching Learning Resources in Science
3.1 Teaching Aids: Concept, Importance, Principles of use and selection
3.2 Classification of Teaching Aids and Improvised teaching aids
3.3 Various Learning and Reference Resources in science: Science fiction (Rhymes, Hykus, Drama), Journal and Magazine,Encyclopedia, Reference Books, Virtual lab, Apps, Documentaries and Movies of Science and Scientists, Websites and Blogs
3.4 Science Laboratory: Concept, Types and Importance
   - Planning and layout of General Science Laboratory
   - Characteristics of Laboratories at Higher Secondary Level
   - Maintenance of Science laboratory

Unit 4: Curriculum of Science and Science Textbook
4.1 Objectives of Science Curriculum at Various level
4.2 Importance of Textbook, Characteristics of ideal textbook and Evaluation of Science Textbook.
4.3 Teacher Handbook: Concept, Characteristics and Importance
4.4 Co-curricular activities: Science club, Science fair, Field Trip, National Talent Search examination

<table>
<tr><td>**Sem**
II</td><td>**PS2/PS3: Pedagogy of Social Science**</td><td>**Optional**

Marks : 70 + 30</td></tr>
</table>

Objectives

To enable the prospective teachers:

• to understand aims and objectives of teaching Social Science
• to understand lesson planning and unit lesson plan in Social Science
• to understand teaching learning resources in Social Science
• to acquaint with curriculum of social science and Social Science textbooks

Unit 1: Aims and objectives of teaching Social Science

1.1   Concepts, Meaning and Scenario of Social Science subject.
1.2   Bloom's Taxonomy of educational objectives of Social Science subject
1.3   Aims and General and specific objectives of Social Science subject
1.4   Behavioral changes of teaching of Social Science subject

Unit 2: Lesson Planning and Unit Lesson Plan

2.1   Lesson Planning: Concept, steps and advantages
2.2   Characteristics and Criteria of ideal lesson plan
2.3   Unit Lesson Planning: Concept, Steps and Advantages
2.4   Techniques: Role play, Brain storming and Assignment

Unit 3: Teaching learning resources in Social Science

3.1   Teaching aids: Concept, importance, principles of use and selection
3.2   Classification of teaching aids and improvised teaching aids:
       Time line, Maps, Globe, Geographical models-instruments, Charts, Graphs,
       Archeological sources (coin-model-pictures)
3.3   Various learning and reference resources in Social Science:
       Literary sources (history), Journal and Magazine, Reference Books, Documentaries and
       Movies, Websites and Blogs.
3.4   Social Science Room: Importance, Arrengement, Activities
       Social Science Club and activities for school.

Unit 4:   Curriculum of Social Science and Social Science Text Book

4.1   Objective of Social Science curriculum at various levels.
4.2   Characteristics and importance of textbook, evaluation of Social Science text books of
       std 9th and 10th
4.3   Teacher Handbook: Concept, characteristics and importance.
4.4   Co-curricular activities: Tour and visits, Exhibition, Museum, Eco Club.

Sem **II**	**PS2/PS3: Pedagogy of Accountancy**	**Optional** **Marks : 70 + 30**

Objectives
To enable the prospective teachers:
- to acquire knowledge about aims and objectives of teaching Elements of Book Keeping at Higher Secondary Level
- to understand Lesson planning and Unit Planning
- to understand and use of technique of Elements of Book Keeping.
- to understand teaching learning resourcesin Element of Book Keeping
- to understand and evaluate the curriculum and text book prescribed for Higher Secondary level.

Unit 1: Aims and Objectives of Teaching of Elements of Book Keeping
    1.1   Concept of Elements of Book Keeping, Need and Scope.
    1.2   Taxonomy of Educational Objectives
    1.3   General and Specific objectives
    1.4   Instructional Objectives of Teaching Elements of Book Keeping

Unit 2: Lesson Planning and Unit lesson planning
    2.1   Lesson Planning: Concept, Steps, Merits, Characteristics of Ideal Lesson Plan
    2.2   Unit lesson planning: Concept, steps and Merits
    2.3   Difference between Stray Lesson plan and Unit lesson plan
    2.4   Technique: Assignment, Brainstorming, Survey

Unit 3: Teaching Learning Resources in Elements of book Keeping
    3.1   Teaching Aid : Concept, Merits, Principles of use and selection
    3.2   Classification of Teaching Aid and Improvised teaching Aids
    3.3   Various Learning Resources and Reference Books: Samples, Documents, Video, Journal, Magazine and Reference Books and Apps
    3.4   Accounting Software: Concept, Merits, demerits

Unit 4: Curriculum of Elements of book keeping and Textbook
    4.1   Objectives of Elements of Book Keeping at Higher Secondary level
    4.2   Textbook : Concepts, Merits, Characteristics of Ideal text book and Evaluation of present Elements of book keeping textbooks.
    4.3   Teacher Handbook : Concept, Characteristics and importance
    4.4   Co-curricular activities: Account Club, Exhibition, Field Visit

Sem	PS2/PS3 : Pedagogy of Commerce	Optional
II		Marks : 70 + 30

Objectives
53

To enable the prospective teachers:
- To acquire knowledge about aims and objectives of teaching Commerce at Higher Secondary Level
- To understand Lesson planning and Unit Planning
- To understand and use of technique of Commerce.
- To understand teaching learning resources in Commerce.
- To understand and evaluate the curriculum and text book prescribed for Higher Secondary level.

Unit 1: Aims and Objectives of Teaching of Commerce
1.1 Concept of Commerce, Need and Scope.
1.2 Taxonomy of Educational Objectives
1.3 General and Specific objectives
1.4 Instructional Objectives of Teaching Commerce

Unit 2: Lesson Planning and Unit lesson planning
2.1 Lesson Planning: Concept, Steps, Merits, Characteristics of Ideal Lesson Plan
2.2 Unit lesson planning: Concept, Steps and Merits
2.3 Difference between Stray Lesson plan and Unit lesson plan
2.4 Technique: Assignment, Brainstorming, Survey

Unit 3: Teaching Learning Resources in Commerce
3.1 Teaching Aid : Concept, Merits, Principles of use and selection
3.2 Classification of Teaching Aid and Improvised teaching Aids
3.3 Various Learning Resources and Reference Books : Samples, Policy Documents, Video, Journal, Magazine and Reference Books and Apps
3.4 E-Commerce: Concept, E-Commerce platform and its impact

Unit 4: Curriculum of Commerce and Textbook
4.1 Objectives of Commerce at higher secondary level
4.2 Textbook : Concepts, Merits, Characteristics of Ideal text book and Evaluation of present Commerce textbooks.
4.3 Teacher Handbook: Concept, Characteristics and importance
4.4 Co-curricular activities: Commerce Club, Exhibition, Field Visit

Sem	PS2/PS3: Pedagogy of Economics	Optional
II		Marks : 70 + 30

Objectives

To enable the prospective teachers:
- to acquire knowledge about aims and objectives of teaching Economics at Higher Secondary Level
- to understand Lesson planning and Unit Planning
- to understand and use of technique of Economics.
- to understand teaching learning resources in Economics.
- to understand and evaluate the curriculum and text book prescribed for Higher Secondary level.

Unit 1: Aims and Objectives of Teaching of Economics
1.1   Concept of Economics, Need and Scope.
1.2   Taxonomy of Educational Objectives
1.3   General and Specific objectives
1.4   Instructional Objectives of Teaching Economics

Unit 2: Lesson Planning and Unit lesson planning
2.1   Lesson Planning: Concept, Steps, Merits, Characteristics of Ideal Lesson Plan
2.2   Unit lesson planning: Concept, Steps and Merits
2.3   Difference between Stray Lesson plan and Unit lesson plan
2.4   Technique: Assignment, Brainstorming, Survey

Unit 3: Teaching Learning Resources in Economics
3.1   Teaching Aid : Concept, Merits, Principles of use and selection
3.2   Classification of Teaching Aid and Improvised teaching Aids
3.3   Various Learning Resources and Reference Books: Newspapers, Policy Documents, Video,Journal, Magazine and Reference Books and Apps
3.4   Economics Room : Concept, Importance, Equipment and Design

Unit 4: Curriculum of Economics and Textbook
4.1   Objectives of Economics at Higher Secondary level
4.2   Textbook : Concepts, Merits, Characteristics of Ideal text book and Evaluation of present Economics textbooks.
4.3   Teacher Handbook: Concept, Characteristics and importance
4.4   Co-curricular activities: Economics Club, Exhibition, Field Trip, Case Study, Review of budget or policy related to economics

Sem	SI: Practice Teaching	Compulsory
II		**Marks : 100**

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Objectives:

To enable the prospective teachers:

• to understand the concept of stray lessons.

• to develop the proficiency in delivering stray lessons.

• to develop the ability to reflect on the lessons delivered by them.

• to develop skills for preparing TLM.

Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
			M1	**M2**		Int.	Ext.	Total
Stray Lessons	3	90	3	3	6	60	-	60
Observation			6	6	12			
Submissions	1	30	Reflective Journal for Stray Lessons			20	-	20
			Preparation of TLM in First Method			20	-	20
			Total			**100**	**-**	**100**

Semester III

Semester III

	Hours	Credit	Internal	External	Total
Theory	225	15	150	350	500
EPC	0	0	0	0	0
SI	210	7	200	00	200
	435	**22**	**350**	**350**	**700**

Sr. No.	Code	Subject Name	T/P	Hours	Credit	Internal	External	Total
1	CuS 3	Inclusive Education	T	45	3	30	70	100
2	CuS 4	ICT in Curriculum	T	45	3	30	70	100
3	LPC 3	Hindi Language	T/P	45	3	30	70	100
4	LPC 4	Language Across Curriculum	T	45	3	30	70	100
5	AE 1	Assessment and Evaluation in Learning	T	45	3	30	70	100
6	SI 3	Internship	P	210	7	200	00	200
		Total		**435**	**22**	**350**	**350**	**700**

Sem **III**	**CuS 3: Inclusive Education**	**Compulsory** **Marks : 70 + 30**

Objectives
To enable the prospective teachers:
- to understand concept of Inclusive Education
- to develop competencies for understanding disabilities
- to acquaint and understand instructional strategies for inclusive education
- to develop knowledge about policies and framework for inclusive education

Unit 1 Introduction of Inclusive Education
1.1   Inclusive education: Meaning, concept and needs
1.2   History of inclusion –paradigm shift from segregation to inclusion
1.3   Social Inclusion: Meaning, Concept and needs
1.4   Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment

Unit 2 Understanding to Disabilities
2.1   Introduction to Neuro-Developmental Disabilities (SLD, ID, ASD)
2.2   Introduction to Sensory Disabilities (HI, VI, Deafblind)
2.3   Introduction to Physical Disabilities (CP and Locomotor disabilities)
2.4   Introduction to other disabilities as per the RPwD Act-2016

Unit 3 Instruction strategies for Inclusive Education
3.1   Definition and concept of Adaptation, Accommodation and Modification
3.2   Universal Design for Learning (UDL)
3.3   Differentiated Instruction for Person with Disabilities
3.3   ICT for Instructions

Unit 4 Policies and Framework Facilitating Inclusive Education
4.1   Rehabilitation Council of India Act 1992
4.2   Rights of Person with Disabilities 2016
4.3   National Trust Act-1999
4.4   State and Central Government Provisions for Inclusive education

Transactions
Group disCuSsions following videos and visits. Debate for Inclusion vs. Segregation & Self study for legislations and frameworks

Sem III	CuS 4: ICT in Curriculum	Compulsory Marks : 70 + 30

Objectives

   To enable the prospective teachers:
- to develop critical understanding of concept & aspects of ICT
- to develop skills for integrating ICT and Pedagogy
- to acquaint them with tools of ICT in education
- to familiarize them with ICT enabled assessment

Unit 1 ICT- Concept & Aspects

  1.1   Meaning & Concept: Information, Technology, Information Technology & ICT
  1.2   Concept & Use: Internet and browser - basic and advanced search strategies
  1.3   Internet Resources: Location and evaluation with reference to authentic content
  1.4   Legal & Ethical issues in use of ICT- Hacking, Violation of Copyright, Plagiarism

Unit 2 Integrating ICT and Pedagogy
  2.1   Technological Pedagogical Content Knowledge (TPCK) – Concept and Meaning
  2.2   Technology integrated learning experiences
  2.3   Online Teaching Tools – Google Classrooms, Interactive Virtual Classroom platforms like Google Meet, WebEx , Zoom, Microsoft Team
  2.4   Assistive technology: Concept & Tools - Reading & Writing Tools

Unit 3 ICT for Education
  3.1   Communication Tools: Email, Chat, Blogging
  3.2   Collaboration Tools: Wiki, Social Networking, Web conferencing,
  3.3   Content Creation/ Authoring Tools: Learner Management System - Adapt, Xerte & Powtoon
  3.4   Delivery & Distribution Tools : EPUB, Podcasting, Audio/Video Streaming, MOOC

Unit 4 ICT Enabled Assessment and Education
  4.1   Computer Assisted & Computer Adaptive Assessment: Concept and Use
  4.2   Electronic assessment portfolio - Concept and types
  4.3   Digital Tools for Assessment: rubrics generator, test generator, google forms & drives
  4.4   ICT in Education- National Repository of Open Educational Resources (NROER), SWAYAM, E PATHSHALA, AMRITA O Labs, ANGIRA

Sem	LPC 3: Hindi Language	Compulsory
III		**Marks : 70 + 30**

उद्देश्य

63
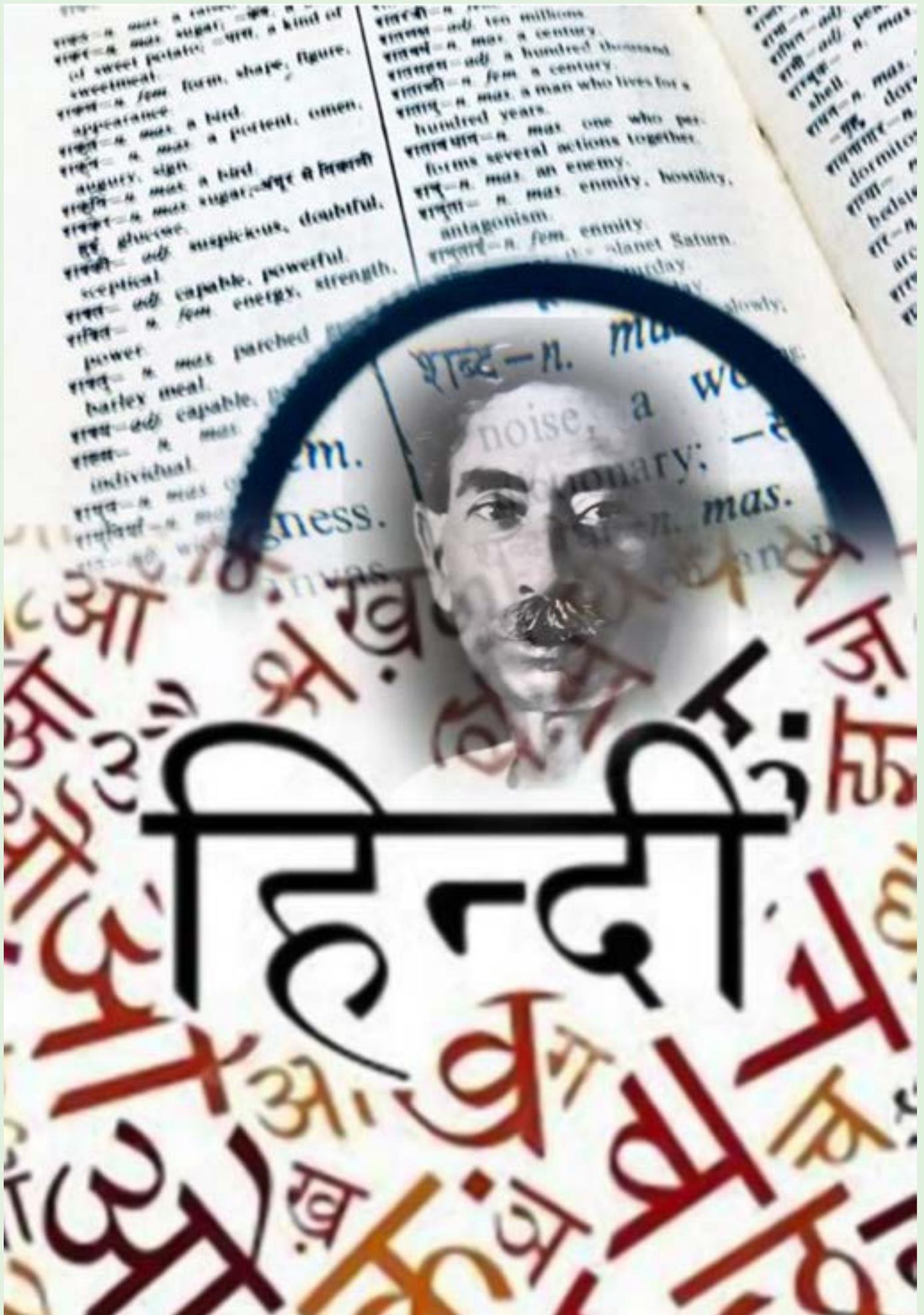
- विद्यार्थी भाषण कला का विकास करें।
- विद्यार्थी हिन्दी भाषा व्याकरण का ज्ञान प्राप्त करें और प्रयोजन करें।
- विद्यार्थी श्रवण-कथन कौशल का विकास करें।
- विद्यार्थी पठन-लेखन कौशल का विकास करें।

Unit 1 : भाषण कला

1.1   वाक प्रवीणता

1.2   संबोधन की कला

1.3   विषय प्रस्तुति

1.4   वर्णन कला, संवाद कला और वाकपटुता

Unit 2: भाषा समृद्धि के लिए शब्द भंडार

2.1   शब्दसमूह

2.2   समास की व्याख्या और प्रकार

2.3   समानार्थी शब्द, विरोधी शब्द

2.4   पहेलियां, मुकरिया और कहावत

Unit 3 : श्रवण-कथन कौशल का विकास

3.1   श्रवण-कथन कौशल का अर्थ एवं आवश्यकता

3.2   श्रवण-कथन कौशल के विकास की प्रवृत्ति

3.3   श्रवण-कथन कौशल के विकास में अवरोध के कारण

3.4   श्रवण-कथन कौशल के अवरोध को दूर करने का प्रयास

Unit 4 : पठन-लेखन कौशल का विकास

4.1   पठन-लेखन कौशल का अर्थ एवं आवश्यकता

4.2   पठन-लेखन कौशल के विकास की प्रवृत्ति

4.3   पठन-लेखन कौशल के विकास में अवरोध

4.4   पठन-लेखन कौशल के अवरोध को दूर करने के प्रयास

Sem III	LPC 4: Language Across Curriculum	Compulsory Marks : 70 + 30

Objectives   65

  To enable the prospective teachers:

- to understand language, its various roles in society and its various shades.
- to be familiar with theoretical issues of the language acquisition.
- to develop the language skills of the students and analyze their reading and writing
- to know how oral and written language can be used in the classroom to ensure optimal learning of the subject area.

Unit 1 Language and Society

  1.1   Concept of Language Across Curriculum; Meaning of Dialect and Standard Language
  1.2   Role of Language in Life (Intellectual, Emotional, Social and Cultural Development)
  1.3   Deficit Theory and Discontinuity Theory
  1.4   Cultural Reference in the Text

Unit 2 Language Acquisition

  2.1   Factors Affecting Language Learning (Physical, Psychological and Social)
  2.2   Stages of Language acquisition: First Language and Second Language acquisition
  2.3   Principles of language development: Nativist and Interactionist and Theories (behavioral and cognitive)
  2.4   Meta Linguistics: Meaning, Concept and awareness; changing context of listening, speaking, reading, capturing and writing

Unit 3 Reading, Writing and Analysis

  3.1   Reading strategies for children, Techniques to enhance Reading comprehension (Scanning, Skimming, Columnar reading, Key word reading).
  3.2   Nature of Expository Texts vs. Narrative Texts, Transactional vs. Reflexive Texts
  3.3   Writing: The concept of register and style (Note-making, summarizing; making reading-writing connections; process writing)
  3.4   Analyzing Children's writings to understand conceptions, Writing with a sense of purpose –writing to learn and understand

Unit 4 Classroom and Language

  4.1   Language as a tool of communication in the classroom, Language of textbook in different subjects
  4.2   Language Diversity in Indian Classroom
  4.3   The nature of classroom discourse (describing/reporting, naming/defining, explaining,exemplifying, arguing/supporting, assessing, evaluating) and oral language in the classroom
  4.4   Language as an aspect of teacher-child relationship, Multilingualism in the classroom and its effect

Sem III	AE 1: Assessment and Evaluation in Learning	Compulsory Marks : 70+30

Objectives

To enable the prospective teachers:

- to understand concept of assessment and evaluation
- to understand and differentiate tools of assessment and evaluation.
- to understand about elementary statistics in evaluation.
- to develop ability to critically review current trends in evaluation.

Unit 1: Assessment & Evaluation

1.1 Meaning of testing, measurement, assessment and evaluation
1.2 Steps of Evaluation Process, Principles of Evaluation, Importance of Evaluation
1.3 Meaning of assessment of learning, assessment for learning and assessment as learning
1.4 Formative, Summative, Continuous and Comprehensive Evaluation

Unit 2: Tools of Assessment and Evaluation

2.1 Types of Examinatin: Written, Oral and Performance base
2.2 Preperation of Blue Print based Question Paper and Characteristics of Ideal Question Paper
2.3 Techniques of Assessment (Concept,Merit & Demerit): Observation, Interview, self-assessment, peer-assessment and Sociometry
2.4 Tools of Assessment (Concept,Merit & Demerit) : Questionnaire, Checklist, Scales, Anecdotal Records, Achievement test, Diagnostic Test and Psychological Test

Unit 3 : Elementary Statistics

3.1 Nature of Data: Grouped and ungrouped, Frequency distribution
3.2 Measure of central tendency: Mean , Median and Mode
3.3 Measure of dispersion: Average Deviation, Standard Deviation
3.4 Concept of correlation, Spearman's Rank Difference Correlation, Percentile and Percentile Rank

Unit 4: Current Trends in Evaluation

4.1 Examination Reforms- Scrapping of CCE by CBSE, Choice Based Credit System
4.2 Uniform system of Assessment, Standardized testing- ASSET and Olympiad
4.3 On-Line Examination and Open-Book Examination: Concept, need, benefits
4.4 Grade and Grading System: Meaning, Types (Absolute and Comparative or Relative Grading), Merits and limitations

Sem	SI 3 : Internship	Compulsory
III		**Marks : 200**

Objectives

To enable the prospective teachers:

• to develop ability to handle school activities independently.

• to develop the proficiency in imparting lessons.

• to develop the proficiency in conducting curricular and co-curricular activities.

• to develop the ability to analyze and review books and literary texts.

• to develop skills for identifying problem and conducting action research.

• to develop the ability to report the administrative and management system of school.

• to develop the ability to reflect on their daily routine in schools.
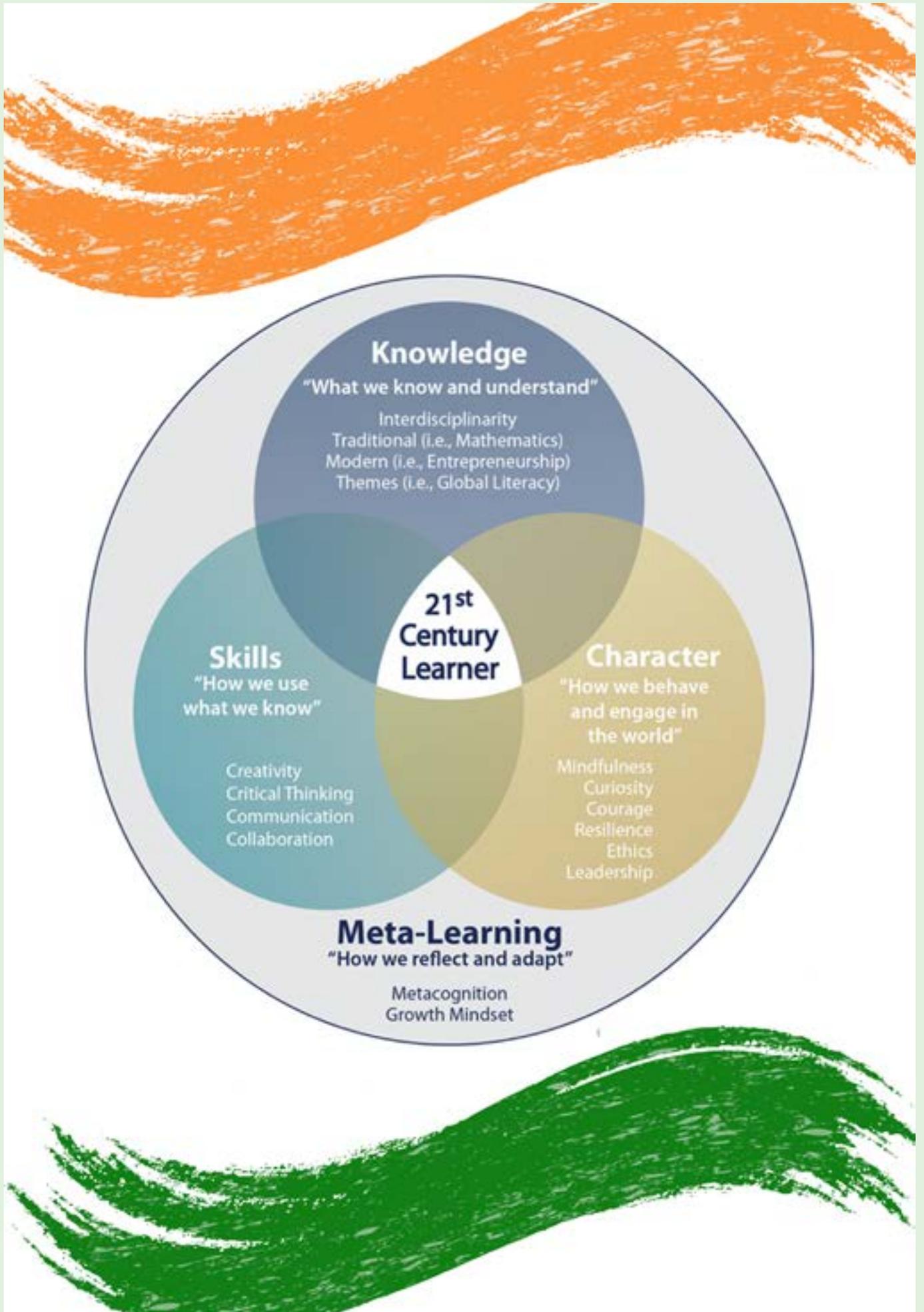
Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
			M1	**M2**		**Int.**	**Ext.**	**Total**
Lessons			4	4	8	80		80
Curricular and Co-Curricular Activities	5	150	Participation in school activities and completing all work assigned by Intern school			20		20
Submissions	2	60	Book Review			20		20
			Action Research in Intern School			20		20
			Case Study			20		20
			Report on Administration and Management of School			20		20
			Reflective Journal			20		20
			Total			**200**		**200**

Semester IV

Semester IV

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	Hours	Credit	Internal	External	Total
Theory	180	12	120	280	400
EPC	60	2	30	70	100
SI	240	8	200	100	300
	480	**22**	**350**	**450**	**800**

Sr. No.	Code	Subject Name	T/P	Hours	Credit	Int	Ext	Total
1	CoS 1	Teacher and Learner in Society	T	45	3	30	70	100
2	CoS 2	Gender, School and Society	T	45	3	30	70	100
3	LPC 5	Classical Sanskrit	T/P	45	3	30	70	100
4	PS 4	Advanced Pedagogy	T	45	3	30	70	100
5	EPC 3	Optional Paper (Any one) Environment Education Yoga in Education Educational Management	P	30	1	15	35	50
6	EPC 4	Optional Paper (Any one) Educational Statistics Guidance and Counselling Value Education	P	30	1	15	35	50
7	SI 4	Block Teaching & Internship	P	240	8	200	100	300
		Total		**480**	**22**	**350**	**450**	**800**

Knowledge
"What we know and understand"

Interdisciplinarity
Traditional (i.e., Mathematics)
Modern (i.e., Entrepreneurship)
Themes (i.e., Global Literacy)

21st Century Learner

Skills
"How we use what we know"

Creativity
Critical Thinking
Communication
Collaboration

Character
"How we behave and engage in the world"

Mindfulness
Curiosity
Courage
Resilience
Ethics
Leadership

Meta-Learning
"How we reflect and adapt"

Metacognition
Growth Mindset

Sem **IV**	**CoS 1: Teacher and Learner in Society**	**Compulsory** Marks : 70 + 30

Objectives

To enable the prospective teachers:
• to develop an understanding of aspects related with nation and learner
• to develop an understanding about their roles and responsibilities.
• to develop an understanding of teaching as a profession, roles and challenges
• to develop the realization about the roles of teachers in 21st century

Unit 1: Learners and Nation
    1.1   Concept of National Integration in India and its Importance
    1.2   Constitutional Values, Rights and Duties
    1.3   Pluralistic Society: Social, Cultural, Linguistic and Religious Diversity and Learners
    1.4   Identity Formation, Identity Crisis and National Integration

Unit-2: Roles and Responsibilities of Learner
   2.1   Developing responsible citizenship
    2.2   Adolescent Health and concerns
    2.3   Ensuring cyber safety and security
    2.4   Conflict, Peace and learner

Unit 3: Teaching as a Profession, Roles, Challenges
    3.1   Teaching as a Profession: Indian and Western Perspectives and Characteristics
    3.2   Teacher as an agent of the Social Change in the Society
    3.3   Challenges in Teaching Profession
    3.4   Real Life Stories of Effective Teachers
            (Any three famous/innovative teachers at respective district level)

Unit 4: Being a Teacher in 21st Century
    4.1   Characteristics of 21st Century Learners
    4.2   Skills required in a 21st Century for Teachers
    4.3   Code of Conduct of a Teacher
    4.4   Roles of a Teacher in Online Education: A Paradigm Shift
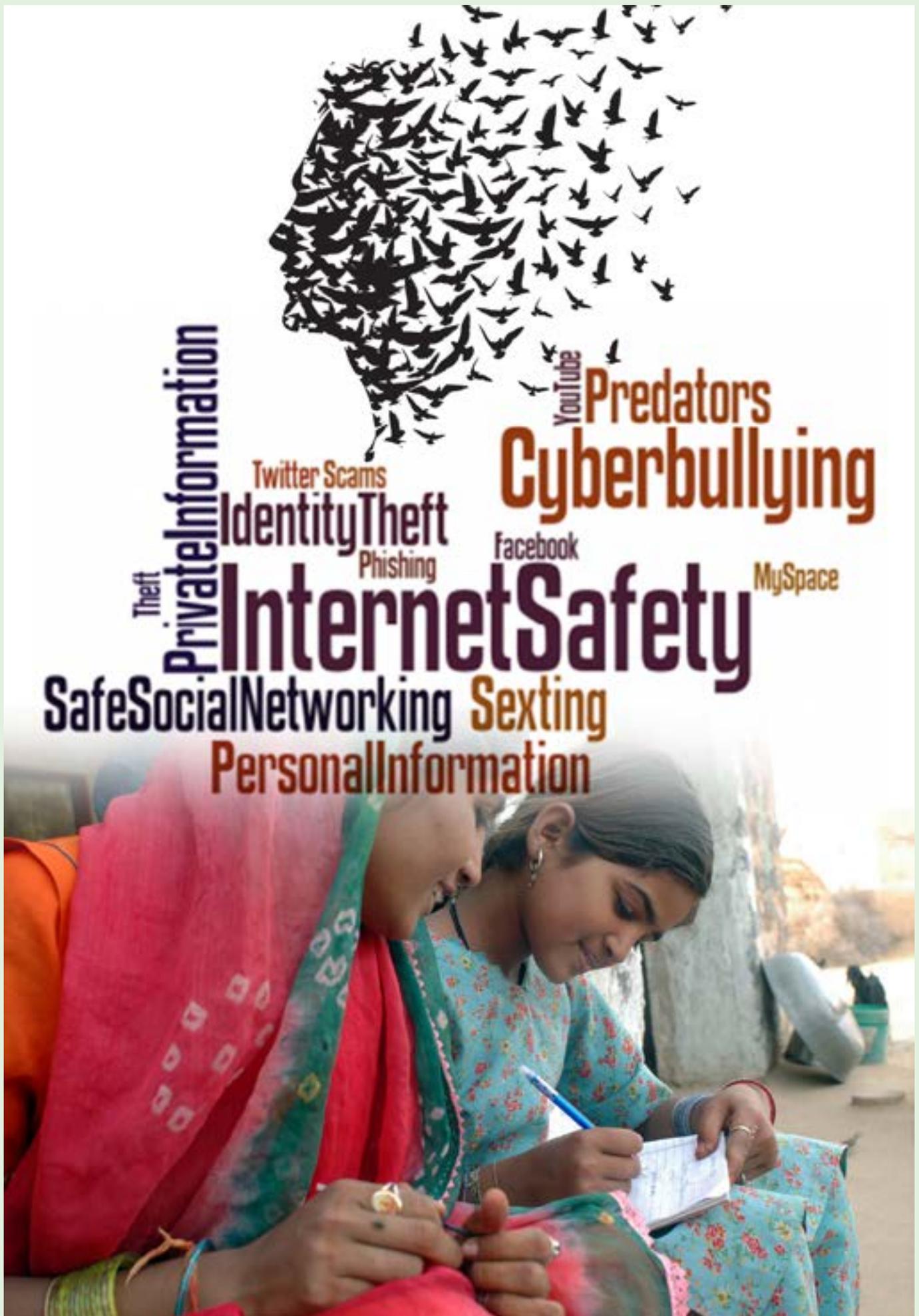
Sem **IV**	**CoS 2: Gender, School and Society**	**Compulsory** **Marks : 70 + 30**

75

Objectives

To enable the prospective teachers:

- to acquire awareness regarding issues related to gender prevailing in school.
- to gain understanding regarding psychological and sociological perspective regarding gender.
- to find solution to reduce issue related to gender bias in Society.
- to design strategies to bring gender equality in the school.

Unit 1: Gender: Concepts and emergence
- 1.1 Concept of Gender, Sex
- 1.2 Concept of Patriarchy, Feminism, Menism
- 1.3 Emergence of gender specific roles: sociological and psychological perspectives.
- 1.4 Influence of family, caste, religion, culture, region, media on gender identity

Unit 2: Gender: Representations & Issues
- 2.1 Gender stereotype in India: Concept, Prevention-role of teacher, parent and school
- 2.2 Representation of Gender in text-books, school activities, student teacher interactions and Society
- 2.3 Gender bias: health and nutrition, education and workplace
- 2.4 Gender equality and equity given in Indian Constitution

Unit 3: Gender: Policies, Provisions
- 3.1 Gender equality provision in RTE-2009
- 3.2 Government initiatives for gender equality and equity
- 3.3 Gender and Law: Dowry, Prenatal sex determination, Domestic Violence
- 3.4 Role of International Organizations in Promoting Gender Equality

Unit 4: Gender Safety and Children
- 4.1 Gender Safety in Schools: Concept and safety measures
- 4.2 Child Sexual Abuse: Preventing and Dealing (POCSO Act)
- 4.3 Gender Safety across curriculum: Representation in text, adolescent health, relationships and emotional well being
- 4.4 Cyber Bullying : Concept and prevention

Sem **IV**	**LPC 5: Classical Sanskrit**	**Compulsory** **Marks : 70 + 30**

उद्देश्यानि

प्रशिक्षणार्थिनः ....

- संस्कृतभाषया सम्भाषणकौशलं प्राप्तुम् ।
- विविधगीतानां माध्यमेन संस्कृतस्य श्रवणकौशलविकास: कथनकौशलविकास: रसास्वादनं च ।
- विविधानां कथानां पत्रलेखनमाध्यमेन च संस्कृतस्य श्रवणपठनलेखनकौशलानां विकास: ।
- मूल्ययुक्तानां सुभाषितानां प्रार्थनानां स्तोत्राणां च द्वारा पठनभाषणकौशलयो: ज्ञानप्राप्ति:, जीवनव्यवहारे तेषाम् उपयोग:, प्रहेलिकाश्लोकानां माध्यमेन रसप्राप्ति: ।

Unit 1 : संस्कृतसम्भाषणम्

1.1 स्वपरिचय: - स्वदिनचरीकथनम्

1.2 दैनिक-उपयोगिवस्तूनां नामानि , फल-पुषाणां नामानि

1.3 संख्यापाठनम् , समयपाठनम् , सम्भाषणप्रदर्शनम्

1.4 कौटुम्बिकसम्बन्धा:, व्यावहारिकशब्दावली -

Unit 2 : लोकप्रियं संस्कृतम्

2.1 संस्कृतमहत्त्वगीतानि

2.2 शिशुगीतानि

2.3 बालगीतानि

2.4 जन्मदिनगीतम् , शुभकामनागीतम्

Unit 3 : कथा:

3.1 बालकथा:- ध्रुवकथा , प्रह्लादकथा

3.2 ऐतिहासिककथा:- चाणक्य, विवेकानन्द,

3.3 पौराणिककथा:- आरुणिकथा , अष्टावक्रकथा

3.4 पत्रलेखनम् – मित्रं प्रति पत्रम् , शिक्षकं प्रति पत्रम् ,

Unit 4 : संस्कृतपद्यानि

4.1 मूल्यसुभाषितानि

4.2 वैचारिकसुभाषितानि

4.3 उपनिषद्प्रार्थना स्तोत्रं च - सत्यं वद , धर्मं चर ..., निर्वाणषट्कम्

4.4 शुभकामना-प्रहेलिकाश्लोका:

| Sem
IV | **PS 4 Advance Pedagogy** | **Compulsory**
Marks : 70 + 30 |

Objectives

To enable the prospective teachers:

• to understand the concept of advance pedagogy
• to understand concept and need of different advance pedagogies
• to use rubrics, portfolio as an assessment tool
• to understand use remedial measures

Unit 1: Introduction to Advance Pedagogy

   1.1   Advance Pedagogy: Concept, Need and Importance
   1.2   Principles of Advance Pedagogy
   1.3   STEAM (Science,Technology,Engineering,Arts,Maths) learning: Concept, Need and Importance
   1.4   Experiential learning and Project based learning

Unit 2: Advance Pedagogy-1

   2.1 Constructivist Approach: Concept, Principles and Role of Teacher
   2.2 5E Model: Steps and Role of Teacher
   2.3 Concept Mapping: Concept,Types, Importance and Role of Teacher
   2.4 Reflective Learning: Concept, Gibb's Cycle and Role of Teacher

Unit 3: Advance Pedagogy-2

   3.1   Cooperative Learning: Concept, Strategies and Role of Teacher
   3.2   Collaborative Learning:Concept, Strategies and Role of Teacher
   3.3. Techno pedagogy: Concept, Skills and Role of teacher
   3.4   Integrated Pedagogy: Concept

Unit 4: Assessment and Evaluation

   4.1   Rubrics: Concept, types, Development and its effective use
   4.2   Portfolio: Concept, types, Development and its effective use
   4.3   Diagnosis and Remedial measures , Action Research
   4.4   Modern tools and techniques for formative assessment

Sem IV	EPC 3 O1: Environmental Education	Optional Marks : 35 + 15

Objectives

To enable the prospective teachers:

- to understand functions of various Environmental Education centers.
- to conduct case study on Environmental Education and NGO or Academic organization.
- to prepare report on implementation Environmental policies.
- to conduct interview for Environmental Education activities at the school
- to develop an understanding of concepts and issues related to environment as depicted in curriculum
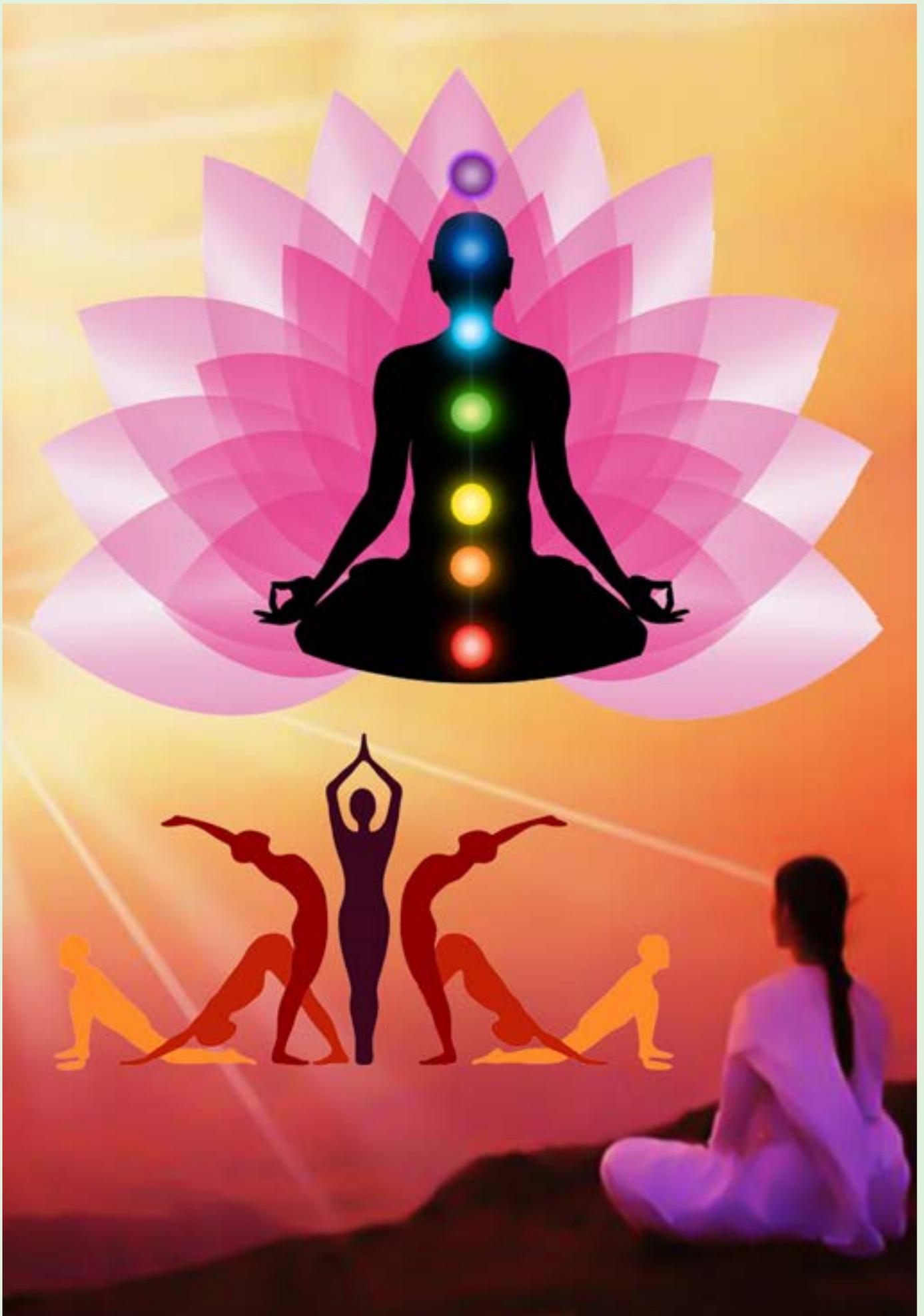
Section A

1. Study of students' understanding of the environmental concepts depicted in the text books
2. Activities for developing environmental friendly life style
3. Visit to any Environmental Education Centre and prepare report based on its activities
4. A study of Environmental issues by interviewing student, parents and educator.
5. A case study of any NGO, Academic organization such as special institution for Environmental Education with reference to their activities
6. Report on implementation of Environmental policies with reference to provisions for Environmental Education in the school.
7. Interviewing and preparing report to find out Environmental Education activities at the school by interviewing associated personnel (school principal, teachers, parents and students).
8. One day camping in a village or in Forest
9. Prepare a report on pollution in your place and inform the local authority.

Section B

1. Study of students' understanding of the images, graphs and figures related to environmental concepts as depicted in the text books.
2. A study on representation of concepts of environment across the curriculum (different subjects in same class or same subject in different classes)
3. Administration of Environmental awareness test on school students and preparing report
4. Group disCuSsion on significance of Panch Mahabhoota in the wellbeing of people.
5. Administration of Environment awareness inventory on school students and preparing report
6. Administration of Environmental awareness checklist/ rating scale/observation on students and preparing report
7. Administration of Environmental awareness interview on teachers and preparing report
8. Reflection on the policies and practices related to environment issues
9. Movie/ documentary review with reference to Environmental Education.

Mode of Transaction: Workshops of one day to describe the idea and the activity.
Activities to be conducted (any one from section A and B respectively)

Note: Trainees will select one activity from each section for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.

Sem **IV**	**EPC 3 O2: Yoga in Education**	**Optional** **Marks : 35 + 15**

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Objectives

To enable the prospective teachers:

- to perform various Asanas and Pranayam
- to understand the power of meditation
- to understand the impact of yoga on health
- to apply the knowledge yoga in the well being of self and scoiety
- to appreciate the traditional knowledge in yoga

Section A

1. Perform any five Paranayama and prepare a video of it.
   Anulom vilom, Bhrastika, Kapalbhanti, Shitali, Sitkari, Bhramari, Surya bhedan and Chandra bhedan
2. Organize Yoga awareness camp in the practice teaching school and prepare a report of it.
3. Undertake a project on scientific parameters of Yoga and prepare a report of it
4. Conduct a survey about the awareness towards yoga and prepare a report
5. Participate in any one seminar or workshop related to yoga and health and prepare a report
6. Visit a Yoga University or any Yoga centre and prepare reoprt
7. Interview any regular yoga practitioner and prepare report on their daily routine and their views about Yoga
8. International Yoga day Celebration and report preparation

Section B

1. Perform Asanas (Any Twelve) and prepare a video of it.
   a) Sitting Posture : Matsyendrasana, Kukkutasana, Vakrasana, JanuShirshasana, Bakasana
   b) Sleeping Posture: Ardha Salbhasana, Navkasana, Mandukasana, Matsyasana, Setubandhasana
   c) Standing Posture : Katichakrasana, Ustrasana, Garudasana, Virbhadrasana, Adho mukhasana
2. Visit any two certified yoga teacher and conduct interview about the impact of yoga on health and submit a report
3. Prepare a detailed report on different styles of meditation
4. Visit any yoga training Centre and prepare a report
5. Organize an interview with any five well known personalities of the city and find out their views about yoga.
6. Prepare a study paper on Emotional disorders and yoga
7. Taking precausions while doing Yoga-Prepare a report
8. Perform Shudhdhikriya (Jal Neti, Sutra Neti, Tratak) and prepare a video

Mode of Transaction: Workshops of one day to describe the idea and the activity.

Activities to be conducted (any one from section A and B respectively)

Note: **Trainees will select one activity from each section for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.**

Sem	EPC 3 O3: Educational Management	Optional
IV		**Marks : 35 + 15**

Objectives
To enable the prospective teachers:
- to understand functions of various educational agencies.
- to suggest way to improvise functioning of the school
- to develop understanding regarding functioning of various types of schools
- to acquire resource management skill

Section A
1. Group disCuSsion on difference between management and administration
2. A case study of any reputed/model educational institution with reference to its nature, structure, ethos, communication channel, function, branding policy (Public Relation Policy), leadership style adopted, record maintained, etc.
3. Familiarizing with various records maintained by self-financed school and government school following various educational boards
4. SWOT analysis of any educational institution
5. Visit to Pragna School, BaLa School, KGBV, Eklavya Model School, Special School
6. Visit to NCERT/SCERT/ DIET/ BRC/CRC and prepare report on its function
7. A Study of school culture by adopting sociometry or any other technique.

Section B
1. Preparing report on leadership style adopting by principal in the school with reference to its im pact on HR relations, productivity, etc.
2. Preparing workload of any educational institution based on HR available
3. Conducting any co-curricular activities with available resources in the school (Resource management)
4. Prepare various type of time table (academic time table, teacher wise time table, class wise ime table) for school
5. Prepare schedule to conduct examination in the school with reference to available resources
6. Prepare a comparative report about the evaluation pattern of different school board
7. Study of a school using the School Evaluation Format developed by GCERT

Mode of Transaction: Workshops of one day to describe the idea and the activity.
Activities to be conducted (any one from section A and B respectively)

Note: Trainees will select one activity from each section for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.

Sem	EPC 4 O1: Educational Statistics	Optional
IV		Marks : 35 + 15

Objectives

To enable the prospective teachers:

- to acquaint the student teachers with the basic scientific concepts and practices in the educational statistics.
- to enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures.
- to develop skills and competencies in the student teachers for the use of the statistical techniques in the field.
- to enable the student teacher to interpret the result of educational statistics.

Section A

1. Write a report on data collected of your class result by finding the mean, median and mode of scores on any one subject.
2. Write a report on data collected of your class result by finding the mean deviation, standard deviation and quartile deviation of scores on any one subject.
3. Do the analysis of achievement in different subjects.
4. Find the correlation between the scores of two subjects in the class and prepare a report.
5. Finding the central tendencies and measures of dispersion of result with the help of MS-Excel and write a report.
6. Do the trend analysis of five year result of standard XI of different subjects.
7. Graphical presentations of student's achievement in the different subject of your nearby school.

Section B

1. Graphical presentations of student's achievement in the different standard of your nearby school.
2. Prepare Graphical presentations of students achievement in the different subject of your nearby school with the help of excel.
3. Graphical presentations of student's achievement in the different standard of your nearby school with the help of excel.
4. Convert a achievement scores of one standard students in any subject in percentile and percentile rank and prepare a report.
5. Prepare a frequency distribution of a score in one subject and prepare its report.
6. Do the trend analysis of attendance of B.Ed. students.
7. Compare the judgment of different judges of the activities done at college level.

Mode of Transaction: Workshops of one day to describe the idea and the activity.

Activities to be conducted (any one from section A and B respectively)

Note: Trainees will select one activity from each section for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.

Sem		Optional
IV	**EPC 4 O2: Guidance and Counselling**	**Marks : 35 + 15**

Objectives

To enable the prospective teachers:

- to understand functions of various counseling centers.
- to conduct case study on Divyang children and NGO or Academic organization.
- to prepare report on implementation of RTE.
- to conduct an interview of counsellor to find out guidance and counselling activities at the school
- to administer IQ, Aptitude and Personality test.

Section A

1. Discussion on concept and need of Guidance and Counselling
2. Visit to any guidance and counselling centre (Vocational, Personal guidance centre) and prepare report based on its activities
3. A case study of Divyang child by interviewing care taker, parents and special educator
4. A case study of any NGO, Academic organization such as special school for divyang children with reference to their activities
5. Report on implementation of RTE-2009 with reference to provision of 25% seats for economically weaker and disadvantaged children in the schools.
6. Interviewing and preparing report to find out guidance and counselling activities at the school by interviewing associated personnel (counsellor, school principal, teachers, parents and students).
7. Movie/ documentary review with reference to guidance and counselling
8. Designing and implementing vocational guidance programme for school students
9. DisCuSsion on the case study of counseling presented in the textbook of English (SL) of standard-11
10. Identify the issues related to guidance and perform role playing.

Section B

1. Administering Intelligence test and based on it guiding students and preparing report
2. Administering study habits inventory and based on it guiding students and preparing report
3. Administering Personality test and based on it guiding students and preparing report
4. Administering Aptitude Test and based on it guiding students and preparing report
5. Administering interest inventory and based on it guiding students and preparing report
6. A study of group dynamics with the help of Sociometry and prepare report
7. Designing and implementing remedial strategies for slow learners/ gifted learners.
8. Preparing student profile by administering psychological tests at school level

Mode of Transaction: Workshops of one day to describe the idea and the activity.
Activities to be conducted (any one from section A and B respectively)

Note: **Trainees will select one activity from each section for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.**

Sem **IV**	EPC 4 O3: Value Education	Optional Marks : 35 + 15

Objectives
  To enable the prospective teachers:
• to understand the concept of various value and analyse it.
• to review and reflect on the events involving value judgement.
• to prepare report of their reflections.

Section A
• In order to move from "me" to "we", what changes would you like to bring in your college environment?
• Prepare presentation/paper on any one topic with your reflection: The factors for lacking of values in today's world is:
        - Wealth Without Work
        - Pleasure Without Conscience
        - Knowledge Without Character
        - Commerce Without Ethics
        - Science Without Humanity
        - Politics Without Principles
• Watch the following youtube videos https://www.youtube.com/watch?v=gIYJePEnvUY and https://www.youtube.com/watch?v=OVAokeqQuFM and analyse it.
• Watch the following youtube video https://www.youtube.com/watch?v=IfdjubjdMtc and analyse it.
• Watch movie: "Madam Geeta Rani" and reflect your view if you were there in place of Geeta Rani.
• Write a script of a Drama to inculcate any one value among this student

Section B
• Watch any one patriotic movie any analyse identify the values and if you are a director, how you have projected this theme in this movie.
• Read article 51A of Indian constitution and analyse your behavior with reference to these fundamental duties.
• Read the chapter 6: 'Equitable and Inclusive Education: Learning for All' of NEP 2020 and make an action plan to implement it as a teacher.
• Read the textbook of Social Science of any standard from 6 to 8 and make a list of the values reflected from it.
• Visit any orphan/old age house and reflect your thoughts that came after this visit.
• For example think "Because of the corona disease, you are hospitalized for a short time. What cautions will you take for society? Reflect your views and make a list of values that are governing your decisions.

Mode of Transaction: Workshops of one day to describe the idea and the activity.
                        Activities to be conducted (any one from section A and B respectively)

Note: Trainees will select one activity from each section for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.
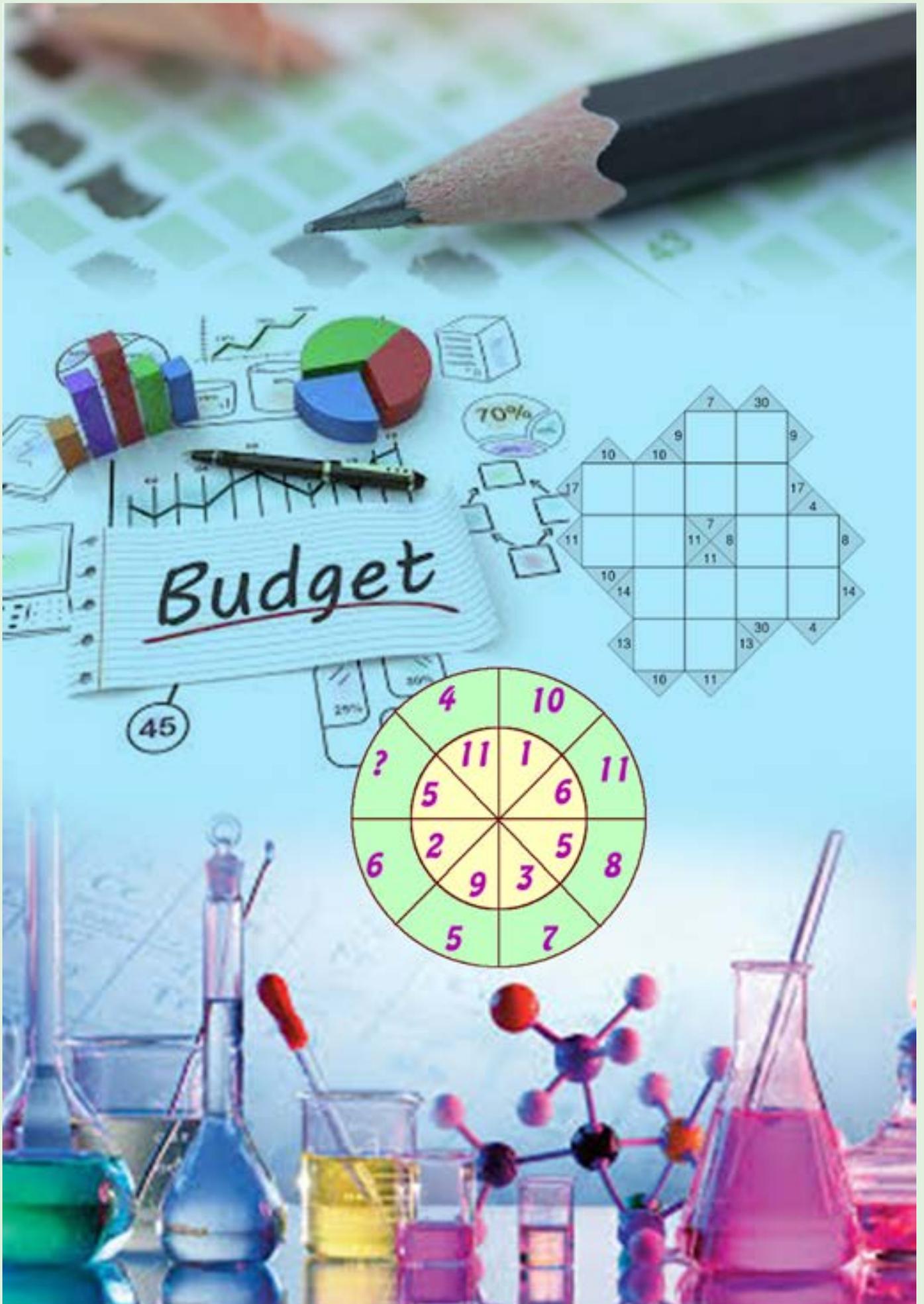
Sem							
IV		**SI 4: Block Teaching and Intern-**				**Compulsory**	
						Marks : 200	

Objectives

To enable the prospective teachers:

• to develop ability to handle school activities independently.

• to develop the proficiency in imparting lessons.

• to develop the proficiency in preparing blueprint.

• to develop the ability to administer psychological test.

• to develop the ability to reflect on their daily routine in schools.

Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
Block Teaching			M1	M2		Int.	Ext.	Total
Lessons	4	120	4	4		100		100
Test			1	1	10			
Observation			5	5				
			Test Result Analysis and Remedial Lesson Planning (1+1)			10		10

Type of Activity	Credit	Hrs.	Activity	Marks		
Internship				Int.	Ext.	Total
Internship	4	120	Internship Lessons and activities assigned by school. Submission of Internship report with reflective Journal+ Observation of lessons of School teachers and peers	20		20
Submissions			Blue Print in each method of 50 marks	30		30
			Science Practical/ / Map Reading/ Literary Activity/ Math Puzzle/ Budget Analysis /any other related activity to the subject	10		10
			Psychological Test	20		20
			Institutional Visit	10		10
			Total	**200**	**--**	**200**

Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
			M1	M2		Int.	Ext.	Total
Annual Lesson	-	-	1	1	2	-	100	100

School Internship

School Internship

Practice Teaching and Internship

The practice teaching and internship component aims at concretizing the experience of the trainee to be an effective teacher. The theory course provided the necessary knowledge which forms the basis for developing professional skills and competencies in teaching and learning. Next few pages present the practical components and activities that are to be performed during the course of 2 years.

The major objectives of practice teaching and internship components will be to develop:

1. A better understanding of the theoretical concepts, principles and their applications.
2. Competencies for undertaking multiple role of a teacher and develop understanding of the school system.
3. Professional skills and competencies for effective teaching and learning.
4. An understanding of the real life work atmosphere and the challenges therein.
5. A positive attitude towards teaching profession with an inclination towards innovations.
6. Ability to reflect upon the school experiences and foster self-development.

Student teacher is given first exposure of school environment in 1st semester and various types of learning experiences continues till 4th semester. During the course of practice teaching the student teacher will be gradually exposed to school environment followed by exposure to various microteaching skills, simulation, stray lessons, finally leading to a whole school experience.

School Internship Overview

Semester	Title	Code
I	Pre practice Teaching (School Observation, Microteaching and Simulation)	SI 01
II	Practice Teaching (Stray Lessons)	S1 02
III	Internship (10-12 Weeks at Upper Primary School)	SI 03
IV	Block Teaching & Internship (4 -6 Weeks at Secondary School)	SI 04

Semester wise Distribution of Credits and Marks				
Semester	Credit	Internal	External	Total Marks
I	4	200		200
II	4	100		100
III	7	200		200
IV	8	200		200
Annual Lesson			100	100
Total	23	700	100	800

Sem	SI 1 : Pre Practice Teaching	Compulsory
I		**Marks : 200**

Objectives

To enable the prospective teachers:

- to understand the concept of microteaching skills and simulation
- to develop the proficiency in application of microteaching skills
- to develop the proficiency in delivering simulation lessons
- to develop the ability to use online medium and give lessons through online mode.
- to be exposed to school environment and gain multiple experiences

Type of Activity	Credit	Hrs.	Lessons			Marks		
			M 1	M 2	Total	Int.	Ext.	Total
Micro Lesson	1.5	45	3	3	6	60	-	100
Observation			6	6	12			
Simulation (Face to Face)	2.5	75	3	3	6	60	-	
Observation			3	3	6			
Simulation (Digital)			2	2	4	40	-	
Observation			2	2	4			
School Exposure	1.0	30	Report writing & Reflective journal			20	-	40
			Film Review and Reflective writing			20	-	
	5.0	150	Total			200	-	200

Sem	SI:2 Practice Teaching	Compulsory
II		**Marks : 100**

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Objectives:

To enable the prospective teachers:

• To understand the concept of stray lessons.

• To develop the proficiency in delivering stray lessons.

• To develop the ability to reflect on the lessons delivered by them.

• To develop skills for preparing TLM.

Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
			M1	**M2**		**Int.**	**Ext.**	**Total**
Stray Lessons	3	90	3	3	6	60	-	60
Observation			6	6	12			
Submissions	1	30	Reflective Journal for Stray Lessons			20	-	20
			Preparation of TLM in First Method			20	-	20
			Total			**100**	**-**	**100**

Sem	SI: 3 Internship	Compulsory
III		**Marks : 200**

Objectives

To enable the prospective teachers:

• To develop ability to handle school activities independently.

• To develop the proficiency in imparting lessons.

• To develop the proficiency in conducting curricular and co-curricular activities.

• To develop the ability to analyze and review books and literary texts.

• To develop skills for identifying problem and conducting action research.

• To develop the ability to report the administrative and management system of school.

• To develop the ability to reflect on their daily routine in schools.

Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
			M1	**M2**		**Int.**	**Ext.**	**Total**
Lessons			4	4	8	80		80
Curricular and Co-Curricular Activities	5	150	Participation in school activities and completing all work assigned by Intern school			20		20
Submissions	2	60	Book Review			20		20
			Action Research in Intern School			20		20
			Case Study			20		20
			Report on Administration and Management of School			20		20
			Reflective Journal			20		20
			Total			**200**		**200**

<table>
<tr><td>**Sem**
IV</td><td>**SI 4 : Block Teaching and Internship**</td><td>**Compulsory**
Marks : 200</td></tr>
</table>

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Objectives

To enable the prospective teachers:

• To develop ability to handle school activities independently.

• To develop the proficiency in imparting lessons.

• To develop the proficiency in preparing blueprint.

• To develop the ability to administer psychological test.

• To develop the ability to reflect on their daily routine in schools.

Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
Block Teaching			M1	M2		Int.	Ext.	Total
Lessons	4	120	4	4		100		100
Test			1	1	10			
Observation			5	5				
			Test Result Analysis and Remedial Lesson Planning (1+1)			10		10

Type of Activity	Credit	Hrs.	Activity	Marks		
Internship				Int.	Ext.	Total
Internship	4	120	Internship Lessons and activities assigned by school. Submission of Internship report with reflective Journal+ Observation of lessons of School teachers and peers	20		20
Submissions			Blue Print in each method of 50 marks	30		30
			Science Practical/ / Map Reading/ Literary Activity/ Math Puzzle/ Budget Analysis /any other related activity to the subject	10		10
			Psychological Test	20		20
			Institutional Visit	10		10
			Total	**200**	**--**	**200**

Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
			M1	M2		Int.	Ext.	Total
Annual Lesson	-	-	1	1	2	-	100	100

Evaluation Pattern

Type of Paper	Internal			External			Total Marks
	Particulars	Marks	Total Marks	Particulars	Marks	Total Marks	
Theory	Assignment/ Seminar/ Project/ Workshop	5	30	Semester end Written Examination	70	70	**100**
	Attendance	5					
	CCE	5					
	From Prelim Exam	15					
Theory/ Practical*	Assignment/ Seminar/ Project/ Workshop	5	30	Semester end Written Examination	35	70	**100**
	Attendance	5		Oral Activities	10		
	CCE	5		Written Activities	10		
	From Prelim Exam	15		Viva-voce	15		
EPC**	Performance Based Assessment: **Section A**	7.5	15	Submission on **Section A**	10	35	**50**
				Submission on **Section B**	10		
	Performance Based Assessment: **Section B**	7.5		Viva voce	15		

Theory/Practical Papers:** Gujarati/Hindi/Classical Sanskrit and English

EPC: Art in Education, Reflective Reading, Environment Education, Yoga in Education, Educational Management, Educational Statistics, Guidance and Counseling, Value Education

***Preliminary Examination:** One Exam of 35/70 Marks to be taken on the pattern of Annual Exam. It is to be converted to 15 Marks. Converted from Preliminary Exam

CCE (Continuous Comprehensive Evaluation): Two CCE of 25 Marks each to be taken .
Average of two CCE to be converted to 5 Marks.
CCE I- Unit 1 & 2 , CCE 2- Unit 3 & 4

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Format of Question Paper

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General Instructions:

1. **All questions are compulsory, options are internal.**
2. **Digits marked at the end of questions shows total marks of that questions.**
3. **Answer briefly and to the point.**

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For 70 Marks: (Time 3 Hours)

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Question 1 Answer following questions as directed: (From Unit 1)
  (A): Answer any two out of three In 400 words   08 Marks
  (B): Answer any two out of three In 250 words   06 Marks

Question 2 Answer following questions as directed: (From Unit 2)
  (A): Answer any two out of three In 400 words   08 Marks
  (B): Answer any two out of three In 250 words   06 Marks

Question 3 Answer following questions as directed: (From Unit 3)
  (A): Answer any two out of three In 400 words   08 Marks
  (B): Answer any two out of three In 250 words   06 Marks

Question 4 Answer following questions as directed: (From Unit 4)
  (A): Answer any two out of three In 400 words   08 Marks
  (B): Answer any two out of three In 250 words   06 Marks

Question 5: Answer any 7 out of 10 questions: (From All four Units) 14 Marks

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For 35 Marks:(Time 2 Hours)

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Question 1 Answer following questions as directed: (From Unit 1 & 2)
  (A): Answer any two out of three In 400 words   08 Marks
  (B): Answer any two out of three In 250 words   06 Marks

Question 2 Answer following questions as directed: (From Unit 3 & 4)
  (A): Answer any two out of three In 400 words   08 Marks
  (B): Answer any two out of three In 250 words   06 Marks

Question 3: Answer any 7 out of 10 questions (From All four Units) 07 Marks

Instructions about Examination

1. ASSESEMNT

1.1 There shall be two components for assesment of learners
1. Continuous and Comprehensive Evaluation (Internal Assessment)
2. Semester End Examination (External Examination)

1.2 The assessment carries any of the following modes, as per the requirement of the Papers as notified by the University.

(a) Written
(b) Practical
(c) Oral/Viva-voce
(d) ICT based Tests
(e) Open Book Examinations
(f) Submission of Project/Report

1.3 The semester end examination shall be mandatory for every student to appear in every examination conducted by the University. The examination shall be held according to the scheduled notified by the University from time to time. Any of the students who fail to present himself/herself at the examination as per schedule at the place notified and those who appear at the examination and leave the examination hall voluntarily or boycott the examination for any of the reasons or whatsoever deemed as forfeiting his/her rights to appear at the said examination. The University shall not hold fresh examination for any or all subjects for such students under any circumstances.

1.4 Practical, Oral (Viva-voce) Examination
1. The practical examination shall be organised by the respective College as per the instructions of the University. Principal of the college concerrned shall submit the time table including the names of the paper setters/ examiners to the Controller of Examination, IITE 15 days in advance.
2. The practical examination shall be conducted in presence of Examinerrs appointed by the University and to assist external examiner there shall be one internal examiner duly appointed by the University.
3. In event of assessment is to be carried out by reviewing the submissions of candidate, the examination shall be carried out jointly by internal as well as external evaluators by the University.

1.5 The Principal/HOD of the respective College shall send a list of students eligible and not eligible for the End-Term Examinations. Only those students will be allowed to appear in the End-Term Theory and Practical Examinations, whose names appear in the list of eligible students. It is the sole responsibility of the Institute/college to check the eligibility of the students before sending the list and Examination Form to the University.

Since the B.Ed. Course is governed by the rules and regulations stipulated by the NCTE, the 80% of the presence is required in theory classes and 90% of the presence is required in Practice Teaching/field based practicum/School Internship for qualifing in semester end examination.

1.6 Only those candidates who have passed the internal assessment of the particular course shall be permitted to appear in the examination. In case, the result of internal assessment is submitted during the examination, the external examination appeared shall be void for the further process.

1.7 Hall tickets shall be issued to each student by the Examination Department prior to the commencement of the examinations. No student shall be permitted to enter the Examination Hall without the Hall Ticket. The Students will be permitted to appear only in those examinations indicated in her / his Hall ticket. It is further clarified that the issuance of a Hall ticket is not an acknowledgement by the University that the student has fulfilled all the requirements which would entitle him/her to appear for the examination, such as, minimum attendance in any such case University may restrict the student to appear for the examination.

1.8 The result of the last semester shall not be declared (kept withheld) unless and until the candidate clears all the courses/papers of a program.

2. MARK SHEET

The Mark sheet would contain the performance of the student in terms of grades and it should contain photographs of the student, hologram of the IITE, QR Code, Name of the Institute where student studied in student Certificates and mode of Study.

3. ASSESSMENT AND EVALUATION:

CCE (Continuous and Comprehensive Evaluation):
There will be continuous and comprehensive evaluation for the Course. The learners will be evaluated internally as well as externally. As the university has adopted CCE module for the evaluation, the pattern scheme for evaluation will be as under:

3.1 SCHEME OF EVALUATION
INTERNAL EVALUATION (30 % of Marks)
Internal evaluation will include assignment/project/seminar/practical/MCQ test/Quiz/VIVA/ written test. It is up to the department/ College to select any of these. The ratio of marks will be 1:1:1:3 for each. The detailed Marks statement shall be submitted to Examination Section on or before the last day of the respective semester. Plagiarism of any kind in assignment/project work/ seminar/ any submission etc. will be punishable by the concerned departments.
EXTERNAL EVALUATION (70 % of Marks)
External evaluation will be semester end examination, theoretically and/or practically as case may be, conducted by the university at the end of each semester.

3.2 ASSESSMENT
There are two categories for evaluation: The student is eligible for Total for that subject, if there are more than 40 % of marks in Internal and External Evaluation.

3.3 GRADING SYSTEM AS PER UGC 10 POINT SCALE SYSTEM.
Cumulative Grade Point Average (CGPA): It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.
i.e. CGPA = $\Sigma(C_i \times S_i) / \Sigma C_i$
where S_i is the SGPA of the ith semester and C_i is the total number of credits in that semester.
Semester Grade Point Average (SGPA): It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.
i.e SGPA $(S_i) = \Sigma(C_i \times G_i) / \Sigma C_i$
where C_i is the number of credits of the ith course and G_i is the grade point scored by the Students.
Grade Point: It is a numerical weight allotted to each letter grade on a 10-point scale.
Letter Grade: It is an index of the performance of students in a said course. Grades are denoted by letters O+, O, A+, A, B+, B and F.

3.4 PROCEDURE OF AWARDING THE GRADES
Marks and Award of Grades:
The following TABLE gives the marks, numerically grades, letter grades and classification to indicate the performance of the candidate.

Grading Pattern Table
Conversion of Marks to Numerical Grade, Letter Grade & Course Performance

Sr. No.	% of Marks	Letter grade	Grade point	Remarks
1	90 and above	O+	10	Outstanding
2	80 to 89	O	9	Excellent
3	70 to 79	A+	8	Very Good
4	60 to 69	A	7	Good
5	50 to 59	B+	6	Above Average
6	40 to 49	B	5	Average
7	0 to 39	F	0	Fail

4. CONFERNMENT OF DEGREES
A student shall be awarded degree if he/she has registered himself/herself, undergone the course of studies, completed the project reports / dissertation specified in the curriculum of his/her programme and earned the minimum Credits required within the maximum period of Course Duration + 2 years

5. MERITORIOUS AWARDS
5.1   The Prizes and Medals, the award of which are instituted by the University shall be presented at the Convocation to the awardees, if they choose to remain present, immediately after the conferment of the degrees. In other cases the same will be delivered to them through the Principal of the concerned College.

5.2   Gold Medal(s) shall be awarded on the basis of Total Marks obtained by the student in all the semesters. Medal will only be awarded for the Courses in which minimum 5 Students are enrolled in last semester.

5.3   If two or more students have secured the same Marks, then the marks secured by the students in the external examination only shall be taken into consideration in awarding the Gold Medals.

5.4   If both students also secure the same external marks, then both the students should be awarded the Gold Medal

5.5   The Rank Holders on the basis of Marks shall be awarded the University Gold medal for being First. The Second and third Rank holders shall be given rank certificates by the university. The University shall also issue Certificates indicating the name of the Medal awarded to the students.

5.6   The University may also consider issuing other Certificates of Merit or overall conduct at any convocation organized by the University.

5.7   A student who has been fined or has been expelled from the Hostel / College/University for any act of indiscipline shall not be eligible for the award of gold medal(s). A student who has failed in any course and has cleared the course in a Repeat Examination shall not be eligible for award of Gold Medals.

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- Dr. Mahesh N. Dixit   Associate Professor, IASE, Gujarat Vidyapith
- Dr. Jignesh Patel   Associate Professor, Centre of Education, Children's University, Gandhinagar
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- Dr. J.K. Talati   Principal, R.P Anada College of Education, Borsad
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- Dr. Kaushal Yadav   Principal, A.G. Teachers College, Ahmedabad
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- Dr. Tomba Singh   Assistant Professor, R.H. Patel Eng. M.Ed. College of Education, KSV, Gandhinagar
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- Dr. Dipti Kundal   Assistant Professor, Shri MM Vaidya College of Education, Vadhvan
- Dr. Rajendrasinh Jadeja   Director, CDC, CVM University, Vallabh Vidyanagar (invitee)
- Dr. Nidatt Barot   Principal, Institute of Language Teaching, Rajkot (invitee)
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- Dr. Devang Mehta   Assistant Professor, Kadi Sarva Vishva Vidyalaya, Gandhinagar
- Dr. Jayesh Patel   Assistant Professor, STT college of Education, Visnagar

Co-ordinators:

- Prof. Divya M. Sharma, Professor, CoE, IITE
- Dr. Viral B. Jadav, Asso. Professor, CoE, IITE

યુનિવર્સિટી ગીત

રાષ્ટ્રની ઉજળી આવતીકાલના અમે છીએ ઘડવૈયા,
અંધકારની સામે અડીખમ પ્રકાશના લડવૈયા,

તૂટે તિમિર તણાં હર બંધન . . .
આઇ.આઇ.ટી.ઇ. તુજને વંદન . . .(૨)

ઘડવૈયાનું ઘડતર કરતું ઉત્તમ વિદ્યાધામ ,
પરંપરાને પ્રયોગ કેરું થાય ઉચિત સન્માન,

તુજને કોટિ કોટિ અભિનંદન . . .
આઇ.આઇ.ટી.ઇ. તુજને વંદન . . . (૨)

સંસ્કૃતિનું રક્ષણ, આધુનિકતાનું આહ્વાહન,
સુરાષ્ટ્રના નિર્માણને સાર્થક કરતું ઉત્તમ શિક્ષણ,

પ્રગટે જ્ઞાન તણાં જ્યાં સ્પંદન . . .
આઇ.આઇ.ટી.ઇ. તુજને વંદન . . .(૨)

न हि ज्ञानेन सदृशं पवित्रमिह विद्यते

शिक्षणने समर्पित दशक

Indian Institute of Teacher Education

(A State Public University established by Government of Gujarat)

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